

Connected Lane County
Lane Community College Board of Education Report
December 3, 2013



Connected Lane County, formerly known as the Educational Partnership, is a local coalition of school districts, institutions of public higher education, and early childhood partners. A long held goal of Lane Community College's President Mary Spilde, leaders first came together in Spring 2010 to share information, increase cooperation and support Lane County students in their education transitions.

Connected Lane County aims to increase the number of local high school graduates who are successful in higher education and life by creating a seamless and streamlined transition between early childhood, K-12 and higher education through partnerships and relationships with educational, community, and business partner organizations. The partner organizations are 4J, Bethel, and Creswell School Districts, Educational Policy Improvement Center (EPIC), Lane ESD, Lane Community College, Lane County, McKenzie Schools, South Lane School District, Springfield Public Schools, United Way, and University of Oregon.

The leadership infrastructure for Connected Lane County is designed to address education at all levels and at each transition:

- Data: Develop the capacity to report history and collect strategy and collect current initiatives related to student performance in Lane County across all sectors.
- Early Childhood Bridge: Develop a system of services and supports that ensure all children enter kindergarten with the skills that will enable them to be successful in school and reading by third grade.
- Elementary to Mid Bridge: Identify, develop and implement the necessary structures and supports to ensure all students have the access skills necessary to be successful in middle school.
- Mid to High Bridge: Identify, develop and implement structures and supports to ensure all students are ready to be successful in dual enrollment opportunities at the 11th/12th grade level.

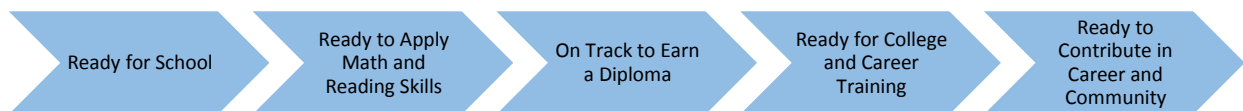
- High School to College/Career Bridge: Identify, develop and implement structures and supports to increase the percentage of Lane County students transitioning (to LCC/UO), progressing and completing certificates and/or degrees.

Leadership Infrastructure

This framework reflects the organizational infrastructure for Connected Lane County. The Executive Steering Committee includes the chief executives from the partner organizations. The Collaborative Coordinating Committee coordinates the efforts of each of the five Collaboratives.

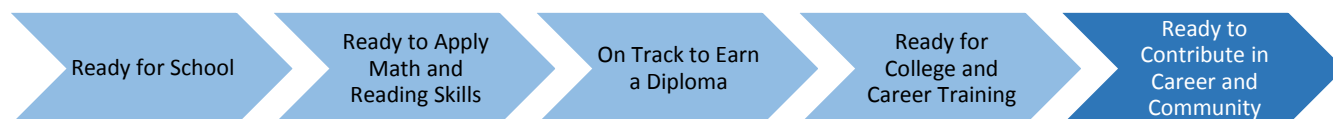


Connected Lane County is developing key metrics for each bridge group and initiative to provide a means for evaluating progress toward established goals. A draft was presented to the Connected Lane County Collaborative Coordinating Committee March 18, 2013. This work is ongoing.



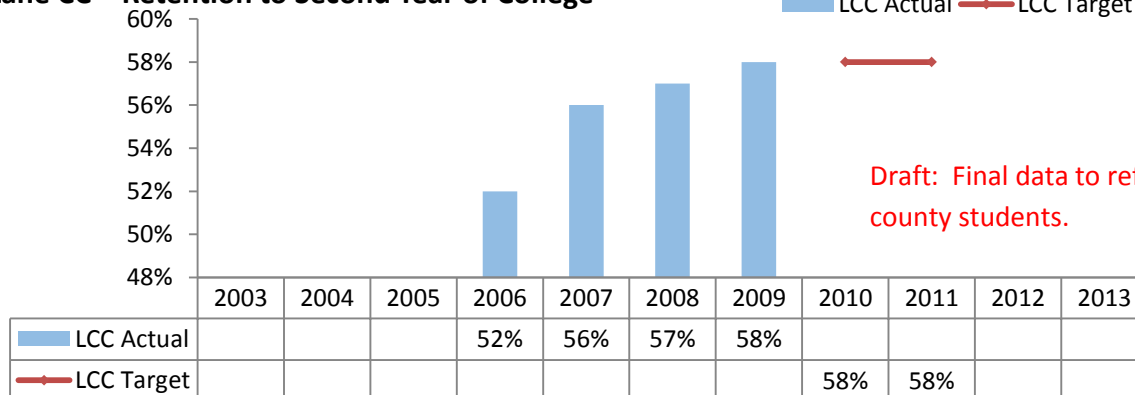
ID	Metric	
1A	Kindergarten Readiness Assessment (KRA)	
2B	First Grade Easy CBM	
3B	Third Grade Reading OAKS	
4B	Fifth Grade Math OAKS	
5C	Eighth Grade Math OAKS	

6C	Ninth Grade Algebra Completion	
7C	Ninth Grade Six-Plus Credits	
8D	Tenth Grade ACT PLAN	
9D	Dual Enrollment and/or IB/AP Programs	
10D	Five-Year High School Completion Rate	
11E	Thirteenth Year – College Participation Rate	
12E	Fourteenth Year – Retention to Second Year of College, Lane County Students	3
13E	Sixteenth Year – Completed a Degree in Four Years, Lane County Students	4



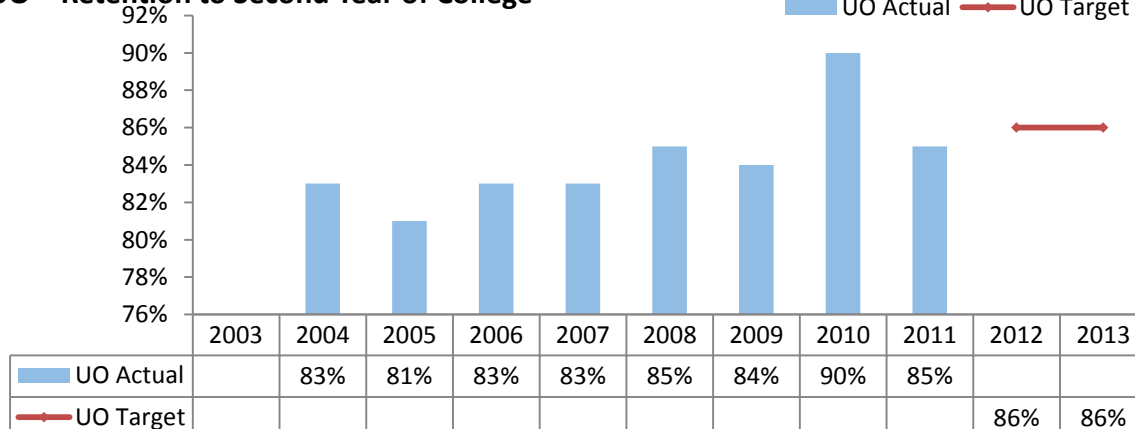
12E	Fourteenth Year – Retention to Second Year of College, Lane County Students	Since 2013
Goal:	Retain more Lane County students in college so they can attain a college degree.	
Data Source:	Lane CC Institutional Research and Planning, UO Institutional Research.	
Owner:	Craig Taylor, Lane CC Institutional Research, taylorc@lanecc.edu Andrea Larson, UO Institutional Research, adlarson@uoregon.edu	

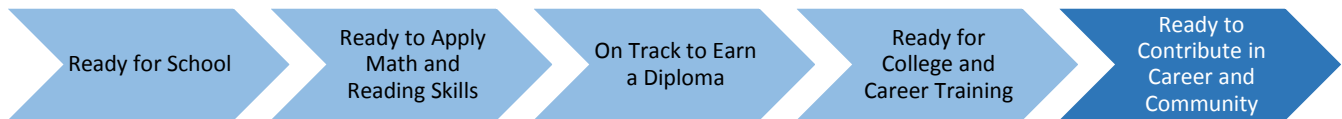
Lane CC – Retention to Second Year of College



Draft: Final data to reflect only Lane county students.

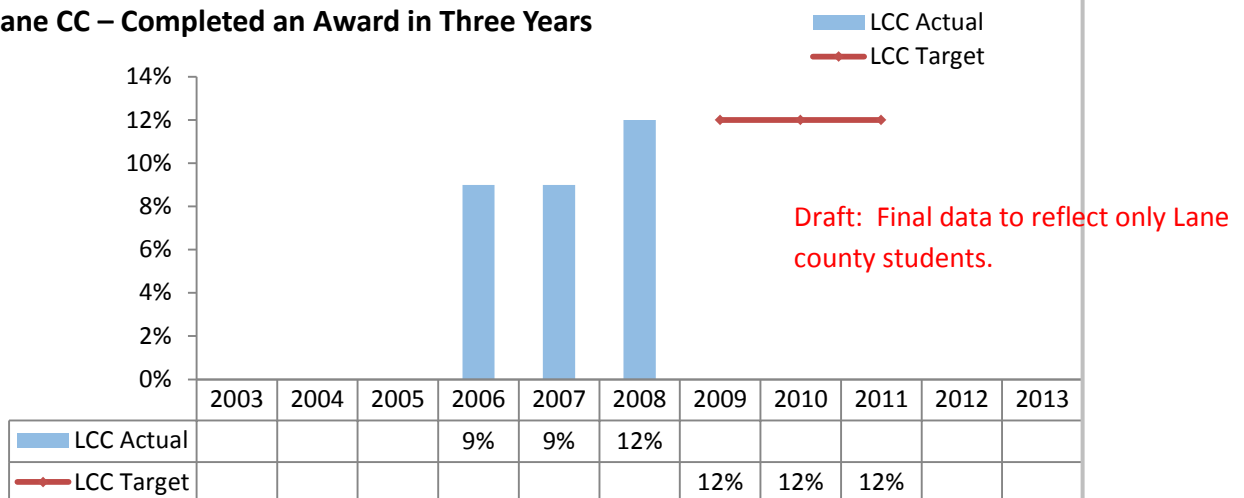
UO – Retention to Second Year of College



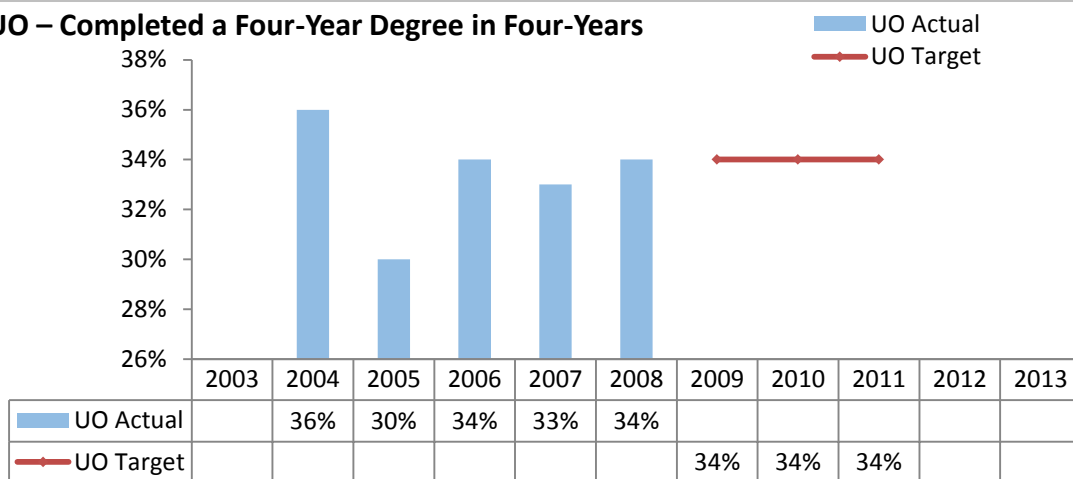


13E	Sixteenth Year – Completed a Degree in Four Years, Lane County Students	Since 2013
Goal	Increase the rate of students who graduate in a timely manner ready to start their careers or pursue graduate school.	
Data Source	Lane CC Institutional Research and Planning, UO Institutional Research.	
Owner	Craig Taylor, Lane CC Institutional Research, taylorc@lanecc.edu Andrea Larson, UO Institutional Research, adlarson@uoregon.edu	

Lane CC – Completed an Award in Three Years



UO – Completed a Four-Year Degree in Four-Years



Prenatal to 8 years (P-8)

The P- 8 collaborative is charged with developing a system of services and supports that ensure all children enter kindergarten with skills that will enable them to be successful in school and reading by third grade. These evidence based services will be accessible to all children from birth

to 8 and their families. The Lane County P-8 Bridge Group is currently focusing on identifying opportunities to align between early childhood and kindergarten.

Lane's Child and Family Education department has been integral in connecting the P-8 group with two of Oregon's Early Learning System state initiatives; Quality Rating Improvement System (QRIS) and the Early Learning Hubs. Family Connections, a department program, was chosen as a pilot site for the Quality Rating Improvement System (QRIS). QRIS raises the quality and consistency of child care and learning programs. It improves child care through training early childhood educators. It is a key component of Oregon's early learning plan. QRIS increases access to high quality early education providing opportunities to improve children's school readiness.

Lane County's United Way was recently selected to be certified as an Early Learning Hub. The Early Learning Hubs will act as coordinating bodies to create a system approach to early childhood education to improve outcomes for children. The Child and Family Education manager, Sue Norton, has been working with United Way of Lane County to submit the proposal and serve on the Early Learning Hub governance consortium.



“Mid to High” (ages 12-18): “On Track to Earn a Diploma”

Through the **Aspiration Gap Study** initiative, a sub-committee of the Mid to High Bridge group has begun investigating the college and career aspirations of middle school students and their adult allies (parents, teachers, mentors, etc.), including the gap that exists between groups that demonstrate high levels of both and those that do not. The key long term objective is to increase both college & career aspirations as well as readiness across the wide spectrum of students. In order to move in that direction, we are collecting information on what programs and resources are available, to whom they are available, and which students are taking advantage. We are also developing surveys to discover what those expectations of educators and family members are with regard to college and careers for their students.

“HS to College & Career” (ages 16-22): “Ready for College & Career Training”

Many Lane County students do not consider enrolling in postsecondary education. The Connected partnership is developing new strategies to increase these numbers. High school students and their parents who do not understand how the UO and Lane lead to improved career outcomes, increased lifetime earnings and enhanced career trajectories miss out on the personal, societal and financial successes that come with completion of postsecondary certificate and degrees.

The High School to College and Career Bridge (ages 16-22) aims to increase the number of Lane County high school graduates who continue on to college, retain those students into their second year, and increase the rate who graduate in a timely manner ready to start their careers or pursue graduate school.

One example of Lane’s work on this goal is a new grant-funded partnership with the Springfield School District to develop a Rites of Passage (ROP) bridge. Greg Evans has been working with staff at Springfield High on the curriculum design. The plan is to offer the first of these classes at Springfield during winter term and continue through spring term into the summer ROP programming.

Another example is the upcoming grant, **Eastern Promise Scale-Up**, offers an opportunity to build collaboration between high school, community college, and university faculty in an effort to expand dual credit opportunities for high school students. The effort will rely on development of Professional Learning Communities (PLCs) involving high school, Lane Community College, and University of Oregon teaching faculty working together to develop proficiency assessments to guide the awarding of dual credit. Also under consideration is development of co-teaching models to promote collaboration and a more seamless framework for educating students on the high school to college pathway.



<http://www.eou.edu/eastern-promise/>

What it all means:

The foundational element and the reason Connected Lane County was created is to increase the number of students in Lane County who transition to, and successfully complete, postsecondary education. There is a long history of collaboration among the partners. For example Lane Community College has been successfully providing dual enrollment opportunities for high school students for years, generating tens of thousands of college credits annually throughout the region. However, in order to reach the 40-40-20 goal there needs to be a deeper relationship between all of the partners as well as intentional interventions and coordination of services, programs, policies, and practices. The development of the Connected Lane County regional framework will help all of the partners to enhance the impact and effectiveness of existing and new programs.

Connected Lane County was one of 11 regional partnerships from across the state invited to participate in the Regional Achievement Collaborative Pilot. Connected Lane was chosen to also be a mentor for other regions because of the depth of its partnerships, commitment to the success of students from pre-natal to age 22 (P-22), and the potential for implementing innovating and effective projects.