



Homecoming: Moving New York Forward

C O N F E R E N C E P R O G R A M

# NYSACAC VIRTUAL CONFERENCE

**June 8 – 10, 2021**

**MERCY.EDU/NYSACAC**

# CONFERENCE SCHEDULE

## AT A GLANCE

### Tuesday June 8

**Guided Meditation - 8:15 a.m.**

**Coming Together Welcome and Keynote - 9:00 a.m.**

**Coming Together Educational Sessions - 11:00 a.m.**

**Coming Together Educational Sessions - 12:45 p.m.**

**Coming Together Educational Sessions - 2:00 p.m.**

**Coming Together Closing Keynote and Staying Together - 3:15 p.m.**

**ACCEPT Special Interest Group Meeting - 4:15 p.m.**

**LGBTQIA+ Special Interest Group Meeting - 5:15 p.m.**

**Networking & Social - 7:00 p.m.**

### **Silent Auction**

Don't forget to check out the items available for bid starting at 11:00 a.m. on Tuesday, June 8.



# Wednesday June 9

**Fitness Class - 8:00 a.m.**

**Yoga with Cola - 8:15 a.m.**

**Newcomers Orientation - 8:45 a.m.**

**Annual Conference Welcome and Keynote - 10:00 a.m.**

**Women in Admissions and Counseling Special Interest Group - 11:45 a.m.**

**12:45 p.m. Options:**

**Financial Aid Certification (Part 1 of 3)**

**Middle Management Institute (Part 1 of 3)**

**Executive Track (Part 1 of 2)**

**Annual Conference Educational Sessions**

**2:00 p.m. Options:**

**Financial Aid Certification (Part 2 of 3)**

**Middle Management Institute (Part 2 of 3)**

**Executive Track (Part 2 of 2)**

**Annual Conference Educational Sessions**

# Wednesday June 9 (CONTINUED)

Meeting for NYSACAC Executive Board Members - 3:15 p.m.

Learning Lab Session 1 - 3:15 p.m.

Learning Lab Session 2 - 4:00 p.m.

Learning Lab Session 3 - 4:45 p.m.

Latinx Special Interest Group Meeting - 5:15 p.m.

African Diaspora Special Interest Group Meeting - 6:15 p.m.

Wine 101 - 7:00 p.m.

Trivia - 8:00 - p.m.

## Virtual 5K

Run, jog, walk, skip . . . just get moving and compete in our virtual 5K anytime on Wednesday, June 9. Make sure you track your activity in the Strava app:

[https://www.strava.com/clubs/903805/group\\_events/9199](https://www.strava.com/clubs/903805/group_events/9199)



# Thursday June 10

**Fitness Class - 8:00 a.m.**

**9:00 a.m. Options:  
Financial Aid Certificate (Part 3 of 3) -  
Middle Management Institute (Part 3 of 3)  
Annual Conference Educational Session**

**General Membership Meeting and NYSACAC Update - 10:15 a.m.**

**Legislative Forum - 11:00 a.m.**

**WE-WISH Special Interest Group Lunch Meeting - 12:15 p.m.**

**Transfer and Community College Special Interest Group Meeting - 1:00 p.m.**

**Mega Session: Town Hall - 2:00 p.m.**

**Awards and Closing Ceremony - 3:45 p.m.**

**Newcomers Wrap Up - 4:45 p.m.**

**Meeting for NYSACAC Past Presidents - 5:00 p.m.**

**Mixology Class - 7:00 p.m.**

**Social - 8:00 p.m.**

# Full Conference Schedule and Descriptions

# Tuesday, June 8

**8:15 - 8:45 a.m. • Guided Meditation with Natasha Edwards**

**9:00 – 10:45 a.m. • Coming Together Welcome and Keynote**

**The Keynote will be delivered by Dr. Donovan Livingston**

## TUESDAY, JUNE 8 • COMING TOGETHER EDUCATIONAL SESSIONS SESSION 1 • 11:00 a.m. - 12:00 p.m.

### **A Postsecondary Readiness Roadmap for Multilingual Learners/English Language Learners**

**May Maani**, New York City Department of Education, Division of Multilingual Learners

**Yesenia Crespo**, New York City Department of Education, Division of Multilingual Learners

The Postsecondary Readiness Roadmap for MLs/ELLs provides educators and school administrators with an organizational framework for strategies and activities that support high school MLs/ELLs in being ready for college, career, and life in a global society. Embedded in what we call “The Four Pillars of ML/ELL Engagement,” the Roadmap recognizes that at the heart of supporting ML/ELL postsecondary readiness is building community, ensuring accessibility, upholding socioemotional learning, and being culturally responsive and sustaining in our practices. With this framing, we will walk participants through what it looks like to support MLs/ELLs through the postsecondary readiness process, from exploration through application.

### **Breaking Down the White Narrative: Explaining Social Mobility in Higher Ed**

**Ayinde Bennett**, Urban Assembly

In this presentation, I take a closer look at the Social Mobility Index and how the schools listed on this index positively impact lower income Black and Latinx students. This presentation also examines the current belief that Ivy League schools and other private institutions have the most success in moving lower income Black and Latinx students to a higher economic status. This is not true, yet many counselors and school stakeholders place a greater value on these institutions and often times recommend them over many of the schools on the Social Mobility Index.

# TUESDAY, JUNE 8 • COMING TOGETHER EDUCATIONAL SESSIONS

## SESSION 1 • 11:00 a.m. - 12:00 p.m. (CONTINUED)

### Counseling Trans and Genderqueer Students

**Tachrina Ahmed**, Expanded Horizons, Henry Street Settlement

**Cesar Moran**, Henry Street Settlement

Although there may be some overarching idea on how counselors (at H.S. and college level) can support trans and non-binary students, most of those ideas are rooted in emotional rather than advocacy counseling. While it is invaluable to ensure trans/genderqueer students have a safe space to share their stories and needs to their counselors, counselors should also be equipped to support their students beyond holding that emotional space.

### Culturally Responsive Family Engagement

**Kaitly Modesto**, New York City Department of Education

**Raymond Johnson**, NYCDOE

Families are the number one influence on students' postsecondary decisions. As High School educators, we have a responsibility to inform families of their students' postsecondary options and support them in the process. This interactive workshop is for high school educators who want to improve their family engagement strategies in a culturally responsive way. Participants will learn best practices, share activities and obtain resources. To conclude the session, participants will create an action plan to better serve their students and families. Participants will learn through hands-on experience how to facilitate a culturally responsive workshop to engage families in the postsecondary planning process. Participants will learn about virtual and in person activities, resources, and tools they can use to engage families early on in the postsecondary planning process.

### Finding Their Why: Infusing Positive Youth Development Into College Readiness Activities

**Robin Blanc**, Opportunities for a Better Tomorrow

**Shayaun Pakizegi**, Opportunities for a Better Tomorrow

In this workshop, we will discuss how Opportunities for a Better Tomorrow developed an SEL-informed college access workshop series for our population of out-of-school youth. Participants will learn about the role that positive youth development plays in supporting students' post-secondary planning across academically diverse populations, and will explore examples of how to support students in applying their strengths and resources to the post-secondary transition. This session will include structured time for participants to workshop youth development oriented college readiness activities.



# TUESDAY, JUNE 8 • COMING TOGETHER EDUCATIONAL SESSIONS

## SESSION 1 • 11:00 a.m. - 12:00 p.m. (CONTINUED)

### **Twists and Turns: Pivoting Organizational Methods and Visions in a Time of Crisis**

**Robyn German Phillips**, College Access Consortium of New York, Inc. (CACNY)

**Nicola Fennel**, College Access Consortium of New York, Inc. (CACNY)

**Latiqua Washington**, College Access Consortium of New York, Inc.

With the prolonged onset of the coronavirus, along with the highlighted historical impact of racial injustice, there was/is an even more urgent call to action within the field of postsecondary access and success. The College Access Consortium of New York (CACNY) organization strives to maintain integrity while delivering impactful programming to members in the field. Join the CACNY Board to learn how the organization reflected and pivoted programming to serve members and their students. Audience members can expect to engage in fruitful discussions regarding best practices, and virtual platforms for engagement.

### **When Practitioners meet PhDs: Bridging the Divide between Research and Practice**

**Ja'Dell Davis**, University of Wisconsin-Madison, Department of Sociology

**Akil Bello**, FairTest

**Latiqua Washington**, FairTest

Researchers build theory, politicians drive policy, and practitioners create outcomes. Bridging the chasm between these three groups is key to improving educational outcomes for everyone. During this session, you'll work with a researcher and a practitioner to explore the priorities of various constituencies and develop strategies that will enable college access practitioners to actively engage with academic scholars and their work in order to directly influence legislative priorities, higher ed policies and economic policy. We provide concrete examples of research that has impacted the profession and individuals who have changed policies.

# TUESDAY, JUNE 8 • COMING TOGETHER EDUCATIONAL SESSIONS

## SESSION 2 • 12:45 p.m. - 1:45 p.m.

### **All Kids Can, This Kid Can! : Nurturing a Growth Mindset for Black & Brown Students in the COVID College Application Process**

**Carlos Grimes**, DREAM Charter High School

**Adrienne Lauchert**, DREAM Charter High School

**Briana Avery**, DREAM Charter High School

Managing a positive, affirming space during the college application process is always difficult, however COVID-19 has made this an even more daunting feat. With many students without the safe option of in-person learning, and many 1:1 counseling sessions, application workshops, and family engagement events moving to a virtual space, it has been difficult for college counselors to cultivate student-focused, affirming spaces for underserved youth. Our session will focus on the lessons we have learned from COVID college counseling in New York City, and how to use SEL best practices to support our students during this crisis. DREAM CHS is one of a handful of NYC High Schools that has been in-person during the COVID-19 pandemic. Our counselors will end the session by sharing best practices for in-person, SEL driven college counseling.

### **Introduction to the Postsecondary Readiness Audit Tool**

**Cassie Magesis**, The Urban Assembly

**Estefany Carmona**, The Urban Assembly

The purpose of this session is to introduce systems and practices geared towards creating a holistic 9th-12th postsecondary-readiness experience for all students. We aim to positively impact the number of students graduating from “strong-fit” postsecondary institutions and obtaining gainful employment that leads to social and economic mobility. Participants will explore the UA Postsecondary Readiness AUDIT which is a tool created for school teams and leaders to work together to determine their school’s postsecondary readiness “score”. We’ll examine the following categories:- Early College and Career Awareness- Work-Based Learning and Enrichment- Postsecondary Planning and Preparation, and- Future-Ready Skills

### **Let’s Make Equity More Than a Buzzword**

**Sihaya Moraleda**, Ithaca College

**Elyse Nepa**, Ithaca College

It’s in every mission statement, and we work towards it daily in our work as professionals in education. But how do we know if we are actually being equitable? How often do we critically examine our practices and institutional structures? Do we have the data we need to embark on such evaluation? When we do look at data, how do we know what questions to ask? Who’s responsible for doing this work? This session will encourage self-reflection, discussion, and collaboration. Along the way, we will discuss our experience launching a staff/faculty read of the text that inspired this session: From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education, by Tia Brown McNair, Estela Maria Bensimon, and Lindsey Malcolm-Piqueux. Participants will leave with actionable steps they can implement at their organizations and within their own professional practice.

# TUESDAY, JUNE 8 • COMING TOGETHER EDUCATIONAL SESSIONS - SESSION 2 • 12:45 p.m. - 1:45 p.m. (CONTINUED)

## Leveraging Data to Avoid Losing Your Mind: Moving From Access to Persistence

**Shaquinah Taylor Wright**, Mentor

**Ariela Friedman**, GroupTrail

As college access programs look to expand their services to support students through persistence, challenges of staff capacity and student engagement are often a barrier to creating high-impact programming. College persistence programs typically have much larger caseloads and are trying to meet the needs of students across multiple educational institutions. In this session, participants will hear from a program director and a database strategist who will overview their coming together to expand a program's reach and impact from high school to college. By leveraging data, they were able to turn individual student experiences into program priorities. This workshop will give participants new ways to think about the data they collect, how they connect with students, and what it all means for how they manage and develop new programs moving forward. Participants will learn how to focus on certain data points as the foundation for structured programming to address the needs of both students and program staff while also capturing essential information for funders.

## Radical Empathy and the College Transition

**Lisa LoFaso**, Friends of WHEELS

As the pandemic continues and practitioners are doing their best to adapt, welcoming the Class of 2021 to campuses this fall presents continued challenges. Many low income/students of color from NYC have endured disproportionate impacts of the pandemic, and will matriculate to institutions outside of the city that may have felt different effects. In the interest of promoting equity and justice for students, in this session we will explore a concept I am calling "radical empathy" to center student experiences and reflect on lessons learned with the Class of 2020. We will explore how we can reframe student behaviors using a mental health lens to recognize student efforts, more accurately assess needs and better respond to drive student success.

## Survival Kit: Social Emotional Learning (SEL) for College Preparation

**Latiqua Washington**, City University of New York (CUNY), K-16

**Amy Kirschenbaum**, Goddard Riverside Options Center

Through this session, we hope to facilitate a discussion where participants are able to identify areas of need for their graduating high school seniors, as well as, share resources and tools to prepare for the transition to college and beyond. In addition, we will examine how we as practitioners have difficult conversations with students about both academic and non-academic needs, including how to address social-emotional topics, such as identity, belonging, Imposter Syndrome, and microaggressions. By the end of the workshop participants will leave with a self-evaluation of their program's current utilization of SEL concepts, as well as, potential activities and resources they can utilize to incorporate in the future.

# TUESDAY, JUNE 8 • COMING TOGETHER EDUCATIONAL SESSIONS

## SESSION 2 • 12:45 p.m. - 1:45 p.m. (CONTINUED)

### **The Community-Based Organization (CBO) Profile for Colleges**

**Tania Ortiz-Ashby**, Partnership for After School Education (PASE)

**Delia Kim Sorto**, Partnership for After School Education (PASE)

For community-based programs that support college prep and success, an important aspect of the work includes establishing relationships with higher education institutions. A first step in helping colleges understand an after-school program and distinguish it from others can be through a CBO Profile. Modeled on school profiles, a CBO profile targeted to colleges can highlight how the organization works with youth to get them to and through college, provides context for the community and youth with whom the organization works, and details the program's successes with previous students. Learn how PASE is working with organizations in New York City to have the CBO Profile be accepted practice for those working with youth in support of college access; discuss why community-based organizations should create an organization profile targeted to colleges that highlights how they work with youth to get them to and through college; review elements of sample profiles; begin to create an organization profile with a provided template.

### **Transitioning to College During COVID-19:**

#### **The Experiences of First-Year CUNY Students During the Pandemic**

**Alexander Roland**, CUNY

**Kianna Medina**, Graduate NYC

Graduate NYC's session will communicate its initial findings for student support services at higher education institutions, with a focus on students from lower-income families and communities of color who have been disproportionately impacted by the coronavirus pandemic. We will discuss the twofold purpose of our study: to understand how the pandemic shaped the overall enrollment trends of first-time, first-year students for the Fall 2020 semester at CUNY; and to understand how the conditions created by the pandemic coupled with pre-existing barriers to enrollment contributed to the decisions first-time, first-year students made to enroll at CUNY. The presentation will also highlight the challenges and successes found to be leading indicators of student enrollment or lack thereof as well as best practices conducted by CUNY campuses in navigating students to matriculation.

# TUESDAY, JUNE 8 • COMING TOGETHER EDUCATIONAL SESSIONS

## SESSION 3 • 2:00 - 3:00 p.m.

### **Discomfort Welcome: Disrupting Racism**

**Danny Robinson**, SUNY Maritime

**Karen Archibee**, SUNY Oswego

Racism – activists say the first step is to acknowledge there is racism in all of us; racial assumptions take many forms. So what is the difference between “not being racist” and anti-racism? Join us as we discuss steps to disrupt systemic racism. Take a look at ways to acknowledge the institutional and structural racial barriers for ourselves and our peers/colleagues as professionals, and our students. Then... what do we do? When the fad of the # on social media fades away, can you still say, “I am not a racist”?

### **Follow Me Back: How to use Social Media in the post-secondary education**

**Nicole Ramos**, NYU College Advising Corps

**Luisanna Sosa Caraballo**, NYU College Advising Corps

**Delali Adutwum**, NYU College Advising Corps

**Naomi Taveras**, NYU College Advising Corps

We all spend our time on social media, why not use it to engage with students? Over the years, college access has become diversified and technologically advanced, especially during COVID-19. In order to keep up with the new advances and new ways to engage students, the use of social media can be important in post-secondary readiness. We will share our personal experiences with implementing social media strategies in our schools that cater to our respective communities. Similarly, we hope to facilitate a space in which professionals can brainstorm and share best practices to create social media plans for their students and communities. Join us to ensure you get all students to follow you back and become the school/organization’s influencer.

### **Mixed-Status Families: Supporting Undocumented Parents Through the Financial Aid Process**

**Octavio Castro**, Brooklyn Preparatory High School/NYU College Advising Corps

**Tyaela Nieves**, NYU College Advising Corps

This session is meant to equip high school college counselors with best practices to support undocumented parents with the financial aid process. This presentation will provide ways for counselors to establish themselves as a confidential resource to parents through family-oriented workshops and forms of communications that highlight allyship and resources available to them. Counselors will then be provided with guides for completing common financial aid applications (FAFSA & TAP) with undocumented parents which include best tips. For example, counselors should prioritize completing financial aid applications with a student whose parents are undocumented as they will need to mail physical signature pages which require more time to process than electronic signatures.

# TUESDAY, JUNE 8 • COMING TOGETHER EDUCATIONAL SESSIONS

## SESSION 3 • 2:00 - 3:00 p.m. (CONTINUED)

### Reimagining Postsecondary Readiness

**Robyn German Phillips**, The Urban Assembly

**Rachael Arthur**, The Urban Assembly

The purpose of this session is to challenge the dominant ideology surrounding postsecondary planning and preparation, and introduce systems and practices geared towards creating a holistic 9th-12th postsecondary-readiness experience. We aim to positively impact the number of students graduating from “strong-fit” postsecondary institutions and obtaining gainful employment that leads to social and economic mobility. By the end of this session, participants will be able to:

- Discuss the current and projected shifts in the labor market and its impacts on education
- Reflect on their current beliefs, and evaluate the pros & cons of various postsecondary pathways and options.
- Identify where their classroom, school, district, or organization has room to grow to ensure alignment with today’s changing landscape of higher-education & workforce development.

### Trauma for Sale: Reframing Application Essays

**Luis Barcelo**, Pelham Memorial High School

**Stephanie Paredes**, Rochester Institute of Technology

The facilitators of this workshop met as readers for the Jack Kent Cooke Foundation Scholarship and the process was one marked by personal accounts from incredible students who shared their stories of resilience and strength. In order to show their ability to overcome hardship these essays were oftentimes marked by personal trauma. As BIPOC readers this did not sit well with us. How can we help students develop powerful essays that move away from only highlighting oppression? Do these narratives feed into ideas formed around white supremacy and internalized racism? How do we, as a community of elder, learn from and assist our young scholars as they share their journey with institutions that seek to assist them?

**Please be ready to discuss best practices during our sessions.**

### What do grades tell us this year?: Exploring the Relationship Between Academics + Grades for the Class of 2022

**Betty Chen**, East Harlem Tutorial Program

**Michael Juel-Larsen**, Achievement First

As a counselor, when working with juniors, the common refrain is that “the most important thing in junior year is your grades!” For all students, but particularly for first-generation, low-income students who might be good fits for Opportunity Programs, an upward trajectory in junior year can indicate that student is getting serious about college. Stronger grades can indicate that a student has the academic potential necessary to succeed in college— particularly with the extra advising and support that Opportunity Programs are known for. But what does an “upward trend” tell us about the Class of 2022? How can counselors best advise students who spent their junior year in remote classes, either doing extraordinarily well or struggling for perhaps the first time? Hear from admissions counselors on how remote grading and application rev.

# TUESDAY, JUNE 8 • COMING TOGETHER EDUCATIONAL SESSIONS

## SESSION 3 • 2:00 - 3:00 p.m. (CONTINUED)

### **Working Within Your Program Model to Address Mental & Emotional Wellness**

**Jordan Wesley, MSW**, Let's Get Ready

**Katie Flood**, Let's Get Ready

COVID-19 thrust college access and success professionals deeper into the mental and emotional health crises of young people. College access and success organizations have always supported students through referrals and one-off interventions, and rising needs require us to be scrappy in how we marshal our resources to identify and support students who need mental wellness resources. In this session, participants will learn about strategies to ensure mental and emotional health barriers to matriculation and college persistence don't go unnoticed and unaddressed – even if your frontline staff are not trained clinicians or social workers and when your core program models are not designed specifically as mental health interventions.

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**3:15 – 4:00 p.m.**

### **Coming Together Closing Keynote and Staying Together**

**4:15 – 5:00 p.m.**

### **ACCEPT Special Interest Group Meeting**

ACCEPT (Admissions Community Cultivating Equity & Peace Today) empowers professionals who seek to center anti-racism, equity, and justice in our work and communities. The mission is to lead the college admissions profession in creating an equitable, just, and anti-racist path to post-secondary education.

**5:15 – 6:00 p.m.**

### **LGBTQIA+ Special Interest Group Meeting**

The LGBTQIA+ SIG provides opportunities for members to discuss issues of college admission that affect LGBTQIA+ students and professionals. The LGBTQIA+ SIG will address issues by offering opportunities to engage in discussion and act as an agent for change.

**7:00 – 8:00 p.m.**

### **Networking and Social**

Join your NYSACAC colleagues from across the state for the 24th Annual Coming Together social. To uplift our spirits and celebrate the end of the 2020-2021 academic year, we will all reunite on the virtual dance floor with a DJ playing live music for our own CTC Club! In commemoration of this year's theme, "Homecoming", represent your alma mater by wearing your college gear and join us for an hour filled with fun, music and fellowship.

# Wednesday, June 9

## 8:00 a.m. • NYSACAC Virtual 5K

Run, jog, walk, skip . . . just get moving and compete in our virtual 5K anytime on Wednesday, June 9. Make sure to track your activity in the Strava app: [https://www.strava.com/clubs/903805/group\\_events/919950](https://www.strava.com/clubs/903805/group_events/919950)

## 8:00 – 8:45 a.m. • Fitness Class • High Intensity Interval Training (HIIT)

## 8:15 - 8:45 a.m. • Yoga with Cola

## 8:45 – 9:55 a.m. • Newcomers Orientation

The Newcomers Committee welcomes you to the 2021 NYSACAC conference! This session connects conference first-timers with conference mentors. Come learn more about NYSACAC and how to make the most of this year's conference. We will also have a wrap up meeting on Thursday to debrief and discuss future opportunities.

## 10:00 a.m. - 11:30 a.m. • Annual Conference Welcome and Keynote

The Keynote will be delivered by Dr. Angel B. Pérez.

## 11:45 – 12:30 p.m. • Women in Admissions and Counseling Special Interest Group

The mission is to support anyone who identifies as a woman to achieve success in the admission profession. The purpose of the group is to assist women in navigating the complexities of our profession including topics such as, but not limited to, sexism, equal pay, and work-life balance. The group also supports the retention and advancement of women in the admissions field.

## 12:45 – 1:45 • Options:

### Financial Aid Certificate (Part 1 of 3)

Options Institute will lead a 3 part course on financial aid assessment, application details and tips, sources of aid, analyzing and comparing packages, and advising financial decisions. Participants who complete all three sessions will receive an Options Certificate.

### Middle Management Institute (Part 1 of 3)

This Institute is for secondary and postsecondary professions in middle management areas who have worked in the field for at least 3 years. We will assist you in understanding the trajectory of promotions, managing where you are currently, and planning your future. Attendees will also have the chance to discuss how professional duties have changed in the midst of COVID. Join, share, and discuss your thoughts and concerns with managing in the middle!



## Executive Track (Part 1 of 2)

**Jonathan Burdick**, Cornell University

These sessions are intended for all professionals in high level management roles in secondary and higher education, such as Directors, Deans, and Vice Presidents. Participants will hear from inspirational and dynamic leaders about their ascension to leadership roles, effective strategies to overcome barriers, challenges they continue to face, and solutions addressing some of the inequities that remain. We will discuss access, diversity and equity in leadership roles, as well as mentoring middle management professionals.

# WEDNESDAY, JUNE 9 • 12:45 - 1:45 p.m. CONFERENCE EDUCATIONAL SESSIONS - SESSION 1

## **SIGs (Special Interest Groups): Value of Affinity, Diversity, and Community within NYSACAC**

**Shameek Robinson**, College Advising Corps

**Erica Padilla**, University of Rochester

**Estrella Redondo**, Marymount Manhattan College

NYSACAC values the unique personal and professional background and experiences of all its members. That diversity of background and experiences contributes to a robust and beneficial community. Still, within that larger community, there are groups of individuals sharing similar interests and goals. Special Interest Groups (SIGs) create safe spaces amongst those groups of individuals for networking, resources for mentorship, and training for professional development. SIGs also lead to new ideas and innovations that benefit the association as a whole. During this session, learn about the current SIGs of NYSACAC, their benefits, and opportunities/benefits for you to join.

## **DREAMer Students in New York**

**Yohaly Navarrete**, CUNY Baruch College

**Eddie Deleon**, The CUNY Welcome Center

Learn about the DACAmented and undocumented student populations, as well as opportunities, services, and resources available to them within the New York public higher education sector. This workshop will provide resources available to your students to further their education, succeeding in college and beyond. Discover useful tools to become a supportive mentor and advocate for these students!

# WEDNESDAY, JUNE 9 • 12:45 - 1:45 p.m.

## CONFERENCE EDUCATIONAL SESSIONS - SESSION 1 (CONTINUED)

### Queer Professional Life Planning

**Emmanuel Cruz**, SUNY Oswego

**Lenni Foreman**, City Polytechnic HS of Engineering, Architecture and Technology

Planning for the future is always hard, especially as a new or seasoned professional. Hear from colleagues on what things to consider when it comes to family planning and much more!

### Making the Most of Slate at Every Phase of the Journey

**Cody Homan-Gray**, Slate by Technolutions

**Susan Forte**, The New School Admission Communications

**Jay Esposito**, Barnard College

Every Slate database has a story, and so do the users who work in those instances. Join this panel discussion to hear three of these stories which recount experiences overcoming challenges by using Slate. From implementing a new instance during a global pandemic and consolidating over 500 emails into a cohesive drip campaigns, to a being a new staffer learning how to track, evaluate and engage with applicants, to working to improve staff access and internal training at a Slate school with a long history, this session will help as you navigate your own Slate journey. Wherever you are in your CRM experience, we hope the pursuits of the panelists and answers to your questions will provide a roadmap for your best Slate future.

### Transitioning from a SUNY to a Private College at the VP level

**Thomas W. Nesbitt**, Russell Sage College

**Dr. Jeffery T Gates**, Utica College

**Bernard Valento**, St. Bonaventure University

Join three former Directors of Admission from SUNY who made the change to the VP level at small Private colleges. Hear about their transitions, what was similar, what was different along with surprises and lessons learned along the way. Your presenters have over 60 years of experience in the field of Enrollment Management at all levels and will be available to answer your questions as we all ponder where we have been and where some in the audience might be headed in the future.

# WEDNESDAY, JUNE 9 • 12:45 - 1:45 p.m.

## CONFERENCE EDUCATIONAL SESSIONS - SESSION 1 (CONTINUED)

### **The Developing Adolescent Brain: Implications for High Schools and Colleges**

**Terence Houlihan**, Iona Preparatory School/CUNY Lehman College

Using cutting edge-research in educational and cognitive neuroscience, this lively and experiential session offers high school counselors and college admissions officers insight into the developing adolescent brain. Methods of delivery incorporate active learning in lecturattes, small groups and dyads, along with periods of question & answer sectioned throughout (rather than at the end). This session includes video clips, novel activities, busting brain myths and best practices in counseling and teaching.

### **Reducing Barriers to Mainland College Access by Puerto Ricans on the Island**

**Davin Sweeney**, Avenues: The World School

Because of the colonial relationship between Puerto Rico and the U.S., students on the island despite being U.S. citizens do not have equal access to college options on the U.S. mainland. Insufficient recruitment efforts, lack of guidance, and an entirely separate standardized testing system favor the wealthy, giving them almost exclusive access to mainland universities. Presenters will share data, provide historical and personal context, discuss how NYSACAC members can employ effective and culturally sensitive strategies to support PR college-going community and explore how to do so in a manner that is critically valuable to the long-term fiscal and academic strength of the island and its people.

### **Still Coping with Burnout**

**Whitney Longworth**, Summit Educational Group

**Susan Davidson**, Rye Country Day School

**Luis Barcelo**, Pelham Memorial High School

Dealing with the pandemic in the short-term has become a long-term challenge for all of us and the families we work with. This session will focus on different coping strategies for self-care. The panelists will share what strategies they were using prior to COVID-19 and what they have been doing to cope with burnout over the course of this year. Audience participation is encouraged.

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### **2:00 – 3:00 p.m. Options:**

**Options Financial Aid Certificate (Part 2 of 3)**

**Middle Management Institute (Part 2 of 3)**

**Executive Track (Part 2 of 2)**

**Jonathan Burdick**, Cornell University

# WEDNESDAY, JUNE 9 • 2:00 - 3:00 p.m.

## CONFERENCE EDUCATIONAL SESSIONS - SESSION 2

### **Being in the moment, Before the moment, & After the moment: Communicating with College-Bound Students**

**Carlos Cano**, Georgian Court University  
**Alex El Helou**, SUNY Maritime College

A roundtable discussion of successful usage of emails, texting, call campaigns, social media, and more. We examine and discuss how we can use campus visits effectively. In this session, we also strategize how to leverage CRMs like Slate to our (and our students benefit). Public, private, and national institutional testimonies and data will be examined.

### **Evolving in Your Career: Lessons Learned Along the Way**

**Chris Doyle**, Marist College  
**Stephanie Espina**, Adelphi University  
**Luis Santiago**, Western Connecticut State University

Collectively, we have more than 40 years of college admissions experience at 8 institutions, both public and private, small and large. Reflecting on our experience, the perpetual changes impacting our work, and highlighting the important factors that supported our continued professional growth, we invite admission officers with 5-7 years of experience to join us for an open conversation about evolving in your career.

### **Wonder Women in Counseling and Higher Education**

**Lisa Sohmer**, Sohmer College Counseling  
**Meylin Andares**, Regeneron  
**Kristen Harris**, NYC DOE Office of Postsecondary Readiness

Women mentoring other women is key to creating and sustaining a community of female leaders in the field of college admissions counseling. This panel will discuss the strengths and intersectional identities that women bring to leadership and will focus on the benefits that come from the friendships and connections that exist between women in our profession. Panelists will share insight on the skills, decisions and relationships that have helped them achieve success.

# WEDNESDAY, JUNE 9 • 2:00 - 3:00 p.m.

## CONFERENCE EDUCATIONAL SESSIONS - SESSION 2 (CONTINUED)

### Mastering Your Self Care: During a Pandemic

**Nurah Ahmad**, The CollegeBound Initiative

The intention is to have open conversations around self-care. Self-care is more important than ever, while experiencing a pandemic because of COVID-19. According to many psychologists, self-care allows individuals to cope better with daily stressors. Educators often put everyone before themselves, which can be extremely stressful, it's the nature of the work, but in the midst of that, we often forget to take care of ourselves. In this session, we will discuss in detail ways to master taking care of yourself. The goal is to have open conversations about self-care with participants strategize techniques that are both successful and unsuccessful. Topics that will be covered:

- practicing mindfulness: setting intentions for yourself (short term and long-term goals),
- finding accountability partners: someone or people who will hold you to your word to make sure you accomplish things for yourself,
- learning the joy in taking on a hobby or learning something new,
- finding a routine that works for you and sticking to it, and most importantly 5. having empathy for yourself: learning to cut yourself some slack.

### Understanding NACAC's Guide to Ethical Practice in College Admission

**Mike Campanelli**, Urban Assembly School for Green Careers

**Austin Brass**, Daemen College

We will review the new(ish) Guide to Ethical Practice in College Admission that was approved by the 2020 Assembly. We will explain the difference between the CEPP and the Guide, and the shift to a model of best practices instead of compliance. We will also discuss the concept and role of ethics in our work and it's importance in a world where it cannot be made mandatory.

### We're Still Here: BIPOC Dignity In a PWI

**Marissa Guijarro**, Suffern High School

**Luis Barcelo**, Pelham Memorial High School

**Asma Malik**, Syracuse University

**Alan Paynter**, Hobart and William Smith Colleges

Over the last 12 months there have been multiple calls for diversity, equity and inclusion. In this session we will discuss what that means for the BIPOC employees of PWI institutions. What situations arise in these spaces, how do you navigate this space, and how can you truly affect change in the culture of these institutions.

# WEDNESDAY, JUNE 9 • 2:00 - 3:00 p.m.

## CONFERENCE EDUCATIONAL SESSIONS - SESSION 2 (CONTINUED)

### Talking to Students about STEM: Tools for Counselors

**Jonathan J. Hoster**, Syracuse University - College of Engineering and Computer Science

Seventy percent of the fastest growing occupations in the U.S. are in STEM (Science, Technology, Engineering, and Mathematics) fields. In order to meet this demand, we must look beyond the curricular requirements needed for success in STEM and show young people how rewarding STEM careers can be. The National Academy of Engineering describes engineers as creative and collaborative problem solvers who shape the future and who contribute work that improves our health, happiness, and safety. We will correlate these important messages to discuss STEM professionals and STEM careers in general. We will give counselors tools that they can use immediately to inspire their students to consider these career paths. We will discuss STEM messages, enrichment activities, after-school clubs and programs, and summer opportunities that can lead your students to make a world of difference in STEM!.

### College Admissions Decisions Post Pandemic: To Submit Test Scores or Not - and other ways admissions has been affected by the pandemic

**Ben Neely**, Revolution Prep

**Ed Evine**, Xavier University

Be part of the discussion as we explore the immediate impact the pandemic has had on admissions. What have we learned about the part testing has played in decisions? How have sophomores and juniors changed their behavior preparing for college? How are counselors assuring students they are on course, in light of their concerns about testing and activities lists? With admissions decisions complete, what have we learned about the class of 2021 and beyond.

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**3:15 - 5:00 p.m. • Meeting for NYSACAC Executive Board Members**

# WEDNESDAY, JUNE 9 • 3:15 - 3:45 p.m.

## LEARNING LABS - SESSION 1

### **The Future of Student Search:**

#### **Look-Alike Modeling as a Viable Alternative to Buying Test-Taker Names**

**Nicholas Balk**, enrollmentFUEL

Traditional Student Search and top-of-funnel marketing relies heavily on the purchasing of test-taker names from the College Board and the ACT. The increasing prevalence of test-optional admission policies will make it much more difficult for enrollment managers to source viable names in future recruitment cycles. So, what does the future hold for Student Search? In this presentation, I will explore alternative Student Search tactics with a particular focus on look-alike modeling, a form of prospecting that Corporate America has utilized for many years. Look-alike modeling uses regression analysis of a school's past enrollees at the household level to guide the targeting of future students. I will 1) make the case that enrollment managers should utilize look-alike modeling alongside sourcing test-taker names, 2) explore the pros and cons of names sourced from a look-alike model versus test-takers, and 3) share best practices for recruitment of both of these groups.

### **Enhanced Real-Time Vision Supporting Admissions Teams**

**Alex White**, Farrell Day

While admissions teams have reams of data about their own year-over-year performance, they have limited ability to understand how their performance compares to similar colleges and universities. IPEDs and National Student Clearinghouse data arrive too late to take action, and the shared spreadsheets and phone calls to peers only offer anecdotal evidence of what's happening across the market. In this session, we will share what real-time analysis of over 15M student records is showing about student behavior across the nation and in New York, specifically. Participants can ask questions of the data set, and we will highlight how this real-time, comparative data is allowing enrollment teams to take real-time action throughout the cycle.

### **Redesigning for Growth:**

#### **Innovations and Post-COVID-19 Best Practices in Comm-Flow Strategy**

**Kevin Roan**, Carnegie Dartlet

Let's face it: marketing and enrollment leaders often struggle to find common ground. For higher education institutions to thrive in a post-COVID-19 world, the resources, ratios, and tactics between enrollment and marketing must be reconsidered to ensure the best chance of enrollment success. This session will dive deep into effective comm-flow and marketing practice redesign, the shift and focus on yield, marketing and enrollment cycle strategies, measurements, and data-driven techniques that will improve your ROI for this cycle and beyond.

# WEDNESDAY, JUNE 9 • 3:15 - 3:45 p.m.

## LEARNING LABS - SESSION 1 (CONTINUED)

### **To, Through, Beyond College: First Gen Lessons**

**Daniel Gonzalez**, How to College: First Gen

**Cody Dailey**, How to College: First Gen

**Mijin Han**, How to College: First Gen

Our session would discuss the challenges first generation college students face and lessons learned via journalistic podcasting. Our podcast gives a voice to high schoolers taking their first steps towards the college journey, college students navigating uncharted waters, college grads reflecting on their journey, tackling grad school, and the real world, and parents who may feel left out of these conversations. We intend to deepen our participants' knowledge about the nuances of what it means to be a first generation college student. We hope our participants will recognize and appreciate the intersectionality and complexity of the first gen college student identity during high school, college, and beyond.

### **The Paperless Inquiry Card! Runs 24x7**

**John Piechnik**, MyFutureMascot

Attention colleges! Did you know prospective student contact information can be delivered to your college instantaneously? The days of paper inquiry cards are over and digital sends are in. Colleges in your backyard (Stockton, Rowan, Bloomfield, Salisbury, Towson, and others) are already saving time and going green with this revolutionary tool. Don't believe us? Give it a try by texting your code found at <https://www.myfuturemascot.com/institutes> to 75644. In this interactive session we will share the benefits of eliminating the paper inquiry card and brainstorm solutions to abandon this archaic process.

### **Iona College Information Session**

**Ryan Depuy**, Iona College

Learn about Iona College!



# WEDNESDAY, JUNE 9 • 4:00 - 4:30 p.m.

## LEARNING LABS - SESSION 2

### Revamp Your Virtual Events with Slate

**Abigail J. Molen**, RHB

When colleges and universities were forced to close their doors during the COVID-19 pandemic, Tech-nolutions quickly developed new features to support the hosting of virtual events through Slate. In this session I will review recently developed Events, Scheduler, and Portal features that can be leveraged to host successful virtual events both inside and outside of Slate. By attending this session, members will gain awareness of the available features within Slate as well as best practices of how to employ those features effectively.

### Enrolling with Encoura Data Lab

**Joe Cosentino**, ACT | NRCCUA

COVID-19 upended all conventional wisdom around the enrollment landscape we long knew. As a result, institutions and students alike need more support than ever before. At ACT | NRCCUA, we've made tremendous enhancements across all of our programs so that you can better utilize Encoura® Data Lab—higher ed's app-based platform for using data science, analytics, and research—to find and engage your best fit students.

#### **In this session, you will gain an understanding of:**

- New research from Eduventures, highlighting college bound students' ongoing concerns and needs while applying to college in the midst of an ongoing pandemic.
- How to best utilize Student Mindsets™—now available in the ACT | NRCCUA Combined Data Set—to speak directly to your students' motivations and lift overall engagement with recruiting efforts, both through traditional methods and new emerging digital solutions.
- The addition of Funnel Over Time in Enrollment Lens™, that provides you with a stronger understanding of the current trends in your environment—both positive and negative—that allow you to create targeted interventions in your enrollment funnel throughout the year.

# WEDNESDAY, JUNE 9 • 4:00 - 4:30 p.m.

## LEARNING LABS - SESSION 2 (CONTINUED)

### How to Break the Challenge of Engaging High School Students Virtually into Manageable Chunks

**Genevieve Griffin**, Small Steps Go Places

**Elizabeth Saporito**, St. Barnabas High School

Engaging High School students is already tough. The COVID-19 Pandemic has emphasized the difficulties for schools in the greater New York State Area. Virtual learning has forced faculty to redefine their classroom settings. This resulted in confusion and lower standards for engagement amongst students. Some students have become so disengaged, it's left them feeling that High School has been optional during the past year. That is not true, and only makes the need for reengagement into the coming school year more important. We reached out to Public, Private, Parochial and Tribal Schools in the Greater New York State Area to ask students and counselors about engagement and have invited the counselors to be part of our panel. We'll share the results in our presentation and show how to break the challenge of reengagement into manageable chunks.

### SUNY Purchase Info Session

**Jessica Bullock**, SUNY Purchase.

Learn about SUNY Purchase!

### Pace University Info Session

**Salvatore Aulogia**, Pace University.

Learn about Pace University!

# WEDNESDAY, JUNE 9 • 4:45 - 5:15 p.m.

## LEARNING LABS - SESSION 3

### **Cultivating a Shift: Understanding Impact and Data-Driven Behavior**

**Joe Heltzel**, Capture

Higher education is not seeing the enrollment boost like previous years. Enrollment is historically behind during its traditional application timeline. Students do not have access like previous years to get a taste of campus. Whether we look at Undergraduate or Graduate enrollment, disparities exist. Understanding behavioral data, we can develop a personal touch that can help students take control of uncertainties and give enrollment the missing boost it needs. We will discuss and provide strategies on how to take the virtual world and increase engagement through personal, relevant, and data-driven measures. Learn about our success and our failures.

### **Fuel Your Future Planning with ACT Data**

**Greg Napierala**, ACT

Education leaders know that planning doesn't stop, not even in times of crisis. ACT wants to ensure you have the best information and data to help guide your students toward college and career success. Learn how you can now access your ACT data online and how you can use ACT data for future planning and even revising your current goals within the context of college readiness measures.

### **Hybrid College Fairs and Virtual Programs**

**Zachary George**, StriveScan

**Isabella Williams**, StriveScan

Connecting hundreds of thousands of students and college representatives over the past year virtually, StriveScan had access to exclusive data and gained unique insights into the most popular topics and frequently asked questions on students' minds. School Counselors: Join us for tips on how to enhance your college counseling curriculum both online and in-person. College Representatives: Learn more about students' most frequently asked questions and student survey feedback as you fine-tune your future programming.

# WEDNESDAY, JUNE 9 • 4:45 - 5:15 p.m.

## LEARNING LABS - SESSION 3 (CONTINUED)

### **Of Dreams and Dollars: Helping Your Students Avoid a Personal Student Loan Crisis**

**Nancy Goodman**, College Money Matters, Inc.

Student debt begins much earlier than a student's freshman year of college. When high school students understand which choices will affect their borrowing, they can make smarter financial decisions for their futures. Some examples include: the types and numbers of schools they apply to; their understanding of the real costs of attending; the role FAFSA plays as well as benefits unique to their state; knowing how to recognize a for profit school; and recognizing the relationship between career choice and amounts that are safe to borrow. In addition, having basic financial literacy and understanding of loans in general and student loans in particular can help them make smarter decisions. This presentation will suggest ways you counselors can help students can get the information they need.

### **Mercy College Info Session**

**Andy Mantell**, Mercy College

Learn about Mercy College!

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### **5:15 – 6:00 p.m. • Latinx Special Interest Group Meeting**

The Latinx SIG represents the perspectives and concerns of professionals who are responsible for guidance, recruitment, and transition (from high school to college) of Latinx students. We will also provide the opportunity to discuss/disseminate, and represent any and all related topics, issues, and trends relevant to Latino/Hispanic college admission counseling.

### **6:15 – 7:00 p.m. • African Diaspora Special Interest Group Meeting**

The African Diaspora SIG is a group where people can discuss and seek solutions to issues around college access and success as they pertain to both professionals in the field and those who work with students who identify as members of the African Diaspora.

### **7:00 – 8:00 p.m. • Wine 101**

During the seminar, Matthew Christoff from Bowler Wine will teach us about a few different grape varieties, methods of production, and a thoughtful approach to tasting and buying wine.

### **8:00 – 9:00 p.m. • Trivia**

# Thursday, June 10

8:00 – 8:45 a.m. • **Fitness Class (Low impact)**

9:00 – 10:00 a.m. **Options:**

**Financial Aid Certificate (Part 3 of 3)**

**Middle Management Institute (Part 3 of 3)**

**Annual Conference Educational Sessions**

## THURSDAY, JUNE 10 • 9:00 - 10:00 a.m. CONFERENCE EDUCATIONAL SESSIONS

### **The Power of Mentorship:**

### **Understanding How Mentorship Can Change Your Professional Experience**

**Anna Ragno**, Utica College

**Luis Barcelo**, Pelham Memorial High School

Mentorship is an important aspect of professional development that should be natural and unforced. Learn how NYSACAC's Mentorship Program has helped members to make the connections that benefit their careers and professional outlook. Mentorship is needed now more than ever. Our virtual lives have limited our connections that we normally would be able to make during in-person events. We have solutions for that! Whether you are in search of a mentor or would like to mentor a new professional within our organization, join us for tips, tricks and testimonials.

### **Advocacy in NYSACAC**

**Nicole Ramos**, College Advising Corps

**Emily Task**, New Visions for Public Schools

Join the Government Relations Committee in an interactive session where you will have the opportunity to dig into our legislative agenda and explore your role as an advocate. You will be able to provide input on our agenda, help steer the direction of next year's legislative priorities, and brainstorm legislator engagement.

# THURSDAY, JUNE 10 • 9:00 - 10:00 a.m.

## CONFERENCE EDUCATIONAL SESSIONS (CONTINUED)

### Improving Equity in College Admissions

**Meylin Andares**, Regeneron

**Danny Robinson**, SUNY Maritime College

**Karen Archibee**, SUNY Oswego

**Estrella Redondo**, Marymount Manhattan College

In this session we will focus on various areas of history that have affected the industry of higher education and ways we can improve equity for the students we work with, in our organizations, and for our profession overall. We will discuss areas including Admissions & Financial Aid, Standardized Testing, Affirmative Action and Privilege Bias. We will also review “our” responsibility in the field and how to have difficult conversations by exploring more challenging topics.

### Walking the Tightrope: The Balancing Act of Career, Education, and Self-care

**Alex El Helou**, SUNY Maritime College

**Erica Padilla**, University of Rochester

**Kristen Harris**, NYC DOE Office of Postsecondary Readiness

**Kate Hardy**, Bard College

Thinking about going back to school to finish your degree? Dealing with the added pressures of COVID? How do you handle the daily pressures of your career? Pulling from a range of perspectives, we will discuss the implications of maintaining a work/life balance and prioritizing self-care. Now that we are all at home, how do we navigate all the terrains and still maintain our personal goals? As we navigate the channels of a virtual space, we discuss optimizing our physical space at home, compartmentalizing our day, blurring the lines of work and home responsibilities and more. We'll also share tips and tricks for going back to school and keeping a healthy mindset and thriving despite the pressure associated.

### Advising “New Majority Learners” to Post Secondary Success

**Shuba Maniram**, New Settlement Apartments' College Access Center

**Dan Ianno**, Mohawk Valley Community College

Thinking about access and inclusion within higher education, we often leave out individuals who are returning or pursuing post-secondary opportunities. Shifting focus to the new majority learner is essential. Some colleges support students who return or start school in adulthood. Older students can be excluded from college activities due to life schedules. Through looking at how we can better support students as advisors and institutions, we can think about resources needed on campus and how to best support those looking to start college outside of the traditional college going age. We will talk about what programs exist and how the shifting population of those who are going to college later will and should change the idea of what a traditional college student looks like.

# THURSDAY, JUNE 10 • 9:00 - 10:00 a.m.

## CONFERENCE EDUCATIONAL SESSIONS (CONTINUED)

### Discussing how to Recruit Transfer students during and after COVID-19

**Dave Follick**, Nassau Community College  
**Lauren Sangimino**, Stony Brook University  
**Bryan Rothstein**, Hofstra University

Learn how several colleges have adapted to recruiting transfer students during COVID-19. These schools will share their insight on how their strategies may shift once the pandemic is over. This will be an interactive session, so attendees can share their strategies for a exchange of knowledge.

### Are you a Happy Camper?

**Nicola Fennel**, StreetSquash Inc  
**Jonathan Hoster**, Syracuse University  
**Rianna Defreese**, CUNY School of Professional Studies

Learn more about NYSACAC's Camp College program, the requirements, benefits and how you can get involved! Camp College is hosted at various colleges throughout NYS. It is a three day weekend on campus experience where students from all over New York State convene with college access, success and admission counselors to learn more about researching colleges, plus the application and financial aid processes while experiencing simulated college life. During this session, you will hear how Camp College successfully re-vamped to virtually accommodate this experience last summer. You will also hear from past Camp College co chairs, mentors, chaperones and students about the impact of the Camp College experience.

### College-Bound Student-Athletes: Changing Eligibility & Opportunities during COVID

**Elizabeth A. Roper**, Mount Saint Mary Academy

The COVID Pandemic interrupted and disrupted many sports seasons, both at the HS and college level. In addition to some of the initial eligibility changes by the NCAA and NAIA, how did the pandemic effect recruiting for college-bound student-athletes and college coaches? Hear from various college coaches on their roster and team management and advice in regard to the recurring process.

### Success is contagious: Recruit, educate and empower young men of color.

**Cecil Wright**, Mercy College

Across the United States Black and Latino males face diminished educational outcomes. They are disproportionately underrepresented in our colleges and universities, have fewer opportunities to gain career skills, experience lower rate of employment, and are likely to have negative interaction with the criminal justice system. All these attributes may prevent them from reaching their full potential. Using our Anti- Deficit Framework Approach to Male Success (Harper, 2009) (Wright, 2012) This workshop will discuss ways to counteract the negative images, stereotypes and stigmas that dominate our media about young men of color. By providing practitioners with the tools to help young men of color despite their circumstances and conditions to successfully transition their lives and accomplish their goals and aspirations.

# THURSDAY, JUNE 10

## **10:15 – 11:00 a.m. • General Membership Meeting and NACAC Update**

Vote on changes to the NYSACAC By-laws, hear election results, and find out what's going on with NYSACAC and NACAC!

## **11:00 a.m. – 12:00 p.m. • Legislative Forum**

## **12:15 – 1:00 p.m. • WE-WISH Special Interest Group Lunch Meeting**

The White Engagement: Work on Identity and Status for Healing (WE-WISH) Special Interest Group seeks to provide space for professionals that are interested in and dedicated to the understanding and dismantling of White Fragility and privilege in higher education. Participants will engage in topics, issues and trends relevant to conversation surrounding racial privilege in admission counseling. The group will also focus on work to be done at the individual and systems level to increase awareness of white privilege in our profession, and move the profession into anti-racist practices.

## **1:00 - 1:45 p.m. • Transfer and Community College Special Interest Group Meeting**

The Community College and Transfer SIG is designed to engage people in discussions about the unique issues facing community colleges and transfer students.

## **2:00 - 3:30 p.m. • Mega Session: Town Hall**

Hear from all 'sides' of the desk, ask questions and share your thoughts: What happened this past year? What worked or didn't work? What does this mean moving forward?

## **3:45 - 4:45 p.m. • Awards and Closing Ceremony**

Cheer your colleagues on as they are surprised by awards! Watch the presidential transition hear from NYSACAC's new leaders.

## **4:45 – 5:15 p.m. • Newcomers Wrap Up**

How was your conference, First Timers? Let's debrief and talk about what you can do now to meet people in the field and get involved.

## **5:00 – 6:00 p.m. • Meeting for NYSACAC Past Presidents**

## **7:00 – 8:00 p.m. • Mixology Class**

This seminar, led by Matthew Christoff from Bowler Wine, will focus on spirits and their production, as well as a tutorial on how to make two very exciting cocktails.

## **8:00 - 9:00 p.m. • Social**

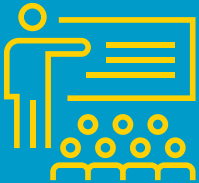


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