



**NATIONAL
DROPOUT
PREVENTION
CENTER**

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Homelessness and Education

NEWSLETTER

National Dropout Prevention Center | Winter 2018



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Viewpoint

Across the nation, many children and youth experience circumstances that put them at greater risk for adverse life outcomes. Students experiencing homelessness fall into this category, as they are more likely to be chronically absent from school, receive lower grades, score poorly on assessments, have higher special education needs, and ultimately, are more likely to drop out of school when compared to their permanently housed peers.

Students experiencing homelessness are not constrained by geographic boundaries; they are prone to moving and change schools often. As a result, stabilizing variables (teachers, classmates, friends, course offerings, schedules) are lost. Students experiencing homelessness may be hungry, as the meals they receive at school may be the only food they have access to for the day. Students experiencing homelessness may be tired, not getting enough sleep due to inadequate living situations. Students experiencing homelessness may not have an appropriate place to study and if they do have a place to do their homework, it may not be sufficient and quiet, or the student may not have all of the supplies that they need in order to successfully complete class assignments on time, if at all. Some students may lack a parent or guardian to help with school work or to provide emotional support and encouragement, which only adds to the challenges that students experiencing homelessness encounter. Under Maslow's Hierarchy of Needs, there are significant barriers for homeless children and youth. In attempting to reach self-actualization, the ability to achieve psychological needs is compromised and basic needs (both safety and physiological) may go unmet.

Children and youth experiencing homelessness face unique challenges in accessing and succeeding in school. Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized in 2015 by Title IX, Part A of the Every Student Succeeds Act (42 U.S.C. § 11431 et seq.), establishes the definition of homeless used by U.S. public schools and the educational rights to which children and youth experiencing homelessness are entitled. In order for schools to be able to provide services to students in homeless situations, schools must first identify this *(continued on next page)*



GUEST EDITOR
JACINDA GOODWIN

Jacinda Goodwin is a Program Specialist at the National Center for Homeless Education (NCHE) located at the University of North Carolina-Greensboro. Before joining the NCHE, Ms. Goodwin was the state coordinator for homeless education dropout prevention, truancy, and alternative education at the Maine Department of Education; an education specialist in the Office of Substance Abuse at the Maine Department of Health and Human Services (DHHS); and a children's services caseworker for the Maine DHHS. After completing undergraduate work in psychology, Ms. Goodwin was awarded a master's degree in clinical psychology from the University of Massachusetts-Dartmouth and attended Fielding Graduate University for doctoral work in clinical psychology.

at-risk subpopulation of students. The McKinney-Vento definition of homeless [42 U.S.C. § 11434a(2)] states that the term “homeless children and youth”

A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and

B. includes

i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...;

iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

iv. migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

With over 1.3 million students identified as homeless by U.S. public schools, a number that continues to rise annually, there is an opportunity to intervene and support this cadre of students to ensure that they are identified, enrolled, and fully participating in all school activities under the McKinney-Vento Act. There is a preventive value in education, allowing us to ensure children and youth experiencing homelessness are supported in accessing educational opportunities that lead them toward high school graduation, while also preparing them for college, career, and beyond.

Jacinda Goodwin
Program Specialist
National Center for Homeless Education

Reference

McKinney-Vento Homeless Education Assistance Improvements Act 42
U.S.C. § 11431 (2001).





The REAL School: A Person-Centered Alternative School Model

While public “alternative” schools are sometimes seen as second-rate or last-chance options, one model has demonstrated an outstanding record of success across a number of measures and offers potential for replication. The REAL School in Brunswick, Maine, has provided cross-systemic supports, customized educational programming, and a joyful, loving educational setting for high-risk students, including many experiencing homelessness, in grades 6-12 for nearly 35 years. Among the measures of this program’s success (in addition to the expected measures of academic progress, improved attendance, and a high graduation rate) are increased number of developmental assets, improved (healthy) locus of control, and increased sense of connectedness to school and community.

Staff and leadership at The REAL School are deeply committed to a set of rather unconventional trauma-informed strategies, skills, and mindsets designed to provide intensive support for children experiencing extreme loss and hardship. The examples given merit consideration by other school settings.

First is a deliberate attention to connectedness. A caring adult mentor is listed as the number one reason when students beat the odds to graduate and enter adult life successfully in spite of profound challenges. The REAL School uses surveys throughout the year to gauge student perception of the quality of their interactions and relationships with staff and peers. This process often uncovers surprising information, alerting an unsuspecting staff member that he or she may be the one person to whom a student feels connected. Information gathered also alerts staff members when a child does not feel particularly close or safe with any adults or peers at school. Experiential activities are socially orchestrated to optimize positive peer culture and strengthen connectedness among all students and staff.

The second strategy is deliberately relating students in terms of possibility. Staff members exude unshakeable confidence in the (sometimes invisible, at first) unique and precious giftedness of every student. Referring to the practice as the “Geode Principle”, teachers and counselors work on their individual and collective abilities to see past any outward gruffness, anger, or other off-putting affects while focusing on the “gems” within each child. This builds a culture of optimism and enables the team to resist giving up when a student is extraordinarily difficult. This refusal to give up on any student has become a renowned hallmark of The REAL School.

A third skill is deliberately maintaining a stance of flexibility and a commitment to innovation. Weighty mandates, school reform efforts, and conflicting initiatives can take a toll on public school programs,

but The REAL School remains nimble in response to change initiatives. Using their “Geode Principle” to identify the gems inherent in any challenge, the school leadership and staff members engage in the design process to identify innovative ways to continually improve their practice and services. The team even invented a term (“probortunity”) to describe the transformation of barriers into benefits.

While the McKinney-Vento Act prohibits schools from referring students to alternative settings solely based on their homeless status, it is important to recognize that some students require a more intensive approach. Alternative programs serving students with multiple risk factors and outlying needs may benefit from the practices and mindsets used at The REAL School.

Pender Makin
Cofounder

Collaborative for Perpetual Innovation



Kalispell Public Schools' HEART Program

In the sixth largest city in Montana, nestled between two of the Northern Rocky Mountains' most prolific mountain ranges, Kalispell Public Schools is known for its unique programs and fresh ideas in its persistent effort toward combating poverty and homelessness in the Flathead Valley. As an extension of the local school district, the Kalispell HEART (Homeless Education and Resources Together) Program functions to build bridges between community resources and the disproportionately high number of students and families struggling with homelessness in the Flathead Valley. Unlike other established organizations working to serve similar populations of homeless and at-risk youth, the HEART Program's unique relationship with the Kalispell Public School District allows the program to most effectively meet the most basic needs of the community's homeless youth to improve school attendance, retention, and graduation rates.

Nichole Heyer, the Director of the HEART Program, plays a vital role in the continued success of the program. As the Homeless Education Liaison for Kalispell and Evergreen School Districts in the Flathead Valley, Heyer is tasked with facilitating dialogue between the constantly growing homeless student population, their parents/guardians, and school staff at all levels. Heyer states, "Schools must become something more of a community center because we hold our community's most valuable resource, our children. Meeting the basic needs of students must occur in order to allow them the opportunity to learn and grow."

The HEART Program currently consists of three components: The HEART Locker, The HEART Markets, and The HEART Fund. The HEART Locker is set up as a high-end thrift store for students in need. This repurposed elementary school gymnasium receives donated clothing, shoes, hygiene products, bedding, and school supplies. All of the items in the Locker are free for students, allowing them to have individual choice in what they wear. Many "shoppers" at the HEART Locker rarely, if ever, get to shop for new clothing and supplies otherwise. The HEART Markets, located at the three area high schools in Kalispell,

function as miniature food banks and provide students with supplementary snacks and take-home meals for nights, weekends, and school holidays. The HEART Markets are regularly stocked with the help of local food banks, community organizations, and individual donors. The HEART Fund functions to meet student needs that the HEART Locker and the HEART Markets cannot. Entirely funded by community partners, small businesses, faith-based organizations, grants, and individual donors, the HEART Fund allows students in need to be "kids". The HEART Program has recently expanded its served population to those students living in poverty and students who have been placed within the foster system.

As a result of increased community involvement and contributions, the HEART Program began offering a new service in Fall of 2018. The fourth component of this organization is the Locker Learning Center and offers local high school students struggling with homelessness a safe, quiet location to study and complete homework assignments by offering computer work stations and some mentoring and tutoring services. The Locker Learning Center also serves as a place where other local nonprofits and social services can offer these students their resources in an environment not previously accessible to reach this sometimes-leery population.

Other organizations may not have the same level of participation because they lack the opportunity to build relationships and trust with these students. Heyer notes, "It is as simple as human connections. Working within the schools, these students interact with me and trust that the school district does not have a hidden agenda. They are right; we openly admit we want to provide as many supports as possible to give these young humans the best potential to get out our doors with a high school diploma."

Visit our website to watch a short video which highlights the different services offered by the Kalispell HEART Program at www.KalispellHEARTProgram.org.

Adam Sommers
AmeriCorps VISTA
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"Schools must become something more of a community center because we hold our community's most valuable resource, our children."



Transforming School Discipline: Shifting From Punitive to Collaborative

Dr. Ross Greene

The statistics tell the tale. In the last year for which statistics were reported (2013-14), there were 5.4 million in- and out-of-school suspensions, over 100,000 expulsions, over 100,000 instances of corporal punishment, over 100,000 uses of restraint and seclusion, and—presumably, since no one’s keeping track—countless dozens of millions of detentions in American public schools. Students with social, emotional, and behavioral challenges are those most frequently on the receiving end of these punitive, increasingly archaic interventions. Many schools are aware of the need to dramatically revamp discipline, but need guidance on what to do instead. Two books by Dr. Ross Greene, *Lost at School* (Scribner, 2014) and *Lost and Found* (Wiley, 2016), provide such guidance. Dr. Greene’s evidence-based Collaborative & Proactive Solutions (CPS) model, first described in the book *The Explosive Child*, offer a nonpunitive, nonadversarial, proactive, collaborative approach to helping our most vulnerable students. And the model has been shown to dramatically reduce discipline referrals in schools, so it is worth paying attention to.

Rather than focusing on a student’s behavior and emphasizing behavior modification strategies—which have been the hallmark of school discipline for eons—the CPS model focuses on the expectations students are having difficulty meeting (and which are precipitating those challenging behaviors). In the CPS model, those unmet expectations are referred to as unsolved problems, and the goal is for kids and caregivers to solve those problems collaboratively and proactively. Rewarding and punishing students does not solve these problems. Detentions do not, nor do suspensions, expulsions, paddling,

restraints, or seclusions. While this should not be a huge shift for educators who have always been engaged in solving the academic problems that are interfering with students’ progress, somehow behavior ends up in a completely different category in the minds and practices of many other educators. And yet, when we apply the same mentality to behavior challenges as we would to academic difficulties, the approach to helping behaviorally challenging students becomes a lot more compassionate and effective.

This is good news for the 10-20 students in every school who are accounting for the lion’s share of discipline referrals. The fact that these students access the school discipline program with regularity is proof that the school discipline program is not working. Instead, the penchant for rewarding and punishing often has the effect of pushing these students out of our classrooms and out of our schools and points them down the path of what has become known as the school-to-prison pipeline.

It is also good news for the classmates of behaviorally challenging students: They still do not feel safe; they are still having their work disrupted; and they are wondering why the difficulties of their fellow classmates remain unresolved. And it is good news for classroom teachers, who leave the profession at a troubling rate, with student behavior problems among the most cited reasons. Finally, it is good news for school budgets: When their difficulties remain unresolved, behaviorally challenging students cost a fortune in additional staff, outside placements, and time.

Additional information on the CPS model can be found in the books and also on the website www.livesinthebalance.org.



Missed Opportunities: Youth Homelessness in America

Adolescence and young adulthood represent a key developmental window. Every day of housing instability and the associated stress represents a missed opportunity to support healthy development and transitions to productive adulthood. Voices of Youth Count, an initiative of Chapin Hall at the University of Chicago, gives voice to young people across our nation who lack the necessary supports to achieve independence and make their unique contributions to our society.

Through multiple methods and research angles, Voices of Youth Count sought to capture and understand the voices and experiences of thousands of young people. While the deprivation of housing stability was the common thread in Voices of Youth Count research, the stories of youth homelessness—and the opportunities for intervention—rarely centered on housing alone.

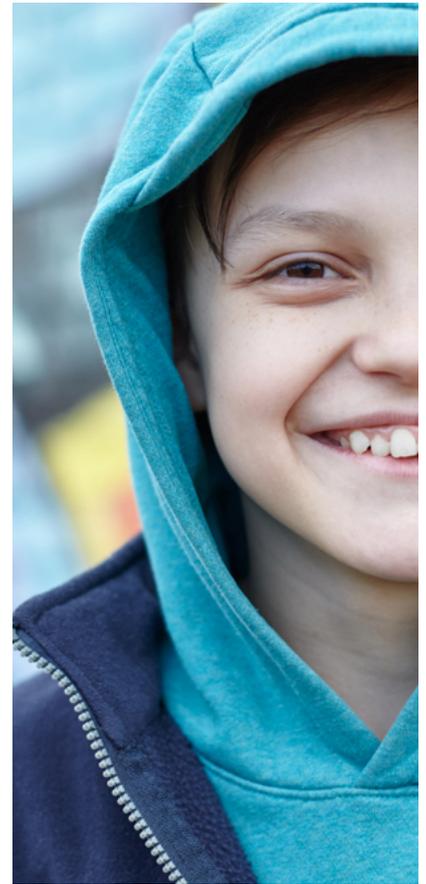
Every experience, every youth, was unique. Their experiences ranged widely in duration, sleeping arrangements, safety, and circumstances. With the data gained

through Voices of Youth Count, we can better understand the challenge so that we can develop more effective policy and practice.

National estimates summarize the results of the Voices of Youth Count national survey that estimates the percentage of United States youth, ages 13 to 25, who have experienced unaccompanied homelessness at least once during a recent 12-month period. The survey captured homelessness experiences broadly, including couch surfing in addition to arrangements like sleeping on the streets, in cars, or in shelters.

Until now, one major challenge to putting solutions in place has been the lack of credible data on the size and characteristics of the youth population who experience homelessness and a way to track how this population changes over time. Without credible numbers and deeper understanding, it has been difficult for the nation to develop a well-resourced and tailored response to address this hidden problem in our communities.

Voices of Youth Count speaks to the evidence while seeking solutions. No more missed opportunities.



RESULTS SHOW

1 in 10

young adults ages 18 to 25 endure some form of homelessness in a year. Half of the prevalence involves couch surfing only.

1 in 30

adolescent minors ages 13 to 17 endure some form of homelessness in a year. A quarter of the prevalence involves couch surfing only.

Rates of youth experiencing homelessness were similar in rural and nonrural areas.

Youth 13-17	Young Adults 18-25
4.2% Household prevalence in urban counties.	9.6% Population prevalence in urban counties.
4.4% Household prevalence in rural counties.	9.2% Population prevalence in rural counties.



About half of the youth who experienced homelessness over a year faced homelessness for the first time.

Particular subpopulations are at higher risk for homelessness



346%

Youth with less than a high school diploma or GED had a 346% higher risk

120%

LGBT youth had a 120% higher risk

162%

Youth reporting annual household income of less than \$24,000 had a 162% higher risk

33%

Hispanic, non-White youth had a 33% higher risk

83%

Black or African American youth had an 83% higher risk

200%

Unmarried parenting youth had a 200% higher risk



Preparing Homeless Students Through Career and Technical Education

Career and technical education (CTE) programs hold great promise for equipping students, including those experiencing homelessness, with the education and employment training they need to enter the workforce prepared to compete in the labor market. It is not surprising, then, that CTE is one of NDPC's 15 effective strategies for dropout prevention, and was offered at 98% of public school districts during the 2016-2017 school year (Gray & Lewis, 2018).

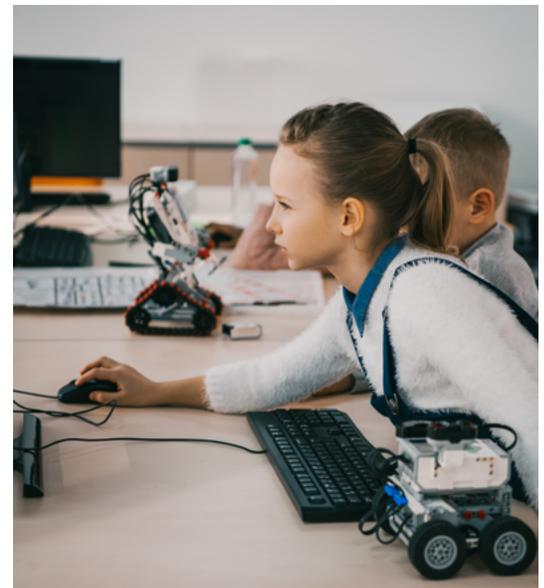
On July 31, 2018, the President signed into law the Strengthening Career and Technical Education for the 21st Century Act, which reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 as amended Carl D. Perkins Vocational and Technical Education Act (Perkins Act). Of note to educators and service providers working with youth experiencing homelessness, the reauthorized statute includes new supports to ensure CTE program access and improved program outcomes for youth experiencing homelessness.



As an overview, under the Perkins CTE Program, states, secondary school districts, and postsecondary institutions receive funds to operate CTE programs. Its key supports include that CTE programs offer students the knowledge, skills, and hands-on experience necessary to compete for well-paying, in-demand jobs in fields such as health care, agriculture, and technology.

The state-level agency responsible for administering the Perkins grant convenes a broad range of stakeholders to develop the State Perkins CTE plan. Perkins CTE programs may be offered at the local level in middle schools, high schools, community and technical colleges, and other post-secondary institutions.

The Perkins Act also requires, as a collaborative requirement, that states



must develop the State Perkins CTE plan in consultation with State Coordinators for Homeless Education (20 U.S.C. § 2342). Programs applying for Perkins CTE funding must consult with representatives from local agencies that serve youth experiencing homelessness when developing the local application and the required local needs assessment (20 U.S.C. § 2354).

Under the Perkins Act, youth experiencing homelessness according to the McKinney-Vento definition are one of nine “special populations” (20 U.S.C. § 2302). The special population designation is given to groups of people who may face unique barriers to accessing and succeeding in CTE programs;

as a result, special populations are entitled to receive a variety of supplemental supports to ensure that they have equal access to and opportunity to succeed in CTE programs.

Given statutory requirements for coordination across systems and the benefits of aligning program efforts to provide more comprehensive supports, the following first steps should be considered for building a more intentional partnership with CTE programs in support of dropout prevention:

1. Reach out. The first step to building a partnership is to connect with a partner. Reach out to your school district’s CTE program or your State Director of

Career and Technical Education to start the conversation.

2. Get to know each other. Share information with each other about the nature of your work and the services your program provides. Share publicly available data of relevance and discuss how this data can inform efforts to support each other’s program outcomes.

3. Pursue mutual benefit. True partnerships are based on a consideration of the goals and needs of each individual partner. To this end, focus on shared goals and how your partnership can yield benefit for all involved parties, including partner programs and the young people they serve.

Christina Dukes, Federal Liaison
National Center for Homeless Education

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Definitions, 20 U.S. Code § 2302 (2011).

Gray, L., and Lewis, L. (2018). *Career and Technical Education Programs in Public School Districts:*

2016–17: First Look (NCES 2018-028). U.S. Department of Education. Washington, DC:National Center for Education Statistics. Retrieved Nov. 20, 2018 from <http://nces.ed.gov/pubsearch>.

H.R. 2653, 115 Cong. (2018).

Local plan for career and technical education programs. 20 U.S. Code § 2354 (2012).

State Plan, 20 U.S. Code § 2342 (2016).



NATIONAL DROPOUT PREVENTION CENTER TRAUMA-SKILLED SCHOOLS MODEL AND CERTIFICATION ANNOUNCED

Our schools are challenged to engage, teach, prepare, and graduate a growing population of students who face mounting personal, family, and community challenges in the areas of mental health and social-emotional wellness. We know that adverse childhood experiences and traumas alter the attitudes and mindsets of many students and reduce their capacity to behave appropriately, to engage with instruction, to learn, and to graduate. Traumatized and stress-impacted students represent a significant percentage of our at-risk students who are not currently successful in school. Their potential to function in school, to learn, and to graduate depends on our ability to become trauma-skilled educators and to operate trauma-skilled schools.

Much of the recent discourse about student mental health, stress, and trauma has focused on understanding the problems faced by students and attempted to help educators become “trauma informed” and “trauma sensitive”. While important, information and sensitivity are insufficient to alter the currently dismal school outcomes of these students on a large scale. To help schools move from information to action, the National Dropout Prevention Center (NDPC) and the Successful Practices Network (SPN) have developed the Trauma-Skilled Schools Model. This model outlines specific steps to maximize the benefits of trauma training and to ensure that practices and instruction develop resiliency and foster success of trauma-impacted youth.

We suggest the Trauma-Skilled Schools Model as the next step for states, districts, and schools to achieve success with the growing numbers of trauma-impacted learners. NDPC and SPN offer professional development, technical assistance, coaching, and support for states, districts, and schools that consider utilizing this model. In the coming months, we will offer conferences, institutes, and guides to support model implementation. In the spring of 2019, we will accept applications for achieving National Trauma-Skilled Schools Certification, and we will offer the 1st Annual National Trauma-Skilled Schools Conference, June 23-25, 2019, in Kissimmee, Florida. For details and registration information, go to dropoutprevention.org/conferences/2019-national-dropout-prevention-conference/



TRAUMA PAPER ONLINE

The National Dropout Prevention Center releases new publication, *Improving School Outcomes For Trauma-Impacted Students* with Introduction by Dr. Bill Daggett and Ray McNulty. Now available for free viewing on our website here.

<http://dropoutprevention.org/trauma-skilled-schools-resources/>

NATIONAL DROPOUT PREVENTION CENTER MERGES WITH THE SUCCESSFUL PRACTICES NETWORK



The states of South Carolina and New York have formally approved the merger of two nationally recognized non-profit organizations that have historically guided and supported much of the nation's school improvement efforts. This merger brings together the resources, research, tools, publications, expertise, and support capacity of the nation's leading school improvement non-profit, Successful Practices Network (SPN), and the nation's leading dropout prevention non-profit, the National Dropout Prevention Center (NDPC). This merger will facilitate the integration

of both organizations' extensive collection of resources and make school improvement support more readily available to the nation's schools and education leaders.

The merger resulted from SPN's desire to increase the focus of its school improvement work on graduation and college/career readiness outcomes and from NDPC's desire for broader distribution and use of its research-based strategies that are known to improve student success and graduation rates. Together, these organizations represent over six decades of experience and practice.



CHECK OUT THE 2018 NATIONAL DROPOUT PREVENTION CONFERENCE VIDEO

Click to watch our newest conference video showcasing the 2018 National Dropout Prevention Conference in Columbus, Ohio. Thank you to our sponsors, exhibitors, speakers, and everyone who attended this powerful event.

At right, Dr. Pat O'Connor, an NDPC Research Fellow and professor at Kent State University, is greeted by Brutus Buckeye, The Ohio State University's mascot, during a break between conference sessions in Columbus.



CRYSTAL STAR AWARD WINNER : CITY YEAR COLUMBUS

City Year is contributing to a clearer and bolder vision of what public schools can and should be for all children: places of learning, exploration and risk-taking, where every student feels safe and connected to the school community; where data is used continuously to help promote student growth and achievement; and where all students have access to positive, caring relationships and personalized learning environments that encourage them to persevere through challenges, build on their strengths, and thrive. During the 2017-2018 Academic year, City Year AmeriCorps members served more than 12,700 hours tutoring Columbus City School students in attendance, behavior, and English Language Arts and math coursework. Seventy percent of students enrolled in behavior interventions showed improvement from October to May. Well over half of students in English Language Arts and Math Academic Interventions showed at least one year's growth according to the NWEA Measures of Academic Progress Assessment. Since 1994, City Year AmeriCorps members have positively impacted Columbus' schools through more than one million hours of service, more than 10,000 community volunteers, and more than 600 corps members.



Ms. Tasha Booker (above right) and Mr. John Hernandez (lower left) both accepted their respective organizations' Crystal Star Award at the 2018 National Dropout Prevention Conference that took place in Columbus, Ohio.

CRYSTAL STAR AWARD WINNER: EC CARES

Mr. John Hernandez formed the East Central Cares Committee after involvement in a conference presented by the National Dropout Prevention Center and Hope 4 The Wounded. The EC Cares Committee created a system to identify, track, and support students dealing with traumatic events. The team established an initial responder reporting system and training for all campus staff, so that every member is empowered to report a student who may be in need. The process included slight changes in the use of the school's student information system that allowed tracking and follow up across administrative, counselor, and staff levels. The

committee's work initially focused on student attendance and soon expanded to home situations and the struggles of life. In line with national trends regarding depression and anxiety, EC Cares aims to identify 25% of students at each campus to get them the support they need and track them through graduation.

The EC Cares program has received numerous accolades from local, regional, and national media. John Hernandez consistently shares this significant work with attendees at National Dropout Prevention Center conferences and media. Following the EC Cares example, many local schools are developing similar goals.

2019 At-Risk Youth National FORUM



CONNECTION: STRATEGIES FOR REACHING AT-RISK YOUTH

Embassy Suites at Kingston Plantation
Myrtle Beach, SC

February 17-20

2019 AT-RISK YOUTH NATIONAL FORUM MYRTLE BEACH, SOUTH CAROLINA

The National Dropout Prevention Center would like to invite you to the 2019 At-Risk Youth National FORUM, February 17-20, 2019, in Myrtle Beach, SC. The conference theme is CONNECTION: Strategies for Reaching At-Risk Youth. We are excited to announce our three Keynote Speakers: Mr. Dwight Carter, effectiveness coach at Dynamix; Dr. Sue Szachowicz, senior fellow at Successful Practices Network; and Mr. John Gailer, Assistant Director for Outreach and Events at the National Dropout Prevention Center. These keynote speakers along with over 75 breakout sessions will focus on mentoring strategies, relationship strategies, leadership strategies, skill development, student engagement, and family and community engagement. Early Bird discount ends December 15th.

2019 NATIONAL DROPOUT PREVENTION CONFERENCE DENVER, COLORADO



Gaylord Rockies Resort & Convention Center
DENVER, CO
OCTOBER 5-8
2019

FEATURED SPEAKERS

- BILL DAGGETT
- FRANK DEANGELIS
- LATESHIA WOODLEY
- BARUTI KAFELE
- SANDY ADDIS

Join us at the Gaylord Rockies Resort & Convention Center in October 2019 for dynamic keynotes by nationally recognized speakers and practitioners, 50+ breakout sessions focused on current and innovative best practices including the NDPC's *15 Effective Strategies for Dropout Prevention*, pre-conference sessions with a strong focus on skill

building and immediate takeaways, and networking opportunities with practitioners from all 50 states. Conference includes speakers Bill Daggett, Frank DeAngelis, Lateshia Woodley, Baruti Kafele, and Sandy Addis.

Registration is now open online.

2019 1ST ANNUAL NATIONAL TRAUMA-SKILLED SCHOOLS CONFERENCE KISSIMMEE, FLORIDA

The 1st Annual National Trauma-Skilled Schools Conference will be taking place in Kissimmee, Florida, in June 2019. Learn from leading practitioners how to deal with trauma-impacted students through building resilience, culture transformation, community engagement, staff readiness, and academic integration. From school safety and creating communities to therapeutic insights and emotional literacy, this conference brings trauma skills into the spotlight.



Trauma-Skilled
SCHOOLS

1st Annual National Trauma-Skilled Schools Conference
"Positioned For Change"

June 23-26, 2019

KISSIMMEE, FL
Embassy Suites Orlando Lake Buena Vista South



NDPC Announces Achieve3000 as Newest Innovation Partner

The National Dropout Prevention Center announces Achieve3000, a provider of online education-related professional learning experiences, as its latest Innovation Partner. Innovation Partners are businesses, individuals, or companies whose dedication in advancing efforts to reduce dropout rates nationwide align closely with the mission of the National Dropout Prevention Center (NDPC).

“Combating high school dropout rates is critical and efforts require collaboration among all stakeholders in the education system, including schools, parents, communities, legislators, and practitioners,” said Sandy Addis, Director of the National Dropout Prevention Center.

Achieve3000 joins the National Dropout Prevention Center’s other Innovation Partners DeeperDive Learning, Scholastic, and WIN Learning.



NATIONAL DROPOUT PREVENTION CENTER INNOVATION PARTNERS

The National Dropout Prevention Center would like to recognize our existing Innovation Partners who make our work possible. WIN Learning offers resources, training, and software related to career exploration and skills acquisition to increase core course academic performance. K12 offers online training for blended and online learning environments as well as state-specific information related to online school courses and school options. DeeperDive Learning Inc. provides multiple opportunities for professional development through their online learning programs. Scholastic offers comprehensive literacy solutions that are customizable and connected to new standards. Achieve3000 offers online differentiated instruction and is a leading literacy program in today’s blending learning programs, serving nearly three million students worldwide.





Center Adds Two New Staff Members to Team

Endia Jones joined the National Dropout Prevention Center as an Events and Membership Associate. She is a multi-media communications professional passionate about the creation of stories told through written, graphic, and video content. She enjoys the variety, challenge and problem solving required as a part of the NDP. She has a Bachelors in Business French from Georgia State University as well as an Associates of Science degree in Media Arts Production from Tri-County Technical College in South Carolina.

Thomas Hawkins is a recent graduate of Presbyterian College in Clinton, South Carolina, with a Bachelor of Arts in Political Science and a minor in Business Administration. As a Research Associate for the National Dropout Prevention Center he assists in publications, organizes the Model Programs Database, and aids in general research.



BECOME A CERTIFIED NATIONAL DROPOUT PREVENTION SPECIALIST TODAY

NDPC offers a nationally recognized credential for practitioners who demonstrate expertise and are trained, current, and professionally networked in the area of dropout prevention. The National Dropout Prevention Specialist (NDPS) certification program provides research-based professional development, field project experience, and professional contacts toward attainment of national certification.



Winter 2018

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