About the Conference

Postsecondary institutions fill a valuable role in communities by educating college students, but they also serve communities by offering programming for youth. The first Michigan Pre-College and Youth Outreach Conference celebrates and casts a spotlight on this important function within Michigan’s postsecondary institutions.

The conference provides participants the opportunity to engage with professionals working in pre-college programming and university-based youth outreach as well as leaders in youth development, higher education, and K-12 education as we share and learn more about the role of postsecondary institutions in preparing Michigan’s youth for the future.

Theme

Building Youth Assets as a Long-Term Strategy Toward a Better Michigan.

Purpose

Bring together leaders in education, workforce, and government across Michigan to strengthen support for pre-college and youth development programming.

Topic Areas

- Best practices
- Capacity-building (programs, institutions, communities)
- College access and preparation
- Fundraising research and assessment
- Policy
- Recruiting and serving diverse populations (e.g., at-risk, underserved, gifted and talented, etc.)
- Risk management
- Youth development

Thank You to our Sponsors!

Gold:
- MSU Office of Inclusion and Intercultural Initiatives

Bronze:
- ARISE Detroit!
- Center for the Support of Language Teaching
- The Lyman Briggs College at Michigan State University
- Michigan Academic Advising Association

Conference Sessions

All sessions are scheduled for 1 hour and 15 minutes.

Concurrent Sessions

Each session has three 15-minute presentations. A half-hour discussion period follows after all three presentations have concluded.

Roundtable Discussion

Presenters review and discuss specialized, professional matters in an interactive format.

Workshop Session

Each workshop is instructional, interactive, and focused on specific learning objectives. Presenters exchange information about a particular body of knowledge, teaching technique, assessment instrument, or methodology. In the case where there are two presentations within the workshop, each presenter has 30 minutes, with a discussion period after both presentations have concluded.

Post-Conference Information

Post-conference information will be available online at outreach.msu.edu/precollege

Pre-College Programs at MSU

Go the the Spartan Youth Programs (SYP) Web site spartanyouth.msu.edu to browse pre-college programs offered at Michigan State University.

The SYP Web site displays a wide range of exciting opportunities for youth to improve their knowledge and skills in specific subject areas. Programs are available to serve all age ranges from pre-kindergarten to high school.
Quick Glance at the Day

Keynote Speech and Breakfast
9:00 - 10:30 a.m. » Big Ten Room A

Break
10:30 - 10:45 a.m. » Lobby

Breakout Sessions I
10:45 a.m. - noon » Various Rooms

Keynote Speech, Student Panel, and Lunch
Noon - 1:30 p.m. » Big Ten Room A

Breakout Sessions II
1:45 - 3:00 p.m. » Various Rooms

Break
3:00 - 3:15 p.m. » Lobby

Breakout Sessions III
3:15 - 4:30 p.m. » Various Rooms

Networking and Reception
4:30 - 5:30 p.m. » Corniche Room (2nd Floor)

Table of Contents

Program Overview.................................................................2

Program Details .................................................................4

Keynote Speech and Breakfast..............................................4

Breakout Sessions I............................................................4

Keynote Speech, Student Panel, and Lunch.........................7

Breakout Sessions II.........................................................8

Breakout Sessions III.....................................................10

Kellogg Center Map........................................................Inside back cover
# Program Overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 10:30 a.m.</td>
<td><strong>Keynote Speech and Breakfast</strong></td>
<td>« Big Ten Room A</td>
</tr>
<tr>
<td></td>
<td>A Roadmap to Success</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Keynote Speaker:</strong> Bryan Taylor, President and Founder, Eduguide</td>
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</tr>
<tr>
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<td><strong>BREAK</strong></td>
<td>« Lobby</td>
</tr>
<tr>
<td>10:45 a.m. - noon</td>
<td><strong>Breakout Sessions I</strong></td>
<td>« Willy Room</td>
</tr>
<tr>
<td></td>
<td><strong>ROUNDTABLE DISCUSSION</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education for the 21st Century: Implementing Early/Middle College Programs at a University</td>
<td>« Room 110</td>
</tr>
<tr>
<td></td>
<td><strong>WORKSHOPS</strong></td>
<td>« Michigamme Room (Garden Level) »</td>
</tr>
<tr>
<td></td>
<td>Civic Engagement: Character, Service, and Public Policy</td>
<td>« Room 102</td>
</tr>
<tr>
<td></td>
<td>Making College a Reality: Better Students, Better Schools, Better Michigan</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CONCURRENT SESSIONS</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Michigan Tech’s High School Enterprise: Expanding to Inspire Innovators Throughout Michigan</td>
<td>« Room 105 A &amp; B</td>
</tr>
<tr>
<td></td>
<td>Evaluating the Impact of Pre-College Programs: Focus on Detroit Area Pre-College Engineering Programs (DAPCEP) National Science Foundation Supported Programs</td>
<td>« Room 62 (Garden Level) »</td>
</tr>
<tr>
<td></td>
<td>Development of the Center for Educational Outreach and Academic Success</td>
<td>« Room 106</td>
</tr>
<tr>
<td>Noon - 1:30 p.m.</td>
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<td>« Big Ten Room A</td>
</tr>
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<tr>
<td></td>
<td>Growing Up Global</td>
<td></td>
</tr>
</tbody>
</table>

* All sessions take place in the Lobby Level except where indicated
<table>
<thead>
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<th>Session</th>
</tr>
</thead>
</table>
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|                 | « Big Ten Room A  
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|                 | « Lobby »  |
| 10:45 a.m - noon | Breakout Sessions I  
|                 | ROUND TABLE DISCUSSION  
|                 | « Willy Room »  
|                 | Education for the 21st Century: Implementing Early/Middle College Programs at a University  
|                 | WORKSHOPS  
|                 | « Room 110 »  
|                 | Civic Engagement: Character, Service, and Public Policy  
|                 | « Michigamme Room (Garden Level) »  
|                 | Making College a Reality: Better Students, Better Schools, Better Michigan  
|                 | « Room 102 »  
|                 | Math Excellence and Equity in Detroit  
|                 | « Room 105 A & B »  
|                 | When You Flip the Script  
|                 | A Collaborative Approach to Preparing Youth for Success in a Global Economy  
|                 | « Room 62 (Garden Level) »  
|                 | Youth Development Programming: Preparing Youth for Academic Success  
|                 | Innovation and Creativity Engineering Design Days for Middle and High School Students at Michigan State University  
|                 | Recruiting and Serving Diverse Populations  
| noon - 1:30 p.m. | Keynote Speech, Student Panel, and Lunch  
|                 | « Big Ten Room A »  
|                 | Growing up Global  
|                 | Keynote Speaker: Joanne Keith, Professor and Extension Specialist, Department of Family and Child Ecology, Michigan State University  |
| 1:45 - 3:00 p.m. | Breakout Sessions II  
|                 | WORKSHOPS  
|                 | « Room 110 »  
|                 | Getting the Word Out on Your Outreach Program  
|                 | « Michigamme Room (Garden Level) »  
|                 | Service as an Access Strategy and Ultimately – Success!  
|                 | « Willy Room »  
|                 | Sharing Best Practice Methods for Creating a Successful Pre-College Program  
|                 | « Room 106 »  
|                 | Leveraging Partnerships for Engaging Youth  
|                 | University and Community Partnerships: Growing the STEM Pipeline  
| 3:00 - 3:15 p.m. | BREAK « Lobby »  |
| 3:15 - 4:30 p.m. | Breakout Sessions III  
|                 | WORKSHOPS  
|                 | « Willy Room »  
|                 | Deal or No Deal: Preparing Michigan Youth for Obtaining National Scholarships for College  
|                 | « Michigamme Room (Garden Level) »  
|                 | Planning for Youth Conferences  
|                 | « Room 110 »  
|                 | Improving Evaluations for Youth Programming  
| 4:30 - 5:30 p.m. | Networking Reception  
|                 | « Corniche Room (2nd Floor) »  |
Program Details

Keynote Speech and Breakfast
9:00 - 10:30 a.m.

« Big Ten Room A »

A Roadmap to Success
Keynote Speaker: Bryan Taylor, President and Founder, EduGuide

Pre-college programs are under constant pressure to reach new levels, from decreasing drop-outs to increasing college applications, all in the midst of a struggling economy. A better future in Michigan requires greater investment in building youth assets to ensure that all children are equipped with the tools to achieve their full potential. Drawing on his experience with Michigan’s Cherry Commission on Higher Education and his recent national study of first generation families and the college pathway professionals who serve them, Bryan Taylor helps us look at the road ahead.

Bryan Taylor is the President and Founder of EduGuide: Partnership for Learning, a nonprofit that specializes in family engagement strategies and tools for college pathway organizations. EduGuide serves more than a million families each year in thousands of schools. Taylor’s passion for creating a world in which all children are equipped to pursue their full potential has been recognized with awards from the Educational Publishers Association, the Public Relations Association of America, and the National School Public Relations Association.

Breakout Sessions I
10:45 a.m. - 12:00 p.m.

ROUNDTABLE DISCUSSION

« Willy Room »

Education for the 21st Century: Implementing Early/Middle College Programs at a University
Martha Sutton and Jeff Shulz, Eastern Michigan University
David Dugger, Early College Alliance – Washtenaw Intermediate School District

This session describes the experience of establishing an early college initiative at a four-year institution. While these alliances are encouraged and are becoming more common, a multitude of institutional barriers exists. Challenges encountered and solutions developed are reviewed as part of this practical discussion.

WORKSHOPS

« Room 110 »

Civic Engagement: Character, Service, and Public Policy
Cyndi Mark, Michigan State University Extension

Youth participation in community service is high, and with the recent upsurge in political campaigns young people seem more interested in civic engagement. While civic education programs emphasize character building, leadership training, and volunteering in community activities, they often miss the bigger picture. Absent from these programs is a way to help youth understand how their volunteerism addresses a public issue and how that issue is dealt with on a local political level. Using a participatory curriculum development process of focus groups, literature reviews, and a design team of university specialists and community members, Michigan State University Extension 4-H Youth Development designed two civic engagement manuals, one for afterschool programs for children in grades 3-6 and the other for high school students. Both were created for non-formal programs; however, they include learning objectives, national and state educational standards, step-by-step instructions, and ways to adapt the materials for other audiences, including in-school programs. During this interactive session, participants learn how to use the new civic engagement activities for citizenship, leadership, and service; how the materials are designed; and how to access the curriculum.

Making College a Reality: Better Students, Better Schools, Better Michigan
Teresa Gibbons, Wendy Eurich, and Tim Travis, Saugatuck High School

Students should be encouraged to attend college for many reasons, including economic promise in a state suffering the loss of blue-collar jobs. The most important outcome of preparing all students for college access, however, is an improved classroom. Building on Dr. Willard Daggett’s model of rigor and relevance for all students, Saugatuck Public Schools’ Attainment Program elevates student expectations, thus improving student achievement. This presentation addresses obstacles faced by parents and students unfamiliar with “The Code” as studied by Dr. Richard Elmore of the Harvard Change Network. Saugatuck Public Schools’ Attainment Program stresses college preparation throughout the K-12 system. Evidence of elevated school climate as a result of the Attainment Program at the high school in particular are clear: Students and parents now speak the language of college; grades have taken on a new importance; students see the relevance of a rigorous high school curriculum, and performance and attitude have improved. These results also provide ways to implement the recommendations of the Joyce Ivy Foundation 2008 Michigan Counselor Report. Session participants learn specific strategies that can be implemented in their own schools.

« Michigamme Room »

Math Excellence and Equity in Detroit
Steven M. Kahn and Monica G. McLeod, Wayne State University

Wayne State University’s Math Corps, which serves Detroit public school students in grades 6-12, has a high-school graduation rate of over 90% and a median ACT math score for three-year participants of 22. In 2003, building on the philosophy and curriculum of the Math Corps, the WSU
Program Details (cont.)

Middle School Math Program was established to develop and operate the program at a nearby Detroit charter school. The results have been dramatic, with students going from 2-3 years below grade level in 6th grade to graduating 8th grade at near national norms.

« Room 102 »

When You Flip the Script
Keith L. Bennett and Raphael B. Johnson, Goodwill Industries of Greater Detroit

Keith L. Bennett, the architect and director of one of the nation’s premier minority male training programs, Flip the Script of Goodwill Industries of Greater Detroit, shares a highly successful and proven road map in training, retraining, and in some cases educating, young urban minority males. In just five years Flip the Script has become a Detroit catch-phrase, a leader in the vocational training arena, and a human service industry model because of the program’s extraordinary outcomes in helping low-income, disadvantaged, and underachieving young males turn their lives around. The 16-week curriculum is an intense, gender specific preparation for social, vocational, and career/workplace development. It systematically challenges young men to reconstruct their lives one day at a time. Flip the Script men essentially come to understand that while they cannot change what has occurred in the past, they are empowered everyday with an opportunity for a new beginning. The program has successfully assisted hundreds of minority males. Many have gained entry to non-traditional careers and meaningful employment opportunities, including apprenticeship programs and college enrollment, as Flip the Script has altered their mindset, thought processes, and spirit. The program has caught the attention of organizations, school systems, criminal justice systems, vocational habilitation agencies, and post-secondary educational institutions across the nation, including the University of the District of Columbia.

A Collaborative Approach to Preparing Youth for Success in a Global Economy
Virginia Abdo, Department of Labor and Economic Growth, Bureau of Workforce Transformation

The Michigan Shared Youth Vision Partnership (MSYVP) is a public and private collaborative body established to better coordinate services to Michigan’s at-risk youth. MSYVP’s mission is to build and maintain an infrastructure through collaborative networks that guide economic and social policy in order to connect youth with high quality education, employment services, and activities for successful transition into responsible adult roles. In a world full of taskforces and workgroups, the MSYVP serves as a permanent body with an overarching state plan within which narrower coordinating efforts will be aligned in order to increase the efficiency and effectiveness of youth service delivery.

One purpose of this workshop is to raise awareness of the MSYVP, including its purpose, background, current activities, and how to become involved. The MSYVP staff also share successes and challenges encountered through the state partnership’s activities, the partnership’s pilot project in Southeast Michigan, and a dropout prevention and recovery initiative.

CONCURRENT SESSIONS

« Room 105 A & B »

Michigan Tech’s High School Enterprise: Expanding to Inspire Innovators Throughout Michigan
Doug Oppliger, Michigan Technological University

For eight years, Michigan Technological University’s undergraduate Enterprise Program has created active, collaborative learning environments. Teams of students from many disciplines work in a businesslike setting to solve real-world problems. The program has been very successful in generating excitement about STEM careers, so expanding the model to K-12 seems a natural next step. Michigan Tech is currently working with three high schools in Michigan to pilot an Enterprise-like program tailored for the K-12 environment. The High School Enterprise Initiative was developed by a team of faculty and administrators from K-12 and higher education. Project based, contextual learning experiences are the foundation of the program, and are intended to bolster the academic and professional skills of its participants and encourage the pursuit of careers in STEM related fields. Projects must have a STEM focus and address issues of entrepreneurship, communication, and project management. This presentation summarizes the HSE program, its design, and its goals. It reports on the 2007-2008 pilot program, including projects selected by each team, year-end progress, and collaboration with representatives from business, industry and academia. Finally, it outlines plans for program expansion. A discussion period aims to generate ideas for program implementation, expansion, and improvement from audience input/reaction.

Evaluating the Impact of Pre-College Programs: Focus on Detroit Area Pre-College Engineering Programs (DAPCEP)
National Science Foundation Supported Programs
Shannan McNair, Oakland University
Margaret Tucker, DAPCEP
Karla Korpela, Michigan Technological University
Traci Ballard-Dowell, University of Michigan at Dearborn

Demonstrating program impact on student participants in precollege programs presents a variety of challenges and opportunities for evaluators and program staff. The Detroit Area Precollege Engineering Program (DAPCEP) has two National Science Foundation supported programs for middle and high school students, Innovative Technology Experiences for Students and Teachers (ITEST) and Academy for Young Scientists (AYS). The evaluation of each of these programs has a program wide (national) and a project level (local) component. Collaboration with project staff, input from parents and student participants, and evaluation and project directors from projects nationwide have resulted in meaningful evaluation data and a growing culture of evaluation within the program. This session engages participants in discussion of evaluation strategies that capture program impact. We share our experiences with surveys, pre/post tests of key concepts, focus group interviews, documentation of student achievement, and networking with other NSF ITEST and AYS project staff. DAPCEP’s program staff and participants have become much more aware of the general principles, requirements, and benefits of evaluation. This evaluation culture building process, including the challenge of balancing program priorities with evaluation needs, is described. Participants in the session are encouraged to share ideas, strategies, questions, and solutions.
Program Details (cont.)

Development of the Center for Educational Outreach and Academic Success
William Collins, University of Michigan

This session describes the background, rationale, and purposes of the Center for Educational Outreach at the University of Michigan. The session discusses how the Center relates to the mission of the University as well as the implications of demographic trends relative to the admission and enrollment of a diverse student body in a selective university context. The role of outreach efforts and the importance of engaged partnerships with schools and communities is emphasized.

« Room 62 »

Youth Development Programming: Preparing Youth for Academic Success
Sadhia O. Rehman, Luke P. Kane, and Ignacio Andrade, Michigan State University

Bridges to the Future (BTF) is the nation’s largest after-school collaborative, providing school-based, before- and after-hours enrichment programming to more than 15,000 youth (K-9) in more than 100 schools within 21 districts across the city of Flint and Genesee County, Michigan. Beginning in 1999 as a collaboration among three school districts and United Way of Genesee County, the Bridges program grew out of a community interest in meeting the developmental needs of youth by building core assets and competencies for the continued improvement of academic and social success among youth and their families. BTF aims to provide a physically and emotionally safe environment that fosters leadership and effective decision making skills, as well as positive relationships with peers and adults, by offering enrichment activities related to arts and culture, fitness and nutrition, language arts, life skills, math studies, science studies, and social studies. This presentation discusses the nature and quality of BTF programming, the theoretical underpinnings of the relationship between positive youth development and academic outcomes, the evaluation strategy for the program, and the results of the last three years of programming. Particular emphasis is placed on individual changes in relationships with school staff, enjoyment of school work, and several indicators of academic engagement.

Innovation and Creativity Engineering Design Days for Middle and High School Students at Michigan State University
Drew Kim, Michigan State University
John Thon, Holt Junior High School
Russ Pline, Okemos High School

The Dart Foundation-funded Innovation and Creativity Design Days for middle and high school students at Michigan State University has become a vital component of the College of Engineering. Mechanical, electrical, computer, applied, and civil engineering students demonstrate their accomplishments and interact with about 600 middle and high school students per year. The program immerses students and teachers in hands-on and experiential learning by introducing innovative and inspiring engineering design and projects. The objectives of the program are to develop a technology-focused curriculum for middle and high school students, encourage and involve teachers in the laboratory facilities at MSU’s College of Engineering by creating a Research Experience for Teachers during the fall, spring, and/or summer months; create a friendly engineering competition among schools participating in the Design Day; and increase student participation by 150% to 750 students per year. Participating students and teachers complete engineering projects such as building a wireless thermometer and NXT Robotic Invention System programming (for middle school participants), and Navigating an Electro-Active Polymer-Controlled Module With Onboard Resources (NEMO) Robotic Fish Competition (for high school students). An Energy and Automotive Research Lab presentation is given by a faculty member using the Formula SAE race car, SAE Baja, and Hemi engine.

Recruiting and Serving Diverse Populations
Rhonda Buckley, Patricia Kieth, and Jaime DeMott, Michigan State University

This presentation, based on current practices at the MSU College of Music’s Community Music School, provides best practice resources and ideas to other organizations who work on youth development programming. The presentation is also intended to provide information regarding recruiting and serving populations with diverse age, ability, socio-economic, and cultural backgrounds. As a result of a two-day strategic planning session, the Community Music School developed committees to address issues of visibility, work environment, culture of improvement, fundraising, and serving diverse populations. By targeting these specific areas, the Community School has been better able to broaden its thinking and provide quality pre-college programs. The presentation includes information on how this process has worked for CMS.

« Room 106 »

College of Agriculture and Natural Resources Pre-College Programs Best Practices: Establishing and Maintaining a Meaningful Summer Program Experience
Leonard Savala, Michigan State University

Navigating higher education is not only a challenge for high school youth, but for parents as well. It is critically important to provide opportunities for youth in which they learn about real career opportunities as well as different majors. The College of Agriculture and Natural Resources offers pre-college opportunities to youth through three different programs. These programs are the Multicultural Apprenticeship Program (MAP), a six week residential program for students in the 10th and 11th grades; the ANR Institute for Multicultural Students (AIMS); and the ANR Institute for Multicultural Students-Bilingual (AIMS-B). AIMS and AIMS-B are one-week residential programs. These pre-college programs are designed to give high school students the opportunity to experience college life and explore the many exciting educational and career opportunities in the agricultural and food sciences, natural resources, and related fields. Participants in this workshop are provided with two examples for establishing and maintaining a meaningful summer program. In addition, the presenter discusses the challenges and benefits of establishing collaborations with other programs to help ensure that you have all your bases covered before establishing your summer program.
Program Details (cont.)

Mentoring Within Upward Bound
James Marshall, Michigan State University

This presentation covers the different kinds of Upward Bound (UB) mentoring efforts, especially in Michigan, followed by what happens in the Michigan State University UB program. Mentors meet with our students on campus each Monday to go over academic and social concerns. Additionally, we have a popular activity called College Buddies Day, where UB students go to classes with MSU students. Ideally, each UB student goes to two classes. Then the MSU and UB students have lunch or a snack with UB staff members to discuss what happened. We would like to partner with other colleges or universities to do this. We have also initiated an e-mail and telephone exchange between MSU and UB students.

Five Ways to Prepare Diverse Populations for College
Doreen Odom, College Prep International

This presentation gives an overview of College Prep (CP), a community outreach program in the city of Detroit and Wayne, Oakland, and Macomb counties. Since 2003, CP has provided students in grades 8 to 12 with resources to obtain acceptance into colleges or universities aligned with their educational goals and career aspirations. The five program areas—college and university experiences, community service, personal development, study skills and standardized testing, and scholarships and financial aid—are discussed. Mechanisms utilized for student recruitment and retention, parental involvement, and facilitation of collaborations with business, community, and government, nonprofit and educational stakeholders are also addressed.

Keynote Speech, Student Panel, and Lunch
Noon - 1:30 p.m.

« Big Ten Room A »

Growing Up Global
Keynote Speaker: Joanne Keith, Professor and Extension Specialist, Department of Family and Child Ecology, Michigan State University

Dr. Keith helps us explore how colleges and universities can help young people develop assets and succeed in major life transitions. She shares insights for creating developmentally appropriate practices and for informing policy-makers, educators, and the public about desirable outcomes for pre-college programs. At the present time, Joanne Keith is teaching two online graduate courses for youth development professionals at MSU—Community Youth Development, and Growing Up Global: Understanding Youth from a Global Perspective.

Joanne Keith is Professor Emerita at MSU. Her scholarship has focused on the integration of teaching, research, and outreach to promote an assets-based approach to positive youth development. Dr. Keith served as Faculty Director of the Young Spartan Program Community Collaboration Initiative, a collaborative outreach effort of Michigan State University, the Lansing School District, and Lansing Regional Chamber of Commerce.

Student Panel
Clarence Greene III
Senior, Journalism

Chelsey Spriggs
Junior, Microbiology

Megan Gustafson
Junior, Parks, Elementary Education
Program Details (cont.)

Breakout Sessions II
1:45 - 3:00

WORKSHOPS

« Room 110 »

Getting the Word Out on Your Outreach Program
Kathee McDonald, Michigan State University

Putting together an amazing outreach program is great; getting youth to come to it is better. In a crowded marketplace of activities, your programs must compete with school, sports, clubs, and the like. Simultaneously, you have to get your message to your target group without being drowned by the other information they’re getting. During this session, presenters demonstrate the variety of tactics employed to promote their own outreach programs. Attendees discuss the methods of communication that are appropriate for their budget, goals, and populations served. Those participating can also expect to receive example resources and contacts for organizations that are interested in disseminating news about pre-college outreach programs.

« Michigamme Room »

Service as an Access Strategy and Ultimately – Success!
Michelle Snitgen, Investing in College Futures
Amanda Schafer, Michigan Campus Compact

When youth and college students are partnered through service, amazing things can happen. In this session, participants learn that having college students engage in service increases college access and success rates for youth across our state. It also helps retain current college students through to graduation. And by the way, service is also a dynamic tool for teaching and learning. Everyone wins! Explore the programs, hear the research, seek the funding, and engage in the conversation.

« Willy Room »

Sharing Best Practice Methods for Creating a Successful Pre-College Program
Judy Ratkos, Michigan State University Extension

Pre-college programs develop assets and prepare youth to succeed in postsecondary education and the workforce, but does everyone involved in your program understand that? This session highlights best practice methods from 4-H pre-college programs Exploration Days, Great Lakes and Natural Resources Camp, and Capitol Experience. Some "how to" tips for participants include: building a program that meets your objectives and is something kids want to attend and where parents want to send them; helping everyone from administration to instructional staff to chaperones understand and support the program objectives and how their role relates to them; ways to reduce and manage risk; developing a planning time line; developing a budget; and demonstrating your impact on academic and developmental outcomes for youth participants.

« Room 106 »

Leveraging Partnerships for Engaging Youth
Paul D. Plotkowski and Karen L. Meyers, Grand Valley State University

Over the past decade, Grand Valley State University has provided a wide range of exciting experiences that promote engagement and academic success among K-12 students, as well as opportunities for students to connect with the university community. These activities effectively utilize partnerships with academic units at the university, industries, charitable foundations, professional societies, and special interest clubs in a variety of ways to create and sustain highly effective programming. Participants in this interactive workshop explore the critical elements of creating and sustaining these and similar opportunities for youth, and discuss strategies for leveraging partnerships to maximize impact and meet resource needs. Discussion focuses on setting the stage, funding, human resources, planning for and utilization of physical resources, field trips, communication and program promotion, and celebration. As teams, participants work through a planning process to design support for a new program or analyze an existing program to assess its strengths and identify areas where additional resources need to be secured and employed. Throughout the session, critical questions are posed and discussed, potential pitfalls identified, and resources shared.

University and Community Partnerships: Growing the STEM Pipeline
Karla Korpela, Shalini N. Suryanarayana, and Chris S. Anderson, Michigan Technological University

In creating a pipeline to higher education, precollege science, technology, engineering, and mathematics (STEM) programs specifically targeted at women and minorities are invaluable tools. Coupled with additional access, mentoring, and retention programs, these programs aim to increase the diversity of the pool of future scientific and technical workers. Michigan Tech’s precollege programs have the strength of a 36-year history. The goals of the programs are to expose students to career options and encourage them to become academically prepared for higher education. Coupled with these programs is a campus-wide effort to increase the awareness of the value of a diverse campus and to provide and maintain an environment where all students feel comfortable. Michigan Tech’s Office of the President leads this effort, assisted by the Educational Opportunity Department. Michigan Tech has an extensive group of partners and supporters with closely aligned goals in relation to the STEM pipeline. Partners and supporters include schools, corporations, organizations, and local, regional, state, and national entities. These partners provide financial and in-kind resources; networks and forums for discussion; access to diverse students; professional development opportunities; programming and retention ideas; national and global career experiences; and advice to students, faculty, staff, and administration on local, regional, state, national, and global matters. This workshop suggests methods for conference participants to create similar partnerships in support of their own programs.
Program Details (cont.)

CONCURRENT SESSIONS

« Room 62 »

Maximizing Educational Opportunities for Youth Transitioning from Out of Home Care Settings
John Seita and Angelique Day, Michigan State University

Many foster youth transition out of the foster care system with few, if any, financial resources, limited education, training, and employment options; no safe place to live; and little or no support from family, friends, and the community. These circumstances make them particularly vulnerable to negative social outcomes. Through the implementation of several federal and state-level policies, educational programs have been developed for foster care youth; however, these resources are scattered through state departments and private agency contracts. There is a need to assist these young people to navigate through multiple systems for maximum service usage. In response to the educational barriers facing youth in care and transitioning out of care, Michigan State University and several community partners created a summer camp program designed to prepare and support youth in obtaining their post-secondary education goals. This presentation discusses this best practice initiative and shares information on how the curriculum was developed. Preliminary findings of youth responses are also shared in regard to the impact of the program on their future orientation towards college.

The Invisible Lives of the Undocumented
Maria Gonzalez Allen, Eastern Michigan University GEAR UP

One challenge international students in American K-12 education face is limited access to postsecondary education. While they enjoy protection in and entitlement to American public education in their K-12 years, things change drastically once they graduate. The right to K-12 education comes from a U.S. Supreme Court decision, Plyler vs. Doe. In this 1982 U.S Supreme Court decision the court determined that schools could not deny undocumented students access to the American public school system. While one may argue whether or not schools with small populations of English language learners are under-served even with a Supreme Court decision in place, there is little doubt that when these students graduate they face narrowing accessibility to American post-secondary education due to issues of residency, documentation, and cost. Many who are exemplary students in high school have little chance of attending college in the United States, even if they have lived here all of their lives. This fact may correlate to the disproportionately low graduation rate for Hispanic students from U.S. public schools. American universities decide their admissions policies for themselves, yet the political climate is such that international students, especially those who may be unauthorized, find it quite difficult to go to college. This research analyzes the access of international students to post-secondary institutions and some myths and truths about immigrants in America, citizenship, and post-secondary education.

How Do We Educate Urban Black Boys?
William Tandy, Wayne State University

Detroit, Inkster, Flint and other Michigan cities have approximately 70% of their students receiving free or reduced-cost lunch, whereas the state average is 26.7%. These figures reveal grave socioeconomic disparities with respect to nurturing students and overcoming cultural deprivation. Currently, these cities have minimal alternative school programs to address the needs of at-risk students who fail to matriculate in a regular educational setting. In this presentation the director of Wayne State University’s Upward Bound program demonstrates how to implement the Male Responsibility Program, which has yielded 100% graduation rates as well as over 85% college enrollment rates for its participants. The program is founded on the belief that given normalcy and time, all children can learn. So often young people are simply not being taught how to interact in society. With proper support, at-risk behavior can be changed through guided practice, structure, and socialization. A plethora of strategies, including a risk/protective factor approach and a logic model conceptual framework, is used to successfully move students from not caring about the outcomes of their education experience to assuming the realities of an honest, upright and informed life through an authentic educational experience that yields rewards across the curriculum.

« Room 105 A & B »

High School and College Writing: Bridging the Gap
Lee Griffin, Michigan State University

A primary reason for early departure from college is inadequate preparation for college work in high school. Secondary teachers often misunderstand the real requirements of college coursework, which are poorly communicated by course descriptions, curriculum guides, and scoring rubrics. This session presents a free, interactive Web site that links high school and college faculty in dialogue about the qualities of college-level work so that secondary teachers can better understand how to prepare their students. Using samples of student work, college instructors analyze the strengths and weaknesses they perceive and describe the steps students will need to take to improve their work. Participating high school teachers have their own opportunities to assess student work, discuss it online with other teachers, and learn how their own analysis and commentary compares with others. The site focuses on the goals of instruction, uncovers underlying assumptions and values, challenges participants to justify or modify their evaluations, and supports collegial professional development. Although developed for writing skills, these principles are easily adaptable to any complex, higher-level cognitive skill. The theoretical warrant for this program comes from the literatures of learning communities, communities of practice, collaborative learning, and online communities, as well as validity studies and faculty development. The session reviews the practical contexts of the program and its theoretical foundations briefly, and then engages participants in a simulated assessment activity to demonstrate the features of the Web site.

Teen Biz: Community Collaboration Toward Adolescent Empowerment
Pierre Rice Jr. and Elizabeth Trapp, Eastern Michigan University

This presentation describes the trials and tribulations of planning and implementing an empowerment-based program that served adolescents with special educational, emotional, and behavioral needs. The Teen Biz Teens in Business Through the Arts program was spearheaded by the Institute for the Study of Children, Families and Communities at EMU, in collaboration with Michigan Works! and the Ypsilanti Schools. The program was designed to teach low-income,
Program Details (cont.)

culturally diverse youth important work and life skills through the arts to better prepare them to enter the work force after completing high school. Results of the program evaluation are also presented.

Providing Advanced and Accelerated Middle School Students with Appropriate Challenge
Kelly Schultz, Western Michigan University

Beginning middle school is hard enough for an average student, but if a student is advanced in any subject area, that struggle amplifies in middle school. Suddenly it is not cool to be smart and teachers don’t have time to provide challenge in the classroom for only a couple of students. Advanced students are not being challenged to learn at the rate or depth that they could. Our program identifies students in 6th or 7th grade to take fast paced, challenging courses in mathematics or language arts beginning in the 7th or 8th grade year. Academically Talented Youth Program (ATYP) is an area-wide program that pulls from multiple school districts to provide services for the 2-3 students from each middle school who qualify. Topics for the session are a description of our qualifying process, an overview of the program, and ideas for providing challenge in any middle school.

Breakout Sessions III
3:15 - 4:30 p.m.

WORKSHOPS

« Willy Room »

Deal or No Deal: Preparing Michigan Youth for Obtaining National Scholarships for College
Connie Rose Tingson-Gatuz, Madonna University

National pools of funding continue to be available to our youth as a means of creating access to higher education. However, a disproportionately low number of students attempt to apply, either because they perceive the funds to be unreachable or they are completely unaware of the opportunities from the onset. The vast majority of those who do apply are overlooked because of the quality of their application materials. Written submissions are often the only medium by which reviewers select recipients. Therefore, it is pertinent to submit high quality written responses that fully capture abilities and aspirations. Other states have strategically developed clinic-based approaches to assisting youth with the national scholarship process, resulting in high numbers of awardees. Michigan could greatly benefit from these approaches. This workshop explores how scholarship clinics can be developed for at-risk youth programs as well as for youth in general. In addition to cognitive achievement, which is often determined through grade point averages and test scores, national scholarship organizations seek non-cognitive achievement. Workshop participants explore eight non-cognitive variables and identify strategies for developing these competencies. The presentation reinforces the components of quality scholarship applications as well as providing an alternative approach to increasing access to postsecondary education. This session offers suggestions for pre-college professionals who are interested in developing scholarship clinics for eligible youth. Additionally, they may glean valuable insights about the general selection process.

« Michigamme Room »

Planning for Youth Conferences
Laurin Gierman, Michigan State University

The best summer programs incorporate quality educational programming, in a safe environment, with attentive supervision and fun! In this session, participants learn about the importance of adult chaperones; setting expectations for your chaperones; fostering a safe environment; training and accountability; and incorporating recreational programs to enhance the students’ experience. The session encourages questions and participant participation from those experienced in summer programming, as well as those new to or considering developing a summer program.

« Room 110 »

Improving Evaluations for Youth Programming
Laurie Van Egeren and Miles A. McNall, Michigan State University

You want to know if your program is working and you want to know how you can make your program even better. But how do you find out? This session introduces you to evaluation within the context of youth programs by helping you to identify appropriate and meaningful objectives and measures and to consider what you really want to accomplish through evaluation. In this interactive session, we discuss how different methods and measures answer different questions—and which of these answers fulfill the evaluation needs of your program. In addition, we demonstrate, through the use of logic models, how to align your goals, activities, and measures to plan your evaluations effectively. Resources for measures appropriate for youth are provided.

CONCURRENT SESSIONS

« Room 105 A & B »

Building a Policy Advocacy Strategy for Increasing High School Graduation Rates
Michele Corey, Michigan’s Children
Angelique Day, Michigan State University

A large body of knowledge exists concerning factors that are associated with achieving success and high graduation rates in school, as well as data that identifies the unintended consequences of policies that have expanded dropout rates both in Michigan and across the country. This presentation reviews recent findings from multiple method studies that have evaluated school success and school failure, and identifies policy and practice strategies that have been proven to increase the odds of school success for at-risk youth. These findings are used to stimulate discussion concerning current issues in Michigan around education policy and new directions in education theory and workforce preparation.

The Positive Impact of Job Shadowing in Upward Bound Students’ Personal Development
Sandy T. Firestone, Michigan State University

This session provides information about the MSU Work Study Program. Participants in the program are trained and prepared for a real job...
Program Details (cont.)

experience in a way that results in noticeable changes in how they conduct themselves. Topics include creating excellent resumes and e-portfolios, learning interviewing skills, how to behave in a work environment, work expectations, reporting career exposure assignments, and time sheets.

Creating a Successful Retention Program Through Building Community
Janice Cook-Johnson, Wayne State University

TRIO Student Support Services is a federally funded program that strives to increase the retention and graduation rates of low-income and first-generation students. Through collaborative efforts which include support and dedication from the academic and administrative community, financial support through WSU general fund and board of governors, and dedicated staff who understand the importance of the work they do for the students, this goal is being achieved. Some of the successful departmental practices implemented over the years include streamlining the admissions process; interviewing applicants; adding a mandatory residential component; and changing how services such as mentoring, counseling, and tutoring are delivered through Student Support Services. This presentation is interactive, with the audience encouraged to ask questions and participate freely.

« Room 102 »

History of Gear Up in Michigan
James Marshall, Michigan State University

This presentation focuses on how Gear Up programs were initially developed, and how King-Chavez-Parks programs became Gear Up programs. Active participation from the attendees is strongly encouraged. A Gear Up program involves Saturday meetings, where college students work with the younger students, discussing lesson plans prepared for them. We want to be certain that our students are aware of what is taking place with the guest students. Additionally, we have lunch with our guests to go over any concerns and questions. We also go to the schools covered by the program and have visitations on the campus. Additional visits are held at other locations. Thus, all of the students, both college and K-12, get a lot of experiences that they would not normally have, leading to the program's success. In fact, a number of the college students who work with our attendees have participated as K-12 learners. Let us discuss this and similar programs, creating a wonderful learning experience.

Building Bridges with the Materials at Hand: The Development of the CBS SEP in an Era of Limited Resources
Ethriam Cash Brammer de Gonzales, Wayne State University

This session examines the development of the Center for Chicano-Boricua Studies’ (CBS) pre-college Summer Enrichment Program (SEP) at Wayne State University, which grew out of the necessity to address the achievement gap in English ACT scores between Latinos and their university counterparts, as well as to improve the developmental writing skills among Latino students in order to prepare them for the transition into college-level composition courses. Since its inception in 2004, this non-residential, six-week course of study has grown to include both English and math courses. Its budget has also grown from $2,500 to over $20,000, using a combination of mostly external funding sources. The presentation details the program’s positive impact on student success rates in English and math and its contributions to higher retention rates and GPAs for participants. It also analyzes the comparative advantages and disadvantages of residential versus non-residential pre-college intervention programs, particularly in terms of budgetary limitations.

Lessons from a Gear Up Program: What You Did Not Want to Learn
Russell Olwell, Wendy Burke, and Lynn Malinof, Eastern Michigan University
Peggy Wiencek and John Benci, Center for Applied Research
Melissa Calabrese, Kelli Hatfield, and Kathy Couture, EMU Gear Up

Gear Up programs, as a partnership among school districts, institutions of higher education, and community agencies, provide a unique window into the systems that shape the academic careers of students in middle and high school. In the course of running our two year program, we have learned a variety of lessons about the students, parents, teachers, and administrators we work with, through surveys, data analysis, focus groups and interviews. This presentation focuses on the organizational learning of one project, especially the hard lessons that come from taking stock of difficult situations, wrestling with data, and struggling to understand the social world of middle and high school in low-income school districts.

« Room 106 »

An Urban Road to Success
Susan Zwieg, Wayne State University

Universities located in urban settings usually have a stated mission of responsibility toward educating students in their own communities, especially those from disadvantaged backgrounds. Wayne State University in Detroit is no exception. Located in the heart of the city, its mission statement recognizes an obligation to develop special avenues that encourage access for promising students from disadvantaged educational backgrounds.

Building Scholarship Around Pre-College Programs
William Edwards, Michigan State University

Michigan State University is engaged in an ongoing project to develop a scholarly community of practice around pre-college programs. With a decentralized campus structure, it is imperative that pre-college practitioners on campus have the ability to interact with others working in youth programming. The Pre-College Committee at MSU is working to improve the organizational structure around pre-college programs, promote scholarship around youth programming, increase the visibility of pre-college programs, provide venues to network and collaborate, and advocate for better systems to document and evaluate the impact of pre-college programs at MSU. This presentation highlights the collaborative approach used to achieve these goals, strategies for capacity building, and the challenges faced in developing an effective community of practice around pre-college programs.
Program Details (cont.)

Awakenings
Marvin P. Thompson and Brenda P. Alston-Mills, Michigan State University

Institutions of higher learning are expected to provide knowledge and facilitate instruction in order for students to be able to think critically about, and to analyze objectively, information presented in the formal classroom. Given the social and cultural backgrounds of both students and faculty, the unknown environment may appear frightening or even hostile. Individuals develop their own strategies for survival and are often not informed about other strategies that would help them thrive and be successful in the academic community. The objectives of our proposal are to identify the dynamics for the individual entering an environment very different from anything previously experienced, to recognize the survival strategies that are used to navigate the environment, and to offer suggestions for thriving and succeeding in the new environment. The concepts presented are relevant to the individual as well as the greater community. We offer a PowerPoint display of wildlife to illustrate the important principles of each objective. The audience will realize the difference among strategies used for survival and those used for success, the many aspects of diversity, and how mutual understanding can bring about social change.

« Room 62 »

Three Programs in Search of an Artist
Joann Mcdaniel, University of Michigan

The University of Michigan’s School of Art and Design is developing three youth-oriented programs in an effort to increase the number of students studying visual arts at the college level. The programs include a junior high summer day camp for Detroit area students, a BFA preparation program for high school students, and a co-operative program with the Detroit School of the Arts and Wayne County Community College to help talented students better prepare to meet the challenges of the college experience. Students who are gifted artistically often fail to anticipate the intensity of a BFA curriculum, or they do not prepare adequately for the academic rigors of a post-secondary curriculum, thereby limiting their educational and career opportunities. The UM School of Art and Design seeks to identify students with the potential for success and encourage them to take advantage of Michigan public education. Early intervention in their lives and continued support of their education can lead to a creative well-educated workforce. Students experience benefits that are both personal and professional, and the state of Michigan is stronger for it.

Career Education Activities for Pre-College Programs
Laura Allen, Erica Tobe, and Sheila Urban Smith, Michigan State University Extension

Economic challenges have increased competition in our job market. As youth educators we are positioned to help youth see themselves in the future and their connection to the world of work. Their success in life, ability to give back to their communities, and decision-making skills can be significantly improved by assisting them as they transition to post high school education and the workplace. Pre-college program experiences can help make this a seamless transition. Give youth an edge in their preparation for college and the job market by incorporating and expanding career education activities into pre-college programs and events that will serve them for a lifetime. There are developmentally appropriate, experiential educational opportunities and resources that focus on specific workforce preparation, knowledge, and skills important to all employers. Using an experiential model of delivery, discover a wide range of age-appropriate activities which you can adapt to any college or major in a variety of settings. This session is designed to enhance the abilities of educators and staff to do this. Session participants experience activities from curriculum available through the National 4-H Cooperative Curriculum System (http://www.n4hccc.org/index.html) and participate in a discussion around workforce preparation. Several program models are shared and methods for taking creative and diverse approaches to meet the needs of youth are highlighted.

Aviation Career Education (ACE) Academy
Charles Green, Wayne State University

The Aviation Career Education (ACE) Academy encourages careers in aviation by giving minority students an opportunity to observe aviation activities firsthand. The program exposes minority youngsters to African-American pilots, air traffic controllers, mechanics, and ground personnel, as well as flight simulators, model airplane building, and flying activities. Students go on tours of the Selfridge Air National Guard Base, Metropolitan Airport, City Airport, and the Tuskegee Airmen Museum. They build model airplanes, participate in model airplane competitions, and learn to operate a flight simulator. They fly in planes piloted by licensed pilots. The program is targeted to serve students in grades 8-10. Participants are recruited from student populations served by the Higher Education Opportunities/Talent Search Program and the Gear Up Program. They are recruited by the sponsoring aviation organizations that collaborate in the program. The Academy also accepts applications from schools throughout the Metropolitan area, both public and charter.

Networking Reception
4:30 - 5:30 p.m. « Corniche Room »
For post-conference information, go to:
outreach.msu.edu/precollege