To the citizens of Multnomah County

Our future depends on the success of our education system. We need graduates who are well prepared for technically demanding jobs and who possess the creative and innovative skills that define our region.

A community with high levels of educational attainment provides far-reaching social, cultural, and economic benefits. Evidence is clear that a better-educated population reduces unemployment, crime, welfare dependence, and the need for costly interventions and incarceration. Educational success also contributes to quality-of-life advantages such as the arts, civic engagement, and vibrant urban neighborhoods. Some of these benefits can be quantified by dollars. For example, increasing the number of individuals who earn a two-year or four-year degree by age 24 by 1 percent is estimated to boost the local economy by $1.6 billion annually.*

We have come together to develop a comprehensive and data-driven strategy to analyze both our educational and our social/community indicators so that all students can succeed. We are laying important groundwork so that decision making by parents, educators, government policy makers, business leaders, and others can be based on evidence. Data and analysis help leaders support programs and practices that work and help them reject those that don’t.

Our work has two essential elements. First, we examine the desired outcomes we want for our young people from early childhood to career, tracking education and social/community indicators that are important to their success. Second, we use this information to help bring community partners together to forge successful strategies that raise achievement and improve lives.

This Report to the Community is the first step. A broad cross section of participants determined key performance indicators that combine to create a “student success pathway.” The initial work has been accomplished by a coalition that includes the Leaders Roundtable, the education cabinet of the mayor of Portland and the chair of the Multnomah County Commission, Portland State University, and United Way of the Columbia-Willamette. We look forward to even broader community engagement as this process moves forward.

We encourage community members to join in this effort and to help us establish priorities and devise effective solutions.

Bill Scott, Chair
Leaders Roundtable
Marc Levy, CEO
United Way of the
Columbia-Willamette
Wim Wiewel, President
Portland State University

Sam Adams, Mayor
City of Portland
Jeff Cogen, Chair
Multnomah County


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The 2010 Report to the Community was produced by the Center for Student Success in the Graduate School of Education at Portland State University in partnership with The Leaders Roundtable. Pat Burk, Editor; Linda Jessell, Deborah Sommer, Becky Miller, Amber Johnson, Nancy Eichsteadt, Angela Spencer, Constance LaGue. For more information or to order additional copies of this report contact:

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2—Cradle to Career
Project overview

Beginning in the fall of 2009, Portland State University and the Leaders Roundtable established a partnership to conduct research and publicly report on a birth-to-career framework that identifies key performance indicators that span the educational and social experience, from prekindergarten through postsecondary education and career entry. Data sets form the basis for this report. PSU faculty reviewed literature and research in each of the goal areas, and a community engagement process was initiated that promoted conversation and targeted support for students leading to an increase in their postsecondary success.

This effort is patterned after the Strive model that was first developed at the University of Cincinnati and that comprised more than 300 organizations committed to improving student achievement in the urban core of Cincinnati and northern Kentucky. In their third year of working collectively toward this end, these organizations report “making great progress toward supporting the success of every child, every step of the way, cradle to career.”

Our partnership focuses on Strive’s five goal areas as our foundation. Students will:
1. Be prepared for school
2. Be supported inside and outside school
3. Succeed academically
4. Enroll in postsecondary education or training
5. Graduate and enter a career

The process to move forward includes a number of important steps:

- A review of research related to each of the five goal areas, conducted by PSU faculty
- Development of an indicator advisory team comprising representatives from all eight Multnomah County K-12 school districts, community members from organizations committed to student academic and social growth, and representatives from higher education

- Organization of a representative faculty advisory group selected by the PSU provost to link the initiative to the ongoing work of the university
- Hosting a colloquium for K-12 school district administrators and PSU faculty members to participate in conversations related to the development and enhancement of partnerships
- Organization of a community engagement process around each of the five goal areas, with the primary purpose to discuss and plan for improvement in indicator areas

As this work progresses over the next few years, it will be critical that our community recognizes and commits to a shared accountability for the success of every child. Of primary importance is the expectation that all of the community’s children deserve an educational experience that prepares them to fully benefit from and contribute to the economic, social, and civic life of our community.
Executive summary

Currently, we spend millions of public and private dollars in Multnomah County to support the education, health, and social welfare of our young people, yet far too many children enter kindergarten unprepared or fail to complete high school or college.

The purpose of the P-20* Cradle to Career Framework is to develop community consensus around a set of educational and student support goals and to coordinate community efforts to achieve them. Rather than continue to work in isolation, we want to coordinate our efforts. We believe we can do a better job of sharing information and aligning our resources to ensure that all young people acquire the skills required in the 21st century. This framework is based upon an understanding that preparing students for future success is the result of both academic achievement and social/community factors.

This report reflects our first effort to connect with the greater community. This is how we are currently supporting student success. The data display a record of the achievement of school and community organizations working at times with limited knowledge of each others’ efforts. The data portrayed will serve as a baseline to measure future improvements and as a framework for connections to be made along the cradle-to-career continuum.

The report is organized around project goals and the academic and social indicators of success in each of five goal areas. Goals span the early childhood years through the K–12 experience, postsecondary education or training, and successful entry into a career.

Each section includes a review of key research, in addition to graphic as well as narrative summaries of key data points from a variety of sources.

The data indicate that significant gaps in achievement and support exist along the cradle-to-career continuum. Students of color and students in poverty generally do not experience the same success as other students. Levels of achievement, high school graduation, and postsecondary success indicate significant challenges to our community. This picture is not a new one. What is different here is that these pieces can be viewed as part of a continuous path along which organizations and schools see how their work contributes to a comprehensive system of student success.

We know that the data displayed in the following charts will raise additional questions and create a need for more information. We will need to refine and adapt measures to fine tune the framework.

We know our work will continue to expand—this is only our first step.

We know, however, that we have committed to these goals and this project on behalf of the children of Multnomah County and the future of our community. They deserve no less.

*P20 refers to the years of preschool through graduate school
Cradle to career pathway to success

Every student will:

Goal 1: Be prepared for school
- Quality childcare
- Full-day kindergarten

Goal 2: Be supported inside and outside of school
- Meet or exceed academic standards in reading, writing and math
- Graduation from high school on time
- Readiness for postsecondary education or training
- Enrollment in college or training program
- Increased postsecondary completion rates
- Increased number of postsecondary completers entering workforce

Goal 3: Succeed academically
- Participation in extracurricular activities
- Experience adult support
- Reduce factors that inhibit academic success

Goal 4: Enroll in postsecondary education or training
- Training certificate or 2-year degree
- 4-year degree
- Increased employment and income
- Self-sufficiency and living wage by 25

Goal 5: Graduate and enter a career
- Increased employment and income
- Self-sufficiency and living wage by 25

Academic Indicators:
0–K 1–5 6–8 9–12 4–year degree
- Quality childcare
- Full-day kindergarten
- Meet or exceed academic standards in reading, writing and math
- Graduation from high school on time
- Readiness for postsecondary education or training
- Enrollment in college or training program
- Increased postsecondary completion rates
- Increased number of postsecondary completers entering workforce
- Increased employment and income
- Self-sufficiency and living wage by 25

Social Indicators:
- Receiving prenatal care
- Head Start
- Experience adult support
- Reduce factors that inhibit academic success

LEP achievement
Transition points
Career
More education results in higher income and a higher quality of life for all. Productive workers earn income and pay taxes that provide essential services in our community.

Oregon relies on an educated and trained workforce to pay income taxes that support essential services for all Oregonians. Lack of education and unemployment have both a human and an economic cost.

In the most recent American Community Survey data, American Indians and Hispanics had annual per capita incomes that were less than half that of whites. Low income reflects a pattern similar to low employment in Multnomah County. However, comparably educated minorities face lower income and employment levels than whites.*

Asian and white students are more likely to have completed a bachelor’s or advanced degree, while Hispanic, African American and American Indian students are more likely to have completed an associate degree or less. Increasing educational attainment for these students will have a positive impact on the entire community.

*Communities of Color in Multnomah County: An Unsettling Profile (47)
Every child will:
BE PREPARED FOR SCHOOL

During the first five years of a child’s life, he or she will experience tremendous social, emotional, physical, and intellectual growth and development. A healthy and supportive environment is critical if a child is to mature into a successful adult.

What does the research say?
Mothers receiving adequate prenatal care have an increased likelihood of being prepared for their child’s developmental journey that includes language acquisition and the ability to do mathematics.

Children who attend preschool prior to kindergarten experience greater success in elementary school than those who do not. Participation in full-day kindergarten, especially for students from low-income families, is positively related to subsequent school performance at least through the early elementary grades.

The combination of early health care, a quality preschool experience, and full-day kindergarten is the best way to prepare our community’s youngest children for a successful transition to school.

Outcome indicators
- Receiving prenatal care
- Quality child care
- Head Start
- Full-day kindergarten
Goal 1: Be prepared for school

Indicator: Receive prenatal care

Explanation of assessment
Measuring access to prenatal care is important because it helps to ensure a mother’s health and that of her baby. In addition, health care providers serve as key sources of information about nutrition, safety, immunization, and child development, which means that a mother receiving prenatal care is more likely to be prepared to successfully care for her child.

Teen parents face additional emotional and economic challenges that often result in the teen parents dropping out of school, (see page 22).

What the data tell us

- Teen pregnancy rates over the last three years have declined for whites; it has stayed the same for Asians and African Americans; and it has increased for American Indians, and Hispanics
- The percentage of infants born to mothers receiving adequate prenatal care declined 2.7 percentage points from 2003 to 2008, from 94.6 to 91.9 percent
- In 2008, the 8.1 percent of births to mothers who did not have adequate prenatal care represents approximately 833 children who are at risk of developmental delays
- The overall trend in Multnomah County appears to be an increase in early pregnancies, coupled with a decline in access to prenatal care
Goal 1: Be prepared for school

Indicator: Availability of and participation in quality child care

Explanation of assessment

In addition to the licensing requirements for certain child care providers, Oregon offers a voluntary statewide program to indicate the training level of child care providers. The amount of training, which can be documented by degrees and college credits earned or by the number of hours spent in community-based learning, are indicated by 12 steps, or levels. The higher the step, the greater the amount of training a provider has received. This does not include family members and other providers that comprise a larger percentage of child care.

What the data tell us

- Out of 2,879 registered child care providers in Oregon in 2009, almost three quarters of them had received only Step 1 or 2 training
- Only 6.2 percent of registered child care providers in 2009 had advanced levels of training (Steps 9–12)
- These data do not include unregistered child care providers for whom data are not available

![Graph showing the percentage of caregivers meeting Oregon Registry Steps—all counties 2009. Registered providers = 2,879.](image)

Source: Oregon Center for Career Development in Childhood Care and Education, PSU

We will know we are successful when parents have access to child care and their children are enrolled in a quality program.
Head Start and Early Head Start are federally-funded family and child development programs for low-income families. Family income is a key factor in determining eligibility. For example, in 2009 the federal poverty guideline for a family of four was an income of $22,050 or less.

The Oregon Department of Education collects data on Oregon Early Head Start and Head Start because this information helps us determine how many eligible children are being served. The more eligible children served, the greater our overall community’s likelihood of future success.

What the data tell us

- Only 8.5 percent of eligible 0-3-year-olds in Multnomah County are participating in Early Head Start programs

- Regular Head Start programs serving 3- and 4-year-olds are currently reaching 63.9 percent of eligible students in the county

The reason eligible students are not in Head Start and Early Head Start is that there are not enough spaces available for all eligible students. Providing additional services will require additional funding to expand capacity.
Goal 1: Be prepared for school
Indicator: Percent enrollment in full-day and half-day kindergarten

Explanation of assessment
Full-day kindergarten provides children with an educational experience designed to maximize their academic and social readiness for school. These data help us measure how many students are entering first grade with the skills required for success. In some high-poverty/high-need districts, federal funds are used to provide full-day kindergarten to all students. In other districts, full-day kindergarten is provided only on a tuition basis for those who can afford to pay in schools that do not meet the federal criteria for assistance.

What the data tell us
- In Multnomah County, significant numbers of students of color are in half-day kindergarten programs
- Multnomah County has 4,949 students enrolled in full-day kindergarten versus 2,644 in half-day programs
- In Multnomah County, 944 Hispanic children, 32 American Indian/Alaskan Native, 103 African American, and 33 Native Hawaiian/Pacific Islander students are enrolled in half-day programs

Goal 1 summary
Prenatal care, quality child care, Early Head Start and Head Start programs, and full-day kindergarten are not reaching all eligible children in Multnomah County. These programs have been shown to maximize student success in school. Providers and funding agencies must work together to ensure access to these programs. There is a need to ensure that communities of color have full access to affordable and high-quality early childhood services.
Every child will:
BE SUPPORTED INSIDE AND OUTSIDE SCHOOL

For students to be successful, they need support systems inside and outside school. To work effectively with students, adults must be aware of their social, emotional, and academic needs.

What does the research say?
It is important for students to know that they are supported by caring adults both at home and in school. Students should be able to rely on trusted adults in their lives in order to feel secure and to develop healthy habits.

Positive extracurricular activities that are structured to provide appropriate experiences for youth help them stay in school and develop into healthy adults.

Secure attachment to their parents, as well as to their teachers, is directly associated with students’ higher grades and standardized test scores.

Outcome indicators
- Experience adult support
- Participate in extracurricular activities and academic support
Goal 2: Be supported inside and outside school
Indicator: Support of adults

Explanation of assessment
The Oregon Healthy Teens Survey is a comprehensive, school-based, anonymous, and voluntary survey designed and conducted by the Oregon Department of Education and the Oregon Department of Human Services. Students find support in such areas as parental supervision, neighborhood characteristics, and adult assistance available in school. This information is important because it helps us understand the impact that adults are having on teens in relation to their health and ability to learn, prevention of injury, and reduction of high-risk behaviors. This chart indicates the degree to which students who took the survey in Multnomah County feel that adults in their school care about them.

What the data tell us
• Less than 10 percent of students feel that it is “not at all true” that they have an adult in their school who they believe cares about them personally
• Sixty percent of students feel that it is “very much true” that there is an adult in their school who cares about them personally
• Middle school students are less likely than high school students to feel it is “very much true” that there is a caring adult in their school and more likely to feel that it is “not at all true”
Goal 2: Be supported inside and outside school
Indicator: Availability of extracurricular activities and academic support

Explanation of assessment
Schools Uniting Neighborhoods (SUN) Community Schools are located in many neighborhood schools in Multnomah County to provide educational, recreational, social, and health services to students in cooperation with community organizations. SUN programs, which are funded with a combination of city, county, and federal dollars, build upon positive assets in local communities and tailor events, classes, and services to student needs. The intent of SUN Community Schools is to increase the educational success and self-sufficiency of all students.

What the data tell us
• White students make up the largest percentage of students participating in SUN schools (2005–09)
• The percentage of black students participating in SUN schools has increased every year from 2005 to 2009
• The percentage of Hispanic students participating in SUN schools represents the second largest percentage of students overall
• The map indicates that additional SUN schools sites are needed to more fully provide services to students in all neighborhoods in Multnomah County
Goal 2: Be supported inside and outside school

Indicator: Availability of extracurricular activities and academic support

Explanation of assessment

Self Enhancement Incorporated (SEI) is a highly successful nonprofit organization that provides in-school, after-school, and summer-school services in 14 different Portland Public Schools. Its mission is to provide a comprehensive core youth program and community-based services that keep families together and neighborhoods strong. The chart below provides information on SEI services for 2009.

What the data tell us

• One hundred percent of SEI students graduated from high school in 2008 and 2009, and did so in four years

<table>
<thead>
<tr>
<th>Type of service</th>
<th>Participants served</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-school programs</td>
<td>747</td>
</tr>
<tr>
<td>After school programs</td>
<td>747</td>
</tr>
<tr>
<td>Summer school</td>
<td>755</td>
</tr>
<tr>
<td>Postsecondary programs</td>
<td>277</td>
</tr>
<tr>
<td>Community and family programs</td>
<td>3,622</td>
</tr>
</tbody>
</table>

Source: SEI Annual Report 2009

Many other programs that support students are available in Multnomah County: Boys and Girls Clubs, parks and recreation programs, Girl and Boy Scouts, YWCA, Salvation Army, and Oregon Mentors are a few. Future efforts in reporting need to find ways to capture data on these programs.

Goal 2 summary

Students need access to quality programs and trained adults to help them learn the appropriate skills to succeed in school and in life. Community-based programs must be expanded to increase youth participation and access. Providers and funding agencies must work together to provide a coordinated network of support. Evidence suggests that culturally specific services are particularly effective.
GOAL 3

Every child will:
SUCCEED ACADEMICALLY

Student academic success is the core objective of the Cradle-to-Career Framework. Critical to this effort is a commitment to establishing high standards for students at all levels of education based on a rigorous curriculum that prepares them for success in a 21st century world.

What does the research say?

- The level of academic achievement that students attain by eighth grade has a significant impact on their college and career readiness
- Meeting academic benchmarks in reading and mathematics by third grade is an important predictor of future success in school
- To close the achievement gap, teachers must find ways to work across multiple areas: student behavior, student attendance, and student effort
- Students in poverty have a more difficult time experiencing school success
- The social, emotional and learning experiences a child brings to school affect achievement

Outcome indicators

- Increase academic achievement
- Graduation from high school on time
- Elimination or reduction of factors that inhibit academic success
Goal 3: Succeed academically
Indicator: Meeting or exceeding academic standards

Explanation of assessment
The Oregon Department of Education measures reading/literacy and math achievement of students in grades 3–8 and high school. For each grade level, an academic target, or benchmark indicates whether a student is achieving the expected progress toward meeting the standards. The charts in this section provide a snapshot of student performance in grades 3, 8, and 10, by indicating the percentages of students from different ethnic/racial groups and students with special needs who met state standards in 2007 and 2010.

In addition to the annual Oregon state assessment of student skills, the federal government measures a school/district’s progress toward ensuring that all schools make Adequate Yearly Progress (AYP) in reading and math. In 2010–11, the federal standard for demonstrating AYP is 70 percent of all students in all subgroups meeting state standards in reading/math. The dotted line in each of the following graphs indicates the federal requirement. The circles illustrate the “achievement gap” between student groups and the federal targets. Another way to look at the gap is to compare the percentage meeting the standards for each group.

Reading and literature: What the data tell us
• White students, multiracial students, Hispanic students and all students combined made increases in reading achievement in grade 3 from 2007 to 2010
• African American student scores were unchanged in terms of reading achievement in third grade from 2007 to 2010
• Native American, Asian, and special education students showed slight decreases in reading achievement over the same three-year period
• All student groups increased reading achievement in grade 8 from 2007 to 2010 except African American, Asian, and multiracial students
• All student groups increased reading achievement in grade 10 from 2007 to 2010 except Native American students

We will know we are successful when more students meet or exceed state standards in reading regardless of ethnicity, or special needs.
Mathematics: What the data tell us

- White and Asian students generally have higher percentages in meeting state standards in math than do African American, Hispanic or Native American students.
- In 10th grade, less than 50 percent of African American and Hispanic students met standards in math.
- All student groups increased in math achievement at grade 10 from 2007 to 2010 except students in special education, whose achievement remained mostly unchanged.
Goal 3: Succeed academically

Indicator: Meeting or exceeding academic standards, continued

Explanation of assessment

The Oregon Department of Education annually assesses student writing ability at selected grades. Research conducted by the Oregon University System on the success of students in their first year in Oregon universities indicates a strong correlation between a student’s writing scores in grade 10 and success as a college freshman in the content areas of English, mathematics, science, and history.*

What the data tell us

- Writing scores for 10th graders increased between 2006–2007 and 2009–2010 with the exception of Asian students
- All groups indicate a need for significant improvement in writing skills

*The First Year: Student Performance on 10th Grade Benchmark Standards and Subsequent in the First Year of College Performance (2001-02), Oregon University System, Oregon Department of Education, Oregon Department of Community Colleges and Workforce Development, March, 2003 and May, 2004
Goal 3: Succeed Academically

Indicator: Meeting or exceeding academic standards, continued

Explanation of assessment
In 2009, the Oregon Department of Education reported that 66,350 students (11.8 percent of enrollment) representing over 34 different languages were served in Oregon schools in 2008–09. These students receive state assessments in reading, writing, and mathematics to monitor their academic progress along with their progress in learning English. In order for limited English proficiency (LEP) students to achieve a standard high school diploma, they must meet the graduation criteria and demonstrate proficiency in reading, mathematics, and writing. These charts compare the performance of LEP students in the eight school districts in Multnomah County on state assessments of reading and mathematics in grades 3, 8, and 10, and in writing in grades 4, 7, and 10. Scores from 2006–07 are compared to the most recent scores from 2009–10.

What the data tell us
- ODE data indicate that the three largest language groups are Spanish, Russian, and Vietnamese.
- At the high school level, fewer than 20 percent of LEP students meet state standards in any of the content areas.
- Scores in mathematics show the most consistent improvement across all grades.
- Scores in writing show the lowest performance of the three content areas. High school writing performance in 2009–10 indicates that only 5.7 percent of LEP students meet the state writing criteria.
- The data indicate that LEP students are at considerable risk of not meeting state standards and not achieving levels of proficiency required for earning a standard high school diploma.

Goal 3: Succeed academically

Indicator: Graduation from high school on time

Explanation of assessment
The number of students leaving high school after four years with a regular diploma is an important indicator of the effectiveness of the preK–12 system and a strong predictor of student preparation for postsecondary education. The State of Oregon has recently begun to calculate high school graduation rates using a “cohort graduation rate” method which monitors the progress of individual students through four years of high school.

What the data tell us
• Students of color have less than a 50 percent chance of graduating from high school in four years
• In 2008–09, the Hispanic graduation rate was 50 percent, the African American graduation rate was 43 percent, and the American Indian graduation rate was 40 percent
• The highest rate of graduation for any student group in 2008–09 was 69 percent for Asian students followed by 59 percent for white students
• The one-year dropout rate in Multnomah County is highest for Hispanics, African Americans, and Native Americans
• Five-year and extended graduation rates will eventually be reported by the Oregon Department of Education

Source: Oregon Department of Education
**Goal 3: Succeed academically**

*Indicator: Elimination or reduction of factors inhibiting academic success*

**Explanation of assessment**

There are many reasons why a student might decide to drop out of school. These reasons point toward areas of personal and academic support that could be used to assist students to remain in school. The phrases listed in the chart on the right reflect the range of responses given for students who dropped out of school in Multnomah County in 2008–09.

Disengagement from school is frequently gradual and provides an opportunity to identify early warning signs and to develop appropriate interventions.

**What the data tell us**

- The two most frequent personal reasons given for dropping out of school are teen pregnancy and lack of parental support for education.
- The most frequent academic reason given for dropping out of school is “too far behind in credits to catch up.”
- Working more than 15 hours of week was cited as a reason for dropping out by 10.4 percent of students.
- The data indicate that a combination of personal and academic factors contribute to a student’s decision to drop out of school.

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**Reasons for dropping out of grades 9-12—Multnomah County 2008–09**

In the 2008-09 academic year, 1544 Multnomah County students dropped out of high school. This represents 5.7 percent of all students who were enrolled in grades 9-12 on October 1, 2008. A variety of personal and academic reasons for dropping out are cited. The table below summarizes the most frequently mentioned reasons:

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too far behind in credits to catch up</td>
<td>193</td>
</tr>
<tr>
<td>Working more than 15 hours per week</td>
<td>161</td>
</tr>
<tr>
<td>Lack of parental support for education</td>
<td>93</td>
</tr>
<tr>
<td>Pregnant or student parent</td>
<td>92</td>
</tr>
<tr>
<td>Dysfunctional home life</td>
<td>84</td>
</tr>
<tr>
<td>Substance abuse</td>
<td>74</td>
</tr>
<tr>
<td>Obligations to support family</td>
<td>74</td>
</tr>
<tr>
<td>Homeless</td>
<td>52</td>
</tr>
<tr>
<td>Frequent health problems</td>
<td>42</td>
</tr>
<tr>
<td>Frequent discipline referrals</td>
<td>41</td>
</tr>
<tr>
<td>Attended three or more high schools</td>
<td>38</td>
</tr>
<tr>
<td>Felt peer pressure to not achieve</td>
<td>25</td>
</tr>
<tr>
<td>Does not speak English well or at all</td>
<td>22</td>
</tr>
<tr>
<td>Needed at home to care for family members</td>
<td>18</td>
</tr>
<tr>
<td>School curriculum did not meet student needs</td>
<td>15</td>
</tr>
<tr>
<td>Lack of appropriate alternative education opportunities</td>
<td>8</td>
</tr>
<tr>
<td>Conflicts with school personnel</td>
<td>8</td>
</tr>
</tbody>
</table>

Source: Oregon Department of Education
Explanation of assessment
The Oregon Department of Education tracks the number of eligible students who participate in the federally funded School Nutrition Program at their school. Students living in poverty face significant challenges related to schooling, particularly since low-income families are often unable to provide them with enriching activities outside of school time or high-quality child care. A consistent measure of poverty is whether a student comes from a family that meets the eligibility requirements for receiving free or reduced-price meals at school.

What the data tell us
- The number of students who qualify for free or reduced lunch has increased in every school district in Multnomah County during the past nine years
- In several school districts in Multnomah County, the portion of the student body that qualifies for free or reduced lunch is 60 percent or higher
- School districts in the eastern part of Multnomah County have experienced the greatest increase in the percentage of eligible students over the past nine years
- Riverdale is the one school district in Multnomah County where poverty does not appear to be a factor in student success
- Data from the report of the communities of color indicate that children of color (5-17) have a 33.1% poverty rate, compared to 12% for whites.*

*Communities of Color in Multnomah County: An Unsettling Profile (47)
Goal 3: Succeed academically

Oregon graduation rates 2010

Districts with higher levels of poverty and diversity have historically been more challenged in increasing high school graduation rates. The data on this page reflect this point for Multnomah County. Percentages refer to the number of students earning a standard diploma in four years.

<table>
<thead>
<tr>
<th>Highest among districts with at least 100 graduates</th>
<th>Lowest among districts with at least 100 graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banks ........................................... 90%</td>
<td>Estacada ........................................ 40%</td>
</tr>
<tr>
<td>Lake Oswego ................................... 89%</td>
<td>Dallas ........................................ 44%</td>
</tr>
<tr>
<td>Scappoose ...................................... 87%</td>
<td>Lebanon ......................................... 46%</td>
</tr>
<tr>
<td>West Linn-Wilsonville .......................... 85%</td>
<td>Redmond ......................................... 47%</td>
</tr>
<tr>
<td>Tigard-Tualatin ................................. 81%</td>
<td>Reynolds ........................................ 53%</td>
</tr>
<tr>
<td>Ashland ......................................... 80%</td>
<td>Portland ......................................... 53%</td>
</tr>
<tr>
<td>Junction City ................................... 80%</td>
<td>Parkrose ......................................... 57%</td>
</tr>
<tr>
<td>Philomath ....................................... 80%</td>
<td>Springfield ...................................... 57%</td>
</tr>
<tr>
<td>Eugene .......................................... 80%</td>
<td>David Douglas ................................ 57%</td>
</tr>
<tr>
<td>Sherwood ....................................... 79%</td>
<td>Roseburg ........................................ 57%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highest districts in the Portland area</th>
<th>Lowest districts in the Portland area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riverdale ................................... 98%</td>
<td>Estacada ........................................ 40%</td>
</tr>
<tr>
<td>Banks ........................................ 90%</td>
<td>Reynolds ........................................ 53%</td>
</tr>
<tr>
<td>Lake Oswego ................................ 89%</td>
<td>Portland ........................................ 53%</td>
</tr>
<tr>
<td>West Linn-Wilsonville ..................... 85%</td>
<td>Parkrose ........................................ 55%</td>
</tr>
<tr>
<td>Corbett ....................................... 83%</td>
<td>David Douglas ................................ 57%</td>
</tr>
<tr>
<td>Tigard-Tualatin .............................. 81%</td>
<td>Centennial ...................................... 62%</td>
</tr>
<tr>
<td>Gaston ........................................ 80%</td>
<td>Molalla ......................................... 65%</td>
</tr>
<tr>
<td>Sherwood ..................................... 79%</td>
<td>North Clackamas ............................. 67%</td>
</tr>
<tr>
<td>Colton ................................-------- 78%</td>
<td>Gresham-Barlow ............................... 69%</td>
</tr>
<tr>
<td>Hillsboro ..................................... 76%</td>
<td>Gladstone ...................................... 71%</td>
</tr>
</tbody>
</table>

Source: Oregon Department of Education

Goal 3 summary

Schools in Multnomah County face significant challenges to close the achievement gap and to ensure that all students succeed academically. This will require a district and school focus on quality instruction to meet the needs of diverse learners. In addition, students need support from families and communities to reduce or eliminate the factors that impede their success at school: poverty, substance abuse, lack of parental involvement, and teen pregnancy. They also need schools to provide alternative programs, ways to make up credits, and support from school personnel to help them deal with the many issues they face. Schools, program providers and funding agencies must work together to provide a coordinated network of support.
Every child will: **ENROLL IN POSTSECONDARY EDUCATION OR TRAINING**

*Key to our region’s economic health and viability is that students participate in some type of education beyond high school. Enrollment in a postsecondary educational program combined with program completion will contribute to a successful, productive citizenry.*

**What does the research say?**

The number of students participating in education beyond high school is key to our region’s economic health and viability.

Current and future career pathways require higher levels of preparation in 2- and 4-year degree programs, technical and professional training programs and advanced degrees. As students leave high school, they must be prepared to successfully transition into the next stage.

**Outcome indicators**

- Readiness for postsecondary education or training
- Enrollment in college or training program
Explanation of assessment

The Scholastic Aptitude Test (SAT) is the most widely used college admission test in the United States. SATs are designed to assess academic readiness for college, and high scores can provide a path to financial support and academic scholarships. The SAT evaluates the reading, writing and math skills that are critical for success in college and careers in the 21st century.

The SAT exam is only one measure of college readiness. Additional measures, such as ACT reports, advanced placement and course participation, dual credit courses that award college credit to students while in high school, and other programs, will be reported.

What the data tell us

• Improvement was noted in SAT scores from 2008 to 2009 in writing, math, and reading
• Math and reading had the highest levels of improvement

We will know we are successful when continued gains in SAT scores are occurring annually in reading, writing, and math.
Explanation of assessment
In keeping with the Oregon University System (OUS)* campus initiatives designed to enhance and promote diversity, there is a continued focus on strengthening academic preparation and achievement, ease of access, and economic viability for all students. Although OUS continues to make progress in relation to student matriculation, persistence, and graduation; progress is more significant for some groups of students than for others.

What the data tell us
- A higher percentage of Asians and whites are more likely to enroll in an OUS institution than are African Americans, Hispanics, and Native American students

*The Oregon University System consists of Eastern Oregon University, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University.

Note: Each number is a percent of that ethnic group. The participation rates reported for individual racial/ethnic groups do not include in the denominator private school graduates or home schooled completers.
Source: OUS Institutional Research and Planning/Performance Measurement and Outcomes. From presentation by George Pernsteiner: From Day 1 to Degree, November 18, 2009.

We will know we are successful when there is a significant increase in the percentage of Native American, Hispanic, and African American freshman in OUS schools.
Goal 4: Enroll in postsecondary education or training

Indicator: Enrollment in a college or training program, continued

Explanation of assessment

To meet the state economy’s demand for a more highly-educated workforce, Oregon must increase the number of resident students entering college and graduating with a degree. Given the state’s economy and employment rates, demand for highly-skilled employees with high levels of education is increasing. Data from Multnomah County on the percent of high school graduates entering two-year and four-year programs provides information on progress in this area.

What the data tell us

• PSU enrollment for Multnomah County high school graduates has increased each year from 2005 to 2008
• PSU, OSU, and UO enrolled the largest percentages of Multnomah County high school graduates from 2005 to 2008
• EOU, OIT, SOU, and WOU each enrolled fewer than 10 percent of Multnomah County’s high school graduates during each year from 2005 to 2008
• Approximately 90 percent of Multnomah County high school graduates who enrolled in a four-year Oregon university were enrolled in one of three institutions

We will know we are successful when more Multnomah County high school graduates successfully enroll in postsecondary education or training.

Goal 4 summary

Current economic forecasts indicate a need for increased numbers of students achieving success in postsecondary education. Not only must we increase the total number of students who enroll in postsecondary programs but we must actively recruit and retain students of color if they are to be successful. All students require academic and personal support to make a successful transition from high school to complete a degree and join the workforce prepared for a career.
Every child will: GRADUATE AND ENTER A CAREER

Education beyond high school is critical to success in our 21st century global economy.

What does the research say?

Student completion of a high-skilled certification program, a two-year degree, or a four-year degree will result in increased income, job growth, and improved health and well-being.

Completion of a degree or certificate remains a challenge. Increasing degree and certificate programs provides important economic benefits for our community.

Youth who possess self-efficacy also possess the motivation to obtain the necessary skills and resources to pursue career interests.

Outcome indicators

- Increased level of postsecondary enrollment
- Increased number of postsecondary completers entering the workforce
- Increased employment and income
- Attainment of self-sufficiency and a living wage by age 25
Goal 5: Graduate and enter a career

Indicator: Increased enrollment in postsecondary education or training

Explanation of assessment
The number of people attaining postsecondary degrees is an important indicator of a community's economic health. It has been estimated that increasing the number of students with a two-year or a four-year degree by 1 percent in the Portland metropolitan region would produce an annual $1.6 billion in economic benefit to the region.*

What the data tell us

- In Multnomah County, at age 25 or older, white and Asian populations are more likely to have some college or a bachelor's or advanced degree, while Native American, Hispanic, and African American populations are more likely to have a high school diploma or less, (see page 33)
- African Americans and Native Americans have the highest percentages of population with some college or an associate degree, (see page 33)

Percentage of students in Oregon seeking an associate degree indicate that Asian and white students are more likely to finish in three years than American Indian, African American or Hispanic students; the three-year completion rate is 28.4 percent, slightly above the national average of 27.8 percent


Percentage of students entering as freshmen and completing a bachelor's degree within six years and include students transferring within OUS after initial enrollment. Two-year degrees earned in three years or less are counted as completions.

Source: US Census, American Community Survey
Goal 5: Graduate and enter a career

Indicator: Increased postsecondary completion rates

Explanation of assessment

Monitoring OUS graduation rates is important because it helps us assess the effectiveness of our educational system, as well as predict the number of professionals entering the workforce. Successfully completing a degree or training program is directly correlated with a student’s ability to earn a livable wage and to function as a self-sufficient member of our community.

What the data tell us

- The average percentage of first-year freshmen students completing a degree after six years (the standard calculation) in an Oregon university is 59.4 percent
- Students of color are far less likely to graduate with a bachelor’s degree in six years
- African American and Native American students have less than a 50-50 chance of earning a bachelor’s degree in six years
- In comparing six-year graduation rates in the OUS over the period 1998 to 2008, the data indicate that the rate of completion improved in all categories; however, the most recent figures indicate that African American and American Indian student rates declined slightly between 2005 and 2008

Community college impact

Community colleges provide important pathways to educational attainment for students via access to associate degrees, transfer credits to 4-year institutions or acquisition of career certificates. The mission of the community college is broad, serving students immediately after high school and adult learners returning to postsecondary education. Some students seek degrees and certificates; others pursue individual enrichment and growth.

What we know today

- The PCC Institutional Effectiveness Reports in Review (9/2010) says over the last five years the number of degrees awarded has increased from 1,747 in 2005-06 to 2,341 in 2009-10
- Of 626 students who took licensing and certification examinations in 2008-09, 94 percent earned a passing score
- Mt. Hood Community College reported 834 degrees awarded in 2003-04 and 822 degrees awarded in 2007-08
- MHCC also reports 81 career/licensure certificates were awarded with an average exam passing rate of 93.91 percent

Report to the Community—31
Goal 5: Graduate and enter a career
Indicator: Increased number of postsecondary completers entering the workforce

We will know we are successful when education and career outcomes are more equitably distributed throughout the entire population.

Explanation of assessment
Preparing students to successfully enter and remain in the workforce is an essential function of an educational system. These data compare white, African American, and Hispanic populations by age in Multnomah County on whether they are currently represented in the workforce.

What the data tell us
- Almost as many young people aged 16 to 19 are in the labor force as those that are not in the labor force in all racial/ethnic groups; this means a significant number of high school students are working
- In all age groups, whites are more likely to be in the workforce than are African Americans or Hispanics
- Unemployment is highest in the age group immediately following the traditional end of high school (ages 16–19)
- In Multnomah County, African American and Hispanic families are more likely to have family incomes below $50,000 per year while whites and Asians are more likely to have incomes above $50,000

Source: US Census, American Community Survey

Employment status by age, race and ethnicity—Multnomah County 2008

Family income by race and ethnicity—Multnomah County 2008
Goal 5: Graduate and enter a career

Indicator: Attainment of self-sufficiency and living wage by age 25

Explanation of assessment

A community characterized by economic growth and opportunity is directly linked to the level of educational attainment of the local workforce. Census data from the American Community Survey provides the most recent description of Multnomah County. The level of educational attainment is reported for the age group 25 and over. Employment status is reported for the age group 16 and over. Data are from the most recent reported period of 2008. The most recent figures for Multnomah County indicate that the unemployment rate as of August 2010 was 9.9 percent.

What the data tell us

- Unemployment in Multnomah County is clearly related to our overall level of educational attainment: an individual with a high school diploma or less is twice as likely to be unemployed as someone with at least a bachelor's degree
- Attainment of a bachelor’s degree reflects a significant difference along racial lines, with whites (40.73 percent) and Asians (37.50 percent) more likely to possess a bachelor’s degree or higher than African Americans (21.85), Hispanics (15.20 percent), and Native Americans (12.90 percent)
Goal 5: Graduate and enter a career

Indicator: Attainment of self-sufficiency and living wage by age 25, continued

Continued from page 33

- As a result, this same discrepancy by race is noted in unemployment figures for Multnomah County where the unemployment rate for African Americans is twice that of whites; Native Americans and Hispanics show higher unemployment rates as well.

Student success funders

Successful funding for initiatives is made up of a diverse range of organizations committed to excellence. We’ve begun the process of identifying funding organizations dedicated to improving student achievement from birth to career in Multnomah County. In time, we plan to extend this reach to outlying counties in the Portland metro area.

Goal 5 summary

Graduation and successfully entering the workforce is critical to the future of both individual citizens and our society as a whole. K–12, higher education, and community-based agencies must help graduate more students from high school in order to ensure their completion of a postsecondary program. Student success, both in high school and beyond, is important to our economy and our future.
Conclusions and future considerations

The information presented in this report demonstrates that considerable improvement is needed to achieve community goals of greater success for all students. These data form a baseline from which we can identify targets for a concerted community effort to move forward.

Our youngest and most vulnerable children are not all receiving a good start. Gaps in availability and quality of our health delivery, insufficient early childhood education and inadequate child care limit the level of preparation our children need to enter school ready to learn. Although many young children receive childcare from trusted family and friends, these adults could potentially benefit from additional, relevant training in early childhood topics.

The level of support available to students in and out of school does not reflect a comprehensive, community-wide system of support. More comprehensive data are needed to provide a mechanism for interagency collaboration and coordination.

Academic achievement, particularly for students of color, students in special education, and students of limited English proficiency, reflects significant achievement and graduation gaps. Given the revised high school graduation requirements established by the Oregon Board of Education, there is an urgent need to significantly target improvement in academic performance. The best hope for success comes when schools and community organizations work together to focus resources and support.

Multnomah County, like other parts of the state, is seeing an increase in the number of students entering postsecondary education. Additional data are needed to determine the rate of progress these students are making and whether they are on track to complete their postsecondary programs successfully. Some indicators, such as levels of writing proficiency, show a need for a greater focus on the skills needed for postsecondary success to provide more rigorous academic preparation.

The rate of postsecondary education completion is clearly an area needing improvement. The number of students completing degrees indicates that students, particularly students of color, are entering programs but not completing them. This raises questions regarding both the level of preparation for entry into these programs and the level of support students receive after entry. The result is a community that is split along racial and ethnic lines for levels of educational attainment, income, and employment.

Given the information shared in this report, and the current level of effort being expended by schools and community partners to improve student success, it is important to ask if a more coordinated approach would result in a more effective focus for our work. We believe the answer is yes and that by working together we can address strategic problems and have an even greater impact.

There are examples from across the country that demonstrate the effectiveness of this approach. By coordinating our efforts and engaging our community partners we propose to more effectively accomplish the following:

- Identify the most important problems facing the K–12 system and its students
- Create strategies to address those problems
- Use current resources, including people, time, and money
- Engage with all relevant community partners and demonstrate through action the value of our community partnerships in identifying, analyzing, and solving significant problems in Multnomah County

This community report is a first effort to share existing data that serve as indicators of our current level of success. We believe that collaboration will result in improved outcomes and more effective interventions. We invite you to join us in this important work on behalf of our young people and our collective future.
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