

# Annual Report



Mid-Valley STEM-CTE Hub

# Mid-Valley STEM-CTE HUB



**2021-2022 Annual Report**

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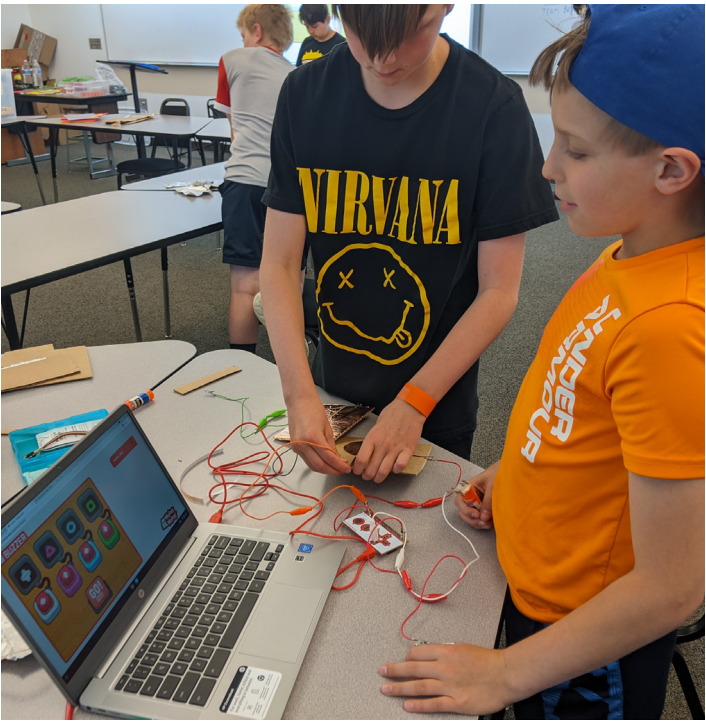


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\*All photos in this publication (except page 14) were taken by MVSCH staff





**Letter from the Director**  
**Sarah Whiteside**

(she/her)



August 3, 2022 marks our second year as Oregon's youngest STEM Hub and what a year it has been!

We've grown by leaps and bounds in nearly every area of our work this year. As we've expanded our portfolio of programming to achieve our mission of elevating STEM/STEAM and CTE opportunities throughout the region to reach every student - particularly those furthest from opportunity - we've made great strides.

I'd like to highlight a few of the key players that have contributed to our success, beginning with each member of the Mid-Valley STEM-CTE Hub staff. I have the profound privilege and honor of working with an extraordinarily devoted and talented team of professionals who help make this important work possible.



**Chris Singer,**  
(he/him)  
Program Coordinator

Chris has been with MVSCH since its inception and is the lead for our innovation work in Early Learning STEAM Education, Rural STEAM Leadership, STEM Beyond Schools, Computer Science and Digital Literacy, and our recently launched Mobile Makerspace. Chris brings his passion for STE(A)M and project-based learning to make content accessible and equitable for everyone. From creative uses for a cardboard box to learning about electricity with a slice of pizza, this self-described 'playologist' brings learning to life. Connect with Chris directly to invite him to your school or program at: [singerc@linnbenton.edu](mailto:singerc@linnbenton.edu)



**Danielle Jarkowsky,**  
(she/her)  
Business and Industry Outreach  
and Equity Specialist

Danielle is the newest member of the team and joins us to lead our career-connected learning portfolio. In her first few months with us she has led micro job shadows for middle school students, taken teachers on externships to learn about local construction and manufacturing employers, and is currently developing a suite of paid internships for Lebanon high school students in healthcare. If you'd like to help connect your students with the world of work, Danielle knows Oregon's Career-Connected Learning Framework like the back of her hand! She can be reached at: [jarkowd@linnbenton.edu](mailto:jarkowd@linnbenton.edu)



**Forrest Johnson,**  
(he/him)  
Lending and Makerspace Librarian

Forrest has built - and continues to curate - our growing collection of STEAM and CTE tools and resources that is available to any educator in the region. You can check out a classroom set of microscopes or micro bits, hammers and measuring tapes or books featuring trailblazing steminists...and he can provide you with lesson planning to bring these great hands-on activities into your curriculum! Forrest also oversees our makerspace resources and can help you get one off the ground if you're looking to bring a makerspace to your school or organization. To check out the library or get making support, you can reach Forrest at: [johnsof@linnbenton.edu](mailto:johnsof@linnbenton.edu)



**Kacey Montgomery,**  
(she/her)  
Marketing Specialist

From marketing intern for the Hub to her new full-time role on staff, Kacey has been with us from the outset. She's the head podcaster for our innovative representation project, Closing the Gap, which highlights the everyday heroes who are women and gender minorities working in STEAM and CTE careers. Kacey also leads our social media, marketing, communications, and a career awareness video project, A Step Ahead. (She even [grows sweet potatoes in jars](#) and the internet goes wild!) To learn more about any of these resources for your students or for help sharing your good STEM / CTE news on our channels, you can reach Kacey at: [montgok@linnbenton.edu](mailto:montgok@linnbenton.edu)

In addition to this great team, we've also got a truly terrific group of Leadership and Action Team members who give generously of their time and talents to help us orchestrate our collective efforts and take action for equity.

There are so many who have contributed to the successes highlighted in this annual report and I am grateful for the time and commitment of each and every one. Thank you for your support and we look forward to doing this good work together in the upcoming year.

-Sarah  
[whitess@linnbenton.edu](mailto:whitess@linnbenton.edu)



**Janice Hardy,**  
(she/her)  
Fund Development Manager

In the six short months since Janice has joined the team, she's helped us to write (and receive!) several grants to support our programs. Janice oversees the multiple and complex dimensions of grant researching, writing, reporting, and more to help ensure the long-term sustainability of our work. Janice works closely with partners across our ecosystem and region to share opportunities and help make the often complex and barrier-ridden world of grants more accessible. If you'd like to learn more about how you can support any of the programs highlighted in this report, please contact Janice at: [hardyj@linnbenton.edu](mailto:hardyj@linnbenton.edu)



**Kelsie Szeszulski**  
(she/her)  
Administrative Assistant  
Program Assistant  
Event Specialist

Kelsie wears many hats for us as our Administrative Assistant, Program Assistant, and Events Specialist. When she's not helping to balance our books, she can be found circulating Lending Library check-outs, providing STE(A)M/CTE outreach at community events, or working with Chris in classrooms from Blodgett to Sweet Home to support hands-on design thinking and learning for youth of all ages. If you'd like to learn more about how to bring the Hub to your school or event, Kelsie is at: [szeszuk@linnbenton.edu](mailto:szeszuk@linnbenton.edu)

# At a Glance...

Our aggregate numbers across these metrics from January 2021-January 2022 reflect growth in all domains.

3,144

Linn and Benton county educators participated in Hub PD.

5,248

Number of Educator hours spent in Hub PD and programs.

4,893

Projected number of students impacted by educator PD participation.

50

Estimate of teachers who benefit from the Educators' Lending Library.

2021-2022

66

Industry volunteers participated in Hub activities.

2,500

Estimate of students who benefit from the Educators' Lending Library.

6,459

Students participated in Hub-supported programs.

\$230,928

Grants and sponsorships for 8.3.20-6.30.21. (non-ODE funds) <sup>1</sup>

\$617,679

Grants and sponsorships for 7.1.21-6.30.22. (non-ODE funds) <sup>1</sup>

1. Non-ODE Funds refers to funding obtained from sources other than the Oregon Department of Education.



## Staffing



Our team has grown from two staff to nine positions in our first 22 months. We currently have five full-time and four part-time positions overseeing the following areas of responsibility:

Director - FT  
 Program Coordinator - FT  
 Marketing Specialist - FT  
 Business and Industry Outreach and Equity Specialist - FT  
 Makerspace and Lending Librarian- FT  
 Fund Development Manager - PT  
 Administrative Assistant - PT  
 Program Assistant - PT  
 Event Specialist - PT

The Hub's investment in staff has facilitated our growth and reach, providing us with the capacity to implement meaningful programming across our broad region and mission.

## Mid-Valley STEM-CTE Hub Partners

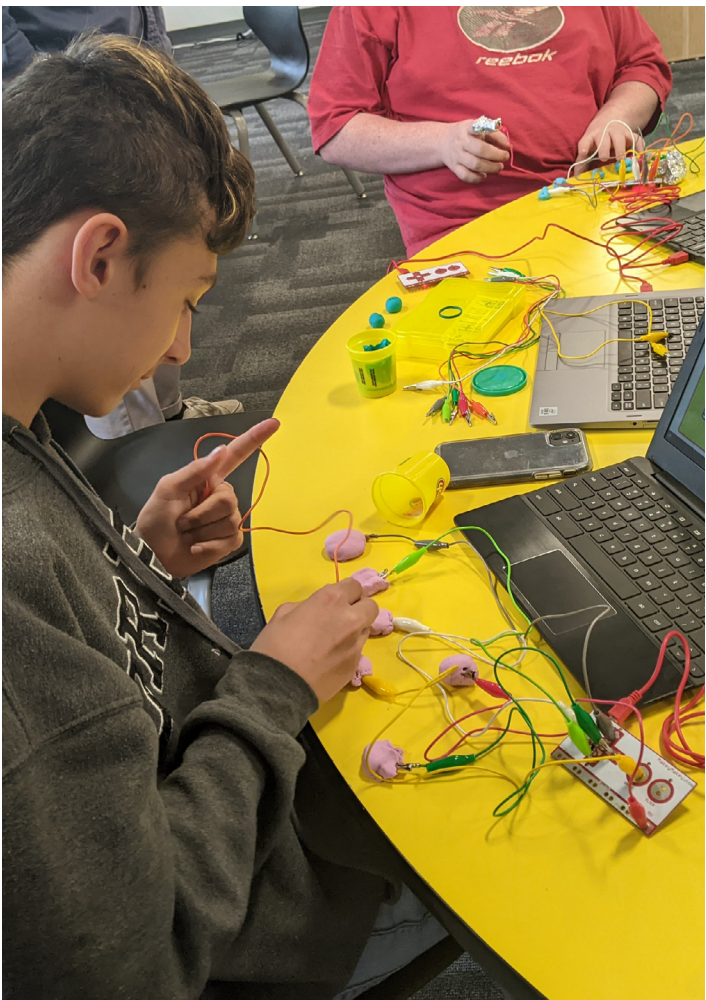
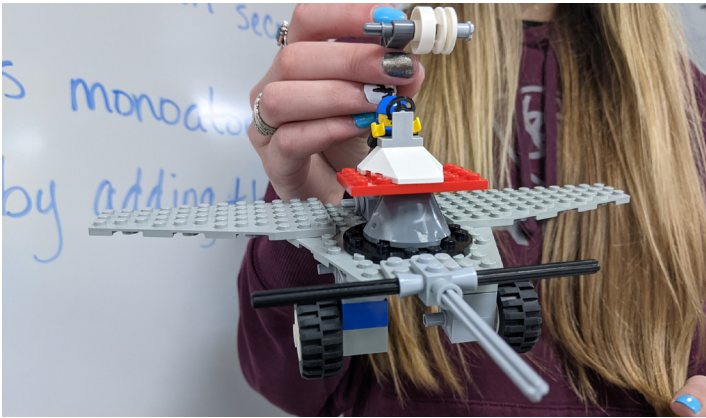
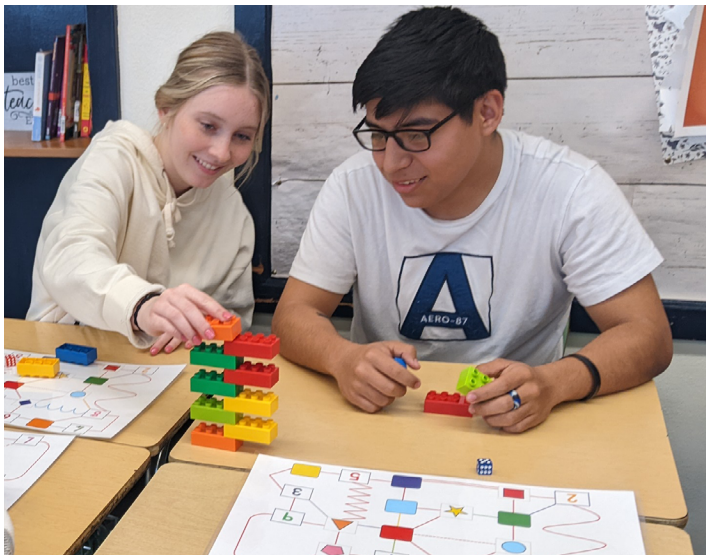




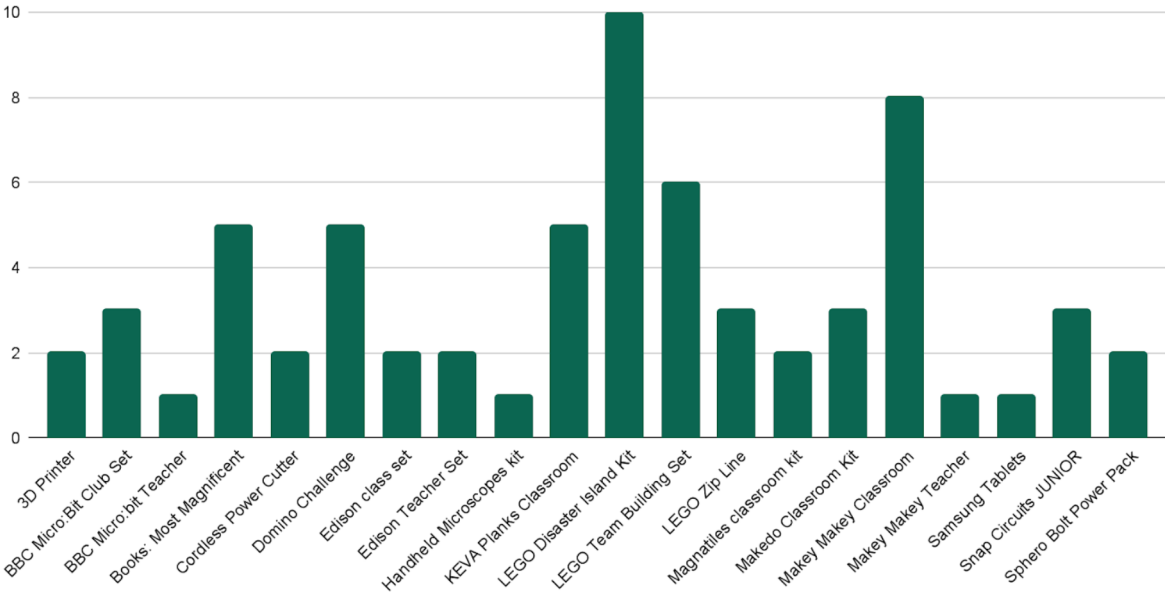
# Educators' Lending Library

We launched the STEM Educators' Lending Library in October of 2021 and have been regularly checking out 2-4 classroom kits a week, serving over 2,500 students in more than 14 different PK-12 schools, clubs, and summer camps. The library's collection has grown to include over 100 available items, and includes more than 30 full classroom kits, as well as piloting 3D printer checkout and curriculum. We have also developed procedures and workflows for cataloging and circulation, and trained a circulation assistant.

We estimate that the Educators' Lending Library has served 2,500 students in its first year alone! Our goal with the Educators' Lending Library is to create greater equity across our educational landscape in Linn and Benton counties by providing shared access to high-quality STEAM materials and curricula at no cost.

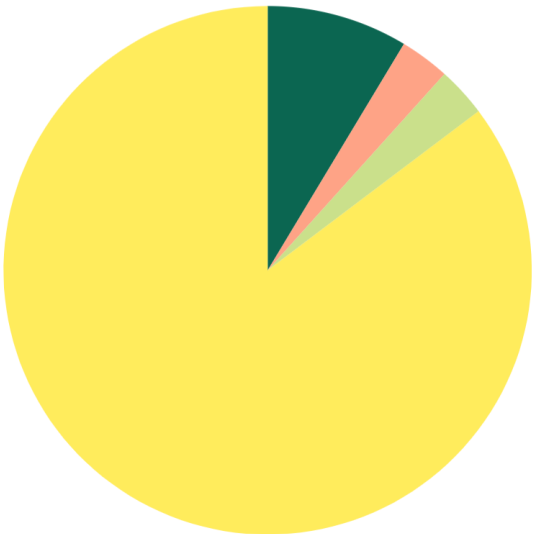


Count of Items Requested



Patron Roles

Administrators Librarians Youth Transition Specialists Teachers

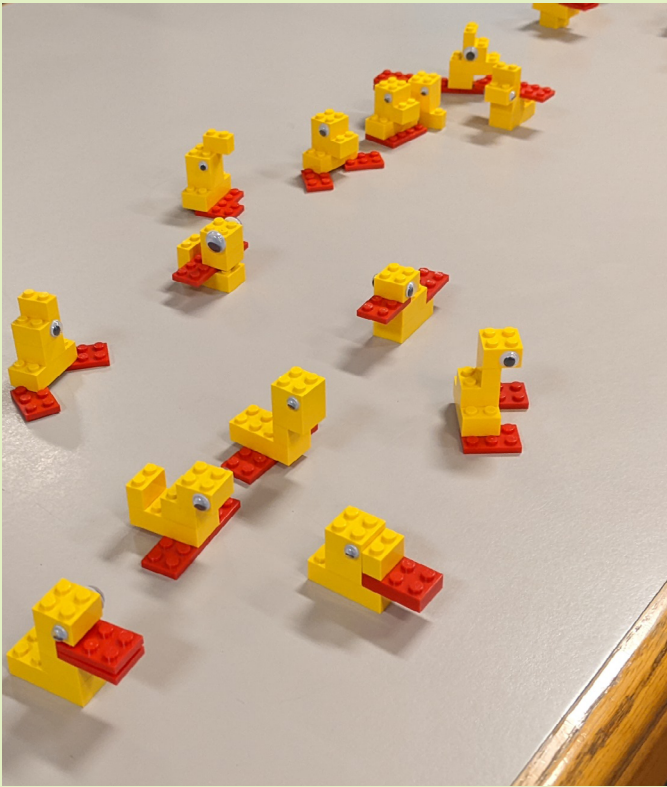




# STEM BEYOND SCHOOLS

Through this Oregon Department of Education innovation grant program, the Mid-Valley STEM-CTE Hub works with local afterschool & outside-of-school teachers (OST) and provides stipends to participate in 50 hours of research-based, responsive STEAM professional development tailored to the interests and needs of each 30-person educator cohort. Our intention is to participate each biennium and build a local cohort of STE(A)M afterschool & informal educators by getting them involved in SBS. This local cohort can continue to grow and become a professional learning community for the region.

Our SBS cohort for 2021-2022 consisted of staff from Lebanon Public Library, Corvallis Boys & Girls Club, Boys & Girls Club of the Greater Santiam and Western Oregon University. They completed 50 hours of professional development in STEM pedagogy for out-of-school educators working with underserved populations. Mini-grants (\$800 max) went out to each of the SBS Cohort participants and one organization outside the cohort (Albany Boys & Girls Club).



***"Through the SBS community, Boys & Girls Club of Corvallis was able to further develop the connection we had with the Boys & Girls Club of the Greater Santiam, as well as form a relationship with Chris Singer at the Mid-Valley STEM-CTE Hub. These connections/relationships helped us further develop the STEM curriculum we offer throughout our programs."***  
~ Camryn Kimberly

***"We made connections with Rainbow Dance Theatre, Wildlife Safari and Chris Singer from the Mid-Valley STEM-CTE Hub... all of whom provided programs for the Lebanon Public Library in the summer of 2022."***  
~ Darcy Smith

# COMPUTER SCIENCE / DIGITAL LITERACY

For this innovation grant, our efforts have focused on working with a school district to assist in the implementation of a K-12 computer science curriculum (including identification of pathways, tech needs, leadership support, and community partnerships).

From there, the hope is to scale up efforts throughout the region with future funding. We began work last year with the Philomath School District on the development of a K-12 STEAM program, which consists of these computer science & digital literacy efforts.

Through a partnership with CSforALL (Computer Science for All), our Program Coordinator, Chris

Singer, attended eight hours of training to become certified as a SCRIPT facilitator (SCRIPT = Strategic CSforALL Resource & Implementation Planning Tool) that will help Philomath begin the process of a completing a K-12 Computer Science plan. SCRIPT work with the Philomath School District began in August and will continue through monthly events throughout the school year.

In conjunction with this K-12 effort, we will launch a Bee-Bot Pilot Project this fall that will introduce robotics and computational thinking into early childhood and early elementary schools (Pre-K through 2nd). We have partnered with the Philomath School District and Sand Ridge Charter School for this pilot project starting in the fall.





# Early Learning STEAM Education

The goal of this innovation grant through the Oregon Department of Education is to raise the understanding of Early Childhood STE(A)M through advocacy and messaging as well as to provide STE(A)M-related training support to early childhood educators, providers, and parents.

Through a partnership with Family Connections, Oregon Coast STEM Hub, and the Northwest STEM Hub, we kicked off our 'STEAM Cohort' professional development series from February-May of 2022 with 51 (33 from Linn & Benton) pre-K teachers from Linn, Benton, Lincoln, and Clatsop counties. This series of four 90-minute workshops focused on integrating STE(A)M in early childhood settings and curriculum. Participants explored age-appropriate STE(A)M activities to promote inquiry-based learning opportunities for young children and learned tangible ways to invite young children to observe, explore, investigate, problem-solve, and experiment.



**"I now understand the benefits of providing my students and their families with daily STEAM activities!"**  
~ Rachel Cherep

**"Thanks so much. I can't even express how amazing and awesome this training is. I have been in the field for 20 years and the training gets old, but you bring a fresh perspective and new information."**  
~ Aimee Anderson

**"This course really expanded my ideas on how to facilitate creative play!"**  
~ Janice East

# Rural STEAM Education

This year we brought together 26 K-8 rural and remote administrators and educators in regional Rural Learning Collaboratives to participate in professional development that increases equitable access to STEAM education resources, opportunities, and funding to historically marginalized rural and remote communities, while also building new platforms and pathways for rural educators to lead and network at the regional and statewide level.

**"The skills I learned, and the resources, can be used for a multitude of audiences (formal, non formal education, adults and children, my classroom and other venues); it is time well spent and high value."**

**"For a two-day event it was one of the most informational and worthwhile classes that I have taken in my 25 years in education."**

**"This experience was nothing short of AMAZING! The facilitation and information were gold. Being compensated for our time was such an incredible component. Teachers are not accustomed to it, but it makes perfect sense. Educators are often expected to give their time. This opportunity made me feel like an honored professional. That is not the norm."**



## Biggest Takeaways:

**"Collaboration is key; I can be a driving force for strong collaboration in my building or a in a workshop."**

**"Honestly, my biggest takeaway from this was the importance of creating an environment where participants feel safe to learn. I hadn't really focused on that vulnerability before."**





## Career-Connected Learning: Culturally-Specific Job Shadows

We implemented a culturally-specific Micro-Job Shadow Program pilot during spring of 2022 for 22 Latinx middle school students at Calapooia Middle School. In partnership with Greater Albany Public Schools through a Youth Development Division grant, MVSCH collaborated with Casa Latinos Unidos to recruit and train Latinx mentors. The mentors met with students in small groups over Zoom with a mentor who told their life stories in a relatable and inspiring way to students. Students were able to ask questions about anything from career opportunities to personal motivation. Here is what a few of the students had to say about their experience...



***"I liked how honest they were with their responses and explained how not everything will be easy and you must work towards your future."***

***"It has shown me that it's fine to be some of the first people to go to college in your family and that there may be struggles, but just ask for help."***

***"This has informed my career goals because my mentor is telling us to follow our dreams and not let people push you down."***



## Career-Connected Learning: Educator Externships

This program provided an opportunity for local educators to learn about industries and bring what they learned back to their classrooms in order to expose students to potential career paths in local industry. In June 2022, we were able to host our first twelve K-12 educators from Linn and Benton Counties for our Educator Micro-Externship program. The participating industries were Knife River Training Center, Concept Systems, Lazarus 3D, Albany/Millersburg Water Reclamation Facility, and VallisCor. Externship visits included a tour and an information session covering workforce trends, hiring/recruiting practices, in-demand skills, work activities, education/job training, and pay scale.

***"My initial idea is to highlight one of the STEAM categories each month..."***

***"I'm hoping to set up something similar to this micro-externship with interested students."***





# Summer Camps

The Hub collaborated with the Linn-Benton Community College Summer Camp program to offer STEAM camps to youth in the Linn and Benton county communities. Through the support from local school districts and from state grant funds administered through the Oregon Association of Education Service Districts, MVSCH has been able to provide this program to youth in our region free of charge to those who attended.

Our camps are inclusive for students ages 10-18 from a diversity of backgrounds, economics, races, ethnicities, and geographies across the Linn-Benton area. Students have the opportunity to participate in programs that challenge, educate, and inspire. Engaging students in equitable summer programming makes a significant impact in the lives of youth as they consider postsecondary pathways for academic and career success....and have fun!

## Makey Makey Camp

Our Program Coordinator, Chris Singer, a certified Makey Makey instructor, ran a four-day Makey Makey camp where students designed and created their own video game controllers, and musical instruments.



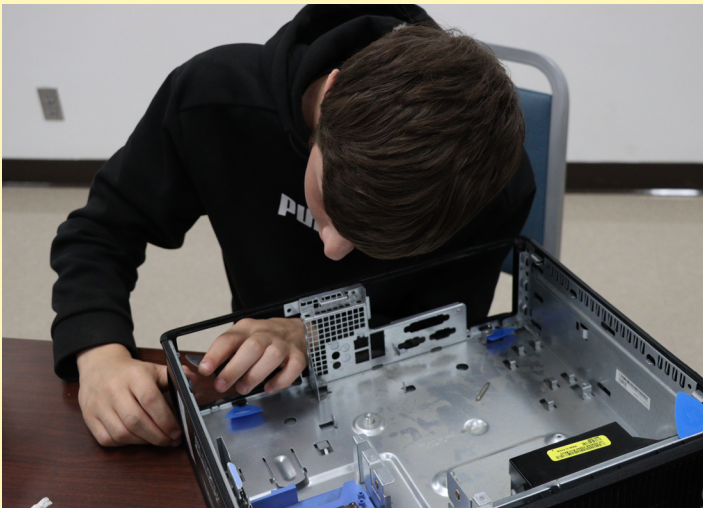
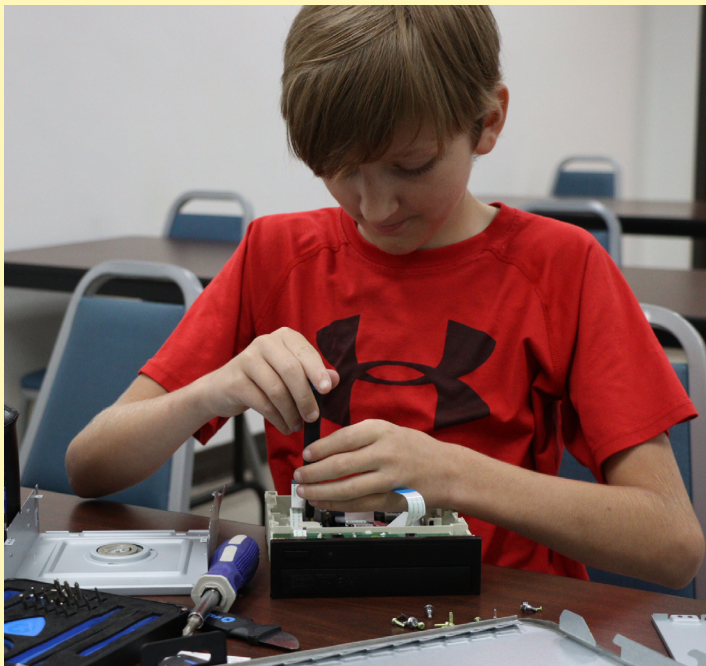
## Maker Camp

Maker Camp, led by Forrest Johnson, was able to host 25 students for a four-day camp. Students used cardboard, foam, an assortment of office supplies, Strawbees, BBC Micro:bit, Robotic Connections and 3D printing to create table top mini-mini golf courses. Students went through the design process, from planning and prototyping to building and testing. They learned the iterative process of design, teamwork, and made some amazing golf courses in the process!



## Take Apart Camp

In our Take Apart Camp, students disassembled and reassembled a wide range of mechanical and electronic items including: mechanical pens and pencils, PC computer towers, robots, radios, electric guitars, bicycles, office chairs, and much more! They were encouraged to experiment, and got experience working with a wide range of tools. Things got messy and the students learned how important organization is if you want to put things back together.





# Makerspace

mak·er·space

[mākər spās]

NOUN

**makerspace** (noun) · **makerspaces** (plural noun)

A communal workshop in which people gather to work on projects while sharing ideas, equipment, and knowledge. Makerspaces emphasize equity, collaboration, creativity, discovery, and STEAM-based learning; they allow people to enter with an idea and leave with a complete project.

## Albany Public Library Makerspace



The Mid-Valley STEM-CTE Hub contributed to the construction of the Albany Public Library’s makerspace which opened in April 2022. Forrest Johnson, our Makerspace & Lending Librarian, teamed up with April Spisak, Children’s Librarian, and the APL team to coordinate, plan, and outfit the space. The space, features a 3D printer, sewing machines, and a variety of other materials for young makers! In addition to supporting the creation of the makerspace, we worked with APL to provide STE(A)M-themed ‘Take and Make’ kits to be distributed monthly throughout the Linn County Library Consortia region.

## Mobile Makerspace



With the launch of our Mobile Makerspace, we are looking forward to bringing high-quality STE(A)M and CTE programming directly to youth and families across Linn and Benton Counties. A big shout out to Central Willamette Credit Union for their generous contribution in support of this program. CWCU’s sponsorship helped us purchase this van which allows us to provide our growing library of tools, projects, and hands-on learning directly to patrons’ doors.

The Mobile Makerspace made its first outing to Maxtivity in Philomath in September 2022. Keep an eye out for the Mobile Makerspace coming to your community soon!



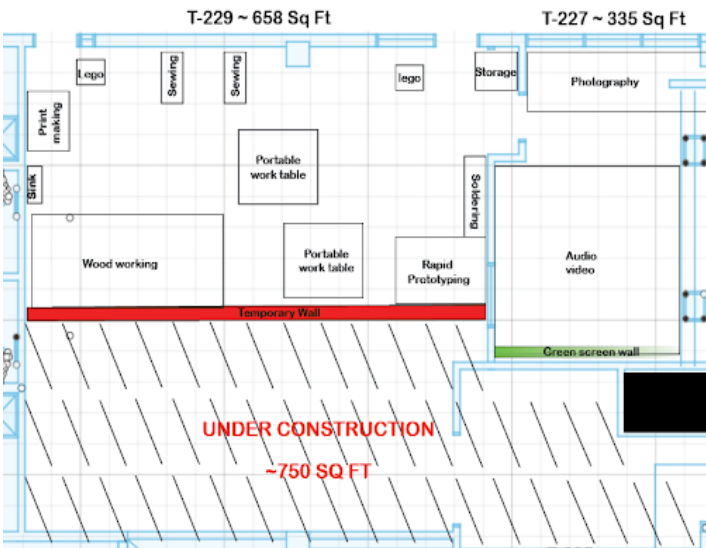
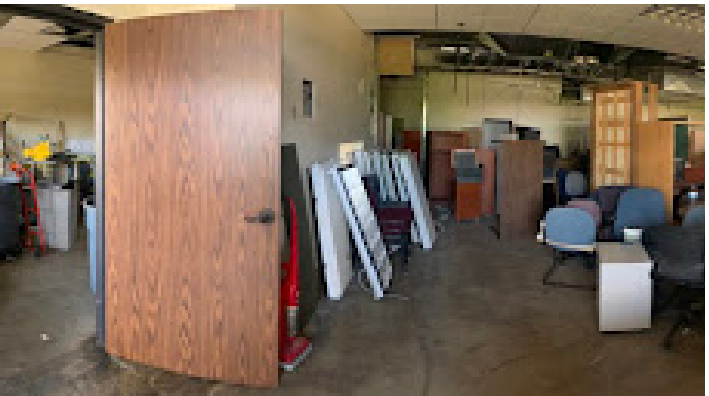
## Maker and Innovation Learning Lab

The MILL will be a space for projects big and small, hosting equipment for rapid prototyping (3D printing and laser cutting), fiber arts, electronics, and more. Most importantly, the MILL will support collaboration, experiential learning, and open, constructivist pedagogy. We envision the MILL to be a shared place for our communities in Linn and Benton counties to explore possibilities, develop skills, solve problems, and create beauty - a space that fosters courage, kindness, and generosity.

Follow the progress and stay posted on programming and other MILL developments on our social media or reach out to our Makerspace and Lending Librarian. We look forward to welcoming current and future Makers and Innovators soon!

## How It Started / How It’s Going.

The future home of the MILL has been used as a storage space on the Albany campus of LBCC for >12 years (shown below) but will soon be transformed into our collaborative MILL makerspace! Thanks to all our partners and supporters - and the LBCC Facilities Team - for helping us bring this resource to life.



MILL Phase 1 Concept Sketch





## MVSCH CTE Scholarship

Congratulations to the 2022 Mid-Valley STEM-CTE Scholar, Colby Hill!

Colby Hill was awarded the annual Mid-Valley STEM-CTE Hub two-year, renewable LBCC CTE Day Scholarship. Colby is a graduate of Santiam Christian School and is enrolled in the Practical Business Management program at Linn-Benton Community College.

The Hub is proud to sponsor CTE program scholarships awarded to graduating seniors from Linn or Benton County high schools that attend CTE Signing Day and have been accepted to a qualified CTE program at LBCC.



## Closing the Gap

As part of our effort to bolster diverse representation of women working in STE(A)M and skilled trades, we launched Season 2 of our podcast, Closing the Gap, in October 2021. Season 2 was reformatted to incorporate student participation into the production of the show. West Albany High School student and Oregon High School Journalist of the Year, Tori Thorp, joined the podcast for four episodes as the interviewer. The second season consisted of thirteen episodes highlighting women and gender minorities working mainly in STE(A)M and the skilled trades.

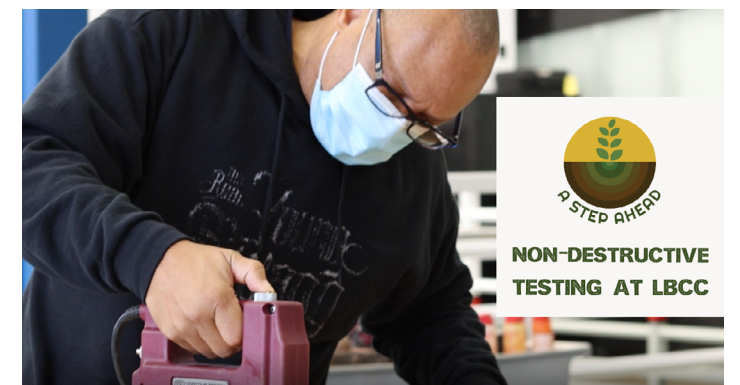


West Albany High School student, Tori Thorp



## A Step Ahead

In order to create access for students to places that they otherwise could not visit during Covid, the video project, A Step Ahead, was launched in November 2021. The objective of this project is to provide a widely accessible behind-the-scenes look for students, educators, families, and the community about STE(A)M, skilled trades, and manufacturing career options available in the Mid-Valley region. We are continuing to produce this video series as we emerge from Covid as we believe this resource has enduring value by allowing students and families to learn about opportunities on their own timeline.





# Meet our Translator, Patricia Martinez!



Patricia Martinez works closely with our team to provide accurate, high-quality Spanish translations of our newsletter, social media, and website.

## Tell us a little about yourself.

My name is Patricia Martinez, originally from Lima, Peru. I immigrated from my native country in April 2002 with my little 5-year-old daughter. Despite having an Architect degree from my country of origin, my limited knowledge of the English language was a barrier, so I could not access jobs where I could use my professional knowledge in that area and much less participate in the education of my daughter, who began her journey in the US educational system in Kindergarten. The frustration of being able to understand more than I could communicate verbally was immense. I began my studies in the English as a Second Language program at Lane Community College while practicing my English skills at my first job as a restaurant hostess in the city of Eugene. In 2008, I moved to Albany where I started working as a translator with Greater Albany Public Schools. This was a great opportunity to create translation and interpretation processes in a school district that was facing growth in its Hispanic population. I continue to be part of a great team that works hard to reduce language barriers between families and schools and enable a beneficial partnership for student success.

## Why is it important to provide professionally translated content in Spanish in this region?

My experience as a mother, an immigrant, and as an English learner myself, in a region of the US where help for Hispanic parents was very limited, has made my “new” profession as a Translator/Interpreter a passion. I know firsthand the frustrations of not knowing the educational system, culture, and forms of communication in what has become my new home. I remember receiving poor quality translations from my daughter’s school and feeling almost insulted because I felt that my opinion didn’t matter enough for them to provide me with quality translations. Also, I thought, “This is an educational institution. Shouldn’t the quality of writing and how this communication reaches families be a priority?” That question is the one I think of every time I work on a translation. The quality of interpretation and translation in schools is a matter of respect and represents the image of the ENTIRE district.

## What would you like people to know about the MVSCH?

I would like our Hispanic families to know that there are many opportunities for our sons and daughters (especially them because of the low representation) to get involved in Science, Technology, Engineering and Math activities. Areas, that for some parents, are not explored. My daughter decided to become an Architect and while she was in school she had some positive interactions with teachers who told her: “You are good at math. Maybe you would be interested in exploring what careers require those skills.” If I myself had had the opportunity to read about MVSCH in my language when she was younger, I would have been encouraged to do the fun and easy activities that can be done from home. I hope that having these pages translated encourages more families to share more learning with their children and encourages their children to maintain that curiosity that is the beginning of every scientist.

### Contact information/ Información de contacto:

Email/ Correo electrónico:  
[ptarrillo40@hotmail.com](mailto:ptarrillo40@hotmail.com)

Phone/ Teléfono:  
541-981-4489

## Now Available in Spanish!

As part of an effort to be more accessible and inclusive to our Spanish-speaking community, our monthly newsletter is now available in Spanish. We now also have an all-Spanish version of our website. To promote equity and inclusion, the Spanish site will look exactly the same as our original English site, offering the same content and resources, but fully in Spanish. Spanish speakers can now visit [www.midvalleystem.org/es](http://www.midvalleystem.org/es) or go to [www.midvalleystem.org](http://www.midvalleystem.org) and select “Spanish” on the



## Cuéntanos un poco sobre ti.

Mi nombre es Patricia Martinez, original de Lima, Perú. Inmigre de mi país natal en abril del 2002 con mi pequeña hija de 5 años. A pesar de contar con mi pequeña hija de 5 años. A pesar de contar con mi diploma de Arquitecta de mi país de origen, mi limitado conocimiento del idioma ingles fue una barrera, para que pudiera acceder a trabajos donde pudiera usar mis conocimientos profesionales en esa área y mucho menos de participar en la educación de mi hija, que inicio su camino en el sistema educativo de los EE. UU desde el kínder. La frustración de poder entender más de lo que podía comunicar verbalmente fue inmensa. Empecé mis estudios en el programa de inglés como segundo idioma en Lane Community College, mientras practicaba mis habilidades de inglés en mi primer trabajo como anfitriona en un restaurante en la ciudad de Eugene. En el 2008 me mudé a Albany donde empecé a trabajar como traductora en Greater Albany Public School, esta fue una gran oportunidad para crear procesos de traducción e interpretación en un distrito escolar que se estaba enfrentando a un crecimiento en su población hispana. Continúo siendo parte de un gran equipo que trabaja arduamente, para disminuir las barreras del idioma entre las familias y las escuelas y permitir una asociación beneficiosa para lograr el éxito estudiantil.

## ¿Por qué es importante proporcionar contenido traducido profesionalmente en español en esta región?

Mi experiencia como madre, inmigrante y yo misma como estudiante de inglés en una región de los EE.UU. donde la ayuda a padres hispanos era muy limitada, ha hecho que mi “nueva” profesión como Traductora/Interprete se convierta en una pasión, porque conozco muy cerca de las

frustraciones de no conocer el sistema educativo, cultura y formas de comunicación en este que se convirtió en mi nuevo hogar. Recuerdo haber recibido traducciones de la escuela de mi hija de muy baja calidad y de sentirme casi insultada porque sentía, que mi opinión no importaba lo suficiente para que me puedan proporcionar traducciones de calidad. Además, pensaba esta es una institución educativa, ¿no es acaso que la forma de escribir y de cómo llega esa comunicación a las familias algo que debería ser prioridad? Esa pregunta es en la que pienso cada vez que trabajo en una traducción. La calidad de la interpretación y traducción en las escuelas es un tema de respeto y representa la imagen de TODO el distrito.

## ¿Qué le gustaría que la gente supiera sobre el MVSCH?

Me gustaría que nuestras familias hispanas sepan que hay muchas oportunidades para que nuestros hijos e hijas (especialmente ellas por la poca representación) se involucren en actividades de Ciencias, Tecnología, Ingeniería y Matemáticas. Áreas que para algunos padres no son exploradas. Mi hija decidió convertirse en Arquitecta y mientras estuvo en la escuela, tuvo algunas interacciones positivas con maestros que le dijeron: “eres buena en matemáticas quizás te interesaría explorar cuales son las carreras que requieren de esas habilidades”. Si yo misma hubiera tenido la oportunidad de leer esta página de MVSCH en mi idioma cuando ella era más pequeña, me hubiera animado a realizar las divertidas y sencillas actividades que se pueden hacer desde la casa. Espero que el tener estas páginas traducidas anime a más familias a compartir más con sus hijos al mismo tiempo que aprenden y animan a sus hijos a mantener esa curiosidad que es el inicio de todo científico.







Regional Economic Projections

In fall of 2021, we surveyed a cross-section of business and education partners to identify priorities for career-connected learning and identified the following **priorities**:

**Business** would like to offer more:



- 1. Career counseling
- 2. Mentorships
- 3. Job shadows
- 4. Resume writing, job search skill building
- 5. Internships

**Education** would like to offer more:



- 1. CTE Programs of study
- 2. Work-based learning experiences
- 3. Industry guest speakers/classroom visits
- 4. Internships
- 5. Career counseling

And the following converging **barriers** to those offerings:

1. Time



2. Relationships



3. Resources



Business & Educator Voices

“Students don’t have an understanding of other careers outside of those that require a four-year degree.”

-Rachelle Bell  
Central Elementary


“When people think healthcare they automatically think ‘hospital’ but there are so many opportunities in long-term care. Not everyone is college-bound but that doesn’t mean they cannot start to develop skills they can build upon in an industry that needs people.”


-Mennonite Village


“We have partnerships with local businesses who are currently BEGGING for graduates, but we just don’t have many students in the pipeline.”

-Ken Dickson-Self  
Linn-Benton Community College

With economic projections for Linn and Benton County revealing the growth of **high wage, high demand occupations in STEM, STEAM, and CTE**, our pilot programs in 21-22 developed the capacity to resolve the barriers and meet the priorities of business and education in career-connected learning opportunities.<sup>1</sup>

Broad Occupation	Projected Annual Openings	Average Annual Salary	High	Low	Occupations include...
Construction 	479	\$ 58,336	Electricians \$ 85,336	Construction La-borers \$ 39,897	<ul style="list-style-type: none"><li>• Carpenters</li><li>• Painters</li><li>• Roofers</li><li>• Highway maintenance workers</li></ul>

Broad Occupation	Projected Annual Openings	Average Annual Salary	High	Low	Occupations include...
Health Care 	422	\$ 59,540	Diagnostic Medical Sonographers \$ 96,165	Nursing Assistants \$ 36,564	<ul style="list-style-type: none"><li>• Medical assistants</li><li>• Dental assistants</li><li>• Pharmacy techs</li><li>• Phlebotomists</li><li>• Massage therapists</li><li>• EMTs</li></ul>

Broad Occupation	Projected Annual Openings	Average Annual Salary	High	Low	Occupations include...
Installation, Maintenance & Repair (MFG) 	307	\$ 56,298	Electrical Power-Line Installers and Repairers \$ 98,374	Installation, Maintenance, and Repair Workers’ Helpers \$ 35,748	<ul style="list-style-type: none"><li>• HVAC</li><li>• Millwrights</li><li>• Mechanics</li><li>• Diesel engine specialists</li><li>• Telecom equipment installers and repairers</li><li>• Precision Instrument and equipment repairer</li></ul>

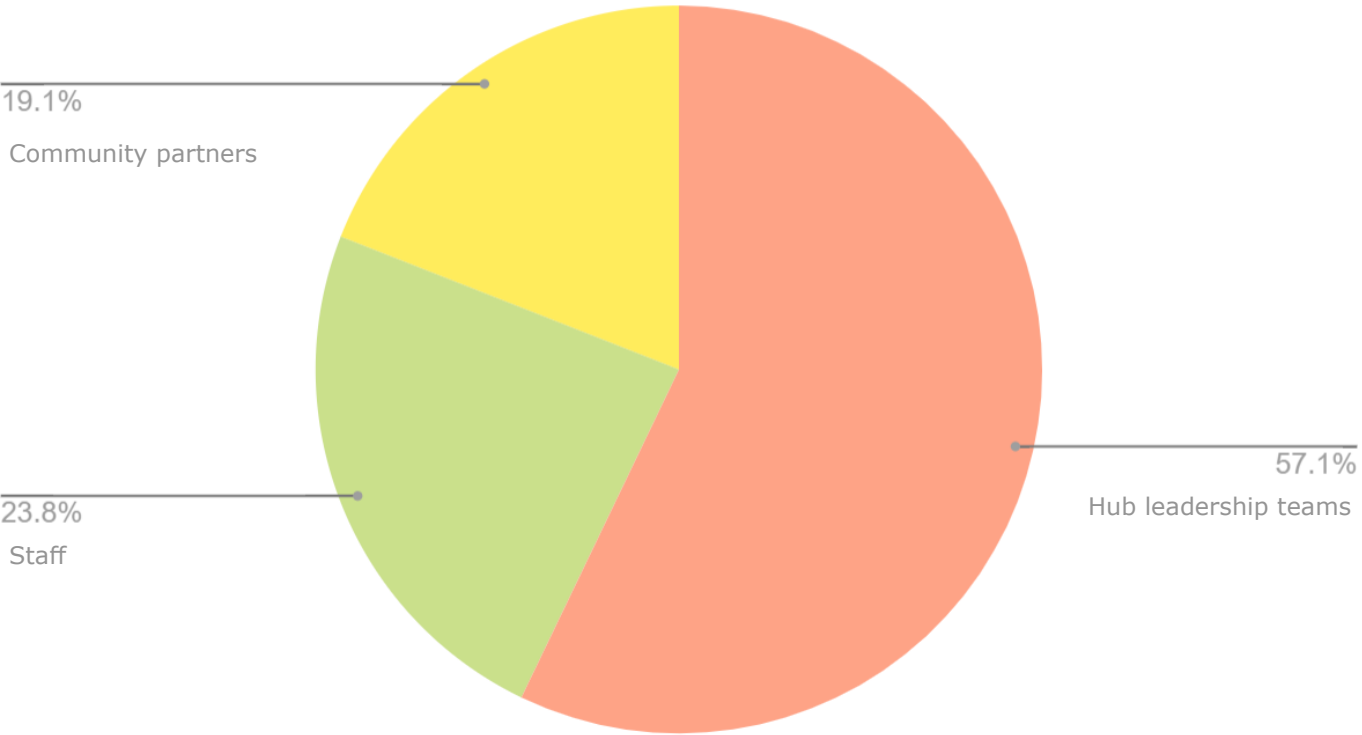
1. **Projected Openings in Linn & Benton Counties for STE(A)M and CTE Occupations for 2019-2029**  
Occupational data provided by Patrick O’Connor, Regional Economist (Marion, Polk, Yamhill, Linn, & Benton counties), Oregon Employment Department. Occupational data is gathered through the annual Occupational Employment Survey (OES) and Quarterly Census of Employment and Wages (QCEW); projections provided are for 2019-2029.

# Continuous Improvement Process

## CIP Report Highlights

MVSCH volunteer leadership, partners, and staff participated in the 2022 Continuous Improvement Plan (CIP) Self-Assessment for the Oregon Department of Education.

### Survey Responders



***"Resetting our infrastructure and how we operate this year was really important. There's been a great balance of resources with various board members and resources from the HUB doing more of the tactical work."***

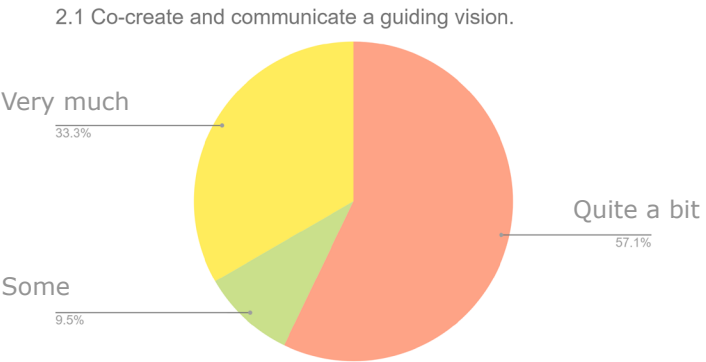
***"This Hub is in its first two years in the region, rebuilding after a disastrous initial launch. What it is doing particularly well is building the ecosystem of relationships across sectors throughout the region AND building the infrastructure to lend meaning, direction, and longevity to/for those partnerships."***

***"Focused efforts with BIPOC engagement."***

***"Growing educational resources for our community through the development of both digital and in-person programming."***

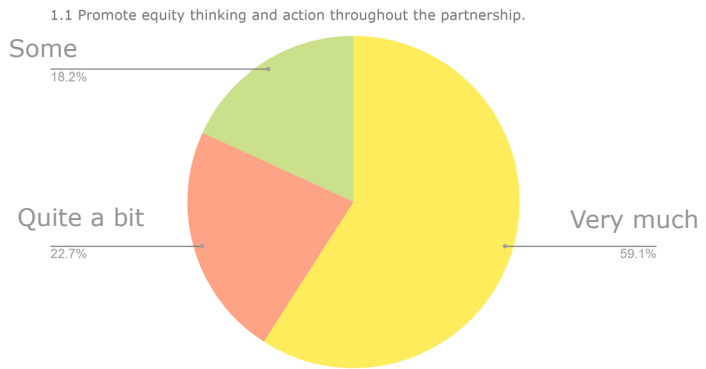
### Elevating Community Aspiration

The role of the Hub is to bring forward a vision for community impact through the work of the Hub. This involves facilitating community dialogue, fostering mutual understanding throughout the diverse partners within the region, involving the community in decision-making, and partnering with the community in the leadership of the work of the Hub. How much does MVSCH exhibit the following aspects of ELEVATING COMMUNITY ASPIRATION?



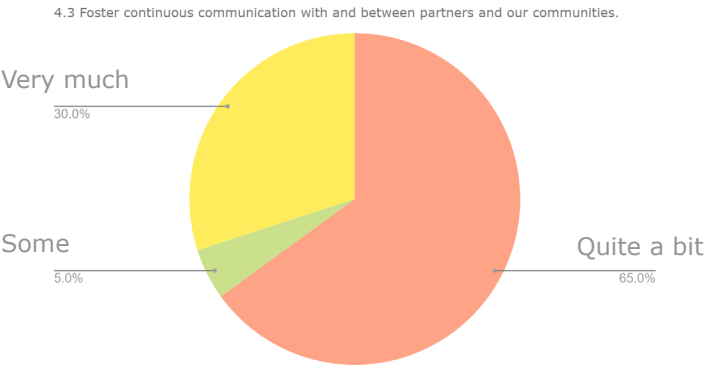
### Taking Action for Equity

The role of the Hub is to elevate equity throughout the partnership. This involves building awareness and understanding, ensuring equity priorities are embedded in the work, developing and advancing approaches to build and sustain momentum toward equity. How much does MVSCH exhibit the following aspects of TAKING ACTION FOR EQUITY?



### Creating Inclusive Community Involvement

The role of the hub is to listen and respond to the needs of our communities. This includes providing a meaningful, lively, and respectful culture of interaction where there is as much listening as talking and where diverse community partners are seeking to engage, collaborate, and work together. How much does MVSCH exhibit the following aspects of CREATING INCLUSIVE COMMUNITY INVOLVEMENT?



### Leadership

All STEM Hubs are responsible for seven key domains:

1. Take Action for Equity
2. Elevate Community Aspiration
3. Cultivate Diverse Relationships
4. Create Inclusive Community Involvement
5. Foster Strategic Learning
6. Orchestrate Collective Efforts
7. Sustain Backbone Operations

To expand our reach in all seven of these areas this year we created four Action Teams: STEM Education, CTE Education, Business and Industry Engagement, and Equity and Empowerment. An additional twenty community members from a cross-section of industries and backgrounds joined our work to provide consultation and support to activate our mission more deeply and meaningfully into our communities.

# Thank you!

***A big 'thank you' to our partners, board members, and action teams.  
We look forward to working with you in 2022-2023!***

**Leadership Team:**

Kristin Adams  
Lisa Avery  
Tonja Everest  
Erik Fedler  
Debra Gale  
Kelly Goforth  
Shawn Hill  
Kristina Holton  
Kelley Kaiser  
Jennifer Kessel  
Marcia Latta  
Ryan Noss  
Chris Reese  
Victor Villegas  
Andy Villeneuve

**Action Teams:**

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Amy Burbee  
Michael Couch  
Gabe Diaz  
Erik Fedler  
Josefine Fleetwood  
Kelly Goforth  
Rynda Gregory  
Shawn Hill  
Christopher Hughbanks  
Jennifer Kessel  
Marcia Latta  
Oriana Mulatero  
Carrie Norris  
Chris Reese  
Franklin Roberts  
Juan Saucedo  
Darryl Thomas  
Alma Torres  
Anne Whittington

Concept Systems  
Corvallis - Benton County Public Library  
Corvallis Clinic  
Corvallis School District  
CSforALL  
Early Learning Hub for Linn, Benton, and Lincoln Counties  
Entek  
Family Connections LBCC  
Ford Family Foundation  
Greater Albany Public Schools  
Harrisburg School District  
Highland Woodshop  
Knife River Training Center  
Lazarus 3D  
Linn-Benton Community College  
Linn Benton Lincoln ESD  
LBCC Foundation  
LBCC College Work Experience  
LBCC College Technical Experience (CTE)  
LBCC Healthcare Occupations  
LBCC Summer Camp Program  
Lebanon Community School District  
Lebanon Fire District  
Lebanon Public Library  
Live Longer Lebanon  
Maxtivity Arts and Crafts Creative Space  
MidCoast Watersheds Council  
Monroe Public Library  
Monroe School District  
Northwest STEM Hub  
Oregon Coast STEM Hub  
Oregon Community Foundation  
Oregon Freeze Dry  
Oregon STEM  
Oregon State University Precollege Programs  
OSU College of Engineering  
OSU Department of Fisheries, Wildlife,  
and Conversation Sciences  
OSU Outdoor School  
Pacific Power Foundation  
Philomath School District  
Philomath Youth Activities Club  
Portland Community College  
Rainbow Dance Theatre / Darryl Thomas  
Samaritan Health Services  
Santiam Canyon School District  
Scio Public Library  
Scio School District  
Sweet Home School District  
Talent Maker City  
Valliscor  
Willamette ESD  
YMCA of Albany

**Partners:**

Albany/Millersburg Public Works  
Albany Parks and Recreation  
Albany Public Library  
Albany Public Schools Foundation  
Alsea School District  
American Association of University Women  
ATI  
Benton Community Foundation  
Boys & Girls Club of Albany  
Boys & Girls Club of Corvallis  
Boys & Girls Club of the Greater Santiam  
Brownsville Public Library  
Calapooia Watershed  
Casa Latinos Unidos  
Central Linn School District  
Central Willamette Credit Union  
CodeFellows  
College of Osteopathic Medicine of the Pacific North West  
(COMP NW)





# Mid-Valley STEM-CTE HUB



**2021-2022 Annual Report**

[www.midvalleystem.org](http://www.midvalleystem.org)

