

**StriveTogether**

# Factor Analysis

## Using Trend Lines to Deepen Factor Analysis

# Factor Analysis

*Please identify all of the factors that directly or indirectly affect results:*

Meaningful industry/education partnerships	Supply of jobs	Lack of awareness among educators
Supportive mentors/coaches	High School Graduation	Stigma related to const./mfg. careers
Drug Use	Personal links between K-12 and training progs.	Career exploration
Math Skills	Systemic links between K-12 and training programs	The “college only” mentality
CTE Program availability in Construction and Manufacturing	Cost of postsecondary training programs	Students’ personal connections in trades/industry



# Factor Analysis: Increasing

Please complete the following information for all of the identified factors that help increase results (contains information from All Hands Raised):

Factors that increase Results	Why is it a factor and as evidence by what?
Meaningful industry/education partnerships	<ul style="list-style-type: none"> <li>National Research: Partnerships have the power to transform both education institutions and industries while also providing a needed supply of jobs</li> <li>Local Data: Success of Pathways to Mfg program; Portland Youth Builders; others</li> <li>Community Voice: Industry is begging for this &amp; have a sense of difficulty in working with K-12; likewise districts crave partnerships but are challenged to maintain them</li> </ul>
Supportive mentors/coaches	<ul style="list-style-type: none"> <li>National Research: Multiple youth development studies identifying supportive adult as key to success</li> <li>Local Data: Success of Future Connect; Pathways to Mfg program; Portland Youth Builders; others</li> <li>Community Voice: AHR postsecondary community engagement findings</li> </ul>
Math Skills	<ul style="list-style-type: none"> <li>National Research: Multiple studies on the impacts of low math skills of graduates – slows postsecondary momentum, increases cost</li> <li>Local Data: More than 80% of students from local high schools test into developmental math when enrolling in community college</li> <li>Community Voice: Math named as top priority for districts and community college partnership on dual credit</li> </ul>
Supply of jobs	<ul style="list-style-type: none"> <li>National Research: Job availability ultimately translates into more awareness, greater supply</li> <li>Local Data: Projected 10-year job growth in the region: construction: 27% growth or 15,000 new jobs; Manufacturing: 16% growth or 15,000 new jobs</li> <li>Community Voice: Industry begging for more local talent, currently recruiting in other states &amp; paying for lodging/relocation costs</li> </ul>
High School Graduation	<ul style="list-style-type: none"> <li>National Research: Unemployment is higher and wages are lower for non-graduates</li> <li>Local Data: High school graduation or equivalent required for most postsecondary career training programs</li> <li>Community Voice: Districts and partners' primary push is toward ensuring students graduate as a prerequisite to entering training</li> </ul>

# Factor Analysis: Increasing

Please complete the following information for all of the identified factors that help increase results (contains information from All Hands Raised):

Factors that increase Results	Why is it a factor and as evidence by what?
Personal links between K-12 and training progs.	<ul style="list-style-type: none"> <li>National Research:</li> <li>Local Data:</li> <li>Community Voice: Educators and industry leaders cite difficulty in connecting</li> </ul>
Systemic links between K-12 and training programs	<ul style="list-style-type: none"> <li>National Research: Multiple case studies of effective partnerships</li> <li>Local Data: Data from local programs on internships – less on direct hand-offs following high school</li> <li>Community Voice: AHR community engagement process findings encouraged this</li> </ul>
Cost of postsecondary training programs	<ul style="list-style-type: none"> <li>National Research: College debt at a national high, yet many trades/industry programs are “earn while you learn” and have very low costs, low or no debt</li> <li>Local Data: Oregon Promise has made community college free for high school grads; many local training programs are free or very low cost, “earn while you learn”</li> <li>Community Voice: Students who have made their way into these pathways cite the value of earning money while they learn, acknowledge that many youth don’t know this is an option</li> </ul>
Students’ personal connections in trades/industry	<ul style="list-style-type: none"> <li>National Research:</li> <li>Local Data:</li> <li>Community Voice: Youth have cited that they only found their way into the trades due to personal/family connections; apprenticeship programs affirm that family/friend/union connection often drive enrollment</li> </ul>



# Factor Analysis: Decreasing

Please complete the following information for all of the identified factors that help decrease results (contains information from All Hands Raised):

Factors that decrease Results	Why is it a factor and as evidence by what?
Drug Use	<ul style="list-style-type: none"> <li>National Research:</li> <li>Local Data: Approx. half of apprenticeship applicants who fail are excluded due to drug tests</li> <li>Community Voice: District and industry leaders continue to cite drug use, particularly marijuana, as a key barrier to student/applicant success</li> </ul>
CTE Program availability in Construction and Manufacturing	<ul style="list-style-type: none"> <li>National Research:</li> <li>Local Data: (To gather local number of programs/slots)</li> <li>Community Voice: AHR community engagement process findings affirmed desire for more CTE</li> </ul>
Lack of awareness among educators	<ul style="list-style-type: none"> <li>National Research:</li> <li>Local Data:</li> <li>Community Voice: Leaders in districts, industry and community cite the lack of awareness as a top barrier given that most teachers/counselors lack direct exposure to these careers</li> </ul>
Stigma related to const./mfg. careers	<ul style="list-style-type: none"> <li>National Research:</li> <li>Local Data:</li> <li>Community Voice: AHR Leadership Council articulated key stigmas and how they present barriers</li> </ul>
The “college only” mentality	<ul style="list-style-type: none"> <li>National Research:</li> <li>Local Data:</li> <li>Community Voice: AHR focus groups with students affirmed that this is the general message they received.</li> </ul>
Lack of reliable and consistent data feedback loops on career training pathways taken by high school graduates	<ul style="list-style-type: none"> <li>National Research: Results-based leadership protocols – reliable baseline and improvement data required</li> <li>Local Data: Data sources are disparate and not comprehensive</li> <li>Community Voice: AHR task force affirmed that this lack of data is a critical issue to address</li> </ul>

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Supportive mentors/coaches	High School Graduation	Stigma related to const./mfg. careers
Drug Use	Personal links between K-12 and training progs.	Lack of reliable and consistent data on pathways taken by students
Math Skills	Systemic links between K-12 and training programs	The “college only” mentality
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