

Durham PreK Governance Committee Meeting NOTES

Jim and Carolyn Hunt Early Childhood Resource Center

November 13, 2019 (9:30am – 11:30am)

In Attendance:

Voting Members

Peggy Ball, Leigh Bordley, , Cathy Collie-Robinson, , Terry David, Wendell Davis, Anna Gassman-Pines, Wykeshia Glass (phone), Nakia Hardy, Iheoma Iruka, Michelle Lynn (phone), Karen McLeod (phone), Beth Messersmith, Ben Rose, Darnella Warthen

Resource Members

Marsha Basloe, Linda Chappel, Drew Cummings, Brittany Gregory, Alex Livas-Dlott , Debbie Pittman, Jameeka Wells (for Danielle Johnson), Joy Turner, Melinda Rodriguez

Absent: Herbert Davis, Tammy Jacobs

WHAT	NOTES
Welcome and Introductions	<ul style="list-style-type: none"> • Board Chair, Iheoma Iruka welcomed committee members • Committee members briefly introduced themselves to the group.
Review Agenda and Meeting Notes*	<ul style="list-style-type: none"> • Committee members reviewed the agenda and September 13, 2019 meeting notes
Action Taken	<ul style="list-style-type: none"> • Committee members approved meeting notes for September 13, 2019.
General Durham PreK Update*	<ul style="list-style-type: none"> • For children and families we are having planning meetings with the Universal PreK Application partners to update and revise the 2020-2021 application process. Creating a year-round rolling application process. • Working to staff a 1-800 PreK number to support families and our application partners. One central place for families to call with questions, follow-up on missing application documents and placements. • As of November 1, capacity of 602 students in Durham PreK and NC Pre-K private classrooms. • 583 students enrolled as of November 5, 2019 with 3.2% vacancy rate. • On November 4, 2019, Durham PreK took a site off the wait list for services. Currently in the process of enrolling children to fill those seats.

	<ul style="list-style-type: none"> ● Planning is underway for our October 2020 Early Care and Career Expo with the university and community college partners. ● The Quality Subcommittee approved the <i>Durham PreK Family Engagement Standards</i> based on the NC Pre-K Family Engagement Action Plan. ● Update—Durham PreK had a visit from a Forsyth County, NC, PreK study group. Many DPK Governance Committee members participated. Once feature of the visit was a tour of Whitted’s Durham PreK classrooms. <ul style="list-style-type: none"> ○ We are adapting a facts sheet based on the foundations of the Durham PreK program from questions presented by the Forsyth visitors. ● Several team members went to New York to visit and study the Long Island PreK project. <ul style="list-style-type: none"> ○ We had the opportunity to meet with 4 different childcare resource and referral agencies. ○ Attended and participated in their one-day conference for PreK teachers.
<p>Durham Public School (DPS) Program Presentation</p>	<ul style="list-style-type: none"> ● Dr. Nakia Hardy and Dr. Debbie Pittman from Durham Public Schools (DPS) presented on the preschool model in DPS. ● How does DPS fund the PreK program and how are those funds allocated? <ul style="list-style-type: none"> ○ DPS is required by law to serve children with disabilities from 3 yrs. old to 21 yrs. old. <ul style="list-style-type: none"> ▪ DPS sites have PreK programming that serves special education children and that begins at 3 years old. ▪ DPS starts screening and identifying children’s special needs at 2 years-9 months of age. Once the child turns 3, if the child qualifies for services, DPS begins service delivery all the way until 21 years of age. ○ We have funding streams specifically for special education. ○ Other funding streams are for “general education”. ○ Some funding sources have restrictions, specific allocations and guidelines for service delivery. ○ For the General Education seats, DPS has more predictability than for Special Education seats. For Special Education seats, there is zero predictability because DPS is always in the process of doing <i>child find</i> in the community, getting referrals to the PreK assessment team for preliminary screenings and determining if the child qualifies for service placement in the classroom. ○ 4 major funding streams for the PreK program – Federal, State, Local, Special Revenue Funds totaling \$8.87M <ul style="list-style-type: none"> ▪ Federal 45.67% <ul style="list-style-type: none"> ● Title VI – B Individual w/ Disabilities Education Act <ul style="list-style-type: none"> ○ Federal funding stream support for 3-21 year olds. ○ 24 percent of total federal allotment is put into EC PreK students. ● Title I dollars are Kindergarten – 12th grade. <ul style="list-style-type: none"> ○ Based on free and reduced lunch rates as parents self-report. ○ 17-18% of this grant is for EC PreK students. ▪ State 18.97%

- Funds for Children with Disabilities
 - Local 6.5%
 - Local supplement, children with special needs.
 - Used to pay teacher supplements.
 - Smaller class ratio 1:8. May have more than 1 teacher assistant. Services to help children with special needs, such as physical therapy, occupational therapy etc.
 - A child with special needs may cost the between 15K and 100K per year to meet their educational needs.
 - Special Revenue Funds 28.84%
 - Durham PreK
 - NC Pre-K allotment dollars
 - DPS tracks students—those that are no longer enrolled in DPS or those who have come back to DPS from a charter school or private school. There is an increase in student enrollment. Typically, there is an influx of children coming back to DPS in March and April.
 - Many families choose DPS because of its resources and opportunities provided to families with special needs.
 - DPS does not provide transportation for PreK. Challenges with providing transportation for PreK population.
 - There are specific regulations for preschool children being transported by bus, which makes it challenging to provide transportation to families.
- What are the general operational costs?
 - Salary and Benefits
 - Classroom teachers and EC teachers
 - Instructional Assistants
 - Other Pre-K (OT, PT, Speech, 1:1 nurses, Behavior Assistants, etc.)
 - Supplies and Materials
 - Associated Expenses
 - Operations, Maintenance, Utilities, Custodial Services, IT, Finance, Human Resources.
 - Services required to support preschool classrooms, licensing, professional development, curriculum, coaching, parent and family partnerships.
- Questions:
 - What is the allotment per child?
 - On average, for a DPS student it is about \$1250 per month per pupil.

	<ul style="list-style-type: none"> ▪ Ranges from \$1500 per month to \$10,000 per month for children with identified special needs or disabilities. ▪ 117 students that qualify for reimbursement. The max reimbursement annually is \$3200 from NC Pre-K. ○ What kind of bilingual services does DPS offer for PreK? <ul style="list-style-type: none"> ▪ The children’s developmental screenings are completed in Spanish and English. ▪ PreK is an English based program and instruction is in English.
<p>Head Start Program</p>	<ul style="list-style-type: none"> • Terry presented about Head Start • Total funding for 3 and 4 year-olds is \$4,598,726. • \$3,677,226 federal funding to serve 323 three and four year olds. About \$46,000 of that money is used for technical assistance and training. • Serve 145 NC Pre-K slots \$435,000 • Durham Prek estimated is \$496,500 • Non–federal share <ul style="list-style-type: none"> ○ Required to raise funding, about 25% of federal allotment (estimated \$960,807) <ul style="list-style-type: none"> ▪ Building donations, volunteer, cash donations, etc. • Facilities <ul style="list-style-type: none"> ○ Average about \$15,000 per month for rent. ○ Some spaces are donated, but we are required to upkeep the facilities. • Average cost per child is about \$1400 to \$1450 per month. • Required to serve a minimum of 10% of children with disabilities. We roughly serve about 15%-17% of children with disabilities. <ul style="list-style-type: none"> ○ It is against regulations for Head Start to expel students. Tend to get many students with behavioral needs that were not successful in a private childcare setting. ○ Model to serve every child. • Child Health and Developmental Services <ul style="list-style-type: none"> ○ Required to assess the family’s health care status. ○ If a family is uninsured, we are required to buy health related items, such as glasses. ○ Serve families that do not have Medicaid. Able to enroll children that aren’t legally authorized to be in the United States. ○ Many families have health needs that Head Start is required to meet. • Parent Family Community Engagement (PFCE) <ul style="list-style-type: none"> ○ New requirement of contacting families after an hour of non-attendance

	<ul style="list-style-type: none"> ○ 15 family engagement staff many with a MSW ○ Family partnership goals. Staff work with families in actualizing goals such as obtaining a GED. <ul style="list-style-type: none"> ▪ When a family enrolls in the beginning of the school year, we have them complete a survey to learn about the family and what their specific needs are. The family makes goals and our family engagement staff help the families achieve those goals. ▪ Child Plus is a tool that tracks the engagement for that family ▪ Measure when a family enters the programs, what goals are set and the outcome deliverables. ○ Family success centers – families can use the centers for resume writing or applying for jobs. <ul style="list-style-type: none"> ▪ For example, recently provided a training for interested parent in medical billing and coding. ○ Head Start is required to make at least 2 home visits per year. Make additional visits as needed. i.e., if a child is out for 3 consecutive days we will send a family health advocate and the assigned family engagement specialist to visit the family. ● Child Health & Safety Facilities <ul style="list-style-type: none"> ○ Licensing, sanitation and safety practices. ● Child Nutrition <ul style="list-style-type: none"> ○ Health staff working with families on meal replacement for children with special diets. ● Child Mental Health <ul style="list-style-type: none"> ○ Licensed clinical social worker. ● Education and Early Childhood Development <ul style="list-style-type: none"> ○ Three school readiness coaches ● Required to have a bilingual teacher and assistant if 50% of population is bilingual <ul style="list-style-type: none"> ○ Have teachers that will read, write and lead circle time in English and Spanish ○ Head Start has teachers certified in sign language
<p>2019-2020 Durham PreK Child Demographic Data</p>	<ul style="list-style-type: none"> ● Presented current DPK enrollment data <ul style="list-style-type: none"> ○ Current Durham PreK enrollment data does not include the additional classroom added in November with 18 seats. ○ Durham PreK Only/New 150 seats allocated with 142 students enrolled ○ Durham PreK Enhanced 294 seats allocated with 290 students enrolled. ○ The average parent fee <ul style="list-style-type: none"> ▪ 4% fee for families between 300-350% FPL is \$217.79. ▪ 7% fee For families greater than the 350%FPL is \$620.00 ○ Initial Seat Decline/Acceptance Data (July initial seat offers)

- Up to 200% FPL 17 seats offered and 17 seats declined.
 - Between 200% and 300% FPL 86 seats offered, 33 seats declined and 53 seats accepted.
 - Between 300% and 350% FPL 23 seats offered, 15 declined and 8 accepted.
 - Above 350% FPL 65 seats offered, 53 declined and 12 accepted.
- Potentially declined because of seat location or because the placement did not offer wrap care services.
- Declined Seats Survey
 - Surveyed families online and by phone with 4% and 7% parent fees that declined seats.
 - Asked what factors impacted decision to decline Durham PreK?
 - Parent fee was too high
 - Location assigned was too far away
 - Not satisfied with the quality of the site I was offered
 - Lack of transportation
 - Needed full day of care
 - Didn't have enough time to consider the offer
 - The most common responses from the survey was the parent fee was too high, followed closely by the need for a full day of care.
 - Some feedback from parents to the management agency was that they were given 3 days to 1 week to make a decision for placement.
- Sliding Scale discussion
 - Revisit sliding scale for families. Based on decline/acceptance data, survey results and average parent total fees for a full day of care, recommend eliminating the 7% parent fee at 350% FPL. Recommend shifting to a 4% parent fee for families at 300% FPL and greater.
 - The current Durham PreK sliding scale does not affect wrap-around care. Wrap care is made available for a fee with arrangements between the site and parent.
- Wrap Care or extended hours care
 - What percentage of families are purchasing before and aftercare? Is it something that might make more sense to bake into the program?
 - Staffing issues with offering wrap care.
 - Another solution would offer 4% for the full day and pro-rate accordingly. Or maybe we don't go all the way down to 4% for families greater than 350% FPL, but maybe land at 5%.
 - Is there a way to standardize wrap care?
 - By January, we will need to make a decision because it will affect how to market the Durham PreK services to families for school year 2020 - 2021.

Action Taken	<p><u>Parking Lot/Next Steps</u></p> <ul style="list-style-type: none"> • Gather more data on Wrap Care. • Calculate costs for providing wrap care to highest need families.
Summary and Adjournments	<ul style="list-style-type: none"> • Next Meeting is January 23, 2020 from 9:00am – 1:00pm.

**** Agenda items with handouts***