



Advisory Committee Meeting Notes
April 25, 2023, 6:30- 8:30 pm

Attendees: Ashley Walker (notes), Brooke Chilton Timmons, Molly Day, Ana Muñoz, Lavert Robertson, Leslee Barnes, Lydia Gray-Holifield, Petra Hernandez, Kathryn Torres, Andrea Paluso, Andres Avila (interpretation), Kimberly Moua, Jaime Peterson, Emily Glasgow, Ali Sanz, Muna Abu, Sara Garcia Gonzalez, Nayeli Perez Martinez, Yolanda Gonzalez, and Scott Williams

Lydia Gray-Holifield, Co-Chair of the Preschool for All Advisory Committee

- Opening Activity: Did you get a chance to get outside and enjoy the sun today?



Today's Agenda

- Welcome & Opening
- PFA Early Childhood Mental Health Team
- 2023-24 PFA Provider Overview & Preview of New Family Application System
- PFA Program Updates
 - Budget
 - Communications
 - Capacity-Building Investments



Brooke Chilton Timmons, she/her, Management Analyst

- Today we have a few special guests joining us. Leaders from the early childhood mental health team at Multnomah County will share an overview of their work and a staffing update for the team as the early childhood mental health work starts at our PFA Pilot Sites. We're also going to give you a chance to learn more about 2023-24 PFA preschool providers - we'll share a little about who those folks are, where they're located throughout the county, and the setting types. Nayeli will give you a sneak preview of the new family application system and we'll also provide program updates.

A stylized graphic on the left side of the slide depicts two green mountains with white outlines, a white winding path or road, and a blue wavy base representing water or a field.

Preschool For All Mental Health Prevention & Treatment Program

Yolanda Gonzalez,
Senior Manager,
Direct Clinical Services
Scott Williams
Program Manager
Preschool For All MH

- I'm excited to welcome Yolanda Gonzalez and Scott Williams who are two of the leaders in Multnomah County's Behavioral Health Division. I want to say a special thank you to Yolanda as she joins us tonight, because she and Darcell Dance - who is the supervisor of the Preschool for All Early Childhood Mental Health team - have been planning this work with us even before the ballot measure was passed. They are both thoughtful partners who center racial equity, and are intentional with how we are rolling out this program. I'm grateful for Yolanda and Scott being here, and all the time and energy and heart that they've put into this work so far.

Yolanda Gonzalez, she/her, Senior Manager - Direct Clinical Services

- Thanks for the appreciation, and likewise - it's been great partnering with you all. I'm really excited to bring our expertise in early childhood mental health prevention and treatment to the PFA sites.
- I'm the Senior Manager for Direct Clinical Services, and Scott is the Program Manager supporting Preschool for All's early childhood mental health work.

Preschool For All Mental Health

Racial Equity

Hire consultants and interns that reflect communities we serve and began internal staff equity work

Dedication, commitment and support for interrupting and addressing suspension and expulsion and racial disparities with partners

Providing consultation to school staff and administrators around equity in everything from hiring practices to curriculum to work environment. We are collaborating with partners to collect data to analyze disparities in expulsion/suspension and are going to use this data to change inequitable practices and systems. We are continuing to intentionally hire more culturally specific consultants and working to remove application barriers and increase retention for these hires. We continue to grow and learn as a team through our Anti-Racist Learning Space for white clinicians, Latinx Providers Clinical Supervision Group and Black Clinical Supervision Group.

Measurement: Feedback Surveys and staff self-report



- We're going to start with our focus on racial equity. It's centered in all the work that we do at Multnomah County. Our department is the local mental health authority. We have a responsibility and a duty to serve the most underserved folks in our community, and provide them with safety net services for mental health, which includes prevention and treatment. Our division covers the whole spectrum of life. And in our unit specifically, we focus on children, youth, young adults, and families.
- Centering racial equity includes hiring consultants, hosting interns, and having leadership that reflects the communities that we serve. We serve more than 60% Black and Brown children and families in our programs, so there's a real intentionality to make sure that our staff, leadership, and teams reflect that. That's our first focus as we're building out this new program.
- The early childhood team and the PFA mental health team have a dedication and commitment to interrupt and address the potential suspension and expulsion of young children in preschool. We

do that by providing consultation to school staff and administrators around what equity is in everything from hiring practices, to the way that we build curriculum, to the way they collaborate and analyze disparities in their data.

- We also have a commitment to continuing to learn in our unit. We have an anti-racist learning space for our white clinicians, we have a Latinx providers clinical supervision group, and a Black clinical supervision group to talk about how the work feels for you, depending on your lived experience and your own personal background. This includes unpacking the microaggressions and disparities that they might witness and see and how that impacts them, so we can help support them, uplift them, and help us all grow collectively as a community.
- We receive feedback and surveys from our partners every single year to see how we're doing.
- Scott, do you just want to give an overview of the team and the program and where we're at?

Preschool For All Mental Health

The Team

- Program Manager
- Program Supervisor
- Program Specialist Senior
- Program Office Assistant Senior
- 4 Prevention Consultants Total:
 - FY22: Black, African-American KSA working with coaches
 - FY23 Position: Latinx/Bilingual in Spanish
 - FY23: Black, African-American KSA
 - FY23: General (no KSA)
- 3 Therapists
 - FY22: Black, African-American KSA
 - FY23 Position: Latinx/Bilingual in Spanish
 - FY23: General (no KSA)



Scott Williams, he/him, Program Manager - Preschool for All Mental Health

- Sure. A little bit about our team - we have the Manager, Program Supervisor which is Darcell, our Program Specialist Senior, a Program Office Assistant Senior, and then we have a total of four Prevention Consultants. We have three therapists currently - Black and African American KSA (Knowledge, Skills and Abilities), Latinx - bilingual in Spanish KSA, and general as well. We've made it a priority to specialize those services so that we can meet people where they are, with a clinician that they will feel comfortable with, that speaks their language, and that looks like them.

Yolanda Gonzalez, she/her, Senior Manager - Direct Clinical Services

- The County uses the language "Knowledge, Skills, and Abilities" (KSA) as our overarching way of encompassing or honoring folks with their lived experience and cultural backgrounds.

Preschool For All Mental Health

BHD Preschool For All Mental Health Prevention & Treatment



Support and improve the social emotional development and well-being of children in Preschool using trauma-responsive practices and by Leading with Race.

Develop and implement innovative practices to improve behavioral health outcomes for children and families as well as provide support for teachers, administrators and other school staff

Nurture relationships and support school/home environments so that children can grow and thrive. Equity and racial justice is prioritized in all services. Consultation is grounded in the evidence-based social emotional model called Positive Behavioral Interventions & Supports (PBIS)



- Our Behavioral Health Department PFA Mental Health Prevention and Treatment team really has that mission to support and improve the social-emotional development and well-being of children in preschool. We do so by using trauma-responsive practices and leading with race, which again is trying to prevent those disparities from the beginning. The vision is to develop and implement innovative practices to improve behavioral health outcomes for children and families as well as providing support for the teachers, administrators, and school staff.
- We know that it takes the whole environment and it is not just about individual children. We value nurturing relationships with our partners - both in school and home environments - so that children can grow and thrive. Our consultation is grounded in an evidence-based, social-emotional model called PBIS (Positive Behavioral Interventions and Supports).

Preschool For All Mental Health



Culturally Specific Home-Based Treatment



Teacher and School Staff Support



Preschool for all Site support



Family & Child Mental Health Prevention



Equity Work



Formal Training



- We provide culturally specific, home-based treatment. Our treatment team operates like outpatient mental health for 0-5 year olds, or in this instance, for three-, four-, and five-year-olds. The home-based providers go to the homes of the children or meet virtually with families that we've identified are in need of therapeutic services. We're working with families, because that's the support system that these children have. Trying to strengthen those relationships between children and their families is one of the key things that we focus on in mental health services for this age. Sometimes that looks like processing a trauma a family has been through, or working on social-emotional skills or attachment - sometimes that's the biggest thing - there's been a rupture in secure attachment. Therapy addresses some of these key things that are age appropriate for preschoolers.
- In the Preschool for All sites, our team will provide in-person coaching using the PBIS model to support the sites, the teachers, the administrators, and ultimately the children. Again, we're rooting our work in equity and dismantling the disparities and racism that's rooted in our system - trying to interrupt that preschool-to-prison pipeline. We know that suspension and expulsion in preschool is higher than any other age group.
- When we work with a parent, either from a parent asking for help or a referral about a child, we look at what we could implement for mental health prevention. It sometimes can look like clinical case management, or helping a family understand or get connected with the other services in the community. We create individual plans with the families to support them with a preventative lens.
- We also offer formal training to our partners to make sure that our sites are trained on the PBIS model that we're using.

Scott Williams, he/him, Program Manager - Preschool for All Mental Health

- I'll just add also that our clinicians are mindful of the power of the label. We are mindful that we are meeting with kids and dealing with diagnoses. We know that diagnoses have done a lot of harm, especially for children of color. So we're very mindful of that, and again, we use a racial equity lens to make sure that we're not giving someone a label that they don't need.

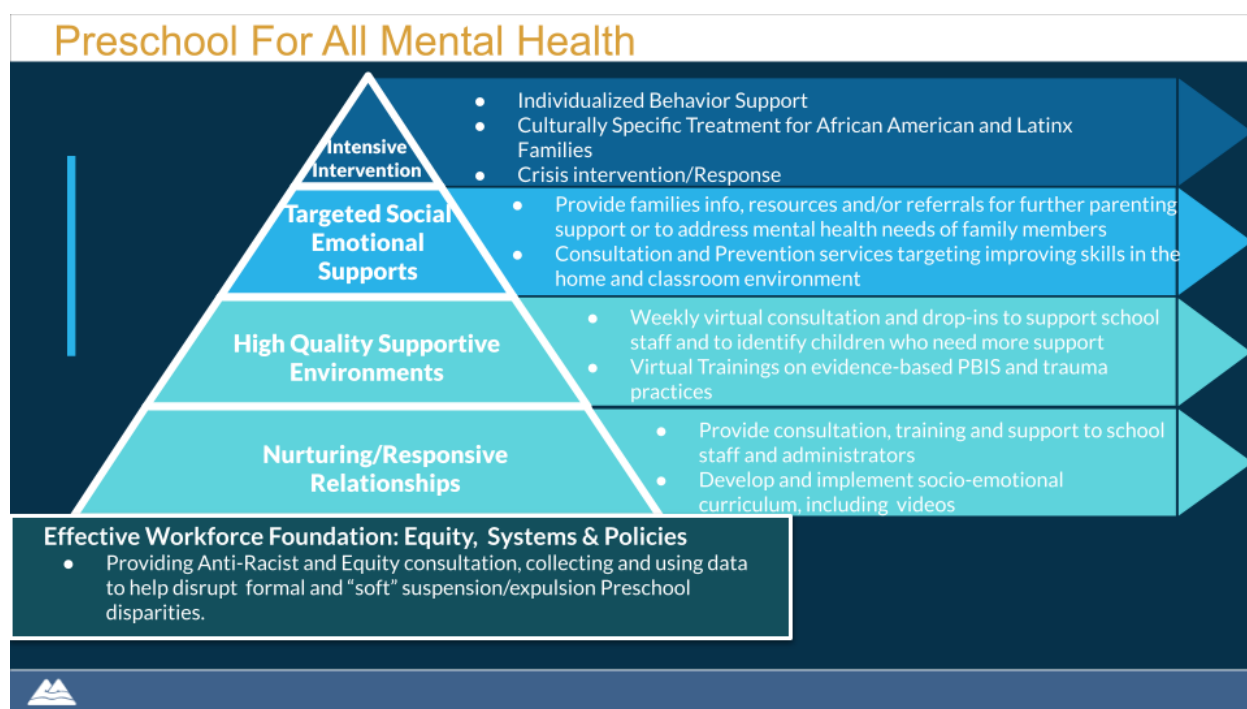
Preschool For All Mental Health

PBIS Model

The PBIS (Positive Behavioral Interventions & Supports) Pyramid Model is the theoretical foundation of Early Childhood Mental Health Consultation. By focusing prevention efforts on the bottom of the pyramid, we promote a healthy social and environmental context where children can learn and thrive, preventing the need for more intensive supports for the majority of children in a program. We meet the needs of children needing additional support with group and individual targeted social emotional instruction, and our treatment providers serve children who need higher levels of care.

Yolanda Gonzalez, she/her, Senior Manager - Direct Clinical Services

- The PBIS model is a theoretical foundation and evidence based practice for early childhood mental health consultation. We focus first on the prevention efforts at the bottom of the pyramid. A lot of times folks are like, “Help us, this kid is acting out in my classroom,” and then we come back and provide consultation and say, “Okay, well let’s look at your workforce, let’s look at your team, let’s look at your infrastructure.” We start at that environmental intervention level and by doing so, we’re able to promote a healthy social-emotional context where children can learn and thrive. This prevents a child needing intensive intervention. Oftentimes when the environment is structured and supported and children have predictable and safe adults around them, kids’ behaviors dissipate, or subside.
- We see how we can make the environment more safe, secure, and nurturing. And by doing so, we’re often able to meet the needs of children who need the additional support. We do that in partnership with teachers, the administrators, parents, and on the next slide, I’ll walk through what that looks like at each level and give you some examples.



- At that bottom level, we provide anti-racist and equity consultation and use data to really look at preschool practices. We help staff address the environment and how they can interrupt “soft suspension and expulsion,” like a kid being put in a corner or asking the child to leave the room. Those practices are the beginning of a cycle where kids are missing education time.
- At the next tier of our pyramid is nurturing, responsive relationships. Our consultation looks like training and supporting the school staff and administrators and developing and implementing social-emotional curriculum.
- At that next level, you’ll notice that there are environmental interventions again before we actually start working with families and children at the very top. We firmly believe that foundational practices of high-quality, supportive environments is the needed base to the rest of

the work. If children still aren't settling into their space after interventions are in place, we do weekly virtual consultations, drop-in support, we show up to spaces more, and continue to provide more training - specifically on the PBIS model, so that staff find more ways to integrate it into their day-to-day.

- If we're still seeing some behaviors or concerns, we might do a family referral. That looks like working with the parent of a child, but still letting the child be in the environment. Providing families with resources, referrals in the community, parenting support - working with that family structure before we're working individually with a child. That might look like consultants going to the home, or providing plans around some targeted interventions for that child at the site.
- The final step is intensive intervention, "Okay, this kiddo's still struggling. We really want to wrap supports around them." That might mean a referral to our mental health team, or our prevention team does an individualized intervention and support plan with that kiddo, and does a couple interventions and observations with that kiddo in the classroom site. And again, trying to do so from a culturally specific lens, and integrating the cultural context of some of the behaviors. Sometimes an intensive intervention means crisis intervention or response, depending on how fast things escalate. We want to ground everybody to be able to receive long-term interventions.

Questions?



Brooke Chilton Timmons, she/her, Management Analyst

- Will you share a little bit about that workflow in terms of the consultant work versus the treatment specialists - the different roles that are part of the Preschool for All team?

Yolanda Gonzalez, she/her, Senior Manager - Direct Clinical Services

- Yes - we kind of see it in a few buckets. I think all of our work is prevention work, and I would love to have that conversation with anybody if they want to unpack that some more, but we separate our work into prevention and treatment. So, prevention is the bottom parts of the pyramid - really being on the ground in the classroom in the sites, and working with families -

doing that case management, connection to resources - sometimes one of those resources that we can connect them to is our treatment team. You can think about our treatment team like an outpatient mental health clinic - like, "I want to go see a therapist," or "I want family therapy..." that's what our treatment providers do. They're at the ready to build a caseload of kiddos who are enrolled in PFA who have been identified or if the families request it, to get treatment services with our culturally specific therapists. Then those therapists do a traditional intake, mental health assessment, and service plan for treatment service. They engage that family in treatment services until that service plan is concluded, and the clients always have autonomy.

Dr. Jaime Peterson

- Is it free of charge?

Yolanda Gonzalez, she/her, Senior Manager - Direct Clinical Services

- We don't bill for any of our services. All of our services are free of charge. There's no fee. We do bill Oregon Health Plan - that's the only insurance company that we are paneled with at the moment, and probably will be for a long time. So we do bill, but even if that bill gets kicked back, we never charge clients, and clients get told that at the beginning of services. A mission of ours is to reduce the barriers to access to care. In all of the programs in our unit, we go to where our clients are, and we center our treatment providers in those spaces.

Petra Hernandez

- Are we going to be sure there's follow-up for children and parents with this mental health program?

Yolanda Gonzalez, she/her, Senior Manager - Direct Clinical Services

- Yes. We have an obligation by law to contact the referent within 72 hours. If we get a referral, we will reach out to the person. Whether the person wants to engage at that moment is completely up to them. If we play phone tag or are going back and forth, we will do that indefinitely until they are ready - we believe in client autonomy.

Brooke Chilton Timmons, she/her, Management Analyst

- There are multiple conversations happening about referrals to early childhood mental health and this work layers well with our coaching and with early childhood special education and early intervention. We want to avoid sending nine grown-ups into the same preschool setting. Coaches are supporting the provider with foundational practices and after that, there may be behaviors that lead to a referral to early childhood mental health or to early childhood intervention or both. Providers will have multiple ways to get support and think through, "What's an appropriate referral, how do I talk to a family about what I'm seeing?" so they can connect families with the services they need.

Yolanda Gonzalez, she/her, Senior Manager - Direct Clinical Services

- Part of our model is building those collaborative relationships. We build those relationships with teachers, the administrators, the assistants, the coaches so that they know us and can come consult with us. We can consult with each other and say, "That's a perfect referral," and the more we do that in relationship, the more streamlined it will get over time. We've been doing

this for over thirty years in Head Starts across the County and that we've been practicing with for a very long time.

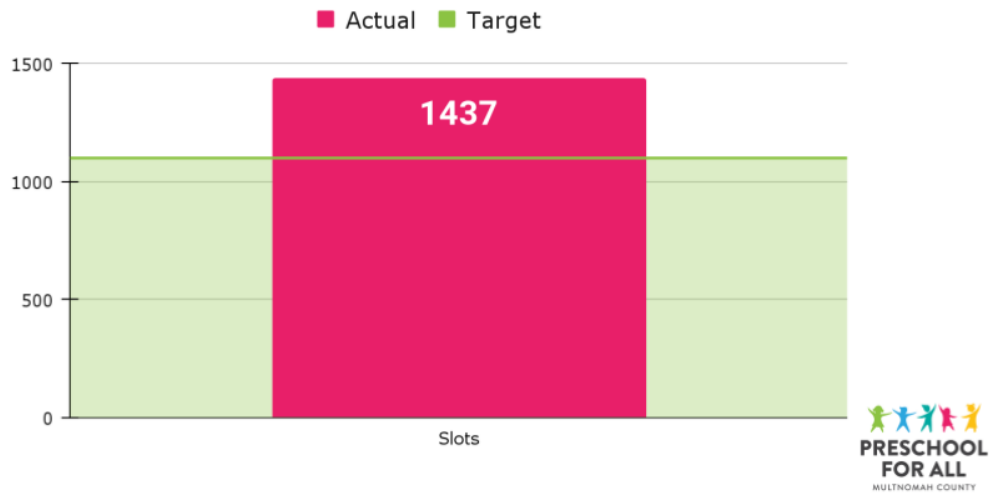
- I'm very glad that you all thought of making sure that early childhood mental health is integrated into the PFA model. I'm really grateful for that and excited to have this ongoing partnership.

Brooke Chilton Timmons, she/her, Management Analyst

- Yolanda and Scott, thank you for taking time out of your evening to join us. We really appreciate it, and we appreciate your partnership.

Pilot Site Slots

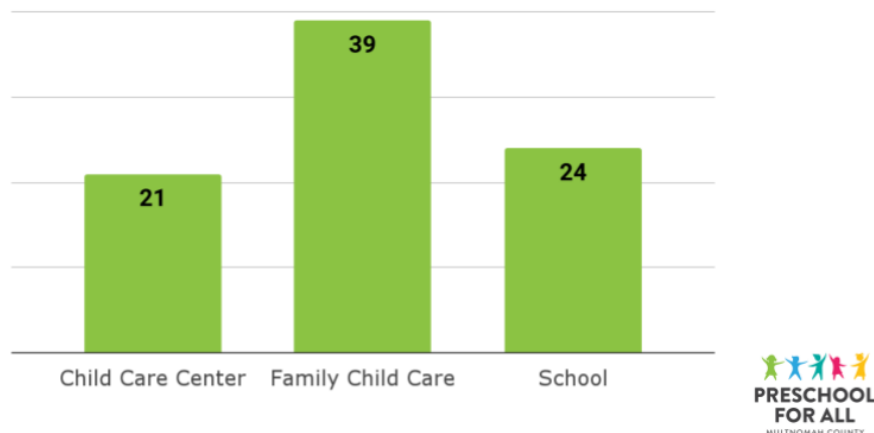
Slot Goal and Anticipated Slots, Year 2 (2023-2024)



- Next, we are going to tell you a little bit about our Pilot Sites for the 2023-24 preschool year. We currently have 718 Preschool for All slots across the community. Our Year 2 Goal was 1100 slots, and we anticipate - there's still some tiny details - but we do anticipate having over 1400 slots next year. We're excited to exceed our goal and move forward at these new sites.

Pilot Site Settings

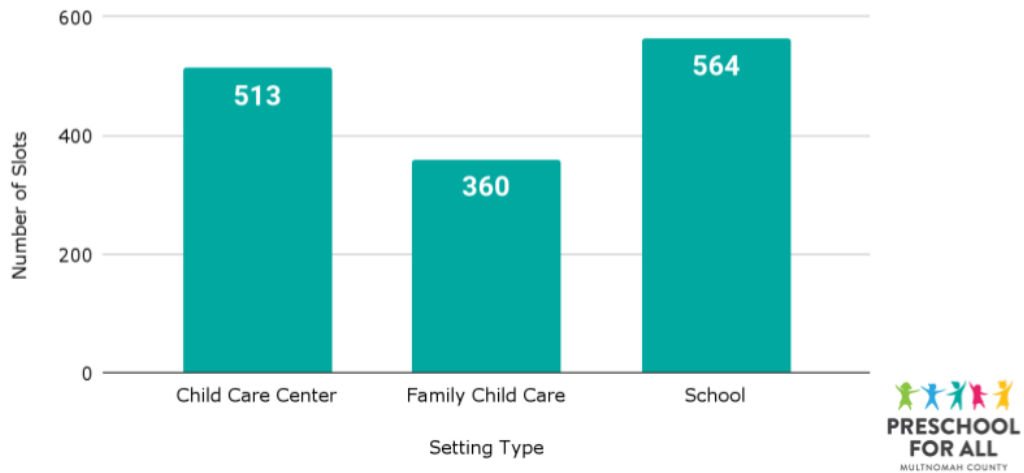
Total Sites, Year 2: 84



- We'll be growing from 36 providers at 48 locations in Year 1 to 53 providers next year at 84 locations. And you can see the breakdown here is still a strong mix of centers, family child care, and school settings. And I always like to remind folks that "school" means in a school building, it doesn't always mean that it's provided by a school district. We have culturally specific partners, like CAIRO and KairosPDX that are in school settings providing preschool as well.

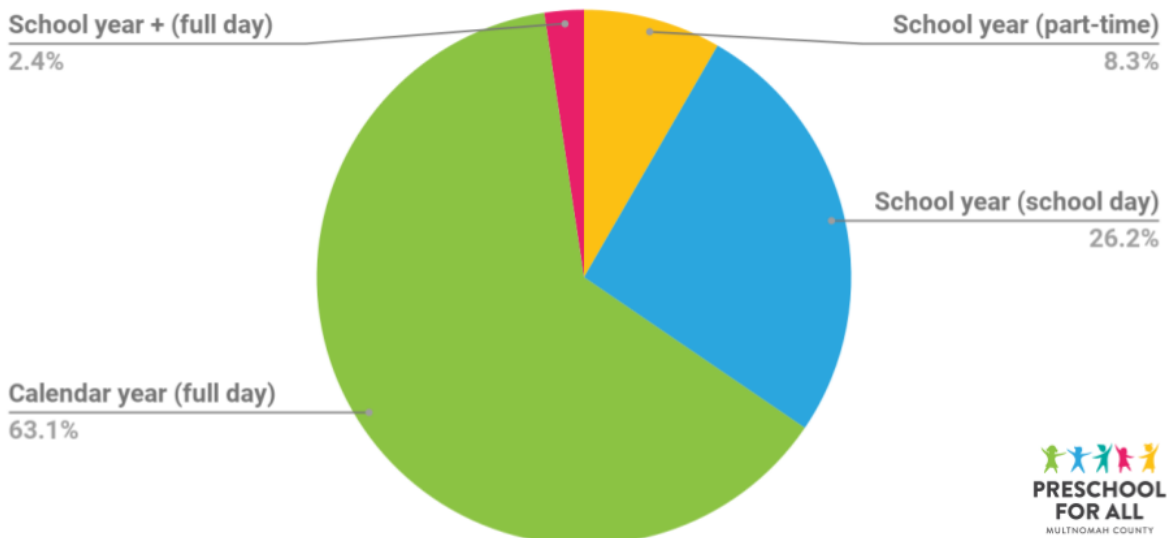
Slots by Setting Type

Total Slots, Year 2: 1437



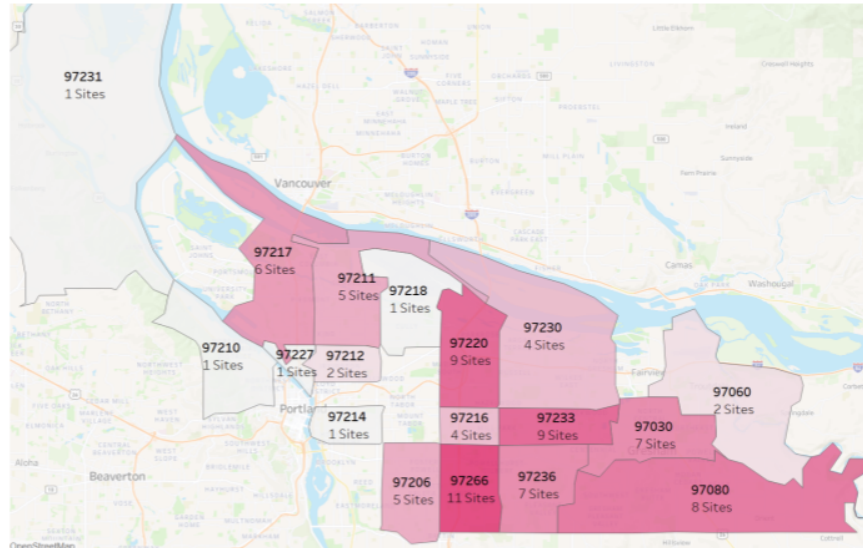
- This is a different way to look at the different setting types. This is by slots. You can see that even though we have more family child care locations, their licensing capacity is much lower, so there are fewer total slots in family child care.

Pilot Site Calendars



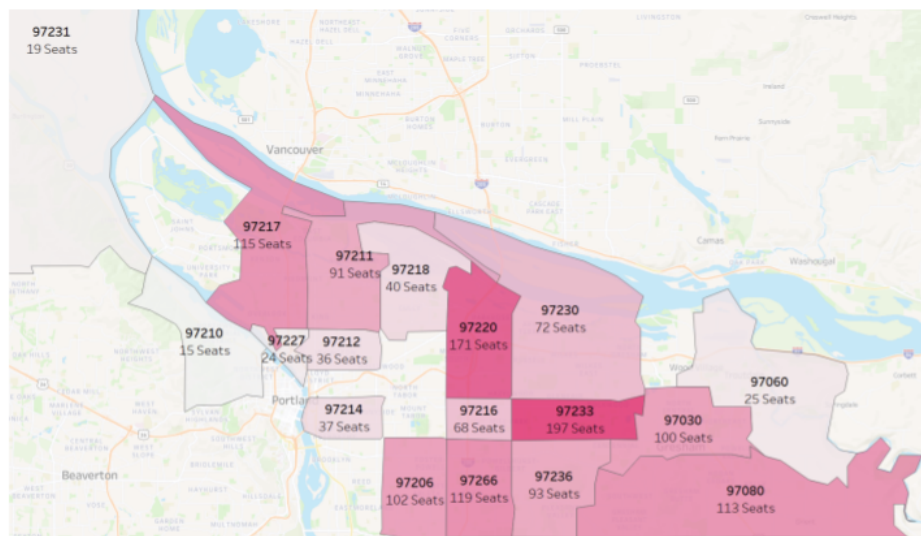
- This slide shows the four different schedule-types that we're offering to families next year. 63% of PFA providers next year will be offering 10 hour day/year-round schedules. 26% of PFA providers next year will be offering school year, school day schedules. We are also offering our first part-time slots through our partnership with the Multnomah Early Childhood Program. Some families, especially families of three-year-olds, expressed that their children weren't ready yet for a school day slot, and they wanted a part-time option. So that will be a new addition to the application options this year.

Pilot Site Locations by Zip Code



- Here you can see our pilot site locations next year by zip code. The darker the pink, the more sites are located within that zip code. As you can see, we continue to have a large number of Preschool for All pilot sites along the 205 corridor and East County, as well as North Portland.

Pilot Site Locations by # of Slots



- Here is that same kind of map, but this time it's by slots as opposed to the number of providers. You can see how that changes a little bit and that it's very similar to the previous slide.

20%

Of PFA Pilot Sites are expanding into a new preschool facility in 2023-24

Over 70%

Of small center and home-based pilot site owners/directors for 2023-24 identify as **Black, Indigenous, and People of Color.**



- One of the things we are excited about this year is that we've already seen how an investment by PFA is allowing providers to expand and to grow their businesses. 20% of our current Pilot Site providers are expanding into a new preschool facility for 2023-24. That includes family child cares, centers, and school districts as well.
- We continue to see that a significant number of our small center and home-based Pilot Site owners and directors identify as Black, Indigenous, or People of Color. 39% identify as Black or African American, 29% as Latino or Hispanic, 2% as Middle Eastern, 2% as Asian, 26% as white alone.

Lavert Robertson

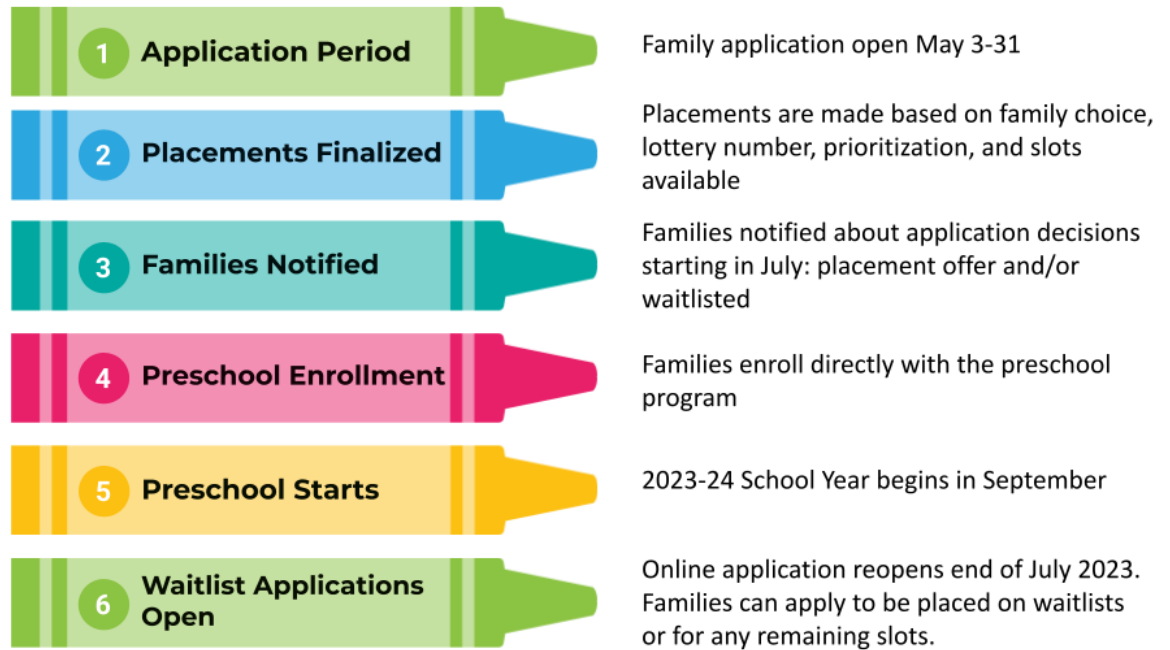
- For this current year where we have over 700+ students participating in PFA, could you again tell me what percentage is made up of students of color?

Brooke Chilton Timmons, she/her, Management Analyst

- Yes. This might have shifted slightly in the last three months, but approximately 68% of enrolled children were Black, Indigenous, or People of Color when we brought you all that data in January.

Lavert Robertson

- Great alignment between participants and providers regarding race and ethnicity.



- We are just about ready to open our family application for this year. As you may remember, in our first year, we utilized a Minimum Viable Product as our technology system, and next week we will be launching our new system, which was built by a company called BridgeCare. In a few minutes, my colleague Nayeli Perez Martinez will be giving you a sneak peek of the family application portal.
- Before we do that, I will walk you through the overall timeline for family applications. Part of the reason we're opening the application a little bit later than we'd hoped is the challenge of starting a new technology system. So we're on track, but we're opening a little bit later than we'd like to, and we'll have a chance to open earlier next year. Our application will be open this year from May 3- 31.
- Placement offers will be made using an automated process built into our application software. This matching process is based on the 2012 Nobel Prize-winning work of Dr. Al Roth and is implemented across a number of Pre-k and K-12 systems around the country. It's highly effective in matching children to their highest ranked choices. And because family choice is so important to our system, we wanted to ensure that that was at the center of the algorithm.
- The matching process is based on multiple factors to arrive at placement offers we make to families. This includes: family choices and their ranked order of preference (this year families will choose and rank six preschool options, last year it was only three), randomly assigned lottery number, prioritization factors based on our priority populations, any additional program requirements such as residency within a school district, and the number of seats available in each program.
- Another piece that will be brand new this year is that children who do not receive a placement offer will be waitlisted at all of their choices. So there's the potential also for families who may receive a placement offer for their third choice - they'll remain on the waiting list for their first choice and their second choice program, in case there's a slot that opens up. We're trying to ensure that families have the option to attend the program that they've decided is the best fit.
- We'll be notifying families about application decisions and placement offers starting in July, and families will either receive placement offers, or be waitlisted for programs.

- The enrollment process will remain the same, so after the application process comes the placement offer, and then enrollment happens directly with the preschool provider.
- Preschool starts in September.
- Another new piece that we'll be able to offer this year with the new system is that after the online system closes to do that first round of placements, it will reopen at the end of July, and so families will be able to apply to be placed on waitlists for programs that are full - but also for any slots we were unable to fill in that first set of placements. It will remain open throughout the year.

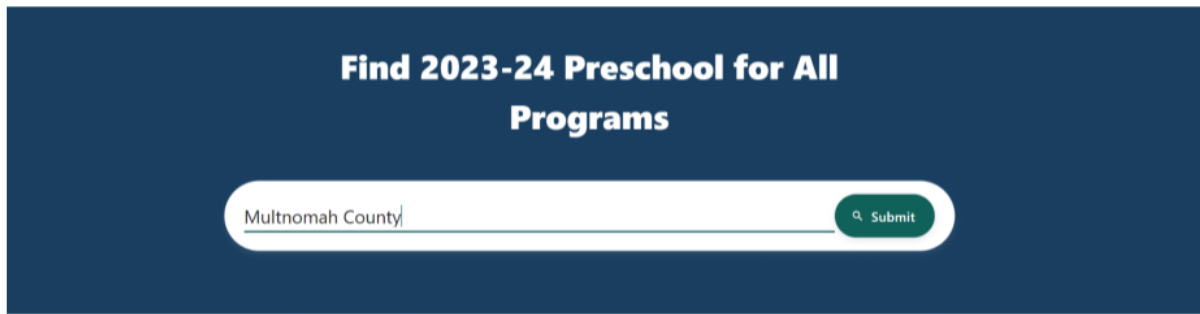
Dr. Jaime Peterson

- How many of the current learners will be returning? Are returning families already enrolled, or do they have to reapply?

Brooke Chilton Timmons, she/her, Management Analyst

- We have approximately 320 children who are returning for a second year of Preschool for All. They automatically continue into their next year and do not have to reapply. Families don't have to do anything - they don't even have to tell us. They're automatically enrolled in their second year. If they're interested in a placement change, families just email us and say that they're interested in changing locations, and then our team helps them through that process. We are trying to remove barriers so that families can access the programs that are right for them.
- The last thing I want to tell you before Nayeli shows us the new system, is that many elements of the system are similar to last year, particularly our focus on making the application process as simple as possible. We received really positive feedback from families last year with 92% of families who completed the survey after submitting their applications saying that they were satisfied or highly satisfied with their application experience. There is no documentation required to be submitted as part of the application. We have all of the age verification and address verification happen during the enrollment process, so that it makes it easier for families to turn in applications. The simplicity of the application is still part of the new system.
- At the same time, we've also been able to make some important improvements, many of which are aligned with the feedback that we heard from families. I think the most important one is that there will just be more information available on the website. That was something that was pretty limited in last year's application. One of our key messages for this year is for families to really take the time to learn about the programs that they're interested in - this is not first-come first-served. If a family turns in an application on May 4 it's considered in the same pool as if they turn it in on May 30. We want families to take the time to review websites, ask questions of providers, go on tours - whatever is going to help them make the best decision.
- I am going to now turn it over to Nayeli and she'll share a little bit more about the new BridgeCare system.

Search Landing Page - Preview



Preschool for All seats will be offered at over 70 preschool locations for the 2023-24 school year. Choose and rank in your order of preference up to 6 preschool programs for your child when you apply.

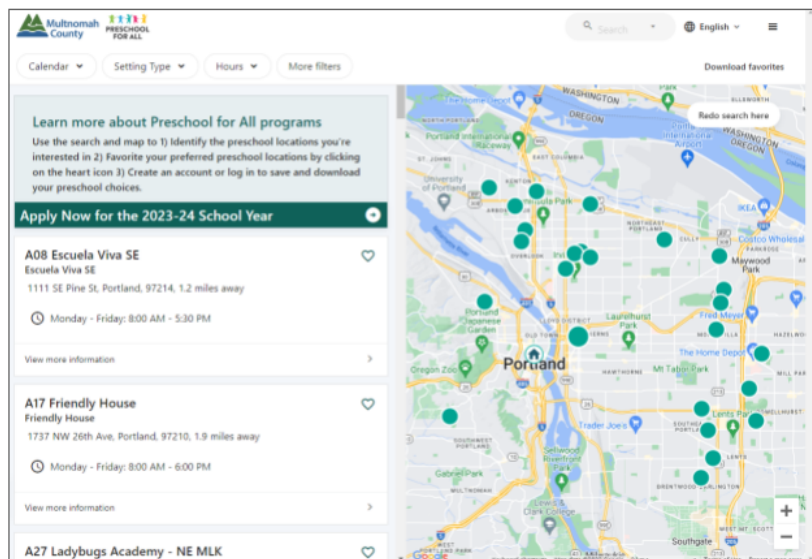
Nayeli Perez Martinez, she/they, Business Analyst

- Thanks, Brooke! On this slide, we have a preview of our new search landing page. One of the new features that will be helpful to parents is the preschool map. Parents will be able to enter their home address, work address, or any address to find preschool choices that best suit their needs. Families that are experiencing housing instability will be able to search for schools all over Multnomah County by entering “Multnomah County” in the search field or by any other address.

New PFA Preschool Map

The map is interactive and families will be able to filter and sort preschools by:

- **Calendar**
 - Full year vs. School Year
- **Settings**
 - Child Care Centers
 - Family Child Care
 - Schools
- **Hours / Availability**
 - Program Hours
 - Days of the Week



- Families will be able to identify their preschool choices by using a new filter and sorting feature. They'll be able to narrow down their search by neighborhood, location, spoken languages, language immersion, meals provided, setting type, and hours of availability. And it is dynamic, so

as they start to narrow down the filters, their map will expand or narrow down to fit their choices.

- The site is going to be available in English and Spanish, for folks to be able to sort and filter in both languages.
- Now we're going to do a brief walkthrough - I'll do a live demonstration, so we're going to pause the slides and I'll share my screen. We want to show off the new feature where folks can type - based on an address or "Multnomah County" to view all the schools available - and it's going to populate all the schools near there.
- If they already have a school in mind, they can type in the school name directly and results will populate for them.
- All of our providers have profiles that highlight details about their program and their contact information. Some of the providers are also featuring staff bios so that families can learn more about their programs and the folks that will be interacting with their children.
- We have full-year and school-year choices available, so families can narrow down their searches by selecting this filter. They can also sort by the type of facility/setting - so child care centers, family child cares, and school settings. They can narrow their search by days of the week, drop-off and pick-up time, and we also have additional filters where they can narrow it down further by neighborhood, immersion languages, meals provided, languages spoken at the facility, or transportation. We're hoping that all these filters help families narrow down their searches.
- Families will have the ability to choose up to six preschool choices, so as they search and identify schools that fit their needs, they can create an account and build a favorites list, and add that to their application.
- The application system is available in English and Spanish, and we hope we can add additional languages in the future. Our Family Connector Organizations are able to help folks in their spoken or preferred languages if it's anything other than English or Spanish.

Dr. Jaime Peterson

- Can I access this when the application's not open, just to talk about preschool? Because this doesn't exist - I just want to say good job! This is a beautiful way to put all of it in one place and our county so desperately needs it - it's so hard to talk about options with families because there's no place that has all the answers. Thank you for taking all of our feedback last year.

Brooke Chilton Timmons, she/her, Management Analyst

- The site will be available at any time to search on the map.

Dr. Jaime Peterson

- I think that's great, especially for the families who are just wanting to learn more but maybe aren't quite ready, just to be able to look and think about hours and locations.

Molly Day

- I just want to add that we (Early Learning Multnomah) are creating a website that works for all of the publicly funded preschool programs - Head Starts, etc. It'll be a searchable map. It doesn't quite have all the bells and whistles, but it will be very complimentary with this, and there will be a link right into the Preschool for All sites. You're right, the goal is - families really are trying to figure out, "Where can I find a preschool that's affordable?" So I'm right on board with that. This looks great Brooke, Nayeli, and team - this looks fantastic.

Kathryn Torres

- What does the “download favorites” option look like?

Nayeli Perez Martinez, she/they, Business Analyst

- When folks select their choices, they can create lists, name those lists, and they can download it as a pdf so they will receive the contact information, the addresses and the name of the preschool choices they selected. They can print it out and ponder on their choices a little more before submitting the application.

Brooke Chilton Timmons, she/her, Management Analyst

- We’ve had, as you can imagine, a lot of interest in the application for this year. Just by posting a link to a Google form for families to sign up to be notified on the day the application is open, we had over 1500 families sign up. We know there’s a lot of excitement.
- In addition we hosted one Partner Information Session last week, and we’ll have another this week. We had over 120 people from culturally specific organizations, school districts, Multnomah Early Childhood Program, and nonprofit orgs sign up to learn about the application process. We know that the most effective way for families in our priority populations to hear about the application is from someone they trust, and that may not be us. So in addition to our family navigators, we’re also sharing with partners who work with families with young children. We want them to feel like they can make a confident referral to families that they’re working with. That’s a key way we’re hoping to reach families in our priority populations.

PFA Updates

- Budget
 - Board presentation & budget modification in Feb
 - Chair’s budget: Apr 27
 - Budget presentation: May 17
- PEL Office Space
- Communications
 - New Implementation Docs
 - Website
 - Storytelling Focus



- Next, we want to give you all some general updates. The first set of updates are about our budget. We had a presentation to the Board of County Commissioners that included a request for a budget modification this February. The most important part of that budget modification was increasing our team’s capacity, which would allow us to add staff in this fiscal year. We asked

for an additional 6 FTE. That budget modification was successful - the Board approved it, and we've been quickly bringing those folks onto the team. This investment includes building out our Inclusion and Retention Team to provide additional support to providers and to children and families.

- We have submitted a budget to the Chair's office, part of the larger Department of County Human Services budget, and the Chair will release her budget later this week. We do anticipate some changes to our budget based on feedback from her office. We have a Chair who understands our program well and is supportive of our work. That budget will be public in a couple of days. We will present to the Board about our proposed budget in May before the Board votes on finalizing it in June.
- We're excited to share that we are starting to move into our brand new office space. We are located out in Rockwood, on 185th between Stark and Burnside. That office includes four training rooms for child care providers, and a co-located office with Child Care Resource & Referral. The coaches that are supporting the PFA sites are in the office below us. It's exciting to be in close proximity to our partners and also to have a brand new resource in the community, in East County, to offer training in person. We'll be opening up those spaces to community partners who are interested in utilizing the conference rooms. Early Learning Multnomah's Parent Accountability Council will be the very first community partner to use that space on Friday, which feels very fitting and appropriate!
- We shared our new Implementation Update and Budget Overview documents with you all, and they have also been shared publicly in the newsletter and the website. We are going to be bringing on a College to County Intern this summer and their specific focus is going to be on storytelling. They will be working closely with Ashley to gather stories from providers and from families, to highlight those more personal stories of the impact of PFA. It will be a nice complement to the data we've been able to share.

Dr. Jaime Peterson

- Will we have an Advisory Board meeting in the new space one day?

Brooke Chilton Timmons, she/her, Management Analyst

- That's really up to you all! I'd love that, and absolutely - if you all want to, then we can!

Emily Glasgow

- This is hopping back a little bit in the agenda, but one of the things I'd love to see over time is if there were a way to show year by year where all of the publicly funded slots are across the region, and to keep a close eye on the possible unintended consequences of adding new slots via one funding source and thereby decreasing enrollment in other funding sources. I know that the ultimate vision is that we're building on top of what already exists, and not creating that unintended competition or consequence that I know our Head Start partners have a lot of concern about. We've had this conversation about some new solutions. And I think that would be really important data to keep an eye on or a visual way to see how that map shifts over time, that could be really helpful.

Brooke Chilton Timmons, she/her, Management Analyst

- That makes total sense, and we have the start of that. It's been a long road in this planning conversation with our Head Start partners and Preschool Promise system partners, but I think bringing that data to them early to start looking at that is a really good idea, thank you.

Capacity Building Updates



Workforce Development

- Pathways
- Community College Navigators
- Sub pool
- OCCD capacity and scholarships
- Educator recruitment and preparation RFPQ

Facilities Fund

- Administrator will be announced in May

- Today we had our evaluation for our Facilities Fund Administrator applications. We released an RFP, those applications have now been scored, and we'll send out an award letter later this week. In early to mid-May, we'll be able to share who the PFA Facilities Fund Administrator will be and start contract negotiations.
- The facilities fund is not just money for construction or for renovation of facilities - it's also funding to provide technical assistance. The Facilities Fund Administrator will support providers all the way through the development of a facility, or the expansion of a facility, or the renovation. Supportive TA to help them understand the different steps in the process - "Here's an architect who understands licensing," which is a huge challenge, and building connections with real estate folks who can connect people with spaces.
- We continue to be in communication with Oregon Housing and Community Services. They also released an RFP at the same time for a Facilities Fund Administrator. We may end up working with the same supplier and aligning our processes as best as possible to make sure it's easy for providers to access future facilities funds.
- We're also watching the legislature - included in the Governor's budget was \$100 million for preschool and early learning facilities. The co-chair's budget then also didn't include any additional money for early learning, so there's been advocacy work done in the early learning community to continue to stress that we need more early learning investments in general, but also on the facilities side.
- The other major barrier to reaching universal preschool access is the workforce crisis. We continue to hear from providers about challenges hiring staff. We had at least one provider change their calendar for next year because they're concerned about having enough staff to stay open for longer hours.

- We continue to support the work of Child Care Resource & Referral to coach existing providers and also new providers in the community.
- We have investments at both Portland Community College and at Mt Hood Community College for bilingual navigators that can recruit and help retain students who are interested in their early education program. How do we reduce barriers? How do we help people have the information they need to help people access the programs and to stay in the programs.
- We're getting some exciting movement on our partnership with the Research Institute at Western Oregon University. They are funded by the state to develop a substitute pool, and we said, "That's amazing - how can we help build on that investment?" They'll be using PFA funding to hire two additional full-time subs that are dedicated to PFA Pilot Sites. So again, not trying to recreate things, but where we can, make those investments and leverage funding in other places. We want to strengthen that work.
- We also started work with the Oregon Center for Career Development (OCCD) for both increasing their capacity and offering scholarships. OCCD oversees the Oregon Registry Online, and the career lattice for early childhood educators in Oregon. What we're doing is both increasing their capacity to serve Multnomah County educators well and quickly - getting them the information they need to move through that process. That includes things like looking at transcripts from other countries, like if a person had a college degree in Guatemala, but they're not getting credit for those classes, OCCD can evaluate that transcript to help them advance in the career lattice so that they reach a higher step level and may qualify for a different position or for a higher salary.
- We've just finished the first step in our RFPQ around workforce development. These investments are specific to recruiting new educators. We have seven different organizations in our community who have qualified to do this work, and now our team has reached out to them to ask for a more detailed budget and some follow-up questions about their proposals. We hope to fund multiple projects. We also want to ensure that they work together in a way that makes sense, so that we're not siloing projects. These are brand new folks that we're trying to bring into the child care field - whether they're parents, college students, or just folks in the community looking for a change in career and are excited about working with young children.
- Now we'll open it up for questions, either about this or about anything we've talked about or you're interested in knowing more about.

Molly Day

- I keep thinking about the number of families that are interested in Preschool for All, and they may also qualify for Head Start services but not know - so we may have Head Start slots being empty while families that are eligible for Head Start are getting theirs funded through Preschool for All. It's complicated. How does that come into play in the algorithm you guys use for placement, or is it just based on what a family chooses?

Brooke Chilton Timmons, she/her, Management Analyst

- Our system was built on the idea that families should make the decision about the program that is right for them. As hopefully more Head Starts join our system - we will have another Head Start join us this year - the families will determine, "Yes, a Head Start placement makes sense for me, these are the extra services I receive through that..." but we're not determining that based on their income or saying to a family, "This is where we think you should go."

- At the same time, we have to continue to work with our Head Start partners to market their programs in different ways too, and share about their strengths in different ways - in ways I think they haven't been asked to do before, because families didn't have other options. Also, our message right now, which is imperfect and what we've got, is "Please apply for everything." We have preschool resources posted everywhere, and unfortunately that's the best we have at this moment. And then we have to start these deeper conversations with our partners about how we do more on the back-end so that families are doing less on the front-end. We haven't gotten there yet. How do we hold true to that family choice while also - we need Head Start slots to stay in our community, we need Preschool Promise slots to stay in our community. It's going to be ongoing work.

Leslee Barnes, she/her, PEL Division Director

- I just want to say, we have all the links and information to each one of the opportunities on our website, and I think as a system, we need to be better about having all of that on each of our websites, because I know we're the most visible opportunity right now, but I think that we really need to work together in a much more uniform way - in a way where there's no wrong door for choice. What we have here should exist on everyone's sites, so it's clear that parent choice is paramount to what we're thinking.
- And I just want to circle back - Emily, that tool that you're asking about - Molly, does that sound like what you're building, or is that something different? You were talking about the overlay of all the slots where we're seeing and thinking about where new slots could go? It sounded a little bit like what Molly was describing.

Molly Day

- We definitely will end up - on the Preschool Marketplace website that will go live May 5th - everybody who's given us their information will be on a searchable map there. So I think Emily's question of how we keep a history of it to see over time - that's something I've been thinking about. Obviously we see what's available now - the current - I'll put that in the web developer's tasks - how do we look at movement over time.

Brooke Chilton Timmons, she/her, Management Analyst

- I want to share too that we're lucky enough to get to participate in a pretty amazing community of practice with other communities across the country who are doing expanded preschool access or universal preschool programs. We're getting to talk to New York City, Cincinnati, Detroit. So starting to learn more and more and having a group of people that we can take tough issues like this - not that anyone's got it all figured out, but it's really helpful to hear, "Here's how we did this," or "Here's where we're running into that." This continues to be one of the things we can mull on with that group too.

Dr. Jaime Peterson

- I just want to say I'm pleased with all the progress - and - it still is not acceptable to have to apply to three programs. I sat with a family last week that didn't speak English. We tried to fill out the form for Preschool Promise in Spanish, and then respond in English. We just cannot - I know that's why everyone here is doing this work - but we just have so much more to do. So, keep building - that's like step one: find programs that exist easily, step two is you apply, you put in your eligibility and someone helps you figure out where to go. So, just keep going.

Brooke Chilton Timmons, she/her, Management Analyst

- And keep pushing us, Jaime, too! We've got to keep going - we've got to do it.
- Leslee reminded me of something I forgot to mention on a previous slide - our partnership with Worksystems. That's one of those core pieces of that workforce development effort as well. For the first time our local workforce investment board, which is Worksystems, has recognized that early childhood education could be a viable career option, which means that then they can devote resources and help people choose that as one of their career choices, which is huge! Their charge is they have to help people find careers with livable wages, and so 'preschool teacher' never made that list, and finally it has. And that's really exciting because they have a network of community organizations they work with, including culturally specific organizations, and we're continuing to be in conversation with them about how we get information to potential educators that is easy to understand. Right now there are about a thousand ways to become an early childhood educator, and none of them are particularly clear. So having a partner like Worksystems who is guiding people and thinking about the system in that way is exciting.

Leslee Barnes, she/her, PEL Division Director

- This is really a critical change in thought - bringing people into seeing our work - we have a bad reputation, right? We're trying to fix that now with this investment. That they recognize this in this new way - I wanted to make sure we put that out there, because that's not how they thought of this role or this work at all.

Andrea Paluso

- Probably part of that shift in thinking has to do with things like Preschool for All coming online, and more public funding that is covering the gap and getting providers higher wages is making that pathway possible. It's because of more public systems investing in child care and early learning that I think this is shifting.

Leslee Barnes, she/her, PEL Division Director

- Yes, it's only because of that! They said, "We heard about this." You're right, Andrea, it speaks to what we're investing in, with the wages, and the career paths, and all the ways to get in and stay in, and educational supports, and CTE - all the things that you think about, now we're seeing systems touch in meaningful ways to build out the field that we haven't seen before. And that's the exciting thing.

Brooke Chilton Timmons, she/her, Management Analyst

- We will be sending an interest form to all of you about second terms. Your first term is coming to an end, and each of you will have the opportunity to determine if you'd like to continue serving on the PFA Advisory Committee. We will be opening the application up for new members this summer, so first we'll need to know from you all if you're interested.
- There will be multiple term options included on the form. You'll be able to choose a second term that is a one-year, two-year, or three-year term if you're interested in serving again. Part of the reasoning for that is to solve the issue we explored in a previous meeting where everyone is currently on the same term cycle. We hope that if folks choose the term that's right for them, that's one step toward resolving that issue. Advisory Committee members are limited to two terms within a five-year period. Please let me know if you have any questions about this process.

Lydia Gray-Holifield, Co-Chair of the Preschool for All Advisory Committee

- Thank you all for coming out - we really appreciate all the information that was shared with us tonight. Closing activity: If you could give the person to your right two words of inspiration tonight, what would they be?