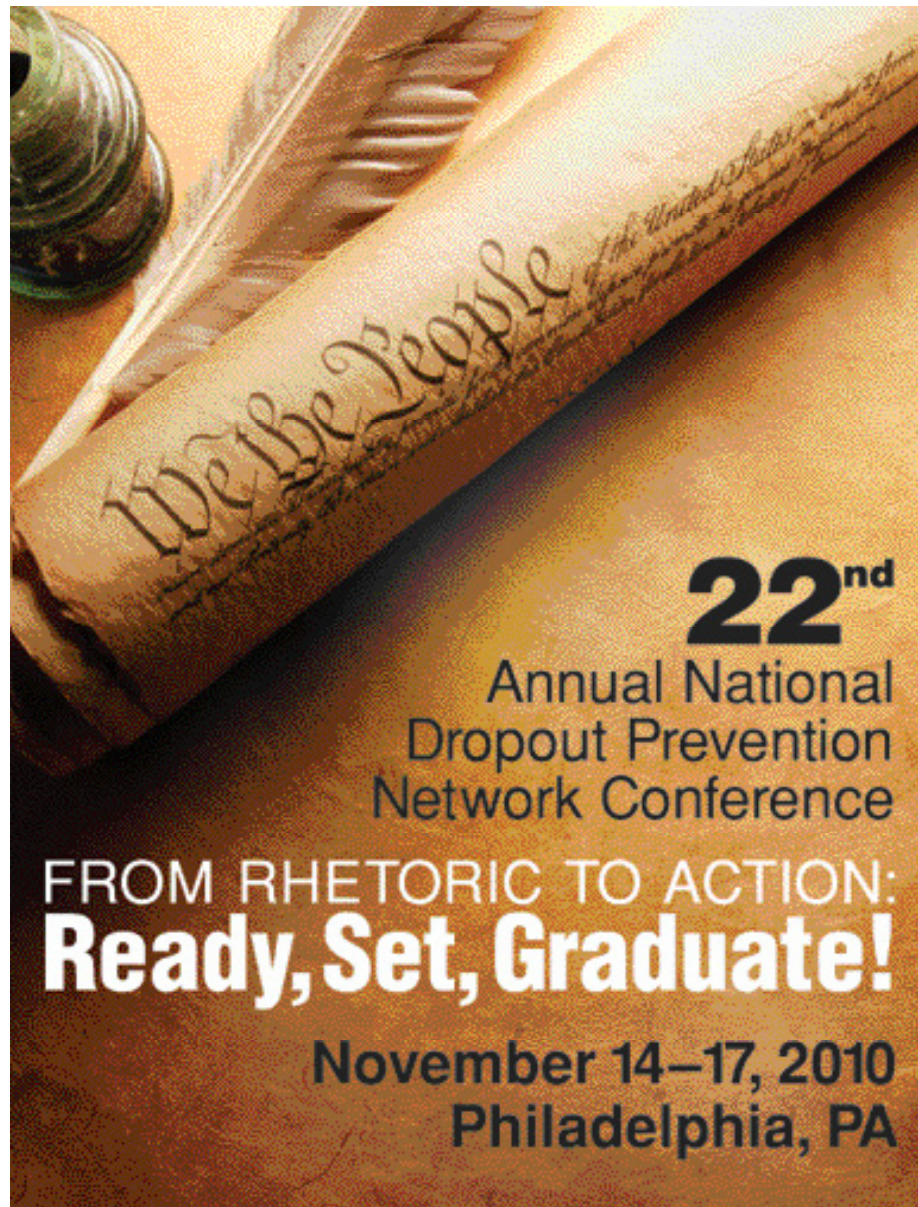


22nd Annual National Dropout Prevention Network Conference



22nd

Annual National
Dropout Prevention
Network Conference

FROM RHETORIC TO ACTION:
Ready, Set, Graduate!

November 14–17, 2010
Philadelphia, PA

Partners

*Big Brothers Big Sisters of Southeastern Pennsylvania
Center for Schools and Communities
City Year Philadelphia
Communities In Schools of Philadelphia, Inc.
EducationWorks
Family Services of Montgomery County
Mayor Michael A. Nutter's Office of Education
National Dropout Prevention Center/Network
Pennsylvania Department of Education
Pennsylvania Partnerships for Children
Philadelphia Education Fund
Philadelphia Youth Network
School District of Philadelphia
U.S. Army National Guard
William Penn Foundation*



CITY OF PHILADELPHIA

OFFICE OF THE MAYOR
215 City Hall
Philadelphia, PA 19107
(215) 686-2181
FAX (215) 686-2180

MICHAEL A. NUTTER
Mayor

November 13, 2010

Dear NPDN Conference Participants:

It is my great pleasure to welcome you to Philadelphia for the 22nd Annual National Dropout Prevention Network Conference, *From Rhetoric to Action: Ready, Set, Graduate!* I thank the many planning partners from the National Dropout Prevention Center/Network and from across the city and commonwealth who have worked to make this conference an engaging learning experience for all participants. We are proud to host this conference in Philadelphia because we are strongly committed to improving our schools so that more of our students can complete high school and enter college ready to succeed.

As Mayor of Philadelphia I committed to achieve the following goals for our city:

- Increase the high school graduation rate to 80% by 2015
- Double the college attainment rate from 18% to 36% by 2018

There is no doubt that the achievement of these goals requires broad-based change that extends beyond the classroom and into our surrounding communities. It takes all of us—educators, elected officials, business and neighborhood leaders, parents, and youth—to lead this change. I hope you use this conference as an opportunity to reflect on the role you play in supporting more young people toward graduation, and I encourage you to seek out new approaches to improving our collective efforts.

During your stay in our city I invite you to explore the many cultural and historical treasures that make Philadelphia a great place to live, learn, and work. It is my hope that the next few days inspire you to continue your work to strengthen our schools and communities to ensure that all of our young people have the resources and supports they deserve to reach their highest potential.

Sincerely,

A handwritten signature in black ink, appearing to read "M. A. Nutter".

Michael A. Nutter
Mayor



CENTER FOR SCHOOLS AND COMMUNITIES
275 Grandview Avenue, Suite 200 • Camp Hill, PA 17011

November 2010

Dear Colleague:

Welcome to Philadelphia and the Commonwealth of Pennsylvania! We are so pleased to serve as the site for the 22nd Annual National Dropout Prevention Conference, in conjunction with the Pennsylvania Department of Education, the Philadelphia Mayor's Office of Education, Communities In Schools of Philadelphia, the Philadelphia Education Fund, the Philadelphia Youth Network, the School District of Philadelphia and the William Penn Foundation.

The local planning committee has worked diligently to offer you a broad range of information and experiences that highlight unique perspectives on effective dropout prevention.

Please enjoy the workshops and sessions, educational tours, opportunities for networking, and of course the rich history available to you here in Philadelphia, the birthplace of our great nation. Most importantly, thanks for all you do across our country and beyond to help our most vulnerable youth succeed in school and life.

Sincerely,

Lynn M. Cromley, Director
Center for Schools and Communities
Central Susquehanna Intermediate Unit

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Sandy Addis, Director
Pioneer Regional Ed Service Agency
Cleveland, GA

Martha Barrett, Sr VP
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Alexandria, VA

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Clemson, SC

Chris Sturgis, Founder & Principal
MetisNet
Santa Fe, NM

Denine Torr, Senior Manager
Community Initiatives
Dollar General Corporation
Goodlettsville, TN

Stuart J. Udell, CEO
Penn Foster
Scranton, PA
NDPN Chair

Robert York, Chief Sales and
Marketing Officer
Advanced Academics, Inc.
Oklahoma City, OK



NATIONAL DROPOUT PREVENTION NETWORK
209 Martin Street, Clemson, SC 29631-1555

November 14, 2010

Dear NDPN Conference Participants:

On behalf of the Executive Board, we welcome you to the 22nd Annual National Dropout Prevention Network Conference, *From Rhetoric to Action: Ready, Set, Graduate!* The conference program offers a wealth of information and opportunities for you to learn and grow. Three preconference workshops are offered to those participants wanting to get a jump-start on learning Sunday and to get a jump-start on networking, there is the State Coordinators' Breakfast. If you want to see the sights of Philadelphia, please check at the registration desk for information on local tours including the Colonial Philadelphia Experience and the Philadelphia Story.

The programs include more than 175 sessions covering topics that focus on key dropout prevention strands. The week is packed with General Sessions featuring keynote speakers; the Crystal Star Awards Luncheon recognizing outstanding leaders and programs; and the NDPN Business Meeting. You will want to attend the Exhibitors' Showcase Reception on Sunday evening which also kicks off the opening of the exhibit hall. Plan to visit the exhibitors who want to share the latest materials, technology, and information with the movers and shakers participating here in Philadelphia. Opportunities to participate in on-site visits which showcase the variety of successful programs which serve students in at-risk situations are also available.

You will want to check out this new program feature. The NDPN is partnering with Pinnacle Education, Inc./InnovatEd to offer conference participants the opportunity to sharpen their social media skills with three mini-sessions (15 minutes each) offered on Monday and Tuesday at the times listed under each description. Between each 15-minute session, there will be a 15-minute lab time for mini-session attendees to work and the transition time between sessions.

Please plan to attend the Monday evening reception at the hotel to taste the foods of Philadelphia and network with fellow conference participants.

If you are not a member, we encourage you to join the National Dropout Prevention Network and reap the benefits of membership listed on a brochure in your conference bag.

Please join us and our fellow Board members in saluting the Conference Planning Committee and the Conference Co-sponsors for the fine work they have done in planning this event. May the next few days inspire you and validate your work so that you return home with a renewed sense of purpose to America's youth, especially those in at-risk situations.

Sincerely,

Stuart Udell, Chair
National Dropout Prevention
Network Board

Jay Smink, Executive Director
National Dropout Prevention
Center/Network

864/656-2599 (P)

864/656-0136 (F)

Email: ndpc@clemson.edu

www.dropoutprevention.org

NATIONAL DROPOUT PREVENTION NETWORK BOARD



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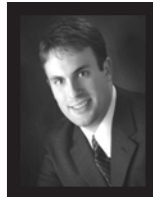
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Mr. Stephen R. Canessa
 MA State Representative
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 Boston, MA 02133



Dr. Steven W. Edwards
 President
 Edwards Educational
 Services, Inc.
 1110 Cromley Alley Court
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*Photo
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 Available*

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*Photo
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 Available*

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Ex Officio

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NDPN Chair



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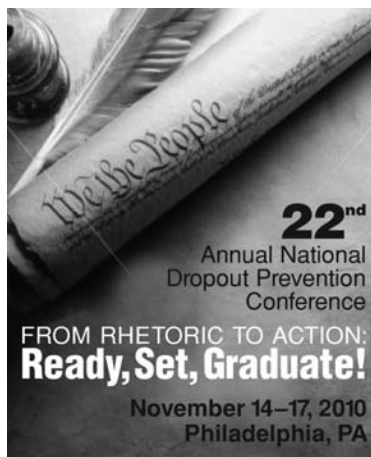


**Center/Network
Philosophy**

We believe:

- *that the strength of our society is based upon the strength of our public education system;*
- *that the intellectual growth and development of every individual is the mission of public education;*
- *that every individual has the right to an education that is responsive to his/her needs;*
- *that the public education system must be responsive to the full range of needs, abilities, and interests of children, youth, and adults;*
- *that in order to be responsive, the public education system should be designed to meet the needs of youth in high-risk situations;*
- *that the needs of children, youth, and adults can best be met through a strong cooperative linking of education, government, business, labor, and other community institutions;*
- *that the personal qualities of caring, consistency, and cooperation are essential to providing a positive experience for each student.*

Welcome



We want to thank our conference partners and sponsors for their support in making this conference a success.

Conference Partners

*Big Brothers Big Sisters of
Southeastern Pennsylvania
Center for Schools and Communities
City Year Philadelphia
Communities In Schools of Philadelphia, Inc.
EducationWorks
Family Services of Montgomery County
Mayor Michael A. Nutter's Office of Education*

*National Dropout Prevention Center/Network
Pennsylvania Department of Education
Pennsylvania Partnerships for Children
Philadelphia Education Fund
Philadelphia Youth Network
School District of Philadelphia
U.S. Army National Guard
William Penn Foundation*

Sponsors

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PITSCO Education and Star Academy
The American Education Company
Youth Transition Funders Group*

2010 Conference Planning Committee

On behalf of the National Dropout Prevention Center/Network and all conference participants, we offer a special thank you to the following people who served on the 2010 National Dropout Prevention Network Conference Committee.

Big Brothers Big Sisters Southeastern PA

Ms. Judith Spangler

Center for Schools and Communities

Ms. Karen Beitzel

Ms. Kacy Conley

Ms. Lynn Cromley

Ms. Lynda Long

Ms. Shileste Overton-Morris

City Year Philadelphia

Mr. Darryl Bundrige

Ms. Wyneisha Foxworth

Ms. Dana Twyman

Communities in Schools of Philadelphia, Inc.

Ms. Treena Reid

EducationWorks

Mr. Keith Bailey

Mr. Martin Friedman

Ms. Elise Schiller

Family Services of Montgomery County

Ms. Kelly Canally-Brown

Mastery Charter School

Ms. Courtney Collins-Shapiro

Mayor's Office of Education

Dr. Lori Shorr

Ms. Sharon Gaskins

National Dropout Prevention Center

Ms. Noelle Cabato

Mrs. Merry Chrestman

Mrs. Denise Gianforcaro

Ms. Ashley Ivey

Mr. John Peters

Mrs. Linda Shirley

PA Partnerships for Children

Mr. William Bartle

Pennsylvania Department of Education

Ms. Carmen Medina

Ms. Amy Morton

Ms. Jennifer Waltz

Philadelphia Education Fund

Ms. Carol S. Fixman

Ms. Allie Mulvihill

Philadelphia Student Union

Ms. Nijme Dzurinko

Mr. Iliyaas Muhammad

Philadelphia Youth Network

Ms. Jenny Bogoni

Ms. Jen Brevoort

School District of Philadelphia

Ms. April Alcaraz

Ms. Nihessah Almond

Ms. Majeedah Scott

University Community Collaborative of PA

Ms. Barbara Ferman

U.S. Army National Guard

Mr. Stanley W. Jones

William Penn Foundation

Ms. Candace Bell

YouthBuild Philadelphia

Ms. Kristen Forbriger

Youth United for Change

Mr. Anand Jahi

OVERVIEW OF CONFERENCE

Date and Time	Event	Page
New Program Feature	Mini-Sessions to Improve, Enhance, and Expand Social Media Skills	11
Site Visits	Complete Listing of Site Visits and Times <i>(Must be preregistered.)</i>	12
<u>Sunday, November 14, 2010</u>		
8:00 a.m. – 5:00 p.m.	Conference Registration	15
8:00 a.m. – 5:00 p.m.	NDPN Board Meeting <i>(By invitation only.)</i>	15
8:30 a.m. – 10:30 a.m.	At-Risk Youth Coordinators' Breakfast <i>(Must be preregistered.)</i>	15
9:00 a.m. – 12:00 noon	Pre-Conference Workshop 2 <i>(Must be preregistered.)</i>	15
1:00 p.m. – 4:00 p.m.	Pre-Conference Workshops 3 and 4 <i>(Must be preregistered.)</i>	15
4:30 p.m. – 6:00 p.m.	Exhibitors' Reception	16
5:30 p.m. – 7:30 p.m.	Simon Youth Foundation Meeting <i>(By invitation only.)</i>	16
<u>Monday, November 15, 2010</u>		
7:30 a.m. – 8:00 a.m.	Continental Breakfast/Networking with the Exhibitors	17
7:30 a.m. – 4:00 p.m.	Conference Registration/Exhibitors' Showcase	17
8:00 a.m. – 9:00 a.m.	Concurrent Sessions	17
9:15 a.m. – 10:30 a.m.	Opening General Session <i>(Mr. Jim Shelton)</i>	20
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11:45 p.m. – 1:15 p.m.	Lunch <i>(On your own.)</i>	23
1:30 p.m. – 3:00 p.m.	Concurrent Sessions	24
3:15 p.m. – 4:15 p.m.	Carousel Session	26
3:15 p.m. – 4:15 p.m.	Concurrent Sessions	30
4:30 p.m. – 6:00 p.m.	Conference Reception/Networking	31
<u>Tuesday, November 16, 2010</u>		
7:30 a.m. – 8:00 a.m.	Continental Breakfast/Networking with the Exhibitors	33
7:30 a.m. – 12:00 noon	Exhibitors' Showcase	33
7:30 a.m. – 4:00 p.m.	Conference Registration	33
8:00 a.m. – 9:00 a.m.	Concurrent Sessions	33
9:15 a.m. – 10:45 a.m.	Concurrent Sessions	36
11:00 a.m. – 12:00 noon	Concurrent Sessions	38
12:15 p.m. – 1:30 p.m.	Crystal Star Awards Luncheon	40
1:45 p.m. – 2:45 p.m.	Concurrent Sessions	49
3:00 p.m. – 4:00 p.m.	Carousel Session	51
3:00 p.m. – 4:00 p.m.	Concurrent Sessions	54
4:15 p.m. – 5:15 p.m.	National Dropout Prevention Network Business Meeting	57
4:15 p.m. – 6:15 p.m.	Simon Youth Foundation Meeting <i>(By invitation only.)</i>	57
<u>Wednesday, November 17, 2010</u>		
7:30 a.m. – 8:00 a.m.	Coffee Break	58
8:00 a.m. – 9:00 a.m.	Conference Registration	58
8:00 a.m. – 9:00 a.m.	Concurrent Sessions	58
9:15 a.m. – 10:15 a.m.	Concurrent Sessions	60
9:15 a.m. – 10:15 a.m.	Simon Youth Foundation Meeting <i>(By invitation only.)</i>	62
10:30 a.m. – 11:45 a.m.	Brunch/Closing General Session <i>(Youth Plenary Panel)</i>	62
Directory of Exhibitors		63
Directory of Presenters		72

NEW PROGRAM FEATURE

MINI-SESSIONS TO IMPROVE, ENHANCE, AND EXPAND SOCIAL MEDIA SKILLS



Presenters: Mr. F. C. Brigman and Mr. Mike Sanders, InnovatED, Tempe, AZ
Location: Parlor 1, Third Floor

For the first time, the NDPN is partnering with Pinnacle Education, Inc./InnovatEd to offer conference participants the opportunity to sharpen their social media skills with three mini-sessions (15 minutes each) offered on Monday and Tuesday at the times listed under each description. Between each 15-minute session, there will be a 15-minute lab time for mini-session attendees to work and/or transition between sessions.

Session 1. The NDPN Professional Learning Community

As part of its commitment to becoming a well-established national resource for sharing solutions for student success, the NDPN has partnered with InnovatED to establish the NDPN Professional Learning Community (PLC). This online community will serve as a clearinghouse for materials, resources, and courses related to dropout prevention and student retention as well as professional development. This session will introduce conference participants to the NDPN PLC. Attendees will be given their own personal account and time to navigate through the PLC.

Monday, November 15, 2010

8:00 – 8:15 am, 11:15 – 11:30 am, 1:00 – 1:15 pm, 2:30 – 2:45 pm, 4:00 – 4:15 pm

Tuesday, November 16, 2010

8:00 – 8:15 am, 9:30 – 9:45 am, 11:00 – 11:15 am, 2:15 – 2:30 pm, 3:45 – 4:00 pm

Session 2. Social Media: Your students are here. Where are you?

Facebook, Twitter, YouTube—we are bombarded with social media messages on a daily basis. During this session, we will discuss the impact of social media and how it's best utilized in education. Participants will be given hands-on time to navigate through various social media platforms. InnovatED, the sponsor of this session, has set up a computer lab for all participants to use.

Monday, November 15, 2010

8:30 – 8:45 am, 12:00 – 12:15 pm, 1:30 – 1:45 pm, 3:00 – 3:15 pm, 4:30 – 4:45 pm

Tuesday, November 16, 2010

8:30 – 8:45 am, 10:00 – 10:15 am, 11:30 – 11:45 am, 2:45 – 3:00 pm, 4:15 – 4:30 pm

Session 3. Personal Social Media: To share, or not to share. That is the question.

During this session, we will discuss how to effectively create, manage, and protect your personal and professional online identity. Participants will also be given the opportunity to create their own accounts on various social media platforms. InnovatED, the sponsor of this session, has set up a computer lab for all participants to use.

Monday, November 15, 2010

10:45 – 11:00 am, 12:30 – 12:45 pm, 2:00 – 2:15 pm, 3:30 – 3:45 pm, 5:00 – 5:15 pm

Tuesday, November 16, 2010

9:00 – 9:15 am, 10:30 – 10:45 am, 1:45 – 2:00 pm, 3:15 – 3:30 pm, 4:45 – 5:00 pm

SITE VISIT INFORMATION

SITE VISITS

(Must be preregistered—\$35/site visit.)

Participants registered for site visits will meet in the hotel lobby **15 minutes** prior to scheduled departure time.

Monday, November 15th

Site Visit #1. Gateway to College 10:30 am - 1:00 pm

Gateway to College at Community College of Philadelphia is a scholarship program for School District of Philadelphia students, ages of 16-20, who have dropped out of school but have a desire to get back on track and earn a diploma and more. What makes Gateway to College truly unique is that our students will not only have a second chance to earn a high school diploma, but Gateway participants will also be earning college credits toward an associate's degree or certificate.

Site Visit #2. Simon Youth Foundation Education Resource Center (ERC) 12:00 pm - 4:00 pm

Experience a casual reception (light lunch provided) and presentation of the Rose Tree Media School District's Education Resource Center in partnership with the Simon Youth Foundation. Participants will have the opportunity to tour the ERC and learn about an alternative high school program that provides credit acquisition and recovery using a web-based curriculum, community service, mentoring, counseling, and internship opportunities in a nontraditional environment within the confines of Granite Run Mall.

Site Visit #3. Student Success Center (SSC) at Benjamin Franklin High School and The School District's Re-Engagement Center 1:15 pm - 3:15 pm

Student Success Centers provide dropout prevention and recovery services within comprehensive high schools. The goal is to provide academic support, college preparation, career exploration, social support, and leadership development to all students in a school. The Re-engagement Center provides comprehensive assessment and transition services for out-of-school youth and directly connects them to education programs.

Site Visit #4. Philadelphia Education Fund's College Access Center at the Gallery and Graduate! Philadelphia 1:15 pm - 3:15 pm

The Graduate! Philadelphia Center provides free comprehensive guidance and support for adults who want to return to college to complete their degree. The College Access Program helps make a college education accessible to anyone interested in pursuing higher education regardless of age, grade level, or location. It serves individuals by providing direct services to middle and high school students from select partner schools and offering individualized support at one of our three community-based College Access Centers.

Site Visit #5. Oasis (SDP/CIS) 1:15 pm - 3:45 pm

The Oasis Program provides coverage and under-credentialed students with a personalized learning program with strong social service and academic wraparound support in a school-within-school model. The Program serves students who have demonstrated an inability to succeed academically in a traditional school environment and offers the opportunity for students to earn core credits in small classrooms with teachers who care; participate in challenging and exciting elective classes; and learn how to be work ready and prepare for internships and employment.

SITE VISIT INFORMATION

Tuesday, November 16th

Site Visit #6. Feltonville School of Arts and Sciences (FSAS)

8:30 am - 11:30 am

Feltonville School of Arts and Sciences is a 6th-8th grade school of approximately 750 students located in North Philadelphia. FSAS is implementing and is the original school for the Diplomas Now model, a dropout prevention/intervention model that integrates the expertise of school staff, John Hopkins University's Talent Development, the Philadelphia Education Fund, Communities In Schools of Philadelphia, and City Year of Greater Philadelphia. The mission of FSAS is to provide a rigorous high quality education that prepares, and empowers all students to achieve their full intellectual and social potential so that they may become productive members of society. We are committed to providing students with instruction that is authentic, rigorous, and standards driven. As a school community we understand individual differences, appreciate diversity, and emphasize the importance of lifelong learning. With the Diplomas Now model at FSAS, we are able to combine an early warning indicator system with whole school, targeted, and intensive interventions and supports to ensure that all students are on track for graduation and future success.

Site Visit #7. North Philadelphia Community High School

8:30 am - 11:45 am

One Bright Ray, Incorporated (OBR) offers unique educational service to underprivileged and inner-city youth in search of a positive school experience. OBR provides a supportive environment to students from divergent backgrounds, including having been truant, dropped out, repeatedly failed, or expelled from the traditional public school, as well as those seeking an alternative to the large comprehensive secondary schools. OBR is dedicated to providing quality education while offering unique services that cater to the special needs of at-risk students.

Site Visit #8. Camelot-Excel South

8:30 am - 11:30 am

For more than 30 years, Camelot has built a reputation for making a positive difference in the lives of children. We are a team of people who have the knowledge, skills, passion and commitment to help children with extraordinary needs. We see the potential in every child and are undaunted by challenging, high need, complex cases. We accept children that others have not been able to help, achieving results previously thought to be impossible. Our visionary approach provides a choice for communities, parents, school districts, social service agencies, and other referring professionals where none has existed before.

Site Visit #9. CISP Education Center

9:30 am - 1:00 pm

Communities In Schools of Philadelphia, Inc. officially opened the doors of their state-of-the-art Education Center for students in September 2009. The Center is home to two programs: the E3 Power Center and the Performance Learning Center (PLC). Both programs work with students who have been unsuccessful in traditional high school settings. The PLC is a small, nontraditional high school geared toward students who are not succeeding in a traditional high school setting. The E3 Power Center is designed to help youth achieve long-term goals in the areas of education, occupational skills, life skills, and employment. *(Note: The Culinary & Hospitality Program will prepare and serve lunch following your visit.)*



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Every year, about 1.2 million U.S. students drop out of high school before graduating, and most face extremely limited odds of landing a good-paying job in today's highly competitive marketplace. The experts in McGraw-Hill's Center for Comprehensive School Improvement (CCSI) provide a hands-on approach to turning around failing schools and providing students with the 21st century skills they need to compete and succeed in the global economy.

The Center for Comprehensive School Improvement was established to partner with states and school districts and help them address their greatest challenges. The center's experts work with districts to develop flexible solutions that enhance curriculum, instruction, assessment, professional development, district governance and the use of digital and data-driven teaching and learning tools.

To learn more about how McGraw-Hill Education is helping states and school districts,

visit www.mcgrawhillccsi.com



SUNDAY, NOVEMBER 14, 2010

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

CONFERENCE REGISTRATION

Location: Regency Foyer, 2nd Floor

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

NDPN BOARD MEETING

(By invitation only.)

Location: Lescaze Room, 33rd Floor

8:30 a.m. - 10:00 a.m.

STATE AT-RISK YOUTH COORDINATORS' BREAKFAST

Location: Congress C, 4th Floor

(Must be preregistered. Cost \$38.00)

9:00 a.m. - 12:00 noon

PRE-CONFERENCE WORKSHOPS

(Must be preregistered. Cost \$45.00)

NOTE: Pre-Conference Workshop 1 entitled *The PAR Advantage . . . A Dropout Early Warning System with Research-Based Solutions* has been canceled.

PCW2. SERVICE LEARNING: A STRATEGY FOR STUDENT SUCCESS

Strand: Extended Learning Opportunities

Location: Congress B, 4th Floor

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

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, interactive session will lead participants through the steps for implementing a service learning project with youth and provide a wealth of examples and resources.

1:00 p.m. - 4:00 p.m.

PRE-CONFERENCE WORKSHOPS

(Must be preregistered. Cost \$45.00)

PCW3. REENGAGING DISCONNECTED YOUTH

Strand: Urban Education

Location: Congress A, 4th Floor

Presenters: Ms. Sue Ann Higgins, Portland Public Schools, Portland, OR; and Leaders from Open Meadow Alternative Schools, Boston Private Industry Council & Boston Public Schools, Philadelphia Youth Network, and the School District of Philadelphia

Learn from school district, workforce development, and community organization leaders in Portland, Boston, and Philadelphia about how they've focused on reengaging 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: (a) launching one-stop reengagement centers for out-of-school youth (OSY); (b) developing street outreach teams for hard-to-reach OSY; (c) using data to drive reengagement efforts; and (d) creating partnerships between districts, city government, youth workforce partners, and community organizations to maximize resources in reengaging youth.

PCW4. NINTH GRADE COUNTS

Strand: Middle/High School Transition

Location: Congress B, 4th Floor

Presenters: Members of the National Pathways to Graduation Workgroup from Chicago and Portland

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

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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 include (a) an alternative school's small program targeted for 200 at-risk youth including a full-week, overnight experience and a yearlong after-school component during 9th grade; (b) a month-long, citywide summer program for more than 10,000 rising 9th graders including academic and co-curricular engagement; and (c) one small city's effort across all sectors—education, business, and nonprofit—to engage every 9th grader in that city in either summer internships, academic preparation programs, or youth service programs with a focus on the importance of high school and postsecondary completion.

4:30 p.m. - 6:00 p.m.

EXHIBITORS' RECEPTION

Location: Millennium Hall, 2nd Floor

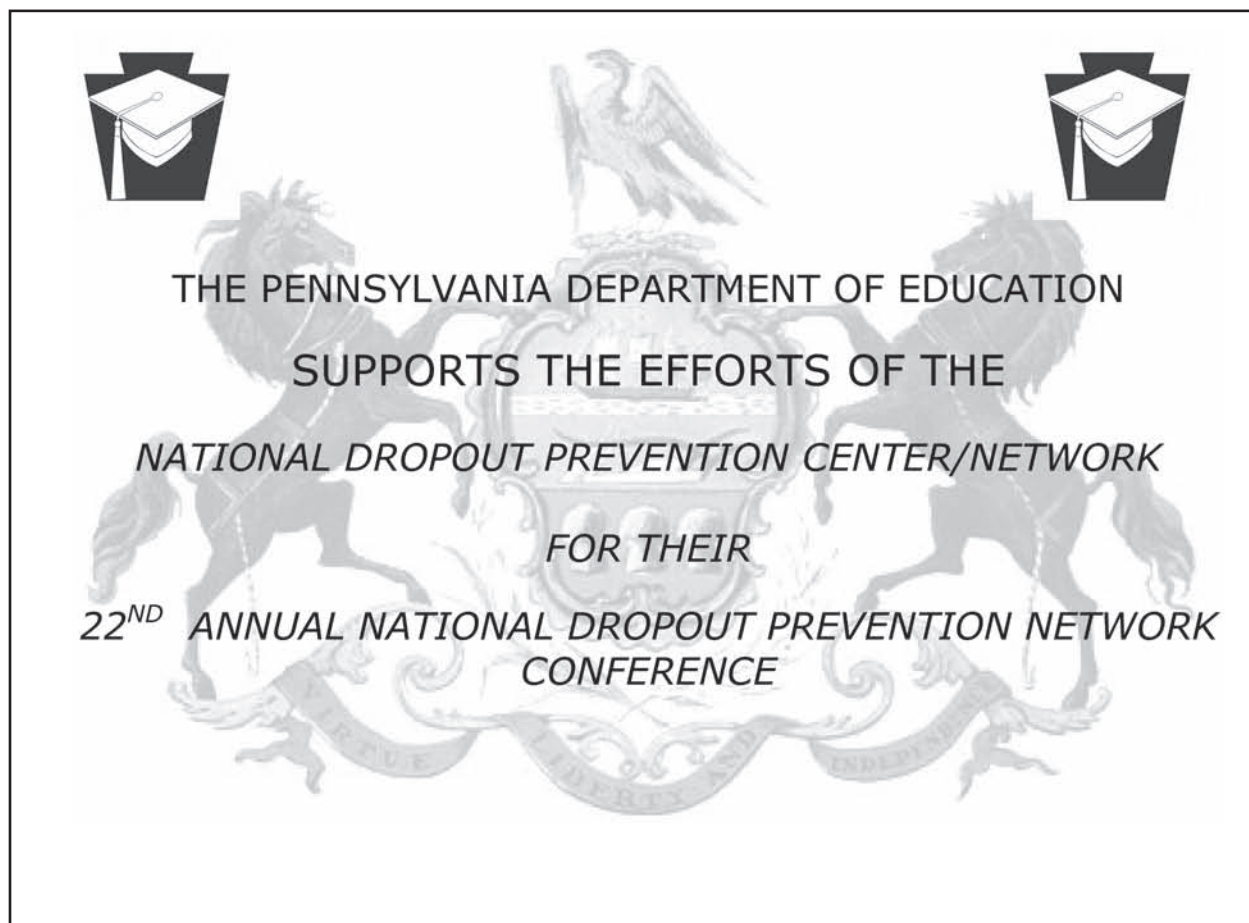
5:30 p.m. - 7:30 p.m.

SIMON YOUTH FOUNDATION MEETING

(By invitation only.)

Location: Washington A, 3rd Floor

Host: Dr. Chris Chalker, Simon Youth Foundation, Indianapolis, IN



7:30 a.m. - 8:00 a.m.

CONTINENTAL BREAKFAST/NETWORKING WITH THE EXHIBITORS

Location: Millennium Hall, 2nd Floor

7:30 a.m. - 4:00 p.m.

CONFERENCE REGISTRATION

Location: Regency Foyer, 2nd Floor

7:30 a.m. - 4:00 p.m.

EXHIBITORS' SHOWCASE

Location: Millennium Hall, 2nd Floor

8:00 a.m. - 9:00 a.m.

CONCURRENT SESSIONS

(Participants choose one.)

PROJECT KI'L (BOY)

Strand: Literacy Strategies

Location: Commonwealth A1, 2nd Floor

Presenters: Mr. DeWayne Ingram, Ms. Jessica Limbird, and Mr. Matthew Sena, Anchorage School District, Anchorage, AK

This 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 dropout 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.

SCHOOLING INDIGENOUS PARENTS TO ENHANCE THEIR CHILDREN'S EDUCATION

Strand: Parental Involvement

Location: Commonwealth A2, 2nd Floor

Presenter: Dr. Sharifah Md Nor, University of Putra Malaysia, Serdang Selangor, Malaysia

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 session 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.

EMPOWERING PARENTS THROUGH FAMILY ENGAGEMENT

Strand: Parental Involvement

Location: Commonwealth B, 2nd Floor

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

Hawkins County Schools focus its family engagement on empowering parents to help their children 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 have 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.

NUTS AND BOLTS: UNDERSTANDING THE BLUEPRINT OF THE BRAIN

Strand: Research/Early Warning Indicators

Location: Commonwealth C, 2nd Floor

Presenter: Dr. Jean Strait, Hamline University, St. Paul, MN

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.

FOLLOW THE MONEY: FUNDING AND LEGISLATIVE OPPORTUNITIES ON THE HORIZON FOR COMMUNITIES TO KEEP YOUTH CONNECTED

Strand: Legislative Affairs

Location: Commonwealth D, 2nd Floor

Presenter: Ms. Rhonda Tsoi-A-Fatt, Center for Law and Social Policy, Washington, DC

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.

8:00 a.m. – 9:00 a.m.

ENGAGING CONTENT DRIVES FLORIDA VIRTUAL SCHOOLS' STUDENT SUCCESS

Strand: Best Practices in Multiple Pathways
Location: Washington A, 3rd Floor
Presenters: Ms. Tonja Styles, Ms. Antonette McGinty, and Mr. Michael Eisen, Florida Virtual School, Orlando, FL

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.

RESILIENCE: THE KEY TO REDUCING THE DROPOUT RATE

Strand: Middle/High School Transition
Location: Washington B, 3rd Floor
Presenter: Ms. Melissa Schlinger, ScholarCentric, Denver, CO

Researchers have identified critical, interrelated resiliency skills including motivation, connectedness, and academic confidence that are directly tied to student attendance, achievement, and graduation rates. This session examines assessment tools and proven classroom strategies that improve resiliency and academic achievement for middle and high school students.

UNIQUE ONLINE INSTRUCTION FOR ALL STUDENTS

Strand: Best Practices in Multiple Pathways
Location: Washington C, 3rd Floor
Presenters: Ms. Stephanie Greathouse and Ms. Donna Harlow, Jefferson County Public Schools, Louisville, KY

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.

THE CIS MODEL FOR INTEGRATING STUDENT SERVICES

Strand: Best Practices in Multiple Pathways
Location: Congress A, 4th Floor
Presenters: Ms. Eva Askew Houser and Ms. Susan Siegel, Communities In Schools, Arlington, VA

The CIS Model for integrated student services is proven to have schoolwide 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.

LESSONS FROM CHEVYS: MOTIVATION AND ASSISTING THE LITERACY LEARNING OF ADOLESCENTS

Strand: Literacy Strategies
Location: Congress B, 4th Floor
Presenter: Dr. Michael Smith, Temple University, Philadelphia, PA

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.

INVITING STUDENTS TO GRADUATE

Strand: Research/Early Warning Indicators
Location: Congress C, 4th Floor
Presenters: Dr. Jane Allison, Mr. Carl Curtis, and Mr. Barry Arledge, Warren County Schools, McMinnville, TN

Learn how to put words into action by examining how one rural school district attempts to identify students in early elementary grades who may be potential dropouts. Using a student data system and teacher/administrator analysis, school counselors, social workers, attendance personnel, school health personnel, and juvenile justice personnel provide levels of intervention for identified students by utilizing Invitational Education Theory and Circle of Courage strategies to help students graduate.

9:00 a.m. - 9:15 a.m.

TRANSITION

From Rhetoric to Action: Ready, Set, Graduate!



investing in our
communities
investing in our
future



9:15 a.m. - 10:30 a.m.

(All are invited to attend.)

OPENING GENERAL SESSION

Regency Ballroom, 2nd Floor

Welcome to Philadelphia

Mr. Antonio Jones, Graduate, YouthBuild
Philadelphia Charter School

Remarks/Introductions

Dr. Jay Smink, Executive Director, National
Dropout Prevention Center, Clemson, SC

**Greetings from the School District of
Philadelphia**

Dr. Arlene Ackerman, Superintendent of School
District of Philadelphia, Philadelphia, PA

**Physical Training with City Year
Greater Philadelphia**

Conference Remarks

Ms. Lynn Cromley, Director, Center for Schools
and Communities, Camp Hill, PA

Introduction of Keynote Speaker

Ms. Amy Morton, Pennsylvania Department
of Education

Keynote Speaker

Mr. Jim Shelton, U.S. Department of Education,
Washington, DC

**ALL MEANS EACH: DESIGNING
SYSTEMS TO ENSURE THE SUCCESS
OF EACH YOUNG PERSON**

There are many isolated examples of effective dropout prevention and recovery programs. Can we quickly create new systems that enable personalized preparation and support systemically through expansion/adaptation and aggressive innovation?

Closing Remarks

Mrs. Sharon Gaskins, Conference Chair, Deputy
Education Officer to Mayor Michael Nutter,
Philadelphia, PA

10:30 a.m. - 10:45 a.m.

TRANSITION/BREAK

Location: Millennium Hall, 2nd Floor

10:45 a.m. - 11:45 a.m.

CONCURRENT SESSIONS

(Participants choose one.)

**REDUCING THE HIGH SCHOOL DROPOUT
RATE: ONE CITIZEN SOLDIER AT A TIME**

Strand: Extended Learning Opportunities
Location: Commonwealth A1, 2nd Floor
Presenters: CSM Judy Macy and CPT Kyle Key,
National Guard Patriot Academy,
Butlersville, IN

The National Guard Patriot Academy is the Department of Defense's first and only accredited high school for dropouts nationwide, males and females 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. The program lasts from three 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.

**PROJECT-BASED LEARNING INSTRUCTIONAL
PRACTICES TO OLDER YOUTH PURSUING
THE GED**

Strand: Urban Education
Location: Commonwealth A2, 2nd Floor
Presenter: Ms. Tamara Anderson, Congreso de
Latinos Unidos and Big Picture
Philadelphia, Philadelphia, PA

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.

**DROPOUT PREVENTION BEGINS EARLY:
A PROVEN HOME-VISITING PROGRAM
BRIDGES THE ACHIEVEMENT GAP AND
PREPARES CHILDREN FOR SCHOOL SUCCESS**

Strand: Literacy Strategies
Location: Commonwealth B, 2nd Floor
Presenter: Ms. Sarah Walzer, The Parent Child
Program, Garden City, NY

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, social-emotional skills, and parent involvement necessary for academic success and high school graduation.

**LESSONS FROM THE PAST: FOCUS ON THE
FUTURE: TECHNOLOGY WILL OPEN THE
DOOR**

Strand: Best Practices in Multiple Pathways
Location: Commonwealth C, 2nd Floor
Presenter: Dr. Michael Matwick and Ms. Lesley
Pelkey, Pinnacle Education, Tempe, AZ

Explosive innovation in technology and its infusion into the daily instructional process is projected to accelerate over the next 10 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 of other functions: from enhancing educational activities within an individual classroom, to districtwide professional development training.

HELP! THERE ARE BOYS IN MY CLASS!

Strand: Middle/High School Transition
Location: Commonwealth D, 2nd Floor
Presenters: Dr. Stephanie Hewett and Mr. Wendell
Rodgers, The Citadel, Charleston, SC

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 the classroom.

**BUILDING AND IMPLEMENTING THE
ALASKA NATIVE STUDENT SUCCESS
GRANT MODEL: YOU, TOO, CAN
IMPROVE YOUR DROPOUT RATE**

Strand: Best Practices in Multiple Pathways
Location: Washington A, 3rd Floor
Presenters: Mr. Kelly Tonsmeire, Alaska Staff
Development Network, Douglas, AK;
Dr. Terry Cash and Mrs. Bev Sevick,
National Dropout Prevention Center,
Clemson, SC

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.

**SUCCESSFUL SUMMERS: THE ROLE OF
HIGH-QUALITY SUMMER LEARNING IN
SUPPORTING YOUTH IN TRANSITIONING
FROM MIDDLE SCHOOL TO HIGH SCHOOL**

Strand: Middle/High School Transition
Location: Washington B, 3rd Floor
Presenter: Ms. Hillary Hardt, National Summer
Learning Association, Baltimore, MD

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.

10:45 a.m. - 11:45 a.m.

COMPLETION RATE: HOW CAN I HELP?

Strand: Best Practices in Multiple Pathways
Location: Washington C, 3rd Floor
Presenter: Mrs. Deborah Acosta, Midland Independent School District, Midland, TX

This session will provide 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 maintain data quality. I will discuss the use of collegiate coaches on the campus and how they help the dropout prevention and recovery efforts.

RAISING ARIZONA: HOW ONE STATE HAS INCREASED COLLEGE, WORK, AND LIFE READINESS FOR AT-RISK STUDENTS

Strand: Best Practices in Multiple Pathways
Location: Congress A, 4th Floor
Presenter: Mr. John Balentine, Arizona Department of Education, Phoenix, AZ

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.

AMBITION DRIVES LEARNING

Strand: Best Practices in Multiple Pathways
Location: Congress B, 4th Floor
Presenter: Mr. Scott Reznick, EnterprisePrep, Harvey Cedars, NJ

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.

PATHWAYS TO SUCCESS IN SCHOOL AND BEYOND

Strand: Extended Learning Opportunities
Location: Congress C, 4th Floor
Presenters: Ms. Kathy Beland, School-Connect, Bethesda, MD; and Ms. Eva Lopez, SoBRO, Bronx, NY

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.

CREATING A CULTURE FOR HIGH-PERFORMING SCHOOLS: A COMPREHENSIVE APPROACH TO SCHOOL REFORM AND DROPOUT PREVENTION

Strand: Middle/High School Transition
Location: Regency Ballroom A, 2nd Floor
Presenter: Dr. Clete Bulach, Professional Development and Assessment Center, Villa Rica, GA

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 presented to document this.

REENGAGING STUDENTS WITH VIRTUAL SCHOOLING: COOPER ACADEMY

Strand: Best Practices in Multiple Pathways
Location: Regency Ballroom B, 2nd Floor
Presenters: Mr. Lee J. Dury, Penn Foster Virtual High School, Holiday, FL; Mr. Roel Pisenso, Princeton Review/Penn Foster; and Mr. Joe Zatarain, Cooper Academy, San Antonio, TX

Meet the staff of Cooper Academy (San Antonio, TX) and hear how they use Penn Foster Virtual High School to reengage and reenroll former students. With individu-

alized planning and support, hundreds of students have committed to completing courses and receiving a high school diploma.

REMOVE A MAJOR BARRIER TO ACADEMIC SUCCESS AND IMPROVED GRADUATION RATES BY ELIMINATING READING PROBLEMS

Strand: Best Practices in Multiple Pathways
Location: Regency Ballroom C1, 2nd Floor
Presenter: Dr. Dee Tadlock, Read Right Systems, Shelton, WA

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.

BACK ON TRACK TO COLLEGE: DESIGNING SMOOTH ON-RAMPS TO POSTSECONDARY FOR OFF-TRACK AND OUT-OF-SCHOOL YOUTH

Strand: Community Connections
Location: Regency Ballroom C2, 2nd Floor
Presenter: Ms. Lili Allen, Jobs for the Future, Boston, MA

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 post-secondary access/success through partnerships between Back on Track schools and postsecondary institutions.

11:45 a.m. - 1:15 p.m.

LUNCH (*On your own.*)

Saving Lives

One Student At A Time

DROPOUT PREVENTION FOR AT-RISK LEARNERS



2008 National Dropout Prevention Center Crystal Award Recipient
2010 National Dropout Prevention Center Crystal Award Nominee

www.staracademyprogram.org



1:30 p.m. - 3:00 p.m.

CONCURRENT SESSIONS

(Participants choose one.)

HANDS-ON LITERACY FOR OLDER YOUTH

Strand: Literacy Strategies
Location: Commonwealth A1, 2nd Floor
Presenters: Ms. Jennifer Kobrin, Mr. Bob Johnson, and Ms. Michele Rodgers, Center for Afterschool Education Foundations, Inc., Moorestown, NJ

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 after school.

ENGAGING PARENTS IN EDUCATION

Strand: Parental Involvement
Location: Commonwealth A2, 2nd Floor
Presenter: Ms. Pat Davenport, Families and Schools Together, Inc., Madison, WI

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 parent engagement.

OVER 8,500 GRADUATES AND COUNTING!

Strand: Best Practices in Multiple Pathways
Location: Commonwealth B, 2nd Floor
Presenters: Ms. Sherry Loeser and Ms. Carrie Turpen, Jefferson County High School, Louisville, KY

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.

PROVIDING SOLUTIONS TO OUR SCHOOL DROPOUT CRISIS

Strand: Best Practices in Multiple Pathways
Location: Commonwealth C, 2nd Floor
Presenter: Mr. Franklin Schargel, School Success Network, Albuquerque, NM

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% of all students entering high school never graduate and for minorities the percentage that does not graduate is over 50%.

WHY TRY? TOOLS FOR TRANSITION

Strand: Best Practices in Multiple Pathways
Location: Commonwealth D, 2nd Floor
Presenter: Mr. Christian Moore, WhyTry Organization, Provo, UT

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 multisensory behavioral interventions incorporating visual metaphors, music, video, and physical activities. The WhyTry program presented is proven to increase graduation rates, reduce truancy, and improve school climate.

THE INTEGRATED STUDIES PROGRAM

Strand: Best Practices in Multiple Pathways
Location: Washington A, 3rd Floor
Presenters: Mr. Frank Williams and Ms. Nicolae Borota, Camden County Technical School, Sicklerville, NJ

The Integrated Studies Program (ISP) models a new and innovative learning environment in which teachers facilitate learning and students engage in project-based learning using web tools and online programs, such as Project Foundry and Moodle. The constructivist design of the ISP breeds a different type of learner, one that is capable of mastering academic skills and prepared to face the real world in the 21st century. We will present the different programs utilized to achieve this learning environment and provide ideas on how other educators can adopt a similar model without running up their school budget or risking their job.

USING LEARNING WALKTHROUGHS TO ACQUIRE A SCHOOL PROFILE OF EQUITABLE TEACHING PRACTICES

Strand: Best Practices in Multiple Pathways
Location: Washington B, 3rd Floor
Presenters: Dr. Donald Kachur, Illinois State University, Bloomington, IL; and Ms. Claudia Edwards, Cameron University, Lawton, OK

In this session the presenters will explain how to use learning walkthroughs—frequent, informal, and brief visits to classrooms—to acquire a school profile of equity in teaching and learning. They will discuss the observation protocol which includes the classroom environment, learning styles, conveyance of expectations, differentiation in teaching, and focus on student understanding of lessons and assignments.

BEYOND POVERTY: BRAIN-INSPIRED WAYS TO UNDERSTAND AND RESPOND TO POVERTY

Strand: Urban Education
Location: Washington C, 3rd Floor
Presenter: Ms. Heather Higgins, The Upside Down Organization, Baltimore, MD

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.

CHECK & CONNECT: STUDENT ENGAGEMENT FOR DROPOUT PREVENTION

Strand: Best Practices in Multiple Pathways
Location: Congress A, 4th Floor
Presenter: Ms. Kay Augustine, University of MN, Minneapolis, MN

Engaged students stay in school! Learn how the Check & 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.

CVS/CAREMARK: A NATIONAL LEADER IN PROVEN PROGRAMS AIMED AT ENGAGING YOUTH

Strand: Urban Education
Location: Congress B, 4th Floor
Presenters: Mrs. Nancy Volpe CVS/Caremark, Overland Park, KS; and Ms. Melanie Ginn, CVS/Caremark, Lexington, KY

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 Dropout Prevention initiative, CVS/Caremark has surpassed their pledge to introduce one 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, replicable tools for youth development, and the latest collaborative models that offer real solutions to preventing and reducing dropout rates by understanding the inextricable link between education and health.

DROPOUT PREVENTION: BEST PRACTICES AND 21ST CENTURY TECHNOLOGY

Strand: Best Practices in Multiple Pathways
Location: Congress C, 4th Floor
Presenter: Dr. Harold Shinitzky, Motivational Intervention, Tierra Verde, FL

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.

1:30 p.m. - 3:00 p.m.

COLLEGE AND CAREER: CHALLENGES AND OPPORTUNITIES, DEFINITIONS, AND DEBATES

Strand: Career and Technical Education
Location: Regency Ballroom A, 2nd Floor
Presenter: Dr. James Stone, National Research Center for Career and Technical Education, Louisville, KY

This 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 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 dropout rate.

FEDERAL POLICY UPDATE AND OPPORTUNITIES

Strand: Legislative Affairs
Location: Regency Ballroom B, 2nd Floor
Presenter: Ms. Mala Thakur, National Youth Employment Coalition, Washington, DC

This session will provide a federal policy and legislative update as it relates to dropout prevention, recovery, and reengagement. 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.

EFFECTIVE RESPONSES TO TRUANCY

Strand: Urban Education
Location: Regency Ballroom C1, 2nd Floor
Presenters: Ms. Julie Cousler Emig and Mr. Gregg Volz, Stoneleigh Center, Philadelphia, PA; and Dr. Kathryn Atman, University of Pittsburgh, Pittsburgh, PA

This 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.

DROPOUT REENGAGEMENT: STRATEGIES FROM YOUTHBUILD PHILADELPHIA

Strand: Best Practices in Multiple Pathways
Location: Regency Ballroom C2, 2nd Floor
Presenter: Mrs. Simran Sidhu, YouthBuild Philadelphia Charter School, Philadelphia, PA

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. This 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.

3:00 p.m. - 3:15 p.m.

TRANSITION/BREAK

Location: Millennium Hall

NOTE: During the time period of 3:15 p.m. to 4:15 p.m. participants have a choice of formats:

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

OR

(2) Choose one concurrent session.

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

CAROUSEL SESSION

The Regency Ballroom B, 2nd Floor, will be the location of the carousel session. A number and title will be posted at each table. Each participant will choose a table and be seated. The carousel facilitator will give instructions. A bell will ring to signal the start of Round One and each presenter will make a 30-minute presentation. After 30 minutes, a bell will signal the end of Round One. There will be an approximate three-minute transitional time for participants to move to another table. A bell will signal the beginning of Round Two for a repeat of the above.

OVERCOMING ROADBLOCKS TO GRADUATION

Strand: Best Practices in Multiple Pathways
Location: Table 1, Regency B, 2nd Floor
Presenter: Mr. Jeffrey Flynn, Ombudsman
Educational Services, Libertyville, IL

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 6-12 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% of Ombudsman students graduate, earn credits, or return to their district school closer to or at grade level.

CAREERLINKING ACADEMY: A MODEL FOR ENGAGING STUDENTS THROUGH CAREER EDUCATION

Strand: Career and Technical Education
Location: Table 2, Regency B, 2nd Floor
Presenter: Dr. William Feigley, Bethlehem Area
School District, Bethlehem, PA

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 future goals.

IT TAKES A VILLAGE

Strand: Parental Involvement
Location: Table 3, Regency B, 2nd Floor
Presenter: Mrs. Lynn Turner, Delta Success Trust
Foundation, Inc., Tallahassee, FL

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.

THE EVENING HIGH SCHOOL

Strand: Extended Learning Opportunities
Location: Table 4, Regency B, 2nd Floor
Presenter: Mr. Kerry Abel, Richland County School
District One, Columbia, SC

The Evening High School is designed to serve students ages 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.

BRIDGING THE GAP BETWEEN MIDDLE AND HIGH SCHOOL

Strand: Middle/High School Transition
Location: Table 5, Regency B, 2nd Floor
Presenters: Miss Jaimie Sheeley and Mr. Bryce
Hibbard, Jefferson County Public
Schools, Louisville, KY

This session will provide 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.

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

**HELPING HIGH SCHOOL STUDENTS
TAKE THE NEXT STEP**

Strand: Best Practices in Multiple Pathways
Location: Table 6, Regency B, 2nd Floor
Presenters: Ms. Lauren Stemler, Ms. Brenda
Papineau, and Ms. Lily Noble,
St. Lawrence University Center for
Civic Engagement, Canton, NY

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.

**READING BUDDIES AT ST. LAWRENCE
UNIVERSITY**

Strand: Literacy Strategies
Location: Table 7, Regency B, 2nd Floor
Presenters: Ms. Grace Bogosian and Ms. Emma
Kearney, St. Lawrence University,
Canton, NY

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.

**SERVING OFF-TRACK YOUTH WITH
ONLINE LEARNING TOOLS**

Strand: Urban Education
Location: Table 8, Regency B, 2nd Floor
Presenter: Ms. Janice Manfredi, Boston Public
Schools, Boston, MA

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 online 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.

**IN-SCHOOL GED OPTION: AN ALTERNATE
GRADUATION ROUTE FOR SELECTED
AT-RISK YOUTH**

Strand: Best Practices in Multiple Pathways
Location: Table 9, Regency B, 2nd Floor
Presenter: Ms. Anne Guison-Dowdy, American
Council on Education, Washington, DC

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.

**RAISING THE BAR: SIMPLE STRATEGIES
FOR DEMYSTIFYING COLLEGE PREP**

Strand: Extended Learning Opportunities
Location: Table 10, Regency B, 2nd Floor
Presenter: Mrs. Crys Davis, Cleveland Alternative
School, Cleveland, OK

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 postsecondary 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.

**SYSTEMIC CHANGE: COLLABORATIONS,
ACCOUNTABILITY, AND RESPONSIBILITY**

Strand: Middle/High School Transition
Location: Table 11, Regency B, 2nd Floor
Presenter: Mr. Tyler Shoesmith, North East ISD,
San Antonio, TX

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.

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
Location: Table 12, Regency B, 2nd Floor
Presenter: Ms. Rebekah Richards, The American Academy, Salt Lake City, UT

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

COMMUNITY PATHWAYS TO LITERACY AND MATH SKILLS

Strand: Best Practices in Multiple Pathways
Location: Table 13, Regency B, 2nd Floor
Presenters: Mr. Peter Kleinbard and Ms. Vivian Vazquez, Youth Development Institute, New York, NY

A three-year independent evaluation has determined that older adolescents (16-24) who have dropped out of school with skills too 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. CEPS was initiated in 2006 at three NYC community organizations. 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 students can advance after making strong basic skills gains.

BUILDING BRAIN FITNESS TO IMPROVE READING SKILLS AND HELP STUDENTS REACH GRADUATION

Strand: Literacy Strategies
Location: Table 14, Regency B, 2nd Floor
Presenters: Mr. Dan Harmon and Ms. Betty Bare, Collins Career Center, Chesapeake, OH

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.

THE IMPACT OF E.S.A. ON TRANSITIONING SPIRITED 9TH GRADERS FROM MIDDLE SCHOOL INTO ADULTHOOD

Strand: Middle/High School Transition
Location: Table 15, Regency B, 2nd Floor
Presenter: Dr. Ladd Colston and Ms. Cathy Townsend, Wicomico County Board of Education, Salisbury, MD

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.

WINFREE ACADEMY: STEPPING IT UP TO HELP STUDENTS STEP OUT

Strand: Middle/High School Transition
Location: Table 16, Regency B, 2nd Floor
Presenters: Mrs. Melody Chalkley, Mr. John Chalkley, Ms. Lisa Ehrke, Mr. Eric Dillie, and Mr. Mike Quinlan, Winfree Academy, Irving, TX

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.

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

**RECOVERING ACADEMICS MAXIMIZING
POSSIBILITIES: ALTERNATIVE PATHWAY
FOR AT-RISK STUDENTS THROUGH CREDIT
RECOVERY AND CAREER TECH**

Strand: Career and Technical Education
Location: Table 17, Regency B, 2nd Floor
Presenter: Ms. Stephanie Bostick, Elmore County
School System, Wetumpka, AL

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.

**SUMMER PROGRAMS THAT WORK: VIRTUAL
INTERNSHIPS AND ENGAGED YOUTH**

Strand: Community Connections
Location: Table 18, Regency B, 2nd Floor
Presenters: Mr. Derrick Griffith, Groundwork Inc.,
Brooklyn, NY; and Ms. Mary Strain,
Classroom, Inc., New York, NY

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 reengage students in learning. Classroom, Inc., a NYC nonprofit, combines virtual internships and unique curriculum for summer programs that have been proven to connect youth to the real world, helping them stay on track to graduate.

**COLLEGE BOUND MIDDLE SCHOOL
STUDENTS: STRATEGIES FOR
IMPROVING LITERACY**

Strand: Literacy Strategies
Location: Table 19, Regency B, 2nd Floor
Presenters: Mr. Nicholas Chiappone, Ms. Caitlin
McKenzie, Mr. Glenn Matthews, Ms.
Jeanette Altman, and Ms. Amanda Archer,
Ronald E. McNair Middle School,
Lake City, SC

Learn how our rural SC Title I middle school with 97% poverty is creating a school climate where students are college bound. This session will present single gender strategies and steps to improve schoolwide literacy. Presenters will share engaging and motivating activities that prevent our students from becoming another dropout statistic.

IGNITE TRANSITIONS

Strand: Middle/High School Transition
Location: Table 20, Regency B, 2nd Floor
Presenters: Ms. Kris Menon and Ms. Kristen
Hartnagel, Ignite for Schools, Seattle, WA

Ignite staff will present a carousel session discussing results driven transitions initiatives based on creating student mentorship programs designed to empower students and staff to make a positive impact on freshmen, school culture, and building practices. The partnership between schools and Ignite has two main areas of focus, improving academic performance and building a community that supports and challenges. By utilizing a school's biggest asset, the students, and working from the ground up to unify faculty and students with a common goal, positive change occurs. This session will enlighten attendees about these positive academic and social changes schools have discovered when implementing a transitions program.

**THE ALTERNATIVE EDUCATION CLASSROOM:
HOW DO WE KNOW WHAT'S WORKING?**

Strand: Best Practices in Multiple Pathways
Location: Table 21, Regency B, 2nd Floor
Presenters: Ms. Judith Hassel and Mr. Richard
Googins, Ohio Department of Education,
Columbus, OH

Ohio's statewide alternative education programs have been in operation for 10 years. This session will address alignment of the Ohio School of Promise Initiative with alternative education programs. The focus will be on indicators and outcomes for successful alternative education programs. Analysis of aggregated data collected over several years will reveal current instructional practices, school climate issues, and nonacademic barriers to student success.

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

CONCURRENT SESSIONS

(Participants choose one.)

**WORKING TOGETHER TO TACKLE THE
DROPOUT CRISIS ONE COMMUNITY AT
A TIME**

Strand: Extended Learning Opportunities
Location: Washington A, 3rd Floor
Presenter: Ms. Tricia Crossman, Boys and Girls
Clubs of America, Atlanta, GA

This session will review BE GREAT: Graduate, Boys & 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 4,300+ Clubs across the country may be able to partner with local schools to tackle this enormously challenging issue.

ENTREPRENEURSHIP AS A DROPOUT PREVENTION TOOL

Strand: Urban Education
Location: Washington B, 3rd Floor
Presenter: Mr. Aaron Bocage, EDTEC, Inc., Camden, NJ

Students who participate in entrepreneurship programs have better attendance records, perform better on core subjects, and have lower dropout rates than those who do not participate in these programs. This session will discuss options for infusing entrepreneurship into school programming.

STARFISH ACADEMIC IMPROVEMENT FOR LIFE

Strand: Best Practices in Multiple Pathways
Location: Washington C, 3rd Floor
Presenters: Mr. Corry Higbee and Ms. Neva Schwartz, Pathfinder, LLC, Chugwater, WY

Pathfinder offers the Starfish Academic Improvement for Life (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!

8TH GRADE TRANSITION TO HIGH SCHOOL: A SIMPLE APPROACH WITH GREAT OUTCOMES

Strand: Middle/High School Transition
Location: Congress A, 4th Floor
Presenters: Ms. Alondra Poindexter and Mr. James Tucker, Arlington ISD, Sam Houston High School, Arlington, TX

(1) Participants will learn how to develop a Freshman Intervention Team (FIT), 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.

PHILADELPHIA'S PROJECT U-TURN: COLLABORATING TO IMPROVE GRADUATION RATES

Strand: Best Practices in Multiple Pathways
Location: Congress B, 4th Floor
Presenter: Ms. Majeedah Scott, Multiple Pathways for the School District of Philadelphia, and Ms. Folasshade Laud-Hammond, Philadelphia Youth Network, Philadelphia, PA

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.

STRATEGIES FOR SUCCESSFUL ENGAGEMENT OF HIGH SCHOOL DROPOUTS

Strand: Literacy Strategies
Location: Congress C, 4th Floor
Presenters: Mr. Mike Sack and Ms. Jeannine Cook, Youth Empowerment Services (YES), Philadelphia, PA

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 session. Participants will receive sample lessons and related source materials.

4:30 p.m. - 6:00 p.m.

CONFERENCE RECEPTION/NETWORKING

Location: Regency Ballroom, 2nd Floor

Pearson Digital Learning and the National Dropout Prevention Center/Network cordially invite you to the Conference Reception for an evening of professional networking, hors d'oeuvres, and live entertainment. Come listen to an inspiring performance of classics as the Clef Club Junior Ensemble, led by Mr. Lovett Hines, Director of Education of the Jazz and Performing Arts Education, shares with you the language of music.

FACT:



Three out of every 10 students of this year's senior class, 1.3 million students in all, will fail to graduate with a diploma.*

LET'S DO THE MATH:

Earning a diploma is an achievable goal for any student. By providing learners with rigorous curriculum at a time that's convenient for them, they are more likely to stay involved and graduate high school prepared for college or career!

Visit Pearson Digital Learning in booth #12 to see how NovaNET® Courseware can be your dropout prevention solution. Pearson professionals will demonstrate:

- NovaNET Courseware's instructional and user-centered design.
- A personalized learning experience that keeps students captivated.
- Eye-tracking study results that make NovaNET Courseware's content more effective.
- Customization and reporting options that allow you to easily find the data for funding applications.



Visit Pearson Booth #12 anytime during exhibit hall hours to register for a chance to win a Flip Video™ HD Camera!

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* Swanson, Christopher B. June 2, 2010. U.S. Graduation Rate Continues to Decline. Retrieved from <http://www.edweek.org/ew/articles/2010/06/10/34swanson.h29.html>

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7:30 a.m. - 8:00 a.m.

CONTINENTAL BREAKFAST/NETWORKING WITH THE EXHIBITORS

Location: Millennium Hall, 2nd Floor

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

EXHIBITORS' SHOWCASE

Location: Millennium Hall, 2nd Floor

7:30 a.m. - 4:00 p.m.

CONFERENCE REGISTRATION

Location: Regency Foyer, 2nd Floor

8:00 a.m. - 9:00 a.m.

CONCURRENT SESSIONS

(Participants choose one.)

AT THE CROSSROADS: SERVICE LEARNING AND ALTERNATIVE SCHOOLS

Strand: Best Practices in Multiple Pathways
Location: Commonwealth A1, 2nd Floor
Presenters: Dr. Alicia Borishade and Ms. Kathy Cannon, Crossroads Second Chance North, Roswell, GA

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 curriculum.

STUDY SKILLS: AN IMPORTANT DROPOUT PREVENTION TOOL

Strand: Extended Learning Opportunities
Location: Commonwealth A2, 2nd Floor
Presenter: Dr. Stephen Jones, Villanova University, Villanova, PA

This session will teach the attendees the importance of study skills as a dropout prevention strategy. Students can feel confident about their ability to earn A+ grades in every subject. This is an interactive workshop.

SUPPORTING ONLINE LEARNING IN A NON-TRADITIONAL SCHOOL ENVIRONMENT

Strand: Best Practices in Multiple Pathways
Location: Commonwealth B, 2nd Floor
Presenters: Mrs. Betty Matwick, Pinnacle Charter High School; and Dr. Michael Matwick and Ms. Leslie Pelkey, Pinnacle Education, Tempe, AZ

With the growth and expansion of online learning as an option for nontraditional education, Pinnacle Charter High School has developed an extensive model of support for the most high-risk learner, which incorporates the use of 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 nontraditional education.

USING SERVICE-LEARNING AS A DROPOUT PREVENTION STRATEGY BY MENTORING AND TUTORING IN AN ONLINE FORMAT

Strand: Research/Early Warning Indicators
Location: Commonwealth C, 2nd Floor
Presenter: Dr. Jean Strait, Hamline University, St. Paul, MN

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.

8:00 a.m. – 9:00 a.m.

ONLINE EDUCATION: A SOLUTION TO REDUCE THE DROPOUT RATE IN URBAN SCHOOL DISTRICTS

Strand: Extended Learning Opportunities
Location: Commonwealth D, 2nd Floor
Presenters: Mr. Gregg Levin, Aventa Learning, Portland, OR; and Ms. Jocelyn Basley, Chicago Public Schools, Chicago, IL

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.

WRITING FOR PUBLICATION WITH THE NATIONAL DROPOUT PREVENTION CENTER/NETWORK

Strand: Best Practices in Multiple Pathways
Location: Washington A, 3rd Floor
Presenters: Dr. Rebecca A. Robles-Piña, Sam Houston State University, Huntsville, TX; Dr. Gwynedd Lloyd and Dr. Gillean McCluskey, University of Edinburgh, UK; and Mrs. Marty Duckenfield, NDPC, Clemson, SC

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.

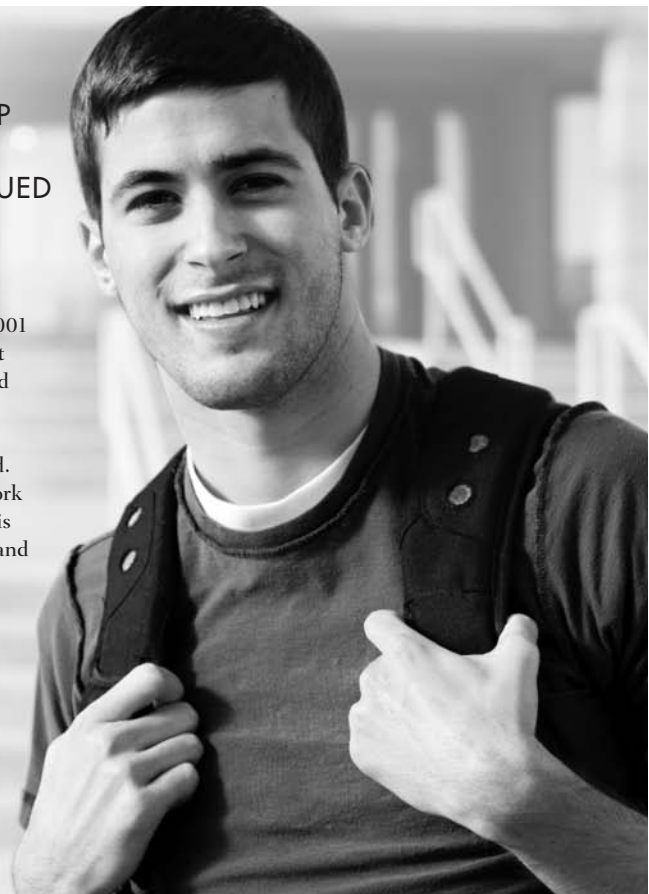
THE YOUTH TRANSITION FUNDERS GROUP THANKS THE NATIONAL DROPOUT PREVENTION NETWORK FOR ITS CONTINUED COMMITMENT TO THE EDUCATIONAL SUCCESS OF OUR YOUTH.

The Youth Transition Funders Group (YTFG) was formed in 2001 by funders dedicated to improving the lives of our nation's most vulnerable youth. Foundations involved in YTFG are committed to achieving a common mission—ensuring that youth are successfully connected by age 25 to institutions and support systems that will enable them to succeed throughout adulthood. Through collaboration and strategic alliances, our members work to make sure that every young person, no matter how bumpy his or her path, can get back on course with the education, skills, and supports to be truly Connected by 25.

Learn more about YTFG online at www.ytfg.org.



Youth Transition Funders Group



EFFECTIVE SCHOOL/PARENT COMMUNICATION

Strand: Parental Involvement
Location: Washington B, 3rd Floor
Presenter: Dr. Thomas Purifoy, Schreiner University, Kerrville, TX

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.

CIS EMPOWERMENT SCHOOL: A MODEL FOR CHANGE

Strand: Best Practices in Multiple Pathways
Location: Washington C, 3rd Floor
Presenters: Ms. Alma Iniguez and Ms. Brenda Reeh, Clark County School District, N. Las Vegas, NV

This 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.

FRESHMAN YEAR: NOW WHAT?

Strand: Middle/High School Transition
Location: Congress A, 4th Floor
Presenters: Ms. Alondra Poindexter and Mr. James Tucker, Arlington ISD, Sam Houston High School, Arlington, TX

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.

REENGAGING THE DISENGAGED YOUTH

Strand: Best Practices in Multiple Pathways
Location: Congress B, 4th Floor
Presenter: Ms. Dannete Miller, New York City Department of Education, Brooklyn, NY

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 reengage and empower faculty/staff, improving student attendance, academic growth, and parent/guardian involvement.

RECOVERING DROPOUTS THROUGH CAREER AND TECHNICAL CENTERS: EARLY FINDINGS FROM A PENNSYLVANIA DEMONSTRATION PROJECT

Strand: Career and Technical Education
Location: Congress C, 4th Floor
Presenters: Mr. Andrew Garner, Lancaster WIB, Lancaster, PA; Ms. Kate Martin, Westmoreland/Fayette Workforce Investment Board, Youngwood, PA; Ms. Pamela A. Streich, North Central Workforce Investment Board, Ridgway, PA; Mr. Michael J. White and Ms. Teri Judge, PA Department of Labor and Industry, Harrisburg, PA

The Pennsylvania Department of Labor and Industry is testing a new dropout reengagement 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 reengage former dropouts and get them back on track for high school graduation and career success.

THE ARMY NATIONAL GUARD: YOUR COMMUNITY RESOURCE FOR DROPOUT PREVENTION

Strand: Best Practices in Multiple Pathways
Location: Regency Ballroom A, 2nd Floor
Presenters: Master Sgt. Stanley W. Jones and Mr. Scott J. Farrell, Army National Guard, Philadelphia, PA

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.

8:00 a.m. – 9:00 a.m.

SERVICE-LEARNING: ENGAGEMENT THROUGH REAL-LIFE PROBLEM SOLVING

Strand: Middle/High School Transition
Location: Regency Ballroom B, 2nd Floor
Presenter: Mr. Matt Robinson, KIDS Consortium, Auburn, ME

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.

STRATEGIES FOR CREATING AN ENGAGING SCHOOL ENVIRONMENT: EXPANDED LEARNING TIME/NEW YORK CITY

Strand: Extended Learning Opportunities
Location: Regency Ballroom C1, 2nd Floor
Presenter: Mr. Saskia Traill, The After-School Corporation, New York, NY

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.

VERMONT'S INNOVATIVE HIGH SCHOOL COMPLETION PROGRAM FOR OUT-OF-SCHOOL (AND NOW IN-SCHOOL) YOUTH

Strand: Best Practices in Multiple Pathways
Location: Regency Ballroom C2, 2nd Floor
Presenters: Mr. Jack Glade and Ms. Janice Leslie, The Tutorial Center, Inc., Bennington, VT

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 include enrolled at-risk youth.

9:00 a.m. - 9:15 a.m.

TRANSITION

9:15 a.m. – 10:45 a.m.

CONCURRENT SESSIONS

(Participants choose one.)

THE LITERACY LINK

Strand: Literacy Strategies
Location: Commonwealth A1, 2nd Floor
Presenter: Ms. Kim Ellis, aha!Process, Inc., Baytown, TX

This workshop will provide hands-on techniques that help teachers narrow and then eliminate the achievement gap. Teachers will learn research-based strategies designed to reduce planning and response time while improving the effectiveness of literacy instruction.

FULLY ENGAGED: EXPERIENCING THE MAGIC OF SERVICE-LEARNING

Strand: Extended Learning Opportunities
Location: Commonwealth A2, 2nd Floor
Presenter: Ms. Diane Palm, Harris County Juvenile Justice Alternative Education Program, Houston, TX

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-driven 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.

STRATEGIES THAT BUILD RAPPORT, CONNECTIONS, AND MOTIVATE STUDENTS TO STAY IN SCHOOL

Strand: Middle/High School Transition
Location: Commonwealth B, 2nd Floor
Presenter: Ms. Nancy Blackwell, Longevity of Success, Colorado Springs, CO

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 profession to do—TEACH.

KEYS TO ACADEMIC SUCCESS: BE THE BEST, HIRE THE BEST, TRAIN, INSPIRE, AND RETAIN THE BEST

Strand: Best Practices in Multiple Pathways
Location: Commonwealth C, 2nd Floor
Presenter: Mr. Franklin Schargel, School Success Network, Albuquerque, NM

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 five 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.

MEETING STUDENT NEEDS: THE PATH TO GRADUATION

Strand: Best Practices in Multiple Pathways
Location: Commonwealth D, 2nd Floor
Presenters: Dr. Judy Pauley and Mr. Joe Pauley, Process Communication, Potomac, MD

Seventh grade students in an alternative school were infamous for their negative behaviors and poor academics. Their teacher taught them the concepts of Process Communication and helped them get their motivational needs met. Thirty out of 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.

THE BENEFITS OF FAILURE DO NOT LAST FOREVER IF LESSONS CAN BE LEARNED

Strand: Best Practices in Multiple Pathways
Location: Washington A, 3rd Floor
Presenters: Ms. April Sanders and Mr. Nathan White, Olympia Learning Center, Columbia, SC

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.

PROJECT-BASED LEARNING IN PHILADELPHIA'S CITY-FUNDED OUT OF SCHOOL TIME NETWORK

Strand: Extended Learning Opportunities
Location: Washington B, 3rd Floor
Presenter: Ms. Karen Smuck-Tylek, Public Health Management Corporation, Philadelphia, PA

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.

TEENS, TRENDS, AND PREVENTION: IT CAN BE DONE!

Strand: Extended Learning Opportunities
Location: Washington C, 3rd Floor
Presenter: Mrs. Regina Birrenkott, Mendez Foundation, Tampa, FL

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.

ENGAGING BUSINESS AND COMMUNITY LEADERS TO SUPPORT YOUR STRATEGIES TO INCREASE THE GRADUATION RATE

Strand: Parental Involvement
Location: Congress A, 4th Floor
Presenter: Ms. Christy Renjilian, United Way of York County, York, PA

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.

9:15 a.m. – 10:45 a.m.

**THE USE OF NINE FORMS OF POWER TO
CREATE A HIGH-PERFORMING SCHOOL**

Strand: Urban Education
Location: Congress B, 4th Floor
Presenter: Dr. Clete Bulach, Professional Development
and Assessment Center, Villa Rica, GA

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 power.

FAMILIES AS PARTNERS

Strand: Parental Involvement
Location: Congress C, 4th Floor
Presenters: Ms. Karen Shanoski and Ms. Caroline
Allen, PA PIRC, Center for School and
Communities, Camp Hill, PA

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.

10:45 a.m. - 11:00 a.m.

TRANSITION

11:00 a.m. – 12:00 noon

CONCURRENT SESSIONS

(Participants choose one.)

**USING MEDIA AS A CONDUIT TO ENGAGE
STUDENTS**

Strand: Urban Education
Location: Commonwealth A1, 2nd Floor
Presenter: Mr. Mike Sack, Youth Empowerment
Services, Philadelphia, PA

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.

**A HOLISTIC APPROACH TO MULTIPLE
PATHWAYS TO GRADUATION**

Strand: Extended Learning Opportunities
Location: Commonwealth A2, 2nd Floor
Presenters: Mrs. Nancy Dischinat and Ms.
Cindy Evans, Lehigh Valley Workforce
Investment Board, Inc., Allentown, PA

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.

**AT-RISK HIGH SCHOOL STUDENTS CAN
AND DO SUCCEED: FOCUSING ON
RESEARCH-BASED INDICATORS,
INTERVENTIONS, AND STRATEGIES
IN SIMON YOUTH FOUNDATION SCHOOLS**

Strand: Research/Early Warning Indicators
Location: Commonwealth B, 2nd Floor
Presenter: Dr. Chris Chalker, Simon Youth
Foundation, Indianapolis, IN

Relationships, resiliency, caring adults, making deposits, the adult voice, developing assets, 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.

**SAVING STUDENTS AND MONEY THROUGH
ALTERNATIVE EDUCATION**

Strand: Urban Education
Location: Commonwealth C, 2nd Floor
Presenter: Mrs. Stefani Kitz-Willitts, Burlington City
High School, Burlington, NJ

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.

**A NEW CHAPTER IN SCHOOL REFORM:
MUNICIPAL LEADERSHIP IN COMBATING
THE DROPOUT CRISIS**

Strand: Urban Education
Location: Commonwealth D, 2nd Floor
Presenters: Ms. Marjorie Cohen, Institute for Youth, Education, and Families, National League of Cities, Washington, DC; Dr. Lori Shorr, Mayor's Office of Education, Philadelphia, PA; and Ms. Kali Thorne Ladd, Office of the Mayor, Indianapolis, IN

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 reengage 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 multisector 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 and progress to ongoing engagement plus new programs and system change.

LANGUAGE-RICH SCHOOLS

Strand: Literacy Strategies
Location: Washington A, 3rd Floor
Presenters: Dr. Persida Himmele and Dr. William Himmele, Millersville University, Millersville, PA

Based on their ASCD book, *The Language-Rich Classroom*, 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.

**CATCHING FALLING STARS: EARLY
IDENTIFICATION AND PREVENTION
OF DROPOUTS**

Strand: Research/Early Warning Indicators
Location: Washington B, 3rd Floor
Presenter: Dr. Lonna Clinch, Medina Valley ISD, Castroville, TX

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.

**COMMUNITY CONNECTIONS AND
STRATEGIES TO USE WITH ENGLISH
LANGUAGE LEARNERS**

Strand: Extended Learning Opportunities
Location: Washington C, 3rd Floor
Presenters: Mrs. Brenda Reeh and Ms. Alma Iniguez, Quannah McCall Empowerment Elementary School, N. Las Vegas, NV

Our presentation will 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, and our 5-minute mentoring program. 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. Strategies and incentives are used to engage and motivate students and keep them involved in school and setting a goal to graduate.

**GRADUATING AMERICA: STRENGTHENING
THE STATE AND FEDERAL PARTNERSHIP TO
IMPROVE COLLEGE AND CAREER-READY
GRADUATION RATES**

Strand: Best Practices in Multiple Pathways
Location: Congress A, 4th Floor
Presenter: Mr. Cassius Johnson, Jobs for the Future, Boston, MA

The drive for college and career-ready graduation for all students poses policy 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.

11:00 a.m. – 12:00 noon

CASASTART: A TRUANCY PREVENTION MODEL FOR AT-RISK YOUTH

Strand: Middle/High School Transition
Location: Congress B, 4th Floor
Presenter: Ms. Emily Lopez, CASA at Columbia University, New York, NY

CASASTART is an evidence-based program that builds protective processes and mechanisms 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, fosters their healthy development, establishes their educational trajectory, and helps reduce the violence, substance use, and abuse.

REENGAGEMENT CENTERS: PLACEMENT AND TRANSITION SERVICES FOR DROPOUT STUDENTS RETURNING TO SCHOOL

Strand: Best Practices in Multiple Pathways
Location: Congress C, 4th Floor
Presenters: Mrs. Majeedah Scott and Mr. Justin Green, School District of Philadelphia, Philadelphia, PA

This session will provide an overview of the Reengagement 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.

12:00 noon - 12:15 p.m.

TRANSITION

12:15 p.m. – 1:30 p.m.

(All are invited to attend.)

CRYSTAL STAR AWARDS LUNCHEON

Regency Ballroom, 2nd Floor

Welcome and Opening Remarks

Mrs. Sharon Gaskins, Conference Chair,
Deputy Education Officer to Mayor
Michael Nutter, Philadelphia, PA

Luncheon

Crystal Star Awards Presentation

Dr. Jay Smink, Executive Director, National Dropout Prevention Center
Mr. Rob York, Chief Sales and Marketing Officer, Advanced Academics, Inc., Oklahoma City, OK, and NDPN Board Member
Dr. Sandra Smith, National Dropout Prevention Center for Students with Disabilities, Clemson, SC

Closing Remarks

Dr. Jay Smink

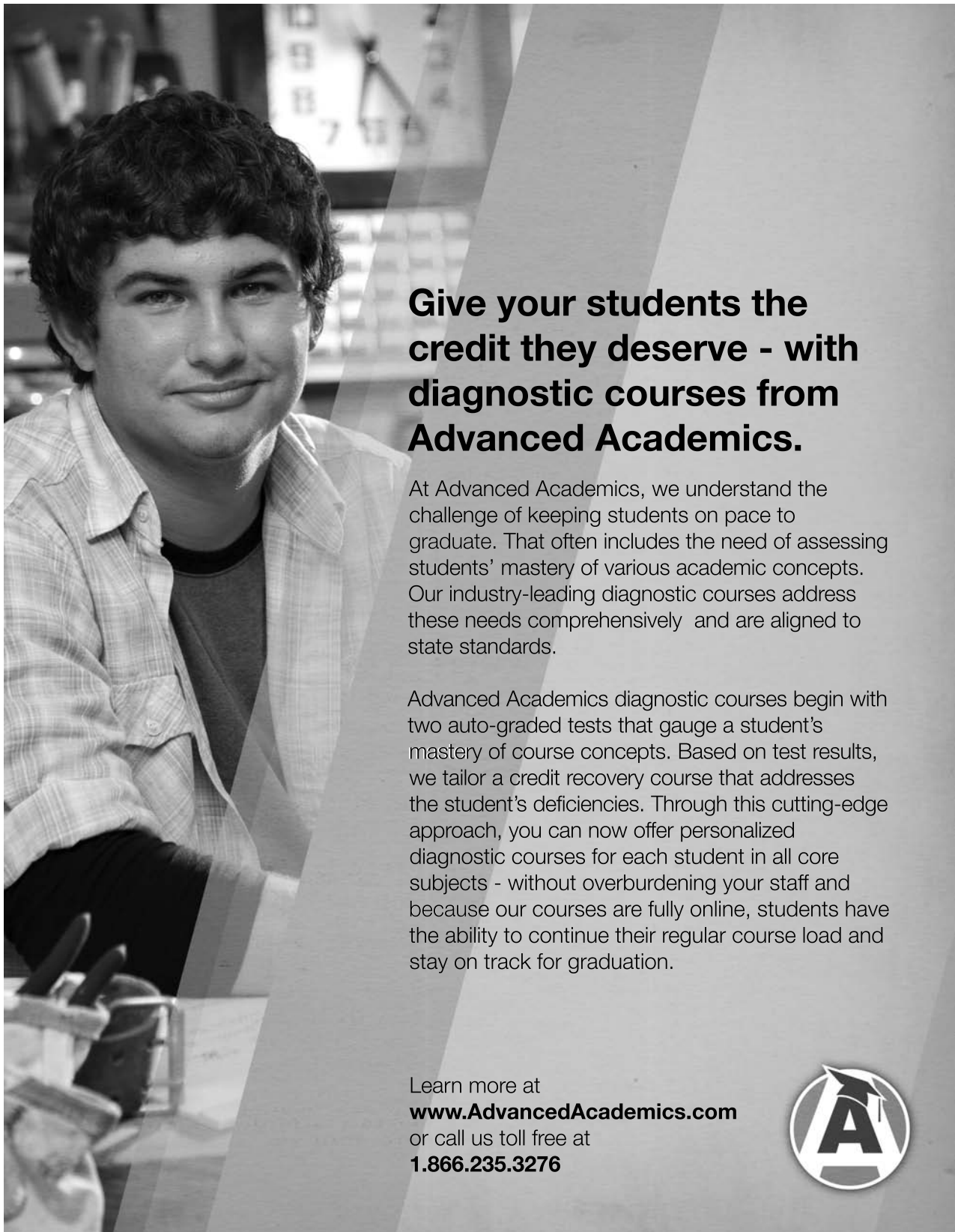
1:30 p.m. - 1:45 p.m.

TRANSITION



*2010 National
Dropout
Prevention
Network
Crystal Star
Awards
of
Excellence*

Many thanks to Advanced Academics, Inc. for sponsoring
the NDPN Crystal Star Awards of Excellence.



Give your students the credit they deserve - with diagnostic courses from Advanced Academics.

At Advanced Academics, we understand the challenge of keeping students on pace to graduate. That often includes the need of assessing students' mastery of various academic concepts. Our industry-leading diagnostic courses address these needs comprehensively and are aligned to state standards.

Advanced Academics diagnostic courses begin with two auto-graded tests that gauge a student's mastery of course concepts. Based on test results, we tailor a credit recovery course that addresses the student's deficiencies. Through this cutting-edge approach, you can now offer personalized diagnostic courses for each student in all core subjects - without overburdening your staff and because our courses are fully online, students have the ability to continue their regular course load and stay on track for graduation.

Learn more at
www.AdvancedAcademics.com
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1.866.235.3276



**2010 NDPN CRYSTAL STAR AWARDS OF EXCELLENCE
PROGRAM WINNER**

CONGRATULATIONS!

The National Dropout Prevention Center/Network salutes the individual and program winners of the National Dropout Prevention Network's Crystal Star Awards of Excellence in Dropout Recovery, Intervention, and Prevention.

THE OLYMPIA LEARNING CENTER

Columbia, SC



*Accepted by: Nathan White, Principal,
Olympia Learning Center*

Throughout the years, Olympia has tried to change the negative stigma associated with alternative school. Since the reformation of ideology in 2002, Olympia has changed the way Richland School District One works with those students, who because of various factors may not be served in a regular school setting. Two vital components in this approach are building relationships and providing opportunities for change.

The mission of the Olympia Learning Center is to provide opportunities for students to reach their maximum potential through diverse and innovative academic, career, support, and life skills programs in an alternative setting using non-traditional and challenging approaches that foster collaboration among staff, parents, post-secondary institutions, and community agencies. This is accomplished by creating a continuum of services that lead to permanent change. The Junior Success Program (Middle School) High School Program and the STAR Academy at Olympia Learning Center offer students an opportunity that leads to change in behavior, academia, and social etiquette. The Olympia Learning Center programs built its foundation by reminding students that success is not something that they have to watch from afar. Every time they master a concept, participate in the service learning projects, or work cooperatively for the good of their academic and personal communities, they experience success.

**2010 NDPN CRYSTAL STAR AWARDS OF EXCELLENCE
PROGRAM WINNERS**

**THE CHOCTAW ALTERNATIVE TRANSITIONAL SCHOOL (CATS)
Choctaw, OK**



Accepted by: Mrs. Dawn Eaves, Director

The Choctaw Alternative Transitional School (CATS) was founded in 1995, and serves approximately 120 high school students throughout the school year from Choctaw-Nicoma Park, Luther, and Jones School Districts. Students attend evening classes at Choctaw High School and participate in daytime learning such as career-tech, postsecondary concurrent enrollment, community service, and work-site learning. The program serves students who have not been successful in a traditional learning environment and provides them with opportunities to earn their high school diploma, gain self-esteem, and develop lifelong learning habits.

Our academy is a school of choice that has caring, dedicated, and professional educators. Each student participating in the program receives an individual plan to meet academic and graduation goals; a career-development plan of study; and a network of teachers, counselors, and workplace mentors to assist them in meeting their goals. The educational components that are included in our program are the keys to its success. With a self-paced and competency-driven curriculum, students must score 80 percent or better before advancing to the next unit within a course. The extensive use of individual counseling, life skills instruction, art education, work-based learning experiences, community service, and career-tech programs are also a vital part in the success. Students complete requirements for graduation and leave our program with life skills to become productive citizens. All of the students in the program are potential dropouts or dropout recovery students. This program has significantly and consistently helped keep the dropout rate for these schools below state average.

NORTH VISTA EDUCATION CENTER

Plymouth, MN

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

*Accepted by: Lea Dahl, Principal and
Eric Michelsen, Program Facilitator, Area Learning Center,
Intermediate District 287*

North Vista Education Center (North Vista), a program of Intermediate District 287's Area Learning Center, located near North Minneapolis, opened its doors in 1984. Since that time, the program has successfully served hundreds of students who are pregnant and parenting and/or in need of developing basic skills and recovering high school credit. At North Vista secondary students can earn academic credits that meet the state requirements for graduation as well as participate in a work experience program. Special features of the program include parenting and life skills coursework for all students and tailored classes for English Language Learners.

North Vista supports pregnant and parenting students with a fully licensed onsite day care where parent-child specialists' care for children ages six weeks through preschool. The day care-Early Learning Center is licensed by the Minnesota Department of Human Services. In addition, a nurse is available to monitor the development of the pre and postnatal mothers and babies and to assist the parent(s) with health and safety issues. Funding for this program is provided in part by Hennepin County Community Services.

2010 NDPN CRYSTAL STAR AWARDS OF EXCELLENCE INDIVIDUAL WINNERS

CRAIG ZENO Houston, TX

Craig Zeno, is a Graduation Coach for the Houston Independent School District. He worked as a Dropout Prevention Specialist before accepting his current position in July of 2010, and served as a probation officer with the Harris County Community Supervision and Corrections Department. Prior to his employment with HISD, Zeno also held management positions at Neighborhood Centers, Inc. and Workforce Solutions.



As a Graduation Coach, Zeno counsels students in academics, career, and personal concerns in order to promote school completion. A former dropout himself, Zeno often uses his own experiences to help struggling students find hope in their lives, and to recognize the many opportunities for success that are still available to them.

Zeno has been featured in a number of local news stories and online articles for his work, including the *Wall Street Journal* (October 2008), the *Wall Street Journal: Classroom Edition* (January 2009), *The Story with Dick Gordon* (2008), *Grad Lab: New Weapon in Dropout Battle* (October 2010) *Former homeless dropout turns life around | abc13.com* (September 2010), *High School Dropouts Offered Alternative School Hours - KIAH* (September 2010), and *Grad Lab Boot Camp Gives Students a 2nd Chance* (August 2010).

A native Houstonian, Zeno attended Golfcrest Elementary School, Contemporary Learning Center, and Charles Milby High School. He earned a peace officer's license from the University of Houston-Downtown Police Academy and a bachelor's degree in the administration of justice from Texas Southern University.

BRENDA REEH North Las Vegas, NV



Mrs. Reeh was born in Houston, TX, and started school there in 1965. By the time she graduated from high school she had attended 13 different schools and still managed to be the class salutatorian. After one year at college she got married and 31 years, 4 children, and 6 grandchildren later she is still married. Mrs. Reeh returned to college when her youngest son went to kindergarten in 1993 and currently holds three degrees with the latest one an Ed.S in Leadership and Administration. She has lived in Texas, Utah, Idaho, Alaska, and now Nevada. Her four children and their families live within 10 miles of her home.

Brenda began working with high school dropouts approximately 15 years ago in Alaska. She would seek them out in places where they were trying to stay warm and bribe them with candy bars to talk to her. She learned the reasons they left school and what might have helped them stay in. Her research told her that students need a caring adult at school and she has tried to be that adult for many years. The last ten years have been spent mostly on prevention work. There is research that shows most children who will eventually drop out can be spotted in 2nd or 3rd grade. She is starting her tenth year working at Quannah McCall Empowerment Elementary in North Las Vegas, Nevada. It is an area of high crime and poverty. Her second year at school one of her students saw her uncle shot and killed in their driveway as she walked home from school.

Mrs. Reeh has worked in this community to help improve academics, parental and community involvement in the school, as well as make connections with students. She seeks out former students who are in high school and encourages them to graduate. She makes sure to fulfill the other needs of children for food, clothing, shoes, and more. Most importantly she tries to instill the hope for a better future by staying in school. She is very passionate about education and wants all children to receive the great education they all deserve.

2010 NDPN CRYSTAL STAR AWARDS OF EXCELLENCE INDIVIDUAL WINNERS

AARON L. SMITH Newport News, VA



A 2008 graduate of Old Dominion University with a Doctorate in Educational Leadership, Dr. Aaron L. Smith is currently an Assistant Principal at Gildersleeve Middle School in Newport News, Virginia. He has over a decade of experience in the classroom as a mathematics teacher and administrator on the middle and high school level. His dissertation focused on comparing alternative teaching certification routes to that of traditional teaching certification in conjunction to SOL results. He is the recipient of the 2006 WHRO Technology Administrator of the Year and is an adjunct professor at Old Dominion University where he instructs at the graduate level on Best Teaching Practices and Foundations of Education. Dr. Smith has been invited to speak on the local, state, and national levels on topics from data to dropout prevention.

Dr. Smith is an educator who consistently demonstrates leadership, vision and creativity in dropout recovery, intervention and prevention efforts for Newport News Public Schools. Over the past two years, Dr. Smith has used his talents and expertise to build the strategic supports and collegial relationships necessary to achieve the division's benchmarks and achieve the goals established around dropout prevention, recovery and on-time graduation. His SAFE (Save All Freshmen Everywhere Program) that was developed in 2009-2010 to identify, monitor and initiate a plan to get students back on track for retained freshmen generated an 89% promotion rate in its first year. Dr. Smith is an innovative and reflective educator who has breathed new life and energy into the high school program, specifically focusing on the freshman year experience. His success as a building administrator has been instrumental in furthering the division's efforts to ensure all freshmen transition successfully into high school and are afforded the supports and opportunities necessary to graduate college-, career- and citizen ready for the 21st century. He is happily married to Sherri Smith and they have three children, Hunter, Ryan Claire and Addison.

2010 NDPN CRYSTAL STAR AWARDS OF EXCELLENCE STUDENTS WITH DISABILITIES—INDIVIDUAL WINNER

ROBIN J. MORRISON Miami, FL

Ms. Robin J. Morrison is the Instructional Supervisor for Clinical Behavioral Services for Miami-Dade County Public Schools. She oversees the development of academic, behavioral, and clinical services for Programs for Students with Emotional/Behavioral Disabilities. Ms. Morrison is responsible for the coordination of Functional Assessment of Behavior, Physical Restraint, Response to Intervention for Behavior, and School-wide Positive Behavior in her district. In addition, to the above areas, she is in charge of monitoring activities for SPP Indicator 2: Dropout for Students with Disabilities and Indicator 4: Suspension and Expulsion for Students with Disabilities.



Ms. Morrison has presented at the following conferences: The 2nd and The 3rd Annual Secondary Transition State Planning Institute, in Charlotte, North Carolina on Reducing the Dropout Rate in Miami-Dade; The 2009 OSEP Project Director's Conference, in Washington, DC, on Building Effective Interventions in Dropout Prevention: An Urban School Approach; and The 2009 Building Effective Practices in Dropout Prevention: A Summit for State and Local Education Agencies on the Advance Stages of Dropout Prevention Implementation and the Effective Principles of Leadership at the District Level.

**2010 NDPN CRYSTAL STAR AWARDS OF EXCELLENCE
DISTINGUISHED LEADERSHIP AND SERVICE AWARD**

**MICHAEL CARTER
Dayton, OH**

Michael Carter currently serves as Interim Senior Vice President at Sinclair Community College, Dayton, Ohio. Mr. Carter has been with the Sinclair Fast Forward Center since its inception in 2001 and served as director from 2004 to 2010. From 2007 to 2010, he served in the dual role of Senior Director of High School Linkages. A former public school teacher, administrator and coach, he has over 30 years experience working with young people. He holds a Bachelor of Arts from Wittenberg University and a Master of Science in Education from Wright State University. Mr. Carter has been a presenter at the National Urban Education Conference (2000, 2003, and 2005), the National Dropout Prevention Conference (2003, 2004, 2005, 2007, 2008, and 2009), the National At-Risk Youth Forum (2004, 2009) and the National Forum for Black Public Administrators (2006, 2010).



In 2001, the Montgomery County dropout rate was 25.6% and has since been cut to 12.6%. Fast Forward Center partner high schools have produced over 2,100 graduates. The Fast Forward Center is regarded as a national model for dropout recovery by the National Dropout Prevention Center/Network (NDPC/N) at Clemson University, and has provided technical assistance for over 20 programs and cities throughout the country. The Fast Forward Center received the NDPC/N Crystal Star program award in 2005.

**CRYSTAL STAR OF EXCELLENCE AWARDS:
REQUESTS FOR NOMINATIONS FOR 2011**

A program or individual from your state could be a prestigious Crystal Star of Excellence Award winner in 2011, but only if you make a nomination. The forms will be available on the National Dropout Prevention Center/Network Web site, www.dropoutprevention.org, in April 2011.

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

All award winners will be honored at the 23rd Annual National Dropout Prevention Network Conference in Chicago, IL, at the Renaissance Schaumburg Hotel and Convention Center, October 9-12, 2011. Winners receive an elegant, engraved Crystal Star Award; a waiver of registration fees for the conference; and a one-night complimentary room at the Renaissance Schaumburg Hotel and Convention Center.

PAST NDPN CRYSTAL STAR AWARDS OF EXCELLENCE WINNERS

2005 - 2009

2005 Program Winners

Education Counts—ZerO Guilford, Guilford County Schools, Greensboro, NC
School for Integrated Academics and Technologies (SIATech) Charter School, Vista, CA
Sinclair Community College Fast Forward Center, Dayton, OH

2005 Individual Winners

Edward Bates, Positive Alt. Student Services (PASS), Lake Co. Reg. Off. of Ed., Grayslake, IL
Katherine Merritt, Howard School, Ontario-Montclair Schl. Dist., Montclair, CA
Franklin P. Schargel, Consultant and Author, Albuquerque, NM

2005 Students with Disabilities Program Winner

Moss Point High School Entrepreneurship Program, Moss Point, MS

2005 Students with Disabilities Individual Winner

Jose Blackorby, SRI Center for Ed. and Human Services, Menlo Park, CA

2005 Distinguished Leadership and Service Award

Mr. M. Buell Snyder, Principal, Jefferson County High School, Louisville, KY

2006 Program Winners

The Academy of Creative Education (ACE), North East Independent School District, San Antonio, TX
Martin Luther King Jr. (MLK) Academy for Excellence, Fayette County Public Schools, Lexington, KY
Providing Hope, South Sioux City Community School District, South Sioux City, NE

2006 Individual Winners

Patricia Cloud Duttweiler, Advisory Council for ACE, San Antonio, TX
Maria “Cuca” Robledo Montecel, Intercultural Development Research Association, San Antonio, TX
Valerie A. Woodruff, Delaware Department of Education, Dover, DE

2006 Students with Disabilities Individual Winner

Suana Wessendorf, Iowa Department of Education, Des Moines, IA

2006 Distinguished Leadership and Service Award

Dr. Jay Smink, NDPC, Clemson University, Clemson, SC

2007 Program Winners

The Latin American Community Center's High School Recovery Program, Wilmington, DE
Communities In Schools of Atlanta, Atlanta, GA

2007 Individual Winners

Beverly Herrlinger, Jefferson County High School, Louisville, KY
Laura Brown, North Georgia Learning Resources System, Cleveland, GA

2007 Distinguished Leadership and Service Award

Arthur Stellar, Taunton Public Schools, Massachusetts

2008 Program Winners

Clark Pleasant Academy, Whiteland, IN
Simon Youth Foundation Education Resource Centers, Indianapolis, IN
Star Academy Program™, Pickens, SC

2008 Individual Winners

Sandy Addis, Pioneer RESA, Cleveland, GA
Judith Ann and Joseph F. Pauley, Process Communication, Potomac, MD
Brian Sites, River's Edge High School, Richland, WA

2008 Distinguished Leadership and Service Award

John Murray, CEO of AdvancePath Academics, Inc., Williamsburg, VA

2009 Program Winners

Butler Tech's Options Academy - Wokini, West Chester, OH
Grossmont Union High School District's Dropout Prevention Program, El Cajon, CA
SUCCESS Program, Des Moines Public Schools, Des Moines, IA

2009 Students with Disabilities Program Winner

Barbara Goleman Senior High, M-DCPS Residential Electrical Wiring Program, Miami Lakes, FL

2009 Individual Winners

Kathy Edwards Bell, Viking Academy, Spartanburg High School, Spartanburg, SC
Wayne Rodolfich, Superintendent, Pascagoula School District 28, Pascagoula, MS

2009 Distinguished Leadership and Service Award

Patrick J. O'Connor, Kent State University, Kent, OH

1:45 p.m. – 2:45 p.m.

CONCURRENT SESSIONS

(Participants choose one.)

PROJECT PUQIGTUT: OUR SMART PEOPLE, HOW TO FOSTER SUCCESS

Strand: Extended Learning Opportunities
Location: Commonwealth A1, 2nd Floor
Presenters: Miss Josephine Edwards-Vollertsen, Ms. Lisa Bunag, and Mr. Eric Saetre, Anchorage School District, Title VII Indian Education, Anchorage, AK

Project Puqigtut is a Department of Education 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.

PEOPLE FOR PEOPLE, INC.

Strand: Urban Education
Location: Commonwealth A2, 2nd Floor
Presenter: Mr. Kirk Berry, People for People, Inc., Philadelphia, PA

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.

ACTIVITIES, GAMES, ENGAGERS

Strand: Middle/High School Transition
Location: Commonwealth B, 2nd Floor
Presenter: Ms. Nancy Blackwell, Longevity of Success, Colorado Springs, CO

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 ENERGIZED!

PRACTICAL IDEAS/PROGRAMS TO PREVENT STUDENTS FROM DROPPING OUT OF SCHOOL

Strand: Middle/High School Transition
Location: Commonwealth C, 2nd Floor
Presenters: Mr. Isaac Stein, Dr. Edward Goldman, Mr. Bradley Waldron, Mr. Danny Eichelberger, Mr. John Schleifer, Mr. John Anzalone, Dr. Mike Barton, Mr. Mark Schuum, and Mr. Eric Gant, Clark County School District, Las Vegas, NV

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.

HIGH SCHOOL TRANSITION IN PHILADELPHIA: CONTEXT, CONDITIONS, AND CONSEQUENCES

Strand: Urban Education
Location: Commonwealth D, 2nd Floor
Presenters: Ms. Eva Gold, Ms. Kate Callahan, Ms. Nikki Johnson, and Ms. Tracey Hartmann, Research for Action, Philadelphia, PA

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.

AVID: RIGOR AND RETENTION

Strand: Best Practices in Multiple Pathways
Location: Washington A, 3rd Floor
Presenters: Dr. Barbara Smith and Ms. Jinan Sumler, AVID Center, Atlanta, GA

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.

1:45 p.m. – 2:45 p.m.

BRIDGING THE GAP THROUGH VIRTUAL LEARNING

Strand: Urban Education
Location: Washington B, 3rd Floor
Presenter: Ms. Kelly Ray, East Wake High School, Raleigh, NC

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. Through East Wake High School's Virtual Learning student data, participants will: (a) see what courses are offered through East Wake High School's Virtual Learning Program; (b) see how virtual learning can be utilized for summer school, credit recovery, initial credit, and remediation; (c) follow the progress of 171 students taking 196 courses using virtual learning; and (d) follow East Wake High School's Virtual Learning student dropout data over three years.

INTEGRATED LITERACY MODEL (ILM)

Strand: Literacy Strategies
Location: Washington C, 3rd Floor
Presenters: Mrs. Stephanie Korber, Ms. Dawn Hannah, and Ms. Robyn Murphy, Center for Literacy, Philadelphia, PA

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.

**FROM PROCESS...TO PUPILS...AND...
ACROSS THE STAGE: READY, SET, SERVE!**

Strand: Best Practices in Multiple Pathways
Location: Congress A, 4th Floor
Presenters: Ms. Joan Arasteh and Ms. Heather DeVries, Katy Independent School District, Katy, TX

The presenters are 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; Ongoing 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!

SCHOOL IMPROVEMENT: NINE SYSTEMIC PROCESSES TO RAISE STUDENT ACHIEVEMENT

Strand: Urban Education
Location: Congress B, 4th Floor
Presenter: Dr. Donna Magee, aha! Process, Inc., Highlands, TX

Raise achievement and build staff capacity through this collaborative and collegial model designed by Dr. Ruby Payne. Examine nine 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.

CREATING FUN, NONLINEAR LESSONS FOR THE SAVVY NET GENERATION

Strand: Extended Learning Opportunities
Location: Congress C, 4th Floor
Presenters: Ms. Stephanie Greathouse and Ms. Donna Harlow, JCPS School, Louisville, KY

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.

2:45 p.m. - 3:00 p.m.

TRANSITION/BREAK

NOTE: During the time period of 3:00 p.m. to 4:00 p.m. participants have a choice of formats:

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

OR

(2) Choose one concurrent session.

3:00 p.m. - 4:00 p.m.

CAROUSEL SESSION

The Regency Ballroom B, 2nd Floor, will be the location of the carousel session. A number and title will be posted at each table. Each participant will choose a table and be seated. The carousel facilitator will give instructions. A bell will ring to signal the start of Round One and each presenter will make a 30-minute presentation. After 30 minutes, a bell will signal the end of Round One. There will be an approximate three-minute transitional time for participants to move to another table. A bell will signal the beginning of Round Two for a repeat of the above.

STRATEGIES TO CLOSE THE GAP BETWEEN ATTENDANCE AND LEARNING—BALTIMORE CITY PUBLIC SCHOOLS

Strand: Best Practices in Multiple Pathways
Location: Table 1, Regency B, 2nd Floor
Presenters: Dr. Tanya Williams, Ms. Debbie Thomas, Ms. Tamara Barron, and Ms. Pam Moore, Baltimore City Public Schools, Baltimore, MD

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 dropouts, increased the number of students being accepted into colleges, and closed the gap between attendance and learning.

PUTTING DROPOUT PREVENTION STRATEGIES INTO PRACTICE

Strand: Research/Early Warning Indicators
Location: Table 2, Regency B, 2nd Floor
Presenter: Ms. Pamela Stazesky, Center for Collaborative Education, Boston, MA

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.

CREATING POSITIVE LEARNING ENVIRONMENTS THROUGH YOUTH-ADULT PARTNERSHIPS

Strand: Extended Learning Opportunities
Location: Table 3, Regency B, 2nd Floor
Presenter: Ms. Ieshia Nelson, UCCP at Temple University, Philadelphia, PA

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.

PREPARED FOR WORK, READY FOR LIFE: WORKING THIS GENERATION

Strand: Extended Learning Opportunities
Location: Table 4, Regency B, 2nd Floor
Presenters: Ms. Terri Stigler and Mr. Bobby Johnson, Foundations, Inc., Job Resource and Development Center, Philadelphia, PA

Learn about the JRDC program and how it focuses on personal and professional development for students in grades 6-12 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.

3:00 p.m. – 4:00 p.m.

ENGAGING STUDENTS AND TEACHERS THROUGH EXPERIENTIAL EDUCATION

Strand: Urban Education
Location: Table 5, Regency B, 2nd Floor
Presenters: Ms. Janet Platt, Ms. Jennifer Mills, and Ms. Marcy Ostberg, Boston Day and Evening Academy, Boston, MA

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 overage and at a high risk of dropping out or have dropped out of high school.

BDEA: RESPONSIVE EDUCATIONAL ALTERNATIVES FOR LEARNING

Strand: Best Practices in Multiple Pathways
Location: Table 6, Regency B, 2nd Floor
Presenters: Ms. Alison Hramiec, Ms. Beatriz Zapater, and Ms. Amy Alvarez, Boston Day and Evening Academy, Boston, MA

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 outcomes.

IMPLEMENTING EFFECTIVE INTERVENTIONS TO INCREASE GRADUATION RATES

Strand: Best Practices in Multiple Pathways
Location: Table 7, Regency B, 2nd Floor
Presenters: Mr. Jack Loyd, Mr. Jason Jedamski, and Ms. Shirley Coleman, Bentonville High School, Bentonville, AR

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.

BOLD INTERVENTIONS! LEADERSHIP AND LEARNING AT CSKYWLA SINGLE GENDER ACADEMY

Strand: Urban Education
Location: Table 8, Regency B, 2nd Floor
Presenters: Ms. Melody Morgan and Ms. Tameka Alexander, Atlanta Public Schools (CSKYWLA), Atlanta, GA

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 postsecondary opportunities.

SIX CRYSTAL STAR AWARDS! OKLAHOMA'S ALTERNATIVE EDUCATION MODEL WORKS!

Strand: Best Practices in Multiple Pathways
Location: Table 9, Regency B, 2nd Floor
Presenter: Ms. Susan Parker, Oklahoma Technical Assistance Center, Cushing, OK

This statewide, research-based alternative education model uses best practices and our 17 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!

WHAT DO YOU SAY WHEN?...BEST PRACTICE LANGUAGE FOR IMPROVING STUDENT BEHAVIOR TO REDUCE DROPOUT RATES

Strand: Research/Early Warning Indicators
Location: Table 10, Regency B, 2nd Floor
Presenters: Dr. Hal Holloman and Dr. Peggy H. Yates, East Carolina University, Greenville, NC

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.

USING LIFE SKILL

Strand: Extended Learning Opportunities
Location: Table 11, Regency B, 2nd Floor
Presenters: Mrs. Nia Eubanks-Dixon and Ms. Geri Pemberton, Education Through the Arts, Philadelphia, PA

Using Life Skill is a hands-on multifaceted workshop where educators learn the key components of how to bridge the educational and social gaps found amongst many of their students. These skills will enable the students to see the relationship between school and everyday life. Through the use of the performing arts, participants learn interactive ways to deal with the emotional, physical, and physiological needs of each child as well as the appropriate steps to create lessons that address their major issues. These skills include creating effective habits/standards, anger management, conflict resolution, and self-control.

**TEACHING DEFERRED GRATIFICATION:
TEACHING SUCCESS**

Strand: Research/Early Warning Indicators
Location: Table 12, Regency B, 2nd Floor
Presenter: Dr. Patty O'Grady, University of Tampa, Tampa, FL

This session explores the research on delayed rewards and impulsivity. Participants will understand the neuroscience of success and develop intervention plans that increase goal setting and persistent behavior. Join me for a new approach in dropout prevention.

**MOVING TEEN PARENTS TO
SELF-SUFFICIENCY**

Strand: Parental Involvement
Location: Table 13, Regency B, 2nd Floor
Presenters: Ms. Cheryl Phillips, Ms. Jennifer Pitt, and Mr. Marcus Godfrey, Communities In Schools of Philadelphia, PA

The Education Leading to Employment and Career Training (ELECT) Teen Parent program is a year-round, school-based voluntary program that assists pregnant and/or parenting students (females and males) in their completion of high school, so they can successfully transition into parenthood and self-sufficiency.

**HANDS-ON DROPOUT PREVENTION
STRATEGIES**

Strand: Best Practices in Multiple Pathways
Location: Table 14, Regency B, 2nd Floor
Presenter: Ms. Robin White-Mussa, Star Academy, Pittsburg, KS

Join us to learn more about an award-winning dropout prevention program that is successfully helping at-risk students stay in school. Star Academy Programs—innovative, hands-on, dropout prevention strategies—are data-driven implementations that reengage overage, at-risk students in their education and get them back on track toward graduation.

**UNIQUE APPROACHES TO SCHOOL
ENGAGEMENT FOR AT-RISK STUDENTS**

Strand: Best Practices in Multiple Pathways
Location: Table 15, Regency B, 2nd Floor
Presenter: Mrs. Rena Wertheim and Mr. Edward Little, North Coast Academy, Richmond Heights, OH

The presenters will discuss unique features of North Coast Academy's program which features mixing traditional classes with computer-based instruction, social skill enhancement using two unique class leaders, community service activities, and building relationships.

**A LITERACY TUTORING PROGRAM AT A
JAIL-BASED ALTERNATIVE SCHOOL**

Strand: Literacy Strategies
Location: Table 16, Regency B, 2nd Floor
Presenter: Dr. Kristine Pytash and Dr. Katherine Calabria, Kent State University, Twinsburg, OH

This presentation will focus on a literacy tutoring program conducted at a jail-based alternative school. Over the course of a semester, pre-service teachers taught students literacy comprehension strategies. The session will include information about how the tutoring program was structured and the reactions of pre-service teachers and students.

3:00 p.m. – 4:00 p.m.

ALMOST UNACCEPTABLE TO ABSOLUTELY ASTOUNDING!

Strand: Research/Early Warning Indicators
Location: Table 17, Regency B, 2nd Floor
Presenters: Ms. Lisa Schormann, Ms. Amy Woodul, Ms. Arlise Carson, Ms. Lydia DeLa Garza, Ms. Stephanie Dean, Ms. Teri Mendez, Ms. Jenna Sanders, Ms. Renee Williams, and Ms. Sammie Walters, Leander ISD, Leander, TX

One district changed students' lives through early warning systems and easy interventions. In 18 months a fast-growing suburban district in Texas dramatically increased its completion rate. Through the analysis of existing data they implemented an early warning system and capitalized on the synergy created when all school stakeholders collaborated. The results are absolutely astounding!

HOW TO PROVIDE MULTIPLE WAYS TO GRADUATION THROUGH ONLINE LEARNING

Strand: Best Practices in Multiple Pathways
Location: Table 18, Regency B, 2nd Floor
Presenter: Mrs. Mary Curcio, Pearson, McGraw, NY

Many students drop out of school due to the rigidity of policies, schedules, curriculum, social stigmas, economics and more. Through the use of the NovaNET program, witness how one small rural district overcame these issues and kept students from dropping out. Through the use of this program many at-risk students have stayed in school and have found a way to succeed. Students in this program have mastered required curricula, have become more motivated, have developed a sense of control of their learning, have enjoyed coming to school, and have gotten back on track to ensure graduation success.

BLAZING NEW PATHWAYS FOR YOUTH

Strand: Best Practices in Multiple Pathways
Location: Table 19, Regency B, 2nd Floor
Presenter: Dr. Vincent Mays, Alternative Education, Newark, NJ

Our presentation will focus on the lessons learned and best practices that have come as a result of our district-wide reform efforts which have transformed alternative education, leveraged community partnerships to establish a one-stop youth service center, and created

a menu of high school options including a virtual high school option, through the adopted four research-based education models.

STUDENT EMPOWERMENT: ONE SCHOOL'S KEYSTONE FOR ENABLING MINORITY MALES TO GRADUATE AND BE PREPARED FOR THE 21ST CENTURY

Strand: Best Practices in Multiple Pathways
Location: Table 20, Regency B, 2nd Floor
Presenters: Ms. Sharon Hill, Ms. Malvene Richard, Mr. Ronald Repps, and Ms. Tami Marie Rappa, Sarah Pyle Academy, Wilmington, DE

Sarah Pyle Academy is a nontraditional, competency-based dropout prevention program in the Christina School District with a population of 160 scholars. Our community of learners success is based upon small student to staff ratio, individualized computer-assisted instruction, relevant academic rigor, a studentcentric climate that fosters collegial/family oriented relationships between scholars and instructors. "Failure is Not an Option" reinforces SPA's high expectations to empower students by their achievements and the positive transition to postsecondary careers and/or education.

SINKING BEHIND, SNEAKING AHEAD, AND SQUARING OFF: A CASE STUDY OF GED

Strand: Research/Early Warning Indicators
Location: Table 21, Regency B, 2nd Floor
Presenters: Mr. Gregory Washington and Mr. Michael J. Adam, Mississippi State University Research and Curriculum Unit, Mississippi State, MS

The significance of this project lies in the use of presented information by school districts to address the needs of students considering the General Education Development. This research allows for more focused interventions to utilize data-driven decision making to improve the lives of students and local and state economies.

RESTORING OUR RELATIONSHIPS WITH YOUTH

Strand: Urban Education
Location: Table 22, Regency B, 2nd Floor
Presenter: Ms. Tonya Featherston, Urban Education Services, Baltimore, MD

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.

3:00 p.m. – 4:00 p.m.

CONCURRENT SESSIONS

(Participants choose one.)

THE ROAD TO SUCCESS FOR THE UNDER-RESOURCED LEARNER

Strand: Research/Early Warning Indicators
 Location: Commonwealth A1, 2nd Floor
 Presenter: Mr. Jim Littlejohn, aha! Process, Inc., Irmo, SC

This session will introduce nine 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.

HAWKINS COUNTY SCHOOLS’ JOURNEY TO EXCELLENCE


Strand: Best Practices in Multiple Pathways
 Location: Commonwealth A2, 2nd Floor
 Presenters: Dr. Reba Bailey, Mr. Patrick Fraley, Mr. Steve Starnes, and Ms. Patty Rider, Hawkins County Schools, Rogersville, TN

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.

OPERATION RESTART


Strand: Legislative Affairs
 Location: Commonwealth B, 2nd Floor
 Presenter: Mr. William Bartle, PA Partnerships for Children, Harrisburg, PA

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 this 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, and (3) engage policymakers to build demand for the campaign.



**Visit Us at
Booth 9!**

Lower Dropout Rates with a Learning System That Keeps Students Engaged and On Track to Graduation

A+ has been recognized by NDPN as a model program! 

<ul style="list-style-type: none"> ➊ Identify student skill mastery and deficiencies. ➋ Create education plans that focus on individual student needs. ➌ Over 145 titles/courses contain over 5,400 lessons. ➍ Lesson design allows for accelerated remediation. 	<ul style="list-style-type: none"> ➎ Interactive content keeps students engaged. ➏ Research-based direct instruction model. ➐ Student and class standard attainment reporting. ➑ Aligned to all state standards – including Common Core.
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The American Education Corporation
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3:00 p.m. – 4:00 p.m.

**ENHANCING PROFESSIONAL DEVELOPMENT
USING ONLINE LEARNING AND
PROFESSIONAL LEARNING COMMUNITIES**

Strand: Best Practices in Multiple Pathways
Location: Commonwealth C, 2nd Floor
Presenter: Dr. Michael Matwick, Pinnacle
Education, Tempe, AZ

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.

**THE ACADEMY OF CREATIVE EDUCATION
(ACE): EMPOWERING THE AT-RISK LEARNER**

Strand: Best Practices in Multiple Pathways
Location: Commonwealth D, 2nd Floor
Presenters: Ms. Lynn Isaacks and Ms. Nancy
Johnson, The Academy of Creative
Education, San Antonio, TX

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 service.

COLLABORATE FOR SUCCESS!

Strand: Parental Involvement
Location: Washington A, 3rd Floor
Presenter: Dr. Joni Samples, Family Friendly
Schools, Galax, VA

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 outcomes.

**DON'T FALL THROUGH THE CRACKS:
HELPING AT-RISK YOUTH TRANSITION
TO MIDDLE SCHOOL**

Strand: Middle/High School Transition
Location: Washington B, 3rd Floor
Presenter: Dr. Connie Tait, Central Connecticut
State University, New Britain, CT

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 research study involving students, parents, and teachers will be presented that stresses the importance of a sense of belonging to one's school for student success.

**REENGAGING STUDENTS AND PARENTS
ON THE FRINGE**

Strand: Best Practices in Multiple Pathways
Location: Washington C, 3rd Floor
Presenters: Ms. Cara Akright, Ms. Karen Beitzel,
and Ms. Lynda Long, Center for Schools
and Communities, Camp Hill, PA

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.

**SELF-EFFICACY AND GRADUATING
HIGH SCHOOL**

Strand: Research/Early Warning Indicators
Location: Congress A, 4th Floor
Presenter: Dr. Robin Surland, Wichita Public
Schools, Wichita, KS

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.

CREATIVE STRATEGIES TO REACH URBAN YOUTH IN THE CLASSROOM AND BEYOND

Strand: Middle/High School Transition
Location: Congress B, 4th Floor
Presenters: Dr. Carmen White, Dramatic Solutions, Inc., Glenn Dale, MD; and Mr. Lennie Smith, University of the District of Columbia, Washington, DC

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.

DEVELOPING EARLY WARNING INDICATORS THAT ARE BOTH RESEARCH-BASED AND ACTIONABLE

Strand: Research/Early Warning Indicators
Location: Congress C, 4th Floor
Presenter: Mr. Haven Ladd, The Parthenon Group, Boston, MA

With the Chicago Public Schools as a case study, this session will present 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.

APPLYING A HOLISTIC MODEL TO INCREASE STUDENT SUCCESS

Strand: Research/Early Warning Indicators
Location: Regency Ballroom A, 2nd Floor
Presenter: Ms. Ann Lyttle-Burns, Fayette County Schools, Lexington, KY

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 dropouts. 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 increased student achievement. This model can be used in any school district.

PREPARING ALL STUDENTS FOR POST-SECONDARY SUCCESS: DENVER PUBLIC SCHOOLS' STRATEGIC PLAN FOR PREVENTION, RECUPERATION AND RECOVERY

Strand: Best Practices in Multiple Pathways
Location: Regency Ballroom C1, 2nd Floor
Presenter: Mrs. Stephanie Gurule, Denver Public Schools, Denver, CO

Denver Public Schools (DPS) expanded its credit/unit recovery programming districtwide 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 discussed.

IMPROVING GRADUATION RATES FOR PREGNANT AND PARENTING STUDENTS: TITLE IX AND BEYOND

Strand: Best Practices in Multiple Pathways
Location: Regency Ballroom C2, 2nd Floor
Presenter: Ms. Lara Kaufmann, National Women's Law Center, Washington, DC

This session 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.

4:15 p.m. - 5:15 p.m.

NDPN BUSINESS MEETING (*All are invited.*)

Location: Congress A, 4th Floor

4:15 p.m. - 6:15 p.m.

SIMON YOUTH FOUNDATION MEETING

(*By invitation only.*)

Location: Washington A, 3rd Floor
Host: Dr. Chris Chalker, Simon Youth Foundation, Indianapolis, IN

7:30 a.m. - 8:00 a.m.

COFFEE BREAK

Location: Regency Foyer, 2nd Floor

8:00 a.m. - 9:00 a.m.

CONFERENCE REGISTRATION

Location: Regency Foyer, 2nd Floor

8:00 a.m. - 9:00 a.m.

CONCURRENT SESSIONS

(Participants choose one.)

DISTRICT 1199C'S GED TO COLLEGE SUCCESS PROGRAM

Strand: Urban Education

Location: Commonwealth A1, 2nd Floor

Presenter: Ms. Nia Eubanks-Dixon, District 1199C Training and Upgrading Fund, Philadelphia, PA

District 1199C's GED to College Success program utilizes a curriculum developed and administered in part by college faculty that is complemented by intensive counseling practices and industry-recognized credentials as benchmarks toward GED completion and college matriculation.

CAMP LEAD: A SCHOOL CLIMATE AND CONNECTEDNESS INTERVENTION

Strand: Middle/High School Transition

Location: Commonwealth A2, 2nd Floor

Presenters: Ms. Jenee Littrell and Ms. Lucia Washburn, Grossmont Union High School District, El Cajon, CA

Grossmont Union High School District developed Camp LEAD (Leadership for Equity & Access Districtwide) to engage traditional and nontraditional 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.

DROPOUT PREVENTION PROGRAMS PHILLY-STYLE: COMPARING THREE INITIATIVES

Strand: Urban Education

Location: Commonwealth B, 2nd Floor

Presenters: Ms. Eva Gold, Ms. Kate Callahan, Ms. Nikki Johnson, and Ms. Tracey Hartman, Research for Action, Philadelphia, PA

This session will examine evaluation research on three separate programs located in Philadelphia, each overseen by a different nonprofit 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.

AHSI: A PORTFOLIO APPROACH FOR EXPANDING PATHWAYS TO GRADUATION

Strand: Best Practices in Multiple Pathways

Location: Commonwealth C, 2nd Floor

Presenters: Ms. Talmira Hill, Association for High School Innovation, Providence, RI; Ms. Dawn McCray, Communities In Schools, Philadelphia, PA; Mr. Simran Sidhu, YouthBuild, Philadelphia, PA; Mr. David Bromley, Big Picture, Philadelphia, PA; Ms. Angela Romans, Diploma Plus, Inc., Boston, MA; and Ms. Gloria Pineda, Diploma Plus, Sacramento, CA

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 & 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.

EARLY WARNING INDICATORS: FINDINGS FROM MULTIPLE DISTRICTS AND STATES

Strand: Research/Early Warning Indicators
Location: Commonwealth D, 2nd Floor
Presenter: Dr. Ruth Curran Neild, Johns Hopkins University, Philadelphia, PA

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.

SEGMENTING OFF-TRACK YOUTH AND OFFERING DIFFERENTIATED SOLUTIONS BASED ON STUDENT NEED

Strand: Best Practices in Multiple Pathways
Location: Washington A, 3rd Floor
Presenter: Mr. Haven Ladd, The Parthenon Group, Boston, MA

With the New York Public Schools as a case study, this session will provide 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.

COHERENT STRATEGIES FOR LITERACY ACROSS THE CURRICULUM THAT ENGAGE STUDENTS

Strand: Best Practices in Multiple Pathways
Location: Congress A, 4th Floor
Presenter: Mr. Greg Bloom, School District of Philadelphia, Philadelphia, PA

Through the use of six 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 own settings.

DIPLOMAS NOW

Strand: Research/Early Warning Indicators
Location: Congress B, 4th Floor
Presenters: Ms. Sheila Drummond, Communities In Schools, Arlington, VA; Ms. Allie Mulvihill and Ms. Liza Herzog, Philadelphia Education Fund, Philadelphia, PA

This session will describe the development of a national dropout prevention model, Diplomas Now (see www.Every1Graduates). Starting with an overview of groundbreaking research (Balfanz and Herzog, 2005) that identified, as early as the 6th grade, four early warning indicators that correlate most highly with students 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.

HEAR OUR CRY: BOYS IN CRISIS

Strand: Research/Early Warning Indicators
Location: Congress C, 4th Floor
Presenter: Mr. Jim Littlejohn, aha! Process, Inc., Irmo, SC

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 differently.

NORTH EAST FLORIDA EDUCATION CONSORTIUM: REVIEWING A SUCCESSFUL MULTIDISTRICT ONLINE DROPUT AND CREDIT RECOVERY PROGRAM

Strand: Extended Learning Opportunities
Location: Regency Ballroom C1, 2nd Floor
Presenter: Dr. David Reed, Educational Options Foundation, Tempe, AZ

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 7,707 students, completing

8:00 a.m. - 9:00 a.m.

8,097 credits with a success rate of 84%. The majority of these credits were recovered in core areas. Additionally, NEFEC provided the opportunity for 1,092 additional seniors to graduate in the spring of 2009.

M & M ACTIVITIES FOR PARENTS

Strand: Parental Involvement
Location: Regency Ballroom C2, 2nd Floor
Presenter: Ms. Laura Hickson, Florence County School District Three, Lake City, SC

This session will focus on Meaningful and Motivational (M & M) parental involvement activities that increase student achievement. Improving student achievement must be a collaborative effort between all stakeholders. This session 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 exceed Title I mandates.

**YOUTH UNITED FOR CHANGE (YUC):
PUSHOUT CHAPTER**

Strand: Research/Early Warning Indicators
Location: Terrace Room, 33rd Floor
Presenters: Members of YUC Pushout Chapter

The Youth United for Change (YUC) Pushout Chapter will be leading a workshop on their action research report on the crisis in Philadelphia. YUC's Pushout Chapter is a group of Out-of-School Youth and students in alternative schools. Over the past year, the Pushout Chapter has been conducting an action research report on the pushout crisis in Philadelphia. The workshop will be a presentation on the research process, findings, and recommendations for reducing the pushout rate.

9:00 a.m. - 9:15 a.m.

TRANSITION

9:15 a.m. – 10:15 a.m.

CONCURRENT SESSIONS

(Participants choose one.)

**BETTER BEHAVIOR, BETTER LEARNING:
CREATING THE RESTORATIVE SCHOOL**

Strand: Urban Education
Location: Commonwealth A1, 2nd Floor
Presenters: Dr. Gwynedd Lloyd and Dr. Gillean McCluskey, University of Edinburgh, Scotland

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 and students.

**RESHAPING LAWS TO SUPPORT STUDENT
SUCCESS**

Strand: Legislative Affairs
Location: Commonwealth A2, 2nd Floor
Presenter: Ms. Maura McInerney, Education Law Center, Philadelphia, PA

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, reentry, school age, truancy, discipline, credit/graduation requirements, and school accountability to address how laws can be used and reshaped to better support students through graduation.

MARK YOUR CALENDAR

**23rd Annual
At-Risk Youth National FORUM**
February 20-23, 2011
Embassy Suites at Kingston Plantation
Myrtle Beach, SC



**23rd Annual
National Dropout Prevention
Network Conference**
October 9-12, 2011
Renaissance Schaumburg Hotel/Convention Center
Chicago, IL

WHAT CHILDREN NEED TO PREVENT DROPPING OUT OF SCHOOL

Strand: Best Practices in Multiple Pathways
Location: Commonwealth B, 2nd Floor
Presenters: Dr. Paul Fink, Temple University School of Medicine, Bala Cynwyd, PA; Mr. Darryl Coates, Philadelphia Anti-Drug/Anti-Violence Network, Philadelphia, PA; and Mr. George Mosee, City of Philadelphia, PA

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.

IMPROVING EDUCATIONAL STABILITY AND OUTCOMES FOR CHILDREN AND YOUTH IN OUT-OF-HOME PLACEMENT: A PHILADELPHIA PUBLIC/PRIVATE PARTNERSHIP

Strand: Best Practices in Multiple Pathways
Location: Commonwealth C, 2nd Floor
Presenters: Dr. Liza Rodriguez, Ms. Luciana Banks, and Ms. Heather Keafer, DHS Education Support Center, Department of Human Services, Philadelphia, PA

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 welfare system.

SCHOOLVIZ AUTOMATED EARLY WARNING SYSTEM

Strand: Research/Early Warning Indicators
Location: Commonwealth D, 2nd Floor
Presenters: Mr. Adam Warner and Mr. Mike Moline, Educational Services Center, Region 10, Richardson, TX

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.

SUMMER OF SERVICE: FILLING THE GAP WITH SUMMERTIME SERVICE-LEARNING

Strand: Middle/High School Transition
Location: Congress A, 4th Floor
Presenters: Ms. Jean Manney and Ms. Nicole Tysvaer, Innovations in Civic Participation, Washington, DC

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.

COMMUNITIES IN SCHOOLS: PERFORMANCE LEARNING CENTERS RELEVANCE: IMPROVING OUTCOMES FOR OVERAGE AND UNDER-CREDITED STUDENTS

Strand: Best Practices in Multiple Pathways
Location: Congress B, 4th Floor
Presenters: Ms. Arleen Peterson, Communities In Schools, Arlington, VA; and Ms. Dawn McCray, Communities In Schools, Philadelphia, PA

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. 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.

9:15 a.m. - 10:15 a.m.

**THE FRESHMAN TRANSITION INITIATIVE:
PROMOTING SELF-SUFFICIENCY IN 8TH
AND 9TH GRADES WITH A 10-YEAR CAREER
AND LIFE PLAN**

Strand: Extended Learning Opportunities
Location: Congress C, 4th Floor
Presenters: Dr. Patrick Holland, San Diego Unified
School District, San Diego, CA; and
Dr. Rebecca Dedmond, The George
Washington University, Alexandria, VA

Learn the process to create buy-in from stakeholders for a schoolwide 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 levels.

**BUILDING RELATIONSHIPS: CONNECTING
SELF-ESTEEM WITH ACADEMIC SUCCESS**

Strand: Best Practices in Multiple Pathways
Location: Terrace Meeting Room, 33rd Floor
Presenters: Ms. Tami-Marie Rappa and Students,
Sarah Pyle Academy, Wilmington, DE

A panel of students, parents, community stakeholders, and teachers will present a picture of Sarah Pyle Academy, an accelerated high school program. Sarah Pyle Academy has been instrumental in preventing students from dropping out of school, assisting those students in attaining their high school diplomas, and guiding them towards meaningful and productive post high school lives.

UPPERCLASSMEN MENTORING PROGRAM

Strand: Middle/High School Transition
Location: Lescaze Room, 33rd Floor
Presenters: Ms. Paula Shaw, Mr. Brian Powderly,
Ms. Molly Swigart, Ms. Alyssa Lightcap,
Mr. Kyle Hall, and Mr. Kyle Fullmer,
Milton-Union High School,
West Milton, OH

Our program targets students entering their freshman year of high school. By guiding these students, upperclassmen mentors help prevent freshmen from ending up at risk at graduation time. The freshman class is divided into six groups who are mentored by upperclassmen, approximately five or six to one group.

9:15 a.m. - 10:15 a.m.

SIMON YOUTH FOUNDATION MEETING

(By invitation only.)

Location: Washington A, 3rd Floor

10:15 a.m. - 10:30 a.m.

TRANSITION

10:30 a.m. - 11:45 a.m.

(All are invited to attend.)

CLOSING GENERAL SESSION/BRUNCH

Location: Regency Ballroom, 2nd Floor

Brunch

Welcome/Remarks/Introductions

Dr. Jay Smink, Executive Director, National
Dropout Prevention Center, Clemson, SC

Introduction of Youth Plenary Panel

Mayor Michael Nutter, Philadelphia, PA
Mrs. Lisa Nutter, First Lady of Philadelphia
and President of Philadelphia Academies,
Inc., Facilitator of Youth Plenary Panel

Youth Plenary Panel

The panel is 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.

Closing Remarks

Dr. Jay Smink

DIRECTORY OF EXHIBITORS

Organization	Booth #	Description
<p>2011 Illinois Conference Planning Committee Edward Bates 19525 W. Washington Street Grayslake, IL 60030 (847) 223-3400 x225 ebates@lake.k12.il.us</p>	6	<p>Stop by for a visit and learn why you will want to join us in Chicago for the 23rd Annual National Dropout Prevention Network Conference—Systems Together Advancing Youth (STAY), October 9-12, 2011, at the Renaissance Schaumburg Hotel and Convention Center.</p>
<p>Academic Innovations Tanja Easson 929 W Sunset Blvd Wells Fargo Bldg., 2nd Floor Saint George, UT 84770 (800) 967-8016 tanja@academicinnovations.com</p>	38	<p><i>Career Choices</i> provides 8th and 9th grade dropout prevention through a student-centered, 10-year plan. Integrate academics and guidance while building the skills for successful high school transitions.</p>
<p>aha! Process Ruth Weirich P.O. Box 727 Highlands, TX 77562 (363) 707-1178 rweirich@ahaprocess.com</p>	13	<p>aha! Process makes it easier for educators to succeed in their goals by providing training, resources, and solutions that raise student achievement and increase educator resources.</p>
<p>American Book Company Karen Olson P.O. Box 2638 Woodstock, GA 30188 (888) 264-5877 kolson@americanbookcompany.com</p>	24	<p>FREE preview copies and e-books for ACT, HSA, HSPA, OGT, EOC, TAKS, CAHSEE, GHSGT, AIMS, AHSGE, GEE, and many others available at the booth while supplies last!</p>
<p>American Education Corporation Shanna Baccus 7506 N. Broadway Ext. Oklahoma City, OK 73116 (405) 626-1197 baccuss@amered.com</p>	9 & 10	<p>The A+nyWhere Learning System® is a computer-based, e-learning assessment and instruction solution that can be implemented specifically to address dropout prevention and credit recovery.</p>
<p>AMSCO School Publications, Inc. Prat Menon 315 Hudson Street New York, NY 10013 (212) 886-6500 pmenon@amsco.com</p>	3	<p>AMSCO publishes textbooks, workbooks, test-prep, and supplementary programs for all academic areas for students in grades 7-12.</p>

DIRECTORY OF EXHIBITORS

Organization	Booth #	Description
<p style="text-align: center;">Apex Learning Kerry Lavigne 1215 Fourth Ave., Ste. 1500 Seattle, WA 98161 (206) 381-5653 Kerry.lavigne@apexlearning.com</p>	29 & 30	Apex Learning provides comprehensive, standards-based digital curriculum for secondary education to help schools successfully engage all students in rigorous coursework.
<p style="text-align: center;">Association for Career and Technical Education Lindsay Arnold 1410 King Street Alexandria, VA 22314 (703) 683-9305 larnold@acteonline.org</p>	25	The National Research Center for Career and Technical Education (NRCCTE) is the primary agent for generating scientifically-based knowledge, dissemination, professional development, and technical assistance to improve career and technical education (CTE) in the United States. Visit us at www.nrccte.org .
<p style="text-align: center;">Backpack Gear, Inc. James Davis 4572 S. Orange Blossom Trail PMB#30 Orlando, FL 32839 (407) 240-2343 backpackgear@hotmail.com</p>	100	Backpack Gear, Inc. is a wholesaler and distributor for prepackaged kits for education and hygiene, backpacks, general school supplies, and personal merchandise.
<p style="text-align: center;">Big Brothers Big Sisters Southeastern PA Judith D. Spangler 123 S. Broad St., Suite 2180 Philadelphia, PA 19109 (484) 653-1452 jspangler@cbbbssepa.org</p>	42	Big Brother Big Sisters has been working for more than 90 years to improve the lives of children and strengthen communities through professionally supported one-to-one mentoring relationships.
<p style="text-align: center;">Center for Schools and Communities Lynda Long 275 Grandview Avenue, Suite 200 Camp Hill, PA 17011 (717) 763-1661 x156 llong@csc.csiu.org</p>	39	The Center for Schools and Communities provides training, technical assistance, resources, and evaluation services to schools, organizations and agencies serving children, youth and families in Pennsylvania in the areas of education, youth development, safety and violence prevention, and community and family support.
<p style="text-align: center;">City Year Greater Philadelphia Dana Twyman 2221 Chestnut Street Philadelphia, PA 19103 (267) 386-7035 dtwyman@cityyear.org</p>	104	City Year corps members help reduce the dropout rate by working with students in high-poverty communities to improve their attendance, behavior, and course performance.

DIRECTORY OF EXHIBITORS

Organization	Booth #	Description
<p style="text-align: center;">Communities In Schools of Philadelphia Treena Reid 2000 Hamilton Street, Ste. 201 Philadelphia, PA 19130 (267) 386-4703 treid@cisphl.org</p>	41	Communities In Schools of Philadelphia, working in close partnership with the School District of Philadelphia, serves more than 13,000 students in Philadelphia, kindergarten through post-high-school, through more than 25 separate programs that provide services to in-school and out-of-school youth. Combining efforts of dedicated staff and strong community and school-based partnerships, our programs yield an 85% graduation rate for eligible seniors.
<p style="text-align: center;">CROSSROADS, University of North Carolina Wilmington Diane Edwards 601 S. College Rd. Wilmington, NC 28403 (910) 962-7432 edwardsd@uncw.edu</p>	32	Substance abuse prevention program for late middle school/early high school youth; peer educator-led, includes 5-lesson curriculum and out-of-class educational activities.
<p style="text-align: center;">C-Tech Associates, Inc. Ted Wislinski 50 Station Road Sparta, NJ 07871 (973) 726-9000 loril@c-techtraining.com</p>	20	A premier provider of workforce training programs offering industry credentials in the expanding telecommunications industry, including Broadband, Green Systems, and Smart Grid installations.
<p style="text-align: center;">Delaware Valley High Schools Mark Kaye 100 N 18th St 2 Logan Square Suite 1900 Philadelphia, PA 19103 (215) 677-6107 x267 mkaye@dvhs.org</p>	31	Delaware Valley High School operates three alternative high schools in the Philadelphia region. We are a Model Program for Best Practices designated by the Commonwealth of Pennsylvania.
<p style="text-align: center;">EDTEC, Inc. George E. Waters, Jr. 200 Federal Street, Suite 244 Camden, NJ 08103 (856) 302-5194 abocage@edtecinc.com</p>	23	EDTEC is a leader in Entrepreneurship Education for at-risk youth. We can help you build your own school entrepreneurship program. Visit www.edtecinc.com to learn how.
<p style="text-align: center;">Educational Options, Inc. Sidory Dan-Perry 3440 N. Fairfax Drive Arlington, VA 22201 (866) 243-7460 sales@edoptions.com</p>	14 & 15	EdOptions is an award-winning education technology firm. Its premier product, Stars Suite, features 46 web-based middle and high school courses, solutions for state test preparation, high school preparation, and GED study.

DIRECTORY OF EXHIBITORS

Organization	Booth #	Description
<p>Education Service Center Region 10 Adam Warner 400 E Spring Valley Rd. Richardson, TX 75081 (972) 343-1266 Adam.warner@region10.org</p>	26	An affordable early warning system that can be easily tied to a supported student information system for fully automated updates and alerts.
<p>EducationWorks Elise Schiller 3149 Germantown Ave Philadelphia, PA 19133 (267) 575-7101 eschiller@educationworks.org</p>	103	EducationWorks, a nonprofit organization, offers programs and services to children and youth that build academic skills, resiliency, and social competencies leading to success in school and beyond.
<p>EnterprisePrep Scott Reznick 7A West 82nd Street Harvey Cedars, NJ 08008 (609) 361-7637 scottreznick@comcast.net</p>	8	EnterprisePrep offers at-risk youth ownership experience. While learning, using their skills, and earning a profit, they develop ambition, confidence, and motivation to graduate and prosper.
<p>Foundations Inc., Center for Afterschool Ed Kim Mullins 2 Executive Drive, Ste. 1 Moorestown, NJ 08057 (856) 533-2711 kmullins@foundationsinc.org</p>	21	Foundations Inc. is a nonprofit organization committed to transforming the quality of education and learning across the day by providing capacity-building professional development, tools, and technical assistance on site and online.
<p>GEM Educational Art George E. Miller II 3015 Stonewood Way Jacksonville, FL 32065 (904) 521-4059 gemartstudio@aol.com</p>	37	Artist George Miller creates art that inspires the spirit of learning motivational and inspiring prints to hang in your classroom and offices. Find the hidden messages like “Never Give Up” and “Set Goals.”
<p>Kaplan K12 Learning Services Andrew Friedman & Anthony Manley 1 Liberty Plaza 22nd Floor New York, NY 10006 888-KAPLAN8 K12_operations@kaplan.com</p>	43	Kaplan K12 partners with schools to measurably propel student achievement through state test readiness and college preparation programs for the ACT, Work Keys, SAT, and PSAT.

DIRECTORY OF PRESENTERS

Organization	Booth #	Description
<p>Karen's Gift Solutions Karen Ballard 7612 The Pointe Raleigh, NC 27615 (919) 844-0376 klbwishes@aol.com</p>	1	Jewelry, accessories, jackets, and gift items.
<p>National Dropout Prevention Center/Network John Peters 209 Martin Street Clemson, SC 29631 (864) 656-0253 pj@clemson.edu</p>	Regency Foyer	Learn the benefits of membership in the National Dropout Prevention Network. Review the research publications published by the Center regarding at-risk youth. Publications will be available on mentoring, alternative schooling, early childhood development, and service-learning.
<p>National Dropout Prevention Center for Students with Disabilities Loujeania Bost 209 Martin Street Clemson, SC 29631 (864) 656-6976 lbost@clemson.edu</p>	Regency Foyer	Stop by and learn about the National Dropout Prevention Center for Students with Disabilities (NDPC-SD). NDPC-SD was established in 2004 by the Office of Special Education Programs (OSEP) as part of OSEP's Technical Assistance and Dissemination (TA&D) Network, which supports the implementation of the Individuals with Disabilities Education Act (IDEA). NDPC-SD was specifically established to assist in building states' capacity to increase school completion rates for students with disabilities through knowledge synthesis, technical assistance, and dissemination of interventions and practices that work.
<p>National Guard Patriot Academy CPT Kyle J. Key 4230 E. Administration Drive Butlerville, IN 47223 (317) 247-3300 x41825 Kyle.key@ng.army.mil</p>	33	The National Guard Patriot Academy is the Department of Defense's first and only accredited high school for dropouts wishing to serve their country and successfully complete Army Basic Training. The program is open to dropouts between ages 17-21, who have completed at least their sophomore year.
<p>National University, Extended Learning Jessica Hernandez 11255 N. Torrey Pines Rd. La Jolla, CA 92037 (858) 642-8655 Jhernandez2@nu.edu</p>	46	Extended Learning offers professionals and businesses the tools they need to gain a competitive edge in the workplace and life in general. Our programs are tailored to your demanding schedules by supporting various learning environments such as the classroom, CD-ROM, online courses, and on-site training.

DIRECTORY OF EXHIBITORS

Organization	Booth #	Description
<p>Ombudsman Educational Services Diana Shaffer 1585 N. Milwaukee Ave. Libertyville, IL 60048 (847) 247-6624 dshaffer@ombudsman.com</p>	28	Ombudsman partners with public school districts giving students who have dropped out of school or are at risk of dropping out an alternative route to a high school diploma.
<p>PA Department of Education Jenn Rockey & Amy Morton 333 Market Street, 5th Floor Harrisburg, PA 17126 (717) 783-6466 lburgos@state.pa.us</p>	40	Representatives from the Pennsylvania Department of Education, Office of Elementary and Secondary Education, are present to answer your questions and provide information regarding initiatives that support continued student achievement.
<p>Pathfinder, LLC Corry Higbee & Neva Schwartz 5 Dunsmere Avenue Pueblo, CO 81004 (719) 406-4370 corry@pathfinder-llc.com</p>	5	The Starfish Academic Improvement for Life or SAIL program increases graduation rates, reduces educational barriers, decreases demands for public assistance, diminishes generational poverty, and helps reduce crime.
<p>Pearson-Assessment for Learning Debra Guzman 19500 Bulverde Rd. San Antonio, TX 78259 (210) 339-5380 Debra.guzman@pearson.com</p>	11	Pearson is the leader in educational publishing, assessment, student information, and services. Our respected imprints and products include Scott Foresman, Prentice Hall, AGS, PowerSchool, SuccessMaker, TeacherVision, and many others.
<p>Pearson Digital Learning Brian Froelich 3075 W. Ray Rd. Chandler, AZ 85226 (480) 457-6002 Brian.froelich@pearson.com</p>	12	Pearson Digital is a leader in digital and online learning with NovaNET courseware meeting the dropout prevention needs of more than 10 million students in the past 10 years.
<p>Pennsylvania Army National Guard SGM Stanley W. Jones HQ 55th Bldg. 900 Adams Ave. Scranton, PA 18510 (570) 499-0872 Stanley.jones3@us.army.mil</p>	34	The YOU CAN School Program is an award-winning <i>free</i> public service offered by the Army National Guard. Delivered in classroom settings. Our 37 dynamic presentations make effective use of video, music, and graphics and introduces students to necessary life skills so that they can have successful futures and accomplish great things.

DIRECTORY OF EXHIBITORS

Organization	Booth #	Description
<p>Pennsylvania Treasury Department Kelly Dunkle 529 Forum Building Harrisburg, PA 17120 (717) 783-5893 kdunkle@patreasury.org</p>	16	<p>Pennsylvania Treasury’s College Savings Program is guaranteed to keep pace with tuition inflation while offering tax advantages for you.</p>
<p>Philadelphia Education Fund Allie Mulvihill 1709 Benjamin Franklin Pkwy Philadelphia, PA 19103 (215) 665-1400 amuLvihill@philaedfund.org</p>	105	<p>The Philadelphia Education Fund is a nonprofit organization dedicated to improving the quality of public education for youth throughout the Philadelphia region.</p>
<p>Philadelphia Student Union Iliyaas Muhammad 4205 Chestnut Street Philadelphia, PA 19104 (215) 253-4586 iliyaas@phillystudentunion.org</p>	101	<p>The Philadelphia Student Union exists to build the power of young people to demand a high quality education in the Philadelphia Public School System.</p>
<p>Read Right Systems, Inc. Rhonda Stone 310 W. Birch St Shelton, WA 98584 (360) 427-9440 rhondas@readright.com</p>	4	<p>Read Right is a powerful reading intervention model that relies on the plasticity of the brain to remodel the neural network that, in poor readers, guides the reading process inappropriately.</p>
<p>Renaissance Learning Fred Wolfe 2911 Peach Street Wisconsin Rapids, WI 54494 (866) 563-9951 Fred.wolfe@renlearn.com</p>	44	<p>Renaissance Learning educational software and NEO 2 laptops provide daily formative assessment and periodic progress-monitoring technology to enhance curriculum, support differentiated instruction, and personalize practice.</p>
<p>Ripple Effects Lew Brentano 33 New Montgomery St. Suite 1210 San Francisco, CA 94105 (415) 227-1669 x308 lbrentano@rippleeffects.com</p>	49	<p>Ripple Effects provides evidence-based personalized student and staff training and assessment software. An NDPC Model Program, it raises grades and reduces dropouts and discipline referrals.</p>

DIRECTORY OF EXHIBITORS

Organization	Booth #	Description
<p>School-Connect Kathy Beland 6202 Wilmett Rd. Bethesda, MD 20817 (800) 597-6209 kbeland@school-connect.net</p>	22	<p>School-Connect: Optimizing the High School Experience is a 40-lesson curriculum designed to improve students' social and emotional skills, boost academic engagement, and facilitate supportive relationships among students and teachers.</p>
<p>Scientific Learning Correne Duff 1015 Balsam Drive Washington, PA 15301 (724) 206-1886 cduff@scilearn.com</p>	27	<p>Scientific learning develops education software that exercises students' brains to help them process more efficiently, the way physical workouts train the body to be more fit and strong.</p>
<p>Simon Youth Foundation Della Lefevers & Julie Carriere 225 W. Washington St. Indianapolis, IN 46204 (317) 263-2423 dlefevers@simon.com</p>	35 & 36	<p>Featuring education resource centers in 12 different states and a national scholarship program with a network of higher education partnerships.</p>
<p>T-Bags/Teach Boys and Girls Success Donna Reed 6038 Bayswater Lane Charlotte, NC 28212 (704) 906-3471 dlcreation@aol.com</p>	2	<p>Offering an array of inspirational giftware.</p>
<p>UCCP at Temple University Barbara Ferman Gladfelter Hall, Room 428 1115 West Berks Mall Temple University Philadelphia, PA 19122 (215) 204-6276 bferman@temple.edu</p>	47	<p>The booth will showcase youth-produced work and workshop description from our youth leadership development projects and programming.</p>
<p>Urban Education Services Tonya Featherston & Kelia Murray 6400 Baltimore National Pike #173 Baltimore, MD 21228 (443) 768-4108 tfeatherston@restoreourschools.com</p>	48	<p>Urban Education Services is a training and consulting company that provides resources in restorative practices, character education, girls development, bullying prevention, and social emotional learning.</p>

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Organization	Booth #	Description
<p>US Department of Labor Job Corps Pete Murray 1420 Walnut St. Philadelphia, PA 19102 (215) 985-3650 x23 Murray.pete@jobcorps.org</p>	17 & 18	<p>Job Corps is a free education and training program that helps young people, 16-24 years, to learn a career and earn a high school diploma or GED.</p>
<p>US MEPCOM Theodore Hagert 2834 Green Bay Road North Chicago, IL 60064 (847) 688-3680 x 7508 Theodore.hagert@mepcom.army.mil</p>	50	<p>The <i>ASVAB Career Exploration Program</i> is a free program that assists students with career decisions. Students explore career information matching their interests, abilities, and preferences.</p>
<p>Walden University Erin Lubin 650 S. Exeter Street Baltimore, MD 21202 (215) 407-5191 Erin.lubin@waldenu.edu</p>	19	<p>Walden University is the largest provider of online education to educators by enrollment. Walden University offers online bachelor's, master's, and doctoral degrees.</p>
<p>Winsor Learning, Inc. Heather Johnson 1620 West 7th Street St. Paul, MN 55102 (800) 321-7585 ext. 103 sunday@winsorlearning.com</p>	45	<p>Winsor Learning provides Reading Intervention and Educational Consulting. Specialties include PreK-12 reading intervention materials, the Sunday System, expert professional development and data-driven consulting services.</p>
<p>YouthBuild Philadelphia Charter School Kristen Forbriger 1231 N. Broad Street, 3rd Floor Philadelphia, PA 19122 (215) 627-8671 x46 kforbriger@youthbuildphilly.org</p>	102	<p>YouthBuild Philadelphia Charter School provides high school dropouts with a chance to earn their diplomas while learning vital job skills and providing valuable community services.</p>

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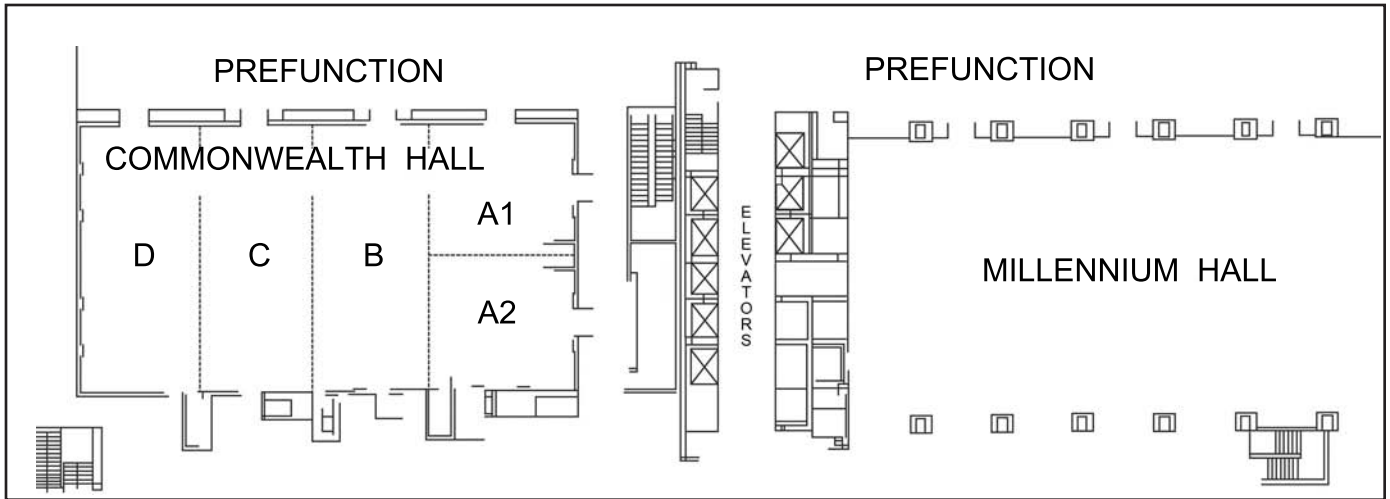
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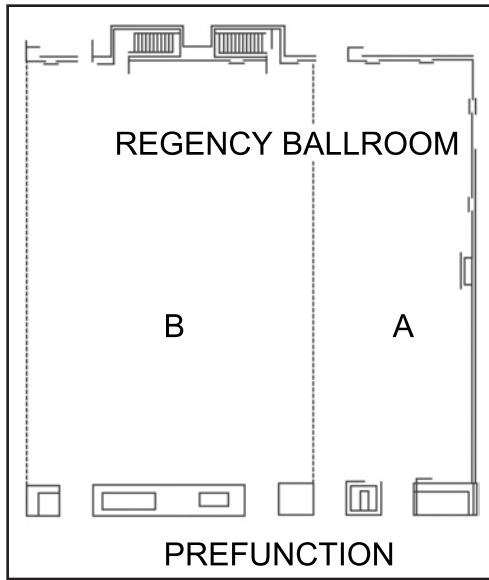
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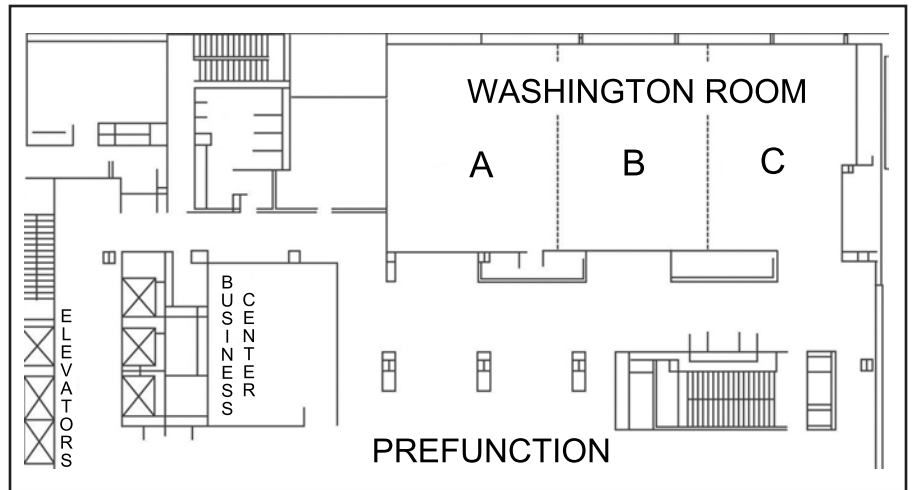
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Third Floor



Fourth Floor

