



Lessons Learned from Forum Series on High School Reform funded by Bill & Melinda Gates Foundation September 2007

Overview

From December 2004 through March 2007, the American Youth Policy Forum hosted 22 forums and roundtable discussions focused on a range of issues related to high school reform funded by the Bill & Melinda Gates Foundation. The goal of this forum series was to provide policymakers and policy influencers information about best practices in high school reform along with ways that the policy environment at the federal, state, and local levels can support high school redesign that promotes improved educational and life outcomes for all youth.

Through this series, AYPF attempted to highlight a variety of different issue areas related to high school reform including:

- reinvented high schools;
- small high schools (both free-standing and housed within a larger campus);
- secondary/postsecondary blends;
- extended learning opportunities and multiple options located throughout the community;
- education/employment blends;
- performance- or competency-based systems that challenge the common conception of a four-year high school experience; and
- programs designed to prevent and recapture dropouts and reengage disconnected youth.

By focusing on a wide range of issues related to high school reform, AYPF demonstrated that there is not a “one-size fits all” solution to improving high school, rather redesign efforts must consider student, teacher, and community needs. Our forums highlighted different programs and strategies that have demonstrated positive results in improving educational and life outcomes for high school students. AYPF took a broad view of high school reform and included both in-school and out-of-school youth in our forum series.

Throughout the forum series, AYPF discovered successful strategies common among the highlighted reform efforts. These essential elements include:

- Build capacity within schools and districts to implement and sustain reforms;
- Gain the support of everyone affected by the reform efforts;
- Focus on instructional strategies, not just changing the structure of the schools;
- Create multiple pathways or options; and
- Consider strategies to reconnect out-of-school youth.

Each of the essential elements is described in further detail in the Lessons Learned section along with examples from the forums in this series. We have also identified a number of policies that policymakers at the federal, state, and local level should consider in their continued conversations about high school reform. These policy areas are related to **flexibility, data, accountability, and funding**.



The Need for High School Reform

High schools, in their current form, are not serving the needs of all students, as many of them drop out of high school or discover they are not prepared for the next phase of their lives.

Approximately one-third of all young people who enter high school do not graduate and the graduation statistics are worse for many racial and ethnic groups. According to the recently released *Diplomas Count*, which uses the Cumulative Promotion Index (CPI) to measure high school graduation, the graduation rate for Blacks is 51.6% and for Hispanics is 55.6%, both significantly below the average total graduation rate of 69.6%. Of those who fail to graduate on time, one-quarter eventually earn a diploma, one-quarter earn the GED, but about one-half never earn a high school credential. Unfortunately, the outlook for young people is quite bleak when they do not complete high school. In 2001, only 55% of young adult dropouts were employed, compared with 74% of high school graduates and 87% of four-year college graduates. Between 1997 and 2001, more than one-quarter of all dropouts were unemployed for one year or longer, compared with 11% of those with a high school diploma or GED.

Yet, even for those that do finish high school, they are often unprepared to face the challenges of postsecondary education or work. Recent research from ACT has determined the requirements for college and work to be similar. Of high school graduates, 66% enroll in postsecondary education immediately following graduation, and of these students, only 25% earn a bachelor's degree. The need for remediation is often a student's biggest hurdle towards earning a degree. Remediation needs are staggering: 61% of students who first attended a community college and 25% who first attended a 4-year institution were required to take at least one remedial course. This high percentage of students requiring remediation upon entering postsecondary education indicates that they did not receive appropriate preparation from their high schools.

The results from high school graduates who enter the workforce directly after high school graduation are equally as disappointing. According to a 2005 survey conducted by Achieve, Inc., employers estimate that 39% of recent high school graduates are unprepared for the expectations that they face in entry-level jobs, which is identical to the percentage of recent graduates in the workforce who say that they have gaps in their preparation. Employers also estimate that 45% of recent high school graduates in the workforce are not adequately prepared to advance beyond entry-level jobs.

The evidence for the need for high school reform is loud and clear. Young people are not getting the education they deserve from today's high schools. Therefore, efforts to adapt high schools to the needs of the changing economy and demographics are called for.



Lessons Learned

As our forums addressed a wide range of topics related to high school reform, we recognized commonalities that emerged as themes across the events, each of which is an essential element in the reform agendas.

Most of the forum presenters advocated for change at the school level and discussed the policy levers that can be used to **build capacity within schools and districts to implement and sustain reforms**. It is critical to develop teachers and leaders within schools and districts to carry out change initiatives. At the policy level, this means providing additional support for professional development and creating the flexibility for school-level leaders to have autonomy over decisions at their schools including budgeting, staffing, curriculum, and scheduling.

Schools to Watch, a national initiative launched by the National Forum to Accelerate Middle Grades Reform, was highlighted at the June 2006 forum, **Middle Grades Reform: Breaking Ranks in the Middle and Schools to Watch**. Schools to Watch is a program of continuous educational improvement centered on research of best practices for middle schools. Based on both self-assessments and site visits by a selection committee, Schools to Watch requires school leaders and teachers to evaluate their practice and identify areas for improvement. As schools are able to meet the benchmarks they set for themselves, they can earn awards through the School to Watch program, which in some states includes additional dollars for professional development and school improvement.

Schools to Watch is built on the principles that middle schools should be based on academic excellence, developmental responsiveness, and social equity. Through the Schools to Watch application process (self-assessment and site visit by team), school leaders and teachers work collaboratively to identify best practices and areas for improvement. Participating schools also have the opportunity to participate in the Schools to Watch practice network, allowing them to visit and learn from award-winning schools.

Talent Development is a comprehensive high school reform initiative piloted in Baltimore, which has since spread to 83 high schools in 32 districts in 20 states. A June 2005 forum, **Talent Development High School Model: Findings From MDRC Evaluation**, discussed both the research findings and success and challenges at one high school implementing the model. Results

from the MDRC evaluation demonstrate that the Talent Development model has been successful with first-time ninth graders who showed significant gains in attendance rates, number of credits earned (particularly in Algebra), and in the likelihood of being promoted on time. The model was not as effective with ninth grade repeaters, but subsequently has been modified to better serve this group.

At the forum, Lois Powell Mondesire, Principal of Strawberry Mansion High School in Philadelphia, Pennsylvania and Laura Schulz, Senior Organizational Facilitator with Talent Development High Schools spoke about the ways in which Strawberry Mansion engaged teachers to ensure that the model was adapted to the needs of the school. The Talent Development model calls for additional coaches and facilitators within the school to support efforts within the classroom; this additional investment in the school demonstrated the district was serious about supporting reform. The Strawberry Mansion leadership and Talent Development facilitators provided opportunities for teachers to give feedback and suggest modifications to the model based upon the needs of the students and school. For example, Strawberry Mansion's faculty determined that the "doubling dosing" approach with English and math used in ninth grade needed to be extended to support struggling 10th and 11th graders. The success of the Talent Development model in transforming Strawberry Mansion to one of the two Philadelphia high schools meeting No Child Left Behind's Annual Yearly Progress requirements can be attributed to the investment of resources, additional staff, and professional development for both the school leaders and faculty.

Capacity building also requires **gaining the support of those affected by the reform efforts**. This includes students, teachers, administrators, parents, and community members. Reform efforts that are driven by a single individual without community buy-in typically are not sustainable once that individual leaves. Student voice is often overlooked in reform efforts and lack of student voice can be detrimental to a reform effort's success. When young people are able to voice their needs and desires, they can be instrumental in creating an atmosphere that promotes success for all.

Highlighted at a May 2006 Roundtable discussion, **Schools for a New Society (SNS)**, an effort funded by the Carnegie Corporation of New York along with additional support from the Bill & Melinda Gates Foun-

dation, was a systematic attempt to address the failings of traditional high schools through district-level leadership. These district-level reform efforts have produced significant changes in education policies including the adoption of rigorous high school core curriculum, the creation of single path diploma tracks, and the development of high standards with appropriate supports for both students and teachers. The ambitious five-year SNS effort was grounded in the following design principles:

- Build a working partnership between the urban school district and a leading community nonprofit
- Redesign the district to change how organizational and fiscal resources are mobilized and deployed to support schools
- Leverage community support and demand for excellent education for all students
- Create a citywide portfolio of excellent high schools, not just isolated islands of high achievement

Our roundtable discussion featured both the superintendent and lead community partner in Providence, RI and Chattanooga, TN. As Schools for a New Society charges cities to work collaboratively with community partners, they actively engage the larger community in reform efforts. In addition, the community partner typically takes responsibility for raising matching funds as a stipulation of the grant. Both Providence and Chattanooga have been creative in how they solicit feedback and support from the community at large. In Chattanooga, community involvement began with the planning process where high school principals, teachers, students, and parents collaborated with business and civic leaders to create the vision for reinvented high schools. Although much of the work happened within in the four walls of the high schools, the community was kept informed of the progress of the reform efforts. Eleven high schools established career academies, relying upon business and industry support to furnish the classrooms and ensure the curriculum is reflective of industry practice and standards.

In Providence, the community partner has taken much of the responsibility for community engagement due to significant turnover in the district superintendent's office. In particular, Providence has focused on youth engagement and has convened a youth council with

representatives from every high school to help the district understand and address the concerns of high school students. With the help of the youth council, Providence has also worked to embed youth engagement into teaching and learning at the classroom level.

Similar to the efforts of the Schools for a New Society initiative, New York City has worked to redesign its high schools with the help of intermediary organizations and community partnerships. Their common goal has been to open a number of small, thematic high schools with additional flexibility around curriculum that better serve the needs of all young people.

An October 2006 forum, **New Century High Schools Initiative (NCHS)**, focused on the work of New Visions for Public Schools, one of these intermediaries, and the 83 schools they have created since 2001. The essence of a New Century High School is the relationship that the school establishes with a community partner during school creation. Each NCHS is required to have a lead community partner to mobilize new assets on behalf of students, bring expertise, and a sense of urgency to the day-to-day operation of the schools. Often the partner is tied to the school's theme and provides relevance to the curriculum. Partners have included the Brooklyn Botanical Garden to provide science instruction, the New York Yankees, who are involved with a high school focused on sports careers, and Make the Road by Walking, a community empowerment and welfare rights advocacy group. Over 225 community organizations throughout New York City are partnering in NCHS. It is through these partnerships that New Visions for Public Schools has been successful in engaging the larger community in high school reform.

New Visions for Public Schools, one of the primary intermediaries creating schools through the New Century High School Initiative, has codified its ten principles for effective school design. Principles Seven, Eight, and Nine specifically address the role of the community in school creation and sustainability. Principle Seven discusses the importance of partnership with community organizations, which can provide wider community and professional networks, enabling the school to capitalize on opportunities and resources that support student success and increase the sustainability of the reform efforts. Principle Eight looks at the role of parent/caregiver in the life of the school as an important voice that can help shape the school to cre-

ate an environment for student success. By acknowledging that families are equal partners in students' success, they become more engaged and involved and often extend the high expectations of the school to their home. Lastly, Principle Nine addresses youth voice and leadership. It encourages schools to provide opportunities for young people to have a voice in school decision-making processes and be responsible for shaping an environment in which they believe they



can succeed.

Forum presenters also spoke about the need to **focus on instructional strategies, not just changing the structure of the schools**. Professional development is required for teachers and curriculum leaders to change instructional strategies. One promising practice highlighted in many of our forums was the creation of professional learning communities, which pair experienced teachers with newer classroom teachers to evaluate and improve their teaching techniques. In addition, professional learning communities provide an important outlet for all teachers at a school to be involved in the reform plans and be engaged in continuous learning.

A number of AYPF forums highlighted programs aimed at changing content delivery, both in terms of the provider and strategies. Consideration of the teacher as well as the teaching strategy proved fruitful for the highlighted programs. In addition to serving as a reform strategy, these programs provided professional development for involved faculty and staff.

A January 2007 forum, ***Results from a National Study of Mathematics in Career and Technical Education***, highlighted an innovative curriculum, Math-

in-CTE, developed by the National Research Center for Career and Technical Education (NRCCTE) with support from the U.S. Department of Education. The goal of the Math-in-CTE curriculum and subsequent research was to test the possibility that enhancing the embedded mathematics in technical education courses could build math skills without reducing technical skill development. CTE and math teachers worked together to create lessons that focused on the naturally occurring math in the curriculum. Ongoing direct and indirect math support was provided to the CTE teachers throughout the school year.

NRCCTE was able to evaluate this curriculum with a randomized control group study, with one group of teachers who were using the Math-in-CTE curriculum and another group who continued with their traditional teaching methods. After one year of exposure to the math-enhanced lessons, the students in the experimental classrooms performed significantly better on the TerraNova and ACCUPLACER tests of mathematics ability. They also performed better on WorkKeys, though the difference was not significant. Furthermore, there were no differences in measures of occupational or technical knowledge—meaning that CTE students' math skills increased without detracting from the content skills learned in their CTE courses. In addition, 70% of the teachers involved in the study continued using the model even after the study was over, indicating that the curriculum was effective in influencing content delivery.

Since its inception, ***AVID (Advancement Via Individual Determination)*** has sought to change the way that teachers prepare students to approach academics. Highlighted in a December 2005 forum, AVID targets students in “the forgotten middle,” who are identified by teachers as neither trouble-makers nor academic stars, who perform academically below their college-going potential (as shown by test scores and a grade point average of 2.0 to 3.5 in less challenging courses), yet who demonstrate the desire to go to college. The AVID program addresses responsibilities of students, curriculum, faculty, as well as professional development and role of parents and community.

AVID high school students are required to enroll in rigorous courses along with a daily AVID class that meets during the school day. Rigorous courses include either algebra or a foreign language in middle school and at least one Advanced Placement, International

Baccalaureate, honors, dual enrollment, or other advanced course each year in high school. The AVID class is focused on methodologies for note-taking, test-taking, and study skills.

AVID has been effective in changing the culture and teaching practices of participating schools. Research conducted on AVID in Texas found that a school's participation in AVID improves outcomes for the entire student body by increasing the number of students enrolled in rigorous courses. After two years of AVID, scores on the TAKS (Texas Assessment of Skills and Knowledge) improved. In addition, both AVID-trained and non-AVID teachers used many of the teaching strategies in their classroom.

As previously stated, the current "one size fits all" model of high school is not working for all young people. As demonstrated by the diversity of high school reform models and strategies presented at our forums, it is necessary to **create multiple pathways or options** within high schools and communities to best serve all young people. These multiple options could include career academies, integrated career and technical education programs, small learning communities, accelerated learning options, programs using proficiency-based curriculum and assessments, or alternative education programs, all of which were highlighted in this forum series.

Career academies have contributed in significant ways to high school reform. They have blazed many trails by breaking up large high schools into smaller ones; creating personalized learning for young people; making curriculum relevant by using careers as a context for learning; helping students explore future college and career opportunities; and connecting in meaningful ways with adults. In collaboration with the Career Academy Support Network, National Academy Foundation, National Career Academy Coalition, and the National High School Alliance, a December 2004 forum introduced the **Career Academy National Stan-**

dards of Practice, ten key elements of successful implementation drawn from many years of research and experience from career academies across the country.

Originally intended for students who were not planning to continue into postsecondary education, career academies have grown into a successful strategy for making high school more rigorous and relevant for all young people. Career academies are defined by three core principles: personalized, supportive learning environment of 100-150 students with a core group of teachers, integrated academic courses linked to the academy's career theme, and partnerships with industry and business to provide students opportunities for work-based learning. Successful in preparing students for both postsecondary training and careers, career academies have proven to be an excellent high school redesign strategy.



Another strategy is to prepare students for and give them an opportunity to participate in college-level work. AYPF held a number of forums on several programs that provide students an opportunity to take college-level courses. Discussed here is a June 2005 forum on **Early College High School: Lessons Learned in New School Creation**.

Early college high schools allow students to graduate in four or five years with both a high school diploma and up to two years' worth of credits toward a bachelor's or associate's degree. Through blending secondary and postsecondary education, they provide opportunities for high school students to get a jumpstart on college. Early college high schools primarily serve student populations currently underrepresented in higher education: minorities, low-income families, and English language learners.

Although the first early college high schools are graduating their first classes in 2006 and 2007, they have been successful in increasing the number of students who are prepared and able to succeed in college-level coursework during high school. In addition, graduates from some of the established schools such as LaGuardia Middle College High School are enrolling in college

at greater numbers than their peers in traditional public schools.

Finally, high school reform must be inclusive of all young people, and therefore **consider strategies to reconnect out-of-school youth**. Approximately a third of young people are not involved in education, and states and districts must create pathways for these young people to return to education based upon their unique needs. Dropout prevention and recovery efforts typically go beyond current models for standards-based high school reform. In addition, alternative and traditional educators can learn best practices from each other to implement into each of their educational settings.

The dropout problem in the United States has been well documented. An influential report, ***One-Third of A Nation: Rising Dropout Rates and Declining Opportunities***, described the steadily increasing dropout rates and was discussed at a June 2005 forum. The report stated that contrary to U.S. Census accounts, the high school dropout rate has risen over the past three decades from about 23% to 30% with the largest percentage of students dropping out in the 9th and 10th grades, rather than in the 11th and 12th. When youth leave school at an earlier age, they are even more vulnerable and less prepared for the labor market than older youth.

AYPF's 2006 publication, ***Whatever It Takes***, moves beyond a focus on describing the problem and discusses strategies used by 12 communities to reconnect out-of-school youth to education and workforce training. Principals from two of the programs highlighted in the publication spoke at a March 2006 forum. They described their schools as service organizations, built on such principles as the "customer is always right." Their schools provided flexibility in scheduling and instruction to meet students where they are. In addition, schools provide various support services such as mental health or childcare. The two principals also emphasized the fundamental perspective of dropout recovery, as James Andersen, Principal, Horizonte Instruction and Training Center, put it, "It's up to the adult to like and respect the young adult," and not the other way around. Anderson said that teachers must earn the respect of the students by showing respect to them first.

A second forum focused on the *Whatever It Takes* publication in September 2006 and discussed dropout recovery as a tool for economic and workforce development. Presenters from Baltimore, Maryland and Montgomery County, Ohio discussed how dropout recovery programs are providing a pool of trainable workers for high-growth industries such as construction, health care, the military, and biotechnology.

The final forum in the series in March 2007 focused on Philadelphia's effort to ensure that in addition to their efforts to improve high school for in-school youth that they were also providing multiple pathways for out-of-school youth to return to formal education. ***Philadelphia's Project U-Turn*** is a collaborative effort among city government, the school district, and more than three dozen public and private agencies to understand and resolve Philadelphia's dropout crisis. Their approach initially was focused on information gathering, so that they could understand which students were dropouts and identify early warning signs. Currently, the collaborative is working to implement a number of different programs to redirect students who display early indicators that they might be at-risk of dropping out. In addition, the school district is creating a number of options for out-of-school youth to return to school. These alternative pathways to a high school diploma include small accelerated schools, afternoon and evening classes for students who are simply short a few credits, and Gateway to College, a program that allows dropouts to simultaneously earn secondary and postsecondary credits, earning a high school diploma and working towards an Associate's degree.



Policy Implications

At each of our forums, we asked the presenters to address policy implications at the level (federal, state, or district) most relevant to their work. The following are the most common recommendations from the presenters during the series.

Flexible policies at all levels was a consistent request from the forum speakers. Many presenters felt that the role of policy, particularly at the federal level, was to support innovation, not hinder creativity and autonomy at the school and classroom level. Policy is meant to play a progressive role, not serve as a prescription. Flexibility within the policy framework governing education provides the opportunity for schools to be creative and responsive to student needs. This flexibility needs to extend across traditional boundaries within education (elementary and secondary schools and secondary and postsecondary education). Policy can play an important role in encouraging collaboration between often disparate educational systems.

At the state and local level, policies need to empower school and district leaders to have the flexibility over staffing, personnel, union agreements, budgeting, curriculum, and assessment so that they can create educational programs responsive to their students' needs. Flexibility at the district and local level provides the ability for schools to quickly adapt and change to meet the needs of their students.

For example, Chery Wagonlander, Principal, Mott Middle College High School (MMC) in Flint, MI commented at a September 2006 forum on Secondary-Postsecondary Learning Options on the increased flexibility and willingness to work across systems within her home state of Michigan. She discussed recommendations at the state level supporting the early college high school model, blended institutions that provide opportunities for high school students to enroll in college courses, as an alternative to better serve overage, under-credited students. She said, "The Michigan Department of Education and State Board of Edu-

cation and the higher education governing body, are becoming quite flexible as both levels consider doing business differently, to allow students, both traditional and non-traditional, to overlap and integrate their high school and first two years of higher education."

Policies can help support the creation of **data collection mechanisms** that will provide a steady flow of information to teachers, school and district leaders, students, and families. It is important that policies support streamlined data collection mechanisms that can serve a wide range of purposes and audiences. In addition, policies cannot just legislate the creation of these mechanisms, but also must provide support for capacity building around data collection and use. It is inefficient to just require schools and programs to collect data; rather it is imperative to empower them to be able to use the data to improve program and practice.

At an October 2006 forum, Ronald Chaluisan, Vice President, Programs, New Visions for Public Schools, discussed the way in which New Visions supports data use within their schools. "We engage the schools," said Chaluisan, "to assess the impact of school programs and make sense of the data." If a program or practice works in one school, "we want to capture it so it doesn't live in the head of one teacher. We must perpetuate innovation and manage knowledge." Although the district was hesitant to release student data, New Visions was able to obtain data for individual students, while maintaining student anonymity, in addition to aggregated data. The partnership between New Visions and the New York City Department of Education has been successful at both collecting and utilizing data to better serve students.

Accountability systems must consider contributions from a variety of systems, not just education. These other systems include health and mental health, postsecondary education, labor market, and other community partnerships. Systems that

are more robust will be able to measure the skills, knowledge, health, and well-being of students as opposed to simply providing standardized test scores. In addition, the centralization of data will allow all systems to better understand and respond to each student's unique needs.

Accountability systems of this caliber often exist for the sole purpose of research, and are not often available to district and school leaders. For example, Kids Integrated Data System (KIDS) compiles information from Philadelphia Department of Health, Philadelphia Department of Human Services, Managing Director's Office, Office of Emergency Shelter and Services, School District of Philadelphia, Behavioral Health Services, and Philadelphia Safe & Sound. In Philadelphia through Project U-Turn, highlighted at a March 2007 forum, a report using data from KIDS was commissioned to estimate annual and cohort dropout rates from the city's public schools and named factors that school and youth agency personnel could use for early identification of students likely to drop out. From this research, an action plan was created. A comprehensive accountability system such as KIDS can provide value to school leaders and teachers as a way to monitor students and detect the need for early interventions.

As funding is often a significant hurdle in high school redesign, many forum presenters suggested a **'funds follow the student' strategy** that would allow for institutions beyond traditional schools to be providers of secondary education. In particular, this strategy supports the ability for alternative providers, such as postsecondary education institutions and community-based organizations, to work with out-of-school



youth. In addition, this strategy gives the responsibility for budgeting dollars to school-level administrators, providing the opportunity for them to determine how to best use the dollars.

At a September 2006 forum, Karen Sitnick, Director, Mayor's Office of Employment Development in Baltimore, MD and Deborah Feldman, Montgomery County Administrator for Montgomery County, OH both asserted that collaboration between the Departments of Labor and Education could make flexible federal funding more accessible to municipalities to provide services to out-of-school youth. In addition, Sitnick also suggested that partnerships with alternative providers could be improved if the Department of Education offered financial incentives for schools to collaborate with alternative providers as they often feel under attack during discussions about funding alternative education. For example, in Baltimore, MD, the Mayor's Office of Employment Development in partnership with the local school district is exploring ways that school funding could follow students into alternative programs for students who either have formally dropped out of school or who are at-risk of dropping out.

The lessons learned and policy implications outlined in this brief are not new ideas, rather ones that should continue to serve as guiding principles for policymakers as they consider the role of policy in high school redesign. As there begins to be movement on policies at the federal, state, and local levels related to high school reform, AYPF hopes that these suggestions and examples provide additional knowledge for policymakers to act in the best interest of all students.

Events held under grant

For more information on these events, please visit the AYPF website at www.aypf.org. Forum briefs contain a summary of the event as well as contact information for the presenters.

2004

- 12/1 Forum: For the release of **Career Academy National Standards of Practice** conducted in conjunction with The Career Academy Support Network, National Academy Foundation, National Career Academy Coalition, and the National High School Alliance. With presentations by Susan Sclafani, Counselor to the Secretary and Assistant Secretary, Office of Vocational and Adult Education, U.S. Department of Education; Emily DeRocco, Assistant Secretary, Employment and Training Administration, U.S. Department of Labor; John Ferrandino, President, National Academy Foundation; Charles Dayton, Coordinator, Career Academy Support Network; Betsy Brand, Director, American Youth Policy Forum; Andy Chaves, Director, Youth Programs, Workforce Effectiveness and Diversity, Marriott International, Inc.; Ed Rudzinski, General Manager, Washington Wardman Park Marriott Hotel; Connie Majka, President, National Career Academy Coalition; and Travis Brown, Principal, Beaumont High School, St. Louis Public Schools; moderated by Naomi Housman, Director of the National High School Alliance.

2005

- 4/29 Forum: **High School Policy Framework of the National High School Alliance, Release of the Call To Action**, with Joe DiMartino, Director, Student Centered Learning, LAB at Brown University; Naomi Housman, Director, National High School Alliance; Colleen Callahan, Rhode Island Board of Regents; Michael Bell, Assistant Superintendent, Miami Dade Public Schools; and Lucy Fernandez, Principal, South Texas High School for Health Professions. (*co-sponsored with the National High School Alliance*)
- 6/10 Forum: **Early College High Schools: Lessons Learned in New School Creation** with Joel Vargas, Senior Project Manager, Jobs for the Future; Tom Lasley, Dean, University of Dayton; and Judy Hennessey, Principal, Dayton Early College Academy.
- 6/17 Forum: **Talent Development High School Model: Findings from MDRC Evaluation**, with James Kemple, Senior Research Associate and Corinne Herlihy, Research Associate, MDRC; Jim McPartland, Project Director, Talent Development, Johns Hopkins University; Lois Mondesire, Principal and Laura Schulz, Talent Development Organizational Facilitator, Strawberry Mansion High School, Philadelphia, PA.
- 6/24 Forum: **One Third of a Nation: The Dropout Challenge and Strategies to Reconnect Youth**, with Paul Barton, Policy Information Center, Educational Testing Service; Linda Harris, Senior Policy Analyst, Center for Law and Social Policy; and Sally Prouty, President, National Association of Service and Conservation Corps.
- 7/15 Forum: **On Course for Success: High Schools That Help All Students Master Rigorous Curriculum**, with Stephanie Robinson, Principal Partner, The Education Trust; Mary Stein, Manager of Elementary and Secondary School Programs, ACT; Norman Grange, Assistant Principal, Lewis Cass Technical High School, Detroit, MI; and Diane Maisel, Assistant Principal, Murphy High School, Mobile, AL.

Events held under grant

- 9/23 Forum: **The Challenge of Scaling Up Educational Reform: Findings and Lessons from First Things First**, with Janet Quint, Senior Associate, MDRC and Jim Connell, President, Institute for Research and Reform in Education.
- 10/17 Forum: **To Ensure America's Future: Building A National Opportunity System for Adults**, with Forrest Chisman, Vice President, Council for the Advancement of Adult Literacy; Gail Mellow, President, LaGuardia Community College; and Bob Bickerton, Associate Commissioner, Center for Lifelong Learning, Commonwealth of Massachusetts.
- 10/28 Forum: **City University of New York's College Now Program** with John Garvey, Associate Dean for Collaborative Programs, City University of New York; Tracy Meade, Deputy Director of Collaborative Programs, City University of New York; Stuart Cochran, Director of Research for Collaborative Programs, Office of Academic Affairs, City University of New York; and Jennifer Lee, Director of College Now and Collaborative Programs, Baruch College.
- 12/9 Forum: **AVID** with Ron Ottinger, National Associate Director, AVID Center; Rob Gira, Executive Vice President, National Programs, AVID Center; Dr. Joe Hairston, Superintendent, Baltimore County Schools; and Tamara Ballou, AVID Resource Teacher, Fairfax County AVID Program.
- 2006**
- 3/10 Forum: **Rhode Island High School Diploma System, Lessons Learned from Implementation** with Joe DiMartino, Director, Secondary School Redesign, Education Alliance at Brown University; Andrea Castaneda, Project Assistant, Education Alliance at Brown University; and Joe Maruszczak, Principal, Ponaganset High School, North Scituate, RI.
- 3/17 Forum: **The Toolbox Revisited: Paths to Degree Completion from High School Through College** with Cliff Adelman, Senior Research Analyst, U.S. Department of Education.
- 3/31 Forum: **Reconnecting Out-of-School Youth: Two Public High School Principals Talk about How They Re-engage Dropouts** (Release of *Whatever It Takes: How Twelve Communities Are Reconnecting Out-of-School Youth*), with Samuel Halperin and Nancy Martin, American Youth Policy Forum; William Tracy, Principal, Daylight Twilight High School, Trenton, NJ; and James Andersen, Principal, Horizonte Instruction and Training Center, Salt Lake City, UT.
- 5/15 Roundtable: **Schools for a New Society: Chattanooga and Providence Update** with Jesse Register, Superintendent, Hamilton County Department of Education, Chattanooga, TN; Dan Chal-lener, President, Chattanooga Public Education Foundation, Chattanooga, TN; Donnie Evans, Superintendent, Providence Public Schools District, Providence, RI; and Rochelle Nichols Solomon, Academy for Educational Development.
- 5/19 Forum: **Career and Technical Education's Role in High School Reform** with Jan Bray, Executive Director, Association for Career and Technical Education, Alexandria, VA; Suzanne Maxey, Principal, Seneca Valley High School, Germantown, MD; and Thomas Schultz, Superintendent, Auburn Career Center, Concord Township, OH. (co-sponsored with Association for Career and Technical Education)

Events held under grant

- 6/23 Forum: **Middle Grades Reform: Breaking Ranks in the Middle and Schools to Watch**, with John Nori, Director, School Leadership Services, National Association of Secondary Schools Principals, Reston, VA; Irv Howard, Director, California Schools to Watch, Long Beach, CA; and Linda Hopping, Co-Chair, Georgia Lighthouse Schools to Watch, Atlanta, GA. (co-sponsored with *The Forum to Accelerate Middle Grades Reform*).
- 9/8 Forum: **Dropout Recovery as a Local Economic Development Strategy** with Andrew Moore, Senior Consultant, National League of Cities, Washington, DC; Deborah Feldman, Administrator, Montgomery County, OH; and Karen Sitnick, Director, Mayor's Office of Employment Development, Baltimore, MD.
- 9/29 Forum: **Secondary-Postsecondary Learning Options: Best Practices in the Field** with Ron Kindell, Director, Miami Valley Tech Prep Consortium, Dayton, OH; Chery Wagonlander, Principal, Mott Middle College High School, Flint, MI; and Jennifer Brown Lerner, Program Associate, American Youth Policy Forum.
- 10/27 Forum: **New Century High Schools Initiative** with Bob Hughes, President, New Visions for Public Schools, New York, NY; Ronald Chaluian, Vice President of Programs, New Visions for Public Schools, New York, NY; and Liz Reisner, Policy Studies Associates, Washington, DC.
- 12/15 Forum: **Secondary-Postsecondary Learning Options: Statewide Policies** with Sally Zeiger Hanson, Assistant Director, Education Services, Washington State Board for Community and Technical Colleges, Olympia, WA; Dr. Patricia Windham, Associate Vice-Chancellor for Evaluation, Florida Department of Education, Tallahassee, FL; and Jennifer Brown Lerner, Program Associate, American Youth Policy Forum.
- 2007**
- 1/26 Forum: **Results from A National Study of Mathematics in Career and Technical Education** with Jim Stone, Principal Researcher, University of Minnesota, St. Paul, MN; Joe Fullerton, Program Development Specialist, Lenape Technical School, Ford City, PA; and Jeff Linko, Teacher, Lenape Technical School, Ford City, PA.
- 3/8 Forum: **Philadelphia's Project U-Turn, Citywide Efforts to Address the Dropout Problem** with Paul Vallas, Chief Executive Officer, School District of Philadelphia, PA; Ruth Curran Neild, Research Scientist, Center for Social Organization of Schools at Johns Hopkins University, Baltimore, MD; Courtney Collins-Shapiro, Director, Multiple Pathways to Graduation, School District of Philadelphia; and Laura Shubilla, President of the Philadelphia Youth Network, Philadelphia, PA.

About the American Youth Policy Forum

The **American Youth Policy Forum (AYPF)**, a nonprofit, nonpartisan professional development organization based in Washington, DC, provides learning opportunities for policymakers, practitioners, and researchers working on youth and education issues at the national, state, and local levels. AYPF's goal is to enable participants to become more effective in the development, enactment, and implementation of sound policies affecting the nation's young people by providing information, insights, and networks to better understand the development of healthy and successful young people, productive workers, and participating citizens in a democratic society. AYPF does not lobby or advocate for positions on pending legislation. Rather, we believe that greater intellectual and experiential knowledge of youth issues will lead to sounder, more informed policymaking. We strive to generate a climate of constructive action by enhancing communication, understanding, and trust among youth policy professionals. AYPF publishes a variety of nationally disseminated youth policy reports and materials, many of which may be viewed at www.aypf.org.

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