

Durham PreK Implementation

Services specified in the Durham County Preschool Expansion RFP will be provided through a formal collaborative structure to be proposed by Child Care Services Association (CCSA) and Durham's Partnership for Children (DPfC).

As the two leading early childhood organizations in Durham County, CCSA and DPfC bring a wealth of history and leadership to the planning and delivery of preschool-related services for Durham children and families. Forming a collaborative between the two agencies will leverage the expertise and experience in engaging and serving families, operating classroom services for children, improving quality in early childhood settings, supporting the early childhood workforce, and maximizing/distributing available funding for early childhood services for children and families. By building upon the work already being conducted by CCSA and DPfC, the County will create efficiencies in the expenditure of resources and prevent duplication of processes and services in how preschool is expanded across the county in the short-term, and how a comprehensive system for providing preschool opportunities for all Durham children is crafted across the long-term.

The scope of work will be divided into functional areas or components, a portion of which will be led and implemented by CCSA and a portion of which will be led and implemented by DPfC. Division of responsibilities and tasks between the two agencies will be based on pre-existing systems and past service experience within each agency in particular content areas. DPfC will oversee the areas of 1) Child and Family Enrollment, 2) Family Engagement, 3) Public Engagement, and 4) PreK Center Contracting. CCSA will oversee the areas of 1) PreK Center Development, 2) PreK Center Payment, 3) Teacher and Director Quality Support, 4) Professional Development, and 5) Workforce Development.

Furthermore, certain elements of the scope of work will be addressed *jointly* by both agencies through a **Management Collaborative** team. This body will be comprised of designated leadership and management staff of both agencies and will be tasked with working collectively to conduct strategic planning, guide the development of standards and policies, and provide general oversight. Areas of responsibility for the Management Collaborative will include: 1) General Management Functions, 2) Quality Standards, 3) Funding/Sustainability, 4) Program Evaluation, and 5) PreK Center Identification.

As part of the scope of work, a **Community Steering or Advisory Committee** will be created by the Management Collaborative to provide vision and direction to the Durham Preschool expansion effort. Building off the Durham Community Early Education/Preschool Task Force, convened in 2016, the Committee will be composed of representatives from County management and County agencies, early childhood organizations, agencies serving children and families, educational and research institutions, preschool providers, and families. The Steering/Advisory Committee will be involved in advising and/or approving plans, strategies, standards and policies for Durham preschool expansion and systems development. Subcommittees with potentially wider membership/participation will be formed to support particular focus areas requiring more intensive engagement and input. The intent of the Steering/Advisory Committee and its subcommittees will be to establish an inclusive, community-driven initiative that will enhance public will and engagement and strengthen the resulting system of preschool services developed through the initiative. *This implementation model is outlined in **Chart A** and described in detail thereafter.*

CHART A: Durham Prek Implementation

Community Steering or Advisory Committee: Tasked with developing, advising and/or approving plans, strategies, standards and policies for Durham Prek. Subcommittees to work on specific focus areas. Membership to include parents, providers, County and community organizations.

Durham's Partnership for Children

Child & Family Enrollment

- Outreach and recruitment
- Lead application process
- Coordinate the selection/assignment process in tandem with NC Pre-k

Family Engagement

- Development and implementation of program-wide and site-based strategies for:
- Culturally-sensitive and inclusive policies and practices
 - Family-driven decision-making
 - Classroom involvement
 - Family education/activities
 - Parent-teacher communication/relationship building
 - Parent leadership

Public Engagement

- Oversee work to identify goals and objectives, develop subcontractor-RFP and implement plans for:
- Marketing Durham Prek
 - Building public understanding of the value of Prek
 - Public-will building for funding Prek

Prek Center Contracting

- RFP development, application and selection process
- Contract Execution and Monitoring

Management Collaborative

Management Functions

- Oversee infrastructure and governance
- Staff and support work of the Steering Committee and subcommittees
- Accountable to County/funders

Quality Standards

- Ongoing development of policies, strategies, and accountability measures for high quality Prek practices including, but not limited to:
- Screening and formative assessment practices
 - Developmentally appropriate practices
 - Special needs/inclusion
 - Kindergarten transition

Funding/Sustainability

- Establish policies and guidelines for:
 - Enrollment priorities
 - Reimbursement rates
 - Braided funding
 - Parent contribution/co-pays (sliding-free scale)
- Identify and address systemic barriers to families' access to public funding/financial assistance for Prek services
- Develop plan and enlist Fund Developer for securing additional funding for Durham Prek

Program Evaluation

- Identify goals and objectives and develop subcontractor RFP for longitudinal, 2-component, process and outcomes evaluation

Prek Center Identification

- Outreach and recruitment of potential Prek providers

Child Care Services Association

Prek Center Development

- TA & Licensing support for potential/new providers

Prek Center Payment

- Payment processing (incorporating sliding-free scale)
- Data management
- Attendance and student monitoring

Teacher and Director Quality Support

- Ongoing site/classroom-based TA
- Facilitate implementation of Quality standards
- Focus on environments, interactions, curriculum, child-level screening and assessment
- Utilize appropriate program-level assessment to benchmark quality improvement

Professional Development

- Teachers and Administrators
- Credit-bearing courses
- In-service trainings/workshops
- Individual mentoring/coaching

Workforce Development

- T.E.A.C.H. and WAGES (new fund/priority)
- College/ECE academic/career counselors
- Partnerships with Universities to develop cohorts
- Adaptations/additions for ECE/GE curriculum at colleges
- Peer support groups for specific student populations
- High school outreach

MANAGEMENT COLLABORATIVE

Management Functions

The Management Collaborative will provide leadership for the infrastructure development necessary to open and sustain high quality programs. The Collaborative will be accountable to the community and to all funders and will assure that there is appropriate transparency in program governance. The Collaborative will shepherd the work of the Steering Committee and provide staff support for members' work.

Quality Standards

Durham's Community Early Education/Preschool Task Force charged a High Quality Program Subcommittee to develop and recommend a set of quality standards for the potential expansion of locally funded preschool services. Building upon this initial work that integrated the latest research findings on quality indicators, the Management Collaborative will work with the Steering Committee to further review existing quality frameworks to develop policies and strategies for high quality preschool practices beyond the current NC Pre-k requirements.

The quality standards recommended by the Task Force go beyond criteria that are easy to quantify, such as class size, student teacher ratio, and teacher qualifications. They expect programs to meet comprehensive early learning and development standards that are aligned with child assessments and with kindergarten through 3rd grade and—eventually—college and career ready standards. These standards are also required to be culturally sensitive and supported through professional development. The Task Force also recommended that continuous quality improvement systems be put in place, to include structured observations of classroom quality. These observations would be used to develop an improvement plan with teacher feedback. The Management Collaborative will need to expand and operationalize the standards and develop accountability measures and consequences for centers providing Durham PreK services.

Funding/Sustainability

One of the foundations of the early childhood system in Durham is the goal of leveraging funding so that children are served at the highest level of quality, in the setting that best meets a family's choice, needs, and preferences, at the most efficient and effective rates. In order to accomplish this, resources must be drawn into the community from multiple public and private sources, and braided together to do what is best for children and families.

Enrollment Priorities

Funding must be targeted to serve children who have the best opportunity to benefit from high-quality preschool in the Durham PreK model. The Management Collaborative will establish policies and guidelines for enrollment priorities. This will include strategies that inform the child and family enrollment processes handled by DPfC, and the outreach and recruitment efforts that will support the identification of children who meet the enrollment guidelines.

Reimbursement Rates

Historically Durham has prioritized funding to pay reimbursement rates for child care centers that fund the true cost of quality—particularly making investments that help prepare,

support, and retain qualified teachers. DPfC and CCSA will work with the Steering Committee to set rates that will support and ensure high-quality care and education. Durham's publicly supported preschool programs have used a multi-faceted delivery system, using classrooms in private child care, public schools, and Head Start sites to provide pre-k. In order to reach the community's goals for Durham PreK, every sector of the community must be engaged and built to capacity; no one sector can accomplish this alone or in isolation. The Durham PreK vision will continue this commitment, taking into consideration that a diverse delivery system is an asset, quality is expensive, and providers must be compensated appropriately for the benefit of children, the early education workforce, and the community.

Braided Funding

Implicit in this approach is to leverage various funding streams. The Management Collaborative will have the responsibility of creatively, thoughtfully, and effectively establishing guiding principles and strategies to braid funding. The challenge, based on decades of experience in this area, is to create a sustainable model that is predictable and steady, yet also has the ability to adapt to changing contexts and fluctuations in revenue as well as expenses.

Parent contributions / Co Pays

The Durham PreK implementation plan will include a sliding scale for parent fees, paid to the provider, and incorporated into the funding model. While it is not expected to generate a large amount of revenue if done on a generous scale, it is important to include parent investment in this plan for those that have the means to pay. And this approach will allow all children to be served in the highest quality preschool classrooms with children from various socioeconomic backgrounds. The scale will be developed in consultation with the Community Steering Committee and informed by findings from the PreK Supply and Demand study currently in progress.

Additional Funding

The Management Collaborative and Steering Committee will have access to experienced fund development managers and leaders. DPfC and CCSA have extensive experience in not only managing public funding streams, but also securing philanthropic grants and awards. Corporate and foundation philanthropy will be especially applicable in start-up funding and specific needs for program implementation. It is expected that a leveraged approach will be used, such that additional funding will be secured with the support of champions from government, business, and academia.

Program Evaluation

CCSA and DPfC share a commitment to rigorous evaluation and accountability in all aspects of their work. The Durham PreK project is no different. The Durham community should be commended for its expectation of measurable results that are correlated to its investments. The essential question to be answered is how this program benefits the participating children. How do we know if this program works? At this stage, during the initial months of the contract through December 2018, the steering committee will identify goals and objectives for program implementation. Within the capacity of DPfC and CCSA, the first phase of evaluation will occur in-house, considering how the program is meeting its proposed goals, including:

- Does it reach targeted students?
- Are intended services being provided?
- Is the program successful in reaching its goals?

Are the program costs reasonable in relation to its benefits?

In the second phase, once the initial new classrooms have been established and students are being served, an RFP will be developed (Year 2). Using appropriate strategies to notify Minority and Women Business Enterprises of the opportunity for participation, a sub-contractor with evaluation expertise will be identified to deliver an evaluation model that addresses both process and outcome measures. There will be need to focus upon assuring that the program roll out and delivery plans are meeting appropriate benchmarks; and that we uncover the actual outcomes regarding the school readiness of children participating in Durham PreK versus those who do not, or how well Durham PreK children in higher quality classrooms fare in comparison to those in lower quality classrooms, etc. Selecting the appropriate type of research design will be a weighty decision, not only for the costs involved, but also to ensure that the answers generated by the evaluation protocol address the questions that are most important to the Durham community.

Data collected during the initial period will include program level factors and implementation milestones. The proposed database (described elsewhere) will include child and family-level indicators that will be important in longer range (Years 2 and beyond) evaluation protocols. While cautioning against the exorbitant cost of child-level longitudinal studies, it should be noted that DPfC is a founding member of the Durham Children's Data Center in collaboration with the Center for Child and Family Policy, and CCSA has a long history and sharp vision for a centralized database that supports all aspects of the recruitment, enrollment, payment, and evaluation processes. CCSA and DPfC will use their collective experience in guiding appropriate, well-timed evaluation methods that evidence prudent stewardship of resources and that deliver accurate answers aligned with the right questions.

PreK Center Identification

Building program options and site capacity through outreach and recruitment of potential providers will be an on-going process. The initial stage of this process will begin within 30 days after the bid contract is received and will use strategies that are inclusive and will ensure diverse, high quality programs are recruited. The Management Collaborative will recruit ready providers by mining the experience and relationships built through CCSA's work providing intensive support for program quality improvement to Durham's early educators through technical assistance, grants and professional development, the provision of high quality, healthy meals to child care programs annually, and support for child care providers to participate in the Child and Adult Care Food Program. The Management Collaborative will also target centers indicating strong interest in the Durham PreK program in Durham's Supply and Demand surveys. The licensed provider database will also be accessed to identify highly rated programs with good compliance history and, general advertisements, and social media will be used.

DURHAM'S PARTNERSHIP FOR CHILDREN

Child & Family Enrollment

Deciding to send one's child to preschool can be a very daunting and intimidating process for many families. Parents and caregivers may question their child's readiness to attend formal care. Others may feel overwhelmed with identifying a program that meets the needs of their child and family. The child and family enrollment component of the Durham PreK program is the first point of entry for children and families. During this important phase of contact and

engagement with families, staff will continue to highlight the benefits of children attending high quality preschool and the impact it has on long-term school success. The staff person leading this component will be required to adhere to all HIPPA laws and requirements due to the level of confidentiality required with collecting and storing highly sensitive child and family documentation.

Outreach and Recruitment

Once the Expansion Management contract is awarded, DPfC will hire a Child and Family Enrollment Specialist within 45 days. Within 60 days of hire, outreach, recruitment, and building eligibility wait-lists strategies will be spearheaded through this program area. The Durham PreK enrollment design will integrate and expand upon the multi-agency effort already in place with the universal preschool application process. Working in tandem with other service agencies will expand outreach and maximize resources.

Strategies will be culturally responsive and inclusive, ensuring families whose primary language is not English are engaged in the process. Staff will utilize all platforms of social media as well as traditional formats for recruitment purposes. These efforts will be leveraged through community collaborations and engagement of all early childhood education stakeholders and advocates. Such efforts will be on-going, allowing for wait-list capacity to also be achieved.

Application Process

The application process will be shaped in similar fashion. When designing the child enrollment application, the literacy levels of parents/caregivers will be taken into consideration and incorporated. The application will be available in Spanish and user friendly. Staff will collect and review the required supporting documents to determine eligibility in ways that meet family need and are as flexible as possible. Collaborative community-based partners will be used to reach the broadest audience possible, including families that may not have accessed services in the past. All information will be stored using HIPPA confidentiality requirements. The Durham PreK program child eligibility criteria will be established within 60 days of grant award by the Management Collaborative with guidance and recommendations from the Durham PreK Steering Committee. Within 30 days from the completion of the child and family enrollment application, families will be notified of their program status and placement. Families will have 5 business days to accept or decline their placement. All participating child care facilities will establish a transition “phase in” process for the child and family with support from the Family Engagement Specialist.

Family Engagement

The National Association for the Education of Young Children (NAEYC) is the authority on best practices for child development and strategies to support family engagement. Research indicates culturally responsive approaches to child development and family engagement improves child outcomes. Research reflects the importance of interweaving culture and education for successful child outcomes. As defined by Ladson-Billings, culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. In addition, the delivery of educational concepts will be strengthened through the immersion of culture and family engagement.

NAEYC has developed a research-based definition of family engagement and has identified best practices for family engagement in early childhood programs. These were established in

an effort to assist early childhood programs in being more effectively engaged with families as they support their child's early learning.

Within 45 days of receiving the grant award, DPfC will hire a Family Engagement Specialist. This individual will support participating child care programs in incorporating culturally responsive family engagement practices that encompass various strategies. These strategies will consist of but not be limited to: Cultural Sharing Night, Family Talk Night, and Family Leadership sessions.

Participating early childhood programs within 30 days of being identified as a Durham PreK site will establish and document opportunities for families to participate in decision making and goal setting for their child. Early childhood programs will establish systems to extend and link school learning to at-home learning opportunities. Teachers and programs will engage families in two-way communication. Strategies will be created for both school- and family-initiated communication that is timely and continuous. All communication will be in the family's preferred language, a factor taken into consideration in the hiring process.

It is understood that early childhood programs and families benefit from shared resources and information. The Family Engagement Specialist will work with Durham PreK sites to make it a priority to direct families to services and helpful resources available through the work of community agencies.

On-going opportunities will be established to invite families to share their unique knowledge and skills and support active participation within the school setting, including an authentic role in leadership and governance as appropriate to support parent and child success. Within 60 days of contracting as a participating Durham PreK site and in collaboration with the Family Engagement Specialist, programs will document and set an implementation timeline for a comprehensive system of family engagement strategies.

Public Engagement

The Durham PreK program will have a concentrated effort on public engagement by supporting outreach and recruitment, developing a consistent and comprehensive community understanding of the value of a high quality early learning experience, and building upon that understanding to deepen public support for funding Durham PreK.

Durham PreK communication efforts

In order to assist with outreach and recruitment of children and families, DPfC will conduct communications activities for Durham PreK. This includes content creation, including flyers and multi-media materials; public relations efforts through traditional media, including press releases and local newspapers, and online media, including social media and blogs; and advertising, in both traditional and online media. Communications efforts will leverage existing relationships with media and with collaborative partners throughout the community, as well as participation in a variety of community events, to reach a broad audience.

Building public understanding of the value of Pre-K

DPfC will continue its efforts to build public understanding of the value of high quality early education in order to support the development and expansion of the Durham PreK program. There is more research available now than ever before about the value of early education and the impact that high-quality PreK can have on future achievement and success for children, families and the community. It is imperative that the Durham PreK program continue to

advocate for high-quality early education through traditional avenues, such as editorials and print media, as well as through online and social media and the creation of easily shareable content, resources and materials that can be used to increase understanding and support.

Building public will for funding PreK

Expanding Pre-K in Durham will provide benefits to the entire community, but a long-term outreach plan is needed in order to garner public support for funding. Having built a foundation of understanding, a deeper level of commitment is still required to affect a change in action.

Strengthening a favorable public opinion and building public will for funding Pre-K will require a targeted campaign in the year(s) beyond this initial contract period, to be coordinated by a subcontractor specializing in wide-scale community advocacy. This campaign will include tactics such as information sessions and conversations with public stakeholders, efforts to engage parents and community partners, and a messaging and outreach plan to mobilize business, education, political and community leaders.

Center Contracting

Using the guidelines of high quality pre-kindergarten education services for eligible children, a Durham PreK site application will be established. The application will be used with the Request for Proposal process. This application will be created collaboratively between DPFC and CCSA within 45 days of being awarded the grant, with guidance from the Steering Committee. The RFP process will be implemented using standard contract bidding processes that include public notification, providing potential bidders with information sessions, and adhering to the protocol for responding to related application inquiries. A contract review rubric will be used to score and rate applications. A non-conflicted Review Committee will be established to review, rate, and make participation recommendations. The rubric is used to standardize the site selection process when recommendations are made to the Review Committee for site participation. The Review Committee will make the final site selection decision based on existing performance as a child care provider and compliance history with the NC Rated License. Early childhood programs identified as participating sites will be notified of their status within 5 business days of selection being made. The process as a whole will be informed by the experience implementing the site application and selection process for NC Pre-K and, where possible and appropriate, will be operated in tandem with that process to create a more seamless system for applicants and administrators alike.

Participating Durham PreK sites will be issued subcontracts by the co-leading agency. These contracts will be considered Purchases of Service, since the subcontracts are for a certain number of children to be served in Durham PreK classrooms, at an established rate per child. DPFC, as the agency issuing the contract, will discuss budget needs with potential Durham PreK providers regarding the program's ability to meet and maintain requirements (e.g., teacher compensation, equipment and materials to support classroom quality, formative assessments, curricula, developmental screens). This language will also be included as stipulations within the contract.

The contract document will consist of terms and conditions and the contract requirements. These include, but are not limited to, the following, as applicable:

- Effective period of the contract
- Contractor duties
- Contract amount

- Records retention requirements
- Reporting requirements

DPfC will be responsible for monitoring the centers implementing the Durham PreK program to ensure compliance with scope of work requirements and regulations.

The monitoring visit(s) will consist of verifying program quality, program compliance, and adherence to fiscal and contract requirements. An initial monitoring visit will take place 45 days after contract execution and service implementation. A second monitoring visit will take place prior to the end of the school year. Additional visits may be scheduled as deemed necessary by the Management Collaborative.

CHILD CARE SERVICES ASSOCIATION

PreK Center Development

Durham County currently has 96 child care centers serving preschool-aged children and licensed at a 4 or 5 star level based on North Carolina's rated license system. In preparation for Durham PreK, the capacity of these child care centers to meet the higher standards established for Durham PreK classrooms needs to be developed before the center can complete an RFP and be selected as a Durham PreK site. To recruit programs, CCSA will use its extensive network of contacts among center directors. Additional recruitment strategies will include formal and informal community-based communications with many neighborhood-based organizations, faith communities, and individual leaders. There are seven primary languages in addition to English spoken in Durham homes—all recruitment efforts are conducted with this diversity in mind in order to have child care centers that can serve a diverse population. Eligible child care programs will be pre-identified using an eligibility rubric that includes number of children receiving subsidy, and proximity to or enrollment from low-wealth neighborhoods, among other factors.

CCSA will develop a Durham PreK technical assistance interest application for programs to complete. This application will be distributed by mail and in-person by TA team members and partner agency staff to eligible programs in Durham County—particularly focusing upon those centers indicating interest in the program on Durham's Supply and Demand survey. We have commitments from a variety of partner agencies to help with promotion and recruitment of participants for many of the programs we manage; this project will benefit from those relationships. Selection will be based on the program's leadership and readiness for success. Factors such as star rating, number of children receiving subsidy, ability and agreement to provide all needed information and data, including information on children's enrollment and attendance, education levels of current preschool teachers and assistants and the programs' willingness to support the professional development of classroom teachers will also determine selection. Programs not selected will be offered the opportunity to participate in development activities with the possibility of being a selected site for year 2.

Technical assistance and support for potential/new providers will have the following deliverables for Year 1 of this project:

- TA and support will be provided to 10 centers in 2 cohorts for school year 2018-2019.
- 50% of classrooms will be prepared and ready for an August 2018 opening.

- 50% of classrooms will be prepared and ready for a January 2019 opening.
- TA and support will be initiated for at least 12 centers for school year 2019-2020.
- At least 10 or 80% of 2019-2020 classrooms receiving TA and support will be prepared and ready for an August 2019 opening.

PreK Center Payment

Drawing upon extensive experience operating child care scholarship programs and administering payments for Durham’s NCPre-K program, CCSA will be responsible for Durham PreK payment processing.

Based on the reimbursement rate structure for Durham PreK providers and the sliding-fee-scale for families established by the Management Collaborative, with input and approval by the Community Steering/Advisory Committee, CCSA will *issue payments* on a monthly basis to center contractors providing Durham PreK services. Payments will be on a per-child basis and will be calculated by taking the maximum per-child reimbursement rate for each classroom (based on the quality standards achieved by the classroom), less the family fee (if any) assigned to each particular child.

Primary activities will include individual assessment of PreK center contractors and assignment of maximum per-child reimbursement rates, by classroom, as well as assessment of family incomes and assignment of family fees (if any) for each PreK child based on sliding-fee-scale guidelines. CCSA will aggregate payments across children and classrooms and pay centers appropriately. Processing of child and family information will be conducted by a CCSA counselor, while reimbursement and payment activities will be handled by a PreK Payments Coordinator with support from CCSA’s Scholarship Program Manager and CCSA’s Finance department.

As part of these responsibilities, CCSA will collect *attendance records* from PreK Center contractors and monitor child participation in Durham PreK services. Attendance data will be collected and assessed monthly to confirm ongoing child enrollment and validate per-child payment each month. Attendance patterns will be reviewed and assessed to improve service delivery and impact, increase family engagement, and inform program-level, process and outcomes evaluation efforts.

Information on participating children and families and PreK center contractors will be available to CCSA from the data collected by DPfC during child and family enrollment and center contracting activities through a *shared database*. The database will also house attendance and applicant/waitlist data, and will be used to calculate and process monthly PreK payments. CCSA will build upon existing data collection and data processing systems, on which CCSA’s Child Care Scholarship programs rely, to inform and support the development of this shared database. Database construction will be conducted by CCSA’s Database Developer, in close collaboration with DPfC and other community partners, with the hope that the database will serve as a comprehensive tool that will support service-delivery, reporting and evaluation needs for the full initiative.

Teacher and Director Quality Support

The Pre-K Task Force report highlights the importance of high quality early education experiences and the impact high quality has on outcomes for children. The report also addresses the need for child care programs in Durham, even those currently demonstrating high quality, to increase the quality of instruction, focusing beyond current standards of the NC Rated

Licensing and NC Pre-K systems to address more in-depth teacher-child interactions and instructional supports. Elevating and building upon these foundations will require intensive support for teachers and directors that will include a combination of on-site coaching and modeling of higher standards related to teaching and administrative practices. Appropriate assessments will be utilized to benchmark quality improvement and assist with creating an individualized quality improvement plan for each teacher and director. Technical assistance will be customized for each teacher based on improvement plans and will address interactions, classroom climate, implementation of curriculum, and use of child level screening and assessments. Directors will receive support related to improving instructional leadership and administrative practices.

The following are the deliverables for teacher and director quality support:

- Classroom teachers will receive weekly on-site TA visits.
- Center directors will receive bi-weekly on-site TA visits.
- 100% of participating classrooms will develop a quality improvement plan outlining strategies to implement the higher standards designated for Durham PreK (2018-2020).
- 100% of child care center directors will develop a quality improvement plan outlining strategies to improve administrative practices and instructional leadership (2018-2020).
- 90% of participating classrooms for 2018-2019 will complete the quality improvement plan strategies and implement the higher standards designated for Durham PreK.
- 90% of child care center directors for 2018-2019 will complete the quality improvement plan strategies and demonstrate improved administrative and instructional leadership practices.
- 90% of participating classrooms for 2018-2019 will demonstrate improved teaching practices based on improved assessment scores using designated assessment tools (ERS, CLASS).
- 90% of participating child care centers directors for 2018-2019 will demonstrate a strong knowledge of assessment tools used to indicate high quality (ERS, CLASS, PAS).

Professional Development

CCSA will combine technical assistance with professional development to improve the education and knowledge of teachers and directors. Research suggests ongoing comprehensive professional development and technical assistance can significantly improve the quality of teaching and administrative practices. This will be accomplished by offering a variety of professional development opportunities designed to improve knowledge related to developmentally appropriate instructional strategies that are linked to improved outcomes for children. Each teacher and director will have an individualized professional development/education plan. CCSA will connect teachers with resources to enroll in early childhood education credit bearing courses to work towards a bachelor degree and/or a B-K license. CCSA will connect directors to resources to enroll in administration/leadership courses. In-service trainings and workshops will be included to reinforce knowledge and implementation of higher standards. CCSA will facilitate Professional Learning Communities (PLC) for teachers and directors to foster continued

learning and networking. As more Durham PreK classrooms are added, a system for connecting new teachers and directors to mentors will be established.

The following are the deliverables for Professional Development:

- TA Specialist will provide support to all Durham Prek teachers and directors on creating a Professional Development/Education plan.
- 100% of teachers working in participating classrooms will develop a detailed Professional/Education plan (2018-2020).
- 100% of directors will develop a detailed Professional/Education plan (2018-2020).
- TA Specialist will help teachers and directors identify T.E.A.C.H.[®] scholarships, other funding resources, appropriate educational institutions and courses needed to enroll in credit-bearing courses leading to appropriate licensure, degrees or certifications.
- 80% of teachers without B-K license will enroll in college courses for a B-K license.
- TA Specialist will provide/connect teacher/directors to trainings/workshops on ERS, CLASS, PAS, leadership, and other areas as needed.
- 90% of teachers and directors participating in trainings/workshops will demonstrate improved/new knowledge based on pre/post assessments.
- TA Specialist will facilitate a monthly Professional Learning Community (PLC) for teachers and directors.
 - ◊ 85% of teachers will participate in monthly PLC
 - ◊ 85% of directors will participate in monthly PLC

Workforce Development

To sustain and continue development of a Durham PreK system that promotes the highest quality, an investment must be made to ensure Durham County has a highly educated and well compensated early education workforce. CCSA will utilize community partnerships and available resources to address the workforce issues that have a negative impact on high quality such as under-educated teachers, poor compensation, and high turnover. CCSA will connect child care centers and teachers to the T.E.A.C.H.[®] and WAGE\$[®] projects which provide teachers with scholarships to earn degrees and education-based salary supplements for low-paid teachers. As part of the T.E.A.C.H.[®] scholarship project, centers agree to provide and pay teachers for release time to attend classes or complete school assignments. The center also agrees to increase compensation for the teacher once a degree is earned. In return, the teacher agrees to remain at the sponsoring center for 6 months to 1 year, thus decreasing turnover and establishing continuity for children. The teacher also commits to staying in the early childhood education field for an additional year. To help remove any financial barriers that may prevent centers and teachers from taking advantage of this resource, Durham PreK will cover the center's cost of teacher release time not covered by T.E.A.C.H.[®] and pay the Center's bonus to teachers upon completion of each T.E.A.C.H.[®] contract. As part of WAGE\$[®], low-paid teachers will earn a salary supplement that incrementally increases as the teachers complete college credit courses and achieve educational milestones. This supplement is paid to the teacher twice per year. The WAGE\$[®] program in Durham County presently has a waitlist. For this reason, the Durham Prek program will fund WAGE\$[®] supplement payments for teachers working to earn their degree or B-K license at potential Durham PreK sites enrolled in technical assistance.

In Years 2 and 3, CCSA will work to strengthen partnerships with local or state universities and community colleges to establish strategies that help teachers and directors earn degrees.

Strategies may include developing targeted cohorts and study/peer support groups, adapting early childhood curriculum to include courses that focus on higher quality standards, making coursework accessible through online education and educating academic/career counselors on benefits of a degree/career in early childhood education. There are early childhood education teachers who entered the workforce immediately after graduating high school. CCSA will create a high school outreach plan to incorporate more opportunities for high school students to transition from high school to college level courses in the early childhood education field.

The following are workforce development deliverables for year 1:

- 10 teachers will be identified to receive T.E.A.C.H.[®] scholarships to earn a bachelor degree or B-K license.
- 10 teachers working towards earning a bachelor degree or B-K license will be identified and selected to receive one WAGE\$[®] supplement payment in year 1.
- 80% of teachers receiving a T.E.A.C.H.[®] scholarship will complete Fall 2018 semester courses with a 2.5 GPA or better.
- 80% of teachers receiving a WAGE\$[®] supplement payment will complete Fall 2018 semester courses with a 2.5 GPA or better.