

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

In Attendance: Leigh Bordley, Cathy Collie-Robinson, Linda Chappel, Cate Elander, Wykesia Glass, Brittany Gregory, Monnie Griggs, Dore, Alex Livas-Dlott, Beth Messersmith, Melinda Rodriguez, Jameka Wells

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 September 10, 2020. Motion to approve meeting notes.
Action Taken	<ul style="list-style-type: none"> ▪ The meeting notes are approved with the caveat of reviewing the language of the suspended Gap payments for Whitted. We may need to reconcile the language with the approved notes from Governance.
<ul style="list-style-type: none"> ▪ Durham PreK Update 	<ul style="list-style-type: none"> ▪ All program contracts completed in 33 classrooms across 19 programs ▪ Beginning-of-the-year virtual visits with all programs ▪ Fall family engagement monitoring completed ▪ NC Pre-K/DPK virtual monitoring in December/January ▪ SY 21-22 Application process and timeline. Drafted and under review. Current goal is to release the SY 21-22 Application in February 2021.
<ul style="list-style-type: none"> ▪ Durham PreK Mode of Instruction (Updates) 	<ul style="list-style-type: none"> ▪ Durham Public Schools <ul style="list-style-type: none"> ○ Continues virtually ○ BOE to decide reopening for January in November meeting ▪ Private Childcare PreK Classrooms: <ul style="list-style-type: none"> ○ Hybrid model continues ▪ Durham Head Start Classrooms: <ul style="list-style-type: none"> ○ Continues virtually ○ Reviewing metrics for possible January reopening

<ul style="list-style-type: none"> ▪ Durham PreK Technical Assistance (Updates) 	<ul style="list-style-type: none"> ▪ Technical Assistance continues virtually ▪ NC Pre-K / Durham PreK <ul style="list-style-type: none"> ○ Cultural competency training ○ Trauma Informed Care ○ Social Emotional/Pyramid model ▪ MMCI cohort is underway with 2 sessions completed in October <ul style="list-style-type: none"> ○ MMCI is ongoing for the next few months ▪ 2-day CLASS observer training for Directors held on October 14th and 15th
<ul style="list-style-type: none"> ▪ Durham PreK Website and Newsletters (Updates) 	<ul style="list-style-type: none"> ▪ Drafting staff page in About Us section of the website. ▪ Updating Governance page to include bios ▪ Creating Why Pre-K Page? Meant to highlight the quality of program components. ▪ Community Connections Newsletter <ul style="list-style-type: none"> ○ October issue – Male and Father Engagement ▪ Teacher Talk Newsletter <ul style="list-style-type: none"> ○ October Issue – Differentiated Instruction
<ul style="list-style-type: none"> ▪ Video Recommendations to DPS Board of Education 	<ul style="list-style-type: none"> ▪ Durham Racial Equity Taskforce video presentation ▪ Vanessa Hines “We must use race based solutions for raced based problems. We believe in order to be truly racially equitable we need to ensure that outcomes are no longer predicted by race.” <ul style="list-style-type: none"> ○ Data gathering and analyzing of data ○ Ongoing work that needs to be institutionalized within our schools ○ Racial equity report card ○ District wide push for a culturally relevant curriculum ○ Continue to include Durham history into our curriculum ○ Representation in the classroom. Schools should be held accountable for its diversity in teaching staff. ▪ Recommendations to DPS Board of Education <ul style="list-style-type: none"> ○ Universal quality PreK to families ○ Living wage salaries to PreK teachers and assistants ○ PreK in every elementary school ○ Before and after care availability ○ Transportation/buses

	<ul style="list-style-type: none"> ○ Having teachers that represent the students ○ Moving away from Eurocentric curriculum
<ul style="list-style-type: none"> ▪ Initial Thoughts of Recommendations 	<ul style="list-style-type: none"> ▪ Aspirational group with tall orders. The transportation piece may not sound so difficult, but it really is. The barrier is having buses with the required safety seating that can only be used for young children with no flexibility. ▪ Critical importance of dual language instruction. Researcher shows that young children must continue to develop their 1st language in order to learn a second language well. Promoting evidence-based practices with dual language instruction. ▪ Translations in home native language. ▪ Is there a possibility to provide bus vouchers for families in need of transportation? ▪ Teacher recruitment is the big issue. Folks do not want to go into the education field because of the low pay. Until we solve the funding dilemma of how do we pay teachers the living wage, we will continue to struggle with teacher recruitment. ▪ Advocacy to lawmakers push on workforce compensation. ▪ Apprentice program in HS - Perhaps a partnership to create pathways to become a teacher? <ul style="list-style-type: none"> ○ Those pathways do exist, the problem is attracting students when the pay is so low. Durham Tech has liaisons with all the schools in Durham, but the issue is pay. ▪ Manifesto of Race Equity for Parent Leadership <ul style="list-style-type: none"> ○ Recruiting families ▪ DPK to work on parent leadership and involvement. Parent Voice. <ul style="list-style-type: none"> ○ Requirements for parents to participate ○ What are the systemic barriers for parent involvement? ▪ Durham PreK does not have any lead Latinx teachers. This is a huge area of priority we need to look into. ▪ Recommend all private sites do what they can to hire recruit dual language teachers. Incentivize hiring bilingual teachers. <ul style="list-style-type: none"> ○ Native Spanish speaking teachers is important <ul style="list-style-type: none"> ▪ It doesn't help our children to hear Spanish spoken incorrectly. ▪ Find actionable steps ▪ The governors DRIVE taskforce could be a good place to raise this, even though they are trying to stick with a K-12 they are focused on representation of teachers in the classroom https://governor.nc.gov/issues/education/drive-task-force ▪ Get creative on how we support our children in the classroom

	<ul style="list-style-type: none"> ▪ Public Transportation vouchers for families ▪ Pay closer attention to where our seats are located and more assessable geographically for families. ▪ Education campaign with board members and principals to help people understand the role of PreK ▪ Outside funder to support work <ul style="list-style-type: none"> ○ PNC is interested in supporting Racial Equity. ○ Cate suggested Rob Thompson may be interested ▪ Alex will create a document to continue the conversation ▪ Wildly Important Goal (WIG) for Measureable indicators. ▪ https://resources.franklincovey.com/the-4-disciplines-of-execution/identify-the-wildly-important-goals-wigs#:~:text=Wildly%20Important%20Goals%20%28or%20WIGs%29%20are%20the%20few%2C,to%20focus%20on%20the%20urgencies%20of%20the%20day. ▪ Subgroup of representatives to talk to Rob <ul style="list-style-type: none"> ○ Focus the conversation more on implicit bias and professional learning communities around this. Funding for teachers for workgroups on anti-bias education ○ Transportation ○ Measurable specifics with measurable outcomes ○ Beth can be involved in the meeting and make the initial introduction, but the “ASK” should come from someone else. <ul style="list-style-type: none"> ▪ Engage our Chair, Dr. Iruka and other Governance members that will want to move the conversation forward. ▪ Expand our funding resources <ul style="list-style-type: none"> ○ First step, Alex will pull together her notes to draft goals and share with the subcommittee. ○ Next step, members will review and will decide as a group what areas to focus on.
<ul style="list-style-type: none"> ▪ Next Steps 	<ul style="list-style-type: none"> ▪ Alex will continue the conversation via email on a specific action plan. ▪ Next meeting, January 14, 2021 1:00pm – 3:00pm