



Board of Directors

Date: April 10, 2018 (1:00 to 3:00 p.m.)

Location: DPP Offices – 305 Park Avenue West, Suite B, Denver, CO 80205

Members in attendance: Mr. Zach Hochstadt (Vice-Chair), Ms. Susan Steele (Secretary/Treasurer), Councilwoman Stacie Gilmore, Ms. Anna Jo Haynes, Ms. Penny May, Ms. Janice Sinden, Members in Conference Call: Dr. Rosemarie Allen, Ms. Amber Münck, Members not in attendance: Ms. Chris Watney (Chair), Mr. Michael Baker, Dr. Rebecca Kantor and Mr. Mike Yankovich, Staff in attendance: Ms. Ellen Braun, Ms. Jennifer Landrum, Mr. Chris Miller, Ms. Tricia Nelson, Ms. Angeles Ross, Guests: Mr. Andrew Sullivan, Ms. Cheryl Caldwell, Ms. Meg Franko, Ms. Sheridan Green, Ms. Marianne Reale, Ms. Ann Wacker

Agenda Topic	Discussion	Action/Follow-Up/Decision
Call to Order		
Consent Agenda		<p><i>(For Approval)</i></p> <ul style="list-style-type: none"> • March 13, 2018 Board Minutes • January 2018, Financial Statements • February 2018, Statement of Financial Position • Office Lease Contract Approval

		<ul style="list-style-type: none"> • 2018 Elementive Contract Amendment <p>Ms. Haynes motioned to approve the consent agenda; Ms. May seconded; All approved.</p>
<p>Operations Evaluation</p>	<p>Operations Evaluation Ms. Franko and Ms. Wacker from the Butler Institute for Families presented the results from the 2016-2017 Operations Evaluation. This study focuses on who receives DPP tuition credits, families’ knowledge and perceptions of DPP, and the impact of QI efforts.</p> <p>Tuition Credits</p> <ul style="list-style-type: none"> • DPP served 4,718 students (58 percent of all 4-year-olds in Denver) and 245 preschools (community centers—59 percent, DPS—36 percent, and home care providers—5 percent). • Highest tuition credit went to families who live in southwest Denver, have lower incomes, are Black or Hispanic/Latino, speak Spanish at home and/or attend community preschools. • Eighty-nine percent of families accessed their first-choice preschool. • Only 42 percent of DPS parents knew they received tuition credits as compared to 90 percent of community parents. Ms. Caldwell hypothesized this was because families apply to DPP through the DPS application and invoices do not print the tuition breakdown for DPS families. <p>Quality Improvement</p> <ul style="list-style-type: none"> • Two-hundred and fifty individuals from DPP preschools participated in professional development. • Participation in QI activities was associated with higher use of QI coaching and spending and quality ratings. • Coaching, professional development and CLASS® assessments were the most used QI resources. 	

	<ul style="list-style-type: none"> Providers indicated that the most valuable resources were professional development, materials/equipment, and curriculum/assessment costs. 	
Child Outcomes Study	<p>Child Outcomes Presentation</p> <p>Ms. Green and Ms. Reale, from Clayton Early Learning, reported on the Kindergarten Readiness data for Cohort 9 and longitudinal data for Cohorts 1-8.</p> <p>Kindergarten Readiness</p> <ul style="list-style-type: none"> On average, DPP children make progress in vocabulary, literacy, and math across the school year while in DPP. Dual-Language Learners (DLLs) lag behind their peers on English assessments, but score high on Spanish assessments. In the spring before kindergarten, the majority of children are performing in acceptable ranges for vocabulary, literacy, and math. A small proportion of children (18-12 percent) fell below a normative range and potentially raise concern. This may be due to other factors or that these children truly are not ready to enter into kindergarten. <p>Longitudinal</p> <ul style="list-style-type: none"> Cohort 9 had a lower percentage of children meeting or exceeding expectations in kindergarten than the district as a whole. Ms. Sinden asked the evaluators to provide context to this data so that the Board can better understand what to glean from this result. Cohort 1 (now in seventh grade) showed a higher percentage of children meeting or exceeding expectations in areas of English and Math. Data for other Cohorts were not presented at the meeting. 	<p>DPP staff will send a follow-up to the Board after confirming with Clayton Early learning with details surrounding the longitudinal results, along with Tier-1 and Tier-2 statistics and how it compares to the Cohort 9 findings.</p>
Adjourn		<p>Ms. Sinden motioned to adjourn meeting; Ms. May seconded; All approved.</p>