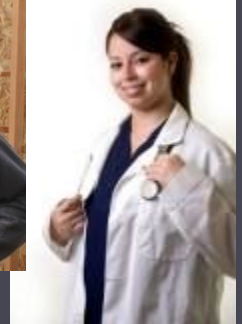


Encouraging Post-Secondary Engagement

Scott Perry – Southern Oregon ESD
Todd Bloomquist – Medford School District



In Thinking About This Work...

It is a little like, well...

Pharr-San Juan-Alamo Consolidated School District

- Pharr, Texas – 10 miles from Mexican border
- 32,000 Students
- 100% Hispanic
- 90% Poverty
- 2007
 - 62% Graduation Rate
 - Gang Violence
 - School District & Community Morale

Pharr-San Juan-Alamo Consolidated School District **TODAY**

- 88% Graduation Rate (up from 62%!)
- Significant Increase in College Credit
- Significantly More College Certificates and Degrees Earned
- Dramatic Culture and Morale Shift Up

Keys to Success

- Strong K-12/Higher Education Relationship
- Retrieval of dropouts with volunteer teams in September – grades 6-12 – Countdown to zero
- Schools-within-schools in high school to quickly catch up those who fall behind in credits
- Six category instructional effectiveness system taught and implemented in all schools – Jobs for the Future

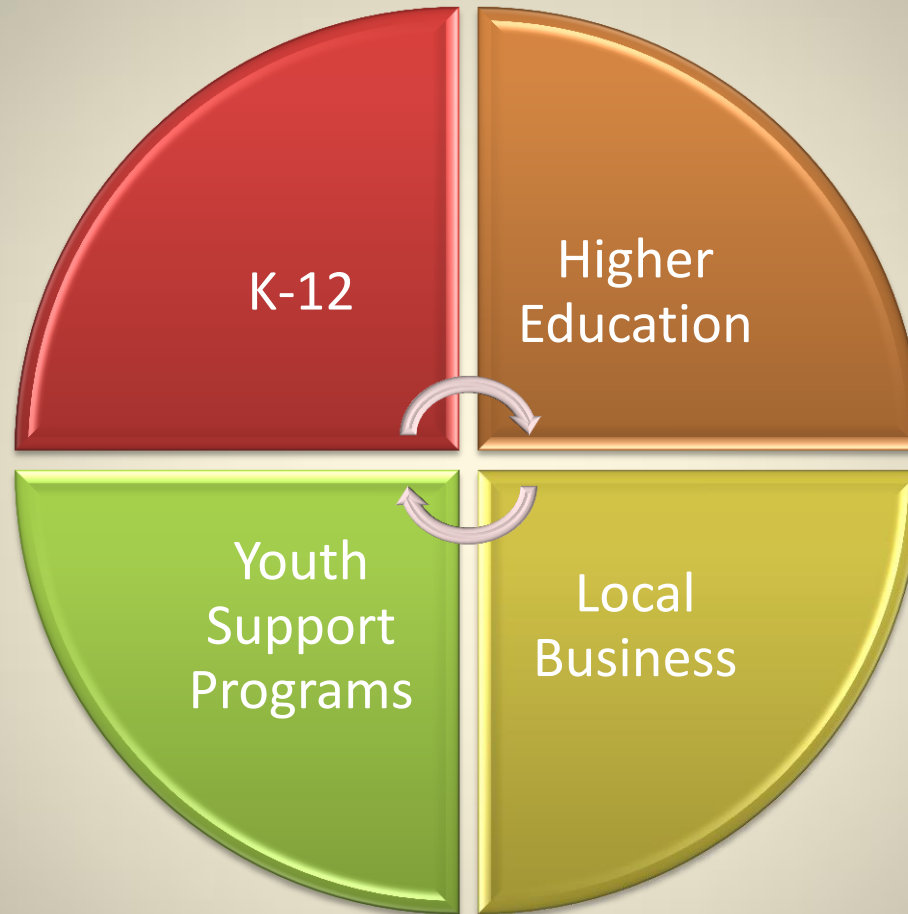
Keys to Success (continued)

- Career tech high school for dropouts who are close to meeting graduation requirements
- Early college programs in all high schools largely via dual credit classes to get a huge percentage of students graduating with college credit, certificates and/or AA degrees
- High school Math and English requirements closely aligned with colleges to reduce or eliminate the need for college remediation classes – curriculum change process coordinated by Jobs for the Future

Southern Oregon Essential Partners

Champions

ACCESS
AllCare Health Plan
College Dreams
Community Works
CASA
Dept of Health and Human Services
Family Nurturing Center
Gordon Elwood Foundation
Grants Pass HS
Headstart
Healthcare Coalition of Southern Oregon
Jackson Care Connect
Jackson County
-Health Department
-Juvenile Justice
-Library Foundation
Jackson and Josephine County Commissions for Children & Families
Josephine County
-Juvenile Justice
-Prevention Council



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
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



Cradle to Career



The Buck Stops Here





Graduation....we all play a part
INSPIRE • MENTOR • TUTOR

FIVE PROMISES FOR SUCCESS

Effective Education

Opportunities to Help Others

Safe Places

Caring Adults

Ready to Learn

Southern Oregon Success

Regional Partners

- **EARLY LEARNING PARTNERS** • Head Start, Family Nurturing Center, LaClinica, Listo, Early Intervention Services, et.al.
- **K-12 SCHOOL DISTRICTS** • SOESD, K-12 School Districts in both counties
- **HIGHER EDUCATION** • RCC, SOU, OIT, KCC
- **WORKFORCE DEVELOPMENT | BUSINESS LEADERS** • Rogue Workforce Partnership/Job Council, SORDEI, Rogue Nexus, Heavy Lift Helicopter Consortium, Healthcare Workforce Steering Committee, Oregon Employment Department, et.al.
- **NON-PROFITS IN EARLY CHILDHOOD DEVELOPMENT** • College Dreams; Kids Unlimited, et.al.
- **HEALTH, MENTAL HEALTH & HUMAN SERVICE AGENCIES** • DHS, HHS, CCO's, et.al.
- **FAITH BASED ORGANIZATIONS** • Youth for Christ, Phoenix Journey Church
- **PHILANTHROPY** • Gordon Elwood Foundation, Oregon Community Foundation
- **LOCAL GOVERNMENTS** . Governor's Regional Solutions Initiative
- **UNITED WAY**

Collective Impact for Healthy & Successful Youth Ages 0-24

11

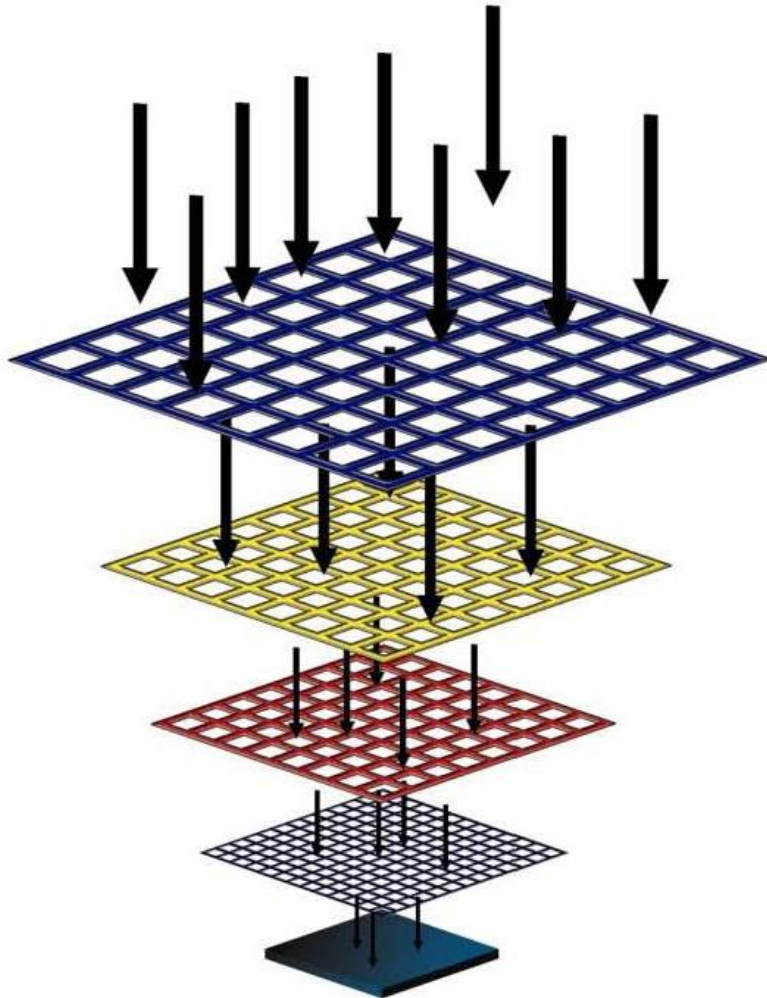
Aimed at getting significant improvements in student achievement – cradle through college/career in Southern Oregon



Thriving Families • Thriving Communities • Thriving Businesses & Economy

We are “They”

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

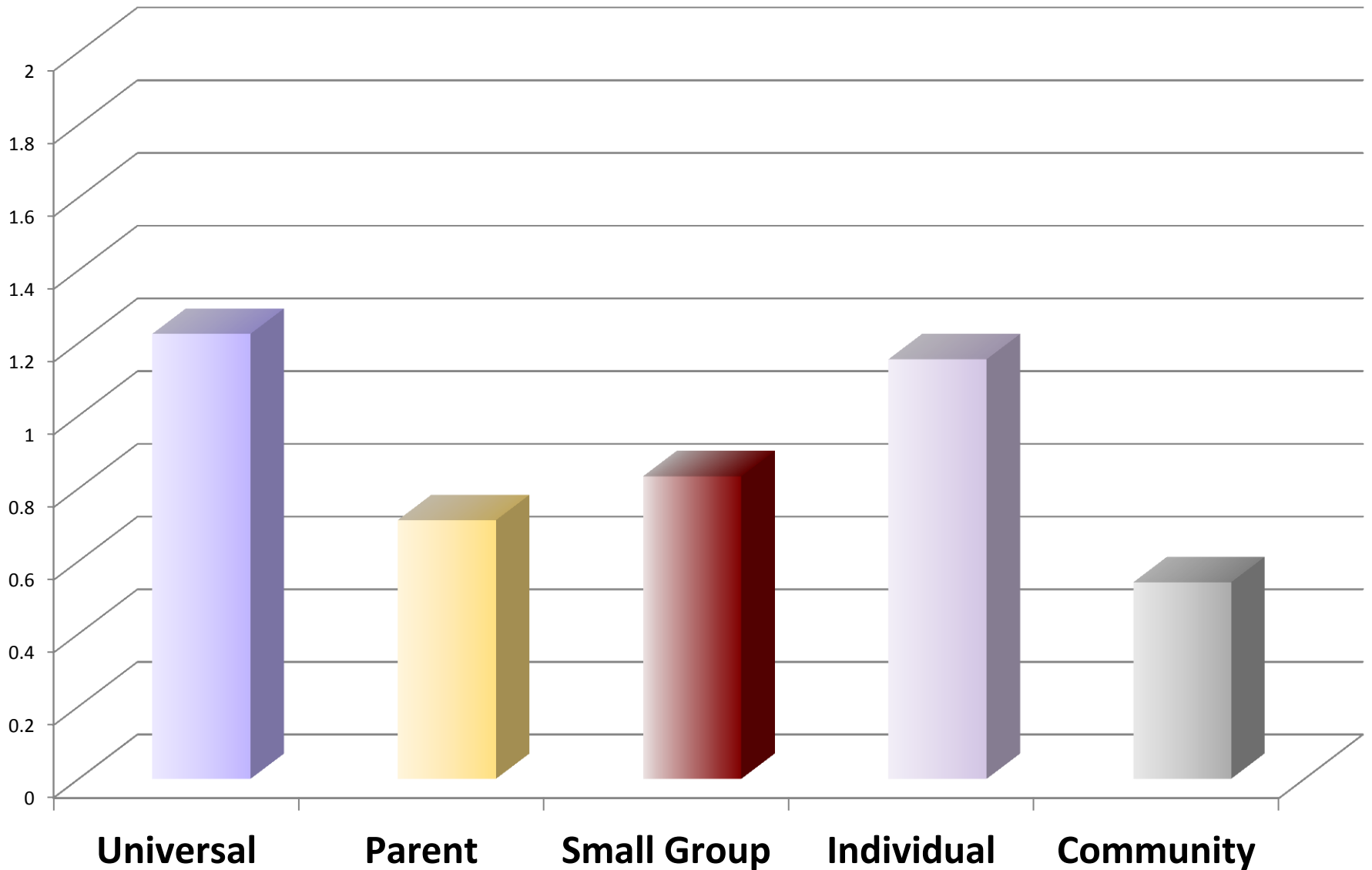
Five Emergent Themes

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.

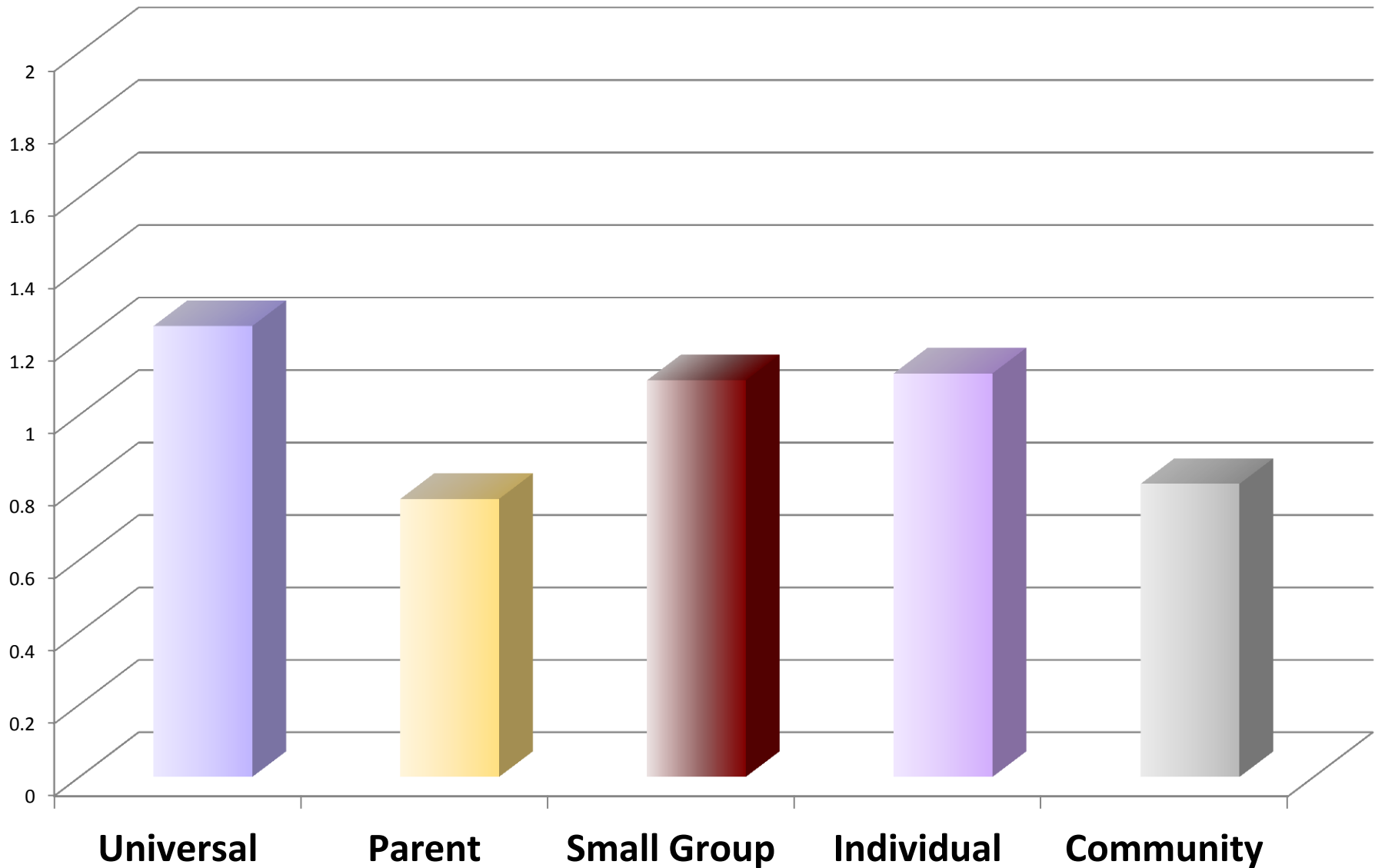
Lickert Scale Used

- 2 equals “in place”
- 1 equals “somewhat or partially in place”
- 0 equals “not in place”

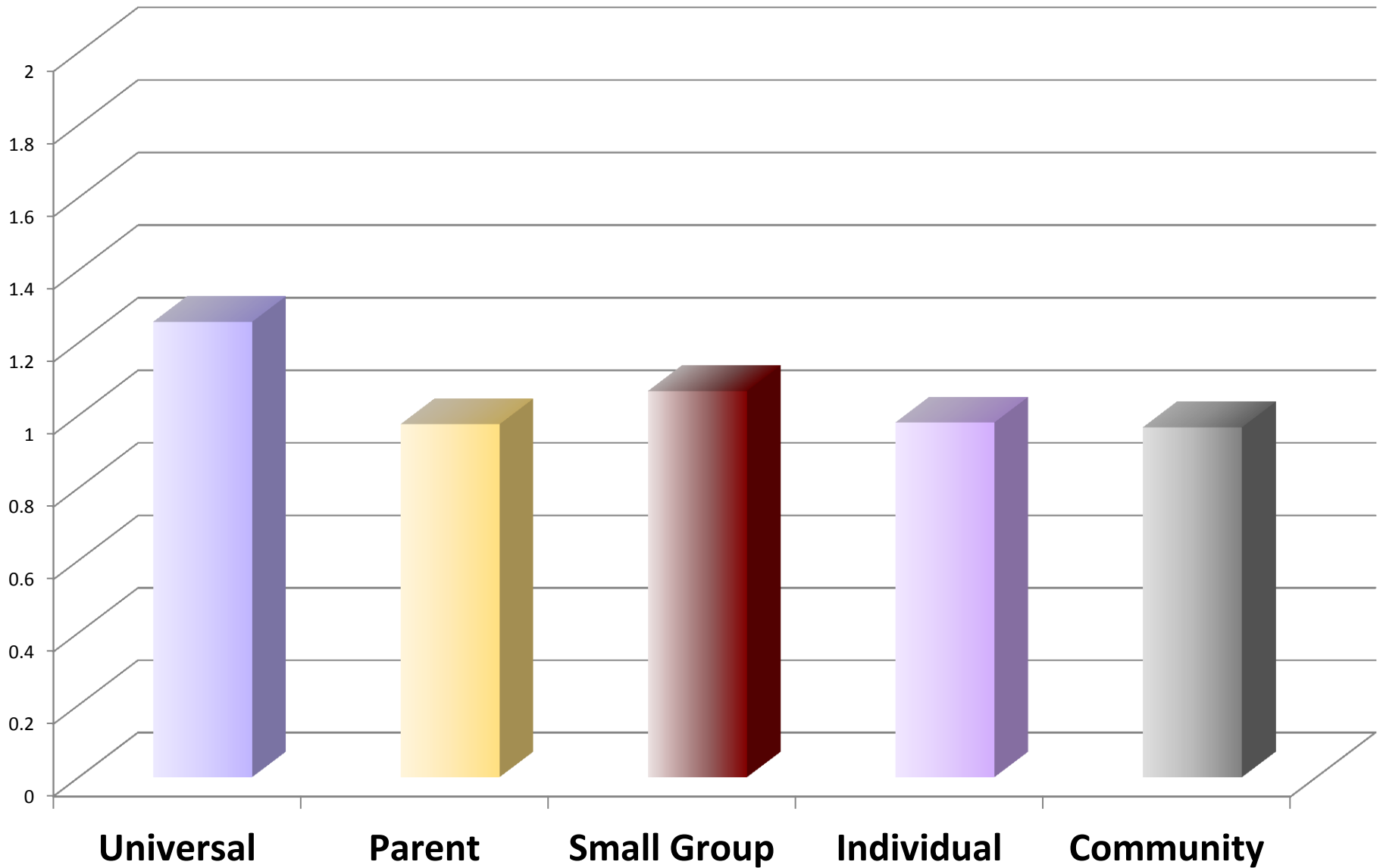
Josephine– All Five Screens



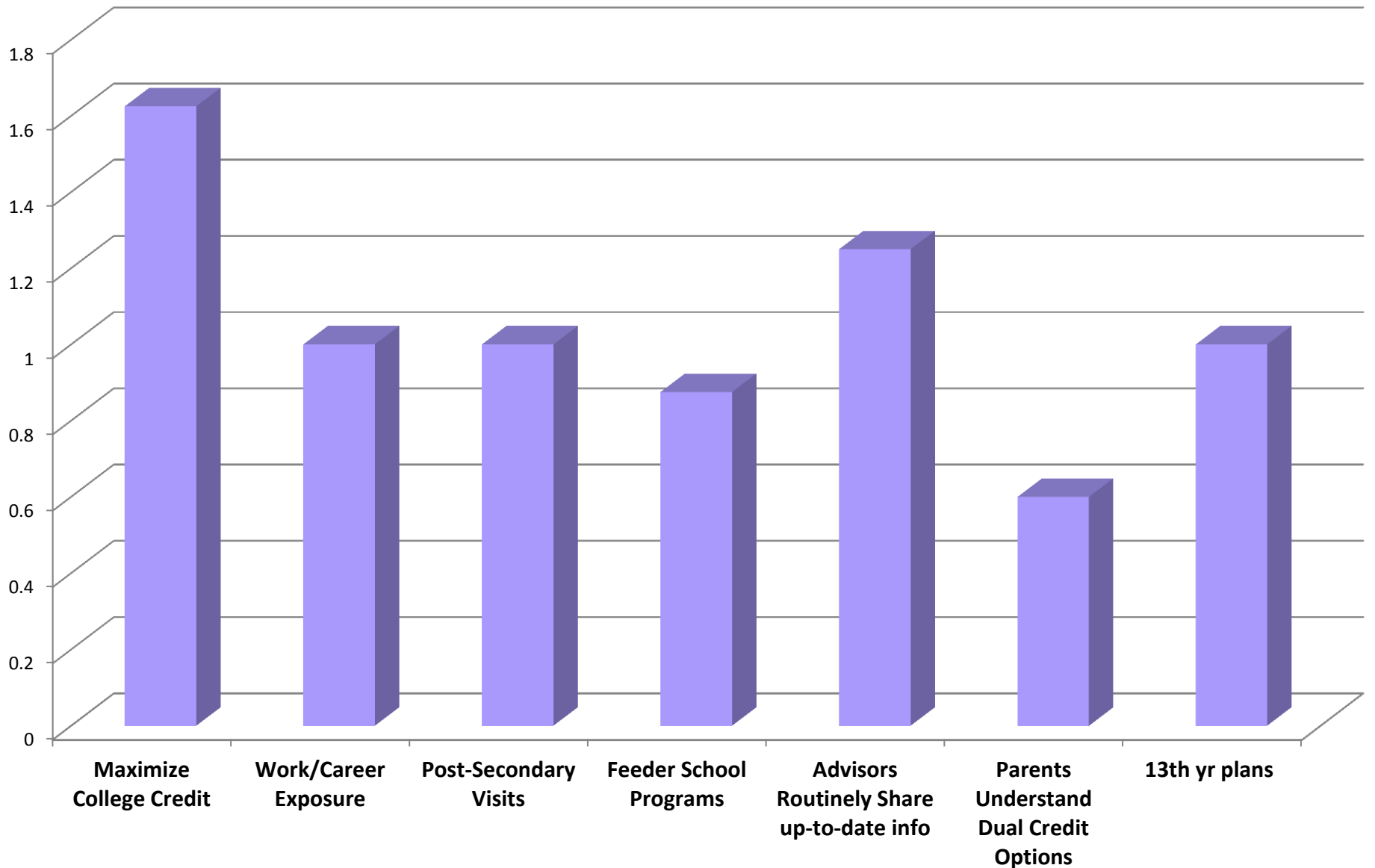
Jackson– All Five Screens



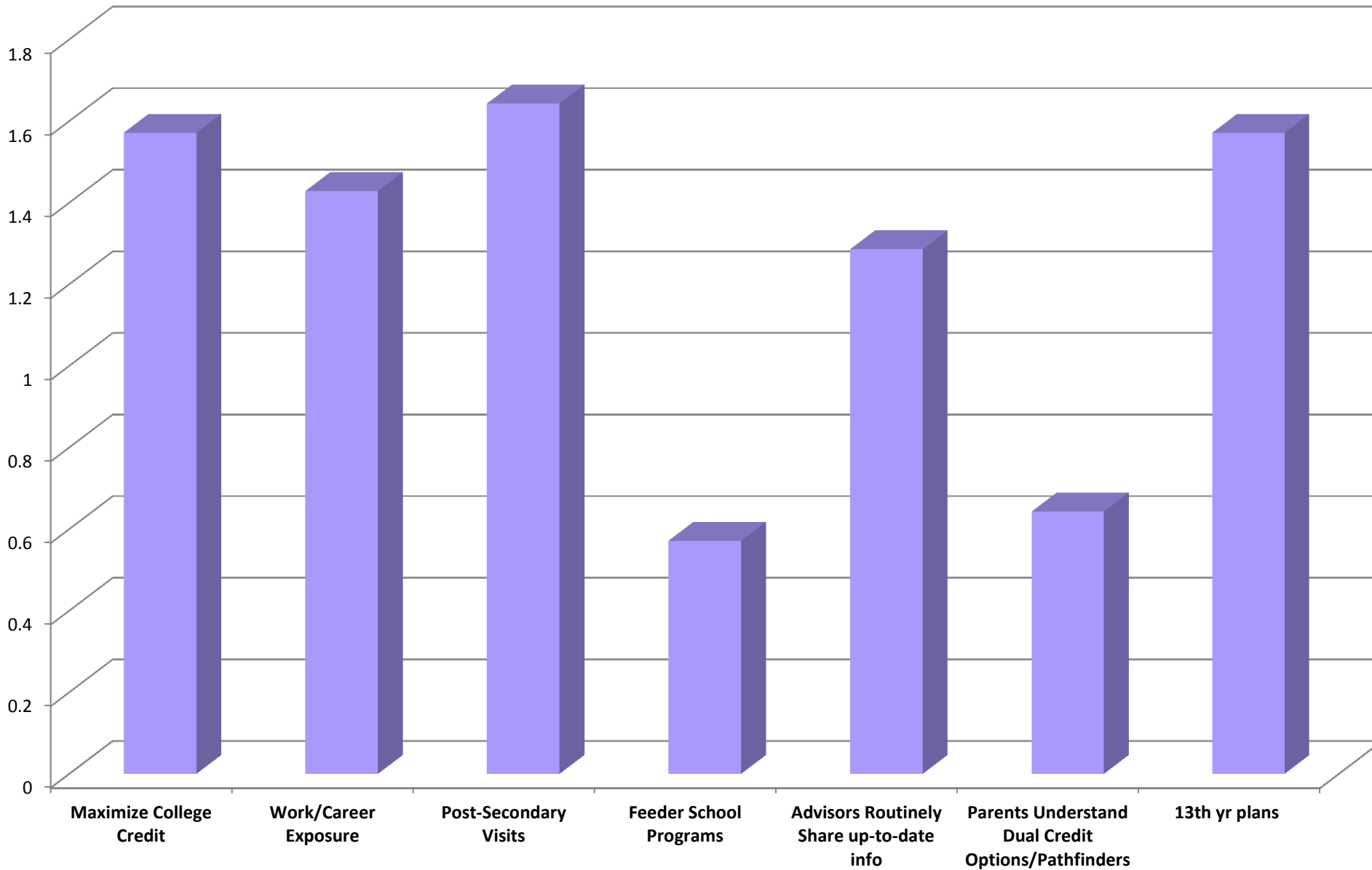
Klamath- All Five Screens



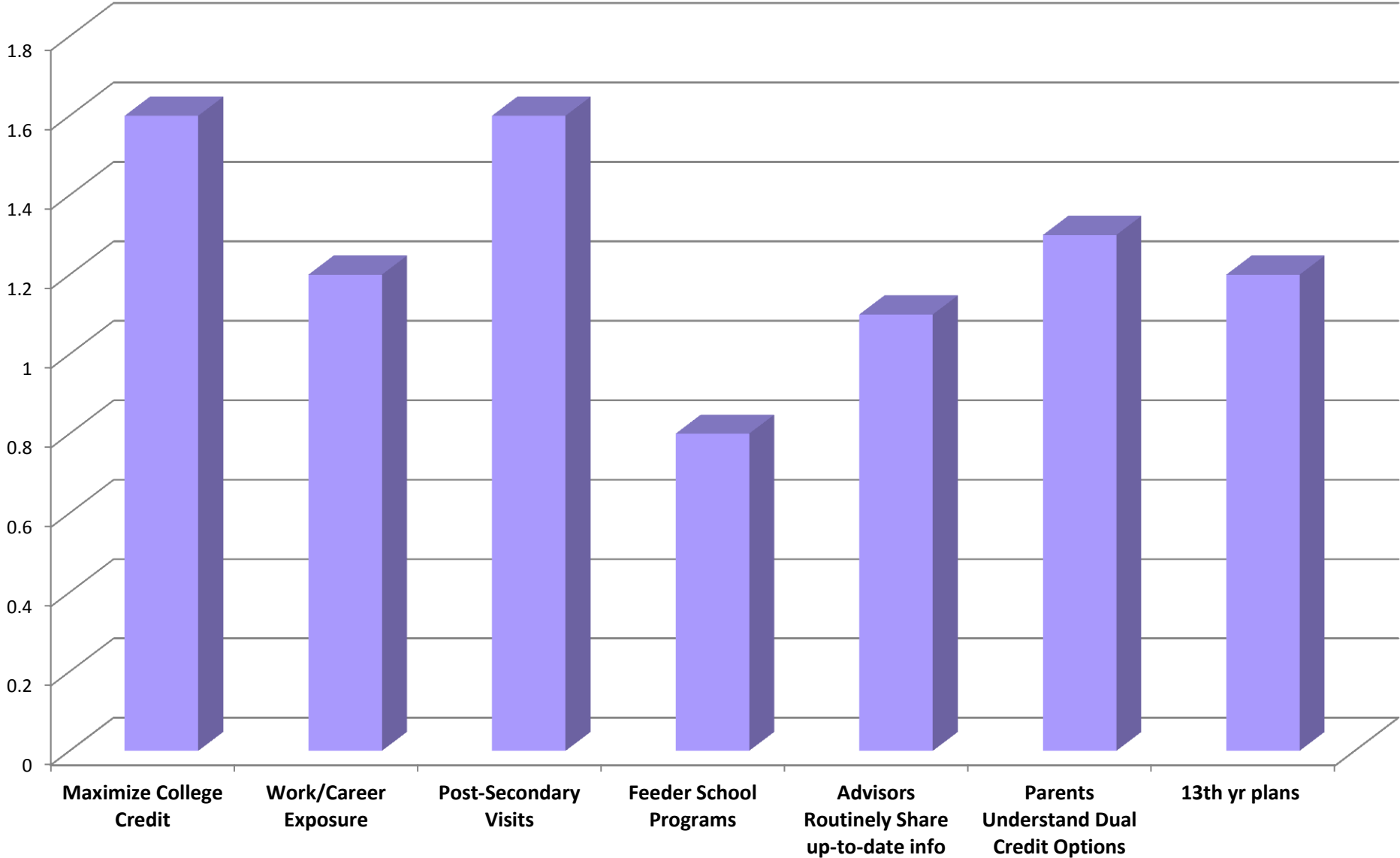
Josephine County High School Ratings - Universal



Jackson County High School Ratings – Universal



Klamath County High School Ratings – Universal



Powerful “Universal” Practices

- Rogue River High – Every student visits higher education campuses
- North Valley High School – Every senior applies to at least 3 colleges or vocational schools or registers for the military.
- Ashland High School – Every student participates in a Mock Interview and a Job Shadow

Challenges at the “Universal” Level

Imbedding career/life pathway exposure and exploration into curriculum

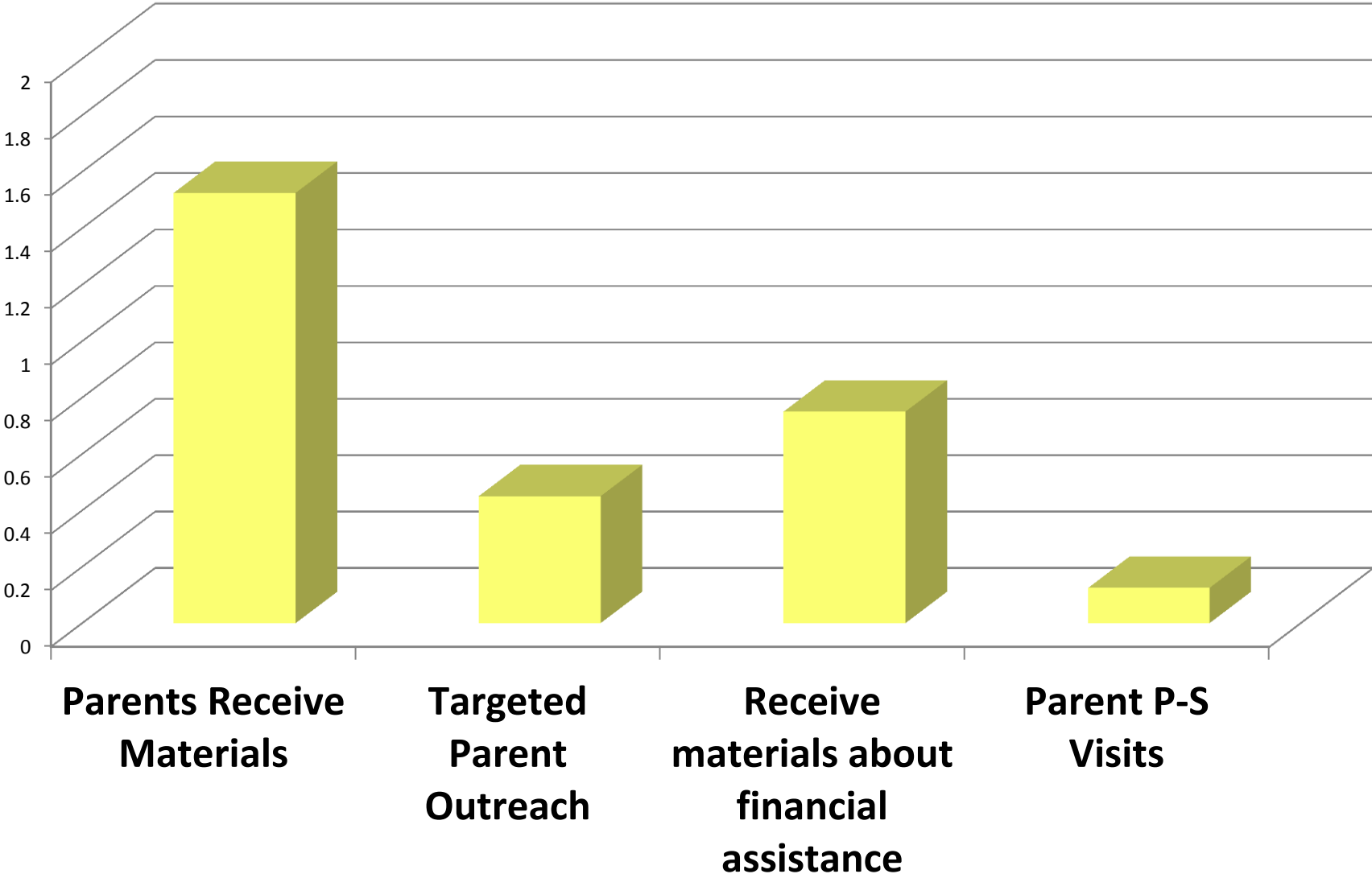
- Being able to offer internships to interested students
- Connecting with elementary and middle schools to know about and/or develop feeder programs
- Transportation – to RCC, or Careers in Gear, or Post-Secondary visits.

Possible Regional Solutions

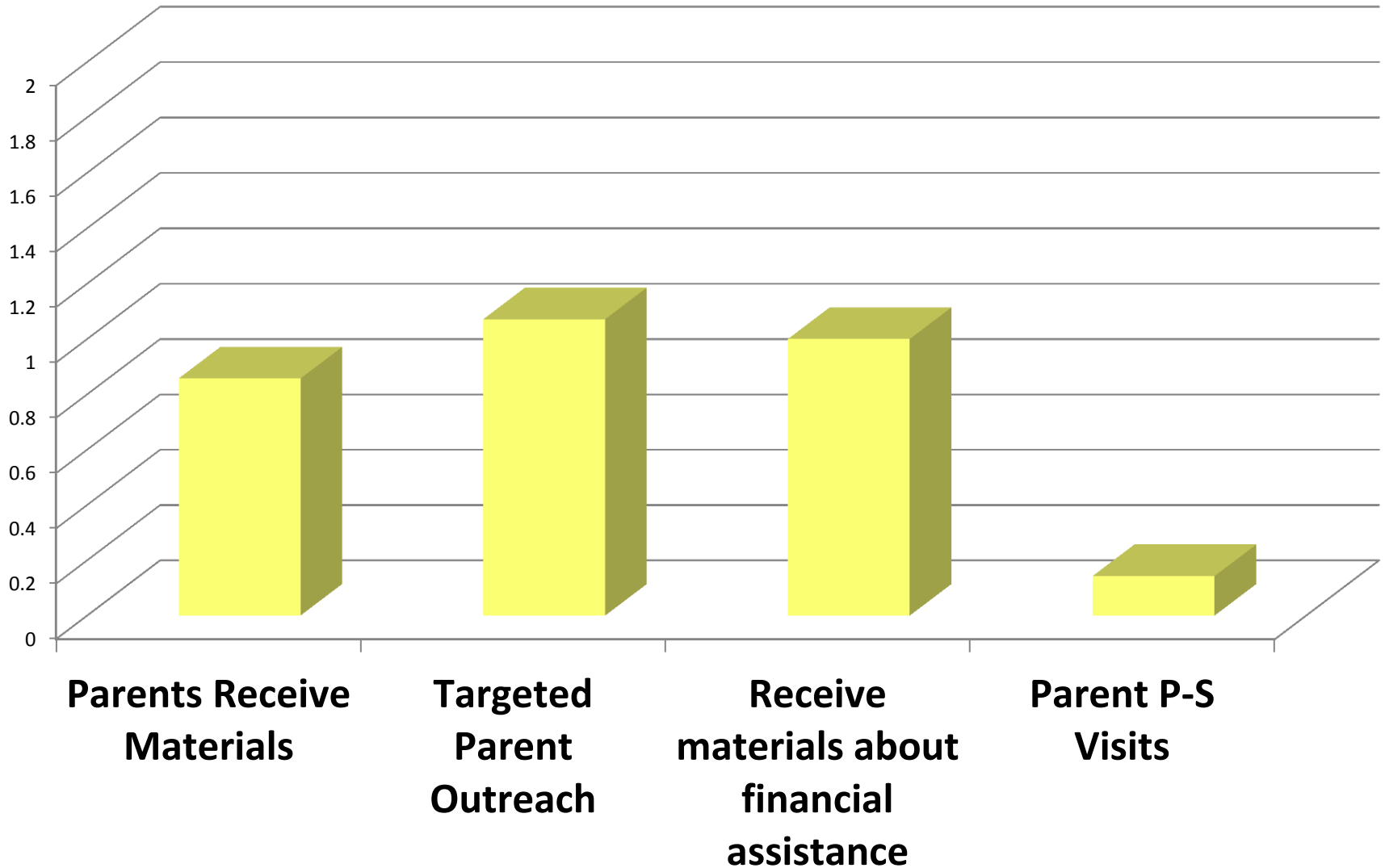
- CIS Connection to help connect students, teachers and business – addresses guest speakers, mentoring, job shadows, internships – for all schools
- Partner with Southern Oregon Success to support more feeder programs at elementary and middle school level
- Career Academy classes, potentially for dual credit
- One communication that goes to all regional counselors with updates re: changes in college requirements, application dates, etc.
- One training day/year for all regional counselors to get updated about business and career trends and opportunities in the region.

Your Thoughts?

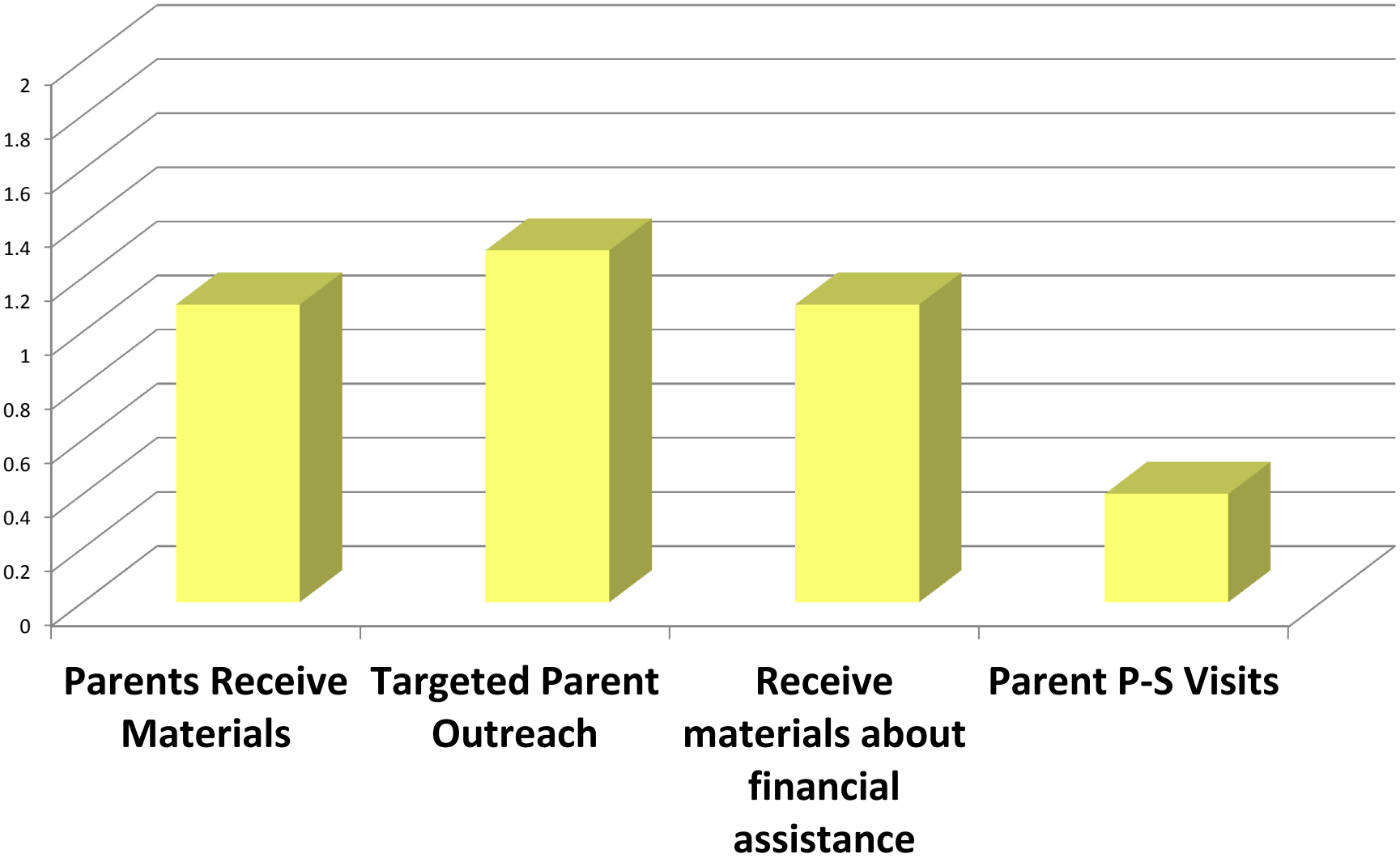
Josephine-Parent Supports



Jackson– Parent Supports



Klamath– Parent Supports



Powerful “Parent Support” Practices

- Pirates to Raiders
- Rogue River “Parent Blitz”
- Engage the parents in middle school: “This is how you’ll need to participate for your child to be successful in high school.” Checklist for getting their child ready for life, and who at school wants to work with them on it.
- Parent mentors for parents of incoming freshman from similar backgrounds (e.g., ESL, low-income, single parent, etc.)

Common Challenges at the “Parent Support” Level

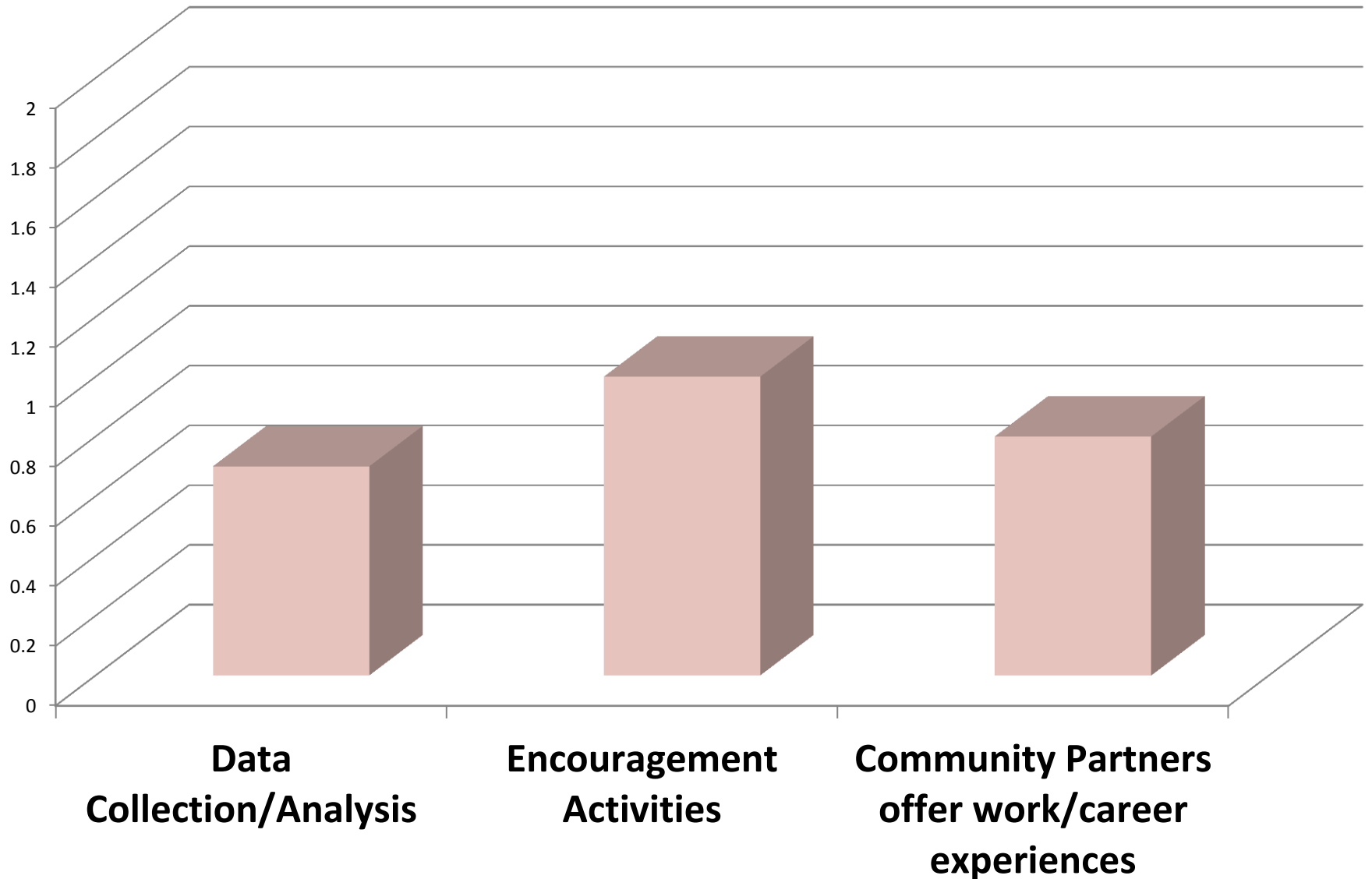
- Are communications sent out actually received or read?
- Parents may not value post-secondary education or see it as necessary for success
- Parents don't show up for Parent Nights
- Parents don't know about financial opportunities – that there are ways for their children to attend college
- Parents don't understand dual credit programs, or even that they're children are earning them

Possible Regional Solutions

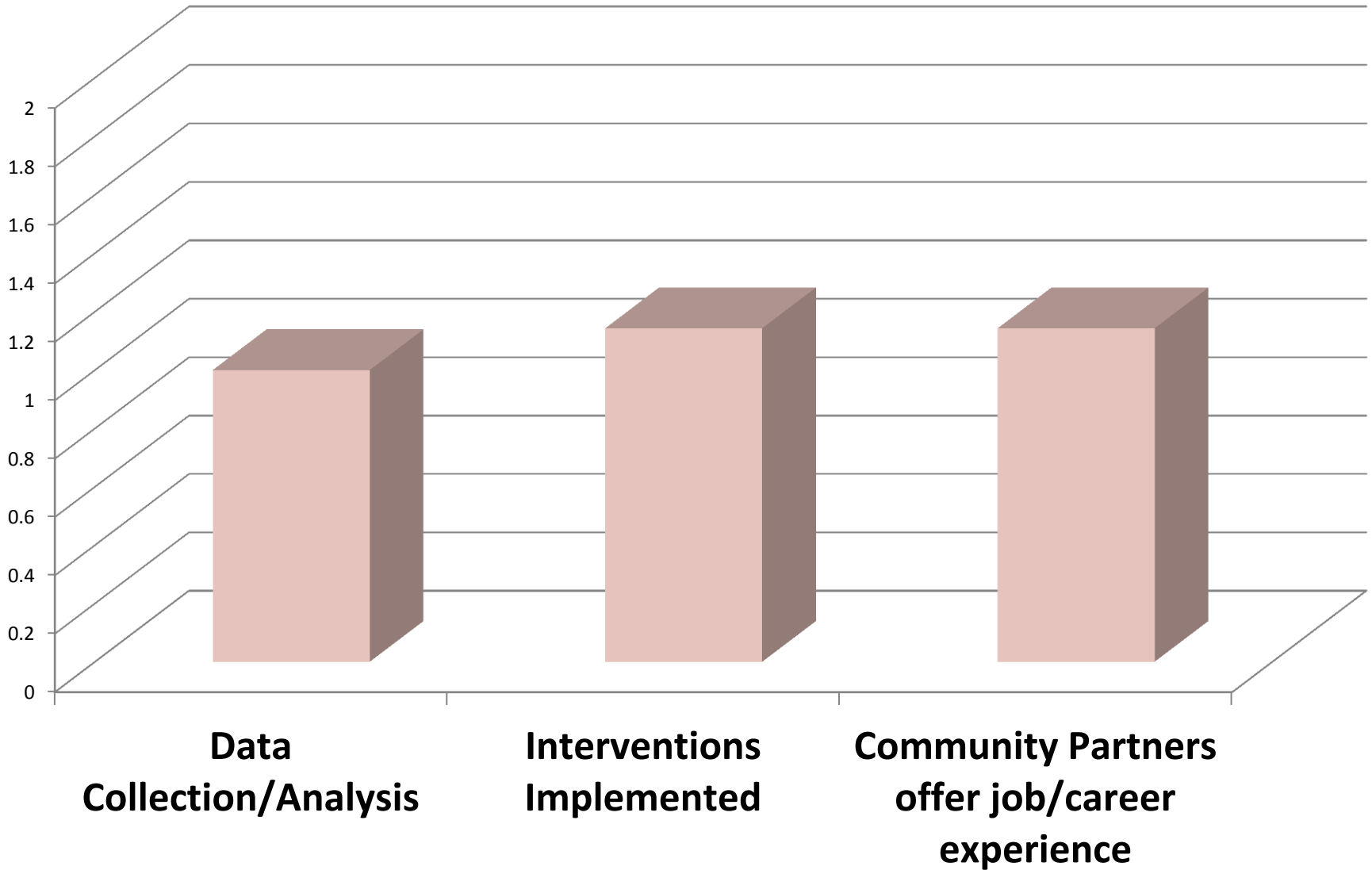
- Dual credits earned included on report card
- Go to where parents are community centers, churches, sporting events – to share information
- Parent mentors?

Your Thoughts?

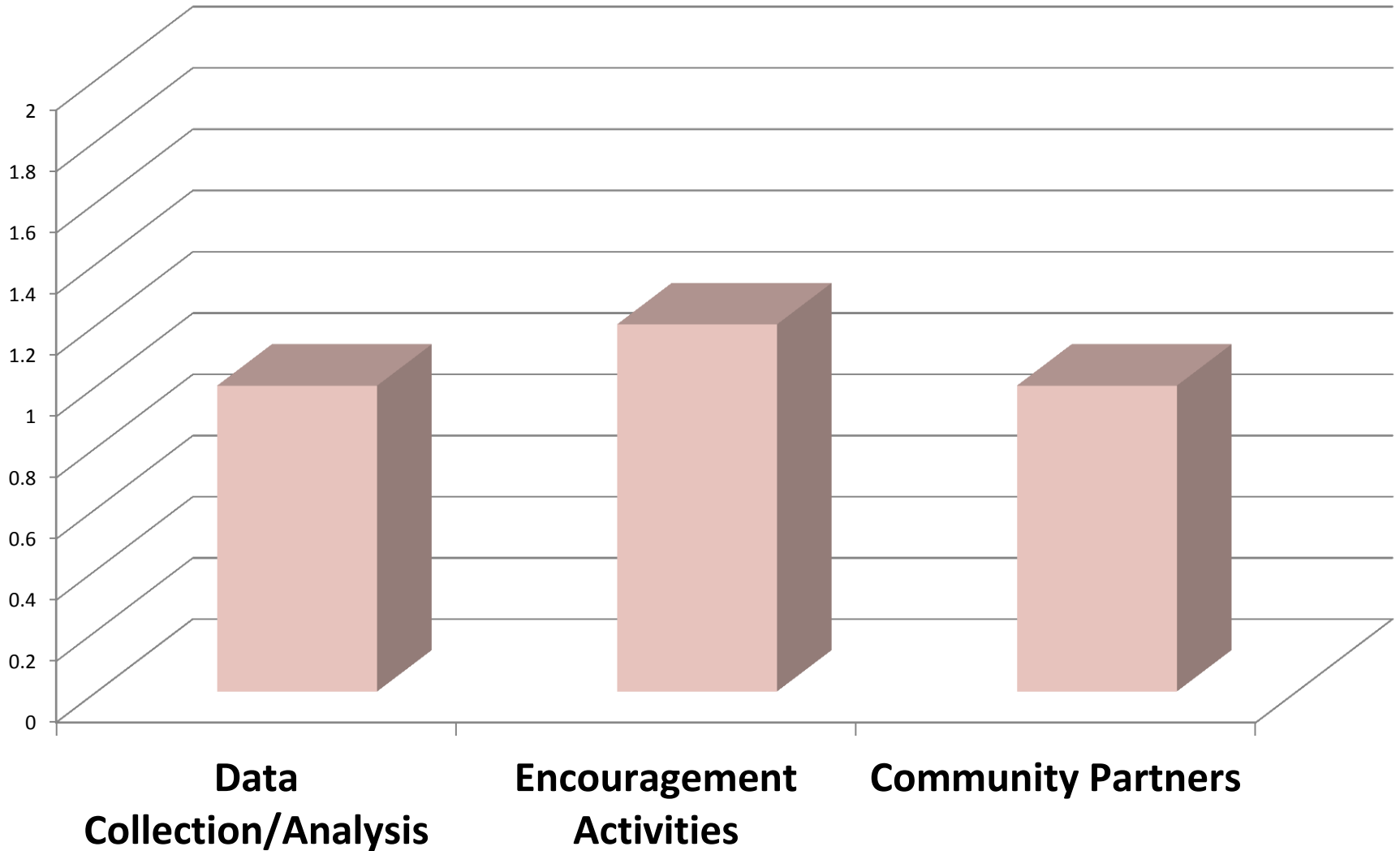
Josephine– Small Group Supports



Jackson– Small Group Supports



Klamath– Small Group Supports



Powerful “Small Group” Practices

- Ashland High School – Tutor Center with regular hours and paid student tutors. Many students get extra credit for going.
- College Dreams supports small groups of students with mentoring, financial planning, college visits; identifies potential and multiple risk factors
- Nurturing presence of Career and Technical Education Programs (CTE) like FFA, FBLA, Rotary, Skills USA, DECA. These groups are connected to community organizations that offer mentoring and skills training to targeted groups of students.

Challenges at the “Small Group” Level

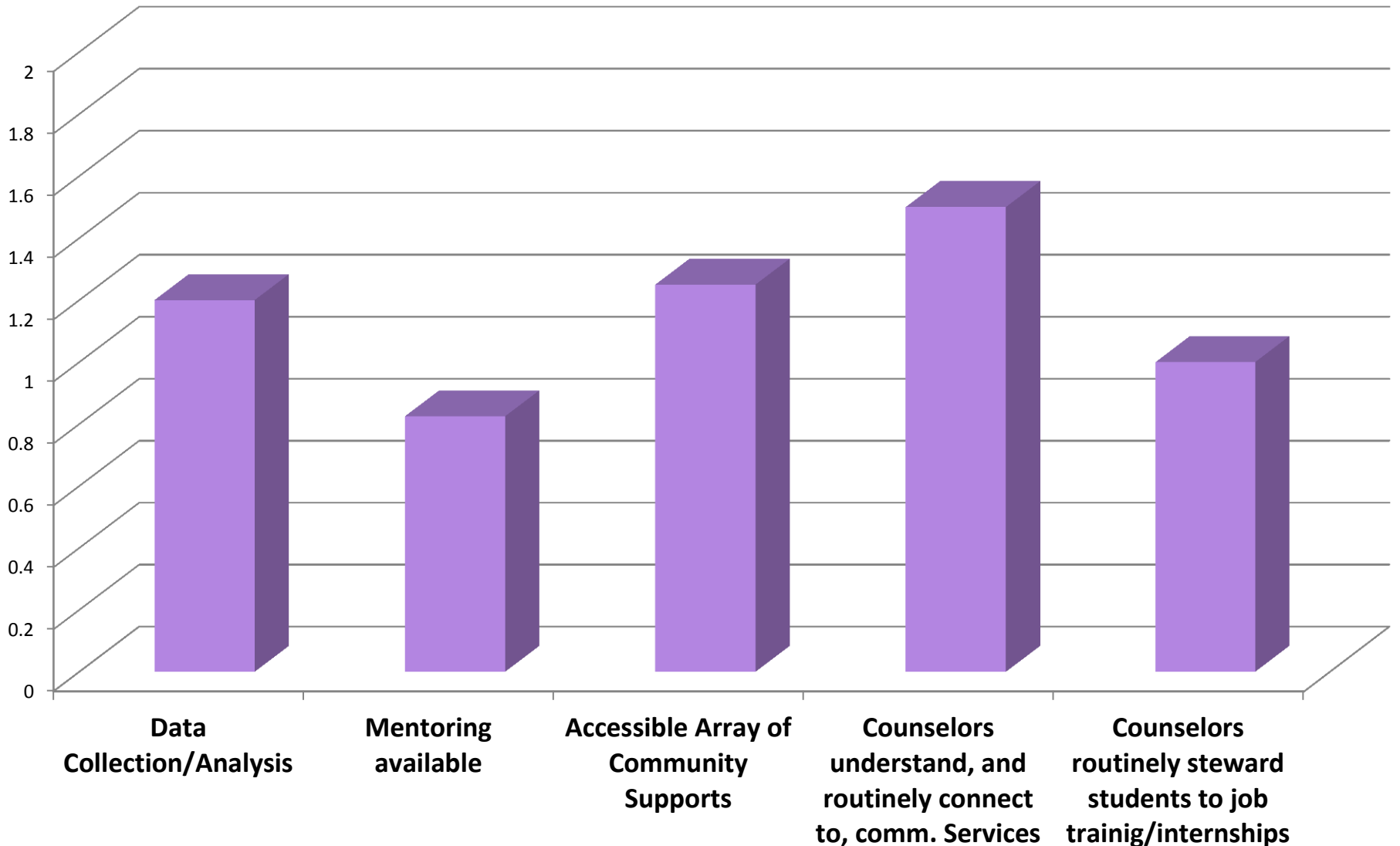
- Resources to implement preventative interventions
- Hard to identify students who need it until they’re already failing (grades, absenteeism, etc.)

Possible Regional Solutions

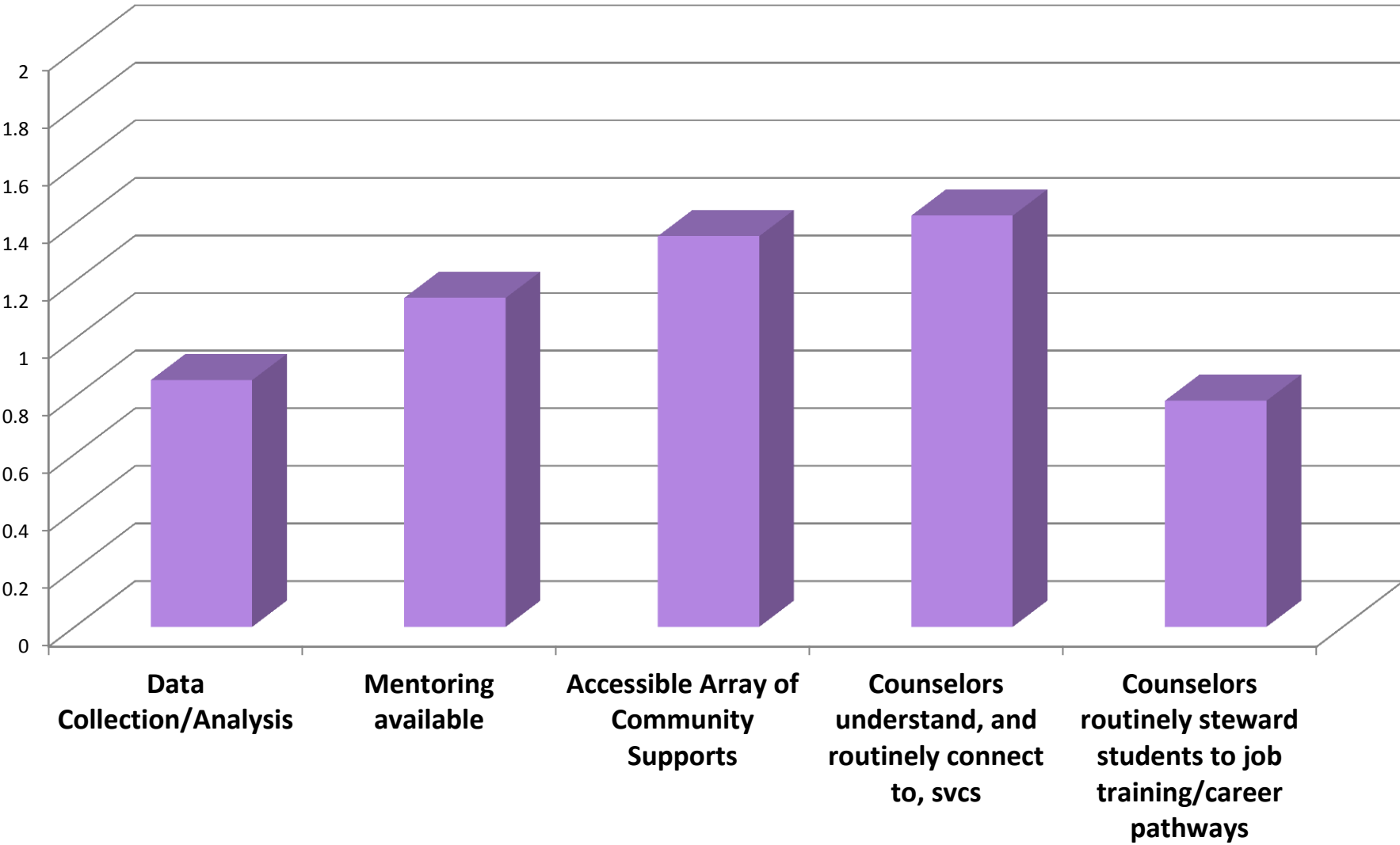
- Gallup Poll, offered at no cost for the next few years. Measures students' sense of hope, engagement and well-being – great prevention indicators.
- College Dreams has identified multiple risk factors that can identify students at risk of not succeeding before they slide
- Integrating CTE into curriculum and STE(A)M opportunities

Your Thoughts?

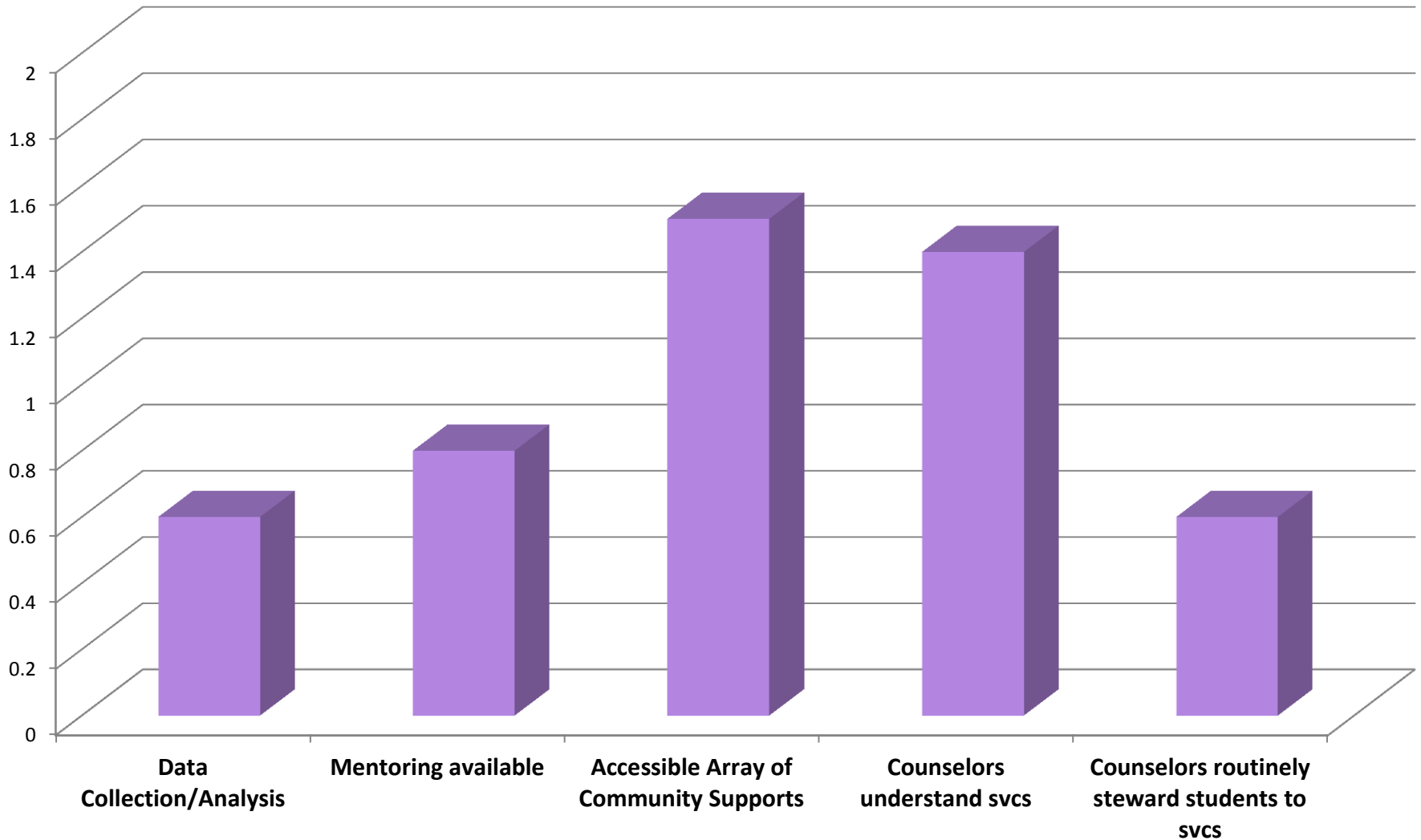
Josephine– Individual Supports



Jackson– Individual Supports



Klamath– Individual Supports



Powerful “Individual” Practices

- North Medford HS uses “Graduation Coaches” for seniors at risk of not graduating
- Kairos works in schools with a “Community School Team” approach, offering individual support to students as they need it.

Challenges at the “Individual” Level

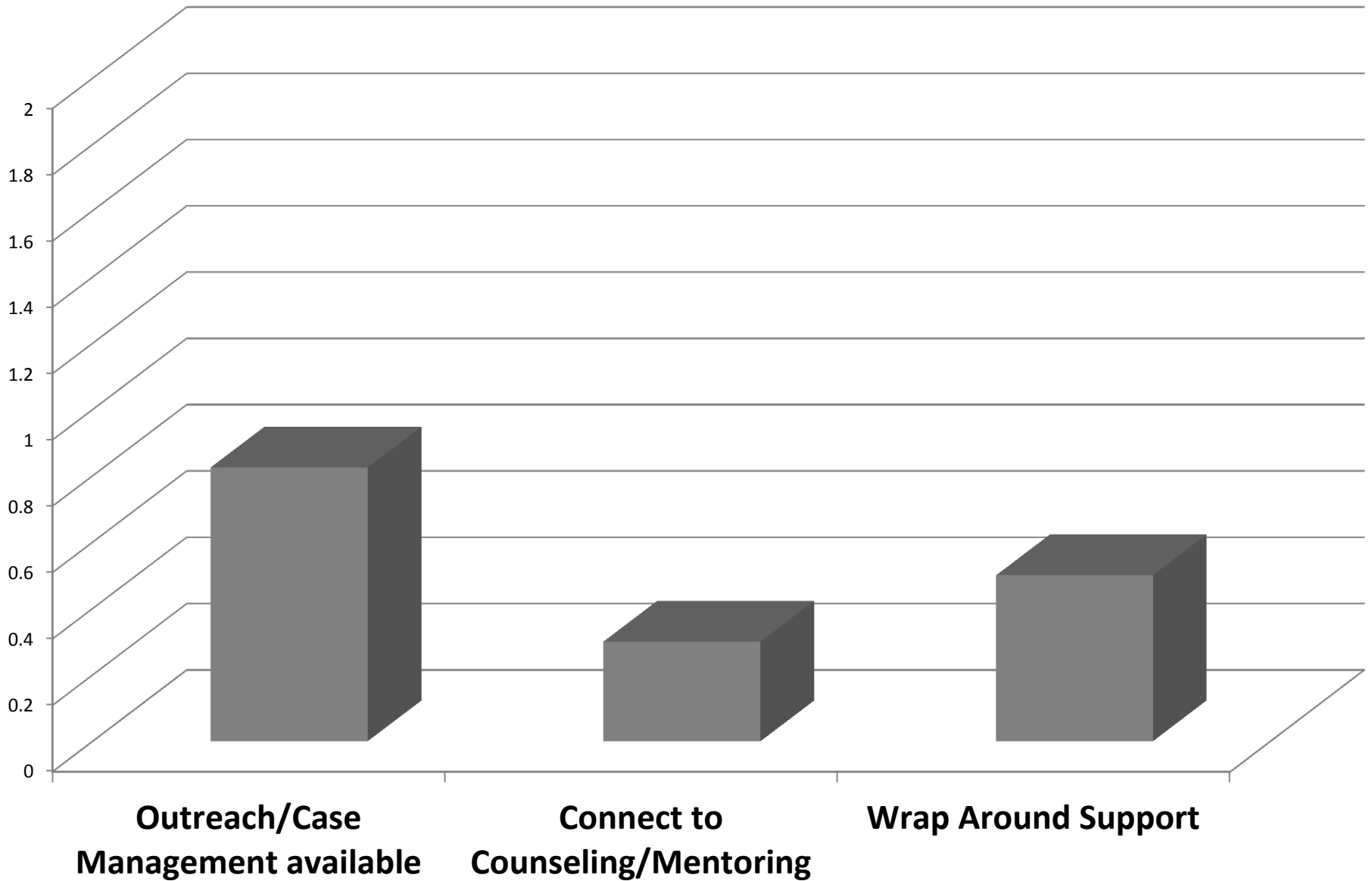
- Identifying students before they’re sliding
- Students who move a lot or want to come back – can’t start earning credits mid-semester
- Supporting students between graduation and when they leave for post-secondary. Many students don’t make it to school without some transition support.
- Recruiting enough mentors for programs that connect students with mentors (e.g., Aspire)

Possible Regional Solutions

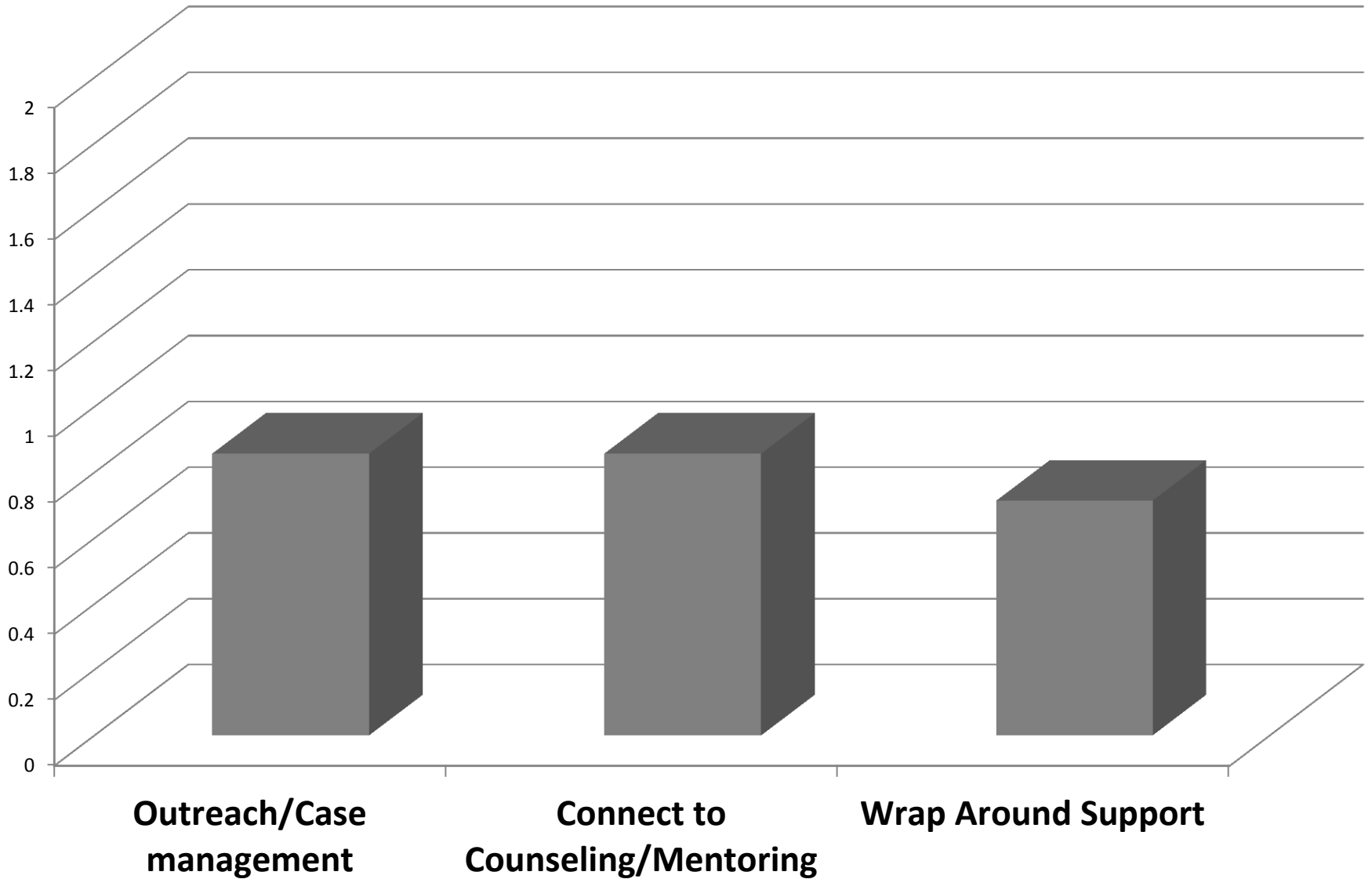
- Offer “quarter credits” instead of semester credits (Medford and Eagle Point) for students transitioning mid-year
- Higher level of integration between schools and mental health/drug and alcohol services

Your Thoughts?

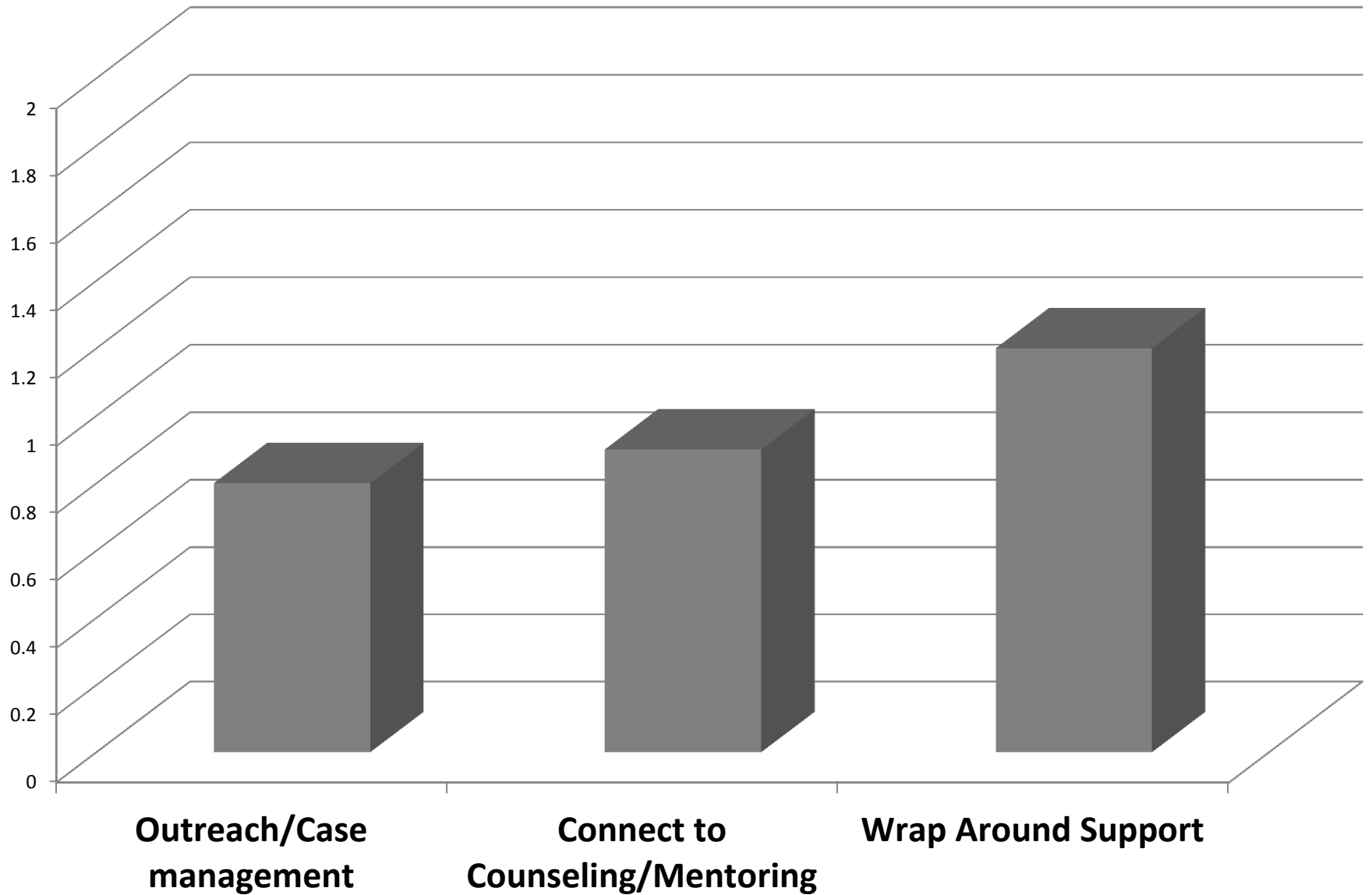
Josephine– Community Supports



Jackson– Community Supports



Klamath – Community Supports



Powerful “Community Supports” Practices

- Eagle Point HS has partnered with Jackson Co Mental Health, enabling a mental health counselor to work at their School-Based Health Center (SBHC)
- Hidden Valley HS – A local couple boards high school students who need a living situation in order to graduate from high school

Common Challenges at the “Community Supports” Level

- Schools overwhelmed by number of students “in crisis” at their school and not prepared for learning
- Inadequate community services available to meet the needs of their students
- Poverty and basic survival struggles impede students’ ability to be academically successful

Possible Regional Solutions

- Higher level of integration between schools and mental health/drug and alcohol services
- “Can do”, clear communications developed between school staff and community action agencies. E.g., one contact to call for food, clothing or shelter, and get a response.
- Community call for mentors, tutors, advocates for student success (SORS coordinates?).

Your Thoughts?

Next Steps for Your School?