# Table of Contents

**Organizational Updates** ................................................................. 3

**Program Highlights**

- Elevate Student Experience .......................................................... 6
- Elevate Educator Experience ........................................................... 7
- Math in Real Life ............................................................................ 8
- STEM in the Community ................................................................. 8
- Computer Science Initiatives ......................................................... 9

**Case Study: Career Technical Information** ....................................... 10

**Demographics of Participation** ....................................................... 11

**Metric Reports**

- Metric 1: Kindergarten Readiness Assessment (KRA) .......................... 14
- Metric 2-3: Third Grade ELA SBAC, Fifth Grade Math SBAC ............ 16
- Metric 4-5: Eight Grade Math SBAC, 9th Grade Algebra Completion .... 17
- Metric 6-7: 9th Grade On Track, Dual Enrollment ........................... 18
- Metric 8-8.5: 4-Year Graduation Rates ........................................ 19
- Metric 9-10: 5-Year Graduation Rate, GED Completers .................. 20
- Metric 11-12: College Participation Rate ....................................... 21
- Metric 13: Chronic Absenteeism .................................................. 22
Funders

Members
Communications

Stories on:
KEZI
KVAL

Monthly articles in:
Oregon Family Magazine

Presentations to:
Association of Career Tech Ed
CTE & Industry Summit
Florence Workforce Development
Lane Council of Governments
Oregon’s Association of ESDs
Oregon Business Council
Sector Strategy Board
Senate Education Committee
STEM Investment Council

Value of Time Given By Partners

$41,069

Accolades

Regional Innovation and Training Award
TAO People’s Choice Finalist
OAESD Innovation Award
Travels

Traveled to:  Austin, Texas | San Antonio, Texas | Salt Lake City, Utah | Washington D.C.  
Philadelphia, Pennsylvania | San Francisco, California

Staff Reflections

We asked staff to reflect on working for Connected Lane County and what they're most excited for as the work continues. Below are some key phrases or words that were common among staff.

Reflections

- Our team is passionate about removing obstacles.
- We build meaningful relationships.
- The team is dedicated, talented, and amazing.

The Future

- Envisioning CLC's programs as conduits.
- Creating new connections.
- Being instrumental in creating access.
- We have rewarding careers.
I liked that the Job Fair gave the students multiple career path options to explore. It is very important to let students know that there are a variety of paths to take after high school (and that college isn’t the one and only option), and I think this job fair did an excellent job of showing that.

— Maggie Dorris, Relief Nursery (2019 Job Fair)
Elevate Educator Experience

Educator externships place Lane County high school educators in work-based learning experiences over the summer months. Externships are a key component in developing students who are in touch with the demands of the workplace and the skills—both technical and professional—they need to be hired as successful employees. Educators who are exposed to the culture and values of an industry become more prepared to implement curriculum that is relevant to current industry needs.

In summer 2018, Elevate had eight teachers from Marcola, Eugene 4J, Pleasant Hill, McKenzie, Springfield, and Junction City participate in technology externships. Two teachers from Bethel participated in externships as well; one in construction and one in food and beverage manufacturing.

“This has been a fascinating experience. I am glad this was a three-week placement. Like all experiences in new fields, my head was spinning for the first few days with the large number of new terms and acronyms, and it took a couple of weeks for everything to coalesce. The management team was supportive and positive. They encouraged me to keep in touch when I started teaching this unit in class and said they might be able to have some lab techs come in and demonstrate tests for students, in addition to talking to students about their jobs/career paths.”

— Angie Wean, Willamette High School Teacher

Examples of Curriculum Connections

- Students were presented with a mock-up of a real antivirus security log and as a class, walked through how the attacker accessed the system using the raw data log software. Then students worked in groups to synthesize a story of how an attacker breached a cybersecurity system from a separate log. The lesson concluded with brainstorming about how changing a system or policy could prevent similar attacks.

- Students studied an ice cream product label and learned the purpose of each ingredient as well as the implications of varying the amounts of ingredients in the properties of the ice cream. Students learned about some of the key properties of ice cream, including mouth feel, the presence of ice crystals, freezing point depression, overrun and so on.

- Students learned to design and create end-grain cutting boards, butcher blocks, and countertops from reclaimed materials.
Math in Real Life

The goal of Math in Real Life is to implement applied mathematics and culturally sustaining instructional practices by leveraging expertise of CTE teachers, math teachers, and industry partners, so that more students are included and are successful with mathematics. Teams of two teachers created three projects that engaged students in math instruction through real-life application.

25 teachers are participating:

- **Bethel:** 1 math and 1 CTE teacher
- **Creswell:** 1 math and 1 CTE teacher
- **Crow:** 1 CTE teacher
- **Eugene:** 3 math and 5 CTE teachers
- **Fern Ridge:** 1 math and 1 CTE teacher
- **Springfield:** 2 math and 2 CTE teachers
- **Junction City:** 1 math teacher
- **McKenzie:** 1 math and 1 CTE teacher
- **Springfield:** 2 math and 2 CTE teachers

"The experience going to the Dorena Power plant was eye-opening to the students and me in terms of the amount of math necessary to the operation on a daily basis. The plant operator said that it took electrical engineering to really understand why algebra was so necessary in high school. This is a field that they are struggling to get qualified engineers to commit to the time required to become an electrical engineer, even though most training is paid training."

— Creswell Math Teacher

STEM in the Community

This year, Lane STEM partnered to coordinate and create several STEM learning opportunities for families, students, and the community. This included our first STEM night at an Eugene Emeralds baseball game, Huerto de la Familia’s Harvest festival, McKenzie River Gathering of the Robots, School Garden Project volunteer event, STEM week, and Eugene 4J’s Design and Build Challenge. This year, we also launched the STEM Beyond School Network, a gathering of beyond school providers who share a common vision of partnering together to increase access to STEM opportunities.
Computer Science Initiatives

Our goal is to increase access and support every student and educator. In our computer science efforts, we create meaningful pathways and experiences in information technology/computer science so that the next generation is prepared for the jobs of the future.

Our efforts to build computer science pathways have impacted and engaged 17 high school teachers and 42 elementary educators across 16 districts and have engaged 23 technology partners in Lane County. Our region has seen incredible growth, including an increase in the number of CTE programs from one to twelve, and this fall we will launch the county’s first pre-apprenticeship program in computer at Cottage Grove High School. For our youngest students, the impact in the classroom can be summed up with the following quote from a teacher, “One student was very eager to learn more about coding and asked for websites to practice coding at home. She is one of my lowest performers but was very confident about trying and succeeding with the Gigabots. She came out of her shell and wasn’t afraid to try any of the challenges.”

The successes of our computer science initiative includes:

- **Coder in Residence**: An elementary school program that brings local professionals who work in technology roles into the classroom to partner with the teacher for problem solving, collaboration, and an introduction to programming. During the last year we supported over 42 elementary classrooms in 14 school districts.

- **Regional CTE Advisory Board**: An advisory body that sets the computer science vision, serves as the Perkins CTE advisory group, and is building a pre-apprenticeship program in Information Technology/Computer Science. Currently, 12 high schools participate.

- **CS[4]HS**: An effort to increase the number of dual credit computer science courses in urban and rural high schools. This course includes curriculum focused on computer fundamentals, and is being implemented in 12 high schools across the county.
Case Study: Career Technical Education

Career and technical education (CTE) is a term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation. CTE courses aim to provide students with the skills, technical knowledge, academic foundation, and real-world experience they need to prepare for high-skill, high-demand careers.

CTE is organized by a national framework called “Career Clusters” which present a complete range of related career options, help students discover their interests and passions, and empowers students to choose the education pathway that can lead to success in high school, college, and their chosen careers. Today, the quality of CTE has vastly improved, yet many learners do not have access to high-quality programs in their communities.

In Lane County, Connected Lane County and Lane Regional CTE partner to expand programs, and increase access. The information that follows identifies where equity gaps remain, and where there are opportunities to allocate resources to ensure access to high-quality CTE for all students.

Data is derived from the 2017-2018 school year and defines CTE students from two categories:

1. CTE Participants: Any student who has taken one CTE class in a program of study.
2. CTE Concentrators: Students who have taken at least 1 credit in CTE classes.
In Lane County, the race and ethnicity of CTE students is not significantly different to that of the K-12 population as a whole.

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>CTE Participants</th>
<th>CTE Concentrators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>Difference</td>
<td>%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.7%</td>
<td>2.2%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>1.3%</td>
<td>1.6%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>15.7%</td>
<td>15.8%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>7.6%</td>
<td>7.7%</td>
<td>0.1%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>1.4%</td>
<td>1.3%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>71.8%</td>
<td>70.9%</td>
<td>-0.9%</td>
</tr>
</tbody>
</table>

However, students who participate in CTE classes do not reflect the demographics of the county’s high school population in other categories, as they are more likely to be male and not economically disadvantaged.

In Lane County, areas of study often reflect traditional gender roles.

<table>
<thead>
<tr>
<th>Area</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food &amp; Natural Resource Systems</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Arts, Information &amp; Communications</td>
<td>47%</td>
<td>53%</td>
</tr>
<tr>
<td>Business Management</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Human Resources</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>Industrial &amp; Engineering Systems</td>
<td>25%</td>
<td>75%</td>
</tr>
</tbody>
</table>
Data from 2017/18 suggests that Lane County students who participate in CTE tend to be more successful academically than their contemporaries. This mirrors arguments made at the state and national levels in support of increased funding for CTE. Given this conclusion it is clear that we need to work to increase access to CTE for all students county-wide.

CTE students are more likely to have been successful academically prior to high school. More have passed the SBAC Reading & Math in 8th grade than non-CTE students.

In the 2017/18 academic year, students enrolled in CTE classes were more likely to have passed the 11th Grade Reading SBAC, but less likely to have passed Math than their contemporaries. Neither of these totals is meeting the state CTE target.

Data from the 2017/18 graduating class shows that students who participated in CTE were more likely to successfully complete high school than those that did not.
11th Grade SBAC Achievement by CTE participants varies significantly by both program area and subject area.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Math</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food &amp; Natural Resource Systems</td>
<td>21%</td>
<td>61%</td>
</tr>
<tr>
<td>Arts, Information &amp; Communications</td>
<td>48%</td>
<td>81%</td>
</tr>
<tr>
<td>Business Management</td>
<td>34%</td>
<td>73%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>36%</td>
<td>72%</td>
</tr>
<tr>
<td>Human Resources</td>
<td>40%</td>
<td>76%</td>
</tr>
<tr>
<td>Industrial &amp; Engineering Systems</td>
<td>31%</td>
<td>67%</td>
</tr>
</tbody>
</table>

After graduation, CTE students were more likely to enroll in post-secondary education than their contemporaries. CTE concentrators were even more likely to enroll in post-secondary education, with over 50% enrolling in either two or four-year college within 18 months of graduating.
We share the following metrics to continue our conversations around identifying shared strengths, identifying and addressing systemic barriers that harm equity and accessibility, and exploring opportunities for cooperation.

**Metric 1: Kindergarten Readiness Assessment (KRA)**

In 2018/19, 50% or more of the 16 districts in Lane County recorded an average score lower than the state average on all KRA strands except Early Mathematics. This is a pattern that has been seen in the English strands of the assessment in the last four academic years. 2018/2019 is the first time that the majority of Lane County districts have scored below the state average on the Approaches to Learning strand.
Uppercase English Letter Name Recognition (0-26)

Lowercase English Letter Name Recognition (0-26)

English Letter Sound Recognition (0-26)
Lane County student performance on ELA SBAC has changed very little at all grade levels in the last four years, with less than 50% of students at any grade level meeting the state grade level benchmark.

Metric 2: Third Grade ELA SBAC

The percentage of Lane County students meeting benchmark in these subject areas in 2017/18 did not vary substantially from the passing rates shown across Oregon.
Metric 4: Eighth Grade Math SBAC

The percentage of students meeting or exceeding the state benchmark for 3rd Grade ELA in 2017/18 shows significant differences between race/ethnic categories.

<table>
<thead>
<tr>
<th>Race/Ethnic Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lane County</td>
<td>48%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>52%</td>
</tr>
<tr>
<td>Asian</td>
<td>55%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>35%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>49%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>33%</td>
</tr>
<tr>
<td>White</td>
<td>51%</td>
</tr>
</tbody>
</table>

Metric 5: 9th Grade Algebra Completion

Algebra Completion and 9th Grade On Track are both key indicators of successful completion of high school.

<table>
<thead>
<tr>
<th>Year</th>
<th>Algebra Completion</th>
<th>9th Grade On Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>17/18</td>
<td>17/18</td>
</tr>
<tr>
<td>2016/17</td>
<td>16/17 75%</td>
<td>16/17 70%</td>
</tr>
<tr>
<td>2015/16</td>
<td>15/16 74%</td>
<td>15/16 59%</td>
</tr>
<tr>
<td>2014/15</td>
<td>14/15 73%</td>
<td>14/15 73%</td>
</tr>
</tbody>
</table>
Metric 6: 9th Grade On Track

In 2017/18, 9th Grade On Track, which is a key indicator of high school graduation, shows significant differences across race/ethnic groups.

<table>
<thead>
<tr>
<th>Race/Ethnic Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lane County</td>
<td>76%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>56%</td>
</tr>
<tr>
<td>Asian</td>
<td>87%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>85%</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>73%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>76%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>89%</td>
</tr>
<tr>
<td>White</td>
<td>79%</td>
</tr>
</tbody>
</table>

Metric 7: Dual Enrollment

Providing Dual Enrollment opportunities to students across Lane County has been a focus in recent years, and there has been an increase in students enrolled in all areas.

- **All Dual Credit**: 22% in 2014/15, 25% in 2017/18
- **Advanced Placement Enrollment**: 11% in 2014/15, 9% in 2017/18
- **International Baccalaureate Enrollment**: 8% in 2014/15, 7% in 2017/18
- **College Now Enrollment**: 6% in 2014/15, 7% in 2017/18
Metric 8: 4-Year Graduation Rate

Lane County's 4-Year Graduation Rate has risen very slightly, but still lags behind the state. There is wide variation in graduation rates in districts across the county.

Metric 8.5: 4-Year Graduation Rate

In 2017/18 Lane County's 4-Year Graduation Rate continued to show significant differences across racial/ethnic groups.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lane County</td>
<td>73%</td>
</tr>
<tr>
<td>Oregon</td>
<td>79%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>75%</td>
</tr>
<tr>
<td>Asian</td>
<td>92%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>53%</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>69%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>74%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>91%</td>
</tr>
<tr>
<td>White</td>
<td>74%</td>
</tr>
</tbody>
</table>
Metric 9: 5-Year Graduation Rate

Lane County’s 5-Year Graduation Rate shows a similar upward trend as the 4-Year Rate.

Metric 10: GED Completers

The percentage of Lane County high school students receiving a GED has increased steadily in the last four years, from 2% of the cohort in 2014/15 to 5% in 2017/18.
Metric 11: College Participation Rate

The college participation rate increased in 2017/18, with 44% of 2016/17 graduates enrolled in college within 18 months of graduation.

- **NOT ENROLLED IN COLLEGE**: 64% → 56%
- **ENROLLED IN ANY COLLEGE**: 36% → 44%
- **ENROLLED AT LCC**: 20% → 19%
- **ENROLLED AT U OF O**: 5% → 8%

Metric 12: Retention to Second Year of College

While college enrollment increased in 2017/18, retention for a second year slightly decreased.

- **U OF O RETENTION**: 94% → 89%
- **ALL COLLEGE RETENTION**: 77% → 74%
- **LCC RETENTION**: 68% → 64%
Metric 13: Chronic Absenteeism

Lane County continues to struggle with chronic absenteeism, with one in every five students missing 10% or more of enrolled days every year. There was a slight decrease in the percentage of students chronically absent in 2017/18, but the overall trend remains upwards.