

Durham PreK Governance Committee
Quality Subcommittee Meeting Notes
February 5, 2020 (10:00am – 12:00pm)

In Attendance: Sheila Arias, Leigh Bordley (phone), Linda Chappel, Cathy Collie-Robinson, Brittany Gregory, Monnie Griggs, Jennifer Lacewell, Dore LaForrett, Alex Livas-Dlott, Emily McCormick, Melinda Rodriguez, Brenda Williamson (phone)

What	Notes
<ul style="list-style-type: none"> ▪ Welcome ▪ Agenda Review ▪ Review and approve notes 	<ul style="list-style-type: none"> ▪ Reviewed agenda ▪ Reviewed meeting notes from December 9, 2019. Motion to approve meeting notes.
Action Taken	<ul style="list-style-type: none"> ▪ The quality subcommittee approved the December 9, 2019 meeting notes.
<ul style="list-style-type: none"> ▪ Supporting Children with Unique Needs and Challenging Behaviors Teacher and Director Survey Results. 	<ul style="list-style-type: none"> ▪ Survey of NC Pre-K and Durham PreK teachers and directors. ▪ 80 teachers and directors invited to complete the survey. We received a 64% response rate. ▪ The highest response rates were from private sites. ▪ EChO, Healthy Social Behavior Specialists, DPS EC Teacher/Department and Technical Assistance Specialists are the overall agencies used the most for support with children with unique and challenging behaviors. ▪ Creative Curriculum is the curriculum used the most – meaning that most sites do not have a separate curriculum or program for social/emotional development. ▪ Directors are more likely to report using agencies for support than teachers. ▪ EChO and the Healthy Social Behavior Specialists are limited. ▪ Both program types report using Early Childhood Outreach Project (EChO) at high rates. ▪ Durham PreK sites also rely on support from Durham PreK TA Specialists and DPfC’s Pre-K Quality Specialist. ▪ NC Pre-K sites also rely on support from Healthy Social Behavior Specialists and DPfC’s Pre-K Quality Specialist.

<ul style="list-style-type: none"> ● Durham’s Partnership for Children <ul style="list-style-type: none"> ○ Parent Satisfaction Survey ○ NC Pre-K Teacher Survey ○ Expulsion data/Grievance policy update 	<ul style="list-style-type: none"> ■ Parent satisfaction survey <ul style="list-style-type: none"> ○ Low response rate. The survey was sent in December to parents via email in English and in Spanish. ■ DPfC Pre-K Parent Enrollment & Placement Survey Results <ul style="list-style-type: none"> ○ Survey was offered online and a paper version in English and in Spanish. 84 survey responses received. ○ Many parents responded they would like to see better communication. <ul style="list-style-type: none"> ➤ Timing of notification, provide more info regarding the programs, options and process, method of contact and multiple suggestions regarding communication. ➤ The survey has informed the quality improvement process. Pushed up when applications are available for SY 2020-2021 so parents can apply earlier and receive their placements earlier. ■ DPfC Teacher Support and Expectations Survey Results. Given to the lead teachers. <ul style="list-style-type: none"> ○ Surveyed only NC Pre-K teachers ○ Will administer the survey again later in the year ■ One-Pager Exit/Expulsion/Withdrawal Data Information <ul style="list-style-type: none"> ○ Many of the exits in the past few years have been due to families moving or wrap/transportation needs. ○ NC Pre-K is developing a grievance policy with procedures for families.
<ul style="list-style-type: none"> ● Durham PreK guidance for Supporting Children with Unique Needs and Challenging Behaviors 	<ul style="list-style-type: none"> ■ What does the committee see as next steps for supporting Children with challenging behaviors? ■ The model for NC Pre-K, if a teacher is experiencing a child with challenging behaviors they contact NC Pre-K. <ul style="list-style-type: none"> ○ Internal process of connecting with services. ■ Some children need individualized intensive support. Plenty of other opportunities for success with social/emotional health. ■ Establish a good support system for “triage” emergency help when needed. ■ Some of the baseline should include increased knowledge of available resources and how to connect families with those resources. ■ How we can do some explicit teaching and setting up the environment for children to be successful and for the teacher to feel confident and less stressed?

	<ul style="list-style-type: none"> ▪ Seems to be a disconnect between the center’s goals and the parents. Parents that completed the survey responses wanted more focus on academic learning than Social-Emotional. Curriculum can be better explained to parents so they are aware of the importance of social-emotional development. ▪ Clear about what our learning goals are for Durham PreK. ▪ Instead of another survey, perhaps we can do a focus group with teachers. ▪ It would be great if Durham PreK had its own healthy social behavior specialist. ▪ NC Pre-K contract with EChO is currently on hold. ▪ DPfC to share contract details between NC Pre-K and EChO. ▪ Look at what other public programs are doing, such as Colorado as a baseline. ▪ We need someone from DPS and Head Start to serve on this committee.
<ul style="list-style-type: none"> • Next Steps/Adjournment 	<p><u>Next Steps</u></p> <ul style="list-style-type: none"> ▪ Create chart that defines work of EChO and Healthy Social Behavior Specialists and identifies number of children being served and current waiting lists to share with Durham County ▪ DPS to come and share what they are doing in this arena – Sue Cotterman ▪ Head Start to share the support they provide teachers ▪ Monnie to engage Maggie and look at appropriate caseload of children to serve ▪ The next Quality Subcommittee meeting is on April 1, 2020 from 1:00pm – 3:00pm