

RESULTS:

- 192 new preschool slots across a six county region
- More streamlined home visiting referrals
- Improved developmental screening process
- Targeted investments in culturally specific communities

SERVICES ARE
BETTER ALIGNED

Aligning the System

ELM aligns and streamlines the network of early learning and early childhood services in Multnomah County. We create efficiencies, share insights and focus investments—all to get better results for children and improve the experiences of families.

ELM has two key strategies for system alignment:

- We bring partners together to make informed, strategic decisions.
- We improve the family experience by addressing gaps in the system.

Bringing Partners Together:

ELM brings partners together, creating a forum for making informed decisions that drive impact. Here are three examples:

- The P-3 Systems Work Group brings together leaders in early learning and K-12 education to learn from each other and create a smoother transition from early learning to early grades. It supports P-3 (Prenatal–3rd grade) Schools and includes SUN lead agencies, school districts, early learning providers, DHS and other organizations.
- ELM collaborated with three other Oregon Hubs (Clackamas Early Learning Hub, Early Learning Washington County and Northwest Early Learning Council Hub) to submit a joint Preschool Promise application. The state awarded funding for 192 new preschool slots for children across six counties. We'll continue to work as a region to learn from each other and build on each other's successes.
- The same six-county region of four hubs has three Coordinated Care Organizations (CCOs) charged with improving health care delivery to low-income Oregonians. ELM convenes this regional team focused on the connection between health and educational success. The team is driving expansion of the Register for Kindergarten Campaign and taking steps toward universal developmental screening across the region.

Improving the Family Experience:

ELM is streamlining the family experience across early childhood services. We address gaps by dedicating funds to targeted initiatives and monitoring their progress. Here are three examples:

- ELM is working with a multi-sector home visiting network to close gaps and simplify the way families experience referrals to services across sectors.
- ELM and its partners are improving the developmental screening process to get the right support and training to more families of children with developmental delays and disabilities.
- Research supported by ELM and the SUN Service System shows 6 out of 10 low-income children six and under in Multnomah County are children of color. This data drove the reallocation of SUN funds as well as ELM's focus on serving children of color.

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Early Learning Multnomah (ELM) is co-led by United Way of the Columbia-Willamette and Multnomah County. Together, we set collective goals and priorities, find efficiencies, and drive coordinated action of 35+ organizations across the county to get better results for children six and under.



QUICK FACTS:

- 4 child care coaching networks for African American, Latino and Slavic providers
- 57 participating providers
- 25 providers will submit QRIS/Spark portfolios in 2016

Focused Child Care Networks

What it is:

Multnomah County Child Care Resource and Referral is investing in targeted child care coaching networks for home-based African American, Latino and Slavic providers.

Why it's important:

Young children learn best in environments that are culturally relevant. That's why culturally specific providers are often best equipped to serve families in their communities. But traditional provider coaching and professional development methods don't often meet the needs of culturally specific providers. Focused Child Care Networks offer support and guidance in culturally appropriate ways so that all providers can build their skills and be included in programs like Oregon's Quality Rating and Improvement System (QRIS), the State's child care quality rating system.

How it works:

Focused Child Care Networks celebrate culturally specific child care providers and provide them with culturally appropriate coaching and training in their first language. Home-based child care providers from African American, Latino, and Slavic communities meet regularly to receive targeted coaching and professional development. They also get support as they compile portfolios for the QRIS.

Results:

Fifty-seven providers are involved in Focused Child Care Networks. Twenty-five of those providers will submit QRIS portfolios in 2016.

What's next:

Interest among culturally specific providers is strong and growing. In fact, the Latino Network currently has a waiting list for participation.

Partners:

Multnomah County Child Care Resource and Referral (CCR&R)

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QUICK FACTS:

- 7 CEWs work with families in N/NE Portland and East County
- CEWs worked with 282 families in 2015/2016
- Communities served include: African American, Native American, Latino, Somali, and communities from Burma.

Community Education Workers

What it is:

Community Education Workers (CEWs) are trusted community members and certified Community Health Workers who work with previously isolated families to build on their strengths and help prepare children for school using culturally appropriate strategies.

Why it's important:

CEWs are natural leaders in their communities who help strengthen ties between families and the systems designed to support them, like schools and social services. Through culturally specific group activities and home visits parents learn about the importance of starting early to help young brains grow. They build friendships, learn from each other and, ultimately, feel more comfortable in school settings so they can be more involved in their child's education.

How it works:

CEWs support families by meeting with them weekly in their homes and facilitating small group sessions at nearby schools. They focus on early childhood topics like brain development, attachment and literacy. They also work with schools, equipping them with tools to better support families and children from immigrant and refugee communities, and communities of color. Strong cultural ties are an intentional and critical part of what makes the CEW program work. CEWs have a long history of working with families in their community and they are passionate about helping them build cultural pride as they learn.

Results:

There are seven CEWs working with previously isolated families across N/NE Portland and East County. Last year, CEWs worked with more than 100 families with young children from culturally specific communities—African American, Native American, Latino, Somali, and communities from Burma.

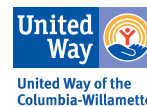
Partners:

Immigrant and Refugee Community Organization (IRCO), Latino Network, Native American Youth and Family Center (NAYA), Multnomah County Health Department's Community Capacitation Center, Social Venture Partners Portland, and Urban League of Portland.

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QUICK FACTS:

- 5 partners co-created literacy kits for 6 culturally specific communities (4 languages)
- 13,650 families have used the kits
- Early learning hubs across Oregon and elsewhere are adopting and delivering literacy kits to families in their communities

Literacy Kits

What it is:

ELM and five partners co-created literacy kits to promote culturally specific ways of reading, talking and playing with young children. Together, we developed kits for six culturally specific communities in four languages.

Why it's important:

The kits are designed to engage children and families in the five keys to literacy: reading, writing, singing, talking, or playing using everyday activities. Each activity builds early literacy skills and prepares children for success in kindergarten. More importantly, each version of the kit is an authentic reflection of the unique traditions and values of Vietnamese, Slavic, Latino, Native American, and African American communities.

How it works:

ELM and its partners distributed the kits through culturally specific organizations, school districts, health care partners, and Head Start classrooms. The kits were bundled together with culturally specific children's books provided by the Children's Book Bank and Multnomah County Library.

Results:

So far, 13,650 families have used literacy kits to help their children build early literacy skills. Thousands of kits have also been distributed in Washington County through the Early Learning Washington County hub.

What's next:

Work is underway to reach more culturally specific communities and expand distribution to Yamhill, Marion and Polk counties.

Partners:

Children's Book Bank, IRCO, KairosPDX, Latino Network, Native American Youth and Family Center, and the Multnomah County Library.

Resources/Links:

Download the following literacy kits at <http://www.unitedway-pdx.org/literacy-kits>:

- Created by and for the African American Community (KairosPDX)
- Created by and for the Latino Community (Latino Network)
- Created by and for the Native American Community (Native American Youth and Family Center)
- Created by and for the Slavic Community (IRCO)
- Created by and for the Vietnamese Community (IRCO)

The Multnomah County Library produced an English version that is for groups that do not identify with any of the above.

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QUICK FACTS:

- Parent educators coached 554 families in 2015/2016
- Of 830 children served, 90% were children of color, and over half were not native English speakers
- 2 years of home visitation, plus 1 year of preschool helps children in poverty overcome early educational disadvantages

Parent-Child Development Services (PCDS)

What it is:

PCDS parent educators provide personalized coaching to families facing significant situational and/or systemic barriers such as poverty, substance abuse, family criminality, or mental health issues. Through home visiting, parent and child playgroups, and connections to resources, educators promote positive parenting, healthy child development, and school readiness.

Why it's important:

The home is the first and most important learning environment for every child. By focusing on the success of the whole family, parent educators help set children up for success in school. Research shows that two years of home visiting, plus one year of preschool help children in poverty overcome early educational disadvantages that may otherwise keep them behind in school.

How it works:

Parent educators visit families in their homes, conduct screenings, facilitate groups, and connect families to resources to strengthen family systems and support the healthy development of children six and under. Personalized home visits address family specific needs and build upon family strengths in culturally responsive ways. Regular, developmental screenings and health screenings help parents understand their child's development, and identify any potential areas of concern that might require intervention. Facilitated groups offer opportunities for parents to support and learn from each other, reduce isolation, and build community.

Results:

Parent educators coached 554 families in 2015/2016. In all, they referred three-quarters of three and four year olds in the program to Head Start or another preschool, and they connected three-quarters of families with five year olds to kindergarten.

Partners:

Black Parent Initiative, Hacienda CDC, Immigrant and Refugees Community Organization (IRCO), Impact Northwest, KairosPDX, Latino Network, Metropolitan Family Service, Mt. Hood Community College, Native American Youth and Family Center (NAYA), and Self Enhancement, Inc.

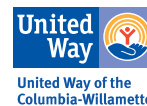
Links/Resources:

Parent educators follow the Parents as Teachers (PAT) model, an early childhood home visiting program that builds strong communities, thriving families, and children who are healthy, safe and ready to learn. For more information, visit: <http://www.parentsasteachers.org>

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QUICK FACTS:

- 2,500 families are screened each year, about a quarter of all births
- Priority populations include: teen parents, parents born outside the U.S., families of color, and low-income families

Welcome Baby Screening

What it is:

Healthy Families Oregon and the Multnomah County Health Department are streamlining the new baby screening tool so new parents understand what help is available, and programs can better anticipate and meet service needs.

Why it's important:

There are several challenges with current screening methods:

- Not all families feel safe, comfortable, or can be accommodated in a hospital setting.
- When families don't feel comfortable, screening can be inaccurate and families can miss out on services.
- The number of families who qualify for home-visiting services often exceeds the available openings with Health Families.
- Families often need support other than home visiting.
- Many families could have benefitted from intensive supports before their child was born, but they did not know what was available.

How it works:

Multnomah County Health Department has been providing Welcome Baby screening to families with newborns for more than 13 years. Currently, families are screened in hospitals by a community health worker using the New Baby Questionnaire tool. Families who meet eligible criteria are then offered home visiting services.

What's next:

The Multnomah County Health Department will expand services to:

- ensure families are connected with the resources that will best support their family to thrive.
- connect families with the full array of programs and services that the community has to offer.
- include culturally specific and trauma-informed approaches to screening in community settings where families already feel comfortable.
- engage families prenatally.
- follow up with families wanting to participate in groups and classes for support.

Partners:

Healthy Families Oregon and Multnomah County Health Department

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QUICK FACTS:

- Two- or three-week summer transition programs for incoming kindergarteners and their families
- Participating children with no preschool experience have higher attendance rates than peers who don't attend
- Participating children and parents are more likely to become leaders in their school

Early Kindergarten Transition

What it is:

Early Kindergarten Transition (EKT) programs are free summer programs that introduce children and families to their new school so they're ready to succeed from day one.

Why it's important:

Many children don't attend preschool or Head Start before their first day of kindergarten. Through EKT, children and their parents make meaningful connections to their new school environment and staff before the first day of school. Children who participate have higher attendance rates in their kindergarten year than their peers who didn't attend preschool or EKT. They also show leadership skills in class.

How it works:

Forty-two SUN Community Schools offer EKT as an option to families whose children have little to no preschool experience before enrolling in kindergarten. For two or three weeks in July or August, children attend EKT for five, half days per week. Parents also attend twice a week to connect with each other, learn more about how to support their child's learning at home, and gain confidence in the school environment. They also get to know the school principal and school staff, and have special visits from partners like the Multnomah County Library. As an added benefit, child care is offered for the youngest in the family during parent class days.

Results:

EKT started as a program at Portland Public Schools in 2010. Now, 42 schools across all six school districts in Multnomah County have active EKT programs, serving a total of 840 students and their families.

What's next:

ELM will continue to strengthen EKT and ensure it stays linked to other county-wide early learning strategies, like the P-3 Schools Project and the Register for Kindergarten Campaign.

Partners:

SUN Community Schools, Multnomah County Library, Centennial School District, David Douglas School District, Gresham-Barlow School District, Parkrose School District, Portland Public Schools, Reynolds School District, and Children's Book Bank.

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QUICK FACTS:

- Kindergarten teachers from 19 schools visited with 585 families in their homes in the summer/fall of 2015
- Home visits kick start parent involvement and increase student attendance rates

Kindergarten Teacher Home Visits

What it is:

Kindergarten teachers from schools across the County meet with new students and their families as they transition into kindergarten.

Why it's important:

When teachers and families have a chance to build a positive relationship, children are more successful in school. This work recognizes that parents and teachers are co-educators and partners in supporting students. Home visits allow parents and teachers to establish a connection early on, so parents feel more comfortable in the school environment. Home visits also help teachers get to know children—their interests, siblings, pets, etc.—so they can make learning more meaningful and personal. This is especially important for children and families of color, and families from immigrant and refugee communities.

How it works:

Teachers spend about thirty minutes with each family in the family's home. They talk with parents about their hopes and dreams for their child, interact with the child and get to know them in a more comfortable environment.

Results:

In the 2015/2016 school year, teachers from 19 schools visited with 585 families. In the 2016/2017 school year, the practice expanded to 28 schools.

Partners:

Centennial School District, David Douglas School District, Gresham-Barlow School District, Parkrose School District, Portland Public Schools, Reynolds School District, and Social Venture Partners.

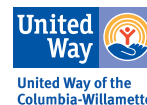
Resources/Links:

Kindergarten teacher home visits in Multnomah County follow the model of the Parent Teacher Home Visit Project, an organization that supports this work across the country. For more information, visit <http://www.pthvp.org>.

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QUICK FACTS:

- SUN Lead Agencies hired P-3 Coordinators at 8 Schools
- Participating schools span 5 school districts
- 5 culturally specific SUN Lead Agencies support the P-3 Coordinator role

P-3 Schools Project

What it is:

The P-3 Schools Project aligns early learning and grades K-3 by connecting families to school before kindergarten and fostering parent leadership through early grades.

Why it's important:

Research shows that when schools actively engage and connect parents in culturally appropriate ways, kids do better. P-3 Coordinators coordinate activities that help families of color and families who speak languages other than English feel connected, comfortable, and confident as members of their school community.

How it works:

ELM funds one dedicated P-3 (prenatal-3rd grade) Coordinator at eight SUN Schools. P-3 Coordinators will create a family-friendly school climate by coordinating early learning activities (like early kindergarten transition for incoming kindergarteners), organizing play and learn opportunities for the youngest in the community, and much more. Each of the P-3 Schools also participates in the P-3 Systems Work Group, where leaders from early learning, K-5, and social service work together to build a smooth transition from early learning to early grades.

Results:

SUN Lead Agencies hired P-3 Coordinators in the summer of 2016.

What's next:

P-3 Coordinators will do intensive professional development and conduct regular surveys with families during their first year at the school.

Links/Resources:

P-3 Schools builds from the Early Works Project at Earl Boyles (www.childinst.org/our-initiatives/early-works), the Clarendon Regional Early Learning Academy, and the Kindergarten Partnership Innovation work at David Douglas School District.

Partners:

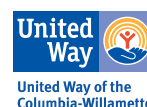
The eight selected P-3 School sites are supported by one of five SUN Lead Agencies who directly receive the funding.

- Wilkes Elementary, El Programa Hispano Católico, Reynolds School District
- Salish Ponds Elementary, Metropolitan Family Service, Reynolds School District
- Rigler Elementary, Latino Network, Portland Public Schools
- Kelly Elementary, Latino Network, Portland Public Schools
- Sacramento Elementary, Immigrant and Refugee Community Organization (IRCO), Parkrose School District
- Ventura Park Elementary, Immigrant and Refugee Community Organization (IRCO), David Douglas School District
- Lincoln Park Elementary, Immigrant and Refugee Community Organization (IRCO), David Douglas School District
- Lynch Wood Elementary, Native American Youth and Family Center (NAYA), Centennial School District

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QUICK FACTS:

- High-quality preschool for 192 new 3 and 4 year olds
- Available to families at or below 200% FPL
- Culturally relevant providers in a variety of settings
- \$3 million in new funds per year

Preschool Promise

What it is:

Preschool Promise is a new State investment in publicly funded preschool. It funds more high-quality preschool options for families who haven't had them before.

Why it's important:

Low-income children and children of color are less likely to have the chance to attend a high-quality preschool—so they're often less prepared for success in school and life. That's why ELM invests Preschool Promise funds in programs that serve children of color, implement culturally relevant practices, and prioritize family engagement.

How it works:

ELM is working with culturally relevant providers in a variety of settings, including schools, child care programs, and Head Starts to offer local, high-quality preschool to families. In all, there will be 192 new preschool openings in Multnomah County. The new openings will be available to:

- Low-income families and families of color living at or below 200% FPL
- Families with children ages three and four
- Children currently on waiting lists for other publicly funded preschool options
- Families served by DHS (TANF and child welfare)

Results:

ELM is one of five applicants (eight hubs total) to receive funds and support from the State of Oregon in 2016/2017. In summer of 2016, ELM selected providers and helped them get set up for success in their first year as a Preschool Promise site.

What's next:

The new preschool slots open to families in fall 2016. ELM will collaborate with the three other early learning hubs to maximize learning and impact across the northwest region.

Partners:

These selected sites are receiving funding in the 2016/2017 school year:

- Amazing Minds Child Development Center, Gresham
- CAIRO Academy, SE Portland
- Mill Park Elementary School, David Douglas School District
- North Powellhurst Elementary School, Mt. Hood Community College Head Start
- Neighborhood House, Inc. Head Start, Lake Oswego
- Shaver Elementary School, Parkrose School District
- Faubion Elementary School, Portland Public Schools
- Montessori Northwest at Alder Elementary School, Reynolds School District
- Village Child Care, North Portland

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QUICK FACTS:

- The campaign started in Multnomah County in 2012
- The campaign now spans across Clackamas, Multnomah and Washington counties
- 91% of incoming kindergarteners registered on time in 2015/2016
- Hundreds of partners help get the word out each year

Register for Kindergarten Campaign

What it is:

The Register for Kindergarten Campaign is an outreach campaign to encourage and support families to register their child for kindergarten before June 1st.

Why it's important:

Registering for kindergarten early makes the transition easier by giving families, children and schools the chance to prepare before the first day of school. Families can find out about summer kindergarten events, learn about summer and school-year programs, and get connected to resources. Teachers can meet with families before the first day of school and prepare the room so that every child feels welcome on the first day. Schools can plan for the right amount of staffing and space.

How it works:

The SUN Service System and ELM collaborate across sectors with organizations that serve families with young children. We rely on those trusted partners to communicate the importance of registering for kindergarten by June 1.

Results:

Ninety-one percent of Multnomah County students registered on time in 2015/2016 compared to 80% when the campaign started in 2012. In 2016/2017, the campaign expanded to Washington and Clackamas counties.

What's next:

ELM and its partners expect to see the tri-county campaign continue to increase early enrollment in coming years.

Partners:

211info, Care Oregon, Centennial School District, Child Care Resource and Referral, Department of Human Services, David Douglas School District, Family Care, Gresham Barlow School District, HealthShare, Home Forward, Multnomah County Library, Multnomah Early Childhood Program, Parkrose School District, Portland Public School District, Portland Children's Levy, SUN Lead Agencies, early childhood partners, culturally specific agencies, and more.

Resources/Links:

Materials from the 2016/2017 campaign are available online at:

<https://multco.us/sun/register-school-june>

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