

At-A-Glance: Early Care and Education Sector Plan
Early Learning Multnomah

<http://www.earlylearningmultnomah.org/>

Backbone Organization: United Way of Columbia Willamette
 Serving Multnomah County



Priority Populations	Geographic Regions	Family Preferences
<p>Children from birth to age 5 from communities that have been and continue to be marginalized because of their race or their immigrant or refugee experience</p>	<ul style="list-style-type: none"> • East Portland, including 1-205 corridor • East County, especially Rockwood, Gresham, Wood Village and Troutdale • North and NE Portland, specifically St. Johns • Culturally specific and culturally relevant settings countywide 	<ol style="list-style-type: none"> 1. Safe and joy-filled spaces: an educational environment that keeps children safe in the least restrictive environment and makes learning a joyful experience. 2. Teachers who support school success: quality of teacher’s relationships with the children and ability to teach content and skills that will help children be successful in school. 3. Teachers from our communities: teachers who can partner with parents in a respectful way and skillfully support children’s positive cultural and racial identity formation.
<p>Households with children birth to age 5 and with incomes at or below the Self Sufficiency Standard for Multnomah County</p>	<ul style="list-style-type: none"> • East Portland, including 1-205 corridor • East County, especially Rockwood, Gresham, Wood Village and Troutdale • North and NE Portland, specifically St. Johns • Culturally specific and culturally relevant settings countywide 	<ol style="list-style-type: none"> 1. Variety of settings: variety of pre-K settings that meet families’ needs such as full day, part day, two generation, extended day, in schools, in community based organizations, in family and center based child care. Full day means covering the work day, not just the school day. 2. Qualified teachers: teachers with combinations of qualifications that include relevant experience, education, training, competencies, certifications, and specific skills such as special education. 3. Culturally specific and culturally relevant settings: pre-K settings that are designed specifically for families from the same community and cultural group as well as pre-K settings that are designed to honor and support children in a multi-cultural environment.
<p>Children ages 0-5 with developmental delays or disabilities from communities that have been and continue to be marginalized because of their race, immigrant, or refugee status.</p>	<ul style="list-style-type: none"> • Countywide 	<ol style="list-style-type: none"> 1. No expulsion: a recurrent theme from parent meetings is the negative impact of disproportionate discipline, expulsion or other forms of push-out in Early Childhood Education and school settings. 2. Safe and joy-filled spaces: an educational environment that keeps children safe in the least restrictive environment and makes learning a joyful experience. 3. Teachers from our communities: teachers who partner with parents in a respectful way and skillfully support children’s positive cultural and racial identity formation.