



**Program Advisory Group (PAG)
Meeting #6
January 28, 2026**



Agenda

Welcome & Housekeeping
PFA Inclusion Data Presentation
Recommendations Process
Next Steps



PAG Meeting Protocols



Meeting Protocols as of July 23, 2025

- PAG meetings are open to the public, though public comment and questions will not be permitted. In accordance with public meeting laws, each meeting will be recorded.
- Meeting notices and materials will be posted online in advance of each session. Meeting recordings will be posted after each meeting.
- Meetings will be held in a hybrid format and will include appointed PAG members, Multnomah County staff, and the hired consultant team.

Welcome and Housekeeping

- Welcome
- Public Meeting Protocols
 - Please state your name before speaking
 - Raise your hand to talk/ask a question
 - Be respectful while others are talking
- Project Updates
 - Board Engagement



PFA Inclusion Data Presentation



PFA Inclusion Supports & Funding


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Why Inclusion Supports?

Families whose children have disabilities face more barriers in finding and accessing early learning care AND are asked to leave care 3x more often*.

These families are also more likely to have to quit, change, or not accept a job due to challenges finding child care, compared to families who do not have children with disabilities.*



16% of the children enrolled in PFA in 25-26 have disabilities

Children with Disabilities Receiving Special Education (Oregon)

Ages 3-4



PFA Children with Developmental Delays or Disabilities

	Children Enrolled in PFA*	Children Receiving Inclusion Services**
24-25	332 (18%)	482 (22%)
25-26	510 (16%)	1083 (28%)

* Children whose family self-reported they had a developmental delay or disability at the time of application

** Children who have been identified with a documented need for inclusion support. This figure is provider-reported.

What are we hearing from families whose children have developmental delays or disabilities?

Meaningful Growth

- Families are seeing notable gains in verbal communication, self care skills, and behavior regulation
- Families attribute these gains to individualized support and early intervention
- Families are seeing this skill growth start early in the year, with benefits continuing throughout

System Opportunities

- Need for better service coordination between preschool, MECP, and K-12 system
 - Especially during Kindergarten transitions
- Challenges scheduling external therapies with preschool hours
- Families want staff trained on the intersection of disability and gender identity

What are we hearing from PFA providers & educators?

- 1 Having staffing tied to ISF each year leads to turnover and instability
- 2 Staff feel under resourced and need more training
- 3 Despite improvements, ISF's can still be difficult to access and apply for
- 4 Family lack of understanding of EI services can create challenges
- 5 Teacher burnout, safety, and retention issues are real concerns
- 6 Ratios are an unresolved challenge

Inclusion Supports & Funding, by Area

Inclusion Goals

- All children are able to thrive in any learning community when given the right support.
- All children are *fully included* in all classroom instruction and activities alongside their peers, regardless of real or perceived abilities, disabilities, trauma impact, social emotional needs, or behaviors.

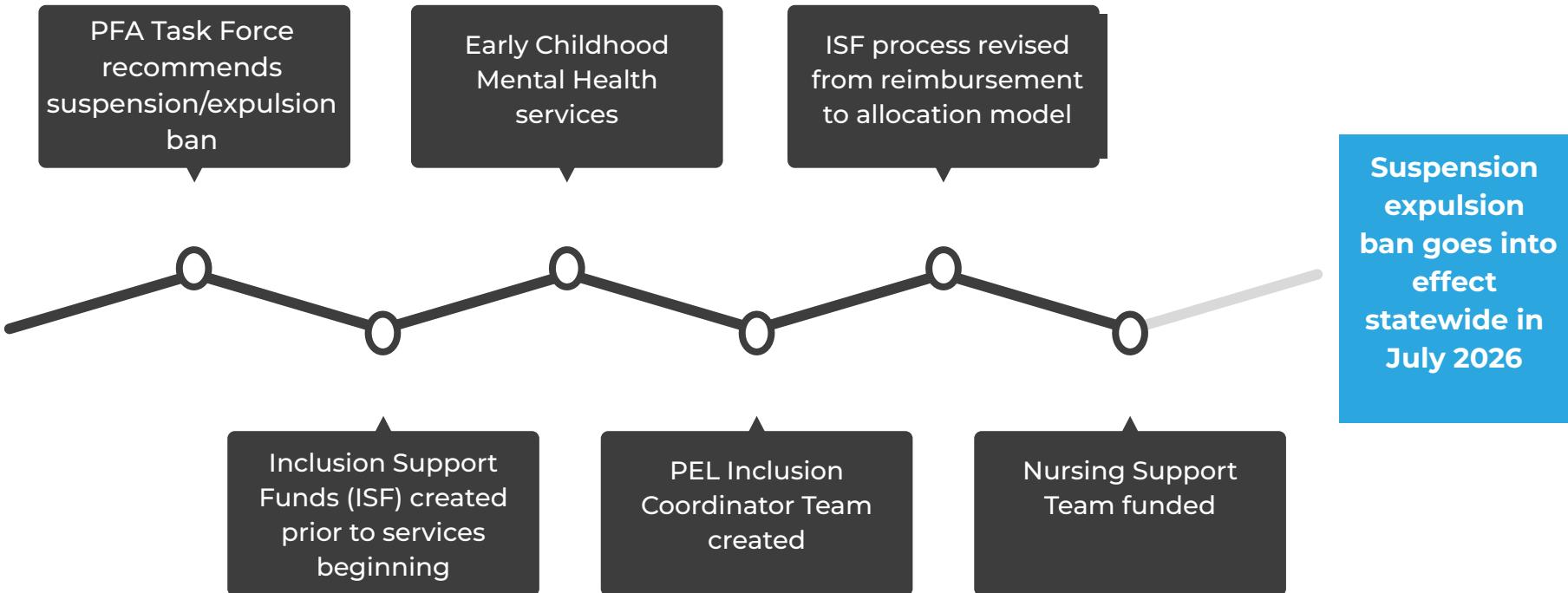




What is Inclusion?

- It **removes barriers and provides equitable accommodations** and supports so children realize their full learning potential.
- It is successful when there is collaboration and **trusting relationships with families**.
- It is a process that **needs constant review** and adjustment of policies and practices to ensure all the above.

A Timeline of Inclusion Supports



Multnomah Early Childhood Program (MECP)

- **MECP supports and oversees all special-education services in Multnomah County**
- They are legally responsible for holding and implementing all Individualized Family Service Plans (IFSPs) in Multnomah County
 - This includes for all PFA-enrolled children



Inclusion Coordinators

- **Work collaboratively with providers**
 - Monthly meetings
 - Quarterly site visits
- Support **coordination between community partners**
- Help answer inclusion questions and **problem solve solutions**
- **Support with inclusion funds**
criteria and requests
- Help **build internal systems** of inclusion

“[Support from our Inclusion Coordinator helped...] build stronger relationships and communication with our families, and we now feel more supported and reassured that our children's needs are being met with competence and care. “

- A PFA Provider

Inclusion Support Fund Approach

Pre FY26: Reimbursement Model

1. Providers submit for reimbursement
2. Funding covered materials, training, staffing, and interpretation



FY 26 Onward: Allotment Model

1. Allotment model
2. Automatic staffing approval for sites who meet criteria, exceptions allowed with further conversations
3. Funding covers staffing only

Inclusion Support Funding

OTO Costs Per Seat

In FY 25-26, two one-time-only new costs were factored into PFA's "per seat" cost model:

1. 5% increase: Inclusive materials & additional training
2. 1% increase: Translation, interpretation, & language needs

Inclusion Support Funds

- Accessed by submitting a request form
- Based on ratio and level of need of children in the classroom
- Providers can use these funds to hire additional staff

MESD Nursing Team

10% of PFA children are estimated to have a chronic medical need

The MESD Nursing Team:

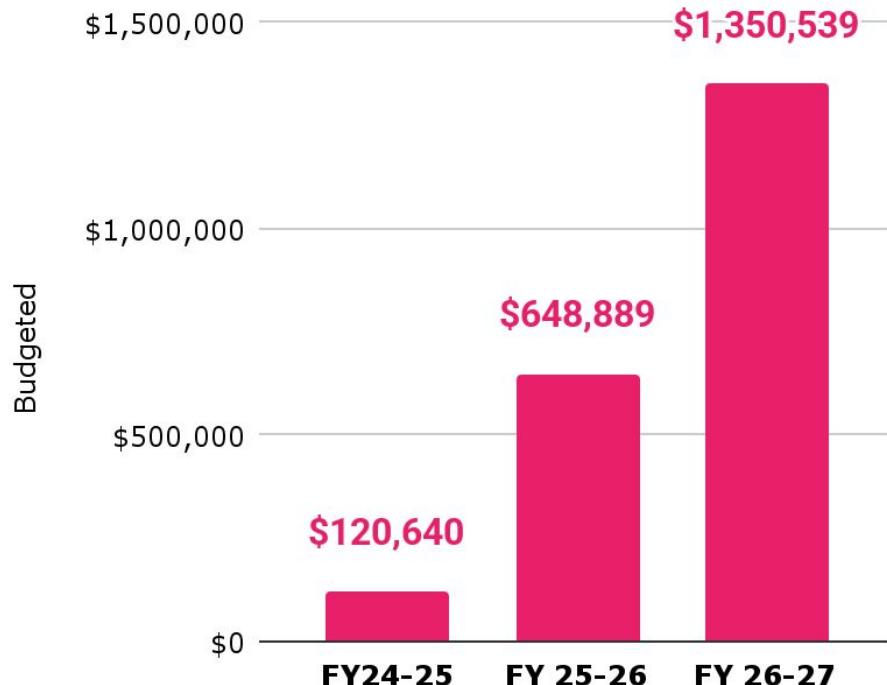
- Trains all providers on health needs of PFA children
- Creates and monitors Individualized Health Plans
- Partners with providers and families



MESD Nursing Team

Staffing		
Year	FTE	Positions
24-25	.5	1 half-time nurse
25-26	4.2	3 nurses .2 feeding team 1 supervisor
26-27	8.6	6 Nurses 0.6 Feeding Team 1 Admin Assistant 1 Supervisor

Funding



MECP Nursing Team

Services: Train providers on health needs of PFA children **that have an IFSP**, create Individualized Health Plans in partnership with providers and families

Staffing:

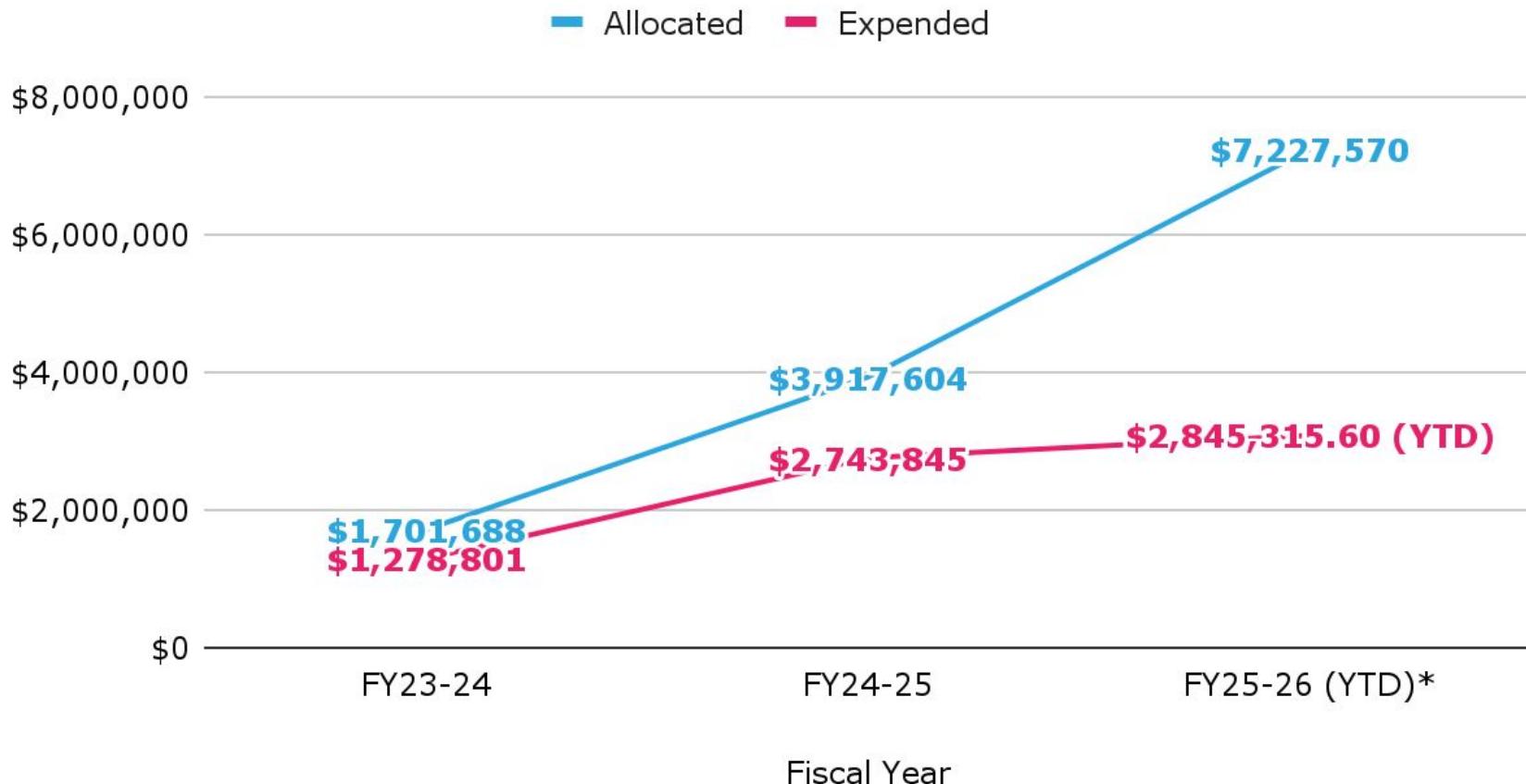
- FY 26: Fund 1.2 FTE Nurses ($\frac{1}{2}$ year)
- FY 27: Fund same level 1.2 FTE Nurse (full year)

Funding:

FY 26: \$128,707

FY 27: \$315,000

PFA Inclusion Allocated and Expenditures



Questions?



Thank you!



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Decision-making Framework

Modified Consensus (with Reservation)

- **Consensus-Seeking:** Group works toward agreement that most (ideally all) members can actively support.
- **“With Reservation” Option:** Members who are not fully in favor may choose to “stand aside” rather than block the decision.
- **Stand Aside = Consent with Reservations:** Indicates concerns or disagreements are noted but not strong enough to prevent the group from moving forward.
- **Blocking Reserved for Critical Issues:** A “no” or block is used sparingly, typically only if a proposal violates core values or would cause serious harm.
- **Transparency:** Reservations are documented so the decision reflects both the group’s direction and the nuances of dissent.
- **Efficiency + Inclusion:** Balances the need for timely decisions with honoring different perspectives and concerns.

Updated TAG/PAG Strategic Framework (Values)



PAG Values

- Draft values statement: “Three values drive the design of Preschool for All, a fully-funded, sustainable, universal preschool program: accessibility, affordability and quality.”

Updated economic scenarios - 1/21/26

	TAG Baseline Trended migration pattern and decreased federal funding	1 Low Cost TAG baseline plus 100% 6 hour school year slots	2 High Rev TAG baseline + higher revenue growth	3 High Cost TAG Baseline + higher cost increases for program and seats	4 High Cost + Rev Scenario 3 + higher revenue growth + more PFA seats
PFA Participants	8,265	8,265	8,265	8,265	9,000
Alt seats	1,500	1,500	1,500	1,500	750
Slot mix	60% 10 hr FY 40% 6 hr SY	0% 10 hr FY 100% 6 hr SY	60% 10 hr FY 40% 6 hr SY	60% 10 hr FY 40% 6 hr SY	60% 10 hr FY 40% 6 hr SY
Seat cost growth	4%	4%	4%	5.2%	5.2%
Program cost growth	3%	3%	3%	5.2%	5.2%
Revenue growth	8%	8%	Historical growth rate	8%	Historical growth rate

Evaluation matrix combining indexing and rate delays

Criteria A	Criteria A: Fund balance above \$0 Criteria B: Cumulative revenues must exceed expenses for years 11 through 20				
Criteria B	Indexing	5 year delay	20 year delay	5 yr delay + indexing	20 yr delay + indexing
Scenario TAG Baseline	Pass Pass	Pass Pass	Pass Fail	Pass Fail	Fail Fail
Scenario 1: Low Costs	Pass Pass	Pass Pass	Pass Pass	Pass Pass	Pass Pass
Scenario 2: High Rev	Pass Pass	Pass Pass	Pass Pass	Pass Pass	Pass Fail
Scenario 3: High Costs	Fail Pass	Pass Fail	Fail Fail	Fail Fail	Fail Fail
Scenario 4: High Costs + Rev	Pass Pass	Pass Pass	Pass Fail	Pass Fail	Pass Fail

Guiding Criteria for Recommendations

As you consider recommendations and proposals, please weigh each through the following lens:

Alignment with PFA Values

Does it reflect the program's guiding principles of equity, accessibility, and sustainability?

Equity

Does the proposal advance fairness for families and communities most impacted by structural inequities?

Revenue Stability

Would this recommendation generate consistent and reliable funding for Preschool for All over time?

Administrative Feasibility

Is the recommendation practical to implement and enforce given current systems and capacity?

Political Viability

Could the proposal gain sufficient public and political support to move forward?





Decision-making Procedures

Modified Consensus (with Reservation) Procedure

- TAG member offers a proposal/recommendation
- Facilitator prompts Q&A
- Facilitator calls vote of proposal
- Modified consensus
 - **Affirmative:** The member agrees with the proposal.
 - **Stand aside:** Affirmative, but with stated and unresolved concerns. The member has concerns with the proposal but is willing to implement it if the proposal moves forward.
 - **No:** The member does not agree with the proposal and has serious concerns.
- Passage: A proposal passes when the votes casted as “affirmative” and “stand aside” is equal to or greater than simple majority.

Next Steps

- **February 4** | TAG meeting
 - Recommendations discussion part 2 of 2
- **February 18** | TAG/PAG meeting
 - TAG presentation of recommendations to PAG
- **April 14** | Final Board Presentation

