

Board of Directors

Meeting Minutes

Date: Tuesday, May 16, 2023 (12:00 to 2:00 p.m.)

Location: In person at the DPP office and online via Zoom

Attendance

Members (In Person): Dr. Lydia Prado (Chair), Mr. Chris Daues (Treasurer), Ms. Anne Rowe (Secretary), Mr. Michael Baker, Mr. Zach Hochstadt, Councilwoman Amanda Sandoval and Ms. Janice Sinden

Members (Zoom): Ms. Erin Brown (Vice-Chair) and Ms. Susan Steele

Members not in attendance: Ms. Amber Münck and Ms. Jennifer Rodriguez-Luke

Staff (In Person): Ms. Ellen Braun, Dr. Cristal Cisneros, Mr. Chris Miller and Ms. Carley Noerr

Staff (Zoom): Ms. Irene Bonham

Staff not in attendance: Ms. Nayely Avila, Ms. Elsa Holguín and Ms. Rebekah Ray

Guests (In Person): Mr. Dale DeCesare, Ms. Suzanne Delap, Dr. Mariana Enriquez, Mr. Rhett Gutierrez, Ms. Priscilla Hopkins and Ms. Vi Nhuan Le

Guests (Zoom): Ms. Andrea Albo, Mr. Nathaniel Cradle, Dr. Lisa Piscopo and Ms. Amy Roberts

Agenda Topic	Discussion	Action/Follow-Up/Decision
Call to Order and Welcome	<u>Call to Order and Welcome</u>	
Consent Agenda (For Approval)	<p><u>Consent Agenda</u> (For Approval)</p> <p>Dr. Prado presented the Consent Agenda for approval, highlighting the following:</p> <ul style="list-style-type: none"> April 18, 2023 Board of Directors Minutes March 2023, Financial Statements 	Ms. Rowe motioned to approve the consent agenda; Ms. Sinden seconded. All in favor; motion approved.
2023-2024 Quality Improvement Framework Preparation	<p><u>2023-2024 Quality Improvement (QI) Framework Preparation</u></p> <p>Mr. Miller presented the 2023-2024 Quality Improvement (QI) Framework Preparation, for approval, highlighting the following:</p> <p>Denver Preschool Program QI Core Values</p> <ul style="list-style-type: none"> Intentional Teaching Highly-Effective Teachers Positive Teacher-Child Interactions <p><u>2022-2023 QI Framework Recommendations and Resources</u></p> <p><u>Recommendations</u></p> <p>For the 2022-2023 school year, DPP's Quality Initiative Committee recommended the following priorities for the QI Framework that were approved by the Board of Directors in June 2022:</p>	

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	<ul style="list-style-type: none"> • Continued suspension of required CLASS® observations in favor of ongoing coaching and professional development support due to the positive feedback to this process that positive teacher-child interactions are still a focus, DPP’s external evaluation team’s recommendation to use CLASS® as a learning tool as opposed to a high-stakes rating tool, the revamped Colorado Shines rating use of the ECERS-3 observation tool (which already includes an increased focus on teacher-child interactions), and to maintain stability for providers during 2022-2023 before the state finalizes the to-be-determined UPK rating guidelines/process. • Continuing the QI grant model that distributes needed funds to DPP providers in an efficient way to support expenses such as professional development, classroom learning materials/supplies, educator stipends/bonuses, rent/utilities and other operating expenses. <ul style="list-style-type: none"> ○ Further, DPP should consider additional grants for providers beyond the state’s nine-month stabilization grants, which will expire for many sites early in the 2022-2023 school year. • DPP should increase focus on language acquisition, social-emotional health, COVID-19 impacts on child development/kindergarten readiness, and wellness/self-care during coaching and professional development sessions. • DPP should continue offering coaching, provider grants, professional development, Child Development Associate scholarships and achievement awards, while incorporating a more specific equity lens in QI resource allocation. • DPP should support sites in preventing educator burnout, recruiting a diverse pool of educators, and having increased access to Early Childhood Teacher-qualified staff, substitute teachers, mental health care and livable wages/benefits for educators. • DPP’s projected increase in QI funds for 2022-2023 should be prioritized for: Provider grants; Workforce stipends (for community site staff and DPS paraprofessionals); Workforce wellness supports (professional development, reflective supervision/coaching/learning communities, mental health/navigating grief and loss resources, burnout prevention). <p><u>Resources</u></p> <ul style="list-style-type: none"> • Investing in programs: <ul style="list-style-type: none"> ○ Leadership, Management and Administration Supports ○ QI Grants ○ Strengthening Grants ○ Program Achievement Awards ○ Quality Rating and Improvement System Technical Assistance • Investing in teachers and directors: <ul style="list-style-type: none"> ○ Coaching and Professional Development Opportunities ○ Child Development Associate™ Scholarship ○ Teacher and Director Achievement Awards ○ Workforce Provider Grants <p>UPK Quality Standards <u>Timeline</u></p>	

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	<p>For Year 1 of UPK Colorado, preschool providers are expected to maintain current quality and licensing practices. CDEC is beginning the process of developing UPK quality standards to begin in Year 2 (2024-2025) of the UPK Colorado program.</p> <p>The planned phases of work include the following:</p> <ol style="list-style-type: none"> 1. Research, Review, and Stakeholder Input for UPK Quality Standards Rule (rule promulgated in Fall of 2023; UPK Colorado Quality Standards go into effect for the 2024-25 school year) 2. Develop Cross-Department Standards, including workforce, professional learning credentials, and pathways (completed by spring 2024) 3. Resource library, pathways, and reporting plan (completed by summer 2024) <p><u>UPK Colorado Provider Agreement – Quality Assurance Topics:</u> At a minimum, quality standards must include the following:</p> <ul style="list-style-type: none"> • Maximum allowable educator-to-child ratios and group sizes. • Qualifications for preschool teachers, which must not require preschool teachers to be licensed and must allow preschool providers to employ a non-licensed preschool teacher as long as the teacher meets other qualifications established by CDEC rules. • Standards for preschool services that, at a minimum, are aligned with the Colorado early learning and development guidelines across all early childhood domains approved by the Early Childhood Leadership Commission and with the Colorado Academic Standards adopted by the State Board of Education. • Limitations on the use of, and required procedures for, out-of-school suspensions and expulsions. • Standards for family and community engagement to ensure that the preschool providers engage with parents and neighborhood leaders in a formal and meaningful way, including seeking input for policy and programming decisions. • Requirements for serving children who are dual-language learners. • Requirements for offering voluntary vision, hearing, dental, and health screenings, and, upon parent request, referrals to appropriate health providers for children who are enrolled by a preschool provider. 	
<p>DPP Evaluations Update</p>	<p><u>DPP Evaluations Update</u> Dr. Cisneros presented the DPP Evaluations Update, and introduced the Evaluation Consultants and their presentations:</p> <p>NORC Child Outcomes Project II Presentation Ms. Nhuan Le and Ms. Schaack presented the NORC Child Outcomes Project II Presentation, highlighting the following:</p> <p>Previous evaluations of DPP show positive relationships to student outcomes:</p> <ul style="list-style-type: none"> • DPP children showed higher reading levels, lower chronic absenteeism, and lower retention than similarly-situated non-DPP children at kindergarten. • School success persisted into later grades (e.g., DPP children who started kindergarten with limited English proficiency were more likely to be re-designated). <p>Relationships were even stronger for historically underserved children.</p>	

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	<p>Two hypotheses as to how the DPP tuition credit might improve children’s outcomes:</p> <ul style="list-style-type: none"> • Access to high-quality preschool allows children to better prepare for kindergarten • Tuition credit relieves financial pressures, thereby facilitating better caregiving (Family Stress Model) <p>334 parents were surveyed to assess financial strain, parental stress, and caregiving relations and practices.</p> <p>Families at all income tiers reported the tuition credit reduced their financial strain Percent of parents agreeing that the DPP tuition credit helped them to:</p> <ul style="list-style-type: none"> • Afford higher-quality preschool • Afford their preschool of choice • Enroll their child for more hours • Afford preschool for entire year • Pay bills • Afford more leisure activities • Work more hours <p>We found support for the Family Stress Model:</p> <ul style="list-style-type: none"> • Tuition credit improves working memory, self-control, and protective factors by reducing parental stress • Children from lower-stress families outperformed children from higher-stress families by 19 to 23 percentile points • Reduction in parental stress is also associated with increased parent-child relations and more parent-child activities <p>Where do we go from here?</p> <ul style="list-style-type: none"> • DPP has benefits to a variety of stakeholders • Children are not the only ones benefitting from the DPP tuition credit • Significant proportion of parents at all income levels believe the DPP tuition credit reduces their financial strain • Tuition credit dollars are likely being re-invested in the local economy (e.g., higher levels of enrollment in local preschools, more leisure activities) • Future research avenues • Examine Family Stress Model in relation to child outcomes • Compare the proportion of DPP families who receive TANF or other subsidies in relation to non-DPP families • Conduct interviews and focus groups to understand how DPP may be influencing the community at large <p>APA DPP Operations Project III Presentation Ms. Enriquez and Mr. DeCesare presented the APA DPP Operations Project III Presentation, highlighting the following:</p>	

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	<p><u>Evaluation priorities for Year 1</u></p> <ul style="list-style-type: none"> • Perception of DPP (providers and families) • Customer Service/Interaction with DPP • Communicating findings to stakeholders • DPP's role in Universal Preschool (UPK) • Tuition credit system <p><u>DPP providers focus groups:</u></p> <ul style="list-style-type: none"> • 150 DPP community- and home-based providers were sent a request for interest & availability email • 11 providers indicated interest • 6 participants representing the 4 quadrants of Denver participated • 89 DPP school-based providers were sent a request for interest & availability email • 3 providers (1 DPS, 2 Charter) indicated interest • No common availability was found, no focus group was conducted <p><u>Providers' perception of DPP</u></p> <ul style="list-style-type: none"> • Providers very grateful for DPP support • DPP system is very easy to navigate • Appreciate the tuition credits for 3-year-olds, especially for providers with mixed-age groups • Great in their support of families • DPP is a 3-way-win: a win for the school as they get materials and training, win for parents as they get a break in tuition, and a win for the field of early childhood as quality is improved throughout the city. <p><u>Customer Service/Interactions with DPP</u></p> <ul style="list-style-type: none"> • Grateful to be partners with DPP (providers know DPP staff by name) • DPP are professional; providers love working with DPP • Recognize that DPP is an office of eight people doing an incredible job, at their top of their job, very efficient • One thing that stands out is their responsiveness. They have answers to providers' questions, they take the time to walk through the things difficult to understand • The application process is very fast, braiding other funding, enrolling children in the scholarship • Providers have a trusting relationship with DPP • DPP recognizes the importance of developing and maintaining providers' trust to maintain a long-term relationship. Strategic decisions (e.g., modifying tuition credit scale) are made tactfully and with providers in mind <p><u>Providers' survey - Strategies to attract families to DPP:</u></p> <ul style="list-style-type: none"> • Low-income families • Families whose primary language is not English or have low levels of English proficiency 	

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	<ul style="list-style-type: none"> • Traditionally underserved families (e.g., diverse racial and cultural backgrounds) <p><u>Providers' survey - Highest rated strategies:</u></p> <ul style="list-style-type: none"> • Interactions with families/friends already in DPP, i.e., word of mouth • Face-to-face individual or group interactions with providers • Social media (FB, Twitter, TikTok, Instagram) • Printed or electronic communications from DPP (e.g., fliers, emails, texts) • Face-to-face individual or group interactions with DPP staff/representatives <p>Butler Workforce Project IV Presentation Ms. Delap and Ms. Roberts presented the Butler Workforce Project IV Presentation, highlighting the following:</p> <p><u>Project III Key Workforce Findings (9/2016 - 1/2023)</u></p> <ul style="list-style-type: none"> • DPP's workforce has many strengths: <ul style="list-style-type: none"> ○ Racial, ethnic, and linguistic diversity ○ Extensive experience ○ Education ○ Developmentally appropriate practices • Low pay and a pay disparity due to systemic racism are significant issues facing the workforce. <p><u>Project IV: Focus on Workforce Equity</u></p> <ul style="list-style-type: none"> • Highlighting experiences of BIPOC workforce • Understanding systemic inequity • Discovering health and wellbeing needs • Supportive factors and barriers <p><u>Workforce Project – Year 1</u></p> <ul style="list-style-type: none"> • Literature Review <ul style="list-style-type: none"> ○ Domains <ul style="list-style-type: none"> ▪ ECE Workforce Shortages ▪ Higher Education / Professional Development ▪ Health and Wellbeing Support ▪ Racial Battle Fatigue ▪ Equity, Advocacy, and Policy • Interviews with Educators <ul style="list-style-type: none"> ○ 33 Interviews Completed: <ul style="list-style-type: none"> ▪ 7 General Educator ▪ 14 BIPOC General Educator ▪ 12 BIPOC Educator Follow Up ○ Multi-stage Interview Process <ul style="list-style-type: none"> ▪ One General Educator Interview ▪ Second Follow Up Interview for BIPOC Educators • Document Review 	

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	<ul style="list-style-type: none"> ○ DPP Cost of Care Model ○ Understanding Gaps <ul style="list-style-type: none"> ▪ Current Rates and True Cost of Care ▪ Impact on Workforce ● Survey Design <p><u>Next Steps</u></p> <ul style="list-style-type: none"> ● Qualitative Memo ● Member Checking with BIPOC Participants ● Survey Finalization and Launch ● Cost of Care / Administrative Data ● BUILD 2023 Conference Presentation 	
<p>President’s Update</p>	<p><u>President’s Update</u> In Ms. Holguín’s absence, Ms. Braun presented the President’s Update, highlighting the following:</p> <p>Staff Updates Ms. Holguín’s partner, Mr. Lucero, underwent a significant medical procedure last week and is in recovery out of state. During the 6-week recovery process, Ms. Holguín will also be out-of-state, working remotely part time. Ms. Braun will provide DPP and UPK updates to the Board of Directors in the interim.</p> <p>Board of Directors Two candidates have submitted applications to join the Denver Preschool Program Board of Directors. Their applications are being processed at the City:</p> <ul style="list-style-type: none"> ● Mr. Nathaniel Cradle, Venture for Success ● Ms. Andrea Albo, Denver International Airport <p>2023 Seeking Proposals for Auditor DPP is seeking an Auditor that has extensive experience with nonprofit organizations, State and Federal government contracts, and organizations with multiple funding sources. The submission period is May 5, 2023, through June 5, 2023. No proposals will be accepted after the deadline. Proposals should be emailed to Rebekah Ray, Director of Finance, at Rebekah@dpp.org.</p> <p>2023 Seeking Proposals for HR consultant DPP is seeking proposals from qualified firms, contractors, and agencies to provide human resource services for the staff and administration of the organization. Contractors should have extensive experience with nonprofit organizations, government contracts, and educational organizations. As the organization seeks to create systemic, strategic and sustainable organizational infrastructure, we are seeking proposals to support our human resource needs outlined in two phases: infrastructure build out and long-term support. The submission period is May 10, 2023, through June 12, 2023. No proposals will be accepted after the deadline. Proposals should be emailed to Ellen Braun, Chief Operating Officer at ellen@dpp.org.</p>	

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	<p>2023 State Contract for LCO Board Executive Summary In May, 2022 the Board approved the application to become the LCO for the City and County of Denver and in that vote approved the Finance and Governance to review any contract requirements with the Colorado Department of Early Childhood. With the approval of the contract amendment, the contract will be signed by the Denver Preschool Program President and CEO.</p> <p>On May 10, 2023 the DPP Finance and Governance Committee recently approved to amend and extend the contract with the Colorado Department of Early Childhood for the purposes of being Denver’s Local Coordinating Organization and administering the state’s Universal Preschool Program to Denver. The contract term will conclude June 30, 2024.</p> <p>Year 1 work includes implementing a unified plan with community partners for the successful rollout of UPK with longer-term birth to five goals. This will be accomplished by strengthening the local early childhood system by supporting providers, growing capacity, and increasing access. DPP will work to support a mixed-delivery UPK system by engaging stakeholders in the process to ensure equitable distribution of UPK funds.</p> <p>The Department of Early Childhood has provided a not-to-exceed budget for Year 1 of \$363,276 for the contract term July 1, 2023 – June 30, 2024.</p> <p>Strategic Plan Implementation This month DPP, with the support of Prosono, hosted the first Strategic Implementation Objections & Key Results Monthly Check-In meeting with staff.</p> <p>DPP has identified forty-five strategic tasks, aligned with our Strategic Plan and Goals, to accomplish in year-one of the plan.</p> <p>DPP is launching Asana as a new internal, operational tool to support this strategic work.</p> <p>Universal Preschool (UPK) Denver Preschool Program was notified on Wednesday, May 16, 2023 that the family matching round two deadline is Thursday, May 17, 2023.</p> <p>City Council Process The ballot measure has been referred to the November 2023 ballot.</p>	
<p>Community Updates</p>	<p>Community Updates Dr. Prado opened the floor for updates from community members.</p> <p>Denver Public Schools (DPS) Ms. Hopkins presented an update on Denver Public Schools, highlighting the following:</p> <p>DPS is working through system issues effecting enrollment in the Bridge Care system. DPS staff is manually reviewing each child in the system to verify enrollment. DPS serves an estimate 5,000 children, making this process is extremely time consuming.</p>	

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	<p>Ms. Hopkins advocated for a different Universal Preschool process for next year.</p> <p>Office of Children’s Affairs (OCA)</p> <p>Mr. Gutierrez presented an update on Denver Public Schools, highlighting the following:</p> <ul style="list-style-type: none"> • The Healthy Food for Denver Kids program is expanding. • OCA hired a Mental Health Coordinator to lead the City’s mental health programs. • The Safe Summer Kickoff will take place next month. • The Community Doula program is launching. 	
Adjourn	<u>Adjourn</u>	Mr. Hochstadt motioned to adjourn the meeting; Councilwoman Sandoval seconded. All in favor; motion approved.

I certify that the above minutes are correct and approved by the Board of Directors.

Anne Rowe, Secretary