



Advisory Committee Meeting Notes
November 12, 2024, 6:30-8:30pm

Attendees: Kendra Huges, Lavert Robertson, Kathryn Torres, Brooke Chilton Timmons, Amelia Vang, Ms. Lydia Gray-Holifield, Jaime Peterson, Rachel Langford, Virginia Garcia, Hayden Miller, Leslee Barnes

Lydia Gray-Holifield, co-chair

- Ice breaker question for the group: "What is one thing that you are thankful for this season?"



Today's Agenda

- Welcome & Opening
- Overview of PFA Technical Advisory Group
- FY24 PFA Facilities Fund Investments
- Family Evaluation Data
 - Family Surveys
 - Preschool for All Class of 2025
 - Applied, Offered, Enrolled Data
- Program Updates
- Thank You & Closing



Hayden Miller, Senior Strategic Initiatives Manager at Multnomah County

- Thank you for having me tonight.
- I'm going to give you an overview of the Technical Advisory Group, which will be advising the Multnomah County Board of Commissioners on the Preschool for All tax. The slide deck that I'm presenting tonight was shared with the Board of Commissioners in August 2024.

Relevant Statute

Multnomah County Code § 11.512

Section (A) states: "[...] On January 1, 2026, the tax imposed will be increased by 0.8%."

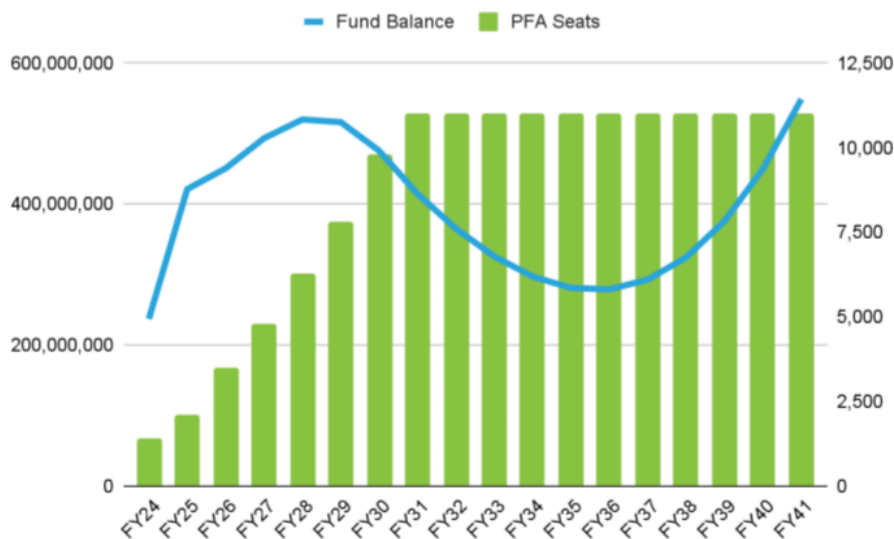
Section (D) states: "As allowed by the Multnomah County Home Rule Charter, the Board may adjust the income tax rate to fully fund the Preschool For All Program. A technical team will be convened by the Chair's Office and will report to the Board before January 1, 2026, with a recommendation regarding the increase in subsection (A) and the future revenue requirements to ensure the Program is fully funded."

- This is the language in the code that includes a rate increase to the Preschool for All tax and a technical group that will be convened to advise on the tax increase to ensure that the program is fully funded through its implementation.

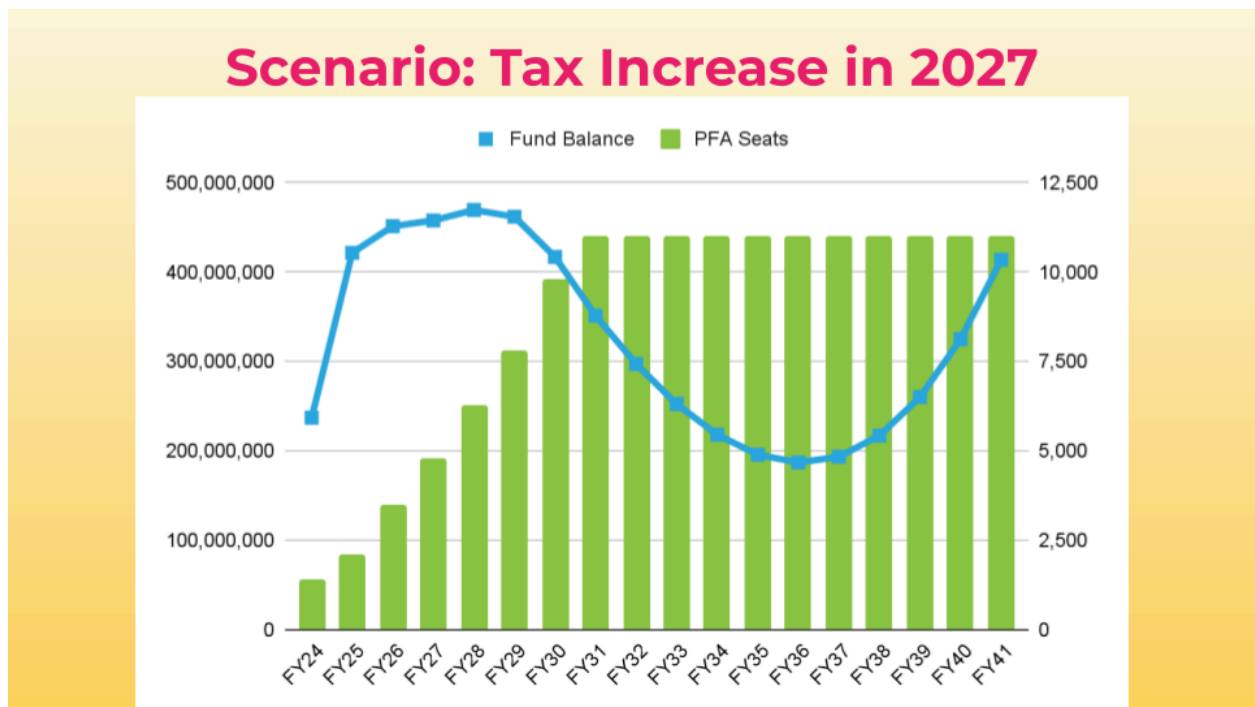
Ordinance details

- Changes date of automatic 0.8% tax increase from **January 1, 2026 to January 1, 2027**
- Changes deadline for report from technical committee from **before January 1, 2026 to before January 1, 2027**
- In September 2024, the Board of Commissioners approved the delay of the Preschool for All tax increase by one year. The rate increase is now scheduled to take effect January 1, 2027. The deadline for the report from the technical committee is also delayed by one year.
- Even with the delay in the tax increase, the financial modeling for Preschool for All shows that the program will still be fully funded.
- The delay provides an additional year of data on both the costs, including the impacts of pandemic and post pandemic ecosystem of childcare and workforce and facility needs, and tax collection.
- The Chair's Office will convene the technical committee, which we are calling the Technical Advisory Group (TAG). The role of the TAG is to evaluate the program's financial needs, understand the impact of the existing revenue mechanism, evaluate alternative revenue mechanisms, and issue recommendations to ensure the program is fully funded to reach universal preschool by 2030.

Modeling Current Trajectory with 2026 Increase

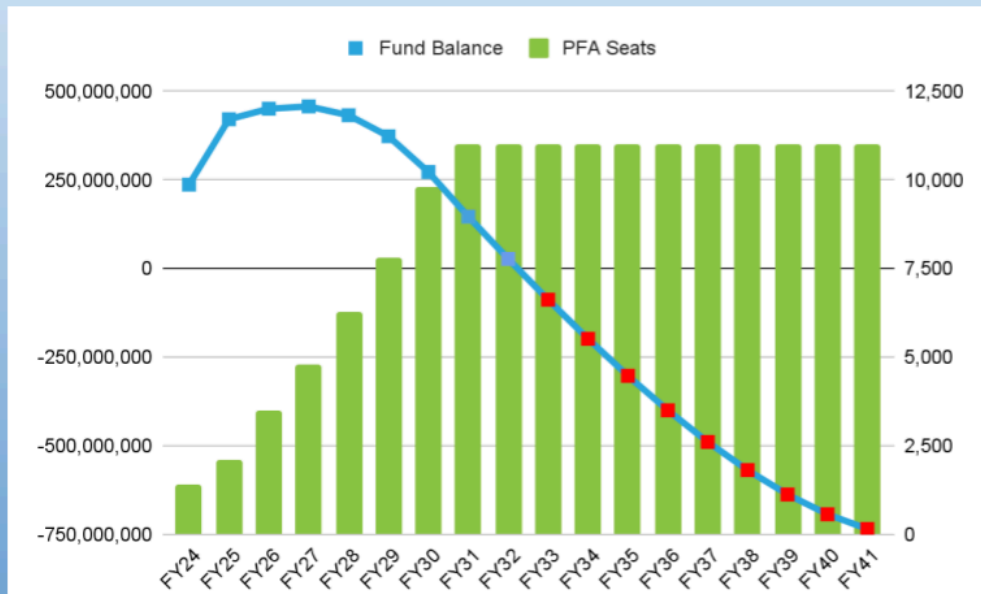


- In this slide, the green bars are numbers of seats needed to reach universal in 2030 and the blue line is the dedicated savings funds. From the beginning of the program, we knew we would collect more revenue than needed in the beginning and then face a structural deficit. We also saw high capital gain returns in the post pandemic economic environment that yielded greater than expected tax yields for the program.
- The money collected in the early years is placed in a dedicated savings account for the approximate nine year period when it is expected that costs will surpass the amount of revenue received. This slide shows what the program financial model looks before the board delayed the tax by one year.



- This graph shows what happens with a one year tax delay. The Board feels confident that a one year delay will not affect the program’s ability to reach universality.

Scenario: No Tax Increase



- This graph shows what happens if there was no tax increase.
- By Fiscal year 2032, the program would dip into a major deficit and wouldn't be financially viable.
- We will need additional revenue to remain on track and reach universal preschool.

Technical Advisory Group (TAG): Role

- Stakeholder engagement
 - Evaluate program financial needs and outcomes
 - Understand impact of existing revenue mechanism
 - Evaluate alternative revenue mechanisms
 - Issue recommendations on best ways to ensure program is fully funded to meet community needs and expectations
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- The TAG will be looking at revenue needs post pandemic and the ways we can ensure the program receives the funding it needs.

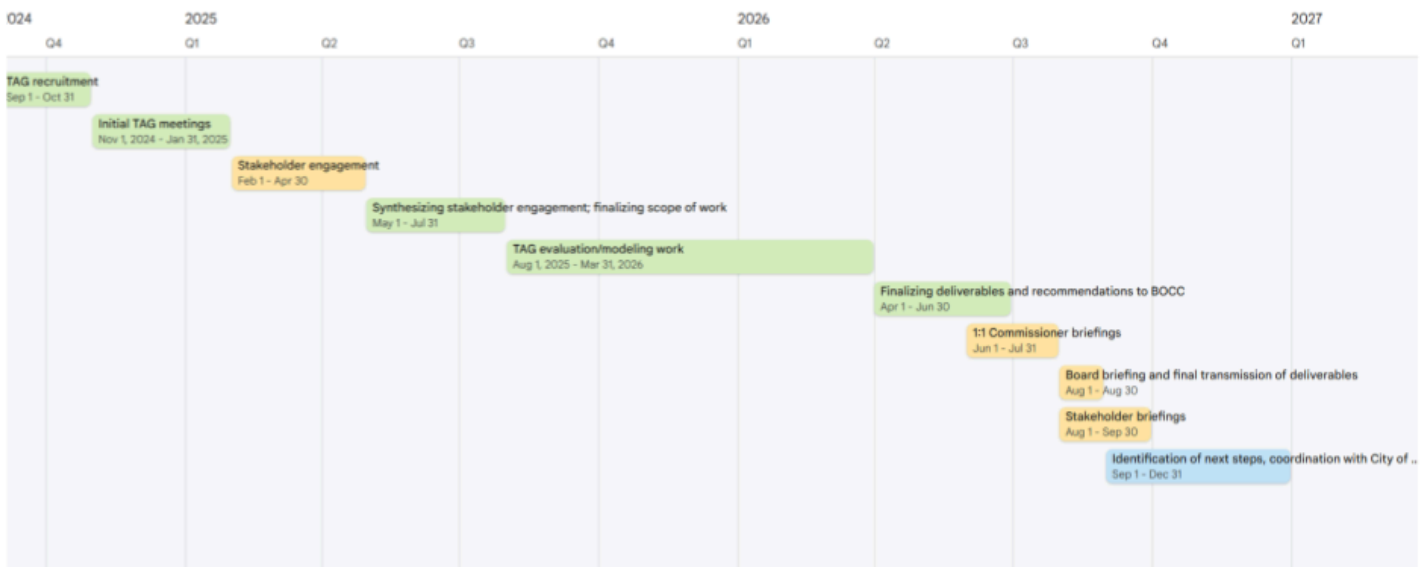
Technical Advisory Group (TAG): Membership & stakeholder engagement

- Technical Advisory Group will consist primarily of technical experts such as economists and demographers, as well as County CFO, Economist and PFA Director
- Process will include extensive engagement with stakeholders to develop scope of work and understand key community values
 - PFA Advisory Committee
 - Community-Based Organizations
 - School Districts
 - Providers, parents and educators
 - Business community
 - Elected leaders

11

- The goal of stakeholder engagement is to get input from a wide array of folks - teachers, parents, educators, providers, advisory committee members, and elected officials.
- The community engagement work will focus on the values and outcomes for Preschool for All that our community prioritizes. It will include 1:1 and group interviews, and surveys. The Preschool for All Advisory Committee will be included in those plans.

TAG: Timeline



12

- This is the current timeline. There may be some adjustments to make the timeline shorter and condensed.
- Recruitment for the TAG will start at the end of 2024 or the beginning of 2025, followed by community engagement.
- The technical work will take about a year and deliverables will be finalized in early 2026. The group will aim to have final recommendations by early summer 2026 to allow the board a robust period of time to deliberate and absorb the recommendations before the scheduled tax increase in 2027.

Questions

- Jaime Peterson: [Clarification on TAG] “Is this group going to help the Board decide if the tax increase should be 0.8%, 0.6%, or 1.2% by January 1, 2027 because costs are higher? Or is it 0.8% or less?”
- Hayden Miller: The short answer is, it's a broader scope. This group will look at the full array of tax mechanisms and balance of use. This group may look at a broader scope than percentage increase. As of now, the 0.8% is automatic.
- Hayden Miller: Feel free to reach out to Brooke if there are additional questions or email me directly
- Brooke: Tonight’s presentation about TAG is an introduction to what the group will be doing. We’ll continue this conversation as the work of the TAG progresses.

FY24 PFA Facilities Fund Investments



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

- I'm excited to welcome back Rachel Langford from Craft3 and BuildUp Oregon (BUO). BUO is the Preschool for All Facilities Fund administrator. BUO is a collaborative of four community development financial institutions: Craft3, Micro Enterprise Services of Oregon (MESO), the Low Income Investment Fund, and Network for Oregon Affordable Housing (NOAH).

Rachel Langford, BuildUp Oregon

- Hello and thank you for having me back. I'm sharing updates tonight about what the Preschool for All Facilities Fund accomplished in Fiscal Year 2024.
- I'll be sharing an overview of awards made and also the thought processes of how decisions were made.

Let's start with some totals....

Number of Awards Made	26
Total Dollar Amount of Awards	\$6,515,635
Total Dollar Amount of Loans	\$2,968,540
Total New Slots Funded	322

- Between April 2024 and the end of June 2024, there were a total of 26 awards made to 22 sites (some sites got multiple awards meaning they got pre-development funds followed by new center development funds). We distributed over 6 million dollars in grant awards and \$3 million in loans for the Preschool for All Facilities Fund. This will fund the creation of 322 new seats.

What are our checkpoints?

1. Race/ethnicity of awardees
2. Race/ethnicity of providers approved for loans
3. Average census tract AMI for projects awarded funding
4. Average area shortfall of ECE slots for projects awarded funding
5. Number of programs awarded that specialize in culturally/linguistically responsive programming
6. Number of awards/loans made to Family Child Care programs
7. Number of awards/loans made to small Centers (total enrollment under 100)
8. Number of awards/loans made to large centers (total enrollment over 100)

- These are our BuildUp Oregon (BUO) equity checkpoints.
- Every 3 months we look at our pipeline and awards made. We look at all these different areas to make sure priority populations are being served for funding.
- We have multiple types of funding:
 - New center development grants that fund the development of new centers- the grant cap for those is \$1 million. BUO funds each seat at \$25,000 up to grant cap; a provider building 2 preschool classrooms with capacity for 20 students in each would be eligible for a grant cap of \$1 million.
 - The Preschool for All Facilities Fund also offers predevelopment funds. Providers can receive up to \$100,000 if building a new center or \$10,000 if they are expanding out family child care.
 - Then we have renovation and repair grants for family child care and child care centers. For childcare centers the grant cap is up to \$250,000. For family child care (creating new seats in expansion) can receive up to \$75,000 or if they are enhancing or preserving seats then the grant cap is \$50,000.
- For projects that exceed grant caps - loans are available through Build Up Oregon with affordable rates. MESO can do micro lending for small business loans under \$50,000; anything over goes to Craft3. If someone is acquiring a site- they can receive a 6% rate on loan; if they are leasing space (no first deed of trust) then they can receive a 7% rate for loan.
- Back to equity checkpoints: We look at the [average area of shortfall of ECE seats](#). This is a map on our website that was created to look at areas where childcare providers want

to locate and see where seat shortfall is. We want to fund projects in areas of greatest need.

- We look at all the checkpoints regularly to make sure how funding is being dispersed and if adaptations need to be made to ensure equity priorities are met.

Eligible Mult Co PFA Pipeline Numbers

Based on interest forms received before June 5, 2024

Interest Forms Submitted	75
Family Child Care Projects	34
Child Care Center Projects	41
Potential New Slots Created	1,670
Potential Slots Preserved/Enhanced	1,079

- 20 interest forms did not include cost estimates
- At least 12 projects have costs over \$1M

Demographic Information

African American or Black	18
American Indian/Alaskan Native	2
Asian	4
Middle Eastern	2
Hispanic or Latino	19
White	25
More than one race	2
Prefer not to answer	3

64 programs indicate they will specialize in culturally and/or linguistically responsive programming

- At program launch, there were over 200 interest forms submitted. There were 75 eligible projects. The right side of slide shows demographic information breakdown


Race/Ethnicity of Awardees

Race/Ethnicity (indicated by respondent)	Number of Awardees	Number of Awards	Percentage of Awards	Percentage of \$
Hispanic or Latino	5	5	19%	24%
African American or Black	3	3	12%	3%
White	3	4	15%	12%
Middle Eastern	1	2	8%	12%
Culturally Specific Community Orgs	2	4	15%	34%
School Districts & other Community Orgs	3	8	31%	15%

- This slide is a deeper breakdown of demographics of providers who received funding.

Other Demographic Info

Average census tract AMI for projects awarded funding	\$87,355 High \$227,813 Low \$37,286
Average area shortfall of ECE slots for projects awarded funding <i>Based on ECESS or Commuter-Adjusted</i>	171 High 994 Low -78
Number of programs awarded that specialize in culturally/linguistically responsive programming	9
Number of programs awarded that specialize in serving children w/special needs	4


19

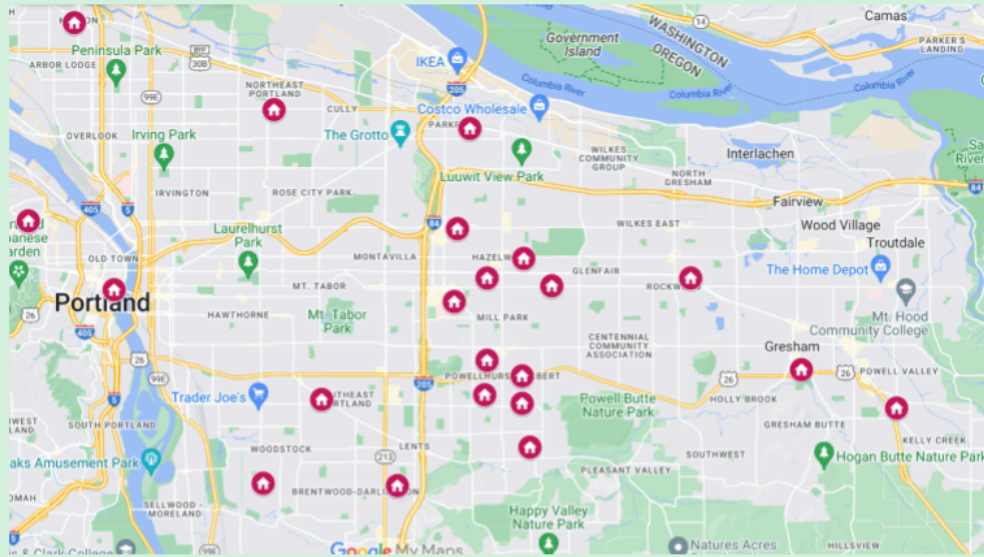
- This slide is a census track breakdown for projects that were awarded funding.

Setting Type

"Current Program Type" – before project		"End Goal Program Type"	
Family Child Care:	6 (22%)	Family Child Care:	5 (19%)
Child Care Center:	13 (48%)	Child Care Center:	22 (81%)
Wants to open FCC or CCC:	8 (30%)	2 centers indicated a licensed capacity of more than 100	
1 center indicated a licensed capacity of more than 100			

Based on respondent answers

FY24 PFA Facilities Funded Sites



- This slide shows geographic spread across the county.
- One site, KairosPDX, is missing from this map.
- A few things to note:
 - Funding was awarded in every quadrant of the county.
 - There were 80 providers that received technical assistance throughout Fiscal Year 2024.
 - Some projects did not end up being eligible for funding at the time but providers are either in progress with technical assistance to move forward or will be funded in the new fiscal year that started in July.
- We are in the current process of monitoring these awards and understanding how things are going, staying in constant communication, and giving support to providers.

Questions

- Jaime Peterson: Was all the funding awarded?
- Rachel: Great question! We had approximately \$15.5 million that we could have distributed and administered about \$9.5 million in first 3 months
- Jaime: Is there another round coming?
- Rachel: It's in progress. It's on a rolling basis; the application doesn't close. We paused at the end of last fiscal year (2024) but we have been evaluating projects in an on-going way and have a similar amount of funding to distribute in Fiscal Year 2025 to give out to the community.
- Jaime: Thank you for sharing the work and seeing data being used to inform decisions. Also, data on equity being used correctly with the map and census. Happy to see the

thought that goes into it. 322 seats is fantastic! It costs ~\$20,000 per kid to send to private preschool.

- Rachel: \$20,000 is about half of what it costs to construct a seat. It's expensive to do construction and to acquire real estate and to meet licensing standards. We are grateful that we were able to raise grant caps to \$1 million dollars.
- Leslee: I want to highlight that we are creating permanent seats that continue on for many years.
- Brooke: The 322 number that Rachel highlighted is brand new early learning seats that are being created and never existed before. Other important data:
 - We anticipate that these investments will create 332 Preschool for All seats.
 - 270 early learning seats are being enhanced to improve the quality of care
- Kathryn: Is there a way to visually see on a map creating new sites over time and how many sites are available? Where is this building capacity in a system? Where funds are being used?
- Rachel: Our team will look at how to continue to tell the story well and use the website to show what is being built.
- Brooke: Facilities Fund is one piece of the puzzle. We continue to see some providers are expanding without these dollars. We are stabilizing existing providers in our community, which also leads to expansion. In our first year we had 20% providers expand into a second location and 17% expand in year two. This is before the Facilities Fund was in place. It would be great to have a map of growth of the system and to highlight the facilities funds investments in particular.

Family Evaluation Data

Evaluation Priorities 24-25



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

- Tonight we will be sharing evaluation data focused on families who applied to and/or enrolled in Preschool for All
- We will be looking at three main data pieces: who's currently enrolled in PFA (class of 2025), application enrolled data, data coming from family survey at Boston University for 23-24 school year
- As we think about 24-25 school year, our key evaluation priorities focused on families are:
 - Families: co-creation on how to design research approaches
 - More process eval: how we are gathering data in quick ways to improve implementation
 - Improve and refine: as we look at data collection, how can we make it as most efficient as possible
 - Accountability and transparency

CEED Family Survey Findings



- The [Center on the Ecology of Early Development](#) at Boston University serves as our external evaluator. Dr. Stephanie Curenton is the lead investigator for the research partnership. Priority areas for the partnership with CEED, are:
 - Equity is centered within our implementation: how we implement the program is aligned with the foundation values of the Preschool for All Task Force

- Teacher-child interactions: using a quality measurement tool (ACSES) that looks at teacher- child interactions and the experience of marginalized children in preschool setting; using in PFA sites
- Community level outcomes that allow us to measure impact of Preschool for All
- Family survey each year, which started in 23-24

About the Family Survey

- Sent annually by CEED directly to all families who are enrolled in PFA for that year
- Translated into 5 languages
- Survey went out in June, open to mid July, with regular reminders (to families and also to providers about the survey)
- \$10 incentive for families who completed the survey
- PEL does not know who responded or any individual responses (besides qualitative statements de-identified)

163 families responded

- The response rate was fairly low this year (15%) and the team is looking into how we can increase response rate in next year with CEED

High Level Data

- **97% of families were satisfied or highly satisfied** with their PFA experience
- In order to help them decide on a preschool location, most families spoke with family, friends, and neighbors; visited program websites; and spoke to program staff
- **A location near their home** was the most important factor for families in choosing a preschool
- **61%** of children had never attended preschool before 23-24
- CEED is interested in helping us understand how PFA is helping families meet their needs. We are working with CEED to better understand why families are making certain decisions and if it is a reflection of gaps in what is currently being offered.

Family Perceptions about School Site

99% of families felt welcome at their child's school and agreed that children at the school are treated fairly regardless of race, ethnicity, and cultural background.

97% felt they had a good relationship with their child's teacher

100% of families agreed that their child is safe at their preschool program.

- One thing to note is, the safety question had a lower score in the 23-24 preschool year as compared to this year.

Opportunity: School-Family Partnerships

Similar to last year, families wished for better school-family partnerships. This includes:

- **Families being consulted before decisions were made** about the school
 - Having information from their child's teacher about how to **incorporate learning at home**
 - Receiving information about the school's **process for addressing concerns**
 - Parent-teacher conferences being held at **convenient times for families**
- One key area where there is room for growth is strong family-school partnership. Families are asking for deeper partnership, to be included in decision making, and for an opportunity to have a voice at their child's preschool program.

Questions and/or Reflections:

- Kendra: Appreciated the school family partnership data. We are encouraging parents to sign up and volunteer at schools and they need to go through criminal background checks and fingerprinting etc. We are trying to make it easier for families to be engaged.
- Lavert: There were two things that came to mind: when looking at data we saw a high percentage of families and how they felt about their sites and those are amazing numbers. It would be great to figure out how to continue this high number as they leave

PFA into kindergartens. Another thing I wonder about is the family school partnerships: I would love to see a breakdown of data in regards to sites (school vs home, etc) and how participants scored or shared their results. It feels as though these comments are more from a school site.

- Brooke: That's a great question, Lavert, but I am not sure if this data is available by CEED. I will share with Janice and can get a copy of questions that were asked to families.
- Brooke: There were a total of 163 family responses and we are looking to dramatically increase this number next year. We think the incentive piece is a huge factor but continuing to think about even things as simple as do families recognize this is about PFA, but it's coming from Boston University which families may not recognize.
- Question: Do we know how many surveys were filled out per language?
- Brooke: Surveys were translated in 5 languages, there was a small number not completed in english; we would like to see numbers for each translated language increase.
- Jaime: Are there any incentives centers can obtain if their families fill out surveys? Or does it need to be external? Things that are more culturally concordant for families to build community? Can families fill out before drop off or pick up?
- Brooke: One of the biggest challenges is that providers want to encourage families to fill out surveys, but the link is individual to each family. CEED has to follow their IRB (Institutional Review Board) process and the team is having many conversations with CEED into improving responses in the upcoming year. We are also working with our Family Connector Organization (FCOs) on how to ensure navigators have information about the survey to share with families.

Program Updates - PFA Application and Enrollment Data 24-25

24-25 PFA Applications

The PFA Application is now offered in **6 different languages:**

English, Farsi, Russian, Simplified Chinese, Spanish, and Vietnamese.

1,902 applications completed by Black, Indigenous, and Families of Color

93% of families were satisfied or highly satisfied with their application experience.

“Pense que seria mas complicada la solicitud, pero todo muy entendible perfecta. Gracias”

“Honestly, I’m impressed. This was smooth, clean, and simple. I was intimidated when I started, but it felt like I was walked through step by step.”

- As soon as a family completes application, they are able to complete a survey and provide feedback on their experience
- Our application and enrollment team only collects information that we really need from families; the most time consuming part for families is picking their six preschool choices; There is no documentation required at this stage of process - we want as many families through the door as possible; eligibility documentation happens at enrollment stage after they get placement.

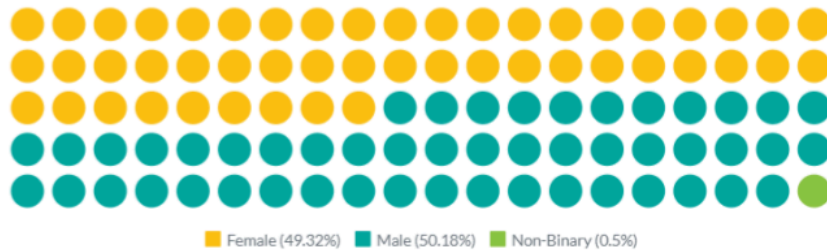
Preschool for All *Class of 2025*



- A couple of notes about the data. Our enrollment process is dynamic, so numbers might have shifted slightly. Numbers change on a daily basis due to families enrolling and unenrolling, so this is point in time data. Also, two providers, Portland Public Schools and KairosPDX- do not participate in the central application system. We include their data where we can, but some data points are not possible to merge. There are 150 seats total between these two providers in the data.



GENDER IDENTITY



- In October 2024, we saw 97% of our seats enrolled. This year, we saw a shift in age percentages. In the previous two years we saw an even higher percentage of 4 yr olds. We collect data on gender identity and this is the first year that the number of children identifying as non-binary data was high enough to reflect in the data.

18% Are children who have developmental delays or disabilities
October 2023: 22%

73% Are from families with incomes at or below 350% of FPL
October 2023: 89%

6% Live with a foster parent or legal guardian
October 2023: 6%

5% Of families are experiencing homelessness
October 2023: 6%



- The data in this slide and the next slide give information about children in Preschool for All's priority populations. The number in italics is the previous year's data.
- 73% of families have incomes at or below 350% of the Federal Poverty Level. This is a proxy for the self-sufficiency standard and equals about \$105,000 a year for a family of four.



62% Identify as Black, Indigenous,
or Children of Color
October 2023: 73%

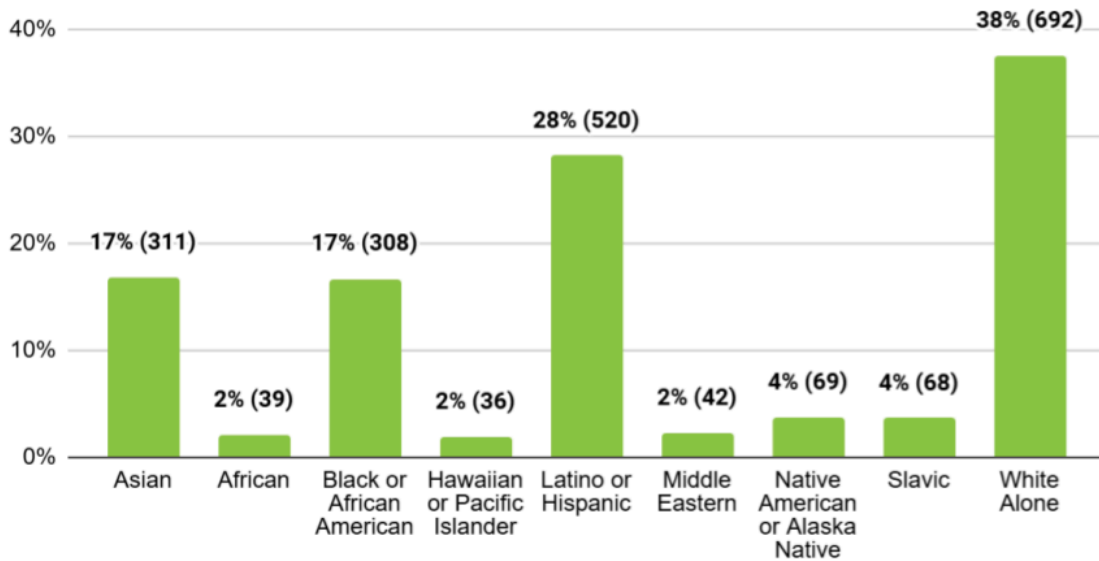
30% Speak a language at home
other than English
October 2023: 38%

58 Different languages spoken
October 2023: 44

- We are excited to continue to see our priority populations reflected in this class of Preschool for All. Next we'll show you the race/ethnicity data disaggregated.

2025 Enrollment by Inclusive Identity

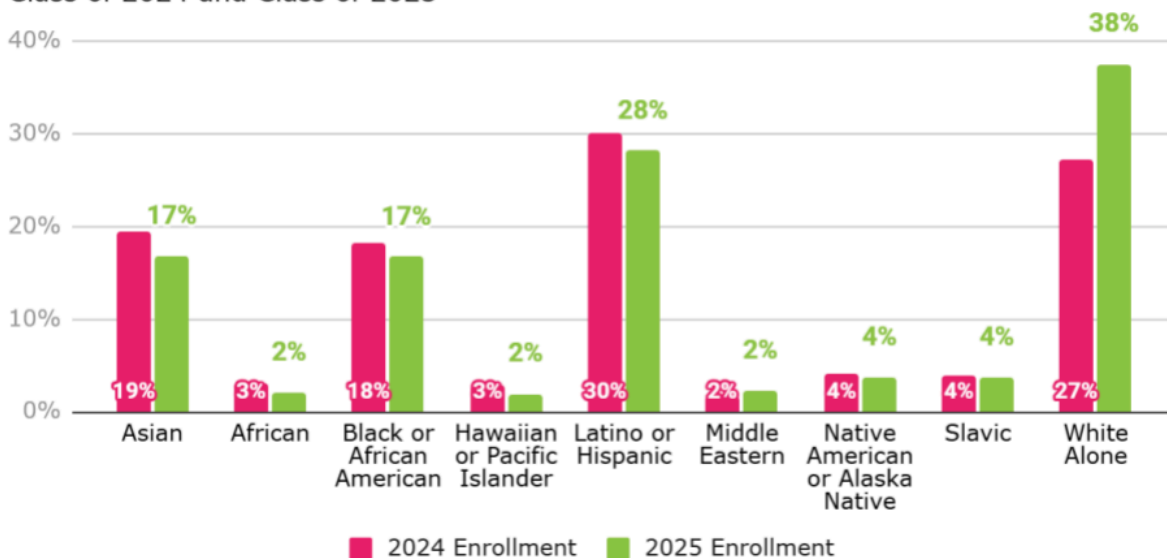
Total: 1844 (Bridgcare Only)



- This is a breakdown of enrollment by inclusive identity for 2025. This is Bridgcare data only and doesn't include PPS and KairosPDX data as they collect this information differently.
- You can see both a %, as well as a count in parentheses. Families can choose as many race/ethnicity categories as they would like, so numbers will not equal 100%. We continue to see roughly the same population by race/ethnicity as in previous years.

Comparing Enrollment by Race/Ethnicity

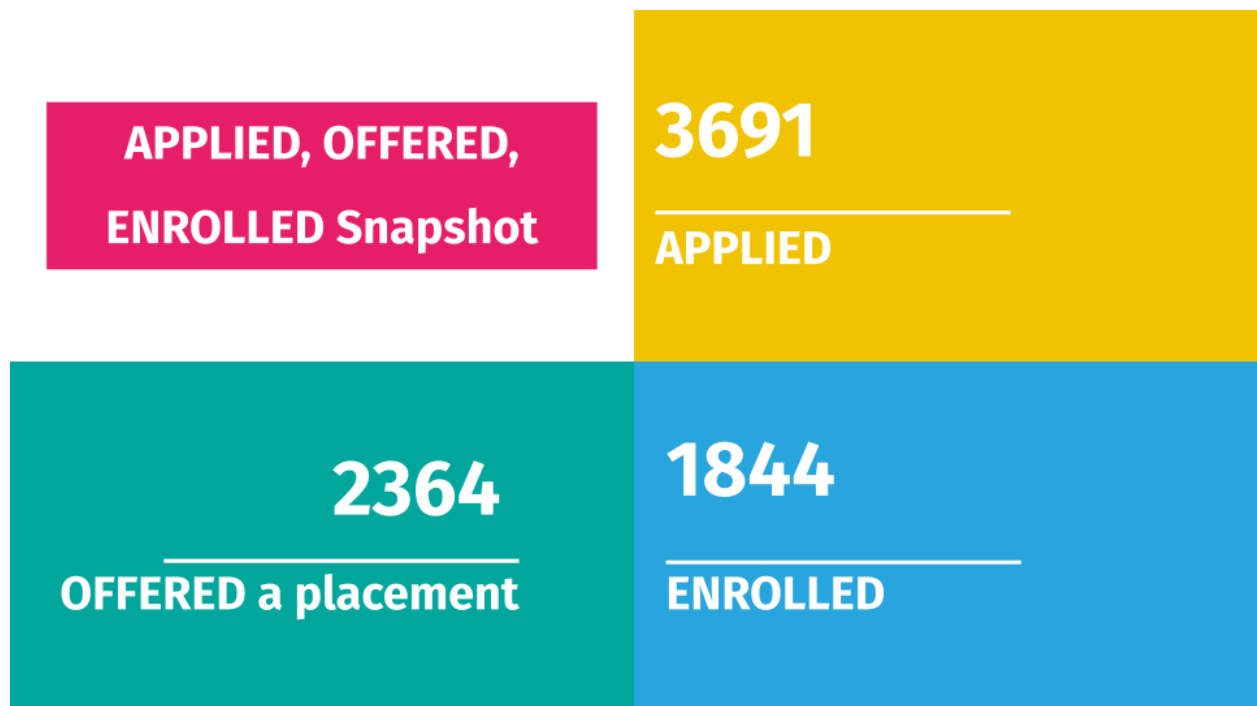
Class of 2024 and Class of 2025



- Here you can see a comparison of this year’s enrollment by race/ethnicity, in green, compared to last year in pink.
- The overall % of children who identify as Black, Indigenous, and Children of Color has decreased from the previous year.

Questions and/or Reflections

- Kathryn: Students who select multiple races are reflected across different race/ethnicities except for “white alone”?
- Brooke: Yes, children can be reflected in multiple categories with the exception of ‘white alone’.
- Kathryn: What was the proportion of folks who selected white and one/more other race/ethnicity?
- Brooke: I can gather that from the team and bring it back to this group.

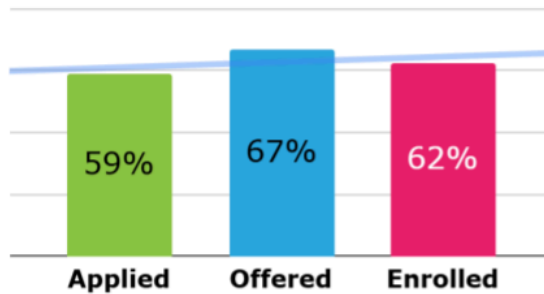


- To better understand how our application and enrollment process might create barriers for families in priority populations, our data and evaluation team analyzed the percentage of families who applied, the percentage of families who received placement offers and the percentage of families who enrolled from different priority groups.
- We do not ask families to submit a new application if they are currently enrolled in a PFA seat. These applications are from families who do not currently have a child participating in PFA.

- This is just for Bridgecare data and it is an accountability check for PEL to ensure that we are following through on our commitment to prioritize families who historically have had the least access to preschool.

Applied, Offered, & Enrolled by Priority Population

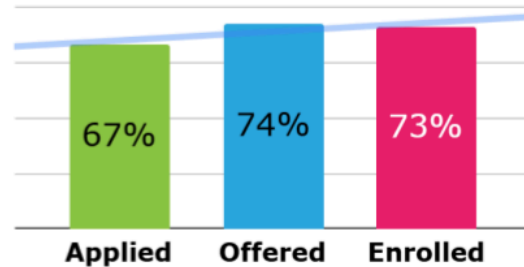
Children Who Identify as Black, Indigenous, and People of Color



Data current as of 10/15/24

Children Whose Families Have Low Incomes

(Earning 350% of FPL or less)

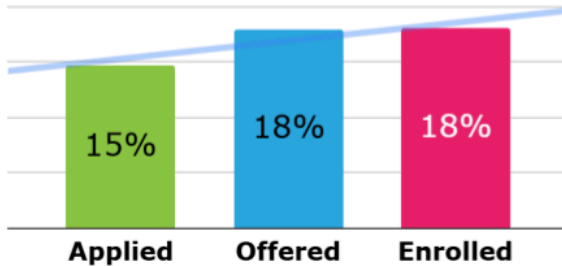


Data current as of 10/15/24

- One of the questions that we wanted to better understand is how our priority populations were reflected first in the application pool, then as placement offers were made and finally as families enrolled in Preschool for All.
- The good news is that we continue to be on track. For all of our priority populations, we are seeing the same or higher proportion of people receiving offers and enrolling, compared to the initial application pool. For example, 62% of the applications we received were for children who identified as Black, Indigenous, and Children of Color. Of the placement offers we made, 67% were to families with children who identified as Black, Indigenous or People of Color, and 66% for enrollments.
- We saw 67% of the families who applied had low incomes. 74% of the placement offers we made were to families who were at or below 350% of the federal poverty level, and 73% percent of those who enrolled were families with low incomes.

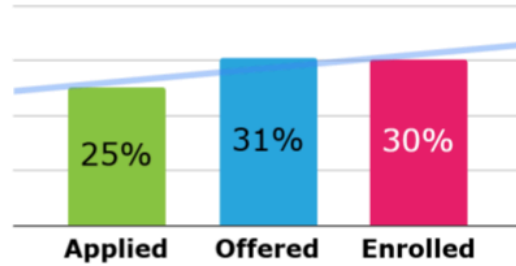
Applied, Offered, & Enrolled by Priority Population

Children Who Have a Developmental Delay or Disability



Data current as of 10/15/24

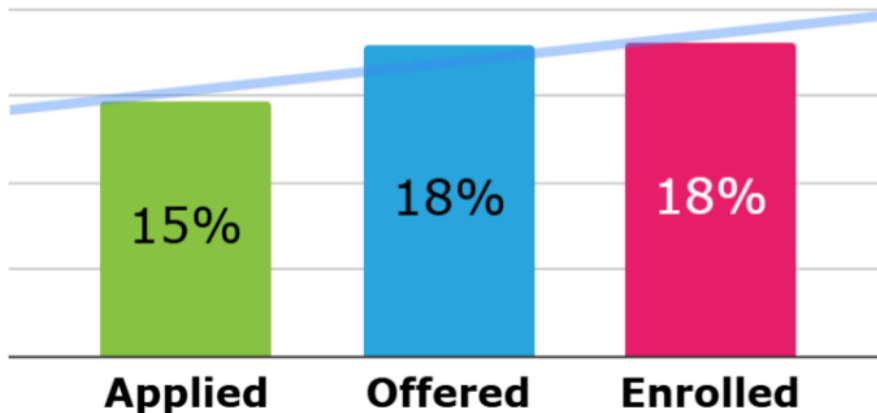
Children Who Speak a Primary Language Other Than English



Data current as of 10/15/24

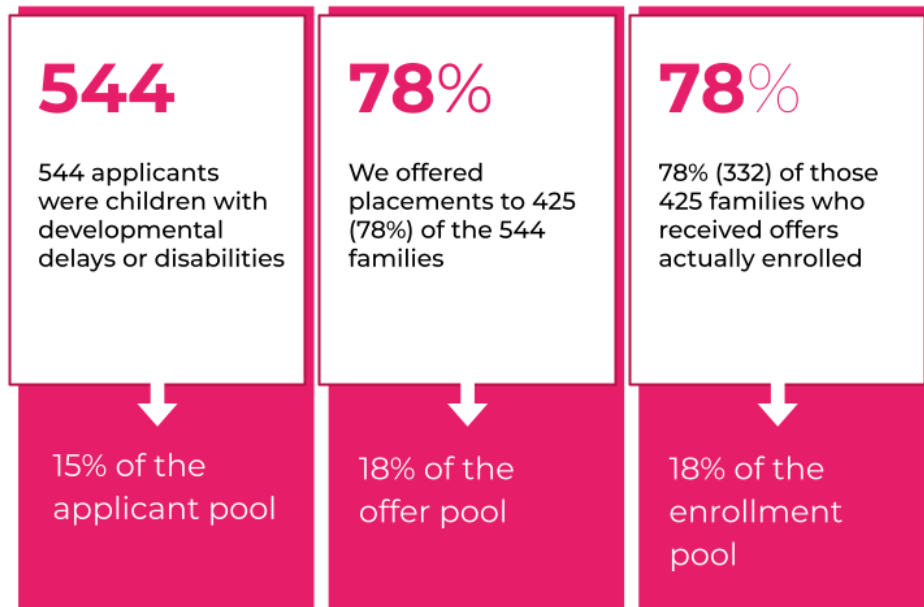
- We see the same upward trend in two of our other key priority populations: children who have developmental delays or disabilities, and children who speak a primary language other than English.

Children Who Have a Developmental Delay or Disability



Data current as of 10/15/24

- When we did this same analysis last year, we saw a decrease in children who have a developmental delay or disability enrolling. This year we saw a slight increase in families enrolling upward, which is promising and a trend that we will continue to watch.



- This is another way to look at that same information. The dark pink boxes are what I just shared. 15% of the applicant pool were children with developmental delays or disabilities. That's 544 applicants.
- We offered placements to 425 (or 78%) of those 544 families. Overall, that was 18% of the offer pool. 78% of the 425 families who received offers actually enrolled (332 children). Again, that's 18% of the enrollment pool, like you saw on the previous slide.
- I'll highlight a couple of things. We made placement offers to 3/4ths of the families who applied whose children have developmental delays and disabilities. And, about 3/4ths of those families enrolled.
- This is encouraging because last year, we were losing about one-half of the families we offered placements to whose children had developmental delays and disabilities during the enrollment process. Since then, we've made significant investments in inclusion supports, and increased our partnership and coordination with MECP too. We are currently in the process of doing another round of interviews with families who declined their placement offers, so hopefully will have more context soon, but I am encouraged to see this change. AND we still have more to do here.

What's Coming Next?

Fall 2024	Fall 2024	Fall 2024	Winter-Spring 2025	Winter-Spring 2025	Fall-Winter 2025
<p>Public Facing Dashboard</p> <p>Making final updates now on a Public Facing Dashboard with data about children, families, and providers in PFA</p>	<p>Decline Study Round 2</p> <p>Mixed methods study to learn why families declined their PFA placements. Conducting interviews currently.</p>	<p>Revisions to CEED Family Surveys</p> <p>Revised CEED's family survey, created a survey for families whose children have matriculated into K-12, and built partnerships with school districts</p>	<p>Family Case Study Project</p> <p>Following a small sample of families who face the most barriers through the year to hear about their experiences in PFA</p>	<p>Kindergarten Transition Workgroup</p> <p>Convening a workgroup of families, preschool teachers, and kindergarten teachers to help us think through measuring Kindergarten Transitions</p>	<p>Un-Enrollment Analysis</p> <p>Conduct mixed methods study to learn more about the experience of families who un-enroll in PFA</p>

- Public Facing Dashboard - to provide accountability and transparency for community members to see PFA seats, % of enrollment, setting types, and who is being served
- Decline Study: this is a deeper look into why families are declining their PFA placement offers and includes both survey data and interviews with families.
- Updates to Family Survey: we are revising surveys to ensure we are getting the data that will help us to make program improvements
- Exciting upcoming projects: this includes qualitative data collection about families who experience intersectional barriers to accessing quality preschool services. Our team will be interviewing families multiple times to understand their experiences

Discussion

What are the bright spots in this data? What might be contributing to these bright spots?

Does this data suggest that any of PFA's policies/practices might need to be revisited? What opportunities do you see here?

What else would you want to know?

Questions/Final Discussion

- Virginia: Will there also be information about families who withdraw?
- Brooke: Yes, one focus next fall is un-enrollment data. We want to better understand the experiences of families who leave their PFA seats.
- Kendra: Reasons why families un-enroll would be interesting to learn more about. Curious about how we are messaging attendance and the importance of being at school to families.
- Brooke: One highlight from the Communications Team is that this fall/winter, we are sending a family newsletter to families. We want to promote a supportive and encouraging message around attendance to families
- Jaime: This question may be more for Virginia regarding comments about families wanting to do more learning at home. Might depend on the site but I'm curious if certain populations are more interested in learning from home and bringing certain practices into the home and identifying what they want to work on. Also, thinking about leaning into certain centers where those families have interest and supporting families on that ask.
- Brooke: I agree! I'm excited to better understand what that looks like. We do collect information on what supportive kindergarten transition activities that providers are doing.
- Jaime: Family Newsletter is a great opportunity to bring up topics like this or connect family to resources
- Kathryn: I'm curious what types of family and their experience you hope to highlight in the case studies?
- Brooke: The team will be identifying families that experience multiple barriers, such as a family who has a child that has a disability and speaks Spanish at home. We will have a

series of interviews with families to understand their full experience with PFA through application, enrollment, and participation.

Lydia Gray-Holifield, Co-Chair

- Closing remarks