

MULTNOMAH COUNTY

FY 2024 Budget Work Session Follow Up

Preschool for All (PFA)

May 17, 2023



Question 1: Future Evaluation

Commissioner Jayapal (District 2): Please provide more details about Preschool for All evaluation plans.

Response:

The Preschool for All evaluation intends to cover six domains:

1. Implementation quality
2. Preschool quality
3. Workforce development and instructional supports
4. Infrastructure
5. Child based outcomes
6. Family based outcomes

FY 2023 is our foundational year to build partnerships and establish data collection systems. We are also engaging in rapid cycles of inquiry to support and improve implementation. In Fiscal Year 2024, we will be co-creating goals and measurement strategies for each domain with families and preschool providers.

We are very lucky to have the support of the Kellogg Foundation for our external research partnership with [Boston University's Center for the Ecology of Early Development \(CEED\)](#). The CEED evaluation work includes looking specifically at the experiences of Black and Brown children in Preschool for All settings, examining how racial equity is centered in program design, and supporting the determination of future evaluation needs, including child outcome indicators

[This document](#) provides additional information about Preschool for All evaluation planning for FY 2023-2025.

Question 2: Map of All Preschool Locations

Commissioner Meieran (District 1): If possible, please provide a map of all PFA, State Preschool Promise and Head Start preschool locations.

Response: The attached maps show the PFA, Preschool Promise and Head Start locations for FY 2023. We will be working with Boston University to update these maps for FY 2024 when site location information is available from Preschool Promise and Head Start.

Question 3: Universal Preschool Goals

Commissioner Meieran (District 1): Please help us understand the goal of universal preschool by 2037. How has the estimate changed and how do other programs like the State's Preschool Promise and Head Start factor into those estimates?

Response: The overall goal of all interested families in Multnomah County having access to a publicly funded preschool seat by 2030 remains the same. We have slowed the expected slot growth in the early years of the program to reflect the impacts of COVID and the slow recovery of the child care industry.

Preschool for All builds on state and federally funded early education investments and does not replace Preschool Promise or Head Start. If funding remains stable for these programs, Preschool for All will need to have between 11,000-12,000 slots in Fiscal Year 2031 in order to meet the goal of universal preschool access.

Chair Vega Pederson has asked the Preschool & Early Learning Division to update the original assumptions built into the [Preschool for All plan](#) over the course of FY 2024 to ensure that we stay on track to reach universal access.



Boston University Wheelock College of Education
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Mapping Early Care and Education Providers in Multnomah County

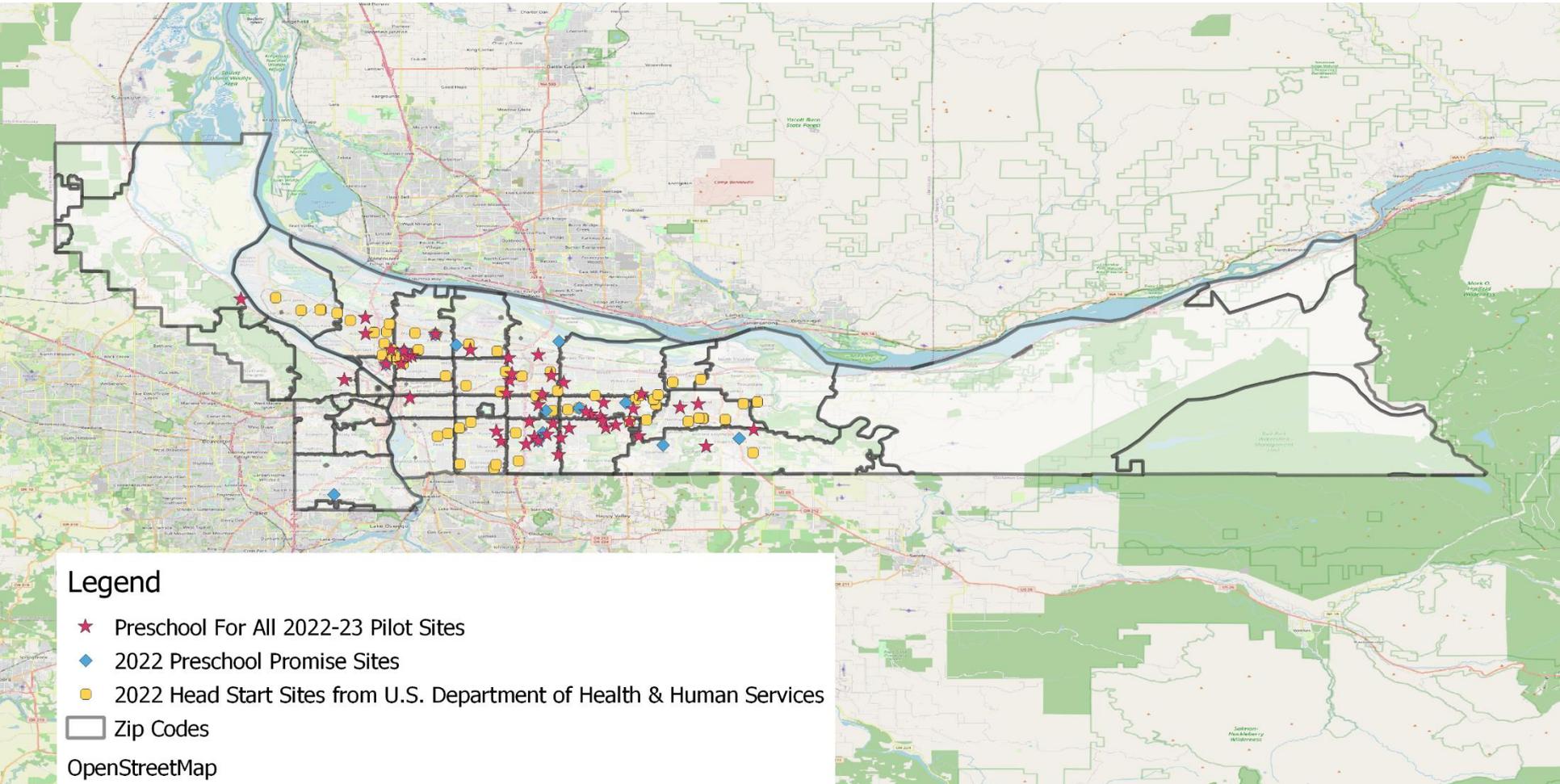
PREPARED BY SARA K. MORAN, KYLE DEMEO COOK & STEPHANIE M. CURENTON

FOR

THE BOSTON UNIVERSITY - MULTNOMAH COUNTY PRESCHOOL FOR ALL (PFA)
RESEARCH & EVALUATION PARTNERSHIP

MAY 2023

Mapping Area: Pre-K Funding Source



Data Source: U.S. Census Bureau. (2022). *2020 American Community Survey 5-year estimates, generated by the Boston University Center of Ecology of Early Development*, retrieved via U.S. Census Bureau API.



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Young Children in Multnomah County: By Pre-K Funding Source



Legend

- ★ Preschool For All 2022-23 Pilot Sites
- ◆ 2022 Preschool Promise Sites
- 2022 Head Start Sites from U.S. Department of Health & Human Services

Children Under 6

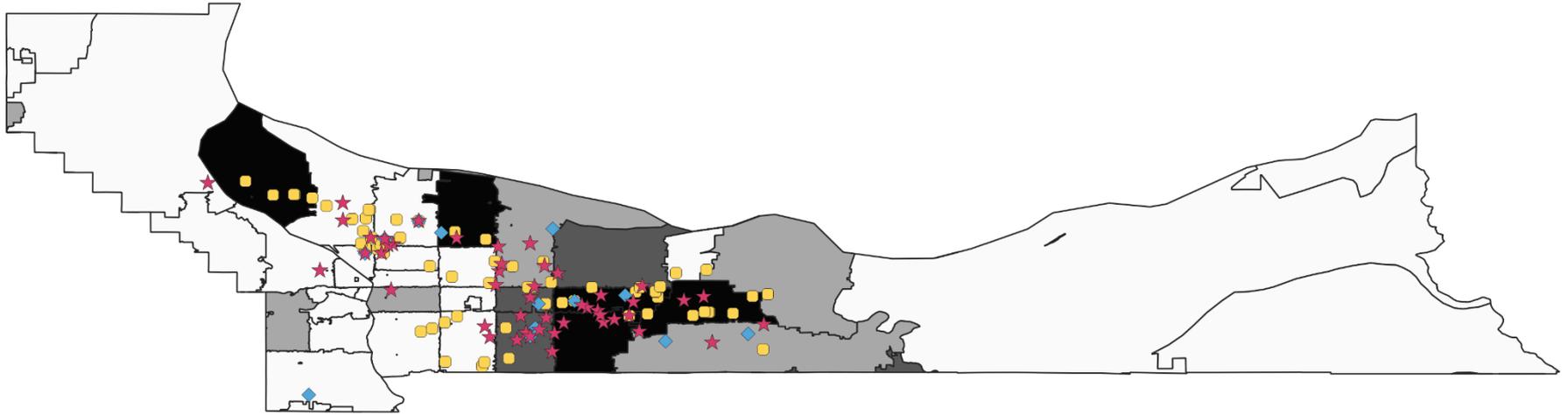
- 0 - 1403
- 1403 - 2805
- 2805 - 4208
- 4208 - 5610

Data Source: U.S. Census Bureau. (2022). *2020 American Community Survey 5-year estimates, generated by the Boston University Center of Ecology of Early Development*, retrieved via U.S. Census Bureau API.



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Young Children Below Poverty in Multnomah County: By Pre-K Funding Source



Legend

- ★ Preschool For All 2022-23 Pilot Sites
- ◆ 2022 Preschool Promise Sites
- 2022 Head Start Sites from U.S. Department of Health & Human Services

% Children Under 6 Below Poverty

- 0 - 0.1
- 0.1 - 0.21
- 0.21 - 0.31
- 0.31 - 0.41

Primary Language Not English in Multnomah County: By Pre-K Funding Source



Legend

- ★ Preschool For All 2022-23 Pilot Sites
- ◆ 2022 Preschool Promise Sites
- 2022 Head Start Sites from U.S. Department of Health & Human Services

Population with Primary Language Listed as Not English

- 0 - 1403
- 1403 - 2805
- 2805 - 4208
- 4208 - 5610

Data Source: U.S. Census Bureau. (2022). *2020 American Community Survey 5-year estimates, generated by the Boston University Center of Ecology of Early Development*, retrieved via U.S. Census Bureau API.



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Multnomah County's Preschool for All



Years 1-3 Evaluation Overview

Background:

Preschool for All (PFA) connects 3 and 4 year olds in Multnomah County to free, culturally responsive inclusive preschool experiences. The program will grow over time, increasing the number of children and families that it serves each year. Now approaching its second year, Preschool for All is still in the early stages of implementation. That means we are learning and growing every day, and the evaluation of PFA is meant to support and deepen that learning.

It is vital that Preschool for All's evaluation efforts support and uphold the values that shaped and guide PFA. These include:

- Centering and uplifting the voices of those the evaluation is meant to reflect
- Prioritizing and embedding racial equity and racial justice at every step of the way, including evaluation design, methodology, data collection, analysis and reporting
- Determining evaluation activities in close partnership with families, providers, and the community
- Respectfully engaging, authentically listening, and allowing for shared decision making
- Seeking to improve the experience of children, providers, family, and the community

For information on the evaluation guidelines and expectations outlined in the Preschool for All plan, [click here](#).

Historically, data and evaluation has been used as a tool to control and inflict harm upon communities of color. Our evaluation efforts cannot erase that legacy. They can, however, prioritize relationships and ensure transparency with the community about implementation progress and activities. Doing things this way takes time, and it means being flexible and adaptive, while maintaining quality and rigor. It also means not collecting data just for the sake of having it, and ensuring that what we collect actually gets used. Data collection activities are often extremely burdensome for partners, and rarely used to their full potential. We want to be intentional about what we collect and how we gather it, as well as who informs those decisions.

Intended Evaluation Domains

The following domains are the areas that the PFA evaluation seeks to understand. These are proposed, and subject to change, as early implementation progresses. The final domains, and particularly the measurement strategy, will be determined in partnership with PFA families,

providers, and other stakeholders, as well as with our external research partners at the Center on the Ecology of Early Development (see below).

1. **Implementation quality**, including:
 - a. Satisfaction
 - b. Implementation progress using key performance indicators
2. **Preschool quality**, including:
 - a. Teacher-child interactions
 - b. Classroom practices
 - c. Supportive learning environment
3. **Workforce development** and instructional supports
4. **Infrastructure** (impact of investment in ECE infrastructure such as wage and benefit increases and business development supports)
5. **Child based outcomes**, such as positive social relationships, knowledge and skill acquisition, and school readiness
6. **Family based outcomes**, such as engagement in their child's learning, health and mental health impacts, and economic impacts

External Research Partnership

The Center on the Ecology of Early Development (CEED) at Boston University has received a two year grant from the Kellogg Foundation to partner with Preschool for All and support our efforts as an external evaluation partner. The main goals of this partnership are:

1. To help us understand teacher-child classroom interactions across PFA sites
2. To support PFA in ensuring that racial equity is centered in program design and delivery
3. To help determine future evaluation needs (including child outcome indicators)

A lot of emphasis will be placed on the teacher and family experience of Preschool for All, especially those from our priority populations. As part of this project, we will be utilizing the [ACSES measure](#), developed by Dr. Stephanie Curenton. ACSES uses a culturally relevant, anti-bias framework designed to improve teacher-child interactions in the classroom. ACSES is unique because it specifically looks at the experiences of Black and Brown children in preschool.

More information about this research partnership can be found [here](#).

Evaluation Activities, Years 1-3

The following evaluation activities are planned for years 1-3 of the implementation of Preschool for All. Preschool for All aims to scale up to universal access by 2030. The evaluation is meant to

scale alongside PFA, so that a large-scale, rigorous, and reliable evaluation has been fully implemented by 2030.



2022-23 Activities

- Build partnerships
- Set up data processes and train stakeholders in data collection activities
- Conducting rapid design cycles of inquiry to support implementation
- Create shared definitions and understanding with partners, especially coaches and providers
- Track key outputs during application, placement offer, and enrollment

2023-24 Activities

- Revise and refine year one activities as needed
- Continue tracking key outputs, and build public facing dashboard
- Connect to other data systems for points of comparison/reference (population data, early childhood education data, etc)
- Create data sharing agreements where necessary
- Co-create evaluation strategies with providers and families
- Implement coaching evaluation plans
- Implement ACSES observations and classroom based assessments
- Refine core evaluation measures and select measurement strategies
- Gather feedback from key stakeholders, especially providers and families, on PFA experience so far

2024-25 Activities

- Build upon year one and year two activities, and adjust as needed
- Implement regular data quality cycles
- Maintain and expand dashboards and output reporting for increased transparency regarding implementation progress
- Refine measures as needed and implement measurement tools
- Formalize evaluation plan, including strategies to scale evaluation efforts