

23<sup>rd</sup> Annual At-Risk Youth National FORUM Program as of 1/18/11

| Date/Time                 | Title/Description/Location   | Presenter(s)                         |
|---------------------------|--|--------------------------------------|
| <b>Sunday,<br/>Feb 20</b> |  |                                      |
| Sunday<br>8:00-5:00       | <b>NDPN Board Meeting</b> <i>(By invitation only)</i><br>Location: Eton  | Smink, Dr. Jay – Clemson, SC         |
| Sunday<br>1:00-7:00       | <b>Registration</b><br>Location: Cambridge Hall  |                                      |
| Sunday<br>2:00-5:00       | <b><i>PFW#1: Relationships for Long-Term Sustainability of Parent Involvement</i></b><br>Location: Oxford<br>This workshop will provide you with proven methods of parent involvement. Relationships matter when working to involve parents. Learn the fundamental skills when working with parents and how FAST, evidence based program, applies these fundamentals. This interactive session will provide you with hands on experience to understanding the process of effective parent involvement. | Davenport, Ms. Pat – Madison, WI     |
| Sunday<br>2:00-5:00       | <b><i>PFW2: Building Authentic Relationships with Youth At-Risk</i></b><br>Location: Winchester<br>Attendees are presented with a unique perspective and model of building relationships with disengaged students. The session includes a quick review of the important connection between relationships and learning, a discussion of the theoretical base of the model, and an explanation/exploration of the structure and strategies of the model.   | McGrane, Ms. Gayle – Forest Lake, MN |

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| Sunday<br>12:30-5:30     | <b>Making the Most of Instruction: Data and Assessment Literacy</b> (By invitation only for the Nine Schools Participants)<br>Location: Pembroke<br>This session is designed to guide participants in the Nine Schools project through the Effective Teaching Module Four: Data and Assessment Literacy. The module will help teachers consider and reflect on current school and classroom data and assessment use, understand the principles of data and assessment literacy, apply those principles to their own goals and needs, and build on current data and assessment practices to improve student learning. An in-depth presentation using the Teach Back format to cover this module will be utilized. The Sunday session will commence with a review of the following previous teaching modules: Contextual Teaching and Learning, Learning Styles, and Differentiated Instruction. | Johnson-Taylor, Dr. Cindy – Ms. Jennifer Morrison, Newberry College; and Ms. Renee Stubbs - Newberry College, Newberry, SC |
| Sunday<br>3:15-3:30      | <b>Refreshment Break</b><br>Location: outside Winchester and Oxford; Pembroke  |  |
| Sunday<br>5:00-6:00      | <b>Opening FORUM Reception for Networking</b><br>Location: Nightwatch North  |  |
| <b>Monday<br/>Feb 21</b> |  |  |
| Monday<br>7:00-8:00      | <b>Continental Breakfast</b><br>Location: Cambridge Hall   |  |
| Monday<br>7:00-4:00      | <b>Registration</b><br>Location: Cambridge Hall  |  |
| Monday<br>8:00-9:00      | <b><i>Why Texas ESL Students Are Perceived to Drop Out and What Can Be Done About It</i></b><br>Strand: Literacy<br>Location: Kensington D<br>This research explains perceived ESL dropout patterns in 71 Texas high schools with large numbers of at-risk students. Participants included teachers, coordinators, and administrators in settings where dropout rates were 4 times that of other students. Interventions can be drawn from dropout causes and contrasts between early and late dropout.  | Doll, Dr. Jonathan – Zayed University, S, LCD Landrum, SC  |

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| Monday<br>8:00-9:00 | <p><b>LEADERS: It's the Process Not the Project</b><br/>                 Strand: Service-Learning<br/>                 Location: Kensington E</p> <p>Using the LEADERS process of service-learning, designed with the standards embedded, attendees will leave the room in pairs to search for community needs, returning to determine the greatest need and design an action plan. They'll reflect together about how this process engages their now eager, focused learners in valuing education.</p>   | Sneller, Ms. Susan – Service Learning<br>Texas, Austin, TX                                | None<br>requested |
| Monday<br>8:00-9:00 | <p><b>It's Time to End the Plague of School Dropouts Once and For All</b><br/>                 Strand: Attendance and Truancy<br/>                 Location: Kensington F</p> <p>Improving graduation rates is the ultimate achievement of successful school systems. All educators want <b>all</b> children to thrive - to pass examinations, to graduate and to become productive members of society. Yet the demands of NCLB and increased states standards, inevitably increase the likelihood of children leaving school prior to graduation. Today, over 30% of our K-12 students never graduate and minorities suffer a 50% or lower graduation rate. Using the 15 effective strategies developed by the National Dropout Prevention Center and as well as tools developed as “best practices” by some of America’s outstanding schools and programs, workshop participants will not only learn <i>what to do</i> but <i>how to</i> aid at-risk youth to graduate.</p> | Schargel, Mr. Franklin – School<br>Success Network, Albuquerque, NM                       | S, LCD            |
| Monday<br>8:00-9:00 | <p><b>A Countywide, Atypical Approach to Success</b><br/>                 Strand: Workforce Preparation<br/>                 Location: Oxford</p> <p>Butler Tech is tackling the issues of at-risk youth through a series of more than 30 programs designed to meet the needs of the student. Learn about the countywide approach and these atypical opportunities that make student success their business by changing the approach with students, not the achievement standard.</p>   | Parry, Mr. Michael – Butler Technology<br>and Career Development Schools,<br>Hamilton, OH | S, LCD            |

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| Monday<br>8:00-11:00 | <b>Making the Most of Instruction: Data and Assessment Literacy</b> (By invitation only for the Nine Schools Participants)<br>Location: Pembroke<br>This session is designed to guide participants in the Nine Schools project through the Effective Teaching Module Four: Data and Assessment Literacy. The module will help teachers consider and reflect on current school and classroom data and assessment use, understand the principles of data and assessment literacy, apply those principles to their own goals and needs, and build on current data and assessment practices to improve student learning. An in-depth presentation using the Teach Back format to cover this module will be utilized. The Sunday session will commence with a review of the following previous teaching modules: Contextual Teaching and Learning, Learning Styles, and Differentiated Instruction. | Johnson-Taylor, Dr. Cindy – Ms. Jennifer Morrison, Newberry College; and Ms. Renee Stubbs - Newberry College, Newberry, SC                    | S, LCD |
| Monday<br>8:00-9:00  | <b>Making School Look Like Life - Options Academy: The Arts</b><br>Strand: Workforce Preparation<br>Location: Hampton<br>The Arts serves at-risk high school students who have a passion for performing and visual arts. The school operates with a flexible schedule--including a one-to-one initiative, open campus and dramatically increased student responsibility. Come hear about our challenges, successes and results!  | Schiling, Ms. Erin, Mr. Scott Carlyle, Mr. Anthony Mansfield, Ms. Coleen Pence Sizelove – Butler Tech: Options Academy-The Arts, Hamilton, OH | S, LCD |

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| Monday<br>8:00-9:00 | <b>Community Partnerships and Workforce Preparedness Spell<br/>Success for CVS Caremark</b><br>Strand: Community Partnerships<br>Location: Eton<br>Pathways to Pharmacy Initiative CVS Caremark, a cutting edge leader in workforce development, understands that investment in the well-being and education of youth improves lives and builds communities, while affecting the corporate bottom line. Through the innovative Pathways to Pharmacy internship program aimed at inner city, rural and disadvantaged middle and high school students, CVS has established community partnerships with all sectors. Learn from CVs about how their Workforce Initiatives team, in collaboration with United Ways, community colleges, schools of pharmacy, universities, workforce investment boards, health professionals and the Department of Labor, have successfully impacted the futures of thousands of youth across the country, helping to stem the tide of high school dropouts and offering opportunity for post secondary and college completion. | Volpe, Ms. Nancy, Ms. Lena Barkley,<br>Ms. Melanie Shaw – CVS, Overland<br>Park, KS | S, LCD |
| Monday<br>8:00-9:00 | <b>M&amp;M Activities for Parents Increase Student Achievement and<br/>Decrease Dropout Rate</b><br>Strand: Parental Involvement<br>Location: Winchester<br>Exceed Title I Mandates with Meaningful and Motivational parental involvement activities that increase student achievement by: improving standardized test scores; increasing parent/child interactions at home; strengthening character-building parenting skills; and reinforcing academic goals. Improving student achievement must be a collaborative effort between all stakeholders. This session will provide participants with concrete strategies that transform non-participating parents into active participants, enthused and engaged in the educational process of their children.  | Hickson, Ms. Laura – Florence School<br>District 3, Lake City, SC                   | S, LCD |
| Monday<br>9:00-9:15 | Transition Break  |   |        |

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| Monday<br>9:15 –10:15 | <p><b>Phenomenal Progress: The South Carolina Education and Economic Act</b><br/>                 Strand: Workforce Preparation<br/>                 Location: Kensington D</p> <p>The South Carolina Education and Economic Development Act (EEDA) requires each high school to implement a program designed to ensure that all students graduate. The At-Risk Student Committee reports that schools are experiencing phenomenal results. This session will discuss those results and the strategies that were used to achieve them.</p>  | Richardson, Ms. Valerie- Palmetto Health Baptist Columbia, SC; and Mr. John Lane, SC Department of Education, Columbia, SC | S, LCD |
| Monday<br>9:15 –10:15 | <p><b>Show Me the Money: Supporting Programs through Effective Grant Writing</b><br/>                 Strand: Community Partnerships<br/>                 Location: Kensington E</p> <p>This is an introduction to grant writing including: How to tell the story, matching your needs with the funder in forming partnerships, research, grant preparation and submission.</p>   | Hirst, Dr. Ron – Argosy University, Sarasota, FL   | S, LCD |
| Monday<br>9:15 –10:15 | <p><b>Keys to Unlocking Your Program’s Potential, Implementing Successful Secondary School Programs</b><br/>                 Strand: After School Programs<br/>                 Location: Kensington F</p> <p>This is an hour long inspirational and interactive Power Point Presentation that explores the necessary steps to implementing After-School Programs in High School. This presentation will examine the differences between Elementary, Middle, and High School recruitment, retention, program development and youth engagement strategies. The presentation will also focus on age and stage specific program development targeting each individual grade. The presentation will close with an overview of the impact of intentional programs and how they contributed to a measurable reduction in both the dropout &amp; teen pregnancy rates when successfully implemented.</p> | Milow, Mr. Kere – Flint Community Schools, Flint, MI   | S, LCD |
| Monday<br>9:15 –10:15 | <p><b>Resilience: The Key to Reducing the Dropout Rate</b><br/>                 Strand: Resiliency<br/>                 Location: Oxford</p> <p>Researchers have identified critical, interrelated resiliency skills including motivation, connectedness, and academic confidence that are directly tied to student attendance, achievement and graduation rates. This session examines assessment tools and proven classroom strategies that improve resiliency and academic achievement for middle and high school students.</p>  | Schlinger, Ms. Melissa – ScholarCentric, Denver, CO  | S, LCD |

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| Monday<br>9:15 –10:15 |  |   | S, LCD |
| Monday<br>9:15-10:15  | <b>It Is Never Too Late to Catch a Falling Student: Preparing Preservice Secondary Teachers to Succeed with At-Risk Students</b><br>Strand: Community Partnerships<br>Location: Hampton<br>At UNCW we developed an innovative secondary teacher education program to prepare teachers to work with all of their students, focusing on those who are at-risk for dropping out. With the generous assistance of our local community partners, we provide future teachers experience with successfully supporting at-risk students toward graduation.   | Robertson, Dr. Janna and Dr. Robert Smith – UNCW, Wilmington, NC    | S, LCD |
| Monday<br>9:15 –10:15 | <b>Empowerment Groups to Foster Academic Resiliency in At-Risk Students</b><br>Strand: Students with Disabilities<br>Location: Winchester<br>Today's urban schools face significant challenges dealing with the growing academic achievement gap and high drop-out rates, specifically minorities and students with disabilities. Additionally there are social forces that may hinder the emotional, social, and academic growth and development of children and youth. Come learn how the creation of Empowerment and Success Groups can be an innovative intervention that can improve academic performance, attendance, and enhance students' academic resiliency. | Ieva, Dr. Kara and Dr. Wanda Wade – Rowan University, Glassboro, NJ |        |
| Monday<br>9:15 –10:15 | <b>Creating a System of Care for At-Risk Youth</b><br>Strand: Community Partnerships<br>Location: Eton<br>This workshop focuses on how a model program can create a system of care by bringing parents, schools, and community agencies together to create a supportive environment. Participants will learn how to enhance efforts to improve academic achievement and reduce delinquency.  | Davenport, Ms. Pat – Families and Schools Together, Madison, WI     |        |
| Monday<br>10:15 10:30 | Transition Break   |   |        |

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- Monday 10:30-11:45 ***Opening General Session: At Risk Students....Genuine Experts on Improving School Climate and Learning*** Location: Kensington ABCG  
Too many educators see students as “the problem”, and spend time and effort trying to “fix the kids.” Instead, it’s time to listen to what students know about respectful, effective schools and to use that information, and these students’ many talents, to promote meaningful school change. This session will provide you with strategies and tools to work with your students and school leaders to improve school climate and learning for all students.  
Preble, Dr. William – New England College, Henniker, NH
- Monday 11:45 –1:00 LUNCH – On your own
- Monday 1:00 – 2:30 ***BMW Academy: Candidates for Greatness*** Strand: After School Programs Location: Kensington D  
Black Males Working (BMW), a collaborative program between Fayette County Public Schools and First Baptist Church Bracktown (Lexington, Ky), is having major impact on the educational success and student retention of African-American males (6th-12th grade). Through academics (reading, writing and math), social development, enrichment, college readiness, goal-setting and motivation, this Saturday academic program is nurturing learning and success in middle and high school students. Data in the first four of years indicate a reduction in school suspension rates, office discipline referrals and student graduation rates. The presenters in this session will demonstrate the importance of building and sustaining relationships with schools and other stakeholders to impact student achievement. Hopes and dreams are coming alive, and parents are clamoring to get their sons on the waiting list. Come see why!  
Cleveland, Dr. Roger – Eastern KY University, Lexington, KY and Mrs. Roszalyn Akins



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| Monday<br>1:00 – 2:30 | <p><b>Seeding Success</b><br/>                 Strand: Workforce Preparation<br/>                 Location: Kensington E<br/>                 PYN Youth Ambassadors, comprised of Philadelphia student leaders, facilitate workshops at state-wide conferences, speak at high-profile press events, and conduct peer focus groups. Seeding Success shares selected Youth Ambassador activities that help youth workforce practitioners to train youth to be better public speakers while equipping them with 21st Century workforce skills.</p>  | Nance, Mr. Kemal, Ms. Mailisa Crews, Ms. DeShawn Harper, Mr. Timothy Van Beverhoudt – Philadelphia Youth Network, Philadelphia, PA | S, LCD |
| Monday<br>1:00 – 2:30 | <p><b>At the Crossroads: Academic Service Learning and the Chronically Disruptive Teen</b><br/>                 Strand: Service Learning<br/>                 Location: Kensington F<br/>                 In this workshop, participants will discover the ways in which standards-focused, project-based academic service learning can engage and inspire even the most challenging students. Dr. Borishade will share the powerful story of how service learning transformed one metro Atlanta alternative school, and share concrete strategies, templates, and ideas that educators can implement in their own classrooms and schools.</p> | Shirley, Dr. Doeford – Crossroads Second Chance North School, Roswell, GA  | S, LCD |
| Monday<br>1:00 – 2:30 | <p>Strand:<br/><br/>                 Location: Oxford</p>  |  | S, LCD |
| Monday<br>1:00 – 2:30 | <p><b>Student Engagement : Yes, Keeping It Real and Moving Forward</b><br/>                 Strand: Attendance/Truancy<br/>                 Location: Pembroke<br/>                 The purpose of this program is to work with at-risk students and juveniles in middle school (8th grade) and high schools and closely monitor attendance and behavior, provide academic support, field trip incentives, and build positive rapport with the student and the family.</p>   | Collins, Ms. Seante, Ms. TwaQuana Gibson, and Ms. Shirley Delgado Johnson – Orange County Public Schools, Orlando, FL              | S, LCD |

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| <p>Monday<br/>1:00 – 2:30</p> | <p><b>Creative Strategies to Reach Urban Youth</b><br/>Strand: Attendance/Truancy<br/>Location: Hampton<br/>The purpose of this workshop is to expose educators to different creative strategies that they can utilize in their classroom social and emotional development with their students. The strategies will help you communicate more effectively with students, explore peer issues and infuse tools in the curricula to make learning more fun.</p>   | <p>White, Dr. Carmen and Mr. Lennie Smith – Dramatic Solutions, Inc., Glenn Dale, MD</p> | <p>None requested</p> |
| <p>Monday<br/>1:00 – 2:30</p> | <p><b>Authenticity at School: A Leader’s Perspective</b><br/>Strand: Leadership<br/>Location: Eton<br/>Attendees are invited to participate in an exploration of the elements involved in building authenticity as an educational leader. A working definition, a discussion on the critical need for authenticity in relationships, as well as dialogue regarding the different elements and strategies to build authenticity will be included in this session.</p>  | <p>McGrane, Ms. Gayle – Forest Lake, Minnesota</p>                                       | <p>S, LCD</p>         |
| <p>Monday<br/>1:00-2:30</p>   | <p><b>Working in a Rural Environment: What a Difference a School Makes!</b><br/>Strand: Attendance/Truancy<br/>Location: Oxford<br/>This session invites participants who are working or have worked in a rural school environment to share the differences between the rural and urban schools and the impact we feel that it has on dropout prevention.</p>   | <p>Hewett, Dr. Stephenie and Mr. Wendell Rodgers – The Citadel, Charleston, SC</p>       | <p>S, LCD</p>         |
| <p>Monday<br/>1:00- 2:30</p>  | <p><b>You Gotta Reach ‘em In Order to Teach ‘em</b><br/>Strand: Workforce Preparation<br/>Location: Pembroke<br/>Re-connecting the link between knowledge and power A Congressional Award-Winning approach that revolutionizes the way educators and students view school and education! This presentation completely destroys common misconceptions teachers and youth service providers have about education and how to get young people to perform their best. This workshop also demonstrates the most overlooked missing ingredients in “education”, and provides a fresh, new and exciting approach. Most importantly though, ReachThemToTeachThem provides SOLUTIONS! It shows how to shift young peoples’ perception of school and quickly turns reluctant students into active participants!</p> | <p>Benzo, Mr. Hotep – Reach Them to Teach Them.com, Stone Mountain, GA</p>               | <p>S, LCD</p>         |

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| Monday<br>2:30 – 2:45 | Transition Break   | Mclver, Dr. Angela – Math<br>Foundations, LLC – Philadelphia, PA             | S, LCD,<br>speakers |
| Monday<br>2:45 – 4:15 | <p><b>Numeracy: The Other Literacy</b><br/>Strand: Literacy<br/>Location: Kensington D</p> <p>This engaging workshop is designed for administrators, service providers, teachers and tutors who teach math to “at-risk” youth (either during the traditional school day or in after-school programs). The purpose of this workshop is to introduce a new instructional methodology and activities designed specifically for this target population to increase student understanding, engagement, and achievement in math.</p>   |  |                     |
| Monday<br>2:45 – 4:15 | <p><b>Why Try? Effective Dropout Prevention</b><br/>Strand: Resiliency<br/>Location: Kensington E</p> <p>This session will provide participants with practical insights and tools to help youth stay in school and succeed in life. The presenter will demonstrate how to use multi-sensory behavioral interventions incorporating visual metaphors, music, video and physical activities. The WhyTry program presented is proven to increase graduation rates, reduce truancy, and improve school climate. Effective Multi-Sensory Tools to Help Keep Kids in School This presentation provides the audience with methods to teach emotional intelligence and life skills. This workshop emphasizes a strength-based approach to helping youth overcome their challenges using multiple intelligence methods including visual analogies, music, and hands-on activities. Participants will walk away with tools to increase graduation rates, reduce truancy, and improve school climate.</p> | Moore, Mr. Christian – WhyTry<br>Organization, Provo, Utah                   | S, LCD              |
| Monday<br>2:45 – 4:15 | <p><b>University and High School Partnerships: Key Components to Retention Among Underrepresented Urban High School Youth</b><br/>Strand: Community Partnerships<br/>Location: Kensington F</p> <p>This presentation highlights impact of a partnership between six urban high schools, and a college access and outreach program of a major university that creates opportunities for 9-12th graders to gain the academic, social, and financial capital that promotes high school completion and increase their ability to access postsecondary education.</p>   | Archer-Banks, Dr. Diane – University<br>of Florida Alliance, Gainesville, FL | S, LCD              |

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| Monday<br>2:45 – 4:15  | <b>Miami Connections: How a University, Public High School, and Vocational School Form a Partnership to Enable Freshmen to be Successful</b><br>Strand: Community Partnerships<br>Location: Oxford<br>Miami Connections is a partnership between Miami University, Talawanda H.S., and Butler Tech. In this program freshmen who have struggled in school attend classes 1/2 day on the campus at MU with a teacher from Butler Tech. The high school students are also assigned mentors and tutors who are MU students. Initial results have far exceeded anticipated gains.          | Statt, Mr. Joe, Ms. Leah Washburn-Moses, and Mr. Patrick Meade – Butler Tech, Hamilton, OH | S, LCD |
| Monday<br>2:45 – 4:15  | <b>Great by 8: Promoting School Readiness for At-Risk Children Through Partnerships with Families and Communities</b><br>Strand: Community Partnerships<br>Location: Pembroke<br>Through Partnerships with Families and Communities This session will include discussion about the Kentucky Great by 8 Initiative, a "grass roots" effort to advocate for high quality schools, programs and services for children birth-8 and their families. The ultimate goal is to close achievement gaps for successful school experiences for children most at-risk for school failure.          | Bridges, Ms. Annette – KY Department of Education, Frankfort, KY                           |        |
| Monday<br>2:45 – 4:15  | <b>I Was Screaming But Finally Someone Listened!</b><br>Strand: Community Partnerships<br>Location: Eton<br>The presentation entails testimonies from youth incarcerated in a Department of Juvenile Justice Wilderness Camp. Specifically, what were the factors that led to their breaking the law (Screaming out for help) and, more important, what were the factors that led to "someone" finally listening to their pleas resulting in their rehabilitation to become productive citizens. The influence of the JROTC program turning their lives around will also be discusses. | Blum, LTC(R), Justin – Marlboro County High School Army JROTC, Bennettsville, SC           |        |
| Monday<br>2:45 – 4:15  | Location: Winchester   |  |        |
| Monday,<br>2:45 – 4:00 | Carousel Session<br>Location: Kensington ABCG  |  |        |

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| Monday<br>2:45 – 4:00 | <b>Table 1: <i>Meeting the Needs of Struggling Learners Before They Fall</i></b><br>Strand: Afterschool Programs<br>Before our at-risk students fail, we need to effectively engage them in learning activities that targeted to their specific abilities. Participants will experience the CompassLearning Odyssey approach that is focused on diagnostic assessment, comprehensive core instruction, targeted intervention and ongoing monitoring of student progress to make significant improvement in student achievement.   | Roberts, Ms. Barbara – Compass Learning, Austin, TX   |
| Monday<br>2:45 – 4:00 | <b>Table 2: Trumping Truancy: Officers, School Social Workers, and Judges</b><br>Strand: Attendance/Truancy<br>This presentation provides an overview of the strategic partnerships between Charlotte-Mecklenburg Schools, City of Charlotte, district court judges and law enforcement. Participants will learn integrated strategies to reduce truancy and juvenile crime. Presenters will describe partner roles, performance measures and how resources are leveraged to achieve their collective goals.  | Nutter, Ms. Elizabeth and Ms. Lynetta Houston-Crawford – City of Charlotte, Charlotte, NC   |
| Monday<br>2:45 – 4:00 | <b>Table 3: Student Voices as They Leave School: Listening to What Students With and Without Disabilities Say About Their Job Training and Work Experiences During High School</b><br>Strand: Students with Disabilities<br>This presentation will highlight information from the Florida High School Exit Survey to inform school district personnel on their student outcomes related to school transition programs and experiences. A total of 3,167 student surveys were collected comprised of 1,569 surveys from students with disabilities and 1,598 surveys from students without disabilities. | Andrews, W. Drew – Bradford-Union Area Career Technical Center, Starke, FL; Dr. Jeanne Repetto and Dr. Susan McGorray – University of Florida |

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| Monday<br>2:45 – 4:00 | <p><b>Table 4: Using Evidence-Based Secondary Transition Predictors to Improve Student Outcomes for Students With and Without Disabilities: One Small Rural Career Technical Center’s Approach</b><br/>Strand: Students with Disabilities</p> <p>This presentation will highlight the use of Evidence-Based Secondary Transition Predictors to improve student outcomes for students with and without disabilities in a career technical center that serves two small rural school districts in North Florida. Programs beginning with middle school to programs for 18-22 year olds will be shared.</p> | Andrews, Mr. Drew, Ms. Monica Clements, and Mr. Randy Starling – Bradford -Union Area Career Technical Center, Starke, FL |
| Monday,<br>3:30-4:30  | <p><b>Table 5: Place-Based Education for Under-Resourced Youth</b><br/>Strand: Resiliency</p> <p>Place-based education may be used to foster civil responsibility. Under-resourced students make connections to their environment engendering a sense of ownership in their home communities. This pedagogy encourages academic engagement of at-risk adolescents.</p>   | McClain, Dr. Carol and Dr. Cheryl Lane – Francis Marion University, Florence, SC  |
| Monday<br>2:45 – 4:00 | <p><b>Table 6: Filling the Gap</b><br/>Strand: After School Programs</p> <p>This presentation discusses an approach to improve the self-efficacy and increase the practice of self-regulation among inner-city youths using theme based workshops designed and facilitated by college students and supported with outreach programs from the community. With the use of ongoing assessments students are given the tools to guide and reflect on taking more responsibility for their own education.</p>   | Carter, Mr. Aaron Affirmative Action, Burbank, CA   |
| Monday<br>2:45 – 4:00 | <p><b>Table 7: Building Partnerships to Support Aboriginal Youth</b><br/>Strand: Community Partnerships</p> <p>The purpose of this presentation is to highlight how a university researcher and employees of Aboriginal Learning Services, an organization within a local school district, have developed a partnership that is focused on engaging Aboriginal youth and other stakeholders in the development of physical activity programs and research.</p>   | McHugh, Dr. Tara-Leigh and Ms. Pamela Sparklingeyes – University of Alberta, Edmonton, AB Canada                          |

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Monday 2:45 – 4:00 **Table 8: Developing School Leaders: What Principals Need to Know about At-Risk Students** Oliver, Dr. Bernard - University of Florida, Gainesville, FL

Strand: Resiliency

Over the past several years school leadership has continued to be an important link in the achievement and development of America's youth. In this presentation we outline knowledge and strategies principals need to know to be effective in addressing the schooling needs of At-Risk youth

Monday 2:45 – 4:00 **Table 9: Preparing College and Life Readiness While Preventing College Dropout** Ieva, Dr. Kara– Rowan University, Glassboro, NJ and Dr. Wanda Wade-University of West Florida

Strand: Service Learning

Learn how the experience of teaching undergraduate career planning can provide insight in preparing all students for successful post-secondary planning. This presentation will provide a unique perspective describe the partnerships between university and local high schools, the combination of service learning, and interventions to aid in successful career/ academic planning, and real-world application.

**Tuesday  
Feb 22**

Tuesday 7:30-8:30 Continental Breakfast  
Location: Cambridge Hall

Tuesday 7:30-3:30 Registration  
Location: Cambridge Hall  
General Session

Tuesday 8:30-10:00 **Beyond the School House Doors: Engaging the Community and its Leadership in Dropout Prevention**

Strand: Community Partnerships  
Location: Kensington G

Dropout Prevention is a community responsibility that, too often, is left for the schools alone to deal with. Given the increasing complexity of the challenges facing students today, an effective, comprehensive plan for increasing graduation rates can only be accomplished with the engagement of the entire community and its leadership. This keynote address will focus on the theme of building relationships within the community to foster success for all students.

Lambert, Mr. Ed – UMass-Dartmouth, Dartmouth, MA

Tuesday 10:00-10:15 Transition Break

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| Tuesday<br>10:15-11:45 | <b><i>Motivational Strategies for Parents and Teachers to Improve Children's Literacy At Home and In School</i></b><br>Strand: Literacy<br>Location: Kensington D<br>This presentation addresses the qualities that determine children's success in school and life and show how these qualities are influenced by parents and teachers. The best way to encourage children to read and write is an effective home-school partnership between parents and teachers presenting a united front for literacy.  | Kimmons, Dr. Willie – Save Children Save Schools, Inc., Daytona Beach, FL |        |
| Tuesday<br>10:15-11:45 | <b><i>From At-Risk to Academic Excellence: School Leadership and School Cultures That Build Graduation Rates</i></b><br>Strand: Attendance/Truancy<br>Location: Kensington E<br>Next to high performing classrooms, successful leadership and positive school cultures are the key to increased academic achievement and higher graduation rates. We asked 300 high performing, high minority, high poverty successful leaders in urban, rural and suburban schools why they were successful when most schools dealing with at-risk students are failures. These are the school leaders that schools should benchmark. Sixty-seven school leaders from 19 states and Australia responded. While most of the schools were public schools, we had magnet, charter, and parochial school respondents from K-12 grades. | Schargel, Mr. Franklin – School Success Network, Albuquerque, NM          | S, LCD |
| Tuesday<br>10:15-11:45 | <b><i>Effective Multi-Sensory Tools to Help Keep Kids in School</i></b><br>Location: Kensington F<br>Strand: Resiliency<br>This presentation provides the audience with methods to teach emotional intelligence and life skills. This workshop emphasizes a strength-based approach to helping youth overcome their challenges using multiple intelligence methods including visual analogies, music, and hands-on activities. Participants will walk away with tools to increase graduation rates, reduce truancy, and improve school climate.   | Moore, Mr. Christian – WhyTry, Provo, UT                                  | S, LCD |



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| Tuesday,<br>10:15-11:45 | <p><b>Strategies that Build Rapport, Connections, and Motivate Students to Stay in School</b><br/>         Strand: Attendance/Truancy<br/>         Location: Oxford</p> <p>Eighty-two percent of teachers' messages are nonverbal, especially when managing the classroom. Learn how to positively influence the student relationship with practical application and practice. Become aware of the difference between the influence of power versus the power of influence. Also, receive modeling, and discussion. Learn to have more time to do what you entered the profession to do--TEACH!!</p>   | Blackwell, Ms. Nancy – Longevity of Success, Colorado Springs, CO   | None requested |
| Tuesday<br>10:15-11:45  | <p><b>Making the Most of Instruction: Lessons Learned in the SC Nine Schools Project</b><br/>         Strand:</p> <p>This session will introduce workshop participants to the <b>Making the Most of Instruction</b> modules created and implemented through the South Carolina Nine Schools project to help improve teaching effectiveness. The workshop will consist of a panel of teachers and administrators from a core group of South Carolina schools who are working with the National Dropout Prevention Center and the South Carolina Department of Education to improve their dropout rates through engaged teaching and learning. Panel participants will share how their schools have used the effective teaching modules, how the modules have improved student learning, and lessons learned from the modules' implementation.</p> | Taylor, Johnson, Dr. Cindy – Newberry College, Newberry, SC; Tara Kelly, Alcorn Middle; Stephen Hampton and William Smith - JET Middle; Amischacoe Fulmore and Jennifer Odom -Lake City High; Carol Hill - South Florence; Karen Medley-Wilson High | S              |
| Tuesday<br>10:15-11:45  | <p><b>Four Pronged Approach to Reducing Truancies</b><br/>         Strand: Attendance/Truancy<br/>         Location: Winchester</p> <p>This presentation will provide attendees with a proven formula for reducing truancies and increasing attendance in any public or charter school setting. This session will give attendees an in-depth look at the strategies implemented in the Hurst-Eules-Bedford ISD to reduce truancies and increase student attendance district wide to 97% in two years using a four prong approach.</p>  | Hearne, Dr. Nathaniel, Mrs. Julia Harris, Dr. Michelle Edwards Scott, and Mrs. Jonell Moore – Hurst-Eules-Bedford ISD, Bedford, TX  |                |

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| Tuesday<br>10:15-11:45      | <b>Family Engagement as an Alternative to Expulsion: A School/Community Approach to Dropout Prevention</b><br>Strand: Parental Involvement<br>Location: Hampton<br>This presentation will describe the approach to drop-out prevention in one school district which has focused on the problems of students identified through the discipline process. Utilizing a multi-systemic approach that involves the family, the school, and the community in both assessing the problem and seeking solutions, the school district has provided services to over 2,550 at risk students with a 96.5% success rate over the past 5 years. | Cooper-Haber, Dr. Karen, Ms. Danielle S, LCD<br>Allen, Ms. Tasha Martin, Ms. Valerie<br>Flynn, Ms. Viki Kelchner – Richland<br>School District Two, Columbia, SC |
| Tuesday<br>10:15 -<br>11:45 | <b>Common Ground: Education and the Military</b><br>Strand: Community Partnerships<br>Location: Somerset<br>This session will present a school protocol established by the WV Department of Education in collaboration with the USAREC Beckley Battalion. This protocol is based on the goal that military recruiters and educators have the same goal of graduating all students career and college ready. Participants will learn the rationale behind this protocol and be exposed to the vast array of services that military recruiters can bring to high schools and a community education stakeholder.                     | DeBerry, Ms. Shelly and SFC Devin<br>Duckworth - WV Department of<br>Education, Charleston, WV   |
| Tuesday<br>11:45-12:00      | Transition Break  |  |
| Tuesday<br>12:00 –<br>1:15  | <b>Riley Award Luncheon</b><br><i>Location: Kensington G</i>  |  |
| Tuesday<br>1:15 – 1:30      | Transition Break  |  |
| Tuesday<br>1:30-2:30        | <b>Why Not Focus on the Real Problem?</b><br>Strand: Workforce Preparation<br>Location: Kensington D<br>There are two types of students - traditional and alternative and the alternative student is different from the traditional student. Accordingly, this presentation focuses on the means by which alternative educators and students can experience transferable teaching/learning in their classrooms and the national dropout dilemma can be alleviated.  | Shirley, Dr. Doeford – Crossroads S, LCD<br>Second Chance School, Roswell, GA  |

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| Tuesday<br>1:30- 2:30 | <p><b><i>Successful Strategies for Working with Delinquent Student</i></b><br/> <b><i>Strand: Resiliency</i></b><br/>                 Location: Kensington E</p> <p>This session will examine trends concerning the juvenile justice system and feature strategies intended to help all educators be more successful with your delinquent student population.</p>  | Lovett, Mr. Jim – Arizona Department of Education, Phoenix, AZ | S, LCD |
| Tuesday<br>1:30-2:30  | <p><b><i>Meeting the Needs of Returning Dropouts: Identifying the Common Characteristics of Reentry Programs and Steps for Launching an Effective Program</i></b><br/>                 Strand: Attendance/Truancy<br/>                 Location: Kensington F</p> <p>Based on a review of the literature and information obtained directly from program administrators and teachers, this presentation will describe six common reentry program characteristics that address the many barriers to school reentry, along with the steps involved in launching an effective reentry program.</p>   | Wilkins, Dr. Julia – NDPC-SD, Clemson, SC                      | S, LCD |
| Tuesday<br>1:30-2:30  | <p><b><i>Enhancing Professional Development Using Online Learning and Professional Learning Communities (PLCs)</i></b><br/>                 Strand: Attendance/Truancy<br/>                 Location: Oxford</p> <p>In this session, participants will be exposed to the use of the eLearning System to support and enhance the school and/or district professional development options. Included in the discussion will be information on the creation and maintenance of Professional Learning Communities, including establishment of PLCs by user type; creating engagement and participation in a PLC; and planning for effective coordination of resources in a PLC.</p> | Matwick, Dr. Michael – Pinnacle Education, Tempe, AZ           | S, LCD |

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| <p>Tuesday<br/>1:30-2:30</p> | <p><b><i>Are Your Students Making Progress or Just Waiting Until They Can Drop Out?</i></b><br/>                 Strand: Resiliency<br/>                 Location: Pembroke<br/>                 As educators face mounting pressure to improve student achievement, the use of data is playing a crucial part in decision-making regarding student progress and even teacher effectiveness. Designing an effective academic program is dependent upon objective data. This session will show how to effectively use student achievement data to support instructional decision making. Further, using data profiles to unlock the learner’s learning patterns will be addressed; the diverse patterns of cultural/linguistic differences, divergence, or disabilities. Strategies for mapping student progress and adapting instruction to meet individual student needs will be discussed.</p> | <p>Brogdon, Ms. Pam – Brogdon Consulting, Pinopolis, SC; and Dr. Stephen Taylor – Francis Marion University,</p> | <p>S</p>              |
| <p>Tuesday<br/>1:30-2:30</p> | <p><b>Destination Graduation</b><br/>                 Strand: Workforce Preparation<br/>                 Location: Winchester<br/>                 The Southwest Florida Workforce Development Board, Inc. partnered with the School District of Lee County and local businesses on a pilot project to provide dropout prevention services to 50 Workforce Investment Act (WIA) eligible students. The results-oriented pilot project was designed to deliver career-related dropout prevention services to students most at-risk of not graduating high school.</p>   | <p>Comer, Mr. Patrick and Ms. Kathryn Royal – Southwest Florida Workforce Development Board, Fort Myers, FL</p>  | <p>S, LCD</p>         |
| <p>Tuesday<br/>1:30-2:30</p> | <p><b><i>Activities, Games, and Energizers</i></b><br/>                 Strand: Attendance/Truancy<br/>                 Location: Hampton<br/>                 Time flies when you are having .....LEARNING!! Create a learning environment where students stay engaged longer. These activities build rapport and communication with students. The use of music will also be modeled throughout this session. So, come get ENERGIZED!!!!</p>  | <p>Blackwell, Ms. Nancy – Longevity for Success, Colorado Springs, CO</p>  | <p>None requested</p> |

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| Tuesday<br>1:30-2:30 | <p><b>Directory of Transition Websites, Resources and Lesson Plans for At-Risk Students with Special Needs</b><br/>                 Strand: Students with Disabilities<br/>                 Location: Somerset<br/>                 This presentation is designed to familiarize participants with websites that can be useful to teachers, counselors and transition specialists. It will provide a web tour of two primary transition websites which include: lesson plans in 16 career clusters, a toolkit for counselors, and 16 self-directed student transition modules. In addition, an annotated resources directory of transition and postsecondary education websites will be provided.</p> | West, Dr. Lynda, Dr. Susan King, Dr. Mickey Wircenski, Dr. Jerry Wircenski, and Ms. Jessican Queener – The George Washington University, Washington, DC     | None requested |
| Tuesday<br>2:30-2:45 | <p>Refreshment Break<br/>                 Location: Cambridge Hall</p>  |   |                |
| Tuesday<br>2:45-3:45 | <p><b>The Ever-Changing Rules of Engagement: Do You Have Your CAP on?</b><br/>                 Strand: Workforce Preparation<br/>                 Location: Kensington D<br/>                 This session is designed to introduce participants to the new thinking "paradigm" needed for success in working with today's sometimes very troubled youth. This "paradigm" shift will lead to creative problem solving and participants will be made aware of the new 'Rules of Engagement'. These rules are ever-changing. Are you ready?</p>   | Long, Mr. Winston and Ms. Iris Crawford Long - Abbott House, Irvington, NY  | S, LCD         |
| Tuesday<br>2:45-3:45 | <p><b>A Demonstration of an Early Warning System Implementation Process and Tool</b><br/>                 Strand: Attendance/Tuancy<br/>                 Location: Kensington E<br/>                 States, districts, and schools are increasingly interested in using early warning systems to identify students who are at risk of dropping out of high school. Informed by current research on the academic and behavioral predictors of dropping out, we will demonstrate the National High School Center's newly developed early warning system implementation process that emphasizes the use of the free Microsoft Excel-based Early Warning System v2.0.</p>                                | O'Cummings, Dr. Mindee, Ms. Jessica Heppen, Ms. Susan Therriault, Ms. Lindsay Fryer, and Ms. Amy Johnson - American Institutes for Research, Washington, DC | S, LCD         |

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| <p>Tuesday<br/>2:45-3:45</p> | <p><b>The Critical Zone: Developing Personal Strategic Plans for Career Success</b><br/>                 Strand: Workforce Preparation<br/>                 Location: Kensington F<br/>                 This session is designed to assist in the development of goal setting and strategic planning skills. The workshop is interactive and all information can be applied to daily lessons and classroom management. The workshop will increase academic success, student motivation, and student retention leading to ultimate career success!</p>  | <p>Perry, Mr. Alvin – Alvin Perry<br/>                 Worldwide, Rockaway, NJ</p>  | <p>S, LCD</p>                                |
| <p>Tuesday<br/>2:45-3:45</p> | <p><b>Meeting the Needs of At Risk Youth Through a Youth Advisory Board</b><br/>                 Strand: Community Partnerships<br/>                 Location: Oxford<br/>                 The purpose of this workshop is to provide an overview of meeting the needs of at risk youth. Throughout this workshop participants will have an opportunity to share their ideas, experiences and challenges working with youth. We will explore issues related to trust building, cultural competency, relationships and boundaries. This is an interactive workshop designed to share ideas and strategies that support and provide respect.</p> | <p>Smith, Ms. Coretha – Department of<br/>                 Health, Belle Glade, FL</p>                                      | <p>S, LCD</p>                                |
| <p>Tuesday<br/>2:45-3:45</p> | <p><b>What Do Your Adolescent and Adult Students REALLY Know and Understand about Reading Process and Skills</b><br/>                 Strand: Literacy<br/>                 Location: Pembroke<br/>                 This session will provide participants with an overview of the three primary ways formative assessments must be structured in order to gauge deeply student’s understanding and knowledge of reading processes and skills. It will also highlight the ways teachers can learn from these methods of assessment and direct their instruction accordingly.</p>   | <p>Staples, Dr. Jeanine – Literacy for Life,<br/>                 Boothwyn, PA</p>  | <p>S, LCD,<br/>                 speakers</p> |
| <p>Tuesday<br/>2:45-3:45</p> | <p><b>Empower Challenged Learners with eLearning Options</b><br/>                 Strand: Attendance/Tuancy<br/>                 Location: Winchester<br/>                 In this session, participants will gain valuable insight into the growth of eLearning and how it may be applied to meet the needs of at-risk students and high school dropouts. Session topics include; growth and expansion of eLearning learning across the U.S.; supporting eLearning in alternative and traditional school settings; and, eLearning to address the needs of Credit Recovery, Senior Rescue and Summer School programs.</p>                      | <p>Matwick, Dr. Michael and Mrs. Betty<br/>                 Matwick– Pinnacle Education, Tempe,<br/>                 AZ</p> |  |

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| Tuesday<br>2:45-3:45           | <p><b>Education and Poverty: An Eye Opening Experience</b><br/>                 Strand: Resiliency<br/>                 Location: Hampton</p> <p>This session discusses the effects of poverty on education and encourages participants to take a closer look at self in order to effectively support students. This course is directly correlated with improving drop- out rates and building effective relationships with learners. The course helps one develop strategies for improving outcomes with students from poverty. The course references Dr. Ruby Payne's book: A Framework for Understanding Poverty.</p>   | Terrell, Ms. LaShawn, Ms. Barbara Meacham, and Ms. Kelly Alexander – Akron Digital Academy, Akron, OH | S, LCD |
| Tuesday<br>2:45-3:45           | <p><b>The NYC BETAC Program</b><br/>                 Strand: Parental Involvement<br/>                 Location: Somerset</p> <p>Reducing the ELL Student Drop-Out Rate In New York City, the drop-out rate for the English Language Learning Student is now and has historically been viewed as unacceptable. The BETAC Program is a federal based initiative that uses the skills of school leaders, parents, teachers, and students to make great inroads in reducing the dropout rate. From the perspective of a principal investigator, participants will see those practices that are successful. Attendees will be asked to be active participants in the dialogue.</p> | Pregot, Dr. Michael – Long Island University, New York City, NY                                       | S, LCD |
| Tuesday<br>7:00 –<br>11:00     | Optional Activity: ALABAMA THEATER   |   |        |
| <b>Wed<br/>February<br/>23</b> |  |   |        |
| Wednesday<br>7:00-8:00         | Continental Breakfast<br>Location: Cambridge Hall  |   |        |
| Wednesday<br>7:30-10:00        | Registration<br>Location: Cambridge Hall   |   |        |

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| <p>Wednesday<br/>8:00-9:00</p> | <p><b><i>Under-Resourced Learners: How Does Poverty Impact Learning, Work Habits, or Decision Making?</i></b><br/>Strand: Resiliency<br/>Location: Kensington D</p> <p>The reality of living in poverty brings out a survival mentality and turns attention away from opportunities taken for granted by people in middle and upper class. Most teachers today come from middle class backgrounds. In an educational setting, economic class differences create conflict and challenges for both teachers and students alike.</p> | <p>Tucker, Dr. Bethanie – aha! Process, Inc., Ocean Isle, NC</p>       |               |
| <p>Wednesday<br/>8:00-9:00</p> | <p><b>Using Social Networking Sites to Connect with At-Risk Students</b><br/>Strand: Community Partnerships<br/>Location: Kensington E</p> <p>Come talk about the benefits and downfalls of connecting with students using social networking sites like Facebook, Twitter and MySpace.</p>  | <p>Beaudry, Ms. Gina – Sandhills Community College, Pinehurst, NC</p>  | <p>S, LCD</p> |
| <p>Wednesday<br/>8:00-9:00</p> | <p><b>Making a Difference with Early Connections</b><br/>Strand: Workforce Preparation<br/>Location: Kensington F</p> <p>Early Connections (EC) is designed to support elementary, middle, and high school students as they collaborate to address key issues that cause students to be at risk of school failure and becoming potential dropouts. EC helps schools implement a seamless flow of proactive intervention activities for K-12 grades.</p>   | <p>Lane, Dr. John – SC Department of Education, Columbia, SC</p>       | <p>S, LCD</p> |
| <p>Wednesday<br/>8:00-9:00</p> | <p><b>AVID: Rigor and Retention</b><br/>Strand: Workforce Preparation<br/>Location: Winchester</p> <p>AVID's (Advancement Via Individual Determination) mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The AVID high school elective course engages and supports students who may have otherwise fallen through the cracks. Research on AVID graduates will be shared, focusing on student success and retention.</p>                                   | <p>Hart, Dr. Ann and Mr. Mervin Jenkins – AVID Center, Atlanta, GA</p> | <p>S, LCD</p> |
| <p>Wednesday<br/>9:00-9:15</p> | <p>Refreshment Break<br/>Location: Cambridge hall</p>   |  |               |



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| Wednesday<br>9:15-10:15 | <b>Motivation K-12</b><br>Strand: Attendance/Truancy<br>Location: Kensington D<br>Why do some students appear to lack motivation to perform well in coursework? Why don't they get motivated? If student motivation is part of my responsibilities, how do I accomplish this? Should I reward students for good performance? Participants will receive a set of strategies for building student motivation and a framework for developing, organizing and acquiring others.   | Tucker, Dr. Bethanie – aha! Process, Inc., Ocean Isle, NC   |        |
| Wednesday<br>9:15-10:15 | <b>That Safe Space: Alumni Speak Out About Advisory</b><br>Strand: Resiliency<br>Location: Kensington F<br>Please come see and hear former students of Satellite Academy High School, a "second-chance" high school in New York, as they look back as successful adults and reflect on the impact of advisory on their lives. They give some much-needed advice to teachers who sometimes struggle with this extremely challenging, but ultimately life-changing class. Target Audience: Advisory Teachers and those who support them   | Fuchs, Mr. Dan – ESC Region XIII, Austin, TX  | S, LCD |
| Wednesday<br>9:15-10:15 | <b>Our Future Entrepreneurs Are Dropping Out of School....What to Do?</b><br>Strand: Resiliency<br>Location: Winchester<br>What can teachers and administrators do to keep students with learning challenges, whether academic or social, in school and ENGAGED? Frequently in traditional education, the emphasis is solely on cognitive and intellectual instruction. A more effective and long lasting form of learning is to involve the students in the learning process by creating meaningful learning experiences. Participants will receive a "tool box" full of research-based strategies and activities that can be implemented immediately to energize and educate even your most challenging students. Frustrated teachers and administrators will learn how to become part of the solution! | Brogdon, Ms. Pam – Brogdon Consulting, Pinopolis, SC; Mr. Gregory Linke – Clemson University, Clemson, SC; Dr. Stephen Taylor – Francis Marion University, Marion, SC |        |

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Wednesday 10:30-11:45 Closing Session: ***Using Extreme Measures to Change a Community*** Parker, Mrs. Cathy – Athletes to Champions, Augusta, GA  
Location: Kensington G  
After learning of a struggling community 4,000 miles away, Cathy Parker, mother of four, began a journey most thought impossible. But, through passion and perseverance, thousands of people across the country soon joined her cause, changing the destiny of a forgotten Alaskan community. Cathy's remarkable story demonstrates the incredible, tangible difference one person with faith can make.