



5TH ANNUAL

Alternative Accountability Policy Forum

alternativeaccountabilityforum.org

AAPF
SIATech® RAPSA

AGENDA AT-A-GLANCE

THURSDAY, OCTOBER 27

4:00–6:00

Coronado Ballroom Foyer

Registration

5:00–6:00 PM

Coronado Ballroom Foyer

Welcome Reception | Meet the RAPSA Board

Graciously Sponsored by
**Walton Family Foundation; Young, Minney and Corr;
John Muir Charter Schools; Barney & Barney;
and Marriott Coronado Island Resort & Spa**

FRIDAY, OCTOBER 28

7:00 AM

Coronado Ballroom Foyer

Registration

7:00–8:00 AM

Coronado Ballroom

Breakfast

8:00–9:00 AM

Coronado Ballroom

Welcome & Keynote

Welcome: **Dr. Linda Dawson**
Keynote: **Delaine Eastin**

9:15–10:15 AM

Coronado Ballroom A

Breakout Sessions I

Proposed Practices for Long-Term Engagement of At-Promise School Alumni

Coronado Ballroom 4/5

Tidelands

Values and Decisions: A Blended Learning Approach

Results from the Colorado Alternative Education Campus Accountability Working Group, Recent Policy Changes and Next Steps Under ESSA

Coronado Ballroom C

The State of Disconnected Youth in Los Angeles

10:15–10:30 AM

Coronado Ballroom Foyer

Coffee Break

10:30–11:30 AM

Coronado Ballroom A

Coronado Ballroom 4/5

Breakout Sessions II

Early Warning Systems and Alternative Accountability
L-ACT (Literacy for Access to College and Texts): Utah Alternative High Schools College Readiness Partnership
Accountability For California's Alternative Schools
Personalizing Instruction for At-Promise Students

Tidelands

Coronado Ballroom C

11:30–12:00 PM

Coronado Ballroom Foyer

Networking and Collaboration Time

12:00–1:30 PM

Coronado Ballroom

RAPSA Awards Luncheon

Graciously Sponsored by
Renaissance Learning and Learn4Life

1:45–2:45 PM

Coronado Ballroom A

Coronado Ballroom 4/5

Tidelands

Coronado Ballroom C

Breakout Sessions III

Collective Impact and Unique Partnerships to Address Opportunity Youth Re-Engagement
Deeper Learning
Social Emotional Wellness for Educators— How it Takes a Whole Adult to Serve the Whole Child
SDUSD Reconnections: Helping Students Stay Connected

2:45–3:00 PM

Coronado Ballroom Foyer

Coffee Break

3:00–4:00 PM

Coronado Ballroom A

Breakout Sessions IV

Alternative Accountability Measures for Transfer Schools in New York City

Coronado Ballroom 4/5

Tidelands

An Evidence Base For Expanding Services to Disconnected Youth

Can an Alternative Accountability Framework be Customized, Rigorous, and Mutually Agreed Upon?

Coronado Ballroom C

Training for Trauma Informed Systems

4:15–5:15 PM

Coronado Ballrooms A

Conversation Sessions

An Interactive Dialogue About Meaningful Metrics for Schools Serving At-Promise Youth

Coronado Ballrooms 4/5

Orchestrating a Continuum of Partnership Voices so ALL Students Succeed

Tidelands

Reengagement-Citywide Strategies Spreading

Coronado Ballrooms C

Training for Trauma Informed Care

6:00–7:00 PM

Coronado Ballroom Foyer

Evening Reception

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SATURDAY, OCTOBER 29

7:15–8:15 AM

Coronado Ballrooms

Breakfast

8:30–9:30 AM

Coronado Ballroom A

Coronado Ballroom 4/5

Breakout Sessions V

Teaching Student Safety in CTE Programs

Seizing the Moment - Student Centered Learning for At-Promise Youth

Coronado Ballroom C

Tidelands

A Comparison of Promising State Trends in Implementing ESSA

Can an Alternative Accountability Framework be Customized, Rigorous, and Mutually Agreed Upon?

9:30–9:45 AM

Coronado Ballroom Foyer

Coffee Break

9:45–10:45 AM

Coronado Ballroom A

Coronado Ballroom 4/5

Tidelands

Breakout Sessions VI

Alternative Accountability Toolkit

Creating a Family Culture in an Alternative School Setting

What Should Legislators Spend for Effective Dropout Recovery Programs?

Coronado Ballroom C

Independent Study Can be a Successful Option for Alternative Students

11:00–Noon

Coronado Ballrooms

Closing General Session

Building a Cohesive Voice for Alternative Accountability

WELCOME



Dear 2016 Alternative Accountability Policy Forum Attendees –

Welcome to Coronado Island and the Fifth Annual Alternative Accountability Policy Forum. I am glad to see so many repeat participants among the 200 education and community leaders here to share best practices and policy needs of those who serve dropouts, opportunity youth and other critically at risk students; those RAPSAs calls “at-promise” students. Students re-engaged in programs that actually fit their needs are no longer at risk of eminent failure, but at-promise of success because of your courageous leadership. This year’s 28 concurrent sessions with more than 40 presenters provide practitioners, researchers, policy makers, and others who understand that making a difference in the lives of at-promise students requires alternative tools and measurements.

This year’s Forum adds an exciting RAPSAs Awards event. We will be giving out three awards. The RAPSAs Courage Award which includes a \$1,000 scholarship for an at-promise student who demonstrates courage in overcoming obstacles and pursuing academic excellence goes to Isabel Chavez, a student at Washington Park High School in Racine, Wisconsin. The RAPSAs Vision Award for a policy maker who demonstrates vision in pursuing creative policies that reengage at-promise youth goes to Assembly Member Eduardo Garcia, a member of the California state legislature. The RAPSAs Heart Award for education leaders who demonstrate a heart for at-promise students and the challenges that they face goes to Freddie Fuentes, Executive Director, Office of Educational Options, Boston Public Schools.

The past twelve months have seen an uptick in policy focus on our students because of the critically important work we do together. RAPSAs members have been and continue to be instrumental in building a coalition of advocates calling for alternative graduation rate calculations and other alternative accountability measures, as Congress and the Administration implement the new Every Student Succeeds Act. This latest re-authorization elevates the role of states in developing meaningful accountability systems. Congress also passed and the Administration has begun development of the Workforce Innovations and Opportunities Act which creates a strong focus on out of school youth. America’s Promise Alliance has continued their ground breaking research on dropout prevention and recovery. Jon Zaff will be unveiling his newest study *Who’s Minding the Neighborhood?* This important work offers an evidence based look at the role of adult capacity in keeping young people on a path to graduation.

We are proud that staff from Stanford’s Policy Analysis for California Education (PACE) will be on hand to hear from you and to develop a Summary of the AAPF 2016 Proceedings. Doctors Jorge Ruiz de Velasco and Daisy Gonzalez share areas of interest and focus on at-promise students and alternative pathways for success. Please take this opportunity to welcome them and share your stories.

RAPSAs is most proud of bringing leaders together to share strategies and to learn from each other. Our work on common challenges unique to the at-promise population is making a big difference for our students, their communities, and the Nation.

Thank you for all that you do to reengage at-promise youth.

Sincerely,

Linda Dawson

Linda Dawson, EdD
President, Reaching At-Promise Student Association (RAPSAs)
Superintendent/CEO, School for Integrated Academics and Technologies

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Welcome: **Dr. Linda Dawson** | Keynote: **Delaine Eastin**

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Coronado Ballroom A

Breakout Sessions I

Proposed Practices for Long-Term Engagement of At-Promise School Alumni

Presenter: Matthew LaPlante

One of the biggest challenges to understanding longitudinal outcomes of alternative educational pathways is long-term engagement. But the same life challenges that push students away from mainstream schools can make it hard to maintain stable contact after they leave a program — even if their lives are much better off as a result of their participation. There has been little research dedicated specifically to the question of how to best facilitate long-term engagement of former participants of schools and programs for at-promise students. There is a tremendous wealth of knowledge, practice and research, however, that can be gleaned from other programs aimed at providing a social benefit to individuals and maintaining longitudinal contact. The lessons that have been learned and practices that have been implemented by these organizations and researchers can be instructive. Matthew LaPlante, an assistant professor in the Department of Journalism and Communication at Utah State University and a Reaching At-Promise Student Association board member, will present eight strategies for improving long-term engagement.



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 history elected to that position. 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, state academic standards and assessments aligned to those standards. After retiring as SPI, Delaine was the first Executive Director of the National Institute for School Leadership in Washington, DC and then a Distinguished Visiting Professor of Educational Leadership at Mills College in Oakland. She now does speaking and consulting. She is an avid reader, gardener, cook, traveler and advocate for children. Delaine holds a BA from UC Davis and an MA from UC Santa Barbara.

Coronado Ballroom 4/5

Values and Decisions: A Blended Learning Approach

Presenters: Janice Delagrammatikas, Theresa Swickla, Dr. Debra Sacks

Faced with the urgent need to address the social emotional learning (SEL) needs of our students, Come Back Kids (CBK) has developed a unique comprehensive strategy for addressing those concerns served in an independent study setting. CBK is a dropout recovery and prevention charter school operated by the Riverside County Office of Education. Over 90% of our students are between the ages of 18 and 24 and virtually all have experienced multiple educational, social, and emotional challenges that have affected their educational success. Our goal was to provide a Tier one intervention that would improve retention and graduation rates as well as develop social capital with adult students and staff. The development of the Values and Decisions Course in the on-line learning platform, blended learning model was the result. Values and Decisions is a two-semester elective course comprised of ten online learning modules. It is a school-wide intervention funded in our LCAP addressing State Priorities: Student Engagement, School Climate, and other Student Outcomes. Our staff is evaluating the effects of student growth from pre/post surveys and comparing student attendance rates, retention rates, and enrollment in advanced courses by students who have completed the Values and Decisions on-line SEL course.

Tidelands

Results from the Colorado Alternative Education Campus Accountability Working Group, Recent Policy Changes and Next Steps Under ESSA

Presenter: Jessica Knevals

Colorado is ground zero for alternative accountability. Hear what the Colorado Department has learned to develop new policies for Alternative Education Campuses (AECs) in Colorado and results from the recently concluded Alternative Education Campus Accountability Working Group. Jessica will brief the audience on the AEC policy context in Colorado and invite audience interaction to inform their own state work. This session will review Colorado legislation and discuss the AEC work group that resulted. Jessica will discuss the creation of the work group, the topics that directly address AEC students in Colorado, and the work group's final recommendations to the Legislature and the State's Board of Education. She will also discuss how the recommendations fared in the 2015-16 legislative session and how Colorado's AEC policy will be modified going forward. Jessica will discuss the implications of Colorado's experience for ESSA.

Coronado Ballroom C

The State of Disconnected Youth in Los Angeles

Presenter: Robert Sainz

In 2012, Los Angeles Unified School District and the City of Los Angeles Economic and Workforce Development Department implemented a new systematic partnership approach, with the goal of reengaging the city's 100,000 out of school youth. The YouthSource System utilized a number of promising practices including LAUSD Pupil Service and Attendance counselors to review students' academic history and develop a referral and re-enrollment plan; co-locating educational assessment and referral with workforce supports and training, and in some cases with alternative schools; and piloting co-location of education assessment and referral at city-run FamilySource centers designed to connect families to wrap around benefits and supports. Los Angeles has been thoughtfully collecting data and following student outcomes. Learn what they've learned in their five years of operation.

AGENDA

10:30–11:30 AM

Coronado Ballroom A

Breakout Sessions II

Early Warning Systems and Alternative Accountability

Presenters: Carla Gay, Korinna Wolfe

An Early Warning System in a school district provides opportunities to look at key indicators or ‘signals’ to identify students who are at risk of dropping out. Once students are identified, the EWS uses multi-tiered student supports and interventions to interrupt the progression of dropping out. In an ideal system only 5% of students require a different setting or an individualized approach as a part of the intervention options to drop-out prevention. That 5% (and in some cases 55%) of students need their own set of multi-tiered supports and accompanying accountability metrics to ensure they are on a path to a successful future. This session will address the intersection of an Early Warning System and dropout prevention/recovery accountability metrics. Participants will leave with a systemic understanding of how dropout prevention and recovery efforts should be a part of an overall Early Warning System rather than an isolated set of strategies removed from the traditional school system.

Coronado Ballroom 4/5

L-ACT (Literacy for Access to College and Texts): Utah Alternative High Schools College Readiness Partnership

Presenters: Dr. Nicole Pyle, Sally Brown

Participants will learn about a state-funded project to support alternative high school students to become college ready. The Utah Alternative High Schools (AHSs) College Readiness Partnership is a collaboration between Utah State University and three AHSs in Utah to increase the number of underrepresented juniors and seniors who achieve ACT college-readiness benchmarks, read more proficiently, apply for college, and complete FAFSA by participation in ACT online tutorials, reading/content intervention sessions, college application and FAFSA events, and a college tour. The creation of an AHS State Leadership Team aims to improve AHS students’ college readiness by recommending effective strategies to prepare for and enroll in college, and developing an effective model for AHSs to implement for program sustainability. In Spring 2016, we implemented this project at one pilot AHS. In the Fall, the project will be implemented at three AHSs. Preliminary data from the pilot project will be presented and discussed along with a review of challenges and successes currently being implemented in the three AHSs.

Tidelands

Accountability For California’s Alternative Schools

Presenters: Paul Warren, Russ Rumberger

Public Policy Institute of California Researcher Paul Warren will present his findings on the ground breaking study - “Accountability for California’s Alternative Schools.” About 12 percent of all California high school seniors attend an alternative school, but far fewer than half graduate. To improve outcomes and promote the success of at-risk students, the state needs a new approach to measuring alternative school performance. This PPIC report compares California’s efforts with those of Colorado, Florida and Texas to provide useful directions for the next phase of alternative school accountability. One of his findings sure to resonate with alternative accountability advocates is that the “four year graduation rate ... does not work as intended in the alternative school context.” Hear why Paul concludes, “To improve outcomes and promote the success of at-risk students, the state needs a new approach to measuring alternative school performance.”

Coronado Ballroom C

Personalizing Instruction for At-Promise Students

Presenter: Jan Bryan

SIATech continues to lead the way in changing the conversation about schooling from assessment for the purposes of sorting students to assessment for purposes of personalizing instruction; from assessments that lead students to proficiency toward standardized benchmarks to skillfully using assessment data to guide students to drive their learning. In this session, we apply the groundbreaking work of Todd Rose and his book, *The End of Average*, to our determination to personalize learning. We begin with a new way to explore data—finding the jagged edges of talent within each learner’s data. Next we look Rose’s claim that traits are a myth. In doing so, we look at David Shenk’s book *The Genius in All of Us*. Shenk takes personalized learning to the molecular level; shattering what we think we know about nature, nurture, and learning. Finally, we look at how learning progressions coming into play at the end of average, where each learner walks a road less traveled.

11:30–12:00 PM

Networking and Collaboration Time

12:00–1:30 PM

RAPSA Awards Luncheon

Coronado Ballroom

Graciously Sponsored by
Renaissance Learning and **Learn4Life**

1:45–2:45 PM

Breakout Sessions III

Coronado Ballroom A

Collective Impact and Unique Partnerships to Address Opportunity Youth Re-Engagement

Presenters: Dr. Linda Dawson, Laurie Pianka, Joseph Herrity

Come hear how a unique partnership between SIATech Charter Schools and Santa Clara County Office of Education came together to address student disengagement in Silicon Valley. See how focusing on a clearly identified need and working together with local community support providers resulted in the creation of Opportunity Youth Academy. Learn how combining organizational strengths, best practices, technology, and research-based programming has created an environment designed to re-engage students in a blended model that accelerates learning and is both “high-tech and high-touch.”

Coronado Ballroom 4/5

Deeper Learning

Presenter: Tony Simmons

Are drop-out recovery and deeper learning mutually exclusive? We think not. Learn how a focus on strategies to help students master core academic content, think critically and problem solve, collaborate, communicate effectively, self-direct learning and adopt an “academic mindset” can more re-engage, retain and prepare opportunity youth for college and careers. These and other related competencies will be explored from schools that have successfully adopted and used them and allowed students to graduate on validations and portfolios. One school that will be examined in particular will be the High School for Recording Arts in St. Paul, MN that was founded to re-engage students who dropped out with a deeper learning focus. Learn how HSRA became a mentor school of the Coalition of Essential Schools and worked with the Hewlett Foundation to further awareness and implementation of deeper learning for at promise youth.

AGENDA

Tidelands

Social Emotional Wellness for Educators-- How it Takes a Whole Adult to Serve the Whole Child**Presenter:** Joelle Hood

Our own Social Emotional Wellness is the best prevention/intervention tool that we can offer our students and colleagues, yet stress among teachers is on the rise. Over half of teachers in the United States, report severe stress in the workplace. Research shows that this stress often leads to high absenteeism and turnover, and lowered efficacy in the classroom and longevity in the profession. In this highly engaging workshop, the facilitator will explain the latest research on the neuroscience supporting Social Emotional Wellness and Mindfulness for educators, and take participants on an experiential journey to see how awakening their own attention and self-reflection will enhance their ability to create positive change within themselves, influence positive change on their school/district climate and culture, and enhance their ability to serve the whole child needs of each student.

Coronado Ballroom C

SDUSD Reconnections: Helping Students Stay Connected**Presenters:** Mia Funk, Gretchen Rhoads, Andy Trakas, Jennifer Coronel

San Diego Unified School District's newest department, The Department of Reconnection is comprised of Dropout Prevention, Children, and Youth in Transition, SANDAP, Adult Education, and ALBA Community Day School. This innovative new team has been charged with creating and supporting all students find their most successful learning environment. By partnering with community agencies and providing specialized learning environments which focus on building strong relationships and meeting a young person at their "point of need," we are able to ensure stronger connections to school. It is that strong connection to school and to caring adults which allows students to thrive.

3:00–4:00 PM

Breakout Sessions IV

Coronado Ballroom A

Alternative Accountability Measures for Transfer Schools in New York City**Presenter:** Lisa DiGaudio

Learn about New Dawn's work as a charter school with alternative cohorts and reengagement strategies with NYSED and the NYCDOE School Quality Snapshot. Study the consequences of working with alternative accountability measures that do not meet federal standards for graduation. Hear about New Dawn's approach to open enrollment and to delivering dynamic instruction and individualized support. This session will include group discussion to share their experiences with policymaking for alternative accountability by exploring any ground been made in attendees schools to give transfer school students better measures? Attendees will be invited to share their experiences and celebrations on making accountability measures work.

Coronado Ballroom 4/5

An Evidence Base For Expanding Services to Disconnected Youth**Presenters:** Jonathan Zaff

As of 2010, more than one million 16-to-19 year-olds (6%) in the United States were classified as disconnected youth. Being disconnected places a burden on individual youth and on the broader society. The combined lifetime social and fiscal cost has been estimated to be equal to \$1 trillion for a single cohort of disconnected youth. The disconnection rate has declined from a high of 14% 40 years ago, with possible reasons for improvement including efforts to improve high school graduation rates and increases in funding and programming focused on disconnected youth, such as through the Workforce Investment and Opportunity Act, Job Corps, and Youth Build. Join America's Promise Alliance researcher Jonathan Zaff as he provides a research-based alternative perspective for why the disconnected youth rate has improved: people. His research shows that the adult capacity in the community and the supports that these adults provide can put more young people on a positive pathway to adult success. Jonathan's research is particularly relevant to advocates for the expansion and strengthening of youth-focused neighborhood assets – like dropout recovery schools, job training – and increasing the overall community's capacity to support its young people.

Tidelands

Can an Alternative Accountability Framework be Customized, Rigorous, and Mutually Agreed Upon?

Presenters: Jim Griffin, Jody Ernst, Seth Schoenfeld

Learn what's possible when schools, districts, and charter authorizers are committed to rigorous, customized accountability, and state policy gives them the latitude to make it happen. Over the last few years Momentum has worked with a number of alternative schools and their district and/or charter authorizer to develop a framework of accountability that is arrived at with a culture of collaboration and consensus combined with the best available data to inform and support the parties' objectives. This session will identify key steps in the process of developing trust and collaboration between alternative schools and the organizations that are responsible for holding them accountable, and will also show some of the outcomes from that work. This will be a panel discussion including leadership from both an alternative school and a charter school authorizer—each sharing their thoughts and experiences working through this process.

Coronado Ballroom C

Training for Trauma Informed Systems

Presenter: Amy Lansing

A range of stressful situations impact our students' school readiness and academic functioning (e.g., homelessness, parental incarceration, teen pregnancy, truancy). Data from education systems and government commissions illustrate that insufficient support for principals; professional development for all staff; and rewards for skills are core issues underlying professional attrition, with students' stress-related needs and behaviors posing challenges to the resources available to education systems. Trauma Informed Systems have the potential to address many of these student, teacher and staff needs but may also be perceived as burdensome or met with resistance. This presentation will address: 1) the key elements required to develop and maintain a Trauma Informed System; 2) why "soft skills" matter as much for educators as students; and 3) what types of knowledge transfer are most beneficial for professional development. There will be time for small group brainstorming on key challenges identified by the audience as facing Alternative Education providers.

4:15–5:15 PM

Conversation Sessions

Coronado Ballrooms A

An Interactive Dialogue About Meaningful Metrics for Schools Serving At-Promise Youth

Presenter: Leonard Paul

Join the conversation with AdvancED, an international school improvement and accreditation organization, in an interactive session on the needs of schools serving critically at risk students and how such organizations can support schools serving at promise students. AdvancED provides a range of services and programs for school improvement leading toward increased student engagement. Share your perspective on how service providers can support schools and teachers who work directly with programs for critically at risk students.

Coronado Ballrooms 4/5

Orchestrating a Continuum of Partnership Voices so ALL Students Succeed

Presenters: Amy Schlessman, Kathleen Chronister

Engagement to re-engagement is a continuum from dropout prevention to dropout recovery. From sound bites to sticky stories, learn to advocate by sharing student successes and accountability data that leads to effective policy and equitable funding. Join us as we share the National Alternative Education Association's (NAEA) and RAPSA's letters to US DoE about the proposed ESSA regulations. "Translations" of research data from previous AAPFs and national legal policy conferences illustrate how to communicate effectively our message to state boards of education, legislators, and other policy makers. Bring your own effective advocacy piece to share during this interactive session.

AGENDA

Tidelands

Reengagement—Citywide Strategies Spreading

Presenter: Andrew Moore

Andrew Moore, has captured many of the issues and challenges facing cities and their partners that strive to provide a portal to re-engage out of school youth. This session will focus on the dozens of coordinated citywide efforts to re-engage out-of-school youth on positive educational pathways. The session promises an understanding of results to date, as well as a sense of the variety and continuous improvement and innovation underway. Andy will cover the impressive early accomplishments of re-engagement efforts in several cities, provide practical advice for those seeking to launch or formalize local re-engagement programs, and describe how re-engagement at scale could help solve the crisis of unfulfilled potential represented in America's millions of young people without high school diplomas.

Coronado Ballrooms C

Training for Trauma Informed Care

Presenter: Amy Lansing

Join the conversation about providing sufficient support and professional development for all staff to address trauma among at promise youth. Learn how Trauma Informed Systems training can address professional attrition and support resources available to education systems.

6:00–7:00 PM

Coronado Ballroom Foyer

Evening Reception

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SATURDAY, OCTOBER 29

7:15–8:15 AM

Coronado Ballrooms

Breakfast

8:15–9:15 AM

Breakout Sessions V

Coronado Ballroom A

Teaching Student Safety in CTE Programs

Presenter: Robin Dewey

Preparing students for successful careers is an important role schools have played through their career technical educational programs. But often first jobs are hazardous and consequently youth are injured at work at a higher rate than adults. Gaining health and safety skills before entering the world of work can help give youth the tools they need to protect themselves. This session will provide an overview of the essential health and safety skills all workers need to stay safe. Fun, interactive activities for teaching these skills will be presented. These activities are part of a free curriculum for schools that was created by the Labor Occupational Health Program (LOHP) at UC Berkeley and the National Institute for Occupational Safety and Health (NIOSH).

Coronado Ballroom 4/5

Seizing the Moment - Student Centered Learning for At Promise Youth

Presenters: Bob Rath, Linda Dawson, Tony Simmons

RAPSA Board Members Bob Rath, Linda Dawson, and Tony Simmons presented their study, "Seizing the Moment" at a Congressional Briefing in Washington, DC, on May 3, 2016. Join them to hear about how student centered learning is a powerful tool for serving at promise students. Learn what you can do in your state to advocate for policies that will expand the success of competency-based learning.

Coronado Ballroom C

A Comparison of Promising State Trends in Implementing ESSA

Presenter: Jennifer Brown Lerner

This session will outline the opportunities under ESSA to support the development and growth of high quality alternative options to meet the needs of all students in a variety of school settings. In addition, it will share early trends from an ongoing effort to understand and catalogue how states are handle accountability for alternative settings.

Tidelands

Can an Alternative Accountability Framework be Customized, Rigorous, and Mutually Agreed Upon?

Presenters: Jim Griffin, Jody Ernst, Seth Schoenfeld

Learn what's possible when schools, districts, and charter authorizers are committed to rigorous, customized accountability, and state policy gives them the latitude to make it happen. Over the last few years Momentum has worked with a number of alternative schools and their district and/or charter authorizer to develop a framework of accountability that is arrived at with a culture of collaboration and consensus combined with the best available data to inform and support the parties' objectives. This session will identify key steps in the process of developing trust and collaboration between alternative schools and the organizations that are responsible for holding them accountable, and will also show some of the outcomes from that work. This will be a panel discussion including leadership from both an alternative school and a charter school authorizer—each sharing their thoughts and experiences working through this process.

9:45–10:45 AM

Breakout Sessions VI

Coronado Ballroom A

Alternative Accountability Toolkit

Presenter: Christopher Mazzeo

Receive an alternative accountability toolkit based on work Education NorthWest has done with school districts and states in the Northwest. The toolkit includes templates and guidelines for developing and implementing accountability systems that reflect the complexity of alternative programs. The Session will also address considerations for multiple measure accountability under the new Every Student Succeeds Act (ESSA). Session attendees will have an opportunity to provide feedback on the toolkit that will be used to inform and improve the next iteration.

Coronado Ballroom 4/5

Creating a Family Culture in an Alternative School Setting

Presenters: Tessa Nicholas, Natasha Vinakor, Tramischa Cole

Learn about Civicorps' continuous improvement since its inception in 1983. Through open dialogue with the young adults they serve, their focus now includes robust support services, enhanced academic content relevancy, and all staff training in Trauma Informed Care and implementation of Restorative Justice. A current Walter S. Johnson funded 3-year study of their work with Foster Youth, has allowed further development of program components with a lens on supporting those impacted by involvement in the foster care system and other reengaged young adults. Ongoing conversation and commitment make all these pieces fit together to build the family dynamic Corpsmembers speak of while maintaining program integrity and accountability.

AGENDA

Tidelands

What Should Legislators Spend for Effective Dropout Recovery Programs?

Presenters: Russ Rumberger, Robert Miyashiro

Join with two of California's highly regarded education experts in an exploration of what can be done to support adequate dropout recovery efforts. This interactive session will: describe the costs to individuals and states of those who drop out of high school; explore how California funds high school programs and the limits on at risk populations; the needs of opportunity youth beyond a high school diploma; and a look at the practical and political implications of developing programs with significant impacts on state budgets. The presenters look forward to hearing the ideas and experiences of education leaders from across the Country. Walk away with a framework for approaching the adequate funding of dropout recovery.)

Coronado Ballroom C

Independent Study Can be a Successful Option for Alternative Students

Presenter: Machele Kilgore

Learn about different Independent Study models and how Independent Study programs and schools can be successful options for K-12 students who are at-risk. Machele Kilgore has been an administrator and involved in a variety of programs for at-risk students for the last 25 years.

11:00 AM—Noon

Coronado Ballrooms

Closing General Session: Building a Cohesive Voice for Alternative Accountability

Presenters: Jennifer DePaoli, Jennifer Brown Lerner, Russ Rumberger, Ernie Silva

Be sure to join us for the 2016 Closing Session which will provide an opportunity to strategize about ways to impact National and State accountability policy. The adoption of ESSA brings a fresh perspective for refining accountability policies for those serving vulnerable populations and recognizes sustained momentum focused on opportunity youth. Join representatives of American Youth Policy Forum, Civic Enterprises, the California Dropout Research Project and RAPSA to learn about new opportunities and gain insight into past barriers to alternative accountability needs. Gain insight into some of the data challenges nontraditional schools and students present to researchers, advocates and policy makers. Help build a consensus to encourage best practices for data collection and useage. Learn how to frame the alternative accountability conversation to ensure policies are flexible, responsive, and useable for alternative settings.

We welcome your feedback!
Please complete and submit your
session evaluations at
rapasa.org/evals

GUEST SPEAKERS



Sally Brown

Sally Brown is a graduate assistant and doctoral student in the School of Teacher Education and Leadership at Utah State University. With approximately eight years experience as a classroom teacher working with at risk students and seven years experience in a supervisory role for preservice teachers, Sally has seen first hand the needs of struggling readers. She has successfully developed curriculum for students with mild/moderate disabilities, youth at risk in an alternative high school, and culturally diverse student populations in comprehensive high schools. Sally received her Master of Education degree in Special Education with endorsements in learning disabilities and emotional disturbance from the University of Virginia. Working under Dr. Nicole Pyle, her current research focuses on literacy interventions designed to improve outcomes for struggling readers in secondary education.

Jan Bryan

Jan Bryan's educational tenure includes K – 8 music teacher, primary classroom teacher, and university professor at the undergraduate and graduate levels, Director of the America Reads program at North Texas University, and curriculum author and co-author for the Texas Department of Education career tech division. Jan now serves as VP and National Education Officer for Renaissance Learning where she researches educational trends and initiatives and writes about her passion; the well-being of students. She has authored white papers focusing on the Power of an Effective Educator and RTI: The Next Generation of Data-Fueled Decision Making, and has been privileged to work with education professionals across the United States, in the UK, Australia, New Zealand, Jamaica, Quam and Pago, Pago.



Kathleen Chronister

Kathleen Chronister is the Alternative Education Principal in Davis School District, UT. Davis School District is located 20 miles north of Salt Lake City Utah and has a K-12 student enrollment of over 70,000 students.

GUEST SPEAKERS



Tramicsha Cole

Tramicsha Cole took the opportunity at Civicorps and graduated in December 2015. She is now an intern with Oakland Housing Authority Family and Community Partnership Department. She was born and raised in Oakland, California, and is mother to a bright little boy who is the light of her life. In addition to being a mom and working full-time, she also attends Laney College and is working on her AA. Getting to this point in her life has not been easy; Tramicsha left school prior to graduation and was involved in the foster care system. When she returned to her mother and 3 siblings she knew that more challenges would face her but she was committed to seeing a better life. After having her son that determination grew even stronger. When she and her son found themselves homeless, she reached out to Civicorps and found the community support and resources she needed to gain stability, become employed, and pursue her educational goals.

Jennifer Coronel

Ms. Coronel has worked in San Diego Unified School District for the past ten years. Her background is in Special Education. She was a special education teacher, vice principal for Home Hospital and is currently the Program Manager for the district's Children, Youth in Transition department, serving foster, homeless, students on probation, hospitalized and homebound students, and military students and their families.



Dr. Linda C. Dawson

Linda is the Superintendent and Chief Education Officer of SIATech, Inc., a network of charter schools focused on dropout recovery. She has been with the organization since 2000, as Deputy Superintendent 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 Bachelor's Degree from the University of California at Santa Barbara.





Janice Delagrammatikas

Janice Delagrammatikas is presently Principal of The Come Back Kids Charter with Riverside County Office of Education. Come Back Kids is an independent study drop-out recovery charter school serving students age 16-23 at 23 sites throughout Riverside County. Janice also serves as a cadre member for the Technology Information Center for Administrative Leaders (TICAL) and is a certified teacher for the Leading Edge for Administrators Course. She earned a B.A from Cal State Fullerton and M.A. in Public Policy from Rutgers University. She is a Leading Edge Certified Administrator and her interests include using technology to make learning more engaging, collaborative, and relevant for teachers and students. Recently, her focus has been on developing innovative practices that adapt interventions and co-curricular activities to meet the needs of independent study students. Janice is the co-author of two articles about providing Social-emotional learning in an online/blended format to independent study students. She also regularly contributes to TBLOGICAL, a blog about education and technology. Janice lives in Riverside with her husband and enjoys her free time riding horses, kayaking, and playing with grandchildren.

Jennifer DePaoli

Jennifer DePaoli is the Senior Education Advisor at Civic Enterprises and co-author of the annual *Building a Grad Nation* report. Prior to joining Civic Enterprises, Jennifer served as an education policy researcher at Policy Matters Ohio, a state policy think tank, where she worked on state K-12 education policy analysis. In this role, she authored *Misleading Measurements*, a report on highly rated urban public schools in Ohio and co-authored *Avoiding Accountability*, a report on charter school closure law in Ohio. Jennifer also brings with her nearly a decade of experience teaching at the university and elementary/middle school levels. She began her career in education as a 7th grade teacher at Leesville Road Middle School in Raleigh, NC, then later as a 5th grade teacher at C.O. Harrison Elementary School in Cincinnati, OH. She most recently taught courses in educational foundations to pre-service teachers at the University of Akron and Ohio State University. Jennifer earned her Ph.D in Education Policy from Ohio State University, where she focused on state- and district-level K-12 education policy. She also holds a Master's in Middle Childhood Education and a B.A. in Communications from the University of Dayton.



Robin Dewey

Robin Dewey is a program coordinator for the Labor Occupational Health Program at the University of California at Berkeley's School of Public Health. She currently serves as the Northern California Project Coordinator for the state-wide Worker Occupational Safety and Health Training and Education Program as well as coordinator of California's state-wide School Action for Safety and Health project. She conducts numerous trainings to help workers develop their occupational safety and health leadership skills and to assist employers in developing and implementing effective Injury and Illness Prevention Programs. Robin also conducts training programs around the country teaching young workers and workers with developmental and intellectual disabilities basic occupational safety and health skills. Her work is supported by a grant from the National Institute for Occupational Safety and Health (NIOSH) to evaluate the occupational health and safety needs of workers with disabilities and to provide outreach to the employers and community agencies serving and employing this population. Robin has more than 25 years of experience in the field of occupational health education after receiving her Masters' in Public Health degree from UC Berkeley in 1985.

GUEST SPEAKERS



Lisa DiGaudio

Lisa DiGaudio is the Founding Principal at New Dawn Charter High School and a doctoral candidate at Walden University. She is also the Chief Blogger for the Network of Independent Charter Schools, where she provides an “on the ground” perspective about creating, running and teaching in effective charter schools. She also serves as an Educational Advisory for EASOL, an open source data store. Lisa served for 13 years in the classroom as a lead teacher, data coach and summer school leader. For the last six years Lisa has been an administrator and contributed to the New Dawn application charter. Lisa was also a New York Educator Voice Fellow with America Achieves for 2015 and serves as a Policy Fellow with America Achieves for 2016-2017.

Mathew Eide

Mathew Eide is a Senior Advisor at Education Northwest. His work focuses primarily on technical assistance related to American Indian and Alaska Native education, rural education, school and system improvement, and alternative education. Prior to joining Education Northwest, Eide developed and ran an alternative school that served youth experiencing homelessness and housing instability in Portland, and chaired the Social Studies department in a large urban high school in Los Angeles. He holds a M.Ed. from UCLA and is pursuing an Ed.D at the University of Oregon.



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.



GUEST SPEAKERS



Mia Funk

Ms. Funk is a new addition to San Diego Unified School District, as the Director of the Reconnection Department. She has seventeen years of educational experience and joins us from the San Juan Unified District in Sacramento. In San Juan Unified, she was Director of Career Technical Education, K-Adult Counseling, Adult Education, College and Career, and Adult Education. Over the course of Ms. Funk's career, she has been a teacher, a vice principal, and a principal before she moved to the district office to work on creating systems that work to support all students.

Carla Gay

Carla has nearly 20 years of experience working with students who have disengaged from school before completing their secondary education. She is passionate about building equitable education systems which offer a range of rigorous, engaging programming for ALL students. Carla spent the last nine years working on the outreach, re-engagement, and alternative school options for disconnected youth in Portland Public Schools. Additionally she has led local and statewide efforts to create systems for alternative accountability, reengagement, and early interventions. She has recently begun a new role as the Director of Early Warning Systems for the PPS District. Carla holds a Master of Social Work from Washington University in St. Louis, MO and an Administrator's License from Portland State University. In her spare time, Carla enjoys spending time with her family, playing in the outdoors, reading, and traveling. She lives with her wife and their two children in Portland.



Jim Griffin

Jim Griffin 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. Mr. Griffin has been involved in the advocacy of charter schools and schools known in Colorado as AECs (alternative education campuses) since the early 1990's. Mr. Griffin 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. Continuing to realize that quality data and analyses are the keys to shaping effective policy, Mr. Griffin has launched MSR where quantifying AEC success across the country is one of the immediate foci of work.

GUEST SPEAKERS



Joe Herrity

Joe serves as the lead “backbone” staff for the Opportunity Youth Partnership, a collective impact initiative in Santa Clara County that aims to improve the education and employment outcomes of Opportunity Youth in pursuit of durable self-sufficiency. In this capacity he coordinates and convenes a county-wide, multi-sector collaborative. Additionally, he oversees the implementation of Opportunity Works, a Social Innovation Fund project (funded by Jobs for the Future in partnership with Corporation for National and Community Service), which is working to enhance re-engagement education options by embedding critical support and guidance functions in dropout recovery institutions. Joe began his career in the social sector with two terms of service in AmeriCorps, and spent 6 years working with high-risk court-involved youth prior to transitioning to his current role. He is currently wrapping up a master degree in public administration with a focus on effective collaboration in the social sector.

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, Berkley’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 named “2014 Principal of the Year” for the Riverside County Office of Education.



Machele Kilgore

Machele Kilgore is the Past President and Executive Director for the California Consortium for Independent Study. (CCIS) She has also worked with at-risk students in group homes, home school, and Independent Study for the last 25 years. She is currently the principal for Pacific Coast High School in Orange County Ca.

GUEST SPEAKERS



Jessica Knevals

Jessica 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. Prior to her work with CDE, Jessica worked with New Visions for Public Schools in New York City, the Academy for Educational Development, the Citizens Committee for Children of New York City, and the Boys and Girls Clubs of America. 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.

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.



Matthew LaPlante

Matthew D. LaPlante is a journalist, author and assistant professor in the Department of Journalism and Communication at Utah State University. A member of the board of the Reaching At-Promise Students Association, he has been engaged in the fight for equity in educational opportunity for nearly a decade. He lives with his wife and daughter in Salt Lake City, where he spends most winter mornings snowboarding in the Wasatch Mountains.

GUEST SPEAKERS



Jennifer Brown Lerner

Jennifer Brown Lerner serves as a Deputy Director of the American Youth Policy Forum (AYPF), a nonprofit, nonpartisan professional development organization, provides learning opportunities for policy leaders, practitioners and researchers working on youth and education issues at the national, state, and local levels. Jennifer began her career as a classroom teacher teaching middle school math and was active in the creation of a Summerbridge (now Breakthrough Collaborative) site in Atlanta, Georgia, a program that puts high-potential, low-income middle school students on a path to college. She previously held various teaching and administrative positions at a number of schools in the Boston area before transitioning to work in educational policy in Washington, DC. Jennifer received her BA from the University of Pennsylvania and her MA from Teachers College, Columbia University. She also participated in the Education Policy Fellow Program at the Institute for Educational Leadership in 2005-06. She currently lives in Washington, DC with her family and enjoys cooking and gardening.

Judith Martinez

Judith Martinez has been with the Colorado Department of Education (CDE) for nine years and currently serves as the Director of Dropout Prevention and Student Re-engagement. Her work is dedicated to reducing Colorado's dropout rate and increasing credential attainment. This work involves analyzing trends in education data, supporting best practices and seeking viable options for all students, especially those who face unique challenges and barriers. Prior to joining CDE, she was the Director of the National Center for School Engagement and Deputy Director of Family and Community Education and Support, a nonprofit group committed to positive parenting and prevention of child abuse and neglect. Judith is a native of Denver, Colorado. She received her high school diploma, Bachelor of Arts and master's degree from Colorado schools and institutions.



Christopher Mazzeo

Christopher Mazzeo's work focuses on the diverse pathways to postsecondary success and developing and maintaining data and research partnerships. He is currently the Director for Evidence Use at Education Northwest and also serves as the Director of REL Northwest. Prior to joining Education Northwest, Mazzeo spent three years with the University of Chicago Consortium on Chicago School Research (CCSR), where he managed CCSR's nationally focused policy and capacity-building initiatives. In this role, he consulted extensively with state and national policymakers, states, school districts, and funders on developing and using indicators of high school graduation and postsecondary readiness, enrollment, and success. Mazzeo has also served as an evaluation consultant and project partner with various philanthropic organizations, including the Joyce, Lumina, James Irvine, and Bill & Melinda Gates Foundation. He earned his Ph.D. in Social Sciences, Policy, and Educational Practice at Stanford University in 2001.



GUEST SPEAKERS



Robert Miyashiro

Robert Miyashiro is a School Services of California, Inc., (SSC) Vice President. Since becoming a member of the firm, he has worked on numerous consulting projects, including budget reviews, efficiency studies, district reorganizations, retirement system analyses, tax delinquency financing, and Chief Business Official searches. In addition, he provides consulting services on state mandate issues. Robert also monitors the condition of the State Budget and evaluates economic developments in the state and national economies. He tracks General Fund revenues for the company and projects Proposition 98 funding levels and Local Control Funding Formula (LCFF) implementation issues.

Andrew Moore

Andrew O. Moore 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. Earlier, Moore spent 15 years building the nationwide network of service and conservation corps, and has consulted on strategic program development with the National League of Cities' YEF Institute and other clients in the youth development field in the U.S. and United Kingdom.



Tessa Nicholas

Tessa Nicholas has been serving urban youth through alternative education and job training for over 20 years. With a background in Environmental Studies and a Master's degree in International Service and Non-profit Management Tessa has worked with youth from Los Angeles, California to Senegal, West Africa to Kingston, Jamaica. The majority of her time and career, however, has been spent with Civicorps in West Oakland, California where she has promoted over the years to Deputy Director and has her dream job of working with young adults and overseeing the charter school, the support services department, and the job training activities of the full-service community program.

GUEST SPEAKERS



Leonard D. Paul

Leonard Paul currently serves as the Regional Vice President for the AdvancED Pacific USA Region. His office oversees the Operations Offices management in the Pacific Region states and territories. His work includes supervision of the implementation of the AdvancED Accreditation protocol, training, and delivery of services by the Operations offices. The regional office also oversees the management of the NW Partners program with six agencies accrediting faith based and private school Commissions in the NW states.

Laurie Pianka

Laurie has been part of the SIATech leadership team since 2005, starting as the principal of the SIATech school in San Jose, and moving to the position of Director of Education Services in 2007. In 2016 she moved to the position of Executive Director of Community Development and Career Pathways. Laurie was the lead on SIATech's successful Opportunity Youth (OY) CA Career Pathways Trust (CCPT) grant proposal that was selected for funding by the CA Department of Education in May 2015. She continues to provide leadership for OY programs as the OY programs are implemented. Laurie taught High School Physics, Biology and Integrated science before moving to Middle School education where she taught Physical and Earth Sciences. While teaching at the middle school level she was recognized as teacher of the year by Evergreen Elementary School District PTSA and was also recognized as a finalist in Intel's Innovation in Teaching Award Program. Laurie Pianka received her BS in Biochemistry and MS in Nutritional Sciences from San Jose State University and obtained her teaching credential from Santa Clara University.



Nicole Pyle

Nicole Pyle, Ph.D., is an Assistant Professor of Adolescent Literacy and Secondary Education in the School of Teacher Education and Leadership at Utah State University. Her research interests include interventions for youth at-risk in secondary education, adolescent literacy, dropout prevention, college readiness, effective instructional practices, and multi-tiered interventions in inclusive settings. She was the recipient of the 2009-2011 IES Postdoctoral Fellowship on Reading Disabilities and Response to Intervention with Dr. Sharon Vaughn at the University of Texas at Austin. Dr. Pyle serves as an Institute Fellow in The Dropout Prevention Institute at The Meadows Center for Preventing Educational Risk. She has more than 8 years of experience as a middle school and high school special education teacher.

GUEST SPEAKERS



Nicky Ramos-Beban

Nicky Ramos-Beban, Ph.D., is the Assistant Director of Alternative Education and Principal of Opportunity Youth Academy at the Santa Clara County Office of Education. Nicky has been a teacher and charter school principal for over 25 years and is the co-author of *Be the Change: Reinventing School for Student Success*.

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.



Gretchen Rhoads

Ms. Rhoads is a twenty-five year veteran of the San Diego Unified School District. She has served as a teacher, head counselor, vice principal, and principal in the district’s most challenging schools. Currently, Ms. Rhoads is working as the principal of Dropout Preventions and Reconnection. In this capacity, Ms. Rhoads is able to support students, families, staff, and community as they redesign systems designed to meet the needs of the whole child.

GUEST SPEAKERS



Russell Rumberger

Russell is a Professor Emeritus in the Department of Education. A faculty member at UC Santa Barbara since 1987, he has published widely in several areas of education: education and work; the schooling of disadvantaged students, particularly school dropouts and linguistic minority students; school effectiveness; and education policy. He has served on three committees of the National Research Council (NRC), including the Committee on Increasing High School Students' Engagement and Motivation to Learn. His book, *Dropping Out: Why Students Drop Out of High School and What Can Be Done About It* was called a "masterpiece" by the Washington Post and nominated for the AERA Outstanding Book Award. From 2010-12 he served as the Vice Provost for Education Partnerships, University of California Office of the President. He currently directs the California Dropout Research Project, which produces reports and policy briefs about the dropout problem in California. Professor Rumberger received a Ph.D. in Education and a M.A. in Economics from Stanford University and a B.S. in Electrical Engineering from Carnegie-Mellon University. In 2013 he was made a Fellow of the American Educational Research Association and received the Elizabeth G. Cohen Distinguished Career in Applied Sociology of Education Award, Sociology of Education SIG, American Educational Research Association. In 2016 he was elected to the National Academy of Education.

Debra Sacks

Debra has been an educator for over 35 years and has a passion for improving the lives of at-risk students by providing resources, programs, and the personal skills to develop a growth mindset so that the personal dreams of any teen can become their reality. Her career experiences include teaching high school, continuation high school, adult education, teacher education, serving as a school principal and administrator for Riverside County Office of Education, and providing oversight of State and Federal grants. Debra also worked with the Riverside County Superintendent of Schools on the initial blueprint and implementation of the nationally-recognized Come Back Kids (CBK) Dropout Recovery School (2008) as well as the development of the College Connection mentoring program (2011) for youth in Riverside County, including court, community, YouthBuild, foster youth, and adjudicated youth. Both programs have received the California School Board Association Golden Bell Award (CSBA). Debra is a life-long learner, writer, athlete, poet, mother of three, wife, and pet owner.



Robert Sainz

Robert serves as the Assistant General Manager in charge of Operations for the City of Los Angeles where he has been instrumental in reinventing the Workforce Development System, establishing the FamilySource System, and founding the L.A. Youth Opportunity Movement. Robert has over 20 years of local government service experience, addressing the social problems facing low-income residents, including the challenges of juvenile delinquency; youth and adult unemployment; and poverty. He previously served as Executive Director of the Los Angeles Youth Opportunity Movement for the City of Los Angeles which provides educational, vocational, and career opportunities for over 3,500 young people ages 14-21 in the most economically disadvantage areas of Los Angeles. He is past president of US Conference of Mayor's Workforce Development Council and has received numerous awards for his work including the Durfee Foundation's Stanton Fellowship. He received his BA degree from UC Santa Cruz, MPA from Columbia University, and post-graduate work from the University of Southern California.

GUEST SPEAKERS

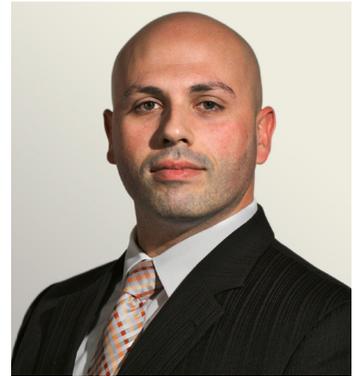


Amy Schlessman

Amy Schlessman, PhD, has dedicated her professional and personal life to education and human services. Dr. Schlessman's interests include the development of creative and innovative intelligence in learners of all ages from diverse cultural backgrounds and socio-economic levels. Fortune 500 companies, as well as not-for-profit organizations including schools and community collaboratives, have benefitted from her contributions to their programs. Her publications and presentations illustrate a range of contributions from theory to practice. Amy's recent research, policy analysis, and advocacy focus on education for overaged and under-credited youth. Dr. Schlessman's peers have elected her to leadership positions internationally, nationally, and at the state level. She has served as President of an international education association, Teachers of English to Speakers of Other Languages (TESOL); Chair of Research and Evaluation with the American Educational Research Association; and founding President, Arizona Alternative Education Consortium.

Seth Schoenfeld

Seth Schoenfeld is the CEO of ROADS Charter Schools, a network dedicated to empowering disconnected youth toward academic, personal and professional success. Prior to ROADS, he was the Deputy Chief for the Office of Innovation at the New York City Department of Education, where he led the iZone, an incubation lab of 300 schools committed to designing and testing innovative models for teaching and learning. He was the founding principal of Olympus Academy, a transfer high school serving overage and under-credited high school students, and New York State's first asynchronous high school. He started his career through the New York City Teaching Fellows at a large comprehensive high school where he was also dean of students and baseball coach. He earned his undergraduate degree from the University of Massachusetts–Amherst, his Masters in teaching from Pace University, and is a graduate of the New York City Leadership Academy.



Ernie Silva

Ernie is the Executive 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 Simmons 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 and Pace University where he graduated with a BA in Political Science and from Rutgers University School of Law.

Theresa Swickla

Theresa Swickla joined the Come Back Kids Charter (CBK) with Riverside County Office of Education as a principal in 2015. The Come Back Kids Charter School is a drop out recovery program for students 16-23 years interested in earning a high school diploma or high school equivalency. Offered at 23 sites around Riverside County, the CBK program uses an individualized instruction/independent study model as the primary plan. Theresa has a Bachelor of Science in Biology and a Masters of Arts in Management with a GIS emphasis. Theresa is the testing coordinator for CBK and is active in curriculum development and expansion, especially with UC "a-g". Theresa is the independent study expert for RCOE and has been instrumental in training staff and stream lining independent study procedures. She is a Leading Edging Certified Administrator and has used her knowledge of social media to develop a targeted marketing and outreach strategy for CBK. A recent focus has been on introducing NGSS to teachers, concentrating on engaging students with high interest, hands on activities that get students to ask questions, experiment and analyze data. Theresa lives in Temecula with her husband and children and enjoys snow skiing and spending time with her family.



Andy Trakas

Mr. Trakas has been in San Diego Unified School District for the past nineteen years. During his tenure, Mr. Trakas has served as a mentor, teacher, and administrator at a large comprehensive high school as well as leading ALBA Community Day School, supporting our districts neediest students. Mr. Trakas is committed to student success, providing innovative learning opportunities, and building strong connections with life beyond school.

GUEST SPEAKERS



Natasha Vinakor

Natasha Vinakor has been with Civicorps for over 10 years, first as a job training supervisor, then as a Case Counselor, and in her current role as Lead Counselor. She is a Licensed Clinical Social Worker specialized in transitional age youth, and trained in psychodynamic therapy, as well as EMDR. Like many counselors, Natasha is in the field trying to give back the support and guidance given to her in difficult times. She believes in social justice and the importance of micro and macro approaches to achieve it.

Paul Warren

Paul Warren is a research associate at PPIC, where he focuses primarily on K–12 education finance and accountability. Before he joined PPIC, he worked in the California Legislative Analyst’s Office for more than twenty years as a policy analyst and manager. He also served as deputy director for the California Department of Education, helping to implement the state’s testing and accountability programs. He holds a master’s degree in public policy from Harvard’s Kennedy School of Government.



Jacob Williams

Jacob facilitates school and system improvement initiatives in the Northwest region. Prior to coming to Education Northwest, Jacob served as a manager/director for research/technical assistance projects at The Meadows Center for Preventing Educational Risk at the University of Texas at Austin. In this role he collaborated with a diverse group of federal, state, and district educational professionals, including staff at the Texas Juvenile Justice Department, to implement a legislatively mandated literacy and teacher improvement initiative. He also worked on implementation of the Texas Education Agency’s federal Striving Readers grant and served as assistant director of the George W. Bush Institute’s Middle School Matters program. Jacob earned his Master of Education at Murray State University–Kentucky and his Ph.D. at the University of Texas.

GUEST SPEAKERS



Korinna Wolfe

Korinna is a social worker and educational administrator. She is currently the Senior Director of Multiple Pathways to Graduation at Portland Public Schools. She received both her Masters in Social Work (1994) and Educational Administrative credential (2011) from Portland State University.

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.



I. Provide an overview of WIOA
 I. Changes to the Workforce Development System
 II. Significant Changes in WIOA Related to Out-of-School Youth
 II. Out-of-School Definition (WIA vs. WIOA)
 III. In-School Youth Definition (WIA vs. WIOA)
 IV. Emphasis on Career Pathways
 V. Youth Performance Measures
 VI. USDOL's Approach to USDOL
 I. Overview March 2015 Guidance Youth Program Transition
 II. Final Regulations - Spring 2016
 VII. Discussion Questions

NATIONAL JOB CORPS ALLIANCE

WIOA 2015 Ten Policy Topics

1. Focus on individual student learning goals
2. Postsecondary services or educational assistance programs
3. Allow an alternative credit for degree recovery
4. Measure nonacademic academic progress
5. Expand local education agency (LEA) role on the students
6. Measure transfer student long-term retention
7. Provide occupational supports
8. Offer a competency-based academic program
9. Enhance use of administrative resources
10. Student & parental involvement

AMERICA'S PROMISE
 18to35
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WIOA 2015
 Guidance
 Regulations

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AAPF 2017 Advisory and Awards Committee

The Advisory & Award 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.

- **Carla Gay**, Portland Public Schools
- **Becky Philpott**, Consultant
- **Diana Walsh-Reuss**, RCOE
- **Leslie Talbot**, Talbot Consultant
- **Mary Burke**, Chicago Public Schools
- **Aretha Miller**, The Venn Group
- **Phil Matero**, YouthBuild Charter Schools of California
- **Judith Martinez**, Colorado Department Of Education
- **RJ Guess**, John Muir Charter School
- **Sandra Morales**, CCSESA



Dr. Jorge Ruiz de Velasco



Dr. Daisy Gonzales

Thank you PACE

Thank you to researchers from the Policy Analysis for California Education (PACE) from Stanford University for participating in AAPF16! PACE is an independent, non-partisan research center based at Stanford University, the University of Southern California, and the University of California, Davis. PACE seeks to define and sustain a long-term strategy for comprehensive policy reform and continuous improvement in performance at all levels of California's education system, from early childhood to postsecondary education and training. PACE bridges the gap between research and policy, working with scholars from California's leading universities and with state and local policymakers to increase the impact of academic research on educational policy in California. Dr. Jorge Ruiz de Velasco and Dr. Daisy Gonzales are attending to summarize AAPF16 and to further their research on alternative accountability with an eye towards a future policy brief on the subject.



VOLUNTEER APPRECIATION

Thank you to all the SIATech volunteers who have helped make this year's policy forum a success.



Debra Anderson
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AWARDS WINNERS

The First Annual Reaching At Promise Students Awards

The inaugural Reaching At-Promise Students Awards adds a new dimension to the policy forum to celebrate the success of at promise students across the United States and to recognize the commitment of staff and policy makers. Three awards have been given so that the community of education leaders, workforce developers, researchers and policy makers who see the promise in young people who are willing to reengage in school to make a difference for themselves, their families and their communities.

THE RECIPIENTS OF THE 2016 AT PROMISE STUDENTS AWARDS ARE:



The Courage Award

This award is in recognition of an at promise student who demonstrates courage in overcoming obstacles and pursuing academic excellence. This year the Courage Award recipient is Isabel Chavez, a Senior at Washington Park High School in Racine, Wisconsin. Isabel is recognized for her ability to overcome family challenges, her academic excellence including a 3.7 GPA with five Advanced Placement classes, and a desire to give back to other young people challenged by external circumstances by pursuing higher education to become a social worker.



The Vision Award

This Award is in recognition of policy makers who demonstrate exceptional vision for understanding the challenges faced by At Promise youth and the development of creative policies to attract and retain students who would otherwise be left out of traditional school programs. This year the Vision Award recipient is Assembly Member Eduardo Garcia, a California Legislator who represents the Coachella Valley. Assembly Member Garcia is recognized for his outreach and support of at promise youth in the Coachella Valley; and his legislative leadership as Chair of the Assembly Committee on Jobs, Economic Development, and the Economy; and Chair of the Select Committee on Boys and Men of Color where he authors and refines legislation affecting education and job opportunities for very-low income students.



The Heart Award

This award is in recognition of education leaders and other organization professionals who show a heart for supporting at promise students in their academic endeavors and the capacity to see beyond the trauma faced by the students. This year the Heart Award recipient is Freddie Fuentes, the Executive Director of Boston Public Schools Educational Options. Mr. Fuentes is recognized for his evidence-based, outcomes-oriented educational program innovation; focus on accountability for teaching essential competencies and instilling hopefulness; and creating school health centers which collaborate with community support services.

On behalf of the students, schools and staff who believe that reengaging young people in education and career development transforms them to being at promise of success rather than at risk of failure, we thank you for your nomination and wish all of the nominees continued success in the work that they do making a profound impact in the lives of at promise students.

SPONSORS



The Walton Family Foundation is working to expand opportunities and empower children and families with choice. Since 1992, we have invested more than \$1.3 billion in K-12 education and supported a quarter of the 6,700 charter schools created in the United States. The Walton Family Foundation invested nearly \$180 million in K-12 education in 2015, and we're committed to investing \$1 billion over the next five years. **For more information, please visit us at www.waltonfamilyfoundation.org**



Renaissance Learning is a world leader in cloud-based assessment, teaching, and learning solutions. Our primary purpose is to accelerate learning for all children and adults of all ability levels and ethnic and social backgrounds, worldwide. **For more information, please visit us at www.renaissance.com**



Learn4Life is a constantly growing network of non-profits that includes accredited high school diploma programs, job training and wraparound services, and exclusive Workforce Investment Act partnerships. Learn4Life partners have resource centers throughout California, and each student receives an individualized education. No two students are alike, and we don't believe they should be educated that way either. With dozens of centers throughout California, the opportunity for independent learning is available to hundreds of thousands of students. **For more information, visit www.learn4life.org.**



Collaborative Learning Solutions (CLS) is a comprehensive educational services and consulting firm serving education and social service agencies throughout the nation. The company was founded on the promise of genuine collaboration and partnerships to implement innovative solutions that are effective, efficient and fiscally responsible. **For more information, please visit www.clsteam.net**



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. **For more information, please visit www.rapsa.org**



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". **For more information, please visit www.siatech.org**



PARTICIPATING ORGANIZATIONS

Thank you for participating in the 2016 Alternative Accountability Policy Forum!

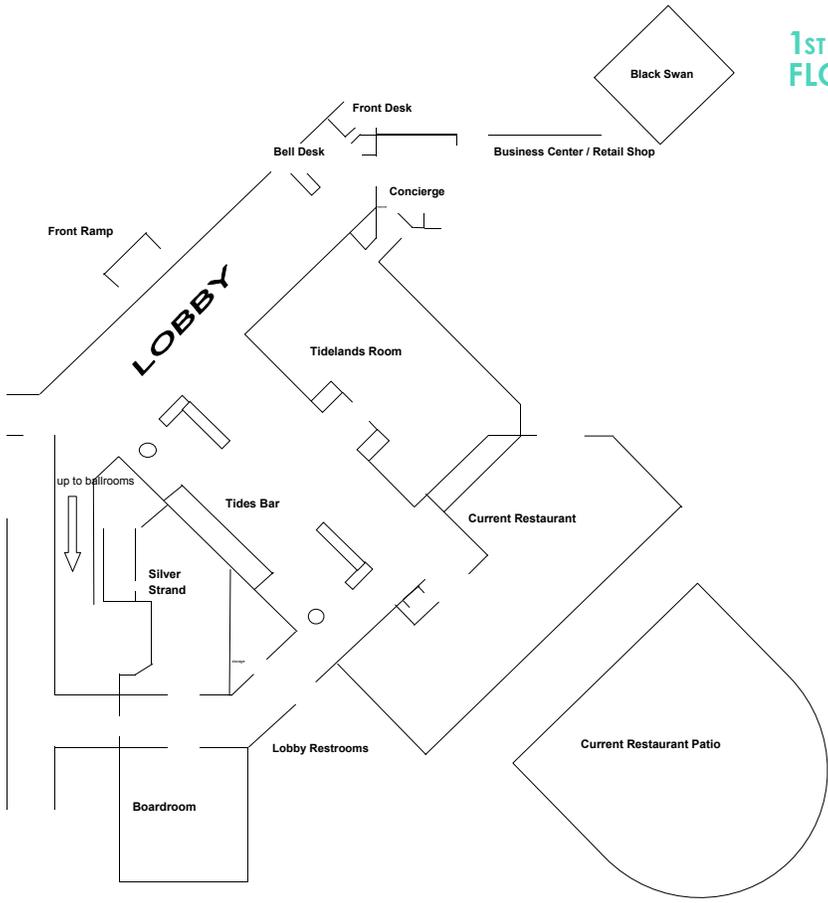
ACE Leadership High School
 AdvancED
 Alameda County Office of Education
 American Youth Policy Forum
 Barney & Barney
 Beacon Academy of Nevada
 Biscayne High School
 Boston Day and Evening Academy
 C.O.P.I.N.G.
 C4L Academy
 CA State Assembly, Office of
 Assembly Member Jose Medina
 (AD61)
 California Dept. of Education
 Career Link
 CHAMPS Charter High School
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 City of Los Angeles
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Crossroads Charter Academy
 DC Public Charter School Board
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 Educational Options
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 ESD 112
 Fast Track Success Academy
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See you next year
 Join us November 16–18, 2017 for AAPF17



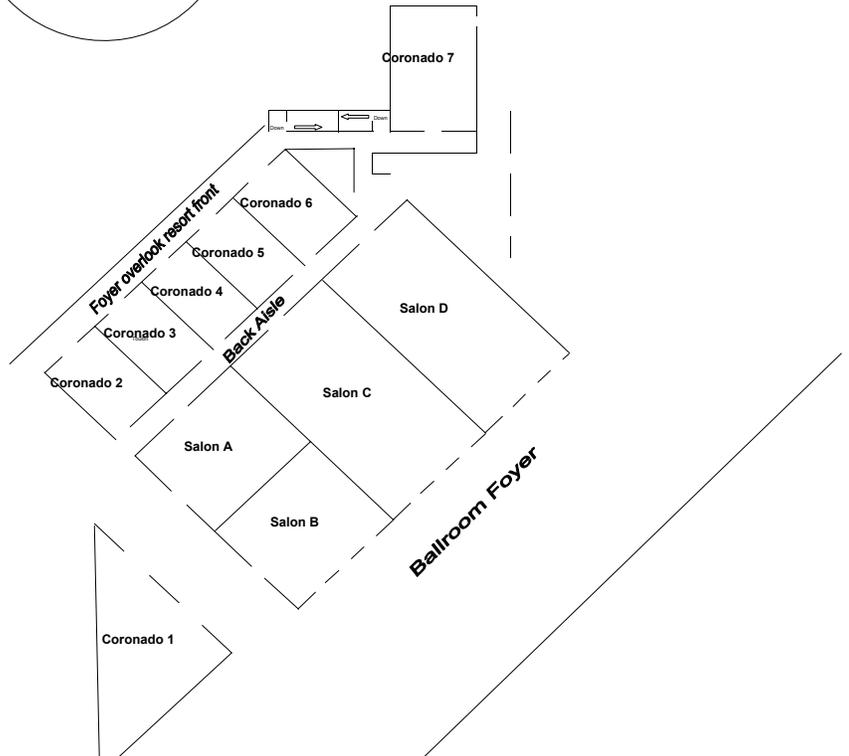
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Join Us in 2017.

SAVE THE DATE

AAPF17 will be held
November 16-18, 2017

AAPF17



AAPF

Ernie Silva

2611 Temple Heights Dr
Oceanside, CA 92056

P: 916.712.9087
E: info@siatech.org

Learn more about AAPF, visit alternativeaccountabilityforum.org

