

## Durham PreK Governance Committee Meeting NOTES

November 21, 2024 (9:30am-11:30am)

### In Attendance, listed in random order:

**Voting Members:** Cathy Collie-Robinson, Dr. Wykeshia Glass, Brittany Gregory, Dr. Deborah Pitman, Brenda Carter, Xavier Cason, Jason Rutherford, June Shilito, Tabitha Blackwell, Aleksandra Holod, Claudia Hager, Beth Messersmith, Kate Goodwin, Dr. Iheoma Iruka,

**Non-voting Members:** Dr. Linda Chappel, Joy Turner, Tammorah Mathis, Monnie Griggs, Meytal Barak, Dr. Kristi Snuggs, Jameka Wells; **Guests:** Karen Thompson, Tabitha Williamson, Tosh Adams, Adrienne Stephens, Nita McAdoo, Frederique Yova, Rachel Osborne, Marilyn Agostini, Sabrina Mohammed

WHAT	NOTES
<b>Welcome and Introductions</b>	<ul style="list-style-type: none"><li>• Welcome and Introductions<ul style="list-style-type: none"><li>○ A recording of the meeting can be found on our <a href="#">DPK YouTube channel</a></li><li>○ Cathy Collie-Robinson and Dr. Linda Chappel welcomed Governance Members</li><li>○ Everyone introduced themselves. (Names and Job Titles/descriptions)</li><li>○ Attendance reviewed and meeting quorum verified</li></ul></li></ul>
<b>Meeting Objectives</b>	<ul style="list-style-type: none"><li>• Approve September 2024 Meeting Notes*</li><li>• Receive a Program Update</li><li>• Review of the DPK Day of Giving Initiative</li><li>• Accept feedback from program compensation and bonus surveys</li><li>• Receive an overview of the NC Early Childhood Workforce Study</li><li>• Report on DPK Instructional Staff Credentials and Demographics</li><li>• Discuss the Extended Governance meeting in January 2025</li></ul>
<b>*Action Item</b>	<b>Governance unanimously approved Governance Committee meeting notes from June 2024</b> Motioned by Alex Holod, Seconded by Jason Rutherford, all in favor.
<b>DPK Program Updates*</b>	<b>Program Updates</b> <ul style="list-style-type: none"><li>• Tammorah Mathis, Director of Durham PreK shared as of November 1<sup>st</sup> we have had 1674 applications for this school term, most of which have been completed and offered placement.</li><li>• Tammorah explained that we use multiple communication strategies to help reach parents who have incomplete applications. We have instructional and promotional videos available on the DPK website and we have an ongoing live presence in communities, neighborhoods and gathering places.</li></ul>

### **Outreach**

- Tammorah explained that we have an outreach subcommittee and that it consists of representatives from families, early education providers, and community members.
- In October 2024 we participated at various locations with the following events: Durham’s Partnership for Children fall festival with Project Catch, National Night Out with Cornwallis, First Presbyterian’s fall festival, White Rock CDC school fair, and the Hispanic Heritage Month at Burton Elementary.
- Exterior Bus Ads continue to circulate.
- The outreach calendar on the DPK website is updated with events that are scheduled.
- Some of our external community partners for October were Durham Advocates for Exceptional Children, The Alliance for Equitable Disability Inclusion and the Durham Housing Authority

### **Technical Assistance**

- Nita explained the Teaching Strategies Gold IRR (inter-rater reliability). All our lead teachers have completed this certification in order to record children’s progress accurately.
  - IRR is documentation given to the teachers for specific children that the teachers then must assess on an age-related color band for development. The 6 areas they focus on are Social, Emotional, physical, language, cognitive literacy and mathematics.
  - Teachers must score 80% or better in each area to complete the certification.
  - Nita talked about checkpoints. Checkpoints are when a teacher officially assesses children on 36 objectives across 9 development domains.
  - Checkpoints are done every 12 weeks at the end of the quarter.
- DPK has a specialized learning track/thread during the ASK (Advancing Skills and Knowledge) Conference. The ASK Conference, sponsored by Early Years for the past 52 years, has been a virtual conference since the pandemic; however, the conference will host an in-person learning thread for Durham PreK. It will be held at White Rock Child Development Center and is free to DPK teachers and instructional assistants.
- A local non-profit, Community Partnerships, will present a learning thread /track called, *Handling Big Emotions, Managing Children’s Emotions in the Classroom*.
- 83 Durham PreK teachers have signed a professional development agreement.
- In October 2024 we hosted several workshops that were formatted as community of practices—3 of them were “smart teach” training opportunities.
  - Veteran teachers come to the meetings to talk to the newer teachers about some strategies they use in the classroom.
- This school year we introduced Early Educators Network Forming which was a forum. We had 25 teachers log in. This was an open forum to discuss what’s happening in your classroom led by Carissa Livingstone (Healthy Behavior Specialist)
- DPK hosted a highly successful seminar for instructional assistants—*How do you Collaborate with your Lead Teacher?*
- DPK hosted, *Making the Most of Classroom Interactions* (MMCI); an 8-session training series.

	<ul style="list-style-type: none"> <li>• Durham’s Partnership for Children hosted a Pyramid Model Training to support DPK and NC-PreK teachers- many DPK teachers successfully completed their certifications in this important behavioral support model.</li> <li>• Monthly directors’ meetings are held and professional development agreements are made with site directors. One of the development workshops for directors is a Leadership Training Series offered at the directors’ meetings for both NC PreK and Durham PreK sites.</li> <li>• Dr. Iheoma Iruku asked “Do you have trainings based on racially and ethnically minoritized children who are emerging bilinguals, children living in poverty and children with disabilities?” Nita responded with yes, we do offer training for these children. We offer webinars and podcasts to teachers. These webinars and podcasts lift up and encourage them to see the views of these children.</li> <li>• Training topics are based on teacher surveys, so these workshops represent the needs of the teachers.</li> </ul> <p><b>Apprenticeship</b></p> <ul style="list-style-type: none"> <li>• 22 returning apprentices</li> <li>• 16 new apprentices</li> <li>• 20 mentors with about 20 years of experience</li> <li>• 19 partnering employers in 22 locations</li> <li>• We had our signing day for the new apprentices on November 20th, 2024, with a great turnout.</li> <li>• We hosted a virtual information session that focused on exploring a bachelor’s degree in early childhood in collaboration with North Carolina Central University and with the University of North Carolina at Greensboro and TEACH. There were 39 participants.</li> </ul>
	<p><b>Durham Public Schools Update on Licensing</b></p> <ul style="list-style-type: none"> <li>• Dr. Debbie Pitman shared that Murray Massenburg Elementary School has successfully completed the requirements for a temporary license through DCDEE and is now in the 6-month stage waiting for a permanent license. Teachers are being given support to move forward with full licensure.</li> <li>• Whitted School update: 5-Star license was fully reinstated on September 16<sup>th</sup> after resolution of the fire safety issues was completed.</li> </ul>
	<p><b>Giving Tuesday Updates</b></p> <ul style="list-style-type: none"> <li>• Launched campaign on November 5<sup>th</sup>. Giving Tuesday is December 3<sup>rd</sup>.</li> <li>• We emphasized the importance of STEM in the classroom through social media reels.</li> <li>• Reels have highlighted STEM activities in the classrooms of our DPK sites, and Parent testimonials about STEM in the classroom.</li> <li>• Our end goal for Giving Tuesday is to raise money to provide STEMi kits for our DPK sites.</li> </ul>
	<p><b>Compensation Model for Providers</b></p> <ul style="list-style-type: none"> <li>• Joy Turner, Early Years Director of Data and Provider Relations, provided a brief summary of the preservice payment model that was previously discussed at length at the June 2024 Governance meeting.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Joy discussed the results of a survey of site directors or owners about the preservice payment model. We had a 73% completion rate for the survey and 91% of respondents were satisfied or very satisfied and found the preservice payment to be very helpful.</li> <li>○ Preservice payments were mostly used for classroom material, teacher bonuses, and teacher compensation.</li> <li>○ Nearly half of the respondents said that the preservice payment “did alleviate the concern” of vacancies.</li> <li>○ The main impact reported of the preservice payment is helping with teachers’ salaries before they get the first reimbursement of the school year from regular payments and assistance with paying for classroom materials—helping to get sites ready for the next school year.</li> <li>○ 91% would recommend becoming a Durham PreK provider based on the preservice payment model.</li> <li>● Joy discussed the classroom bonus. <ul style="list-style-type: none"> <li>○ 100% said receiving the classroom bonus is helpful.</li> <li>○ Mostly used for classroom materials and teacher compensation as well.</li> </ul> </li> </ul>
	<p><b>Teacher Bonus Impact Survey</b></p> <ul style="list-style-type: none"> <li>● Teacher bonus was received by all instructional staff at the end of the 2023 – 2024 school year.</li> <li>● 65% completion rate of survey</li> <li>● 80% of respondents are continuing to teach in the same classroom this year.</li> <li>● The bonus made teachers feel satisfied with the job and appreciated and recognized for the work they do.</li> <li>● The biggest impact reported is helping with basic needs like bills, food and transportation needs.</li> <li>● Some respondents shared that the bonus was less this year than last year and that it would be helpful for some kind of notice about the bonus to be given to instructional employees.</li> <li>● Linda shared that the bonus is not a part of the budget and that it began with the onset of the COVID pandemic. The bonus is not in policy; however, it has become “expected” now after giving it out for 4 years.</li> <li>● 2024 is the first year we made the bonus a tiered payment—with 1-2 years of service receiving \$2200; 3-4 years of service \$2700; 5-6 years of service \$3200.</li> <li>● June Shilito, director at Yates Baptist, shared that the teachers are hugely appreciative of the money. “At Yates we have kept a qualified teacher because of the money she earns through Durham PreK.”</li> <li>● Beth Messersmith stated that the bonuses are incredibly important and that she hates that people were “blindsided by the amount of the bonus.” We should take the feedback and use it to make sure we communicate with everyone effectively.</li> <li>● Cathy is grateful the teachers are advocating for themselves. Cathy asked “What does the group think? Should we include bonuses in the budget? Should we just go ahead and plan for this as well as of course, over communicate?”</li> <li>● Beth asked, “if we are putting the bonus in the budget why wouldn’t you just add it to the compensation?”</li> <li>● Linda shared that we require that DPK teachers be paid on the DPS salary scale. The bonus originally was an outcome of the hardships from the Covid epidemic. The funds for bonuses come from vacancies throughout the school year. Our budget is based on seat allocations and the bonus comes from funds not spent due to vacancies. These funds are difficult to anticipate each year.</li> </ul>

	<ul style="list-style-type: none"> <li>• County Manager Claudia Hager mentioned potentially exploring other ways to fund the bonus—such as public private partnerships.</li> <li>• Cathy asked us to table the subject for our January meeting when we have more time to discuss this.</li> </ul>
	<p><b>NC Early Childhood Workforce Study</b></p> <ul style="list-style-type: none"> <li>• Frederique Yova, Research Senior Manager at Early Years, shared that the agency has conducted a workforce study for the state many times for over 2 decades. The study aims to provide a snapshot of the Early Childcare Education workforce serving children under 5 in licensed programs. The reports are available on the Early Years website. <ul style="list-style-type: none"> <li>○ The 2022-2023 study had two goals: 1. To provide comprehensive data on licensed ECE programs and the workforce. 2. Collect qualitative data and elevate experiences of the ECE workforce. <ul style="list-style-type: none"> <li>▪ For goal 1 we sent surveys to administrators, directors, teaching staff and Family Child Care providers online and by mail.</li> <li>▪ For goal 2 we completed 95 interviews and conducted 35 focus groups across the state.</li> </ul> </li> </ul> </li> <li>• Durham county has a higher percentage of children enrolled in 5-star centers compared to the rest of the state and a higher rate of children enrolled in a publicly funded program.</li> <li>• Demographics from Durham PreK teachers and instructional assistants from the 2023-2024 school year were compared to demographics from the statewide workforce study. <ul style="list-style-type: none"> <li>○ Over 95% of Durham PreK teachers identify as female which is similar to the state.</li> <li>○ 81 % of Durham PreK teachers identify as African American compared to 41% on the state level and 56% across Durham County. 12% of Durham PreK teachers identify as white compared to 49% statewide and 30% across Durham County</li> <li>○ Educational background: 100% of Durham PreK teachers and 88% of Durham PreK assistant teachers report having a degree in any field compared to 61% statewide for teachers and 46% for teacher assistants statewide, <ul style="list-style-type: none"> <li>▪ 79% of Durham PreK teachers reported having a degree in the ECE field compared to 46% statewide. 51% of Durham PreK assistant teachers reported having a degree in the ECE field compared to 30% statewide.</li> </ul> </li> <li>○ Durham PreK median salary for lead teachers is \$26.94 per hour compared to \$15 statewide and \$16.25 for NC PreK. For assistant teachers, the median salary is \$19 an hour for Durham PreK compared to \$13 statewide and \$14.76 for NC PreK.</li> <li>○ Benefits: 84% of Durham PreK teaching staff receive full or partially paid health care compared to 50% statewide and 100% of Durham PreK teaching staff receive paid vacation compared to 88 % statewide.</li> </ul> </li> </ul>
	<p><b>DPK Instructional Staff Credentials and Demographics</b></p> <ul style="list-style-type: none"> <li>• 39 lead teachers and 36 assistants excluding Murray Massenburg</li> <li>• 100% women</li> <li>• 9% are multilingual</li> <li>• 84% African American, 11% White, 3% Asian or Pacific Islander and 2% Latinx</li> <li>• 19 have a continuing license, 4 initial licenses, 4 residency license, 1 provisional license and 11 without a license</li> <li>• Average years of experience is 10.6. 7 teachers have 0-5 years of experience, 6 have 6-10 years, 9 have 11-15 years, 4 have 16-20 years and 2 have 21+ years of experience</li> </ul>

	<ul style="list-style-type: none"> <li>• We have 42 lead teachers for 653 seats, 25 of 33 teachers are eligible for support payments. The average projected monthly support payments are \$1,423 per month. Projected spending for SY25 is \$355,639.</li> <li>• Lead Teachers’ minimum salary is \$41,000 and maximum is \$65,261 with a median of \$56,275.</li> <li>• Instructional Assistants’ minimum salary is \$19.21 an hour, and the maximum is \$24.00 an hour with a median of \$19.93 per hour.</li> <li>• Benefits <ul style="list-style-type: none"> <li>○ Holidays: All Durham PreK sites offer 6+ paid holidays.</li> <li>○ Vacation days: All Durham PreK sites offer vacation with 11% offering 1-5 days and 89% offering 6+ days.</li> <li>○ Sick leave: Offered by 83% of Durham PreK sites with 44% offering 1-5 days and 39% offering 6+ days.</li> <li>○ Health benefits: 78% provide health insurance, 44% offer dental insurance, and 44% offer vision insurance that is at least partially paid by the employer.</li> <li>○ Retirement benefits: 94% offer retirement with contributions from employers.</li> <li>○ Parent/Family Leave: Paid job protected parental leave is offered by 22% of sites and unpaid job protected parental leave is offered by 33% of sites. No sites offer paid job protected family/medical leave, but 39% of sites offer unpaid job protected family/medical leave.</li> </ul> </li> </ul>
	<p><b>January Governance Meeting</b></p> <ul style="list-style-type: none"> <li>• In Person meeting</li> <li>• New members Joining</li> <li>• Lunch Provided</li> <li>• Led by Facilitators</li> <li>• Potential bonus discussion and information sharing</li> <li>• Demographic data available again</li> <li>• Talk about things we have learned in Durham PreK that would be worth lifting in a statewide conversation about new approaches.</li> <li>• We intend to have data posted around the room so that you can look at them and get information from them.</li> </ul>
<p><b>Summary and Adjournments</b></p>	<ul style="list-style-type: none"> <li>• In school year 2024 – 2025, we meet the third Thursday of every month. The remaining meeting dates are 1/16/25, 3/20/25, 5/15/25.</li> <li>• The meeting on January 16, 2025, will focus on planning for the long term of Durham PreK. The time will be extended to meet from 9:30 am – 1:00 pm, include lunch and have a facilitator from the Dispute Settlement Center.</li> </ul> <p>Meeting adjourned at 11:30am Alex Holod motioned to adjourned and Brittany G seconded the motion.</p>

*\* Agenda items with handouts*