CONSTRUCTING A BRIGHTER FUTURE

OVERVIEW

Constructing a Brighter Future (CBF) is a new collaborative Lane County project that creates single room transitional shelters for the unhoused. CBF builds from an existing network of CTE instructors, school districts, local transitional housing organizations, community-based organizations, industry, and workforce to align and support local housing shortages with the construction of 30 temporary shelters by June 2023. Constructing a Brighter Future not only supports a prioritized community need but is a workforce initiative that introduces young people to the multiple career pathways in high wage/high demand construction trades and provides them with hands on, work-based learning opportunities..

GETTING STARTED:

Constructing a Brighter Future model's success can serve as a blueprint for other communities to adopt. By replicating this model, we can work towards a brighter future for all. Interested individuals or organizations can follow the example of Lane County by forming partnerships with local industry and community partners through teaching of Career and Technical Education initiatives. This can include collaborating with local educators and industry leaders to provide work-based learning opportunities for young people in the construction trades, while addressing housing shortages for unhoused communities.

IDENTIFYING A NEED:

Starting with an introductory project before moving onto more advanced construction projects can help you develop a solid foundation of knowledge, skills, and relationships that will help you succeed in more complex projects in the future. In CBF, an introductory project of building 54 sheds was implemented in a response to the Holiday Farm Wildfire in 2020. With the experience gained from the introductory project, our team of stakeholders were able to progress into an intermediate project through building transitional shelters. Eventually, our goal to leverage our stakeholders into leading advanced projects such as a residential build led by industry partners.

1. Introductory Project

2. Intermediate Project
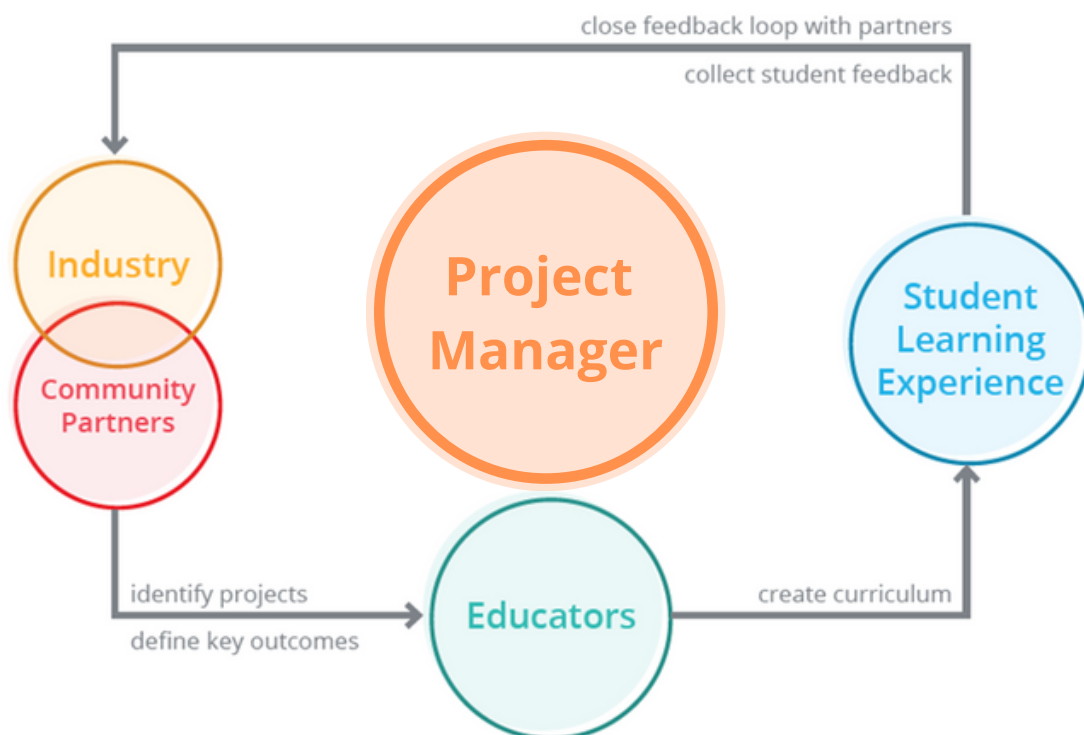

3. Advanced Project

GATHERING STAKEHOLDERS:

Constructing a Brighter Future involves multiple stakeholders who play critical roles in achieving success. Local school districts are the backbone of the program as they facilitate the instruction, curriculum, and mobilization of students.

CBF PARTNERS:

Lane Education Services District (ESD)
Lane Workforce Partnership (LWP)
Square One Village
Lane Community College (LCC)

Everyone Village
Pivot Architecture
One Hope
Richardson Media

close feedback loop with partners
collect student feedback

Industry

Community Partners

Project Manager

Student Learning Experience

identify projects
define key outcomes

Educators

create curriculum

BENEFITS TO STUDENTS

1. CBF OFFERS MULTIPLE RELEVANT PATHWAYS TO HIGH SCHOOL GRADUATION.

- Robust communication that informs families and programs.
- Program appeal to a broader range of students.
- Contextual core credit opportunities in CTE classes.
- All CTE Programs are available regardless of neighborhood school.

2. PREPARES STUDENTS FOR THEIR GOALS AFTER HIGH SCHOOL

- Students could earn a BOLI Lane PACT pre-apprenticeship certificate
- Students leave school with industry credentials, skills and knowledge they need to be competitive in the career they choose to pursue.
- Programs connect students to high wage, high demand work opportunities.

3. CONNECT STUDENTS TO THEIR COMMUNITIES

- Learning experiences are rooted in community.
- Students learn how to become a positive force in solving community problems.
- Learning is relevant and applied through Employability Skills

1. ADHERE TO WORKPLACE PRACTICES

(A) EXPLAIN AND FOLLOW WORKPLACE STANDARDS, RULES, AND REGULATIONS
(B) SHOW UP ON TIME AND PREPARED TO WORK
(C) DEMONSTRATE THE ABILITY TO TAKE DIRECTION, BE PROACTIVE, AND WORK INDEPENDENTLY

2. EXHIBIT PERSONAL RESPONSIBILITY AND ACCOUNTABILITY

(A) APPLY PROFESSIONAL AND ETHICAL STANDARDS OF THE INDUSTRY TO PERSONAL CONDUCT
(B) MAINTAIN INTEGRITY AND PROMOTE PERSONAL AND PROFESSIONAL INTEGRITY IN CO-WORKERS
(C) TAKE RESPONSIBILITY AND CARRY OUT WORK ASSIGNMENTS

3. PRACTICE CULTURAL COMPETENCE

(A) DEMONSTRATE AWARENESS OF ISSUES RELATED TO DIVERSITY, EQUITY, AND INCLUSION
(B) WORK EFFECTIVELY WITH COLLEAGUES OF DIFFERING ABILITIES, CULTURES, AND BACKGROUNDS
(C) DESCRIBE ISSUES RELATING TO WORKPLACE HARASSMENT
(D) MODEL BEHAVIORS THAT ARE RESPECTFUL AND SENSITIVE OF OTHERS

4. DEMONSTRATE TEAMWORK AND CONFLICT RESOLUTION

(A) DEMONSTRATE THE ABILITY TO COLLABORATE AND CONTRIBUTE TO THE WORK OF A DIVERSE TEAM
(B) EXPLAIN WHEN IT IS APPROPRIATE TO LEAD AND WHEN TO FOLLOW ANOTHER'S LEAD
(C) DEMONSTRATE STRATEGIES FOR RESOLVING ISSUES WITH COWORKERS

5. COMMUNICATE CLEARLY AND EFFECTIVELY

(A) LISTEN ATTENTIVELY, AND SPEAK AND WRITE CLEARLY TO CONVEY INFORMATION CORRECTLY
(B) INTERPRET INFORMATION AND INSTRUCTIONS PRESENTED IN VERBAL AND WRITTEN FORM
(C) DEMONSTRATE EFFECTIVE COMMUNICATION WITH COLLEAGUES, SUPERVISORS, CUSTOMERS, AND SUPPLIERS
(D) DEMONSTRATE THE ABILITY TO COMMUNICATE VERBALLY, IN WRITING, AND USING ELECTRONIC COMMUNICATION TOOLS

6. EMPLOY CRITICAL THINKING TO SOLVE PROBLEMS

(A) RECOGNIZE PROBLEMS IN THE WORKPLACE AND DIAGNOSE THEIR ROOT CAUSES
(B) DEVELOP WELL-REASONED PLANS TO SOLVE IDENTIFIED CHALLENGES
(C) APPLY AND FOLLOW-THROUGH ON PLANS TO ENSURE THAT PROBLEMS ARE RESOLVED

7. DEMONSTRATE CREATIVITY AND INNOVATIVE THINKING

(A) DEVELOP IDEAS TO SOLVE PROBLEMS IN NEW AND DIFFERENT WAYS
(B) INVESTIGATE ONE'S OWN AND OTHER'S IDEAS TO FIND THOSE WITH GREATEST APPLICABILITY
(C) DEVELOP AND DEPLOY PLANS TO IMPLEMENT NEW IDEAS IN THE WORKPLACE

8. DEMONSTRATE FLUENCY IN WORKPLACE TECHNOLOGIES

(A) DEMONSTRATE KNOWLEDGE AND APPLICATION OF GENERAL TECHNOLOGY SKILLS, INCLUDING HARDWARE AND SOFTWARE COMMONLY USED IN THE INDUSTRY
(B) USE ONLINE COMMUNICATION, NETWORKING TOOLS, AND SOCIAL NETWORKS TO ACCESS, MANAGE, EVALUATE, AND CREATE INFORMATION TO SUCCESSFULLY FUNCTION IN A KNOWLEDGE ECONOMY
(C) DESCRIBE AND DEMONSTRATE A FUNDAMENTAL UNDERSTANDING OF THE ETHICAL, LEGAL, AND SECURITY ISSUES SURROUNDING ACCESS TO AND USE OF INFORMATION TECHNOLOGIES

9. PLAN, ORGANIZE, AND MANAGE WORK

(A) IDENTIFY AN INTENDED PROJECT OUTCOME INCLUDING AVAILABLE INPUTS, MATERIALS, LABOR, TIMELINE FOR PRODUCING WORK, AND JOB-SITE OBLIGATIONS
(B) EFFECTIVELY PLAN, MONITOR, AND COMPLETE PROJECTS ON TIME AND WITHIN BUDGET USING AVAILABLE RESOURCES AND MATERIALS
(C) DEMONSTRATE ABILITY TO WRITE COHERENT REPORTS AND PROJECT SUMMARIES TO COMMUNICATE THE PROGRESS OF PROJECT WORK AND ITS ADHERENCE TO SCHEDULE

10. MAKE INFORMED CAREER DECISIONS

(A) IDENTIFY JOB AND ENTREPRENEURIAL OPPORTUNITIES IN THE INDUSTRY AND THE REQUIRED EDUCATION AND CREDENTIALS TO OBTAIN EMPLOYMENT
(B) SET SHORT- AND LONG-TERM CAREER GOALS BASED ON PERSONAL INTERESTS AND APTITUDES
(C) MAINTAIN A PROJECT PORTFOLIO
(D) DEVELOP A PROFESSIONAL RESUME
(E) EXPLAIN AND DEMONSTRATE HOW TO CULTIVATE AND MAINTAIN A PROFESSIONAL PRESENCE IN AN ONLINE ENVIRONMENT, INCLUDING THE APPROPRIATE USE OF SOCIAL MEDIA AND NETWORKING PLATFORMS

CONSTRUCTING A BRIGHTER FUTURE BENEFITS COMMUNITIES IN MULTIPLE WAYS:

- Provides additional housing units to be built for the most vulnerable population.
- Introduces young people to high wage/high demand trades in the construction sector.
- Valuable workforce skills will be taught to participating students with relevant hands-on lessons and work-based learning opportunities.
- Schools and young people can identify and problem-solve to better understand and support the community housing needs.

LEARN MORE AT:

- https://lanecte.org/programs/constructing-a-brighter-future/
- https://www.laneworkforce.org/constructing-a-brighter-future/

FOUNDING FUNDERS:

- Oregon Department of Education – CTE Revitalization Grant
- Oregon Community Foundation
- Lane County Economic Development
- Marie Lamform Foundation
- Future Ready Oregon – Prosperity 10K
- Roundhouse Foundation
- The Rotary Club of Eugene
- One Hope/Sheds of Hope
- Many Individual and Corporate Donors
- Donations can be made online here