Preschool for All Task Force Meeting Notes
October 31, 2018, 9:00 - 11:00 am
State of Oregon Building, 800 NE Oregon St.

In attendance: Andrea Paluso, Andrew Hoan, Carla Piluso, Carmen Rubio, Diana Nunez, Amy Nash-Kille (for Elanna Yalow), Jenn Lynch, Keith Thomajan, Ken Richardson, Ken Thrasher, Danita Huynh (for Lee Po Cha), Lisa Pelligrino, Lisa Skari, Lydia Gray-Holifield, Maggie Bennington-Davis, Marvin Lynn, Kitty Miller (for Michael Buonocore), Michael Lopes-Serrao, Mystique Pratcher, Tawna Sanchez, Petra Hernandez, Rachael Banks, Ruth Adkins, Swati Adarkar

Welcome & introductions
- *Commissioner Vega Pederson:* Welcome back everybody. I want to say thank you for staying engaged in this process. We had a great meeting last month and I'm looking forward to diving into these topics. There are a lot of discussions happening within our subcommittees, and we just finalized our facilitators for the final two subcommittees. We'll hear more from them as we move forward, and their work will inform what we do here.
- *Megan:* Today we have two goals. First, we'll revisit our conversation about family voices and our commitments to the children. We've pulled in more voices based on the feedback we received at the last meeting, and created a more representative picture of the parental feedback. After that, we'll spend the rest of the time learning about and discussing lessons from programs around the country.

Parent voice activity
- *Megan:* Last time we received helpful feedback that there were critical voices missing. The goal of this exercise isn't to be the sum total of how we engage with parents' voices, but to come into this room and center the voices of families in your minds. Then, we want you to think about what you want to do to respond to that feedback. We've written up summaries of the commitments you made last month, and your actual words are on the post-its you wrote on last time. Next month members of the PAC will be here to start talking with you and sharing their conversations they've had over the last couple months.
- *Parent Leader Lydia Gray-Holifield:* One of the things I'd like to make sure you don't forget is that the decisions we are making are made by all the parents there, and it's important that all voices are heard and that they're inclusive. Parents are the ones who know best when it comes to preschool and what we want our kids to have, we also know what works & doesn't work for us as parents. We all share the same ideas, just in different languages. This task force is designed to help with Preschool access for all, but we don't want to close mom & pop preschools that already exist. We don't want to create barriers, we just want to make sure it is affordable and doesn't require us to travel far to get our kids to a school they can afford. We want preschool to be culturally relevant, it should look like us and speak the languages we speak. We want to make sure that we're included and that when we say "these are the things we want" that is respected and well

received and put into a place to ensure that there aren't errors. We're our children's first teacher so we want to make sure that when we pass off our kids to teachers they respect and understand that. We want our kids to get what they need.

Parent voices activity - report out
- *Ken Thrasher:* I definitely see a message about equity - it flows through the classroom to the teachers. One quote that caught my eye is about young men, and how we need to reflect the population we serve in the teachers who serve them. We need to work to get more men of color into the profession.
- *Mark Holloway:* The one that broke my heart was about African American students being "less-than." I will commit to building a system where no child is "less-than."
- *Jenn Lynch:* There is a theme of discrimination against children of color. Let's give 4-year-olds a shot at getting into school without being exposed to racism in the education system. Let's create an environment that lets the students thrive the way they are, and doesn't stifle their personhood.
- *Maggie Bennington-Davis:* In the 1970s advocates for mental illness started saying "nothing about us without us." I think that's what these parents are telling us.
- *Ruth Adkins:* It's going to be challenging, but I personally commit to centering these voices and not drifting into the abstract. I appreciated the thoughts about joy, music, the outdoors, and remembering the importance of those things. Keep it joyful.
- *Keith Thomajan:* A consistent affirmation of having culture, race, and ethnicity at the center of the experience. Validation of the critical role that culturally-competent services plays.
- *Marvin Lynn:* I see a link between how the music and arts are culturally specific. To see the parents call for more of that is eye opening for me.

ECONorthwest literature review & deep dive into programs from around the country
John Tapogna from ECONorthwest used a powerpoint presentation.
- Our standard of evidence can be limiting - saying something works means it has been validated many times, and there just isn't a lot of that data in preschool yet. To summarize everything I'll say that we've allowed thousands of experiments to bloom, but there haven't been many experiments to study what the impact is that we see.
Questions & Feedback from the Group:
- This is still measured against the standard achievement gap. So what is the average impact of locally-based curriculum?
    - *John T:* It would be a small impact.
- *D*o you have any data that disaggregates by race, economic status, etc.?
    - *John T:* Generally speaking, the evidence on preschool is that it is more effective with low income and communities of color than it is broadly.
- Are there differences in the curriculum?
    - *John T:* That is a follow-up.

- What about setting - what are factors such as cultural competency that affect these outcomes?
    - *John T:* Those are known-unknowns. There are lots of studies delivered in multiple dimensions, but too infrequently have there been studies that change one or two factors to see if there is a change in outcomes. We haven't had discipline around evaluation - and it's not surprising because people don't like to randomize children and see disappointing outcomes for some of them.
- When you look at all of this information, quality for me is absolute. So when you looked across are there any indicators of what factors affect quality?
    - *John T:* If you look at the characteristics of Boston, you can see what they got with that mix. Boston's design is that skills-based curriculum, they have very high teacher education standards, and they're working hard to align them moving forward. They have strong professional development, and I think these folks would say that there is some kind of formative assessment going on in that program.
    - *Swati Adarkar:* I had time to visit Boston. In Oregon we focus on behavior, and what struck me is how much they focus on engaged instruction. Kids were up and talking, classrooms weren't quiet. Kids wanted to be there and they were motivated and engaged learners.
    - *Megan:* I also had the chance to visit Boston, and I saw highly engaged classrooms where the teachers roll with what their students need. There were 2-3 teachers per classroom. They had a very special coaching program. Every school that comes online has 1-2 coaches in the classroom.
- Have you or your team reviewed the external evaluation from Seattle? Do you have an opinion?
    - *John T:* We haven't dug deep into that yet. We don't know how far they've gotten. We actually did an evaluation of South Sound School in Seattle. We found an effect - that was a high-scope effort. That faded out in a depressing way. They had one very challenging 4th grade teacher. They hit a wall with a highly ineffective teacher and half of the kids got that ineffective teacher. You have to think downstream to keep the impacts moving.
- What do we know about the diversity pool of teachers in Boston?
    - *John T:* That is a great follow-up question.

Andrew Hoan Shares Experiences from New York City
- *Andrew Hoan:* That was a great presentation. New York City implemented a universal preschool program that specifically targeted 4 year olds. When it was rolled out it covered tens of thousands of students across all five boroughs. Half of the homes served speak a language other than english, and that made it a massive undertaking. There was a lot of skepticism from the business and provider communities. It was not easy, but it was a massive experiment. There was no guided template and no "right way" - they threw everything at the wall to see what sticks. The roll-out was challenging, there were issues with technology and creating pathways to the school system.

- All that to say, it is one of the most successful things the city has done. We received very good feedback from parents. They ended up moving it down to universal coverage for 3 year olds; the program with 4 year olds was very popular and that led to a demand-driven requirement to go to 3, which means it was an overall success. This was an uncompromising drive from the De Blasio administration, they said that it wouldn't be perfect and that there is constant experimentation. Whatever comes out of this group, innovation has to be at the heart of it because early childhood is constantly changing and there is not a perfect system. The most important thing it taught me was the importance of flexibility & innovation.

Group Discussion about EcoNW Presentation
- *D*o you have any information on how the exposure to childcare at age three impacts students as they get older?
    - *John T:* That is a piece we need to look at - not only what happens after they leave but what happens before. You're delving into a whole other world of programming that has its own set of research.
- Is what we have here more like Boston or Seattle?
    - *Swati Adarkar:* I'd say a lot like Washington, we have lots of family, friends, and neighbors. Their K-12 funding...it's so hard to answer that because what John is pointing to is a tight partnership that has to happen with the schools, as well as what happens between ages 0-3. The Federal Department of Education did a study lifting up five examples that are working with a coordinated approach to early learning. Boston is there, Earl Boyles has been there. There's a lot and there isn't one answer. To my sense, the innovation part seems really true, but there's a lot of pieces that we also know. We have Oregon examples like the Kindergarten Assessment, which isn't perfect but is now connected to the 3rd Grade Assessment.
        - *John T:* Boston Preschool and Abbot are both in the mid-teens of thousands of dollars per student. Our Oregon Preschool program is around 9 thousand, Preschool Promise is 11-12 thousand. Certainly, relative to the rest of the country, our Preschool funding is smaller.
- This doesn't tell us much about the outcomes. Denver operates their program like a voucher program. I've heard that it can perpetuate outcome segregation that the public school system can create. That could be a useful example to see what the outcomes are and how much they're replicating known inequities.
    - *John T:* In the case study materials there is a section on outcomes. Some of these program are so new, and all will advance, but whether or not they've risen to the top level, there aren't many at that level.
        - Is there research from sources other than self-reporting?
            - *John T:* Boston and Abbott have been around for a while and have established stable outcomes.
- *Megan:* We always reach that dissatisfying place where we want to know more than we can right now. This group needs to figure out how to weave together our knowns, plus

community voices, to figure out what the best design for our community is. It can be fun and exciting to fill in the gaps and see what will work for our community.

- *Swati Adarkar:* There are a few others who may be helpful: Beth Green at PSU is doing a different type of research; she's part of a team doing a longitudinal study at Earl Boyles. There is some Oregon data we could bring into this group. I'd be happy to help with that effort if desired.
- *Commissioner Vega Pederson:* As we break into smaller groups, one of the purposes of this larger group is that we don't have to just throw stuff at the wall - we can use examples and get more information from Oregon, and then synthesize as we design what we want this program to look like. This is an example of what the characteristics could be, but we must be reflective of the needs of our community.

Small group activity - report back
- *Group 1:* It's really understanding the landscape in Multnomah County - what are the barriers/gaps, funding/teacher needs, how do we blend resources to better position them to serve students. The focus should be 0-5 and connection to the K-12 system so there is quality and we avoid the fade-out gap. A lot of our conversation centered around the concept of the community school model and how they've blended services. How do we reassess tools like that so that they can be a community-based model and serve the community?
- *Group 2:* We discussed the importance of 0-3, not just 3-4. Other parts of things that we talked about were that presentation last month versus this presentation. We felt both were valuable but that there was a difference between the data presentation which left out the importance of social and emotional factors, and what our values are for this group and our community. Is the primary goal to increase numbers or to increase social and emotional intelligence? We discussed the importance of family and family supports because the family is with the child for their life. If you support the family you support the child for their life. I want to see research on the importance of the administration of the program. What in terms of their knowledge...one thing that I'm concerned about is that we have this partnership with Earl Boyles, and the most important piece is that Principal Ericka went out to learn about early childhood. We were in different worlds of understanding and a lot of early childhood people worry that about if public schools take this on, what kind of professional development is needed for administrators so that they understand that it isn't just adding another grade, it requires different skill sets.
- *Group 3:* We had similar questions about what we're measuring and what are the outcomes that we think are important. The push is to have those be broad - not just education readiness, but also the impacts on things like women's labor participation. We had lots of conversations about targeted versus universal investments - and we have a list of questions for our subcommittees. We have lots of questions about the workforce. We're questioning the assumption that a Masters Degree is useful and how we measure skill sets is not based on a higher-education model. I'll note that we don't have the workforce that we need, so how do we phase investments to build out that workforce while building the program. We have lots of policy & workforce questions. We talked

about financing and how we actually develop a radical-enough ask for the voters so that we're not coming back again to piecemeal something that we should have already solved. We undermine ourselves if we don't ask for what we think it will really cost.

- *Group 4:* One big question we had is what aligns to parent values that we have seen expressed but that aren't reflected in the data? Where are the parent voices and that feedback as a part of those systems? I want to make sure that is elevated. We talked about the 0-3 piece for continuity throughout development. We discussed the alignment of curriculum. We want to make sure that we're creating supports for the family providers and teachers to have access to what they need so they can meet the requirements we're establishing without diminishing the value of the experience they bring to the table and things that are just as important as credentials. What supports do we provide for dealing with behavioral issues in the classroom? We want to try not to mold children to what we expect them to behave like. We need to create supports for teachers so we can best support the children who need continuity the most. We have to partner with parents as they lead the development of their children.
- *Group 5:* We didn't focus on specific case studies, but we talked about the workforce question. We were also discussing the lack of research on culturally-responsive programs. We want to figure out how we can better center that in the work we're doing. How does having a higher ELL population impact the work we need to do? What is needed in terms of credentialing and certification locally so that we can meet our needs in terms of quality and quantity? What is needed to support workers in terms of wages and the ability to get people into programs in a way that gets people into this area? We had some questions for the PAC about degree certification versus experience: what do they feel is important in the discussions between degrees and life experience? We discussed the state requirements - there is no licensing for early learning providers, there's 0-6 child care licensing, but how does that make it harder for us to put in the program we need? ERDC vouchers are not required to be accepted the way Section 8 vouchers are. We discussed the what curriculum would be best used here or in our state.
- *Parent Leader Mystique Pratcher:* Some teachers have 3-4 year old kids too, so how do the finances work when you're a teacher but also have children at home? Are you paying for daycare while you teach? We discussed how to support teachers.

Meeting adjourned at 11:04 AM.