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Student Learning Plans in Monterey County, California
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The need to adjust the *Individual Learning Plan* (ILP) process and how it is utilized to drive instruction is critical to successful education. David Diehl is an author and administrator in Salinas, California, a community plagued by gang violence and significant incarceration among its school-age population. He is working nationally on school-to-prison pipeline prevention and has provided feedback on improving the ILP process through alignment with cutting-edge practices that have evidence of success in like-communities with significant challenges (Diehl, 2017 & 2019). To aid in this planning and delivery process, *Student Learning Plans* (SLPs) have been initiated in many public schools to give students and their families the necessary exposure and guidance required to leave high school ready to enter the workforce or pursue a post-secondary degree.

SLPs are a comprehensive plan that can change and evolve as the student approaches graduation. They are clearly defined transition plans devised by the teacher and student, with the backing of the family. The implementation and success of the SLPs are contingent upon the student's support system at the respective school and the person responsible for compiling the SLP (Symonds, 2012; Wang et al., 2014). These SLPs are created in conjunction with *Infinity Learning Maps* (Annan & Wotton, 2016).

The Infinity Learning Maps (ILMs) Program was adopted by the Monterey County Office of Education (MCOE), Alternative Education (AE) program as a platform for understanding and developing SLPs with a particular focus on transition into college or career. Learning Maps have been incorporated into all AE settings for both adults and youth. ILMs serve as a tool for students to identify their own learning and to discover how school systems can support them to accomplish their goals. They served as the centerpiece for AE's first-ever parent-teacher-student conferences and paved the way for improved student-teacher-parent relationships that are focused on student learning. Evidence verifies that the Infinity mapping exercises is valued by each of these groups (students, teachers and parents) and supports them to make qualitative changes in the way they support new learning,

“The results indicated that each group made qualitative changes in the way they supported new learning. Students’ selected challenges moved from general to specific and the strategies they used changed from reactive, passive responses to those involving active learning. Changes in teacher and parent strategies reflected this shift with the predominance of early suggestions for support requiring passive responses and later strategies encouraging students to take an active role. Student, teacher and

parent participants considered that the Infinity Learning Maps had been helpful for talking about learning, finding out what to change, and supporting achievement.” (Annan, Annan & Wootton, 2016).

Backstory

Alternative Education has developed and maintained programs based on individual, societal, and institutional needs. AE programs cater to the most promising students in challenging circumstances in the Monterey County, both youth and adult. Learning modalities range from individual, direct, and small-group learning arrangements. Curriculum and instruction is delivered through paper-based curriculum, online learning, and experiential, project-based learning. Programs are grouped by a variety of factors that include age, skill level, interest, graduation progress, learning style, and probation status.

Alternative Education operates several different education facilities and programs throughout the County. These programs include: 1) Court Schools – offering education services for incarcerated youth and adults through three schools at the Monterey County Juvenile Hall, the Monterey County Youth Center (a medium-term rehabilitation Center), and the Monterey County Jail (offering adult education); 2) Pathway Programs – offering career pathway-focused education through the S.A.F.E. program (a transportation pathway option) and the iTAP program (Innovation Technology Arts pathway option); 3) Silver Star Community School - providing a full-service program at Rancho Cielo operated in collaboration with the Monterey County Probation and Children’s Behavioral Health Departments, utilizing a blended-learning approach with a focus on direct instruction; 4) Silver Star Center - a truancy abatement program run in collaboration with the Monterey County District Attorney, Probation, and Children’s Behavioral Health Department; 5) Independent Study Programs - offered in South Monterey County and the City of Salinas for youth and adults. Details about these programs are outlined in Appendix 1.

All programs are supported by an array of administrators, coordinators, specialists, and support staff. They work in the areas of truancy, expulsion, court liaisoning, transition plans with a focus on college and career readiness, special education, fostering, homelessness, English Language Learners, and other associated areas with administrative requirements.

Student Learning Plans

When news came through that Individual Learning Plans were a requirement of law, the AE administrators in Monterey County wanted to bring the plans alive *with* and *for* the students. Senior Director of Alternative Education, Chris Devers, did not believe that students would benefit from add-ons to the already complex array of assessments and monitoring notes collected for standardized reporting. The team needed to find a way to cut through the clutter, and bring the students’ interests and needs to the top of the pile.

In their search for an engaging solution, Monterey County leaders attended a Harry Singer Foundation-sponsored workshop in Oakland and discovered an appreciative scripting approach called *Infinity Learning Maps* (Annan & Wootton, 2016). When people think of mapping in education circles, they typically refer to mind-mapping (Buzan, 2010). Mind maps serve an important curriculum purpose around ‘*what*’ students know, the content they are thinking about, and what they need to know next. The ILM approach supports students to unpack the ‘*how*’ and ‘*why*’ they learn the way they do. Students start by exploring the interactive web surrounding their learning. They then branch out to identify broader learning competencies relevant to their personalized situations. In doing so, the students start to create

plans for next steps in their learning: plans for the moment, next week, the month ahead, and long term goals for the year. It is an immediate plan, relevant for the here and now.

As the students develop their SLPs, they delve (sometimes unintentionally) into the science of learning-how-to-learn with their teachers and families. A set of 10 structured activities outline the foundation of the ILM approach. These activities are summarized below.

Table 1. Infinity Learning Maps approach

Teachers facilitate a series of learning-how-to-learn activities with students over 1-2 semesters.

In a nutshell, the structured activities involve 10 steps that start with personalized learning situations and ends with strategic improvement priorities.

1. Students engage in warm-up activities that explore ‘learning’.
2. Students draw Infinity Learning Map 1. Each map represents the student’s current learning situation; the people, tools, places and interactions that help them learn.
3. Students analyse their maps to identify priority areas for growth or improvement.
4. Students discuss their maps with peers, teachers and family and look at broader learning competencies to finalize their areas of improvement.
5. The students load their personalised data about their maps and improvement areas into the database.
6. Students go about making their improvements and monitor their own progress using a suggested formalized method or using their regular monitoring routines.
7. Teachers and leaders link each student’s personalised data to the Infinity database, which gathers data from multiple project sites to generate learning trends that are unfolding among students.
8. Teachers discuss with the students the learning trends that they are pursuing in relation to career pathways.
9. Students use their Infinity Learning Maps to report their learning progress in student-led conversations with teachers and parents. Students, teachers and parents discuss the learning trends and career opportunities.
10. Students reflect on their improvements, celebrate successes with peers, teachers and families and move on to their individualized learning plans.

A priority for AE leaders integrating the ILM approach into SLPs was the placement of students in ‘the driver’s seat’ when developing personalized plans. There were two immediate benefits. First, AE leaders had to find a way to develop ILPs that was relevant to the students. Second, staff started to think about the balance between content lessons for graduation credits and meta-cognitive learning activities that cause the students to step back, reflect on and adapt the way they choose to learn and live. Pressures around standard assessments and graduation remained, but there was a fresh confidence among the students to address some of the small, often unnoticed and unattended to aspects of learning.

Narrative theory

An immediate priority for AE was to build confidence in the young adults to make useful next-step learning decisions. An underlying principle of the confidence-building theory is that all students carry a script in their minds about themselves as learners (White, 2007). Students act consistently with these stories. Typically, scripts are shaped by the numerous messages students receive about them from the web of interactions surrounding their

learning. Students also actively contribute to these scripts, which shape their perspectives as they grow up. Administrators in AE tend to support students with scripts that do not work in their favour, or, at times, of others. The interactive webs surrounding students' learning can often get tangled with conflicting messages from their environments and can resist change. Often these students' scripts are associated with diminished confidence and anxieties around learning.

Students' self-scripts, however, are not set in stone and can be modified. Furthermore, students' stories **can** be reframed so that the young people see themselves and their lives in a positive light and develop optimism for the future.

Educators have known for some time that personal learning stories can be re-scripted (Sax, 2011, White 2007, Cooperrider & Whitney, 2007). However, many educators and organizations put in considerable time and effort developing educative plans **for** students in challenging situations, at times taking a 'fix-up' approach. This contrasts with the positive Infinity Maps process in which the capability of students is appreciated and they have the opportunity to actively re-script their own stories.

Teachers, specialist staff, aides, and parents can support rather than direct students' decision-making to untangle stories, ascribe meaning to conflicting ideas, and identify the strengths and supports in their learning environments. Adult support teams can build considerable student confidence by positioning them to take ownership of their personalized learning plans, inclusive of improvement goals. Naturally, these adults will wish to observe procedures for ensuring students' safety and well-being. The support of more experienced adults remains vital for students learning and well-being, and they must be prepared to increase the scaffold and support decision-making during extremely stressful times.

Once students draw their first Infinity Learning Map, they typically see, usually for the first time, the web of interactions surrounding their learning. Their images, in whatever form they choose to create them, helps the students to reflect on aspects of their learning that they might improve, develop, adapt or eliminate. Once AE students started making these decisions, they observed that they had the beginnings of plans, plans that were relevant for them. As most AE staff recognize, relevance for the learner is vitally important for young adults who are in challenging circumstances and strive to enter adulthood as active and positively connected citizens. Making considered choices in learning and living situations has become increasingly important as the modern world offers a diverse range of opportunities along with greater challenges (Bialik & Fadel, 2018; Hannon, 2017).

Case studies

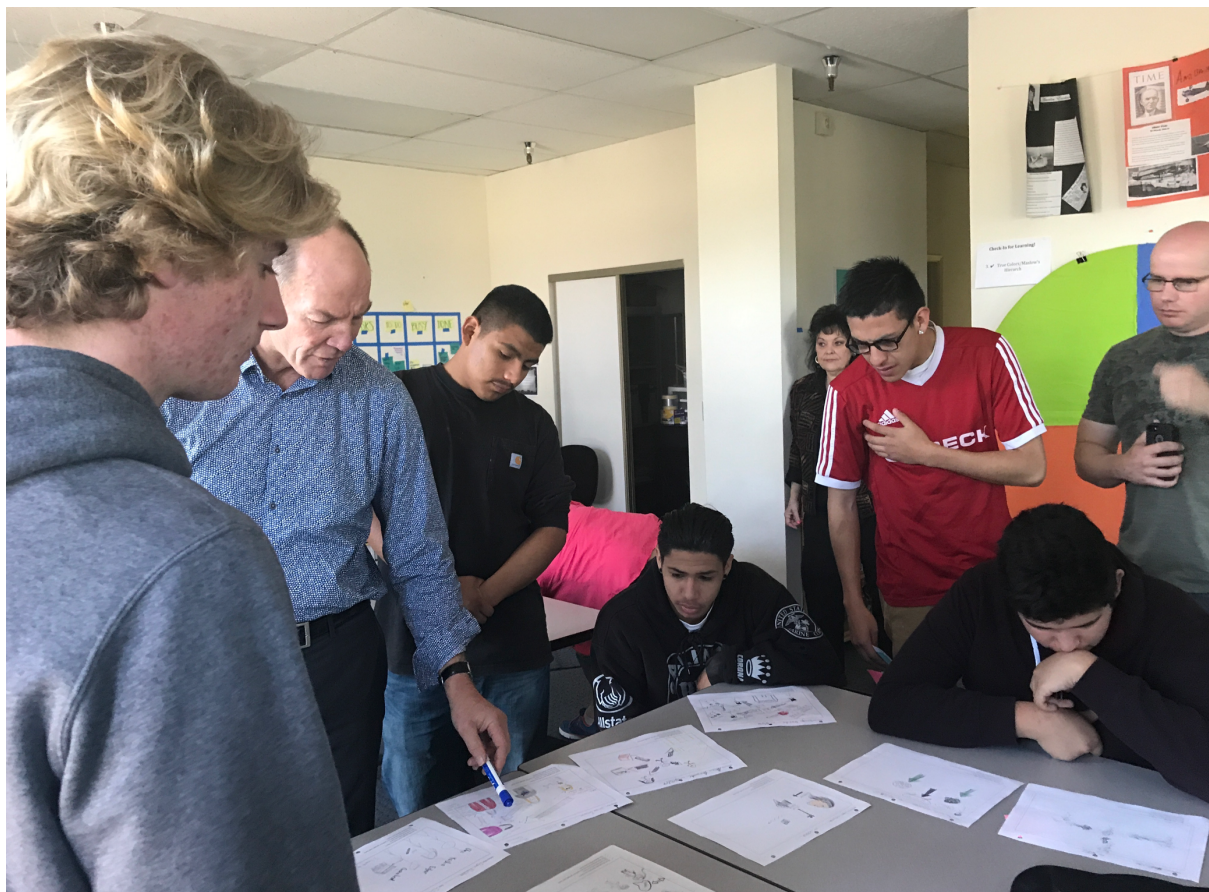
A reflection about the student-led planning from teacher Scott Davis in the Silver Star program provides a useful introduction to several case studies:

“The Learning Maps have helped several of our students grasp the myriad of ways they learn, especially from unexpected sources. For example, a couple indicated how little siblings and their dogs teach them patience and responsibility. Others have highlighted settings like forests, parks, and churches that help them learn to be quiet, reflective, and “in the moment,” a phrase that the Maps have helped bring into our discussions. Also, students come to the realization that they have roadblocks to learning that they can and will change, and that those changes involve all the people and tools in their lives” (Scott Davis, 02/03/2019).

The case studies are organized into titles that represent a set of learning trends, outlined below. The learning trends came from an analysis of the maps, explanatory videos and data that AE students produced during their individual planning exercises. The term ‘trends’ is used to identify concepts that are three removed from the original data (i.e., the student’s maps, the explanatory videos and the Google-form data about the maps and areas for improvement). All data was put into tables and then grouped and labeled under common themes. Then the labels were analyzed to identify associated learning continuums. The term ‘Learning Trends’ represents those continuums. The students confirmed that these trends depicted their decision-making and aspirations to improve their learning. The trends are outlined below.

- Shy to confident
- Avoidance to risk taking
- Time on my hands to value time to learn
- Just getting by to making opportunities happen
- Blind loyalty to “the streets” to a positive, safe, loving life

Students in the SAFE program analysing Infinity Maps to identify learning trends.

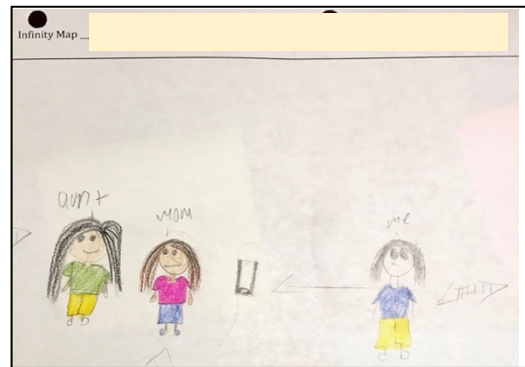




Case study one: Shy to confident

Galilea became a high-school graduate after attending the SAFE program. In her last year, Galilea used the Infinity Maps to explain her story of going from an introverted, shy student to speaking up in order to understand the curriculum necessary to graduate. Her first Infinity Map to the right depicted a small web of interactions (Aunt, Mom and me) and tools (phone). When Galilea compared Map 1 (small map) with Map 2 (larger map) below, she realized that she had an extensive support network for her learning: *“I wasn’t going to school so much and these maps made me realize who really supports me at school and helps me to do better to get my diploma and graduate!”*

Galilea also realized she was asking teachers to explain things better so she could understand the curriculum concepts in her last year. Galilea’s confidence grew as she started visualizing her learning: *“Something that really helps me is my mistakes in lessons because without them you wouldn’t learn, so that’s me going up and down and right now I’m going up because I’m going to graduate.”*

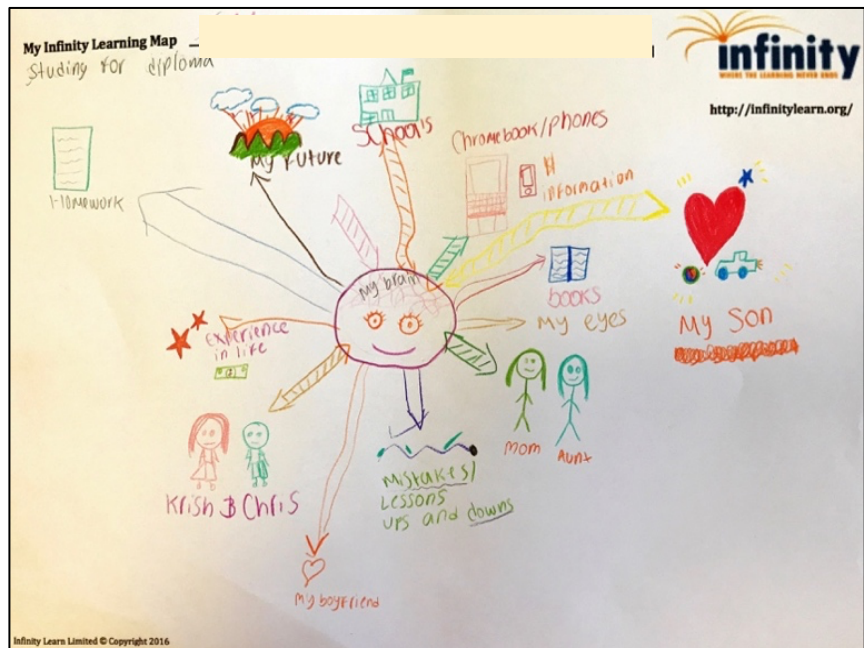


Another priority part of Galilea’s story was her love and dedication to her newborn son. He was a driving force behind her motivation to graduate. This realization helped Galilea understand learning was important for graduation and even more important for life thereafter.

<http://bit.ly/GalileaMap1>

Galilea’s teacher was delighted with Galilea’s personalized planning and follow-through.

“These (maps), I see as more planning for life. I think it is a wonderful concept to be able to give students the ability to share with us things that we would never pick up from them if we were just giving them direct lessons all the time, and really giving them license to be themselves and show their creativity

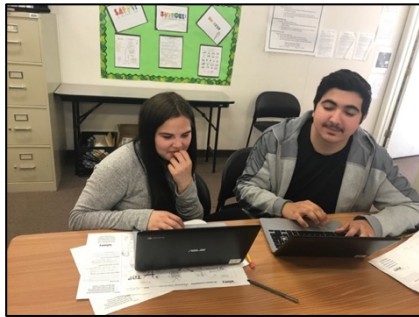


as well as their thought processes because we can’t be in their minds... she [Galilea] is getting some place where she sees value for herself and her son!’ (Link to Galilea’s teacher

<http://bit.ly/Galileateacher>

and Galilea explaining the impact of the mapping. <https://bit.ly/Galileaimpactaftermapping>

Case study two: Avoidance to risk taking.

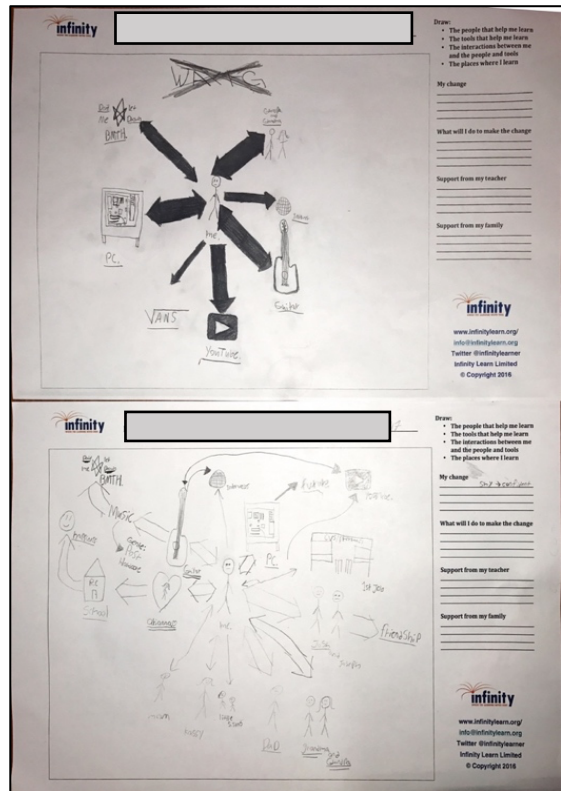


Arianna chose to go to Rancho Cielo. She was a quiet, anxious girl in a big school and had lost her love for writing. Arianna’s boyfriend Rodrigo also went to the ranch program. He was shy and reluctant to talk about learning and life in general. He wanted to pursue his talent in music but found it difficult to get moving. A local newspaper documented Ariana and Rodrigo going through their personalized planning exercises (The Salinas Californian, 2017).

“On his map, Rodrigo drew thick, bold lines in pencil connecting him to his computer, to his grandpa and grandma, and to his electric guitar. The lines to YouTube and the Internet were strong but not as thick. Thinner lines went to Vans (a skateboarding shoes and apparel shop) and to BMTH "Don't Let Me Drown" (a rock band named Bring Me the Horizon and its hit song).

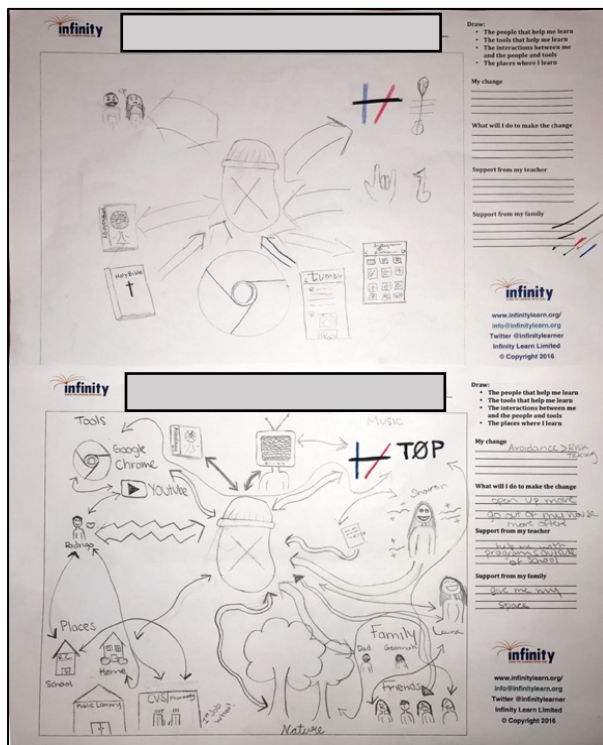
Arianna chatted enthusiastically when explaining her map. "Instead of avoiding problems or things that I'm not good at," she said. "I'm going to try and do them so I can take those risks and do those types of things."

Arianna drew her first map in April. On this morning she was adding to it. "There's a lot of



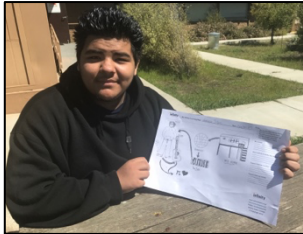
things different now. Like before I guess family was the main focus. But over time, I've figured out that they are a big part of my life and so I'm starting to open up more. I've got a job and I'm learning from a different place now." She's a shelf stocker at a CVS Pharmacy. Mysterious slanted lines and letters were sketched in one corner of her map which she explained. "That's my music. 21 Pilots actually is a really big part of my life. I've liked them for a couple of years now. Their music is like really nice and it helps me focus. "Arianna's bright outlook and budding talent were noticed in April by Sharon Law Tucker who arranged for the teenager to attend a writer's workshop".

<https://bit.ly/ArianaandRodrigo>



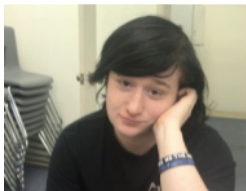
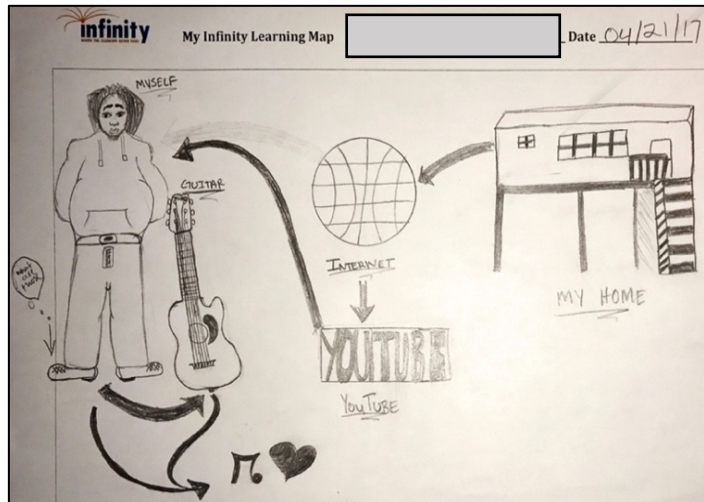
Case study three: Time on my hands to value time to learn

Two students, Antonio and Bryan, had plenty of time on their hands, but they were not valuing time to learn. They both changed track, Antonio by planning based on setting goals, and Bryan motivated by fear of a bleak future if he did not get moving.



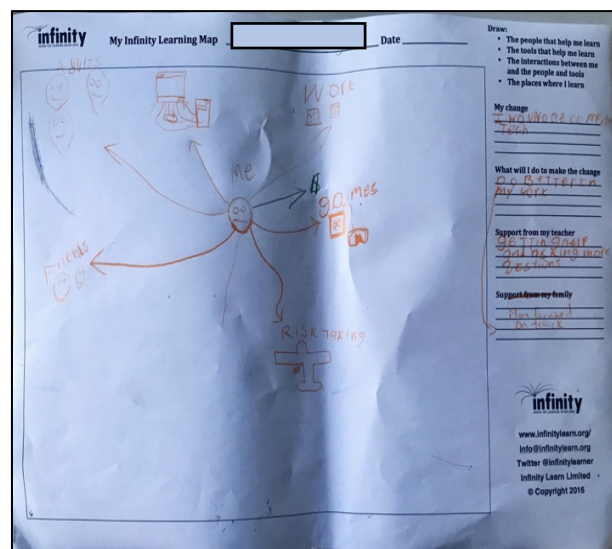
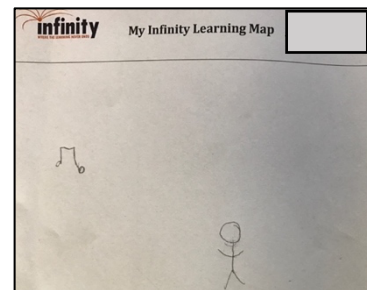
Antonio attended the program at Rancho Cielo. His Infinity map showed that he had a passion for music. The way it worked for him was that he learned to play songs on his guitar by listening to YouTube videos on the internet at home. In conversations about his way of learning, he revealed that he was not getting around to learning new songs

or playing the guitar at all. Antonio made an explanatory video and made a commitment to himself to improve his time management and get back to his passion <https://bit.ly/AntonioMap1>. “My map shows my love and passion for music. Something I would change is time management and (I’d) make a specific time to play the guitar.” He subsequently performed at his Rancho Cielo graduation and started to get some gigs around town.

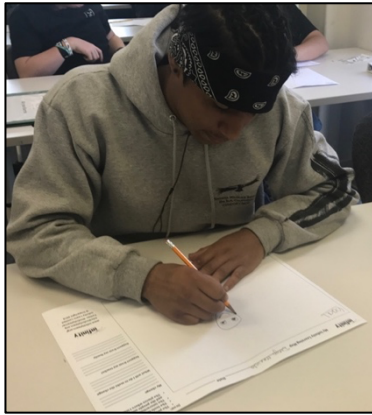


Bryan was new to the SAFE program at the time that he drew his first Infinity map (small). It was a minimalist image: him and a musical note. They were a representation of him sitting at his table with green

headphones on listening to music as a way of shutting out the world. Bryan’s second map (large) and his explanatory video reflected a transformational shift in learning behavior and outcomes. The map and his comments in his video showed that he was starting to value time to learn. Bryan wanted to: “Not be scared of flying because this is a flight program/school. Well, I didn’t really want to finish school but now taking that risk would get me further in life so I have to take it’. Bryan had taken off his green headphones, was engaging in lessons and was taking risks to get over his fear of flying. It was like he was a different person. Bryan’s just-in-time decisions reflected a realization that he had to knuckle down to graduate. To his credit, he did just that. <https://bit.ly/Bryan2ndvisitSalinas>



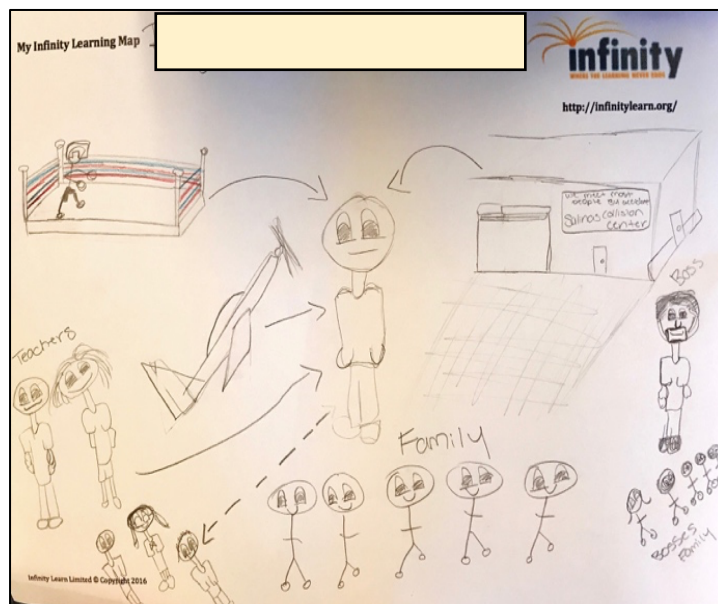
Case study four: Just getting by to making opportunities happen



Diego represented a peer leader in the SAFE program. He had vision, energy and humor, competencies that typically lead to becoming a successful learner and contributing citizen. Diego was one of the lead students to support Harrison Ford's recent visit to the Bob Hoover academy



<https://www.flyingmag.com/every-kid-can-fly>
During the personal planning activities, Diego quipped that he was keen to get his pilot's license before his driver's license. However, Diego was just managing to get through his life and learning commitments, with support from his caring grandmother. Drawing Infinity Map 1 helped Diego focus. The image of his interactive web helped him recognize and value the people who supported him- Link to map 1 video. <https://bit.ly/Diegomap1Salinas>



While a second map (not included here), Diego stated: *"I noticed that I have been slacking a lot. When working on my own on the computer I will not let anything, or anyone distract me. Like if an ad for a video pops up or a notification on my phone I will leave it until I have finished my work. Diego stated that the overall impact of the planning exercises, "What was useful was me setting my goals and my ideas on paper that way I can visualize what I am striving for.*

<http://bit.ly/Diegoimpactofmapping>

Diego followed through on his goal-oriented ambition to get past the slacking-around days. He graduated from the SAFE flight school and went on to apply to train for the marines. He got turned down the first time, and then, after making some necessary adjustments, was successful in his second application. In the wait time, Diego studied to complete two more courses and got up every morning at 5 a.m. to catch public transport to Pebble Beach to work as an electrician's support. Diego had developed considerable capability to set goals and follow through, which are recognised capabilities to succeed into the future in the modern world (Bialik & Fadel, 2018)

Case study five: Blind loyalty to “the streets” to a positive, safe, loving life

Many students refer to “the streets” or their “neighborhood” as a prominent label for negative networks in their lives. Silver Star program teacher Scott Davis captured the challenging circumstances that many students face as they navigate their neighborhoods. Scott’s description captures the sensitivities of each individual situation. There are many delicate balances that have to be considered and there is no set manual for navigating sustainable solutions. Scott’s comments here suggest that it is possible to chip away at personalized planning and, over time, create small breakthroughs that might lead to giant strides forward.

“My favorite student desire to change involved a 15-year-old girl, G.B. (I use her initials, for she wishes to be anonymous). She gained a voice through her map. She became empowered by the realization of how she had drawn “The Streets” and “Gangster” as characters in closer proximity to herself on the map than her family, school, and teachers. She used the wiggly (crazy learning) arrows for The Streets and Gangster. In her video, she was able to articulate her fear and the grip that these negative forces had in her life. She talked more openly with us about how she wants to change that influence and how she wants help from her mother to do so. When we held a parent conference, we discussed how students use Learning Maps, however, she expressed that she did not want to reveal the content of her map to her mother. We honored that request, but we encouraged her to find other ways to talk to her mother. I look forward to her next map to see what steps or changes may have occurred (Scott Davis, 02/30/2019).” Scott Davis, teacher at Silver Star, Salinas.

The map below represents a snapshot of the images in the minds of students in similar circumstances to the student described in the above paragraph. The map focuses strongly on the positive networks of family, peers, teachers, and workmates that the students want to grow. Those positive networks are typically portrayed in bright colors. This student believes that it is just as important to actively work towards shutting down negative networks and habits as it is to grow the positive sides of their learning and life.

Another common trend under the umbrella of blind loyalty to “the streets” is students who aspire to making a “quick buck”. The concept was evident in the maps, videos, and conversations among a number of students in the Youth Center program. A common comment was along the lines of, “*The most important thing in life is to make a quick buck.*” When the students were confronted with the math that doing a robbery or drug deal typically leads to “no bucks” and long-term incarceration, the conversation with the students typically reverted back to the view that making a “quick buck” was still a worthwhile exercise. Discussing the concept may seem a futile exercise, but the exercise aimed to put doubts in the student’s mind that they could mull over in their own time.

Administrator’s reflections

The adverse childhood experiences that AE students that many have to endure require a trauma-informed approach to address their needs and increase their resilience. In this process, the teams strive to embrace culturally proficient strategies designed to promote and improve communication, instill restorative justice, and honor student’s cultures. In AE, student disengagement is a challenge that educators within AE face on a daily basis. This dilemma leads to a variety of adverse results which drains teacher motivation and compounds the student’s inability to transcend the confines of the juvenile justice system’s educational environment. This situation includes a lack of available resources, due to the restrictions of secure setting facilities. As evidenced by the work being conducted in the AE program, an

innovative and proven method of engaging otherwise disengaged and traumatized students was piloted at the Monterey County Youth Center.

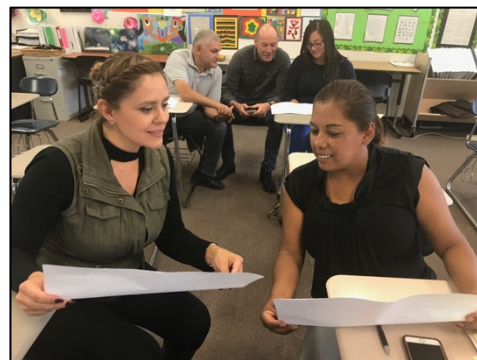
The AE administration team believes the approach underpinning the ILMs provides an opportunity for students to reflect, communicate what is of importance to them, establish educational and life goals, and identify socio-emotional issues that hamper their learning and success in school, personal life and work. The importance of providing educational options to students is critical to engaging students and motivating them to complete high school. Through a journey of self-discovery and mutual respect and through the development of a strong student/teacher relationship founded in empathy, the mapping exercises have contributed to an improvement in student/staff relationships and reduced the rate of out-of-school suspensions. SAFE school had only two incidents resulting in out-of-school suspensions over a five-semester period. Through the mapping, reflection and improvement activities, a deeper respect and connectedness to school culture has become a reality for many students.

One senior administrator, Joe DeRuosi, reflected on the value of the ILMs to inform the AE approach to develop SLPs,

“I felt that ILM’s were a unique approach to re-engaging students in their learning progress, this greatly improved our students’ academic success. During the 2017-2018 school year many students reported for the first time during high school they felt that their needs and wants were not only listened to by school staff, but they were being incorporated into their high school completion through development of an Individual Learning Plans. The SLP process has been transformed through robust student engagement by incorporating ILMs. Students are completing and utilizing SLPs, due in large part to strengthening the student-teacher relationship and by respecting student’s experiences, culture, and life-long goals” (Joe De Ruosi Jr, 2019).

Another senior administrator, Jeff Hardig, emphasized the relational value of the ILMs for staff to know and understand their students.

“While our students benefit from the ILM approach, it can be argued that our teachers’ benefit is equal, if not greater. The greatest student challenges for an educator are: educational apathy, self-fulfilling prophecy of failure, and in far too many instances, personal traumas, both physical and emotional. This reality is most evident and common in our court schools, especially Juvenile Hall. Because of these personal challenges, the majority of these students will sit passively, and or defiantly, during instruction and not reach out for help; some because of embarrassment and or anger, and some because they’re not consciously aware of their learning barriers. Both of these contribute to frustration and a sense of hopelessness. The ILM process creates a bond between student and educator and allows the teacher/aide to understand and address the unique needs of each student. This process is vital in all of our school sites, but even more so in our Court Schools” (Jeff Hardig, Principal, 2019).



Innovative programs designed by the AE administration team in has led to numerous students re-scripting their stories about themselves as learners. The case studies presented in this article with a lens on SLPs informed by ILMs verify the re-scripting in action. But those developments alone do not fully account for the positive shifts occurring in Monterey County. The overall culture of the programs and the mindset shifts of the staff towards an appreciative and respectful view of the student population also contributes to new-found energy and engagement among the students, as Ana outlines in the below quote.

“Ana, a former homeless and foster student in our SAFE program improved her attendance by more than 20%, passed all of her courses with a grade of “C” or better and became re-engaged in many of the college and career extra-curricular activities: “I love flying! This school (SAFE) makes school fun and I’m actually doing my work and getting good grades. I went to summer school last year and had a lot of fun, we went to Cal Poly and found out how we could get in. Plus, the school (SAFE) helped me get a job and I’ve been working, too.” (Joe DeRuosi Jr, 2019).

Ana and many of her peers are beginning to re-script their stories of themselves as capable, active, connected learners who are much more hopeful of a healthy and prosperous life than they were when they entered the alternative programs. The re-scripting is critical to successful transition into life-long employability and career advancement as well as caring for family and community.

Next steps and conclusion

There is a strong desire among administrators in AE to link the personalized SLPs to career pathways. AE is currently working with students to incorporate their College and Career Readiness Transition (CCRT) plans into a section on the SLPs. The team is developing procedures and guidelines for this process, which include updating the SLP and CCRT section once per semester. These changes are being implemented during the Spring 2019 semester. They will include Career Technical Education pathway sections for those students in anyone of our pathway programs.

To conclude, Monterey County Alternative Education is supporting all students to create a new success story for themselves. Creating small improvement steps in learning and recognising and celebrating those steps can lead to giant strides in life. SLPs are one avenue to activate the small steps that could achieve big gains over time. Of course there are other contributing factors, such as: administrators with innovative design mindsets, the culture of the organisation, empathetic and appreciative staff and strong connections with families and community. In Monterey County Alternative Education, these elements are being woven together to create a comprehensive solution to the myriad of challenges facing the student population.

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Appendix 1.
Monterey County Community School programs

1. The Silver Star Community School, located at Rancho Cielo in Salinas, is a comprehensive, full-service program offering intensive educational instruction and services designed to improve the health and academic performance of the youth participants. All students are interviewed prior to acceptance and must have a desire to make positive changes in their lives.
2. The Silver Star Center, located within the Silver Star Resource Center in Salinas, collaborates with the Monterey County Office of the District Attorney to provide educational programs and supports for students referred for truancy problems. Students attend classes for two-three hours daily and complete two to four hours of assignments at home.
3. The S.A.F.E. Pathway Program has teamed with community partners – Bob Hoover Academy and Hartnell Community College – to provide students invaluable life and academic experiences as they train in the field of transportation. Experiential learning opportunities include Robotics, Dispatch, Ground School, Welding and Avionics.
4. iTAP (Innovation Technology Arts Pathway) provides a Media Arts and Technology program for students who are earning their high school diploma but also want to further their education in the Computer Science and Technology fields. iTAP partners with the Media Center for Art, Education and Technology (MCAET).
5. The Salinas and South County Independent Study Programs, located in Salinas, Soledad, Greenfield and King City, provide individualized and small group learning using Common Core curriculum and online coursework. These programs offer personalized learning schedules for students who need to work to supplement family income, have difficulty getting to and from daily classroom settings, or frequently may be called upon to care for another family member, older or younger.
6. The Adult Education Program, a partner with the Salinas Valley Education Consortium, offers educational opportunities and services to adult learners. The program offers a high school diploma or HiSet preparation and testing. Transition to college and career is provided through career technical education, college entry assistance, and workforce readiness training.
7. Wellington Smith School. The purpose of the court schools is to provide mandated, compulsory public education services for juvenile, incarcerated offenders who are under the protection and/or authority of the county juvenile justice system. Both court school sites are located in Salinas:
 - Wellington M. Smith Jr. School provides for the educational needs of those youth who are detained in the Monterey County Juvenile Hall. The juvenile hall is a secure detention facility for minors charged with new criminal acts and/or probation charges or violations. Both males and females can be incarcerated at Wellington Smith School at Juvenile Hall where the average length of stay is 20-30 days. These students are typically not yet sentenced and in some stage of the judicial process. The probation staff, behavioral health staff, nursing staff and the teachers and paraprofessionals collaborate to address the social, physical, behavioral, psychological, emotional and educational needs of these incarcerated minors.

8. The Monterey County Youth Center was opened in 1995 by the Monterey County Probation Department as a long-term placement facility and houses males, typically 9th grade and above with sentences of nine months to one year. It is rare that a 7th or 8th grade student would be in the Youth Center. The Monterey County Office of Education provides the educational component for the youth center. The teachers and support staff work collaboratively with the Monterey County Probation and Mental Health Department personnel in their efforts to support and advance the growth, development and education of the young people who are sentenced by the juvenile courts.