



Advisory Committee Meeting Notes
July 27, 2022 10:30 am- 12:30 pm

Kimberly Moua, she/her, Co-Chair of the Preschool for All Advisory Committee

- When Mis Lydia comes on board, she can jump in... I'm very excited to finally be present as your co-chair. I want to put it out there that we want to be here as individuals you can connect with. If you want to connect off screen, when we go over topics, if you have ideas you want to share with us, or if you have any concerns or suggestions, feel free to connect with us. We want to be advocates for all voices and be an advocate for our group
- Icebreaker called Fork and Spoon: What's in your life that you want to fork out and what do you want a spoonful more of?

Group Icebreaker

- Kim: fork out heat/spoon in longer weekend to spend more time with family
- Lavert: fork out everything COVID/Spoon in: acknowledging, honoring and acknowledging people while they're still here on earth now, instead of writing in a speech about them after they have passed.
- Shelly: fork out yard work—it's never ending/spoon in 3 teenagers with big milestones and enjoying living those moments with them
- Jaime: fork out making lunches in the school/spoon in more collaboration and brainstorming in person—on a whiteboard as opposed to webex and saying “yes and”, and sharing more of our findings with our families and others
- Molly: fork out knee pain/spoon in birthday cake and ice cream it's my oldest daughter's birthday
- Petra: fork out heat that's hurting my plants/spoonfuls of beautiful days we have
- Lydia: fork out: my kids growing up to fast—slow it down just a little bit/spoon in taking more family trips to create more memories
- Leslee: I love the heat but can fork out 20 degrees of it—even though I love it. Spoon in more time with family. Make up for the time we missed during COVID
- Brooke: fork out tidying—it never ends/spoon in reading all the books I can't read because I'm not tidying
- Keinya: fork out COVID and I love the heat, and I want to spoon in more heat
- Kathryn: fork out workaholism—my brain always in work mode/spoon in more time and being present in personal life and with family and friends



July 2022 Advisory Committee



Today's Agenda

- Welcome & Opening
- Workforce Development Planning
 - Workforce Development Overview
 - Group Discussion
- PFA Updates
 - FY23 Budget
 - Family Applications
 - 2023 Pilot Site Applications



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

- Miss Lydia and Kimberly thank you for being thought partners and for taking on the extra work and leadership to help with the agenda.
- Agenda review: Shelly is going to walk you through workforce development; our plans, and we'll gather your ideas and inputs about partnerships additional funding, investment opportunities to support and retain early educators workforce development in our community, and I'll provide budget updates and family application process, and accepting new pilot sites for 2023.



**Workforce
Development**

**In Multnomah
County,
we need**

approximately **2,300**
additional early educators to
reach universal preschool

Shelly Jackson, she/her, Workforce Development Coordinator, Department of County Human Services

- During the Preschool for All Task Force process, EcoNorthwest estimated that Multnomah County would need approximately 2,300 additional early childhood education teachers to support and reach universal preschool access.

Vision

To develop and support a robust early learning workforce that is skilled, valued, and compensated fairly with a focus on Black, Indigenous, and Early Educators of Color.

- Preschool for All's Workforce Development Vision to meet the need of enough educators to help make universal preschool possible is to develop, and support a robust early learning workforce that is skilled, valued, and compensated fairly with a focus on Black, Indigenous, and Early Educators of Color.

How do we...

Increase the number of early learning teachers and staff in Multnomah County
and
Improve retain early learning teachers and staff through ongoing supports

- Developing a robust early learning workforce is
 - increasing the overall number of early learning or early childhood education (ECE) teachers and staff
 - Improving and increasing retention of our teachers and staff
- During our time, we will talk about recruitment and retention; including known barriers and gaps and workforce strategies to respond to barriers and gaps -
- We will also discuss strategies that Preschool for All is currently a part of and strategies we want to explore more.

Questions to Keep in Mind

- What's missing?
- How can PFA help to fill gaps?
- What work is already happening that PFA can join and support?
- Who else should we partner with?

- During this time, I invite you to keep in mind these questions:
 - What's missing? - What strategies or goals were you hoping to hear? What are additional gaps or barriers?
 - What are additional ways Preschool for All can help to fill gaps and respond to barriers?
 - What work is already happening that we are not a part of and would make sense to join?
 - Where else can we form partnerships? What current tables and conversations should we become a part of?



Who

- Current early learning educators and staff
 - Teachers & support staff
 - Small business owners
 - Leaders
- Future educators and staff - new to the field
- Educators and staff that left the field

-
- Who are we talking about and including when envisioning a robust workforce?
 - We're talking about current early learning teachers and staff
 - Current lead teachers, assistants and aides and other support staff
 - Current small business owners - our home-based providers who are small business owners

- And we're talking about early learning leaders - how do we support current leaders and staff that want leadership opportunities - there is a leadership gap in the field to address
- We're thinking about future educators and staff - individuals new to the field who have no or very little experience
 - This includes high school students and parents and family members of preschoolers. Culturally specific communities - Black, Indigenous, People of Color. Individuals that speak diverse languages. And our migrant and refugee population
- And we're thinking about educators and staff that have experience, training, and or education but are not currently working in the field.
 - Those who left the field because of various barriers and challenges Including individuals that left during the during the pandemic - home-based and small centers that closed their doors due to the impacts of the pandemic
 - Individuals with out of the country work experience and education and training

Staffing Shortages

Between January 2020 and January 2022, approximately **120,000** child care workers left the industry

Source: U.S. Bureau of Labor Statistics, All employees, thousands, child day care services, seasonally adjusted. Retrieved July 13, 2022 from <https://beta.bls.gov/dataViewer/viewTimeseries/CE56562440001>

2021 NAEYC Survey

- 4 out of 5 child care centers experienced staffing shortages
- 15% had a "major shortage" of 6-15 fewer workers than needed

Source: NAEYC. (2021). SURVEY: Four in five child care centers in the U.S. are understaffed. Retrieved from <https://www.naeyc.org/about-us/news/press-releases/survey-childcare-centers-understaffed>.

-
- The need to increasing the number of educators and to improve retention is reflective of on-going staffing shortages early learning continues to struggle with
 - According the the U.S. Bureau of Labor Statistics data, between January 2020 and January 2022 a little over 120,000 child care workers left the field
 - The largest dip during that time was Spring of 2020 at the height of or beginning of the pandemic shut downs with over 350,000 workers that left the field between January 2020 and April of 2020
 - Even as programs are reopening and staff going back to work, we have still lost over 100,000 workers
 - In a 2021 NAEYC (National Association for the Education of Young Children) completed a survey on staffing at child care centers:
 - 4 out of 5 respondents from child care centers said that they had a staffing shortage
 - 15% reported a "major shortage" of 6 to 15 fewer workers than needed to operate at their licensed capacity

Barriers & Gaps

Low Wages

Costs of Degrees & Training

Poor Recruitment Efforts

Navigating Complex Systems

Lack of Culturally & Linguistically Diverse Pathways

-
- These staffing shortages continue because of a variety of barriers and gaps that impact retention and recruitment.
 - The number one reason we struggle to keep individuals in the field is low wages; owners identify pay as reason folks leave
 - In recent surveys, most child care center directors or owners identify low pay as the main obstacle to recruitment and the number one reason educators leave the field
 - In another 2021 survey of child care providers; 1 in 4 child care providers indicated that they had at least one other job to make ends meet
 - Another barrier is the costs of obtaining an early childhood education degree or certificate and the costs of ongoing professional development opportunities and training
 - Staff are usually required to obtain a certain number of annual training hours like in licensed facilities
 - And staff often want to pursue additional coursework, degrees, or training to advance in their career
 - Poor recruitment efforts include a lack of culturally specific outreach and recruitment strategies focused on diverse groups and populations
 - Knowing how to enter and join the early learning workforce can be confusing or unclear. It's challenging to understand how to navigate the different early learning systems and how they connect to one another
 - This includes knowing and accessing the different credentialing and degree pathways available; different community-based training and supports; and other systems requirements like being a part of the Oregon Registry Online - the training and education professional database system
 - There is also a lack of culturally & linguistically diverse pathways and supports
 - Most systems and pathways are still exclusively in English or English and Spanish, and they do not include additional languages
 - Most are developed for the dominant culture with very little training, coursework, and support that reflect different cultural ways of learning and knowing

PFA Wage Requirements

Assistant / Aide Minimum Salary	
Year	Hourly Salary
2022	\$19.91
2023	\$20.91-\$21.48*

Provider/Lead Teacher Minimum Salary		
Qualification Level	Hourly Salary	Annual
Step 10 / BA	28.11	\$58,470
Step 9 / AA	23.89	\$49,699.50
Step 7	21.08*	\$43,852.50

Provider/Lead Teacher Target Salary		
Qualification Level	Hourly Salary	Annual
Step 10 / BA	\$37.48	\$77,960
Step 9 / AA	\$31.86	\$66,266
Step 7	\$28.11	\$58,470

*These numbers have not yet been finalized for 2023.

- Before we dig into different workforce strategies to respond to barriers and gaps, it's important to acknowledge that workforce development strategies will continue to fall flat and struggle without addressing low wages
- In Oregon, the median hourly wage for a child care worker is \$12.46 an hour and for a preschool teacher is \$14.40 an hour
- This slide has Preschool for All Wage Requirements for our Pilot Providers:
 - The green box contains the minimum pay for assistants and aides, which is significantly higher than state average
 - The blue box is minimum wage requirement for providers/lead teachers
 - The red box is the target salaries for where we want wages to be for providers/lead teacher
- We hope that these wage requirements will impact the system to continue shift early learning wages



- I shared at the start of this presentation Preschool for All’s overall vision of developing a robust early learning workforce - increasing the number of early learning educators and staff and improving the retention of educators and staff
- I’ve grouped strategies into different categories or buckets of work
 - Strategies that strengthen recruitment efforts
 - Ways to individualize navigation supports
 - Strategies to reduce the financial strain that individuals experience
 - Ways to increase access - culturally and linguistically diverse strategies
 - Increasing ongoing supports for teachers and staff



PFA’s Role in this Work

- Funder
- Thought Partner
- Convening Groups
- Collaborator
- Advocacy

Preschool for All has a role in these different workforce development strategies.

- Preschool for All is one part of this much larger workforce development system and this large system is made up of numerous smaller systems, agencies, education institutions, and community groups.

- And as just one component of the larger system, PFA is not in a position (nor should we be) to fix or respond to all of the barriers or fill all the gaps
- And we are mindful that we do have a place in this larger system and our role can be:
 - A funder where it's needed and makes sense to be
 - As a thought partner joining existing tables and efforts
 - We can help convene new groups and partnerships
 - We are a collaborative in existing work and innovative work
 - And we can be a part of advocacy work to support educators and providers

Strengthen Recruitment Efforts

- Culturally specific and culturally relevant outreach and recruitment strategies
- Outreach focused on specific groups and communities
- In partnership with current educators, staff, and providers

- Culturally specific and culturally relevant outreach and recruitment strategies and activities
- Focused on specific groups and communities
 - Diverse groups and communities; groups that speak diverse languages; migrant and refugee populations
 - For example the recruitment of men into the field, particularly brown and black men. How can there be increased opportunities for men and men of color to engage in early learning and explore it as a possible career
- And these efforts should be done in partnership with individuals who are currently in the field to talk to individuals about the benefits and the rewards of working in early learning
- We've also had some conversations with current high school Career & Technical Education (CTE) programs thinking about what those programs currently look like for high school students and what gaps there are in these programs. One opportunity is strengthening the step from a high school CTE program to what happens after school, so that high school students know the pathways.

Individualize Navigation Support

- In-person and relationship based support in navigating the different pathways available
 - One-on-one course and career coaching and mentoring that is culturally and linguistically relevant
 - Small business supports
-

- Helping Individuals know and understand different systems and to know what's available.
- In-person and relationship based support in navigating the different pathways available
- Degree and credentialing pathways
- One-on-one course and career coaching and mentoring that is culturally and linguistically relevant
 - PFA is funding two College Navigator Positions, one with Mt Hood Community College and one with Portland Community College
 - The navigators will do community outreach, will provide one-on-one support to help individuals explore the early learning pathways available and which pathway is right for them; they'll support navigating enrollment and financial aid; and possibly ongoing mentoring
- We are also partnered with Micro Enterprise Services of Oregon or MESO - MESO specializes in small-business supports and can provide training, resources, and consulting for starting and growing a small business

Reduce Financial Strain

- Free work-readiness trainings
 - Paid Internships or Apprenticeships
 - More flexible and all inclusive scholarships
-

- There are a number of ways to reduce the financial strains an individual may face while pursuing a degree or early childhood education credential or completing the minimum requirements to enter the early learning workforce
 - Free work-readiness trainings; this includes paying for minimum certifications needed like cpr/first aid; food handlers cards; basic required health and safety courses
 - Paid internships or apprenticeships
 - More flexible and all inclusive scholarships to cover tuition and all other costs associated with attending classes like technology, childcare, and transportation
 - Scholarships for other professional development opportunities like training, conferences, and small business supports
- Preschool for All is exploring paid internships and paid apprenticeships and we're in the early stages of collaborating with other organizations to plan and develop a regional early learning apprenticeship program. We're learning from South Coast Early Learning Hub and the apprenticeship program that they've created.
- PFA will be funding scholarships for the First Steps Indigenous certificate program at PSU (Portland State University). It is a 12 credit early education certificate that was developed in collaboration and partnership with indigenous elders, leaders, and storytellers. PFA will fund 7 full scholarships for Multnomah County residents
- We are also having conversations with the Oregon Center for Career Development (OCCD) about other scholarship opportunities
 - OCCD manages the statewide professional development standards and systems and already distributes some scholarships like the Betty Gray
 - There are some limitations around eligibility and we are talking with them about how to better tailor scholarships without those limitations to better meet the needs of more applicants

Increase Access

- Certification, credentialing, and training in languages other than English
- Culturally and linguistically diverse coaches, mentors, and Master Trainers
- Increase community-based training and certification

- It is not just about the number of pathways, but about the quality of the pathways and opportunities that are available.
- We want to increase access to more flexible pathways to becoming an early learning teacher
- Certification and credentialing pathways that are culturally diverse and offered in multiple languages, and not just handouts and materials, but the courses taught in diverse languages

- Pathways and opportunities with more culturally and linguistically diverse coaches, mentors, professors, trainers
- Increased access to flexible community-based training and certification programs
- We recognize and honor community-based training and experience and obtaining a degree is not the only one right way to qualify as an early learning teacher and provider
- What are ways to count years of experience and displaying strengths in certain competency areas towards credits and certification
- There are some programs / pathways currently available other languages, often Spanish
- We have on-going conversation with multiple higher education organization about increasing diverse language pathways- How to support and expand current ones and how to include other languages

Increase Ongoing Support

- Meaningful Professional Development
- Peer and community connections and supports
- Small business supports
- Workforce Wellness programs
- Livable wages

- Early learning educators are charged with important and challenging work. They need meaningful personal and professional supports and opportunities. Increasing and improving ongoing supports for early learning educators and staff will strengthen retention.
 - Meaningful professional development opportunities like Coaching and culturally relevant training, peer networks; communities of practice
 - Small business supports - small center and home-based providers
 - Retention includes workforce wellness programs for our providers
 - Self-care resources for home-based and small center based child care providers who don't usually have access
 - And again, livable wages

Current ongoing supports

- PFA's coaching is organized and delivered by Mt Hood CCR&R (Child Care Resource and Referral) - they provide coaching to our home-based and center based providers - includes 14 coaches - diverse group of coaches who speak multiple languages and come from multiple communities, and CCR&R coaching manager took time to talk with providers to find out what they need from a coach to make a good fit.
- We've contracted with MESD (Multnomah Education Service District) for a Preschool Coach to support all of our school district pilot classes

- CCR&R also organizes and oversees our Pathways Program which is a volunteer opportunity for providers who were not ready to be a pilot site. Pathways is an opportunity for providers to participate in Preschool for All and to receive ongoing, individualized training, and coaching support as they set goals and action steps toward applying to be a PFA provider. Participating providers also receive stipends
- We have contracted with Micro Enterprise Services of Oregon (MESO) to provide small business assistance how to develop and strengthen a small business: training and consultation on budgets, contracting, payrolls, and insurance
- Workforce wellness and access to self-care and resiliency has been really highlighted and emphasized the past couple of years due to the pandemic. Often a neglected area, especially for home-based and small center providers.
- Another source of much needed on-going support is a Substitute Pool. We are contracting with The Research Institute (TRI) of Western Oregon University. TRI holds the state contract to develop a subsidized substitute pool. We are contracting with them to try to get several positions, including 2 bilinguals full-time substitutes for PFA and can support other providers in the area, when they are not needed by PFA sites. We need to provide support providers to take day off for training and self-care
- Preschool for All Procurement - December 2022 The details haven't been fleshed out and we will be looking to you all for input.
 - Initial goal is to have culturally specific and culturally relevant strategies that will increase the number of early childhood educators and childcare staff in Multnomah County

Discussion

- What's missing?
- What work is already happening that PFA can join and support?
- How can PFA help to fill gaps?
- Who else should we partner with?

Shelly: Please think about where Preschool for All should focus attention and build partnerships

Molly (in chat): What is the timeline for the procurement?

- Shelly: The procurement is in December, so we want to have something pretty fleshed out by October. Ready to go by October
- Molly: That feels like everything needs to be ready by tomorrow, and how do you do the community engagement conversation before you have to have stuff ready for procurement?

- Brooke: Shelly has already started to get input from culturally-specific organizational partners, and the Early Childhood Equity Collaborative (ECEC). We've connected with the ECEC facilitator there to see if they're interested in helping us shape and guide procurement planning. If there are other groups you think we should be reaching out to, in addition to you all, to help gather feedback, that would be wonderful too.

Jaime (in chat): Do any high schools have externships for ECE? Benson HS has a great model (I have students rotate with me each year who are in the "health college/track"). It is clear how important that early exposure, mentoring, and connection is for all career paths! I had not thought about it ECE!

- Brooke: Externships is a good word! Shelly, can you speak about what you've heard from our CTE partners?
- Shelly: Besides the CTE program, if the program isn't on campus, it's hard to do an unpaid apprenticeship and transportation is a major reason. Another reason is older students may have jobs and an unpaid internship doesn't work for them. Transportation and time is a barrier for most students. Paying for transportation and having paid and summer internships may make it easier.
- Keinya: Benson students come during the school year with transportation and they get school credit.
- Leslee: Clackamas is an example of a high school that had a program; one of my kids participated in that. Reynolds may have one. These are some examples. There are also summer programs: Mississippi Business Association grantee programs, where they worked half days in childcare and they met with a mentor for the other half a day.
- Shelly: My sense is that high school recruitment into early learning is challenging because of pay. Counselors aren't encouraging because they know what pay is—so they focus on encouraging students into k-12. That is a barrier we're facing when we're thinking about recruitment.

Jaime: Would PFA pilot sites be interested in having students in the pipeline? With a possible PFA job that is higher paid!!

- Brooke: pilot sites are excited for this possibility. We also know that they may be great places to host these apprenticeships. So building up their ability to understand what they would need in order to support some of these educators in training. Being a mentor-teacher is hard in addition to your regular job. We haven't talked directly to all of our providers, but many of our providers would be thrilled about that role.
- Leslee: The key is designing training elements. Where does that live, so that when the students come they have a baseline of information. I'm thinking about us learning from the Albina Headstart world, where they have a set curriculum that they use. Thinking in the future how to replicate that, so that we'll be able to have a set curriculum to get those high school students up to speed.
- Shelly: Who would organize and hold that work? This is what we need to think about.
- Brooke: Where are there existing pieces that are working and where are there pieces that are not working? Where can we build those bridges and connection points for capacity? When Shelly asks where does this work live, is there an existing workforce development effort that this vision could plug into? What are the benefits, what would be the drawbacks? Maybe there are multiple organizations that are doing pieces of this work, but how do you make sure that they are not siloed? So, keeping it all connected and creating pathways for future early educators to have multiple pathways and choices to connected systems. That they feel empowered to make

those choices and that they have access to financial resources so that the pathway they choose is possible.

- Lelsee: I think about, how do we partner with the state to develop an ad campaign so that a counselor or someone planning their career can have better information? How do we combine our efforts to get a new message out there? What is the message that we're going to send out to the community that helps the entire system and reframes and informs the community about this career opportunity?
- Petra: One question was when do you start, but it looks like it's in process. My other question is, there are seven scholarships and they already have to have 12 credits before you can get the scholarship? This is for a mother not a student, but she needs these credits, so how will this work?
- Shelly: The seven scholarships that will be available are for a specific program at PSU and it's a 12 credit program. You don't already have to have them, the scholarships are so you can earn the 12 credits for this program.
- Petra: Is this for mothers or just students or anybody?
- Shelly: You have to be a Multnomah County resident and you can't be employed by Multnomah County. Those are the only two requirements for those scholarships.
- Petra: Do you have to be in college or is it for the community?
- Shelly: It's specific for Portland State University, and we're thinking about how we can work with OCCD for other scholarships to cover other pathways.
- Petra: You mentioned pathways?
- Shelley: Pathways are different ways that someone can earn the requirements to become a teacher, either degree or certificate program.
- Petra: I agree with everything you've shared so far. Please keep us informed so we can share with our communities. Thank you for all the information that you are sharing right now.
- Shelly: Yes, absolutely. And as we create future scholarships, we want to share that in the community in all the ways we can.
- Brooke: The PSU scholarships that Shelly was talking about are a small set of scholarships. We are anticipating a much larger investment with OCCD. One reason we are working with them is because they already have scholarships. What we're able to do is fill in the gaps of that existing scholarship program. For example, if a provider applies for a \$3,000 scholarship to attend community college, but they only receive \$1,000, they could also receive a Preschool for All scholarship to cover the additional costs. So, if they have an OCCD scholarship, they don't have to fill out a separate application for a PFA scholarship. We are really thinking about how we leverage other investments that the state and funding streams that OCCD has and make them as easy as possible for educators to access.
- Leslee: What we're finding is that there have been great opportunities in the past that were funded by OCCD. For example, the Directors Certificate which was well received. How do we fund things that build leadership, and what are the things that worked well? Dust off and reimagine things that worked well and fund those, and think to the future as well. We want to hear from you, where are there gaps in scholarships for your community that could look similar to the one at PSU or at another institution? If there are other communities that need something like this, that's where we need you to help us to think it through.

Kimberly (in chat): When thinking about diverse staff, many have years of experience but do not have the credentials. Because of that, the majority of the time diverse staff usually have the lower paying ECE

jobs. Have we looked at creating job postings that would be more inclusive for all applicants that may have the years of experience but not the credentials? For example, a preferred candidate should have a BA in ECE or will be willing to be on an educational plan to receive their degree within 2 years from start of date?

- Brooke: Kimblerly just put an exciting idea in the chat. At the core of that is helping the sites we are working with rethink how they are thinking about and posting their jobs and talking about qualifications and what they value. We might say a community-based pathway is valued as much as a degree, and they may be asking for someone who has a BA or other degree. We know that some of these staff members' credentials may grow over time, and if they have a baseline of what they need to do the job well and have a plan in place to get to another step level, that's what we're looking for. For them to have a plan and be supported in that plan. Help people who are hiring staff think through what it looks like for the job announcement and how they are talking about those credentials as well.
- Leslee: I want to be clear we use the term credential but we are not saying that the goal is for everyone to have a credential. Credential is one thing, a step is another thing, a degree is another thing, but they all lead to the path of the way that you want to approach your own professional development. How do we design new things or support things that exist? Credentialing is one kind of thing, but you don't have to have it. And we are not pushing the idea of that. Because we know on the registry that CDA (child development associate) is equivalent to a step 7. There are things that exist that people already have a goal about, maybe they want a CDA and maybe they don't. Just knowing that there are other pathways, degrees, certificates for getting to a step 7 without a credential; we want to provide a menu of options. For clarification, we are saying the word credential a lot, but that's not necessarily the goal for everyone.

Keinya (in chat): Is there a hiring platform in place for experienced and emerging teachers set up with PFA? Is this in the plan so that programs can locate groups of teachers in ECE when hiring processes are happening?

- Leslee: I like this idea of a hiring platform. Could we hear more about what something like that would look like?
- Keinya: Wondering if there is a platform, like Indeed or Monster, that just focuses on recruitment for early childhood educators and early childhood educators of color, or who speak multiple languages, that is pooled in one place. I got the idea from another person who started a platform to focus on educators of color. It's a k - 12 program called Aagogos LLC. It's like other job platforms but it is specified for a culturally specific demographic to intentionally find teachers. Maybe we can ask to partner with them to extend to early childhood because they are already doing that work and they are trying to make it nation-wide.
- Shelly that would be amazing to learn about that platform and to see if it can be expanded.

Brooke: Leslee, Shelly, and I gave you many of our ideas and we want to give you all space to share with us your ideas. What are things that you didn't hear? What are other hopes you have for now or in three years as the system starts to mature?

Molly: I've been thinking about all the conversations I've had with understaffed early childhood supervisors and directors who are understaffed across the board; understaffed in home visitors, understaffed in special education classrooms, understaffed in mental health consultation. Everything in the field is deeply understaffed. I think part of my role as hub director too is navigating this "oh, there is

so much focus here on preschool teachers, but are they going to take our staff?" It is an incomplete thought, but as I listen here, I keep thinking about what am I learning here that I can use to help others in the early childhood professional world who are also struggling because it benefits our infants if we have good home visitors. I just want to say that this is a very specialized piece of a larger conversation that I'm having everywhere.

- Shelly: Yes, thank you Molly. I know it was very brief, but I discussed support staff and my focus here was on teachers, and it also includes everyone who is a part of the work. We want to be mindful about everyone who needs support.

Jaime (in chat): What an innovative way to partner with the PSU program and provide scholarships to what is already existing. Such exciting strategies happening in a dire situation as Molly is articulating. Is there any red tape for PFA training ECE staff that do not end up working in PFA sites? It obviously helps the entire ECE workforce but are they required to come back to PFA if they get a scholarship?

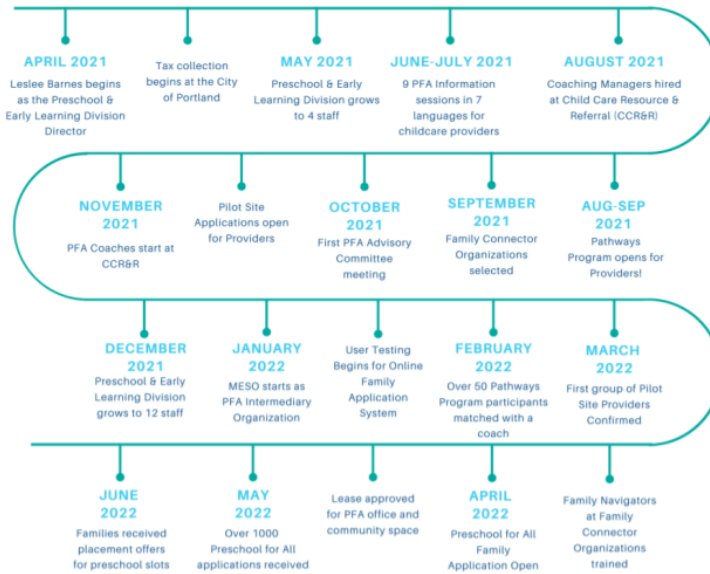
- Brooke: There is a question in the chat about what does it mean to get a scholarship and then get a commitment to a Preschool for All site? We think broadly about how these scholarships can be used in Preschool for All. When we think about someone attending whether it's a college or community-based training: they may be a future educator at a Pathway site, they may be a future educator of an infant-toddler classroom, they may be a future early childhood mental health consultant, which we desperately need more of. Do we need these investments to broadly support Preschool for All's development to universal preschool access? Absolutely. If we are too narrow, we could also risk the opportunity to build the workforce. Depending on the scholarship opportunity there's different guidelines in place for that scholarship, but overall we're really thinking about benefiting the entire early childhood system. We need it all to work because if we hire all the amazing people to be preschool teachers for preschool teachers and we don't have any MECP staff or early childhood mental health consultants that doesn't help us either, so it has to be bigger than that.
- Leslee: I don't know if we talked about this, but we did touch on wages earlier; we do have support funds that augment infant toddler staff wages, and that is a way to think about how we support folks who want to do infant-toddler work.

Molly: I know I say this a lot in other contexts, but to me one of the great benefits of Preschool for All is that we created a whole division within the County that's focused on early childhood. There are 18 or so staff that are dedicated to work that we as a hub of five people could never make happen. You all have done a great job at thinking about how we leverage the power we now wield to create this bigger system that's going to cover a county whose population is 100,000 more than the entire state of Alaska. I keep forgetting how big we are! This is very exciting and I'm just grateful to you all.

Brooke: I want to take a pause here for anything else you want to share or any questions.

Shelly: I want to offer that you can reach out with questions, suggestions, feedback, or about future procurement and expanding our culturally specific workforce efforts send them to either me or Brooke.

PFA Milestones



Brooke: Thank you Shelly for being here and for all of your work. There’s a lot happening right now. Now we’re going to transition to a few updates. This is a slide that you all have seen before, and I think it’s good to remind ourselves about how far we have come in a short period of time, since about three months from our last meeting now.

Leslee has been here for just over a year now and a lot has happened in that time period. The major milestone since our spring meeting was our family application process. We received over 1100 applications during the application process and I will share more details about those applications with you today. We are already starting a process to identify who is going to be a part of that next group of new pilot site providers, who will join the current 36 pilot providers, starting in September 2023.

Before we talk about family applications, I’ll give you a high-level overview of our budget for this fiscal year.

Major FY 2023 Budget Changes

- Increase in funding for Early Childhood Mental Health Team
- 675 PFA Slots!
- Increase in funding for Workforce Development and Facilities Fund
- Office & community space for Preschool for All
- Planned decrease in cost of City tax collection



First, I will share some of the changes that are happening for our current year budget. We are on a July 1st to a June 30th fiscal year timeline.

- This September, the first Preschool for All slots will begin! We have over 675 slots this first year. We are framing this early part of implementation as a Pilot Project. Preschool providers applied to be Pilot Sites and to work with us to refine program details. We believe that collaborating with providers on some of the most complex implementation work will build trust and result in better program policies.
- Pilot Sites are the new program offer that we are proposing for fiscal year 2023. The program offer includes funding for slots and start-up costs for Pilot Site Providers. It also includes additional funding for Pilot Sites who have infant and toddler slots and for Pilot sites that need additional resources to serve children who have developmental delays or disabilities. Right sizing the supports in these areas is part of what we want to co-create with Pilot Sites.
- Another budget change is an increase in funding for the Early Childhood Mental Health team in the Multnomah County Health Department. We are funding a new branch of the Early Childhood Team:
 - One supervisor
 - One Administrative support staff
 - One Program Specialist Sr. position to help them build this new team with intentionality
 - Three Mental Health Consultants are thought partners and experts, who guide educators to create environments where all children can be successful and make changes, and then support educators with thinking about specific needs of individual children
 - Two Treatment Specialists are staff that work with families in the home or the preschool setting; it is a holistic family approach
 - Total of 7 FTE (5 new and 2 existing) for Preschool for All direct service positions, and 4 of these consultant and treatment positions will be culturally specific positions with knowledge, skills, and ability (KSA) requirements attached to them. Building out this team so that coaches, providers, and educators have access to early childhood mental consultants.
 - The full investment for fiscal year 2023 will be for 10.98 FTE, up from 2 FTE in fiscal year 2022.
 - This investment is a significant increase for social emotional supports and reflects the concerns being raised by providers. We are committed to successfully implementing our ban on preschool suspension and expulsion and this investment aligns with that commitment.
- We are increasing our funding for workforce development and preschool facilities. Although we may be able to achieve our early year goals without these investments, we have to stay focused on supply building for the future. Having enough early educators and preschool spaces is essential to us achieving universal access.
- Starting our Facilities Fund procurement this year to contract with a third party to administer our facilities fund. Our preschool providers will be able to access funds to renovate and build new spaces to improve their spaces. What's exciting about these funds is that we're in active conversations with Oregon Housing and Community Services at the state to do a joint procurement for the funds. They received 10 million dollars from the legislature to do co-location of early learning facilities and affordable housing. We're also looking for a facilities fund administrator, and rather than have two separate procurements, two separate processes,

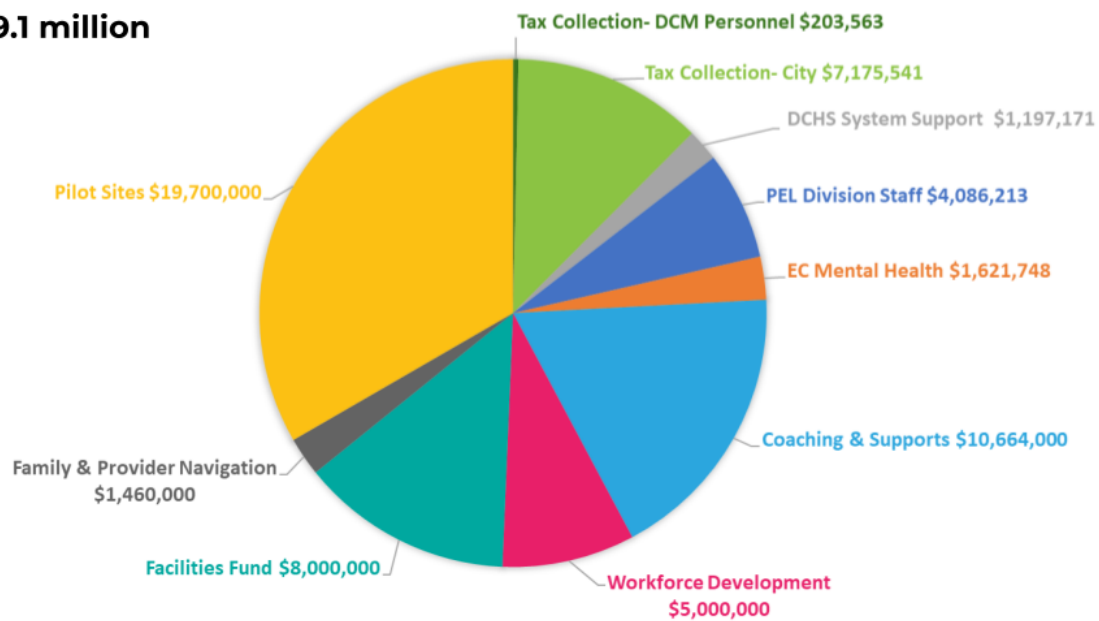
two different applications for providers, we're looking to have those processes combined—both on the procurement side and for providers, who will have only need to complete one application to access multiple funding streams. It takes longer to do a procurement because we are working across two different systems, and we think it will be beneficial to providers because it will reduce barriers to accessing those funds.

- First year funding our office and community space in Rockwood at the Downtown Development by the MAX station. The Board of County Commissioners approved our lease for our preschool office. The space will include office space for Child Care Resource and Referral (CCR&R), so our coaching team will be based there. The best part is that we will have 4 training classrooms. Preschool Providers, early educators, and organizations that work with young children and families will also be able to use that space. It will be a community resource, right in the heart of Rockwood, and we're really excited to share that space. We hope to be in the building sometime in December.

We also have a planned decrease in the cost of tax collection. The City of Portland administers the Preschool for All tax and there were implementation costs that were built into our contract with the City to do that. We're finishing paying down those costs and now we will begin paying less for tax collection.

FY 2023 Operating Expenditures

\$59.1 million



This slide gives an overview of PFA's operating expenses

- Darker green at the top is the DCM personnel staff member on the county-side to ensure tax collection goes well (\$203, 563)
- Lighter green is what we pay the City for tax collection for the personal income tax (\$7,175,541)
- Lighter gray is the administrative positions within DCHS, who perform the contracting and budgeting work to help ensure contracts go smoothly (\$1,197,171).
- Darker blue is the Preschool and Early Learning Division staff (\$4,086,213)
- Orange is the early childhood mental health piece that I mentioned (\$1,621,748)
- Lighter Blue is Coaching and broad pilot program and provider supports, including professional development for existing sites (\$10,664,00)

- Pink is workforce development plan that Shelly talked about earlier (\$5,000,000)
- Green is the facilities fund (\$8,000,000)
- Darker gray is the Family and Provider Navigation includes family connector organizations and our contract with Micro Enterprise Services of Oregon (MESO) who administer contracts for our small centers and home-based providers (\$1,460,000)
- Yellow is the pilot site slots which is our growing, big new investment for this year. We anticipate that this piece of the pie will continue to increase over time. The more kids we are able to connect with preschool, the bigger that yellow slice of the pie will get. (\$19,700,000)

68%

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

70%

Of PFA Pilot Sites offer a full year schedule and a full day of care for families

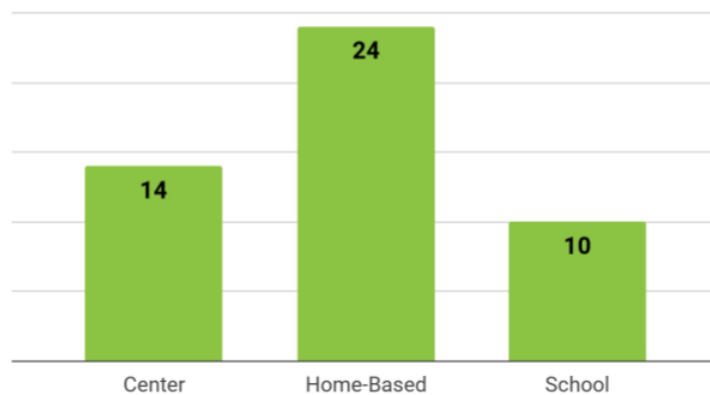


As a reminder as we talk about pilot sites, it's important to know who these sites are right now. Of those small center and home-based providers:

- 68% of owners and directors of these sites identify as Black, Indigenous and People of color. Majority identify as Black and Latinx, and we'll continue to do work to diversify within that diverse group of providers

Pilot Site Settings

Total Sites: 48

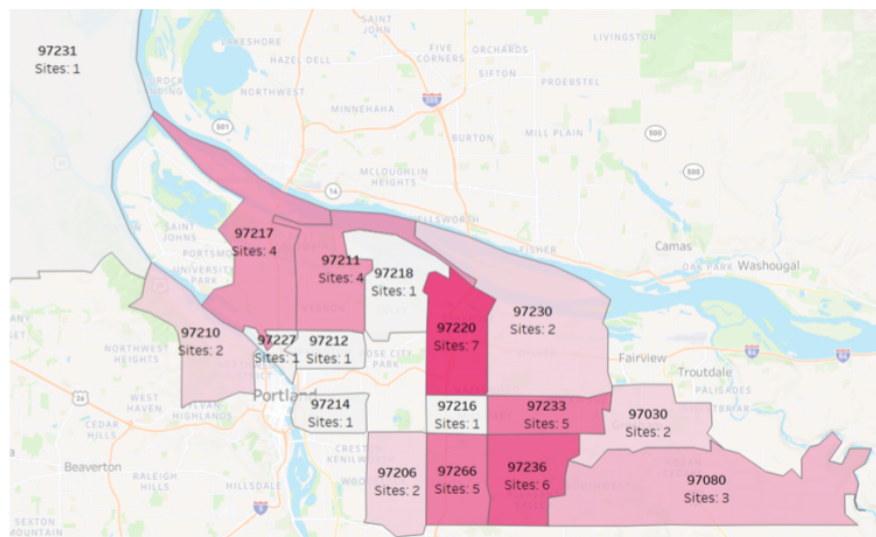


- Preschool for All is a mixed-delivery system that centers family choice. We believe that families should have the opportunity to pick from multiple kinds of programs that are the best fit for

their child, whether that is a home-based preschool, child care center, or a preschool in a school building.

- It's good to remember the kinds of services that our providers offer. 70% of the 36 programs we are partnering with offer a full day of care for families.
- These 36 providers have a combined total of 48 locations.
 - We have 14 centers, 24 home-based programs that we are partnering with, and 10 schools.
 - One thing that is important to remember about the school number is that this is a setting type, and we have two culturally-specific non-profit organizations that are part of the school category.
 - KairosPDX will be adding their first preschool classroom to their school in North Portland
 - The Center for African Immigrant and Refugee Organization (CAIRO) has two Preschool for All classrooms in Southeast Portland at Vestal Elementary
- 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.

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.

69%

Of applications were for children who are **Black, Indigenous, and People of Color.**



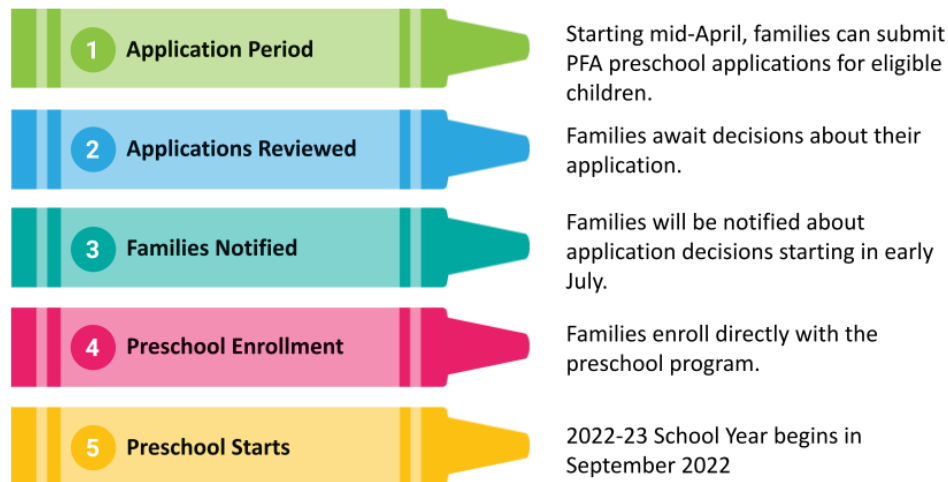
81% Of families who applied have incomes that are less than or equal to 350% FPL

27% Of applications were for children who speak a primary language other than English

21% Of applications were for children who have a developmental delay or disability

Update about family applications:

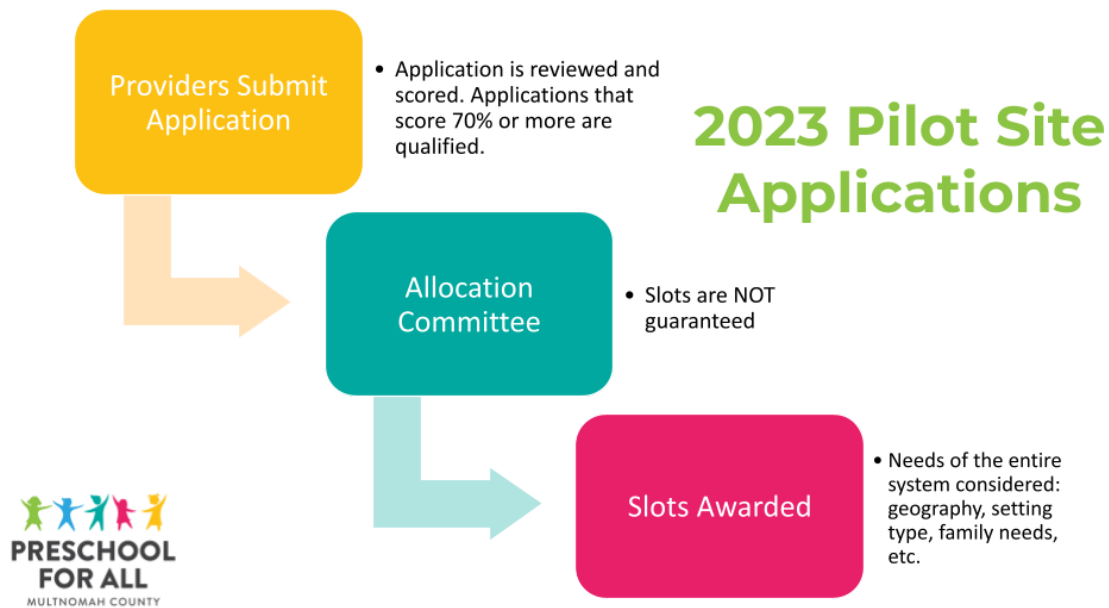
- Overall, 69% of applications were for children who are Black, Indigenous, and People of Color.
- 81% of families who had applied have incomes that are less or equal to 350% of the federal poverty level, which is our proxy for the self-sufficiency standard and is much higher than other publicly funded preschool programs options. This isn't an eligibility factor, it's about understanding income level in helping to prioritize families.
- 27% of applications were from families who spoke a primary language other than English at home
- 21% of applications were from families who identified that their child does or they believe their child has a developmental delay or disability.



We've been able to keep to our timeline and complete some goals little earlier than we planned

- Families applied in mid-April. We received 11,00 overall for our slots this year, and we were able to send these decisions in June—much earlier than we anticipated. This may help families start their school year logistics planning much earlier or to make other childcare arrangements if they didn't receive a Preschool for All slot.

- We're really proud that 88% accepted their offer, and of the over 500 offers in the first round—only 3% didn't respond, and that's only 18 families that we couldn't reach. I want to shout out the work of our family connector organizations because they are a huge reason for that. Every single family who hadn't responded, received at least two emails, a phone call, and a text message to follow up and ask whether they received the email, how can we help, do you have questions. So there were relational and multiple touchpoints with families to help us determine if do they not want the slot, have they moved, or maybe the emails went to spam.
- Families are currently enrolling in sites. We had round two and now round 3 to fill slots. Some families declined for various reasons; maybe they moved or chose another preschool program, like Head Start.
- Families have until September 1st to enroll and then preschool begins early to mid September depending on the program.



We use the RFPQ (*Request for Programmatic Qualifications*) process to allow us to find qualified organizations and businesses rather than only funding sites who score the highest on an application. An application may or may not be an indication of the quality of services that are offered. Oftentimes, applications score how well you write. This is why we want to be thoughtful and we are looking for providers who score at least 70% on the applications in order to qualify.

- Once a pool of qualified applications are established, we have an allocation committee. Last year, Ms. Lydia was kind enough to give us many hours of her time to help allocate the first allocation for Preschool for All slots. We'll continue to have an allocation committee that includes parents and community partners to consider preschool settings. These considerations can include setting types, geographical locations, diversity of schedules, and other family needs. It's about thinking about the Preschool for All system overall and how we're building and allocating slots to build that system to give us more flexibility.
- The #1 problem with applications last year was a lack of information. Please encourage providers to read the questions closely, read the scoring criteria and to answer the questions fully. Vast majority of qualified providers received slot allocations last year

- If a provider is currently a Pilot Site, then they do not need to apply again. Current Pilot Sites will complete a form this fall where they will request the number of PFA seats that they would like to have for September 2023

Brooke: I'd love to answer any questions you have.

I know Kimberly and Miss Lydia are also resources for you as you process this information. Please reach out to me or directly to Shelly, if you have any questions about this information. Jaime asked a question in the chat about us reaching out to families. There will be a survey and part of this will be done in partnership with Boston University, and the Kellogg Foundation is funding this outside evaluation piece. Absolutely we need to hear from families and include them in helping to shape our next decisions.

Brooke: Kimberly or Miss Lydia, are there any final words you want to say? It looks like we'll end a little bit early today. Leslee, I'll hand it over to you. I just want to say, thank you for your time and I know that things are busy right now.

Leslee: Ditto and enjoy the rest of your afternoon, and I look forward to seeing you in the next session in October. Stay cool and drink lots of water!