2016
POWERING THE STUDENTS' EDUCATION AGENDA
NATIONAL DROPOUT PREVENTION NETWORK
CONFERENCE
OCTOBER 2-5
Detroit Marriott at the Renaissance Center
Detroit, MI
www.dropoutprevention.org National Dropout Prevention Center/Network @ NDPCn #NDPN2016
THANK YOU TO OUR SPONSORS AND PLANNING COMMITTEE PARTNERS

SPONSORS

DOLLAR GENERAL

UAW

PARTNERS

MICHIGAN Department of Education

MACAE - Michigan Association of Community and Adult Education

MASB - Michigan Association of School Boards

DPS - Detroit Public Schools

SEE IT BELIEVE IT

MICHIGAN ALTERNATIVE EDUCATION ORGANIZATION (MAEO)

Great Lakes
Indiana, Michigan, Ohio

Michigan Association of Secondary School Principals

Special Olympics
Michigan

Michigan's Children
Public policy in the best interest of children
October, 2016

Welcome to the 28th Annual National Dropout Prevention Network Conference. We are pleased to partner with the National Center/Network to provide this opportunity and to bring this conference to Michigan.

The conference theme for this year, *Powering the Students’ Education Agenda*, provides professional learning opportunities for educators at all levels in a collective effort to mitigate dropout across the nation. This conference has provided Michigan with an opportunity to showcase some of the effective programming taking place around this critical work. The work has contributed to a reduction in dropout rate in Michigan. There is still significant work to be done to ensure that we are supporting EVERY student to graduate career and college ready.

This conference provides multiple ways for educators to learn and address issues in dropout prevention through a teacher hackathon, pre-conference sessions, insightful conference sessions, and a student-led portion of the conference that includes the important student voice. This conference will allow for opportunities for educators to build on their current skills.

Thank you for your participation in this conference and in this paramount work on behalf of all of our students.

Sincerely,

Brian J. Whiston
State Superintendent
Join us on Monday, October 24, 2016 for our Open House/Drop-In at 209 Martin Street, Clemson, SC from 1:00–5:00 p.m. (ET). Program begins at 3:00 p.m. (Live stream at 2:45 p.m.)
October 2, 2016

Dear Conference Participants and Special Guests:

Welcome to the Motor City! We are glad that you have joined us for our 29th Annual National Dropout Prevention Network Conference, *Empowering the Students’ Education Agenda*. With more than 100 breakout sessions addressing ten strands or key topics, this year’s conference promises to be an exceptional professional development opportunity. We appreciate our sponsors, partners, and members of the planning committee, for their work in making this event a success.

This year, we have a strong focus on student engagement. In addition to the student groups who will open each general session and perform at Monday evening’s reception, Tuesday afternoon is dedicated entirely to student presentations. We are very appreciative of our student presenters and the organizations they represent. We trust you will make every effort to hear their voices and express your appreciation for them.

Tuesday Morning starts strong at 8:00 am with a TechEd Breakfast, featuring a strong panel that will allow you to decide the cash-prize winning ideas from Saturday and Sunday’s Teacher Hack. An all-star panel will be the main feature of the breakfast as well.

We encourage you to stop by our booth and explore involvement with the National Dropout Prevention Center/Network through membership and our National Dropout Prevention Specialist Program. You can also discover many resources that are provided to practitioners at no cost.

Please take the time to visit with all of our exhibitors who are located in the pre-function areas. These individuals represent agencies who are partners in our mission to increase graduation rates in our communities. We also want to thank our sponsors for their contribution to the conference. Their donations and involvement help make this event a success.

Thank you especially to our headline sponsor, the Ford Motor Company Fund. We encourage you to stop by their booth and visit with them, expressing your appreciation for their input into making this an unforgettable event.

On behalf of all of us at the National Dropout Prevention Center/Network, we thank you for your attendance and for all you do each day to ensure that our students graduate from high school ready for college or career.

Sincerely,

Sandy Addis
Director, National Dropout Prevention Center/Network
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Kirsten Baesler</td>
<td>State Superintendent, North Dakota Dept. of Public Instruction</td>
<td>Bismarck, ND</td>
</tr>
<tr>
<td>Dr. Debra Duardo</td>
<td>Los Angeles Co. Supt. of Schools</td>
<td>Downey, CA</td>
</tr>
<tr>
<td>Mr. John Murray</td>
<td>Chairman and CEO, AdvancePath Academics, Inc.</td>
<td>Williamsburg, VA</td>
</tr>
<tr>
<td>Dr. John D. Barge</td>
<td>Superintendent, McIntosh County School System</td>
<td>Darien, GA</td>
</tr>
<tr>
<td>Dr. Steven W. Edwards</td>
<td>President &amp; CEO, Edwards Educational Services</td>
<td>Alexandria, VA</td>
</tr>
<tr>
<td>Ms. Martha Barrett</td>
<td>Senior VP, Jacksonville Market Manager, Global Marketing &amp; Corporate Affairs</td>
<td>Jacksonville, FL</td>
</tr>
<tr>
<td>Ms. Sari Factor</td>
<td>Chief Executive Officer, Edgenuity Inc.</td>
<td>Scottsdale, AZ</td>
</tr>
<tr>
<td>Dr. George J. Petersen</td>
<td>Founding Dean, College of Education, Clemson University</td>
<td>Clemson, SC</td>
</tr>
<tr>
<td>Mrs. Elayne Bennett</td>
<td>President and Founder, Best Friends Foundation</td>
<td>Arlington, VA</td>
</tr>
<tr>
<td>Mr. Bobby Carrell</td>
<td>Bobby Carrell &amp; Associates</td>
<td>Monroe, GA</td>
</tr>
<tr>
<td>Dr. Emily Hernandez</td>
<td>Assistant Professor, Charter College of Ed., Special Ed. &amp; Counseling</td>
<td>Los Angeles, CA</td>
</tr>
<tr>
<td>Mr. Andrew Post</td>
<td>Senior Vice President, Catapult Learning</td>
<td>Camden, NJ</td>
</tr>
<tr>
<td>Mr. Bob Collins</td>
<td>Superintendent, Grossmont USD (Ret.) and LAUSD Chief Academic Officer</td>
<td>Peoria, AZ</td>
</tr>
<tr>
<td>Mr. Thom Jackson</td>
<td>President &amp; CEO, EdisonLearning, Inc.</td>
<td>Jersey City, NJ</td>
</tr>
<tr>
<td>Mrs. Carol Raines-Brown</td>
<td>Executive Director, Making A Difference Foundation</td>
<td>Inglewood, CA</td>
</tr>
<tr>
<td>Mr. Ted Riley</td>
<td>Attorney &amp; Partner, Riley, Pope &amp; Laney, LLC</td>
<td>Columbia, SC</td>
</tr>
<tr>
<td>Mrs. Elayne Bennett</td>
<td>President and Founder, Best Friends Foundation</td>
<td>Arlington, VA</td>
</tr>
<tr>
<td>Mr. Bobby Carrell</td>
<td>Bobby Carrell &amp; Associates</td>
<td>Monroe, GA</td>
</tr>
<tr>
<td>Dr. Emily Hernandez</td>
<td>Assistant Professor, Charter College of Ed., Special Ed. &amp; Counseling</td>
<td>Los Angeles, CA</td>
</tr>
<tr>
<td>Mr. Thom Jackson</td>
<td>President &amp; CEO, EdisonLearning, Inc.</td>
<td>Jersey City, NJ</td>
</tr>
<tr>
<td>Mrs. Carol Raines-Brown</td>
<td>Executive Director, Making A Difference Foundation</td>
<td>Inglewood, CA</td>
</tr>
<tr>
<td>Mr. Ted Riley</td>
<td>Attorney &amp; Partner, Riley, Pope &amp; Laney, LLC</td>
<td>Columbia, SC</td>
</tr>
</tbody>
</table>

**Powering the Students’ Education Agenda**
Mr. Robert M. Sainz  
Assistant General Manager  
City of Los Angeles, Economic and Workforce Development Department  
Los Angeles, CA

Mr. Stuart J. Udell  
Chief Executive Officer  
K12 Inc.  
Herndon, VA

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

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

Dr. Edward Lee Vargas  
Executive Vice President, National Programs  
AVID Center  
San Diego, CA

Dr. Linda Sue Warner  
Special Assistant to the President on Tribal Affairs  
Northeastern Oklahoma A&M College  
Miami, OK

Dr. Valerie Truesdale  
Chief Officer, Tech. & Community Engagement  
Charlotte Mecklenburg Schools  
Charlotte, NC

Mr. Stuart J. Udell  
Chief Executive Officer  
K12 Inc.  
Herndon, VA

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

Dr. Edward Lee Vargas  
Executive Vice President, National Programs  
AVID Center  
San Diego, CA

Dr. Linda Sue Warner  
Special Assistant to the President on Tribal Affairs  
Northeastern Oklahoma A&M College  
Miami, OK

Dr. Valerie Truesdale  
Chief Officer, Tech. & Community Engagement  
Charlotte Mecklenburg Schools  
Charlotte, NC

NDPN Recording Secretary

Join Today!

MEMBERSHIP

NATIONAL DROPOUT PREVENTION NETWORK
DRIVING A BRIGHTER FUTURE

For more than 65 years, Ford Motor Company Fund has worked to improve people’s lives, investing $1.5 billion to support innovative programs in Community Life, Education, Safe Driving and the Ford Volunteer Corps.

Ford is proud to support the 2016 National Dropout Prevention Network Conference. We salute and thank all education professionals for your dedication to our youth.
In order to attend a site visit, participants must be preregistered. On-site registration is available at a cost of $45.00 per site visit.

**MONDAY, OCTOBER 3, 2016**

2:00 p.m. - 4:30 p.m.

**Site Visit #1**
Ford Resource and Engagement Center

Participants will have the opportunity to interact with the Ford Resource and Engagement Center (FREC), which is a client-directed community center where people and students can learn new skills, obtain needed services, develop new talents, and celebrate community. Made possible by grants from Ford Motor Company Fund, the FREC brings together nonprofit partners to serve the surrounding community.

**Site Visit #2**
University Prep Science & Math High School

University Prep Science & Math (UPSM) High School is committed to providing our students with the best educational experiences possible, by igniting and nurturing creative and principled scientific minds. Our team of professionals engages students through the use of a rigorous curriculum, real-world problem solving, and a healthy dose of imagination. We want our students to be more than college ready; we want them to be positioned for both college and career success. The UPSM High School expectation is that all of our students will grow to be responsible, upstanding citizens who add value to society and pride to their communities.

**Site Visit #3**
Henry Ford Academy at The Henry Ford Museum

A high school located in a museum devoted to America’s finest achievements and innovations? Henry Ford Academy, established in 1997, was conceived, developed, and implemented in cooperation with Ford Motor Company and The Henry Ford Museum, and chartered by Wayne County Regional Educational Service Agency. This audacious partnership focuses some of the best thinking from the business, nonprofit, and public education worlds to provide a dynamic learning community. Meet students and teachers and understand how Henry Ford Academy uses the entire range of The Henry Ford Museum’s resources, including the human talent, to create and facilitate unique learning opportunities for the high school’s 500 students and staff.

**WEDNESDAY, OCTOBER 5, 2016**

8:30 a.m. - 11:00 a.m.

**Site Visit #4**
Clara B. Ford Academy

Clara B. Ford Academy (CBF) is a unique educational placement for girls who are currently at or recently left Vista Maria, a residential option for girls involved with the juvenile justice and child welfare systems. CBF has worked closely with Ferris State and Wayne State Universities to develop a trauma-informed setting and evaluate the effectiveness of that setting in reducing discipline incidents that result in lost learning time. The opportunity to visit this setting and talk with students, teachers, and administrators would be valuable to conference participants.

**Site Visit #5**
Henry Ford Academy: School for Creative Studies at the College for Creative Studies

Henry Ford Academy: School for Creative Studies, established in 2009, was conceived, developed, and implemented in cooperation with the College for Creative Studies (CCS), and chartered by Grand Valley State University. The school is officially housed in the A. Alfred Taubman Center for Design Education, a campus of CCS, and shares the unique learning, work, and social engagement facilities with college students and on-site working professionals. Participants will have the opportunity to view the learning spaces that leverage the distinctive physical features within the school, as well as the art and design studios of the larger building; interact with students who learn and work in the spaces; engage with school leadership on the vision, opportunities, and challenges of working within this unique educational model and facility; and observe works in progress at this nationally award-winning school.

**Site Visit #6**
Wayne State University - C2 Pipeline, Innovation and Curiosity Center

The Innovation and Curiosity Center is a college laboratory located in the Life Science building on Wayne State’s campus. This center is on temporary loan from the College of Nursing and is not only open to C2 Pipeline students and schools, but is available to middle schools and high schools throughout Metro Detroit, and the public. It enables students of all ages to explore, innovate, and gain an exceptional experience at a major research institution utilizing college facilities. This center is a great place for students to perform science experiments, advance their knowledge in S.T.E.M., and utilize new age technology.
The National Dropout Prevention Network appreciates Innovation Partners who sponsor our efforts throughout the year. We are pleased to have them in Detroit and trust you will take the time to get to know them.

**AdvancePath Academics**

AdvancePath Academics’ mission is “To Enrich Lives and Improve Society Through Education—One Student at a Time.” AdvancePath offers educators a high-quality, blended learning program; communities a well-educated and productive workforce; and students an appreciation for education, encouragement for personal growth, better employment opportunities, and the foundation for a productive life and good citizenship.

**BrightBytes**

BrightBytes’ main goal is to improve the way the world learns. BrightBytes’ motivated group puts students at the center of everything they do. Their team of researchers work to power a business intelligence program called Clarity. Clarity provides educational leaders the data to make informed decisions about students, staff, stakeholders, and systems; and drive learning outcomes.

**Catapult Learning**

Catapult Learning, Inc. has dedicated its time to improving academic performance for all students through its suite of innovative, technology-enabled K–12 programs. Catapult Learning’s experts work tirelessly to ensure students receive the best possible instructional support and that educators receive personalized, professional development needed to transform their instruction and create more opportunities for student learning.

**Deeper Dive Learning, Inc.**

Deeper Dive Learning, Inc. specializes in providing unique online professional development experiences for teachers and administrators. Flagship product EdQuest is powered by the MassiveU platform. A growing library includes courses that invite teachers to experience social project-based learning as they delve into a variety of interactive courses designed to personalize their experiences by "learning, doing, and applying."

**Edgenuity**

Edgenuity provides engaging online and blended learning education solutions that propel success for every student, empowers every teacher to deliver more effective instruction, and enables schools and districts to meet their academic goals. Edgenuity delivers a range of Core Curriculum, AP®, Elective, Career and Technical Education (CTE), and Credit Recovery courses aligned to the rigor and high expectations of state, Common Core, and iNACOL standards and designed to inspire lifelong learning.

**Vizitech USA**

Vizitech USA is a cutting-edge technology company with services that include curriculum and course development, live filming for 2D and 3D projects, Computer Generated Imaging (CGI), and many more. Vizitech USA’s breakaway technologies have made them national leaders in many areas such as CGI Modeling, Interactive Manipulation, Logic Replication, and countless others.

**WIN Learning**

Worldwide Interactive Network, Inc. (WIN Learning, Inc.) has been the leading provider of career readiness solutions that help school districts prepare pathways for students’ futures, whether college, trade school, military, or workplace bound. To date, more than 10 million students worldwide have participated in the career-driven courseware and education intervention initiatives as well as career-readiness certification programs that emphasize career and college readiness, math skills, and the cultivation of personal skills.
<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Event</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Saturday, October 1, 2016</strong></td>
<td>9:00 a.m. – 5:00 p.m. Teacher Hack</td>
<td>11</td>
</tr>
<tr>
<td><strong>Sunday, October 2, 2016</strong></td>
<td>9:00 a.m. – 5:00 p.m. Teacher Hack</td>
<td>11</td>
</tr>
<tr>
<td>12:00 noon – 5:00 p.m.</td>
<td>Conference Registration</td>
<td>11</td>
</tr>
<tr>
<td>2:00 p.m. – 5:00 p.m.</td>
<td>Pre-Conference Workshops <em>(Must be preregistered.)</em></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td><em>PCW1. The Principal's Role in Student Voice, Choice, and Engagement</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>PCW2. C2 Pipeline: An Out of School Program That Helps Students</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Achieve Their Career/College Goals</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>PCW3. Design Thinking: Connecting School to Real Life for</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Student Success</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>PCW4. The Art of Communicating with Millennials: Power of Technology</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>and Thinking on the Same Level as Our Techno-Babies</em></td>
<td></td>
</tr>
<tr>
<td><strong>Monday, October 3, 2016</strong></td>
<td>7:30 a.m. – 8:30 a.m. Continental Breakfast</td>
<td>15</td>
</tr>
<tr>
<td>7:30 a.m. – 4:30 p.m.</td>
<td>Registration/Exhibit Hall Open</td>
<td>15</td>
</tr>
<tr>
<td>8:30 a.m. – 10:30 a.m.</td>
<td>Opening General Session — <em>Barrington Irving</em></td>
<td>15</td>
</tr>
<tr>
<td>10:45 a.m. – 12:15 p.m.</td>
<td>Concurrent Sessions</td>
<td>15</td>
</tr>
<tr>
<td>12:15 p.m. – 1:45 p.m.</td>
<td>2016 Crystal Star Awards of Excellence Luncheon</td>
<td>17</td>
</tr>
<tr>
<td>2:00 p.m. – 3:00 p.m.</td>
<td>Concurrent Sessions</td>
<td>20</td>
</tr>
<tr>
<td>2:00 p.m. – 4:30 p.m.</td>
<td>Site Visits</td>
<td>24</td>
</tr>
<tr>
<td>3:15 p.m. – 4:30 p.m.</td>
<td>Concurrent Sessions</td>
<td>24</td>
</tr>
<tr>
<td>3:15 p.m. – 4:30 p.m.</td>
<td>Carousel Session</td>
<td>26</td>
</tr>
<tr>
<td>5:00 p.m. – 7:00 p.m.</td>
<td>Motown Opening Reception—<em>Mosaic Youth Theatre</em></td>
<td>28</td>
</tr>
<tr>
<td><strong>Tuesday, October 4, 2016</strong></td>
<td>7:30 a.m. – 4:30 p.m. Registration</td>
<td>31</td>
</tr>
<tr>
<td>8:00 a.m. – 4:30 p.m.</td>
<td>Exhibit Hall Open</td>
<td>31</td>
</tr>
<tr>
<td>8:00 a.m. – 9:30 a.m.</td>
<td>Tech Ed Breakfast—<em>Hill Harper, Moderator</em></td>
<td>31</td>
</tr>
<tr>
<td>9:45 a.m. – 10:45 a.m.</td>
<td>Concurrent Sessions</td>
<td>31</td>
</tr>
<tr>
<td>11:00 a.m. – 12:00 noon</td>
<td>Concurrent Sessions</td>
<td>35</td>
</tr>
<tr>
<td>12:00 noon – 1:00 p.m.</td>
<td>Tailgate Lunch—<em>Brian J. Whiston, Michigan State Superintendent</em></td>
<td>39</td>
</tr>
<tr>
<td>1:15 p.m. – 2:15 p.m.</td>
<td>General Session—<em>Eric Thomas</em></td>
<td>39</td>
</tr>
<tr>
<td>2:30 p.m. – 3:15 p.m.</td>
<td>Youth-Led Concurrent Sessions</td>
<td>39</td>
</tr>
<tr>
<td>3:30 p.m. – 4:15 p.m.</td>
<td>Youth-Led Concurrent Sessions</td>
<td>39</td>
</tr>
<tr>
<td><strong>Wednesday, October 5, 2016</strong></td>
<td>7:30 a.m. – 8:30 a.m. Coffee Service</td>
<td>43</td>
</tr>
<tr>
<td>7:30 a.m. – 11:00 a.m.</td>
<td>Exhibit Hall Open</td>
<td>43</td>
</tr>
<tr>
<td>7:30 a.m. – 12:30 p.m.</td>
<td>Registration</td>
<td>43</td>
</tr>
<tr>
<td>8:30 a.m. – 11:00 a.m.</td>
<td>Site Visits</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td><em>SV4. Clara B. Ford Academy</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>SV5. Henry Ford Academy: School for Creative Studies on Campus at</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>the College for Creative Studies</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>SV6. Wayne State University - C2 Pipeline, Innovation and Curiosity Center</em></td>
<td></td>
</tr>
<tr>
<td>8:30 a.m. – 9:30 a.m.</td>
<td>Concurrent Sessions</td>
<td>43</td>
</tr>
<tr>
<td>9:45 a.m. – 10:45 a.m.</td>
<td>Concurrent Sessions</td>
<td>44</td>
</tr>
<tr>
<td>11:00 a.m. – 12:30 p.m.</td>
<td>Closing Brunch/General Session—<em>Russell Quaglia</em></td>
<td>45</td>
</tr>
</tbody>
</table>

**Directory of Presenters**

**Directory of Exhibitors**
As a professional in the field of dropout prevention, you put your heart into your work to make a difference for young people, providing hope, opportunity, and support.

As a certified National Dropout Prevention Specialist, you can also make a statement to your peers, employers, and community – you are informed, experienced, current, and connected.

Professionals in the field of dropout prevention may apply to the National Dropout Prevention Specialist Certification Program. Applicants who are accepted into the program receive a one year individual membership to the National Dropout Prevention Network, discounts toward NDPC/N events and products, and receive special opportunities through NDPC/N. Certification is earned through attendance at 12 designated sessions at NDPC/N events that address dropout prevention and effective strategies and demonstration of practice through a field project. Certification is valid for three years and can be renewed through continued professional learning at NDPC/N events and sustained NDPN membership.

The National Dropout Prevention Center/Network has identified 15 effective strategies that have the most positive impact on reducing school dropout. These strategies serve as the foundation for the NDPS certification program.

<table>
<thead>
<tr>
<th>Effective Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Active Learning</td>
</tr>
<tr>
<td>2. After-School/Out-of-School Opportunities</td>
</tr>
<tr>
<td>3. Alternative Schooling</td>
</tr>
<tr>
<td>4. Career and Technical Education (CTE)</td>
</tr>
<tr>
<td>5. Early Childhood Education</td>
</tr>
<tr>
<td>6. Early Literacy Development</td>
</tr>
<tr>
<td>7. Educational Technology</td>
</tr>
<tr>
<td>8. Family Engagement</td>
</tr>
<tr>
<td>9. Individualized Instruction</td>
</tr>
<tr>
<td>10. Mentoring/Tutoring</td>
</tr>
<tr>
<td>11. Professional Development</td>
</tr>
<tr>
<td>12. Safe Learning Environments</td>
</tr>
<tr>
<td>13. School-Community Collaboration</td>
</tr>
<tr>
<td>14. Service-Learning</td>
</tr>
<tr>
<td>15. Systemic Renewal</td>
</tr>
</tbody>
</table>

Key Topics

- Foundations in Dropout Prevention
- Special Topics in Dropout Prevention

Through the National Dropout Prevention Specialist Certification program, NDPC/N is identifying and recognizing an “army of practitioners” in the work of dropout prevention. These individuals will be recognized on the NDPC/N Web site and have potential of being involved in NDPC/N projects, events, and opportunities in their area.

Once enrolled, participants receive a Presentation Record Sheet to record sessions attended. Session codes are listed in brackets by each presentation title. The Session Code and the presenter or facilitator signature should be recorded next to the appropriate strategy marker and the sheet turned in at the end of the conference.

For more information, scan the qrcode, go to www.dropoutprevention.org, or stop by the NDPC/N Booth.
A 48-HOUR CHALLENGE WHERE TEACHERS CREATE INNOVATIVE TOOLS TO REDUCE DROPOUT RATES
#TEACHERHACK #FORDSTEAMLAB

- When: Saturday, October 1 – Sunday, October 2, 2016
- Where: Ford Resource & Engagement Center
- Challenge: How Can We Reduce Dropout Rates by 2018?
- Perfect For: Teachers From All Grade Levels

Put your creative skills and insights to work helping to reduce dropout rates around the country at Teacher Hack, presented by Ford STEAM Lab in Detroit during the 2016 National Dropout Prevention Network Conference.

Tired of seeing students continue to drop out of school? Teacher Hack is meant to change that. Teacher Hack is a 48-hour challenge where teachers, developers, UX/web/graphic designers, and product managers form teams and build creative solutions which reduce dropout rates.

You don’t need to have prior hack experience to participate. Representatives from leading community groups, tech companies, educational agencies, and others will be on hand to participate, provide guidance and support, as well as feedback and input on the solutions being developed.

SUNDAY, OCTOBER 2, 2016

9:00 a.m. - 5:00 p.m.
TEACHER HACK
Location: Ford Resource & Engagement Center

12:00 noon - 5:00 p.m.
CONFERENCE REGISTRATION
Location: Renaissance Ballroom Foyer

SUNDAY, OCTOBER 2, 2016  1:00 PM–3:00 PM
Mariachi Juvenil Detroit

As Detroit’s first youth mariachi, this ensemble is dedicated to training new generations of mariachis, and preserving Mexican music and culture.
2017 NATIONAL FORUM ON DROPOUT PREVENTION FOR NATIVE AND TRIBAL COMMUNITIES

APRIL 9–12, 2017
SCOTTSDALE, AZ
WE-KO-PA RESORT & CONFERENCE CENTER

Did you know?

October Is National Dropout Prevention Month!

Do your part! During October, help NDPC/N increase dropout prevention awareness by downloading PSAs and press releases to send to your local media from

www.dropoutprevention.org/octoberresources

or promote your school’s successful dropout initiatives to your local media. You’ll also find posters and other materials free for downloading. Together, we can make even greater strides in increasing dropout prevention awareness.
Our goal should be that no child drops out of school—ever!
SUNDAY, OCTOBER 2, 2016

2:00 p.m. - 5:00 p.m.

**PRE-CONFERENCE WORKSHOPS**
(Must be preregistered. On-site registration is available.)

PCW 1. THE PRINCIPAL’S ROLE IN STUDENT VOICE, CHOICE, AND ENGAGEMENT [0101]
Location: Michelangelo
Presenter: Dr. Mark Wilson, National School Leadership Coach, Consultant, Presenter, and the 2009 National Principal of the Year, Madison, GA

Students perform better and are more likely to graduate when they are deeply involved and engaged in school and learning. This three-part session will explore the principal’s key role in leading a school of deeper engagement and featuring student voice and choice.

**Part One: The Principal’s Role in Student Voice**—During this session, participants will be led in an interactive exploration of best practices to make time for student voice, a practice that will lead to deeper student engagement.

**Part Two: The Principal’s Role in Student Choice**—In this session, we discuss developing a culture of student choice in their education which leads to a stronger student voice and deeper student engagement.

**Part Three: The Principal’s Role in Student Engagement**—At the conclusion of this session, participants will leave with a framework for further discovery during the remainder of the conference, as well as initial notions of what to do to improve student achievement upon returning to their schools.

PCW 2. C2 PIPELINE: AN OUT OF SCHOOL PROGRAM THAT HELPS STUDENTS ACHIEVE THEIR CAREER/COLLEGE GOALS [0102]
Location: Monet
Presenter: Mr. Don Neal, Wayne State University, Detroit, MI

C2 Pipeline is a 21st CCLC grant-funded program sponsored by Wayne State University, College of Nursing. This program has created a working collaboration which leverages university partners’ strengths and focuses them on providing expanded academic enrichment opportunities for students living in high-poverty areas and attending low-performing schools. The focus is to provide participating students a springboard to explore their interests, keep them engaged in school, graduate on time, and prepare them to become college and career ready. In addition to the school year programming the C2 Pipeline program offers extensive programming on campus during the summer, and is host to a one-of-a-kind, 11-day interprofessional, educational, and residential program to give students an intensive college experience.

PCW 3. DESIGN THINKING: CONNECTING SCHOOL TO REAL LIFE FOR STUDENT SUCCESS [0103]
Location: Davinci
Presenter: Dr. Deborah Parizek, Henry Ford Learning Institute, Dearborn, MI

Young people need bold, progressive learning options. In this hands-on immersive session, participants will explore “Design Thinking,” a creative problem-solving process and personalized approach to learning that equips students to uncover real-life challenges, develop empathy, and work with others to devise possible solutions for community challenges.

PCW 4. THE ART OF COMMUNICATING WITH MILLENIALS: THE POWER OF TECHNOLOGY AND THINKING ON THE SAME LEVEL AS OUR TECHNO-BABIES [0104]
Location: Greco
Presenter: Ms. J. Ross Parrelli, Beats Lyrics Leaders, Auburn, CA

Building character and emotional intelligence through art, music, culture, and technology. Our lost passageway into humanism. Using the same technology our students use, we can empower our youth and teach them how to start movements through a smart phone. From recording music to taking pictures on snapchat, our Smart Phones are changing the way we learn. How do we as teachers/mentors use that to our advantage in and out of the classroom?
Monday Highlights
Monday, October 3, 2016          Renaissance Ballroom

OPENING GENERAL SESSION
8:30 am–10:30 am

Hand Drum Ensemble
Hazel Park Jr. High

JROTC Color Guard
Western International High School

National Anthem
Amy Alberto, Ethan Baldwin
Swartz Creek Academy

Keynote Speaker
Mr. Barrington Irving

CRYSTAL STAR AWARDS LUNCHEON
12:15 pm–1:45 pm

Garden City High School Singers
Garden City High School

Jim Ziolkowski
Founder, President, and CEO of buildOn

MR. BARRINGTON IRVING
PILOT, EDUCATOR, FOUNDER

Barrington Irving is very good at rising above obstacles. Raised in Miami's inner city, surrounded by crime, poverty, and failing schools, he beat the odds to become the youngest person and only African American ever to fly solo around the world. He's built a plane, made his historic flight, graduated magna cum laude from an aeronautical science program, and founded a dynamic educational nonprofit. Then, he turned 28. Irving founded Experience Aviation, a nonprofit organization dedicated to empowering minority youth to pursue careers in aviation.
7:30 a.m. - 8:30 a.m.
CONTINENTAL BREAKFAST/NETWORKING WITH THE EXHIBITORS
Location: Renaissance Ballroom Foyer
Come and enjoy a continental breakfast to be served in the Renaissance Ballroom Foyer. 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. - 4:30 p.m.
EXHIBIT HALL OPEN/REGISTRATION
Location: Renaissance Ballroom Foyer

8:30 a.m. - 10:30 a.m.
OPENING GENERAL SESSION
Location: Renaissance Ballroom
Keynoter: Mr. Barrington Irving

10:45 a.m. - 12:15 p.m.
CONCURRENT SESSIONS
(Participants choose one.)

ESTABLISHING RELATIONSHIPS: THE KEY TO REACHING AND TEACHING ME [0301]
Strand: Teaching and Learning Strategies
Focused on Student Engagement and Personalized Learning
Location: Michelangelo
Presenters: Dr. Judith Pauley and Mr. Joseph Pauley, National Dropout Prevention Network, Potomac, MD

Students who get their motivational needs met improve their motivation to learn, stop their disruptive behaviors, and stay in school. In this fun-filled presentation, participants will learn internationally acclaimed, research-based concepts that have been used by thousands of educators to establish positive relationships, motivate students, and improve academic achievement and behavior. The presentation includes research and content and shows how educators use the concepts to reach every student.

CREATING CULTURALLY RESPONSIVE SCHOOL CULTURE [0302]
Strand: School Climate and Culture
Location: Monet
Presenter: Dr. Roger Cleveland, Eastern Kentucky University, Lexington, KY

In many schools cultural discontinuity exists between students and staff of all walks of life. There is a cultural mismatch between many of the students’ culture and the culture in the classroom, which in many cases cause communication gaps between students and teachers in diverse settings. This session will define and demonstrate how culture and cultural relevancy are salient issues in educating diverse learners.

ASSISTING STUDENTS WITHIN SPECIAL POPULATIONS TO BE SUCCESSFUL IN CAREER AND TECHNICAL EDUCATION (CTE) [0303]
Strand: Student Engagement Research and Data Analysis
Location: Davinci
Presenter: Dr. Valerie Felder, Michigan Department of Education - Career and Technical Education, Lansing, MI

This session will focus on explaining the different categories within special populations and examining the data between students within special populations and general education students. Academic examples will be provided of how to help all students to be successful. Information will be provided on accommodations and modifications. The audience will work in groups on different academic scenarios and determine whether the scenarios are accommodations versus modifications of a CTE program.

LEVERAGING BUSINESS PARTNERSHIPS TO TRANSFORM THE STUDENT LEARNING EXPERIENCE [0304]
Strand: Teaching and Learning Strategies
Focused on Student Engagement and Personalized Learning
Location: Greco
Presenters: Mr. Dann Garcia, Ford Next Generation Learning, Mercedes, TX; Mr. Ola Abejide, Mr. Scott Georges, Mrs. Julie de Hagen, Ford Motor Company, Dearborn, MI; and Mrs. Terri Hatfield, Ford Motor Company, Louisville, KY

Problem-Based Case Learning (PBCL) is an inquiry-based approach to teaching and learning that meaningfully bridges the gap between the worlds of school and work. PBCL enables business partners and educators to design learning scenarios based on current and authentic problems encountered within businesses to deepen understanding of workplace contexts. By bringing real-world employer needs to their students, instructors can minimize the barriers that typically separate the classroom from the real world.

TEN STRATEGIES PROVEN TO INSPIRE AND ENGAGE EVERY STUDENT [0305]
Strand: School Climate and Culture
Location: Mackinac East
Presenter: Mr. Christian Moore, WhyTry Organization, 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 20,000 K-12 schools and organizations worldwide.
A proud NDPC/N Partner and Crystal Star Award Recipient, **AdvancePath** provides **K-12 Academic Resiliency Assessments**, College & Career Readiness Screeners, and is recognized nationwide for its **At-Risk Intervention Academies**, which have a 92% student success rate.

Our Academies have directly graduated 8,000 students, with an additional 20,000 graduating back in their host schools after we got them back **on track**; more than half progressed to postsecondary education.

Having worked with over 30,000 students to date, **AdvancePath** believes that all students can learn and succeed in the right environment, driving our mission to:

**“Enrich Lives and Improve Society Through Education—One Student at a Time.”**

---

**WE’RE HERE!**

Presenting
**“Helping At-Risk Students Before They Become The Walking Dead”**

LeAnn Stewart
VP of Curriculum & Instruction

---

**Contact Us**

Visit an Academy in Action.
Pilot our Resiliency Assessments.
Your students can find success, too.
Phone: 757-208-0900 Social: @AdvancePath

[www.advancepath.com](http://www.advancepath.com)
10:45 a.m. - 12:15 p.m.

BUILD A BRIDGE TO YOUR STUDENTS’ HEARTS—SHARE YOUR STORY TO MAKE THE CONNECTION! [0306]
Strand: School Climate and Culture
Location: Mackinac West
Presenter: Mr. Aric Bostick, Aric Bostick Success Training, Inc., Austin, TX

I am a child of divorced parents, an eighth-grade dropout alcoholic father, abusive illiterate mother, and I ran away from home as a ninth grader. A coach, counselor, and teacher changed my life. This is my story. Our stories create connection, trust, and inspiration. Tell your students your story.

#CANIFINDTHEANSWERONGOOGLE? USING TECHNOLOGY TO REACH AT-RISK LEARNERS [0307]
Strand: Utilizing Technology to Reach Students
Location: Marquette A
Presenter: Dr. Rose Skepple, Eastern Kentucky University, Richmond, KY

Dr. Skepple will show participants how to use interactive tools such as Google apps, social media, and video playlists to keep at-risk students engaged in the classroom. Each participant is encouraged to bring a mobile device to the session.

THE SUCCESS PROGRAM: A PRACTICAL SOLUTION THAT CLOSES THE OPPORTUNITY GAP [0308]
Strand: School and Community Support Systems for Students
Location: Marquette B
Presenters: Mrs. Kristin Breslin and Mr. Kevin Conner, Manchester High School, Chesterfield County Public Schools, Midlothian, VA; Mr. Matt Bland, Hermitage High School, Richmond, VA

The Success Program is a cost-free, easily adaptable safety-net program for the at-risk population at any school that helps to strengthen support for student engagement. The Success Program guarantees higher test scores, improved graduation rates, and improved school climate.

SUPPORTING GRADUATION ACROSS THE GENERATIONS [0309]
Strand: School and Community Support Systems for Students
Location: LaSalle A
Presenter: Ms. Michele Corey, Michigan’s Children, Lansing, MI

The research is clear that parents’ education attainment and their involvement in school is directly connected to the educational trajectories of their children. Two generation approaches that can reach beyond the school building to engage parents and support the holistic needs of students and their families will be highlighted, as well as public policy and budget opportunities that support these strategies.

IMPROVE YOUR ABCs—ACHIEVEMENT, BEHAVIOR, AND CLIMATE—WHILE REDUCING DMC [0310]
Strand: School Climate and Culture
Location: LaSalle B
Presenter: Dr. Robert Kirton, DNA Educational Solutions & Support, Columbia, SC

The concept, tools, and resources of this interactive presentation are embedded in the National School Climate Center’s five elements of school climate: (1) school safety, (2) teaching and learning, (3) interpersonal relationships to include respect for diversity, (4) environment such as disciplinary environment, and (5) staff relationships.

HELPING AT-RISK STUDENTS BEFORE THEY BECOME THE “WALKING DEAD” [0311]
Strand: School and Community Support Systems for Students
Location: Cadillac A
Presenter: Ms. LeAnn Stewart, AdvancePath Academics, Inc., White House, TN

Perplexed by good students who suddenly drop out or stop performing? Join us for an interactive session that will help you identify students who have the highest potential to become your school’s “walking dead.” Learn about the early warning signs and try out easy-to-use tools that can accurately predict academic performance and graduation rates much earlier than the traditional ABCs. Plus, take home some outstanding intervention strategies and ways to “rewrite the prequel.”

YOU CAN MAKE IT—NEVER GIVE UP! [0312]
Strand: School Climate and Culture
Location: Cadillac B
Presenter: Mr. Victor Woods, Success International Incorporated, Bloomingdale, IL

This presentation will show and explain that it’s not where you start but where you finish and if you fall, fall on your back because if you can look up you can get up. There is no shame in making a mistake or losing from time to time. Success ultimately lies in Never Giving Up!

12:15 p.m. - 1:45 p.m.

2016 CRYSTAL STAR AWARDS OF EXCELLENCE LUNCHEON
Location: Renaissance Ballroom
Mr. Terry Pickeral, president of Cascade Educational Consultants (CEC) in Bellingham, WA, is making invaluable contributions through his research and policy leadership in youth engagement, school climate, service-learning, civic development, education policy, state and district leadership, and other practices to sustain quality education reform focused on equitable student and community engagement.

Through CEC, work with the National Dropout Prevention Center/Network (NDPC/N), and his other affiliations, Terry challenges education and community leaders to establish a team approach to engaging youth, creating policies, increasing effective school practice, and including all stakeholders in improving education and student success.

Dr. Woodley's passion and purpose is driven by her own personal experience as an alternative school graduate and also a teen parent. She is the author of two books titled Why Did You Choose to Get Pregnant and Transforming Alternative Education, that detail her journey.

Since 2008, Dr. Lateshia Woodley has worked as a transformational leader in some of the lowest-performing schools in the State of Georgia. Dr. Woodley has collaborated with the district, state, and the local community to implement a community school model; to assist students in overcoming barriers that hinder success in completion of their goals to graduate from high school. This comprehensive model includes the implementation of initiatives, which include increased learning time for flexible learning options, and advisory/mentoring, medical, and social/emotional services.

Dr. Woodley's passion and purpose is driven by her own personal experience as an alternative school graduate and also a

**individual winners**

Terry’s professional development work in service-learning and civic development has helped many schools achieve their civic missions. He facilitates training and technical assistance forums, authors articles, and represents CEC and NDPC/N throughout the U.S. and internationally.

Terry shares with NDPC/N and its networks his extensive connection to high-caliber researchers, practitioners, and paradigm-shifters, and resources related to school climate and youth engagement.

Terry received his undergraduate degree from the University of Hawaii and his graduate degree from the University of British Columbia (Canada). Terry is a grandfather and lives with his wife in Bellingham, WA.

Dr. Lateshia Woodley has proven to be a true advocate for education. She continues to live up to her personal mission, which is to ignite, motivate, and encourage individuals to reach their full potential.
Over the last 25 years, buildOn has grown to become a vast network of global citizens who believe in the transformative power of service and education to create positive change locally and globally. Their mission is to break the cycle of poverty, illiteracy, and low expectations through service and education. Engaging more than 4,000 inner-city high school students each month, buildOn empowers youth from underresourced neighborhoods to make a positive difference in their communities while helping people of developing countries increase their self-reliance through education.

Founder, President, and CEO Jim Ziolkowski’s inspiration to start buildOn was born from his travels to some of the most impoverished countries in the world and from his experiences living in Harlem. Jim derailed his fast-track career in corporate finance at GE to dedicate his life to the organization.

buildOn’s Service Learning Program focuses on three core activities: Service, Education, and Building Schools. These activities occur during the school day in classrooms as well as during out-of-school weekends and breaks.

In 2010, Brandeis University, Waltham, MA, identified impacting outcomes from the buildOn Service Learning Program such as Empowerment, Civic Engagement, Self-Worth, Academic Engagement, Leadership and Teamwork Skills, Empathy and Compassion, and Personal and Social Development.

buildOn students have completed nearly 1.8 million hours of community service, and each day, 124,000 children, parents, and grandparents attend classes at 953 buildOn schools around the world.

Oakland Opportunity Academy (OOA) provides over 200 at-risk students the chance to earn their high school diplomas each year. OOA is Oakland Schools’ Shared Educational Entity (SEE) for alternative education. Students make up classes and credits at OOA while earning their sending school diploma.

Housed in Oakland Schools Career Technical Campus, students take hands-on Career Technical programs while also completing their academic classes. A blended learning model allows self-paced learning, direct teacher and tutor support, and integrated projects to engage learners. Attention to Social Emotional Learning for students is an essential component of every strategy. Most OOA students enter behind in credits and at risk of dropping out. OOA recognizes each student’s risks in a personalized instructional model. Teachers and tutors work individually to coach learning without failure. OOA’s positive school culture ensures students get rewards at each step, learn new success strategies, and complete their high school diploma on time for future college and careers.

Approximately 80% of OOA students have multiple dropout risk factors, yet the school’s 423 graduates since 2010 have beaten the odds.

This highly successful program at OOA is based on a positive and safe school culture, career and academic self-paced learning, recognition of individual student needs, a unified and dedicated instructional staff, and a proven strategy for student engagement and success.

In 2005, with a high school graduation rate of 56%, the Hart County School System in rural north Georgia engaged the National Dropout Prevention Center to conduct a Program Assessment and Review (PAR) to determine the best strategies for improving the system graduation rate. Following the review and recommendations, the system organized a community task force to address the issue and mobilized teams of educators and stakeholders to develop and implement strategies.

In collaboration with the community, the Hart County School System implemented multiple strategies to change the culture and graduation expectations of the schools and the community. Acting on a suggestion from the community, a school system mascot program called Grad Dog Initiative, a bulldog dressed in a cap and gown, holding a diploma was created. The Grad Dog’s image with his motto, “Finish What You Start,” is now posted throughout the community and in all schools. A group of local businesses give t-shirts to all incoming first graders with the Grad Dog, his slogan, and the first graders’ projected year of graduation.

The “Grad Cup Challenge” is an annual event that celebrates the competition between rival schools in Hart and Franklin Counties. The school system with the highest past year graduation rate is awarded the trophy at half time during the season’s rival football game, with leaders of both school systems on the field.

The Grad Dog Initiative raised the system graduation rate of Hart County from 56% in 2005 to 94% in 2015. This unique initiative demonstrates how a school system and a community can cooperatively, creatively, and persistently improve graduation rates over time.
2:00 p.m. - 3:00 p.m.

**CONCURRENT SESSIONS**

*(Participants choose one.)*

**EQUIP THEM TO THRIVE, NOT JUST SURVIVE [0501]**

*Strand: Life Skills, Transitions, and Personal Development*

*Location: Michelangelo*

*Presenters: Mrs. Arlyn Lawrence and Mr. Dennis Trittin, LifeSmart Publishing, Gig Harbor, WA*

Learn creative ideas for equipping at-risk teens with a positive vision for life, and the leadership strategies and soft skills that will position them for success. Attendees receive a complimentary *What I Wish I Knew at 18* leadership/life skills curriculum.

**ONLINE AND BLENDED LEARNING OPTIONS TO HELP STUDENTS RECOVER CREDITS, GET BACK ON TRACK, AND STAY IN SCHOOL [0502]**

*Strand: Teaching and Learning Strategies Focused on Student Engagement and Personalized Learning*

*Location: Monet*

*Presenters: Ms. Deborah Rayow, Edgenuity, Scottsdale, AZ; Mr. Belvin Liles, Cody Academy of Public Leadership, Detroit, MI; Ms. Shannon Peterson, Dearborn Public Schools, Dearborn, MI; Mr. Christopher Minor, Dearborn High School, Dearborn, MI; and Ms. Melani Edwards, Casa Grande Union High School District, Casa Grande, AZ*

Online and blended learning programs can offer students greater flexibility and motivation to recover credits, receive targeted intervention, reengage with school, and stay on a path towards graduation. Attend this panel discussion to learn how three high school programs have used online curriculum to reduce dropout rates and enable students to be successful academically, often for the first time in their school careers.

**WHY DO SO MANY STUDENTS STRUGGLE WITH READING? COULD IT BE THAT ACCEPTED INSTRUCTIONAL PRACTICES AREN'T ALIGNED WITH HOW THE BRAIN LEARNS A PROCESS? [0503]**

*Strand: Teaching and Learning Strategies Focused on Student Engagement and Personalized Learning*

*Location: Davinci*

*Presenter: Dr. Dee Tadlock, Central WA University and Read Right Systems, Shelton, WA*

Reading problems block academic success, undermine self-confidence, lead to low esteem, and contribute heavily to a decision to drop out of school. Learn how a constructivist intervention model, reflecting a paradigm shift in the field of reading, can reverse these negative variables by relying on the plasticity of the brain to quickly transform struggling readers—including ELL, dyslexic, learning disabled, and autistic students—to excellent readers. Research data will be presented.

**SCHOOL LEADERSHIP PRACTICES THAT ENHANCE STUDENT ENGAGEMENT [0504]**

*Strand: Leadership and Policy Supports for Student Engagement*

*Location: Greco*

*Presenters: Dr. Steve Paine and Dr. Kristal Ayres, BrightBytes, San Francisco, CA*

School leadership is essential in creating a culture to optimize 21st century student engagement strategies and practices. Participants will learn what it takes to create strong leadership teams and empower them to affect positive change to provide student engagement in schools. Using targeted leadership assessment tools that help pinpoint the traits and practices of exemplary leaders, attendees will discover the key domains, indicators, and responsibilities necessary to be an effective leader.

**REACHING THE WOUNDED STUDENT [0505]**

*Strand: School Climate and Culture*

*Location: Mackinac East*

*Presenter: Dr. Joe Hendershott, HOPE 4 The Wounded, LLC, Celebration, FL*

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 esteem, change behavior, increase achievement, and graduate from high school.

**UNPACKING THE EMOTIONAL SUITCASE [0506]**

*Strand: Life Skills, Transitions, and Personal Development*

*Location: Mackinac West*

*Presenter: Ms. Tierica Berry, A Woman’s Standard, Decatur, GA*

When young women do not have a healthy way of processing emotions, suppression tends to be the solution, which results in all sorts of at-risk behavior. This emotional development workshop is designed to equip educators with strategies to help ladies cope with emotional trauma and unpack their “Emotional Suitcases.”
Across the country, Edgenuity solutions are driving student success—helping students recover credits, stay on track for graduation, and discover a passion for learning. Student success fuels ours, and today we’ve enhanced our technology and expanded our online curriculum to support more students than ever before.

**With Edgenuity, schools across America are getting real results—and changing lives.**

edgenuity.com | 877.7CLICKS
2:00 p.m. - 3:00 p.m.

**INTEGRATED STUDENT SUPPORTS AND ESSA [0507]**

Strand: Leadership and Policy Supports for Student Engagement

Location: Marquette A

Presenters: Mr. Jeffrey Brown, Communities In Schools of MI, Lansing, MI; and Ms. Malissa Martin, Communities In Schools of MidAmerica, Lawrence, KS

The program will discuss Integrated Student Supports (ISS) and ESSA, in which CIS and other “wraparound services” fall, which are specifically identified as a program eligible for funding under the ESSA $15 Billion Title I program. States and school districts are encouraged to leverage increased flexibility in funding in order to adopt evidence-based programs to achieve school turnaround and improve academic outcomes.

**EFFECTIVELY IMPLEMENTING EARLY WARNING SYSTEMS: LESSONS LEARNED [0508]**

Strand: Leadership and Policy Supports for Student Engagement

Location: Marquette B

Presenter: Ms. Jenny Scala, American Institutes for Research, San Mateo, CA

Early warning systems to identify and support students at risk of dropout are being implemented throughout the country. This session will begin with an overview of the Early Warning Intervention and Monitoring System (EWIMS) seven-step implementation process developed by American Institutes for Research. Session participants will then have an opportunity to engage in discussions on overcoming challenges and lessons learned while implementing early warning systems. This session will provide ample time for discussion and sharing ideas with presenters and fellow participants. Please come ready to share your successes and challenges!

**WHAT WE’VE LEARNED USING INTEGRATED STUDENT SUPPORTS AND DATA TO DRIVE STUDENT AND FAMILY REENGAGEMENT IN THE VIRTUAL SCHOOL SETTING [0509]**

Strand: School and Community Support Systems for Students

Location: LaSalle A

Presenters: Ms. Laurel Barrette and Ms. Teren Jackson, K12 Inc., Herndon, VA

The Family Academic Support Team ™, a K-12 Integrated Student Support pilot program, has improved the academic achievement and persistence of our most vulnerable students across K12 virtual schools. Key to the program’s success is the intensive use of data, strength-based perspective, relationship building, professional development, and accountability.

**COLLEGE AND CAREER READY: IMPLICATIONS FOR YOUTH AT RISK [0510]**

Strand: Teaching and Learning Strategies Focused on Student Engagement and Personalized Learning

Location: LaSalle B

Presenter: Dr. Patrick J. O’Connor, Kent State University, Kent, OH

The term College and Career Ready has become a popular “buzz phrase” in recent years. This presentation examines the background and concepts associated with the phrase which is almost a movement. Implications of the movement for youth in at-risk situations are presented in this session.

**MICHIGAN STUDENT INSPIRATION PROJECT [0511]**

Strand: Student Engagement Research and Data Analysis

Location: Cadillac A

Presenters: Mrs. Kristen Harmeling, YouGov, Waterbury, CT; and Mrs. Ann-Marie Mapes, Michigan Department of Education, Lansing, MI

This session will focus on the Student Inspiration Project, an initiative developed from the opinions of students to help them reengage with school. Session will include videos of Michigan students telling us why they are disengaged in their own words, and reacting to an innovative new campaign, “Almost Worst Ideas.”

**A CRITICAL MASS OF SUPPORTS: STUDENT WELL-BEING AND EDUCATIONAL ATTAINMENT THROUGH WRAPAROUND PROGRAMMING AND COMMUNITY PARTNERSHIPS [0512]**

Strand: School and Community Support Systems for Students

Location: Cadillac B

Presenter: Dr. Konrad Glogowski, Pathways to Education Canada, Toronto, Ontario, Canada

This presentation will explore how a comprehensive community-based dropout prevention program, developed in Canada in 2001, impacts the lives of marginalized students in 17 different communities. Specifically, the presentation will address how the modular character of the program, connection to the community, and consistent long-term relationship building with caring adults enhance the impact of the program by creating a sense of belonging and safe spaces for marginalized youth.
Your students are at risk...of thriving

Fuel Education is your partner to help your struggling students rekindle their confidence and spark their desire to achieve.


- Credit recovery
- Dropout prevention
- Remediation
- Alternative education
- Career and technical education
- Summer school
- Interactive math tutoring
- English language learning
- Homebound education
- Speech and occupational therapy

Our solutions will put your struggling students at risk of loving school all over again.

CALL
844.879.3365
WEB
g ETF ueled.com

Resulting graduation rate for Chicago’s Carver Military Academy after implementing FuelEd credit recovery courses:

100%
graduation rate for 2014–15

“If the district ever stopped buying this product, I would pay for it out of the school’s budget.”

– Principal Major Steven Rouse

Learn more at getfueled.com/
OnlineLearningChicago
2:00 p.m. - 4:30 p.m.

SITE VISITS 1-3
Location: Meet in Hotel Lobby

For complete descriptions of site visits, refer to page 7.

3:15 p.m. - 4:30 p.m.

CONCURRENT SESSIONS
( Participants choose one.)

KEEP THE DRAMA ON THE STAGE AND OUT OF THE CLASSROOM [0601]
Strand: School Climate and Culture
Location: Michelangelo
Presenter: Dr. Lynette Bell, Frisco Community Schools, Plano, TX

Teach To’s are strategies and tools that significantly reduce classroom drama and discipline issues. Teach To’s provide highly successful management strategies used by thousands of effective classroom teachers and facilitators for decades. Learners will gain strategies proven to raise student scores, increase parent involvement, and improve teacher satisfaction in schools where Teach To’s are implemented.

TEACHING AND RETAINING TRAUMATIZED, COURT-INVOLVED STUDENTS: PROMISING PRACTICES FROM THE FIELD [0604]
Strand: School Climate and Culture
Location: Greco
Presenters: Dr. Angelique Day, Wayne State University School of Social Work, Detroit, MI; Dr. Beverly Baron, Clara B. Ford Academy, Dearborn Heights, MI; and Dr. Shantel Crosby, Kent School of Social Work, University of Louisville, KY

This study examines the impact of trauma faced by court-involved youth on their educational well-being. Specifically, this study evaluates the impact of a trauma-informed teaching curriculum and intervention on teachers and other school support staff on increasing their sensitivity to trauma and addressing trauma symptoms that are exhibited in the classroom setting, and showcases the collaboration of mental health and child welfare professionals in schools.

EDUCATING THE “ENTIRE” URBAN CHILD [0606]
Strand: Leadership and Policy Supports for Student Engagement
Location: Mackinac West
Presenter: Dr. Reginald Williams, Shelby County Schools, Memphis, TN

Memphis is the 21st largest school district in the nation. All large urban high schools have a myriad of problems. See what the administration did at Kirby High to address negative behavior such as fighting, class cutting, tardiness, profanity, cafeteria decorum, and use of cell phones that gave Kirby High a very bad image. Listen to the steps Dr. Reginald Williams put in place to combat these negative behaviors. Cultural sensitivity training and how to prepare for parent conferences is a must!

FAMILY SERVICES AS DROPOUT PREVENTION IN SCHOOLS [0607]
Strand: Parent and Family Engagement
Location: Marquette A
Presenters: Dr. Justin Muller, Ms. Jennifer Wilson, and Ms. Cara Thompson, Richland School District 2, Columbia, SC

This presentation will describe one South Carolina school district’s response to the growing number of students recommended for expulsion from four area high schools and its recognition of how family engagement and intervention can reduce the chances of a student not graduating from high school.

BEHAVIOR IS A SYMPTOM—NOT THE PROBLEM! [0608]
Strand: School Climate and Culture
Location: Marquette B
Presenter: Hotep, Hustle University, Stone Mountain, GA

Behavior is a Symptom demystifies the common behavior problems exhibited in schools by first explaining WHY they occur and teaching HOW to change them. This workshop will share the precursors that lead to all behavior, inform on how to transform academic and behavioral outcomes, explain what leads to at-risk behaviors and why people repeat the same negative behaviors, and demonstrate how relevance and relationships impact behavior.

ENGAGING NONTRADITIONAL STUDENTS THROUGH PROJECT-BASED LEARNING [0609]
Strand: Teaching and Learning Strategies
Focused on Student Engagement and Personalized Learning
Location: LaSalle A
Presenters: Mrs. Natalie Williams, EdisonLearning, Jersey City, NJ; Mr. Eric Davis, Global Learning Model, Chicago, IL; and Ms. Holly Brzycki, Capital Area Intermediate Unit, Enola, PA

EdisonLearning, Global Learning Models, and CAOLA have created a dynamic and interactive project-based learning curriculum to transform the nontraditional learner experience. Through this approach, students learn the important critical thinking, analytical, and future ready skills that lead to sustained success. Workshop participants will experience this model by creating a mini-mastery project.
The steady rise of four-year graduation rates for American high school students has been impressive due to the efforts of the National Dropout Prevention Center and other groups dedicated to improving national graduation rates.

Yet, historically disadvantaged groups of students still lag behind their counterparts in earning a high school diploma. These students continue to graduate at significantly lower rates than their peers in nearly every state.

For more than a generation, we have improved educational opportunities for all students - regardless of their ZIP code and socio-economic status.

This is why EdisonLearning is generating broad national awareness and involvement in the DON'T LET THEM DROP movement.

And, it is why we are helping high school-age students, who have already left school or who are at risk of leaving, earn their high school diplomas at our Bridgescape Learning Academies.

Join us in closing the graduation gap.
3:15 p.m. - 4:30 p.m.

**SOFT SKILLS: ATTITUDES AND BEHAVIORS**

**MATTER [0610]**

Strand: Life Skills, Transitions, and Personal Development

Location: Lasalle B

Presenter: Ms. Kathy Fletcher, WIN Learning, Port Orange, FL

This interactive, fun-filled session provides a proven approach to teach students how to interact with peers and community. The materials provide a hands-on, student-focused approach to encourage students to apply appropriate skills in communication, teamwork, critical thinking, and collaboration both inside and outside the classroom. Best practices ideas will be shared.

**BEING A GIRL ROX! A SCHOOL-COMMUNITY-NONPROFIT COLLABORATION THAT IS EFFECTIVELY EMPOWERING GIRLS [0611]**

Strand: School and Community Support Systems for Students

Location: Cadillac A

Presenters: Ms. Heather Perez, Communities In Schools of the Tecumseh Area, Tecumseh, MI; and Dr. Lisa Hinkelman, Ruling Our eXperiences, Inc., Columbus, OH

Drama, friendships, pressure, social media, cyberbullying: A girl’s life can be tough! Learn about a school-community-nonprofit partnership that provides holistic, evidence-based programming to girls that helps them navigate the challenges of adolescence. With a focus on building self-confidence, developing healthy relationships, and maintaining a connection to school, the presenters will share strategies and outcome data from 10 years of local and national programming.

3:15 p.m. - 4:30 p.m.

**CAROUSEL SESSION**

*The Carousel Session will be located in Renaissance Ballroom. 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.*

**WHAT HAPPENED TO SHOP CLASS? HOW CAREER AND TECHNICAL EDUCATION CAN REDUCE THE DROPOUT RATE BY ENGAGING AT-RISK STUDENTS**

Strand: Teaching and Learning Strategies Focused on Student Engagement and Personalized Learning

Location: Table 1

Presenter: Dr. Brenda Morton, George Fox University, Newberg, OR

This roundtable will share the findings from a mixed-methods study with students at risk for dropping out of high school. Fourteen students from three alternative educational programs in a small, rural high school participated in this study. Surveys and interviews reveal the significance of including career and technical training in high school course offerings.

**USING GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY-BASED INTERNSHIPS**

Strand: Utilizing Technology to Reach Students

Location: Table 2

Presenter: Dr. David Anderson, Eastern Michigan University, Ypsilanti, MI

This session demonstrates the use of GIS technology in the secondary classroom to prepare students for community-based internships. This NSF-funded project develops students through three stages (explorers, investigators, and interns) to open pathways into STEM-related careers. Results indicate increased motivation and decreased truancy/dropout rates for at-risk and underserved populations.

**WHAT THEY TELL US (THE REAL REASON RETURNING STUDENTS SAY THEY DROPPED OUT)**

Strand: School and Community Support Systems for Students

Location: Table 3

Presenters: Mrs. Diane Renaud and Mr. Stephen Goodrum, St. Vincent and Sarah Fisher Center, Detroit, MI

This is your chance to hear from a GED program about the REAL reasons that students dropped out of high school. Obtain specific information from returning students on what truly were the obstacles that stood in their path to graduation from an organization that takes a social work approach to adult education.

**CAREER EXPLORATION: EVERYBODY IS DOING IT, BUT HOW WELL?**

Strand: Partnerships for Student Engagement

Location: Table 4

Presenters: Ms. Artrella Cohn and Mrs. Emily Kobza, Communities In Schools of Kalamazoo, MI

Join us as we share a Communities In Schools career exploration project model for middle and high school students that can be tailored for partnership with any youth serving organization or school and business/employer partner. From resume writing and public speaking to interview skill development, this model is certain to increase the career awareness and job readiness levels for student participants. Subsequently, business partners are able to receive a sneak peak into the workforce of tomorrow.
Place a career readiness guidance plan in the hands of every student with WIN.

Research shows that career planning and family engagement are key factors in reducing dropout for young learners. Helping students find their career path and guidance to get there is at the core of what we do.

Learn more at www.winlearning.com
Steve Fain | sfain@winlearning.com | 888.717.9461
Powering the Students’ Education Agenda

DROPOUT RECOVERY AND REENGAGEMENT MODELS FOR OPPORTUNITY YOUTH
Strand: Leadership and Policy Supports for Student Engagement
Location: Table 5
Presenter: Dr. Eurmon Hervey, Catapult Learning, Camden, NJ

“Recovered” students are those who leave high school without a diploma and then return. Schools, school districts, and sometimes community-based organizations “reengage” them. This discussion explores the various models used by large school districts to reengage with “Opportunity Youth.” Preliminary data and pertinent information from the cities of New Orleans, Tulsa, Washington, DC, and Memphis will be shared. A more in-depth research model will be discussed.

REENGAGEMENT: BRINGING STUDENTS BACK TO AMERICA’S SCHOOLS
Strand: School and Community Support Systems for Students
Location: Table 6
Presenter: Ms. Michelle Littlejohn, Sinclair Fast Forward Center, Dayton, OH

Join this session for a discussion about ways that many more cities and districts could adopt and adapt promising practices from the burgeoning dropout recovery field and the nationwide Reengagement Network. Hear how well-coordinated recovery efforts have crystallized in a growing number of cities around five functions: outreach, assessment, referral, support to reenroll, and support to stay enrolled.

PUBLISHING THROUGH THE NATIONAL DROPOUT PREVENTION CENTER/NETWORK (NDPC/N)
Strand: Leadership and Policy Supports for Student Engagement
Location: Table 7
Presenters: Mrs. Cairen Withington and Mrs. Lynn Dunlap, National Dropout Prevention Center/Network, Clemson, SC; and Dr. Pat O’Connor, Kent State University, Kent, OH

NDPC/N’s Assistant Director and Public Information Director join a NDPC/N Research Fellow to present and discuss opportunities to disseminate your data and information on dropout prevention, intervention, and recovery. Relevancy of the content as well as how to submit your ideas will be addressed. The NDPC/N publishes or produces two journals, a quarterly newsletter, a monthly TV broadcast, and multiple monographs and guides as well as issue briefs and research articles. These modes of dissemination offer opportunities for authors to provide new perspectives to literature and media resources on youth at risk of school dropout as well as methods, theories, results, and applications of research-based interventions and strategies.

Mosaic Youth Theatre of Detroit is one of Southeast Michigan’s most highly regarded cultural treasures.

Their critically acclaimed, student-driven performances and national and international tours have brought worldwide attention to Detroit as a center for arts and culture while shining a spotlight on the area’s talented young people, and creating new and diverse audiences for the performing arts.

Founded in 1992 to address gaps in Metro Detroit arts education, Mosaic served 25 young artists in its inaugural year. Today, hundreds of youth from more than 50 Metro Detroit schools participate in Mosaic’s First, Second, and Main Stage programs every year.

These innovative programs provide expert training, mentoring, and opportunity to the area’s young actors, singers, and stage technicians, while fostering a culture of high expectations, active participation, and acceptance that serves them beyond the stage.
Catapult Learning’s Catapult Academy is dedicated to helping young people achieve in school and in life. Serving students who are struggling in high school, at risk of dropping out, or have already dropped out of school and want to earn their high school diploma, Catapult Academy provides the support, tools, and life skills needed to stay on track to graduation and beyond.

Don’t Miss Our Presentation

Title: Dropout Recovery & Reengagement Models for Opportunity Youth
Date: Monday, October 3, 2016
Time: 3:15 PM – 4:30 PM
Location: Renaissance Ballroom

Presented by Dr. Eurmon Hervey, Catapult Learning

For more information, please contact Dr. Eurmon Hervey, Jr. 202.765.6066  •  Eurmon.Hervey@catapultlearning.com

Catapult Academy is a division of Catapult Learning, Inc. With an uncompromising commitment to educational quality, Catapult Learning has dedicated the past four decades to improving academic performance for at-risk students, including potential dropouts and those with learning and emotional disabilities. The company’s team of 5,600 educators works to achieve sustained academic gains and build teacher and leadership capacity through research-based programs that include intervention, alternative school education, special education, assessment, school improvement, and professional development solutions. Founded in 1976 and headquartered in Camden, New Jersey, Catapult Learning partners with over 500 school districts, including 18 of the 20 largest school districts in the United States.
TECH ED BREAKFAST
8:00 am–9:30 am

TAILGATE LUNCHEON
12:00 pm–1:00 pm
Oak Park High School
Jazz Ensemble
Detroit, MI
Brian J. Whiston
State Superintendent, MI Schools
J. Ross Parrelli, Co-Founder
Beats Lyrics Leaders, Auburn, CA

GENERAL SESSION
1:15 pm–2:15 pm
Keynote Speaker
Dr. Eric Thomas

DR. ERIC THOMAS
MOTIVATIONAL SPEAKER,
AUTHOR, MINISTER

Eric Thomas dropped out of high school and lived homeless on the streets of Detroit where he met a preacher who inspired him to go back to school. Today, Thomas has a PhD in Education Administration and is a motivational speaker, author, and minister.
SCREENAGERS—HOW TO ENGAGE THEM, HOW TO KEEP THEM! [0901]
Strand: Utilizing Technology to Reach Students
Location: Michelangelo
Presenter: BGGen Stewart Rodeheaver, Vizitech USA, Eatonton, GA

Learn how the insertion of Virtual Reality programs such as Zspace and Augmented Reality programs engage and excite today’s students. Build the excitement of Virtual Reality into the career pathways of tomorrow’s jobs to capture the students of today.

TEACH LIFE SKILLS—CHANGE OUR WORLD! [0902]
Strand: Life Skills, Transitions, and Personal Development
Location: Monet
Presenters: Ms. Paige Cole and Mr. Vincenzo Capone, Overcoming Obstacles, Charleston, SC

No matter their struggles, talents, or circumstances, when young people learn life skills through Overcoming Obstacles their lives are positively impacted. Educators rate the program and its components as a valuable enhancement to their existing curriculum. Grades improve, schools become safer, more students are prepared for college, and fewer students are likely to become dropouts. Participants will learn about the Overcoming Obstacles Life Skills curricula and implementation best practices.

DELIVERING RESULTS: IMPROVING ACADEMIC OUTCOMES WITH HIGH-RISK STUDENTS THROUGH BLENDED LEARNING [0903]
Strand: Teaching and Learning Strategies Focused on Student Engagement and Personalized Learning
Location: Davinci
Presenters: Mr. John Watson, Evergreen Education, Durango, CO; and Dr. Nicholas Richter, Williams Jr/Sr High School, Williams, CA

Hear real-world examples of how blended learning programs can support high-risk students to help them stay in school and graduate on time. In all cases, these programs go way beyond the standard approach to credit recovery, often combining solutions and best practices to help students improve academic outcomes.
ViziTech USA presents Virtual STEM Labs

Zspace is an individual or team workspace designed to create hands on 3D manipulation, design, creation and learning opportunities. Zspace machines can be combined to create a complete STEM lab, as a part of a coordinated lab with other equipment, and with a Teacher Station that allows the instructor to show the images on a large TV screen enabling the class to see the manipulations being performed properly.

3D AV ROVER
Portable 3D Theater, complete with Projector, 3 speaker sound system, all hardware and software needed to engage your students with 2,500 interactive, virtual, and 3D STEM and CTAE courses!

Products Can Be Purchased Using STEM Grants, SIG Funding, Title One Funding, Race to the Top Grants, and many other grants and funding sources. Let us help you create a funding program for your school.

“I have been in Education for over 40 years, and I have never seen anything like this.”
Superintendent, Georgia

“I completely understand, now that I can see the image virtually.”
Medical Student, Technical College

“This is THE MOST FUN way to learn.”
Sixth Grader, Tennessee

“I held a Heart in my hand.”
Fifth Grader, Florida

www.vizitechusa.com 404-725-5104 csr@vizitechusa.com
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Strand</th>
<th>Location</th>
<th>Presenter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:45 a.m. - 10:45 a.m.</td>
<td><strong>WHAT TO DO TO HELP STUDENTS WHO ARE POOR SPELLERS: STUDYING WORD LISTS WITH TESTS ON FRIDAY DEFINITELY DOESN'T WORK! [0904]</strong></td>
<td>Teaching and Learning Strategies, Focused on Student Engagement and Personalized Learning</td>
<td>Greco</td>
<td>Dr. Dee Tadlock, Central WA University and Read Right Systems, Shelton, WA</td>
<td>Spelling ability seems to be something that students either have or 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 transform poor spellers to excellent spellers and how you can implement it in your classroom.</td>
</tr>
<tr>
<td></td>
<td><strong>SEVEN WAYS TO TRANSFORM THE LIVES OF WOUNDED STUDENTS [0905]</strong></td>
<td>School Climate and Culture</td>
<td>Mackinac East</td>
<td>Dr. Joe Hendershott, HOPE 4 The Wounded, LLC, Celebration, FL</td>
<td>Based on the presenter’s book, this session is intended for those who are ready to redesign their school environment to meet the needs of children who are wounded due to abuse, neglect, and/or emotional trauma. This session will focus on transforming school culture to reach all children and move away from the acceptance of our children falling victim to a throwaway society.</td>
</tr>
<tr>
<td></td>
<td><strong>BEHAVIOR IS A SYMPTOM—NOT THE PROBLEM! [0906]</strong></td>
<td>School Climate and Culture</td>
<td>Mackinac West</td>
<td>Hotep, Hustle University, Stone Mountain, GA</td>
<td>Behavior is a Symptom demystifies the common behavior problems exhibited in schools by first explaining WHY they occur and teaching HOW to change them. This workshop will share the precursors that lead to all behavior, inform on how to transform academic and behavioral outcomes, explain what leads to at-risk behaviors and why people repeat the same negative behaviors, and demonstrate how relevance and relationships impact behavior.</td>
</tr>
<tr>
<td></td>
<td><strong>THE COMMUNITIES IN SCHOOLS MODEL OF INTEGRATED STUDENT SUPPORTS [0907]</strong></td>
<td>School and Community Support Systems for Students</td>
<td>Marquette A</td>
<td>Mr. Jeffrey Brown, Communities In Schools of Michigan, Lansing, MI</td>
<td>Learn how the CIS Integrated Student Support model works, by bringing community resources into schools delivered through three Tiers of Support to help students and families. See CIS results both nationally and in Michigan.</td>
</tr>
<tr>
<td></td>
<td><strong>WHATEVER IT TAKES: DIPLOMA THROUGH CAREER [0908]</strong></td>
<td>Life Skills, Transitions, and Personal Development</td>
<td>Marquette B</td>
<td>Ms. Michele Corey, Michigan’s Children, Lansing, MI</td>
<td>This workshop will highlight student barriers to reconnecting to finish a high school credential, and a whole community response to removing those barriers, using a case study approach. It will explore motivation to return, obstacles faced, and the need for support through the pursuit of a career after graduation.</td>
</tr>
<tr>
<td></td>
<td><strong>IMPROVE YOUR ABCs: ACHIEVEMENT, BEHAVIOR, AND CLIMATE [0909]</strong></td>
<td>School Climate and Culture</td>
<td>LaSalle A</td>
<td>Dr. Robert Kirton, SC State University, Columbia, SC</td>
<td>This multimedia session provides evidence-based solutions and hands-on knowledge for improving your climate and culture around the challenge of increasing attendance, attitude, and achievement. Dr. Kirton will share his research, evidenced-based strategies, and tools he used to graduate 100% of his African American males in 2012.</td>
</tr>
<tr>
<td></td>
<td><strong>CREATING AND MONITORING A SHARED EDTECH VISION [0910]</strong></td>
<td>Utilizing Technology to Reach Students</td>
<td>Lasalle B</td>
<td>Mr. Rob Residori, BrightBytes, San Francisco, CA; and Ms. Beverly Knox-Pipes, Albion Public Schools, Albion, MI</td>
<td>This session will explore ways research and analysis shape and support a vision for student-centered technology integration. As a leader in your building, it is important to have a shared understanding as to why and how technology can be leveraged to support teaching and learning, especially for at-risk students. Use analyses to help identify different purposes and approaches to educational technology, look at components needed for successful implementation, and view sample models to guide your vision.</td>
</tr>
</tbody>
</table>
The BrightBytes Early Warning module uses personalized data and predictive analytics to identify at-risk students as early as first grade and with twice the accuracy of threshold models.
CLIMBING THE WALLS OF GREATNESS: HOW TO LIVE LIFE TO YOUR FULLEST POTENTIAL [0911]
Strand: Life Skills, Transitions, and Personal Development
Location: Cadillac A
Presenter: Mr. Wilson Kubwayo, Wilson Inspiration, LLC, Sioux Falls, SD

Have you ever been so hungry that it kept you awake? Burundian born, I was kicked out of my birth country at age two. I grew up in the refugee camp for 10 years. No one could have ever convinced me that I held any value. No one could have made me understand my life as a gift. And no one could have made me believe that I am powerful beyond measure. In this presentation, you will learn three steps that turned my life around and can transform not only your students’ lives but your life as well.

TOOLS TO IMPROVE SCHOOL CLIMATE AND REDUCE SUSPENSIONS AND EXPULSIONS [0912]
Strand: School Climate and Culture
Location: Cadillac B
Presenters: Mrs. Bersheril Bailey, American Institutes for Research, Naperville, IL; and Ms. Aimee Alaniz, Michigan Department of Education, Lansing, MI

Participants will explore an online “Alternatives to Suspension and Expulsion Toolkit” that provides guidance to educators on enacting culture change to address behavior concerns using non-exclusionary methods. The toolkit includes guidance for parents. Participants will also tour the Great Lakes Comprehensive Center Achievement web collection for additional resources.

POSITION AT-RISK TEENS FOR CAREER SUCCESS [1001]
Strand: Life Skills, Transitions, and Personal Development
Location: Michelangelo
Presenters: Mrs. Arlyn Lawrence and Mr. Dennis Trittin, LifeSmart Publishing, Gig Harbor, WA

Inspire and equip teens with essential building blocks for career success. Learn to engage students by casting vision and empowering them with tools to select and thrive in a well-matched career. Improve self-awareness; develop their leadership skills; and help them become valued, productive “MVP” employees in the workplace!

REINVENTING HIGH SCHOOL FOR THE STRUGGLING AND DISENGAGED STUDENT [1002]
Strand: Teaching and Learning Strategies
Focused on Student Engagement and Personalized Learning
Location: Monet
Presenters: Mr. Robert Eichorn, New Directions Alternative Education Center, Manassas, VA; and Ms. Deb MacDonald Linford, Troy Intersect Virtual High School, Troy, MI

Combine the individualization of online learning with the support of face-to-face instruction and what do you get? New models of education that have the power to completely transform American education. How can we reimagine high school to engage disenfranchised, disengaged learners? This panel will reveal the emerging diversity of blended/hybrid models serving learners across the nation, with a tight focus on improving student achievement and lowering dropout rates.

THE MISSING ELEMENT OF BEST PRACTICE: TRAUMA-INFORMED [1003]
Strand: School Climate and Culture
Location: Davinci
Presenter: Dr. Brenda Morton, George Fox University, Newberg, OR

Children come to classrooms with tremendous needs. Over 60% of students in our classrooms have suffered some kind of trauma, resulting in PTSD, anxiety, and depression. Therefore, it is critical that we understand their situations and redefine best practices to meet their needs.

PREDICTIVE ANALYTICS’ ROLE IN DEVELOPMENT OF AN EARLY WARNING SYSTEM [1004]
Strand: Student Engagement Research and Data Analysis
Location: Greco
Presenters: Dr. Steve Paine and Dr. Kristal Ayres, BrightBytes, San Francisco, CA

Recognizing the importance of early identification, many states have implemented “early warning systems” that utilize research-based predictors of dropout. This session explores the “next generation” of systems that utilizes research-based indicators and predictive analytics for targeting more accurate and earlier interventions. This session will provide the research behind the predictive analytics methodology, as well as suggest research-based, proactive approaches that match interventions.
DEEPEN LEARNING.
ENGAGE MINDS.

EdQuest
You expect 21st Century instruction...
Shouldn’t you provide them with 21st Century professional development?

Evidence-based Outcomes

Personalized
Engaging
Social
Interactive
Connected
Asynchronous

DeeperDive LEARNING, INC

Contact: info@deeperdivelearning.com  888.611.6641
LEVERAGING BUSINESS PARTNERSHIPS TO TRANSFORM THE STUDENT LEARNING EXPERIENCE [1005]

Strand: Teaching and Learning Strategies
Focused on Student Engagement
and Personalized Learning

Location: Mackinac East

Presenters: Mr. Dann Garcia, Ford Next Generation Learning, Mercedes, TX; and Mr. Ola Abejide, Mr. Scott Georges, Mrs. Julie de Hagen, Ford Motor Company, Dearborn, MI; and Ms. Tami Hatfield, Ford Motor Company, Louisville, KY

Problem Based Case Learning (PBCL) is an inquiry-based approach to teaching and learning that meaningfully bridges the gap between the worlds of school and work. PBCL enables business partners and educators to design learning scenarios based on current and authentic problems encountered within businesses to deepen understanding of workplace contexts. By bringing real-world employer needs to their students, instructors can minimize the barriers that typically separate the classroom from the real world.

FORD NEXT GENERATION LEARNING, CAREER ACADEMIES, AND LOUISVILLE—A COMMUNITY-DRIVEN APPROACH TO PREPARING STUDENTS FOR COLLEGE, CAREER, AND LIFE [1006]

Strand: Partnerships for Student Engagement

Location: Mackinac West

Presenters: Ms. Katy Zeitz, Jefferson County Public Schools, Louisville, KY; and Ms. Cheryl Carrier, Ford Next Generation Learning, Petoskey, MI

Ford Next Generation Learning (NGL) is a collaborative community-driven approach to preparing high school students for college, careers, lifelong learning, and leadership. Ford NGL uses the power of relevance and business relationships to excite young people about their education. Hear from Jefferson County Public Schools (Louisville), one of nearly 30 communities in the Ford NGL network, on how they are working with Ford NGL to transform their high schools into career-themed academies.

ALABAMA RISING: INCREASING THE GRADUATION RATE THROUGH PLAN 2020 [1007]

Strand: School and Community Support Systems for Students

Location: Marquette A

Presenters: Dr. Merrianne Dyer, Alabama State Dept. of Education, Gainesville, GA; Mr. Mark Head and Mr. Jeffrey McClure, Pike Co. Schools, Troy, AL

This session will describe and examine the work of the Alabama State Department of Education’s Office of Learning Supports in leading a collaborative effort for families, schools, and communities to help improve graduation rates from 72% in 2012 to 89% in 2015. The framework used will be described and explained with specific strategies and examples for participants to apply. A demonstration from Pike Co. Schools of their successful approach will be featured.

LITERACY BUDDIES: A HIGH SCHOOL TO ELEMENTARY AFTERSCHOOL MENTORING PROGRAM [1008]

Strand: Student Engagement Across the Curriculum, Grade Levels and Out-of-School Programs

Location: Marquette B

Presenters: Dr. Linda Thompson and Ms. Artrella Cohn, Communities In Schools of Kalamazoo, MI

The Literacy Buddies program develops high school literacy leaders through a 34-session mentoring experience. High school leaders receive ongoing literacy and leadership training. The high school to elementary student ratio is 1:2. High school students share books, develop vocabulary, engage their little buddies in literacy activities, and provide homework help. Students build reading skills, increase vocabulary, and engage in positive reading experiences while building healthy school-based relationships.

ALTERNATIVE EDUCATION (AE): WHAT IT IS, WHAT IT ISN’T, AND WHAT IT SHOULD BE [1009]

Strand: Leadership and Policy Supports for Student Engagement

Location: LaSalle A

Presenters: Dr. C. W. Gardenhire, Arkansas Department of Education, Beebe, AR; Ms. Lori Lamb, Arkansas Department of Education, Greenwood, AR; and Ms. Deborah Bales, Arkansas Department of Education, Melbourne, AR

What does it take to stay the course with the challenges of AE at the local, state, and national level? What does it take to have an effective AE that is student centered? This presentation will discuss the laws and misperceptions regarding AE throughout the U.S. Additionally, the participation of students in planning their path and the core elements for a quality AE will be discussed. Standards/best practices and the tools to assess the quality of an AE program will be presented.

IT’S “APPY HOUR”: FIVE APPS THAT ENGAGE STUDENTS AND ASSESS LEARNING WITH TECHNOLOGY [1010]

Strand: Utilizing Technology to Reach Students

Location: Lasalle B

Presenters: Dr. Pam Bruening and Ms. Martha Green, DeeperDive Learning, Inc., Naples, FL

Add new life to your instruction with five tech tools that engage students and assess their learning all at once! Suitable for any grade level and subject area, learn a variety of ways they can be utilized in your classroom instruction tomorrow. Come experience these tech tools with your own device!
UAW-Ford is proud to support the 2016 National Dropout Prevention Conference and DPS teachers.

UAW-Ford builds more than strong cars and trucks, we also build strong communities!
11:00 a.m. - 12:00 noon

WHAT DO ALL KIDS NEED? SOCIAL-EMOTIONAL SKILLS [1011]
Strand: Life Skills, Transitions, and Personal Development
Location: Cadillac A
Presenters: Dr. Marlana Krolicki, Oakland Schools, Wixom, MI; and Ms. Mindy Nathan, Education Achievement Authority, Bloomfield Hills, MI

This session will focus on the essentials of social-emotional learning (SEL) in preventing high school students from dropping out. Assessing and improving SEL in all learning and social situations is the challenge for today’s educators, particularly in nontraditional settings. All staff can learn strategies that promote social-emotional development and enhance school culture. It’s not enough any more to stick entirely to academics as students need personal skills to thrive.

LEVERAGING A VILLAGE FOR OUT-OF-SCHOOL STUDENTS USING COMMUNITY SUPPORTS AT HILL HOUSE PASSPORT ACADEMY [1012]
Strand: School Climate and Culture
Location: Cadillac B
Presenter: Mr. Early King, K12 Inc., Herndon, VA

Forty percent of Pittsburgh’s students drop out each year. Students at Hill House Passport Academy report dropping out due to homelessness, teen pregnancy, broken family relationships, transportation difficulties, and the need to work and support their family. Hill House relies on a holistic educational solution that combines blended learning, an individualized approach to education, and community support systems to meet students’ academic and personal needs.

12:00 noon - 1:00 p.m.

TAILGATE LUNCH
Location: Renaissance Ballroom
Speaker: Brian J. Whiston, Michigan State Superintendent

1:15 p.m. - 2:15 p.m.

GENERAL SESSION
Location: Renaissance Ballroom
Keynoter: Dr. Eric Thomas

2:30 p.m. - 3:15 p.m. and 3:30 p.m. - 4:15 p.m.

YOUTH-LED CONCURRENT SESSIONS
Location: Renaissance Ballroom

Each 2:30 p.m. Youth-Led Concurrent Session will be repeated in both sections (with the exception of Listen to Homeless Youth SpeakOUT and Students Directing Real School Change, Parts 1 and 2), allowing participants to see two presentations. See pages 40-41 for complete descriptions of sessions.
Youth-Led Sessions

Youth-Led Sessions

Tuesday 2:30–3:15 pm
3:30–4:15 pm

With the exception of Listen to Homeless Youth SpeakOUT (Part 1 and Part 2) and Students Directing Real School Change (Part 1 and Part 2), each 2:30 p.m. presentation will be repeated in the 3:30 p.m. sessions.

Listen to Homeless Youth SpeakOut (Part 1 and Part 2) (Michelangelo) Ozone House
Homelessness impacts a young person’s success in school in numerous ways (such as attendance, falling behind on assignments, and bullying). Teachers and other school staff can provide a crucial role in connecting youth to resources and providing other needed support. Join members of SpeakOUT for an interactive workshop on how educators can better identify, approach, and support homeless students. Composed of young adults who have directly experienced homelessness and/or other crises. SpeakOUT’s overall goal is to raise awareness about the needs of and advocate for homeless youth. Through this workshop and other efforts, SpeakOUT aims to shed light on the barriers faced by homeless youth as well as offer strategies to increase support.

Partnership for Persistence (Monet) Fostering Success Michigan and Michigan Youth Opportunities Initiative
Young adults with experience in foster care share examples of successful partnerships between students and professionals to support them as they navigate their way through the education pipeline. This includes understanding the education challenges unique to the experience of foster care and the role that educators and community partners can play to keep students on track and in class.

Empowering Students With Technology (Davinci) Swartz Creek Academy
Students will explain the benefits of utilizing digital portfolios to empower their position within the global market. This includes demonstrating the ways in which a digital portfolio professionally showcases their interests, skills, and talents; advances the development of 21st century skills (specifically effective oral/written communication and digital literacy); and fosters sharing and collaboration. Examples of digital portfolios and electronic resumes/curriculum vitae will be shared.

At Our Crossroads (Greco) Crossroads High School
This workshop provides participants with a student panel discussion where Kentwood Public Schools’ Crossroads High School students share their personal experiences and perspective about the obstacles that may lead to students dropping out of school. Students will present strategies that help to engage, motivate, empower, and allow students to stay in school. Students will highlight relational capacity and showcase service-learning and student leadership.

Students Directing Real School Change (Part 1 and Part 2) (Mackinac East) Neutral Zone
This session will highlight two successful student advisories in two very different communities. In rural Marion, MI, Marion’s Peer Advisory Council of Teens has been operating for four years, leading several projects throughout the district around school climate and improvement. In Detroit, Henry Ford High School’s Student Advisory, formed in the 2015-16 school year, has led initiatives on increasing positive behavior and attitude across the student body, including work supporting the positive behavioral intervention supports program.

Supporting Opportunities (Mackinac West) Oakland Opportunity Academy
This workshop provides participants with a student panel discussion in which Oakland Opportunity Academy students share their personal experiences and perspectives about the obstacles that may lead to students dropping out of school. Students will discuss how different learning environments serve to support them, or contribute to their disengagement, and will make suggestions about how traditional and alternative middle and high school settings can better serve challenged learners.
Youth Leading Action (Marquette A)  
Student Advocacy Center of Michigan’s (SAC’s) Youth Action Michigan (YAM) is a space for student organizers, supported by caring adult allies, to make change within their own schools, and at the policy level. Join YAM members and allies from Detroit, Jackson, and Ypsilanti, MI as they lead participants through interactive dialogues and activities that address the real impact of zero tolerance policy on our nation’s students. The session will culminate with an opportunity for participants to critically examine their role as potential allies to our communities’ most marginalized students, and to identify steps they can take in the immediate future to support the youth in their lives.

Partnership for Second Chances (Marquette B)  
Young people participating in Lansing Community College’s (LCC) High School Diploma Completion Initiative will share their experiences that highlight the power of community college and business partnership for dropout recovery. HSDCI classes are LCC courses where students earn college credit concurrently while completing high school diploma requirements. While HSDCI courses are mainstream college courses that are part of curricula at LCC, instructional methods at HSDCI are customized to maximize the learning opportunity for high school students. HSDCI graduates have options to seek employment, further education, or a combination of both as they complete their college studies. A team of partners, including LCC, Ingham Intermediate School District (IISD) and other business and industry leaders are committed to developing college-level curriculum for diploma completion as well as advanced training for work in high-demand technical careers.

Advice From the Experts (LaSalle A)  
Young people involved with the Children’s Center mental health, foster care, and after-school services will be sharing their experiences and recommendations for how systems can and must work together to better serve students and families with mental health challenges. They will share the importance of utilizing community partners to build allies to push reform, change, and investment.

Getting to the Grassroots (LaSalle B)  
Young people involved with Developing KIDS in Detroit will share their recommendations for change with conference participants, including ways to engage youth, parents, and other community resources in supporting high school graduation. Developing KIDS works with young people, families, churches, and other community partners to strengthen Detroit neighborhoods by guiding youth in their mental, physical, and educational growth; helping to strengthen and empower young adults; and providing opportunities for all to become strong contributors to their community.

Young People Creating Change Across a Metropolitan Region (Cadillac A)  
The Metropolitan Youth Policy Fellows (MYPF) is a group of diverse youth representing communities and schools across the Metropolitan Detroit Region. Since 2012 the MYPF team has been working on a number of efforts to assess youth ideas, conduct participatory assessments, encourage youth engagement, and promote youth-led change projects in local schools and communities. This workshop will showcase the MYPF’s efforts, including their work to develop a large-scale youth participatory social justice assessment of the region. They will also share tips for promoting youth-led social change and tips for adults and community leaders interested in strengthening youth engagement in their organizations and communities.

Building Successful Pathways (Cadillac B)  
Students will share how their experience with middle college differs from traditional high schools, and how they have been helping to lead their own educational experience. Washtenaw Technical Middle College was one of the first middle colleges in Michigan, and continues to build and change based on the experiences of its students.
CLOSING BRUNCH/GENERAL SESSION
11:00 am–12:30 pm

Waterford Kettering H.S. Chamber Singers
Waterford Kettering High School
Waterford, MI

Keynote Speaker
Dr. Russell Quaglia

DR. RUSSELL QUAGLIA
STUDENT VOICE PIONEER, AUTHOR

Dr. Russ Quaglia has been described as America’s foremost authority on the development and achievement of student voice and aspirations. Dr. Quaglia founded and leads Quaglia Institute for Student Aspirations, and most recently has founded the Teacher Voice and Aspirations International Center.
7:30 a.m. - 8:30 a.m.
COFFEE SERVICE
Location: Renaissance Ballroom Foyer

7:30 a.m. - 11:00 a.m.
EXHIBIT HALL OPEN
Location: Renaissance Ballroom Foyer

7:30 a.m. - 12:30 p.m.
REGISTRATION
Location: Renaissance Ballroom Foyer

8:30 a.m. - 11:00 a.m.
SITE VISITS 4-6
Location: Meet in Hotel Lobby

For complete descriptions of site visits, refer to page 7.

8:30 a.m. - 9:30 a.m.
CONCURRENT SESSIONS
(Participants choose one.)

RESOURCES AND OPPORTUNITIES THROUGH THE NDPC/N, YOUR PARTNER IN DROPOUT PREVENTION, INTERVENTION, REENTRY, AND RECOVERY [1501]
Strand: Leadership and Policy Supports for Student Engagement
Location: Michelangelo
Presenter: Mrs. Cairen Withington, National Dropout Prevention Center/Network Clemson, SC

For 30 years, the National Dropout Prevention Center/Network (NDPC/N) has provided dropout prevention resources and served as a clearinghouse of information on effective strategies for school dropout prevention. This session will provide an overview of findings from NDPC/N related to dropout risk factors and strategies for reducing school dropout rates and will focus on resources and services available from NDPC/N to assist educators, practitioners, and those working to create or maintain policies supportive of students who struggle. Participants will be introduced to ways to share their school’s, district’s, or state’s dropout prevention stories, challenges, and successes through NDPC/N’s national network and modes of dissemination. NDPC/N recognizes that the best results occur when research informs practice and when practice informs research. All attending this presentation will be able to request services from NDPC/N and to recommend new services that will support their work.

FOCUS ON THE THREE As: ATTENDANCE + ATTACHMENT = ACHIEVEMENT [1504]
Strand: School and Community Support Systems for Students
Location: Greco
Presenters: Ms. Carolyn Claerhout and Dr. Julie McDaniel, Oakland Schools, Waterford, MI; and Dr. Marlana Krollicki, Oakland Schools, Wixom, MI

Oakland County has a countywide truancy protocol but the truancy program is so much more. We focus on the 3As: Attendance + Attachment = Achievement and have a Countywide Truancy Task Force as well as a middle school positive school attendance program. We seek to reengage the student in school.

RAISING THE TITANIC: TURNING AROUND THE WORST PERFORMING SCHOOLS IN THE STATE OF KANSAS [1507]
Strand: School Climate and Culture
Location: Marquette A
Presenters: Mr. Terrell Davis and Mr. Mark Erickson, Truesdell Middle School, Wichita, KS

How do you go from the worst performing Title I middle school in the state of Kansas (in fact, the worst performing of all middle schools in the state of Kansas), to a lauded success story in just four short years? Through the connections staff make with students and the unified vision driving those connections. We share what those connections look like, how they are used in Individual Plans of Study, and how you can find them in your own school.

IT TAKES A VILLAGE—THE COLLECTIVE IMPACT OF SCHOOL AND COMMUNITY PARTNERSHIPS ON STUDENT SUCCESS [1508]
Strand: School and Community Support Systems for Students
Location: Marquette B
Presenters: Dr. Sonia Stewart, Pearl-Cohn High School - Metro Nashville Public Schools, Nashville, TN; and Ms. Cheryl Carrier, Ford Next Generation Learning, Nashville, TN

Recognized for a 15% 1-year increase in graduation rates, Pearl-Cohn High School achieved the largest gains in 2015 and ranked third in Metro Nashville Public Schools in overall graduation rates in comprehensive high schools. With an 850 member student body composed of 94% African American, 5% Caucasian, 1% other, 91% economically disadvantaged, and 22% students with disabilities, Pearl-Cohn serves as a model for how a dual focus on academic press and personalization leads to student success.
**WEDNESDAY, OCTOBER 5, 2016**

**8:30 a.m. - 9:30 a.m.**

**TAKE YOUR LIFE BACK [1509]**

**Strand:** Life Skills, Transitions, and Personal Development  
**Location:** LaSalle A  
**Presenter:** Mrs. Erin Clark, Kenton County School District, Ft. Wright, KY

Sidelined from a wide range of chronic medical conditions, students can often feel depressed and isolated, resulting in high rates of absence and failure. This session shares effective strategies and interventions to help students “get their lives back” to function and thrive in the school setting despite their medical challenges.

**EMPOWERING STUDENTS TO SUCCEED IN RURAL AMERICA [1510]**

**Strand:** School and Community Support Systems for Students  
**Location:** Lasalle B  
**Presenters:** Mrs. Amy Burk and Ms. Amy Derrer, Communities In Schools of Mancelona, Mancelona, MI

Communities In Schools of Mancelona (CISM) is part of a nationwide network that surrounds students with a community of support, empowering them to stay in school and achieve in life. The CIS model addresses the academic and human service needs of students. Bringing together services and resources to meet the basic needs of rural children and creating collaborative partnerships that support children before, during, and after school keeps children engaged and results in on time graduation.

**BEYOND THE CLASSROOM—HELPING STUDENTS FIND THEIR VOICE [1511]**

**Strand:** School and Community Support Systems for Students  
**Location:** Cadillac A  
**Presenters:** Ms. Deborah Bales, Arkansas Department of Education, Melbourne, AR; Ms. Lori Lamb, Arkansas Department of Education, Greenwood, AR; and Dr. C. W. Gardenhire, Arkansas Department of Education, Beebe, AR

Student voices matter beyond the classroom. One way to instill this is to involve the community. Time spent with community members and giving back to the community can help build life and career skills, confidence when interacting with members of their community, and knowledge of available resources. Come learn the many benefits of such programs for students, schools, and communities. Also, learn ways to set up mentor programs, business partnerships, and service-learning projects.

**THE WA VE OF THE FUTURE: HOW A COUNTY, STAFF, AND STUDENTS ARE CHANGING WHAT ALTERNATIVE EDUCATION LOOKS LIKE [1512]**

**Strand:** School Climate and Culture  
**Location:** Cadillac B  
**Presenters:** Ms. Sarah Giddings, Washtenaw Alliance for Virtual Education - Washtenaw Educational Options Consortium - Washtenaw ISD, Ypsilanti, MI; and Ms. Monique Uzelac, Washtenaw Alliance for Virtual Education, Ypsilanti, MI

This session will discuss how WAVE has changed the approach to alternative education in Washtenaw County. We will share success stories and best practices from harnessing teacher power, personalized interdisciplinary learning using technology, and a team-based approach to students’ social-emotional learning. A Q&A from a student panel will also be included during the time.

**9:45 a.m. - 10:45 a.m.**

**THE SUPERINTENDENT’S DROPOUT CHALLENGE PROGRAM [1601]**

**Strand:** School and Community Support Systems for Students  
**Location:** Michelangelo  
**Presenter:** Mrs. Merrilyn McMiller, Marshall Alternative High School, Albion, MI

I will be presenting hands-on activities with audience participation. Included will be interesting and informative techniques. These strategies are especially targeted for students that are statistically headed for destruction or dropping out of school. Data is collected to meet the students’ academic and emotional needs. A cohort within the Superintendent’s Dropout Challenge Program calls out the power in students and they become college bound rather than prison bound.

**USING NDPC RISK FACTORS TO HIGHLIGHT AND CELEBRATE AN ALTERNATIVE HIGH SCHOOL [1604]**

**Strand:** Student Engagement Research and Data Analysis  
**Location:** Greco  
**Presenters:** Dr. Julie McDaniel and Dr. Carolyn Claerhout, Oakland Schools, Waterford, MI; and Dr. Marlana Krolicki, Oakland Schools, Wixom, MI

At a “last stop” high school setting, administrators and teachers are using ABC (attendance, behavior, grades) data and NDPC’s dropout risk factors to create school and student profiles used in intervention, prevention, and celebration. A “Q and A” follows the presentation.
A PARADIGM SHIFT FROM HETERO Normativity TO GENDER FLUIDITY IN K-12 EDUCATION [1607]
Strand: School and Community Support Systems for Students
Location: Marquette A
Presenter: Ms. Ava Griffin, Chippewa Valley Schools and Central Michigan University Global Campus, Clinton Township, MI

In recent national media, there has been a lot of talk about gender identity and the law. Unfortunately, in K-12 education, there are grey areas in the law when it comes to addressing gender identity and equality. However, this does not mean it should not be acknowledged or that plans should not be set in place. In this session, the audience will learn what the law says, what K-12 schools can do about it, how educators can support these students, and how to create a safe school environment.

ACADEMIC SUCCESS—WITH A LITTLE LOVE, WE CAN WORK IT OUT [1608]
Strand: School Climate and Culture
Location: Marquette B
Presenters: Mrs. Lauren Kazee, Michigan Dept. of Education, Lansing, MI; Mrs. Polly Brainerd, Eaton RESA, Charlotte, MI; and Ms. Barb Flis, Parent Action for Healthy Kids, Lyon, MI

Michigan Department of Education completed a 5-year grant working with 22 of the state’s lowest achieving high schools to impact their academic achievement. They succeeded by focusing on school climate and using various strategies to improve the learning environment. Outcomes and lessons learned will be offered in this session.

DEVELOPING MINDFUL TEENS: THE POWER OF SOCIAL-EMOTIONAL LEARNING, MINDFULNESS, AND RESTORATIVE PRACTICES [1609]
Strand: School Climate and Culture
Location: LaSalle A
Presenter: Dr. Tonya Featherston, Center for Social and Emotional Wellness, Baltimore, MD

Adolescence is a time of challenge and opportunity. Mindfulness-based practices can help adolescents cope with stress and adversity, learn to regulate emotions, and make responsible decisions. This workshop will take you through a series of strategies you can use to strengthen teens emotional wellness.

BREAKING THE CYCLE OF MISBEHAVIOR WITH RESTORATIVE DISCIPLINE [1610]
Strand: School Climate and Culture
Location: Lasalle B
Presenter: Mr. Erick Powers and Ms. Jerrie Kammerman, Fort Bend ISD, Missouri City, TX

Research suggests that suspensions and expulsions lead to an increase in student dropout rates. Restorative discipline seeks to help students accept responsibility for their actions by focusing on restoring the relationships that were broken. Learn how one Title I school improved their campus culture and climate using restorative discipline.

THE POWER OF EFFECTIVE FAMILY ENGAGEMENT: A LOOK AT POLICY AND PRACTICES [1611]
Strand: Parent and Family Engagement
Location: Cadillac A
Presenters: Ms. Rachel Mellema, Michigan Department of Education, Office of Great Start, Lansing, MI; and Ms. Laura Goldthwait, Early On® Consultant, Lansing, MI

This session will provide an overview of the U.S. Department of Education and the U.S. Department of Health and Human Services’ Policy Statement on Family Engagement: From the Early Years to the Early Grades, and the importance of family partnership. States will have the opportunity to share their positive practices and applications of effective family engagement. Participants will also have time to reflect and engage with others while they consider next steps concentrating on the Effective Principles of Family Engagement.

RESTORATIVE JUSTICE PRACTICES AND AT-RISK STUDENTS: HOW TO HARNESS THE POWER OF CONSTRUCTIVE RELATIONSHIP-BUILDING IN ANY SCHOOL CLIMATE [1612]
Strand: School and Community Support Systems for Students
Location: Cadillac B
Presenter: Ms. Lisa Kulka, University at Buffalo Liberty Partnerships Program, Buffalo, NY

The implementation of restorative justice practices via community organizations has begun to mitigate dropout related to behavioral challenges, particularly for frequently-suspended students. This presentation addresses multiple approaches stakeholders may take to build positive, constructive relationships with at-risk students in various school climates, and strategies to address barriers to systemic implementation.

11:00 a.m. - 12:30 p.m.

CLOSING BRUNCH/GENERAL SESSION
Location: Renaissance Ballroom
Keynoter: Mr. Russell Quaglia, Student Voice Pioneer and Author
Are **YOU** a member of the National Dropout Prevention Network?

Discover the advantages of being part of this dynamic, professional organization! Support the National Dropout Prevention Center/Network’s efforts to engage all learners and to reduce school dropout through research and evidence-based solutions.

**Benefits include:**
- Discount on selected NDPC/N conferences and institutes
- 20% discount on NDPC/N publications
- Subscription to the monthly electronic newsletter—Dropout Prevention Update
- Subscription to the quarterly topical print publication—NDPC/N Newsletter
- Subscription to the biannual print research journal—The Journal of At-Risk Issues
- Early access to NDPC/N’s online journal—ENGAGE: The International Journal of Research and Practice on Student Engagement
- Courtesy copies of selected new publications
- Preferred program placement at NDPC/N events upon request

Register, renew, or upgrade your membership TODAY to receive a complimentary phone charger!

<table>
<thead>
<tr>
<th>Membership Type</th>
<th>Benefits Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student (Full-Time) Membership</td>
<td>Discount, access to research journals, and news updates.</td>
</tr>
<tr>
<td>$45/yr—including benefits for 1 student</td>
<td></td>
</tr>
<tr>
<td>Individual Membership</td>
<td>Discount, access to research journals, and news updates.</td>
</tr>
<tr>
<td>$85/yr—including benefits for 1 individual</td>
<td></td>
</tr>
<tr>
<td>Institutional BASIC Membership</td>
<td>Discount, access to research journals, and news updates.</td>
</tr>
<tr>
<td>$295/yr—including benefits for 4 individuals</td>
<td></td>
</tr>
<tr>
<td>Institutional PREMIER Membership</td>
<td>Discount, access to research journals, and news updates.</td>
</tr>
<tr>
<td>$600/yr—including benefits for 10 individuals</td>
<td></td>
</tr>
</tbody>
</table>
DIRECTORY OF PRESENTERS

A

ABEJIDE, Ola, Ford Motor Company, Dearborn, MI
ALANIZ, Aimee, Michigan Department of Education, Lansing, MI, AlanizA1@michigan.gov
ALLEN-CORNELL, Pam, SpeakOut Program at Ozone House, Ypsilanti, MI, pallen@ozoneshouse.org
ANDERSON, David, Eastern Michigan University, Ypsilanti, MI, danderson@emich.edu
AYRES, Kristal, BrightBytes, San Francisco, CA, kristal@brightbytes.net

B

BAILEY, Bersheril, American Institutes for Research, Naperville, IL, bbailey@air.org
BALES, Deborah, Arkansas Department of Education, Melbourne, AR, deborah.bales@arkansas.gov
BARONI, Beverly, Clara B. Ford Academy, Dearborn Heights, MI, beverly-baroni@cbfacademy.com
BARRETTE, Laurel, K12 Inc., Herndon, VA, lbarrerate@k12.com
BELL, Lynette, Frisco Community Schools, Plano, TX, Lynette.bell1@gmail.com
BERRY, Tierica, A Woman’s Standard, Decatur, GA, AffirmativeExpression@gmail.com
BLAND, Matt, Hermitage High School, Henrico County, Richmond, VA, Matthew_Bland@ccpsnet.net
BOSTICK, Aric, Aric Bostick Success Training, Inc., Austin, TX, aric@aricbostick.com
BRAINERD, Polly, Eaton RESA, Charlotte, MI, phbrainerd@eatonresa.org
BRESLIN, Kristin, Manchester High School, Chesterfield County, Midlothian, VA, kristin_breslin@ccpsnet.net
BROWN, Jeffrey, Communities In Schools of Michigan, Lansing, MI, director@cismichigan.org
BRUENING, Pamela, DeeperDive Learning, Inc., Naples, FL, pam.bruening@gmail.com
BRZYCKI, Holly, Capital Area Intermediate Unit, Enola, PA, hbrzycki@caiu.org
BURK, Amy, Communities In Schools of Mancelona, Mancelona, MI, aburk@cismancelona.org

C

CAPONE, Vincenzo, Overcoming Obstacles, Charleston, SC, vinnycapone@overcomingobstacles.org
CARRIER, Cheryl, Ford Next Generation Learning, Petoskey, MI, ccarrier@fordngl.com
CLAERHOUT, Carolyn, Oakland Schools, Waterford, MI, carolyn.claerhout@oakland.k12.mi.us
CLARK, Erin, Kenton County School District, Ft. Wright, KY, erin.clark@kenton.kyschools.us
CLEVELAND, Roger, Eastern Kentucky University, Lexington, KY, Roger.Cleveland@eku.edu
COHN, Artrrella, Communities In Schools of Kalamazoo, Kalamazoo, MI, acohn@ciskalamazoo.org

D

COLE, Paige, Overcoming Obstacles, Charleston, SC, paige@overcomingobstacles.org
CONNER, Kevin, Manchester High School, Chesterfield County, Midlothian, VA, Kevin_Conner@ccpsnet.net
COREY, Michele, Michigan’s Children, Lansing, MI, michele@michiganschildren.org
COVERT, Karl, Washtenaw Technical Middle College, Ann Arbor, MI, kacovert@wccnet.edu
CROSBY, Shantel, Kent School of Social Work, University of Louisville, Louisville, KY, shantel.crosby@louisville.edu

E

DAVIES, Eric, Global Learning Model, Chicago, IL, eric@glmeducation.com
DAVIS, Terrell, Truesdell Middle School, Wichita, KS, tdavis@usd259.net
DAY, Angelique, Wayne State University School of Social Work, Detroit, MI, ew6080@wayne.edu
DAY, Maddy, Center for Fostering Success, Western Michigan University, Kalamazoo, MI, maddy.day@wmich.edu
EICHORN, Robert, New Directions Alternative Education Center, Manassas, VA, EICHORRL@pwcs.edu
ERICKSON, Mark, Truesdell Middle School, Wichita, KS, merickson@usd259.net

F

EDWARDS, Melani, Casa Grande Union High School District, Casa Grande, AZ, medwards@cgusd.org
FEATHERSTON, Tonya, Center for Social and Emotional Wellness, Baltimore, MD, askdrtonya@gmail.com
FELDER, Valerie, Michigan Department of Education - Career and Technical Education, Lansing, MI, felderv@michigan.gov; valerie_felde75@hotmail.com
FLETCHER, Kathy, WIN Learning, Kingston, TN, kfletcher@winlearning.com
FLIS, Barb, Parent Action for Healthy Kids, Lyon, MI, barb@parentactionforhealthykids.org

G

GARCIA, Dann, Ford Next Generation Learning, Mercedes, TX, dgarcia@fordngl.com
GARDENHIRE, C W, Arkansas Department of Education, Beebe, AR, cw.gardenhire@arkansas.gov
GEORGES, Scott, Ford Motor Company, Dearborn, MI
<table>
<thead>
<tr>
<th>Presenter Name</th>
<th>Organization/Appointment</th>
<th>Address</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIDDINGS, Sarah</td>
<td>Washtenaw Alliance for Virtual Education - Washtenaw Educational Options Consortium - Washenaw ISD, Ypsilanti</td>
<td>MI, <a href="mailto:sgiddings@weocflex.org">sgiddings@weocflex.org</a></td>
<td></td>
</tr>
<tr>
<td>GLOGOWSKI, Konrad</td>
<td>Pathways to Education Canada, Toronto, Ontario, Canada</td>
<td><a href="mailto:kglogowski@pathwayscanada.ca">kglogowski@pathwayscanada.ca</a></td>
<td></td>
</tr>
<tr>
<td>GOLDTHWAIT, Laura</td>
<td>Early On® Consultant, Lansing, MI</td>
<td><a href="mailto:goldthwaitl@michigan.gov">goldthwaitl@michigan.gov</a></td>
<td></td>
</tr>
<tr>
<td>GOODRUM, Stephen</td>
<td>St. Vincent and Sarah Fisher Center,</td>
<td>MI, <a href="mailto:goodrum@svsfcenter.org">goodrum@svsfcenter.org</a></td>
<td></td>
</tr>
<tr>
<td>GREEN, Martha</td>
<td>DeeperDive Learning, Inc., Naples, FL</td>
<td><a href="mailto:goldthwaitL@michigan.gov">goldthwaitL@michigan.gov</a></td>
<td></td>
</tr>
<tr>
<td>GRIFFIN, Ava</td>
<td>Chippewa Valley Schools District and Central Michigan University Global Campus, Clinton Township, MI</td>
<td><a href="mailto:agriffin@cvs.k12.mi.us">agriffin@cvs.k12.mi.us</a></td>
<td></td>
</tr>
<tr>
<td>HARMELING, Kristen</td>
<td>YouGov, Waterbury, CT</td>
<td><a href="mailto:harmeling@yougov.com">harmeling@yougov.com</a></td>
<td></td>
</tr>
<tr>
<td>HATFIELD, Kelli</td>
<td>High School Diploma Completion Initiative, Lansing Community College, Lansing, MI</td>
<td><a href="mailto:hatfiek1@lcc.edu">hatfiek1@lcc.edu</a></td>
<td></td>
</tr>
<tr>
<td>HATFIELD, Terri</td>
<td>Ford Motor Company, Louisville, KY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEAD, Mark</td>
<td>Pike County Schools, Troy, AL</td>
<td><a href="mailto:mhead@pikecountyschools.com">mhead@pikecountyschools.com</a></td>
<td></td>
</tr>
<tr>
<td>HENDERSHOTT, Joe</td>
<td>HOPE 4 The Wounded, LLC, Celebration, FL</td>
<td><a href="mailto:joe@hope4thewounded.org">joe@hope4thewounded.org</a></td>
<td></td>
</tr>
<tr>
<td>HERVEY, Eurmon</td>
<td>Catapult Learning, Camden, NJ</td>
<td><a href="mailto:eurmon@lifesmartpublishing.com">eurmon@lifesmartpublishing.com</a></td>
<td></td>
</tr>
<tr>
<td>HINKELMAN, Lisa</td>
<td>Ruling Our eXperiences, Inc., Columbus, OH,</td>
<td><a href="mailto:mellemar@michigan.gov">mellemar@michigan.gov</a></td>
<td></td>
</tr>
<tr>
<td>HOTEP, Hustle University</td>
<td>Stone Mountain, GA</td>
<td><a href="mailto:info@reachthemtoteachthem.com">info@reachthemtoteachthem.com</a></td>
<td></td>
</tr>
<tr>
<td>JACKSON, Teren</td>
<td>K12 Inc., Herndon, VA</td>
<td><a href="mailto:minorc@dearbornschools.org">minorc@dearbornschools.org</a></td>
<td></td>
</tr>
<tr>
<td>KAMMERMAN, Jerrie</td>
<td>Fort Bend ISD, Missouri City, TX</td>
<td><a href="mailto:jerrie.kammerman@fortbendisd.com">jerrie.kammerman@fortbendisd.com</a></td>
<td></td>
</tr>
<tr>
<td>KAZEE, Lauren</td>
<td>Michigan Dept of Education, Lansing, MI</td>
<td><a href="mailto:kazeel@michigan.gov">kazeel@michigan.gov</a></td>
<td></td>
</tr>
<tr>
<td>KING, Early</td>
<td>K12 Inc., Herndon, VA</td>
<td><a href="mailto:eking@k12.com">eking@k12.com</a></td>
<td></td>
</tr>
<tr>
<td>KIRTON, Robert</td>
<td>SC State University, Columbia, SC</td>
<td><a href="mailto:jmcmiller@marshallpublicschools.org">jmcmiller@marshallpublicschools.org</a></td>
<td></td>
</tr>
<tr>
<td>KNOX-PIPES, Beverly</td>
<td>Albion Public Schools, Albion, MI</td>
<td><a href="mailto:julie.mcclure@pikecountyschools.com">julie.mcclure@pikecountyschools.com</a></td>
<td></td>
</tr>
<tr>
<td>KOBZA, Emily</td>
<td>Communities In Schools of Kalamazoo, Kalamazoo, MI</td>
<td><a href="mailto:ekobza@ciskalamazoo.org">ekobza@ciskalamazoo.org</a></td>
<td></td>
</tr>
<tr>
<td>KROLICKI, MarLANA</td>
<td>Oakland Opportunity Academy, Wixom, MI, <a href="mailto:MarLANA.Krolicki@oakland.k12.mi.us">MarLANA.Krolicki@oakland.k12.mi.us</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KUBWAYO, Wilson</td>
<td>Wilson Inspiration, LLC, Sioux Falls, SD</td>
<td><a href="mailto:info@wilsonkubwayo.com">info@wilsonkubwayo.com</a></td>
<td></td>
</tr>
<tr>
<td>KULKA, Lisa</td>
<td>University at Buffalo Liberty Partnerships Program, Buffalo, NY</td>
<td><a href="mailto:lkulka@buffalo.edu">lkulka@buffalo.edu</a></td>
<td></td>
</tr>
<tr>
<td>LAMb, Lori</td>
<td>Arkansas Department of Education, Greenwood, AR</td>
<td><a href="mailto:mindy.nathan@gmail.com">mindy.nathan@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>LAWRENCE, Arlyn</td>
<td>LifeSmart Publishing, Gig Harbor, WA</td>
<td><a href="mailto:poconnor@kent.edu">poconnor@kent.edu</a></td>
<td></td>
</tr>
<tr>
<td>LILES, Belvin</td>
<td>Cody Academy of Public Leadership, Detroit, MI</td>
<td><a href="mailto:mcklaren@k12.com">mcklaren@k12.com</a></td>
<td></td>
</tr>
<tr>
<td>MACDONALD LINFORD, Deb</td>
<td>Troy Intersect Virtual High School, Troy, MI</td>
<td><a href="mailto:dmacdonald@troy.k12.mi.us">dmacdonald@troy.k12.mi.us</a></td>
<td></td>
</tr>
<tr>
<td>MAPES, Ann-Marie</td>
<td>Michigan Department of Education, Lansing, MI</td>
<td><a href="mailto:mapesa@michigan.gov">mapesa@michigan.gov</a></td>
<td></td>
</tr>
<tr>
<td>MARTIN, Malissa</td>
<td>Communities In Schools of Mid-America, Lawrence, KS</td>
<td><a href="mailto:malissa.martin@cismidamerica.org">malissa.martin@cismidamerica.org</a></td>
<td></td>
</tr>
<tr>
<td>MCCLURE, Jeffrey</td>
<td>Pike County Schools, Troy, AL</td>
<td><a href="mailto:jmcclure@pikecountyschools.com">jmcclure@pikecountyschools.com</a></td>
<td></td>
</tr>
<tr>
<td>MCDANIEL, Julie</td>
<td>Oakland Schools, Waterford, MI</td>
<td><a href="mailto:julie.mcdaniel@oakland.k12.mi.us">julie.mcdaniel@oakland.k12.mi.us</a></td>
<td></td>
</tr>
<tr>
<td>MCMILLER, Merrilyn</td>
<td>Marshall Alternative High School, Albion, MI</td>
<td><a href="mailto:mmcmiller@marshallpublicschools.org">mmcmiller@marshallpublicschools.org</a></td>
<td></td>
</tr>
<tr>
<td>MELLEMA, Rachel</td>
<td>Michigan Dept. of Education, Office of Great Start, Lansing, MI, <a href="mailto:mellemar@michigan.gov">mellemar@michigan.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MINOR, Christopher</td>
<td>Dearborn High School, Dearborn, MI</td>
<td><a href="mailto:minorc@dearbornschools.org">minorc@dearbornschools.org</a></td>
<td></td>
</tr>
<tr>
<td>MOORE, Christian</td>
<td>WhyTry Organization, Provo, UT</td>
<td><a href="mailto:nalia@whytry.org">nalia@whytry.org</a></td>
<td></td>
</tr>
<tr>
<td>MORTON, Brenda</td>
<td>George Fox University, Newberg, OR</td>
<td><a href="mailto:kmorton@georgefox.edu">kmorton@georgefox.edu</a></td>
<td></td>
</tr>
<tr>
<td>MULLER, Justin</td>
<td>Richland School District 2 - Family Intervention Services, Columbia, SC</td>
<td><a href="mailto:jmuller@richland2.org">jmuller@richland2.org</a></td>
<td></td>
</tr>
<tr>
<td>NATHAN, Mindy</td>
<td>Education Achievement Authority of MI, Detroit, MI</td>
<td><a href="mailto:donald.neal@wayne.edu">donald.neal@wayne.edu</a></td>
<td></td>
</tr>
<tr>
<td>NEAL, Don</td>
<td>Wayne State University, College of Nursing, Detroit, MI</td>
<td><a href="mailto:dmacdonald@troy.k12.mi.us">dmacdonald@troy.k12.mi.us</a></td>
<td></td>
</tr>
<tr>
<td>NEWBERRY, Kimberley</td>
<td>Developing KIDS, Detroit, MI</td>
<td><a href="mailto:knewberry@donboscocoll.org">knewberry@donboscocoll.org</a></td>
<td></td>
</tr>
<tr>
<td>NICHOLS, Veronica</td>
<td>The Children’s Center, Detroit, MI</td>
<td><a href="mailto:vichannels@thechildrenscenercenter.com">vichannels@thechildrenscenercenter.com</a></td>
<td></td>
</tr>
<tr>
<td>O’CONNOR, Patrick</td>
<td>Kent State University, Kent, OH</td>
<td><a href="mailto:poconnor@kent.edu">poconnor@kent.edu</a></td>
<td></td>
</tr>
<tr>
<td>PAINE, Steve</td>
<td>BrightBytes, San Francisco, CA</td>
<td><a href="mailto:steve.paine@brightbytes.net">steve.paine@brightbytes.net</a></td>
<td></td>
</tr>
<tr>
<td>PARELLI, J.Ross</td>
<td>Beats Lyrics Leaders, Auburn, CA</td>
<td><a href="mailto:msjross@gmail.com">msjross@gmail.com</a></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTORY OF PRESENTERS

PARIZEK, Deborah, Henry Ford Learning Institute, Dearborn, MI, dparizek@hfli.org

PAULEY, Joseph, National Dropout Prevention Network, Potomac, MD, joe@kahlercom.com

PAULEY, Judith, National Dropout Prevention Network, Potomac, MD, judy@kahlercom.com

PEREZ, Heather, Communities In Schools of the Tecumseh Area, Tecumseh, MI, cis@tps.k12.mi.us

PETRERSON, Shannon, Dearborn Public Schools, Dearborn, MI, peterss@dearbornschools.org

POWERS, Erick, Fort Bend ISD, Missouri City, TX, erick.powers@fortbendisd.com

RAYOW, Deborah, Edgenuity, Scottsdale, AZ, Deborah.rayow@edgenuity.com

RENAUD, Diane, St. Vincent and Sarah Fisher Center, Detroit, MI, diane.renaud@svsfcenter.org

RESIDORI, Rob, BrightBytes, San Francisco, CA, rob.residori@brightbytes.net

RICHARDS-SCHUSTER, Katie, School of Social Work, University of Michigan, Ann Arbor, MI, kers@umich.edu

RICHTER, Nicholas, Williams Jr/Sr High School, Williams, CA, nrichter@williams.k12.ca.us

RODEHEAVER, Stewart, Vizitech USA, Eatonton, GA, cstewartr@gmail.com

SALL, Janet, Crossroads High School, Kentwood Public Schools, Grand Rapids, MI, janet.sall@kentwoodps.org

SCALA, Jenny, American Institutes for Research, San Mateo, CA, jscala@air.org

SKEPPLE, Rose, Eastern Kentucky University, Richmond, KY, rose.skepple@eku.edu

STEWART, LeAnn, AdvancePath Academics, Inc., White House, TN, lstewart@advancenpath.com

STEWART, Sonia, Pearl-Cohn High School - Metro Nashville Public Schools, Nashville, TN, sonia.stewart@mnps.org

STONE-PALMQUIST, Peri, Student Advocacy Center, Ypsilanti, MI, peri@studentadvocacycenter.org

RAYOW, Deborah, Edgenuity, Scottsdale, AZ, Deborah.rayow@edgenuity.com

RENAUD, Diane, St. Vincent and Sarah Fisher Center, Detroit, MI, diane.renaud@svsfcenter.org

RESIDORI, Rob, BrightBytes, San Francisco, CA, rob.residori@brightbytes.net

RICHARDS-SCHUSTER, Katie, School of Social Work, University of Michigan, Ann Arbor, MI, kers@umich.edu

RICHTER, Nicholas, Williams Jr/Sr High School, Williams, CA, nrichter@williams.k12.ca.us

RODEHEAVER, Stewart, Vizitech USA, Eatonton, GA, cstewartr@gmail.com

SALL, Janet, Crossroads High School, Kentwood Public Schools, Grand Rapids, MI, janet.sall@kentwoodps.org

SCALA, Jenny, American Institutes for Research, San Mateo, CA, jscala@air.org

SKEPPLE, Rose, Eastern Kentucky University, Richmond, KY, rose.skepple@eku.edu

STEWART, LeAnn, AdvancePath Academics, Inc., White House, TN, lstewart@advancenpath.com

STEWART, Sonia, Pearl-Cohn High School - Metro Nashville Public Schools, Nashville, TN, sonia.stewart@mnps.org

STONE-PALMQUIST, Peri, Student Advocacy Center, Ypsilanti, MI, peri@studentadvocacycenter.org

TADLOCK, Dee, Central WA University & Read Right Systems, Shelton, WA, deet@readright.com

THOMPSON, Cara, Richland School District 2, Columbia, SC, cathompson@richland2.org

THOMPSON, Linda, Communities In Schools of Kalamazoo, Kalamazoo, MI, Lthompson@ciskalamazoo.org

THOMPSON, Richard, Swarts Creek Academy, Flint, MI, rthompson@swcrk.org

TRITTIN, Dennis, LifeSmart Publishing, Gig Harbor, WA, dtrittin@dennistrittin.com

UZELAC, Monique, Washtenaw Alliance for Virtual Education, Ypsilanti, MI, muzelac@weocflex.org

WATSON, John, Evergreen Education, Durango, CO, john@evergreenedgroup.com

WEISS, John, The Neutral Zone, Ann Arbor, MI, weiss@neutral-zone.org

WILLIAMS, Dr. Reginald, Shelby County Schools, Memphis, TN, drwilliams@mahshighschool.com

WILLIAMS, Natalie, EdisonLearning, Jersey City, NJ, natalie.williams@edisonlearning.com

WILSON, Jennifer, Richland School District 2, Columbia, SC, jewilson@richland2.org

WILSON, Mark, Mark Wilson Education, Madison, GA, mark.wilson.ga@gmail.com

WITHINGTON, Cairen, National Dropout Prevention Center/Network, Clemson, SC, cairenw@clemson.edu

WOODS, Victor, Success International Incorporated, Bloomingdale, IL, Kimberleestarr@gmail.com

ZEITZ, Katy, Jefferson County Public Schools, Louisville, KY, katie.zeitz@jefferson.kyschools.us
investing in our communities

investing in our future

DOLLAR GENERAL®
<table>
<thead>
<tr>
<th>Organization</th>
<th>Table #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AdvancePath Academics</strong></td>
<td>117</td>
<td>AdvancePath provides Academic Resiliency Assessments, College &amp; Career Readiness Screeners, and has proudly graduated over 8,000 at-risk students through effectively partnering with public schools.</td>
</tr>
<tr>
<td>Karen Totten</td>
<td></td>
<td>4125 Ironbound Road, Williamsburg, VA 23185, 757-208-0900, <a href="mailto:dlibert@advancepath.com">dlibert@advancepath.com</a></td>
</tr>
<tr>
<td><strong>American Institutes for Research</strong></td>
<td>126</td>
<td>The American Institutes for Research (AIR) helps states, districts, and schools make the connection between school and students’ futures with actionable early warning data.</td>
</tr>
<tr>
<td>Jenny Scala</td>
<td></td>
<td>2800 Campus Drive, Suite 200, San Mateo, CA 94403, 831-621-4003, <a href="mailto:jscala@air.org">jscala@air.org</a></td>
</tr>
<tr>
<td><strong>BrightBytes</strong></td>
<td>132</td>
<td>BrightBytes’ Clarity platform provides fast, informative answers for administrators managing a diverse range of challenges such as technology efficacy, dropout prevention, at-risk student identification, data privacy, digital safety, and leadership effectiveness.</td>
</tr>
<tr>
<td>Ellie Jurchisin</td>
<td></td>
<td>420 2nd Street, #302, San Francisco, CA 94107, 415-855-5103, <a href="mailto:ellie@brightbytes.net">ellie@brightbytes.net</a></td>
</tr>
<tr>
<td><strong>Communities In Schools</strong></td>
<td>107</td>
<td>Communities In Schools is the nation’s largest and most effective organization dedicated to keeping kids in school and helping them to succeed in life.</td>
</tr>
<tr>
<td>Julie Cawvey</td>
<td></td>
<td>2345 Crystal Dr., Suite 700, Arlington, VA 22202, 703-518-2577, <a href="mailto:cawveyj@cisnet.org">cawveyj@cisnet.org</a></td>
</tr>
<tr>
<td><strong>DeeperDive Learning, Inc.</strong></td>
<td>116</td>
<td>DeeperDive Learning offers educators innovative and engaging 21st century professional learning opportunities. These game-like learning experiences are social, interactive, and personalized for every learner.</td>
</tr>
<tr>
<td>Pamela Bruening</td>
<td></td>
<td>4930 Tallowood Way, Naples, FL 34116, 1-888-611-6641, <a href="mailto:pam@deeperdivelearning.com">pam@deeperdivelearning.com</a></td>
</tr>
<tr>
<td><strong>Dispute Resolution Education Resources</strong></td>
<td>109</td>
<td>Parent/school conflicts about Special Education services can interfere with students’ education. FREE mediation, facilitation, and training help adults, so students with disabilities succeed in school.</td>
</tr>
<tr>
<td>Cheryl Levine</td>
<td></td>
<td>516 S Creyts, Suite A, Lansing, MI 48917, 517-485-2274, <a href="mailto:cheryl.levine@msemp.org">cheryl.levine@msemp.org</a></td>
</tr>
<tr>
<td><strong>Edgenuity</strong></td>
<td>123</td>
<td>Edgenuity provides customizable online and blending learning curriculum that propel student success, empower teachers, and enable schools to meet their academic goals.</td>
</tr>
<tr>
<td>Maureen Swanson</td>
<td></td>
<td>8860 E Chapparal Road, Scottsdale, AZ 85250, 480-230-0118, <a href="mailto:maureen.swanson@edgenuity.com">maureen.swanson@edgenuity.com</a></td>
</tr>
<tr>
<td>Organization</td>
<td>Table #</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Edison Learning</td>
<td>101 &amp; 102</td>
<td>EdisonLearning, a leading education solutions provider, has launched—DON’T LET THEM DROP—a national public awareness campaign to create a sense of urgency on the personal and societal costs of the national drop out crisis. They are presenting a live and interactive 3D art installation to visually display the challenges faced by students as they strive to obtain their high school diploma. The DON’T LET THEM DROP initiative parallels the organization’s focus on improving educational opportunities for every student, regardless of their ZIP code and socio-economic status. Stop by, watch the artist create the 3D art piece live and post a picture inside the finished piece.</td>
</tr>
<tr>
<td>Ford Motor Company</td>
<td>110 &amp; 111</td>
<td>Ford Fund has worked to improve people’s lives and make the world a better place. Learn about the Education and STEAM initiatives that have been developed to enhance student learning and classroom engagement.</td>
</tr>
<tr>
<td>Fuel Education</td>
<td>128</td>
<td>Fuel Education partners with school districts to fuel personalized learning through innovative Pre-K through 12th grade online and blended solutions that drive improved academic outcomes.</td>
</tr>
<tr>
<td>GEM Educational Art</td>
<td>122</td>
<td>For over 20 years internationally know artist George E. Miller has created “Art That Inspires the Spirit of Learning.” See if you can find the hidden messages!</td>
</tr>
<tr>
<td>Hustle University</td>
<td>108</td>
<td>Hustle University’s MAKE A WAY program consists of high impact and exceptionally relevant staff training, educational materials, curriculum and consulting for schools with at-risk and under-served populations.</td>
</tr>
<tr>
<td>Learning Circle Education Services</td>
<td>106</td>
<td>Learning Circle is an early warning indicator and response system that identifies students who are at-risk and allows for the tracking of interventions.</td>
</tr>
<tr>
<td>Organization</td>
<td>Table #</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LifeSmart Publishing</strong></td>
<td>118</td>
<td>LifeSmart’s comprehensive life skills curriculum, <em>What I Wish I Knew at 18</em>, helps students develop the “soft skills” they need to thrive in the real world.</td>
</tr>
<tr>
<td>Arlyn Lawrence</td>
<td>12913 - 50th Avenue Ct. NW</td>
<td>Gig Harbor, WA 98332</td>
</tr>
<tr>
<td>253-548-5957</td>
<td><a href="mailto:arlynlawrence@comcast.net">arlynlawrence@comcast.net</a></td>
<td></td>
</tr>
<tr>
<td><strong>Microsoft in Education Teacher Ambassador Program</strong></td>
<td>125</td>
<td>The Microsoft in Education Teacher Ambassador Program serves to assist educators in improving the learning environment by integrating technology into the classroom.</td>
</tr>
<tr>
<td>Shavonne Smith</td>
<td>13 Harbison Way</td>
<td>Columbia, SC 29212</td>
</tr>
<tr>
<td>803-201-7213</td>
<td><a href="mailto:simoned@flentgrp.com">simoned@flentgrp.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>National Alternative Education Association</strong></td>
<td>115</td>
<td>NAEA is a volunteer organization dedicated to information sharing and professional development, best practice, public policy, and advocacy for alternative learning and teaching.</td>
</tr>
<tr>
<td>Pamela Bruening</td>
<td>4930 Tallowood Way</td>
<td>Naples, FL 34116</td>
</tr>
<tr>
<td>239-289-3050</td>
<td><a href="mailto:pam.bruening@gmail.com">pam.bruening@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>National Dropout Prevention Center/Network</strong></td>
<td>112 &amp; 113</td>
<td>Membership in the National Dropout Prevention Network has benefits ranging from discounts on publications and conferences to networking opportunities with like-minded professionals. Stop by the NDPC/N booth and review the research publications published by the Center regarding at-risk youth. Publications will be available on mentoring, alternative schooling, early childhood development, and service-learning.</td>
</tr>
<tr>
<td>John Peters</td>
<td>209 Martin Street</td>
<td>Clemson, SC 29631</td>
</tr>
<tr>
<td>864-656-0253</td>
<td><a href="mailto:jp@clemson.edu">jp@clemson.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>National Dropout Prevention Specialist Certification Program</strong></td>
<td>114</td>
<td>Professionals in the field of dropout prevention may apply to the National Dropout Prevention Specialist Certification Program. Certification is earned through attendance at 12 designated sessions at National Dropout Prevention Center/Network events that address dropout prevention and effective strategies, demonstration of practice through a field project, and continuous National Dropout Prevention Network membership.</td>
</tr>
<tr>
<td>Jennie Cole</td>
<td>209 Martin Street</td>
<td>Clemson, SC 29631</td>
</tr>
<tr>
<td>864-656-3875</td>
<td><a href="mailto:jecole@clemson.edu">jecole@clemson.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Read Right Systems</strong></td>
<td>127</td>
<td>READ RIGHT is a fundamentally different approach to teaching reading that enables struggling students to improve their reading skills quickly.</td>
</tr>
<tr>
<td>Dee Tadlock</td>
<td>310 W. Birch Street</td>
<td>Shelton, WA 98584</td>
</tr>
<tr>
<td>360-427-9440</td>
<td><a href="mailto:tamiek@readright.com">tamiek@readright.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>Ripple Effects</strong></td>
<td>134</td>
<td>Ripple Effects provides a evidence-based system to improve behavior and reduce dropout rates. In addition, we address nonacademic factors in student success, assessment, professional development, trauma-informed student interventions, and data management K-12.</td>
</tr>
<tr>
<td>Robert Kirton</td>
<td>701 Gervais Street, Suite 177</td>
<td>Columbia, SC 29201</td>
</tr>
<tr>
<td>404-803-3397</td>
<td><a href="mailto:kirton@dnasupport.usa">kirton@dnasupport.usa</a></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Table #</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Ruling Our eXperiences, Inc. (ROX)</strong></td>
<td>105</td>
<td>Ruling Our eXperiences, Inc. (ROX) is a nonprofit organization that focuses on the health, safety, education, and empowerment of girls. Based in Columbus, OH, ROX provides evidence-based empowerment programming for girls, delivers professional development workshops for educators and counselors, facilitates adult-teen relationship-building workshops, and conducts national research and evaluation focused on adolescent girls.</td>
</tr>
<tr>
<td><strong>Shash Legáá</strong></td>
<td>121</td>
<td>We sell sterling silver jewelry for men and women of all ages—earrings, rings, bracelets, and bow ties. We will also have Navajo rugs for sale.</td>
</tr>
<tr>
<td><strong>Solutions</strong></td>
<td>129&amp;130</td>
<td>You’ve enjoyed NDPC/N’s free professional development webcast, <em>Solutions to the Dropout Crisis</em>, for years, so plan to stop by the <em>Solutions to the Dropout Crisis</em> booth during the conference. Participate in filming <em>Solutions to the Dropout Crisis Magazine</em> (our new 30-minute made-for-TV production), share your conference experience to be used to promote future conferences, share a dropout prevention tip that has been successful for you or your school, learn what goes on “behind the scenes” to produce a TV show, or just watch the fun! Whichever you choose, we’d love to see you!</td>
</tr>
<tr>
<td><strong>The Way to Happiness Foundation, International</strong></td>
<td>133</td>
<td>The Way to Happiness Foundation provides common sense solutions for character and values education. We provide a complete package for teachers and/or counselors to use to teach youth how to make good choices.</td>
</tr>
<tr>
<td><strong>ViziTech USA</strong></td>
<td>131</td>
<td>ViziTech is a breakout learning technology company involved in leading edge research and application of unique three-dimensional and virtual training environments.</td>
</tr>
<tr>
<td><strong>WYMAN’s Teen Outreach Program (TOP)</strong></td>
<td>119</td>
<td>TOP empowers teens with the tools and opportunities needed to build a foundation of healthy behaviors, life skills, and a sense of purpose needed to avoid risky behaviors that derail success.</td>
</tr>
</tbody>
</table>
The Diploma Planning Institute guides district and school administrators toward building a foundational dropout prevention plan based on researched and proven strategies. Administrators work directly with national field experts to utilize local data and direct knowledge of their students to design a customized plan for their school system. By implementing a strategic, systemic plan and streamlining their vision, schools can minimize the frustration and futility of incohesive efforts. After the initial DPI training, leaders can network with colleagues in similar school settings from across the country and are provided access to the nation’s largest resource of information, research, and expertise on dropout prevention.

**During DPI, participants will:**

- Examine and discuss local data
- Learn about research-based strategies
- Identify current and potential efforts
- Target specific needs and risk factors
- Collaborate with colleagues
- Develop next steps for implementation

**DPI’s goal is to help schools and districts turn random acts of dropout prevention into a strategic, systemic approach.**

- Dr. Sandy Addis, Director, NDPC/N

The National Dropout Prevention Center/Network (NDPC/N) has a 29-year history of providing quality resources and assistance to states, districts, and schools. Let us help you impact your graduation rates.

**Testimonials**

After our DPI, participating committees returned to their schools with workable plans to engage the greater communities, and with the ongoing support of their peers and national experts.

–Commissioner State Department of Education

This professional development opportunity should be made widely available to educators everywhere.

–Assistant Superintendent of Schools

The feedback from our DPI has been phenomenal; in fact, a Superintendent called me today to tell me that the team he sent is enthusiastic and has already set up a meeting with him to move things along.

–Truancy, Dropout, and Alternative Education State Coordinator

www.dropoutprevention.org
2017 At-Risk Youth National FORUM
ALL IN FOR AT-RISK YOUTH

Connections That Build Resilience And Success

FEBRUARY 19–22
MYRTLE BEACH  SC

Dabo Swinney
Clemson Tigers

For information, go to www.dropoutprevention.org