



Advisory Committee Meeting Notes
June 25, 2024, 6:30 - 8:30 pm

Attendees: Ashley Walker (notes), Molly Day, Lydia Gray-Holifield, Keinya Kohlbecker, Lavert Robertson, Kimberly Moua, Brooke Chilton Timmons, Leslee Barnes, Amelia Vang

Lydia Gray-Holifield, co-chair

- Good evening, everyone, and welcome to Preschool for All's Advisory Committee meeting. We'll start with an icebreaker question.



Brooke Chilton Timmons, Strategy & Communications Manager, Preschool & Early Learning Division

- Thank you, Miss Lydia. You always have the ability to ground me and remind me what's really important in this work. And providing that moment for connection is so important. So thank you.
- Tonight we are doing something a little bit different than we normally do. We normally bring you so much data and information that it can feel like overload by the end. Tonight, we wanted to really create some intentional space to breathe and be together, have room for questions, and have a forward-facing

discussion about different topics that you all want to see this group discuss in the future.

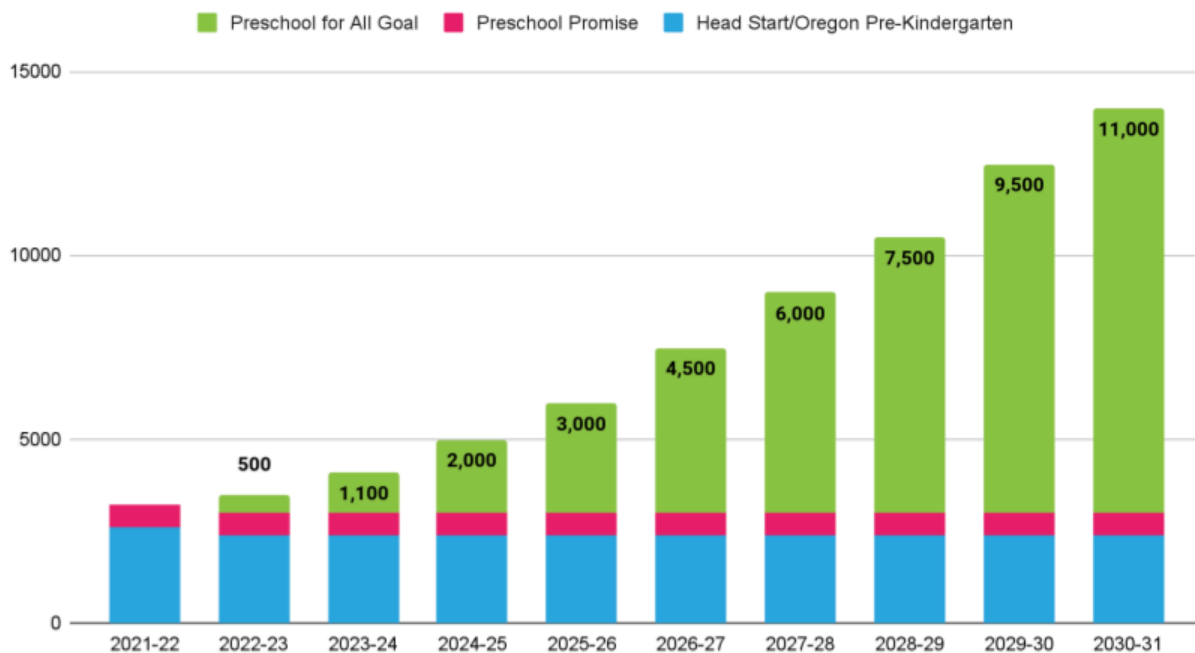
- This is our last meeting for fiscal year 2024, for the 2023-24 school year. We won't be meeting again until the fall. We wanted to give a chance to reflect on what we've talked about over the course of this year and help guide our future planning.
- One of the reasons we asked Amelia to be here on her second day – thank you very much, Amelia, for being here on your second day – is that she's going to be supporting this group and helping us have capacity to really have a strong framework for the entire year and get more feedback from the group. It will help make sure you all get the support you need, both logistically and communication-wise from us.
- I'm going to start by going through some big picture thinking and planning pieces that we have in place, remind the group about what we've talked about this year, revisit the role of this group, and then we'll dive into the discussion.



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- I want to take a step back and encourage us to remember all of the ways that this initiative has the opportunity to have an impact in the community. It's not just about children in preschool settings. It's also about families. It's about long-term benefits to both children and families, a two generation approach. It's about financial support for families who have more options when preschool is paid for.
- It's also about educators in our preschool settings, who have the opportunity to not only be paid more, but also to think about early education as a viable career.
- Our work also has an impact on employment. We know that having stable child care allows more parents, moms in particular, to return to the workforce or participate more deeply in the workforce. That has benefits for their families, but also for the community.
- Then there are longer-term benefits that upstream programs can create. These are early investments that support young people in our community and prevent future costly interventions.

Total Seat Growth Over Time



- As you all know, we're building to universal preschool by 2030 and we are on track to meet that timeline. This slide shows our seat goals as we grow over time, and our growth timeline is a key part of how we're trying to build an intentional system.
- It's not about as fast as we can. It's also about ensuring that we are growing thoughtfully with racial equity at the center of our work, that we're creating a robust mixed delivery system and that we're building trust and quality along the way. It's not just about creating seats. And we know that that's challenging for people who are less familiar with early learning to understand why we can't do it faster. Combined with the fact that the tax has been bringing in a lot of revenue, the messaging is complex.

Primary Risk Factors



- As we think about getting to 2030, we know that these are some of the primary risk factors and the hardest challenges that we're going to face as the initiative grows. They also often come up in this meeting.
- How do we ensure that Preschool for All is designed to build and leverage other funding sources. So we're not starting from zero. We're starting from the current investments in Head Start and in Preschool Promise from the state, and we're filling that gap so that we can reach universal.
- We know that if that coordination doesn't happen, if we're not able to think about this as a system that includes multiple funding streams, that there could be decreases in Head Start or Preschool Promise seats. That would mean that Preschool for All would have to fill a bigger gap between existing public funding and universal preschool. We have to continue working toward an overall system that works for families and providers and for children.
- I mentioned that intentional growth has always been part of the plan. It's so important that we think about how we do the work, and not just going as fast as we can. There's a lot of pressure to just increase slots or "Why can't we do vouchers?"
- There are things we need to keep explaining. It's important for people to understand that it's not always about how fast we can do it, but it's also about how well we do it. We are continuing to focus on racial equity, building a mixed-delivery system, the experiences of children and families, and partnering with providers.
- You've often heard us talk about the lack of early educators and preschool facilities in our communities. Those continue to be places where we have to make investments in order to ensure that our growth can be sustained and is even possible.
- I just have to say, it is very exciting to approve Facilities Fund invoices, to see the names of providers and real money going out the door to make projects happen!
- The other piece that's important as we think about the political forces in our community is to help more people understand our plan. We do have a strong plan. We have a financial model that looks at

the life of the initiative and has been thoughtfully built. We need to ensure that people understand the why.

- In a little bit, Janice is going to lead us in a discussion about how we are communicating evaluation results and sharing that out in the world, and how you all can be involved in helping us do that.

FY 2025 Priorities

- 1. Maintain a Clear Focus on Racial Equity**
- 2. Increase Outreach to Providers**
- 3. Reduce Underspending**
- 4. Continue to Refine Systems to Best Serve Families and Providers**



- These are some of our high-level priorities as we enter into fiscal year 2025.
- The first is maintaining a clear focus on racial equity. Leslee is so good at pulling us back to that place when there are distracting factors or pressures. It's important whether it's a policy, a process that we are evaluating, or an investment. How are we continuing to think about how culturally specific organizations can be supported to build their capacity to become preschool providers? How are we ensuring that providers are getting the support that they need? How are we ensuring that families are having a welcoming experience regardless of where they attend preschool, and that they really feel like they belong at each of our sites?
- We need to continue growing the number of providers and in our outreach we have to try new things. As we get closer to universal, our goals get bigger and bigger. Next year our seat goal is 3,000 and after that, we continue to increase by 1,000 seats. After that it's 1,500 seats. How can we be creative this year with things like paid media? How are we going to reach different providers that we haven't yet seen apply for the program?
- We have struggled to spend all the money that we have budgeted each year. Part of that has just been the realities of starting something new. You're hiring a team, you are then developing procurements to make investments, creating contracts, and then those partner organizations that we have those contracts with are hiring their staff and building their programs. All of those things take time.
- We've had significant underspending in our first two years. And we will again have significant underspending in fiscal year 2024. But it will look different in fiscal year 2025. Those foundational pieces and primary contracts have been put in place and we'll now be able to build off of them.

- And finally, our commitment as a team to continuous improvement is very strong. We are learning every day and we're working hard to incorporate those learnings into our processes and planning.
- The feedback and learning comes both formally, from our evaluators and informally as we get questions from providers and families. We're not going to get everything right the first time. We're learning and we're changing and making it better.

Role of PFA Advisory Committee

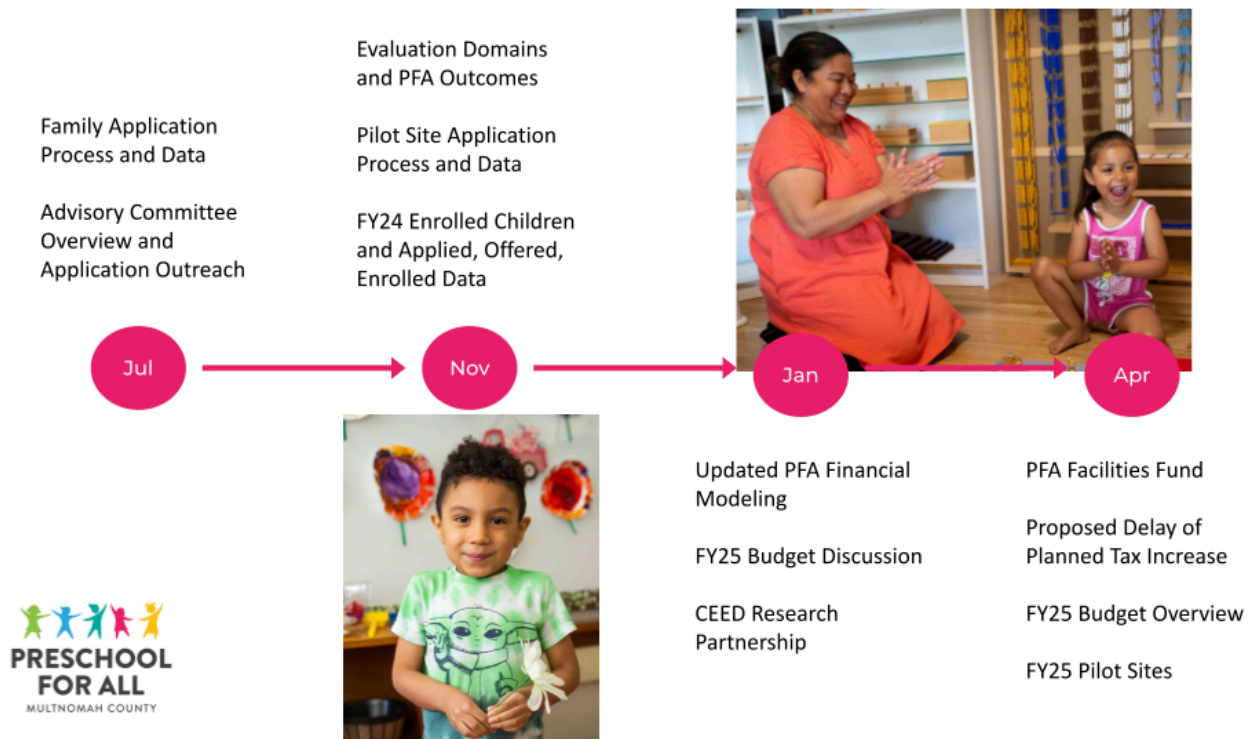
Provide high-level guidance and feedback on initiative implementation. The group's primary focus areas will be alignment with the values and intent of the community-developed [Preschool for All Plan](#) and PFA's explicit commitment to building an early learning system focused on racial justice and equity.

Responsibilities for the advisory committee:

- *Review program budget and expenditures*
- *Advise evaluation efforts*
- *Review data and make policy recommendations to DCHS*



- As you think about the things that you're interested in for the group next year, I wanted to pop this in as a reminder of the role of the committee. That includes a commitment to the values of the Preschool for All plan and the community-developed vision for Multnomah County, as well as some of the key responsibilities that were outlined in the ballot measure.



- My final slide before I open it up for thoughts, reflections, and discussion outlines the things that this group talked about this year.
- Last July, we spent time doing an overview of the family application process. What are the steps from when a family fills out the PFA application to when that child starts preschool, and then the data about who families we received applications from.
- In November, Janice did a presentation about our evaluation domains and the outcomes that we're looking to see. We also went through all of the pilot site application process and data. And then we covered the applied, offered, enrolled data for families. We looked at the group of families that applied and then looked at the data of who actually received placement offers, and then who enrolled. We are looking to see if we were able to enroll families in our priority populations at similar rates that they were able to apply.
- In January, Jeff Renfro, the County Economist, was with us, and we looked at the PFA financial modeling to see how our expenses and our revenues compare over time with our updated modeling. We also talked about some of the big picture priorities that we had for next year's budget. And then Janice gave a presentation about our research partnership with the Center on the Ecology of Early Development (CEED) at Boston University.
- And then last April, we had a big presentation from Rachel Langford from Craft3. She gave us a lot of information about BuildUp Oregon and the PFA facilities fund. We talked again with Jeff about the proposed delay of the planned tax increase and walked through what the fiscal year 2025 budget looked like. And then we talked about our pilot sites for next year.
- We've covered a lot! Our hope for this time was to ground you in the big picture and provide space for any questions. We're going to do our best to either answer those questions, or to record them as things this group should come back to, or we can come back to you as an individual to have more conversations about them. Overall, we want to hear what this group wants to potentially discuss or have more information about for the future.

Molly Day

- Have we surveyed families before in the past and asked how they learned about Preschool for All, and if we did, what was the leading response?

Janice Cole, Research & Evaluation Analyst Sr., Preschool & Early Learning Division

- We do ask families how they learned about PFA when they submit their application. It's in a quick survey that pops up and asks them what their application experience was and how they heard. In general, I can tell you that there's a wide variety. Some of the more common themes that I've seen are folks who heard about it from their preschool provider. So if they were attending or interested in attending a Preschool for All site. A lot of folks also heard about it through word of mouth. And then a very large number of folks have been tracking this since they voted on it and have been patiently waiting and very engaged and just sort of on pins and needles for it. Beyond that, any place that one might imagine has been listed in those responses.

Molly Day

- I loved how you initially framed the conversation Brooke, about the multifaceted impacts of the Preschool for All measure. Back when we first started thinking about this, several of us thought of it as feminist measure. This benefits women all across the county – children too, of course, families, men, too. But it really does have economic impacts.
- And now that the Facility Fund money is starting to go out the door, in the next two years or so, are you guys thinking about doing communication that would sort of depict the web of impacts of the Preschool for All measure? I think it would be helpful.

Brooke Chilton Timmons, Strategy & Communications Manager, Preschool & Early Learning Division

- Are you thinking, Molly, specifically around facilities, or sort of all the layers?

Molly Day

- All of it. I was just thinking that facilities, now that it's actually started, would have some tangible numbers or stories with it. But the bigger picture, because we all know that when you invest in and make child care affordable for families, when you pay a living wage to early educators, when you provide money to improve housing, when you give women money, they do good things with it in their families and their neighborhoods and their communities. I think that would be a fascinating story to tell.

Brooke Chilton Timmons, Strategy & Communications Manager, Preschool & Early Learning Division

- I agree. Thank you.

Keinya Kohlbecker

- I have a question about the CEED research. And I know that that is part of the national research that they're doing. They're zeroing in on Preschool for All. But how is that going to impact the results or findings from that? How is that going to impact any potential other places in the United States or other places beyond that – the research that they're doing here, what do you think about how that will impact everyone else who might be thinking about universal preschool in areas that have not experienced it yet?

Janice Cole, Research & Evaluation Analyst Sr., Preschool & Early Learning Division

- That's a really great question. Yes, CEED is doing research studies across the country on their ACSES tool, their classroom assessment and observation tool, but their study of Preschool for All is just about Preschool for All.
- One of the great things about our partnership with them is they are trying to contextualize our work in that national conversation. They're really looking at the research conversation nationally.
- They have a panel of technical experts that they've pulled in who are thought partners and thinking about methodology and design. Those folks come from housing, they come from public policy, they come from early childhood education, they come from the medical field – fields that touch the early

childhood system.

- When I think about how their work will contribute to that natural conversation, I think, number one, as our external partner, their research is focused on those sort of longitudinal outcomes. They're going to be the ones who are heavily invested in the child, family, community level, long term outcomes. We as an internal evaluation team will do more, and a lot of it will allow us to do more continuous improvement. We want our external evaluator to give us that kind of big impact analysis work.
- Part of what CEED does best is contribute to their field. They are already publishing, they are going to research conferences about the things that they're learning in PFA, and our partnership is included in the National Network of early Education Research Practice Partnerships (NERPP). We meet at least monthly with a group of education researchers to talk about what we're learning and seeing, and to learn from them and their partnerships as well.
- Having CEED onboard provides us an ability to tell a story to a different audience. One of the things we've talked a lot about is that a lot of the communication that we do is local. It's to our community, it's to our partners, it's around implementation, it's around what we're seeing so far. CEED is engaging with that national audience and using all of their networks to talk about our work

Leslee Barnes, Director, Preschool & Early Learning Division

- I want to add that there's a lot of states that are struggling with this idea of talking about racial equity and racialized outcomes.
- I had the opportunity to go to the Conference for NAEYC (National Association Education for Young Children), and I also co-presented with CEED. I had an opportunity to talk about this research and how it impacts Black families. I think that a lot of areas are struggling with this.
- And I'm also thinking about the way that we impact some other problematic spaces in early learning, like expulsion – really thinking about relationships and how teachers impact children's lives. Teachers are really important to young children. You're teaching them by everything you do, the way you approach them, they feel your spirit. Those are the kinds of things, too, that we're talking about. And those are the things, I think, once you start looking at them and we can start having some research data about what that looks like and talk about them – because I think that's one of the areas that ECE hasn't been able to really unpack. And we know that that leads to things like expulsion.
- We're implementing universal preschool. We're saying all programs must bring in all children. In the past, they've been able to really choose who they want to welcome. And so you may not know that you're not welcoming to certain families. This is very important to our ability to be universal. And I think that is an important thing. And that was an exciting thing that people had to say. You know, they were whispering it and what a unique opportunity this is. And CEED said, you know, we don't really get that opportunity when people are talking about this and using this language across the country.

Brooke Chilton Timmons, Strategy & Communications Manager, Preschool & Early Learning Division

- Beyond the work with CEED, we also continue to have a lot of interest from national partners.
- Andrea Paluso, who's traveling today and couldn't be here, the organization that she supports, Child Care for Every Family, just did a site visit to Multnomah County. Leslee and I got to spend the morning with their advisory group, which was really exciting. They are amazing women from all over the country who are activists, organizers, parents, providers in their own communities – pushing for things like

Preschool for All in their own ways. So we're always excited when folks reach out.

- And we also participate in groups where we get to be learners too. We continue to participate in a community practice of communities across the country who come together just to share implementation work. New York City is there, New Orleans, San Francisco, Denver. So we've had the opportunity to also gather information, and share what we can too.
- Folks are still welcome to ask any questions they want. And I'm also curious – as you think about all the work and focus areas for PFA, and you think about the purpose of this group, what do you want to see more of? What do you want to talk about next year? Where do you want to do more deep dives? Where do you want to have more data? Where do you want to have more information or hear from partners in this work?

Lavert Robertson

- Thinking of the three sorts of pilot site types – has there been any conversation around a perfect balance we're trying to hit over time, for example, making sure that the school sites don't get so big and they become a monopoly and they sort of force the child care sites sort of out of the way. Have we had any thoughts or conversations with any of the economists or thinkers around the perfect balance you're trying to strike over time amongst the three different pilot site types we have?
- One thing I would like to look at in the future is outcomes of the three pilot types we have – which type is getting the best return on investment? And can we learn from that particular type of setup and spread what we learn, what particular strategies they're using or encourage other setting types to use those strategies?

Brooke Chilton Timmons, Strategy & Communications Manager, Preschool & Early Learning Division

- Thank you for that, Lavert. Included in our financial modeling is an assumption that about 60% of families will want that longer day – that ten hour day – which doesn't include school districts, who don't offer those hours.
- That's what's really going to drive that question, we'll continue to look at what families are applying for, what program types they're interested in. As we think about setting types, as we think about what that breakdown should be, there's no specific ratio in mind.
- And also, what PFA is allowing providers to do is realize their dreams for their business, too. Because there are multiple family child care providers, even in this first round of facilities fund money, who are getting the chance for the first time to open a center when that's what they want to do. They don't necessarily want to be a family child care provider forever. They might want to have their house for their family. And this facilities fund is allowing them to have the opportunity.
- There's also this piece around community education about family child care, because there are still a lot of assumptions that preschool happens in a place that has desks. There's also work to be done about educating families about the benefits of a family child care environment and how beautiful that may be for some families and for some children. So even as we think about those family choice pieces, there's also a communications and education element to that as well. Leslee, what would you add?

Leslee Barnes, Director, Preschool & Early Learning Division

- I'm also thinking about our equity lens, and we're talking about these smaller communities. They may not be able to scale or even want to scale up to these larger centers. And if they're looking to actually hire people that look like them, the ability to hire enough staff to do these larger settings – so even though we think that the more cost-effective thing – it might cost more to have some smaller models – but that is going to be the way those communities connect to preschool.
- I think that's the piece that we're trying to learn about. Even if we had a big center for a certain community, does that really work for them? Do they really want that? Can they hire a diverse staff that wants to work with their cultural lens, too? So there's a lot of pieces to this that don't necessarily line up in those same ways.
- That's why we have to really be forceful and upfront about what that equity lens looks like in all of this. And so we really want to be creative. Are there community partners, community-based organizations that serve that community, so that they can design it and hire those providers that have this reputation to bring in other people to work there, you know, and serve the community?
- We're really trying to be creative about what the opportunities could look like because we know, in Portland, they may not be able to attract all the people they want to work for them. People have their own biases around that, too, and they may think working at the school district is the best thing – so no matter how good that provider is, or how high quality they are, they may never attract the staff that allows them to scale.

Kimberly Moua, Policy & Partnership Senior Manager, Preschool & Early Learning Division

- I'll also add that with the pilot site application process, the allocation committee is very intentional when it comes to program hours, program time. And because of the intentionality behind that – especially during this program implementation phase that we're in – we need longer days. And so that means a lot more small business owners right now compared to the centers or school districts.

Brooke Chilton Timmons, Strategy & Communications Manager, Preschool & Early Learning Division

- And then to your second question, Lavert. Evaluation, especially as we build to those longer-term outcomes, will continue to be a primary focus for this group.
- And I'll shout out Janice, because she's been really thoughtful as we've developed our evaluation plans. Right now, in these first three years, it is about building relationships and trust. It's about collecting that early data that helps us improve our program.
- We're not ready yet to say “this all happened because of Preschool for All,” as we look to child and family outcomes. We're laying all of the foundations there, including our partnership with CEED, to get to that point where we can confidently measure, track, and communicate those results, too.
- It's about how the initiative is growing thoughtfully over time, and our evaluation will also scale with it as it grows. Janice, anything you want to add there?

Janice Cole, Research & Evaluation Analyst Sr., Preschool & Early Learning Division

- No, I think that that is totally accurate. And I will also say, Lavert, running our analysis by setting-type is

one of our go-tos for any of the analysis that my team does for outputs or outcomes. We will definitely continue to do that piece .By demographics and by setting types are sort of our default views. And then we go from there, depending on what type of work we're looking at. But we do think that one is really important to keep an eye on.

Molly Day

- I'm remembering back to the task force days and the debate that was raging at that time about whether Preschool for All should just be school hours or whether it needed to accommodate a full work-day for parents. And I'm so glad that JVP, at the time a commissioner, brought that decision to the PAC to make.
- And their overwhelming recommendation was, "You've got to meet families' needs," and that has really shaped this initiative and how it's rolled out.
- When people ask me about milestones, decision-making milestones, and how this all came to be, that's one of the ones that always comes to mind. So it's good to see it continuing to grow.

Leslee Barnes, Director, Preschool & Early Learning Division

- And it's really a unique feature! When I say that to people, they're like, "You guys are doing what?" People are just mind blown by that – by the addition of family child care and by the full-day options. That is really unheard of nationwide.

Molly Day

- And this is how good policy happens! You include parents or people who actually are impacted by the policy in the decision-making and you get better policy. So, good for you, Leslee!

Brooke Chilton Timmons, Strategy & Communications Manager, Preschool & Early Learning Division

- I remember that meeting where Miss Lydia brought it up, too. Miss Lydia, when you talked about the ten-hour day and who needed that, I just remember the mood – the room turned to you. It was such a powerful moment and you were heard and it was exciting!

Molly Day

- Yeah, that's one of my most proud moments, watching that happen. Because Lydia and Petra both really spoke for parents across Multnomah County, it wasn't just their story. They understood the power of the group narrative. And Lydia is a rock star when it comes to communicating that out!

Lydia Gray-Holifield, co-chair

- Thank you both. Brooke and I talked recently, and what I want to see is more of the parent involvement in this movement and what we're doing, because I feel like our voices are not in the room, so to speak. And that's troubling for me just a little bit. Because this is about our parents and it's about parent voice. So I want to create or figure out how we create opportunities for that to continue to happen on a different level. I feel like we're missing that connection. That's what I want to figure out, how we can

bring that connection into this space.

Keinya Kohlbecker

- And may I add, Miss Lydia, before the task force, there was PAC, and that was that centerpiece you and Petra and a number of families were really calling for. So thank you for raising that.
- Because, as a provider in a pilot program, there was a lot of tension – parents speaking truth about this system versus providers and teachers speaking to what the system needs to be like.
- And the biggest piece for me, because I was in the middle of it, was seeing the reason why the system is here and the reason why a person such as yourself brought up that ten hour day, it's exposing all of the disparities that have always existed for child care and for early childhood education.
- And it all has exposed that in our early educational programming, we have programs that don't even realize that they're not welcoming families because of that implicit bias.
- And I have to say that over and over and over again to staff who are like, "Why do the parents have to be a part of this?" Because this is a system that is changing. It's dismantling what has happened before. It's radicalizing. What is needed right now is for it to be a support. It's a wraparound support for the family, for the children. That's what this is. And yeah, you might work a ten hour day. It's gonna be a long haul and a lot of work. This is not easy work.
- And down the road, we already saw, like the data from Dr. King at PSU, about how this works for the economy. This is actually really, really helpful.
- And so we're in the beginning stage of this. And I'm so glad that you brought it up again, Miss Lydia, about that, because it really is the parents. They need to come back into this, and how can we do that?
- And I think one piece of that is that parent communication, community communication to families. I think Brooke, you had mentioned that. I think that's a big big piece in making it so that it's accessible to every family regardless of whether they're an immigrant family, or they're a family of a child who is in the foster care system. It's making it accessible for them to be able to get the information to know, "You are wanted here. We want to hear from you."
- Even within the providers, maybe there needs to be training for the providers about how to include the families even more. You know, really having an intention on that, because it was a little bit of a challenge, working as a provider in a program that was used to, "We are taking care of what we're doing here, and everybody else out there, they just need to follow along."
- But that's just me on my soapbox. I'm just saying we do need to have the family's input.

Lydia Gray-Holifield, co-chair

- I think it's the parents input along with everybody. That's the thing. And parents are going to talk to other parents. They're not going to talk to a provider. They're not going to talk to wraparound services if they don't feel like they can fit with those wraparound services.
- And that's the biggest barrier that I see: we're not looking at, and we're not addressing, that parents need to feel safe with other parents and that's how we get to the meat, the real answers. When parents have those intimate conversations with one another, it moves the work forward because we've been – PAC has been – around for ten years now. We can really celebrate ten years next month!
- In those ten years, the relationships that we built with each other in that space – it's powerful. Not only the relationships that we build with each other, but the relationships we build in our communities that

we bring back to the space.

- And so we as an organization have to make sure that we continue to have that parent voice at the center and that we're not losing it along the way. We have to bring it back and say, "What are we missing? How are we reaching our parents? Do the parents feel comfortable when they come into a space?" Because one of our biggest things that we did ask for was making sure parents were addressed in every preschool that they walk into. "Good morning, Miss Lydia. How are you doing?" Because you don't know, by just stopping five minutes and saying good morning to me, you don't know what I had to deal with all the way to the preschool. I could have been at my last rope at that point, and that teacher or the TA or whomever that's greeting took five minutes just to say good morning, and I was able to take a breath just in that space and say, "Damn, it ain't as bad as I thought it was. I can get through today."
- So we have to figure out how we're making sure that that's happening for our parents, but also that our parents' voices continue to be in the space that we, as PAC, designed for it to be. And that's not something that I see is happening. And so I want to make sure that that's going to happen. That's what I would like to see in 2025.

Brooke Chilton Timmons, Strategy & Communications Manager, Preschool & Early Learning Division

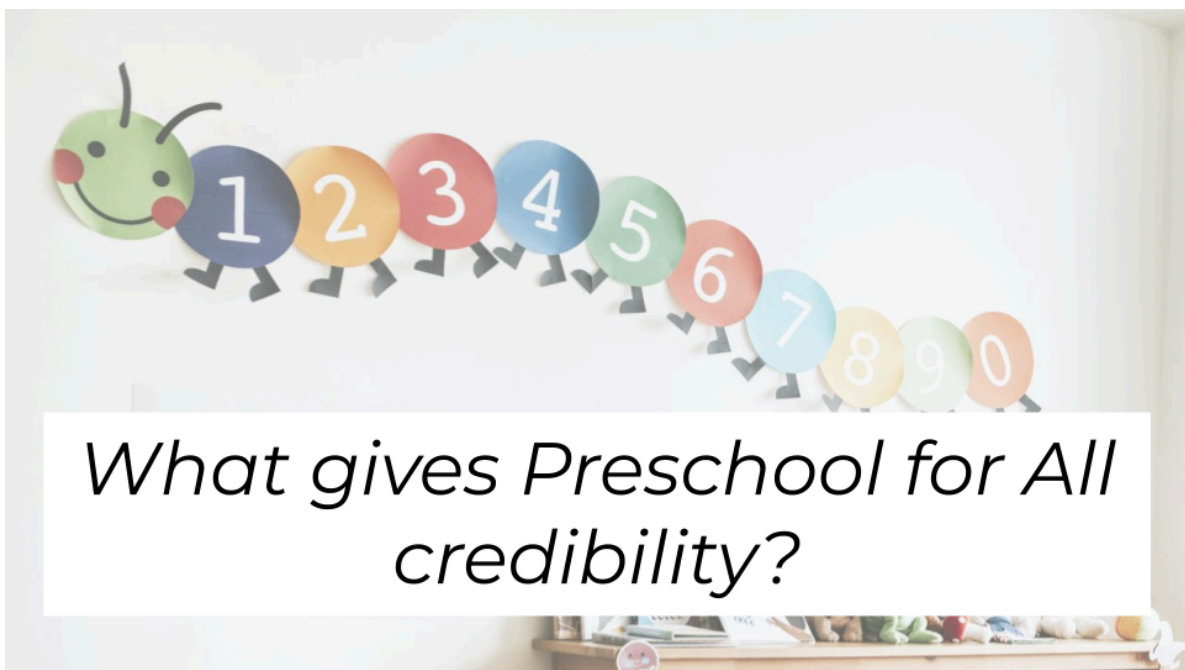
- I love that. Thank you. What I really want to highlight is that it has to happen at multiple levels. It has to happen both at specific preschool levels, and it has to happen at that systems level, too. It can't be one or the other. In order to truly continue on that path, that revolutionary change that we're trying to create, it has to happen systemically in both ways. So, thank you.
- I am going to start shifting us a little bit, and we'd like the conversation to continue, too.
- We know some of the things that we haven't brought to this group yet. One of the things on my brain is a comprehensive overview of our workforce development efforts that this group hasn't seen yet. We have brought you bits and pieces and updated you along the way, but I'd like you to have that really strong outline of all of the strategies and how they all fit together.
- We're here as you all think about ideas or questions. We're going to work on a draft plan for the year that we'll share with you. We would love for folks to continue to give feedback and share their ideas about how to spend this time together. Thanks for being willing just to have a little bit of unstructured space and time today.



Discussion - Communicating Evaluation Results and Findings

Janice Cole, Research & Evaluation Analyst Sr., Preschool & Early Learning Division

- One of the things that I value about the advisory committee is that I love learning from you all and the questions and considerations that you bring to the group. What I'd like to bring forward is one of the problems of practice that my team is wrestling with right now and hear your thoughts and ideas.
- There are no right or wrong answers here. I am hoping folks can brainstorm alongside me.



- I'm going to open with some food for thought. What gives Preschool for All its credibility?
- What we're going to be talking about is communicating evaluation results and findings out into the world, and how do we do that in a way that makes sure we're reaching all of our really important audiences.
- What's the advisory committee's role in that? As I think about how to start that conversation, I have been thinking about this idea of what gives us credibility in the work that we do, and I just wanted to

open that to the group if anybody has any wisdom or thoughts they want to share. Again, I realize this is a pretty big question to start us off with, so I'll see what comes to people's minds.

Molly Day

- I have thoughts on this, because in the role I've just finished as an early learning hub co-director here at Multnomah, I've always been facing the state and their Preschool Promise programming and trying to walk between that and Preschool for All.
- And so when I think about credibility, it's an interesting word. Preschool for All matches what I think of as a high value in integrity, which is that it's responsive to the needs of families, that it keeps its eye on the North Star the way that it was developed. But mostly it's that responsiveness, that ability to take input, improve, figure out what families need, and deliver it.
- PFA has pretty consistently not just met the goals that it has set for itself, but has done it in a way that is pretty transparent or much more transparent than, say, the state's system.
- At the system level, thinkers like you guys, there's this willingness to partner and to be held accountable, and that's credibility or trust. That's what communicates that to me.

Janice Cole, Research & Evaluation Analyst Sr., Preschool & Early Learning Division

- Thank you, Molly. And I did pick 'credibility' on purpose because I think it's not something we talk about as often, but when we think about communicating and especially communicating evaluation findings, I think this is so closely connected to that.
- When we think about our ability to grow, when we think about bringing families and providers into this thing that we're trying to build, we have to have trust, we have to have credibility. We have to be able to have those things. And so that's sort of what brought it to mind. Does anybody else have things that they would add to this?

Lavert Robertson

- I think credibility happens over time, and I think reaching certain meaningful milestones, and how you communicate that to the public – especially the public that entrusted Preschool for All by voting this into existence – making sure we're reporting on those milestones. And I think we've done a pretty good job thus far of hitting those milestones.
- I know there's been a lot of publicity around the underspending, but I think if we can overshadow all the news and the attention around the underspending by sharing those milestones and how we've been able to accomplish them over time... I think it will continue to build credibility.

Keinya Kohlbecker

- When I'm thinking of credibility, and I'm being very specific: the selection process is not subjective. It is an algorithm. You're basing off of data information of each family. There's no judgment in place. So that's one specific example of what gives Preschool for All credibility.

Janice Cole, Research & Evaluation Analyst Sr., Preschool & Early Learning Division

- Thank you all. I'm hearing it at multiple levels. We're thinking about it sort of at a systems level: we're thinking about milestones and accountability and transparency and how we build that over time by sharing, "Here's how we're doing in relation to these goals that we have set."
- We're also thinking about it in terms of responsiveness and taking input and delivering on it, particularly for families.
- And then we're also thinking about it in terms of the systems that we've put in place in order to have Preschool for All uphold those values that we put in place. Our application and placement process is set up in such a way that it removes the opportunity for us to not center our values.
- Thank you. That's helpful.

Why do we have evaluation?

- Improves implementation quality
- Centers equity and adds accountability
- Assesses impact (down the road)

Research based accountability supports rapid cycles of inquiry and continuous improvement practices

- We're going to be talking about communicating results, and I want to make it really clear that when I'm thinking about this, I'm thinking about it in the context of evaluation. And I also know that there's really strong overlap between evaluation and communications. So even though I'm speaking from the perspective of our evaluation efforts, I know that it's not black and white. That our comms team has a piece of this, so many other folks have an element of this. So just remember that that's the frame that I have, and there's so much more that we could talk about.
- When I think about why we have evaluation, there are three things. If I were to really simplify, "Why does this exist? Why do we have a team that works on this?" number one is helping us improve implementation quality. Number two, it helps ensure that equity is being centered and it adds a layer of accountability.



Example: **PDSA**

- One piece that I want to highlight is that when you have evaluation, you have research-based accountability, and it can really be supportive to those efforts of cycles of inquiry and continuous improvement practices. That's been what our evaluation efforts have been focused on so far, because we're so early in the implementation. And I think it really connects to transparency, it connects to trust building, it connects to accountability and all of those other pieces that we're talking about.
- There's an example of this that many folks will use when we're talking about those rapid cycles of incorrect continuous improvement, and that's the PDSA. If you've ever worked in K-12 education, you've probably heard this many times, but it stands for: plan, do, study, act. You plan an objective, an idea, you test it, you describe what happens, you collect data about it, you analyze that, you study it, you compare it to what you thought would happen, and then you act. So you think about what's next. and make changes, and then you do it again.
- A lot of the space that we've been in with our data is that type of cycle where we've tried to think, we've collected data on it. We've analyzed it to see how we did. And then we've made some tweaks, made some changes, identified some steps and tried again.
- Down the line, we will have amazing things – we'll be able to say we've been studying longitudinal outcomes for families for this long and we can make these really great, wonderful claims, I hope. But I also want to be realistic about our data right now and what it tells us.

Who do you talk with about PFA?

“Who is your audience?”

- People at your organization
- Decision-makers and leaders
- Non-profit organizations
- Policy folks
- Members of the community
- Friends/family
- Educators
- People in the ECE field
- Businesses
- Others?

- Okay, so my question to you all is: who do you talk with about Preschool for All? Who is your audience, in a way? But I feel like ‘audience’ sort of implies a very formal relationship. And what I'm thinking of could be very informal.
- I also just want to affirm that when you're talking with people about Preschool for All, it's not always in your working hat. It's in your community, it's with your families, with your friends. I was at the doctor and someone was like, “You work for Preschool for All, right? I have a bunch of questions!” So, who are the folks that you all talk with?

Keinya Kohlbecker

- I have had opportunities to talk about PFA with all kinds of people. And you know, one thing I do notice, working as a provider, we were constantly, always talking about it to prospective families, when working in collaboration, meeting other nonprofit organizations. We often brought it up that we are a school that is a Preschool for All funded program, and always it would bring up questions.

Janice Cole, Research & Evaluation Analyst Sr., Preschool & Early Learning Division

- Out loud and in the chat, I'm hearing quite a few folks who are talking to all the types of people I've listed on the slide. A couple that are also being highlighted a few times are educators, community members, colleagues, friends, and family.
- Is there anybody that folks are connecting with not captured here that we want to be aware of as we're talking about sharing findings?

Lavert Robertson

- I see educators here, and I know educators can mean a lot of different people. I think about young parents who may be pursuing a higher education within our higher education institutions. I would just call out maybe being more specific in regards to higher ed and especially community college.

- Thank you, Lavert.
- We could keep listing things out for a very long time because I know that you all are sharing with lots of folks, which is wonderful. I'd like you to kind of keep these in mind as we're talking about these next couple of pieces.

(Some) Strategies for Sharing Learnings

1. Translational Memos / Presentations
2. Forums
3. Panels
4. Data Walks
5. Summaries
6. Briefs
7. Formal Publications
8. Dashboards
9. Less "formal" ways to share learnings



- Ultimately we're here talking about sharing learnings, and I wanted to talk about who your audiences are, because when we think about sharing learnings, how you share those things really depends on the audience.
- I have a running list of strategies that one might use to share evaluative findings. This is not an exhaustive list. It's just a list of some common approaches.
- I will also say that I have a lot of opinions on the merits, or lack of, for many of these items, and I'm going to withhold them because for the purpose of this conversation, I want to share them as examples.
- I'll walk through a few of what these are, and then we're going to have some conversation around which ones do you think would be most helpful in understanding our findings and then also in sharing our findings.
- Number one, when I talk about translational memos or presentations, when you take a research finding and you turn it into something that anyone could understand, you put it in plain language. You take that long wordy thing that researchers love to produce, and you distill it down into the key takeaways, and tailor that to your audience. That's a translational memo.
- We also have forums as a format for sharing learnings. I love panels. I especially love panels when you have folks with lived experience on a panel and honor their expertise, and research and findings are kind of taking the background. It can be a really beautiful way to talk about what a program means, what folks are seeing and experiencing.
- Data walks are often done in person. There's usually food. You're printing out findings on a wall or something like that. And folks are walking around the room providing comments, asking questions, and really doing some hands-on engagement. Sometimes people will do data walks where they're meaning

making at the same time, or sometimes they're a little bit more finalized and they're gathering additional questions from people.

- Summaries are what they sound like. There's also briefs. Those are one to five page shorter reports around findings.
- There's also formal publications. We will not produce any formal publications, but CEED will.
- Dashboards. If it's a little bit more data heavy, having an interactive way for folks to play with and understand and make meaning of the data.
- And then I also want to highlight that there are a lot of less formal ways to share learning that don't have a named strategy – maybe it is that conversation over dinner with a friend where you're sharing some learnings, or it's a phone call that you get from a family member, and they're wanting to know how Preschool for All is going – those types of things.
- So I have two questions for you. Folks can answer whichever one feels right to them.
- My first question is, when you think about these formats, which one is most helpful to you in understanding our findings and learning? How do you digest information about evaluation?
- And then the second question is, which of these formats would be most helpful so that you can share it with your networks and those audiences?
- Kimberly put in the chat that panels and stories and lived experiences are the most impactful for comprehending and remembering the information. I think that's so important. There's so many times we sit through an hour-long presentation and walk away and we're like, “What did we just hear?” and so really making these memorable.
- Lavert, also in the chat, I am surprised by the second item on your list: formal publications for sharing with your networks about what we're learning.

Lavert Robertson

- Yes, because I work with a lot of educators. And for some people to accept things as truth, if it's written up and it has researchers' names behind it or an author, they just assume it's the truth rather than getting it in other forms. They're more able to digest it because someone wrote it and put it in a pretty formal way of reading something.

Janice Cole, Research & Evaluation Analyst Sr., Preschool & Early Learning Division

- Thank you, and I think that's very true. I see that often.
- Some of the other things that I'm seeing in the chat: lots of folks mentioning panels as an effective way to learn about our program or for sharing for others or both. I'm seeing folks highlighting summaries and briefs, testimony, site visits. That's a great one that we didn't even put on the list.
- I will add that I'm noting, as I'm looking at all these, that a lot of this is verbal communication of our findings. It's more relational, it's more dynamic and context-rich and not so heavy on the written – or if it is written, it's more brief.
- So please, folks, correct me if I'm wrong on that, but I do feel like the things that are being highlighted are sort of leaning in that direction.
- Molly, with yours, I find a lot of value in opportunities to do meaning-making together. I think it really dismantles the power dynamic that happens when a researcher or an evaluator enters a space and talks about learning. Often we don't make space for other people to do learning and meaning-making,

even though they hold a lot of expertise.

- And I think that idea of having folks check our learning also really adds to credibility. I think a lot of researchers are kind of afraid to do that because they somehow feel like it implies a lack of knowledge. But to me, it's one of my favorite things to do because I would trust a researcher more who took the time to say, "Did I get this right?" then I would someone who sort of walked in and said, "Here you go." Thank you for adding that piece too, Molly.

(Some) reasons we share learnings externally

- To increase knowledge/awareness
 - To validate folks' experiences and wisdom
 - To invite more folks to participate in data collection (or PFA)
 - To improve, or check our work as researchers
 - As a conversation starter
 - To contribute to the field
-
- These are some of the reasons that we share learnings externally. Number one, obviously, to increase knowledge and awareness about a thing. Number two, sharing learnings externally really validates people's experience and their wisdom, especially when you're collecting feedback and experiences from the people who are living and doing this work. Sharing learnings externally can invite more folks to participate. That could be participation in data collection, or in Preschool for All. There's a lot of different ways that people can participate.
 - We just talked about this, but to improve or check our work as researchers. Sharing learnings can also be a great conversation starter.
 - And then we talked a little bit about this earlier, but there's value in contributing to the field overall. And that's something, again, that our CEED partners talk a lot about.

An Exercise:

Findings from the Defining Success CEED Brief

Community Leaders	They envision a system where education is a right, not a privilege, breaking down barriers for all families.
Site Directors	They measure success through the enriched learning environments they create and the professional development they foster.
Families	They see PFA's success in the smiles of their children and the educational foundations laid for their future.

"What do I see on this page, and how do I explain it?"

- This is a really low pressure exercise. This is a snapshot of the findings from one of the CEED briefs that Brooke shared with you ahead of this meeting. This is from the one around how folks define success for Preschool for All. That is a question that CEED has been asking at every data collection point that they have gathered so far, and they wrote up a special analysis brief on what they were hearing.
- What I would like to hear from you all is, as you look at this key finding, what do you see on the page and how would you explain it to someone else? We talked about audiences earlier. You might have those in mind, but what do you see? And then the follow up question of this is, is there a different format that you would say, “Actually, I think this would be a better way to share a learning like this.”
- I tried to keep the example as a pretty simple and straightforward finding. We have community leaders, how they envision success from Preschool for All, where education is a right, and it breaks down barriers. Site directors who measure success through the learning environments that they create and professional development that they foster. And families who are thinking about success for Preschool for All in the smiles of their children and in the educational foundation for their future.
- So as you're looking at those three key findings from this brief, how would you explain it, and in what way would you explain it to someone?

Molly Day

- I think one of the places I would start with this is the notion that success looks different to different people. So if you're someone who's, I don't know, maybe you're like me in your sixties, and you're thinking, “I don't have any kids involved, and I haven't really been paying attention.” That person’s definition of what success might look like could be very different from other people's and equally valid. So that's what I would start with.

Janice Cole, Research & Evaluation Analyst Sr., Preschool & Early Learning Division

- That's a great start. I really think sometimes you get these findings, and then you have to think about, “Well, what do I do with this? How do I talk with people about this?” My hope is that we can do more of this to really think about these sort of key takeaways, key messages, and think about how we might convey them.
- When we're thinking about communicating findings, we know that relationships are important and that it needs to be accessible. We're thinking about the difference between one directional and true engagement and the balance between keeping things simple without being reductive.
- I will end with thank you. If things keep coming to mind, please feel free to put it in the chat or reach out to me directly.

Mid-Year Seats

- 175 seats at 13 new locations
- 5 current providers expanding to new locations
- Adding 7 new providers (one with two locations)
- Family application will open in November and children will start in January
- Will require Board approved budget amendment in late summer/early fall



Brooke Chilton Timmons, Strategy & Communications Manager, Preschool & Early Learning Division

- Before we end tonight, I did want to provide one important program update about something new Preschool for All is starting this year. We're going to be adding mid-year seats.
- We added a second provider application process this year that happened in the spring. We did that so that, as the facilities fund comes on board, we don't have sites that are ready at a different point in the year that then sit empty for an entire year.
- With this new opportunity, we are going to be adding 175 PFA seats. They will start in January for children and families. It will include five of our current providers who are expanding to new locations. And then we're adding seven providers who are new to Preschool for All.
- We'll be adding those sites into our family application this fall so that families can apply and start in January.
- This is all new. We're learning as we're going and it impacts all of our teams, our budgets and contracting folks, our application and enrollment team. It's a brand new process
- Because we are adding 175 new seats, we need to go to the Board to ask for additional funding. We'll be asking them to use our contingency fund. Contingency is built for unexpected expenses during the year. This is the type of expense that contingency can be used for and that the Board can approve. We'll be asking for those funds in late summer or early fall to get those contracts out the door to the mid-year providers.
- Any questions about mid-year seats?

Keinya Kohlbecker

- Are the 175 seats filled?

Brooke Chilton Timmons, Strategy & Communications Manager, Preschool & Early Learning Division

- Not yet. We haven't released those seats into the community yet, and many of these sites are already

operating. So for the sites that are already operating, some of those families will then get to continue and finish their preschool year. We're not going to have any families kicked out because they become a Preschool for All sites, but the application process won't happen until this fall.

Thank You!

*Molly Day
Keinya Kohlbecker*



- Unfortunately, tonight, we do have to say goodbye. I don't really want it to be goodbye. It's more like we love you and appreciate you and are so grateful for the commitment that you've shown.
- This is Keinya's and Molly's last Preschool for All advisory committee.
- Keinya, I just want to say thank you for your vulnerability. Thank you for being real with us. Thank you for always coming. Your heart is always out in front. And you've had to balance this role as being both a Preschool for All provider as well as an advisory committee member. And that's really hard because there are programmatic things happening and contractual things happening, and I could assume that you might be feeling that way occasionally, and that's not how you show up in this space. And you have been able to bring the concerns that you have in such a way that is helpful, that is constructive, that is supportive, that is acknowledging where the system is at, but also embracing what the system is trying to do, and our big goals, and knowing that it all is messy in between. There's just so much, and you do that all with so much love. So I'm going to miss you, and I'm so grateful that you have spent this time with us. Thank you.

Keinya Kohlbecker

- Thank you. From the very beginning, this has been a very big learning experience. Steep learning curve, but it's all been just a wonderful growth process. And seeing where Preschool for All was at the very, very beginning, and then applying for the advisory committee, and being appointed, and then being on here and just, wow, we are doing all these great things! And I feel like I've developed some great relationships and partnerships with you all. So it's not a goodbye. It's a goodbye for now. I am always a supporter of Preschool for All, so thank you. Thanks, Brooke. Thank you, Leslee.

Brooke Chilton Timmons, Strategy & Communications Manager, Preschool & Early Learning Division

- I was joking with Molly before everyone joined that I've already had to say goodbye to her! For folks who don't know, Molly's also retiring from her role at Early Learning Multnomah at United Way, and so there've been a couple opportunities for us to celebrate her work. And I think you all know that there wouldn't be Preschool for All without Molly. So many of the behind the scenes things that happened at the time, even Commissioner Vega Pederson being willing to be that political champion for this work. There are so many moments, Molly, when I feel like all of this could have taken a left turn or just completely, completely crashed and burned. So many moments where you were the person steering the ship gently and collaboratively back to a place where something was actually going to happen. You hold so much of that history, you understand that vision inside. It's a part of who you are and how you move through this work. You being a part of this group has been so important to us, and to me, and your support for all of it. So thank you. We appreciate you. I don't know if there's anything you want to say.

Molly Day

- Oh, that's really sweet of you. I just could not be prouder of the Preschool for All work and the work that your team is doing and how you're living out the values that we put in place. Having the opportunity to create the Parent Accountability Council and watch them grow, and a lot of things came together at the right time, but there were some precarious moments, you're exactly right. I'm super duper proud. And thank you very much for letting me be a part of this advisory committee and just watch the implementation get so solid. I just have a lot of respect for this team. So I will – like Keinya – I mean, I'm a fan. I'll be here. If you need me, tag me. I'm sure Keinya is the same way. We'll be out there talking you up and keeping an eye on things. So thank you all very much. It's been such a pleasure.

Kimberly Moua, Policy & Partnerships Senior Manager, Preschool & Early Learning Division

- You already touched on it, but I just want to say it one more time, Keinya, in conversations I've had with you, and Molly, in conversations I've had with you, thank you for always having been transparent, true, and really telling it how it is. But even with all the growing pains, you've been an advocate for Preschool for All in all of your conversations. And so truly, thank you for your transparency and for your continued advocacy.

Brooke Chilton Timmons, Strategy & Communications Manager, Preschool & Early Learning Division

- All right, Miss Lydia, I did not give you a lot of space and time to wrap us up here, but do you have any closing words that you'd like to leave us with?

Lydia Gray-Holifield, co-chair

- Only that next month, there is a celebration and I would hope and would like to see everyone on this panel at a celebration for the ten year anniversary of the PAC. For us, we started out as a dream, at PSU, and evolved into where we are today. Ten years is a lot – we're no longer wobbling and toppling.

We are going into what, second grade, third grade? We're ten years old and counting on ten more years with PAC. So I would definitely like to personally invite you guys out to good food. We're also going to celebrate Molly. July 19 at Red Sunset park. So, please come out. The food is always amazing and the activities that we have set in place, and the entertainment, it's always phenomenal.

- And the one thing I want to say to everybody is don't forget to take care of yourselves throughout whatever it is you're going through every day. Take time to remember you're here for a purpose, right? And if you're not taking care of yourself, no one else is.
- And not only that, take care of everyone else. So I'm not just talking to you guys, I'm talking to myself as well. But I just want you guys to remember, slow down, take deep breaths. Enjoy life. Tomorrow's not promised to any of us, so if you have the opportunity to make a difference in someone else's life, make a positive difference in someone's life. Take the time to just reach out to someone that you may have not reached out to for a long time.
- But also remembering to take care of you. Put yourself first. Everyone else will be okay. If you put yourself first for 20 or 30 minutes a day, I promise you they'll make it through. I guarantee you, no questions. They will make it through 20 or 30 minutes a day. Give yourself that opportunity, even if it's just going to sit in your car and scream as loud as you need to, or sit in your car and take a deep breath. Take care of yourself, because I want to see everybody here for the next two years.
- Remember, keep a smile on your face. Why? Because it looks amazing on you. And when you smile, you release endorphins in your body that remind you to be happy. So just keep your smile on your face. And get out there and enjoy the sunshine, because you know we don't get it very long or very often, so we've got to do that for sure.