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

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

Lydia Gray-Holifield, co-chair
- Good evening, everyone, and welcome to Preschool for All's Advisory Committee meeting. The icebreaker question for today is: if you could have dinner with one historical person, who would it be?

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division
- Thank you, Ms. Lydia. Tonight we have Jeff Renfro, the County economist joining us. He's one of the few economists that I know who is able to explain things in really concrete ways. I want to encourage you all to ask questions so that you have a solid understanding of our key fiscal stability strategies and how those strategies fit into our overall planning for the long term viability of the initiative. I'm going to pass it over to Jeff.

PFA Tax Basics

- Personal Income Tax of 1.5% on income greater than $125,000 for individual filers or $200,000 for joint filers. Additional 1.5% (for a total of 3%) on income over $250,000 for individual filers or $400,000 for joint filers.
- Ballot measure included planned increase in Tax Year 2026 of 0.8% on first 1.5% (for total of 2.3%) based on advisory recommendation to Multnomah County Board
- Initial modeling showed expected surpluses in early years of implementation, followed by expected deficits as program achieves universality (before evening out on longer-term)
- "Revenue Smoothing" is strategy to match revenues and expenditures over total program implementation (rather than in any one year)

Jeff Renfro, Multnomah County Economist
- I'm going to jump around a little bit to give you a sense of the different drivers and the different aspects of the program that we're tracking from an economic or financial perspective, and to give you a sense of some of the moving parts. Feel free to jump in and ask a question if you want me to go a little bit deeper.
- Just to reorient everyone with some basics at the beginning: the mechanism for funding Preschool for All is a personal income tax. It's a one and a half percent tax on incomes greater than $125,000 for individual filers or $200,000 for joint filers. And then there's an additional one and a half percent for a total of 3% on income above 250,000 for individual filers and above 400,000 for joint filers. The ballot measure included language that said in tax year 2026, there would be a 0.8% increase on the first 1.5%, which would mean that that first level of income would be paying a total of 2.3%, and then that higher level would be at 3.8%.
- Our initial modeling, and we'll come back to the updated modeling that we've been working on, showed that we expected surpluses in the beginning of the program, meaning that we expected our revenue to be higher than our expenses. And then as the number of seats started to ramp up as we got towards full universality, we'd go through a period where we had deficits, meaning our expenses were higher than our revenues.
- That led us to develop this idea that we call revenue smoothing. And all revenue smoothing means is that rather than match revenue and expense in one year, we're looking at the full implementation of the program, and we're matching revenue and expense across the program. We're saving money during the surplus years, and then we're spending it later during the deficit years to get us all the way through.

Data Sources

Transaction Database (Quarterly):

- Every individual payment, refund, transaction in real time
- Messy - Withholding payments cannot be tied to individual
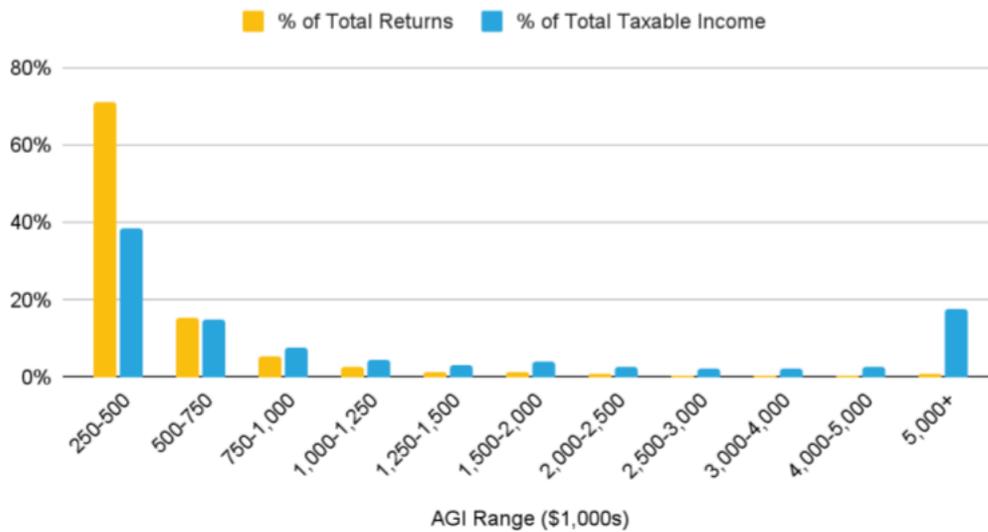
State Income Tax Returns (Annual, Lagged):

- Detailed information on income types

New - PFA Tax Returns (Annual):

- One record per filer, per tax year
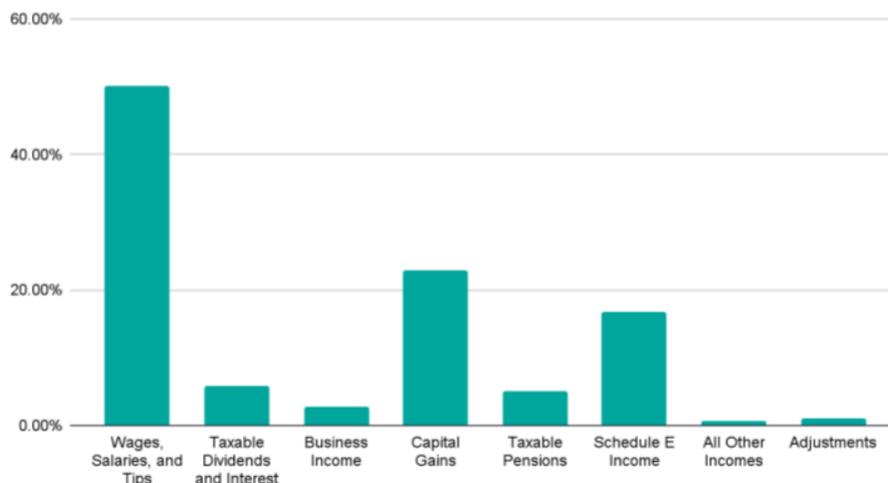- Income, Tax Liability, Payment, Withholding

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- I'm going to briefly talk about data sources. As we're thinking about understanding the tax and then planning for the future of the tax, one of the data sources we have available to us is a transaction database. This is a big spreadsheet that I receive from the City of Portland, who collects the tax for us. The database includes every payment, every refund, every transaction. Anytime someone has any connection to the tax collection system, it creates a record.
- The good thing about this is it's real time data, so we know what's happening as it's happening. The downside is that it's really messy and hard to pull big conclusions from it. It's a heat check of what's going on, but it's hard to do bigger planning with.
- Another dataset we have comes from work I do with the state's Department of Revenue. They pull information from state income tax returns for people who live in Multnomah County. And they're able to tell me information about the type of income that people are reporting.
- This is really important data for doing economic planning and forecasting. The problem with this data set is that I only get it once a year and then it's lagged, meaning that this year I'm getting last year's data.
- The data that we just started getting at the end of last year is a new report from the City, and it's information that's pulled from the Preschool for All tax returns. I get one record per filer per year, and then I have information about their income, how much the City of Portland thought that they owed in tax, what they actually paid, and then some information about where they work, if they're withholding through their employer.
- This is the new information that is allowing us, later in the slides, to talk about who's paying this tax. And based on who's paying the tax, do we need to make any special considerations or do any further analysis to better understand how the program is being funded.

TY 2021 PFA Income Concentration

Legend: ■ % of Total Returns   ■ % of Total Taxable Income
X-axis: AGI Range ($1,000s) — 250-500, 500-750, 750-1,000, 1,000-1,250, 1,250-1,500, 1,500-2,000, 2,000-2,500, 2,500-3,000, 3,000-4,000, 4,000-5,000, 5,000+

- This is an update on a slide I believe I showed you the last time that I was here. The yellow bars are the percent of the total number of returns that are submitted by income level, and the blue bars are the percent of the total income reported in those filings, also by income level.
- So what you see in this graph is that about 70% of the filers who pay this tax have an income that's between $250,000 and $500,000. But all the way over on the right side of the graph, there's basically about 100 filers whose income represents almost 20% of the total income that is subject to the tax.
- This is just reiterating what I think we already knew- it's highlighting the level of income inequality locally. And then also, it's letting us know that there's a small number of people who are disproportionately responsible for paying the revenue. That can create some additional volatility, some additional unpredictableness in the tax. And it's something that we're developing tools to better track.
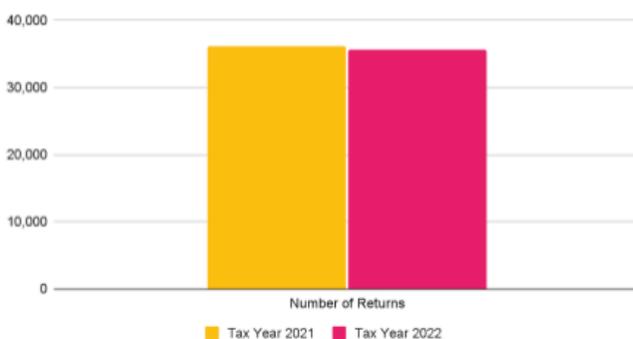
TY 2021 Income Breakout for MultCo Returns with $250K or More AGI

X-axis: Wages, Salaries, and Tips; Taxable Dividends and Interest; Business Income; Capital Gains; Taxable Pensions; Schedule E Income; All Other Incomes; Adjustments
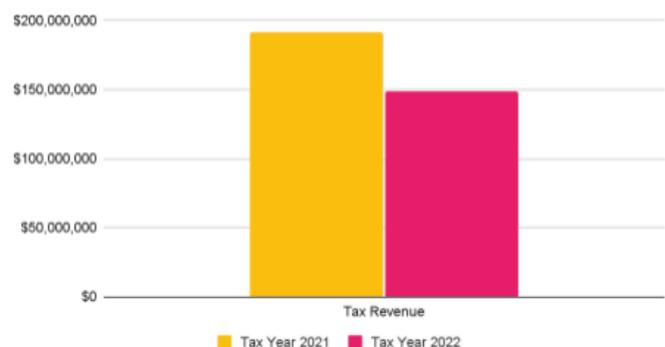
- This graph breaks down the type of income that people who are paying the tax report. The key piece here is right in the middle, that bar that says capital gains.
- Because this is a tax on higher income people, higher income people have a higher level of capital gains as their income. And a capital gain is when you have something that you've invested in, you have an asset that you bought at one point, and then sometime in the future, you sell it. And then that profit you make on selling that stock or selling that piece of property, selling that building, anything like that, that profit that you made on it is taxed as a capital gain.
- Capital gains tend to go up really quickly and then crash really quickly, too. So when we're thinking about the volatility or the unpredictableness of the tax or expectation about how much the revenue will change from year to year, one of the key drivers of that is the high incidence of capital gains.

Tax Filers - Basic Info

Tax Returns by Tax Year
(Number of Returns; Tax Year 2021, Tax Year 2022)

Revenue by Tax Year
(Tax Revenue; Tax Year 2021, Tax Year 2022)

- This slide gets into some of the information we've just recently been able to report on. This is coming directly from the tax returns that people submit. We have two years of the tax data at this point.
- The graph on the left shows the total number of tax returns by year. Tax year 2021 was the first year, tax year 2022 was the second year.
- The first year, there were about 36,000 tax returns filed. And the second year, at the time that I pulled this data, it was just a little less. It was about 35,600. People have continued to pay the tax a little late, as everyone's getting used to it. I bet if I pulled the data today, the number of filers would be more in line with each other.
- The graph on the right shows tax revenue by year. 2021 was a really weird year, and we knew, based on the information we'd put together before we started collecting the tax, that this tax was going to have really high highs and really low lows. What's becoming kind of more clear by the day is that tax year 2021 was a high high. We started tax collection on a strange year.
- When I pulled this data in November, we collected over $190 million in tax year 2021, and we were at $149 million for tax year 2022. I think tax year 2022 now is up to about 160,000,000. But tax year 2021 is also even higher as people continue to pay late.
- At the County, we normally report on revenues and expenses by fiscal year, which goes from July 1 to the end of June. So in the first two fiscal years for the tax, we had a high level of collections, and we were even higher in the second year. What's being hidden by reporting on the information by fiscal year is that the first year of the tax by tax year was so big. Even in the current fiscal year, when under normal circumstances, we'd expect to be basically done with tax year 2021, we still have a reasonably high level of revenue coming in from that first year, and it's enough that it's still affecting the data that we're reporting on.

Top Filers

- Top 1,000 Filers in Tax Year 2021 (Payment above $28,464)
  - 2.7% of returns
  - 53.9% of revenue
  - 11 missing in Tax Year 2022
  - 602 paid less than 50% of Tax Year 2021 in Tax Year 2022
- 708 Payers in Tax Year 2022 Above $28,464
  - 88 new filers
  - 379 paid more than 50% of Tax Year 2021 in Tax Year 2022

- We already talked about how the collection is really concentrated. So we have a relatively small number of people who are paying a disproportionate level of the tax. For the purposes of planning, we need to know a little bit more about those people. And the question that I get more than anything else when I go out to the community and I talk about this is, "Are you worried about higher income people leaving the county?" Just recently, we've been able to pull data to start to look at how that's reflected in our Preschool for All tax returns.
- One of the first things I did is look at the first year of the tax. I took the top 1000 filers by how much they paid us. To be in the top 1000 in that first year, they are tax filers who paid more than $28,400. So this was 2.7% of the total returns, but it was over 50% of the total amount of revenue.
- So then the next question is, out of these thousand people, what happened to them in the next year? Do we see them disappear? Do we see them continue to pay a lot? And out of that top thousand, we only had eleven people, or eleven filers, who just completely disappeared in the second year. We also had 602 of them who paid us less than 50% in the second year than they did in the first year. That fact by itself sounds bad, but I'll add some context here to show how that is actually in line with what we were expecting.
- The next thing I did is look at the second year of the tax, and the number of filers who met that payment threshold who paid us more than $28,400. In the second year, there were 708 payers who were above that threshold. Out of that, we had 88 people who were brand new in the second year of the tax, and then we had close to 400 who paid us more than 50% in the second year than they did in the first year.
- I think what this shows, and this is really in line with the state income tax collections when you look at the really high earners, is that their income just moves around a lot. Normally, if you're thinking about your own taxes, you're probably thinking, "Well, I go to work, I get paid, I collect a paycheck, I get paid on that." Maybe every now and then you sell a house or maybe you have a little bit of profit from selling a stock or something like that.
- But for higher income earners, those types of capital gains, or other types of income that come from things like rent, are a bigger proportion of their income. You could have one year where you sell a property and make a huge amount of money, and then you might not make enough money to cross our threshold again for a couple of years, and then you'll pop back up again.
- I fully expect, as we continue to look at our top filers every year, we'll have hundreds of people coming in and out of that level of top filers. It's a level of volatility that is relatively normal for an income tax.
- We will continue to track those 602 people who paid us significantly less in the second year than the first year. It is possible some of them paid us less because they were only in Multnomah County for a partial year.

- So for the question of 'are a significant number of our higher payers moving?' I think the initial data says so far it's behaving like what we would expect it to. We don't see a huge amount of evidence of that happening. And we'll get more definitive evidence as we get into the third year of the tax.

Modeling Improvements

- Aligns expenditure forecast structure to program (and program offer) structure
  - Budget vs. Actual will align to modeling assumptions (public dashboard)
  - Easier program offer development
- Actuals, Budget, and Forecast all aligned and in one place
- Calculates Beginning Working Capital (rolled over balance) by component part
- Easier scenario development
- Tracks progress toward provider/workforce goals
- Easier to follow and understand (fewer opportunities for error)
- All assumptions and data in proper context

- This slide is partly just here for reference if you want to read it later. Over the summer and based on a request from the Chair, Brooke and I, and the bigger Preschool for All team, said, "Okay, we're a couple of years into the program. We have actual data both on the program side and on the revenue side that we're using. Let's go back and completely redo all of the modeling that we inherited from the campaign at the beginning of the initiative."
- We had some improvements that we wanted to make, and it was also an opportunity to revisit every single assumption that we'd made about the program, update everything, and completely redo our forecast into the future.
- One of the improvements we made is that we're taking the expenditure structure – meaning how we're thinking about the program and the different buckets that the different types of spending gets put into. We completely aligned our history- our actual spending, our budgeted information- what we're planning for the current year, and our assumptions going forward.
- We mapped all of that information to our budget structure, so that we can go back to our model and talk about both actuals in the past and our assumptions for the future.
- The new financial modeling is also going to make it easier for the Preschool for All team to develop their budget every year and it's going to allow us to do easier scenario development. So if we have a question like, "Here's what we're assuming in the model, what if something different happened? How do we better understand where the risk is as we look forward to the future of the program?" This model will make it easier for us to make alternate versions of our modeling.
- Part of the model is intended to track our progress towards workforce goals and provider goals. We've included assumptions, so that we can look at the actual experience we've had and see well in advance if we're on the correct trajectory to meet those program goals. And it's all in one place where we can look at how those assumptions correspond to our expenditure assumptions on that workforce development and provider pipeline, infrastructure building, etc. It's much easier to follow, it's more intuitive, so there's fewer opportunities for us to make an error. And then really it's just about putting all of our assumptions and all of our data in one place, so all the pieces are in context with each other.
- Brooke, I'll hand it over to you for the next one.

Changes to Expenses in Modeling

- Reviewed and updated all expense categories and underlying assumptions
- Slight shift in saturation rate assumptions
- New population estimates from PSU's Population Research Center that impact outer years
- Updated staffing assumptions for Preschool & Early Learning Division
- Refined estimates for slot costs, infant/toddler stabilization dollars, and inclusion funding based on early implementation data
- Increased planned investments in PFA Facilities Fund

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division
- Thanks, Jeff. During this process, we held up every single expense to the light and said, "What are the assumptions that are underlying this expense? What are the key things that we need to document so that if there are changes in our assumptions we're easily able to update the modeling?"
- It's just going to give us a quicker way to quickly test out the impact of potential changes in program modeling. I will highlight just a couple of these things, and then I'm happy to answer specific questions if anything stands out to you.
- We made some changes around the saturation rate that's included in the modeling. We went from 75% to 77.5%. The saturation rate helps us understand once the program is fully universal and all families have access to a publicly funded spot, what percentage of families do we think will participate in that universal preschool system? There will always be families who choose to keep their kids at home with them, or families who choose to continue to pay privately for preschool. And thanks to Janice, we were able to make those updates, after doing a literature review of other preschool systems across the country and looking for places that have really similar criteria, particularly around eligibility.
- The model includes new population estimates from the population research center at Portland State University. There's been a lot of news coverage about decreasing population rates in Multnomah County. Because PFA is designed to grow over time, the updated population estimates don't impact the modeling as we build to universal preschool. We now expect to need about 750 less slots in 2030 and for the population of three and four year olds to plateau after that, instead of continuing to grow.

Updated Baseline Modeling
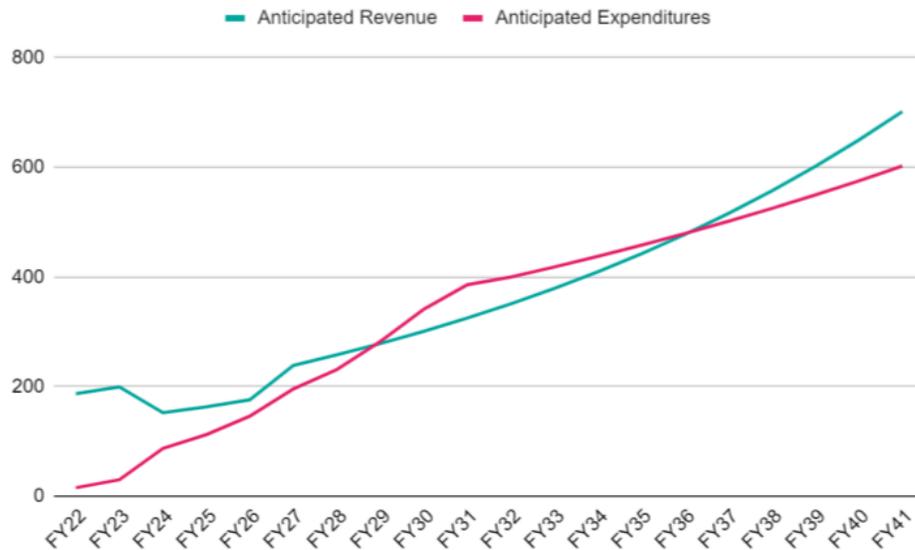
Jeff Renfro, Multnomah County Economist

- Thank you, Brooke. This slide is where we have taken all of the updated modeling and showed it visually. This is an updated version of a graph you've seen before. The blue line is our revenue. The actual revenue we've collected on the left side and then our revenue assumptions in future years. The pink line is our actual and expected expenditures.
- On the left side, where the blue line is above the pink line, that's the period in which we're running surpluses. We're collecting more revenue than we're spending. That is when we are building up our dedicated savings to spend later when we have deficits.
- The point where we have deficits is where the pink line crosses the blue line and we're using our fund balance to offset those deficits. To give you a sense of scale in the middle, the deficit is the largest in fiscal year 2031 and that's about a $60 million deficit. We're setting aside hundreds of millions of dollars in the early years of the program because we know that we're going to need that on the path up to full universality.
- On the right side of the graph, we have a big increase in expenditures due to both the increasing costs of providing a slot due to inflation and we're also adding slots at a fast rate. At that point, our expenses are increasing faster than our revenue.
- Once we hit universality and we're basically providing a static number of slots for the foreseeable future, then our expenses only grow by the annual increase in the cost of providing a slot. At that point our revenue is likely to grow faster than our expenditures. So we get to a point where the revenue crosses back over and we're running surpluses again on the right side of the graph. This is because we expect typical revenue growth to be higher compared to typical cost growth.

Updated Baseline Modeling
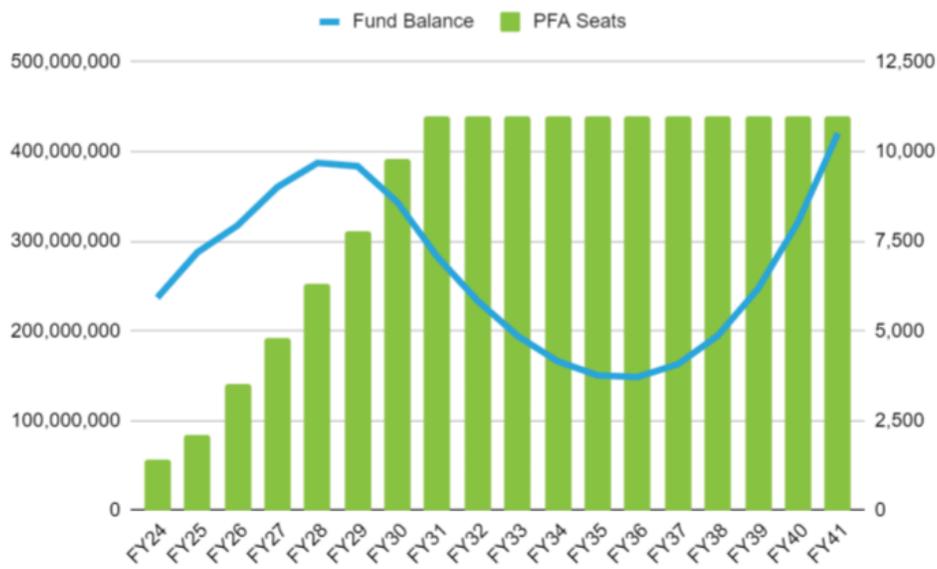
Jeff Renfro, Multnomah County Economist
- On this slide, the green bars are our assumptions around the number of Preschool for All slots provided in each year. And then the blue line is our PFA fund balance.
- If we're thinking about the health of the program, the way to read this is that as long as that blue line never dips below zero, it means that we still have money to fund services.
- With all of the updated modeling, it shows that at the lowest point, we expect our fund balance to bottom out at around $160,000,000. That's higher than it was the last time we talked to you all about this.
- And then on the right side of the graph, you see, as we get out into the future and we expect revenues to grow faster than expenditures, that fund balance starts to pick up again.
- With that, I'm happy to answer any questions you might have.

Molly Day
- Given the concern raised by the Chamber of Commerce and such about the tax rates in the Central City… at a certain point, Jeff, when it's 20 years out, when it's making more money than is needed, is that a good thing? I'm used to the state where you've got to zero out every two years. Does that portray us as misusing County funds?

Jeff Renfro, Multnomah County Economist
- Our Board has control over the rate. I think when we get 20 years into the future, the Board will not choose to continue to collect revenue that our modeling shows we don't need. My assumption is that there would be an adjustment at some point in the future.

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division
- This is really different budgeting than we see for other County and State programs. Most programs are generally asked to budget for one year, maybe two years or three years. Our financial modeling is about the entire lifecycle of the initiative. When PFA collects additional money that we're not spending that year, that money goes into dedicated savings and ensures that the program is fully funded over time.
- We know that this is complex and can be tricky to explain to others. As you all are having those conversations, we would love to hear what additional talking points, or information you need to feel confident in explaining

what the dedicated savings is for and why our fiscal stability strategies are structured this way.
- Ultimately it's about the promise to Multnomah County families that their child, their future three and four year old, will have a slot when they're ready for it. And we have to make sure that it's really there and have that consistent level of service over time.

Jeff Renfro, Multnomah County Economist
- One of the challenges here that's unique, is that we have a pre-planned path where we expect our expenditures to increase at a pretty rapid rate as we're getting to full universality. Planning around something that we know is going to grow several years in the future, like Brooke said, is a little different than how we normally do things.
- The other challenge is the line graph where I have the blue line and the pink line. The revenue line in the graph is a very straight line that goes up into the future. The line will not end up looking like that. Income taxes are very volatile, meaning they bounce around a lot. And the most volatile portion of income tax collections are the income of higher earners.
- In addition, we have a small geographic area. Some of the planning that we're doing is matching a volatile revenue source to a program that's going to be expected to provide a set level of slots or a set service every year.
- So while there's more certainty around the expense side, there's a lot of uncertainty and moving around on the revenue side. A lot of our financial planning is based on putting together these two mismatched things.

Jaime Peterson
- I feel like maybe I asked this last time, but in our predicted expenditures in terms of wages for early childhood workers, we're sort of setting a new standard, but we hope that that's not the bottom, that that's going to grow. I know we don't know what that's going to be because we're working within the whole system nationally. But is that in there, Leslee? Like, that we know we're going to pay people even more than just the 3% increase that we all sort of assume are in our wages?

Leslee Barnes, Director, Preschool & Early Learning Division
- Yes. Our goal is to be on parity with kindergarten teachers. And as shifts and moves happen in schools, we will follow those trends.

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division
- Our assistant wages have a built in cost of living adjustment (COLA). That amount is tied to Multnomah County's Local 88 cost of living change that happens every year. In addition, we have a tiered compensation chart for lead teachers. Those rates will go up over time as the kindergarten teacher wages in Multnomah county increase. We built those expectations into the slot cost numbers.
- Over time, the slots become a huge proportion of the budget, which means that small changes in slot costs can make a big difference in the overall financial modeling. Slot costs really do drive future budget planning.

Kendra Hughes
- Thank you, Jeff, for your presentation. I really appreciated it. As an advisory, as we're talking about the work that's happening and the movement towards universal. I just really appreciate being in this conversation. Knowing where the funds are and knowing what the plan is for the funds is really helpful, because there are other initiatives that we've all invested in that we don't even know what's going on with those resources. They say they're going to schools, but we don't know that. And I feel like here we can clearly explain and people can see the benefit of the initiative. So I want to thank you.

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

- Jeff, before you go, we're going to transition into talking about Fiscal Year 2025 budget planning. Are there any updates that you want to give as we think about revenue for next year and things that you'd like the group to know going into the budget process?

Jeff Renfro, Multnomah County Economist

- Sure. I would just say if you're reading the news, I think you'll see that sometimes Metro Supportive Housing and Preschool for All still get talked about in the same way. One of the recent things in the news about Metro has been that they just recently really increased their revenue assumption.
- Coming out of the pandemic, we saw that our revenue was going to be higher than we had anticipated initially. We made that big jump up in our revenue assumption a year and a half ago, which is why you don't hear me talking about it now. And so for Fiscal Year 2025, we made an adjustment to the revenue expectation that was less than 5%.
- We're still learning a lot about both the revenue and the running of the program, and that's informing our assumptions. But I think we're in the tinkering phase.
- So there was a small upward adjustment to the revenue for next year, but as Brooke said, because we're thinking about the whole implementation, a pretty small change in one year can make big differences across the entire financial model.
- One of the takeaways from the process of updating the modeling has been that we're getting a handle on everything. There's still a lot that we don't fully know about. And when we make little changes to those assumptions, it has a big impact. So we're continuing to stay on top of this. It's possible that if I come to talk to you again in a year that we'll be showing you something different based on some new thing that we learned.
- And I'll just say, sometimes it's hard to ask questions in the moment when you're getting a technical presentation, so if you think of other questions, I'm always happy to answer emails or talk to people. So contact Brooke and Leslee. They know how to find me. Thank you for having me.

FY25 Budget Calendar

- January: Updated revenue projections
- Feb: Department Budget sent to the Chair
- End of April: Chair's Budget Released
- June: Board Adopts FY25 Budget

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

- All right, we're going to shift gears with just a slight turn to our Fiscal Year 2025 planning. This was a slide that I shared at our last meeting, but I'm sharing it again just to ground you in where we're at in that planning process.
- As Jeff shared, we finalized our revenue projections for FY 2025. Next month, the Department of County Human Services will submit their budget to the Chair. The Chair will release her budget at the end of April. Right now, we're at an in-between stage where we are not able to share a whole lot of details. At our next meeting in April,

we will bring you a budget presentation based on the Chair's budget and what's included there. And then in June, the Board will adopt the FY 2025 budget.

Budget Discussion

- What priorities do you want to see reflected in next year's budget?
- What questions do you have about the PFA Budget?
- What information would you like us to present in April?
- What else would be helpful to know about PFA's fiscal stability strategies?

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division
- What I want to do today is start preparing for that April presentation- to start thinking about the kinds of resources that you all are interested in and the budget questions that you all may have. I'll open it up to the group to better understand what's going to be important to you as we bring more detailed FY 2025 budget information in April.

Keinya Kohlbecker
- What I'd like to see more of are the specifics of what tools are being used specifically, for example, Jeff gave the information about taxing of the one population, and I'd just like to know how you follow that process. And I think that goes across the board with reading some of the graphs. Just the process, just wanting to know more about how the revenue, how there would be a dip in the revenue and that process so that we have a clear understanding moving forward about that. And I know he said it's a reasonable projection, but it would be good for us to have a better handle on understanding those things. Is there a tool that we can have more specifics on regarding that?

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division
- That's super helpful, Keinya. So, really understanding why that personal income tax is so volatile and what goes into the revenue projections. And then how you really interpret each of those graphs so that you feel confident sharing that information.

Kendra Hughes
- I'm not sure what my question is or wondering, but as a Pilot Site and a School District, I know my process is different than opening classrooms. Just looking at staffing has been really significantly different because I have other considerations because of unions, et cetera. So I'm going to think on it – think through what I'm wondering or needing and I'll just shoot you an email. But yeah, it's been different for me, and I'd be curious to see what School Districts are kind of thinking about right now.

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division
- I love that. And I will offer, too, there may be situations where it makes sense for us to sit down together and talk about those multiple layers. Especially for those of you who are Preschool for All providers, because there is your specific program budget and then there is the initiative budget overall. So know that we're happy to do that.

Emily Glasgow
- I think I'm like Kendra. I'm sort of formulating this question in my head and I think it's related. And Kendra, we should probably connect and talk sometime. But I think a question I have as I learn more about the theory of mixed delivery systems and how you build that out and how you maintain that, is at any point do you start to differentiate allocations for different types of providers? Because different providers have different needs in different areas. As some of you may be aware, we've had some labor issues in PPS this year and everybody's salaries have just skyrocketed. And so to maintain programming, it's a really different need suddenly, and that's the District need. But I'm sure there are other needs we don't have financially that small providers do have, or income providers do have. And it feels to me that giving everyone the same per-slot allocation, ultimately the math doesn't math there. But I don't know what is typically done or what the answer is.

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division
- That's great. And I think that, as I mentioned before, that the assumptions built into how those slot costs increase over time are key drivers in the overall modeling. And so when digging into some of those pieces, it will be really helpful to hear all of your thoughts as well. Thank you for raising that.

Kendra Hughes
- And I also think about our smaller communities or rural communities where the school district may be the only option to apply. And the reality of just thinking about the differences is kind of where I'm going. Thanks, Emily, for articulating that and I will be in touch.

Lavert Robertson
- What I really was thinking more about is that because we make more money than we spend in the beginning, it is just the hardest thing for the public to understand. So I think it would be nice to know each year what funds went out and paid for. For example, this is the year I know the facilities fund went out.
- And I can tell you, I can say things like we built a new center or someone needed a bigger space or that a basement was converted to be safer, or we put in windows, fire safety, because then people can understand. I think that's the hardest thing I hear from the public of this disconnect, that you can't just open centers.
- And I say this, I think every advisory board meeting. But money speaks. So to say what money was spent on each year. And then if there's a focus for the year, as slots are growing, then we should be able to know how that money this year might be different than the year before, since it's not exactly the same until we're at a steady state where it's really just providers and slots and kids in centers in 2030.

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division
- Absolutely. And I think in April or July, I'd like to bring up folks from our Facilities Fund Administrator to actually share more details with you all about how things are going, what they're seeing so far, what projects have been funded, what's happened, and kind of the challenges and successes that they're seeing in that early part of implementation. So we'll be coordinating with them to bring that to you.

Molly Day

- I was just thinking about the fact that this tax is on the wealthiest community members, and that we have this incredibly inequitable income distribution in our county. And then there's negative conversations about PFA happening with political leaders and business leaders. This is one of the ripple effects, in my opinion, of this large investment in young children and their families. Even though some of the arguing is happening about income and taxes, we did the right thing, this is important for our kids and our families. No money comes without pain and argument and discussion. And I'm really proud of our county for continuing to make this really important, wise investment and to have it be led by parent voice and that it's so transparent and intentional. I know it's economics that we're talking about, but it just has such a big impact. I'm grateful you bring us into the conversation.

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

- Thanks, Molly. And I think the other thing that we can't say enough is that we are on track. We are exceeding our goals. We need to reiterate that and to find new ways to show the data that we're reaching our priority populations and our slot numbers are growing. We are on track to reach our goals in 2030.

Kathryn Torres

- I think what I get challenged by is trying to tell the system capacity building story. What does it look like to train and build capacity of the system itself to create this many seats over time. I would be interested in having more talking points or being able to tell a better narrative about that. I can explain kind of what's been put in place, but I don't really know what the journey has been so far.

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

- Thank you for that. We have some new ideas to make sure you all have those resources and tools to do that. And sometimes we need to be better about just giving you, for example, three clear messages. "Here's the three things and the data points that back that up."

Andrea Paluso

- I wonder if it would be a helpful way to represent, in a kind of linear, over time way, how we're adding to the overall pie. And by that, I mean how many facilities existed at the time that the program launched and every year tracking that against the gap so people can see very clearly what existed and the gap between what existed and having a universal program and that gap closing over time.
- And that being true around facilities, that being true about workforce, that being true on a number of different fronts so that folks can start to see the infrastructure and the systems that are being built behind the program that I think often are invisible.
- I think people think we fund a program. We fund slots. And I agree, having to articulate and explain to folks like, "No, in the first years, you have to build whole structures and systems that have never been built before because of historic disinvestment by our state and federal government in building programs for early childhood. And we're making up those gaps with our local investments. And here's what it looks like to do that."
- And then as far as the budget presentation, I also kind of wondered if it would be useful and easy for you all to present sort of the ways that you attempt to braid funding where you're getting funding from different sources. And again, to be able to demonstrate proportionally how little funding preschool gets in any real way outside of this investment by this local program, how impossible it would be to scale to a universal program with just state and federal funded preschool allocations. So again, we can start to show the gaps, yes, we're braiding a lot of the existing funding. We're bringing it in where we can. We're trying to make use of it or add on top of, but it is by itself inadequate to meet the need that we're trying to meet with this program.

Emily Glasgow
- I could talk a lot about braiding. I think what Andrea just said makes a ton of sense. You can't talk about this program in isolation. And there is this continued narrative that it is creating competition for other programs and diminishing other historic programs in our communities. And because other folks are struggling for enrollment, it's hard to tell the story of why do we need so much more? We need to continue to think about the models Andrea was talking about, how is it not just this program- how are we also showing how this is building, braided with all the other existing slots, and that there continues to be need. There continues to be community need for this growth. Because I think there are questions of, like, "Why would we continue to add when we have community providers Head Starts that are struggling to fill slots?" I don't know how we better tell that story, but I think that's a really important one.

.**Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division**
- And what we've been hearing from some of those organizations is they have waiting lists and it's really about hiring staff. And so how do we also help people know that these workforce investments are benefiting the entire early childhood landscape and not just Preschool for All. I think that is one piece of that bigger picture. Emily, I appreciate that you are consistently raising this.
- I'm going to move us along unless there's any other questions. And know that if you want to pop something in the chat or you think of something tomorrow that you would like to see in the budget presentation, we're happy to bring that in April. Any last thoughts or questions?

Kendra Hughes
- I really liked meeting the community college navigator. Even as a member of the advisory board, I didn't realize that we have someone who is helping people navigate a career in early childhood at the community college level. Maybe at a future advisory board we can meet some of the people, hear about the work in the pipeline, in the workforce would be great.

.**Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division**
- Love that. The community college navigator at Mt. Hood Community College's name is Jackie and she is fantastic. And we also, just as a reminder, have an additional navigator at Portland Community College as well. So both early childhood education programs at local community colleges.
- I am now going to pass it over to Janice, who is following up on our presentation from our last meeting and focusing on the external research partnership that we have with the Center on the Ecology of Early Development at Boston University, or CEED.

CEED Research Partnership Overview

And Equity Profile Findings

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

- Thank you. Like Brooke said, when I was here last, I mentioned our external evaluation partnership with CEED. And the group had a lot of interesting questions about what that was. Who are these folks? And maybe even some apprehension about external evaluation partners.

About the Partnership

- **Dr. Stephanie Curenton** - Executive Director at Boston University's Center on the Ecology of Early Development
- Two year grant from W.K. Kellogg Foundation to partner with Preschool for All
- Function as an "external evaluation" team working closely with our PEL team

- I wanted to come and give you all an overview of what our partnership with CEED and then spend some time sharing an equity profile. The profile is on early Preschool for All implementation with the data that they collected last year. I'm sorry to follow up a budget presentation with even more data.
- The partnership is led by the work of Dr. Stephanie Curenton. She's the executive director of Boston University's Center on the Ecology of Early Development. She, among many other incredible things, developed a classroom-based assessment tool called ACSES that I'm going to talk about in a little bit.
- Our partnership with CEED is funded through a two year grant from the WK Kellogg foundation. CEED functions as our external evaluator for Preschool for All. One of the things that's really important about this partnership is that it is externally funded, it's not funded by us. And we appreciate their close collaboration in our work.

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Partnership Approach

- Focus on **equity** throughout design
- Close **partnership** model following tradition of education research-practitioner partnership models or community-based research
- Deep **engagement** as partners - meeting weekly and we are involved in research design, protocol development, and planning
- Learning and being responsive to the **local context**

- This is a little bit about how we approach our partnership. The approach was really important to us as we built it. The thing that I value most about our partnership with CEED is that they really focused on centering equity throughout the entire design of the evaluation.
- What that looks like for us, is that CEED is approaching this research partnership in some nontraditional ways in order to be responsive to the values that built our system and the things that were set out in the Preschool for All plan.

- For example, they are deeply engaged with us. We meet every single week. The Preschool & Early Learning Division team is involved in the research design and helping think through protocol development and planning. We walk a very careful line between making sure that they have context and very up to date information about our implementation, while also ensuring that we are removed from any actual data collection and analysis. This is important so that they can keep their integrity as external evaluators. It's a lot of collaboration and then separation, collaboration and then separation.
- They also spend a lot of time building relationships with the folks in our system. Things like hosting information sessions for our pilot site providers, so that they can come and have a conversation with the researcher before they have to supply information. Taking the time to translate their materials and making sure there's interpretation in place, mirroring the way that we try to do our work in our division.
- We're also a member of the National Network of Education Research Practice Partnerships (NNERPP) through this external evaluation. We follow the NNERPP model of community-based research and practitioner-researcher partnership approaches. Right now we're in this great pilot mentorship program through NNERPP, where we're working with another research practice partnership around education. They're providing mentorship and support in how we can do our partnership even better and get really usable evaluation findings.
- The last thing I'll say about our partnership approach is because the CEED team is based out of Boston, it was important to them to spend a lot of time learning about and being responsive to our local context. They have spent so much time reading everything there is to know about Multnomah County. In fact, I think sometimes they see news and findings faster than I do. They also came out for a visit and met a couple of our pilot sites.

First Two Years

Process Evaluation Approach: "Setting the foundation"

3 primary goals:

- Understand classroom quality and teacher-child interactions across PFA sites
- Support PFA leadership in strategic planning around racial equity in program design and delivery
- Determine future evaluation needs (including child outcome indicators and evaluation design)

Key component of our partnership: **Assessing Classroom Sociocultural Equity Scale (ACSES)**

- These first two years of our partnership are setting the foundation for a process evaluation focused approach. There were three goals set out for them as our external evaluators. Number one, looking at classroom quality and teacher-child interactions across our PFA pilot sites. That's using the ACSES tool that I'm going to talk about in just a second.
- The second area that they focused on was supporting our leadership and strategic planning around racial equity in how we design the program and deliver it. The equity profile that I'm going to share is tied to that goal.
- CEED also works very closely with me to think about future evaluation needs, especially child outcome indicators and evaluation design. They host a technical advisory committee of folks across the country who are helping us think through measurement challenges for a system that's as complicated as ours.

ACSES Dimensions

Challenging the status quo knowledge	Equitable learning opportunities
(In)equitable discipline	Connection to home life
Personalized learning opportunities	Learner's participation and engagement
The ACSES Framework takes a targeted universalism approach	

- ACSES stands for Assessing Classroom Sociocultural Equity Scale and was developed by Dr. Currenton. She wanted to create an assessment tool that was designed by folks of color, for folks of color that looked at teacher-child interactions in the classroom, and power dynamics between teachers and children, particularly children who, she uses the term racially marginalized learners. ACSES looks at their experience in the classroom and their family's experience.
- ACSES has six different dimensions. To what extent there is classroom instruction that is challenging the status quo knowledge, to what extent there are equitable learning opportunities. They're examining equitable discipline through evidence of inequitable discipline, opportunities for connection to home life in the classroom, personalized learning opportunities, and learners' participation and engagement. They're doing all of this from a targeted universalism approach.
- ACSES includes a video-based classroom observation that is collected and then coded. It's a valid, reliable scale. ACSES also includes a survey for educators and a survey for families. In our case, we also added in a survey for the owner or director of the pilot site. And then there's a combination of focus groups and an educator community of practice that all roll up in this big suite of assessments. If anybody really wants to get nerdy about that with me, let me know and I'll send you lots of fun stuff. But for now I'm going to leave it at that because what I really want to focus on is the equity profile.

Emily Glasgow
- Will ACSES fit in with all of the other assessments we have to do in School District settings? Or will it be another layer of work teachers have to do?

Janice Cole, Research & Evaluation Analyst, Sr., Preschool & Early Learning Division
- Yes, the goal is to have it fit in with other assessments and we're working toward that. ACSES has been tested in a variety of settings, and we have the most diverse settings that they've ever done it in. We're trying to figure out how to minimize any disruption to classroom time and make it the least burdensome for providers as possible. Last year, we did just a couple of observations. This year we're aiming to do more, starting in March, and focused on child care centers and family child care. Next year, we're hoping to start observations in schools.

Equity Profile

- The equity profile is tied to the second goal of this partnership for the year, which is around assessing equity in our program design and delivery for our first year. The CEED team did a number of different data collection points throughout last year and this is a summary of all of those areas.

What informed the equity profile?

The equity profile uses data gathered and analysis conducted during the 22-23 school year (the first year of our partnership)

- Secondary data analysis of publicly available information and PFA data
- Key Informant Interviews with Community Leaders
- Surveys to site leaders and families, ACSES observations
- Findings from the Community of Practice

- They conducted some secondary analysis using census data and American Community Survey data and other publicly available information, as well as our Preschool for All data around pilot sites and enrollment.
- CEED also conducted key informant interviews with community leaders who were involved in the planning and design of Preschool for All, including some of you. They surveyed preschool site leaders and families and completed a handful of ACSES observations, although because of timing and Institutional Review Board delays, they ended up happening over the summer. So it's kind of a small pool there.
- It also includes findings from a community of practice. They hosted a community of practice that was a combination of Preschool for All coaches, a couple of Preschool for All staff, and some pilot site directors who met monthly over a period of six months.

Area: Children & Families

- Create sustained opportunities for families to provide feedback
- Listen carefully to family feedback and use to inform program policies
- Support providers in strengthening their school-family partnerships

- I'm going to present the recommendations from the equity profile by area. There are four different areas in the profile, which was developed as an internal resource for our division.
- For the area of children and families, there were three core recommendations. Number one, as we continue to implement Preschool for All, we need to create sustained opportunities for families to provide feedback. This is something that we knew and it was really helpful to have that confirmed as an area of growth for us.
- Connected to that is the recommendation to make sure that we are listening carefully to family feedback and using it to inform program policies. Across the different data collections that they did, they heard feedback from families about aspects related to inclusion, availability of locations, and other areas. This recommendation is about making sure that we're positioned to not only gather that feedback, but actually use it and respond.
- The third area that they focused on was supporting providers in strengthening school-family partnerships. The primary data source for these recommendations was family surveys that the CEED team administered to families whose children were enrolled in Preschool for All. This survey went out to every single family who was enrolled. They did a one week survey collection. Again, we were at the end of summer, so timing was not ideal.
- The sample that they gathered was not fully representative of our overall Preschool for All population. It was a little bit more white and a little bit higher income than our overall Preschool for All population who was enrolled.
- Although there's a smaller sample size, that's not entirely representative, they were still able to gather really valuable feedback.

Family Surveys

75 responses
sample was <u>not</u> fully representative of overall PFA population

44% of children whose families responded identified as BIPOC

Overrepresentation of high earners (34% of respondents were above 350% FPL)

Family Surveys - Family Feedback

92% of families were satisfied with Preschool for All experience

Families were happiest with:
- School climate
- Connections to home life
- Challenging the status quo

Biggest areas for growth:
- Family-school partnership

- I'm going to highlight a couple of the areas of feedback that families provided. Overall, 92% of the families who completed the survey were satisfied with preschool, with their experience in preschool. The three things that families were happiest with were around school climate, opportunities for their child to bring in connections about home into the classroom, and teacher instruction around challenging the status quo.
- 89% of families felt that they felt welcome at their Preschool for All school. Most families felt comfortable talking to their school if they had a problem, and about 93% of families reported that their child felt comfortable talking about their home in the school.
- The biggest area of growth that the CEED team saw was around school-family partnerships. Families shared that they weren't necessarily clear about the process for addressing concerns when they arose at school. They wanted to be more involved in decision making at the school, particularly before decisions were made. They also talked about things like wanting more convenient times for parent-teacher conferences and then having more information from their child's preschool about how to support learning at home. That's an area where we could offer support to providers on how to strengthen that school-family partnership.
- One of the things we asked CEED to prioritize for this year was gathering more qualitative family feedback. They conducted focus groups in the fall with a pretty significant number of families.They had about 75 families who participated in those focus groups. They are currently writing a brief about the focus group data that will give us more context about families' experiences.

Area: Outreach

- Prioritize high needs locations for recruitment events and outreach
- Consider high needs locations as a factor when enrolling families
- When recruiting providers, consider location in area of high need
- Two main areas of potential need: East County, Downtown + Old Town

- The next area that we're going to talk about is outreach. This is where a lot of the secondary analysis came into play, coupled with a little bit more from family surveys and other recommendations.
- The four areas that they offered us in terms of opportunities for outreach, number one was prioritizing high needs locations for recruitment events and outreach.
- Connected to that is really considering high needs location as a potential factor when enrolling families and also when recruiting providers. And they did a lot of analysis that we are still sorting through to understand what areas of high need. They looked at a combination of working families with children under five and families who speak a language other than English. They looked at it by race, ethnicity and a few other indicators. Two areas of need that they identified are around East County, and a combination of downtown and Old Town.

Family Surveys

38% of families needed to utilize multiple additional types of care to fulfil total childcare needs

Commute between home and preschool:
- 0-5 miles: 71%
- 6-10 miles: 22%
- 11+ miles: 6%

- Here are just a couple of other data points about family surveys that I think were valuable.
- First, CEED asked families if they needed to utilize additional types of funding to fulfill their overall child care

needs. And they found that over 30% of our Preschool for All enrolled families still needed multiple types of care in order to meet their overall child care needs.

- They also did some analysis looking at where families lived compared to how far they were commuting to their preschool that they were enrolled in. Most, as we would expect, are under a 5 mile commute. But they also found that there was a good chunk of families who were commuting a pretty decent distance to their child's preschool. That's something that we want to look at more and it ties to future outreach as well.

Family Surveys - School Choice

🔵 Reasons families chose the school: location, cost, opportunities to interact with other children

🟡 Low income families were more likely to choose programs that were close to public transportation

🟢 Families of color valued caregivers/teachers who matched their child's race/ethnicity

- The main reasons that families reported to the CEED team about why they chose the school they did had to do with location, cost, and their child having opportunities to interact with other children. They found that low income families were more likely to choose the programs that were closer to public transportation. And they also found that families of color valued caregivers and teachers who matched their child's race and ethnicity.
- One of the things that my team is working on collecting is demographic data of Preschool for All teachers and educators. How do the staff who work with children identify by race, ethnicity, and by language? And how does that compare to our population of children who are enrolled?

Area: Pilot Sites

- Offer trainings and coaching that directly support sites in how to engage families from diverse backgrounds
- Provide supports to ensure providers fully include children with disabilities in their programs
- Get data to understand educator demographics
- Work with coaches to understand specific needs of pilot sites when designing and tailoring supports

- The next area that I'm going to highlight is recommendations from the CEED team about Pilot Site support. They conducted surveys to owners and directors, and to educators. They also did a couple of site observations as well as a community of practice, which included pilot site involvement.

- Their recommendations to our division were to ensure that we're offering trainings and coaching support to sites on how to engage families from diverse backgrounds. A lot of providers highlighted that this was one of their main values in participating in Preschool for All and wanted more support in how to support families from diverse backgrounds who they hadn't served before.
- CEED recommended that we provide support to ensure that programs are fully able to include children with disabilities in their programs. They also recommended that we work closely with coaches to help understand specific needs of pilot sites as we're designing and tailoring our support.

Provider Surveys

22 Site Leaders responded
(47% response rate)

16 respondents were
people of color

- 7 centers
- 11 family based
- 2 school districts

Enrollment Shifts:

Since joining PFA...
- 63% said # of children with disabilities increased
- 74% said # of 3 and 4 year olds who had never attended preschool before increased

- So again, one of our evaluative challenges for last year in this partnership was just that our response rates overall were a bit low. But we did have 22 site leaders who responded to the provider survey. So about a 47% response rate, including 16 respondents who were folks of color. It was pretty dispersed across centers, family settings, and school districts.
- CEED asked some questions about how enrollment had changed since the program joined Preschool for All, and about two-thirds of sites said that the number of children who have disabilities increased. Three-quarters said that the number of three and four year olds who had never attended preschool before also increased. Those are two things that are really important to highlight when we're thinking about services and supports to Pilot Sites.

Provider Surveys

100% of providers wanted to continue participating in PFA
95% agreed or strongly agreed that their program benefited from being a part of PFA

Why did you join PFA?
- Increased access for families
- Gaining resources for programs

How are you implementing equity at your site?
- Creating specific program policies
- Ability to serve more diverse children and their families
- Responses indicate some confusion around suspension/expulsion ban

- Here you can see a little bit of satisfaction and feedback about folks' experience in Preschool for All. 100% of the providers who responded said that they wanted to continue to participate in Preschool for All. 95% agreed or strongly agreed that their program benefited. When asked why they joined Preschool for All, programs again focused on increased access for families and then also gaining resources for their programs.
- Another question asked Pilot Sites how they were implementing equity at their site. Folks highlighted creating specific program policies and being able to serve a more diverse population of students and their families. The other thing that CEED found was that the responses from owners and directors indicated some possible confusion around our suspension and expulsion ban. So, there's more work for us to do in that area.

Area: Implementation

- Have consistent and ongoing ways for partners to provide feedback
- Close feedback loops
- Revisit and revise policies that are confusing for providers (discipline, suspension, expulsion)
- Have more information about PFA available and offer supports in how to understand and interpret data

- Our final area of recommendations from CEED is around implementation. Much of this is repetitive of the previous areas, but broader and focused on recommendations for us as the system. These recommendations include: consistent and ongoing ways for folks to provide feedback, closing feedback loops, and clarifying policies that are confusing for providers.
- And then also making sure that we have information about Preschool for All available and supporting folks to understand and interpret data. That one is super exciting for me.

Community Leader Interviews

- Consider that flexibility comes with its own complications
- Importance of centering voices of parents, providers, and communities

- The last data points that I will highlight are two points that came from the community leader interviews that I mentioned. They have a brief that is just about to get published and then we can share it all with you.
- Community leaders wanted us to remember that we have a very flexible system and sometimes that can also create complications. And secondly, the importance of centering the voices of parents, providers and communities in our implementation.

Discussion

Think back to the three main areas of recommendations:
1. Children & Families
2. Outreach
3. Pilot Site Support

Choose one area to answer these questions:
- *What stood out to you?*
- *What strategies or actions would you recommend in order to incorporate these equity profile findings into the implementation of PFA?*

- I have a couple of discussion questions here for you all, but please feel free to jump in with any ideas and comments. I will also say that I'm working on a follow-up form where I'm hoping folks can spend some time doing a little bit more brainstorming, recommendations, and thinking about actions because I know talking about this at 8:00pm might be kind of a lot.

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?

- To answer a question from the chat, right now we are two years into our evaluation. We have a no cost extension from the Kellogg foundation and we are currently talking about where we might want to seek out further funding. The Kellogg foundation has invited CEED to apply for more funding.

Jaime Peterson
- Is CEED going to publish a report on this equity profile for the public?

Janice Cole, Research & Evaluation Analyst, Sr., Preschool & Early Learning Division
- No, this particular report is just for us. We may publish pieces of this for the public. I think there's a lot of really

great things in here and in the spirit of transparency, this feels really valuable. We also just got this a few weeks ago, so we're still working through this as a team. They will have many briefs of the same data, just in different pieces that they are working on. That includes a brief about the community leader interviews and a brief about the focus groups with families. CEED is currently conducting focus groups with educators and writing briefs around their secondary analysis.

Molly Day

- Was there anything here that surprised you?

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

- No. A lot of what was in there was what we had been seeing and hearing and this data really just confirmed it. And I want to say that there is such value in having that all confirmed by an external party. I don't want you to hear that and think like, "Oh, how worthwhile was it?" It was so worth it. But I wouldn't say that there was anything in there that I didn't know or that we hadn't already seen. It brought a very triangulated set of data to confirm what we were seeing in our implementation and in the work that my team had been doing.
- I'm also looking forward to some of their qualitative data that they've been gathering to help us understand a little bit more about some of the responses that we saw, particularly in the family survey, to more deeply understand what it all means. It's hard in a Likert scale question about how welcome a family feels at school to understand what that means for a family and their child.

Leslee Barnes, Director, Preschool & Early Learning Division

- I just wanted to say I heard Emily's angst when she said, "Oh, goodness. Another assessment." I felt that. And the goal for this is to layer on top of work you're already doing. This is a tool for coaching so that the coach can talk about teacher child interactions, in the context of that coaching relationship. So it shouldn't feel like, "Here's another thing that we've got to fill out and do." ACSES gives a lens on that interaction experience as Black and Brown children in comparison to others in the classroom, which is very unique and very timely because as we're hearing, some providers don't have experience serving diverse families. They may not realize that they're doing things that reflect implicit bias, for example. ACSES is a way to start those kinds of conversations which are new to many people. And I think in that relationship with the coach, it allows for that to happen in a safe way.

Emily Glasgow

- I really, truly do think it sounds awesome and potentially more high leverage than other things we use. I'm constantly pushing on upstream braiding. This would be a lovely place to do some upstream braiding, to work with Preschool Promise and OPK and come to some agreements about what we're going to require in braided spaces so that we're not on the bottom end being challenged to use these really high leverage tools. We really do believe they're high leverage tools and you can only do so many in one space before it's just over taxing.
- I think it's a really important Plan B that you're not always grant dependent like that. Coaches can be trained to do ACSES and we don't need to rely on outside people. So maybe that's a value we gain. If you really like the tool and the coaches love it and the teachers love it, then why don't we learn how to do it? I feel like that's a skill building opportunity, and then we don't have to say, "Oh, we can't do it anymore because Kellogg didn't fund it." Well, we want it. Let's do it and braid it in. I feel like there's an opportunity.

Keinya Kohlbecker

- Since we're talking about the term braided, I just want to make sure that we're all on the same page. Could someone please clarify what braided is? When I'm thinking of braided, I'm thinking of a classroom that is not just Preschool for All children. It is a mixture of families who might be paying, families who are there through another

state funded program or receiving ERDC funds and such. I just wanted to make sure I understood you. Yes? Okay.
- And I can see to the point of everyone having all these different requirements and how do we say, "okay, if they're already doing that one, that's fine for us. Can we just use the information you gathered over there versus us doing our thing and yours, too?" So that's kind of the north star of this, I hope.

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division
- Thank you for stopping and making sure that's a shared term, that's really helpful. You are correct about what braided means. Typically when we talk about braided, we can connect an individual child to a particular funding source. So we know this slot is being funded by Preschool for All. And this slot over here is being funded by Preschool Promise. And that's especially important when some of those funding streams have very specific eligibility guidelines. And then "blended" is typically used when all the money is mixed together in one pot, and it's not necessarily 'this slot is Preschool for All, this slot for Preschool Promise'.

Janice Cole, Research & Evaluation Analyst, Sr., Preschool & Early Learning Division
- Thank you, everybody. I'm going to work on a form that re-summarizes the different recommendations and asks folks to pick an area and offer some recommendations and actions. Or if you're like, "Oh, my school district is doing this," or just like you shared, Emily, that's so helpful. Context is working. So be on the lookout for that. And in the meantime, if you have anything else that you want to follow up about, please let me know.

Brooke Chilton Timmons, Management Analyst, Preschool & Early Learning Division
- Thank you all so much. And thank you, Janice. This is the point in the night where I feel bad for throwing so much information at you all and just want to say again that we are very happy, whether that's Janice, Leslee, Ms. Lydia, or myself, that you can reach out if you are wanting to talk about something specific in more depth.
- I just have one program update for tonight, and that is that the Advisory Committee application is currently open. We do have a specific focus on Multnomah County District 4, which includes parts of East Portland, Troutdale, Corbett, Gresham, and Fairview. And we're especially interested in recruiting some early educators who are currently working with children in the classroom.
- We would love your help, if you know of folks who you think would be great on the committee. Again, we're happy to support you with outreach materials. You can share our Instagram or Facebook posts that are up there right now, or send an individualized email to someone that you know and think would be great. It would be appreciated if you take a little bit of time to think of someone who would be wonderful to welcome into the group.
- The applications are going to be open until February 16, and then we'll go through the same scoring process. I will reach out to this group to ask if there's someone who might be willing to evaluate each of those applications. Lavert was very kind to do that last time. Thank you, Lavert. So we'll be looking for another volunteer to do that in mid-February.
- Any questions about that? I'm going to turn it over to Leslee and then Miss Lydia for any final thoughts before we break for the night.

Leslee Barnes, Director, Preschool & Early Learning Division
- I really, truly appreciate the time you all spend in your evening really supporting us and advocating for us. And we really hope to be able to get something in your hands so you can do more of that. So that'll be coming soon because we know that your voices are sometimes more powerful than ours because you have relationships that we don't have. And so we want to be able to support you in supporting us a little bit more. And so I'll leave it at that. You can go ahead and send us off with some wonderful words, Ms. Lydia.

Lydia Gray-Holifield, Co-Chair

- Thank you, everyone, for being here and for postponing your dinner for the night. For all of those that did do that, it's really appreciated. And I just want to say that I'm proud to be in this space because it's a space that's making history, not just in Portland, but as we can see, we're partnering with other organizations to make history in their cities and states as well. And so even when you feel like our back is up against the wall because people are questioning what we're doing, why we're doing it, and how we're doing it, just know that if we weren't doing something right, they wouldn't have questions!

- We got this. And as long as we keep pulling together and keep showing up in this space, we're going to make a difference in every child's life in Multnomah County and also around the world. So continue to show up, continue to do what we're doing, and just don't quit. I mean, we got this, right?

- So I'm going to give you back a few minutes of your time, if that's okay with Brooke and Leslee, so that we can go eat.

- And I just want to say thank you guys again. And as always, keep a smile on your face because you know why? Because it looks amazing on you. And you all have a great rest of your evening. See you next time