



**Advisory Committee Meeting Notes**  
**May 3, 2022 6:30-8:30pm**

---

**Brooke Chilton-Timmons (she/her):** Management Analyst in the Preschool & Early Learning Division  
Welcome, thank you for making time to be here today. We're excited to share updates and also to get your input on our evaluation planning. Our Early Learning Program Evaluator here with us- Janice Cole- is here to gather your input and feedback as she continues to develop our evaluation plan. Leslee is unable to join us. She is not feeling well today and is sorry she can't be here today.

We wanted to start out with congratulations to a few Advisory committee members:  
Muna is not here today as she just welcomed a new baby into her family and Ms. Lydia is being honored with a national award from Family Equality Organization. Congratulations Ms. Lydia!

We also wanted to share that the Preschool and Early Learning Division was approved for a lease for our first community and office space. This is a space that will include shared office space with Child Care Resource & Referral and four classrooms for training for preschool providers. It's a space that's currently missing for our community. When it's not being used, it will be offered to community-based organizations who are working with families. The building is in Rockwood which has a concentration of our families in our priority populations. It feels good to have the future home of Preschool for All there.



**Opening question for Group Members:**

What's a food that you love to eat/cook?

**Janice Cole (she/her):** Research and Evaluation in PEL

The last advisory committee meeting was my first day. I absorbed everyone's passion and expertise. Today I'm here to get input from everyone to shape evaluation planning at this early stage.

**Janice introduction:**

I spent my entire childhood in the foster care system in WA and signed myself out at age of 19. Most of my career was in the child welfare system; policy/youth development work at state, national and international work. I worked to get young people a seat at the table- so many experts were making decisions about their lives. I advocated for young people's needs and encouraged them to speak up. I also noticed that in many of those spaces, what young folks I was working with were advocating for and professionals (researchers, policy makers, social workers etc) were suggesting similar things, yet noticed the power that was given to professionals. Young people were dismissed while being called "brave" and "resilient" - which often happens with lived experience. They are "labeled as", yet ignored.

I became interested in research and data when it comes to elevating lived experience and pushing programs and policy makers to listen to those who are being impacted. I went to grad school, did child welfare research, randomized control trials and developed relationship focused interventions for parents who were involved in the child welfare system or foster parents who had foster children.

One of the most consistent themes professionally and personally, was realizing the difference that education can make in people's lives and how it can empower people. I did research and evaluation for Portland Public Schools and then Multnomah County- Sun Service System.

I started with Preschool for All in January. I'm excited and honored to be part of a system that is actually centering the voices of children and providers of color. I'm also a parent of a preschooler and have been through the enrollment adventure.

Sometimes people perceive evaluators as unbiased, neutral and even impersonal to some extent, but that's not entirely true because they bring experiences, passion and values to work no matter what.

Wouldn't it be better for us to be upfront about who we are, why we do what we do? Because I know my experience has vastly shaped my approach to evaluation.

## PFA Evaluation Values

- **Center and uplift** voices of those the work is meant to reflect
- **Prioritize racial equity** and racial justice at every step of the way
- Create and align work in **close partnership** with families, providers, and the community
- **Engage respectfully**, authentically listen, and allow for shared decision making
- Produce findings that will **improve the experience** of children, providers, family, and the community

One of the reasons I am most honored to be working with Preschool for All is the values base that formed this system. It truly was designed in community and for community, and has such concrete ways that it centers the voices and experiences of children and families, especially children and families of color. It is really important to me that the evaluation reflect the values of Preschool for All.

Here are a few of the key values I would like to center in this work:

- If my introduction was any indication, I really believe in the importance of an evaluation that centers and uplifts the voices of those the work was meant to reflect
- The evaluation needs to prioritize racial equity
- The evaluation should be designed in partnership with families, providers and the community. But we can't stop there - these stakeholders need to have meaningful leadership in the evaluation at every step of the way
- The evaluation needs to be respectful and allow for shared decision making
- And then, of course, the evaluation should be producing findings that actually improve the experiences of children, providers, families, and the community

### What makes an evaluation good?



There are a number of different ways people think about evaluation, and especially ways that people define what a “good” evaluation is. I think everyone in this room could share an experience with data,

research, or evaluation that was not a good one. Evaluation as a discipline is rooted in white supremacy, in power, privilege, and control. It has actively harmed communities and perpetuated inequities. When I think about what it will take to not carry on this legacy, these are the key aspects that I think make a “good” evaluation:

1. It needs to be empowering
2. It needs to be useful. Data collection can be a heavy burden on stakeholders. I want to make sure that we are collecting data that we are actually going to use. We do not want to be in the habit of collecting data “just in case”
3. The evaluation should be relevant. One thing I see a lot is that an evaluation will be thoughtfully designed, but won’t be revisited along the way. Then, folks are five years in trying to understand impact and they can’t because the evaluation didn’t evolve or grow as the program did.
4. And finally, assuming all of these other areas take place, I think this one happens naturally. But of course, the evaluation needs to be reliable.

## Some functions of evaluation

1. **Accountability** - *Are we doing what we said we were going to do?*
2. **Implementation/Process** - *How are things working? What needs to shift to help us stay on track to reach our goal?*
3. **Impact** - *Is what we are doing have the desired effects?*
4. **Cost Benefit** - *Are the investments we are making the “right” ones?*

There are quite a few different ways evaluation can be used. I like to think about the questions that are associated with these functions, because I think it’s a little easier to conceptualize.

- First, evaluation can function as an accountability tool. That’s really when we are asking the question: *Are we doing what we said we were going to do?*
- Second, evaluation is an extremely useful tool for understanding implementation of a program. We call this process evaluation, and helps understand how things are going and where things might need to shift
- Third, probably the function that most often comes to mind - impact. This is where we are assessing whether or not the program is having the desired effects.
- Fourth, evaluation can act as a cost-benefit analysis. This is really asking if the investments being made are the “right ones”.

These different functions occur at different points in a program's life. Some overlap, and many support other aspects. For Preschool for All, there is value in each of these, and I think the challenge is determining where to start and what the priorities are.

So, that’s what I’m hoping we can start talking about together tonight. But before I switch us over to some discussion and activity time, I want to pause for questions and reflections. What would folks add? What came up for you? Is there anything you want me to revisit?

## Group discussion:

**Jaime Peterson:** I think a lot about dissemination of evaluations- the people who are doing the work, that they hear what we're saying. Need a feedback loop. Families on the ground need to hear what's happening and allow them to give feedback.

**Ali Sanz:** Evaluation is a very significant tool. No matter what type of business, it's a tool you need to use. From a childcare/ provider perspective- creating the relationship between evaluators and those they serve is important. Providers trust you, will be more inclined to listen and talk about it vs if they think they are being criticized or judged. You need to encourage conversations.

**Janice Cole:** Absolutely- it's not just a "fear" of these things happening- these things actually happen all the time with evaluation (referring to Ali's comment). We are doing this slowly and building relationships, connections with them before we ask things of providers..

## Discussion

### Scoping the evaluation:

- ★ *What are you curious about? What do you wish you knew?*
- ★ *What questions come up frequently in your work?*

### Focusing the evaluation:

- ★ *Where should the evaluation start? Why?*

**Janice Cole:** In thinking about the implementation of Preschool for All, and its potential impact... What are you curious about? What do you wish you knew?

**Hadiyah Miller:** I'm curious to know how the relationship between providers and coaches play out.

**Ali Sanz:** If providers will know what the criteria will be and what kind of training is available so they can prepare and be ready, as far as evaluation goes.

**Janice Cole:** A lot of that evaluation criteria is still being formed, so we are working on spaces to bring providers together.

**Kathryn Torres:** I am curious about the extent to which PFA is serving the students and families as intended. What are the differences between the outreach and supports provided by the different community organizations? .

**Lavert Robertson:** I would love to know more about how providers will be evaluated and how much weight will be given to the evaluation. How will that information influence the overall impact of how we evaluate the overall initiative?

**Molly Day:** As PFA goes along, I want to know if we are increasing the supply of providers who reflect our PFA priority populations. We don't really know the baseline in our provider community overall, but can we track and see where the growth is as PFA expands? Want to be sure we are not making policy decisions that decrease the provider supply we are looking to build. How do we track that?

**Andrea Paluso:** I want to track outcomes that go beyond educational outcomes; are we assessing well for other wellness benchmarks?

I want to make sure we have a racially, culturally, and linguistically diverse pool of providers - and that we are maintaining them in the field longer-term.

That families feel like they actually have choices for the kind of care they can get for their child. Experience of families and providers within the program; getting support, navigating easily - stability of care over time.

**Jaime Peterson:** I'm curious how we are including parent voice in the evaluation? How are we evaluating the application process and timing each year to ensure we reach the kids we want to reach and why may not be?

**Molly Day:** We also have a lot of questions from our families with children eligible for special education services. Are they welcome and well served in PFA settings?

**Kathryn Torres:** Also thinking about cycles of inquiry using evaluation data to improve services over time.

**Janice Cole:** I have a huge grin on my face, because these are many of the questions I've had myself before with folks I've been talking to. I feel very appreciative. What does it actually mean to have racially, culturally, linguistically diverse classrooms?. How do we help the variance that will happen?

I do want to clarify the difference between evaluation as a compliance tool vs evaluation as an understanding tool. In this context, when I talk about evaluation, it's more the overall, broad stuff. My role would not be to look at a piece of data and say "Provider X isn't doing Y". It is more to facilitate experience, gather understanding, looking across all providers. Is everyone getting the support they need, are families having a positive experience etc.

Wanted to make sure to highlight this because it comes up every time I talk to a provider, i.e. "What am I being evaluated on?"

**Jaime Peterson:** Ensuring we are not over-evaluating children and providers when they should be spending time learning together.

**Andrea Paluso:** There has been recent news about fairly negative outcomes for kids in the Tennessee Preschool Program, constructed to be different than ours. Takeaway was overly rigid and focused on academic training and not as much about richness in developmental activity- which is the heart of preschool we emphasize here. If we overly prioritize readiness for kindergarten/educational benchmarks over broader health and well being of the children/families/providers participating in the program, then I fear we will end up creating a bunch of systems that produce that result over broader, more important results (which is probably what the Tennessee program has done). People are approaching me, comparing the programs.

**Kathryn Torres:** Good point. It was a troubling headline if people didn't read more into it

**Janice Cole:** When we are talking about the diversity that we're aiming to serve, a lot of the assessment tools were not made by folks of color, for folks of color. They were made for white folks, tested on white folks. We are talking with people who are using assessment tools that are made by and for different communities and what that would look like, so that we have some measures that tell a fuller story.

## Feedback

★ *What questions or concerns do you have about evaluation?*

★ *What would be helpful from me?*

### Question:

What questions come up frequently in your work and in your community?  
This may be the same as you've just shared, but it might be a little different

**Molly Day:** Why is it going to take so long to reach everybody?

**Jaime Peterson :** Why is this a different application process than Head Start and Early Head Start? Why is the timing different for families who do all three of these? From families who are not applying who may be paying around tax time, how is it only 500 kids if it's this much money? What messages can we send out to different stakeholders involved? More communication is needed.

**Keinya Kohlbecker:** I wonder how we will approach families with young learners who are neurodivergent? Will there be support through MECF? Families are curious about the application process.

**Janice Cole:** What other questions are people getting about PFA?

**Kimberly Moua:** I'm getting a lot of enrollment questions: how is PFA prioritizing families? Is it first come first serve? How does PFA affect Head Starts, Preschool Promise and OPK? Sharing the whole domino effects of enrollment in general.

**Petra Hernandez:** People keep asking me if it's going to be the same, but I keep telling them it's going to be different, but they cannot see the difference with this program.

**Janice Cole:** Are they asking if it's going to be the same as other preschool programs, or "more of the same?"

**Petra Hernandez:** Regarding Head Start- people get confused.

**Kimberly Moua:** I keep hearing: What's the catch? It's too good to be true, there's no way in Multnomah County. They want transparency and documents for everyone to read.

**Hadiyah Miller:** Hardest thing is reminding people that it is a pilot and it was designed this way. One of the hardest things is telling people to go to the website for the latest information. With enrollment-telling people to apply for all of them: PP, HS etc can be hard and confusing.

**Molly Day:** As the Early Learning Hub, we've begun to work on this. How do we make it as easy as possible for parents to understand their many options? Right now they have to apply for different publicly funded preKs separately. Working on a "marketplace website" - goal is that, by next year there is one interest form. Inching our way forward into that. Need to keep parent voice at the front of that process and not step on peoples' toes. Parents are saying it's too confusing.

**Ali Sanz:** As a pilot, we are trying things out. There is a lot of uncertainty, few programs running at the same time. Many people are wondering what's going to happen to the other programs. It would be good to find a way to provide feedback to the providers, families - these are our findings, this is what we're seeing, these are our challenges, this is what we need to do next etc. because that's going to be key-keeping everyone informed.

**Andrea Paluso:** It would be good to start thinking about some of the things we can test for and demonstrate results around, based on the fact that it's a universal program when we get to that point. Because my hope is that we will have a lot more stability of care. There are a lot of ways in which, the fact that this is universal by design over time- would like to demonstrate that it's working. Lots of other counties considering this, there's a lot of national discussion around universal PreK- it would be great to start demonstrating how having a program at this scale will make it possible for us to have a more stable workforce, more stable care for children at the scale we need to, and this program will be a good demonstration of that.

**Jaime Peterson:** Feels like a chance for public service announcements throughout year in different places, setting, etc to reach more families

Thank you, Petra and Lydia for elevating the parent voice. Molly I am really glad there is an effort for a one application process next year.

**Molly Day:** We may not get to one application in a year but we will get there.

**Janice Cole:** Knowing everything you've shared, if you can pick one spot for evaluation to start, what would it be?

**Hadiyah Miller:** Coaches, coaching process- where are we at? Have we changed our philosophy to be a transformational philosophy? How do we keep the coaches a part of the conversation and not leave them out?

**Molly Day:** Thinking about how much we are trying to change the mindsets of the 813,000 people in Multnomah County with this initiative, so they understand the value of coaching, which is new in a preK space. Children from families that have been historically continued to be marginalized- they should be at the front of the line- still a radical thought for people. Or that investing in young children, even if you can't unequivocally show that they're going to be college geniuses or better 3rd grade readers is still worth it. That the rich should be taxed for social good for children of families they've never met. When I think about the world I want to leave behind, I want to leave behind a world where those values are clear and embedded in policy. Want social change through this.

**Hadiyah Miller:** Equity/diversity gets lost sometimes because we get into our spaces of work. Being a coaching manager is checking my stuff at the door- may not be perfect but the work is still happening and the process is more important than the outcomes.

**Kathryn Torres:** Given that this is a pilot, I am interested in whether these key mechanisms within the program are happening as intended. What are we learning about implementation?

**Ali Sanz:** Important to flowchart the whole process, from hand-off/time of applying. Working the way it was intended. How much time will it take between steps and for people who are looking for information to get the information they need - to get connected to a provider.

**Lavert Robertson:** Is transition from preschool to kindergarten part of the evaluation process? Parents will look at it as kids entering "school". Do we have a plan on the back end about kindergarten transition plan?

**Andrea Paluso:** Clear process for gathering parent/provider feedback (with benchmarks for feedback from target populations) to make concrete program/accessibility improvements as we figure this all out and continue to improve.

**Jaime Peterson:** I would love some narrative inquiry with families who were in the program to hear their stories as Lavert is saying.

**Andrea Paluso:** Can we say what we \*don't\* want to see too? I don't want to see any more arguments for care of our babies and families that focuses on any 'return on investment' arguments - like they are just future widgets of capitalism.

**Janice Cole:** Thank you everyone. I have been putting together a map for an evaluation plan that I will share with you afterwards. I will revise it- it is not the end all, be all about how to go about this. So appreciative of all of you to get this conversation started.

**Brooke Chilton-Timmons:** I will now share some updates about Pilot Sites work and family application



- Partnership with providers to prepare for possible PFA slots
- Professional development and individualized coaching
- Applications opened in late Summer 2021



- Contracted slots with providers
- Partner with Preschool for All to finalize program expectations and supports
- Applications for 2022-23 opened in Fall 2021 and closed in December 2021

As we prepare for the first slots to start in September, we're also planning for the future of the initiative. In order to continue to grow the number of Preschool for All slots over time, we must work with the providers who are ready now **and** partner with providers who will be ready in the future.

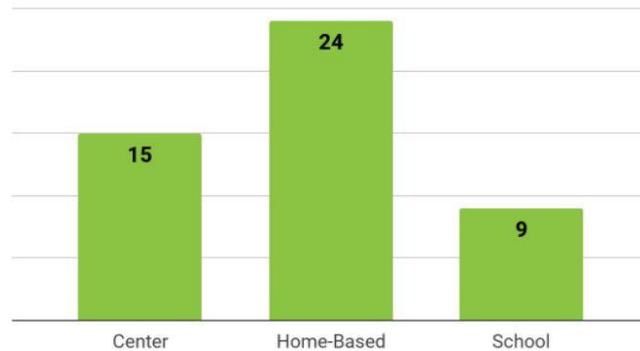
The Pathways Program offers individualized supports for providers who want to get ready for Preschool for All slots. Providers are matched with a coach from Child Care Resource & Referral. Together, they build a collaborative plan to help the provider meet their goals and strengthen their business.

Preschool providers can apply at any time to participate in Pathways and they can stay in the program for up to two years. We currently have over 70 preschools that have applied to be in the Pathways Program and over 60 have already been matched with a coach.

Pilot Sites are the first group of Preschool for All providers who will offer slots. As we refine program details, we know that our work will be strongest if we incorporate provider voice and input. In these early years, Pilot Sites will be learning alongside us and helping to shape Preschool for All program expectations and supports.

# Pilot Site Settings

Total Sites: 48



Preschool for All is a mixed-delivery system that centers family choice. We believe that families should have the opportunity to pick from multiple kinds of programs that are the best fit for their child, whether that is a home-based preschool, child care center, or a preschool in a school building.

In our first year of Pilot Sites, we will partner with 36 different providers at 48 total locations.

You can see from this slide that we have a variety of setting types in this first year. I also want to point out that the 9 school sites include two culturally specific non-profit organizations. The Center for African Immigrants and Refugee Organization will have two classrooms at Vestal Elementary in SE Portland and KairosPDX will be adding a preschool classroom to their school in North Portland.

## 68%

Of small center and home-based pilot site owners/directors identified as **Black, Indigenous, and People of Color.**

## 5 languages

Spoken by Pathways Program participants



We have focused much of our planning on how to ensure that home-based child care providers are able to authentically participate in Preschool for All. These small businesses are the most culturally and

linguistically diverse group of preschool providers in Multnomah County. They also experience the most barriers when it comes to building and strengthening their businesses.

We are very proud that 68% of the owners and directors of home-based and small center Pilot Sites identify as Black, Indigenous, or People of Color.

Most of these owners and directors identify as either Black/African American or Latino/Hispanic. We want to do additional, intentional outreach to make sure we are reaching all of the diverse provider communities within Multnomah County. The Pathways Program will be one of the key ways we achieve this goal. We also want to better understand the racial and ethnic diversity of the entire staff of preschool programs and not just the owners and directors. This is an area we plan to build upon.

## Pilot Site Slots

Slot Target and Actual, Year 1



Year 1 Slot Breakdown



It's important to remember what a devastating impact that the pandemic has had on child care providers. The pandemic made shockingly clear how unstable our child care system is. There are 300 fewer providers operating in Multnomah County now than in February 2020. That represents a loss of more than 20% of child care providers in our community.

As we build a new system that provides universal access to preschool, it's essential that we do that with intention and a focus on racial equity. The Preschool for All plan created a framework for our implementation that included stabilizing existing providers, creating opportunities for new providers, and offering supports for providers to expand their businesses.

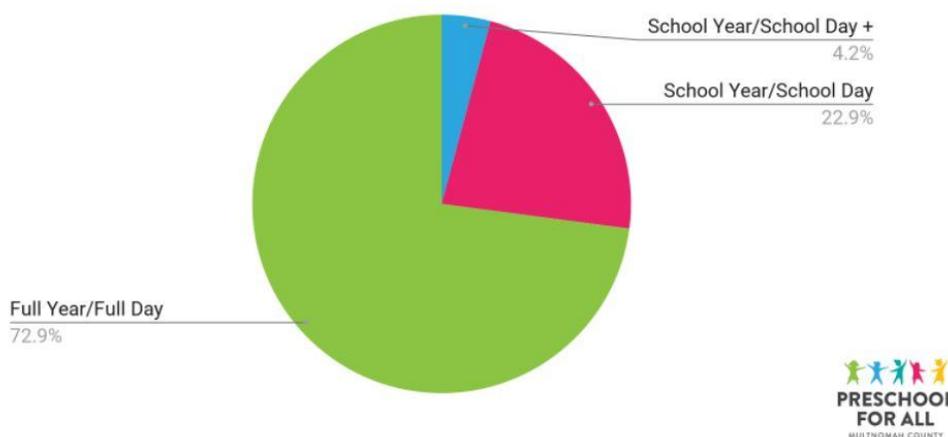
On the chart on the left, you can see our goal number of slots to allocate for this year in green - 500 Preschool for All slots. We are thrilled to report that we have not only met, but surpassed this target, with an actual allocation of 677 slots for children in Multnomah County.

On the chart on the right side, you can see that 30% of the Preschool for All slots will be brand new slots in this first year. The other 70% represent existing slots in our community that will now be stabilized and accessible to more families. Investments in existing slots mean that providers will be able to count on consistent revenue and families who have previously struggled to pay for child care will suddenly have

money for their increasing rent and grocery costs. Existing slots include slots that may be vacant right now and slots that families with low-incomes would not be able to access without Preschool for All.

Our strategy of stabilizing existing providers is directly tied to Preschool for All's racial equity goals. It is easiest for school districts and large organizations to expand. In order to build a system where the business owners and teachers reflect the children in Multnomah County, we must first strengthen home-based providers and small centers. Our investments and stable funding in these early years will create the foundation that they need for future expansion.

## Pilot Site Calendars



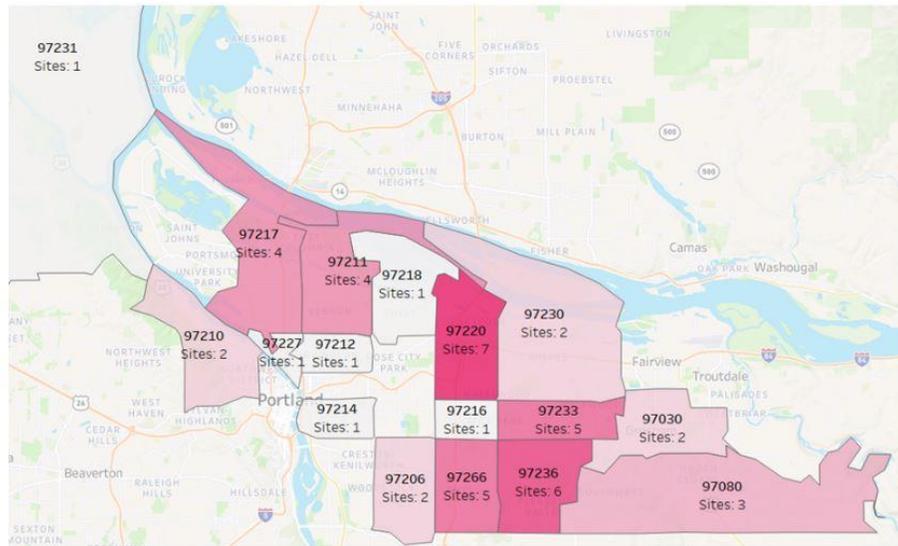
When applying, families will be able to consider the preschool program schedule that works best for them. In this first year, we are starting out with two main schedules:

- Full Year/ Full Day schedules which offer up to 10 hours/per day of care and
- School Year/ School Day schedules which operate on a traditional school year schedule for approximately 6 hours per day
- We have two programs that offer a hybrid of the two schedules.

We know that for many families in our community, they need that full year/full day of care for their children so that they can attend work or school.

We're excited that over 70% of our sites offer that longer schedule. We also have multiple Pilot Sites that offer care at hours that works for families with alternate schedules, like preschool on Saturdays or early morning or late evening care.

## Pilot Site Locations by Zip Code



This map shows our pilot site locations by zip code. The darker the pink, the more sites are located within that zip code. As you can see, a large number of Preschool for All pilot sites are located along the 205 corridor and East County, as well as North Portland.



PFA Family Application opened on April 13th to the public. For a few weeks prior to that, it was open just for Family Connector Organizations. Online application available in English, Spanish. Our Family Navigators are in place to support our families who have linguistic needs, tech support or questions in general about the application process.

The application is used to indicate a family's interest in a PFA seat and preferences. Enrollment happens later after a family receives and accepts a placement offer. Then they will enroll directly with the provider.



## Outreach to Families

- Outreach focused on priority populations
  - Community-based organizations
  - Family Connector Organizations: SEI, NAYA, IRCO, and Latino Network

Our outreach has been focused on our priority populations, we are striving for families to hear about the application from people they trust. In addition to our FCOs, we've held information sessions for our community partners who work with our priority populations to ensure they have the information they need- to share that info with families and encourage them to apply.

## Family Choice

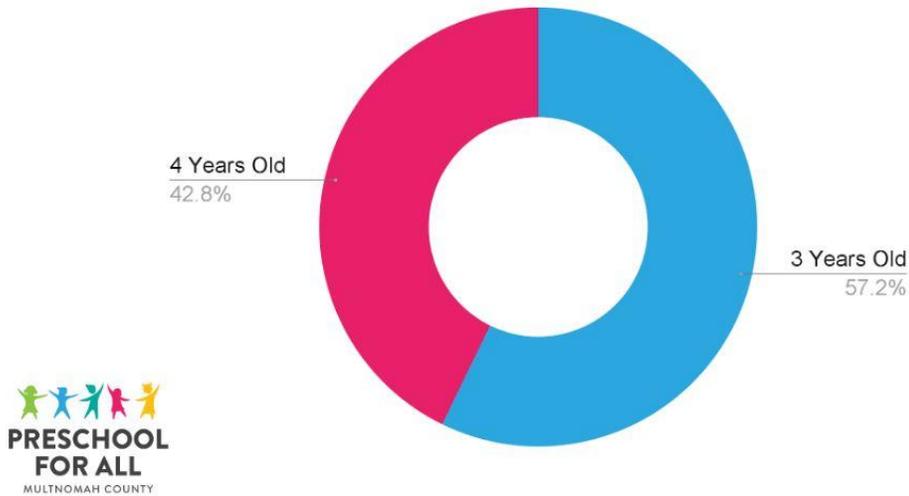
- Each family will choose and rank up to 3 preschool programs
- Map for families to filter based on their needs
- List of programs to view based on geographic region



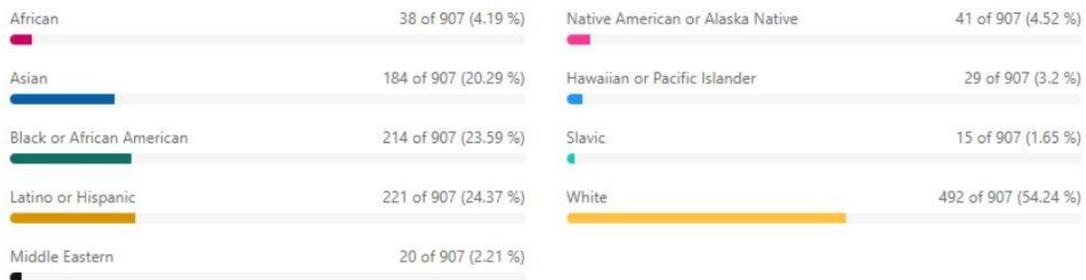
PFA Applications allow families to choose and rank up to 3 preschool programs. In the first year, the number of choices is smaller, but as the program grows, families will have more options. Website-families can look up preschool programs by locations. Also a list available of Pilot Sites by geographical location.

I'm going to now share snapshot of data from last week. We've now received over 1000 applications from families. The demographic trends in the data have remained fairly consistent throughout the application process.

## PFA Applications by Age



## Race/Ethnicity of Children

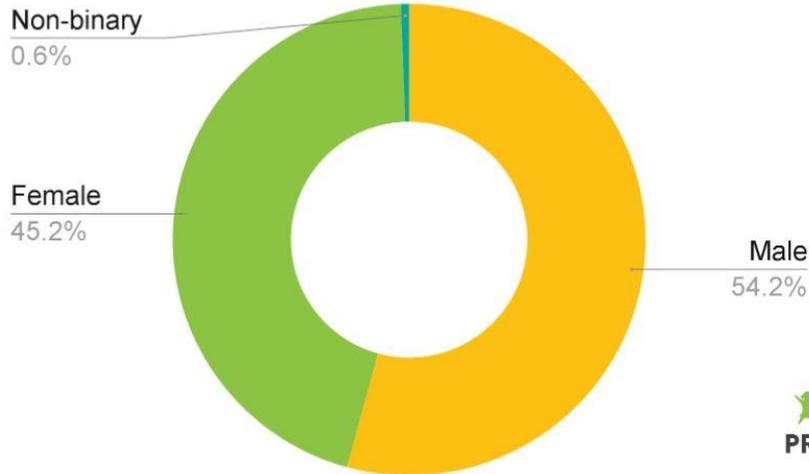


289 of 907

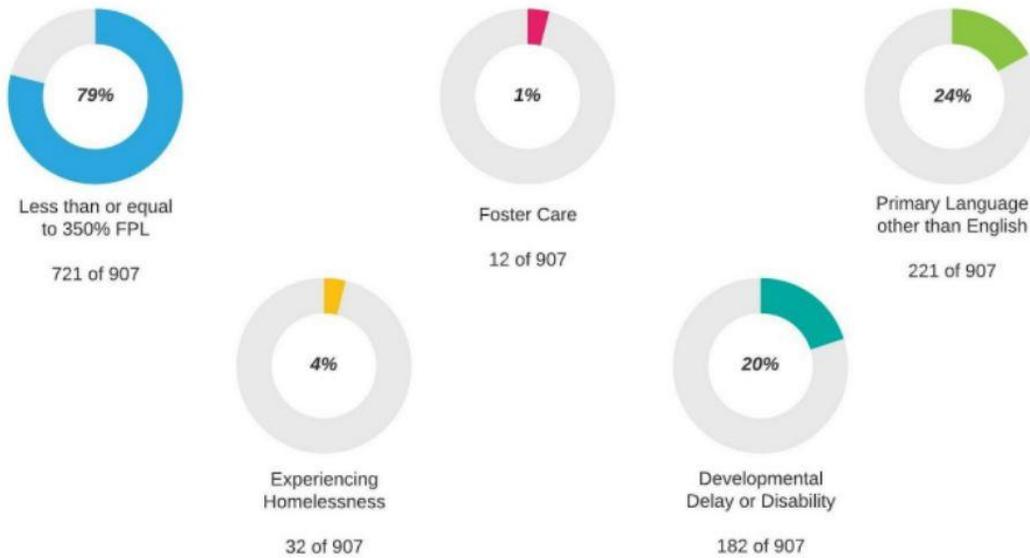


618 of 907

# PFA Applications by Gender



# PFA Applications



We plan to close the application tomorrow on May 4th based on the number of applications we've received overall and percentage of families from our priority populations that have applied.



These are the steps in the family application process. We are identifying where we might be able to shift timelines and hoping to be able to notify families in June (instead of July) about PFA placement offers

### Questions/Discussion about Program Updates

**Jaime Peterson:** Great visual. The map was really nice! I am surprised how low foster care families are, have you explored this with partners?

**Brooke Chilton-Timmons:** We’ve had really great conversations with DHS about outreach to foster families. They’ve contacted families individually to talk about this opportunity- looking forward to debrief conversations about details on lower application numbers. Outreach was thoughtful from DHS.

**Petra Hernandez:** What will happen to the kids who didn’t have the opportunity to apply? Something like that happened to me. Kids and families got excited, but it didn’t happen. With application closing tomorrow- what if they don’t qualify?

**Brooke Chilton-Timmons:** Not an experience we want anyone applying for PFA to have. One thing we will be doing is that all families will be hearing from us, whether or not they will be receiving an offer. For those who will not be receiving an offer, we will be sharing resources about 211- Find Childcare Oregon, so they have access to at least one resource to find potentially other care. Another thing we are trying to figure out - we have partner organizations and want to send out additional information- sending out to families that have that information that helps them get access. We are going to keep getting better and better and appreciate the Hub support in thinking through the system connections to help families get more opportunities.

**Petra Hernandez:** Thank you for offering this- I didn’t have that option in my case

**Lydia Sanders:** Is there a way we can partner with Preschool Promise, Head Start etc, in case a family doesn't get in, they aren't in the dark and don't miss out the opportunity to make sure their children will be priority in other programs (moved up to the head of the list)?

**Brooke Chilton-Timmons:** This is something we keep talking about as a group and keep working on. How do we keep narrowing down the number of doors? I'm hopeful that people seeing how smoothly this process goes - 90% of families are highly satisfied with our application process - that other systems might look at us and it may work for other programs too. More to come.

**Kathryn Torres:** How does the demographics of who applied compare to the demographics of families in the county?

**Jaime Peterson:** Kathryn for Multnomah County residents it is roughly 79% white, 12% Latino, 8% Asian, American Indian or Alaska 1%, Pacific Islander 0.7%.

<https://www.census.gov/quickfacts/fact/table/multnomahcountyoregon/RHI225220#RHI225220>

Black 6%. That is whole population not kids only but it seems like we are doing well

#### **Preschool for All Advisory Committee Co-Chairs**

**Brooke Chilton-Timmons:** We have two amazing volunteers who are willing to co-chair the group: Ms. Lydia and Kimberly. I didn't hear any questions from the group ahead of time and want to give an opportunity for group members to ask questions now or for Kimberly and Ms. Lydia to offer their thoughts.

**Kimberly Moua:** I'm a reflector, not a reactor. Might sit back and reflect sometimes, other times I may be more vocal. I reflect on the domino effect on how decisions are made. Depends on how comfortable I am in the room- it's important to have an environment that is welcoming. I believe strongly in having intentional time in allowing people to connect and build relationships. I'll be running and sweating behind the curtains!

**Brooke Chilton-Timmons:** Thank you Kimberly. And thank you all for being here tonight. We appreciate you!