

**Durham PreK Governance Committee**  
**Quality Subcommittee Meeting Notes**  
 January 14, 2020 (1:00pm – 3:00pm)

**In Attendance:** Shelia Arias, Leigh Bordley, Cathy Collie-Robinson, Linda Chappel, Cate Elander, Tammy Jacobs, Brittany Gregory, Monnie Griggs, Jennifer Lacewell, Alex Livas-Dlott, Melinda Rodriguez

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 meeting objectives</li> <li>▪ Reviewed meeting notes from November 12, 2020. Motion to approve meeting notes.</li> </ul>
<b>Action Taken</b>	<ul style="list-style-type: none"> <li>▪ The Quality Subcommittee approved the meeting notes from November 12, 2020.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Durham PreK Update</li> </ul>	<ul style="list-style-type: none"> <li>▪ NCPK/DPK Monitoring               <ul style="list-style-type: none"> <li>○ DCDEE released its monitoring tool. It was shared with programs and is due on January 25, 2021</li> <li>○ January paycheck monitoring for lead and assistant teachers underway                   <ul style="list-style-type: none"> <li>➤ Why we monitor paychecks? We provide a supplement based on experience and we acknowledge it is a complex system. Monitoring is not meant to be punitive. We want to ensure teachers are being paid based on their experience.</li> </ul> </li> </ul> </li> <li>▪ Family engagement monitoring               <ul style="list-style-type: none"> <li>○ Continuing with the next monitoring date in February</li> <li>○ Requesting for virtual engagement with parents</li> </ul> </li> <li>▪ SY 21-22 application process and timeline               <ul style="list-style-type: none"> <li>○ Moving to an online platform that will allow for an online application. Parents can save their work and return to it later.</li> <li>○ On our end, it will help with the workflow and student assignments. All partners can work from the online platform securely.</li> <li>○ Survey Monkey Apply                   <ul style="list-style-type: none"> <li>• Alex completed a demo of it earlier today</li> <li>• Everything has been drafted in English</li> <li>• We are testing all the components</li> </ul> </li> <li>○ We are hopeful it will be done by the beginning of February.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Outreach is challenging because we are in a virtual environment. Some of the places we would normally go to for outreach are no longer possible. We are advertising on our Facebook page and other online tools.</li> <li>▪ Parent PreK Expo <ul style="list-style-type: none"> <li>○ February 6, 2021 <ul style="list-style-type: none"> <li>➤ 9am -10am in English.</li> <li>➤ 10:30am – 11:30am in Spanish.</li> </ul> </li> <li>○ Parent Education piece on what is PreK <ul style="list-style-type: none"> <li>➤ Help parents to understand the similarities and differences across all programs</li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>▪ Durham PreK Mode of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Durham Public Schools PreK Classrooms: <ul style="list-style-type: none"> <li>○ Will continue virtually for the remainder of the school year</li> </ul> </li> <li>▪ Private Childcare PreK Classrooms: <ul style="list-style-type: none"> <li>○ Hybrid model continues (in-person and virtually)</li> </ul> </li> <li>▪ Durham Head Start Classrooms: <ul style="list-style-type: none"> <li>○ Hybrid model began January 13<sup>th</sup></li> <li>○ Families attend virtually and a reduced number in-person with reduced class-sizes</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>▪ Durham PreK Technical Assistance (Updates)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Technical Assistance continues virtually</li> <li>▪ NC Pre-K and Durham PreK – Family Engagement, Supporting DLLs and ASK Conference <ul style="list-style-type: none"> <li>○ January 19<sup>th</sup> Family engagement teacher workshop presented by Cathy Collie-Robinson</li> <li>○ Supporting Dual Language Learners</li> <li>○ ASK Conference <ul style="list-style-type: none"> <li>▪ Durham PreK thread is focused on anti-racist preschool education</li> <li>▪ CEU</li> </ul> </li> </ul> </li> <li>▪ MMCI cohort is underway</li> <li>▪ 5 directors achieved CLASS Observer certification. <ul style="list-style-type: none"> <li>○ All but one Director passed and received their certification.</li> <li>○ Typical practice if someone doesn't do well on the first attempt, we provide coaching. The one director that didn't pass rushed through the testing process without allowing time for coaching in between tests.</li> </ul> </li> <li>▪ CLASS assessments completed virtually/video</li> </ul>
<ul style="list-style-type: none"> <li>▪ Durham PreK Website and Newsletters (Updates)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Website Updated pages <ul style="list-style-type: none"> <li>○ We updated our Governance page – now includes members bios</li> <li>○ Why PreK?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Dedicated to parent education. What does a typical day in PreK look like? What are the quality indicators that all programs share?</li> <li>▪ Video interviewing teachers on what a PreK day looks like.</li> <li>○ Updated staff page to include bios</li> <li>○ Community Calendar page <ul style="list-style-type: none"> <li>▪ Outreach events</li> <li>▪ Any family friendly events for children ages 0-8</li> </ul> </li> <li>○ Racial Equity in Early Childhood Education Page</li> <li>▪ Community Connections and Teacher Talk Newsletters <ul style="list-style-type: none"> <li>○ December issue focused on STEM Learning</li> <li>○ Racial Equity in Early Childhood for February</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>▪ Durham Early Childhood Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ DCI website – Early Childhood Action Plan based off of the Governor’s State Action Plan</li> <li>▪ Durham ECAP: Our Charge <ul style="list-style-type: none"> <li>○ Develop a Durham County Early Childhood Action Plan that, when implemented, will result in an aligned and sustainable early childhood ecosystem that improves early childhood outcomes in Durham County,</li> </ul> </li> <li>▪ Action plan and goals for Durham County, 0-8 years old. <ul style="list-style-type: none"> <li>○ Healthy</li> <li>○ Basic Needs</li> <li>○ Safe &amp; Nurtured</li> <li>○ Learning &amp; Ready to Succeed</li> </ul> </li> <li>▪ Workgroups have been meeting since September. <ul style="list-style-type: none"> <li>○ Reviewing the state goals for ECAP and creating Durham specific goals <ul style="list-style-type: none"> <li>▪ Can those goals be measurable in Durham and how?</li> <li>▪ What goals cross all groups? Which goals are specific to each working group?</li> <li>▪ The next step is to create smaller working groups, 4-5 and include community members. <ul style="list-style-type: none"> <li>• Further articulate goals and create an action plan for each goal</li> </ul> </li> </ul> </li> </ul> </li> <li>▪ Highest Priority Strategies Reveal the Following Durham ECAP Recommendations <ul style="list-style-type: none"> <li>○ Goals <ul style="list-style-type: none"> <li>▪ Improving access, affordability and awareness of high quality early learning experiences</li> <li>▪ Develop a coordinated transition between early education and K-12 education.</li> <li>▪ Ensure children with developmental delays and disabilities have the support they need</li> <li>▪ Promote and support early literacy for babies, toddlers and young children</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ At a transition point with this work. Now we are moving from the brainstorming phase to what we will do in Durham for the next three years to support the implementation of these recommendations.</li> <li>▪ Ensuring all Children are Learning &amp; Ready to Succeed <ul style="list-style-type: none"> <li>○ Children experience the conditions they need to build strong brain architecture and skills that support their success in school and life. <ul style="list-style-type: none"> <li>▪ NC 2025 Target - State Focus <ul style="list-style-type: none"> <li>• Increase the % of income eligible children enrolled in NC Pre-K from 47% to 75%</li> <li>• Decrease % of family income spent on child care.</li> </ul> </li> <li>▪ Durham workgroup <ul style="list-style-type: none"> <li>• Focus on increasing % of children enrolled in Durham PreK</li> <li>• General agreement on the measure, but the exact figure is to be determined based on Durham data</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>▪ WIGs for Durham PreK's Equity Plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifying and creating Wildly Important Goals (WIGs) for Durham PreK's Equity Plan <ul style="list-style-type: none"> <li>○ Some of the component areas the committee has reviewed <ul style="list-style-type: none"> <li>▪ Transportation</li> <li>▪ Before and after care</li> <li>▪ Dual language Instruction</li> <li>▪ Communication with Families</li> <li>▪ Diverse Educators in Durham PreK Classrooms</li> <li>▪ Teacher and director professional development focused on implicit bias, culturally and linguistically competent practices, anti-racist pre-k educational practices, and promoting positive racial/ethnic identity in early childhood.</li> <li>▪ Anti-racist pre-k curriculum</li> </ul> </li> </ul> </li> <li>▪ The governance committee will review what are our community goals for quality PreK access? <ul style="list-style-type: none"> <li>○ The reality is that we are underserving children. Governance will have to revisit the goal for how many children are we trying to serve and what is the timeline for reaching that goal?</li> <li>○ What can be achieved in increments and what needs to be done immediately?</li> <li>○ This year we took a big step in professional development with equity and social justice.</li> </ul> </li> <li>▪ Transportation, Before and After care can be packaged as one <ul style="list-style-type: none"> <li>○ In order to truly meet the needs of our community we need an 8 hour day and transportation for families that do not have transportation.</li> <li>○ We have a shortage of sites that are willing to do before and after care.</li> <li>○ Building capacity for availability and accessibility</li> </ul> </li> </ul>

- What are the reasons for providers not wanting to do before and after care?
  - The staffing is difficult for providers because we are asking for the teacher assistants to have a 40-hour work week. Creates a scenario where the provider has to hire a third person for before and after care.
    - 40-hour work requirement by DPK
  - If you bring in someone that is just for after care, you need someone that has the education requirement. Challenging to find a part-time person to meet the requirements so it doesn't impact your license rating.
  - Some sites may only have a small number of families requesting before and after care.
  - Affordability
  - Another issue with some classrooms having a licensing requirement and others being exempt from the requirement in the same system
  - A variability in the affordability for before and after care. The prices are different from one site to another site.
  - Durham PreK site allows for parents to see the pricing of before and after care of site to inform their choice selections.
  - Resource and capacity issue
- Financial realities
  - Community colleges and universities are experiencing low enrollment.
  - Families are struggling financially
- Dual language quality instruction
  - If this is a goal, let's look at who is already doing it and bring them into the conversation to learn from them.
  - There are some family child care homes in Durham that provide immersion language instruction
  - LEAP typically has a waiting list and does not advertise.
- Given the current financial landscape, what are our goals for access? Programmatic structures? How do we best meet parent demands?
- Increase our range of options, we need bilingual programs, family childcare homes, before and after care options.
- We have a commitment from Durham Public Schools to have a PreK classroom in every elementary school.
- Concern with homes or smaller programs - in a climate of cuts we already struggle with managing efficiencies with bigger programs.

	<ul style="list-style-type: none"> <li>○ Maybe study some more about the idea of homes. In Colorado they are doing some work with family childcare homes.</li> <li>▪ The ½ day option might be more achievable in a shorter timeline. <ul style="list-style-type: none"> <li>○ In the absence of regulatory how do we ensure health and safety?</li> <li>○ How do we adequately monitor programs that don't have a minimum threshold of the regulations we know are being addressed?</li> <li>○ Reason for caution</li> </ul> </li> <li>▪ Need to explore all options because there is not "a one size fit all" <ul style="list-style-type: none"> <li>○ Reconnect with our community to take a temperature check of the goal</li> <li>○ Not anywhere on track with meeting the goal of the PreK Taskforce</li> <li>○ Conversation on program variety <ul style="list-style-type: none"> <li>▪ We are seeing more parents hold out for certain centers and locations. <ul style="list-style-type: none"> <li>• Doesn't help service our goals of serving more families.</li> <li>• It's been harder to fill some programs</li> <li>• An issue with parent choice – declining selections and asking to be wait listed.</li> <li>• Pandemic is a factor, but not the only factor.</li> <li>• An issue with our geographic spread</li> </ul> </li> </ul> </li> </ul> </li> <li>▪ Alex will send out a survey or document to capture the diverse voices of our subcommittee members and share ideas</li> </ul>
<ul style="list-style-type: none"> <li>▪ Blue Cross Blue Shield Grant</li> </ul>	<ul style="list-style-type: none"> <li>▪ Available funding from Blue Cross Blue Shield to support grassroots efforts to promote equitable early childhood outcomes. <ul style="list-style-type: none"> <li>○ \$300,000 total. 3 years @ \$100K/year</li> <li>○ Eligible organizations for this funding opportunity are grassroots organizations led by and serving Black, Latino, American Indian and other communities that have been negatively impacted by inequities in early childhood systems.</li> <li>○ Committed to expand reach outside of the Triangle, areas that are underserved by philanthropy.</li> <li>○ Letter of Inquiry is due on February 5, 2021</li> </ul> </li> <li>▪ CCSA looking to help support the efforts of an organization that would like to apply for the grant <ul style="list-style-type: none"> <li>○ Some that will possibly apply <ul style="list-style-type: none"> <li>▪ ISLA, Maternal Child health fields, Durham T.R.Y.</li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>▪ Next Steps</li> </ul>	<ul style="list-style-type: none"> <li>▪ Next meeting, March 11, 2021 3:00pm – 5:00pm</li> </ul>