The Portland Investment addresses the needs of youth who are at risk of dropping out of school and of chronic unemployment as adults. The collaboration envisions a continuum of education, employment training and personal support services that spans ages pre-natal to 21. Its comprehensive goals focus on children, youth and families.

HOW TO START

1. Get a few leaders to make a commitment.

A few top leaders in the community need to meet to discover if there is an issue they have a common need to address. Concerning youth, the Superintendent of Schools is always one of the leaders needed in the first conversations. A prominent business leader and a popular political leader may also be critical, each community will have to decide who are the three to five individuals who should be in the core group.

Portland's first discussions included the superintendent, the mayor, the CEO of the largest bank and a city council member. The core group has expanded to include the chair of the private industry council, and a member of the county commission.

2. Define a simple goal or set of outcomes.

Do not begin by focusing on school improvement, although some version of that may be on the mind of all the original participants.

Do not begin by focusing on quick-fix jobs programs for unemployed youth, although jobs for youth may be a common area of concern (are there enough available, are the youth properly prepared, what barriers are causing the high rate of unemployment in the younger age groups, are the "players" ready to make changes in their already existing procedures, practices and programs to correct for the "barriers").
Do begin by trying to define a particular problem. Come up with a simple statement of a problem (subscribe to the KISS principle, *Keep It Simple Stupid* — it has to be simple, easy to state and easy to understand).

Portland developed a focus on three specific outcomes for youth:

1. dropout prevention,
2. delivering employability skills to youth (including basic academic skills and an understanding of the workplace), and
3. providing better access to primary labor market jobs for youth.

Our emphasis throughout was and is on low-income and minority youth. There was an early debate about whether the Roundtable's focus should be on all youth or those most in need. The conclusion was that if you target your energies and systemic changes to the needs of the lowest 25 percent of young people — those most in need — the system is bound to improve also for other youth.

3. Have each invite a few others, with some rules about membership.

Initially have four or five leaders make the determination about what your goals will be, next have those same members invite two or three others to join them for the first year.

a. It is a personal invitation.

b. It is for a fixed time and on an established fixed meeting schedule.
c. The invitation makes clear that they are to be present at meetings — no substitutes or stand-ins allowed.

d. Only invite persons who have broad reach and influence in the community, especially in their sector of the community. It is best to have members with policy-making and decision-making responsibility over the kinds of programs you want to influence. Ideally, the people selected have decision-making roles in more than one organization.

The Portland Leaders Roundtable now has twenty members. In addition to the core group (Executive Committee) there is representation from organized labor, the community college, United Way, the Urban League, the school board, the governor and seven businesses.

4. Assign a few staff who can accomplish miracles.

A staff team, made up of persons who report to the members of the core leaders group, is necessary to help develop and carry out the actual work plan instigated by the leaders. The staff team:

a. are top-level and mid-level program managers or assistants to the CEO.

b. focuses on the long-range plan and carrying out the goals of the leaders,

c. develops the annual work plan and assigns tasks to carry it out. Some of the tasks are assigned to staff under the supervision of these members,

d. develops the meeting agendas for the core group and, with them, for the full leaders group,
e. identifies gaps in the continuum of desired services and generates plans to deal with those gaps, subject to the approval of the leaders, and

f. develops strategies to overcome major obstacles to progress.

Portland has a staff group (Planning Team) of ten. Each is a person who is no more than once removed from the CEO of their organization (e.g. either reporting directly to or having only one supervisor between them and the Roundtable member).

5. Just do it, and keep on doing it.

a. Agree to meet initially with some frequency for a short period of time -- perhaps once a month for six months (with breathing room as needed so your staff team can do its work between meetings).

b. Define the problem you are addressing; collect good data. Get a handle on the numbers of individuals who need to be served differently.

c. Break the problem down into specifics; identify some short-term, doable tasks that can be accomplished between each leaders meeting.

d. Pick one project and do it; something that can be accomplished in six months.

e. After the first six month experience, assess where you are. What have you been able to accomplish? What's left to do? Chances are you will see some major challenges at this point and it will be imperative to continue the collaborative. Make the decision at that point whether or not to continue.
f. If you continue, renew the commitment of all the leaders for one year. Reassess progress and need to continue annually thereafter — members should always be clear on what is left to be done and should be able to see annual progress.

g. Move incrementally so you can see progress. Have a tangible product at the end of each time period.

h. Stay focused on outcomes for youth: you can get bogged down if you become focused on process ... or on individual symptoms of the bigger problems ... or on one particular barrier.

The full 20-member Portland Roundtable meets quarterly. A six-member Executive Committee meets every month between Roundtable meetings. The Planning Team meets every other week. In year three of the 10-year plan, the Portland Investment includes more than a dozen programs, serving over 2,300 youth. The operating budgets of these programs total approximately $4.6 million. Funding partners include the PIC, public schools, city government, county government, state government, businesses, United Way and Urban League.

SOME THINGS TO BE LEARNED

DON'T Collaborate for the sake of collaboration.

Unless you have real goals in mind and an authentic commitment from the partners, the collaboration will collapse at the first turnover in the core leadership, or upon meeting the first significant turf problem. The partners must be saying to each other and to their staff "I want to get this done."

DON'T Let money drive the programming.

Once a focus is established and the partners are committed, funding will develop. You will be asking each partner to establish, within their
existing resources, a priority on the collaboration's goals. Doing only those things for which funding is already in hand will dampen the ability of the group to develop new answers for the problems identified.

DON'T Have too many meetings.

Meet when there is business to accomplish. Always have a set agenda and an established time to start and end. Real community leaders know how to get the most out of short periods of meeting time and do not like to waste a lot of time on unnecessary preparations. They should either be getting important information or be deliberating toward needed policy or resource development decisions.

DON'T Allow hidden agendas to thrive.

Straight forward dealings make for the best partnerships. Ask about so-called hidden agendas. Everyone comes to the collaboration for a reason and the reasons differ. That is not a "hidden" agenda. The staff group must be especially alert to the bringing of agendas that might enhance individual goals but not the collaboration goals. These should get quick, friendly discussion.

WHY COLLABORATIONS FAIL

Everyone has experienced or observed collaborations that come together and soon collapse. A typical lifespan for collaborative efforts is from eighteen months to two years. Sometimes a lot can be accomplished in this time, but, all too often goals are not met and people leave the collaboration with ill feelings or a sense of time wasted. There are some known reasons for such failures.

- lack of trust — the players, either in the leader group or the staff group, do not really feel that some of the others are in the collaboration for the purpose of accomplishing the agreed upon goals. They do not believe that others will do their part.

- inappropriate personal behaviors — some of the players do not really see the collaboration as a primary mission. They continue to push
individual goals and agendas with out regard and with an insensitivity to collaborative goals and agendas.

- **lack of focus** -- the group is too scattered in their goals, cannot agree upon common targets or outcomes.

- **leaders not involved** -- the leaders (some or all) are figureheads and, therefore, do not put their energy, power, commitment into the effort. People do not like the feeling of not being important to a project with which they have been asked to help. If people feel they are needed and are used well they will participate and lend whatever they can to make "their" collaboration work.

- **lack of shared goals** -- there has to be an outcome among those that are agreed upon that each member of the collaboration feels is important to them.

- **lack of time** -- "Rome wasn't built in a day," "A journey of many miles starts with the first step" and all that. Allow enough time to accomplish whatever must be done. Do not expect immediate results. Have both short-term and long-term goals. Provide enough time to do a good job.

- **no one takes responsibility** -- all leaders and no workers will not make a program happen. The staff group is critical to carrying out the tasks necessary to accomplish goals. Leaders must assign appropriate staff and the staff must be willing (instructed) to do whatever is needed to help the collaboration's goals be met.

- **hanging on to power/control/turf** -- turf issues are perhaps the most cited reasons for collaborative failures. All the players must see an outcome that benefits their main mission(s). Each must be ready to allow others to take a lead in accomplishing a task. The key here seems to be the commitment of the leader. If the boss says (and is known to mean) that he or she wants something done, the staff will make it happen.

- **hidden agendas** -- Straight forward dealings make for the best partnerships. Ask about suspected hidden agendas. Remember that coming to the collaboration for differing reasons is not a "hidden agenda." What you
must be especially alert for is the bringing of agendas that might enhance individual goals but that do not accomplish the collaboration goals. These should get quick, friendly discussion.

- too many players/meetings — any group process text will tell you that work groups of eight to twelve have the best chance of creating the working milieu needed to accomplish major tasks. The staff group should be limited to this size. Likewise, groups that are receiving information, processing that data, and making policy decisions based on that data should not have a working group larger than eighteen to twenty-one. The leaders group, to have: good participation in meetings should be limited to these numbers.

- insensitivity to needs of partners — the golden rule of collaboration, always be alert to what the other partners need to get from the collaboration ... and, help see that they get it. The corollary is that others will be helping to look after your needs.

**COLLABORATION TAKES TIME**

A collaboration of any magnitude takes time. There are phases that each must go through that were identified in a study funded by the Danforth Foundation and completed by the Institute for Educational Leadership. The phases of collaboration are:

**PHASE ONE:** Agree to collaborate; organize for action. Partners from different sectors of the community agree on the need to collaborate and come together to prepare for some action.

**PHASE TWO:** Visibility through short term activities. Commitment of individual leaders becomes visible as short term partner activities are publicized. Public awareness commitments may grow swiftly, or take years.

**PHASE THREE:** Agree to tackle long-range, systemic problems. Leaders agree to confront long-range systemic problems; identify barriers to further collaboration.
PHASE FOUR: Willing to sacrifice turf, authority, power, resources, and status for a shared vision. Leaders and constituents have a shared vision which takes precedence over individual traditions.

PHASE FIVE: Long-range commitment; established authority structures for shared decision-making. Long-range commitment of leaders and institutions is assured, and authoritative structures for collaborative decision making is established for the long haul.
In response to the groups' discussions in July of 1988 I have attempted to capture some of
the essentials for any collaborative. In reviewing the literature, in recalling my own
experiences and particularly in looking at two major successful efforts the Portland Public
Schools have been involved with in recent years, one state and one local, I have concluded that
there is no formula that can be applied. There are, however, some ingredients that, if some names are
changed to fit different cities' agencies, are transferrable and seem to be critical.

To begin, it is always necessary to have a mission statement. This establishes the
vision that the collaborating partners have and becomes the marker against which many future
endeavors can be measured. It must be succinct.

Next there should be a statement of goals. These too must be brief but must capture some
main action items that can lead to accomplishing the vision.

Finally, it is important to define the population you are targeting. Not every program
that is initiated fits and not every program can become part of the collaborative. If you are
successful in getting key players in your group, in gaining attention for your effort, and in
producing positive results, then everybody will want in. You will need standards in order to
determine what is and what is not to be included. The mission statement, goals and target
population distinction will aid in this determination.

The example given in Spreadsheet A uses four different, but clearly overlapping, target
populations. Beginning with the main category of "at risk of dropping out," and then focusing
on what amount to sub-populations of that group — young parents, delinquent, and homeless
(street kids) — these populations are among the most often identified for targeted drop-out
efforts.

In Spreadsheet B there are ten standards that we have found to be essential to
collaboratives focused on having young people finish high school with the ability to enter
society as fully participating members. Briefly stated these program requirements, or
standards, are:

1. Provide or make available all three components — basic skills, employment
   training, and support services. These three components need to be present or
   available in programs.
2. Provide assessment (at earliest possible ages and ongoing).
3. Focus on the needs of families and children so children have the best possible
   start in school.
4. Have measurable outcomes (short-term and long-term).
5. Work toward a comprehensive, coordinated system — both remedial (for youth
   with barriers to employment) and preventive (to prevent barriers from forming
   in the first place).
6. Provide service to the individual as a whole person and as a member of a
   family. Involve parents.
7. Make improvements in programs and systems. Eliminate needless duplication
   and reduce fragmentation among existing services.
8. Make a commitment to the desired goal of individual self-sufficiency.
9. Actively work to overcome racial bias and other forms of discrimination as
   barriers to opportunities that enhance self-sufficiency.
10. Involve the business sector as a partner at all levels in programs to orient
    programs toward the outcome of successful, long-term employment.

With this much established, the following represents a schematic way to look at the
collaboratives with which the Portland district is successfully involved, and which may be
models that others could use.
I. MISSION: The Roundtable helps young people overcome barriers to self-sufficiency and promotes changes in and cooperation among institutions.

II. GOALS: To reduce school dropouts, increase employability of youth, and increase access to jobs.

III. TARGET POPULATIONS: Programs are intended to target minority low-income children and youth, low-income children and youth, and ethnic minorities with significant barriers to self-sufficiency.

IV. SPREADSHEET A: The following spread sheet illustrates the way that a community can look at collaborative efforts, discover what they are doing, who is doing it, where the gaps still are, and make recommendations to improve services that will result in lowering the dropout rate for the youngsters in school. (From Work Group 4, 12/2/86.)

<table>
<thead>
<tr>
<th>POPULATION TARGETS</th>
<th>SERVICES NEEDED (TYPE &amp; DEGREE)</th>
<th>EXISTING SERVICES</th>
<th>COLLABORATING PARTNERS</th>
<th>GAPS</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Risk of dropping out and becoming non-employed</td>
<td>Remediation in basic skills, greater access to alternative programs, wider range of options</td>
<td>jobs with: entry level job skills, job survival skills, close ties with State Employment Service, employer/mentor, career aptitude diagnosis</td>
<td>22 PPS alternatives, (all full), Business Youth Exchange, PIC</td>
<td>Lack of comprehensive system, no coordination, diminishing federal support, lack of assessment capability, lots of turfism and accusation of failure of others</td>
<td>Greater private sector support of employment for at-risk kids, and willingness to work with early stages of placement, more targeted social services, especially for kids still in school, link with mainline organizations (H-H, Boys and Girls Clubs, Campfire, etc.)</td>
</tr>
<tr>
<td>POPULATION TARGETS</td>
<td>SERVICES NEEDED (TYPE &amp; DEGREE)</td>
<td>EXISTING SERVICES</td>
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<tr>
<td>Young Parent</td>
<td>Relevant curriculum, school sites that are sensitive to population, flexible rules around attendance and start times, GED/H.S. completion opportunities</td>
<td>Housing, medical care, day care, transportation, counseling, work with family (remember the father)</td>
<td>PIC, Continuing Ed for Girls, East County Teen Moms, Grant Night School, Voc. Village, NCJW teen parent project, Learn with Infants and Toddlers, H.S. Teen Clinics</td>
<td>More flexible employment training, more schools for teen parents, day care, transportation, agency networking</td>
<td>Countywide system of services, make available all the best in each, develop day care and transportation plans</td>
</tr>
<tr>
<td>Homeless Youth</td>
<td>Flexible 1-1 ratio GED prep program with Basic Skills, location downtown</td>
<td>Pre-employment training (specialized), Apprenticeship &amp; Training programs, Emancipation program</td>
<td>Strong Linkages to housing and case management that provide active pre-and post job counseling and support</td>
<td>Outside-In Employ. Program, Friendly House, PCC &amp; PPS GED programs, Youth Service Centers</td>
<td>No initial assessment available, not enough &quot;slots&quot; available, funding is soft, education needs not fully met</td>
</tr>
<tr>
<td>Seriously Delinquent</td>
<td>Substance abuse assessment, social skill development, basic academic skills</td>
<td>Employability skills development, defining expectations, problem solving skills, values</td>
<td>Close supervisory case management, peer counseling, mentors, parent involvement</td>
<td>Youth Service Centers, Juvenile Detention, PIC, PPS D&amp;A program, CSD Services</td>
<td>Not enough treatment services, need longer follow up</td>
</tr>
</tbody>
</table>
V. SPREADSHEET B:

The following offers an alternative way to review a collaborative. It focuses on goals and objectives. The short range objectives column details current-year efforts to expand the continuum of needed services. (From Team Retreat 8/2/89.)

<table>
<thead>
<tr>
<th>NEEDED STANDARDS FOR PROGRAMS AND SYSTEM</th>
<th>LONG-RANGE OBJECTIVES (FROM PORTLAND INVESTMENT PLAN)</th>
<th>SHORT-RANGE OBJECTIVES (FROM PORTLAND INVESTMENT PLAN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basic skills, employment training, and support services—all three components need to be present or made available in programs. Provide youth with basic academic skills, knowledge about the working world, and the self-confidence and work maturity needed to be employable.</td>
<td>Develop a year-round, comprehensive system of services for youth at risk of dropping out of school and for out-of-school youth that provides three essential components—personal support services, education, and employment and training programs, with formal and informal interagency agreements and linkages to deliver this system. These three components should be present in all programs relating to youth employment, whatever their primary focus.</td>
<td>Incorporate the three service components (education, employment training, and support) into affiliated programs. Use interagency agreements and cooperative service delivery for implementation. Implement an information campaign to build public awareness of the needs of low-income and minority children and youth. Review existing education, support services, and employment training programs as a step toward ensuring all programs are helping youth overcome barriers. Provide outreach and marketing strategies targeted to disenfranchised, out-of-school unemployed youth to link them to education, training, and support services that will result in appropriate job placement. Research how to get information effectively to street youth who are most difficult to reach.</td>
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<tr>
<td>2. Provide assessment (at earliest possible ages and ongoing). System should provide early and ongoing assessment of individual children's needs, including physical; provide referral to specialized services whenever needed. Provide relevant assessment and quality referral.</td>
<td>Develop coordinated assessment procedures for children and youth with follow-up involving schools, human service agencies, and employment programs.</td>
<td>Develop a pilot project involving prenatal care, health services, and human service agencies working with schools to focus on successful parenting and children's readiness for school. This pilot should include interagency agreements for meeting the assessment and referral needs of families and children. This effort should build on what PPS is already doing to expand early childhood education in the District. It should include strategies to involve parents more in their children's emotional and educational development.</td>
</tr>
<tr>
<td>NEEDED STANDARDS FOR PROGRAMS AND SYSTEM</td>
<td>LONG-RANGE OBJECTIVES (FROM PORTLAND INVESTMENT PLAN)</td>
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<tr>
<td>2. (CONTINUED)</td>
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<td></td>
<td>Develop a pilot project at middle school level to tie existing agencies and services together with educational goals and programs, to involve parents effectively in their children's learning, to involve employers in providing information and experiences for youth, and to implement effective transitions from elementary to middle and middle to high school. This project should involve an assessment process and appropriate referral and follow-up involving other agencies.</td>
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<tr>
<td></td>
<td>Develop a similar pilot project at the high school level, building on those school-to-work transition programs already in place and showing the most positive gains in student achievement, school attendance and work maturity. Assessment, referral and follow-up, year-round employability development, and school-to-work transition services should be part of this pilot.</td>
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<td></td>
<td>Establish a working group to implement coordination of agencies serving out-of-school youth. Intake and assessment procedures need to be developed, based on planning already underway among some agencies. Working agreements among agencies also are needed to provide the three service components for youth.</td>
<td></td>
</tr>
<tr>
<td>3. Focus on the needs of families and children so children have the best possible start in school.</td>
<td>Develop plans with teacher training institutions to improve the preparation of teachers to respond to the individual learning needs of children and youth, with particular attention to the needs of low-income and minority children. Provide changes within the school system to better meet the individual learning needs of children and youth so that children who face barriers to learning are more successful in school and can more adequately attain the basic skills needed for employment.</td>
<td>Together with teacher training institutions, develop teacher training internships in school programs that are effectively meeting the individual learning needs of youth so teachers in training gain firsthand experience with the needs of youth at risk of dropping out of school. Gain commitments from Portland area school districts, city, and county leaders, CSD, private providers, and employers to develop a comprehensive set of before and after school programs, including day care and programs that work effectively for middle school age youth. Implement a planned attendance program in each elementary, middle and high school, with parent involvement, parent and school accountability, and community and employer support.</td>
</tr>
</tbody>
</table>
### NEEDED STANDARDS FOR PROGRAMS AND SYSTEM

<table>
<thead>
<tr>
<th>4. Have measurable outcomes (short and long-term).</th>
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<tbody>
<tr>
<td>System should be competency-based, with stated outcomes for youth that are measurable and documented.</td>
</tr>
<tr>
<td>Requires careful monitoring of individuals youths' progress, and certification of achievement at every step.</td>
</tr>
<tr>
<td>System must have accountability: A management structure to ensure the system; standards, goals and guidelines; and a method of enforcing standards.</td>
</tr>
</tbody>
</table>

### LONG-RANGE OBJECTIVES (FROM PORTLAND INVESTMENT PLAN)

| Develop evaluation procedures to measure the impact of system changes on youth achievement and employment, and to measure the effectiveness of the change process itself. |
| Evaluate and, if necessary, restructure or eliminate programs and services so that education, support services, and employment training programs are most effectively helping youth to overcome barriers to future employment and are meeting the needs of employers. |

### LONG-RANGE OBJECTIVES (FROM PORTLAND INVESTMENT PLAN)

| Develop a year-round, comprehensive system of services for youth at risk of dropping out of school and for out-of school youth that provides three essential components—personal support services, education, and employment training programs, with formal and informal interagency agreements and linkages to deliver this system. |
| Develop coordinated assessment procedures for children and youth with follow-up involving schools, human service agencies, and employment programs. |

| Build staff development activities and program evaluation procedures into all pilot projects and implementation efforts. |
| Gain commitments from various groups (service providers, partners on the Roundtable, parents, schools, teacher training institutions, employers, community organizations, government agencies) concerning the roles they can play in the Plan, including staff time, financial resources, in-kind services, and other support they are willing to contribute to this long-range plan. Develop interagency agreements, proposal review process, and structure to implement workplans. |

<p>| Ask employers for their involvement in both in-school and out-of-school programs (for example, in curriculum development, mentorships, and paid and unpaid work experiences). |</p>
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<tbody>
<tr>
<td>6. Provide service to the individual as a whole person and as a member of a family. Involve parents.</td>
<td>Establish public policy commitments to address the needs of children and families. Translate these policy commitments into action plans, prenatal to young adulthood. Gain a commitment from schools and human service agencies to involve parents more effectively in their children's educational and emotional development from birth through the school years. Work with employers to acknowledge that parents' participation in their children's development is a high priority; encourage employers to develop employment practices that support this participation.</td>
<td>Monitor legislation related to the needs of children and families, including such issues as access to assessment, training in parenting skills, adequate child care, and business incentives to provide time for parents to be involved in their children's schooling. Encourage Early Childhood Endorsement (a certification procedure) for preschool through second grade teachers. Enlist parents as partners in support of school attendance and student achievement.</td>
</tr>
<tr>
<td>7. Make improvements in programs and systems. Eliminate needless duplication and reduce fragmentation among existing services. Require participating service providers to operate under some basic agreements and to work toward a common goal (overcoming the barriers that youth face to employment).</td>
<td>Evaluate and, if necessary, restructure or eliminate programs and services so that education, support services, and employment training programs are most effectively helping youth overcome barriers to future employment and are meeting the needs of employers.</td>
<td>Build staff development activities and program evaluation procedures into all pilot projects and implementation efforts. (Also, developing an Evaluation Plan that guides system change has become a working objective.)</td>
</tr>
<tr>
<td>8. Make a commitment to self-sufficiency. Actively work to increase the number of jobs available to youth, especially to low-income and minority youth.</td>
<td>Develop and expand education and training programs which prepare youth to adapt to technological changes in the workplace and to the kinds of jobs that will be available in the future. Provide and expand work experience opportunities for in-school and out-of-school youth, with emphasis on learning skills transferable to unsubsidized employment. Develop innovative programs that provide employment for youth who live in high crime areas. Increase and improve employment opportunities through creative use of community projects, entrepreneurial projects and locally developed incentives for employers to hire youth.</td>
<td>Integrate The Portland Investment into the region's economic development activities, delivering job-ready youth to the workforce to strengthen the vitality and economic competitiveness of the community. Develop a pilot project to provide increased employment opportunities for youth who live in high crime areas and to evaluate the impact of these opportunities on reducing youth involvement in crime. Program design should focus on low-income and minority youth and involve inner-city organizations in developing youth employment opportunities as part of their neighborhood development plans. It should include some combination of community projects, entrepreneurial projects, locally developed incentives for employers to hire youth, extended family and other personal support networks, and applied basic skills. The work experiences should lead youth into the primary labor market.</td>
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OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

URBAN SUPERINTENDENT'S NETWORK

GENERAL SURVEY - PART I

District Name: Portland Public Schools
Portland, Oregon

Student Enrollment: 53,000

Students on Free or Reduced Price Lunch

<table>
<thead>
<tr>
<th></th>
<th>number</th>
<th>percent</th>
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</thead>
<tbody>
<tr>
<td>European-American</td>
<td>38,642</td>
<td>72.7</td>
</tr>
<tr>
<td>African-American</td>
<td>8,176</td>
<td>15.4</td>
</tr>
<tr>
<td>Native-American</td>
<td>1,087</td>
<td>2.0</td>
</tr>
<tr>
<td>Asian</td>
<td>3,968</td>
<td>7.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,257</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Limited or Non-English Proficient: 2,010 3.8 (5,000 with other than English as home language; 42 different home languages)

Issue Considered Most Important or Useful to Address:

1. How do you institutionalize it, so that it does not have only the typical 2 - 3 year life span of most multi-agency cooperative efforts?

2. How do you maintain a level of trust among the members of the collaborative so that problems, when they arise, can be dealt with forthrightly, for the collective good of the students involved, and without attempts to assign blame?

Do Partnerships involve:

A direct financial contribution
   $10K or less  YES
   $11K-25K  YES
   $25K or more  YES
An in-kind contribution of personnel  YES
A direct provision of material goods  YES
How many partnerships  DOZENS
Describe Your Least Successful Experiences with Collaboratives and Why They Failed to Meet Objectives:

The Youth Planning Network came into existence in 1987. At that time the city council, the school board, and the board of United Way were requested by the county commission to join them in establishing a joint policy and planning body. It was hoped a group of funders and program providers could create a set of community goals and objectives that we could all then use as a basis for our individual agency commitments.

After about two years of meetings, considerable involvement of citizens, dedicated work of assigned senior staff members from each jurisdiction and six other entities that were invited to represent state and federal government, business and professional communities, we all received a report. It contained recommendations for various levels of action having to do with communication and information sharing, prevention services and advocacy for children and youth. The report had little practical application value.

It failed to meet expectations because: the level of players, although only once removed from the major decision-makers of their organizations were not sufficiently empowered to make commitments for their organizations; the original plan was entirely staff-generated and there was no real buy-in by the decision-making bodies; the chief executive officers of the organizations represented did not see the structure as helpful to them in fulfilling their obligations; and the group did not, for whatever reasons, ever develop the mystique or aura of influence and importance for the community that is needed to endow a group with power to move agendas.
School District Name:
Portland Public Schools
Portland, Oregon

Name of Exemplary Comprehensive Collaborative:
Portland Leaders Roundtable,
The Portland Investment

Description:
Twenty-one Portland business, government and school leaders form an ad hoc collaboration to counter the serious problem of rising youth unemployment — particularly among disadvantaged youth and racial minorities. The six members of the Executive Committee each invite two or three others, for one year at a time, to meet with them and use their individual influence to develop resources, solve problems, establish policy and generally to work together within a ten-year plan. We are attempting to consolidate fragmented youth employment programs, stimulate private sector involvement in schools, and eliminate barriers at the earliest level possible. We have developed a master plan — THE PORTLAND INVESTMENT — to reduce school dropouts, provide increased employability skills, and provide increased access to jobs, especially for low-income and minority youth.

Purpose and Objectives of the Collaborative:
Our mission is to help young people overcome barriers to self-sufficiency and promote changes in and cooperation among institutions. We want to reduce school dropouts, increase employability of youth, and increase access to jobs. Our programs target minority low-income children and youth, low-income children and youth, and ethnic minorities with significant barriers to self-sufficiency.

Major Program Components of the Collaborative:
BRIDGE — Begins in the second semester of 8th grade for Portland School District students who are one to four grade levels behind in math and reading. Includes pre-employment training, Summer School basic skills classes combined with work exploration between 8th and 9th grades, enriched basic education curriculum and study skills in 9th grade, Summer School basic skills classes combined with work experience between 9th and 10th grades, and continuing "world of work" focus in 10th grade.
CARE - An alternative program for 11th and 12th grade, JTPA and non-JTPA eligible students who learn more effectively in settings other than the traditional classroom. Combines half-days in regular high school classes with half-days in career awareness, language arts and social studies. Program is individualized; youth learn through personal experiences. Curriculum is performance-based, comprehensive, and emphasizes career development. Support services are provided through an inter-agency agreement with the SE Youth Service Center. School staff and youth service center staff work as a team.

CAREER PATHWAYS - To help Portland School District high school students graduate from high school and gain admission to college or obtain a full-time job. Begins in the summer before the senior year; utilizes the Comprehensive Summer Youth Employment Program (CSYEP) to provide work experience for those youth who need assistance in getting a job. Provides enrichment classes in career development, basic academic skills, and life choices/work maturity skills. Mentors are recruited from the community to work closely with participants during their senior year.

COMPREHENSIVE SUMMER YOUTH EMPLOYMENT PROGRAM (CSYEP) - The summer season of the PIC's year-round Comprehensive Youth Employment Program provides individualized training in employment options, assessment of individual needs, and referral to appropriate summer employment. Components include Employment Training seminar, assessing job skills and interests, placements at work sites, close monitoring of training sites, and ongoing evaluation between training site supervisor and trainee. Youth are placed in subsidized work experience, unsubsidized jobs, or a combination of work experience and remedial education. Emphasis is on at-risk in-school youth, ages 14-21, who meet JTPA low-income criteria. The program provides combinations of work experiences and education appropriate to various ages, and includes a marketing component to match youth with private sector jobs. (NOTE: The private Industry Council's year-round comprehensive youth program includes STEP, the youth Employment Institute, and all the other Portland Investment programs in which the PIC is a partner.)

FINANCIAL SERVICES ACADEMY - A three-year training program for selected 10th through 12th grade students at Jefferson High School who have potential for success in the financial services field. Combines basic academic studies with practical training related to financial services. Organized as a "school within a school." School year includes revised English and math curriculum reflecting applied skills in finance-related jobs, daily financial services business class, in-depth job explorations in financial businesses, and mentors from the business community. The curriculum has been created by business people working with the faculty. Between 11th and 12th grades, qualified students are assisted in finding summer jobs in financial companies, and they are provided with job opportunities after graduation.

OUTSIDE IN PRE-EMPLOYMENT PROGRAM - Provides career exploration, work experience and training to homeless youth between the ages of 16 and 21. Youth participate in a formal pre-employment training as well as practical work experience. All work experience includes staff supervision. Services which augment the work experience include case management, housing, mental health, medical, and various other support services.

PARTNERSHIP PROJECT - A school-to-work transition program for 11th and 12th grade students at Grant and Marshall High Schools who have a grade point average at or near 2.0, are economically disadvantaged, and have demonstrated some ability to attend school. Focuses on upgrading basic skills, providing work experience before graduation, and increasing self-esteem. Program includes competency-based pre-employment training, life skills, classes in applied math and English, part-time paid work experience in the private sector during the school year, summer work experience, and job opportunities after graduation. The program also maintains contact with students for one year after graduation.
THE REGISTRY -- Represents an expanded commitment by the business community to ensure high-quality education within the schools. The Registry is a vehicle for recognizing, motivating, and rewarding successful students at Jefferson, Grant and Roosevelt high schools. Identification of participants by ethnic group assures that all groups will be represented. The program contains four components—job opportunities, mentoring, seminars and scholarship assistance. Students must have a 2.5 cumulative G.P.A., be in the 11th or 12th grades, and have demonstrated good attendance, citizenship, and leadership potential.

SELF-ENHANCEMENT, INC. -- SEI begins with elementary students, grade three, and continues up through grade twelve. Elementary curriculum includes values, human relations, manners and family dynamics. Middle school curriculum includes peer assessment, communication, wellness, positive mental attitude and pre-employment skills. High school curriculum includes study skills, peer assessment, drug and alcohol problem awareness, human sexuality and employability. Curriculum is taught both during and after school. Summer sessions are designed as part of year-round services. Basic skills improvement is woven throughout the curriculum.

SKIP: SCREENING KIDS, INFORMING PARENTS -- This project provides three and four year old children and children of teen parents, ages six months to five years with screening in the areas of general health, vision, hearing, dental health, speech/language and motor skill development. It provides parents with information about their children's health and developmental needs and refers them to services, programs and other resources appropriate to their children's particular needs and their income restrictions. It also provides parents with tips and fun at-home activities to build their children's skill level and confidence.

STEP (SUMMER TRAINING AND EDUCATION PROGRAM) -- STEP helps low-income and under-performing 14 and 15 year olds to do well in school and in the job market. The summer program for these youth combines half days of basic skills and life skills instruction as a component of the Portland School District's Summer School (tuition-free for income eligible) with half days of work experience. A voluntary school-year support program to reinforce summer gains in basic skills includes individual and group counseling, tutoring, school mentors, career awareness, group social and educational activities, and parental involvement.

STUDENT SERVICE CENTER -- A case management model within middle schools which utilizes coordinated service delivery and case management to provide educational and social service support to identified at-risk students and their families. Service needs of middle school students and their families are provided by and through various resources including school district, statutory and community agencies. There are presently three Student Service Centers in the district. Student Service Specialists work with building staff, parents, students, and agency personnel to provide a range of services to improve academic progress and attendance; social interaction between at-risk students and their parents and peers; emotional and physical health interventions; and successful transition to high school. Through the coordinated efforts of building personnel and services delivered on site by partner agencies, service plans are developed, referrals are made and cases are assigned to appropriate district staff and/or agency personnel.

TEEN PARENT PROGRAM -- Targeted to pregnant and parenting teens, 12 to 21 years of age, who are at risk of dropping out or have already dropped out of school, to return them to school and provide supportive assistance to stay in school. The program has two major components: Outreach/support services and vocational education services. Outreach/support services include outreach workers, school building liaisons, school-based case managers, bus tickets, day care and inter-agency case management. An on-site developmental day care program began in 1987-88 (Infant/Toddler Care Center). Vocational education services include
LEADERS ROUNDTABLE

- Mayor
- CEO's through Business Youth Exchange
- County Commissioner
- Presidents United Way Higher Ed Civic Leaders
<table>
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<tr>
<th>NEEDED STANDARDS FOR PROGRAMS AND SYSTEM</th>
<th>LONG-RANGE OBJECTIVES (FROM PORTLAND INVESTMENT PLAN)</th>
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<td>9. Actively work to overcome racial bias and other forms of discrimination as barriers to opportunities that enhance self-sufficiency. Develop strategies to overcome racial, ethnic, and class bias at all levels—among service providers, teachers, employers, and youth themselves.</td>
<td>Obtain commitments from leaders of all sectors in the community, both public and private, to address the problems of racial bias and lack of cultural understanding as these attitudes affect education, public policy, service delivery, and employment practices. This level of commitment is an essential step to implement effective employment programs for low-income and minority youth. This should be a community priority, with minorities more equitably represented in the primary employment system.</td>
<td>Generate cooperation from community and business leaders to address the problems of racial bias and lack of cultural understanding in education and employment in our community. Increase the multicultural sensitivities of adults who supervise youth in Portland Investment programs. This includes teachers, program staff, personnel officers, and job site supervisors. Ensure that all Portland Investment programs include curriculum that builds skills for maintaining self-esteem in the face of racial bias and cultural insensitivities as these barriers occur in school and in the workplace. Seek creative ways to increase multi-cultural staffing in programs for children and families.</td>
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the ages of 16 and 21, offering basic skills training, GED training and testing, specific skill
training, and employment training and assistance. The goal of YEI is to provide youth with
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with in-school projects such as STEP, CARE, Partnership, and Career Pathways as well as
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YOUTH IN CAREERS AND CULTURE PROJECT (YCCP) – A pre-employment
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disadvantaged (must be Job Partnership Act - JTPA eligible). Program allows youth to explore
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Both components include pre-employment training, job experience, career awareness, cultural
enhancement/pride, leadership training, role models and speakers, internship placements,
field trips and video production. Culturally-sensitive counseling support services are also
provided.

Date Implemented:

The Roundtable began meeting in October, 1984. Prior to that time there were a number of
organizational and planning meetings involving staff and the members who became the
Executive Committee.

Partners in 1988-89:

Portland School District – Contributed $1,084,841 from its general fund, plus about 15
percent of an administrative staff person, twenty percent of one program manager, one FTE in
implementation and oversight, considerable in-kind support and materials, space and more.
The district was directly involved in Student Service Centers, Self-Enhancement, STEP,
BRIDGE, Targeted Service Specialist, Teen Parent Program, Financial Services Academy,
CARE, Partnership, Registry, the graduates ceremonies, the pre-school screening program, and
management and staffing of the Roundtable.

Private Industry Council – Contributed $2,505,164 from its general fund, plus about 15
percent of its president's time, 20 percent of two other management staff, some in-kind office
space and materials. The PIC was directly involved in Self-Enhancement, Youth in Careers
and Culture, STEP, BRIDGE, Teen Parent Program, Financial Services Academy, Partnership,
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City of Portland – Contributed $618,719 from HCD and its general fund, 15 percent of a
management persons time, plus one full time FTE, and considerable in-kind for printing and
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Multnomah County — Contributed $34,000 from its general fund plus about 10 percent of a management staff position serving on the planning team. They were directly involved in Youth in Careers and Culture, Teen Parent Program and services provided to several programs by the Youth Service Centers.

Business — Contributed $43,820 directly. Additionally the business community provided $95,000 to fund the Business Youth Exchange (BYE) of the Chamber to be a broker for their involvement, providing jobs and other business support to youth programs. The community provided about $600,000 in unsubsidized wages for work experience in three programs.

Other Partners — A number of private and public agencies also participated directly in a number of programs. The county Educational Service District, Urban League, United Way, Portland Community College, the state executive branch, several state agencies, three foundations, P/PV, the Health Sciences Center, Veterans Hospital and some neighborhood organizations participated variously in the Student Service Centers, Self-Enhancement, STEP, Financial Services Academy, Teen Parent Program, Summer Youth Program, and the graduates ceremonies.

Leadership Is:

Fully shared by the entities represented at the Executive Committee level. The CEO’s alternate convening and chairing committee meetings and full Roundtable meetings. Each has at least one representative on the staff planning team. The members of the Executive Committee are: Roger Breezeley, Chair of the BYE and Chief Operating Officer of U.S. Bancorp, Bud Clark, Mayor, Andy Jordan, Chair of the PIC and an attorney in private practice, Gretchen Kafoury, Multnomah County Commissioner, Matthew Prophet, Superintendent of Portland Schools, Vern Ryles, Chair of the Greater Portland Chamber of Commerce and CEO of Popper’s Supply.

Invited members of the Roundtable are: Vickie Barrows, President of Portland Teachers Association, Sam Brooks, President, S. Brooks and Associates Consultants, Ron Fortune, Secretary-Treasurer, Northwest Oregon Labor Council, Bernie Foster, Editor/Publisher, The Skanner, Neil Goldschmidt, Governor, State of Oregon, Donnie Griffin, Director of Community Affairs, U.S. West Communications, Paul Hathaway, Senior vice President, Northwest Natural Gas, Veronica Molony, General Manager, Eastport Plaza, Daniel Moriarity, President, Portland Community College, David Paradine, President of United Way, Bill Scott, President, Pacific Development, Allan J. Thede, Superintendent, Multnomah Education Service District, Carol Turner, Portland School Board, Ben Whiteley, President, CEO, Standard Insurance Co.

How the Collaborative Is Managed

From a policy and resource development perspective the Roundtable is managed in participatory fashion by the Executive Committee named above. They meet monthly, review progress on the current year’s goals and objectives, analyzed against the ten-year plan.

As a practical day-to-day matter the Portland Investment is managed by a staff team. The staff person for the team, Marcia Douglas, is hired by the city. The city pays one half her salary, all her benefits, and provides her with a half-time secretary, office space and office materials. The school district and PIC each provide, by contract, money for one-fourth of her salary.