THE ALL HANDS RAISED PARTNERSHIP

Education, Equity & Excellence
From Cradle to Career

CHAPTER 04 | SPRING 2019
Transforming children into educated, independent grown-ups is the job of the entire community.

Who, exactly, is the community? All of us. You are. We are.

With a focus on racial equity, we need to bring together partners and stakeholders from throughout Multnomah County to identify all of the barriers to kids’ success, in order to remove them.

And we need to do it again, and again and again.

We are talking about fundamental systems change to make generational improvements, one child at a time. It is no small undertaking, but we are up to the challenge.

To succeed, we have to use data in creative ways. All Hands Raised is the only organization empowered by the community to gather and evaluate the information that shows how our kids are doing from cradle to career.

By sharing the truth, we are making progress. Together. All of us. That is the story of Chapter 04. Read it. Share it.
Shared Impact

We all share the responsibility for improving outcomes for our kids. These are some of the ways we are working together to do just that.

Kindergarteners are Ready to Learn

**EVIDENCE**
Teachers and healthcare partners use a sleep survey of families to improve student outcomes

**ACTIONS**
- Kids register for kindergarten by June 1
- Teachers visit kids and families at home during the summer
- Head Start kids and families visit kindergarten classrooms
- Fourth grade reading buddies provide academic and social support for preschoolers

Middle Schoolers are Engaged in School

**EVIDENCE**
60% fewer disciplinary referrals at one partner middle school

**ACTIONS**
- Students start the day with a twenty-minute homeroom to build connections and provide supports
- Schools build a stronger sense of community that inspires students to attend
- Teachers and culturally-specific mentors meet and work together
- Social workers partner with staff to connect families and students to resources

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**OUR ENGAGED COMMUNITY**

Teachers  Culturally-Specific Partners  Families  Youth Advocates  Principals  Health Providers  College Faculty & Staff
8th to 9th Grade Transition is Fully Supported

**Evidence**
97% of kids who finished Ninth Grade Counts summer bridge program earned high school credit

**Actions**
- Partners use data to identify and recruit students who will benefit most
- Culturally-specific supports are provided in the summer and throughout ninth grade
- Students spend four weeks at their soon-to-be high school to get comfortable and confident
- Summer learning focused on academics, study & organizational skills and exposure to colleges & careers

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High Schoolers Graduate With Confidence and a Plan

**Evidence**
13% more seniors countywide filled out federal applications for financial aid

**Actions**
- Financial aid forms are completed in class with the help of an adult
- Support from career technical teachers and tradespeople prepare students for apprenticeships
- Ongoing conversations with counselors ensure a plan is in place for after graduation
- Over the summer, counselors help navigate the details of starting community college
The Community’s Outlook

Making sure that kids grow into educated and productive adults with good jobs is important. It’s the right thing to do. We can agree on that.

So let’s set that aside for a moment. Multnomah County is growing, and we have jobs we can’t fill—at least not with local talent. That’s because our kids don’t always get the education and support they need to qualify for these jobs. This is especially true for children of color and those living in poverty. Better for these youth means better for us all.

This is the future we’re talking about. And it’s not just the future of these kids—it’s the economic future of the entire region.

Good things happen when we work together to help kids realize their potential. It’s good for families and communities, and it’s good for business.
ECONOMIC OPPORTUNITY

We’ve seen major increases in high school graduation rates in recent years, particularly for students of color. Continuing to increase these rates, while also boosting post-secondary completion, will benefit the entire region.

If the Portland metro region were to increase high school graduation rates for all students of color to 90%, we would see the following benefits to our local economy:

- $38.4 MILLION INCREASED ECONOMIC GROWTH
- $21.3 MILLION INCREASED EARNINGS
- $15.1 MILLION ADDITIONAL SPENDING

Asians & Pacific Islanders are separated wherever possible in Chapter 04, but data source limitations prevent it here.
Multnomah County is where the Partnership is currently focused. We are proud to call this collection of diverse and vibrant neighborhoods and communities our home.

We partner with seven school districts and more than a hundred organizations working from early learning through college and career training with a single goal: improving education outcomes and economic and social mobility for more than 220,000 young people who live here.

Demographics & Footprint

Individuals Aged 0–24
220,199 living in Multnomah County

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>0–4</td>
<td>45,833</td>
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<tr>
<td>5–19</td>
<td>124,692</td>
</tr>
<tr>
<td>20–24</td>
<td>49,674</td>
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</tbody>
</table>

Ages 0–4
45,833

Ages 5–19
124,692
K–12 Student Demographics (2017–18)

91,803 students served

- Students of Color: 50%
- Economically Disadvantaged Students: 50%
- Students Receiving Special Education: 15%
- English Language Learners: 10%
- Homeless Students: 4%

Student Demographics by District

- Centennial (6,215 Students): 57% Students of Color, 66% Economically Disadvantaged Students
- David Douglas (10,420): 42% Students of Color, 74% Economically Disadvantaged Students
- Gresham-Barlow (12,044): 42% Students of Color, 54% Economically Disadvantaged Students
- Parkrose (3,198): 35% Students of Color, 73% Economically Disadvantaged Students
- Portland Public Schools (48,560): 35% Students of Color, 67% Economically Disadvantaged Students
- Reynolds (11,276): 43% Students of Color, 68% Economically Disadvantaged Students

Multnomah Education School District // serves students across all school districts
## Our Top Priority: Racial Equity

### THE SITUATION
Racial equity remains our highest priority. Young people of color make up half of all youth in Multnomah County, but their outcomes consistently lag behind their white counterparts.

If we continue to fail kids of color, the social and economic consequences for our community are dire. We must continue to combine the efforts of organizations and individuals who work tirelessly but too often have worked alone.

### THE WORK SO FAR
We focus our work on schools and neighborhoods that have large populations of both students of color and students living in poverty. Culturally-specific organizations are on-site delivering critical services in many of these schools. We bring them together with teachers and administrators as equal partners to create a shared sense of ownership. Experience shows that this paradigm shift is essential and powerful.

### SIGNS OF PROGRESS
Countywide graduation rates have climbed 20 percentage points since 2009. Latino students have seen a 31-point increase, and African American students have gained 22 points. Nineteen percent fewer students of color were suspended or expelled in 2017–18 than six years earlier. While we celebrate these gains, we must focus on areas where we see less progress, or where recent gains could slip backward without persistent effort.

### THE WORK YET TO BE DONE
It is as simple as it is critical. As we continue seeing improvement countywide, outcomes for our young people of color must accelerate at a faster rate.

“Racial equity would not be as fully integrated across our community without this Partnership. All Hands Raised has helped create the trust to have the difficult conversations needed to ensure success for our black and brown children.”

– Karis Stoudamire-Phillips
Corporate Social Responsibility Director
Moda Health
A Closer Look at Populations of Color

The data in Chapter 04 relies mostly on public sources such as the U.S. Census and the Oregon Department of Education. Unfortunately data definitions used by these agencies often diminish population sizes and distort the lived reality of many individuals.

The Coalition of Communities of Color recommends a more inclusive calculation method that includes all people who identify with a given racial/ethnic group, regardless of whether they also identify with an additional group. This method provides a more complete picture of the number of individuals who belong to specific communities of color.

What does this all mean? Take a simple question: How many young people ages 0–24 in Multnomah County are American Indian/Alaska Native? By official counts the answer is 0.7%. But if we use the more inclusive lens, the reality is that 3.7% of young people actually identify as American Indian/Alaska Native and many of them also identify with an additional race/ethnicity. For the Latino community, official data rules already use this more inclusive count. For other communities, the more inclusive counts dramatically increase their size, most notably the Native community which grows by more than 500%. This is not just a theoretical exercise—population counts influence resource allocation, public services and ultimately the opportunities that shape people’s lives.

How Communities of Color Grow When More Fully Counted

<table>
<thead>
<tr>
<th>Official Count</th>
<th>Inclusive Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.7% American Indian / Alaska Native</td>
<td>3.7%</td>
</tr>
<tr>
<td>6.6%</td>
<td>11.3% Asian</td>
</tr>
<tr>
<td>7.0%</td>
<td>10.9% Black / African American</td>
</tr>
<tr>
<td>18.5%</td>
<td>18.5% Latino</td>
</tr>
<tr>
<td>8.4% Multi-Racial</td>
<td>1.6% Pacific Islander</td>
</tr>
<tr>
<td>0.9%</td>
<td>DISTRIBUTED ACROSS OTHER CATEGORIES</td>
</tr>
</tbody>
</table>

INDIVIDUALS AGED 0–24 IN MULTNOMAH COUNTY
The All Hands Raised Partnership

In 2010 local leaders directed a change to how the community was approaching education outcomes.

Leaders looked to the national StriveTogether Cradle to Career Network for inspiration and empowered All Hands Raised to localize the model.

With input and insight from all sectors of the community—and a lot of trial and error—something new, different and shared by the community was built.

**Isolation & Disorder**

• Meetings with little-to-no accountability
• Hard-working schools and programs isolated and disconnected
• Using data that was both dated and presented in ways that masked disparities
• Lack of a shared community vision necessary to counter ongoing changes in local leadership
• Program rich and system poor

**Alignment for Collective Impact**

**GUIDING VALUES**

• Racial equity
• Kids at the center
• Data-driven
• Create accountability
• Weave together the services that support kids and families

**CHALLENGES**

**HOW IT WORKS**

This is where the real innovation emerges. School community site teams identify root causes and measure and evaluate practices and interventions that improve results. Successes and failures are then shared with the entire school, across our school districts and throughout the community. The total integration of partners as equals is an essential strategy to ensure equitable changes in policies and systems.
“When teachers have the time to learn from each other, it shows up in the classroom and impacts students in positive ways. All Hands Raised brings educators together in meaningful ways, providing opportunities for them to collaborate with teachers from other Multnomah County school districts and partners—at no cost to the districts. All Hands Raised is a key partner as we strive to increase student achievement, graduation rates, eliminate barriers and expand pathways for students beyond high school.”

– Paul Coakley
Superintendent
Centennial School District
Our Partnership Council adopted this set of indicators to measure the outcomes that affect kids’ likelihood to thrive. These Community-Wide Indicators provide focus and illustrate where progress is being made—as well as where it has stalled. Our commitment is to share responsibility for improving these outcomes for all students, with a focus on those we have consistently failed.

“We all share a responsibility for moving these indicators, and making progress requires adults working together in new ways. This is the beauty of this Partnership; we connect strangers who common sense says should work together. All Hands Raised connects taxpayer funded community assets: this is efficiency, this means improved results for our kids that the silos can’t produce by themselves and this is good government!”

– John Tapogna
President, ECONorthwest
While the Community-Wide Indicators keep us accountable to big picture progress, our work focuses on using current school-level metrics to test practices and drive change. We move toward the heart of the matter, digging into social and emotional challenges and building bridges through critical transition points in students’ educational journeys. This is how we build to large-scale change.

The pages that follow provide a glimpse of the work being done, the impact of those efforts and the challenges that lie ahead.

**Areas of Focus and Impact**

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- Reducing Disproportionate Discipline & Building Positive School Culture
- Building Bridges to Kindergarten
- Improving Student Attendance & Engagement
- Helping Ninth Graders Stay on Track
- Increasing Access to Post-Secondary Education
- Improving Post-Secondary Completion
- Forging Pathways From School to Careers

The pages that follow provide a glimpse of the work being done, the impact of those efforts and the challenges that lie ahead.
Reducing Disproportionate Discipline & Building Positive School Culture

THE SITUATION
Students of color are up to three times more likely to be suspended or expelled than white students. This is especially true for boys. Exclusionary discipline is driven by systemic racism and bias, combined with a lack of alternatives that keep students in the classroom. It severs students’ connection to school and often leads to dropping out and becoming involved in the criminal justice system.

Examples of Barriers
- Implicit bias and systemic racism
- Lasting impacts of trauma for kids, families and communities
- Disjointed school-wide systems for supporting positive behavior
- Limited integration of culturally-specific and culturally-responsive supports
- Lack of authentic family engagement

THE WORK SO FAR
In recent years we’ve seen major reductions in suspensions and expulsions countywide. Today we are working closely with eight school community teams to improve practices and ask hard questions to challenge biases. Teams meet monthly and use data to understand disparities and develop strategies to keep students engaged and learning.

8 SCHOOL TEAMS
Centennial Middle School
George Middle School
Glenfair Elementary School
Hall Elementary School
Lincoln Park Elementary School
Patrick Lynch Elementary School
Powell Butte Elementary School
Reynolds Middle School

DISCIPLINE REFERRALS DOWN AT GEORGE MIDDLE SCHOOL

MONTHLY SCHOOL DISCIPLINE DASHBOARD
provided by All Hands Raised

<table>
<thead>
<tr>
<th>Race</th>
<th>Overall</th>
<th>SEPT</th>
<th>OCT</th>
<th>NOV</th>
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<tr>
<td></td>
<td></td>
<td>57%</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>African American males</td>
<td>64%</td>
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</table>
THE WORK YET TO BE DONE

While suspensions are down overall, students of color continue to be disciplined at a higher rate. Schools need to integrate culturally-specific partners and work as equals to develop solutions. Quality professional development, combined with real-time data, is necessary to dismantle persistent biases and shift school culture.

“I look at the work being done in our school through the lens of a white educator and also as a white mother raising a child of color. We’re focused on how a child’s skin color can impact the way they are treated at school. Our job is to ensure that we are examining the data that reflects this reality, while also exploring how identified and unidentified biases might be impacting our response. This work causes me to constantly explore my own white privilege—something all of our students need from adults.”

– Shannon Foxley
Counselor
Hall Elementary School

SPREADING WHAT WORKS

Each of our school community teams has organized professional development to help the entire school staff understand and acknowledge racial disparities, with a vast majority of them seeing drops in discipline referrals over the past year. Teams are connecting across district boundaries to share effective practices. George Middle School sent a delegation to Reynolds Middle School to understand how their daily advisory period builds a sense of belonging for students. This informed their approach and the team at George has gathered data showing that students feel more connected to school—and behavior referrals are down.
Building Bridges Into Kindergarten

THE SITUATION
The transition into kindergarten is one of the most complex and challenging steps in a child’s life. Experience in preschool can help set the stage for a successful transition, but many families don’t have access to early childhood education. Regardless, kids often struggle to adjust to the rhythms and expectations of a classroom.

Forty-five percent of all young children in the county are children of color, yet they account for 70% of all children living in poverty. Families of color face steep barriers integrating into systems that have historically failed to serve them well. And while nearly 25% of local kindergarten students are chronically absent from school, those rates are as high as 53% for some communities of color. Missing school means missing out on learning, and by third grade, fewer than one in four local students of color read at grade level.

Examples of Barriers

- Unstable housing, food insecurity and transportation barriers
- Lack of access to preschool programs
- Mental and physical health challenges impacting both parents and children
- Schools that are ill-equipped to meet families’ cultural and linguistic needs
- A persistent mental model that “kindergarten isn’t really that important”

THE WORK SO FAR
We are working with teams at three schools to develop holistic supports that help kids thrive in kindergarten. Head Start and kindergarten teachers are teaming up to support a “warm handoff” for families by aligning their communication about classroom expectations and organizing early visits to kindergarten classes. Community-based organizations work with schools to organize summer bridge programs. And neighborhood health clinics are partnering with schools to help meet families’ physical and behavioral health needs.

SCHOOL COMMUNITY SITE TEAMS

- Boise-Eliot/Humboldt Elementary School with Albina Head Start
- Davis Elementary School with Mt. Hood Community College Head Start
- North Gresham Elementary School with Mt. Hood Community College Head Start

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Families  Head Start Teachers  Family Advocates  Principals
Families continue to navigate a maze of disconnected and disjointed systems—nowhere is this more true than the transition to kindergarten. Some come equipped with prior experience in preschool, but too many families do not. We need a family-centered approach that puts all kids on the path to success. Alignment and improvement start with relationships, and the school team is monitoring attendance and engagement for both groups.

3 kindergarten classrooms at Davis have teamed up with the in-house Head Start class to build a unified “Davis Community.” Fourth graders visit Head Start students to help them learn reading skills while also boosting their own confidence as leaders. Relationships mean connection, and the school team is monitoring attendance and engagement for both groups.

35 kindergarten and Head Start families at Davis took part in a survey on sleep habits and through a partnership with Kaiser Permanente the team organized an event to inform families about the connection between sleep and learning.

3 kindergarten teachers at Boise-Eliot/Humboldt are joining Head Start’s annual spring home visits to build early relationships with the families of their incoming students.

THE WORK YET TO BE DONE

Families continue to navigate a maze of disconnected and disjointed systems—nowhere is this more true than the transition to kindergarten. Some come equipped with prior experience in preschool, but too many families do not. We need a family-centered approach that puts all kids on the path to success. Alignment and improvement start with relationships, and these relationships need to be cultivated in order to flourish.

“Having a direct connection with Head Start and kindergarten teachers is how Kaiser Permanente cares for our youngest students and their families. Co-designing supports and being proactive about the needs of students and caregivers ensures that our community’s kids and families have more supports to ensure their success.”

– Elizabeth Engberg
Manager
Health and Education Initiatives
Kaiser Permanente
Improving Student Attendance & Engagement

THE SITUATION
Students who are chronically absent from school, defined as missing more than 10% of school days, are more likely to fall behind and ultimately drop out. Last year, more than one in four Multnomah County students were chronically absent. Absences can signal life challenges as well as a sense of disconnection from school, with students of color and students in poverty most acutely impacted. Chronic absenteeism shows up across all grades, with higher rates in kindergarten and then escalating again in high school.

Examples of Barriers
- A sense of being unwelcome or unsafe at school
- Unstable housing, food insecurity and transportation barriers
- Inconsistent attendance protocols in schools
- Early school start times, especially in middle and high schools
- Lack of proactive communication to families about the importance of attendance

Chronic Absenteeism in Multnomah County, by Grade (2017–18)

THE WORK SO FAR
For more than five years we have partnered with local schools to track absenteeism and test interventions that keep students connected to school. Through intensive study and collaboration with partner schools, we have identified a set of core practices that any school can use to improve student attendance.

PROVEN ATTENDANCE PRACTICES
1. Establish an effective attendance team
2. Use real-time student-level data
3. Make positive phone calls home before the start of the school year
4. Hold attendance-focused student meetings
5. Focus resources on the most chronically absent students

COMMUNITY PARTNERS
Home Forward
Multnomah County SUN Service System
Multnomah Education Service District
Oregon Department of Human Services
Partner school districts

K 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th
23% 20% 19% 16% 17% 16% 19% 24% 25% 30% 36% 42% 55%
INSPIRING A CULTURE OF ATTENDANCE

79% of teachers at Highland Elementary saw an increase in the percentage of students regularly attending after two months of a school-wide attendance challenge last year. The strategy was replicated this year and rates of attendance continue to improve.

SEWING SYSTEMS TOGETHER

In a breakthrough partnership with the Oregon Department of Human Services (DHS), six full-time case managers were relocated from traditional offices to partner schools, helping address the root causes of absenteeism.

Today 93% of schools note that their DHS partner is positively contributing to their school attendance efforts.

THE WORK YET TO BE DONE

Schools can do a lot to improve student attendance, but chronic absenteeism is also a community issue. While attendance rates have shown sustained improvement across all grades in recent years, middle and high school students have begun to slip behind. Attendance protocols in schools need to be matched with supportive communities and comprehensive services. By aligning our efforts across organizations and systems, we can keep kids engaged and connected to school.

“The work today is about building a culture of attendance in every school, then spreading the practices we tested and refined in a small handful of schools more broadly. Ultimately, our priority is to build trusting relationships with families and kids, grounded in empathy, respect and shared goals.”

– April Olson
Director of Federal Programs
Homeless Liaison
Gresham-Barlow School District
Helping Ninth Graders Stay on Track

THE SITUATION
Roughly 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.

Collaboration is essential to helping students start high school strong and the summer is a critical opportunity to engage. For 10 years, schools and community partners have teamed up through the Ninth Grade Counts partnership with a commitment to identify and engage the students who will benefit most from an extra boost into high school.

THE WORK SO FAR
Since 2009, Ninth Grade Counts has worked with nonprofits, schools and other partners to put kids on the path to graduation. In 2018, more than 800 students participated in 17 Ninth Grade Counts programs at 53 sites. Programs provide academic support, college and career exposure and enrichment opportunities like science field trips, guest speakers and workshops on healthy relationships and social justice. Each program targets eighth graders who show early warning signs of dropping out, and our partner districts award 0.5 elective credits to students who complete the program.

6,800 STUDENTS have participated in Ninth Grade Counts since 2009

Examples of Barriers
• Fear and uncertainty about high school
• Limited availability of summer learning opportunities and culturally-specific supports
• Academic, attendance or behavior challenges that follow students from middle school
• Lack of coordination between schools and the programs and organizations that serve the same students

2018 NINTH GRADE COUNTS SUMMER PROGRAM PROVIDERS
Boys & Girls Clubs of Portland Metropolitan Area
Centennial School District
David Douglas School District
El Programa Hispano Católico
Elevate Oregon
Girls Inc. of the Pacific Northwest
Gresham-Barlow School District
Immigrant & Refugee Community Organization
Latino Network
Metropolitan Family Service
Multnomah County SUN Service System
Native American Youth and Family Center
Open School
Portland Leadership Foundation
Portland Parks & Recreation
Portland Public Schools
Reynolds School District
Self Enhancement, Inc.
University of Portland
Warner Pacific University
IMPROVING OUTCOMES
Each year, we compare outcomes of program participants with those of students who do not participate.

Students who complete Ninth Grade Counts:
+ Earn more credit during ninth grade
+ Attend school more consistently
+ Graduate at a higher rate

OTHER PARTNERS
Campus Compact of Oregon
Multnomah County Library
Northwest Evaluation Association
Oregon Alliance of Independent Colleges and Universities
Oregon Museum of Science and Industry
Planned Parenthood Columbia Willamette
Schoolhouse Supplies
TriMet

THE WORK YET TO BE DONE
After 10 years, it is time to reassess our progress and goals and recommit to collective action. This is especially true given staff turnover in school districts and partner agencies. Members are evaluating their approach to student enrollment and outreach to ensure they engage the students who will benefit most. Programs are also focused on building year-round supports and check-ins with students to keep them on track throughout the school year.

“High school is where it actually matters. It’s where we try to figure out what we want to become. The future seems far away but it’s already here.”
– Nicole
Student
Native American Youth & Family Center
Ninth Grade Counts Program, Summer 2018
Increasing Access to Post-Secondary Education

THE SITUATION
By 2020, more than two-thirds of Oregon jobs will require post-secondary education. Yet many students lack the connections and support to navigate from high school to their next step. It’s a matter of having a plan for college or career training and finding the support to make it real. To help young people bridge the divide, we need to shift our thinking from “best of luck” to “I’ve got your back.” This shift is well underway.

THE WORK SO FAR
Completion of the Free Application for Federal Student Aid (FAFSA) is a key driver of post-secondary enrollment. That is why in 2015 All Hands Raised began an unprecedented effort to dramatically increase FAFSA and ORSAA (Oregon’s dedicated student aid for undocumented students) completion rates. As a set of proven practices emerged, we spread these practices to every school in the region.

We are taking this work deeper, partnering with three schools to use data to redesign their approach to college and career guidance, integrate post-secondary planning into core classes and mobilize support from every adult in the building to help students graduate with a clear path to a successful life after high school.

Today, every school in the county has a designated “FAFSA Champion” on staff who monitors data and organizes school-wide strategies. In addition, twice a month we distribute a countywide dashboard that tracks every school’s FAFSA completion rates.

SCHOOL COMMUNITY SITE TEAMS
Centennial High School
Franklin High School
Madison High School
And, every high school the county has designated a “FAFSA Champion” to integrate proven practices aimed at driving up FAFSA rates community-wide.

Examples of Barriers
- Messages that convey to students, “you’re not college material”
- Disconnects between high schools and the vast range of post-secondary institutions
- Lack of familiarity among students and families of how to navigate enrollment and financial aid processes
- High cost of tuition, books and living expenses

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Increasing Access to Post-Secondary Education

13 percentage point increase in FAFSA completion rates countywide since 2014.

53 community volunteers were deployed to 25 FAFSA completion events across 16 schools.

100% of seniors at Centennial High School have been matched with a staff mentor to help them with post-secondary planning.

82 Franklin High School recent graduates took part in a summer transition program in partnership with Portland Community College.

THE WORK YET TO BE DONE

When it comes to the FAFSA completion strategies of recent years, our community’s results speak for themselves. But ensuring a “warm hand-off” to college or career training for every student is a much bigger effort. It will take persistent focus, reliable use of data and a collective commitment to bridging the divides between systems and institutions. Schools need to better engage families. Every adult in every school must be empowered to help students along their path. Community partners can play a greater role. As effective practices emerge from our partner schools, we will continue to share them across the region.

“It’s exhilarating to be in a room with people who share a mission of breaking down every barrier for people that come to us looking for hope. We are truly putting more of our students on a path to their future—that’s empowering.”

– Holly Vaughn-Edmonds
Counselor
Franklin High School
Improving Post-Secondary Completion

THE SITUATION
Our region is an importer of job talent, as a burgeoning economy and perceptions of livability attract young, well-educated adults. While this may fuel economic growth, it also contributes to increased inequities for local residents as housing costs increase dramatically and living wage jobs are filled by transplants. The lack of qualified local workers is driven largely by the reality that, while most of our high school graduates go on to college, a majority of them never actually complete a degree. Limited earning potential—compounded by college debt—hampers prospects for individuals and casts a shadow over the state’s long-term economic outlook.

Where Do Local High School Graduates Go to College?

<table>
<thead>
<tr>
<th>Community Colleges</th>
<th>Portland Community College (913)</th>
<th>Mt. Hood Community College (912)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,939 Students</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Public 4-Year Universities</th>
<th>PSU (290)</th>
<th>OSU (260)</th>
<th>U of O (256)</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1,076</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Private 4-Year College &amp; Universities</th>
<th>446</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of students from Multnomah County districts’ Class of 2016 who enrolled at each institution within 16 months of graduating

Examples of Barriers
- A sense of being unwelcome or out of place, especially for students of color
- Unclear academic paths that leave students to fend for themselves
- Limited access to college advising and other support services
- Academic barriers and/or unpreparedness
- The demands of family and/or employment

College Enrollment vs. College Completion

76% Enroll in post-secondary

39% Complete within 6 years

Sixteen month enrollment, Class of 2016; Six year completion, Class of 2011
THE WORK SO FAR
This is our newest focus area, and the work is in its early stages. In August 2018, teams from our two partner community colleges assembled and built ambitious, measurable plans with a specific focus on increasing degree completion among students of color and immigrant and refugee students.

COMMUNITY COLLEGE SITE TEAMS’ GOAL STATEMENTS

Mt. Hood Community College
“Ensure all current and prospective students have equitable access, outcomes and success by increasing first-to-third term retention rates for all students, with a specific focus on closing the gaps that impact African American students.”

Portland Community College Southeast Campus
“Increase enrollment and success for first-generation students, particularly immigrant and refugee students and students of color, through culturally-specific neighborhood-based outreach and intentional student supports.”

THE WORK YET TO BE DONE
Ensuring that more students complete a degree will take all of us. Colleges and universities must continue to assess their academic pathways to build clear, achievable routes to completion. Students need greater access to financial aid and support services. Employers must engage more deeply with local colleges and training programs to co-develop pathways to jobs. The rich asset of our local culturally-specific organizations should be better leveraged as a resource to support students of color and immigrant and refugee students as they pursue a degree. All of us can better collaborate to understand what is working and to learn from what is not.

“To survive in this city you need education beyond high school. What excites me about this work is the chance to build bridges right here in our own neighborhood, especially with immigrant communities and people who are the first in their families to attend college.”

– Jessica Howard
Campus President
Portland Community College Southeast
Forging Pathways From School to Careers

THE SITUATION
One of our responsibilities is to help local kids find fulfilling careers, and there are many ways to do this that don’t involve college. Apprenticeships and other training programs can lead to rewarding and profitable jobs.

The fact is, after college graduation, the average Oregon student owes $27,000. After four years of earning while learning, the average electrical apprentice has earned $190,000. The Oregon Employment Department projects that over the next 10 years, more than 13,000 new construction and manufacturing jobs will be created across Washington, Multnomah and Clackamas counties, with another 71,000 openings due to retirements. Yet the path to those careers is not always clear.

Examples of Barriers
- Career technical education programs have not recovered from past cuts
- Local employers struggle to fill jobs
- Stereotypes continue to support a traditional college-only mentality
- Both students and educators lack awareness of high-wage careers in the trades

THE WORK SO FAR
We are working with five high schools to measurably improve the transition to post-secondary career training and build long-term partnerships with industry. And we’re building awareness across the region of the outstanding opportunities available in the trades.

2018 Industry for a Day
Aimed at dismantling stigmas of careers in construction and manufacturing, Industry for a Day raises awareness among educators of these careers.

200+ Teachers, counselors and partners attended
38 Manufacturing & construction sites hosted tours

SCHOOL COMMUNITY SITE TEAMS
Centennial High School
Helensview High School
Reynolds High School
Roosevelt High School
Sam Barlow High School

Shop
Teachers

Local Manufacturers

Counselors

At Pro
"The work we’re doing through All Hands Raised is helping elevate the importance of career technical education in our schools, while building greater access to trades pathways specifically for students of color and young women. Industry leaders now look to All Hands Raised to help them engage more effectively with our schools and that is translating to real change.”

– Connie Ashbrook
Founder & former Executive Director
Oregon Tradeswomen, Inc.
Community-Wide Indicator Data: The Big Picture

One of the first actions taken to implement a collective impact model 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 work began. Focusing solely on the average rates shown below can mask entrenched disparities—please dig deeper into the charts that follow.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>MOST RECENT</th>
<th>BASELINE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity in School Discipline</td>
<td>5.8%</td>
<td>8.2%</td>
</tr>
<tr>
<td>English Language Learners’ Progress</td>
<td>45.0%</td>
<td>49.7%</td>
</tr>
<tr>
<td>Birth Weight</td>
<td>93.5%</td>
<td>93.3%</td>
</tr>
<tr>
<td>Kindergarten Readiness</td>
<td>8.6%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Kindergarten Attendance</td>
<td>76.7%</td>
<td>77.0%</td>
</tr>
<tr>
<td>Third Grade Reading</td>
<td>45.7%</td>
<td>45.7%</td>
</tr>
<tr>
<td>Sixth Grade Attendance</td>
<td>81.0%</td>
<td>86.3%</td>
</tr>
</tbody>
</table>

*Baseline year for Community-Wide Indicators is 2011 (or 2011–12 school year) wherever possible. In some cases, baseline years were adjusted because data sources and/or metrics have changed due to implementation of new assessments and/or measurements. For current year figures, data from the most recent year available is shown.
Students regularly attending school

Students completing 6+ credits in ninth grade

Students graduating within 4 years

Students enrolling within 16 months of graduating high school

Youth (16–24) enrolled in school and/or working

-2.9%

+11.5%

+4.0%

+5.7%

+0.6%

+4.3%

41.2% in 2017–18

69.7% in 2017–18

84.0% in 2017–18

76.2% in 2017–18

75.9% of 2016 HS grads

38.5% of 2011 HS grads

89.1% in 2017

44.1% in 2014–15

78.0% in 2011–12

80.0% in 2011–12

64.7% in 2011–12

70.2% of 2009 HS grads

37.9% of 2009 HS grads

84.8% in 2011
Behind Every Data Point is a Child

The charts on the following pages show disaggregated data for each indicator, helping us to see what is improving and what is not—and for whom. When you review and process this data, we encourage you to not simply see it as a graph on the page, but to try to envision the children in our community whose lived experience is reflected here. Consider their potential and what we, as adults, can make possible for them—and then commit to action that will make their lives better and the fabric of our community stronger.

You can find deeper detail on each of these indicators—including data for individual school districts—through an interactive data dashboard at allhandsraised.org.
Equity in School Discipline

K-12 students suspended or expelled (2017-18)

<table>
<thead>
<tr>
<th>Group</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>5.8%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>6.9%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>4.3%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>6.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>7.3%</td>
</tr>
<tr>
<td>Latino</td>
<td>10.1%</td>
</tr>
<tr>
<td>White</td>
<td>4.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Variance since 2011-12

<table>
<thead>
<tr>
<th>Group</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>-2.4%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>-2.9%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>-10.0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>-2.2%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>-1.0%</td>
</tr>
<tr>
<td>Latino</td>
<td>-4.7%</td>
</tr>
<tr>
<td>White</td>
<td>-2.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>-1.0%</td>
</tr>
</tbody>
</table>

“We have to start seeing the brilliance of our black and brown kids, no matter what—even through challenging behaviors and our racial biases. The reality is that these are our future leaders and as adults we have to be persistent and creative to support them and keep them in school.”

— Mark Jackson
Executive Director
REAP, Inc.

English Language Learners’ Annual Progress

K-12 English language learners on track to attain proficiency (2017-18)

<table>
<thead>
<tr>
<th>Group</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>45.0%</td>
</tr>
</tbody>
</table>

Variance since 2016-17

<table>
<thead>
<tr>
<th>Group</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>-4.7%</td>
</tr>
</tbody>
</table>

“This is a unique group of students with unique needs. As we look to support them, we have to keep in mind the wide range of cultures and contexts that shape their experience. Monitoring their academic progress makes visible their areas of growth but also their needed supports.”

— Lyn Tan
Youth Department Co-Manager
Immigrant & Refugee Community Organization

*A new assessment was implemented in 2015–16, with data first reported in 2016–17.*
Birth Weight

Babies born at a healthy weight (5lbs. 8oz. or more) (2016)

Average: 93.5%
Black / African American: 90.6%
Asian / Pacific Islander: 92.2%
American Indian / Alaska Native: 93.4%
Latino: 93.6%
White: 94.1%

Variance since 2011
+0.2%
+2.0
+0.6
+1.6
+0.3
0.0

“A baby born at a low birth weight is always playing catch up. They can face developmental delays, health problems and extra support needs. For African Americans, who are the most impacted, individuals already face layers of added stressors and this just adds to the challenges.”

– Violet Larry
Manager, Healthy Birth Initiatives
Nurse Family Partnership
Multnomah County
The chart above offers a snapshot of results for one of the multiple measures that make up the overall Oregon Kindergarten Assessment, students’ comprehension of English letter sounds. According to the state, recognizing eight or more sounds is “demonstrating” the highest category.

“We believe that early exposure to literacy development and phonological and phonemic awareness (teaching syllables, letter sounds, the concept of words, etc.) is crucial in creating early and solid readers. All children have the potential to learn...so let’s give them a Head Start!”

– Karissa Palmer
Education Coordinator
Albina Head Start

“The Oregon Kindergarten Assessment was created to get a clearer picture of early learning experiences across the state and provide a snapshot for educators of the skills with which children are coming into kindergarten. We know that there remains a great deal of inequity in the types of experiences children have before entering school. The Oregon Kindergarten Assessment is essential to understanding and ultimately closing the divide for our most underserved early learners. The Kindergarten Assessment focuses on areas that research has demonstrated are strongly linked to 3rd grade reading and future academic success: self-regulation, interpersonal skills, early literacy and early math.”

– Oregon Department of Education
Early Learning Division
**Kindergarten Attendance**

Students attending at least 90% of school days in kindergarten (2017–18)

- **Average**: 76.7%
- **Pacific Islander**: 57.7%
- **American Indian / Alaska Native**: 60.8%
- **Black / African American**: 66.1%
- **Latino**: 71.1%
- **Multi-Racial**: 74.1%
- **White**: 81.0%
- **Asian**: 84.2%
- **Economically Disadvantaged**: 70.3%
- **Students With Disabilities**: 70.5%
- **English Language Learners**: 72.4%

Variance since 2011–12

- **Average**: -0.3%
- **Pacific Islander**: -1.9%
- **American Indian / Alaska Native**: -10.8%
- **Black / African American**: -0.1%
- **Latino**: -2.0%
- **Multi-Racial**: +0.8%
- **White**: +0.8%
- **Asian**: -2.0%
- **Economically Disadvantaged**: -1.6%
- **Students With Disabilities**: -0.1%
- **English Language Learners**: -3.1%

“Coming to school every day puts kids on the path to graduating and habits must start early. Kindergarten students and their families need to know that they are valued members of the school community and that they’re missed when they’re not here.”

– Kammy Breyer
Kindergarten Teacher
North Gresham Elementary School

**Third Grade Reading**

Students meeting or exceeding reading standards in third grade (2017–18)

- **Average**: 45.7%
- **Black / African American**: 19.3%
- **Pacific Islander**: 20.2%
- **Latino**: 27.3%
- **American Indian / Alaska Native**: 31.8%
- **Asian**: 41.3%
- **Multi-Racial**: 50.6%
- **White**: 59.3%
- **English Language Learners**: 8.8%
- **Students With Disabilities**: 24.9%
- **Economically Disadvantaged**: 28.9%

Variance since 2014–15

- **Average**: 0.0%
- **Black / African American**: -1.8%
- **Pacific Islander**: -10.7%
- **Latino**: +0.6%
- **American Indian / Alaska Native**: -5.6%
- **Asian**: -0.6%
- **Multi-Racial**: +8.5%
- **White**: -0.6%
- **English Language Learners**: +0.8%
- **Students With Disabilities**: -4.0%
- **Economically Disadvantaged**: -2.7%

“This is the paramount measure of achievement that signals whether a kid will have a successful future. It’s also like a blood pressure check for our systems; it’s a true measure of equity to analyze how well we are serving all students.”

– Michael Lopes-Serrao
Superintendent
Parkrose School District
Sixth Grade Attendance

Students attending at least 90% of school days in sixth grade (2017-18)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Variance since 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>81.0%</td>
<td>-5.3%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>67.5%</td>
<td>-8.6%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>73.3%</td>
<td>-5.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>74.4%</td>
<td>-18.6%</td>
</tr>
<tr>
<td>Latino</td>
<td>76.5%</td>
<td>-8.0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>80.3%</td>
<td>-3.8%</td>
</tr>
<tr>
<td>White</td>
<td>83.0%</td>
<td>-3.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>96.0%</td>
<td>-0.8%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>72.4%</td>
<td>-6.1%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>76.2%</td>
<td>-5.3%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>77.0%</td>
<td>-8.5%</td>
</tr>
</tbody>
</table>

“Sixth grade is when attendance habits are created that carry through middle school, and it’s a time when kids need lots of support. But we can’t partner with kids and families unless they’re here. That means digging into underlying causes and offering support without judgment.”

– Jaeger Vega
Restorative Justice Coordinator
George Middle School

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% -10 -15 -20 -5 0% +5
### Eighth Grade Math

**Students meeting or exceeding math standards in eighth grade (2017-18)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>41.2%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>15.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>22.1%</td>
</tr>
<tr>
<td>Latino</td>
<td>23.9%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>35.3%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>44.6%</td>
</tr>
<tr>
<td>White</td>
<td>50.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>58.2%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>13.4%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>16.2%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>25.3%</td>
</tr>
</tbody>
</table>

**Variance since 2014-15**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>-2.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>+2.1%</td>
</tr>
<tr>
<td>Latino</td>
<td>+15.3%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>-1.6%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>-0.9%</td>
</tr>
<tr>
<td>White</td>
<td>-3.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>-4.0%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>+6.5%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>+6.4%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>-6.1%</td>
</tr>
</tbody>
</table>

“Math builds real-world skills like problem-solving and critical thinking that our kids need to make it in high school and in life. It’s like Jenga—if you’re missing blocks at the bottom, your tower can only get so high.”

– Sara Hevy
Math Teacher
Reynolds Middle School

### Ninth Grade Attendance

**Students attending at least 90% of school days in ninth grade (2017-18)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>69.7%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>50.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>55.8%</td>
</tr>
<tr>
<td>Latino</td>
<td>61.9%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>66.0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>68.7%</td>
</tr>
<tr>
<td>White</td>
<td>73.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>87.1%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>52.8%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>59.2%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>65.3%</td>
</tr>
</tbody>
</table>

**Variance since 2011-12**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>-8.3%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>-19.4%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>-22.4%</td>
</tr>
<tr>
<td>Latino</td>
<td>-8.0%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>-6.0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>-6.2%</td>
</tr>
<tr>
<td>White</td>
<td>-7.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>-2.4%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>-15.5%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>-11.3%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>-7.5%</td>
</tr>
</tbody>
</table>

“Ninth grade is that critical transition time when students are moving into the high school learning environment and the fact is that we cannot educate them if they are not here. If students are missing school, they fall behind in credits which makes it much harder to graduate on time.”

– Linda Vancil
Assistant Principal
David Douglas High School
**Ninth Grade Credit Attainment**

Students completing six or more credits in ninth grade (2017-18)

<table>
<thead>
<tr>
<th>Group</th>
<th>Completion Rate</th>
<th>Variance since 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>84.0%</td>
<td>+4.0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>72.8</td>
<td>0.4%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>73.0</td>
<td>+2.3%</td>
</tr>
<tr>
<td>Latino</td>
<td>74.7</td>
<td>+8.9%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>75.0</td>
<td>+8.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>84.9</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>88.5</td>
<td>+4.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>94.3</td>
<td>+2.3%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>68.6</td>
<td>Data not available</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>68.8</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>74.7</td>
<td>-7.5%</td>
</tr>
</tbody>
</table>

“Finishing ninth grade with all the required credits is a huge boost for our students. They develop a sense of pride and self-confidence. It’s uplifting for a young person and it builds positive momentum that can carry them through graduation and beyond.”

– Joyce Harris
Manager, Community Outreach
Education Northwest
High School Graduation

Students graduating high school on time (four-year cohort) (2017-18)

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
<th>Variance since 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>76.2%</td>
<td>+11.5%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>43.3%</td>
<td>+7.6%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>67.8%</td>
<td>+15.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>68.1%</td>
<td>+8.3%</td>
</tr>
<tr>
<td>Latino</td>
<td>69.5%</td>
<td>+15.6%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>76.8%</td>
<td>+10.1%</td>
</tr>
<tr>
<td>White</td>
<td>79.4%</td>
<td>+9.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>86.7%</td>
<td>+10.9%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>56.0%</td>
<td>+23.5%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>70.9%</td>
<td>+11.5%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>72.4%</td>
<td>+24.8%</td>
</tr>
</tbody>
</table>

Variance since 2011-12

“Every 26 seconds, another student drops out and that impacts their chances for a healthy, productive life. Yet we also see kids making it through—and I guarantee you it’s because of a safety net, a strong parent, teacher, coach or a community that would not let that kid fail.”

– Tony Hopson, Sr.
President & CEO
Self Enhancement, Inc.

Post-Secondary Enrollment

High school graduates of 2016 enrolling in a post-secondary institution within 16 months

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
<th>Variance since high school grads of 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>75.9%</td>
<td>+5.7%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>58.6%</td>
<td>-1.1%</td>
</tr>
<tr>
<td>Latino</td>
<td>68.7%</td>
<td>+2.4%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>72.0%</td>
<td>+20.9%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>73.3%</td>
<td>-3.3%</td>
</tr>
<tr>
<td>White</td>
<td>77.1%</td>
<td>+4.6%</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>86.5%</td>
<td>+7.0%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>55.8%</td>
<td>Data not available</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>69.7%</td>
<td>+9.1%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>69.9%</td>
<td>Data not available</td>
</tr>
</tbody>
</table>

Variance since high school grads of 2009

“This is ultimately about life chances. It’s our job to work with students to build a bridge from high school into further education and training. The bottom line is that every kid needs a plan and we have to step up to help make it real.”

– Geoff Garner
TRiO Program Director
Multnomah Education Service District
Post-Secondary Completion

High school graduates of 2011 completing a post-secondary program within six years

<table>
<thead>
<tr>
<th>Group</th>
<th>2009</th>
<th>2011</th>
<th>Variance since 2009</th>
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<tbody>
<tr>
<td>Average</td>
<td>38.5%</td>
<td>43.9%</td>
<td>+5.4%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>17.4%</td>
<td>24.5%</td>
<td>+7.1%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>25.7%</td>
<td>41.4%</td>
<td>+15.7%</td>
</tr>
<tr>
<td>Latino</td>
<td>27.9%</td>
<td>51.3%</td>
<td>+23.4%</td>
</tr>
<tr>
<td>White</td>
<td>12.1%</td>
<td>23.2%</td>
<td>+11.1%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>43.9%</td>
<td>51.3%</td>
<td>+7.4%</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>9.2%</td>
<td>12.7%</td>
<td>+3.5%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>26.3%</td>
<td>27.9%</td>
<td>+1.6%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>27.9%</td>
<td>29.1%</td>
<td>+1.2%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>27.9%</td>
<td>29.1%</td>
<td>+1.2%</td>
</tr>
</tbody>
</table>

Variance since high school grads of 2009

“So many people go to college, but so few graduate. That’s a lot of people that go, pay money and walk out with nothing. Finishing that degree makes a huge difference in both career options and potential earnings—and ultimately between surviving and thriving.”

– John Hamblin
Executive Dean
Student Development
Mt. Hood Community College

Connected With a Career Track

Youth (aged 16-24) enrolled in school and/or working (2017, 3 year average)

<table>
<thead>
<tr>
<th>Group</th>
<th>2011</th>
<th>Variance since 2011 (3 year average)</th>
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</thead>
<tbody>
<tr>
<td>Average</td>
<td>89.1%</td>
<td>+4.3%</td>
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<tr>
<td>Black / African American</td>
<td>80.3%</td>
<td>+1.8%</td>
</tr>
<tr>
<td>Latino</td>
<td>84.7%</td>
<td>+6.2%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>87.8%</td>
<td>+31.4%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>89.7%</td>
<td>+0.8%</td>
</tr>
<tr>
<td>White</td>
<td>90.2%</td>
<td>+4.2%</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>95.1%</td>
<td>+3.9%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>86.4%</td>
<td>+5.2%</td>
</tr>
</tbody>
</table>

Variance since 2011 (3 year average)

“Young people don’t know all their options when it comes to careers. The ones I talk to don’t just want to sit behind a desk; they want to be active and challenged, both physically and mentally while also getting paid. There is a whole range of great options.”

– Maurice Rahming
President
O’Neill Construction Group
All Hands Raised is able to deliver over $1.5 million of in-kind support annually to improve outcomes in our community, thanks to generous individuals, corporations, foundations and civic entities. The following reflects lifetime investors of $10,000 and over to the Partnership since its founding in December of 2010.

**Partnership Investors**

<table>
<thead>
<tr>
<th>Partnership Investors</th>
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<tr>
<td>Al Solheim</td>
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<td>America’s Promise Alliance</td>
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<td>Cambia Health Solutions</td>
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<td>Carolynn and John Loacker</td>
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<td>Dan Ryan</td>
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<td>David Douglas School District</td>
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<td>The Honorable Earl Blumenauer and Ms. Margaret Kirkpatrick</td>
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<td>PepsiCo</td>
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<td>Portland Business Journal</td>
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<td>Portland Children’s Levy</td>
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Portland Monthly  
Portland Public Schools  
Portland State University Foundation  
Portland Trail Blazers  
Precision Castparts Corp.  
Prosper Portland  
Providence Health & Services  
RIWest  
Rich and Elise Brown  
Roger Cooke and Joan Cirillo  
Ronald Emig  
Safeway  
Sarah Mensah and Eddie Martinez  
Shoe Palace  
Simone Brooks  
Spirit Mountain Community Fund  
Stoel Rives LLP  
Stoller Family Estate  
StriveTogether  
Susheela Jayapal  
The Boeing Company  
The Collins Foundation  
The Greenbrier Companies, Inc.  
The Standard  
Tillamook Creamery  
Tonkon Torp LLP  
Tracy Curtis  
TriMet  
U.S. Bank  
Umpqua Bank  
Union Wine Co.  
United Healthcare  
United Way of the Columbia-Willamette  

Unitus Community Credit Union  
University of Oregon  
University of Portland  
Vernier Software & Technology  
Warner Pacific University  
WeMake  
Wells Fargo  
Wieden+Kennedy  
William & Ruth Roy Fund  
of The Oregon Community Foundation  
William Scott and Kate Thompson  
Worksystems, Inc.  
WRG Foundation  

“Our community is rich in organizations doing incredible direct service work with children and families, yet without organizations like All Hands Raised—which is focused on how systems connect, integrate and change—we will not get to alignment and efficiencies, and ultimately to the results needed for long-term systems change.”

– Martha Richards  
Executive Director  
James F. and Marion L. Miller Foundation
The Partnership Council is made up of executive-level leadership from business, education, government and community-based organizations. Its role is to provide strategic guidance to the Partnership—especially as it relates to uniting the work of organizations and individuals from diverse sectors throughout the community. The Council also directs the analysis and reporting of our data, helps make policy recommendations and holds staff and partners accountable.

Co-chair: Tracy Curtis, Wells Fargo
Co-chair: John Tapogna, ECONorthwest

Kerry Barnett, SAIF
Sam Breyer, Multnomah Education Service District
Paul Coakley, Centennial School District
Suzanne Cohen, Portland Association of Teachers
Andrea Cook, Warner Pacific University
Danna Diaz, Reynolds School District
Stacey Dodson, U.S. Bank
Dan Floyd, Hood to Coast Race Series
Whitney Grubbs, Chalkboard Project
Guadalupe Guerrero, Portland Public Schools
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Tony Hopson, Sr., Self Enhancement, Inc.
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Peggy Maguire, Cambia Health Solutions
Julie Mancini, College Possible
Andrew McGough, Worksystems, Inc.
Chris Minnich, NWEA
Mark Mitsui, Portland Community College

Marcus Mundy, Coalition of Communities of Color
Kevin Palau, The Luis Palau Association
A. Katrise Perera, Gresham-Barlow School District
Lee Po Cha, Immigrant & Refugee Community Organization
Maurice Rahming, O’Neill Construction Group
Ken Richardson, David Douglas School District
Carmen Rubio, Latino Network
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Bob Van Brocklin, Stoel Rives LLP
Dave Vernier, Vernier Software & Technology
Craig Wessell, Portland Business Journal
Mayor Ted Wheeler, City of Portland
Wim Wiewel, Lewis and Clark College
Ruth Williams-Brinkley, Kaiser Permanente
Duncan Wyse, Oregon Business Council
Julie Young, Portland Children’s Levy
The Board of All Hands Raised is a diverse cross-section of our community, with half of our members representing communities of color. As the official governance body of All Hands Raised, the Board oversees the CEO, establishes the operational budget and audit and upholds our mission to ensure upward mobility for our kids.

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**Chair:** Trever Cartwright, Coraggio Group
**Vice Chair:** Mo King, Nike Golf
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Michael Burch, Pacific Northwest Regional Council of Carpenters
Andrea Cook, Warner Pacific University
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Scott Hatley, Incight
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Lee Po Cha, Immigrant & Refugee Community Organization
Ron Saxton, PeaceHealth
Karen Whitman, Karen Whitman Projects

**Legal Counsel**
Ed Harnden, Barran Liebman LLP
Engaged Community

The All Hands Raised Partnership represents a tapestry of community engagement at all levels and by all sectors. Bound together by a shared sense of urgency and accountability, we are making progress for our kids. We are deeply grateful to all of our partners for their willingness to think bold, take risks and collaborate in new ways and with new partners.

“For the first time, we are truly integrated partners in the schools where the Partnership is leading work. Being able to share data and coordinate outreach to students and families is having a profound impact, not only on discipline but also on improving school and community culture.”

– Santos Herrera
School Based Programs Manager
Latino Network

ORGANIZATIONS

Albina Head Start
Associated General Contractors
Bank of America
The Boeing Company
Boys & Girls Club of Portland Metropolitan Area
Bridgetown Wealth Management
Cambia Foundation
Catholic Charities/El Programa Hispano Católico
Centennial School District
Chalkboard Project
Children’s Institute
City of Portland
City of Troutdale
Coalition of Communities of Color
College Possible
The Collins Foundation
Comcast
Coraggio Group
David Douglas School District
Demorest Family Foundation
Early Learning Multnomah
East Metro STEAM Partnership
ECMC The College Place
ECONorthwest
Education Northwest
Elevate Oregon
FLIR Systems, Inc.
Friends of the Children
Girls Inc. of the Pacific Northwest
Greater Than
Gresham-Barlow School District
GrovTec Machining
Home Equity Investments
Hood to Coast Race Series
Immigrant & Refugee Community Organization
Impact NW
Incight
Jackson Consulting
James F. & Marion L. Miller Foundation
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Dan Ryan, Chief Executive Officer
Terri Theisen, Vice President, Strategic Planning
Wendy Tworivers, Manager, Accounting
Nate Waas Shull, Vice President, Partnerships

“The Partnership the community imagined, visioned and endorsed in late 2010 has taken root. Now we must stay on course with the shared attitude of, ‘how can we improve?’ The good news is that so many of those who work directly with our kids and families are doing just that. And we are listening to their wisdom as we work together in new ways to craft the complex local solutions needed to solve our complex local challenges This is the work. And it is always about the kids.”

– Dan Ryan
Chief Executive Officer
All Hands Raised
Citations & Gratitude

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PAGE 29 | Enrollment rates in advanced metals & manufacturing courses at Centennial High School: All Hands Raised analysis of local school district data.
PAGES 30–31 | Community-Wide Indicator Data: The Big Picture: Sources for each indicator are cited below.
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PAGE 39 | Ninth Grade Attendance: Multnomah Education Service District.
PAGE 39 | Ninth Grade Credit: District Report Cards Accountability Details, ODE, 2017–18.
PAGE 40 | High School Graduation: Cohort Graduation Rate Media Files, ODE, Class of 2011 & Class of 2017.
PAGE 40 | Post-Secondary Enrollment: ECONorthwest analysis of National Student Clearinghouse data.

Data Notes
• Disaggregated data are included throughout the Community-Wide Indicator charts whenever 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 some Community-Wide Indicators (English Language Learners’ Progress, Kindergarten Readiness, Third Grade Reading and Eighth Grade Math) assessments have changed since our baseline year; in these cases the baseline year has been adjusted to align with the first year for which comparative data is available.

With Gratitude
All Hands Raised extends its sincerest thanks to the following individuals and organizations for their special role in the design and creation of Chapter 04:
Denise Ransome & The Peach Cheesecake Ranch
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Beth Conyers Photography
Darlyn Chester Photography
Fred Joe Photography
Portland Community College
Reynolds School District
Lithtex Printing Solutions

For information about alternative formats of Chapter 04, please contact info@allhandsraised.org or 503-234-5404.