

# Leaders Roundtable

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Background & History  
Updated July 16, 2008

# Why & when was the Leaders Roundtable formed?

1983, a small group of business & community leaders\* concerned about youth unemployment & high school dropouts, particularly among low income & ethnic minority youth . . . *(need better educated kids, a workforce that can do the job . . . Nation at Risk Report, early days of school reform . . .)*

\* (Matt Prophet, Roger Breezley, Bud Clark, Gretchen Kafoury, & shortly after, Vern Ryles)

# Who was involved?

**By invitation only**, others invited along the way included leaders from The Private Industry Council (now Worksystems), east & mid county school districts, Portland Community College, Mt. Hood Community College, Portland State University, Multnomah Education Service District, Multnomah County, Oregon Department of Human Services, United Way, the Urban League, business leaders, & representatives of ethnic groups & community-based organizations. Grew as large as 50 at one time, then downsized in 1993

# Consistent focus since inception

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Are the children in Multnomah County growing up the way we want them to?

# Geographic focus

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Initially conceived to serve the City of Portland, but has grown to serve all of Multnomah County, Oregon . . .

# What Kind of an Organization Is the Leaders Roundtable?

- informal, voluntary collaboration of leaders
- who are connected with major resources & policies affecting children & youth
- who have clout & authority to produce results

# Kind of organization

- members make a personal commitment
- takes advantage of relationships & knowledge shared.

# Kind of organization

Action has to come from the members—Roundtable does not operate like a governing board or board of directors such as many of you may sit on

# Kind of organization

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Not a legal entity, affiliated with the 501(c)(3) arm of the Portland Business Alliance (PBA)

# Kind of organization

Informal, not a lot of rules,  
members try to hold one another  
accountable . . . .

Does not run programs or provide  
services—facilitates collaboration  
around the common goal of school  
success

# What Is the Leaders Roundtable Mission?

(shorthand version) 100% student success

# Leaders Roundtable Mission

(longhand version) To help young people become successful citizens by identifying & removing barriers through collaboration among employers & institutions *(efforts cannot succeed if we are not all pulling in the same direction )*

# Long term goals . . .

Insure that students:

- complete high school,
- with employability skills,
- have access to jobs, &
- have access to post-secondary education.

# What is the role of the Leaders Roundtable?

- barrier busting
- alignment
- united advocacy

*(affirmed at Leaders Roundtable retreats in 1998, 1999, 2002 & 2005)*

# How does the Leaders Roundtable decide what to focus on?

- ✓ Retreats, goal setting
- ✓ We work closely with Multnomah County school superintendents in identifying priority areas of focus (e.g., student mobility, teacher shortages & educator quality, 3rd grade reading) . . .

# Operating structure

Formal funding, staffing began in 1993

previously had been staffed by Mayor's office (Bud Clark), in 1993 a dues structure was created & annual dues began to be assessed

Hired a coordinator

Housed first at Youth Employment Institute (YEI) & then with Business Youth Exchange, an affiliate of the Portland Chamber of Commerce

# Operating structure

Became an affiliate of the Portland Metropolitan Chamber of Commerce in 1996. Housed with Chamber.

Chamber & Association for Portland Progress merged into Portland Business Alliance (PBA) in 2002.

PBA incorporated affiliates into the newly merged org.

# Operating structure

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Presently located at the Multnomah Education Service District, 11611 NE Ainsworth Circle, Portland, OR 97220

# First years . . . 1980's

Programmatic focus for the first several years—Portland Investment plan-- 16 pilot projects were generated that were jointly funded by Roundtable participants . . . developed a matrix of barriers age 0-21, focused on filling the gaps, addressing the barriers (“The Portland Investment Continuum for At-Risk Children and Youth—An Emerging Picture” 1989). Focused on filling gaps in the programs that existed, or creating programs if none existed.

## 1990's . . .

A major reassessment & move away from program focus in 1990s, began focusing more **systemically** . . .

*(we learned that with enough extra attention & \$, you can take any "at risk" child and get them to succeed in school... but there aren't enough resources in the world to do that & nothing about the various institutions & organizations & the way they did business had changed—"systemic change" was not occurring, & programs could not ever expand (\$) to the level needed)*

# 1990's/Caring Community Initiative

Started the Caring Community Initiative to operationalize 100% school success . . .

*Caring Communities are a strategy to support school success through community engagement and integrated services, utilizing a geographic framework (school attendance areas).*

# Caring Community Initiative . . .

1993-99 devoted significant time & energy to the Caring Community Initiative—grew from 4 Caring Communities to 9, began to get some funding . . . a system of collaboration that focuses on school attendance areas.

*focused on collaboration & the integration of social services with education; created a collaborative framework & structure within the school attendance areas to nurture & sustain; helped secure funding for Caring Community coordination*

# 1999 Caring Community Evaluation

Formal evaluation of the Caring Community Initiative found . . .

- *Significant improvements* in coordination & collaboration among providers
- *Some improvements* in individual client-level service coordination
- *Few changes* in policy level systems integration

# School Aged Services Policy Framework

2003 Caring Communities became part of the Multnomah County School Aged Policy Framework

*responsibility for convening Caring Communities moved to Multnomah County, Leaders Roundtable role diminished*

*few Caring Communities are still active*

*Group 3—twice monthly community meetings—met for 10 years*

# What is our current focus & how did we arrive at that?

Portland-Multnomah Progress Board & Commission on Children, Families & Community (CCFC) produced report *Educational Success for Youth: Aligning School, Family & Community* in May 2000 . . .

## Current focus . . .

CCFC invited Roundtable to participate in a process which came to be known as **Connecting for Kids** (LRT + reps. of CCFC, a few other stakeholders), CCFC committed to invest in the chosen initiatives . . .

*funding did not materialize but we proceeded anyway*

5, ½ Day Retreats (Nov. 2000- to Apr-May, 2001)

## ***Educational Success for Youth:***

### ***Aligning School, Family, and Community***

#### **Benchmarks**

- % Meeting Certificate of Initial Mastery
- % Meeting Achievement Benchmarks, esp. 3<sup>rd</sup> Grade Reading
- % of 18-24 year olds with high school degree, or equivalent.
- Teen Pregnancy
- Substance Abuse
- % with *Interpersonal Competency Asset*
- % with *Planning and Decision-making Asset*
- % Meeting Certificate of Advanced Mastery
- Unemployment or poverty rate for young adults
- % of adults 18-24 who vote in general elections
- % of adults 18-24 who volunteer in the community
- Parental involvement in education
- % of adults who mentor youth

#### **Conditions**

- **Relationships**  
Enduring relationships with with caring competent adults and friends
- **Expectations**  
Expectations create results: and high expectations create high academic results
- **Engagement**  
Students succeed academically when they are engaged by interactive, relevant, and developmentally appropriate learning activities.
- **Contribution**  
Children and youth thrive when they can make a real and valued contribution to their world – at home, at school, and in their own communities.
- **Continuity**  
A shared set of values are needed from the networks of family, peers, neighbors, government and community-based agencies, and employers.

#### **Key Recommendations**

1. **Marshal resources within and outside of schools to ensure that all children read at grade level by the third grade. If we do nothing else, the research suggests that this would be the most cost-effective investment we could make as a community in increasing educational success.**
2. **In order to ensure that students can succeed through relationships with effective and engaging teachers, school districts, teachers unions, teacher training programs, the Teacher Standards and Practices Commission should work collaboratively to strengthen efforts to attract, prepare, and retain a workforce of the highest quality educators.**
3. **Find ways to ensure that expectations for all children are high and more aggressively implement strategies to reduce the achievement gap for children in poverty and children of color. Portland Public School's Action Plan for eliminating disparity proposes particular solutions, based on a comprehensive review of best practices nationally and broad-based community input.**
4. **Consider ways to restructure our high schools to better prepare and transition students to post-graduate experiences and employment. Strengthen the existing school-to-work efforts for all students, not just those students at risk. Move more quickly to institutionalize high, performance based standards for high school graduation.**
5. **Schools should further engage the community in a discussion about how to best address the educational needs of the growing population of students who speak languages other than English.**
6. **Increase coordination and integration of youth services in Multnomah County through cross departmental strategic and collaborative service planning. Strengthen systems of outcome tracking and accountability for youth services.**
7. **Continue to increase and strengthen relationships between youth and caring adults through a stronger infrastructure of support for existing mentoring programs. There is considerable redundancy in the recruitment and training functions of these organizations. Mentoring programs should streamline the assessment process for matching volunteers as mentors with youth, to reduce the high attrition rate.**
8. **Strengthen continuity between schools and families through enhanced parental school involvement, and create more educational continuity for mobile students. Strengthen continuity for students across the key transition points between pre-school**

# Connecting for Kids . . .

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Selected these 3 goals . . .

- 3rd grade reading
- School-based service integration
- High school reform/reinvention

## Goal areas/measurement

. . .with overarching goal of measuring results by the percentage of children making satisfactory progress towards the state's certificates of initial & advanced mastery (in addition to other appropriate measures)

# Goal areas/measurement

Significant partnership developed with Portland-Multnomah Progress Board. . .

*monitors education benchmarks, data analysis, demographic updates*

## Other areas of focus

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Continue to look at issues of student mobility, teacher shortages & quality, demographics . . .

## Other areas of focus

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Community ESL—joint project with PSU ongoing since 1995, has provided basic English language skills to over 1,000 non English speaking adults, helped to prepare over 100 future teachers of ESL

## 3<sup>rd</sup> Grade Reading

Goal established in 2001: 90 percent of Multnomah County third graders read at grade level by 2003, 93 percent by 2008 (82% in 2001)

3 year commitment

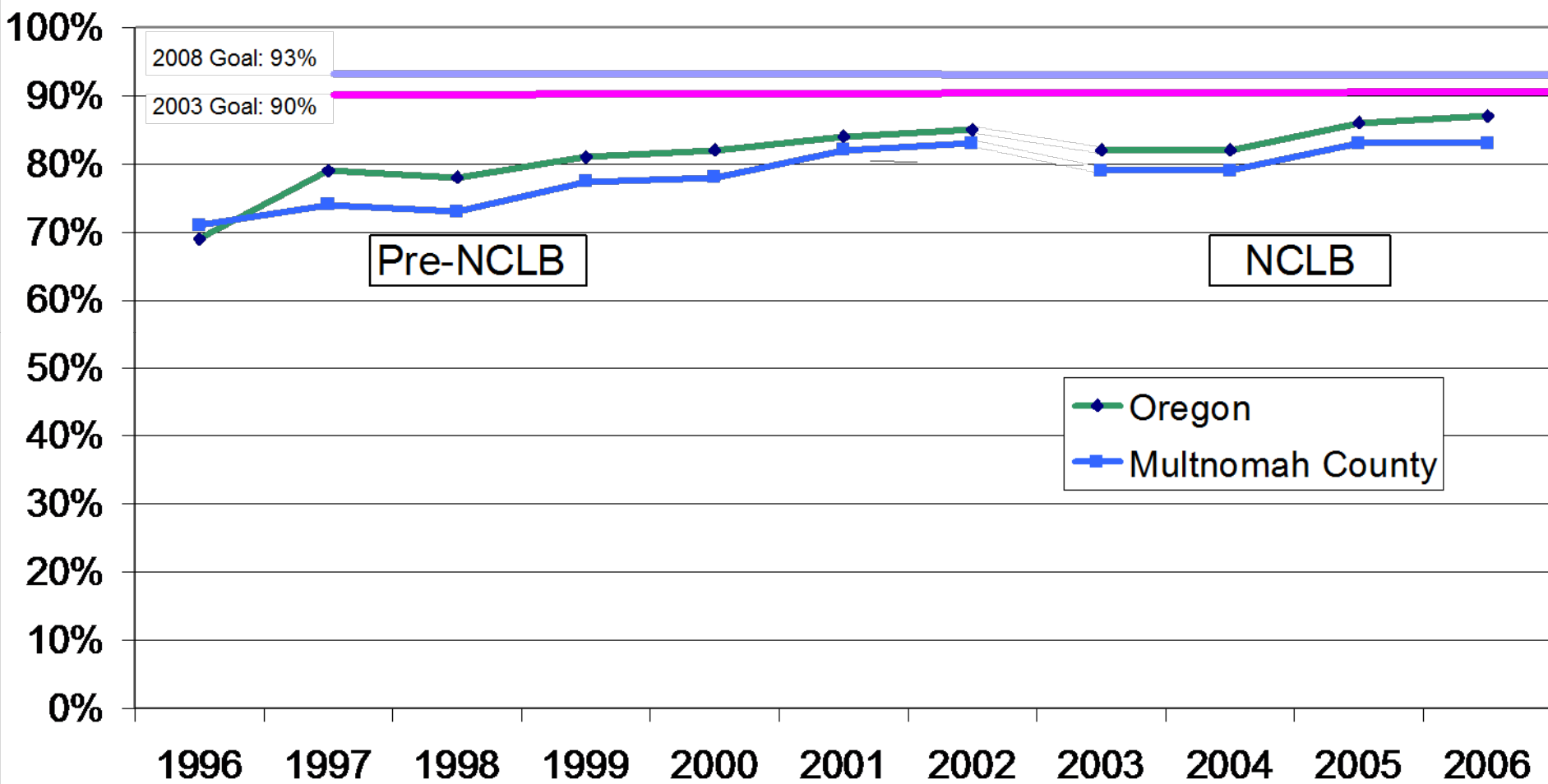
# So what's the story?

- Steady improvement in test scores since 1996
- Mult. Co. average: 83% in 2006, up from 79% in 2004
- Gap is narrowing but unacceptable
- We continue to see some schools with challenging demographics achieve extraordinary results but there isn't consistency

# 3<sup>rd</sup> Grade Reading

- Two biggest opportunities—
  - More & more is known about what it takes to achieve better results (Learning from Successful Schools)
  - Better prepare children to enter school ready to learn (e.g., expand pre-K)

# Percentage of Multnomah County 3rd Graders Meeting or Exceeding Reading Standards



Source: ODE

"NCLB" = "No Child Left Behind"

# Service integration

**Goal:** Increase coordination & integration of services & supports for school aged children & their families on a county-wide basis

No clear benchmarks or outcomes identified .

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# Service integration

Results:

Caring Community Model

Support for (& implementation of) School Aged Services Policy Framework

Formation of Dept. of Human Services/East County Schools team

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Involvement in SUN Task Force & Coordinating Council

# High School Reinvention

Goal: Students leave high school prepared for college & careers

However, no clear benchmarks or outcomes identified by which to measure progress

High School Forum held December 14, 2004, 17 high school teams, 275 participants

Follow-up group formed

# High Schools

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Weighed in heavily on the new high school diploma requirements adopted by the State Board of Education in 2007

**Other . . .**

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Link to work of Portland Business Alliance  
Regional Business Plan

# Leaders Roundtable Executive Committee

Attends to organizational planning & steering, coordinating, financial accountability. Accountable to PBA Charitable Institute for fiscal oversight.

- Terry Kneisler (Reynolds superintendent & current chair)
- Anita Decker (Ore. Commission on Children & Families & current vice chair)
- Bill Scott (Zipcar, former LRT chair)
- Randy Hitz (Portland State University)
- Marcus Mundy (The Urban League of Portland)
- Kari Stanley (Legacy)
- Ken Thrasher (Compli)
- Sandra McDonough (Portland Business Alliance)
- Ron Hitchcock (Multnomah Education Service District)
- Duncan Wyse (Oregon Business Council, former LRT Chair)
- Maxine Thompson (Coordinator)

# How is the Leaders Roundtable funded?

By you, our members.

Annual dues.

# What is the Leaders Roundtable budget?

In 2007-08, budget approximated \$110,000

## Revenues

Member dues

Special assessments as needed (e.g., High School Forum)

## Expenses

Salary & benefits for coordinator

Basic operations (rent, supplies, technology etc)

Admin. & overhead

Limited \$ for consulting/contracting

# How can members maximize the benefits of participation?

- ✓ Attend the meetings (minimum), participate in the dialogue, honor commitments, hold each other accountable
- ✓ Share information
- ✓ Get your issues on the table

# Maximize the benefits of your participation

- ✓ Help generate action—participate either directly or via a representative in LRT initiatives . . .
- ✓ Remember, the Leaders Roundtable Coordinator works for you! Call, email with your thoughts & ideas . . . don't be silent

# Maximize the benefits of your participation

- ✓ Keep your eyes on the big picture—think outside the 4 walls of your own organization/institution
- ✓ Talk about your involvement with the Leaders Roundtable when you are out & about

*. . . be a connector to related efforts*

## More info

Contact Maxine Thompson

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