



# Monday, November 4<sup>th</sup> Presentations



## **Workshop Room and Time**

Willamette A: 10:00am – 10:45am, Part 1

## **Workshop Title**

CAST and Oregon ABS: Universal Design for Learning Series Kickoff – Part 1 and Part 2

## **Presenter**

Donald Walker

## **Description**

CAST and Oregon ABS are partnering to host a series of Universal Design for Learning (UDL) workshops for ABE/GED<sup>®</sup>/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.

## **Bio**

Donald Walker is a national CTE/UDL trainer who delivers instruction at the secondary and post-secondary levels working in collaboration with the CAST postsecondary and workforce development team. He delivers in-person and remote professional learning, technical assistance, coaching, guidance, and support in a variety of contexts across the country. Donald is a doctoral student in Teacher Education at Wayne State University, an Advance CTE Postsecondary Leadership Fellow, Farmington Public Schools Board of Education trustee, former Director of Education and Instructor Specs at Howard School of Media Arts. He also spent 21 years in Detroit Public Schools Community District in a variety of positions including Director of Multimedia for Detroit School of Arts. Donald is a believer, encourager and supporter of people who dream of something better.



## **Workshop Room and Time**

Willamette B: 10:00am – 10:45am

## **Workshop Title**

Oregon Employability Skills Digital Badging Framework: An Exploration of How the Employability Skills Badges could be used in ABS courses.

## **Presenter**

Jenni Newby

## **Description**

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.

## **Bio**

Jenni Newby has 23 years of experience in Oregon community colleges. She has broad post-secondary teaching, leadership, credit, non-credit, workforce education, and project management experience. She has extensive experience with WIOA, having worked with Oregon Adult Basic Skills programs since 2001. She has broad experience with grant writing, development, and implementation for regional, state, and federal grants. She is a champion for equity in education, an advocate for ensuring that all students have equitable access to education and the basic need supports in place to achieve their educational and personal goals.



## **Workshop Room and Time**

Croisan A/B: 10:00am – 10:45am

## **Workshop Title**

Supporting ELL Students in the NA1 Program: Overcoming Barriers Through Collaborative Support

## **Presenter**

Jesse Watson, Katie Nollenberger, and Alondra Esquivel

## **Description**

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.

## **Bio**

Dr. Jesse S. Watson, the Director for GED & Pre-College Education, is a Southern California native, first-generation college student, community college graduate, United States Navy Veteran, husband, and father. Jesse served on the USS Frank Cable (AS 40), a forward-deployed submarine tender that continues to service naval vessels in the Pacific with a home port of Naval Base Guam. He received an A.A. in Social Science from the College of the Canyons, a B.A. in Psychology from San Diego State University, an M.Ed. in Postsecondary Administration and Student Affairs (PASA) from the University of Southern California, and a Ph.D. in Higher, Adult, and Lifelong Education (HALE) program at Michigan State University.

## **Katie Nollenberger, Lead ESL Faculty for the GED & Pre-college, Rogue Community College**

Katie has a BA in French from the University of Oregon and a master's in TESOL from Gonzaga University. When not in the classroom, Katie is plotting her next adventure, spending time with family and friends, and being

## **Alondra Esquivel, ESL Support Specialist, Rogue Valley Community College**

Alondra Esquivel is currently the ESL Support Specialist at Rogue Community College under the GED & Pre-College Education Department. Alondra is from the Rogue Valley and received B.A.'s in Anthropology & Sociology - Social Welfare focus and minors in Spanish and Outdoor Leadership & Recreation from Eastern Oregon University. After graduation she served as a Peace Corps volunteer in Peru as a Youth Development Facilitator. She's worked in roles as a mentor, family advocate and now support specialist in Southern Oregon with focus on assisting international populations integrating into local communities.



## **Workshop Room and Time**

Croisan C: 10:00am – 10:45am

## **Workshop Title**

Teaching ESL in Rural Oregon – A Perspective

## **Presenter**

Karen Taylor

## **Description**

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.

## **Bio**

Karen Taylor (MEd, Oregon State; BA, Cal State, Chico; TESOL Certificate) teaches newcomer, beginner, and intermediate adult ESL students at Southwestern Oregon Community College (SOCC) in Coos Bay. Her background includes being a Family Advocate for Head Start and GED Tutor Coordinator for Shutter Creek Correctional Institution. Karen incorporates real-life scenarios, cultural elements, and technology to make language learning more relatable. Her background in social services fosters a supportive environment that promotes students' emotional well-being.



## **Workshop Room and Time**

Willamette A: 10:00am – 10:45am, Part 2

## **Workshop Title**

CAST and Oregon ABS: Universal Design for Learning Series Kickoff – Part 1 and Part 2

## **Presenter**

Donald Walker

## **Description**

CAST and Oregon ABS are partnering to host a series of Universal Design for Learning (UDL) workshops for ABE/GED<sup>(R)</sup>/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.

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## **Workshop Room and Time**

Willamette B: 11:00am – 10:45am

## **Workshop Title**

GED(R) A Spectrum of Perspectives

## **Presenter**

Lisa Pool-Osorio

## **Description**

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.

## **Bio**

Lisa's entire career has been in the educational publishing arena. Early in her career she started her own company, Global Village, providing anti-bias and multicultural books and curriculum materials to educators. She continued to serve educators as a Publisher Representative with several companies including Pearson, serving the needs of students and teachers in the K-12 market many years ago. Lisa returned to Pearson in October 2022 as a State Relationship Manager supporting Adult Education students and educators in CA, ID, UT, OR, WA, AK, NV & GUAM. She has helped expand GED Testing Service Professional Development into bilingual offerings in Spanish as well as English. She resides in Los Angeles County with her family



## **Workshop Room and Time**

Croisan A/B: 11:00am – 10:45am

## **Workshop Title**

What Does it Take to be a Successful Literacy Instructor or Tutor for Adults who Struggle to Read?

## **Presenter**

Julie Hiefield and Peggy Murphy

## **Description**

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.

## **Bio**

### **Julie Hiefield, Literacy Specialist, Edison Highschool**

Julie Hiefield is a Literacy Specialist with the nonprofits Language and Literacy Fund and Language Skills Therapy and at Edison High School in Portland. Edison supports students with learning differences such as dyslexia, ADHD and other complex learning challenges. The Language and Literacy Fund supports post-secondary students through classes offered at Portland Community College. The classes "Foundational Literacy Skills" are open to all students who struggle with reading, spelling and writing.

### **Peggy L. Murphy, Program Director, Portland Literacy Council**

Peggy L. Murphy is a retired technical writer and an active adult literacy advocate. She has served on the Board of Directors of Portland Literacy Council since 2010 and is the recent Past President of the Council. She manages their GED scholarship program and is the Program Director of PLC's new foundational literacy skills program that serves native-English speakers. A graduate of Portland State University, she holds an Oxford Certification in TESOL/TESL/TEFL Teacher Training.





## **Workshop Room and Time**

Croisan C: 11:00am – 10:45am

## **Workshop Title**

Policies and Strategies to Meet Oregon's Adult Attainment goal

## **Presenter**

Shalee Hodgson and Panel

## **Description**

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.

## **Bio**

**Dr. Shalee Hodgson, Policy Advisor, Office of Community Colleges and Workforce Development, HECC.** In this role, she provides policy advice and guidance to Oregon’s Community Colleges, Public Universities, Local Workforce Development Boards, and Agency Partners on topics including Career and Technical Education, Career Pathways, Credit for Prior Learning, Competency-Based Education, Integrated Education and Training, Open Educational Resources, and the Workforce Innovation and Opportunity Act. Dr. Hodgson collaborates with the Oregon Department of Education to align Career and Technical Education programs from secondary to postsecondary and coordinates multiple teams and projects. In addition to her experience, she is a Marano Fellow of the Aspen Institute’s Sector Skills Academy and holds a Bachelor of Science Degree from North Dakota State University and a Master of Business Administration from Marylhurst University. In 2023, she completed the Doctor of Education Program in Education Leadership from Concordia University St. Paul, focusing on assessing and evaluating higher education organizational structures.



## **Workshop Room and Time**

Willamette A: 2:00pm – 2:45pm

## **Workshop Title**

Emotion and The Learning Moment

## **Presenter**

Tim Amaral

## **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.

## **Bio**

Timothy Amaral is an award-winning adult educator, trainer, and peer mentor from Salinas, CA. He specializes in the teaching and application of social-emotional principles for adults in the classroom, in the workplace, and in the home. He has worked with at-risk adults in a multi-level, multi-lingual academic program since 1992. His wonderful students bring with them a broad spectrum of backgrounds, diagnoses, and disorders as well as issues of addiction, complex trauma, and incarceration. He applies trauma-informed practices and social-emotional principles in the classroom to produce an extremely safe and welcoming space, resulting in a graduation rate that is 4 to 5 times higher than the average. His students have gone from being called "challenged, traumatized, and resistant" to being called college graduates who are PhD candidates, counselors, executive directors, teachers, and really good parents whose own children go to college. For 32 years, Tim was also a martial arts instructor. In addition to running a small studio, he trained almost 2000 people in work-place safety and conflict resolution. For 10 years, he was the communications director for the Breakthrough Men's Community, a peer mentoring agency dedicated to healing, recovery, and support. It is this deep combination of academics, physical centeredness, and healthy connection that he brings to every training encounter.



### **Workshop Room and Time**

Willamette B: 2:00pm – 2:45pm

### **Workshop Title**

Experience Dyslexia and Other Common Learning Differences

### **Presenter**

Danielle Thompson and Shelbe Park

### **Description**

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.

### **Bio**

#### **Danielle Thompson, Board Member, The International Dyslexia Association - Oregon Branch**

Danielle Thompson, MAT, C-SLT, is a certified teacher with over twenty-five years experience teaching language-arts, reading, and social studies in public schools, and is nationally certified as a Structured Literacy teacher from the Center for Effective Reading Instruction. She also works as a private dyslexia evaluator, a tutor, and serves on The Board of Directors of The International Dyslexia Association - Oregon Branch, also known as ORBIDA.

Danielle's journey with navigating dyslexia and other common learning differences comes from teaching high school, from personal experience with loved ones, and from tutoring students of all ages with a variety of learning differences. Danielle strives to improve the life of the next struggling student, empower teachers and parents with information, and transform our collective practices in education to better meet the needs of our neurodiverse learners.

#### **Shelbe Park, Mentor and Tutor, International Dyslexia Association**

Shelbe Park is a native Portlander and now lives in Vancouver Washington with her husband. She has two grown children. She became active in the Oregon branch of IDA when her daughter was diagnosed with dyslexia at age nine. Shelbe has served on the Board of Directors, as Vice-President, and two terms as President. Her daughter is now a successful engineer and Shelbe contributes that to the support she received from IDA. Shelbe is a full-time tutor for students with Dyslexia and believes that it is important to teach students with dyslexia to advocate for themselves. She is the mentor of the IDA Oregon Student Empowerment Group. She is in awe of the amazing students she has met and mentored.



**Workshop Room and Time**

Croisan A/B: 2:00pm – 2:45pm

**Workshop Title**

Retaining GED Students Through Relationship & Community Building

**Presenter**

Tracie Memmott and Marlo Urbina

**Description**

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.

**Bio**

**Tracie Memmott, College Success Coach- Portland Community College**

For 25 years, I have worked at Portland Community College in the Yes to College program. I have had the honor of supporting hundreds of 16-20 year-olds through the process of getting their GED and helping them transition on to what they want to do next.

**Marlo Urbina, ESL Instructor**

College Success Coach by day and crafty Mom of special needs child by night. The best part of my 25 years at PCC has been developing relationships with GED students by building trust to help launch them into college feeling supported.



## **Workshop Room and Time**

Croisan C: 2:00pm – 2:45pm

## **Workshop Title**

Visualizing WIOA Performance with Power BI

## **Presenter**

Chris Marston

## **Description**

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.

## **Bio**

### **Chris Marston, Data and Technology Coordinator, Oregon Department of Corrections**

For the last 20 years, my role in Oregon Corrections Education has been to coordinate the Federal WIOA Title II reporting and the required assessments to administer the basic education program. I oversee the education data systems for the Education and Training Unit. Our data resides in a networked SQL Server database. Education users use a front-end user interface designed in Microsoft Access to view information for Adults in Custody (AIC). A scripting application is used to automatically email action reports, monitoring reports, and data sets to education staff, and to place data files in networked folders specific for each of our sites. My early days were in Production Planning of high dollar electronic test equipment for the manufacturing industry. To manage the mass amount of data involved, I refined my database management skills and learned to develop automation code to simplify work tasks. Getting data to move accurately between computer systems automatically became my area of expertise. Also, I provide administrative support for the online applications used by AICs in the basic education program: Aztec, Burlington English, EdReady, Reading Horizons, and Rosetta Stone.



## **Workshop Room and Time**

Willamette A: 3:00pm – 3:45pm

## **Workshop Title**

GED Math Test Strategies

## **Presenter**

Kellie Blair-Hardt

## **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.

## **Bio**

### **Kellie Blair Hardt, GED Math Tutor & Adult Education Advocate, Hardt2Heart Tutoring Service**

Kellie Blair Hardt's impactful journey in education led her to join the GED Testing Service Board of Directors in 2021. She founded Hardt2Heart Tutoring Service, a dedicated program for adult learners in GED math, leveraging her over 20 years of experience teaching math and science at middle and high school levels. Kellie fosters a supportive GED classroom culture that encourages learners to uplift each other, emphasizes integrity, and inspires learners to set and reach higher personal goals. Kellie's path to becoming a celebrated educator and leader was filled with adversity, including overcoming parental abandonment, homelessness, and high school expulsion. Her pivotal moment came with earning her GED in 1994, which set her on a transformative educational journey, culminating in Associate's, Bachelor's, and Master's degrees. Recognized for her exceptional contributions to education, Kellie received the National Education Association Award for Excellence in Teaching and the GED Testing Service Cornelius P. Turner Award in 2013, acknowledging her significant impact at local, state, and national levels. More recently, in 2023, she was awarded the inaugural GED Testing Service Molly Broad Award for her leadership and service in education. A Washington, DC native, she resides in Northern Virginia with her husband, Jason, and daughter, Katrina.



## **Workshop Room and Time**

Willamette B: 3:00pm – 3:45pm

## **Workshop Title**

Global to Local

## **Presenter**

Misty Schoene and Cheryl Miller

## **Description**

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.

## **Bio**

**Misty Schoene, Community Engagement Manager, The Office of Immigrant and Refugee Advancement** Misty Schoene is a second-generation refugee, born in the U.S. to a refugee from Vietnam. She is passionate about working with immigrant and refugee families in need. She advocates and strategizes for culturally specific services that create equitable services for all. Misty joined The Office of Immigrant and Refugee Advancement (OIRA) in January 2024 as the Community Engagement Manager. She brings extensive knowledge from her prior work in ODHS Self-Sufficiency Programs (SSP) and her personal experience as a child of a refugee. She began her career with ODHS in 2002 in the Portland area and has since held numerous roles. She most recently served as the Lead Analyst for the SSP Refugee Program and worked on the program for over seven years

## **Cheryl Miller, Interim Director, The Office of Immigrant and Refugee Advancement, Oregon Department of Human Services**

Cheryl brings 24 years of experience in county and state government and currently serves as the Interim Director of the Office of Immigrant and Refugee Advancement at the Oregon Department of Human Services (ODHS). Previously, as the ODHS Director of Strategic Partnerships, she led the Humanitarian Mission, delivering vital support to new arrivals seeking to make Oregon their home. This initiative was carried out in collaboration with ODHS programs, state and county agencies, public schools, community colleges, local partners, and culturally specific community-based organizations. For nearly 18 years, Cheryl served as the Executive Director of the Oregon Home Care Commission, supporting older adults, individuals with disabilities, and the state's homecare workforce. Her mission is to advance social justice and uphold human dignity, with a particular focus on marginalized and vulnerable populations, including immigrants, refugees, and asylum seekers. She is passionate about fostering positive change and empowering others.



### **Workshop Room and Time**

Croisan A/B: 3:00pm – 3:45pm

### **Workshop Title**

How Being a Park Ranger Helped Me Be a Better Adult Ed Teacher: Applying the Principles of Interpretation to Classroom Teaching

### **Presenter**

Kristin Hovenkotter-Greco and Philip Metz

### **Description**

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!

### **Bio**

#### **Kristin Hovenkotter-Greco, ABE/GED Instructor, Southwestern Oregon Community College**

Kristin is SWOCC's lead ABE/GED teacher who designed their program's Science, Social Studies, Reading, and Writing/RLA curriculum. Before becoming an adult ed teacher, she was an Oregon State Parks Interpretive Ranger for nearly 2 decades, leading naturalist programs in Sunset Bay, Shore Acres, and Cape Arago State Parks. Kristin loves tidepooling, hiking, traveling, knitting, theater, and helping students achieve their goals.

#### **Philip Metz**

Philip is a former Southwestern Oregon Community College GED graduate who went on to get his associate degree at SWOCC and work in the Adult and Pre-College Education department as a Teaching Assistant and the GED Navigator, as well as SWOCC's Future Ready Oregon Grant Navigator. He is a talented photographer who has taken some amazing shots of sea creatures on guided tidepool walks with Ranger Kristin.





## **Workshop Room and Time**

Croisan C: 3:00pm – 3:45pm

## **Workshop Title**

ACT WorkKeys/NCRC for Oregon's Students and Educators

## **Presenter**

Christine Nieto and Emily Deplessis

## **Description**

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

## **Bio**

### **Christine Nieto, Education and Workforce Development Consultant**

Christine is an experienced education and workforce development consultant and has worked alongside adult educators; workforce developers; and community college professionals for over 25 years helping to implement workforce readiness programs to help skill and upskill career seekers for gainful employment opportunities.



# Tuesday, November 5<sup>th</sup> Presentations



## **Workshop Room and Time**

Willamette A: 10:00am – 10:45am

## **Workshop Title**

Using BurlingtonEnglish to Support the English Language Development of Adults in Custody

## **Presenter**

Daphne Lagios and Catherine Sylstra

## **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!

## **Bio**

### **Daphne Lagios, Teacher/Trainer, BurlingtonEnglish**

Daphne is a Teacher Trainer with BurlingtonEnglish. She has 15 + years of classroom experience and has taught all levels of ESL from literacy to advanced, and also worked in both computer lab and family literacy settings. Daphne loves visiting classes and seeing how teachers and students make BE their own. In addition to the schools she supports, she also devotes time and energy to helping instructors implement BE within the Oregon Department of Corrections and working directly with instructors and tutors. on site to make sure they have the tools they need to support their students. When she isn't working, Daphne can be found by a body of water either dragon boarding, swimming or stand up paddle boarding. She lives in Vancouver, WA with one husband, 2 dogs and 5 chickens.

### **Catherine Sylstra, Customer Manager, BurlingtonEnglish**

Catherine is a longtime ESL educator who has spent more than two decades in classrooms with teens and adults of all language levels, both domestically and abroad. Starting with BurlingtonEnglish as a Teacher Trainer, and now in the role of Customer Manager, she enjoys working with a wide variety of educators and schools in her Southern California territory to implement BurlingtonEnglish in unique ways that address the academic and educational needs of their specific learners. In her free time, she enjoys spending time with her dogs at the beach, solving word puzzles, reading, and competitive equestrian sports.



## **Workshop Room and Time**

Willamette B: 10:00am – 10:45am

## **Workshop Title**

Teaching Vocabulary and Supporting Vocabulary Learning for ESL Learners, Part 1

## **Presenter**

Kathy Harris

## **Description**

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.

## **Bio**

### **Kathy Harris, PhD**

Kathy Harris, PhD has been interested in adult learning for more than 20 years, especially adults learning English as a second language. She teaches ESL teacher education pedagogy courses in the Department of Applied Linguistics at Portland State University, where she is also a member of the Literacy, Language, and Technology Research group. She conducts trainings and creates professional development materials for adult education teachers in national projects such as LINCS ESL Pro, Digital Resilience in the American Workforce, and Teaching Skills That Matter. Her current research focuses on the importance of digital skills and access for adults for purposes of work, health, and education.



## **Workshop Room and Time**

Croisan A/B: 10:00am – 10:45am

## **Workshop Title**

An Educator's Voice: The Instrument for Connection, Influence & Impact

## **Presenter**

Nick Lambe

## **Description**

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

## **Bio**

### **Nick Lambe, Professional Speaker**

Nick has had the pleasure of speaking at over 100 events both inside and outside of the fitness industry. He hosts many of his own events including the Recovery & Sleep Summit, The More Than A Trainer Summit, Raise the Bar Conference (co-host), The Storytelling Virtual Summit, the Impact Health & Fitness Summit & Impact Education Week. In addition to Nick's time spent presenting and hosting events, he has spent the last 3 years diving into his obsession of how to become more effective as a speaker. His approach combines his own experience with the study of over 500 public speakers, time spent with theatre performance, storytelling principles from novelists and script writers, signing lessons & adult learning theory. Nick now teaches public speaking skills and shares his approach while competing in speaking and storytelling competitions. Proximity is power. Nick's network includes high performing educators and speakers in the health and fitness space. Working with Nick will teach you their secrets to success and reveal hidden opportunities unknown to most of us.



**Workshop Room and Time**

Croisan C: 10:00am – 10:45am

**Workshop Title**

CASAS Teacher Portal for Teachers and Data Managers

**Presenter**

Oscar Pena

**Description**

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>

**Bio**

**Oscar Pena, Trainer and Tech Support, CASAS**

CASAS tech support and certified trainer for 9 years



### **Workshop Room and Time**

Willamette A: 11:00am – 10:45am

### **Workshop Title**

What Can Community Libraries do to help GED(R) Preparation?

### **Presenter**

Svetlana Karpe and Panel

### **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.

### **Bio**

#### **Svetlana Karpe, ABE/GED Coordinator, Multnomah County Library**

Svetlana Karpe is a Bilingual Adult Basic Skills educator and GED Coordinator for Multnomah County Library. She has been tutoring GED in Spanish and English and working in Adult Basic Education since 2019 at various organizations in Portland. She holds a PhD in Spanish and has over 15 years of experience in higher education both teaching college level classes as well as working in student academic affairs. She also works as a Student Resource Specialist in ABS at Mt. Hood Community College.



## **Workshop Room and Time**

Willamette B: 10:00am – 10:45am

## **Workshop Title**

Teaching Vocabulary and Supporting Vocabulary Learning for ESL Learners, Part 2

## **Presenter**

Kathy Harris

## **Description**

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.

## **Bio**

### **Kathy Harris, PhD**

Kathy Harris, PhD has been interested in adult learning for more than 20 years, especially adults learning English as a second language. She teaches ESL teacher education pedagogy courses in the Department of Applied Linguistics at Portland State University, where she is also a member of the Literacy, Language, and Technology Research group. She conducts trainings and creates professional development materials for adult education teachers in national projects such as LINCS ESL Pro, Digital Resilience in the American Workforce, and Teaching Skills That Matter. Her current research focuses on the importance of digital skills and access for adults for purposes of work, health, and education.





### **Workshop Room and Time**

Croisan A/B: 11:00am – 10:45am

### **Workshop Title**

Using Art to Teach Hard History

### **Presenter**

Amy Boehnke

### **Description**

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.

### **Bio**

#### **Amy Boehnke, Adult Education Instructor and Faculty Department Chair, Portland Community College**

I have been working at PCC in Adult Education since 1998. I continue to be interested in growing my practice of fostering a culture of belonging in the classroom and with colleagues. I worked with a team of Adult Ed faculty to compose the Write to Express Meaning learning standards and co-led Writing Institutes to help colleagues across the state integrate the standards in our classrooms. Last year, I was able to take a two-term sabbatical where I studied Native culture, art, and culturally responsive and trauma informed pedagogy.



### **Workshop Room and Time**

Croisan C: 11:00am – 10:45am

### **Workshop Title**

Using an Equity Lens to get GED+ Credit, GED(R) Tuition Waivers, and Multiple Measure Placement

### **Presenter**

Curtis Buell and Callista Weatherford

### **Description**

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.

### **Bio**

#### **Curtis Buell, Director, Adult and Pre-college Education and Tutoring, Southwestern Oregon Community College**

Curtis has been working in the Adult & Pre-College Education program at Southwestern Oregon Community College since 2010. He has served as a GED instructor, database administrator, and has been the director of APCE for the past 4 years. With an intense passion for equity and opportunities for ABS students, Curtis plans to finish out his career with APCE.

#### **Callista Weatherford**

Callista is in her second year as the APCE coordinator at Southwestern Oregon Community College. In her role, she is the front-line point of contact for all APCE students as well as the database administrator. Equity and access for ABS students is extremely important to Callista's work in the community college.



## **Workshop Room and Time**

Willamette A: 2:00pm – 2:45pm

## **Workshop Title**

Increasing Rigor to Meet Today's New Testing Landscape

## **Presenter**

Miranda Labatt and Daphne Lagios

## **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!

## **Bio**

### **Miranda LaBatt, Regional Manager, BurlingtonEnglish**

Miranda LaBatt serves as the Regional Manager of the BurlingtonEnglish West Coast team. She has a Master's degree in TESOL and Linguistics and has been working in Adult Education for the past 11 years. She has worked directly with Administrators, Coordinators, and Instructors to focus on the adoption, implementation, and usage of digital curriculum and technology to support learner success! Miranda worked on the adoption of BurlingtonEnglish into the first correctional facility in the US in Ventura, CA in 2017 and has since supported the West Coast team in serving correctional facilities across the Oregon DOC as well. Her specialty is BurlingtonEnglish, and student, instructor, and program success are always the primary goals!

### **Daphne Lagios, Teacher/Trainer, BurlingtonEnglish**

Daphne is a Teacher Trainer with BurlingtonEnglish. She has 15 + years of classroom experience and has taught all levels of ESL from literacy to advanced, and also worked in both computer lab and family literacy settings. Daphne loves visiting classes and seeing how teachers and students make BE their own. In addition to the schools she supports, she also devotes time and energy to helping instructors implement BE within the Oregon Department of Corrections and working directly with instructors and tutors. on site to make sure they have the tools they need to support their students. When she isn't working, Daphne can be found by a body of water either dragon boarding, swimming or stand up paddle boarding. She lives in Vancouver, WA with one husband, 2 dogs and 5 chickens.



### **Workshop Room and Time**

Willamette B: 2:00pm – 2:45pm

### **Workshop Title**

A Skills-Based Approach: Helping Students Navigate Employment Opportunities and Validate and Promote their Skills

### **Presenter**

Wayne Fanno and Christine Nieto

### **Description**

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.

### **Bio**

#### **Wayne Fanno, Education and Workforce Specialist, Office of Workforce Investments, HECC**

Wayne has served as an Education and Workforce Specialist for HECC for the past 16 years. In his role, he provides leadership for distance education programs, facilitates the Oregon NCRC initiative with partners throughout the state, works with employers and apprenticeship programs to provide job analysis to ensure appropriate alignment to Workkeys, and provides general strategic thinking to bolster career development programs. Wayne has been a high school teacher and a professor at OSU.

#### **Christine Nieto, Education and Workforce Development Consultant**

Christine is an experienced education and workforce development consultant and has worked alongside adult educators; workforce developers; and community college professionals for over 25 years helping to implement workforce readiness programs to help skill and upskill career seekers for gainful employment opportunities.



### **Workshop Room and Time**

Croisan A/B: 2:00pm – 2:45pm

### **Workshop Title**

It's About Time: Getting the Most from Reading Passages in the Time Allotted

### **Presenter**

Kelly Holt and David Cohen

### **Description**

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.

### **Bio**

#### **Kelly Holt**

A lifetime word-nerd and voracious reader, Kelly has taught mostly English Language Arts for longer than she cares to count. She is originally from Texas, where she taught 7th grade -university level students in rural, urban, and suburban settings. Since moving to Denver, she has served at Emily Griffith High School as a Language Arts and Social Studies teacher for 17-20-year-old students seeking their GED.

#### **David Cohen, Instructor**

David has taught Language Arts, Social Studies, and GED prep to a diverse population of high school students. He has created a series of 120+ videos available through his YouTube channel, @mrcohensclass, aimed at helping students pass the GED.



### **Workshop Room and Time**

Croisan C: 2:00pm – 2:45pm

### **Workshop Title**

Freeing the Data: Teachers' Role in the Data Cycle

### **Presenter**

Ashley Garrigan and Kelly Zinck

### **Description**

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.

### **Bio**

#### **Ashely Garrigan, Adult Basic Education State Leadership Coordinator, Office of Community College and Workforce Development, HECC**

Ashley's responsibilities include statewide professional development and assessment. Her background is in ESOL and instructional design. She holds an M.Ed. TESOL and has taught ESOL in a variety of domestic and international settings.

#### **Kelly Zinck, Education Team Research Analyst, Office of Community Colleges and Workforce Development, HECC**

Kelly Zinck holds a master's degree in public policy and is responsible for federal reporting for both WIOA Title II and CTE Perkins. She also manages the Title II performance-based funding model.