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Dear Colleagues:

On behalf of the planning committee, we welcome you to the **2010 APACS Annual Meeting and Conference**. The conference committee has worked thoughtfully to create experiences that we feel address this year's conference theme—**APACS 2010: Meeting the Challenge of Diversity in the STEM Professions**—which embodies the work that we commit ourselves to doing on behalf our institutions and our students. We would be remiss, however, if we did not also extend our gratitude to the various individuals, beyond the committee members, who have graciously agreed to assist in the planning of the conference, that is, our colleagues in STEP/CSTEP as well as our colleagues in the New York State Department of Education. Our success is evidence to how closely and effectively we work together.

This year's conference affords participants the opportunity not only to discuss and learn about minority students in New York State, but also how we connect to the national dialogue on issues that affect minority students in other parts of the country. This year's keynote speaker is Dr. Diana I. Cordova, Director, Center for Advancement of Racial and Ethnic Equity, Division of Programs and Research; noted author Raymond V. Padilla will lead a plenary session and this year's book discussion on his work **Student Success Modeling**.

Once again, welcome and thank you for participating in the 2010 APACS Annual Meeting and Conference. The planning committee has worked to create a conference that shares state-wide and national best practices, a professional credit session run by the National Academic Counseling Association (NACADA), a plenary session on Assessment, a presentation on developing research opportunities for STEP students, and Service Learning Opportunities available for STEP and CSTEP, all with the purpose of furthering the programs and the services we offer our students. The well known author Maya Angelou wrote, "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel"—something of value for all of us to remember as we devote ourselves to our students and help them get the most of their educational experience.

It is our sincere hope that the conference will offer you guidance in thinking about and discussing the issues that challenge those of us who teach, mentor, and advocate for STEP and CSTEP students. An equally important goal of the conference is to renew our sense of worth by recognizing the invaluable work we do in guiding science teaching and supporting students. We trust that you will take the opportunity to network with fellow professionals, share ideas, and strengthen the statewide network of STEP/CSTEP professionals.

Sincerely,

Barbara Jones Jones
Conference Committee Co-Chair

Dr. Gladys Palma de Schrynemakers
Conference Committee Co-Chair

June 10, 2010

Dear Colleague:

On behalf of the APACS Officers, Executive Committee, and the Conference Committee, I welcome you to the 2010 APACS Annual Meeting and Conference.

First, I want to thank our Conference Committee and its co-chairs, for their outstanding work and effort in planning and implementing the 2010 Annual Meeting and Conference. Our conference format has changed this year to more closely reflect our current needs, priorities and status as the premier group providing leadership in producing STEM, health and licensed professionals.

The 2010 Annual Meeting and Conference offers a wide array of workshops and plenary sessions and speakers that we believe you will find instructive and useful. There are also plentiful opportunities for us to discuss some of the issues we face on our campuses and on the national and regional stage. We hope you will also take time to network and meet new colleagues from around the state.

Given the state of our economy and its impact on our state budget, the year ahead will be difficult and challenging. We must continue to inform and remind our legislative leaders why STEP and CSTEP are important for New York State. I strongly urge you to invite your local legislators to your campus so that they can see your program in action first hand. More than ever, we must also continue the innovation and success that have made us a national leader in producing STEM, health and licensed graduates.

This year, I again ask for your support and involvement in helping APACS grow. APACS is a membership driven association and we simply and frankly need more participation in our committees and activities if we are to meet the goals and objectives that we have set for ourselves. I urge you and members of your staff to become more involved in an APACS initiative this year. There is an opportunity for all to be involved in a manner that fits your schedule and will not require you to travel. Please make your involvement in APAC a priority in the year ahead.

On behalf of our officers and Executive Committee, I thank you for your continued support and wish you continued success in the year ahead.

Very truly yours,

Michael A. Molina
President



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK /
ALBANY, NY 12234

Office of K-16 Initiatives & Access Programs
Pre-Collegiate Preparation Programs Unit
Education Building Addition, Room 965
Tel. (518) 486-5202
Fax (518) 474-0060

June 2010

Dear Conference Participants:

On behalf of the New York State Education Department, Office of K-16 Initiatives and Access Programs, we welcome you and offer our best wishes for a productive conference.

For the last several years we have come together, in this city, in a state noted as the empire, and we stand in an hour of change and challenge, in a decade of hope and fear, in an age of both knowledge and ignorance. As John F. Kennedy said, we must do these things, not because they are easy, but because they are hard. He believed by exploring space that science and education would be enriched by new knowledge of our universe and environment, by new techniques of learning and mapping and observation, by new tools and computers for industry, medicine, the home as well as the school, would be changed forever.

It is up to us to choose not because it is easy, but because it is hard. Make sure you leave the conference with new ideas on how you will achieve future goals.

On behalf of New York State Education Department's, Office of K-16 Initiatives and Access Programs best wishes for an enjoyable and productive conference.

Sincerely,

Marc A. Carter
Assistant

Carlos J. Garcia
Associate

Geneva M. Lewis
Associate

DAILY SCHEDULE

Wednesday, June 9

Pre-Conference Training Session *Open only to registered participants	11:00am – 1:00pm Albany Room	
Opening Lunch	1:00-2:15pm	Empire Room
Workshop Session 1	2:30-3:45pm	
1. Creating a Biology Service Learning Course	Salon A	
2. The Efficacy of High School Student Participation in STEM Research Programs	Salon B	
3. NACADA Training, Part II (pre-conference registration required)	Salon C	
APACS Annual Meeting	4:00-5:00pm	Salons ABC
Dinner	6:00-8:00pm	Empire Room
APACS Meet and Greet Reception	8:30-10:00pm	Salon D

Thursday, June 10

Breakfast	8:00-9:00am	Empire Room
Plenary Session 1 – Raymond Padilla	9:15-10:30am	Empire Room
Workshop Session 2	10:45am-12:00pm	
1. Working with CUNY Research Foundation	Salon A	
2. Working with SUNY Research Foundation	Salon B	
3. Preparing Brooklyn’s Future Researchers: The Perspective of Two Federally-Funded Student Training Programs	Salon F	
4. Promoting Health and Wellness through Service - A Learn and Serve America Higher Education Project Opportunity	Salon C	
Lunch/Keynote Speaker – Diana Córdova	12:00-1:45pm	Empire Room
Workshop Session 3 Committee Meetings	2:00-3:15pm	
1. Committee Work: Professional Development	Salon A	
2. Committee Work: Website	Salon B	
3. Committee Work: 25 th Anniversary	Salon C	
4. Committee Work: Grant Writing	Salon F	
3rd Annual APACS Book Discussion* <i>Student Success Modeling</i> – Raymond V. Padilla, Ed. * participation is limited to those who registered prior to the conference	3:30-4:45pm	Salon G
Networking Session	5:00-6:00	Foyer
Dinner Presentation of 2010 APACS Service Awards	6:00-8:00pm	Salons DE

Friday, June 11

Breakfast Joseph Frey – Deputy Commissioner of Higher Education, New York State Education Department	8:30-9:15am Empire Room
Plenary Session 2 Joe Napoli - Monster.com When Crisis Meets Opportunity: Connect, Engage and Inspire	9:15-10:15am Empire Room
Plenary Session 3 Program Assessment – Central New York Region	10:30-11:45am Empire Room
NYSED Updates Carlos Garcia, Geneva Lewis, and Marc Carter New York State Education Department	11:45am-12:15pm Empire Room
Closing/Box Lunch	12:00pm

2010 APACS CONFERENCE PLANNING COMMITTEE

Conference Co-Chairs:

Barbara Jones Jones	Mercy College
Gladys Palma de Schrynemakers	Long Island University

Committee:

Patricia Clark	University at Buffalo
Mike Molina	Fordham University
Christine Veloso	Stony Brook University
Michelle Allevato	Rochester Institute of Technology
Christopher Fernando	University at Albany
Millie Roth	City College
Darshini Roopnarine	SUNY Morrisville
Etwin Bowman	University at Albany
Everton Barrett	Borough of Manhattan Community College
Sean Partridge	SUNY Potsdam

KEYNOTE SPEAKER

Diana Córdoba

**Director Center for Advancement of Racial and Ethnic Equity (CAREE)
American Council on Education**



Diana Córdoba, Ph.D. is director of the American Council on Education's Center for Advancement of Racial and Ethnic Equity. Since joining ACE in 2005, she has provided strategic direction for the Center and implemented a number of programs designed to diversify higher education's senior leadership pipeline. She has also played a lead role in the launch of ACE's *Spectrum Initiative: Advancing Diversity in the College Presidency* and is co-author of the *Minorities in Higher Education 22nd Annual Status Report* and of *Broadening the Leadership Spectrum: Advancing Diversity in the American College Presidency*. Under her guidance, CAREE conducts several leadership development programs designed to broaden the leadership base of higher education,

including *Summits for Women of Color Administrators in Higher Education*, conducted in collaboration with ACE's Office of Women in Higher Education and Center for Effective Leadership.

Before joining ACE, Dr. Córdoba served as the acting associate commissioner of the National Center for Education Research, Institute of Education Sciences, U.S. Department of Education where she managed nine major discretionary research grant programs focused on the improvement of the nation's K-12 education system.

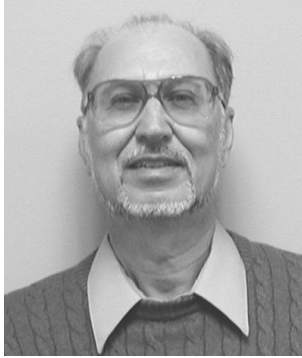
From 1994 to 2003, Dr. Córdoba was a member of the psychology department faculty at Yale University, where she received the 1999 Lex Hixon Prize for Teaching Excellence in the Social Sciences. In addition, she served as director of undergraduate studies in psychology from 1998 to 1999 and as assistant dean of the Graduate School of Arts and Sciences from 2000 to 2003.

Dr. Córdoba earned her bachelor of arts from Smith College (summa cum laude), followed by a doctorate in social psychology from Stanford University in 1993. She has published extensively in the areas of diversity and affirmative as well as intrinsic motivation in educational settings.

PLENARY SESSION 1

Raymond V. Padilla

Latina/o Student Success in Higher Education: A Qualitative Meta Analysis



Conference participants will learn about the results of a qualitative meta analysis of Latina/o student success in higher education. A review of almost 100 studies produced a model of the overall research results. The model is then used to summarize the findings of the studies reviewed.

The analysis methods and the key concepts of the model will be explained along with major findings from the studies reviewed. Participants will have ample opportunity to interact with the presenter.

With an undergraduate degree from the University of Michigan and graduate degrees (MA and Ph.D.) from the University of California at Berkeley, Dr. Padilla is Professor Emeritus in the Department of Educational Leadership and Policy Studies at the University of Texas at San Antonio. Professor Padilla is the co-founder and former director of the Hispanic Research Center at Arizona State University. Through his research and teaching he has contributed to the fields of bilingual education, Chicana/o Studies, higher education, and qualitative research methods.

Professor Padilla is the developer of the Expertise Model of Student Success (EMSS), which uses qualitative research methods to construct empirical models of student success. He is also the developer of HyperQual and SuperHyperQual software for the management and analysis of qualitative data. The results of his research have been presented at major national and international conferences and applied at various colleges and universities. His publications have appeared in numerous books, journals, and electronic media. His most recent book is *Student Success Modeling: Elementary School to College* (Sterling, VA: Stylus Publishing, 2009).

PLENARY SESSION 2

Joe Napoli

When Crisis Meets Opportunity: Connect, Engage and Inspire



We are faced with an economy that is in crisis. There is a disconnect or lack of communication between Industry and Education that is creating some startling trends. We will dive in to discussing some of the National Labor Market trends and why understanding both current and future trends will be critical in

developing strategies to navigate through the fluctuating economy. How will these trends impact youth and other workers. What can be done to positively impact this crisis and discuss new ways to connect, engage and inspire youth and the overall workforce in order to help them improve their lives and their community. You may be asking, "How can Monster help?" That is precisely what we will discuss.

Joe Napoli is the Strategic Account Director for Monster's Public Sector and Education Group. He has been with Monster for the past 8 years helping customers with their recruitment, strategic and media needs. He has worked within several major industry sectors within Monster including Commercial, Staffing, Government and Education. Over the past two years, Joe's focus has been specifically on helping State and Local Government and Educational Institutions build innovative, strategic and impactful programs across the Northeast. With 20 years of business experience, Joe uses his extensive background in Recruitment, Technology, Consulting and Sales to help organizations identify, manage, implement and reach their strategic objectives, while assisting them in creating a High Performance Workforce.

PLENARY SESSION 3

Over the past year, the Central New York region has been undertaking a region-wide program assessment process. In addition to providing essential information to the region's programs, the assessment model is designed to serve as a pilot for use across the state. Regional representatives will present an overview of their assessment model as well as share their findings with participants.

CONFERENCE EVALUATIONS

Evaluations of the 2010 APACS Conference will take place online. Conference participants will be emailed on Friday, June 11th, with a link to the online evaluation form.

Please take a few minutes to share your feedback. It will be an essential component of our 2011 planning process.

WORKSHOP SESSION 1

CREATING A BIOLOGY SERVICE LEARNING COURSE

David Cohen, PhD, Long Island University Brooklyn Campus

Gladys Palma de Schrynemakers, PhD, Long Island University Brooklyn Campus

The session will be presented in the context of a biology course especially developed to meet the goal and outcomes of a service learning initiative: *Blood: A Metaphor for Life and Iconic Character*. This course provided students with a unique and interdisciplinary approach to examine the nature of blood in its historical, cultural, and biological perspectives. Students were expected to recognize the biological elements of blood and how they function to maintain life; thereafter, they were required to apply this knowledge to develop a service-learning project, culminating in the creation of a comprehensive campaign to improve the efficacy of annual blood drives on the Brooklyn Campus of Long Island University. This blood project is intended to serve not only as a template that other college campuses can adapt to provide their students with the information essential to recognizing the value of donating blood, but also as a field guide for organizing successful blood drives on their campuses.

About our presenters:

Dr. Cohen is responsible for 23 departments organized into four divisions: Humanities, Science, Social Sciences and Communications, Visual and Performing Arts. In his role as dean of the college, he also is responsible for the University Honors Program, the Writing Across the Curriculum Program, and the Campus's core curriculum. He has served as Dean of Conolly College for over 20 years; trained as a biologist, he holds the rank of full professor. Dr. Cohen is also actively involved in teaching high school students in the Science & Technology Entry Program (STEP), developing courses, e.g. Biology 15: Evolution and Creationism, as well as educating Biology students in Human Anatomy, Human Physiology, Honors Science Core, General Biology and Biological Techniques. His research interests are in rhizoid cell differentiation and evolution. He serves as on the Advisory Committee for the Collegiate Science & Technology Entry Program (CSTEP) and the Quality Undergraduate Expanded Science Training Program (Project QUEST). He has been awarded more than \$ 3,000,000 in grant funding for the Minority Access to Research Careers and the Minority Biomedical Support Program.

In addition to her responsibilities as the Assistant Provost, Dr. Schrynemakers is the Director of the Collegiate Science Technology Program (CSTEP) and Principal Investigator for Quality Undergraduate Expanded Science Training Program (Project QUEST), both of which prepare undergraduate minority and economically disadvantaged students for the STEM fields. Through CSTEP and Project QUEST, she addresses mentoring needs, career development training, and applications for graduate and professional schools. Through her office, QUEST Scholars and CSTEP students have access to a variety of counseling services, including career and academic counseling, scientific and grant writing workshops, seminar programs, and professional development programs. During her 20 year association with the University, she has secured over 3.1 million dollars in grants.

THE EFFICACY OF HIGH SCHOOL STUDENT PARTICIPATION IN STEM RESEARCH PROGRAMS

Nina Leonhardt – Suffolk County Community College

Suffolk County Community College provides STEM enrichment to underrepresented students in grades 7-12 through its STEP and Liberty Partnerships programs. Beginning with grade 10, students are active learners, designing robotics experiments. In grades 11 and 12, they are encouraged and mentored to

develop their own research projects which they present at STEM conferences locally and statewide. Students are also encouraged to apply for academic year internships and summer research experiences at a nearby research university. This session will explore the efficacy of such research programs from the perspectives of students, faculty and program directors.

About our presenter:

Nina Leonhardt has over 25 years of experience in higher education and currently serves as the Associate Dean of Continuing Education at Suffolk County Community College in Selden, NY. In addition to teaching at Suffolk, she teaches graduate courses in Science Education at New York University and Stony Brook University. Nina holds an M.B.A. from Dowling College and an M.S. in electrical sciences and a B.A. in Education from the State University of New York at Stony Brook.

Ms. Leonhardt is the project director for STEP and CSTEP and several additional science and mathematics grant-funded programs that encourage underrepresented ethnicities to pursue careers in these disciplines. In addition, has developed and facilitated workshops in best practices in science education, technical writing and outcomes assessments for universities, school districts, museums and other non-profit organizations.

WORKSHOP SESSION 2

WORKING EFFECTIVELY WITH THE CUNY RESEARCH FOUNDATION

Many STEP and CSTEP programs are based on CUNY campuses and, consequently, are required to work with the CUNY Research Foundation offices to administer their program's finances. This can be a complex and often confusing relationship. APACS will provide sessions for members working with CUNY Research Foundation an opportunity to learn the ropes from CUNY Research Foundation professionals as well as representatives from CUNY campus Research offices.

WORKING EFFECTIVELY WITH THE SUNY RESEARCH FOUNDATION

Robert O. Webster, PhD - Associate VP for Research & Director, Office for Sponsored Programs,

Many STEP and CSTEP programs are based on SUNY campuses and, consequently, are required to work with the SUNY Research Foundation offices to administer their program's finances. This can be a complex and often confusing relationship. APACS will provide members working with SUNY Research Foundation an opportunity to learn the ropes from SUNY Research Foundation professionals as well as representatives from SUNY campus Research offices. The workshop will discuss developing good relationships and useful protocols between RF grant administrators and program administrators.

PREPARING BROOKLYN'S FUTURE RESEARCHERS: THE PERSPECTIVE OF TWO FEDERALLY-FUNDED STUDENT TRAINING PROGRAMS

Brenda Adjei, PhD - Long Island University, Brooklyn Campus

Learning Objectives:

1. To present the components of two NIH training programs at LIU
2. To describe the development, processes, and outcomes of these student training program

Addressing health disparities are a critical component of our national health and research agenda. In addition to researching the origins of disparities themselves, increasing the diversity of our research workforce has been made a national priority. This presentation will discuss two federally funded training programs awarded to Long Island University; the National Mental Health Institute's Career Opportunities in Research Program and the NCI-funded LIU/CU U54 Comprehensive Cancer Partnership Student Training Program. These programs have supported over 100 undergraduate, graduate and post-doctoral students with focuses on mental health and behavioral cancer research among Brooklyn's Caribbean subpopulations. Based in the most diverse immigrant Caribbean population in the United States, the training programs aim to diversify the research workforce by promoting research excellence, resource sharing, faculty development and student training. After five years of supporting cancer disparities research, LIU has provided training opportunities for over 100 students (~85% from underrepresented ethnic groups), from 13 disciplines at various stages of their educational development under these two programs. The student training program provides mentoring to increase and sustain interest in mental and cancer research careers, offers a context for the study of health and cancer disparities through didactic teaching and research experience, fosters the development of individual student research projects, and provides professional training in oral and poster presentations. This presentation will describe the development, processes, and outcomes of these training programs, consider the potential impact of such programs on increasing the diversity and cultural competence of the research workforce, and discuss important components of federally supported training programs.

About our presenter:

Brenda Adjei is currently the Associate Director of Research and Administration at the Intercultural Institute on Human Development & Aging. Her principal role is the management of an NCI-funded Comprehensive Cancer Center Partnership Grant held jointly with Columbia University's Herbert Irving Comprehensive Cancer Center (PIs Carol Magai and Alfred Neugut). She also serves as co-Leader of the Partnership's Student Training Program, Planning and Evaluation Core and Community Outreach Program and was Administrative Coordinator of the NIMH-Funded Career Opportunities in Research Program. Dr. Adjei holds faculty appointments in the Department of Psychology (College of Arts and Sciences) and Division of Social and Administrative Sciences (College of Pharmacy) at Long Island University in Brooklyn.

PROMOTING HEALTH AND WELLNESS THROUGH SERVICE – A LEARN AND SERVE AMERICA HIGHER EDUCATION PROJECT OPPORTUNITY

Deborah Hecht, PhD – CUNY Graduate Center

During this session a unique and rewarding opportunity available to CSTEP and STEP programs will be described. With funding from a Learn and Serve America Higher Education Grant through the Corporation for National and Community Service, The Center for Advanced Study at the CUNY Graduate Center is offering CSTEP programs an opportunity to learn the basics of service-learning and how service-learning can enhance and enrich CSTEP activities. The *Promoting Health and Wellness Project* will work with CSTEP programs throughout New York State to help address critical national health needs while simultaneously providing CSTEP students with valuable career and resume building skills, an increased awareness of health related careers, and an opportunity to apply what they have learned in real world settings. The presentation will highlight how service-learning can be successfully incorporated into STEM (science, technology, engineering, and math) content, the strengths and challenges of infusing service-learning, and lessons learned during our first year of the project at five colleges. A basic overview of service-learning will be presented along with a discussion of how the program conceptualizes service-learning for CSTEP. Information about how to participate in this project, the professional development and support we can provide to CSTEP staff and students, and the availability of a limited number of mini-grants to help conduct and document your activities will be shared.

About our presenter:

Deborah Hecht, Ph.D. is an educational psychologist at the Graduate Center for The City University of New York. Dr. Hecht has over 20 years experience managing funded projects in the STEM and service-learning areas. She has received funding from National Science Foundation (NSF), The Corporation for National and Community Service (CNCS), and New York State Education Department, among others. Dr. Hecht has worked with schools and students ranging from Kindergarten through Higher Education. Her research interests include creating systemic educational reform, development of applied learning opportunities and connecting classroom instruction with real life experiences. She was the co-founder of a school in New Jersey that uses service-learning as a cornerstone for learning. In 2009 Dr. Hecht received funding from CNCS to create service-learning experiences for STEM talented college students through partnerships with CSTEP and STEP programs in New York.

WORKSHOP SESSION 3: COMMITTEE PLANNING SESSION

This session of workshops will provide an opportunity for participants to plan committee activities for the coming year. Each committee will be charged with defining their mission, goals, and objectives for 2010. The group will determine who will provide leadership and fill other essential roles. Finally, each committee will set a meeting schedule for the fall semester.

WEBSITE COMMITTEE

The website committee coordinates the ongoing evolution of the stepforleaders.org website.

PROFESSIONAL DEVELOPMENT COMMITTEE

This committee will work to identify areas of training need within STEP and CSTEP and will plan and implement professional development workshops for the 2010-11 year.

25TH ANNIVERSARY COMMITTEE

This committee will begin planning our 25th Anniversary celebration.

GRANT WRITING COMMITTEE

This committee will work to identify external grant opportunities that would provide potential partnerships with STEP and CSTEP statewide. Once identified, the committee will work to pursue funding for these opportunities.

CONFERENCE EVALUATIONS

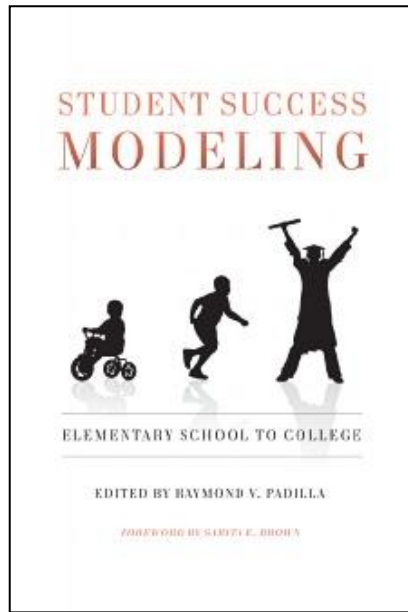
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Please take a few minutes to share your feedback. It will be an essential component of our 2011 planning process.

2010 APACS BOOK DISCUSSION

Student Success Modeling

Edited by Raymond V. Padilla (Stylus Publishing 2009)



This book focuses on one of the key questions in education: What determines a student's success?

Based on twenty years of work on student success, Ray Padilla here presents two related models he has developed that both provide a framework for understanding success and indicate how it can be enhanced and replicated. The research and theory that inform his models are covered in detail.

He defines student success simply as progress through a program of study, such that the student and others expect him or her to complete it and be promoted to the next level or graduate. Rather than focusing on the reasons for failure or drop out, his approach focuses on understanding the factors that account for student success and that enable many students, some of them under the most challenging circumstances, to complete all program requirements and graduate

The models provide schools and colleges with an analytical tool to uncover the reasons for student success so that they can develop strategies and practices that will enable more students to emulate their successful peers. They address the characteristics of the students—such as motivation and engagement, the ability to surmount barriers, and persistence—and similarly surface the characteristics of teachers, the educational institution, its resources, and the contexts in which they interact. The process provides administrators with a clear and appropriate strategy for action at the level of each individual unit or subpopulation.

Recognizing the need to develop general models of student success that also can be applied locally to specific situations and contexts, the book presents Padilla's Expertise Model of Student Success (EMSS) that can be applied to general populations, as well as the Local Student Success Model (LSSM) that can be used to drive local institutional strategies to improve student success.

The book demonstrates how the models have been applied in settings as diverse as a minority high school, a community college, and an Hispanic Serving Institution, and for such purposes as comparing a high-performing and a non high-performing elementary school.

Contributors:

- Kimberly S. Barker is an assistant professor at Texas A&M University-Kingsville, System Center San Antonio. She is currently working in the College of Education, Department of Curriculum and Instruction.
- Mary J. Miller is the Instructional Compliance Director for the Edgewood Independent School District in San Antonio, Texas. Prior to this appointment, she served as an elementary school principal for ten years.
- George E. Norton is the Assistant Vice President of Student Affairs for Admissions, Orientation & Transition Services at The University of Texas at San Antonio.
- Ralph Mario Wirth is an administrator and director of educational planning at The San Antonio School for Inquiry and Creativity, as well as lead researcher for the Democratic Schools Research Institute, Inc.