

**Durham PreK Governance Committee**  
**Quality Subcommittee Meeting Notes**  
 October 21, 2019 (1:00 pm – 3:00 pm)

**In Attendance:** Leigh Bordley, Linda Chappel, Cathy Collie-Robinson, Brittany Gregory, Danielle Johnson, Jennifer Lacewell, Alex Livas-Dlott, Beth Messersmith, Melinda Rodriguez, Brenda Williamson (phone)

What	Notes
<ul style="list-style-type: none"> <li>▪ Welcome</li> <li>▪ Agenda Review</li> <li>▪ Review and approve notes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reviewed agenda</li> <li>▪ Reviewed meeting notes from August 14, 2019. Members suggested some revisions before approving the meeting notes.</li> </ul>
<b>Action Taken</b>	<ul style="list-style-type: none"> <li>▪ Motion granted to approve notes based on the following revisions:               <ul style="list-style-type: none"> <li>○ Correct the typo on the 1<sup>st</sup> page of committee member’s last name.</li> <li>○ On page 3 replace the word “scholarship” to “public preschool”. Effort to minimize confusion with childcare vouchers and childcare scholarships.</li> <li>○ Remove “in order to receive scholarships.” Leave as “This school year we cannot require parent participation.”</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>▪ Evaluation RFP</li> </ul>	<ul style="list-style-type: none"> <li>▪ In the early Spring we are charged with issuing an RFP for child-level evaluation of students enrolled in Durham PreK</li> <li>▪ For the Governance committee to guide an RFP with possible help from this Quality Subcommittee.</li> <li>▪ An RFP will go out to entities that conduct evaluations to submit proposals.</li> <li>▪ The county will decide if they will have Governance help review the proposals. The Commissioners want a robust child-level evaluation.</li> <li>▪ In the Task Force there was a research and evaluation subcommittee.               <ul style="list-style-type: none"> <li>○ In the Task Force report we are given some broad descriptions for potential evaluation activities.</li> <li>○ We have a Governance meeting in November and we want this Quality subcommittee to discuss its role potentially developing this RFP. We need to make some recommendations to the Governance committee about how to move forward with this task.                   <ul style="list-style-type: none"> <li>➤ Does this group want to dive into this RFP or suggest to Governance to create an ad hoc evaluation committee? We know Dr. Iheoma Iruka is interested in being a resource.</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Concerned about the County’s process questions and data being misinterpreted and misused. Important for the evaluator to know about Durham PreK and have some familiarity about Durham PreK.</li> <li>▪ Possible bad ramifications for Durham and other communities trying to do the same thing.</li> <li>▪ Would like someone who can build in price points with their proposals. i.e., for this much money you can provide this level of evaluation and so forth.</li> <li>▪ Create a White paper – overview of evaluations.</li> <li>▪ Right now the sharing of data is problematic. In the RFA the applicants must have in their proposal where they will get the data from.</li> <li>▪ CCSA will not apply. Duke would probably apply, FPG will apply, MDC might. We feel like we will get about 3 or 4 competing proposals.</li> <li>▪ The committee may recommend no additional testing for children. Only use what has been done.</li> <li>▪ Only concern about spinning it off is the feedback loop.</li> <li>▪ You can serve on the Evaluation Subcommittee if you want to. Smaller subcommittee so it can be a working group in order to be ready by spring.</li> <li>▪ Data being collected is not reliable. Promote developmentally and culturally responsive evaluations.</li> <li>▪ Capacity building for screeners and testers to promote data reliability.</li> <li>▪ Currently Dial 4 is being used.</li> </ul>
<b>Action Taken</b>	<ul style="list-style-type: none"> <li>▪ Create an evaluation subcommittee with a feedback loop to the Quality Subcommittee.</li> </ul>
<ul style="list-style-type: none"> <li>• DPfC Family Engagement Action Plan*</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Mission, Definition of Family Engagement, and the Objective is the same.</li> <li>▪ The action plan is based on 6 components <ul style="list-style-type: none"> <li>○ Component 1: Advocacy and Decision-Making</li> <li>○ Component 2: Communication</li> <li>○ Component 3: Community Collaboration</li> <li>○ Component 4: Parenting/Training</li> <li>○ Component 5: Student learning</li> <li>○ Component 6: Volunteering</li> </ul> </li> <li>▪ DPfC provides sample recommendations for each component.</li> <li>▪ DPS and Head-start are exempt from the Family Engagement Action Plan</li> <li>▪ All other sites must complete two home visits per family each school year. The home visits must be documented in TS Gold. Required to complete one family engagement activity per quarter.</li> <li>▪ Action plan materials -</li> </ul>

- PreK Child introduction questionnaire. Introduces the child to the PreK staff. Form to be completed within 7 days of start date. Administered by the PreK site.
- PreK child profile to be updated quarterly in alignment with TS Gold.
- PreK family engagement placement contact.
  - Completed monthly within the first 3 months of the program, Sept. Oct. and Nov. Administered through DPfC staff.
- PreK Family Engagement Initial Site assessment is a google form sites can assess their strengths and areas of improvement. Sent out in September and is Mandatory for Site Directors and Lead Teachers. A link is sent to sign up for a site visit.
- Final Site Assessment completed by March 31<sup>st</sup> of the next school year. Required by Directors and Lead Teachers.
- PreK Family Engagement Parent Post Survey completed by March 31<sup>st</sup> by email, mail or phone.
- Family engagement specialist will complete formal site assessments twice a year.
- Family engagement newsletters sent quarterly to families.
- For the parent surveys, an email with the link to the google form. Survey data is exported to a spreadsheet and sent to the data evaluation specialist.
- Language and connecting with parents, are there any guideline given to centers for families that do not speak English?
  - All information is sent in English and Spanish. Looking to include French in our translated materials.
- Home visits – Many sites have expressed not having the time to do home visits.
  - Does it mean the teachers aren't being paid for home visits?
  - White Rock allows their teachers to do the home visits during the day for regular work hours. Will allow for evening visits in exchange for comp time.
- Do centers need more guidance on how to make home visits work?
  - Different Strategies – meet at local library branch, etc.
- Monthly conference – as long as the conversation is being documented.
  - Intentional time
  - Fall and Spring Family Conference.
  - Document in TS Gold about child progress
  - We need to create strategies to support teachers. A framework for teachers to create quality programming.
- What are the repercussions for sites that do not follow the requirements?

	<ul style="list-style-type: none"> <li>○ DPfC will take to School Readiness for further discussion.</li> <li>▪ Intentional on documenting feedback from Directors and teachers.</li> <li>▪ Teacher feedback is needed for possible adjustments.</li> </ul>
<ul style="list-style-type: none"> <li>• Durham PreK Family Engagement Standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Last meeting we talked about adding parent workshops as a requirement for family engagement. <ul style="list-style-type: none"> <li>○ Transition to Kindergarten workshop</li> <li>○ 1 workshop specific to parent training</li> </ul> </li> <li>▪ Page 6 of the NC Pre-K plan requires 3 family engagement activities per year. If a Durham PreK site one of those workshops is for families and 1 workshop Transition to Kindergarten</li> <li>▪ For quality we should push these higher difficult standards. We are supporting sites with resources and trainings.</li> <li>▪ For Durham PreK propose a minimum for 4 family engagement activities with at least 1 being transition to Kindergarten event.</li> <li>▪ Sites can share events.</li> <li>▪ Provider a refresher for the Nov Director’s joint meeting.</li> <li>▪ For Durham PreK what are the consequences? What is required? <ul style="list-style-type: none"> <li>○ Minimum of at least 1 home visit</li> <li>○ 4 engagement activities with 1 being transition to kindergarten</li> <li>○ At least 3 formal teacher/parent conference</li> <li>○ All questionnaires are required</li> <li>○ There might be negative consequences to your Durham PreK contract – as you may not get one.</li> </ul> </li> <li>▪ How to formally document what is being done at the sites? Sign-in sheets. Identify what tools to use for documentation.</li> </ul>
<ul style="list-style-type: none"> <li>• Next Steps/Adjournment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alex and Courtney will meet to discuss having sites provide evidence for documentation and holding sites accountable to the Durham PreK requirements.</li> </ul>