

Preschool for All Task Force Meeting Notes

April 24, 2019, 9:00-11:00

State of Oregon Building, 800 NE Oregon St.

In attendance: Andrew Hoan, Carmen Rubio, Amy Nash-Kille, Jenn Lynch, Commissioner Jessica Vega Pederson, Keith Thomajan, Ken Richardson, Ken Thrasher, Pam Greenough-Corrie (for Lisa Skari), Lisa Pelligrino, Lydia Gray-Holifield, Maggie Bennington-Davis, Mark Holloway, Ingrid Anderson (for Marvin Lynn), Michael Lopes Serrao, Petra Hernandez, Rachael Banks, Ruth Adkins, Dana Hepper (for Swati Adarkar)

Welcome & Introductions

- Megan Irwin: Welcomed folks to the meeting and gave an overview of the agenda for the day.
- Commissioner Vega Pederson: I want to take a couple minutes because we only have 2 working meetings left, to pause and talk about what we have accomplished so far. We're going to hear from the finance, strategy & admin teams about their recommendations today. We now have heard from all the subcommittees and voted on multiple segments of the program we're building. We're building together a puzzle in terms of how we're going to provide an early education system for Multnomah County that reflects the community's needs and desires. We still have some work to complete, but in July we will be hosting a reception to celebrate the work we've done. The back of your agenda has an update on the subcommittees' work. We want to let people know that last meeting when we considered compensation recommendations, the vote was extremely close. Tiered credentialing received a few more votes than parity.]
- *Megan gave an overview of the agenda for the meeting and meeting materials, and the voting process.*
 - Pam Corrie: It would have been helpful to tell us beforehand that proxies cannot vote. I have put in a lot of time and effort, and each time I am unclear on whether or not I'm representing the college. I think Dr. Skari feels the same way. I feel like it's not clear.
 - Commissioner Vega Pederson: Last month it was tough because some people left early, some voted by proxy, but others did not. So we wanted to go back to our standard of having the votes be taken by named representatives of organizations because we know that they are representing their full organization. We can have a discussion about how to better incorporate Dr. Skari's perspective.
 - Dana Hepper: I feel the same for the Children's Institute.

Program learning standards vote

- *Megan presented the revised recommendations on the learning standards vote, using a PPT and handouts provided to the members of the group.*
- *Megan provided an overview of the standards, which were emailed to the group as well and paused for questions.*

- Ruth Adkins: Why did the state not include the perception/motor?
 - Megan Irwin: The aim of this to start out was to align with EL standards with Common Core standards, and there aren't CC standards on PE.
 - Dana Hepper: Federal Headstart has more domains, and if you're getting federal HS dollars you need to have that full program. Oregon PreK requires these mapped standards and physical developments. So today's recommendation aligns with Oregon PreK.
 - Pam Corrie: Oregon PreK could not be an EL program without having these performance frameworks, but we're not required to do extra data collection.
 - Megan Irwin: Art and writing are often incorporated into the learning process.
- Rachel Banks: Glad to see the attention toward dual language and special needs learners. How does this relate to some of the disparities in discipline and progression? And does this framework address those disparities?
 - Megan Irwin: Want to first defer to Amy, and then I can give a bit of an answer.
 - Amy Nash-Kille: When it comes to addressing those disparities there are specific call-outs for dual language learners and other vulnerable populations. In regard to the things that you may see that are different but still normal. I appreciate that it helps to normalize these expectations, that is something you do not always see in state standards. There are specific recommendations for best practices with those populations. When it comes to outcomes, that is something to be determined. We do not have a ton of information about how these standards will impact those outcomes. I know there has been efforts to address that. It will also be a part of the goals conversation.
 - Megan Irwin: I would add that standards are one thing, but the way they are implemented and impact students depends on the educator. Recruitment is a big part of addressing these disparities.
- **Vote:**
 - Agree: 14
 - Accept: 2
 - Oppose: 0
- Comments for the record:
 - Andrew Hoan: Agreeing to this is not an endorsement by the PBA but we agree with the direction.

Program goals & evaluation strategy vote

- *Megan gave an overview of what people will be voting on using a PPT and the handouts provided to the members.*
- Megan Irwin: One thing I want to highlight is that this rec does not address child-level assessment, those are things that are done at the program level, they are often done through formative assessments, and those are choices best made by the educators, staff, and families that know the child.
- *Megan gave a summary of the proposed goals of the program, the criteria for evaluation design, and the evaluation focuses.*
 - Amy Nash-Kille: Under design criteria with aggregation of data, I recommend we aggregate at the provider level, so that providers can see what they are doing. Accessing that data has been a challenge to providers before. I think it is important that people in the field be able to look at their outcomes and compare it to others in the state.
 - Ken Thrasher: Two questions: How do these goals align with goals at HS and ELD? Are we assuming that we will have our own research group to look at the data?
 - Megan Irwin: To the first question, the goals for the children align with the things the state is looking at as well. This goes deeper with parent involvement, but the state does require an annual parent satisfaction survey. Workforce goals may be paid more attention through this program. State is very invested in this area, so that maybe a potential area for partnership.
 - Commissioner Vega Pederson: I have discussed this with state leaders, and we want to stay in conversations with them about this.
 - Megan Irwin: There are a ton of opportunities for partnerships with the state for researching.
 - Dana Hepper: Are we going to be checking vision and hearing as milestones?
 - Amy Nash-Kelle: I cannot speak to that. When it comes to other assessments we try to keep that in the provider realm. We have discussed screening possibilities regarding milestones that they are seeing. It creates a good opportunity to have a conversation between providers and parents about their child's milestones and health.
 - Ruth Adkins: Regarding the developmental screenings, will there be a callout about expulsions and the impacts that they have on children of color?
 - Megan Irwin: That is something that is probably left to the implementation, but you did vote to not allow suspensions or expulsions in this program.
- **Vote:**
 - Agree: 12
 - Accept: 4
 - Oppose: 0
- Comments for record:
 - Dana Hepper: We talk about workforce diversity and wellbeing, but are we also tracking workforce skill & classroom environment. We have a diverse workforce,

have we set up classroom environments that set up children for positive outcomes? Are the interactions in those classrooms setting up children for those outcomes?

- Mark Holloway: Not sure this is what Amy was saying earlier, but I want to offer a cautionary note. Being reported to the public can open a pandoras box where parents compare providers based on that data, without having the full information about quality ratings. That could impact providers.
 - Amy Nash-Kelle: And it could be to the provider directly, who could then better describe to parents what that means. It has to be conscious of the size of the program.
- Andrew Hoan: Agreeing to this is not an endorsement by the PBA, but we agree with the direction.

Administration recommendations

- *Lisa Rau from ECONorthwest provided an overview of preschool administrations in other jurisdictions using a PPT presentation*
 - Commissioner Vega Pederson: Did you see a trend in terms of when these programs were implemented and changes in whom managed them?
 - Lisa Rout: City government often took over when the program became universal because they were better positioned to work with school districts and non-profits. City programs may have already had preschool programs they were funding. A lot of this depends on who was already doing EL work.
- *Mark Holloway & Ian Galloway provided a presentation on the work group recommendations using a PPT presentation.*
- Mark Holloway: We didn't tell this group to define the structure at this time, we looked at that and went into greater depth into what programs like Seattle has done. One thing that came from that is that Seattle uses CBOs as hubs to support the providers. What to be clear is that the charge of this group was to create a vision of the administration, and to sort out what can be done by a body and what can be contracted out. We did not pick a specific agency. Want to know if you agree with these recommendations, but then at the next stage we'll start looking at community groups to define capacity, but you won't see that in this presentation.
- Ian Galloway used a PPT to present on the recommendations.
 - Mark Holloway: I want to underscore that there were things that were referred to our team by other work groups. Those include: providing behavioral specialists to support and coach teachers and providing technical support for siting I just want to underscore that those did not get lost.
 - Lisa Pellegrino: What does "braiding funding" mean?
 - Ian Galloway: Many funding streams are prescribed and do not have flexibility. We recognize that small providers may have difficulty accessing those funding sources, so our thinking is that we could potentially take that off their plate and have funding streams flow through the admin body.

That may allow for greater fiscal stability going forward for smaller providers. If all of that could be done at an admin level, would that simplify things for them? We know that this is more of an aspirational idea. We are also happy to take that off the table if people don't think that's a good idea.

- Mark Holloway: Lisa, any reaction to that?
 - Lisa Pellegrino: The devil is in the details. It sounds really nice but it may be quite difficult to do.
 - Ken Thrasher: This is why a picture is worth a thousand words. You need to create a template of what that looks like.
 - Lisa Pellegrino: It is difficult to discuss without a jurisdictional entity, where it would sit.
 - Ian Galloway: To your point regarding a visual, another project I am on has a deliverable of a visual of funding streams for all 0-5 programs.
 - Ken Thrasher: Will you connect that to DHS?
 - Ian Galloway: That is for another work group.
- Commissioner Vega Pederson: The work that this subcommittee is doing is the most nebulous, it is creating a framework without knowing what the details look like. All of the things we have been talking about are actually very detailed, which is not what this work group was working on. We will be diving into those details more in phase II.
- Ian Galloway: On the financing side, we have had preliminary cost modeling conversations, as well as preliminary convos on revenue sources. We will eventually present on that too.
- Amy Nash-Kille: A few workload concerns: publication of data may be contracted out, but I'm always concerned about any entity reporting on their own performance. Can we try to keep that as neutral as we can and leave it in the hands of experts.
- Mark Holloway: One thing that the group wrestled with was the idea of being a "lean" admin body. We did not put a percentage on overhead together, but I am interested in the perspectives of organizations that may have expertise on that. Do you feel comfortable with "efficient and effective"?
 - Dr. Lynn (proxy): Depending on who you contact, there may be requirements on how much you can directly charge. Be cognizant of possibly capping so that huge amounts of dollars, depending on the relationship, are reasonably capped, because it is 50% or 26%, it should be like 8%.
 - Lisa Pellegrino: This is quite a broad set of responsibilities, which is fine but it will cost more. Whatever funding mechanism is selected needs to be cognizant of that balance. People want more money to go to kids, but then you give up other support functions potentially. Plan to be able to carry out these admin supports.

- Dana Hepper: It could be that in early years the percentage will be higher, but as the program grows the dollar amount will stabilize and the percentage would shrink.
- Ian Galloway: Same dynamic at play on workforce. You will have a frontload of costs that will level off over time. How can we account for that and realign it along the way?
- Rachael Banks: I like how you talk about efficiency and effectiveness and not a percentage, which would be arbitrary at this point. Figuring out how to be the most fiscally responsible way we can accomplish goals is smart.
- Ruth Adkins: Be transparent and clear about expectations and goals. Sure there will be some sticker shock.

Program quality discussion

- Commissioner Vega Pederson: I Just want to briefly say that we have talked a lot about how we need to grow the system and infrastructure, but make sure we develop a system that will have the quality components in place, that will drive us to the outcomes we want these kids to have. We want to affect the gap. Just as important as these technical questions, this quality piece is very important because it is about what we are building and what we will plug into this infrastructure. I really appreciate the work of the subcommittee.
- Megan Irwin: Driving vision is that all the component parts must create a joyful experience for families, where the family is respected and deeply involved in their child's education. We will have our presenters who have operated in the classroom describe their experiences.
- Hadiyah Miller: Share with you an observation from being in classrooms. Read the "thirty minutes in the lives of classroom" reading she prepared.
- Sadie Feibel Holmes: I will share in the context of culturally specific models what the experience looks like. We want to debunk a perspective that this is "just high quality early childhood learning." All the indicators of quality we heard in Hadiyah's story should be found in any PreK experience. When you have an experience rooted in culture, you have materials, staffing, etc. that are rooted in culture. We want to allow children to see themselves in the criteria. In terms of multigen approaches, we want to see parents and caregivers actively involved with their children. Finally, we want to say that culture is less something that we teach than a tool we use to teach.
- Megan Irwin: This group has done intensive work to define quality programs. Hadiyah & Sadie will share a couple they have picked out that are particularly important, and to show you what they are looking for in those tools.
- Hadia Miller: Focused on relationships. Read from the definition of relationships. I am looking for child-to-child, teacher-to-teacher relationships, and looking at how teachers interact 1:1 with children. I am looking at the environment and what it says to children. Looking at conflict because conflict is healthy, looking at how children are integrating information they are receiving, at how teachers respond to parents, and how children notice how teachers respond to parents. Are teachers down low and engaged? Are the

materials readily available so the children decide what and how to use them. We want it to feel like a home-like situation. The more that we can look at well-being for teachers is critical for the relationship.

- Hadiyah Miller: Also focused on teaching. *Read from the definition of teaching.* My role at PCC was to observe practicum students. I first look to see if the teacher is happy. Look for cultural responsiveness. Looking at how teachers respond to bias from students. Does the teacher show that he/she has a system where they understand where children are coming from, so they can help children individually. Are there teacher-led and child directed activities? Materials they choose, language they use, etc. Those are the things I look at in the classroom. And, are children coming to the teacher if they need help? I believe that all teachers have the capability to be good teachers, it is about the amount of coaching we give people. Think about how we support teachers to be their best. You cannot teach what you do not know.
- Sadie Feibel Holmes: Parent and family partnerships and community relationships. Talk about how parents are the first teacher. We need to create systems/structures to allow that. May mean multiGen where parents are in the classroom, or hiring parents as teachers, or setting up regular collaboration opportunities. It means that when there is a problem, our best resource is the child's family. If you do not have that communication and trust in parents knowing their kids, you will not be successful. You cannot have a mismatch experience where a kid is acting differently at school than at home. The child may be responding to a broken relationship or unfulfilled needs. We need to be able to unpack issues when they come up with the parents. In terms of community relationships, we know no program can meet all the needs. So we have to establish community partnerships to provide wrap-around services to their parents, whether it is at provider or admin level, need to keep that in mind.
- Megan Irwin: All of these link together. If these are what must happen, how do we know that it is happening? There are multiple rating scales, we are using the Early Childhood Environmental Rating Scale, the other tool they've looked at is Federal Admin on Children & Families Cultural Responsiveness Preparedness Checklist. When this comes back in June as a final recommendation, you will be given an overview of the tools that were cross-walked and how they align.
 - Commissioner Vega Pederson: Appreciate this framework, can you talk about the process of creating this framework?
 - Sadie Feibel Holmes: This happened over a couple of meetings over a couple of months. We did a lot of small and whole group conversations about what the most important things are. We have a lot of expertise in the work group. Megan & staff then pulled together our feedback and then we would re-dig into it.
 - Hadiya Miller: We had critical questions, such as equity. We had very rich discussions. We have had heavy-duty conversations about what quality is, etc.
 - Megan Irwin: The words in front of you were directly written by work group members with some minor editing.

- Dana Hepper: Can you say the name of the tools again?
 - Megan Irwin: Described how to find the tools. I will send it to you.
 - Sadie Fiebel Holmes: I appreciate bringing that tool into the convo. To me that tool felt stronger in honoring multicultural identity.
 - Hadia Miller: Another critical thing was shifting from a deficit mindset. I felt that was a very strong commitment.
- Petra Hernandez: I would like to thank god that Latino Network exists. I am one of the first mothers to go to Latino Network because my daughter could not go to Head Start. That program helped my daughter cut and paste things. The other thing that helped was the Juntos Aprementos program, they listen to our voices. They also provide information and tools that we can access and support our culture and our roots. I would like to thank everyone in this room for your support of our community, and the opportunity you gave me. I became a parent leader, so you can listen to our voices. Thank you for being here.
- *Megan Irwin: provided an overview of next month's agenda.*
- Commissioner Vega Pederson: We had a good conversation about the administration. If you have more thoughts or comments please send them to us.

Meeting adjourned at 11:00 am