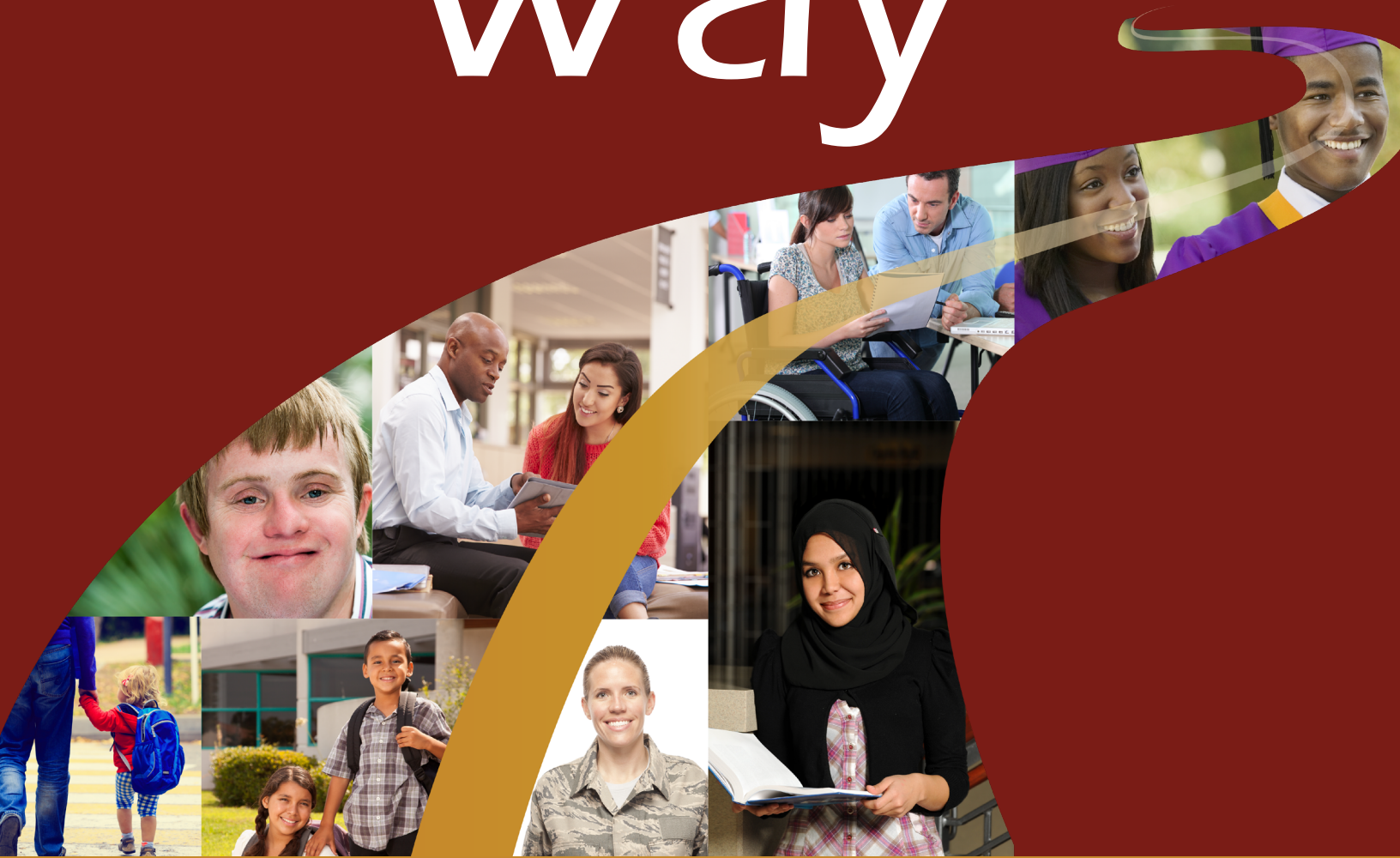


Advancing Equity, Expanding Opportunity, Increasing Attainment

Pave the Way



Conference Program
#waPTW2018

Dear Colleagues,

On behalf of the members of the Washington Student Achievement Council, welcome to Pave the Way 2018. This conference, now in its fifth year, brings together educators, policymakers, and partners to advance opportunities for underrepresented students. Ensuring educational equity for all Washington students is a formidable proposition, to say the least. We must learn together and strive to develop strategies that work.

We know education reduces economic and social inequality—and yet stark gaps in academic success exist among many student groups: students of color, those whose parents did not complete college, students from lower-income families, English Language Learners, veterans, and students from disadvantaged backgrounds (foster care, homelessness, criminal justice). Washington can and must rise to the challenge to support students and increase high school completion, readiness for postsecondary education, and postsecondary credential completion.

To address this imperative, this year’s conference has three objectives:

- 1. Share effective policies and strategies for educational success among the state’s most disenfranchised and underrepresented student populations.
- 2. Mobilize, inspire, and engage P-20 educators and advocates in Washington through meaningful professional development.
- 3. Engage P-20 educators and advocates in the intersect of policy, practice, and implementation to increase progress toward the state’s educational attainment goals.

We hope Pave the Way will provide you with a unique collaborative opportunity to learn innovative practices related to affordability, readiness and transitions, student supports, and regional approaches. Nearly every presenter draws from Washington experiences, including our keynotes Erin Jones and Michael Tuncap—both experienced educators with distinct perspectives about issues of race, equity, and inclusion. Along with our dynamic keynote speakers, this event offers 24 relevant and engaging breakout sessions aligned to key challenge areas critical to meeting the state’s educational attainment goals, along with chances to share with colleagues from across educational sectors. We hope you will leave energized and ready to take action on behalf of Washington students.

The Council would like to thank this year’s sponsors, whose names you’ll find on the back of your program. We also greatly appreciate all of our speakers and session facilitators.

Thank you for participating in Pave the Way, and thank you for your commitment to supporting all Washington students and families.

Sincerely,

Rachelle Sharpe

Rachelle Sharpe, Ph.D.
Deputy Executive Director
Washington Student Achievement Council

November 29, 2018

7:30 - 8:30 AM	Check-In & Continental Breakfast
8:30 - 10:00 AM	Morning Keynote
10:00 - 10:15 AM	Break
10:15 - 11:25 AM	Breakout Session A
11:25 - 11:40 AM	Break - Lunch Available
11:40 AM - 1:10 PM	Lunch Keynote
1:10 - 1:25 PM	Break
1:25 - 2:35 PM	Breakout Session B
2:35 - 2:50 PM	Break
2:50 - 4:00 PM	Breakout Session C
4:00 PM	Networking

Inspiration Opportunity Collaboration Success



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Map



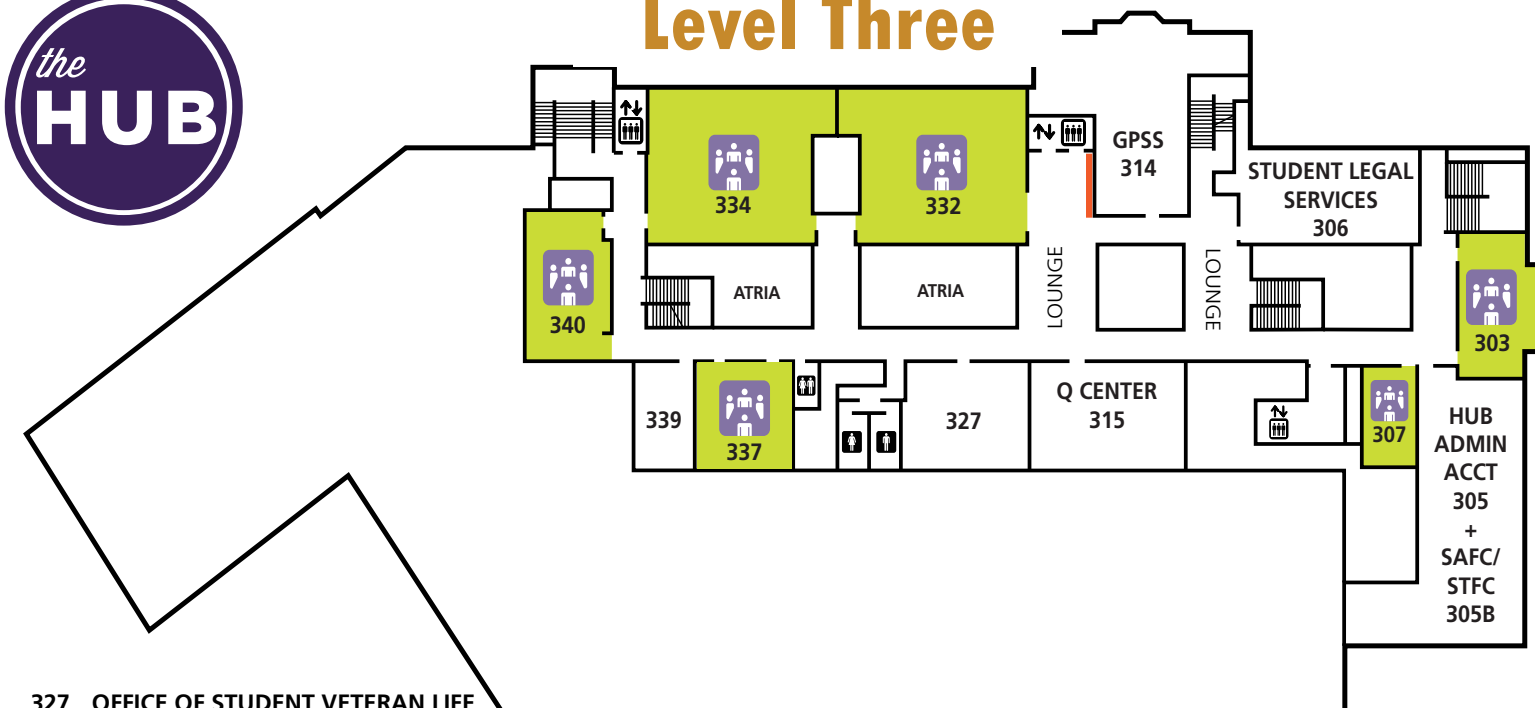
Level Two



203 NORTH PREFUNCTION
211C NORTH FOOD SERVICE AREA
211E SOUTH FOOD SERVICE AREA
245 SOUTH PREFUNCTION



Level Three



327 OFFICE OF STUDENT VETERAN LIFE
339 OFFICE OF THE OMBUD



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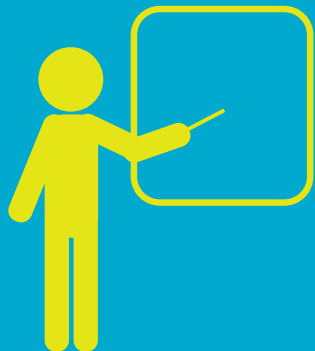
Washington Student Achievement Council

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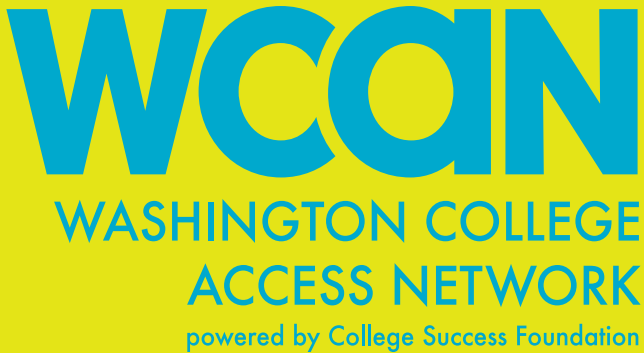
Materials for Your Students

Trainings and Workshops for Student Advocates



Student Engagement Initiatives

Increasing postsecondary enrollment for all Washington state students particularly among students experiencing poverty, first-generation college-going students, and students of color.



Engage the Future: wcan.org

Speaker Bios



Keynote Speaker & Facilitator
Erin Jones
Independent Education and Systems Consultant

Erin Jones has been involved in and around schools for the past 26 years. She has taught in a variety of environments and in some of the most diverse communities in the nation. Erin received an award as the Most Innovative Foreign Language Teacher in 2007, while working at Stewart Middle School in Tacoma, and was the Washington State Milken Educator of the Year in 2008, while teaching at Rogers High School in Spokane. She received recognition at the White House in March of 2013 as a “Champion of Change” and was Washington State PTA’s Outstanding Educator in 2015.

After serving as a classroom teacher and instructional coach, Erin worked as an executive for two State Superintendents. Erin left the Office of Superintendent of Public Instruction to work in college-access at the school-district level. She left her job to run as a candidate for State Superintendent and was the first Black woman to run for any statewide office in Washington state, a race she lost by a mere one percent. Erin has two children in college, one who works full-time and plays rugby, and a husband, James, who is a teacher in North Thurston School District.



Keynote Speaker
Michael Tuncap
Education Faculty, University of Washington

Michael Tuncap was born in the village of Aniguak, Guam, and raised in Tacoma, Washington. While at the University of Washington, where he earned degrees in communications and political science, he was elected Vice President of the ASUW Board of Directors, served as the founding director of UW’s Pacific Islander Student Commission, and co-founded the PIONEER outreach program. Michael received his M.A. in Ethnic Studies from UC Berkeley in 2005 and is currently completing his Ph.D.

Michael was the founding director of the Pacific Islander Studies Institute, a native research group working to implement PI curriculum in K-12 and higher education in the state of Washington. As director of Diversity, Equity, and Inclusion at Green River College, he established one of the top diversity programs in the United States. He founded the First Peoples Conference, African American Leadership Conference, and the statewide Diversity and Equity in Hiring and Professional Development network for the state of Washington. He is featured in *Matamai: The Vasa in Us*, an anthology of indigenous writings from the Pacific Northwest.

Michael served as Chair of the Guam Delegation to the United Nations from 2008 to 2010. He previously taught sociology at Northwest Indian College and humanities at South Puget Sound Community College. Currently, he teaches in the college of education at UW Tacoma and works as an advisor for TRIO Upward Bound at Evergreen.

Schedule & Session Guide

	Ballroom	Room 145	Room 214	Room 238	Room 307	Room 332	Room 334	Room 337	
7:30–8:30 AM: Check-In & Continental Breakfast									
8:30–10:00 AM: Morning Speakers									
10:00–10:15 AM: Break									
10:15–11:25 AM Breakout Session A	Outcomes-Based Funding for Equity	Redefining Resources for Undocumented Students	Emergency Aid: A Little Help Goes a Long Way	Student Transitions and the Washington High School Diploma	Eliminating Barriers for Students Through Board Policy	Public College and University Efforts to Serve Adult Students	Washington Kids for Washington Jobs: A Credential Is Essential	Upside-Down: B.A. Degree Pathways for Vocational Graduates	
	Other (Funding)	S	A S	T	S T	S T	T	S T	
11:25–11:40 AM: Break - Lunch Available									
11:40–1:10 PM: Lunch Speakers									
1:10–1:25 PM: Break									
1:25–2:35 PM Breakout Session B	Retention Program for Self-Identified Hispanic/Latino Students	Super Wednesday: Leveraging the PSAT to Support AP Program Growth	Improving Transitions and Outcomes for Students With Disabilities	Student-Centered Planning: Building Skills for Self-Determination	Organizing Shoes and Re-Reading Texts: Building College Transitions From Workplace Skills	Dual Credit: Addressing the Opportunity Gap	How Smart Is Smart Start? Results From a Self-Placement Pilot	Rethinking Financial Aid: Strategies and Resources for Completion	
	S T	S	R S T	S T	T	A S T	A S T	A R S T	
2:35–2:50 PM: Break									
2:50–4:00 PM Breakout Session C	Engaging Families and Communities in Financial Aid for College	Programs & Partnerships Supporting Students From Foster Care	Lute Library and Course Reserves, and Access to Course Material	Navigating the Traditional College System as an Adult Learner	AVID: College and Career Readiness Strategies for All	Completion Toolkit: Project Finish Line	HS 21+ and I-BEST: Dual Credit for Adult Learners and Opportunity Youth	How Indiana Improved Outcomes for Underrepresented Students	
	A R S	A R S T	A S T	A S T	S T	S	S T	S	
4:00 PM–End of Day: Networking									

Key:



Policy



Practice



Partnerships



Affordability



Regional Approaches



Student Supports



Readiness & Transitions

Breakout Sessions

Session A — 10:15-11:25 AM

Ballroom

Outcomes-Based Funding for Equity

Darby Kaikkonen, Policy Research Director – State Board for Community and Technical Colleges

In 2016, the Washington state community and technical colleges embarked on a five-year review of the system’s outcomes-based funding system, the Student Achievement Initiative (SAI). This review was consistent with national experts’ recommendations for continuous evaluation of outcomes-based funding systems to ensure the overall goals and principles are being met and to incorporate best practices. The key concepts undergirding this work were a focus on the educational milestones that most closely align to completions and closing the equity gap for historically underserved students. This presentation will discuss the ten-year history of SAI, the data-driven examination of equity gaps that led to recommendations for change, and the key student success and funding policies that drove the evolution and growth of SAI into a sophisticated system and national model.

Room 145

Redefining Resources for Undocumented Students

Sarah Weiss, Associate Director of College Access and Support and Gail Wootan, Associate Director of Academic Affairs and Policy – Washington Student Achievement Council; Kenji Linane-Booey, Admission Counselor – Gonzaga University

Washington has resources to help undocumented students meet their educational goals. In addition to sharing these resources, this session will: 1) Define the types of undocumented students, 2) Outline the risks and limitations they face, 3) Share campus best practices for assisting these students, and 4) Discuss the latest changes to state and federal programs.

Room 214

Emergency Aid: A Little Help Goes a Long Way

Kay Lewis, Assistant Vice Provost, Enrollment and Executive Director of Financial Aid; Felipe Martinez, Manager of Student Success; and Victoria Hill-Ouhl, Director of Financial and Scholarship Services at UW Tacoma – University of Washington

In April 2017, the University of Washington’s Seattle and Tacoma campuses joined a national effort to tackle emergency financial aid, led through the Emergency Aid Lab (EAL). Supported by the Bill and Melinda Gates Foundation, EAL consists of an Innovation Cohort made up of five institutions nationwide. UW-Seattle and UW-Tacoma are part of the innovation cohort, and received direct support to fast-track designing and developing more comprehensive emergency aid support for students. Our Emergency Aid program has served over 200 students with more than \$400,000 in aid so far. Almost 78 percent of our emergency aid recipients said they would not have been able to continue their enrollment without this aid. We will present the activities that built the emergency aid program and the result of our design action cycles at each campus. This session will provide you with ideas to implement an emergency aid program at your college.

Room 238

Student Transitions and the Washington High School Diploma

Linda Drake, Director of College- and Career-Ready Initiatives – State Board of Education

A high school diploma is to ensure a student is “ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner.” (RCW 28A.230.090). Graduation requirements are designed to address

this purpose. While graduation requirements have led districts to undertake courageous and innovative work to change systems on behalf of students, they have also presented significant challenges. The Board conducted extensive outreach during the spring and summer of 2018 to educators, parents, students and other stakeholders, and heard about graduation requirements constraining schools from providing a wide range of engaging educational pathways to help students earn a high school diploma and be successful after high school. The Board has identified a suite of actions ranging from improving communication about graduation requirements to amending rules and proposing legislation to make adjustments to the current graduation requirement framework.

Room 307

Eliminating Barriers for Students Through Board Policy

Mary Fertakis, M.Ed., Consultant – M. Fertakis Consulting, LLC

This session identifies how school district and postsecondary institution policies may hinder a student’s ability to succeed. The material covered is the culmination of extensive interviews with counselors, program specialists, and college students representing the racial sub-groups in the Puget Sound region for the presenter’s Master’s research project for the Washington Center for Nursing on the barriers students in the K-12 and higher education systems experience. Students identified barriers in the areas of: academics, family and culture, institutional structures, and finances, and provided suggestions of how to address them. It includes many ideas on how to apply the School Board’s policy and resource allocation authority to eliminating barriers, and will help boards and district leadership teams understand how they can significantly impact the inequities that

currently exist in our schools and districts by using that authority in an informed, thoughtful manner, in partnership with their communities.

Room 332

Public College and University Efforts to Serve Adult Students

Paul Francis, Executive Director – Council of Presidents; Gayla Stoner, Associate Provost for Extended Learning and Outreach – Central Washington University; Sarah Ryan, Member of the Faculty – The Evergreen State College; and Rovy Branon, Vice Provost, Continuum College – University of Washington

Increasing the number of adult learners with a postsecondary credential is essential to meeting our state’s current workforce needs and Roadmap goals. In this session, you will hear about comprehensive efforts by three of Washington’s six public baccalaureate colleges and universities (Central Washington University, The Evergreen State College, and the University of Washington) to recruit, serve, and graduate adult students in our state. The panel will discuss how we connect with potential students, how we work to holistically serve this critical and diverse student population, and the many benefits they provide in our classrooms and on our campuses. We will also share available data, best practices, lessons learned, and more.

Room 334

Washington Kids for Washington Jobs: A Credential Is Essential

Brian Jeffries, Policy Director – Washington Roundtable

With 740,000 projected job openings by 2021, there are great opportunities for young people growing up in Washington state. One thing is certain: A postsecondary credential—such as a



Breakout Sessions

Session A, cont.

degree, apprenticeship, or certificate—is essential to compete for most of those opportunities. Unfortunately, far too few of our students are getting those needed credentials. Our goal: By the high school class of 2030, 70 percent of Washington students will attain a credential by age 26. Reaching this goal will require improvement throughout the education pipeline and an unrelenting focus on closing achievement gaps and improving outcomes. This presentation will provide newly released research findings, dig into the data around achievement gaps and outcomes, and outline actionable recommendations for improvement across the education pipeline.

Room 337



Upside-Down: B.A. Degree Pathways for Vocational Graduates

Anna Blick, Curriculum Manager and Suzanne Baker, Admissions and Community Outreach Coordinator – Western Washington University

This presentation will engage participants in an interactive case study of the Upside Down Degree Program at Fairhaven College (Western Washington University). This distinct academic program provides students with vocational two-year degrees the opportunity to complete an interdisciplinary bachelor’s degree, creating access for underrepresented and nontraditional student populations to pursue continued education at the undergraduate level. An overview of the curricular and academic support structures will be presented, followed by perspectives and experiences from students, graduates, community college partners, faculty, and staff, comprising an illustrative case study. This session concludes with a generative discussion on how similar programs could be implemented at other four-year colleges and universities.

Session B — 1:25-2:35 PM

Ballroom



Retention Program for Self-Identified Hispanic/Latino Students

Cesar Rangel, Academic Advisor/Transfer Center Specialist – Bellevue College

In 2012, the Latin@ Center for Higher Education (L@ CHE) was created and developed at Highline College. Its mission was to increase the enrollment, retention, and completion numbers of for-credit self-identified Hispanic/Latino students. In this session, participants will learn essential programming (i.e., Latin@ Summit, Speakers Series, Latino Club) strategies, college-level Latino Experience coursework, and overall program quantitative and qualitative data.

Room 145



Super Wednesday: Leveraging the PSAT to Support AP Program Growth

Todd Setturlund, Principal – Burlington-Edison High School

Every October, students both nationally and internationally take the PSAT, an assessment that provides students feedback on skills, scholarship opportunities, and practice for important college admissions exams. But how do districts create opportunities for all students to take the PSAT? How can districts use this information to grow their Advanced Placement (AP) program? This session will focus on one district’s implementation of a “Super Wednesday” event where all 10th and 11th grade students take the PSAT. Learn about how the district used PSAT and AP Potential data to make decisions on program growth and increase student enrollment in AP courses.

Room 214



Improving Transitions and Outcomes for Students With Disabilities

Sam Blazina, Senior Education Ombuds – Governor’s Office of the Education Ombuds; Tania May, Director of Special Education – Office of Superintendent of Public Instruction; Kris Hirschmann, Director of Transition: Curriculum and Training – Seattle University; and Julia Schechter, Completion Coach – South Seattle College

This session will focus on special education data, research, trends, and transition planning resources. Participants will collaborate and provide input on both success and areas of need in schools providing transition services, with a focus on student-centered planning, cross-agency collaboration, and improving access and outcomes for students with disabilities. Participants will discuss the inclusion of transition services in IEP planning and design, and brainstorm proactive solutions for engaging students so they can participate in life after high school to their fullest potential. The session will also include discussion around students with “hidden” or undiagnosed disabilities, and how to reach these students who often slip through the cracks, missing out on services and resources.

Room 238



Student-Centered Planning: Building Skills for Self-Determination

Abby Trimble and Jeremy Van Dusen, Managers, Education Program Services – Treehouse

Self-determination is the key to taking control and responsibility for the trajectory of one’s life. However, disenfranchised kids, teens, and young adults from marginalized groups may lack the skills needed to set goals, build support teams, and

create plans for success. With consistent guidance and practice, self-determination skills can be taught and mastered through the use of a student-centered plan. The Treehouse Graduation Success program utilizes the evidence-based practice of student centered planning to support youth in foster care as they pursue high school graduation and plan for their futures. During this session, two Graduation Success program managers will discuss how student-centered planning can be used to guide kids and young adults as they take supported risks by goal mapping, creating action plans, and identifying key supporters. Interactive tools will be reviewed, and participants will be encouraged to consider implementation of student-centered planning in their educational settings.

Room 307



Organizing Shoes and Re-Reading Texts: Building College Transitions From Workplace Skills

LeAnne Laux-Bachand – University of Washington Tacoma

The U.S. educational system often emphasizes how school can prepare students for the workplace. But what happens when the new college student already has a job? This presentation will share interviews from a recent study of 26 first-year college writing students who work. We’ll focus on what K-12 and college instructors can learn from the working students whose jobs positively impacted their first-year writing experience, and participants will have time to share teaching practices and ideas.



Breakout Sessions

Session B, cont.

Room 332



Dual Credit: Addressing the Opportunity Gap

Heather Schmitt, Operations Manager and Melissa Baker, Advisor/Recruiter – Eastern Washington University

Washington State supports several college programs that aid high school students as they transition into higher education. As a team who offers two of these programs, we asked ourselves: How can we improve underrepresented students' access to these resources in order to advance their educational attainment? Eastern's Running Start and College in the High School programs identified potential barriers to program participation and success with a focus on examining and enhancing four areas: Access, Preparation, Transition, and Student Support. Attend this interactive session to learn how we have been actively strategizing and incorporating new methods to reduce the opportunity gap.

Room 334



How Smart Is Smart Start? Results From a Self-Placement Pilot

McLean Sherry, Associate Professor, Mathematics; Phil Snider, Associate Professor, English; and Grayson Court, Manager, Institutional Research – Lake Washington Institute of Technology

When one of the major standardized placement tests ceased publication, LWTech redesigned its student assessment and placement system. The college's English and Math departments developed authentic tools better aligned with course outcomes, and the college began allowing students a say in selecting their course placement. On receiving their recommended placement, students meet with an advisor to choose either their assessed level, a level above, or a level below. After piloting this innovative

system for a year, LWTech now has preliminary answers to key questions: Does it place students appropriately? Does allowing an element of choice advantage some student groups over others? Do individual students harm their chances for success by choosing above their recommended placement? The instructional team that designed the system, as well as the institutional researcher who designed the tracking study, will explain both the system and its preliminary results.

Room 337



Rethinking Financial Aid: Strategies and Resources for Completion

Fredolyn Millendez, Puget Sound College and Career Network Manager – Puget Sound Educational Service District and Sativah Jones, College Access Manager – Highline Public Schools

This interactive financial aid session will highlight financial aid completion strategies from the Puget Sound region that support student and family engagement, staff professional development, and partnerships. Participants will (1) learn and share financial aid completion practices (2) access toolkit resources to support their financial aid completion efforts, (3) explore essential knowledge and skills students need as it relates to paying for college and (4) engage in structured work time to make initial plans for implementing resources and identify potential opportunities to support and align student and family supports in their area.

Session C — 2:50-4:00 PM

Ballroom



Engaging Families and Communities in Financial Aid for College

Angelica Alvarez, Postsecondary Success Student and Family Engagement Manager – Puget Sound Educational Service District/Puget Sound College and Career Network

This session will make the connection about the importance of engaging our families and students regarding financial aid completion and building strong partnerships to support our marginalized families, so our students can access higher ed. This session will also cover some outreach strategies that have been tried here in our region to support and increase awareness for our students and families of color regarding financial aid completion. We will be sharing the efforts that are happening in the region around financial aid completion. Our session is meant to be interactive, as we will be learning from one another. There will be crowd-sourcing and networking time.

Room 145



Programs & Partnerships Supporting Students From Foster Care

Dawn Cypriano-McAferly, Program Manager – Washington Student Achievement Council; Peggy Carlson, Foster Care Program Supervisor – Office of Superintendent of Public Instruction; and Lynda Hall, Director, Strategic Partnerships and Initiatives – Treehouse

This session will cover the successful partnerships between government and nonprofit agencies to provide an array of educational supports and services to students in foster care. Session participants will also learn about the expanded program law that was adopted in 2018 to help support foster youth to succeed in achieving their college education.

Room 214



Lute Library and Course Reserves, and Access to Course Material

Nicole Juliano, Director, The Diversity Center – Pacific Lutheran University

PLU's Lute Library & Course Reserves, a cross-campus collaboration, seeks to build a library of current course materials (books, clickers, etc.) to increase student accessibility to learning through current library systems. Although course reserve systems are ubiquitous at most colleges and universities, and many make them a part of best practices for ameliorating the effects of textbook costs, PLU's strategy of combining this existing resource with an effort to support undocumented students has resulted in benefits for the entire student body. Through monetary and book donations, the Lute Library & Course Reserves is able to guarantee undocumented students access to course materials, while simultaneously serving the greater campus community by enhancing collections of textbooks and other course materials. This breakout will share the creative ways PLU started and sustained this program. Additionally, we will ask colleagues to share best practices in access to course materials at their institutions.

Room 238



Navigating the Traditional College System as an Adult Learner

Charla Allen and Korri Shimizu, Regional Education Navigators – SEIU Healthcare 1199NW Multi-Employer Training and Education Fund

It takes a village! Returning to school is challenging to navigate as an adult learner/non-traditional student. Education systems recognize the struggle to find the capacity and resources to fully serve this growing and diverse student demographic. Join the discussion



Breakout Sessions

Session C, cont.

to learn how unique partnerships are helping adult learners overcome common barriers and successfully transition to college. SEIU Healthcare 1199NW Multi-Employer Training and Education Fund brings together key stakeholders and resources to deliver innovative supports for incumbent healthcare workers. The Training Fund offers individuals in-depth navigation services, tutoring, English and digital literacy, and financial supports, while engaging employers, labor unions, schools, nonprofits, and student voices through trendsetting HEET grant partnership—enabling accessible pathways to sustainable, living-wage careers. Hear about an effective healthcare education model and exchange insights, challenges, and strategies.

Room 307



AVID: College and Career Readiness Strategies for All

Susan Bergman, Washington State AVID Director – Advancement Via Individual Determination (AVID); Rodrick Merrell, Director of Secondary Education – Marysville School District; and Todd Setterlund, Principal – Burlington-Edison High School

College-readiness and career-readiness can be challenging for all districts. Accelerated student learning, research-based effective instruction, and meaningful professional development are the underpinnings of the AVID College Readiness System, leading to transforming beliefs and attitudes about college readiness for ALL students. This interactive workshop will embed AVID strategies while sharing how AVID's College Readiness System can support all students though increased rigor and instructional best practices. Also shared will be the results of the BERCS seven-year study of 21 AVID secondary schools ranging from small rural districts to two of our largest districts in the state.

Room 332



Completion Toolkit: Project Finish Line

Erin Barzen and Dagim Haile-Leul – South Seattle College; Aimee Brown – North Seattle College; Lisa Garcia-Hanson – Decatur High School; Katie Castillo – University of Washington; Hilary Loeb – Puget Sound Educational Service District; and Allison Warner – Green River College

Join us for the launch of the Completion Toolkit. This online resource for college staff and partnering CBO's who want to further expand their success with college completion focused efforts, is the continuation of work first started with a collaborative grant called Project Finish Line. College completion focused staff from community colleges, the Puget Sound Coalition for College and Career Readiness, community-based organizations, and community members created the toolkit, a user-friendly website designed to answer three big questions: 1) Why focus on retention and completion? 2) How to get started? 3) What does this work actually look like? This session will review the toolkit and equip participants with strategies to implement at their institutions. Furthermore, the hope for the toolkit and the session is to increase awareness, dialogue, sharing of best practices, and collaboration across the state to better support student outcomes.

Room 334



HS 21+ and I-BEST: Dual Credit for Adult Learners and Opportunity Youth

Troy Goracke and Willam Durden, Policy Associates – State Board for Community and Technical Colleges

The high school completion program High School 21+ (HS 21+) allows students to earn a high school credential based on competencies met, while Integrated Basic Education and Skills Training

(I-BEST) places students in college certificate and degree programs that connect to living-wage work. Aligning these programs creates a dual credit high school/college certificate completion program that accelerates student progress to a high school and a workforce credential. In this presentation, a model will be shared that includes a partnership with Open Doors (opportunity youth) and AJAC (apprenticeship.)

Room 337



How Indiana Improved Outcomes for Underrepresented Students

Jessica Hector, Associate Vice President Client Partnerships, and Kimmy Benson, Success Coach – InsideTrack

Imagine a statewide community college system increasing two-year completion rates among low-income, first-generation scholarship recipients by 77

percent in only a few years. Imagine a 20 percent increase in persistence among similar students attending a public four-year institution. That's exactly what happened at Ivy Tech and IUPUI in Indiana, thanks to an innovative public-private partnership known as the 21st Century Scholars Coaching Initiative. Learn how the Indiana Commission for Higher Education partnered with Strada Education Network, InsideTrack, and several public colleges and universities in Indiana to develop a statewide student success coaching program—one that continues to drive meaningful improvements in outcomes for underrepresented students. Benefit from the insights gained through the program on how to most effectively support first-generation, low-income, and other key student populations. This session is a must for anyone interested in how institutions, government, nonprofits, and industry can work together to address pressing student success issues.

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[illegible]A graphic with a teal background. At the top, the word "We're" is written in a teal script font. Below it, a white banner with a teal border contains the text "MEMBER-OWNED" in bold white capital letters. Below this banner, the word "and" is written in a teal script font. At the bottom, another white banner with a teal border contains the text "NOT-FOR-PROFIT" in bold white capital letters. There are teal arrow-like shapes pointing right on the left side of the top banner and pointing left on the right side of the bottom banner.

WSECU

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