



\*Schedule Subject to Changes and Adjustments\*

## TUESDAY, MAY 18

9:00 a.m. – 9:30 a.m. FIRST TIMERS SESSION

9:30 a.m. – 11:00 a.m. WELCOME AND KEYNOTE SPEAKER, MEGAN RED SHIRT-SHAW

11:00 a.m. – 11:30 a.m. BREAK

11:05 a.m. – 11:15 a.m. HULA CHAIR-ROBICS

Join us for the first of two “quick break” sessions of #wacacvirtual2021 focused on movement at your desk! Nikki Chun will lead you through Hula at your chair and introduce you to the Hawaiian cultural tradition of sharing stories through dance.

11:30 a.m. – 12:30 a.m. SESSION BLOCK A

### **A1: Equal Access to Research: Helping High Schoolers Test Drive College Majors**

Data shows that high school students benefit from research experiences and exploring their passions prior to college. This session will provide guided and no-cost self exploration resources and show how students can leverage these opportunities during the admission process. Examples of passion projects during quarantine will be provided.

Stacy Kadesh, Stacy Kadesh and Associates College Counseling  
Jin Yun Chow, Polygence

### **A2: Risk Management in College Admissions**

This session brings together voices from both sides of the desk to talk about the importance of ensuring student comfort and safety while applicants engage in alumni interviews, school visits, and any other form of virtual and/or campus programming. We hope that these case studies help the larger community consider and reflect on current practices, particularly on the notion of balancing a student-first approach while also minimizing risk at our respective institutions.

Chris Monroy, Pomona College  
Libby Browne, University of Rochester  
Gariné Zetlian, Polytechnic School

### **A3: What High School Students Need to Know about Community College**

With many high school students opting to start their higher education at community college, it is extremely important for these students to receive as much information as possible on maximizing their

experiences and increasing their chances of transferring to a four year institution. In this session, you will hear from experienced community college counselors and representatives from California State University and the University of California on how students should plan their path.

Esperanza Bernal, UC Berkeley  
Sunday Salter, LA Pierce College  
Veronica Zendejas, UC Davis

#### **A4: Beyond Land Acknowledgments - Integrating Curriculum, Community, and Activism as a Native Student**

Land Acknowledgments are a starting point for developing an inclusive campus for Indigenous students. But how are universities enacting institutional change to better the living/learning environment for current and future Indigenous community members?

From student activism to diversity, equity, and inclusion initiatives, change takes many shapes across college campuses. We will discuss how our university communities have moved beyond the Land Acknowledgment to build spaces of belonging for Native American and Indigenous community members.

Kris Tesoro, University of Michigan – Ann Arbor  
Tiffney George (Navajo Nation), Brown University  
Niyo Moraza-Keeswood (Navajo & Chichimeca), Northwestern University

#### **A5: Admission Testing and the Surging Test Optional Movement**

In response to the pandemic, colleges have radically adjusted their admission testing policies. For the Class of 2021, over 95% of selective colleges did not require test scores. Ongoing test site cancellations are likely to keep temporary test optional policies in place for the next application cycle. This session will explore the range of implications, motives, and trends related to the complex and layered test optional movement. The presenters will also share their observations of student behavior – i.e. if/when students tested, if/when students submitted test scores – along with admission data from colleges who adopted test optional policies. Attendees will leave the session with new insight and practical guidance for making testing decisions in 2021.

Matt Steiner, Compass Education Group  
Candice Mackey, Los Angeles Center for Enriched Studies  
Karen Ellis, Palisades Charter High School

#### **A6: Landscape: Leveraging Robust Contextual Admissions Information**

In a year when the pandemic has disrupted the college admissions process, Landscape (TM) provides additional context around high school and neighborhood environments to aid enrollment teams in holistic review. Hear from current Landscape users about how this resource is used on their campuses and the lessons learned from this year's cycle.

Lisa Black, The College Board  
Becky Chassin, University of Southern California  
Amy Hammer, Chapman University

#### **A7: College and Career Counseling in a Public School Setting: Creating a Post-Secondary Program that includes College and Career Preparation, Exploration, and Access for All Students**

As public school counselors, we are faced with large caseloads of students, a limited understanding of our students' post secondary plans, and a lack of time to build and maintain relationships with college representatives. This session is designed to highlight the importance of creating a post secondary program that includes both college and career preparation, exploration, and access for all students. We will engage in a conversation about how we can work together as public school counselors and college admission representatives to create and design post secondary opportunities for students, and how we can work

productively and effectively to design a comprehensive college and career counseling program.

Emily Stevenson, Poway Unified School District

Jayme Cambra, San Dieguito Union High School District

Jamal Felton, Rancho Bernardo High School

12:30 p.m. – 1:00 p.m. LUNCH BREAK

1:00 p.m. – 2:00 p.m. SESSION BLOCK B

**B1: Rookies Again! Tales from Our First Year as College Advisors**

Wondering what it's like to be young again? We can't help with that, but we can talk about being rookies again. First-year college advisors discuss what feels new and what feels familiar about counseling students in a high school setting versus a college one.

Maria Furtado, Sacred Heart Cathedral Prep

Sara Brookshire, Harvard-Westlake School

**B2: Data is NOT a Four-Letter Word. How Counselors Can Use Data to Demonstrate Impact and Help Students Expand their College Options**

School shutdowns, remote learning, and social-emotional stressors have transformed the work of college counselors across the globe. Join this critical conversation led by counselor, educator and district leaders to learn how using data can anchor college counseling strategies and avoid 'random acts of guidance'.

Presenters will examine the key data points, tools, challenges and solutions that support college-going and demonstrate counselor effectiveness and impact.

Esther Hugo, San Jose State College of Education Counselor Program

Catalina Cifuentes, Riverside County Office of Education

**B3: Change Starts in the Middle**

You're a middle manager and you're stuck feeling very...well, middle? Middle managers are essential to implementing the strategic planning in our offices, mentoring those new to the profession, and advocating for the needs of your team. Whether you're stepping into a new workplace or you've been promoted within your institution, it can be difficult to find the right balance of friend, mentor and supervisor. Come learn from several professionals about best practices for leading, managing, and keeping your team engaged.

Jamie Groff, University of Redlands

Esperanza Bernal, UC Berkeley

David Mills, Arizona State University

Marie Bury Loew, Chapman University

**B4: How America Plans for Post-Secondary Education**

Sallie Mae partnered with Ipsos to introduce a new study, Higher Ambitions: How America Plans for Post-secondary Education. The study expands our understanding of how high school students and their parents are planning for higher education.

This research examines the value students and their families place on higher education, how they are preparing for post-secondary education, and how they expect to pay for it.

As we neared publication of this report, the COVID-19 pandemic was surging. As a result, we considered that, students' expectations and confidence regarding paying for higher education may have changed.

To assess the impact of the pandemic, we fielded a shorter, follow-up survey repeating several key questions to use as points of comparison along with new questions specific to concerns about COVID-19.

This presentation will cover both our initial and pandemic impacted data.

Thalassa Naylor, Sallie Mae  
Raymond Yee, Sallie Mae

**B5: College Access Bootcamp for First-Generation, College-Bound Seniors**

First-generation, college-bound seniors need support navigating the practical steps of applying to college. Gaining a headstart on their college applications and essays over the summer can help decrease the stress often felt in the fall. Learn how to develop various types of summer college access bootcamps appropriate for your caseload that have been implemented at high schools and community-based organizations. Virtual examples will be offered as well.

Jenny Uribe, Cristo Rey San Jose Jesuit High School  
Margaret Iseid, Abraham Lincoln School  
Nitzya Cuevas Macias, Peninsula Bridge

**B6: College Admissions: How the Pandemic Made the Process Pivot**

Mid-March 2020 as the world was trying to figure out COVID-19, every college made adjustments - Pandemic Pivots! This workshop explores the adaptations and modifications in college admissions - some temporary and perhaps others more long-lasting!

- Were changes in coursework and grading considered?
- What happened when the SAT / ACT were not accessible?
- Did colleges evaluate COVID-19 activities and extracurriculars?
- Was demonstrated interest important?

Hear 4 college admissions professionals address these questions! Discover how COVID-19 influenced the college admissions process.

Gary Bednorz, University of New Mexico  
Rick Diaz, Southern Methodist University  
James Gilbey, University of Illinois at Urbana-Champaign  
Camille Crites, Syracuse University

2:00 p.m. – 2:30 p.m.

BREAK

2:30 p.m. – 3:00 p.m.

SPECIAL INTEREST GROUP MEETINGS

- IMUA Hawaii SIG Meeting
- Community Based Organizations (CBO) SIG Meeting
- Emerging Young Professionals SIG Meeting
- Black & African Diaspora SIG Meeting
- Private High School Counselors SIG Meeting
- LGBTQ+ SIG Meeting

**WEDNESDAY, MAY 19**

9:00 a.m. – 9:30 a.m.

GET YOUR ZOOM FACE ON

Tired of staring at the same old face every day on Zoom? Grab your mirror and your ring light and join Kolrick Greathouse for the transformation of a lifetime (or at least a 30 minute Zoom call) as they become the infamous Bonnie Anne Clyde! You'll leave with a set of skills designed to help you look your best in a virtual world with minimal effort-- and you'll look fabulous for the rest of the day's sessions.

9:30 a.m. – 10:00 a.m.

PAST-PRESIDENTS MEET UP

- 9:30 a.m. – 10:00 a.m.      SPECIAL INTEREST GROUP MEETINGS
- Latinx Professionals SIG Meeting
  - Transfer Issues & Options SIG Meeting
  - Asian American & Pacific Islander (AAPI) SIG Meeting
  - Independent Education Consultants (IEC) SIG Meeting
  - Faith-Based Schools SIG meeting
- 10:00 a.m. – 11:00 a.m.      SUPER SESSION: STUDENT PANEL (PRESENTED BY IDEA)
- The Nepantla Program is a competitive four-year commitment dedicated to empower first-generation college students at Nevada State College through mentorship, academic skills, access to resources, community building, and professional success through self-discovery. Join #TeamNepantla students and program director as they reimagine opportunities for future enrollment management that focus on access and affordability, student leadership development, cross campus collaboration and relationship building.  
Johanna Araujo, Caltech
- 11:00 a.m. – 11:30 a.m.      BREAK
- 11:05 a.m. – 11:15 a.m.      STRETCH AT YOUR DESK
- Tune in from wherever you are joining #wacacvirtual2021 to learn some simple stretches you can do at your desk when you need a break. Caitlin James, WACAC member and certified yoga instructor, will lead you through 10 minutes of seated movement.
- 11:30 a.m. – 12:30 p.m.      SESSION BLOCK C

**C1: Admission Practices: Territory Both Familiar and New**

The rules of the game may have changed, but the core of our ethical commitment to a student-centered ethical process remains alive and well. Join members of the Admission Practices committee as we discuss AP's shift from monitoring and compliance to education and advocacy. How best can we protect and model the spirit of NACAC's Guide to Ethical Practice?

Matt Lane, Branson School

Nikki Chun, California Institute of Technology

**C2: Jewish On Campus...Beyond Hillel!**

This session will offer insight to the current US college campus climate through a Jewish lens, as well as offer resources and actionable guidance from both sides of the desk on how to better support and advise students who identify as Jewish through all stages of the college application process and finding fit. We'll discuss how we can include Jewish students in our activism and inclusivity practices.

Sarah Blank, University of Wisconsin-Madison

Eli Shavalian, Shalhevet High School

**C3: Gap: How to Pay the Remaining Balance**

After students receive all the free money and federal student loans available in their financial aid packages, there is often still a gap left to cover the full cost of attendance. Join this session to learn more about how to find additional scholarship sources, private student loans, federal and private parent loans, tuition payment plans, and the pros and cons of other financial options.

Thalassa Naylor, Sallie Mae

Raymond Yee, Sallie Mae

**C4: Decoding Racism in Conversations about Testing**

Will I be at a disadvantage because I don't have scores?" "My scores are too low to submit!" Counselors and admission officers often unknowingly encounter this kind of coded language in our conversations with students as they engage with the testing landscape. Join our panel, representing perspectives from across our profession, to discuss ways to identify, decode, and address problematic racist comments and foster inclusive dialogue. We will welcome and encourage audience participation!

Tillie Gottlieb, The Athenian School  
Patrick Lorenzo, St. Ignatius College Prep  
Kris Tesoro, University of Michigan  
Karla Arriaga, California Institute of Technology  
Nitzya Cuevas-Macias, Peninsula Bridge  
Rebecca Lopez, Breakthrough Silicon Valley  
Allison Zuckerbrow, Castro Valley High School

**C5: Community Based Organizations and College Partnerships**

Community-based organization (CBO) liaisons and postsecondary admission representatives are often charged with developing formal partnerships with one another without a handbook on how to navigate the process. In this session, we will discuss the benefits of CBO/college collaboration and also share best practices used to initiate, implement, and improve these relationships.

Rachael Accavitti, Chicago Scholars  
Ellen Ridyard, Philadelphia Futures  
Jonathan April, College Greenlight/Cappex

**C6: Test Optional/Free Year One: A Retrospective**

Representatives from colleges that have moved to test-optional/test-free and high school/independent school counselors will share their perspectives of the admission process following these changes in testing policies. From colleges, how did the lack of scores impact review? From the high school side, did outcomes or student decisions seem to shift as a result of the change?

Gary Clark, UCLA  
Erik Castillo, High Tech High  
Amy Krueger, Oaks Christian  
Omar Zazueta, Claremont McKenna College

12:30 p.m. – 1:00 p.m.                      LUNCH

1:00 p.m. – 3:00 p.m.                      SEMINAR SESSIONS

**Seminar 1: Addressing Trauma in the College Essay Writing Process**

Writing personal statements about traumatic events can be complex. This session will explore those complexities and offer two unique methodologies for storytelling that focus on healing and wholeness. Learn how helping students transition from a deficit lens toward a healing lens can help empower during the storytelling process.

Ethan Sawyer, College Essay Guy  
Ashley Lipscomb, Institute for Anti-Racist Education

**Seminar 2: Establishing a Successful, Ethical, Student Centered IEC Practice**

This workshop will provide newer IECs with tools in four critical areas - reaching new clients, managing clients and workflow, engaging with colleges, and serving students with best practices - that they can implement immediately to grow a thriving, student-centered practice.

Steven Mercer, Mercer Educational Consulting, LLC  
Cyndy McDonald, McDonald & Associates  
Jeana Kawamura, Kawamura College Advisement, LLC  
Stacy Kadesh, Stacy Kadesh and Associates College Counseling

**Seminar 3: How to Apply to UK Universities (UCAS Guide, Personal Statements, References and Predicted Grades)**

This session is an in-depth workshop on how to use the UCAS platform and offers a step-by-step guide through the sections that students and counselors need to fill out in order to apply to UK universities. The session will be offered by four UK universities (University of Manchester, University of Sheffield, Lancaster University and Northumbria University).

Raluca Pasare, The University of Manchester, UK  
Ruth Lauener, University of Sheffield  
Ian Harris, Northumbria University, Newcastle  
Kirsten Mingins, Lancaster University

**Seminar 4: Revolution Prep presents: Pandemic Mock Admission Committee. What Drove Admission Decisions In This New Landscape?**

Participate in an interactive mock admission committee led by admission professionals who just navigated committees and decisions through unprecedented times. Learn what discussions took place in committee and how testing, activities and other compromised aspects of a student's background may have played into decisions. The lessons learned in this session will help you to prepare any caliber of applicant to best position themselves to share their narratives in next year's application cycle.

Ed Devine, Xavier University  
Matt Hyde, Lafayette College  
Peter Hagen, Syracuse University  
Terri Devine, Punahou School  
Jennifer Carleton, Crystal Springs Uplands School

**Seminar 5: Advantage College Planning presents: Preparing Students with a Summer Application Workshop**

Summer application workshops reduce students' anxieties and alleviate the barrage of questions coming across your desk in the fall. Gain tools for teaching students how to comprehensively break down the application process, including writing and making revisions, for the Common Application and UC and CSU applications. This program can be tailored to fit any needs: In-person or online; free of fee-based; as a stand-alone week, workshop series, or part of a longer program. We'll cover it all.

Amber Tillery, Rocklin High School  
Rachel Lund, Rocklin High School  
Kathleen Williams, Lafayette College  
Jessica Stunz, Saint Mary's College of California

**Seminar 6: Time to Act! Legislative Briefing & Advocacy**

Interested in legislative advocacy promoting equity and access within education? This session is for you! Join the WACAC Government Relations & Advocacy Committee (GRAC) for a legislative briefing to help us understand the process, timelines, bills, and issues facing education.

Jessica Greene, UC San Diego  
Robin Hamilton, Occidental College

3:00 p.m. – 3:30 p.m.                      SOCIALS

**Improv Fun for Beginners!**

Looking to practice your comedy routine or make the most of your next Zoom get-together? Join this

session for improv training—we'll do some warm-up activities, short scenes, and easy-to-play beginner games. All skill levels welcome!

#### **Shaken or Stirred?**

Pull the drink coaster and recipe card from the Conference-In-A-Box and call in from the kitchen to perfect your mixology technique! We'll make two drinks, discuss creative bartending tool options, talk about non-alcoholic substitutions & booze brands, and practice principles that will bring your cocktail game to the next level. Want to mix along with us? Check the recipe card for a shopping list!

#### **Mozzarella U**

Grab the cheese board and shopping list from the Conference-In-A-Box and join to learn how to put together an Instagram-worthy charcuterie board! No worries if you haven't gone shopping—take a look in your fridge and pantry or just follow along to get some inspiration for your next gathering or night-in.

#### **DJ Set with DJ Manny Fresco**

Join @djmannyfresco for a set that will have you dancing around your home office. Check him out on IG and SoundCloud!

#### **Jazz at WACAC**

After a long day of sessions, sit back and relax to the sounds of University of the Pacific faculty and alumni at the Jazz at WACAC Jazz Club

## THURSDAY, MAY 20

9:00 a.m. – 10:00 a.m.

#### **WAKE UP WITH WACAC**

A twist on the typical college fair. Grab a cup of tea or coffee and meet some of our college reps!

10:00 a.m. – 11:00 a.m.

#### **SESSION BLOCK D**

##### **D1: College Access By Building Strong High School Partnerships**

College Access organizations are part of a larger education ecosystem. It is important to acknowledge the culture of individual high schools and enlist the support of high school staff to accomplish the mission of college acceptance and success. Building relationships based on expertise, trust, and open communication can strengthen the impact of college access organizations and sustain a college going culture at the high school. CBOs can have a strong impact on high school communities.

Erica Rosales, College Match

Lynda McGee, Downtown Magnets High School

Maria Soldevilla, Franklin High School

##### **D2: Beyond Playing Time: Counseling Student Athletes to Better College Choices**

Being a recruited student athlete is an exciting opportunity for students at any level and is often times the most salient factor driving them through the college process. But how do we make sure student athletes are making the best college choices for their academic and personal growth in addition to their athletic career? Topics include navigating conversations with coaches, understanding the role coaches play in your admission process, what to expect on an official visit, how COVID has impacted recruiting, and knowing what services and supports should be available to ensure students' success academically, socially, and athletically.

Robin Hamilton, Occidental College



Jordan Brown, Occidental College  
Haley Mitchell, Occidental College

**D3: Beyond Checkbox Compliance: How to Create a Truly Welcoming and Inclusive Campus for Queer and Trans Students**

As seasoned facilitators who hold these identities ourselves, Iris and Crystal bring the voices of lived experience, academic and pragmatic knowledge and insights, as well as a shared passion for making higher education truly welcoming and inclusive for all. This workshop speaks to our current moment, including what we have learned through the dramatic changes over the past year and how to make both in person and remote learning more equitable and inclusive for queer and trans students. More importantly, attendees will leave with information and resources that they will be able to share with colleagues and put to use immediately.

Crystal Tenty, Portland State University  
Iris De Lis, Portland State University

**D4: Affirmative Action in College Admissions: Where are we now?**

California's Proposition 209 ban on Affirmative Action has caused our flagship state universities to lag in URM diversity since 1996. With cases moving through the courts now and the recent failure of California's Prop 16 to pass, what's the current landscape of affirmative action at the state and at the national level and how does this impact college admissions?

Anna Takahashi, Eastside College Preparatory School  
Jay Rosner, The Princeton Review Foundation  
Oiyen Poon, Colorado State University

**D5: Evaluating Pathways for Transfer Students: Out-of-State Does Not Mean Out-of-Reach**

Join us for an open discussion with out-of-state university transfer counselors about how community college students can plan a smooth and cost-efficient transfer to institutions outside of California. We will discuss student issues and concerns as well as key differences to consider when compared to other familiar options. Come prepared to discuss topics like articulation agreements, admission processes, acceptance of CSUGE/IGETC, cost of living, and transfer student resources.

Chuck Liddiard, University of Delaware  
Richard Frische, Arizona State University  
Betsie Rugg-Stassen, Northern Arizona University  
Ruth Rodriguez, University of Oregon  
Emily Burt, Solana Community College

**D6: Overheard Overseas: A Conversation With US students Studying In The UK**

Explore England Universities invites you to a panel Q&A with current US students studying in the UK. Challenge the myths, hear the realities, share the journeys, and learn how to advise your students with top tips!

Ian Harris, Northumbria University, Newcastle, UK  
Raluca Pasare, University of Manchester  
Kirsten Mingins, Lancaster University, UK  
Ruth Lauener, University of Sheffield

11:00 a.m. – 11:30 a.m.      BREAK

11:30 a.m. – 12:30 p.m.      SESSION BLOCK E

**E1: STEM's Many Branches: College Planning for Students Considering Majors in Science, Technology, Engineering, and Mathematics**

More students than ever are expressing interest in STEM programs but many assume that STEM equals computer science and/or engineering. The career fields in STEM are vast, complex, and interrelated. We explain the differences within the fields, different majors in each branch, and how students can best prepare.

Nicole Pilar, Collegewise  
Taylor Paterson, Purdue University  
David Mills, Arizona State University

## **E2: Virtual Outreach During a Pandemic: The Good, The Bad and The Ugly**

Recruitment took a sharp turn in 2020 as we grappled with the reality that fall outreach as we knew it was over. In this session, we'll take a look back at what worked and what didn't in the virtual space, sharing perspectives of both college representatives and high school and community college colleagues and engage in discussion on how virtual recruitment can be improved in the future to ensure equitable access for underrepresented populations.

Robert Penman, University of California Berkeley  
Cuca Acosta, University of California Santa Barbara  
Sara Nieves-Lucas, Santa Monica College  
Myra Castro, JSerra Catholic High School

## **E3: College and Career Readiness: Engaging All Community Members**

This session will guide counselors on how to create relationships among stakeholders in regards to career and college curriculum/practices. We will provide resources for K-12 counselors on how build a career- and college-going culture as a whole school, including staff, students, parents, and community members. Our focus will be to provide specific in-person and virtual strategies for grades K-12 and special populations that are aligned to the community school framework and ASCA Standards.

Maritza Cha, Alhambra Unified School District  
Andrea Perez, Endeavor College Preparatory Charter School

## **E4: Demystifying the Process: Transferring to California Private Schools**

While transferring to public schools is often well documented and a common path for many, private institutions in California also provide students with wonderful options to continue their post-secondary education. Unfortunately, the process can appear less welcoming than public school options. This session will provide high school, CBO and transfer counselors with information to help them aid their students in a successful transition to California private schools. Topics will include: types of privates in CA, admission timelines and processes, differences between Privates and the UC system, entrance requirements, and best practices.

Robin Hamilton, Occidental College  
Jonathan Rice, University of San Francisco  
Curtis Ferguson II, University of Southern California  
Jordan Brown, Occidental College

## **E5: Building Awareness of Implicit Bias**

There is overwhelming scientific evidence that unconscious bias may influence the recruitment, evaluation, and selection of candidates for college admission. This workshop will define implicit bias and discuss strategies to build awareness in the admission cycle. Presenters will provide case studies that will link implicit bias to practice. The workshop will conclude with the presenters asking participants to commit to being more intentional about addressing implicit bias in the admissions process.

Curtis Ferguson, University of Southern California  
Chelsey Kaufman, University of Southern California  
Ruben Hernandez, University of Southern California

Ryan Donahue, University of Southern California  
Jonna German, University of Southern California

12:30 p.m. – 1:00 p.m.	LUNCH
1:00 p.m. – 2:00 p.m.	DEANS & DIRECTOR'S MEETUP
1:00 p.m. – 2:00 p.m.	TRIVIA IS A DRAG, HOSTED BY BONNIE ANNE CLYDE Are You Smarter than a 5th Grader, or just The Weakest Link? Get it together (and by "it" we mean your team) and join WACAC's next drag superstar Bonnie Anne Clyde, and her trusty steed, Christopher O'Sullivan as we spin the Wheel of Fortune and try not to put our jobs in Jeopardy. (Registration is open until 5pm on 5/18 here.)
2:00 p.m. – 2:30 p.m.	BREAK
2:30 p.m. – 3:30 p.m.	MEMBERSHIP MEETING