Higher salaries for lead teachers in Durham PreK.	Ready and prepared for Teaching Virtually	focus on quality	Interest and movement towards improving and implementing quality early education	Opportunities for parent engagement learning opportunities (for school-aged children) (Cooperative Extension, Family Academy, DCI)	Engagement of parent/family leaders and youth in systems building	family centered		plementing in ore NC-Prek a	icrease iformation and NC PreK ications int towards
Access to food even while school is meeting online	Ensuring access to technology to support continued learning	Committed Early Childhood teachers and directors who want to be an active part of systems change to help children succeed.	A lot of support services		Strong advocates for high-quality child care and early ed	including parent voices		Offering pre-K	Durham Prek website as a central information
DPS purchased Letterland to place an emphasis on Phonics Instruction	DPS now has reading core curriculum resources for K - 12.	I am doing hands-on Stem projects with students and parents.	Investment from private institutions and foundations	Equity-centered conversations	Efforts to collaborate ac systemschild care/early lear and K-12 educ	Assista prograi Durhan increas ECE pro Durhan	ms through n PreK to e quality in ograms in	Durham Pre-K	Public Schools to expand Pre-K. The integration of multiple programs and intertwining funds to have inclusive programming. The universal application process. High quality
Strong home visiting programs (EFC, CCFH, CDSA, etc.)		Divere Public Library Programs and several public libraries	desire to communicate across organizations with shared goals	We have a PRETTY-well coordinated system with strong public and private providers.	Strong collaration (Karlene)	Strong	ions	Collaboration around Durham Pre-K	Durham PK website
Community engagement to support public education	aı	esearch round EC evelopment ess of the early years,	down barriers to	A spirit of collaboration in Durham.	public private partnerships	Commitment and funding from Durham County		Collaborative efforts towards a Universal Pre-K.	Funding access to pre-K through Durham PreK.

Teacher Shortages	Lack of Male Educators	n tea	icher rac	ed more cial equity ining	Tarrilles	not rea	nvolved	education/child development outside of the school building	addres susper in pres grades	uing to work on sing sion/expulsion chool and early s, use of stive practices	Disparities compensate early childly teachers w with Infant	tion fo hood borking build is - Pre culture relev	rally	for 0 le care high	er than 5-12 care	
access to relevant data (e.g., attendance)  Giving collaboration some weight by including		e) ration by	Communicat between pare and schools	ents	some parents	between PreK and Kindergarten (teacher and provider level)  Need more		cess - fordability, insportation, iality, etc.		to learning opportunities,		ace equities in erms of orkforce	addressing implications and recognizing diversity of all students	cit fur ser go be	Lack of adequate funding to provide services to all, pay good wage, provide benefits, have career ladder	
high quality ECE programs and pre-k.	"supporting other organizations" in your own strategic plan		"White flight" f public school systemsuppo	from re su ort for le	A focus on leveled reading versus supporting grade evel reading has			Funding for of for school ag children; mai support 0-5, for 5-12. Only care subsidy and there is a Especially a control of the	age 5, but lack bly child dy dollars, s a waitlist.  Funding availab availab		ity of teach		Underpaid,		funding structure that	
Confusing systems. It's difficult for those outside of the profession to understand or navigate the system, even with support.	of the opportunities for rich experiences		reaching families who		Reaching and engaging all	relationships that		because of the pandemic/vi	of the c/virtual nee		Early le and K- teache	er	undervalued, n demands with benefits and p	out ay on	Living wage icross	
Language access	language accessibility families who non-English, non-Spanish speakers	are	techr	t nave	vledge K - 2 tea more tra Science	ional	of care	@: :: C -	Improve Expertise communication early childhoo profession isn't value known we		much to low and access to high quality care is not affordable for all families. We are stuck until the funding formula		Chronic state under-funding of 0-5 vis-a-vis K-12 and also a state failure to see those realms as part of a continuum, to connect data from each realm, etc.			
communication about events, deadlines, services, etc. across providers and to families	Offering befo after care for in all program below cost ra	pre-k ns at	high-quality collaborat childcare centers are still a l working ir		ven with artnerships and ollaborations, there re still a lot of silos vorking in the ommunity.	Supporti develope of self-adve skills wit parents	ment ocacy	distinction between		Recruit and retain more teachers in ECE and K-3 that have a shared lived experience with Latinx children and		Tackli and ra are at	Tackling poverty ea and racism, which for the inequities we see		decause they are lasier to implement, leve are still often locused on lorogrammatic locutions to locutions to locutions to locutions.	

Funding limits for 0-5 subsidy

students.

"community"