



Oregon Prosperity Initiative
Prosperity Impact Pilot
Southern Oregon Success

*Post-Secondary Encouragement:
Building School and Community
Partnerships*

Components of the Oregon Prosperity Initiative Agenda

- The Prosperity Plan will be included in Oregon's 10-year outcomes-based budget including coordinated transformational changes in early childhood, **education**, workforce development, health care and public safety
 - Raising awareness about poverty and its causes and consequences
 - Strategies to ensure that our economy is producing living-wage jobs or jobs that are connected to pathways leading to such jobs
 - Prosperity Agenda Impact Projects
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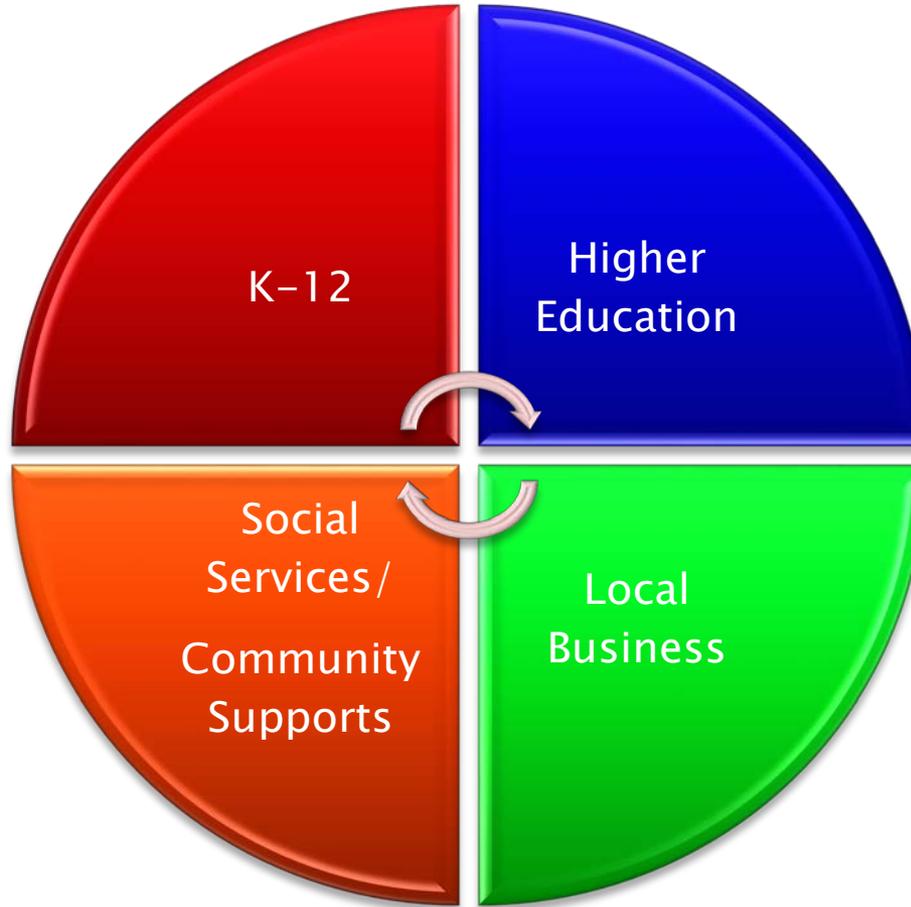
Prosperity Agenda Impact Pilots:

- ▶ Northwest Area Foundation grant is funding **Oregon Solutions** projects aimed at increasing prosperity for people in local communities
 - ▶ First projects are **Jackson Josephine Post-Secondary Encouragement** and **Malheur County Career Technical Education** initiatives
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Champions

*ACCESS
AllCare Health Plan
Ashland School District
College Dreams
Community Works
CASA
Dept of Health and
Human Services
Family Nurturing
Center
Family Solutions
Gordon Elwood
Foundation
Grants Pass HS
Head Start
Healthcare Coalition of
Southern Oregon
Illinois Valley HS
Jackson Care Connect
Jackson County
-Health Department
-Juvenile Justice
-Library Foundation
Josephine County
-Juvenile Justice
-Prevention Council*

Southern Oregon Success



Working together, across institutional boundaries, for the success of our students – in school, and with their lives.

Champions

*Job Corps
The Job Council
Junior Achievement
Kairos
Kids Unlimited
Magdalene Home
Maslow Project
Medford School District
Mediation Works
North Valley HS
On-Track
Options
Oregon Health Authority
Phoenix/Talent School
District
Red Cross of Southern
Oregon
Rogue Community
College (RCC)
Rogue Workforce
Partnership (RWP)
Rogue Valley Family
YMCA
Southern Oregon Early
Learning Services
Southern OR Educational
Services District (SOESD)
Southern Oregon
University (SOU)
United Way (UW)*

Southern Oregon Success

Early
Learning

Youth
Development

School
2Work



SORS Steering Committee



Early Learning

Youth Development

School 2Work

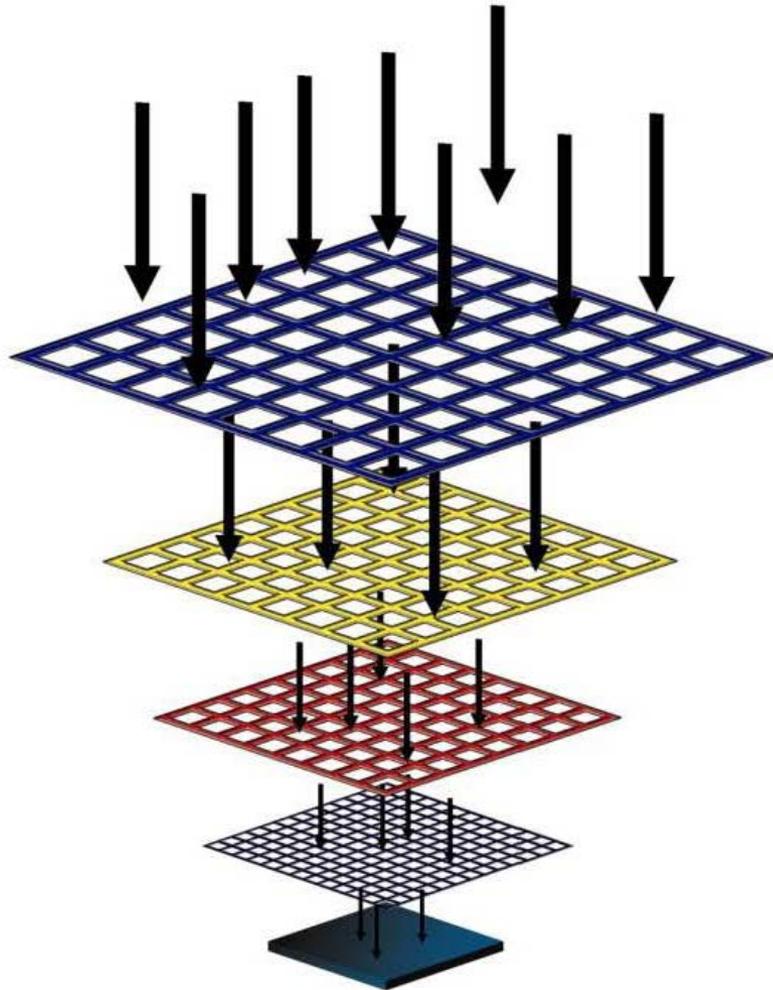


-Early Learning Hub
-P3

Youth Development Requests for Applications

-Post-Secondary Encouragement
-Eastern Promise Grant

Post-Secondary Encouragement Systems



Universal Supports

- Full array of college credit options
- Career fairs touch all students
- All students have 13th year plans
- All middle & high students visit sites yearly
- Elementary/middle motivation pgms in place
- Guidance counselors and academic advisors at high school have understanding and clear materials describing post 2ndary options in Southern Oregon

Parent Support Systems

- Clear post 2ndary option materials distributed
- Special outreach so all parents understand
- Clear, easily accessed info & outreach re: financial assistance
- Visits to post-secondary sites

Small Group Support Systems

- At-risk youth sub-groups identified
- Specific activities developed and delivered
- Job shadowing

Individual Assessment & Support

- Students identified with no post-secondary plans
- Regular mentoring available
- Access to social service supports
- School counselor available who know services

Community Supports

- Family outreach and case mgmt for identified youth
- Intensive mentoring/counseling available
- Wraparound support available

Post-Secondary Encouragement Systems

The features outlined are an ideal - where resources, legislation, community support are limitless. We hope to dialogue with you about what's offered at your school, and your needs, successes, next steps as you prepare your students for success after high school.

Final Oct-13

Universal Supports

| Current Status | | | Feature | (Approximate) # served | H = High M = Medium L = Low | |
|----------------|------------------|--------------|---|---------------------------|-----------------------------------|-------------|
| In place | Partial In place | Not in Place | | | Needs | Resources |
| | | | 1. This high school has gone through a process in the last 12 months to maximize college credit options for students including work with local higher education institutions to insure that all high school courses that can are providing college credit | | H M L | H M L |
| | | | 2. This high school exposes all students to the workplace. All students have had the opportunity to participate in a job fair and/or a career day. | | H M L | H M L |
| | | | 3. All students at this school are provided facilitated visits to a local college or other post-secondary site. | | H M L | H M L |
| | | | 4. All of the feeder elementary and middle schools have programs designed to encourage post-secondary education. | | H M L | H M L |
| | | | 5. This school's counselors and academic advisors understand, have access to, and routinely share, clear, updated materials that describe the full array of post-secondary, job training, and job placement options in this region. | | H M L | H M L |
| | | | and process for obtaining dual credit and Pathfinder or other post-secondary certificates while in high school. | | H M L | H M L |
| | | | 7. All high school juniors and seniors have a "13th year" plan in place clearly spelling out a career and/or higher education plan for the year following high school completion. | | H M L | H M L |

Note: **Needs** = The level of need for increased capacity based on what is currently in place.
= The level of resources currently available to support the activities as described.

Resources

| | |
|--------------------------|---|
| Priority Practice | What emerges as a priority focus moving forward? |
| Outcome data | Please share any outcome data you have related to the above practices. |
| Target Population | Any particular subpopulations served by the above practices? Any that need to be? |

Parent Support Systems

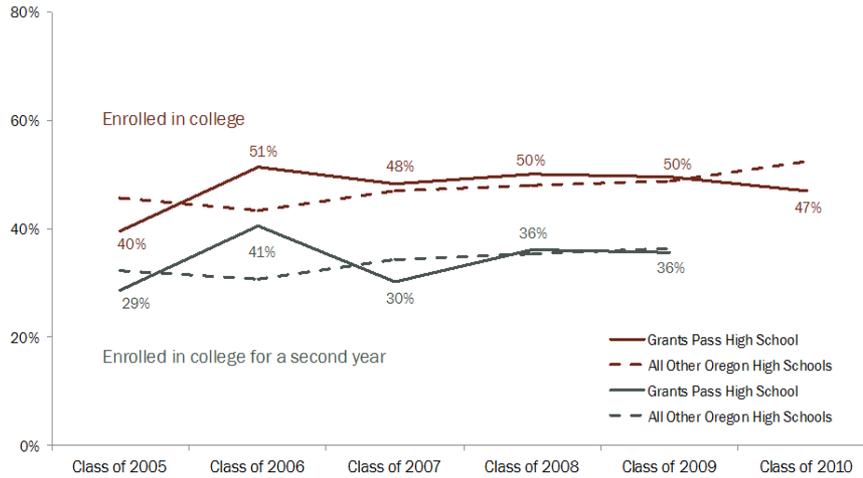
| Current Status | | | Feature | Approx # served | Needs | Resources |
|----------------|------------------|--------------|---|-----------------|-------------|-------------|
| In place | Partial In place | Not in Place | | | | |
| | | | 1. In the last 12 months all parents have received comprehensive, easy-to-understand materials describing post-secondary options, as well as how to access career related learning experiences in the region. | | H M L | H M L |
| | | | 2. Special outreach activities have occurred in the last 12 months for parent groups identified as needing additional assistance to fully understand and negotiate available post-secondary options. | | H M L | H M L |
| | | | 3. In the last 12 months all parents have received comprehensive, easy-to-understand materials describing available financial assistance for accessing post-secondary options in the region. | | H M L | H M L |

Individual Assessment and Support Systems

| Current Status | | | Feature | (Approximate) # served | Needs | Resources |
|--|------------------|--------------|---|------------------------|-------------|-------------|
| In place | Partial In place | Not in Place | | | | |
| | | | 1. In the last 12 months, this school has completed a data collection and analysis process and has identified specific youth who are less likely to pursue post-secondary education options. | | H M L | H M L |
| | | | 2. Mentoring is available and encouraged through this school for students who have been identified as less likely to pursue post-secondary education options. | | H M L | H M L |
| | | | 3. The community has an accessible array of social system supports available for students and families in need (drug/alcohol, mental health, etc.). | | H M L | H M L |
| | | | 4. Counselors in this school have a strong understanding of available social system supports for students in need (drug/alcohol, mental health, etc.) and teachers, academic advisors and mentors routinely connect students in need to these services. | | H M L | H M L |
| | | | 5. Counselors actively steward identified students to job training, internships and other post-high school career paths. | | H M L | H M L |
| Priority Practice What emerges as a priority focus moving forward? | | | | | | |
| Outcome data Please share any outcome data you have related to the above practices. | | | | | | |
| Target Population Any particular subpopulations served by the above practices? Any that need to be? | | | | | | |

More snippets of Post-Secondary Survey

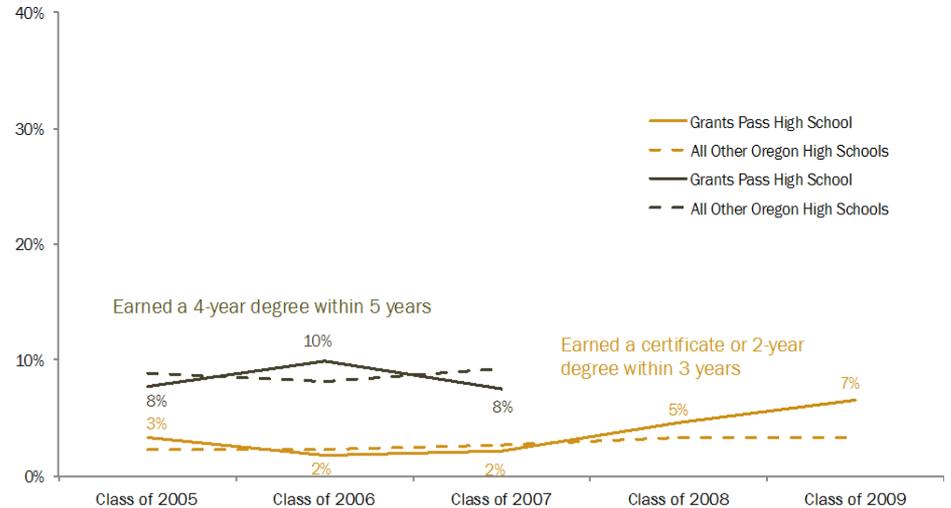
Postsecondary enrollment and persistence of high school graduates
Economically disadvantaged students
Grants Pass High School vs. All Other Oregon High Schools



ECONorthwest

ECONOMICS • FINANCE • PLANNING

Postsecondary degree attainment of high school graduates
Economically disadvantaged students
Grants Pass High School vs. All Other Oregon High Schools



Post-Secondary Encouragement Convocation

December 18th, 2013

Participants:

15+ High Schools

10+ community resources

School2Work and SORS members



- Shared data across schools
- Heard about the Oregon Prosperity Initiative
- Met with community resources



Five Emergent Themes

1. Difficulty connecting students to work experience or development of career skills
 2. Access to mental health and human services
 3. Engaging parents in post-secondary encouragement and planning.
 4. Data collection and analysis can be challenging in identifying students at risk, for post-secondary activities, and for dual credit outcomes.
 5. Creating a post-secondary culture is a community effort. The value of post-secondary training and career success is quite varied around the region.
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Convocation2: Building School and Community Partnerships

April 25, 2014

- ▶ Utilized emerging liaison system
 - ▶ School2Work and Youth Development Committees partner
 - ▶ Declaration of Cooperation process identifies actionable activities toward schools' priority outcomes utilizing existing community resources.
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Phoenix High School Schedule of Interruptions

Weekly, Bi-Weekly and Daily

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| <ul style="list-style-type: none"> Phoenix Counseling Student Mgmt Athletic Notices Club Notices Counseling Dept. Trio College Dreams College Corner (Jennifer Corona) Testing Administrative | <ul style="list-style-type: none"> Student Mgmt Athletic Notices Club Notices Counseling Dept. Trio College Dreams College Corner (Jennifer Corona) Testing Administrative | <ul style="list-style-type: none"> Student Mgmt Athletic Notices Club Notices Counseling Dept. Trio College Dreams College Corner (Jennifer Corona) Testing Administrative | <ul style="list-style-type: none"> <u>La Clinica</u> <u>Truancy Officer</u> Phoenix Counseling <u>Homeless</u> Student Mgmt Athletic Notices Club Notices Counseling Dept. Trio College Dreams College Corner (Jennifer Corona) Testing Administrative | <ul style="list-style-type: none"> Student Mgmt Athletic Notices Club Notices Counseling Dept. Trio College Dreams College Corner (Jennifer Corona) Testing Administrative |

January
2014

Change is Spurred:

Already happening:

- ▶ Increased Parent Attendance at post-secondary preparation events
- ▶ WIA funds re-invested
- ▶ Eastern Promise and Mentoring grants received



Planning now underway for next year:

- ▶ NCRC Certificate
- ▶ Career Days
- ▶ Business Incubators for Students
- ▶ Integrating Systems of Care for direct student supports

Declaration of Cooperation Process

Each school will clarify and formalize their partners and activities to work toward their priority outcomes as well as commit to strategies for long-term systems change, such as:

- Regular communications across “team” of partners.
 - Common indicators for data collection
 - Mutually reinforcing/coordinated activities
- 