

EARLY LEARNING MULTNOMAH (ELM)



54% of children in Multnomah County are at risk of arriving at kindergarten not prepared to succeed in school.¹

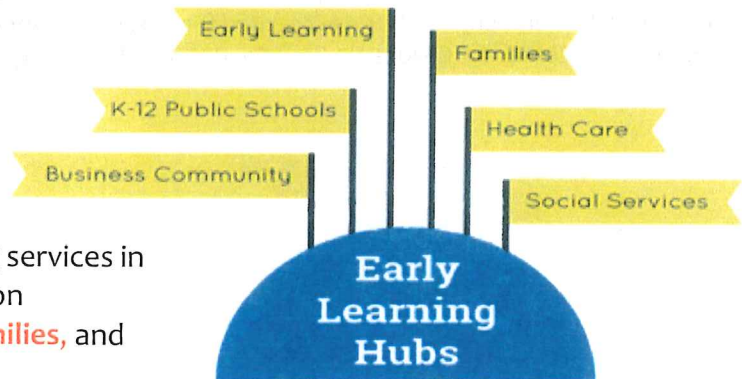
1 in 4 kindergartners in Multnomah County miss a month or more of school each year.
57% of them are children of color.²

The **VISION** of Early Learning Multnomah (ELM) is for every child in Multnomah County to be prepared to succeed in school and life, regardless of race, ethnicity or class.

OUR PURPOSE is to eliminate racial and social disparities in kindergarten readiness and create opportunities for success by implementing environmental level changes that align programs, systems and funding in early childhood with a focus on children living in poverty and all children of color.

Early Learning Multnomah is Multnomah County's early learning "hub" and part of a state-wide cohort guided by the Early Learning Council.

ELM facilitates the coordination of early learning services in Multnomah County towards outcomes focused on **kindergarten readiness, stable and attached families, and system alignment.**



United Way of the
Columbia-Willamette
UnitedWay-PDX.org



United Way of the Columbia-Willamette serves as lead agency and overall project manager with fiscal and program accountability to the Early Learning Council of the Oregon Department of Education and to program partners.

Multnomah County provides program development, procurement, contract management and monitoring functions on behalf of services funded through Early Learning Multnomah.



For more information on Early Learning Multnomah, contact us at
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www.unitedway-pdx.org/early-learning-multnomah

¹The denominator for this figure is based on 2007-2011 ACS 5-year estimates from PSU Population Research Center. Based on this, there are approximately 63,000 children aged 0 through 6 in Multnomah County. The numerator for this figure is based on research commissioned by Ready for Kindergarten Collaborative (R4K) of All Hands Raised Partnership with Portland State University's Population Research Center. R4K used national longitudinal data, findings from other states that have kindergarten readiness assessments, and third grade reading data from Oregon's Department of Education to identify the population characteristics that are most likely to be correlated with lack of kindergarten readiness. R4K then used Census 2010 and American Community Survey (ACS) data to identify the 0-5 year olds who live in census tracts with the highest rates of these risk factors (populations of color, in poverty, with limited English proficiency, low adult educational attainment, and single parent households). Based on this analysis, R4K identified 66 of Multnomah County's 171 census tracts with significant numbers of young children from populations who are frequently not prepared to succeed academically. A total of 29,649 0-5 year olds, and an estimated 34,158 0-6 year olds, live in these high-risk census tracts. This figure represents Multnomah County's best current estimate of the population at risk for not entering school ready to learn.

²Data source: ODE Data from Multnomah Education Service District for 2011-12 school year for Portland Public Schools, Centennial, Reynolds, Parkrose, David Douglas, and Gresham-Barlow districts. Data represents students absent for 10% or more of the school year, which constitutes the definition of chronic absence. Chronic absence in kindergarten is associated with lower academic performance in first grade among all children. For children in poverty, it predicted the lowest levels of educational achievement at the end of fifth grade even if their attendance improved after kindergarten (Chang, H. & Romero, M. (2008). Present, engaged, and accounted for: The critical importance of addressing chronic absence in the early grades. National Center for Children in Poverty. Retrieved from http://www.nccp.org/publications/pdf/text_837.pdf).