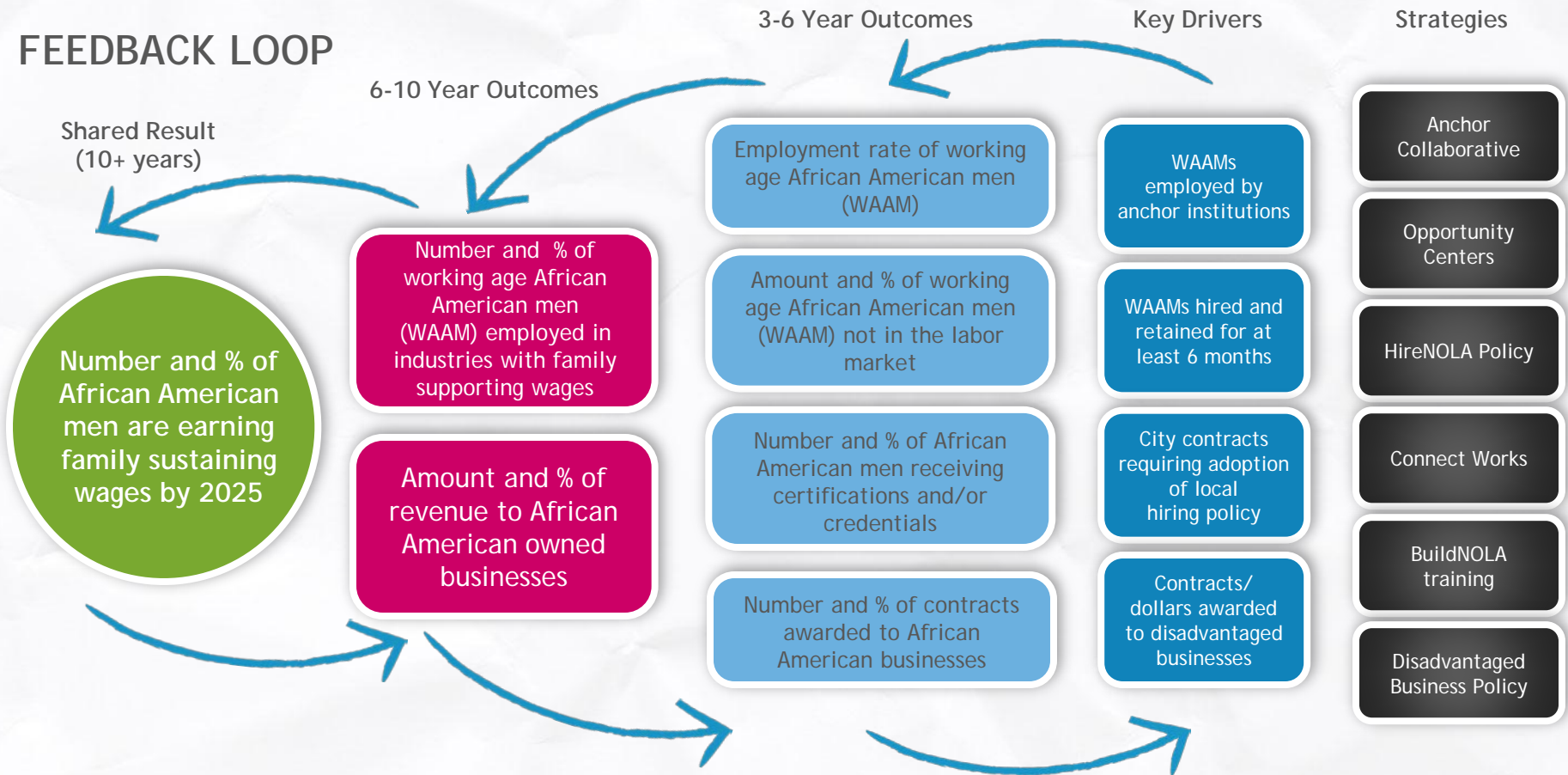


DATA DRIVEN FEEDBACK LOOP

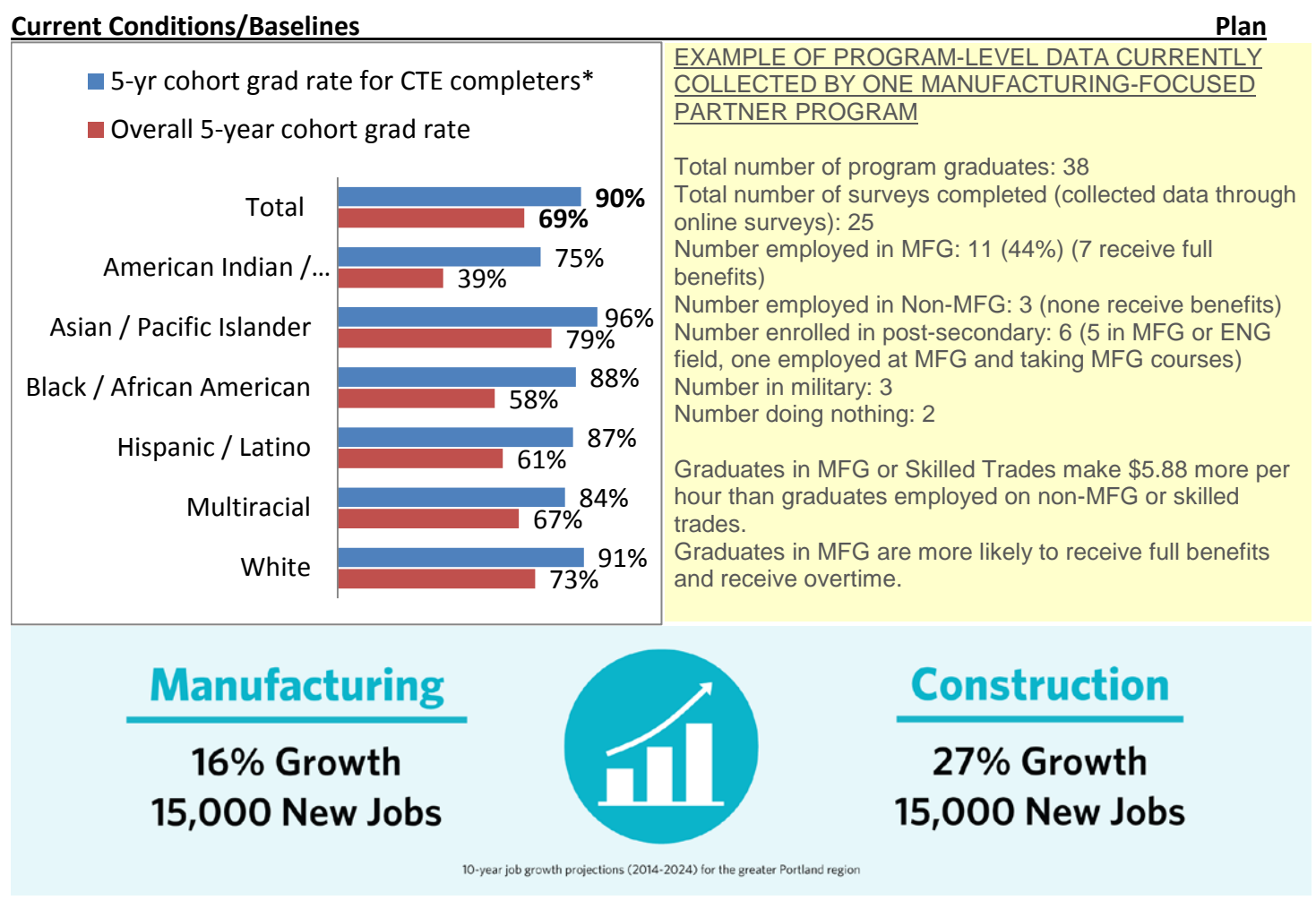
Network for Economic Opportunity (New Orleans)

FEEDBACK LOOP



Result **Plan**
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)

Factor Analysis (Story Behind the Baselines) **Plan**
 - 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 **Do**
 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

Action Plan (Who, What, When, Where & How) **Do**

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

Target(s) **Plan**
GLOBAL AIM (3-5 years): By 2019, X% of Multnomah County high school graduates enroll in post-secondary education or career training within sixteen months and an increased percentage persist through their first year, with disparities impacting students of color narrowing in both enrollment and persistence.

SMART AIM (1 year): By 2018, increase the number of students graduating from high school and moving on to post-secondary career training through supported pathways into construction and manufacturing from X to Y. (Baseline needed; target and approximately 5 percentage point increase)

Status **Study**
 To be completed based on progress.

Action Commitments **Act**
 To be completed based on progress