

# All Hands Raised

Learning doesn't begin and end in the classroom.  
Transforming children into educated, independent  
adults is the job of the entire community.

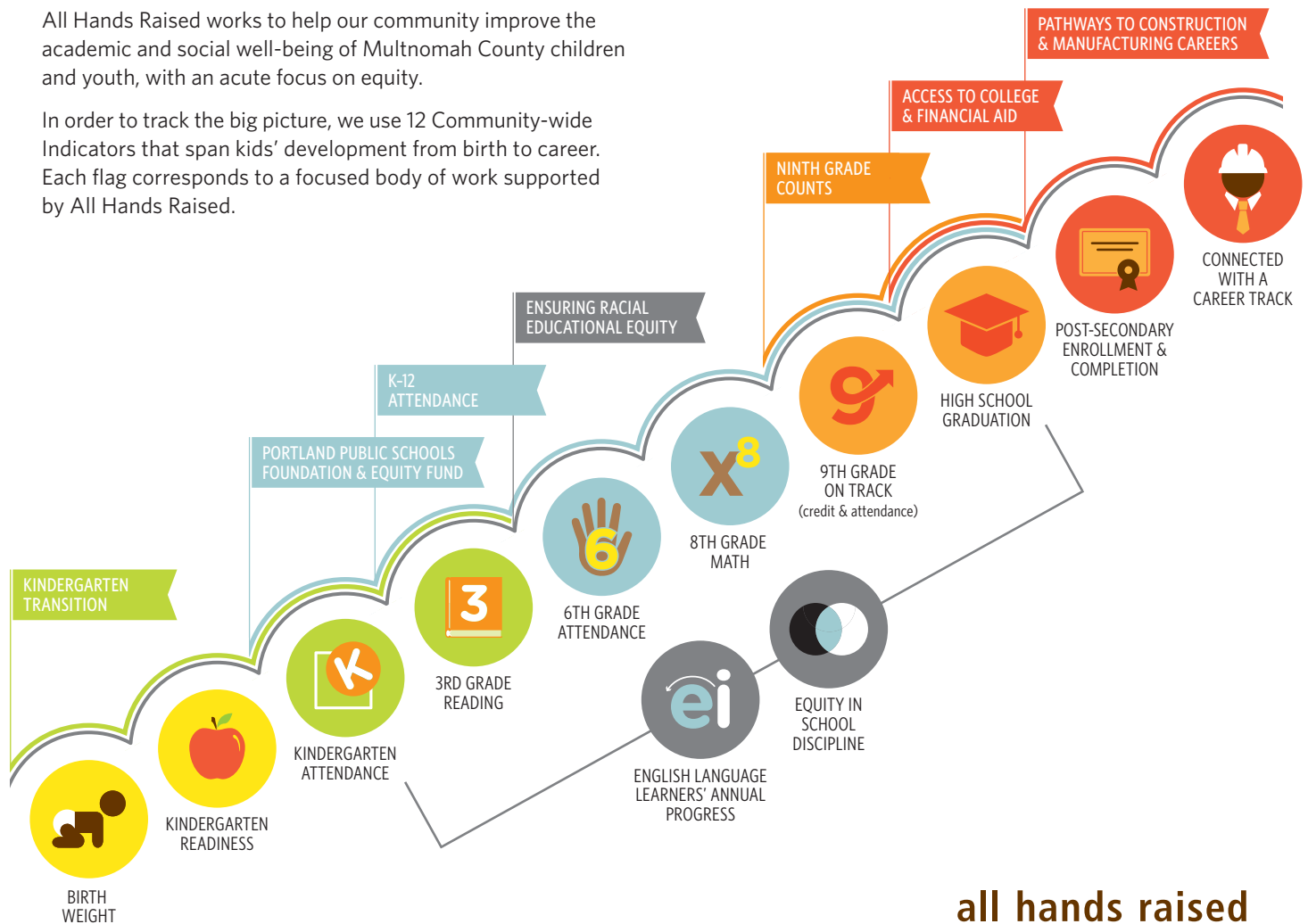
We are changing the way adults collaborate to help  
children grow—all the way from birth to career.



## Community-wide Indicators

All Hands Raised works to help our community improve the academic and social well-being of Multnomah County children and youth, with an acute focus on equity.

In order to track the big picture, we use 12 Community-wide Indicators that span kids' development from birth to career. Each flag corresponds to a focused body of work supported by All Hands Raised.



**all hands raised**



Education, Equity and Excellence  
from Cradle to Career

# Aligned Action

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. This is not the end of the world. It's the beginning of our work.

We align the community's collective efforts to make positive change for kids and young adults. We facilitate thoughtful and measurable action; connect the dots between sectors, organizations, schools and families; and reinforce shared accountability. **We coordinate action-oriented groups aligned around measurable goals. By using continuous improvement tools to analyze data, the teams focus on what is working and make course corrections if they are falling short.**

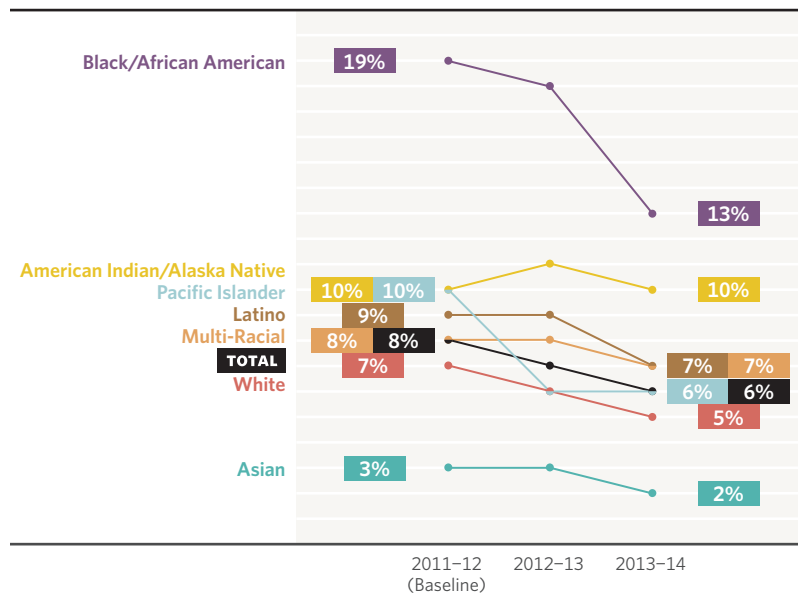
## Ensuring Racial Educational Equity

In partnership with the Coalition of Communities of Color, we bring together our six partner superintendents with leaders from six culturally-specific organizations to increase racial equity for our school-aged children. The group has a specific focus on addressing the disproportionate impact of suspensions and expulsions among students of color. A foundation of trust and transparency creates the space for conversations that can be difficult, complex and emotionally charged. A sense of shared accountability for improving student outcomes binds the group together. In that spirit, superintendents regularly share their school districts' updated discipline data to identify racial disparities as soon as they emerge and shine a light on practices that are working. **Multiple efforts across the community have contributed to significant progress on this issue in recent years: reducing expulsions, keeping our students in school, and deepening engagement between students, their families, educators and community partners.**

## Strengthening the Kindergarten Transition

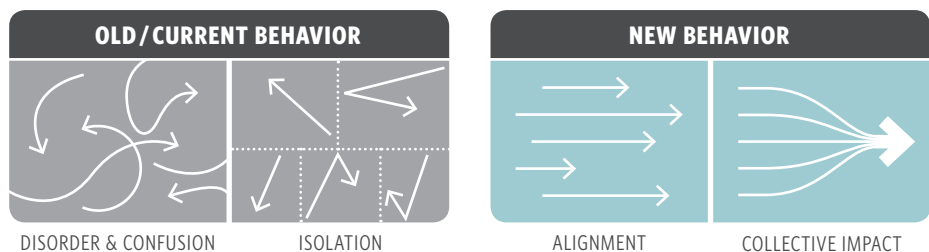
All Hands Raised has supported multiple community efforts to help bridge this transition, including a successful kindergarten registration campaign. Today, All Hands Raised is carving out a more focused role in this critical piece of the educational continuum in consultation with Early Learning Multnomah, our community's state-designated "early learning hub." With the goal of strengthening the transition into kindergarten for students of color and low-income students, **All Hands Raised is establishing teams in two schools to bring together elementary school principals and teachers with community-based early learning providers to develop shared action plans to better prepare all students for success in school—and illuminate the practices that work.** The goal is to maximize the assets of both the early learning community and elementary school educators to improve this crucial handoff for our youngest students and their families.

Reducing Suspensions and Expulsions



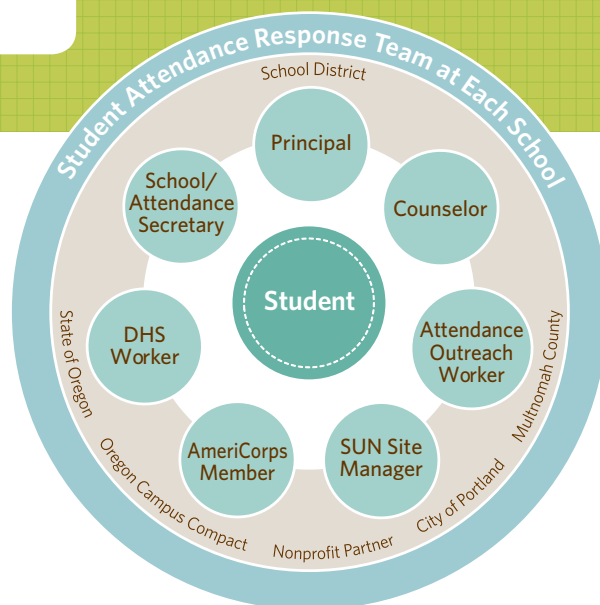
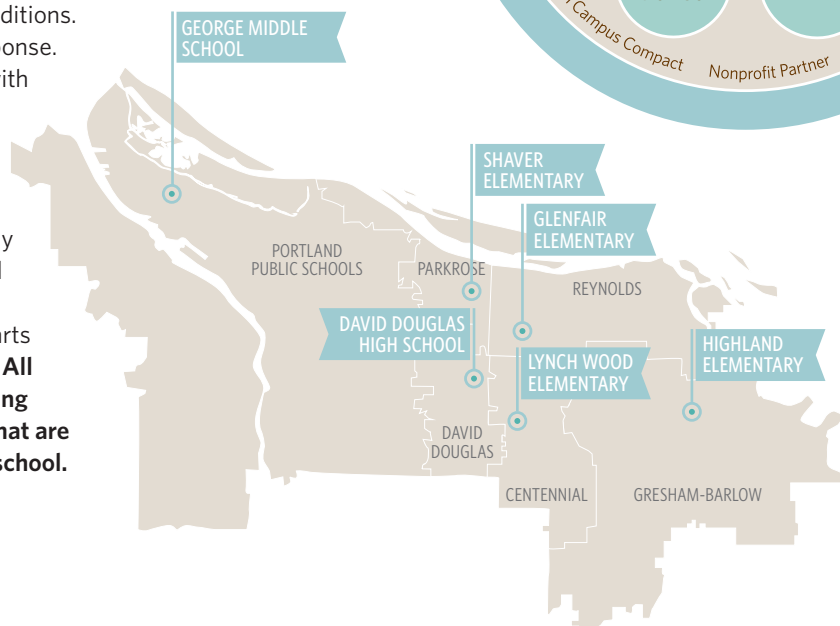
Reflects the percent of Multnomah County students (K-12) of each race/ethnicity who were suspended or expelled.  
Source: Oregon Department of Education





### Improving K-12 Attendance

Missing school means missing learning, and the more a student misses the further behind they fall until, too often, they disconnect from school. In Multnomah County, one-in-five students is “chronically absent,” missing more than ten percent of school days. When students are chronically absent, it often signals unstable health, housing and family conditions. As such, it requires a multi-faceted response. Through groundbreaking partnerships with Schools Uniting Neighborhoods (SUN), the Oregon Department of Human Services, Multnomah County, Oregon Campus Compact and our school districts, cross-sector teams are regularly convening at six partner schools to build tailored intervention plans to re-engage students as soon as their attendance starts to slip. **With technical assistance from All Hands Raised, these teams are analyzing data weekly to pinpoint the practices that are making a difference in keeping kids in school.**



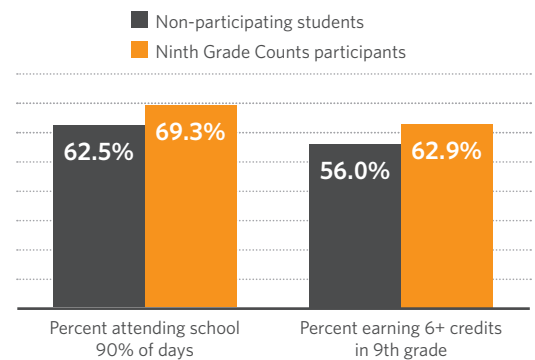
### Stewarding Portland Public Schools (PPS) Foundation & Equity Fund

All Hands Raised empowers PPS parent-led fundraising through the work of the PPS Foundation & PPS Equity Fund. One-hundred-percent of money raised by PPS parents through their local school foundations goes directly to support schools and classrooms throughout the district—a total of \$3.4 million was raised in 2014. Guided by PPS Board policy, a portion of this money is shared with high-need schools across the district, resulting in nearly \$900,000 in parent-raised funds being directed to the highest need schools through the PPS Foundation Equity Fund last year. **In the current school year, there are 341 PPS teachers and staff members whose positions are funded in-part or in-full by these parent-raised funds.**

## Strengthening the Ninth Grade Transition

After six years of collaboration, Ninth Grade Counts programs have helped more than 5,700 local students start high school on the right track by providing engaging and educational programming in the summer leading up to ninth grade. Partners use a common set of data from the eighth grade year to identify students who show early warning signs for dropping out of high school. **All Hands Raised has aligned policies across the six partner school districts to ensure that every student has the opportunity to earn up to .5 elective credits for completing the summer program. In 2014, 90% of participating students received that credit**, allowing them to start high school a step ahead on the path to graduation.

## More Students On Track to Graduate



Reflects attendance and credit outcomes for participating versus non-participating "Academic Priority" students.  
Source: Northwest Evaluation Association analysis of school district data

Oregon students leave  
**\$36 million**  
on the table each year

Source: Nerd Scholar

## Supporting Access to College and Financial Aid

Partners Accessing College Together (PACT) is made up of nonprofits, school districts and colleges working to increase access to college for underrepresented students. The group has developed a focused strategy to increase the number of high school seniors completing the Free Application for Federal Student Aid (FAFSA), enabling Oregon high school seniors to capture more of the nearly \$36 million in federal financial aid left on the table each year. **Together the team has developed unprecedented data tools, created outreach materials for students and counselors and held FAFSA completion events. The group is now partnering deeply with targeted high schools to test and refine multiple strategies.** Partners are poised to make significant progress over the coming year, building on federal changes to streamline the FAFSA process as well as Oregon's dramatic move to make community college free for all graduating high school seniors.

## Building Stronger Pathways to Construction & Manufacturing Careers

Our region is expecting major growth in well-paying careers in the trades and skilled labor, yet too often these pathways are overlooked and stigmatized. All Hands Raised recently convened a cross-sector taskforce to launch a coordinated effort to increase the number of local high school students moving into careers in manufacturing and construction. **The taskforce identified two high-leverage strategies. First, partners are launching a targeted effort to increase awareness and positive perceptions of construction and manufacturing careers among high school counselors, teachers and school leaders. And second, partners will scale what's working by identifying the programs that have demonstrated success in connecting students to career pathways and ask the question, "Why are they working, and which practices in particular are making the difference?"**



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