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This has been a big year for us, and for the students we serve. Over the last twelve (tumultuous) months, our staff spent time with students, educators, and the community—interviewing, surveying, and providing new and innovative programming. During all this, what struck me most was the level of ingenuity and passion that every learner exuded. We saw struggling students light up at the chance to learn in a new way with our Gigabots program. We saw nascent coders come into their own during codeORcreate. We saw students thinking of new ways to support their community as they learned from local entrepreneurs. And from it all, we learned too.

This year, we partnered with Dialogues in Action to take a deep dive into better understanding the impact of our Elevate program on students’ self-agency, educator curriculum, and community shifts in policies and practices. We interviewed over 30 students, educators, and community partners to gain their perspective on what’s working for us and what we could be doing better. We now have a clearer picture of what makes Connected Lane County a key part of this community, and how we can focus our efforts even more intentionally on the student demographics that need it most.

As an organization, this year marked a big step forward for us. We filed with the IRS to be recognized as a federal nonprofit, which will allow us to seek even broader funding and grants. We took on two new staff members and delivered Elevate experiences to just over 4,000 students, 109 educators, and brought in 154 community partners who gave 2,900 hours, all in the 2019-2020 fiscal year alone. Our overall reach to students was just shy of 7%, but our rural impact was 15% of the student population.

This April, our STEM week programming was a blast and we were able to engage 10 local businesses and organizations to help us provide over 800 Lane County students with activities to take home from their school food sites. These activities included bread making kits, STEM cards, Lego kits, shirts to tie-dye with natural materials, and STEM-related books. Our kit distribution efforts extended into June, where we distributed 750 math and literacy kits to elementary students in our rural schools to continue their summer learning. For our older students, we also launched a new initiative focused on mentoring, working with local industry professionals. Our model pairs graduating seniors with industry mentors to work on a project that is designed by the student. We’re very excited about nurturing this program and plan to grow it into a staple of our organization.

This year was unlike any other we’ve experienced. I learned a ton about leadership through the actions of those around me, and I felt a refocus ignite to inspire big changes. I realized this team—these amazing people I get to work with—showed up everyday with clearer purpose, vision, and a desire to do better. I can’t wait to see what this next year holds.

Heidi Larwick
Director, Connected Lane County
2019–2020 at a Glance

154 Companies
2,608 Volunteer Hours
$763,000 Raised

Technology: 980 hours
Food & Beverage: 350 hours
Manufacturing: 340 hours
Natural Resources: 310 hours

SPONSORS & GRANTORS

MEMBERS
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.

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

4th and 5th 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.

- I want to be my own boss. (3.55-4.11) 15.8% increase
- I would prefer to have a boss in charge. (2.82-2.05) 27.3% decrease
- I think I have what it takes to be a business owner. (3.54-3.97) 12.1% increase
- I know some of the first steps I would need to do to start a business. (3.32-4.27) 28.6% increase

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

<table>
<thead>
<tr>
<th>District</th>
<th># of Participants</th>
<th>% of Participants to Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIUSLAW 97J</td>
<td>37</td>
<td>2.73%</td>
</tr>
<tr>
<td>MAPLETON 32</td>
<td>158</td>
<td>17.72%</td>
</tr>
<tr>
<td>BLACHLY 90</td>
<td>53</td>
<td>23.25%</td>
</tr>
<tr>
<td>FERN RIDGE 28J</td>
<td>20</td>
<td>1.52%</td>
</tr>
<tr>
<td>JUNCTION CITY 69</td>
<td>1,717</td>
<td>2.45%</td>
</tr>
<tr>
<td>CROW-APPLEGATE-LORANE 66</td>
<td>40</td>
<td>15.44%</td>
</tr>
<tr>
<td>EUGENE 4J</td>
<td>1,016</td>
<td>5.87%</td>
</tr>
<tr>
<td>BETHEL 52</td>
<td>596</td>
<td>10.74%</td>
</tr>
<tr>
<td>CRESWELL 40</td>
<td>61</td>
<td>4.74%</td>
</tr>
<tr>
<td>SOUTH LANE 45J</td>
<td>309</td>
<td>11.02%</td>
</tr>
<tr>
<td>PLEASANT HILL 1</td>
<td>173</td>
<td>16.76%</td>
</tr>
<tr>
<td>SPRINGFIELD 19</td>
<td>495</td>
<td>4.58%</td>
</tr>
<tr>
<td>MARCOLA 79J</td>
<td>11</td>
<td>4.87%</td>
</tr>
<tr>
<td>LOWELL 71</td>
<td>2</td>
<td>0.23%</td>
</tr>
<tr>
<td>MCKENZIE 68</td>
<td>11</td>
<td>4.87%</td>
</tr>
</tbody>
</table>

Total County Participation: 2,980 (6.47%)
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

“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 Northwest
COMMUNITY CREDIT UNION

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!

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
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
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:*

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**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.”
Community Impact

Completed initiatives and projects inspired by the advisory boards:

- Health Industry Tours for Educators
- codeORcreate
  - Introduction to Data Science (+1 Math Course)
  - Construction & Manufacturing Listserv

In-progress initiatives and projects inspired by the advisory boards:

- Finance & Accounting Pathway Document
- Advanced Manufacturing Pathway Document
- Bringing Public Art Process to the Classroom
- Student Marketing Showcase
- Industry School Visits
- “Art is Essential” Student Art Campaign
- Construction Tutorial Videos
- Virtual Manufacturing Field Trips

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

<table>
<thead>
<tr>
<th>Industry</th>
<th>Students Logged</th>
<th>Hours in Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>42 students</td>
<td>980 hours</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>10 students</td>
<td>340 hours</td>
</tr>
<tr>
<td>Food &amp; Beverage</td>
<td>9 students</td>
<td>321 hours</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>3 students</td>
<td>306 hours</td>
</tr>
<tr>
<td>Construction</td>
<td>30 students</td>
<td>272 hours</td>
</tr>
<tr>
<td>Finance</td>
<td>3 students</td>
<td>152 hours</td>
</tr>
<tr>
<td>Education</td>
<td>11 students</td>
<td>69 hours</td>
</tr>
<tr>
<td>Health</td>
<td>5 students</td>
<td>37 hours</td>
</tr>
<tr>
<td>Government / Law</td>
<td>11 students</td>
<td>36 hours</td>
</tr>
<tr>
<td>Social Services</td>
<td>7 students</td>
<td>24 hours</td>
</tr>
<tr>
<td>Retail</td>
<td>5 students</td>
<td>14 hours</td>
</tr>
<tr>
<td>Animal Science</td>
<td>4 students</td>
<td>13 hours</td>
</tr>
<tr>
<td>Economic Development</td>
<td>3 students</td>
<td>9 hours</td>
</tr>
<tr>
<td>Sports</td>
<td>2 students</td>
<td>9 hours</td>
</tr>
<tr>
<td>Arts</td>
<td>3 students</td>
<td>8 hours</td>
</tr>
<tr>
<td>Marketing</td>
<td>3 students</td>
<td>7 hours</td>
</tr>
<tr>
<td>Utilities</td>
<td>1 student</td>
<td>5 hours</td>
</tr>
<tr>
<td>Engineering</td>
<td>1 student</td>
<td>3 hours</td>
</tr>
<tr>
<td>Hospitality</td>
<td>1 student</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

154 total participants • 2608 total hours
Coder-in-Residence Program in Lane County Elementary Schools

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

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

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

Students’ knowledge of coding increased significantly over only 6 weeks

Teachers saw students move outside their comfort zone and develop new strengths

Teachers were enthusiastic about repeating the course with another class

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Students’ knowledge of coding increased significantly over only 6 weeks

Teachers saw students move outside their comfort zone and develop new strengths

Teachers were enthusiastic about repeating the course with another class

Case Study: Coder-in-Residence
Participants

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

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

The study revealed the program has promise for sustainability and expansion/adaptation. At the end 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 receiving the program. Though it was a small difference, it was statistically significant ($F(1,801) = 16.11, p < .001, η2 = .020$). 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%→46% CiR compared to 25%→23% comparison
- Knowledge about computer programming: 34%→46% compared to 35%→30%
- Self-efficacy regarding machines: 51%→57% compared to 43%→35%

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

So, 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**

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.

**SURPRISED BY ANYTHING?**

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.

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

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.
Selected Student Survey Quotes
(Note: this transcription has corrected students’ grammatical errors for the sake of clarity.)

AT END OF PRE-SURVEY: “ANYTHING ELSE YOU WANT TO SAY?”

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!!!!!!!

WHAT WAS MOST INTERESTING THING YOU LEARNED?

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.
Lane County District Performance on Kindergarten Readiness Assessment: 
Early Mathematics

Kindergarten students enrolled in Lane County school districts tend to outperform their contemporaries across the state. The majority of our county’s districts report average scores on the KRA: Early Mathematics assessment above the state average.

Lane County District Performance on Kindergarten Readiness Assessment: 
English Letter Sound Recognition

Over the last 5 years student performance in the KRA: English Letter Sound Recognition assessment has been at a consistent level in relation to the average score statewide. In the current year (19/20) half of our county’s districts reported an average score above the statewide level, while the other half scored below the state average score.
Five Year Progress on CLC Academic Metrics

- **9th Grade Algebra Completion**: 72% (n=3712) to 71% (n=3446)
- **5th Grade Science**: 67% (n=3237) to 67% (n=3532)
- **8th Grade Science**: 61% (n=3329) to 59% (n=3329)
- **6th Grade ELA**: 51% (n=3321) to 49% (n=3446)
- **3rd Grade ELA**: 46% (n=3344) to 45% (n=3148)
- **4th Grade Math**: 43% (n=3152) to 41% (n=3263)
- **7th Grade Math**: 41% (n=3184) to 38% (n=3179)

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Connected Lane County has been monitoring state test results across Lane County since the 2014/2015 school year. During this time period the percentage of students meeting benchmark on the majority of subject area assessments has dropped by between 1 and 3 percentage points. In the current reporting year a majority of our county’s students are performing below grade level on both the English Language and Math assessments. We have also seen a similar slight drop during this time in the percentage of students completing the algebra requirement by the end of their 9th grade year, a significant indicator of on time graduation.
In the last 5 years the cohort graduation rate for Lane County has seen a consistent upward trend. However, the county continues to trail behind the state as a whole. In addition, a number of our districts continue to record graduation rates below 65%.
Chronic absenteeism continues to be a significant issue across Oregon, and Lane County is no exception. Our data shows that over the last 5 school years about 1 in every 5 Lane County students misses at least 10% of their days enrolled in school during the year.
In recent years there has been a push to increase dual enrollment opportunities across Lane County with a resulting increase in classes available. During this period the percentage of students enrolling in these classes has remained steady, with just below half of all high school students enrolling in dual credit classes in 2018/19.

Five Year Progress in College Enrollment by Lane County Graduates

- Not Enrolled in College: 64% to 58%
- All Colleges: 36% to 42%
- Lane Community College: 20% to 19%
- University of Oregon: 5% to 8%

13/14 Graduates n=3120
17/18 Graduates n=3606
The last 5 years have seen an increase of 6 percentage points in the percentage of Lane County high school graduates enrolling in post-secondary education; with 42% of all 2017/18 graduates enrolling in either 2 or 4 year college within 18 months of graduation. The most popular enrollment destination was Lane Community College, followed by the University of Oregon.
There are no significant demographic differences between CTE Students in general and those who complete at least one credit in a CTE area (concentrators). However, it is worth noting that concentrators are more likely to be white than CTE students in general and the K12 population as a whole.

CTE Students in Lane County are disproportionately male and not economically disadvantaged. This disproportionality is even more marked amongst students who have completed at least one credit in a CTE program.
In Lane County CTE students are significantly more likely to graduate in four years than their non CTE participating contemporaries. This difference is even marked amongst students classified as CTE concentrators.

### Comparison of 4 Year Cohort Graduation Rates for CTE and All Students in 2018/2019

<table>
<thead>
<tr>
<th>Category</th>
<th>4 Year Graduates</th>
<th>Non Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>All CTE Students</td>
<td>87.4%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Concentrators</td>
<td>92.7%</td>
<td>7.3%</td>
</tr>
<tr>
<td>All Students</td>
<td>76.4%</td>
<td>23.6%</td>
</tr>
</tbody>
</table>
### Comparison of Enrollment in CTE Program of Studies in 2018/2019 by Gender and Participation Category

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Female</th>
<th>Male</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food &amp; Natural Resources</td>
<td>41.7%</td>
<td>58.3%</td>
<td>326</td>
</tr>
<tr>
<td></td>
<td>44.5%</td>
<td>55.5%</td>
<td>146</td>
</tr>
<tr>
<td>Arts, A/V Technology &amp; Communications</td>
<td>48.6%</td>
<td>51.4%</td>
<td>2007</td>
</tr>
<tr>
<td></td>
<td>42.4%</td>
<td>57.6%</td>
<td>499</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>21.4%</td>
<td>78.6%</td>
<td>290</td>
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<td></td>
<td>15.2%</td>
<td>84.8%</td>
<td>105</td>
</tr>
<tr>
<td>Business Management &amp; Administration</td>
<td>46.1%</td>
<td>53.9%</td>
<td>1843</td>
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<tr>
<td></td>
<td>40.0%</td>
<td>60.0%</td>
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<tr>
<td>Computer Science</td>
<td>36.6%</td>
<td>63.4%</td>
<td>243</td>
</tr>
<tr>
<td></td>
<td>20.0%</td>
<td>80.0%</td>
<td>10</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>25.2%</td>
<td>74.8%</td>
<td>1569</td>
</tr>
<tr>
<td></td>
<td>18.5%</td>
<td>81.5%</td>
<td>680</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>48.6%</td>
<td>51.4%</td>
<td>1109</td>
</tr>
<tr>
<td></td>
<td>48.5%</td>
<td>51.5%</td>
<td>309</td>
</tr>
<tr>
<td>Early Child Development</td>
<td>72.8%</td>
<td>27.2%</td>
<td>798</td>
</tr>
<tr>
<td></td>
<td>84.5%</td>
<td>15.5%</td>
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<tr>
<td>Health Sciences</td>
<td>64.2%</td>
<td>35.8%</td>
<td>693</td>
</tr>
<tr>
<td></td>
<td>70.9%</td>
<td>29.1%</td>
<td>296</td>
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<tr>
<td>Manufacturing Technology</td>
<td>19.2%</td>
<td>80.8%</td>
<td>777</td>
</tr>
<tr>
<td></td>
<td>9.6%</td>
<td>90.4%</td>
<td>323</td>
</tr>
</tbody>
</table>

Student enrollment in CTE classes tends to follow traditional gender roles. Females are underrepresented, often markedly so, in the majority of programs of study. The two exceptions to this pattern are Early Childhood Development and Health Sciences, two traditional female fields which both show heavy female overrepresentation. This gender discrepancy is further exacerbated amongst concentrators.
Thank you to our board for your support this year:

Gustavo Balderas from Eugene School District 4J, Dianna Carrizales-Engelmann from the University of Oregon, Noreen Dunnells from United Way of Lane County, Deron Fort from Lane Community College, Karen Gaffney from Lane County Health and Human Services, Margaret Hamilton from Lane Community College, Todd Hamilton from Springfield Public Schools, Paul Jarrell from Lane Community College, Randy Kamphaus from the University of Oregon, Heidi Larwick from Connected Lane County, Judy Newman from United Way & EC Cares, Chris Parra from Bethel School District, Kristina Payne from Lane Workforce Partnership, Matt Sayre from Onward Eugene, Tony Scurto from Lane Education Service District, Carlos Sequeira from Lane Education Service District, and Bill Watkins from Marcola School District.

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