

#### 2020-2021 ANNUAL REPORT

## TABLE OF CONTENTS

Foreword	3
Funding Highlights	4
Elevate	5
WIOA Youth	10
BookFest, Summer & At-Home Learning	12
Lane STEM	14
SparkLab	16
Metrics	18

## LETTER FROM THE EXECUTIVE DIRECTOR



## Impact

# 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.

3

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

## 2020 — 2021 FUNDING HIGHLIGHTS



and a generous anonymous donor for helping make this important initiative happen.



## ELEVATE: OVERVIEW

# 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.



NON-DISTRICT SPECIFIC (LCC, ORVA, HOMESCHOOL, WIOA, LOOKING GLASS, ETC.) 192 participants





## ELEVATE: YOUTH EXPERIENCES

#### 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.



#### 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.

#### 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.

#### 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.



## 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**

#### 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.

#### **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.

![](_page_6_Picture_10.jpeg)

#### 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.

![](_page_6_Figure_14.jpeg)

## ELEVATE: COMMUNITY EXPERIENCES

![](_page_7_Picture_1.jpeg)

#### 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, 15<sup>th</sup> 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**

![](_page_7_Figure_9.jpeg)

#### n=59

#### Additional Preparation

· Draft questions you would like to ask ahead of time

![](_page_7_Picture_13.jpeg)

![](_page_7_Picture_14.jpeg)

education?

#### **ELEVATE PROJECT-BASED MENTORSHIPS**

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.

![](_page_8_Picture_2.jpeg)

![](_page_8_Picture_3.jpeg)

## 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."

![](_page_8_Picture_11.jpeg)

![](_page_8_Picture_12.jpeg)

![](_page_9_Figure_1.jpeg)

Workforce Innovation and Oppo<mark>rtunity Act</mark> Grant

Re-<mark>Engagem</mark>ent Opportunity Grant, YDD 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."

# NEW VENTURE: WIOA YOUTH

![](_page_10_Picture_1.jpeg)

## 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."

![](_page_10_Picture_6.jpeg)

Thank You to our Partners:

Haag Home, SVdP Youth House, Youth Era, 15th Night, Looking Glass, Bethel, 4J, Springfield, South Lane School Districts.

#### **BOOKFEST, SUMMER LEARNING, AT-HOME KITS**

#### 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.

![](_page_11_Picture_3.jpeg)

![](_page_11_Figure_4.jpeg)

![](_page_11_Picture_5.jpeg)

#### Partner Highlight:

![](_page_11_Picture_7.jpeg)

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.

![](_page_11_Picture_10.jpeg)

#### **BOOKFEST, SUMMER LEARNING, AT-HOME KITS**

## **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

![](_page_12_Picture_5.jpeg)

![](_page_12_Picture_6.jpeg)

![](_page_12_Picture_7.jpeg)

At-Home Learning Kits

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!

![](_page_12_Picture_10.jpeg)

Dorena, Lundy, Applegate, Territorial, Mapleton, Bohemia, McKenzie, Oakridge, Pleasant Hill

![](_page_13_Picture_0.jpeg)

![](_page_13_Picture_1.jpeg)

![](_page_13_Picture_2.jpeg)

# 49 Students12 Teams11 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**

![](_page_13_Picture_7.jpeg)

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.

#### FAMILY STEAM NIGHTS

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)
- Oakridge (K-6)
- Territorial (K-4)
- Lundy (K-6)
- Laurel (K-4)

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.

![](_page_14_Figure_12.jpeg)

## Over 1,100 kits distributed

![](_page_14_Picture_14.jpeg)

![](_page_14_Picture_15.jpeg)

![](_page_15_Picture_0.jpeg)

# sparkläb

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

## **FEATURING:**

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

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

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

16

![](_page_15_Figure_17.jpeg)

Woodshop **CNC** router **CNC** mill **3D printers** Laser cutter

![](_page_15_Figure_19.jpeg)

Vinyl cutter

Textiles

**Digital arts** 

**Traditional arts** 

![](_page_16_Picture_0.jpeg)

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

![](_page_16_Picture_5.jpeg)

![](_page_16_Picture_6.jpeg)

"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."

![](_page_17_Picture_1.jpeg)

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.

![](_page_18_Figure_3.jpeg)

#### **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.

![](_page_19_Figure_3.jpeg)

## CLC METRICS 2020-2021

#### **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.

![](_page_20_Figure_3.jpeg)

## Percentage Difference from Lane County K12 Level of Racial / Ethnic Diversity by CTE Program, 2019/2020 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.

![](_page_21_Figure_2.jpeg)

#### 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.

![](_page_22_Figure_3.jpeg)

## CLC METRICS 2020-2021

#### 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.

![](_page_23_Figure_3.jpeg)

#### College Enrollment

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.

![](_page_24_Figure_3.jpeg)

## ACKNOWLEDGEMENTS

![](_page_25_Picture_1.jpeg)

#### SPECIAL THANKS TO OUR INCREDIBLE TEAM:

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

## ACKNOWLEDGEMENTS

#### 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
<b>Randy Kamphaus</b>	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 Vandercar	Interim Superintendent, Eugene School District 4J

![](_page_27_Picture_0.jpeg)

# Connected Lane County

www.connectedlane.org

![](_page_27_Picture_3.jpeg)

© 2021 Connected Lane County All Rights Reserved.

# , Connected Lane County

**Annual Report** 

2019-2020

![](_page_29_Picture_0.jpeg)

# 2019–2020 at a Glance

![](_page_29_Picture_2.jpeg)

![](_page_30_Picture_0.jpeg)

# Student Impact

## **codeORcreate** 48 students, 9 teams, 11 industry mentors

![](_page_30_Picture_3.jpeg)

Our first annual codeORcreate hackathon was an enormous success and a super fun experience. Nine teams made up of almost 50 Lane County high school students competed in a weekend hackathon where they worked to create websites, games, and ad campaigns, all to solve problems facing our community. Every participant walked away with a prize, but the real prize was the learning and growth that happened between teams and teammates!

Sponsors: Wayfair, UO Computer & Information Science Department, Emerald Broadband, Threadbare Print House, X-team, SheerID, Technology Association of Oregon, and Titanium Forest LLC.

## **STEM Week 2020** 840 students, six rural elementary schools

![](_page_30_Picture_7.jpeg)

We partnered with Falling Sky Brewing, Threadbare Print House, Bricks & Minifigs Eugene, Smith Family Bookstore, Lane Arts Council, and Eugene Toy & Hobby to create hundreds of STEM packages full of offline activities for rural students. Packages included bread baking kits, LEGO sets, tie-dye shirt kits, astronomy tools, STEM activity cards, and STEM books.

## **Entrepreneur-in-Residence** | Bohemia Elementary, 5 classrooms

![](_page_31_Picture_1.jpeg)

4<sup>th</sup> and 5<sup>th</sup> grade students spent six weeks with up to three different industry partners teaching them entrepreneurial skills as they brainstormed their own businesses. The course culminated in a showcase for friends and family where each student presented their business idea to the class.

## Key Impacts of Student Participation in EiR, by Percentage Change

EiR significantly shifted student views in an entrepreneurial direction, with four areas showing significant percentage changes in mean score from the pre to post test.

"

![](_page_31_Figure_5.jpeg)

#### **Entrepreneur-in-Residence Reflection**

"It was wonderful to see students embracing human-centered design and being supported to think about their own special talents and interests and how those talents and interests could be harnessed to make the world a better (and more fun) place- while creating work that they love. This is the #1 skillset that we need to prepare the changemakers of tomorrow and it was an honor to participate!" – *Shelly Gavin, CBT Nuggets* 

"We also sponsored their innovative Entrepreneurship program because it aligns so well with our mission to help people succeed in business and our values of sharing information and supporting our community." – *Celeste Peterson, Palo Alto Software* 

# **Elevate 2019-2020** | Student Participation by Region

**DISTRICT** # of Elevate Participants % of Participants to Student Population

1	<b>SIUSLAW 97J</b> 37 2.73%	5	JUNCTION CITY 69 1,717 2.45%	9	CRESWELL 40 61 4.74%	13	MARCOLA 79J 11 4.87%
2	MAPLETON 32           158         17.72%	6	CROW-APPLEGATE-LORANE 66 40 15.44%	10	<b>SOUTH LANE 45J</b> 309 11.02%	14	LOWELL 71 2 0.23%
3	<b>BLACHLY 90</b> 53 23.25%	7	EUGENE 4J 1,016 5.87%	11	PLEASANT HILL 1 173 16.76%	15	MCKENZIE 68 11 4.87%
4	<b>FERN RIDGE 28J</b> 20 1.32%	8	<b>BETHEL 52</b> 596 10.74%	12	<b>SPRINGFIELD 19</b> 495 4.68%	16	OAKRIDGE 76

![](_page_32_Figure_3.jpeg)

![](_page_32_Picture_4.jpeg)

## Program Highlight | 2019 Middle School Career Expo

![](_page_33_Picture_1.jpeg)

![](_page_33_Picture_2.jpeg)

![](_page_33_Figure_3.jpeg)

![](_page_33_Picture_4.jpeg)

#### **Career Expo Reflections**

"My favorite part was the engagement with the students. What a wonderful opportunity for the children of our community." – *Stephanie Ross, PeaceHealth* 

66

"A couple of students gave me goose bumps. They interacted well and were set for success. One in particular that stood out, had modified a tablet for USB charging. He was so excited to share and very engaged." – *Jillian Mithun, Palo Alto Software* 

## **Program Highlight** | 2019 Middle School Career Expo

#### Financial Reality Game SPONSORED BY

![](_page_34_Picture_3.jpeg)

Students were walked through a Financial Reality Game with the help of NWCU staff. Middle schoolers were given a career and a salary at random. Their objective was to make it through a series of real life financial scenarios while making decisions that aligned with their salary, with the goal of avoiding spending more than they earned!

![](_page_34_Picture_5.jpeg)

![](_page_34_Picture_6.jpeg)

#### **Career Expo Reflections**

"Elevate is truly making a difference in the Lane county community by connecting industry directly to students and teachers! Each member of Elevate is clearly passionate about their mission." - Cody Henderson, Riverbend Materials

![](_page_35_Picture_0.jpeg)

# **Educator Impact**

![](_page_35_Figure_2.jpeg)

![](_page_35_Picture_3.jpeg)

To help facilitate greater change in our community, we partnered with Lane CTE to coordinate **six regional advisory boards.** In total, **38 teachers** from across the county participated in two or more regional advisory meetings with LCC and industry partners. (See community impact section for more info.)

#### How has Elevate changed your commitment to student development?

"

"Every time those Elevate tour invites come and go via email, there's a little pain inside when I realize I can't do them all. Those experiences have so much value. The career learning experiences I've had have been so valuable that I'm doing my best to pass them along to my fellow teachers. I'm super committed to making them possible for students." – Juline Walker, Mapleton High School

## **Externships** | 12 Externs; 2,800 Hours

Using contributions from Oregon Community Foundation, Lane CTE, and United Way of Lane County, we coordinated 12 Lane County teachers to spend three to six weeks during the summer working on projects at local companies to learn more about their industries. We believe that these experiences create growth in educators and in the classes they bring these new skills back to. *Extern locations included:* 

![](_page_36_Picture_2.jpeg)

![](_page_36_Picture_3.jpeg)

#### **Externship Reflections**

"This has been the most valuable learning experience I've had in a long time. Thank you for this opportunity... everyone was excited about the work I created and gave me really positive feedback as well as a lot of ideas for how to pursue the next steps of the project, which will continue in the classroom as well as working with our marketing / communications director to use the work I've done for future needs of the school."

"Proud to develop an ongoing project that is the framework for future growth and expansion... The people at CBT Nuggets are absolutely amazing and I will be sad when my externship is over. However, I have already made plans to continue my relationship with the data team at CBT Nuggets to help continue the development of my data analysis unit."

"This project, along with the others I either took on myself or witnessed during my time at Seneca, makes me think that there could be a really interesting math class that includes computer science, computational physics, and robotics, with a ton of interesting potential projects."

![](_page_37_Picture_0.jpeg)

# **Community Impact**

![](_page_37_Figure_2.jpeg)

#### Industry Partner Reflection: Palo Alto Software

"Palo Alto Software values knowledge sharing within our company and with our community. We support and collaborate with Elevate because they connect young people in Lane County with practical experiences that greatly impact their preparedness for local, high paying jobs in multiple growing industries.

"

I serve on Elevate advisory committees because it's so inspiring to see educators, school and college administrators, students and industry professionals working together to do what's right for our children and future workforce. We have enjoyed hosting student tours in our office because the students' enthusiasm and curiosity inspire us! We have hosted high school teacher externs who have demonstrated admirable dedication to learning and bringing current, cutting edge computer science concepts and processes to their students. The judges' panel I participated in at the codeORcreate hackathon was faced with difficult decisions. All the students accomplished an impressive amount and had creative and useful ideas for solutions for causes they cared about. Their teachers and mentors (including volunteers from our staff) clearly gave them excellent support, although the students were self-motivated and capable." – *Celeste Peterson, Palo Alto Software* 

## 2019-2020 Student Involvement in Industry Job Shadows

![](_page_38_Figure_1.jpeg)

154 total participants • 2608 total hours

## CASE STUDY

## **Coder-in-Residence Program in Lane County Elementary Schools**

**Contributors:** Heidi Larwick, Patrick Kennedy, Matt Hayes, Mari Strand Cary, Lizzie Gray

![](_page_39_Picture_3.jpeg)

![](_page_39_Picture_4.jpeg)

If Lane County is to eliminate the STEM gender/racial gap, we need to equitably provide engaging STEM opportunities to young students. One way to do this is to boost STEM interest, engagement, knowledge and positive STEM self-identity for students and teachers.

In the last year, we conducted a randomized control study of the CiR program funded by the Institute

for Education Sciences. This work expanded on a pilot program funded earlier by Mozilla & the Oregon Department of Education. Our research partners included researchers at the University of Oregon's Center on Teaching and Learning, Lane County school districts and "Coders-in-residence" (from CBT Nuggets, Feynman Group, LTD, OSU, Peace Health, Pipeworks, Sheer ID, and the larger community).

The CiR program was compared to "business as usual" control classrooms. Members of the technology community (many female) were paired with Grade 4/5 teachers to provide six hours of programming instruction to students across six weeks. The study was conducted across four cohorts.

Two in-person training sessions were offered to teachers & coders, then the pairs worked with entire classes of students using Lego Mindstorm robots in small groups.

As part of the study, we collected *adult & student surveys* targeting knowledge, interest, and self-efficacy regarding problem solving, collaboration, coding, robotics and computer science; *student pre & post tests* to reflect changes in knowledge and persistence; and *lesson logs & student exit tickets* to help improve the program.

## **The Takeaways**

Working in schools across Lane County—both rural and suburban—with only six lessons and with teachers who were new to the CiR program, early analyses reveal:

- The majority of students liked the lessons and wanted to do more
- Most teachers felt the lessons impacted students' self-image and approaches to learning, rated the lessons highly, and felt comfortable teaching them again
- Treatment students showed small, but statistically significant improvements in knowledge and self-efficacy

## **Participants**

**70% of students** enjoyed learning to code more than they expected

Teachers saw students move outside their comfort zone and **develop new strengths**  Students' knowledge of coding increased significantly over only **6 weeks** 

Teachers were **enthusiastic about repeating the course** with another class

![](_page_40_Picture_14.jpeg)

![](_page_41_Picture_0.jpeg)

Overall, 11 districts, 27 schools, 69 teachers, 15 coders, and 1,790 students (872 female, 859 male; 67% white, 21% Hispanic, 7% two or more, 2% Black or African American, 1% American Indian or Alaska Native, and 1% Asian) participated in the study.

#### **Student Surveys**

![](_page_41_Figure_3.jpeg)

#### STUDENT RESPONSES TO SELECTED SURVEY QUESTIONS BY CONDITION BEFORE AND AFTER GIGABOTS PROGRAM

More than three quarters of treatment students said they liked the Gigabots lessons (only 12% said they did NOT like them) and had fun doing them. 74% liked that their teacher had a coder-in-residence partner, 64% wanted to do more lessons like these, and nearly the same amount (70%) thought their friends would like the lessons. Importantly, 70% liked the Gigabots lessons more than they thought they would. Slightly more boys than girls reported positively on nearly all questions.

## **Teacher Surveys**

Teachers' ratings of how the lessons affected perceptions and the students themselves increased dramatically from pre to post test. For example:

Reveal new strengths to the teacher:  $68\% \rightarrow 83\%$ Allow students to find new strengths in themselves:  $68\% \rightarrow 70\%$ Allow students to find new strengths in their classmates:  $64\% \rightarrow 69\%$ Help students practice searching for their own answers:  $41\% \rightarrow 66\%$ Help student learn and truly believe that mistakes are ok and enhance our learning:  $63\% \rightarrow 78\%$ Help students identify when they need to try something new:  $56\% \rightarrow 73\%$ Help students feel empowered:  $61\% \rightarrow 85\%$ Encourage students to try something outside their comfort zone:  $66\% \rightarrow 87\%$ Encourage students to persist when faced with challenge:  $61\% \rightarrow 83\%$ 

The study revealed the program has promise for sustainability and expansion/adaptation. At the er d of the program, coders and teachers were enthusiastic about recommending the CiR program to colleagues in and out of their organization/district. CiR teachers felt comfortable with repeating this experience with the same class size and (a) same coder (93%) and different coder (73%). 71% teachers felt comfortable teaching 1-2 lessons alone (though only 49% felt comfortable teaching ALL the lessons alone and 15% feel "extremely uncomfortable" about doing so), thus the coder made a big difference in this implementation!

## **Student Outcomes**

Students in the CiR treatment condition scored, on average, **similarly to their comparison peers on** a difficult coding challenge prior to the study, but higher than their comparison peers after receiv-

![](_page_42_Picture_5.jpeg)

![](_page_43_Picture_0.jpeg)

ing the program. Though it was a small difference, it was statistically significant (F(1,801) = 16.11, p < .001,  $\eta 2 = .020$ ). Their content knowledge increased with just 6 lessons.

Similarly, student's self-assessed knowledge about robots and computer programming and their self-efficacy over robots and machines increased if they participated in the CiR program (whereas comparison students' scores decreased or did not change).

- Knowledge about robots:  $24\% \rightarrow 46\%$  CiR compared to  $25\% \rightarrow 23\%$  comparison
- Knowledge about computer programming:  $34\% \rightarrow 46\%$  compared to  $35\% \rightarrow 30\%$
- Self-efficacy regarding machines: 51%→57% compared to 43%→35%

This same pattern existed when results were separately examined for girls and boys.

## Sb, what now?

Just six short lessons produced measurable changes in students' and teachers' self-perceptions, knowledge of coding concepts, and comfort with computer science content. Perhaps students who had never thought about computer science will now take an elective in middle school that allows them to do more or will consider a career in STEM that they might not have otherwise. Imagine what could happen if these same teachers taught the program again? If more teachers could offer this experience to their students? If the lessons could be expanded and improved to produce even more meaningful effects?

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through grant R305L180016 to Lane ESD. The opinions expressed are those of the authors and do not represent the views of the Institute or the U.S. Department of Education.

## **Selected Educator / Coder Survey Quotes**

Students' and adults' qualitative responses to survey questions reveal their enthusiasm, interest and often, changes in attitudes because of the program. Here are some excerpts:

#### QUOTES ABOUT STUDENTS WHO STOOD OUT

#### SURPRISED BY ANYTHING?

#### MAJOR TAKEAWAY (IF POST-SURVEY) OR EXPECTATION (IF PRE-SURVEY)

In my class, it was a group of girls that were able to push their code logic the furthest! The video-game-playing boys didn't actually do that well...

I have a low-cog student who loves technology and building things. This was the best and most participation I have gotten out of him. He doesn't read, but he was able to participate and work with the group to make the robot do things and was very excited by it.

A minority student who struggles with anxiety, gets very frustrated and gives up easily had huge successes with her group, and especially lit up at the video showing female coders and coders of color. I think she felt new capability and potential in her life.

#### **Selected Student Survey Quotes**

It surprised me that my students with disabilities that have a difficult time reading were able to complete the lessons with very little reading and math skills. Kids I wouldn't expect to be into it were super into it. I was happy to see so many of my girls coming out of their shells and jumping into coding.

I loved seeing those students who often shut down quickly after failure, gradually become more resilient as the lessons progressed.

(Note: this transcription has corrected students' grammatical errors for the sake of clarity.)

AT

My computer science career was started by a spark from a coding class in junior high (using BASIC on a Commodore 64 I think), but didn't take hold for almost 8 years later when I added Computer Science minor to my Art degree. So I think that for these kids, we don't know what the long term outcome will be of any sparks we generate, but I love giving them the opportunity to see possibilities for themselves. Especially girls, because women still make up a ridiculously small number of computer science graduates.

I just really love it. This session was stressful for me for a lot of reasons outside of the lessons, but when I got to the class it always felt amazing to see the students excel. I also feel like working in a rural area is so important, as many of the students don't really get access to programs like this. So it is important to me that someone in a small school has the

opportunity to see a potential path to their life that may not have been visible before.

END OF PRE-SURVEY: "ANYTHING ELSE YOU WANT TO SAY?"

WHAT WAS MOST INTERESTING THING YOU LEARNED?

When you hear something about programming robots it sounds really hard and professional but I'm going to do it soon!

Well I'm very excited but I'm nervous because I might mess something up. I am a little nervous I have never done this!

I'm excited, but shy 'cause it's my first time.

I have a brother that does robotics with one of his teachers and I got to see how they built them and how to drive them so I am excited about doing this with you guys.

I am the most excited I have ever been in my life!!!!!!

The most interesting thing I have learned while using the Gigabots was how robots can determine different colors. How that when you program, you're actually writing a perfect sentence with good grammar and everything!

I thought that racing the bots on the last day was AWESOME!!!!

That it's just 1's and 0's!

That anyone can code and it is not hard at all.

How to work with a team better and make new friends while doing it.

![](_page_45_Picture_14.jpeg)

## 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 our stakeholders and partners to understand our impact. 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.

![](_page_46_Figure_5.jpeg)

![](_page_47_Figure_0.jpeg)

![](_page_48_Figure_0.jpeg)

![](_page_49_Figure_0.jpeg)

![](_page_50_Figure_0.jpeg)

![](_page_51_Figure_0.jpeg)

## ACKNOWLEDGEMENTS

![](_page_52_Picture_1.jpeg)

SPECIAL THANKS TO OUR AMAZING TEAM:			
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, United Way/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 Vandercar	Interim Superintendent, Eugene School District 4J