

# Regional PROMISE Program GRANT

## INTERIM REPORT

Thank you for filling out this report, which is **due September 15, 2018**. Please email the completed form to Jennell Ives, [Jennell.ives@state.or.us](mailto:Jennell.ives@state.or.us).

**Program Name:** Lane Regional Promise Program

### 1. Implementation progress

#### 1. Successes and challenges

Please provide a brief description of progress during the 17-18 school year. Highlight any successes or challenges and the benefits of working across education sectors. Suggested length for this section is no more than 1 page, but feel free to use more space if needed.

August 6th and 7th found 23 Eugene area high school teachers, 10 LCC instructors and faculty, and other education professionals gathered at the Eugene 4J District Office to participate in Dr. Ricardo Romanillos' *Micromessaging to Reach and Teach Every Student* workshop. Dr. Romanillos joined us from Dallas, Texas where he is the Director of Professional Learning for the National Alliance for Partnerships in Equity.

In addition to his effervescent personality and passion for reaching all students, Dr. Romanillos brought many practical strategies for educators to identify their own stereotypes and biases and to understand how their micromessages can significantly impact student efficacy. This two day conference also featured a comprehensive training in culturally responsive teaching and left teachers with many tools for increasing their own culturally responsive practices. The session concluded with an overview of problem-based learning and how this approach can be used to promote equity in the classroom.

The following week was spent in Content-Specific Institutes comprised of LCC faculty and high school teachers. During these five days, the Writing 121, Math 111, Computer Science 160, and Education 100 teams collaborated to align syllabi and projected outcomes for dual credit classes. High school and college instructors worked together to create common assignments and assessments and to ensure that projected student learning outcomes are aligned. These content-specific groups will collaborate in seven two-hour PLC sessions throughout the year to continue this partnership.

These professional development events were a fantastic kick-off to the Lane Regional Promise Program and we feel optimistic that a strong foundation has been laid for the work to come in the 2018-19 school year.

So far the only real challenges have been logistical. Connecting high school systems with higher education systems is not a simple process, and there are certainly kinks that need to be ironed out of this partnership (like the WR 121 placement test), but all parties have been eager and

willing to work toward the common goal of increasing dual credit opportunities for underrepresented student populations. I believe this collaborative spirit was born during the two days spent working with Dr. Romanillos.

Our initial collaboration with University of Oregon includes plans to provide an online platform for Lane Regional Promise teacher participants and LCC instructors to use. We would like to use the university's OBA system to build this platform to include shared curriculum, resources related to Dr. Romanillos's training, PLC information, student work samples, program forms and information, and other valuable resources. We are hopeful that our partnership with University of Oregon will grow next year to include complementary courses such as WR 122, ED 111, Math 112, and CS 199.

The benefits of working across education sectors are becoming evident. Lane Regional Promise is beginning to feel like a wide-reaching safety net which will catch students who might otherwise fall through the cracks of missed opportunities, while simultaneously improving opportunities for ALL Lane County students. There has been a lot of enthusiasm and support for this program as members of the community see the value of more dual credit opportunities and college/career readiness outreach.

## **2. Summary information on implementation**

### ***Equity:***

Please describe activities implemented to date to increase the number of historically underrepresented students in accelerated learning opportunities.

Every aspect of Lane Regional Promise aims to increase the number of historically underrepresented students in accelerated learning opportunities. Dr. Ricardo Romanillos's two day training set an overarching theme of reaching out to a wider range of students for dual credit opportunities and his work with culturally responsive teaching, micromessaging, and problem-based learning will guide the PLC planning for the year. Dr. Romanillos will provide a remote training for PLC leads to ensure that the plans for the ongoing PLC sessions align with the program's goal to increase the number of traditionally underrepresented students in these accelerated classes.

Lisa Sequeira and Cassadie Ross will lead a counselor PLC group for schools participating in Lane Regional Promise dual credit classes. Through these PLC meetings, expanding and streamlining pathways for underrepresented student populations to career and college opportunities will be a focus.

**Professional Learning Communities (PLCs):** If your ACC expansion model funded by the grant involves PLCs, we'd like to know about the number of PLCs for each accelerated credit course or content area, the number of high school teachers and college faculty involved, the start date of the PLCs, and whether the PLCs are continuing. Please respond in the table below with one row for each college course with corresponding PLCs run during the summer of 2017 and later. Please also include information on counselor PLC and any other PLCs being offered as a result of this grant.

| College course name or Content area (e.g., Writing 121) | Number of PLCs for this course         | Number of high school teachers /counselors participating in PLCs for this course | Number of college faculty participating in PLCs for this course  | What was the start date of the PLCs? | Is this PLC continuing? |
|---|--|--|--|--------------------------------------|-------------------------|
| WR 121  | 7                                      | 5  | 2  | 9/27/18                              | yes                     |
| CS 160  | 7                                      | 6  | 1  | 12/7/18                              | yes                     |
| ED 100  | 7                                      | 8  | 1  | 10/26/18                             | yes                     |
| Math 111  | 7                                      | 6  | 3  | 9/26/18                              | yes                     |
|   |  |  |  |                                      |                         |
|   |  |  |  |                                      |                         |
|   |  |  |  |                                      |                         |
| Counselor PLC   | Number of PLCs for counselors/Advisory | Number of counselors participating in PLCs for this course                       | Number of college advisors participating in PLCs for this course | What was the start date of the PLCs? | Is this PLC continuing? |
| TBD   | TBD                                    | TBD  | TBD  | TBD                                  | TBD                     |
|   |  |  |  |                                      |                         |

**College-going Culture:** For this section, please include numbers below of students participating in college-going culture activities as described in RFA. We are attempting to capture direct participation by students in activities (e.g., college visit) rather than indirect student participation (e.g., hiring a new college counselor).

- Number of students in 5-8<sup>th</sup> grade who have participated in college-going culture activities supported by the grant: \_\_\_\_\_
- Number of students in 9-12<sup>th</sup> grade who have participated in college-going culture activities (that are NOT classes) supported by the grant: \_\_\_\_\_

Describe partnerships and activities in your region that are building your college going culture.

Lisa Sequeira and Cassadie Ross will visit each participating high school and several feeder middle schools to assess the needs of individual schools and districts in order to support college-going cultures in unique buildings.

Our counselor PLCs will include professional development modules designed and taught by LCC counselor Leslie Soriano and will focus on the promotion of equitable practices in career and college outreach.

Cassadie Ross is working with Lane ESD's African-American Student Success Navigator and the NAACP to provide personalized invitations to students and families for future dual credit class participation and career/college readiness events.

In addition, we are partnering with Centro Latino Americano to support their existing work in college readiness events.

***New Accelerated College Credit (ACC) Classes: Number of new ACC classes in 2017-2018 provided support through the grant:***

- **Number of high schools offering the new ACC supported by the grant (total high schools with the new offering): \_\_\_\_\_**
- **Number of high schools that previously had no ACC options but now have ACC options through the grant: \_\_\_\_\_**
- **Number of new college success or career exploration courses supported through the grant: \_\_\_\_\_**
- **Number of new ACC teachers in 2017/18 that are eligible to teach because of funding from the grant (that were previously not eligible to teach ACC): \_\_\_\_\_**
- **Number of high school students enrolled in new ACC classes: \_\_\_\_\_**
- **Number of students in college success or career exploration classes provided through the grant: \_\_\_\_\_**

Describe steps you are taking to communicate the course opportunities to schools, teachers, students, families, and the community.

Recruitment for the new courses began in spring 2018 and was done through school visits by Lane ESD staff and classroom visits by participating teachers. Administrators and counselors were informed of these new opportunities and encouraged student participation.

Course opportunities for 2019-20 will be communicated to schools and teachers in the spring, but we are optimistic that our participating teachers will be eager to share about their experiences with their colleagues throughout the school year. We will print flyers for teachers to display offering their dual credit courses and highlighting the advantages to participating in these opportunities. Through our counselor PLCs, counselors will become well-versed in the Lane Regional Promise course opportunities and promote them in their own school communities to include teachers, students, and parents.

**Individualized metrics**

We would like to give you the opportunity to report on individualized metrics as well as the common metrics detailed above. Please include a report on other metrics that your consortium is using to measure progress.

Lane County dual-credit enrollment for 2016-17:

|                                     |       |
|-------------------------------------|-------|
| All Students                        | 24.5% |
| Economically Disadvantaged Students | 23.7% |
| Underserved Students                | 22.1% |

In one year of Lane Regional Promise Program implementation, we anticipate to increase these numbers by 10%.

Measurable outcomes for this program:

Common college course offerings  
Professional Learning Communities  
Career and College exploration opportunities

### **Testimonials and Images:**

If you have testimonials, news items, or images you would like to share to help us communicate about the impact of the Regional Promise programs are having in your community please attach them to the report.

### **Comments from our teachers following Dr. Romanillos's *Micromessaging to Reach and Teach Every Student*:**

*I've been interested in the concept of implicit bias for a few years now, but understanding the micro-messages, especially the inadvertent ones, that stem from those biases and the need to control that messaging in order to maintain equitable opportunities for all students has been a wonderful concept on which to reflect.*

*Simply an awareness of the messages I might be inadvertently sending to students. Brought the issue of equity to the forefront again, which was a great reminder as I begin planning my courses this year.*

*It was a nice reminder of why teaching is so important.*



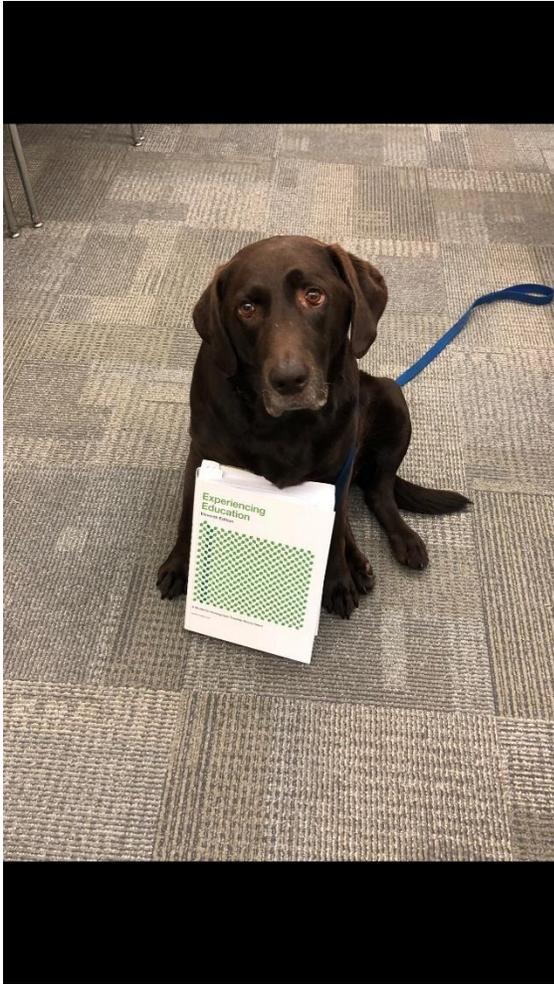
**High school teachers and LCC faculty discussing plans for future PLC work during the NAPE training.**

**Comments from teachers after participating in the 5 day Content-Specific Institute with LCC instructors:**

*I thought it was a breath of fresh air to have professional development with other math professionals that was so content specific. I don't have any specific thoughts on how to make it better, but I think now that folks have been through it for one year everybody knows what to expect and those involved in the future will be more confident as to what needs to happen and what will be helpful. With that said, I thought the LCC staff did a fantastic job of making sure we felt supported and that we felt ready to move forward with the class.*

*It was great! Instructors were great, they provided lots of resources and were very organized and helpful. Best use of my time.*

*I truly enjoyed it.*



Jack the dog thoroughly enjoyed ED 100

### **Community Events:**

This month, the Lane Regional Program staff (in collaboration with Huerto de la Familia/Family Garden and Lane STEM Hub) planned and hosted a community harvest festival event. Huerta de la Familia is a local non-profit organization that teaches and helps Latino families grow their own vegetable garden on a donated plot of land.

Fiesta de Cosecha (Harvest Celebration) is an inaugural collaboration between Huerto de la Familia, Lane ESD, and Lane Regional Promise. This project had two main goals.

1. Community building event where families in the Organic Garden Program would have a chance to celebrate the hard work they put into growing their own food over the growing season.
2. Outreach to Latino families about S.T.E.M educational opportunities available for their children and encourage parents to utilize them.

**Comments from Heurto de la Familia's Marissa Zarate (event organizer):**

Huerto de la Familia is incredibly thankful to Lane S.T.E.M and Lane Regional Promise Program for co-sponsoring Fiesta de Cosecha. Thanks to your support, we were able to provide families the chance to build community, hear about how their gardening matters on a larger level, and share with them about S.T.E.M opportunities for their children.

Huerto de la Familia gets constant requests from community agencies and partners to outreach about events being hosted so that the information can make it to Latino families. Outreaching about these events requires significant staff time, and yet agencies are not able to connect to Latino families without us (or similar orgs.) This places an enormous burden on our organization, as we do not have the capacity to do this outreach work for all of our community partners.

Fiesta de Cosecha is completely different. It is an example of what true D.E.I work looks like in practice. Lane ESD approached us, asking what kind of event we would like to have. Together, we created an event that would serve both Huerto de la Familia's and Lane ESD's goals. In exchange for the many planning and outreach hours that Huerto de la Familia contributed, Lane ESD covered the cost of the event. Huerto de la Familia was able to contribute our expertise in connecting with Latino families in Lane County. An expertise that has developed over 20 years of building trust within the community based on time-intensive relationship-building. Families left the event feeling happy and empowered, and better informed of S.T.E.M programming. All in all, this event was a huge success, and we are appreciative that Lane ESD was willing to do true equity work.

Link to article about Fiesta de Cosecha <https://www.registerguard.com/news/20180909/eugene-huerto-de-la-familia-families-celebrate-fall-harvest>

Please attach the Regional Promise Course List worksheet to this report.