



2022 OSU OPEN CAMPUS

& JUNTOS ANNUAL REPORT



Oregon State University
Extension Service



Oregon State University
Open Campus

Juntos

FOR A BETTER EDUCATION | PARA UNA MEJOR EDUCACIÓN

2022 ANNUAL REPORT



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Why We Use Latinx-

There are a variety of labels used to describe populations in the U.S with roots in Latin America or Spanish-speaking countries. *Hispanic* was introduced to encompass groups who had origins in Spanish language countries. *Latino/a* was introduced as another term to describe this population, in part as a response to the strong connection between the term Hispanic and Spanish colonization these countries endured. In an effort to become gender inclusive, *Latinx* was introduced as another term in the early 2000’s.

We acknowledge that Identity is personal, and the usage and preference of various labels and terminology varies from person to person and context. As language evolves, we may adopt new forms of presentation and identification as terms are adopted, contested, or validated. In this report the term Latinx will be used as an umbrella term to identify people who may otherwise use terms such as Hispanic, Chicanx, Latino/a, and Latine. Some data sources we cite or participant quotes use different terminology.

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 Oregon communities.

In order to meet these needs, our work is focused into three overarching goals:

- **College and Career Access**
- **Degree Completion Support**
- **Community Development and Engagement**





MEET THE OPEN CAMPUS AND JUNTOS TEAM

STATEWIDE:



AMY YOUNG

Research Coordinator,
Open Campus
& Juntos



AMANDA
BIELENBERG-HAYES

Events & Market-
ing Manager, Open
Campus & Juntos and
Division of Extension
and Engagement



SHANNON CAPLAN

Assistant Professor
of Practice, Open
Campus-Rural
Communities Explorer



RACHEL PORTER

Instructional
Specialist, Open
Campus-Rural
Communities Explorer



JEFF SHERMAN

Program Leader
and Director, Open
Campus & Juntos



GINA GALAVIZ-YAP

Juntos Statewide
Director, Open
Campus & Juntos



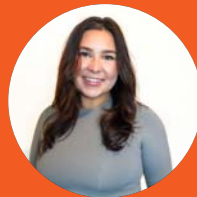
EMILY HENRY

Assistant Program
Leader, Open Campus
& Juntos Director-
Rural Communities
Explorer Program



ELENA CONTRERAS

Open Campus &
Juntos Graduate
Student, College
Student Services
Administration



ADA SOLARIO

Open Campus &
Juntos Video Design
Student



JESSICA ROJAS
OLIVERA

Open Campus & Juntos
Student Program
Assistant



SAMANTHA
CHAVARRIA

Open Campus &
Juntos Graphic Design
Student

Throughout the report, highlights from the past year show that Open Campus and Juntos coordinators are responsive to community needs, have significant impact within their communities, and have measurable benefit to Oregon State University. The coordinator role includes discovering needs in the communities and building partnerships and relationships to address those needs.

WILLAMETTE VALLEY:



JOSÉ GARCIA

Open Campus & Juntos Manager, Willamette Valley and Remote programs (*shared position with Chemeketa Community College*)



YURIDA REYES

Open Campus & Juntos Coordinator, Polk and Marion Counties



MONSE ALEGRIA

Open Campus & Juntos Coordinator, Jackson and Josephine Counties (*shared position with Southern Oregon University*)



EZEQUIEL LOPEZ-REYES

Open Campus & Juntos Coordinator and Transfer Advisor (PCC-Rock Creek), Portland Metro



BECKY MUNN

Open Campus & Juntos Coordinator, Portland Metro

COAST:



MEGAN DEANE MCKENNA

Open Campus & Juntos Coordinator, Tillamook County (*shared position with Tillamook Bay Community College*)



NAT MACIAS

Open Campus & Juntos Coordinator, Tillamook County (*shared position with Tillamook School District, Neah-Kah-Nie School District, Nestucca School District, and Tillamook Bay Community College*)



BESSIE JOYCE

Coordinator, New Beginnings for Tribal Students



DIDGETTE MCCracken

Open Campus Coordinator, Grant County



NAYELI CONTRERAS

Open Campus & Juntos Coordinator, Umatilla, Malheur, and Morrow counties

CENTRAL OREGON:



CHRISTINA DIAZ-TOLEDO

Open Campus & Juntos Educational Program Assistant, Central Oregon (*split position with Deschutes County*)



JENNIFER BOYLE

Open Campus & Juntos Manager, Central Oregon



EMILY CHAVEZ ROMERO

Open Campus & Juntos Coordinator, Central Oregon



DAVID GUTIERREZ

Open Campus & Juntos Coordinator, Central Oregon



ANN HARRIS

OSU Open Campus & Juntos Coordinator, Hood River and Wasco Counties



ANDREA FLORES

OSU Open Campus & Juntos Coordinator, Hood River and Wasco Counties

COLUMBIA RIVER GORGE:

OUR HIGHLIGHTS

SERVED 1,912
JUNTOS
PARENTS & FAMILIES

RECEIVED \$3,025,782
IN GRANT SUPPORT FOR
STATEWIDE PROGRAMMING



HIRED 5 FACULTY MEMBERS TO
SUSTAIN & EXPAND PROGRAMMING
TO NEW COMMUNITIES

GRADUATED THE
EIGHTH COHORT OF THE
LEADERSHIP DEVELOPMENT
PROGRAM (LDPE)



LAUNCHED THE ONE OREGON:
MANY STORIES, ONE STATE
PODCAST WITH OVER 450 LISTENS

RECEIVED USDA-NIFA GRANT
TO CONTINUE AND EXPAND THE
OREGON NEW BEGINNINGS FOR
TRIBAL STUDENTS PROJECT



PILOTED CAMINOS CAMP, A SUMMER BRIDGE PROGRAM
FOR GRADUATED HIGH SCHOOL SENIORS AND THEIR
FAMILIES IN THE SUMMER BEFORE THEIR FIRST TERM OF COLLEGE

RECEIVED INVESTMENTS FROM

- + The Ford Family Foundation
- + Oregon Department of Education
- + The Roundhouse Foundation

TO EXPAND PROGRAMMING
AROUND THE STATE

EXPANDED JUNTOS AFUERA
TO A YEAR-ROUND PROGRAM
IN TILLAMOOK (65 STUDENTS.)
STARTED JUNTOS AFUERA/
NATURE'S GREATEST STRENGTH
SUMMER PROGRAMMING IN THE
GORGE (21 STUDENTS)

**OPENED THE 2ND OF 3
CYBERMILLS, AS PART OF A
3-PHASE RURAL ACCESS PROJECT
PILOT IN GRANT COUNTY**

**59 OPEN CAMPUS AND JUNTOS
PROGRAM PARTICIPANTS
ENROLLED IN OREGON STATE**



**205+ JUNTOS
COHORTS FROM
2012-2022**

**JUNTOS PARTICIPANTS HAVE
OVER 90% ALL-TIME HIGH
SCHOOL GRADUATION RATE**



**OVER 6,500 YOUTH
AND FAMILY MEMBERS
SERVED**

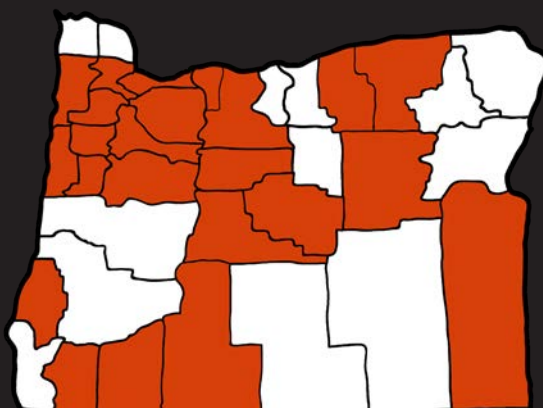
**500+ STUDENTS SUPPORTED
ON PATHWAY TO OSU**



**SUPPORTED OVER 1,400
COMMUNITY COLLEGE AND
UNIVERSITY STUDENTS**



**WE SERVE COMMUNITIES ACROSS OREGON AND
CURRENTLY HAVE A PRESENCE IN THESE COUNTIES:**



THE IMPORTANCE OF OPEN CAMPUS AND JUNTOS:

Earning a four-year college degree is associated with higher lifetime earnings, better health outcomes, and improved social and economic mobility. The Rural Communities Explorer reports educational attainment at the county level to describe the labor force and potential for economic development.





OREGON'S EDUCATION LANDSCAPE

High School Graduation Rates



Oregon's four-year high school graduation rate for the **2021-22 school year (all students): 84%**ⁱ



Statewide four-year high school , **for American Indian/Alaska Native students: 72%**ⁱ



The overall gap in high school completion for Latinx students has been narrowing in Oregon over the past decade. But Latinx students in Oregon still experience disparities in post-secondary enrollment and completion. The Oregon Higher Education Coordinating Commission reports that for the graduating class of 2017-18, **American Indian/Alaska Native students in this cohort had a 49% college-going rate** ⁱⁱ



Oregon has historically been among the last in the country for high school graduation rates. The National Center for Education Statistics reports **Oregon's 83% adjusted four-year public school graduation rate was 40th in the nation for the 2019-20 school year.** For comparison, top-ranked Iowa had 92% comparison for this cohort.ⁱⁱⁱ

Educational Attainment

- + Statewide, 34% of all adults age 25 or older hold a four-year or advanced college degree.

Rural Oregon (*defined by RCE and U.S. Census criteria*): 25%; Urban Oregon: 39%.^{iv}

- + Degree-seeking students at Oregon public community colleges: 51% of all students, 58% of white, 51% of Latinx students successfully transfer or complete a credential.^v

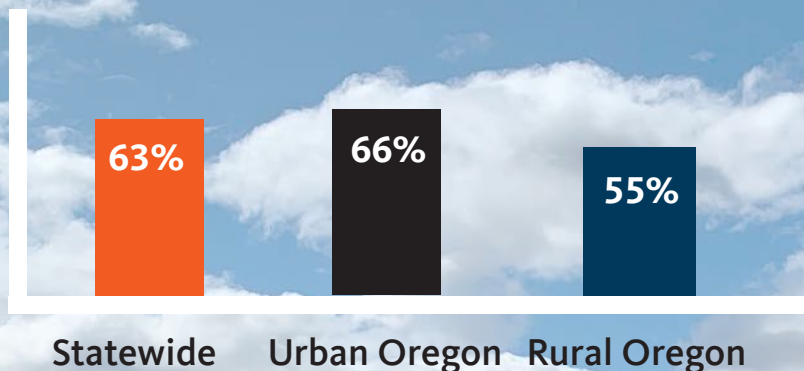
OREGON'S ECONOMIC AND HEALTH LANDSCAPE



The labor force participation rate estimates an area's active work force as a ratio of the size of the civilian labor force and overall adult population. Many factors such as a population's age and social safety net programs can impact this number, but generally higher participation in the workforce is a positive indicator. COVID-19 caused a nationwide decrease in participation in the labor force and communities are still recovering economically.



OREGON LABOR FORCE PARTICIPATION RATE



Statewide Urban Oregon Rural Oregon

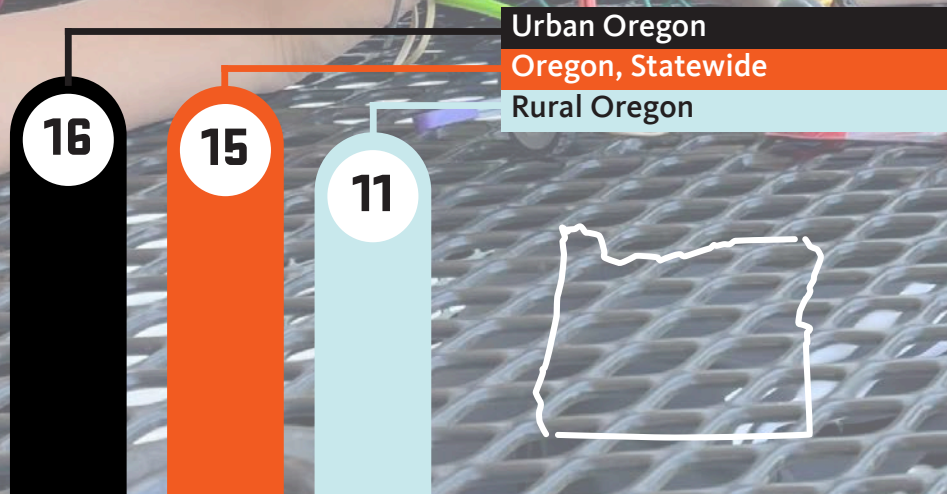


ACCESS TO CHILDCARE

According to Oregon by the Numbers, every county in Oregon is considered a childcare desert, in which there are at least three potential children for every regulated childcare slot. Childcare access can hinder workforce and higher education participation for adults and prevent children benefiting from early education. Families with social vulnerabilities or who do not have nearby friends or neighbors who can assist with childcare may experience disparate impact of childcare deserts. The COVID-19 pandemic has significantly worsened the supply of regulated and informal childcare.



NUMBER OF CHILDCARE SLOTS
AVAILABLE PER 100 CHILDREN





COLLEGE AND CAREER ACCESS PROGRAMMING

We create and foster relationships with K-12 students, high schools, colleges and universities, and community partners to promote college and career access. Supporting and creating programs to increase high school completion and college degree attainment remains a priority tied to increased economic vitality and individual opportunity.

Highlight:

Coordinators work extensively with high school students to support their journey to college and career. Our team also supports current college students, including community college students who want to transfer to OSU and past participants in our college access programs.

In 2022, we provided one-on-one college coaching and advising to 260 high school seniors and 82 college students. Advising includes: college application support, FAFSA/ORSAA (financial aid applications) and scholarship application guidance, facilitating campus visits, 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, connections to OSU student resources, and guidance on navigating higher education systems. We have worked with over 276 OSU students since Fall 2019, and over 500 total OSU students since the program's inception



Student Story:

One of our Central Oregon coordinators supported a student on her journey to Central Oregon Community College (COCC). This student previously worked with the high school counselor to apply for ORSAA and an application fee waiver. After finding a hold on her COCC application, the student contacted Open Campus and Juntos for support. The hold prevented the student from taking placement tests or scheduling classes for the upcoming term. Our coordinator helped uncover the issue: the community college system only proceeds with fee waivers upon completion

of FAFSA, which this student would not be completing as she had completed ORSAA instead. After our coordinator connected with a community college staff member, they were able to clear up the situation and—with her fee waiver—she was able to schedule her next steps. Our coordinator then worked with the student on OSAC to complete follow-up thank you emails to donors for scholarships that she received. Both college and state sites can be difficult for students to navigate, and having local support can be critical for student success.



SUPPORT FOR HIGH SCHOOL SENIORS

2022 SENIORS

In 2022, we took a more systematic approach to supporting high school seniors. We started tracking four key metrics for high school seniors that have direct impact on access to post-secondary education and are indicative of a high level of support from our team. These metrics include if a student: completed a post-secondary application, completed FAFSA/ORSAA, completed the Oregon Promise Application, and attended a college visit.

Open Campus and Juntos served 323 high school students from the class of 2022

2023 SENIORS

As of January 2023, we have worked with approximately 415 high school students from the class of 2023. To date, over half of these students have at least one metric recorded, including 230 students who have completed a FAFSA and 110 who have attended a college visit. These numbers represent the success of Open Campus and Juntos student support at engaging students in the college-going process and helping them manage deadline and the administrative processes.

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16

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FAFSA/ORSAA
Application:

192

STUDENTS



Post-Secondary
Application:

190

STUDENTS

=

||



College Visit:

97

STUDENTS



Oregon Promise
Application:

90

STUDENTS

=

||

=

||



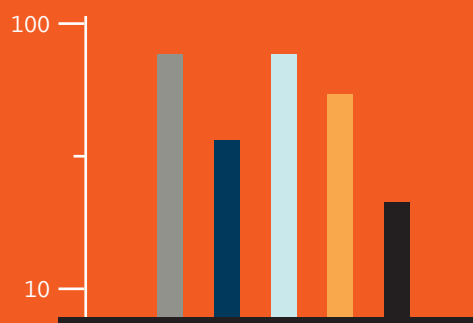
OPEN CAMPUS HANGOUTS



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 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 (*21% compared to a state average of over 34%^{vi}*).

In this six-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. In 2022, 20 Grant County high school seniors participated, creating relationships with college students and Open Campus and Juntos faculty while learning to navigate their senior year and entry into post-secondary education through critical decision-making times.



- 83% agree they can now weigh the pros and cons of future college options
- 58% reported it motivates them to go to college
- 83% said they were better able to find answers to questions concerning college
- 67% of students reported the program helped motivate them to complete high school
- 42% stated it has created conversations with their parents about college





MENTORING PROGRAM

Students face many barriers when pursuing a postsecondary education, including:

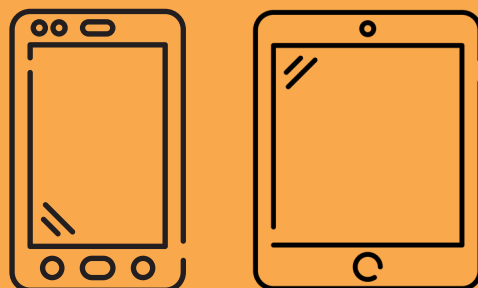
- + confusing, multi-step college admissions processes
- + insufficient financial resources
- + a lack of support

Our Central Oregon team received a \$98,800 grant to launch a pilot mentoring program that connects current high school students to college students with the goal of providing tailored and personalized college and career support, engaging students on their way to postsecondary education.

The pilot launched in 2022 with five college student mentors. The mentors were trained to work with high school students and received a stipend for their work. After the pilot, the team saw a need for year-round employees to continue this work during the school day. Currently, these employees are connecting with 100+ students through student clubs, allowing for group and individual mentoring opportunities.







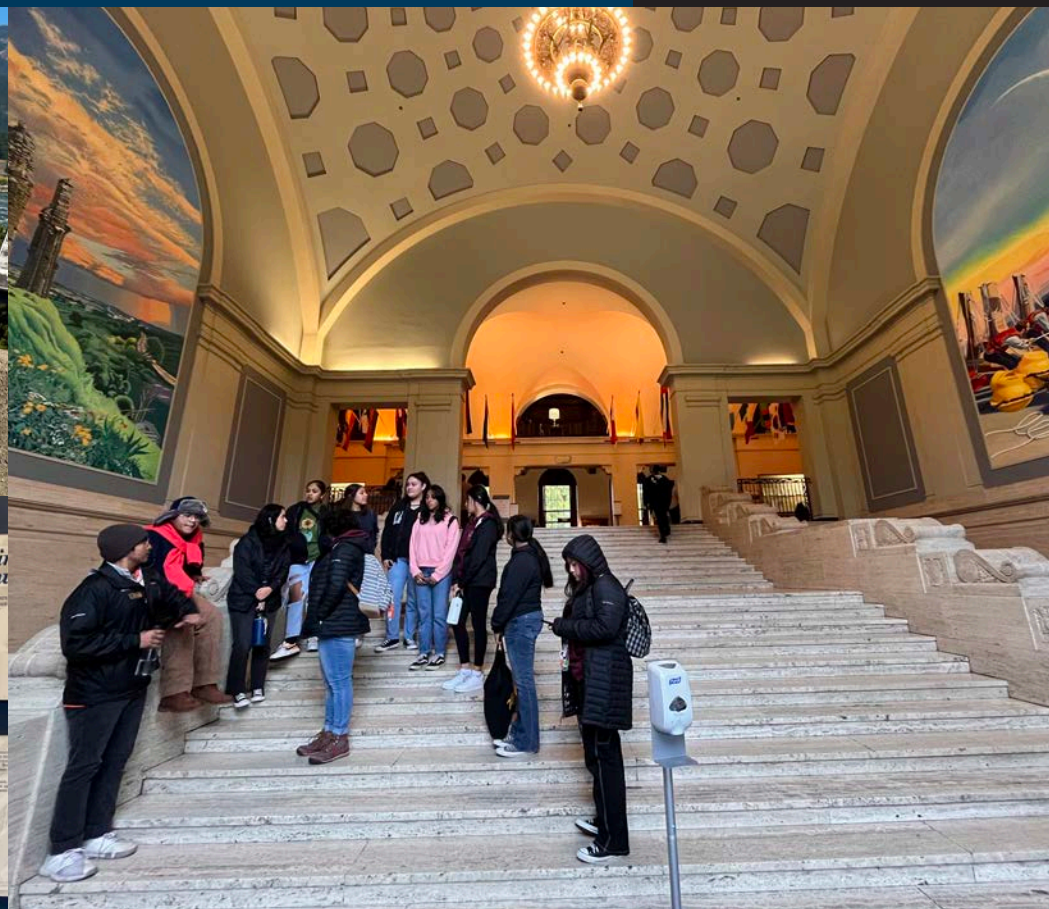
SCHOLARSHIP TEXTING SERIES

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. We developed this program in response to low financial aid application rates throughout the state. Fewer than 25% of Oregon's 2022 high school seniors have completed their FAFSA as of December 2022^{vii}.

In 2022, the program had 50 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. In a post-series survey, 100% of the students strongly agreed that they learned something new from the program and 100% would recommend the series to others.







Students are more likely to attend college after visiting a college campus^{viii}. Over 400 middle and high school students went on campus visits facilitated by Open Campus and Juntos. These tours create a sense of belonging on a college campus for our students and highlight the variety of academic and social support programs available at each school.

In 2023, our graduate assistant is developing a more culturally-responsive tour and ambassador program for our students who visit Oregon State University, to ensure they engage with the campus resources that are most relevant.

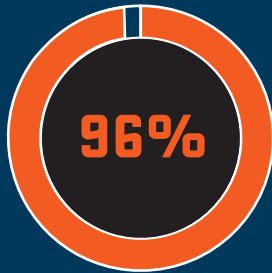
These included visits to:

- + **Oregon State University**
- + **Eastern Oregon University**
- + **Linfield University**
- + **Treasure Valley Community College**
- + **Tillamook Bay Community College**
- + **Chemeketa Community College**
- + **University of Oregon**
- + **Southern Oregon University**
- + **Western Oregon University**

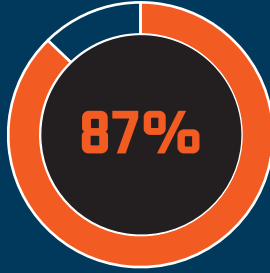


CAMPUS VISITS

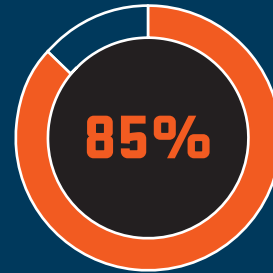
In a survey of 72 students who attended a college visit last fall...



expressed interested in going on another college visit in the future



say they would want to attend the school they visited



students agreed they could see themselves on a post-secondary pathway



JUNTOS CLUBS IN ACTION: BUILDING CONNECTIONS AND COMMUNITY

Seeking to regain some normalcy after the pandemic-related school disruptions and stressors, our Washington County coordinator worked with the Juntos facilitators at Forest Grove High School to create new opportunities to connect as a group. The first opportunity came from The Chill Foundation, which offered the Forest Grove High School Juntos Club students free snowboarding lessons (along with providing free gear, meals, and transportation to and from the mountain), as long as they were willing to commit to one evening a week for seven weeks.

In another attempt to build connections, students worked together on a fundraising project that centered Latinx culture. Using donation proceeds, the Juntos Club students created a sweatshirt with an original design that represented their Latinx heritage and values. The students worked on their design for weeks, while also managing costs, logistics, and budget. The club worked together to bring this idea to life and are now selling the popular sweatshirts as a fundraiser for the club.





JUNTOS AFUERA FAMILY ACTIVITIES: OCEAN BLESSING CEREMONY WITH HUEHCA OMEYOCAN

Tillamook County coordinators collaborated with the Mesoamerican dance group Huehca Omeyocan to host their yearly ocean blessing ceremony at Cape Lookout State Park with the goal of creating a safe and inclusive outdoor space to celebrate Latinx culture and history. The families of Juntos Afuera participants were invited to attend the ceremony and provided with meal vouchers to get a picnic lunch from a local vendor. Families enjoyed the dancers who came from Washington, Oregon, and California to celebrate with Huehca Omeyocan, while also participating in bracelet-making, flower offerings, interpretive hikes, hands-on learning stations, and beach clean-ups. The ceremony ended with all Mesoamerican dancers and Juntos Afuera participants walking into the water with their flower bouquets to offer them to the ocean.





SUMMER PROGRAMMING

Although the Latinx community is the fastest growing in the US, making up more than 18% of the population, only 12% of outdoor recreation participants identify as Latinx^{ix}. Juntos Afuera is a year-round program that includes an eight-week summer camp experience in Tillamook County, with the goals of learning about and celebrating Latinx culture in outdoor spaces, creating meaningful experiences and memories outdoors, and growing an active group of explorers and stewards.

In 2022, our coordinators secured \$67,500 in grant funding so that 80 students from Tillamook County could participate in outdoor activities such as kayaking, hiking, bird watching, and ziplining while also exploring Latinx identity, learning about career opportunities from Latinx natural resources professionals, visiting multiple colleges, and engaging in cultural celebrations with their families.

Results from evaluation survey:

100%

said they learned more about Latinx history, traditions, or customs

100%

said the outdoors will be important for their future

95%

of participants said they learned things that helped them make a difference in their community





Nature's Greatest Strength/Juntos Afuera in The Gorge

Despite living in the middle of the Columbia Gorge National Scenic Area, many local youths have had limited exposure to the outdoors. This is due to factors including cost and transportation barriers, or people considering these unsafe or unwelcoming spaces.

Believing that all youth need and deserve opportunities to explore and feel a part of the place where they live, our coordinators in Hood River and Wasco Counties partnered with a local social service agency— The Next Door, Inc. (TNDI)—to offer a summer day camp called Nature's Greatest Strength. Coordinators helped develop and co-lead content including hikes, a trip on the Sternwheeler, a visit to the Bonneville dam, paddleboarding lessons, and a whitewater rafting trip.

The 12-day camp (including an overnight camping trip) was offered free of charge to 21 middle school-aged campers. Survey data indicates that this program model had a positive impact on students' connection to both their community and the outdoors. Students reported building skills from activities including workshops in first aid, mapmaking, and budgeting.

100%

of participants said they were interested in participating in at least one outdoor

81%

said science is useful in their life

Caminos

This new curriculum is designed to support first-year, Latinx, college-bound students and their parents by providing them with the tools, resources, and information to help navigate higher education institutions. This curriculum applies Yosso's Community Cultural Wealth Model^{xi} to emphasize the unique strengths that Latinx students bring to higher education institutions, while also addressing key topics and potential barriers. Participants attend Caminos the summer before their first year in college, with the goal to ensure a successful transition and enhance retention and persistence.

The Caminos pilot was held in August 2022 as a three-day residential camp on the OSU Corvallis campus with seven participants from around the state. All but one of our participants were the first in their family to attend college. Participants reported in a post-program survey that they learned more about paying for college, mental health and wellness, on-campus resources, college credits and schedules, career pathways, managing personal finances, and networking.

Impact of Caminos:



80%

of participants agreed that they will have support from their family while attending college



80%

agreed that they felt more prepared to begin college after the program





Juntos Hacia el Futuro Summer Camp

Latinx students, especially first-generation U.S. immigrants, often miss out on extracurricular opportunities at the start of their first year in high school due to insufficient awareness, lack of confidence, or feelings of intimidation. Students may not realize the impact that their first and second-year activities can have on their post-secondary education opportunities, creating an opportunity disparity.

In partnership with the Migrant Education and English Learners programs in the McMinnville School district, Open Campus and Juntos piloted a four-day summer camp in which 17 students had the opportunity to get an early introduction to their new school. They had access to their schedules and lockers early, familiarized themselves with their classrooms and school, and established connections with staff and peers. One day focused on extracurricular activities such as clubs and sports. They learned about career pathways and education programs that could support them on their post-high school paths.

Featured activities included:



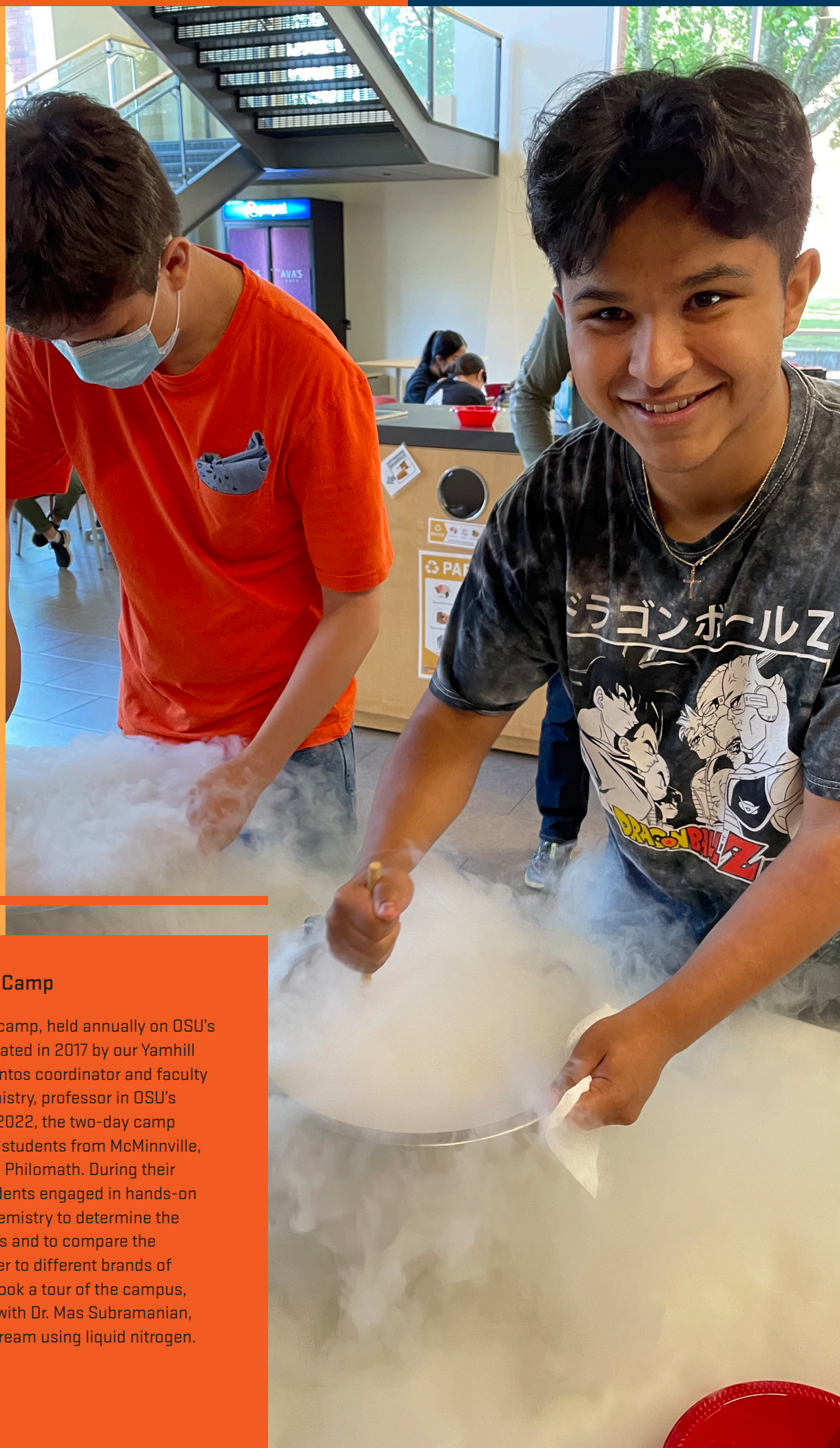
Trips to the Oregon Coast Aquarium and Hatfield Marine Science Center



Trips to the Oregon Coast Aquarium and Hatfield Marine Science Center



Visits to four college campuses



Juntos Chemistry STEM Camp

The Juntos Chemistry STEM camp, held annually on OSU's Corvallis campus, was co-created in 2017 by our Yamhill County Open Campus and Juntos coordinator and faculty in OSU's Department of Chemistry, professor in OSU's Department of Chemistry. In 2022, the two-day camp served 21 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 to compare the hardness of the local tap water to different brands of bottled water. Students also took a tour of the campus, experimented with Mas Blue with Dr. Mas Subramanian, and made their evening ice-cream using liquid nitrogen.



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Tillamook County STEM Camp

In 2022, Open Campus and Juntos offered a three-day Tillamook County STEM Camp for nine students in Tillamook County. This science, technology, engineering, and math (STEM) camp is designed for middle school girls and intended to increase participation in STEM fields by empowering youth to begin a successful path toward taking Advanced Placement courses in high school, pursue a college degree, and, ultimately, enter the STEM workforce. STEM careers are among the fastest growing and highest paying, but women are historically underrepresented, particularly in engineering and computer science where they make up just 12% and 26% of the workforce, respectively^{xii}.

In 2022, campers engaged in 18 hours of hands-on activities around renewable energy, took a field trip to test water quality at the Kilchis Point Nature Reserve, and rotated through workshops. Workshops included food safety with the Tillamook County Creamery Association, life under the sea with the Seaside Aquarium, and robotics with the robotics team from Neah-Kah-Nie High School.

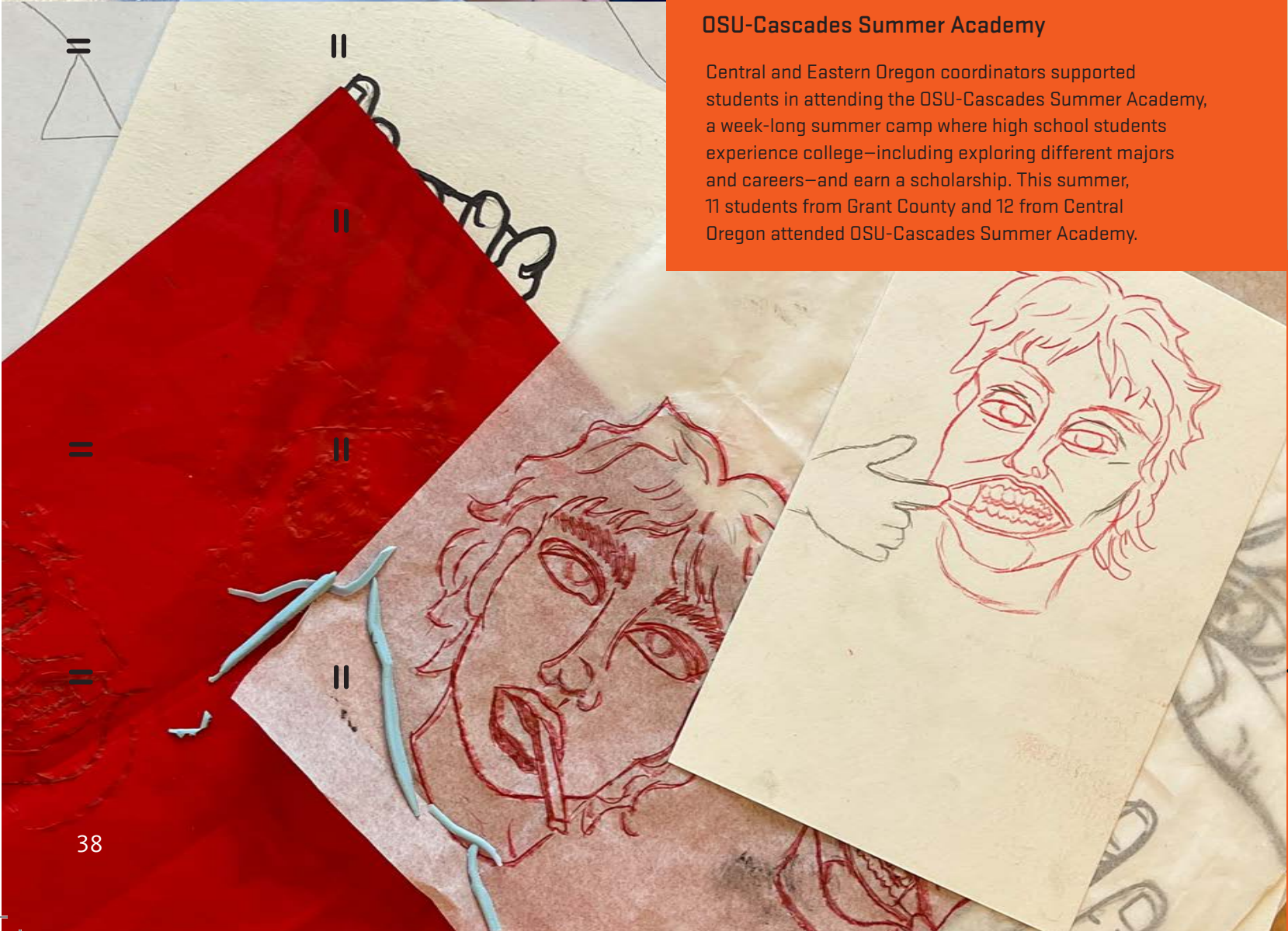


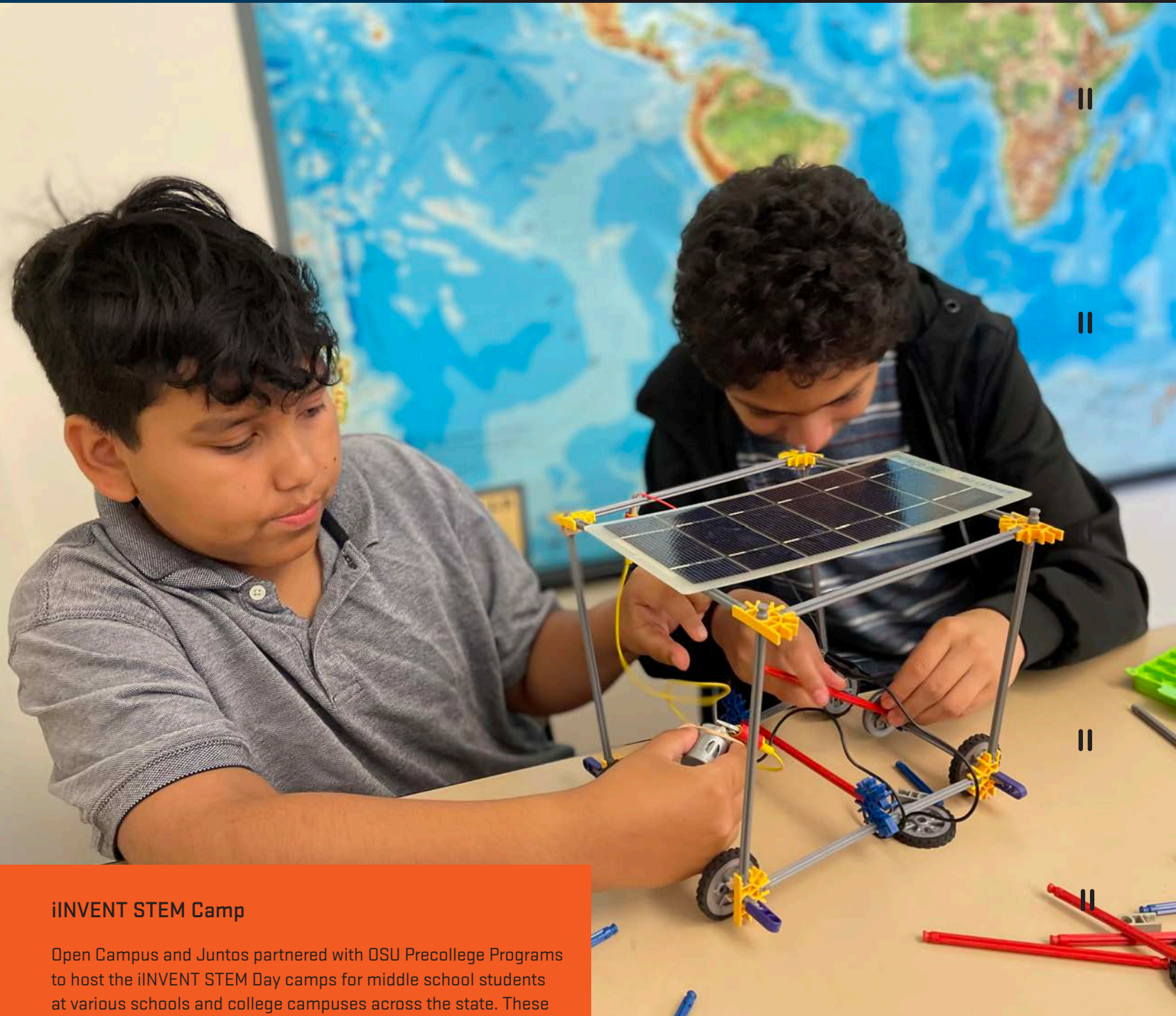
McMinnville School District STEM Camp

In Summer 2022, our Yamhill County coordinator partnered with Yamhill County 4-H and the McMinnville School District to co-host a STEM Camp for sixth to eighth 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.

OSU-Cascades Summer Academy

Central and Eastern Oregon coordinators supported students in attending the OSU-Cascades Summer Academy, a week-long summer camp where high school students experience college—including exploring different majors and careers—and earn a scholarship. This summer, 11 students from Grant County and 12 from Central Oregon attended OSU-Cascades Summer Academy.





iINVENT STEM Camp

Open Campus and Juntos partnered with OSU Precollege Programs to host the iINVENT STEM Day camps for middle school students at various schools and college campuses across the state. These week-long day camps engage middle school students with STEM activities exploring topics such as buoyancy, electrical conductivity, solar-powered vehicles, and problem solving, among other things.

2022 iINVENT STEM Day camps included:

Chemeketa Community College Yamhill Valley Campus:

22 Students

Chemeketa Community College Woodburn Campus:

18 Students

Central Oregon Community College Madras Campus:

12 Students

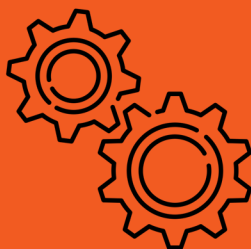
Wy'east Middle School:

13 Students



COMMUNITY DEVELOPMENT AND ENGAGEMENT

Open Campus and Juntos convenes 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 and Juntos 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.





Within Oregon State University, there is 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 and in 2022, the 8th cohort of LDPE graduated 14 members.

31%

of LDPE alumni have become executives

95%

Completion Rate

106

OSU leaders offered mentorship support

YOUTH LEADERSHIP PROGRAM: CENTRAL OREGON PILOT

Our Crook County coordinator helped develop a Youth Leadership Program piloted for fourteen 10th and 11th graders in an AVID class at Crook County High School during 2022. The multi-week program delivered youth leadership topics and presentations by different committee members and community leaders, which included: What is Community?, Understanding Data, Communication Styles, Conflict Resolution, How a Board Works, and Building Support for Your Ideas. Participants also engaged with a State Representative, County Judge, County Clerk, City Manager, and City Planner, and took a field trip to OSU-Cascades.

As a result of the Youth Leadership Program, students surveyed said they were more confident to participate in leadership roles both inside and outside of school. Students also reported that they appreciated learning about city, county, and state responsibilities, the need for citizens to get involved, and how to attend local meetings to affect change. Students additionally reported that they gained knowledge of degree partnership programs and available degrees from the OSU-Cascades field trip, and, as a result of the trip, felt more comfortable on a small university campus. Training students to improve leadership skills increases confidence and knowledge to contribute to their local communities and beyond.



COMMUNITY LEADERSHIP DEVELOPMENT PROGRAM: CARDV PILOT



Modeled after the Leadership Development Program, Executive-Level, the Community Leadership Development Program was piloted in 2022 with a team from the Corvallis Center Against Rape and Domestic Violence (CARDV). Eight women participated in the 8-month virtual program, which focused on local community leadership development, cultural competency, and equity training at no cost to participants. Facilitators included OSU faculty and staff and community partners on topics such as facilitating efficient meetings, providing feedback, navigating power dynamics and conflict management, and increasing equity in the workplace.

Thank
Cyber doc
Mill!
I was glad to
hear you were
getting on
with the
handing
over!

Community Story: CyberMill



319

Members at
the two sites



Over

5,000

Building Entries



Over

5,000GB

of Data Used

GRANT COUNTY CYBERMILLS

In rural and frontier communities, there are very few spaces with high-speed internet and up-to-date technology where people can work to start businesses, continue their education, and network with mentors and peers in an atmosphere conducive to collaboration. Currently, only about 64% of the population of Grant County has access to broadband internet, which is more than 30% lower than the state where over 97% of people have access to broadband^{xiii}.

Our Grant County 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. In Fall 2022, the second CyberMill location opened in Prairie City and the Seneca CyberMill location celebrated its one-year anniversary. These locations provide free high-speed internet, public computers, a conference room with video conferencing technology, printing and other services, and a variety of co-working spaces.^{xiv}

Community Story: CyberMill

One CyberMill user shared their experience accessing the resources at the Seneca location. They use the CyberMill to check email and texts, print out music to learn, as a reliable connection for tele-health appointments, to attend parent-teacher conferences and other meetings, to take online classes for work and personal growth, and to do research when needed. Plus, they shared that the CyberMill has saved them expenses, as they don't have to pay for internet service at home.



ONE OREGON PODCAST

Two Open Campus and Juntos team members were inspired to launch a podcast that would tap into the networks of Extension to share stories from across the state. In a time when our state—and our nation— is struggling with divisiveness, stories have the power to build bridges of connection.

Some of the stories relate to the work of Extension; others come from Extension partners and clients. All came as result of the deep and trusted community relationships that Extension has across the state.

The first season of the podcast was launched in 2022, with 5 episodes and over 450 total listens. The first season will be completed in early 2023, with a second season coming later in the year. You can listen and learn more about the podcast at the website: oneoregonpodcast.com^{xv}.

First Season Reach:



5

Episode



450

Total Listens



STEM HUB FAMILY NIGHTS

The Central Oregon STEM Hub received a grant for \$185,000 to partner with Open Campus and Juntos on a series of STEM Family Nights in Central Oregon. Throughout the Fall of 2022, 40 families attended events around environmental sustainability, medical forensics handwriting, engineering and building, and Central Oregon Community College Health Occupation's ambulance and interactive mannequin.

ADULT DIPLOMA PROGRAM

Our Grant County coordinator partnered with Burnt River School District to offer coaching and support for adult students pursuing their high school diplomas. Burnt River School District offers an online program for high school seniors and adults 19+ who would like to complete their diploma. Participants can work at their own pace and have the option to choose electives that meet graduation requirements. Upon completion of the program, graduates receive their diploma through Burnt River School and can choose to walk with their class. Our Grant County coordinator serves as a connection and a coach for students along the way, providing check-ins, guidance, and support.

CONTINUING EDUCATION SUPPORT FOR JUNTOS FAMILIES

In Crook County, we worked with the parents of two long-time Juntos participants on exploring continuing education options. Over the past few years, these parents attended middle school and high school sessions and Juntos family nights with their two children. During a recent STEM career family night—after participating in the activities of the event—the parents came into our coordinator’s office

seeking information about career and technical education programs available at Central Oregon Community College. Both parents had employers willing to pay for professional development and certification programs that would enhance their skills for their jobs. Because of the Juntos relationships, these parents are now also on new educational journeys.





GROW YOUR FARM OR FOOD BUSINESS

In early 2022, our Tillamook County coordinator partnered with the local Small Farms coordinator to create Grow Your Farm or Food Business, a course for anyone with a small farm or food business who was looking to take the next step. Participants heard from technical service providers on the resources they offer, participated in problem-solving, and had one-on-one consultations with service providers. Established farmers and food producers also shared their experiences navigating chal-

lenges in growing their businesses. Specific topics included: land use, zoning, and permits; agritourism; water rights; value-added products; marketing; financing and access to capital; food safety, packaging, and pricing; and more. The course was offered to 12 students in collaboration with Tillamook Bay Community College and the Tillamook Bay Community College Foundation, made possible with support from Visit Tillamook Coast.



MASTER NATURALISTS AND CLIMATE STEWARDS

In 2017, our coordinator in Hood River and Wasco Counties partnered with Oregon Master Naturalist to develop an ecoregion field course in The Gorge, including identifying stakeholders and creating the curriculum. The Columbia Gorge ecoregion course is now one of the most popular naturalist courses in the state. Over 100 Master Naturalists have completed the program and it partners with 29 local organizations. The estimated community impact is 228,000 people and the course has provided over 1,800 local volunteer hours.

Additionally, the OSU Master Naturalist program is now working to adapt and offer the Climate Stewards program in Oregon, again partnering with Open Campus and Juntos in the Gorge to pilot. Climate Stewards was developed by

the University of California Naturalist program to help build community resilience in response to increasing climate-related disruptions and disasters. The curriculum is uniquely holistic, including both the science of climate change, as well as the social and emotional aspects of effective climate communication, with the goal of empowering participants and inspiring local action.



EXTENSION COLLABORATION TO BUILD VACCINE CONFIDENCE



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In Oregon, rural and Latinx communities continued to experience disparities in COVID-19 illnesses, vaccine access, and economic impact of the pandemic. The EXCITE (Extension Collaborative on Immunization Teaching & Engagement) program is a partnership between the Centers for Disease Control and Prevention (CDC) and the National Institute of Food and Agriculture (NIFA) to engage Land Grant Universities in leveraging Extension networks to improve vaccination coverage in medically-underserved communities. OSU Extension received \$225,000 in funding to provide reliable and culturally-responsive information about COVID-19 and flu vaccines and risk mitigation.

Open Campus and Juntos supported EXCITE initiatives for Latinx audiences including creation of testimonial and education videos, focus groups, a social media campaign, and community outreach events. We estimate a reach of over 1,000 from in-person events and tens of thousands of media impressions. Our community and healthcare partners recognize these efforts as contributing to increased uptake of COVID-19 vaccines and awareness of the bivalent booster among Latinx populations.



TILLAMOOK BAY COMMUNITY COLLEGE AGRICULTURE, FORESTRY, AND NATURAL RESOURCES PROGRAM

Agriculture, natural resources, and forestry are major drivers of the Tillamook County economy; however, in 2015, Tillamook Bay Community College (TBCC) did not have an operating degree program for these areas. Open Campus collaborated with Tillamook Bay Community College to build the first program under TBCC's new independent accreditation. These degree paths have evolved over the last eight years to best serve students' needs and interests. TBCC now offers three degrees that completely transfer to OSU: an Associate of Science in Agricultural Science, Associate of Science in Natural Resources, and Associate of Science in Forestry. In addition to creating transferrable degrees, students now also have opportunities to work with local land agencies, such as the Forest Service, to gain experience and more clarity in their career interests. OSU and TBCC share a position to ensure students are able to make the seamless transition from community college to OSU.

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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).

The team includes:

Rachel Porter, 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

One core product of RCE is the Communities Reporter Tool database that provides free access to nearly 600 Oregon community measures dating back to 1990, including economic, social, demographic, and environmental indicators. As a result, data is widely accessible to all Oregonians, including community decision-makers, elected officials, small business owners, educators, and students. RCE collaborates with The Ford Family Foundation to publish Oregon by the Numbersli, an annual report of community measures for each of Oregon's 36 counties. See the 2022 version of OBTN at <https://beav.es/S3v>.

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OSU JUNTOS PROGRAM

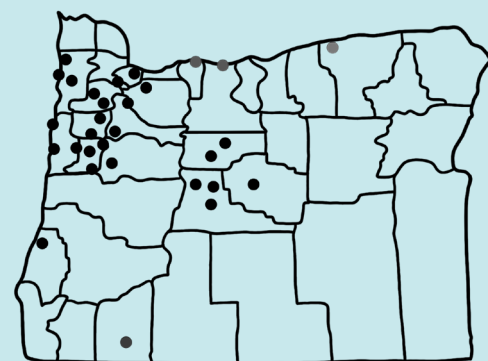
Juntos

FOR A BETTER EDUCATION | PARA UNA MEJOR EDUCACIÓN

Juntos Para Una Mejor Educación (Together for a Better Education) works to empower Latinx students and families around education. Juntos means “together” in Spanish, which reflects our core values of engaging the entire family and school partners in the students’ educational goals. Juntos is unique among college access programs because of our emphasis on family participation and cultural responsiveness. We minimize barriers to participation by providing meals and childcare, and deliver content in Spanish by bilingual/bicultural facilitators.

Juntos sustains a high level of reach and engagement across Oregon though local and regional partnerships. Partners provide financial and logistical support, as well as an authentic connection to the communities we serve. Partnerships with community colleges have been particularly impactful for empowering students and families around education and building more equitable college access pathways.

OREGON JUNTOS SITES



Eastern Oregon	Southern Oregon	Willamette Valley	The Gorge	Central Oregon	The Coast	Portland Metro
Umatilla	Medford	Albany Corvallis Dayton Independence McMinnville Monmouth Newberg Philomath Salem Woodburn	Hood River The Dalles	Bend Culver Madras Prineville Redmond Sisters	Coos Bay Lincoln City Neah-Kah-Nie Nestucca Newport Tillamook	Beaverton Clackamas Forest Grove Hillsboro

(2022-23
Oregon
Department
of Education
enrollment
reports)

One quarter of
the K-12 enroll-
ment in Oregon
Public Schools
is Latinx.

The median age
of Latinx people
in Oregon is **27**,
and **14%** of the
state population
is Latinx.

(U.S. Census Bu-
reau, 2021 Amer-
ican Community
Survey)

EVALUATION FRAMEWORK & METHODOLOGY

The data in this report is from post-workshop surveys covering the period from Fall 2021 to the end of the 2022 calendar year. All of these workshops were delivered in-person and reflect a time when Oregon schools had (mostly) resumed regular activities following the COVID-19 pandemic. The total response sample for this report was:

Survey Response Demographics

164 STUDENTS

135 PARENTS

GENDER

STUDENTS PARENTS

FEMALE



MALE



DIFFERENT IDENTITY



ENGLISH ACCULTURATED



GRADE LEVEL OF JUNTOS STUDENT

HIGH SCHOOL



MIDDLE SCHOOL



Juntos was originally developed at North Carolina State University and was brought to Oregon in 2012 by Open Campus.

We continue to grow and adapt Juntos in response to the family and cultural context of the Latinx communities in Oregon.

After completing the Juntos workshops, participants are invited to take an evaluation survey that is available in English or Spanish. The survey is anonymous to protect the privacy of the participants and the confidentiality of their feedback. The survey and study protocols have been approved by the Oregon State University Institutional Review Board.

Our research draws on public health and social science frameworks, including the Social Determinants of Health and the Social-Ecological Model. 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 in the education system.

¹ Due to some communities offering a modified version of the survey that was used during the pandemic, gender data was only collected on 40% of surveys reported in this report.

“

I first got involved with Juntos in high school, and it paved the way for me to attend my dream college, Oregon State University. Now I get to serve Juntos as a Coordinator, supporting as many students as possible. I continue growing within Juntos, bringing new ideas and practices. I hope to serve as an example for other Latino students who want to be the first in their family to attend college.

— David Gutierrez, former Juntos & OSU student,
current Open Campus & Juntos Coordinator

”

What is Acculturation?

In the social sciences and psychology, acculturation is the process of learning and adopting the culture and customs of a new country by immigrants or their families. In the Juntos evaluation, we use the *Short Acculturation Scale for Hispanic Youths (SASH-Y)*². This scale calculates acculturation based on how often a person uses English or Spanish in their daily lives. In this report, we categorize respondents as “English acculturated” or “Spanish acculturated” based on this validated formula.

²Barona, A., & Miller, J. A. (1994). Short Acculturation Scale for Hispanic Youth (SASH-Y): A Preliminary Report. *Hispanic Journal of Behavioral Sciences*, 16(2), 155–162. <https://doi.org/10.1177/07399863940162005>



WHAT STUDENTS SAY ABOUT JUNTOS...



In many of these measures, students who were Spanish-acclulturated had stronger outcomes. We observed this effect most in questions about communication with their parents. One hypothesis is that youths who more frequently spoke Spanish were more comfortable talking with their parents about important topics like college, or had more self-efficacy around college.

91%

of Spanish-acclulturated students said their parents encouraged them to continue their education after high school, compared to 81% of English-acclulturated students

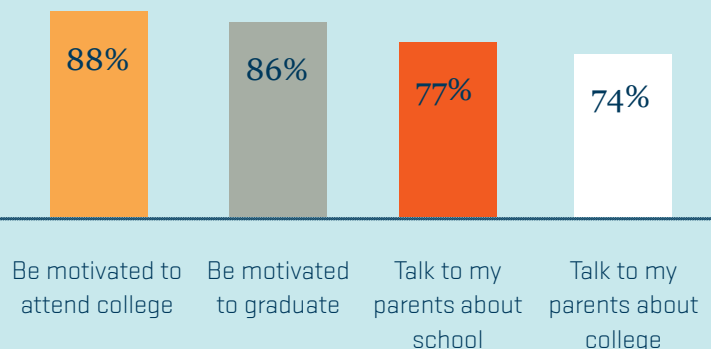
83%

of Spanish-acclulturated students agreed that Juntos helped them talk to their parents about college, compared to 70% of English-acclulturated students.

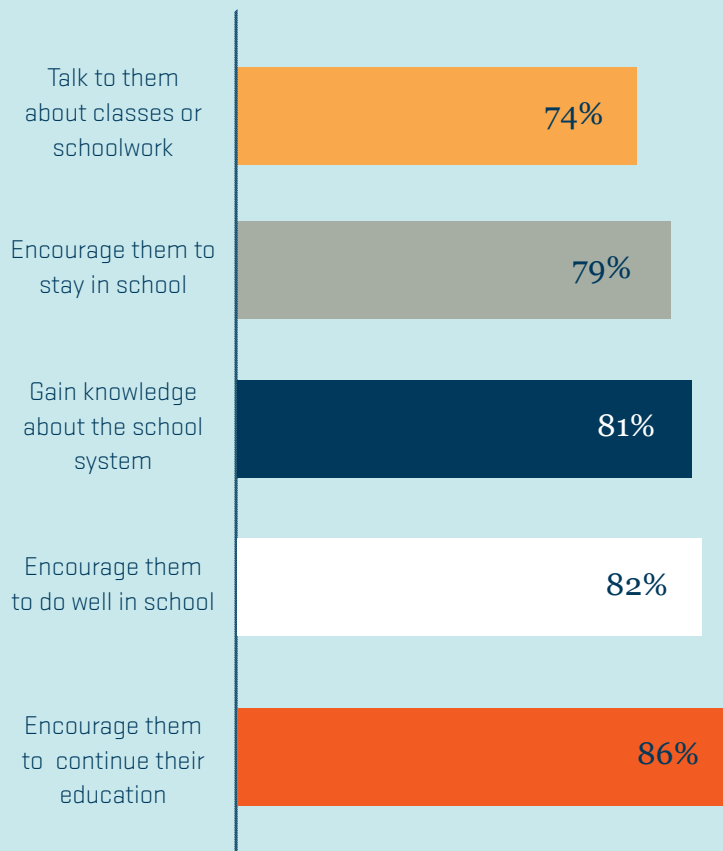


In general, female-identified students reported stronger outcomes from Juntos. The differences were small, but consistent across most survey questions.

Students say that Juntos helped them



Students say that Juntos helped their parents

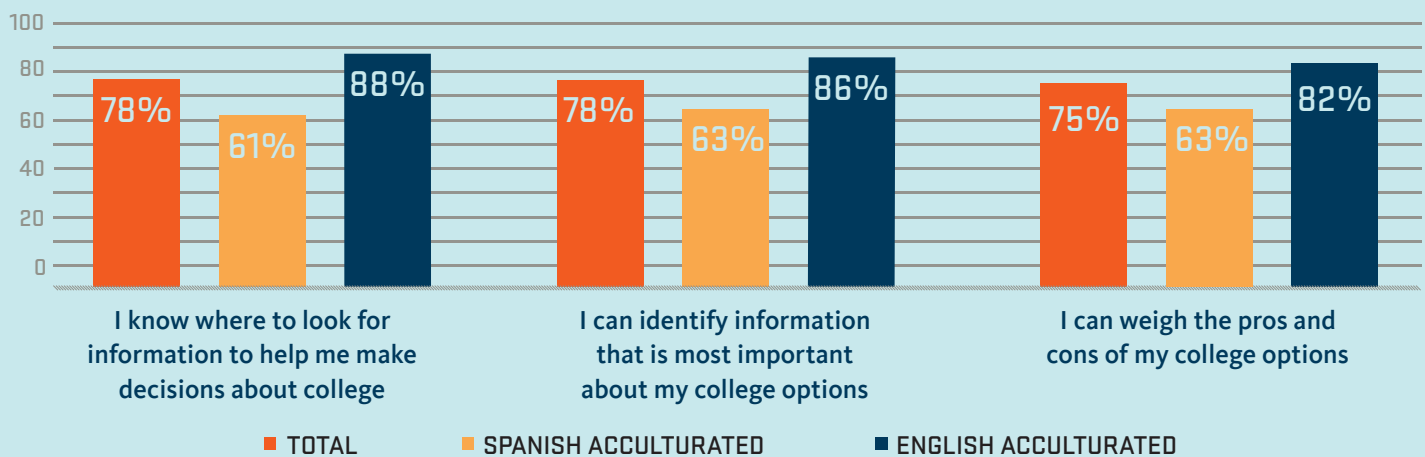


Focus on College for High School Students

We asked the high school students (n=112) how Juntos helped prepare their families for college. Students value the knowledge they gain from Juntos and appreciate that Juntos is one of the few opportunities their parents have to discuss college in a culturally-responsive setting.

-- The student college questions were notable because the English-acculturated students had significantly stronger outcomes.

High school students say Juntos helped them prepare for college:



High school students say Juntos helped their parents:



62% Make sure that you are taking the right classes for college



66% Talk with you about college options or visiting college



64% Talk with you about how you will pay for college



80% Understand what is required to complete high school

QUOTES FROM PARTICIPANTS:



I like Juntos a lot! It made my family feel a lot better. For example, my parents feel informed and this program made my parents know that there's opportunities for us Latinos. Juntos made my life a lot easier and more relaxed about my college, career, and future job.

-- (10th grade)

I liked that they would talk about the requirements to enter the university and that they made emphasis in the importance of being involve in helping the community and in different programs. I also liked the trip to Oregon State University because I learned so much about the university and I have motivation to do community activities and work.

-- (11th grade)*

I like that the Juntos program involves the parents. Through this it has made my family more secure with the idea of college and less fearful about the financial aspect. It's also very interactive which makes it more fun and interesting.

-- (12th grade)



*Translated from Spanish

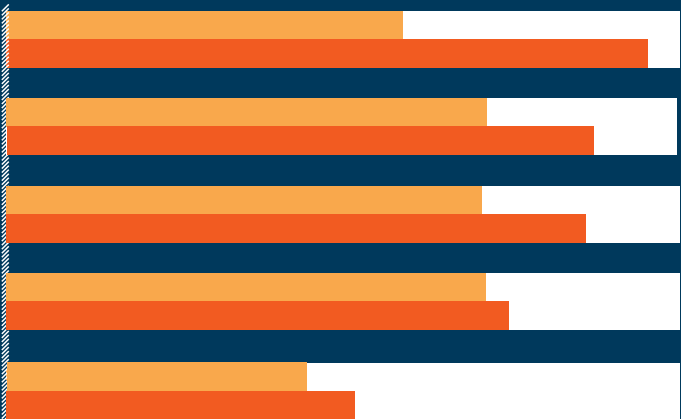
DISCRIMINATION AND SCHOOL ENVIRONMENT

The Juntos evaluation survey asks students about their experiences of discrimination in the past year using an adaptation of the Adolescent Discrimination Distress Index (ADDI)³. This data provides our program staff and educational partners a more complete understanding of the contextual factors that may impact students’ academic outcomes and emotional well-being.

Students who have experienced bias due to their race/ethnicity:

- Teachers or school staff acted as if you were not smart
- Teachers or school staff assumed your English was poor
- People expected less of you than others your age
- You were given a lower grade than you deserved
- You were discouraged from joining an advanced level class

FEMALE MALE



- + 45% of students said they experienced at least one of the eight items on the scale in the past year.
- + Gender differences in student discrimination were not statistically significant, but it is worth considering how gender impacts the school experience and a student’s academic journey.
- + Although discrimination at school can be a risk factor for academic outcomes in Latinx youth, we didn’t observe major relationships between Juntos outcomes and discrimination in this survey.

³Fisher, C. B., Wallace, S. A., & Fenton, R. E. (2000). Discrimination Distress During Adolescence. *Journal of Youth and Adolescence*, 29(6), 679–695. <https://doi.org/10.1023/A:1026455906512>



The parent surveyed asked about their experiences of discrimination on an eight-item scale of settings that reflects interpersonal and institutional biases.

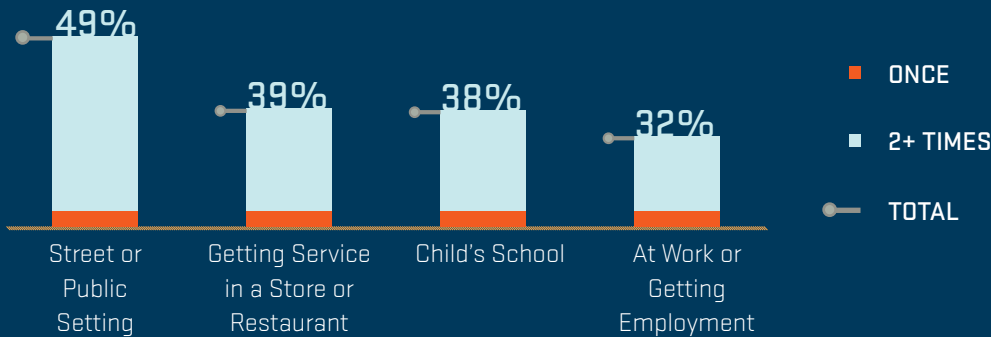


Parents who experienced discrimination generally had higher educational aspirations for their children. English-acclulturated parents were much more likely to experience discrimination overall. We plan to do further research to understand these relationships

30% of Spanish-acclulturated parents said they’d ever experienced discrimination at their child’s school, compared to **75%** of English-acclulturated respondents.

61% of parents reported experiencing at least one type of bias in the past year.

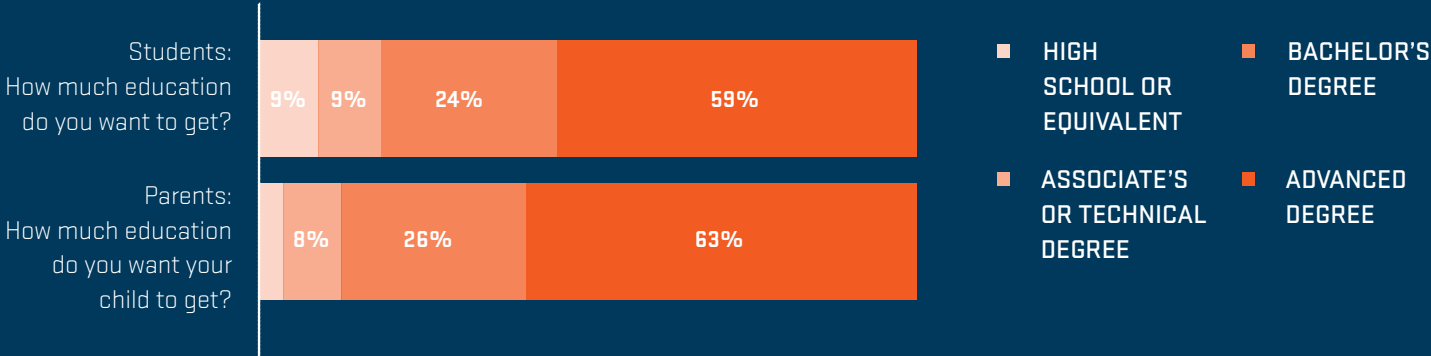
Parents who have experienced bias due to their race/ethnicity:



Educational Aspirations

Families participating in Juntos are highly interested in pursuing higher education and career training. In this survey, 89% of parents wanted their child to get a bachelor’s or advanced degree, and 83% of students aspired to a bachelor’s or advanced degree.

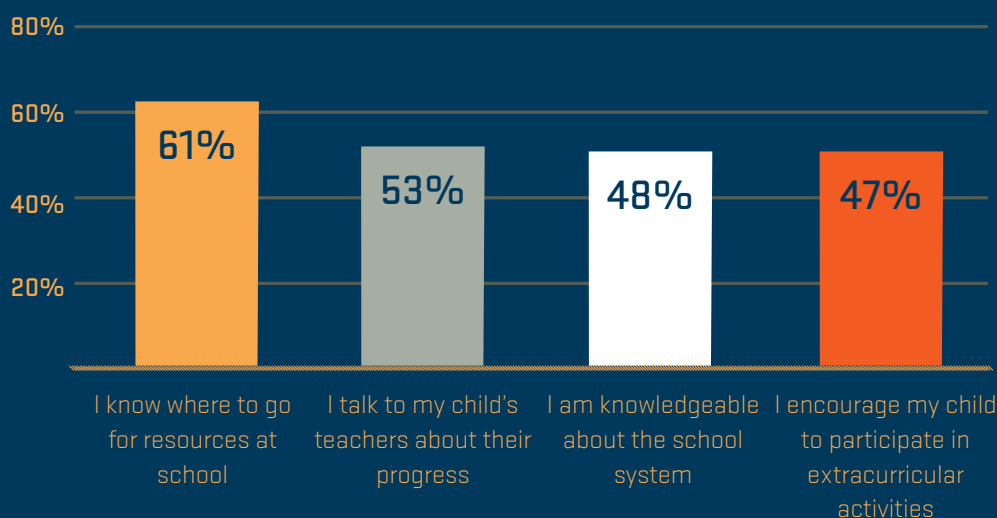
Since the pandemic, we notice parents and students are more conservative in their educational aspirations. This is consistent with statewide college enrollment trends and barriers to engaging with the college-going process.



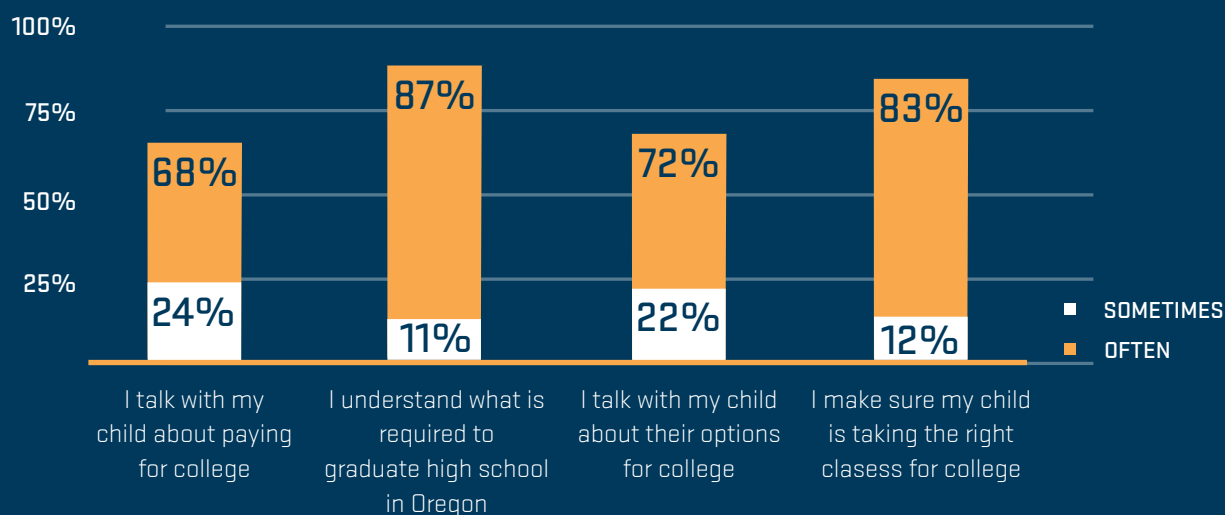
PARENT OUTCOMES

The impacts were more modest than in previous report periods. This may be a coincidental difference between response groups, or it could reflect changes in the parents' needs or the accessibility of college resources for Latinx families.

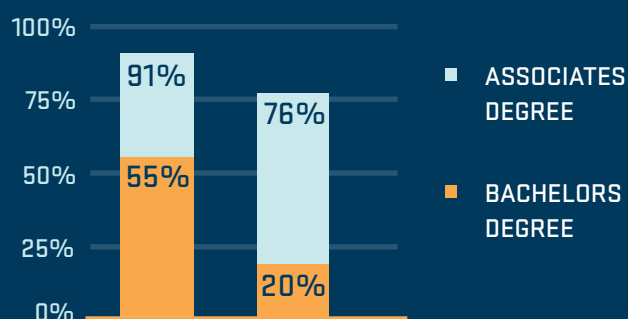
Parents say that because of Juntos:



Juntos helped high school parents prepare for college:

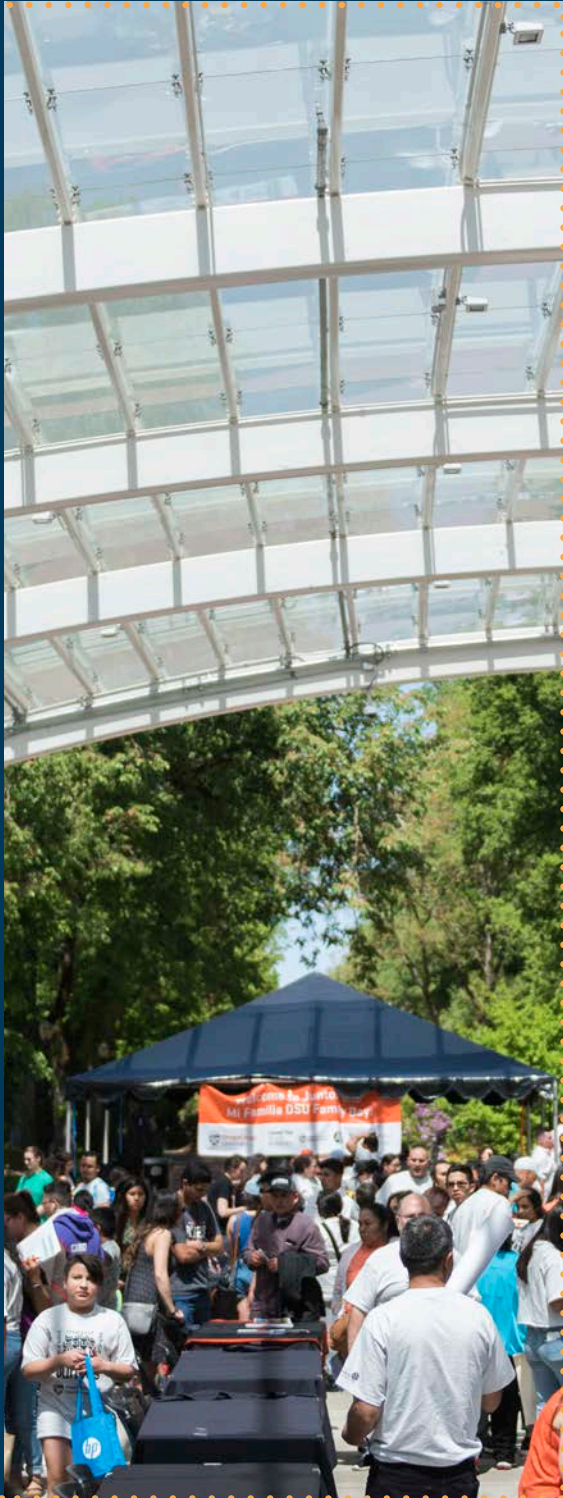


-- Parents who wanted their child to get a bachelor's degree or higher had much stronger college-related outcomes. These are some of the largest differences:



“

PARENT FEEDBACK



First of all, I liked it. The truth is I didn't know how much university's we had in Oregon or the cost of each; and knowing that there is help for the student to apply. Having the idea of what to remember to be accepted and there was so much I learned that I didn't know.

Thank you Juntos program!

-- English Translation*

The expectation, the information, your effort is what you give us to support our son, the confidence you give to ask questions. We feel more informed and know how to support our son. As a parent I feel informed that anything is possible as a Latino.

-- English Translation*

What I like the most was the information, what you provided to obtain or search resources to help our children's who graduated from High School and to motivated them to enter to a university and to learned to have a career and to have a better future and also liked the activities done within a family.

-- (parent)

*All quotes translated from Spanish

”

HOW WE CAN IMPROVE JUNTOS:



Students and parents want more information and support around the college admissions process. Families indicated they want more information about financial aid and scholarships. Due to the feedback, we provided more financial aid training to coordinators. We offered more events like FAFSA nights. Parents were particularly interested in improving marketing and outreach so Juntos can serve more people in their communities. Their feedback helps Open Campus and Juntos update our school engagement strategies and plan workshops that are accessible to more families.

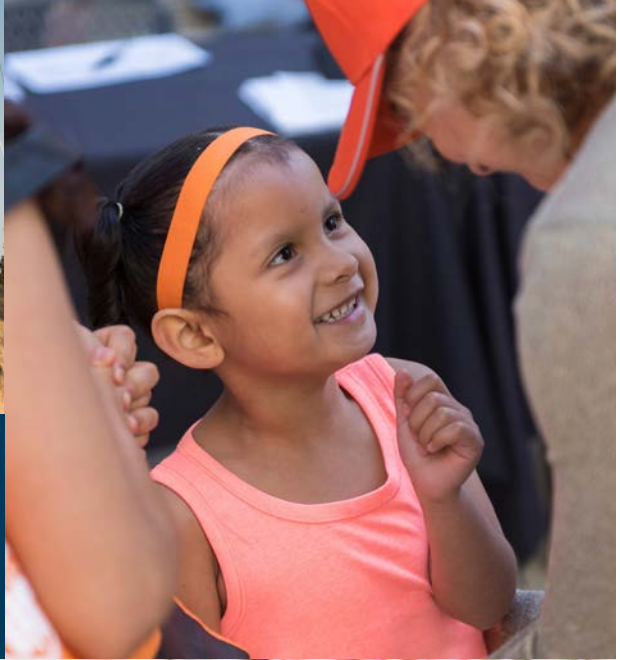
The opportunity for Juntos and other Open Campus programs is to offer more resources focused on financial aid and guiding families through important milestones on the post-secondary pathways. This is particularly important as colleges in Oregon—and nationwide—are reporting drops in enrollment and FAFSA completion for Latinx and first-generation students since the pandemic. Participant feedback is valuable to our program as the needs of the community continue to evolve.

“

- + Focus on a few careers and explain the process it might take to achieve them.
-- (Student, grade unknown)
- + You could possibly talk more about the admissions process or what college is like.
-- (11th grade)
- + Show us how to write essays for scholarships, give examples essays, maybe show some requirements for out of state colleges.
-- (9th grade)
- + (More) in-depth classes focusing on scholarship, out of state colleges/requirements.
-- (Parent)
- + One way you could improve Juntos is by trying to set more guest speakers for each meeting to meet more people who can help us. By teaching what we need to know about applying to collage and getting scholarships.
-- (Parent)
- + It would be nice if students could take more trips to the university and or find help in signing up for other programs.
-- (11th grade)*
- + Connect directly with teachers and administrators from across the school district to hear about our experiences in different schools around the district.
-- (Parent)*
- + To bring more people to the group to keep it growing and for them to be more informed of all the good Juntos offer and the quality of people who prepare to give their time informing us.
-- (Parent)*

”

*Translated from Spanish



Juntos

FOR A BETTER EDUCATION | PARA UNA MEJOR EDUCACIÓN



OPEN CAMPUS AND JUNTOS AWARDS



José García
Chemeketa Community College:
OSUEA (OSU Extension Association)
Cooperator Award Nominator



Didgette McCracken
ESP (Epsilon Sigma Phi) Visionary
Leadership Award



Amanda Bielenberg-Hayes
Vice Provost's Outstanding
Contributions Award



**Natalie Macias @
Shannon Caplan**
Graduated from the Leadership
Development Program,
Executive-level (LDPE)



Becky Munn
Central Oregon STEM Hub,
Deschutes, Jefferson, and Crook
Counties: OSUEA Cooperator
Award Nominator



Jennifer Boyle
Alberta B. Johnston award for
Excellence in Extension Education



Ann Harris @ Statewide Team
Master Naturalist Program: 2022
Program of the Year, Alliance of
Natural Resources Outreach and
Service Programs



**Natalie Macias @
Megan Deane McKenna**
Juntos Afuera: The Latino
Conservation Week Photo Contest,
hosted by Latino Outdoors



OPEN CAMPUS AND JUNTOS GRANTS

Grants are an important component for our programming. Our entire team works to sustain and bring new programming to communities. Through grant funding, these programs and outcomes are obtainable

so that resources, experiences, and learning can take place that would otherwise not be available to community members.

Below is a list of grants received and/or in-use for 2022:

<u>Grants/Purpose</u>	<u>Grantee</u>	<u>Amount</u>
Supporting outdoor activities for families and youth in the Gorge, Yamhill, Polk, and Marion Counties	<i>Oregon Association of Education Service Districts</i>	\$82,129
Community Summer Grant – Supporting summer programming for families and youth in Grant County	<i>Oregon Association of Education Service Districts</i>	\$25,000
Contractual work supporting students at Tillamook Community Bay College	<i>Tillamook Community Bay College</i>	\$60,000
Juntos Afuera Program Support	<i>NW STEM Hub</i>	\$5,000
Juntos Afuera Program Support	<i>Roundhouse Foundation</i>	\$15,000
Juntos Afuera Program Support	<i>Oregon State Department of Education</i>	\$41,600
Juntos Afuera Program Support	<i>Tillamook Kiwanis</i>	\$5,000
Improving Graduation Rates – Supporting Juntos, the mentoring program, and student club formation	<i>Central Oregon Health Council</i>	\$99,680
STEM Career Exploration and Resources	<i>CO STEM Hub</i>	\$185,000
Indigenous Youth Leadership Development Grant	<i>Native American Agriculture Fund</i>	\$24,433
Grant County CyberMill Support – <i>John Day CyberMill</i>	<i>Oregon Health Authority</i>	\$275,000
Grant County CyberMill Support – <i>John Day CyberMill</i>	<i>City of John Day Mainstreet</i>	\$30,000
Grant County CyberMill Support – <i>Prairie City CyberMill</i>	<i>Grant County Local Community Health Partnership</i>	\$6,000
Grant County CyberMill Support – <i>Prairie City CyberMill</i>	<i>The Ford Family Foundation</i>	\$275,000
Grant County CyberMill Support – <i>Prairie City CyberMill</i>	<i>Blue Mountain Masonic Lodge No.34 AF & AM of Baker City, Oregon</i>	\$21,500
Grant County CyberMill Support – <i>Seneca CyberMill</i>	<i>Grant County Chamber of Commerce</i>	\$3,000
New Beginnings for Tribal Students (partnership with Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians and Southwestern Oregon Community College)	<i>United States Department of Agriculture-National of Institute Food & Agriculture</i>	\$468,440
Statewide Juntos Program Expansion and Support	<i>The Ford Family Foundation</i>	\$810,000
Statewide Juntos Program Support	<i>ODE Latinx and Indigenous Student Success Grant</i>	\$250,000
Excite – Expanding Oregon's Vaccination Efforts	<i>Extension Foundation</i>	\$224,000
Rural Communities Explorer Support	<i>The Ford Family Foundation</i>	\$120,000
TOTAL:		\$3,025,782

SCHOLARSHIP AND PUBLICATIONS

Open Campus and Juntos Engaged Scholarship

We practice engaged scholarship to disseminate our work in the scholarly networks of Extension and our related academic disciplines. Engagement scholarship fosters partnerships between institutions, professionals, and communities to create mutually-beneficial and socially useful knowledge and practice. The scholarship activities of faculty contribute to the overall body of knowledge in our field and provide an evidentiary basis for our program design and outcomes. Team members participate in a variety of local, regional, and national conferences to share best practices with our peers and identify opportunity for further growth and collaboration. Our scholarship also honors the expertise of our community stakeholders and advocates for addressing systemic inequities.

Caminos: Pasos Para El Colegio, Peer-reviewed Poster Presentation at the Statewide Extension and Engagement Annual Conference. Authors: Elena Contreras, José García, Yuridia Reyes, Emily Henry, Ezequiel Lopez-Reyes.

Impact of the Juntos Program, Invited Presentation at the Oregon Department of Justice. Presenters: Jennifer Boyle and David Gutierrez.

Juntos Afuera: Latinos conectando con la naturaleza, Invited Elevate Extension Keynote Talk at the State-wide Extension and Engagement Annual Conference. Presenters: Natalie Macias, Megan Deane McKenna.

The Power of Stories, Building Connections, and Community Engagement: Open Campus Podcast, Peer-reviewed Poster Presentation at the Statewide Extension and Engagement Annual Conference. Authors: Emily Henry, Ann Harris.

A Social Determinants of Health Approach to COVID-19 Response in Oregon Latinx Communities, Invited Presentation at the National Health Outreach Conference, May 2022. Authors: Roberta Riportella, **Amy Young**, Marc Braverman, Lauren Kraemer, Mario Magaña.

Impact of OSU Juntos on Student Success, Family Engagement, and Community Wellness, Peer-reviewed Poster Presentation at the Statewide Extension and Engagement Annual Conference, December 2022. Author: Amy Young.

Climate Resiliency Education: Developing an Interdisciplinary Climate Change Curriculum for Oregon, Peer-reviewed Presentation at the Statewide Extension and Engagement Annual Conference, December 2022. Presenters: Jason O'Brien, **Ann Harris**, Erica Fleishman.

Juntos: Culturally Responsive Programming, Invited Presentation Southern Oregon Research and Extension Center Regional Diversity Equity and Inclusion Series, October 2022. Presenter: Monserrat Alegria.

Broadband in Rural Oregon, Invited Presentation at the Oregon Rural Health Conference. Panelists: Representative Pam Marsh, **Didgette McCracken**, Dr. Tim Powell.

Oregon by The Numbers: 2022 Published Edition, August 2022. Author: Shannon Caplan.

REFERENCES

ⁱ <https://www.oregon.gov/ode/reports-and-data/students/pages/cohort-graduation-rate.aspx>

ⁱⁱ <https://www.oregon.gov/highered/research/Pages/equity.aspx>

ⁱⁱⁱ https://nces.ed.gov/ipeds/data/ACGR_RE_and_characteristics_2019-20.asp

^{iv} <https://www.tfff.org/oregon-numbers>

^v <https://www.oregon.gov/highered/research/Documents/Snapshots/Statewide-Snapshot.pdf>

^{vi} <https://www.tfff.org/oregon-numbers>

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

^x https://media.oregonstate.edu/media/t/1_5wdnrfat

^{xi} Yosso *, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1), 69-91. <https://doi.org/10.1080/1361332052000341006>

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

^{xiii} <https://www.tfff.org/oregon-numbers>

^{xiv} video link here!

^{xv} <https://opencampus.oregonstate.edu/podcast>



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This publication will be made available in an accessible, alternative format upon request. Please contact Amy Young at (541) 737-3430 or amy.young@oregonstate.edu.

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