All children and youth. All achieving their full potential. All learning and growing together. All with the support of the whole community.

THIS IS THE ALL HANDS RAISED PARTNERSHIP.
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Voices like these urged us to become a lead community in the Strive Network, a national partnership committed to improving educational outcomes for all children and youth. The voices of six superintendents, along with leaders from throughout the community, called on All Hands Raised to be the catalyst to help all sectors of our community work together and ensure that our kids are successful birth to career.

These same voices affirm that our efforts are taking root and making lasting change in Multnomah County.

“As a former teacher and legislator I see how the All Hands Raised Partnership is a model for how communities can wrap around our schools, not simply for the sake of ‘helping out,’ but to advance very specific actions to improve a defined set of measures. At the end of the day, we won’t be able to reach our ambitious education goals for the state without this exact type of focused alignment and partnership in our local communities.”

Ben Cannon, Education Policy Advisor to Governor John Kitzhaber

“Our community loves our kids and treasures our schools. I’m proud to support the All Hands Raised Partnership because it’s an essential piece of our efforts to find local solutions for our schools. Instead of one more mandated burden from afar, the Partnership helps educators and community partners to identify what’s working to produce measurable gains for students, so we can then focus our limited resources to bring those successful methods to all students.”

Jeff Cogen, Chair, Multnomah County

“The work of the All Hands Raised Partnership provides a vehicle to achieve true social change. Conversations, rooted in practice and research, create a sharp focus on what has the most potential for success. Aligning our work in this way is particularly important in low-resourced communities in Multnomah County where needs are very high. We are already linking our practice to the work of the Partnership because we are invested in larger impact through best practice, partnership and results-driven work.”

Judy Strand, CEO, Metropolitan Family Service
“Corporate funders and community partners expect their investments to produce results that are measurable and sustainable. This effort is spurring a streamlined focus on distinct outcomes and a commitment to transparency among our schools and service providers.”

Jim Piro, President and CEO, Portland General Electric

“We’re not just talking about ‘collaboration’ in the traditional sense. What we are building is a tangible and immediate sense of shared responsibility for the success of every kid. That means being willing to rethink our priorities, aligning action with other organizations and schools and above all else, staying focused on what gets results.”

Susheela Jayapal, Community Leader

“The All Hands Raised Partnership is a comprehensive look at the education needs of this community, based on an impressive history of collaboration. This work isn’t easy, but All Hands Raised has focused on building relationships and creating careful plans which should lead to big improvements in educational outcomes for students in the Portland area.”

Ken Thompson, Program Officer, Pacific Northwest Initiative, Bill & Melinda Gates Foundation

“Our community has always been blessed with organizations and programs — both education and social service — dedicated to meeting the needs of our children and youth in and out of school. True to this dedication, in 2010 we stepped up to the challenge of connecting our work in a ground-breaking and collaborative way. Focused on key points of intervention that demand and track improved outcomes, our kids, our organizations and our community are united and inspired to continue the work.”

Karen Whitman, Principal, Karen Whitman Projects

“When I was in high school I had teachers and mentors by my side, believing in me and pushing me to do better. Every kid should have the opportunities that I had — that’s what All Hands Raised is all about.”

Angel Gutierrez, Sophomore, Brown University and Roosevelt High School graduate

“Portland’s quality of life is tied directly to the quality of our schools and the educational opportunities we offer to every student. And when we say ‘every student’ we mean it — the disparities impacting poor students and students of color are unacceptable. All Hands Raised has gotten us all aligned, pulling in the same direction to turn this around for good.”

Charlie Hales, Mayor, City of Portland
THE PARTNERSHIP

Learning doesn’t begin and end in the classroom. Transforming children into educated, independent adults is the job of the entire community. The All Hands Raised Partnership gathers Multnomah County’s diverse efforts and harnesses them to support kids before, during and after school—from cradle to career.

We synchronize the community’s collective actions and guide them toward measurable, meaningful results. A set of indicators drive this work, and they help us stay focused. We use data to measure each indicator and to help ensure each program is doing the most to help kids. When you have measurable standards, you can find new ways to get better.

In other words, we help rally the community together to change practices, expectations and behaviors for the better. We collectively answer the question, “How can we improve?” to ensure long-term success for our kids.

We’re just getting started. This represents the first chapter of our work, and there are many more chapters to come. After you’ve read this, we hope you’ll join us in answering the question, “How can we improve?”

“Every person deserves a seamless set of opportunities to get the skills and knowledge they need for the life they want to lead. That’s what we mean by ‘cradle to career.’ There is a more integrated way of thinking about education taking root in Oregon, and the All Hands Raised Partnership is leading the charge here in Multnomah County.”

Wim Wiewel, President, Portland State University
An additional 46,000 children under age five reside in Multnomah County, and more than 50,000 older youth ages 20 to 24 live, work and go to school here.
THE CHALLENGE

The educational pipeline in Multnomah County is full of leaks. From the day they are born, many children inherit a set of daunting obstacles. For too many of them, the education and support systems are insufficient to get them across the finish line.

Kids who enter kindergarten unprepared often don’t catch up. Students who falter in their first year of high school have a slim chance of ever graduating. Thousands of local high school graduates never enroll in college or career training—and fewer than half of the students who do go to college actually earn a degree. Every step of the way, students of color and those in poverty face longer odds of success.

Out of 100 Multnomah County Ninth Graders only

27 COMPLETE ANY KIND OF POST-SECONDARY EDUCATION

12 in 100 American Indian/Alaska Native students
10 in 100 Latino students
32 in 100 Asian and Pacific Islander students
31 in 100 White students
18 in 100 Black/African American students
THE ECONOMICS

In years past, a person without a high school degree could realistically hope for a good job and a comfortable retirement. That prospect is mostly a relic of a bygone era.

People with a higher education level earn more than their less-educated counterparts. This is historically true, and it’s getting more severe. As the economy continues to place a higher premium on advanced skills and training, the income gap between less-educated and more-educated individuals keeps widening.

Entire communities are also impacted. According to the Alliance for Excellent Education, if the Portland metropolitan area were to cut its high school dropout rate in half for one year, this single class of new graduates would bring the following benefits to the region:

- $40 million in increased annual earnings
- $3.7 million in increased annual state and local tax revenue
- 350 new jobs

*In addition we can expect—*
- $1.6 billion in economic benefits by increasing the Portland area’s college attainment rate by just 1%

### UNEMPLOYMENT AND ANNUAL INCOME BY EDUCATIONAL ATTAINMENT IN MULTNOMAH COUNTY

<table>
<thead>
<tr>
<th>Unemployment Rate</th>
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<tr>
<td>5%</td>
<td>$76,368</td>
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<tr>
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<td>$40,873</td>
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<td>12%</td>
<td>$29,345</td>
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<td>11%</td>
<td>$28,297</td>
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<td>16%</td>
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<td>18%</td>
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<tr>
<th>Educational Attainment</th>
<th>Median Annual Income</th>
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<tr>
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<td>Associate’s Degree</td>
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<td>Some College, No Degree</td>
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</tr>
<tr>
<td>High School Grad or GED</td>
<td>$23,802</td>
</tr>
<tr>
<td>Less Than High School Grad</td>
<td>$16,631</td>
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CREATING EQUITY

We believe in opportunity and achievement for all—but what do we mean by all?

Young people of color, ages 25 and under, now make up the majority of youth in Multnomah County, and students of color account for nearly half of our K-12 public school population. Yet their outcomes consistently lag behind their White counterparts along the entire cradle to career continuum. If we continue to fail kids of color, the social and economic consequences for our community are dire. Given the drastic disparities that impact students of color, the All Hands Raised Partnership has placed a specific focus on racial equity. We are committed to building a community where opportunity and achievement are available to all. One in which race is no longer a predictor of student success.

The co-chairs of the All Hands Raised Partnership Council—Gregg Kantor, CEO of Northwest Natural, and Sarah Mensah, Director of Strategic Planning for Brand Jordan—expressed it in this way:

“The persistent disparities facing our communities of color have cost Oregon billions of dollars in lost economic output, and our losses are compounded every year we choose to not directly address the inequities in our communities.”

Carole Smith, Superintendent, Portland Public Schools
Throughout this document, data are disaggregated primarily by race (in the online companion to this document, data are further disaggregated by poverty, English Language Learner status, and Special Education status, including data on each of the six partner school districts). Based on the recommendation of the Coalition of Communities of Color, we use the following terms to refer to specific racial groups: American Indian/Alaska Native, Asian, Black/African American, Latino, Pacific Islander, and White. The data presented here are drawn from sources such as the Oregon Department of Education and the U.S. Census Bureau. These sources leave certain communities invisible, including the African, Middle Eastern, Pacific Islander, and Slavic communities, which are typically combined with other groups. Like many reports on education, this document relies on the official categories. Given the Partnership’s overall focus on racial equity, however, it is important to acknowledge the limitations in the official data, and offer a more complete picture.

In official data, individuals with multiple racial identities are often placed into categories based on arbitrary data protocols that can mask the actual experiences of multiracial community members. For example, a local youth who identifies with both his mother’s American Indian/Alaska Native heritage and his father’s Latino heritage is categorized in official data as only “Hispanic.” On the other hand, a student who identifies as both Black/African American and White is categorized as “Multi-Racial.”

To better understand the size of a specific community of color we can track the total number of individuals who identify with that community—regardless of whether they also identify with another community. This method creates an “over count” because some students are counted more than once. However, it also offers a much more complete picture of the actual population size for individual communities of color.

“In the Native community we embrace the fullness of our culture, including our multi-tribal, multi-ethnic heritage that makes us who we are today. But official data policies continue to minimize both the size and impact of our community. How can we measure our true outcomes or make the case for the services that our community deserves when we’re portrayed as only a fraction of our actual size?”

Matt Morton, Executive Director, Native American Youth and Family Center
These are the groups that make up the Partnership structure:

**BOARD**
Provides clear, long-term vision for the Partnership to manage and sustain the efforts of the community and the backbone organization.

**COUNCIL**
Maintains action-oriented, cross-sector dialogue and champions the work in the community and within members’ own organizations.

**STEERING COMMITTEE**
Ensures strategic implementation of the work on the ground through consistent review, guidance and oversight.

**DATA TEAM**
Grounds all aspects of the Partnership in solid evidence, data and research.

**COLLABORATIVES**
Mobilize the collective action of a wide set of partners to drive measurable improvement in specific student outcomes.

**ALL HANDS RAISED PARTNERSHIP STAFF**
Facilitates a broad system for collective impact to ensure that all children achieve their full potential.

WE ARE FOCUSED ON ENSURING THAT THE COMMUNITY’S COLLECTIVE EFFORTS ARE ALIGNED TO MAKE POSITIVE CHANGE FOR KIDS. THERE ARE A LOT OF KEY PLAYERS—LOCAL BUSINESSES, GOVERNMENT, NON-PROFIT ORGANIZATIONS, THE FAITH COMMUNITY, PARENTS AND COMMUNITY STAKEHOLDERS—WHO WRAP AROUND OUR SCHOOLS AND FAMILIES TO REINFORCE COLLECTIVE ACTION, MEASURABLE RESULTS, CONTINUOUS IMPROVEMENT AND SHARED ACCOUNTABILITY.
We must never accept the disparities impacting our communities as ‘natural’ or ‘inevitable.’ Our new arrival families are forming communities that are building vibrant new economic activity. We have an opportunity to educate new communities to ensure a prosperous future for all.”

Lee Po Cha, Director, Asian Family Center

COLLECTIVE ACTION

Multnomah County is fortunate to have a variety of programs that serve youth in a number of ways. These programs make a significant difference in kids’ lives every day.

The challenge is that we often work in isolation, and our impact is diminished. Only when we are aligned and focused on common outcomes can we achieve true system change that impacts the students most in need.

We bring the community together to define goals, actions and outcomes, and to share accountability. When we work in concert, rather than toiling in isolation, there is no limit to what we can do.
WHAT ARE COLLABORATIVES?

An African proverb states, “If you want to go fast, go alone. If you want to go far, go together.” The All Hands Raised Partnership has established four Collaboratives to go far, together, in support of our kids. Collaboratives bring together the strength and resources of dozens of partners to transform student outcomes in a measurable and lasting way.

They start by clearly defining the specific problem they aim to address. Next, they consider the best practices available to address it. Then they commit to a specific goal and design strategies to address the problem head-on. Convening Partners for each Collaborative join with All Hands Raised to bring together unconventional, dedicated and inspired members. The bottom line for every Collaborative is to make meaningful change for kids in clearly articulated and quantifiable ways.

Two essential tools help organize the efforts of each Collaborative:

✓ **CHARTERS** define the mission and specific scope of a Collaborative.

✓ **ACTION PLANS** detail the strategies, tasks, responsibilities, deadlines and metrics for articulating and tracking progress.

Annual improvement targets provide a benchmark, but they are insufficient by themselves. Shorter-term measures—gathered on a monthly, weekly, and even daily basis—guide the everyday work of the Collaboratives. They prompt members to monitor impact regularly and make course corrections as they learn from the data.

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**PLAN, DO, CHECK, ACT**

The framework of continuous improvement gives Collaboratives a proven methodology for defining problems, establishing and testing strategies, and analyzing results.

This cycle is perpetual. The resulting system change comes not from wholesale, one-time action but through iterative, scaleable practices that are effectively coordinated.

The following pages showcase the initial Collaboratives that are bringing the community together to address the most pressing needs of our children: Communities Supporting Youth, Eliminating Disparities in Child and Youth Success, Ninth Grade Counts and Ready for Kindergarten. As capacity within the community allows, additional Collaboratives will be added.
COMMUNITIES SUPPORTING YOUTH

Learning is a never-ending journey, and when a student consistently misses school that learning is interrupted. The Communities Supporting Youth Collaborative is harnessing the collective strengths of our communities and our schools to ensure that every child is present and engaged in learning.

Nearly one in four Multnomah County students misses more than 10% of school days, contributing to academic struggles and an increased risk of dropping out. Chronic absenteeism signals that a student is not engaged with school or the learning process. This disengagement can stem from a lack of relevant learning opportunities or supportive relationships, or challenges related to family life, mental and physical health, or other factors. Students of color and low-income students are especially at risk.

The Collaborative’s comprehensive approach to increasing attendance and engagement is built on schools working closely with families and other community members, including faith organizations, non-profits and government partners.

FOCUSED ACTION TO IMPROVE ATTENDANCE AND ENGAGEMENT

The David Douglas School District has seen significant improvement in attendance since implementing a set of evidence-based attendance strategies and supports. The focus is to create a “culture of attendance” by recognizing and celebrating good attendance, while also delivering a consistent sequence of interventions to reach specific students as soon as their attendance starts to slip. These range from a supportive phone call from teachers, to more intensive home visits and referrals to health and social services. The Communities Supporting Youth Collaborative is building upon the proven strategies and lessons learned in David Douglas to expand these positive results across the county.

WHAT IS THE FOCUS OF THE COLLABORATIVE?

Community partners representing more than sixty organizations, including six school districts, have banded together for a multi-pronged approach to keep students present and engaged in school. The Collaborative is currently focused on:

- Implementing a common set of school attendance protocols among districts, from a quick call home by teachers to more intensive outreach and supports.
- Creating a tool kit of resources to help schools build a culture of attendance and directly supporting six demonstration schools in implementing the tools.
- Building a structure within the initial school sites for educators and partners to consistently track critical measures and implement real-time responses to the unique challenges facing students and families.
- Creating opportunities for community partners to engage with schools in focused ways that support engagement and attendance.
Communities Supporting Youth is Co-Convened with the SUN Service System Coordinating Council and Portland State University’s Center for Improvement of Child and Family Services.

“We are expanding the idea of ‘community’ in this Collaborative. What if the universities, businesses, churches and community organizations adjacent to local schools see ourselves as more than neighbors, as family? What if we join together in a web of support to keep every student engaged and on-track to fulfill their potential?”

Gary Withers, Executive Vice President, Concordia University
Students of color will soon account for the majority of students in Multnomah County schools, but their outcomes persistently lag behind those of White students. In the face of an entrenched opportunity gap, community leaders established racial equity as the top priority of the All Hands Raised Partnership. The Eliminating Disparities in Child & Youth Success Collaborative is on the leading edge of that effort.

This Collaborative brings six superintendents together with leaders from the communities directly impacted by racial inequity as well as other cross-sector partners. A foundation of trust and transparency creates the space for conversations that can be difficult, complex and emotionally charged. A sense of shared accountability for improving student outcomes binds the group together.

Partners in this Collaborative work from a shared assumption that even the best program—whether it's an after-school tutoring program or diversity training for staff—is not enough to close the gaps. Instead, partners chose to focus systemically, looking deeply within their own organizations and the systems in place to serve our kids. The shared commitment is to identify and implement evidence-based changes that collectively hold the strongest potential to close Multnomah County’s racial opportunity gap in a real and lasting way. Members share data and hold one another accountable—both individually and as organizations.

The Collaborative has two initial strategies. The first is focused on supporting the development and implementation of tailored equity action plans within school districts and organizations, grounded in the unique realities facing each organization. The second strategy seeks to ensure an explicit and enduring commitment to equity within each member organization through facilitating the development and adoption of an organizational equity policy.
“The Centennial school board passed an equity policy to make a public and lasting commitment that race should no longer predict student success in our district. We’ve seen the issue in our data for years—and when we stop and listen to our students and families of color we hear it in their stories: low expectations and a sense of being outsiders in a ‘White’ system. We’re starting from where we are today, building equity goals into our professional development, our budgets, our staff recruitment, our engagement with the community—everything that we do.”

Sam Breyer, Superintendent, Centennial School District

REAL RESULTS TO CLOSE THE GAP

In 2010 the Coalition of Communities of Color published ground-breaking research that revealed persistent and growing disparities impacting Multnomah County’s communities of color on a range of education and social indicators. The challenges facing communities of color were made visible in an undeniable set of data that served as a wake-up call to the wider community.

In response to this data, and similar findings in its own student outcomes, Portland Public Schools (PPS) embarked on an effort to accelerate achievement among students of color. PPS set out to boost outcomes by transforming itself into an equity-driven organization, including its approach to budgets, hiring, instructional practices and engagement with students, families and community partners. It is a long-term commitment with promising short-term results that are providing insight and evidence to the Eliminating Disparities Collaborative.

Gaps in PPS are narrowing on indicators from third grade reading to ninth grade credit attainment, and the overall gap in graduation rates between White students and students of color shrank by 6.2 percentage points between 2009-10 and 2011-12.

CLOSING THE GRADUATION GAP IN PPS:
% OF STUDENTS GRADUATING ON TIME

Eliminating Disparities in Child & Youth Success is Co-Convened with the Coalition of Communities of Color.
NINTH GRADE COUNTS

The Ninth Grade Counts Collaborative has been transforming student outcomes since 2009. The effort was launched as a community-wide initiative to increase graduation rates by supporting summer learning and keeping more kids on track through the transition into high school.

Ninth Grade Counts member programs regularly share their student outcomes to learn what’s working. Together they have built a set of quality standards to integrate the most effective local strategies with proven practices drawn from national research. Partners collectively leverage and share critical resources—such as discounted transit passes and thirty-five summer AmeriCorps volunteers each summer—to strengthen their respective programs.

Ninth Grade Counts programs reach out to engage the students who are most likely to drop out (or “academic priority” students), providing focused summer learning opportunities tied to ninth grade curriculum, while integrating focus areas such as acting, algebra and ecology. All students gain exposure to high school life, with a persistent focus on preparing them for college and careers.

The effort is producing results. Academic priority students who participate in Ninth Grade Counts meet the crucial “on track to graduate” threshold by earning six credits in ninth grade at a significantly higher rate than those who don’t participate. What’s more, evaluation data show that students of color and English Language Learners disproportionately benefit from the supports.

“I was scared to make the transition to high school, but Ninth Grade Counts helped make it easier. In the summer I had a chance to see what high school would be like, including the kind of homework I would get. Plus we had a chance to make friends before the first day of school—and the teachers were great too!”

Anthony, participant, Neighborhood House Ninth Grade Counts program
Ninth Grade Counts is convened by All Hands Raised.

1 CAMPFIRE COLUMBIA
2 CATHOLIC CHARITIES
3 CATHOLIC CHARITIES
4 CENTENNIAL SCHOOL DISTRICT
5 DAVID DOUGLAS SCHOOL DISTRICT
6 ELEVATE OREGON
7 FROM THE GROUND UP
8 GRESHAM-BARLOW SCHOOL DISTRICT
9 IMMIGRANT AND REFUGEE COMMUNITY ORGANIZATION
10 LATINO NETWORK
11 NATIVE AMERICAN YOUTH AND FAMILY CENTER
12 NEIGHBORHOOD HOUSE
13 OPEN MEADOW
14 OPEN MEADOW
15 OPEN MEADOW
16 PORTLAND PARKS AND RECREATION
17 PPS
18 PPS
19 PPS
20 REAP, INC
21 REYNOLDS SCHOOL DISTRICT
22 ROOSEVELT HS
23 SELF ENHANCEMENT, INC.
24 UNIVERSITY OF PORTLAND

NINTH GRADE COUNTS 2013 PROGRAM SITES IMPACTING APPROXIMATELY 1,200 STUDENTS
READY FOR KINDERGARTEN

The start of school should be a time of exploration, joy and expanding possibilities. But for too many children, the scales are already tipped against them the day they enter kindergarten. High-quality early childhood supports for children and their families can help level the playing field. A large and diverse group of Multnomah County partners are aligning their efforts to accelerate change for the better through the Ready for Kindergarten Collaborative.

Partners looked across the landscape of problems facing young children and families and focused on two critical gaps. The first strategy focuses on learning and development in the earliest years and is drawn largely from the voices of parents in the community. Based on an examination of data, the Collaborative placed its overall focus on students of color, students in poverty and those for whom English is not their first language. Parents from these communities shared a clear desire for supportive learning environments where parents and children can grow together in partnership with trained peers from their own communities.

The second area is the transition into kindergarten, where partners are working to ensure not only that children are ready for school, but also that schools are ready for the children, by supporting early kindergarten registration efforts, summer transition programming, and data-driven collaboration among principals, teachers, families, and community partners.

CONNECTING KIDS TO THEIR NEW SCHOOL

As many as one in seven local children registers late for kindergarten. This means lost instructional time, missed opportunities to enroll in summer programs and an unstructured start to the new year. In 2012, a group of local partners, coordinated by Multnomah County’s Linkage Steering Committee, launched the Register for School by June campaign to increase on-time kindergarten registration.

This outreach and awareness campaign contributed to a significant reduction in the percentage of students registering late—from 20% in 2010 and 2011 to 14% in 2012. The Ready for Kindergarten Collaborative has partnered with Linkage to align resources and partnerships and keep driving the number of late registrations down, year after year.
“Our teachers came together and literally chose to leave the building, to get out into the community for home visits with our incoming kindergarteners’ families in the summer before school started. It truly made all the difference. We know our parent community and they know us. It feels like we’re all on the same team.”

Becky Kadrmas, Principal, Highland Elementary, Gresham-Barlow School District
A COMMUNITY OF SUPPORT FOR EVERY CHILD

The four initial Collaboratives are laser-focused on maintaining and motivating the cross-sector and cross-cultural participation of multiple community voices, building a truly collaborative learning support system from within the community. Everyone engaged subscribes to the belief that all adults have a shared responsibility to steward the success of our young people, so that all of our children and youth achieve their full potential.

We are building a community of support for every child in every corner of Multnomah County.
Carmen is a member of the Eliminating Disparities in Child and Youth Success Collaborative. She sees how educational opportunities can help transform the life of a child, a family and an entire community. As Executive Director of the Latino Network, her focus is opening doors, building community voice and changing systems.

Ken is a member of the Ready for Kindergarten Collaborative. He knows that supporting young kids through early childhood initiatives is the right thing to do, and the smart thing for our state. As former CEO of Fred Meyer and Compli, he understands the bottom line: Oregon’s prosperity hinges on our investment in kids today.

James is a member of the Communities Supporting Youth Collaborative. He helps lead the Gresham-Barlow School District—but he knows that schools can never achieve their goals alone. That’s why he’s working with non-profits, faith leaders and other partners to keep every student engaged in learning.

Centâe is a member of the Ninth Grade Counts Collaborative. As Assistant Professor of Education at Marylhurst University, he places teachers-in-training with Collaborative member-programs to ensure that future teachers develop professional knowledge and skills in local schools and high-need communities.
The term “cradle to career” is more than a metaphor. It is a commitment to kids’ sustained success as they grow into healthy, independent adults. Every stage of a child’s development is part of that child’s success story, and that story takes more than 20 years to tell. Along the way, there are crucial Indicators that help us follow the progress of every child—and design the academic and social supports to keep them on track.

Partners from across Multnomah County came together and established Indicators to track the community’s progress in supporting youth from cradle to career.

These Indicators create a framework that measures improvement in both academic outcomes and the social support necessary for children and young adults to thrive. The goal is to foster continuous improvement for each Indicator.
MEASURING IMPROVEMENT

How much improvement do we expect to see on our Indicators? And by when? In the fall of 2012, community leaders endorsed a specific set of annual improvement targets for students in the All Hands Raised region.

*We set out to develop three-year targets that are:*

**SUSTAINED**
Steady growth year after year, allowing for an initial two-year ramp-up

**INCREMENTAL**
Improvement rates that are realistic and achievable

**EQUITABLE**
Accelerated annual improvement for students of color to close the gap

**TARGETS ARE PORTRAYED THROUGHOUT THIS DOCUMENT USING THE FOLLOWING FORMAT:**
Of course, learning begins long before a child’s formal education, and early development and health are very important factors in children’s lives. Birth weight and readiness for kindergarten are helpful indicators of potential success in education and in life.

**BIRTH WEIGHT**

The path to a healthy life begins before a child takes his or her first breath. A healthy birth weight sets the stage for strong physical and cognitive development. Research shows that mothers who receive early and consistent prenatal health care are more likely to give birth to babies born at a healthy weight, defined as 5.5 pounds or greater. In Multnomah County, 6.7% of babies are born below that threshold, placing them at higher risk for learning disabilities and other challenges. Significantly higher rates of low birth weight are apparent among some communities of color. Recent research has linked this disparity, particularly among African American mothers, to the chronic stress associated with persistent experiences of racism.

The national Healthy People 2020 initiative has set a target of reducing the rate of low weight newborns to 7.8% of all births by the year 2020. The Partnership has chosen to adopt this rate as its target for Multnomah County births, including all racial subgroups.

The total percentage of Multnomah County births currently falls below the Healthy People 2020 target of 7.8%; however, disaggregated data reveal higher rates among some communities of color.
KINDERGARTEN READINESS

A child’s readiness for school is influenced by healthcare, nutrition, and access to early education. The fact is, not all children begin school with a strong foundation for learning, and students of color, immigrants, refugees, and those in poverty often struggle the most.

How many of our students are prepared to learn when they enter school? Which groups are more likely to face challenges, and in which areas? In the fall of 2013, the state of Oregon will implement a new statewide kindergarten assessment in order to answer these questions. The Partnership has adopted kindergarten readiness as an indicator and will use the Oregon Kindergarten Assessment as its measure. The All Hands Raised Partnership will report baseline data and community-wide improvement targets when the data are available.

“The kindergarten assessment will give us a clear sense of how ready our kids are to learn and thrive in school. This crucial data will help us sharpen our investments, tailor our curricula, and drive increased collaboration between schools, early childhood programs and community partners.”

Swati Adarkar, President & CEO, Children’s Institute
ATTENDANCE & DISCIPLINE

Students who are consistently in school, without interruptions, learn at higher rates.

ATTENDANCE BY GRADES K, 6, 9

Attendance is an indicator of a student or family’s health, stability and overall engagement with school. Consistently attending school – 90 percent or more of an academic year – has been increasingly recognized as a key measure of student success.

A study of Oregon schools by ECONorthwest found that chronic absenteeism in kindergarten can predict future absenteeism and lower academic achievement in the years ahead. National research shows that as early as sixth grade, chronic absenteeism is a strong predictor that a student will drop out.

We have made regular school attendance a priority. Three of our indicators track the percentage of students consistently attending school at the kindergarten, sixth grade and ninth grade levels.

“If I have the students with me in the classroom, I can help them learn and build the skills they need. I can build a relationship with them so that they can have a link into school and know that they can trust an adult here. The students who need the most help are the ones who are absent. It’s a constant struggle to help them catch up.”

Ashley White, Reading Specialist, Reynolds High School

By tracking students who fall below a determined attendance level, we can identify specific students who need extra support, allowing schools and community partners to intervene before it’s too late.
Excluding students from the learning environment through suspension or expulsion is a common practice in schools. After being excluded, students are often left unsupervised and without constructive activities, making them more likely to disengage, drop out and interact with the justice system.

A closer look at the reasons students are disciplined reveals clues as to what is actually happening. A 2012 report by the Multnomah County Commission on Children, Families and Community found that students of color are more likely than White students to be disciplined for subjective reasons such as excessive noise, disruptive conduct, disrespect and insubordination. According to the report, “these are largely exclusions that are made using an individual perception or lens and are in some cases the result of implicit bias.”

Following national patterns, students of color are removed from local schools at higher rates than White students, despite a lack of evidence that these students misbehave more. Students of color make up 46.5% of the local student population, yet they account for 56.7% of discipline incidents.

“Our new approach to discipline is all about helping kids stand up, take responsibility for their actions, learn from it and then move on. Students walk out with a sense of integrity and accomplishment – and they feel more connected and engaged with their school. We used to push these kids away at the exact moment when they needed us to hold onto them tighter. We’ve flipped that story on its head now and there’s no going back.”

Dr. Karen Gray, Superintendent, Parkrose School District
ACADEMIC PROGRESS

The skills and knowledge built during childhood can open up worlds of opportunity and new avenues to economic stability as young people move into adulthood. We have prioritized several check points that are critical indicators of students’ academic progress.

English Language Learners comprise 13% of K-12 students in Multnomah County. Their mastery of the English language is crucial in preparing them to pass classes, meet high school graduation requirements, enter college and succeed in careers. Currently, only about half of English Language Learners advance one level in English language proficiency each year, and this holds true across racial groups.

* American Indian/Alaska Native student data has been excluded to preserve confidentiality, due to small sample size.

Third grade reading proficiency shifts students from “learning to read” to “reading to learn.” This prepares them to succeed across subjects as they face more complex curricula in the years to come. Not surprisingly, students who falter at this key milestone are more likely to face later academic challenges, making it a crucial early measure for school and community focus.
Eighth grade math proficiency prepares students for success in the more advanced forms of math awaiting them in high school. With the increasingly important role of math, science and technology in the workforce—both locally and globally—a strong foundation in math by eighth grade is crucial for every student.

Students who finish ninth grade on-track—earning the expected six credits toward graduation—are more than four times more likely to graduate than students who fall behind in their first year of high school. Improvement on this indicator for all groups of students can serve as a bellwether of continued growth in overall graduation rates.
HIGH SCHOOL SUCCESS

High school graduates are more likely to be employed, healthy and stable contributors to their local communities and economies. Increasingly, earning a college degree or credential is also necessary to solidify a young person’s chance for family-wage employment through adulthood. Keeping local students on-track through high school completion and a college degree or certificate that is relevant and meaningful in the local job market is the central focus of the All Hands Raised Partnership.

“Our graduation rates are on the rise in Multnomah County, and that’s no accident. This community is focused and driven to get results for our kids. We’re working from a common playbook and we’re raising the bar together.”

Don Grotting, Superintendent, David Douglas School District
WHAT DO GRADUATION RATES REALLY MEASURE?

While we have prioritized on-time graduation rates as a key indicator of success, the fact remains that some students require longer than four years to earn a regular high school diploma for reasons both academic and personal. Others earn a GED or some other type of high school certificate.

A closer look at graduation rates for the cohort that was expected to graduate in 2011 shows that 62.3% graduated on time with a regular diploma. Allowing for a fifth year increases that rate by 4.8 percentage points. Another 10.3% of the cohort earned a GED or some other type of high school certificate within five years.
POST-SECONDARY SUCCESS

This is where all of the work pays off. It’s the community’s responsibility to help children grow into healthy, educated, employed adults, and there are straightforward ways to see how well we are fulfilling that responsibility.

Post-secondary enrollment rates measure the percentage of local high school graduates who enroll in college anywhere in the U.S. within sixteen months of graduating from high school. This indicator can help schools and community partners assess which and how many of their high school graduates move on to the next step in the educational journey.

Post-secondary completion rates measure the percentage of local students who complete a college diploma or career certificate within “time-and-a-half.” Time-and-a-half is defined as taking three years to complete a two-year degree, or six years to complete a four-year degree.

Tracking post-secondary completion rates can help colleges and training programs design more transparent and accessible paths to completion and careers, focus their student support efforts, and build partnerships that help keep more students on the path to family-wage employment.

* Multi-Racial student data has been excluded to preserve confidentiality, due to small sample size.
Another way to understand how our youth are faring is to look at the number of young people between the ages of 16 and 24 who are enrolled in school and/or employed. In Multnomah County nearly 85% of all youth are enrolled or employed, leaving 15% of young people disconnected. One of our community’s greatest opportunities is to identify these youth and support them through relevant and engaging education and career pathways.

Our community is home to approximately 12,500 youth ages 16 to 24 who are disconnected from education, the economy and a career path.
“Building and sustaining the backbone organization to support this work has been humbling. So many people from across every sector of Multnomah County are playing a role, and there is a willingness to check egos at the door and act in concert. This is not a silver bullet solution. It is a home-grown partnership affirming that when our entire community—not just one person or organization—is smart, committed and coordinated, we can do whatever it takes for all of our kids.”

Dan Ryan, CEO, All Hands Raised
It’s also just the beginning of the work.

Every child’s dream is to grow up—and to do something amazing. If they are to do so, children need a dedicated community of adults to support them every step of the way. There is no single person, program or organization that can guarantee a child’s success, but through collective action, we can create equity for all kids and give them every possible opportunity. In this way, all adults share account-ability as stewards of our children’s success.

Our role is to rally members of the community to improve kids’ lives—and you are part of the community. Here are three ways you can be a part of the change.

1. **GET CONNECTED.** Track the progress of the Partnership at www.allhandsraised.org, where you’ll find updated info on meetings, events and community initiatives. Like us on Facebook. Follow us on Twitter. And tell a friend.

2. **MAKE A COMMITMENT.** Volunteer, mentor, donate, reach out—be a part of something bigger. Learn the name of your neighborhood school—then learn the name of a teacher, or the principal, or a coach. See what happens from there.

3. **STAY INSPIRED.** There are amazing things happening for children and youth in Multnomah County every single day. Take heart in that—and acknowledge that our impacts will multiply if we align our efforts and commit to a plan.

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GRATITUDE

Thank you to the leaders in our community who have committed to raising their hands and staying at the table to create the change necessary to improve outcomes for our kids.

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For more robust data on the All Hands Raised Indicators visit us at www.allhandsraised.org. Multiple years of historical trends are presented, and additional charts portray data for each of the six partner districts. Data are further disaggregated by race, economic status, English Language Learner status and Special Education status.


PAGE 6 Post-secondary completion rates for Multnomah County students: All Hands Raised and Portland State University analysis of Oregon Department of Education and National Student Clearinghouse data, representing a six-district composite of 2011-2012 five-year high school completion rates, together with post-secondary completion rates for the 2005 cohort of high school graduates.


PAGE 7 Unemployment and annual income by educational attainment in Multnomah County: ECONorthwest analysis of 2009-2011 three-year American Community Survey data.

PAGE 9 Populations of students of color in Multnomah County schools: Portland State University analysis of 2011-2012 Oregon Department of Education data.


PAGE 18 Ninth Grade Counts data: Northwest Evaluation Association, Outcomes and Demographics for Participants in Ninth Grade Counts and Career + College Connections, August 2012.

PAGE 20 Kindergarten late registrations: Linkage Steering Committee analysis of 2010-12 school district data.

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PAGE 28 Students consistently attending school by grades K, 6, 9: Portland State University analysis of 2011-2012 school district data.


PAGE 30 and 31 Third grade reading, eighth grade math and English Language Learners’ annual progress: Portland State University analysis of 2011-2012 Oregon Department of Education data.

PAGE 31 Ninth grade credit attainment: Portland State University analysis of 2011-2012 school district data.


PAGE 34 Post-secondary enrollment and completion: Portland State University analysis of National Student Clearinghouse data for the 2009 cohort of high school graduates (enrollment) and 2005 cohort of high school graduates (completion).

PAGE 35 Youth enrolled in school and/or working: ECONorthwest analysis of 2009-2011 three-year American Community Survey data.

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All Hands Raised serves as the backbone organization for the All Hands Raised Partnership. In all that we do our focus is on supporting education, equity and excellence from cradle to career. The roots of this were planted when we were established nearly two decades ago as the Portland Public Schools Foundation. We synchronize the community to help partners from all sectors of Multnomah County work in concert to ensure our kids’ success from birth to career and we steward PPS parent-led fundraising and manage the PPS Equity Fund Grants. Through it all, we are steadfast in our commitment to help all kids achieve their full potential.