



Advisory Committee Meeting Notes
July 25, 2023, 6:30- 8:30 pm

Attendees: Ashley Walker (notes), Brooke Chilton Timmons, Ana Muñoz, Lavert Robertson, Lydia Gray-Holifield, Petra Hernandez, Kathryn Torres, Andres Avila (interpretation), Kimberly Moua, Jaime Peterson, Ali Sanz, Muna Abu, Sara Garcia Gonzalez,

Lydia Gray-Holifield, Co-Chair of the Preschool for All Advisory Committee

- Opening Activity: What summertime traditions from your youth are you sharing with the kids in your life?



Today's Agenda

- Welcome & Opening
- 2023-24 Family Application Data Overview
 - Family Application Discussion
- PFA Advisory Committee Application Process
 - Advisory Committee Outreach Discussion
- 2024-25 Pilot Site Applications
- Thank you to our outgoing members



Brooke Chilton Timmons, she/her, Management Analyst

- We have a thread that's running through our agenda today- different types of Preschool for All applications.
- First we'll share some of our family application data. This is new data from the application period that just ended on May 31st. We'll have some time for a discussion about the data and the questions that you all have.
- Then we'll be talking about this group's upcoming application process. We have a few group members who are ready to retire after serving their two year term and we're grateful for their service. We'll talk a little bit about the process as well as the outreach that we have planned, and how you all can be involved.
- Then Kimberly will give a short update about our upcoming Pilot Site applications. At the end of this week, the next application for preschool providers who are interested in contracting with Preschool for All will be opening.
- And then before we go, we want to say a thank you to Ana, to Petra, and to Dr. Barreras-Brown who wasn't able to be here tonight. They are the three members who are leaving us and we want to say thank you for their time with us.



May 1-31
Application Open



- This was the first year of our new application system, BridgeCare. We incorporated many learnings and family feedback from our first year application into BridgeCare. Our Application & Enrollment team did an incredible job of testing and going back and forth with the developer to ensure that the system was ready in time for the application opening.
- Families could apply online in English or Spanish, or they could also apply through a Preschool for All funded Family Navigator at IRCO, SEI, Latino Network, or NAYA.
- Families could choose up to 6 preschool programs to include on their application.
- To support them making decisions about which programs would be the best fit for their family, the new system included a searchable map and more in-depth profiles for each program. Providers were asked to have multiple ways that families could learn more about their program, which might have included video tours, phone calls, information on their websites, and open houses.

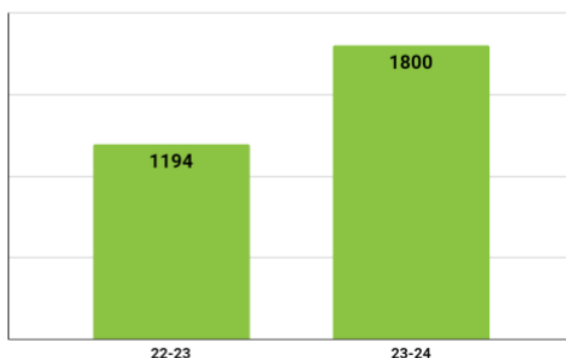
1,800

Families Applied



- Over the course of the month, 1800 families submitted applications.
- These application numbers do not include families who were already enrolled in Preschool for All. Children who were eligible for a second year were automatically re-enrolled without their families needing to do anything.
- Navigators at our Family Connector Organizations worked with families who needed technological or linguistic support to complete their applications. Their role is to outreach to culturally specific communities and help families who may not otherwise have access to Preschool for All complete the application and enrollment.
- The Application & Enrollment team in our Division supported families who had technical difficulties with Bridgecare, questions about how families are matched with programs, and families who wanted to make changes to their application.

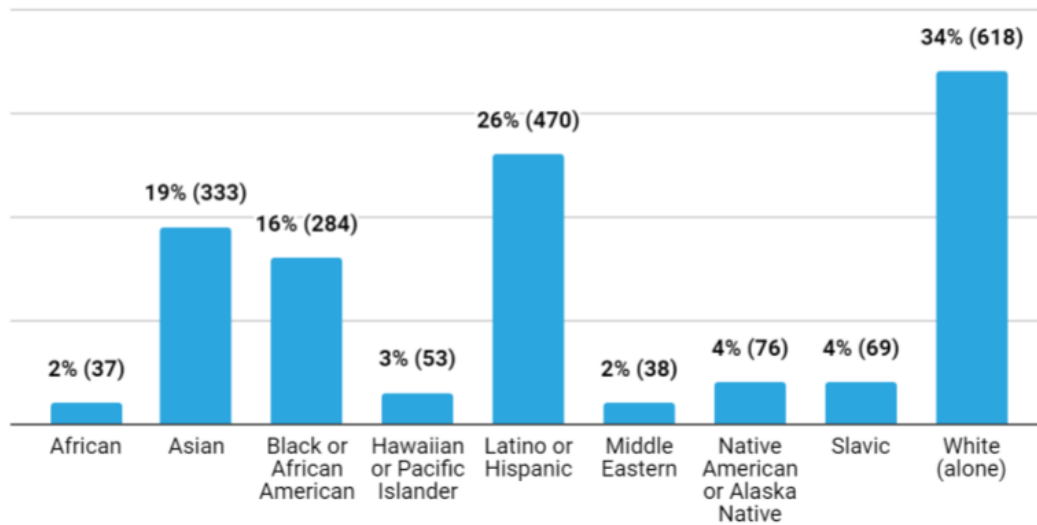
Applications Received, Year One to Year Two



- On this slide you can see the number of applications that we received last year compared to this year.

Inclusive Identity of PFA Applicants

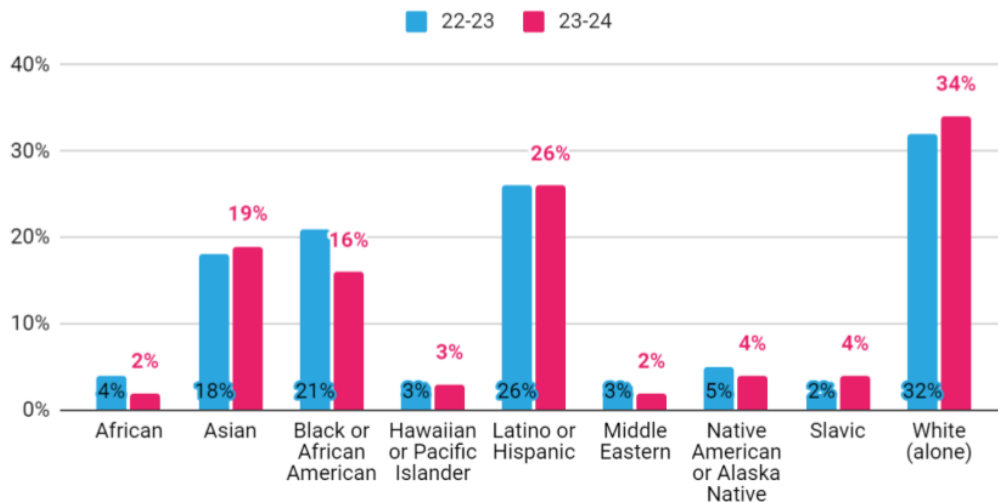
2023 - 2024 Total Applications Received: 1800



- This slide shows the inclusive identity of the children whose families submitted applications to Preschool for All for the 23-24 school year.
- The parentheses show the actual count of children for each category, and the percentage tells you the percentage of the overall applicants identified within each category. Inclusive identity, which allows families to choose as many identities as describes their family, doesn't add up to a hundred percent. Some children are represented in multiple categories.
- A couple things to note about this: in all of the groups, except for one, we received more applications compared to last year. The exception to that was African immigrants. We received 17 fewer applications. The rest of the numbers represent increases in the total number of applications for each group.
- This mirrors roughly what we see in other youth serving programs in DCHS, like the SUN Service System, for example.

Inclusive Identity of PFA Applicants

Year One (1194 Applicants) to Year Two (1800 Applicants)



- In this chart, you can see the breakdown of inclusive identity for applications submitted in Year One in blue (22-23), compared to Year Two in pink (23-24). This chart is looking at what proportion of the overall applicant pool identified as each race/ethnicity category.
- As you can see, the proportion of each applicant identity remained fairly consistent between last year and this year, with one exception. The one population where we did see a bit of a decrease in applications was children who identify as Black or African American.
- Instead of a 1-2% change in that population, we saw a 5% change. We received more applications for Black or African American children, but as an overall percentage of the applications, we saw a decline. And as I mentioned, this is really new data and so we are both cautious about what that means, and - when our staff saw it - we were concerned. It's something that we're watching and wanting to make a plan for as we think about next year, and as we determine if it was an outlier or a trend.

66%

Of applications were for children who are **Black, Indigenous, Immigrants, and People of Color.**



73%

Of families who applied have incomes that are less than or equal to 350% FPL

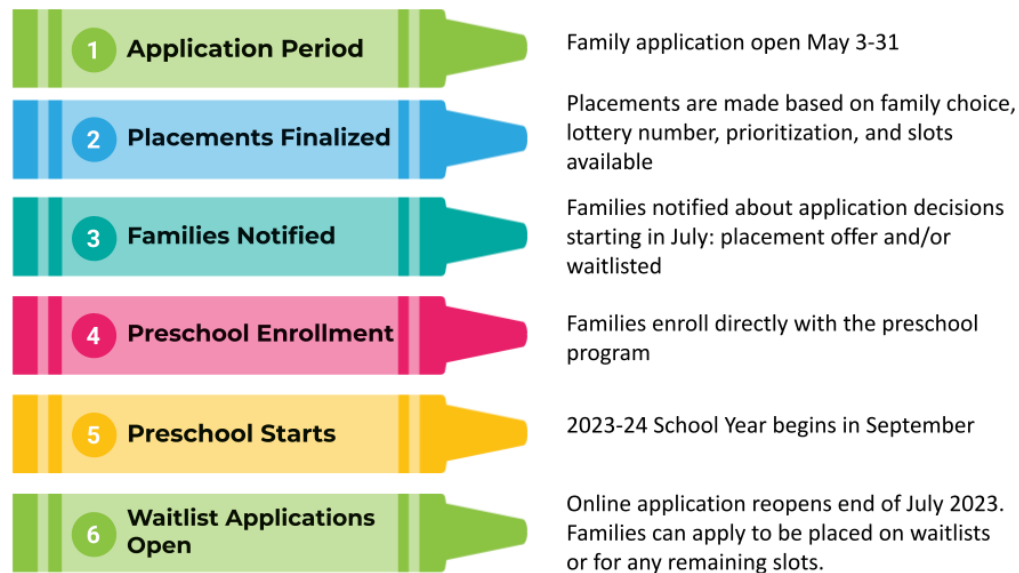
26%

Of applications were for children who speak a primary language other than English

20%

Of applications were for children who have a developmental delay or disability

- We just did a deeper dive into race and ethnicity categories. Here is a high-level view.
- In addition to 66% of applications being for children who identify as Black, Indigenous, immigrants, and People of Color, we also saw 73% of our applicants were at or below that self-sufficiency standard equivalency. Which we set at 350% of the federal poverty level.
- We saw 26% of our applications from children who speak a language other than English at home.
- And 20% of our applications were for children who have a developmental delay or disability.



- This is the family application timeline that you've seen before. We just walked through an update of that first application period - stage one.
- Placement offers have gone out, and they went out a couple of weeks earlier than we anticipated.
- We've had a lot of families ask questions about how those decisions are made. Placements are made using an automated process built into our application software. This matching process is based on the 2012 Nobel Prize-winning work of Dr. Al Roth and it is implemented across a number of pre-k and K-12 systems around the country. It's designed to give as many families as possible their highest-ranked choices.
- The matching process is based on multiple factors to arrive at placement offers we make to families. This includes family choice. Families only receive placement offers for programs that they've put on their application. It also considers their ranked order preference, a randomly assigned lottery number, and the prioritization factors that are based on our priority populations. We do have some programs that have additional program requirements - like a school district where you have to live in that boundary. Those are also included. And then the number of seats that are available in each program. Some programs are more popular than others.
- We were able to notify families who applied on June 22, a couple of weeks ahead of schedule. Families either received a placement offer to one of the choices on their application or they received notification that they were on the waiting list for all of their program choices.
- The waiting list is dynamic, so when a family declines their Preschool for All seat, the next family on the waiting list will receive a placement offer. During this summer period, new placement offers will be sent out approximately every two weeks. If families received a placement offer to a preschool that wasn't their top choice, they remain on the waiting lists for the programs that they ranked higher.
- We know that some families may have missed the application period, so we are reopening the application on July 31 for families who would like to be added to the waiting list. Right now we still have about 90 open slots, primarily at our new half-day options through the Multnomah Early Childhood Program. Those slots are Monday through Thursday, and they're about two hours and 45 minutes. Many families are choosing longer days instead of half days on their applications.

Questions and reflections?

- Do you have any clarifying questions?
- What stood out to you from the application data?
- What wonderings do you have about PFA family applications?
- Are there additional family application data that you would be interested in the Advisory Committee reviewing in the future?



- We wanted to give plenty of space and time for reflection on this data and information today. Does anyone have any clarifying questions or reflections on the data or process?

Ana Muñoz

- I know that you brought up the family navigators. I'm wondering if it makes sense to have them part of this committee automatically. Because they're the ones that are doing a lot of this work and have questions about the differences in enrollment from last year to this year. Maybe they have, or could share, some insight of what they're seeing and hearing out in the community.

Brooke Chilton Timmons

- Thank you for that, Ana. Janice and I talked about sharing the same data with family navigators directly, so that they can see the data and offer their insights as well. We will absolutely share and give them a chance to really ask questions and dig in.

Ali Sanz

- We're seeing the numbers, but how does that compare to the projections that you had, before starting? Are these numbers pretty close to what the expectations are, or are we exceeding expectations, or how is that?

Brooke Chilton Timmons

- We don't have a specific projection in terms of how many applications we anticipate. What we do have is an expectation of how many applications we think we are going to need in order to fill all those slots. And so we were thinking - and again, this changes every year because we're learning - that we were going to need about 2,000 applications to fill all of those slots.
- What we are learning right now is that families did not choose those half day slots at the same rate that they chose our other options. Those slots are also not going to be half day next year. The Multnomah Early Childhood Program is working toward shifting their inclusive classrooms to school day hours. These are classrooms that are called peer classrooms and each classroom has ten children with disabilities. MECP determines that a special education classroom is the least restrictive placement for each of the ten children with disabilities. The 10

students that have disabilities are matched with 10 peers in a classroom together. The classroom is led by a special education teacher from MECP. Our partnership with MECP is to fill the 10 peer slots in each of those classrooms. The Peer classrooms will be going to school day next year, which we think is really exciting, particularly for families with children with disabilities - they will have a longer preschool day if their child needs that level of support.

- So while we didn't necessarily have a specific number of applications that we were looking for, we were brainstorming that about 2,000 would work. So we were pretty close to that. And these half day slots are really the last that we're looking to fill. We will continue outreach, and when we repost the application, we'll be listing the open slots directly on the website. Families will be able to consider if any of the sites with current openings are a good fit for them.

Kathryn Torres

- Were there any changes in the Pilot Site distributions from Year 1 to Year 2, or were they pretty much the same? I'm remembering that map we looked at maybe a year ago, that had the different counts and different sites - I know that we've talked about spread and location of these sites, so I wasn't sure if that changed at all between Year 1 and Year 2.

Brooke Chilton Timmons

- It changed in that we had more programs. The general density - and I'm happy to reshare that map with you all too - the general density around the 205 corridor, as well as parts of North Portland and into East County are the places where we have the most slots.
- The biggest difference is the number of locations that we have. Last year it was 47 and we went up to 82 locations for next year.

Jaime Peterson

- What percentage of applications came from FCOs via family navigators? And do we have any stories of families who declined to apply, so we can better understand and explore barriers families are facing?

Brooke Chilton Timmons

- The first part is a little tricky. We know the number that came directly from FCOs, the applications that they submitted themselves. But that doesn't necessarily reflect all of the families that they talked to, encouraged, or that they may have just helped on the phone while the families put their own information into an application.
- FCOs directly completed applications for about 200 families, but again, that does not reflect the full scope of all the families that may have been supported in the application process by a navigator.
- As for stories, I think that points back to Ana's thoughts around just really gathering information from those family navigators about what they're hearing from families. That will also be something that our evaluation team does. They will meet with Family Navigators this summer and early fall to collect that data.
- We also collect data from every family who declined their placement. It's a short survey about what their reasoning was for declining, so we can build our understanding and look for trends over time.

Kathryn Torres

- I'm curious about any potential trends, if any, in Pilot Site settings by different demographics.

Brooke Chilton Timmons

- That's a great question. We'll have, I hope, with the new BridgeCare system, a chance to pull that data out in different ways so we can understand how families from different demographic groups are applying to different locations. We'd like to start understanding what we're seeing from families in terms of their interest and to understand the trends over time. I know that this group has talked a lot too about other publicly funded preschools and where families are interested and where demand is. That supply and demand piece will be exciting to see.

Jaime Peterson

- I wondered about how the application window felt. It seems like you got good numbers. 200 kids via the family navigators is at least more than 10%. So it seems like we're okay. I know when we think to the future - three years, five years - when that number of slots is so much higher, if that window's going to need to be open for longer. Because it's short, on the provider side of things, by the time it comes.

Brooke Chilton Timmons

- I think that's true. Our ideal opening was a little bit earlier too, but with the new system, our team wanted to make sure it worked before we pushed it out. I agree that a longer time period would also be helpful. I don't know if anyone else has thoughts about that or a time period that you think would be ideal for families to have enough time to apply.
- We know families are trying to make plans, so they can then determine, "Do I need to apply for Preschool Promise? Do I need to apply for Head Start? What am I going to do if I don't get this Preschool for All slot?"
- We may see if we have the spring application period, then reopen and have more slots available for those families who didn't apply, or are moving to the county, or didn't hear about it. That is the other thing that could happen. We're now into a rolling application basis where families are either added to the waitlist, or can look at that list of available programs where there are still slots and decide if any of them are a good fit.

Jaime Peterson

- What about spots that open during the year? Can you remind me what we do in those cases? We fill it from your waitlist, right?

Brooke Chilton Timmons

- That's correct. We didn't have any problems filling seats this year, and those seats were kept full - so when a family did move or leave their slot, we were able to slide families right in. Our application team works hard to keep those slots full.

Petra Hernandez

- I understand that kids' families can apply, it doesn't matter which county they're in?

Brooke Chilton Timmons

- For Preschool for All, there has to be one parent or guardian that lives in Multnomah County, which is different from the statewide Preschool Promise program.

Ali Sanz

- What can you say about programs that have spots open? Do we have programs that have availability right now, or are all of them full?

Brooke Chilton Timmons

- I don't know what the actual percentage is off the top of my head, but the vast majority of our programs are full. Where we have slots available for next year is with our partnership with MECP. Those are the half day peer program slots. For some families I think they could be a great fit, but many families need that full working day of care.
- On Monday when the application opens, the full list will be available to any families that are interested on the website. They can see where we do have more availability, and although getting one of those slots isn't guaranteed, they can consider if it might be a good fit.

Muna Abu

- I've heard from a couple of people that they were waitlisted, and so I wonder what percentage of the 1800 that applied were waitlisted?

Brooke Chilton Timmons

- I don't know the percentage, but there were a significant number of families who were waitlisted. 1800 applications came in, and we have approximately 1400 total slots across the community. And as you all may remember, about 150 of those slots are not in the application system. That's about 120 that are with Portland Public Schools and about 30 that are with KairosPDX. They already had existing application processes that aligned with our priority populations, so they were not included in Bridgecare- we allowed them to work outside of the PFA application system. And then we also had about 320 families who were returning - Preschool for All families in their second year.
- So we had a significant number of families who did not receive a placement offer to any of their selected programs because of the number of slots available in the programs they were interested in. They do stay on those waiting lists in case there is a slot that opens up when another family declines a placement offer.

Ali Sanz

- I know there are a lot of programs working toward opening a second location, some opening a third location - do we know if they can apply to have all their licensing capacity be for Preschool for All, or we're not there yet?

Brooke Chilton Timmons

- Programs can choose to apply for the number of slots that work for their business. We essentially have minimums that providers have to apply for, but they can apply for as many slots as they want.
- What we want to avoid is for existing providers to flip infant and toddler slots into Preschool for All slots. If it's a new location and this is their first time having children, they could apply for their full licensed capacity - if they're going to be a preschool program. It's really up to each provider and their business model if they would like to do that.

Ali Sanz

- If you cannot share it, it's okay, but when a family is getting a placement offer and declining, do you know what the top few reasons were for declining?

Brooke Chilton Timmons

- That data for this year is too new and hasn't been analyzed by our team yet.
- One of the things we heard from families last year, is that they didn't understand they needed to do a little bit of research before they chose programs for their applications. We changed our messaging this year and we'll see if it made an impact, but some families just did a search and they picked the programs that were closest to them. Then they found out that maybe the hours didn't work for them, or their placement wasn't the right fit for them.

- For some families who had children with disabilities, when they had those initial conversations with providers - we have some providers who are really new to serving children with disabilities, and those families didn't feel confident about the placement. Some providers are developing those skills and developing their confidence to create fully inclusive settings. We'd like to have a future Advisory Committee meeting where we talk about inclusion, including the places where we've struggled and the places where we've made shifts to better serve kids and families and support providers.
- Last year we saw some families who just told us they got into Preschool Promise or Head Start, and that was their first choice.
- Those are the reasons that are coming to mind, but that's another question that I'll follow up on and send you kind of more complete data. And then we'll be able to use what we learned from last year and compare it to this year to see if the new application system impacted what we heard from families around those declines and where we see trends.

Petra Hernandez

- How do they find out if a kid has a disability, or how do they do an assessment, if they do that, for kids with disabilities?

Brooke Chilton Timmons

- We are working closely with MECP, both for children who have identified disabilities and currently have an Individualized Family Service Plan, and also for children who are identified when they become part of Preschool for All.
- We ask providers to talk with the family first about any questions that they have about a child's behavior or their development - it is a partnership with the family. They should ask questions like, "Is this something that you're seeing at home? Have you noticed this?" If there is a referral or if there is a question about development, that's done in partnership with families. Referrals can be made to MECP to do an assessment and to determine if the child is eligible for additional services.
- MECP will come into the preschool classroom to support the teachers, to create accommodations, and to help ensure that the child has the support that they need to be successful in that setting.
- We are also funding additional supports for children with disabilities and the providers working with them. We know that sometimes assessments take time and that some accommodations require additional resources. If there is a child who has been placed in a Preschool for All setting, providers can apply for inclusion support funds. It's a simple Google form that says, "Tell us a little bit about the needs that you have. Tell us what kind of supports, what resources, what funding you need in order to support that individual child in this setting." That could be equipment, training, or an additional staff member if needed. So in addition to the traditional special educational services that are available through MECP, we're trying to build in more resources.
- This year we've also added three new positions on Kimberly's team, Early Learning Inclusion Coordinators. These are three Preschool & Early Learning Division staff who will each be assigned to different preschool providers. This is that person that a provider can pick up the phone and they're ready to talk to you on that day or call you the next day to say, "I'm having this problem, I need help. I don't know what to do." They are the warm person to hear that information, go out to the site the next day, and to say, "Okay, here's what I'm seeing. Have you tried this? Have you talked to this person? Have you considered a referral here?"
- Teachers and providers are also receiving coaching and supports from Child Care Resource & Referral, and coaches have lots of different specialties. And there are also going to be times when there's more specific kinds of supports needed and more specific kinds of expertise.
- We want to have providers to have multiple ways to get what they need, so they can best provide those joyous preschool experiences for all kids.

- We have a brand new inclusion and retention supervisor, which is something to celebrate! That's a new position on the team - someone to coordinate all of this work and collaborations. In addition, Preschool for All has invested in the early childhood mental health team at the Health Department. We need all these things to layer in intentional ways that avoid sending seven grownups into preschool spaces and confusing teachers and not actually being helpful. We are building coordinated supports that collaborate with each other and talk to each other so that teachers, families, and kids have what they need.

Role of PFA Advisory Committee

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

The PFA Ballot Measure and Ordinance included the following responsibilities for the advisory group:

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



- Now we'll switch gears to talk about a different application, which is for this group.
- As you all are aware, the role of this group is to provide high-level guidance and feedback on initiative implementation. Establishing an Advisory Committee was included in the Preschool for All ballot measure.



Committee Terms

- The Chair, with approval of the Board, will appoint a minimum of 12, and a maximum of 15 members
- Each Committee member is appointed for a two-year term
- No member can serve more than two consecutive terms within any five year period

- We've talked a couple times about committee terms. Originally all of your appointments were for two years, and we currently have 13 group members with Ms. Hadiyah's passing and Kimberly's transition to the Preschool & Early Learning Division.

- Ten of the current group members have decided to serve a second term, and each group member was able to determine if they wanted their second term to be one, two, or three years. There was a good mix of folks who were interested in serving each of those term lengths. That will help with our transitions from the inaugural committee moving forward.
- The Chair will appoint - with board approval - between two and five new group members this year.

Committee Members

Prospective members should:

- Live or work in Multnomah County
- Have a passion for early childhood education
- Be committed to using racial justice and equity principles in their work
- Have experience with early childhood programs, as a parent, partner, preschool provider, early childhood educator, advocate, or other role.
- Be engaged in the community and have experience working collaboratively
- Have lived or professional experience partnering with Black, Indigenous, and Communities of Color



- The expectations of applying committee members remains the same from the original process.
- In order to fulfill the role of alignment with the values and intent of the community-developed Preschool for All Plan and PFA's explicit commitment to building an early learning system focused on racial justice and equity, we need group members with this experience and these skills.

Representation on the Committee

The Preschool for All Plan outlined key groups that should be represented:

- A minimum of two parents, with special consideration for parents who are members of the Early Learning Multnomah Parent Accountability Council
 - Preschool Providers
 - A minimum of two representatives from culturally specific organizations
 - A representative from a union
 - A school district representative
 - A representative from an early childhood system organization
 - A child care worker
 - Remaining representatives may also be from advocacy, workforce development, higher education, health care and other organizations that work to support children and families in Multnomah County.
- As the group changes and grows and folks leave, we will keep coming back to this idea of how the committee reflects the early learning system, and representation across the different roles within that system.

- Two of the roles that we will be focused on in terms of recruitment and recommendation to the Chair's office include someone who is currently an early educator working in a child care setting, and a representative from a culturally specific organization.
- In addition to this list of roles, it's also important that we have a racially and ethnically diverse group and that the group has geographic diversity from across Multnomah County.

Outreach

- Community application open for one month and available in seven languages
- PFA newsletter and social media
- Community partners, Task Force members, culturally specific organizations, Commissioners' Offices, County Office of Community Involvement, Advisory Committee members



- We are planning a similar process to our first application, including our outreach.
- During our first process, we received 159 fully completed applications, and that was by sharing information with our many partners across the community - the many people who have been engaged with this work over the years.
- We will also be including the application in our community newsletter and social media, and we have a bigger reach now than we did the first time around.
- We'll also be looking to you all in terms of reaching out to folks that you think might be great to serve on the committee.
- You all may remember the application. It's fairly short and simple. We want to try and get the key data that will help us understand folks, but also not have it be a burden and have people look at it and think, "Oh, that's going to take too much time, I have three kids at home, I can't do that." We're trying to find that balance.
- And then the final way that we would love some additional assistance from this group is we'll be asking if there's an Advisory Committee member who's willing to serve on the application evaluation panel - which could be a fairly significant commitment, if we get that similar number of applicants.

Questions & Ways to Help

- Do you have any questions about the process or membership on the Committee?
- We will be sending out an email to you and community partners next week to forward to individuals and networks that you think would be interested.
- Follow us on social media (Facebook & Instagram) and amplify posts about the Advisory Committee
- Participate on the application evaluation panel



Jaime Peterson

- I think it would be great to have a parent from Preschool for All either last year or this year - so maybe encourage providers, coaches, Pilot Sites to think of encouraging a family member who might have the capacity to serve. And I wonder whether there's any compensation for families who take on this kind of role.

Kathryn Torres

- You mentioned that you were looking for some specific characteristics in the recruitment phase, in order to represent the key groups that should be represented. I'm curious what the process is going to be like in terms of identifying or hoping to find a good mix of folks who are replacing some of the other folks who are leaving?

Brooke Chilton Timmons

- Yes, what happens in the process is that all of those applications come in, and then we have that scoring panel. They read through every single application and score them, using a rubric. They then make recommendations to the Chair's office. The panel will probably recommend more people than the two to five that the Chair is able to appoint, and ultimately the Chair and her office will make those final decisions, with Board approval.
- One of the things that we will include in that information we share with the Chair's office is that we currently don't have a child care worker in this group, someone who's currently working with children in a preschool or childcare setting. And that, once transitions happen, we'll only have one representative from a culturally specific organization in our group. We're hoping to have at least two.
- We share all of that information with the Chair, and she makes those decisions about who to ultimately appoint to the committee. We're so lucky that the Chair knows this work inside and out and how we built the Advisory Committee too.
- There will be an online application that's available in English and Spanish, and we'll also have a PDF version of the application available in five more languages.
- Now I'm going to turn it over to Kimberly, who's going to share about a third application that is about to happen.



Pilot Site applications open July 28th



Kimberly Moua, she/her, Policy & Partnerships Senior Manager

- I'm going to share a little bit about the Pilot Site application. The application will be open from July 28th through September 29th, a total of 60 days, and it will be available in multiple languages. There are eight questions on the applications, and we want providers to answer the questions thoroughly.
- There are three types of applications, depending on the type of provider: a small center or home-based provider that serves less than a hundred children; a government entity or school district; and then the third one is the RFPQ, which is for culturally-based organizations, multi-site centers, more than a hundred children, nonprofit organizations, Head Starts. That group will go through the RFPQ
- Once the application window closes on September 29th. We will review and score applications between October and November. The evaluators will include internal PEL staff and external partners. They will review the applications and give them a score out of a hundred. The programs that score 70 or higher will then move on to the next phase of the process.
- The allocation committee reviews all the applications that receive the score of 70 and above, and then start looking at allocation, look at the application, how much they requested, and see how many slots they would allocate for that provider.
- Our aim is to let providers know the slots they have been allocated during the week of November 27th.
- It's a long process, but we want to be thorough. We want to make sure there are representatives on the committees to make sure that we're looking at things equitably.
- For outreach, we're having info sessions in English, in Spanish, and with interpretation in multiple languages. We're holding them in the morning and in the evenings, so providers can attend.
- We're putting the opportunity on our website and in our PFA newsletter.
- We've connected with the CCR&R and they will have it on their website and pass it along in their networks.
- We've connected with the state of Oregon's child care licensing division, and specifically with Multnomah County's regional licensing team. All the licensors will share it with the providers on their caseloads.
- And then also social media, our community-based organizations that we're connected with, and sending it to school districts.
- We're trying to use all avenues of outreach, so if there's anything that we're missing, please let us know.

Brooke Chilton Timmons

- And one quick thing that folks may remember too, our slot goal for next year is 2000. The Pilot Site application process is combined with our existing providers who also have a chance to tell us how many slots they'd like to request for the next year. We'd be very happy to exceed it, but our goal is to reach that 2000 slot mark.
- We will be able to update you on how many Pilot Site applications we've received at our next meeting. I'm hopeful that a lot of providers are going to be excited.
- We're starting to hear from parents who are asking us, "How does my provider become a Preschool for All spot? That's something that we have seen change even in the last six months. It'll be interesting to see if there are more families are encouraging providers to consider becoming a part of Preschool for All.

Thank You!

Ana Muñoz

Petra Hernández García

Dr. Koreen Barreras-Brown



- Tonight we are saying goodbye and thank you to three of our group members: Ana, Ms. Petra, and Dr. Barreras-Brown.
- Dr. Barreras-Brown wasn't able to be here this evening, but she is the Chief Academic Officer at Reynolds School District. In addition to serving on the Advisory Committee, she's supporting the district's thinking and planning for early learners in the Reynolds community.
- And I think you all know this, but both Ana and Petra haven't just served two-year terms on this committee - they have played foundational roles in the creation of Preschool for All.
- Petra has served for many years on the Early Learning Multnomah Parent Accountability Council and her experience as a parent and leader helped shape the policies of Preschool for All.
- Ana was a leader of the Preschool for All campaign, helping to ensure the successful passage of the ballot measure as well as a campaign that aligned with our values.
- We are very grateful for each of you giving your time and expertise to this group and the Preschool for All initiative. Your support, insightful questions, and advocacy helps us do our best work.
- I want to open it up to the group if anyone else would like to say a few words to our departing members tonight.

Ana Muñoz

- It's been a very exciting journey, and very meaningful and valuable work that I have been part of. And even though I'm making the decision of not continuing on the committee, my work continues! I've recently submitted my application with ODE to create a Grow Your Own teacher pathway for early learning. I don't know yet if we will be granted any funding, but if we aren't, we're going to continue pushing. I believe it's very important for us to still create pathways for those that want to be educators in early learning.
- I also had the opportunity to teach an early learning course at PCC, and it was just fantastic. There's so much value in being able to offer this academic program in different languages. So we can definitely be more intentional about bringing in educators that are diverse culturally, linguistically, and in general.
- So definitely, my work doesn't stop here. I'm going to continue fighting to make sure that we create those pathways, and I'm here to continue to support this effort.

Petra Hernandez

- I would like to thank everybody for the opportunity that you gave me. I'm leaving just to give an opportunity to another parent who can be a leader. Thank you for everything.

Brooke Chilton Timmons

- Thank you for all your work, so much. Thank you for being part of the inaugural Preschool for All Advisory Committee! I want to keep us all together forever, and I know that's not fair to you all. I do want to say thank you again, Petra and Ana. I appreciate you. We appreciate you, and we're grateful.

Lydia Gray-Holifield

- It's so important that we continue. And the reason it's so important is because we'll be sitting back one day thinking about, "Man, we did that." We showed up and no one else expected us to show up, right? We had a voice when they wanted to silence our voice. And being able to be in this space and have these voices show up and do the work we're doing requires strength and requires commitment. And so for that, I appreciate each and every one of you because without you, we wouldn't be able to do this work.