All children and youth.
Achieving their full potential with the support of the whole community.

All adults.
Working together like never before.
Continually improving to find new ways to help kids succeed.

All Hands Raised
Changing the Status Quo for Our Students

On a rainy November afternoon in 2010, our community’s leaders met in the old Parkrose Middle School library to begin writing a new story. We were done with the decades of shame and blame and finally willing to set aside individual agendas. With one voice we asked the Portland Schools Foundation to guide us down a new path. Fortunately, its Board of Directors and CEO, Dan Ryan, agreed to transform the organization to achieve a unified vision. All Hands Raised was born.

We have come a long way. The improvements you will read about here are at the heart of why our community created the All Hands Raised Partnership. Four years later, the commitment we made in the Parkrose Middle School library is showing results. Changes are being made at the systemic level to improve outcomes for individual kids. Good things are happening.

We make mistakes, and we learn from them. We find new ways to work with partners to help the students we have consistently failed—particularly students of color. We always set our sights higher to change the status quo. And we’re just getting started.

Welcome to Chapter Two.
Learning doesn’t begin and end in the classroom. Transforming children into educated, independent adults is the job of the entire community. The All Hands Raised Partnership gathers Multnomah County’s diverse efforts and aligns them in ways that strengthen supports for kids—from cradle to career.

We are changing the way adults collaborate to help children grow. To do this, we bring together our six school districts with leaders from the county, the city, businesses, nonprofits and higher education to help individuals and organizations understand how they fit together. A set of community-wide Indicators drives this work and helps us to stay focused. We use data to measure everything we do so that we can continuously reflect, redirect and improve.

In other words, we help rally the community to change expectations and behaviors. We collectively answer the question, “How can we improve?” to ensure long-term success for our kids. This represents the second chapter of our shared work, and there are many more chapters to come.

After two chapters, we are asking ourselves, “What does it really look like for a community to share responsibility, accountability and credit for helping every student succeed?” We hope you’ll join us in answering that question.

All Hands Raised Partnership
Community-wide Indicators

The work of the Partnership is to help our community improve the academic and social well-being of Multnomah County children, with an acute focus on racial equity. We have prioritized 12 community-wide Indicators that span kids’ development from birth to career. These Indicators help us to facilitate thoughtful and measurable action. The flags indicate Collaborative Action Teams that are working to improve specific outcomes along this continuum.
The All Hands Raised Partnership includes more than 300 individuals and organizations who have raised their hands to improve educational outcomes for kids throughout Multnomah County.

Our six partner school districts—Centennial, David Douglas, Gresham-Barlow, Parkrose, Portland Public Schools and Reynolds—are central to this Partnership.

### Multnomah County 0-24 Demographics
- 225,162 Individuals 0-24
- 27.9% Below the Federal Poverty Line
- 42.3% Youth of Color*

### Multnomah County K-12 Demographics
- **90,127 Students**
  - David Douglas: 10,881
  - Parkrose: 3,339
  - Reynolds: 11,691
- **6,159 Centennial**
- **12,059 Gresham-Barlow**
- **45,998 Portland Public Schools**
- **Low Income**
  - 56.3%
- **Students of Color**
  - 47.9%
- **English Language Learners**
  - 25.1%

*These figures rely on data from the U.S. Census Bureau’s American Community Survey, which has been shown to undercount communities of color.

**“Low income” indicates students eligible for free or reduced price meals because their families earn less than 185% of the federal poverty level.
We work to create opportunity for every child in our community. This is what we mean by “all.”

Young people of color, age 25 and under, make up nearly half of all youth in Multnomah County. Yet their outcomes consistently lag behind their White counterparts along the entire cradle to career continuum. If we continue to fail kids of color, the social and economic consequences for our community are dire. And unacceptable.

Since day one, racial equity has been the top priority of the All Hands Raised Partnership. This commitment shapes all aspects of our work—from who is at the table, to how we look at data, to the way we organize action. Being part of this work means sharing this value of racial equity.

The core partner in this work is the Coalition of Communities of Color, which educates and organizes our community to address inequities. We work together to drive systemic change and stay focused on the voices and experiences of those who are most impacted by historic and current inequities.

From our early childhood work to our focus on college and careers, we are committed to eliminating disparities. Equity isn’t about one particular project or committee. It’s the driving force every step of the way.

My parents were migrant farmworkers. As one of the oldest of eleven children, my mother had to leave school early each year for the harvest season. She left school her senior year and received her GED to help support the family full time. Because of their experiences, both of my parents prioritized my education. That same vision, that same tenacious commitment to the inherent ability of every child, is what guides the work of the All Hands Raised Partnership. Because of the deep partnership between All Hands Raised and the Coalition of Communities of Color, the public dialogue about racial justice has risen to unprecedented levels.”

Carmen Rubio
EXECUTIVE DIRECTOR, LATINO NETWORK
ALL HANDS RAISED BOARD VICE-CHAIR AND LEADERSHIP ADVISORY COUNCIL MEMBER
CO-CHAIR, COALITION OF COMMUNITIES OF COLOR
Many children inherit obstacles from the day they are born. Kids who enter kindergarten unprepared struggle to catch up. Students who falter in their first year of high school have a slim chance of graduating. Thousands of high school graduates never enroll in college or career training. Less than half of the students who enroll in college actually earn a degree. **But this is not the end of the world. It's the beginning of our work.**

Our Partnership is committed to continuous improvement and shared responsibility. As adults, it is our responsibility to change our own behavior in order to improve outcomes for our kids. This will lead to cultural change in our schools and partner organizations.

**PLAN. DO. CHECK. ACT:**

*Daily, Weekly, Monthly, Annually*

The cycle is perpetual. It gives our Collaborative Action Teams a reliable methodology to define problems, test strategies and analyze results. And it helps us remember that long-term system change requires continuous adjustments to improve.

We align the community’s collective efforts to make positive change for kids. A lot of organizations work with our schools and families to reinforce measurable results, continuous improvement and shared accountability. It is through this coordinated and aligned action, in partnership with our schools, that we will make lasting change.
At the StriveTogether Cradle to Career Network, we have the pleasure of partnering with more than 50 communities across the nation working to achieve collective impact. I can’t tell you how often my team and I mention All Hands Raised to others across the country. All Hands Raised is a leader on many levels, from their focus on equity to their discipline around continuous improvement. Not only that, they are coachable. One great example was their courage to move their Collaborative Action Teams from large, well-intentioned communities of passion, advocacy and interest to smaller communities of accountability, practice and action. At StriveTogether we consider the All Hands Raised Partnership of Portland and Multnomah County a national leader to be watched and we love learning with all of you—thank you!”

Jeff Edmondson
MANAGING DIRECTOR, STRIVETOGETHER, A SUBSIDIARY OF KNOWLEDGEWORKS

**Action on the Ground**

The way we operationalize the action is through Collaborative Action Teams. These include key partners who work with our kids, schools, families and communities. By using continuous improvement tools to analyze data, these Teams focus on what is working and make course corrections if they are falling short. Together, we share the accountability for our kids’ success.

- **Eliminating Disparities in Child & Youth Success**
  Convened with the Coalition of Communities of Color, this Team works from within the community to build racial equity on a systemic level and address the complex and challenging issue of disproportionate discipline.

- **Early Learning**
  Convened with United Way of the Columbia-Willamette and Multnomah County as part of their role as one of the state of Oregon’s Early Learning Hubs, this Team works to ensure a supportive transition for children entering kindergarten. This Team builds on the Ready for Kindergarten Collaborative that was convened with Social Venture Partners Portland.

- **Ninth Grade Counts**
  This Team of 20 nonprofit and school district programs offers students the opportunity to prepare for the demands of high school while earning high school credit during the summer—giving them a head start on their high school career.

- **High School to College & Career**
  We are actively engaging the community to launch a new Team in 2015 that will strengthen the transition from high school to college and career, ensuring a brighter future for our kids and our community.

- **Communities Supporting Youth**
  Convened with the SUN Service System, this Team uses data to identify and support students at risk and build a school-wide culture of attendance and engagement.
Demonstration Sites

The All Hands Raised Partnership is grounded in the belief that we can only create large-scale change by having the courage to be disciplined and focused in our approach—policies and systems can only truly change from the community up. That is why our Collaborative Action Teams used data to identify a handful of high-need, high-potential school communities in which to launch a common set of practices.

At these sites we are measuring the impact of specific actions, learning what works and what doesn’t and laying the groundwork to scale effective practices. As is true with everything we do, work at all of the sites includes a focus on racial equity.

- **Communities Supporting Youth**
  - David Douglas High (David Douglas)
  - George Middle (PPS)
  - Glenfair Elementary (Reynolds)
  - Highland Elementary (Gresham-Barlow)
  - Lynch Wood Elementary (Centennial)
  - Shaver Elementary (Parkrose)
  - Multiple partner organizations are actively engaged and contributing at these sites.

- **Early Learning**
  - Davis Elementary (Reynolds)
  - Glenfair Elementary (Reynolds)
  - Highland Elementary (Gresham-Barlow)
  - James John Elementary (PPS)
  - Lynch Wood Elementary (Centennial)
  - Mill Park Elementary (David Douglas)
  - Shaver Elementary (Parkrose)
  - Woodlawn PK-8 (PPS)
  - Multiple partner organizations are actively engaged and contributing at these sites.

- **Eliminating Disparities in Child and Youth Success**
  - County-wide Impact
  - Our systemic work focused on racial equity maintains a county-wide focus and is indicated with a dot on each of our six partner school districts.

- **Ninth Grade Counts Programs**
  - Catholic Charities/El Programa Hispano
  - Centennial School District
  - David Douglas School District
  - Elevate Oregon
  - From the Ground UP
  - Gresham-Barlow School District
  - Latino Network
  - Multnomah Education Service District
  - Native American Youth and Family Center
  - Neighborhood House
  - Open Meadow
  - Portland Parks and Recreation
  - Portland Public Schools
  - Reynolds School District
  - Self Enhancement, Inc.
  - University of Portland
  - Additional partners are actively engaged in supporting these programs.
Ensuring a Successful Transition to Kindergarten

If it were up to me, every kindergarten student would have a home visit before the start of the year. Students and parents who have home visits feel more welcome. The kids are more ready to learn, and we create a stronger kindergarten community."

Kevin Cunningham
KINDERGARTEN TEACHER, WOODLAWN ELEMENTARY
A successful start to school is about relationships—between teachers, parents, children and other community partners. At the Early Learning demonstration schools last summer, teachers and administrators met with the families of incoming kindergarteners in their homes and neighborhoods before the start of the school year. This simple and powerful activity, made possible through incentive grants by Social Venture Partners and the Oregon Early Learning Division, is an example of how schools can reach beyond traditional borders to engage with families. It’s the kind of aligned action that can help us prepare more of our kids, families and schools for kindergarten success.

The Early Learning Collaborative Action Team brings together a range of partners who share the belief that collectively we can do better for our youngest children and their families. This Team is convened in partnership with the United Way of the Columbia-Willamette and Multnomah County.

The Team has focused on building a successful transition into kindergarten, particularly for students who may not have participated in high-quality preschool or other early learning experiences. The focus is to ensure not only that our children are ready for school, but also that schools are ready for our children.

As part of the effort, a community campaign has focused on increasing the percentage of children who are registered on time for kindergarten—which contributes to early relationship building between families and the school and also ensures access to summer programs that build school readiness. The effort contributed to an increase in on-time registration at eight demonstration schools from 67.5% to 84% in two years. Many agencies have joined the effort, including Home Forward, the local housing authority that helped drive a 13 percentage point-increase in on-time registration for the 600 kindergarteners living in public and subsidized housing. The county-wide on-time registration rate has climbed by nearly six percentage points over two years.

Increasing On-time Kindergarten Registration

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2011-2012</td>
<td>67.5%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>84%</td>
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</table>

Having an interpreter during home visits means a lot to families.

You can see it in their faces when they’re communicating with the teachers through me. It’s like they are thinking, ‘Oh, the school understands me, in my own neighborhood, in my own language.”

Angelica Sanchez
INTERPRETER AND ACTIVITY LEADER, LYNCH WOOD ELEMENTARY

WHAT’S NEXT

Gather insight and data from the eight Early Learning demonstration schools to scale effective practices.

Expand the focus on mental and physical health, home visiting programs and access to quality preschool.

Realign state resources to support our locally driven priorities—including a top focus on serving children and families of color and those living in poverty.
Improving Student Attendance and Engagement

Research has shown that incentives can help improve attendance, so last spring as a part of an overall attendance strategy, David Douglas High School awarded students a muffin for consistently being at school on time. After two months, data showed that attendance was up in the springtime, a time when attendance typically declines, so they replicated the effort in the fall of 2014.

The data showed the incentives seemed to be improving attendance so we thought, ‘Maybe the muffins are working.’ But digging deeper we found it was not the muffins. This fall we shifted our focus to pairing at-risk students with a teacher or staff member who would check in with those students daily, affirming their presence and reaching out if they were absent. We are tracking that data now, and the results look promising. It’s a reminder that ‘quick fix’ solutions—even tasty ones—don’t lead to lasting change. Stronger and more focused relationships do.”

Florence Protopapas
STUDENT SERVICES COORDINATOR, DAVID DOUGLAS SCHOOL DISTRICT
Over the past year, an aligned set of interventions at six demonstration schools across the county helped increase the percentage of students consistently attending school by nearly six percentage points. This improvement has been driven by the Communities Supporting Youth Collaborative Action Team, convened in partnership with the SUN Service System, an integrated system of care that provides social and support services to children and families.

The key to this success is a data-driven, school-wide culture of attendance: student recognition structures; consistent, supportive messages to students and families; and a review process that includes principals, counselors, SUN Community School Site Managers and other key staff to identify students whose attendance starts to slip and intervene before it’s too late. Analysis led by the Collaborative Action Team has pinpointed practices that led to the improvement; for example, schools that held at least two team meetings to look at individual student data and plan interventions each month posted the greatest gains.

Improving School Attendance at Demonstration Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>77%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>82.5%</td>
</tr>
</tbody>
</table>

Reflects an average of the six demonstration schools’ rates of students attending school 90% of the time.

Aligning Resources to Fuel Progress

This fall, Communities Supporting Youth launched a groundbreaking partnership with the Oregon Department of Human Services to place six full-time case managers into the demonstration schools. They work with students and families to find root causes for absenteeism and develop solutions. Combined with a targeted investment by Multnomah County, school districts and AmeriCorps via Oregon Campus Compact, this collaboration represents more than $1 million in resources from multiple partners that have been aligned to improve attendance.

DHS and the schools have always known we were serving the same kids and families. We could never really break out of our silos—until now. Through the All Hands Raised Partnership, I’ve been able to move my office into the school and it has made all the difference. The kids and parents can now see me here every day. The administration and staff have made me a part of the school and its culture. Working together like this is common sense.”

Moses Rain
Family Stability Case Manager, Oregon Department of Human Services
Stationed at Lynch Wood Elementary

WHAT’S NEXT

Monitor attendance in real time to identify the best attendance practices and expand them to more schools next year.

Track our efforts—including the partnership with the Department of Human Services—to demonstrate impacts and expand what works.

Identify and measure the social and emotional skills that keep students engaged with learning, and scale practices to build these skills across the county in partnership with Oregon Mentors and other youth development organizations.
Eliminating Disparities in Child and Youth Success

We’ve got to be brave enough to say ‘race’ and we’ve got to be honest enough to admit that racism impacts our kids every day, whether it’s intentional or not. Through this Partnership, our community leaders and superintendents are going deeper with this conversation than they ever have. We’re finally on the same side, taking real action together and pushing toward the same goals.”

Gerald Deloney
Director of Program Advancement, Self Enhancement Inc.
Co-Chair, Coalition of Communities of Color
The Coalition of Communities of Color has changed the way we approach racial equity. A groundbreaking set of reports continue to reveal a reality that is too often hidden: people of color face a more severe set of obstacles in our schools and community, and those obstacles begin at birth.

All Hands Raised partners with the Coalition of Communities of Color to convene the **Eliminating Disparities in Child and Youth Success** Collaborative Action Team, made up of six superintendents and top leaders from our communities of color.

Together, we take a systemic approach to improving outcomes for students of color, looking at our own organizations to address hidden drivers of inequity. We have also supported the development of formalized board-approved equity policies across our school districts that will outlast any one leader. Inequities exist within all of our 12 community-wide Indicators, which is why a holistic and systemic focus is required.

In addition, we keep returning to a key Indicator that symbolizes institutional racism woven through our systems: disproportionate discipline of students of color. It is unacceptable that Black/African American students remain nearly three times as likely as White students to be suspended or expelled. Boys of color are especially impacted. This Collaborative Action Team is pursuing several strategies to address this complex and challenging issue and to hold each other accountable as schools and community partners.

**In light of our mission and beliefs, Portland Public Schools’ historic, persistent achievement gap between White students and students of color is unacceptable. Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success.”**

*Excerpt from Portland Public Schools Racial Equity Policy ADOPTED BY THE BOARD OF EDUCATION JUNE 13, 2011*

**WHAT’S NEXT**

Recommit to speaking the truth about racism and changing our culture to create more equitable practices, policies and investments.

Accelerate progress in eliminating racial disparities in school discipline.
This past summer we partnered with IRCO (Immigrant & Refugee Community Organization) to offer Ninth Grade Counts at Reynolds High School. One of our students had recently immigrated to the U.S. with her family and was struggling with reading, writing and making friends. IRCO’s expertise helped her to blossom socially and academically. Over the course of the six-week program, she got comfortable in the high school, made friends, connected with teachers and learned new study skills. She earned credit toward graduation and found a new level of confidence that’s carrying her through the school year.”

Justin Birmingham
GRANTS AND PARTNERSHIPS ADMINISTRATOR, REYNOLDS SCHOOL DISTRICT
For students who leave eighth grade at risk of dropping out, **Ninth Grade Counts** can be a bridge back to school. The Ninth Grade Counts Collaborative Action Team brings together high schools, nonprofits and other community partners to offer summer learning opportunities for students most at risk of dropping out. The idea is to build the students’ skills, confidence and readiness for high school. Now in its sixth year, Ninth Grade Counts has served over 5,000 students.

Students who complete a Ninth Grade Counts summer program are eligible to earn credit toward graduation, giving them a head start on the path to graduation before the first day of high school. Several years of data show that at the end of their freshman year, academically at-risk Ninth Grade Counts students are on track to graduate at a higher rate than their peers.

Over the last 18 months, the Team integrated a continuous improvement approach into their work, developing a set of quality standards based on effective local practices and national research. These standards are meant to ensure that each partner program is delivering content that is shown to increase a student’s likelihood to perform well in their freshman year. These include curriculum aligned with ninth grade standards, orientation to the demands of high school and culturally-specific and responsive practices.

This record of success has influenced investments at the state level, including a targeted ninth grade investment strategy by the Oregon Department of Education in 2013 and a recent proposal to award extra money to districts that offer summer transition programs and other supports—but only if they demonstrate that the efforts are helping more ninth graders earn enough credits to stay on track to graduation.

### More Students On Track to Graduate

<table>
<thead>
<tr>
<th></th>
<th>Non-participating students</th>
<th>Ninth Grade Counts participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent attending school 90% of days</td>
<td>54.9%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Percent earning 6+ credits in 9th grade</td>
<td>48.3%</td>
<td>55.4%</td>
</tr>
</tbody>
</table>

Reflects 2012 ninth grade outcomes for Academic Priority (or academically at-risk) students who participated in Ninth Grade Counts versus Academic Priority students who did not participate.

### WHAT’S NEXT

- **Partner more deeply with schools and community organizations to identify and enroll students who will benefit most and ensure that all students have access to elective credit for completing the summer program.**
- **Advance strategies that show the greatest impact and then scale what’s working across programs.**
- **Steward the alignment of public and private funding to support effective practices.**
Strengthening the Pathways From High School to College and Career

The hand off between our high schools and our college and career partners needs to improve. The work we’re building together right now gives me confidence that we will get there. We’re building a plan that will create more seamless pathways for our students.”

Jim Schlachter
SUPERINTENDENT, GRESHAM-BARLOW SCHOOL DISTRICT
LEADERSHIP ADVISORY COUNCIL AND HIGH SCHOOL TO COLLEGE AND CAREER TASK FORCE MEMBER
For many of our students, the canyon between high school and “what’s next” is too deep and wide. Without a vision and clear pathways beyond high school, it’s no wonder many of our kids disconnect from school completely.

It’s a sobering reality that today only 25 in 100 ninth graders go on to complete any kind of post-secondary degree. That figure is as low as 9 in 100 for Latino students. Our community is mobilizing to turn this around. The All Hands Raised Partnership is bringing together partners from high schools, two- and four-year colleges, universities, workforce programs and industry leaders to strengthen the hand off from our high schools to the world of college and careers.

1 out of 4 ninth graders complete any kind of post-secondary education

- Complete Post-Secondary
- Enroll in Post-Secondary
- Complete High School
- Do Not Complete High School

14/100 American Indian/Alaska Native students
32/100 Asian & Pacific Islander students
13/100 Black/African American students
9/100 Latino students
30/100 White students

“I was lucky. When I struggled in high school there was an adult in the community who saw me and was willing to pour his time and energy into fostering my development and success. It made a huge difference and today I’m working to extend my hand to kids like me, empowering them to navigate through higher education and become future leaders in our community. And I’m only one person—all of us have to play a part in ensuring every kid has the opportunity to achieve a bright future.”

Adam Ristick
CLEVELAND HIGH SCHOOL ’08
WARNER PACIFIC COLLEGE ’13
ACT SIX PORTLAND DIRECTOR

WHAT’S NEXT

In winter 2015, All Hands Raised will launch a new Collaborative Action Team to improve post-secondary enrollment, retention and completion rates for Multnomah County students and strengthen pathways to careers that pay a living wage. As with all of our work, we will align existing efforts around a shared set of measurable goals, scale effective practices, realign resources to make the most of our collective investments and focus interventions for the students our systems have historically failed.
Behind Every Piece of Data is a Child with a Story

Imagine if every child in Multnomah County was on track. This dashboard is a snapshot in time to help us better see how many children we have the opportunity to impact through our shared work. The figures reflect the number of children and youth not currently reaching the desired outcome each year.

- 2,060 more babies are born at a healthy weight
- 1,477 more kindergarteners consistently attend school
- 2,525 more third graders read at grade level
- 819 more sixth graders consistently attend school
- 2,563 more eighth graders meet learning standards in math
- 3,683 more English language learners (K-12) make the intended gains in English each year
ALL students are seen and supported in safe, respectful learning environments that embrace them—rather than exclude them—when conflicts arise.

- **1,368** more ninth graders stay on track by earning at least six credits
- **1,297** more ninth graders consistently attend school
- **2,259** more students graduate from high school on time
- **1,657** more recent high school graduates enroll in post-secondary education or training each year
- **3,691** more local high school graduates complete a post-secondary degree or certificate each year

When All Hands Raised first started this work in early 2011, we did not know how the community would respond. We support All Hands Raised and their commitment to building a civic infrastructure which is changing the way schools and community members work together. The work is just getting started, yet we can see how their focused and disciplined approach to aligning community priorities and practice will be effective.

*Martha Richards*

**EXECUTIVE DIRECTOR, JAMES F. AND MARION L. MILLER FOUNDATION**
Birth Weight

The path to a healthy life begins before a child takes his or her first breath. A healthy birth weight of at least 5 pounds, 8 ounces helps set the stage for a healthy life. In Multnomah County, 6.3% of babies are born below that threshold, placing them at a higher risk for learning disabilities and other developmental challenges.

Ensuring a healthy start for more babies in our community will help set them up for success in school and a thriving adulthood.

“When we lift up the strength and resilience of our community, we improve our health, and the chances for our kids’ success. Our best chance to reverse persistently low birth weights is to use a multi-level approach which starts with culturally specific strategies to partner with the communities that are most impacted.”

Rachael Banks
Program Director, Healthy Birth Initiative of Multnomah County

<table>
<thead>
<tr>
<th>Percentage of babies born at 5 lbs 8 ounces or more</th>
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<tbody>
<tr>
<td><strong>White</strong></td>
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<tr>
<td>Current (2012)</td>
</tr>
<tr>
<td>94.4%</td>
</tr>
<tr>
<td>Baseline (2011)</td>
</tr>
<tr>
<td>94.1%</td>
</tr>
<tr>
<td><strong>Latino</strong></td>
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<tr>
<td>Current (2012)</td>
</tr>
<tr>
<td>93.3%</td>
</tr>
<tr>
<td>Baseline (2011)</td>
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<tr>
<td>93.3%</td>
</tr>
<tr>
<td><strong>Asian &amp; Pacific Islander</strong></td>
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<tr>
<td>Current (2012)</td>
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<tr>
<td>91.6%</td>
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<tr>
<td>Baseline (2011)</td>
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<td>91.3%</td>
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<td><strong>American Indian/Alaska Native</strong></td>
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<tr>
<td>Baseline (2011)</td>
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<tr>
<td>90.3%</td>
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<tr>
<td><strong>Black/African American</strong></td>
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<tr>
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<tr>
<td>89.0%</td>
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<tr>
<td>Baseline (2011)</td>
</tr>
<tr>
<td>89.0%</td>
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</tbody>
</table>
Collectively we are not doing enough to get every child ready for kindergarten. It adds up to lost generations of kids, especially kids of color. As we develop clear metrics on kindergarten readiness we’re more equipped to take stock of our efforts and reveal the persistent inequities that hold too many of our kids behind.”

Kali Ladd
EXECUTIVE DIRECTOR, KAIROS PDX

Kindergarten Readiness

A child’s readiness for school is influenced by many factors, and the fact is not all children begin school with a strong foundation for learning.

Oregon education leaders recently established the Oregon Kindergarten Assessment to better understand the skills and abilities that children show up with when they first enter school. At the beginning of the school year, incoming kindergarteners spend about 20 minutes with a teacher answering a set of simple questions related to letters and numbers. Then, over the first several weeks of school, teachers observe and assess each child’s ability to follow directions and interact with others. Based on these assessments, every kindergartener receives a score in “early literacy,” “early math” and “approaches to learning.” The findings are intended to unearth patterns at the school, district and state levels in order to guide policies and investments. Individual student data from the assessment is not meant to guide instruction at the classroom level, though the observation process can contribute to early insights for teachers about their students’ assets and abilities.

What happens during the Kindergarten Assessment?

For the early literacy portion of the assessment, teachers ask children to say the names of as many letters as they can in one minute while looking at a chart with upper and lowercase letters. They complete similar exercises for letter sounds and simple math questions.

How are local students faring?

It’s hard to say. The assessment is new and educators and policy leaders are still exploring the data. Because the significance of particular scores is not yet determined, we have not published data from the 2013 baseline assessment. However, one message appears clear in the early data: disparities in school readiness—particularly in early literacy—impact far too many children of color.
Kindergarten Attendance

Too many children don’t have quality, affordable preschool—which means kindergarten often represents a child’s first formal opportunity to build academic skills. Yet 1,477 kindergarten students were chronically absent from Multnomah County schools in 2013–14. Chronic absenteeism in the early grades is strongly linked to lower test scores, continued absenteeism in higher grades and increased dropout rates.

As a community, we are working harder than ever to keep students in school by building a culture of attendance and addressing the root causes of absenteeism (see pages 12 & 13). These efforts seem to be paying off. The percent of kindergarteners consistently attending school increased by four percentage points countywide over the past two years, including increases for nearly all racial/ethnic subgroups.

Regular attendance in kindergarten is connected to students’ academic performance in later years, including impacts on third grade literacy and later school success.

When I was sick, my daughter would want to stay home from school with me. Then I enrolled her in SUN and she looked forward to going to school every day. Now she says, ‘Mom, if I miss even a minute of school, that’s a minute I’m not learning.’”

Nina Palacios
PARENT VOLUNTEER, SHAVER ELEMENTARY

Percent of kindergarteners who attend at least 90% of school days

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>85.8%</td>
<td>86.5%</td>
</tr>
<tr>
<td>White</td>
<td>81.3%</td>
<td>82.2%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>78.1%</td>
<td>79.2%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>75.1%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Latino</td>
<td>74.0%</td>
<td>73.7%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>67.2%</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>59.8%</td>
<td></td>
</tr>
</tbody>
</table>
Third Grade Reading

Third grade represents the critical stage when students shift from “learning to read” to “reading to learn.” Early literacy is influenced by a child’s learning at home, in the community and at school—and it’s a pivotal marker for future success.

Average third grade reading scores for Multnomah County students dropped by 4.5% since our baseline year of 2011–12 and massive gaps of as much as 35% continue to separate White students from students of color. In fact, reading levels among every racial/ethnic subgroup either dropped or remained flat over the past two years.

As a community, we are falling short when it comes to early literacy—and as a community it is up to us to turn it around. Schools alone won’t drive the dramatic improvements needed here; neither will families. It will take schools, families, early childhood programs and a diverse set of community partners working in concert toward a common goal: every child reading at grade level by third grade.

When we talk about third grade reading, what we’re really talking about is what literacy makes possible for a child’s future. When a child learns to read, the world opens up. What parent doesn’t want that for their child? What teacher isn’t striving for that magic every single day? But the fact is, in Multnomah County, we’re failing too many of our children. We need to align practices and dedicate resources to surround each student with a community that puts them on a path to a bright future.”

Jennifer Samuels
EXECUTIVE DIRECTOR, READING RESULTS
DATA COMMITTEE MEMBER

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>Percent Meeting or Exceeding State Third Grade Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>79.2%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>79.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>69.1%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>59.7%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>50.9%</td>
</tr>
<tr>
<td>Latino</td>
<td>45.7%</td>
</tr>
<tr>
<td>Asian &amp; Pacific Islander</td>
<td>69.9%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>64.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>63.8%</td>
</tr>
</tbody>
</table>

Jennifer Samuels
EXECUTIVE DIRECTOR, READING RESULTS
DATA COMMITTEE MEMBER

Chapter 02
The All Hands Raised Partnership
Sixth Grade Attendance

Local rates of chronic absenteeism follow national trends: they start high in the early elementary grades, improve over the middle school years and worsen again in high school. Still, over 800 sixth grade students were chronically absent last year. Taking the time to engage with each of these students can be the first step to bring them back on track.

Absences often point to deeper issues: a lack of meaningful adult or peer relationships at school, mental health challenges, family instability, illness, bullying or a struggle to find real-world applications for school work.

Missing critical amounts of school in any grade has an impact on academic performance, and as early as sixth grade, chronic absenteeism can be a warning sign that a student will drop out.

One seventh grader reached out to us because his grades were dropping and he wanted extra support. Through one-on-one goal setting and group mentoring, he’s developed his self-advocacy skills and has initiated meaningful discussions with his teachers on how he can improve. Since he loves soccer, he and his family have worked together to make goals that support both this passion as well as his academic success. By connecting with all these adults that care about him, he’s been able to see his past passion as necessary steps to learning and future success. That small change in perspective can make a lasting difference for a kid."

Armin Tolentino
Middle school director, Camp Fire Columbia

Percent of sixth graders who attend at least 90% of school days

- Baseline (2011-12)
- Current (2013-14)
ELL Annual Progress

English language learners account for 25% of Multnomah County students. They speak over 70 languages and come from all over the world. To succeed in school, college and career, these students need the opportunity to master the English language. About six in ten English language learners make the expected gains in English over the course of the year, up from 49.9% in 2011–12. This represents a significant improvement but also highlights the continued need for stronger strategies and supports both in and out of the classroom.

“...I arrived I could not speak English. I got the support I needed in school to learn the language and go on to college. I am grateful that the All Hands Raised Partnership is focusing on our new arrival students so they can have the same opportunities as me to give back to the community.”

Lee Po Cha
DIRECTOR, ASIAN FAMILY CENTER, IRCO
LEADERSHIP ADVISORY COUNCIL MEMBER

Percentage of K-12 ELL students advancing one level in English language proficiency*

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>White</td>
<td>49.8%</td>
<td>49.9%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>49.2%</td>
<td>49.9%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>51.3%</td>
<td>51.3%</td>
</tr>
<tr>
<td>Asian &amp; Pacific Islander</td>
<td>52.6%</td>
<td>52.6%</td>
</tr>
<tr>
<td>Total</td>
<td>48.4%</td>
<td>48.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>59.1%</td>
<td>62.1%</td>
</tr>
</tbody>
</table>

*American Indian/Alaska Native student data was excluded to preserve confidentiality due to small sample size.
Equity in School Discipline

When students are suspended or expelled, their connection to school is broken. Their learning suffers and they are left vulnerable to a range of risks, including trouble with the justice system. Students of color, particularly Black/African American students, are much more likely to be removed from school, despite evidence that they don’t misbehave more than other kids. Students of color are also more likely to be disciplined for subjective reasons such as “insubordination” or “excessive noise.”

Schools and community partners have cut suspensions and expulsions by 28.3% since 2012 and reduced the disparities impacting students of color. Restorative practices are being implemented in more schools across the county to support positive behavior and help students and educators repair damaged relationships. Nonprofits and other partners are working together in new ways to keep students in school. Yet while fewer students of color are being suspended and expelled, major disparities remain. This work is far from finished.

Too often, when kids struggle with behavior, we’ve excluded them from school instead of supporting them to success. This doesn’t make sense, and the data clearly shows it unfairly impacts our students of color. That’s unacceptable. In Centennial, we’ve pledged to cut our expulsions by more than half this year—and we’re ahead of that target. We’re also working with our community partners and other school districts to drastically reduce suspensions and make this a lasting culture change in Multnomah County schools.”

Sam Breyer
SUPERINTENDENT, CENTENNIAL SCHOOL DISTRICT
LEADERSHIP ADVISORY COUNCIL AND DATA COMMITTEE MEMBER

The number of suspensions and expulsions per 100 students (K-12) in each racial/ethnic group across Multnomah County*

*Unlike the other charts presented in Ch. 02, the downward trends shown for this indicator reflect positive progress.
Eighth Grade Math

As students leave middle school, a few key Indicators predict success on the pathway to on-time high school graduation, including math proficiency in eighth grade. Mastery of math concepts in middle school prepares students for more rigorous coursework in high school and college and career training and equips them with critical skills for navigating adult life.

Fewer than 60% of our local students meet eighth grade math standards, down 3 points from 2011–12. This metric also highlights persistent and striking disparities impacting students of color, and it marks a place where the gaps have grown rather than narrowed.

Given the projected growth of math-related careers, accelerating every student’s math skills will be closely linked to the strength of the community’s workforce and our overall economic prosperity.

“Getting my eighth graders to do well in math means I can send them off to high school knowing they are on track to succeed not just in their high school classrooms, but also in their future careers. It can be hard for kids to realize how important math skills are to later success, especially in middle school, so we try to stress real-life applications as much as possible.”

Melyna Kimball
Eighth Grade Math Teacher, Ron Russell Middle School

Percent of students meeting or exceeding state eighth grade math assessment standards
Ninth Grade Credit and Attendance

Students who finish ninth grade on track—earning six or more credits toward graduation—are four times more likely to graduate than students who fall behind in ninth grade. Regular attendance also signals that a student is on track to graduate. Falling behind in these areas is a warning sign that a student may disconnect from school completely. For many students, school may not seem relevant to the immediate demands of real life, like the need to earn money or care for family members. Others lack a connection with adults or peers at school or face mental and physical health challenges and other forms of instability at home and in their neighborhoods.

Both of these measures either stayed flat or declined for Multnomah County students since 2011–12. Despite concerted efforts that have helped keep many students on track to graduate, these figures show that the ninth grade transition remains tenuous for too many students.
High School Graduation

High school graduation is a gateway to further education, higher wages and steadier employment. It bolsters a person’s quality of life and the health, economic growth and stability of the community.

Local graduation rates have climbed 10% in five years, and the graduation gap between students of color and White students has narrowed to single digits. Still, continued disparities and an overall on-time graduation rate that remains well below 70% illustrate that, as a community, we have work to do to ensure all students find their way from high school to post-secondary education or training, and ultimately a career.

While we have prioritized on-time graduation rates as a key indicator, the fact remains that some students require longer than four years to earn a regular high school diploma. For this reason, we also track students who complete high school within a fifth year, as well as those who earn a GED or another type of high school certificate within that time. Measured in this way, Multnomah County’s graduation rate for 2012–13 is 78.4%.

At Roosevelt we have taken personal responsibility for the success of every kid, by name. We’re not where we want to be yet, but we’re on the rise. Our graduation rate is 27 percentage points higher than it was four years ago, and we are eliminating the gap between white students and students of color.”

Charlene Williams
Senior Director, Roosevelt Cluster, Portland Public Schools
Digging Deeper into Our Graduation Rates to Reveal Hidden Populations and Student Undercounts

The data in this report are drawn from public sources like the Oregon Department of Education and the U.S. Census Bureau. They rely on conventional demographics categories that leave some populations invisible. For instance, Multnomah County is home to a large population of Slavic students whose unique culture and challenges help shape our school communities—yet their outcomes are invisible because they are included in the broader “White” category. The same is true for African immigrant and Middle Eastern communities whose data disappear within the broader official categories.

The Coalition of Communities of Color has called for better measurement that recognizes African immigrant, Middle Eastern and Slavic communities in order to identify disparities. In response, we have conducted an original analysis of high school graduation rates using data on students’ native language in order to calculate graduation rates for these hidden populations.

Even for groups that are represented in the standard categories, the size of their populations is often distorted. When a student or family identifies with more than one race or ethnicity, a complex set of data rules dictates how the student is categorized, regardless of whether the category truly represents the student’s identity. These rules significantly diminish the size of certain communities.

To better understand a community’s size, the Coalition of Communities of Color recommends an alternative calculation that captures all students who identify with a given group, regardless of whether they also identify with additional racial or ethnic groups. This method creates an overcount because some students are counted more than once. At the same time, it offers a much more complete picture of the actual population size for specific communities of color.

When we apply this method to the most recent high school cohort (those who were expected to graduate in 2013) the results are dramatic. The American Indian/Alaska Native population grows more than seven times larger. The Pacific Islander, Black/African American and Asian populations also grow significantly.

Graduation Rates Among “Hidden” Student Populations*

<table>
<thead>
<tr>
<th>Population</th>
<th>Official Count</th>
<th>Fully Counted</th>
</tr>
</thead>
<tbody>
<tr>
<td>African immigrant</td>
<td>865</td>
<td>102</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>158</td>
<td>589</td>
</tr>
<tr>
<td>Slavic</td>
<td>757</td>
<td>673</td>
</tr>
</tbody>
</table>

*These data represent population estimates based on the language spoken at home. Because data on country of origin is not collected, language data serves as a proxy to help identify these communities. Based upon the methodology recommended by the Coalition of Communities of Color, this chart represents 68 African immigrant students (excluding those who speak French, English or Arabic) or 1% of the cohort that was expected to graduate in 2013; 29 Middle Eastern students or 0.4% of the cohort; and 257 Slavic students, or 3.8% of the cohort.

Within official data, “Hispanic” is the one category that reflects this more inclusive calculation method; therefore the size of this population does not change when this method is applied.
Post-Secondary Enrollment & Completion

By 2020, 70% of Oregon jobs will require some form of post-secondary education or career training. Unfortunately, the current reality is that we cannot meet that demand with local talent.

Helping students transition to college and career training is as critical for a person’s life as it is for our local economy.

Post-secondary enrollment rates measure the percentage of local high school graduates who enroll in a post-secondary program anywhere in the U.S. within sixteen months of graduating from high school.

Post-secondary completion rates measure how many of those same students go on to complete a degree, whether a 1-year certificate, a 2-year associate’s degree or a 4-year bachelor’s degree, within 150% of the standard time. These numbers can be surprising. While our local colleges and universities may post completion rates higher than the 27.9% portrayed here, it’s important to remember that these data reflect the outcomes for our local high school graduates—not any one post-secondary institution as a whole.

“Their pipeline is a strong one and the programs and post-secondary research on the campuses here are outstanding. However, we need more salaries from our region. The reality is that we need a stronger pipeline from high school through career training and education into good jobs.”

Emi Donis
vice president, chief compliance officer & deputy general counsel, Precision Castparts Corp.
All Hands Raised Board and High School to College and Career Task Force Member
**Connected with a Career Track**

Another way to understand what’s happening in our community is to look at the number of young people between the ages of 16 and 24 who are enrolled in school and/or employed. In Multnomah County, 85% of youth are enrolled or employed, leaving 15% of youth completely disconnected from an educational or career path. While all of our collective efforts aim to reduce the number of youth falling through the cracks, it is also critical to find and reengage our disconnected youth.

---

**Percent of local high school graduates completing a post-secondary program with 150% of standard time**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>31.6%</td>
<td>31.3%</td>
</tr>
<tr>
<td>Asian &amp; Pacific Islander</td>
<td>32.5%</td>
<td>32.6%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>17.7%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Latino</td>
<td>10.2%</td>
<td>11.5%</td>
</tr>
</tbody>
</table>

*150% of standard time is equivalent to a 2-year degree within three years or a 4-year degree within six years. Multi-racial student data was excluded to preserve confidentiality due to small sample size.
Citations

The Center for Student Success, a division of the Graduate School of Education at Portland State University, was the primary provider of data services for this publication. Additional data support was provided by the Coalition of Communities of Color, ECONorthwest, Multnomah County Health Department, Multnomah Education Service District, Northwest Evaluation Association, Oregon Department of Education, SUN Service System and the United Way of the Columbia-Willamette. All data displays, discussion and interpretation are the responsibility of All Hands Raised.

For more robust data on the All Hands Raised Indicators, visit us at www.allhandsraised.org. Multiple years of historical trends are presented. When possible, data are further disaggregated by race, economic status, English Language Learner status and Special Education status.


PAGE 17 | More students on track to graduate: Northwest Evaluation Association, Outcomes and Demographics for Participants in the Ninth Grade Counts Programs, June 2014.

PAGE 19 | Post-secondary completion for Multnomah County ninth graders: All Hands Raised and Portland State University analysis of National Student Clearinghouse data, representing a six-district composite of 2012–2013 five-year high school completion rates, together with post-secondary completion rates for the 2006 and 2010 cohorts of high school graduates.

PAGE 20 & 21 | Behind every piece of data is a child with a story: Multnomah County Health Department analysis of Oregon Health Authority Center for Health Statistics, Portland State University analysis of Oregon Department of Education and school district data, Portland State University analysis of National Student Clearinghouse data, ECONorthwest analysis of American Community Survey data.

PAGE 22 | Birth weight: Multnomah County Health Department analysis of Oregon Health Authority Center for Health Statistics, 2010–2012 three-year birth certificate data.


PAGE 33 | Digging deeper into our graduation rates: Portland State University analysis of 2012–2013 Oregon Department of Education and school district data.

PAGE 34 | Education requirements in 2020: Recovery: Projection of Jobs and Education Requirements through 2020, Anthony P. Carnevale, Nicole Smith and Jeff Strohl, Georgetown Public Policy Institute Center on Education and the Workforce, June 2013.

PAGE 34 & 35 | Post-secondary enrollment and completion: Portland State University analysis of National Student Clearinghouse data for the 2009 and 2010 cohorts of high school graduates (enrollment) and 2005 and 2006 cohorts of high school graduates (completion).

PAGE 35 | Youth enrolled in school and/or working: ECONorthwest analysis of 2009-2011 and 2010–2012 three-year American Community Survey data.

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For information about alternative formats of Chapter 02, please contact info@allhandsraised.org or 503-234-5404.
What does it really mean to share responsibility, accountability and credit for helping all kids succeed? The individuals listed here have committed to play their part, keep their hands raised and stay at the table through successes and failures.

Along with the dedicated members of our Collaborative Action Teams, these leaders have placed the All Hands Raised Partnership at the forefront of the statewide and national movement to improve student outcomes.

We are one of Oregon’s 12 Regional Achievement Collaboratives, serving as a mentor site. We have also received the highest designation within the national StriveTogether Cradle to Career Network. It’s about all of us acting together for all of our kids.

“
This work isn’t about pointing fingers.

We’re all in it together. It’s about what
every one of us can do differently because
we all have a role to play.”

Dave Underriner
REGIONAL CHIEF EXECUTIVE, OREGON, PROVIDENCE HEALTH & SERVICES LEADERSHIP ADVISORY COUNCIL AND HIGH SCHOOL TO COLLEGE AND CAREER TASK FORCE MEMBER
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All Hands Raised currently provides the staffing for Ninth Grade Counts and the emerging Strengthening the Pathways from High School to College and Career Collaborative Action Teams.

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Christine and David Vernier
Karen Weisz
Wim and Alice Wiewel

It is deeply gratifying to see what is being accomplished through the All Hands Raised Partnership.

It is not an overstatement to say that this work is a model for the state and the nation. Everyone engaged in this work should feel good about what is being done to create real and lasting change for our kids.”

Wim Wiewel
President, Portland State University
All Hands Raised Board, Leadership Advisory Council
And High School to College and Career Task Force Member
In 2010, we started writing a new story for kids in Multnomah County.

Something that began as a vision years ago is altering the status quo. By working together, we are all making a difference by:

- Partnering with over 300 individuals and organizations to achieve measurable results.
- Aligning the community’s efforts to make positive change for kids, while being willing to share responsibility, accountability and credit.
- Answering the question, “How can we improve?” to ensure long-term success for our kids, especially those we have consistently failed—students of color.

This is the second chapter. There are many chapters ahead.

A child’s success from birth to career is a responsibility that belongs to the entire community. We will always make mistakes, and we will always get up and move forward. Thank you for raising your hand, giving feedback and staying at the table.

Dan Ryan
CEO, ALL HANDS RAISED

---

Raise Your Hand

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

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

- **1. GET CONNECTED.**
  Track the progress of the Partnership and dig deeper into the data at www.allhandsraised.org, where you’ll find updated info on meetings, events and our shared progress. Like us on Facebook. Follow us on Twitter. And tell a friend.

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

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

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