Dear Friends

Together we have completed three chapters in our work to improve educational outcomes for our kids in Multnomah County. That work began in 2010, when community leaders entrusted All Hands Raised to build a better system of collaboration to support kids from cradle to career.

We have accomplished much:
- Made racial equity the top priority. All six district boards have passed racial equity policies. All data are disaggregated by race and all action is squarely focused on improving educational outcomes for kids of color.
- Established an insightful set of Indicators to keep us focused on the big picture and accountable to one another.
- Aligned efforts across sectors and organizations, in six critical areas, to ensure that on-the-ground practices inform shifts in governance and policy.
- Built and sustained a leadership structure that brings out the best thinking and maintains cross-sector engagement.

As leaders of the All Hands Raised Board, we see firsthand how this work is having a direct and lasting impact on our community. And while we are inspired by what we have accomplished together, the data show us that our work has only begun.

We hope that you will spend some time immersing yourself in Chapter 03 and see the results of our collective commitment and courage over the last two years.

There are four key areas we want to highlight:

Racial Educational Equity
Our Theory of Change
Six Areas of Focus

Big-Picture Indicators of How We Are Doing as a Community

Whether you are new to the work of the All Hands Raised Partnership or deeply immersed in it, we hope that you find this chapter grounding, relevant and inspirational. Thank you for finding your voice and your role to do all you can for our kids.

Jennifer Messenger Heilbronner
Board Chair
Executive Vice President, Metropolitan Group

Carmen Rubio
Immediate Past Chair
Executive Director, Latino Network
With an acute focus on racial equity, All Hands Raised brings together practitioners and leaders from education, business, government and nonprofit organizations to ensure the success of every child in Multnomah County, from cradle to career.

To do this, All Hands Raised provides the framework, coaching and tools that empower schools and organizations to improve educational outcomes for more than 220,000 children and youth, ages 0–24.

We are grateful to steward this work on behalf of the community. And we are proud of our unique role in fostering collaboration across sectors to make lasting change countywide.

Our method for driving systems change is innovative.

We maintain a strong leadership structure that brings senior community leaders together regularly to support the work on the ground where practices must improve. We emphasize relationships, participation, shared learning, conflict resolution, commitment to action, and follow-through. The alignment we build daily between practitioners, leaders and investors is making a positive impact. This is not easy; if it were it would have been done a long time ago.

It takes a strong, independent organization to challenge the status quo. All Hands Raised has the trust and momentum of the community. There is no better time than now for All Hands Raised to turn innovation into action.
Community-wide Indicators

A set of Community-wide Indicators that span kids’ development from birth to career guide this work. These Indicators help us keep an eye on the highest-level outcomes while diving deep into the community to drive these numbers up.

Currently, All Hands Raised is improving outcomes in six focus areas:
Kindergarten Transition, K-12 Attendance, Racial Educational Equity, Ninth Grade Transition, Post-Secondary Access, and Pathways to Construction & Manufacturing Careers. The flags represent the work on the ground and correlate with the Indicators that the work is impacting.
Our Footprint

Multnomah County is our home. We are strengthened by the diversity of our neighbors and our neighborhoods. We work with six school districts and dozens of partners from early learning through college and career training with a single goal: improving the education outcomes and long-term career prospects for the more than 220,000 young people who live here.

92,575 K–12 Students in Six Districts

1. Centennial
2. David Douglas
3. Gresham-Barlow
4. Parkrose
5. Portland Public Schools
6. Reynolds

220,463 Individuals Aged 0–24 in Multnomah County

- 68,429 18–24 Year Olds
- 46,171 0–4 Year Olds
- 105,863 5–17 Year Olds

- 27.5% Below the Federal Poverty Line
- 41.2% Youth of Color
- 25.9% English Language Learners
- 48.8% Students of Color
- 53.3% Low Income
- 4.4% Homeless

The All Hands Raised Partnership
We remain focused on racial equity. From early childhood work to our focus on college and careers, we are committed to improving outdated systems that have perpetuated inequities for decades. Young people of color make up nearly half of all youth in Multnomah County, but their outcomes consistently lag behind their white counterparts along the entire cradle-to-career continuum.

Our community is making progress in several key areas:

- School boards in each of our six partner school districts passed equity policies to ensure that racial equity remains a top priority, even through changes in leadership.
- While our overall on-time graduation rates have climbed 17 percentage points since 2009, Latino students have seen a 27 point increase and African American students have gained 21 points.
- Thirty-one percent fewer students of color were suspended or expelled in 2015–16 compared with four years earlier.

We still have much work to do.

The evidence is clear in the pages that follow: 4 in 10 Pacific Islander students are chronically absent from kindergarten; three-quarters of American Indian/Alaska Native students do not meet third grade reading standards; 81% of Black/African American students do not meet eighth grade math standards; and among Latino students who graduate from local high schools, 82% do not go on to complete a college degree or certificate.

We must stay focused on the voices and experiences of those who are most impacted by historical and current inequities and injustice. The fact remains, if we continue to fail kids of color, the social and economic consequences for our community are dire. This is unacceptable.

Being a part of this work means not only sharing this value, but standing up for it and taking action in our community.
What We Do

All Hands Raised delivers over $1.5 million of in-kind support to our six school districts and community partners to help teams identify tangible practices that create measurable improvements. The alignment we build daily is making a positive impact on children, youth and young adults.

**Build a Shared Community Vision of Long-Term Impact:** We support and align leaders and practitioners with a relentless focus on putting innovation into action.

**Put the Right Data into the Hands of the Right People at the Right Time:** We break data logjams and build capability among our schools and partners to use data to improve.

**Align Resources to the Practices that Get Results:** We listen to educators and service providers to give system leaders and investors insights that allow them to align resources to support what works.

**Put Equitable Outcomes at the Center:** We work with culturally specific partners to develop relevant solutions and use data to highlight gaps and accelerate progress to eliminate disparities.

Successful outcomes are more effective when they are driven from the experiences of those working directly with kids and families. We are working to create a new structure in which practices at the student level shape policy and investments.
Partner Sites

The work on the ground is where innovation emerges. At the sites below we provide in-kind coaching and technical support to help teams identify, measure and evaluate tangible practices to guide local community improvement and inspire countywide scaling. Together, we are driving systemic change—from the ground up.
High schools working with All Hands Raised are expanding hands-on, career-oriented education with a focus on the high-wage, high-growth industries of construction and manufacturing.

Elementary schools working with All Hands Raised and preschool partners are adjusting practices and demonstrating what works for bridging the critical transition to kindergarten for kids and families.

Together, we are making an impact.
27 POINT
Higher graduation rate for students of color who access career-technical education.

14 POINT
Increase in the rate of Free Application for Federal Student Aid (FAFSA) completions at one high school that partnered with All Hands Raised to help more 2016 graduates access money for college and career training.

8 POINT
Increase in the rate of students regularly attending one elementary school that collaborated with All Hands Raised to identify and implement practices that improve attendance.

8
High schools, accounting for more than half of the county’s seniors, have adopted proven practices this year to increase access to financial aid.

7
Years of demonstrated progress keeping more ninth-graders on track to graduate through the Ninth Grade Counts network of summer bridge programs.

95%
Of Ninth Grade Counts students earn credit toward graduation for completing the program.

100%
Six partner school district boards passed equity policies with support from the Coalition of Communities of Color and All Hands Raised, ensuring that racial equity remains a top priority, even through changes in leadership.

46%
Reduction in the number of behavior referrals for both boys and girls at one elementary school that is partnering with All Hands Raised.

11 POINT
Increase in the rate of on-time kindergarten registration in Multnomah County over the past four years.

11
Increase in the rate of Free Application for Federal Student Aid (FAFSA) completions at one high school that partnered with All Hands Raised to help more 2016 graduates access money for college and career training.

5
Core practices leading to improved attendance identified by six schools that partnered with All Hands Raised to test interventions in 2015-16.
Reducing Exclusionary Discipline

Students of color are up to three times more likely to be suspended or expelled than white students. This is especially true for boys. The disproportionate use of exclusionary discipline is a stark reminder of the cultural and racial divides in our community. Exclusionary discipline removes students from the learning environment, and it is one of the top predictors of dropping out of high school.

Since 2012 we have partnered with the Coalition of Communities of Color to build more equitable policies. Over the past year we’ve taken that work to the ground, partnering with five schools to explore how collaboration and focused action can reduce behavior referrals.

### Number of Discipline Incidents per 100 Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Incidents per 100 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American Male</td>
<td>33.2</td>
</tr>
<tr>
<td>American Indian/Alaska Native Male</td>
<td>17.9</td>
</tr>
<tr>
<td>Multi-Racial Male</td>
<td>15.8</td>
</tr>
<tr>
<td>Latino/Hispanic Male</td>
<td>15.2</td>
</tr>
<tr>
<td>Black/African American Female</td>
<td>13.5</td>
</tr>
<tr>
<td>Pacific Islander Male</td>
<td>12.4</td>
</tr>
<tr>
<td>Pacific Islander Female</td>
<td>11.3</td>
</tr>
<tr>
<td>White Male</td>
<td>10.4</td>
</tr>
<tr>
<td>Latino/Hispanic Female</td>
<td>7.6</td>
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<tr>
<td>American Indian/Alaska Native Female</td>
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<tr>
<td>Multi-Racial Female</td>
<td>5.9</td>
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<tr>
<td>White Female</td>
<td>4.4</td>
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<tr>
<td>Asian Male</td>
<td>3.5</td>
</tr>
<tr>
<td>Asian Female</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Would students’ behavior improve if they had more time for physical activity during the school day?

How can teachers and staff prevent fights and reinforce respect for personal space in the hallways and during recess so that behavior referrals are reduced?

What do teachers want to see happen when they write behavior referrals for students? What are the unintended consequences?

Five school teams are asking hard questions, challenging biases and using data to develop proactive alternatives to keep all students in the classroom, learning and engaged.
Using what they learned from the survey data, the team developed a responsive plan to provide ideas and resources to support teachers in implementing the breaks and also for transitioning students back into focused learning after the break.

In order for teachers to implement daily movement breaks without taking away from instructional time, Principal Rebecca Chase successfully advocated to add 10 minutes to the school day. Yet, early in the fall, two teachers, Simon Crane and Theresa Muller, brought it to the team’s attention that the movement breaks were not being implemented consistently, information that was confirmed in an anonymous teacher survey.

Parallel to the breaks, the team also facilitated a change from using reduced or forfeited recess as a consequence for student’s behavior, to instead having students walk laps at recess before partaking in free play.

The team plans to survey teachers again in the spring about movement breaks and correlate it with student-level data, while also using data that tracks the walking at recess to determine if it is an effective and equitable alternative to referrals.

The team at Lincoln Park Elementary identified two practices to implement, both aimed at reducing behavior referrals: daily school-wide movement breaks, and movement-based alternatives to behavior referrals.

Compared to last year, behavior referrals at Lincoln Park are down 46% with equal improvement for both boys and girls.

Suspensions and expulsions in Multnomah County have dropped 31% since 2011–12.

All six of our partner school districts created board-approved equity policies with a clear directive to address racial inequities in school discipline.

All Hands Raised helped us commit to focused and frequent meetings where we have honest conversations about the driving forces behind our data. Using concrete tools, they support us, bring focus to our journey and help us put up a mirror to see how our systems and patterns are reflected in our data—and what we can do about it.

Rebecca Chase
Principal, Lincoln Park Elementary
Building Bridges into Kindergarten

The importance of enriching, supportive early childhood experiences is clear, yet far too many families do not have access to high-quality, affordable early education. The good news is that this is beginning to change through expanded investments and renewed focus at the local, state and national level. Even so, kids and families across the community often face a jarring transition as they work to learn the routines and expectations of elementary school.

As preschool access expands to more families, the time has never been better to figure out how early learning programs and elementary schools can align their practices and improve transitions.

How Many Multnomah County Children Are Accessing Preschool?
Six Partner Districts (2015–16)

56% YES*
21% NO
23% NO RESPONSE

Our schools typically know very little about the prior education experience of their incoming kindergarteners. To change that, our partner districts recently adopted a common question on their registration forms. The data above portrays parent responses to the following question: “In the year before kindergarten, did your child spend five hours or more per week in a preschool or preschool classroom (such as a school, Head Start, or childcare center)***

* Rates vary for “yes” responses by ethnicity and race: Pacific Islander - 31.4%; Asian - 48.8%; Latino - 49.8%; Black/African American - 56.2%; White - 58.5%; Multi-racial - 62.6%; and American Indian/Alaska Native - 63.5%.

How can teachers from preschool and kindergarten speak the same language, track shared outcomes, and hand off critical knowledge about students and families?

What do we really mean by “ready” for kindergarten?

Preschool and K-12 educators are building bonds between themselves in order to build better bridges for families.
Despite serving many of the same families in the same neighborhoods in North and Northeast Portland, there were few connections in place between Boise-Eliot/Humboldt PK-8 (BEH) and Albina Head Start. In summer 2016, their respective leaders set out to change that.

BEH Principal Kevin Bacon and Albina Head Start Executive Director Ron Herndon committed to the vision and designated teachers and other staff members to come together as a unified team.

The team examined their respective data to identify how many students were transferring between their systems each year. The team is now mining their data to identify families who have children in both systems at the same time. And they are examining outcomes including attendance, literacy and family engagement in order to understand what’s working and where to improve.

Team members wanted to better understand one another’s classroom environments, curricula and engagement strategies. They built a plan to visit one another’s classes and also laid the groundwork to bring Albina Head Start kids and families to BEH to familiarize themselves with kindergarten.

The team is now mining their data to identify families who have children in both systems at the same time. And they are examining outcomes including attendance, literacy and family engagement in order to understand what’s working and where to improve.

Change starts with relationships—the site-based work is in an early stage and meaningful relationships between the early learning and K-12 educators have taken root.

Cross-pollination is underway between the demonstration sites. Key practices they identify together will inform systemic change across the county.

Registering for kindergarten on time helps kids and families access resources and build early relationships with their school. Over the past four years the community has mobilized to drive up the countywide on-time kindergarten registration rate from 80% to 91%.

When our children transition into kindergarten it can be a big change for them. Albina looks forward to working with kindergartens to ensure our children and families have a successful experience in public schools. All Hands Raised has given us an opportunity to work closely with a kindergarten that several of our graduates attend—together we’re sharing ownership for children’s success. Everyone talks about ‘collaboration’—this can become a model.”

Ron Herndon
Executive Director, Albina Head Start
Improving Student Attendance and Engagement

Nearly one in four Multnomah County students miss more than 10% of school days. This leads to academic struggles and an increased risk of dropping out. Irregular attendance also signals greater challenges, including housing insecurity, and mental and physical health challenges.

Multnomah County, the Oregon Department of Human Services, Home Forward and other partners have realigned resources to improve attendance. And school teams are sharing practices that any school can use to increase attendance and keep kids and families engaged.

To align systems we must focus on specific practices that work; today six schools are putting a core set of interventions to the test and they’re seeing results.

Would a student attend school more if they set an attendance goal and had regular check-ins with an adult in the building?

Does a student attend school more if we make welcoming calls to their family before school starts?

If a teacher calls home as soon as a student misses two days for the first time, does it impact their attendance?

Students Who Attend School Regularly
Six Partner Districts (2015–16)

- 81.1% Attended More Than 90%
- 19.9% Attended Less Than 90%
At Glenfair Elementary, SUN Site Manager Celia Flaim pulled a list of all students whose attendance was below 90% at the conclusion of the prior school year.

Principal Lisa McDonald ensured that members of the Student Attendance Response Team made time the week before to school to place calls home. Calls were evenly divided so that responsibility and accountability were shared, and a plan was made for engaging non-English-speaking families.

In the first two weeks of school, 80% of the 96 returning students whose families received a call improved their attendance.

The team developed a script that included information about the first day of school, welcome-back ice cream social, and ways to access key resources.

All members of the team made their calls, and the details were tracked in a central database.

The number of students consistently attending school at Glenfair improved by eight percentage points in 2015-16 compared with the prior year.

In 2015-16, our partner schools found five core practices that led to improved attendance. Now more schools are learning from what worked.

Attendance is a goal shared by a wide set of partners who have realigned investments to ensure that impacts are sustained for the long term.

Tools and plans are not effective when students do not attend school. The deep work we are attempting takes trust, consistency and risk that can only be built through daily interactions between students and teachers and staff. We are focusing our efforts on getting students here so that we can make a positive impact today and for the long term.”

Lisa McDonald
Principal, Glenfair Elementary
Helping Ninth-Graders Stay on Track

More than one-quarter of local students do not graduate from high school on time. Our research shows that students who complete ninth grade with six or more credits are four times more likely to graduate. As such, disparities in ninth grade credit attainment clearly foreshadow disparities in graduation rates.

Through the Ninth Grade Counts partnership, schools and community partners have collaborated to help students start high school strong. Their focus is on the critical transition from eighth to ninth grade.

Percent of Ninth-Graders Earning Six Credits
Six Partner Districts (2015–16)

<table>
<thead>
<tr>
<th>Percent</th>
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<tbody>
<tr>
<td>AVERAGE</td>
<td>84.7%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>83.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>94.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>85.3%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>70.8%</td>
</tr>
<tr>
<td>Latino</td>
<td>77.2%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>76.8%</td>
</tr>
<tr>
<td>White</td>
<td>87.7%</td>
</tr>
</tbody>
</table>

Since 2009, schools and community partners have helped more than 6,000 students earn the credits they need to stay on track.
2009: All Hands Raised brought together nonprofits, schools and other partners to reduce the dropout rate. Together, we developed a set of early warning indicators to pinpoint students—by name—with the greatest risk of dropping out. We reached out to these “Academic Priority” eighth-graders and provided academic and social support during their transition to high school.

2012: After four years of collaboration, our partners wanted to improve the quality and consistency of programs. Together we developed a set of quality standards based on research, and different programs began holding each other accountable.

2013: Students who participated in district-run programs often earned credit toward graduation, but culturally specific organizations and other nonprofits couldn’t give credit to their participating students. We brought together curriculum directors from all six districts to develop a process to ensure all students who complete a rigorous summer program earn credit.

2016: Despite seeing multiple years of positive impacts, partners acknowledged that they reach only about one-third of the roughly 2,000 Academic Priority students that enter ninth grade every year. As a result, partners are developing a plan to ensure more students are served.

2015: In 96% of participating students received elective credit, allowing them to start high school a step closer to graduation.

Since 2009, Academic Priority students who participated in a summer ninth-grade program completed 6+ credits at the end of ninth grade at a 3-10% higher rate than their peers who did not complete a summer transition program.

Countywide, we’ve seen a 7.2 percentage point increase in the rate of students earning six credits in ninth grade from 2010 to 2016, contributing to a 16.9 percentage point increase in the on-time graduation rate over the same period.

“Impact”

Being part of Ninth Grade Counts means we get to collaborate with and learn from other nonprofits and schools. We are all focused on providing a great summer transition program that gets students ready for ninth grade. When we look at our data, we see that helping students earn credit in the summer before ninth grade really puts them on the right track for high school—it also helps them understand what credits are and why they matter.”

Ana Muñoz
School Based Programs Manager, Latino Network
Increasing Access to College

By 2020, more than two-thirds of Oregon jobs will require post-secondary education, yet only one-third of our high school graduates go on to complete a post-secondary degree or certificate within six years of graduation. Our students need access before they can earn a degree or certificate.

All Hands Raised joined with Portland Community College to convene Partners Accessing College Together (PACT) in order to increase college enrollment for underserved students countywide. Together, we identified that completing the Free Application for Federal Student Aid (FAFSA) was one of the strongest predictors of post-secondary enrollment.

### College Enrollment for 2013 High School Graduates

<table>
<thead>
<tr>
<th>Race/Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE</td>
<td>77.8%</td>
</tr>
<tr>
<td>Asian &amp; Pacific Islander</td>
<td>79.5%</td>
</tr>
<tr>
<td>White</td>
<td>75.8%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>75.6%</td>
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<tr>
<td>Black/African American</td>
<td>73.2%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>60.7%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>58.9%</td>
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</tbody>
</table>

How can we encourage our community partners to reach out to students and communities that don’t feel connected to the teachers or school staff and help them complete the FAFSA?

In the fall of 2015, PACT members used data and local insights to identify two schools to partner with and test practices aimed at increasing FAFSA completion.
As a result of our first year of collaboration, the FAFSA completion rate over the prior year increased 13.8 percentage points at Franklin, 3.8 points at Gresham and 3 points countywide.

Today, counselors are swapping ideas across schools, community partners are playing active roles on school teams, and practitioners are actively communicating their lessons learned throughout their systems. Only four months into this year’s FAFSA season, schools are already seeing large increases.

Data is driving positive change: throughout 2016, All Hands Raised worked with the Oregon Office of Student Access and Completion to improve the flow of FAFSA data to all schools, giving schools the critical insight they need to understand student-level impacts. In addition, our regular distribution of real-time FAFSA completion rates for local schools continues to inspire healthy competition and a shared commitment to improve.

IMPACT

All Hands Raised developed a real-time dashboard showing FAFSA completion rates in schools across the county. The dashboard was distributed weekly to raise awareness and ignite healthy competition.

With facilitation, coaching and data support from All Hands Raised, the teams used student-level data to pinpoint which practices were working—and which ones weren’t. Both teams saw dramatic increases over their prior year rate.

The teams identified four key practices that led to increased FAFSA completion: 1) Consistently review student-level data, 2) Leverage existing relationships between students and teachers, 3) Enlist community partners to reach all students, and 4) Create time and support during the school day for students to complete the FAFSA.

In light of this success, principals and counselors from across the county gathered in June of 2016 to hear directly from the Franklin and Gresham teams about the four practices.

Six additional high schools signed on to implement the core practices in 2016-17.

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Last year All Hands Raised staff guided us through a rigorous continuous improvement process to see which of our interventions were making an impact. Our results skyrocketed, with more than four out of five seniors completing the FAFSA, a double-digit improvement over our previous year. Learning how to rigorously use data to track interventions has transformed the way we help seniors access money for college.”

Holly Vaughn-Edmonds
Counselor, Franklin High School
2016 Oregon School Counselor of the Year
Forging Pathways from Schools to Careers

More than 30,000 construction and manufacturing jobs will be added in the Portland region over the next 10 years, along with unprecedented levels of retirements. The local talent pipeline is not prepared to meet the demand for these living-wage jobs. Our career-technical education programs have not recovered from past cuts or fully aligned with the current needs of local industries. And while these pathways lead directly to higher graduation rates, too few students are currently accessing them.

We are working with two school teams to strengthen their career-technical offerings, increase participation and improve their handoffs to post-secondary training programs—ensuring that more students enter these careers. And we’re collaborating with partners from across the county to address the stigma attached to these careers by providing hands-on industry exposure for local educators.

Ten-Year Job Opening Projections for the Portland Region
2014–2024

<table>
<thead>
<tr>
<th>Manufacturing</th>
<th>Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,500 Openings Due to Retirements</td>
<td>5,000 Openings Due to Retirements</td>
</tr>
<tr>
<td>15,000 New Jobs</td>
<td>15,000 New Jobs</td>
</tr>
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</table>

Two schools are examining their career-technical programs to help put more students on the path to careers in high-wage industries.

How do we bring our shop classes into the 21st century and align with the skills that our local employers need?

How can we consistently ensure that our students are moving into apprenticeships and training programs after they leave high school?

What does it really mean to complete a career-technical path at our school? What’s our baseline and how can we reach more students?
The team used data to identify a massive gap: more than 200 students participated in metals courses, but fewer than 20 completed the program. While that completion rate roughly parallels the countywide rate, the team wanted to do better.

Next the team reached out to Benson HS to explore replication of Benson’s innovative “Tech Geometry” course, which allows students to meet core math requirements through applied industry concepts and examples. The Centennial team is also working to build stronger dual-credit pathways with Mt. Hood Community College.

Using a process map, one of the core tools of continuous improvement, the team pinpointed multiple points where they were losing students and designed interventions to keep them more connected and inspired to continue along the path.

To ensure a strong industry voice, the team added Kyle Popma from The Boeing Company.

Centennial HS launched a team to focus on practices that would increase the number of students accessing and completing their long-standing metals manufacturing program. The team includes the school’s metals instructor, counselor, school-to-work coordinator, a nonprofit partner and the assistant principal.

IMPACT

In the initial stages of site-based work, partners have mapped their programs, identified clear gaps and are now implementing small tests of change to elevate the practices that move more students along these pathways.

We’ve harnessed the power of data to provoke hard questions and inspire action. Through a unique snapshot of 2015–16 career-technical education data, we revealed that 3,400 local high school students had participated in construction or manufacturing programs—yet only 250 students ultimately completed the program.

Through “Industry for a Day,” an immersion experience for 50 counselors and other educators, we measurably decreased stigma attached to these jobs and helped the adults in our schools become informed advocates for these career pathways.

“We need employees, period. These are high-wage jobs and it’s the young minds in our schools that we want to bring in. Working with the Centennial team is also personal for me. I graduated from there in 1985 and the metals program helped get me where I am now. It’s my chance to give back and show the kids that going to shop class isn’t a step down, it can be their step up.”

Kyle Popma
Training Coordinator, The Boeing Company
The Big Picture

### Birth Weight
- Percent of babies born at a healthy weight

### Kindergarten Readiness
- Number of letters a student is able to correctly identify in one minute

### Kindergarten Attendance
- Percent of students consistently attending

### Third Grade Reading
- Percent of students meeting standards

### Sixth Grade Attendance
- Percent of students consistently attending

### Eighth Grade Math
- Percent of students meeting standards

### English Language Learners’ Annual Progress
- Percent of students advancing one level in English proficiency

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>BASELINE*</th>
<th>CURRENT*</th>
<th>% IMPROVEMENT</th>
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<tbody>
<tr>
<td>Birth Weight</td>
<td>93.3%</td>
<td><strong>93.7%</strong></td>
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<tr>
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<td>Kindergarten Attendance</td>
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<tr>
<td>Third Grade Reading</td>
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<td><strong>46.9%</strong></td>
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<tr>
<td>Sixth Grade Attendance</td>
<td>45.9%</td>
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<tr>
<td>Eighth Grade Math</td>
<td>45.9%</td>
<td><strong>59.1%</strong></td>
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</table>

* BASELINE
* CURRENT

** Percent of students advancing one level in English proficiency
In 2010, community leaders entrusted us with the responsibility to build a better system of collaboration for Multnomah County’s children and youth from cradle to career. One of the early pieces of work was establishing Community-wide Indicators to keep us focused on the big picture and accountable to one another.

This dashboard illustrates how each Indicator has changed since our baseline year. In most areas we are moving in the right direction. Other metrics are based on new assessments, and those trends are less clear. In addition, focusing on average rates can mask entrenched disparities.
Birth Weight
Percent of babies born at a healthy weight (5lbs 8oz or more)

We gather and report data on a core set of Community-wide Indicators. It helps us see what’s improving, what’s not and where we need to dig deeper.

The pages that follow show disaggregated data for each Indicator. The charts highlight where disparities have narrowed, as well as the many areas where inequities persist. We encourage you to look at the data and envision the actual children in our community. See their faces, reflect on their potential and commit to action that can make their lives better.

What does the data tell you?
The data shows huge disparities that impact African American moms in particular. Most people think that health inequities are solely caused by individual choices, but science and history tell us that is not true. Behind this data are a lack of opportunity in our neighborhoods, unequal access to healthy foods, and the toxic stress brought on by persistent racism impacting black women, regardless of their education level.

Why does this outcome matter?
This is a barometer for our society, for our commitment to kids and families. It shows what’s going on in our communities. This matters because our babies die more often when they’re born below a healthy weight, and if they survive there are often lifelong impacts on learning. We can, and we must, change this.

Rachael Banks
Director of Equity, Planning and Strategy
Multnomah County Health Department

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
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<th>2014</th>
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<td>White</td>
<td>94.1%</td>
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<td>93.9%</td>
<td>93.7%</td>
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<tr>
<td>Latino</td>
<td>93.3%</td>
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<td>93.3%</td>
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<tr>
<td>American Indian/Alaska Native</td>
<td>91.8%</td>
<td>91.7%</td>
<td>91.1%</td>
<td></td>
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<tr>
<td>Asian</td>
<td>91.8%</td>
<td>91.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>89.9%</td>
<td>89.9%</td>
<td>89.1%</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>88.6%</td>
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</table>
Kindergarten Readiness
Number of letters a student is able to correctly identify in one minute

What does the data tell you?
Kindergarten is an important time to collect information and learn about a child’s school preparedness. The data tells us that achievement gaps are entrenched early, and we have much work to do for specific populations of children and families to support early learning at home and in school.

Why does this outcome matter?
Far too many economically disadvantaged children and children of color still lack access to high-quality early learning experiences. We also know that high-quality early learning works, that we have effective strategies for closing achievement gaps, and that we need to act sooner to ensure that all children are on track to succeed in school and life.

Tracking Kindergarten Readiness
Since 2013, kindergarten teachers across Oregon have asked incoming students a brief set of questions about letters and numbers at the start of the school year. They also complete an assessment of each student’s interpersonal and self-regulation skills several weeks into the year. Each of these measures has been linked in research to future academic success. Collectively these efforts make up the Oregon Kindergarten Assessment, part of a statewide effort to better understand how prepared children are to succeed in school.

The data to the left shows outcomes for local students on one of these measures: the ability to correctly name letters. It is clear that students from different backgrounds often begin school from very different starting points. This is powerful evidence of the inequities that impact many children before their first day of school—inequities that should inform expanded investments and strengthened practices. The data provides one metric for tracking long-term community progress in better preparing all students for school.
Kindergarten Attendance
Percent of kindergarteners who attend at least 90% of school days

What does the data tell you?
Kindergarten can be our best chance for closing the achievement gap, so understanding why certain cohorts have lower attendance is really important. When a child starts kindergarten, educators have three years to get that child to meet third grade metrics, which sets them up for success throughout their time in school.

Why does this outcome matter?
Kindergarten attendance matters, particularly for children in poverty and children of color. Schools must work closely with families to address factors that influence attendance: homelessness, lack of transportation, a lack of access to preschool and the family’s view of the importance of kindergarten.

Sarah Khatib
Kindergarten Teacher/ Instructional Coach
Davis Elementary
Reynolds School District

Third Grade Reading
Percent of students meeting or exceeding third grade reading standards (Smarter Balanced Assessment)

What does the data tell you?
In this data we see that two subgroups are on a trajectory of solid growth. The remaining subgroups are either making improvements at a snail’s pace or are headed on a slightly negative slope. We need to get more focused information on the under-performing groups to get a deeper understanding of why this is happening, what needs to change and what has been done thus far.

Why does this outcome matter?
The outcome matters for the trajectory of the student’s growth and success. If the trends exposed in this data were to continue, many of our students would not stand a chance to improve. Teachers know that reading is critical for future success and that the ability to read has an impact upon all content areas. We need to better understand and address the root cause of this data because when we fail our most vulnerable students in reading, we fail them everywhere.

Rebecca Jones
Third Grade Teacher
Shaver Elementary School
Parkrose School District
Lee Po Cha
Executive Director
Immigrant and Refugee Community Organization

What does the data tell you?
As a former ELL student myself, it means a lot that we are moving in the right direction. This data tells me that we might not always be able to move mountains but we can move the needle. And if we keep doing the little things, the mountains will move.

Why does this outcome matter?
This is about being competitive in a career path and building a good life in this country. As immigrants and refugees we are held back if we’re not proficient in English. Every student deserves the opportunity to master the language and pursue a path to prosperity.
Sixth Grade Attendance
Percent of sixth-graders who attend at least 90% of school days

What does the data tell you?
Regardless of race or ethnicity, too many of our students are not attending school enough. We need to connect attendance data with other information about our students to determine how to help them stay on track to graduate from high school.

Why does this outcome matter?
Students need to attend school, but that isn’t enough. They also must be engaged. The ultimate goal for them is to graduate from high school and move on to a viable career. Our job is to make sure they make it to a productive future. This starts with attendance.

Eighth Grade Math
Percent of students who meet or exceed eighth grade math standards (Smarter Balanced Assessment)

What does the data tell you?
Most groups are moving up somewhat but the disparities are huge. The Pacific Islander group has the most dramatic increase, and it is important to know what is working in that population. It’s disconcerting that the rate is so low for ELL students. We know our schools are serving larger numbers of ELL students and we need to figure out ways to support them to excel.

Why does this outcome matter?
Eighth grade math is a gateway to a student’s success in high school. They need to meet these math standards in order to be prepared for high school math and meet their graduation requirements. And math is more crucial than ever for success in today’s workplaces.
Exclusionary and extreme discipline has fallen disproportionately higher on Black/African American students and this data shows we are making significant progress to reduce it. There has been a real, sustained reduction of suspensions and expulsions in Multnomah County schools.

Why does this outcome matter?
There is no doubt that suspensions and expulsions place certain groups of students at dramatically greater risk of dropping out and often winding up in the criminal justice system. We can’t let that happen to our kids.

When students are suspended or expelled, their connection to school is broken. When students are removed from the learning environment, they face a higher risk of dropping out and becoming involved with the juvenile justice system. Students of color, especially Black/African American students, are much more likely to be removed from school—particularly for subjective reasons such as “demonstration of defiance.”

Reducing racial disparities in school discipline is at the heart of our work. Schools and community partners have collaborated to cut suspensions and expulsions significantly since 2012. Disparities that impact students of color are slowly decreasing. But the data shows this work is far from finished.
What does the data tell you?
The data from 2012 to 2013 indicated that credit attainment was actually trending the wrong way. But in the past three years, most groups have seen improvement. Shining a light on this data has clearly led to changes that have resulted in an increased number of students getting off to a good start in ninth grade.

Why does this outcome matter?
When students discuss what keeps them engaged and motivated to graduate, they often talk about electives—classes in the arts and career-technical classes. When students are not on track in ninth grade, they often must retake core content classes instead of electives. This limits their opportunities to take the courses that motivate them and help them stay engaged in school.
Ninth Grade Attendance

Percent of ninth-graders who attend at least 90% of school days

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</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>81.6%</td>
<td>78.8%</td>
<td>72.8%</td>
<td>70.6%</td>
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<tr>
<td>White</td>
<td>80.0%</td>
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<td>61.0%</td>
<td>70.0%</td>
<td>70.5%</td>
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<tr>
<td>Average</td>
<td>71.4%</td>
<td>70.9%</td>
<td>70.6%</td>
<td>69.7%</td>
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</table>

* The transition to a new student data management system resulted in limited reliability for middle and high school attendance data for 2013–14 and 2014–15.

What does the data tell you?
For the American Indian/Alaska Native population, the data shows a dramatic decrease in attendance over the past three years. There are always data limitations for our community, as this data accounts only for students who identify solely as American Indian/Alaska Native. It is still deeply concerning. This data reflects the need for more culturally specific support between families in our community and the public school system.

Why does this outcome matter?
Students of color, particularly American Indian/Alaska Native students, are not being engaged by their school systems. We need to build relationships to help our youth succeed. We are committed to working with the school systems to help them embrace partnerships that put children first. That is how we can reverse these disparating trends.

High School Graduation

Percent of students graduating on time (four-year cohort)

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<td>75.6%</td>
<td>76.7%</td>
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<td>76.9%</td>
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<tr>
<td>White</td>
<td>69.7%</td>
<td>73.3%</td>
<td>70.9%</td>
<td>68.5%</td>
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<tr>
<td>Multi-Racial</td>
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<tr>
<td>Average</td>
<td>68.5%</td>
<td>69.2%</td>
<td>69.9%</td>
<td>66.4%</td>
</tr>
</tbody>
</table>

What does the data tell you?
Some groups are making it more than others, but we’re all going up. So what I really see is all of us working hard to make it to the top.

Why does this outcome matter?
It’s about my family—you could say that we aren’t living the American dream today, but I want to give them the American dream. I am the first person in my family to graduate from high school, and I’m the first one to go to college. Seeing that helps my younger siblings want to work harder; it helps them believe they can make it.

Paul Lumley
Executive Director
Native American Youth and Family Center

Istella Noor
Current Student
Portland Community College Class of 2016
Franklin High School
What does the data tell you?
What we are doing to help students enroll in college is really working for some students and not for others. We also know that we have to look past enrollment data and examine persistence and graduation rates to understand what’s working for supporting students to complete college.

Why does this outcome matter?
Obviously, students have to enroll in college to graduate from college. Post-secondary enrollment rates tell us that students are meeting academic enrollment requirements, and they can overcome barriers (e.g., financial, psychological) that keep them from enrolling. The more time that passes after high school graduation, the less likely they are to enroll, so it’s important that we track enrollment within 16 months of graduating high school.

Francisco Bueno
Program Director
College Possible

What does the data tell you?
With all of the emphasis we have placed on college access, we are making only slight gains in completion. This data tells us we need to ensure that underrepresented students have the support they need to complete college. We must increase our efforts to encourage more students to believe they can achieve this goal that will change the trajectory of their lives forever.

Why does this outcome matter?
The gap between kids who have access to college and those who do not needs to close. As colleges and universities, we must change the demographics of the students we serve, and we must provide opportunity not just to enroll, but to complete their degree.

Andrea Cook
President
Warner Pacific College
Connected with a Career Track

Percent of youth (16-24) living in Multnomah County who are enrolled in school and/or working

What does the data tell you?
We aren’t serving our youth as well as we should. And we’re leaving some groups far behind. For so many of these young men and women, it’s about getting a chance to learn what’s expected in the workplace. And it’s about matchmaking between youth and employers and having a strong handoff. There are well-paying jobs available now and we have to show them how to get them.

Why does this outcome matter?
It’s the future; these diverse women and men are our future. With some of these data points we’re really talking about youth who are completely disconnected. If they’re not in school or on a career path, what are they doing? How can we be there for them?

Connie Ashbrook
Executive Director
Oregon Tradeswomen

<table>
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<tr>
<th>Group</th>
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<td>78.5%</td>
<td>78.5%</td>
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<tr>
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<td>78.5%</td>
<td>78.5%</td>
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<td>Ethnic Disadvantaged</td>
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<td>White</td>
<td>86.0%</td>
<td>87.9%</td>
<td>87.0%</td>
<td>87.0%</td>
<td>87.5%</td>
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<tr>
<td>Multi-Racial</td>
<td>88.9%</td>
<td>87.0%</td>
<td>87.5%</td>
<td></td>
<td></td>
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<tr>
<td>Pacific Islander</td>
<td>91.2%</td>
<td>91.5%</td>
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</table>
All Hands Raised is able to deliver over $1.5 million in in-kind support to our six school districts and community partners thanks to generous individuals, corporations, foundations and civic entities. Below are the donors who invested in our work in the amount of $2,500 or more from January 1, 2015 to November 30, 2016.

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- KPMG LLP
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- Metropolitan Group
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- Moda Health
- New Seasons Market
- Nike, Inc.
- Northwest Evaluation Association
- NW Natural
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- Shoe Palace
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- Caryln Alexander
- Larry and Denise Bekkedahl
- Sean Blixseth
- The Honorable Earl Blumenauer and Margaret Krikpatrick
- Marianne and Don Bollig
- Rich and Elise Brown
- Trever Cartwright
- Lee Po Cha and Lily Cha
- Matt and Lillian Chapman
- Roger Cooke and Joan Cirillo
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- Ronald Emig
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- Cole Mills
- Rick Nagore and Tracy Curtis Nagore
- Kevin Palau
- Dan Ryan
- Michelle and Matt Schulz
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- Marta and Ken Thrasher
- David and Barbara Underiner
- Karen Whitman and Brad Shiley

**PUBLIC/COMMUNITY ORGANIZATION**
- City of Portland
- David Douglas School District
- Education Northwest
- Latino Network
- Mt. Hood Community College
- Oregon Chief Education Office
- Oregon Lottery
- Pacific Northwest Regional Council of Carpenters
- Port of Portland
- Portland Community College
- Portland Development Commission
- Portland Public Schools
- Reynolds School District
- StriveTogether Cradle to Career Accelerator Fund
- Warner Pacific College
Leadership

We have methodically built and maintained a governance structure to sustain the momentum of this long-range work. Key leaders who were at the table from the beginning—remain at the table. These groups ensure we stay focused on a data-driven approach that puts the success of our community’s kids at the center.

Board of Directors

The All Hands Raised Board of Directors currently includes 24 members, 50% of whom represent communities of color. The mission of the Board is to clearly and concisely define the mission, direction, goals, objectives and operations of All Hands Raised while maintaining the organization’s acute focus on racial equity.

Immediate Past Chair: Carmen Rubio, Latino Network
Chair: Jennifer Messenger Heilbronner, Metropolitan Group
Vice Chair: Trever Cartwright, Coraggio Group
Treasurer: Rich Brown, Bank of America
Christine Barbour, Community Advocate
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Sho Dozono, Community Leader
Ron Saxton, Schwab, Williamson & Wyatt, Founding Board President
Karen Whitman, Karen Whitman Projects

Legal Counsel
Ed Hamden, Barran Liebman LLP

Leadership Council

The All Hands Raised Leadership Council engages in action and dialogue, and champions the work of the Partnership throughout our community.

Co-Chair: Tracy Curtis, Wells Fargo
Co-Chair: David Underriner, Providence Health & Services
Kerry Barnett, SAIF Corporation
Sam Breyer, Multnomah Education Service District
Matt Chapman, Northwest Evaluation Association
Paul Coakley III, Centennial School District
Suzanne Cohen, Portland Association of Teachers
Debra Derr, Mt. Hood Community College
Linda Florence, Reynolds School District
Dan Floyd, Hood to Coast Race Series
Karen Gray, Parkrose School District
Nkenge Harmon Johnson, The Urban League of Portland
Tony Hopson Sr., Self Enhancement, Inc.
Chair Deborah Kafoury, Multnomah County
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Ken Thrasher, Compil
District Attorney Rod Underhill, Multnomah County
Bob Van Brocklin, Stoel Rives LLP
Craig Wessel, Portland Business Journal
Mayor Ted Wheeler, City of Portland
Wim Wiewel, Portland State University
DJ Wilson, KGW
Duncan Wyse, Oregon Business Council
Julie Young, Portland Children’s Levy
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This committee of the Board of Directors provides strategic direction to the work on the ground through consistent review, guidance and oversight.

Co-Chair: Michael Burch, Pacific Northwest Regional Council of Carpenters
Co-Chair: Susheela Jayapal, Community Leader
Sona K. Andrews, Portland State University
Sam Breyer, Multnomah Education Service District
Simone Brooks, Brooks Staffing
Trever Cartwright, Coraggio Group
Andrea Cook, Warner Pacific College
Jessica Howard, Portland Community College
Maurice “Mo” King, Nike, Inc.
Adrienne Livingston, WorldVenture
Bob McKean, Portland Public Schools
Maurice Rahming, O’Neill Construction Group, Inc.
June Schumann, Community Leader
Brian Stewart, JPMorgan Chase
Liesl Wendt, Multnomah County
A foundation of trust and transparency creates the space for complex and emotionally charged conversations with our partners on the ground. And a sense of shared accountability binds us together. We are deeply grateful for our partners’ curiosity, courage and willingness to fail. All this is made stronger through deep collaboration with our national partner, StriveTogether. They are invaluable as we bring a greater sense of focus to our local community.

**Engaged Community**

**Racial Educational Equity**

**STRATEGIC LEADERSHIP**
Sam Breyer, Superintendent, Multnomah Education Service District
Paul Coakley, Superintendent, Centennial School District
Gerald Deloney, Director of Program Advancement, Self Enhancement, Inc.
Linda Florence, Superintendent, Reynolds School District
Karen Gray, Superintendent, Parkrose School District
Tony Hopson Sr., President and CEO, Self Enhancement, Inc.
Kali Ladd, Executive Director, KairosPDX
Paul Lumley, Executive Director, Native American Youth and Family Center
Bob McKean, Interim Superintendent, Portland Public Schools
Julia Meier, Executive Director, Coalition of Communities of Color
Lee Po Cha, Executive Director, Immigrant and Refugee Community Organization
Ken Richardson, Superintendent, David Douglas School District
Carmen Rubio, Executive Director, Latino Network
Jim Schlachter, Superintendent, Gresham-Barlow School District

**SITES**

**Centennial MS (Centennial)**
Troy Gales, District Behavior Specialist
Rise’ Hawley, Principal
Graham Hughes, Dean of Students
Sonia Nelson, Assistant Principal
Chris O’Connor, Counselor
Addie Reamer, Teacher
George Ward, Teacher

**Hall ES (Gresham-Barlow)**
Allan Fonseca, ELL Assistant
Tara Kerwin, Teacher
Heidi Lasher, Principal
Eric Turner, Teacher
Kristin Wilson, District Coordinator, Positive Behavior Intervention and Supports

**Lincoln Park ES (David Douglas)**
Amy Boothby, District Behavior Specialist
Becki Chase, Principal
Simon Crane, Teacher
Chau Huynh, Parent & Family Engagement Specialist (Immigrant and Refugee Community Organization)
Theresa Muller, Teacher
Hannah Snyder, Counselor
Lester Womack, Student Behavior Specialist

**Reynolds MS (Reynolds)**
Ben Baldizon, SUN Community School Site Manager (Latino Network)
Alyson Drain, Teacher
Lonnie Jackson, Diversity and Student Support/ Empowerment Specialist
Jill Sawyer, Teacher
Adam Swientek, Assistant Principal
Stacy Talus, Principal

**Vestal K-8 (Portland Public Schools)**
Ronette Bryson, Learning Center Teacher
Emily Glasgow, Principal
Esther Harris, Restorative Justice Coordinator
Erin Thomas, Teacher
Miguel Wahl, Counselor
Jack Wilkinson, Learning Center Teacher
Kindergarten Transition

STRATEGIC LEADERSHIP
Under development in consultation with:
Multnomah County school district superintendents
Swati Adarkar, President and CEO, Children’s Institute
Pam Greenough, Executive Director, Mt. Hood Community College Head Start
Ron Hemdon, Executive Director, Albina Head Start
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Ashley Furlong, Principal
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SITES
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Mike DeBoer, Child Development Specialist
Linda Erenstrom, Secretary
Andrea Sande, Principal

George MS (Portland Public Schools)
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Kim Bacon, SUN Community School Site Manager (Immigrant and Refugee Community Organization)
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Kenya Marquez, School Counselor
Lavert Robertson, Principal
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Glenfair ES (Reynolds)
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Kate Eyerly, Attendance Case Manager
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Lisa McDonald, Principal
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Shawnda Sewell, Principal
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Marin Miller, Principal
Amber Moore, SUN Community School Site Manager (Native American Youth and Family Center)
Moses Rain, Family Coach (Oregon Department of Human Services)

Shaver ES (Parkrose)
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The All Hands Raised Partnership

Ninth Grade Transition

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Jaredo Marquez, Counselor
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Holly Vaughn-Edmonds, Counselor
Anna York, Teacher/Talented and Gifted Coordinator

Chapter 03

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Linda Vancil, Assistant Principal, David Douglas High School
Jill Walters, Executive Director, Portland Youth Builders
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Ben Petersen, Teacher
Hailey Roberge, SUN Academic Achievement Coordinator (Impact NW)
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Laura Scully, Assistant Principal
David Douglas HS (David Douglas)
Shawna Myers, Counselor
Linda Vancil, Assistant Principal

Chapter 03
WE HOPE THESE PAGES HAVE HELPED YOU SEE
HOW WE UNITE STAKEHOLDERS TO ENSURE THAT
ALL KIDS HAVE EQUAL ACCESS TO PROSPERITY.
As we continue to work together to end the cycle of inequity and exclusion, we will reimagine a system where all children, youth and young adults achieve their full potential.

As you have read, we are hard at work testing new approaches, focusing on critical transition times for students and families, and making progress on big-picture barriers to keep more of our kids in school.

And we are already writing Chapter 04 in these ways and more:

- Strengthening and expanding our focus on the handoff between preschool and kindergarten classrooms, facilitating a greater sense of collaboration and commitment to using data.
- Building a cross-sector, cross-campus collaborative culture for college access, retention and completion to ensure students not only have access to a bright future, but realize it.
- Facilitating teams across our work areas to do the hard and necessary work to discover effective practices across our partner sites and learning how to spread that innovation across our systems.

There is a reason we are called All Hands Raised—we encourage all to raise hands in support of student success. We all must accept our role in creating a system that puts every student at the center. The All Hands Raised Partnership is built to break down silos, be courageous in its approach and value the needs of our children above all else.

There are many things you can do to raise your hand, including:

- Use the data in this document to question your assumptions about our schools and our community. Encourage your friends, family, neighbors and co-workers to do the same.
- Be present in your own neighborhood and community to see the unseen and lend a hand to those in need.
- Explore our local nonprofit community, find an organization whose mission matches your passions and raise your hand to mentor or volunteer.

There is great work happening across our education system, but too often it’s hidden or it happens in isolation. Our role is to lift up the promising practices and inspired innovation to help all of our partners take it further—spreading improved culture and outcomes.

On behalf of our board of directors, leadership council, superintendents, school and community partners, and everyone with their hand eagerly raised, thank you.

Sincerely,

The All Hands Raised Staff
Citations

PAGES 2 & 4 | Multnomah County population size and demographics, O-24 year olds: American Community Survey 2010-14 five-year data.

PAGE 4 | Multnomah County K-12 demographics: Oregon Department of Education 2015-16 Fall Enrollment Report and Free or Reduced Lunch Report.

PAGE 5 | Increase in on-time high school graduation rate: Oregon Department of Education Cohort Graduation Rate Media File 2008-09 through 2015-16.

PAGE 5 | Reduction in suspension and expulsions: Oregon Department of Education Online Discipline Tool data 2011-12 through 2015-16.

PAGE 5 | Percent of students chronically absent in kindergarten: Portland State University analysis of local school district data for the 2014-15 school year.

PAGE 5 | Third grade reading standards: Oregon Department of Education 2015-16 3rd Grade English Language Arts Report.


PAGE 5 | Post-secondary completion: ECONorthwest analysis of National Student Clearinghouse data for the 2008-09 cohort of high school graduates.


PAGE 9 | Increase in FAFSA completion rate: Federal Student Aid FAFSA completion data for the 2014-15 and 2015-16 school years.

PAGE 9 | Percent of seniors countywide who are enrolled in schools that are actively partnering to increase financial aid access: Oregon Department of Education 2015-16 Fall Enrollment Report.

PAGE 9 | Reduction in suspension and expulsions: Oregon Department of Education Online Discipline Tool data 2011-12 through 2015-16.

PAGE 9 | Increase in on-time kindergarten registration: Multnomah County SUN Service System analysis of local school district data for 2011-12 through 2015-16.

PAGE 10 | Number of discipline incidents per 100 students: Local school district data for the 2015-16 school year.

PAGE 11 | Reduction in suspension and expulsions: Oregon Department of Education Online Discipline Tool data 2011-12 through 2015-16.

PAGE 12 | Percent of kindergarten children who previously attended preschool: Multnomah County SUN Service System analysis of local school district data for the 2015-16 school year.

PAGE 13 | Increase in on-time kindergarten registration: Multnomah County SUN Service System analysis of local school district data 2011-12 through 2015-16.


PAGE 16 | On-time high school graduation rate: Oregon Department of Education 2015-16 Cohort Graduation Rate Media File.

PAGE 16 | Link between ninth grade credit accumulation and graduation rates: The Fourth R report published as part of the Connected by 25 initiative of All Hands Raised, based on analysis of PPS data for the class of 2004.

PAGE 17 | Academic priority student participation in the Ninth Grade Counts program: University of Portland, Outcomes and Demographics for Participants in the Ninth Grade Counts Programs, Summer 2011, Summer 2014 and 2015.

PAGE 17 | Ninth Grade Counts participants earning six or more credits at the end of ninth grade: Northwest Evaluation Association and University of Portland, Outcomes and Demographics for Participants in the Ninth Grade Counts Programs, Summer 2009 through Summer 2015.

PAGE 17 | Students earning six or more credits at the end of ninth grade: Portland State University and All Hands Raised analysis of local school district data 2009-10 through 2015-16.

PAGE 17 | Increase in on-time high school graduation rate: Oregon Department of Education Cohort Graduation Rate Media File 2009-10 through 2015-16.


PAGE 18 | Post-secondary completion: ECONorthwest analysis of National Student Clearinghouse data for the 2008-09 cohort of high school graduates.

PAGE 18 | Post-secondary enrollment: ECONorthwest analysis of National Student Clearinghouse data for the 2012-13 cohort of high school graduates.

PAGE 19 | Increase in FAFSA completion rate: Federal Student Aid FAFSA completion data for the 2014-15 and 2015-16 school years.


PAGE 21 | Career-technical education completion rates: Oregon Department of Education 2011-16 CTE Data Files, ECONorthwest analysis of National Student Clearinghouse data, ECONorthwest analysis of American Community Survey three-year data.

PAGE 22 & 23 | The big picture: Multnomah County Health Department analysis of Oregon Health Authority Center for Health Statistics data; Oregon Department of Education Statewide Kindergarten Assessment Results—Look Back Report, Portland State University analysis of local school district data; Oregon Department of Education English Language Arts Reports; Portland State University analysis of Oregon Department of Education data; Oregon Department of Education Math Reports, Oregon Department of Education Online Discipline Tool; Local school district data; Oregon Department of Education School District Data 2011-12 through 2014-15.

PAGE 24 | Birth weight: Multnomah County Health Department analysis of Oregon Health Authority Center for Health Statistics data, 2011 through 2014.


PAGE 26 | Third grade reading: Oregon Department of Education 2014-15 and 2015-16 English Language Arts Reports.


PAGE 29 | Percent of K-12 students suspended or expelled: Oregon Department of Education Online Discipline Tool data 2011-12 through 2015-16.

PAGE 30 | Ninth grade credit attainment: Local school district data 2011-12 through 2015-16.


PAGE 31 | High school cohort graduation rate: Oregon Department of Education Cohort Graduation Rate Media File 2011-12 through 2015-16.

PAGE 32 | Post-secondary enrollment: ECONorthwest analysis of National Student Clearinghouse data for the 2008-09 through 2012-13 cohorts of high school graduates.

PAGE 32 | Post-secondary completion: ECONorthwest analysis of National Student Clearinghouse data for the 2004-05 through 2008-09 cohorts of high school graduates.

PAGE 33 | Youth enrolled in school and/or working: ECONorthwest analysis of American Community Survey three-year data 2009-11 through 2013-15.

Data Notes

- Disaggregated data is included throughout the Community-wide Indicator charts whenever data was available.
- In some cases for a given population, the sample sizes may be very small, contributing to large year-over-year differences; as such, caution should be used in interpreting disaggregated data.
- For two Community-wide Indicators, third grade reading and eighth grade math, a new assessment (Smarter Balanced) was implemented statewide beginning in 2014-15 to align with Common Core State Standards; as such these data points are not comparable to previous years. For this reason only the two most recent years are shown.

Thank You

All Hands Raised extends its gratitude to the following individuals and organizations for their special role in the design and creation of this document:

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For information about alternative formats of Chapter 03, please contact info@allhandsraised.org or 503-234 5404.
As I conclude my tenure as Portland State’s president, I am proud of the work we are doing to help more students in our community succeed—from kindergarten to post-graduate. I’m also proud of the work that All Hands Raised has done to help drive our cradle to career initiative, recognizing the entirety of the education pipeline and the need for involvement from all sectors of the community. We look forward to continued joint work!"

Wim Wiewel
President, Portland State University
All Hands Raised serves as the backbone organization for the All Hands Raised Partnership. Our role is to gather Multnomah County’s diverse efforts and align them in ways that strengthen supports for kids—from cradle to career. We are changing the way adults collaborate to help children grow. To do this we bring together our six school districts with leaders from the county, the city, businesses, nonprofits and higher education to help individuals and organizations understand how they fit together to create change. And we remain true to our roots, stewarding parent-led fundraising in Portland Public Schools and managing the Portland Public Schools Foundation Equity Fund.