

Portland Schools Foundation

## **Cradle to Career Partnership: Creating Meaningful Change in Portland and Multnomah County For Children and Youth**

### **Background**

Beginning in the fall of 2009 the Portland Leaders Roundtable on Education, the Mayor and County Chair's Education Cabinet and Portland State University joined with other partners to look for an innovative approach to address the deepening achievement gap and lagging educational attainment in Multnomah County. Spurred by unacceptably low high school graduation rates and fatigued by rolling reforms, they studied a promising initiative gaining national momentum called Strive. This initiative unites investors, educators, providers and stakeholders around the success of all young people in a community using shared issues, goals, measurements and results, and then actively supports and strengthens strategies that work. Local leaders from the public and private sectors, and six Multnomah County superintendents, representing 91,000 students, endorsed this "collective impact" approach to become the local framework to radically improve student success from cradle to career. These leaders have focused their shared efforts into a single, unified effort to advance the Cradle to Career (C2C) initiative, with the Portland Schools Foundation (PSF) selected as the "backbone organization" to guide the effort.

### **Cradle to Career Goals**

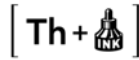
C2C is organizing to accomplish five goals for every child in Portland and Multnomah County.

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

The initiative uses evidence-based decision-making to support the implementation of targeted strategies led by diverse partnerships, or networks, made up of existing local organizations with expertise in each area. Using the first body of research on community-wide student success indicators collected and published in 2010 by PSU as a starting point, strategies will focus on both the academic and social indicators of success. In the future, partners will share data to continually track their progress. A council of local leaders from both private and public sectors will be recruited to oversee the C2C framework and will be asked to commit to act in concert, align their respective resources and advocate for change in order to move the needle for local students, especially students of color, poor students, and those who are chronically behind.

### **The Backbone Organization**

PSF will lead the effort to develop and manage the C2C framework for Portland and Multnomah County. As the "backbone organization", PSF brings dedicated staff, a strong and diverse board, and a proven track record as an independent voice for student success. The PSF board has adopted a new governance model to reflect its expanded scope of work and is currently developing business, organization and communications plans. All of this planning and work is setting the table for PSF to enlist partners to convene and take leadership on specific strategies at targeted points along the continuum, while playing the crucial role of maintaining the vision on behalf of the community, assuring shared accountability, reporting results and ultimately significantly improving outcomes for the children and youth of our community.



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## The Strive Partnership

Portland is one of five cities nationally selected to build upon the successes of the Strive partnership launched by Cincinnati leaders to tackle local issues surrounding student success. PSF has received a two-year matching grant from Living Cities, a collaborative of 22 of the world’s largest foundations and financial institutions. The grant supports PSF’s close collaboration with Strive to develop a lasting local civic infrastructure to move all students through their educational path and into a successful adulthood. In the four years since the group was launched, Strive partners have improved student success in dozens of key areas across three large public school districts. Despite the recession and budget cuts, 34 of the 53 success indicators that Strive tracks have shown positive trends, including high school graduation rates, fourth-grade reading and math scores, and the number of preschool children prepared for kindergarten. Building upon lessons learn by Strive, the local Cradle to Career initiative will serve as a catalyst for working together, across sectors, and along the educational continuum, to drive better results in education.

## The Roadmap to Student Success

Every student will:

Goal 1: Be prepared for school

Goal 2: Be supported inside and outside of school

Goal 3: Succeed academically

Goal 4: Enroll in postsecondary education or training

Goal 5: Graduate and enter a career

### ACADEMIC INDICATORS

- Number of children receiving quality childcare
- Number of children participating in full-day or half-day

- Students meeting academic benchmarks, gr. 3, 8, 10
- Students in after-school programs

- Tutoring/grade makeup
- SAT/ACT, college ready
- 10<sup>th</sup> grade writing
- On-time graduation

- Enrollment in 2–4 year institution

- Highest degree at age 25
- Self-sufficient by age 25

← LEP achievement →

0–K

1–5

6–8

9–12

Training/Certificate or 2-year degree

4-year degree

Career

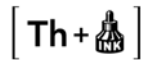
- Number of mothers with access to prenatal care

- Students eligible for free/reduced lunch
- Parent/caregiver involvement

Transition Points

- Employment and poverty rates

### SOCIAL INDICATORS



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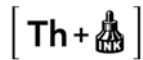
## Council for the Cradle to Career Partnership

### Co-Chairs

Gregg Kantor, NW Natural  
Judy Pepler, 2011 Broad Fellow

### Members

Sam Adams, City of Portland  
Swati Adarkar, Children's Institute  
Jaqueline Altimirano, Mount Hood Community College student  
Shane Bemis, City of Gresham  
Jay Bloom, United Way of the Columbia-Willamette  
Jeff Cogen, Multnomah County  
Michael Ellis, Fred Meyer  
Karen Gray, Parkrose School District  
Don Grotting, David Douglas School District  
Joyce Henstrand, Reynolds School District  
Tony Hopson, Self Enhancement, Inc.  
Krista Larson, Metropolitan Family Services  
Sue Hildick, Chalkboard Project  
Rebecca Levison, Portland Association of Teachers  
Nichole Maher, NAYA Native American Youth and Family Center  
Sandra McDonough, Portland Business Alliance  
Andrew McGough, Worksystems, Inc.  
Sarah Mensah, Portland Trail Blazers  
Kevin Palau, Palau Foundation  
Daniel Pierson, Cleveland High School student  
Jim Piro, Portland General Electric  
Preston Pulliams, Portland Community College  
Steve Rector, Centennial School District  
Michael Reese, City of Portland Chief of Police  
Carmen Rubio, Latino Network  
Dan Saltzman, Portland Children's Levy  
Jim Schlachter, Gresham-Barlow School District  
Charles Schlimpert, Concordia University  
Michael Schrunk, Multnomah County District Attorney  
Carole Smith, Portland Public Schools  
Keith Thomajan, Camp Fire Columbia  
Ken Thrasher, Compli  
David Underriner, Providence Health Systems  
Bob Van Brocklin, Stoel Rives  
Joani Wardwell, Wieden + Kennedy  
Craig Wessel, Portland Business Journal  
Malia Wasson, U.S. Bank  
Duncan Wyse, Oregon Business Council  
Wim Wiewel, Portland State University



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**Steering Committee for the  
Cradle to Career Partnership**

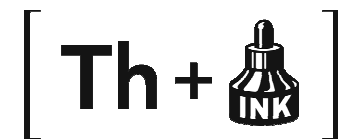
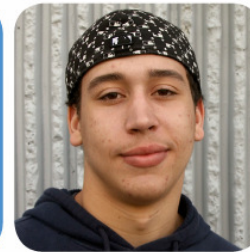
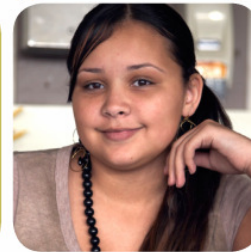
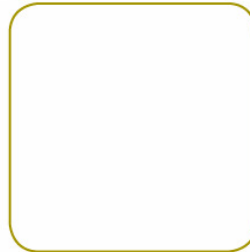
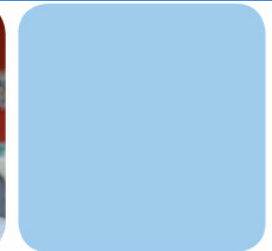
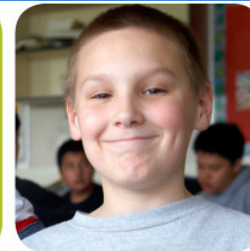
**Co-Chairs**

Consuelo Saragoza, Multnomah County Health Department  
Susheela Jayapal, Parent Leader

**Members**

Joyce Henstrand, Reynolds School District  
Randy Hitz, Portland State University  
Kali Ladd, City of Portland, Office of the Mayor  
Mark Jackson, REAP, Inc.  
Heather Ficht, Worksystems, Inc.  
Carole Morse, Portland General Electric  
Lisa Pellegrino, Portland Children's Levy  
Lorenzo Poe, Jr., Portland Public Schools  
Roberta Phillip, Multnomah County, Office of Chair Cogen  
Josh Todd, Multnomah County Commission of Children, Families & Community

# Cradle to Career Council Meeting *April 12, 2011*

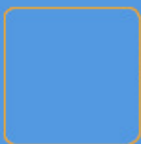


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# Cradle to Career

A Lasting Civic Infrastructure for Improved Outcomes for All Students



**Why are you committed  
to this effort?**



## Role of the Cradle to Career Council

- **Provide inspiration, leadership, advocacy, resource development, and guidance for the Cradle to Career movement**
- **Serve as public and visible champions for the partnership**
- **Oversee the performance of the overall partnership and its component workgroups and strategies**
- **Support action-oriented, cross-sector dialogue and collaboration**
- **Annually publish a report on community indicators and progress**



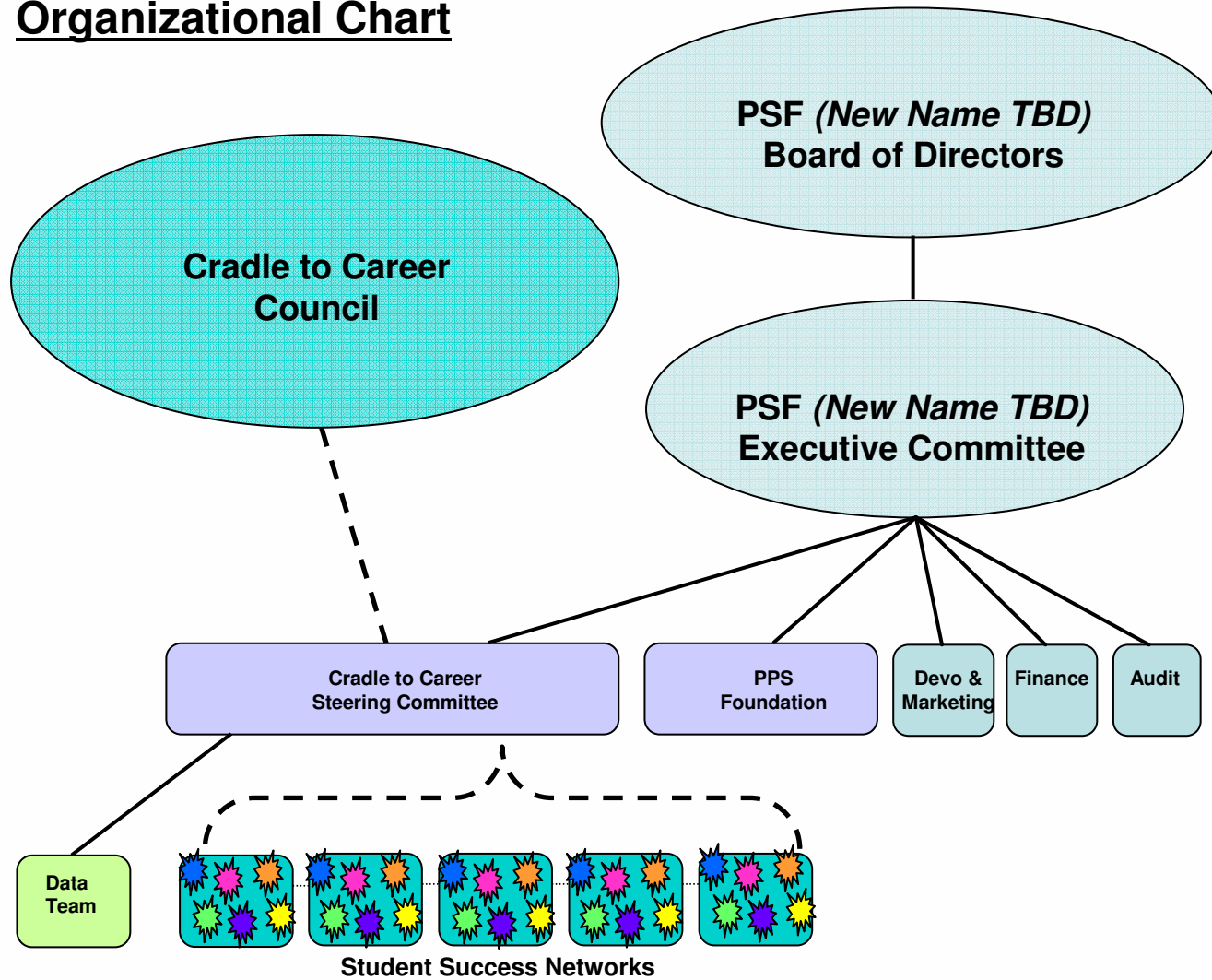


## **Role of the Cradle to Career Steering Committee** (Sub-Committee of PSF Board)

- **Guide the overall implementation of the partnership**
- **Ensure the regular collection and reporting of data**
- **Guide the development of priority strategies and community working groups and evaluate success**
- **Ensure regular and productive meetings for the Cradle to Career Council**
- **Pursue implementation of guidance provided by the Cradle to Career Council under the ultimate authority and oversight of the PSF Board of Directors**

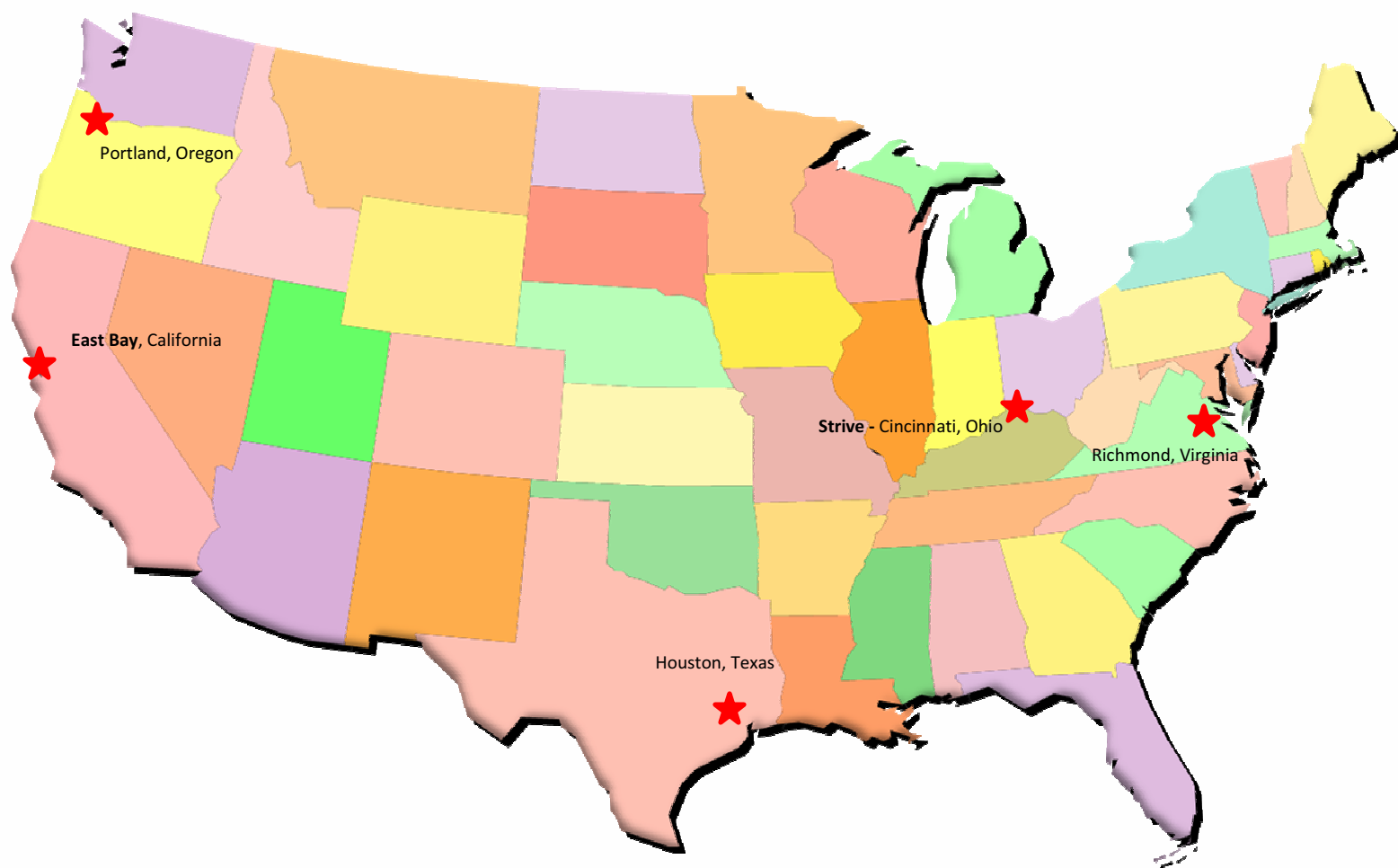


## Organizational Chart





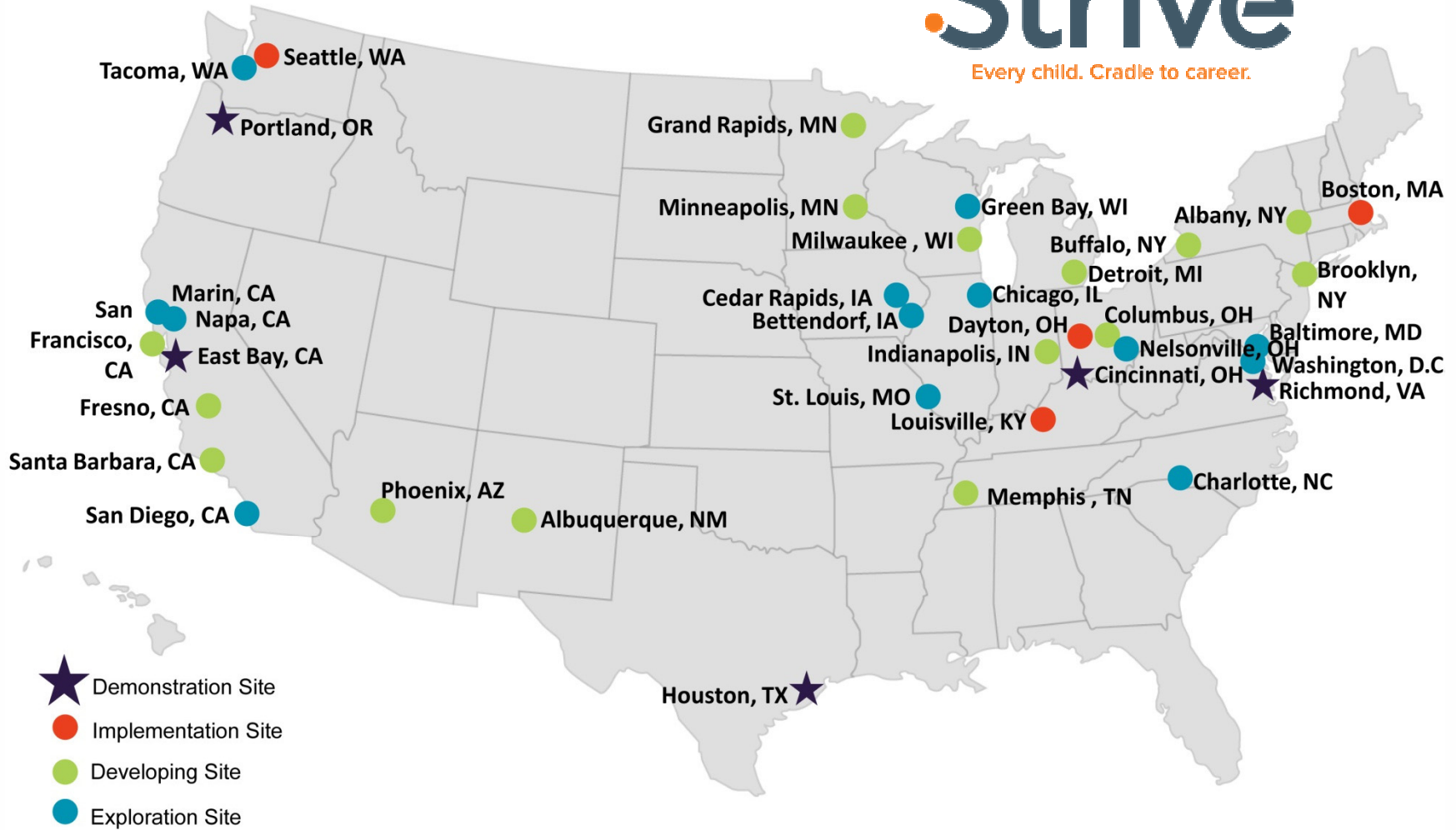
# Strive Demonstration Sites

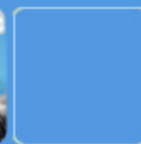




# Strive

Every child. Cradle to career.





# Portland Mayor Sam Adams





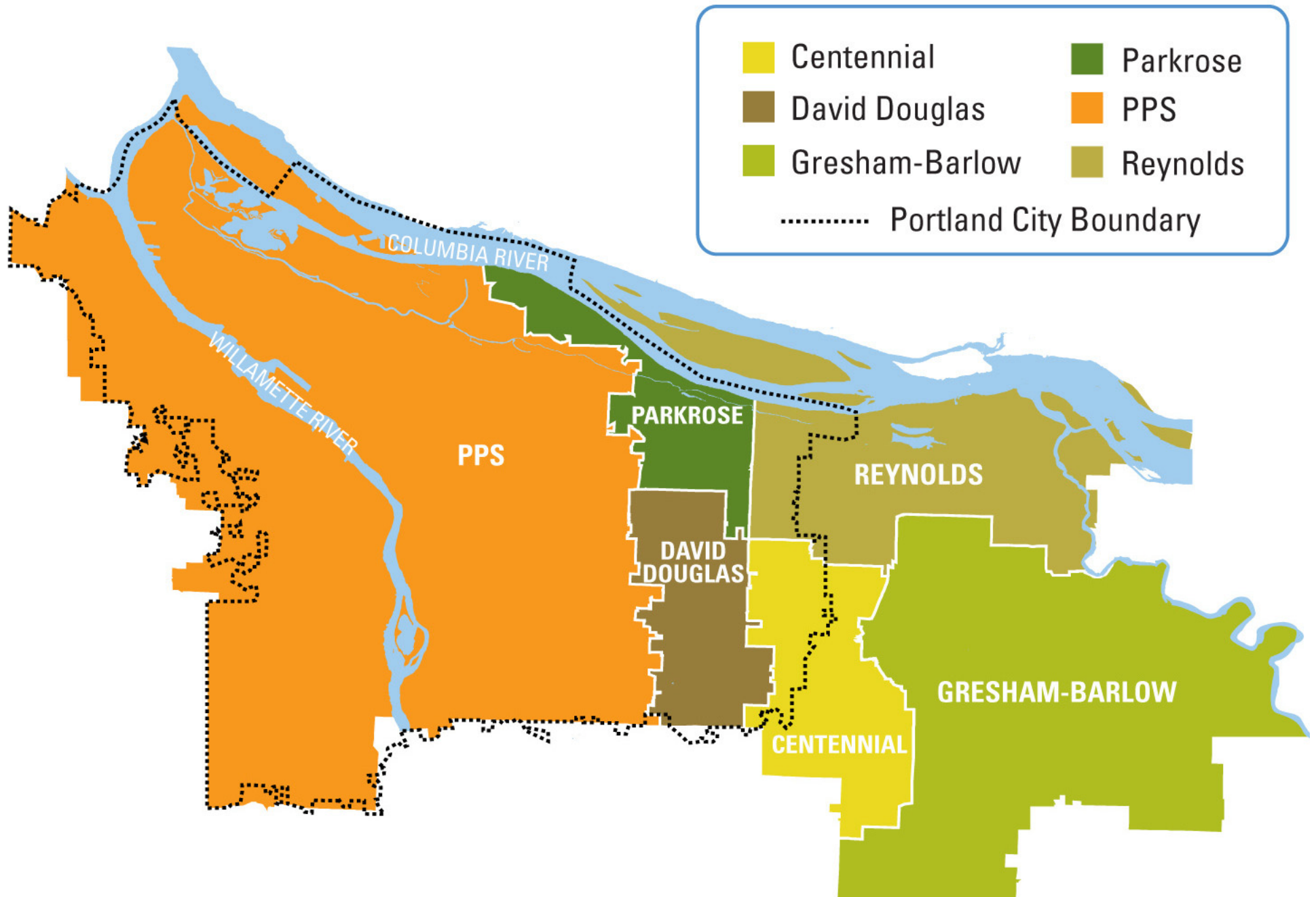
# Multnomah County Chair Jeff Cogen



# Sarah Mensah

## Portland Trail Blazers

# Boundaries for Major Public School Districts Serving Multnomah County





## Investor Phase

- ✓ **City of Portland**
- ✓ **Leaders Roundtable**
- ✓ **Living Cities**
- ✓ **NW Natural**
- ✓ **Northwest Evaluation Association**
- ✓ **Portland Children's Levy**
- ✓ **Portland State University**
- ✓ **Roast Festival Attendees Paddle Raise**
- ✓ **United Way of the Columbia-Willamette**



*First edition*  
[www.CradleToCareer.wordpress.com](http://www.CradleToCareer.wordpress.com)

Partnering for Student Success—  
The Cradle to Career Framework

# 2010 Report

TO THE COMMUNITY





# Data Criteria

- The indicator must be a valid measure of concepts outlined on the birth to career framework's Student Roadmap to Success, measuring student success from birth through post-secondary and into a career.
- The indicator must be easily understandable to local stakeholders.
- The indicator must be reasonably similar across jurisdictions.
- The data underlying the indicator must be produced by a reputable source.
- All or most of the indicators must be affordable to gather and report.
- The data should be available consistently over time.
- Each indicator should be useful in the day to day work of educators and organizations working to improve student outcomes.
- Data must be disaggregated (or disaggregate-able) to identify differences among different groups of students.
- Although priority is given to using existing data sources, it is possible that consensus will emerge around the creation of new indicators and measures.
- We should utilize data points that are most likely to generate synergy across multiple organizations.
- The number of indicators for each goal area should be kept to a minimum for the sake of clarity and simplicity



# Data Indicators (2010)

- **Goal 1: Prepared for School**
  - Teen births
  - Mothers receiving pre-natal care
  - Level of child care provider training
  - Head Start participation
  - Full-day kindergarten participation
- **Goal 2: Supported Inside and Outside of School**
  - Students perception of adult support
  - After school support: SUN and SEI
- **Goal 3: Succeed Academically**
  - Increase academic achievement
  - Graduation from high school on time
  - Increasing poverty rates in the county
- **Goal 4: Enrolling in Postsecondary Education**
  - Readiness for postsecondary education or training
  - Enrollment in college or a training program
- **Goal 5: Postsecondary Completion and Career Entry**
  - Increased level of postsecondary enrollment
  - Increased number of postsecondary completers entering the workforce
  - Increased employment and income levels
  - Attainment of self-sufficiency and a living wage by age 25



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- Self-sufficient by age 25

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9–12

Training/Certificate or 2-year degree

4-year degree

Career

- Number of mothers with access to prenatal care

- Students eligible for free/reduced lunch
- Parent/caregiver involvement

Transition Points

- Employment and poverty rates

SOCIAL INDICATORS



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## GOAL 1

Prenatal care, quality child care, Head Start and full day kindergarten programs are not reaching all eligible children. Teen pregnancy increased for students of color.

## GOAL 2

In-school and out-of-school programs are not reaching all parts of the region. African American and Hispanic SUN school participation has increased. More coordination of data collection is needed

## GOAL 3

Significant differences in academic achievement and high school graduation rates and dropout rates exist among students of color, students of limited English proficiency and students with disabilities compared to whites. Poverty is increasing in the county.

## GOAL 4

A higher percentage of Asian and white students are enrolling in OUS institutions than students of color. SAT scores increased slightly. Increasing enrollment in higher education is mixed in OUS institutions.

## GOAL 5

Degree completion rates in community colleges and universities are in a range of 35-60 percent with students of color less likely to graduate. Education attainment impacts income and employment status.



**What parts of the data presented here are most impactful to you?**

**What are we missing in order to improve this report card in the future?**





## **Ninth Grade Counts: *Collaboration for Results***

- ✓ **Grounded in data**
- ✓ **Unites six county school districts**
- ✓ **A network of more than 20 non-profits and school districts**

### **OUTCOMES:**

- **Positive impacts on high school credit attainment**
- **Growth in students “developmental assets”**
- **Over \$1 million of resources leveraged**
- **Aligned policies across multiple school districts**



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Cincinnati | Northern Kentucky

**Every Child, Every Step of the Way, From Cradle to Career**



## High Impact Strategies

Home Visitation and  
Quality Early  
Childhood Education

Teacher &  
Principal  
Excellence

Tutoring

College Access &  
Retention

Birth

0-1

1-4 years old

Grade K

Grades 1-4

5-6

7

8

9

10-11

12

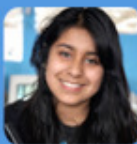
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Mentoring, Health & Wellness, Arts Education

Building Capacity: Data Driven Decision Making and Advocacy/Funding Alignment



## Through the Collaboration, Strive Has Made Significant Progress and Noted Some Important Learnings

### Progress to Date

- Committed Partnership
- Common Language
- Improvement on the Ground
- Funder Coordination

### Lessons Learned

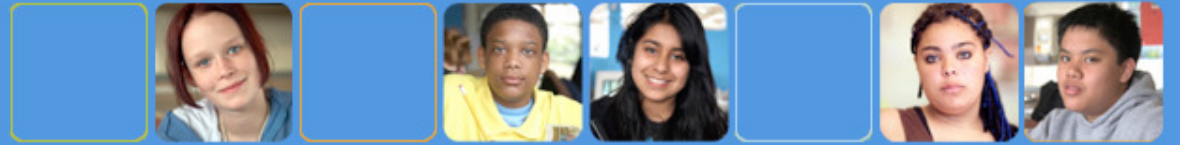
- Make the Report Card a Priority
- Manageable Scope of Work
- Communications and Community Engagement
- Policymaker Engagement and Advocacy
- Pooled Resources



## Criteria for Selecting Priority Strategies

Criteria	Definition
<b>Expert Judgment</b>	Promising & proven practices identified by research and practice as impacting student outcomes
<b>Existing Data</b>	Data/evidence exists in local or national research; outcomes are measurable and can be tracked
<b>Existing Capacity and Finances</b>	A focus area in the community with money already committed through public/private sources; clear funding champion
<b>Community Will</b>	Reflects values and aspirations of the community; “grass-roots” support; political, business & civic leaders support





## Upcoming Council Meetings and Outcomes

### July 2011

- Review/adopt indicator recommendations of Data Team
- Review/adopt strategic priorities and early network recommendations of Steering Committee
- Launch initial network(s) focused on strategic priorities

### October 2011

- Review/advise on the work of early network(s); potentially launch additional network
- Review/advise on development of Report Card

### January 2012

- Review/advise on the work of early networks; potentially launch additional network
- Review/advise on development of Report Card



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