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What does it truly mean to impact a life? How—and when—do you know if what you’re doing matters or makes a difference? These are questions that I have grappled with this year.

I believe that every decision, every initiative, and every dollar we spend on our youth must be able to answer these two questions: Have we impacted a life? Have we made a difference?

For one young person from a rural community, we have. I met her in 2018 when she expressed an interest in tech but didn’t yet have any options in her school. She joined a committee to help us work on developing pathways, came on a tour, and participated in a three-day competition with us. I spent a lot of time with her, learning that she was taking care of a medically fragile family member while also maintaining high participation and success in high school, hoping to be the first in her family to attend college.

She then went on to take computer science classes in high school, participated in an internship with our Elevate program, continued on our advisory committee, and this past year completed her first year of college with the goal of majoring in computer engineering. But my favorite part is that she kept in touch and is coming back this summer to mentor other young girls in our new Invention Lab and middle school summer camps. To me, this is impact—affecting the trajectory of this young person’s life, so she can go on to continue impacting others as well.

When I interviewed Megan Shultz of 15th Night, she said, “Sometimes, many times, we have to dream the dream for them until they can dream it for themselves.” Connected Lane County is the holder of the dreams, the possibilities and the “what-ifs” for many young people in this community, and we want to push to expand the scope of those possibilities even further.

This year, we launched our biggest venture yet, SparkLab, a creation space for youth intended to inspire curiosity, invention, and build more dreamers who will solve the problems of tomorrow. In addition to launching SparkLab, we expanded our reach of youth success by supporting WIOA youth in re-engaging in learning and helped them find their employment pathway; we coordinated virtual and in-person experiences for Elevate youth; launched computer science initiatives in two rural school districts to support K12 digital learning; hosted four virtual family STEAM nights; supported nine externs in summer learning; and distributed over 5,000 books and STEM kits over the summer. We also saw our number of partners double, hired five new staff, and forged several strong community partnerships that will ensure we are reaching youth who have historically not had access to educational opportunities. Lizzie Gray, Project Coordinator: “Recognizing that our partnerships are rooted in a commitment to student success only strengthens my own.”

This past school year was challenging for many reasons, and we are still navigating through difficult choices and paths, but I am proud of who this team, this organization, and our partners have been able to impact this year.

I can’t wait for what’s to come for youth in Lane County, and I hope to see each of you in person this coming year.

Heidi
In 2020, we had the opportunity to raise money for Elevate that would be matched by the Oregon Community Foundation. Our community truly stepped up and helped us to gain the momentum we needed to create more opportunities for career connected learning AND secure the funds needed to get SparkLab off the ground.

These amazing funders include:

CONNECTIVITY COUNTY-WIDE

Over the last year, we worked closely with several local partners to bring internet connectivity to rural homes in Lane County. We provided cellular hotspots, ISP bill support, and LAN connections, ultimately bringing Wi-Fi to over one hundred families in our county!

A big thank you to Oregon Community Foundation, CBT Nuggets, SheerID, and a generous anonymous donor for helping make this important initiative happen.
This last year saw Connected Lane County radically changing our approach to youth events, shifting to all-digital tours, webinars, and student showcases. Despite this, youth and community participation remained strong, and we were able to expand to different demographics through our new focus on out-of-school and unhoused youth.

Total County Participation

2,117

1. SIUSLAW 97J
   120 participants

2. MAPLETON 32
   42 participants

3. BLACHLY 90
   43 participants

4. FERN RIDGE 28J
   5 participants

5. JUNCTION CITY 69
   25 participants

6. CROW-APPLEGATE-LORANE 66
   0 participants

7. EUGENE 4J
   448 participants

8. BETHEL 52
   841 participants

9. CRESWELL 40
   95 participants

10. SOUTH LANE 45J
    37 participants

11. PLEASANT HILL 1
    78 participants

12. SPRINGFIELD 19
    108 participants

13. MARCOLA 79J
    15 participants

14. LOWELL 71
    12 participants

15. MCKENZIE 68
    7 participants

16. OAKRIDGE 76
    49 participants

1. NON-DISTRICT SPECIFIC (LCC, ORVA, HOMESCHOOL, WIOA, LOOKING GLASS, ETC.)
   192 participants
**ELEVATE: YOUTH EXPERIENCES**

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**WIOA YOUTH**

**Rose H, Looking Glass**

It’s been encouraging to know that people are willing to help those who don’t have that much experience and knowing those people enjoy what they do and are passing that along.

---

**WIOA YOUTH**

**Parker K, Looking Glass**

The interview helped build my confidence of getting information on the job: what’s expected, what the job is like, how much I would be paid. For the financial class, there’s developing communication skills, learning to participate with others—if things happen in the future I can use stuff I’ve learned to help me get through the situation.

---

**MENTORSHIP**

**Jessie H, Siuslaw HS**

People have always said that you can’t make enough money in art, you won’t get paid enough, it’s not an essential job, etc.—but I’ve discovered that it IS an essential job for people because something I make could have the possibility of making peoples’ lives better.

---

**CODE-OR-CREATE**

**Anna R, McKenzie**

The confidence boost has helped—winning and knowing that I can finish and present something of high quality. Working in that environment [codeORcreate] under a time limit makes things easier knowing that it’s happened before and I can do it again.

---

**TECH TOURS, CODE-OR-CREATE**

**Hailey P, McKenzie**

Before, I didn’t really know how working for a company could be as interesting as it started to sound on the company tours. It looked a lot cooler after the tours and codeORcreate. I saw that it wasn’t as mindless as it sounded before.

---

**Student Reported Local Career Knowledge**
**Before & After Participation in an Elevate Program**

<table>
<thead>
<tr>
<th>Knowledge Area</th>
<th>All Participants</th>
<th>First Time Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Have a Good Knowledge of the Types of Work Available in my Local Community</td>
<td>3.38</td>
<td>3.41</td>
</tr>
<tr>
<td>My Experience Increased my Awareness of Career Opportunities in my Community</td>
<td>4.37</td>
<td>4.50</td>
</tr>
</tbody>
</table>

Pre: n=158
Post: n=60

Pre: n=27
ELEVATE: EDUCATOR EXPERIENCES

ADMISSIONS COUNSELOR

Shannon Grosse, Looking Glass Riverfront

Through Elevate, we want to take a lens of being trauma-informed. Seeing how we work with youth who have high ACE scores and experience school failure, we want to advocate for events being positive and welcoming above all else; also ensure that students are met where they are at.

COLLEGE & CAREER COORDINATOR

Lacey Guest, Cottage Grove HS

How has my commitment to student development changed? Realizing that I need to make sure that I reach out to students who don’t normally participate. Especially in SPED classrooms and making sure that I include that demographic in that outreach.

COLLEGE & CAREER COORDINATOR

Mary Beth Hepp-Elam, Churchill

The most exciting student ‘ah-ha moments’ that I’ve witnessed through Elevate—I definitely have had them with students where I’ve seen the lightbulb go off. Even coming back from tours, like the tech tour when we were doing those in person, students come back pretty excited and with a broader knowledge of what to expect in that industry, and they feel more confident about what it takes to get into that industry.

YOUTH TRANSITION PROGRAM COORDINATOR

Joshua Gramley, South Eugene HS

When I connected a student with a job shadow and had him come back and say “I know what I want to do now and it’s to become a photographer”—that was fantastic. Whenever a student discovers new interests through just getting out there and seeing what’s out there is just a constant point I’m trying to make in transitions classes; that you don’t have to know, you just have to get out there and try as much as possible. Having a student have that experience and then having opportunities to follow up on it with Elevate through the mentorship program was just incredible.

Percentage of Students Agreeing with Career Related Statements Before & After Participation in an Elevate Program

<table>
<thead>
<tr>
<th>Statement</th>
<th>Before Participation</th>
<th>After Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have spent a lot of time thinking about my career options.</td>
<td>80.6%</td>
<td>81.5%</td>
</tr>
<tr>
<td>My experience prompted me to think about my career options.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand what it takes to be a good employee.</td>
<td>93.5%</td>
<td>83.3%</td>
</tr>
<tr>
<td>I have a better understanding of the general expectations for being a good employee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School is important to my future plans.</td>
<td>90.7%</td>
<td>85.2%</td>
</tr>
<tr>
<td>My experience has helped me to see how school is important to my future plans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the steps I need to take to meet my future goals.</td>
<td>75.9%</td>
<td>84.0%</td>
</tr>
<tr>
<td>My experience helped me to understand the steps I need to take to meet my future goals.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pro: n=158
Post: n=60
Celeste Peterson, Palo Alto Software

I’ve learned so much, especially through our CS/Business advisory board work. Hearing discussion between educators and business really is illuminating and encouraging about how much cooperation there is among the organizations and sectors and the role that Elevate plays in that. Would that cooperation happen without CLC? Probably not. Also, I appreciate very much the involvement of students in those projects. You’re inviting high school students to the advisory meetings to share their feedback and input and to share with all of us the impact that it’s having. That’s really motivating to see the impact it’s having on real people’s lives.

Megan Shultz, 15th Night

CLC is the bridge—we have employers who need a skilled, qualified workforce and educators who are trying to keep kids engaged in school and on the path to graduation. CLC helps provide the pathway for both partners to reach their goals by breaking down the silos.

Ross Kanaga, DevNW

Elevate opens doors for organizations to embody the mission, and DevNW is no exception. Our mission is supporting folks and developing well being and financial stability. Working with youth, specifically WIOA, one goal is to connect to youth who may not have had financial leadership in a household. Working with Elevate and WIOA is wonderful to help the youth where they’re at and move to the next step.

Industry Partners’ Attitude to Partnering in Education After Participating in an Elevate Event

<table>
<thead>
<tr>
<th>Did participating in this experience change how you see your role/your organization’s role in partnering in education?</th>
<th>No</th>
<th>Yes</th>
<th>Affirmed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>24</td>
<td>27</td>
</tr>
</tbody>
</table>

n=59

Additional Preparation

• Draft questions you would like to ask ahead of time
In the spring of 2020, we piloted our project-based mentorship program. Because of its success, it became the newest addition to our regular programming and this school year we offered students mentorship opportunities year-round. Students pitch us their project idea, we fund the project, pay the student for their time, and pair them with a local professional in a related career field. In the 2020-2021 school year, we had 27 high school students complete mentorship projects alongside their professional mentors.

**Zion Puha | Community Bench**

Zion, a junior at North Eugene high school, worked with mentor Lee Kounovsky to build a cedar bench to be used in a community garden. They spent a few Saturdays at the LCC Construction Lab working on their project before unveiling it to Zion’s family and friends at the garden, where it can be used and enjoyed by the whole community. Zion’s family from Hawaii video called to watch the celebration and to see the unveiling of the bench.

“I delivered the bench to the family garden today and his entire family was there to welcome the project. It was something special. What a fantastic kid and the family was super welcoming, they even FaceTimed it to his family in Hawaii. I had a great time with Zion and this project.”

— Lee Kounovsky, mentor

**Abigail Mikulich | Tutoring Website**

Abigail, a junior from Pleasant Hill high school, completed her project-based mentorship experience and is the proud owner of a new tutoring website. Abi worked with her mentor, Erin Maloney from Ruby Porter Marketing, to build the website and a detailed marketing plan for her new math tutoring business.

Here’s what Abi had to say about the experience:

“This mentorship program showed me that I can really do and be anything I want. With all the help from Erin, I accomplished my website just how I imagined it... I already have 2 tutoring clients and I couldn’t have done it without Erin helping me find my confidence to achieve my goals. So, thank you again to everybody who made this goal a reality.”
NEW VENTURE: WIOA YOUTH

Program Year ’20 Through April ’21

50 Youth who participated in an Elevate event
30 Businesses Engaged
10 Staff & Partners working with youth
215 Youth Served
30 Work Experience Placements

This year, the team at Connected Lane County created a lot of energy in our Youth Employment Pathway program, which provides guided support to some of our most vulnerable youth in Lane County.

In July we were awarded the Workforce Innovation and Opportunity Act grant which serves youth ages 14-24 who are facing barriers to success. In January we were awarded a Re-Engagement Opportunity grant from the Youth Development Division. This grant focuses to re-engage and provide support to youth who are behind in finishing their secondary education.

Youth from these two grants are provided case management and wrap-around support in order to achieve their goals and be successful, contributing members of our community. They are guided along the Employment Pathway, which starts by building basic professional skills one-on-one, and with our virtual tour and webinar offerings. We then provide informational interviews and job shadows to help youth learn and explore careers that are of interest to them. After that, youth are placed on paid work experiences in order to build professional skills in a real world work environment. Finally, this pathway ends with resume building, mock interviews, and job application support, so that they may gain unsubsidized employment.

We’ve been extremely encouraged with the partnerships we’ve created this past year and the support that youth were able to receive in a difficult year. As we look forward to this next year, we hope to strengthen existing partnerships and build new relationships in order to continue serving some of our most vulnerable youth.

Danielle | WIOA Youth

Danielle is a youth that enrolled in WIOA in December 2020. When she first came into the program, Danielle was 17 years old, disengaged from school, unhoused, and involved in the juvenile justice system. In the three months since enrolling, Danielle has found housing stability in a transitional living house, started mental health counseling support and re-enrolled in school. Recently, Danielle completed the five-week DevNW Youth Financial Foundations course and was able to open a bank account through Connected Lane County’s partnership with Oregon Community Credit Union. Danielle claims her biggest success in the program as “getting back into school and getting job experience.”

The most beneficial thing: “WIOA helped me achieve getting my forms of identification like my drivers permit and my birth certificate.”
Clarissa | WIOA Youth

Clarissa Peterson is a young woman from Cottage Grove who has been a shining example of success in the WIOA program. In addition to raising her young daughter, Clarissa is studying to complete her GED and was enthusiastic about participating in the DevNW financial literacy classes this spring. Clarissa’s passions include gardening and community access to healthy foods. She was able to do a virtual job shadow with Dan Rousseau at the FOOD for Lane County Youth Farm, which helped directly prepare her for a paid work experience at the Al Kennedy High School garden. At the garden, Clarissa assists the head gardener with weeding, planting, harvesting, and maintaining the crops and greenhouse, while also attending weekly trips to the Quamish Prairie to do restoration work with AKHS students. One of her favorite tasks has been making wooden identification plates for all of the different crops at the garden, many of which are plants native to Oregon. Clarissa says, “It is an amazing experience working with Matt Hall, who knows the scientific names and details about so many plants, and being able to learn them myself. I also love working outside and seeing the birds and insects interacting with the garden.”

Matt | WIOA Youth

Matt was enrolled in the WIOA program through a connection with a community residential facility he resides in. Throughout his time in WIOA, Matt’s main focuses have included completing his diploma and gaining work experience. With support of WIOA, Matt has progressed in his education and is on track to graduate this June with a diploma. While attending school, Matt has also taken advantage of financial literacy and employment skills classes offered through DevNW and Goodwill. In March Matt toured Farwest Steel Corporation, a local company that partnered with Connected Lane County to offer work experiences to youth. Following the tour, Matt began an eight-week work experience with an offer on the table that Farwest would hire Matt full time, upon the completion of his diploma. WIOA has given Matt “a second chance with having a job.”

Thank You to our Partners: Haag Home, SVdP Youth House, Youth Era, 15th Night, Looking Glass, Bethel, 4J, Springfield, South Lane School Districts.
BookFest helps promote reading and prevent summer learning loss by ensuring that the K-2nd graders who need them most go home for the summer with self-selected reading material.

This year’s structure was identical to last year’s, but with participation from **EIGHT more schools**. In partnership with the Early Learning Alliance and United Way of Lane County, we created a Book Menu that displayed the covers of 25 diverse picture and chapter books. Students selected their top five titles and returned the menus to us. We ordered their top three choices and paired them with a few gently-used books from our book drive inventory. Book bags were created and dropped off at all 12 schools for distribution to their K-2nd kiddos before the end of the school year.

**12** Schools  
**5,163** New Books  
**1,721** Students  
**3,000** Used Books from the Community

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**Partner Highlight:**

Our partnership with Eugene Education Foundation allowed us to serve **four more schools than originally planned**!  
EEF covered the cost of all new books purchased for 4J youth.
Summer Learning 2020

Last summer, our team’s Book Mobile dreams came true. We loaded up a van with books, snacks, math kits and STEM kits to distribute at summer lunch spots in rural districts.

Our goal for the summer learning spots was to meet students in their communities to provide them hands-on summer learning kits in the subject areas most greatly affected by distance learning: Bohemia, Lundy, McKenzie, Siuslaw, and Mapleton.

5 Schools
145 Math Kits
110 STEM Kits
650 Books

In partnership with The Museum of Natural and Cultural History at the University of Oregon, over 1,900 educational kits were delivered to elementary students at nine rural schools across the county. The themes for these interactive kits were Oregon’s Amazing Animals and Oregon’s Dino-story. Each kit included a printed activity packet, materials for hands-on activities, and ideas for continued learning at home, including videos provided on the museum’s website. These museum connections kits provided students with hands-on learning experiences at home. We appreciate this partnership and look forward to providing even more educational kits for students in the near future!

Dorena, Lundy, Applegate, Territorial, Mapleton, Bohemia, McKenzie, Oakridge, Pleasant Hill
49 Students
12 Teams
11 Industry Mentors

Our second annual codeORcreate hackathon was another success! It’s one of our favorite out-of-school events for its ability to positively elevate youth voices and impact student career development.

Like last year, teams of high school students worked alongside industry mentors to complete projects over the weekend. Students pivoted excellently to the virtual environment and even received a crash course in GitHub, the industry standard code hosting platform for collaboration. This year’s challenges centered around complex tasks requiring teams to weave together their technical skills to create websites, games, or ad campaigns that addressed problems facing our community. Over a single weekend, the teams applied all their know-how to create inspiring projects and walked away with even more skills and knowledge.

REPORT: CS & DIGITAL LITERACY

A major focus of Lane STEM is expanding access to Computer Science (CS), with 16 CS programs of study implemented in local high schools since 2017. Despite this progress, CLC has identified inequitable elementary and middle school experiences as a major barrier to youth, often from marginalized populations, from enrolling in high school CS courses. This, plus the pandemic-induced shift to distance learning, has set our focus to expanding CS programs into middle and elementary grades so districts can provide all students an equitable pathway to competent digital literacy.

Braided funding from two grants, CLC has begun a multi-year mission to assist three school districts in outlining and committing to K-12 CS frameworks unique to their student and community needs. Our first district to begin this work, McKenzie School District, has made great strides, committing to a detailed K-12 framework under the stewardship of their middle and high school CS teacher, Corey Culp. Corey is a veteran of two CLC-funded externships and a member of various teacher cohorts teaching CS classes articulated in partnership with Lane Community College (LCC).

The second district identified to work towards a K-12 CS framework is South Lane School District, planning to include a K-12 framework for CS curriculum and teacher development as well as evaluating the educational technology necessary for equitable implementation. A larger district than McKenzie, South Lane convened a fourteen member committee that includes elementary, middle and high school teachers, along with administrators in leadership roles. This well-rounded group includes two facilitators from CLC and meets monthly.

Though still in early stages, these districts’ hard work will not only benefit their students and communities but also serve as models and inspiration for other districts throughout Lane County to implement equitable K-12 CS frameworks.
2020-2021 was a school year without field trips or public events where non-formal educators, like the Eugene Science Center or the Museum of Natural and Cultural History, normally engage with youth and families in hands-on STEAM (Science, Technology, Engineering, Arts, & Math) education.

Distance learning posed an additional obstacle for schools to implement hands-on STEAM activities. All this came at a cost to both students’ educational opportunities as well as those organizations who rely financially on providing enrichment education outside of our schools.

We teamed up with our dedicated STEAM Beyond Schools partners: Willamette Resource Education Network, Eugene Science Center, Lane Arts Council, Museum of Natural and Cultural History, Mt. Pisgah Arboretum, McKenzie River Watershed Council, and Partners for Sustainable Schools. Five elementary schools were chosen with a focus on rural communities for whom access to such programs was already a barrier:

- Twin Oaks (K-5)
- Territorial (K-4)
- Laurel (K-4)
- Oakridge (K-6)
- Lundy (K-6)

Over the course of a few months, partners designed lesson plans with accompanying take-home STEAM kits on the topics of animal observation, climate, water and soil, or innovation sustainability. In all, over 1,100 students received kits! Some built models of catchment basins to visualize our waterways and the effects of water pollution while others disassembled computer parts to understand how components can be reused.

We were very excited to bring our STEAM Beyond Schools partners together in order to give students some extra STEAM enrichment during this challenging year, and hope we can do this again in the future.
A place where community, education, & industry will come together to support Lane County youth in invention education and career-connected learning.

The CLC team is thrilled about opening SparkLab, a base for extended out-of-school learning and training opportunities that will inspire the next generation of creators and confident problem-solvers, empowering youth to achieve fulfilling futures.

Whether learning with power or hand tools, computer-aided design machines, digital arts equipment, or sewing and screen-printing, students will adopt a growth mindset as they cultivate professional skills like critical thinking, collaboration, and the ability to identify and solve problems, also gaining agency over future career possibilities.

6,000 SQ. FT. IN DOWNTOWN EUGENE

FEATUREING:

Lab: 4,000 sq. ft. for youth and educators to invent and explore new skills

Office: 1,000 sq. ft. of office space for Connected Lane County staff to continue coordinating and expanding our programs.

Meeting Rooms: Private meeting rooms for mentorship consultations, youth support services, and small group professional development and classes.

A PLACE FOR:

- Camps and afterschool programs for youth
- Career-connected learning opportunities
- Pre-apprenticeship pathways
- Mentorship projects
- Teacher professional development
- Community workshops

TOOLS & CAPABILITIES

- Woodshop
- CNC router
- CNC mill
- 3D printers
- Laser cutter
- CAD/CAM drafting
- Micro-controllers
- Screen printing
- Vinyl cutter
- Textiles
- Digital arts
- Traditional arts
Increasing diversity in STEM, providing equitable instruction and support, and creating a positive, affirming environment are all central to our program goals at SparkLab and we work to ensure inclusivity and to develop a feeling of belonging in our students.

To help cultivate that feeling of ownership and belonging, we worked with local students to develop the name and brand for SparkLab. Over several weeks, a team of South Eugene HS freshmen worked with our team and a local industry mentor to pitch their idea, and we couldn’t be happier with what they came up with.

Thank you to Jeyla, Ashley, Grace, and Nova for your hard work!

**STUDENT HIGHLIGHT:**

South Eugene HS Team

“Through several weeks of brainstorming and development, we came up with the name ‘SparkLab’. We thought this conveyed our intention of the space which is to focus on the engineering aspect and to “spark” inspiration in the youth of our community. When designing our color palette, we thought that having bright colors, but also lighter, more subtle tones would help the space feel like somewhere people can create and think with limitless possibilities.”
Since the founding of Connected Lane County seven years ago, our organization has been thoughtful about data, as is evidenced in our commitment to our annual countywide metrics.

This year has been very different and many of the measures we have traditionally used—such as elementary and middle school test results—are not available.

Despite these absences, we feel it is important to continue to provide an overview of the available metrics. This data is essential for the organization and partners to understand our work; it not only allows us to recognize our successes (and shortcomings), but, crucially, assists us in identifying areas where we need to make an impact.
On Track to Graduate

Ninth Grade is a pivotal year for students and having completed at least a quarter of the credits required to graduate is a key indicator of on time graduation and high school completion. In the last five years ensuring students are on track has been a focus in Lane County. This focus has seen the percentage of students on track at the conclusion of their 9th grade year increase from 60% to almost 80%. Individual school districts have also seen an increase, with the lowest ranked district in the county registering an on track percentage of over 60% in 2019/20.
Regular Attendee Rate

Students who attend more than 90% of their enrolled school days are classified as regular attenders. Attendance is a key indicator in academic achievement and on time graduation. Over the last few years the regular attender rate for Lane County has consistently been around the 80% mark, meaning 1 in 5 of the county's students is considered chronically absent in any given year. In the 2019/20 school year we saw an uptick of 5% points in the regular attender rate. While this should be celebrated, it is worth noting that this may be an effect of the move to online school and the resulting changes in the way attendance was collected, rather than a sustainable increase.
Dual Credit Enrollment

Despite a county wide emphasis upon increasing dual credit opportunities for high school students, which has increased the number and type of courses available, the percentage of students taking advantage of these opportunities has remained relatively consistent over the last 5 years.

- All Dual Credit: 47% to 48%
- College Now: 37% to 36%
- Advanced Placement: 11% to 13%
- International Baccalaureate: 9% to 10%

15/16 n=13661
19/20 n=11804
During our work with CTE we have consistently used data to identify and challenge inequities in program enrollment. As can be seen in the above chart, many CTE programs show a significant difference between the diversity in the program when compared to the K12 population as a whole. In most cases this inequity increases amongst concentrators (students with one or more credit in the area), suggesting that BIPOC students are both less likely to enroll in a program and to persist in the program than their white contemporaries.
### CTE Program Enrollment by Gender, 2019/2020

CTE programs also often suffer from gender inequities, with enrollment in many programs tending to follow traditional gender roles. Females are underrepresented, often markedly so, in the majority of programs of study. The exceptions to this pattern tend to be in areas that are traditionally seen as female fields which both show heavy female overrepresentation. This pattern of gender discrepancy is further exacerbated amongst concentrators.

<table>
<thead>
<tr>
<th>Program</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participant</td>
<td>n=222 52%</td>
<td>n=203 48%</td>
</tr>
<tr>
<td>Concentrator</td>
<td>n=479 49%</td>
<td>n=495 51%</td>
</tr>
<tr>
<td><strong>Computer Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n=12 20%</td>
<td>n=47 80%</td>
</tr>
<tr>
<td></td>
<td>n=210 35%</td>
<td>n=383 65%</td>
</tr>
<tr>
<td><strong>Construction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n=135 20%</td>
<td>n=553 80%</td>
</tr>
<tr>
<td></td>
<td>n=220 30%</td>
<td>n=506 70%</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n=163 71%</td>
<td>n=66 29%</td>
</tr>
<tr>
<td></td>
<td>n=245 61%</td>
<td>n=154 39%</td>
</tr>
<tr>
<td><strong>Manufacturing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n=34 10%</td>
<td>n=306 90%</td>
</tr>
<tr>
<td></td>
<td>n=121 23%</td>
<td>n=398 77%</td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n=197 48%</td>
<td>n=216 52%</td>
</tr>
<tr>
<td></td>
<td>n=717 49%</td>
<td>n=751 51%</td>
</tr>
</tbody>
</table>
Graduation
In recent years Lane County’s high school graduation rate has seen a slight increase over the previous year for every graduating cohort. This trend continued for the 2019/20 school year, with both the four and five year cohort graduation rate reaching 79%; in both cases an increase of more than two percentage points over the prior year.

4 YEAR COHORT

Highest Rate in Lane County 89% 95%
State Rate 75% 83% 79%
Lane County Rate 71% 63%
Lowest Rate in Lane County

15/16 n=3524
19/20 n=3613

5 YEAR COHORT

Highest Rate in Lane County 92% 100%
State Rate 78% 83% 79%
Lane County Rate 76% 64%
Lowest Rate in Lane County

15/16 n=3779
19/20 n=3575
Postsecondary enrollment levels have remained consistent over the last five years both in levels and patterns of enrollment. Over 60% of Lane County high school graduates who enroll at postsecondary institutions within 18 months of graduation choose to enroll at local colleges, with LCC and the University of Oregon combining to enroll 28% of all the county’s high school graduates. Over half of the county’s high school graduates do not enroll in postsecondary education.
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Heidi Larwick       Lizzie Gray       Matt Hayes
Maddy Ahearn       Jenna Mendenhall  Michelle Martin
Brianna Vincent    Olivia Goodheart  Justin Thibedeau
Jenna Ely          Becky-Jo Samples  Christian Chase
THANK YOU TO OUR AMAZING BOARD FOR THEIR SUPPORT THIS YEAR:

Sally Bell  Vice President, Technology Assoc. of Oregon
Dianna Carrizales-Engelmann  Asst. Dean for Administration, College of Education/University of Oregon
Karen Gaffney  Director, Health and Human Services, Lane County
Margaret Hamilton  President, Lane Community College
Todd Hamilton  Superintendent, Springfield Public Schools
Paul Jarrell  VP, Academic and Student Affairs, Lane Community College
Randy Kamphaus  Dean, College of Education, University of Oregon
Heidi Larwick  Executive Director, Connected Lane County
Holly Mar Conte  Director of Education, United Way of Lane County
Johnie Matthews  Superintendent, Lowell School District
Judy Newman  Co-Director, EC Cares
Chris Parra  Superintendent, Bethel School District
Kristina Payne  Executive Director, Lane Workforce Partnership
Austin Ramirez  Manager, Economic Development, Lane County
Matt Sayre  Managing Director, Onward Eugene
Michael Schill  President, University of Oregon
Tony Scurto  Superintendent, Lane Education Service District
Carlos Sequeira  Director, Instruction, Equity and Partnerships, Lane Education Service District
Greg Stripp  COS/Sr Advisor to President, University of Oregon
Cydney Vander car  Interim Superintendent, Eugene School District 4J