

Day	Time	Willamette Foyer	Willamette C/D	Willamette A	Willamette B	Croisan A/B	Croisan C	
Monday, November 4	8:00am	Registration						
	8:15am		Breakfast Table Service					
	8:30am - 9:45am		Plenary: Tim Amaral					
	9:45am - 10:00am		Transition					
	10:00am - 10:45am		Exhibitors and Silent Auction Tables	Title	CAST and Oregon ABS: Universal Design for Learning Series Kickoff (Part 1)	Oregon Employability Skills Digital Badging Framework: An Exploration of How the Employability Skills Badges could be used in	Supporting ELL Students in the NA1 Program: Overcoming Barriers Through Collaborative Support	Teaching ESL in Rural Oregon – A Perspective
				Presenter(s)	Donald Walker	Jenni Newby	Jesse Watson, Katie Nollenberger, and Alondra Esquivel	Karen Taylor
				Description	CAST and Oregon ABS are partnering to host a series of Universal Design for Learning (UDL) workshops for ABE/GED ^(R) /ESOL instructors! This double session will serve as the kickoff for a year-long, statewide cohort with workshops on UDL and goal setting, math, reading/writing, community-building, and more for the adult education setting. It will also introduce the key UDL framework. The kickoff sessions are open to the entire field, regardless of ability to participate in the year-long cohort. Information about joining the cohort will be provided in the sessions.	In this session, the Oregon Consortium Director for the USDOL Strengthening Community Colleges Training (SCC) Grant will share information about the Oregon Community College Employability Skills Digital Badging Framework that was developed by 9 Oregon community colleges in partnership with staff from the HECC, WTDB, ODE, and CCWD. In the session, information will be shared about how employability skills badges are currently being embedded in various CTE programs at 9 of the colleges, how the criteria for earning badges is assessed, and how badges are awarded. The session will allow participants to creatively explore how the employability skills badges could be used in Adult Basic Skills courses and programs.	This session explores how shifting perspectives enabled ESL and Allied Health faculty to address the unique challenges faced by English Language Learners (ELL) in the Fall 2022 NA1 program cohort. By viewing the application process through the students' point of view, the team identified barriers such as communication difficulties, unclear requirements, and financial obstacles. Through a collaborative effort, they developed tailored support strategies, secured funding, and worked closely with community partners. The session will encourage an open discussion about similar interventions and support programs, inviting participants to share insights and best practices for serving ELL and non-traditional students.	Case study built around anecdotes illustrating strategies for teaching ESL to students from many countries with differing skill levels. How to help students learn daily use language in their new environment and how to navigate available community resources. Flexibility and improvisation allow teachers to develop lessons rooted in students' lived experience. Thoughts on finding and developing appropriate learning tools. How to plug adult learners in to existing networks, more fully integrating them into the community. How to build alliances in the community, extend awareness of available ESL services, and advocate for ESL learners.
				Tracks	High School Equivalency Programs, Cultural Competency and Inclusion, Learning Differences and Special Needs, Trauma-Informed Education, Education for Adults in Custody and Formerly Incarcerated Individuals, Economic Diversity in Education, Urban and Rural Education, Professional Development for Educators, Technology and Innovation in Adult Education, English as a Second Language (ESL)/ ESOL/Spanish GED ^(R)	High School Equivalency Programs, Cultural Competency and Inclusion, Learning Differences and Special Needs, Trauma-Informed Education, Education for Adults in Custody and Formerly Incarcerated Individuals, Economic Diversity in Education, Urban and Rural Education, Professional Development for Educators, Technology and Innovation in Adult Education, English as a Second Language (ESL)/ ESOL/Spanish GED ^(R)	High School Equivalency Programs, Cultural Competency and Inclusion, Learning Differences and Special Needs, Trauma-Informed Education, Education for Adults in Custody and Formerly Incarcerated Individuals, Economic Diversity in Education, Urban and Rural Education, Professional Development for Educators, Technology and Innovation in Adult Education, English as a Second Language (ESL)/ ESOL/Spanish GED ^(R)	English as a Second Language (ESL)/ ESOL/Spanish GED ^(R)
				Room Host	Kelly Zinck			
	10:45 am - 11:00am		Transition					
	11:00am - 11:45am			Workshop Title	CAST and Oregon ABS: Universal Design for Learning Series Kickoff (Part 2)	GED^(R) A Spectrum of Perspectives	What Does it Take to be a Successful Literacy Instructor or Tutor for Adults who Struggle to Read?	Policies and Strategies to Meet Oregon's Adult Attainment goal
				Presenter(s)	Donald Walker	Lisa Pool-Osorio	Julie Hiefield and Peggy Murphy	Shalee Hodgson and Panel
				Description	CAST and Oregon ABS are partnering to host a series of Universal Design for Learning (UDL) workshops for ABE/GED ^(R) /ESOL instructors! This double session will serve as the kickoff for a year-long, statewide cohort with workshops on UDL and goal setting, math, reading/writing, community-building, and more for the adult education setting. It will also introduce the key UDL framework. The kickoff sessions are open to the entire field, regardless of ability to participate in the year-long cohort. Information about joining the cohort will be provided in the sessions.	GED Testing Service is adapting and evolving to meet the needs of Adult Learners of all backgrounds, abilities and perspectives. We strive to discover how we can better serve candidates where they are and how they best learn. The testing service offers free programs that assess learning preferences of students, so they discover whether they are auditory, visual, logical, or another kind of learner. We have also adopted a program that supports educators to coach test mastery by developing intangible skills, beyond the content academics that are so often prioritized in Adult Education classes. Come learn about how GED Testing Service is exploring new and innovative programs and initiatives that support GED ^(R) Candidates on their journey to credential and beyond.	What are the foundational skills in literacy and how does one teach these skills to adults? These questions will be discussed by members of the Portland Literacy Council and the Language and Literacy Fund as the two nonprofits pilot a program (Fall, 2024, with funding from the Blosser Center for Dyslexia Resources) to teach and support instructors and tutors in how to support their students with low (or no) literacy skills using structured literacy best practices. - Participants will learn what foundational literacy skills are and why teaching these skills is essential for effective reading instruction. - Participants will be encouraged to engage in one or two activities used to build and strengthen foundational literacy skills in the classroom and tutoring. - Participants will learn about a program for native English speakers who struggle to read piloted by the Portland Literacy Council and the Language and Literacy Fund.	As we strive to meet Oregon's adult education attainment goal, community colleges are implementing equitable strategies to serve adult learners on their pathway to opportunities for advancement in education, career, and earnings. One of the strategies, Integrated Education and Training (IET), brings together Adult Basic Skills, Career Pathways, and Career and Technical Education in partnership with employers and others to design and implement training programs with academic and wrap-around supports. These programs help students identify their goals, transition into credit-bearing coursework, and advance in their careers. They also create opportunities for collaboration, including braiding or leveraging multiple funding streams and programs to provide this comprehensive approach to student success. In this session, we will provide an overview of federal and state resources, policies, and strategies that are aligned to support this critical student success strategy, with five colleges sharing examples of how they have leveraged partnerships, innovation, funding, and adult education attainment strategies to support students on their education and career path.
				Tracks	High School Equivalency Programs, Cultural Competency and Inclusion, Learning Differences and Special Needs, Trauma-Informed Education, Education for Adults in Custody and Formerly Incarcerated Individuals, Economic Diversity in Education, Urban and Rural Education, Professional Development for Educators, Technology and Innovation in Adult Education, English as a Second Language (ESL)/ ESOL/Spanish GED ^(R)	High School Equivalency Programs, Learning Differences and Special Needs	Cultural Competency and Inclusion, Learning Differences and Special Needs, Trauma-Informed Education, Economic Diversity in Education, Professional Development for Educators, English as a Second Language (ESL)/ ESOL/Spanish GED ^(R)	Cultural Competency and Inclusion, Economic Diversity in Education, Urban and Rural Education
	Room Host	Kelly Zinck						
11:45am - Noon		Transition						

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Monday, November 4th	11:45am - Noon		Transition				
	11:45am-12:15		Lunch Buffet				
	12:15pm - 1:45pm		Panel Discussion: Immigration				
	1:45pm - 2:00pm		Transition				
	2:00pm - 2:45pm	Exhibitors and Silent Auction Tables	Workshop Title	Emotion and The Learning Moment	Experience Dyslexia and Other Common Learning Differences	Retaining GED Students Through Relationship & Community Building	Visualizing WIOA Performance with Power BI
			Presenter(s)	Tim Amaral	Danielle Thompson and Shelbe Park	Tracie Memmott and Marlo Urbina	Chris Marston
			Description	In spite of the obvious rewards from completing an education, why do so many of our adult students struggle with persistence? This workshop will introduce the basics around the challenge of emotional dysregulation and its impact on motivation, learning, and persistence. We will learn about (and even experience) some of the hidden emotions that come up in school, and we'll explore what it takes to bring learning back on line.	Participants experience the power of empathy as they take part in a variety of activities that mimic the learning experiences and associated frustration and anxiety that students with learning disabilities/learning differences face on a daily basis. The simulation will show participants how it feels to have a learning difficulty caused by dyslexia or other common language-based learning differences. This experience will improve participants' understanding of the challenges students encounter, what helps, and why accommodations level the academic playing field.	In this session we will discuss the importance of building community and relationships as a retention tool with students. We will share our strategies/ideas and hope others will share theirs as well.	An introduction to transforming data from TOPS WIOA tables into a visualized desktop of the program's performance using Microsoft's Power BI application. This presentation will demonstrate the process of downloading Federal Tables from TOPS Enterprise as Excel files; and loading and transforming the data into Power BI. Graphs, charts, and tables will be created and integrated into performance desktop to help visualize the data to manage the program. Participants will be encouraged to assist in the development of useful visualizations for key indicators. The session's intention is to ease the fear of using this free powerful tool and demonstrate what is possible with a few keystrokes and mouse clicks.
			Tracks	High School Equivalency Programs, Cultural Competency and Inclusion, Learning Differences and Special Needs, Trauma-Informed Education, Education for Adults in Custody and Formerly Incarcerated Individuals, Economic Diversity in Education, Urban and Rural Education, Professional Development for Educators, Technology and Innovation in Adult Education, English as a Second Language (ESL)/ ESOL/Spanish GED ^(R)	Learning Differences and Special Needs, Education for Adults in Custody and Formerly Incarcerated Individuals, Professional Development for Educators	High School Equivalency Programs, Professional Development for Educators, Technology and Innovation in Adult Education, English as a Second Language (ESL)/ ESOL/Spanish GED ^(R)	Technology and Innovation in Adult Education
	2:45pm - 3:00pm		Room Host				
	3:00pm - 3:45pm		Workshop Title	GED Math Test Strategies	Global to Local	How Being a Park Ranger Helped Me Be a Better Adult Ed Teacher: Applying the Principles of Interpretation to Classroom Teaching	ACT WorkKeys/NCRC for Oregon's Students and Educators
			Presenter(s)	Kellie Blair-Hardt	Misty Schoene and Cheryl Miller	Kristin Hovenkotter-Greco and Philip Metz	Christine Nieto and Emily Deplessis
			Description	In this hands-on, engaging session, instructors will gain valuable strategies for teaching key math concepts essential for the GED Math Test, including quadratic equations, factoring trinomials, and linear equations. Participants will practice using the TI-30XS Multiview calculator, the only calculator permitted on the GED exam, to solve problems quickly and accurately. This workshop is ideal for all skill levels and aims to strengthen math instruction methods, simplify polynomial concepts, and improve test-taker performance.	Global to Local gives an overview of current global migration, the impact of federal immigration policies, and how Oregon can respond to welcome and serve new arrivals. Audience will walk away with a better understanding of i) the origins of migration flows, ii) the complexity of federal immigration and how that affects eligibility and access to benefits; and iii) patterns of immigration across Oregon. Misty and Cheryl are from The Office of Immigrant and Refugee Advancement.	The multi-level world of adult education intersects beautifully with natural interpretation where park rangers must engage and fascinate people of diverse ages, backgrounds, needs, learning differences, and experiences who are free to walk away at any time! The principles of interpretation make education not just important and organized, but also relevant, meaningful, entertaining, inspirational, interactive, and personal. This session discusses how to apply to the ABE classroom the lessons I learned over 18 years as an outdoor educator in three gorgeous coastal parks. Learn how the strategies behind leading a guided tidepool walk or evening campfire program about sharks can be used to get your students hooked in their own learning journey, even when you can't go on a field trip!	Join us for an introduction to ACT WorkKeys for Oregon's students and educators. In this session, you will learn the basics about what the ACT WorkKeys assessments are and how they can unlock opportunities for students and set them up for success. The National Career Readiness Certificate (NCRC) is rooted in ACT WorkKeys assessments and is available free to every Oregonian through the HECC Office of Workforce Investments. In this introduction to the ACT WorkKeys and the National Career Readiness Certificate (NCRC), we will cover: •Understand the components and skills measured on the NCRC Workkeys Assessment •Review levels of the NCRC and how they align to career pathways •Learn how to deliver ACT Workkeys in your programs, while helping students share their accomplishments and skills with employers •Discover how your learners can use their NCRC achievement to qualify for Credit for Prior Learning
Tracks			High School Equivalency Programs, Cultural Competency and Inclusion, Learning Differences and Special Needs, Trauma-Informed Education, Education for Adults in Custody and Formerly Incarcerated Individuals, Economic Diversity in Education, Urban and Rural Education, Professional Development for Educators, Technology and Innovation in Adult Education, English as a Second Language (ESL)/ ESOL/Spanish GED ^(R)	Cultural Competency and Inclusion, Economic Diversity in Education, English as a Second Language (ESL)/ ESOL/Spanish GED ^(R)	High School Equivalency Programs, Learning Differences and Special Needs, Professional Development for Educators	Preparing learners for post-secondary education and careers.	
		Room Host	Marshall Curry				

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Tuesday, November 5th	8:00am	Registration					
	8:15am	Exhibitors and Silent Auction Tables	Breakfast Table Service				
	8:30am - 9:45am		Plenary: Tim Amaral				
	9:45am - 10:00am		Transition				
	10:00am - 10:45am		Workshop Title	Using Burlington English to Support the English Language Development of Adults in Custody	Teaching Vocabulary and Supporting Vocabulary Learning for ESL Learners, Part 1	An Educator's Voice: The Instrument for Connection, Influence & Impact	CASAS Teacher Portal for Teachers and Data Managers
		Presenter(s)	Daphne Lagios and Catherine Sylstra	Kathy Harris	Nick Lambe	Oscar Pena	
		Description	Join the BE team and ODOC teachers as we share ideas, answer questions, and collaborate on best practices to support our AICs English learning development. All ODOC teachers, staff, and administrators are encouraged to attend!	This interactive workshop focuses on research related to ESL vocabulary learning and teaching. Using discussion and activities, participants will learn how to teach vocabulary in their distance, hybrid, and face-to-face classrooms, and support students to become effective vocabulary learners. Participants should bring a laptop, tablet, or smartphone and be prepared to try digital activities during the workshop. At the end of the double session participants will be able to add vocabulary learning activities to their English language instructional plans that reflect recent research in vocabulary learning and teaching and be able to design digital and paper-based activities to help learners become independent vocabulary learners.	Your voice is your greatest asset to connect deeper, influence greater and impact more. Your physical voice is an instrument that you must learn to play to achieve masterful communication. This is especially true for educator's where their role is to connect, to influence, to inspire, to reach, to impact. This presentation will cover practical elements for you to explore your voice. From individual ingredients and characteristics to specific vocal forms and "personas" that allow you to be more dynamic and effective. All these elements will be tied directly into your role as an educator and decision maker	CASAS Teacher Portal is an easy-to-use, web-based application designed for teachers, counselors, and administrators. It's an intuitive interface that provides class and student-level data with customizable windows and reports. This session will focus on the Teacher's role to activate a Teacher Portal account and how to navigate around the application. The session will also cover the Data Manager's role and how to set up user accounts in TE. https://www.casas.org/product-overviews/software/topspro-enterprise/topspro-enterprise-help/teacher-portal	
		Tracks	Education for Adults in Custody and Formerly Incarcerated Individuals	Technology and Innovation in Adult Education, English as a Second Language (ESL)/ ESOL/Spanish GED ^(R)	Learning Differences and Special Needs, Professional Development for Educators, Technology and Innovation in Adult Education	Professional Development for Educators, Technology and Innovation in Adult Education	
		Room Host					
	10:45 am - 11:00am	Transition					
	11:00am - 11:45am	Workshop Title	What Can Community Libraries do to help GED^(R) Preparation?	Teaching Vocabulary and Supporting Vocabulary Learning for ESL Learners, Part 2	Using Art to Teach Hard History	Using an Equity Lens to get GED+ Credit, GED^(R) Tuition Waivers, and Multiple Measure Placement	
		Presenter(s)	Svetlana Karpe and Panel	Kathy Harris	Amy Boehnke	Curtis Buell and Callista Weatherford	
		Description	Where should local libraries focus their GED ^(R) effort and resources – resources for studying, spaces for drop-in volunteer tutoring, help paying for practice test and GED ^(R) tests, all of the above, or something else? In this panel, librarians will lead a discussion on what public libraries in Oregon can do to support GED ^(R) programs in different communities. GED ^(R) practitioners are invited to share what would be useful for their communities so that public libraries can be responsive to needs.	This interactive workshop focuses on research related to ESL vocabulary learning and teaching. Using discussion and activities, participants will learn how to teach vocabulary in their distance, hybrid, and face-to-face classrooms, and support students to become effective vocabulary learners. Participants should bring a laptop, tablet, or smartphone and be prepared to try digital activities during the workshop. At the end of the double session participants will be able to add vocabulary learning activities to their English language instructional plans that reflect recent research in vocabulary learning and teaching and be able to design digital and paper-based activities to help learners become independent vocabulary learners.	As a language arts and social studies instructor, I am interested in developing strategies to make hard history accessible to students in both culturally responsive and trauma informed ways. In this workshop, we'll be in dialogue about how to facilitate spaces where the tragedies of our shared history can exist alongside the triumphs of community, resistance, and joy. I'll share multiple curricular examples of how to use art to teach hard history with a focus on the tragic historical impact/ongoing trauma of Native boarding schools and combating the myths of Native erasure. Participants will have an increased understanding of how art can be an access point for students to see themselves in the stories of our shared history as well as a catalyst for ongoing civic engagement.	By using equity as a driving force, our APCE program was able to get SWOCC to accept GED + credit scores for students to earn college credit for scoring 175+ on the GED ^(R) . We also used equity to allow students who scored an average of 155 or higher on the GED ^(R) tests to earn up to 3 terms of tuition waiver and GED ^(R) scores are used for multiple measure placement. Learn how we started these conversations, what forms we use to track students, and how to advocate for the same at your institution.	
		Tracks	Economic Diversity in Education	Technology and Innovation in Adult Education, English as a Second Language (ESL)/ ESOL/Spanish GED ^(R)	High School Equivalency Programs, Cultural Competency and Inclusion, Trauma-Informed Education, Professional Development for Educators, Technology and Innovation in Adult Education	High School Equivalency Programs, Economic Diversity in Education	
	Room Host						

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Tuesday, November 5th	11:45am - Noon	Exhibitors and Silent Auction Tables	Transition				
	11:45am-12:15pm		Lunch Buffet				
	12:15pm - 1:45pm		Panel Discussion: Dyslexia				
	1:45pm - 2:00pm		Transition				
	2:00pm - 2:45pm	Workshop Title	Increasing Rigor to Meet Today's New Testing Landscape	A Skills-Based Approach: Helping Students Navigate Employment Opportunities and Validate and Promote their Skills	It's About Time: Getting the Most from Reading Passages in the Time Allotted	Freeing the Data: Teachers' Role in the Data Cycle	
		Presenter(s)	Miranda Labatt and Daphne Lagios	Wayne Fanno and Christine Nieto	Kelly Holt and David Cohen	Ashley Garrigan and Kelly Zinck	
		Description	Every day, teachers are faced with the two-fold challenge of equipping students with the complex skills needed for academic and career success, while simultaneously preparing them to demonstrate Measurable Skill Gains on updated standardized tests, such as TABE, CASAS, and Best Plus. In this interactive session, we will explore how the Burlington Core standards-based curriculum addresses these challenges. We will also discuss ways teachers can bring more rigor into their classroom to prepare students for success on NRS-approved tests – and in life!	It's tough to compete in today's job market. The current US job market is experiencing record-high job openings and low unemployment, yet young graduates lack the experience they need to launch their career. More than ever, an incoming worker needs ways to stand out from the crowd. Meanwhile, employers are looking for skilled workers who can not only perform the job but learn and grow as its requirements change. Encourage your students to earn a credential that will help get them noticed as they apply for jobs. This session will discuss how to help students talk about their skills and helping students understand what tools can help validate and prove their work ready skills as they enter the workforce. Learn about the Oregon Career Readiness Initiative that funds and supports all Oregonian's pursuing the ACT National Career Readiness Certificate (ACT NCRC) and how students can use this to gain employment and post-secondary educational opportunities.	We invite GED ^(R) instructors to look beyond close reading to discover strategies that slower readers can use to maximize their time and draw on their existing resources when answering questions on reading passages. We will present several tactics students in our program have implemented that have lowered their anxiety and increased their confidence when faced with long/complex reading passages, which has positively impacted their test scores. Educators in any adult education environment will gain tools they can use to help readers of all abilities.	The data your program collects is used at the local, state, and federal levels to determine whether Oregon meets its annual goals and outcome measures as set by the U.S. Department of Education Office of Career, Technical and Adult Education (OCTAE). The results of that determination impact the amount of grant funding that Oregon receives and, in turn, that local programs receive. Just as importantly, local program data can be used to improve program performance and learner outcomes. This session will explore how teachers are critical participants in the Title II data cycle and how that data can also be useful to them and their students.	
		Tracks	Professional Development for Educators, Technology and Innovation in Adult Education, English as a Second Language (ESL)/ ESOL/Spanish GED ^(R)	High School Equivalency Programs, Education for Adults in Custody and Formerly Incarcerated Individuals, Urban and Rural Education, Technology and Innovation in Adult Education	Learning Differences and Special Needs, Education for Adults in Custody and Formerly Incarcerated Individuals, Urban and Rural Education, Professional Development for Educators	Professional Development for Educators	
Room Host							