

Pave the Way 2016 Sessions

Acceleration, Placement Reform, and Connections Boost Equity and Attainment

Lisa Bernhagen; Wendy Swyt, Division Chair Art and Humanities; Monica Lemoineq, English and Pre-College Faculty; Shannon Waits, Director Placement and Testing Center; and Avery Viehmnan, English and Pre College Faculty—Highline College

Developing your own acceleration model increases student achievement and works around poor placement methods. Studying your assessment and placement, and then re-designing these, allows a place to build relationships across campus and with area high schools. In this dynamic session, faculty from Highline College—a leading institution in acceleration models and assessment/placement reform— will share insights and tips for building equity through these methods. You'll hear about Highline's "directed self-placement" pilot program, including student voice; English acceleration model; re-design of pre-college English classes; ESL-to-college "Jumpstart Program," and 101 for multilingual learners. The presenters will also sum up data showing how accelerated college English students succeed at higher rates than those who place directly into college English, and how revised assessment and placement shows no decrease in success in college English.

Beyond Running Start: A Model for Bridging the Gaps between High School, College, and Career

Heather Schmitt and Melissa Baker, Running Start Advisors/Recruiters—Eastern Washington University

Attend this interactive session to learn how Eastern Washington University's Running Start program uses specific practices that help first- and second-year students effectively navigate the postsecondary system. Running Start students who are 15, 16, and 17 years old come to campus with unique needs; these include academic and social demands, plus the pressure to identify a major at a younger age. Presenters share effective strategies that foster skills to be successful in a four-year university while decreasing time-to-degree. They will discuss the services provided during the academic year, demonstrating how a hands-on approach, collaborative atmosphere, and open-door policy assist students as they transition into and through postsecondary education prepared for career and life. EWU Running Start focuses on student retention and community-building, with strategies that include a comprehensive orientation program, mandatory quarterly advising, engagement opportunities, collaboration with campus partners, and resources that specifically address the needs of underserved Running Start students while emphasizing inclusivity.

Black, Brown & Profound: a 253 Mixtape Method for Men of Color Engagement

Michael Tuncap, Program Manager for Community Engagement—Highline College AANAPISI; Rashad Norris, Director of Community Engagement—Highline College; and Felix Braffith, Director of Access & Student Success & Equity Council Co-Chair—The Evergreen State College

Black & Brown male educators from Tacoma have transformed higher education in the Pacific Northwest with innovative grassroots frameworks. Learn critical race strategies for African American, Latino, Native American and Pacific Islander student recruitment and retention. We share models that mobilize educators with cross-sector coalitions of schools, colleges, and community partners. How can our campuses become the bodies of knowledge that breathe our stories to life? We help people to navigate the complex race relations and gender dynamics that shape men of color in the Puget Sound. How do you build capacity to support youth of color in predominately White institutions? Learn how to transform Historically White Colleges into contemporary multiracial campuses that embody relevant engagement. We build on the works of DuBois, Shakur, and Santos Perez with a mixtape method to engage the roses from the concrete.

Building Leadership and Positive Identity Development Among Latino/a Youth

Angela Ballasiotes, Director; and Aileen Mata, Program Assistant—Latino/a Educational Achievement Project (LEAP)

The Latino/a student population in the state of Washington has increased by 675 percent between 1986 and 2016. Education of Latino/a students is crucial to the success of the Latino/a community, as well as the economic success of the state. LEAP has developed after school programs that focus on college and career readiness, leadership, community service, and civic engagement. In these programs, students find personal and academic success by participating in a culturally responsive environment that promotes inquiry, leadership, and mentorship opportunities. Join us in a discussion surrounding cultural responsiveness, engaging Latino/a students, understanding barriers faced by Latino/as, and becoming an ally to the fastest growing population in our state.

Central Puget Sound Higher Education Capacity: Supply, Demand, and Collaboration

Jenee Myers Twitchell, Special Advisor for Postsecondary Success & Advancement; Elizabeth Apple Meza, Research Analyst; and Jeremy Caci, Software Engineer—University of Washington

The central Puget Sound region is experiencing an increase in the number of living-wage jobs, yet there is reason to believe that local adults are not able to access those jobs. While there are deep efforts underway to address this region's systemic gaps in higher education completion and job readiness for all adults, it is unclear whether the region even has the capacity to support large increases in degree-seekers in the first place. We will present and invite discussion about an in-progress study that investigates which fields will require more graduates than our region currently produces, especially if we aim to increase access to living-wage jobs that require postsecondary education. We will also pose discussions regarding ways that the Puget Sound's higher education institutions, businesses, and other key players can collaborate at a regional level to change policies and practices to alleviate bottlenecks in the education-to-workforce pipeline.

Collaborating for Creative Solutions to Address Individual and Collective Experiences of the Opportunity Gap

Carrie Basas, Director; Danielle Eidenberg-Noppe, Ombuds; and Yasir Abshir, Associate Ombuds and Community Engagement Specialist—Governor's Office of the Education Ombuds

The Governor's Office of the Education Ombuds was founded in 2006 to address barriers to student achievement. We work to facilitate informal resolutions of concerns that families, communities, and students have about issues in our K-12 system. As a small agency, we are challenged to develop strategies with partners to act proactively to prevent conflicts from occurring, reduce discrimination in all forms in schools, and restore productive relationships. This past year, we have started to work on new tools, such as listening sessions, community clinics, and educator coaching, while expanding our conflict resolution trainings. In this interactive session, join us for an open discussion of what you need in your schools and communities to tackle opportunity gaps and how we can all leverage limited resources for better outcomes for every student.

Collaborating to Build Sustainable College & Career Advising Practices

Danette Knudson—College Success Foundation; and Danise Ackelson, Supervisor of Guidance and Counseling—Office of Superintendent of Public Instruction (OSPI)

According to NACAC's study *Professional College Knowledge: Re-Envisioning How We Prepare Our College Readiness Workforce*, developing college knowledge is essential to promoting college access and success for underserved students, however only 25 percent of secondary schools require professional development for those responsible for college counseling. Learn how partners in Washington are collaborating to support equitable access to high-quality Career and College Readiness (CCR) training. Connect with professional development opportunities that will standardize and enhance CCR advising practices.

Creating Connection: Personalization of Outreach via Smart Machines

Colleen Carmean, Assistant Chancellor of Academic Affairs; and Darcy Janzen, eLearning Director —University of Washington Tacoma

The Personal Matters. The University of Washington Tacoma struggles to reinvent ourselves in ways that ensure the success of our "new traditional" students. Like many colleges relying on old models and static data to track and serve students, we are missing support opportunities that could keep students on track to graduation. By focusing on patterns, analytics and more personalized use of data, and exploring sharing data awareness with the student, we can collectively support student motivation and persistence in a diverse student population. By changing the cultural model to personalized learner support, we move toward greater student satisfaction, increased retention, and ultimately higher graduation rates. This presentation shares UW Tacoma's new initiatives in data-aware initiatives to nudge, inform and support student success.

Engineering Diversity Begins With Access

Harold Baker, Office of Diversity & Access Director—College of Engineering, University of Washington

Within the K-20 continuum, a student begins her journey to become an engineer much sooner than one might think. Some believe it commences when she selects her academic major in college, while others think it starts with the decision to pursue a rigorous pre-college curriculum in high school. This presentation will define the prime access point to an engineering education as the second year of middle school. It will describe how the Office of Diversity & Access in the College of Engineering at the University of Washington plans to ensure that more academically talented and curious K-12 students, from various communities and groups of people across Washington, do not miss out on the opportunity to pursue one of the fastest-growing, highest-paying career fields in the 21st Century economy. This presentation will blend facts, humor, and passion to demonstrate that engineering diversity begins with access.

Equity and Interactive Learning

Joli Sandoz, Faculty Member—The Evergreen State College; and Gabriel de los Angeles and David Phelps, Doctoral Students—University of Washington

Design and facilitation of interactive learning can lead to improved assessment and retention outcomes for underserved post-secondary students -- or perpetuate the achievement gap. Research suggests specific pedagogical approaches that support increased equity of education access as well as enhanced learning outcomes. Positioning learners as actively engaged in the collaborative construction of complex knowledge, through design choices focused on alignment of knowledge-making processes with learning goals and by transparency about the why behind activities and assignments, enhances learning for participants in general but particularly for underserved students. Session presenters will briefly establish a shared set of concepts and ideas drawn from research and practice before moving to discussion encouraging attendees to bridge theory to practice.

Financial Aid Completion Strategies that Work

Kyla Lackie, Director of Postsecondary Readiness—Puget Sound Educational Service District

In this session, we will share national and local strategies for increasing financial aid completion, especially for addressing equity issues and other key barriers and strategies regarding completion. It's not too late to implement some high impact strategies this school year or too early to lay the foundation for longer term systems change. Join us for this engaging and practical session and leave with new tools, analysis, and knowledge that will help you achieve your financial aid completion goals.

Foster Care to College: It's Not Just A Dream, It's a Plan!

Katie Kaiser, Senior Program Officer for Foster Care Initiatives—College Success Foundation & King County Passport Consortium; and Melissa Raap, Counseling Services Coordinator for the Champions Program—University of Washington

If a young person has been in foster care at any time after turning 13, his or her classes will likely be paid for at most Washington State colleges. Come learn more about the resources available to students who have been impacted by the foster care system and what you can do as educators to support their unique needs. This workshop was developed by the King County Passport Consortium, a group of foster care stakeholders from higher education, community-based organizations and child welfare who seek to improve access to post secondary programs for youth in foster care. We do this by equipping supportive adults involved in the lives of these youth with simple messaging, consistent information and useful tools. Participants will come away armed with several practical tools to help these young people start talking about and planning for life after high school and foster care.

Improving Student Success for our students through the Guided Pathways

Lisa Garcia-Hanson, Student Success Director—State Board for Community and Technical Colleges; and Greg Dempsey, Chief Data and Strategy Officer; Peter Lortz, Vice President of Instruction; and Rosie Rimando-Chareunsap, Vice President of Student Services—South Seattle College

Too many students leave college before earning a degree or certificate, or they're not able to complete their academic goal in a timely way. Three years after starting, four in 10 students leave college with no award. Another one in five are still in school but have not yet finished. For underrepresented, low-income and first-generation students, the completion rates are even lower. The Guided Pathways Model is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences that guide each student effectively and efficiently, throughout the college-going process. All sectors of P-16, as well as employers, can play a critical role in Guided Pathways, from pre-college courses and post high school planning in high school, to college point of entry through to attainment of high-quality post-secondary credentials and careers with value in the labor market.

Increasing career & college readiness through remediation support and comprehensive guidance

Kim Reykdal, Supervisor of Dual Credit and College Ready Math programs; and Danise Ackelson, Supervisor of Guidance and Counseling—Office of Superintendent of Public Instruction(OSPI)

This workshop will provide participants with the opportunity to explore a number of current best practice approaches to getting all students career & college ready.

- First we'll explore how the need for remediation impacts student success within the new 24-credit diploma framework, and the importance of comprehensive guidance for students to navigate and articulate their Personalized Pathway.
- Second, we'll dive deeper into remediation issues by examining data and outcomes around OSPI's iGrant for the College Ready Math Initiative, which gets students who are 1-3 years behind in math through an "intensified" algebra and/or geometry within one year.
- Finally, we'll take a big picture look at dual credit options and the role they play in increasing career & college readiness.

Participants will leave with resources to assist students in developing and pursuing their personalized pathway, and graduating ready for the post-high school option that best fits them.

The Journey toward Equity, Diversity, and Inclusion

Robert Dela-Cruz, English Instructor; and Dorrienne Chinn, ESL Instructor—South Seattle College

South Seattle College and the Seattle College District have made and continue to make great strides toward equity, diversity, and inclusion (EDI). The District has a signed memorandum of understanding between the faculty union and administration concerning policies and procedures for EDI. South included for its Strategic Plan 2016-2021 Strategic Direction #6: Foster and strengthen equity, inclusion, and cultural competency so that everyone benefits from participation in our diverse community. South is also drafting a Statement of Excellence which will act as guiding principle for how South supports EDI. Additionally, South has been at the forefront for the college and district in using a specific instrument to measure group and individual cultural competencies. South has personnel qualified to administer and use the Intercultural Development Inventory model. This interactive presentation will provide the attendees with a roadmap on how to bring about EDI on their campuses and institutions.

Open Doors and High School 21+: Creating a Seamless Pathway for Opportunity Youth

Laurie Shannon, Graduation and Reengagement Program Supervisor—Office of Superintendent of Public Instruction (OSPI)

Open Doors Youth Reengagement has partnered successfully with High School 21+ allowing a pathway for young adults to receive educational services in a multi age classroom that is outcome and performance based in a college environment. Learn how the partnership has worked in it's pilot year and how it is being brought to scale across the state. You will leave the session with clear ideas about what you can do to support reengagement and the educational attainment of those without a High School credential in your community.

Paving the Way to What? A Look at the Culture of American Education

Cal Crow, Director—Center for Efficacy and Resiliency

Imagine a K-12 system where-- No students are underserved. No school to prison pipeline exists. No "behavioral interventions" are necessary. No recent high school graduates are placed in remedial college courses. These are all possible at relatively little cost. It would require 1) understanding and applying current research about learning, motivation and decision making, 2) a willingness to change our conversations about education, and 3) the political will necessary to change the current education culture from curriculum delivery to student success. Learn about and discuss mastery experiences, changing realities, the art of questioning, and the impact that adults have on students without even knowing it.

Pillars of Success: A framework for supporting low-income students

Heidi Summers, Dir. of Workforce Education Services—Big Bend Community College; Edie Blakely, Dir. of Career Services—Clark College; and Monica Luce, Dean of Instructional Resources—Highline College

The Working Student Success Network initiative was developed to help low-income students at community colleges reach financial stability and move up the economic ladder. The strategy of the initiative is to integrate and bundle services in three distinct but related areas that are defined as pillars: Education and Employment Advancement, Income and Work Supports, Financial Literacy and Asset Building. Washington was one of four states selected to participate in the Achieving The Dream initiative. This session will cover how the four colleges involved in this work in Washington State—Big Bend Community College, Clark College, Highline College, and Walla Walla Community College—have built and bundled services to promote student success.

The Realities of Poverty

Liz Snyder, Program Coordinator ILS/SETuP Programs—Community Youth Services

Learn core concepts of working with young people who are experiencing poverty. Poverty impacts people at an individual and personal level. If you want to help support someone who is experiencing the crisis of poverty, it is important to understand how poverty affects the development of an individual's self-concept and influences one's attitudes, values, beliefs and patterns of communication. If our ultimate goal is to help guide our participants out of a life of poverty, there must be a deeper understanding about social systems to see how barriers get built. We must see how poverty becomes entrenched when our social systems do not provide routes out of poverty that are realistic and long term.

Project Finish Line: Tools to Improve Student Completion at Community Colleges

Hilary Loeb, Director of Puget Sound Coalition for College and Career Readiness—Puget Sound Educational Service District; Erin Barzen, Manager of Retention & Completion for Project Finish Line—South Seattle College; Aimee Brown, Project Finish Line Completion Coach; Juan Gallegos, Manager of Retention and Completion; and Alice Melling, Dean of Student Success Services—North Seattle College; and Bo Leong and Meghan Mayo, Project Finish Line Completion Coaches—Seattle Central College

Thousands of students across the U.S. don't know that they are close to earning a degree or certificate. Project Finish Line addresses this through employing coaches, designing policies and implementing practices to support student completion at four community colleges: Green River College, and the Seattle College District's campuses: North Seattle, Seattle Central, and South Seattle. Coaches re-engage students who are close to finishing postsecondary credentials, but are either (1) currently enrolled students whose progress has stalled; or (2) "stopped out" students who can be re-engaged to finish their outstanding requirements. This session first tells the Project Finish Line story, sharing both communications and strategies to nurture a culture of completion. Participants will then meet in rotating small groups to with Project Finish Line teams to address the following topics: (1) Getting started in building a completion culture; (2) Supporting students encountering financial barriers; (3) Engaging with campus and community partners.

Promoting Diversity and Inclusion in Higher Education for Nursing

Suzanne Sikma, Project Manager for the Academic Progression in Nursing Grant; and Sofia Aragon, Executive Director—Washington Center for Nursing; and Phanice Okioma and Molly Elberier, Graduate Students—Masters of Nursing Program, University of Washington Bothell

This presentation will describe key strategies used by the Washington Center for Nursing in collaboration with K-12 and higher education stakeholders to promote the recruitment and retention of diverse students in Washington nursing programs. The presentation will begin by providing a background of the lessons learned from a survey of Barriers and Supports in the K-12 and Higher Education Systems for increasing the diversity of Washington's nursing workforce. The majority of the presentation will focus on the recently completed 2016 "Washington State Nursing Student Diversity Survey." We will report on registered nursing student perceptions regarding recruitment into nursing and strategies for promoting inclusion of diverse students. Finally, a description of one intervention, a faculty development workshop, "Using Critical Multicultural Education to Strengthen Workforce Diversity and Improve Population Health" will be provided. Session participants will be engaged in discussing implications and potential applications of this work in their own institutions.

Recognizing Student Success and Inspiring the Next Generation

Michelle Alejano, Director of the Washington College Access Network and College Bound Outreach; and Dale Tamayose, Communications and External Relations Manager—Washington College Access Network

The Washington College Access Network's (WCAN) mission is to increase postsecondary enrollment for all students in Washington. By leading the effort to host College Signing Celebrations in high schools across the state, WCAN aims to recognize ALL students who are making the commitment to pursue post-secondary education. Celebrations highlight all educational pathways (technical, 2-year, 4-year, apprenticeship, and military) and frame the future for underclassmen. We will take a look at last year's toolkit and different programmatic options that can be used by both small and large schools to recognize their graduating seniors. Walk away from this session prepared and ready to participate in #CSC2017.

Re-engaging Adult Learners at a Liberal Arts College: Evergreen's Evening and Weekend Studies Program

Sarah Ryan, Academic Dean of Evening and Weekend Studies; and Thomas Kelley, Director of Veterans Services Office—The Evergreen State College

This panel will discuss how Evergreen, a public liberal arts college in Olympia and Tacoma, re-engages adult learners—higher education's "new majority"—through outreach, transition courses and prior learning, and "high impact" educational practices. Faculty and staff in the college's Evening and Weekend Studies program build upon the experience adult learners bring to their college studies. The college's unique educational design includes a full and flexible schedule of evening and weekend classes. The Prior Learning program allows students to gain credit for the knowledge they've acquired through work and community-based activities. Faculty will discuss an interdisciplinary class that examines work through the lenses of literature and philosophy and provides a flexible full time schedule with a unique hybrid design.

The Role of Student Activism in Institutional Change

Elissa Goss, Executive Director; and Guillermo Rogel, Organizing Director—Washington Student Association

What is the difference between student-led change and institution-led change? Currently, there are a myriad of advocacy opportunities for students to give input and opinions at their colleges, but how do institutional structures and practices actually end up favoring traditional student advocacy and bypassing grassroots student activism? In this workshop, participants will reflect on current advocacy models at higher education institutions and explore ways to transform student advocacy from institution led, to student led. Institutions can aid in increasing student participation in civic engagement and influencing campus policy, by ensuring that existing campus leadership pipelines are equitable amongst different classes and ethnicities. The Washington Student Association's grassroots and legislative advocacy is rooted in the value of seeking student input that informs statewide and campus-based policy change.

Social Justice in the Classroom: Who's Responsibility Is It?

Kianee Lee, Assistant Principle, Liberty Middle School/Bethel School District

Social justice in our schools is often neglected. Yes, we are starting to hear and see restorative practices slowly integrated into schools progressive discipline policies; however, most schools are still too punitive in nature especially against historically marginalized groups. It is necessary that all educators understand why social justice is important in our schools. This presentation is designed to provide attendees with practical strategies any school building or teacher leader can integrate into professional development to create a building of educators more aware of how they respond to historically marginalized groups.

Strategies to Address the Teacher Shortage and Strengthen the Pipeline into the Workforce

Alexandra Manuel, Director of Educator Pathways—Professional Educator Standards Board

Growing Your Own Teacher programs are becoming increasingly important for developing future teachers for districts due to the teacher shortage. In this discussion, we will talk about the current vehicles available to grow your own teachers, including alternate routes, retooling, and teacher academies. Discussion will include the work of developing staff, what resources are out there for recruitment, mentorship, and retention that will support successful programs to grow future teachers and develop current teachers. Lastly we will discuss districts engaging in innovation and the policy implications for grow your own programs to be successful in the state.

A Student Centered Way of Working

Kirsten Avery, College and Career Success Director—The Road Map Project; and Dale Tamayose, Communications and External Relations Manager—Washington College Access Network

Have you wondered how to integrate student and family input to design or develop programming and resources for underserved populations? Over the past year, The Washington College Access Network (WCAN) and Community Center for Education Results (CCER) partnered to develop a student and parent feedback loop to help inform and ultimately direct development of new resources. This project has helped design the process for a college knowledge communication plan. In this workshop, WCAN and CCER will discuss statewide focus groups and survey results where students and parents shared their thoughts around college, their needs on communication and how, when, and where they want to get college readiness information. After sharing findings, there will be an opportunity to talk about next steps and ways to get involved.

Students with Disabilities: Preparing for a Successful Transition to College

Debra Zawada, DO-IT (Disabilities, Opportunities, Internetworking and Technology) Program Coordinator; and Bree Callahan, Director of Disability Resource for Students—University of Washington

Navigating the post-secondary system can be overwhelming for many students. Students with disabilities have added responsibilities including:

- Understanding disability law; rights and responsibilities
- Disability disclosure—when and how
- Self-advocacy—including understanding their disability
- Use of assistive technology if appropriate
- Accessing reasonable accommodations

Resources will be shared to help students prepare while still in high school and once they enter college. By combining the high school and college perspective we hope to leave you with a better understanding of the present gaps presented by the current systems as well as how to assist students and families to prepare for a successful transition.

Tacoma College Support Network

John Page, Director, Career and Technical Education; and Brandon Ervin, College and Career Readiness—Tacoma Public Schools; Tafona Ervin, Collective Action Director—Foundation for Tacoma Students; Dolores Haugen, Director—Tacoma Community College; and Amanda Figueroa, Director of Student Transition Programs—University of Washington Tacoma

Learn how community partners came together to form the Tacoma College Support Network (TCSN) to collectively contribute to increasing the number and percentage of Tacoma Public Schools' graduates, especially students of color and those impacted by poverty, who enroll in a right-fit college or technical school the year after graduation and who successfully complete a degree or technical certificate. The journey of this informal collaboration has grown to a network of over 37 member organizations focused on seven measurable outcomes that guide the program of work in support of students.

Using Equity Analytics to Focus on What Counts

Susan Canaga, Data Governance Supervisor; and Dixie Grunenfelder, Director of Secondary Education and K12 Support—OSPI

This workshop will explain the OSPI equity analytics, including: graduation, chronic absenteeism, discipline, 9th grade failure, achievement, and post-graduation enrollment. We will discuss how data can be used to inform practice within school systems, and when partnering with community agencies.

WA STEM

Andy Shouse, Chief Program Officer—Washington STEM; Naria Santa Lucia, Executive Director—Washington State Opportunity Scholarship; Greg Bianchi, K-5 STEM Curriculum Developer—Bellevue Public Schools; Kevin Wang, Founder—TEALS; Vicki Hrdina, Science Coordinator—ESD 112; Jennifer Carlson, Executive Director—WTIA; and Rachel Klein, VP of Professional Learning & Community—Code.org

This session will bring together diverse leaders in computer science to update WSAC attendees on the state of computer science at our educational institutions and workforce gaps/needs. Roundtable presenters will describe several ongoing and recent developments in computer science education in Washington (i.e., standards development, new grant awards, innovative programmatic approaches) as well as innovative programs that operate throughout the nation. Our overarching question: What can we do right now as the STEM Alliance and as individuals to support further progress in K-12 computer science education in the state?

The 411 on College 101

Kristin Sherwood, College 101 Coordinator—Clark College

Description: *College 101: College Essentials* is a two-credit course designed to help students navigate Clark College and the culture of higher education, as well as to show students how to find and utilize the many resources Clark has to offer. Clark began teaching College 101 in Fall 2012 as a part of a Student Success and Retention initiative supported through a Title III grant. Each year, the number of sections offered has grown, to where we anticipate offering approximately 100 sections in 2016-17. As of summer 2016, College 101 is a required course for those students pursuing an AA-DTA and continues to be recommended for all new students at Clark. This session will talk about the development, implementation, and evolution of College 101 at Clark. Curriculum, staffing, and outreach will be addressed, as well as both the successes and challenges we've experienced.