



# 2016 SUCCESS RETREAT

April 28-30 • Redmond, OR



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Supporting Unique Community Coalitions Engaged in Student Success

# General Information

Welcome to the GEAR UP SUCCESS (Supporting Unique Community Coalitions Engaged in Student Success) Retreat, an annual event that combines team planning time, breakout sessions and keynote presentations in a relaxing and fun environment.

All general sessions and meals are in **Juniper Hall**.

Planning documents and materials can be found online at [oregongearup.org/grant/meetings/success2016](http://oregongearup.org/grant/meetings/success2016)

## Staff Contact Information

If you need help in the following areas, please call, e-mail or find any of the following people:

- **Event logistics:** Anne Stephens, 541-968-7189, Ashley Edwards or Natalie Smith
- **Planning questions:** Susie Snelling, 541-632-0544 or Richard Ceder, 541-207-5336
- **Data/evaluation questions:** Jennica Vincent, 541-737-6180
- **Cost share/program questions:** Stephanie Carnahan, 541-418-4332

## Team Time Room Assignments

Golden Eagle A	Golden Eagle B	Golden Eagle C	Golden Eagle D
Cottage Grove La Pine Roseburg Coquille	Gold Beach Rogue River Port Orford Camas Valley Elkton	Yoncalla Elgin North Douglas Powers	Myrtle Point Reedsport Stanfield
Juniper 1	Juniper 2	High Desert	Boardroom
Taft Bandon Culver McKenzie Oakridge Klamath Falls	Lebanon Umatilla Newport Lowell Riverside South Umpqua	Chiloquin Illinois Valley	Dayton

# Agenda

## Thursday, 4/28

4:00 Registration opens

4:30 Welcome

5:30 Dinner

6:30 Team Time

- Set goals for the retreat
- Decide on a breakout session strategy
- Review the bigger picture

## Friday, 4/29

7:15 Buffet Breakfast

Coordinator Q&A,  
*Golden Eagle C*

8:00 Welcome

8:15 **The March to a Million, Ranjit Sidhu**

9:30 Breakout Sessions

10:45 Team Time

- Refer to the Team Time checklist (p. 4) and your goals

11:45 Lunch

**How Being Low-Income and First Gen Helped Me Succeed, Jenny Rogers**

1:30 Breakout Sessions

2:30 Team Time

- Refer to the Team Time Checklist (p. 4) and your goals

*Dinner on your own*

## Saturday, 4/30

7:15 Buffet Breakfast

8:00 Promising Practices

9:15 Breakout Sessions

10:30 Team Time

- Refer to the Team Time Checklist (p. 4) and your goals

12:00 Lunch

# Team Time Checklist

The SUCCESS Retreat is, first and foremost, an opportunity to evaluate your GEAR UP programs and services as a team and outline priorities and a plan for the following year and the future.

Use your GEAR UP Team Binder and planning resources to guide your work as a team, available at [oregongearup.org/grant/meetings/success2016](http://oregongearup.org/grant/meetings/success2016). The following is a suggested work flow, but prioritize your time on tasks as needed (e.g. Ford schools will spend more time on sustainability).

## Get started.

- Set goals for the retreat.
- Decide on breakout session strategy. Remember to debrief as a team after each session.

## Review the bigger picture and make a plan for sustainability.

- Update/discuss the **Review Data** document using your School Data Report.
- Update/review the **Assess Key Goals** document to identify goals that still need to be met.
- Look at scope and sequence across all grades, using the **Outline A 6-Year Plan** document. Review the programs and services currently offered and map out potential programs and services for all grades to look longitudinally at student needs.
- Make a plan for sustainability and prioritize the key programs for each grade level.

## Evaluate the current year's activities.

- What worked well and should be continued? What can be improved? What can be dropped?
- Use the **Evaluation** section of your current plan as a guide for conversation. Don't worry about filling everything in now – it just needs to be completed by July 1.

## Identify priorities for next year.

- Outline the **Yearly Plan** for next year's programs and services. Don't worry about filling everything in now – it can be refined before its July 1 due date.

## Make an action plan for next steps.

- Assign specific tasks to team members with deadlines.
- Set the next meeting time for the Team to check in on progress.

# Keynote Speakers

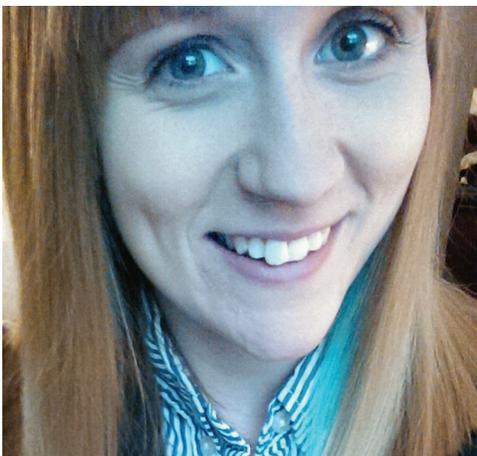


**Ranjit Sidhu** is President & CEO of the National Council for Community and Education Partnerships (NCCEP). He has a long history of service to NCCEP and its primary constituency, GEAR UP, having served on NCCEP's Board of Directors, and years prior as a member of the staff executive team.

Prior to this role, Ranjit served as senior vice president for strategy and new product development at the College Board. There he was responsible for the development and integration of the organization's comprehensive strategy, working across the organization to determine how all current and future work can achieve significant and positive social impact. Ranjit also directed new product development, including career and technical education work, and higher education product strategy and offerings.

Ranjit's previous roles include serving as senior vice president for strategic initiatives at ACT, where he played a significant role in developing the education division's strategic plan and future product development efforts. He led ACT's national efforts focused on policy development, advocacy, and partnerships in the education and workforce development arenas.

Ranjit holds a M.A. in education from George Washington University, a M.A. in public and international affairs from the University of Pittsburgh, and a B.A. in history from the University of Mary Washington.



**Jenny Rogers**, a native of Mississippi, is pursuing a Bachelor of Arts in Interdisciplinary Studies with concentrations in Creative Arts and Humanities at Western Oregon University.

"From age nine, I grew up without a mother. My dad drank heavily until he went to jail when I was 16 years old. I moved in with my aunt and uncle and, after graduating high school with advanced honors, I became the first in my immediate family to go to college. After a life changing road trip between my freshman and sophomore years, I sought out a bigger dream and a more comfortable place to call home. That's how I ended up in Oregon."

# Breakout Sessions At-A-Glance

	Friday, 9:30-10:30	Friday, 1:30-2:30	Saturday, 9:15-10:15
Golden Eagle A	Letters of Recommendation: Sing Your Students' Strengths	Getting Excited About Getting Involved: Extracurricular Activities in Middle and High School	Tips to Inspire Great College Essays
Golden Eagle B	Google for the Classroom	Restorative Practices: Building and Repairing Relationships in Rogue River	Helping Low-Income and First Gen Students Like Me
Golden Eagle C	Writing Across the Curriculum: Enlisting Staff to Teach Writing!	Expectations and Pressures to Assimilate	Promising Practices for Engaging Fathers
Golden Eagle D	Intercultural Parent Empowerment and Community Mobilizing	Close to Home: Principal and Staff-Led Professional Development	Financial Aid: 2015 is the New 2016
Juniper 2	Your School's Approach to GEAR UP: Aligning Activities with Goals Using Data	Meaningful Engagement with Latino Families	Academic Coaching: Developing a Foundation for Success
High Desert*	The Oregon (Goes To College) Trail	Culturally Responsive Standards-Based Teaching	Administrator Get Together
Board*	Life After GEAR UP	Priority Schools: Making the Most of the 7th Year	

*\*Rooms are in the Eagle Crest Lodge (hotel) directly across from the conference center.*

# Breakout Session Descriptions

Friday, 9:30-10:30

## **GOLDEN EAGLE A**

### Letters of Recommendation: Sing Your Students' Strengths

*Jennifer Schoen, Director of Opportunity Scholarship and Outreach Programs, Northeastern University*

What makes a good letter of recommendation? How can you share something unique about a student that discusses what's important to them and about them? Unfortunately, more often than not, letters of recommendation lack meaningful information about whether students will succeed academically, contribute to the campus community, or are deserving of the scholarship. Gathering information from students, understanding what selection committees are looking for in your letter, and starting your letter with an interesting first paragraph are just a few areas we'll talk about in this session. Participants will also see several examples of good (and not-so-good) letters.

## **GOLDEN EAGLE B**

### Google for the Classroom

*Madelynn Anderson and Christina Schulz, English Language Arts Teachers, Gaston Junior/Senior High School*

Adding more technology isn't the point. Adding helpful tools to make delivery of content instruction more effective and easier to access for all shareholders is the aim. **Attendees should bring a personal laptop. Note: A Google domain is required for Google classroom capability. This session is for participants from districts**

with pre-existing Google domains, or those exploring the option.

## **GOLDEN EAGLE C**

### Writing Across the Curriculum: Enlisting Staff to Teach Writing!

*Kay Graham, Principal; Heidi Sawitzke, Social Studies Teacher; Toni Taylor, Science Teacher, Lowell Junior/Senior High School*

Being able to write well increases student confidence and prepares students for the rigors of college and career(s). This workshop will explore ways to engage our teaching staff to embrace writing across the curriculum by:

- Helping staff feel confident to teach writing in their content area
- Working with staff to use common scoring rubrics
- Using staff time to read student work and calibrate staff scoring

Additionally, the workshop will focus on the current ODE writing rubric and examine ways content teachers can modify assignments to reflect CCSS and increase writing in all content areas. Writing is Power!

## **GOLDEN EAGLE D**

### Intercultural Parent Empowerment and Community Mobilizing

*Khanh Le and Oscar Guerra Vera, Center for Intercultural Organizing*

The Center for Intercultural Organizing's Building Undergraduates through Inclusive Leadership Development (BUILD) is part of a unique GEAR UP grant to mobilize students toward higher education by developing the leadership of parent organizing leaders, teachers and students. We

# Breakout Session Descriptions

will present successful strategies to achieve programming that serves underrepresented families.

## **JUNIPER 2**

### **Your School's Approach to GEAR UP: Aligning Activities with Goals Using Data**

*Julia Alemany, Senior Associate, Metis; Jennica Vincent, Research & Evaluation Specialist, Oregon GEAR UP*

A theory of change framework can be a powerful tool for educators to understand, plan for, and assess efforts or initiatives designed to create social change and drive student outcomes. In this workshop, participants will begin (or continue) to develop next year's GEAR UP school plan through a theory of change lens. Working backwards from the short-, mid-, and long-term desired outcomes, participants will identify activities, strategies/approaches, and inputs or resources that are needed to bring about change while using data to understand each school's context. Participants will also share with and learn about other schools' promising practices and interventions for improving student, educator, and school-wide outcomes for each of the 5 "Rs".

## **HIGH DESERT ROOM**

### **The Oregon (Goes To College) Trail**

*Dana Beck, Communications Specialist; Adrienne Enríquez, Transitions Specialist, Oregon GEAR UP*

Students, families and educators encounter obstacles on the path to college (academic preparation, college exploration and financial concerns are more prevalent than river crossings or dysentery on this Oregon Trail!)

Therefore, we created Oregon Goes To College, a website synthesizing the best information and free resources for educators, students and parents – all with an emphasis on what Oregon students need to know about making a plan for their future. **Bring a laptop or electronic device** to participate in this lively, interactive session where you will explore the data, research and resources on the Oregon (Goes To College) Trail!

## **BOARDROOM**

### **Life After GEAR UP**

*Melody Bustillos, Counselor; Liz Marvin, Project College Bound Coordinator; Roger Berger, Business Teacher, Hermiston High School*

It is time to start planning for what your team will do when the money stops and the support is much different. Hear ideas on how to keep momentum, sustain, and even grow existing programs. It takes a team and we will share a few strategies to build lasting relationships with community partners that have made all the difference. Nothing flashy, just a simple, common sense approach to helping students take the next step.

Friday, 1:30-2:30

## **GOLDEN EAGLE A**

### **Getting Excited About Getting Involved: Extracurricular Activities in Middle and High School**

*Jennifer Schoen, Director of Opportunity Scholarship and Outreach Programs, Northeastern University*

# Breakout Session Descriptions

Involvement in co-curricular activities provides valuable experiences for students seeking jobs, wanting to enter college, and competing for scholarships. It's also an excellent way to teach young people skills they will need to be successful in life: interpersonal skills, social skills, communication skills, resilience and even grit. How do we help middle and high school students get involved and stay involved? What counts as involvement, in school and for colleges? How do we help them make the most of their involvement? We'll discuss these questions and share strategies for encouraging and supporting involvement as part of students' busy lives.

## **GOLDEN EAGLE B**

### **Restorative Practices: Building and Repairing Relationships in Rogue River**

*Raphaelle Kunkel, Director of Education and Training, Resolve Center for Dispute Resolution and Restorative Justice; Jamie Wright, Vice Principal, Rogue River Junior Senior High School*

At the core, Restorative Practices are about building and repairing relationships. Restorative Practices provide a framework for building student accountability and responding to wrongdoing while strengthening student and community relationships. This workshop will explore the relationship and community building process that have been implemented at Rogue River Junior Senior High School as well as explore the ways in which Restorative Practices have been used to respond to student disciplinary incidents to promote a high level of accountability, include stakeholder voices, support people who have been harmed, and create a plan to make things right.

## **GOLDEN EAGLE C**

### **Expectations and Pressures to Assimilate**

*John Lenssen, Director, John Lenssen and Associates*

This workshop will identify ways that students are expected and required to assimilate to the dominant culture of schools and the resultant impact on students in poverty, students of color, immigrant students, and gender non-conforming students. We will explore strategies for schools to welcome and value the full range of cultural assets that students and families bring to their schools.

## **GOLDEN EAGLE D**

### **Close to Home: Principal and Staff-Led Professional Development**

*Ron Williamson, Practical Leadership*

Professional learning is the key to boosting achievement and college readiness. Too often it is disconnected from the school environment, not credible with teachers, or too expensive. Good professional development is "peer to peer and embedded in the work" of teaching. This session shows how schools identify their own professional needs, secure resources and manage their own principal and staff-led professional learning programs.

## **JUNIPER 2**

### **Meaningful Engagement with Latino Families**

*Becky Munn, Education Coordinator; Maydra Valencia, Juntos Coordinator; Ruth Jones, Juntos Facilitator; Ana Gomez, Juntos Program Coordinator and CL@SE Associate Director of Engagement, OSU Open Campus*

# Breakout Session Descriptions

A meaningful engagement is a bidirectional conversation in which families and the educational system are committed to learn from each other and build a relationship on behalf of Latino youth. The family is a key factor in the life experience of any human being, the cultural and socio-economic challenges outline this role and determine access to resources and opportunities. The hands-on workshop will prompt a conversation with participants and propose general ideas, strategies and experiences that are having amazing results for the Juntos program in the state of Oregon. Schools in need of programming will learn ways to gain support.

## **HIGH DESERT ROOM**

### **Culturally Responsive Standards-Based Teaching**

*Debbie Ellis and Kendra Hughes, Education Consultants*

Everyone has culture which can describe their way of life and the values, beliefs, and attitudes they possess. Thus, culturally responsive teaching can connect students to their cultural knowledge and prior experiences in ways that legitimize what the students already know. This session will share strategies for utilizing culturally responsive techniques inclusive of the teacher's own values, norms and traditions; as well as those of their students and student's families. Teachers can use these techniques to create an academically rich teaching and learning environment that builds relationships with all students and promotes academic and emotional growth and development.

## **BOARDROOM**

### **Priority Schools: Making the Most of the 7th Year**

*Richard Ceder, School Liaison; Ashley Edwards, Program Assistant; Adrienne Enríquez, Transitions Specialist, Oregon GEAR UP*

Coordinators at Priority Schools should plan to attend this workshop as a follow-up to our session at the Statewide Meeting last winter. In addition to revisiting the goals we set, we'll work together to identify successful strategies for serving students during their first year of college. Additionally, participants will have time to draft this portion of their Year 3 Plans.

**Saturday, 9:15-10:15**

## **GOLDEN EAGLE A**

### **Tips to Inspire Great College Essays**

*Jennifer Schoen, Director of Opportunity Scholarship and Outreach Programs, Northeastern University*

Why do colleges ask for essays? Why do students dread writing them, and how can you inspire them to bring out their story on paper? Join me as you get an inside view from an admissions/scholarship selection professional on why essays are important as we look at some essay examples. With that knowledge, we'll move to discuss tips that work for students to tell their story and pitfalls to avoid. Participants will share their strategies and successes (and challenges) as we brainstorm ideas to inspire our students put their best selves on paper.

# Breakout Session Descriptions

## **GOLDEN EAGLE B**

### **Helping Low-Income and First Gen Students Like Me**

*Jenny Rogers, Student, Western Oregon University*

A follow up to the keynote, *How Being Low-Income and First Gen Helped Me Succeed*, I will answer questions and talk to educators about what they can do to help students like me.

## **GOLDEN EAGLE C**

### **Promising Practices for Engaging Fathers**

*Tim Logan, Education and Social Justice Consultant*

Father involvement promotes greater academic success; more positive social behaviors; fewer behavior issues; better self-esteem, lower levels of depression; and reduced contact with the juvenile justice system. This session will focus on understanding research and promising practices to promote engagement with fathers. The presenter will share practical ideas on how to build relationships with fathers that support student achievement, youth development and align with your school's improvement plan.

## **GOLDEN EAGLE D**

### **Financial Aid: 2015 is the New 2016**

*Araceli Ortiz, Assistant Director of Financial Aid, Lewis & Clark College*

Participants will have an opportunity to learn about the upcoming changes to the FAFSA next year with the new implementation of Prior-Prior Year (PPY). Additionally, participants will receive updates regarding the Oregon State Aid Application (ORSAA), as well the Oregon Opportunity Grant.

## **JUNIPER 2**

### **Academic Coaching: Developing a Foundation for Success**

*Chris Lenn, Equal Opportunity Coordinator, Oregon State University*

Many students transitioning into their first year of college rightly predict their coursework to increase in rigor and difficulty. What they may not predict with such precision is how difficult it might be to manage their time to study when they find themselves in more independent learning environments or away from home for the first time. The purpose of this workshop is to draw attention to academic performance skills, such as time management or note-taking, that are integral (though often unacknowledged) to student success and imagine ways to include academic coaching skills into preparatory services for students transitioning to college.

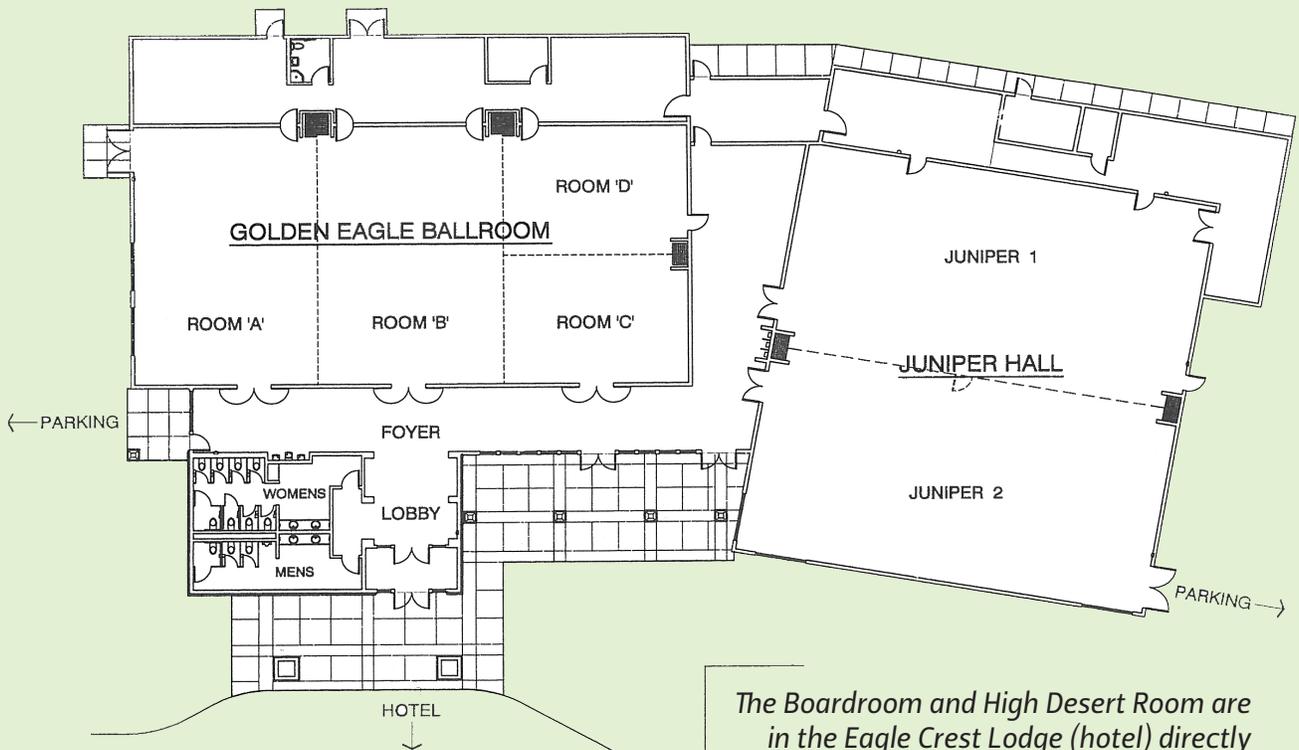
## **HIGH DESERT ROOM**

### **Administrator Get Together**

*Matt Shorb, Superintendent/Principal, Powers School District*

GEAR UP administrators have expressed the desire to gather to discuss success and challenges; this is your opportunity! Ron Williamson will also be on hand to share how his services can help you be more successful.

# Conference Center Map



*The Boardroom and High Desert Room are in the Eagle Crest Lodge (hotel) directly across from the conference center.*



# COLLEGE

It's not a dream, it's a plan.