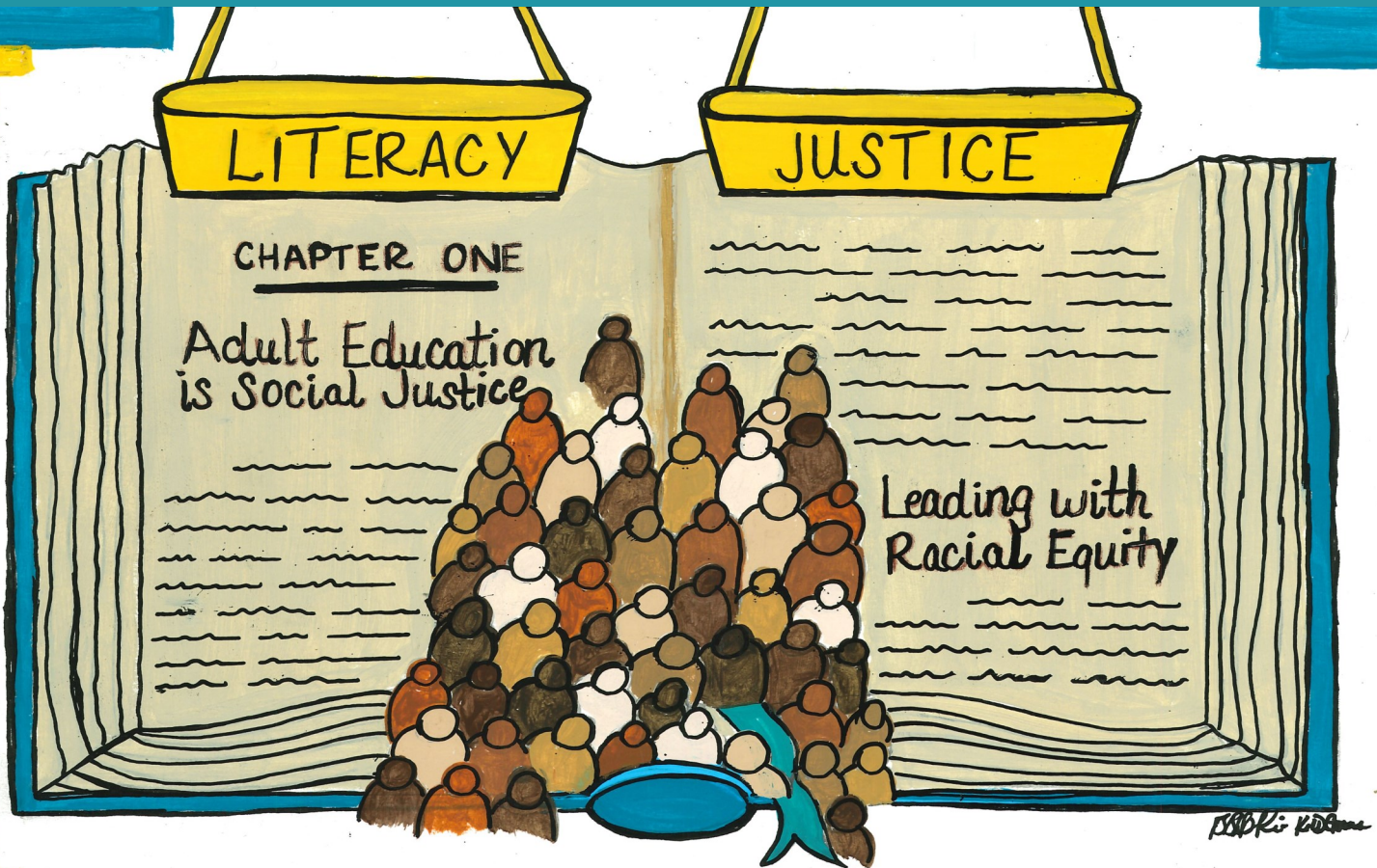


2024 BEdA Biennial Conference

LITERACY AND JUSTICE FOR ALL



Washington State

Basic Education for Adults Conference

July 23-25, 2024

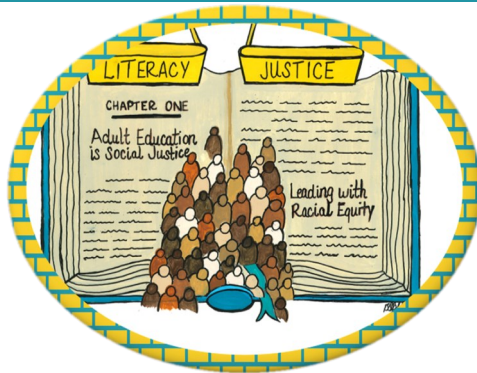


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TABLE OF CONTENTS



01

Conference Definition

02

Words of Welcome

06

Conference Information

11

Schedule at a Glance

16

Plenary Session Agendas

17

Keynote Biographies

18

Student Panel Speaker Biographies

22

Tracks, Sessions & Descriptions

45

Office of BEdA Staff

CONFERENCE DEFINITIONS

Conference Theme: Literacy and Justice for All

Basic Education for Adult providers and programs across Washington provides quality academic and skills training for adult learners. We know literacy opens the doors of self-awareness, self-advocacy, and self-efficacy for the individual and their families, which has great implications beyond academics: literacy aids in survival. Therefore, we believe in Literacy and Justice for All, and understand that Adult Education is social justice.

Literacy and Justice for All – Definitions for our Conference

Literacy: The ability to use language and information effectively.

This broader definition goes beyond just reading and writing. It includes things like critical thinking, comprehension, and communication skills. It also encompasses different forms of literacy, like digital literacy or media literacy, which are important for navigating today's information-rich world.

"Once you learn to read, you will be forever free." - **Frederick Douglass (Writer, Social Reformer)**

"Education is the power to think clearly, the power to act well in the world's work, and the power to appreciate life." - **Alexander Meiklejohn (Educator)**

Justice: The ultimate ideal of fair and impartial treatment for all.

However, true justice often requires recognizing the concept of **equity**. Equity acknowledges that people don't start from the same place in life. Some may face disadvantages due to circumstances beyond their control. To achieve fairness, a just system might need to provide different forms of support to level the playing field and ensure a fair chance of success for all.

"Justice will not be served until those who are unaffected are as outraged as the violated." - **Wendell Berry (Poet, Novelist, Environmental Activist)**

"We don't all start from the same place in life. That's the hard truth. But if we can recognize that, we can build a society where everyone has the chance to succeed, no matter who they are or where they come from." - **Michelle Obama (Former First Lady of the United States)**

"Justice without equity is a house built on sand." - **Ruth Bader Ginsburg (Supreme Court Justice)**

WORDS OF WELCOME

Alaafia BEdA Colleagues, and welcome to the 2024 BEdA Biennial Conference; Literacy and Justice for All!

I'm excited to have you join us for the next few days as we work together to create a more equitable system for both educators and learners. We're eager to learn from your experiences, grow together, and be inspired by your commitment to this important cause.

I want to send a special shoutout to Corrections Education (CE) programs across our state. The theme for this year, *Literacy and Justice for All*, was realized at the 2023 Correction Education Conference as Kate and I listened to CE students share their powerful stories. My quest became, how can we center the work of **all** BEdA practitioners and highlight the experiences of our adult learners from **all** BEdA Special Programs.

This theme highlights the transformative power of adult education, particularly BEdA programs. By providing access to literacy, a cornerstone of social and economic justice, BEdA programs empower learners and open doors to new opportunities. Adult education's journey reflects our nation's evolving commitment to universal education. While concerns about illiteracy emerged after World War I, they initially excluded certain groups. Literacy crusades paved the way, and the Civil Rights Movement further ensured inclusion in academic and skills training. This fight against illiteracy fueled a surge in social justice-oriented adult education programs across the US.

Strong literacy skills unlock opportunities. They lead to better jobs, higher incomes, and a brighter future for individuals and families. The work we do through BEdA programs aligns perfectly with the State Board for Community and Technical Colleges' vision: Leading with racial equity, our colleges maximizing student potential, and transforms lives within a culture of belonging that advances social, racial, and economic justice in service to our diverse communities.

Building on this legacy, BEdA providers and programs across Washington continue to offer high-quality academic and skills training. We recognize that literacy transforms individuals and families, fostering self-awareness, self-advocacy, and self-efficacy. Literacy is more than academics; it's a key to navigating life. That's why *Literacy and Justice for All* remains our unwavering principle.

Over the next few days, we'll explore the crucial link between adult education and social justice. We'll come to understand how literacy encompasses not only reading and writing but critical thinking which empowers communication and fosters a deeper understanding of the world. When access to literacy education is universal, social inequalities diminish. This week, we will work together to build a more just world, a world where literacy and justice are truly for all.

Resounding Light to us All. -MarcusAntonio Gunn
Policy Associate, Equity, Diversity, Inclusiveness and Barrier Mitigation BEdA, SBCTC



WORDS OF WELCOME



It's my pleasure to welcome you into this learning space, a space that would not be truly complete or authentic without student voice. We know that our adult learners are a diverse group who grace our institutions with robust community cultural wealth and goals, and that despite navigating institutions and systems that weren't built for them, our students persevere in ways that demonstrate their sheer capabilities and the determination to shape their lives and those of their families and communities for the better.

This week we'll have the honor of learning from two dynamic keynote speakers, both former students of the Washington CTC system. The conference will also feature two separate student panels – one featuring justice impacted students, and one with a focus on several of BEdA's program areas. Our ask of you? Lean into these students' lived experiences with curiosity, grace, and love; may we interrogate any discomfort that comes up within, and let it catalyze our continued drive to expand and hone our individual practice.

Let us also hold space for gratitude that practitioners like you work every day to offer equitable programming and a platform that showcases our incredible students. May we listen deeply to our student voices this week and return to our respective institutions with renewed motivation to seek out, honor, and compensate student voices for the subject matter expertise they afford.

Katelynn Orellana,

Program Administrator, Equity, Diversity, Inclusion and Professional Development

WORDS OF WELCOME



Welcome to the 2024 Basic Education for Adults (BEa) Biennial Conference! We are thrilled to have you join us for our first in-person conference since 2018. Previously known as Rendezvous, we are thrilled to unveil our newly structured conference, designed with inclusivity at its core. This year, we proudly embrace all facets of BEa, including Corrections Education, ensuring that our community is united under one common goal.

This year, our conference theme is “Literacy and Justice for All,” and we have curated a diverse and dynamic program designed to inspire, educate, and connect professionals from across the field of adult education. Whether you are here to gain insights from our esteemed keynote speakers, participate in one of our many sessions, or network with peers (hopefully all three!), we are confident that you will find valuable opportunities to expand your knowledge and foster meaningful connections.

Dive into our diverse program, featuring 8 tracks with numerous sessions to choose from. Whether you're interested in accessibility, digital literacy, equity, or curriculum assessment, there's something for everyone. Engage with thought-provoking lunch keynotes, immerse yourself in an extended Adult Education Symposium, and participate in dynamic concurrent sessions across all tracks. This is your chance to tailor your conference experience to suit your professional development needs. I am very pleased that this year our team has modified the structure of the ‘strands’ so that you can mix and match as you like.

We would like to extend our heartfelt thanks to our sponsors, speakers, and developers, whose dedication and support have been instrumental in making this conference possible. Their contributions ensure that we can provide you with a top-tier experience. I would like to especially call out Katelynn Orellana, MarcusAntonio Gunn, Christy Lowder, and Katrina Whittle for forming the core planning team for this conference. This experience is possible because of the months of planning that went into this week.

We encourage you to take full advantage of the sessions, engage with the presenters, and share your perspectives and ideas. This conference is not just about learning from the experts; it is also about sharing your own expertise and experiences and contributing to the collective growth of our community.

William Durden, Director of Basic Education for Adults

THANK YOU VENDORS

The Council for Basic Skills
(WA BEdA Directors Group)



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GENIUS



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CONFERENCE INFORMATION

Conference Tracks and Sessions:

This conference features 8 tracks with multiple sessions to choose from. You can mix and match sessions within or across tracks to create the conference experience that best suits your needs.

There will also be fantastic lunch keynotes, a deep dive during an extended Adult Education Symposium, 5 opportunities for participants to choose from exciting concurrent sessions, and the opportunity to network during professional affinity spaces.

Track A: Accessibility, Digital Literacy & Equity

Moderators: Vicki Walton, Andy Duckworth

Track B: Advancing Correctional Education

Moderators: Ricardo Chavez, Chastity Pennington

Track C: Equity & Belonging

Moderators: Melissa Williams, Ashly Montenegro Ramirez,
Sophia Agtarap

Track D: Curriculum Assessment - Being Culturally Responsive

Moderators: Guava Jordan, Dr. Michael Brown

Track E: BEdA Data with LACES

Moderators: Scott Toscano, Christy Lowder

Track F: BEdA on the Guided Pathway

Moderators: Nicole Daughtry, Amunoo Tembo

Track G: Navigation & Student Supports

Moderators: Sheila Acosta, Yokiko Hayashi-Saguil

Track H: BEdA Equitable Math Pathways & Practices

Moderator: Dawn Draus

All conference materials will be housed in Whova.

CONFERENCE INFORMATION

Conference Planning Team



MarcusAntonio Gunn—Project Manager
Policy Associate, BEdA



Katelynn Orellana—Co-Project Manager
Program Administrator, BEdA



Christy Lowder— Venue Logistics/ Vendor Contact
Program Specialist, BEdA



Katrina Whittle—Registration/ On-Sight Logistics
Assistant to Director of BEdA



Brooke Bane—Whova Coordinator/ On-Sight Logistics
Program Specialist, Student Success Center



Moriah Reid-Nnanabu—Whova Support/ Registration
Assistant to Director of Student Success Center



Yokiko Hayashi-Saguil—On-Sight Logistics
Policy Associate, Student Services



Hanan Al-Zubaidy—Onsight Logistics
Associate Director of Corrections Education, BEdA

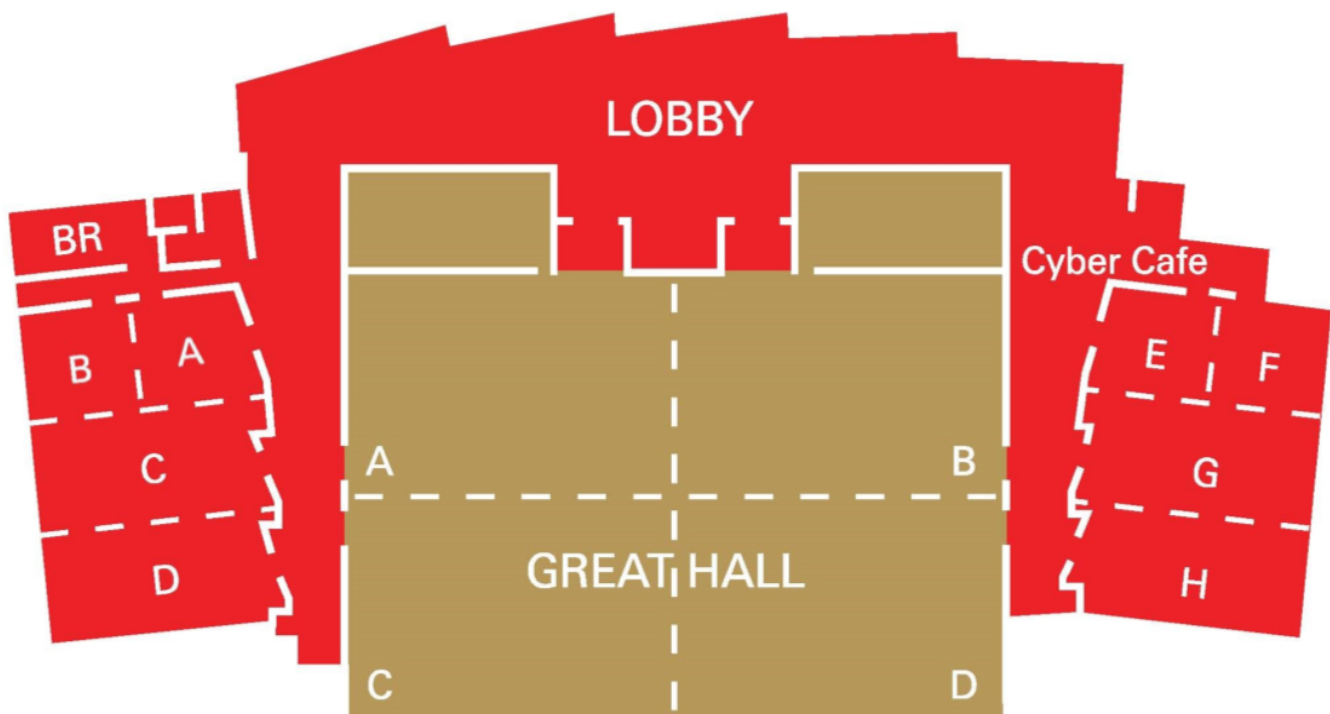
CONFERENCE INFORMATION

Three River's Convention Center

Registration and Vendors are in the Lobby

Main Conference Space will be in the Great Hall rooms A/C

Opening / Meals / Closing



Proof of Attendance (POA)

Conference Proof of Attendance will be sent to all registered participants based on the attendance sheet taken from registration/conference arrival. You do NOT need to check in on both days.

Dedicated Safe and Brave Spaces

Black, First People (Native) and People of Color Affinity Space

Room B will be a dedicated Black, First People (Native), People of Color Only Affinity Space for attendees and conference staff; this space is vital to healing. Dedicated spaces to Black, First People and People of Color offer a community space to heal in safety and without the threat of adding more racial trauma in white-centered spaces. This is a space for Black, First People and People of Color to connect, share and be vulnerable concerning topics of race, ethnicity, equality, equity, inclusion, and access, all of which will be featured during this conference. Sharing experiences of racism in integrated spaces can be emotionally draining for people of color. We welcome those who identify as Black, First People, and a person of color to join this space at anytime.

Quiet Space

Room F will be a dedicated quiet space. We ask that people refrain from talking on cell phones or accessing technology in this space. Need a moment to pray, reflect on a session, rest your eyes. Please feel free to access the quiet room for a chance to recenter, refocus, and rejuvenate.

CONFERENCE INFORMATION

BEdA Biennial Conference Menu

Tuesday, July 23

10 AM Sponsored by Council for Basic Skills (CBS)

12-1:30 PM Lunch –Italian BUFFET

Caesar salad with crisp romaine, croutons, parmesan cheese, creamy Caesar and Italian dressings, penne pasta, marinara, meatballs, parmesan cheese and garlic bread.

Includes iced tea, water, coffee and hot tea service

Chef's choice dessert

Dinner is ON YOUR OWN

OPTIONAL: Sponsored by Burlington English!!

Watch the Tri-City Dust Devils take on the Everett AquaSox @ Gesa Stadium

Sponsored BBQ buffet dinner from 6-7 PM, with private viewing space for the game at 7:05 – tickets will be handed out at the gate by the Burlington English Team!!

Wednesday, July 24

8-9 AM Breakfast PLATED

Scrambled eggs, bacon, roasted potatoes and fresh cut fruit

Includes Orange Juice, Coffee, Water, and Hot Tea Service

10:30-10:40 AM Break/Transition – Sponsored by Essential Education

12-1:30 PM Lunch Southwest Taco BUFFET

Seasoned ground beef, flour tortillas, fiesta beans, Spanish rice, shredded lettuce, cheddar cheese, diced onion and tortilla chips with salsa.

Includes iced tea, water, coffee and hot tea service

Chef's choice dessert

3-3:10 PM Break/Transition – Sponsored by Genius LACES (formerly Literacy/Pro)

Dinner is ON YOUR OWN

Thursday, July 25

7:30-8:30 AM Breakfast PLATED

Scrambled eggs, biscuits & gravy, breakfast potatoes and fresh cut fruit.

Includes Orange Juice, Coffee, Water, and Hot Tea Service

12-1:30 PM Lunch Herb Chicken PLATED

Herb roasted chicken with Pan Jus, rice pilaf and seasonal vegetables. Served with rolls & butter.

Includes iced tea, water, coffee and hot tea service

Chef's choice dessert

SCHEDULE AT A GLANCE

TUESDAY – 7/23/24

WELCOME– Plenary Session

AC-GH

10 AM–11

**Corrections Student Panel
Plenary Session | Working Lunch**

AC-GH

11-12:30 PM

TRANSITION TO SESSIONS—Sponsored by CBS

Adult Education Symposium

PRESENTER

**CAP /
LOCATION**

TIME

1 Beyond Accommodations in Higher Education 2.0:
Justice vs. Equity Framework

Terry Watson

60 / A/B

12:45-4

2 Re-Entry Simulation

Jennifer Pace

60 / G/H

12:45-4

3 Adult Education is Social Justice

MarcusAntonio Gunn

100 / B-GH

12:45-4

4 Equity Coaching for Student Success

Monica Wilson &
Sophia Agtarap

90 / C/D

12:45-4

5 Advancing Social Justice in Adult Basic Education:
Empowering Administrators to Lead the Charge

Dr. Rashida Willard

90 / D-GH

12:45-4

Sponsored Event: Burlington English-Evening Event

DINNER ON YOUR OWN

WEDNESDAY – 7/24/24 – 8 AM–9 EXHIBITOR TIME / BREAKFAST

SESSION

SBCTC PRESENTER

CAP / LOCATION

TIME

A Best Practices for Creating Accessible Digital Content

Vicki Walton

40 / A

9-10:30

B Supporting Justice Impacted Students

Katelynn Orellana &
Chastity Pennington

60 / C

9-10:30

C Beyond Diversity: Cultivating Belonging in Higher
Education - A Roundtable

Sophia Agtarap &
Melissa Williams

65 / B-GH

9-10:30

D Disrupting Single Stories: Centering Student Voices
and Agency

Carolina Forero

65 / D-GH

9-10:30

E Basics of Data Entry in LACES

Shannon Stangis

60 / D

9-10:30

F Integrating BEdA into Guided Pathways: A Path to
Student Success

Alicia Peebles

40 / E

9-10:30

G Empowering Access and Navigating Financial Aid:
Navigating the 2024-25 FAFSA

Yokiko Hayashi-Saguil

60 / H

9-10:30

SCHEDULE AT A GLANCE

H	Getting Everyone in the Room: Creating a College-Wide Mathematics Experience for Students	Sherry-Anne McLean	60 / G	9-10:30
TRANSITION TO NEXT SESSION – Sponsored by Essential Education – AM Break				
	SESSION	SBCTC PRESENTER	CAP / LOCATION	TIME
A	2024 Open Washington Update & Student Publishing Projects Using Pressbooks	Dr. Boyoung Chae & Sue Wozniak	40 / A	10:40-12:10 PM
B	Applying the TILT Framework in Canvas and the Classroom	Donny Anderson	60 / C	10:40-12:10
C	Native Erasure - Tokenizing Land Acknowledgements (<i>hybrid</i>)	Amy Gustafson & Annette Woolley	65 / B-GH	10:40-12:10
D	Upping Student Engagement: Project-Based Learning	Dr. Christie Knighton & Dawn Kroontje	65 / D-GH	10:40-12:10
E	Teachers Guide to LACES	Shannon Stangis	60 / D	10:40-12:10
F	Creating Intentional Support for Transitional Studies Students	Michele Scouten	40 / E	10:40-12:10
G	Advancing Success: Active Listening, Student Engagement, and Equity in BEdA	Monica Wilson	60 / H	10:40-12:10
H	Number Talks for Mathematics and Language Development	Jana Dean & Heather Byington	60 / G	10:40-12:10
KEYNOTE: Joe Laupati				
Working lunch		AC-GH		12-1:30
	SESSION	SBCTC PRESENTER	CAP / LOCATION	TIME
A	5 Steps to Creating Accessible Content Using the RCE in Canvas	Alissa Sells	40 / A	1:30-3
B	English Language Learning in a Multilevel Corrections Education Classroom	Ricardo Chavez	60 / C	1:30-3
C	Crafting White W[h]ine: Interrogating the Varieties and Tastes of Northwest Nice in Higher Education and Beyond	Dr. Michael Benitez Jr.	60 / G	1:30-3
D	Authentic Teaching – Creating a Bridge Between our Core Beliefs and Culturally Responsive Teaching	Stephanie Khan	65 / D-GH	1:30-3
E	Searches, Reports, and Dashboards for Managing Programs (repeated)	Shannon Stangis	60 / D	1:30-3
F	At the Table: BEdA & Guided Pathways (<i>virtual</i>)	Dr. Katherine Dowdy	65 / B-GH	1:30-3
G	Antiracist Coordinated Care	Claudia Avendaño-Ibarra	60 / H	1:30-3
H	Empowering Student Thinking in Math: The Thinking Classroom	Robert Weston	40 / E	1:30-3
TRANSITION TO NEXT SESSION – Sponsored by Genius/LACES (formerly Literacy/Pro)– PM Break				

SCHEDULE AT A GLANCE

	SPOTLIGHT SESSIONS	PRESENTER	CAP / LOCATION	TIME
1	Beyond Books - The Library, a Hidden Toolkit for Adult Learners	Elissa Burnley & Sara Schwan	65 / B-GH	3:10-4:30
2	Unlock Student Potential with Data Driven Learning	Laura Shi	60 / C	3:10-4:30
4	Digital Literacy and English Language Learning for ALL using Burlington English	Daphne Lagios & Miranda LaBatt	65 / D-GH	3:10-4:30
5	Tying your LACES – All about the LACES student reporting system	Shannon Stangis	60 / D	3:10-4:30
6	Increase Financial Literacy through Ability to Benefit	Nicole Hopkins	40 / E	3:10-4:30
7	ctcLink? ctcKinks...and Fixes!	Barbi Johnson, Caren Courtright, Starr Bernhardt	60 / H	3:10-4:30
8	Number Talks, Language Development and Algebraic Reasoning	Jana Dean & Heather Byington	60 / G	3:10-4:30

DINNER ON YOUR OWN

THURSDAY – 7/25/24 – 7:30 AM–8:30 EXHIBITOR TIME / BREAKFAST

BEdA STUDENT PANEL			AC-GH	8:30-9:30
	SESSION	SBCTC PRESENTER	CAP / LOCATION	TIME
C	Prioritizing Relationships OVER Transactions: Building Strong Campus Connections to Support Justice Impacted Students	Gerald Bradford & Emily Dykstra-Jones	40 / A	9:40-11:10
B	Thinking Sideways: Exercises in Divergent Thinking and Collaborative Creativity	Ronanda Liberty	60 / C	9:40-11:10
C	Autism Cultural Responsiveness: Improving Communication & Understanding (<i>virtual</i>)	Sara Sanders Gardner	65 / B-GH	9:40-11:10
D	Against Checking the Box: Flexible Strategies for Practicing Culturally Sustaining Pedagogy	Jacob Espina-Galfano & Morgan Owens	65 / D-GH	9:40-11:10
E	Searches, Reports, and Dashboards for Managing Programs (repeated)	Shannon Stangis	60 / D	9:40-11:10
F	BEdA Bridge Modules: Helping Higher Level Students to the Next Step	Shannon Potter	40 / E	9:40-11:10
G	Nourishing the Front-line: A Self-Care Journey for Student Support Professionals	Inez Olive	60 / H	9:40-11:10
H	WAMAP - Modify or Update Questions - or Make Your Own!	Mike Jenck	60 / G	9:40-11:10

TRANSITION TO NEXT SESSION

SCHEDULE AT A GLANCE

Cluster Affinity Space (as designed by Guided Pathways)			11:15-12 PM	
	Technical College Cluster: Bellingham TC, RTC, CPTC, LWIT, and Bates TC	G	11:15-12	
	Rural College Cluster: BBCC, Centralia, CBC, GHC, LCC, Peninsula, WWCC, and WVC	D-GH	11:15-12	
	Urban/Suburban College Cluster: Bellevue, Clark, EdCC, EvCC, GRC, and Highline	B-GH	11:15-12	
	Mid-Size/Suburban College Cluster: Olympic, Shoreline, SPSCC, Whatcom, YVC, Cascadia, SVC, and TCC	C	11:15-12	
	College Districts Cluster: Seattle, Spokane, and Pierce	E	11:15-12	
	Corrections Education	D	11:15-12	
	Community Based Organizations	A	11:15-12	
	CBS Deans/Directors	H	11:15-12	
KEYNOTE: MJ Villafranca		AC-GH	12-1:30	
Plenary Session Working Lunch				
SESSION	SBCTC PRESENTER	LOCATION	TIME	
A	Unlocking New Possibilities: A Roundtable on How AI Can Enhance Teaching and Learning Andy Duckworth & Dr. Michael Brown	60 / G	1:30-3	
B	Unleashing Potential: Settling Pell in Corrections Education - A Roundtable Hanan Al-Zubaidy & Chastity Pennington	60 / C	1:30-3	
D	Trauma Informed Instruction (<i>hybrid</i>) Laura Shi	65 / B-GH	1:30-3	
D	Creating Relevance: A Synectic Journey Ronanda Liberty	65 / D-GH	1:30-3	
E	LACES Beyond the Basics: Using Non-Required Fields for Data Entry Shannon Stangis	60 / D	1:30-3	
F	Contemporary Media Meets Culturally Responsive Instruction: A Roundtable for Educators SBCTC BEdA & Student Success Center	40 / E	1:30-3	
G	More Than Self-Care: The Systemic Roots of Professional Burnout and Re-envisioning the Status Quo Melissa Williams	60 / H	1:30-3	
H	Math Concerns: Real? Or Irrational! SBCTC BEdA & Student Success Center	40 / A	1:30-3	
TRANSITION TO CLOSING				
CLOSING		300 / AC-GH	3:15-4:30	

PLENARY SESSIONS

Tuesday, July 23, 2024

Opening Session

Land Acknowledgment

Welcome

Joyce Hammer, Deputy Director, Education Division, SBCTC

William Durden, Director, BEdA, SBCTC

Hanan Al-Zubaidy, Associate Director, Corrections Education, BEdA, SBCTC

MarcusAntonio Gunn, Policy Associate, BEdA, SBCTC

Lay of the Conference | House Keeping

Katelynn Orellana, Program Administrator, BEdA, SBCTC

Lunch | Student Panel

Introduction of Moderator

Student Panel Moderator

Yokiko Hayashi-Saguil, Policy Associate, Student Services, SBCTC

Corrections Education Student Panel

Antonio Cienfuegos, Skagit Valley College

Austin Dehlin, Spokane Community College

Christopher Blystone, Renton Technical College

Josh Lacy, Yakima Valley College

Nichole Alexander, Edmonds College / Tacoma Community College / Green River College

Wednesday, July 24, 2024

Breakfast

Announcements

Vendor Spotlight/Hello

Think-Pair-Share

- Take into consideration the concept of justice provided for the conference. How does equity work show up in your practice? How do you define justice? Where might you need improvement? What is something you learned during the Adult Education Symposium that you can to put into action immediately.

Lunch | Keynote

Introduction of Keynote

Chastity Pennington, Program Administrator, BEdA, SBCTC

Keynote

Sioeli Joe Laupati

PLENARY SESSIONS

Thursday, July 25, 2024

Breakfast

Announcements

Introduction of Moderator

Student Panel Moderator

Yokiko Hayashi-Saguil, Policy Associate, Student Services, SBCTC

BEEdA Special Programs Student Panel

Aracell Montano, Yakima Valley College

Eli Creed, Peninsula College

Kimberly Vasquez Armenta, Yakima Valley College

Liliia Chernyshova, Columbia Basin College

Serena Carlson, Renton Technical College

Think-Pair-Share

- Recall your academic journey. Did you take the traditional route, or the non-traditional route? How does your identities factor into your experience? What would you have needed for a more successful academic experience?

Lunch | Keynote

Introduction of Keynote

Nicole Daughtry, Policy Associate, BEEdA, SBCTC

Keynote

Mirian “MJ” Mencias

Closing Session

Takeaways

Hanan Al-Zubaidy, Associate Director, Corrections Education, BEEdA, SBCTC

William Durden, Director, BEEdA, SBCTC

Call to Action

Katelynn Orellana, Program Administrator, BEEdA, SBCTC

Closing Remarks | Thank Yous and Gratitude

MarcusAntonio Gunn, Policy Associate, BEEdA, SBCTC

KEYNOTE SPEAKERS



Sioeli Joe Laupati (Seeyo-eh-lee) (Lao-pa-tee) Was born in San Francisco California and raised in Tacoma Washington. He is the son of Risaiti Moki Laupati (Father) (Ree-sigh-tee) (Mo-Kee) (Lao-pa-tee) And Maili Ia-Ale Laupati(Mother)(Ma-eelee) (eeugh)-(Ah-le).

Earning his GED in 2018 at Cedar Creek through Centralia College. He was part of the first ever Associates Degree cohort of 12 incarcerated individuals at Cedar Creek 2017 TRiO program through Centralia College.

Upon Release, he earned his Associates Degree in 2020 from Tacoma Community College. Upon completing his probation 2021 he continued his educational journey where he earned his Bachelor's Degree in 2023 from Evergreen State College Tacoma Sankofa. Joe has received several awards and commendations for his community service and partnerships where he has lead the charge to lead with equity in talk and action. He has been a featured panelist and speaker at several townhalls, community and technical colleges, even appearing before the legislator to speak in favor of providing equity and access in the CTCs.

Mirian “MJ” Mencias, a first-generation Afro-Latina indigenous from Honduras, leverages her unique cultural background in her advocacy work. With dual bachelor's degrees in Political Science and Law, Society, and Justice from the University of Washington, Mirian is now advancing her expertise through a Master's degree in Public Policy Administration at the Evans School of Government. Passionate about human rights and policy reform, she addresses critical disparities with dedication and distinction. Her focus areas include enhancing food and housing security and advocating for students' rights to quality education and adequate funding. As a legislative intern, Mirian significantly impacted her community by actively lobbying for pivotal legislation, demonstrating her readiness to tackle challenges head-on. Beyond her academic and professional pursuits, Mirian shines as a mentor and advocate, using her platform to tirelessly champion student rights and broader social justice causes.



STUDENT PANEL SPEAKERS

Corrections Education Student Panel



Antonio Cienfuegos – Tony is a Human Services student at SVC. He is a great student and also very involved on campus and in the community. He supports new SVC students who have been incarcerated and works with local nonprofits that do gang youth prevention work, and also supporting individuals who are returning to community after incarceration and looking to exit gang involvement.

Austin Dehlin – Austin Dehlin has a Bachelor of Applied Science from Walla Walla Community College that was received at Coyote Ridge Corrections Center. He is currently the Associated Student Government President at Spokane Community College where he is studying for a Paralegal AAS. He is also a student at Gonzaga University studying for his MBA. In addition to working at the college, Austin has a position as a Spokane County Process Server for the Spokane County Court.



Christopher Blystone – Christopher Blystone, a 56-year-old software engineering enthusiast, exemplifies the power of resilience and the transformative potential of education. After serving 37 years for first-degree aggravated murder, I was released on September 23, 2022, and embarked on a remarkable journey of self-improvement and community service.

Determined to reinvent myself, I enrolled at Renton Technical College, pursuing a degree in computer science. My dedication to learning led me to complete a rigorous boot camp sponsored by Adobe and organized by General Assembly on June 9, 2023. This intensive program provided me with comprehensive training in full stack development, encompassing nearly 500 hours of in-class studies, supplemented by countless hours of personal study and practice.

My passion for coding and technology didn't stop there. I am currently enrolled in the Joy of Coding, a program aimed at honing my software engineering skills. My commitment to continuous learning and personal growth is evident in my pursuit of excellence in the tech industry.

In addition to my academic and professional pursuits, I am deeply committed to giving back to the community. I volunteer with Victory Code and Unloop, two organizations dedicated to helping formerly incarcerated individuals learn the MERN stack and computer programming. Through this role, I leverage my knowledge and experience to empower others, fostering a supportive and inclusive environment for those seeking a second chance.

My journey is a testament to the power of perseverance, education, and the desire to make a positive impact. I hope and pray that my story inspires others to believe in the possibility of change and the importance of giving back to the community.

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STUDENT PANEL SPEAKERS

Josh Lacey – Hello, My name is Joshua Lacey. My story involves many different aspects of life. When I was young, I was put into foster care, going from home to home until I got adopted when I was 7 years old. Shortly after the adoption, I started acting out and getting into trouble, which included alcohol and drugs. By the time I was 13 I was already addicted which in turn led me to becoming homeless around 16 and I ended up dropping out of school and started getting into legal trouble. I racked up a lengthy and violent criminal record causing me to be arrested for robberies and assaults. I have been in and out of jail and prison consistently until this last time during an 18-month sentence. I lost my big brother 10 days before his 23rd birthday due to this addictive disease. I was in Coyote Ridge Correctional Center, and I realized I wanted to do something different with my life. Once I got out I decided that I wanted to start helping people instead of hurting them, so I spoke with my DOC officer and she connected me with Alex, my advisor at Yakima Valley Community College who helped me figure out what I needed to do so I could help other addicts in the future. I am looking forward to taking substance use disorder courses to help myself grow and learn more about the disease, so I can help others and share my experience, strength, and hope. I am going to be taking these courses with hopes of becoming a counselor in the future. I want to be able to help the next person who's going through some of the same things that I have worked through to get to where I am at now. In the long run I hope to possibly become a youth intervention spokesperson, with the goal of speaking at juvenile institutions. I want to help some of the younger people going down a tough road to show them that it is possible to turn their life around and become an educated individual, to become a positive member of society, and to be able to have a good life that has measurable success with genuine happiness.



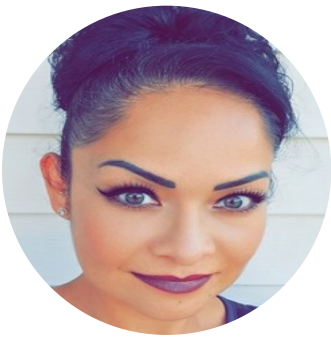
Nichole Alexander – Nichole Alexander is the Director of Special Initiatives and Outreach for the CoLEAD program at PDA.

She has spent over a decade actively serving the community to expand programs for underrepresented populations, incarcerated individuals, and children and families of incarcerated individuals. Nichole has been a Troop Leader for Girl Scouts Beyond Bars since 2012, and since 2008, has participated in Read To Me Mommy and designed the After School Reading Program in 2014, for incarcerated mothers and their children. Nichole has her BA in Law and Policy and her Masters in Public Administration Public Policy.

In addition to Nichole's dedication to helping families heal, she has specialized experience in intensive case management and care coordination services for individuals in the community with substance use disorder, mental health barriers, and homelessness. Nichole has demonstrated her expertise and dedication to advocacy by developing strategies and implementing successful solutions for community members to heal and recover from addiction, incarceration, homelessness, and trauma.

STUDENT PANEL SPEAKERS

BEEdA Special Programs Student Panel



Araceli Montano – Araceli is a dedicated student who started at Yakima Valley College in the fall of 2023. She returned to school because she always wanted to be a nurse. In addition to taking a full load of classes to work on her GED, she has continued to work part-time to support her family. Araceli is a wonderful addition to YVC because she is a mature student with the benefit of life experiences and a positive attitude that she brings into the classroom. Her level of self-discipline and dedication

is displayed in her daily preparation for class and her willingness to work through any challenges that come up in not only the classroom but also in her life. She has the confidence to express her thoughts, explain her rationales, and ask thoughtful questions. In group or partner activities, she works well with other students because of her inclusive energy and natural friendly kindness that speaks to her leadership abilities.

Eli Creed – Mr. Elijah (Eli) Creed joined the Transition Program this winter quarter and will successfully complete the courses he needs for his high school diploma by the end of the spring quarter, of 2024. Eli Creed is an outstanding student who works hard every day and routinely seeks feedback to continuously improve. Eli plans to attend PC as a college student full-time starting next fall. Eli has pushed through significant hardships, and one would never know what he is carrying when met with his positive, eager, and earnest approach to continuing his education. He shows up every day ready to learn and push through with genuine curiosity and a great sense of humor.



Kimberly Vasquez Armenta – Kimberly Vasquez Armenta is part of the Step Up To College (Open Doors) program at Yakima Valley College which allows high students to take Adult Basic Education (ABE) classes at the college and receive their high school diploma through their high school. Kimberly began the SUTC program in Spring 2022 quarter. Before joining the SUTC program, Kimberly faced a lot of obstacles to get her high school diploma. Kimberly had to advocate for herself to be part of the SUTC program to allow her to complete her diploma as the high school was not working. After joining the SUTC program, Kimberly met different SUTC Coordinators and had to repeat her story for the new coordinators to understand how to help her be successful. Kimberly is expected to graduate this Spring 2024 quarter with her high school diploma. Ultimately, Kimberly demonstrates that anything is possible no matter how many obstacles get on her way. After Kimberly completes her high school diploma, she would like to continue her degree at Yakima Valley College with the focus on earning her phlebotomy certificate. (Not Pictured)

STUDENT PANEL SPEAKERS

Liliia Chernyshova - Liliia entered the LEP program in the fall of 2022. She has been a dedicated ELA student each quarter since, always pushing herself to improve so that she could someday begin working in a business setting. She has two degrees in Ukraine and was desperate to be able to contribute her skill set in the community where she is now living. It was Liliia's persistence in learning English and her determination to work that allowed her to begin working as a CBC student employee in Transitional Studies this spring quarter. She has been tremendous help in our office serving students both in English, Ukrainian and Russian. She is always seeking ways to learn and support our team and brings a positivity to the workplace that is so appreciated!



Serena Carlson - Serena earned her GED at Bellevue College. Since completing her GED, Serena has obtained masters degree and now serves as an Adjunct Faculty Renton Technical College. (Not Pictured)

TRACKS, SESSIONS & DESCRIPTIONS

ADULT EDUCATION SYMPOSIUM—TUESDAY 7.23.24 | 12:45 PM—4 PM

Join us at the Adult Education Symposium for a collaborative exploration of racial, social, and disability justice in adult education. This symposium brings together educators from across Washington to share best practices and advocate for BEdA students. Through workshops and discussions, you'll gain insights on:

- Implementing policies and practices that promote equity
- Fostering self-agency and empowerment through literacy
- Recognizing how your role contributes to racial justice

Leave the symposium inspired and equipped to create a more just and equitable learning environment for all adult learners.

Beyond Accommodations in Higher Education 2.0: Justice vs. Equity Framework (Room A/B)

The Justice versus Equity Framework workshop will help participants evaluate and analyze their departments, units, or institutions on the continuum of disability equity versus disability justice. As educators, it is essential to create an inclusive environment for students with disabilities. This interactive-extended workshop will help you identify your role in providing such an environment. Using the Inclusive Learning Model (ILM) and Patty Berne's Disability Justice Principles, you will create a plan beyond just providing accommodations but setting the tone for belonging for various students with disabilities.

Target Audience: Administrators, Course Designers, Teachers/Faculty, Student-Facing Units

By attending this workshop, you will be able to:

- Define the difference between the disability equity framework and the disability justice framework and why it makes a difference.
- Explore the ten principles of disability justice concerning educational practices and theories.
- Work through analyzing and preparing disability justice initiatives.
- Work through evaluating and continuing disability justice work within your departments/units/institutions.

Presenter: Terry Watson, Strategies for Justice

Re-Entry Simulation (Room G/H)

This simulation is intended to be a respectful opportunity to understand and experience the challenges that are faced by citizens returning to their communities after a period of incarceration. This Re-entry Simulation will inspire restorative justice involved agencies, organizations, services, and resources to identify and improve processes and provide much needed support for this unique marginalized population. Participants in this simulation will be asked to meet specific court-ordered obligations, as well as meeting basic needs and, in some cases, returning to the demands of family life. This re-entry simulation is an influential and persuasive chance for anyone in the community to realize the barriers people face when reintegrating into the community. After completing the simulation, participants should be able to better recognize the many experiences that play a part in the challenge of success of a life after incarceration. After the simulation, participants will have a facilitated, extended debrief of the experience to incorporate lessons.

Presenter: Jennifer Pace, Dept. of Corrections

TRACKS, SESSIONS & DESCRIPTIONS

Adult Education is Social Justice (Room B-GH)

This session explores the vital role of Adult Education in achieving social and economic justice. We'll delve into the historical roots of literacy education, tracing its evolution into the dynamic field of Adult Education we know today.

Join us to:

- Challenge misconceptions: We'll explore the history of Adult Education, dismantling negative perceptions and highlighting its ongoing importance.
- Unpack the bias: We'll examine our own assumptions and the historical connection between higher education and white supremacy culture.
- Navigate the system: Learn how Adult Education functions at the federal and state levels.
- Advocate for change: By understanding the historical link between higher education and white supremacy, we'll empower you to advocate for a more equitable Adult Basic Education (BEa) system in WA.

Presenter: MarcusAntonio Gunn, SBCTC

Equity Coaching for Student Success (Room C/D)

This symposium session is for all attendees, regardless of role or responsibility, and will ground attendees in an equity framework that is contextualized to students in programs in Basic Education for Adults programming, cultivate empathy and awareness for students and colleagues, and develop practical coaching techniques to advance understanding, belonging, and success within BEa programs and across our system. Drawn from a variety of coaching and equity resources, this symposium session will provide a space for curiosity, deep listening and self-reflection, connection building, and practices that can be used the moment the session ends.

Presenters: Monia Wilson and Sophia Agtarap, SBCTC

Advancing Social Justice in Adult Basic Education: Empowering Administrators to Lead the Charge (Room D-GH)

As advocates for adult learners, community college administrators play a crucial role in shaping the success of Adult Basic Education (ABE). This workshop aims to empower administrators with the knowledge, strategies, and best practices to cultivate a culture of equity, inclusion, and belonging among educators in Adult Basic Education (ABE) programs. In this workshop, participants will:

- Explore systemic barriers and inequities faced by adult learners and communities,
- Learn about equity-focused and learner-centered approaches to support faculty and staff in ABE programs.
- Discuss strategies to build anti-oppressive learning environments that center social justice and promote continuous improvement and transformational change.

This workshop will be engaging and incorporate active learning strategies such as think-pair-share.

Presenter: Rashida Willard, Collective Work Consulting, LLC

TRACKS, SESSIONS & DESCRIPTIONS

Track and session descriptions are located on the BEdA Biennial Website and in the Whova app.

Track A) Accessibility, Digital Literacy, and Equity (ADLE)

Unleash the Power of Inclusive Learning: Join the ADLE Track!

Accessible digital resources and course materials are the foundation for an equitable learning environment. In the ADLE track, [you'll](#) discover how to:

- **Empower all students** to access information and collaborate with diverse voices, preparing them for a tech-driven workforce.
- **Develop accessible Canvas content** and leverage Open Educational Resources (OER) effectively.
- **Navigate the evolving landscape of AI** in CTCs (community and technical colleges).
- **Explore resources** that support student access to content and development.

This track is open to Faculty, Staff, and Administrators.

Best Practices for Creating Accessible Digital Content, 7/24/24 from 9-10:30 a.m. – Room A

Presenter: Vicki Walton, SBCTC

This presentation is for all digital creators.

- Delve into the importance of accessibility in the context of digital content.
- Explore the three primary components of Universal Design for Learning, emphasizing their relevance in creating accessible content.
- Gain insight into the fundamental concepts and strategies required for producing accessible digital materials.

Outcomes:

- Gain comprehensive insight into the critical importance of accessibility, encompassing its legal mandates and its pivotal role in fostering complete societal inclusion.
- Develop a profound appreciation for the principles of Universal Design for Learning (UDL) as they pertain to crafting digital content that is accessible to all.
- Master the application of the eight core concepts essential for producing accessible content, empowering you to create materials that are inclusive and accommodating to diverse audiences.

2024 Open Washington Update & Student Publishing Projects Using Pressbooks, 7/24/24 from 10:40-12:10 p.m. – Room A

Presenters: Boyoung Chae, SBCTC & Sue Wozniak, Lake Washington Institute of Technology

This session aims to provide you with updates in the field of open education for Washington's community and technical colleges. Boyoung Chae will cover some of the most critical developments in open education from recent years that could impact faculty members' teaching practices, such as OER and low-cost labeling policies, OER 101 training, Washington 100, and the Washington Open ProfTech project. Sue Wozniak, Faculty Librarian, will cover a student book publishing project she has implemented at Lake Washington Institute of Technology. The collaborative work between ELL student writers and art students has become an annual publication for the LWTech library. She will describe the process and share tips and strategies for implementing student publishing projects to fit your campus. Finally, the session will provide an activity that will have participants search for Pressbook BEdA resources relevant to their respective areas and consider adapting a resource or creating a student publishing project for their campus ([See the instruction for activity](#)).

Note: If possible, please bring your laptop to participate in the session activity. You can also participate using your mobile phone, but a laptop would provide an easier experience.

TRACKS, SESSIONS & DESCRIPTIONS

5 Steps to Creating Accessible Content Using the RCE in Canvas, 7/24/24 from 1:30-3 p.m. – Room A

Presenter: Alissa Sells, SBCTC

Curious about how to create accessible content in Canvas? If so, you won't want to miss this practical how-to session where we'll explore 5 easy steps to creating accessible content using the rich content editor (RCE) in Canvas to meet selected Indicators from the WA Course Design Checklist and improve the accessibility of your course materials. It's never too late or too early to get started, so if you're building content for any audience in Canvas and are interested in improving the accessibility of that content, this session is for you!

You'll have time during the session to practice what you'll learn about adding headings, alternative text, descriptive hyperlinks, true bulleted and numbered lists, labeled tables, and using the built-in Canvas Accessibility Checker, so please bring your laptop (or another device of your choice) and your questions about building accessible content. You'll also need access to a Canvas course where you can build or edit content. Having a beginner+ knowledge of Canvas will make the session easier for you, but all skill levels are welcome.

Outcomes:

- Identify 5 steps for improving the accessibility of your course materials using the rich content editor in Canvas.
- Identify selected Indicators from WA Course Design Checklist Standards 4.7 and 4.8 that can help you improve the accessibility of your course materials.
- Practice adding headings, alternative text, descriptive hyperlinks, true bulleted and numbered lists, and labeled tables in the rich content editor in Canvas.
- Practice using the built-in Accessibility Checker to check your work and identify and fix accessibility issues in the rich content editor in Canvas.

Unlocking New Possibilities: A Roundtable on How AI Can Enhance Teaching and Learning, 7/25/24 from 1:30-3 p.m. – Room G

Presenters: Andy Duckworth & Dr. Michael Brown, SBCTC

This interactive session invites educators to share experiences and brainstorm strategies for utilizing AI tools for personalized learning. Formative assessment and student engagement.

TRACKS, SESSIONS & DESCRIPTIONS

Track B) Advancing Correctional Education (ACE)

There is no BEdA without Corrections Education. When thinking about Literacy and Justice for All, the BEdA Office means that pathways starting at BEdA include Corrections Education. By equipping individuals with the skills and knowledge they need to succeed upon release, Corrections Education programs promote positive change. Our program seeks to equip our students with valuable skills and knowledge that reduce recidivism and increase their chances of success when integrating into their community. Come learn more about instructing and serving in Corrections Education programs in WA. This session is for anyone who would like to learn more about the happenings in Corrections Education in WA.

Supporting Justice Impacted Students, 7/24/24 from 9-10:30 a.m. – Room C

Presenter: Katelynn Orellana & Chastity Pennington, SBCTC

Join us for an interactive session to learn about who justice impacted students are, current programs and resources for supporting justice impacted students, to recognize and address specific barriers experienced by justice impacted students, and to respect our context as equity practitioners in serving this population of students who are often furthest from justice.

Applying the TILT Framework in Canvas and the Classroom, 7/24/24 from 10:40-12:10 p.m. – Room C

Presenter: Donny Anderson, Columbia Basin College

In this session, participants will examine the Transparency in Teaching & Learning (TILT) framework for designing transparent assignments. TILT has been linked to increased sense of belonging, self-efficacy, and metacognition in learners with implications for bridging equity gaps for underserved populations. Participants will learn the theory and structure of the TILT framework, strategies for implementation in Canvas and the classroom, and how TILT can be used to engage learners to foster "learning to learn" skills. Participants will work collaboratively to analyze assignments before and after application of the TILT framework and discuss the differences, in addition to receiving resources to start or continue their practice of transparency in instruction. To maximize your experience in this session, please come ready to collaborate with colleagues and consider ways you might apply the TILT framework to your own instructional practice. Intended audience: faculty.

Outcomes: By the end of this session, participants will be able to:

- Explain the components of a TILTed assignment in their own words
- Analyze assignments to determine relative transparency and explain why, and
- Plan ways to apply the TILT framework and other transparent teaching strategies to their teaching practice.

TRACKS, SESSIONS & DESCRIPTIONS

English Language Learning in a Multilevel Corrections Education Classroom, 7/24/24 from 1:30-3 p.m. – Room C

Presenter: Ricardo B. Chavez, Coyote Ridge Corrections Center and WA State Penitentiary

This presentation will provide an introduction and overview to the context and challenges of teaching ELL multilevel classes in a Corrections Education environment. It offers research-based instructional strategies for teachers and ways in which computer programs and workbooks can support teachers working in this setting. The presentation will identify the benefits of working with multilevel ELL classes and highlight the significant challenges that come with teaching a diversity of levels, subjects, and programs. In the first part of the presentation, we give a brief overview of ELL placement and assessment, and we will address considerations and possibilities for grouping students and provide instructional strategies that have been found to be successful for multilevel classes. The other part of this presentation focuses on the role curriculum and digital resources can play in helping teachers manage the complexities of multilevel classes. Finally, we will have some time to answer questions and share best practices and resources. This presentation will provide an overview and introduction to steps that can be taken to make a program offering multilevel ELL classes more effective and successful.

Outcomes:

- Participants will understand the placement and progression of ELL students in a corrections education classroom.
- Participants will comprehend best practices that support multilevel ELL instruction that engages and supports long-term English learning.
- Participants will be able to navigate and use ELL digital resources and curriculum to better serve their students.

Thinking Sideways: Exercises in Divergent Thinking and Collaborative Creativity, 7/25/24 from 9:40-11:10 a.m. – Room C

Presenter: Ronanda Liberty, Junior High Principal and Adjunct, Eastern Washington

Break free from routine thinking exercises! Students lose motivation and become less engaged when thinking exercises follow a predictable flow, or when there is an expected outcome. In this session, participants will experience both complex and simple divergent thinking exercises through the learner's lens, followed by processing time to bring it back to their own practice. You don't want to miss "Thinking Sideways," an energizing and interactive experience.

Audience: Instructors, Administrators, Program Directors, Curriculum Developers (anyone who would be presenting to groups)

Outcomes:

- Understand how divergent thinking exercises naturally foster individual and group creativity and "out of the box" thinking or problem solving.
- Gain understanding of the impact on learners and how to effectively use the exercises for various purposes.
- Discuss and plan for practical implementation to use immediately in the classroom or share with colleagues.

TRACKS, SESSIONS & DESCRIPTIONS

Unleashing Potential: Settling Pell in Corrections Education – A Roundtable, 7/25/24 from 1:30-3 p.m. – Room C

Presenters: Hanan Al-Zubaidy & Chastity Pennington, SBCTC

This interactive session explores the challenges and opportunities associated with implementing Pell Grants in correctional facilities. Participants will discuss best practices for program approval and student support services to maximize the impact of Pell Grants on incarcerated students and reduce recidivism rates.

TRACKS, SESSIONS & DESCRIPTIONS

Track C) Equity & Belonging (EB)

Just like for students, equity and belonging are essential for faculty, staff, and administrators to flourish. This track delves into how feeling valued and respected fosters a sense of agency and self-confidence. When everyone feels empowered to contribute their unique perspectives and ideas, it creates a more positive and productive work environment for the entire institution.

Join us for sessions that explore:

Land Acknowledgements: Understanding the history of the land your institution occupies.

Disrupting Bias: Dismantling Anti-Black Racism and White Supremacy Culture.

Neurodiversity in the Workplace: Creating an inclusive environment for all, including those with Autism.

Supporting Re-entry: Empowering justice-involved individuals to reintegrate successfully.

Beyond Diversity: Cultivating Belonging in Higher Education – A Roundtable, 7/24/24 from 9 -10:30 a.m. – Room B-GH

Presenters: Sophia Agtarap & Melissa Williams, SBCTC

This session explores the challenges of creating a true sense of belonging for all students, faculty, and staff. Participants will brainstorm solutions and share practical approaches to fostering inclusive excellence.

Native Erasure – Tokenizing Land Acknowledgements, 7/24/24 from 10:40-12:10 a.m. – Room B-GH

Presenters: Amy Gustafson & Annette Woolley, Skagit Valley College (*hybrid session*)

By the end of this 90-minute workshop, participants will be able to connect individual positionality with the purpose of a Land Acknowledgement. By identifying components of authentic Land Acknowledgments, participants will honor relationships through connecting with areas of Indigenous excellence. Finally, participants will understand the structure of Land Acknowledgements by comparing and contrasting contemporary examples in groups.

Outcomes:

- Connect individual positionality with purpose of a Land Acknowledgement
- Identify components of authentic Land Acknowledgments
- Honor relationships by identifying and choosing areas of Indigenous excellence to connect with
- Understand structure of Land Acknowledgements by comparing and contrasting contemporary examples

TRACKS, SESSIONS & DESCRIPTIONS

Crafting White W[h]ine: Interrogating the Varieties and Tastes of Northwest Nice in Higher Education and Beyond, 7/24/24 from 1:10-3 p.m. – Room B-GH

Presenter: Michael Benitez Jr., Metropolitan State College, Denver, CO

This regional focused workshop aims to highlight performativity and subtle (yet significant) discourses of whiteness beyond the overtly bigoted white supremacy on national display often marked and seen, and how these discourses show up in societal cultural practice, with particular focus on spaces within higher education. More specifically, we seek to make visible the crafted yet unmarked varieties of whiteness as a plurality of communicative discourses, be it verbal, written, or behavioral, often invisible, or veiled through normalized cultural and [dis]racialized day-to-day practices in the pacific northwest, and broader nation. Such cultural practices allow ongoing manifestations and representations of whiteness to fester within sub structures that enable epistemic whiteness to be present as a source of violence, spirit impact and cultural appropriation. Participants should expect to walk away with a deeper understanding of ways in which whiteness operates in and permeates other regions and especially higher education, and how such cultural practices/discourses enable and sustain, unbalanced and toxic climates that continue to have disparate impact/outcomes on racially/ethnically minoritized groups in dominant ‘nice’ white spaces.

Autism Cultural Responsiveness: Improving Communication & Understanding, 7/25/24 from 9:40-11:10 a.m. – Room B-GH

Presenter: Sara Sanders Gardner, Bellevue College (*virtual session*)

Participants in this 90-minute interactive workshop will have the opportunity to share experiences, ask questions, and learn to better understand and communicate with autistic people. We will identify current practices you are already using and answer questions you have coming into the workshop, as well as those that arise throughout. We will examine the roots of ableism and othering U.S. culture and will explore autism as a culture, including communication tools for interacting in a culturally responsive manner. Participants will be better able to recognize and respond to communication patterns and needs of people with autism and will come away with tools to apply best practices in their daily lives. Resources for future learning will be shared as well. Faculty, administrators, and staff will benefit from attending.

Outcomes:

- Identify current practices and discuss personal experiences.
- Examine how the roots of ableism affect present day attitudes and actions.
- Describe cultural differences, as well as the disabling features of autism, and frequently co-occurring disabilities.
- Recognize communication patterns and needs of autistic people and practice responding to those needs.
- Identify resources for future questions and continued learning.

TRACKS, SESSIONS & DESCRIPTIONS

Prioritizing Relationships OVER Transactions: Building Strong Campus Connections to Support Justice Impacted Students, 7/25/24 from 9:40-11:10 a.m. – Room A

Presenters: Gerald Bradford, Renton Technical College & Emily Dykstra-Jones, Tacoma Community College

This presentation will provide session participants a chance to hear from college professionals with experience building relationships to benefit all students, including those impacted by the justice system, and aid them in the completion of their degrees. With a focus on the importance of building community session participants will have a chance to participate in a group activity and begin to cultivate actions that can be implemented on their own campuses.

Outcomes:

Session participants will receive guidance on how best to implement relationship building strategies on a college campus that support justice impacted students.

- Best practices in serving people. Relationship building customer service.
- Building Community both on and off the campus
- Becoming a “Dream-Builder”: Cultivation an Inviting Culture on Your Campus for Justice Impacted Students

TRACKS, SESSIONS & DESCRIPTIONS

Track D) Curriculum Assessment: Being Culturally Responsive (CACR)

Educators have the incredible capacity to transform how students experience the world. By embracing culturally responsive curriculum and instruction, we can move beyond a legacy built on white supremacy and marginalization.

It's time to break free from outdated systems. Culturally responsive practices allow us to:

- **Deepen student engagement and achievement:** Curriculum that reflects diverse perspectives ignites curiosity and fosters deeper understanding.
- **Champion equity and inclusion:** Every student deserves to see themselves reflected in their education.
- **Elevate teaching practice:** Culturally responsive methods empower us to be more effective educators.

Cultivate a positive learning environment: When all voices are valued, the classroom thrives.

Join us as we explore how to assess our curriculum and instruction for cultural responsiveness. Together, we can create a learning experience that is **culturally sustaining** for all students, empowering them to reach their full potential.

Disrupting Single Stories: Centering Student Voices and Agency, 7/24/24 from 9-10:30 a.m. – Room D-GH

Presenter: Carolina Forero, Seattle Central Community College

This session addresses culturally sustaining pedagogy and anti-racist practices to create spaces for our students to own their narratives and agency as they develop English language skills. Participants will discuss and walk away with lessons, resources, and activities that center students' voice and agency.

This session will benefit faculty interested in an in-depth reflective and collaborative experience to transform their practice and create spaces where students can find a place of belonging, community, and liberation beyond the classroom.

Intended Audience: Faculty

Outcomes: Participants will:

- Discuss the principles of culturally sustaining pedagogy and its impact on students learning.
- Reflect on the importance of centering students' voices and agency in the ELL classroom.
- Collaborate in creating a repository of ideas, lessons, activities, and materials that lead students to a place of belonging, community, and agency in and beyond the classroom.

Upping Student Engagement: Project-Based Learning, 7/24/24 from 10:40-12:10 p.m. – Room D-GH

Presenters: Christie Knighton, Highline Community College & Dawn Kroontje, Whatcom Community College

In this interactive, 90-minute seminar, you will explore project-based learning: its purpose and benefits for improving student engagement and outcomes. Designed for faculty, whether a seasoned practitioner or new to the classroom, you will receive insights and actionable takeaways.

Discover the powerful transformational power of project-based learning (PBL) as we understand its core principles, offer practical strategies for the classroom (short, one-lesson projects that will engage your students), and give you the resources and tools to implement PBL.

TRACKS, SESSIONS & DESCRIPTIONS

Upping Student Engagement: Project-Based Learning, cont.

Outcomes:

- Describe Project Based Learning and its supporting research
- Experience Project Based Learning
- Brainstorm projects for up to five different topics (digital literacy, civics, health literacy, workplace prep, financial)
- Develop an outline (or more!) of a project to use in your classroom

Authentic Teaching – Creating a Bridge Between our Core Beliefs and Culturally Responsive Teaching, 7/24/24 from 1:30-3 p.m. – Room D-GH

Presenter: Stephanie Khan, Tacoma Community College

This presentation is for faculty to explore the ways that our beliefs and values naturally underpin culturally responsive teaching and anti-racist pedagogy. Teachers will reflect on their own core beliefs about teaching and how these beliefs can create a bridge that will help guide them to make culturally responsive decisions in the classroom. The presentation will include a practice of mindfulness and creativity by making a small guidebook of beliefs about teaching.

Outcomes:

- Participants will understand the importance of CRT in disrupting educational practices rooted in racism and colonialism
- Participants will reflect on the ways that their core beliefs can guide the practice of CRT
- Participants will practice mindfulness through a creative project making a small guidebook about their beliefs on teaching

Against Checking the Box: Flexible Strategies for Practicing Culturally Sustaining Pedagogy, 7/25/24 from 9:40-11:10 a.m. – Room D-GH

Presenters: Jacob Espina-Galfano, NW ESD 189 & Morgan Owens, Seattle Central Community College

In this interactive session primarily intended for faculty, participants will explore culturally sustaining pedagogy while discussing how to put this knowledge into practice. This session will emphasize the ongoing process of trying things, seeing how they go, and reflecting – rather than performing perfection. Participants will walk away with a tool they have created to help guide this process of practice for themselves and their work in their specific classrooms.

Outcomes:

- Participants will demonstrate an understanding of the principles of culturally sustaining pedagogy.
- Participants will identify elements of culturally sustaining pedagogy that they want to practice.
- Participants will create their own mini-assessment plan to reflect on their work with students as it relates to culturally sustaining pedagogy.

TRACKS, SESSIONS & DESCRIPTIONS

Trauma Informed Instruction, 7/25/24 from 1:30-3 p.m. – Room B-GH

Presenter: Laura Shi, Essential Education (*hybrid session*)

Adult students who have experienced trauma have deeply personal and complex learning needs. When instructors utilize trauma-informed teaching strategies, they can improve attendance, strengthen student success and increase program completion.

Outcomes:

- Understand the complexities of trauma-informed instruction
- Meet the unique learning needs of students in crisis

Creating Relevance: A Synectic Journey, 7/25/24 from 1:30-3 p.m. – Room D-GH

Presenter: Ronanda Liberty, Junior High Principal and Adjunct, Eastern Washington

A session to remember, literally! Participants will experience an engaging strategy that creates meaningful connection to a concept, increasing comprehension and retention. Learn how the intentional use of strategies like this can expand into and deepen complex cognitive skills and improve equitable access for all learners. During the session participants will experience a learner-centered strategy paired with processing time through the educator's lens, taking a deeper dive into differentiating for learner needs.

Audience: Instructors, Administrators, Program Directors, Curriculum Developers (anyone who would be presenting to groups).

Outcomes:

- Participants will experience authentic learning related to academic content that builds upon personal relevancy and connectedness.
- Participants will reflect on how to utilize the strategy in their own practice to impact all students.
- Participants will understand how an intentional approach to targeting high cognitive demand and learner strengths simultaneously fosters meaningful learning.

TRACKS, SESSIONS & DESCRIPTIONS

Track E) LACES: A BEdA Data Reporting System

These sessions are appropriate for staff entering data into LACES, tracking integrated data in LACES, or reporting data out of LACES. We will discuss why LACES is a trusted data system and the background and history of the company in relation to adult education and federal monitoring of Title II information.

Presenters: Shannon Stangis, Genius LACES (formerly LiteracyPro) -Room D

Basics of Data Entry in LACES, 7/24/24 from 9-10:30 a.m.

In this session, we will focus on entering data into LACES. Attendees will learn about reporting changes in LACES and how they impact NRS data collection, reporting, and other systems. This session is most appropriate for new data entry staff and new staff in a leadership position.

Teacher Guide to LACES, 7/24/24 from 10:40-12:10 p.m.

In this session, we will focus on ways instructors can enter attendance, send messages to students, and run reports for students in their classes. Attendees will learn about the limitations and privileges of the Teacher III role in LACES. This session is most appropriate for instructors.

Searches, Reports, and Dashboards for Managing Programs (repeated), 7/24/24 from 1:30-3 p.m.

In this session, we will focus on the various reporting features throughout LACES that enable users to pinpoint data quality and performance issues within their program or area of responsibility. Attendees will learn about filters and searches as well as static and dynamic reports. This session is most appropriate for data entry staff and program leaders.

Searches, Reports, and Dashboards for Managing Programs (repeated), 7/25/24 from 9:40-11:10 a.m.

In this session, we will focus on the various reporting features throughout LACES that enable users to pinpoint data quality and performance issues within their program or area of responsibility. Attendees will learn about filters and searches as well as static and dynamic reports. This session is most appropriate for data entry staff and program leaders.

LACES Beyond the Basics: Using Non-Required Fields for Data Entry, 7/25/24 from 1:30-3 p.m.

In this session, we will review the non-mandatory fields and options in LACES that are not required for state or federal reporting purposes, but that program staff may find beneficial for getting a holistic picture of the student to provide better tracking and progress. This session is most appropriate for data entry staff and program leaders.

TRACKS, SESSIONS & DESCRIPTIONS

Track F) BEdA on the Guided Pathway (GP)

In Washington, [we're](#) committed to creating a level playing field for all learners. Guided Pathways is a national movement that helps us achieve this by streamlining the college experience. Imagine an education system where:

- **Barriers are broken:** We remove obstacles to access, completion, and successful transition to careers.
- **Students thrive:** Clear pathways help students choose a direction, stay focused, and graduate with in-demand skills.

This track guides faculty and staff in understanding how their roles contribute to Guided Pathways. [You'll](#) learn how to:

- Support students in choosing the right path.
- Equip them with the tools to stay on track.
- Empower them to graduate with the skills employers need.
- Join us and discover why Guided Pathways begin with BEdA!

Integrating BEdA into Guided Pathways: A Path to Student Success, 7/24/24 from 9-10:30 a.m. – Room E

Presenter: Alicia Peebles, Tacoma Community College

This session aims to show the pivotal role Basic Education for Adults (BEdA) programs play within the framework of Guided Pathways, with a specific focus on Tacoma Community College's journey. Participants will gain insights into the evolution of Guided Pathways, understand how BEdA intersects with this approach, and explore practical examples of how advising models, self-placement strategies, and support courses have been adapted to enhance student success at TCC within this framework.

Outcomes:

- Gain a comprehensive understanding of Guided Pathways and its significance in modern higher education contexts.
- Trace the historical development of Guided Pathways at Tacoma Community College, highlighting key milestones and strategies.
- Learn about the goals of Guided Pathways and how they relate to BEdA Explore real-world examples of revised advising models, college success courses, and self-placement approaches within the context of Guided Pathways implementation.
- Analyze the role of College Success courses in supporting adult learners within the Guided Pathways model, emphasizing their effectiveness in fostering student achievement and retention.
- Discuss best practices and potential challenges in integrating BEdA programs into the broader Guided Pathways framework, fostering dialogue and collaboration among BFET and BEdA staff.
- Discuss how to help adult learners translate their life experiences into demonstrable classroom skills.

TRACKS, SESSIONS & DESCRIPTIONS

Creating Intentional Support for Transitional Studies Students, 7/24/24 from 10:40-12:10 p.m. – Room E

Presenter: Michele Scouten, Peninsula College

As we aim to build our Transitional Studies programs back up after the pandemic, how can we do so in a way that weaves in layers of student support? How can we work together to reduce ongoing barriers that stand in the way of student completion?

This session will consist of two parts. Part one will be a 30-minute presentation from Enrollment Specialist Michele Scouten of Peninsula College. The presentation will cover recent updates and expansion of our Transitional Studies program, focusing on how the new Enrollment Specialist position has strengthened student support through a revised orientation, one-on-one meetings, a college-ready workshop, regular check-ins, and other intentional supports.

Part two of this session is dedicated to discussing some of the ongoing challenges of the HS+ program. There will be time to share in small groups and as a whole how colleges are tackling challenges such as prior learning, determining competency, offering alternative math courses, and handling world language credit among others. This will be a time of open sharing and learning, so attendees will have some fresh ideas to walk away with.

While this presentation may be informative for anyone in Transitional Studies, it will likely be most useful for student support staff and others who directly engage with HS+ students as well as those who evaluate high school transcripts for incoming HS+ students.

Outcomes:

- Share ongoing challenges and successes of Peninsula College's Transitional Studies program with the intent of helping other colleges grow their programs and improve student support.
- Facilitate an open, informative discussion among BEdA staff and faculty to identify ongoing challenges and offer shared solutions.

At the Table: BEdA on the Guided Pathways, 7/24/24 from 1:10-3 p.m. – Room B-GH

Presenter: Katherine Dowdy, Austin Community College

In this session, participants will explore the integration of Adult Education with college systems including the Guided Pathways framework and how this partnership can help bridge gaps and provide improved support for adult students on their educational journeys. Attendees will learn about strategies implemented at Austin Community College to align curriculum, augment support services, and develop career pathways to create improved educational outcomes for our students. (*virtual*)

BEdA Bridge Modules: Helping Higher Level Students to the Next Step, 7/25/24 from 9:40-11:10 a.m. – Room E

Presenter: Shannon Potter, Olympic College

Are you looking for content that is contextualized, flipped, OER, and includes digital skills along with language instruction? If so (or now you are after reading that!), join us for an introduction and overview of the new BEdA Bridge Modules. Designed for higher level ESL and ABE students, these modules target necessary skills for academic and professional success. Faculty and any administrators who help to source curriculum will leave with new units, lessons and/or activities ready for immediate implementation in your classes.

Outcomes:

- Understand the framework of the BEdA Bridge Modules.
- Describe the resources available to both students and instructors.
- Locate specific materials in both the online and face-to-face resources.
- Distinguish how all of or parts of this curriculum can be implemented in your classes.

TRACKS, SESSIONS & DESCRIPTIONS

Track G) Navigating Through (Navi)

Level Up Your Impact on Student Success

You're the front line for student success! Whether [you're](#) a navigator, advisor, counselor, or another support staff member, your role is critical. This track equips you with the tools and knowledge to navigate complex systems and advocate for all students.

Here's what you'll gain:

- **A comprehensive understanding of student resources:** Learn how everything connects to empower student success.
- **Practical strategies for promoting equity:** Discover effective ways to address challenges and ensure all students thrive.
- **Tools for personal and professional growth:** Develop your skills, knowledge, and well-being to excel in your role.

Join us and unlock your full potential. Leave feeling empowered and equipped to make an even greater difference in the lives of your students.

Empowering Access and Navigating Financial Aid: Navigating the 2024-25 FAFSA, 7/24/24 from 9-10:30 a.m. – Room H

Presenter: Yokiko Hayashi-Saguil, SBCTC

This workshop designed to equip you with the knowledge and tools to navigate the complex world of financial aid.

In this session, participants will delve into the intricacies of the financial aid process, gaining a comprehensive understanding of key concepts and updates to the Free Application for Federal Student Aid (FAFSA). We'll explore recent changes and best practices for maximizing financial aid opportunities, ensuring that no student is left behind due to the ongoing FAFSA delays and process barriers.

Moreover, we will address the critical need to intentionally support students of color in accessing financial aid funds. Through interactive discussions and real-life case studies, attendees will learn how to identify and overcome systemic barriers that disproportionately affect marginalized communities. From cultural competency to targeted outreach strategies, this workshop will empower you to be a catalyst for change in promoting educational equity.

Join us as we embark on a journey to empower students unlock the doors to higher education through informed financial aid advocacy and support. Together, let's build a future where every student has the opportunity to thrive and succeed.

Audience: Educators, counselors, administrators, community advocates, and anyone passionate about promoting educational equity and supporting students on their journey to higher education.

Join us and become a champion for educational access and equity in your community!

Workshop takeaways:

- Understanding the financial aid process and recent updates to the FAFSA.
- Strategies for maximizing financial aid opportunities for all students.
- Culturally responsive approaches to supporting students of color in accessing financial aid.

TRACKS, SESSIONS & DESCRIPTIONS

Advancing Success: Active Listening, Student Engagement, and Equity in BEdA, 7/24/24 from 10:40-12:10 p.m. – Room H

Presenter: Monica Wilson, SBCTC

This workshop is designed to empower advisors, navigators, coaches, and other student-facing staff in BEdA to advance equity and student success. In this session, participants will explore the intersection of constructivist listening, student agency, and equity advancing practices to gain practical insights and strategies to better support adult learners on their educational journey. This action-oriented experience will provide opportunities for deep conversation and learning from others in the system while building individualized approaches to the application of coaching techniques that center student experiences to advance equity within BEdA programs and beyond.

Antiracist Coordinated Care, 7/24/24 from 1:30-3 p.m. – Room H

Presenter: Claudia Avendaño-Ibarra, Skagit Valley College

This session is an opportunity for counselors, advisors, and student support staff to analyze coordinated care, and the intersection with anti-oppressive values and practices. Attendees will examine levels of case management and practices that enable creating a culturally responsive coordinated care community that can disrupt harmful narratives and procedures for community college adult learners.

Outcomes:

- Attendees will define coordinated care practice.
- Attendees will define oppression, intersectionality, and cultural responsiveness.
- Attendees will analyze oppression as a catalyst for inequity.
- Attendees will be introduced to anti-oppressive values and antiracist praxis as tools.

Nourishing the Front-line: A Self-Care Journey for Student Support Professionals, 7/25/24 from 9:40-11:10 a.m. – Room H

Presenter: Inez Olive, WSAC

Explore the intersection of self-care and student success in this engaging session tailored for frontline staff in student support roles. Led by a facilitator with direct experience in student support services, this interactive session will name a few of the unique challenges faced by those in these roles and offers practical strategies for maintaining well-being in high-pressure environments. Discover how prioritizing self-care directly contributes to fostering student success by ensuring staff are equipped to support students effectively. Learn to recognize signs of burnout, develop personalized self-care plans, and cultivate a supportive workplace culture that enhances both staff and student well-being. Whether you're a seasoned professional or new to the field, this session provides valuable insights and actionable steps for cultivating a healthier, more sustainable approach to work and life. Join us in building a community of support and resilience to prioritize well-being and create a more conducive environment for student success.

TRACKS, SESSIONS & DESCRIPTIONS

More Than Self-Care: The Systemic Roots of Professional Burnout and Re-envisioning the Status Quo, 7/25/24 from 1:30-3 p.m. – Room H

Presenter: Melissa Williams, SBCTC

Individuals often experience workplace burnout as a personal failing and a private burden. Yet burnout in higher education—particularly for those who provide direct service to students—is frequently rooted in a workplace culture that urges speed, relentless productivity, and operating in silos or isolation over mindful approaches, meaningful work, and communal workstyles. In this session, participants will learn the systemic causes of burnout among higher education professionals and consider strategies for reshaping our workplaces to allow for gentler ways of working that nurture the mind, body, and spirit, including applying traditional wisdom from cultures around the world. There is much to glean from exploring this topic whether you are classified staff or an administrator, and whether you are new to the field or an experienced professional.

Outcomes:

- **Knowledge:** Define workplace burnout and identify how it manifests.
- **Comprehension:** Describe elements of a thriving workplace culture and how those elements support employees' well-being.
- **Analysis:** Compare and contrast mainstream American workstyles and concepts of self-care with traditional wisdom about work and rest from cultures around the world.
- **Synthesis:** Generate ideas for a proposal (or draft a proposal) to address certain systemic causes of burnout in your workplace.

TRACKS, SESSIONS & DESCRIPTIONS

Track H) BEdA Equitable Math Pathways & Practice

Let's face it: math anxiety isn't just a student problem. It affects the entire higher education system, and within BEdA, our pathways around math could be clearer.

This session tackles math head-on, aiming to positively impact both students and faculty.

We'll explore:

- Common misconceptions in math education (for everyone!)
- Effective instructional math practices (faculty-focused)
- Through collaborative discussion and activities,

We'll:

- Develop strategies to support students struggling with math anxiety.
- Refine our own understanding of math and its role in BEdA programs.
- Collaborate to better define pathways through academic and technical programs.

Join us and let's break down math barriers together!

Getting Everyone in the Room: Creating a College-Wide Mathematics Experience for Students, 7/24/24 from 9-10:30 a.m. – Room G

Presenter: Sherry-Anne McLean, Lake Washington Institute of Technology

Math students come into a community college setting from a variety of programs including BEdA, high school programs, adult high school, professional/technical certifications, and developmental math – all of which frequently have their own placement policies, their own course structure/maps, and their own curriculum to get students college-ready. However, they all share one goal – helping their student successfully navigate to a degree or career.

In this session we will look at concrete ways to work together across departments to simplify and align math pathways – from intake through a student's first college-level class. Faculty, administrators, navigation and support staff will walk away from this session with:

- A vision of an integrated approach to placement, curriculum, course mapping, and advising
- A practical action plan for transparency and change at your college
- An understanding of roadblocks, cautions, and best practices to plan for while creating a better math experience for students

Number Talks for Mathematics and Language Development, 7/24/24 from 10:40-12:10 p.m. – Room G

Presenters: Jana Dean & Heather Byington, MEC

Join us for an interactive workshop on facilitating Number Talks. Number Talks are 10–15-minute whole class discussions that invite learners to develop language for learning mathematics, while deepening understanding of important math concepts. You will learn to facilitate Number Talks with enhancements specifically designed to make them accessible to multilingual learners (MLs). This practice invites voicing of mathematical ideas, builds mathematical competence, and develops deep, flexible number sense.

You will learn to:

- Effectively understand how to make students' thinking visible as they share.
- Reinforce visualizing as a sense-making strategy.
- Listen for computational number sense.
- Build on learners' strengths as mathematicians and communicators.

TRACKS, SESSIONS & DESCRIPTIONS

Empowering Student Thinking in Math: The Thinking Classroom, 7/24/24 from 1:30-3 p.m. – Room E

Presenter: Robert Weston, Clark College

This session introduces the Thinking Classrooms framework, developed by Dr. Peter Liljedahl (Building Thinking Classrooms). This teaching practice fosters deeper mathematical understanding by actively engaging all students in the learning process. Through decades of research and testing, the Thinking Classrooms framework is based on evidence to support student thinking about mathematics. This presentation will go over some of Dr. Liljedahl's research, describe some of the fourteen essential practices he has found to create a thinking classroom, and have you try it!

At the end of this session participants will have experienced a thinking classroom, including the setup, facilitation, and question types. **At the end of this session participants will** know at least one of the fourteen essential practices and identify one way to implement it in their educational setting.

WAMAP – Modify or Update Questions – or Make Your Own! 7/25/24 from 9:40-11:10 a.m. – Room G

Presenter: Mike Jenck, Yakima Valley College

This workshop will start by copying a WAMAP/MOM course that we will then use as an overview of what existing questions can do and then we will modify/create questions to meet our needs. We can sign up for WAMAP accounts during class. If you use MOM – you need to have a teachers account before class.

Outcomes:

- Be able to copy questions and update as needed
- Create original questions

Math Concerns: Real? OR Irrational! 7/25/24 from 1:30-3 p.m. – Room A

Presenters: Dawn Draus & MarcusAntonio Gunn, SBCTC

Feeling lost in the labyrinth of math course placement, common course numbering, and I-BEST v corequisites? You're not alone! This roundtable discussion is designed to unravel the complexities and bring clarity to these often-confusing topics. Come prepared to share your experiences, ask questions, and gain valuable insights from your peers! Come duke it out at this equitable math roundtable.

- Round 1: I-BEST v Coreqs: A Smack Down
- Round 2: Common Course Numbering for BEdA: Pi in the Sky or possible
- Round 3: BEdA to Math: Name That Pathway

Outcomes:

- Discuss how I-BEST and Co-reqs models can work together in college level math

TRACKS, SESSIONS & DESCRIPTIONS

Spotlight Sessions—Wednesday, 7.24.24 from 3:10—4:30

*Double for your trouble! **Spotlight Sessions** last 35mins and will run twice. Take an opportunity to check out two sessions within the 90min time block. Spotlight sessions will touch on various of topics such as ctcLink, Ability to Benefit, library services and much more.*

Beyond Books – The Library, a Hidden Toolkit for Adult Learners – Room B-GH

Presenters: Elissa Burnley & Sara Schwan, Mid-Columbia Libraries

Join our speaker from Mid-Columbia Libraries to learn about the importance of libraries and their myriad services relevant to adult learners. Amidst ongoing attacks on public libraries, let's affirm their value, recognize their intersections with equity and social justice, and consider partnership opportunities.

Unlock Student Potential with Data Driven Learning– Room C

Presenter: Laura Shi, Essential Education

Data empowers educators to personalize learning. By analyzing strengths and weaknesses, teachers can tailor instruction to challenge advanced students and support those needing extra help. Early intervention is also possible by identifying at-risk students early on. This allows for adjustments in teaching methods and materials, ultimately leading to improved instruction and better learning outcomes for all.

Digital Literacy and English Language Learning for ALL using Burlington English – Room D-GH

Presenter: Daphne Lagios & Miranda LaBatt, Burlington English

Burlington English is proud to support the adult ed programs in Washington by sharing our comprehensive suite of courses that address digital literacy, civics/citizenship, I-BEST, corrections education, family literacy, and workforce preparation to maximize measurable skill gains and create a bridge for students to achieve academic, career and life success. In this session, we will highlight how Burlington's platform can be used to break down learning barriers for ALL students while providing teachers with a diverse selection of blended materials that make individualized instruction easily accessible.

Tying your LACES – All about the LACES Student Reporting System – Room D

Presenter: Shannon Stangis, Genius LACES (formerly LiteracyPro)

This session is appropriate for the staff who will be entering data into LACES, tracking integrated data in LACES, or reporting data out of LACES. We will discuss why LACES is a trusted data system and the background and history of the company in relation to adult education and federal monitoring of Title II information.

TRACKS, SESSIONS & DESCRIPTIONS

Increase Financial Literacy through Ability to Benefit – Room E

Presenter: Nicole Hopkins, SBCTC

This spotlight session will cover the definition and purpose of Ability to Benefit in both a national and local context. The session will highlight ATB as an equitable practice that provides access to Federal financial aid for adult learners and underserved populations. Participants will learn strategies and best practices for ATB expansion on their campuses.

ctcLink? ctcKinks...and Fixes! – Room H

Presenters: Barbi Johnson, Caren Courtright & Starr Bernhardt, Big Bend Community College
Come learn from BBCC's team about the ctcLink problems they faced after conversion and the many steps they took to resolve them.

Number Talks, Language Development and Algebraic Reasoning – Room G

Presenters: Jana Dean & Heather Byington, MEC

Join us for a multiplication Number Talk, and a discussion of this powerful routine and its connection to algebraic reasoning. Number Talks are 10–15-minute whole class discussions that invite learners to develop language for learning mathematics, while deepening understanding of important math concepts. This session will model teaching moves specifically developed to make the routine accessible to multilingual learners.

Outcomes:

- Listen for divergent strategies for multiplication.
- Build on learners' strengths as mathematicians and communicators.
- Make connections between operations with whole numbers and algebraic reasoning.

OFFICE OF BASIC EDUCATION FOR ADULTS

SBCTC BASIC EDUCATION FOR ADULTS (BEa) STAFF



William Durden, Director
wdurden@sbctc.edu
360-704-4326
Strategic Direction Implementation & Management
Department operations and policy coordination
WIOA State Plan: Title II

Katrina Whittle, Assistant to the Director
kwhittle@sbctc.edu
360-704-4323
Direct support for director
Department administrative/logistical support
CBS/AEAC meetings and retreats
OGMS support back-up
BEa Website maintenance



Christy Lowder, Program Specialist III
clowder@sbctc.edu
360-704-4331
GED® Support
I-BEST: application review/ maintain website / coordinate travel
BEa Staff conference/registration/ctcLink support
BEa Training Support Coordinator
BEa Website maintenance

Troy Goracke, Policy Associate
Accountability & Compliance | Adult High School Completion
tgoracke@sbctc.edu
360-704-4361
Accountability and Compliance
State Legislative Affairs
High School Completion
Federal Grants and Reporting



OFFICE OF BASIC EDUCATION FOR ADULTS



Scott Toscano, Program Administrator
Relationship & Compliance Analyst
stoscano@sbctc.edu
360-704-4381
Assessment Policy & CASAS
NRS-Data Collection Quality
Accountability/Compliance/Federal Regulations
Program Review & Technical Assistance
WIOA Technical Support

MarcusAntonio Gunn, Policy Associate,
magunn@sbctc.edu

360-704-4362

Diversity, Equity, & Inclusiveness Barrier Mitigation
State Leadership Training
Adult Education Advisory Council | Council for Basic Skills
New Director Orientation
New Faculty Orientation



Katelynn Orellena, Program Administrator
Equity, Diversity, Inclusion | Program De-
velopment

korellana@sbctc.edu

360-704-4362

Funding Guide
BEdA Biennial Conference
BEdA Navigator Training & Support
Professional Development Implementation



Nicole Daughtry, Policy Associate,
Guided and I-BEST Pathways
ndaughtry@sbctc.edu

360-704-4368

IELCE Grants, & IET
I-BEST at Work
I-BEST Navigation & TT Cadres



OFFICE OF BASIC EDUCATION FOR ADULTS



Jodi Ruback, Program Administrator
ELA | Digital Equity & Literacy
jruback@sbctc.edu
360-704-4306
ELA Standards Alignment
I-DEA-Flipped Instruction & eLearning Liaison
Distance Learning
CBO liaison

Hanan Al-Zubaidy, Associate Director, Corrections Educations
Hal-zubaidy@sbctc.edu
360-704-1052
Prison Education Program (PEP) Implementation
Washington Association of Community and Technical College
(WACTC) Liaison
Department of Corrections Liaison



Chastity Pennington, Program Administrator
cpennington@sbctc.edu
360-704-1052
Corrections Education Navigators
Corrections Education Biennial Conference
Apprenticeship Work Group
Corrections Education College Catalogues

Ray Pulsipher, Senior Software Engineer
Corrections Education
rpulsipher@sbctc.edu
360-704-3938
Development & Support of OPE Project
Custom Canvas for Prison
Syncing & Security Software for Inmate Laptops



OFFICE OF BASIC EDUCATION FOR ADULTS



John Michel, Senior Support Engineer

Corrections Education

jmichel@sbctc.edu

360-704-1838

IT Specialist for correctional facilities

Testing & troubleshooting OPE Server Updates

Vender Support for Corrections Educational

AUTOGRAPHS/NOTATIONS

AUTOGRAPHS/NOTATIONS

2024

**Basic Education for Adults
Biennial Conference**

LITERACY AND JUSTICE FOR ALL

July 23-25, 2024

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