



**Advisory Committee Meeting Notes
November 28, 2023, 6:30 - 8:30 pm**

Attendees: Ashley Walker (notes), Aly'ce Brannon-Reid, Molly Day, Virginia Garcia, Emily Glasgow, Lydia Gray-Holifield, Kendra Hughes, Keinya Kohlbecker, Andrea Paluso, Jaime Peterson, Lavert Robertson, Kathryn Torres, Janice Cole, Kimberly Moua, Brooke Chilton Timmons, Leslee Barnes, Mariah Denman

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division

- Let's please have our new members say hello and a little bit about themselves, and then everyone else can introduce themselves as we do the opening. Aly'ce and Virginia, if you would just introduce yourself and tell us a little bit about you and why being a part of this group was something that is important to you.

Virginia Garcia

- I'm Virginia Garcia. I work with Latino Network as the early childhood workforce development manager and I learned of this opportunity from my associate director. We have a preschool opening up this fall, and we also have a Preschool for All family navigator, so I'm interested to learn more. In my previous role, I worked for Child Care Resource & Referral in Columbia County. I have some experience in early childhood and really wanted to learn more to see how we can align our work.

Aly'ce Brannon-Reid

- Hello everyone. My name is Aly'ce Brannon-Reid. I use she/her/hers pronouns. I work at the Oregon Community Foundation as the talent acquisition and development manager. Previous to my HR work, I had a past life doing social work and community work, which is what led me here.
- I was a home visitor for teen moms, a doula, and a lactation consultant. I provided birthing classes and parenting classes for Black Parent Initiative. I also did a lot of work for PCRI as a resident service coordinator. I worked at Youth Villages as a resident service coordinator and was a SUN School coordinator for Fabian K-8 for five school years. I was a part of the Three to PhD program. And then I served as a co-chair for our community engagement program. They had preschool there, and I miss doing that work. So that's what led me here.
- And personally, I am a mama. I'm a single mom of a three-year-old who just started preschool at KairosPDX. She started in September and I'm still crying because I can't believe my baby is in preschool!

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division

- We are so glad you're both here! We have a third new member who wasn't able to be here tonight: Kendra Hughes is the new Early Learning Administrator at Centennial School District. She had a conflict for this particular meeting tonight and she'll be joining the group at our next meeting.
- The Chair's office will be reopening the Advisory Committee application in early 2024 with a specific focus on outreach in District 4, which includes parts of East Portland and Gresham.
- All right, Ms. Lydia, I'm turning it over to you.

Lydia Gray-Holifield, co-chair

- As Brooke said, I am Lydia Gray-Holifield and I've been with Preschool for All since day one. I am a parent on the Parent Accountability Council. And tonight's opening question is, "If you could go back in the past or go into the future, what would you tell yourself today?"



Today's Agenda

- Welcome & Opening
- Evaluation Updates
- Program Updates
 - 2024-25 Provider Application & Allocation Process
 - Facilities Fund
 - FY25 Budget Calendar
- Data Overview: Preschool for All Class of 2024
- Thank You & Closing



Brooke Chilton Timmons, she/her, Management Analyst

- Thank you for that opening Ms. Lydia. Here is a quick overview of our agenda for tonight.
- We are going to spend time reviewing the PFA evaluation today, including the key domains. Janice will update you about those domains and some of our current work in each area.
- Then I will provide some program updates and answer any questions that you have.
- And then Janice will close us out with new data for you all to review about our Preschool for All class of 2024.

PFA Evaluation Values



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

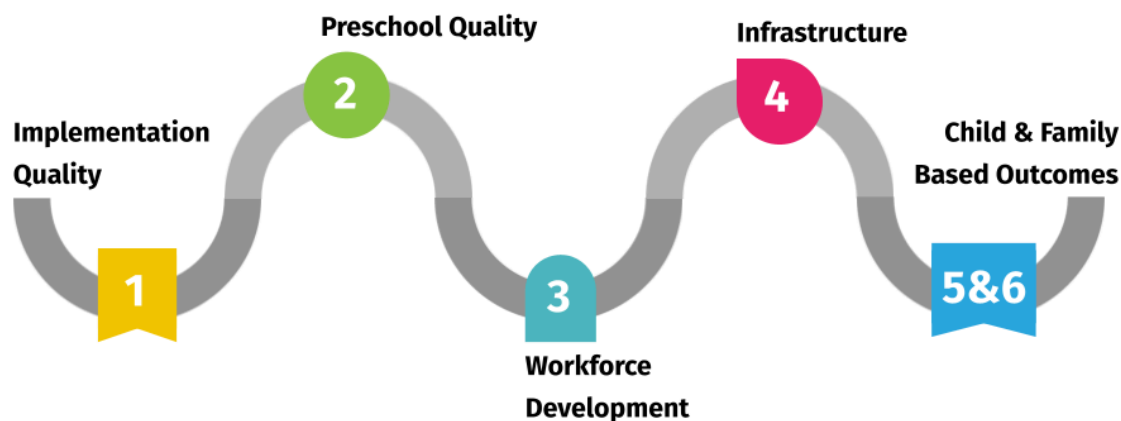
- Hi everybody, it's nice to see you all, and welcome to the new folks that I haven't had a chance to meet yet. I use she and her pronouns and lead the research and evaluation work for the Preschool & Early Learning Division.
- Today I'll be talking a lot, but I'm also really looking forward to some rich discussion with folks. The first thing I'm going to do is give some updates about where we're at in the evaluation. I haven't seen you all since January, where we talked about some of the priorities that evaluation has for this coming year. Tonight I'll circle back on what we have been up to.
- The first thing that I want to bring us back to, especially because I know that we have some folks who are new to the advisory committee, is grounding us in the way that we try to approach evaluation in Preschool for All. You can't really talk about evaluation without acknowledging the ways that evaluation can harm communities, and has harmed communities, and uses data to control. It's really important that we do evaluation in Preschool for All differently. It's not that we can take away any of that that has occurred, but I want to constantly bring us back to the values that we're using to center our research and evaluation. We want folks to feel uplifted and empowered, instead of made to feel small.
- So of the things that we bring into the work, number one is collaboration. And really, that's collaborating with the folks that we're serving. For me, I think a lot of this stems from my own experience growing up in child welfare. There was a lot of data that was gathered about me in my youth. And I never got to be a part of any of those conversations. When I think about what it means to build an evaluation, to gather data about people, I think it's so important to remember that these are people who have rights and that this should be done in partnership and collaboration. That's our first value.
- Our second value is pretty similar. We're trying to center the voices of the folks who are experiencing this work. In our case, that's families, that's preschool providers, that's members of the community. We need to make sure that the data and experiences that we share are representative of the experiences and the stories that people want to tell about themselves.
- Number three. In a system that has so thoughtfully embedded racial equity at every phase along the way, we would be remiss if that wasn't also reflected in how we do evaluation. It's important that our racial equity work is meaningful and happens throughout our evaluation processes. This is not embedding racial equity in the sense of checking a box and saying, "This is how many folks of color we serve," but really looking at our data, disaggregating it, making sure that we're seeing how the experiences of different groups and different populations show up in our data. We also need to consider the different ways to collect data so that it's more

reflective of the community and what happens once it's been collected: How are we sharing it out? How are we doing meaning-making? Who are we sharing it out to?

- And then last but not least, and an important clarification for how my role sits as an internal evaluator, our goal is to do this at a systems level. Our evaluation is not meant to be punitive toward any individual Preschool for All provider, for example. It's meant to understand how this system is being implemented and the ways that we can grow and improve as a system. That is something that we try to reassure our providers: the data that we're collecting is really meant for Preschool for All to grow and improve, and they're a part of that.

The Six PFA Evaluation Domains

(These are proposed and might change)



- We have six evaluation domains for Preschool for All. They are our proposed evaluation domains, and I'll talk a little bit more about why I say proposed in a bit. Implementation quality, preschool quality, workforce development, infrastructure, and child and family based outcomes. I'll just go one by one, and walk you through what these are.
- These were really inspired by [the BUILD Initiative](#), who has a great evaluation framework for early childhood education, and then they're tailored to make it work in our unique system.

Implementation Quality

To what extent are we implementing Preschool for All as intended?

Examples of measurement areas:

- Implementation Progress (ex: slot growth)
- Family Experience + Satisfaction
- Provider Experience + Satisfaction

- When we're thinking about implementation, the question is: to what extent are we doing what we said we were going to do? Are we implementing Preschool for All as intended? And there are a lot of different ways that we're collecting this data. This is probably where most of my time is spent right now as this program is new – thinking about implementation progress. For example, slot growth, family experience and satisfaction, provider experience and satisfaction- these are continuous improvement, rapid cycles of inquiry.

Preschool Quality

How are we ensuring that PFA families have positive, meaningful and culturally responsive preschool experiences?

Examples of measurement areas:

- Supportive, inclusive learning environment
 - Teacher-child interactions (ACSES)
 - Classroom practices
- The next domain is preschool quality. This is looking at how we are ensuring that families in Preschool for All are having positive, meaningful, and culturally responsive preschool experiences. This idea of “high quality” is something that people throw out a lot, but many don't have a great concrete definition for it. And depending on your experience, you might define quality differently.
 - For us, examples and measurement areas for this are around a supportive, inclusive learning environment, the classroom practices that are happening – we're very fortunate to have an external research partnership with [Boston University's Center on the Ecology of Early Development](#). And part of our research project with them is that they are testing a culturally responsive classroom-based assessment tool that was developed by Black and Brown folks for Black and Brown folks. The tool looks at power dynamics in a classroom and teacher-child interactions. We're using that tool in our Preschool for All sites.

Workforce Development

How are the investments of PFA impacting the overall early childhood educator workforce?

Examples of measurement areas:

- For current providers:
 - Progress towards professional development goals
- For prospective providers:
 - Number of scholarship recipients
 - Pathways participants who go on to become pilot sites

- The next domain is workforce development. How are the investments of Preschool for All impacting the early childhood educator workforce?
- We think about this domain in terms of our current providers and also for prospective providers. How we are supporting folks who are already in the early childhood educator workforce and folks who are beginning or wanting to grow and develop within that.
- This is where we include our coaching and progress towards professional development goals, but it also includes scholarship recipients and their experience, and Pathways Program participants who go on to become Pilot Sites.

Infrastructure

What is the impact of PFA's infrastructure investments?
Are some investment more beneficial than others?

Examples of measurement areas:

- Stable and timely funding
 - Wages and benefits impact
 - Business development supports
 - Facilities funds
 - Subpool
 - Experience of family-based child care providers
- The infrastructure domain looks at the impact of our different investments in what I think about as all the things that make all the other things go. Examples of some of these areas are stable and timely funding, the impact of wages and benefits that are a living wage, business development supports, having a facilities fund, having a sub pool – what's the experience of family-based child care providers in a system like this, and what supports that they receive. All of these interventions within Preschool for All – what is the impact of these? And are we seeing differences in the ways that it helps us work towards our goals?

Defining PFA Outcomes Together

Evaluator +
Program Staff +
Participant



- If you're looking at the domains and thinking they're a little bit vague, we've done that intentionally. Going back to those values that I mentioned, it's really important that I, as a highly educated white woman, don't roll in here and say, "This is what we're going to do to measure our system and I know what's best." What we want to do is define those outcomes together.

- Our evaluation team, alongside our program staff, alongside the participants, are coming together to think about what success looks like. How do people talk about their work, what do they want the world to know about the work that they do or about their child or about their family? How can we build measurements based on that?
- This work is intentionally slow, which is sometimes a pain point, because it feels really nice to be able to say, you know, “Here are the 10 different ways that we're measuring this and here's all of our data.” And it's harder to get the buy-in of the slower, grassroots approach to evaluation.
- And in the long run, this approach will give us better data. It will also make for a body of work that feels supportive and empowering, and hopefully uplifting to our people who are part of Preschool for All.

Child Based Outcomes

- Social emotional learning
- Developmental assessments
- Knowledge and skill acquisition
- Kindergarten readiness

What child-level impacts do we want to explore that aren't academic or skill-based outcomes?

- The last two slides look at child and family based outcomes. For child based outcomes, this includes things like social emotional learning, developmental assessments, knowledge and skill acquisition, kindergarten readiness. We are also interested in child level impacts that aren't academic or skill-based.

Family Based Outcomes

- Health and mental health
- Economic
- Engagement in child's learning



- Then the last slide for this section is looking at family based outcomes, and there are a lot of different ways we could go with this. There's health and mental health, economic impacts, and family engagement in children's learning. We also want to hear from families about the things that they have found when their child is part of Preschool for All.

Scaling the Evaluation



22-23	Setting the Foundation	<ul style="list-style-type: none">• Building relationships• Tracking outputs - what did we do?
23-24	Establishing Goals	<ul style="list-style-type: none">• Data infrastructure & accountability• Quality Domains - Implementation and Preschool
24-25	Refinement and Expansion	<ul style="list-style-type: none">• Data quality cycles• Workforce Development and Infrastructure Domains
25-26	Refinement and Expansion	<ul style="list-style-type: none">• Revisit data assumptions• Child and Family Domains

- Before I open it up for discussion, the last slide is about scaling the evaluation over time. It's important that as we're scaling and growing Preschool for All, the evaluation is scaling and growing alongside it.
- I've done evaluation work for a lot of programs that set an evaluation plan at the beginning or halfway through, and data gets collected five years later. Someone writes an evaluation report and the evaluation often doesn't have a lot that it can say. The program changed and grew over time, which was good, but the evaluation didn't keep up with it. And so at the end of that evaluation project, you have a lot of program folks who are like, "Wow, I really wish this had felt useful or supportive to my work, but they kind of just told me what I already knew." Or the report already feels outdated when it's completed.
- Taking an approach where we're building the evaluation over time allows us to continue to reflect the context that this work is taking place in, to scale and grow alongside, and to document changes and decisions that are made along the way. When things look different, we will know why and we can account for that in our evaluation work.
- This slide shows that approach in our first few years of evaluation. Last year was our foundation year. We were focused on building relationships and tracking outputs – getting descriptive about what we are doing, and laying the groundwork of getting to know folks. When I come and say, "Hey providers, I'd love to hear your experience in Preschool for All," I want them know my name, maybe they know that I have a 4-year-old who runs around in the background, they know how I talk about my work, and they feel comfortable in that space so that they can share their experiences with me. And I am able to analyze that data in a way that reflects that.

- This year we're focused on establishing evaluation goals. Part of this is building data infrastructure and accountability. Now that we, as a system, have quite a bit of data – some of which I'll share later – about what we're doing, how can we get that back out in the world? How can we make sure that our community members are able to look at our data and understand this work, poke around in it, disaggregate it, find gaps for us and areas for us to grow.
- The other goal for this year is to focus on those two quality domains: implementation quality and preschool quality. Much of our preschool quality work is focused on that research partnership with CEED. We're doing observations and surveys as a part of that.
- The CEED team just completed focus groups with Preschool for All families, and this was so encouraging to me. They put out an ask and said, "Hey, we're the external evaluator, do you want to participate?" And within a week and a half, 170 families had said they were interested. By the time the consent process and everything came through, they were still able to do focus groups with 70 families in a span of about two weeks. It shows that folks are really excited to talk about their experience.
- As the program continues to grow and expand, we'll expand and refine the evaluation at the same time. And then we'll start data quality cycles. Supporting our team with questions like: how do we gather data, look at it, check its completeness, make it better, and do it again? And getting into that habit as a system.
- We're also planning on leaning heavily into the workforce development and infrastructure domains next year. Some of that work is already happening and we're laying the groundwork for expanding it. We also have contracts that are just now or recently being implemented.
- I would love to open it up for questions and discussion from you all. Before we go into my questions to you, what questions do you have for me, or what can I clarify in the things that I just shared?

Lavert Robertson

- There's a slide probably four or five slides ago, and I saw 'kindergarten readiness,' and I just know for me it's a very triggering term, because I think that's the first opportunity for folks to say that "you're not up to par, you're not ready," and to start giving remedial education to the students and families. I know a few years ago at the ODE level, they suspended the kindergarten readiness assessment, because they were going to rework it and reevaluate what it means to be ready for kindergarten. And I'm just not sure sort of where that has all landed, and to see it in this slideshow – is there a new kindergarten readiness assessment that ODE has approved and is implementing?

Advisory Committee Member

- I believe that they're doing more conversations with families, rather than an assessment. So they're not really using the term assessment, but leaning into having face-to-face conversations and connections between families and their child's kindergarten teacher. But I can find out more. I can probably look and point you towards more information.

Lavert Robertson

- Absolutely. I would love to know more and if there's a rubric they're using to sort of assess their conversations, I would want to see that also. Thank you so much.

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

- I really appreciate that comment because I think this is where we have this delicate line – there are measures that folks have drawn on, and used regularly, that are oftentimes problematic or used in harmful ways. So maybe kindergarten readiness for us is talking to families about whether or not they feel like their kid is ready.
- The great thing about our work is that we have flexibility and it doesn't have to be a formalized tool on

kindergarten readiness. It can be qualitative, it can be mixed methods, it can be family defined.

- And I think to your point, we will also run into some areas where perhaps we need to change our language around that so that it doesn't immediately harken kindergarten readiness assessments and experiences. So, thank you.
- Other questions or points of clarification before I move into our discussion questions?

Emily Glasgow

- For us in PPS for sure – and I think this is probably true for lots of providers – our Preschool for All slots are braided in with other slots in the same classrooms and in the same buildings. And so I wonder how, with both input and output data, you separate out the impacts of the other funding streams and programs and program structures and grant guidance when the slots are embedded in braided settings. Does that make sense?

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

- It does. So far our work has focused on Preschool for All families and it's something that I've been talking with our Boston research partners about: how we think about comparisons and conclusions when there are mixed funding streams in many classrooms. I think your point is well made and I welcome ideas on how to do that because we're very much in that descriptive phase. The next phase is going to involve figuring out how to tease that complexity out.

Jaime Peterson

- I'm going to say this as a researcher, and feel free to just take it as you will. Do we really need to show the child level impacts? Because we know high quality education matters, and if we've built this in the space and the way families want it with high quality staff who are paid well and you are training them... Part of me feels like this is what we always do – we have to repeat the cycle. And maybe this is an opportunity to think about it in new ways. So I'm just going to hold space for the question of: do we really need to measure and assess kids? Is that the outcome we're really looking for?
- In some of my work – we've been working with families on their confidence and how they're less scared to engage around math after spending time with a coach. To me that is more important than their kids' actual math skills, because then that's going to change what's happening at home. Or they're going to feel more comfortable walking into a classroom in kindergarten and talking about math.
- And my other last comment, I know we're not in charge of the external evaluators, but I think it's really important that you can report back to us that the people leading the focus groups are culturally and linguistically concordant at all times when possible. Otherwise families will not open up and trust in the same ways that we want. And I know that's not our team, but I think it would be helpful for us to hear who is actually having the conversations with our families.

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

- Yes, thank you. At our next meeting, I will be giving an update on the research partnership with Boston University's CEED, and I can also say: yes. One of the things I really appreciate about this research partnership is that they have committed to conducting their external evaluation with the same values and priorities that we have internally. Their focus groups were multilingual, they were affinity focused, they were very family centered. And we also had an opportunity to kind of shape and refine their question set with them. They hired a local person to facilitate those focus groups who is in Multnomah County. It's not always perfect, but I have been relieved at the thoughtfulness with which they've approached this research partnership.
- I really appreciate you bringing that up, and I look forward to sharing more about that partnership. Or if folks just want to follow up and nerd out with me, it would make my day!

Questions and Discussion

- **What is missing** from this evaluation framework?
 - **How is the pacing?** Do some of these domains feel more urgent than others?
 - What other data/information should we be drawing from to **create context** for this work?
 - **Who else needs to be at the table** as we co-create and define these outcomes together?
-
- Folks have already addressed a lot of the questions that I had for you, but I do want to ask: what are the other data points and information that we should be drawing from to create context for this work? Similar to your point Emily, we know that Preschool for All is not happening in a vacuum and that there's other early childhood work happening. There are other systems that touch our families. There's health, there's mental health, there's housing, there are all of these things. As we're thinking about how we gather data and talk about the work that is taking place, is there additional context and information that we need to be building into this plan?

Emily Glasgow

- Building on what I said before, I think looking at how this new funding stream and program is coming into synergy with those that pre-existed it in Multnomah County. And also looking at – from an equity lens – at unintended consequences that might be happening. In what ways is it coming in and lifting and merging well and as designed, and in what ways might there be some unintended impacts on existing programs? That feels important because it's a piece of a larger puzzle.

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

- Thanks, Emily. Anyone else?

Lavert Robertson

- I recommend looking at the perception of the kindergarten teachers who are receiving the students who participate in Preschool for All. Do they feel that the kids are more prepared, and that the teachers are more able to connect and reach the children? And I know that sounds vague and somewhat subjective, but I'm really wanting to know from their perspective if the program is working. Sometimes we could do all the great work we can do with students and families, but when we move them on to that next level, if that next group of teachers or educators aren't ready for them, their own personal mindset and perceptions weigh down on the possibilities of those students reaching their ultimate potential.

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

- I think that's helpful and I understand it's sort of looking at both sides of that readiness.
- Does anybody else have other information or data that we should be doing that can add context to the work that's happening with Preschool for All?

Keinya Kohlbecker

- I'm coming from the area of Montessori education and kindergarten is a part of that early learning experience. We have previously had children in the classroom from ages three to six. How are we going to sustain that from the Montessori side of things? We won't have kindergartners because they are not funded under the system of Preschool for All.

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

- Thank you Keinya. I would love to connect with you at another point if you have time, because I was having this conversation with somebody just last week: how does the Montessori model fit into the evaluation proposal?

Keinya Kohlbecker

- That would be good. Yes, please!

Pilot Sites

- Receive a contract for PFA Slots
 - Families will apply to Preschool for All and be matched with preschool providers
- Agree to care for all of the children placed in their program
- Are ready to learn, grow, and be flexible!
- Receive additional supports, such as:
 - Coaching
 - Access to Early Childhood Mental Health Consultants
 - Infant/Toddler Stabilization Funding
 - Access to Inclusion Support Funding
 - Eligibility for PFA Facilities Funding



Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division

- Thanks Janice! I want to start program updates with Pilot Site slot allocations for the 2024-25 year. Pilot Sites are preschool providers who are willing to be our first partners in this work. We are currently in the process of allocating slots for the 2024-25 school year.
- As a reminder, and especially for our new folks, Pilot Sites receive a contract for Preschool for All slots. That contract is either held by the Preschool & Early Learning Division, or by Microenterprise Services of Oregon – (MESO). Pilot Sites receive support and also have to meet requirements in order to participate with us.

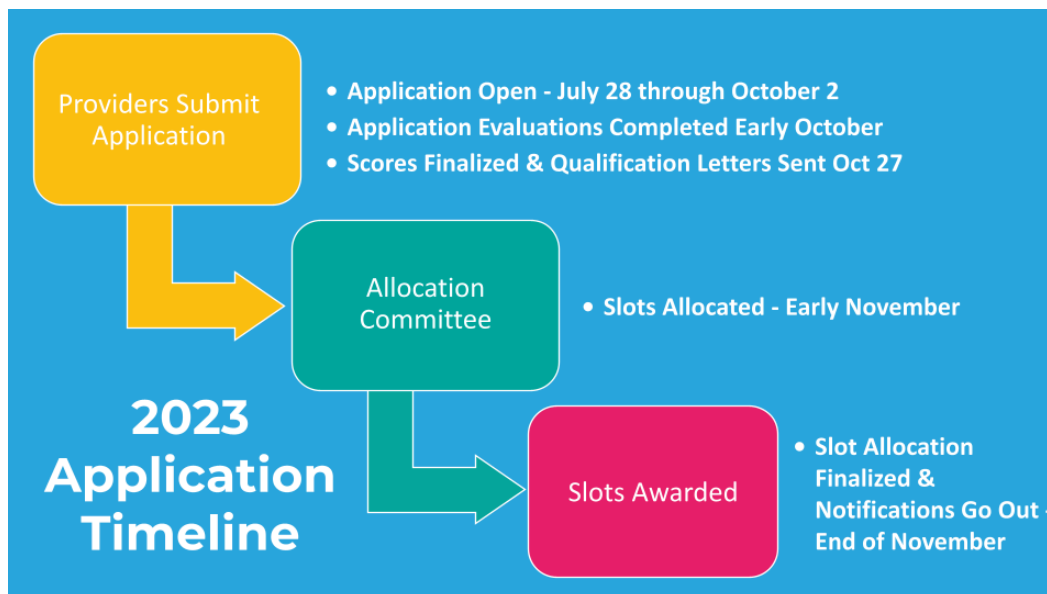
Before Applying for Pilot Sites

- Licensed
 - Minimum of three years of experience
 - Minimum education/step levels
 - Ready to partner with a coach and make changes
 - Using curriculum aligned to OR Early Learning Guidelines
 - Committed to racial equity work and to providing culturally responsive care for Black, Brown, Native American Indigenous, and Families of Color
 - Using inclusive teaching and learning strategies
 - Offering family engagement activities
- Before sites even apply, they need to have at least three years of experience as a preschool provider. They need to be licensed by the State of Oregon Office of Child Care. And they make commitments to us that they're willing to be coached, to change some of their practices and become part of a bigger system. We do ask a lot of providers who may have been in business for 20 years and who are used to doing their work in a certain way.

Pilot Site Requirements

- Participate in trainings and ongoing coaching
 - Fully include children with disabilities
 - Create an environment of safety, trust and belonging for all families
 - Have insurance that meets PFA guidelines
 - Complete screenings and assessments to support children's growth and development
 - Provide free snacks and lunch
 - Participate in PFA online software system
 - Meet PFA staff wage requirements and offer benefits
- And in order to participate, there are things that providers must be both committed to and ready to hear feedback on. This includes a commitment to racial equity work and culturally relevant and responsive care to Black and brown children, and children who speak languages other than English. They must also be ready to serve children who have disabilities.

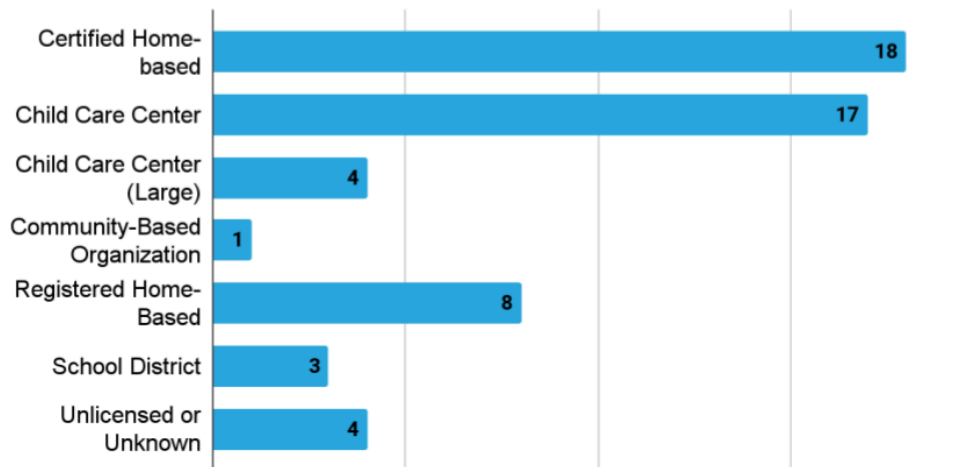




- Before I share more details about the Pilot Site applications we received, I'm going to review the application and allocation timeline and process. The Pilot Site applications were scored by a committee that included community members, and providers received notification if they qualified – which means they scored 70% or above – or they did not qualify.
- The primary reason that folks don't qualify in that process is they don't include enough information on their applications. Kimberly can answer specific questions about things we saw this year, but that's often the reason why applications score less than 70%.
- After applications are scored, we have a pool of qualified providers. Those applications go through an allocation committee process. During that process, each of the providers is discussed. The committee looks at their licensing history to see if they have any serious, valid findings. Who are they currently serving? They look at their experience serving Black and Brown children and children whose cultural and linguistic backgrounds may be different than the staff. The Committee also looks at their experience serving children with disabilities. All of this is considered as the Committee determines if a provider will be allocated slots and how many. Sometimes the allocation committee asks our staff to gather more information about a specific provider.
- And then finally, slots are awarded. We're getting ready to send out allocation letters to 2024-25 potential Preschool for All Pilot Sites. Once that letter goes out, then those providers have a chance again to be in conversation with our staff and say, “Yes, I want to move forward with a contract,” or “No,” or “Maybe, and I have more questions and let's talk through it.”

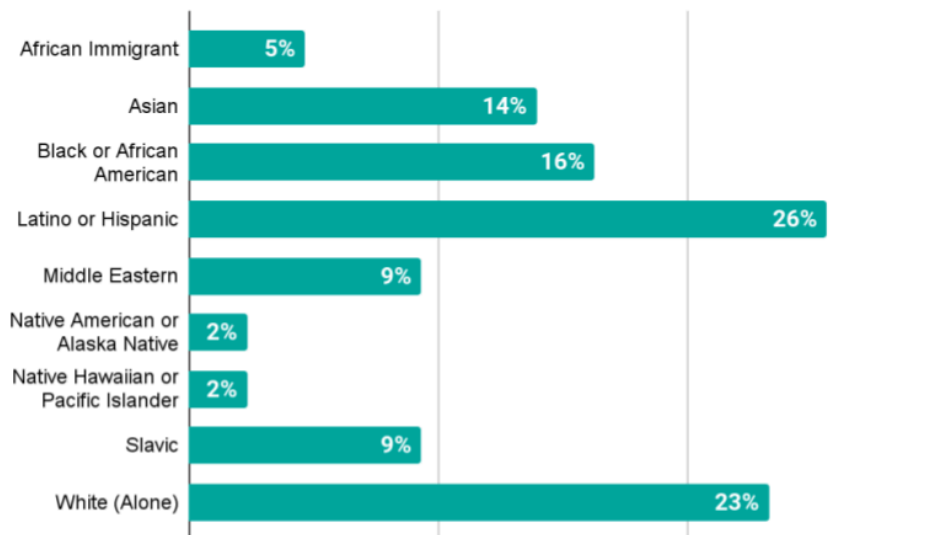
Pilot Site Applications 2024

Total Received: 55

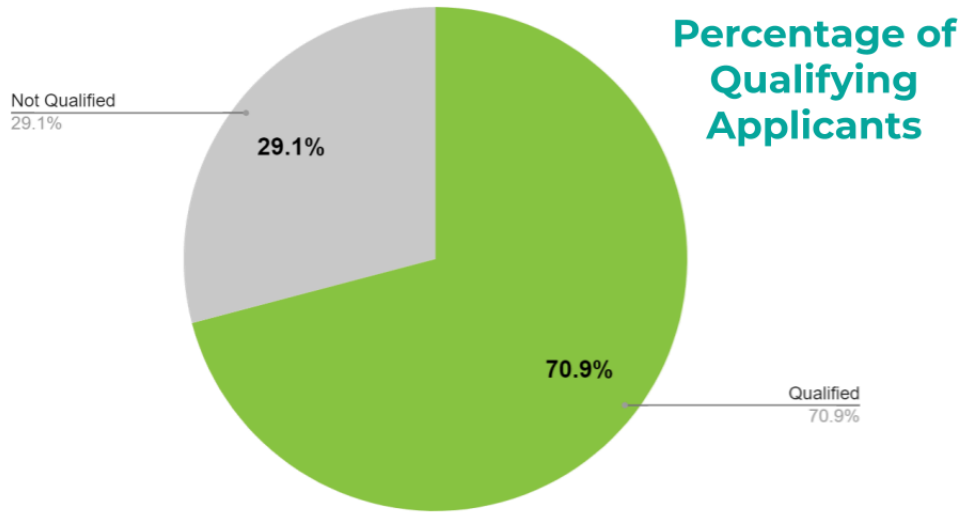


- Through this year's Pilot Site application process, we received a total of 55 applications. Here you can see the breakdown of applications by site type.

Race/Ethnicity of In-Home & Small Center Applicants

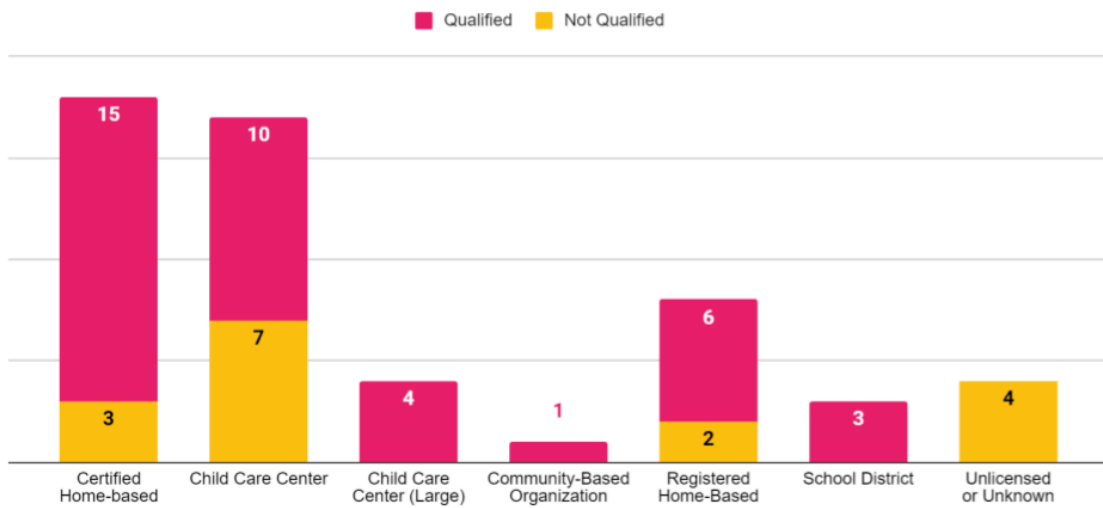


- We look at the race and ethnicity of the owners and directors of family child cares, in-home family child cares, as well as small centers. We want to understand who those business owners or those leaders in those small locations are. We need see who we are reaching through our application process and also understand their experience through the different steps of the process.



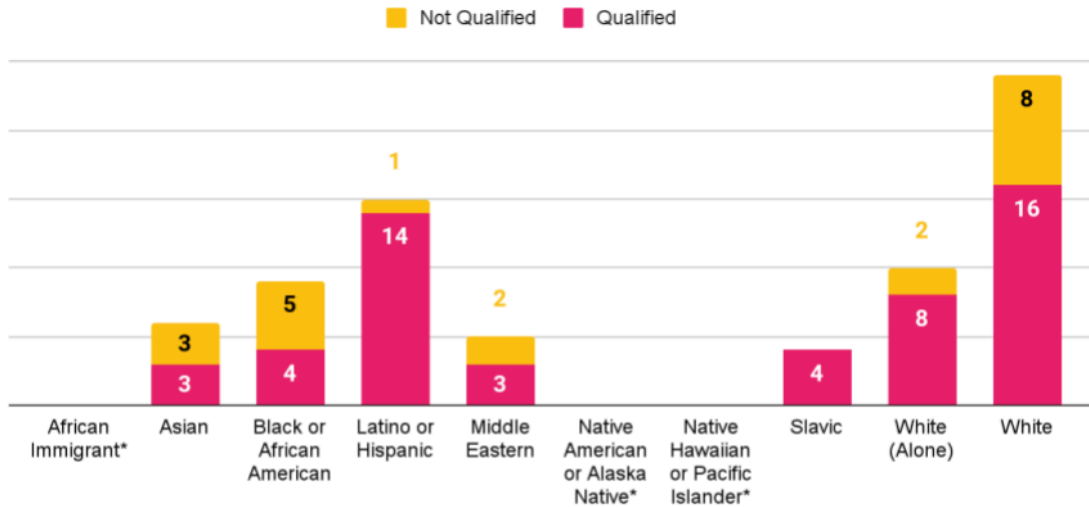
- Overall, this is what we saw in terms of the number of applicants that qualified through that process. We had 70% of applicants who qualified and about 30% who didn't qualify.

Qualified or Not by Applicant Type



- Here you can see those qualified and not qualified applicants based on the setting type. The pink is qualified, and the yellow is not qualified in each of the different setting types.

Qualified or Not, by Race/Ethnicity



* Means fewer than 4 applicants identified as this race/ethnicity

- On this slide you can see similar information, except this is by race and ethnicity of those small center and family child care owners or directors. This is inclusive data, so folks may be counted multiple times, depending on if they identify in multiple racial and ethnic categories.
- One of the things that our team is already reflecting on about the application process is the need for additional technical assistance for providers. Right now we've been doing information sessions, answering questions via email and phone, and encouraging providers to ask questions of their Child Care Resource & Referral coaches.
- We have also identified a need for more opportunities for folks to connect with existing providers who have gone through this process successfully, as well as additional opportunities outside of information sessions for technical assistance to navigate a process. Reminding providers of things like, "Go back and look at the criteria when you're answering the question, because evaluators are only scoring what you include on the paper."
- We try to give clear instructions and the criteria and the application and information sessions are offered in multiple languages— there's still an additional need for individualized support for providers who may have less experience writing an application.
- Are there any questions just about the process in general, or about the outcomes that we saw?

Keinya Kohlbecker

- What is the system that does the enrollment or the selection? What's the name of that system and how is that, for clarification, how's the selection process? What happens with that during all this?

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division

- That is the BridgeCare system, which is separate from the provider application process. Providers will only interact with Bridgecare once they have a contract. This process for provider selection happens outside of BridgeCare.
- Are there any other questions about 2024-25 Pilot Site applications?
- In terms of next steps, allocation letters will go out to providers this week. Then Kimberly's team will visit each of those new sites. Providers will let us know by December if they would like to move forward with their contract. And then we'll start the process of onboarding those new providers, getting them ready, getting them in the BridgeCare system, as well as executing and finalizing their contracts. So lots of things will be happening in preparation for the spring release of the family application.

Jaime Peterson:

- To clarify, this 29% that didn't qualify... that's a lot of centers or care that in the long run, we eventually want to partner with, right? In eight years, we need everybody in order to create slots for all three- and four-year-olds, right? So I worry a little bit about making sure that we don't lose these 29%. Do they go straight to Pathways? I've heard a little bit about coach retention and losing coaches. So that we maintain goodwill... they're not ready yet, but do we tell them, "Don't worry, down the line, you'll get there?" I think if you could just add any more from your experiences this year, that would be great.

Leslee Barnes, Director, Preschool & Early Learning Division

- I can chime in here. This is an annual application and the first step is submitting an application. When we get into scoring and allocation, we are looking at answers around racial equity and how providers show up and serve low-income children – those answers are important. Serving children that are experiencing disability, what are the answers for that? Then we look at licensing. And so if we see serious, valid issues there, that is something that will disqualify you. You could have all the readiness and be disqualified by that.
- We really try to screen people in as much as possible. And there are some programs that I think in the long run will feel pressure to join Preschool for All. Maybe they currently feel like, "Hey, I serve all private pay people. I don't need to be a part of that," but there will eventually be some community pressure.
- And we do want those providers, but we don't want everyone, right? We want the people that want to partner, that can receive coaching and feedback. Maybe they need to learn about what racial equity means and how to be self-reflective and address their biases.
- Those are the kinds of lenses that we use when we're talking about bringing someone in. And then we say to them, "Hey, you're pretty close there. Let's see you through the next go-round. We do encourage people to join Pathways or to stay in Pathways for a little bit longer.
- We certainly don't want a provider that's never done this before, and they're just opening a business for their first year. It's a lot for that person. We want them to take some time to develop and strengthen their business.
- There are a lot of nuanced pieces to this, and we always encourage folks to keep trying. Unless there is someone with some very serious licensing kinds of violations. Those things may take longer, or they may keep them out forever depending on what that thing is. And that's also rare.

Jaime Peterson

- So assuming no licensing violations, the party line is, "Keep trying, keep growing." It's not a one and done. I think that's just an important message for the public – that there are not enough providers. We're growing with time.

Leslee Barnes, Director, Preschool & Early Learning Division

- Absolutely.

Jamie Peterson

- Great, thank you. I've had some conversations and comments, so it helps me be more informed on behalf of Preschool For All.

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division

- Kimberly and her team are happy to meet directly with providers. So not only will they answer questions in email, they're also willing to sit down with people and have conversations about their application. We welcome conversations with providers so they get the information and feedback that they need.

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

- We do have some providers that have applied for the second time and then qualified.

Leslee Barnes, Director, Preschool & Early Learning Division

- And some people don't have a ready space. That's another thing. There are some providers that are like, "Hey, I'm looking for a place," and the timeline doesn't line up with our requirements. We can hold their application for another year, so they don't have to reapply completely again. We're trying to find ways to make this process less burdensome for them the second time.



Facilities Fund

- Administered by Build Up Oregon, a collaborative led by Craft3
- Technical assistance + grants and loans to all provider types
- \$16 million in FY24 to fund new construction and renovations
- Public launch in Spring 2024



Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division

- And speaking of facilities, we want to give you a more of an in-depth update about where we're at with the Facilities Fund. You all have heard about this for a long time. We did a lot of thoughtful planning to get to this point, and our contract is signed! We now have a Facilities Fund administrator!
- Build Up Oregon is the collaborative that is going to be our Facilities Fund administrator. The collaborative is led by Craft3, and it includes three other organizations. They are coming together to each bring their own individual expertise to do this work, which we think is really exciting.
- In addition to Craft3, MESO is one of the collaborative partners, and they'll be directly working with our smallest providers. They will be providing technical assistance to preschool programs and helping owners navigate the complicated permitting and zoning regulations... all the pieces that make a project go. This includes foundational questions like, "How do I choose a location? What do I look for in a commercial real estate building?"
- We're excited that not only will there be additional capital resources, but there will be people who can walk providers through every step of that process, like connecting them with architects who understand what licensing looks like and what they need to be thinking about.
- Most of the funding will be distributed as grants, but there will also be some loans in that mix. There may be large projects where there will be some grant money plus loan money to supplement the funding.
- All provider types will be eligible for funding through the Preschool for All Facilities Fund, including family child care, centers, and school districts.
- Build Up Oregon will be able to distribute up to \$16 million this fiscal year. So before June 30th, the goal is to get as much of this funding allocated to providers and to their projects as possible, which is an enormous task.

Projects might include a brand new building, or an addition on an existing building, or a new playground. Projects can also be renovations that improve existing spaces or increase the number of children that programs can serve. We had a family child care provider who renovated her basement and she was able to add four more slots because of the increased space.

- Our Pilot Sites will be the first providers to have access to these dollars. This will be a soft launch of the application systems that Build Up Oregon is putting in place in early 2024. We'll then have a public launch for all preschool providers in the spring.

FY25 Budget Calendar

- January: Updated revenue projections and budget priorities presentation to this group
- Feb: Department Budget sent to the Chair
- End of April: Chair's Budget Released
- June: Board Adopts FY25 Budget



- It is already budget season for Fiscal Year 2025.
- At the January meeting, we are inviting Jeff Renfro, the County economist, to come and update you all about PFA revenue projections and tax collection so far.
- We'll also be sharing budget priorities as we think forward about Fiscal Year 2025 and gathering your input.
- In February, department budgets are sent to the Chair. Then the Chair's budget will be released in April and there will be a series of public meetings, hearings and presentations before the board adopts the Fiscal Year 2025 budget in June.
- Kendra, I just saw that you joined. Can we welcome you for a second?

Kendra Hughes

- Sure. Hello everyone. I am so sorry that I was not able to be here when the meeting started. I'm just listening in. Brooke, I do have a ton of questions, but I'm just listening. Wonderful to meet everyone and to see you all, and I look forward to the work!

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division

- We're so glad you're here, and I didn't expect you, so it's a lovely surprise! And we'll set up a time so that we can go through all this in detail.
- Are there questions about either the Facilities Fund or the Fiscal Year 2025 budget calendar?

Keinya Kohlbecker

- Clarification question. The 16 million... that is the goal of what you're trying to raise for that funding? Where are you at currently?

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division

- That is the amount of funding that we are distributing!

Keinya Kohlbecker

- You're trying to give out that funding, okay. And then just generally speaking, when the launch happens in spring 2024, I'm sure it's need based, it's based on what the needs are, the size of the building or structure or whatever, and the allotment that is given out just depends on what the need is?

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division

- Yes an there will be a criteria that will prioritize projects. That includes who are providers currently serving, if they are offering infant/toddler care or hours that are outside of traditional work hours? The funding process will also look at geographic areas where we know that there are fewer child care locations. One important thing to remember is that providers must be a qualified Preschool for All provider in order to access facilities funds.
- There will be service commitments too. The money has to be used by programs that either are current Preschool for All providers or providers who are going to become PFA providers.
- The money for Fiscal Year 2024 needs to be allocated by the end of June. Not all of it will be spent by that time, but it will be allocated and in those project buckets for providers. If the full amount for Fiscal Year 2024 isn't spent, we hope to be able to roll some or all of it into next fiscal year.

Molly Day

- Will there be another batch of eligible providers before this money is allocated, or are the ones that are going to find out now, does that close the circle?

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division

- We anticipate adding an additional application cycle this spring, so that we can qualify a new group of programs and create a bigger pool of eligible providers.
- We are also looking at potentially adding slots mid-year in 2024-25, so that sites receiving facilities funds open in a timely way. That comes with a lot of complications that we are being planful about. We don't want to invest in facilities that then sit unused for a period of time. So we have to think about how all these pieces fit together, how do families apply for a program that opens at a different time?
- I'm going to turn it back to Janice who's going to talk about our preschool class of 2024.

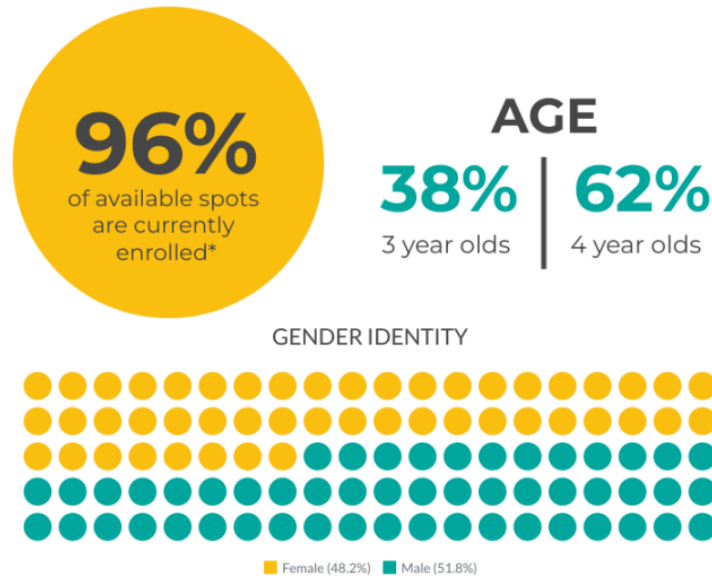
**Preschool for All
Class of 2024**



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

- Thanks. So I think this part is super fun. Last year I was able to look at just who our kiddos were in our first year.

This year we're able to look at who our kiddos are and compare them with last year's class.



- A couple of caveats with this data. Most of the data that I'm going to talk about is children enrolled through our BridgeCare database. It will not encompass our Portland Public Schools or Kairos PDX children whose data lives in other databases. For the most part, except for one number, this data is from October 1st, 2023. As enrollment has shifted in the last two months, these numbers might look slightly different. Last year we ran the numbers in October and ran them again in December and there were some shifts in our Preschool for All population. I expect we'll probably see that again as families naturally shift over time.
- Right now we have 96% of our available slots currently enrolled. At the time that this data was pulled on October 1, it was about 89%. So pretty much all the rest of the data is going to be based on that October number, but I wanted to make sure that you all knew where we were currently sitting at this moment.
- A few things I'll highlight on this slide: you can see that substantially more four-year-olds than three-year-olds are enrolled in Preschool for All for this current year. That was also true last year, and reflects the trend that we see nationally, which is that four-year-olds have higher enrollment rates in preschool than three-year-olds.
- There continue to be slightly more boys than girls enrolled. Male preschoolers make up about 52% of this group of children served.
- I also want to note, we do collect data on children who identify as non-binary, and the number is really small, so in order to protect student identity, we're not reporting it yet. I'm really hoping that as we grow, we'll be able to move away from a very binary gender identity approach to this data.

22%

Are children who have developmental delays or disabilities
Previous year: 23%

89%

Are from families with incomes at or below 350% of FPL
Previous year: 82%

6%

Live with a foster parent or legal guardian
Previous year: 3%

6%

Of families are experiencing homelessness
Previous year: 5%



- The next two slides are looking at our priority populations. For each of these areas, you can see what last year's data was. Generally speaking, our population is very similar to who we served last year, which I think is a really good thing.
- For this year, 22% of children who are enrolled in Preschool for All have developmental delays or disabilities. Last year that was 23%.
- 89% are families with incomes at or below 350% of the federal poverty level, which is our proxy for the self-sufficiency standard. That's about \$105,000 a year for family four right now.
- 6% of our children enrolled live with a foster parent or legal guardian. That's actually up about double from last year.
- Similarly, 6% of families are experiencing homelessness. Last year that was about 5%.
- This may come up in discussion, but I think that these last two here are where I have questions. I wonder if the change comes from outreach? Or data collection practices? Why do we see this increase? I welcome your thoughts later.



76%

Were able to enroll in their family's first choice preschool
Previous year: 71%

73%

Identify as Black, Indigenous, or Children of Color
Previous year: 68%

38%

Speak a language at home other than English
Previous year: 30%

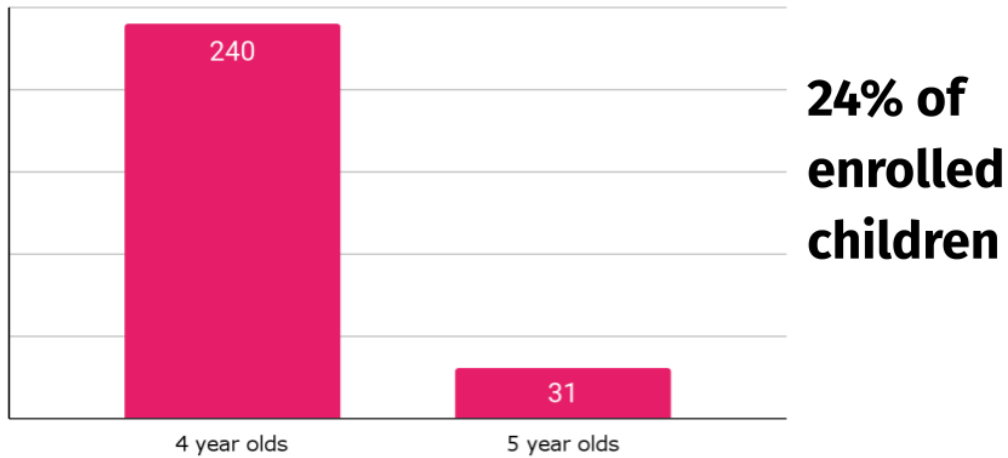
44

Different languages spoken
Previous year: 21

- 76% of our families were able to enroll in their first choice preschool program this year. Families had the opportunity to choose up to six options on their application and rank them accordingly.
- 93% of families were able to enroll in a choice that was in their top three, which I think is really encouraging.
- This year, 73% of our children identify as Black, Indigenous or children of color. I'll show you right after this slide how that breaks out by race, ethnicity and compares to last year.
- 38% of our children enrolled speak a language at home other than English.
- This last one is really astounding to me: there are 44 different languages spoken at home by our Preschool for All families, which is double from last year. I think this has lots of implications when we think about representation, linguistic supports, and providers.

Continued Enrollment

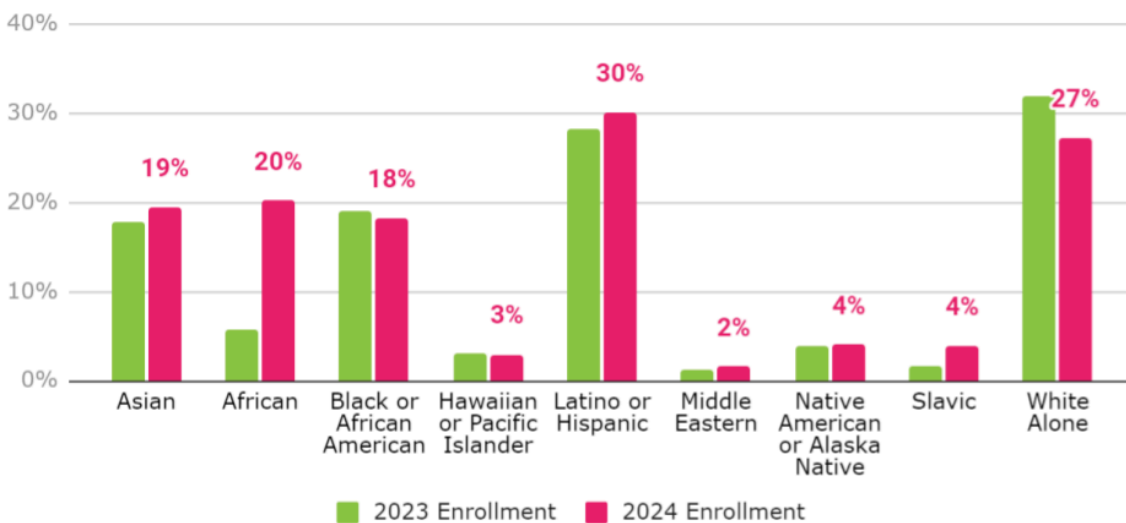
Children who are in their second year of PFA (total: 271)



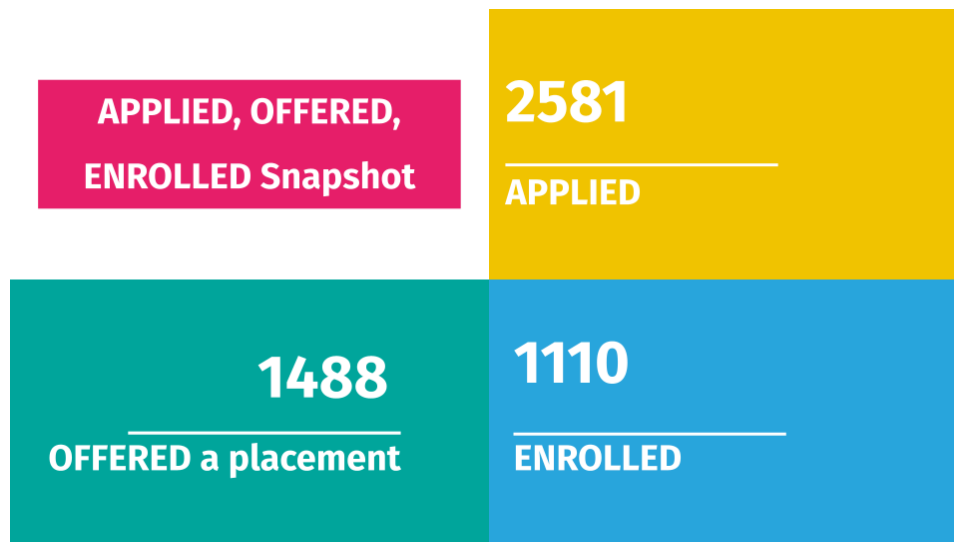
- Because we're in our second year, we have kiddos who started last year and stayed this year. There are 271 children who are in their second year of Preschool for All, which is about 24% of our children.
- You'll see a few five-year-olds here. That means that 31 kids had September birthdays, because this data was pulled on October 1st.

Comparing Enrollment by Race/Ethnicity

Class of 2023 and Class of 2024



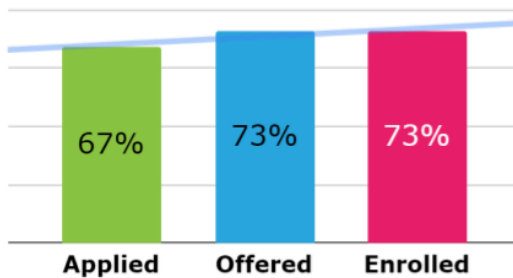
- Here you can see a comparison of enrollment by race and ethnicity. The green is last year's enrollment, and the pink is this year's enrollment. This data is coming from a similar point in time. Generally speaking, what we can see is that we have, again, a pretty similar population of students enrolled.
- We enrolled slightly fewer children who identify as only white – about a 5% decrease.
- And then we see slightly higher percentages of children of color enrolled, especially Latino, Hispanic, African, and Slavic.
- I will point out that most of the differences here, we're talking about 2% shifts, are fairly small overall. I'm not looking at that and drawing huge conclusions except to say, "Cool, we're serving our priority populations by race and ethnicity."
- The one area that I'm really curious about, is that we have significantly more African children enrolled this year compared to last year. My team is looking at that a little bit more to see why that might be. We looked at that by site, and I can tell that there are a few preschool sites who are serving that community more than others, but it also doesn't fully explain that shift. I'm very curious about that.
- I see a question in the chat. Brooke, do you know off the top of your head how many children are not captured here through Kairos and PPPS? 150. Thank you.



- On the next few slides, I'm going to do some comparisons about who applied to Preschool for All, who we offered a slot to, and who ended up enrolling in a PFA program.
- This is stepping us back a little bit. I just gave you data on who's currently in a preschool right now, or at least as of October 1st. This is showing the process prior to enrollment.
- In this second year, we had over 2,500 families apply for Preschool for All slots. That's more than double compared to the number of applicants we had in our first year.
- On the data and evaluation team, we prioritize looking at the percentage of families who applied, compared to those that receive placement offers, compared to those who enroll for our different priority populations.
- It's one thing to do outreach to families and have the application accessible. It's another – as a system accountability measure – to think about who we're offering to and then support for families all the way through to enrollment.

Applied, Offered, & Enrolled by Priority Population

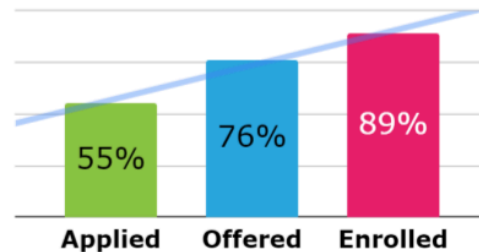
Children Who Identify as Black, Indigenous, and People of Color



Data current as of 10/1/23

Children Whose Families Have Low Incomes

(Earning 350% of FPL or less)

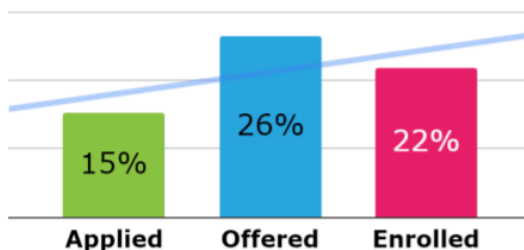


Data current as of 10/1/23

- This is the applied, offered, enrolled cycle data for a few of our priority population points.
- 67% of our applications were for children who identify as Black, Indigenous, and people of color. This group made up 73% of the folks we offered slots to.
- And then same for enrollment for children whose families have low incomes. Again, that's 350% of the federal poverty level. 55% of our applicants were at that threshold, and then they made up 76% of the folks we offered to, and 89% of the folks that we enrolled.
- Generally speaking, for me, the takeaway is that we continue to be on track for most of our priority populations. We see the same or higher proportion of people receiving offers and enrolling compared to those who applied.

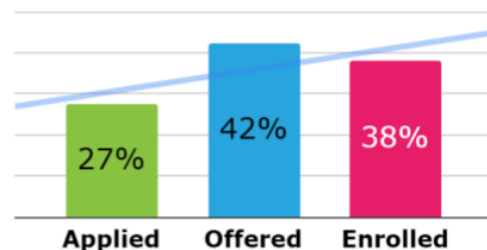
Applied, Offered, & Enrolled by Priority Population

Children Who Have a Developmental Delay or Disability



Data current as of 10/1/23

Children Who Speak a Primary Language Other Than English



Data current as of 10/1/23

- Here we have similar data but for children who have developmental delays and disabilities, and children who speak a primary language other than English.
- 15% of our applications were for children with developmental delays and disabilities. They made up 26% of those we offered to, and then 22% of those who enrolled.
- One thing that I think is important to note on this slide is that for both of these groups, we offered at higher rates than those who applied, but then lost families between that placement offer and enrollment stage. It speaks to

an opportunity for us to be able to provide more support to families, and also to providers, so that we're not losing folks between placement offers and enrollment.

- I am currently working through our data around families who declined placements. This year we had questions built into our system to learn about their reasons for declining. That data will add to our understanding.
- I see some questions in the chat around including the data from KairosPDX and PPS. Yes, we have requested that data, but have not received it yet. When we have it, we will be rerunning these numbers and sharing them back with you.

Reflection and Discussion

- What stood out to you when you saw this data?
 - What program, policy, or system-level implications do you see when you look at this data?
 - What other wonderings do you have? What other ways would you like to see this data presented or analyzed?
-
- That brings me to reflection and discussion. I have some questions on this slide and I'm really curious what stood out to folks as you looked at this data. What are the other wonderings that you have, or other questions that are coming up for you? Or if you're thinking, "It'd be really interesting if you looked at it this way or sliced it this way," I welcome that. I'm also curious about what the program policy or system level implications are that you see when you look at this data.

Aly'ce Brannon-Reid

- You might already have this, but I'm curious to see how many folks leave Preschool for All within the first year.

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

- That's a great question. We do have it, and I don't know the number off the top of my head. I can send it as a follow-up.

Advisory Committee Member

- I was curious if the numbers around applied, offered, and enrolled – how does that break down by the type of program... like how many days were offered for that preschool, whether it was a two-day or a three-day or a five-day? I'm kind of curious how that kind of broke out. Were people more likely to be offered a placement in a two-day school or a three-day school and then not accept it? I'm curious if there are any interesting patterns.

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

- Thank you. I think an important clarification is that all of our programs are five days a week, except for the Multnomah Early Childhood Program. MECP programs this year are half days Monday through Thursday, and all other programs have school days or full days, Monday through Friday. My team has not yet run the likelihood of enrollment based on some of those logistical factors like the schedule or the calendar type. It's a great question, and we definitely will, especially this year now that we have more providers – there's just more that we can do with this data that we couldn't do last year, which I get really jazzed about.

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division

- As a reminder, families only receive offers for sites that they've included on their applications. They choose six locations to include on their application. We talk frequently about how to make sure families have enough information to feel confident about those choices and ensure that they are the locations that are right for their child, so that they get offers that they really want and those decline rates are as low as possible.

Leslee Barnes, Director, Preschool & Early Learning Division

- We also aren't able to track whether people are on multiple waitlists, like Head Start or another program. Sometimes they get a slot where they really want to be and that's why they decline or leave a placement.

Molly Day

- I was going to say a very similar thing, Leslee. I think all of the publicly funded programs see a very similar attrition between placement and enrollment. It'll be a good data table conversation, Janice, when we get everybody together.

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

- One of the other interesting analyses that our Boston research partners are doing is looking at where a family lives and the distance traveled between their different choice options and the one that they ended up enrolling in. I'm excited to see what they put together.

Jaime Peterson

- My only reflection is that I just think people need to know that we're serving the kids we said we were going to serve. Because you are, and I think this... it's the second year and we had areas that we've talked a lot about... remember how we discussed 'why was the foster care number so low' last year? They do have priority in other programs, so maybe is it okay? Are there kids out there who aren't being served that we need to reach?
- And then the disability numbers are higher. We offered a lot of spots last year, and we didn't really know why they declined placement. I think we were wondering if they felt uncomfortable once they got there. One I always want to remember is whether that group stays the whole year. Because I remember we talked about some last year that entered and then left because their needs weren't being quite met for a range of reasons. So I hear a story that matches what we're aiming for, and will drive what we talk about in the spring: do we keep them all?
- And the public needs to hear that, that we're reaching the families who we want to be reaching.

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

- I agree. I did also run data looking at folks who withdrew by disability and then also by race and ethnicity. And we did see that folks who withdrew were more likely to be folks of color and children who had disabilities. And so our overall numbers were smaller.
- One of the other things I've been working on this fall is putting together a sort of case study style evaluation where I would follow some families throughout an entire year to really get at what their experience was like from the beginning all the way until summer. I want to select families from our different priority populations to participate in that project. I'm not going for something generalizable, instead just wanting to hear, even if it's a handful of folks, what does this look like on the day-to-day, and figure out how to bring that alongside our data to have a more full understanding.

Jaime Peterson

- You might be doing it, but you might do it with a center or two also. I feel like you have some maps about the

process, and you can find some pain points along the way for everybody to improve. You may not have the ability to do that, but the Pathways or the Pilot programs might be able to do something like that. It's nice to see the case studies of how you get to where you are, along with the family story.

Keinya Kohlbecker

- Janice, I would be interested to talk with you about that... about possible case studies at Harmony Montessori.

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

- Thank you. I would love that.

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division

- As a reminder, these discussions don't have to stop here. We welcome you to have coffee with us, please, both of us, separately or together. We're happy to do all those things. We want to be in conversation with you all. So as you have questions or just want to dig deeper, please don't hesitate to reach out. We are cautious of asking for more of your time, so sometimes we'll look to you to tell us when you want more.

Lavert Robertson

- Are you all allowed to share, who are those three new school districts that applied for Preschool for All support?

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

- The allocation letters have not gone out yet, so we can't yet... but soon!

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division

- I don't know if anyone noticed, but the three school districts that did apply also qualified through that process, which is a good first step.

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

- Like Brooke said, if anybody wants to hang with me and get me out of my home and pick my brain and let me pick your brain, I would love that. I so appreciate all the opportunities to speak with you all. It's fun to share updates, and it's really rewarding to have thought partners and folks who are finding gaps. Us evaluators like asking questions, and we like improving, and so it really feeds my brain. I appreciate all the questions that you've asked, especially the ones that I don't have answers to yet. And you have my email, so with that, I will pass it back to Brooke or Ms. Lydia now.

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division

- Before I turn to Leslee and Ms. Lydia for any final thoughts, I was just reflecting at the beginning, hearing you all introduce yourselves again, you're such an impressive group. I'm really grateful that you're willing to give us this time, especially in the evenings. It's exciting to have time with you, and have the support and the feedback that you give to us. We appreciate you
- Leslee, Ms. Lydia, did you have any final thoughts that you wanted to share with the group before we close?

Leslee Barnes, Director, Preschool & Early Learning Division

- I just want to, again, thank you for the time, and I hope to connect with you all again soon.
- These are the kind of messages that the public needs to hear. We're meeting our goals. And I'm thinking about the energy that was there during the campaign, and the yard signs – we actually have some new ones, if you'd like one, we'll get you some.

- We want to reiterate that we are on track, that we're being intentional, that it's not about how fast we're going. And my team is fabulous, by the way. They're not faking when they're in front of you! They are passionate. I worry about them burning out because they're so passionate – because we really, really, bring our heart to this work. And we have fabulous, bright, amazing folks doing this work.
- We'll be looking to you to help with the messaging and with some tangible ways, small ways to really show that we're meeting our goals and we're reaching those families that need this first, and it's not perfect. And we're really working on things that need to be improved.
- And we're also making sure we're honoring those folks that have done this work for a long time: those family child care providers, those Black providers, those Hispanic providers that really invented this work. And we're going to make sure that they're part of this and they're leading us. If they're doing well, everyone will do well.
- And you all need to please let us know when we're off track. If we say the words 'kindergarten readiness' and it makes you bristle, we will pay attention. What do we mean when we say that? Because sometimes we use words and we mean something, and it comes off another way, and you're going to help us think through that.
- Thank you again for your time this evening.

Lydia Gray-Holifield, Co-Chair

- As everyone has said, it has been an amazing night. I know we got a lot of information tonight, so go ahead and process that information. As Ms. Leslee has said, make sure we're sharing positive feedback when we're giving our feedback to anyone that we're reaching out to. We may not have all the answers right now, but we're definitely working towards getting the answers.
- And this is a team effort, so it's not just one person.
- So if you have questions or you need clarity, please reach out to Brooke, Leslee, or myself, or anyone else that's on the team and we will be more than happy to meet with you and have a conversation.
- We are on track and we're doing what we're supposed to be doing. And remember that, in the opening activity, a lot of us said we would go back in the past and tell ourselves, you know, "Don't stress out so much. Take it easy, we'll get through this. We got this. You are amazing." You are, you know... give yourself a hug.
- But also remember those three- and four-year-olds that are in the classroom and the ones that we're representing every time we speak to the press or we speak to a colleague or we speak to someone that doesn't understand the work and why we're doing what we're doing – that this is about our babies and this is about their future.
- And then again, thank you all for coming tonight. If you have any questions or any follow up, please reach out, and you guys have an amazing rest of your week. And remember, keep your smile on your face because it looks amazing on you.