

## **2015 PAVE THE WAY CONFERENCE SESSIONS** **October 5 & 6, 2015—Tacoma Convention Center**

### **P-12 SESSIONS**

#### **Advanced Placement in Career and Technical Education**

*Presented by Barbara Dittrich, Office of Superintendent of Public Instruction*

Advanced Placement Program courses offer unique dual credit opportunities in Career and Technical Education (CTE). AP and CTE converge through the alignment of new and existing career and technical curricula with essential career and college readiness standards. Learn how dual credit opportunities have been expanded through AP courses in Washington State and which AP courses align with CTE.

#### **LGBTQ Immigrant Youth: Creating Safe Spaces in the ELL Classroom**

*Presented by Anthony Longoria, University of Washington*

Following the U.S. Supreme Court's Obergefell v. Hodges decision, the needs of LGBTQ youth in schools seem particularly salient. This presentation will deliver an overview of LGBTQ identities and encourage attendees to consider strategies to support the potentially complex contexts of immigrant, racial/ethnic, and sexual orientation identities of ELL students in schools. A brief overview of relevant literature and data will be included.

#### **Middle School is More Than a High School Waiting Room**

*Presented by Jan Link, Academic Link Outreach*

Middle school has long been seen as the last stop before what is “really” important, high school. Students believe that “Grades don’t count”. This is a misnomer! The lack of an academic culture and sense of urgency contributes to mediocre or low achievement, develops bad habits, and greatly affects the achievement of all students within the classroom. This ultimately determines Washington's high school graduation rate. Equitable access to comprehensive academic support is what will lead to high school success. This session focuses on “five” key ingredients that must be present to support students to excel academically. Without each present, success is questionable! A three year case study of 50 students will be presented with “how to” suggestions of engaging these formative years to foster engaged and driven students to make all, “high school” ready. This is a must-attend session for elementary, middle school and high school educators and parents!

#### **The College Bound Scholarship: Maximizing Partnerships and Data to Expand Postsecondary Access**

*Presented by Dr. Hilary Loeb, Puget Sound Coalition for College and Career Readiness*

The College Bound Scholarship is an early commitment of state financial aid to Washington low-income middle school students. Since 2007, the scholarship has reduced the financial barriers that often prevent low-income students from considering higher education. This interactive session spotlights districts and

regions that have used the scholarship to increase high school graduation and college enrollment rates. Attend the session to learn how the intentional use of data and targeted communications can translate into better results in your own scholarship outreach efforts. Presenters will share case studies and resources addressing effective regional and district practices, including superintendent communications, school district conferences and outreach to English language learners. Participants will then work in small groups to complete two tasks: (1) Critically reacting to a range of data displays that have been used to raise awareness about the scholarship; (2) Crafting a scholarship mini-communications plan defining outreach to key stakeholders.

### **What Matters in College?**

*Presented by Eric Davis, Bellevue College*

Join Professor E as he facilitates a conversation about the changing landscape of today's college campus and how all educators can best prepare students for post-secondary success.

### **The Whole Child Initiative: A Roadmap for Sustainable Multi-Tiered Systems of Support**

*Presented by Dr. Gregory Benner, Center for Strong Schools University of Washington Tacoma*

The mission of the Center for Strong Schools is sustainable change in schools and communities so every child is a whole child- engaged, successful, resilient, and ready for life. Whole children read, write, and solve math problems. They are socially strong, emotionally resilient, and self-determined. The Whole Child Initiative (WCI) offers a roadmap for district transformation that leads to student success. Our approach is grounded in best practices from education reform, turnaround schools, Multi-Tier Systems of Support (MTSS), implementation science, and organizational change. The eight-year WCI roadmap encompasses five stages: Exploration, Installation, Initial Implementation, Full Implementation, and Program Sustainability. The purpose of this presentation is to provide a step-by-step walk through of the WCI and offer guidance to get started with sustainable change.

### **Tacoma's Story: Equity, Access, Readiness, Support**

*Presented by Erin Jones, Tacoma Public Schools*

The presenters will share Tacoma Public School's journey to embrace equity through the development of policies and practices that support access, readiness, and student/staff support. The presentation will include small group discussions and culturally responsive strategies and activities that can be used with students or in professional development for staff. Tacoma data will be shared and discussed with regard to how this work informs our instructional framework and teacher and principal evaluation process. Attendees will walk away from this presentation inspired and with tools that will be usable immediately in a variety of settings.

### **How a Public Housing Authority Can Help Promote School Success**

*Presented Andrea Cobb, Tacoma Housing Authority*

This presentation will discuss how a public housing authority can spend a housing dollar not only to housing low-income families but promote two other outcomes: help their children success in school,

and promote the success of schools that serve low-income children. It will describe the efforts and outcomes from the partnership between the Tacoma Housing Authority and the Tacoma Public School District and other educational partners.

### **Motivating Latino Youth through Advocacy**

*Presented by Bárbara Guzmán, Director, Latino/a Educational Achievement Project (LEAP) & Ricardo Sanchez, Vice President of Education and Communication Services, Sea Mar Community Health Centers*

The Latino/a Educational Achievement Project is a program that first began as an advocacy group to support and increase the academic achievements of Latino youth in the state. The program has since evolved to educate and train youth on identifying issues and learning how to share their solutions with public officials. When youth learn they can not only guide but influence policies directly affecting their futures, they in turn become engaged in their schools and communities. Come learn how we can work together to better empower our student voices.

### **Universal Design for Learning in K-12 Education**

*Presented by Fran McCarthy, ESD 101 and Jennifer Acuna, ESD 114*

Universal Design for Learning (UDL) frees you to make your teaching practice more effective, while honoring your individual approach to education. UDL will ignite your passion for your craft while also helping increase student learning. UDL is where the science and the art of teaching are blended.

### **Cultivating a Culture of Learning at an Interdisciplinary Project-based Learning/STEM School**

*Presented by Dr. Chris Alejano, TAF (Technology Access Foundation)*

This session highlights how building a strong culture of learning amongst teachers and students contributes to the academic and social-emotional success at an interdisciplinary, project-based learning STEM school. This entails cultivating opportunities for all to learn, shared beliefs and educational commitments, and organizational habits. Participants will learn about TAF Academy, how it enables teaching and constructing knowledge that is authentic and relevant to the lives and experiences of students, and provides alternatives to traditional forms of assessment of student growth.

### **Administrator-Counselor Relationship: Why Teamwork is Critical to Counseling Program Support**

*Presented by Kim Reykdel, Olympia High School*

In most schools, administrators and counselors collaborate to deliver the services and support needed to meet annual strategic plan goals and ensure all students' personal and academic growth and achievement. In this presentation, you will discover how to analyze your building's administrator-counselor relationship to improve your team, and then develop and implement a principal/counselor agreement to improve guidance resources and services. You will also get resources to enhance principal/counselor leadership and strategies to assist with implementation of the new 24-credit graduation requirements. Participants will also learn about outstanding career and college resources connected to the ASCA Mindsets and Behaviors Standards for Career and College Readiness. Finally, we will explore how the High School & Beyond Plan can be a framework for the new Personalized Pathway

Requirement, and what that means for improving career and college readiness advising for all students in your building.

### **Building a Pathway from Prison to Postsecondary Education**

*Presented by Brian Walsh, Policy Associate, Washington's College in Prisons Program, SBCTC, and Michael Paris, Education Administrator, Washington Department of Corrections*

Educating offenders leads to a 43% reduction in recidivism and increases their economic and social opportunity. Learn how Washington is building a pathway for students in prisons that leads from basic education for adults to matriculation on college campuses in the community.

### **Advancing Racial Equity in Early Learning**

*Presented by Evette Jasper, Susan Barbeau, and Dan Torres, Washington State Department of Early Learning*

In 2012-2013, Thrive Washington convened early learning stakeholders across the state to develop a Racial Equity Theory of Change (RETOC) for early learning to address the impact that race, culture and language have on child outcomes. The RETOC identifies approaches and actions partners can take to ensure that race is eliminated as a predictor of progress and success for children from birth to age eight. The process of developing the RETOC has been the catalyst and foundation for cross-sector collaborations between state and local actors to remove and reduce barriers that keep children and families from opportunity. Session participants will learn about the RETOC and hear recent examples from both state and local organizations about efforts to apply a racial equity lens to our system building work and implement culturally and linguistically responsive and accessible services for children and families of color.

### **Tribal Sovereignty Curriculum Infusing Tribal History into Your Classroom with Ease**

*Presented by Dr. Laura Lynn, Office of Superintendent of Public Instruction*

Participate in interactive lessons from the web-based Since Time Immemorial Tribal Sovereignty Curriculum currently aligned to the common core standards in English and language arts. Learn the guiding principles driving the curriculum, available resources, and strategies to energize the teaching of history, social studies, contemporary world problems, etc. We will also navigate the website and discuss ideas for infusing Native history and culture into classroom lessons.

### **Increase Engagement and Opportunities for Students Most At-Risk Through Positive Behavioral Interventions and Supports (PBIS)**

*Presented by Tricia Hagerty, Northwest PBIS Network*

School and District-wide implementation and sustainability of multi-tiered systems supports takes administrative leadership, systemic change, and a team-based process. Presenter will share the importance of district and building leadership, faculty commitment, and the critical need for timely data for decision-making and continuous improvement. Tools for assessing readiness, fidelity, and impact will be shared. Strategies for using the PBIS Framework to promote culturally responsive practices to

improve outcomes and reduce disproportionality will be covered. Presenter will share lessons learned from policy to practice in two large districts and their implementation process.

### **Addressing the Rural Achievement Gap in Washington State**

*Presented by Georgia Heyward, University of Washington*

Washington State has a significant rural student population. About 12% of all students are rural, spread out over 60% of the state's districts. In Washington, these rural students are falling behind. When compared to their urban and suburban peers, rural students score the lowest on state assessments. At the same time, rural districts are more likely to be poor. They are also diversifying at a much higher rate; between 2007 and 2010, the Latina/o population in rural areas increased by 10%. This presentation raises awareness about the state of rural education in Washington. We present common issues facing Washington's rural districts, combined with an analysis of the unique context in which rural education sits. The presentation concludes with preliminary recommendations.

### **Innovative Pathways into Education: Opportunities to Diversify the Educator Workforce**

*Presented by Alexandra Manuel, Professional Educator Standards Board*

This session is for education stakeholders and other school administrators interested in learning about strategies for diversifying the teacher workforce. . In this interactive session, we will talk in groups about the hiring needs of schools and administrators and how teacher academies, alternate route programs and retooling programs that focus on strong partnerships with districts and preparation program to recruit future teachers and meet educator workforce development needs. The intent is to discuss how these programs can be utilized more heavily by districts to meet their teacher shortage areas by developing STEM teachers, more bilingual teachers, special education teachers and other shortage areas.

### **Closing the Opportunity Gap: How Bilingual Education Can Lead the Way**

*Presented by Vy Nguyen, OneAmerica*

Changing demographics means there is a need to shift the way our education system supports all students. With the opportunity gap widening for students of color and English Language Learner (ELL) students, we must create space in our schools for all learners to thrive. Through cross-sector collaboration, building parent leadership, and community input, OneAmerica works to raise awareness of unique issues faced by ELL students affected by the opportunity gap, and is building spaces and shared decision-making structures for the immigrant and refugee community to drive changes at the school level as well as within local and state policy. By advocating for culturally and linguistically responsive education, teacher diversity, and dual language education, we can build an education system that has adequate resources to improve education outcomes for immigrants and refugees and their children in our schools.

### **Open Doors Washington State's Commitment to Serving Opportunity Youth**

*Presented by Laurie Shannon, Office of Superintendent of Public Instruction*

Open Doors is a first in the nation-funding model to reengage opportunity youth, ages 16- 21, who have dropped out of school or who are significantly credit deficient. Open Doors encourages collaboration

and is an outcome based model leading to career and college readiness. Learn all about how this unique program can help reengage students and community partners.

### **Accountable to All Students: A Systematic Approach to Dropout Prevention**

*Presented by Dixie Grunenfelder & Laurie Shannon, Office of Superintendent of Public Instruction*

One in five students is not graduating in 5 years. To increase graduation rates, we need to better target and support all youth, particularly typically at-risk populations. We know that some districts have been able to raise their graduation rates and reduce the achievement gap for these youth.

Through OSPI's work with these districts and others, this workshop will introduce you to tools to identify crisis populations, and begin to assess your system components to support comprehensive academic, behavioral, and social needs. These elements include leadership, multi-tiered systems of support, data use, and principals that focus on school climate, and core instruction. The goal of this systemic approach is to reduce students in crisis, reduce disproportionality, and graduate more students ready for college, career, and life.

### **Principals' Instructional Leadership in English Language Learning**

*Presented by Dr. Belinda Louie, University of Washington, Tacoma*

ECS and National Experts Examine: State-level English Learner Policies (March 2015) recommends that administrators should all be trained in ELL instructional methods and cultural competency. Although the English language learner population is the fastest growing segment in K-12 education, professional credentialing for teachers and administrators can hardly keep pace with the need. Principals' instructional leadership is a vital component of successful teaching and learning. Working with ELLs, principals' abilities to respond to language and culture diversity are critical to meeting the growing challenges that schools face. Beckor and Gordon (2015) presented the approaches to better prepare such instructional leadership. Gay (2010) has demonstrated how learners can perform better when teaching is filtered through ethnically diverse students' cultural knowledge, prior experiences, frames of reference, and performance styles. In this session, we provide theories and examples of school-wide implementation of EL instructional methods and building-wide projects reflecting the principals' cultural competence.

### **College and Career Readiness for All**

*Presented by Danise Ackelson, Office of Superintendent of Public Instruction*

Effective school leaders help all students be ready for college, career, and life where college and career readiness begins in kindergarten and continues through high school. Elementary teachers and counselors lay the foundation by creating early awareness and social development skills. Middle school teachers and counselors explore and expand abilities necessary for academic planning and goal setting, while high school counselors and other college access providers assist with creating pathways for full implementation of a student's High School & Beyond Plan. In this session we will reinforce what we know and build on new ideas around college and career readiness for all students including how to integrate these ideas in a school-wide program.

## **POST-SECONDARY SESSIONS**

**More than “Just” Tutoring: Improving Retention of Underprepared Students through Academic Partnerships and Strategic Data-Driven Outreach**

*Presented by Dr. Debora Nelli, Western Washington University*

This interactive session will discuss attributes of Western Washington University’s Tutoring Center that inspire high student participation and improve retention outcomes. High student engagement with the Tutoring Center improves retention and significantly reduces the achievement gap for underrepresented students. Utilization and retention comparison data for first generation, low income, minority and other underprepared students will be shared.

The session will describe specific collaborative activities with Western’s academic departments and discuss how partnerships with campus student affairs programs increase student awareness and help normalize first-year student support seeking behaviors. Participants will also examine the Tutoring Center’s innovative use of existing institutional data for strategic outreach and timely academic interventions to increase utilization by the students who need it most.

Session time will be allotted for participants to reflect and share successful academic affairs and student affairs collaboration and innovative use of data to support student learning on their own campuses.

**Peer Mentoring as a Tool to Help At-Risk Youth Succeed**

*Presented by Dr. Jennifer Alt, Spokane Falls Community College*

In 2013, the Gateway to College Program at SFCC received a 2-year grant from the Hagan Foundation to create a peer-mentoring program. Mentors were selected in early 2014, received a 6-month training, and began mentoring incoming students in Fall 2014. In addition, part of the grant funds involved the mentors creating a multimedia project about their educational journeys to be shared with the public. This workshop will detail the mentor training, the first year of mentoring experiences, the challenges and successes of having such a program for at-risk youth, and a short version of the documentary created by the peer mentors. Finally, we will be joined by one of the peer mentors who will share the experience and what was gained from it in his or her own words.

**Career Connection: Why Linking Education to Careers Matter More Than Ever**

*Presented by Marina Parr, Workforce Board*

Discover how career-connected learning is helping students from all backgrounds find a reason to stay in school--and thrive! You will learn more about several of the state's free career exploration tools, how to make the most of them, and what steps to take to move students from passive listeners to active learners. This presentation also provides state labor market data so students know which jobs are growing in Washington, how much they pay, and where to get the education and training they need to land their dream job.

**Warriors Work Together: Lessons from SSGT. TUNCAP**

*Presented by Dr. Michael Tuncap, Green River College*

Gather men of color together & learn how to empower the warrior spirit inside of each young man on campus. We take the lesson of our military Veteran fathers of color to guide our journey through the gang affiliated 1990s so that today's generation have a better quality of life. How can schools begin to develop spaces that are more effective for men of color success? Explore the complex challenges of men of color in public education with interactive learning approaches. What skills do men of color need to survive the challenges of racism, violence & segregation in 2015? Develop confidence & strength from the ChaMoru HaFa of Hip Hop & performance arts to transform the experiences of men of color on campus.

### **Transition to Higher Ed 101**

*Presented by Fran McCarthy, ESD 101 and Bree Callahan, University of Washington*

Join us for a two-way conversation with college disability educators and k-12 administrators/educators.

Topics of discussion include:

- What preparing students and parents need to know about transition
- What information is missing and where are the gaps
- Helping students and parents understand the differences between high school and college
- Options for partnering with Higher Ed
- Resources for students, parents and educators

### **Highline College's Umoja Black Scholars Program**

*Presented by Liz Word Communication Studies Faculty and Dr. Darryl Brice, Sociology Faculty*

The Umoja Black Scholars program was started to address the disproportionate outcomes for African American students' completion of college level Math and English during their first 45 credits at Highline. Modeled after successful programs across California, the program uses culturally responsive teaching. Additionally, the center of the Umoja program are the community's guiding principles. This presentation will discuss our guiding principles, outcomes and reflections from our two quarter pilot and expectations for the 2015-2016 learning community.

### **Students with Disabilities: Preparing for Postsecondary Education**

*Presented by Debra Zawada, Disabilities, Opportunities, Internetworking and Technology (DO-IT at UW)*

Best practices for a successful transition to college for students with disabilities include development of self-determination, knowledge of disability law, along with practice in disability disclosure, use of assistive technologies and accessing accommodations. Navigating the post-secondary system can be overwhelming for all students and families. Students with disabilities have the added responsibility of becoming their own advocates to access reasonable accommodations. Gaining information and resources throughout the high school years can assist with a smoother transition to postsecondary education for students with disabilities.

### **How to Manage Multiple Partnerships: Three Unique Perspectives**

*Presented by Dr. Melinda Bowman, Eastern Washington University*

Working with multiple partnerships to bring high quality courses to students. Have a chance to talk with a university program, high school administrators, and a classroom instructor on how they juggle working with multiple programs in one building while maintaining authentic college experiences and high quality curriculum. University Program: How to work with multiple partners each with unique needs. High School Administration: Offering concurrent enrollment with multiple colleges and getting the biggest benefit for students; engaging stakeholders in the concurrent enrollment process. Classroom Instructor: Working with multiple programs simultaneously so students get the most out of their experience.

### **Fulfilling the DREAM: Developing Best Practices for Supporting Undocumented Students**

*Presented by Yusuke Okazaki, Whatcom Community College*

The presentation will cover a variety of resources and practices that were developed at Whatcom Community College in order to effectively support undocumented students. The student services division set out at the beginning the 2014-15 school year to brainstorm and implement new ways to offer support and opportunities for growth for undocumented students. For example, we created a task force, held training sessions to increase awareness, and sent staff to local high schools to assist prospective students transition to our college. As a result, WCC has experienced a 200% increase in the number of WASFA applicants from a year ago. Participants will be able to explore common challenges when working with undocumented students, and gain some ideas for possible solutions based on some of WCC's successes. I hope to also facilitate the exploration of new ideas moving forward in order to further increase access, readiness, and support for undocumented students.

### **From Veteran Friendly to Veteran Supportive**

*Presented by Dr. Samantha Powers, Brandman University*

Any school that enrolls veterans should take this session seriously. You will learn how military culture impacts veteran performance and other students' learning. It is critical all faculty and staff be aware of the issues of transitioning from the war zone to the classroom, and be knowledgeable about supporting the student veteran in a learning environment. We will discuss what to say and what not to say and how to build classroom management techniques that serve veterans and the traditional student.

### **Undocumented Centers: A Model to Serve Undocumented Students in Pre-College and Higher Education Institutions**

*Presented by Luis Ortega, Kelly Ethnic Cultural Center OMAD University of Washington*

At the University of Washington, as well as across many other educational institutions, undocumented students have to navigate uniquely complex obstacles. This presentation will highlight the newly established Leadership Without Borders Center (LWB) as well as other best practices the Kelly Ethnic Cultural Center (Kelly ECC), a unit of the Office of Minority Affairs and Diversity, has implemented to provide resources, support, and services to undocumented students. Furthermore, the presentation will also share the four-pronged approach (The Undocu Center Model) the Kelly ECC created to develop the LWB Center, which include student leadership development, support and resource networks, community partnerships, and Undocu Ally trainings. Lastly, we will highlight how this model can be replicated across other campuses as well as in pre-college institutions and within community based organizations.

**Preparing Teachers to Meet Diverse Needs with Universally Designed Technology Practices**

*Presented by Linda Schleef, Ershig Assistive Technology Resource Center; and Dr. Paula Dagnon, Director of Instructional Technology—Woodring College of Education WWU*

This interactive session will focus on a few selected practices and tools for preparing pre-service teachers to use principles of Universal Design for Learning (UDL) coupled with emerging technologies to meet the needs of diverse learners. Additionally, we will share strategies utilized by practicing teachers (some are our graduates) for creating pathways to family engagement. Finally, discussion will center on how the Director of the Ershig Assistive Technology Resource Center and the Director of the Instructional Technology Program in Woodring College of Education have created opportunities for our students (and the two of us) to collaborate with community members and capitalize on the use of technology to assist English Language Learners, individuals with disabilities, and other students with a range of diverse needs.

**Start to Finish- Model for Completion**

*Presented by Dr. Mary Ellen O'Keeffe, Seattle Colleges*

Start to Finish - A Model for Completion will describe the successful redesign of the first year experience in the Seattle Colleges, an initiative funded by the Bill and Melinda Gates Foundation. The three-year initiative includes an accelerated developmental math model that includes a college level math class during the first year, restructured advising processes, stronger partnerships with a K-12 system and a mandatory orientation practice. Promising results show that participation in orientation increased from 18 percent to 97 percent during the two years. Fifty-six percent of students enrolled in a Statewide accelerated math pathway completed their pathway in one year as compared to 32 percent of students who took a traditional developmental pathway.

**Getting SASS(y) for Students: How Clark College Developed an Integrated Professional Development Series to Focus On Student Learning**

Room 317

*Presented by Michelle Bagley, Janette Clay, Jill Darley-Vanis, Debra Jenkins (tentative), Felisciana Peralta and Kristin Sherwood—Clark College*

Our presentation features a panel of Clark College leaders who will discuss their experience developing the Student Advocacy Seminar series (SASS) which provided all college employees with an opportunity to learn more about key student learning initiatives. The series was developed through input gathered during the development of the 2015-2020 Strategic Plan. These themes aligned with the objectives of a Title III grant the college received in 2010. I invited people from across the college to develop workshops that introduced participants to college resources, advising practices, and Power, Privilege and Inequity (PP&I) theory. Based on the enthusiastic response to the first series we reconvened in fall 2014 to develop a second 3-part series with a focus on integrative learning, again including all employees. Integrative learning, outcomes assessment, PP&I and reflection on Clark's student retention data were woven into the program curriculum providing participant's with their own integrated learning experience.

**Financial Literacy and College Access: Understanding the Needs of At Risk Students**

*Presented by Dr. Lyssa Thaden, American Student Assistance*

While financial literacy and college access are important issues for all students, understanding the dynamics of at-risk students – across a variety of demographic groups – can help you in your recruiting and counseling efforts of this important segment of our society. Join us for this session as we explore the differences between at risk groups and what that may mean about how you approach students and parents, the information they will need, and how best to support these students through the college-going process to ensure success.

### **Apprenticing Readers for Transition**

*Presented by Michele Lesmeister, Renton Technical College*

Participants will get a look at how to use the Reading Apprenticeship framework to transition students from basic education of adult studies or developmental coursework into academic disciplines. The presentation will model routines, showcase how to move these online, help faculty get a sense of how to shift from traditional reading tasks to active, student-center engagements that result in metacognitive conversations, which put students at the center of their texts and their classroom work. Sample reading tasks and templates will be shared. Faculty will see how Reading Apprenticeship can transform students to become engaged, code-breaking insiders in their disciplinary fields of study. Modeling and practice tasks will be included so that participants see how reading with Reading Apprenticeship can engage their student populations.

## **P-20 SESSIONS**

### **Freezing Summer Melt: A Discussion on How To Support High School to College Transition**

*Presented by Jamie Traugott, Washington College Access Network*

Nationwide up to 40% of high school graduates who intend to go to college never enroll. This phenomenon is better known as Summer Melt and it impacts students across the socio-economic spectrum with disproportionately higher rates for low-income, first-generation college-going students. This presentation will utilize information shared and collected during the Washington College Access Network's regional spring trainings held across the state and highlight innovative projects that are bridging the gap between high school and college to increase the college enrollment rate. K-12, post-secondary and community based partners are collaborating to implement research based interventions across sectors to successfully reduce Summer Melt. We will share Dr. Benjamin Castleman's research, national and local college enrollment data, and the tools and resources needed to implement strategies at your own institution.

### **Engaging Youth Affected by Trauma**

*Presented by Dae Shogren, DSHS/Children's Administration*

In this workshop, we will explore the practices of Positive Youth Development, Harm Reduction and Strength Based Counseling. Oftentimes young people come to us with little to no options, asking for support, which we may or may not be able to provide for them. What we can do though, is remind them of their resilience to overcome barriers great and small. This workshop is geared for those who are working 'in the moment' with young adults; who feel limited in their options for solutions; and find that communicating with young adults can be a challenge.

**Achieving Equity in Dual Credit Programs**

*Presented by John Grevstad, Stadium High School (Tacoma Public Schools)*

Dual credit opportunities blur the lines between the last two years of high school and the first two years of college. Sadly, the most popular dual credit models have left too many qualified students on the outside looking in.

In 2014, Stadium High School's Language Arts department partnered with the English departments at the University of Washington and Central Washington University. During the 2014-2015 school year, over 1500 university level English credits were earned by Stadium students with 53% of these credits earned by students not identified as "College and Career Ready."

Developing scaffolding material and providing adequate funding for Washington State's College in the High School model will increase access to these valuable and equitable dual credit opportunities. A thoughtful and collaborative implementation of the CHS model provides the platform that will help high school students from all demographics earn college credit.

Stadium is proving it.

**The College Depot: Connecting Students with a Community of Resources**

*Presented by Wendy Holcomb, Tacoma College Support Network & Graduate Tacoma; Jessica Freier, District Outreach Manager—Pierce College; Merilee Tanbara, Coordinator, Office of Community Partnership, Academic Equity & Achievement*

A panel of community partners, including the Tacoma Public Schools, Tacoma Public Library, Graduate Tacoma, and Tacoma College Support Network, will describe the collective work and outcomes of the College Depot. This summer 2015 pilot program at the Tacoma Public Library included six weekly workshops hosted by community partners and supported by volunteers. The first hour focused on college and career navigation, including the college & career search, building a competitive application, the personal statement, financial aid, scholarships, and staying organized in the application process. The second hour was dedicated to breakout sessions, providing individualized mentoring and access to library resources. This successful model represents the collaboration of over 17 community partners and served over 45 students and parents each session, many returning for multiple sessions. Panelists will discuss best practices, learned outcomes, and next steps in sustaining this exciting model of community collective action and college and career access.

**A Useful Evaluation Framework to Measure Systems Change: Example of the Washington College Access Network**

*Presented by Jeff Knudsen, College Success Foundation*

The Washington College Access Network (WCAN) serves as a backbone organization for statewide systems change work in college access. WCAN partners with schools, districts, community-based organizations and state agencies, providing training and technical support around various systems change efforts, such as the Reach Higher Initiative, Career and College Readiness Training Program, GEARUP and the College Bound Scholarship. Recognizing that systems change work can be incredibly difficult to measure, WCAN leadership engaged the College Success Foundation's internal research and

evaluation department to develop an effective evaluation framework to assess key outcomes. The framework, focused on three core constructs (impact, attribution, value), relies on needs assessment and pre/post assessments to measure partner-level outcomes; dosage data to measure the frequency, duration and content of supports provided to partners; and external data sources to measure changes in student-level outcomes. Presenters will discuss the key philosophies and strengths of this approach.

### **Diverse Stakeholders form an Alliance**

*Presented by Jerry Dyar, Rural Alliance for College Success*

Experience the journey- including challenges and successes- of forming the "Rural Alliance for College Success" in Eastern and Central WA with few financial resources and between 60 districts, 14 colleges, and numerous nonprofit organizations. The genesis of this collective impact being the difficulties small, isolated schools face in developing college-going programs, the result being student centered community wide collaboration we hope is replicated in other regions. There is time for questions so that you can bring clear practical steps back to your community to support your student needs.

### **Aligned Partnerships**

*Presented by Brandon Ervin, Tacoma Public Schools and John Hickey, University of Puget Sound*

Partnerships have been the foundation in creating a college going culture within the City of Tacoma. In this presentation, you will hear and see how partnerships in the Tacoma Public School District have played a large role in providing the appropriate access and opportunity to students as they pursue a post-secondary education. During this conversation, you will also hear from top-end administrators from the University of Puget Sound, University of Washington Tacoma and the Tacoma Public School District, as they will share how valuable it is to ensure that Every Student is being served Every Day.

### **Successful Transitions: A Cross-Sector, Cross-Disciplinary Partnership**

*Presented by Dr. Jacqueline Coomes (Prof. of Math), Dr. Barbara Alvin (Prof. of Math), Dr. Sean Agriss (Asst. Prof. of English), Dr. Justin Young, (Assoc. Prof. of English)—Eastern Washington University; Andrea Reid (Dept. of English and Foreign Languages), and Peter Wildman (Dept. of Math)—Spokane Falls Community College*

Leaders in the College Spark grant-funded project, Successful Transitions to College, will describe the model used to create an effective cross-sector and cross-disciplinary collaboration. The project, centered in the Spokane area, involves high school teachers from several districts, community college, and university faculty in mathematics and English composition. Using the Common Core State Standards as a focal point, instructors work together in cross-sector groups using an inquiry approach to understand difficulties students have transitioning from high school to college, design interventions, and assess the effectiveness of the interventions. Project leaders will describe the careful planning and activities used to support deeper collaboration among participants in the first year, and the ongoing activities and products expected from participants in the next two years.

### **Educating Youth in Foster Care**

*Presented by Shanna McBride, DSHS/ Children's Administration*

A youth in foster care faces unique barriers to achieving educational success making it essential that those in their circle of supports are equipped with the knowledge and skills to advocate for their needs.

DSHS/Children's Administration and partnering agencies (Washington Student Achievement Council, Treehouse, and College Success Foundation) will present a workshop that provides an overview of the foster care system and best practice approaches when partnering around education. The workshop will also highlight innovative educational programs such as Graduation Success and post-secondary opportunities to include college funding and support. Attendees will have a better understanding of the educational and financial resources available for the children/youth they serve that are impacted by the foster care system.

### **Hacking the IT Workforce: Embedding Industry Credentials in Curriculum**

*Presented by Ryan Davis*

Most IT programs prepare students to pass industry certification exams, but the post-graduation completion by students is very low. In an industry where placement and pay are linked to credentials, EVCC revamped its curriculum so students take certification exams in the classroom graduating with both a college degree and up to seven high demand industry credentials. This strategy increased student retention, completion, and employment outcomes across the board. Additionally, the changes lowered overall student costs, opened multiple career pathways particularly to traditionally underserved students, and increased the awarding of prior learning assessment (PLA) credits. The presentation will share the curriculum model, quantitative student outcome data, and qualitative perspectives on the program. Also included will be lessons learned, a roadmap on implementation, and tips on engaging industry partners.

### **POLICY PANELS:**

#### **Closing Educational Opportunity Gaps**

*Moderator: Eric Davis, Professor E Education Consultant*

*Panelists: Frieda Takamura, EOGOAC Co-Chair; Dr. Gil Mendoza, EOGOAC Member Deputy Superintendent of K-12 Education at OSPI; Dr. Wanda Billingsly, EOGOAC Member; Dr. Amy Eveskcige, Superintendent, Chief Leschi Schools; Dr. Sheila Edwards Lange, Interim President of Seattle Central College; Phyllis Gutierrez Kenney, Board Member for the State Board for Community Colleges & Technical Colleges and Former House of Representatives Member (D-46)*

Respected education leaders with K-12, postsecondary education, and policy perspectives are being asked to come together for a much needed discussion on eliminating the opportunity gaps for students in Washington. Using the 2015 Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) policy recommendations as a platform of policy solutions that address gap components, this discussion is intended to be a cross-sector conversation on gap reduction. The goals are to: 1) disseminate information that will help broaden awareness of the EOGOAC recommendations; 2) help K-12 and higher education panelists and participants understand each other's issues and appreciate each

other's work; 3) provide fertile ground for future cross-sector collaboration/partnerships to help close the gap.

### **Washington State Ethnic Commissions Panel**

*Moderator: **Marcie Maxwell**, Senior Policy Advisor, Office of the Governor*

*Panelists: **Michael Itti**, EOGOAC, Executive Director of the Commission on Asian Pacific American Affairs; **Uriel Iñiguez**, Executive Director of the Commission on Hispanic Affairs; **Ed Prince**, Executive Director of the Commission on African American Affairs; **Craig Bill**, Executive Director of the Governor's Office of Indian Affairs; **Sharonne Navas**, Co-Founder & Executive Director, Equity in Education Coalition*

The face of education in our state has become increasingly diverse at all levels of education. The purpose of this panel is to bring together the Washington State Ethnic Commissions to discuss the educational issues that confront our racial/ethnic communities, share culturally relevant models that are working well throughout the state, and develop an interactive conversation with audience members of efforts that remain to be done across a broader social and policy context to improve educational outcomes for students.

### **P-20 Leadership: Panel of Presidents**

*Moderator: **Paul Francis**, Executive Director, Council of Presidents*

*Panelists: **Dr. Mark Pagano**, Chancellor, UW-Tacoma; **George Bridges**, President, Evergreen College; **John Bassett**, President, Heritage University; **Carla Santorno**, Superintendent, Tacoma School District; **Lonnie Howard**, President, Clover Park Technical College*

The purpose of this panel conversation is to develop system-wide awareness of the sector relevant attainment issues being faced by the highest demographically underrepresented student populations in Washington. The goals are to: 1) disseminate information that will help broaden the awareness of student issues being faced across different sectors; 2) help K-12 and higher education panelists and participants understand each other's student transition process; and 3) provide fertile ground for collective impact to improve college attainment and workforce entry. Panelists will be asked to share effective practices being employed in their sector environments.

### **Legislative Actions to Improve Educational Outcomes for All**

*Moderator: **Maud Daudon**, WSAC Council Chair Representative*

*Panelists: **Senator Cyrus Habib** (48<sup>th</sup>); **Senator Jeanne Kohl-Welles** (36<sup>th</sup>); **Senator David Frockt** (46<sup>th</sup>); **Chris Reykdal** (22<sup>nd</sup>); **Rep. Hans Zeiger** (25<sup>th</sup>)*

A conversation with members of the state Legislature to inform the audience of legislative actions taken in recent years to improve educational outcomes for all and challenges to further improvements.

### **Washington Student Achievement Council Panel**

*Moderator: **Dr. Randy Spaulding**, Director of Academic Affairs and Policy*

*Panelist: **Paul Francis**, Executive Director, Council of Presidents; **Jan Yoshiwara**, Deputy Executive Director of Education, State Board for Community & Technical Colleges; **Violet Boyer**, President & CEO, Independent College of Washington; **Dr. Gil Mendoza**, Deputy Superintendent of K-12 Education at OSPI*

The state's educational attainment goals were proposed in WSAC's 2013 Roadmap and approved by the 2014 Legislature. The goals were developed in recognition of two imperatives: the demographic

challenges faced by our state and Washington's needs to support a vital and innovative economy. These imperatives formed the foundation for aggressive attainment goals and a set of strategic actions to help the state meet these goals.

The challenge is significant and there are key questions as we consider the resources and changes that will be necessary to meet these challenges. To that end the panel discussion is to:

- \* Briefly the background for the attainment goals.
- \* Identify our current position on postsecondary attainment and a trajectory for growth.
- \* Discuss sector approaches and plans for meeting the postsecondary attainment goal – with particular attention to demographic changes and the need to better serve students from low income and diverse backgrounds.