



OSU OPEN CAMPUS & JUNTOS ANNUAL REPORT

Fall 2019 - Fall 2021



Oregon State University
Extension Service

CONTENTS

INTRODUCTION

- 04 | About
- 06 | Who We Are
- 07 | Diversity, Equity, and Inclusion
- 08 | Meet the Team
- 10 | 2019 - 2021 Program Highlights
- 12 | Why Open Campus?

COLLEGE AND CAREER ACCESS

- 16 | Juntos Programming
- 22 | College Access Programming
- 25 | Career Access Programming
- 27 | Summer Programming

DEGREE COMPLETION SUPPORT

- 34 | Transfer Support
- 35 | Transfer Data
- 36 | Summer Melt/Bridge Programs
- 37 | New Beginnings for Tribal Students

COMMUNITY DEVELOPMENT AND ENGAGEMENT

- 40 | Leadership Development Program
- 42 | Meeting Community Needs Program Examples
- 46 | Rural Communities Explorer

COVID SUPPORT: HIGHLIGHTS & ADAPTATIONS

- 50 | Impacts of COVID-19 on Education
- 52 | Covid Support

PROJECT SUPPORT

- 56 | Budget and Funding
- 57 | Award Highlights
- 58 | Thank You

- 60 | Citations

ABOUT OPEN CAMPUS AND JUNTOS

The Open Campus pilot launched in late 2009 in Crook and Tillamook Counties to address unmet needs in communities, and to further advance the land grant mission of Oregon State University through new educational partnerships and programs. We are proud to say that Open Campus and Juntos is a fully supported program area within the OSU Extension Service. This report serves as a showcase of the people, partnerships, and programs over the past two years, from fall 2019 to fall 2021.

The Open Campus and Juntos program continues to grow even through the tough year of remote programming, virtual meetings, COVID-19 pandemic, and growing tensions of racial injustices. We are proud that the entire team has made a commitment to do better in our communities, to focus on serving historically marginalized communities, and to equitably support students of color. In these ways, we hope to do the work of creating more equitable and racially-just educational systems, and continuously learn.

This report will highlight the three major areas of focus including college and career access, degree completion support, and community development and engagement. These goals are tied together through community needs assessments and community partners. Our work would not be possible without community partners, foundations, and local support.

Of particular note in this 2019-2021 report are the successes of the Open Campus and Juntos Coordinators throughout the state who have taken innovative approaches to addressing the needs in their communities. New program pilots like the New Beginnings for Tribal students in southwestern Oregon, the CyberMill project in Grant County, and the Juntos Afuera program in Tillamook County serve as examples of meeting unique needs of communities, under the three goal areas of Open Campus and Juntos, and showcases how a large university and Extension system can be flexible to address those needs.

Thank you for taking the time to read this report, and please feel free to reach out with any questions or comments.

Jeff Sherman Program Leader and Director
Emily Henry Assistant Program Leader
Gina Galaviz-Yap Juntos Statewide Director



WHO WE ARE

The Open Campus and Juntos Extension team advance the mission of Oregon State University and the OSU Extension Service by providing local access to education through community-based partnerships and culturally-relevant programming to help meet the needs of the Oregon communities we serve. In order to meet these needs, our work is focused on three overarching goals:

1. College and Career ACCESS
2. Degree Completion SUPPORT
3. Community Development and ENGAGEMENT

OUR VALUES

In alignment with the OSU Extension Service values, the values of Open Campus and Juntos apply to each program we deliver. These values are evident in our intentional approach to providing programming and resources to communities with limited access to higher education, communities of color, historically marginalized populations, and first-generation college students, as well as their families.

PARTNERSHIP

We value a team approach to community engagement. Together with our partners we bring programs to life, and we value shared input, shared resources, and shared impact.

RESPONSIVENESS

We help Oregon State University adapt to emerging needs based on community needs. We provide local programs which are sustained through partnerships, community, and innovation.

INNOVATION

We are always looking for creative ways to solve complex issues in our communities.

EQUITY

We seek to serve individuals, organizations, and communities who have not traditionally had access to university resources.

OPEN CAMPUS STATEMENT ON DIVERSITY, EQUITY, AND INCLUSION



As evidenced by this report, the opportunity gap for low-income and low Socioeconomic Status (SES) students is evident. The opportunity gap for students of color is also well documented and researched. Our educational systems must do better to serve students who have been largely left out of the educational system. We must begin by understanding these inequities and how our own biases and assumptions are perpetuated. Although the commitment to diversity, equity, and inclusion is included throughout all of our goals, programming, and outcomes, we believe in the personal and professional development in DEI areas as well.

OVER THE PAST TWO YEARS THE TEAM HAS:

- Instituted weekly anti-racist book and media discussions
- Launched Somos Latinx
- Committed to full participation in the Search Advocacy Training
- Served as Search Advocates on 12 OSU searches
- Embedded DEI into the Leadership Development Program
- Committed to participating in DEI Trainings, including:
 - *Courageous Conversations About Race I and II*
 - *Racial Equity Institute*
 - *Diversity Champions with the Extension DEI Office*
 - *Coaching for Educational Equity (CFEE)*
 - *Social Justice Education Initiative*
 - *Indigenous Land Acknowledgments and Why They Matter*
 - *Basic Rights Oregon*
- Committed to a Diversity Action Plan within OSU Extension
- Stood firmly in opposition to the racial injustices against our communities of color

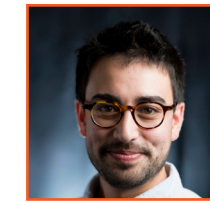
MEET THE TEAM



As you will see throughout the report, the highlights from the past two years show that Open Campus and Juntos coordinators are responsive to community needs, and have provided significant impact back to their communities and to Oregon State University. Coordinators are tasked with discovering needs in their communities and building partnerships and relationships to address those needs.



Monserrat Alegría



Benjamin Antolin



Amanda Bielenberg-Hayes



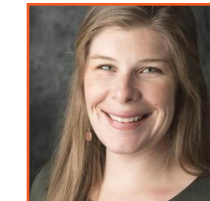
Anna Browne



Shannon Caplan



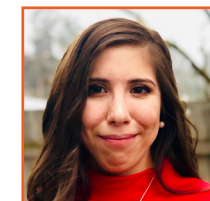
Elena Contreras



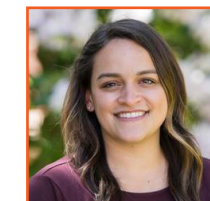
Megan Deane McKenna



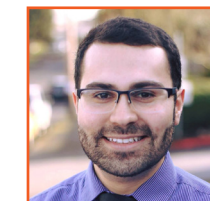
Christina Toledo



Andrea Flores-Reyna



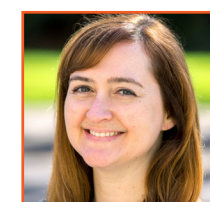
Gina Galaviz-Yap



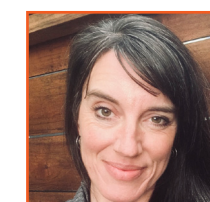
José R. García



Ann Harris



Emily Henry



Bessie Joyce



Ezequiel López-Reyes



Natalie Macías



Didgette McCracken



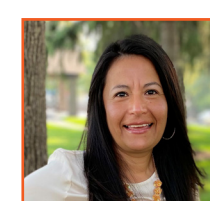
Becky Munn



Jennifer Oppenlander



Yuridia Reyes



Jéssica Sánchez-Millar



Jeff Sherman



Amy Young

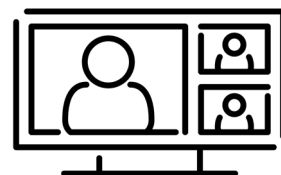
OPEN CAMPUS & JUNTOS HIGHLIGHTS



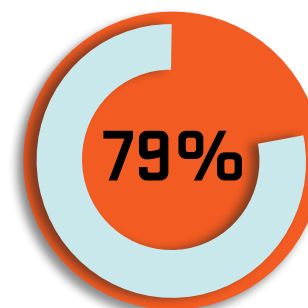
Received USDA-NIFA grant to start the Oregon New Beginnings for Tribal Students Project



Served 1,912 Juntos students and families



Pivoted programming to host virtual college and career access curriculum statewide



79% of parents said their children are likely to attend OSU after attending Family Day



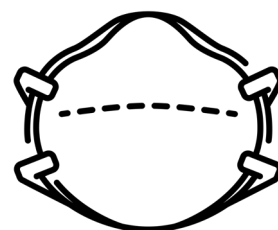
Welcomed the Rural Communities Explorer (RCE) to the Open Campus team



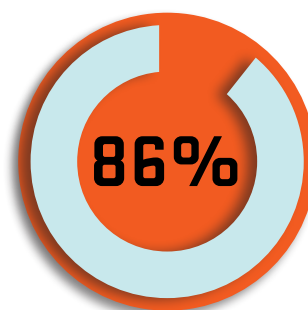
Opened the first of three CyberMills, as part of a three-phase rural access project pilot in Grant County



Served over 550 6th-12th grade students at STEM camps



Offered support to PPE distribution and vaccination and testing clinics throughout the state



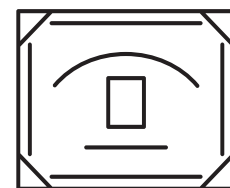
86% of students said they were likely to go to college after attending Family Day



Received investments from The Ford Family Foundation, the Oregon Community Foundation, and the Central Oregon Health Council to expand to 7 new communities



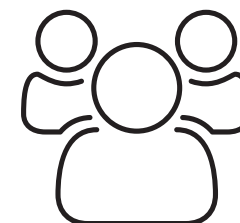
Provided support to victims of fire damage in southern Oregon



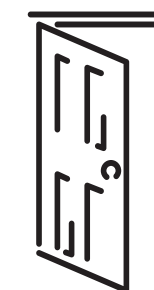
Graduated 6th and 7th cohort of the Leadership Development Program (LDPE)



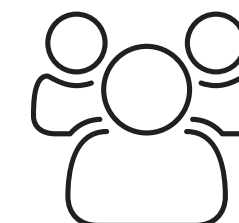
Opened a food pantry in one of the largest food deserts in Oregon



Hired 3 new Open Campus and Juntos faculty members to serve communities with the most need



Coached 276 Oregon State University students



Served 424 students and parents, representing 47 middle and high schools at Virtual Juntos Family Day pilot

WHY OPEN CAMPUS?

OREGON set the goal of **100%** high school graduation by **2025** with 80% of students going on to some level of postsecondary educationⁱ



However, according to the National Center for Educational Statistics, Oregon ranks as one of the **lowest states for high school graduation rates**, and the disparity is even larger for students of color and low-income studentsⁱⁱ

- While graduation rates have been improving in recent years, Oregon is only above Nevada and New Mexico.
- The gaps between white students and Students of Color (Black, Indigenous, Latinx, multiple races) are still apparent.

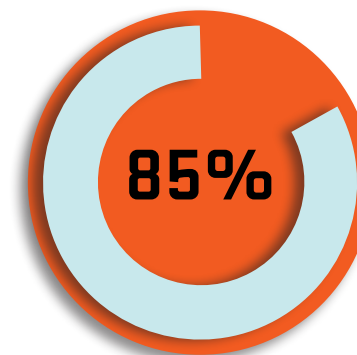
If students do not graduate high school, their likelihood of going on to college is extremely low.

Unemployment rates for people with a bachelor's degree is **2.6%**, compared to an **8.1%** unemployment rate for individuals who do not have academic credentials beyond a high school diplomaⁱⁱⁱ.

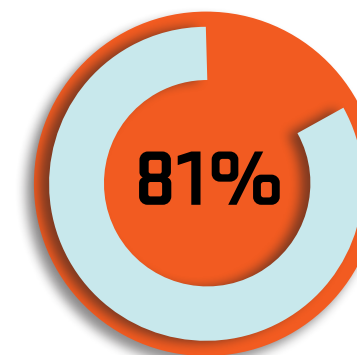
According to the National Center for Education Statistics (NCES), **students with some college and no degree will made \$21,410 less per year** than students who completed a bachelor's degree, and are twice as likely to live in poverty.

OSU has a mission to serve all communities in the state, and must work in partnership with our K-12 system, community college partners, private and public universities, and community partners to find solutions in the education inequities in Oregon.

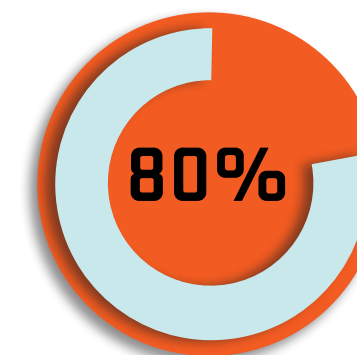
High School Graduation Rates



for all Oregon students



for underserved races/ethnicities



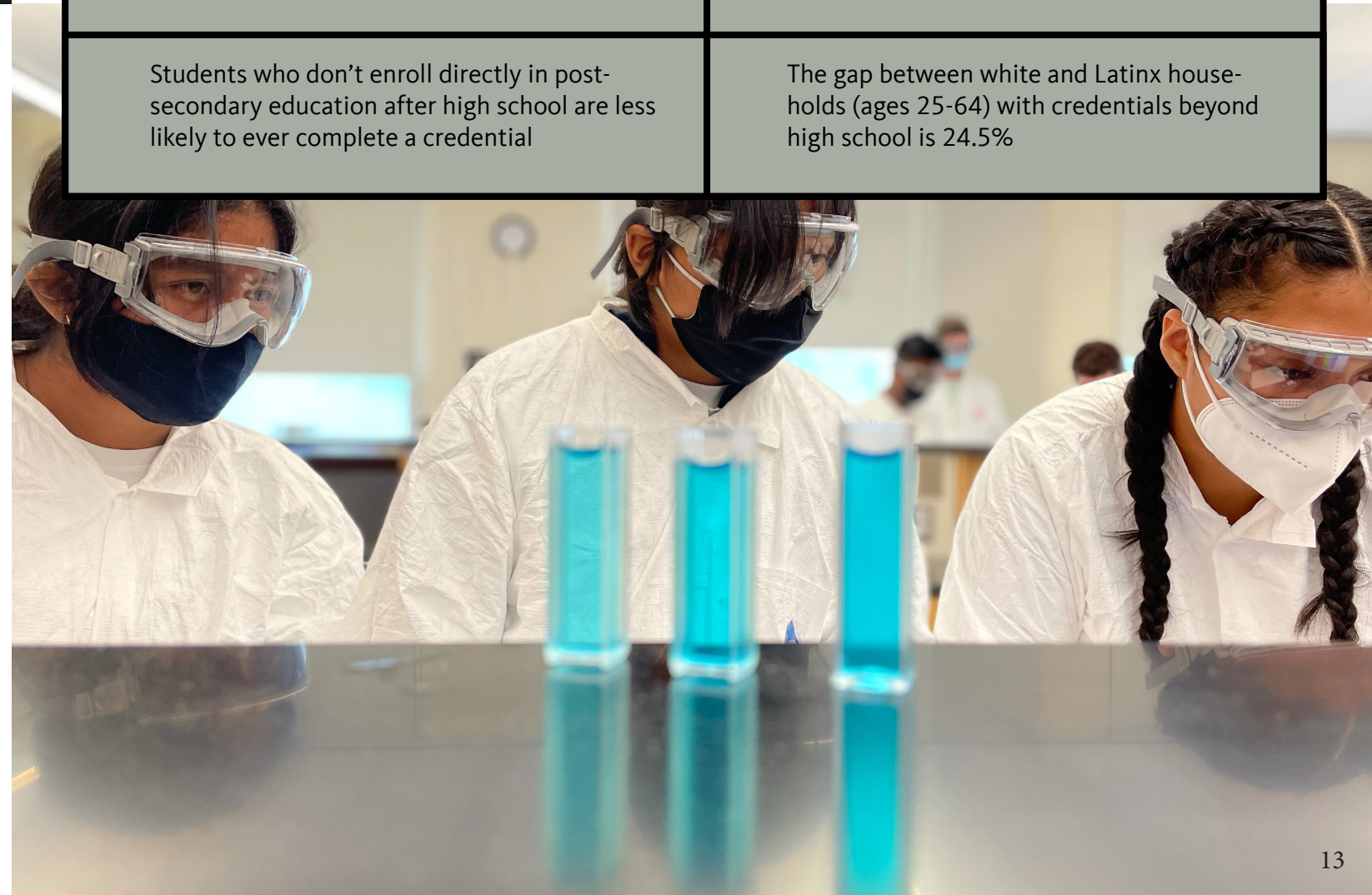
for economically-disadvantaged students^{iv}

Students who set degree expectations in K-12 and early post-secondary are more likely to complete a degree^v

Access to college credit in high school, and college resources, varies widely across high schools in Oregon^{vi}

Students who don't enroll directly in post-secondary education after high school are less likely to ever complete a credential

The gap between white and Latinx households (ages 25-64) with credentials beyond high school is 24.5%





COLLEGE AND CAREER ACCESS

Open Campus and Juntos create relationships with K-12 students, colleges and universities, and community partners to promote college and career access. Providing support programs to increase high school and college degree attainment is a priority that ties to increased economic vitality and opportunity.

Our coordinators support students throughout their higher education and career journeys through a variety of programs, increasing OSU's visibility and engagement around the state. While Open Campus and Juntos work with students on any post-secondary educational path, students who plan to enroll at Oregon State University, either as first-year or transfer students, are provided specialized support in their communities.

As you will see in the following programs, increased engagement around college and career access in our communities has resulted in new local opportunities to learn about the wide variety of education and career paths available to students and increased enrollment in Oregon State University and OSU-Cascades.

Juntos means “together” in Spanish, reflecting the program’s core values of engaging the entire family and school partners in the students’ educational goals. Since its establishment at OSU in 2012, Juntos has been a model for promoting culturally-responsive college access to Latinx 6-12th graders and their families. All programming is delivered in Spanish by bilingual/bicultural facilitators and meals and activities for younger siblings are provided



Juntos para una Mejor Educación (Together for a Better Education) works to empower Latinx students and families around education

Juntos workshops and family nights are held at the local K-12 schools, where administrators and teachers are encouraged to attend and participate. Open Campus continues to adapt the program in response to the specific family and cultural context of the Latinx populations in Oregon. Juntos components include a six-week family workshop series, academic success coaching, family nights, college visits, and participation in clubs and summer camps.

Juntos has expanded throughout the state to include over 34 communities across 20 counties in Oregon, serving over 5,500 participants. Historically, students completing the workshop series exceed a 90% high school graduation and have higher college-going rates than their district average. Many communities with established Juntos programs credit this collaboration for overall increases in Latinx high school completion and post-secondary access.

During the period from Fall 2019 to Fall 2021: Juntos delivered 41 workshop cohorts and 8 clubs across 28 communities in 17 counties. These programs have reached over 2,000 participants

JUNTOS COMPONENTS INCLUDE:



THE LATINX EXPERIENCE IN OREGON

In Oregon, attaining statewide educational excellence and future economic development depends on the success of Latinx students. It is essential for educational systems, from early childhood through college and career training, to sustain equitable and inclusive learning environments and address systemic biases that have caused persistent disparities. Oregon reflects national trends where the Latinx population is a young and growing demographic, making up an increasingly large share of post-secondary enrollment and the workforce. In Oregon, 14% (588,757) of the population are Latinx with a median age of 27^{xiii}. In the 2020-21 school year, almost 1 in 4 students (137,101 students) enrolled in K-12 were Latinx.

WHY WE USE LATINX

Throughout the decades, there have been a variety of labels that have been introduced to describe populations in the U.S with roots to Latin America or Spanish-speaking countries. Identity is personal, and the usage and preference of various labels and terminology varies from person to person and context. In this report, the term Latinx will be used as an umbrella term to identify people who may otherwise use terms such as Hispanic, Chicano, Latino/a, or Latine.

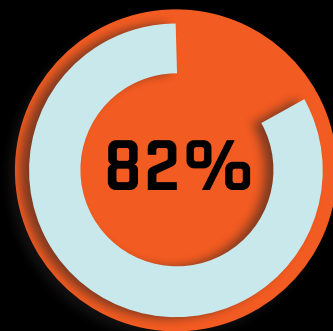
THE SUCCESS OF JUNTOS

The impact of the Juntos program is assessed through robust program evaluation. Youth and parents are invited to take an evaluation survey at the conclusion of the workshop series that measures their program experience, as well as their school environment and sense of belonging in the education system. The purpose of this multi-level evaluation is to place the students' academic and learning outcomes in the socio-cultural context for Latinx students and structural biases.

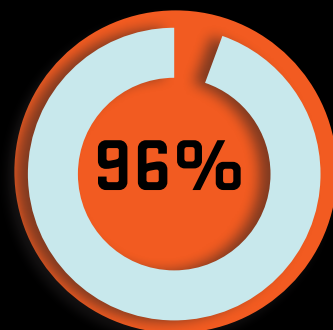
Juntos students report the program improved their academic motivation and interest in higher education. High school students say that Juntos helped them talk to their parents about college, such as discussions about financial aid and visiting schools, and helped their parents support their educational journey. Parents report a positive experience in Juntos, with the strongest outcomes relating to knowledge of the school system and supporting their children academically in high school and beyond. Both parents and students commented that the college-oriented workshop components were some of their favorite parts of Juntos. Students told us that the information about applying for college was particularly beneficial to themselves and their families. Many of their comments reflected increased sense of

belonging in higher education or that college was a realistic goal. Parents often appreciated this information because they were not familiar with the U.S. education system, particularly financial aid and scholarships.

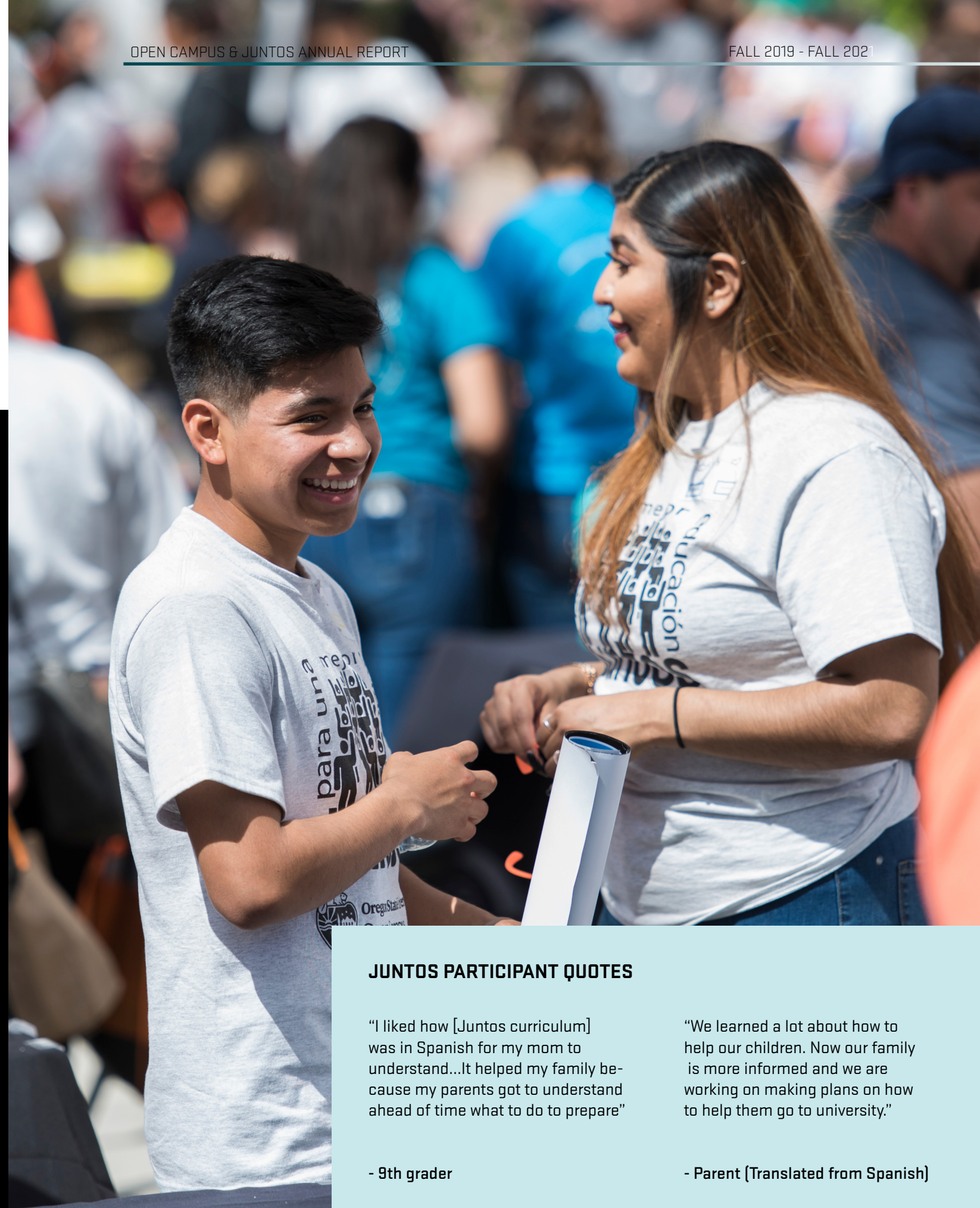
Juntos is unique among many pre-college programs because its curriculum is inclusive of community college and transfer pathways. Although the program is administered by Oregon State University, our workshops and mentoring support students who are considering any school, including career and technical training. Oregon reflects nationwide trends where community college is an increasingly popular destination for Latinx students, with lower cost and a desire to stay close to home as motivating factors. We estimate that 64% of Juntos students who completed high school have attended community college and, since Fall 2019, over 30 Juntos students have gone on to attend OSU. Juntos is well-positioned to support families on these college journeys due to our partnership model that engages local community colleges in program delivery and student support. The success of Juntos has been documented in a Journal of Extension article^{xiv} and an Extension impact story^{xv}.



82% of youth said Juntos motivated them to go to college



96% of parents reported being more knowledgeable about the school system after the Juntos program



JUNTOS PARTICIPANT QUOTES

"I liked how [Juntos curriculum] was in Spanish for my mom to understand...It helped my family because my parents got to understand ahead of time what to do to prepare"

- 9th grader

"We learned a lot about how to help our children. Now our family is more informed and we are working on making plans on how to help them go to university."

- Parent (Translated from Spanish)

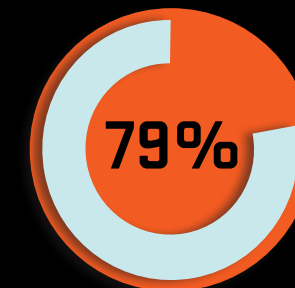


JUNTOS FAMILY DAY

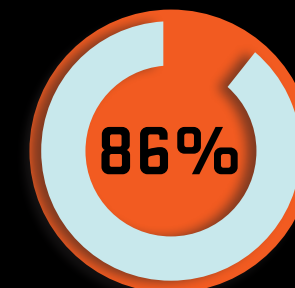
Juntos Family Day is a signature component of the Juntos program. In this biennial event, over 1,500 Juntos families from across the state participate in the event on Oregon State University’s Corvallis campus for a day of programming highlighting student life, degree pathways, and the OSU campus. Juntos Family Day is designed as a culturally-responsive college visit experience to provide more equitable opportunities for families to explore post-secondary pathways. The goal of Family Day is to help build a sense of belonging in higher education for Latinx and first-generation college students, and to showcase the resources OSU offers on this journey. All content is delivered in Spanish, featuring native-speaking bilingual and bicultural presenters whenever possible. For many families, Family Day is their first opportunity to visit a university campus.

Due to COVID-19, the 2021 Juntos Family Day went fully virtual to ensure students and families could experience the colleges, programs, support, and resources that OSU has to offer in a safe environment. We offered sessions in Spanish throughout the day from the 12 OSU Colleges, OSU-Cascades, six Oregon community colleges, OSU’s Office of Financial Aid, current OSU students/parents, and 13 OSU student support units/programs, as well as a guided virtual tour of the Corvallis campus. Family Day attendees came from 47 middle and high schools across the state for a total of 424 students and parents from 121 families. Participants remained fully-engaged throughout the day, attending and participating for more than 95% of each virtual session. Family Day also provided an entire online event platform with college access resources in Spanish and virtual meal cards for each attendee. In addition, Open Campus worked with the OSU colleges, OSU-Cascades, and the six Oregon Community colleges to curate an informational college access video in Spanish for each session^{xvi}. These videos remain available to the Juntos families and to our partners for future OSU students and recruitment events post-Family Day.

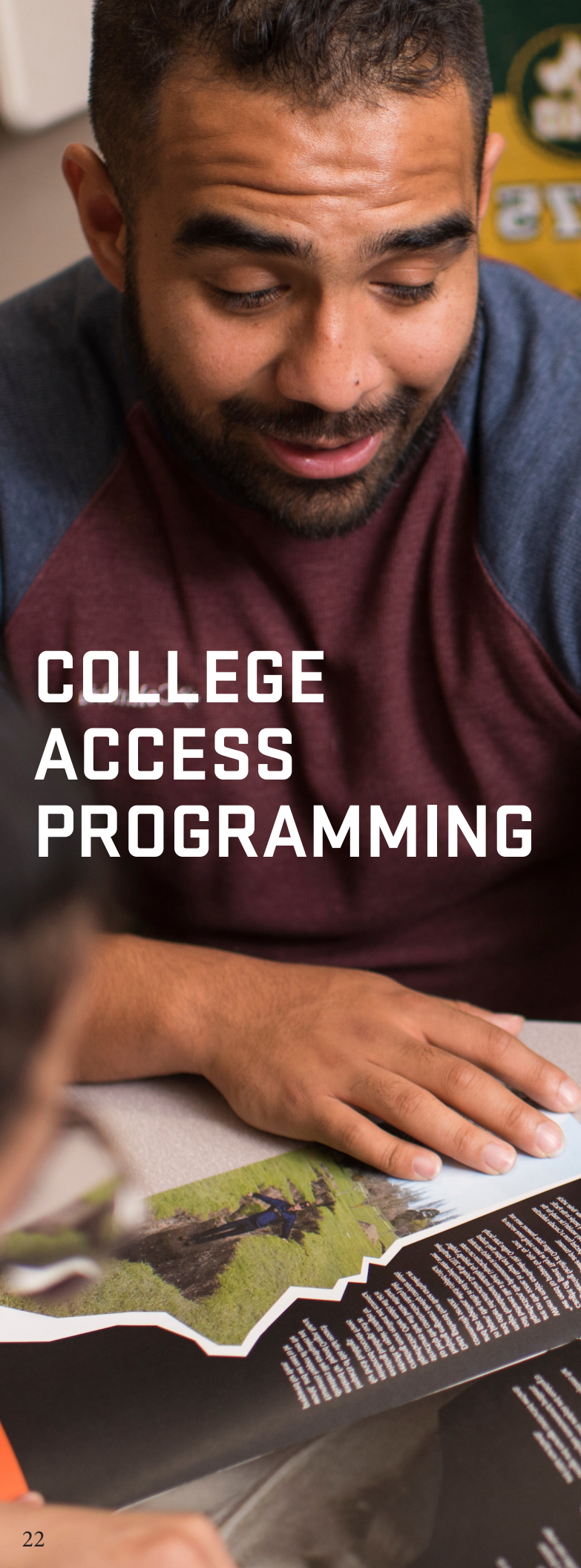
After the event, 79% of parents said their child is likely or very likely to attend OSU as a result of Juntos Family Day, and 80% said their kids are likely to attend any two or four-year college. Seventy percent of student respondents said they were likely or very likely to attend OSU and 86% said they were likely to attend any two or four-year college. Our Juntos Family Day event platform^{xvii} will host all of this culturally-relevant college access information as an on-demand virtual event through May 15, 2022 for both future Juntos cohorts and the general public.



79% of parents said their child is likely to attend OSU after attending Family Day



86% of students said they were likely to go to college (2 or 4 year) after attending Family Day



COLLEGE ACCESS PROGRAMMING

Advising Highlights

Open Campus and Juntos Coordinators work extensively with high school students around the state to support them on their journey to college. Our team also supports current college students, including community college students who want to transfer to OSU and current OSU students who have been through our college access programs.

From Fall 2019 through Fall 2021, Open Campus and Juntos Coordinators provided one-on-one college coaching and advising to 430 high school and college students. This one-on-one advising includes college application support, FAFSA and scholarship application guidance, information on OSU majors and programs (including dual enrollment with community colleges through the Degree Partnership Program), and reviewing student options for college credit to ensure they align with the student’s intended major and ultimately prevent credit loss during the transfer process.

We also offer support to current OSU students, including coaching during the transfer process from community college to OSU for Degree Partnership Program students, connections to OSU student resources, and guidance on navigating higher education systems. Since Fall 2019, our Open Campus and Juntos Coordinators have worked with 276 OSU students, and 419 OSU students since the program’s inception.

In addition to individualized support, the Open Campus team has created a variety of college and career resources to support students and families including: Extension publications for high school seniors preparing for college^{xxvii}, thoughts on choosing the right college^{xxix}, guidance on selecting a college major^{xx}, advice on applying for internships^{xxi}, for parents to support support their students as they leave for college^{xxii}, and tips for being resourceful as a college student –provided in both English^{xxiii} and Spanish^{xxiv}.

From Fall 2019 – Fall 2021, we have worked with:



276 OSU Students



154 High School Students

Over 419 OSU Students Since Open Campus Began

Advising Benefits

- College Application Support
- FAFSA and Scholarship Guidance
- College Major and Minor Information
- Dual Enrollment Assistance
- Transfer Assistance



ADVISING - STUDENT STORY

Yahir Santillan first participated in Juntos, together with his parents and younger sister, as a middle school student in The Dalles. Our Open Campus and Juntos Coordinator in Wasco County worked closely with Yahir as he got involved with the Juntos Club in high school and eventually became Juntos Club President during the 2020-2021 academic year. On June 5, 2021, students from The Dalles High School, TDHS faculty, and community members witnessed history as they watched Yahir Santillan become the first Latino male valedictorian of The Dalles High School. In addition to being the valedictorian of his class, Yahir started at Harvard University in Fall 2021, majoring in economics. Yahir shared about his experience with Juntos: “Juntos really had an immense impact on my high school career. Learning about college so early gave me a running head start. Being surrounded by other students like that gives you extra motivation. It will help me on my road to the future.” To learn more about Yahir see his story in the Columbia Gorge News^{xxv} and our Extension Impact Story^{xxvi}.

COLLEGE ACCESS PROGRAMMING



Scholarship Texting Series

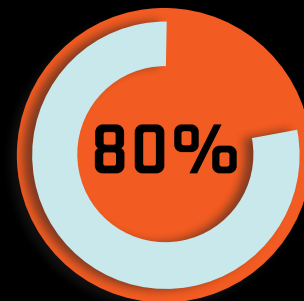
The Scholarship Texting Series is an eight-week scholarship and financial aid curriculum designed to deliver timely information and tips to geographically-dispersed students, families, and educational partners through text messages.

Open Campus developed this program in response to falling FAFSA application rates over the last two years. Fewer than 50% of Oregon’s 2021 high school graduates completed their FAFSA by September 2021^{xxviii} and FAFSA completion is closely tied to a higher likelihood of college enrollment and persistence to college graduation^{xxix}. Texting has been shown as an effective way to increase FAFSA completion^{xxx} and communicate information about scholarships^{xxxi}.

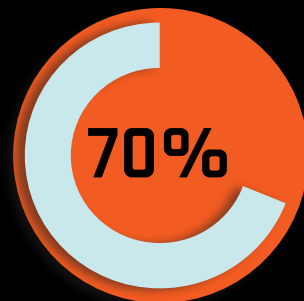
Open Campus piloted this program in Spring 2021 with 21 participants, including parents, community partners, and high school, community college, and university students. Participants received two to three texts each week with scholarship application tips and tricks, notices about upcoming scholarships, scholarship essay hints, and FAFSA/ORSAA nudges. We are continuing this program through the 2021–2022 academic year.

Open Campus Hangouts

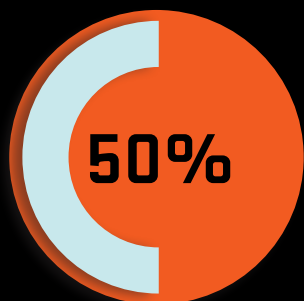
Open Campus Hangouts is a virtual college access curriculum facilitated through peer conversations between high school seniors and Oregon State University students. Our Grant County Open Campus Coordinator created the program to increase local college access support in a county where five high schools share one counselor and Bachelor’s degree completion is low (19% compared to a state average of 33%^{xxvii}). In this seven-week curriculum, high school students join a weekly, one-hour virtual session to get a brief “how to” on each topic in the curriculum, as well as the actual perspectives and experiences from their college peers. Over the past three years, almost 100 Grant County high school seniors have participated in Open Campus Hangouts, creating relationships with college students and Open Campus faculty while learning to navigate their senior year and entry into post-secondary education through critical decision-making times.



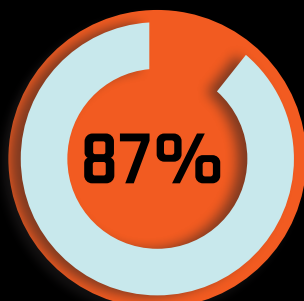
80% of students reported the program helped motivate them to complete high school



70% reported the program motivated them to go to college



50% stated the program created conversations with their parents about college



87% said they were better able to find answers to questions concerning college

CAREER ACCESS PROGRAMMING



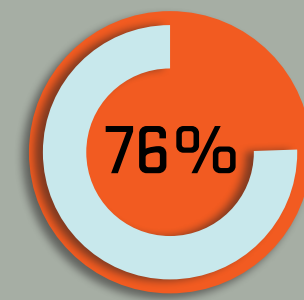
Umatilla and Morrow Career Connect Day

Career Connect^{xxxii} day is a college and career fair in Umatilla and Morrow Counties designed to increase college and career access for high school students while also supporting community workforce development. In 2021, the event went virtual, bringing together 200 Umatilla and Morrow County students and job seekers to attend an inspiring keynote, hear from and ask questions to eight universities and community colleges, and meet with 19 local employers. Career Connect Day is a partnership among Open Campus, 4-H, Port of Morrow, and the Boardman Chamber of Commerce.

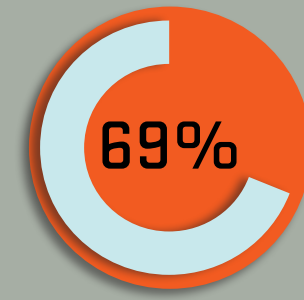
When asked what their favorite part of attending the event was, high school students responded:

“Hearing (keynote speaker) Coach D talk about challenges and how to overcome them with the right mindset. It inspired me to never give up and keep working forward. Also, to take the help I receive and use it to succeed.”

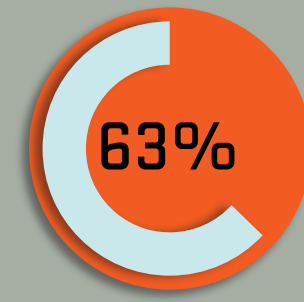
“Getting to hear the information about the different universities in my area and what they have to offer.”



76% of student participants stated that attending college was important to them



69% of students felt more prepared to attend college from the information presented at the event



63% of job-seeking participants stated that they learned new information about employment opportunities in their area

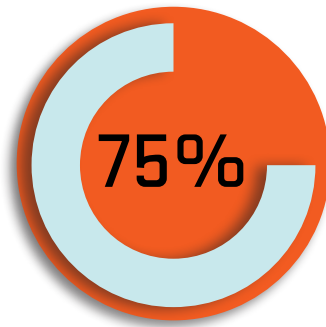
CAREER ACCESS PROGRAMMING

Rural Health Career Day

Rural Health Career Day is a one-day event for high school students in Grant County led by our Open Campus Coordinator.

This event introduces students to the wide variety of health care careers available to them and highlights the need for health care workers in rural Oregon.

Over 75 first and second-year high school students attended the 2019 event, which was held at the local hospital and featured 30 unique career highlights, hospital department tours, a panel of local health care professionals who offered insight into their careers and answered questions from the students, and in-depth career sessions selected by the students. To create a local connection, Grant County doctors, administrative staff, dentists, and nurses shared about their path from Grant County schools to higher education and training and then returning home for their career. Central Oregon Community College, OSU-Cascades, Blue Mountain Community College, and Eastern Oregon University offered information about their different programs and requirements for studying in health care fields.



75% of students reported knowing more about how to plan after high school as a result of participating in this event



120+ students have attended the event with Open Campus since 2016

Diagnosis Day in Central Oregon

Diagnosis Day is a one-day experience for high school students from rural Central Oregon with an interest in health care careers.

This event is held at St. Charles Medical Center-Bend, where student participants follow a "patient" from medical incident into emergency services and then throughout the entire hospital experience, including rehab, recovery and release.

Along the way, students become familiar with many of the various healthcare careers that impact that patient, as well as receive a hands-on experience with an advanced simulation mannequin. Open Campus has been partnering to bring students to this event since 2016 and brought 20 students from around Central Oregon in 2020.

SUMMER PROGRAMMING

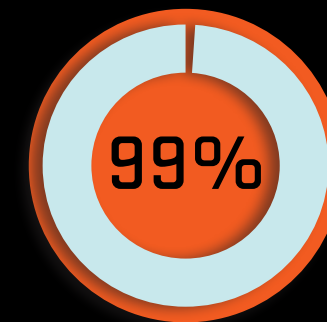
Tech Trek STEM Camp for Girls

Tech Trek is a week-long science, technology, engineering, and math (STEM) camp for rising 8th grade girls designed to build confidence and self-efficacy around STEM to ultimately increase the number of women in STEM careers.

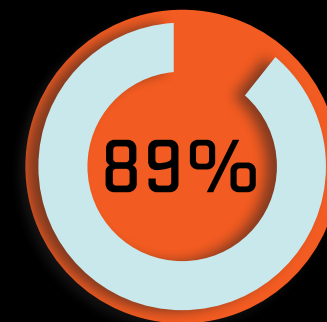
STEM careers are among the fastest growing and highest-paying, and women are historically underrepresented, particularly in engineering and computer science where they make up just 12% and 26% of the workforce, respectively^{xxxiii}. Open Campus first brought Tech Trek to the coast in 2014, in partnership with the American Association of University Women (AAUW), Tillamook Bay Community College, and Tillamook Estuaries Partnership, while also expanding to include a Central Oregon camp in 2017. The camp includes week-long core classes, hands-on workshops, field trips, and a professional night with women in STEM careers. In Summer 2021, the camp pivoted to a 3-day, day camp format to safely offer an in-person experience to 18 girls from Tillamook and Lincoln Counties. The impacts of Tech Trek have been documented in the Journal of Extension^{xxxiv}, an Extension Impact Story^{xxxv}, and in a number of videos^{xxxvi}.



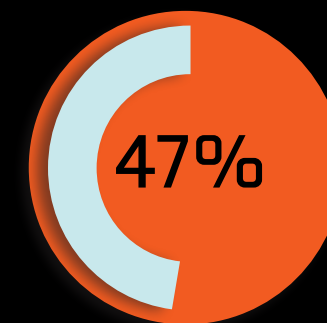
\$200,000+ total in grants and donations



99% of campers rated the program as good or excellent



89% of campers have gone on to attend college



47% majoring in STEM



347 Campers Total Since 2014



Juntos Afuera

Juntos Afuera is a 10-week summer camp in Tillamook County with the goal of showing Latinx students that the outdoors is an inclusive and safe space where they can learn about and celebrate Latinx identity and culture. Although the Latinx community is the fastest growing in the US, making up more than 18% of the population, only 11.6% of outdoor recreation participants identify as Latinx^{xxxvii}.

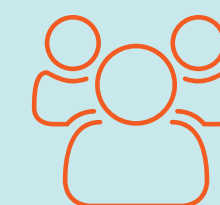
The program, created by the Tillamook County Open Campus and Juntos Coordinators, was piloted in Summer 2021 with 12 students and with the support of a wide array of partners. The campers went kayaking, bird watching, and zip lining while also exploring Latinx identity, learning about career opportunities from Latinx natural resources professionals, and sharing their experience with a presentation to the county commissioners. Juntos Afuera is growing an active local group of Latinx explorers and environmental stewards with plans for future outdoor experiences and another year of camp. The impacts of Juntos Afuera are documented in an Extension Impact Story^{xxxviii}.



Juntos Chemistry STEM Day-Camp

The Juntos Chemistry STEM camp, held annually on OSU's campus, was co-created by our Yamhill County Open Campus and Juntos Coordinator and Dr. Wong Fang, a professor in OSU's Department of Chemistry, in 2017. In 2021, the 2-day camp served 15 Juntos high school students from McMinnville, Dayton, Corvallis, Albany, and Philomath.

During their time at the OSU campus, students engaged in hands-on exercises including using chemistry to determine the amount of dye in sports drinks and comparing the hardness of the local tap water to different brands of bottled water. Students also took a tour of the OSU campus and made their evening ice cream using liquid nitrogen.



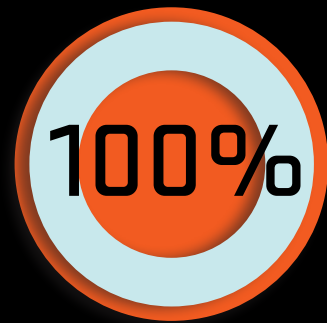
87
Campers Total
since 2017

SUMMER PROGRAMMING

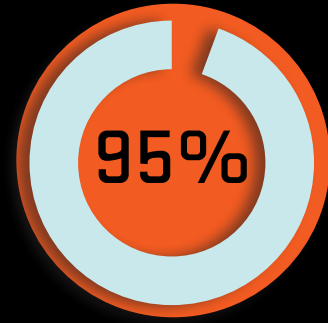


Nuts, Bolts, and Thingamajigs: Manufacturing Engineering Summer Camp

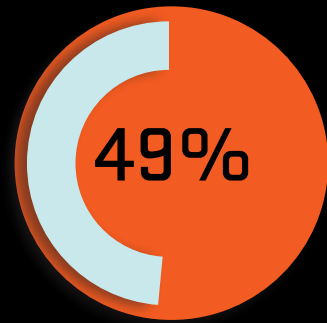
Umatilla and Morrow counties are home to some of Oregon's most state-of-the-art food processing and manufacturing facilities, yet there are few local options for educational training in these fields. Nuts, Bolts, and Thingamajigs Manufacturing Engineering Summer Camp is a week-long camp offered by the Umatilla and Morrow Open Campus and Juntos Coordinator in partnership with the Fabricators and Manufacturers Association, Intl. The camp connects historically underserved youth aged 12-16 with industry leaders and professionals in the field through a unique, inquiry-based learning experience. In Summer 2020, the camp was offered, but with limited options for tours and engaging with professionals due to COVID-19. In Summer 2021, though, nearly all industry tours and hands-on activities resumed, with significant safety protocols, including an industrial technologies demonstration, a diesel mechanic display, hands-on lineman work, a web technologies demonstration, and hands-on wood working projects.



100% of campers reported a positive opportunity to collaborate with others



95% reported camp activities helped them make connections to real-world applications



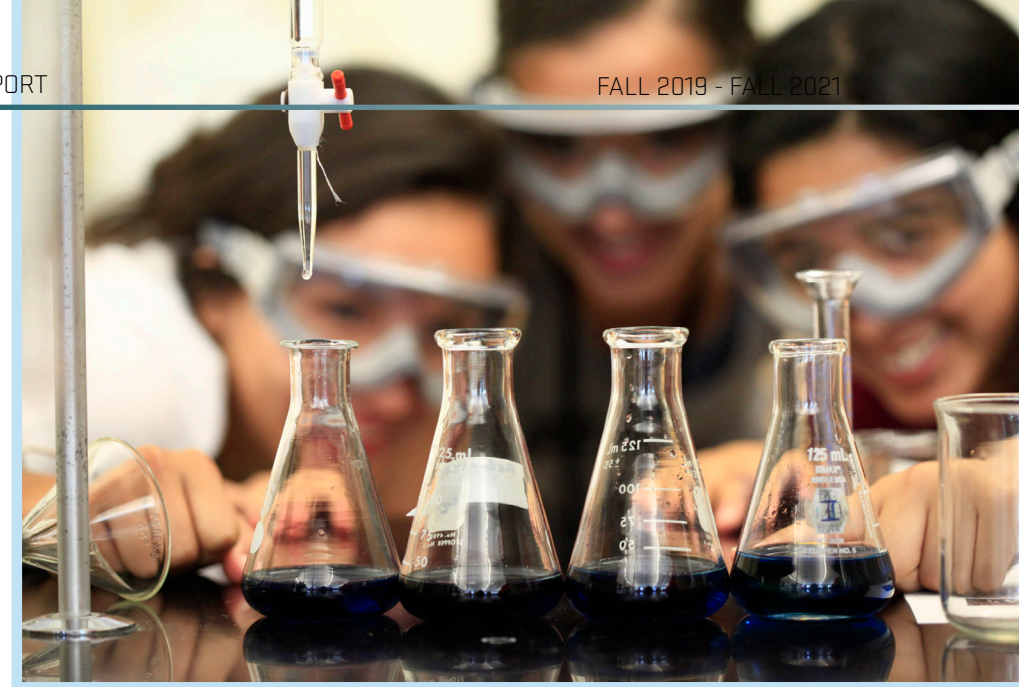
49% indicated that they would consider a career in advanced manufacturing



60+ campers total

iINVENT STEM Camp

Open Campus and OSU's Precollege Programs partnered to host the iINVENT STEM day camp for middle school students at the Chemeketa Community College Yamhill Valley Campus. iINVENT STEM Camps are offered around the state through OSU's Precollege Programs.



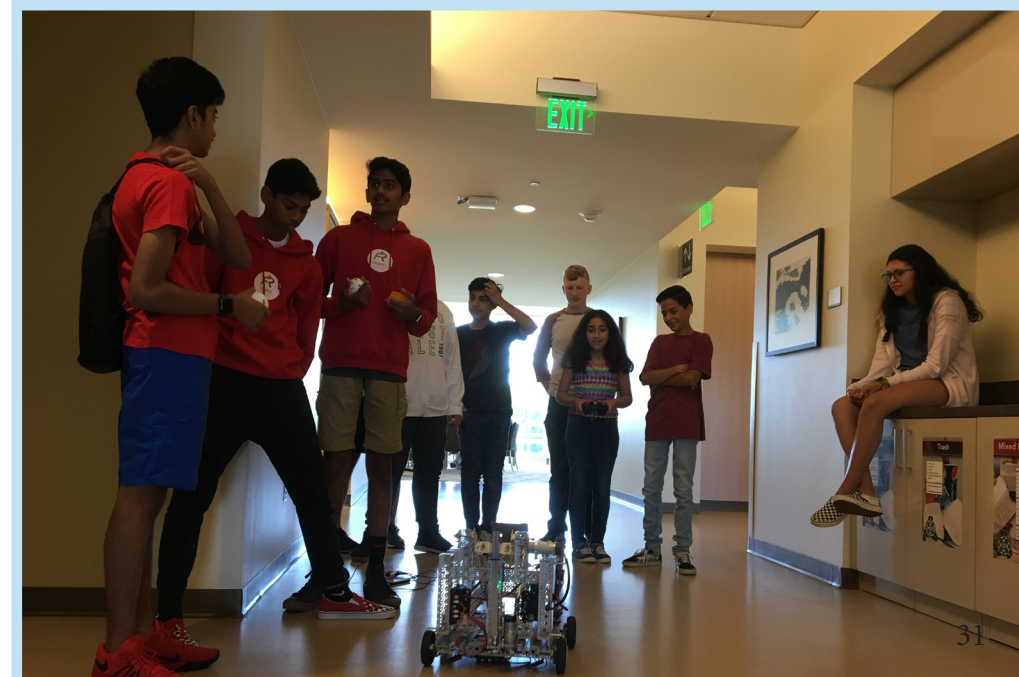
OSU-Cascades Summer Academy

Open Campus and Juntos in Central Oregon supported students in attending the OSU-Cascades Summer Academy, a week-long summer camp where high school students experience college, explore different majors and careers, and earn a scholarship.



McMinnville School District STEM Camp

In Summer 2021, our Yamhill County Open Campus and Juntos Coordinator teamed up with Yamhill County 4-H and the McMinnville School District to co-host a STEM Camp for 6-8 grade students. This camp hosted over 45 students at Chemeketa Community College with activities to challenge students' knowledge about drones, robots, computer programming, and problem-solving skills.





DEGREE COMPLETION SUPPORT

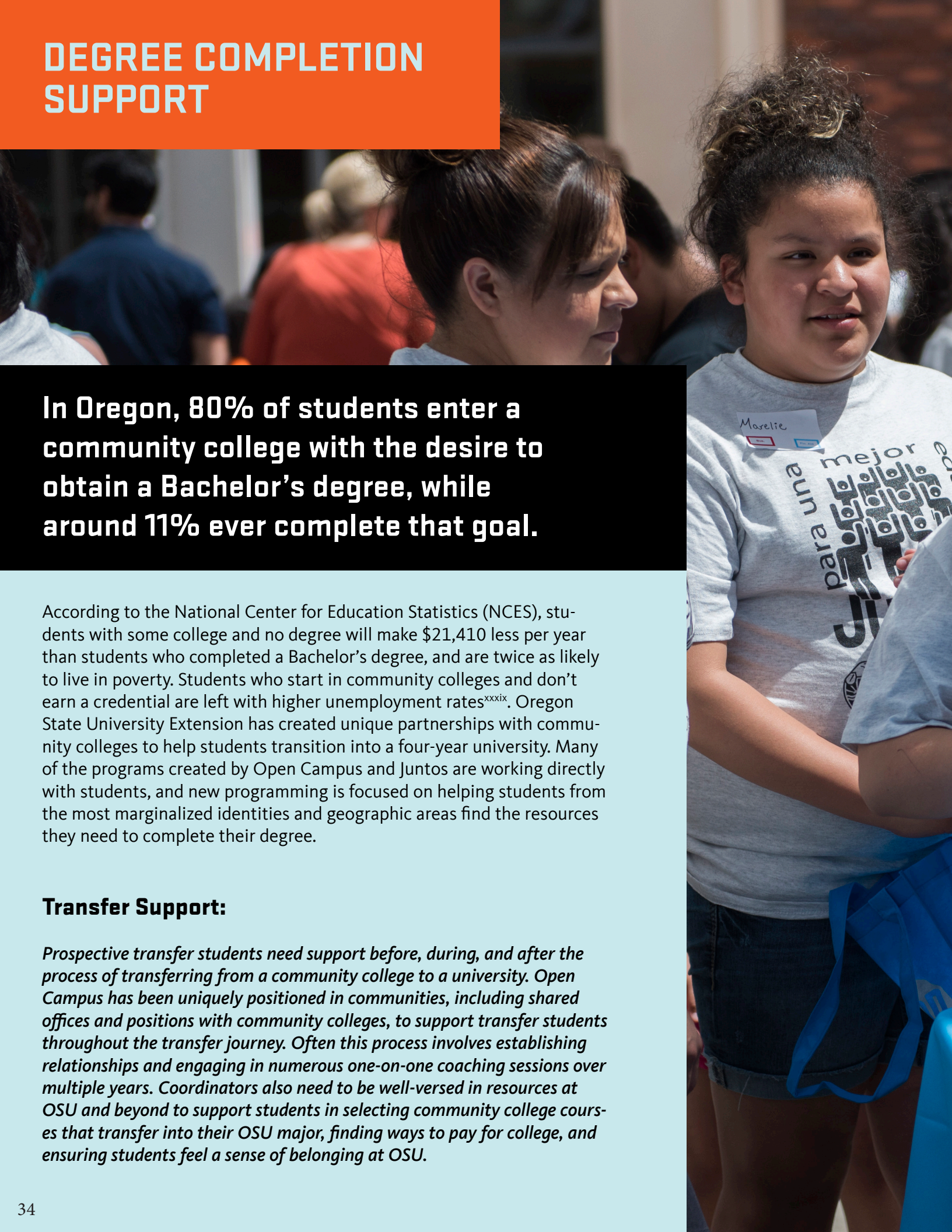
Transfer students in community college must navigate two systems to ensure college credits will articulate to their university of choice. First-generation students may not understand how courses transfer, or that some credits may not be transferrable^{xi}. Degree expectations may be set in precollege experiences, and research suggests academic advisors, or other institutional agents, within the community college may be a source of transfer information and degree aspiration conversations^{xii}

For many students of color, low-income, and first-generation students, the academic journey begins in community colleges

Because community colleges serve a more racially and economically diverse student body than universities, if completion and transfer rates are not improved, equity gaps will continue to widen. Focusing on research and factors that help students transfer from community colleges may provide insight into future improvements in policy and practice.

Research shows the majority of students who begin at the community college intend to go on to complete a bachelor's degree. However, the truth is that more than half will not persist beyond the first year. Only a third will transfer to a university, and less than 15% will complete a bachelor's degree

DEGREE COMPLETION SUPPORT



In Oregon, 80% of students enter a community college with the desire to obtain a Bachelor's degree, while around 11% ever complete that goal.

According to the National Center for Education Statistics (NCES), students with some college and no degree will make \$21,410 less per year than students who completed a Bachelor's degree, and are twice as likely to live in poverty. Students who start in community colleges and don't earn a credential are left with higher unemployment rates^{xxxix}. Oregon State University Extension has created unique partnerships with community colleges to help students transition into a four-year university. Many of the programs created by Open Campus and Juntos are working directly with students, and new programming is focused on helping students from the most marginalized identities and geographic areas find the resources they need to complete their degree.

Transfer Support:

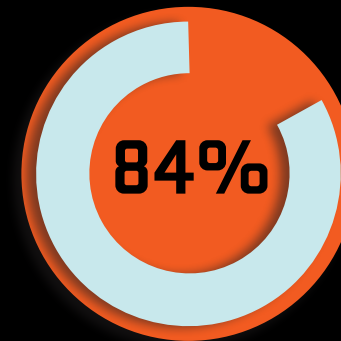
Prospective transfer students need support before, during, and after the process of transferring from a community college to a university. Open Campus has been uniquely positioned in communities, including shared offices and positions with community colleges, to support transfer students throughout the transfer journey. Often this process involves establishing relationships and engaging in numerous one-on-one coaching sessions over multiple years. Coordinators also need to be well-versed in resources at OSU and beyond to support students in selecting community college courses that transfer into their OSU major, finding ways to pay for college, and ensuring students feel a sense of belonging at OSU.

Since Fall **2019** *Open Campus* has connected with **554** community college students at **12** Oregon community colleges. On top of this one-on-one support, our team also created resources to support transfer students, including *two* Extension publications (Transfer Tips #1^{xl} and Transfer Tips #2^{xli}).

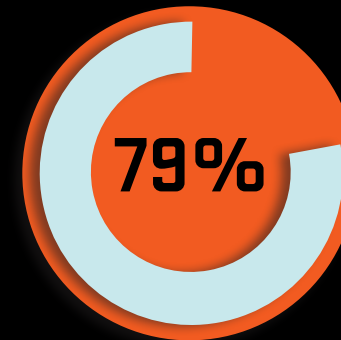
Students frequently reported that choosing the right classes at their community college, completing all the necessary university paperwork, and finding the right person to talk to were challenges to transferring



Students reported that financial aid, scholarships, and paying to attend university were the most challenging part of the transfer process



84% of students said that working with their Open Campus Coordinator had a very strong, strong, or moderate influence on their decision to transfer to OSU



79% of students said that working with their Open Campus Coordinator helped (or will help them) reach their goal of attending OSU

DEGREE COMPLETION SUPPORT - SUPPORT FOR ECAMPUS STUDENTS

Our Open Campus and Juntos Coordinators support Oregon State Ecampus students by serving as local test proctors. This can save Ecampus students both time and money, as they don't have to travel to a more distant testing site nor do they have to pay a proctoring fee, on their path to a bachelor's degree.

In Grant County, our Open Campus Coordinator worked closely with Ecampus student Josh Walker to support him through his Oregon State degree. In 2018, Josh approached our Coordinator.

He wanted to finish the degree he had started over 20 years earlier. Josh was a Grant County resident and a Veteran who wanted to use his GI bill for his final two years of classes to complete his degree through Ecampus. Josh worked with our Coordinator over the next two years and utilized the Extension office for computer and internet access. Our Coordinator proctored tests for him throughout his degree and, in March 2020, Josh graduated from Oregon State with a Bachelor's degree in Natural Resources.

TRANSFER ADVISING - STUDENT STORY

Our Open Campus and Juntos coordinator in Washington County is based at Portland Community College (PCC), Rock Creek. In 2020, a PCC student approached our Coordinator for transfer support on their journey to OSU. This student had been awarded the Finley Scholarship at OSU for the Fall term. However, this student didn't plan to transfer to OSU until the Spring term. The student was devastated they might lose the scholarship, but our Coordinator helped them navigate the OSU system to find a solution. This student is now dual-enrolled at PCC and OSU as of the 2021-2022 year, studying Computer Science with the support of the Finley scholarship.



COLLEGE ACCESS, MENTORSHIP, & SUMMER MELT

*Summer melt is a term used to describe graduating high school seniors who applied, and were accepted to college, yet don't show up in the Fall term. It is estimated that between **10 to 40%** of prospective first-year students who intend to go to college are lost to summer melt^{xlii}.*

Open Campus developed a curriculum and mentoring program to support students through their senior year, into the summer between high school and their first term of college, and beyond. Our Open Campus Manager in Central Oregon piloted the program beginning in 2019, supporting about 65 students each year across five area high schools. The curriculum includes a guide with important dates and check-in points along the path to college, including: selecting a college, applying to college, paying for college, and campus life.

As additional support for high school juniors and seniors, Open Campus is piloting a mentoring program in the 2021-2022 academic year that will connect current college students, as well as faculty, with college-bound high school students to support them on their path to higher education.

New Beginnings For Tribal Students in Oregon

In the fall of 2019, only 0.5% of OSU's total enrollment (172 students) identified as American Indian/Alaskan Native. Oregon's Native American/Native Alaskan population was 1.8%, according to the U.S. Census Bureau. There is a gap in support from OSU to native populations in Oregon.

After receiving a large grant from USDA's National Institute of Food and Agriculture, the New Beginnings for Tribal Students program was developed at OSU, and formalized a partnership with the Confederated Tribes of Coos, Lower Umpqua, and Siuslaw (CTCLUISI), as well as Southwestern Oregon Community College (SWOCC). This program provides outreach and resources directly to pre-college Indigenous youth to improve access and understanding of steps toward college entry and tuition and remove systematic barriers to

community college and university completion.

The grant builds on recommendations from strategic proposals in 2017 and 2018 that seek to promote tribal goals such as ensuring all Native American and Indigenous students receive a quality education and have equity in access and achievement. With open lines of communication, the grant's project coordinators hope to begin addressing the historical disconnect^{xliv} between land-grant universities funded by federally granted land^{xlv} that was

expropriated from Indigenous communities.

In the first year of the grant, 10 OSU undergraduate students identifying as Native American participated in a paid internship opportunity, and 93 OSU mentors were trained in cultural awareness and mentoring. In the next year, the OSU NBTS program hopes to continue serving students with mentorships, scholarships, transfer support, and job placement.



COMMUNITY DEVELOPMENT AND ENGAGEMENT

The Open Campus and Juntos team convene as partners on important issues to increase economic well-being and community vitality. Coordinators advocate for communities who have historically been excluded and marginalized. This goal is accomplished by assessing the needs of local governments, businesses, and community members and developing partnerships with on-campus and statewide faculty to help address identified challenges in communities.

Open Campus is also charged with providing leadership development opportunities for OSU faculty, staff, students, and communities. In all of our programs, we take an entrepreneurial approach to Extension with communities and create shared positions between institutions to enhance partnerships.



Leadership Development Program

Within Oregon State University, there are a lack of developmental opportunities to help support the advancement of leaders within the institution. The Leadership Development Program, Executive Level (LDPE) is a signature program of the OSU Extension Service, organized, facilitated, and evaluated by Open Campus. In this nine-month, cohort-based experience, faculty and staff who are considering leadership positions in the future are nominated by their supervision teams to dedicate time developing their leadership skills. The program offers self-assessments facilitated by the Ohio State University Leadership Center, executive-level mentorship, book clubs, alumni networks, facilitated workshops, and projects to help participants advance their leadership skills.

IN SEVEN COHORTS OF LDPE:

34 Individuals have moved into OSU leadership positions such as: Associate deans, department heads, Ecampus directors and assistant directors, Extension regional directors, Extension program leaders, Extension local liaisons, program managers, DEI directors, and Experiment Station directors.



100 OSU professionals have been trained over the past seven cohorts

6 people have moved into leadership positions outside of OSU

Upcoming: Community Leadership Program

Many communities around the state have a lack of leadership development resources and opportunities. Through community needs assessments, Open Campus has found a need to offer “grow your own leader” programs. A future version could be modeled after the leadership development program for faculty and staff, specifically designed and tailored for communities. The Extension Community Leadership Program will offer leadership development tracks in English and Spanish focused on self-assessments, collaborative leadership models, communication strategies, and specific needs of each community.

MEETING COMMUNITY NEEDS

Grant County CyberMill

In rural communities, there are very few spaces with high-speed internet and up-to-date technology where community members can work to start businesses, continue their education, and network with mentors and peers in an atmosphere conducive to collaboration. Grant County was in need of such spaces, particularly with the loss of population, commerce, and culture over the last 20 years due to the timber industry downturn and the closure of five lumber mills in the county. The Grant County CyberMill pilot was conceived as a way to bring co-working spaces with high-speed internet to the county, providing a center for entrepreneurship to flourish and a pathway to reversing population decline, increasing local commerce and business development, and improving the standard of living.

Our Grant County Open Campus Coordinator took a leadership role in this project, including community convening, grant development, building partnerships, and providing project management support to make this pilot a reality. To date, over \$374,000 have been raised to open three CyberMills in Grant County in John Day, Prairie City, and Seneca. The first Grant County CyberMill opened in Seneca in Fall 2021, offering free high-speed internet, public computers, a conference room with video conferencing technology, and a variety of co-working spaces. The CyberMill project was highlighted in an Extension Impact Story^{xlvi}.





MEETING COMMUNITY NEEDS

Post-Wildfire Community Support

In September 2020, the massive Almeda fire impacted multiple towns in Jackson County, completely or partially destroying more than 2,300 structures. Out of the 19 Juntos families Open Campus and Juntos serves in the Phoenix-Talent School District, 11 families lost their homes or were temporarily displaced.

Our Open Campus and Juntos Coordinator in Jackson County stepped in to provide immediate support and served

as a community advocate, connecting not only Juntos families but many other Spanish-speaking community members to partner agencies and appropriate resources. These emergency resources included shelter, food and hot meals, monetary assistance, and a number of other critical services from such partners as Unite Oregon, Unete, Northwest Seasonal Workers Association, and the SOESD Migrant Education Program.

In a shared position with Southern Oregon University (SOU), our Open Campus and Juntos Coordinator was part of the SOU Latino/a/x Programs team who were awarded an Oregon Department of Education Latino Success Grant to cover students' basic needs. Through this grant, the team was able to distribute close to \$15,000 to Juntos families impacted by the Almeda fire and to provide additional funds to a total of 35 Latinx families in Jackson County.

Boardman Food Pantry

Despite low unemployment rates and high median incomes for the state, the city of Boardman in Morrow County still experiences high rates of food insecurity. Prior to 2020, there were few resources for emergency food assistance, with the nearest food pantry only open one day a week for limited hours and located 12 miles away.

As the pandemic hit, a local church established an emergency food pantry to provide food to the community, but resources were scarce. In response, our Open Campus and Juntos Coordinator in Morrow County organized virtual community meetings, recruited partners, and ultimately helped establish a committee to address food insecurity. The committee established a non-profit business with board members, bylaws, mission, vision, and values.

From March through December of 2020, the newly formed Boardman Food Pantry raised \$300,000 in grants and donations that enabled the purchase of a building and furnished it with shelving, refrigerators, and freezers. By Spring 2021, the Boardman Food Pantry received certification and food pantry designation from the Oregon Food Bank. The pantry has continued to receive grants and donations to support this work and receives monthly food distributions from the Oregon Food Bank. With the help of 30 trained volunteers, the pantry distributes around 100 boxes each week that reach over 300 people with supplemental food resources. This work was featured in an Extension Impact Story^{xlvii}.



Tillamook County Early Child Care and Education Task Force

Tillamook County is a child care desert, with only 4% of 0 –2 year olds and 21% of 3 –5 year olds having access to a regulated child care spot^{xlviii}

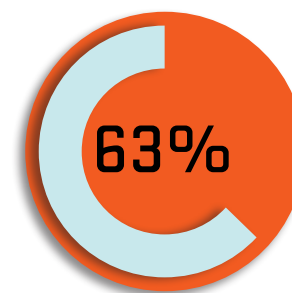
This child care crisis prompted the Tillamook County Commissioners to create an Early Child Care and Education Task Force, which was co-led by our Open Campus Coordinator in Tillamook County.

To better determine the impacts of this child care crisis in Tillamook County, our Coordinator led the task force in developing a survey that local employers distributed to their workforce. The survey showed wide-reaching professional and personal impacts, including:

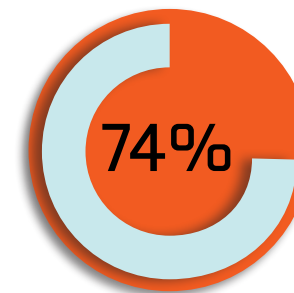
Cost was ranked as the number one barrier preventing families from accessing child care, with number of open spots and location tied for second place

As a result of the task force's work, the Tillamook County Commissioners took direct action to expand child care access throughout the county, including:

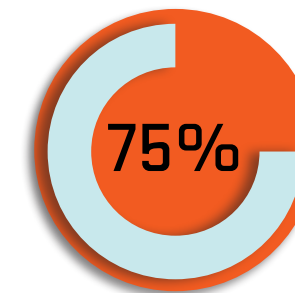
- \$131,000 of COVID relief funding allocated to child care providers
- Increase of 168 child care spots
- Increase of 24,133 child care hours
- 4 new providers
- 17 total providers supported



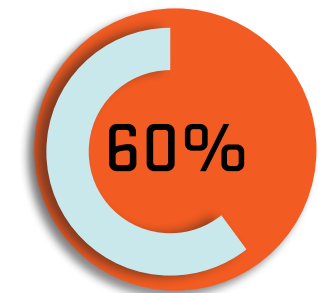
63% said that difficulty finding child care limited their availability to work



74% of respondents agreed that it was difficult to find child care



75% of respondents reported missing up to five days of work a month due to child care issues



60% said their professional advancement was limited by lack of access to child care

MEETING COMMUNITY NEEDS



Kam Wah Chung Survey

Kam Wah Chung (KWC) State Park in Grant County receives upwards of 10,000 visitors each season. As tourists enter Grant County, our Open Campus Coordinator in Grant County and other community partners realized there was a lack of information about who is visiting, what the visitors are doing in Grant County, how long they are staying, and what impact they have in the area. In an effort to learn more, Open Campus partnered with KWC and launched a survey in late 2019. There were over 650 responses which helped show the economic impact to the area and identify gaps in community amenities. As a result, KWC determined another staff member was needed to meet the needs of visitors and hired an additional employee. In addition, the need for improved amenities such as a public restroom, drinking fountain, dog friendly dining, and community maps were identified and have been addressed. The surveys have continued into the 2021 summer travel season.

Master Naturalist

Our Open Campus Coordinator in Hood River and Wasco Counties partnered with Oregon Master Naturalist to develop an eco-region field course in The Gorge. Our Coordinator identified key stakeholders, potential instructors, and the level of public interest; then, with a team, she created the curriculum and secured field sites. The Columbia Gorge eco-region course is the most popular in the state with over 70 Master Naturalists having completed the program, which provided over 3,000 volunteer hours to the local community. Our Open Campus Coordinator continues to grow the program, recently partnering with Oregon Master Naturalist to offer A Naturalist's Book Club discussion group and engaging youth through Benny Afuera by offering a fully bilingual nature workbook, nature kits for 50 youth, and a family day for students in the Hood River Migrant Education program.

Tillamook Bay Community College Agriculture, Forestry, and Natural Resources Program

Agriculture, natural resources, and forestry are major drivers of the Tillamook County economy. Agriculture and forestry contributions can be seen worldwide with "Tillamook Creamery" logos, and Tillamook lumber being sent across the country. However, in 2015, Tillamook Bay Community College did not have an operating degree program for these areas. Open Campus helped work with Tillamook Bay Community College (TBCC) to build the first program under TBCC's new independent accreditation. The degree programs are aligned with OSU's course numbering, and OSU and TBCC share a position to ensure students are able to make the seamless transition from community college to OSU.





RURAL COMMUNITIES EXPLORER

Rural Communities Explorer (RCE) is an interdisciplinary team with expertise in locating, accessing, utilizing, visualizing, and analyzing secondary data on Oregon populations and communities. The team provides statewide support to community-data users, including guidance on data access and interpretation, and researchers, including assistance with primary and secondary data collection and analysis.

One core product of RCE is the Communities Reporter Tool^{mlx} database that provides free access to over 600 Oregon community measures dating back to 1990, including economic, social, demographic, and environmental indicators. What differentiates the Communities Reporter Tool from other community data sources is that it is curated by RCE faculty who are available for technical consultation and support. As a result, RCE has made data more accessible to all Oregonians, including community decision-makers, elected officials, small business owners, educators, and students. This need is especially critical at a time of many challenges with the US Census, including the undercount of BIPOC communities in the 2020 Census and the decommissioning of the American FactFinder site, which was a more accessible way for novice data users to access Census data.

In addition to the Communities Reporter Tool, RCE has collaborated with a variety of partners to tell Oregon community stories through data. For example, a primary outcome of the partnership with The Ford Family Foundation is RCE's data support for the production of Oregon by the Numbers^l, an annual report of community measures for each of Oregon's 36 counties. Other recent examples include: a research project with the Oregon Child Care Research Partnership resulting in two reports, Supply and Demand in Oregon: How Equitable is Child Care Access^h and School-age Supply and Demand: Child Care Access and Equity^h; support for data standardization, interpretation, and visualization through the creation of the Outdoor School Explorer; and a collaboration with Benton County^{lll} to track local progress on a host of community indicators.

In 2020, RCE and The Ford Family Foundation partnered on a strategic visioning for RCE. As a result, two new positions were created: an Assistant Professor of Practice (Dr. Shannon Caplan), with a greater focus on research and securing external funding, and an Instructional Specialist (Benjamin Antolin), with a greater emphasis on data visualization and GIS. As we look forward to the future of RCE, we will continue to build on this strategic visioning by developing a strategic plan for RCE, further diversifying RCE's funding, and continuing to position RCE as a statewide and national leader on rural community data.

The Team Includes:

Benjamin Antolin
Instructional Specialist with expertise in creating data visualizations, including building web mapping applications and utilizing GIS

Shannon Caplan
Assistant Professor of Practice and social scientist with expertise in population and community data sets, qualitative and quantitative data collection and analysis, and community food systems

Emily Henry
Assistant Program Leader who serves as the RCE team lead and manages contracts, MOUs, and RCE's budget



Benjamin Antolin



Shannon Caplan



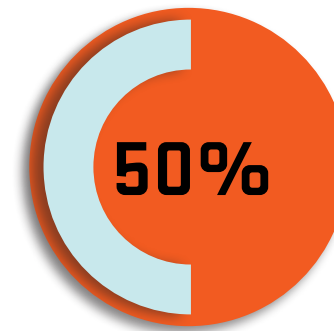
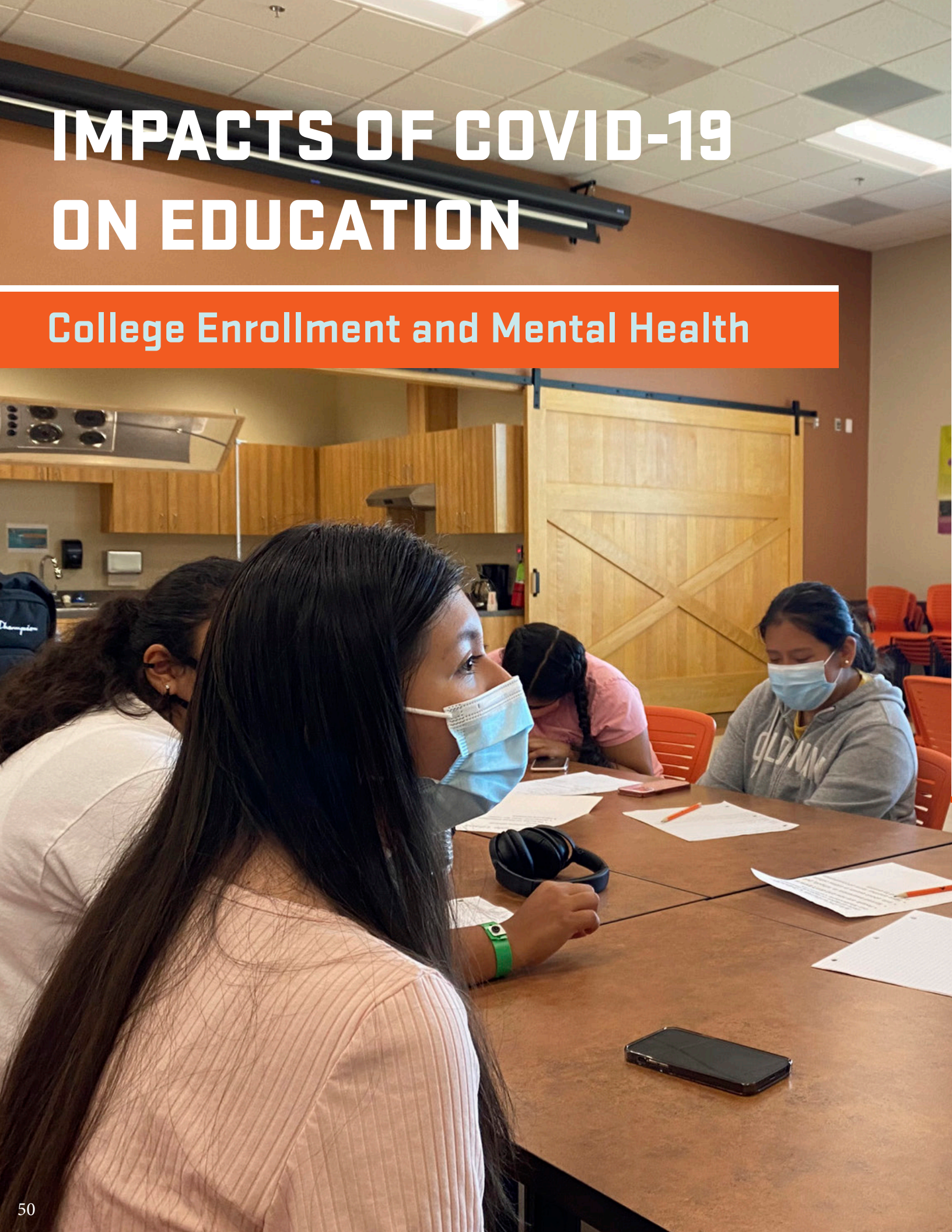
Emily Henry

COVID SUPPORT HIGHLIGHTS/ ADAPTIONS

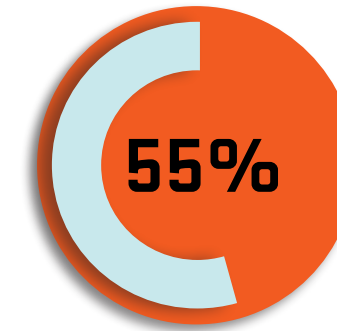
The COVID-19 pandemic, subsequent stay-at-home orders, and shifts to distance education and remote work resulted in serious challenges for communities to access factual health information, necessary technology for school and work, mental health resources, college access materials and support, and much more. Based on those identified needs, the Open Campus and Juntos team stepped up to deliver relevant and responsive programs and supports to students, families, and communities during this challenging time.

IMPACTS OF COVID-19 ON EDUCATION

College Enrollment and Mental Health



Many Oregon schools fell below 50% FAFSA completion rates in 2020



Lower-income students are 55% more likely than their higher-income peers to have delayed graduation due to COVID-19^x.



Overall college enrollment dropped 6.8% from 2019-2020^{vii}



250k

250,000 fewer students filled out FAFSA in the classes of 2020 and 2021

Community College enrollment dropped the most in low-income high schools^{viii}

OTHER IMPACTS INCLUDE

- Delayed high school graduation
- Withdrawing from classes
- Reduced time studying
- Decreased college enrollment*
(*largest impacts on community colleges)

Students who come from high schools with large populations of students of color saw a 5% drop in students directly enrolling in college

Effects of COVID-19 are likely going to widen achievement gaps for lower socioeconomic status students, and students who struggle in school^{ix}.

COVID SUPPORT

College Talk Tuesdays

With COVID-19 in Spring 2020 came stay-at-home orders and remote education across the state. Our Open Campus team realized this was a critical time to support students, particularly graduating high school seniors who would face additional barriers on their path to post-secondary education. In response, our Open Campus Manager in Central Oregon and Open Campus and Juntos Coordinator in Yamhill County developed College Talk Tuesday, a weekly virtual connection with students and families to ensure they received the correct info and support to pursue higher education.

Over the course of 41 live virtual sessions held on Tuesdays, students and families engaged with information about college, careers, internships, jobs, trades, and much more through college student panels, sessions with student program representatives and ambassadors, and presentations from many other higher education professionals and experts. All of these sessions were also recorded, edited into more digestible snippets, and provided publicly in our College Talk Tuesday resource library^{lv}.

Registration and marketing materials were offered in English and Spanish, and Spanish translation was provided during the live sessions. Over the course of the series, 127 people registered for the live sessions and the video library has over 500 views. The impacts of College Talk Tuesday were also featured in an Extension Impact Story^{lv}.



41 live virtual sessions



127 registrations



Over 500 views of video library



Mental Health and Wellness Kits

In addition to educational barriers, COVID-19 has been associated with higher rates of stress, anxiety, grief, and trauma which can result in acting out, increased substance abuse, or even increased suicide risk^{lvi}. In Grant County, our Open Campus Coordinator worked with over 20 community partners to create Mental Health and Wellness Kits for 7-12th grade students. The kits were distributed three times over the course of the 2020-2021 academic year and included items such as daily affirmations, weighted blankets, toothbrushes, physical activity cards, and local resources available to students. At the end of the year, students participated in a scavenger hunt and received a FitBit upon completion.

The success of the Mental Health and Wellness kits created the momentum for partners to lean into another community initiative during the summer months. That initiative, the Go Outside Campaign, also supported mental health and wellness, while also being well-received within the local community.



\$50,000 in grants to support these kits



Total of 1,260 kits distributed (420 kits per round)



100% of the students reported that they enjoyed receiving the kits and feeling cared for by the community



100% of students reported that there was at least one item in the kit that would help them manage their stress and negative self-thoughts

Wellness Kits Impact Statements

“So many of the items from the kits help me. The fidget box helps me relax and the cards that say positive things make me feel better about myself”

- 12th grade Monument student

“This is awesome. Our students are so excited about this. They have really been enjoying them.”

- Dayville School staff

COVID Vaccine, Testing, and PPE Distribution Support

Through 2020 and 2021, the Open Campus and Juntos team supported efforts around the state to increase awareness of and access to COVID-related resources. This support includes translating county documents for personal protective equipment (PPE) distribution efforts, translation and staffing support at vaccination clinics and testing sites, assistance with PPE distribution, and sharing research-based information about the pandemic with our contacts (including a video created by our Open Campus and Juntos Coordinator in Jackson County about identifying reliable sources of COVID information^{lvii}). Our COVID support efforts are highlighted in several Extension Impact Stories on vaccination clinics^{lviii} and PPE distribution^{lix}.

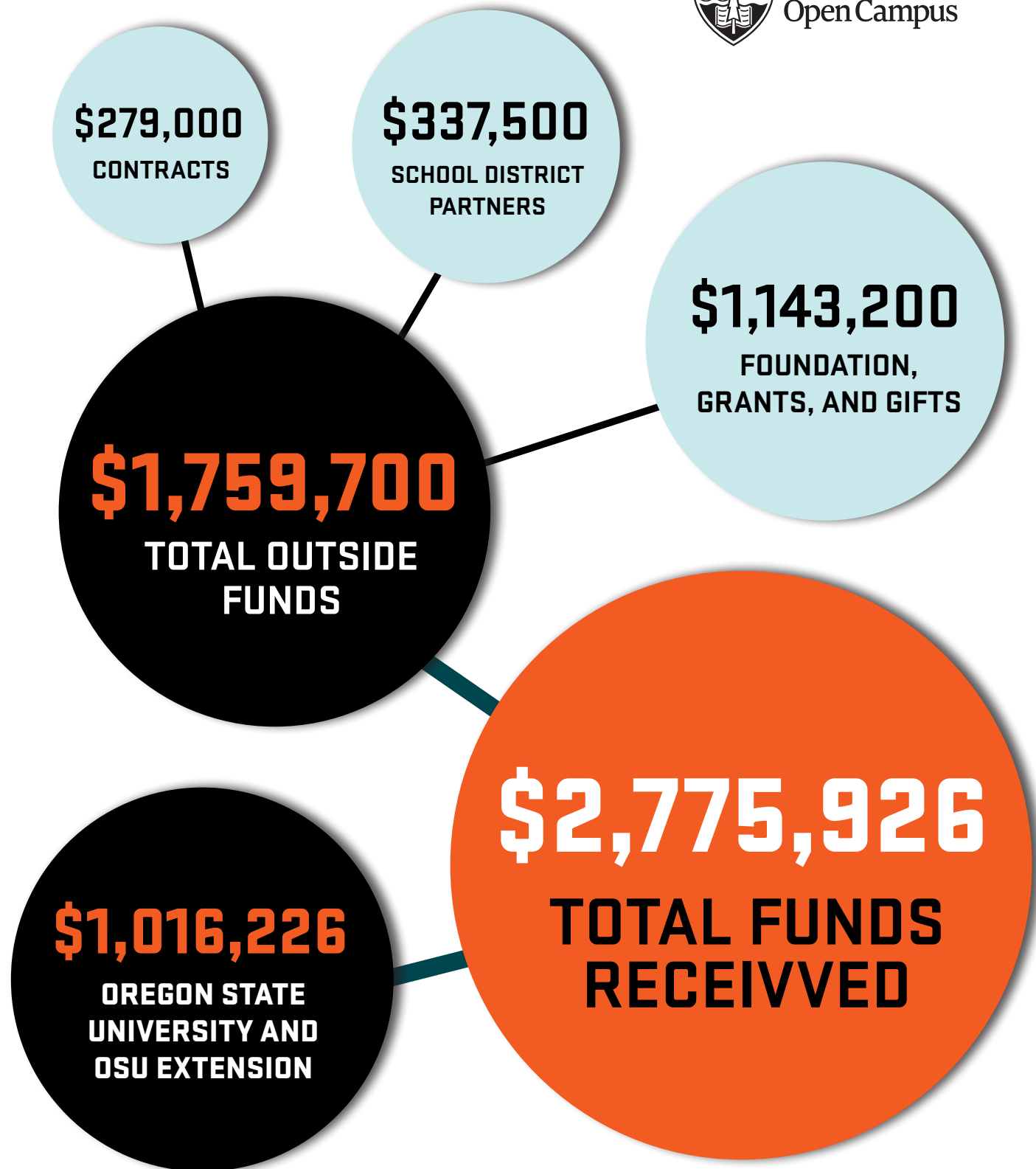
COVID SUPPORT



COVID Support Highlight

With the rapid spread of COVID in early 2020, the state of Oregon authorized an emergency distribution of PPE to local farmworker communities across the state. Our Open Campus and Juntos Coordinators around the state worked with the local Extension offices, the Oregon Army National Guard, and the Oregon Department of Agriculture to help distribute PPE. This support was critical for these essential workers, with almost a year before COVID vaccines were widely accessible and months before stores were able to restock essential PPE items.

HOW WE ARE FUNDED



AWARD HIGHLIGHTS



Amanda Bielenberg-Hayes

2020 ESP Visionary Leadership Award



Amy Young

2020 OSUEA Professional Faculty Award



Jeff Sherman

2019 Alberta B. Johnston Award for Extension Leadership



Ann Harris

2019 OSUEA Team Award for Oregon Master Naturalist team



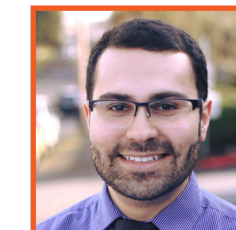
Jennifer Oppenlander

2020 OSUEA Team Award for 'Grow Where You Are' team



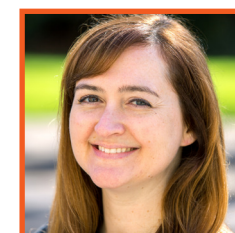
Anna Browne

2019 OSUEA Newer Faculty Award



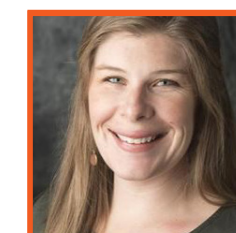
José R. García

2019 ESP Early-Career Award (chapter and national)



Emily Henry

2020 ESP Early-Career Award (chapter and national)



Megan Deane McKenna

2020 OSUEA Newer Faculty Award

THANK YOU

Since 2009, Open Campus has delivered resources in college access, degree completion, and community development support. Open Campus has been a trusted partner in testing new ideas such as the OSU Gateway project, Leadership Development, Engagement Academy, Juntos, and transfer student support. As outlined in Oregon State University's Strategic Plan 4.0 (SP 4.0), Open Campus will advance the Land Grant Mission and the Carnegie Classification for Engaged Universities throughout the state of Oregon. OSU Open Campus and Juntos will continue providing extraordinary community engagement through locally-based needs assessments, programming, and support. This engagement builds partnerships and access to Oregon State University for community members, future students, and continuing learners.

We appreciate all of the continued support to make Oregon State University and OSU Extension accessible to everyone in the state of Oregon. In the coming years, we will continue to build relationships to help bridge the educational systems of Oregon, increase educational opportunities, and foster resilient communities.



GOALS BEYOND FALL 2021

- Increasing programming for Latinx families
- Supporting Native, Indigenous, and Tribal students
- Expanding programming in urban and suburban areas
- Programming in rural counties to expand access to post-secondary opportunities and career advancement
- K-12, prospective college student, and lifelong learner support
- Prospective OSU transfer support
- Community engagement, development, and partnerships

ⁱ SB. 253, OR. 2011

ⁱⁱ <https://files.eric.ed.gov/fulltext/ED585524.pdf>

ⁱⁱⁱ Bureau of Labor Statistics, U.S. Department of Labor, The Economics Daily. (January 2017). <https://www.bls.gov/opub/ted/2017/unemployment-rate-2-point-5-percent-for-college-grads-7-point-7-percent-for-high-school-dropouts-january-2017.htm>(visited May 03, 2020)

^{iv} <https://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx>

^v Carales, V. D. (2020). Examining Educational Attainment Outcomes: A Focus on Latina/o Community College Students. *Community College Review*, 48(2), 195 –219. <https://doi.org/10.1177/0091552120903087>

^{vi} Pierson, A., Hodara, M., & Luke, J. (2017). Earning college credits in high school: Options, participation, and outcomes for Oregon students (REL 2017 –216). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>

^{vii} Causey, J., Harnack-Eber, A., Ryu, M., & Shapiro, D. (March 2021), A COVID -19 Special Analysis Update for High School Benchmarks, Herndon, VA: National Student Clearinghouse Research Center. <https://files.eric.ed.gov/fulltext/ED613158.pdf>

^{viii} Causey, J., Harnack-Eber, A., Ryu, M., & Shapiro, D. (March 2021), A COVID -19 Special Analysis Update for High School Benchmarks, Herndon, VA: National Student Clearinghouse Research Center. <https://files.eric.ed.gov/fulltext/ED613158.pdf>

^{ix} Causey, J., Harnack-Eber, A., Ryu, M., & Shapiro, D. (March 2021), A COVID-19 Special Analysis Update for High School Benchmarks, Herndon, VA: National Student Clearinghouse Research Center. <https://files.eric.ed.gov/fulltext/ED613158.pdf>

^x Causey, J., Harnack-Eber, A., Ryu, M., & Shapiro, D. (March 2021), A COVID-19 Special Analysis Update for High School Benchmarks, Herndon, VA: National Student Clearinghouse Research Center. <https://files.eric.ed.gov/fulltext/ED613158.pdf>

^x Aucejo, E., French, J., Paola Ugalde Araya, M., Zafar, B. The impact of COVID-19 on student experiences and expectations: Evidence from a survey. *Journal of Public Economics*. Volume 191. 2020. <https://doi.org/10.1016/j.jpubeco.2020.104271>.

^{xi} Wang, Xueli. (2012). Stability of Educational Expectations Among Baccalaureate Aspirants Beginning at Community Colleges. *Community College Review*, 40(4), 300-319. <https://doi.org/10.1177/0091552112454914>

^{xii} Deane, K., Fink, J., Gordon, M., Jenkins, D., Kadlec, A., Wyner, J. (2017). Tackling Transfer: A Guide to Convening Community Colleges and Universities to Improve Transfer Student Outcomes. Aspen Institute, Community College Research Center, Public Agenda, and Sova Solutions. <https://ccrc.tc.columbia.edu/media/k2/attachments/tackling-transfer-guide-convening-community-colleges-universities-improve-transfer-student-outcomes.pdf>

^{xiii} U.S. Census Bureau, 2019 American Community Survey 1-Year Estimates, B01002I, Median Age by Sex (Hispanic or Latino)

^{xiv} López-Cevallos, D. F., Young, A. W., Gómez-Diazgranados, A., Reyes, Y., Garcia, J. R., Sherman, J., & Galaviz-Yap, G. (2020). Improving Parental Engagement for Latino Youths' Educational Success: Lessons from Juntos Oregon. *The Journal of Extension*, 58(4), Article 17. <https://tigerprints.clemson.edu/joe/vol58/iss4/17>

^{xv} Extension Impact Story: Texts, College Talk Tuesdays keep Juntos families informed during COVID-19 <https://extension.oregonstate.edu/news/texts-college-talk-tuesdays-keep-juntos-families-informed-during-covid-19>

^{xvi} https://www.youtube.com/playlist?list=PLKZtM_GsW8uU-JrGZq-CBox104gocYW3K

^{xvii} <https://osujuntos.com/>

^{xviii} <https://extension.oregonstate.edu/sites/default/files/documents/9631/didgettemccrackenrevisedarticle.pdf>

^{xix} <https://extension.oregonstate.edu/sites/default/files/documents/9631/andreafloresarticle.pdf>

^{xx} <https://extension.oregonstate.edu/sites/default/files/documents/9631/annharrisarticle.pdf>

^{xxi} <https://extension.oregonstate.edu/sites/default/files/documents/9631/emilyhenryarticle.pdf>

^{xxii} Extension Publication: Mi Hijo/a Decidió Irse a Estudiar Lejos de Casa, ¿ Ahora que? Tips y Consejos para Ayudar a su Estudiante en la Transición <https://extension.oregonstate.edu/sites/default/files/documents/9631/monserratalegriaarticle.pdf>

^{xxiii} <https://extension.oregonstate.edu/sites/default/files/documents/9631/josegarciaenglish.pdf>

^{xxiv} <https://extension.oregonstate.edu/sites/default/files/documents/9631/josegarciaspanish.pdf>

^{xxv} https://www.columbiagorgenews.com/news/tdhs-student-harvard-bound/article_fcd8c59c-ad0f-11eb-a887-c376a5f87f5a.html

^{xxvi} <https://extension.oregonstate.edu/news/juntos-student-historic-graduate-dalles-high-school-will-attend-harvard>

^{xxvii} https://www.tfff.org/sites/default/files/OBTN_2020_060321.pdf

^{xxviii} National College Attainment Network. (2021, September 21). Form Your Future: FAFSA Tracker. <https://formyourfuture.org/fafsa-tracker/>

^{xxix} <https://www.ncan.org/page/WhyInvestFAFSA>

^{xxx} Page, L. C., Castleman, B. L., & Meyer, K. (2020). Customized Nudging to Improve FAFSA Completion and Income Verification. *Educational Evaluation and Policy Analysis*, 42 (1), 3–21. <https://doi.org/10.3102/0162373719876916>

^{xxxi} Tippetts, M., Davis, B., & Zick, C. D. (2021). Texting as an Advising Communication Tool: A Case Study of Receptivity and Resistance. *Journal of College Student Retention: Research, Theory & Practice*, 15210251211033548. <https://doi.org/10.1177/15210251211033549>

^{xxxii} <https://careerconnect2021.com/>

^{xxxiii} AAUW. (2015). Solving the equation: The variables for women's success in engineering and computing.

^{xxxiv} Henry, E. N., & Munn, B. (2020). Girls in Science, Technology, Engineering, and Math: From Camps to Careers. *The Journal of Extension*, 58(2), Article 9. <https://tigerprints.clemson.edu/joe/vol58/iss2/9>

^{xxxv} Henry, E. N. (2021). Women in Science, Technology, Engineering, and Math Professional Night for Youths. *The Journal of Extension*, 59(4), Article 18. <https://doi.org/10.34068/joe.59.04.18>

^{xxxvi} Extension Impact Story: <https://ourimpact.oregonstate.edu/story/oregon-tech-trek-results-increased-interest-among-girls-stem-careers>

^{xxxvii} Oregon Tech Trek YouTube channel: https://www.youtube.com/channel/UCZsX6NWPuRQqVqK29ICt5_Q

^{xxxviii} <https://outdoorindustry.org/resource/2020-outdoor-participation-report/>

^{xxxix} Extension Impact Story: <https://extension.oregonstate.edu/news/family-night-featuring-food-music-vaccines-caps-juntos-afuera-camp>

^{xl} U.S. Bureau of Labor Statistics, 2017

^{xli} Extension Publication Transfer Tips #1: <https://extension.oregonstate.edu/sites/default/files/documents/8351/transfer-tips-1.pdf>

^{xlii} Extension Publication Transfer Tips #2: <https://extension.oregonstate.edu/sites/default/files/documents/8351/transfer-tips-2.pdf>

^{xliii} <https://sdp.cepr.harvard.edu/summer-melt-tools>

^{xliv} <https://nifa.usda.gov/program/new-beginning-tribal-students>

^{xlv} <https://www.cambridge.org/core/journals/history-of-education-quarterly/article/entangled-pasts-land-grant-colleges-and-american-indian-dispossession/79E42113A0A51B21903DFB1229F7DE88>

^{xlvi} <https://oap.oregonstate.edu/2018/10/03/in-search-of-the-granted-land/>

^{xlvii} https://www.bluemountaineagle.com/news/bridging-the-digital-divide-grant-county-s-first-cyber-mill-brings-broadband-to-seneca/article_6fbf874a-4b25-11ec-a691-33707c11c278.html?utm_medium=social&utm_source=email&utm_campaign=user-share

^{xlviii} <https://ourimpact.oregonstate.edu/story/extension-helps-community-come-together-create-food-pantry>

^{xlix} <https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/oregon-child-care-deserts-01-29-2019.pdf>

^l <https://oe.oregonexplorer.info/rural/CommunitiesReporter/>

^{li} <https://www.tfff.org/select-books/book/oregon-numbers-0>

^{lii} <https://health.oregonstate.edu/early-learners/research/supply-and-demand-oregon-young-children>

^{liii} <https://health.oregonstate.edu/early-learners/research/supply-and-demand-oregon-school-age>

CITATIONS

^{liiv} <https://www.co.benton.or.us/2040/page/community-indicators>

^{liv} <https://gateway.oregonstate.edu/college-talk-tuesdays-resource-library>

^{lvi} <https://ourimpact.oregonstate.edu/story/college-talk-tuesdays-provide-mentoring-experience-oregon-students>

^{lvii} Rousseau, C., & Miconi, D. (2020). Protecting Youth Mental Health During the COVID-19 Pandemic: A Challenging Engagement and Learning Process. *Journal of the American Academy of Child & Adolescent Psychiatry*. <https://doi.org/10.1016/j.jaac.2020.08.007>

^{lviii} <https://extension.oregonstate.edu/video/como-identificar-recursos-confiables-durante-covid-19>

^{lix} <https://extension.oregonstate.edu/news/family-night-featuring-food-music-vaccines-caps-juntos-afuera-camp>

^{lx} <https://extension.oregonstate.edu/news/extension-helps-distribute-kn95-masks-hand-sanitizer-oregons-agricultural-farm-worker>





Oregon State University
Open Campus

Juntos[®]

FOR A BETTER EDUCATION | PARA UNA MEJOR EDUCACIÓN