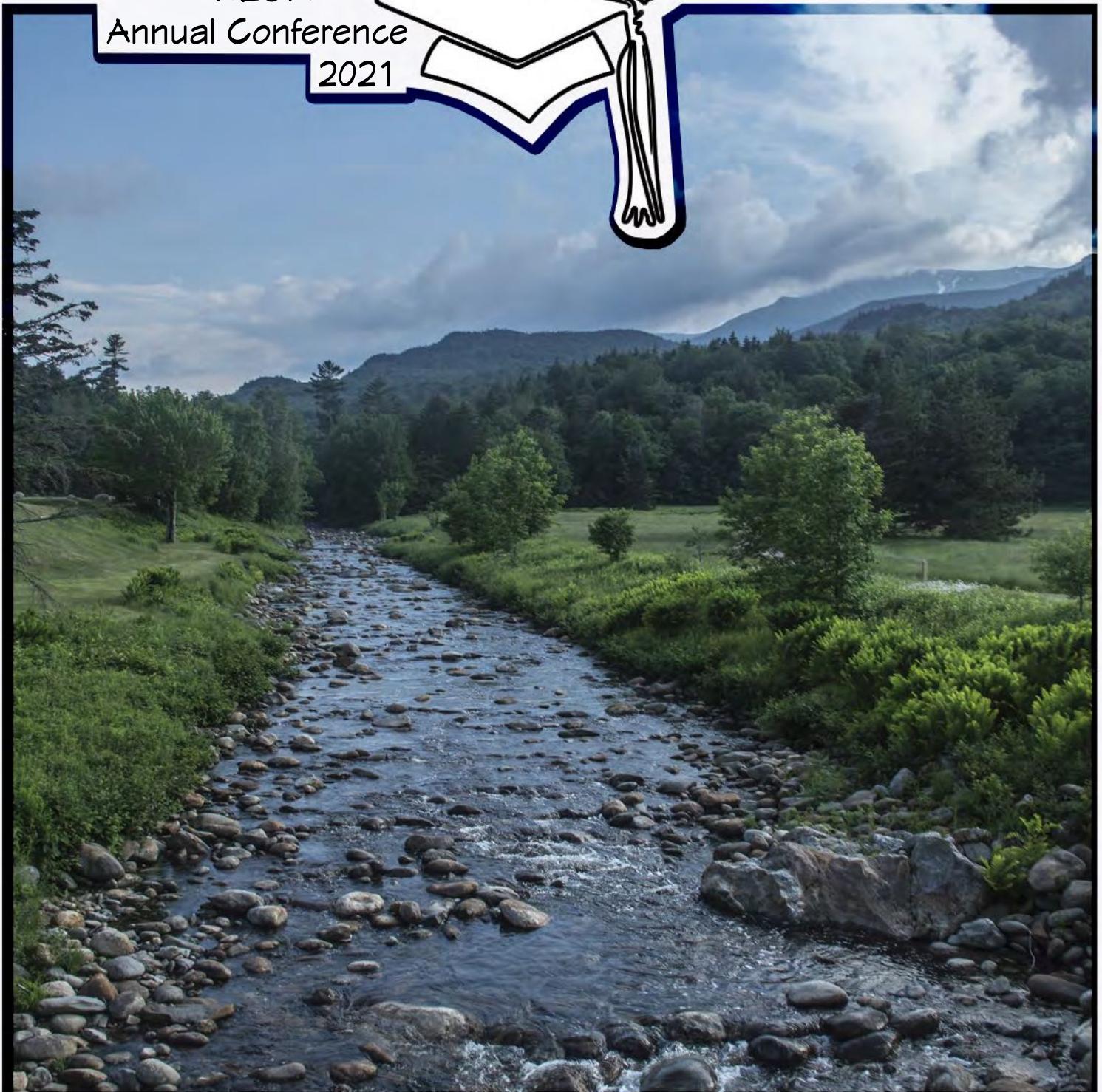


Re-Envisioning Educational Opportunity

NEOA
Annual Conference
2021



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The New England Educational Opportunity Association, or NEOA, is an organization of professionals who are actively interested in ensuring equal educational opportunities in higher education. Founded in 1976, NEOA has membership of more than 300 educators throughout the six New England states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

Over 125 federally funded educational opportunity programs assisting almost 50,000 middle school, high school and college students are supported by NEOA members in both urban and rural communities throughout the region. Combined, these programs receive federal funding of over \$20 million a year to promote access to and success in higher education.

Prior to April 1999, NEOA's name was NEAEOPP, which stood for the New England Association Educational Opportunity Program Personnel.

The mission of NEOA is to advocate for access to and success in postsecondary education for low income individuals, first generation college students, and students with disabilities and to develop the skills and knowledge of educational opportunity professionals working with this population.



The Council for Opportunity in Education (COE) is a nonprofit organization, established in 1981, dedicated to furthering the expansion of college opportunities for low-income, first generation students, veterans, and students with disabilities in all 50 states, Washington, D.C., the Federation States of Micronesia (FSM), Palau, Guam, and Puerto Rico. Its membership includes more than 1,000 colleges and agencies.

Through its numerous membership services, the Council works in conjunction with colleges, universities, and agencies that host TRIO programs to specifically help low-income students enter college and graduate. 810,000 low-income students and students with disabilities each year receive college access and retention services through our member colleges and agencies.

Re-Envisioning Educational Opportunity



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NEOA President's Welcome



On behalf of the NEOA Board of Directors, I am pleased to welcome you to the 45th Annual New England Educational Opportunity Association Conference! We are pleased to offer an array of high-quality speakers and workshops to engage and inspire you in this virtual space. Conference Co-Chairs, Josh Gagnon and Laura Mielke, along with their committees, deserve a big shout out for organizing this amazing event without the benefit of ever being in-person!

What a year to serve as President! This year's theme, "Re-Envisioning Educational Opportunity," could not be more appropriate. All of us have had to re-envision our work with students and colleagues alike. Adapting to the virtual world of meetings and advising has certainly been challenging, but has also potentially changed forever some of the ways we connect with students. One of the highlights of attending this conference every year is the exchange of ideas and taking back

new information to our programs to continually make them better. This year will be one in which this is more important than ever.

Though challenging, NEOA has had quite a productive year! Starting in November, we kicked off our first of three very well-attended Professional Development workshops. We also held the largest TRIO Day(s) event in our storied history. This three-day event, hosted by our Maine colleagues, had nearly 1000 registrants! It offered a variety of great speakers and workshops, and featured the themes of Community, Advocacy, and Education to a great success! NEOA also sponsored the Arnold Mitchem Leadership Institute this year, with 14 participants from a great cross-section of programs. A definite highlight was hearing from Dr. Mitchem himself, giving participants a glimpse into the history of the Council for Opportunity for Education, as only he can do!

I also had the pleasure of attending five state conferences (without ever leaving my office!), and was treated to great speakers, workshops, and awesome energy. Part of my duties as President is serving on the Board of Directors for the Council for Opportunity in Education. This has been a major highlight of serving in this role. To be on the board with such gifted colleagues from all over the country and attending meetings with TRIO legends such as Dr. Mitchem and Maureen Hoyler is an unbelievable honor. The work ethic and passion they bring to the continued fight for access and opportunity for low-income, first-generation students, and students with disabilities is remarkable. This advocacy work never truly ends; but with COE's tireless commitment, TRIO is as well-positioned as it has ever been.

As is the case with everyone, I really am looking forward to being back in-person for events such as this in the coming year! One silver lining that emerged during this pandemic was how strong the NEOA and TRIO community truly is. We all realized early on that this is a time when our students need us more than ever...and we delivered! The relationships we have forged with our students and other educational opportunity professionals around the country allowed us to weather this challenge and come out of it stronger than ever. To quote the gifted Amanda Gorman, "We will not march back to what was, but move to what shall be".

I once again want to thank the Conference Committee for all their hard work and dedication to putting on a great event for us this week. Enjoy the conference and do your best to simulate a real hospitality suite!

Conference Chairs' Welcome

Colleagues and Friends,



Welcome to the 45th annual NEOA Conference! While we had certainly hoped to be together in New Hampshire this spring, we are excited to host NEOA's first ever virtual conference. Shifting our focus to the possibilities that unfolded by holding a conference virtually speaks to the work we are doing in our programs, and is why we chose this year's theme: **"Re-Envisioning Educational Opportunity."** This format and platform provide opportunities to capture the interactive and collaborative spirit of an in-person conference while allowing us to connect with colleagues from around the nation!

Over the next few days, we will have an opportunity to learn from each other during interactive workshops where we will build on our strengths and recognize opportunities to collaborate and try something new. In fact, we are introducing re-imagined sessions - programmatic roundtables - that are designed to provide time after each set of workshops to share and learn. We have morning and evening activities to network and strengthen our community and will be recognizing NEOA leaders and alumni at our first ever virtual banquet!

Laura and I are incredibly grateful to our conference committee for joining us on this adventure. Their creativity and hard work have resulted in a conference that truly has something for everyone. Thank you to the NEOA board, our presenters, facilitators, and sponsors; their support has allowed us to re-envision what an NEOA conference can be. Enjoy the conference!

~ Josh & Laura



2021 Conference Committee

Conference Chairs	Josh Gagnon Laura Mielke
Advocacy & Alumni	Randy Schroeder
Marketing	Chris Lee Angie Ricciardi
Professional Development	Melissa Goyait Nate Obin
Silent Auction & Vendors	Reggie Jean Kyle Lontine
Community Service	Becca Copeland
Fairshare	Katie Robinson
Hospitality	Adam Howard Angie Ricciardi Beth Zinn
Registration	Tammy Gewehr Casey Henderson Patti May Kyle Somma
Past Presidents Reception	Deb McCann
NEOA Website	Casey Henderson
Recognitions	Elaine Leavitt Brian Post Elyse Pratt-Ronco

2020 NEOA Achiever Readers

Leo Lachut
Enid Ray
Peter Osborne

Silvestre Guzman
Jenniver Caccavale

2021 NEOA Achiever Readers

Tara Payne
Dana Hilliard

Angela Castonguay
Peter Osborne



NEOA Achievers

NEOA Achiever Awards are given to outstanding graduates of New England's regional educational opportunity programs, TRIO and other educational opportunity programs alike. NEOA Achievers are truly worthy of the distinction, as they possess all of the following attributes:

- 💡 They have received a bachelor's degree from an accredited institution of higher education.
- 💡 They are recognized as a person of high stature within their profession or they have received recognition for their outstanding academic achievements.
- 💡 They are employed above the entry-level designation for their profession or they have received a post baccalaureate degree or are enrolled in a post baccalaureate program.
- 💡 They have made significant civic, community, or professional contributions.
- 💡 Their participation in an educational opportunity program has had a significant impact upon their ability to achieve educational and/or professional objectives (as acknowledged by the participant).

NEOA Rising Stars

The purpose of the NEOA Rising Star Award is to identify emerging professionals who are former participants of New England's educational opportunity programs. This award allows our region to recognize Rising Stars who have either completed their Associates degree and/or their Bachelor's degree and are just beginning to make an impact in their careers and communities.

The Rising Star Award honors emerging leaders who strive toward the highest levels of personal and professional accomplishment, who excel in their chosen field, devote time and energy to their community in a meaningful way, and serve as a role model for other low income, first generation college bound students and students with disabilities. NEOA Rising Star nominees should be worthy of the distinction and possess all of the following attributes:

- 💡 Demonstrated excellence, creativity, and initiative in his or her profession.
- 💡 Has an Associates or Bachelor's degree from an accredited institution of higher education and 2 – 5 years professional experience in their field.
- 💡 Engages in or is developing a leadership role in civic, community, or professional development activities.
- 💡 Has participated in an educational opportunity program that has had a significant impact upon their ability to achieve educational and/or professional objectives (as acknowledged by the participant).

2021 NEOA Achiever



Emmanuel Omokaro

I am very grateful for the University of Connecticut (UConn) Student Support Services (SSS) program. The six weeks-long summer program was everything I needed. It gave me confidence that I could handle college courses and a support group of friends entering the fall semester. However, my appreciation for the SSS program came after the summer program. I was lucky to have the head of the TRIO program at UConn Dr. Maria Martinez as my instructor for my First Year Experience course.

After my mid-terms, I did poorly in my exams. Dr. Martinez pulled me aside and talked to me after class and encouraged me to pick up my grades. That is when I realized the SSS

program was more than just a 6 weeks program. She did not allow me to fail and was invested in seeing me succeed.

During my junior year, the SSS Director Dr. Bidya Ranjeet asked me to join the study abroad trip to Liverpool, England. I kindly declined the opportunity because I was unable to afford the trip. To my luck, Dr. Ranjeet worked with the study abroad office to award me a scholarship. My experience in Liverpool pushed me to travel. Since Liverpool, I have traveled to 38 countries and if it were not for Dr. Ranjeet, I am not sure I would have traveled the world as I have.

This year I decided to go ahead, pay it forward, and award two UConn SSS students scholarships to pay for their study abroad trip. This scholarship is going to help students that can't afford the study abroad trip, much like when I was in their shoes. This was my way of thanking Dr. Ranjeet for believing in me.

The SSS program means everything to me because it helped first generation students like me get an opportunity in this country. This is why I started my family scholarship in my hometown. The Omokaro Family Scholarship awards three scholarships to students in Danbury, Connecticut who are first or second generation students going to an accredited university.

I was honored to receive the 2019 volunteer of the year award from my employer ESPN for all the community and humanitarian work I have done. My role at ESPN is Corporate Citizenship Coordinator, where I develop and manage local and national volunteer programs for ESPN employees. I am fortunate to have this position because my passion in life is giving back and I get to do it both professionally and personally.

Overall, the SSS program experience left an immeasurable impact in me to help others. I have countless stories that I could mention to show why I love to pay it forward. I would not be in this position in life without people like Dr. Martinez or Dr. Ranjeet. I am forever grateful for the experience.

2021 NEOA Rising Star

Doris Juarez

As an Upward Bound Student, all I wanted was to be seen, for someone to cheer me on, not because my family did not support me, but because UB understood me. Chris Turner said to me, "We always knew you would go to college; we just did not know where." It is the power of the belief that I could do it that kept me moving forward. It is not often that I can share where I came from. My parents immigrated to the US from Guatemala. I was born in Stamford, Connecticut. I attended a head start school in the West Side of Stamford. I lived in Guatemala briefly, but during that time, my mom committed suicide after her battle with postpartum depression. I witnessed her death at five years old. My father was in the U.S, but due to legal status, he was not able to attend the funeral. Thankfully at 27, he decided that the U.S was going to be our home.

In high school, I found my safety net, which was Upward Bound. I was not initially recommended; my best friend from high school told me to apply. To this day, I tell her that she played a significant role in my life.

My advisors went out of their way for me, never telling me that I was not capable of changing my life. Margaret Irving was one of my advisors, and I will never forget that she drove me to Boston for a scholarship interview. Now as an advisor, I get it. I am amazed by my colleagues who always go beyond so that students get their needs met.

Thankfully, Smith has a bridge program that gave me a heads up on imposter syndrome, microaggression, and systemic barriers. I wanted to be a dentist, but I took my first Chemistry class, and my GPA was almost low enough to be kicked off a varsity team. I was not thriving, so I did what I needed to do. I advocated for myself. I said, "Well if it is not my grades that will bring me opportunities, it is going to be my personality."

I went to my college president's office hours. She told me that she believed I was going to be a college president. I thought she was crazy. One day I was very stressed and thought about stopping by her office hours. She was expecting me to complain to her. I told her I had come because I wanted to get to know how someone like her, who was a first generation student, became a college president. Little did I know that she would become one of my biggest supports.

During my time at Smith, I was in a research lab every summer. I had three jobs and a full course load. I wanted a social life and was catching up academically. My junior year, I received a fellowship that paid me for my time in research. As one would expect, my academic grades skyrocketed as I no longer had to balance all those jobs.

I ended up going to Duke as a National Science Foundation (REU) fellow for one summer. I ended up being hired at Duke after I graduated. I was able to publish my research in marine microecology, and I like to share that my first job interview was at MIT. Although I did not get the job, they did call me back six months later saying that they wanted to recommend me to another lab at MIT. That was all the validation I needed.

I ended up graduating my senior year on the dean's list with high honors in Biology. I was a student speaker on campus as a representative of first generation students at Smith and as a latina. I was awarded departmental prizes in microbiology and botany. I got to meet Oprah. The best part of that year was that my Dad became a U.S citizen.

I have a desire to continue to speak out for students. When people ask what I do, I tell them that I am someone that knocks on doors for students. They are often doors that I wish someone had opened for me. I want to one day be a college president. All of what has happened started because I was always surrounded by someone who expected and believed in something more for me. I cannot think of a better way to live my life but to be that person for someone else.



2021 NEOA Rising Star



Amber Wolf

Earning a Ph.D. in the sciences has been my ambition since I was a very young student. My parents wanted the best for me: to go to the college best suited for my interests, and to be happy and successful. However, I knew that money was tight for my family. When Upward Bound (UB) spoke to my high school about how college can be accessible: what could be done for those of us who struggled financially, and how they would work with us to make sure we received our best opportunities, naturally, I applied.

UB offered so much for their students through a vast wealth of resources, experienced teachers, educational opportunities, and SAT preparation. I truly believe that programs like these serve as real springboards for students and reassure so many families that these goals are much more easily obtainable than they might imagine. Not

only are these programs incredibly impactful and advantageous for students, but are simultaneously a support network, way of guidance, and relief for the parents/guardians. Through UB, my SAT score increased with daily classes, the college application process and maze of financial aid forms became less daunting, applications became more accessible with the aid of fee waivers, and I did not feel held back due to financial shortcomings. Grateful for the support of UB, I was ebullient to announce my admittance into College of the Atlantic, nestled between two acclaimed research laboratories and Acadia National Park, yet fueled by experiential, hands-on immersive learning. I received all A's and was celebrated by UB with a check for \$250 dollars to put towards textbooks for each term I earned top marks. Yet another incredible way UB could help their students overcome financial challenges while encouraging hard work. Additionally, thanks to the intensive lessons on loans with UB, by May of my senior year I completed my final loan payment, leaving college debt free. With this incredible freedom of debt, I felt empowered to take a gap year and travel the world, studying culture, language, and understanding the other people I share the planet with, a long held dream I never would have been able to achieve if not for UB.

Finances were certainly the largest hurdle for my family; I knew my mom stressed about how to afford our country's undoubtedly expensive higher education, especially after taking out loans for my sister's college career. I remember vividly: We all sat together, a room full of aspiring students and parents, staring fixedly at the computers in front of us, walking through the financial aid logistics. Parents had their taxes and paperwork out on their respective tables, and students' stared wide-eyed, realizing high school never taught us anything about taxes. My mom gradually became more flustered and embarrassed as she saw her income compared to the price of school tuition fees, but she was not the only one. At the front of the class stood a UB instructor, guiding us along the winding road of the financial aid application, noting key aspects to be aware of and warning us of what might become confusing along the way. Other instructors circled the room helping student-parent pairs, making the task more manageable and creating an environment where we could complete these forms and leave at the end of the day having accomplished a big and necessary step. I am incredibly grateful for the immense support I received from my teachers, family, and UB, helping to make these goals a reality. As I progress through my career, I aim to help aspiring students through encouragement, one-on-one work, and spreading the word about phenomenal opportunities. Everyone should have access to education, and with programs like UB, we become one step closer.

2020 NEOA Achiever

Seanice Austin

Writing this letter supporting my NEOA Achiever nomination makes me reflect on my time as a child and my own time as a SSS student 30 years ago. I grew up on the Lower East Side in New York City in public housing and on public assistance. Life was not easy for me, my mother and my four siblings. We were poor which was a condition that was not discussed then and is often romanticized today. Instead, many of the people in my neighborhood either focused their thoughts.

Abraham Lincoln once said, "I will prepare and someday my chance will come". I didn't know that as a child but that was my mantra. My chance will come, my chance will come; so I prepared. As a child, I was an avid reader who devoured books. I would rather read than go hang out in the streets. I also did well in school. I see now, that I was preparing for my chance.

Toward the end of 8th grade, the last 3 months before school ended we moved from New York City to New London, CT. My mother moved us because she wanted to give us a better environment. Again, this was a part of the preparation for when I had my chance for more. I saw going to college as one of the key paths to change my life circumstances. I talked about college (in the abstract because I really did not know what to expect), my mother and my extended family all encouraged and supported me. "Seanice is going to college... Seanice is going to college". I was ready!!! However, in 1988 my senior year of high school, I hit a major stumbling block and it was huge.

Unbeknownst to most people, I was pregnant during my senior year. Me! The girl who followed the rules and lived by the book. The girl who had spent years preparing for her chance was now a statistic. Many people assumed my future and life were over. However, in 1989, as a married 19-year old and a one-year old child, I started college. I don't remember a lot of the details about that time, like filling out my UConn application, writing my college essay, filing my FAFSA or even a lot of my classes. What I do remember are my experiences from SSS like the 6-week summer program, doing my work-study in the SSS Office and going to Washington D.C to testify to congressional leaders for increased Pell and TRIO funding. I also remember the SSS counselors and professors like Bob Rue and Susan Lyons, who were extremely supportive of me. While I was a traditional age college student and looked very much like the other students in the program, my life outside of school was very different. Attending UConn as married teen mother may not seem like a big deal today but back in the 80s it was huge. If it were not for programs like SSS, I don't know if the university would have taken a chance on admitting me.

So what does it mean to give someone a chance? It means stepping out on faith or taking a risk. A lot of people and institutions don't like taking risks. It's safer to go with the sure-bet (high GPA and SATs, strong grades, honors scholar etc.). But thanks to the supporters of SSS, who are in the trenches fighting and advocating, I was given my chance. And make no mistake, leaders like Dr. Ranjeet, Vice Provost Dr. Martinez and your SSS counselors are fighting and advocating every day for each and every one of you. Like the program did for me, they are fighting to provide a chance for you to get admitted, a chance for you to have unique experiences like education abroad, for you to have a chance to reach your academic goals, graduate and have successful futures. Do not take this program or your time in it for granted!!

Today, I work in higher education as the director for diversity initiatives at the University of Connecticut, School of Business. Throughout my 25 year professional career, I have supported student development, college awareness and student retention programming. When I think about why I am a stronger supporter of the SSS program, I know it is because I see a little of me in each of the students I work with today. I want to do what I can to help give SSS students the same chance that was given to me because as Civil Rights leader and educator, Mary McLeod Bethune said, "invest in the human soul. Who knows, it might be a diamond in the rough". I am always thankful to Student Support Services for giving me my chance.



2020 NEOA Achiever

Ashley Doukas



"You're so smart. It's too bad can't go to college," my dad sighed, a sad look on his face. I was a freshman in high school when he said that to me. Up until that point, I hadn't really thought about college. I had assumed I would probably go, because that's what people did after high school. I felt shocked by my dad's words; why wouldn't I go? The answer was "money", of course. There was no money for college.

I would soon come to learn that it wasn't just about money. Well-meaning though they were, my parents, who themselves struggled to complete high school and worked blue collar jobs, didn't have any idea of how to help prepare me for college. When it came to grades, it was simply "do your best". If homework was challenging, my mom jokingly reminded me she flunked out of algebra. There would be no SAT prep courses, no private education, and the time I had for extracurricular activities was shared with the 25 hours per week I worked at a pizza shop to help cover my own expenses. I was smart, yes, but that was about all I had in my favor.

While I was in high school, I was informed that I was eligible to participate in a program called Educational Talent Search (ETS). My ETS advisor, Carolyn, provided me with critical guidance I didn't get anywhere else. I had had no idea that college applications cost money, but Carolyn helped me get fee waivers and meet application deadlines, schedule campus tours, and jump through all the hoops I had never known existed, and certainly couldn't have intuited on my own. With her help, I was accepted to the University of New Hampshire Honors Program with a partial scholarship. I completed a degree in psychology and graduated summa cum laude at the top of my class.

During that time, I became familiar with the many services provided by other TRIO programs. I was encouraged by TRIO mentors to apply for a tutor-counselor position at Upward Bound. I spent the summer before my junior year working as a teaching assistant for a fantastically bright and funny group of high school students. It was the first meaningful job I could put on my resume- a dramatic departure from Papa Gino's, Subway, and the Getty gas station off exit 14.

That wasn't the end of what TRIO had to offer. Right before my senior year, an ETS mentor asked me if I had applied for the McNair Graduate Opportunity Program. I hadn't, because I had never heard of it. Learning about the program, it seemed too good to be true: a summer spent living and conducting funded research on campus, a free GRE prep course, attending research conferences and college tours, personalized mentorship, graduate school application fee waivers, and peer support. When I was accepted into the McNair Program, I felt like I had won the lottery, and in a sense, I really had. The summer I spent with McNair was among the most memorable of my life. I am certain that without that experience, their guidance, and the financial assistance, I would not have been competitive in graduate school application pools. With their help, I was accepted to The New School's clinical psychology program with a 75% tuition scholarship. There, I completed my Master's and Doctoral degrees in clinical psychology.

Obtaining my PhD (the first in my family) was of course the result of my own hard work- my "engine", so to speak. But TRIO programs provided the jet fuel and the map, without which I would certainly not be where I am today. After completing three years of training at the Manhattan VA hospital, I did a two-year postdoctoral fellowship at NYU Langone's World Trade Center Health Program for first responders to the 9/11 attacks. After completing this training, I accepted a full-time position at Bellevue Hospital's World Trade Center Health Program for survivors of the 9/11 attacks, where I provide psychotherapy to survivors with trauma-related disorders and co-morbid medical conditions, such as cancer. I also hold a faculty appointment as a Clinical Instructor at NYU School of Medicine and continue to publish my own research.

In addition to what TRIO has helped me accomplish, I am also immensely grateful to know that my future children, and their children in turn, will grow up with the knowledge and resources required to pursue their own educations and build fulfilling careers. TRIO's impact goes far beyond the individual, radiating outward to the patients I can now treat as a result of their assistance, and far into the future. I am so incredibly grateful for all TRIO has done for me; I would not be where I am today without these programs.

2020 NEOA Rising Stars

Vivian Pham

As the eldest daughter of Vietnamese refugees, I grew up witnessing the tenacity and grit needed to build a life and raise a family with little to no resources in a country that does not speak or embrace our native tongue. I was taught strength and resiliency – how to develop and maintain a backbone and thick skin to survive in any circumstance. I felt the immense pressure to live a life that would honor the sacrifices that my parents made in pursuit of the American Dream. After all, isn't the fabric of American history, the story of the children of immigrants realizing all of their parents' hopes and dreams?

I was the first in my family to attend college. I struggled greatly at the beginning of my college career, which took me by surprise as I had excelled in high school. Unfortunately, as with many low-income first generation college students, I was not prepared for the cultural, financial, and educational challenges of the college environment. It was overwhelming to not have anyone to mentor or advise me as I tried to navigate this unfamiliar territory. It was debilitating to feel like I was failing myself and my family. However, everything changed when I was connected with the Center for Academic Resources (CFAR) and their Student Support Services (SSS).

Through SSS, I found new strategies to approach my learning style, as well as the guidance I needed to nurture and grow existing skill sets. I quickly found myself enjoying my courses and re-gained my confidence as a student. During my sophomore year, I even became an Academic Mentor at CFAR, because from firsthand experience, I deeply understand and appreciate the value of supporting students. In addition to academic support, my counselor assisted me in career exploration and graduate school applications. He exercised great patience when I considered my next steps, as no one in my family had pursued graduate school before. Without his guidance, I likely would not have considered graduate school under the inaccurate assumption that it was out of reach for someone like me.

Despite my abysmal start, the support I received improved my GPA so significantly that I was inducted into Phi Beta Kappa, and graduated summa cum laude from the University of New Hampshire with a Bachelor of Arts in Psychology and Family Studies. I went on to receive a Master of Social Work in Social Innovation and Leadership, concentrating in Health and Mental Health Policy from Boston College.

Now living in Boston, I've been working at the intersection of healthcare and government. Previously, I was the Program Planning and Implementation Manager at the Massachusetts Executive Office for Health and Human Services. There, I led special projects that span across 12 state government agencies that provide services to improve the quality of life and health of 1.5 million Massachusetts residents. Currently, I am the Chief of Staff at the Massachusetts Rehabilitation Commission (MRC). MRC has a budget of \$160M, employs over 800 people, and serves 22,000 people across Massachusetts by helping individuals with disabilities to live and work independently.

In reflecting on my career thus far, I can see clearly how SSS empowered me intellectually and mentally to unapologetically work towards the best version of myself. Without SSS, I can say with certainty that I would not have been able to grow in my career as rapidly as I have. It helped me develop the skills needed to address challenges and barriers that first generation students like myself face in academia, which subsequently translate to the workplace.

As the great Maya Angelou fiercely wrote, "My mission in life is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humor, and some style". SSS supported me in shifting from simply surviving to thriving in my potential. As I continue to cultivate a purposeful life that stems from the tenacity and grit that my parents instilled in me, I look forward to bringing their hopes and dreams to fruition, as well as my very own. Thank you.



2020 NEOA Rising Star



William Webber

I am a proud alumnus and advocate of SUNY Plattsburgh's Upward Bound Program.

Participating in the Upward Bound (UB) Program made a small-town boy from humble beginnings believe that he can take on the world and create opportunities not just for himself, but for others around him.

During my involvement in UB, I had my fair share of ups and downs. I wanted to quit the program. I was beginning to accept myself as gay. My confidence level was abysmal. My mother was undergoing chemotherapy (and would later pass away in 2012). Through it all, I had an unwavering support system at UB, from the staff and my peers. This would make all the difference.

The program components positively shaped and impacted my educational and professional objectives and aspirations. UB taught me the skills and resources I have needed to be successful through living in the residence hall, attending classes, receiving guidance from my UB counselor, and participating in extracurricular activities. Each shaped my perspectives on my goals by showing me what is important to me and why being engaged and giving back to the community is such a critical aspect of a "success story," as no one can do it alone.

Upward Bound gave me confidence and the tools and support to be successful; the rest was up to me. I have gone on to have a proud education and professional career that I hope will continue for years to come. Obtaining two bachelor's degrees and a master's degree was a distant dream that is now my reality. I worked for the largest association dedicated to the field of international education. Now my work focuses on bringing the right players together to help solve the Western Hemisphere's most complex challenges.

I have taken my experience during the program and worked to pay it forward through various ways. I chaired a conference to provide students with tools and resources to reflect on their international experience for personal and career advancement. I review applications for study abroad scholarships. And I design programs that give youth leadership opportunities they deserve.

With the opportunities that I have had, I have a great responsibility. There is no doubt that I will work every day to continue to improve, impact, and advocate for opportunities that help others.

Never have I taken my participation in Upward Bound for granted. In 2018, I met with Representative Stefanik to give a voice to so many, advocating for a program that has not only affected me, but thousands of others like myself throughout the country.

I cannot claim my educational and professional successes as entirely my own. Upward Bound has demonstrated a clear impact on my life's work and I will forever be grateful for those who believed in me and continue to support me.

Through it all, I am reminded of a Dr. Seuss quote from one of my classes at UB: "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not."

Conference Schedule

Tuesday, April 6: Pre-Conference



Sponsored by:

- 9:00AM -** NEOA Board Meeting
- 2:00PM -** Workshop: Logic Models
- 4:00PM -** Newcomers Information Session

Wednesday, April 7

- 6:30AM -** Zumba
- 8:00AM -** Morning Coffee Hour
- 8:45AM -** Kick-Off



- 9:30AM -** Theme 1 Workshops: Diversity, Equity, Accessibility, and Inclusion
- 10:15AM -** Break
- 10:45AM -** Theme 1 Programmatic Roundtables

- 11:30AM -** Lunch
- 1:00PM -** Theme 2 Workshops: Student & Staff Wellness: Averting Crisis and Navigating the New Normal
- 1:45PM -** Break
- 2:15PM -** Theme 2 Programmatic Roundtables
- 3:00PM -** Break
- 3:30PM -** Plenary Session - Advocacy Panel
- 4:30PM -** State Meetings:

Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont

- 7:30PM -** Evening Hospitality



Thursday, April 8

6:30AM - Yoga
8:00AM - Morning Coffee Hour
8:45AM - Kick-Off
9:30AM - Theme 3 Workshops: Remote Possibilities: How a Pandemic Sparked Creativity



10:15AM - Break
10:45AM - Theme 3 Programmatic Roundtables
11:30AM - Lunch



1:00PM - Theme 4 Workshops: Personal Growth: Development of Educational Opportunity Professionals

1:45PM - Break

2:15PM - Theme 4 Programmatic Roundtables

3:00PM - Break
3:30PM - Plenary Session - A Historical Perspective of Diversity, Equity and Inclusion from Our TRIO Leaders
4:30PM - Alumni Social
4:30PM - Past Presidents' Reception
6:00PM - Banquet
7:30PM - Evening Hospitality

Friday, April 9

7:30AM - Meditation
8:00AM - Morning Coffee Hour
8:45AM - Second Cup Auction
9:30AM - Business Meeting
10:15AM - Break
10:45AM - Washington & COE Updates



Pre-Conference (Tuesday, April 6 at 2:00PM)

Sponsored by:



Logic Models

During this session, you will learn how to build a strong logic model that is supported by research and evaluation findings. We will walk through the core components of the logic model and discuss the practical implications for your TRIO program. Finally, this session will provide an overview of how to use your logic model to inform the development of your evaluation plan.

Dr. Meghan Ecker-Lyster

Dr. Meghan Ecker-Lyster is a trained educational psychologist who has extensive experience with program evaluation. Her approach to evaluation includes a reliance on a utilization-focused evaluation framework that heavily emphasizes collaboration among program stakeholders. She is certified by the Institute of Education Science's What Works Clearinghouse in group design standards. Dr. Ecker-Lyster currently serves as the Director of Research, Evaluation & Dissemination within the Center for Educational Opportunity Programs at the University of Kansas. In this capacity, she works with TRIO, CAMP, GEAR UP, and other college access programs across the country to provide research and evaluation services.



Washington & COE Update

(Friday, April 9 at 10:45AM)

Washington Update Presented by:

Maureen Hoyler



On October 1, 2013, Maureen Hoyler assumed the position of President of the Council for Opportunity in Education, a nonprofit organization that provides professional development, program improvement, and advocacy for nearly 2,800 federally-funded college opportunity programs at almost 1,000 colleges and universities nationwide. Ms. Hoyler has been a voice for low-income, first-generation students and individuals with disabilities. As President, she oversees management of the Washington office and the fiscal affairs of the Association also while serving as the primary liaison between the Association and the United States Congress, the Executive Branch, and Governmental Agencies. She is the official representative of the Association with all other postsecondary educational associations.

She began her career at the Educational Opportunity Program at Marquette University as an assistant to the then Director, Dr. Arnold Mitchem. Ms. Hoyler moved to Washington in 1981 to establish the Council's office. As the organization's Chief Operating Officer, she has played an integral role in the growth of the organization over the past 33 years, which started with a staff of just one full-time professional in 1982. Ms. Hoyler has lectured widely on federal law and regulations. Her publications include "Collaboration to Widen Participation in Higher Education" (The European Access Network) and "Expanding College Access and Success: The Chicago Model" (with George Lowery). Over the years, she has received numerous awards from TRIO-based associations. She received her B.A. and her law degree from Marquette University in Milwaukee, Wisconsin.

COE Update Presented by:

Sari Byerly

Dr. Sari Byerly is the Assistant Vice President for Student Affairs at Idaho State University, where she has the pleasure of overseeing nine U.S. Department of Education grants. Her leadership with Idaho State University's Access and Opportunity Programs spans across six campus/outreach locations, 21 high schools, and 250+ miles of the state of Idaho. During Dr. Byerly's tenure at ISU, she has taken the reach of TRIO programs from three TRIO grants to its current level of service delivery to include: two TRIO Talent Search, TRIO Upward Bound, TRIO Upward Bound Math Science, TRIO Veterans Upward Bound, TRIO Educational Opportunity Center, TRIO Student Support Services-Classic, TRIO McNair Scholars, and a College Assistance Migrant Program. Dr Byerly has been blessed to have worked for TRIO programs since 2002, starting her journey with the TRIO Upward Bound program at the University of Utah as a student employee.

She personally feels she found her home when she began working for TRIO. She was a first-generation college student herself and now holds a Bachelor of Science in Psychology and a Master's of Science in Social Psychology from the University of Utah as well as a doctorate in Educational Leadership and Administration from the University of Idaho. She strongly believes in the positive impact College Access and Success programs have on people's lives at all levels, whether a participant, an employee, the institution, or the community. Over the years, Dr. Byerly has had the privilege to work towards educational access through her various leadership roles. She has served on the Board of Directors for the Idaho Association of TRIO Professionals (IATP), regionally on Board of Directors for the Northwest Association of Educational Opportunity Programs (NAEOP), and nationally with the Council for Opportunity in Education (COE).



Plenary Session: Advocacy Panel

(Wednesday, April 7 at 3:30PM)

Join Jonathan Elkin from COE as he moderates a panel of key legislative staff to describe how funding and legislation actually happens, which committees have the most impact on TRIO programs, what it's like to work in a US Senate office, and the important role that we all can play in this process.

Moderated by:
Jonathan Elkin

Jonathan I. Elkin has been the Vice President for Public Policy at the Council for Opportunity in Education (COE) since January 2020, advocating for college access programs for first-generation and low-income college students. He has been involved in the legislative processes around early childhood, higher education, and everything in between during eight years in the U.S. House and Senate, including six years with Senator and former Congresswoman Mazie Hirono (D-HI). Among other roles, Jonathan was a math teacher in the South Bronx for two years. He earned an MS in Teaching from Pace University and a BA in Public Policy from Stanford University.



Advocacy Panel:



Erica Anhalt

Erica Anhalt is the Senior Legislative Assistant for Senator Jeanne Shaheen (D-NH). She advises the Senator on a variety of issues including those related to education, immigration, agriculture, and ocean policy. She has worked for Senator Shaheen since 2010 and has previously held the positions of Legislative Assistant, Legislative Correspondent, Assistant to the Chief of Staff, and Staff Assistant in the Senator's office. She earned a B.A. from Dartmouth College in Government and in Russian Language and Literature. In her spare time, she competes in the equestrian sport of eventing with her horse Oliver. She is originally from Guilford, CT, and she currently lives in Washington, DC.

Rowan Bost

Rowan H. Bost is a Legislative Aide in Senator Susan Collins (R-ME) Washington office and has held various roles there since 2016. Her portfolio includes education, criminal justice, the Judiciary, child welfare, and arts and humanities. A native of Brewer, Maine, her deep interest in the political process goes back to her high school years when she served as a page in the US Senate and college years through internships at the American Enterprise Institute and Worcester Regional Research Bureau. Bost is a magna cum laude graduate of the College of the Holy Cross in Psychology and Philosophy and held multiple roles in their admissions office as an undergraduate.



Plenary Session: A Historical Perspective of Diversity, Equity, and Inclusion from Our TRIO Leaders

(Thursday, April 8 at 3:30PM)

"This panel has been in my planning book for over two years, and this topic has truly informed my life's work. It was of particular importance to me to request that it be part of this year's NEOA Conference for reasons of strengthening our New England TRIO family bonds to ensure that we possess the same determination to demand diversity, equity and inclusion as our panelists have done over many years. This panel is in the spirit of pressing on in our roles as TRIO professionals. This panel feels absolutely necessary."

- Marti Kingsley VT EOC VSAC

This panel of TRIO leaders will respond to questions about diversity, equity, accessibility, and inclusion with respect to TRIO origins, TRIO policy changes, TRIO Staff diversity, and TRIO challenges. Participants will primarily learn about the lasting impact of strong leadership, how the past intersects with the present, and what we can do as TRIO professionals to contribute to diversity, equity, and inclusion moving forward.

Moderated by:

Mona Savastano



Salem State University Upward Bound Program Director, NEOA Diversity Committee Co-Chair. Graduate of Northeastern University and The New England School of Law. Proud and passionate TRIO champion for 13 years. "Serving my students and the TRIO community is one of the greatest privileges of my professional life. I am honored and humbled to work alongside some of the most impactful and passionate professionals who share my intense desire to provide equal educational access to all TRIO students."

Samienta Pierre-Vil

Suffolk University Upward Bound Program Director, is currently serving as the NEOA Diversity Committee Co-Chair. After receiving her Master's in Public Administration from Suffolk University, Samienta decided to continue her work with Boston youth to positively impact the lives of students and families who deserve and has the right to equal and equitable educational opportunities. During her time working with youth, Samienta saw a need to cater to student's mental health. To further her drive to get involved in the mental health field, Samienta got involved with the Boston Samaritans organization which is a suicide prevention crisis helpline. Samienta truly enjoys working with compassionate and selfless professionals but her heart remains fulfilled by our youth. In Samienta's words, "our work doesn't stop now nor does it stop tomorrow, we must continue to do everything in our power to improve the lives of one student at a time."



Panelists:



Dr. Arnold Mitchem

Dr. Arnold Mitchem, President Emeritus of the Council for Opportunity in Education, has been a voice for low-income, first-generation students and individuals with disabilities his entire career. Thanks to his work, the federally funded TRIO Programs have expanded by nearly 400% and now serve more than 872,000 students at 1,200 colleges and universities.

He began his career on the History faculty at Marquette University in Milwaukee and was named the Director of the Educational Opportunity Program in 1969. He relocated to Washington, D.C. in 1986 to serve as President of the Council for Opportunity in Education until October 2013. Dr. Mitchem has been awarded Honorary Doctorates from eleven universities:

CUNY-Lehman College in New York; DePaul University; University of Illinois, Champaign-Urbana; University of Liverpool, England, Marquette University; Marycrest College; University of Massachusetts at Boston; Lewis University; St. Joseph University in Philadelphia; St. Louis University; and SUNY Buffalo State.

Marian Belgrave-Howard

Marian Belgrave-Howard was born in Harlem during the Great Depression. Her birth mother died when she was eight months old and she was adopted by a loving couple, eventually moving to Greenwich, CT where she grew up. She tried one year of college after high school and decided that she had other adventures to pursue at that time. She returned to NY City to work at the Children's Aid Society in East Harlem for 12 years. Deciding then that earning a degree was essential for her professional paths, she returned to Southern Connecticut State College in her early 30's focusing in education, sociology, and psychology. Working in their admissions department after graduation introduced her to TRIO people and programs. She became the Director of the Connecticut Talent Assistance Cooperative, Inc. (CONNTAC) TRIO Educational Talent Search (ETS) project from 1970 to 1978. In 1976 she became the first President of the New England Association of Educational Opportunity Program Personnel (NEAEOPP.) Marian was central to the organizing and development of NEAEOPP in coordination and collaboration with Dr. Arnold L. Mitchem, Maureen Hoyler, and many others at the national and regional levels. In 1999 the name was streamlined to the New England Educational Opportunity Association and our familiar NEOA. Since 1991, an award has been bestowed in Marian's name to individuals for their "inspiring and enduring contributions toward the achievement of NEAEOPP's (NEOA's) mission and toward the expansion of equal educational opportunity."



However, Marian was not aware of the Award in her name until she was located by organizers of the annual NEOA Conference in April 2014 slated for Bridgeport, CT. Being an East Hartford, CT resident, she was delighted to attend that Conference with her daughter Claudine. Ever since then she has renewed her bonds with our TRIO family and has joyfully participated in multiple NEOA and CT events. She continues to feel humbled in seeing her named Award bestowed upon so many wonderful professionals who have had a deep impact on so many other students and peers.

Linda Shiller

Linda served as Director of Career and Education Outreach at VSAC for 20 years and Counselor and Assistant Director for 13 years prior to that. In her role as Director, she secured funding, initiated the first and only GEAR UP Program in Vermont, and directed the statewide EOC and ETS programs, the College Access Challenge Grant and other grants obtained through state and community grant organizations.

Throughout her career at VSAC, Linda served on several national, regional and state boards and taskforces addressing education reform, workforce development and college access issues. She served on the NEOA board for 9 years, the NCCEP Advisory Commission, COE's Board of Directors, NEBHE and NEASC and more.



She has served as a reader for GEAR UP and TRIO proposals for several years and continues to do that now critiquing proposals in her consulting capacity. Throughout the years, she has assisted several grantees with the writing and obtaining of their TRIO/GEAR UP grants. She has also trained extensively on the national level in the areas of program development, grant writing, grant management and accountability and served on the faculty for various NCCEP, COE, NCAN and DOE sponsored trainings.

Retired from VSAC for almost 6 years, Linda spent a year as Interim Executive Director for College Access Programs at Appalachian State University. Now, however, Linda enjoys consulting in a "very part time" capacity on a variety of projects. She continues to assist TRIO/GEAR UP grantees with strategic planning, grant critiquing, program development, as well as critiquing workshop proposals for the National GEAR UP conference sponsored by the National Council for Community and Educational Partnerships. She also continues to critique grant proposals for COE and TRIO/GEAR UP programs.

On a volunteer basis, she serves on community boards and consults with non-profit organizations focused on food insecurity, and poverty, running the local food shelf, teaching art to the elderly through ZOOM (not a typo) and promoting the arts on a local level. Linda continues to stay active with NEOA and COE and encourages other retirees to do the same!

Charles F. Desmond, Ed.D.



On January 1, 2021, Dr. Charles Desmond was selected to serve as President of the Hildreth Stewart Charitable Foundation, a Boston-based family foundation that funds nonprofit organizations committed to a just, equitable and sustainable society.

Prior to joining the Hildreth Stewart Foundation, from 2016 until 2021, Charlie was the Chief Executive Officer of Inversant, the largest parent-centered children's savings account initiative in the Commonwealth of Massachusetts.

In September 2008 Governor Deval Patrick appointed him to the Board of Higher Education, and in December 2008 he appointed him to serve as Chair, a position he held until April of 2015. As chairman, he served as a senior higher educational official within the Patrick administration, helping to shape and guide educational policy throughout the Commonwealth.

He served from 2002 to 2009 as Executive Vice President of the Trefler Foundation, a nonprofit dedicated to improving educational opportunities and success for Boston's urban youth.

Prior to Trefler, he worked for 30 years at the University of Massachusetts Boston, with a focus on student affairs and community collaboration. He was Associate Chancellor for School/Community Collaboration, Vice Chancellor for Student Affairs, Dean of the College of Public and Community Services, Director of the Department of Pre-Freshman Programs and Project Director of College Preparatory Program/Upward Bound, among other positions.

Charlie has been active in civic and community organizations, including service as President of AARP Massachusetts and as a member of the Review Committee for the Broad Prize in Urban Education; Trustee, Columbia University Teachers College; Board of Governors for the Northeast and Islands Regional Educational Laboratory at Brown University; Brown University Design Group/Annenberg Institute for School Reform; and Cambridge College Board of Trustees. He was the co-chair of the Urban Educators Corps and is a past president of the Massachusetts Educational Opportunity Association, and he was a founding member and a past-president of the Council for Opportunity in Education, among other organizations.

He has received numerous honors and awards from local and national organizations, and he is the recipient of three Honorary Doctorates bestowed by: Framingham State University, Westfield State University and the Massachusetts College of Liberal Arts.

A Fulbright Scholar, Charlie earned his Ed.D. in instructional leadership from the University of Massachusetts Amherst, and a B.S. in sociology from Northeastern University. He is a decorated veteran of the U.S. Army, receiving both Silver and Bronze stars.

Notes:



The Claiborne Pell Award

The Claiborne Pell Award is established to recognize those rare individuals whose pioneering leadership and vision have made an indelible mark on the struggle for equal educational opportunity. It was Pell's leadership and vision that led to the creation of the Basic Educational Opportunity Grant (BEOG). Now called the Pell Grant, the BEOG was designed to be the backbone of the federal government's financial aid program. Pell recognized that the future of the country was dependent on an investment in the development of low income students.

The Pell Award is given to individuals whose work the President and the Board of Directors believe is breaking new ground in the effort to provide greater educational opportunity to people from low income backgrounds. The Board considers the following criteria:

- Vision - conceiving innovative future solutions to problems.
- Leadership - is able to bring together a broad based coalition to implement solutions
- Broad Impact - large numbers of students are effected by the individual's work; institutions are also impacted.

2021 Claiborne Pell Award Recipient

Dr. Miguel Cardona, Secretary of Education

Our Connecticut TRIO professionals have seen firsthand the work Dr. Cardona has done to ensure that low-income, first-generation students, students of color and other marginalized students have an equitable opportunity in the educational arena. Prior to the COVID pandemic, Dr. Cardona was scheduled to participate in the annual New England Educational Opportunity Association's 43rd annual Conference. As a commissioner for the Connecticut State Board of Education, I can testify that he puts students and families first.

Dr. Miguel Cardona shares a similar background to many of the students TRIO serves, and he represents the best of what our TRIO students can achieve. Like many of our students, Dr. Cardona grew up in a low-income household in which neither parent had a college degree. With hard work and the support of quality educators and mentors, he became a first-generation college graduate, the youngest principal in the State of Connecticut at age 27. He began his career as an elementary school teacher and then served as a school principal for 10 years. Moving on to earn his master's and doctoral degrees in education, he rose to Superintendent and later State Commissioner of Education.

Dr. Cardona's inspiring personal story and record of commitment to educational opportunity will be critical in leading the U.S. Department of Education's work to provide life-changing opportunities for our students. Cardona comes to the State Department of Education with two decades of experience as a public-school educator from the city of Meriden. This commitment and experience are extremely important during the COVID-19 crisis, which has widened economic and educational opportunity gaps facing our students.



The Shirley Chisholm Award

The Shirley Chisholm Award was founded in 1983 to recognize individuals who have demonstrated outstanding commitment and active support for the clients served by TRIO Programs. Former Congresswoman Chisholm was a strong and active national advocate for TRIO programs during her tenure in the House of Representatives. This award has enabled our association to recognize the contributions and support of individuals outside the TRIO community.

2021 Shirley Chisholm Award Recipient



Senator Maggie Hassan

United States Senator Maggie Hassan (D-NH) elected to the U.S. Senate in 2016, having served two terms as the New Hampshire Governor before that. She has also served in the NH State Senate, including one term as Senate Majority Leader. She is a member of the Senate Homeland Security and Governmental Affairs (HSGAC) Committee, the Finance Committee, and the Joint Economic Committee; but her role on the Health, Education, Labor, and Pensions (HELP) Committee puts her in close contact with the legislative connections to TRIO.

Maggie Hassan has been an exemplary advocate for low income and first generation students and has a long history of advocacy for individuals with disabilities. More broadly, she has frequently

worked with Republican lawmakers in support of Americans with high levels of financial, physical, family, or mental health needs. On Oct. 8, 2020, she hosted a panel of one TRIO staff and student from each of the three USNH colleges to ask how low-income students have been adapting to their lives and learning through the global pandemic. Her understanding of the challenges facing low-income students and the desire to learn as much as she could about them were clearly evident in that session. Senator Hassan's state and DC professional staff have been excellent liaisons for TRIO in multiple ways. She is a member of the TRIO Caucus and attended the TRIO Caucus Welcome when she first entered the Senate in 2017.

Senator Maggie Hassan is a compassionate, thoughtful, and dedicated advocate for all students that TRIO Programs serve.

The Marian Belgrave-Howard Award

Marian Belgrave - Howard served as the first President of the New England Association of Educational Opportunity Program Personnel, NEAEOPP, (now the New England Educational Opportunity Association, NEOA), in 1976. This award in her honor is given to individuals for their "inspiring and enduring contributions toward the achievement of NEAEOPP's (NEOA's) mission and toward the expansion of equal educational opportunity."

2021 Marian Belgrave-Howard Award Recipient

Elaine Leavitt

Elaine is an excellent example of the traits and of the legacy of this award. Without a doubt, Elaine is a passionate educator. She has her own unique style, an unfailing desire to see each student reach their true potential, and she has been an agent of change in the TRIO programs for decades!

Elaine has served in the role as Director for both the Plattsburgh State University and the University of Vermont Upward Bound programs. In both of these very different programs, it was obvious how much she loved the students, the job, and the work! Prior to her involvement in the TRIO programs, she also ran a nursery school. Her educational career has spanned from preschool, to high school students, and has included adults and parents. At each opportunity, her work truly became her passion.

Elaine Leavitt has been an educator for more than 45 years and has wealth of knowledge about educational issues. She has the ability to thoughtfully look at issues and then make considered and rational decision based on empirical evidence. But more importantly, Elaine has a great sense of humor and works each day to thoroughly enjoy her work environment. Additionally, she feels fortunate to be able to work with TRIO students as a career and continues to feed this passion – even after she “graduated.” Her career at Upward Bound allowed her to help students meet their educational goals, and she did so with common sense, humor and an effervescent attitude that makes students love her.

Living with, transporting, and taking students on adventures for 30 years has afforded her a great amount of skill, knowledge, and patience in dealing with any situation that may arise. She is very good at problem solving and thinking on her feet. Elaine also has the astonishing ability to talk with any student, parent, or professional and have all those involved feel respected and responsible – whether it is cheering them on or correcting behavior.

Finally, her impact on the New England Educational Opportunity Association is immeasurable. She is always willing to do what is asked of her and adds humor, respect, and confidence enough to question any statement that does not ring true. She is thoughtful and considerate, but like her students, she simply wants what is best for the Association.



Congratulation to our Retirees

Susan Bartzak-Graham



Susan Bartzak-Graham, Ed.D., Director of Student Support Services at the University of Massachusetts Boston, retired in January, 2021 after 26 years of service. Prior to the University of Massachusetts, she served as Assistant Dean/Director of Academic Advising and Support at Wheelock College (1991-1994) and as Transfer Counselor/Acting Director of Counseling and Placement Services (CAPS) at Roxbury Community College (1984-1991). She holds a Doctorate in Educational Leadership from Northeastern University (1994), where her research involved expectations of community college graduates transferring to baccalaureate-granting institutions. Outside of the University, she has been actively involved in the education community. She has taught primarily psychology classes at Middlesex Community College, Northern Essex Community College, Quincy College, Roxbury Community College, the Urban College of Boston, and Wheelock College to diverse populations and non-traditional students. She has

also been involved with the juvenile court system, working with court-involved youth with special education issues.

In her retirement, she will continue to work at the University as a part-time advisor in Student Support Services, teach, travel (an extended return trip to Ireland is already being planned), and spend time with family and friends. She also hopes to pursue further study in conflict, in trauma experienced by non-combatants, and the role of arts in mediating trauma.

Jeanne Hearn

Jeanne Hearn has been blessed to have been afforded the unique opportunity to work in four very different roles at KSC, from her start in Residential Life to the President's Office, TRIO Aspire, and Recreational Sports. Over the span of 32 years of service at Keene State, she has served the campus community in multiple capacities as advisor, committee member and chair, and has been a participant on many building projects, task forces, and special projects from her first semester as a new employee at KSC through today. Jeanne has long been at the helm of Aspire tutoring where she cultivated relationships with faculty, students, and her beloved peer tutors. She worked tirelessly with and for the peer tutors, and together they were an integral to academic support efforts on campus. She served a robust caseload of students, and her work with them has been her greatest joy as she continues to learn from them daily through every interaction. Jeanne held the role of secretary in NHEOA, TRIO's state organization, for many, many, many years. When Jeanne is not hard at work in her office, she can be found in the pool, instructing her infamous hydrobics class.



Diane Dickerson

Diane Dickerson will retire later this month after a long and varied career in higher education and public service. She began her career in higher education at her alma mater, Simmons College, as the Assistant Director of Admissions. From there, she joined TERI's Higher Education Information Center (HEIC) in Boston, where she became the first director of their Talent Search program. As Vice President of Youth Programs, she also managed other federal (GEAR UP), state, and privately funded programs.

Diane was actively involved in NEOA (at that time known as NEAEOPP), serving as MA State Liaison from 1993-95 and as President from 1996-97. Representing the New England Region on the COE Board and hosting the COE Board on Nantucket (Arnold Mitchem talked about the relaxing atmosphere and the Black History Tour of the Island for years afterwards) was one of the highlights of her career.

After 14 years at HEIC, Diane took on a new challenge as the Director of Emergency Food Resources at Project Bread - The Walk for Hunger. There, she managed the grants process that distributed funds to over 400 emergency food program across the state, directed the statewide FoodSource Hotline, and managed a state contract to promote the SNAP program. She piloted the first "Boston Bucks" program, an initiative to make fresh produce affordable for SNAP recipients by doubling the value of money spent at farmers markets. She collaborated with the Lynn Food Project to establish a similar program in Lynn, with Project Bread providing the initial funding. Her 8 years at Project Bread, helping to provide critical food resources to low-income families and seniors, helped reinforce in her the importance of education to lift low-income students and adults out of the cycle of poverty.

In 2010, Diane returned to the TRIO family to direct the SSS program at North Shore Community College in Lynn and Danvers. She has really enjoyed working at the community college level with a staff of dedicated professionals who truly help transform lives.

Throughout her career, Diane has enjoyed the opportunity to travel, both for work and for pleasure. Her most memorable trips have been to Italy, where she performed at the Vatican with the Archdiocese of Boston Black Catholic Choir, and her recent African safari. Her retirement plans include more travel, volunteering at a local animal shelter, gardening and new adventures.



June Hampe



I was a first-generation college student. My TRIO career began in 1988 at the University of New Hampshire Upward Bound. This lucky happenstance was a natural progression of my desire to work with people in a helping capacity. I had previously manned a new Community Action Commission office in Newburyport, MA, a "War on Poverty" program. Later, I planned and led field trips for troubled junior high students.

I earned my M.Ed in counseling at UNH while beginning a family. I enjoyed being a mom and hoped to become a personal counselor. When I began at UNH UB, I had 3 young children; my younger twins were just entering 1st grade, and I was a volunteer in a plethora of local community service engagements. My caseload was only one high school that year, meeting with a few students. Truly, I had found my "soul job." I loved it so much I would have done it for free as another volunteer opportunity.

I loved working with my students. I took my counseling approach into my meetings. Validating the student's perspective while introducing new ways to think about life, guiding them to see and pursue possibilities for future educational, career, and personal goals, fed my soul. Though my high schools and student numbers increased, UB remained very part-time, as I worked in the academic year program only.

In January 2000 as my daughters insisted on early graduation, and my son was in college, I began work with UNH's Educational Talent Search in addition to UB. Suddenly I had 10 high schools, the 2 positions combining into more than a fulltime position. I slowly transitioned from UB/ETS to fully an ETS Academic Advisor.

Even though I've always been part-time, TRIO offered me extensive opportunities for professional development, the essence of rejuvenation. I served as Secretary for NHEOA for two years. I participated in the NEOA Leadership Institute; Guidance Counselor College Visit Tours; and many state, regional, and national conferences, trainings, and institutes. I looked forward to staff meetings and almost never missed a workshop at a conference. It was meaningful to attend hearings at the State House in support of NHEOA- proposed legislation to reintroduce the New Hampshire state grant.

At the Leadership Institute, I learned my style is to push gently from behind rather than lead a group. My energy flowed into seeing each individual as a whole universe, and into learning as much as I could about that particular universe and how I could help. It's been my calling to try to help each student seek their meaning and purpose. I'd find myself tracking details of what was going on with each student, intentionally integrating curriculum on the student's schedule. I kept detailed notes, using them to refresh my understanding of the student's whole story to determine where to focus next. I always have had homework to do. My style may not be the best fit for working with multitudes of students, but it has worked wonders for my time with my students.

The pandemic has helped me to transition slowly into retirement. This year, I am fortunate to work with Adam Howard and his --formerly my --seniors at the 3 Manchester high schools. I'm so grateful that TRIO has been in my life! I'm eager for time with family and friends and do not yet know what other future adventures await.

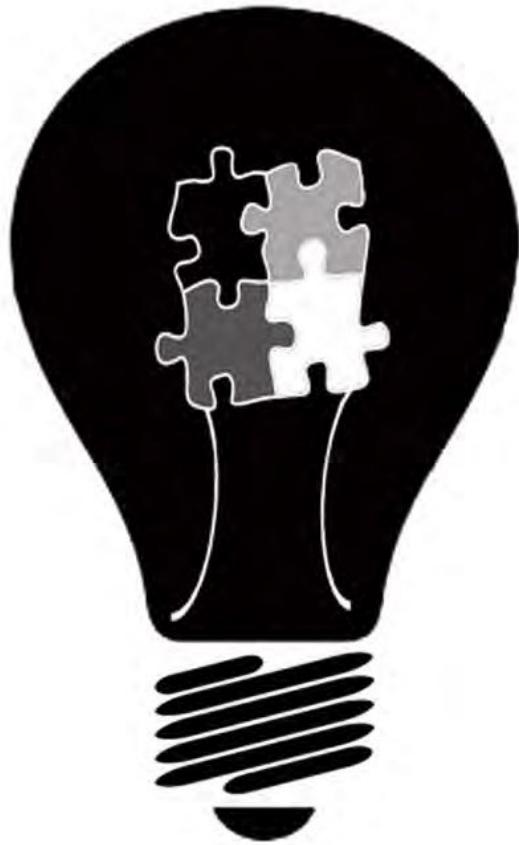


Joan Becker recently retired from the University of Massachusetts Boston after 38 years of service. She was the Vice Provost for Academic Support Services and Undergraduate Studies from 2007-2020. In this role she provided leadership for Undergraduate Studies, the University Advising Center, Academic Support Programs, the Office of Career Services and Internships, the Ross Center for Disability Services, the Office of Global Programs, and Pre-collegiate and Educational Support Programs. She oversaw a budget of \$10.8 million including ten grant-funded programs which generated \$4.6 million annually 2020 and are an important pipeline for low-income, first-generation students to pursue and successfully complete undergraduate and graduate education. Joan co-directed the Research Education Core for the university's partnership with the Dana Farber/Harvard Cancer Center and was a member of the partnership's internal advisory committee. Joan also represented the chancellor on the Success Boston Strategy Group and was a member of the Boston After School and Beyond Partnership Council. She was initially hired in 1982 to help create the Urban Scholars Program, which she led for 16 years. Joan has been and plans to continue to be actively involved in state, regional, and national initiatives focused on advancing educational opportunities for low-income and minority youth. Joan received her bachelor's degree from Wellesley College and her Master's and doctorate in Education from the Harvard Graduate School of Education.



Notes:





Theme 1 Workshops: Diversity, Equity, Accessibility, and Inclusion

Wednesday, April 7 starting at 9:30AM

In 2020, the NEOA Board of Directors issued a press release calling attention to the fight to eradicate inequality and to advancing our long-cherished values of educational opportunity. We hope that these sessions provide opportunities to explore how we can be consistently working towards these goals of advancing equal educational opportunity and promoting diversity, equity, accessibility, and inclusion within NEOA, in our individual programs, and in our daily lives.

Following each theme session, there will be a programmatic roundtable where conference participants will be encouraged to discuss, share, learn and provide the collaborative space to re-envision our programs.



Anti Racist Language: Intentionality in our Speech

Presented by: Kareem Hayes & Dr. Tomicka Wagstaff

Participants will explore the power of words and the impact they can have on students. Participants will build an awareness of racist and anti-racist language and explore terms such as micro-aggression, imposter syndrome, deficit thinking, and more. Participants will walk away with a plan for how to be more intentional with the language they use with students and families.

But I Hate Math: Creating Positive Emotional Responses To Learning Math Using Culturally-Responsive Teaching

Presented by: Dr. Glennda Bivens, David Chernew, & Donald Woodson

Many TRIO-eligible students develop a fear of math, impacting their math success and negatively affecting their social and emotional health. During this interactive presentation, the speakers share how they operationalized Culturally Responsive Teaching tenets to encourage positive math learning experiences, which increase students' positive self-image. The speakers also discuss how asset-based approaches can create positive social & emotional learning.

Gateway to Inclusive Excellence - Implementation of Culturally Responsive Pedagogy

Presented by: Valeece Davis & Lora Kennedy

This session is geared toward higher education practitioners. It will provide comprehensive, professional development strategies concerning administrative and instructional actions that boost achievement for diverse student populations. Participants will learn about key data points to inform decision-making and classroom strategies to engage all learners. These practices are reflective of culturally responsive pedagogy, a research-based approach to helping diverse students.

Power Shuffle

Presented by: Anna-Marie DiPasquale

This activity is designed to help people become more aware of the many types of diversity that exist and encourage discussion about the differences and similarities within their communities.



Theme 1: Diversity, Equity, Accessibility, and Inclusion

Wednesday, April 7 starting at 9:30AM

Stronger Together: Re-envisioning DEAI Opportunities for Students Through Institutional Collaboration

Presented by: Chuck Ko, Kristina Maguire, Zyaijah Nadler, & Sean Rice

Learn how one TRIO Upward Bound Program collaborates with their institution's Center for Diversity, Equity, & Inclusion (DEI) to provide educational opportunities, personal growth, and awareness on student-driven topics of diversity, social justice, identities, and personal relationships.

The Learning Loss Gap

Presented by: Craig Gehring

Did you know that students of color were more than twice as likely as their white peers to have no live access to teachers this fall (in person, by phone, or by video)? It's just one of a stunning array of facts that contribute to disproportionate learning loss, the inevitable result when students who need the most support are the most unlikely to receive any. In this session, equip yourself with the facts about learning loss disparities, and learn practical, research-based strategies for closing the gaps.



Theme 2 Workshops: Student & Staff Wellness: Averting Crisis and Navigating the New Normal

Wednesday, April 7 starting at 1:00PM

Each new graduating class yields a different set of needs to best support them. While we may not know exactly what they need, we do know that it is critical for our students and staff to feel connected to a supportive community to help support their academic and personal well-being. We hope that these sessions explore resources and activities that will strengthen our programs and expand our personal wellness toolbox.

Following each theme session, there will be a programmatic roundtable where conference participants will be encouraged to discuss, share, learn and provide the collaborative space to re-envision our programs.



Theme 2 Workshops: Student & Staff Wellness: Averting Crisis and Navigating the New Normal

Wednesday, April 7 starting at 1:00PM

Crisis & Understanding; How understanding can lead to an objective understanding.
Presented by: Hillary E Wolfe

Understanding *can* lead to an objective understanding. If we can start to understand some of the processes that go on with our brain and emotions, we can start to empathize and understand others.

From Trauma Aware to Trauma Responsive: Strategies To Use With Students Next Week

Presented by: Dr. Elyse Pratt-Ronco

This session will provide an overview of common trauma responses students (and staff) experience. Participants will then learn specific evidence-based practices to use when working with students (or colleagues). These tools are designed to be implemented as early as your next meeting with a student, and will help you to feel recharged in your work. A collaborative document will be created for future reference.

**How Trauma from the Pandemic Affects
Student Wellness: Amelioration Strategies**
Presented by: Karen Gross

This session will focus on the impact of trauma from the pandemic on student learning and psychosocial development. In particular, there will be concrete, usable, hands-on, trauma-ameliorating strategies that can be deployed in classrooms, communities, and families to improve the trauma symptomology students exhibit (often undetected).

Theme 2 Workshops: Student & Staff Wellness: Averting Crisis and Navigating the New Normal
Wednesday, April 7 starting at 1:00PM



Inspiring Students by Connecting Their Goals to What They Really Care About
Presented by: Jonathan Mallaley

Imagine students intentionally working towards their goals driven by their own enthusiasm and interests. We will show you how to help your students find their true North by leveraging their personality, strengths, and values. You will leave this session even more excited about your students' potential!

Lead with Yoga
Presented by: Ambar Hammack & Cody Hammack

Join us for leadership-infused yoga! Here, we will explore yoga's foundational poses (asanas) and discuss leadership lessons learned from this excellent practice. Whether you are at home with a yoga mat or at the office in a chair, this session is sure to help reset, revive, and rejuvenate.

Leading on Empty
Presented by: Jessica Lundy

Great leaders show up, always working to make their organizations successful. But it's easy to feel exhausted – like your tank is empty. The constant wave of work is exhausting. You need strategies to thrive amid the chaos, and most importantly, preventative measures to live your life "on full." In this session, Jessica Lundy will give you hope on critical topics of self-care, prioritization, delegation, and learning how to budget your time, energy, and talents for yourself and those you lead.





Theme 3 Workshops: Remote Possibilities: How a Pandemic Sparked Creativity

Thursday, April 8 starting at 9:30AM

Amidst all of the chaos that 2020 has brought, it also has afforded us plenty of opportunities to be creative, resourceful, and resilient. We hope these sessions will offer best practices and professional development training focused on technology and other creative remote programming opportunities that we should bring with us into 2021.

Following each theme session, there will be a programmatic roundtable where conference participants will be encouraged to discuss, share, learn and provide the collaborative space to re-envision our programs.

**Theme 3 Workshops: Remote Possibilities:
How a Pandemic Sparked Creativity**
Thursday, April 8 starting at 9:30AM



**BOT (Blumen Online for TRIO) – Top Selling
Database Software for TRIO community.**

Presented by: Gunjan Seth

We will show you a dozen of Blumen's features and how they can benefit your TRIO program. Some of the highlighted features are: custom online fillable forms, mobile app, accurate alumni tracking, and multi-tier error checking tools. That is just for starters.

Helping Kids to Be Career Ready, 21st Century COVID - Style

Presented by: Dr. Carmen Veloria & Maria Paredes

In the wake of the pandemic, student engagement is essential to keeping youth on track for postsecondary education and career. At a time when many students are feeling detached from school, making the connection between classroom learning and real-life jobs can bring purpose and relevance to their education.

Simultaneously, COVID has proven students need resiliency and adaptability for the ever-changing workplace of the future. This session will explore how one nonprofit is using virtual industry field trips and a remote program with the Network for Teaching Entrepreneurship to provide career exploration opportunities and impart lifelong skills for any employment situation.

Remote Learning and Remote Instruction:

A New Approach to Serve Students

Presented by: Aaron Cortes

This session will focus on program design that align to federal policy and regulation of services and expenditures. All participants that attend will be provided with resources, experiences, and tools to engage remotely and to redefine direct services.





Theme 3 Workshops: Remote Possibilities: How a Pandemic Sparked Creativity

Thursday, April 8 starting at 9:30AM

StudentAccess: The Leader in TRIO Software!

Presented by: Alex Grote

Join our session to learn about the many ways that StudentAccess can help you manage your participant data. Utilities like the Multiple Student Tool, Dynamic Report Generator, Online Applications, and Data Set Editor help you efficiently manage data and create custom reports anytime. We keep a sharp eye on the Department of Education reporting requirements for all grant types to ensure that our Annual Performance Report Generator is up to date. Included utilities such as the Text Message Generator and Email Generator assist you with keeping in contact with your participants. Please join us to see what makes StudentAccess the Leader in TRIO Software!

The COVID-19 Pandemic as a Catalyst for Student-Centered Learning

Presented by: Gilberte S. Pinard

When a global emergency forced physical schools to close, educators showed determination and creativity to react to learning conditions that surprised us all. Stripped of the four walls of a classroom, teachers had even less control over the learning conditions for their students and subsequently redesigned their instruction to respond to learner variability. In this session, a district-wide instructional coach will guide attendees through successful learning activities that arose during the COVID-19 period that should become part of our regular practice. Participants will review best practices for student-centered learning and examine what those looked like during remote and hybrid instruction.

Using Fantasy to Survive Reality

Presented by: Gabe O'Brien

We learn a lot about the world and ourselves by playing games, and this training exemplifies this idea. Participants will be invited to dive into the world of tabletop roleplaying games (TTRPGs) by playing one! During the action, participants will learn new tools to use during virtual experiences that help gamify learning. After the game, players will reflect on the experience and explore additional opportunities to integrate learning into their work.

This workshop will be the first stop for many on their TTRPG adventure. The skills and knowledge gained through this will prepare participants to get started and continue building more inclusive learning experiences for young people!

**Theme 3 Workshops: Remote Possibilities:
How a Pandemic Sparked Creativity**
Thursday, April 8 starting at 9:30AM



Virtual Robotics Experiences to Immediately Engage Students

Presented by: Michael Chasin

We will present on how TRIO programs can provide hands-on, engaging, virtual STEM projects this academic year and beyond, and what resources exist. As experts in the Virtual STEM space, we will discuss best practices and strategies that all programs can use to get their students engaged and learning increasingly important content. The biggest struggle programs are having is student engagement in a virtual environment, especially because the schools aren't doing a great job of this; so students have a bad perception of what virtual learning can be. Nucleus knows how to solve that problem and help TRIO set their programs apart from the schools in terms of quality programming. TRIO can use this opportunity to truly stand apart and show schools and students everywhere why TRIO WORKS.

**We're All In This Together: Remembering the Critical Need for
Diversity and Inclusion In the Midst of a Pandemic Era**

Presented by: K.D. Wilson

This presentation utilizes the art of storytelling, visual aids, audience participation, powerpoint presentation, and passionate speech delivery to emphasize the immeasurable impact that diversity and inclusion have on life. In the midst of a pandemic that has taken over the world, it is critical for unity, equity, equality, and quality of life to stay at the forefront of conversations within education as we seek to encourage "wholeness" in scholars and academic programs. While quarantined from one another in many ways physically, we can still connect and expand our understanding and appreciation for others nonetheless. As we continue to unpack this conversation, we will again be able to "see" one another and the scholars served in academic programs every day.



Theme 4 Workshops: Personal Growth: Development of Educational Opportunity Professionals

Thursday, April 8 starting at 1:00PM

The goal of this theme is to provide professional development and training opportunities for educational opportunity professionals. We hope these sessions will offer best practices, provide opportunities for growth, and expand the personal toolkits of new professionals, emerging leaders, and seasoned veterans.

Following each theme session, there will be a programmatic roundtable where conference participants will be encouraged to discuss, share, learn and provide the collaborative space to re-envision our programs.

Theme 4 Workshops: Personal Growth: Development
of Educational Opportunity Professional
Thursday, April 8 starting at 1:00PM



Academic goal form as an approach to Socio Emotional Learning

Presented by: Saleh Mahmud Jahangir

Academic goal form is a simple tool that helps students to make up their own academic goal in the beginning of the school year for each individual subject. Keeping that in mind, the students work with their teachers and peers in accordance with the socio-emotional learning variables.

Don't Go It Alone! Re-envisioning Your Relationship with Your Career Center to Create New Opportunities for Students

Presented by: Kimberly Gorman, Eran Peterson, & Beth Settje

Learn how to build a mutually-beneficial, collaborative relationship with your career center and other campus partners to develop customized professional development opportunities for your students. Walk away with tips, strategies, and ideas for comprehensive and high impact career readiness programming that prepares students to succeed in college and beyond.

How to Not Totally Stink at Being a Supervisor

Presented by: Matt Beagle Bourgault

So you supervise other people. And you're busy. How are you supposed to be good at supervising others when you have so much to do yourself? Join this presentation and discussion for some ideas, some tips, and some strategies to be at least a little better at being a boss.

Introducing the Four Pillars of Development Advising Model for College Students: A Holistic Approach to Academic, Personal and Professional Success in College and Beyond

Presented by: Carl Dean

The 4 Pillars of Development (Academic Development, Personal Growth and Development, Professional Development and Personal Well-Being) are designed to encourage students to become self-aware. These Pillars are for students to focus on and incorporate into their daily life to create a strong foundation to successfully accomplish life goals leading to a life of fulfillment and happiness.





Theme 4 Workshops: Personal Growth: Development of Educational Opportunity Professional

Thursday, April 8 starting at 1:00PM

Opportunities Closer to Home: Finding More Local and Regional Scholarships for Your Students

Presented by: Kellie Fassbender

When helping your students find college scholarships, big search sites like Fastweb aren't the only places to look. Come learn how to find local and regional scholarships (and why you'd want to), and get some tips for supporting students who are eligible to apply.

Preparing your students for the transition to college

Presented by: Daniela Adler & Colleen Parisi

Navigating the transition to a college campus is like traveling to a different area of the country or abroad. Students need to learn new norms, processes, rules, vocabulary, and academic expectations. Our workshop will focus on how you can better prepare your students for this new environment.

To Senior Year and Beyond!

Presented by: Sally Beaulieu & Christopher Young

Join GEAR UP Maine on an adventure to senior year and beyond! Participants will: 1. Identify strategies to prepare their cohort for postsecondary education based on Maine's research; 2. Reflect on Maine's bridge implementation model; and 3. Discover the benefits and process of earning micro-credentials for college access professionals.

Upward and Onward: Securing Upward Bound Funding

Presented by: Donna Thompson

The TRIO Upward Bound Program grant deadline will soon be upon us! The session will demystify the grant-writing experience by outlining key strategies and identifying critical stages of the process. Learn about timelines, data collection, and approaches to writing. Reflect on recent changes, program models, competitive preference priorities, and the Workspace submission process. Learn to embrace and enjoy the process with confidence and enthusiasm.

Arnold L. Mitchem Leadership Institute Workshop

Presented by: Craig Werth & Leadership Participants

Craig Werth and Leadership Participants offer a brief report on the Arnold L. Mitchem Leadership Institute experience for 2020-21, workshop attendees will then have the opportunity to select a break-out session led by this year's participants.

2020-2021 NEOA Board of Directors

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Despite the unusual circumstances of this year's NEOA conference, we wanted one thing to remain consistent and that is our annual Community Service Project! This year, we have partnered with the Cheshire County Meals on Wheels Program, based in Keene, NH. The Meals on Wheels Program not only provides nutritious meals to homebound individuals, but also friendly conversations, good company and regular check-ins with each delivery. These deliveries make it possible for older adults and individuals with disabilities to maintain their independence.

For our 2021 Community Service Project, each conference participant will receive a Meals on Wheels lunch bag and will be asked to decorate this bag and send it back to the Keene Meals on Wheels office. The Keene Meals on Wheels office has graciously donated a large number of their standard meal bags and we kindly ask that they be sent directly back to the Keene office.

Our hope is that you will use your creativity, your imagination, and your resources to make your bag colorful, inspirational and fun – which will surely brighten the day of the client who receives their meal in your decorated bag! Have a sticker collection? Great! Do you love to paint or draw? Showcase your talents! Do you have a favorite quote? Use it to inspire someone who needs it! Are you working from home with your toddler? Give them some crayons to keep them occupied for 15 seconds!

If you have any questions about this year's community service project or want more information about Meals on Wheels, please contact Becca Copeland:

rebecca.copeland@keene.edu



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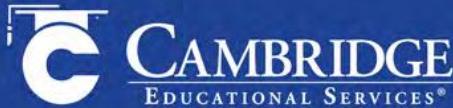
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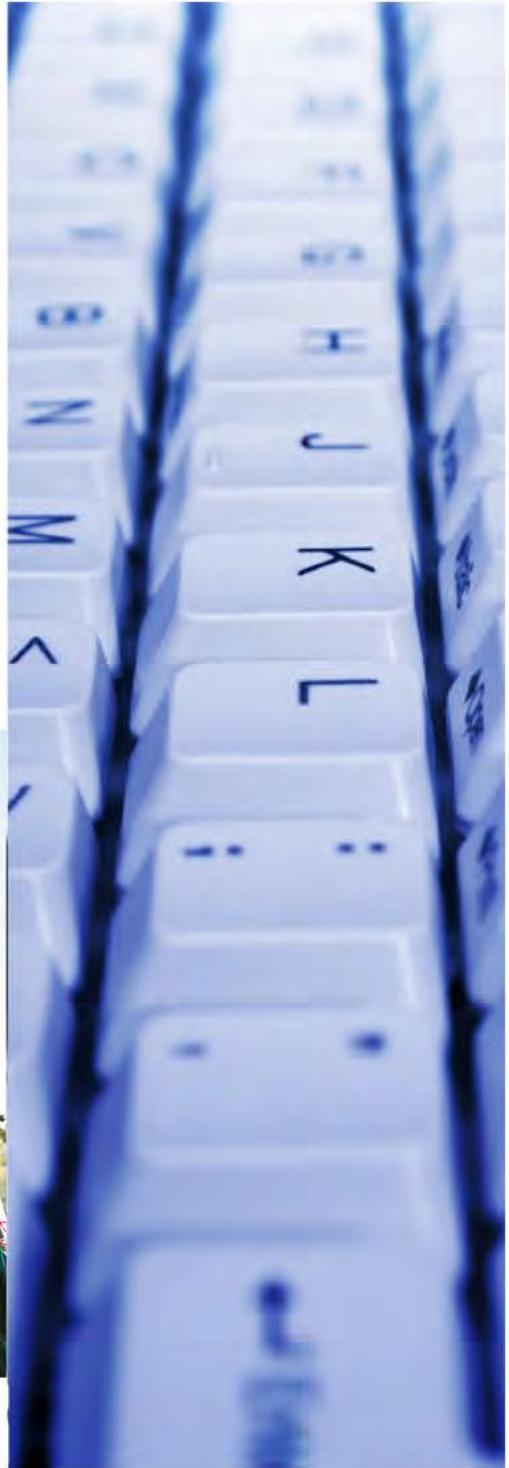


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- ▶ Growth Mindset
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Melissa Walker, Ph.D. is the Director of the TRIO Training Academy within Educational Equity at Penn State University and the Owner of Training and Development Network. Melissa has over 20 years of experience in organizational development, diversity, leadership, teamwork, and performance. As a person dedicated to social justice, she has run volunteer training programs for domestic violence centers in CA, as well as volunteer research and training design for the CA Dept. of Corrections. Melissa holds a Ph.D. in Workforce Education, a double M.Ed in Curriculum and Instruction for Non-Traditional Students/Career & Technical Education (CTE), and a B.A. in English Literature and Culture.



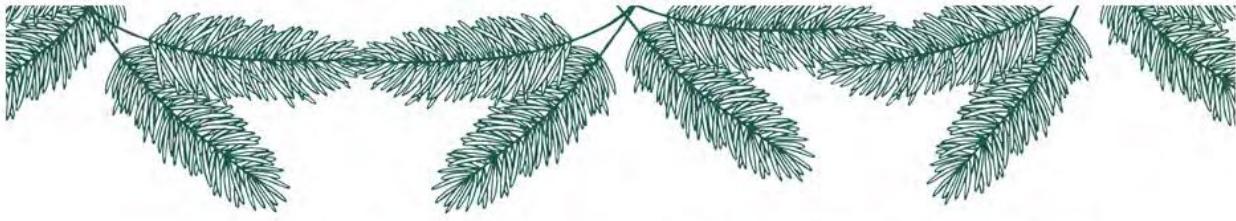
Jamie Campbell, M.Ed.(ABD), is the 2013 Dr. James Robinson Equal Opportunity Award winner and a TRIO (UB) alum. Jamie serves as the Assistant Dean for Diversity Enhancement Programs at the Smeal College of Business. Jamie mentors graduates working in Fortune 500 companies. He is a 1995 graduate of Morehouse College where he obtained his BA in Sociology. He obtained his M.Ed with concentrations in Adult Education and Instruction Education from Central Michigan University in 2003. Presently, Jamie is a Ph.D. student (ABD) in the Workforce Education Program with concentrations in Organization Design and Human Resource Development at The Pennsylvania State University.

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Thank you June Hampe

for over 32 years of dedicated
TRIO service helping students
realize their dreams



From the many UNH ETS staff
who have had the honor of
serving with you



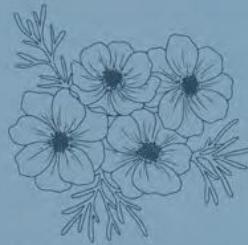
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Preparing students for college and a brighter future



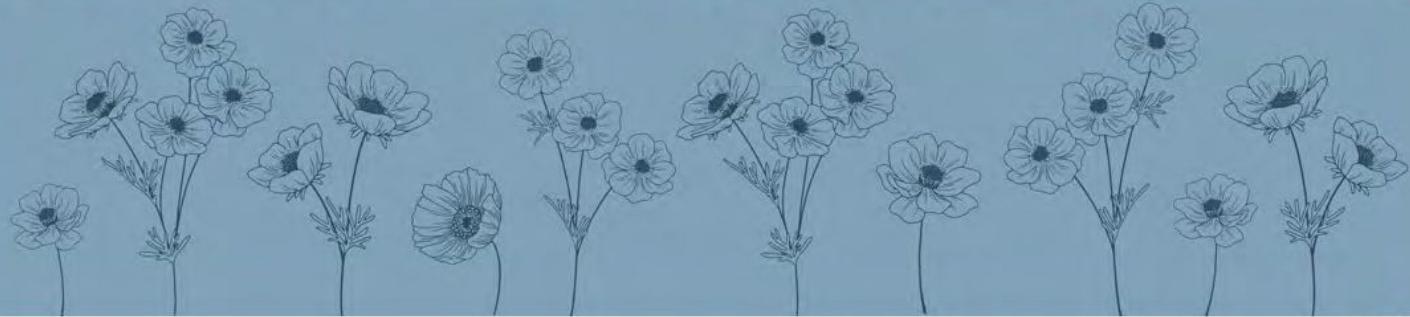


CONGRATULATIONS
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Thank you for your many years of dedication and service to our students and the TRIO community. You will be very missed!!





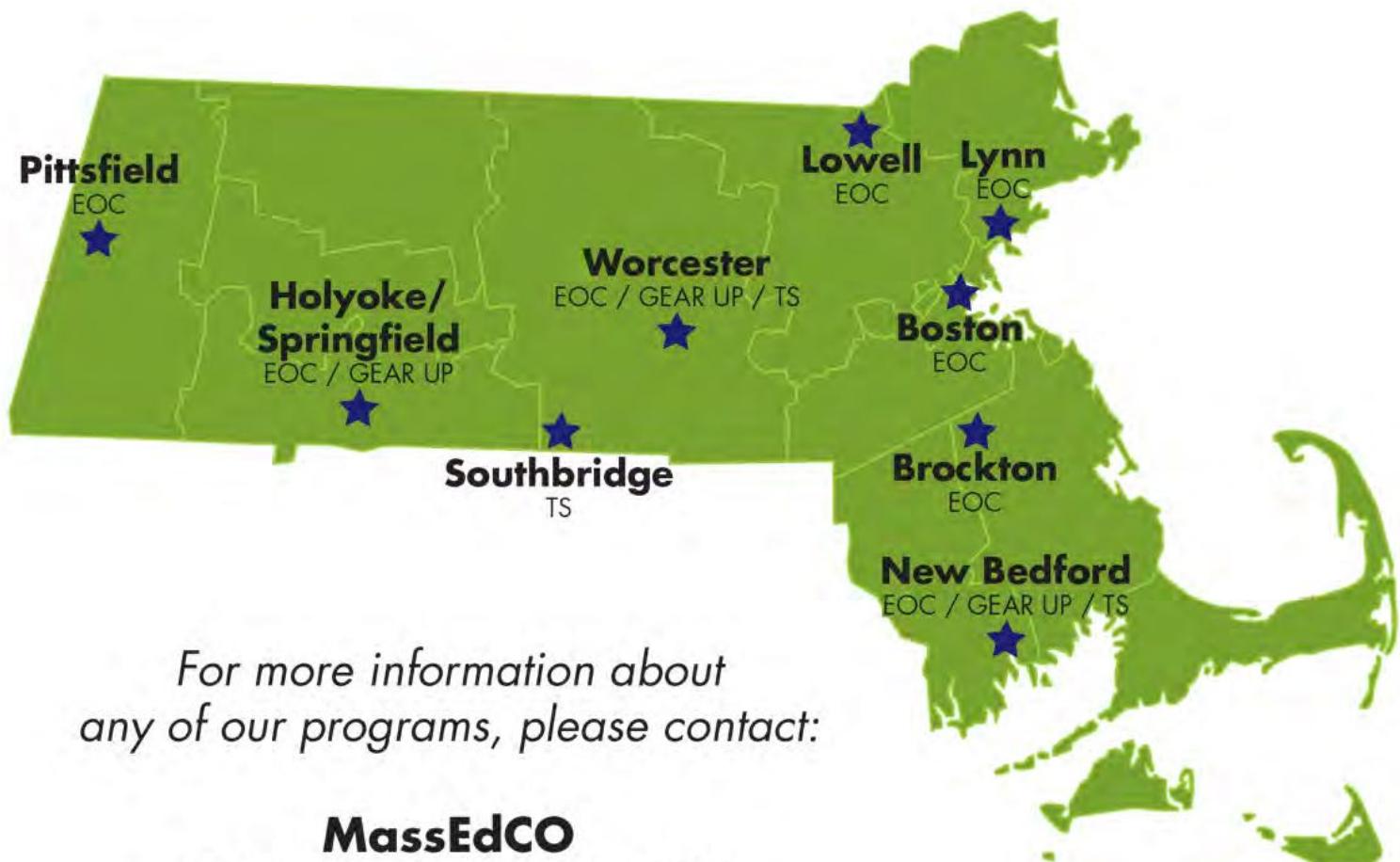
UMF TRIO Programs would like to recognize Administrative Specialist Rebecca Young who retired after **48 years of service** in TRIO.
Enjoy your adventures Becky!

*Thanks for graciously
guiding our students
(too many to count)
through their journey
at UMF!*



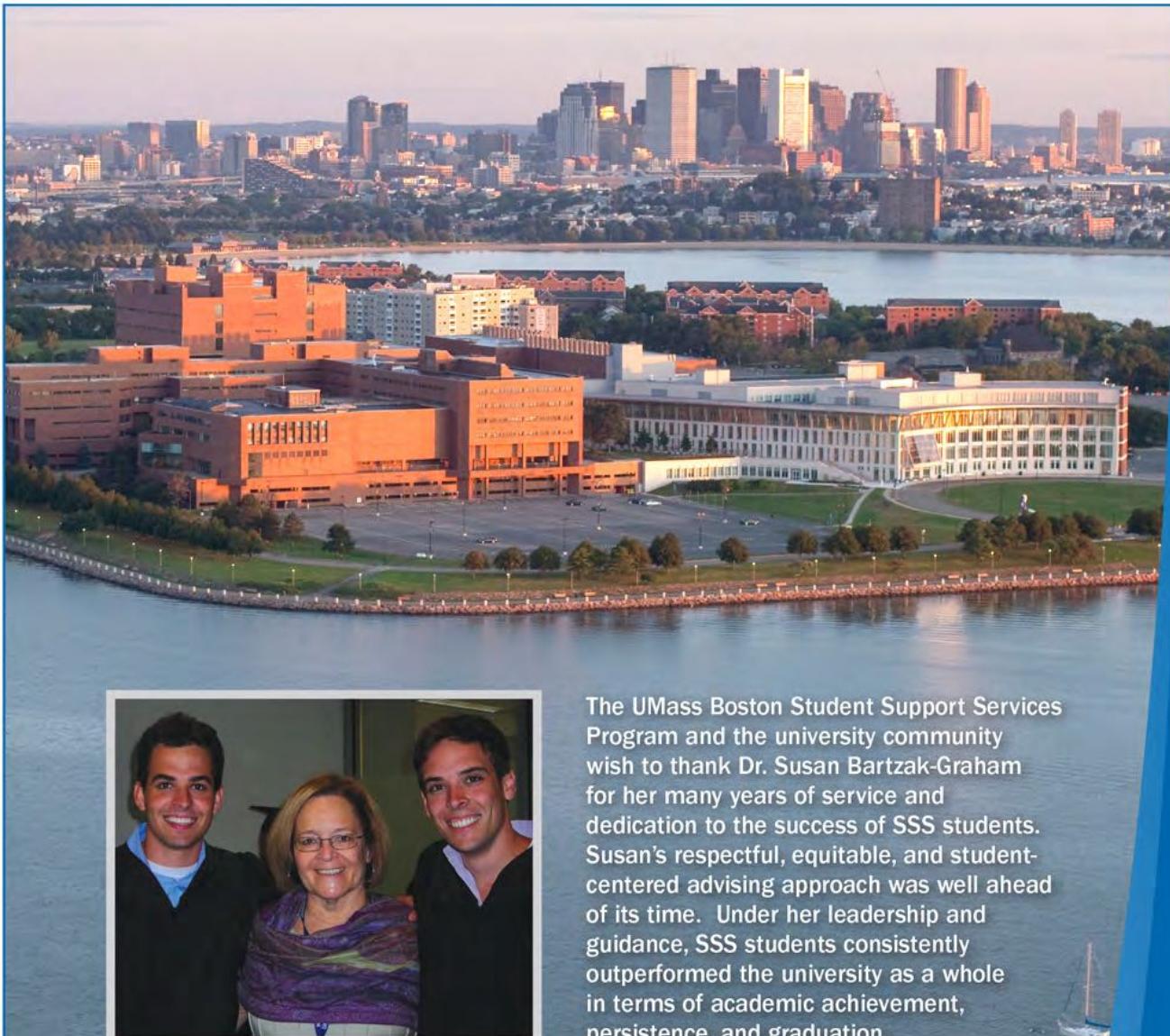
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The UMass Boston Student Support Services Program and the university community wish to thank Dr. Susan Bartzak-Graham for her many years of service and dedication to the success of SSS students. Susan's respectful, equitable, and student-centered advising approach was well ahead of its time. Under her leadership and guidance, SSS students consistently outperformed the university as a whole in terms of academic achievement, persistence, and graduation.

The Department of Pre-Collegiate and Educational Support Programs at the University of Massachusetts Boston would like to congratulate the New England Educational Opportunity Association for 45 years of leadership.

- Ronald E. McNair
- Student Support Services
- Talent Search (2)
- Upward Bound
- Upward Bound Math/Science
- Urban Scholars

PRE-COLLEGIATE AND EDUCATIONAL SUPPORT PROGRAMS





The UMass Boston Department of Pre-collegiate Programs would like to express our deep gratitude to Dr. Joan Becker for her extensive years of service and her tireless commitment to TRIO and other educational opportunity programs. In the fight for educational access and success, she is a pioneer, teacher, and mentor. Thank you, Joan, for your unwavering leadership and dedication.

The Department of Pre-Collegiate and Educational Support Programs at the University of Massachusetts Boston would like to congratulate the New England Educational Opportunity Association for 45 years of leadership.

- **Ronald E. McNair**
- **Student Support Services**
- **Talent Search (2)**
- **Upward Bound**
- **Upward Bound Math/Science**
- **Urban Scholars**

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Thank you
NEOA
for another
great year!