ON TRACK FOR SUCCESS:
each student college and career ready

26TH ANNUAL NATIONAL DROPOUT PREVENTION NETWORK CONFERENCE
November 2-5, 2014    The Galt House Hotel, Louisville KY
The National Dropout Prevention Center/Network welcomes you to the 26th Annual Dropout Prevention Network Conference.

NATIONAL DROPOUT PREVENTION CENTER / NETWORK

SUPPORTING LEARNERS AND TRANSFORMING LIVES
Greetings:

On behalf of the Commonwealth of Kentucky, we welcome you to the Bluegrass State for the 26th Annual National Dropout Prevention Network Conference. Kentucky is proud to host this event whose goal is so near and dear to our hearts.

In Kentucky, our commitment to school dropout prevention has been based on an understanding that keeping students in school is a goal with value beyond just education. Preventing dropouts strengthens our economy and workforce and improves the standard of living for every citizen. Companies tend to locate where the workers are best trained for the jobs that need to be filled. More education means more jobs, which in turn means a better quality of life here in the Bluegrass. By graduating more high school students and expanding their opportunities, Kentucky will be better able to compete in the 21st century.

One of the most satisfying achievements of this administration has been the 2013 passage of the state’s Graduation Bill, which will keep Kentucky students enrolled in school until they turn 18. To encourage schools to accept the new policy immediately, we launched the “Blitz to 96,” an effort to sign up the 96 districts needed to trigger statewide adoption no later than 2017-18. School districts responded quickly and enthusiastically - 96 approved the new policy within two weeks. To date, 159 of Kentucky’s 173 school districts have adopted the new graduation age standard.

Keeping students enrolled in school is just the first step. We must also keep them engaged and on the path to graduation and success in college, career and life. That’s where events like this are making the difference. We must all become active partners in sharing ideas and strategies to provide supportive learning environments for all students. Together, we can plant the seeds for a better future for the next generation.

Thank you for your participation in this conference, and we look forward to seeing the benefits of your work as we keep our students “On Track for Success.”

Sincerely,

Steven L. Beshear
Governor

Jane K. Beshear
First Lady
Proclamation
by
Steven L. Beshear
Governor
of the
Commonwealth of Kentucky

To All To Whom These Presents Shall Come:

WHEREAS, It is critical for the personal and economic success of every young person to finish high school ready for college or a career, and the economic prosperity of our nation, state and communities also depends on an educated and career-ready population; and

WHEREAS, Despite this, the number of school-age youth who fail to graduate from high school has been, and continues to be, a national problem as well as an issue for our state and local school systems; and

WHEREAS, The Kentucky Department of Education, the National Dropout Prevention Network, the Kentucky Educational Collaborative for State Agency Children, and Jefferson County Public Schools have cooperatively planned the 26th Annual National Dropout Prevention Conference to focus the attention of Kentucky and the nation on the critical issue of school dropouts and provide solutions and strategies for increasing graduation rates; and

WHEREAS, Kentucky lawmakers, urged by the Governor and First Lady, took bold steps to increase the compulsory school attendance age in our state from sixteen to eighteen, and increased the focus on giving our young people the skills and resources they need to live with purpose and promise; and

WHEREAS, It is imperative that educators, school administrators, parents and other leaders continue to explore strategies for addressing the school dropout problem among our students and encourage our young learners to finish their high school educations;

NOW, THEREFORE, I, STEVEN L. BESHEAR, Governor of the Commonwealth of Kentucky, do hereby proclaim November 3, 2014, as

DROP OUT PREVENTION AWARENESS DAY

in Kentucky, and encourage its observance.

DONE AT THE CAPITOL, in the City of Frankfort the 26th day of September, in the year of Our Lord Two Thousand Fourteen and in the 223rd year of the Commonwealth.

[Signature]
Governor

ALISON LUNDERGAR GRIMES
Secretary of State
Dear Conference Participants:

Welcome to Kentucky and the 26th Annual National Dropout Prevention Network Conference! We are honored to be hosting this year’s event and are pleased that you are able to participate in this incredible opportunity to further your work in making a difference in the lives of children.

This year’s theme, *ON TRACK FOR SUCCESS: Each Student College and Career Ready*, mirrors the Kentucky Department of Education’s commitment to better prepare students for educational success in the 21st century.

Kentucky has made significant strides in improving its graduation and college/career readiness rates – results borne from a renewed focus on ensuring ALL Kentucky students stay in school and receive the knowledge and skills they need to succeed in college and their careers. The state also recently passed legislation increasing the state’s compulsory school attendance age from 16 to 18. We are excited to share our many success stories and offer insight into academic intervention programs (accelerated learning, highly effective teaching and learning and response to intervention) aimed at closing achievement gaps, creating a readiness to learn at all levels and smoothing transitions for all students. We also look forward to learning from you!

This four-day conference provides you with more than 100 different sessions on topics ranging from effective engagement strategies for older students to alternative programs and more. We are confident this conference will give each of you the opportunity to gain knowledge and practical skills that you can use to improve the performance of individuals, teams, schools and educational systems.

On behalf of the Kentucky Department of Education, the National Dropout Prevention Network, the Kentucky Educational Collaborative for State Agency Children, Jefferson County Public Schools, Kent State University and the National Center for Families Learning, we welcome you and commend you for your dropout prevention efforts and commitment to children.

Sincerely,

Terry Holliday, Ph.D.

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KentuckyUnbridledSpirit.com
November 2, 2014

Dear Conference Participants:

Greetings, and welcome to Louisville!

I’m so pleased you have chosen Louisville for the 26th Annual Dropout Prevention Network Conference. This year's theme, "On Track for Success: Each Student College and Career Ready," is right in line with our city’s emphasis on supporting education from cradle to career.

In Louisville, increasing the number of our residents who have postsecondary training and education is an economic development strategy designed to attract employers that offer knowledge-based jobs. We are intent on increasing the community's educational attainment level through “55,000 Degrees,” an educational initiative focused on adding 55,000 more college graduates in the area by 2020. And it’s working! In 2013, Louisville had the highest percentage of working-age adults with a college degree in the community's history at 41.3 percent. The city exceeded the national average (39.4 percent) by nearly 2 percentage points.

Late last year, Dr. Donna Hargens, Superintendent of Jefferson County Public Schools, and I signed the Joint Commitment to Improve Education Outcomes to work together to keep students on track to graduate from high school ready for college and career. The commitment outlines ways the city supports our public schools, including creating strategic partnerships with businesses and service providers, working to increase family involvement in education, and improving access to quality out-of-school time programs, which have been shown to improve academic outcomes for students who participate on a regular basis. The aim is to ensure that Louisville Metro has a better-trained, better-prepared workforce, which will pay off for our community for decades to come.

You will find that Louisville is a friendly and vibrant city offering top-notch facilities, one-of-a-kind attractions, great food and lots of places to have fun. I hope that outside of your conference you’ll have time to enjoy some of what our city has to offer. Louisville is home to many great arts, parks, restaurants and attractions. From our new waterfront KFC Yum! Center arena to the Frazier International History Museum and Louisville Slugger Museum and Bat Factory to Jefferson Memorial Forest, the largest city-owned forest in America – there is something for everyone.

Best of luck with your conference! I hope you have an exciting and enjoyable event.

Sincerely,

Greg Fischer
Mayor
Dear Conference Participants:

Welcome to the 26th Annual Dropout Prevention Network Conference. On behalf of the students and employees of the Jefferson County Public School (JCPS) District, we welcome you to Louisville, Kentucky. We hope many of you will have the opportunity to observe first-hand some of the programs our school district is using to enable students to be successful in earning a diploma. We also hope you will find time to enjoy the many attractions our city has to offer.

The conference theme, “On Track for Success: Each Student College and Career Ready,” is particularly relevant for this state in light of Kentucky’s recent commitment to raise the age of mandatory attendance to 18. While there will be challenges, there will also be opportunities to actively engage students, ensuring that they not only graduate from high school, but also pursue pathways leading to college and career readiness.

We hope you join JCPS in our Vision 2015 that all students graduate prepared to reach their full potential and contribute to our society throughout life.

Sincerely,

Donna M. Hargens, Ed.D.
Superintendent

DMH:scf
Jefferson County Public Schools is proud to welcome the 26th Annual National Dropout Prevention Network Conference to Louisville, Kentucky.

Visit www.jcpsky.net.
November 2, 2014

Dear Conference Participants and Special Guests:

On behalf of the National Dropout Prevention Center and Network, our Board of Directors, and our staff, we welcome you to Louisville and thank you for joining us at our national conference. It is your support and commitment to education and dropout prevention that has enabled us to increase our attendance numbers each year and to broaden the scope of the workshops and programs we offer.

There are more than 100 professional learning seminars and workshops this year being presented by a stellar assembly of dropout prevention specialists, educators, entrepreneurs and other experts. They’ve gathered with us from 27 states to share best and next practices and to learn from you as well. Our conference theme—ON TRACK FOR SUCCESS—ensures that the information, new concepts, and learning experiences here in Louisville provide you with proven resources and cutting-edge strategies to keep current and returning students engaged and on track to achieve their educational and career goals.

We welcome your input as our partners in this all-important and ongoing national dropout prevention effort. We are dedicated to supporting learners and transforming lives and know that you are, too. We want to hear from you about the areas of concern in the hallways of your schools, your classrooms, your districts, and beyond as we work together to create, evolve, and implement solutions. When we’re not in session, highlights of our schedule include opportunities to network and celebrate at our opening night reception at the Muhammad Ali Cultural Center, named for the famed boxer and Louisville’s native son. On Tuesday, we’ll present our 2014 Crystal Star Awards in recognition of outstanding individuals whose innovative ideas and programs have inspired at-risk youth to continue or return to their education.

Our conference schedule offers much that deserves your time and attention, including the launch of new dropout prevention partnerships and initiatives about which you’ll hear more in the coming days.

We want to acknowledge our staff, conference partners, planning committees, and our generous sponsors for their dedication and abiding commitment to providing you with an empowering and comprehensive learning experience at this year’s conference. The Board of Directors of the National Dropout Prevention Network are also in attendance and we thank them for their unending support, vigilance and counsel in ensuring that opportunities are provided to support students in reaching their educational goals. Do take the opportunity to introduce yourself to our staff and to our Board members; for those of you who are not yet members, we hope that our conference inspires you to fill out the membership form in your conference bag and to become a part of our mission today.

Sincerely,

Beth P. Reynolds, PhD
Executive Director
National Dropout Prevention Center and Network
NATIONAL DROPOUT PREVENTION NETWORK BOARD

Mrs. Carol Raines-Brown  
Executive Director  
Making A Difference Foundation  
Board Member, Inglewood USD  
Inglewood, CA

Dr. Valerie Truesdale  
Chief Learning Services Officer & Chief Information Officer  
Charlotte Mecklenburg Schools  
Charlotte, NC

Mr. Stuart J. Udell  
President and CEO  
Catapult Learning  
Camden, NJ  
Former NDPN Chair

Mr. Shawn Wilson  
Multicultural Community Engagement Manager  
Ford Motor Company Fund  
Dearborn, MI

Mr. Ted Riley  
Attorney & Partner  
Riley, Pope & Laney, LLC  
Columbia, SC

Ms. Denine Torr  
Senior Manager  
Community Initiatives  
Dollar General Corporation  
Goodlettesville, TN

NDPC/N Has a New Look!

We believe in supporting learners and transforming lives through research and evidence-based solutions. For more than 25 years, we have promoted research and the translation of research into solutions for educators, students, parents, and the larger community with the goal of preventing school dropout and supporting all learners. We believe in each individual’s capacity to reach for the stars, but know that this is best accomplished with a supportive school, family, and community. Let us know what you think of our new look!
We want to thank our 2014 Conference Planning Committee for their support in making this conference a success.

2014 Conference Planning Committee

Sandy Addis, National Dropout Prevention Network
Jon Akers, Kentucky Center for School Safety
Claire Arnold, JCPS/LEEP
Christy Boes, Community Education Coalition
Naomi Brahim, Jefferson County Public Schools
Mark Cheatham, National Dropout Prevention Network
Sherri Clusky, Kentucky Department of Education
Olivia Coleman, National Dropout Prevention Network
Josh Cramer, National Center for Families Learning
TJ Delahanty, Louisville Metro United Way
Artie Dietz, Jefferson County High School
Tara Dodge, National Dropout Prevention Network
Michele Eckels, Jefferson County Public Schools
John Gailer, National Dropout Prevention Network
Denise Gianforcaro, National Dropout Prevention Network
Debbie Hall, National Dropout Prevention Network
Barbara Hamilton, Kentucky Department of Juvenile Justice
Michael Hay, Kentucky Migrant Education Program
Katie Helton, Kentucky Educational Collaborative for State Agency Children
Holly Hines, JCPS/LEEP Southern High School
Cathy Jackson, Community Education Coalition
Brenda Logan, National Center for Families Learning
Ann Lyttle-Burns, Fayette County Public Schools
Laura McCauley, Kentucky Department of Juvenile Justice
Katie Morris, Division of Family Resource and Youth Services Centers
Windy Newton, Kentucky Department of Education
Ronnie Nolan, Kentucky Educational Collaborative for State Agency Children
Patrick O’Connor, Kent State University
Kaye Parker, Kentucky Educational Collaborative for State Agency Children
Ben Pasley, Kentucky Governor’s Office
John Peters, National Dropout Prevention Network
Jennifer Pittman, Simon Youth Foundation
Beth P. Reynolds, National Dropout Prevention Network
Tara Rodriguez, Kentucky Department of Education
Kerri Schelling, Kentucky School Board Association
Rose Skeple, Eastern Kentucky University
Buell Snyder, Jefferson County Public Schools
Brigette Stacy, Kentucky Department of Education
Andrew Thomas, JCPS/Waggener High School
Sara Van Marel, National Dropout Prevention Network
Cairen Withington, National Dropout Prevention Network
Linda Witt, JCPS/Louisville Ed & Employment Partnership (LEEP)
David Wright, Community Education Coalition
Brandi Young, Simon Youth Foundation
SPECIAL THANKS TO OUR SPONSORS
2014 NATIONAL DROPOUT PREVENTION NETWORK CONFERENCE

DIAMOND LEVEL

GOLD LEVEL

SILVER LEVEL

BRONZE LEVEL

Kentucky Association of School Superintendents
SITE VISITS

**WEDNESDAY, NOVEMBER 5, 2014 - 8:30 A.M. - 10:30 A.M.**

(Must be preregistered. On-site registration is available)

**Site Visit #1**

Audubon Youth Development Center

Audubon Youth Development Center is a Kentucky Department of Juvenile Justice facility housing approximately 50 students in a secured, residential program for juvenile offenders. Educational services are provided by the local school district with six certified teachers, several classroom assistants, two workforce development instructors (masonry and building maintenance), and a host of youth care workers who provide behavior management support. Guests will witness youth care workers who provide behavior management support and observe firsthand how the Kentucky Academic Program of Studies and Common Core Program are fully implemented in this facility. Participants will also have the opportunity to meet with students and discuss their educational endeavors and learn about the highly recognized “Shakespeare Behind Bars” program, an innovative English and Language Arts curriculum.

**Site Visit #2**

Bullitt Alternative Center and Riverview Opportunity Center

The purpose of the visit is to observe various alternative settings to decrease the student dropout rate. The Bullitt Alternative Center provides an opportunity to students who struggle with discipline in the regular school setting. It offers a blended school setting with direct instruction and APEX online courses. The Riverview Opportunity Center contains two programs. The Bullitt Academy of Math and Science works in conjunction with Jefferson County Technical College (JCTC). Students spend two years at the school and then move on to JCTC for their junior and senior years. Along with a high school diploma, they receive an associate’s degree with transportation and tuition paid by the district. The Career Readiness Center provides vocational studies in the areas of masonry, nursing, welding, automotives, graphic design, and carpentry. Through such programs, we are able to keep students engaged in successful transitions to careers or college pathways.

**Site Visit #3**

Jefferson County High School/JCPS eSchool

Visitors will have the opportunity to meet the staff of JCPS eSchool and explore the design, development, and operation of an online high school. This will include time for a “hands on” look at courses and assessments. This school has been in operation for 12 years and features teacher-developed and teacher-led courses that meet “core content” standards. JCPS eSchool provides courses to thousands of students each year from the school district, throughout the state of Kentucky, as well as school districts across the United States. You will also see some off-line courses used by Jefferson County High in conjunction with the online courses. JCPS eSchool courses include courses for high school, dual credit (high school and college), as well as content recovery for middle school.

**Site Visit #4**

YouthBuild Louisville

YouthBuild Louisville works with young adults ages 16-24 who have not completed high school and are looking to gain additional job-related skills. They must be genuinely interested in the following career choices: construction, nursing, and environmental education. Youth work for one year to earn their GED; learn vocational skills; and work to eliminate barriers to success, i.e., homelessness, childcare, legal issues, etc. We provide two years of follow-up support to help them stay in college and job placement. Each student completes over 675 hours of community service to qualify for an AmeriCorps Education Scholarship. Site visit will include a tour of the campus and overview of program/partners and breakouts to view classroom instruction, vocational/shop training, gardens, greenhouse, chickens, large water retention system, and short community walkabout.
# OVERVIEW OF CONFERENCE

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Elaine Chao is the first Kentucky woman ever named to the President’s Cabinet in Kentucky history. She grew up in a family of six daughters and arrived in America at the age of eight not speaking a word of English. Her experience transitioning to a new life in this country motivated her to devote most of her professional career to ensuring that everyone has the opportunity to build better lives.

Secretary Chao has a distinguished career in the public, private, and nonprofit sectors. While she was Secretary, the Department of Labor achieved record results in workplace safety and health.

Prior to the Department of Labor, Secretary Chao was President and Chief Executive Officer of United Way of America, where she restored public trust after it had been tarnished by financial mismanagement. As director of the Peace Corps, she established the first programs in the Baltic nations and the newly independent states of the former Soviet Union. Her government service also includes serving as Deputy Secretary at the U.S. Department of Transportation and Chairman of the Federal Maritime Commission. She has also worked as a banker with Bank of America and Citicorp.

Secretary Chao earned her MBA from the Harvard Business School and an economics degree from Mount Holyoke College. Recognized for her extensive accomplishments and public service, she is the recipient of 33 honorary doctorate degrees. She is married to Senator Mitch McConnell, the Republican Leader of the United States Senate. They reside in Jefferson County. Her Web site is www.ElaineLChao.com.

Secretary Chao’s distinguished career and innumerable honors in the public, private, and nonprivate sectors have empowered all to realize that collaborative and diverse efforts create a better tomorrow for everyone. Her work has demonstrated tireless devotion to improving the lives of others through her professional accomplishments and her personal example of success and determination. It is an honor to present her with the 2014 Crystal Star Award of Excellence for Lifetime Achievement and National Impact.
PCW 1. Differentiation: The Key to Engaging All Students  
*Presented by Dr. Julia Roberts and Dr. Tracy Inman, The Center for Gifted Studies at Western Kentucky University, Bowling Green, KY*

A child won’t stay in school if he isn’t engaged in learning. Differentiation is critical to engagement and achievement. This session will help you differentiate to meet the needs, interests, and readiness levels of all students. From practical tips on classroom management to strategies, learn how to plan your own differentiated classroom.

PCW 2. New Literacies for the Engaging Classroom  
*Presented by Dr. William Kist, Kent State University, Kent, OH*

This session will focus on how teachers can use new literacies such as Twitter, Facebook, Tumblr, Instagram, and other digital media to enhance student performance and engage disengaged learners. Digital media are especially appealing to students in at-risk situations. Students use these new literacies extensively outside of school. Teachers, administrators, adult educators, and tutors will learn how to bring these technologies into the learning environment. Participants will take away strategies they can use immediately.

William Kist, an associate professor at Kent State University, has been researching classroom uses of new media for over a decade. His profiles of teachers who are broadening our conception of literacy were included in his first book, *New Literacies in Action*, and have been expanded in his new book, *The Socially Networked Classroom*, focusing on the uses of Web 2.0 in the classroom.

PCW 3. Dropout Prevention and the Common Core  
*Presented by Ms. April Pieper, Kentucky Department of Education, Frankfort, KY*

As the first state to implement the Common Core Standards, Kentucky is uniquely qualified to share our process and the efforts currently underway to help our students continue performing academically while persisting to graduation. Participants will explore current research and data regarding high school dropouts. In addition, this session will focus on the supports necessary to enable students to persist to graduation and be ready for college and career (e.g., effective intervention systems, college/career advising, connection between noncognitive factors and academic achievement, etc.).

April Pieper is a former high school English teacher, having taught for 13 years before going to work for the Kentucky Department of Education in July of 2008. Mrs. Pieper is a Secondary Interventionist for the Department and has recently been promoted to Branch Manager for the Differentiated Learning Branch, in the Division of Diverse Learners.

PCW 4. Increasing Student Engagement: Digital and Analog Strategies  
*Presented by Ms. Darlene Combs, Kentucky Department of Education, Frankfort, KY*

Disengagement impair our students and our society by leading our students to drop out. In a time when three-quarters of prison inmates are dropouts, the power to thwart this trend lies within us. Participants will gain strategies for actively engaging students using both digital and analog formative assessment strategies infused with Bloom’s Higher Order Thinking Skills and Marzano’s High Yield Strategies.
MONDAY, NOVEMBER 3, 2014

7:30 a.m. - 8:30 a.m.
CONTINENTAL BREAKFAST/NETWORKING
WITH THE EXHIBITORS
Location: Exhibit Hall

Please come and enjoy a continental breakfast to be served in the Exhibit Hall. This will allow time for all participants to visit the booths and talk to exhibitors about the many products and programs that they have to offer.

7:30 a.m. - 5:00 p.m.
REGISTRATION/EXHIBIT HALL OPEN
Location: Exhibit Hall

MONDAY, NOVEMBER 3, 2014

Join fellow conference participants for a time of networking followed by a tour of the Muhammed Ali Center. The Center, guided by Muhammad Ali’s six core principles, features an interactive museum, educational programming, and special events to inspire young adults and adults to pursue greatness in their own lives, communities and countries.

Entertainment for the reception will be provided by the The Atherton High School Jazz Band under the direction of Matthew Byrum. The jazz band performs at all band concerts and at various venues throughout the community. In the previous two years the group has performed at the prestigious University of Louisville Jazz Festival and is a regular at The Laughing Derby at Comedy Caravan in the Highlands. The band also performs in the school courtyard during lunch hour for students at Atherton.

Directions From the Galt House Conservatory:
Walk towards the RIVUE Tower and take the escalator, stairs or elevator to the 2nd floor. Walk down the hallway (south or the opposite direction of Café Magnolia) and turn right at the end of the hallway. At the end of the next long hallway proceed outside and out of the Galt House. Walk across the Belvedere (city Park) and the Ali Center is in front of you (there is a bridge connecting the Ali Center to the Belvedere).
OPENING REMARKS
Dr. Beth P. Reynolds, Executive Director, National Dropout Prevention Center/Network, Clemson, SC

WELCOME FROM KENTUCKY
Honorable Jerry Abramson, Lt. Governor, Commonwealth of Kentucky

THE RIVER CITY DRUM CORP
Louisville, KY
Directed by Mr. Ed White
Founded in 1993 by Ed White, the River City Drum Corp creates a synergy between traditional military corps style percussion, African and soulful rhythms, and provides its members with a blueprint for success in life. Each drummer makes his or her own drum, using materials found in the environment. The members learn through apprenticeships—not just about drumming, but also about the skills needed for personal, academic, and social success. They are responsible for the Drum Corp’s business and scheduling. After every performance, each member writes a personal narrative about his/her experience regarding that event. The overall success of the Drum Corp is based on the commitment from the musicians, their families, and the program volunteers to function as one unit—a true extended family.

REMARKS AND INTRODUCTION OF MR. HASAN DAVIS
Dr. Ronnie Nolan, Executive Director, Kentucky Educational Collaborative for State Agency Children, Richmond, KY

Mr. Davis is the former Commissioner of the Kentucky Department of Juvenile Justice and founder of Empowerment Solutions, which offers training and resources to correctional facilities, community organizations, schools, and nonprofit groups nationwide in areas relating to youth, race, cultural dynamics, and arts education. He is a former director for the National Conference for Communities and Justice's Camp Anytown and the Lexington-Fayette Urban County Government's Youth Violence Prevention Project. In addition, Davis serves as chair of the Kentucky Juvenile Justice Advisory Board, a position he's held for 10 years, and has been vice chair of the Federal Juvenile Justice Advisory Committee for three years. He's also a board member of the National Coalition for Juvenile Justice and the Council for the Education of At-Risk and Delinquent Youth. A 1992 graduate of Berea College, he also holds a Juris Doctor from the University of Kentucky College of Law.

AWAY FROM NO WAY
Hasan will share his story of transformation and highlight a few of the champions that along the way imagined his possibility instead of focusing on his problems. He will share examples of the courageous strategies these Hope Dealers employed to help accomplish what he calls the “JD Shuffle,” going from Hasan Davis Juvenile Delinquent to Hasan Davis Juris Doctor.
**10:30 a.m. - 11:30 a.m.**

**CONCURRENT SESSIONS**

(Participants choose one.)

**DROPPING IN: THE POWER OF OUT-OF-SCHOOLTIME PROGRAMS**

Strand: Student, Family, and Community

Location: Nunn Room

Presenter: Ms. Pat Trotter, Kentucky Department of Education, Frankfort, KY

This session will present a solid base of research and lively examples of how high-quality, after-school and summer learning programs make a positive difference for students, families, schools, and communities.

**UTILIZING VISUALIZATION IN CLASSROOM AND OTHER INSTRUCTIONAL SETTINGS AS A METHOD OF ENGAGEMENT**

Strand: Student, Family, and Community

Location: Breathitt Room

Presenter: Ms. Shelly-Ann Richmond, Pace University-Liberty Partnerships Program, New York, NY

Visualization in the classroom and other instructional settings is a viable method of engagement. Through visualization, students are given the opportunity to “map” out their immediate and future goals and first assess and then implement a plan of action for actually achieving the things that they have placed on their vision board. This process requires them to take ownership of their present and look at how the “cause and effect” implications that their current actions—positive or negative—will have on their future. The purpose is to engage them and utilize multiple sensors. Students walk away understanding how to be deliberate in their actions and how to involve themselves in activities that are geared towards the development of self as the board provides a space and a safe place for them to depict many things that often remain fixed “inside.” Through visualization they are able to manifest the true self and give meaning and interpretation to just who they want to be and how that affects what they want to become.

**CONNECTIONS THAT COUNT: REACHING AND TEACHING AFRICAN-AMERICAN MALES**

Strand: Student, Family, and Community

Location: Combs Chandler Room

Presenter: Dr. Jeanine Wilson, Houston Independent School District, Houston, TX

This session will share research data related to African-American males and AP exams in Connecticut, Florida, Maryland, Massachusetts, and Texas. The session will include a discussion on reasons why African-American males continue to lag behind other ethnic groups, which can result in the abandonment of traditional school environments.

**DIGITAL LEARNING—ENHANCING INSTRUCTION, INCREASING ENGAGEMENT, AND KEEPING STUDENTS IN SCHOOL**

Strand: New Literacy

Location: Ballroom C

Presenters: Mr. Tom Edgett and Mr. Michael Heffling, Kentucky Department of Education, Frankfort, KY

Kentucky Department of Education’s digital learning team has developed the Kentucky Digital Guidelines to help schools and teachers provide quality instruction by using a digital platform. This session will provide an overview of the Kentucky Digital Guidelines. In addition, the training will provide an overview of digitally enhanced instruction as well as how digital learning allows kids to stay “plugged in.”

**DROPOUT RECOVERY: CREATING EFFECTIVE PARTNERSHIPS TO ENSURE STUDENT SUCCESS**

Strand: Alternative Pathways

Location: French Room

Presenters: Dr. Eurmon Hervey and Mr. Stuart Udell, Catapult Learning, Camden, NJ

There is indeed much discussion concerning dropout prevention. However, not as much attention is given to dropout recovery and the strategies that create pathways for youth to return to formal education and employment training. Through interactive activities, participants will be engaged in understanding the importance of dropout recovery for individuals, families, communities, and the nation. The most promising practices, which often involve public and private partnerships will be discussed and considered.
GET FIRED UP! SIMPLE STRATEGIES TO KEEP YOUR FIRE ALIVE AND HELP EACH STUDENT PREPARE TO BE COLLEGE AND CAREER READY!
Strand: School Climate
Location: Segell Room
Presenter: Mr. Aric Bostick, Aric Bostick Success Training, Inc., San Antonio, TX

Being an educator, counselor, or student advocate is one of the most rewarding occupations in the world. However, it is also one of the most challenging, under-appreciated, and exhausting jobs one can possibly take on. If you have ever lost your focus, lost your passion, or simply felt burnout by the enormous task of being all things to all people then this workshop will be just what the doctor ordered. Get ready to be rejuvenated, refocused, and fired up to make a difference once again!

BANDING TOGETHER FOR STUDENT SUCCESS
Strand: Student Support Services and Interventions
Location: Stopher Room
Presenters: Mr. Ric Mellin and Mrs. Kathryn Plamondon Leeper, Land O’ Lakes High School, Pasco County Schools, Land O’ Lakes, FL

Knowing that academic and social aspects of school life are integral for student success, learn how one school increased student achievement by tackling both challenges. This presentation will describe how to develop a positive reward system, geared to the high school student to increase student engagement and success, which works because it was developed with students for students. This exciting program teaches students to set academic and behavioral goals, track their progress, and develop self-advocacy skills.

EARLY PARENT ENGAGEMENT: STOPPING THE ACHIEVEMENT GAP BEFORE IT STARTS
Strand: Literacy
Location: Coe Room
Presenter: Ms. Andrea Brown, National Center for Families Learning, Louisville, KY

The foundation of future academic success begins as early as infancy. Research tells us that academic achievement of children in elementary school and beyond in part can be attributed to a child’s early oral language development, even prior to entering kindergarten. Explore activities for families and early childhood professionals that encourage early language development, that support kindergarten readiness, and that lay the foundation for future school success.

NEW LITERACIES AND ADOLESCENT READERS: CHALLENGES AND OPPORTUNITIES
Strand: New Literacy
Location: Jones Room
Presenter: Dr. William Kist, Kent State University, Akron, OH

Building on over 15 years of research in classrooms, Dr. Kist will discuss a variety of strategies for engaging student readers and writers in a time of rapidly changing and developing literacies. Collected from classrooms across North America, these strategies may be implemented in a wide range of classrooms, K-12, from the technologically barren to the technologically advanced. Assignments and assessments will be demonstrated that involve blogging, video production and file sharing, text messaging, and the integration of the arts.

EFFECTIVE INSTRUCTIONAL STRATEGIES FOR TEACHING CULTURALLY AND LINGUISTICALLY DIFFERENT STUDENTS
Strand: Curriculum and Instruction
Location: Taylor Room
Presenter: Dr. Davison Mupinga, Kent State University, Kent, OH

Today’s changing demographics have resulted in an increased presence of culturally and linguistically different students in the classrooms. In the absence of teachers who understand the problems faced by these students, many of them often fall behind in their studies and are at risk of dropping out. This presentation describes common problems faced by culturally and linguistically different students, and discusses some effective instructional strategies teachers can use to assist these students.

HELLO DREAMKEEPERS: FASHION YOUR PASSION—THE FIVE STEPS FROM “AT RISK” TO “AT PROMISE”
Strand: Student Support Services and Interventions
Location: Wilson Room
Presenter: Mr. Mark Walters, Montclair High School, Montclair, NJ

Music abounds as audience members become active participants in this exciting and motivating interactive presentation. Participants will learn, assess, and examine the five steps necessary to transition “at-risk” teens into “at-promise” students. Participants will leave with skills that will enable them to develop their own strategies,
enhance other practices and tools which they may implement immediately, and help fashion the passion of their students. They will learn how to instill in teens the ethic that they must: wish it... dream it.. plan it...because...the possibilities are endless!

**BEING WHO YOU ARE, DOING WHAT YOU DO**

*Strand:* Leadership, Policy, and Governance  
*Location:* Beckham Room  
*Presenter:* Mrs. Cathey Brown, Rainbow Days, Inc., Dallas, TX

Many individuals are drawn to be educators because they want to make a difference. They enter the field with great aspirations but may be disillusioned/overwhelmed with pressing priorities. Regrettably, too many talented educators drop out of the profession early resulting in some of our best resources being unavailable to students who need them the most. The workshop will explore who they are, while doing what they do, better preparing them to face the many challenges they will face and maintain a healthy work/life balance.

**BOOSTING ACHIEVEMENT FROM THE FRONT TO THE BACK ROW**

*Strand:* Student Support Services and Interventions  
*Location:* Wilkinson Room  
*Presenter:* Mr. Christian Moore, WhyTry, Provo, UT

Every passionate teacher and administrator feels the urgency surrounding student achievement. These valuable tools and strategies will help you create a safe and supportive environment for the students sitting in the front, middle, and back rows. These strategies have helped close the gap and boost achievement in 16,000 schools worldwide.

**11:30 a.m. - 12:45 p.m.**

**NETWORKING BUFFET LUNCH**  
*Location:* Grand Ballroom

Buffet lunch will be served so you can network with the exhibitors and fellow participants.
FEATURED SESSION
MONDAY, NOVEMBER 3, 2014—1:00-2:00 PM
BALLROOM AB

OPENING REMARKS
Mr. Greg Fisher, Mayor of Louisville, KY
Dr. Donna Hargens, Superintendent of Schools, Jefferson County Public Schools

DROP OUT RECOVERY MODEL FOR YOUTH: AN INNOVATIVE PARTNERSHIP BETWEEN A SCHOOL DISTRICT AND CITY GOVERNMENT
Dr. Meléndez, Dr. Duardo, and Mr. Sainz will provide insight, background, and strategies on how a visionary, multiagency partnership between the city and the nation’s second largest school district successfully implemented a comprehensive dropout prevention and recovery model where LAUSD had been losing 15,000 students annually to dropout. A review of the program model, organization structure, and guidelines will share how an epidemic was addressed by reengaging students, providing support networks for students and their families, and how the model has been adapted by other districts throughout the country.

DR. THELMA MELÉNDEZ DE SANTA ANA
SENIOR ADMINISTRATOR, LAUSD, BEYOND THE BELL
In her current position, Dr. Meléndez is a senior administrator for a successful LAUSD program with oversight of all after-school programs. A highly regarded public school leader and advocate for student success, she is president of the Association of Latino Administrators and Superintendents (ALAS), an organization committed to the professional development of Latino school administrators and the education of Latino youth. Dr. Meléndez holds a BA in sociology from UCLA and a PhD in language, literacy, and learning from the Rossier School of Education at USC. She has also been the education and workforce advisor to LA Mayor Eric Garcetti and superintendent of the Pomona and Santa Ana Unified School Districts. At the national level, Dr. Meléndez also served as assistant secretary for elementary and secondary education under the Obama Administration’s Secretary of Education, Arne Duncan.

DR. DEBRA DUARDO
EXECUTIVE DIRECTOR, LAUSD, STUDENT HEALTH AND HUMAN SERVICES
Dr. Debra Duardo is among the nation’s foremost experts in the area of dropout prevention and recovery. As Executive Director of LAUSD Health and Human Services, Dr. Duardo is a key member of the far-reaching LAUSD and City of Los Angeles collaboration that helped improve graduation rates and provide support systems to encourage dropouts to return to school. With a personal story not unlike those of students facing a dropout decision, Dr. Duardo holds an MA in social work from UCLA and an EdD from the school’s education and information studies program. She has served LAUSD as a counselor, assistant principal, and director of dropout recovery and prevention. Her commitment to students and education have earned her the Durfee Foundation’s prestigious Stanton Fellowship in addition to a mayoral appointment to LA’s Commission for Community and Family Services.

MR. ROBERT SAINZ
ASSISTANT GENERAL MANAGER, CITY OF LOS ANGELES, ECONOMIC & WORKFORCE DEVELOPMENT DEPARTMENT
As the manager of more than $100 million in public agency grant funds for the city of Los Angeles, Robert Sainz has been lauded for seeking, encouraging, or creating social change throughout his 20-year career in public service. Mr. Sainz was instrumental in the collaborative development of the LA-LAUSD City of Los Angeles Partnership to reverse the district’s dropout rate. A coalition of support from law enforcement, business, professional counselors, and a network of intervention programs have significantly decreased dropout and increased student recovery. In addition to prior positions in youth services, probation, and communications, Mr. Sainz also served LA as Executive Director of its Youth Opportunity Movement providing educational and career opportunities for thousands of the city’s youths. He received his BA from UC Santa Cruz and his MPA degree from Columbia University.
TRANSPORTATION

NOTE: During the time period of 2:15 p.m. to 3:15 p.m. participants have a choice of formats:

(1) Choose one Concurrent Session.

(2) Choose the Carousel Session and attend two roundtable discussions.

2:15 p.m. - 3:15 p.m.

CONCURRENT SESSIONS

( Participants choose one.)

BOY, DO WE HAVE A PROBLEM: STUDENT ENGAGEMENT, SERVICE-LEARNING, AND CTE
Strand: Student, Family, and Community Engagement
Location: Caroll Ford Room
Presenters: Mr. Robert Shumer, University of Minnesota, St. Paul, MN; and Dr. James Stone, National Research Center for Career and Technical Education, Louisville, KY

Problems with high school dropouts have been around for decades. How do we engage students in learning and get them interested enough to complete high school and go on to live productive lives as adults? A consistent answer always emerges: involve students in meaningful experiences, learning about employment or learning about community involvement. Two programs have seen consistent, positive results: service-learning and Career and Technical Education. When done well, students learn important information and skills and stay in school. In fact, the problem of dropouts has been becoming more of a boy problem…males leave school in much higher rates and aren’t as involved in finishing higher education programs, either. In this session we address the engagement problem and the boy problem…...and discuss how to make school relevant and meaningful for everyone.

UPDATE YOUR SCHOOL CLIMATE: INNOVATIVE 21ST CENTURY
Strand: Leadership, Policy, and Governance
Location: Nunn Room
Presenter: Dr. Virginia Rhodes, Renegade Learning, Cincinnati, OH

This session will include an introduction to a new collaborative teacher hiring process, mobility mitigation, understanding and developing intersessions, student-led conferencing, and teacher-led school models.

DROPOUT RECOVERY MODEL FOR YOUTH
Strand: Student, Family, and Community Engagement
Location: Breathitt Room
Presenters: Dr. Thelma Meléndez de Santa Ana and Dr. Debra Durando, Los Angeles Unified School District, Los Angeles, CA; and Mr. Robert Sainz, City of Los Angeles, Economic & Workforce Development, Los Angeles, CA

This interactive session is designed specifically for civic and educational leaders to learn about the details of how the City Partnership was conceptualized, planned, and implemented. Participants will directly engage with the founding partners from the city and school district leadership that developed this comprehensive dropout recovery model. Presenters will discuss with participants the crucial components for success and lessons learned while creating buy-in, developing MOUs with over 25 community partners, policy and joint-use implications, shared funding, and the day-to-day operations to create and implement this student recovery model.

FIRED UP PARENTS! LEARN HOW TO HELP YOUR CHILD STAY ON TRACK FOR SUCCESS
Strand: Student, Family, and Community Engagement
Location: Combs Chandler Room
Presenter: Mr. Aric Bostick, Aric Bostick Success Training, Inc., San Antonio, TX

Engaging the parents of your students can change the lives of an entire family. What makes dropout prevention programs so special is that it gives students hope and a vision for their future, and what is so life transforming is when their parents are engaged in the process. Exposure to the information to pursue one’s college and career dreams inspires parents to do the same. Attendees will
learn to develop an inspiring family track that teaches simple parenting and goal-setting strategies to help their child achieve in school and in life!

**UNDERSTANDING TODAY’S YOUTH THROUGH EFFECTIVE PLANNING**
Strand: Data Assessment and Continuous Improvement  
Location: French Room  
Presenter: Mr. Quint DeWitte, Kuder, Inc., Adel, IA

Learn best practice models for effective career planning that not only facilitates on-time graduation and postsecondary transitions, but motivates students to commit to their education and career aspirations. This presentation, led by Kuder, Inc., an NDPC/N recognized Model Program, will provide attendees with stimulating ideas for real-world applications.

**INVESTIGATING THE READING-WRITING CONNECTION WITH “AT-RISK” ADOLESCENTS THROUGH FLASH FICTION**
Strand: Literacy  
Location: Segell Room  
Presenter: Dr. Katherine Batchelor, Dept. of Teacher Education, Miami University, Oxford, OH

Less is more. The genre flash fiction provides powerful opportunities for students identified as “at risk” to learn about craft while reading high-quality mentor texts and modeling author techniques in their own writing. Flash fiction, also known as the short, short story, is known for its brevity in words, yet provides an in-depth connection to the human condition. The goal of a flash fiction writer is to shock their readers and get them thinking about issues outside of the story; it can provide meaningful and purposeful learning experiences, connecting the power of reading and writing with mentor texts. This session will share research conducted in a ninth-grade classroom labeled as “at risk,” addressing the research question, “In what ways can using flash fiction mentor texts improve the writing ability and confidence of students who are labeled as at risk?”

**SOLUTIONS NOT SUSPENSIONS: A LOOK INTO SAINT PAUL PUBLIC SCHOOLS’ COLLABORATIVE RESEARCH PROJECT**
Strand: School Climate  
Location: Stopher Room  
Presenter: Dr. Rev Hillstrom, Saint Paul Public Schools, St. Paul, MN

Conversations around suspensions in St. Paul deepened upon adopting a Racial Equity policy, which addresses racially predictive outcomes. With a racial understanding of the data the district began collaborative research involving the community to explore discipline within the system. This presentation provides an account of the work and the outcomes learned.

**TWO GENERATIONS, TWO GOALS: COLLEGE AND CAREER READINESS**
Strand: Student, Family, and Community Engagement  
Location: Jones Room  
Presenter: Mr. Joshua Cramer, National Center for Families Learning, Louisville, KY

The family unit is the basic building block of society. Engaging more than one generation in learning has been shown to improve academic achievement and life success. College and career readiness is best supported when the family is leveraged as the primary instrument of change. This session explores successful approaches to family engagement, including case study examples of promising practices and recommendations for parents, school personnel, program officials, and community organizations seeking increased family engagement in education.
2:15 p.m. - 3:15 p.m.

**MOTIVATING BLACK MALES TO ACHIEVE IN SCHOOL AND IN LIFE**

Strand: School Climate  
Location: Taylor Room  
Presenter: Mr. Baruti Kafele, Principal Kafele Consulting, LLC, Jersey City, NJ

The plight of the Black male learner continues to pose a major challenge for educators at all levels—particularly under the demands of No Child Left Behind. In this high energy session, Baruti Kafele will provide educators with an analysis as well as specific strategies that can be implemented immediately toward effectively motivating their Black males to strive for academic excellence. He will share strategies he used over his 21 years as a teacher and principal which inspired thousands of his Black males to consistently soar academically.

**TEACHING OUTSIDE THE LINES**

Strand: Curriculum and Instruction  
Location: McCreary Room  
Presenters: Dr. Rose Skepple, Dr. Dusty Embury, Dr. Jennifer Christensen, Eastern Kentucky University, Richmond, KY; and Ms. Katina Brown and Dr. Jing Gao, Fayette County Schools, Lexington, KY

Through partnerships, school leadership and staff participated in a yearlong culturally meaningful professional learning community expanding their beliefs, knowledge, and application of culturally responsive teaching pedagogy. During the seminar, educators will share CRT appropriate and quality instructional best practices used to close the gap of CLD learners.

**GOING THE DISTANCE: KEEPING AT-RISK STUDENTS ON TRACK FOR LIFELONG SUCCESS**

Strand: Common Core and the At-Risk Student  
Location: Beckham Room  
Presenter: Ms. Rebekah Richards, Graduation Alliance, Salt Lake City, UT

Helping at-risk students overcome the obstacles that can keep them from graduating can be a challenge. But the work doesn’t end when a student earns a diploma. How do you help a student find opportunities in postsecondary education or career tracks? What methods work best when helping students make and achieve long-term goals? Rebekah Richards has helped more than 80 school districts implement dropout prevention and recovery programs that include counselors who help students find the appropriate postsecondary paths to bright futures.

**STRATEGIES FOR ENGAGING STUDENTS IN CLASSROOM SUCCESS**

Strand: Student, Family, and Community Engagement  
Location: Wilkinson Room  
Presenter: Mr. Hasan Davis, HD Solutions, Lexington, KY

In this workshop Hasan will share a couple of exciting strategies for building a strong classroom (or small group) culture of accountability and share a new twist on an old favorite, the Bio Poem, as a tool for understanding students and planning with them for success. Bring tools (paper and pens) and your great imagination.

2:15 p.m. - 3:15 p.m.

**CAROUSEL SESSION**

The Carousel Session will be located in Ballroom C. A number and title will be posted at each table. Participants should choose a table and be seated. After 30 minutes, the facilitator will signal the end of Round 1. Participants will then move to a different table.

**ADVOCATING FOR AT-RISK YOUTH: NAMING AND ADDRESSING BARRIERS TO ACADEMIC ACHIEVEMENT FOR FOSTER YOUTH**

Strand: Alternative Pathways  
Location: Table 1  
Presenter: Dr. Brenda Morton, George Fox University, Newberg, OR

Foster children come to school with significant needs. Yet, teachers are not informed of these needs. Without an understanding of the unique academic needs of foster children, over 425,000 students across the United States will continue to be at risk of academic failure. This session will share the findings from a research study exploring the challenges foster youth experienced through their PK-12 pursuits and beyond. Information will include the identification of barriers to academic achievement and strategies to meet these needs.
**HASKINS SCHOLARSHIP OPPORTUNITY**

*Strand:* College and Career Pathways  
*Location:* Table 2  
*Presenter:* Ms. Theresa Smith, Haskins Scholarship Opportunity, Louisville, KY

The Haskins Opportunity Scholarship program is a scholarship workshop program that teaches underrepresented students to develop effective resumes and essays to better compete for scholarships.

**IT’S ALL ABOUT CULTURE**

*Strand:* School Climate  
*Location:* Table 3  
*Presenters:* Ms. Monica White and Mr. Matt Strong, Canyon Springs High School, Caldwell, ID

Walk down the path of shifting school culture with alternative school principals that took the lowest-performing school in their state to being recognized by their state as the featured school through the lens of school improvement. From staff morale and student-friendly environment explore the small changes that make a huge difference.

**TEACHING MATHEMATICS AS A LANGUAGE: WHAT GETS LOST IN THE TRANSLATION?**

*Strand:* Curriculum and Instruction  
*Location:* Table 4  
*Presenter:* Mr. Tom Clark, VideoText Interactive, Indianapolis, IN

In reality, language is the key to education, regardless of subject matter. In this workshop, we will clearly demonstrate the syntax and structure of mathematical language. First, we will define the five parts of mathematical speech. Then we will demonstrate how to build the four types of mathematical expressions. Finally, we will discover how easy it is to translate between mathematics and English, improving our understanding, and the teaching of mathematics.

**THE LEARNING WORKS CHASING MODEL—LESSONS LEARNED FOR DISTRICTS AND SCHOOLS**

*Strand:* Student Support Services and Interventions  
*Location:* Table 5  
*Presenters:* Mr. Dominick Correy and Mr. Sean Van Gundy, Learning Works, Pasadena, CA

Join us to explore the unique Chaser® Model Learning Works uses to help turn dropouts into graduates. Learn what Chasers are and how they have become a key factor in the success of Learning Works Charter School. The job of “Chaser” has received national attention as a unique model to reengage youth in their education. Discover strategies to reengage youth and turn them into graduates at this session.

**BIG AND LITTLE: USING CULTURE TO SPRINGBOARD INCREASED ENGAGEMENT AT THE SECONDARY LEVEL**

*Strand:* Student, Family, & Community Engagement  
*Location:* Table 6  
*Presenters:* Mr. Gamal Brown, Magic Johnson Bridgescape Academies, Jersey City, NJ; Ms. Jennifer Parker and Mr. Chris Wilberding, EdisonLearning/Magic Johnson Bridgescape Academies, Jersey City, NJ

We will present a seminar that covers various strategies that support successful engagement of all parties that are required to run a successful program. We will highlight using the lens of Culture and Cultural Relevancy when thinking about and delivering instruction, instructional support, parent programs, and the creation of community-based organizational partnerships. We will discuss and offer solutions to the challenges of creating and maintaining higher levels of engagement in secondary schools.

**HOW TO RAISE THE ACADEMIC SKILLS AND ACHIEVEMENTS OF AT-RISK FRESHMEN AS THEY TRANSITION INTO HIGH SCHOOL**

*Strand:* Student Support Services and Interventions  
*Location:* Table 7  
*Presenters:* Mrs. Cary Green, Pasco County Schools/Ridgewood HS, New Port Richey, FL; and Mrs. Kathryn Plamondon Leeper, Pasco County Schools/Land O’Lakes HS, Land O’Lakes, FL

How does a high school Graduation Coach provide academic support to freshmen in collaboration with administration and staff? Research has proven that students are more apt to graduate from high school if they earn the required credits and GPA in ninth grade. Learn the specific strategies that can be used with incoming high school students to lead them toward a path of academic achievement and ultimately high school graduation.
2:15 p.m. - 3:15 p.m.

TEN STRATEGIES PROVEN TO INSPIRE AND ENGAGE EVERY STUDENT
Strand: Student Support Services and Interventions
Location: Table 8
Presenter: Mr. Christian Moore, WhyTry, Provo, UT

Want to engage every student in your classroom? This session will demonstrate 10 strategies proven effective at building resilience, strengthening relationships, grabbing attention, and inspiring every student in your classroom. These strategies have helped over two million students gain social and emotional skills in 16,000 K-12 schools and organizations worldwide.

PROJECT PROFESSION: A RITE OF PASSAGE PROGRAM FOR ENTRANCE TO THE REAL WORLD
Strand: Student, Family, and Community Engagement
Location: Table 9
Presenters: Mr. Darell Baker, Mr. Donavon Harbison, and Mr. Micah Braswell, The Middle College at North Carolina Agriculture and Technical State University, Greensboro, NC

This presentation will go into great detail about a program that is geared to help students succeed after high school, regardless if the student is going to college or entering the workforce. This presentation will help participants to create working rites of passage for males as well as how to gear it towards males of color.

MAKING HOMEWORK MANDATORY AND GETTING 100% OF IT TURNED IN—IT CAN AND IS BEING DONE
Strand: Student Support Services and Interventions
Location: Table 10
Presenter: Mr. Dave Lipinski, Hudson Community School District, Hudson, IA

Lack of homework completion is the number one reason why students fail classes. The reality of 99% of schools is that homework is optional, as in there is no mechanism to truly make sure it is done. The “failure will motivate” hypothesis is wrong and this presentation will prove it with data and anecdotes.

3:15 p.m. - 3:30 p.m.

TRANSITION

3:30 p.m. - 4:30 p.m.

CONCURRENT SESSIONS
( Participants choose one.)

POLICY AND LEADERSHIP PRACTICES THAT SUPPORT INNOVATION: KEY REVISIONS TO UNLOCK THE BUREAUCRACY
Strand: Leadership, Policy, and Governance
Location: Nunn Room
Presenter: Dr. Virginia Rhodes, Renegade Learning, Cincinnati, OH

Superintendents, central office leaders, and principals are charged with implementing new ideas, but within old structures that make it difficult. Use ideas from the organizational development field to understand how to revise or let go of those that impede your progress and understand what it really means to build capacity.

DROPOUT RECOVERY MODEL FOR YOUTH
Strand: Student, Family, and Community Engagement
Location: Breathitt Room
Presenters: Dr. Thelma Meléndez de Santa Ana and Dr. Debra Duardo, Los Angeles Unified School District, Los Angeles, CA; and Mr. Robert Sainz, City of Los Angeles, Economic & Workforce Development, Los Angeles, CA

This interactive session is designed specifically for civic and educational leaders to learn about the details of how the City Partnership was conceptualized, planned, and implemented. Participants will directly engage with the founding partners from the city and school district leadership that developed this comprehensive dropout recovery model. Presenters will discuss with participants the crucial components for success and lessons learned while creating buy-in, developing MOUs with over 25 community partners, policy and joint-use implications, shared funding, and the day-to-day operations to create and implement this student recovery model.
investing in our communities

investing in our future

DOLLAR GENERAL LITERACY FOUNDATION
3:30 p.m. - 4:30 p.m.

HOW TO PUT ON THE BEST STUDENT LEADERSHIP SUMMIT, CAMP, OR CONFERENCE!
GET STUDENTS, PARENTS, AND EDUCATORS ON TRACK FOR COLLEGE AND CAREER SUCCESS!
Strand: Student, Family, and Community Engagement
Location: Combs Chandler Room
Presenter: Mr. Aric Bostick, Aric Bostick Success Training, Inc., San Antonio, TX

Putting on an event can be super challenging! We bring the FUN, FOCUS, and THE BIG WHY. Students, parents, and educators need a fun learning environment that includes high energy music, interactive learning activities, and great presentations that involve them. Your event can be the catalyst that gets your students to really buy into staying on track for success to be college and career ready. Learn how to create an event your students and adults will never forget!

BLEND AND MEND: AN ALTERNATIVE APPROACH TO TEACHING PAST AND POTENTIAL DROPOUTS
Strand: Curriculum and Instruction
Location: Ballroom C
Presenters: Dr. Jeanine Wilson and Ms. Clarissa Giddings, Houston Independent School District, Houston, TX

The presenters will share specific strategies taken to develop a blended curricular plan for high school students at an alternative school for overage students. They will also share specific examples of how they trained teachers to use electronic curricular materials with hands-on activities and instruction to increase student achievement.

PUTTING YOUTH IN THE RIGHT LANE AND ENSURING THEY RUN THEIR COURSE
Strand: College and Career Pathways
Location: French Room
Presenter: Mr. Quint DeWitte, Kuder, Inc., Adel, IA

Kuder, Inc., an NDPC/N recognized Model Program, has over 75 years of research to prove its career development strategies not only help place students on a personalized career path that aligns to their passions, but that they stay on track and reach lifelong success.

SYSTEMIC LEADERSHIP TO REDUCE STUDENT DROPOUT RATES: THE UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS FRAMEWORK
Strand: Leadership, Policy, and Governance
Location: Segell Room
Presenter: Dr. Merrianne Dyer, Gainesville City Schools, Gainesville, GA

In spite of implementation of a continuous improvement model in schools and districts, factors outside of the school impact students and lead to an increased dropout rate and negative student achievement results. This presentation will describe and demonstrate how the application of the UCLA Center for Mental Health in Schools Framework, a unified system of learning support, can be used with any continuous improvement model to increase student engagement and support of families and communities.

DROPOUT PREVENTION BEGINS IN ELEMENTARY AND CONTINUES ON WITH FLEXIBILITY IN HIGH SCHOOL
Strand: Student Support Services & Interventions
Location: Stopher Room
Presenter: Ms. Deborah Acosta, Midland ISD, Midland, TX

The “potential dropouts” need to be targeted. Prison systems begin planning for additional bedding based on third-grade assessments which is no surprise that 80% of our prison systems are made up of dropouts. I will share our district’s monitoring tool to help identify “potential dropouts” in elementary school and how we continue our efforts to keep our students enrolled until graduation. I will highlight initiatives that have helped our district’s longitudinal dropout rate continuously decrease from 16% (Class 2007) to 9.9% (Class 2012).

READING IS THE PROBLEM AND THE SOLUTION: MATERIALS TO ENGAGE THE DISENGAGED LEARNER
Strand: Literacy
Location: Coe Room
Presenter: Dr. Patrick O’Connor, Kent State University, Kent, OH

This presentation will focus on background information related to reading for at-risk youth and how to engage them. Emphasis will be on reading materials that motivate learners to reengage with learning. Specific characteristics of engaging reading materials will be explored. And specific examples of engaging reading materials will be presented.
CHANGING THE CONVERSATION: HOW TO LEVERAGE STUDENTS’ MULTIPLE INTELLIGENCES STRENGTHS TO MAXIMIZE ENGAGEMENT AND ACHIEVEMENT

Strand: Common Core and the At-Risk Student
Location: Jones Room
Presenter: Dr. Branton Shearer, MI Research and Consulting, Inc., Kent, OH

Everyone is overwhelmed by negatives dealing with the problem of engaging and instructing at-risk youth. Teachers are frustrated. Parents are at their wits end as are administrators. What cuts through this fog of negativity? In 1983, Howard Gardner provided convincing evidence to support the surprising conclusion that there is more to being smart than IQ or academic intelligence. This session will show how a unique, valid, and reliable assessment for multiple intelligences can create a bridge between students’ MI strengths and academic deficits.

BEST PRACTICES FOR IMPLEMENTING A SUCCESSFUL DIGITAL CREDIT RECOVERY PROGRAM

Strand: Curriculum and Instruction
Location: Wilson Room
Presenter: Ms. Janice Manfredi, Boston Public Schools, Boston, MA

Many students at Boston Public Schools were dropping out or not graduating on time. To turn things around, the district launched a digital credit recovery program targeting students who were most at risk. The credit recovery program has been so effective that the district has reduced the annual dropout rate by one third, the lowest level since the 1977-78 school year. Manfredi will share best practices for implementing a successful credit recovery program to improve student outcomes and decrease the dropout rate.

AT-RISK STUDENTS AND JOB SKILLS: HARNESING RESOURCES IN THE COMMUNITY TO PROMOTE WORKFORCE READINESS AND SERVICE-LEARNING-BASED CAREER EXPLORATION

Strand: Student, Family, and Community Engagement
Location: McCreary Room
Presenters: Ms. Lisa Kulka and Mr. Augustine Queener, Liberty Partnerships Program, Buffalo, NY

The Liberty Partnerships Summer Workforce Development Initiative addresses the needs of a community whose at-risk youth are not on track to fill skills-based jobs in the local workforce. Through specialized classes held at the University at Buffalo, and workplace shadowing experiences in various sectors of the City of Buffalo (including STEM, healthcare, and human services), students are better prepared to ultimately enter the workforce, explore careers in service-learning capacities, and engage with local community organizations.

CASE STUDY: HOW A PUBLIC-PRIVATE PARTNERSHIP EMPLOYS BLENDED LEARNING FOR AT-RISK LEARNERS

Strand: Alternative Pathways
Location: Beckham Room
Presenter: Ms. LeAnn Stewart, AdvancePath Academics, White House, TN

This session features lessons learned from a case study of a public-private partnership designed to support blended learning in an alternative, competency-based environment. The speaker will share the implementation process from concept design to evaluation.

BIGGER CAN BE BETTER: HOW DOES THE LARGEST ONLINE HIGH SCHOOL IN AMERICA UTILIZE DATA FOR CONTINUOUS IMPROVEMENT

Strand: Alternative Pathways
Location: Wilkinson Room
Presenter: Mr. Kevin Bauman, Penn Foster High School, Scranton, PA

Come hear how Penn Foster High School, the largest private online high school in the country with over 50,000 active students, uses student data analytics to attract, retain, motivate, and graduate students throughout the entire student learning life cycle. Promises to be fun, interactive, insightful, and practical.

5:00 p.m. - 8:00 p.m.

OPENING RECEPTION
Location: Muhammad Ali Center
7:30 a.m. - 8:30 a.m.

CONTINENTAL BREAKFAST/NETWORKING WITH THE EXHIBITORS
Location: Exhibit Hall

Please come and enjoy a continental breakfast to be served in the Exhibit Hall. This will allow time for all participants to visit the booths and talk to exhibitors about the many products and programs that they have to offer.

7:30 a.m. - 12:00 noon

EXHIBITORS’ SHOWCASE
Location: Exhibit Hall

TUESDAY EVENING ACTIVITIES

If you did not pre-register for these events, you MUST do so MONDAY at the registration desk. ALL PARTICIPANTS MUST BE PReregistered TO PARTICIPATE.

Horseshoe Southern Indiana
CASINO BOAT TRIP  5:30-9:30 PM  Meet in the SUITE TOWER LOBBY AT 5:15 PM
Board the Glory of Rome, the world’s largest gaming vessel, built in the style of the 19th century riverboats.
• 130 gaming tables, 2,500 slot machines, and five different restaurants
• Participants receive $15 free slot play coupon and $5 off coupon for the Spread Buffet
• Cost: $10

Experience the
URBAN BOURBON TRAIL  6:00 PM  Meet in the SUITE TOWER LOBBY AT 5:45 PM
Louisville has been home to many distillers since Evan Williams marketed his first whiskey in the city in 1780. The establishments on the Urban Bourbon Trail vary from historic hotel properties that once served Kentucky Whiskey to the likes of Al Capone and F. Scott Fitzgerald to cosmopolitan “scenes” where urban trendsetters are making retro drinks such as the Old-Fashioned and Manhattan in vogue again. All offer bourbon flights, special bourbon cocktails and all have at least 50 different bourbon labels on the bar with trained staff that can explain the nuances and tasting notes in the varied offerings from Jim Beam Black to Elmer T. Lee. The program is free to participate (other than your purchases), and there’s no time limit for completion.
GENERAL SESSION
TUESDAY, NOVEMBER 4, 2014 – 8:30-9:45 AM
BALLROOM AB

OPENING REMARKS
Ms. Sherri Clusky, Kentucky Department of Education

BULLDOG BEATS
Male High School, Louisville, KY
Directed by: Alexis Paxton

The Bulldog Beats is a contemporary a cappella vocal ensemble from Male High School led by choral director, Alexis Paxton. The coed group is similar to the ensembles seen in the movie “Pitch Perfect,” or the show “The Sing Off.” This spring, the group competed at the Voices in Harmony Festival and was awarded Best Vocal Percussion and an exemplary rating.

REMARKS AND INTRODUCTION OF DR. GENE WILHOIT
Dr. Terry Holliday, Commissioner, Kentucky Department of Education

GENE WILHOIT
Gene Wilhoit is the Executive Director of the National Center for Innovation in Education, a partner at Student Achievement Partners, and a member of the Board of inBloom. Gene served as executive director of the Council of Chief State School Officers (CCSSO) from 2006 until 2013, having spent his entire professional career serving education at the local, state, and national levels. At CCSSO, Gene spearheaded the states' collective action to adopt the Common Core State Standards; marshaled a comprehensive restructuring of teacher and leader supports including consensus on preparation reform; stimulated state action to improve data systems; and founded the multistate Innovation Lab Network. Gene holds degrees from Georgetown College and Indiana University. Wilhoit has also studied education administration at the West Virginia College of Graduate Studies. He is a member of numerous education organizations, serves on several boards, has served on national and state commissions, and has written and spoken on a variety of education issues.

LESSONS FROM ARISTOTLE
Gene Wilhoit has been on the forefront of education transformation as Chief State School Officer in two states and as Executive Director of CCSSO, the national organization representing state education officials. In these roles he has helped educators embrace the new duality of all students graduating, prepared for success in life. He spearheaded the states' adoption of the Common Core State Standards as a first step, a cornerstone action to translate our new dreams into reality. Much work lies ahead. Gene will propose a framework for transforming learning and suggest strategies for educators to consider as they work to successfully reach all students.

CLOSING REMARKS
Dr. Terry Holliday
9:45 a.m. - 10:00 a.m.
TRANSITION/BREAK
Location: Ballroom A

10:00 a.m. - 11:00 a.m.
CONCURRENT SESSIONS
(Participants choose one.)

CREATING A SCHOOL ENVIRONMENT THAT IS POSITIVE, PROACTIVE, AND INSTRUCTIONAL
Strand: School Climate
Location: Nunn Room
Presenter: Dr. Steve Hutton, Beechwood Schools, Ft. Mitchell, KY

Information will be presented in an interactive manner. Participants will be taught basic behavior principles that will create a positive school climate schoolwide and in the classroom. Strategic reinforcement principles and reinforcement strategies will be presented that can be used immediately in any school.

“THE VILLAGE” SPEAKS: PROMISING OUT-OF-SCHOOL TIME PROGRAMS/INITIATIVES TO ENGAGE YOUTH IN ACADEMIC, CAREER, AND LIFE-SKILLS DEVELOPMENT
Strand: Student, Family, and Community Engagement
Location: Breathitt Room
Presenters: Mrs. Lynn Bowens Turner, Florida Department of Education, Tallahassee, FL; and Mrs. Tameka Thomas, Office of Dropout Prevention and Academic Intervention, Tallahassee, FL

Using visuals and engaging discussions, learn how various community and faith-based organizations have implemented promising programs and initiatives to enhance youths’ academic, career, and life development during out-of-school time. Presenters will share features, resources, and design considerations to assist participants with developing action plans for implementation in their own communities.

ALTERNATIVE EDUCATION—SUCCESS IN REMOTE, RURAL COMMUNITIES THROUGH AN INNOVATIVE APPROACH TO DISTANCE EDUCATION
Strand: Alternative Pathways
Location: Combs Chandler Room
Presenters: Mrs. Karen Hills and Dr. Kim Friel, Nye County School District, Pahrump, NV

The Nye County School District provides quality education for children and adults in rural Nevada. The schools are spread over 18,000 square miles. Our innovative approach to distance education has allowed our program to make remarkable learning gains. With our new approach to distance education, students in our nontraditional campus have completed twice as many credits in one semester as they did the entire previous year.

ADMINISTRATOR’S TRACK
Strand: Administrator’s Track
Location: Ballroom C
Presenter: Dr. Mark Wilson, Mark Wilson Education, Madison, GA

Climate: How the school and classroom feel has a significant impact on the learning that will take place inside. Dr. Wilson will share strategies from nationally recognized schools that you can easily use to create a place where students want to learn and teachers want to work. Our administrator’s track begins where most school success stories begin—with climate.

INCLUDE ESL PARENTS IN THE EQUATION—THEY CAN IMPACT CHILD SUCCESS AND EVEN GRADUATION
Strand: Literacy
Location: French Room
Presenter: Ms. Patricia Lovett, National Center for Families Learning, Jeffersonville, IN

Parents are their children’s first and most important teachers. However, many parents and caregivers of ESL students simply don’t know how to support their children’s learning or even why. The National Center for Families Learning (NCFL) has been instrumental in pioneering innovative solutions to strengthen and educate families together. We will discuss the importance of building adult capacity to furthering the success of ESL children and explore free resources created by NCFL to accomplish this goal.
ON TRACK FOR SUCCESS: each student college and career ready

ADMINISTRATOR’S TRACK
TUESDAY, NOVEMBER 4, 2014 — DURING CONCURRENT SESSIONS
BALLROOM C

MARK WILSON  MARKWILSONEDUCATION.COM

Mark Wilson is a teacher and has been for over 25 years. In his career in education, he has been a football and baseball coach, a classroom teacher, assistant principal, and principal. He has taught adult education and graduate-level college courses. As the Principal of Morgan County High School in Madison, Georgia, he taught a class each year, from AP Art History to Current Issues. While at MCHS, Dr. Wilson was named the National High School Principal of the Year by Met Life and NASSP. Morgan County was a National Model School for three years, among the top high schools in America according to Newsweek and the Washington Post for six years, and was a place where teachers enjoyed teaching, students enjoyed coming to school, and people were successful.

Currently, Mark is a consultant, leadership coach, nationally recognized keynote speaker, workshop facilitator, and author. He sums that all up this way: encourager and supporter of the dedicated who work in our schools. He also is the editor and columnist of Principal Matters!, a weekly newsletter distributed nationally to school administrators. He and his wife Lisa, the media specialist at Morgan County Primary School, live in Madison, GA, where they talk about school and wait for their college-aged daughters to call.

CLIMATE, CULTURE, CHANGE

CLIMATE (10:00–11:00 AM)
How the school and classroom feel has a significant impact on the learning that will take place inside. Dr. Wilson will share strategies from nationally recognized schools that you can easily use to create a place where students want to learn and teachers want to work. Our administrator’s track begins where most school success stories begin—with climate.

CULTURE (11:15 AM–12:15 PM)
A positive learning environment can be the right climate for success to be developed. Beyond the climate, or “feel” of the school, is the deeper accompanying piece: culture. Every school (or organization) has a culture: Is your school one that has been intentionally developed for success? In this segment, Dr. Wilson shares the process in which his award-winning faculty came together to develop beliefs and priorities to drive the thoughts and actions of all those at the school. Wilson will share with the participants how an intentionally designed culture can lead students towards extraordinary success.

CHANGE (1:30–3:30 PM)
Climate? Check. Culture? Yes. Most school leaders believe that both of these are critical for school success, but somewhere along the way, they aren’t able to influence and move others enough to adequately impact climate and culture. In this concluding segment, Dr. Wilson leads the attendees in a “how to” session about change. How do you get the members of the faculty team to engage in behaviors that lead to student success? He shares some extraordinary turnarounds in student achievement and success, all prefaced by an intentional plan of change. Climate—Culture—Change. Three steps towards success. Throughout the track and in conclusion, attendees will be asked to merge their thoughts into plans and their plans into appointments on their calendars. This track is as pragmatic and practical as the people who call themselves school administrators. You don’t want to miss this opportunity to work with your colleagues and plan for success at your school.
10:00 a.m. - 11:00 a.m.

DASHBOARD 2.0—THE UTILIZATION OF DATA DASHBOARDS AND A HOLISTIC PERFORMANCE INDEX TO MONITOR ACCOUNTABILITY AND MEASURE PROGRESS
Strand: Data Assessment and Continuous Improvement
Location: Segell Room
Presenter: Mr. Christopher Leone, Our Piece of the Pie, Hartford, CT

In 2013, OPP released its school-based Dashboard that measured student performance. The system, unique to Connecticut, took multiple inputs from a variety of data sources and combined them into an integrated data warehouse. Now, in 2014, OPP has produced Dashboard 2.0 that integrated the original dashboard with a Holistic Performance Index that measures (a) student academic progress, (b) student attendance, (c) student behavior, (d) career and workforce readiness, (e) social emotional growth, and (f) credit accumulation.

INFORMED INTERVENTION AND STUDENT SUCCESS: DROPOUT PREVENTION USING A COMPREHENSIVE EARLY WARNING SYSTEM AND MULTITIERED SYSTEM OF SUPPORTS
Strand: Student Support Services and Interventions
Location: Coe Room
Presenters: Dr. Evan Lefsky, Public Consulting Group, Mount Dora, FL; and Dr. Christopher Matthews, Fulton County School System, Atlanta, GA

This interactive session will offer proven resources for school, district, state administrators, and policymakers looking to use student support services, early warning systems, and informed interventions to increase student outcomes. Sharing lessons learned, a large urban district will detail strategies towards identifying at-risk students, targeting tiered instruction and intervention supports, monitoring progress, and providing a system for evaluating the effectiveness and success of that system of supports.

SAVING OUR CHILDREN—THE BOTTOM LINE WITH VICTOR WOODS
Strand: Student, Family, and Community Engagement
Location: Jones Room
Presenter: Mr. Victor Woods, Victor Woods Corporation, Bloomingdale, IL

This in your face, no-holds-barred presentation will explore the root causes and bottom-line issues that affect students, teachers, and administrators everyday in their quest to educate students, keep them in school, and graduate them on time. Considered one of the nation’s leading experts on dropout prevention and at-risk youth; you won’t want to miss The Bottom Line with Victor Woods.

RELYING ON THE PLASTICITY OF THE BRAIN TO TRANSFORM STRUGGLING READERS TO EXCELLENT READERS
Strand: Literacy
Location: Taylor Room
Presenter: Dr. Dee Tadlock, Central Washington State University, Shelton, WA

An inability to comfortably and easily get information from print is a major contributor to failure in school and to decisions to drop out. Learn how an innovative reading intervention program unleashes the power of the brain to remodel the neural network that, in poor readers, guides the reading process inappropriately, resulting in inefficient and ineffective reading. Research results, including third-party, gold-standard research, will be presented that validate the power of the methodology to transform even the most challenged readers.

WHY IS MATH TRADITIONALLY CONSIDERED TO BE SO DIFFICULT TO TEACH? LET’S IDENTIFY AND AVOID THE TROUBLE SPOTS
Strand: Curriculum and Instruction
Location: Wilson Room
Presenter: Mr. Tom Clark, VideoText Interactive, Indianapolis, IN

This educational and entertaining session will explore the reasons behind the difficulty in teaching traditional trouble spots in mathematics. Topics will be audience driven, and may include operations with fractions, story problems, operations with signed numbers, and numerous others, all of which seem to indicate that mathematics is naturally difficult. In fact, the secret to mastery in mathematics is the development of concepts. In other words, students need to know the “why” of math.
Our vision is that every child is proficient and prepared for success – college/career-ready – empowered with the skills, knowledge and dispositions necessary to graduate from high school ready for the next step in life.

We celebrate the teachers, schools and districts that have helped make this vision a reality for an additional 11,500 students in just the past four years. We vow to keep working until college/career-readiness is a reality for all our students.
10:00 a.m. - 11:00 a.m.

HOW A CULTURE OF EXCELLENCE CAN IMPROVE YOUR GRADUATION RATE
Strand: School Climate
Location: McCreary Room
Presenter: Mrs. Mary Nell Anthony, T. L. Hanna High School, Anderson, SC

This session will examine how high expectations paired with strong support can increase your graduation rate. There will be a in-depth look at how strong support paired with rigor, implementing a college and career focus, and tracking every student has helped raise the graduation rate at 14% in 5 years.

IDENTIFYING BEST-PRACTICE STRATEGIES TO MAXIMIZE ACADEMIC SUCCESS WITH STUDENTS IN FOSTER CARE
Strand: Student Support Services and Interventions
Location: Beckham Room
Presenters: Dr. Anna Berardi, George Fox University, Tigard, OR; Dr. Brenda Morton, George Fox University, Newberg, OR; and Ms. Madeline Lowen, George Fox University, Portland, OR

Students in foster care have experienced significant trauma due to the loss of primary attachment figures and the circumstances associated with that loss. This workshop explores the foster child’s academic and social vulnerabilities focusing on the neurobiology of abuse and loss of attachment figures. Best practice strategies for engaging children with attachment-related trauma will be offered to help educators maximizing student engagement and success.

EVERYBODY HATES CHRIS: WORKING EFFECTIVELY WITH AFRICAN-AMERICAN MALES
Strand: Common Core and the At-Risk Student
Location: Wilkinson Room
Presenter: Dr. Roger Cleveland, Eastern Kentucky University, Lexington, KY

In this workshop the presenter will address the perceptions and/or mental models of educators and how these perceptions impact relationships, expectations, and effectiveness with African-American males. The presenter will also demonstrate a number of culturally responsive strategies to engage African-American males in the classroom. The strategies are research based and can be used the next day and will assist schools with state level accountability assessments.

11:00 a.m. - 11:15 a.m.

TRANSITION

11:15 a.m. - 12:15 p.m.

CONCURRENT SESSIONS
(Participants choose one.)

DROPPING BACK IN: NEW RESOURCES TO INFORM AND INSPIRE
Strand: Alternative Pathways
Location: Nunn Room
Presenters: Ms. Marianne Mosley and Ms. Teresa Day, Kentucky Educational Television, Lexington, KY

Preview “Dropping Back In,” a new four-part documentary series produced by Kentucky Educational Television (KET) and airing on PBS stations nationally. Each program features inspiring stories of former dropouts from across the United States, profiles of institutions and organizations that are forging innovative solutions, and leading experts discussing key issues. In the session, you will also learn about American Graduate, a national public media project addressing dropout prevention and dropout recovery.

THE IMPACT OF EMPATHY: TUNING INTO STUDENTS
Strand: School Climate
Location: Breathitt Room
Presenter: Dr. Joseph Hendershott, Hope 4 The Wounded, LLC, Ashland, OH

This presenter will examine how empathy impacts learning in the classroom and how it builds a community of learners through the use of emotional intelligence. How we attune to our students’ emotional needs can have a direct impact on learning and also cut down on bullying within the school culture.
TEN DATA ANALYSIS HABITS THAT LEAD TO EFFECTIVE ACADEMIC AND BEHAVIOR INTERVENTION
Strand: Data Assessment and Continuous Improvement
Location: Combs Chandler Room
Presenter: Dr. Pamela Bruening, Progressive Bridges, Inc., Naples, FL

Learn 10 data analysis habits that support continuous improvement and impact student intervention! Participants will practice the 10 habits using actual data sets in a collaborative setting. Workshop activities model best practices and are easily portable, enabling participants to teach these same 10 habits to their colleagues in any educational setting.

ADMINISTRATOR'S TRACK
Strand: Administrator’s Track
Location: Ballroom C
Presenter: Dr. Mark Wilson, Mark Wilson Education, Madison, GA

Culture: A positive learning environment can be the right climate for success to be developed. Beyond the climate, or “feel” of the school, is the deeper accompanying piece — culture. Every school (or organization) has a culture: Is your school one that has been intentionally developed for success? In this segment, Dr. Wilson shares the process in which his award-winning faculty came together to develop beliefs and priorities to drive the thoughts and actions of all those at the school. Wilson will share with the participants how an intentionally designed culture can lead students towards extraordinary success.

SQUARE PEGS INTO ROUND HOLES: ALTERNATIVE PATHWAYS TO A HIGH SCHOOL DIPLOMA FOR NONTRADITIONAL STUDENTS
Strand: Alternative Pathways
Location: French Room
Presenter: Mr. Nelson Horine, Anne Arundel County Public Schools, Annapolis, MD

The seminar will show how Anne Arundel County Public School’s alternative education programs provide alternate pathways to the high school diploma. These programs support the AACPS goal, and hope to ensure that every student meets or exceeds standards as achievement gaps are eliminated. In 2012-2013, 509 students graduated after completing courses in evening high school, summer school, and twilight school. The school system graduation rate rose from 83.73% to 85.41% as more students stayed in school.

HELP STUDENTS STAY ON TRACK BY MEETING STUDENT NEEDS
Strand: School Climate
Location: Segell Room
Presenters: Dr. Judith Pauley and Mr. Joseph Pauley, Process Communications, Inc., Potomac, MD

Seventh-grade students in an alternative school were infamous for their negative behaviors and poor academics. Their teacher taught them the concepts of Process Communication and helped them get their motivational needs met. Thirty out of 31 improved their grades, stopped their negative behaviors, or both. These internationally acclaimed, research-based concepts have been used by thousands of educators in their classrooms to establish positive relationships, motivate students, and improve academic achievement and behavior.

ARE YOUR FRESHMEN FAILING?
Strand: Student Support Services and Interventions
Location: Coe Room
Presenters: Ms. Paula Shaw and Mrs. Taiya Woodall, Milton-Union High School, West Milton, OH

The purpose of the Freshmen Focus program at Milton-Union High School is to expand the counseling program in a rural secondary school in order to improve student outcomes. Through the implementation of Freshmen Focus camp, Focus curriculum, and pairing freshmen students with upperclassmen mentors, approximately 130 students each year will have the opportunity to become more successful in high school. Our program is unique in that it is totally student-led, student-run, and student-driven.

BRIDGING THE GAP OF AT-RISK STUDENTS
Strand: Student Support Services and Interventions
Location: Jones Room
Presenters: Mrs. Kara Larkin, Clark Pleasant Community School Corporation, Whiteland, IN; and Mrs. Katie Beyer, Greensburg Community School Corporation, Greensburg, IN

During this presentation, you will learn the characteristics of at-risk youth and five strategies that will help this population become successful. There will be interactive guidance lessons and personal examples of what has been
successful in bridging the gap of at-risk students. Attendees will take home a CD of career/guidance lessons, crisis counseling information, and resources for at-risk students.

**ALTERNATIVE TEACHING MODELS: USING PERSONAL STYLE AND FLAVOR TO TEACH WITH ATTITUDE**

Strand: Curriculum and Instruction
Location: Taylor Room
Presenter: Hotep, Hustle University, Stone Mountain, GA

The traditional teaching model is simply outdated. Many educators are still using analog teaching styles for children who live in a digital world. It’s time to “update” our operating systems! This workshop provides several different teaching models that educators can use to bring life, personality, and authenticity back into the classroom environment. By thinking out of the box, teachers will learn how to transform the climate of their classroom into one that is uniquely their own, bustling with energy, and easily manageable.

**CAN YOU REALLY TEACH STORY PROBLEMS? AND WHY WOULD YOU WANT TO ANYWAY?**

Strand: Curriculum and Instruction
Location: Wilson Room
Presenter: Mr. Tom Clark, VideoText Interactive, Indianapolis, IN

Because we know that students dislike story problems, we must change their attitudes regarding the perceived mystery of problem solving if they are to be successful. In this workshop, attendees will first discover the structured quality of traditional textbook-type problem solving. They will then develop the five analysis questions which are guaranteed to lead students to the solution to any problem of that type.

**INCREASING RETENTION AND GRADUATION THROUGH PERSONALIZED, BLENDED LEARNING**

Strand: Curriculum and Instruction
Location: McCreary Room
Presenters: Ms. LeAnn Stewart, AdvancePath Academics, White House, TN; and Dr. John Murray, AdvancePath Academics, Williamsburg, VA

Rethink and redesign prevention/intervention programs into individualized, differentiated initiatives. Leveraging personalized, blended learning helps make significant shifts in the teaching-learning enterprise, making it more active and learner-centered. Join this session to explore how a comprehensive implementation supports dropout prevention; retention; instruction/course redesign; and deeply, differentiated instruction.

**WHEN COMMON CORE AND CULTURALLY RESPONSIVENESS CONNECT**

Strand: Curriculum and Instruction
Location: Beckham Room
Presenters: Dr. Roger Cleveland, Eastern Kentucky University, Lexington, KY; and Ms. Lydia Stokes, Bryan Station High School, Lexington, KY

This session will demonstrate how educators can deliver common core content in a contextual and cultural manner that will engage struggling students. Using strategies such as Funds of Knowledge, Culturally Mediated Instruction, cultural Pedagogy, and No Nonsense Nurturing, these strategies will keep students in the classroom and ultimately in school.

**KENTUCKY’S EARLY WARNING SYSTEM**

Strand: Student Support Services and Interventions
Location: Wilkinson Room
Presenter: Ms. Bonnie Tomberlin, Kentucky Department of Education, Frankfort, KY

Kentucky’s Early Warning System is a presentation developed to build understanding of the PtGT for educators to support them in identifying students who may be off track for on-time graduation or promotion in order to offer appropriate interventions. We will spend our time building understanding of Kentucky’s early warning tool and how schools are utilizing it to increase graduation rates.

**CRYSTAL STAR AWARDS LUNCHEON**

Location: Grand Ballroom

(All are invited to attend.)
2014 National Dropout Prevention Network

Crystal Star Awards of Excellence
Mountain Education Charter High School (MECHS) provides students the opportunities to become successful learners and earn a Georgia High School Diploma. MECHS is an academic, self-paced, individualized, evening high school that serves students who are seeking a nontraditional school environment and have the desire to graduate high school. The locations, scattered throughout the Northeast Georgia region, offer a full range of high school courses in a convenient, flexible, individualized format. Mountain Educational Charter High School allows students who have dropped out of high school to easily enroll and pick up right where they left off.

With the economic downturn, many of the local communities in Northeast Georgia have been hit hard and many students find themselves having to work during the day to help support families. Therefore, each site is open from four o’clock until nine Monday through Thursday with extended opportunities for more individualized instruction, depending on student need.

“Whatever it takes” is a recurring theme at MECHS and is exemplified by the many services for students to help with attendance and academic performance. The tuition is 100% free for students enrolled full-time. Graduates of MECHS earn an official Georgia High School Diploma and must have completed all state requirements for graduation, including all mandated state tests. Students are also encouraged to continue their education beyond high school graduation.

After attending a presentation at the 2009 National Forum for Native and Tribal Communities, Edmonton Catholic Schools developed and implemented a graduation coach program in St. Joseph High School. Since its implementation, the three-year graduation rate of First Nations, Métis, and Inuit (FNMI) students at St. Joseph High School increased from 14.9% to 60.4% by supporting the transition of students from junior high and retaining students as they progress through high school. This significant increase has been accomplished through an innovative model, which includes comprehensive individual and group supports for these students.

The role of the Graduation Coach is to provide mentoring and guidance to FNMI students to ensure they are provided with a nurturing and safe environment that supports them as they find a sense of competence and achievement. Graduation Coaches are located at several Edmonton Catholic Schools. Each school has a study center where students can gather to work on projects, utilize computer stations, work with a tutor, attend cultural activities, receive individual counseling supports, or attend career workshops. Graduation Coaches also work with junior high students to ease the transition to high school. This transition can be a stressful phase for students, as they must adapt to changes in environment, education practices, and social structures.

Edmonton Catholic Schools consulted with more than 100 schools about the Graduation Coach Program. Several of these schools have implemented a similar program in their own context.
CRYSTAL STAR AWARDS OF EXCELLENCE
INDIVIDUAL WINNERS

Kelly Tonsmeire
Alaska Staff Development Network, Douglas, AK

Kelly Tonsmeire has consistently provided strong statewide leadership in facilitating collaborative interagency dropout prevention efforts. He is the director of the Alaska Staff Development Network (ASDN), a nonprofit education organization providing staff development services to all of Alaska’s K-12 teachers, professional and para-professional staff, and administrators. Over the past three decades, Mr. Tonsmeire has written and directed U.S. Department of Education and private grants totaling more than 50 million dollars. These added grant dollars have targeted improving student achievement in Alaska’s most persistently low-performing schools and districts. In addition, Mr. Tonsmeire directed the Rural Alaska Principal Preparation and Support (RAPPS) program, designed to support and educate the principals of Alaska’s most remote districts. This program has demonstrated Kelly Tonsmeire’s excellent leadership capacity in facilitating interagency collaboration addressing objectives that school districts, the State, Mr. Tonsmeire, and other partners share in common. Kelly Tonsmeire has also directed the Graduation and Academic Improvement for Native Students (GAINS) project, a four-year program in the Bering Strait School District, aimed at identifying potential dropouts and assisting them to graduation. The GAINS project has increased the graduation rate of the district by nearly 42%. Kelly Tonsmeire and ASDN have consistently and successfully used a continuing process of evaluating goals and objectives to provide an organizational structure that allows each school to develop a learning environment that ensures quality education for all students.

Seith Bedard
Peabody Learning Academy, Peabody, MA

Seith Bedard is the Director of the Peabody Learning Academy, a program for at-risk and high school dropouts. Mr. Bedard has worked tirelessly with parents, teachers, administrators, and community members in order to help his students succeed. He has implemented various techniques in order to aid this success. First, Mr. Bedard is a firm believer that participating in community service activities helps his students find a place in the community and empowers them with a new sense of self-worth. Therefore, he has incorporated a monthly community service commitment to the school day. He and his students participate in many community service organizations including but not limited to Habitat for Humanity, American Red Cross, Hero’s Breakfast, and the Greater Boston Food Bank. Seith Bedard has also created the Community Advisory Board, which is made up of teachers, parents, local business owners, and local politicians. Together, they find and create employment and mentorship programs between small businesses and his students. Mr. Bedard has impacted a population of students that has not been able to be reached by others. He has accomplished this by implementing a great deal of technology and individualized instruction for all of his students. Because “alternative” education carries a certain negative stigma, most students and educators tend to believe that the greatest success for these students would be if they graduate high school. This is not the culture Seith Bedard instills in his staff and students at the Academy. Over the past four years alone, Mr. Bedard is responsible for 65 at-risk students graduating from high school, 40 of these are enrolled in college or a post-secondary program. Seith Bedard’s hard work in seeking alternative methods and the use of technology has not only strengthened the teaching culture of Peabody High School, but has also paved the way for dynamic changes in all classrooms in our district.
Together, they have dedicated countless hours to dropout recovery, prevention, and intervention services for students. Together they have championed legislation aimed at helping every Kentucky student not only graduate from high school, but also be college- and career-ready. They have worked with legislators from both chambers of the General Assembly to introduce, pass, and implement Senate Bill 97 (SB 97), known as the Kentucky Graduation Bill. Mrs. Beshear, a former teacher, led the call to legislators about the need to support SB 97 to keep students in school. SB 97 is the most far-reaching dropout prevention legislation ever created in Kentucky, raising the dropout age from 16 to 18 for every student in the Commonwealth.

The demonstrated leadership on education issues by Governor Beshear and the First Lady will leave a lasting impact for every student Kentucky serves. The Governor and First Lady have been instrumental in bringing the National Dropout Prevention Network Conference to Kentucky, exposing educators to effective strategies and alternative programs that provide helpful tools in engaging students of any age and grade level. For their leadership and service regarding dropout prevention in the Commonwealth of Kentucky, The National Dropout Prevention Network is pleased to present the Governor and First Lady the Crystal Star Award of Excellence in Dropout Recovery, Intervention and Prevention.

**CRYSTAL STAR OF EXCELLENCE AWARDS: REQUESTS FOR NOMINATIONS FOR 2015**

A program or individual from your state could be a prestigious Crystal Star of Excellence Awards winner in 2015 but only if you make a nomination. The forms will be available on the National Dropout Prevention Center/Network Web site, www.dropoutprevention.org, in February 2015. The deadline for nominations is July 1, 2015.

The award categories are Excellence in Dropout Recovery, Intervention, and Prevention for Individuals and Programs; Excellence in Dropout Recovery, Intervention, and Prevention for Individual and Programs for Students with Disabilities; and Distinguished Leadership and Service to the National Dropout Prevention Network.

All award winners will be honored at the 27th Annual National Dropout Prevention Network Conference in San Antonio, TX, October 25-28, 2015. Winners receive an elegant, engraved Crystal Star Award; a waiver of registration fees for the conference; and a one-night complimentary room at the Wyndham San Antonio.
1:30 p.m. - 3:00 p.m.

CONCURRENT SESSIONS
(Students choose one.)

TAKING ACTION: WORKING WITH PUBLIC MEDIA TO BUILD COMMUNITY INITIATIVES FOR PREVENTION AND RECOVERY
Strand: Student, Family, and Community Engagement
Location: Nunn Room
Presenters: Ms. Marianne Mosley and Ms. Tonya Crum, Kentucky Educational Television, Lexington, KY

For more than 40 years, Kentucky Educational Television (KET) has been a national leader in the production of multimedia resources and services for parents, teachers, and students from preschool through adult. Through a new national initiative, KET is working with public television stations across the United States to raise awareness about dropout prevention and recovery. In this session, you’ll learn about free and low-cost multimedia resources that address the full spectrum of dropout prevention and recovery—from early childhood and K-12 intervention programs to alternative pathways and college and career readiness—and how you can work with public television stations in your community and state to build collaborations and create an action plan.

UNDERSTANDING AND REACHING THE WOUNDED STUDENT
Strand: Student Support Services and Interventions
Location: Breathitt Room
Presenter: Dr. Joseph Hendershott, Hope 4 The Wounded, LLC, Ashland, OH

Based on the presenter’s book, Reaching the Wounded Student, this program will look at ways to assist students in becoming academically successful. This practitioner will describe programs and methods for alternative discipline to keep students in the classroom, build self-esteem, change behavior, increase achievement, and graduate from high school.

BUILDING ASSETS AND REDUCING RISKS: A SCHOOL REFORM PROGRAM TO INCREASE ACADEMIC ACHIEVEMENT
Strand: School Climate
Location: Combs Chandler Room
Presenters: Ms. Angela Jerabek and Ms. Kelly Brown, St. Louis Park High School, St. Louis Park, MN

Transition into senior high is critical to ensure success for all students. Ninth grade is a “make-it or break-it year” for many students, especially for students in high schools that include grades 9-12. Academic success becomes more challenging, school environments can become more unstable, and high-risk activities such as alcohol and other drug use become more frequent. This workshop will share a comprehensive approach to address a wide range of concerns for students in their first year of high school.

ADMINISTRATOR’S TRACK
Strand: Administrator’s Track
Location: Ballroom C
Presenter: Dr. Mark Wilson, Mark Wilson Education, Madison, GA

Change: Climate? Check. Culture? Yes. Most school leaders believe that both of these are critical for school success, but somewhere along the way, they aren’t able to influence and impact others enough to adequately impact climate and culture. In this concluding segment, Dr. Wilson leads the attendees in a “how to” session about change. How do you get the members of the faculty team to engage in behaviors that lead to student success? Wilson shares some extraordinary turnarounds in student achievement and success, all prefaced by an intentional plan of change.
1:30 p.m. - 3:00 p.m.

**IT TAKES A DISTRICT: CREATING A UNIFIED SYSTEM OF SUPPORT TO ADDRESS BARRIERS TO ON-TIME GRADUATION**

*Strand:* Data Assessment and Continuous Improvement  
*Location:* French Room  
*Presenters:* Ms. Kathryn Plamondon Leeper, Land O’Lakes High School, Pasco County Schools, Land O’Lakes, FL; Mr. Ramon Suarez, Pasco County Schools, Land O’Lakes, FL; Mrs. Cary Green, Ridgewood High School, New Port Richey, FL; and Ms. Shannon Mathews, Zephyrhills High School, Zephyrhills, FL

Discover the role teacher, school, and district leaders have in creating change to increase graduation rates. Teacher leaders will learn to identify at-risk students, select interventions, and use data to collaborate with school leadership. School principals will learn to use data trends to develop a student-centered master schedule, identify and support “STAR” teachers, and develop a needs-based prevention program. District leaders will learn how to use data to identify district-created barriers and provide needs-based differentiated support.

**CHANGE YOUR LANGUAGE, CHANGE THEIR LIVES: WHAT ADULTS CAN SAY DIFFERENTLY TODAY TO TRANSFORM YOUTH TOMORROWS**

*Strand:* Curriculum and Instruction  
*Location:* Segell Room  
*Presenter:* Mr. Frank Kros, The Upside Down Organization, Baltimore, MD

Recent brain research reveals how the specific language used by adults with youth has a much more profound impact than previously realized. Participants will learn seven practical language techniques that they can use immediately to transform how they talk to youth. What you say matters, more than you ever knew!

**GETTING TO DROPOUTS BEFORE THEY DROP OUT: LOOKING AT EARLY INTERVENTIONS THAT ADDRESS PERSONAL FACTORS AND IDENTITY**

*Strand:* Student Support Services and Interventions  
*Location:* Coe Room  
*Presenter:* Dr. Bernard Oliver, University of Florida, Gainesville, FL

The focus of this presentation is on those preschool variables that make a difference for African American and Latino youth. Although numerous school-based programs exist, few get to the heart of the problem before it starts. In this session, we focus on the nonschool characteristics that significantly impact identity and social development of youth. Particular focus will be placed on executive functioning, socio-emotional learning, and the development of learning support systems.

**ALTERNATIVE EDUCATIONAL PATHWAYS LEADING TO GRADUATION**

*Strand:* Alternative Pathways  
*Location:* Jones Room  
*Presenters:* Mrs. Lynn Bowens Turner, Florida Department of Education, Tallahassee, FL; and Mrs. Tamika Thomas, Office of Dropout Prevention and Academic Intervention, Tallahassee, FL

Learn about dropout prevention and intervention programs/strategies used in Florida’s school districts. These include programs implemented by statutory requirements and other promising initiatives used in Florida. State-level program staff will share enrollment, progress, and school completion data, as well as evaluative data on program effectiveness.

**CAN SPELLING BE REMEDIATED? YES! BUT IT REQUIRE A CONSTRUCTIVIST APPROACH**

*Strand:* Curriculum and Instruction  
*Location:* Taylor Room  
*Presenter:* Dr. Dee Tadlock, Central Washington State University, Shelton, WA

Spelling ability seems to be something that students either have or they don’t have. Attempts to improve spelling through memorizing word lists or studying word origins have little effect. Learn about an innovative, constructivist-based approach that works quickly to remediate spelling problems and how you can implement it in your classroom.
FROM IMPOVERISHED TO EMPOWERED:
WHY ENTREPRENEURSHIP EDUCATION
“WORKS” WITH AT-RISK YOUTH AND
LOW-INCOME COMMUNITIES
Strand: Student Support Services and Interventions
Location: Wilson Room
Presenter: Hotep, Hustle University,
Stone Mountain, GA

Did you know that there is a “secret weapon” in education that has been proven to help all youth (particularly at-risk youth) raise the literacy rate, increase proficiency in math, improve work ethic, build responsibility/self-esteem and self-independence, develop problem-solving skills, improve class attendance and participation, enhance cross-curriculum understanding, improve behavior, AND increase local community economies? YEP! It’s called Entrepreneurship Education. This mindset shifting workshop will SHARE the research, EXPLAIN why, and SHOW how it works.

GREAT PROMISE PARTNERSHIP:
COMMUNITY COLLABORATIONS FOR
COLLEGE AND CAREER READINESS
Strand: College and Career Pathways
Location: McCreary Room
Presenter: Ms. Laurie Murrah-Hanson,
Great Promise Partnership,
Decatur, GA

Designed to overcome barriers that prevent at-risk youth from participating in positive youth development activities and to increase high school graduation rates, Great Promise Partnership (GPP) strives to prepare students for college and career. Collaborating with public and private partners, GPP programs reach a diverse population of youth who learn valuable leadership and citizenship skills through weekend conferences, service projects, biweekly educational programs, and entry-level employment with community partners.

GIVING STUDENTS A RUNNING START WITH LITERACY
Strand: Literacy
Location: Beckham Room
Presenter: Ms. Fran Dundore, Butts County Schools,
Jackson, GA

This session will focus on literacy strategies outside of the English classroom that engage at-risk students in authentic learning. Topics will include reading and writing in technical subjects and strategies for struggling readers.

BLITZ TO 96: KENTUCKY DISTRICTS
IMPLEMENTATION OF DROPOUT
PREVENTION EFFORTS AND SB 97
Location: Wilkinson Room
Presenters: Ms. Christine Weeter and Mr. Tom
Edgett, Kentucky Department of
Education, Frankfort, KY

This session will be exclusively for Kentucky districts implementing dropout prevention strategies as part of the state grant received for increasing the compulsory education age to 18 under SB 97. Many districts throughout Kentucky have already received state grants to implement dropout prevention efforts while others are still gearing up for implementation. Participants will engage in a facilitated peer-to-peer discussion on best practices, challenges, and lessons learned in their efforts to support students in staying in school until high school graduation. Participants will also have an opportunity to share how they can best be supported in these efforts by the Kentucky Department of Education, particularly around the long-term sustainability of these efforts.
Ford Driving Skills for Life is a comprehensive award winning teen safe driving program. Ford Driving Skills for Life addresses the critical issues surrounding newly licensed drivers. Developed in 2003 by the Ford Motor Company Fund in partnership with the Governors Highway Safety Association, the program continues to grow in the United States and globally.

Ford Driving Skills for Life provides free learning materials for instructors, teachers and parents.

- **Hands-On Training** with Professional Instructors
- **Web-Based Training through The Academy**
- **Safety Kits** to jump start a Peer-to-Peer Safety Campaign
- **Take the Pledge** to be a safer driver

All materials are available at [www.drivingskillsforlife.com](http://www.drivingskillsforlife.com)
FEATURED SESSION
TUESDAY, NOVEMBER 4, 2014—3:15-4:45 PM
BALLROOM AB

OPENING COMMENTS
Dr. Beth P. Reynolds, Executive Director, The National Dropout Prevention Center/Network

DR. MICHAEL DURNIL
President and CEO of the Simon Youth Foundation
Too often, high school students face challenging life circumstances. Homelessness, illness, family problems and bullying all are issues that can make it difficult for youth to succeed in traditional school environments. For more than 15 years, Simon Youth Foundation (SYF) has been reaching these students before they decide to drop out of school, connecting them with Simon Youth Academies and creating opportunities for them to earn their high school diplomas. In total, SYF helped more than 11,000 students graduate. For more than 10 years, the Simon Youth Foundation has used the National Dropout Prevention Network Conference as a platform to provide special meetings and professional development to their staff members from across the country. See more at: http://www.syf.org

MR. SHAWN WILSON
FORD MOTOR COMPANY FUND & COMMUNITY ENGAGEMENT
After starting his career in the traditional nonprofit sector with the YMCA of Metropolitan Milwaukee, Shawn found his passion as a serial social entrepreneur and champion of innovative and scalable solutions to social issues. Shawn’s servant leadership style has been featured in the New York Times and during keynote speeches at MIT, Harvard, and the Clinton Global Initiative.

In 1998, Shawn founded SWI Consulting Inc., a full-service philanthropic consulting firm in Atlanta, Ga. In his capacity as President/CEO Shawn spearheaded the launch of more than a dozen charitable nonprofit organizations for high net-worth individuals including many notable celebrities and was responsible for strategic planning, brand integration, and Board development. In 2008 Shawn literally “wrote the book” on celebrity philanthropy with the release of Good Works, Not Good Time, A Guide to Effective Celebrity Philanthropy.

In 2004 Shawn partnered with eight-time Grammy winning artist, Usher Raymond IV to relaunch Usher’s New Look Foundation and helped establish its mission of developing disconnected youth as global leaders. During his decade-long tenure as President and CEO, New Look collaborated with Emory University Goizueta Business School to train and certify 21,000 youth leaders across four continents and nine countries including the United Kingdom, China (Shanghai), South Africa, and Philippines.

In June 2014 Shawn joined Ford Motor Company Fund as Manager, Multicultural Community Engagement, and has overall responsibility for Southeastern Michigan in addition to the Asian, Middle-Eastern, and Jewish communities.

REBRANDING EDUCATION 101
Shawn Wilson has spent two decades challenging customs and questioning norms in order to engage underserved youth around issues in education and service. From the Pop Icon “Usher” to Ford Motor Company Fund, Shawn’s entrepreneurial spirit has brought value to dozens of A-list celebrities and Fortune 500 companies alike. Shawn will discuss the importance and power of branding education as innovative, tech forward, and global using best practices from the celebrity and corporate world.
PUTTING THE ACTIVE INTO ACTIVITIES: INCREASING STUDENT UNDERSTANDING THROUGH ENGAGEMENT IN THEIR LEARNING

Strand: Curriculum and Instruction
Location: Nunn Room
Presenters: Mrs. Caryn Ross and Mrs. Dawn Gafa-Davis, Hazel Park High School, Hazel Park, MI

Help motivate your students to increase their understanding of what they are learning by getting them more involved in the process through research-based, active learning strategies. The attendee will leave with at least six different activities that can be adapted into any subject matter and immediately implemented into the classroom.

BREAKTHROUGH LEADERSHIP — BREAKTHROUGH RESULTS

Strand: Leadership, Policy, and Governance
Location: Breathitt Room
Presenter: Dr. Reginald Williams, Shelby County Schools, Memphis, TN

See how this principal put parameters in place to win four EPIC Awards in a row—three gold (2007-2010) and one silver (2010-2011). Most recently (2012-2013) his school was recognized by USA Today Best High Schools in America.

WHERE THE HEART IS

Strand: Student Support Services and Interventions
Location: French Room
Presenters: Ms. Ann Brewster and Mrs. Rebecca Stacey, Ramey-Estep High School, Rush, KY

Where the Heart Is is a program made up of caring educators with the goal of creating a sense of belonging for students’ transitions to new educational programs. At-risk students coming from alternative settings face many barriers. One of the greatest fears these kids have is returning to their original schools, environments where perhaps they were “getting in trouble” or falling behind academically. Join us to see how simple it is to get involved and help all of our kids feel comfortable during a difficult transition!

IGRAD: INCREASING GRADUATION RATES ONE STUDENT AT A TIME

Strand: Student Support Services and Interventions
Location: Segell Room
Presenters: Ms. Christy Boes and Ms. Cathy Jackson, Community Education Coalition & Ivy Tech Community College, Columbus, IN

Learn about an initiative to increase student success. The iGrad program supports students who have been identified as at risk of dropping out of school. Students are matched with graduation coaches imbedded in the middle and high schools in Bartholomew County, Indiana, to ensure they receive academic, social, health services (both physical and mental), and other community support needed to successfully graduate.

SCHOOL TRANSFORMATION THROUGH A SOCIAL AND EMOTIONAL LEARNING-BASED FRESHMAN SEMINAR

Strand: College and Career Pathways
Location: Stopher Room
Presenters: Mr. R. Keeth Matheny and Dr. Melvin Bedford, Austin High School, Austin, TX

MAPS, a social and emotional learning (SEL) based course offered by Austin Independent School District, is garnering national attention for its positive effects on ninth-grade students. Over a four-year span this program has helped to reduce class failures (41%), dropouts (30%), and discipline referrals (71%) at a large urban high school (Austin H.S., TX). Hear and experience how Mr. Matheny uses student engagement strategies to implement a research-based SEL curriculum. Session will include student interviews and example lesson components/activities.
GET ON TRACK WITH PAIRED READING: A STRATEGY FOR ALL AGES
Strand: Literacy
Location: Coe Room
Presenter: Ms. Donna Elder, National Center for Families Learning, Louisville, KY

Paired reading is easy to learn and easy to use! This strategy empowers and motivates students because they choose what they want to read. With no required prep time or curriculum, parents, teachers, and tutors can easily put this proven method into action. Participants will be ready to use it and share with parents or tutors when they leave the session.

SIMON YOUTH FOUNDATION
Strand: Simon Youth Foundation
Location: Taylor Room
Presenter: (By Invitation Only)

BUILDING SCHOOL-BUSINESS PARTNERSHIPS TO INCREASE COLLEGE AND CAREER SKILLS AND SUCCESS
Strand: College and Career Pathways
Location: McCreary Room
Presenter: Ms. Gayle Villani, PENCIL, New York, NY

Businesses can play a critical role in building vital college and career readiness skills by committing their experience, insight, and time. Together, businesses and schools can help students cultivate the skills, traits, and social capital that they need to excel in college and beyond. During this interactive session, PENCIL will share its proven best practices for forging effective school-business partnerships that teach students college and career readiness skills at critical junctures in their K-12 education.

8:30 a.m. - 10:30 a.m.
SITE VISITS
Location: Meet in front of Rivue Tower at 8:15 a.m.

For complete descriptions of Site Visits refer to page 12 of this program.

9:30 a.m. - 9:45 a.m.
TRANSITION

9:45 a.m. - 10:45 a.m.
CONCURRENT SESSIONS
(Participants choose one.)

COMPASSION FATIGUE: TUNING INTO THE NEEDS OF TODAY’S EDUCATOR
Strand: School Climate
Location: Nunn Room
Presenter: Dr. Joseph Hendershott, Hope 4 The Wounded, LLC, Ashland, OH

This session is valuable for school leaders and educators alike. Given the current demands in the education profession, inclusive of the extenuating circumstances that affect many students, educators are experiencing incidences of compassion fatigue. This session will define compassion fatigue and the negative impact it can have on educators’ overall well-being. This presenter will examine ways to assist educators with the emotional demands that are required in today’s classrooms and school climates through various methods of self-care and coping strategies.

ASSEMBLY REQUIRED: STRATEGIES TO IMPROVE YOUR AT-RISK PROGRAMS
Strand: Student Support Services and Interventions
Location: Breathitt Room
Presenter: Mr. James Lovett, Arizona Department of Education, Phoenix, AZ

Educational programming is often more difficult to design and evaluate for your most at-risk students. Mr. Lovett combines his expertise and background in federally-funded educational programs, along with an analysis of research and best practices, and how they specifically apply to developing more effective programming options to produce better outcomes for students.

WIRED 24/7—USING TECHNOLOGY TO GET A GOOD JOB
Strand: New Literacy
Location: French Room
Presenter: Dr. Anna Graf Williams, Learnovation, LLC, Fishers, IN

Today’s students are wired 24/7—WIFI connects their smartphone, tablet, laptop, TVs, and gaming systems. They know how to use technology to entertain...now let’s teach students how to use the connections to build their career. We’ll look at how to collect work samples, track experiences, connect with employers, and market themselves.
RESILIENT LEADERS = RESILIENT ORGANIZATIONS
Strand: Leadership, Policy, and Governance
Location: Segell Room
Presenter: Mrs. Cathey Brown, Rainbow Days, Inc., Dallas, TX

Resilient leaders and organizations face reality with courage, find meaning in hardship, and improvise when faced with obstacles. This workshop applies the resiliency and protective factor research to strengthen the resilience of leaders and their schools/organizations. Five areas to be examined include: autonomy, competence, interdependence, problem solving, and sense of purpose and future.

BLACK MALE COLLEGE EXPLORERS PROGRAM
Strand: College and Career Pathways
Location: Stopher Room
Presenter: Mr. Darren Gardner, Edward Waters College Black Male College Explorers Program, Jacksonville, FL

The Black Male College Explorers Program is an at-risk prevention/intervention program designed specifically to prevent black males from dropping out of high school, facilitate their admission to college, and significantly increase their chances of earning a college degree. The mission of the Black Male College Explorers program is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

SHAPING THE AGENDA: HELPING FAMILIES KEEP STUDENTS IN SCHOOL
Strand: Literacy
Location: Coe Room
Presenters: Ms. Cairen Withington, National Dropout Prevention Center/Network, Clemson, SC; Mr. Joshua Cramer, National Center for Families Learning, Louisville, KY; and Dr. Patrick O’Connor, Kent State University, Kent, OH

The National Dropout Prevention Center/Network and the National Center for Families Learning are partnering to bring their talents, energy, and resources to assist families in supporting and keeping students in school. This session will describe the available resources from each group and the initial plans for this partnership. Participants are encouraged to provide insight on their needs related to keeping students in school. Presenters are looking to participants to assist in shaping the plans of the two organizations to provide solutions and resources to assist and inspire families to be engaged in learning together with their children. Come ready to answer the following questions: What types of support would you like these organizations to provide? What advice do you have to make this effort successful? Would you like us to keep you informed of our progress? Would you like to participate in this effort?

SIMON YOUTH FOUNDATION
Strand: Simon Youth Foundation
Location: Taylor Room
Presenter: (By invitation only.)

AVID: THE CATALYST FOR COLLEGE AND CAREER READINESS
Strand: College and Career Pathways
Location: McCreary Room
Presenters: Ms. Denise Rupert and Ms. Jamie Lomax, AVID Center, Atlanta, GA

Learn how AVID implementation increases rigor and prepares all students to be college and career ready. Participate in activities modeling proven WICOR strategies that transform the classroom into a student centric environment. WICOR strategies serve as a pedagogical tool for the instruction of 21st Century Skills, Common Core, and other advanced studies. For over 30 years, AVID has worked to close the achievement gap by preparing all students for college and career readiness and to become model citizens who contribute to their communities.
GENERAL SESSION

WEDNESDAY, NOVEMBER 5, 2014 –10:45-12:15 PM
BALLROOM AB

OPENING REMARKS
Dr. Ronnie Nolan, Executive Director, Kentucky Educational Collaborative for State Agency Children

YPAS DANCE
Youth Performing Arts School, Louisville, KY

Located in the educational complex adjacent to the University of Louisville, the Youth Performing Arts School (YPAS) is one of only two schools in Kentucky to provide high school students with majors in the performing arts. Founded in 1978, YPAS has received local, state, national, and international recognition in the arts. Students will be performing selected pieces from their upcoming production of Hairspray!

BRUNCH

REMARKS AND INTRODUCTION OF MS. EMILY KIRKPATRICK
Dr. Terry Holliday, Commissioner, Kentucky Department of Education

EMILY KIRKPATRICK

Emily Kirkpatrick is vice president of the National Center for Families Learning (NCFL). In her current role, she passionately leads new initiatives and signature efforts and shepherds the organization’s continuous growth to address the learning needs of the 21st century family. She also establishes and develops NCFL’s strategic and long-term partnerships with individuals, corporations, and foundations. Ms. Kirkpatrick is devoted to expanding NCFL’s reach and impact. Notable recent achievements include the creation of Wonderopolis®, NCFL’s learning Web site and app for teachers, parents, and children that was recently named one of TIME magazine’s best sites of 2011 and “Best Kids App” by Parenting magazine. Ms. Kirkpatrick is frequently interviewed by national media and is a close collaborator with notable journalists, education and nonprofit thought leaders, and philanthropists. She holds a BA from Centre College and an MBA from Bellarmine University. She is an advisor to the Fred Rogers Center and Sesame Street, and has chaired the nonprofit section of the Public Relations Society of America. She and her husband are the proud parents of three boys.

ENGAGING RELUCTANT LEARNERS

Emily Kirkpatrick and her team at National Center for Families Learning view families as hotspots for learning. Her session will address NCFL’s transformational approaches and the dividends they deliver for literacy and learning, particularly for vulnerable students and families. Hear about breakthrough digital platforms and approaches that facilitate learning both inside and outside the classroom that authentically connect learners, their families, and support networks. NCFL’s perspective will be shared and supported by the voices and experiences of learners, educators, and families.
KECSAC is a one of a kind partnership between state agencies charged with the education of Kentucky’s most vulnerable students, those in the care, custody, or supervision of the Commonwealth. By collaborating with the Kentucky Departments of Education, Juvenile Justice, Community Based Services, and Behavioral Health as well as local school districts, KECSAC works to ensure that all of Kentucky’s children receive an equitable education.

www.kecsac.eku.edu

Working Together to Educate all of Kentucky’s Children
DIRECTORY OF PRESENTERS

A

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2015 NATIONAL FORUM ON DROPOUT PREVENTION FOR NATIVE AND TRIBAL COMMUNITIES

MYSTIC LAKE® CASINO HOTEL PRIOR LAKE, MINNESOTA APRIL 26 – 29, 2015
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<th>Listing of Presentations by Strand</th>
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<tr>
<td><strong>Administrators’ Track</strong></td>
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<tr>
<td>T 10:00 am-11:00 am Ballroom C</td>
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<td>Ballroom C Administrators’ Track</td>
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<td>T 11:15 am-12:15 pm Ballroom C</td>
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<td>T 1:30 pm-3:00 pm Ballroom C</td>
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<td>Ballroom C Administrators’ Track</td>
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<tr>
<td><strong>Alternative Pathways</strong></td>
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<td>M 10:30 am-11:30 am French Room</td>
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<tr>
<td>Dropout Recovery: Creating Effective Partnerships to Ensure Student Success</td>
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<tr>
<td>M 2:15 pm-3:15 pm Table 1</td>
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<tr>
<td>Advocating for At-Risk Youth: Naming and Addressing Barriers to Academic Achievement for Foster Youth</td>
</tr>
<tr>
<td>M 3:30 pm-4:30 pm Beckham Room</td>
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<tr>
<td>Case Study: How a Public-private Partnership Employs Blended Learning for At-Risk Learners</td>
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<tr>
<td>M 3:30 pm-4:30 pm Wilkinson Room</td>
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<tr>
<td>Bigger Can Be Better: How Does the Largest Online High School in America Utilize Data for Continuous Improvement</td>
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<td>T 10:00 am-11:00 am Combs Chandler</td>
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<tr>
<td>Alternative Education - Success in Remote, Rural Communities Through an Innovative Approach to Distance Education</td>
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<td>T 11:15 am-12:15 pm Nunn Room</td>
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<tr>
<td>Dropping Back In: New Resources to Inform and Inspire</td>
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<td>T 11:15 am-12:15 pm French Room</td>
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<tr>
<td>Square Pegs into Round Holes: Alternative Pathways to a High School Diploma for Nontraditional Students</td>
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<td>T 1:30 pm-3:00 pm Jones Room</td>
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<td>Alternative Educational Pathways Leading to Graduation</td>
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<td><strong>College and Career Pathways</strong></td>
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<td>M 2:15 pm-3:15 pm Table 2</td>
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<td>Haskins Scholarship Opportunity</td>
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<td>M 3:30 pm-4:30 pm French Room</td>
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<td>Putting Youth in the Right Lane and Ensuring They Run Their Course</td>
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<td>T 1:30 pm-3:00 pm McCready Room</td>
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<td>Great Promise Partnership: Community Collaborations for College and Career Readiness</td>
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<td>W 8:30 am-9:30 am Stopper Room</td>
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<td>School Transformation through a Social and Emotional Learning Based Freshman Seminar</td>
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<td>W 8:30 am-9:30 am McCready Room</td>
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<td>Building School-Business Partnerships to Increase College and Career Skills and Success</td>
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<td>W 9:45 am-10:45 am Stopper Room</td>
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<td>Black Male College Explorer Program</td>
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<td>W 9:45 am-10:45 am McCready Room</td>
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<td>AVID: The Catalyst for College and Career Readiness</td>
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<td><strong>Common Core and the At Risk Student</strong></td>
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<td>PCW3. Dropout Prevention and the Common Core</td>
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<td>M 2:15 pm-3:15 pm Beckham Room</td>
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<tr>
<td>Going the Distance: Keeping At-Risk Students on Track for Lifelong Success</td>
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<td>M 3:30 pm-4:30 pm Jones Room</td>
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<tr>
<td>Changing the Conversation: How to Leverage Students’ Multiple Intelligences Strengths to Maximize Engagement Achievement</td>
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<td>T 10:00 am-11:00 am Wilkinson Room</td>
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<td>Everybody Hates Chris: Working Effectively with African-American Males</td>
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<td><strong>Curriculum and Instruction</strong></td>
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<td>S 2:00 pm-5:00 pm Caroll Ford Room</td>
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<td>PCW1. Differentiation: The Key to Engaging All Students</td>
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<td>M 10:30 am-11:30 am Taylor Room</td>
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<tr>
<td>Effective Instructional Strategies for Teaching Culturally and linguistically Different Students</td>
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<td>M 2:15 pm-3:15 pm McCready Room</td>
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<td>Teaching Outside the Lines</td>
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<td>M 2:15 pm-3:15 pm Table 4</td>
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<tr>
<td>Teaching Mathematics as a Language: What Gets Lost in the Translation?</td>
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<td>M 3:30 pm-4:30 pm Ballroom C</td>
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<tr>
<td>Blend and Mend: An Alternative Approach to Teaching Past and Potential Dropouts</td>
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<td>M 3:30 pm-4:30 pm Wilson Room</td>
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<tr>
<td>Best Practices for Implementing a Successful Digital Credit Recovery Program</td>
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<td>T 10:00 am-11:00 am Wilson Room</td>
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<tr>
<td>Why is Math Traditionally Considered to be so Difficult to Teach? Let’s Identify and Avoid the Trouble Spots</td>
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<td>T 11:15 am-12:15 pm Taylor Room</td>
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<td>Alternative Teaching Models: Using Personal Style and Flavor to Teach with Attitude</td>
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<td>T 11:15 am-12:15 pm Wilson Room</td>
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<td>Can You Really Teach Story Problems? And Why Would You Want To Anyway?</td>
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<td>T 11:15 am-12:15 pm McCready Room</td>
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<td>Increasing Retention and Graduation Through Personalized, Blended Learning</td>
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<td>T 11:15 am-12:15 pm Beckham Room</td>
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<td>When Common Core and Culturally Responsiveness Connect</td>
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<td>T 1:30 pm-3:00 pm Segell Room</td>
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<tr>
<td>Change Your Language, Change their Lives: What Adults Can Say Differently Today to Transform Youth Tomorrows</td>
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<td>T 1:30 pm-3:00 pm Taylor Room</td>
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<tr>
<td>Can Spelling Be Remediated? Yes! But It Requires a Constructivist Approach</td>
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<td>W 8:30 am-9:30 am Nunn Room</td>
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<td>Putting the Active into Activities: Increasing Student Understanding Through Engagement in their Learning</td>
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<td><strong>Data Assessment and Continuous Improvement</strong></td>
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<td>M 2:15 pm-3:15 pm French Room</td>
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<td>Understanding today’s Youth through Effective Planning</td>
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<td>T 10:00 am-11:00 am Segell Room</td>
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<td>Dashboard 2.0: The Utilization of Data Dashboards and a Holistic Performance Index to Monitor Accountability and Measure Progress</td>
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<td>T 11:15 am-12:15 pm Combs Chandler</td>
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<tr>
<td>Ten Data Analysis Habits that Lead to Effective Academic and Behavior Intervention</td>
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<td>T 1:30 pm-3:00 pm French Room</td>
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<tr>
<td>It Takes a District: Creating a Unified System of Support to Address Barriers to On-time Graduation</td>
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<td>Blitz to 96: Kentucky Districts Implementation of Dropout Prevention Efforts and SB 97</td>
</tr>
<tr>
<td><strong>Leadership, Policy, and Governance</strong></td>
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<tr>
<td>M 10:30 am-11:30 am Beckham Room</td>
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<tr>
<td>Being Who You Are, Doing What You Do</td>
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<tr>
<td>M 2:15 pm-3:15 pm Nunn Room</td>
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<tr>
<td>Update Your School Climate: Innovative 21st Century</td>
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<tr>
<td>M 3:30 pm-4:30 pm Nunn Room</td>
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<tr>
<td>Policy and Leadership Practices that Support Innovation: Key Revisions to Unlock the Bureaucracy</td>
</tr>
<tr>
<td>M 3:30 pm-4:30 pm Segell Room</td>
</tr>
<tr>
<td>Systemic Leadership to Reduce Student Dropout Rates: The UCLA Center for Mental Health in Schools Framework</td>
</tr>
<tr>
<td>W 8:30 am-9:30 am Breathitt Room</td>
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<tr>
<td>Breakthrough Leadership-Breakthrough Results</td>
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<tr>
<td>W 9:45 am-10:45 am Segell Room</td>
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<tr>
<td>Resilient Leaders = Resilient Organizations</td>
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<tr>
<td><strong>Literacy</strong></td>
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<tr>
<td>M 10:30 am-11:30 am Coe Room</td>
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<tr>
<td>Early Parent Engagement: Stopping the Achievement Gap Before it Starts</td>
</tr>
<tr>
<td>M 2:15 pm-3:15 pm Segell Room</td>
</tr>
<tr>
<td>Investigating the Reading-Writing Connection with “At-Risk” Adolescents through Flash Fiction</td>
</tr>
<tr>
<td>M 3:30 pm-4:30 pm Coe Room</td>
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<tr>
<td>Reading is the Problem and the Solution: Materials to Engage the Disengaged Learner</td>
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<tr>
<td>T 10:00 am-11:00 am French Room</td>
</tr>
<tr>
<td>Include ESL Parents in the Equation - They Can Impact Child Success and Even Graduation</td>
</tr>
<tr>
<td>T 10:00 am-11:00 am Taylor Room</td>
</tr>
<tr>
<td>Relying on the Plasticity of the Brain to Transform Struggling Readers to Excellent Readers</td>
</tr>
<tr>
<td>T 1:30 pm-3:00 pm Beckham Room</td>
</tr>
<tr>
<td>Giving Students a Running Start with Literacy</td>
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<tr>
<td>W 8:30 am-9:30 am Coe Room</td>
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<tr>
<td>Get on Track with Paired Reading: A Strategy for All Ages</td>
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<tr>
<td>W 9:45 am-10:45 am Coe Room</td>
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<tr>
<td>Shaping the Agenda: Helping Students Keep Students in School</td>
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### Listing of Presentations by Strand

#### New Literacy

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Room</th>
<th>Presentation</th>
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</thead>
<tbody>
<tr>
<td>S</td>
<td>2:00 pm-5:00 pm</td>
<td>Nunn Room</td>
<td>PCW2. New Literacies for the Engaging Classroom</td>
</tr>
<tr>
<td>M</td>
<td>10:30 am-11:30 am</td>
<td>Ballroom C</td>
<td>Digital Learning—Enhancing Instruction, Increasing Engagement, and Keeping Students in School</td>
</tr>
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<td>M</td>
<td>10:30 am-11:30 am</td>
<td>Jones Room</td>
<td>New Literacies and Adolescent Readers: Challenges and Opportunities</td>
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<td>French Room</td>
<td>Wired 24/7 — Using Technology to Get a Good Job</td>
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</tbody>
</table>

#### School Climate

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<tr>
<th>Day</th>
<th>Time</th>
<th>Room</th>
<th>Presentation</th>
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</thead>
<tbody>
<tr>
<td>M</td>
<td>10:30 am-11:30 am</td>
<td>Segell Room</td>
<td>Get Fired Up! Simple Strategies to Keep Your Fire Alive and Help Each Student Prepare to be College and Career Ready!</td>
</tr>
<tr>
<td>M</td>
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<td>Stopper Room</td>
<td>Solutions Not Suspensions: A Look into Saint Paul Public Schools Collaborative Research Project</td>
</tr>
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<td>M</td>
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<td>Motivating Black Males to Achieve in School and in Life</td>
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<tr>
<td>M</td>
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<td>Table 3</td>
<td>It's all About Culture</td>
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<tr>
<td>T</td>
<td>10:00 am-11:00 am</td>
<td>Nunn Room</td>
<td>Creating a School Environment That Is Positive, Proactive, and Instructional</td>
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<td>T</td>
<td>10:00 am-11:00 am</td>
<td>McCreary Room</td>
<td>How a Culture of Excellence Can Improve Your Graduation Rate</td>
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<tr>
<td>T</td>
<td>11:15 am-12:15 pm</td>
<td>Breathitt Room</td>
<td>The Impact of Empathy: Tuning Into Students</td>
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<tr>
<td>T</td>
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<td>Segell Room</td>
<td>Help Students Stay on Track by Meeting Student Needs</td>
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<td>T</td>
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<td>Combs Chandler</td>
<td>Building Assets and Reducing Risks: A School Reform Program to Increase Academic Achievement</td>
</tr>
<tr>
<td>W</td>
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<td>Nunn Room</td>
<td>Compassion Fatigue: Tuning into the Needs of Today's Educator</td>
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</table>

#### Simon Youth Foundation

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<th>Room</th>
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<td>W</td>
<td>8:30 am-9:30 am</td>
<td>Taylor Room</td>
<td>Simon Youth Foundation</td>
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<tr>
<td>W</td>
<td>9:45 am-10:45 am</td>
<td>Taylor Room</td>
<td>Simon Youth Foundation</td>
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#### Student Support Services and Interventions

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<tr>
<td>M</td>
<td>10:30 am-11:30 am</td>
<td>Stopper Room</td>
<td>Banding Together for Student Success</td>
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<tr>
<td>M</td>
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<td>Wilson Room</td>
<td>Hello Dreamkeepers: Fashion Your Passion—the Five Steps From &quot;At Risk&quot; to &quot;At Promise&quot;</td>
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<td>Wilkinson Room</td>
<td>Boosting Achievement From The Front To The Back Row</td>
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<td>M</td>
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<td>Table 6</td>
<td>The Learning Works Chasing Model Lessons Learned for Districts and Schools</td>
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<td>Table 7</td>
<td>How to Raise the Academic Skills and Achievements of At-Risk Freshmen as They Transition into High School</td>
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<td>Table 8</td>
<td>Ten Strategies Proven to Inspire and Engage Every Student</td>
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<tr>
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<td>Table 10</td>
<td>Making Homework Mandatory and Getting 100% of It Turned In - It Can and Is Being Done</td>
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<td>Stopper Room</td>
<td>Dropout Prevention Begins in Elementary and Continues on with Flexibility in High School</td>
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<td>Coe Room</td>
<td>Informed Intervention and Student Success: Dropout Prevention Using a Comprehensive Early Warning System and Multiteried System</td>
</tr>
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<td>Beckham Room</td>
<td>Identifying Best-Practice Strategies to Maximize Academic Success with Students in Foster Care</td>
</tr>
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<td>T</td>
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<td>Coe Room</td>
<td>Are Your Freshmen Failing?</td>
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<tr>
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<td>Jones Room</td>
<td>Bridging the Gap of At-Risk Students</td>
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<tr>
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<td>Kentucky’s Early Warning System</td>
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<td>Breathitt Room</td>
<td>Understanding and Reaching the Wounded Student</td>
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<td>T</td>
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<td>Coe Room</td>
<td>Getting to Dropouts Before They Drop Out: Looking at Early Interventions that Address Personal Factors and Identity</td>
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<td>T</td>
<td>1:30 pm-3:00 pm</td>
<td>Wilson Room</td>
<td>From Impoverished to Empowered: Why Entrepreneurship Education &quot;Works&quot; with At-Risk Youth and Low-income Communities</td>
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<tr>
<td>W</td>
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<td>W</td>
<td>8:30 am-9:30 am</td>
<td>Segell Room</td>
<td>iGrad: Increasing Graduation Rates One Student at a Time</td>
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<tr>
<td>W</td>
<td>9:45 am-10:45 am</td>
<td>Breathitt Room</td>
<td>Assembly Required: Strategies to Improve Your At-Risk Programs</td>
</tr>
</tbody>
</table>

#### Student, Family, and Community Engagement

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<tr>
<th>Day</th>
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<tbody>
<tr>
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<td>Combs Chandler</td>
<td>PCW4. Increasing Student Engagement: Digital and Analog Strategies</td>
</tr>
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<td>M</td>
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<td>Nunn Room</td>
<td>Dropping In: The Power of Out-of-Schooltime Programs</td>
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<tr>
<td>M</td>
<td>10:30 am-11:30 am</td>
<td>Breathitt Room</td>
<td>Utilizing Visualization in Classroom and Other Instructional Settings as a Method of Engagement</td>
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<tr>
<td>M</td>
<td>10:30 am-11:30 am</td>
<td>Combs Chandler</td>
<td>Connections that Count: Reaching and Teaching African American Males</td>
</tr>
<tr>
<td>M</td>
<td>2:15 pm-3:15 pm</td>
<td>Caroll Ford Room</td>
<td>Boy Do We Have a Problem: Student Engagement, Service-Learning, and CTE</td>
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<tr>
<td>M</td>
<td>2:15 pm-3:15 pm</td>
<td>Breathitt Room</td>
<td>Dropout Recovery Model for Youth</td>
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<tr>
<td>M</td>
<td>2:15 pm-3:15 pm</td>
<td>Combs Chandler</td>
<td>Fired Up Parents! Learn How To Help Your Child Stay On Track For Success</td>
</tr>
<tr>
<td>M</td>
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<td>Jones Room</td>
<td>Two Generations, Two Goals: College and Career Readiness</td>
</tr>
<tr>
<td>M</td>
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<td>Wilkinson Room</td>
<td>Strategies for Engaging Students in Classroom Success</td>
</tr>
<tr>
<td>M</td>
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<td>Table 5</td>
<td>Big &amp; Little: Using Culture to Springboard Increased Engagement at the Secondary Level</td>
</tr>
<tr>
<td>M</td>
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<td>Table 9</td>
<td>Project Profession: A Rite of Passage Program for Entrance to the Real World</td>
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<tr>
<td>M</td>
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<td>Breathitt Room</td>
<td>Dropout Recovery Model for Youth</td>
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<tr>
<td>M</td>
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<td>Combs Chandler</td>
<td>How To Put On The Best Student Leadership Summit, Camp, or Conference! Get Students, Parents, and Educators On Track For</td>
</tr>
<tr>
<td>M</td>
<td>3:30 pm-4:30 pm</td>
<td>McCreary Room</td>
<td>At-Risk Students and Job Skills: Harnessing Resources in the Community to Promote Workforce Readiness and Service-Learning Based</td>
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<td>T</td>
<td>10:00 am-11:00 am</td>
<td>Breathitt Room</td>
<td>&quot;The Village&quot; Speaks: Promising Out-of-School Time Programs/Initiatives to Engage Youth in Academic, Career, and Life-Skills</td>
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<tr>
<td>T</td>
<td>10:00 am-11:00 am</td>
<td>Jones Room</td>
<td>Saving Our Children — The Bottom Line with Victor Woods</td>
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<tr>
<td>T</td>
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<td>Nunn Room</td>
<td>Taking Action: Working with Public Media to Build Community Initiatives for Prevention and Recovery</td>
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2015 AT-RISK YOUTH NATIONAL FORUM

FEBRUARY 15-18, 2015

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Penn State University

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