

INTEGRATED STRATEGIES

THE PORTLAND PLAN HAS THREE INTEGRATED STRATEGIES THAT PROVIDE A FOUNDATION FOR ALIGNMENT, COLLECTIVE ACTION AND SHARED SUCCESS

- THRIVING EDUCATED YOUTH**
- ECONOMIC PROSPERITY AND AFFORDABILITY**
- HEALTHY CONNECTED CITY**

Each strategy includes an overall goal, guiding long-term policies and a five-year action plan (2012–17). The guiding policies help the City of Portland and its partners make critical, long-term investment and budget decisions. The actions are the specific steps the City and its partners will take in the next five years.

HOW TO READ A PORTLAND PLAN STRATEGY.

2035 Goals and Objectives

The plan's goals and objectives provide big picture statements about what the strategies are designed to achieve.

THE PORTLAND PLAN



PORTLAND TODAY

School readiness: Research shows that early learning experiences, starting at birth, are the most significant contributions to a young person's success through adulthood. Yet, many children in Multnomah County lack access to quality and affordable early childhood education.

At-risk youth: Many of Portland's youth do not have positive adult role models or mentors, stable housing or adequate financial and social support systems to increase their likelihood of success. Many institutions and systems that identify and help at-risk youth are insufficient, siloed and hard to access. Lower-income households often move frequently, and this instability comes at a cost to school districts as enrollment fluctuates — and at a cost to students who lose continuity in their studies and social fabric.

Graduation rate: Only 60 percent of high school students in Portland's five largest school districts graduate in four years. Four-year graduation rates for many youth of color, youth in poverty, English Language Learners (ELL) and youth with disabilities are even lower. The public reaps a significant benefit from investing in educational interventions: national data shows that the typical high school graduate will realize a 50–100 percent increase in lifetime income and will be less likely to be involved in the criminal justice system.

Post-secondary challenges: Only one-third of local high school graduates continue their education after high school. Many students are not exposed to post-secondary opportunities until late in their senior year — or at all. Participation in post-secondary education, vocational training and workplace apprenticeships is disproportionately low for students of color, immigrants and refugees, youth in poverty, English Language Learning (ELL) students and youth with disabilities. Degree completion rates in local community colleges and universities are in the range of 35–60 percent, with students of color, immigrants and refugees, and those with disabilities less likely to graduate. Those students who start but don't complete their post-secondary education are often at a compounded disadvantage: they have lost earning potential while in school and also bear the costs of student loans without the benefit of a degree or certificate.

Lack of supportive youth-adult partnerships: Volunteering and mentoring resources and business partnerships to support youth are neither adequate in number nor effectively distributed among schools and communities. Many immigrant and refugee youth and youth of color would benefit from partnerships, including those with adults of their own culture, but such partnership opportunities are significantly limited.

Health concerns: Youth living in poverty, youth of color, immigrants and refugees, and youth with disabilities experience disproportionate barriers to receiving resources to meet their physical, mental, social and sexual health needs. Poverty and food insecurity play a significant role in consistent attendance and youth achievement. In the 2010–11 school year, more than half of all Multnomah County public school children were eligible for the Free or Reduced Price Lunch program.

Limited youth voice: Youth (ages 0–25) comprise nearly 33 percent of Multnomah County's population but have limited opportunities to participate in decisions that directly affect their lives, including education, public health and safety, transportation, and neighborhood economic development, to name just a few.

Aging learning environments: Aging buildings and years of deferred maintenance are a concern for school districts and for the public. For example, Portland Public Schools needs at least \$270 million for short-term stabilization projects such as fixing leaking pipes and roofs. This excludes costs associated with the full renovation of existing schools or the construction of new schools to meet 21st century standards.

Unstable funding: Changes to Oregon's tax structure in recent decades have created a volatile and unstable funding situation for our K–12 system. The results have produced school budgets that are in a near perpetual state of crisis.

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THRIVING EDUCATED YOUTH



2035 OBJECTIVES

- 1 Success at each stage of growth:** All youth enter school ready to learn and continue to succeed academically, emotionally and socially; they graduate from high school and attain post-secondary degrees or certificates and achieve self-sufficiency by age 25.
- 2 High school graduation rate:** Disparities in graduation rates among youth of color, immigrants and refugees, youth with disabilities and youth in poverty are eliminated. All students are well-prepared for life after high school, and graduation rates are 90–100 percent for all students.
- 3 Post-secondary participation and success:** Ninety to 100 percent of Portland high school graduates successfully complete post-secondary education, vocational training or workplace apprenticeships. Youth of color, immigrants and refugees, youth in poverty, English Language Learning (ELL) youth, youth with disabilities, and first generation college students successfully complete and attain post-secondary degrees or certificates at the same rate as all other students.
- 4 Healthy neighborhoods:** All youth live in safe and supportive neighborhoods with quality affordable housing. Comprehensive, coordinated support systems exist inside and outside of the classroom, including mentors, opportunities for physical activity and healthy eating, affordable transit, public safety, workforce training and employment opportunities.
- 5 Strong systems and partnerships:** Schools and colleges, public agencies, community-based organizations, and businesses align efforts and resources to support youth success through mutually beneficial partnerships (including but not limited to mentorships) within a coordinated system along the Cradle to Career continuum.
- 6 Wellness:** Youth of all ages live free from violence and have access to affordable, healthy food at home and in school. Safe and affordable transportation options, multiple opportunities for indoor and outdoor daily physical activity, and comprehensive health services that address their physical, mental, emotional and sexual health are readily available for all youth.
- 7 Youth voice:** Young people have multiple opportunities to meaningfully participate in decisions that affect their lives, and policymakers value and consider youth perspectives before decisions are made.
- 8 Learning environments:** All indoor and outdoor learning environments are designed to stimulate creativity, meet safety and accessibility regulations, and offer multiple community-serving functions. Portland's investment in education reflects the view that schools are honored places of learning for all community members.
- 9 Stable programs:** The Oregon State tax system is structured to provide stable, adequate funding for excellence in curriculum and teaching quality for all of Portland's school districts. Innovative local funding is welcomed as needed to help fill the gaps in educational objectives.
- 10 Lifelong learning:** Portlanders, regardless of age or ability, have opportunities to continue their education and thrive as lifelong learners and valued resources to the community.

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Guiding Policies

The purpose of the Guiding Policies to the help the City of Portland and partners make long-term investment and budget decisions. The policies also provide direction for the City's Comprehensive Plan, the state-mandated land use, transportation and capital projects plan as well as other local plans.

Each policy has a unique identifier (T-1). The letter refers to the strategy and the number refers to the location of the policy within the strategy. The policy identifiers and Five-Year Action numbers do not correspond with each other.


5-Year Action Plan

The actions are the specific steps partners will take in the next five years (2012-17). Some actions are first steps to achieving significant change. Other actions are quick starts that will provide efficient near-term results. Actions that should significantly reduce disparities are labeled Equity actions.

THE PORTLAND PLAN

Thriving Educated Youth Element 1

A CULTURE OF HIGH EXPECTATIONS AND ACHIEVEMENT FOR ALL PORTLAND YOUTH



Portland, like many communities across the country, is rethinking how to improve student outcomes in the face of chronically low achievement levels and disturbing educational disparities among youth in poverty, youth of color, immigrant and refugees and youth with disabilities.

To be successful throughout life, young people need to grow up in a culture of high expectations expressed and reinforced by family, teachers, counselors, mentors and community members. Starting with prenatal care and affordable, quality early childhood learning experiences, youth need support at each phase of their life to reach self-sufficiency by age 25 and to be prepared and inspired to actively engage in community life.

Increasingly, attaining a post-secondary degree or certificate through educational training, apprenticeships, mentorships or college is a critical step toward obtaining a living-wage job and a high quality of life. Partnerships among public schools (Portland Public, Parkrose, David Douglas, Centennial, Reynolds and Riverdale School Districts), community colleges, training programs and local employers are needed to provide a seamless path for students toward meaningful work and stable careers. Access to career training and education beyond high school, as well as arts and recreational programming, is an aspiration that should be available to all students, regardless of background, race or ethnicity, ability or income. The City is in a unique position to leverage its relationships with the business community to support students as they prepare for and enter the workforce.

Growing up in a family without a tradition of college attendance should not dictate a young person's path; support and encouragement from educational institutions and the community as a whole are critical to raise and maintain high expectations of achievement for all students. While scholarships and financial aid reduce economic barriers to post-secondary education and training, they must be augmented by other support systems to facilitate success for many "non-traditional" students who face a variety of barriers to degree or certificate attainment. Examples of support systems include on-site and affordable childcare, culturally responsive advisors and mentors, English language training, college-level cohorts with coaches, and many others.

This section of the strategy includes actions and policies that provide students with the support and tools they need to successfully complete high school, and to be well-prepared to continue beyond high school into college or career training.

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THRIVING EDUCATED YOUTH

5-YEAR ACTION PLAN

	Number	Related Action Areas	Actions	Partners
EQUITY	21		High school completion and beyond: Develop and expand initiatives that support completion of a minimum of two years of post-secondary education or training leading to a career or technical credential, industry certification and/or associate's degree.	City, PCC, MHCC, WSI
	22		High school and beyond: Expand participation in college access and dual enrollment programs in which high school students take college credit-bearing classes through partnerships between K-12 and post-secondary institutions. Examples include ASPIRE, TRIO and Middle College programs.	School Districts, PCC, MHCC, PSU
EQUITY	23		Tuition equity: As part of the City's legislative agenda, oppose cuts to federal college tuition assistance and advocate for access to higher education for all those who wish to pursue it. Further, advocate for federal policies and regulations that ease the burden of student loan debt and provide for the ability of graduates to pay back their loans, without crippling their credit, and find work.	Office of Government Relations
EQUITY	24		Tuition Equity: Continue to advocate for federal programs such as the Development, Relief and Education for Alien Minors Act (DREAM ACT) that allow qualified immigrant students access to conditional permanent resident status upon meeting education or military service requirements with the opportunity to pursue legal permanent resident status.	Office of Government Relations
	25		College completion: Continue to champion the regional consortium dedicated to the Talent Dividend, an effort designed to increase the number of youth and adults completing college by one percent.	City, PDC, Greater Portland Inc.
EQUITY	26		Cultural competency: Increase the cultural competency of teachers, counselors, case workers and school administrators so they are well-prepared to educate and work with Oregon's increasingly diverse population and to address disparities in discipline rates and practices.	School Districts, PCC, PSU, MHCC, Nonprofits
EQUITY	27		Cultural equity: Build a culturally diverse education workforce and promote curricula that reflect the experiences, histories and cultures of Oregon's communities of color, immigrants and refugees to boost student investment and performance.	School Districts, Nonprofits

ACTION AREAS

- PROSPERITY AND BUSINESS SUCCESS
- HUMAN HEALTH, PUBLIC SAFETY AND FOOD
- DESIGN, PLANNING AND PUBLIC SPACES
- EDUCATION AND SKILL DEVELOPMENT
- TRANSPORTATION, TECHNOLOGY AND ACCESS
- NEIGHBORHOODS AND HOUSING
- SUSTAINABILITY AND THE NATURAL ENVIRONMENT
- EQUITY, CIVIC ENGAGEMENT AND QUALITY OF LIFE
- ARTS, CULTURE AND INNOVATION

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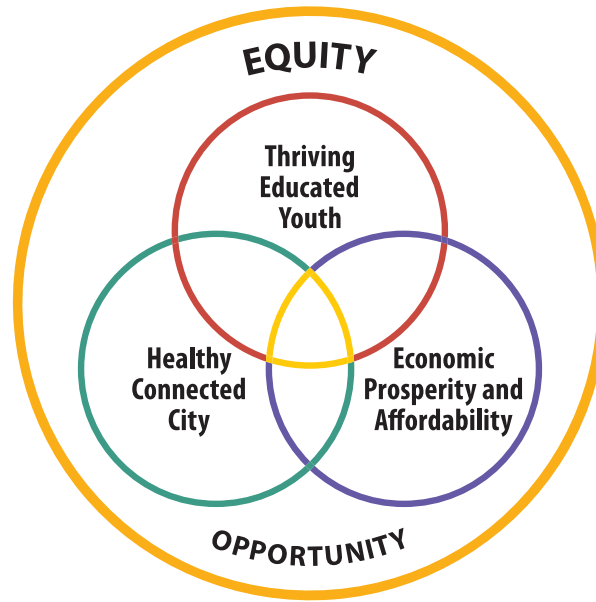
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Action Areas

The nine Portland Plan action areas were the starting point for completing background research and for setting goals and objectives for 2035.

Partners

Partners are the agencies or organizations that will lead or support implementation of the action.



HOW IS EQUITY ADDRESSED IN THE INTEGRATED STRATEGIES?

Thriving Educated Youth

The Thriving Educated Youth strategy recognizes that African American, Native American and Latino students and students in poverty often experience less success than Asian or white students in the current educational system. In response, this strategy includes actions and policies that will give more community and individual support to students to improve social and educational outcomes. The purpose is to give youth the greatest chance to succeed from early childhood to early adulthood, improving their emotional and physical health and ability to participate in community life and earn a stable living.

Economic Prosperity and Affordability

The Economic Prosperity and Affordability strategy recognizes that the strengths of Portland’s economy have not reached everyone and that, sometimes, positive change for some can translate to displacement for others. This strategy includes policies and actions that will reduce household costs, support local hiring and improve job training options for Portlanders so that more people and future generations can share in and contribute to the city’s success. The Economic Prosperity and Affordability Strategy includes actions to support business retention as neighborhoods change.

Healthy Connected City

The Healthy Connected City strategy focuses on providing all Portlanders with an environment that supports a healthy life. To be healthy, Portlanders of all ages, incomes and abilities should have access to some basic things — safe and accessible housing, nutritious and affordable food, transportation options, recreation opportunities, a healthy natural environment and well-designed places to gather and connect with neighbors. Currently, some of the city’s neighborhoods lack these basic elements. These often are the same neighborhoods with the most affordable housing and young residents. The Healthy Connected City strategy proposes actions, policies and investments to bring more of these qualities of connected communities to more parts of Portland and to make the city more resilient, connected and healthy.





THRIVING EDUCATED YOUTH

GOAL: ENSURE THAT YOUTH (AGES 0–25) OF ALL CULTURES, ETHNICITIES, ABILITIES AND ECONOMIC BACKGROUNDS HAVE THE NECESSARY SUPPORT AND OPPORTUNITIES TO THRIVE — BOTH AS INDIVIDUALS AND AS CONTRIBUTORS TO A HEALTHY COMMUNITY AND PROSPEROUS, SUSTAINABLE ECONOMY.

This will be achieved by focusing on actions and policies that:

- **Build a culture of high expectations and achievement for all Portland youth.** Expectations expressed directly and indirectly by teachers, counselors, administrators and community members help shape the expectations that youth have for themselves.
- **Encourage all Portlanders to share in a sense of ownership for youth success.** The economy and community all benefit when children and youth flourish academically, physically, emotionally and socially.
- **Create complete neighborhoods and communities that support youth success.** Youth need safe homes, access to physical and social resources, and caring adults outside of as well as inside the classroom.
- **Support facilities, systems and programs that meet 21st century opportunities and challenges.** Buildings, technology and programs must be accessible, durable and adaptable to meet emerging needs.

Achieving this goal requires focus and collaboration among a broad spectrum of community partners, including educational institutions, businesses, public agencies and community-based organizations. The Cradle to Career Partnership in Multnomah County has committed to driving durable and systemic change through a new “civic infrastructure” of partners who share a common agenda and are ready to align resources around three strategic priorities:

1. Eliminate disparities in children and youth success;
2. Link community and family supports to children and youth success; and
3. Ensure that every child enters school prepared to learn.

Cradle to Career is the cornerstone of this Thriving Educated Youth strategy, and is embodied in the second of the four strategy elements. Additional guiding policies and five-year actions complement and support the collective efforts of the Cradle to Career partnership.



PORTLAND TODAY

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This section of the strategy includes actions and policies that provide students with the support and tools they need to successfully complete high school, and to be well-prepared to continue beyond high school into college or career training.

GUIDING POLICIES

▶	Build strategic and effective partnerships among public agencies, formal and informal educators, community-based partners, businesses and youth to:
T-1	<ul style="list-style-type: none"> ■ Express and reinforce high expectations for young people to prepare them for high achievement and graduation. ■ Expose youth to college opportunities at early stages of high school. ■ Sustain and expand internships, apprenticeships and other work-based experiential learning opportunities for high school youth. ■ Increase enrollment of high school graduates in the higher education system. ■ Increase the number of degrees awarded locally. ■ Align educational programs with targeted workforce development.
▶	Provide ongoing support and training to teachers, advisors, administrators, parents and other adults, and students to ensure that programs and practices inside and outside the classroom are responsive to Portland's diverse cultures.
T-2	<ul style="list-style-type: none"> ▶ Target resources and support services to reduce barriers to attaining post-secondary degrees and certificates for non-traditional students (e.g., those balancing work and school, and students with young children).
▶	
T-3	

5-YEAR ACTION PLAN

	Number	Related Action Areas	Actions	Partners
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ACTION AREAS

-  PROSPERITY AND BUSINESS SUCCESS
-  EDUCATION AND SKILL DEVELOPMENT
-  SUSTAINABILITY AND THE NATURAL ENVIRONMENT
-  HUMAN HEALTH, PUBLIC SAFETY AND FOOD
-  TRANSPORTATION, TECHNOLOGY AND ACCESS
-  EQUITY, CIVIC ENGAGEMENT AND QUALITY OF LIFE
-  DESIGN, PLANNING AND PUBLIC SPACES
-  NEIGHBORHOODS AND HOUSING
-  ARTS, CULTURE AND INNOVATION

SHARED OWNERSHIP FOR YOUTH SUCCESS

Government, private sector and educational partners in Multnomah County are committed to strategically aligning resources and efforts through the Cradle to Career initiative, an approach modeled on the successful Strive Partnership in Cincinnati, Ohio and Northern Kentucky, and managed by All Hands Raised.

The goals of Cradle to Career are for all students to:

- Be prepared for school.
- Be supported inside and outside of school.
- Succeed academically.
- Enroll in post-secondary education or training.
- Graduate and begin a career.

The Cradle to Career, initiative is based on the premise that the community at large — parks and recreation providers, service organizations, public safety partners, businesses and neighbors, among many others — not just educational institutions, are responsible for youth success.

Through Cradle to Career partner agencies and organizations work collectively toward a shared set of goals deemed to create the biggest difference. Cradle to Career highlights the power of collective impact: how large-scale social change can best occur when resources and efforts are closely aligned among cross-sector partners.

The structure for Cradle to Career includes:

- A shared community vision, developed with the participation of engaged leaders.
- Evidence-based decision making, looking at community-level outcomes.
- Collaborative action to address collectively-defined priorities.
- Investments that follow a plan and community engagement.

Youth will have a voice in shaping and implementing the Cradle to Career agenda through the Multnomah Youth Commission’s representation on the Cradle to Career Council and through other avenues that invite youth engagement in decisions and actions.

The Cradle to Career strategic priorities are:

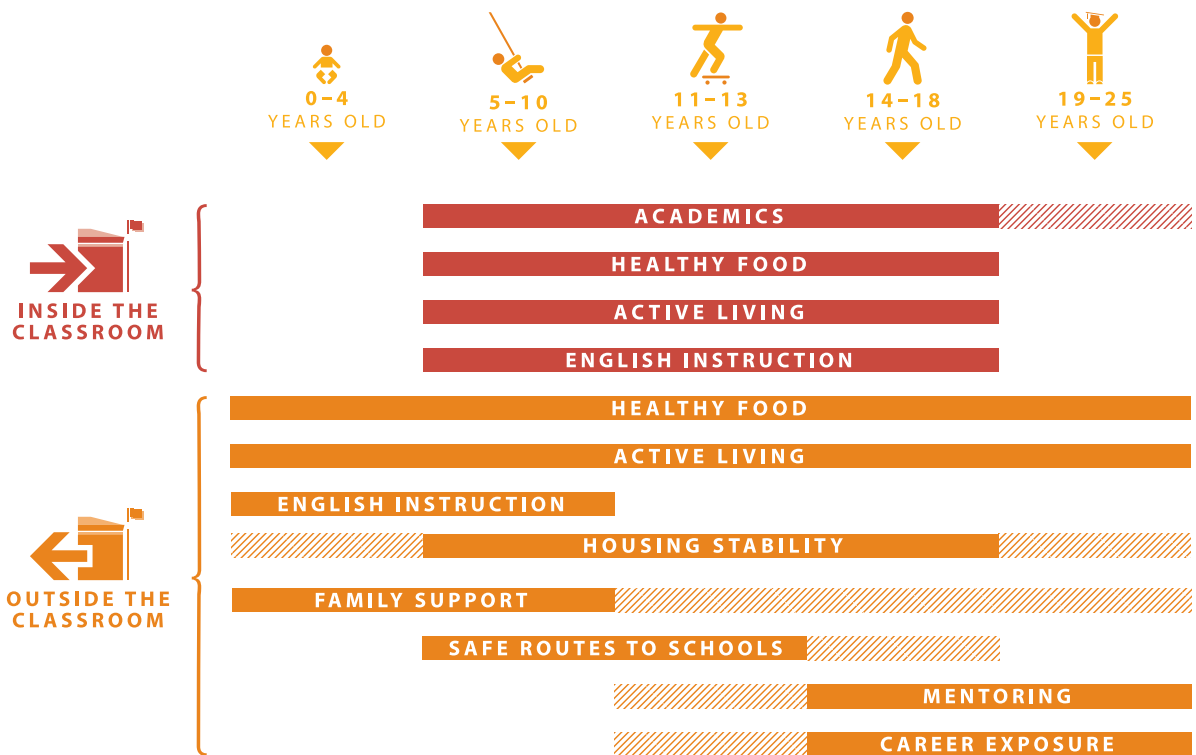
- Eliminate disparities in children and youth success.
- Link community and family supports to children and youth success.
- Ensure that every child enters school ready to learn.

GUIDING POLICIES

▶ T-4	Conduct outreach and dialogues with the public, including youth and their families, about educational goals, desired outcomes and strategic interventions that will improve the success of our public schools.
▶ T-5	Base decisions on collectively developed indicators, ensuring that data is disaggregated to understand and address disparities in achievement.
▶ T-6	Focus strategies and resources towards needs-based interventions that yield the highest impact, with a focus on continuous improvement.
▶ T-7	Support funding strategies and partnerships to ensure increased affordability and access to early childhood and higher education.
▶ T-8	Provide meaningful opportunities for youth to participate in decisions that affect their lives.
▶ T-9	Encourage intergenerational mentoring, tapping the knowledge and experience of Portland’s older adults.

5-YEAR ACTION PLAN

Number	Related Action Areas	Actions	Partners
28	 	Collaborative action: Build public, nonprofit and private sector collaboration and alignment on community-identified educational priorities with a focus on continuous improvement and measurable results.	All Hands Raised, SUN Service System, Nonprofits, School Districts
EQUITY 29	  	Track progress for continuous improvement: Track youth outcomes using educational, social and community indicators developed through the Cradle to Career initiative. Through this action, help ensure that Portland youth are making progress towards educational success and self-sufficiency. Utilize data that is disaggregated by race/ethnicity, levels/types of disabilities and socioeconomic levels.	All Hands Raised, Nonprofits
EQUITY 30	 	Early childhood investments: Support programs designed to improve the quality and availability of child care for families in poverty including preschool programs and home visits.	Portland Children's Levy, Nonprofits
31	  	Inventory resources: Work with young people to inventory and map youth-serving programs and resources along the Cradle to Career continuum and make results available on the web.	BPS; 211 Info
EQUITY 32	 	Youth empowerment: Refresh and reaffirm the Youth Bill of Rights.	City, Multnomah Youth Commission, Multnomah County



NEIGHBORHOODS AND COMMUNITIES THAT SUPPORT YOUTH



Strong, positive relationships with caring and supportive adults are critical to youth success. Enriching after-school and summer activities and safe schools and neighborhoods free of bullying and gang activity are also important. Neighborhoods and communities that support intergenerational activities include the optimal blend of ingredients to improve the likelihood of positive outcomes for youth.

Equally critical are the physical environments in which youth are raised. Youth must have safe homes and neighborhoods; affordable transit; safe bicycling and walking routes to school and other destinations; access to recreation and nature to improve their mental and physical health, with a corresponding benefit to their academic and social outcomes; and safe, welcoming places for positive social interaction with peers and mentors. Stable housing is also a key contributor to student success. Data shows that when students move frequently and change schools, achievement often suffers.





















The SUN (Schools Uniting Neighborhoods) Service System, which is a partnership of Multnomah County, Portland Parks and Recreation and several local nonprofit organizations, has a strong record of promoting educational success and family self-sufficiency. Through its integrated network of social and support services for youth, families and community members, SUN manages an array of community-based services including academic support and skill development for youth, early childhood programs, parent-family involvement and education, after-school and summer activities, physical and mental health programs, anti-poverty services and many others. Numerous nonprofit and faith-based programs also actively support youth and families throughout the community.

Parents, public agencies, public schools, higher education institutions, businesses and other non-parent community members can collaborate to offer volunteer and mentoring opportunities at every public school and in other community settings. Through mutually beneficial partnerships among local businesses, schools and colleges, school-to-work pathways can be tailored to address the demands of a nimble workforce that is responsive to economic changes and new opportunities.

GUIDING POLICIES

<p>▶</p> <p>T-10</p>	<p>Capitalize on the opportunities that public schools offer as honored places of learning as well as multi-functional neighborhood anchors to serve local residents of all generations.</p>
<p>▶</p> <p>T-11</p>	<p>Focus public investment in community infrastructure including education, recreation, housing, transportation, health and social services to reduce disparities faced by youth of color, families in poverty, youth with disabilities and others at risk of not graduating from high school.</p>
<p>▶</p> <p>T-12</p>	<p>Stabilize housing for homeless and low-income families with young children to reduce student mobility rates and provide educational continuity for students throughout the school year.</p>
<p>▶</p> <p>T-13</p>	<p>Support collaborative efforts between public safety providers, youth and other community members, organizations and businesses to decrease gang violence and other threats to public safety through positive relationship-building and holistic approaches.</p>
<p>▶</p> <p>T-14</p>	<p>Target city budget decisions to support local school districts' major capital investments through complementary improvements including recreational fields, sidewalks and safe crossings, and others that leverage limited capital funding available for schools within the city.</p>
<p>▶</p> <p>T-15</p>	<p>Make it easier for students to get to school, work and other needed services on public transit.</p>

5-YEAR ACTION PLAN

	Number	Related Action Areas	Actions	Partners
EQUITY	33	 	Place-based strategies: Expand presence of Schools Uniting Neighborhoods (SUN) to all schools in the city/region and increase investment in anti-poverty services in schools that are in the top tier for poverty.	Multnomah County, City, School Districts, SUN Service System, Nonprofits
EQUITY	34	  	Housing stability: Target rental assistance programs to low-income households with students, particularly where schools are experiencing high student mobility rates.	PHB, Home Forward, Multnomah County, SUN Service System, Nonprofits
	35	 	Healthy eating and active living: Maintain programs such as the Healthy Portland Initiative that increase childrens indoor and outdoor physical activity and healthy food choices in schools.	Multnomah County, School Districts
	36	 	Youth action: Maintain the Youth Action Grants Program to provide seed funds to young people to design, develop and implement small, local community-building projects.	City, Multnomah County, Nonprofits, Businesses
	37	 	Teen programs: Revive teen-oriented after-school, weekend and summer recreation programs in locations throughout the city. Consult with teens to align program design and locations with youth needs and preferences.	PP&R, SUN Service System, Nonprofits
EQUITY	38	  	Safe routes to schools: Maintain and expand the Safe Routes to Schools program, which currently serves K–8 students, to reach all middle and high school students in Portland. Continue programs that improve youth health through walking and biking. Give priority to schools that serve large numbers of students in poverty, students of color and students with language barriers.	PBOT, School Districts, SUN Service System, Multnomah County Health Department, Metro, Nonprofits
	39	  	Transit access: Maintain the Youth Pass program that provides TriMet passes to high school students at Portland Public Schools during the school year. Explore expanding this program beyond Portland Public Schools.	TriMet, PPS, David Douglas, Centennial, Parkrose and Reynolds School Districts
	40	  	School attendance: Increase attendance by strengthening relationships among families, youth and teachers to determine why a child is not in school. Address issues that affect student attendance and success such as bullying or lack of child care, food, transportation, clothing, and dental/health care, etc.	Portland Police Bureau Youth Services Division, Nonprofits, School Districts

COMMUNITY CENTER.
ESL CLASSROOM.
PLAYGROUND.
MY SCHOOL IS ALSO MY GARDEN.
HEALTH CLINIC.
FOOD PANTRY.
WORKOUT SPACE.

FACILITIES AND PROGRAMS THAT MEET 21ST CENTURY OPPORTUNITIES AND CHALLENGES



To be prepared for a globally competitive and entrepreneurial workforce, students need opportunities and support to be strong critical thinkers, technically savvy, and to excel in core subjects. Evidence points to the importance of access to arts, music, physical and environmental education, training and professional development as well as options that focus on innovation, creativity and entrepreneurship.

While the focus of this strategy is on improving student success, much of the technology and many of our educational facilities are not up to the task. Across the city, students attend school in buildings with inadequate heating, cooling and ventilation systems. The buildings need upgrades for earthquake preparedness; and many lack accessibility for students, staff and visitors with disabilities. Many East Portland schools are severely overcrowded.

Rehabilitation of the city's historic school buildings needs to be accomplished in ways that respect these buildings as beloved, integral parts of the character and identity of Portland's neighborhoods. Innovative and adaptive reuse can help maintain these treasured buildings as anchors in the community and as models of sustainability and resource stewardship for generations of students — and community members — to come.





School districts face longstanding problems in raising funds for building improvements. While state funds are available for teaching and administration, building (capital) investments and regular maintenance and energy upgrades are dependent on local funding. The ability of local districts to raise the funds often does not match the need.

Breaking out of this bind requires new ideas and methods for how we share, combine and leverage local sources of funding. For instance, there may be ways to meet the school facility needs in fast growing areas such as the Central City and East Portland through sharing finance or facilities among local governments and institutions. Progress also requires longer-term changes at the state level. For instance, state law could be changed to require annual investments in facility improvements, including accessibility renovations for ADA compliance, similar to the approach taken in the State of Washington.

GUIDING POLICIES

<p>▶ T-16</p>	<p>Enable educational and community facilities to serve multiple purposes and generations, coordinate and leverage public capital funds, and build a sense of community ownership.</p>
<p>▶ T-17</p>	<p>Operate more efficiently, predictably and in a more cost-effective manner through intergovernmental agreements among the City, government agencies and school districts.</p>
<p>▶ T-18</p>	<p>Support legislative efforts in Salem to reform education funding in Oregon, to improve the ongoing maintenance of our school facilities, and to correct recent economic pressures affecting necessary maintenance over time.</p>
<p>▶ T-19</p>	<p>Support curricula and educational opportunities that foster creativity and critical thinking to prepare students for a workforce that is globally competitive, entrepreneurial and responsive to economic change.</p>
<p>▶ T-20</p>	<p>Design facilities and programs to flexibly adapt to changes in teaching approaches and technology over time, and equitably address the needs of learners of different abilities and learning styles.</p>
<p>▶ T-21</p>	<p>Utilize school grounds and facilities as green spaces, community gardens, playgrounds and other physical activity resources for neighborhoods with little or no other access to green spaces.</p>
<p>▶ T-22</p>	<p>Provide accessibility for students, staff and visitors with disabilities by incorporating universal design practices into new and rehabilitated school facilities.</p>

5-YEAR ACTION PLAN

Number	Related Action Areas	Actions	Partners
41		Multi-functional facilities: Create new Comprehensive Plan policies and zoning for schools, colleges and universities to flexibly accommodate multiple functions that serve community members of all ages, while maintaining accountability to neighborhood concerns regarding impacts.	BPS, SUN Service System, School Districts
42		Joint use agreements: Develop or update joint-use agreements between Portland Parks and Recreation and all local school districts. Explore coordinated operations, grounds management and shared facilities, particularly in areas underserved by community centers.	PP&R, School Districts
43		Regular consultation: Develop agreements between the City and each school district to outline protocols for consultation related to issues and decisions of mutual interest and concern.	BPS, School Districts
44		Support different learning needs: Inventory local facilities and programs to assess their ability to accommodate differing abilities and learning styles.	OEHR, School Districts
45		Safety and Physical Accessibility: Fund seismic and accessibility upgrades at public schools. Develop a specific revenue stream for seismic and ADA improvements in school facilities.	School Districts, City, PBEM
46		Arts and culture programming: Advocate for full funding for the National Endowment for the Arts and increased funding for arts education to prevent diminished service to Portlanders.	Office of Government Relations, Nonprofits, RACC
47		Conservation education: Support the Outdoor School, year-round conservation education and nature play/study to ensure every student is exposed to his or her natural environment and learns what individuals can do to ensure the ecological health of their neighborhood and the city. Use curriculum materials developed by the national No Child Left Inside movement.	Intertwine Alliance, SUN Service System, Multnomah Educational Service District
48		New East Portland Education Center: Develop a funding strategy for the Gateway Education Center as a partnership of Parkrose and David Douglas school districts, Mount Hood Community College, Portland State University and the City of Portland.	Parkrose and David Douglas School Districts, MHCC, PSU
EQUITY 49		Campus investment: Support Portland Community College's planned transformation of its Southeast Center into a vibrant full-service campus and community anchor, as well as PCC's planned expansion of its Cascade Campus, by helping to catalyze complementary local development and investing in supportive community-serving infrastructure.	PCC, City



PORTLAND IS A PLACE FOR ALL GENERATIONS.

Portland must become a city that is a great place to live for people of all ages and abilities. The Thriving Educated Youth strategy focuses on the need to provide support and opportunities for youth to thrive; this will ultimately benefit all Portlanders and is key to reducing disparities among our communities.

Although Portland has been named one of the best places to retire in the U.S. on national lists, over the next 25 years Portland must become a more age-friendly city. The aging of the Baby Boom and Gen X generations and their increasing longevity will present challenges and opportunities that will be a key part of how we plan for the future of our city. The Portland Plan moves forward on making Portland a more age-friendly city in several ways:

- **Framework for Equity.** The Framework for Equity recognizes that Portland must become a city where access to opportunity, safe neighborhoods, safe and sound housing, healthy food, efficient public transit and parks and green spaces are available to people of all ages and abilities, and calls for meeting and exceeding the Americans with Disabilities Act.
- **Age-friendly city action plan.** Portland is one of only two U.S. cities accepted as pioneer members of the World Health Organization's (WHO) Global Network of Age-Friendly Cities. According to the WHO, an Age-Friendly City is one that, "adapts its structures and services to be accessible to, and inclusive of, older people with varying needs and capacities ... it emphasizes enablement rather than disablement, and is friendly for all ages." The City of Portland and its community partners will undertake an Action Plan on Aging to assess how Portland can become a more age-friendly city and will identify implementation strategies.
- **Accessible housing.** Finding accessible, barrier-free housing can be difficult for older adults and others with mobility needs, especially given that the majority of Portland's housing is over 50 years old and typically has stairs and other features that limit accessibility. The Portland Plan places a new priority on expanding the availability of housing that incorporates accessible design to meet the needs of people of all ages and abilities.
- **Accessible community hubs.** People of all ages need safe, welcoming places that encourage physical activity and social inclusion and interaction. Recognizing that many older adults and people with disabilities cannot walk or roll very far, the Portland Plan prioritizes locating more housing for elders and mobility-limited residents in places, such as neighborhood hubs, where proximity to services and transit and accessible sidewalks makes it easier to live independently. The plan also encourages schools, colleges and universities to flexibly accommodate multiple functions, serving community members of all ages.
- **Safety and accessibility on civic corridors.** While all TriMet buses are fully accessible, getting to some bus stops can be challenging. Safety and accessibility of some of Portland's major transit streets can be enhanced by sidewalks and marked crosswalks. The Healthy Connected City strategy's civic corridors approach will prioritize improvements to prominent transit streets to make them truly transit- and pedestrian-oriented places, with improved sidewalks, pedestrian crossings and transit facilities. They will include features that support community livability and environmental sustainability.
- **Medical institutions.** Portland's aging population will increase the demand for medical services. The Portland Plan responds to this growing need by calling for new approaches to accommodate the growth of institutional facilities and neighborhood centers that may support health facilities, and for increasing workforce training in health care and senior services.
- **Inter-generational mentoring.** The accumulated knowledge and wisdom of Portland's older population is an invaluable asset to the community. The Thriving Education Youth strategy recognizes this and encourages more inter-generational mentoring.

Ten actions that help make Portland a more physically accessible and age-friendly city.

Action 1: Enforce Title VI

Action 2: Track the information needed to understand disparities

Action 14: Implement the Disabilities Transition Plan

Action 78: Remove barriers to affordable housing

Action 82: Physically accessible housing

Action 84: Align housing and transportation investments

Action 103: Age-friendly city

Action 107: Quality, affordable housing

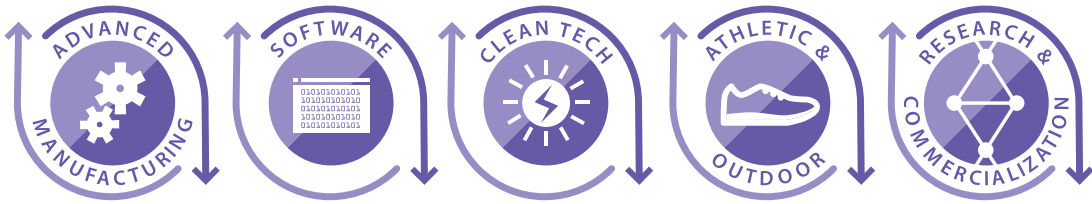
Action 108: Transit and active transportation

Action 125: Pedestrian facilities





A F F O R D A B I L I T Y



P R O S P E R I T Y

