

AAPF|2014

ALTERNATIVE ACCOUNTABILITY POLICY FORUM



AGENDA AT-A-GLANCE

THURSDAY, NOVEMBER 13

5:30 PM
Coronado Ballroom Foyer

Welcome Reception
Sponsored by Renaissance Learning

FRIDAY, NOVEMBER 14

7:00 AM
Coronado Ballroom Foyer

Registration Opens

7:30 AM
Coronado Ballrooms C & D

Breakfast

8:00 AM
Coronado Ballrooms C & D

Welcome: Dr. Linda Dawson, SIATech, Inc
Keynote: Thomas A. Saenz, MALDEF

9:15–10:35 AM
Coronado Ballroom C
Coronado Ballroom D

Breakout Sessions

- Don't Call Them Dropouts!
- New Options and Opportunities under the Workforce Innovation and Opportunity Act
- Preparing Great Teachers for At-Promise Students
- Update on the Measuring Educational Quality and Accountability Survey

10:35–10:50 AM
Coronado Ballroom Foyer

Coffee Break

10:50 AM–12:30 PM
Coronado Ballroom D
Coronado Ballroom A

Breakout Sessions

- Accreditation for Schools Serving At-Promise Youth
- Demonstrating Mastery at High School for Recording Arts
- Do Critically At-Risk Students Suffer From Post-Traumatic Stress Disorder?
- Re-Engagement Efforts in San Diego, Chicago, and Beyond

12:30–1:45 PM
Skyline Terrace

Lunch

1:45–3:15 PM
Coronado Ballroom A

Breakout Sessions

- Continuous Improvement: A Look at Two Approaches for Improving Alternative Accountability
- New Options and Opportunities under the Workforce Innovation and Opportunity Act
- Over-Age, Under-Credited Students and Public Charter Schools

3:15–3:30 PM
Coronado Ballroom Foyer

Coffee Break

3:30–5:00 PM
Coronado Ballroom A

Coronado Ballroom B

Coronado Ballroom D

Coronado Ballroom C

Breakout Sessions

- Alternative Accountability Policy: The Action is at the State Level
- Can Online Learning Support Critically At-Risk Students?
- The County Office View: What a Difference Commitment Makes
- Graduation Rates for Re-engaged Dropouts: Politics of Unintended Consequences

5:00 PM
Coronado Ballroom Foyer

Evening Reception

Sponsored by
Barney & Barney LLC, Charter School Capital,
Coronado Marriott Resort & Spa,
John Muir Charter School, Procopio,
and School Services of California

SATURDAY, NOVEMBER 15

7:30 AM
Coronado Ballrooms C & D

Breakfast

8:30–10:00 AM
Coronado Ballroom B
Coronado Ballroom D
Coronado Ballroom A
Coronado Ballroom C

Breakout Sessions

- Alternative Schools in Massachusetts
- Collective Action: From the Grassroots to the Capitol
- A Conversation about Using Anecdotes and Data
- Don't Call Them Dropouts!

10:00–11:00 AM
Coronado Ballroom A
Coronado Ballroom D
Coronado Ballroom C

Breakout Sessions

- Holistic Performance Index
- Practice and Assessment with At-Promise Students
- Recovering Lost Time: Re-Engaging Students through College and Community
- Social Emotional Learning: Infusing It into School Culture to Affect Positive Change in LCAP/LCFF Priorities of School Climate, Student Engagement, and Academic Achievement

11:00 AM–12:00 PM
Coronado Ballrooms C & D

Coronado Ballrooms C & D

General Sessions

- Learning From Students: Identifying Effective Interventions
- Moving Forward Together





Dear 2014 Alternative Accountability Policy Forum Attendees –

Welcome to Coronado Island and the Third Annual Alternative Accountability Policy Forum. I am so pleased to see over 150 education leaders coming together to discuss best practices and policy needs of those who serve dropouts, over-age, under-credited, opportunity youth, and other critically at-risk students. Those students who at RAPSA we call “at-promise” students. Students, who because of your work, are no longer at-risk of failure, but at-promise of success.

The past 12 months have seen important policy focus on our students because of the important work we do together. America’s Promise Alliance has published two studies recognizing that more resources need to be focused on dropout recovery. Their “Don’t Call Them Dropouts” report emphasizes that students who disengage are often surrounded by “toxic environments” and need the support of caring adults like you to be successful. The National Association of Charter School Authorizers has published a report recognizing that changes in practice and policy are vital to providing the supports needed in both charter and non-charter schools serving high-risk students. Perhaps most importantly, Congress has acted to expand the educational component of the Workforce Innovation and Opportunities Act for opportunity youth.

This year’s conference covers all of the above topics and more in 24 concurrent sessions with 50 different presenters for you to learn from and share your experiences. We look forward to hearing from researchers, experts in the field, and others who understand that making a difference in the lives of at-promise students requires a difference in the tools and measurements of our schools.

Above all, the Alternative Accountability Policy Forum, like all of RAPSA’s professional development events, encourages your interaction and collaboration. We are most proud of bringing education leaders together to share strategies and to learn from each other about what’s working. While we may be a small sector in our specific schools or districts, there are many of us working on the same challenges across the country. Together, we’re making a big difference for our students, their communities, and the nation.

Thank you for all that you do to re-engage at promise youth!

Sincerely,

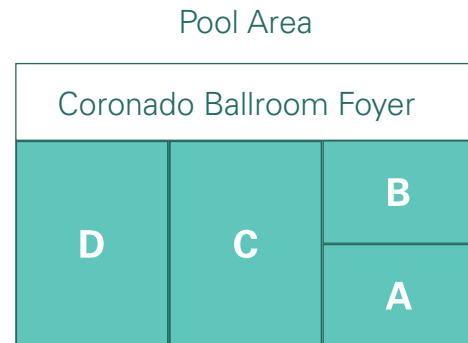
Linda Dawson

Linda Dawson, EdD
President, Reaching At-Promise Student Association (RAPSA)
Superintendent/Chief Education Officer, SIATech





2nd Floor



THURSDAY, NOVEMBER 13

5:30–6:30 PM **Welcome Reception**

Coronado Ballroom Foyer **Graciously sponsored by Renaissance Learning**

FRIDAY, NOVEMBER 14

7:00 AM **Registration Opens**

Coronado Ballroom Foyer

7:30 AM **Breakfast**

Coronado Ballrooms C & D

8:00 AM **Welcome: Dr. Linda Dawson, SIATech, Inc.**

Coronado Ballrooms C & D **Keynote**

Thomas A. Saenz, Mexican American Legal Defense and Educational Fund (MALDEF)

Thomas A. Saenz is the president and general counsel of MALDEF, where he leads the civil rights organization's five offices in pursuing litigation, policy advocacy, and community education to promote the civil rights of Latinos living in the United States. Saenz spent four years on Los Angeles Mayor Antonio Villaraigosa's executive team as Counsel to the Mayor where he helped to lead the legislative effort to change the governance of Los Angeles Unified School District (LAUSD). Mr. Saenz continues to be an active advocate for English Language Learners, Latinos, low-income students, and all other at-risk students. His vision and experience as the president of MALDEF and as the vice president of the LACOE Board of Education will bring insights and enthusiasm to this event and encourage attendees to continue their advocacy on behalf of their students and programs.

9:15–10:35 AM **Breakout Sessions**

Coronado Ballroom C

Don't Call Them Dropouts!

Craig McClay • Jonathan Zaff

Learn what the most recent research says about student abilities to overcome a multiplicity of toxic factors and how relationships can help students to break through barriers to school re-engagement.
(This session repeats on Saturday at 8:30 AM.)



Coronado Ballroom D

New Options and Opportunities Under the Workforce Innovation and Opportunity Act

Melanie Anderson • Kisha Bird • Jessica Cardichon

The newly enacted Workforce Innovation and Opportunity Act provides a number of potential opportunities for schools serving at-risk students and opportunity youth. State strategic plans for block grants show how they will coordinate training, education, and vocational rehabilitation; tailor the programs to individual needs; earmark 75% of youth funding for out-of-school youth; increase emphasis on dropout recovery programs; and provide departmental support for strategies that focus on not only getting youths back to schools, but also getting them on track for credentials for jobs and postsecondary education.

(This session repeats on Friday at 1:45 PM.)

Coronado Ballroom A

Preparing Great Teachers for At-Promise Students

Sara Brown • Lisa Darling-Daniel • Beverly Gilbert • Laura Hernandez-Flores • Caycee Sledge

From induction through classroom practice, teaching the teachers is a critical component to serving at-risk youth. Learn what's being done to support high quality teachers from entering the profession to adapting and implementing Common Core.

Coronado Ballroom B

Update on the Measuring Educational Quality and Accountability Survey

Jody Ernst • Jim Griffin

At last year's Policy Forum, Dr. Jody Ernst announced the creation of the Measuring Educational Quality and Accountability (MEQA) project. RAPSA, Momentum Strategy & Research, and others have launched the National Opportunity Youth Collaborative supporting various state-level opportunity youth collaboratives (including efforts in California, Minnesota, and South Carolina). Together the Collaborative aims to improve policy, performance measures, and accountability systems for alternative education campuses and the Opportunity Youth they serve. The initiative began with the survey at the 2013 Alternative Accountability Policy Forum asking questions about students served, the mission of the school, and practices around enrolling students and measuring their skill levels and both academic and nonacademic growth. Hear an update of how the work is proceeding. And if you haven't taken the survey, please go to: www.rapsa.org and click on Measuring Education Accountability Survey.

10:50 AM–12:30 PM Breakout Sessions

Coronado Ballroom D

Accreditation for Schools Serving At-Promise Youth

Don Haught • Ginger Hovenic • David Hurst

Schools serving critically at-risk youth need alternative accountability metrics, alternative pedagogies, and alternative scheduling. But can they measure up when it comes time for State and Regional accreditation? Learn how accreditation teams look at alternative schools and learn more about how to present your educational program when it comes time to be measured on student achievement, academic standards, and school improvement.

Coronado Ballroom A

Demonstrating Mastery at High School for Recording Arts

Paula Anderson • Tony Simmons

For schools seeking to re-engage students, the use of Carnegie Units is often an irrelevant hurdle. Some schools find alternative ways for students to earn credits. Learn how High School for Recording Arts uses recording albums, student workshops, group study advisories, and other methods to demonstrate mastery of state standards without being limited by seat time.

Coronado Ballroom C

Do Critically At-Risk Students Suffer From Post-Traumatic Stress Disorder?

Amy Lansing

Research on the impacts of poverty on children has begun to link poverty, segregation, and post-traumatic stress disorder. How should schools serving very low-income youth address this issue? How can your school overcome the challenges of PTSD? Engage in a dialogue with Dr. Amy Lansing who has studied and written on this issue.



Coronado Ballroom B

Re-Engagement Efforts in San Diego, Chicago, and Beyond: How a Citywide Approach Provides Students a Second Chance

Ian Gordon • Andrew Moore • Becky Phillpott • Caycee Sledge • Tracy Templin

Learn how Federal policy has encouraged cities and schools to work together to provide opportunities and wrap around services for at risk students and their families. Hear about the work in San Diego and Chicago's SOAR program.

12:30–1:45 PM

Lunch

Skyline Terrace

1:45–3:15 PM

Breakout Sessions

Coronado Ballroom A

Continuous Improvement: A Look at Two Approaches for Improving Alternative Accountability

Bill Clarke (via video) • Susan Miller Barker (via video) • Jennifer Robison • Leslie Talbot

New York and Ohio State charter authorizers have begun to expand the existing school design elements and accountability goals. Hear how these states are tackling hidden challenges for implementing alternative accountability policies. Learn how effective alternative accountability policies require continuous improvement and broad community collaboration. Learn about Ohio's new initiative to provide funding for a limited number of over-age and under-credit students to receive a high school diploma who have aged out of the charter school environment.

Coronado Ballroom D

New Options and Opportunities under the Workforce Innovation and Opportunity Act

Melanie Anderson • Kisha Bird • Jessica Cardichon • Shannon Hovis

The newly enacted Workforce Innovation and Opportunity Act provides a number of potential opportunities for schools serving at promise students and opportunity youth. State strategic plans for block grants show how they will coordinate training, education, and vocational rehabilitation; tailor the programs to individual needs; earmark 75% of youth funding for out-of-school youth; increase emphasis on dropout recovery programs; and provide departmental support for strategies that focus on not only getting youths back to schools, but also getting them on track for credentials for jobs and postsecondary education.

Coronado Ballroom C

Over-Age, Under-Credited Students and Public Charter Schools

Beth Anderson • Linda Dawson • Phil Matero • Bob Rath • Tony Simmons

The National Alliance for Public Charter Schools has published a report on successes, strategies, and opportunities for expanding dropout recovery schools. Hear from leaders of the five schools described in the report and compare your practices with theirs.

3:30–5:00 PM

Breakout Sessions

Coronado Ballroom A

Alternative Accountability Policy: The Action is at the State Level

Jenny Curtin (via video) • Jessica Knevals • Nick Mathern • Nicole Yohalem

Learn why state government is the critical venue for progress on alternative accountability. Join representatives from state education agencies and advocacy organizations for a discussion about how policy can serve off-track and previously dropped-out students. Learn about Washington's Open Doors policy and use of multiple measures for academic success. Discover what Colorado has done to encourage re-engagement via cohort graduation rates and readiness indicators. And, hear about new accountability measures in Massachusetts that account for youth re-engagement. Join in a discussion of what can be done in your state and envision a wish list for future alternative accountability policies.



Coronado Ballroom B

Can Online Learning Support Critically At-Risk Students?

Julie Evans • Liz Hessom • Maria Worthen

Schools across the country are expanding their online resources for independent study, blended learning, and as resources for traditional classrooms. Policy makers continue to debate the role of online education for critically at-risk students. Hear from school leaders about what they're doing and what results they have with the "at-promise" student population.

Coronado Ballroom D

The County Office View: What a Difference Commitment Makes

Tom Changnon (Invited) • Matthew LaPlante • Kenneth Young

In California, County Offices of Education are responsible for providing alternative education opportunities for students who are unsuccessful in traditional schools. Learn how dropout prevention and recovery efforts are being championed by some of the State's leaders.

Coronado Ballroom C

Graduation Rates for Reengaged Dropouts: Politics of Unintended Consequences

Jessica Cardichon • Ernie Silva

A round table opportunity to discuss the graduation rate issue and share ideas with congressional staff on what needs to be done at the Federal level to encourage dropout recovery.

5:00–6:00 PM

Evening Reception

Coronado Ballroom Foyer

Sponsored by Barney & Barney LLC, Charter School Capital, Coronado Marriott Resort & Spa, John Muir Charter School, Procopio, and School Services of California

SATURDAY, NOVEMBER 15

7:30 AM

Breakfast

Coronado Ballrooms C & D

8:30–10:00 AM

Breakout Sessions

Coronado Ballroom B

Alternative Schools in Massachusetts

Beth Anderson • Nina Culbertson

A recent study surveyed alternative schools in Massachusetts examining how flexible learning strategies designed to meet individual student needs may support greater academic success in school and beyond. A Massachusetts charter school, Phoenix Academy was featured in a report on how some charter schools are addressing these issues. Learn what lessons were learned about how state rules, funding and measurements act to encourage or discourage school districts from taking on dropouts and over-age and under-credit students.

Coronado Ballrooms D

Collective Action: From the Grassroots to the Capitol

Melanie Anderson • Jessica Cardichon • Justin Smith

Hear from national advocacy organizations about the role you can play in creating meaningful policy change.



• Coronado Ballroom A

A Conversation about Using Anecdotes and Data

Bob Rath • Nelson Smith

Last year's conference included a release of the National Association of Charter School Authorizers' report, "Anecdotes aren't Enough." This year's conference unveils the "Don't Call Them Dropouts" report based on a survey of individual student stories supporting the importance of reengaging students with toxic experiences as well as a report on how specific charter schools are leading the movement to reengage over-age, under-credited students. Join the conversation about how to relay student stories to build understanding of the importance of serving at-promise students.

• Coronado Ballroom C

Don't Call Them Dropouts!

Craig McClay • Jon Zaff

Learn what the most recent research says about student abilities to overcome a multiplicity of toxic factors and how relationships can help students to break through barriers to school reengagement.

10:00–11:00 AM

Breakout Sessions

• Coronado Ballroom A

Holistic Performance Index

Bob Rath

In 2013, OPP released its school-based Dashboard that measured student performance. The system, unique to Connecticut took multiple inputs from a variety of data sources and combined them into an integrated data warehouse. Now, in 2014, OPP has produced Dashboard 2.0 that integrates the original dashboard with a Holistic Performance Index that measures student academic progress, student attendance, student behavior, career- and workforce-readiness, social emotional growth, and credit accumulation.

• Coronado Ballroom D

Practice and Assessment with At-Promise Students

Johnna Early

Explore the importance of "practice and assessment" with struggling students and hear practical approaches based on the work of Barrie Bennett and other educational theorists. Find where the intersection of existing wisdom and knowledge related to curriculum, assessment, instruction, how students learn, the nature of change, and the importance of systemic change meets your work.

• Coronado Ballroom C

Recovering Lost Time: Re-Engaging Students through College and Community

Miguel Contreras, Jr. • Jill Marks

This session will provide an in depth look at the Gateway to College student services model that facilitates the success of reengaged students in the college setting. The Gateway California State Manager and Gateway College and Career Academy Director at Riverside City College will share essential program structures, strategies and tools that exemplify the intensive student services model that supports re-engaged students in a rigorous dual enrollment environment.

• Coronado Ballroom B

Social Emotional Learning: Infusing It into School Culture to Affect Positive Change in LCAP/LCFF Priorities of School Climate, Student Engagement, and Academic Achievement

Joelle Hood

Research shows that Social Emotional Learning (SEL) is a critical component found in three of the Local Control and Accountability Plan (LCAP) Priority areas: increasing student engagement, positive school climate, and academic achievement. Through this highly interactive and engaging session, participants will learn about the scientific basis behind the need to emphasize SEL in order to prepare students to be successful in their interactions at school, in their work toward Common Core State Standards, and in the workforce. SEL is not just for students. School staff needs to bolster their SEL competencies to help them better navigate the dynamic world of education, to meet the needs of their students, and to prevent burnout. This workshop will present both the research and strategies that can be effectively incorporated into alternative education settings.



11:00–11:45 AM

• Coronado Ballrooms C & D

Learning from Students: Identifying Effective Interventions

Craig McClay and Student Panel

Craig McClay of America's Promise Alliance works with opportunity youth and educators as a researcher, advisor and mentor. Join Craig as he engages "at-promise" students in a conversation about their histories of dropping out, what barriers and obstacles they faced at their prior schools, and what interventions have helped their new found success. This general session illustration promises to be engaging and enlightening for all.

11:45 AM–12:00 PM

• Coronado Ballrooms C & D

Moving Forward Together

Delaine Eastin

The Alternative Accountability Policy Forum will conclude with remarks from former California State Superintendent of Public Instruction, Delaine Eastin, who will encourage attendees to move forward together.

12:00 PM

Forum Adjourns

We wish to recognize and thank the following individuals for their service and guidance.

AAPF 2014 Advisory Committee

The Advisory Committee provided staff with guidance on topics, speakers and structure of the event. The success of this event is due to their creativity and generosity.

Jody Ernst, Momentum Research & Strategies
Phil Matero, YouthBuild Charter Schools of California
Aretha Miller, The Venn Group
Andy Moore, National League of Cities
Bob Rath, Our Piece of the Pie
Roger Rice, Ventura, CCSESA
Tony Simmons, High School for Recording Arts
Leslie Talbot, Talbot Consulting
Tracy Templin, Chicago Public Schools
Diana Walsh-Ruess, Riverside County Office of Education

AAPF 2014 Production

Session Content: Ernie Silva
Marketing and Communications: Linda Leigh, Raul Raygoza
Event Planning: Joanne Motz
Facilitators: Beverly Gilbert, Greg Cohen, Liz Hessom, Laurie Pianka
Admin. Support: Debra Anderson, Pricilla Perez, Linda White





Beth Anderson

Beth is the Chief Executive Officer and founder of the Phoenix Charter Academy Network. Phoenix has grown into a network of three schools in Chelsea, Lawrence, and Springfield, with more than 100 game-changing educators serving over 500 students. Over the past eight years more than 100 young people who were never expected to graduate have earned high school diplomas from Phoenix and gone on to college success. Building the Phoenix Charter Academy Network has transformed Beth into a social entrepreneur focused on tackling poverty-generated social and economic issues that create barriers between older youth and the economic freedom that comes from educational achievement. Beth is an alumna of Brandeis University, Harvard Graduate School of Education, and Teach for America. Beth will be part of the panels: "Alternative Schools in Massachusetts" and "Over-Age, Under-Credited Students and Public Charter Schools."



Melanie Anderson

Melanie is the Director of Government Affairs at Opportunity Nation. Melanie sets the legislative priorities of the Opportunity Nation campaign, working with Opportunity Nation's diverse coalition of over 300 organizations to find common ground on lasting policy change that strengthens education and career pathways for young adults. Prior to joining Opportunity Nation in 2013, Melanie served as Deputy Assistant Secretary for the Office of Planning, Evaluation and Policy Development at the U.S. Department of Education. She also held senior-level government affairs positions with the American Library Association and Educational Testing Service where she developed strategy on a wide variety of federal and state education issues and consequently established an appreciation for advocacy and grassroots supporters. Melanie will be speaking on "New Options and Opportunities under the Workforce Innovation and Opportunity Act" and "Collective Action: From the Grassroots to the Capitol."



Kisha Bird

Kisha is interim director of CLASP's youth policy team and project director for the Campaign for Youth (CFY), a national coalition co-chaired by CLASP and the Corps Network. Kisha works to expand access to education, employment, and support services for disconnected and other vulnerable youth. She is an expert in federal, state, and local education and workforce policy and helps ensure national legislation (such as the Workforce Innovation and Opportunity Act) is fully implemented in communities nationwide. Before joining CLASP, Kisha was project director for the Pennsylvania Statewide Afterschool/Youth Development Network, working to make quality afterschool programs accessible to young people. Kisha holds a Master of Social Service and Master of Law and Social Policy from Bryn Mawr College Graduate School of Social Work and Social Research. Kisha will be presenting as part of the panel, "New Options and Opportunities under the Workforce Innovation and Opportunity Act."





Sara A. Brown

Sara is an Instructional Support Leader for the Office of Education Options at Chicago Public Schools. The Office of Education Options includes programming for students who are court involved, formally expelled from CPS, pregnant and parenting, and re-engaged youth. Sara works with principals and teachers of the Options Schools to ensure that all students enrolled are provided with a high quality education. A large part of her work involves planning and delivering professional development on Common Core State Standards implementation across all Options schools. Sara earned a Master of Arts from Columbia University in International Educational Development and a Master of Education from the University of Illinois-Chicago in Instructional Leadership. Sara will be presenting as part of the panel, "Preparing Great Teachers for At-Promise Students."



Dr. Jessica Cardichon

Jessica is Senior Director of Policy and Advocacy for the Alliance for Excellent Education. Prior to joining the Alliance, Jessica served as education counsel to U.S. Senator Bernie Sanders (VT), focusing on early care and education, and K-12 and higher education issues. Jessica began her career in education by teaching upper elementary school students for seven years in New York City. After teaching, she worked as a program evaluation manager for Teachers College, Columbia University, and was responsible for designing, implementing, and evaluating professional development programs for early career teachers working in under-resourced communities. Jessica received her EdD and MA degrees in politics and education from Teachers College, Columbia University and a JD degree from Pace University School of Law. Jessica will present "Graduation Rates for Re-engaged Dropouts: Politics of Unintended Consequences" and as a participant in the following panels: "New Options and Opportunities under the Workforce Innovation and Opportunity Act" and "Collective Action: From the Grassroots to the Capitol."



Bill Clarke

Via Video

Bill is the Director of New York State's Office for School Innovation with responsibilities for charter school authorizing and school turnaround in the state's lowest performing traditional public schools. Prior to working at New York State Education Department, Bill worked to develop charter school authorizing for Rhode Island, led two, high-performing middle and high charter schools, taught middle school in Mississippi, and provided program direction for the American Red Cross and City Year. Bill's interest in schools serving over-aged, under-credited students is derived from his experience working with students for whom the linear path of traditional education doesn't work. His driving questions are: How do we develop schools to address the learning strengths of non-traditional students? And, what does success look like in these schools? Bill will be part of the panel, "Continuous Improvement: A Look at Two Approaches for Improving Alternative Accountability."



Miguel Contreras, Jr.

Miguel is the current director of the Gateway College and Career Academy (GtCNN) at Riverside Community College. He previously worked with re-engaged students as school's Dean of Students, Student Resource Specialist, and College Education Advisor.

Miguel will be a part of the panel, "Recovering Lost Time: Re-Engaging Students through College and Community."



Nina Culbertson

Nina is a senior researcher at the Rennie Center for Education Research & Policy, where she works to improve public education through well-informed decision-making based on a deep knowledge of evidence of effective policymaking and practice. In this role, she has led research efforts related to dropout prevention and recovery, alternative education, student mobility, teacher preparation, and school budgeting, among other topics. All research projects seek to promote an education system that provides every child with the opportunity to be successful in school and in life. Nina joined the Rennie Center with a background in international education research, having worked at the Trends in International Mathematics and Science Study and the Progress in Reading Literacy Study (TIMSS & PIRLS). Nina has an M.Ed. in Education Research, Measurement, and Evaluation, and a B.A. in Human Development, both from Boston College. Culbertson will be part of the panel on "Alternative Schools in Massachusetts."



Jenny Curtin

Via Video

Jenny Curtin is the Coordinator of High School Graduation Initiatives at the Massachusetts Department of Education. In that role she oversees several state efforts related to supporting students that are most likely to drop out of high school, including the multi-faceted MassGrad initiative that provides funding and training to schools statewide, the state's Early Warning Indicator System (EWIS), and the state funded Alternative Education grant program. Jenny helped facilitate the Massachusetts Graduation and Dropout Prevention and Recovery Commission in 2009 as well as the state's Behavioral Health and Public Schools Task Force. She previously worked in the nonprofit sector on education policy to better serve struggling students. Jenny is an alumna's of the national Education Policy Fellowship Program, she has a master's degree in Public Policy (MPP), and a bachelor's degree in Sociology from Tulane University. Jenny will be speaking on "Alternative Accountability Policy: The Action's at the State Level."





Lisa Darling-Daniel

Lisa is a coordinator and instructor for the Ventura County Office of Education. Lisa has taught 6-12 general education Language Arts and Math in the public setting, in both at-risk and GATE programs. Lisa coordinated district Beginning Teacher programs for elementary and secondary school districts. Lisa helped develop and coordinate a CAHSEE test prep program for at-risk students, using college tutors and targeting instruction. Currently, Lisa is Coordinator of the Private/Charter/Independent Schools teachers in VCOE Induction program for beginning teachers, along with facilitating the Designated Subjects Credential program. Lisa mentors teachers and those teaching the at-risk population with a focus on improving math instruction, and teaches classes for Induction participating teachers. Lisa earned her B.A. in English from San Diego State University and has her National Board Certification in Early Adolescent Mathematics. Lisa will be part of the panel, "Preparing Great Teachers for At-Promise Students."



Dr. Linda C. Dawson

Linda is the Superintendent and Chief Education Officer of SIATech, Inc., a network initially serving as its charter schools focused on dropout recovery. She has been with the organization since 2000, as Deputy Superintendent at SIATech and Director of Education Services, before becoming Superintendent/CEO in 2004. Prior to that, Linda served as principal at Abraxas High School and assistant principal at Twin Peaks Middle School and Bernardo Heights Middle School, all in the Poway Unified School District. Linda has been recognized twice as the Outstanding Secondary Administrator by the Association of Poway School Managers, and Teacher of the Year for her exemplary work at Bernardo Heights Middle School. Most recently, Linda was honored as a finalist in the James Irvine Foundation Leadership Award and received a grant used for education programs at SIATech. Linda is a certified Franklin Covey trainer in Leadership, FOCUS, Seven Habits of Highly Effective People, and Management. She earned her Doctorate from United States International University, her Master of Science degree from Eastern Kentucky University, and her Bachelors Degree from the University of California at Santa Barbara. Linda will be part of the panel: "Over-Age, Under-Credited Students and Public Charter Schools."

Johnna Early

Johnna, National Education Advisor of Renaissance Learning, brings 25 years of educational experience in support of programs developed to accelerate curricular learning for all. Formerly, Johnna taught in California, Kansas, and Nevada. Her administrative experience as an area level Chief of Staff and Curriculum Coordinator for Clark County School District in Las Vegas allows for a unique perspective. Navigating school districts across the United States, Johnna enjoys the opportunity to partner with her peers as a resource for success. Johnna will be part of the panel: "Practice and Assessment with At-Promise Students."





Delaine Eastin

Delaine served as the California State Superintendent of Public Instruction (SPI) for eight years from 1995 to 2003, the first and only woman in state history elected to that position. As an elected constitutional officer, Delaine managed more than 40% of the California budget and oversaw the education of 6.1 million children. While serving as SPI, she advocated for universal preschool, full-day mandatory kindergarten, reduced class size in K-3, a longer school year, better technology, a restoration of arts and career and technical education, school gardens and improved nutrition for children, and state academic standards with assessments aligned to those standards. Prior to serving as SPI, Delaine served 8 years in the California State Assembly where she chaired several committees including the Education Committee. Delaine serves on a number of boards, including SIATech, that support the education, health and civic engagement of children from preschool to college. Delaine holds a BA from UC Davis and an MA from UC Santa Barbara. Delaine will close the policy forum with a presentation entitled, "Moving Forward Together."



Dr. Jody Ernst

Jody is the founding Vice President of Research and Policy Analytics for Momentum Strategy & Research (MSR), a non-profit dedicated to conducting collaborative research among the many organizations serving charter schools across the country. Previously, Jody was the Senior Director of Research & Evaluation for the Colorado League of Charter Schools where she began her pioneering research on the growth of high-risk students and assisted the Colorado Department of Education and many charter school authorizers across the country to develop frameworks to hold alternative education campuses (AECs) accountable in a way that was both rigorous and relevant. Jody continues her research into alternative accountability in her new role at MSR, focusing on research to inform schools, districts, state education agencies, and authorizers on appropriate benchmarks for schools serving high-risk populations. Jody will co-present "Update on the Measuring Educational Quality and Accountability Survey."





Julie Evans

Julie is the CEO of Project Tomorrow (www.tomorrow.org), one of the nation's leading education nonprofit organizations. She developed the Speak Up National Research Project in 2003 and has served as the chief researcher on this project and other digital learning national research projects. Previously, Julie enjoyed a 17-year career in national and regional sales and marketing management with Unisys and two education technology start-ups. She is a graduate of Brown University and serves on the Board of Directors of Project Tomorrow, the Reaching At-Promise Students Association Advisory Board, and the TechSETS Advisory Board. She is a frequent speaker, writer and commentator on K-12 and higher education issues around digital learning. Julie was named in April 2008 as one of the Top Ten Most Influential People in Education Technology over the past 10 years by eSchool News. Julie will be part of the panel: "Can Online Learning Support Critically At-Risk Students?"



Beverly Gilbert

Beverly is the Director of Professional Development at SIATech. She has created and implemented professional development programs for instructors, facilitators, and administrators in education for the past nine years. She developed SIATech's Induction Program which awards California General Education and Education Specialist Clear Credentials each year. Virtual instruction pedagogical practices have been infused in all professional development and credentialing programs for existing and new instructors under her guidance. Attracting, developing and retaining quality instructors for all methods of instructional delivery is the focus of SIATech's professional development department. Beverly is involved in charter development, accreditation, and works closely with instructional model designing as well as curriculum development. Previously, Beverly taught high school mathematics, served as a mentor teacher, taught university-level courses in teacher education, and was an actuary. Beverly will be part of the panel, "Preparing Great Teachers for At-Promise Students."



Ian Gordon

Ian is the Director of the San Diego Youth Development Office. Ian works to facilitate systems and community-level change that supports positive youth development strategies and outcomes. This is done through convening, connecting, and engaging stakeholders and their resources to advance the health and economic well-being of youth, families, and communities. For 18 years, Ian has applied social science theory, research, and best practice to a variety of initiatives and programs that have resulted in improved behavioral, educational, and employment outcomes for children and youth. As an effectual leader, Ian draws upon a diversified set of skills from community organizing and grants management to research, technical assistance, and management. Ian will be presenting on "Re-Engagement Efforts in San Diego, Chicago, and Beyond: How a Citywide Approach Provides Students a Second Chance."



Jim Griffin

Jim is the founding President of Momentum Strategy & Research (MSR), a non-profit dedicated to conducting collaborative research among the many organizations serving charter schools across the country. Jim has been involved in the advocacy of charter schools and schools known in Colorado as AECs (alternative education campuses) since the early 1990s. Jim was the founding president of the Colorado League of Charter Schools, where he was involved in the writing of several policies that designated AECs as schools needing special consideration under the state accountability system. Recognizing that quality data and analyses are the keys to shaping effective policy, Jim launched MSR, where quantifying AEC success across the country is one of the immediate foci of work. Jim will co-present: "Update on the Measuring Educational Quality and Accountability Survey."



Dr. Donald G. Haught

Donald served as the Executive Director for the Western Association of Schools and Colleges Accrediting Commission (WASC). Donald has extensive experience with various school districts, serving as Principal at Laguna Beach High School, the Superintendent of Ramona Unified School District and both Assistant Superintendent of Personnel Services and Deputy Superintendent of Educational Services for Poway Unified School District. Donald became a SIATech board member and treasurer in 2011. Donald earned his Ed.D. in School Administration with emphasis in Personnel Management and Curriculum from the University of Southern California, his Master of Science degree in Secondary Education/History and a Bachelor of Science degree in Social Science/Science from Oklahoma State University. Donald will be presenting on the panel, "Accreditation for Schools Serving At-Promise Youth."



Dr. Laura Hernandez-Flores

Laura Hernandez-Flores is Director in Los Angeles for New Teacher Center (NTC), a national organization dedicated to improving student learning by accelerating the effectiveness of new teachers and school leaders. Laura ventured out of the classroom while completing her doctorate in Teacher Education at the University of Southern California to explore a career in supporting teachers. She mentored and supported in-service teachers at the Claremont Graduate School of Education and later joined LA's Promise, a non-profit organization partnered with LAUSD to accelerate student outcomes and provide wrap-around services for three large urban schools in South LA. Laura's strong interest in teacher leadership as a lever for systemic change is what led her to New Teacher Center. She serves as a strategic thought partner to districts and charter management organizations to create systems that advance quality teaching and equitable learning environments for under-served students. Laura will be a part of the panel, "Preparing Great Teachers for At-Promise Students."





Liz Hessom

Liz is the Director of Education for SIATech in California. Liz has served as a teacher, assistant site leader, and principal at SIATech at San Diego Job Corps Center. As Director of Education, Liz's primary responsibilities are to provide oversight and support to SIATech campuses throughout the state. Liz was instrumental in establishing the SIATech El Centro Independent Study Program and SIATech's other independent study sites. She continues to strengthen this innovative program focused on dropout recovery. Liz earned her master's degree in Educational Administration from National University. Liz will be part of the panel, "Can Online Learning Support Critically At-Risk Students?"



Joelle Hood

Joelle is an advocate for Positive Youth Development and a certified trainer for the Olweus Bullying Prevention Program, 40 Developmental Assets, Understanding the Culture of Poverty, and 7 Habits of Highly Effective Teens. As a teacher for 13 years and an administrator working with at-risk students for the past ten years, Joelle has successfully implemented numerous Social Emotional Learning (SEL) initiatives and activities with instructors and students. She is a credentialed Life Coach and graduate of University of California, Berkeley's Greater Good Summer Institute for Educators, which focuses on research-based SEL. Joelle recognizes that SEL is critical for developing both students and adults into becoming the best possible versions of themselves and achieving success in school and the workforce. She is the founder of Hood's Kindness Revolution Experiment. Joelle was recently named "2014 Principal of the Year" for the Riverside County Office of Education. Joelle is presenting "Integrating Social Emotional Learning in California's Local Control Environment."



Dr. Ginger Hovenic

Dr. Ginger Hovenic is Director of Member Relations for ACS WASC. Ginger is a proactive educator who has held various K-12 administrative positions. She served as Head of International University High School in London, an Educational Consultant for the U.S. Department of State's Office of Overseas Schools, Advisor to the Department of Education on the state and national levels, and a George Lucas Educational Fellow. She served on the Educate the Children Foundation Board, California State Superintendent's Charter Schools Board, National Charter Schools Board, the Governors School to Career Advisory Board, and the State Accountability Commission. In 1994, Ginger was named California School Administrator of the Year by the Association of California School Administrators and National Distinguished Principal by the National Association of Elementary School Principals, VALIC and the U. S. Department of Education. In 1996, she received the prestigious Hart Vision Award presented by the California Network of Educational Charters for excellence in education. As Executive Director and Founder of San Diego County's Classroom of the Future Foundation she was honored with the SONY Creator Award for outstanding achievement using technology to make a difference in student learning. Ginger will be part of the panel: "Accreditation for Schools Serving At-Promise Youth."



Shannon Hovis

Shannon is a Senior Legislative Assistant to California State Assemblymember Raul Bocanegra where she is responsible for developing and managing the Assemblymember's legislation. She staffs Mr. Bocanegra on the Assembly Select Committee on Addressing Out-of-School, Unemployed Youth, which he chairs, and on the Assembly Business Professions, Consumer Protections Committee and the Select Committee on Justice Reinvestment, of which he is a member. Prior to working for the Legislature, Shannon worked in Governmental Affairs for Sacramento Mayor Kevin Johnson. After graduating from the University of Southern California, Shannon was accepted into Teach For America and spent three years as the Special Education Teacher in a 5th grade Integrated Co-teaching, Bilingual (Spanish/English) classroom at P.S. 152 in New York City. Shannon holds a Master of Science for Teachers from Pace University, and a Master of Public Policy from the University of California, Berkeley. Ms. Hovis will be presenting as part of the panel, "New Options and Opportunities Under the Workforce Innovation and Opportunity Act."



Dr. David Hurst

David Hurst, EdD, is Deputy Chief Accreditation Officer for AdvancED, the world's largest education community. Dr. Hurst served as Assistant Director for the North Central Association in Kansas and as the Associate Executive Director of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) prior to that organization's merger with the Southern Association of Colleges and School Council on Accreditation and School Improvement (SACS CASI) to form AdvancED in 2006. Before coming to NCA, he served as a professor of educational administration at the Wichita State University. Dr. Hurst was a principal and a classroom teacher in Tennessee prior to coming to Wichita State. Dr. Hurst manages state and regional accreditation services across the United States and presents to educators across the nation and internationally. Dr. Hurst will be part of the panel, "Accreditation for Schools Serving At-Promise Youth."



Jessica Knevals

Jessica Knevals joined the Accountability and Data Analysis Office as a Principal Consultant at the Colorado Department of Education (CDE) in 2012. Through her work at CDE, Jessica is responsible for managing policy and data analysis projects associated with the Colorado Education Accountability Act, including production and release of the district and school performance frameworks issued to all districts and schools in Colorado. Jessica manages the appeals process for the district and school performance frameworks and the alternative education campus accountability process. Jessica received her M.P.A. in Public and Nonprofit Management and Policy from the Robert F. Wagner Graduate School of Public Service at New York University and a dual B.A. in Public Affairs and Sociology from the Maxwell School of Public Affairs and the College of Arts and Sciences at Syracuse University. Ms. Knevals is part of the panel, "Alternative Accountability Policy: The Action is at the State Level."





Dr. Amy Lansing

Amy is Director of the Cognitive and Neurobehavioral Studies in Aggression, Coping, Trauma and Stress (CNS-Acts), University of California, San Diego. Amy is dedicated to understanding the neurobehavioral underpinnings of high-risk behaviors and functional impairment in underserved and vulnerable populations, such as juvenile delinquents and maltreated youth. Amy is a licensed clinical psychologist who provides direct mental health and cognitive rehabilitation service delivery to incarcerated youth in San Diego County. Her work includes a focus on academic issues, cognitive deficits, and unmet mental health needs of youth who are Wards of the Juvenile Court (Child Welfare and Delinquency). Amy is also a founding member of Humane Smarts, a non-profit organization that seeks to enrich the minds of young people in San Diego County through a variety of community engagement, artistic, and academic experiences. Amy was awarded the CANCER inCYTES Scholar Spotlight Award specifically for her contribution to public health and social justice. Amy is presenting, "Do Critically At-Risk Students Suffer From Post-Traumatic Stress Disorder?"



Matt LaPlante

Matthew D. LaPlante is an assistant professor in the Department of Journalism and Communication at Utah State University and a long-time advocate for providing educational opportunities for underserved Americans. He is the founding editor of NoDropouts.org, an informational website dedicated to sharing the experiences, expertise and insights of those engaged in the fight to end the dropout epidemic. He is also an associate at Graduation Alliance, which works with school districts across the United States to give at-risk students the flexibility and support they need to earn a high school diploma. Mr. LaPlante is part of the panel, "The County Office View: What a Difference Commitment Makes."



Jill Marks

Jill is the California State Manager of the Gateway to College National Network (GtCNN). Jill oversees the seven GtCNN programs and schools in California. Previously, she was the founding director of the charter school, Riverside Gateway to College Early College High School at Riverside City College (RCC). She has worked as both an administrator and instructor with Riverside Unified School District and RCC. Jill will be part of the panel, "Recovering Lost Time: Re-Engaging Students through College and Community."



Nick Mathern

Nick is Associate Vice President of Policy and Partnership Development for Gateway to College National Network. Since 2005 he has brokered agreements between colleges, school districts, and state education agencies in order to connect communities with training, professional development, and evaluation services, as well as replication and implementation of the Gateway to College program model. Nick is also responsible for developing and executing the National Network's policy agenda, which aims to provide pathways, resources, and support services for opportunity youth to reengage with education and achieve success in post-secondary programs. Before coming to Gateway, Nick taught in a small alternative high school. Nick's previous career was in social services: providing child abuse intervention services, serving children and families who were survivors of domestic violence, and working with adjudicated youth and adults. He holds a Bachelor's degree in Sociology and a Master's degree in Public Administration with focus on education policy. Nick will be part of the panel "Alternative Accountability Policy: The Action is at the State Level."



Craig McClay

Craig is Advisor of Youth Engagement for America's Promise Alliance. Craig is a native of Baton Rouge, LA, and moved to Boston as a teenager in 1988. Shortly after arriving in Boston, Craig began working with young people. For over 25 years he has recruited, engaged, trained, organized, supervised, hired, mentored, and supported thousands of young people as they developed into dynamic leaders at home, school and beyond. A life-long student in the art and science of group facilitation, Craig's passion for justice fuels his drive to build communities that work to solve problems and create pathways to better, healthier opportunities and resources. Craig will be part of the panel, "Don't Call Them Dropouts!" and he will also present "Learning from Students: Identifying Effective Interventions."





Susan Miller Barker

Via Video

Susan is the Executive Director at the SUNY Charter Schools Institute. Responsible for the oversight of all Institute operations at its two office locations, she is charged with setting the course for future growth of the Institute including enhanced collaboration with and contributions to the broader University and the state-wide Power of SUNY strategic plan. Susan holds an Ed.M. from Harvard University's Graduate School of Education, where she has completed all doctoral coursework in Administration, Planning, and Social Policy and was awarded the 1999 Edward J. Meade, Jr. Fellowship. Susan will be speaking via video on "Continuous Improvement: A Look at Two Approaches for Improving Alternative Accountability."



Andrew O. Moore

Andrew is a Senior Fellow with the National League of Cities' Institute for Youth, Education and Families, a foundation-funded "action tank" that helps municipal leaders take action on behalf of the children, youth, and families in their communities. Andrew's current roles with the Institute include: assisting 30+ cities nationwide to develop or strengthen multi-sector partnerships involving city governments, community colleges, and business and community leaders focused on increasing postsecondary attainment as a key economic and workforce development strategy; supporting a growing national network of Dropout Reengagement Centers, which constitute key local infrastructure for increasing high school graduation and college and career readiness rates; and leading an exploration of municipal leadership roles in juvenile justice system reform. Moore has written and published extensively on youth development topics and maintains a regular presence on the CitiesSpeak blog and on Twitter @AndrewOMoore. Moore will be part of the panel, "Re-Engagement Efforts in San Diego, Chicago, and Beyond: How a Citywide Approach Provides Students a Second Chance."



Rebecca F. (Becky) Phillpott

Becky is the Program Manager of Dropout Prevention for the San Diego Unified School District (SDUSD). Becky develops and manages targeted intervention programs for students in need of additional support to graduate from high school. Becky has worked in the public arena for more than 30 years in education public policy analysis, advocacy, program development and management.

Previously, Becky has served as Policy Analyst to the Board of Education and Legislative Programs for SDUSD, Field Director for U.S. Senator Alan Cranston and Assemblymember Jim Costa. She is a graduate of San Diego State University. Becky will be part of the panel, "Re-Engagement Efforts in San Diego, Chicago, and Beyond: How a Citywide Approach Provides Students a Second Chance."



Bob Rath

Bob is the President/CEO of Our Piece of the Pie. With more than 30 years of experience in organizational leadership, Bob led the transformation of OPP into a youth development organization intently focused on helping urban youth, ages 14-24, become economically independent adults. Bob is committed to providing access and opportunity to help young people succeed, which is reflected in data-driven community- and high school-based programs throughout Connecticut. Bob was recognized as a "Local Hero" by Bank of America in 2006, served as Chair for the CT Children's Council, served as Treasurer and Board member for the National Youth Employment Coalition, and was awarded Hartford Public Schools' 2010 State of Schools Award, in gratitude for positively impacting Hartford's education system. Bob will be presenting "Holistic Performance Index," and will also be a part of the panels, "Over-Age, Under-Credited Students and Public Charter Schools" and "A Conversation about Using Anecdotes and Data."



Jennifer Robison

Jennifer is the Associate Director, Education Division for the Buckeye Community Hope Foundation. The Buckeye Community Hope Foundation is a nonprofit statewide charter school authorizer in Ohio. Buckeye authorizes 52 charter schools which includes eight dropout recovery schools. Ohio has developed an Alternative Accountability Local Report Card for dropout recovery schools as a part of their ESEA waiver. The Foundation is working with the State's Department of Education and other stakeholders to assist in the development of determining appropriate assessments for measuring growth and assuring data quality and comparability for measuring the academic performance of dropout prevention and recovery schools. Jennifer will serve on the panel discussing "Continuous Improvement: A Look at Two Approaches for Improving Alternative Accountability."



Thomas A. Saenz

Thomas is the President and General Counsel of MALDEF, where he leads the civil rights organization's five offices in pursuing litigation, policy advocacy, and community education to promote the civil rights of Latinos living in the United States. Thomas re-joined MALDEF in August 2009, after spending four years on Los Angeles Mayor Antonio Villaraigosa's executive team as Counsel to the Mayor. He previously spent 12 years at MALDEF practicing civil rights law as a staff attorney, regional counsel, and vice president of litigation. He served as MALDEF's lead counsel in successfully challenging California's anti-immigrant Proposition 187. Thomas graduated from Yale College and Yale Law School, and he clerked for two federal judges before initially joining MALDEF in 1993. Thomas will present the keynote on Friday morning.





Ernie Silva

Ernie is the Director of External Affairs for SIATech where he works with governmental, business and community organizations to build support for dropout recovery. Ernie has developed a national network of school leaders who serve at-risk students by providing career development options in addition to academic training ranging from construction trades to recording arts. Ernie has worked with charter and district school administrators on alternative education and accountability issues since 1997. He has recently been working with a coalition of school leaders to develop an alternative graduation rate for reengaged dropouts. Ernie has been a registered lobbyist with the Secretary of State's Office since 1990 and earned his Juris Doctor from King Hall, the U.C. Davis School of Law, in 1983. Ernie will be part of the panel, "Graduation Rates for Re-Engaged Dropouts: Politics of Unintended Consequences."



Tony Simmons

Tony is the Executive Director of High School for Recording Arts (HSRA), an independent public charter school. While working with national recording artists and record companies, Tony met David Ellis and assisted him in the formation of Studio 4/High School for Recording Arts. He also co-founded Another Level Records, the first national student-operated record label. Tony continues to work with students in exploring the Business of Music and mentoring for the student operated commercial radio show entitled studio4allaccess. Tony has served as board member and/or provided technical assistance to such leading national school reform organizations as Edvisions, Inc.; the Black Alliance for Educational Options; and the Minnesota Association of Charter Schools. He was also part of the development team for Minnesota's first online project-based charter school called EdVisions Online Academy. Tony attended Howard University as well as Pace University, where he graduated with a BA in Political Science. He also received his Juris Doctor degree from Rutgers University School of Law. Tony will be part of the panels "Demonstrating Mastery at High School for Recording Arts" and "Over-Age, Under-Credited Students and Public Charter Schools."



Caycee Sledge

Caycee is an Instructional Support Leader for the Office of Education Options in Chicago Public Schools. The Office of Education Options includes programming for students who are court involved, formally expelled from CPS, pregnant and parenting, and re-engaged youth. Caycee works closely with the administrators to develop their leadership skills around teacher observation and feedback, data driven instruction, school wide assessment strategies, continuous improvement planning, and implementation of the Common Core State Standards. She works closely with the Options Team to help develop appropriate metrics and tools to measure the effectiveness of our Options programs. Caycee has a BA in Computer Science and Mathematics and an M.Ed. in Curriculum and Instruction. Caycee will be part of the panels: "Preparing Great Teachers for At-Promise Students" and "Re-Engagement Efforts in San Diego, Chicago, and Beyond: How a Citywide Approach Provides Students a Second Chance."



Justin L. Smith

Justin is the President/CEO of Pathway 2 Success, Inc. Justin has spent most of his professional career with Ricoh, previously IKON Office Solutions, holding various positions. He has a very extensive knowledge of the corporate landscape and the necessary skills needed to “swim with the sharks” and survive. Justin is a native resident of St. Petersburg, FL, where he was a member of many community associations, sport teams, clubs, and most notably, the first black to be selected as student ambassador to sister city Takamatsu, Japan. Justin has committed himself to becoming an example to all children that feel as though they have run out of options and need a role model that can relate and understand where they come from. Justin earned BA in Computer Engineering from University of Notre Dame. Justin will be part of the panel, “Collective Action: From the Grassroots to the Capitol.”



Nelson Smith

Nelson is Senior Advisor to the National Association of Charter School Authorizers. From 2004 to 2011 he was President and CEO and then Senior Advisor to the National Alliance for Public Charter Schools. Previously, he served as Vice President for Policy and Governance at New American Schools; as Executive Director of the District of Columbia Public Charter School Board; and as Vice President for Education and Workforce Development at the New York City Partnership. From 1985 to 1992, at the U.S. Department of Education, he oversaw programs devoted to improving education through research-based methods. He was an Adjunct Lecturer at the Harvard Graduate School of Education from 2011 to 2014. Nelson was given a Career Achievement Award from New Schools Venture Fund in 2010, recognizing his quarter-century of leadership in education reform. A graduate of Georgetown University, he lives in Shepherdstown, West Virginia. Nelson will be part of the panel, “A Conversation about Using Anecdotes and Data.”



Leslie Talbot

Leslie is the Founder & Principal of Talbot Consulting, an independent education management consulting practice delivering innovative solutions to nonprofit organizations and Pre-K-12 schools. Leslie has 25-plus years of experience evaluating and providing technical assistance to schools, districts, nonprofit organizations, state education agencies, and foundations. She holds a Bachelor of Arts degree in public policy from Stanford University, and a Master of Arts degree in sociology and education from Teachers College, Columbia University. Her recent work focuses on improving outcomes for off-track youth. Leslie will be part of the panel, “Continuous Improvement: A Look at Two Approaches for Improving Alternative Accountability.”





Tracy Templin

Tracy has served in several Accountability and Strategy roles within Chicago Public Schools (CPS), many of which focused specifically on serving previously dropped out and at-risk students. Tracy was a leading member of the Alternative Accountability Task Force which developed the Option School Quality Rating Policy passed by the Board of Education in 2013. Over the past year, she has worked collaboratively within the Office of Accountability to implement the policy. Currently, as the Manager of Strategic Planning, Tracy provides leadership in developing annual planning processes and systems to align and support the implementation of the District's 5-year Action Plan. Tracy will be part of the panel, "Re-Engagement Efforts in San Diego, Chicago, and Beyond: How a Citywide Approach Provides Students a Second Chance."



Maria Worthen

Maria is Vice President for Federal and State Policy at iNACOL. Prior to joining iNACOL, Maria served as Education Policy Advisor to the Chairman of the Senate Health, Education, Labor, and Pensions Committee, Senator Tom Harkin of Iowa. She also worked at the US Department of Education, serving as Congressional Liaison in the Office of Legislation and Congressional Affairs, Program Officer in the Office of Elementary and Secondary Education, and Presidential Management Fellow in the Office of Safe and Drug-Free Schools. Earlier in her career, Maria was a preschool teacher and a social worker, practicing with at-risk children and youth in a variety of settings. An Iowa native, she holds a B.A. in Government and Italian Language and Literature from Smith College and a Masters in Social Work from Washington University in St. Louis. Maria will be on the panel, "Can Online Learning Support Critically At-Risk Students?"



Nicole Yohalem

Nicole is the Director of the Road Map Project, Opportunity Youth Initiative. Nicole joined the staff at the Community Center for Education Results in 2013, to focus on reconnecting 16-24 year-old "opportunity youth" in South Seattle and South King County to education and career pathways. This new initiative is part of the Road Map Project, a collaborative regional effort aimed at closing the opportunity gap and improving outcomes from cradle-to-career. Previously, Nicole worked at the Forum for Youth Investment, leading work on youth engagement, research-practice partnerships, and improving youth program quality. Nicole received her Master of Education degree in risk and prevention from the Harvard Graduate School of Education. Nicole will be part of the panel, "Alternative Accountability Policy: The Action is at the State Level."



Kenneth Young

Kenneth has served as the elected Riverside County Superintendent of Schools since 2007. Upon taking office, Kenneth has continually focused the collective efforts of the Riverside County Office of Education on its mission of ensuring the success of all students in the county. This translates into every student graduating from high school well prepared for college and the workforce. Kenneth has taught high school and adult students in both public and private education. Preceding his employment in California's public school system, he spent 18 years in the field of civil engineering construction, 14 of which he was president and CEO of a private engineering construction firm. Kenneth will be part of the panel, "The County Office View: What a Difference Commitment Makes."



Dr. Jon Zaff

Jonathan is executive director of the Center for Promise, the research center of America's Promise Alliance. He is also a research associate professor in the department of child development and a senior fellow at the Jonathan M. Tisch College of Citizenship and Public Service at Tufts University. His research focuses primarily on understanding how to create the conditions within which all children and youth thrive academically, socially, vocationally, and civically. The results of his work have appeared in numerous peer-reviewed journals and books and presented at local, national, and international conferences. Prior to joining America's Promise, Jonathan was a research associate at Child Trends and founder of the youth voice organization, 18to35 (merged with Mobilize.org). Jonathan received his Ph.D. in lifespan developmental psychology from the University of Georgia. Jonathan will be part of the panel, "Don't Call Them Dropouts!"



SIATech's public charter high schools are the foundation of its educational ecosystem. Its schools re-enroll students highly at-risk of dropping out and those who have already given up, and guide them to graduation. Locally and nationally accredited, SIATech's innovative schools provide students a renewed opportunity to earn a diploma and realize their full potential. Schools are designed small for individualization, an in relevance to the needs of today's workforce. Together, competency-based education, a "high relationship" focus, individualized learning, and state-of-the-art technology, all build the cornerstones of SIATech programs nationwide. SIATech was recently recognized by the California Department of Education as a "Distinguished School".

In 2007, the Reaching At-Promise Students Association (RAPSA) was created to establish a professional network devoted to reaching the over-age and under-credit student population, with the desire to transform them from "at-risk" to "at-promise." Today, RAPSA is a leading professional development and networking organization in this area. Since its inception, RAPSA has sponsored a variety of conferences and workshops, including the Alternative Accountability Policy Forum, webinars, as well as an online resource library. By 2013, membership in RAPSA had grown to 6,000 national and international partners including teachers, principals, district leaders, advocacy and accountability groups, revered speakers, workforce organizations, and community business leaders.



"No time is wasted. All my work counts toward finishing high school."
—SIATech Student

SIATech[®]

Charter High School

Now enrolling at all our SIATech campuses!

- ▶ Students take an important step to a better job and brighter future!
- ▶ Students earn their diploma through SIATech.



SIATech is a FREE public high school. It provides students with the opportunity to earn an accredited high school diploma. At SIATech you continue your education at your own pace. Our highly qualified licensed teachers assist you every step of the way. The process begins with a review of your previous academic work. Using that information, you and your teachers design a personal learning plan in each subject. Through small group instruction, individual tutoring, and self-paced study, you will make progress on your learning plan to success. Every step of the way, our principal, teachers, and staff make sure you have the support to finish your courses. With your personal learning plan, you always know where you are on your path to graduation!

Students will graduate ready for college and ready for a career!

SCHOOL FEATURES

- Flexible schedule in new high-tech classrooms.
- Caring staff members provide one-on-one instruction.
- Learn skills to get a good job and go to college.
- And, it's **FREE!**



www.siatech.org

888.542.6438 • info@siatech.org



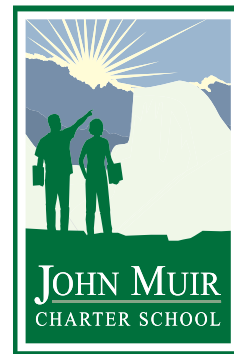


RENAISSANCE[™] LEARNING

Accelerating learning for all

Renaissance Learning[™] is a leading provider of cloud-based assessment and teaching and learning solutions that fit the K12 classroom, raise the level of school performance, and accelerate learning for all. With the Universal Screener and progress monitoring in the STAR Enterprise assessment, Renaissance Learning enables educators to deliver highly differentiated and timely instruction while driving personalized student practice in reading, writing, and math every day. Renaissance Learning leverages top researchers, educators, content-area experts, data scientists, and technologists within a rigorous development and calibration process to deliver and continuously improve its offerings for subscribers in over one-third of U.S. schools and more than 60 countries around the world.







AAPF

ALTERNATIVE ACCOUNTABILITY POLICY FORUM

Join Us in 2015

**4th Annual
Alternative Accountability
Policy Forum**

Detail to come.

www.alternativeaccountabilityforum.org