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Camps and Summer Academies

Community Development and Engagement

Youth Leadership Program: Central Oregon Pilot

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.
Why We Use Latinx-

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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**
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MEET THE OPEN CAMPUS AND JUNTOS TEAM

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.
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### WILMAMETTE VALLEY:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOSÉ GARCIA</td>
<td>Open Campus &amp; Juntos Manager, Willamette Valley and Remote programs (shared position with Chemeketa Community College)</td>
</tr>
<tr>
<td>YURIDA REYES</td>
<td>Open Campus &amp; Juntos Coordinator, Polk and Marion Counties</td>
</tr>
<tr>
<td>MONSE ALEGRIA</td>
<td>Open Campus &amp; Juntos Coordinator, Jackson and Josephine Counties (shared position with Southern Oregon University)</td>
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### SOUTHERN OREGON:

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<th>Name</th>
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<tbody>
<tr>
<td>EZEQUIEL LOPEZ-REYES</td>
<td>Open Campus &amp; Juntos Coordinator and Transfer Advisor (PCC-Rock Creek), Portland Metro</td>
</tr>
<tr>
<td>BECKY MUNN</td>
<td>Open Campus &amp; Juntos Coordinator, Portland Metro</td>
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### EASTERN OREGON:

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<tbody>
<tr>
<td>DIDGETTE MCCRACKEN</td>
<td>Open Campus Coordinator, Grant County</td>
</tr>
<tr>
<td>NAYELI CONTRERAS</td>
<td>Open Campus &amp; Juntos Coordinator, Umatilla, Malheur, and Morrow counties</td>
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### CENTRAL OREGON:

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<tbody>
<tr>
<td>CHRISTINA DIAZ-TOLEDO</td>
<td>Open Campus &amp; Juntos Educational Program Assistant, Central Oregon (split position with Deschutes County)</td>
</tr>
<tr>
<td>JENNIFER BOYLE</td>
<td>Open Campus &amp; Juntos Manager, Central Oregon</td>
</tr>
<tr>
<td>EMILY CHAVEZ ROMERO</td>
<td>Open Campus &amp; Juntos Coordinator, Central Oregon</td>
</tr>
<tr>
<td>DAVID GUTIERREZ</td>
<td>Open Campus &amp; Juntos Coordinator, Central Oregon</td>
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### COLUMBIA RIVER GORGE:

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<tr>
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<tbody>
<tr>
<td>ANN HARRIS</td>
<td>OSU Open Campus &amp; Juntos Coordinator, Hood River and Wasco Counties</td>
</tr>
<tr>
<td>ANDREA FLORES</td>
<td>OSU Open Campus &amp; Juntos Coordinator, Hood River and Wasco Counties</td>
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OUR HIGHLIGHTS

SERVED 1,912 JUNTOS PARENTS & FAMILIES

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

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

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

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

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

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

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)

LAUNCHED OUR NEW WEBSITE (OPENCAMPUS.OREGONSTATE.EDU)
WE SERVE COMMUNITIES ACROSS OREGON AND CURRENTLY HAVE A PRESENCE IN THESE COUNTIES:

- OPENED THE 2ND OF 3 CYBERMILLS, AS PART OF A 3-PHASE RURAL ACCESS PROJECT PILOT IN GRANT COUNTY
- 205+ JUNTOS COHORTS FROM 2012-2022
- OVER 6,500 YOUTH AND FAMILY MEMBERS SERVED
- 59 OPEN CAMPUS AND JUNTOS PROGRAM PARTICIPANTS ENROLLED IN OREGON STATE
- JUNTOS PARTICIPANTS HAVE OVER 90% ALL-TIME HIGH SCHOOL GRADUATION RATE
- 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.\(^v\)
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.

OREGON’S ECONOMIC AND HEALTH LANDSCAPE

The labor force participation rate estimates an area’s active workforce 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 63%  Urban Oregon 66%  Rural Oregon 55%
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NUMBER OF CHILDCARE SLOTS AVAILABLE PER 100 CHILDREN

- Urban Oregon: 16
- Oregon, Statewide: 15
- Rural Oregon: 11

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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.
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**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.
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 through community-based programming and mentoring. In this cohort, we know high school completion status for 249 students – all of whom graduated. Of those 249 high school graduates, we have post-secondary access data for 85% (211 students) who went on to college, career and technical education or military training, or entering the workforce. We were able to collect key metric data for 73% of students (236), showing that our strongest impacts were in supporting students to complete financial aid and post-secondary applications.

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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<table>
<thead>
<tr>
<th>FAFSA/ORSAA Application:</th>
<th>192 STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Secondary Application:</td>
<td>190 STUDENTS</td>
</tr>
<tr>
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<td>97 STUDENTS</td>
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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%).
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
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.

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

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

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.
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Students are more likely to attend college after visiting a college campus\textsuperscript{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
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In a survey of 72 students who attended a college visit last fall...

- 96% expressed interested in going on another college visit in the future
- 87% say they would want to attend the school they visited
- 85% students agreed they could see themselves on a post-secondary pathway
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.
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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.
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**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. 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:

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<thead>
<tr>
<th>%100%</th>
<th>%100%</th>
<th>%95%</th>
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<tr>
<td>said they learned more about Latinx history, traditions, or customs</td>
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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.

Nature’s Greatest Strength/Juntos Afuera in The Gorge

- **100%** of participants said they were interested in participating in at least one outdoor activity
- **81%** said science is useful in their life
- **95%** said they learned things that helped them make a difference in their community
- **100%** said the outdoors will be important for their future
- **100%** of participants said they learned more about Latinx history, traditions, or customs
- **32%** said they were interested in participating in at least one outdoor activity
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 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.
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 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.

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:
- Visits to four college campuses
- Trips to the Oregon Coast Aquarium and Hatfield Marine Science Center
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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.

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.

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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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**

- **Central Oregon Community College Madras Campus:**
  - **12 Students**

- **Chemeketa Community College Woodburn Campus:**
  - **18 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.
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.
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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.
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.

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.

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.

<table>
<thead>
<tr>
<th>Building Entries</th>
<th>5,000</th>
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</thead>
<tbody>
<tr>
<td>Over</td>
<td>5,000GB</td>
</tr>
<tr>
<td>of Data Used</td>
<td>Over</td>
</tr>
<tr>
<td>Members at the two sites</td>
<td>319</td>
</tr>
</tbody>
</table>
GRANT COUNTY CYBERMILLS

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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

First Season Reach:

- **5** Episode
- **450** Total Listens
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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 challenges 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.
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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.

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.
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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.

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 Numbers, 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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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 through 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.

One quarter of the K-12 enrollment 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 Bureau, 2021 American Community Survey)
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**

<table>
<thead>
<tr>
<th></th>
<th>STUDENTS</th>
<th>PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEMALE</td>
<td>61%</td>
<td>93%</td>
</tr>
<tr>
<td>MALE</td>
<td>38%</td>
<td>7%</td>
</tr>
<tr>
<td><strong>DIFFERENT IDENTITY</strong></td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>ENGLISH ACCULTURATED</strong></td>
<td>17%</td>
<td>60%</td>
</tr>
</tbody>
</table>

**GRADE LEVEL OF JUNTOS STUDENT**

- **HIGH SCHOOL**
  - 75%
  - 80%
- **MIDDLE SCHOOL**
  - 25%
  - 20%

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.

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.
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)*. 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.

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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

---

| 74% |
| 79% |
| 81% |
| 82% |
| 86% |
| 88% |

Students say that Juntos helped them

- Talk to my parents about classes or schoolwork
- Encourage them to stay in school
- Gain knowledge about the school system
- Encourage them to continue their education
- Encourage them to do well in school
- Be motivated to attend college
- Be motivated to graduate

Students say that Juntos helped their parents

- Talk to them about classes or schoolwork
- Encourage them to stay in school
- Gain knowledge about the school system
- Encourage them to continue their education
- Encourage them to do well in school
- Be motivated to attend college
- Be motivated to graduate

---

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

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WHAT STUDENTS SAY ABOUT JUNTOS...

In many of these measures, students who were Spanish-acculturated 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-acculturated students said their parents encouraged them to continue their education after high school, compared to 81% of English-acculturated students.

83% of Spanish-acculturated students agreed that Juntos helped them talk to their parents about college, compared to 70% of English-acculturated 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

- Be motivated to attend college: 88%
- Be motivated to graduate: 86%
- Talk to my parents about school: 77%
- Talk to my parents about college: 74%

Students say that Juntos helped their parents

- Talk to them about classes or schoolwork: 74%
- Encourage them to stay in school: 79%
- Gain knowledge about the school system: 81%
- Encourage them to do well in school: 82%
- Encourage them to continue their education: 86%
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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Total</th>
<th>Spanish Acculturated</th>
<th>English Acculturated</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know where to look for information to help me make decisions about college</td>
<td>78%</td>
<td>61%</td>
<td>88%</td>
</tr>
<tr>
<td>I can identify information that is most important about my college options</td>
<td>78%</td>
<td>63%</td>
<td>86%</td>
</tr>
<tr>
<td>I can weigh the pros and cons of my college options</td>
<td>75%</td>
<td>63%</td>
<td>82%</td>
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</tbody>
</table>

High school students say Juntos helped their parents:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Total</th>
<th>Spanish Acculturated</th>
<th>English Acculturated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure that you are taking the right classes for college</td>
<td>62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk with you about how you will pay for college</td>
<td>64%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk with you about college options or visiting college</td>
<td>66%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand what is required to complete high school</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 their parents:

- Make sure that you are taking the right classes 62%
- Talk with you about how you will pay for college 64%
- Talk with you about college options or visiting college 66%
- Understand what is required to complete high school 80%

High school students say Juntos helped them prepare for college:

- I know where to look for information to help me make decisions about college 61%
- I can identify information that is most important about my college options 88%
- I can weigh the pros and cons of my college options 78%
- I scored well on standardized college entrance tests 63%
- I scored well on standardized tests that help colleges compare students 86%
- I can do the things that I need to do to succeed in college 75%
- I can be a leader in my community in the future 82%

TOTAL

SPANISH ACCULTURATED

78%

ENGLISH ACCULTURATED

0

20

40

60

80

100

63%

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). 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.

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-acculturated parents were much more likely to experience discrimination overall. We plan to do further research to understand these relationships.

30% of Spanish-acculturated parents said they'd ever experienced discrimination at their child's school, compared to 75% of English-acculturated respondets.

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:

<table>
<thead>
<tr>
<th>Setting</th>
<th>Once</th>
<th>2+ Times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street or Public Setting</td>
<td>49%</td>
<td>39%</td>
<td>62%</td>
</tr>
<tr>
<td>Getting Service in a Store or Restaurant</td>
<td>39%</td>
<td>38%</td>
<td>77%</td>
</tr>
<tr>
<td>Child's School</td>
<td>39%</td>
<td>32%</td>
<td>71%</td>
</tr>
<tr>
<td>At Work or Getting Employment</td>
<td>32%</td>
<td>24%</td>
<td>56%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Students: How much education do you want to get?</th>
<th>9%</th>
<th>9%</th>
<th>24%</th>
<th>59%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents: How much education do you want your child to get?</td>
<td>8%</td>
<td>25%</td>
<td>63%</td>
<td></td>
</tr>
</tbody>
</table>
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:

- I know where to go for resources at school: 61%
- I talk to my child’s teachers about their progress: 53%
- I am knowledgeable about the school system: 48%
- I encourage my child to participate in extracurricular activities: 47%

Juntos helped high school parents prepare for college:

- I talk with my child about paying for college: 68%
- I understand what is required to graduate high school in Oregon: 87%
- I talk with my child about their options for college: 72%
- I make sure my child is taking the right classes for college: 83%

--- 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
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 college 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
HOW WE CAN IMPROVE JUNTOS:

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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 Macías & Shannon Caplan
Graduated from the Leadership Development Program, Executive-level (LDPE)

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 Macías & 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:

- Improving Graduation Rates – Supporting Juntos, the mentoring program, and student club formation
  - Central Oregon Health Council
  - $99,680

- STEM Career Exploration and Resources
  - CO STEM Hub
  - $185,000

- Indigenous Youth Leadership Development Grant
  - Native American Agriculture Fund
  - $24,433

- Grant County CyberMill Support – John Day CyberMill
  - Oregon Health Authority
  - $275,000

- Grant County CyberMill Support – Seneca CyberMill
  - Grant County Chamber of Commerce
  - $3,000

- Grant County CyberMill Support – John Day CyberMill
  - City of John Day Mainstreet
  - $30,000

- Grant County CyberMill Support – Prairie City CyberMill
  - Grant County Local Community Health Partnership
  - $6,000

- The Ford Family Foundation
  - Grant County CyberMill Support – Prairie City CyberMill
  - Blue Mountain Masonic Lodge No.34 AF & AM of Baker City, Oregon
  - $21,500
  - $275,000

- New Beginnings for Tribal Students (partnership with Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians and Southwestern Oregon Community College)
  - United States Department of Agriculture-National Institute Food & Agriculture
  - Statewide Juntos Program
  - Expansion and Support
  - The Ford Family Foundation
  - $810,000
  - $468,440

- Statewide Juntos Program Support
  - ODE Latinx and Indigenous Student Success Grant
  - $250,000

- Excite – Expanding Oregon’s Vaccination Efforts
  - Extension Foundation
  - $224,000

- Rural Communities Explorer Support
  - The Ford Family Foundation
  - $120,000

TOTAL: $3,025,782

Grants/Purpose Grantee Amount

- Supporting outdoor activities for families and youth in the Gorge, Yamhill, Polk, and Marion Counties
  - Oregon Association of Education Service Districts
  - $82,129

- Community Summer Grant – Supporting summer programming for families and youth in Grant County
  - Oregon Association of Education Service Districts
  - $25,000

- Contractual work supporting students at Tillamook Community Bay College
  - Tillamook Community Bay College
  - $60,000

- Juntos Afuera Program Support
  - NW STEM Hub
  - $5,000

- Juntos Afuera Program Support
  - Roundhouse Foundation
  - $15,000

- Juntos Afuera Program Support
  - Oregon State Department of Education
  - $41,600

- Juntos Afuera Program Support
  - Tillamook Kiwanis
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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.


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.


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

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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
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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