



Advisory Committee Meeting Notes

January 27, 2021 6:30-8:30 pm

Leslee Barnes, she/her, Director of the Preschool & Early Learning Division in the Department of County Human Services.

- Good evening everyone. It's good to see you all again. I'm Leslee Barnes and I use she/her pronouns. I'm the Director of the Preschool & Early Learning Division in the Department of County Human Services.
- As we get started today, I'd like to thank our interpreter Andres Avila and ask that everyone please speak clearly and slowly tonight to support his work.
- Tonight we're excited to update you all on our progress as we get ready for the first Preschool for All slots to open in September 2022.
- We are also lucky to have Multnomah County Economist, Jeff Renfro, here tonight to share information about the Preschool for All revenue source.
- Updates:
 - We've selected Micro Enterprise Services of Oregon or MESO as the Preschool for All Intermediary Organization for our early implementation. MESO will be supporting in-home and small centers participating in Preschool for All. This is a key piece of our infrastructure to ensure that these diverse small businesses can fully be part of our new system. MESO will help small providers to navigate their new Preschool for All contracts and to strengthen their businesses.
 - The Preschool & Early Learning Division now has 13 staff members. We're proud of the diversity of our team, which includes child care providers, immigrants, refugees, Veterans, and English Language Learners.
 - Our partners at Child Care Resource and Referral have a total of 12 Preschool for All coaching staff. Both of our teams have over 75% of staff who identify as Black, Indigenous or People of Color. Having a diversity of lived experience will strengthen our work overall and help us stay focused on our commitment to racial equity.
- Since it's only our second time together as a group, we'd like everyone to please take a moment to share your name, your pronouns, and a memory that you have of preschool (as a child, parent/family member, or in the community)
 - Please remember to speak slowly and feel free to pass it to another person who hasn't gone yet

Introductions:

- Advisory Group Members and Preschool and Early Learning staff introduce themselves.



Today's Agenda

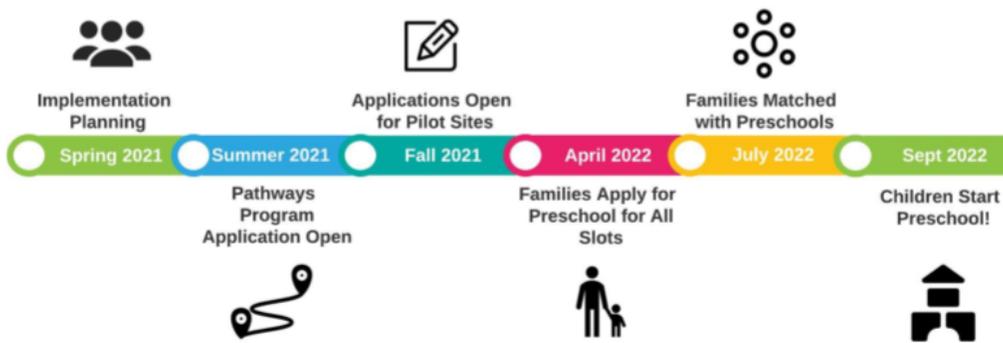
- Welcome & Introductions
- Pilot Site Application Update
- Preschool for All Revenue
 - Personal Income Tax Volatility
 - Fiscal Stability Strategies
- Family Application Process
- Advisory Committee Leadership Structure
 - Co-Chairs



Brooke Chilton Timmons, she/her, Management Analyst, Department of County Human Services

- Thank you everyone. It's wonderful to have you all back together.
- Review the goals for today's meeting.
 - Continue building relationships and getting to know each other
 - Develop shared understanding of:
 - Progress on preparations for slots in the upcoming preschool year, the Preschool for All tax mechanism, and our fiscal stability strategies.
 - Discussion about the leadership structure of the Advisory Committee

Ramp-Up Timeline



- Before we start talking about the Pilot Site applications directly, we want to remind you of some of the major program milestones as we prepare for slots starting in September 2022
 - Pathways Program Applications are open now and will support providers who are getting ready for PFA slots
 - Pilot Sites will be the first group of providers with Preschool for All slots. Those applications opened in October and closed in December.
 - Family applications will be available in April,
 - Prioritized families will be matched with preschools in July,
 - Children will be on preschool carpets starting in September 2022



Pathways Program

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

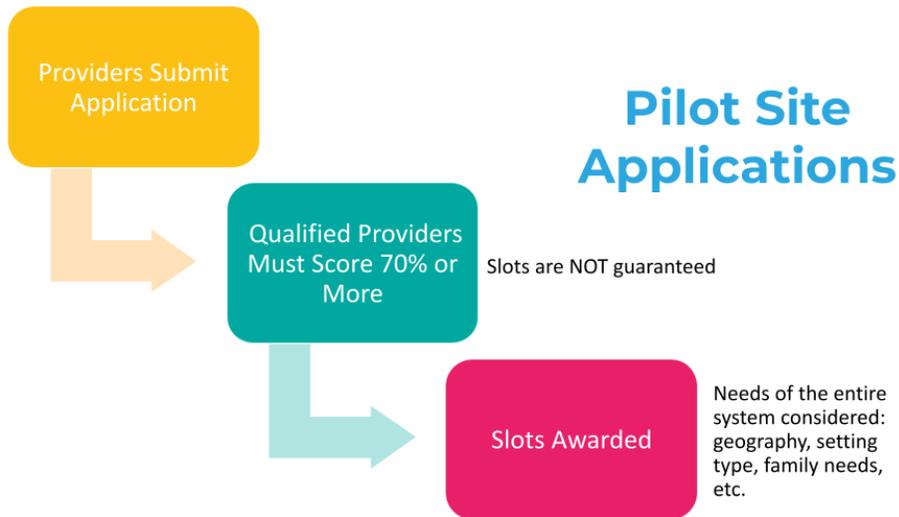


Pilot Sites



- 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

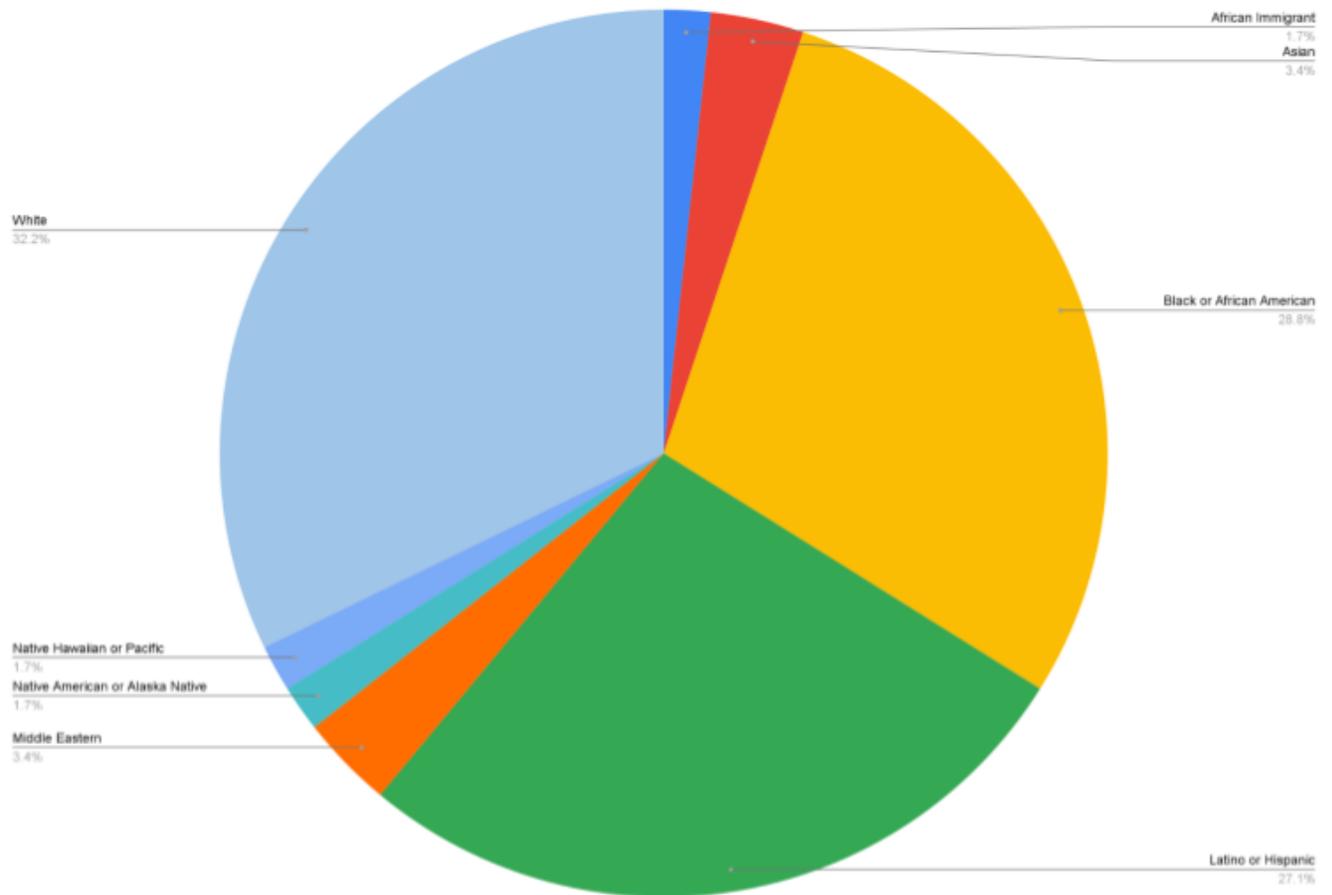
- As we shared at our meeting in October, during the first 3 years of Preschool for All, there are two ways for providers to participate:
 - The Pathways Program and
 - Pilot Sites
- In the Pathways Program, we will partner with providers to get ready for Preschool for All slots
 - Each provider has different strengths and areas where they can grow
 - The Pathways program applications are currently open and there is no deadline. Providers can apply at any time.
 - The Pathways program will help us to build a universal system, because we're not just investing in the providers who are ready now. We are creating opportunities for providers to strengthen their businesses and be at their best- we want them to be part of the system that we are building.
 - We also know that providers who are Black, Indigenous, English Language Learners and People of Color have experienced barriers accessing higher education, advanced community trainings, and system supports. The Pathways Program is individualized to each provider and their goals. It's in place to ensure that Preschool for All is a system in which providers look like the families they are partnering with.
- Pilot Sites will have the first Preschool for All contracted slots starting in Sept of 2022
 - They will be part of a pilot project, helping us to learn and finalize program details. We believe it's important to partner closely with providers as we refine our policies and procedures. This will set Preschool for All up for long-term success.



- In our last meeting, we also shared details about our provider application process, which uses a Request for Programmatic Qualifications (RFPQ) model.
- This allows us to create a list of qualified programs that meet Preschool for All’s expectations. Then there is a separate allocation process to consider the needs of the entire system when determining where those first slots will be located.
- We used an RFPQ model specifically to center racial equity and to build a more inclusive mixed delivery model. Our hope was to reduce potential barriers for Black and Brown providers, providers who speak diverse languages, and small centers and in-home providers who may have never responded to an application like this.
- An Allocation Committee made up of representatives from the Preschool & Early Learning Division, Child Care Resource and Referral, a parent, and a community based organization will determine allocations for Pilot Sites.
- The Allocation Committee is able to consider the needs of families and the needs of our new preschool system when making decisions.
- In October, we gathered your ideas and asked about what was important to you when you saw that first list of Preschool for All providers. We don’t have that list yet, because that process hasn’t been completed, but we do have some data on who applied to be a pilot site that we want to share with you tonight.



- We received 63 total applications for Preschool for All Pilot Sites. This slide shows those applicants by provider and license type.
 - You will see two different types of In-home providers on this slide.
 - Registered Family Providers are able to have a maximum of 10 children in care. They often offer very flexible schedules, including non-traditional hours, and culturally specific care.
 - Certified Family providers can have up to 16 children in care and have additional guidelines that they must follow.
 - Centers: 17 Centers, the number also includes a private school that is licensed to provide preschool.
 - The other/unlicensed category includes a public charter school and providers who did not include their licensing information in their application.
 - And we had 3 of the 8 School Districts in Multnomah County apply.



- This slide shows the racial diversity of the in-home and small center business owners/directors that applied.
 - This was a total of 53 applicants.
 - Providers who identify as Black or Latinx made up about 60% of the applicants, which is really exciting.
 - We have more work to do through Pathways and our outreach efforts to reach other communities, including providers who speak languages besides English and Spanish. We received a total of 12 applications in Spanish and 2 applications in Russian.
 - One of the limitations of this data is that there is not data available to compare it to across the county. Only the primary language of providers is currently recorded in the Child Care Resource & Referral database, not race and ethnicity. That means that Black and Indigenous providers become invisible in the data.
 - Not included in this slide, because they are organizations rather than individual business owners/providers, are two culturally specific organizations that also applied to be Pilot Sites
 - We will be having the allocation committee meeting at the beginning of February to determine slot allocation. We are hopeful that we'll be able to reach the low-end of our expected slot range for September 2022, which is 500 total slots.

- During our next meeting PFA will share the list of providers who received slots.
- That is our update today about Pilot Sites applications. Any questions or reflections about the data or pilot sites in general?
 - Kimberly : Is there a map of where the applicants are located? Brooke offered to put one together.
 - Jaime: Clarification on data. Brooke explained that for child care system in general, there is not information collected on providers' race/ethnicity. The data that is available to better understand provider diversity across the the system is the language the provider speaks.
- I'm excited to now introduce County Economist Jeff Renfro. Jeff has been a wonderful partner in our work and I'm grateful he's able to join us tonight.
 - We invited Jeff because we wanted you all to have an understanding of our revenue mechanism and how we are planning for the long-term fiscal stability of Preschool for All. Thank you for being here Jeff.

Tax Details

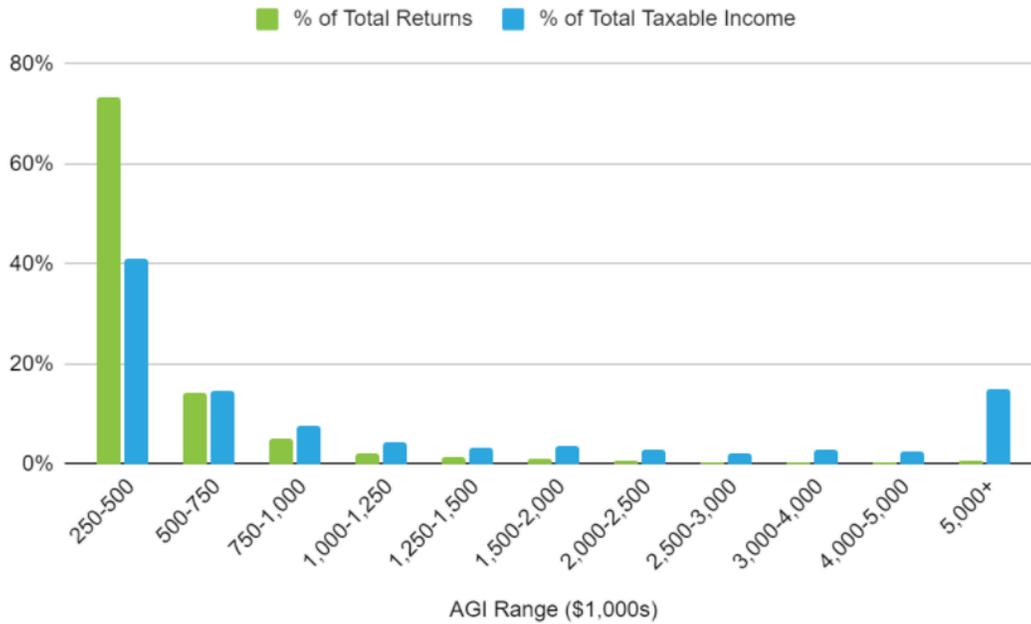
- 1.5% tax imposed on taxable income over \$200,000 for joint filers (or \$125,000 for single filers) for Multnomah County residents.
- Add'l 1.5% (for a total of 3%) tax imposed on taxable income over \$400,000 for joint filers (or \$250,000 for single filers) for Multnomah County residents.
- Tax also applies to income derived from sources within Multnomah County for non-residents
- Tax increases by 0.8% on January 1, 2026
- Deduction for Biz Pass-Through Income subject to County BIT.



Jeff Renfro, he/him/his, County Economist

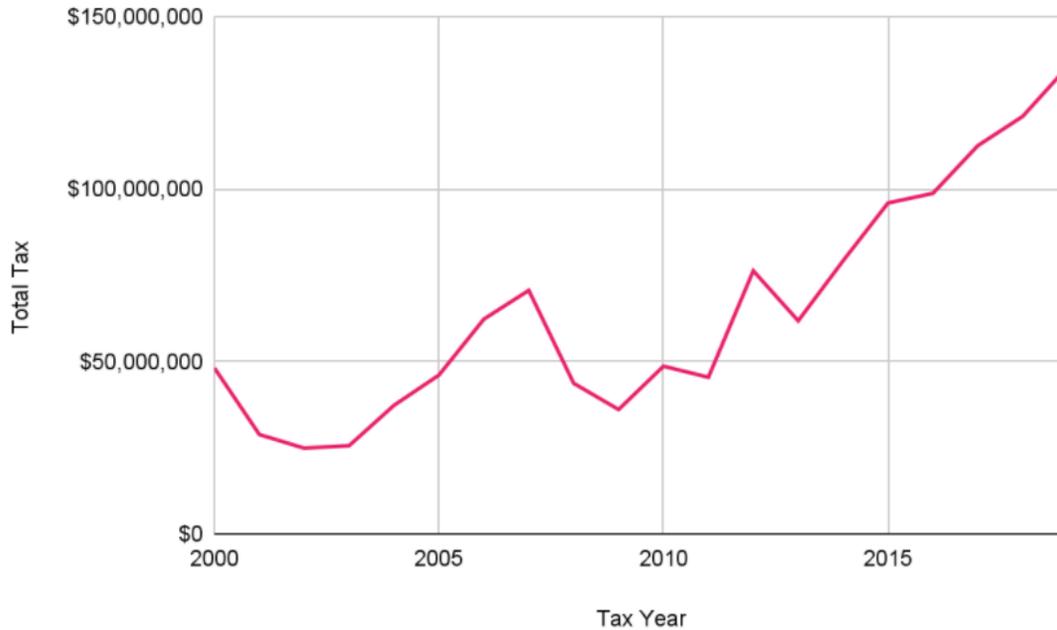
- Why does Multnomah County need an economist? I inform the board on how much money they have to spend each year to help inform their decisions. It is a planning position.
- These are the details of the Preschool for All personal income tax.

PFA Income Concentration



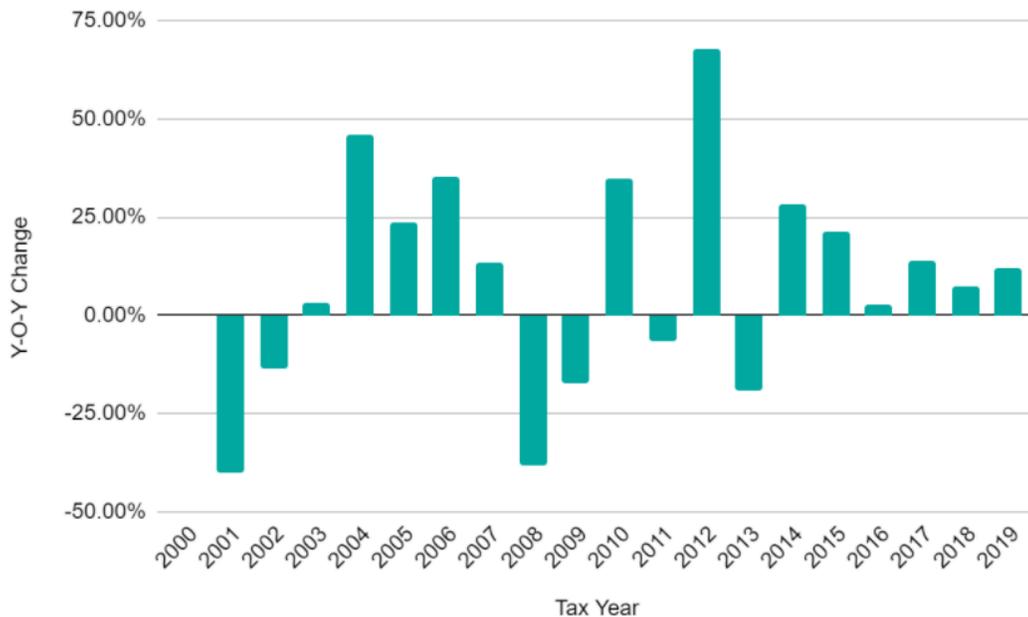
- The next three slides are part of a simulated tax history that I've put together based on data from the Oregon Department of Revenue.
- Who is going to pay this tax?
- There is growing income equality.
- The PFA tax is a personal income tax on higher income earners. This group tends to have a diverse broad set of income streams that will be taxed, including:
 - Property, stock, etc.
 - Rental property
 - Work within Multnomah County

PFA Tax Revenue Simulated History

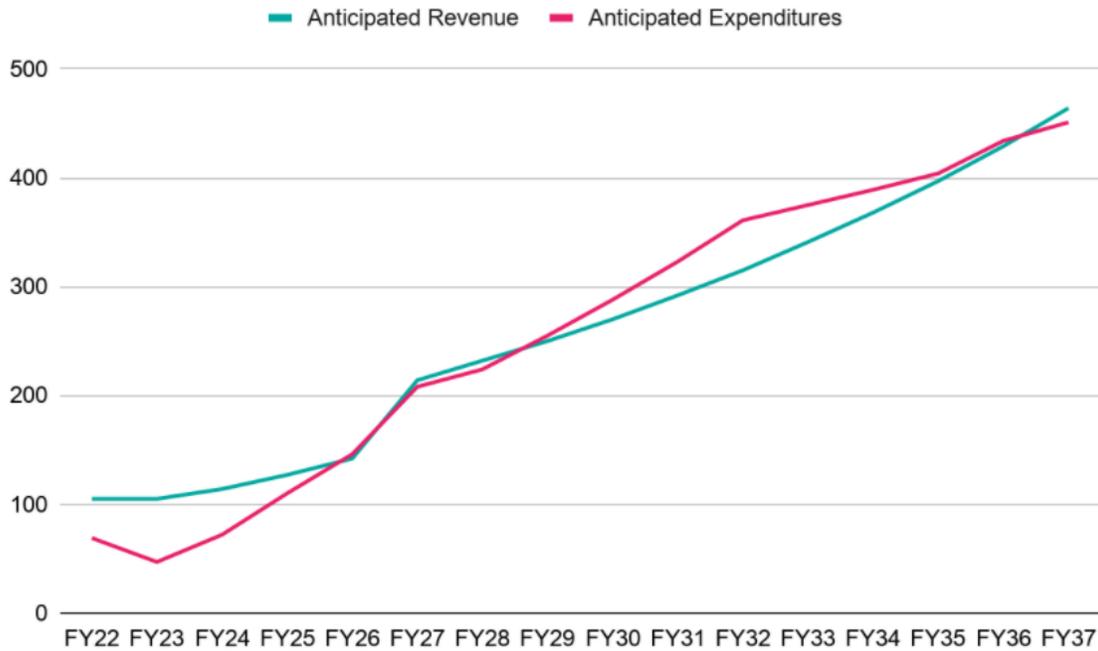


- This is a 20 year period of simulated tax history
- What you can see from the shape of this line, is that this is a revenue source that can change dramatically from year to year.
- We have to plan to navigate that volatility. I will share more about our fiscal stability strategies in a few minutes.
- The next slide is a different way of looking at the year to year volatility of the tax.

Simulated Year-Over-Year Change



PFA Revenue & Expenditures



- This slide shows the PFA Revenue & Expenditures projections for the next 15 years.
- We are not focused on any one year when we develop our overall fiscal strategy. We are looking at the entire plan of implementation.
- There are multiple years in the future when our expenditures will outpace our revenue and we need to plan for that expected gap in funding vs. programmatic need.

Financial Planning

- 15% Reserve and 10% Contingency
- “Revenue Smoothing”
- Revenue and Expense Forecasting
 - Consulting with State Contacts
- Regular Finance Check-Ins
- Planning for Full Implementation Cycle (not any one year)
 - Informed by County Business Income Tax and Establishment of Library District

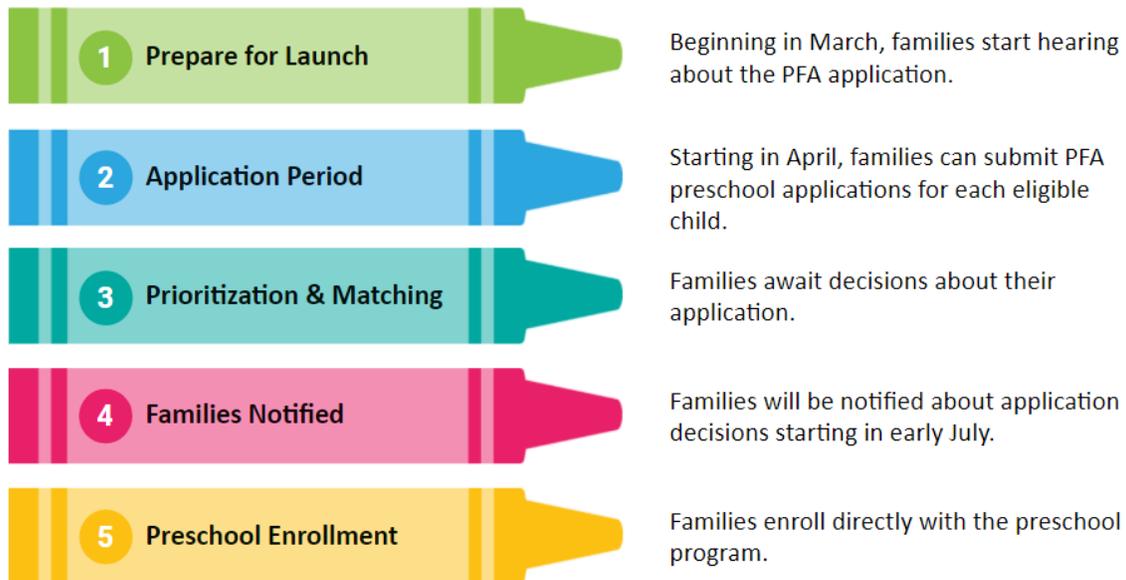


- For our financial planning, we are using multiple strategies to project the program from the volatility that I described before.
 - Reserve: Budgeting in a way that saves the revenue for later. It is put aside in case there is a big revenue surprise in the future.
 - Contingency: no plan to spend this money in the fiscal year; however, the board can decide to use it if there is an urgent need
 - Reserve and Contingency add up to 25% of revenue set aside as a buffer.
- This work has been informed by two of our other revenue sources, the County Business Income Tax and the creation of a Library district.
- Are there any questions from the group?

Group Questions

- Lavert Robertson: Will the surplus/revenue in the first few years be set aside to earn interest or just set aside?
 - Jeff: Yes.
- Molly: Finance Planning...seems complicated but doable and what we intended.
 - Jeff: Any revenue source will have advantages and disadvantages. For example, property tax is steady and it grows slowly.

Family Application Process



Brooke Chilton Timmons

- Thank you so much Jeff!
- In addition to the update about Pilot Site applications, we also wanted to share information about our planning for family applications that will open in April.
- Starting in March, families will start to hear information about Preschool for All applications.
 - The focus for our outreach efforts will be on our priority populations.
 - We want families in the priority populations to hear about this opportunity from someone they trust, so we are leaning into two main outreach strategies: Family Connector Organizations and community partners.
 - Family Connector Organizations or FCOs are the four culturally specific organizations that we've funded to outreach to families in our priority populations and to guide them through the application process. SEI, NAYA, IRCO, and Latino Network are our Family Connector Organizations.
 - We've also already started connecting with community based organizations and system partners who have trusting relationships with families in our priority populations.
- One of the realities that we are navigating is that we will likely have only 500 slots available for this fall. 500 slots in our first year is consistent with our intentional timeline developed before the November 2020 election. There are approximately 19,000 children in Multnomah County and roughly about 10,000 children in our priority populations. We still believe that will take us about 10 years before we reach full universal access.
- We were privileged to be able to visit the Early Learning Multnomah Parent Accountability Council last week, which Ms. Lydia and Ms. Petra are members of. We heard from parents about the barriers that they and families in their communities have experienced when trying to access preschool. In this first year and beyond, we'll continue to listen to parents and adjust our process to ensure that families in our priority populations learn about Preschool for All and have the

information and support they need to apply.

- Part of the foundation of this process is the technology that needs to be in place. We've worked closely with our IT department for almost two years to identify a long-term application system. We completed that process and are finalizing a contract with the vendor. We also knew how long it would take to get that contract in place, so our team also worked with IT to build a separate year 1 online application system.
- In this first year, the application will be available online in English and Spanish. Family Connector Organizations will be able to support families who speak additional languages through the process.
- Once our long-term system is in place, we'll be able to start adding additional languages to the online application.
- We're encouraging families to apply early and will adjust our closing date as needed in order to get as many applications as possible from our priority populations.
- Are there any questions or reflections from the group?

Group Discussion

- Muna: Will the applications be available in multiple languages?
 - Brooke: Online will only be available in English and Spanish this first year. We will have PDFs of the application questions available in eight languages and Family Connector organizations can fill out applications for families in many languages. When our long-term application system is in place, we will be able to add additional languages
- Lydia: Will the current application system transfer data into the new system without losing information.
 - Brooke: It is in the contract to capture as much data as possible into the new system.
- Emily: Why are the notifications going out to families in July? It seems late.
 - Brooke: It is a new process. We are realistic and cautious about how quickly it gets turned around. We'd rather leave the application process open longer to reach our priority population than to have a shorter deadline.
 - We will learn a lot through this process. That information will be used to help the future process be stronger and work even better for families.
- Jaime: How do we make sure that children who also qualify for PSP/HS do not miss the opportunity. Maybe family connectors will help with this.
 - Brooke: This first year, there will be multiple doors. The message will be applied to as many places as possible.
 - Leslee: We are building on existing systems, we are working with partners.
 - Molly: we will be working providers across the county to create an opportunity. We're also setting up coordination with other publicly funded PreK programs like Head Start and Preschool Promise.
 - Kimberly: That's great to know there's coordination taking place with other publicly funded programs. I know that some Head Starts don't let families know their status until August and early September. A fear of theirs was that PFA would come take their children since enrollment has been hard lately
- Emily: Has there been conversation with ELD about upstream with Preschool Promise?
 - Leslee: Yes. It is important to collaborate with the state to come up with solutions to make that work well.
- Kimberly: Is there an outreach plan to connect with communities?
 - Brooke: Yes, this is what we heard from the Parent Accountability Council. They want to

hear from who they trust. We will connect with community leaders and culturally specific communities. Pilot Site providers will also be key in connecting with the community.

- Leslee: relationship building is important and will take time to demonstrate that we want to go into this in partnership and do not want to steal slots, etc. There has been a lot of trauma in the Early Learning community.
- Kathryn: How has the outreach approach changed due to the impacts of COVID (i.e., less in-person interactions)?
 - Brooke: We will be working with the organizations who have been doing outreach through the pandemic over the last two years. Due to covid, that outreach looks different and community organizations have done their best to adapt.



Co-Chair Structure

- Responsibilities of Co-Chairs:
 - Support meeting planning
 - Help with process to create group guidelines and processes
 - Support group discussions
 - Check-in with members
- Additional time commitment of approximately 4 hours per month

Advisory Committee Leadership Structure- *Advisory Committee Member Discussion led by Brooke*

- As the very first Preschool for All Advisory Committee, this group will have the opportunity to build some of the key structures and policies that will help it function effectively. To help you all do that, we envisioned a co-chair leadership structure for the group. The Co-Chairs will be responsible for:
 - Supporting meeting planning
 - Supporting the process to create the Advisory Committee's group guidelines and processes, which would include things like voting procedures and possible subcommittees.
 - Supporting group discussions
 - Checking-in with Members

- We're estimating that this will involve a time commitment from the co-chairs of 4 hours per month, in addition to our regular meetings. I will continue to staff and support the group as well and provide support for the co-chairs. Karissa will become more involved with the group.

Questions

- Do you have any questions or ideas about a Co-Chair structure for this group? What have you seen work well for other similar groups you've been involved with?
 - Are there specific skills that you would like one or both of the Co-Chairs to have?
 - What would you like to know from group members interested in being Co-Chairs?
- 
- I want to open it up for questions and discussion about the role of co-chair. Does this resonate with you? Is there anything that you've seen that works well for other groups that you've been a part of as you think about the leadership structure?
 - Are there specific skills or abilities that you would like one or both of the Co-Chairs to have?
 - What information would you like to have from group members interested in filling this role?
 - We will determine next steps based on the discussion
 - Group Discussion: What does the group think?
 - Kimberly: likes the idea of a co-chair. We can build on each other's strengths. Many brains together are better than one. We can divide and concur.
 - Ana: Would like chat features to raise hands or express emojis. Agrees with Kimberly as it gives people the opportunity for leadership. Is also mindful of how busy people are.
 - Andrea: I like the idea and would be grateful to the folks who are willing to take on these leadership roles!!
 - Jaime agrees with Kimberly and Ana: team work, sharing skills and learning from each other
 - Emily: Second to Andrea!
 - Katheryn: What kind of support are we looking for? Brooke: meet with Brooke and Karissa to think through as planners about the group overall and our meetings
 - Ana: An opportunity to learn through the space is a factor.
 - Hadyah: Would like to see the diversity in the position people hold. Would like to

see a racial balance. Hold an understanding that there are multiple ways of leading and it may look different than on your job. It is a learning position for someone and we are not to expect a certain learning style. Limit the criticism. What will that look like?

- Kimberly: Understand that we all have strengths. Flexibility is what I'm asking for.
- Brooke: Karissa and I will be there to support and do the work together.
- Jaime: We are here to be flexible and get better as a group. The person will not be alone.
- Keinya: I support the flexibility and learning of being co-chair.
- Molly: ELM will support interpretation costs if interpretation would support interested members.
- Brooke will follow up with the group regarding interest, questions and concerns.

Closing & Next Steps- Leslee

- Thank you all so much for your time tonight. I know it's been a long day for each of you. We deeply appreciate your partnership in this work and look forward to seeing you all at our next meeting in April .
- In the meantime, Brooke will be in touch to share meeting notes, which will also be posted on our website. Please know that you can reach out to us at any time.
- Take care and good night everyone.