



## Agenda

### Oregon Graduation and Postsecondary Success Alliance Annual Convening

Wednesday December 4, 2019  
 1:00–4:00 p.m.  
 Chemeketa Eola  
 (Riesling, Chardonnay, and Merlot Rooms)  
 215 Doaks Ferry Road NW, Salem, OR 97304

#### Alliance goals

- Greater high school graduation and college completion rates for all
- Better preparation for and transition into college and careers
- Increased supports and success in high school and college

#### Convening objectives

- Deepen our focus on equity by learning from a leader of color in Oregon
- Learn about REL Northwest’s work and takeaway strategies to increase high school graduation rates and postsecondary success

Time	Description
1:00	Introduction to the REL program and the Oregon Graduation and Postsecondary Success Alliance
1:15	<p><b>Keynote:</b> Justice Adrienne C. Nelson – Preparing all Oregon students for success in education and life: Opportunities and challenges</p> <p><b>Description:</b> Oregon has set ambitious goals for 40 percent of residents to have a baccalaureate degree or higher, 40 percent to have an associate degree or certificate in a skilled occupation, and 20 percent without a postsecondary credential to have at least a high school diploma or its equivalent by 2025. Yet, the state’s high school graduation rates have been among the lowest in the nation, and there are deep inequities across student groups in Oregon—which is growing more diverse. Justice Adrienne Nelson, the first African American to be appointed to the Oregon Supreme Court, will share her experience and perspective. Her insights will guide and challenge participants as they take bold steps to promote success for all Oregon students.</p>
2:00	Coffee break and select first breakout session (see descriptions on the next page)
2:15	<ol style="list-style-type: none"> <li>1. Addressing equity gaps in accelerated learning participation</li> <li>2. Strengthening equity in school discipline in high school settings</li> <li>3. Developing a facilitator’s guide to use a literature summary on evidence-based practices to increase high school graduation</li> </ol>
3:00	Transition and select second breakout session (see descriptions on the next page)
3:05	<ol style="list-style-type: none"> <li>1. Social and emotional learning (SEL), trauma, and equity: Connecting the threads</li> <li>2. Effectively providing multi-tiered systems of support to improve high school graduation</li> <li>3. Innovative approaches to assessing college readiness at Oregon community colleges</li> </ol>
3:50	Next steps and closing

*This event is sponsored by REL Northwest, a project of Education Northwest, funded by the U.S. Department of Education’s Institute of Education Sciences.*

## Oregon Graduation and Postsecondary Success Alliance Annual Convening Breakout Session Options

### **Breakout session 1 (2:15–3:00)**

#### **Breakout session 1A (Merlot Room)**

*Addressing equity gaps in accelerated learning participation* (Erin Weeks-Earp, Higher Education Coordinating Commission, and Ashley Pierson and Michelle Hodara, REL Northwest)

Accelerated learning participation in Oregon has increased in recent years—but not for everyone. Learn about recent participation rates in accelerated learning (dual-credit, AP, and IB courses) by student groups and discuss evidence-based strategies for closing equity gaps in participation.

#### **Breakout session 1B (Chardonnay Room)**

*Strengthening equity in school discipline in high school settings* (Vicki Nishioka, REL Northwest)

Creating a welcoming learning environment that focuses on keeping students in school is challenging and rewarding—and in Oregon, it is the law! For high school students, every suspension disrupts their connection with school and increases their risk of dropping out. This interactive session will share research and practical strategies that build welcoming, emotionally supportive learning environments. Participants will also learn strategies for strengthening the connection between teachers and students from different cultural and racial backgrounds.

#### **Breakout session 1C (Riesling Room)**

*Developing a facilitator's guide to use a literature summary on evidence-based practices to increase high school graduation* (Jennie Fennelle and Hella Bel Hadj Amor, REL Northwest)

Participants will receive an overview of a set of resources that summarize practices and interventions (such as social and emotional learning and career academies) intended to increase high school graduation and will provide feedback on a facilitator's guide to help educators use this set of resources. A laptop or similar device is recommended for this session.

### **Breakout session 2 (3:05–3:50)**

#### **Breakout session 2A (Merlot Room)**

*Social and emotional learning (SEL), trauma, and equity: Connecting the threads* (Sarah Pierce and Celeste Janssen, REL Northwest)

Learning is cultural and social. In this session, participants will learn about evidence-based frameworks and tools that ground educators in both shifting their perspective and focusing on culturally responsive practice. Participants will understand and begin to analyze ways in which SEL, equity, and trauma-informed practices intersect and support one another rather than act as stand-alone, competing initiatives in school systems.

**Breakout session 2B (Chardonnay Room)**

*Effectively providing multi-tiered systems of support to improve high school graduation* (Vicki Nishioka, REL Northwest)

Oregon's Student Success Act requires schools to establish efficient, data-informed systems that will match services and support to students' needs. This interactive session will share tools and resources on building multi-tiered systems of support to improve academic and behavioral outcomes in high school settings. Participants will have the opportunity to engage in conversations about successes and lessons learned in this important work.

**Breakout session 2C (Riesling Room)**

*Innovative approaches to assessing college readiness at Oregon community colleges* (Ben Kaufmann, Oregon Coast Community College; Darlene Geiger, Clackamas Community College; and Michelle Hodara, REL Northwest)

Oregon community colleges have been implementing major changes to how they assess incoming students' college readiness, moving from standardized placement exams to multiple measures. Learn how Oregon community colleges are implementing innovative approaches to placement that are increasing student progression into and success in college math and English coursework, as well as improving outcomes for low-income students and students of color.