

HIGHEST PRIORITY

Train more teachers and schools to adopt practices, policies, and pedagogy that are anti-racist

Address language justice / communication problems by centering those marginalized by language barriers in any planning efforts

Support schools and child care centers to become more culturally responsive and anti-racist

Expand access to high-quality early learning programs and ongoing classroom supports for young children with disabilities and other special healthcare needs

Increase access to high-quality early childhood programs for children who are homeless, in foster care, or from immigrant and refugee families

Ensure accessible transportation to early care programs and schools

Raise wages to attract, recruit and retain highly-qualified birth through third grade teachers, by efforts such as increasing base salaries and/or promoting wage supplement programs

Increase funding for child care subsidy for eligible families

Protect current funding

Assure the family share of payment for high quality child care is reasonable, eliminating current gaps in affordability and access

Increase funding to early learning programs that serve children with highest barriers to success

Secure additional investment in Durham Pre-K to ensure the program's sustainability

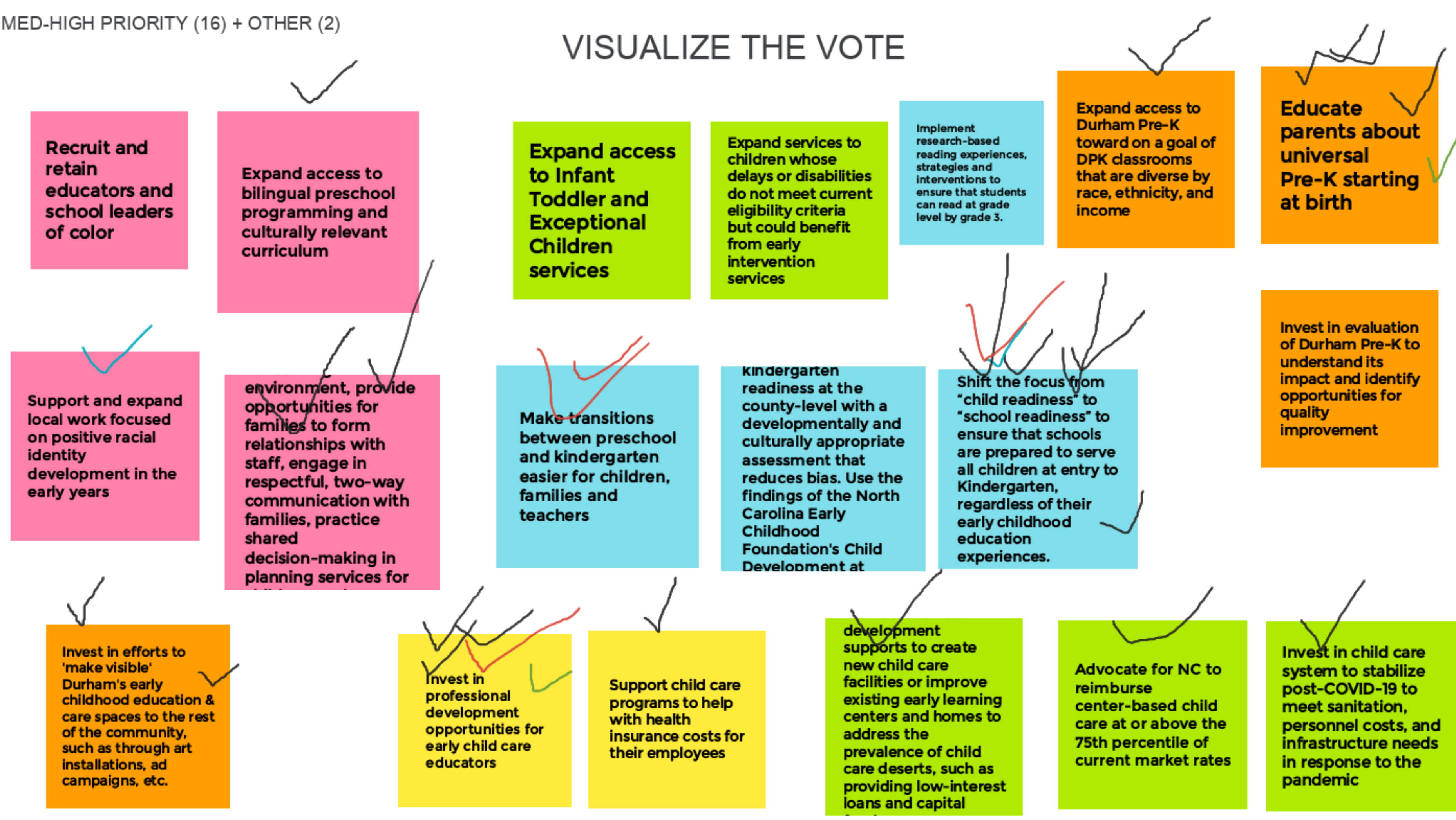
Increase funding to public schools that serve children with highest barriers to success

Fund counselors, social workers, nurses to meet nationally recommended ratios. Emphasis on hiring Black/Latin(a)(o)(x) counselors/social workers, including Spanish-speaking ones

Support increased coordination between early childhood education and K-12

Provide higher child care subsidy rates to public and private early care and education providers in high poverty, underserved and rural communities

# VISUALIZE THE VOTE





HIGHEST PRIORITY

High Effort  
Med-High Effort  
Med Effort



Med Value

Med-High Value

High Value



**Assure the family share of payment for high quality child care is reasonable, eliminating current gaps in affordability and access**

## What are the barriers to implementation?

**funding sources**

Legislators using research to back funding for education. Specifically ECE

**Reaccessing eligibility requirements based on the current cost of living.**

Wages for early childhood educators/educarers are already low, even with the high costs for families to access childcare.

## What will help facilitate implementation?

**Governor Cooper's support of Early Childhood Education**

Expand Title I, NC Pre-K and Durham PreK-funded slots in public schools and Head Start. Support private sites/centers in expanding slots for ages 0-3.

## What, if any, efforts are already underway in Durham?

**Durham PreK progress toward universal PreK**

Increased outreach to invite more families to apply through Durham's Universal Pre-K application -- many (most?) Pre-K slots are free for families.

**Increase  
funding for  
child care  
subsidy for  
eligible  
families**

What are the barriers  
to implementation?

What will help facilitate  
implementation?

What, if any, efforts are  
already underway in  
Durham?

**Given the current  
budget realities  
facing the state and  
county, need to  
advocate against  
cuts, also advocate  
for action on the  
federal level**

**\$\$\$**



Increase access to high-quality early childhood programs for children who are homeless, in foster care, or from immigrant and refugee families

## What are the barriers to implementation?

Requires significant funding.

Lack of consistent robust support for families with navigating systems to access early ed, especially if the family has recently moved to Durham and/or would benefit from language/cultural supports

**Funding**

**Outreach**

## What will help facilitate implementation?

Funding for subsidy, and additional priority categories for subsidy.

Groups in the city/county who are advocates for these communities

Individuals who can support families one-on-one (as needed) in navigating systems & access points, particularly families who would benefit from language supports

identifying barriers to access

building relationships based in trust

## What, if any, efforts are already underway in Durham?

Durham PreK - some of these are priority groups for NC Pre-K and Durham PreK

Homeless and foster kids are already a priority for child care subsidy I believe.

The federal McKinney-Vento program supports some Durham families with this, but (presumably) many families may not be aware of these services.

**Increase funding to early learning programs that serve children with highest barriers to success**

## What are the barriers to implementation?

**we need more programs to be opened to serve more children and we need to help already existing programs to be able to increase their capacity**

## What will help facilitate implementation?

**Identifying the barriers and a measurement system.**

**Will need to identify the characteristics of the ECE programs that best serve these children. DPK standards are a good start.**

**What about opening childcares in businesses so we can involve the community?**

## What, if any, efforts are already underway in Durham?

**EC Pre-K and Title I / NC Pre-K classroom expansion in Durham Public Schools**



Provide higher child care subsidy rates to public and private early care and education providers in high poverty, underserved and rural communities

What are the barriers to implementation?

agree with funding challenge is huge. part of reason there is broad support in state legislature is that the \$ flows to all communities.

changing how funding is channelled can be a challenge

What will help facilitate implementation?

organize parents, educators, etc to advocate for this to be a high priority budget shift

What, if any, efforts are already underway in Durham?

Secure additional investment in Durham Pre-K to ensure the program's sustainability

What are the barriers to implementation?

County is underresourced due to COVID expenses.

What will help facilitate implementation?

Additional funders beyond the County.

Evaluation of the DPK program or a strategic plan with metrics to show that goals are being met.

metrics that show the impact of the program

What, if any, efforts are already underway in Durham?

DPK is working on a funding plan to engagement philanthropic partners.

Raise wages to attract, recruit and retain highly-qualified birth through third grade teachers, by efforts such as increasing base salaries and/or promoting wage supplement programs

## Funding

What are the barriers to implementation?

Support for individuals to complete necessary education to become highly-qualified teachers.

No flex money in the system, can look to how to expand benefits though. Could work on advocating for Medicaid expansion which would provide many child care providers with access to health care

12% state-funded pay increase for teachers with graduate degrees was suspended (in 2014?)

What will help facilitate implementation?

are wages the only area which needs to be worked on to attract, recruit, and retain teachers?

How are DPS teachers compensated for training (PD opportunities taken after completing teaching requirements) and experience (# of years teaching)?

What, if any, efforts are already underway in Durham?

## WAGES and TEACH

Two new Teacher Education Associate Degree programs begin at Durham Tech in 2021. Goal of recruiting teachers from within Durham - would support increase of high qualified elem. teachers.

Articulation agreement between Durham Tech and NC Central University for Birth-Kindergarten Teaching Licensure degree.

DPK teachers have salary parity with DPS, and that is helping.



**Ensure  
accessible  
transportation  
to early care  
programs and  
schools**

What are the barriers  
to implementation?

insurance...

**Funding**

**Vehicles  
retrofitted for  
our youngest  
learners**

What will help facilitate  
implementation?

**funding**

**infrastructure  
in place for  
accessible  
transportation  
and walking  
sites**

(For public schools)  
Communication  
with DPS about  
reasons why prior  
transportation  
services for Pre-K  
students were  
suspended

What, if any, efforts are  
already underway in  
Durham?

**LEAP  
transports  
their students,  
could learn  
from them.**

**Some children  
receive  
transportation  
services if it is in  
their IEP or if qualify  
through  
McKinney-Vento**

Address language justice / communication problems by centering those marginalized by language barriers in any planning efforts

## What are the barriers to implementation?

**System is set up in English**

Literal language translation seen as the standard for communicating with non-English speakers

Linguistic/cultural competency levels of staff at all levels, especially with regard to language justice concepts

Few classroom teachers or individuals in leadership positions that speak Spanish or LOTES (Languages Other Than English or Spanish).

## What will help facilitate implementation?

Training on what language justice looks like when developing parent/caregiver communications.

Encouraging/Incentivizing bilingualism in staff, teachers, care providers, etc

Those creating documents intended for parent communication should consider language justice at the time they are created, not simply translated afterwards.

Encouraging recruitment of more native language speakers (not just native English speakers)

offering language classes for adults in the education system to learn another language.

## What, if any, efforts are already underway in Durham?

Our DPS Community Schools (Club, Lakewood Elem.) are partnering with Tilde Language Justice Cooperative to address language justice.

Refugee Community Partnership is doing strong work in this area.

DPS created new Multilingual Resource Center to provide interpretation and translation services to families and schools. Additional staff were added to support the growing need.

Support schools and child care centers to become more culturally responsive and anti-racist

## What are the barriers to implementation?

Staff mindsets can be hard to change.

Anti-racist curriculum for preschool is being developed by some, but not readily available. It requires teachers/programs to create their own based on their training.

Getting stuck in learning phase—learning about anti-racism but then not implementing anti-racist actions, initiatives, etc

Traditions

Stakeholders may not know what anti-racism looks like for education/care spaces for children ages 0-5.

## What will help facilitate implementation?

Provide financial incentives to ensure linguistically diverse staff

Clearly differentiating between concepts of "diversity" "multiculturalism" versus "anti-racism" and "equity" when we discuss this topic

a sense of urgency around the importance and impact of being culturally responsive and anti-racist

Partnering with different organizations and communities who are already doing this work for best practices and coalition building (weare, Durham's Racial Equity Task Force, etc.)

Collaborate with local universities

Contract (Village of Wisdom?) to conduct racial climate surveys then use the data to assess and identify next steps

## What, if any, efforts are already underway in Durham?

Groundwater Training and Racial Equity training across the community and agencies has been underway over the past several years.

DPS has done extensive training around racial equity topics.

Build on the work of we are and VOW.

DPK Quality Subcommittee has made racial equity a priority and doing a deep dive. DTCC ECE Prog is also auditing their curriculum for racial equity.

we are has recently identified focusing on anti-racism in early childhood spaces (Pre-K) as a priority for the organization's work



Train more teachers and schools to adopt practices, policies, and pedagogy that are anti-racist

## What are the barriers to implementation?

It is extremely difficult to change mindset and beliefs.

Identifying the base line for practices, policies, and pedagogy. Identifying the gaps that exist between policies and practices.

What systems are in place to ensure that such training will actually have the desired outcomes?

## What will help facilitate implementation?

Connecting to community orgs and groups who have anti-racist goals and missions that are already doing this work like VOW and inviting them into the schools in meaningful ways

Learning from Student U and we are.

Clearly differentiating between concepts of "diversity" "multiculturalism" versus "anti-racism" and "equity" when we discuss this topic

Continuous, ongoing workshops, workgroups, professional learning communities, committees, etc. focused on anti-racism

Consider trying a caucus approach for ongoing anti-racism trainings so BIPOC staff don't have to necessarily be present as white people dismantle their racism and white supremacy

## What, if any, efforts are already underway in Durham?

DPS has an equity department and has done training around racial equity. All staff were sent through initial levels.

we are offers annual anti-racist conferences and workshops for educators

Support increased coordination between early childhood education and K-12

## What are the barriers to implementation?

While this effort has come a long way, this has to be a priority (with funding) of the elected boards that support education (Commissioners, Board of Ed.)

Not everyone at DPS really views PK as a part of it's system.

Some elementary school principals perceive Pre-K as a program that is "housed" in their building

## What will help facilitate implementation?

Support from DPS starting from the Superintendent and engagement of the ECE community (within DPS, Head Start, NC Pre-K, Durham PreK, private child care programs).

Durham's Equitable Engagement Blueprint?

leadership support to coordinate and facilitate time for early childhood teams and elementary school teams to come together. Especially PreK-2nd grades

Leadership choosing to become a PK-12 system and more schools having PK classrooms

Early ed (Birth - K) could do better with clearly articulating and showing how it connects to K-12.

## What, if any, efforts are already underway in Durham?

DPFC Transition to K initiatives

Book Harvest-Kindergarten listening tour and clarifying "Kindergarten readiness"

Expand access to high-quality early learning programs and ongoing classroom supports for young children with disabilities and other special healthcare needs

## What are the barriers to implementation?

Space and funding

In order to truly do this well, we would need increases in support staff and improved support staff retention.

Deficit mindsets regarding disabled folx, overemphasis/hyperfocus on "corrective" measures when it comes to "special education" and identifying "delays"

Pre-K classrooms and programs are not necessarily designed with universal access/inclusion in mind.

## What will help facilitate implementation?

Expand the infostructure

Universal Pre-K would mean access for ALL children and we have the opportunity to plan for universally-inclusive early education spaces

Collaboration with families and with disabled folx at every part of the process

DPS: would be more opportunities for inclusion/integration of Pre-K students with disabilities if at least one EC and one inclusive Pre-K classroom at every elementary school

## What, if any, efforts are already underway in Durham?

Child Find

DPS expansion of inclusive and separate EC Pre-K classrooms



Fund counselors, social workers, nurses to meet nationally recommended ratios. Emphasis on hiring Black/Latin(a)(o)(x) counselors/social workers, including Spanish-speaking ones

## What are the barriers to implementation?

Lack of interest in training for these fields.

Lack of funding for SW and counselors in DPS.

are wages the only barriers to meeting nationally recommended ratios in Durham/NC? Is anything else is holding back interest in these fields and professionals from working in this county?

## What will help facilitate implementation?

'Growing our own' educators/counselors/etc. by (locally) lifting these professions while students are still young. So much investment & attention is on technology fields.

Increased wages to attract Black/Latin(a)(o)(x) and Spanish speaking counselors, SW and nurses

commitment to practices which decrease burnout since these professions are especially vulnerable to secondary trauma in their work

Articulating and emphasizing the importance/shared interest of this priority with school/center leadership

## What, if any, efforts are already underway in Durham?

New partnership/grant between DPS and UNC-CH School of Ed: <https://ed.unc.edu/2020/10/28/school-of-education-durham-public-schools-team-wins-4-8-million-grant/>

Increase funding to public schools that serve children with highest barriers to success

## What are the barriers to implementation?

Identifying "highest barriers to success" clearly and systematically... the barrier being agreement on what these are.

Space for expansion... most DPS schools are at or over capacity. Faster turnaround for DPS admin/board school construction funding requests

Funding source

## What will help facilitate implementation?

Clarity around ensure that funds are used appropriately and strategically to truly meet the needs of students. I think this area needs much more specificity.

Meaningful opportunities for children outside of the classroom. For example, going on family field trips to the farm, beach, taking train rides, etc. The highest barriers that children face are lack of opportunity.

strengthening PTAs

New group of County Board of Commissioners

## What, if any, efforts are already underway in Durham?

DPS has a robust child find process for children with developmental needs that helps to identify children with special needs.

Shift the focus from "child readiness" to "school readiness" to ensure that schools are prepared to serve all children at entry to Kindergarten, regardless of their early childhood education experiences.

Understanding of child development and appropriate practices and expectations for the early childhood years.

## What are the barriers to implementation?

Classroom sizes can be barriers to schools being more ready for kids that come in behind because they wasn't in a Pre-K setting.

Deficit mindsets about how children learn & develop, often racist, ableist, etc.; focus on specific quantifiable learning data to the exclusion of other indicators

We cannot ignore that children often establish their self esteem, social schemas and self advocacy before kindergarten so these items should also be addressed. Also family involvement and education.

Huge mindset shift

## What will help facilitate implementation?

More training for staff, having a Teacher assistant in the class at all times, smaller classroom sizes and more parent support for the kids that are behind.

smaller class size

more training about effective differentiation

Strengthening MTSS (Multi-tiered Systems of Support)

staff/leadership (at all levels, including the state) understand that children learn through play and exploration of things they are interested in. Setting up classrooms and structure of the day to emphasize these things. Learn from HQ

identifying the practices and policies in place currently keeping teachers and schools from serving all children at entry regardless of their EEC experiences

Increased bilingual instruction & supports

## What, if any, efforts are already underway in Durham?

Community Schools are maybe doing more of this?

Educate parents about universal Pre-K starting at birth

## What are the barriers to implementation?

"Buy-in" of the benefits of universal pre-k is not there yet in some communities; base outreach efforts on data about families' priorities

Linguistic/cultural barriers; differing priorities/ideas about what is important when it comes to raising young children; could feel paternalistic if not implemented well

If families' priorities are not reflected in UPK programs, then it doesn't matter when or how much they are "educated" by people/organizations with whom they do not have relationship

## What will help facilitate implementation?

Collaboration with the medical community and hospitals.

Interested to know how current information campaigns are working and where the gaps are

Consider a community- and family-led model; conversations and resource/info-sharing rather than top-down "educating" of families

## What, if any, efforts are already underway in Durham?

Durham Schools have worked with pediatricians to identify and notify the school system of children with developmental concerns. This could be built upon.