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Education, Equity and Excellence from Cradle to Career

The All Hands Raised Partnership

Regional Collaboration for Student Success

Presentation to the Best Practices and Innovation Committee of the Oregon Education Investment Board

February 12, 2013

Regional Achievement Compacts Offer a Unique Opportunity for Oregon…

Our goals today:

- ***Offer our lessons learned to help accelerate statewide progress***
- ***Ensure that our regional work is aligned with the statewide effort***

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Lesson #1:

Focusing only on schools will not move the needle – we all own this

- *Education institutions should be central – but not the only partners*
  - Private sector, non-profits, local and regional governments, families, youth, and grass roots groups
- *Build upon (improve or dissolve) existing local collaborations*

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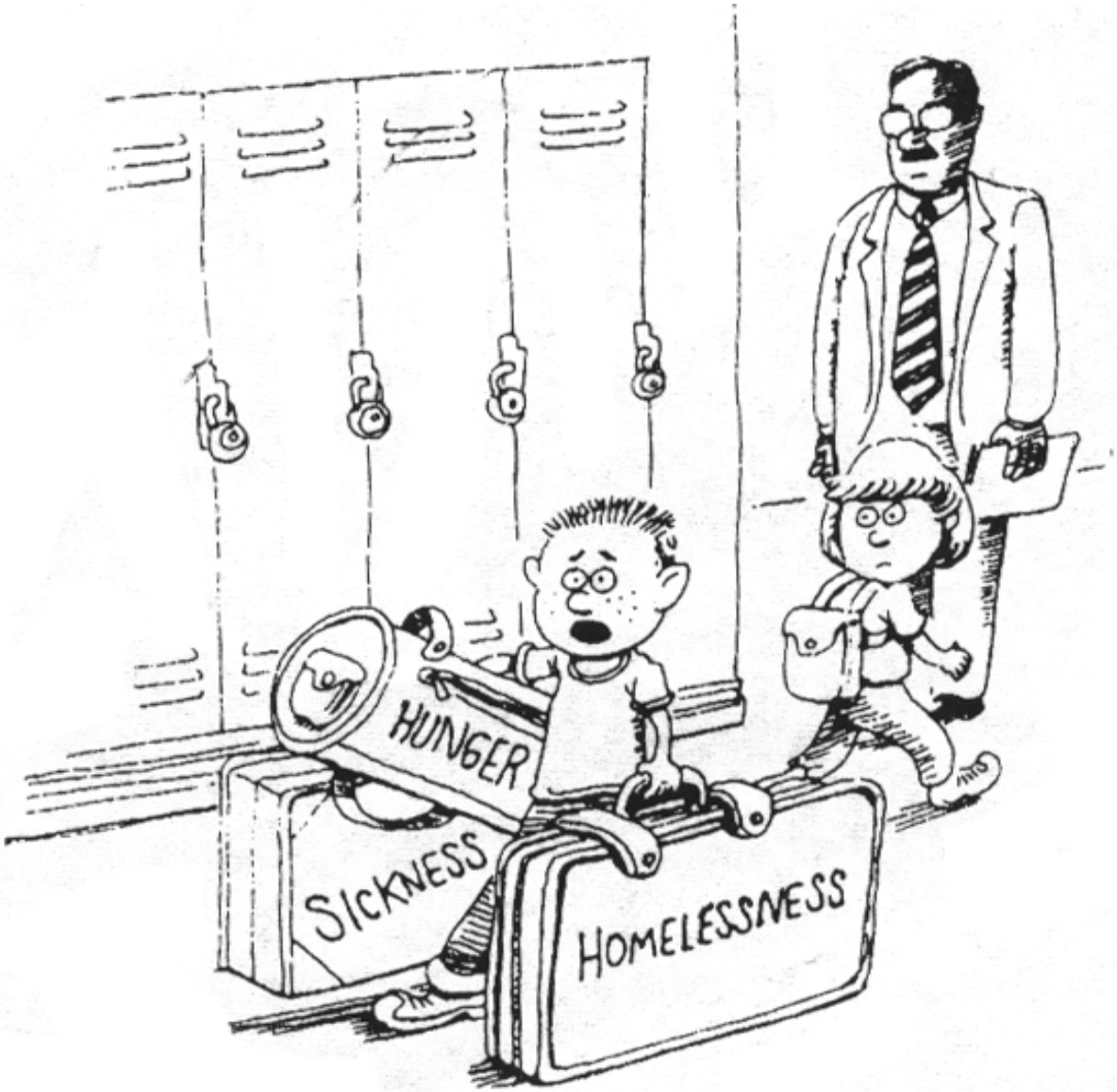

"Could someone help me with these? I'm late for math class."

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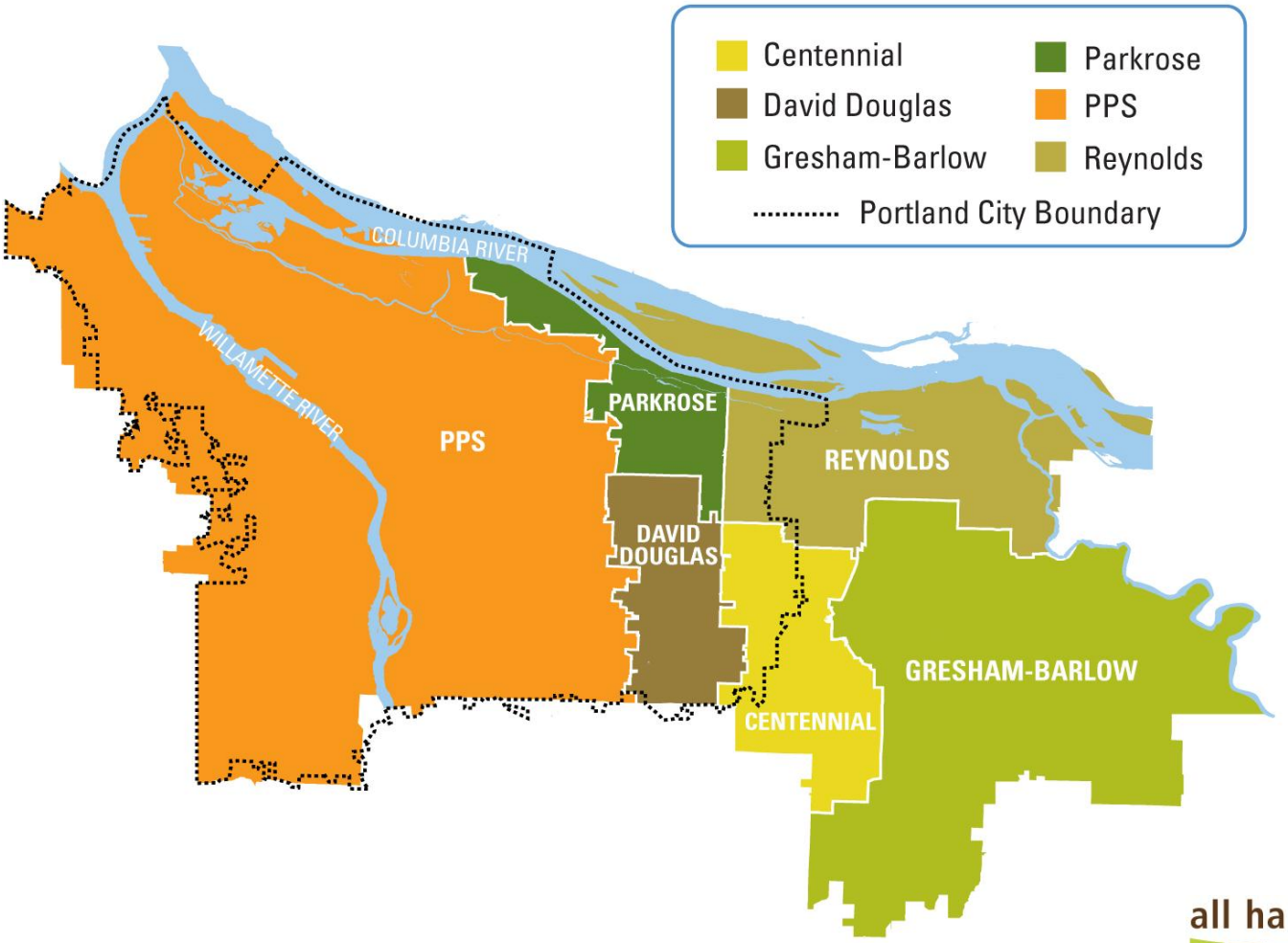
The All Hands Raised Footprint

Boundaries for Major Public School Districts Serving Multnomah County



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Lesson #2

Data is our friend

- *Cultural shift from using data to prove vs. using data to improve*

- *Data* ⇨
  Information ⇨
  Knowledge ⇨
  Understanding ⇨ ***CHANGE***

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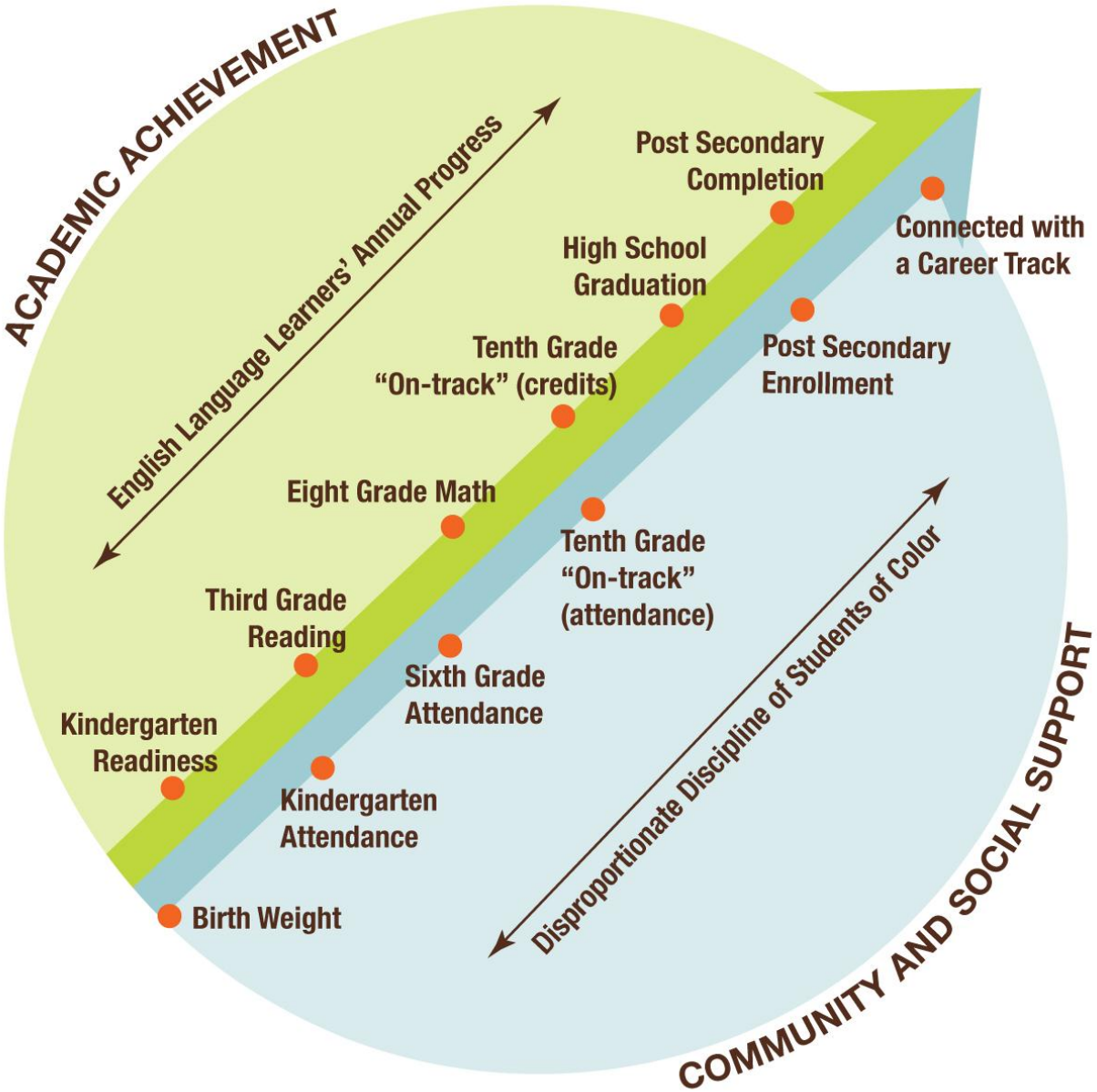
Indicators of Student Success



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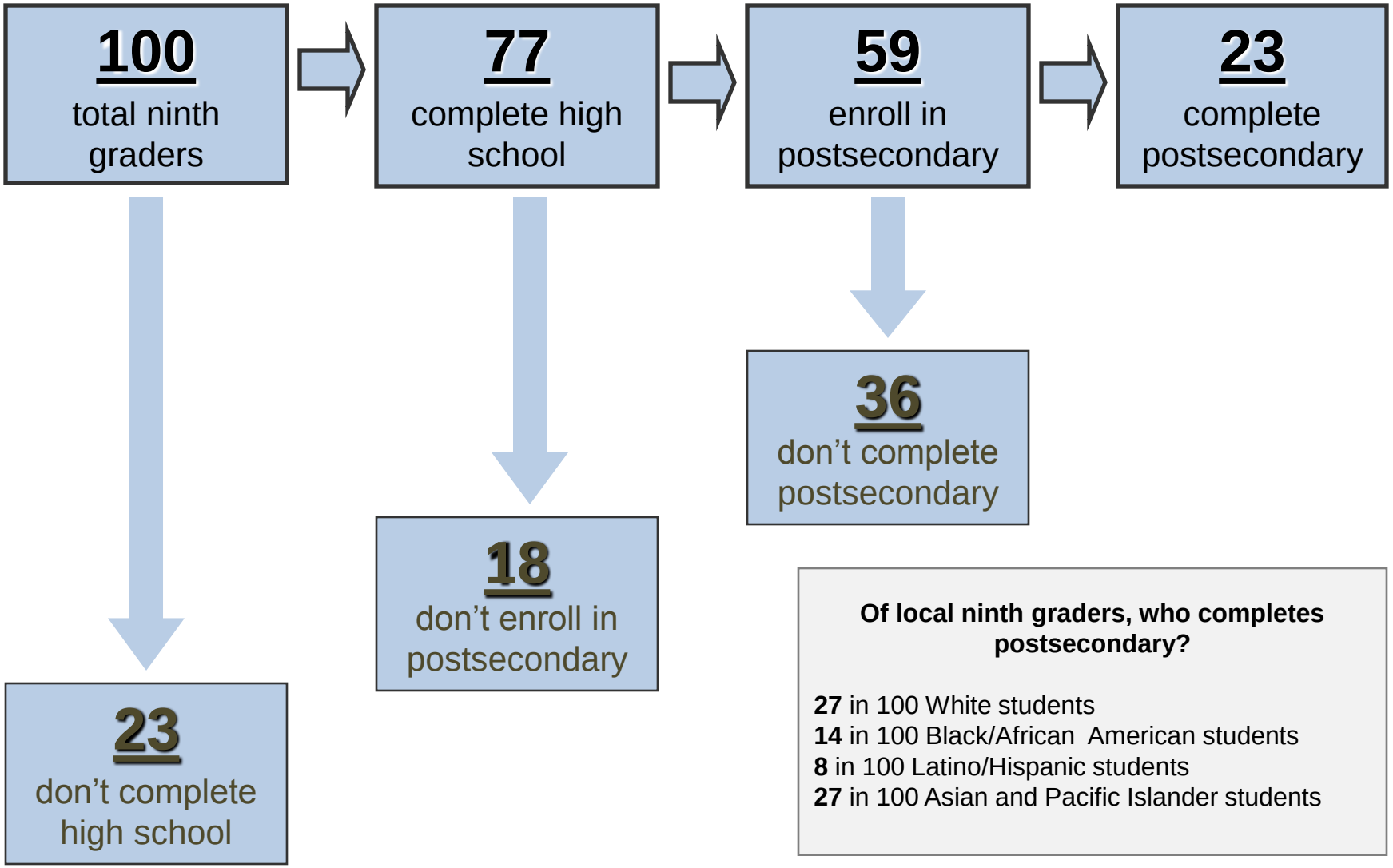
Multnomah County's Education Pipeline



Of local ninth graders, who completes postsecondary?

27 in 100 White students
14 in 100 Black/African American students
8 in 100 Latino/Hispanic students
27 in 100 Asian and Pacific Islander students

Notes: Analysis represents a composite of 2012 five-year high school completion rates together with postsecondary completion rates for class of 2005

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Lesson #3

Place equity at the center of the partnership

- *Disaggregate all data – zero in on key local disparities*

- *Partnership with communities of color and other underrepresented groups is central*

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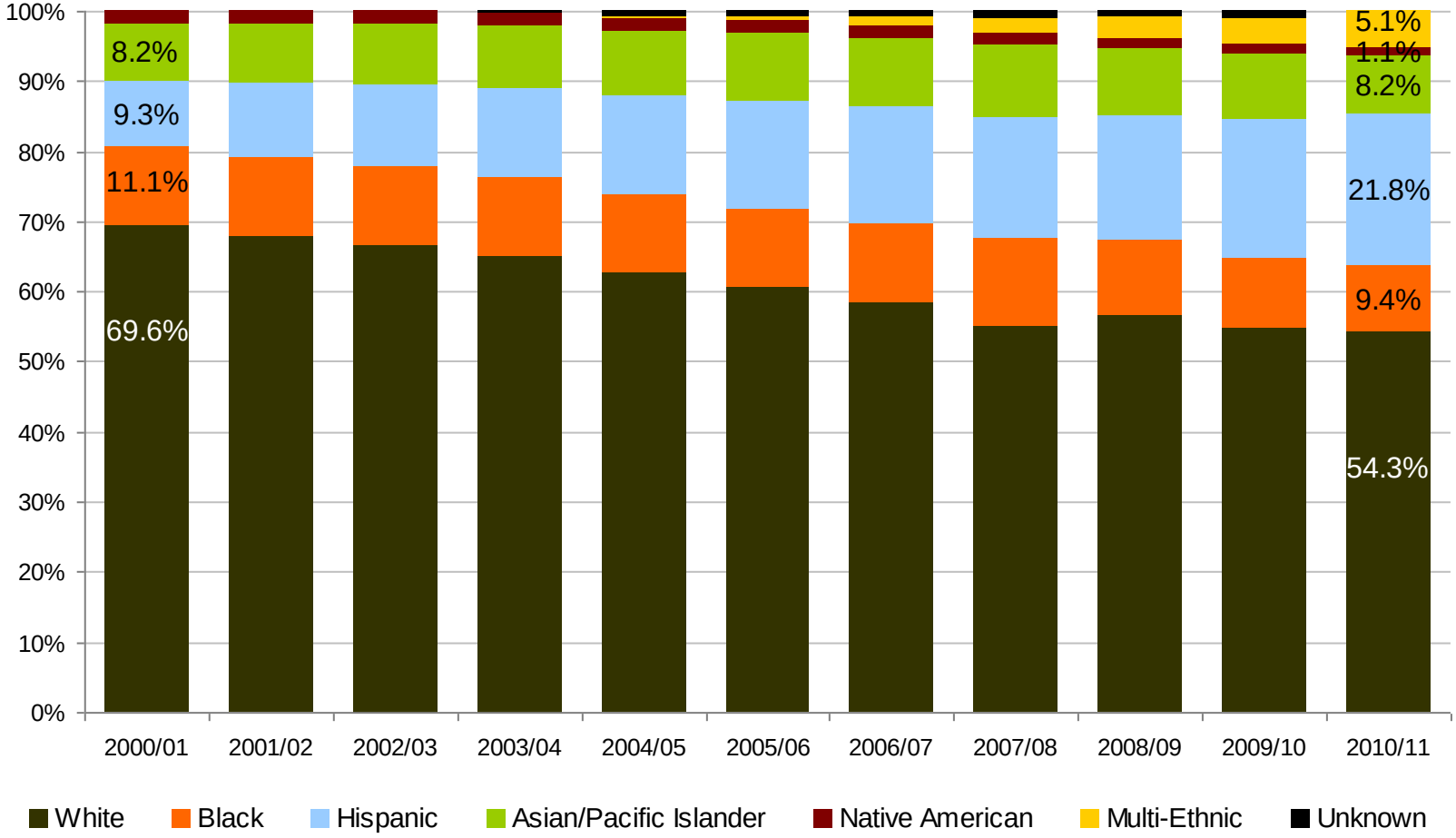
Increasing Percentage of Students of Color



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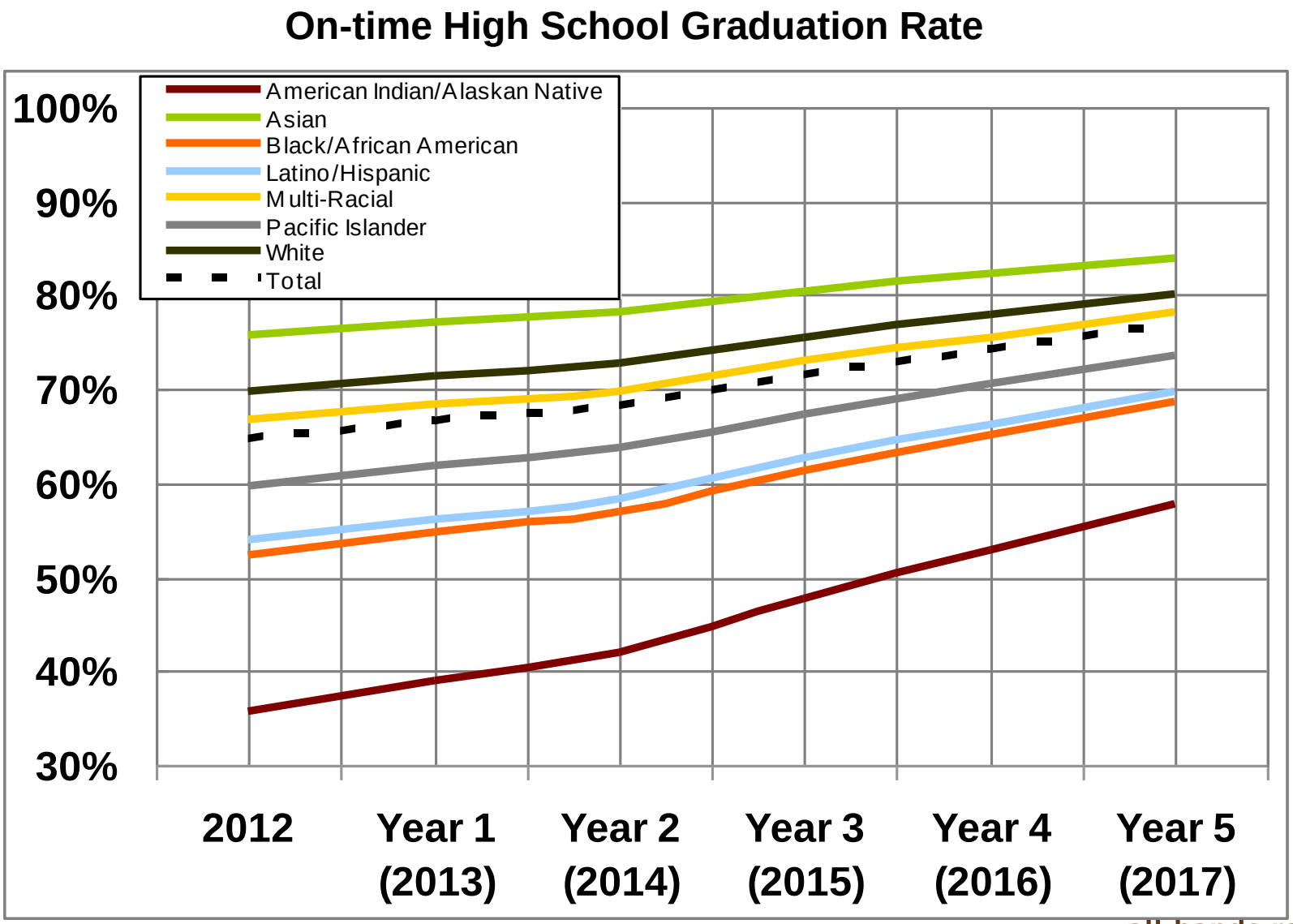
Accelerated Targets for the Groups Furthest Behind



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MEASURING OUR SHARED PROGRESS: NINTH GRADE COUNTS RESULTS

Academic Priority participants are on-track to graduate at a **12.2%** higher rate than their peers.*

* "On-track" is defined as earning 6 credits in 9th grade.

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Lesson #4

***Continuous Improvement* is Job #1**

- *Serious convening is necessary*
- *Let the private sector inform our processes and tools for improvement*

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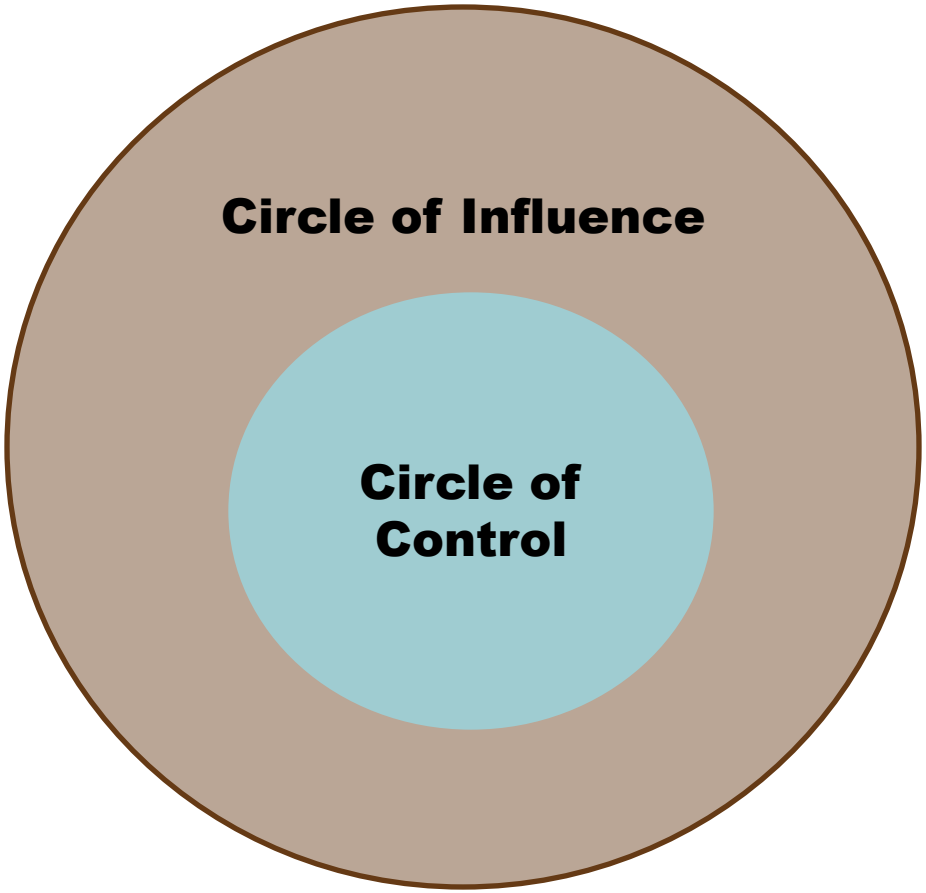
Continuous Improvement Discipline



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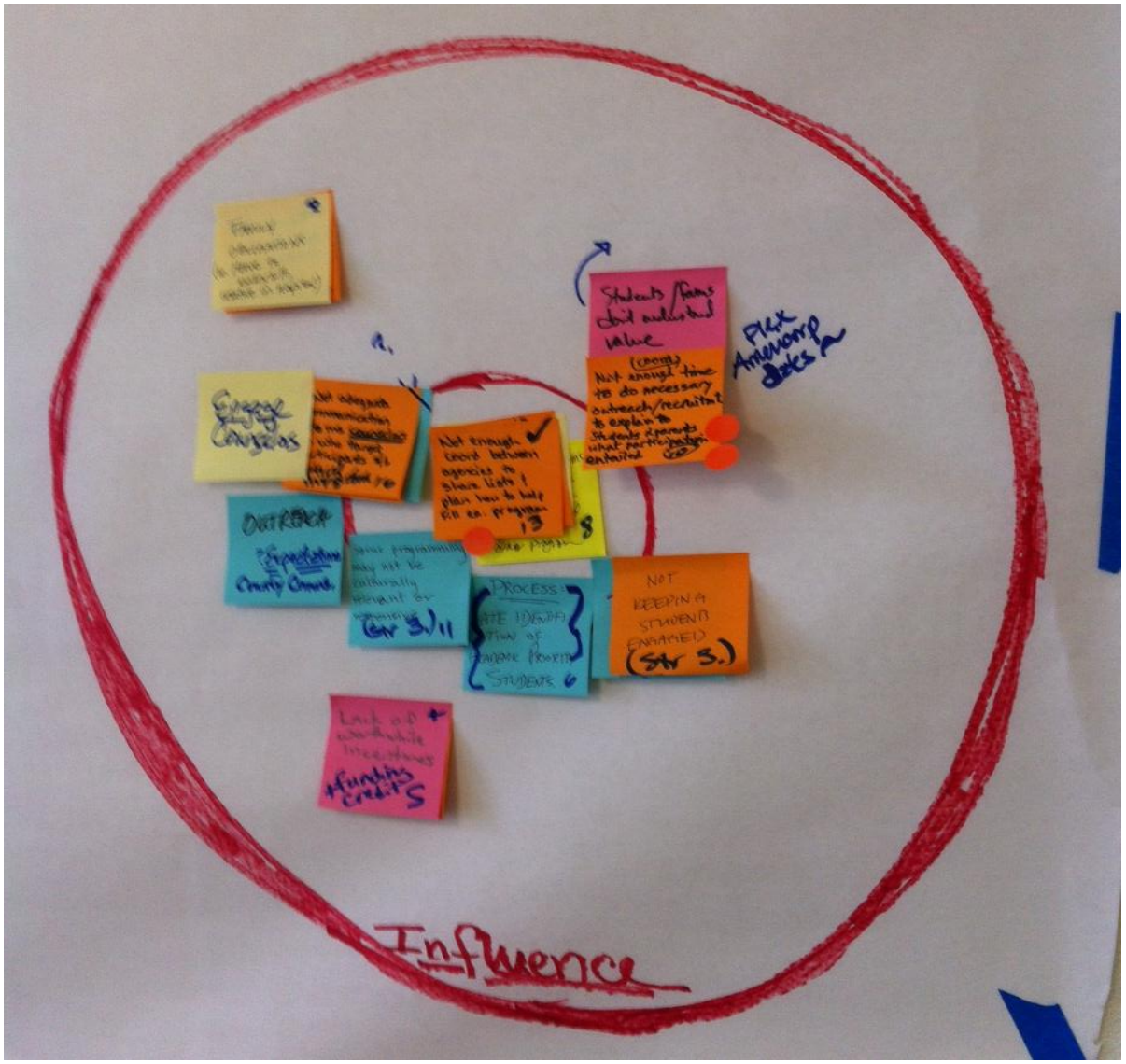
Continuous Improvement Discipline



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Programs in <u>Isolation</u>		System Change for <u>Collective Impact</u>
Gather partners to get buy-in on new or existing programs	→	Work together to move outcomes
Use data to prove	→	Use data to improve
Adds another thing on top of current work	→	Entails a new way of working within *and* across organizations
Pursue funding to scale up programs	→	Align funding to scale effective practices

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Next Steps

Establish a Fifth Collaborative in 2013:

- ***Focus on High School-to-Postsecondary Success***

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Next Steps

Supporting our fellow Oregonians

All Hands Raised providing technical assistance to emerging regional partnerships:

- Crook and Deschutes Counties
- Douglas County

Through support from the Oregon Community Foundation

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Thank you OEIB for your work to improve education for all Oregonians

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