

Date/Time	Event Location Room Set Up	Title/Description	Presenter(s)
<b>Sunday, Nov 14</b>			
Sunday 8:00 am - 5:00 pm	Board Meeting Lescaze Room 33rd Floor Boardroom/30	National Dropout Prevention Network Board Meeting ( <i>By invitation only</i> )	Udell, Mr. Stewart and Dr. Jay Smink
Sunday 8:00 am - 5:00 pm	Registration		
Sunday 8:30 am - 10:00 am	State Coordinators' Breakfast Congress C 4th Floor Banquet/50	State Coordinators' Breakfast hosted by the Chicago Planning Team for 2011 NDPN Conference	

**PCW1: The PAR Advantage...A Dropout Early Warning System With Research-Based Solutions** *(must be pre-registered: cost =\$45)*

*Strand: Research/Early Warning Indicators*

The PAR Advantage process offers systemic improvement for schools and school districts through the use of quantitative and qualitative data, involvement of the community, and the development of long-range dropout prevention plans. PAR Advantage—with the integration of research-based risk factors, advanced analytics through a Student Risk Index Assessment System, and a secure web-portal management tool with effective strategies and interventions—is now the most efficient, powerful, and cost-effective solution for school districts to use in dropout prevention. The session will showcase the Performance Assessment and Review process which includes an advanced Dropout Early Warning System developed by the NDPC. The discussion will cover the importance of the school leaders' commitment to a climate for change and the importance of the involvement of all stakeholders. The session will include the appropriate use of data, tips on the implementation of the 15 strategies and suggestions for maintaining and sustaining successful programs. Planning tools and check lists will be shared.

Drew, Dr. Sam, Dr. Terry Cash, and Mrs. Bev Sevik – National Dropout Prevention Center, Clemson, SC

Sunday  
9:00 am - 12:00 noon  
Pre-conf workshop  
Congress A  
4th Floor  
Classroom/60

**PCW2: Service Learning: A Strategy for Student Success**

*(must be pre-registered: cost = \$45)*

*Strand: Extended Learning Opportunities*

Identified as one of the 15 effective strategies for dropout prevention, service learning helps youth find success in the classroom while participating in their community. In a recent report "Engaged for Success" from Civic Enterprises the authors say "...service-learning could be a promising way to not only stem the tide of dropouts, but create a new generation of youth who are academically prepared for success in college and who possess a strong sense of civic responsibility." More specialized than community service, service learning involves applying classroom learning through investigation of a community problem, planning ways to solve it, action through service, reflection on the experience and what was learned, and demonstration of results. This exciting, inter-active session will lead participants through the steps for implementing a service learning project with youth and provide a wealth of examples and resources.

Liptrot, Ms. Joan - Institute for Global Education and Service Learning, Levittown, PA

Sunday  
9:00 am - 12:00 noon

Pre-conf workshop  
Congress B  
4th Floor  
Classroom/60

**PCW3: Re-engaging Disconnected Youth**

*(must be pre-registered: cost = \$45)*

*Strand: Urban Education*

Learn from School District, Workforce Development, and Community Organization leaders in Portland, Boston, and Philadelphia about how they've focused on re-engaging out of school youth. Participants can expect an intense session focused on the "how-to's" of a comprehensive strategy to engage disconnected youth in diploma or GED pathways. Presenters will walk participants through the following strategies with an eye to how to replicate the programs in other communities of all sizes:  
\*Launching one-stop Re-Engagement Centers for Out-of-School Youth (OSY) \*Developing street outreach teams for hard to reach OSY

\*Using data to drive re-engagement efforts

\*Creating partnerships between Districts, City government, Youth Workforce partners and community organizations to maximize resources in re-engaging youth

Portland Public Schools & Open Meadow Alternative Schools, Boston Private Industry Council & Boston Public Schools, Philadelphia Youth Network and the School District of Philadelphia

Sunday  
1:00 pm - 4:00 pm

Pre-conf workshop  
Congress A  
4th Floor  
Classroom/60

**PCW4: Ninth Grade Counts**

*(must be pre-registered: cost = \$45)*

*Strand: Middle/High School Transition*

One of the most challenging transitions for youth is the ninth grade. When we fail to engage youth at-risk of dropping out during this critical transition, they are very likely to drop out prior to earning their diploma. In this session, learn from several cities with a track record of success in creating programs -- both large and small scale -- to identify at-risk youth and develop intensive experiences in the summer before ninth grade. Participants will dig deep into both program design and student outcomes data to understand how the various models work and how to replicate this success. Highlights of the session:

\*An alternative school's small program targeted for 200 at-risk youth including a full-week, overnight experience and a year-long after school component during 9th grade;

\*A month-long, city-wide summer program for more than 10,000 rising 9th graders including academic and co-curricular engagement; and

\*One small city's effort across all sectors -- education, business, and non-profit -- to engage every 9th grader in that city in either

members of the national Pathways to Graduation Workgroup from Chicago and Portland

Sunday  
1:00 p. - 4:00 pm

Pre-conf workshop  
Congress B  
4th Floor  
Classroom/60

Sunday  
4:30 pm - 6:00 pm

Exhibitors' Reception  
Millennium Hall  
2nd Floor

Sunday  
5:30 pm - 7:30 pm

Special Meeting  
Washington A  
3rd Floor  
Classroom/60

Simon Youth Foundation Meeting (By invitation only)

Chalker, Dr. Chris - SYF,  
Indianapolis, IN

**Monday, Nov 15**

Monday 7:30 am - 8:00 am	Continental Breakfast Millennium Hall 2nd floor	Continental Breakfast/Networking	
Monday 7:30 am - 4:00 pm	Registration	Registration	
Monday 7:30 am - 4:00 pm	Exhibitors' Showcase Millennium Hall 2nd Floor	Exhibitors' Showcase	
Monday 8:00 am - 9:00 am	Concurrent Session Commonwealth A1 2nd Floor classroom/40	<p><b>Project Ki'L (boy)</b> Strand: Literacy Strategies</p> <p>The session will provide an overview of Project Ki'L (boy) and how it implements culturally responsive education for preschool to 5th grade Native boys in order to eliminate drop out trends. It helps parents, community supporters and educators meet the unique needs of Native boys. Project Ki'L also reaffirms their identity by celebrating Native heritage and traditions.</p>	Ingram, Mr. DeWayne , Ms. Jessica Limbird - Anchorage School District, Anchorage, AK
Monday 8:00 am - 9:00 am	Concurrent Session Commonwealth A2 2nd Floor classroom/40	<p><b>Schooling Indigenous Parents to Enhance their Children's Education</b> Strand: Parental Involvement</p> <p>The Malaysian Orang Asli and Penan Adult Education Class Program was initiated to reduce the illiteracy rate amongst indigenous adults, to increase their quality of life as well as to be able to be involved in their children's learning This paper aims at appraising the program in terms of curriculum, pedagogy and logistics involved in the process and its effects on the education of the Orang Asli</p>	Md Nor, Dr. Sharifah and Dr. Aminuddin Mohamed - University of Putra Malaysia, Serdang Selangor, Malaysia

Monday 8:00 am - 9:00 am	Concurrent Session Commonwealth B 2nd Floor classroom/100	<p><b>Empowering Parents through Family Engagement</b> Strand: Parental Involvement</p> <p>Hawkins County Schools focuses its Family Engagement on empowering parents to help their child succeed by giving them the skills necessary to facilitate engagement at home. In addition, we have focused on educating the community on the negative effects of being a high school dropout and correlation between educational attainment and future earning potential. Hawkins County Schools has seen an increase in graduation rates from 74.9% in 2005-2006 to 87.5% in 2008-09 as a result of its Graduation Improvement Team.</p>	Bailey, Dr. Reba, Mr. Patrick Fraley, Mr. Steve Starnes, and Ms. Patty Rider - Hawkins County Schools, Rogersville, TN
Monday 8:00 am - 9:00 am	Concurrent Session Commonwealth C 2nd Floor classroom/100	<p><b>Nuts and Bolts: Understanding the blueprint of the Brain</b> Strand: Research/Early Warning Indicators</p> <p>This session will translate brain research into easy to understand language for use in today's classrooms. Learn how to enhance your teaching to best meet the needs of all students by understanding how the brain works. This session will have three parts: brain research, how to apply the research, and workshop time for planning to use this work in your own classroom.</p>	Strait, Dr. Jean - Hamline University, St. Paul, MN
Monday 8:00 am - 9:00 am	Concurrent Session Commonwealth D 2nd Floor classroom/100	<p><b>Follow the Money: Funding and Legislative Opportunities on the Horizon for Communities to Keep Youth Connected</b> Strand: Legislative Affairs</p> <p>Learn about the latest national policies and opportunities that impact dropout prevention and recovery for older youth. Workshop leaders will engage participants in a discussion of key themes across funding streams in order for communities to plan strategically, create partnerships to program at-scale and meet the needs of their disconnected youth.</p>	Bird, Ms. Kisha and Ms. Rhonda Tsoi-A-Fatt - Center for Law and Social Policy, Washington, DC

Monday 8:00 am - 9:00 am	Concurrent Session Washington A 3rd Floor classroom/60	<b>Engaging Content Drives Florida Virtual Schools' Student Success</b>	Styles, Ms. Tonja, Ms. Antonette McGinty, and Mr. Michael Eisen - Florida Virtual School, Orlando, FL
Monday 8:00 am - 9:00 am	Concurrent Session Washington B 3rd Floor classroom/60	Strand: Best Practices in Multiple Pathways to Graduation Learn how Florida Virtual School incorporates captivating digital content to engage 21st century learners and create authentic experiences for students. At FLVS we are delivering content in a variety of ways to assist all learners including struggling learners. We are partnering with schools and communities to set up e-learning centers. We are differentiating and personalizing instruction with our any path, any pace model, where learning is a constant and time is the variable. Students are able to learn and interact using engaging curriculum on a 24 hour, seven days a week basis.	Schlinger, Ms. Melissa - ScholarCentric, Denver, CO
Monday 8:00 am - 9:00 am	Concurrent Session Washington C 3rd Floor classroom/60	<b>Resilience: The Key to Reducing the Dropout Rate</b> Strand: Middle/High School Transition Researchers have identified critical, interrelated resiliency skills including motivation, connected-ness, 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.	Dietz, Mr. Arthur, Ms. Stephanie Greathouse, and Ms. Donna Harlow - Jefferson County Public Schools, Louisville, KY
Monday 8:00 am - 9:00 am	Concurrent Session Congress A 4th Floor classroom/60	<b>Unique On-line Instruction for ALL Students</b> Strand: Best Practices in Multiple Pathways to Graduation JCPSeSchool provides opportunities for students (public school students and students attending private, parochial, and home schools) to meet their educational needs through online work. Complete courses are designed and monitored by Highly Qualified teachers. <b>The CIS Model for Integrating Student Services</b> Strand: Best Practices in Multiple Pathways to Graduation The CIS Model for integrated student services Is proven to have school-wide impact on reducing dropout rates and increasing graduation rates. Results from an external evaluation will be presented along with strategies the CIS Network is implementing to leverage best practices and increase the knowledge and professionalism of school-based personnel.	Houser, Ms. Eva Askew and Ms. Susan Siegel - Communities In Schools, Arlington, VA



Monday 8:00 am - 9:00 am	Concurrent Session Congress B 4th Floor classroom/60	<b>Lessons from Chevys: Motivation and Assisting the Literacy Learning of Adolescents</b>	Smith, Dr. Michael - Temple University, Philadelphia, PA
Monday 8:00 am - 9:00 am	Concurrent Session Congress C 4th Floor classroom/60	Strand: Literacy Strategies Have you ever said to a student, "If you would just Spend as much time on my class as you do on _____ (sports, videogames, etc.), you'd be doing great"? In this session we'll explore both what motivates kids' engagement in their out-of-school activities and approaches to teaching reading and writing that provide that same kind of motivation.	
Monday 9:00 am - 9:15 am	Transition	<b>Inviting Students to Graduate</b>	Allison, Dr. Jane, Mr. Carl Curtis, and Mr. Barry Arledge - Warren County Schools, McMinnville, TN
Monday 9:00 am - 10:30 am	General Session Regency Ballroom 2nd Floor Banquet/800	Opening General Session	Shelton, Mr. Jim - US Department of Education, Washington, DC
Monday 10:30 am - 10:45 am	Transition/Break Millennium Hall 2nd Floor		

**Creating a Culture for High Performing Schools: A Comprehensive Approach to School Reform and Dropout Prevention**

Strand Middle/High School Transition

Four distinct school cultures will be described. One of those cultures is called a high performing school. This is a comprehensive school reform plan that is designed to create an entirely different type of school called a "High Performing 'Citizenship' School." The mission is to create a school where student off task behavior and office referrals are reduced as much as 80%\*. Teachers seldom have to control students or tell them what to do. This results in greater time on task, high student achievement, high teacher morale, low teacher absenteeism, and improved parental support. The end result is a school culture where faculty and students are good citizens, who trust and care about each other, cooperate with each other, and focus on what can be done to help one another. Any school having trouble meeting AYP can benefit from this presentation. \*data from schools that have implemented this reform will be

Bulach, Dr. Clete - Professional Development and Assessment Center, Villa Rica, GA

Monday  
10:45 am - 11:45 am

Concurrent Session  
Regency Ballroom A  
2nd Floor  
Rounds/150

Monday  
10:45 am - 11:45 am

Concurrent Session  
Regency Ballroom B  
2nd Floor  
Rounds/350

HOLD THIS SPACE

**Remove a Major Barrier to Academic Success and Improved Graduation Rates by Eliminating Reading Problems**

Strand: Best Practices in Multiple Pathways

If we are to obtain results never before achieved, we must expect to employ methods never before attempted. Learn about a bold, innovative reading intervention program based on theoretical constructs that are incompatible with mainstream thinking. The model explains why so many students have reading problems and offers a plausible and well-researched suggestion for what can be done to eliminate them. Gold-Standard research conducted by Education Northwest to gauge effectiveness of the model will be presented.

Tadlock, Dr. Dee - Read Right Systems,

Monday  
10:45 am - 11:45 am

Concurrent Session  
Regency Ballroom C1  
2nd Floor  
Rounds/80

<p>Monday 10:45 am - 11:45 am</p>	<p>Concurrent Session Regency Ballroom C2 2nd Floor Rounds/80</p>	<p><b>Back on Track to College: Designing Smooth On-Ramps to Postsecondary for Off-Track and Out of School Youth</b> Strand: Community Connections</p> <p>An exciting innovation of the past five years has been development of schools that reengage and graduate off-track and out-of-school youth. The next stage of work is to build more transparent on-ramps to postsecondary education/training for this population. At this session, Jobs for the Future will share emerging strategies on improving postsecondary access/success through partnerships between Back on Track schools and postsecondary institutions.</p>	<p>Allen, Ms. Lili - Jobs for the Future, Boston, MA</p>
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<p>Monday 10:45 am - 11:45 am</p>	<p>Concurrent Session Commonwealth A1 2nd Floor classroom/40</p>	<p><b>Reducing the High School Dropout Rate: One Citizen Soldier at a Time</b> Strand: Extended Learning Opportunities</p> <p>The National Guard Patriot Academy is the Department of Defense's first and only accredited high school for dropouts nationwide, male and female between the ages of 17-21 who complete Army basic training and wish to receive their diplomas. The program was established in June 2009 to invest in communities and help decrease the nation's staggering dropout rate. CSM Judy Macy serves as the Patriot Academy's Command Sergeant Major and is responsible for the students' academic and professional training. The program lasts from 3 to nine months and consists of core high school curricula, professional military training and community service. Students are on active duty at the school and receive full time pay and benefits. CSM Macy will address the unique challenges, successes and discuss opportunities for educators, administrators and communities to help dropouts who wish to serve their country and receive their diplomas</p>	<p>Macy, CSM Judy and Mr. Kyle Key - National Guard Patriot Academy, Butlersville, IN</p>
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<p>Monday 10:45 am - 11:45 am</p>	<p>Concurrent Session Commonwealth A2 2nd Floor Classroom/40</p>	<p><b>Project Based Learning Instructional Practices to Older Youth Pursuing the GED</b></p>	<p>Anderson, Ms. Tamara - Congreso de Latinos Unidos and Big Picture Philadelphia, Philadelphia, PA</p>
<p>Monday 10:45 am - 11:45 am</p>	<p>Concurrent Session Commonwealth B 2nd Floor classroom/100</p>	<p><b>Dropout Prevention Begins Early: A Proven Home-Visiting Program Bridges the Achievement Gap and Prepares Children for School Success</b></p>	<p>Walzer, Ms. Sarah and Ms. Mary Durel - The Parent Child Program, Garden City, NY</p>
<p>Monday 10:45 am - 11:45 am</p>	<p>Concurrent Session Commonwealth C 2nd Floor classroom/100</p>	<p><b>Lessons from the Past: Focus on the Future: Technology Will Open the Door</b></p>	<p>Matwick, Dr. Michael - Pinnacle Education, Tempe, AZ</p>

Strand: Urban Education

The Congreso de Latinos Unidos utilize training and curricula provided by partner Big Picture Learning to apply project based learning instructional practices to older youth pursuing the GED. The unique GED curriculum includes cross-curricular components and learning through the internship opportunity to increase gains in literacy and numeracy.

Strand: Literacy Strategies

The Parent-Child Home Program, replicated in communities across the country, successfully prepares two- and three-year-olds to enter school ready to succeed. Working with parents and children together, the model effectively builds the language, early literacy, and social-emotional skills, and parent involvement necessary for academic success and high school graduation.

Strand: Best Practices in Multiple Pathways to Graduation

Explosive innovation in technology and its infusion into the daily instructional process is projected to accelerate over the next ten years, challenging educators in every educational setting to adapt to new technologies without losing the core fundamentals of what works with every learning modality. The presenter will address issues surrounding the use of technology in an environment that supports the personal, social and emotional growth of the learner. A robust virtual learning environment should incorporate the best-of-breed education practices while supporting a variety other functions: from enhancing educational activities within an individual classroom, to district-wide professional development training.

Monday  
10:45 am - 11:45 am

Concurrent Session  
Commonwealth D  
2nd Floor  
classroom/100

### **Help! There Are Boys in My Class!**

Strand: Middle/High School Transition

At a time when single gender classes are being explored for most schools and decisions are being reached as to whether single gender education is an appropriate course of action, how do we handle our current situation where boys and girls are mixed in classrooms? Please come and participate in this workshop session that is designed to share with you some strategies and ideas that have had positive results with boys in

Hewett, Dr. Stephanie and  
Mr. Wendell Rodgers - The  
Citadel, Charleston, SC

### **Building and Implementing the Alaska Native Student Success Grant Model: You, Too, Can Improve Your Dropout Rate**

Strand: Best Practices in Multiple Pathways to Graduation

For the past three years, six partners have been working to improve the education and dropout statistics of Alaska Native students in Southeast Alaska. The partners are: Alaska Staff Development Network, National Dropout Prevention Center at Clemson University, Juneau Public Schools, Sitka Public Schools, Ketchikan Public Schools and the Central Council Tlingit Haida Indian Tribes of Alaska. The partners were united under the umbrella of the Alaska Native Student Success Grant funded by the U.S. Department of Education Alaska Native Education Program. The presenters are excited to share the foundation on which the model was based, the steps involved in its implementation and some of the positive outcomes that have arisen from this process.

Mr. Kelly Tonsmeire - Alaska  
Staff Development Network,  
Douglas, AK; Dr. Terry Cash  
and Mrs. Bev Sevick - National  
Dropout Prevention Center,  
Clemson, SC

Monday  
10:45 am - 11:45 am

Concurrent Session  
Washington A  
3rd Floor  
classroom/60

Monday 10:45 am - 11:45 am	Concurrent Session Washington B 3rd Floor classroom/60	<p><b>Successful Summers: The Role of High-Quality Summer Learning in Supporting Youth in Transitioning from Middle School to High School</b></p> <p>Strand: Middle/High School Transition</p> <p>How young people spend their time during the summer months has a proven effect on academic achievement, graduation rates, and preparation for college. The mission of the National Summer Learning Association is to connect and equip schools and community organizations to deliver quality summer learning programs to our nation's youth to help close the achievement gap. During this session you'll learn about the risks associated with a lack of high-quality summer learning opportunities for youth, find out what makes a quality program, understand how programs can support student progress through the educational pipeline, and hear examples of successful summer program-related graduation outcomes.</p>	Hardt, Ms. Hillary - National Summer Learning Association, Baltimore, MD
Monday 10:45 am - 11:45 am	Concurrent Session Washington C 3rd Floor classroom/60	<p><b>Completion Rate: How Can I Help?</b></p> <p>Strand: Best Practices in Multiple Pathways to Graduation</p> <p>An overview of all the resources available from the campus level, district level and state level in place to help the district Completion Rate. I will discuss how to track cohorts and maintaining data quality. I will discuss the use of Collegiate Coaches on the campus and how they help the Dropout Prevention and Recovery efforts.</p>	Acosta, Mrs. Deborah - Midland Independent School District, Midland, TX
Monday 10:45 am - 11:45 am	Concurrent Session Congress A 4th Floor classroom/60	<p><b>Raising Arizona: How One State Has Increased College, Work and Life Readiness for At-Risk Students</b></p> <p>Strand: Best Practices in Multiple Pathways to Graduation</p> <p>In this session participants will review results, best practices and lessons learned from a three year state dropout prevention grant that involved 38 different programs. Participants will also have the opportunity to share their own ideas and strategies in providing multiple pathways for at-risk students.</p>	Balentine, Mr. John - AZ Department of Education, Phoenix, AZ

Monday 10:45 am - 11:45 am	Concurrent Session Congress B 4th Floor classroom/60	<p><b>Ambition Drives Learning</b></p> <p>Strand: Best Practices in Multiple Pathways to Graduation</p> <p>Believing they will earn a return, teens stay in school investing in their talents and skills. Without ambitions and faith in opportunity, they disengage and drop out. Teen workforce participation is at record lows, unemployment at record highs. Enterprising students want to learn. Learn how.</p>	Reznick, Mr. Scott - EnterprisePrep, Harvey Cedars, NJ
Monday 10:45 am - 11:45 am	Concurrent Session Congress C 4th Floor classroom/60	<p><b>Pathways to Success in School and Beyond</b></p> <p>Strand: Extended Learning Opportunities</p> <p>Learn how an innovative high school curriculum improves students' social and emotional skills and hear about successful implementation in an urban work internship program. The workshop focuses on four pathways linked to success in school and beyond: 1) creating a safe, supportive learning environment, 2) addressing thoughts and emotions that interfere with learning and performance, 3) adopting a future orientation, and 4) overcoming obstacles and resolving problems.</p>	Beland, Ms. Kathy - School- Connect, Bethesda, MD and Ms. Eva Lopez - SoBRO, Bronx, NY
Monday 11:45 am - 1:15 pm		Lunch on your own	
Monday 1:30 pm - 3:00 pm	Concurrent Session Regency Ballroom A 2nd Floor Rounds/150	<p><b>College and Career: Challenges and Opportunities, Definitions and Debates</b></p> <p>Strand: Career and Technical Education</p> <p>The presentation will explore the possible meanings of the new focus of high school reform: college and career readiness. The challenge lies in understanding how preparation for careers and for credit bearing college college courses are similar and different and, what does that mean for high school curriculum for all students and the potential impact on the stubbornly persistent high, high school drop out rate.</p>	Stone, Dr. James - National Research Center for Career and Technical Education, Louisville, KY

Monday 1:30 pm - 3:00 pm	Concurrent Session Regency Ballroom B 2nd Floor Rounds/350	<p><b>Federal Policy Update and Opportunities</b></p> <p>Strand: Legislative Affairs</p> <p>This session will provide a federal policy and legislative update as it relates to dropout prevention, recovery and re-engagement. Participants will learn about legislation currently in play, potential opportunities and what they can do to elevate issues pertaining to dropouts on the national level.</p>	Thakur, Ms. Mala - National Youth Employment Coalition, Washington, DC
Monday 1:30 pm - 3:00 pm	Concurrent Session Regency Ballroom C1 2nd Floor Rounds/80	<p><b>Effective Responses to Truancy</b></p> <p>Strand: Urban Education</p> <p>The Effective Responses to Truancy workshop will examine the problem of truancy in America; its causes and solutions, and the magnitude of the problem. The workshop will examine the use of teen courts to respond to truancy, through data and mock presentation, and the critical impact on brain development and acquisition of Executive Function skills in respondents.</p>	Emig, Ms. Julie Cousler and Mr. Gregg Voltz - Stoneleigh Center, Philadelphia, PA; and Dr. Dathryn Stimson Altman - University of Pittsburg, Pittsburgh, PA
Monday 1:30 pm - 3:00 pm	Concurrent Session Regency Ballroom C2 2nd Floor Rounds/80	<p><b>Dropout Renengagement: Strategies from YouthBuild Philadelphia</b></p> <p>Strand: Best Practices in Multiple Pathways</p> <p>YouthBuild Philadelphia Charter School provides high school dropouts with the broadest range of tools, supports and opportunities needed to become self-sufficient, responsible and productive citizens in their community. The workshop will share strategies for creating a multi-faceted program comprised of educational, social, and employability supports to reengage youth and help them transition to independence and success</p>	Sidhu, Mrs. Simran - YouthBuild Philadelphia Charter School, Philadelphia, PA
Monday 1:30 pm - 3:00 pm	Concurrent Session Commonwealth A1 2nd Floor classroom/40	<p><b>Hands-On Literacy for Older Youth</b></p> <p>Strand: Literacy Strategies</p> <p>Hands-On Literacy for Older Youth Research shows that youth who struggle with literacy are less likely to graduate. This interactive workshop will promote engaging strategies for supporting older youth who read below grade level, focusing on concrete activities and projects that are rooted in best practices. Learn how to meet learners at their level, before, during, and</p>	Kobrin, Ms. Jennifer, Mr. Bob Johnson, Ms. Yonoco Evans, and Ms. Michele Rodgers - Center for Afterschool Education, Foundations, Inc., Moorestown, NJ



Monday 1:30 pm - 3:00 pm	Concurrent Session Commonwealth A2 2nd Floor classroom/40	<p><b>Engaging Parents in Education</b> Strand: Parental Involvement</p> <p>Educators often feel that it is near impossible to get parents engaged in their children's schooling. The PSSC FAST Initiative in the Philadelphia School District shows that a committed agency can engage even the most disadvantaged parents in their child's education. More than 700 families (75% were headed by single African-American women) have participated in FAST, a family-based program. Learn how schools have significantly increased</p>	Davenport, Ms. Pat - Families and Schools Together, Inc., Madison, WI
Monday 1:30 pm - 3:00 pm	Concurrent Session Commonwealth B 2nd Floor classroom/100	<p><b>Over 8,500 Graduates and Counting!</b> Strand: Best Practices in Multiple Pathways to Graduation</p> <p>Jefferson County High School is an alternative school designed to educate students outside the traditional school setting. Participants will learn about the instruction, curriculum, and programs that have made JCHS an outstanding alternative school for over 24 years.</p>	Loeser, Ms. Sherry and Ms. Carrie Turpen - Jefferson County High School, Louisville, KY
Monday 1:30 pm - 3:00 pm	Concurrent Session Commonwealth C 2nd Floor classroom/100	<p><b>Providing Solutions to Our School Dropout Crisis</b> Strand: Best Practices in Multiple Pathways to Graduation</p> <p>Every school day 171 school buses loaded with children leave school never to return. That is our daily school dropout rate. Our nation is in crisis. Over 30 percent of all students entering high school never graduate and for minorities the percentage that does not graduate is over 50 percent.</p>	Schargel, Mr. Franklin - School success Network, Albuquerque, NM
Monday 1:30 pm - 3:00 pm	Concurrent Session Commonwealth D 2nd Floor classroom/100	<p><b>Why Try? Tools for Transition</b> Strand: Best Practices for Multiple Pathways to Graduation</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</p>	Moore, Mr. Christian - Why Try Organization, Provo, UT

Monday 1:30 pm - 3:00 pm	Concurrent Session Washington A 3rd Floor classroom/60	<p><b>GO FOR IT! in K-8 Education</b></p> <p>Strand: Extended Learning Opportunities</p> <p>Since 1984, the GO FOR IT! Seven Keys to Success program has ignited self confidence and accountability within student learners of all ages through a simple but proven training curriculum. Classroom teachers report significant drops in behavioral referrals and detentions school-wide, dramatic upward trends in attitudes and motivation contributing to higher grades and standardized test scores, and reports of increased teamwork, wise choices, goal setting and persistence.</p>	Mesmer, Ms. Sarah and Ms. Judy Zerafa - GO FOR IT! Institute, Centennial, CO
Monday 1:30 pm - 3:00 pm	Concurrent Session Washington B 3rd Floor classroom/60	<p><b>Using Learning Walkthroughs to Acquire a School Profile of Equitable Teaching Practices</b></p> <p>Strand: Best Practices in Multiple Pathways to Graduation</p> <p>Learning how to use learning walkthroughs--frequent, informal, and brief visits to classrooms--to acquire a school profile of equity in teaching and learning. The observation protocol includes the classroom environment, learning styles, conveyance of expectations, differentiation in teaching, and focus on student understanding of lessons and assignments.</p>	Kachur, Dr. Donald - Illinois State University, Bloomington, IL and Ms. Claudia Edwards - Cameron University, Lawton, OK
Monday 1:30 pm - 3:00 pm	Concurrent Session Washington C 3rd Floor classroom/60	<p><b>Beyond Poverty: Brain-Inspired Ways to Understand and Respond to Poverty</b></p> <p>Strand: Urban Education</p> <p>Poverty has a synergistic and pervasive impact on children's brains. In this workshop, participants will learn the specific differences developing brains exposed to poverty have, the impact of those differences and the unique interventions that can be used to overcome poverty's effects.</p>	Higgins, Ms. Heather - The Upside Down Organization, Baltimore, MD
Monday 1:30 pm - 3:00 pm	Concurrent Session Congress A 4th Floor classroom/60	<p><b>Check &amp; Connect: Student Engagement for Dropout Prevention</b></p> <p>Strand: Best Practices in Multiple Pathways to Graduation</p> <p>Engaged students stay in school! Learn how the Check &amp; Connect intervention is creating comprehensive, data-driven student engagement through purposeful mentor relationships at a systemic level. Research demonstrated effectiveness for keeping youth in school as indicated by WWCH.</p>	Augustine, Ms. Kay - University of MN, Minneapolis, MN

**CVS/Caremark: A National Leader in Proven Programs Aimed at Engaging Youth.**

Strand: Urban Education

Through their professional staff, Minute Clinics, and retail stores, partnerships are developed with school districts, community colleges and schools of pharmacy to deliver training and mentoring programs. Inner city youth receive special focus from kindergarten to post high school with healthy starts and middle school career exploration, leading to high school internships and dual college enrollments-all relevant experiences that encourage youth to stay in school. As a partner with the America's Promise Alliance Drop Out Prevention initiative, CVS/Caremark has surpassed their pledge to introduce 1 million young people to careers in retail pharmacy through Pathways to Pharmacy. In an exciting, visual and timely workshop, CVS/Caremark will offer the NDPC/N audience practical, replicatable tools for youth development, and the latest collaborative models that offer real solutions to preventing and reducing drop out rates by understanding the inextricable link between education and health

Volpe, Mrs. Nancy and Ms. Melanie Shaw -  
CVS/Caremark, Overland Park, KS

Monday  
1:30 pm - 3:00 pm  
Concurrent Session  
Congress B  
4th Floor  
classroom/60

**Dropout Prevention: Best Practices and 21st Century Technology**

Strand: Best Practices in Multiple Pathways to Graduation

This workshop reviews current challenges faced by today's youth, summarizes best practices models in youth prevention, and introduces the attendee to the state-of-the-art, truly interactive, dynamic CD-ROM prevention curriculum.

Shinitzky, Dr. Harold -  
Motivational Intervention,  
Tierra Verde, FL

Monday  
1:30 pm - 3:00 pm  
Concurrent Session  
Congress C  
4th Floor  
classroom/60

Monday  
3:00 pm - 3:15 pm  
Transition/Break  
Millennium Hall  
2nd Floor

Monday 3:15 pm - 4:15 pm	Carousel Session Regency Ballroom B 2nd Floor Banquet/350	<p><b>Table 1: REconnecting: Youth &amp; Education</b> Strand: Literacy Strategies</p> <p>This thirty minute presentation focuses on the cause and effect of the disconnect in school age youths in North Carolina and identical situations throught the nation. And another thirty minute presentaion of reconnecting youths back to education in a cause and effect strategy, with use of power point and handouts.</p>	Bennett, Ms. Maureen - RECRE, Jacksonville, NC
Monday 3:15 pm - 4:15 pm	Carousel Session Regency Ballroom B 2nd Floor Banquet/350	<p><b>Table 2: Overcoming Roadblocks to Graduation</b> Strand: Best Practices in Multiple Pathways to Graduation</p> <p>Ombudsman partners with public school districts throughout the country giving students who have dropped out of school or are at risk of dropping out an alternate route to a high school diploma. This accredited program offers a personalized, technology-rich learning environment for students in grades six-12 who have not been successful in a traditional classroom setting due to issues such as truancy, credit or academic skills deficiencies, social and family challenges or learning/behavioral disabilities. Nationally, 85 percent of Ombudsman students graduate, earn credits or return to their district school closer to or at grade level.</p>	Shaffer, Mrs. Diana - Ombudsman Educational Services, Libertyville, IL
Monday 3:15 pm - 4:15 pm	Carousel Session Regency Ballroom B 2nd Floor Banquet/350	<p><b>Table 3: CareerLinking Academy: A Model for Engaging Students Through Career Education</b> Strand: Career and Technical Education</p> <p>Bethlehem's alternative high school teamed with businesses to provide an intensive five-day career exploration program including, postsecondary school tours, job shadowing, work skills, resume preparation, and other career activities for its 11th-grade students. Students' career aspirations increased, along with their understanding of the importance of education in obtaining their</p>	Feigley, Dr. William - Bethlehem Area School District, Bethlehem, PA

**Table 4: It Takes a Village**

Strand: Parental Involvement

Using the Summer Youth Reading Program (SYRP) as an example, the presenter will demonstrate how a grassroots effort, started in the living room of one household, has helped teen boys and their families become more engaged. While group reading with lively discussions and interactive book-related activities are at its core, the SYRP has fostered small teen pacts that are dedicated to motivating and assisting each other in academic progress, goal-setting and achieving, and developing life skills. The adults (parents and young adult volunteers) model appropriate social behaviour and share their own stories to inspire the youth. The adults and volunteers lead various book-related activities based on their areas of expertise and interests. As the youth mature through the program, they are given the opportunity to take the lead in some roles. Book characters and book themes allow for a myriad of topics to be addressed. The main point of the presentation is that parents can combine forces and resources to effect change.

Turner, Mrs. Lynn - Delta Success Trust Foundation, Inc., Tallahassee, FL

Monday  
3:15 pm - 4:15 pm  
Carousel Session  
Regency Ballroom B  
2nd Floor  
Banquet/350

**Table 5: The Evening High School**

Strand: Extended Learning Opportunities

The Evening High School is designed to serve students aged 16-20, interested in obtaining a high school diploma, but due to life circumstances have dropped out of school, are considering dropping out of school, or are unable to attend school during the day. This high school is not an alternative school; it is a high school that operates at an alternative time. This school has a flexible schedule that operates year-round, Monday thru Friday from 4:00 p.m. – 9:00 p.m. and two Saturdays a month from 9:00 a.m. – 12:00 noon. The operational time frame enables students to hold a job, meet family obligations and, upon meeting the requirements, graduate from high school. Come learn about the students we serve and the objectives of our program.

Abel, Mr. Kerry and Ms. Faye Houston - Richland County School District One, Columbia, SC

Monday  
3:15 pm - 4:15 pm  
Carousel Session  
Regency Ballroom B  
2nd Floor  
Banquet/350

Monday 3:15 pm - 4:15 pm	Carousel Session Regency Ballroom B 2nd Floor Banquet/350	<p><b>Table 6: Bridging the Gap Between Middle and High School</b></p> <p>An in-depth look at a special school grades 6-12 Participants will be involved in discussions that include vertical articulation, teaming, special education, collaboration, and building consistency within your staff.</p>	Sheeley, Miss Jaimie and Mr. Bryce Hibbard - Jefferson County Public Schools, Louisville, KY
Monday 3:15 pm - 4:15 pm	Carousel Session Regency Ballroom B 2nd Floor Banquet/350	<p><b>Table 7: Helping High School Students Take the Next Step</b></p> <p>In 2008 a program called Next Step was created to help local high school students graduate and decide what their own next step will be. This session will describe the Next Step Program, research conducted to design this program, and interesting facts about the involved high schools.</p>	Stemler, Ms. Lauren, Ms. Brenda Papineau, Ms. Grace Bogosian, and Ms. Emma Kearney - St Lawrence University Center for Civic Engagement, Canton, NY
Monday 3:15 pm - 4:15 pm	Carousel Session Regency Ballroom B 2nd Floor Banquet/350	<p><b>Table 8: Reading Buddies at St. Lawrence University</b></p> <p>We will begin with a background on Reading Buddies and then transition into a discussion on rural poverty and literacy statistics, including handouts for participants. We will share a success story of Reading Buddies and address how the program is expanding. We will conclude by discussing why Reading Buddies has been a successful program.</p>	Bogosian, Ms. Grace and Ms. Emma Kearney - St. Lawrence University, Canton, NY
Monday 3:15 pm - 4:15 pm	Carousel Session Regency Ballroom B 2nd Floor Banquet/350	<p><b>Table 9: Serving Off Track Youth with On-line Learning Tools</b></p> <p>Strand: Urban Education</p> <p>Boston has used data to identify segments of off track youth-out of school youth, middle to high transitions, seniors that are credit deficient and others - and developed intervention strategies targeting populations using on-line learning tools with increasing success. BPS staff will present the work of the Office of High School Support focusing on its credit recovery for seniors programs, intervention strategies for off track youth and BPS customized online courses that address core subject area for freshman repeaters.</p>	Manfredi, Ms. Janice - Boston Public Schools, Boston, MA

Monday 3:15 pm - 4:15 pm	Carousel Session Regency Ballroom B 2nd Floor Banquet/350	<p><b>Table 10: In-School GED Option: An Alternate Graduation Raoute for Selected At-Risk Youth</b></p> <p>Strand: Best Practices in Multiple Pathways</p> <p>Offered in 11 states and 1,300 schools, GED Option provides an alternate graduation route to selected youth at risk of dropping out before graduating. In-depth school- and-student-level data analyses show how this mosaic of programs empowers more than 20,000 participants each year to remain in school to acquire senior-level knowledge and skills, prepare for the future, and earn a high school credential.</p>	Guison-Dowdy, Ms. Anne - American Council on Education, Washington, DC
Monday 3:15 pm - 4:15 pm	Carousel Session Regency Ballroom B 2nd Floor Banquet/350	<p><b>Table 11: Raising the Bar: Simple Strategies for Demystifying College Prep</b></p> <p>Strand: Extended Learning Opportunities</p> <p>Students who are at risk for dropping out of high school have often never considered college due to beliefs that they are not "college material" or that post-secondary education is a goal too lofty for them. This session will provide some simple strategies for helping students, parents and the community come together to build a culture of excellence in which college can be seen as a viable option for these students.</p>	Davis, Mrs. Crys - Cleveland Alternative School, Cleveland, OK
Monday 3:15 pm - 4:15 pm	Carousel Session Regency Ballroom B 2nd Floor Banquet/350	<p><b>Table 12: Systemic Change: Collaborations, Accountability, and Responsibility</b></p> <p>Strand: Middle/High School Transition</p> <p>Within large metropolitan school districts, Dropout Prevention must be a systemic approach to address the underlying reasons for students dropping out of school, namely student achievement. This seminar will address the systemic issues within large districts and give participants immediate tools to address their own dropout issues.</p>	Shoesmith, Mr. Tyler - North East ISD, San Antonio, TX

Monday  
3:15 pm - 4:15 pm

Carousel Session  
Regency Ballroom B  
2nd Floor  
Banquet/350

**Table 13: Recover Your Dropouts: How to Get Your Students Back in School and Back on Track to Graduate with Full-Time Online Learning**

Strand: Best Practices in Multiple Pathways to Graduation

The American Academy partners with school districts to provide district-wide Dropout Recovery programs. In this session, we'll review national best practices for re-engaging dropouts and discuss the experience of school administrators, mentors, and, most importantly, students throughout the country with this full-time online program.

Richards, Ms. Rebekah - The American Academy, Salt Lake City, UT

**Table 14: Community Pathways to Literacy and Math Skills**

Strand: Best Practices in Multiple Pathways to Graduation

Nearly 70% of youth who dropout of school are very low-skilled academically. Yet, programs for dropouts are primarily focused on youth with skills that make them job- or GED ready. A 3-year independent evaluation has determined that older adolescents (16- 24) who have dropped out of school with skills to low to be eligible for GED preparation are making sharp gains in Community Education Pathways to Success (CEPS) a program of the Youth Development Institute. Initiated in 2006 at three NYC community organizations, CEPS is now operating in seven , and elements of the model are being applied in 25 sites including public libraries, CBOs and YouthBuild programs. The CEPS model includes highly structured literacy and math instruction, youth development features, career development and personal supports to students. It is linked to GED and college-access programs to assure that that students can advance after making strong basic skills gains. YDI is an NYC-based intermediary organization and provides training and on-site assistance to support the implementation of CEPS.

Kleinbard, Mr. Peter and Ms. Vivian Vazquez - Youth Development Institute, New York, NY

Monday  
3:15 pm - 4:15 pm

Carousel Session  
Regency Ballroom B  
2nd Floor  
Banquet/350



<p>Monday 3:15 pm - 4:15 pm</p>	<p>Carousel Session Regency Ballroom B 2nd Floor Banquet/350</p>	<p><b>Table 15: Building Brain Fitness to Improve Reading Skills and Help Students Reach Graduation</b></p>	<p>Harmon, Mr. Dan and Ms. Betty Bare - Collins Career Center, Chesapeake, OH</p>
		<p>Strand: Literacy Strategies This session explores how the Collins Career Center uses technology to help students strengthen their brain processing and literacy skills, and reach graduation. Learn how 11th and 12th graders have improved their reading skills and raised their Ohio Graduation Test scores in reading, writing, math, science and social studies.</p>	
		<p><b>Table 16: The Impact of E.S.A. on Transitioning Spirited 9th Gradeers from Middle School into Adulthood</b></p>	
<p>Monday 3:15 pm - 4:15 pm</p>	<p>Carousel Session Regency Ballroom B 2nd Floor Banquet/350</p>	<p>Strand: Middle/High School Transition This presentation will feature quantitative and qualitative data results collected from 9th grade (first year) high school students in Wicomico County on Maryland's Eastern Shore. A panel of presenters will share with the audience educational support advising (E.S.A.) intervention strategies and motivational techniques that have helped selected middle school graduates to transition successfully into high school and prepare for adulthood. Panelists will provide testimonies on both their successes and failures in reaching today's youth within an urban/rural community. A question and answer period will follow this presentation.</p>	<p>Colston, Dr. Ladd and Ms. Cathy Townsend - Wicomico County Board of Education, Salisbury, MD</p>
		<p><b>Table 17: Winfree Academy: Stepping it UP to Help Students Step Out</b></p>	
<p>Monday 3:15 pm - 4:15 pm</p>	<p>Carousel Session Regency Ballroom B 2nd Floor Banquet/350</p>	<p>Strand: Best Practices in Multiple Pathways to Graduation Come and learn about some of the programs and resources that include: Step Forward: The Student Empowerment Program (STEP); Moodle: Academic flexibility access for teachers and students; Linking Tree: Connection to community and mental health resources; Courage: In-School sobriety support; SOS: Support for previous dropouts.</p>	<p>Chaulkley, Ms. Melody, Mr. Eric Dillie, Mr. Mike Quinlan, and Ms. Lisa Ehrke - Winfree Academy, Irving, TX</p>

Monday 3:15 pm - 4:15 pm	Carousel Session Regency Ballroom B 2nd Floor Banquet/350	<p><b>Table 18: Recovering Academics Maximizing Possibilities: Alternative Pathway for At-Risk Students Through Credit Recovery and Career Tech</b></p> <p>Strand: Career and Technical Education</p> <p>Many strategies are used to increase attendance, grades, and self-esteem. Approximately 100 students have successfully completed the program with a high school diploma that would have dropped out of school. Increases local, state, and AYP goals on a minimal budget.</p>	Bostick, Ms. Stephanie - Elmore County School System, Wetumpka, AL
Monday 3:15 pm - 4:15 pm	Carousel Session Regency Ballroom B 2nd Floor Banquet/350	<p><b>Table 19. Summer Programs that Work: Virtual Internships and Engaged Youth</b></p> <p>Strand: Community Connections</p> <p>Participants will hear about Classroom, Inc.'s partnership with CUNY Prep, a school for out of school youth in the Bronx, NY that offers a fast track to college. CUNY Prep used the Classroom, Inc. curriculum as a summer intake program to rapidly accelerate literacy and math skills and re-engage students in learning. Classroom, Inc., a NYC nonprofit, combines virtual internships and unique curriculum for summer programs that have been proven to connect youth people to the real world, helping them stay on track to graduate.</p>	Griffith, Mr. Derrick - Groundwork Inc., Brooklyn, NY and Ms. Mary Strain - Classroom, Inc., New York, NY
Monday 3:15 pm - 4:15 pm	Concurrent Session Washington A 3rd Floor Classroom/60	<p><b>Working Together to Tackle the Dropout Crisis One Community at a Time</b></p> <p>Strand: Extended Learning Opportunities</p> <p>This workshop will review BE GREAT: Graduate, Boys &amp; Girls Clubs of America's new initiative targeting middle school age youth most vulnerable for dropping out of school. This comprehensive strategy is based on the University of Minnesota's evidence-based model, Check and Connect. Learn how 4300+ Clubs across the country may be able to partner with local schools to tackle this enormously challenging issue.</p>	Crossman, Ms. Tricia - Boys and Girls Clubs of America, Atlanta, GA

Monday 3:15 pm - 4:15 pm	Concurrent Session Washington B 3rd Floor Classroom/60	<b>Multiple Pathways to Postsecondary Attainment and Careers</b>	Jimenez, Ms. Laura - National Youth Employment Coalition, Washington, DC
Monday 3:15 pm - 4:15 pm	Concurrent Session Washington C 3rd Floor Classroom/60	Strand: Best Practices in Multiple Pathways to Graduation NYEC will highlight the work of several of its sites in the Postsecondary Success Initiative, a three-year pilot to build the capacity of organizations to increase postsecondary attainment <i>by low-income, disconnected youth</i> <b>Starfish Academic Improvement for Life</b> Strand: Best Practices in Multiple Pathways to Graduation SAIL© program, designed for dropout prevention, retention and recovery. Wrap-Around Education™ from SAIL©, increases graduation rates with standards-based solutions! SAIL© reduces educational barriers, decreases demands for public assistance, diminishes generational poverty, and reduces crime for communities across the nation. SAIL© works!	Higbee, Mr. Corry and Ms. Neva Schwartz - Pathfinder, LLC, Chugwater, WY
Monday 3:15 pm - 4:15 pm	Concurrent Session Congress A 4th Floor Classroom/60	<b>8th Grade Transition to High School: A Simple Approach with Great Outcomes</b> Strand: Middle/High School Transition Participants will learn how to develop a FIT team, Freshman Intervention Team, responsibilities of the team and implementation. Participants will also be given samples of class quick 8th grade transition lessons. (2) Freshman Year - Now What? Participants will be given simple class activities that they can implement easily with very little, if any preparation. These activities are student driven, engaging and provide a quick glance into each student's world.	Poindexter, Ms. Alondra and Mr. James Tucker - Arlington ISD, Sam Houston High School, Arlington, TX
Monday 3:15 pm - 4:15 pm	Concurrent Session Congress B 4th Floor Classroom/60	<b>Philadelphia's Project U-Turn: Collaborating to Improve Graduation Rates</b> Strand: Best Practices in Multiple Pathways to Graduation This session will explain Project U-Turn, a citywide campaign to resolve Philadelphia's dropout crisis that has successfully established and sustained a cross-sector leadership team, performed high-quality data analyses, built political will and created new educational options for struggling students and out-of-school youth.	Orner, Ms. Melissa - Philadelphia Youth Network, Philadelphia, PA

**Strategies for Successful Engagement of High School Dropouts**

Monday 3:15 pm - 4:15 pm	Concurrent Session Congress C 4th Floor Classroom/60	Strand: Literacy Strategies YES will present its enhanced GED to college curriculum model, featuring project-based literacy, math and technology literacy, and formative assessment strategies, aligned to college readiness and 21st century skills for success, in an interactive sessions. Participants will receive sample lessons and related course materials	Sack, Mr. Mike, Ms. Jeannine Cook, and Ms. Savannah Shange - Youth Empowerment Services, Philadelphia, PA
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Monday 4:30 pm - 6:00 pm	Reception Millennium Hall 2nd Floor	Conference Reception/Networking	
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**Tuesday, Nov 16**

Tuesday 7:30 am - 4:00 pm	Registration		
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Tuesday 7:30 am - 12:00 noon	Continental Breakfast Millennium Hall 2nd Floor		
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Tuesday 7:30 am - 12:00 noon	Exhibitors' Showcase Millennium Hall 2nd Floor		
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<p>Tuesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Regency Ballroom A 2nd Floor Rounds/150</p>	<p><b>The Army National Guard: Your Community Resource for Dropout Prevention</b></p>	<p>Strand: Best Practices in Multiple Pathways</p> <p>The Army National Guard’s ”Partners in Education program connects schools, teachers and students with FREE educational resources e.g. presentations on Test taking skills, Study skills, Problem solving, Goal setting, Workplace skills and Career Exploration. The National Guard offers a Career Mentor Database where educators and students can learn more about the diverse civilian occupations held by members of the Guard. A discussion on how schools are integrating these resources into their schools will follow the program overview.</p>	<p>Jones, Stanley W. and Mr. Scott J. Farrell - Army National Guard, Philadelphia, PA</p>
<p>Tuesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Regency Ballroom B 2nd Floor Rounds/350</p>	<p><b>Service-Learning: Engagement Through Real-Life Problem-Solving</b></p>	<p>Strand: Middle/High School Transition</p> <p>This session will: define Service-Learning and share core principles (tied to new national standards for service-learning) that lead to a quality service-learning project; help educators consider different “entry points” into a service-learning project - that all provide opportunities for youth voice and engagement; and provide models of service-learning projects and integrated units that incorporate service-learning aimed at the middle to high school transition years.</p>	<p>Robinson, Mr. Matt - KIDS Consortium, Auburn, ME</p>
<p>Tuesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Regency Ballroom C1 2nd Floor Rounds/80</p>	<p><b>Strategies for creating an Engaging School Environment: Expanded Learning Time/New York City</b></p>	<p>Strand: Extended Learning Opportunities</p> <p>Expanded Learning Time/ New York City expands the learning day by three hours, building on the best of after-school to create a more well-rounded education and more engaging learning experiences that increase attendance and achievement. Hear about lessons learned and implications for policy and practice.</p>	<p>Traill, Mr. Saskia - The After-School Corporation, New York, NY</p>

<p>Tuesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Regency Ballroom C2 2nd Floor Rounds/80</p>	<p><b>Vermont's Innovative High School Completion Program for Out-of-School (and now In-School) Youth</b> Strand: Best Practices in Multiple Pathways In 2006 the Vermont Legislature created a funded system empowering Vermont's Adult Education and Literacy system to collaborate with high schools to create student-centered, community-networked, pathways that enable young dropouts to earn regular high school diplomas through AEL-directed "Graduation Plans." Results encouraged expansion in 2009 to</p>	<p>Glade, Mr. Jack and Ms. Janice Leslie - The Tutorial Center, Inc., Bennington, VT</p>
<p>Tuesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Commonwealth A1 2nd Floor Classroom/40</p>	<p><b>At the Crossroads: Service Learning and Alternative Schools</b> Strand: Best Practices in Multiple Pathways to Success This session is designed to show administrators and teachers of at-risk youth how to effectively implement academic service learning initiatives to increase student engagement and achievement. Crossroads Second Chance North Alternative School, located in Metro Atlanta, has served nationally as a model for schools wishing to incorporate service learning into the</p>	<p>Borishade, Dr. Alicia and Ms. Kathy Cannon - Crossroads Second Chance North, Roswell, GA</p>
<p>Tuesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Commonwealth A2 2nd Floor Classroom/40</p>	<p><b>Study Skills: An Important Dropout Prevention Tool</b> Strand: Extended Learning Opportunities This session will teach the attendees the importance of study skills as a drop out prevention strategy. Students can feel confident about their ability to earn A+ grades in every subject. This is an interactive workshop</p>	<p>Jones, Dr. Stephen - Villanova University, Villanova, PA</p>

<p>Tuesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Commonwealth B 2nd Floor Classroom/100</p>	<p><b>Supporting Online Learning in a Non-Traditional School Environment</b> Strand: Best Practices in Multiple Pathways to Graduation With the growth and expansion of online learning as an option for non-traditional education, Pinnacle Charter High School has developed an extensive model of support for the most high risk learner, which incorporates the use of a online content delivery, personal/social skills development, and workplace readiness to address the varied needs of students in grades 9-12. Unlike other programs that use online learning for credit recovery, the Pinnacle Charter High School model adapts the learning environment to provide extensive academic and social support systems, in addition to leveraging the flexibility of open-entry / open-exit, online delivery of instruction. This team of presenters will share how Pinnacle Charter High School is organized to support student online non-traditional education.</p>	<p>Matwick, Mrs. Betty - Pinnacle Charter High School, and Dr. Michael Matwick - Pinnacle Education, Tempe, AZ</p>
<p>Tuesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Commonwealth C 2nd Floor Classroom/100</p>	<p><b>Using Service-Learning as a Dropout Prevention Strategy by Mentoring and Tutoring in an Online Format</b> Strand: Research/Early Warning Indicators Service-Learning can be an excellent strategy to prevent student dropout. Come and learn about a hybrid program (online and face-to-face) where Louisiana students were mentored by Minnesota college students in an attempt to help them complete school. Dropout rates of 8th graders went from 80% to 23% in the first year after implementation of the mentoring program. Student preparation, training, and funding will be addressed.</p>	<p>Strait, Dr. Jean - Hamline University, St. Paul, MN</p>
<p>Tuesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Commonwealth D 2nd Floor Classroom/100</p>	<p><b>Online Education: A Solution to Reduce the Dropout Rate in Urban School Districts</b> Strand: Extended Learning Opportunities Online Learning is uniquely designed to help students who fall behind. For example, more than 1,000 Chicago Public School students who were at risk of not graduating from high school received their diplomas after earning credits needed to graduate through an innovative virtual learning program.</p>	<p>Levin, Mr. Gregg - Aventa Learning, Portland, OR and Ms. Jocelyn Basley - Chicago Public Schools, Chicago, IL</p>

<p>Tuesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Washington A 3rd Floor Classroom/60</p>	<p><b>Writing for Publication with the NDPC/N</b> Strand: Best Practices in Multiple Pathways to Graduation Do you have a story related to your work with dropout prevention to tell? Do you have some research you want to share? The National Dropout Prevention Center/Network has three publications where you can publish your writings, both print and online. Meet the editors and learn how.</p>	<p>Duckenfield, Ms. Marty - National Dropout Prevention Center, Clemson, SC; Dr. Rebecca Robles Pina - Sam Houston State University, Huntsville, TX; Dr. Gwynedd Lloyd and Dr. Gillean McCluskey - University of Edinburgh, Scotland</p>
<p>Tuesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Washington B 3rd Floor Classroom/60</p>	<p><b>Effective School/Parent Communication</b> Strand: Parental Involvement Trust is the key element in developing effective communication. It is important to realize that as trust decreases, the ability to communicate decreases. The program presented will address the need to develop student trust through a process of understanding.</p>	<p>Purifoy, Dr. Thomas - Schreiner University, Kerrville, TX</p>
<p>Tuesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Washington C 3rd Floor Classroom/60</p>	<p><b>CIS Empowerment School: A Model for Change</b> Strand: Best Practices in Multiple Pathways to Graduation The session will review how an Elementary School transformed itself from a needs improvement school to a moving up school by using site based decision making teams, community partnership grants, teacher merit pay, and additional staff development for teachers.</p>	<p>Chairez, Dr. Maria and Ms. Brenda Reeh - Clark County School District, N. Las Vegas, NV</p>
<p>Tuesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Congress A 4th Floor Classroom/60</p>	<p><b>Freshman Year: Now What?</b> Strand: Middle/High School Transition Participants will be given simple class activities that they can implement easily with very little, if any preparation. These activities are student driven, engaging and provide a quick glance into each students world.</p>	<p>Poindexter, Ms. Alondra and Mr. James Tucker - Arlington ISD, Sam Houston High School, Arlington, TX</p>



<p>Tuesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Congress B 4th Floor Classroom/60</p>	<p><b>Re-engaging the Disengaged Youth</b> Strand: Best Practices in Multiple Pathways to Graduation This presentation will focus on strategies to attract and retain out of school youth between the ages of 17 - 21 to achieve an alternative path to a high school diploma or GED. This will include strategies to re-engage and empower faculty/staff, improving student attendance, academic growth, and parent/guardian involvement.</p>	<p>Miller, Ms. Dannete - New York City Department of Education, Brooklyn, NY</p>
<p>Tuesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Congress C 4th Floor Classroom/60</p>	<p><b>Recovering Dropouts through Career and Technical Centers: Early Findings from a PA Demonstration Project</b> Strand: Career and Technical Education The PA Department of Labor and Industry is testing a new dropout re-engagement model focusing on Career and Technical Education Centers. At this workshop, representatives from the Department and the pilot sites will discuss their early efforts to re-engage former dropouts and get them back on track for high school graduation and career success.</p>	<p>Garner, Mr. Andrew - Lancaster WIB, Lancaster, PA; Ms. Kate Martin - Westmoreland/Fayette Workforce Investment Board; Pamela A. Streich - Director of Planning, North Central Workforce Investment Board, Ridgway, PA; Mr. Michael J. White - Youth Programs Coordinator, PA Department of Labor and Industry, Harrisburg, PA</p>
<p>Tuesday 9:00 am - 9:15 am</p>	<p>Transition</p>		

<p>Tuesday 9:15 am - 10:45 am</p>	<p>Concurrent Session Commonwealth A1 2nd Floor classroom/40</p>	<p><b>The Literacy Link</b> Strand: Literacy Strategies This workshop will provide hands-on techniques that help teachers narrow and then eliminate the achievement gap. In this workshop, teachers will learn research based strategies designed to reduce planning and response time and while improving the effectiveness of literacy instruction.</p>	<p>Ellis, Ms. Kim - aha!Process, Inc., Baytown, TX</p>
<p>Tuesday 9:15 am - 10:45 am</p>	<p>Concurrent Session Commonwealth A2 2nd Floor classroom/40</p>	<p><b>Fully Engaged: Experiencing the Magic of Service-Learning</b> Strand: Extended Learning Opportunities Although research supports service-learning as an effective dropout prevention strategy, practitioners often have difficulty honoring youth voice, a critical component to successful student engagement. In this session, participants will plan and evaluate curriculum-connected, youth-drive, service projects that address local needs following the 7-step LEADERS Guide. Attendees will leave this session with an experienced-based understanding of the magic that makes service-learning work.</p>	<p>Palm, Ms. Diane - Harris County Juvenile Justice Alternative Education Program, Houston, TX</p>
<p>Tuesday 9:15 am - 10:45 am</p>	<p>Concurrent Session Commonwealth B 2nd Floor classroom/100</p>	<p><b>Strategies That Build Rapport, Connections, and Motivate Students to Stay in School</b> Strand: Middle/High School Transition 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 and the power of influence. Also, receive strategies such as the use of music, modeling, paired shares, and discussion. Learn how to have more time to do what we entered the</p>	<p>Blackwell, Ms. Nancy - Longevity of Success, Colorado Springs, CO</p>

Tuesday 9:15 am - 10:45 am	Concurrent Session Commonwealth C 2nd Floor classroom/100	<p><b>Keys to Academic Success: Be the Best, Hire the Best, Train, Inspire, and Retain the Best</b></p> <p>Strand: Best Practices in Multiple Pathways to Graduation</p> <p>Far more teachers, by percentage, drop out of school than students. According to a variety of sources, 46% of teachers leave the field –drop out – within 5 years. A conservative national estimate of the cost of replacing public school teachers who have dropped out of the profession is \$7 billion a year. We do not have a teacher shortage; we have a retention problem.</p>	Schargel, Mr. Franklin - School Success Network, Albuquerque, NM
Tuesday 9:15 am - 10:45 am	Concurrent Session Commonwealth D 2nd Floor classroom/100	<p><b>Meeting Student Needs: The Path to Graduation</b></p> <p>Strand: Best Practices in Multiple Pathways to Graduation</p> <p>Seventh grade students in an alternative school were infamous for their negative behaviors and poor academics. Their teacher taught them the concepts of Process Communication and helped them get their motivational needs met. Thirty out of thirty-one improved their grades, stopped their negative behavior or both. One, about to be expelled for fighting, stopped. Learn how you can improve the academic achievement and behavior of every student using these research-based and internationally acclaimed concepts.</p>	Pauley, Dr. Judy and Mr. Joe Pauley - Process Communication, Potomac, MD
Tuesday 9:15 am - 10:45 am	Concurrent Session Washington A 3rd Floor classroom/60	<p><b>The Benefits of Failure Do Not Last Forever If Lessons Can Be Learned</b></p> <p>Strand: Best Practices in Multiple Pathways to Graduation</p> <p>The OLC STAR Academy Program for Accelerated Learning and Dropout Prevention is designed to enable students to gain Carnegie units, character strengths, and career-related direction. The ultimate goals of the program are high school graduation, further education, and/or viable employment.</p>	Sanders, Ms. April and Mr. Nathan White - Olympia Learning Center, Columbia, SC
Tuesday 9:15 am - 10:45 am	Concurrent Session Washington B 3rd Floor classroom/60	<p><b>Project Based Learning in Philadelphia's City-Funded Out of School Time Network</b></p> <p>Strand: Extended Learning Opportunities</p> <p>Philadelphia's city-funded Out of School Time network employs Project Based Learning (PBL) as a means to engage youth and teach 21st Century Skills. PBL has proved particularly successful with older youth, with projects including the creation of a music production studio and blogs about healthy eating.</p>	Smuck-Tylek, Ms. Karen and Ms. Natalie Renew - Public Health Management Corporation, Philadelphia, PA

<p>Tuesday 9:15 am - 10:45 am</p>	<p>Concurrent Session Washington C 3rd Floor classroom/60</p>	<p><b>Teens, Trends, and Prevention: It Can Be Done!</b> Strand: Extended Learning Opportunities This session will equip participants with knowledge, skills, and strategies necessary to challenge social norms and teach essential prevention skills to challenging teens. It will identify characteristics of adolescent development, focus on the latest brain research, and demonstrate practical ways to apply prevention strategies to this target group.</p>	<p>Birrenkott, Mrs. Regina - Mendez Foundation, Tampa, FL</p>
<p>Tuesday 9:15 am - 10:45 am</p>	<p>Concurrent Session Congress A 4th Floor classroom/60</p>	<p><b>Engaging Business and Community Leaders to Support Your Strategies to Increase the Graduation Rate</b> Strand: Parental Involvement Drawing from our experiences engaging business and community leaders to address the dropout problem in our community, this presentation will discuss how to research the problem, communicate findings in meaningful ways, and secure resources to implement effective strategies. Our approach has actively engaged a wide variety of stakeholders and secured additional resources to support families, students, and schools.</p>	<p>Renjilian, Ms. Christy - United Way of York County, York, PA</p>
<p>Tuesday 9:15 am - 10:45 am</p>	<p>Concurrent Session Congress B 4th Floor classroom/60</p>	<p><b>The Use of Nine Forms of Power to Create a High Performing School</b> Strand: Urban Education The way leaders and teachers use power to influence and motivate others determines the kind of school culture that is created. Nine distinctly different forms of power will be described. Five are “freeing” forms of power; they are intrinsic motivators; and they provide a systematic process for helping to create a high performing school culture. Four forms of power are “controlling” forms of power. Participants will have an opportunity to discuss the use and misuse of these forms of</p>	<p>Bulach, Dr. Clete - Professional Development and Assessment Center, Villa Rica, GA</p>

<p>Tuesday 9:15 am - 10:45 am</p>	<p>Concurrent Session Congress C 4th Floor classroom/60</p>	<p><b>Families as Partners</b> Strand: Parental Involvement Participants will understand the importance, multiple ways, and positive impacts of parent engagement in student learning. They will learn strategies, become familiar with available resource materials and tools, and use role playing and exercises that can enhance family engagement in the process of ensuring that all students graduate.</p>	<p>Shanoski, Ms. Karen and Ms. Caroline Allen - PA PIRC Center for Schools and Communities</p>
<p>Tuesday 10:45 am - 11:00 am</p>	<p>Transition</p>	<p><b>Using Media as a Conduit to Engage Students</b></p>	<p>Sack, Mr. Mike - Youth Empowerment Services, Philadelphia, PA</p>
<p>Tuesday 11:00 am - 12:00 noon</p>	<p>Concurrent Session Commonwealth A1 2nd Floor classroom/40</p>	<p>Strand: Urban Education Youth Empowerment Services uses media as a conduit to provide academic and social support to young people who have disengaged from traditional schooling. In the spring and summer of 2010, they will develop, pilot, and refine a technology literacy curriculum to complement their courses in video, graphic design, and audio recording.</p>	<p>Sack, Mr. Mike - Youth Empowerment Services, Philadelphia, PA</p>
<p>Tuesday 11:00 am - 12:00 noon</p>	<p>Concurrent Session Commonwealth A2 2nd Floor classroom/40</p>	<p><b>A Holistic Approach to Multiple Pathways to Graduation</b> Strand: Extended Learning Opportunities Learn the best practices to multiple pathways to graduation and creative ways to integrate business, education, community and workforce partnerships. As we share delicious food, come hungry for knowledge because we will feed you! Let's discuss proven pathway connections with business and industry through dropout prevention initiatives such as CareerLinking Academy, Industry Driven Career Pathways, Career Cruising Network, Green Jobs, Industry and Education Career Awareness co-teaching, Industry Clubs and many, many more.</p>	<p>Dischinat, Mrs. Nancy and Ms. Cindy Evans - Lehigh Valley Workforce Investment Board, Inc., Allentown, PA</p>

<p>Tuesday 11:00 am - 12:00 noon</p>	<p>Concurrent Session Commonwealth B 2nd Floor classroom/100</p>	<p><b>At-Risk High School Students Can and Do Succeed: Focusing on Research-Based Indicators, Interventions, and Strategies in Simon Youth Foundation Schools</b> Strand: Research/Early Warning Indicators Relationships, resiliency, caring adults, making deposits, the adult voice, developing assessets, and other intervention strategies are the great equalizers when it comes to minimizing the impact of at-risk indicators that seem to constantly shadow our kids. Hear what our schools are doing to keep it positive and keep it real with their students.</p>	<p>Chalker, Dr. Chris - Simon Youth Foundation, Indianapolis, IN</p>
<p>Tuesday 11:00 am - 12:00 noon</p>	<p>Concurrent Session Commonwealth C 2nd Floor classroom/100</p>	<p><b>Saving Students and Money through Alternative Education</b> Strand: Urban Education This presentation focuses on an alternative education for students who struggle in a traditional educational setting. The presentation also focuses on saving money while still providing a great education.</p>	<p>Kitz-Willitts, Mrs. Stefani - Burlington City High School, Burlington, NJ</p>
<p>Tuesday 11:00 am - 12:00 noon</p>	<p>Concurrent Session Commonwealth D 2nd Floor classroom/100</p>	<p><b>A New Chapter in School Reform: Municipal Leadership in Combating the Dropout Crisis</b> Strand: Urban Education City officials have long known that an undereducated population has a profound impact on local unemployment rates, public safety, workforce capacity, and economic vitality. What is new is the growing number of municipal leaders who are now taking leadership of broad education initiatives to confront this problem. This session will be an interactive discussion about how cities around the nation are increasingly partnering with school leaders to stem the tide of dropouts, and re-engage youth seeking a second chance to get an education. City representatives and National League of Cities staff will work with session attendees to consider how to adapt strategies other cities have tried, such as: multi-sector partnerships to increase alternatives for students who are off-track or have already dropped out; confronting truancy as a major risk factor for dropping out, with multi-system services; and strategies that begin with broad public engagement efforts (i.e. summits) and progress to ongoing</p>	<p>Cohen, Ms. Marjorie- Institute for Youth, Education, and Families, National League of Cities, Washington, DC; Ms. Lori Shorr -Mayor's Office of Education, Philadelphia, PA; and Ms. Karega Rausch - Office of the Mayor, Indianapolis, IN</p>

Tuesday 11:00 am - 12:00 noon	Concurrent Session Washington A 3rd Floor classroom/60	<p><b>Language-Rich Schools</b> Strand: Literacy Strategies</p> <p>Based on their ASCD book, <i>The Language-Rich Classroom</i>, Persida and Bill will walk you through a 5-part framework for improving teaching and learning in multilingual classrooms. The presenters will share instructional strategies for engaging C104 English language learners and struggling students as they develop academic language and content together.</p>	Himmele, Dr. Persida and Dr. William Himmele - Millersville University, Millersville, PA
Tuesday 11:00 am - 12:00 noon	Concurrent Session Washington B 3rd Floor classroom/60	<p><b>Catching Falling Stars: Early Identification and Prevention of Dropouts</b> Strand: Research/Early Warning Indicators</p> <p>Early identification of at-risk students is essential to prevent future dropouts and to inform instruction. But how do educators predict future dropouts? Are there reliable instruments and programs? One school district has begun the search for both. Learn more about how we try to catch any failing stars.</p>	Clinch, Dr. Lonna - Medina Valley ISD, Castroville, TX
Tuesday 11:00 am - 12:00 noon	Concurrent Session Washington C 3rd Floor classroom/60	<p><b>Community Connections and Strategies to Use with English Language Learners</b> Strand: Extended Learning Opportunities</p> <p>Our presentation will also include community connections, and strategies to use with English Language Learners. We will focus on project based learning using our Quest (questioning, understanding, extending, synthesizing, and transcending) Strategies, as well as report on our 5 minute mentoring program that started this year. At McCall we try to have a well rounded program in place to meet all of our students needs including, health and mental health issues, school supplies, clothing and shoes, and more. We use a plethora of strategies and incentives to engage and motivate students as well as keep them involved in school and setting a goal to graduate.</p>	Reeh, Mrs. Brenda, Ms. Alma Iniguez, Ms. Lecelia Shipp-Oakes, and Ms. Kathy Vasquez - Quannah McCall ES, N. Las Vegas, NV

Tuesday 11:00 am - 12:00 noon	Concurrent Session Congress A 4th Floor classroom/60	<p><b>Graduating America: Strengthening the State and Federal partnership to Improve College and Career-Ready Graduation Rates</b></p> <p>Strand: Best Practices in Multiple Pathways to Graduation</p> <p>The drive for college and care-ready graduation for all students poses policy has implications for both state and federal policy. The state-federal partnership needs to be strengthened in order to advance the development of multiple pathways for all students to achieve success. Recent trends and activities at the state and federal levels will be discussed and analyzed.</p>	Johnson, Mr. Cassius - Jobs for the Future, Boston, MA
Tuesday 11:00 am - 12:00 noon	Concurrent Session Congress B 4th Floor classroom/60	<p><b>CASASTART: A Truancy Prevention Model for At-Risk Youth</b></p> <p>Strand: Middle/High School Transition</p> <p>CASASTART is an evidence-based program that builds protective processes and mechanism around the most at-risk children and youth so that they can make better decisions at critical points in their lives. The program builds resiliency in the youth of the community, foster their healthy development, establish their educational trajectory, and help reduce the violence, substance youth and abuse.</p>	Lopez, Ms. Emily - CASA at Columbia University, New York, NY
Tuesday 11:00 am - 12:00 noon	Concurrent Session Congress C 4th Floor classroom/60	<p><b>Re-engagement Centers: Placement and Transition Services for Dropout Students Returning to School</b></p> <p>Strand: Best Practices in Multiple Pathways to Graduation</p> <p>This session will provide an overview of the Re-engagement Centers in Philadelphia, Portland, and Boston. These Centers are the first of their kind across the nation and provide an entryway back to school for students who have dropped out or are near dropping out.</p>	Scott, Mrs. Majeedah and Ms. Tamika Monk - School District of Philadelphia, Philadelphia, PA
Tuesday 12:15 pm - 1:30 pm	Luncheon Regency Ballroom 2nd Floor Banquet/800	Crystal Star Awards Luncheon	
Tuesday 1:30 pm - 1:45 pm	Transition		



<p>Tuesday 1:45 pm - 2:45 pm</p>	<p>Concurrent Session Commonwealth A1 2nd Floor classroom/40</p>	<p><b>Project Puqigtut: Our Smart People, How to Foster Success</b> Strand: Extended Learning Opportunities Project Puqigtut is a Dept. of Ed grant focused on increasing the graduation rate and decreasing the dropout rate with our Native students by using technology, online culturally responsive curriculum, social service support, and much more. We will share our experience, success and findings from this past year.</p>	<p>Edwards-Vollertsen, Miss Josephine and Mr. Eric Saetre - Anchorage School District, Title VII Indian Education, Anchorage, AK</p>
<p>Tuesday 1:45 pm - 2:45 pm</p>	<p>Concurrent Session Commonwealth A2 2nd Floor classroom/40</p>	<p><b>People for People, Inc.</b> Strand: Urban Education People for People, Inc. has partnered with Eastern University to develop the PREP program where students who have disengaged from traditional high schools participate in a rigorous academic curriculum and an 80-hour work experience in preparation for enrollment in Associate or Bachelor degree programs that are provided in their communities at what is known as the People for People Institute.</p>	<p>Berry, Mr. Kirk - People for People, Inc., Philadelphia, PA</p>
<p>Tuesday 1:45 pm - 2:45 pm</p>	<p>Concurrent Session Commonwealth B 2nd Floor classroom/100</p>	<p><b>Activities, Games, Engagers</b> Strand: Middle/High School Transition 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 workshop. So, come get ENERGIIZED!</p>	<p>Blackwell, Ms. Nancy - Longevity of Success, Colorado Springs, CO</p>
<p>Tuesday 1:45 pm - 2:45 pm</p>	<p>Concurrent Session Commonwealth C 2nd Floor classroom/100</p>	<p><b>Practical Ideas/Programs to Prevent Students from Dropping Out of School</b> Strand: Middle/High School Transition The Education Services Division of the Clark County School District in Nevada provides instruction and related services to nearly 50,000 students who may have experienced challenges in comprehensive school settings. The unique needs of these students require ongoing evaluation and the development of curriculum and innovative instructional schools/programs to provide solutions/opportunities that are alternatives to prevent students from dropping out of school. We will share what we are doing to prevent dropouts.</p>	<p>Stein, Mr. Isaac, Dr. Edward Goldman, Mr. Bradley Waldron, Mr. Danny Eichelberger, Mr. John Schleifer, Mr. John Anzalone, Dr. Mike Barton, Mr. Mark Schuum, Mr. Joseph Legat, and Mr. Eric Gant - Clark County School District, Las Vegas, NV</p>

<p>Tuesday 1:45 pm - 2:45 pm</p>	<p>Concurrent Session Commonwealth D 2nd Floor classroom/100</p>	<p><b>High School Transition in Philadelphia: Context, Conditions, and Consequences</b> Strand: Urban Education This session will examine the factors that affect the high school transition process for students in Philadelphia public schools, with a particular emphasis on how policies and practices create an uneven playing field for disadvantaged students; and what the District can and is doing to address these issues.</p>	<p>Shaw, Dr. Kathleen, Ms. Eva Gold, Ms. Kate Callahan, Ms. Meghan Brenneman, Ms. Nikki Johnson, and Ms. Tracey Hartmann - Research for Action, Philadelphia, PA</p>
<p>Tuesday 1:45 pm - 2:45 pm</p>	<p>Concurrent Session Washington A 3rd Floor classroom/60</p>	<p><b>AVID: Rigor and Retention</b> Strand: Best Practices in Multiple Pathways to Graduation AVID's (Advancement Via Individual Determination) mission is to close the achievement gap by preparing all students for success in higher education. 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>Smith, Dr. Barbara and Ms. Jinan Sumler - AVID Center, Atlanta, GA</p>
<p>Tuesday 1:45 pm - 2:45 pm</p>	<p>Concurrent Session Washington B 3rd Floor classroom/60</p>	<p><b>Bridging the Gap Through Virtual Learning</b> Strand: Urban Education The objective of this session is to examine how teachers can utilize technology to help students succeed in course work and graduate from high school. Description: Through East Wake High School's Virtual Learning student data, participants will: • See what courses are offered through East Wake High School's Virtual Learning Program. • See how Virtual Learning can be utilized for summer school, credit recovery, initial credit, and remediation. • Follow the progress of 171 students taking 196 courses using Virtual Learning. • Follow East Wake High School's Virtual Learning student dropout data over three years.</p>	<p>Ray, Ms. Kelly - East Wake High School, Raleigh, NC</p>
<p>Tuesday 1:45 pm - 2:45 pm</p>	<p>Concurrent Session Washington C 3rd Floor classroom/60</p>	<p><b>Integrated Literacy Model (ILM)</b> Strand: Literacy Strategies Addressing the needs of struggling adolescent readers requires intensive support for both students and teachers. Participants will learn about the two key components of the ILM: targeted reading instruction for students and literacy coaching for content area teachers. Participants will learn and practice two key content literacy strategies.</p>	<p>Korber, Mrs. Stephanie, Ms. Dawn Hannah, and Ms. Robyn Murphy - Center for Literacy, Philadelphia, PA</p>

<p>Tuesday 1:45 pm - 2:45 pm</p>	<p>Concurrent Session Congress A 4th Floor classroom/60</p>	<p><b>From Process...to Pupils...and...Across the Stage: Ready, Set, Serve!</b>  Strand: Best Practices in Multiple Pathways to Graduation  Joan and Heather are anxious and excited to share their hands on approach - recently recognized by the Texas Education Agency as a Promising Practices District with Best Practices for Dropout Prevention, Intervention and Recovery - which provides outreach and support for at-risk students. Their key strategies and approaches are: Early Identification Timely Outreach Referral Systems, Communications, Collaborations Case Management Approach Academic Coaches Multiple Path Options High Personalized Interactions Student Advocacy Interventions On Going Student, Staff and Parent Support ...all in an effort to decrease dropout rates and most importantly, increase graduation rates. From Rhetoric to Action ...from Desk to Diploma !</p>	<p>Arasteh, Ms. Joan and Ms. Heather DeVries - Katy Independent School District, Katy, TX</p>
<p>Tuesday 1:45 pm - 2:45 pm</p>	<p>Concurrent Session Congress B 4th Floor classroom/60</p>	<p><b>School Improvement: 9 Systemic Processes to Raise Student Achievement</b>  Strand: Urban Education  Raise achievement and build staff capacity through this collaborative and collegial model designed by Dr. Ruby Payne. Examine 9 high impact processes that raise achievement, including making learning more relational for today's students. Data analysis, curriculum, monitoring growth, student interventions, and more will be addressed in this interactive session.</p>	<p>Magee, Dr. Donna - aha! Process, Inc., Highlands, TX</p>

### **Creating Fun, Nonlinear Lessons for the Savvy Net Generation**

Strand: Extended Learning Opportunities

High school students today are very internet and media savvy. They are exposed to all kinds of multimedia including video and social networking that stimulate them in many ways. The early days of PowerPoint wowed students but now it is not enough. A linear PowerPoint driven by the teacher with just slides and content is often boring. It is less time-consuming for the teacher, but it is heavy on information and light on interaction (the push approach). Instructional design is more than just putting the material in front of the student. Studies have shown that students learn more when they are in charge of the content they learn and can pull out the information in the way and order they want (the pulled approach). It is even better when it is in a format that is similar to one they have seen before and enjoy using. Nonlinear learning is reflective of how our minds work and how our memory functions.

Greathouse, Ms. Stephanie  
and Ms. Donna Harlow -  
JCPSeSchool, Louisville, KY

Tuesday  
1:45 pm - 2:45 pm

Concurrent Session  
Congress C  
4th Floor  
classroom/60

Tuesday  
2:45pm - 3:00 pm

Transition/Break  
Regency Foyer  
2nd Floor

### **Applying a Holistic Model to Increase Student Success**

Strand: Research/Early Warning Indicators

This session will enable educators to understand how to apply a holistic model to a school district that will enable students to get the most out of their educational experience. The conceptual framework was employed in a rural Appalachia study of drop-outs. The model consists of empowering the family, community, schools, and the individual student to strengthen their efforts toward student success and intertwine that focus as to increase student achievement. This model can be used in any school

Allen, Dr. Deann - Clay County  
Public Schools, Manchester,  
KY; Ms. Ann Lyttle-Burns -  
Fayette County Schools,  
Lexington, KY; and Dr. Aaron  
Thompson -

Tuesday  
3:00 pm - 4:00 pm

Concurrent Session  
Regency Ballroom A  
2nd Floor  
Rounds/150

Tuesday  
3:00 pm - 4:00 pm

Carousel  
Regency Ballroom B  
2nd Floor  
Rounds/350

### **Carousel Session #2**

**Table 1: Strategies to Close the Gap Between Attendance and Learning- Baltimore City public Schools**

Strand: Best Practices in Multiple Pathways to Graduation

Baltimore City Public Schools maintains that dropping-out of school is not a single event but the culmination of student disengagement and academic underperformance. By utilizing various pathways that encourage student graduation including a tiered model of strategies as well as the seven best practices of service learning programs, City Schools has reduced the number of drop-outs, increased the number of students being accepted into colleges, and closed the gap between attendance and learning.

Williams, Dr. Tanya, Ms. Debbie Thomas, Ms. Tamara Barron, and Ms. Pam Moore - Baltimore City Public Schools, Baltimore, MD

Tuesday  
3:00 pm - 4:00 pm

Carousel  
Regency Ballroom B  
2nd Floor  
Rounds/350

**Table 2: Putting Dropout Prevention Strategies into Practice**

Strand: Research/Early Warning Indicators

Learn how three schools are designing a comprehensive system to dramatically reduce high school dropouts. Through the lens of composite student profiles, we will explore a research-based risk identification process. Methods for selecting appropriate interventions to address risk factors and monitoring who is on track to graduate will be shared.

Stazesky, Ms. Pamela - Center for Collaborative Education, Boston, MA

Tuesday  
3:00 pm - 4:00 pm

Carousel  
Regency Ballroom B  
2nd Floor  
Rounds/350

**Table 3: Creating Positive Learning Environments through Youth - Adult Partnerships**

Strand: Extended Learning Opportunities

This session explores the fundamental characteristics of Youth-Adult partnerships such as active listening, constructive feedback, and teachable moments. Through a series of activities, the facilitator will engage participants in exercises designed to create opportunities for students to become learners and leaders in the school and in the larger community.

Nelson, Ms. Ieshia and Mr. Kenneth Williams-Medley - UCCP at Temple University, Philadelphia, PA

Tuesday  
3:00 pm - 4:00 pm

Carousel  
Regency Ballroom B  
2nd Floor  
Rounds/350

**Table 4: Prepared for Work, Ready for Life: Working This Generation**

Strand: Extending Learning Opportunities

Learn about the JRDC program and how it focuses on personal and professional development for student in grades 6th - 12th to prepare them for the world of work and higher education, as well as getting them ready for life. The JRDC is an 8 week after school program that trains students in job readiness skills and provides opportunities for permanent part-time after school employment and full-time after graduation career positions. Participants will learn how job and life skill programs enhance the earning potential of student participants and increase the likelihood that they will graduate and pursue higher education and meaningful careers.

Stigler, Ms. Terri -  
Foundations, Inc., Job  
Resource and Development  
Center, Philadelphia, PA

Tuesday  
3:00 pm - 4:00 pm

Carousel  
Regency Ballroom B  
2nd Floor  
Rounds/350

**Table 5: Engaging Students and Teachers Through Experiential Education**

Strand: Urban Education

Teachers at BDEA carefully construct experiential modules to help students connect their lives to their learning, and to allow teachers and students to further develop academic rigor. BDEA serves students who are over-age and at a high risk of dropping out or have dropped out of high school.

Platt, Ms. Janet, Ms. Jennifer  
Mills, and Ms. Marcy Ostberg -  
Boston Day and Evening  
Academy, Boston, MA

Tuesday  
3:00 pm - 4:00 pm

Carousel  
Regency Ballroom B  
2nd Floor  
Rounds/350

**Table 6: BDEA: A Responsive Educational Alternatives for Learning**

Strand: Best Practices in Multiple Pathways to Graduation

Boston Day and Evening Academy will provide participants with a model of responsive alternative education; flexible programming and schedule options (structure), content and how it is delivered (competency based instruction and assessment), high quality instruction (professional development) and high impact support systems. We will share data on student

Hramiec, Ms. Alison, Ms.  
Beatriz McConnie-Zapter, and  
Ms. Amy Alvarez - Boston Day  
and Evening Academy, Boston,  
MA

Tuesday  
3:00 pm - 4:00 pm

Carousel  
Regency Ballroom B  
2nd Floor  
Rounds/350

Tuesday 3:00 pm - 4:00 pm	Carousel Regency Ballroom B 2nd Floor Rounds/350	<p><b>Table 7: Implementing Effective Interventions to Increase Graduation Rates</b></p> <p>Strand: Best Practices in Multiple Pathways to Graduation</p> <p>Student, parent, and teacher involvement are used to raise the graduation rate. This is accomplished with a software tracking system, home visits, advisory groups, academic interventions, and student parent information sessions.</p>	Loyd, Mr. Jack - Bentonville High School, Bentonville, AR
Tuesday 3:00 pm - 4:00 pm	Carousel Regency Ballroom B 2nd Floor Rounds/350	<p><b>Table 8: Bold Interventions! Leadership and Learning at CSKYWLA Single Gender Academy</b></p> <p>Strand: Urban Education</p> <p>Join Coretta Scott King Young Women's Leadership Academy in a discussion highlighting our three year success story. Our academy utilizes single gender education, leadership opportunities, researched best practices, and bold interventions to ensure our first graduating class of 2014 is ready for post-secondary opportunities.</p>	Morgan, Ms. Melody and Ms. Tameka Alexander - Atlanta Public Schools (CSKYWLA), Atlanta, GA
Tuesday 3:00 pm - 4:00 pm	Carousel Regency Ballroom B 2nd Floor Rounds/350	<p><b>Table 9: Mayor's Coalition to Prevent Juvenile Crime</b></p> <p>Strand: Legislative Affairs</p> <p>The vision of the Mayor's Coalition to Prevent Juvenile Crime in Florence, SC, is to promote and support a community that works together to help youth become healthy and productive citizens. Learn about this coalition formed in 2004 in response to a rise in violent juvenile crime. Learn how there is no administrative cost, enabling every penny going to support a program or activity that works directly with youth.</p>	Mr. Jim Shaw, Mr. Danny Roseborough and Chief Anson Shells, Florence School District One, Florence, SC
Tuesday 3:00 pm - 4:00 pm	Carousel Regency Ballroom B 2nd Floor Rounds/350	<p><b>Table 10: Six Crystal Star Awards! Oklahoma's Alternative Education Model Works!</b></p> <p>Strand: Best Practices in Multiple Pathways</p> <p>This statewide, research-based alternative education model uses best practices and our seventeen criteria to build strong programs. Oklahoma Technical Assistance Center evaluates programs statewide using a coaching model; assisting schools to develop, implement, evaluate, and refine programs. Let us help you take your program from good to great!</p>	Parker, Ms. Susan - Oklahoma Technical Assistance Center, Cushing, OK

**Table 11: What do You Say When?...Best Practice  
Language for Improving Student Behavior to Reduce  
Dropout Rates**

Tuesday  
3:00 pm - 4:00 pm  
Carousel  
Regency Ballroom B  
2nd Floor  
Rounds/350

Strand: Research/Early Warning Indicators  
Revisiting our Language of Practice and pursuing Best Practice Language everyday offers tremendous promise for the school community as we seek to improve student behavior, increase student engagement and reduce dropout rate. This session will help educators use words effectively and in ways that resonate with students and produce positive results.

Holloman, Dr. Hal and Dr.  
Peggy H. Yates - East Carolina  
University, Greenville, NC

**Table 12: Using Life Skill**

Tuesday  
3:00 pm - 4:00 pm  
Carousel  
Regency Ballroom B  
2nd Floor  
Rounds/350

Strand: Extended Learning Opportunities  
Using Life Skill is a hands-on multi-faceted session where educators learn the key components of how to bridge the education and social gaps found among many students. These skills enable the students to see the relationship between school and everyday life. These skills include creating effective habits/standards, anger management, conflict resolution, and self control. This session will assist teachers in finding the root cause of behavioral issues and clear strategies to address them.

Eubanks-Dixon, Mrs. Nia and  
Ms. Geri Pemberton -  
Education Through the Arts,  
Philadelphia, PA

**Table 13: Restoring Our Relationships with Youth**

Tuesday  
3:00 pm - 4:00 pm  
Carousel  
Regency Ballroom B  
2nd Floor  
Rounds/350

Strand: Urban Education  
Many of our most vulnerable urban youth are being propelled down a path that begins with a lack of success in school and ends with incarceration. This path known as "school to prison pipeline" pushes students out of school. Imagine creating a psychologically safe place where disengaged youth can become reconnected to school and build positive relationships with adults and peers. Learn how to turn your school into a restorative school focusing on building relationships and holding everyone accountable for their actions.

Featherston, Ms. Tonya -  
Urban Education Services,  
Baltimore, MD



<p>Tuesday 3:00 pm - 4:00 pm</p>	<p>Concurrent Session Regency Ballroom C1 2nd Floor Rounds/80</p>	<p><b>Preparing ALL Students for Post-Secondary Success: Denver Public Schools' Strategic Plan for Prevention, Recuperation and Recovery</b> Strand: Best Practices in Multiple Pathways Denver Public Schools (DPS) expanded its credit/unit recovery programming district-wide in 2009-2010. Explore how their Multiple Pathways Strategic Plan was implemented, and learn strategies to create a cultural shift encouraging competency-based learning. DPS's Response to Intervention Framework and best practices for keeping students on-track to graduate will be</p>	<p>Gurule, Mrs. Stephanie - Denver Public Schools, Denver, CO</p>
<p>Tuesday 3:00 pm - 4:00 pm</p>	<p>Concurrent Session Regency Ballroom C2 2nd Floor Rounds/80</p>	<p><b>Improving Graduation Rates for Pregnant and Parenting Students: Title IX and Beyond</b> Strand: Best Practices in Multiple Pathways After a brief overview of the dropout crisis for girls, this seminar will examine teen pregnancy and parenting as significant risk factors. To improve graduation rates, especially for girls of color, it is critical to implement effective teen pregnancy prevention programs and address barriers faced by pregnant and parenting students. We will discuss those barriers, including discrimination against them in violation of Title IX and how to comply with that civil rights law. We also will discuss: how schools can address the needs of pregnant and parenting students; the promising practices some schools have put in place; and pending Federal legislation that would set up a grant program for states and school districts to provide targeted assistance to these students and put structures in place to ensure that they are encouraged to continue their education, not pushed out of school.</p>	<p>Kaufmann, Ms. Lara - National Women's Law Center, Washington, DC</p>
<p>Tuesday 3:00 pm - 4:00 pm</p>	<p>Concurrent Session Commonwealth A1 2nd Floor classroom/40</p>	<p><b>The Road to Success for the Under Resourced Learner</b> Strand: Research/Early Warning Indicators This workshop will introduce 9 resources that are essential for educators and dropout prevention advocates to navigate the road to success for your deeply struggling, under-resourced students. A careful examination of the "off ramps" and "on ramps" for student success will be discussed. Strategies to cultivate relational learning in your classroom or building and checklists for quickly assessing student resources will be shared.</p>	<p>Littlejohn, Mr. Jim - aha! Process, Inc., Irmo, SC</p>

Tuesday  
3:00 pm - 4:00 pm

Concurrent Session  
Commonwealth A2  
2nd Floor  
classroom/40

### **Hawkins County Schools Journey to Excellence**

Strand: Best Practices in Multiple Pathways to Graduation

In 2004-05, Hawkins County Schools developed a Graduation Improvement Team to address the low graduation rate. With the implementation of several initiatives, we have seen an increase in graduation rates from 74.9% to 87.5%. These initiatives include a credit recovery program, an alternative graduation program, identification and tracking of at risk students, a high school advisor/advisee program for at-risk students, and a truancy review board which places a strong emphasis on attendance and success in school.

Bailey, Dr. Reba, Mr. Patrick Fraley, Mr. Steve Starnes, and Ms. Patty Rider - Hawkins County Schools, Rogersville, TN

### **Operation Restart**

Strand: Legislative Affairs

Operation Restart is the statewide advocacy campaign being led by Pennsylvania Partnerships for Children (PPC) to ensure that all Pennsylvania young people (to age 25) who lack a secondary credential have access to high-quality educational options that lead to a high school diploma or GED and postsecondary and/or industry credentials preparing them for a career with a self/family-sustaining wage. There are nearly 120,000 young people between the ages of 16 and 24 in Pennsylvania who are high school dropouts. In addition, each year more than 30,000 youth fail to make it to graduation with their class – that's 166 students every school day. In the presentation, attendees will learn more about the Operation Restart three-pronged campaign strategy to develop and build demand for the campaign: 1. Mobilize individuals and organizations to support the work 2. Communicate strategically to increase awareness of key constituencies 3. Engage policymakers to build demand for the campaign

Bartle, Mr. William - PA Partnerships for Children, Harrisburg, PA

Tuesday  
3:00 pm - 4:00 pm

Concurrent Session  
Commonwealth B  
2nd Floor  
classroom/100

<p>Tuesday 3:00 pm - 4:00 pm</p>	<p>Concurrent Session Commonwealth C 2nd Floor classroom/100</p>	<p><b>Enhancing Professional Development Using Online Learning and Professional Learning Communities</b> Strand: Extended Learning Opportunities In this session, participants will be exposed to the use of an 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 PLC's by user type, creating engagement and participation in a PLC, and planning for effective coordination of resources in a PLC.</p>	<p>Matwick, Dr. Michael-Pinnacle Education, and Ms. Tamara Kemper, InnovatED, Tempe, AZ</p>
<p>Tuesday 3:00 pm - 4:00 pm</p>	<p>Concurrent Session Commonwealth D 2nd Floor classroom/100</p>	<p><b>The Academy of Creative Education: Empowering the At-Risk Learner</b> Strand: Best Practices in Multiple Pathways ACE, 2006 Crystal Star Award winner, presents an overview of their choice-based program. The ACE program draws from Sean Covey's 7 Habits of Highly Effective Teens and includes best practices from 4MAT, project-based curriculum, flexible scheduling, varied classroom environments, and community</p>	<p>Isaacks, Ms. Lynn and Ms. Nancy Johnson -The Academy of Creative Education, San Antonio, TX</p>
<p>Tuesday 3:00 pm - 4:00 pm</p>	<p>Concurrent Session Washington A 3rd Floor classroom/60</p>	<p><b>Collaborate for Success!</b> Strand: Parental Involvement Collaborative efforts allow parents and school staff to develop communication and trust as they work on simple projects initially (i.e. fixing leaky water fountains or sprucing up the school's entrance), but they develop real capacity for change as they transition to projects to improve their children's learning</p>	<p>Samples, Dr. Joni - Family Friendly Schools, Galax, VA</p>
<p>Tuesday 3:00 pm - 4:00 pm</p>	<p>Concurrent Session Washington B 3rd Floor classroom/60</p>	<p><b>Don't Fall Through the Cracks: Helping At-Risk Youth Transition to Middle School</b> Strand: Middle/High School Transition This session will focus on the often difficult task of transitioning to middle school particularly for youth at-risk. An overview of quality school environments and a reserach study involving students, parents, and teachers will be presented that stresses the importance of a sense of belonging to ones' school</p>	<p>Tait, Dr. Connie - Central Connecticut State University, New Britain, CT</p>

<p>Tuesday 3:00 pm - 4:00 pm</p>	<p>Concurrent Session Washington C 3rd Floor classroom/60</p>	<p><b>Reengaging Students and Parents on the Fringe</b> Strand: Parental Involvement Many students face significant obstacles to achieving their full academic potential. Learn how a statewide training and technical assistance center provides vital support to address districts' needs regarding special populations including: pregnant and parenting teens, migrant education, afterschool participants, and homeless children. Discussion will focus on services including training and technical assistance design, online services, public and private funding strategies and essential partnerships.</p>	<p>Akright, Ms. Cara - Center for Schools and Communities, Camp Hill, PA</p>
<p>Tuesday 3:00 pm - 4:00 pm</p>	<p>Concurrent Session Congress A 4th Floor classroom/60</p>	<p><b>Self-Efficacy and Graduating High School</b> Strand: Research/Early Warning Indicators Self-efficacy enhances student problem-solving skills, allowing students to overcome obstacles affecting their ability to persist in school to graduation. The role self-efficacy plays in at-risk students' persistence will be presented. Practical application of this knowledge as a predictor of dropout and tool for program design will be discussed.</p>	<p>Surland, Dr. Robin - Wichita Public Schools, wichita, KS</p>
<p>Tuesday 3:00 pm - 4:00 pm</p>	<p>Concurrent Session Congress B 4th Floor classroom/60</p>	<p><b>Creative Strategies to Reach Urban Youth in the Classroom and Beyond</b> Strand: Middle/High School Transition Educators are finding that the emotional health of their students are more essential than ever in their classroom. Educators who teach in urban settings often find it difficult to engage, teach, and retain students. Learn creative strategies that you can utilize in your classroom to communicate more effectively with your students, incorporate in your curricula, make learning more engaging and to explore peer issues.</p>	<p>White, Dr. Carmen - Dramatic Solutions, Inc., Glenn Dale, MD and Mr. Lennie Smith - University of the District of Columbia, Washington, DC</p>
<p>Tuesday 3:00 pm - 4:00 pm</p>	<p>Concurrent Session Congress C 4th Floor classroom/60</p>	<p><b>Developing Early Warning Indicators That Are Both Research Based and Actionable</b> Strand: Research/Early Warning Indicators With the Chicago Public Schools as a case study, a discussion of simple and real-world strategies to put tools in the hands of school-based personnel which can help them identify and support students at risk for falling off track towards graduation.</p>	<p>Ladd, Mr. Haven - The Parthenon Group, Boston, MA</p>

<p>Tuesday 4:15 pm - 6:15 pm</p>	<p>Special Meeting Washington A 3rd Floor Classroom/60</p>	<p>Simon Youth Foundation Meeting (By invitation only)</p>	<p>Chalker, Dr. Christopher - Simon Youth Foundation, Indianapolis, IN</p>
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**Wednesday,  
Nov 17**

<p>Wednesday 7:30 am - 8:00 am</p>	<p>Coffee Break Regency Foyer 2nd Floor</p>
<p>Wednesday 8:00 am - 9:00 am</p>	<p>Registration</p>

**North East Florida Education Consortium: Reviewing a  
Successful Multi-district Online Dropout and Credit  
Recovery Program**

<p>Wednesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Regency Ballroom C1 2nd Floor Rounds/80</p>	<p>Strand: Extended Learning Opportunities In 2006, NEFEC Program provided credit recovery and remediation strategies in 42 Florida school districts. Designed to reduce dropouts among Florida high school students, NEFEC has recovered thousands of credits. In 2009, NEFEC enrolled 7707 students, completing 8097 credits with a success rate of 84%. The majority of these credits were recovered in core areas. Additionally, NEFEC provided the opportunity for 1092 additional seniors to graduate in the spring of 2009.</p>	<p>Reed, Dr. David - Educational Options Foundation, Tempe, AZ</p>
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**M & M Activities for Parents**

<p>Wednesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Regency Ballroom C2 2nd Floor Rounds/80</p>	<p>Strand: Parental Involvement Meaningful and Motivational parental involvement activities that increase student achievement. Improving student achievement must be a collaborative effort between all stakeholders. This seminar will provide participants with concrete strategies that motivate parents to be active participants in the educational process of their children. These proven strategies will increase student achievement, decrease Dropout Rate, and</p>	<p>Hickson, Ms. Laura - Florence County School District Three, Lake City, SC</p>
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<p>Wednesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Commonwealth A1 2nd Floor classroom/40</p>	<p><b>District 1199C's GED To College Success Program</b> Strand: Urban Education District 1199C's GED toCollege Success program utilizes a curriculum developd and administered in part by college faculty that is complimented by intensive counseling practices and industry recognized credentials as benchmarks toward GED completion and college matriculation.</p>	<p>Eubanks-Dixon, Ms. Nia - District 1199C Training and Upgrading Fund, Philadelphia, PA</p>
<p>Wednesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Commonwealth A2 2nd Floor classroom/40</p>	<p><b>Camp LEAD: A School Climate and Connectedness Intervention</b> Strand: Middle/High School Transition Grossmont Union High School District developed Camp LEAD (Leadership for Equity &amp; Access District-wide) to engage traditional and non-traditional students in a leadership program. This transformative program increases school connectedness and improves the overall campus climate for high risk students. Students learn how to develop respectful, empowering and collaborative environments that are safe and supportive of all students. Camp LEAD trains educators, students and administrators on how to develop the necessary skills for creating inclusive campus communities. Skill development is achieved through a variety of experiential activities that take place throughout the duration of the program. Data on this program shows a significant improvement in attendance and discipline.</p>	<p>Littrell, Ms. Jenee and Ms. Lucia Washburn - Grossmont Union High School District, El Cajon, CA</p>
<p>Wednesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Commonwealth B 2nd Floor classroom/100</p>	<p><b>Dropout Prevention Programs Philly-Style: Comparing Three Initiatives</b> Strand: Urban Education This session will examine evaluation research on 3 separate programs located in Philadelphia, each overseen by a different non-profit organization, that take different approaches to engaging students and preventing dropout. Emphasis will be placed on comparing and contrasting across programs to identify commonalities and differences.</p>	<p>Shaw, Dr. Kathleen, Ms. Eva Gold, Ms. Kate Callahan, Ms. Meghan Brenneman, Ms. Nikki Johnson, and Ms. Tracey Hartman - Research for Action, Philadelphia, PA</p>

<p>Wednesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Commonwealth C 2nd Floor classroom/100</p>	<p><b>AHSI: A Portfolio Approach for Expanding Pathways to Graduation</b>  Strand: Best Practices in Multiple Pathways to Graduation  The Association for High School Innovation (AHSI) creates pathways and expands options to future success for all youth. AHSI was formed in 2003 as the Alternative High School Initiative with support from the Bill &amp; Melinda Gates Foundation. AHSI now operates independently as a national network of youth development organizations operating over 275 schools and programs in 35 states and 174 cities nationwide. AHSI organizations offer a diverse range of high quality pathways to graduation that prepare students for college and careers. By collaborating with partners in Indianapolis, IN, Nashville, TN, and Newark, NJ, AHSI is assisting those cities and districts in reaching scale. Best practices include (1) high school to career and college transition support, (2) authentic learning, teaching, and performance assessment, and (3) personalized school culture.</p>	<p>Hill, Ms. Talmira - Association for High School Innovation, Providence, RI; Ms. Dawn McCray - Communities In Schools, Philadelphia, PA; Mr. Todd Goble - StreetSchool Network, Philadelphia, PA; Mr. Simran Sidhu, YouthBuild, Philadelphia, PA; Mr. David Bromley - Big Picture, Philadelphia, PA</p>
<p>Wednesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Commonwealth D 2nd Floor classroom/100</p>	<p><b>Early Warning Indicators: Findings from Multiple Districts and States</b>  Strand: Research/Early Warning Indicators  This presentation highlights cross-district and cross-state findings regarding early warning indicators of eventual dropout. It highlights new research findings on the grades in which many students first develop early warning indicators and the consistency of indicators across districts and states. The focus is middle grades and ninth grade warning indicators.</p>	<p>Neild, Dr. Ruth Curran and Dr. Robert Balfanz - Johns Hopkins University, Philadelphia, PA</p>
<p>Wednesday 8:00 am - 9:00 am</p>	<p>Concurrent Session Washington A 3rd Floor classroom/60</p>	<p><b>Segmenting Off-Track Youth and Offering Differentiated Solutions Based on Student Need</b>  Strand: Best Practices in Multiple Pathways to Graduation  With the New York Public Schools as a case study, a review of a “portfolio” approach to serving the differentiated needs of diverse segments of off-track students, who all too often only have access to a one-size-fits-all alternative education solution.</p>	<p>Ladd, Mr. Haven - The Parthenon Group, Boston, MA</p>

Wednesday 8:00 am - 9:00 am	Concurrent Session Congress A 4th Floor classroom/60	<p><b>Coherent Strategies for Literacy Across the Curriculum that Engage Students</b></p> <p>Strand: Best Practices in Multiple Pathways to Graduation</p> <p>Through the use of 6 coherent strategies (collaborative group work, writing to learn, scaffolding, questioning, classroom talk and literacy circles) we have been able to greatly accelerate both literacy and numeracy growth in accelerated high schools in Philadelphia. This workshop will focus on a working, hands on approach that will allow participants to experience these strategies, taking away practical ideas that they can apply in their</p>	Bloom, Mr. Greg - School District of Philadelphia, Philadelphia, PA
Wednesday 8:00 am - 9:00 am	Concurrent Session Congress B 4th Floor classroom/60	<p><b>Diplomas Now</b></p> <p>Strand: Research/Early Warning Indicators</p> <p>This session will describe the development of a national dropout prevention model, Diplomas Now (see <a href="http://www.Every1Graduates.com">www.Every1Graduates.com</a>). Starting with an overview of ground-breaking research (Balfanz and Herzog, 2005) that identified, as early as the 6th grade, four early warning indicators that correlate most highly with student's dropping out of school, the session will present the evolution of the Diplomas Now model in Philadelphia from 2006-2010, highlight positive student outcomes and engage participants in the use of several processes and tools that are central to the work. Time will be built into the workshop for participants to discuss the relevance of Diplomas Now to their own work.</p>	Peterson, Ms. Arleen - Diplomas Now, Arlington, VA; Ms. Allie Mulvihill and Ms. Liz Herzog - Philadelphia Education Fund, Philadelphia, PA
Wednesday 8:00 am - 9:00 am	Concurrent Session Congress C 4th Floor classroom/60	<p><b>Hear Our Cry: Boys in Crisis</b></p> <p>Strand: Research/Early Warning Indicators</p> <p>This session focuses on the educational and emotional needs of the boys in our classrooms. Find out why boys account for 85% of the discipline problems, constitute the largest populations in special education, Title I, and who have more reading and writing problems. This workshop focuses on the answers behind male behavior in school and how male and female brains are wired</p>	Littlejohn, Mr. Jim - aha! Process, Inc., Irmo, SC
Wednesday 9:00 am - 9:15 am		Transition	
Wednesday 9:15 am - 10:15 am			



<p>Wednesday 9:15 am - 10:15 am</p>	<p>Concurrent Session Commonwealth A1 2nd Floor classroom/40</p>	<p><b>Better Behavior, Better Learning: Creating the Restorative School</b> Strand: Urban Education Restorative Practices can reduce school violence, bullying and dropout. The workshop will explore successful practice in different international settings using enjoyable interactive methods, with two experienced researcher/practitioners from Scotland. We will look at how schools can create Restorative cultures, policies and procedures, supportive for both teachers</p>	<p>Lloyd, Dr. Gwynedd and Dr. Gilliean McCluskey - University of Edinburgh, Scotland</p>
<p>Wednesday 9:15 am - 10:15 am</p>	<p>Concurrent Session Commonwealth A2 2nd Floor classroom/40</p>	<p><b>Re-Shaping Laws to Support Student Success</b> Strand: Legislative Affairs State and federal education laws have a profound impact on student success and longevity. This session takes a fresh look at laws relating to enrollment, re-entry, school age, truancy, discipline, credit/graduation requirements and school accountability to address how laws can be used and re-shaped to better support students through graduation</p>	<p>McInerney, Ms. Maura - Education Law Center, Philadelphia, PA</p>
<p>Wednesday 9:15 am - 10:15 am</p>	<p>Concurrent Session Commonwealth B 2nd Floor classroom/100</p>	<p><b>What Children Need to Prevent Dropping Out of School</b> Strand: Best Practices in Multiple Pathways to Graduation This session will address the origins of boredom and lack of interest in education which culminates in leaving school. Prevention of dropping out must begin in first grade. The child needs caring teachers throughout. The child also needs parents who promote education and who are capable of loving and praising their children which are necessary to prevent dropouts.</p>	<p>Fink, Dr. Paul - Temple University School of Medicine, Bala Cynwyd, PA; and Mr. Darryl Coates, Philadelphia Anti-Drug/Anti-Violence Network, Philadelphia, PA; Mr. George Mosee, City of Philadelphia, PA</p>

<p>Wednesday 9:15 am - 10:15 am</p>	<p>Concurrent Session Commonwealth C 2nd Floor classroom/100</p>	<p><b>Improving Educational Stability and Outcomes for Children and Youth in Out of Home Placement: A Philadelphia Public/Private Partnership</b> Strand: Best Practices in Multiple Pathways to Graduation A third of the young people that drop out of school in Philadelphia are or have been involved with the City's child welfare agency, in foster or delinquent placement. A historic public/private partnership between the City of Philadelphia, School District of Philadelphia, and the region's philanthropic sector is underway to improve the educational tracking, support, stability, and achievement of children involved with the child</p>	<p>Rodriguez, Dr. Liza, Ms. Luciana Banks, and Ms. Heather Keafer - DHS Education Support Center, Department of Human Services, Philadelphia, PA</p>
<p>Wednesday 9:15 am - 10:15 am</p>	<p>Concurrent Session Commonwealth D 2nd Floor classroom/100</p>	<p><b>EMPOWER: Early Warning Systems</b> Strand: Research/Early Warning Systems Several early warning systems exist, but widespread implementation remains elusive due to the time and expertise required for efficient data integration. We have developed an automated early warning system based on key indicators with the ability to serve a large number of school districts with minimal setup time and expense</p>	<p>Warner, Mr. Adam and Mr. Mike Moline - Educational Services Center, Region 10, Richardson, TX</p>
<p>Wednesday 9:15 am - 10:15 am</p>	<p>Concurrent Session Congress A 4th Floor classroom/60</p>	<p><b>Summer of Service: Filling the Gap with Summertime Service-Learning</b> Strand: Middle/High School Transition Summer of Service (SOS) programs engage middle-school aged students in service-learning during the summer to build their skills, experience and motivation to stay in school. This interactive workshop trains practitioners on successfully implementing the Nine Elements for Quality SOS Programming.</p>	<p>Manney, Ms. Jean, Ms. Nicole Tysvaer, and Ms. Jenay Smith - Innovations in Civic Participation, Washington, DC</p>

<p>Wednesday 9:15 am - 10:15 am</p>	<p>Concurrent Session Congress B 4th Floor classroom/60</p>	<p><b>Communities In Schools: Performance Learning Centers</b>  <b>Relevance: Improving Outcomes for Overage and Under-Credited Students</b>  Strand: Best Practices in Multiple Pathways to Graduation  Providing students multiple pathways to graduating college- and work-ready, including education in alternative settings  Communities In Schools (CIS) is the largest dropout prevention organization in the United States. Founded in 1977, CIS has affiliates in 26 states and the District of Columbia empowering students to stay in school and achieve in life. By partnering with local school districts and community organizations, CIS is able to surround students with a community of supports. .cting their ability to reach their full potential. The atmosphere at a PLC is more like a professional training environment than a classroom. Through project-based learning, students apply strategies that require critical thinking and teamwork to their curricula.</p>	<p>Peterson, Ms. Arleen and Ms. Dawn McGrady - Communities In Schools, Arlington, VA</p>
<p>Wednesday 9:15 am - 10:15 am</p>	<p>Concurrent Session Congress C 4th Floor classroom/60</p>	<p><b>The Freshman Transition Initiative: Promoting Self-Sufficiency in 8th and 9th Grades with a 10-Year Career and Life Plan</b>  Strand: Extended Learning Opportunities  Learn the process to create buy in from stakeholders for a school-wide 10-Year Plan for students as they make the demanding transition to high school. Topics include: Forming a Team of Champions to visualize, plan, and promote the 10-Year Plan; identifying the best delivery system within the school day; and utilizing the 10-Year Plan across academic courses and grade</p>	<p>Holland, Dr. Patrick - San Diego Unified School District, San Diego, CA and Dr. Rebecca Dedmond - The George Washington University, Alexandria, VA</p>
<p>Wednesday 9:15 am - 10:15 am</p>	<p>Special Meeting Washington A 3rd Floor classroom/60</p>	<p>Simon Youth Foundation (By invitation only)</p>	<p>Chalker, Dr. Chris - Simon Youth Foundation, Indianapolis, IN</p>
<p>Wednesday 10:15 am - 10:30 am</p>	<p>Transition</p>		

Wednesday  
10:30 am - 11:45 am

Brunch  
Regency Ballroom  
2nd Floor  
Banquet/600

Closing General Session/Brunch  
Student Plenary Panel

The panel will be comprised of local youth who represent a diversity of educational experiences in relation to the dropout problem. Participants will benefit from learning about each young person's personal experiences and hearing their reflections on the challenges and opportunities they faced on the path to attaining a high school degree.

Nutter, Mayor Michael -  
Mayor of Philadelphia; and  
Mrs. Lisa Nutter - Philadelphia  
Academies, Inc. Philadelphia,  
PA