PORTLAND
Public Schools



Early Learners

Annual Report 2024–2025

PORTLAND PUBLIC SCHOOLS



Early Learners thrive...



When social-emotional teaching and learning are explicitly and authentically integrated and modeled throughout the day – fostering self and community care and positive relationship-building.

In learning environments in which their linguistic, cultural, racial, and self-identities are seen, heard, and affirmed – and in which they are engaged in authentic experiences with a wide range of languages, cultures, races, and identities.

When educators demonstrate cultural humility and partner with families to understand the home assets, values, cultures, and experiences that shape their children's approaches to learning.

When educators understand and embrace neuro diverse learning systems and disability, see each child's best self, honor each learner where they are, collaborate to support development, and provide multiple access points to allow all students to engage in meaningful learning.

In connected and supportive communities of family, friends, and educators.

When provided meaningful learning experiences that promote development in:

- Reading
- Writing
- Speaking
- Listening
- Storytelling
- Problem Solving
- Wellbeing
- Reflection

* all in the context of real-life applications

In dynamic, joyful, safe, and predictable spaces that embrace:

- Play
- Creativitiy
- Exploration
- Social Interaction
- Choice
- Movement

At PPS, the term **Early Learners** includes students in preschool (age 3) through the entry to 3rd grade (age 8). The PPS P-3 vision is to provide high-quality and aligned experiences for students and families in these foundational years of learning.

PPS Early Learners



pps.net/earlylearners prekprograms@pps.net

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy of the Portland Public Schools Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

Annual Report 2024–2025

Director: Dana Stiles

Dear Portland Public Schools Early Learners Community,

Our Pre-K community is kind, generous, and responsive. It is composed of individuals dedicated to equity, social emotional safety, and an implementation of research-based learning frameworks to improve student outcomes. I am deeply grateful for the unwavering dedication of our staff, partnership of families, collaboration with PPS and support of our community partners. A strong Parent Policy Council guided the program's direction and doing what is best for children and families is our enduring north star.

This report reflects the experiences and continued resolve of a community of people who refuse to accept the status quo and who unconditionally embrace the PPS Early Learners mission and vision.

Dana Stiles
Director, PPS Early Learners Department



Basic Program Facts

PPS Early Learners PreK program served 910 children—ages three-to five-years—in 51 classrooms. Of those enrolled, 648 students were funded through Federal Head Start and State grants. The program uses PPS facilities and follows the school calendar.

The program's curriculum, Tools of the Mind®, aligns with the Portland Public Schools Instructional Framework. Our progress monitoring tool is the Desired Results Developmental Profile (DRDP), an observational assessment tool. In a typical year, ongoing child observation and assessment in the areas of: Cognitive, Language, Social/Emotional and Physical Development, are used to measure progress and share that progress with students' parents/caregivers.

Families are engaged in their child's learning to support progress toward their educational goals. Families are involved in leadership, educational, literacy, and employment-related opportunities to support lifelong learning experiences in the community.

Data in this Annual Report reflects the entire Early Learners program and conforms to the Head Start Performance Standards reporting requirements. Grant-specific information is available upon request.

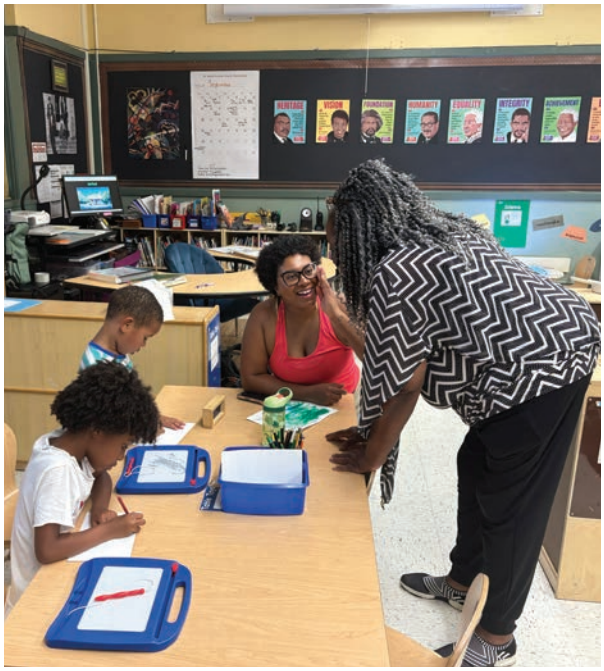


Who We Served—2024–2025
Children & Families

Enrollment Opportunities

	24–25	Full
Boise-Eliot Humboldt	35	34
Clarendon	118	126
Creston Annex	57	72
Dr. MLK	58	54
Faubion	94	84
Grout	44	36
Jason Lee	65	54
Kelly Center	127	126
Lent	18	36
Marysville	42	36
Rosa Parks	18	36
Sacajawea	122	126
Sitton	38	36
Whitman	49	36
Total Funded Enrollment	885*	910

* Separate total slots from enrollment opportunities. The numbers for 2024–25 reflect the total number of children who were enrolled for at least one day during the school year; the second number reflects the total number of funded slots at each site.



Total Funded Enrollment 910/910

Age

3 year olds	42%
4 year olds	58%

Ethnicity

Hispanic	41%
Non-Hispanic	59%

Race

Black/African American	18%
American Indian/Alaskan Native	4%
White	53%
Asian	12%
Hawaiian/Pacific Islander	1%
Bi-racial/Multi-racial	12%

Dual Language Learners (DLL) 36%

Spanish	23%
Chinese	3%
Vietnamese	6%
Other	4%

Home Languages

Amharic, Arabic, Bengali, Burmese, Chinese, Creole, Chuj, Czech, Dari, English, Farsi, Guiche, Hindi, Igbo, Kachin, Karenni, Kinyarwanda, Korean, MaayMaay, Nepali, Oromo, Portuguese, Russian, Somali, Spanish, Swahili, Thai, Tibetan, Tigrinya, Tongan, Ukrainian, Vietnamese

24% of our enrollment were children with disabilities.

Family Engagement

Services Provided

Number of referrals to Community Agencies

Emergency/Crisis Intervention	393
Housing Assistance (e.g., subsidies, utilities, repairs)	97
Mental Health Services	100
Research-based Parenting Education	26
English as a Second Language (ESL) Training	198
Adult education/Job Training	79
Substance Misuse Prevention/Treatment	19
Relationship Education	32
Preventive Medical and Oral Health Education	360
Nutrition Education	348
Assistance to Families of Incarcerated Individuals	9
Caregivers receiving at least one service	531

Assistance Type by Percent of Families

Families Receiving TANF	17.0%
Families Receiving SSI	4.3%
Families Receiving WIC	53.2%
Families Experiencing Houselessness	19.5%
Families Receiving SNAP	52.3%





Health Services

Students with health insurance	99%
Students with a medical home	96%
Student with a dental home	88%
Students screened for vision concerns	96%
Student screened for hearing concerns	96%
Student screened for dental concerns	90%

Monthly "health huddles" with Family Service staff improve our Health Status Determination numbers, and create a more health literate organization.

Family Engagement Activities



- Policy Council
- Parent /Caregiver Workshops
- Parent/Caregiver Input Surveys
- Health Advisory Committee
- Family and Child Home Visits
- Multnomah County Library "Every Child a Reader" program

During this school year families were highly involved in their child's learning. PPS Early Learners encourages families to engage in their child's education and school community. PPS Early Learners presented many opportunities to provide feedback and be involved in decision-making for the program.

PPS Early Learners' parents/caregivers are engaged in their child's learning to support progress toward their educational goals. Families are involved in leadership, educational, literacy and employment-related opportunities to support lifelong learning experiences in the community.





Family Engagement

Year at a Glance: Building Foundations for Family Success

Priority 1:
Instructional Equity through Literacy
Strengthening multilingual literacy and engaging families as essential partners in school readiness

Priority 2:
Equity through Inclusive Environments
Centering joy, wellness, and community care in family partnerships

Outcome	Projects	Details
98% Needs Assessments completed	Family Needs Assessments Family Mapping & Goal Setting in ChildPlus	Individualized family partnership goals helped families access resources aligned with their needs and strengths.
100% of families received direct communication	Family Newsletters (monthly) multilingual Policy Council and Coffee Chats Cell phones for Family Advocates (FAs)	Text/email communication Home language support and translation apps Opportunities for connection where language, culture, and identity are affirmed
1659 needs were identified	Ongoing follow-up by FAs during drop-off/pick-up and home visits	Individualized family partnership goals helped families access resources aligned with their needs and strengths.

Family Engagement Highlights

1588
Family Engagement events were created

470
Families participated

- Family Interest Survey to shape offerings
- Site-led monthly engagement events

3 events per family on average

Children's Literacy Initiative (CLI) partnership and Mental Health Consultants supported parenting groups and built family capacity

159 families attended Coffee Chats

- CLI partnership Literacy Events
- Text/email communication



ERSEA Data

Eligibility, recruitment, selection, enrollment, and attendance (ERSEA) tasks are some of the most important work performed by Head Start programs. ERSEA governs how programs determine eligibility, enroll children, and track attendance.

Changes to ERSEA

Dedicated Staff

- Transition from 22 staff enrolling across program to three dedicated staff enrolling across the program
- Separated management role to focus solely on enrollment and data
- All four positions moved to 260 day work year calendar

Implementation timeline

90% Enrolled

- New roles started July 1, 2024
- Moved to new office space in August 2024
- Full Enrollment Plan expired January 1, 2025
- System development and training is ongoing
- In six months there was an increase from 37% enrolled to 90% enrolled by January 1

Specific strategies

Streamlined Systems

- Made enrollment forms electronic (when possible)
- Trained staff on several new systems/platforms
- Developed new tracking/communication systems
- Created intentional community partnerships and outreach to recruit
- Shifted slot allocations to meet shifting demographics

Increase in total Early Learner enrollment



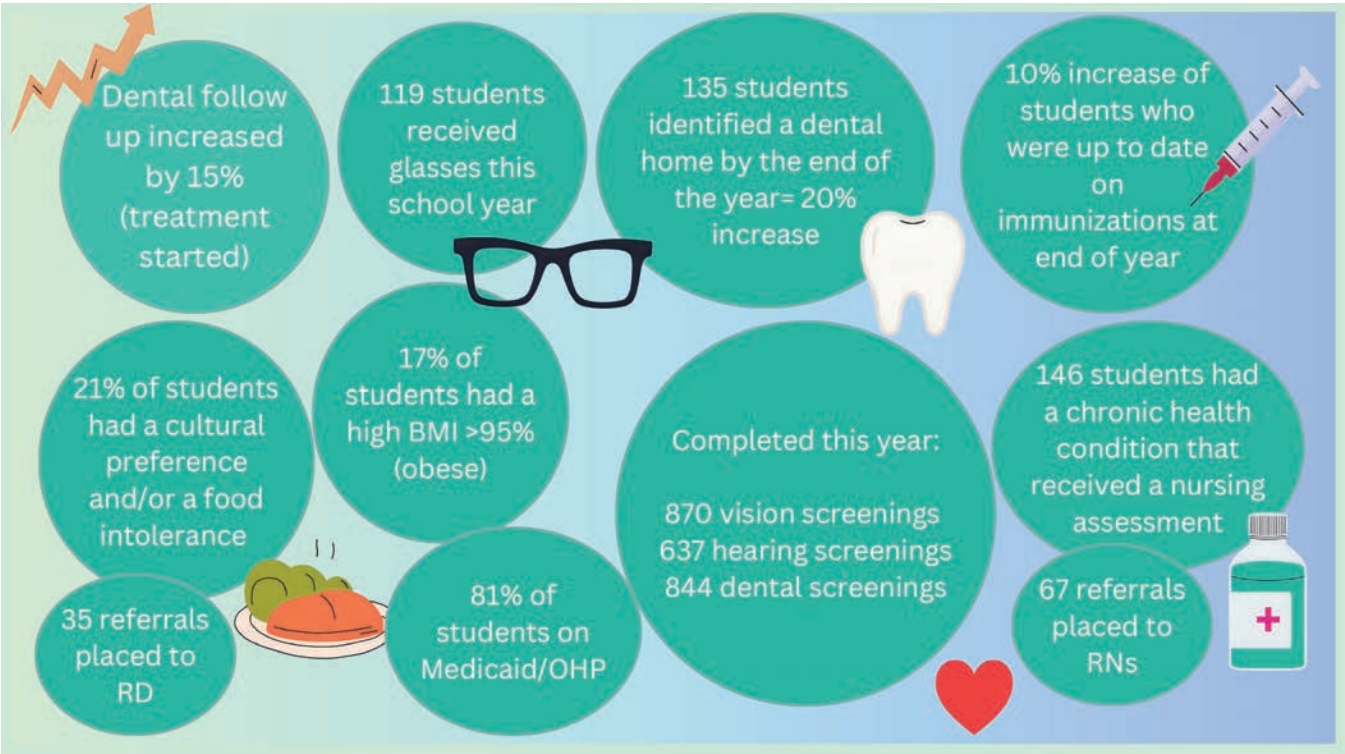
School Year	Percent Enrolled
2022–23	87%
2023–24	92%
2024–25	95%

A look ahead

21%

- Continue current strategies and data collection towards quality improvement from start of enrollment to start date in classroom
- Data shows that implementing current strategies earlier in the year has increased our full enrollment trajectory by at least 2 months
- Enrollment for next school year is 21% higher than it was in June 2024

Health Services



Multnomah County Immunization Program held two free immunizations clinics for families at sites

Program Nurses directly involved in urgent dental cases; working side by side with Family Advocates

All Smiles increased communication around dental follow up for students who have had multiple screening with concerns

OHSU ELKS provided letters to families to be hand delivered at sites

All Smiles community partner completed an in-depth training for Family Advocates around dental follow up

Updated Vision results form (sent home after screenings):

- More health literate with simple wording
- Translated into multiple languages
- List of vision clinics that accept OHP pediatric patients

New partnership with OHSU clinic at Benson Wellness Center for fr immunization & well child clinics



Disability Services

Disability Services 2024–25

210 students on IFSP (23%)

109 students referred for evaluation

77 students received evaluations

70 found eligible for ECSE services

Developmental Screenings

555 ASQ screenings completed

223 passed first screening

112 passed second screening

105 were referred to MECP

2 parents declined a referral

60 need a rescreen

1 IEP was closed

54 students entered program already receiving ECSE services

Priority

Implement culturally-responsive practices that hold consistently high expectations for every student accompanied by responsive support.

New This Year

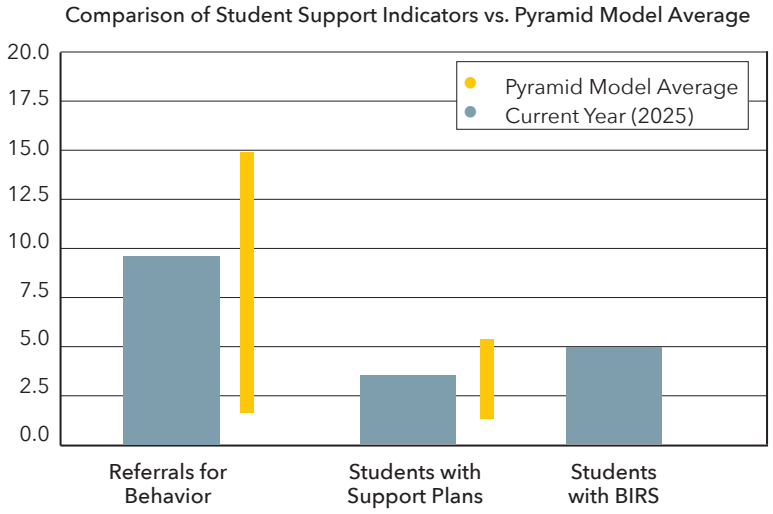
DIAL-4 Screenings

Collaboration with PPS Feeding Team

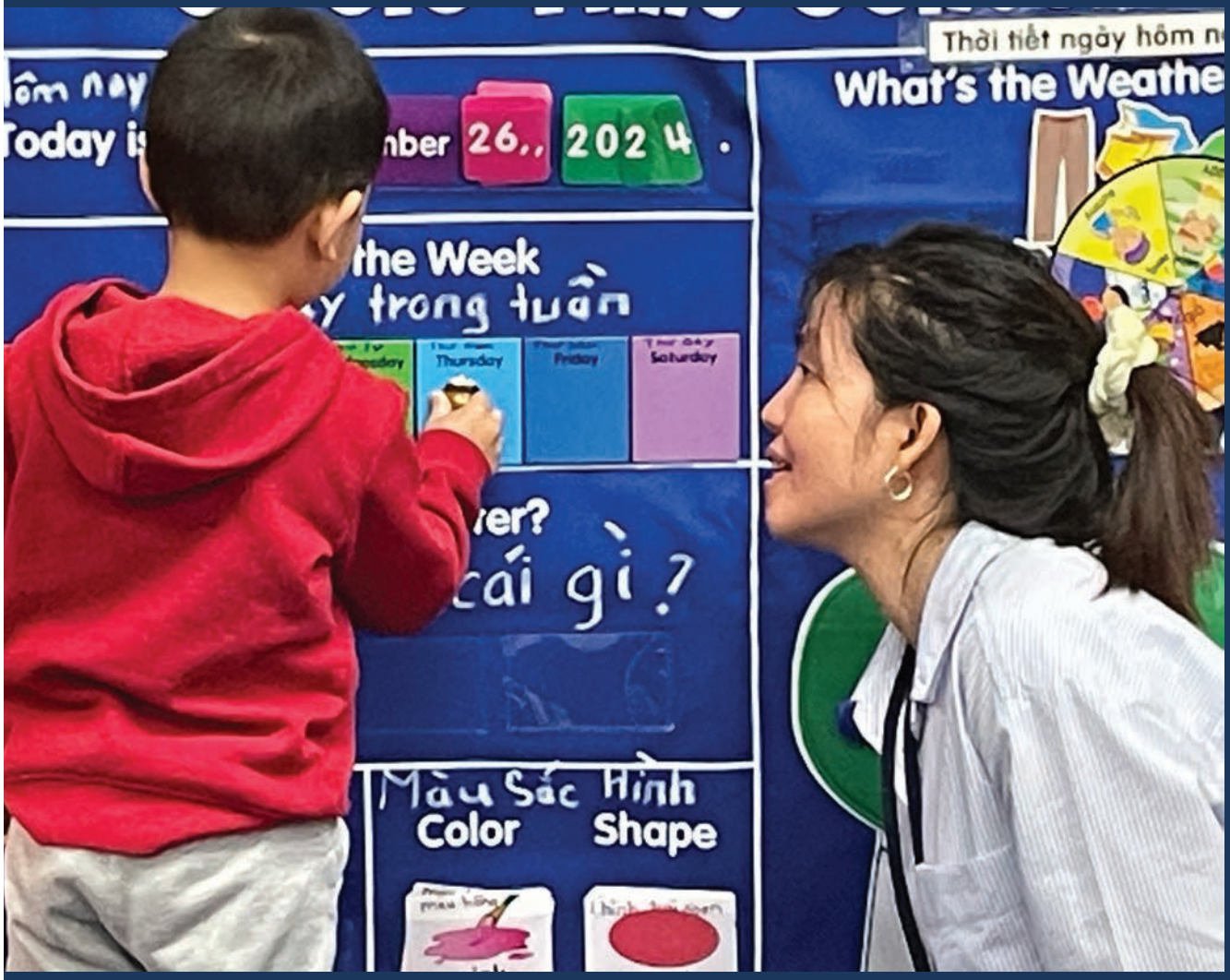
Behavior Support Map



This school year we introduced the behavior support map which included intentional use of BIR data and documented support plans.



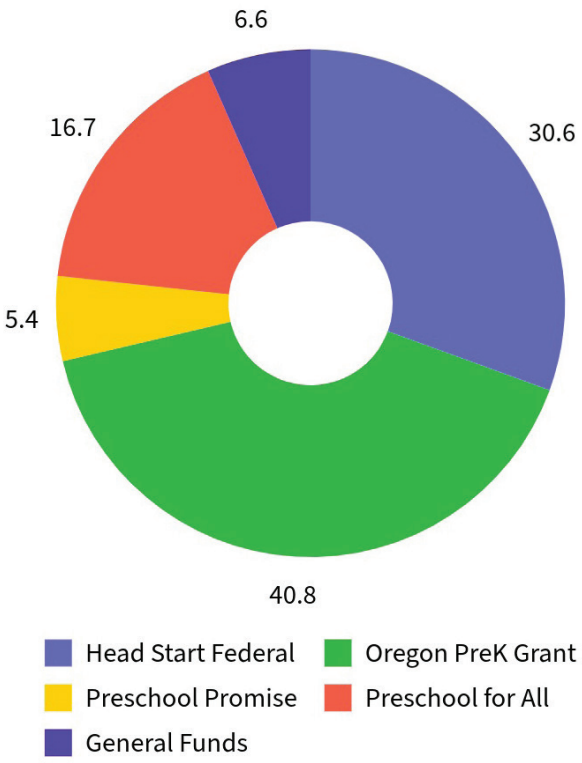
Operating Expenses



Program Expenses

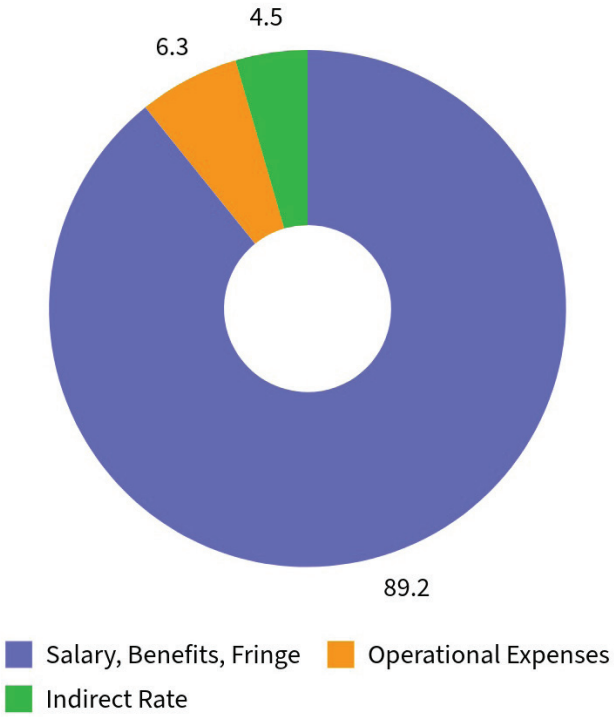
Projected Funding Sources

Head Start Federal FY25–26 (Expired October 31, 2025)	$6,382,217	30.6%
Oregon PreK Grant (OPK)	$8,501,396	40.8%
Preschool Promise (PSP)	$1,120,00	5.4%
Preschool for All (PFA)	$3,486,144	16.7%
General Funds	$1,370,818	6.6%
Total	$20,860,575	100.0%



Projected Expenditures 2025–2026

Salary, Benefits, Fringe (Staff wages, benefits, payroll taxes)	89.2%
Operational Expenses (Supplies, Materials, Services, Utilities)	6.3%
Indirect Rate (Admin support, accounting, HR)	4.5%
Total	100%



Federal Monitoring Results

- PPS Head Start received a Federal Focus Area 1 review in April 2025. There were two corrected findings and the program was determined to be in compliance with all Head Start Program Performance Standards.
- PPS Head Start received a Federal Focus Area 2 review in March 2022. There were no findings and no deficiencies noted.

Program Expenses — Totals from Budget-to-Actual Reports

Head Start Funds Only

Program Expenses — Totals from Budget-to-Actual Reports

Grant Description – Fiscal Year 2025

Federal Head Start Grant	$	6,382,217.00	44%
Oregon PreK Grant	$	8,501,396.00	56%
	$	**14,883,613.00**	100%

Average cost per child for Fiscal Year (Expenses/648)	$	22,965.00
Average cost per Federal Awarded Slots for grant year 11/1/25–10/31/26 (Award/297)	$	21,493.97
Average cost per State Awarded Slots for grant year 7/1/24–6/30/25 (Award/351)	$	24,220.50

Grant Description – Fiscal Year 2024

Federal Head Start Grant	$	6,237,131.00	44%
Oregon PreK Grant	$	7,335,703.00	51%
Portland Children's Levy	$	694,351.00	5%
	$	**14,267,185.00**	100%

Average cost per child for Fiscal Year(Expenses/648)	$	22,017.00
Average cost per Federal Awarded Slots for grant year 11/1/23–10/31/24 (Award/297)	$	21,000.00
Average cost per State Awarded Slots for grant year 7/1/23–6/30/24 (Award/351)	$	21,631.00

Grant Description – Fiscal Year 2023

Federal Head Start Grant	$	5,830,128.00	42%
Oregon PreK Grant	$	7,592,337.00	54%
Portland Children's Levy	$	562,348.00	4%
	$	**13,948,813.00**	100%

Average cost per child for Fiscal Year (Expenses/648)	$	21,526.00
Average cost per Federal Awarded Slots for grant year 11/1/22–10/31/23 (Award/297)	$	19,630.00
Average cost per State Awarded Slots for grant year 7/1/22–6/30/23 (Award/351)	$	21,631.00









Child Outcomes

PPS Early Learners conducts assessment of children throughout the year to monitor developmental progress. The program used the Desired Results Developmental Profile (DRDP) to complete progress monitoring on all enrolled students. In addition, other formative assessments were completed. Student outcome data showed that all students showed progress in at least one developmental domain. Teachers met in bi-monthly Professional Learning Communities and used the data collected to inform their planning and instruction. These data analyses in combination with the comprehensive Program Self-Assessment enabled the program to monitor its progress on and update its 5-Year Program Goals and School Readiness Goals.



DRDP Child Development Summary 2024–2025

The vertical line represents the median score for the group.
Key: RE = Responding Earlier, RL = Responding Later, EE = Exploring Earlier, EM = Exploring Middle, EL = Exploring Later, BE = Building Earlier, BM = Building Middle, BL = Building Later, IE = Integrating Earlier

Approaches to Learning–Self-Regulation (ATL-REG)

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025			2%	11%	13%	27%	26%	21%
Winter 2025			4%	16%	22%	29%	21%	7%
Fall 2024		3%	12%	23%	22%	25%	13%	2%

Social and Emotional Development (SED)

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025			2%	5%	18%	24%	26%	24%
Winter 2025		1%	3%	10%	26%	28%	22%	9%
Fall 2024	1%	2%	7%	17%	31%	25%	14%	3%

Language and Literacy Development (LLD)

The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025			1%	1%	4%	20%	23%	29%	21%
Winter 2025			2%	2%	8%	29%	29%	24%	8%
Fall 2024		1%	4%	4%	14%	31%	29%	15%	2%

DRDP Child Development Summary 2024–2025

The vertical line represents the median score for the group.
Key: RE = Responding Earlier, RL = Responding Later, EE = Exploring Earlier, EM = Exploring Middle, EL = Exploring Later, BE = Building Earlier, BM = Building Middle, BL = Building Later, IE = Integrating Earlier

Cognition, Including Math and Science (COG)

The Math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes. The Science knowledge and skills in this domain include cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025			2%	7%	16%	28%	28%	19%
Winter 2025			5%	9%	26%	34%	22%	3%
Fall 2024	1%	3%	5%	18%	31%	30%	11%	1%

Physical Development (PD-HLTH)

The Physical Development knowledge or skill areas in this domain include perceptual motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025					1%	13%	24%	30%	31%
Winter 2025				1%	4%	22%	31%	31%	12%
Fall 2024			1%	2%	8%	30%	33%	21%	4%

English Language Development (ELD)

The ELD developmental continually assesses English language and literacy development for children who arrive at preschool or kindergarten from homes where a language other than English is used.

	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
Spring 2025		6%	15%	9%	32%	36%
Winter 2025		9%	17%	16%	32%	26%
Fall 2024	1%	12%	24%	15%	26%	22%

Five-Year Goals
Year Two 2024–2025

PPS Early Learners engages in a cyclical planning process. Prior to the first year of the five-year project period, the program's planning team determines strategic goals that are informed by data and findings from the community assessment, annual self-assessment, and related child, family, and community data. These strategic goals set the course for continuous improvement and innovation. It promotes continuous quality improvement and allows programs to work toward the achievement of positive outcomes for children and families. Through this process programs develop goals, objectives, and expected outcomes, and monitor and evaluate progress toward their program goals, which include school readiness goals. They also ensure compliance with the Head Start Program Performance Standards (HSPPS).



Five-Year Goals

Program Goal 1:

PPS Early Learners will ensure that all children are ready for academic success in kindergarten and beyond.

Objective 1.1:

The program will provide all children with high quality, culturally responsive instruction.

Expected Outcomes:

- 100% of all children enrolled in the Fall will progress two developmental levels by Spring on the DRDP in all domains.
- 100% of students achieve equivalent progress toward 'Building Later' across groups disaggregated for race, language, gender, ethnicity, and IFSP status.
- The program will meet the OHS thresholds for CLASS observations: 6 for the Emotional Support domain; 6 for the Classroom Organization domain; 3 for the Instructional Support domain

Objective 1.2:

The program will actively engage families in their children's learning progress.

Expected Outcomes:

- 75% of families will report positive outcomes for their children on the year-end Family Survey.
- Mental Health Consultants will offer parenting series at every site to promote program-wide targeted PBIS skills.
- Caregivers will be invited to participate in classroom activities, celebrations and volunteer opportunities.
- Family conferences are held 2x year.

Objective 1.3:

The program will provide the most vulnerable children with individualized instruction and inclusive learning support. This includes children with learning differences, and/or challenging behavior (as determined by a mental health consultation or an IFSP), and/or Dual language learners.

- 100% of children will grow two levels on DRDP assessment in the language and social-emotional assessment domains.
- 100% of children with an ASQ SE result of monitor/refer will have at least one contact with their mental health consultant or Early Interventionist.
- Students who attend 85% of the time and are eligible for Early Childhood Special Education services or receiving Mental Health consultation will show growth at all assessment points in the Social Emotional Domain.
- All children who have a mental health referral will receive at least 3 contacts per month (either staff or caregivers).
- Educational staff receive timely coaching and support to be able to differentiate instruction for all learning needs.

2

Year Two 2024–2025

Five-Year Goals

Program Goal 2:

PPS Early Learners will ensure that each child and family will have the supports needed to be healthy and thrive in school every day.

Objective 2.1:

80% of children will be available for learning with an attendance rate of 85% or greater.

Expected Outcomes:

- Individual attendance success plans will be created and updated for children whose attendance falls below 85% by November. Progress will be documented monthly.
- Strong attendance (85% and above) will be positively reinforced program wide quarterly.
- Increase accuracy of daily attendance documentation by teaching staff. Absence reason reported as "blank" should not exceed 20% per classroom.

Objective 2.2:

Children's medical, dental, vision, and hearing needs will be identified early and addressed promptly.

Expected Outcomes:

- The Family Service team will support parents to complete all required health and development screenings within 30/45/90 day timelines.
- The program will increase the amount of needed vision follow up and dental treatment started by 10% from the previous school year.
- Through the lens of health equity, the health team will conduct an ongoing review of the program's health education materials, processes, and partnerships for achieving health standards.

Tools for Measuring Progress: DRDP reports, ChildPlus reports, Parent Survey Results, Ongoing Monitoring, CLASS observations, Family survey results, attendance for workshops and conferences, Tools of the Mind information, Staff attendance rates, Staff Survey results, PPS Arc of Professional Learning, Ongoing Monitoring, Dual Language classroom enrollment rates, Enrollment records, ASQ SE data, Coaching documentation, Student Attendance Rate reports, Child Outcomes reports, Staff workshop attendance rates, Follow-Up and Treatment Completion Rates, Health Examination Completion Rates, Family workshop attendance rates, Documentation from mental health workshops, Staff attendance/retention rates

Sources for Objectives: DRDP Reports, Self Assessment, Ongoing Monitoring, Early Learning Outcomes Framework, Parent Family and Community Engagement Framework, CNA, Parent Survey results



3

Year Two 2024–2025

Five-Year Goals

Program Goal 3

PPS Early Learners will ensure children, families, and staff have access to experiences that support wellness, joy, and mental health.

Objective 3.1:

The program will increase families' access to mental health support, including involvement opportunities both at the site and at the community levels.

Expected Outcomes:

- 50% of families will attend family activities—including wellness workshops—during the school year.
- 100% of parents will have access to mental health consultation and parenting curriculum workshops.

Objective 3.2:

The program staff will report improved work satisfaction, and the program will see reduced staff absenteeism.

Expected Outcomes:

- A Wellness Institute will be held annually at the beginning of the school year.
- The Wellness Committee will plan at least one monthly wellness opportunity during the school year.
- The staff handbook will reflect updated attendance policies for staff.
- Staff Survey results will show reduced compassion fatigue and increased work satisfaction compared to previous years.

Objective 3.3:

The program will increase pathways for staff and families to communicate about their experience with PPS Early Learners.

Expected Outcomes:

- 80% of staff will report strong communication on the End-of-Year Staff Survey using explicit survey questions.
- 90% of families will report strong communication on the End-of-Year Family Survey across all demographic subgroups.
- 80% of staff will report participating in at least 1 wellness or mental health support activity during the school year.
- Site leaders will hold monthly coffee chats with agendas co-created with parent committees
- The Family Advocate team will communicate with caregivers monthly regarding updated resources. Data will be pulled from info entered in ChildPlus.

Five-Year Goals

4

Year Two 2024–2025

Program Goal 4

PPS Early Learners will ensure that the diversity of every child, family, and staff member is valued and reflected in all program actions and decisions.

Objective 4.1:

The program will increase pathways for parents to receive information and to engage in PPS Early Learners.

Expected Outcomes:

- 100% of families will be offered volunteer opportunities, both in the classroom and/or other program areas.
- There will be an increased Policy Council participation with representatives from 50% of sites attending monthly PC meetings.
- 20% of current staff are former Head Start students or parents.
- The PPSHS social media, department website, newsletter, and school website will be updated regularly by designated staff. Management team and staff will submit relevant information for families.
- The leadership team will conduct an ongoing review of communication tools through an equity lens, modifying and/or adding as needed.

Objective 4.2:

Provide meaningful and relevant professional development (PD) for all PPS Early Learners staff.

Expected Outcomes:

- 100% of staff will receive at least 15 units of PD related to their Early Learners responsibilities.
- 100% of staff will have an opportunity to share PD topics that would be helpful in their job.
- 75% of staff will report PD opportunities were meaningful and relevant.
- Family Service staff will receive training on Motivational Interviewing and working with challenging behaviors.
- Educational staff will participate in regular PD and instructional coaching. All PD and instructional coaching will be standards and curriculum-aligned.

Objective 4.3:

Students, families and staff will have opportunities to share their cultures, languages and traditions within the program.

Expected Outcomes:

- 100% of families and children's identities are reflected in respectful and meaningful ways throughout the program.
- 100% of families report that their family culture is respected and valued by the program on the Family Survey.
- 100% of staff report experiencing opportunities to share their culture, language and traditions with their colleagues.

Community Partners



Many thanks to our numerous community partners, including—but not limited to—the following:

PPS Early Learners is actively involved in community planning to encourage strong communication, cooperation, and the sharing of information among agencies and their community partners. We work diligently to improvethe delivery of community services to children and families.

Partnerships are established within our school district between programs such as curriculum and instruction, student services, early childhood education, transportation, nutrition services, special education, English as a Second Language, technology services. City-wide partnerships are numerous and include health, social service and early childhood education organizations, colleges and universities, ESDs, and more.

Albina Early Head Start Family Center

All Smiles Community Oral Health

Black Parent Initiative

Bradley Angle House

Bravo Youth Orchestra

CASA For Children

Casey Eye/OHSU/Elks Preschool Vision Program

Catholic Charities

Childcare Resource & Referral

Children's Book Bank at SMART Reading

Children's Community Clinic

Community Immunization Clinic

Community Warehouse

DHS

The Dougy Center

El Programma Hispano Católico

Francis Center

Greater NW Community Health Collective

Home Forward

Our Just Future (formerly Human Solutions)

Impact NW Child & Family Services

IRCO (Immigrant and Refugee Community Organization)

JOIN

La Clinica de Buena Salud

Lutheran Family Services

Mainspring

MESD

Metropolitan Family Services

MHCC Head Start

Morrison Child & Family Services

Mult. County Health Clinics

Mult. County Library Outreach and Library Foundation

Mult. County Women & Children's Recovery Center

NARA Indian Health Clinic

NARA Wellness And Youth Center

NEFP - NE Emergency Food Program

New Columbia Apartments

New Hope Baptist Church

North By NW Community Health Center

NW Primary Care Sellwood Moreland Health Center

OHSU CDRC/Case Manager

OHSU Doernbecher Children's Hospital and Family Health Centers

OHSU Russell Street Dental Clinic

Operation Nightwatch/ SE Hospitality Center

Oregon Outreach

Oregon Pediatrics

PCC Metropolitan Workforce Training Center

PIVOT Job Corps Center

Planned Parenthood Health Centers

Portland Children's Levy

Portland Fire Fighters' Association – Firefighters Local 43 and Paul Davis Restoration

Portland Homeless Family Solutions

Portland Housing Center

Portland Opera for Kids

Portland Work Source Metro & SE

Providence Medical Group

Providence Swindells Resource Center

Reach Community Development

Rose Community Development

Rosewood Family Health

Russian Oregon Social Services

Salvation Army Family Services

Self-Enhancement, Inc.

Shriners Hospital Social Work

Southeast Uplift

The ARC of Mult. County

Transition Projects

University Park Dental

Urban League Youth Family Services

VOA Youth & Family Services

YMCA Northeast Community Center

YMCA Southeast Child Development Center

Early Learners

PPS Early Learners Office

4803 NE 7th Ave
Portland, OR 97211
Phone: 503-916-3627
www.pps.net/prek

PPS Early Learners Locations

Boise-Eliot/Humboldt • 620 N Fremont Ave, 97227
Clarendon Early Learning Academy • 9325 N Van Houten Ave, 97203
Creston Annex • 4620 SE Powell Blvd, 97206
Dr. Martin Luther King Jr. • 4906 NE 6th Ave, 97211
Faubion • 2930 NE Dekum St, 97211
Grout • 3119 SE Holgate St, 97202
Jason Lee • 2222 NE 92nd Ave, 97220
Kelly Center • 9015 SE Rural St, 97266
Oliver P. Lent • 5105 SE 97th Ave, 97266
Marysville • 7733 SE Raymond St, 97206
Rosa Parks • 8960 N Woolsey Ave, 97203
Sacajawea • 4800 NE 74th Ave, 97218
Sitton • 9930 N Smith St, 97203
Whitman • 7326 SE Flavel St, 97206

PPS Early Learners Leadership Team

Dana Stiles
Director of Early Learners

Amparo Garcia-Yurchenco
Early Learners Administrator

Terry Marchyok
Early Learners Administrator

Yolanda Richardson-Williams
Early Learners Administrator

Jason Roepel
Early Learners Administrator

Rhiannon Martin
Program Manager - Enrollment + Data

Vanessa Valdez
Program Manager - Engagement

Daniella DeYoung
Disabilities Manager

Alison Beanblossom
Mental Health Manager

Nikki Zanotti
Health + Development Coordinator

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OREGON HEAD START ASSOCIATION

portland children's levy
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