DATA DRIVEN FEEDBACK LOOP
Network for Economic Opportunity (New Orleans)

FEEDBACK LOOP

Shared Result
(10+ years)

Number and % of working age African American men (WAAM) employed by anchor institutions

Key Drivers

Strategies

Anchor Collaborative
Opportunity Centers
HireNOLA Policy
Connect Works
BuildNOLA training
Disadvantaged Business Policy

3-6 Year Outcomes

Employment rate of working age African American men (WAAM)

Amount and % of working age African American men (WAAM) not in the labor market

WAAMs hired and retained for at least 6 months

City contracts requiring adoption of local hiring policy

Contracts/ dollars awarded to disadvantaged businesses

6-10 Year Outcomes

Number and % of working age African American men employed in industries with family supporting wages

Amount and % of revenue to African American owned businesses

Number and % of African American men receiving certifications and/or credentials

Number and % of contracts awarded to African American businesses

Number and % of African American men are earning family sustaining wages by 2025

Data Driven Feedback Loop
Network for Economic Opportunity (New Orleans)

Number and % of working age African American men (WAAM) hired and retained for at least 6 months

City contracts requiring adoption of local hiring policy

Contracts/ dollars awarded to disadvantaged businesses

Disadvantaged Business Policy
Result Statement: Multnomah County youth have the support and clear pathways they need to enter career training in construction and manufacturing.

Core Indicator: Number of students graduating from high school and moving on to post-secondary career training through supported pathways into construction and manufacturing.

Measurement Tool: Oregon Dept. of Education for graduation data; multiple sources for entry into career training including pre-apprenticeship programs, individual employers, and community colleges (no single comprehensive source identified)

Result

Plan

Factor Analysis (Story Behind the Baselines)

- In order to access these pathways students need information, encouragement and concrete guidance on next steps
- Educators typically do not have direct personal experience with trades/manufacturing pathways
- Direct personal relationships are often the key factor in connecting young people to these pathways
- There is a "break in the chain" between high school and entry into skilled trades/manufacturing due to systemic barriers, lack of awareness and stigma – as such young people often incur college debt or pursue lower-wage jobs after high school and take several years before entering trades/manufacturing training pathways.

Interventions/Strategies

- Intervention One: Educate educators about construction & manufacturing career paths (immersion experiences and materials/ tools)
- Intervention Two: Leverage successful education industry partnerships to identify and scale the practices that help students transition into construction & manufacturing careers


Strategy One

- Develop useful/engaging tools/visuals to portray these career pathways and inspire action and awareness among educators
- Plan and implement Industry for A Day event to provide an immersion in the construction and manufacturing pathways for high school counselors, principals, district leaders and school board members.
- Identify specific options for follow-up action commitments from those participating in Industry for A Day.
- Partner with Worksystems, Inc. to plan and promote a 3-day "externship" for high school educators in the summer.

Strategy Two

- Launch a Collaborative of programs focused on supporting high school students into construction and manufacturing pathways
- Affirm goals and measures and collect data from all participating programs
- Implement multiple PDSA cycles to test and identify effective practices in supporting students into these pathways
- Share/scale effective practices

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Status

To be completed based on progress.

Action Commitments

- To be completed based on progress