



Preschool for All

First Advisory Committee Meeting

Wednesday, October 20th, 2021

Leslee Barnes: (She/her), Director of the Preschool and Early Learning Division in the Department of County Human Services.

Tonight is another milestone in the implementation of PFA which will bring access to high quality, culturally responsive, inclusive early learning opportunities to all 3 and 4 year olds in Multnomah County.

We appreciate your willingness to serve our community as a part of our Preschool for All Advisory Committee. We view you as partners in our work to implement a preschool initiative focused on racial equity.

Thank you to Andres Avila, our interpreter for this evening.

We are joined by two special guests. The first is Multnomah County Chair, Deborah Kafoury- Thank you for your support and ongoing leadership through this challenging time in our community.

Deborah Kafoury (She/her), Multnomah County Chair:

I'm absolutely thrilled to join Leslee and Commissioner Vega Pederson in welcoming you all to our very first PFA Advisory Committee meeting. This is an exciting moment in what has been a very long journey to ensure affordable high quality preschool for every child in Multnomah County. I want to thank each of you for caring enough about the futures of our children, the opportunities for our families, and the equity of our community to make the choice to serve in this capacity.

This is just the beginning and we know we have a long way to go. This group will be pivotal in closing the gap between what currently is and what we know can be. I'm confident that this is the group to push us because the incredible range of experiences and perspectives that each of you brings is connected and grounded to our shared values and our vision for community. Each of you was selected from an enormous pool of impressive applicants, so each of you are here for a reason.

When voters said yes, loudly and clearly to ensuring access to affordable and dependable preschool, we were presented with an opportunity to make a real, meaningful, tangible change, especially for low and middle income households, and families of color, who bear the brunt of broken systems. Preschool for All is a system solution. It is a multi-generational solution. It is a solution that is just as much about opportunity and economics as it is about gender, equality and community equity.

Access to high quality, early education is life changing. And thanks to PFA, the children and families who need it the most, but have had the least access, will finally gain the lifelong benefits that prepare them to be successful in elementary school and beyond.

When we talk about leveling the playing field- this is that work, and you are a key part of making that a reality. Thank you for your belief in what our community can become, and for being here to be part of a solution. A special thank you to Commissioner Jessica Vega Pederson who really championed this at all steps along the way. We would not be here if it weren't for her great leadership. Thank you, Commissioner Vega Pederson, Leslee and Brooke. Thanks everyone for being here tonight and I look forward to what you all are going to accomplish.

Ms. Barnes:

Thank you Chair. We are grateful for your time tonight and for your commitment to the children and families of Multnomah County.

We are also joined by Commissioned Jessica Vega Pederson who was the political champion for PFA, leading the task force and the successful ballot measure campaign. Thank you for your vision and heart to make this moment a reality.

Commissioner Jessica Vega Pederson (She/Her):

Thank you so much Leslee. Thank you Chair Kafoury for being here and for your wonderful words and support of PFA.

I appreciate so much being a part of this group. It's so exciting to see the Preschool for All Advisory Committee assembled for its first meeting. It's like a dream come true. It's such an important milestone in our path for ensuring that every Multnomah County family can access free, quality, culturally responsive preschool.

When I began working in 2017, I was fortunate enough to be able to tap into the breadth of knowledge and experience that so many of the parents and advocates had done on what we needed in Multnomah County. And a lot of this work was Moms of Color who'd been pushing for preschool access and what was right for their families for long before that. We got together over 18 months to develop a groundbreaking program that ensured every child had access to preschool, that preschool teachers are paid living wages, and that we are empowering parents and communities that are central to children's growth and development.

All of that work and plan was made a reality in November 2020 when voters approved Preschool for All with a resounding 64% majority of support. There are a lot of people here who were responsible for that win. Lydia Gray Holifield, Petra Hernandez, Ana Munoz, Hadiyah Miller, Andrea Paluso, Emily Glasgow, Molly Day- you were all part of that work, and essential to the development for PFA. We couldn't have done it without all your contributions. I know you will all bring insights to the work of the advisory committee going forward.

Last week, I was humble and honored to receive the Children's Institute Alexander Award for PFA. I reflected on how many people were part of creating the momentous program between our steering committee, task force, technical advisory committees, the subcommittees, the advocates- all the people who were pushing it across the finish line. That's an award I shared with every parent, educator, activist that helped shape the program that we know are going to change the lives of countless children and families in our community. And now everyone here part of the advisory committee is part of our Preschool for All family. Thank you for volunteering to serve on this committee. Your role is going to be

critical as we stand up in this program, as we focus on our early efforts of reaching our most marginalized communities and making them a part of the PFA work, tackling the challenges ahead of us, and getting the program to scale. I know each of you is bringing your own experience, knowledge and expertise that's going to make PFA a success. I'm excited to share this milestone with you and so grateful for all that you do.

Leslee: Thank you Commissioner.

This group will be working together over 2 years- you each bring unique strengths and experiences to this work and we want to learn more about you.

Introductions:

Molly Day: She/Her. One of the directors of Early Learning Multnomah (state's early learning hub).

Petra Hernandez (in Spanish): She/Her. Parent Leader, Grateful to be here and honored to be here to be part of impactful work. Grateful for the work we've been doing. God Bless All.

Emily Glasgow: She/her. Interim Senior Director, PreK-5th grade programs at Portland Public Schools. Was previously Director of Early Learners. Excited to expand with PFA. Also Portland Public Schools graduate and my children are part of the school system now- family has many generations of investment in our community.

Mona Abu: She/her. Originally from Somalia, grew up in Kenya. Lived in Portland for 15 years. Work with agency called CAIRO- Center for African Immigrant Refugees Organization. Passion for early learning- 3 young kids.

Ali Sanz: He/Him. Childcare provider along with wife. Expanding program- 2nd location. Adventure full of learning and great opportunities. Privilege to be a part of this. Amazing to see how our voices were raised in our county. People spoke and our leaders listened- history in the making.

Lavert Robertson: He/Him. Chief Executive Officer, All Hands Raised. Spent 18 years in public education. Reason for being on this committee is because of commitment towards public education. Stand on shoulders of many great people. Mother believed in power of education and changed trajectory of her children's future. Early investment in education helps in cycle of continuous improvement that our organization focuses on.

Ana Munoz: She/Her. Work for Latino Network as Director Community Engagement and Leadership Development. Director of PFA campaign coalition, bringing our BIPOC partners in making sure what was going on with the campaign and deliver the right info to the community so they could be informed about PFA and why they needed to vote yes. Honor to be in the space that PFA has. Educator herself and invested (taught high school and community college). Reflecting on what a difference PFA could've made for her kids when they were little.

Andrea Paluso: She/Her. Executive Director of Family Forward Oregon and Family Forward Action- grassroots organizing and advocacy nonprofits to shift systems and laws to support caregivers and caregiving. Organize mothers and caregivers into advocating for these systems. Actively engaged in PFA. Here with eye to build statewide systems, how this program can be a model for other states.

Lydia Grey Holifield (pronoun is Queen): Been a part of PFA since day one- does this work for her children and her community.

Hadiyah Miller: She/Her. PFA is the first experience I had working with organization that walked the talk. Listened to voices and changes happened because of the voices. Career has been around ensuring that Black children get the education they need and people understand their brilliance. Have done work around supporting teachers. Newly hired coaching manager for PFA at Child Care Resource & Referral. Working with coaches that will be working directly with programs. Excited to learn from others and share what I know. We're going to learn as we grow.

Kimberly Moua: She/Her. Work at State Early Learning Division as Early Childhood Equity Program Fund Manager, which is a new program. Wanted to be part of this group because I grew up in PDX. Living proof that early childhood equity programs work- I was a HeadStart kid. I understand lack of access to high quality preschool. Over 15 years of experience in early childhood education. My life has been about making sure education is inclusive, equitable and accessible for all.

Dr. Kathryn Torres: She/Her. Senior Advisor at Education Northwest in Portland. Excited about possibility of this work and it expanding to other counties and states and it being a national model. Working parent of two young children. Know how important it is that everyone has access to high quality childcare. Excited to dig in as a researcher and evaluator. To learn about this program from all different angles. How does something like this get implemented, partnerships etc. Excited to learn from the process.

Dr. Koreen Barreras-Brown: She/Her. Chief Academic Officer for Reynolds School District (RSD). Started career in early childhood. Excited to have joined RSD and passionate about cradle to career work.

Jaime Peterson: She/Her. Pediatrician at OHSU. Former middle school teacher and mother of two children. Passion for intersection of health and education. Applaud people making this happen, honored to be here, to learn and listen.

Keinya Kohlbecker (She/Her): Listening in awe and honored to be a part of the advisory committee. Grateful to work with everyone. Administrative Asst with Harmony Montessori School. Worked for 18 years in Montessori programs from early childhood to adolescent programs. Chose to join PFA because didn't hear a variety of voices/families- dream to make Montessori/early childhood education for families that want quality education accessible. Centered in anti-bias, anti-racist work.

Sara Garcia Gonzalez: She/Her. Office Assistant Senior in Preschool and Early Learning Division

Richa Langella: She/Her. Communications & Outreach Coordinator in Preschool and Early Learning Division

Brooke Chilton Timmons: She/Her. Management Analyst in Preschool and Early Learning Division. Grateful to see everyone's faces.

Presentation



Today's Agenda

- Welcome & Introductions
- Role of the Advisory Committee
- Preschool for All Plan
 - History and Development
 - Framework and Key Policies
 - Implementation Timeline & Administrative Model
- Early Implementation Milestones
 - Provider Options
 - Discussion about Pilot Slot Allocation



Goals for Meeting:

Start building relationships with everyone and getting to know each other better

Develop shared understanding of our work together, history and key policies of PFA plan, and options Preschool providers have during early implementation.

Gather your guidance as we invest in our first preschool slots. What are the outcomes you each hope to see.

Role of PFA Advisory Committee

Provide high-level guidance and feedback on initiative implementation. The group's primary focus areas will be alignment with the values and intent of the community-developed [Preschool for All Plan](#) and PFA's explicit commitment to building an early learning system focused on racial justice and equity.

The PFA Ballot Measure and Ordinance included the following responsibilities for the advisory group:

- *Review program expenditures*
- *Advise evaluation efforts*
- *Review data and make policy recommendations to DCHS*



Each person on the Advisory Committee appointed for 2-year term

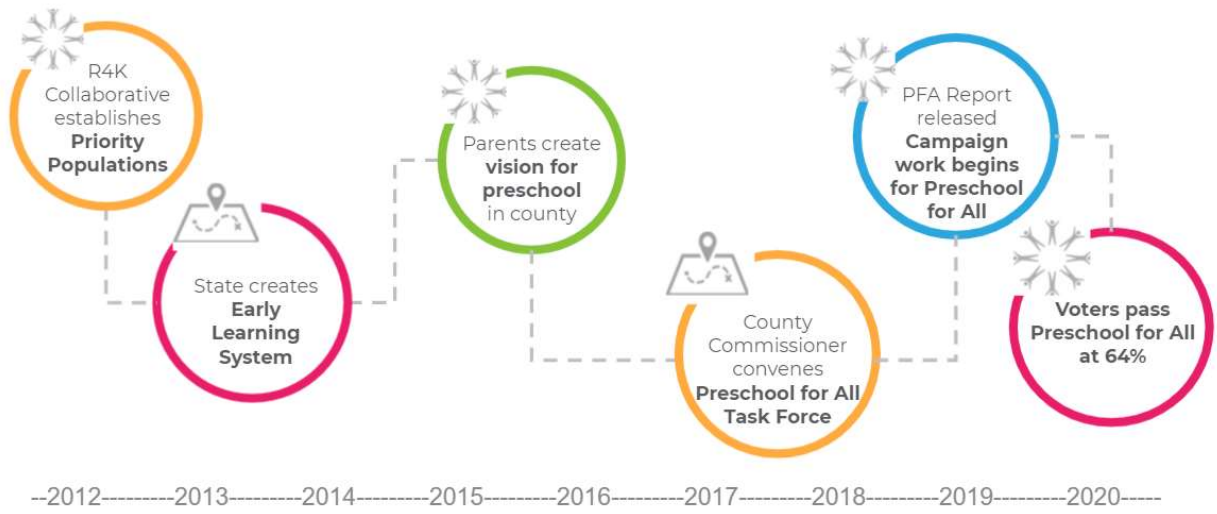
Your role is to provide high-level guidance and feedback on initial implementation with a focus on racial justice and equity.

Specific responsibilities include:

Reviewing program expenditures, advising evaluation efforts, reviewing data and making policy recommendations to the Department of County Human Services (DCHS)

In order to complete these responsibilities, we will be spending time getting everyone familiarized with history, framework and key policies of the plan.

Path to Change

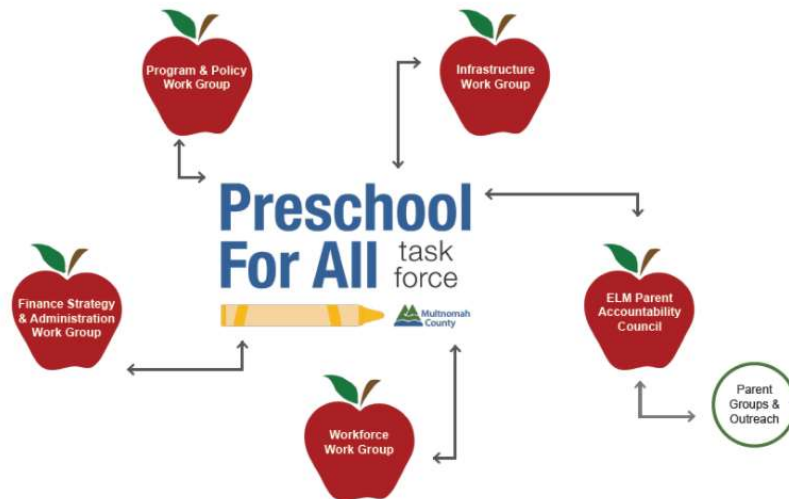


As Commissioner mentioned, the foundation for this work started almost 10 years ago- with families, culturally specific organizations, community members and social service agencies coming together to develop and advocate for different kinds of opportunities for children and families in Multnomah County.

Ms. Lydia was there, Molly was a big part of that process, and so many more people who said “we can do better than this”. As that work evolved over the years, Early Learning Multnomah and Social Venture Partners looked across the country for models where other communities had achieved these great things and expanded early childhood education.

One element that was consistent across jurisdictions was a political leader that was championing the work. ELM and SVP approached Commissioner Vega Pederson and asked her to play that role of political champion- which evolved into Co-chairing the task force and co-leading the successful campaign.

Community Based Policy Making



Part of your role is to help ensure that we align implementation with the values and intent of PFA plan, so it is important to know where those policies, values, and vision came from.

Commissioner Vega Pederson co-chaired the PFA task force, made up of 30 community leaders from early education, culturally specific organizations, higher education, K-12 education, health, housing, philanthropy, and business.

The Task force also had 3 Parent Leaders, including Ms. Lydia and Ms. Petra who were part of the Early Learning Multnomah Parent Accountability Council (PAC). The PAC is made up of 12 parents from 6 different culturally specific communities who are staffed and supported by culturally specific agencies. They are policy makers, visionaries, and they guide the work of Early Learning Multnomah. The PAC had a huge role to play in PFA. In addition to monthly meetings, PAC also has quarterly meetings with bigger groups of parents from culturally specific communities.

Supporting the Task Force were 4 workgroups made up of technical experts in: policy and program, workforce development, finance strategy and administration, and infrastructure.

What was unique to our process is that we started with a blank page. We had a commitment to racial equity and commitment to children and families of Multnomah County. It was up to technical experts in each of these workgroups to develop recommendations based on their expertise and experience, as well as research and ideas from other jurisdictions.

We tried to create a space where people's voices were heard and they could truly bring their expertise into the room. We built policy based on that lived experience and community expertise, and not just white dominant ideas of what quality preschool looks like.

Every recommendation created by a work group was sent to the Task Force and to the PAC and they reviewed them all. Input from the PAC and Task Force was sent back to workgroups, the workgroups refined the recommendation, and then sent them back to the Taskforce and PAC to vote on. We did this iterative process with 50 different recommendations, which created vision and framework for PFA. This was almost 100 people working together on policy development!

Part of your role to help us stay aligned with the values and intent of this work and embedded into the Preschool for All plan, including our commitment to racial equity.

PFA Framework

- Free & voluntary preschool for all 3 and 4-year-olds in Multnomah County
- Mixed-delivery model that prioritizes family choice
- Prioritizes children with least access
- Bans suspensions and expulsions



Key Elements of PFA Framework:

In 10 years, all 3- and 4- year-old children in Multnomah County will have access to a publicly funded preschool slot.

Families will get to choose they type of preschool experience that is right for their child, and those options will include center-based preschool, in home providers, schools, and multi-generational preschools.

As the system is growing, we'll prioritize families that have the least access to preschool, and that includes Black, Brown, Indigenous and all children of color, migrant and refugee children, children whose families live under the self-sufficiency standard, children who speak diverse home languages, children with developmental delays and disabilities, children of teen parents and military families, children living in foster care and children from families affected by homelessness, incarceration, substance abuse, mental health issues and domestic violence.

The program also bans the suspension and expulsion of children from preschool. This practice is widespread and disproportionately affects black children, especially black boys.



System Supports

- Living Wages for Providers
- Coaching & Professional Development
- Funding for Workforce Development
- Support for Child Care Infrastructure

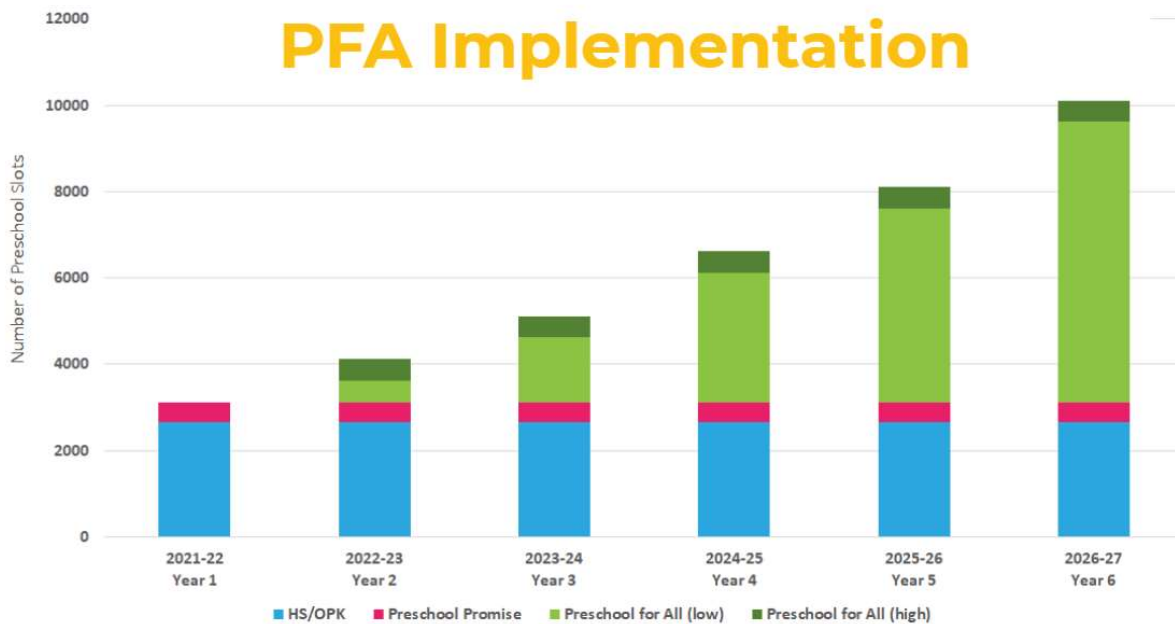
PFA policy makers knew that it wasn't enough just to invest in preschool slots. System supports were necessary for the broader vision to be successful. These supports were included in the Preschool for All Plan:

Higher wages for early educators

Coaching and professional development

Investment to recruit new and retain existing early educators

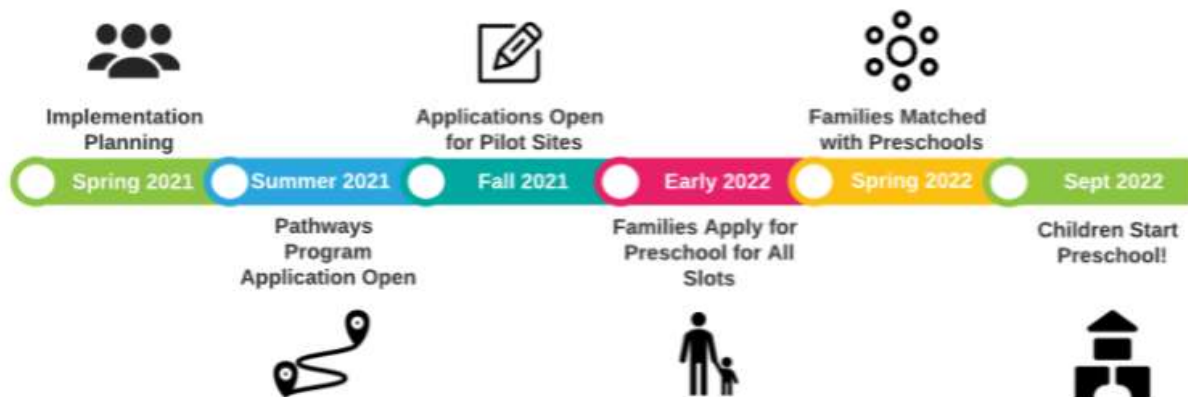
Support for expansion of childcare facilities in Multnomah County.



This is the intentional implementation timeline for Preschool for All slots, which was included in the PFA Plan. There is a range of Preschool for All slots for each year, with the first 500-1000 slots to be funded starting September 2022.

It is important to think of PFA building on existing and potential future federal and state investments in early childhood. PFA will not be replacing these programs. We will be leveraging existing investments and building on top of them. PFA slots reflect both new slots and the stabilization of existing slots. The pandemic has made it clear how unstable the childcare system in our community is. We have to expand the total number of available slots and we need to retain and strengthen our existing providers.

Ramp-Up Timeline



Tonight, the focus is on options for providers to participate in Preschool for All, specifically Pilot Sites.

Pathways program applications currently open. This program supports providers who are getting ready for PFA slots, to increase quality or improve different parts of their programs in order to meet our requirements.

Pilot Sites will be the first group of providers with PFA slots and they will start this fall.

Family applications open starting February or March 2022. Children will be in preschool starting September 2022.

Questions & Reflections

- Do you have any clarifying questions?
- If you participated in Preschool for All policy making, are there reflections or experiences that you'd like to share with the group?



Questions/Reflections:

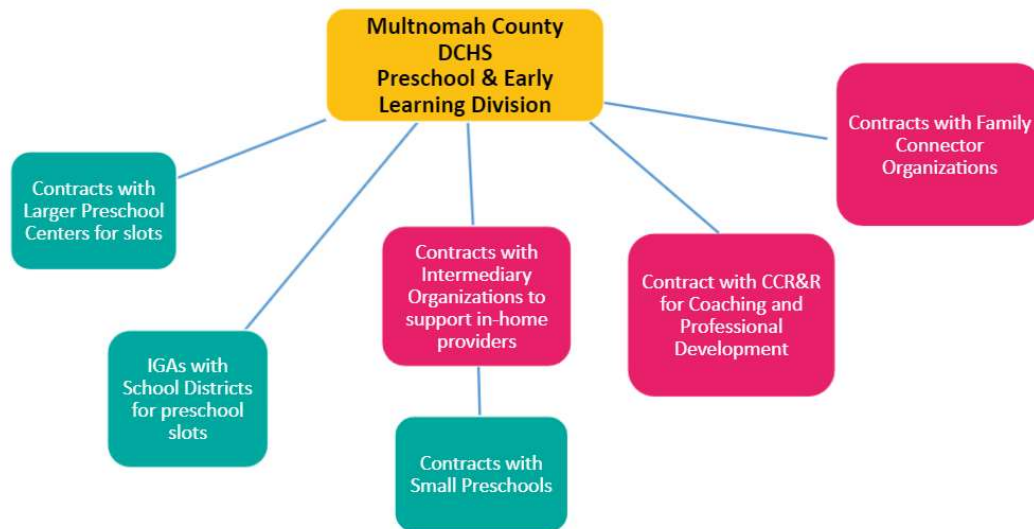
Ms. Miller: One of the important things was considering BIPOC communities, that we are growing leaders. That will maintain what PFA is trying to do. People who previously didn't think they could apply are now considering it. Skills aren't always aligned with "educational qualifications".

Ana: In terms of communication, as things are starting to roll out, there are questions re: pilot opportunities, application process, slot opportunities etc. – find a strategy to communicate this info as thoroughly as possible to the community, as that's where the confusion starts as our community members rely on who says what, not necessarily come to us. Need to be strategic about community outreach and engagement.

Muna: Community members running daycare in their homes, some of them do want to work in preschool, what we came to find is that space has been an issue. Is the County supporting anything in terms of space?

Brooke: Currently exploring possibility of PFA facilities fund. Hope to have a update for you all in the spring. The County investing in infrastructure is a complex process but we are trying to work through barriers. We know we can't do this without a significant expansion of childcare spaces in our community.

Administrative Model



PFA Administrative Model:

Our Division (PEL) is part of the Department of County Human Services and represented in the yellow box. Pink boxes: investments in system structure. Turquoise boxes: contracts for preschool slots

PEL will be holding contracts directly with Family Connector Organizations who will outreach to our priority populations and guide them through the application process.

Our Family Connector Organizations are: NAYA, IRCO, SEI, Latino Network (3 year pilot project contract to finalize details of FCOs).

Contracting directly with Child Care Resource and Referral for provider coaching and professional development. Hadiyah is helping to oversee this development of a brand new coaching team at CC&R.

Multnomah County wants to hold the administrative pieces of work that make sense for us to do. We do not need to become a preschool coaching organization when there is already an organization doing that work. We would rather invest in community organizations to build their capacity.

PEL will hold contracts with large centers, private schools, and school districts for preschool slots. Large centers: multi-site centers or centers that are licensed for 100+ children.

In order to build a mixed delivery model, PFA contracting with Intermediary Organizations, that will subcontract with in-home providers and small centers. We'll have 1-2 intermediary organizations during our early implementation. We have watched and listened to experiences of other preschool programs and know how hard it is for small businesses to hold government contracts. Want to take that learning and do something different.

Intermediary Orgs

- Contract with small PFA providers
- Guide providers through the contracting process and ongoing implementation
- Offer business development opportunities
- Address challenges through resource connections and system navigation



Intermediary Orgs will guide small centers and in-home providers through the contracting process and offer business development opportunities.

From a systems level, they will help us raise awareness to PEL about system issues that they observe happening with smaller providers.

In home providers are the most culturally and linguistically diverse group of providers in Multnomah County. Thinking about how/where to strip away barriers to ensure that they can be successful from the beginning.

Two Options for Providers

1.

Pathways Program



2.

Pilot Sites



Ms. Barnes:

During the first 3 years of PFA, there will be 2 ways to participate:

Pathways Program and Pilot Sites



Pathways Program

- Partnership with providers to prepare for possible PFA slots
- Professional development and individualized coaching
- “Soft launch” happened in late Summer 2021



- Contracted slots with providers
- Partner with Preschool for All to finalize program expectations and supports
- Applications open in Fall 2021 and slots will begin in September 2022

In the Pathways Program, we will partner with providers to get ready for PFA slots. Each provider has different strengths and areas where they can grow. The program is called Pathways because there isn't just one way to prepare for the slots, it's individualized to each provider. The amount of time that a provider spends in the Pathways Program may also be different- it may be a few months or even a

couple of years. Pilot sites will help PFA to learn and finalize program details. We don't have all of the answers now and want to partner closely with providers to grow the program and offer providers the resources they need.

Pilot Sites

- Contract for PFA Slots
 - Families will apply to Preschool for All and be matched with preschool providers
 - Minimum number of slots by setting type
- Focus for Pilot Site schedules:
 - School Day (6 hours)/School Year
 - Working Day (10 hours)/ Year-Round
- Agree not to suspend or expel children
- Must be ready to learn and grow. Are flexible!



For Pilot Sites, there are contracted slots, with the first slots available in Sept of 2022. Providers will be part of a Pilot Project that will help us finalize program details. We believe it's important to partner closely with providers as we refine our policies and procedures and set PFA up for long term success.

The contract for Preschool for All slots will depend on the setting. We ask for a minimum number of slots by provider type. This allows us to maximize our coaching and other resources across the system. In-home providers are asked to apply for a minimum 4 slots. Center providers are asked to apply for a minimum of 10 slots, with 5 slots per classroom. For school districts, the minimum is 18 slots with 9 per classroom.

For the early implementation of PFA we are primarily focused on two schedules that we hear are most important for parents right now. A School Year/School Day schedule and a Year-Round/Working Day schedule. As implementation progresses over time, we anticipate having additional schedule options like half-days.

Pilot Site Requirements

- Participate in trainings and ongoing coaching
- Provide culturally responsive care for Black, Indigenous, and Families of Color
- Fully include children with disabilities
- Create an environment of safety, trust and belonging for all families
- Align staff pay with the PFA wage scale and provide benefits
- Have insurance that meets PFA guidelines
- Use curriculum aligned to Oregon Early Learning Guidelines
- Complete screenings and assessments to support Children’s growth and development



Pilot Sites will be in partnership with the Preschool and Early Learning Division and we’ll be learning from each other. Pilot Sites will be required to participate in ongoing coaching and training as they provide culturally responsive and inclusive preschool experiences for children and their families.

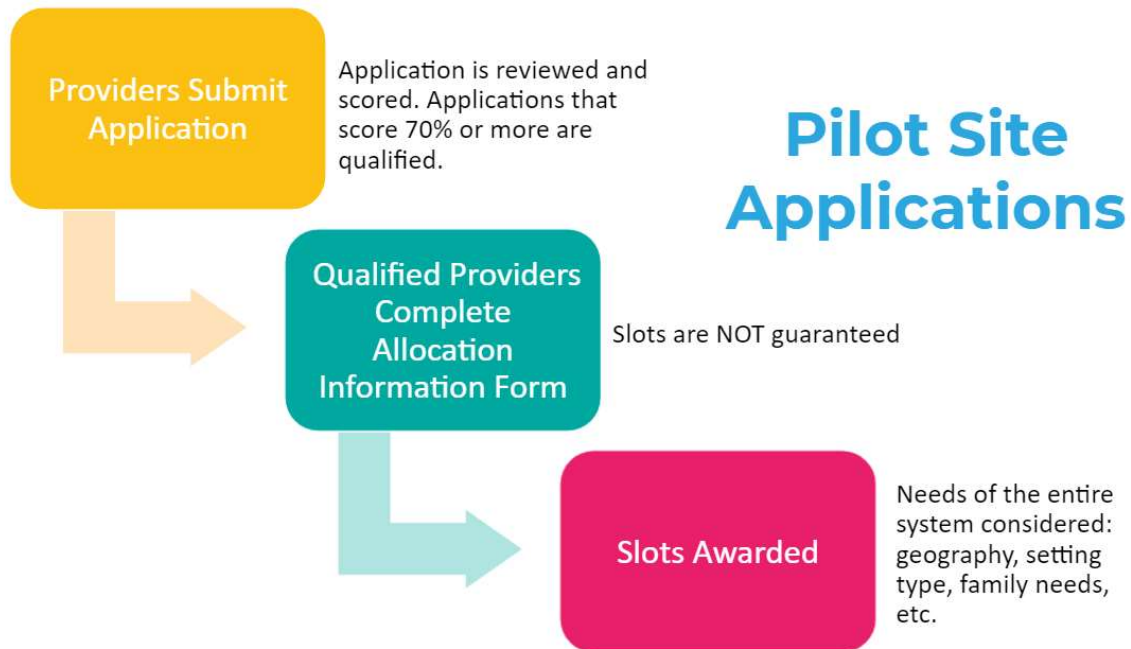
Providers will also be required to meet PFA guidelines regarding staff wages and benefits.

Pilot Sites



In order to do all this work well, providers will have access to multiple types of supports, including:

Coaching, Peer networks, Business development support, social/emotional/behavior supports, system navigation (like for licensing or for system aspects that may be new to them), professional development opportunities. Providers will set goals for themselves and collaborate with their coaches.



Pilot Site Application Process

Brooke: We are using a Request for Programmatic Qualifications model (RFPQ) for Pilot Site applications. This allows us to create a list of qualified programs that meet PFA's expectations. There will be a separate allocation process to consider the needs of the entire system. First, we qualify providers and then make decisions later about which providers are awarded slots.

We did this specifically to center racial equity and build a more inclusive, mixed delivery model by identifying the potential barriers for Black and Brown providers, providers who speak diverse languages and small centers and in home providers who may have never responded to an application process like this.

Once that list of qualified providers is ready (score of 70% or higher on application), we'll ask them to give us additional info on a more detailed allocation information form. An allocation committee made up of people from PEL, CCR&R and community-based orgs will determine slot allocations for Pilot Sites. The allocation committee will consider family needs and the needs of a new system when making these decisions, i.e. provider's experience with priority populations, geographic spread of Pilot Sites, languages providers speak and others. We want to give you an opportunity to tell us which factors you would like considered in that allocation process, but first we want to address any clarifying questions.

Questions

- Do you have any questions about the ways that providers can participate in Preschool for All?
 - Pathways
 - Pilot Sites
- Or questions about anything else that would be helpful before talking more about slot allocation?



Q: What does the timeline look like between the initial application and when they hear back about slots awarded?

A: We hope to have apps ready by end of this month and we'd like to keep them open for a minimum of 6 weeks. Then evaluation of applications, allocation committee, and providers will be notified in February if they receive slots.

Q: The main difference between in home childcare providers and centers is: in home has more flexibility in hours, so we serve better the communities that work outside regular business hours. What will happen to communities that work outside those hours- what type of support are they going to get, do they qualify to be on these Pilot Sites, what will that look like? If they don't, is there a program?

A: Something to consider- first year we'll be having some set schedules, but we will be adding to those options as more slots become available. Highest need is families that need a full day and year-round day with standard hours. Each year we'll have more options.

Q: Before/after care- are we talking about those as well being education based, or just center/homes doing childcare?

A: We look at child care and preschool as the same thing- considering 10 hour day that encompasses before/after day as most families work 8 hours so additional 2 hours. Curriculum, daily schedule, socialization are all learning opportunities. All of the opportunities that children receive on site is part of their preschool experience.

Q: Strategy to align messaging and communication across Family Connector Organizations?

A: We have a Systems & Family Engagement Coordinator- Estela Munoz Villarreal, who will lead that work. Co-create shared materials, community and culturally-specific where these organizations can guide us in that work.

Q: Have we heard of any barriers to applying to the Pathways or Pilot programs, and are we getting the expected number of applications?

A: We did a soft launch of the Pathways applications at the end of this summer, because the coaches are being hired and on-boarded right now. Haven't done a big push out to the provider community yet because we want to build out that coaching capacity first. So applications are trickling in, but that's on purpose until we have our coaches in place. Pilot Site applications open at the end of this month.

Q: "Working day" vs working hours:

A: We don't want providers to make a huge amount of changes to "fit" PFA. We want to see what they are doing now, how they're serving families and how can we invest in that model. We have a maximum of 10 hours that we can fund each day. Will adapt based on what providers provide.

Ali: Need to consider families with nontraditional schedules for future- nontraditional hours for childcare.

A: This group can recommend that factor as a consideration for slot allocation.

Questions for you:



Slot Allocation Guidance

- What factors do you think should be considered when the first PFA pilot sites are allocated?
- What do you hope to see when you see the first list of PFA Pilot Sites?
- What additional input and guidance do you want to offer the allocation committee?

Q: Prioritization through implementation- target populations; how are you thinking to prioritize the target populations of children?

A: Application/RFPQ process is very geared towards understanding who is currently serving our priority population – how are you using your lived experience and staff's to partner with families, to hear the voices of Black, indigenous and families of color, who are you currently serving, what kind of supports you would need, what populations you're not serving etc.

Q: What systems are already in place for providers that may need interpretation for multilingual learners or families. Do we already have resources and recommendations that we can bring onboard for PFA? Translations of applications, accessibility, if staff is limited- that we have that in place.

Q: For each site, they look like the children that we are serving (parent voice- make sure that children didn't walk into the classroom and not feel welcome). Make sure they are represented. How will the teachers/coaches be selected and who is scoring them? Is there a parent voice around that table that what they requested is being implemented?

Family Connector Organizations will be one of our primary strategies for reaching families. These culturally specific organizations will be guiding families through the application process. Families of color trust these organizations. Application for families not open yet.

For providers, we want to support them in their business model. May need to readjust, but will be working to ensure equity and inclusion with parents/providers.

Q: Concern- during/post COVID is that we give slots only to providers who are operating at capacity and we may end up gentrifying this workforce in a way we don't mean to. Wondered about people who are closed/operating in a limited capacity could still participate in Pathways?

A: Anyone can participate- don't have to be licensed, open etc. Anyone with any kind of interest. Every kind of person in this system. Folks who stayed open were the Black/Brown communities- they stayed open because they didn't have the luxury of closing, had to go to work. They kept going for the most part and we want them to get an opportunity with PFA to continue on.

Concern: Is there an intentional outreach plan, how are we connecting with smaller providers? How can we make it intentional to be reflective, culturally appropriate etc.

Government listerv will not connect with those families. People will be hesitant given government mistrust.

A: There is an outreach plan and we also welcome your ideas to ensure that we're reaching smaller providers and families.
