

**Durham PreK Governance Committee**  
**Quality Subcommittee Meeting Notes**  
 December 9, 2019 (3:00 pm – 5:00 pm)

**In Attendance:** Sheila Arias, Leigh Bordley, Linda Chappel, Cathy Collie-Robinson, Brittany Gregory, Dore LaForett, Monnie Griggs, Danielle Johnson, Alex Livas-Dlott, Melinda Rodriguez, Brenda Williamson

| What  | Notes  |
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| <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 items.</li> <li>▪ Reviewed notes from October 21, 2019 meeting.</li> </ul>  |
| <b>Action Taken</b>   | <ul style="list-style-type: none"> <li>▪ Approved meeting notes.</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ Review work plan – Discuss Evaluation RFP</li> </ul>   | <ul style="list-style-type: none"> <li>▪ The Governance Committee will discuss a plan for an evaluation RFP at a Spring 2020 meeting.</li> <li>▪ Currently, for the process implementation CCSA is tracking deliverables and will report on the findings.</li> <li>▪ We are unsure about the amount of money the County will invest in the evaluation RFP. The idea is that Governance will endorse some type of RFP. It will go to the commissioners from the governing body for approval.</li> <li>▪ The timeline – RFA to go out in the spring, around April.</li> <li>▪ Durham PreK’s budget only consists of the process tracking. We did not include the child-level evaluation process into the budget.</li> <li>▪ A concern for evaluation of children’s development is the currently the data sharing agreements in place for the Durham Children’s Data Center are frozen—on hiatus at the moment due to leadership turnover at Duke and expired data MOU agreements with Duke and DPS.</li> <li>▪ CCSA working on the White Paper that will be completed in late January. This will serve as an informational tool that will jumpstart the work of the research and evaluation subcommittee.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Supporting Children with Unique Needs and Challenging Behaviors               <ul style="list-style-type: none"> <li>○ NC Pre-K</li> <li>○ Meck Pre-K</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>▪ Preventing the Suspension and Expulsion of Children in Meck Pre-K.               <ul style="list-style-type: none"> <li>○ Requires teachers and directors to collaborate with Meck Pre-K and NC Pre-K Social Workers to support students with unique needs and challenging behaviors and to prevent suspension and expulsion.</li> <li>○ Teacher documents behavior concerns and the strategies used. The teacher consults with center director and the child’s family. Teachers complete Meck Pre-K/NC Pre-K Social Worker referral form.</li> </ul> </li> <li>▪ Early Childhood Mental Health Consultant position – many members believe that we can easily make a case for this as a need that warrants a full-time position.               <ul style="list-style-type: none"> <li>○ Avoid having this type of position be viewed as crisis prevention.</li> </ul> </li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>▪ Systematic prevention whole classroom lens. Get out of crisis response cycle.</li> <li>▪ Create classrooms that support children instead of intervention for a child.</li> <li>▪ Small steps in the right direction by requiring teacher and teacher assistant to have planning time built into their day.</li> <li>▪ The majority of need is not crisis, but the everyday need of the child.</li> <li>▪ Data – OCR has preschool data.</li> <li>▪ F/U to get more information on Meck Pre-K social worker position – where is the funding coming from? <ul style="list-style-type: none"> <li>○ Someone who is a mental health provider. Need to identify qualifications/training</li> <li>○ Understanding early childhood and having a strong background</li> <li>○ Being able to interact with educators and parents. Getting information from families and sharing information with families.</li> </ul> </li> <li>▪ For promoting healthy social behaviors in our classrooms – investment in professional development of teachers. Balance of empowering teachers to do a better job and support their efforts. <ul style="list-style-type: none"> <li>○ NC Pre-K, once the state approves the budget, DPfC plans to renew the local NCPre-K contract with The Exchange Family Center’s EChO program</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>• Durham PreK Guidance for Supporting Children with Unique needs and challenging behaviors</li> </ul> | <ul style="list-style-type: none"> <li>▪ Next Steps – <ul style="list-style-type: none"> <li>○ Survey NC Pre-K and Durham PreK teachers/administrators and see what support they need. (Alex and Brittany)</li> <li>○ NC Pre-K investment in EChO – information on services rendered.</li> <li>○ Research more information on Meck Pre-K/NC Pre-K Social Worker position</li> <li>○ Research on RECAP curriculum in Meck Pre-K plan.</li> <li>○ Appendix E – pull from other counties how they are doing with Appendix E</li> </ul> </li> <li>▪ Family engagement specialist – reaches out to the families. Perhaps identify ways to pull out/identify possible problems at a site.</li> <li>▪ Another opportunity for feedback is within the first 60 days when NC Pre-K/Durham PreK families have an opportunity to change programs. This happens in October.</li> <li>▪ Review materials and consider what language we want to have for grievances and concerns with withdrawal.</li> <li>▪ Learn more from the school system. What data do they have and gather when families withdraw?</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Next Steps/Adjournment</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Alex will follow-up with doodle poll results for the next meeting date.</li> </ul>   |