



Durham
County

PRESCHOOL SUPPLY AND DEMAND STUDY

June 2018



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INTRODUCTION

“ Let us put our minds together and see what life we can make for our children. ”
—Sitting Bull

What is the future of our community? Durham has spent a number of years engaging in civil debate about what sort of community we want to become. Those discussions have included talk of the essential skills that our children will need to succeed in school and in life, such as emotional intelligence, empathy, resourcefulness, conflict resolution, teamwork, and the ability to get along with others. We know from research that the most formative learning comes in the first years of life. The idea of prioritizing young children is grounded in research and brought forth in moral arguments—specifically, investing in early education aligns with our vision of a prosperous future. We have elected local leaders who embody the message that early learning matters and they have publicly committed to promote early childhood education and its quality.

To this end, the Durham School Board, County Commission, and City Council passed resolutions in 2016 that created a time limited task force to identify evidence-based practices of high-quality preschool; to assess Durham’s current capacity to provide high quality preschool; to explore methods and financial models for offering expanded access to high quality preschool; and to recommend an implementation timeline. In April 2017 this group, Durham’s Community Early Education/ Preschool Task Force (CEEP), presented a report guided by this purpose:

“to develop a plan for Durham to expand access over the next three to five years to high quality preschool services, first to low income 4-year-olds (by 2019), then second, to moderate income 4-year-olds and low-income 3-year-olds (by 2021) and then to all 3- and 4-year old children in Durham County. Highest priority will go to those with no previous preschool experience.”

Why is Durham doing this? Investing in high quality early education can result in long-term savings from better educational and social outcomes.² This was reinforced by the work of a second group convened in 2016, the State of Durham County’s Young Children Task Force. This group charged the Duke Center for Child and Family Policy to prepare a report that describes the population of children ages zero to eight through the lenses of socioeconomics, health, and education. Their report highlights significant differences among different segments of the overall population when it comes to early childhood experiences, health, and academic achievement.

It recommends that Durham improve the availability, affordability, and quality of early child care and education, with the goal of improving all children’s preparedness for kindergarten³. As a group, 38% of Durham children entered kindergarten with a readiness for reading at their grade level in 2015. However, a higher percentage of white children entered kindergarten with reading readiness at grade level than minority children.⁴ For the later grades, data show that only 47% of Durham third graders in public and charter schools in 2014–15 scored at or above grade level in reading.⁵

¹ Voluntary Universal PreKindergarten in Durham County. How Do We Get There From Here? Durham’s Community Early Education/ Preschool Task Force. <http://www.dconc.gov/home/showdocument?id=21520>. Accessed June 14, 2018.

² Weiland, C., & Yoshikawa, H. (2013). Impacts of a pre-kindergarten program on children’s mathematics, language, literacy, executive function, and emotional skills. *Child Development*, 84(6), 2112–2130. doi: 10.1111/cdev.12099; Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M. R., Espinosa, L. M., Gormley, W. T., ...Zaslow, M. J. (2013). *Investing in our future: The evidence base on preschool education*. Washington, DC: Society for Research in Child Development and Foundation for Child Development.

³ 2017 State of Durham’s Young Children, <http://www.childandfamilypolicy.duke.edu/durhams-young-children>. Accessed June 15, 2017.

⁴ 2017 State of Durham’s Young Children, p. 4, <http://www.childandfamilypolicy.duke.edu/durhams-young-children>. Accessed June 15, 2017

⁵ 2017 State of Durham’s Young Children, p. 15, <http://www.childandfamilypolicy.duke.edu/durhams-young-children>. Accessed June 15, 2017

Local officials recognize third grade reading proficiency is directly tied to economic development, public safety, and quality of life; and they recognize that improving third grade reading outcomes means investing in our youngest children. The CEEP Task Force's co-chairs said in their Voluntary Universal Pre-Kindergarten report to the community,

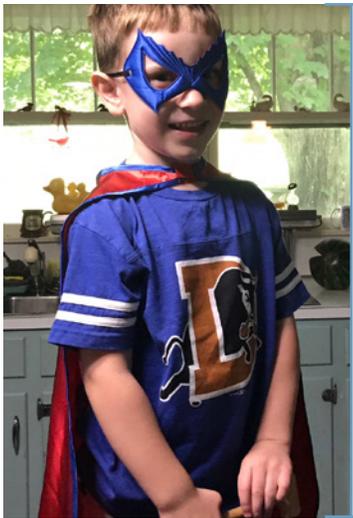
"Durham's future is inextricably tied to the academic and socio-emotional success of its children and youth and that to be successful Durham has to nurture their talents and gifts by starting young and providing high-quality services."

The Office of State Budget Management estimates that 23,063 birth to five year old (not yet in kindergarten) children live in Durham County.⁶ Of these, 37%, or just over 8,500 are in formal care in the county. What are the best ways to ensure increased access for those groups of children who have the least amount of access currently to high quality early education settings? How can we work together to amplify the value of high quality early care, support diverse care providers who want to increase their quality in underserved sectors of the community, and not foster unrealistic expectations about outcomes of preschool education? These are all questions to be wrestled with as we build Durham's PreK program.

In order to best plan for Durham's investment, the CEEP Task Force recommended that Durham County fund a

"...thorough analysis of the demand for and supply of preschool in Durham County. Durham needs information about parents' preschool preferences and arrangements, including location. Such a study could seek to understand the value many parents place on preschool education and the needs of families who are not currently using childcare or preschool programs."

In the fall of 2017 Durham County contracted with Child Care Services Association (CCSA) to complete such a project. For this analysis the information was gathered through parent and child care director surveys as well as two parent focus groups.



The goal of this project is to describe parent demand for preschool in Durham County and the capacity and needs of the existing early childhood provider community to meet that demand. This Supply and Demand report provides new information about parents and their current preschool choices and arrangements, as well as their preferences. It will help policy makers understand the value that parents (and different groups of parents) put on preschool education, including those who are not currently using child care or preschool programs. It will help refine the assessment of available preschool spaces by providing information about targeted enrollment of three and four year olds.

This report includes a supply analysis of center-based early childhood programs in Durham. This includes information on relevant regulatory structures, accreditation and rating status, license capacity for 3 and 4 year olds, targeted vs. maximum enrollments, basic waitlist and vacancy information, programs' capacity to serve children with special needs, interest in participating in publicly supported preschool expansion, improvements to facilities needed or desired to meet the higher standards recommended by the Preschool Task Force, and

information on anticipated challenges associated with expansion, including those related to facilities, workforce supports, and additional teacher education / certifications proposed as part of the expansion.

This report also includes an assessment of parental interest and demand for universal preschool and the model components proposed by the CEEP Task Force. Census-based demographic data on the parent and child population that Durham County will be working with over the course of this expansion is reviewed; including data on current and potential parental utilization of preschool services, potential barriers or challenges, and data on parental preferences for various preschool program models and services.

⁶ <https://www.osbm.nc.gov/facts-figures/demographics>

⁷ Voluntary Universal PreKindergarten in Durham County, How Do We Get There From Here? Durham's Community Early Education/ Preschool Task Force. <http://www.dconc.gov/home/showdocument?id=21520>. Accessed June 14, 2018.



METHODOLOGY

With funding from Durham County, CCSA conducted a countywide assessment of the supply and demand of early childhood education services. The project consisted of both primary and secondary data collection. Already available data included census data, early care and education licensing and subsidy data, and information collected annually by CCSA for use in other agency services. To supplement this data, CCSA conducted three separate surveys and two focus groups.

The design and content of the surveys and focus groups were informed by a series of community meetings conducted in November, 2017. A variety of partner agencies and stakeholders in the early childhood and family support arenas was convened by CCSA to provide input at these meetings on key areas of interest, desirable lines of inquiry, and appropriate methods and strategies for reaching out and engaging both preschool providers and families of young children in Durham County. See **Appendices A and B** for community meeting handouts.

Supply-Side Data

Data to inform the supply side of the equation was derived primarily through two surveys to both licensed and unlicensed child care centers in Durham County who serve children birth through five. (Centers who only serve the school age population, as well as family child care homes were excluded from the study.) Where applicable and appropriate, missing data was backfilled through information available through the Division of Child Development and Early Education (DCDEE) and through the CCSA NACCRRRAware referral database. All child care centers listed in CCSA's NACCRRRAware database (both licensed and unlicensed) were contacted through a variety of means (email, phone, and in person) to participate in a survey about basic characteristics of their program. Areas of questioning included such items as philosophy, curriculum, specialized training, services and hours of operation, enrollment, and rates. Additional questions around staffing included basic demographics, education, staff turnover, and compensation. Finally, programs were asked about their interest in becoming a Durham PreK site. See **Appendix C** for full results of this survey.

Based on their response to this final question, interested programs were called to complete a follow-up survey over the phone to ascertain their degree of readiness to provide services as outlined in the April 2017 Durham Community Early Education/Preschool Task Force report to the County.⁸ This survey included information about how slots would be created (such as converted from private pay slots or added through minor or major physical changes to the program) and degree of programmatic challenges to achieving readiness. The full survey and results for those programs interested in becoming a Durham PreK site can be found in **Appendix D**.

Prior to completion of survey collection, the population of programs to survey with the first instrument was updated to reflect additions and subtractions to the child care center population. This final assessment resulted in an end population of 176 licensed and unlicensed child care centers in Durham County. Of these programs, 165 completed the first survey yielding a response rate of 94%. Exclusive of the child care programs housed in Durham Public Schools sites, 75% of responding programs expressed interest in becoming a Durham PreK site and were called to complete the second survey. (When called, 10 programs decided against pursuing this opportunity, lowering the percentage of programs with continued interest to 68%.) The response rate for programs completing this second survey was 86%.

⁸ *Voluntary Universal Pre-Kindergarten in Durham County. How Do We Get There From Here?* <http://www.dconc.gov/home/showdocument?id=21520>. Accessed June 14, 2018.



Demand-Side Data

For the demand side of the early care and education equation, parents of children eight years old or younger were surveyed through a variety of means. Families who had prior contact with CCSA were contacted via phone and/or through email. A link to a web-based survey was also promoted actively through the agency's Facebook and Twitter accounts. In order to support a representative sampling of Durham families more diverse and inclusive than CCSA's typical client population, partner agencies and individuals involved in community engagement work were contacted and asked to promote survey efforts and send out and/or post survey weblinks to their own constituencies. Promotional materials were widely distributed and families were approached at a variety of fairs and community events. As surveys were received, comparisons were made to ensure that respondents mirrored Durham County families demographically in terms of race, ethnicity, income, and zip code. Online and phone surveys were available and conducted in both English and Spanish.

Questions included on the parent survey assessed parent support for and interest in community-funded preschool options across a number of dimensions. Information collected included: common demographic descriptors of families as well as additional elements such as family size and make-up, current child care needs and arrangements, beliefs about the role of government in providing both direct and indirect support for quality preschool, and the importance of various services and characteristics of preschool programs. The final question asked parents if they were interested/willing to participate in a focus group on the topic of preschool services in Durham. The parent survey (English and Spanish) and full results can be found in **Appendices E and F**.

In total, 2,454 families completed a parent survey, including 258 completed in Spanish. One-hundred fifty-nine families were excluded from the final survey count due to an inability to verify Durham County residency, or not having children, within the specified 0–8 year age range. Demographics for respondents in the final pool suggest that these respondents closely mirror the overall population of Durham County in regards to race, ethnicity, income, and zip code.

Two focus groups were conducted with a total of 20 parent participants, randomly recruited from survey respondents indicating an interest in participating. The groups were led by a contracted professional facilitator. Questions posed to parents explored their ideas of quality child care, what the concept of universal PreK meant to them, and any concerns they might have with the County moving forward towards providing preschool services for Durham's four year olds.

To encourage participation in both the provider and parent surveys, a random drawing was conducted for gift cards to Lakeshore Learning Supplies and Target. Parents who donated their time to attend the focus groups were given a Target gift card and their choice of a developmentally appropriate children's book.

FINDINGS

Durham County Early Care and Education Centers

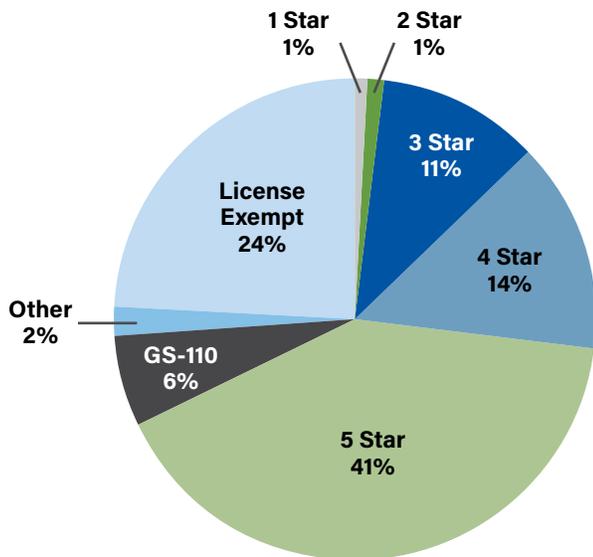
Scattered throughout the county, early care and education centers in Durham County are as diverse as the overall population. Though the exact number of child care centers and family child care homes fluctuate as programs open and close, a solid group of programs has existed over time and continues their mission of providing the foundation for our young children's future educational achievements. Though this study focuses on the 176 early care and education centers currently providing care to birth to five year olds, a full picture of options open to parents should not dismiss the approximately 130 family child care homes also providing these services. These homes are included in the mapping of child care and preschool facilities available in the County (see *interactive map* at bit.ly/DCoPreschoolStudyMaps.)

BASIC PROGRAM CHARACTERISTICS

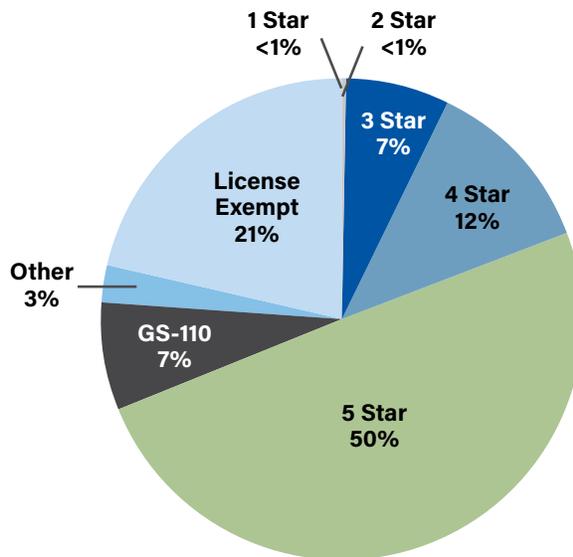
Stars

Across the County, the distribution of early childhood programs and enrollment in these programs varies considerably by licensure and star rating levels. See **Figures 1 and 2**. In North Carolina, early care and education programs serving more than two unrelated children operating more than four hours a day are required to be regulated by the Division of Child Development and Early Education (DCDEE). Schools are excluded from these requirements and may choose to offer unlicensed care. Of the 176 early care and education programs at the time of this study, nearly a fourth, 24% of all centers did not meet these requirements and chose to be unlicensed. These programs enrolled approximately 21% of those birth to five year olds in care. The remaining child care centers and children in care were in licensed settings.

**FIGURE 1:
CHILD CARE CENTER LICENSURE STATUS**



**FIGURE 2:
ENROLLMENT BY LICENSURE STATUS**



For those programs that are licensed, DCDEE employs a star rated license system to illustrate the quality of care in programs, with 1- star representing the lowest quality of care and 5- star being the highest. Religiously sponsored programs can choose whether or not to go through the star rated license system. Should they choose to be regulated but not go through the system, they are awarded a GS-110 exemption. In Durham County, only about 10% of all of the licensed and unlicensed programs (serving about 10% of the total enrollment of this age group in center based care) are rated as having 2-stars or fewer. This group includes not only 1- and 2-star licensed centers, but also GS-110 (Notice of Compliance centers) and those with a temporary, provisional, or probationary license. Another 11% of centers in the county have 3-stars and serve about 7% of children birth through five enrolled in programs. Four-star programs constitute about 14% of the Durham County centers and serve about 12% of enrolled children birth through five. Finally, about 41% of centers have the highest 5-star rating and serve about 50% of all children in both licensed and unlicensed centers in Durham County.

Auspice

The most prevalent organizational form represented in Durham is the for-profit center consisting of 54% of all centers (57% of total birth through five enrollment in centers). Non-profit programs constitute about 28% of all programs, but serve slightly more children with 30% of birth through five enrollees in this type of center care. The remaining approximately one in five centers (19%) are characterized as a public or quasi-public form of organization, and about 13% of the enrolled birth through five population is served by these programs. See **Table 1**.

**TABLE 1:
CHILD CARE CENTERS AND ENROLLMENT BY AUSPICE**

		Programs	Enrollment
For-profit	Single center	39%	38%
	Multi-center	15%	19%
Nonprofit	Board sponsored	9%	10%
	Faith base	19%	20%
Public	Head Start	3%	4%
	Public School	15%	8%
	Other	1%	<1%

PROGRAMMATIC PRACTICES

Philosophy

Durham County centers provide care to our young children using a number of different philosophies. When asked to check all that apply, the vast majority of providers (78%) said that they use a developmental/play-based philosophy in their work with children. All other philosophies received responses from far fewer providers. The Reggio Emilia philosophy, originating from Italy, is followed in 9% of programs followed by the Montessori framework in 6% of programs. Religious programs account for 4% of programs, Head Start Standards are used in 3% of programs with 2% each of programs using International/Language Immersion and Other, non-specified. No programs in Durham County follow the Waldorf framework. Four percent (4%) of providers say that they do not employ any specific philosophy in their care of young children.

Curriculum

Like philosophies, early care and education programs are guided in their work through the use of specific curriculum. Though the State does not mandate the use of any curriculum as a general rule, in order to qualify for certain benefits and as points towards achievement of higher level stars, the State does outline a list of approved curricula. Programs were asked if they used a State approved curriculum, and 74% responded in the affirmative. These programs were then asked if they use this State approved curriculum in their 4 year old classrooms with 97% responding "yes".

Some programs use more than one curriculum in their classrooms, which could include both a state approved curriculum and a proprietary curriculum designed specifically for certain corporate chains. For those programs who responded that they use a State approved curriculum in their 4 year old rooms, the vast majority said that they use The Creative Curriculum for Preschool (82%). Mother Goose Time is used in 6% of programs, and Explorations with Young Children: A Curriculum Guide from Bank Street College of Education was reported in use in 3% of programs. La Petite Academy Journey, HighScope Preschool Curriculum, High Reach Learning, and The Learning Experience (LEAP) were each reported as being used by 2% of respondents. A variety of other curricula were reported as being used by 1% of programs.

Hours

Unlike the public school system, child care center hours vary both in terms of opening/closing times and total hours open. While most programs are only open for first shift care, 15 early care and education centers (9%) offer second shift services and one program is open overnight. Almost exclusively, programs are closed on Saturday and Sunday with the exception of one center that provides second shift care on Saturday.

Nearly all child care centers (98%) are open Monday to Friday for their first shift care. Opening times for this shift range from 6:00 am to 9:30 am with closing times between 12:00 pm and 7:00 pm. On average, programs' educational hours range from 3 to 12.5 with a median of 10.5 hours per day. While some early care and education centers are open for shorter hours each day, some of these programs offer early drop-off and/or late pick-up to accommodate working parents. Combining all centers that are opened for at least nine hours a day with those programs operating for fewer hours, but who allow for early drop-off/late pick-up, 87% of programs provide first shift care for at least nine hours each day.

For the 15 early care and education centers that offer second shift care, all also provide first shift programming. Second shifts begin from 12:00 pm to 5:30 pm with closing times ranging from 1:00 pm to 12:45 am. The one program offering third shift care is open 24 hours a day from Monday to Friday.

Most centers (93%) offer full time care for parents defined as at least 30 hours per week. Forty-five percent (45%) of programs have only a full time option for parents while 48% offer both full and part time care. An additional 7% of programs offer part time care only.

Approximately 2/3rds (65%) of centers provide early care and education for the full year. Some programs (31%), however, are only open during the traditional school year. An additional 35% of child care centers explained that, while they follow a school year calendar, they offer summer camps to extend service days and accommodate working parents. One program said that they are open from mid-September through May.

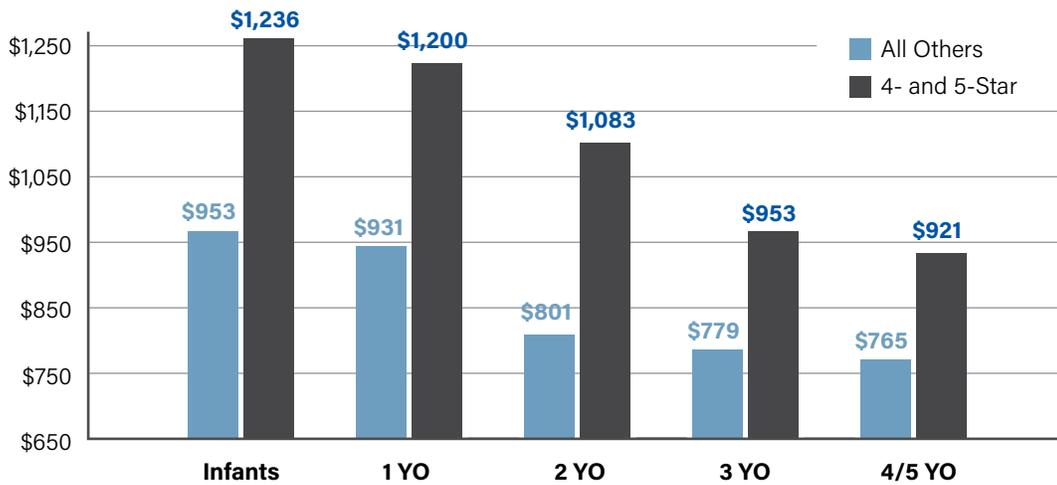
Rates

A large part of a child care center's income comes from parent payments for care. Regardless of age, early care and education is expensive. In fact, child care costs are typically the second most costly item in a family's monthly budget with only rent/mortgage costing more. Families often face having to pay more for child care for their youngster than they would pay for a year of tuition at an in-state college or university. However, these rates typically decrease as the age of a child increases. Because staffing costs generally account for about 80% of a child care program's budget, a determining reason for the decrease in rates is due to higher child to staff ratios and larger group sizes, meaning that as children get older, more children can be taught by fewer teachers and more children can learn in each group.

For those programs that care for infants, the cost to parents typically is the highest. In Durham County, the full-time rate for infant care ranges from \$600 to \$1,658 per month with a median rate of \$1,200 per month. For one year olds, parents can expect to pay a median of \$1,140 but could pay anywhere from \$540 to \$2,000 per month. The parent of a two year old pays from \$540 to \$2,000 per month with a median payment of \$1,039 per month. When a child turns three, the cost to send her or him to a typical child care center in Durham County drops to \$910 per month, though could cost between \$520 and \$1,900 per month. Finally, for a four or five year old, \$899 per month covers the median cost of care with a range of \$520 to \$1,900 per month.

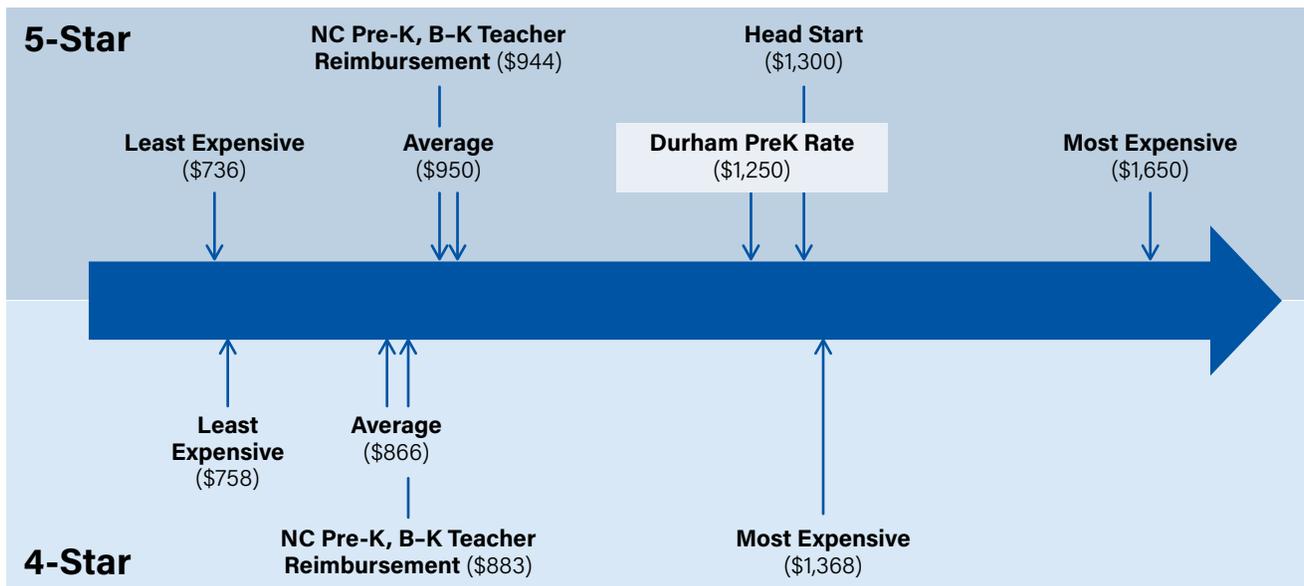
Higher quality programs incur higher programmatic costs to deliver this service. Consequently, rates in 4- and 5- star programs tend to be higher than those that are unlicensed and/or have fewer stars. See **Figure 3**. For infants, the median cost in a 4- or 5- star program is \$1,236 per month compared to \$953 per month in all other programs. The same pattern holds true for all age groups through age four and five year olds where the median 4- and 5- star rate is \$921 per month compared to \$765 per month for all other programs.

**FIGURE 3:
MEDIAN FULL TIME MONTHLY RATES**



Breaking down rates by star level even further reveals, unsurprisingly that the median rate in 5-star programs exceeds the median rate in 4-star programs for four and five year olds. In 5-star programs, the median four/five year old rate is \$950 per month with a range of \$736 to \$1,650 per month. The proposed reimbursement rate for Durham PreK programs of \$1,250 falls between both the minimum and maximum rate for 5-star programs and between the NC Pre-K reimbursement rate and Head Start costs. See *Figure 4*.

**FIGURE 4:
MONTHLY FEES FOR 4- AND 5- STAR CARE**



Because of the high cost of care, some programs offer parents help with the payment to increase access for lower income families. Nearly a third (31%) of all programs administer a sliding fee scale providing some relief from the high cost of care for lower income families. Despite the high cost of care, over half of all programs (59%) have a waiting list for care. Most programs with a waiting list (78%) have parents waiting for care for their infant or toddler while 52% have parents waiting for care for their three to five year old.

CACFP

Funding for early care and education programs comes from a variety of sources. Both statewide and nationally, the major sources of funding are from parent fees and government subsidies. An often overlooked source of revenue for child care programs comes from a federally funded reimbursement program for meals served. Though participation is cumbersome due to the administrative paperwork demands, the Child and Adult Care Food Program (CACFP) provides programs with additional revenue to help offset the high cost of meals for children. In Durham County, fewer than half (44%) of all programs participate in this program.

Transportation

For many parents, work schedules and similar commitments create difficulties with transporting their children to, from, and between programs. However, for early care and education programs, providing transportation for young children often is fraught with scheduling nightmares and liability concerns that far outweigh the potential benefit. Despite the difficulties, one third of Durham providers (33%) answered that they do provide at least some transportation services.

Transition to Kindergarten

Upon graduation from child care, five year olds are expected to seamlessly transition to the more rigorous and challenging world of kindergarten. But just how much preparation do young children get at their child care center to help them navigate this strange new world? Beyond setting the stage for success in school academically and socially, many early care and education programs provide specific activities designed to ease the transition. In fact, a full 88% of programs said that they offer at least one specific transition to kindergarten activity. See **Table 2**. Activities vary in intensity and effectiveness.

**TABLE 2:
TRANSITION TO KINDERGARTEN ACTIVITIES**

Activity	Percent Centers Providing*
Conduct field trip to elementary school	16%
Share information with kindergarten teacher	21%
Host information sessions for parents	44%
Provide portfolio of child's work	40%
Read stories about kindergarten	77%
Use Kindergarten Readiness Indicator Checklist	34%
Use dramatic play with children	58%
Other	22%
Use transition curriculum	1%
Provide backpack/supplies	1%
Help families register	15%
Write letter to teachers	1%
Show "Ready for School" video	1%
Conduct webinar about kindergarten	1%
Give brochures/public school information	1%
Do not engage in any transition activities	12%

* All percentages include Durham Public School programs.

The majority of programs that offer transition activities say that they read stories such as “The Night Before Kindergarten” or “Look Out Kindergarten, Here I Come” to their youngsters (77%). Fifty-eight percent (58%) use dramatic play and art to help children become more comfortable. Many programs (34%) use a Kindergarten Readiness Indicator Checklist and/or Activities Tool Kit from the National Center for Learning Disabilities, while 16% take their children on a field trip to a local elementary school to help demystify the new setting. Teachers in some programs (21%) even meet with kindergarten teachers to share information about new students.

While the above activities focus on the children, parents also often have difficulty navigating the transition with their child. Forty-four percent (44%) of programs host kindergarten information sessions for parents and 15% help families register for kindergarten. Programs also help families with the transition by providing them with a portfolio of their child’s work to share with their soon to be kindergarten teacher.

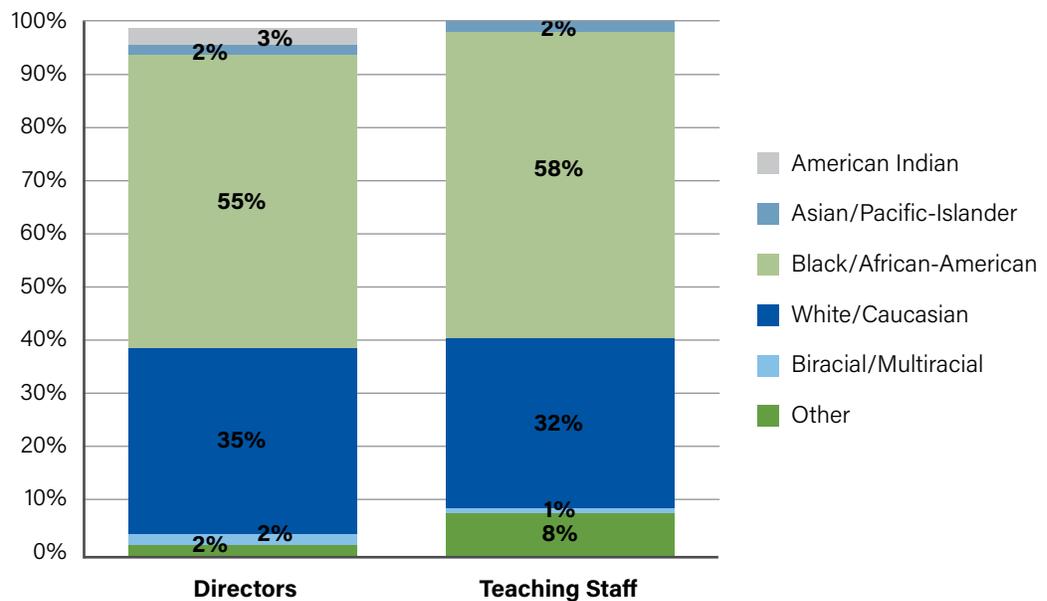
Some other activities undertaken by just a few programs include: using a transition curriculum, providing backpacks with supplies, writing letters to kindergarten teachers, showing “Ready for School” videos, conducting webinars about kindergarten, and giving out brochures and other information about public schools.

STAFFING

Directors

National and statewide data show an overwhelming disparity in gender for directors with the large majority being women. Though not specifically asked, CCSA’s work with providers would suggest this same trend is true in Durham County. Over half (55%) of all directors in the county are African-American followed by 35% who are White. See **Figure 5**. Other races represented by directors are American Indian (3%), Asian-American (2%), Biracial (2%), Chinese (1%), Indian (1%), and Middle Eastern (1%). One percent (1%) of directors also indicated that they are of Hispanic/Latinx/ Spanish descent. When looking specifically at the directors of higher quality programs (those that are either 4- or 5- star), two-thirds (67%) are African-American with just under a fourth (23%) being White.

**FIGURE 5:
RACE OF CENTER STAFF**





Durham County directors are more highly educated than their counterparts statewide with nearly all (93%) having at least an Associate degree in some field. Further, 65% of directors have at least an Associate degree specifically in the early childhood education or child development field. Statewide, 80% of directors have some type of degree with 47% being in the early childhood education or child development field.⁹ The majority of Durham's directors (82%) have a Bachelor's degree or higher (55% in early childhood education or child development and 27% in some other field).

When directors in higher quality programs were examined alone, though some increases in degree attainment were found, these differences are not significant because educational levels are fairly high among all directors. In 4- and 5- star centers, 95% of all directors have at least an Associate degree in some field. Sixty-seven percent (67%) of directors in higher quality programs have a degree specifically in the field. At least a Bachelor's degree is held by 85% of directors in high quality programs (58% in early childhood education or child development and 27% in some other field). In the highest quality programs, 5-star programs, 98% of directors have at least an Associate degree with 65% having a Bachelor's degree in ECE.

In addition to educational degree attainment, directors were asked to identify additional education specifically proposed for Durham PreK programs by the CEEP Task Force. Directors were asked if they have a North Carolina Principal License. Not surprisingly, most do not with less than a fifth (18%) having this license. Directors were then asked if they hold the North Carolina Early Childhood Administration Credential and if so, what level. While 20% of directors said that they do not have any level of the Credential, 56% said that they have the highest level (Level 3). Eighteen percent (18%) hold Level 2 with just 7% having Level 1. For those directors who do not have the Level 3 Credential, 13% are in the process of either obtaining this Credential or obtaining a higher level.

Directors are compensated for their work at varying levels. Despite the fact that directors often have sole responsibility for all aspects of their program (fiscal as well as overseeing the safety and education of children in the program) compared to principals who are not solely responsible, the median director salary of \$24.02 falls far short of even the starting salary for public school principals (\$29.69). When principal salaries are omitted from all other directors' salaries, this median salary falls to \$19.23 per hour, more than 1/3 less (\$10.46 per hour less) than principals.

⁹ *Working in Early Care and Education in North Carolina, 2015 Workforce Study, (2015). Child Care Services Association.*

Teaching Staff

Durham County centers employ a median of six full and part time teachers and/or assistant teachers in their program with a range of none to 56. These teachers staff the median four classrooms per program (range of 1–14). The 91% of programs responding indicated employing a total of 1,379 full and part time teachers and assistant teachers. Teachers account for a larger proportion of the teaching staff with 61% of the total being either full or part time teachers and 39% being full or part time teacher assistants.

Like directors, national and statewide data show an overwhelming disparity in gender for early care and education teaching staff with the large majority being women. Though not specifically asked, CCSA's work with programs would suggest this same trend is true in Durham County. The racial diversity of the county is mirrored in those teaching our young children with over half (58%) of all teachers and teacher assistants being African-American followed by 32% that are White. See **Figure 5**. Other races represented by the teaching staff in programs are Asian-American (2%), Biracial (1%), and other including American Indian, Columbian, Indian, Iranian, Italian, Latinx/Hispanic, Middle Eastern, Moroccan, and Russian. (Directors were asked the race of their teaching staff and many, though not all, indicated Latinx/Hispanic in the race section). When asked to indicate the ethnic make-up of their teaching staff, directors indicated that 10% are of Hispanic/Latinx/ Spanish descent. When looking specifically at higher quality programs (those that are either 4- or 5- star), two-thirds of the teaching staff (67%) are African-American with just under a fourth (23%) being White. These figures mirror those of directors.

Directors were asked to report both their education levels as well as those of their teachers and assistant teachers. (Teacher and assistant teacher education levels should be interpreted with caution as directors were asked to report on their staff's education levels, instead of these individuals reporting their own education. While directors have knowledge of their staff's education, some information may have been omitted or misrepresented.)

NORTH CAROLINA EARLY CHILDHOOD CREDENTIAL

The North Carolina Early Childhood Credential is a statewide credential that is required by the NC Division of Child Development and Early Education for lead teachers employed in a licensed early education program. This statewide credential is earned through the completion of EDU 119, "Introduction Into Early Childhood Education," a four credit hour course offered at community colleges across the state.

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules and activity plans.

CHILD DEVELOPMENT ASSOCIATE CREDENTIAL (CDA)

The Child Development Associate (CDA) Credential™ is a nationally recognized credential based on a core set of competency standards, which guide early educators as they work toward becoming qualified teachers of young children. The CDA credential can be earned by enrolling in a preparation program in colleges and universities, known to many as P3, or an individual can elect to go through the direct assessment route.

CDA Credential candidates complete 120 hours of professional early childhood education in different subject hours. The candidates further are required to have 480 hours of experience working with children in a specific age group/type of care (preschool, infant and toddler, family child care, home visitor, etc.) Development of a portfolio documents their progress and learning. Finally, candidates are observed teaching young children and have their portfolios and other supporting documentation assessed by a professional development specialist.

BIRTH TO KINDERGARTEN (B-K) LICENSE

The Birth to Kindergarten (B-K) license is a North Carolina license used to designate teachers with the education necessary to effectively teach birth to five year olds. This license is received and administered through the NC Department of Public Instruction and includes both a pre-service and in-service process. Prior to receiving the license, teachers must complete required bachelor level coursework through an accredited college or university and a student teaching/internship. The in-service portion includes professional supports and evaluations and a professional development plan leading to a B-K II license. Teachers with this post Bachelor's degree license demonstrate an ability to work with young children with and without disability and at-risk youth and their families.

Teachers and assistant teachers have lower levels of education overall than directors. For assistant teachers, 11% have just a high school diploma (or GED) or lower. Nineteen percent (19%) have the North Carolina Child Care Credential with an additional 6% holding the Child Development Associate (CDA) Credential. Twenty-five percent (25%) of teacher assistants have taken at least some college coursework. The remaining 38% of teacher assistants have at least an Associate degree (22% in early childhood education or child development and 16% in another field).

Education levels for teachers fall between that of assistant teachers and directors. All teachers have graduated from high school (or have a GED). For 5% of teachers, this is their highest level of education. Twelve percent (12%) of teachers have the North Carolina Child Care Credential with an additional 14% having some additional college coursework.

The remaining 70% of teachers hold at least an associate degree. Breaking down degree levels reveals that 6% of teachers have an associate degree in something other than early childhood education/child development, 8% have an associate degree in the field, 20% have a Bachelor's degree or higher in something other than early childhood education/child development and 36% have a Bachelor's degree or higher in the field.

Staff education levels are an important component of high quality child care. In developing standards for publicly funded PreK, specific degree attainment has been delineated for both teachers and assistant teachers. When looking at those programs interested in becoming a Durham PreK program, fewer teachers and assistants meet the stringent educational requirements, creating a gap between those programs who would like to be Durham PreK programs and those that meet the higher standards. For those programs interested in becoming Durham PreK programs, just 22% of assistant teachers have either a CDA or an Associate degree or higher in early childhood education/child development. For teachers, 33% meet the requirement of having at least a Bachelor degree in early childhood education/child development.

In addition to having at least a Bachelor's degree in early childhood education/child development, teachers in NC Pre-K programs are required to have a Birth to Kindergarten license (B-K license). Just 11% of teachers in all programs hold this degree with less than 10% of teachers in programs interested in becoming a Durham PreK program having this license.

Though many assistant teachers and teachers do not have a degree, some are undertaking the long-term goal of attaining a Bachelor's degree. For assistant teachers, 60% of those teachers who do not have at least a Bachelor's degree are in school. For teachers, 69% of those teachers who do not have at least a Bachelor's degree are working towards this degree.

For all of the hard work that they do, teachers and assistant teachers are compensated at rates significantly below that of starting teachers in the public school system. Starting assistant teachers in the public school system make \$11.90 per hour. In the early childhood field in Durham County, starting assistant teachers make a median of \$10.50 per hour. The median highest hourly rate for all assistant teachers is \$14.00 per hour.

A similar pattern holds true for lowest paid teachers. Teachers in the public school system make a lowest starting hourly rate of \$18.90 per hour. However, teachers of children birth to five make a median starting rate of just \$12.00 per hour. The median highest hourly rate for teachers still falls well below the starting rate for teachers in the public school system at \$15.52 per hour despite a similar charge for both groups of teachers to educate our future generations.

Perhaps due to these low compensation levels for the important work that they do, turnover for teachers and assistant teachers occurs frequently in programs. Directors reported that between 0 and 9 assistant teachers left their programs in the previous nine months. These figures represent a 22% turnover rate for assistant teachers. For teachers, the rate is a bit lower at 18%, with a range of 0–15 leaving their program last year.





All Staff

In order to mirror the child population served, directors were asked if they or any of their staff are bilingual. Sixty-two percent (62%) answered in the affirmative. Nearly all (96%) said that in addition to English, a second language spoken is Spanish. Other languages spoken by at least one child care provider include: Arabic, Chinese, Dutch, ESL, French, German, Gujathi, Hindi, Italian, Mandarin, Portuguese, Romanian, Thai, Urdu, and Zulu.

In addition to being able to serve children who speak a language other than English, many programs have at least one person with training and/or experience in working with children with special needs. Seventy percent (70%) of programs indicated the ability to serve children with some type of special need. Over half of all programs have staff with knowledge/experience in working with children with developmental special needs (57%) or emotional/behavioral issues (53%). Just over a third of

programs have staff with knowledge/experience in working with children with mental/cognitive difficulties (36%) or physical challenges (35%). Other areas that programs indicated some ability to support include: medical (28%), Autism (2%), inclusion (<1%), and learning disabilities (<1%).

ENROLLMENT AND CAPACITY

Child care centers range in size and capacity to serve specific age groups. Older children have access to both more programs and higher quality programs than do younger children. In Durham County, while nearly all early care and education centers serve three to five year olds (99% serve each age) only 58% of programs serve infants. (Sixty-eight percent serve one year olds and 76% serve two year olds.)

In terms of high quality programs, 100% of 5-star centers serve three, four, and/or five year olds with just 78% of 5-star centers serving infants and/or toddlers. Durham County slightly exceeds statewide statistics for 5-star centers serving three to five year olds with 99% of these high quality programs available for parents to choose statewide. For infants and toddlers, again Durham County exceeds statewide statistics with just 53% of 5-star programs statewide serving infants and toddlers.¹⁰

Enrollment and capacity data was gathered primarily through surveys and was supplemented by data from NC DCDEE (enrollment for licensed programs) and CCSA's referral database (unlicensed programs and capacity for licensed programs). Through this combination of data, enrollment numbers were obtained from 98% of child care centers serving all age groups except three year olds for which information was obtained from 90% of programs serving this age group. More than 8,500 children are cared for in early care and education settings of which approximately 40% are infants and/toddlers and 60% are 3–5 year olds.

Currently, approximately 750 infants are served in 98 early care and education centers for which information is available. A median of six infants are served in those 58% of programs that serve infants with a range of 0–38 babies. For the 100 centers that currently serve infants, they reported that they would like to serve a total of 1,020 infants with a median desired capacity of eight per program and a range of 0–99 infants. The vacancy rate for infants is 26%.

In child care centers that serve one year olds, 1,139 are served in 116 programs for which information is available. A median of seven one year olds are served in those 68% of programs that serve this age group with a range of 0–36. For the 118 early care and education centers that currently serve one year olds, they reported that they would like to serve a total of 1,400 children of this age with a median desired capacity of ten per program and a range of 0–71. The vacancy rate for one year olds is 19%.

Currently, approximately 1,551 two year olds are served in 130 centers for which information is available with a median of ten two year olds and a range of 0–60. Seventy-six percent (76%) of early care and education centers serve two year olds. One hundred thirty-two (132) programs indicated their desired capacity by saying that they desire to serve a total of 1,910 two year olds with a median of 12 per program and a range of 0–60 two year olds. The two year old vacancy rate is the same as that of one year olds, 19%.

¹⁰ *Who's Caring for Our Babies? Early Care and Education in North Carolina, (2016). Child Care Services Association.*

Nearly all early care and education centers serve three year olds (99%). For the 155 programs for which information is available, a total of 1,938 three year olds receive early care and education. A median of nine three year olds are served in each program with a range of 0 to 68. For the 148 (86%) of centers that currently serve three year olds and expressed their desires, they indicated hoping to serve a total of 2,377 three year olds with a median desired capacity of 12 per program and a range of 0–68. Approximately 18% of three year old spaces in early care and education centers are currently unfilled.

Finally, for four and five year olds, again, nearly all child care centers serve this age group (99%). Currently, approximately 3,133 four and five year olds are served in 168 programs for which information is available. A median of 15 four and five year olds are served in these early care and education centers with a range of 0–144. For the 171 programs that currently serve this age group, they reported that they would like to serve a total of 3,780 four and five year olds with a median desired capacity of 18 per program and a range of 0–144. The four and five year old vacancy rate in the county is the lowest of the age groups at 17%.

Based on all available data, there is a 21% center vacancy rate for infants and toddlers in the county and an 18% center vacancy rate for three to five year olds. While these percentages fluctuate to some degree, differences over time hover around these rates. Many factors can account for spaces being available in programs. Some spaces are available because they are not in locations needed by parents, others are in programs that do not offer the type of care needed by parents, still others may not be financially accessible to families. On the program level, 33% of programs have either no infant/toddler spaces available or are operating with more of this age children than they would like. Nearly half of programs (48%) have ten or fewer infant/toddler spaces available. For preschool age children, 43% of programs have either no three to five year old spaces available or are operating with more of this age children than they would like. An additional 38% of programs have ten or fewer openings available for preschool age children.

Enrollment and desired capacity for those early care and education centers interested in becoming a Durham PreK site yield similar vacancy rates to all programs. For infants and toddlers, these programs enroll 1,922 of this age group and would like to serve 2,526 for a vacancy rate of 24%. For preschoolers, these programs currently serve 2,595 three to five year olds with a desired capacity of 3,212. These figures represent a 19% vacancy rate.

When looking at centers that expressed interest in becoming Durham PreK sites, 40% of these programs have no available preschool age spaces. An additional 21% have five or fewer spaces available. Seventeen percent (17%) of early care and education programs have more than five but fewer than ten spaces available for three to five year olds.

Interestingly, for each age group except threes, centers that expressed a desire to be a Durham PreK site had lower median enrollment numbers. Median desired capacity was the same for those programs interested in being Durham PreK sites for infant and one year olds and lower for all other age groups. See **Table 3**. For four and five year olds, the desired capacity for all programs is 18 whereas for programs interested in becoming Durham PreK sites it is 15. This desire to serve fewer four and five year olds supports the lower staff to child ratio and class size proposed by the CEEP Task Force (1:8 ratio, maximum class size 16) for those classrooms with diagnosed disabilities, at-risk children and/or dual language learners.

**TABLE 3:
MEDIAN ENROLLMENT AND CAPACITY BY AGE**

		All Programs	Possible Durham PreK
Infant	Enrolled	6	5
	Capacity	8	8
Ones	Enrolled	7	6
	Capacity	10	10
Twos	Enrolled	10	8
	Capacity	12	10
Threes	Enrolled	9	9
	Capacity	12	11
Fours/Fives	Enrolled	15	12
	Capacity	18	15

PREK INTEREST AND CONCERNS

Interest in Being a Durham PreK Provider

As part of the survey to child care providers, a question was asked to ascertain programs' potential interest in becoming a Durham PreK provider. Directors were asked to rate their interest on a scale of one to five with one being "not at all interested" and five being "definitely interested". Though Durham Public Schools expressed their desire to participate in this endeavor, due to their structure, they were not included in the analysis around Durham PreK. (The school system has a number of both licensed and unlicensed sites and has greater flexibility to respond to the needs of the community than can typical child care programs.) Three out of four (75%) programs expressed an interest in possibly becoming a Durham PreK site as determined by a score of "3" or higher. These programs were called with a follow-up survey, at which time and after hearing a few more details about the requirements, some programs changed their minds, resulting in a continued interest rate of 68%. A full 45% were definitely interested as expressed through a score of "5" on this question.

Folks with a lack of interest were asked about their hesitation. Responses included some that indicated reluctance to changing program characteristics necessary to participate such as scheduling, (hours, calendar year, etc.) licensing requirements, curriculum, and such. Others were concerned about the intrusion of government on their programs. Still others were concerned about the necessary funds to both initially meet and continue to meet the high demands. A small number of programs explained that they were not interested due to factors that would not exclude them from participation (i.e. being a Montessori school, full center, etc.).

Reasons to be a Durham PreK site

Motives driving programs' interest in becoming Durham PreK sites point to an overarching belief in the importance of high quality early care and education and a commitment to serving families and children in Durham County. Nearly three in four (73%) said that they are interested in providing more choice of high quality slots for parents in Durham. Sixty-two percent (62%) said that they would like to make their program more affordable to families they serve and 62% also said that they are committed to expanding the number of high quality child care slots in the County. Fifty-six percent (56%) expressed interest in improving the quality of their program while 49% wish to increase and/or stabilize enrollment in their program. An additional 32% of programs indicated that another factor motivates them to be a Durham PreK site, expressing such views as "great need to serve young children prior to kindergarten" and "help parents who cannot access vouchers".

MAPPING THE GAP

With help from Durham County and City, GIS maps provide a visual representation of the early care and education landscape in the county. These interactive maps are available online at bit.ly/DcoPreschoolStudyMaps and as static maps in this report.

MAP 1 lays out the Durham public elementary schools and indicates those that currently house Pre-K programs. Because of their multiple locations throughout the entire county, schools are uniquely able to respond to needs in the community for high quality, low cost early care and education.

MAP 2 indicates those early care and education programs that currently provide publicly-funded care, including both NC Pre-k and Head Start services. While some of these programs are housed in public elementary schools, many private programs (both for profit and non-profit) offer these services as well allowing greater choice for parents.

The ratio of preschool age (three to five year old) children to available preschool age spaces is visually represented in **MAP 3**, while **MAP 4** focuses on the ratio of low-income three to five year olds to publicly-funded preschool spaces.

This mapping effort reveals significant deficits in the availability of preschool spaces for children in Durham. Overall, there are just over 9,200 preschool-age children in Durham County from 3-5 years old. Approximately 4,300 of these children (47%) live in low-income households (with incomes <200% of the Federal Poverty Level). There are more than 2 preschool-age children for every 1 preschool slot in a licensed center in Durham County, and nearly 3 children for every high-quality, 4-5 star licensed center slot. There are 6 low-income preschool children for every 1 currently publicly-funded preschool slot in Durham County, and over a quarter of Durham census tracts with more than 50 low-income preschoolers have no publicly-funded preschool slots.

Concerns about Loss of Enrollment

Though a large percentage of programs indicated interest in becoming Durham PreK sites, many also expressed concerns over loss of enrollment should this program move forward to fruition. Directors were asked to rate, on a scale of one to five, their concern about loss of enrollment. Half (50%) indicated a one ("not at all concerned") or a two. A third (33%) indicated a good bit of concerned with a score of four or five. (Twenty-two percent answered "5" or "extremely concerned")

Here are a few comments from providers who are concerned about loss of enrollment.

- "[My] center lost 17 kids last year; center has mostly subsidy so has a significant concern about losing children to a program like this."
- "[I am] extremely concerned. We are already losing money to DPS being allotted PreK slots. It would be hard to compete and stay open if you[r] program is not allocated spots."
- "If (and when) Durham expand[s] PreK for 4 years old children this will definitely hurt private child care business. We have already seen a decrease in child enrollment. Parents will not pay private rates when they can send their children for FREE. Would You? I hope someone will consider that. Child care centers and homes are businesses. In order to survive, we need the children."

CREATING PREK SLOTS

Numbers and Methods

Disparate methods can be undertaken to develop Durham PreK spaces and centers could indicate multiple means to create these spaces. Programs are most interested in converting current, private pay four year old spaces to Durham PreK spots (56%). In addition to being the most popular choice for programs to enter the Durham PreK world, this option also provides the most spaces with approximately 558 spaces developed using this method with a median of 10 in each program and a range of 2–40 spaces. Centers indicated that they would open 22 full classrooms and 34 partial classrooms.

The next most popular method of creating Durham PreK spaces would be to convert mixed age classrooms. Many programs have classrooms with multiple age children in them. For 26% of programs interested in becoming Durham PreK sites, they indicated that they would convert classrooms that taught 4 year olds as well as 3 and/or 5 year olds. This conversion would result in 257 new Durham PreK spaces with a median in each program of 10 and a range of 3 to 27. Ten full classrooms and 21 partial classrooms would be converted.

In terms of converting slots, the other option would be to convert spaces that are not currently filled with 4 year olds. Eighteen percent (18%) of programs indicated that they would convert spaces that do not currently enroll 4 year olds into Durham PreK spaces. Although some programs indicated that these spaces are currently filled by ones, twos and threes, not all centers gave this information and even fewer indicated the exact numbers of spaces that would be lost for these younger age children. A median 8 spaces per program would be created using this method with a range of 4–18. The four full classrooms and 12 partial classrooms converted would result in 141 Durham PreK spaces.

Programs were less interested in creating new spaces for Durham PreK, but certainly quite a few programs were interested. Twenty-four percent (24%) said that they could create 332 new spaces with only minimal changes to their facilities. These new spaces represent a median of 18 per program and a range of 7–54. Nineteen full classrooms and 3 partial classrooms would be created.

Other programs were also interested in creating new spaces for Durham PreK, however, these other programs indicated that major changes would need to occur for expansion. For the 14% of centers who envision major changes to their facilities, 16 full and 5 partial classrooms would be created resulting in 271 new Durham PreK spaces (median=18, range=18–36).

A similar percentage, 14% of centers reported that they would need to obtain a new site to increase spaces for a Durham PreK program. While this activity would constitute a large, costly endeavor, approximately 308 spaces would be created with a median in each program of 30 additional spots and a range of 12–26. Twenty full classrooms and 2 partial classrooms would be created.

Finally, two centers, or 3%, indicated other activities they would like to pursue to increase available 4 year old spaces for Durham PreK. One indicated that they would be interested in building on land currently owned and one said that she is in the process of purchasing a program from a family member and could add/convert those spaces. Between these two ideas, 72 spaces would be available.

Overall, centers indicated approximately 1,929 spaces could be converted/created for Durham PreK. Of these, 956 would be converted from private pay spots and 983 would be newly created spaces for Durham’s 4 year olds. See **Table 4**.

**TABLE 4:
CREATION OF DURHAM PREK SPACES**

Activity	Programs Engaging in Activity	Total Full Classrooms	Total Partial Classrooms	Spaces Converted or Created
Convert Current 4YO Spaces	45/56%	22	34	558
Convert Mixed Age (4YO and other) Spaces	22/26%	10	21	257
Covert Current Other Than 4YO Spaces	14/18%	4	12	141
Expand Program w/Minimum Changes	19/24%	19	3	332
Expand Program w/Major Changes	11/14%	16	5	271
Obtain New Site	11/14%	20	2	308
Other	2/3%	2	0	72
Total		93	77	1,939

For those centers that indicated that they planned to convert spaces, a follow-up question asked if there was anything that would enable them to add instead of convert spots. The majority (70%) said “no”. However, for those 30% of centers who indicated a possibility of creating spaces instead of converting already existing spots, the majority indicated that “funding” would be needed to help with the process either in the form of simply “money” or grants. Others also indicated that they would need help with opening a new facility and/or with navigating building codes.



THE SEARCH FOR SPACE

Hiring quality teachers and enrolling children are only part of the equation for building equitable access to high quality publicly funded preschool for Durham's four year olds. Despite the recent rapid growth in Durham, the reality is that space that is appropriate and meets all of the requirements for teaching young children is in short supply. The recent expansion of Durham Early Head Start serves as a cautionary tale about the time and effort involved in growing programs.

In March 2017 Terry David, Director of Head Start & Early Head Start Programs for Chapel Hill Training and Outreach Project, Inc., was notified that Durham's Early Head Start program had received an expansion grant to add 20 classrooms serving 160 additional children ages birth to 3. Hoping to open classrooms by October 2017, Terry contacted a real estate broker to visit sites suitable for child care or available to renovate for lease. He also reached out to community partners to explore possible space sharing options. From March through November 2017, Terry visited over 15 locations for lease and met with numerous landlords to negotiate terms. **Finding spaces to lease that met the zoning, licensing requirements, and playground space needs for child care proved impossible.** He had to get creative—deciding to move some pre-school classrooms out of their space on Seminary Street and placing them in a lease at Lyon Park Recreation Center in order to renovate space for three Early Head Start expansion classrooms. Terry also met with a modular building company to explore those “temporary” units often used by public schools to meet expansion needs. He shared that they “are not a viable option because they can take up to 18 months to get all necessary permits, unless you already own the land where you want to place them.”

After searching for additional lease space for over a year, Terry finally requested permission for the grant award to be amended—to allow for partnership contracts with existing child care programs-- in order to fully add the desired spaces. He is currently working to identify those partners in order to serve children in the 2018 – 19 school term.

This is one example of the difficulties that early education programs can face when trying to open or expand their programs. Early Head Start is a federally supported program with more than the average resources for staff and facilities—private programs that are operated independently have even fewer avenues to find appropriate space.

CHALLENGES TO PREK SLOT CREATION

Facility Challenges

Centers were given a list of possible facility changes and asked to indicate if any of the modifications would be part of their plan to convert and/or add Durham PreK spaces. For those items that were part of their plan, a follow-up scale (1–5 with 5 being a “big challenge”) was designed to ascertain the degree of difficulty for completing that item. Most changes were not necessary for most programs. In fact, only “purchase age appropriate materials/furnishings” was selected by at least half of the programs. Sixty percent (60%) of programs indicated this would be a necessary modification with 57% selecting a three or higher on the degree of challenge scale.

Four modifications were selected by approximately a quarter of the programs. Installing a new sink/toilet (25% of programs) was scored a three or higher by 60% of programs needing this installation. Creating American Disabilities Act (ADA) access (25% of programs) was more difficult for folks with 74% indicating a three or higher. Twenty-three percent (23%) of programs said that they would need to expand their outdoor space with 61% saying this would be fairly challenging (score of three or higher). Finally, 23% indicated the need to remodel their existing building with 100% reporting that this would be somewhat difficult (three or higher).

Other options for facility changes were needed by fewer than 25% of centers. These other options were: adding new or permanent modular space (14% of centers), installation of an elevator (4% of centers), increasing current square footage (19% of centers), identifying and obtaining a new site (15% of centers) and converting a new site into a child care program (9% of centers). One program indicated they would be building a new building on land they currently own.

Centers were asked to indicate the three most difficult facility changes that would be necessary to convert/create Durham PreK spaces. The three most frequent areas chosen were “purchase age appropriate materials/furnishings” (52%), “remodel existing building” (44%), and “increase current square footage” (32%).

When asked what resources would be needed to help alleviate difficulties with necessary facility changes, most responded that “funding” in the form of grants, loans, or simply cash awards would be helpful. Others indicated that technical assistance would be helpful either in general or in specific areas such as building codes, architectural help, ADA requirements, classroom layout, etc. A few directors indicated that they would appreciate a contractor/builder.

Programmatic Challenges

In their April 2017 report, Durham's Community Early Education/Preschool Task Force (CEEP Task Force) began the development of requirements for Durham PreK sites. Though all of the requirements have not yet been spelled out, where delineated, providers were told the proposed requirements for Durham PreK. Where requirements were not spelled out, providers were told that the requirements would at least equal those of NC Pre-K and in some instances they would exceed those of NC Pre-K. Those sites interested in becoming Durham PreK sites were asked about these specific programmatic and staffing requirements to ascertain the degree of difficulty with meeting these requirements on a scale of one to five, with one being "not a challenge" and five being "big challenge."

Overall, providers indicated lower levels of challenge than expected. However, in many areas, based on other information gathered during the total course of the study, directors greatly underestimate the difficulty in many areas. For instance, while only 19% of directors said that meeting the director educational requirement of having at least a Bachelor's degree or higher in early childhood education or a related field would be challenging (score of three or higher), only 50% of directors interested in becoming a Durham PreK site have this level of education. Similarly, though fewer than one fifth (18%) indicated that being licensed at the 4- or 5- star level would be challenging (score of three or higher), 35% do not currently meet this standard.

The area with the highest percentage of directors indicating a challenge was, not surprisingly, salaries for classroom teachers that equals Durham K-12 school system. Over half (56%) indicated at least a three on this scale. While a majority did indicate difficulty in this area, upon deeper evaluation, 90% of directors who indicated a desire to be a Durham PreK site pay their *highest paid* teacher at or below \$18.75 per hour. The current *starting* wage for public school system teachers is \$18.90 per hour (not including the local supplement). For teacher assistant pay, the situation is better with 39% of the *highest paid* teacher assistants falling at or below \$11.50 per hour compared to the *starting* teacher assistant pay in public schools of \$11.90 per hour. However, 87% of starting teacher assistant pay rates in possible Durham PreK centers fall at or below \$11.50 per hour.

Related to pay rates, teaching staff educational requirements was listed as challenging (score of three or higher) by 45% of directors. Again, however, despite the fact that fewer than half of directors indicated this requirement was a challenge, overall, only 22% of teacher assistants and 33% of teachers meet the degree requirements necessary. Further, the CEEP Task Force recommended that teachers hold a B-K license in addition to their Bachelor's degree in the field. However, only a total of 34 teachers (8%) in programs interested in being Durham PreK sites have this license. While these educational requirements apply only to those teachers and assistants who are in the PreK classroom and the statistics reflect all teachers, the low levels suggest more implementation difficulties for directors than reported.

The third highest reported challenging area was the requirement that programs support culturally and linguistically diverse populations. Thirty-four percent (34%) of programs reported a three or higher in this area. However, nearly half (46%) do not have any staff who are bilingual, nor are they themselves bilingual. Given this higher percentage of programs without an ability to communicate with families in any language other than English, this programmatic requirement likely would be challenging to a larger percentage of programs than indicated difficulty.

Requirements with seemingly little concern from providers were an adult to child ratio of 1:9 and maximum class size of 18 (6% indicating three or higher) and monitoring and accountability practices (9% indicating a three or higher). Other requirements fell within the range of these high and low examples of programmatic and staffing challenges. See **Appendix D** for full results.

Key Services

Three key areas were explored with directors to further ensure the success of a Durham PreK program. The first two areas address the needs of working parents. Because the CEEP Task Force recommended funding a Durham PreK program for just 6.5 hours per day, directors were asked if it would be a challenge to provide "wrap care" or care for longer than 6.5 hours per day to support working parents. The scale for this question was one to ten with one being "not at all challenging" and ten being "a big challenge." Most directors, 81% said that this practice would not be challenging as indicated by a score of one to four. Only one in ten directors scored this question an eight to a ten-a big challenge. The second question addressing working parents' needs concerned transportation. Again on a scale of one to ten with one being "not at all challenging" and ten being "a big challenge" directors were asked how much of a

challenge it would be to provide transportation to children who needed this service. This activity proved much more challenging as nearly half (47%) said that providing transportation would be difficult as measured by a score of eight to ten. On the other hand, thirty-nine percent (39%) scored this question between one and four, not at all challenging.

The third question, asked on a scale of one to ten, indicates directors' ability to provide Durham PreK spaces should no start-up funds be available. Directors were in no way promised these funds; however, this area was explored in preparation for all scenarios. Approximately a quarter (26%) of directors scored this question an eight to a ten, not at all feasible while nearly half (49%) said that being a Durham PreK program would still be feasible even without start-up funds.

When asked about resources needed to help address programmatic and staffing challenges, over half (53%) indicated funding would help in such areas as staff salaries, benefits, and professional development. Other resources listed by multiple directors included access to qualified staff, general technical assistance, professional development opportunities and resources for children (specifically children with special needs or who are bilingual).

FINAL THOUGHTS FROM THE CHILD CARE COMMUNITY

Overall, the Durham early care and education community is dedicated to providing high quality care to young children and is excited about the proposed new high quality services that will be provided to families through the creation of the Durham PreK program. Though some directors expressed some areas of concern, for example, "The big concern is a lack of facility space in Durham County" or "...would be a loss to toddler places in Durham" the overarching sentiment is overwhelmingly positive.

Some other comments that early care and education directors expressed should not be lost among the vast amounts of data gathered in this study. Here are some thoughts from the provider community.

- "My hope is that these programs are based on developmentally appropriate standards and are play based with plenty of hands-on materials for children. I hope that well trained and compensated teachers are the skilled facilitators who design an emergent curriculum geared to whole child development. I hope that there is plenty of outdoor play and learning."
- "We would be concerned about how receiving public funds affects our autonomy as a private institution. However, we are seeking ways to increase our socio-economic diversity and to support parents in a quality education for their child. Also, because our classrooms are multi age classrooms with 3 year spans, we would prefer to have consistent support for 3 and 4 year olds since their sensitive period for developing language is at the younger ages."
- "There are many high quality preschools in Durham that have been providing an exceptional preschool and PreK experience. We have State certified teachers who are experts in the field of early childhood education. Utilizing existing facilities should be used for preschool expansion instead of creating new spaces."
- "Parent involvement is paramount in the development of young minds."
- "There are so many children who have not been enrolled in any school program prior to kindergarten and those need to be the priority."
- "I am an advocate for low-income families and committed to quality and excited about Durham PreK and creating opportunities for more kids."
- "We are ready and have dreamed about this. I am an educator and all for children (needed in the Delta area). Hope we'll be chosen."



Durham County Parents

Having accurate and up-to-date information about the characteristics of the young children and families in a specific community is essential to planning a public preschool initiative. Such information can help target new resources to the communities where they are needed and most likely to be used, and can be used to craft more effective strategies for creating preschool services that are based on realistic assessments of the current landscape.

The objectives of the Durham County PreK parent survey were to quantify actual demand for preschool education among parents of young children in Durham County and obtain data on the nature of the demand that could be used to inform planning efforts. The survey asked specific questions in five key areas relevant to planning a public preschool initiative: 1) child and family characteristics (including respondent demographics); 2) current child care arrangements for young children; 3) past, present, and projected use of formal preschool programs; 4) thoughts on the role of County government with regard to preschool education; and 5) opinions about different possible features of preschool services/programs (based on the model components proposed by the CEEP Task Force). The full parent survey and results can be found in **Appendix E**.

PARTICIPANT PROFILE

The 2,295 families included in the Durham PreK Parent Survey sample represent a broad cross-section of Durham County's diverse family population. All surveyed families have children birth to nine years old and reside in Durham County. With certain exceptions, the sample is broadly representative of Durham County's demographics with respect to income, race/ethnicity, language, and geographic distribution.

General Demographics

INCOME AND LOW-INCOME STATUS

Of the families that participated in the Durham PreK Parent Survey, 9% have annual household incomes below \$10,000, 26% have incomes from \$10,000 – \$29,999, 15% from \$30,000 – \$49,999, 22% from \$50,000 – \$99,999, and 27% have incomes of \$100,000 or more. See **Table 5** details.

**TABLE 5:
HOUSEHOLD INCOME LEVELS OF SURVEY PARTICIPANTS**

Income Level	Survey Participants	Durham Census Data
Less than \$10,000	9%	5%
\$10,000 to \$14,999	7%	3%
\$15,000 to \$19,999	7%	4%
\$20,000 to \$24,999	7%	3%
\$25,000 to \$29,999	5%	4%
\$30,000 to \$34,999	6%	4%
\$35,000 to \$39,999	4%	4%
\$40,000 to \$44,999	3%	4%
\$45,000 to \$49,999	3%	4%
\$50,000 to \$59,999	4%	7%
\$60,000 to \$74,999	8%	10%
\$75,000 to \$99,999	11%	14%
\$100,000 to \$124,999	9%	10%
\$125,000 to \$149,999	7%	8%
\$150,000 to \$199,999	6%	8%
\$150,000 to \$199,999	4%	8%

2012–2016 American Community Survey 5-Year Estimates, Table B19101, US Census Bureau

Compared to Durham County Census figures, lower-income families are over-represented in the survey sample. This is in large part intentional, in deference to the County’s interest in targeting lower-income families in the initial phases of preschool expansion, but also because parents of young children are themselves disproportionately younger and in the early phases of their careers and therefore over-represented in lower income levels than the total population.

Thirty-nine percent (39%) of families are assessed (based on family size data) as having incomes below 200% of the Federal Poverty Level (FPL), the standard for low-income used for eligibility for child care subsidy assistance and a likely criteria for prioritization of families for Durham PreK services. In addition to this 39%, 7% of families are categorized as “likely” having incomes below 200% FPL. By comparison, 46% of Durham children under the age of 6 in the general Durham population live in families with incomes below 200% FPL.¹¹

RACE/ETHNICITY

Parents participating in the Durham PreK Survey were able to select multiple categories for race and ethnicity, in contrast to Census data, which provide mutually exclusive categories for race. Fifty-eight percent (58%) of survey participants identify themselves as White, 40% as Black/African American, 4% as Asian, and 8% as another race. Twenty-one percent (21%) of parents identify as Latinx. For a comparison of survey participants’ race/ethnicity to general Durham County demographics, see **Table 6**.

**TABLE 6:
RACE/ETHNICITY OF SURVEY PARTICIPANTS**

Race/Ethnicity	Survey Participants*	Durham Census Data
White	58%	45%
Black/African-American	40%	40%
Asian	4%	3%
OTHER	8%	11%
American Indian or Alaska Native	1%	<1%
Native Hawaiian or other Pacific Islander	<1%	<1%
Other	6%	11%
Latinx	21%	23%

* Survey participants were allowed to select more than one racial category
2012–2016 American Community Survey 5-Year Estimates, Table S0901, US Census Bureau

LANGUAGE

Eighty-four percent (84%) of survey participants indicate English as their primary home language. As a result of a concerted effort to reach out to Durham’s Spanish-speaking community, 14% of survey participants identify as speaking Spanish as their primary language, 2% higher than the general Durham population. Two percent (2%) of survey participants speak a variety of other languages, including Mandarin, Arabic, Hebrew, Hindi, Vietnamese, Korean, and an assortment of other European languages.

GEOGRAPHIC/ZIP CODE DISTRIBUTION

In general, the geographic distribution of families participating in the survey closely mirrors the overall Durham County population and distribution of families. As seen in **Table 7**, the largest proportion of survey participants are from the 27713 zip code (the County’s highest density zip code), which encompasses the area bounded by S. Alston Avenue and Scott King Road, noted for housing the Streets at Southpoint Mall and a number of newer neighborhoods, followed by the 27703 zip code area, often referred to as Bethesda, encompassing East Cornwallis Road, S. Miami Boulevard and north to Falls Lake and the 27707 zip code area, noted for including Hope Valley, bisected by Martin Luther King Boulevard and Garrett Road and following a large section of Hwy 751.

¹¹ 012–2016 American Community Survey 5-Year Estimates, Table B17024, US Census Bureau

**TABLE 7:
GEOGRAPHIC DISTRIBUTION OF SURVEYED FAMILIES**

Zip	Survey Participants	Durham Census Data
27278	<1%	N/A
27503	1%	1%
27572	<1%	1%
27701	8%	9%
27703	18%	19%
27704	13%	12%
27705	13%	12%
27706	<1%	N/A
27707	17%	18%
27708	<1%	N/A
27709	<1%	1%
27710	<1%	N/A
27712	7%	6%
27713	24%	22%
27715	<1%	N/A

2012–2016 American Community Survey 5-Year Estimates,
Table S1101, US Census Bureau

The lowest income families in the survey sample, including those identified as below the 200% FPL threshold, most commonly reside in the 27703 and 27704 (encompassing Braggstown and divided by I-85 bordered by Cheek Rd. including Dearborn Dr. and going north following Red Mill Rd. to the Falls Lake area) zip codes, followed by the 27707 zip code. High-income survey respondents most commonly reside in the 27713 and 27707 zip codes, followed by 27705 (Duke Forest, Mt. Sinai Road and Eno River State Park areas).

Families

FAMILY STRUCTURE

The majority (60%) of families represented by survey participants are two-parent families. Single-parent families represent 38% of the sample. Two percent (2%) of participants represent grandparents raising grandchildren. The remainder of the family sample is made up of foster care households or other relative-care or legal guardianship arrangements.

The large majority of White families (84%) and Asian families (87%) are two-parent households. Seventy-three percent (73%) of homes having incomes of \$50,000/year or higher are also two-parent households. Black/African-American families are more likely to be single parent households (63%) and 75% of single parent households have incomes below \$30,000/year. Black/African American survey participants also make up two-thirds of households in which grandparents are raising grandchildren.

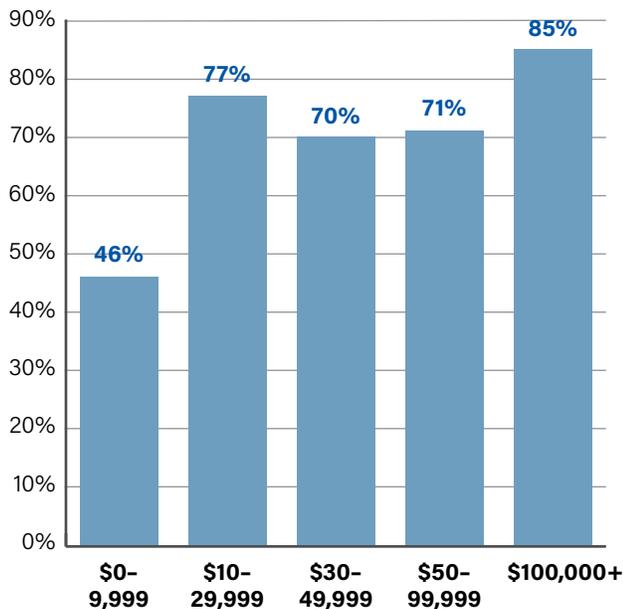
PARENT TYPES AND ACTIVITIES

Of the families responding to the survey, 93% report the mother as the primary parent/guardian, 5% the father, and 1% a grandparent. Twenty-eight percent (28%) of survey participants indicate there is no second parent/guardian in the home. Of the remaining families, 85% of secondary parents/guardians are fathers, 9% are mothers, 3% are grandparents, and the remaining are other relatives and guardians.

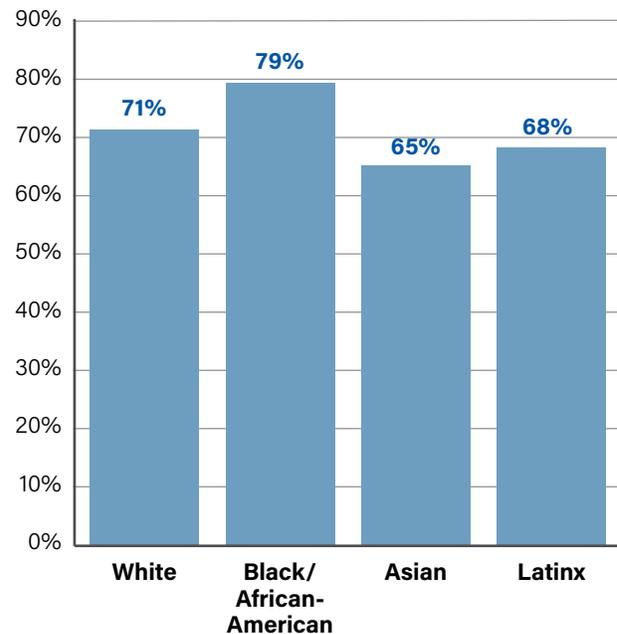
Eighty-three percent (83%) of parents/guardians are reported as being employed while 12% are reported as stay-at-home caretakers. Ten percent (10%) of parents/guardians are engaged in school or training activities, 6% are either un- or under-employed and looking for work, and 1% are reported as disabled.

Seventy-two percent (72%) of survey participants represent homes in which all parents in the home (either a single-parent or both parents in two-parent homes) are employed. Eighty-five percent (85%) of these “all-working” family homes have all parents engaged in 30 or more hours of activity per week. This underscores a strong need for child care for families in the sample that mirrors the general population of Durham families (in which 71% of households with children under age 6 have all parents working).¹² These “all-working” households vary by income level and race/ethnicity. Only 46% of families with income below \$10,000 live in homes where all parents work, as opposed to 85% of homes with \$100,000+ incomes. However, the next-highest category of “all-working” households is families making between \$10,000 and \$30,000/year. Seventy-nine percent (79%) of Black/African-American households have all parents working, compared to 72% of White households, 68% of Latinx households, and 66% of Asian households. See **Figures 6 and 7**.

**FIGURE 6:
“ALL-WORKING” HOUSEHOLDS
BY INCOME CATEGORY**



**FIGURE 7:
“ALL-WORKING” HOUSEHOLDS
BY RACE/ETHNICITY**



Among primary parents/guardians, 17% overall are reported as stay-at-home caretakers, however, there is strong variance by race/ethnicity. Latinx families report 29% of primary parents/guardians are stay-at-home caregivers, while only 9% of Black/African-American families report this family arrangement. Asian and White families report 21–22% of families with a primary stay-at-home caregiver. Fifty-five percent (55%) of families in which the primary parent/guardian is a stay-at-home caregiver are low-income families while 42% of these families are not, and have household incomes of \$50,000/year or higher.

¹² 2012–2016 American Community Survey 5-Year Estimates, Table B23008, US Census Bureau

FAMILY SIZE AND NUMBER OF CHILDREN

Family and overall household sizes range from 1 to 12, with a mean family size of 3.6 and median of 4. The number of children (birth to 18) in the home range from 1 to 8 with a mean of 1.9 and median of 2 children per household. The average number of children per family varies by race/ethnicity and income. White and Asian families have fewer average children than the overall mean (1.8 and 1.6, respectively), while Black/African-American and Latinx families have slightly higher averages of 2.0 and 2.1 children. Families with lower incomes tend to have more children, averaging 2.1 to 2.2 children for families with incomes below \$30,000/year, contrasted to an average of 1.7 children for families with incomes \$50,000 and higher.

Children

AGES

Survey participants report having a total of 3,192 children. See **Table 8** for specifics on children by age. Sixty-two percent (62%) of families report having an infant or toddler under the age of 3 years old. Fifty-two percent (52%) of families have at least one preschooler between the ages of 3 and 5 years old, 22% specifically have a 4-year-old child, and 34% have school-age children 5 years old and in kindergarten, or older.

**TABLE 8:
CHILDREN REPRESENTED IN SURVEY BY AGE**

Age Category	Child Age	
Infant/Toddler	0 Infant (below 1 year old)	11%
	1 year old	13%
	2 years old	14%
Preschool	3 years old	15%
	4 years old	13%
	5 years old (not yet in kindergarten)	5%
School Age	5 years old (in kindergarten)	4%
	6 years old or older	24%

Thirty-one percent (31%) of families have only infant and toddler age children, 19% have only preschoolers, and 6% of families have only school-age children. The remaining 43% of families have a combination of different age children. While there are no clear correlations between families having children of a certain age and household income levels, families with only school-age children are least likely to be low-income (17% vs. 46% of general sample).

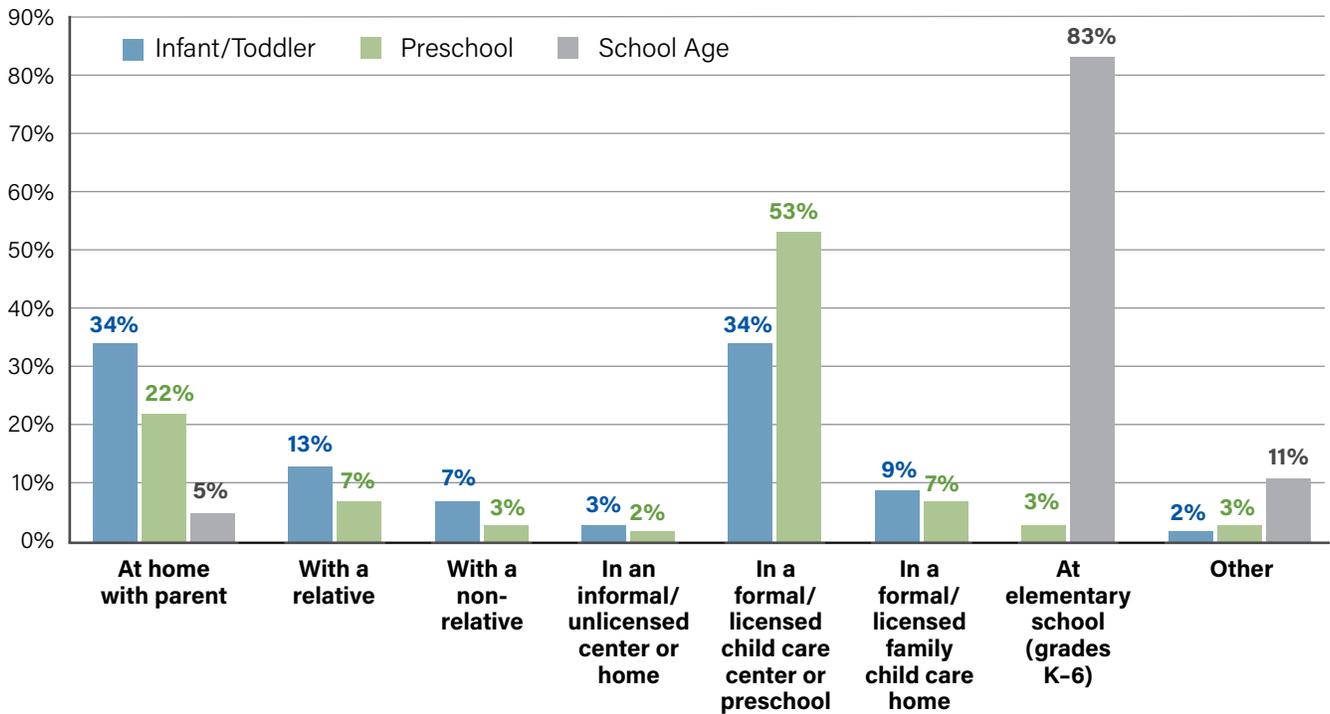
CARE ARRANGEMENTS

Surveyed families report employing a wide range of care arrangements for their children. Twenty-two percent (22%) report having children at home with a parent, 11% use family, friend, or neighbor care, 37% report using a formal, licensed child care program, and 2% an informal/unlicensed group care setting. Twenty-three percent (23%) of families report having children at elementary school.

Overall, use of formal, licensed child care for children birth to age 5 in the sample is much higher, at 51%, than the enrollment rate of Durham children birth to 5 in licensed care in the general population (37%). This data point suggests the survey sample is weighted toward families more inclined toward use of formal early care and education programs. This potential bias should be considered in any conclusions drawn about the demand and potential utilization of Durham PreK services.

As seen in **Figure 8**, use of various care arrangements differs significantly based on age of children. Care by a stay-at-home parent decreases as the child ages, as does use of family, friend, neighbor, and informal group care. Use of formal, licensed child care settings increases from 43% of infants/toddlers, to 60% of preschoolers. The large majority of care arrangements shift appropriately to the elementary school setting for school-age children, albeit 5% of school-age children are reported to be at-home with parents (presumably to be home-schooled) and 11% are reported to be in other, unspecified settings.

**FIGURE 8:
CARE ARRANGEMENTS BY CHILD AGE**



Family income contributes significantly to the considerations and decisions parents make regarding care arrangements for their children, particularly for infants and toddlers for whom the cost of formal care can be prohibitively expensive. For both infant/toddler and preschool age groups, children in the lowest-income households are more likely to be found at home with parents, with use of formal, licensed care increasing as income levels increase. Fifty-eight percent (58%) of infants/toddlers and 38% of preschoolers in households with incomes below \$10,000/year are at home with parents as opposed to 23% of infants/toddlers and 12% of preschoolers in homes with incomes of \$100,000/year or greater. Use of licensed early care and education programs jumps from 23% to 63% for infants/toddlers in households with incomes below \$10,000 to households at \$100,000+. Similarly, use jumps from 49% to 78% for preschool age children in these households. For four-year olds, specifically, use of licensed child care increases steadily based on income levels from 44% of 4-year old children in households making less than \$10,000/year, to 84% of children in households making \$100,000+. See **Table 9**.

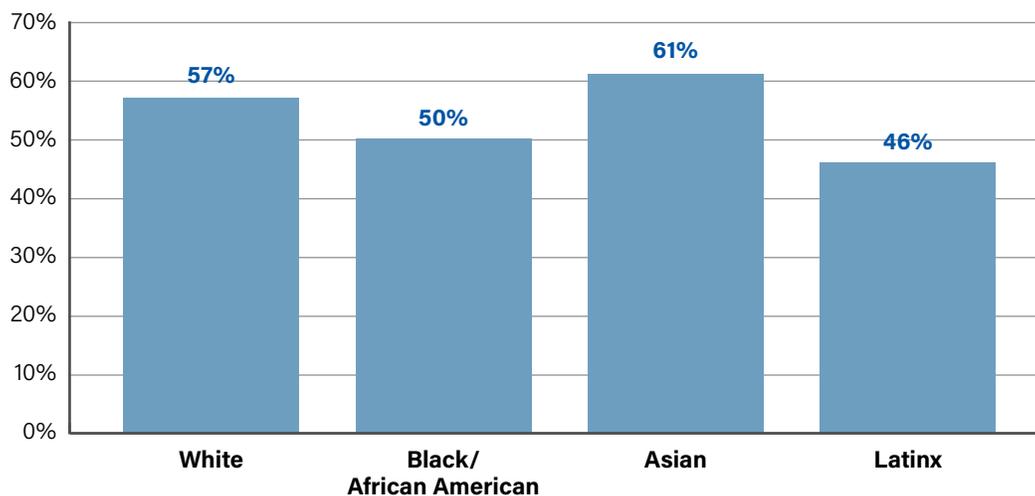
**TABLE 9:
CARE ARRANGEMENTS BY AGE AND INCOME CATEGORY**

Care Arrangement	Infant/Toddler					Preschool				
	\$0–9,999	\$10–29,999	\$30–49,999	\$50–99,999	\$100,000+	\$0–9,999	\$10–29,999	\$30–49,999	\$50–99,999	\$100,000+
At home with parent	58%	34%	34%	35%	23%	38%	23%	24%	25%	12%
With a relative	10%	16%	18%	11%	6%	8%	10%	10%	3%	1%
With a non-relative	6%	12%	4%	6%	6%	—	5%	2%	3%	2%
In an informal/unlicensed center or home	1%	3%	5%	4%	0%	1%	2%	4%	4%	2%
In a formal/licensed child care center or preschool	20%	23%	25%	36%	54%	41%	41%	47%	56%	75%
In a formal/licensed family child care home	3%	10%	13%	7%	9%	8%	11%	9%	4%	3%
At elementary school (grades K–6)	—	—	—	—	—	5%	4%	2%	2%	3%
Other	2%	2%	2%	1%	2%	—	3%	3%	3%	3%

Racial/ethnic differences are also identified in the child care arrangements of families participating in the survey. Asian and Latinx families are more likely to have infants and toddlers at home with a parent (44%) compared to White (35%) or Black/African-American (31%) families. Despite similar distribution of households by income-level to Black/African American families, use of formal, licensed care for infants and toddlers is significantly lower among Latinx families, at 25%, compared to 42% for Black/African-American families.

Survey results echo the findings of national research studies that children of color, and Latinx children in particular, are least likely to access high quality early care and education programs.¹³ Despite a significant increase in use of formal care for preschool age children in Latinx families, survey results indicate Latinx preschoolers have the lowest utilization of formal, licensed centers of any racial/ethnic group at 46%, followed by 50% for Black/African-American preschoolers. Fifty-seven percent (57%) of White preschool-age children and 61% of Asian children are reported as attending licensed child care centers. See **Figure 9**.

**FIGURE 9:
PRESCHOOL-AGE CHILDREN IN FORMAL LICENSED CENTERS BY RACE/ETHNICITY**



¹³ Crosby, D., Mendez, J., Guzman, L. and Michael López (2016) *Hispanic Children's Participation in Early Care and Education* (National Research Center on Hispanic Children & Families)



PRESCHOOL USE/EXPERIENCE

In addition to being asked about the care arrangement for each of their children, survey participants were asked to provide information about the past, present, or projected use of preschool programs for each of their children. See **Table 10**.

**TABLE 10:
PAST, PRESENT AND PROJECTED USE OF PRESCHOOL BY AGE GROUP AND RACE/ETHNICITY**

		All	White	Black/ African- American	Asian	Latinx
Infant/Toddler	Using preschool already	12%	16%	9%	8%	5%
	Very likely to send to preschool	72%	69%	77%	68%	76%
	Somewhat likely to send to preschool	9%	9%	7%	19%	12%
	Slightly likely to send to preschool	4%	4%	4%	3%	4%
	Not at all likely to send to preschool	3%	2%	3%	3%	3%
Preschool*	Using/used preschool already	53%	59%	50%	62%	28%
	Very likely to send to preschool	25%	25%	27%	16%	42%
	Somewhat likely to send to preschool	4%	3%	6%	5%	3%
	Slightly likely to send to preschool	2%	2%	1%	3%	3%
	Not at all likely to send to preschool	3%	3%	2%	0%	5%
School-Age*	Used preschool already	69%	80%	64%	75%	55%

** Percentages do not represent all choices thus do not add to 100%*

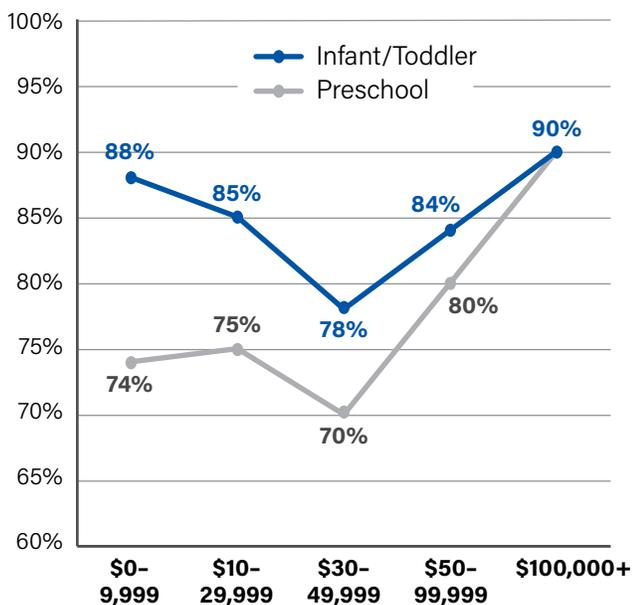
For infants and toddlers, 72% of parents indicate they are “very likely” to send their child to preschool by the time their child reaches 4 years old. Twelve percent (12%) of parents indicate their children (likely older toddlers) are already in preschool programs. For preschool-age children, 53% of parents indicate use of preschool already, and 25% indicate they are “very likely” to send their child to preschool by age 4. For all children birth to 5 years old, only 3% of parents indicate they are not at all likely to send their children to preschool. Parents report that 69% of their school-age children attended preschool when younger.

Moderate differences in the current and potential use of preschool programs by race/ethnicity were identified. Infants and toddlers in White families have a higher incidence of already attending preschool programs (16%) while similarly aged children in Black/African-American, Asian and Latinx families have a much lower likelihood of being in preschool programs (9%, 8%, and 5%, respectively). Asian and Latinx parents of infants and toddlers also express slightly lower levels of certainty about sending their children to preschool by age 4; however, the percentage of infants and toddlers for whom parents were unlikely to use preschool is steady across all racial/ethnic categories at a low 6–7%.

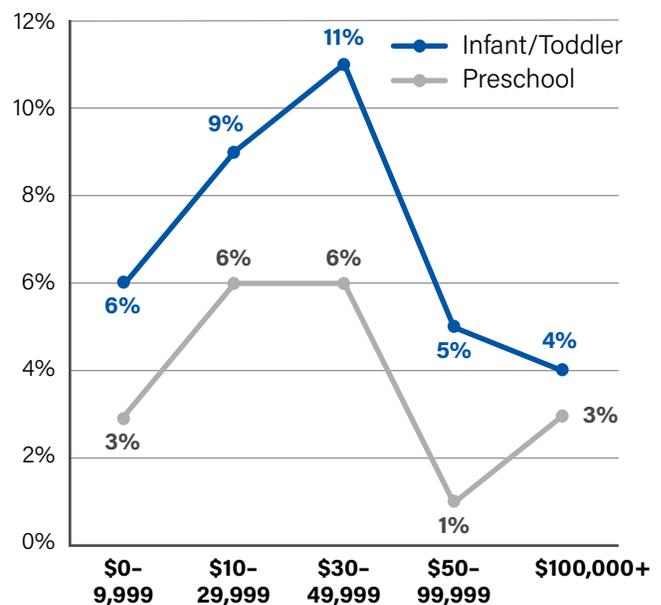
For currently preschool-age children 3–5 years old, 59% of White children and 62% of Asian children are reported to be using preschool compared to 50% of Black/African-American children and only 28% of Latinx children; however, families not using preschool already report a high likelihood of sending their children to preschool by age 4. Five to eight percent (5%–8%) of preschool-age children are reported by parents as being unlikely to be sent to preschool; however, the highest rate (8%) is reported by Latinx families, already noted as a population of concern, along with Black/African-American children, for access to preschool services. In similar findings, Latinx and Black/African-American school-age children are reported as less likely than White or Asian children to have attended preschool when younger.

A review of actual and potential preschool use, by income category, reveals some interesting dynamics. The percentage of parents reporting they would be “very likely” to send their children to preschool declines as income levels increase, however, these figures are counter-balanced by current, actual use of preschool programs, which increases as income levels rose. Taken in combination, the percentage of survey participants already using or very likely to use preschool is higher at the lowest and highest ends of the income category spectrum than in the middle, and the percentage of children whose parents report being unlikely to send their children to preschool spikes higher in the middle income categories. See **Figures 10 and 11**. These findings call attention to research data supporting universal preschool initiatives, which suggest that lower-middle income families, who cannot afford the high cost of preschool but are ineligible for many of the types of subsidies and financial assistance available to the lowest income families, often have very low access to high quality early care and education programs.¹⁴

**FIGURE 10:
USING OR VERY LIKELY TO USE
PRESCHOOL BY INCOME CATEGORY**



**FIGURE 11:
UNLIKELY TO USE PRESCHOOL
BY INCOME CATEGORY**



¹⁴ Barnett W. S., Brown K., Shore R. (2004). *The universal vs. targeted debate: Should the United States have preschool for all?* *Preschool Policy Matters*, 6, 1–15.

ACCESS TO EARLY CHILDHOOD FINANCIAL SUPPORT

Only 19% of all children reported in the survey are receiving public financial support for their care arrangements in the form of DSS child care subsidy vouchers, CCSA child care scholarships, Head Start, Early Head Start, or NC Pre-K. The most common form of assistance is a DSS subsidy voucher, reported on behalf of 10% of children, followed by NC Pre-K, which 4% of children are reported to be using/attending. As would be expected, the lowest income families report the highest incidence of receiving financial support.

SPECIAL NEEDS

Twelve percent (12%) of parents participating in the survey report having a child birth to 5 years old with a special need. Three percent (3%) of children are reported as having a special need but NOT needing specific support in a preschool environment while 9% of children are reported as having a special need requiring support. Fifty to fifty-two percent (50%–52%) of families with a child with special needs are categorized as low-income.

The most common special needs identified for children are speech delays, reported by 56% of parents requesting supports for their children. Eleven percent (11%) of parents report having children with developmental delays, 10% report children with autism spectrum disorders, and 7% report children needing occupational therapy.

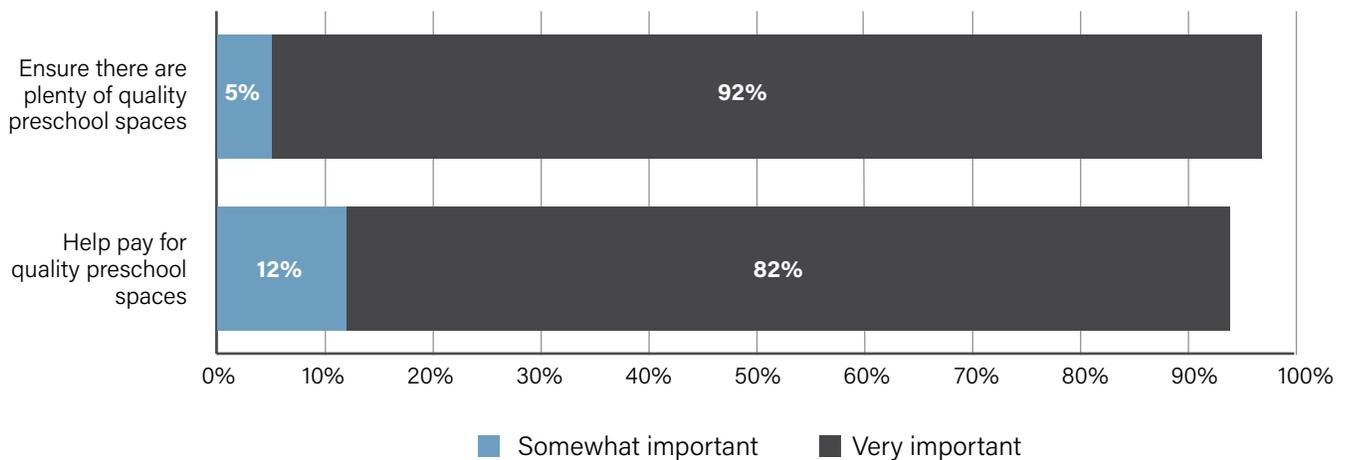


SUPPORT FOR DURHAM PREK

Role of County Government

Survey participants were asked about the importance of Durham County's role in 1) ensuring an adequate supply of high quality preschool spaces for 4-year olds in the community; and 2) helping pay for preschool spaces for 4-year olds. Overall there is strong support for Durham County playing an active role in both building supply and supporting the cost of quality preschool services. See **Figure 12**.

FIGURE 12:
IMPORTANCE OF DURHAM COUNTY'S ROLE IN SUPPORTING PRESCHOOL SERVICES



Ninety-seven percent (97%) of survey participants feel it is either very or somewhat important for Durham County to make sure there are plenty of quality preschool spaces for Durham County's 4-year olds. This general support is consistent across racial/ethnic and income categories. Ninety-two percent (92%) of participants feel this role of ensuring a plentiful supply of preschool spaces is "very" important, with slight variations in support by race/ethnicity and income. The highest support is among Black/African-American (95%) and Latinx (94%) families as well as by low-income families (95%).

Support for Durham's role in helping to pay for quality preschool is also strong, but less so than support for ensuring a plentiful supply of quality spaces. Overall, 94% of survey participants feel it is either very or somewhat important for Durham County to help pay for quality preschool for Durham County's children, however, only 82% of respondents feel the issue is "very" important. The highest support is again among Black/African-American and Latinx families, at 85%, compared to 81% for White and Asian families. While over 90% of the highest-income families feel that paying for preschool spaces is important, only 76% of these families feel it is "very" important.

Taxpayer Support

Survey participants were asked to quantify their support for community-funded preschool in Durham by specifying an increased amount in taxes, if any, that they would be willing to pay to support such an initiative. Survey results appear to align with other national research indicating that taxpayers favor spending existing revenues on early learning and would be willing to pay more in taxes to support preschool programs.¹⁵

¹⁵ Page B. I., Jacobs L. R. (2009). *Class war? What Americans really think about economic inequality*. Chicago, IL: University Of Chicago Press.

Ninety percent (90%) of parents are willing to contribute something in monthly taxes toward community-funded preschool and 80% of parents are willing to contribute \$10 or more per month. Responses range from nothing to \$100 per month, with an average of \$33 per month. Average amounts increase as income levels rise, starting at \$24.70/month for families with incomes below \$10,000/year and reaching just under \$39/month for families with incomes of \$100,000 or more. There are also distinct differences in averages by race/ethnicity, ranging from \$26.94 for Black/African-American families to \$39.83 for Latinx families. See **Table 11**.

**TABLE 11:
AMOUNT OF ADDITIONAL MONTHLY TAXES WILLING TO
PAY TO SUPPORT COMMUNITY-FUNDED PRESCHOOL**

	Average
All Respondents	\$32.90
By Income Category	
\$0–9,999	\$24.70
\$10–29,999	\$31.75
\$30–49,999	\$30.77
\$50–99,999	\$31.97
\$100,000+	\$38.99
By Race/Ethnicity	
White	\$37.17
Black or African American	\$26.94
Asian	\$35.92
Latinx	\$39.83

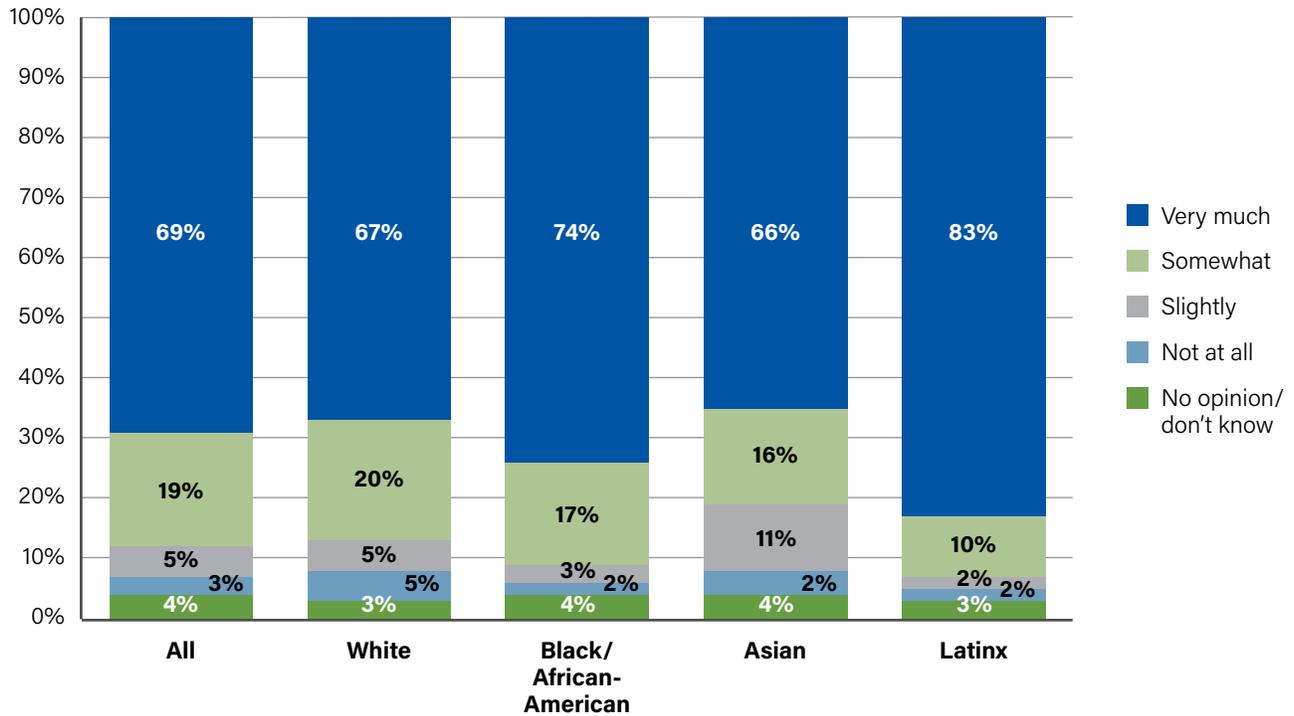
Enrollment Interest

To ascertain actual interest in the projected Durham PreK program, families specifically with children under the age of 5 years old were asked their degree of interest in enrolling their children in a community-funded Durham preschool program when their children reach the age of 4.

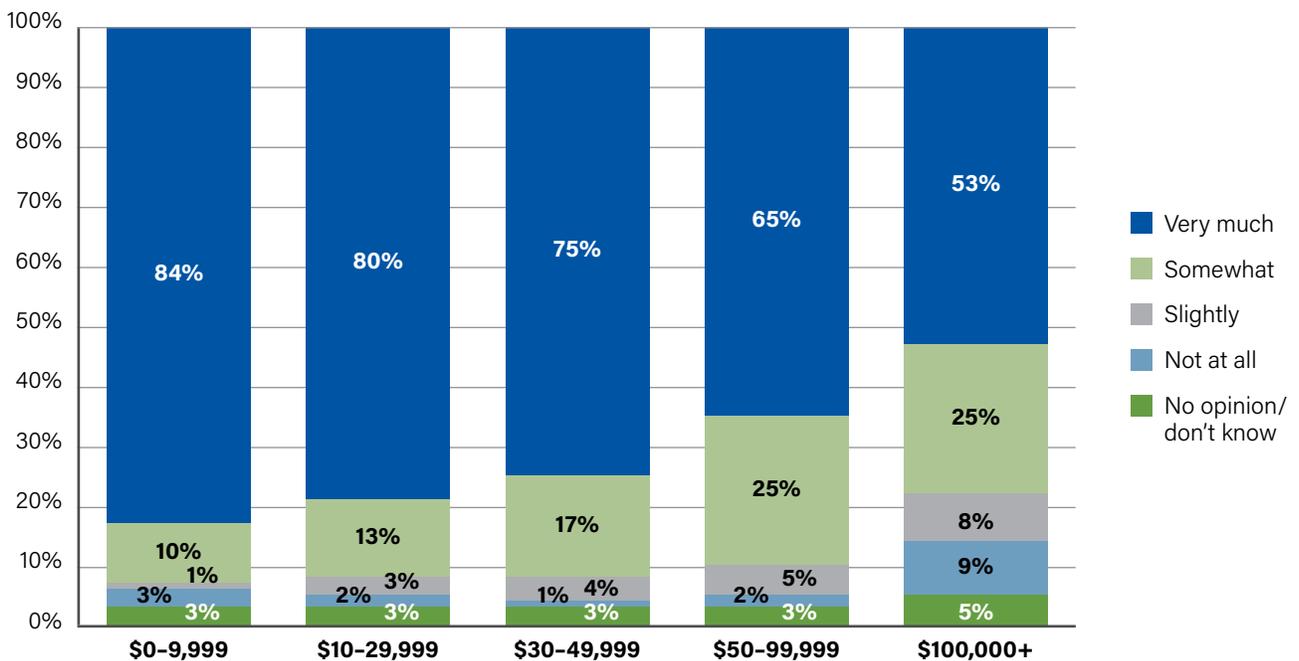
Sixty-nine percent (69%) of respondents indicate strong interest and 19% indicate some interest in community-funded preschool in Durham. Only 8% of respondents report little to no interest, while 4% are unsure and could not say. The strongest interest is reported by Black/African-American and Latinx families as well as among low-income families for whom affordability has proven to be a critical barrier to children’s participation in quality preschool programs. See **Figures 13 and 14**.



**FIGURE 13:
ENROLLMENT INTEREST IN COMMUNITY-FUNDED DURHAM
PRESCHOOL PROGRAM BY RACE/ETHNICITY**



**FIGURE 14:
ENROLLMENT INTEREST IN COMMUNITY-FUNDED DURHAM
PRESCHOOL PROGRAM BY INCOME CATEGORY**



DURHAM PREK FEATURES

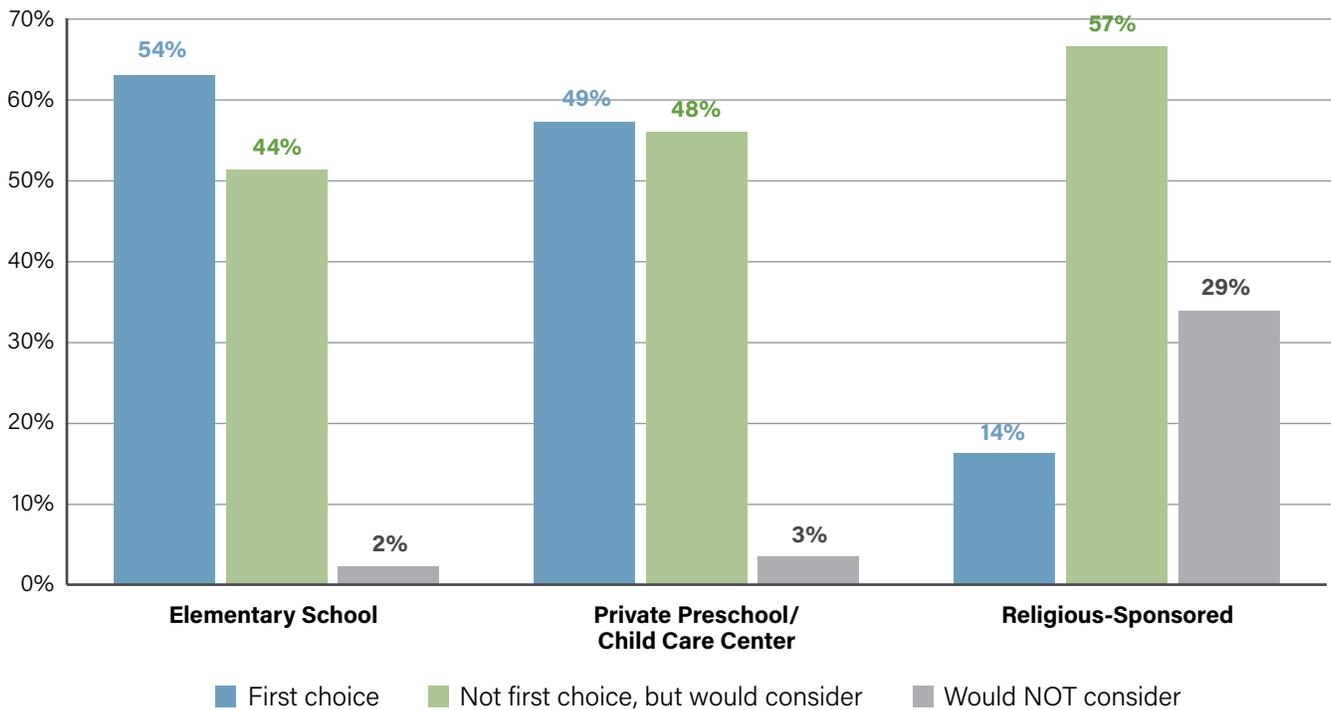
Beyond enrollment interest, survey participants were asked to rate their preferences for as well as the importance of various potential features of preschool programs.

Facility/Program Setting

Durham County has long maintained a commitment to a diverse delivery system for early childhood services. As such, publicly-funded preschool services, such as Head Start and NC Pre-K, have been supported in a variety of settings, including public elementary schools, private for-profit and not-for-profit centers, as well as programs operated under religious auspices. This survey attempts to determine to what extent such diversity is also supported by diversity of parent preferences/demand.

When asked about elementary schools, private preschools/child care centers, and religiously-affiliated centers as possible settings for preschool, parents express a small preference for elementary school settings, followed very closely by private preschools/child care centers. Overall, elementary schools are selected as a first choice by 54% of families, private preschools/child care centers by 49% of families. An additional 44% of families do not consider elementary schools their first choice for preschool setting but would consider the option. Forty-eight percent (48%) of families do not consider private centers their first choice for preschool but would consider the option. While most families (71%) would consider a religious-sponsored setting, only 14% would consider such a setting their first choice and 29% of families would rule out the setting all together. See **Figure 15**.

**FIGURE 15:
PREFERENCES FOR PRESCHOOL SETTINGS***



* Parents were given the opportunity to select multiple preference options for each type of program.

Consideration of elementary schools and private programs as preschool settings is generally strong and consistent across income categories. A preference for the elementary school setting as a first choice is particularly strong amongst lower-income families, with 61% of families with annual incomes under \$10,000 expressing this preference. Preference for religiously-sponsored programs is more moderate and declines as income rises, with 43% of families with annual incomes of \$100,000+ unwilling to consider religious settings as a preschool option for their children.

Preferences for elementary schools and private programs as preschool settings does not vary dramatically by race/ethnicity; however, consideration of religiously-sponsored settings differs significantly. While 77% of Black/African-American families and 78% of Latinx families would consider preschools in a religiously-sponsored setting, only 65% of White families and 46% of Asian families would consider such options.

Part-Day Option

Overall, 22% of survey respondents consider a part-day preschool option of less than 6 hours per day an essential feature for preschool services. An additional 33% of respondents consider the option desirable. Thirty-five percent (35%) of families rate a part-day option as not important. Support for a part-day option is highest among Latinx families, 33% of whom feel the option is essential and 40% of whom feel it desirable. Support for part-day as an essential feature of preschool services declined steadily across income categories from 37% for families with annual incomes below \$10,000 to 7% for families making \$100,000+.

Availability of Full-Day/Wrap-Around Services

The most highly supported or desired potential preschool feature is full-day services that would extend care for children beyond the typical 6-hour preschool day. Fifty-nine percent (59%) of survey participants report a full-day option is essential, with an additional 28% of families rating full-day services desirable.

Full-day services or services that “wrap-around” core preschool curriculum hours to create a full-day of care are commonly seen as a critical component to increasing access to preschool for children of low-income working families. Survey results indicate that support for full-day as an essential feature for preschool services is indeed highest among families in the \$10–29,999 (64%) and \$100,000+ (61%) annual income categories, which are noted earlier in the report as the income categories with the largest percentages of “all-working” households in which all parents in the home are employed. Full-day as an essential or desirable preschool feature is also higher among Black/African-American (93%) and Latinx (90%) families than White families (83%) and Asian families (78%). See **Table 12**.

**TABLE 12:
IMPORTANCE OF FULL-DAY PRESCHOOL SERVICES**

	Essential	Desirable	Not important	No opinion/ don't know
All Respondents	59%	28%	10%	3%
By Income Category				
\$0–9,999	59%	35%	3%	3%
\$10–29,999	64%	30%	4%	2%
\$30–49,999	56%	32%	10%	2%
\$50–99,999	51%	27%	18%	3%
\$100,000+	61%	23%	13%	3%
By Race/Ethnicity				
White	55%	28%	15%	3%
Black or African American	63%	30%	4%	3%
Asian	52%	26%	22%	0%
Latinx	63%	27%	8%	2%

Proximity and Transportation

Proximity of preschool services to the home is valued by 91% of survey respondents, but seen as essential by only 39%. Closeness of programs is considered essential for the majority of low-income families (for whom transportation is a key barrier) with support declining steadily across rising income categories. Fifty-three percent (53%) of low-income families view proximity as essential, compared to only 25% of families not considered low-income.

The availability of transportation services to and/or from preschool programs is considered essential by 24% of families and desirable by 30% of families. Demand indicators are strongly correlated to family income levels, with transportation viewed as essential by 53% of families with annual household incomes below \$10,000, then steadily declining to only 3% for families with annual incomes of \$100,000+.

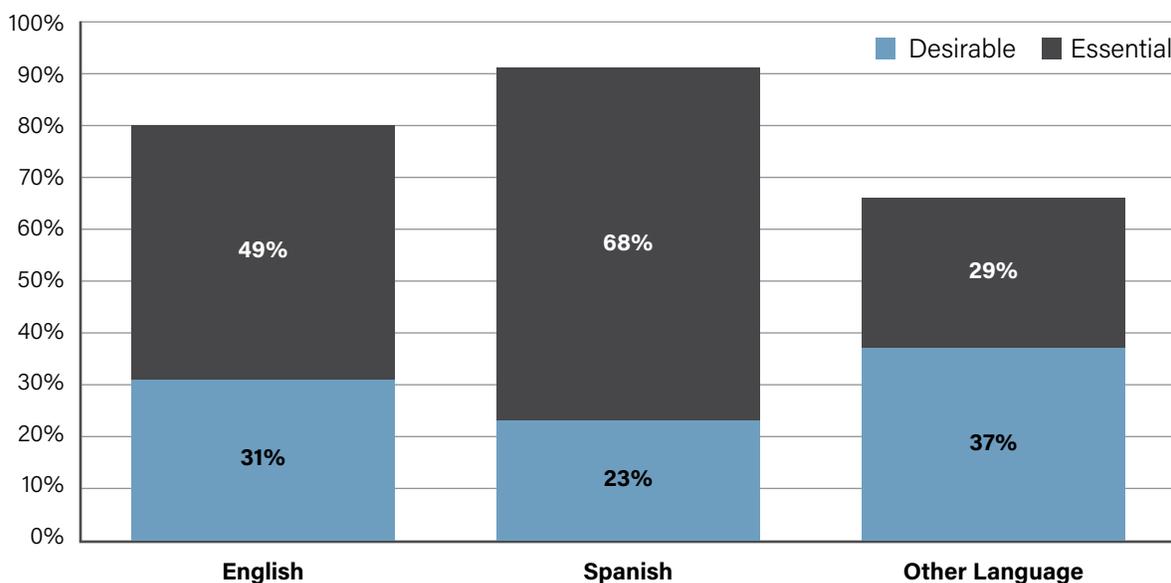
The GIS maps created to pinpoint locations of available preschool services (see **Appendix G** or online at bit.ly/DCoPreschoolStudyMaps) highlight those portions of the county in which proximity of preschools may be inadequate and transportation may be of greatest need in relation to where preschool age children reside in the community.

Language and Culture

Recognizing the increasing diversity of Durham's child population and the importance of supporting home-language and culture as a critical component of overall language and social-emotional development, the survey attempts to determine parental demand for preschool staffing that reflects their home culture and language.

Having preschool teaching staff that speak children's home language is considered essential by 52% of parents participating in the survey. An additional 30% of parents consider this language capacity a desirable feature for preschools. When examined by the home language of survey respondents, valuing of staff language capacity varies considerably. Forty-nine percent (49%) of English-speakers feel this feature is essential for preschool services, compared to 68% of Spanish-speakers. Interestingly, only 29% of survey participants with home languages other than English and Spanish find multi-lingual staffing to be an essential feature for preschool programs, though an additional 37% of these families do find the feature desirable. See **Figure 16**.

FIGURE 16:
IMPORTANCE OF TEACHING STAFF THAT SPEAK CHILDREN'S HOME LANGUAGES





Having a shared culture and common values with teaching staff is reported as essential by 41% of survey respondents and desirable by 44% of respondents. Overall value or demand for this potential feature (“essential” and “desirable” combined) is relatively consistent across racial/ethnic groups, ranging from 84 to 87%; however, Latinx and Black/African-American families are more likely to rate shared culture/values as essential than White or Asian families (54% and 44% vs. 38% and 39%, respectively).

Free and/or Low-Cost with Sliding Fee Scales

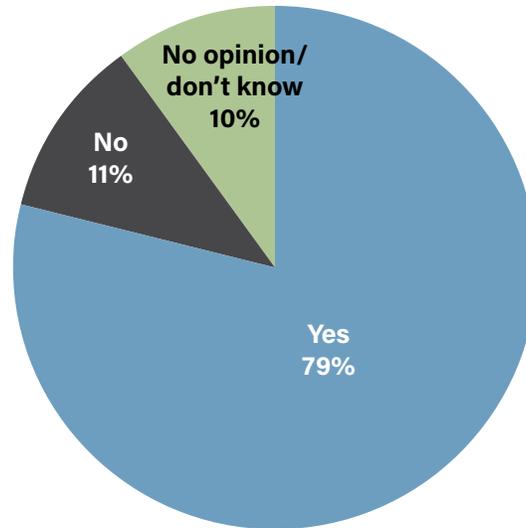
The issue of cost and affordability is of preeminent concern for families in a county where the median rate for high-quality, 5-star preschool is \$950 per month and can run as high as \$1,650/month. Cost-free preschool services is rated as desirable or essential by 92% of all survey participants, with 41% rating free services as essential. Support for free preschool services scores above 90% across all racial/ethnic and income categories with the exception of Asian families, among whom 85% rate free services as desirable or essential, and families in the highest, \$100,000+ annual income bracket, among whom only 7% rate free services as essential, and 77% rate them as desirable. Latinx and Black/African-American families are significantly more likely to rate free services as essential compared to White and Asian families. These racial/ethnic findings correlate to ratings by income category, according to which free services are considered most essential among the lowest income families and decline as income levels rise. See **Table 13**, below.

**TABLE 13:
IMPORTANCE OF FREE PRESCHOOL SERVICES**

	Essential	Desirable	Not important	No opinion/ don't know
All Respondents	41%	51%	5%	2%
By Income Category				
\$0–9,999	64%	32%	1%	4%
\$10–29,999	68%	27%	2%	2%
\$30–49,999	53%	44%	1%	2%
\$50–99,999	21%	73%	6%	1%
\$100,000+	7%	77%	14%	2%
By Race/Ethnicity				
White	29%	62%	7%	1%
Black or African American	55%	40%	3%	2%
Asian	17%	68%	15%	0%
Latinx	64%	32%	2%	2%

In addition to rating desirability of free preschool services, parents were asked their opinion on the use of sliding fee scales (varying tuition rates based on family income) in the event that Durham PreK services would be fee-based, not free. Seventy-nine percent (79%) of families support the use of sliding fee scales, 11% are opposed, and 10% do not have an opinion or do not know. See **Figure 17**. Support among Latinx and Black/African-American families is lower than White and Asian families; however, it is likely these results are correlated to the high number of Latinx and Black/African-American families who rate free preschool services as essential and would prefer free services over the institution of sliding-fee scales.

**FIGURE 17:
IF PRESCHOOL PROGRAMS ARE FEE-BASED, SHOULD
PROGRAMS CHARGE BASED ON A SLIDING-FEE SCALE?**



PARENT COMMENTS AND FOCUS GROUP FINDINGS

Parents participating in the survey were very generous in providing additional comments and feedback regarding community funded preschool in Durham. Open-ended comments were solicited through two questions: 1) what additional preschool features or services are important to you? and 2) what other input would you like to give policy-makers and planners?

Additional Features and Services

Among the 573 comments provided by families about preschool features and services, the most common themes relate to curriculum, educational standards, and program structure. Thirty-eight percent (38%) of comments touch on these subjects, primarily in the vein of supporting strong standards, such as star-rating and national accreditation, strong educational content that promotes literacy and school readiness, as well as age-appropriate and/or play-based curricula, including those that support social and emotional development.

Twenty percent (20%) of comments focus on the importance of different aspects of accessibility and diversity, including racial and cultural diversity, as well as language diversity and opportunities for language immersion. Sixteen percent (16%) of comments touch on the need for quality, educated, and credentialed staff as well as the need for appropriate teacher compensation. Thirteen percent (13%) of comments relate to the need for health, affordable meals, and snacks as part of preschool services. Six percent (6%) of comments concern cost issues and financial concerns, emphasizing the need to make preschool affordable and accessible.

Other areas for parent feedback include flexibility/school choice, inclusion, and support services for children with special needs (as well as gifted children), safety issues, transportation/location issues, wrap-around or before/after school care, and enrichment or extra-curricular opportunities (e.g., libraries, technology, sports, field trips, etc.).



A sampling of parent comments in response to the question “What other specific features or services would be most important to you in a community-funded Durham preschool program?” is provided below:

- “Allowing the family the option of the preschool of their choice.”
- “Nutrition is very important to us so if the school would provide snacks or lunch- must be healthy and also accommodate vegetarians, etc. Would also look for movement, art, language (Spanish) incorporated into curriculum along with other educational activities.”
- “High quality staff. Good teacher and child ratios. Good communication with the administration and the teachers.”
- “Alternative forms of education—Montessori, Reggio—that encourage movement, creative problem solving, responsibility for self and care of others and the environment and space. Emphasis on art and exploration of materials. Outside time. Unstructured free play with open ended materials. Teachers who think of themselves as companions and guides who support children. Children should leave with a love of learning, asking questions, and investigating answers.”
- “Reading, math skills, artistic expression are a must (STEAM programming).”
- “Special features—open playgrounds, health/exercise programs.”
- “Inclusive design, aimed towards building diversity and tolerance.”
- “Ideally it would be at kids base elementary school. It would get the kid use to going, familiarize the kids with the school and the school with the kids. Might help base school enrollment.”
- “It is MOST IMPORTANT to provide high-quality preschool for children living in poverty. I strongly believe that affluent children already have access to everything they need to succeed regardless of whether they attend preschool or not. I liked this article describing high quality preschools.”
- “Expose to different languages: Spanish, Chinese, French. Start early with Math and Science. Introduce finances, earning money at an early age.”
- “A full day program as most parents cannot transfer from school to daycare in the middle of the day.”

Feedback for Policy-Makers and Planners

Over 450 parents provided additional, “final” feedback on their surveys for planners and policy-makers working on the issue of community-funded preschool in Durham. The large majority of these comments (47%) are messages of support for the creation/expansion of preschool. The remaining feedback reflect very similar areas of interest and concern as those mentioned earlier, regarding desirable preschool features and services, as well as those captured through questions in the main body of the survey. Ensuring affordability and accessibility is a primary concern, as is safety, diversity, and language support/immersion. Age-eligibility concerns and the desire for preschool services to extend to 3-year olds are also mentioned.

The following is a sampling of final comments from parents in response to the question, “Is there other input or feedback you would like to give policy-makers and planners regarding plans for a proposed, community-funded Durham PreK program?”:

- “I fully support universal PreK. Our children go to a public magnet school with PreK and the demand is so much higher than the supply.”
- “I think it’s awesome. It has blessed our family”
- “I think this is a great opportunity for the community. Our son attended a Preschool we were very happy with and we plan for our daughter to attend the same school in the fall. I think it’s important to also look at how Durham County can help better fund Durham Public Schools. The South Durham schools are very overcrowded.”
- “I hope to enroll my child for PreK for the 2018–2019 school year through DPS. I feel that ALL 4-year-olds should have the option to attend PreK (though not mandatory, if some parents don’t prefer it). Though free is ideal, I’m open to a sliding scale. It’s also important to me to immerse my child into a more diverse environment (culturally, racially, economically) than he currently experiences at private daycare, which is why I would prefer a model through his elementary school vs. pursuing PreK options through our daycare provider.”
- “Hire early childhood certified educators and keep PreK developmentally appropriate (large focus on social skills, problem solving, conflict resolution, introduce (but do not expect mastery or memorization) of letters/numbers, no worksheets, mainly free play/exploration time) research shows this is how young children learn best. Incorporating ASL would be a wonderful addition for all children, but would be especially inclusive and helpful for many special education preschoolers (Down Syndrome, Autism, speech delays, etc).”
- “I think funded PreK would really help get more middle income families engaged in their neighborhood public schools early and more likely to send their kids there for elementary school.”
- “Integrate. Music rich, art rich programs. Montessori style.”





Focus Groups

In addition to information obtained from the Parent Survey, parent feedback was also collected through two parent focus group meetings. Twenty volunteer parents were selected at random from the pool of survey respondents to participate in the in-person, small-group discussions. Questions posed to parents were intended to drill down and explore their ideas of quality preschool, what the concept of universal PreK meant to them, and any concerns they might have with the County moving forward towards providing preschool services for Durham County's four year olds.

QUALITY

When asked what comes to mind when they think about high quality PreK, parents put forward a diversity of responses regarding outcomes for children, teachers, program features, meeting the needs of parents and families, and the role of and benefits to the community.

Parents see quality PreK as contributing to children's development, preparing children for school, and helping them meet their potential. Parents also see quality PreK as meeting the needs of parents and families. Affordability, flexibility of hours and calendars, including part time, full time, year-round, and summer options, proximity and equity of access, as well as parent choice are all seen as components of quality.

When parents think of quality program features, they identify small group sizes, low teacher-to-child ratios, good health and safety practices, and child-directed, play-based learning. Parents think of teachers who are educated and professional, warm, caring, and knowledgeable, as well as fairly compensated. Good food/meals and nutrition, support for literacy development and school readiness, access to and support for outdoor play, developmentally appropriate practices, and screening and assessment of children, were all mentioned. There is a desire for curriculum that provides opportunity for art and dramatic play, celebrates diversity and inclusion, and is individualized to meet different children's needs.

Parents also spoke about quality PreK as an important community investment that should be marketed as such, and pointed to the potential role and/or responsibility of employers in supporting and even subsidizing PreK services.

CONCEPT OF UNIVERSAL

When asked what the concept of "universal" preschool means to them, parents provided a range of responses. For some parents, "universal" refers to equal access to information about the availability of PreK services. For others, it refers to issues of cost, availability, and access and opened the door to discussion of universal vs. targeted approaches to PreK as well as possible priorities and eligibility criteria for services.

For still other parents, "universal" connotes to standardized education or curriculum for either children in classrooms or PreK teachers/professionals along their educational pathway. Parents mentioned the need for community-defined standards and expectations—standardizing desired outcomes but allowing for flexibility of methods. Parents also expressed caution over the term "universal", referencing the challenges and stigma related to universal healthcare efforts.

CONCERNS

Concerns articulated by focus group parents about community-funded PreK in Durham touch on an array of issues from specific classroom practices to bigger-picture policies and systems concerns.

Site and classroom concerns include safety and discipline practices, parent partnerships and family support, kindergarten transition practices, and ensuring diversity of children in classrooms. Multiple parents spoke to the importance of school readiness and continuity between PreK and elementary school but cautioned against overly academic programs that are too rigorous and devoid of fun and joy.

Parents cited concerns over insufficient supply of PreK spaces and equity of access to available slots, but are also concerned about the limitation of funding/resources and a concern that expanded availability and low/no cost services may result in a compromise of program quality.

Finally, focus group participants are mindful of infrastructure issues, oversight, and administrative capacity-building needs. A compelling note of caution from one parent was that Durham ***“needs to do this right”*** and that planners need to ***“take the time...do the research...[and] learn from others”*** in their efforts.



RECOMMENDATIONS

The Durham County Preschool Supply and Demand study was recommended by the membership of Durham's CEEP Task Force as an essential step to informing the development of an expanded system of high quality preschool programs that will produce large and lasting gains in child development, including academic success. Findings from the provider and parent surveys reveal the extent to which Durham is positioned to provide high quality preschool education on a large scale.

Overall, the study provides confirmation of the value that many parents place on preschool education—without regard to income or language background. Support for preschool development by the County is strong, with clear interest in utilizing expanded services across different population groups. Survey results also indicate there are key features necessary to facilitating access and meeting children and families' needs, as well as critical gaps and design issues that need to be addressed in order to craft an effective system that will result in the long-term community outcomes that Durham hopes to achieve.

Based on the study findings, the following are core recommendations for guiding the development and implementation of Durham PreK:



Eligibility and Access

- **Offer free preschool up to 300% of the federal poverty level and on a sliding scale to families above that level.** The CEEP Task Force recommended implementing “a sliding fee scale beginning at 200% of federal poverty that accommodates families whose incomes are higher than most publicly funded programs’ cutoff figures (such as the scale currently adopted by Durham Public Schools).”¹⁶ However, this study reveals that 92% of parent survey participants rated cost-free preschool services as desirable or essential. Further findings reveal that usage of preschool services is lower among middle income families. Other studies suggest that lower-middle income families cannot afford the high cost of preschool and are ineligible for most financial assistance available to the lowest income families resulting in very low access to high quality early care and education programs. In light of these findings, we recommend consideration for more generous income eligibility for free services. Implementing a sliding fee scale will be a new process for publicly-funded preschool programs in Durham, so careful consideration will be needed in developing appropriate processes and training for providers.
- **Keep the plan to target priority groups of children; however, consider recruiting to make the program available universally.** Research has found that high-quality pre-kindergarten programs can create an enhanced learning environment for all children regardless of poverty level.¹⁷ The CEEP Task Force recommended prioritizing four year olds in families with low income—basically using income as a proxy for need. In this study, however, 69% of respondents across incomes indicate strong interest in community-funded preschool. Moreover, the lower utilization rate and projected use of preschool by families in more moderate annual income ranges (i.e., \$30–\$50,000) point to the need to consider expanded access and income eligibility.
- **Provide additional resources to enhance and make year round the outreach and recruitment activities for enrolling children in publicly supported preschool, especially targeting underserved populations.** Survey results echo the findings of national research studies that children of color, and Latinx children in particular, are least likely to access high quality early care and education programs.¹⁸

¹⁶ *Voluntary Universal Pre-Kindergarten in Durham County. How Do We Get There From Here? Durham’s Community Early Education/ Preschool Task Force. Pages.2, 33* <http://www.dconc.gov/home/showdocument?id=21520>.

¹⁷ Dodge KA, Bai Y, Ladd HF, Muschkin CG. *Impact of North Carolina’s early childhood programs and policies on educational outcomes in elementary school. Child Development. 2016.*

¹⁸ Crosby, D., Mendez, J., Guzman, L. and Michael López (2016) *Hispanic Children’s Participation in Early Care and Education (National Research Center on Hispanic Children & Families)*

Program Selection and Facility Development

- **Continue to offer a mixed-delivery system for expanded preschool services—develop preschool programs in or near elementary schools (traditional and charter) where possible and offer programs at community-based sites.** Durham has historically supported public NC Pre-K spaces at both public and private programs. This study shows the extent to which the elementary campus is viewed by parents positively as a site for preschool education (first choice for 54% of families) while also demonstrating a desire for private sites (first choice for 49%).
- **Include geography as one criterion for consideration in site selection.** The mapping of existing child care programs revealed an overall deficit of available spaces in certain geographic areas of Durham. Yet closeness of programs is considered essential for the majority of low-income families. Prioritizing the locating of programs in low-served neighborhoods will help address gaps in those areas of the county with few publicly supported spaces.
- **Adopt a separate funding source or reserve a specific percentage of any new revenue sources for development of new facilities.** New spaces for Durham PreK can be developed at existing sites in Durham; however, the ambitious plan presented by the CEEP Task Force to serve significantly more children by 2023 will create a need to build or develop entirely new sites.¹⁹ Facility development is a resource-intensive endeavor typically not adequately addressed in early childhood expansion efforts, and hindered by systems barriers related to the real estate market, building codes, zoning regulations, etc.

Program Structure and Features

- **Plan for at least a school-day, school-year calendar, with provisions for extended day and year.** The parent survey revealed high demand for full-day services that would extend care for children beyond the typical 6-hour day (59% essential and 28% desirable); however, there is insufficient supply amongst currently publicly-funded providers (Durham Public Schools, Head Start, and NC Pre-K). Expansion plans will need to identify sites willing to expand hours for additional compensation.
- **Consider financial support for student transportation for programs selected to be Durham PreK sites.** The study found that one third of Durham's child care centers provide some transportation services, viewed as an essential service by 24% of surveyed families and as a desirable service by 30% of families. Low-income families in particular rate transportation as a potential barrier to participation.

Program Quality

- **Support teachers in maximizing developmentally appropriate learning by implementing a high quality, balanced curriculum that provides guidance on differentiating instruction.** In feedback from open-ended survey questions and focus groups, parents related a desire for preschool to support their children's learning and maximize their potential AND be joyful and fun. There was strong support for play-based curricula that address the social and emotional development of their children that balances the emphasis upon school readiness and academic rigor. A high quality curriculum provides developmentally appropriate activities that integrate the five areas of school readiness: social and emotional development; approaches to learning; language development; cognition and knowledge; and physical well-being and motor development.²⁰ Providers related in the study that 74% of them use a specific curriculum. The CEEP Task Force recommended review of these and adherence to specified curricula across publicly supported programs.²¹

¹⁹ *Voluntary Universal Pre-Kindergarten in Durham County. How Do We Get There From Here? Durham's Community Early Education/ Preschool Task Force. P.2* <http://www.dconc.gov/home/showdocument?id=21520>.

²⁰ Karoly, Lynn A. and Auger, Anamarie. *Informing Investments in Preschool Quality and Access in Cincinnati: Evidence of Impacts and Economic Returns from National, State, and Local Preschool Programs* (Arlington, VA: Rand Corporation, 2016).

²¹ *Voluntary Universal Pre-Kindergarten in Durham County. How Do We Get There From Here? Durham's Community Early Education/ Preschool Task Force. P.2* <http://www.dconc.gov/home/showdocument?id=21520>.

- **Develop a plan to coordinate, across sites, access to available support services for children with special needs.** Consult with and link to Durham Public Schools for children needing therapeutic services. Twelve percent (12%) of parents participating in the survey report having a child birth to 5 years old with a special need, a large percentage of which are related to speech and language. Planning efforts need to be intentional in connecting children to needed resources.
- **Develop a collaborative plan to support children and parents for the transition to kindergarten.** Despite the strong number of programs (88%) that report that they offer at least one specific transition to kindergarten activity to children, the disparate and sometimes minimal approaches shared by child care programs in the survey suggest the need for more substantive, engaging efforts. Less than half the programs report working with families on transition to kindergarten, possibly pointing to a need for more intentional efforts based on best practices for supporting children's success.²²

Staffing

- **Provide a mechanism for program staff to increase education levels while working in Durham PreK sites.** Though Durham County early care and education directors, teachers and teacher assistants are more highly educated than their counterparts statewide, each groups' level of education falls short of the proposed required levels for Durham PreK. In programs that expressed an interest in Durham PreK, only half (50%) of directors, 33% of teachers, and 22% of teacher assistants hold the proposed educational degrees. Further, fewer than 10% of teachers in programs interested in becoming Durham PreK sites have a B-K license and just 60% of directors have the NC Administration Credential III. These educational attainments take years to achieve and as such, time allowances should be made for those professionals working towards requirements.
- **Support compensation for teachers that is commensurate with salary and benefits of Durham Public Schools (state funding plus local salary supplement).** The CEEP Task Force recommended that compensation for teachers be addressed in order to improve quality by attracting credentialed teachers and to reduce turnover in the workforce.²³ Data from this study show that non-public school teachers of children birth to five in Durham make a median starting wage of \$12.00 per hour; even more telling is an 18% turnover rate last year. Beyond base pay, Durham County is committed to keeping good teachers in the public school K-12 system as is evident by the average \$4,375 local supplement awarded to first year public school teachers.²⁴ A similar commitment should be made to Durham PreK teachers regardless of the auspice in which these teachers work.
- **Continue to celebrate diversity in Durham's early care and education community.** In programs interested in becoming Durham PreK sites, 78% of directors and 79% of the teaching staff are people of color. These percentages far exceed the statewide averages (44% and 47% respectively)²⁵ and are a sign of the importance Durham County places on diverse racial populations. However, more work needs to be done to increase the number of ethnically diverse directors and teaching staff. Currently no directors interested in Durham PreK are Latinx and only 10% of the teaching staff members in those programs represent this ethnic minority.

²² Schulting, Amy B., Malone, Patrick S. and Dodge, Kenneth A. "The Effect of School-Based Kindergarten Transition Policies and Practices on Child Academic Outcomes," *Developmental Psychology* 4, no. 6 (2005): 860–871.

²³ *Voluntary Universal Pre-Kindergarten in Durham County. How Do We Get There From Here? Durham's Community Early Education/ Preschool Task Force. Pages 2, 17* <http://www.dconc.gov/home/showdocument?id=21520>.

²⁴ *News and Observer online article January 31, 2018.*

<https://www.newsobserver.com/news/local/counties/durham-county/article197657459.html>

²⁵ *Working in Early Care and Education in North Carolina, 2015 Workforce Study, (2015). Child Care Services Association.*



Funding and Infrastructure

- **Make the most of existing state and federal funding and continue to advocate for flexibility in funding options at the local level and for a dedicated new funding source for preschool.** Support for Durham County to pay for quality preschool is strong (94%). Survey participants favored spending existing revenues on early learning, with 90% of parents willing to contribute monthly taxes. Not surprisingly, rates supported varied, necessitating careful investment of local dollars and advocacy for legislative permission to use innovative financial options for the program.
- **Continue to examine infrastructure and capacity building needs in the early education system during the implementation years.** The study revealed strong community support for the County's role in ensuring that there is sufficient supply of quality preschool spaces. Such a supply requires a long view and commitment to building a strong pipeline. The work entails examining and addressing systems-wide issues in early childhood that include long-term program quality and workforce development, as well as impacts on and integration of services for children birth to three. Intentional assessment should be woven into the plans to surface hidden needs as the program rolls out.

Other

- **Conduct a public education campaign on the benefits of investing in quality preschool.** This study reveals that support is high for expansion of preschool services; however, parent feedback reveals a need for an education component around the value of universal preschool and what the research tells us about quality indicators. Parental knowledge of preschool options often relies upon word of mouth from family members, friends, and neighbors, and less often from school and public outreach efforts. Work will be needed to facilitate parental understanding of what makes a quality preschool system and to grow support for investing in the various components of such a system.

CONCLUSION

How will expanding access to high quality preschool impact Durham's children and families and the existing community of early childhood educators and administrators? Much rests on the effectiveness of implementation and the sustainability of funding. According to analysis of expanded programs in other communities, improving quality and increasing access for four year olds has the potential to impact overall program quality across all age groups. In San Francisco, child care directors related how the Preschool for All (PFA) program, begun in 2005, has "promoted systemic change across program components, ensured equity across classrooms supported by different funding streams, and formalized program activities."²⁶ Examinations of programs throughout the country suggest that the combination of workforce supports, technical assistance and other resources for quality improvement will bring programs increased stability and will help sustain quality.²⁷

Durham has set the goal to provide more widespread and equitable access to preschool and to ensure that this access is to high quality programs. Durham is positioned well to attain these goals. Leadership and adherence to a coherent set of academic and social goals is central to the success of such an ambitious program and should come from all levels—with a particular emphasis on building trust between families, teachers, and school and community leaders.



²⁶ American Institutes for Research, *Process Evaluation of PFA Implementation in San Mateo and San Francisco Counties: Year 1 Report*, p. vii.2007.

²⁷ Barnett, W. Steven, Weisenfeld, G.G., Brown, Kirsty, Squires, Jim and Horowitz, Michelle, *Implementing 15 Essential Elements For High Quality: A State And Local Policy Scan July 11, 2016.* and Minervino, J. (2014). *Lessons from Research and the Classroom: Implementing High-Quality Pre-K that Makes a Difference for Young Children.* Retrieved May 15, 2018 from https://docs.gatesfoundation.org/documents/lessons%20from%20research%20and%20the%20Classroom_September%202014.pdf.



www.dconc.gov



www.childcareservices.org

Child Care Services Association (CCSA), founded in 1974, is a nationally recognized nonprofit headquartered in the Triangle region of North Carolina. As a leader and advocate in early care and education services, **CCSA's mission is to ensure affordable, accessible, high quality child care for all young children and their families.** CCSA's organizational infrastructure supports local, state, regional and national level initiatives and projects which are research-based, family-friendly, data-informed, and outcomes-driven. CCSA keeps apprised of new research and program/intervention models across the country related to school-readiness and subsidized child care, and participates at all levels on committees for subsidy interventions.

Services provided by CCSA include free referral services and scholarships to families seeking early care and education (ECE), technical assistance and support to ECE programs to improve access to high quality, and statewide educational scholarships and salary supplements to child care professionals through the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® Projects. In addition, CCSA serves as a founding partner of the Child Care Resource & Referral Council (CCR&R), which coordinates CCR&R services in NC, and leads the statewide Infant-Toddler Enhancement Project. The T.E.A.C.H. Early Childhood® National Center is housed at CCSA, licenses its successful programs to 23 states and provides consultation to support a highly educated and compensated ECE workforce. CCSA has also conducted numerous ECE system studies particularly but not solely focused on the workforce.

CCSA recognizes that in order to improve an ECE system, comprehensive, accurate data which identifies the strengths and weaknesses of the system must first be collected and assessed. CCSA's research department has been a statewide and national leader in conducting a broad array of studies to address issues related to early care and education. In addition to regularly conducting county and statewide workforce assessments and local child care supply and demand reports, CCSA has conducted research and produced reports profiling such topics as child care systems issues, subsidy, careers in early childhood, child care fees, infant-toddler, and after-school care. These studies provide important information to policy makers in our state government and in local communities and inform the development and implementation of all of CCSA's projects and programs.

APPENDIX A: Provider Community Meeting Handouts



Durham PreK Supply and Demand Study Community Meeting 11/2/2017

Purpose of Overall Study

To describe parent demand for preschool in Durham County and the capacity and needs of the existing early childhood provider community to meet that demand, including:

- Specific information about young children and families in the community, their current preschool choices and arrangements, as well as their preferences.
- Characteristics of potential provider participants in the Durham PreK initiative, their current and potential enrollment, workforce capacity and expansion capabilities/concerns.

Information will be used to assess the feasibility of the initial expansion, enrollment and quality goals of the Durham PreK Initiative.

Supply-Side Data Collection and Analysis

Existing Data Resources

- DCDEE data on licensed facilities including star-rating, quality components (i.e., education, program standard, and quality points), licensed capacity, point-in-time child enrollment, and regulatory/administrative compliance
- CCSA Child Care Referral database data on child care facilities, including schedules, hours, ages served, program services, tuition/fees, vacancy rates, etc.
- DCDEE and/or Durham DSS data on child care subsidy enrollment, by age and facility, as well as waitlist numbers for assistance
- Additional subsidy data via community partners on Head Start, Early Head Start, NCPReK, and CCSA Scholarship enrollment as well as waitlist numbers for these programs
- CCSA State of Child Care in the Triangle report data – general child care supply data for Durham County
- Durham Community Early Education/Preschool Task Force report data

Proposed Process for New Data Collection

- Initial, *online* survey of all early care and education programs
 - Serving children 0-12 years old, excluding school-age-only programs
 - All licensed facilities
 - GS-110 religious programs
 - Half-day, license-exempt preschools
- Targeted, *phone-based* survey of potential/interested Durham PreK programs
 - Any facility expressing interest in initial, online survey
- Focus groups involving diverse representation of provider types

Areas of Focus/Questioning – Proposed Survey Content

General – all providers

- ✓ Annual schedule/calendar
- ✓ Shifts and hours
- ✓ Current capacity/enrollment by age
- ✓ Waitlist numbers by age
- ✓ Tuition rates and fees by age
- ✓ Financial assistance offered
- ✓ Curriculum/philosophy implemented
- ✓ Transportation offered
- ✓ Meal/nutrition services provided

Workforce – all providers

- ✓ Number of staff, by level
- ✓ Educational attainment of staff, by level
- ✓ Credentialing/licensure of staff
- ✓ Training in special needs
- ✓ Race/ethnicity
- ✓ Language capacity
- ✓ Compensation – lowest and highest salaries

Specific to Durham PreK-interested providers

- ✓ Reasons for interest in participating in Durham PreK
- ✓ How slots would be created – conversion of existing slots (prek or other), creation of new slots in existing space, creation of new slots in new space
- ✓ Estimate of classrooms and slots to be created
- ✓ Potential needed facility changes and extent of challenges/barriers faced
- ✓ Review of proposed Durham PreK features/requirements and degree of challenge posed
 - Schedule/hours
 - Licensing, star-rating, classroom assessments
 - Group size and ratios
 - Staff education
 - Staff compensation
 - Staff professional development and support
 - Curriculum and instructional supports
 - Observation and assessment practices
 - Family support/involvement
- ✓ Resources and supports needed to assist with challenges/barriers
- ✓ Capacity to provide wrap-around services
- ✓ Capacity to provide transportation services
- ✓ Feasibility of participation without start-up funding

Additional Qualitative Inquiry – Focus Groups

Expanded questioning and discussion with providers.

Demand-Side Data Collection and Analysis

Assessment of parental support, interest, and demand for preschool services and the model components proposed by the Durham Community Early Education/Preschool Task Force, will be discussed at a subsequent meeting. Individuals interested in participating in that meeting and shaping that process, please contact Vivian Eto at viviane@childcareservices.org.

APPENDIX B: Parent Meeting Handouts



Durham PreK Supply and Demand Study Community Meeting 11/28/2017

Purpose of Overall Study

To describe parent demand for preschool in Durham County and the capacity and needs of the existing early childhood provider community to meet that demand, including:

Specific information about young children and families in the community, their current preschool choices and arrangements, as well as their preferences.

Characteristics of potential provider participants in the Durham PreK initiative, their current and potential enrollment, workforce capacity and expansion capabilities/concerns.

Information will be used to assess the feasibility of the initial expansion, enrollment and quality goals of the Durham PreK Initiative.

Demand-Side Data Collection and Analysis

Existing Data Resources

US Census American Community Survey – general child and family data for Durham County

CCSA Child Care Referral database child and family data on families seeking child care/preschool referrals as well as financial assistance for child care

DCDEE and/or Durham DSS data on child care subsidy enrollment, by age and facility, as well as waitlist numbers for assistance

Additional subsidy data via community partners on Head Start, Early Head Start, NC PreK, and CCSA

Scholarship enrollment as well as waitlist numbers for these programs

Durham Community Early Education/Preschool Task Force report data

Proposed Process for New Data Collection

Online survey of Durham families with children; phone survey to be made available to families without online access

- Goal to obtain representative sample of Durham family population based on zip code, income, and race/ethnicity

Focus groups

Areas of Focus/Questioning

Family Demographics – household type/size; family size; # children; income; race/ethnicity; primary language

Child Information – ages; current care arrangements; current/prior prek experience; subsidy use; special needs

Interest/Support for PreK – value/importance of public prek; support for public funding/tax measures to develop Durham PreK; likelihood of enrolling a child in Durham PreK

Program Preferences/Needs – no-cost vs. income-based (sliding fee scale), site preferences (public schools, private centers, religious, etc.), scheduling (PT, FT, wrap/extended hours); transportation needs

Supply-Side Data Collection and Analysis

Assessment of the supply and expansion capacity of early care and education programs, as well as provider interest in the Durham PreK initiative was reviewed at a previous meeting. Individuals interested in more information regarding the assessment of preschool supply, please contact Vivian Eto at viviane@childcareservices.org.

APPENDIX C: Provider 1st Survey

2018 Durham Early Care and Education Program Census

Program Name: _____

(Providing your name ensures your responses are categorized correctly and that you are not contacted again to fill out this survey. Your answers are confidential and will only be reported grouped with other programs' data.)

Section A Program Information

- A1. How would you describe the legal status of your program? (*Check only one.*) **98%, n=172**
- | | |
|--|---|
| <input type="checkbox"/> 1 Private for-profit (single center) 39% | <input type="checkbox"/> 6 Head Start 3% |
| <input type="checkbox"/> 2 Private for-profit (multi-center) 15% | <input type="checkbox"/> 7 Public school program 15% |
| <input type="checkbox"/> 3 Private nonprofit (community/board sponsored) 9% | <input type="checkbox"/> 8 Other public program 1%
(Mental Health, Community College, etc.) |
| <input type="checkbox"/> 4 Private nonprofit (sponsored by faith communities) 19% | |
| <input type="checkbox"/> 5 Other: _____ 0% | |
- A2. What is your program philosophy/framework? (*Check all that apply*) **93%, n=163**
- We do not have a program philosophy/framework. **4%**
 - Waldorf **0%**
 - Reggio Emilia **9%**
 - Developmental/Play-based **78%**
 - International/Language Immersion **2%**
 - Montessori **6%**
 - Quaker **1%**
 - Other **10%**
 - Head Start Performance Standards **3%**
 - Religious **4%**
 - Project and Inquiry based **1%**
 - Other, unspecified **2%**
- A3. Do you use a State approved curriculum? **92%, n=162**
- 0 No, Go to question A6. **26%** 1 Yes **74%**
- A4. If you answered "yes" above, do you use this curricula in your 4 year old rooms? **100%, n=120**
- 0 No, Go to question A6. **3%** 1 Yes **97%**
- A5. If you answered "yes" above, which curricula is/are used in your 4 year old rooms? **96%, n=115**
- The Creative Curriculum for Preschool, 4th or 5th Edition **82%**
 - La Petite Academy Journey **2%**
 - HighScope Preschool Curriculum **2%**
 - High Reach Learning **2%**
 - Links to Literacy **1%**
 - Opening the World of Learning (OWL) **0%**
 - Tools of the Mind, 6th Edition **0%**
 - The Empowered Child, Childtime, 2nd Edition **0%**
 - Passports: Experiences for Pre-K Success **0%**
 - Explorations w/Young Children: A Curriculum Guide from Bank Street College of Education **3%**
 - Investigator Club Prekindergarten Learning System **1%**
 - Tutor Time LifeSmart **0%**
 - Other approved curriculum from DCDEE's approved list: **11%**
 - Early Foundations **1%**
 - Flex 2.0 **1%**
 - Kids r Kids **1%**
 - Mother Goose Time **6%**
 - The Balance Learning **1%**
 - The Learning Experience (LEAP) **2%**

A14. Your program is open: (Please check only one) **100%, n=176**

Full year **65%** School year **31%** Other **4%**

School year plus camps 3%

Mid-Sept through May 1%

A15. Type of care you accept: **100%, n=176**

Full time **45%**

Part time **7%**

Both **48%**

A16. Please enter your center's full-time and part-time current and target enrollment by age served. Current enrollment is the number of children that are currently in your program. Target enrollment is the number of children you are willing to care for within the capacity for which you are licensed.

Programs were asked about both full and part time enrollments as two separate questions.

Reporting is a combination of full and part time responses.

Age of Children	# of Classrooms	Current Enrollment	Target Enrollment
0-52 week olds 98%, n=172 58% care for infants	See below	98%, n=98 750 total Median=5.5 0-38 range	100%, n=100 1020 total Median=8.0 0-99 range
1 year olds 98%, n=173 68% care for 1 yr olds	See below	98%, n=116 1139 total Median=7.0 0-36 range	100%, n=118 1400 total Median=10.0 0-71 range
2 year olds 99%, n=174 76% care for 2 yr olds	See below	98%, n=130 1551 total Median=9.5 0-60 range	99%, n=132 1910 total Median=12.0 0-60 range
3 year olds 98%, n=174 99% care for 3 yr olds	See below	90%, n=155 1938 total Median=9.0 0-68 range	86%, n=148 2377 total Median=12.0 0-68 range
4 & 5 year olds (not in kindergarten) 99%, n=174 99% care for 4-5 yr olds	See below	98%, n=168 3133 total Median=15.0 0-122 range	99%, n=171 3780 total Median=18.0 0-144 range

Total number of birth to five classroom: **91%, n=160**

Median=4.0

Range=1-14

Total Infant-Toddler Enrollment: **3,440**

Total Infant-Toddler Desired Capacity: **4,330**

Infant-Toddler Enrollment Rate: **79%**

Total Preschool (3-5 yr. old) Enrollment: **5,071**

Total Preschool (3-5 yr. old) Desired Capacity: **6,157**

Preschool (3-5 yr. old) Enrollment Rate: **82%**

Section B Director Information

- B1. What is the highest level of education that the director has completed? **90%, n=158**
1 Some high school **0%**
2 High school diploma or GED **7%**
3 Associate degree in early childhood or related field **10%**
4 Associate degree in another field (other than early childhood or related field) **1%**
5 Bachelor's degree or higher in early childhood or related field **55%**
6 Bachelor's degree or higher in another field (other than early childhood or related field) **27%**
- B2. Does the director have the North Carolina Early Childhood Administration Credential? **76%, n=133**
0 No **20%** 1 Yes, **80%**
Which level? 1 Level 1 **7%** 2 Level 2 **18%** 3 Level 3 **56%**
- B3. Is the director working towards the NC Early Childhood Administration Credential? **76%, n=102**
0 No **87%** 1 Yes, **13%**
Which level? 1 Level 1 **3%** 2 Level 2 **1%** 3 Level 3 **9%**
- B4. Does the director have a North Carolina Principal License? **87%, n=153**
0 No **69%** 1 Yes **18%**
- B5. Is the director of Hispanic/Latino/Spanish descent? **76%, n=133**
0 No **99%** 1 Yes **1%**
- B6. Please indicate the race of the director below: *(Choose only one)* **74%, n=131**
1 American Indian **3%**
2 Asian/Pacific Islander **2%**
3 Black/African-American **55%**
4 White/Caucasian **35%**
5 Biracial/Multiracial **2%**
6 Other **2%**
Chinese 1%
Indian 1%
Middle Eastern 1%

Section C Teacher/Assistant Teacher Information

- C1. How many assistant teachers/teachers (who work with children birth to 5) are currently paid to work in your program? Do not include yourself.
____ full/part time assistant teachers **84%, n=148; Median=2.0; 0-20 range; 539 total**
____ full/part time teachers **90%, n=158; Median=4.0; 0-56 range; 840 total**
total teaching staff 91%, n=160; Median=6.0; 0-56 range; 1,379 total
- C2. How many assistant teachers/teachers (who worked with children birth to 5) left your program in the past 12 months?
____ full/part time assistant teachers **68%, n=116; Median=0.0; 0-9 range; 119 total; Turnover=22%**
____ full/part time teachers **71%, n=125; Median=0.0; 0-15 range; 151 total; Turnover=18%**
total teaching staff 76%, n=133; Median=1.0; 0-18 range; 270 total; Turnover=20%
- C3. How many assistant teachers and/or teachers are: **75%, n=120 (86% of teaching staff represented)**
Of Hispanic/Latino/Spanish descent **121; 10% of teaching staff**
Not of Hispanic/Latino/Spanish descent **1069; 90% of teaching staff**

C4. How many teachers and/or assistant teachers are: **79%, n=126 (87% of teaching staff represented)**

___ American Indian	3,	<1%
___ Asian/Pacific Islander	19,	2%
___ Black/African-American	690,	58%
___ White/Caucasian	382,	32%
___ Biracial/Multiracial	10,	1%
___ Other _____	96,	8%

Most responding other indicated Hispanic/Latina as race. Others indicated Indian, Iranian, Italian, Russian, Columbian, Middle Eastern and Moroccan.

C5. Please indicate the number of assistant teachers whose highest education level is: **91%, n=121 (87% of assistant teachers represented)**

___ Some high school	7,	1%
___ High school diploma/GED	45,	10%
___ NC Credential	88,	19%
___ Child Development Associate (CDA)	30,	6%
___ Some college	116,	25%
___ Associate degree in another field (other than early childhood or related field)	16,	3%
___ Associate degree in early childhood or related field	72,	15%
___ Bachelor's degree or higher in another field (other than early childhood or related field)	62,	13%
___ Bachelor's degree or higher in early childhood or related field	32,	7%

C6. Please indicate the number of teachers whose highest education level is: **92%, n=144 (91% of teachers represented)**

___ Some high school	0,	0%
___ High school diploma/GED	36,	5%
___ NC Credential	93,	12%
___ Some college	110,	14%
___ Associate degree in any field (other than early childhood or related field)	45,	6%
___ Associate degree in early childhood or related field	60,	8%
___ Bachelor's degree or higher (other than early childhood or related field)	150,	20%
___ Bachelor's degree or higher in early childhood or related field	272,	36%

C7. How many assistant teachers who work with children birth to five have a B-K license? **64%, n=85**
3 assistant teachers (1%) have a B-K license

C8. How many teachers who work with children birth to five have a B-K license? **92%, n=143**
93 teachers (11%) have a B-K license

C9. How many assistant teachers work with children birth to five and who do not yet have a 4-year degree are currently in school to earn a Bachelor's degree? **60%, n=80** **53 total assistant teachers in school**

C10. How many teachers who work with children birth to five and who do not yet have a 4-year degree are currently in school to earn a Bachelor's degree? **69%, n=107** **62 total teachers in school**

Section D Compensation

D1. In your program what is the lowest salary of:

a full time assistant teacher?	\$ _____ per hour	77%, n=102
		Median=\$10.50/hr \$7.25/hr-\$15.00/hr range
a full time teacher?	\$ _____ per hour	76%, n=119
		Median=\$12.00/hr \$7.50/hr-\$20.20/hr range

- D2. In your program, what is the highest salary of:
- a full time assistant teacher? \$ _____ per hour **73%, n=97**
Median=\$14.00/hr \$7.69-\$20.48 range
 - a full time teacher? \$ _____ per hour **81%, n=126**
Median=\$15.52/hr \$9.00/hr-\$36.14/hr range
- D3. What is the director's salary? **64%, n=112**
Median \$24.04/hr \$8.50/hr-\$66.67/hr range

Durham County is interested in exploring the capacity and interest of current Durham child care and preschool programs in serving children through the Durham PreK initiative.

Programs participating and serving children through Durham PreK would need to meet specific, high quality standards. In exchange, programs would receive a pre-child reimbursement for services at a rate designed to significantly offset the costs associated with maintaining high quality care.

Programs indicating possible interest in participating in Durham PreK will receive a follow-up phone call to gather some additional information that will further support assessment and planning for the Durham PreK initiative.

Please indicate on a 1-5 scale, how interested you are in becoming a Durham PreK site? **92%, n=151**
(Does not include Durham Public School as these programs will respond to community needs.)

Not at all Interested		Possibly Interested		Definitely Interested
1	2	3	4	5

75% responded with a “3” or higher indicating some degree of interest
45% responded with a “5” indicating definite interest

If you answered “not at all interested” above, please indicate your hesitation to becoming a Durham PreK site. **Below are samples of individual responses. Full text available online at <https://tinyurl.com/y85cfvnl>.**

Because we are a part time program
Concerned about being a faith based location
Curriculum, teacher pay and vacations
Hesitancy due to wanting to maintain the Spanish Immersion component of their program and also a concern about how many visits would be required to the center that might disrupt the children's routines.
This is an Independent Montessori School, not a child care center.
We are sponsored by the EPA and required to give priority to federal employees and can only take the general public on a limited basis. We would not be able to set aside a certain number of slots for the Durham Pre-K Initiative without completely changing how we operate. However, we are supportive of the Initiative and think it is needed and important.
We have been an exemplary program for almost 30 years. Our teachers do lots of documentation of each child's development. I would not want their current work detracted from with Pre-K paperwork and restrictions/regulations.
We would need to have a blended classroom. In the past, we learned that the Pre-K students and teachers were not to be at the program during public school breaks. This would leave private-paying children without regular teachers and regular group dynamics during portions of our calendar.

If Durham County moves forward with a publicly funded pre-k program, on a scale of 1-5 please rate your level of concern about loss of enrollment **90%, n=158**

Not at all Concerned					Extremely Concerned
1	2	3	4	5	
43%	7%	18%	11%	22%	

Is there anything else that you would like to tell us about your program or about any concerns or issues you have with the possibility of Durham expanding pre-k options for four year olds?

Below are samples of individual responses. Full text available online at <https://tinyurl.com/y85cfvnl>.

A lot of changes would need to take place in order to be a Pre-k site.
Center lost 17 kids last year; center has mostly subsidy so has a significant concern about losing children to a program like this.
concern about transportation and meals for students
Currently private child care programs "lose" children in the pre-k year to private schools who offer k-8 education and to public pre-k programs. To be able to compete, private child care programs need to be able to pay pre-k teachers on the same level as other programs and to be able to offer benefits and incentives to encourage teachers to stay. We also need teachers to have opportunities to pursue bachelors degrees and B-K license programs (such as the TEACH program) which are affordable and can be pursued while still working full time. The challenge is to keep child care affordable for parents while paying teachers a competitive wage. WAGES is a great benefit. A further concern for private faith based programs is whether we can use tax dollars to fund children in a program which is the mission of a church.
Extremely concerned. We are already losing money to DPS being allotted pre-k slots. It would be hard to compete and stay open if you program is not allocated spots.
I am concerned about continued segregation of Durham's people if low income families are first targeted to fill classrooms. I am concerned about quality and available workforce for a wide scale pre-k effort.
I think American kids can benefit from Mandarin as a second language. The kids do really well with math when they go to kindergarten. This School has been around for over 10 years.
I think it is a good idea provided they keep an equitable balance of public/private partnership. Our business success (ability to grow/reinvest in our programs, employee 18-20 people per school in Durham County, pay taxes, etc) depends upon us having our centers full and revenue coming in. A complete loss of 4 years olds to the Durham school system would financially devastate many of Durham's private preschools.
I think it would help my single parents to not be stressed to find a pre-K program. I have some 4 year olds who weren't able to get into pre-K program.
Make sure that it is a structured program with options for Christian faith families, and Kindergarten readiness skills
Montessori and 1/2 day programs should be an option for families if the Durham Pre-k moves forward with expanding. The Montessori framework works wonderfully for some students and falls under the nonpublic education
Please focus on children not currently enrolled in full or part-time care. Those who are already being served should not be the priority. There are so many children who have not been enrolled in any school program prior to kindergarten and those need to be the priority.
There are many high quality preschools in Durham that have been providing an exceptional preschool and Pre-K experience. We have State certified teachers who are experts in the field of early childhood education. Utilizing existing facilities should be used for preschool expansion instead of creating new spaces.
There is a huge need for high quality child care for Durham

Thank you for taking the time to fill out our survey.

APPENDIX D: Provider 2nd Survey

Programs Interested in Becoming a Durham PreK site

Exclusive of Durham Public Schools, 94 child care programs expressed continued interest in becoming a Durham prek site. This represents **62%** of all non-DPS centers (94 of 151 non-DPS centers). Of these 94 centers, 81 or **86%** completed this second survey.

A1. Why are you interested in possibly becoming a Durham Pre-K site? (All that apply) **98%, n=79**

- To make my program more affordable for the families we serve. **62%**
- To improve the quality of my program. **56%**
- To expand the number of high quality child care slots in Durham. **62%**
- To increase/stabilize enrollment in my program. **49%**
- To provide more choice of high quality slots for parents in Durham. **73%**
- Other **32%**

Because the children need it.
better curriculum, better resources
create more opportunity for lower income families
Expand my NC Pre-k class
great need to serve young children prior to kindergarten
Have 4 children who transitioned out and parents had a lot of trouble finding pre-k
Help parents who cannot access vouchers
Important that every child has the opportunity to be in quality care.
Kindergarten readiness is important! All children should have the opportunity to learn.
Love what it stands for, providing care for those who need it.
offer better services
Pre-k is for kids that are less babified. Parents won't listen.
see a need for it
to attract more families
to continue to compete with the market
to help other children

A2. In thinking about participating in the Durham Pre-K program, how would you develop slots for 4 year olds? (Check all that apply) **100%, n=81**

- I would convert current, private pay mixed age slots to Durham Pre-k slots. **26% (22 pgms)**
- I would convert current, private pay 4 year old slots to Durham Pre-k slots. **56% (45 pgms)**
- I would convert current, private pay slots other than 4 year olds slots to Durham Pre-k slots. **18% (14 pgms)**
- I would create new slots with only minimal physical changes needed. **24% (19 pgms)**
- I would create new slots by expanding the physical space of my program. **14% (11 pgms)**
- I would open a new facility. **14% (11 pgms)**
- Other **3% (2 pgms)** **Can build on land already owned.**
In the process of purchasing a new program from a family member.

A3.

Activity	Full Classrooms	Partial Classrooms	Total Durham prek Slots Added	Converted Slots
Convert current 4 year old slots 45 total programs	22 total Median 0 Range 0-3	34 total Median 1 Range 0-2	No slots added because all would be converted.	Age: 4 year olds Number: 558 total Median 10 Range 2-40
Convert current mixed age (4 yr old and other) slots 22 total programs	10 total Median 0 Range 0-3	21 total Median 1 Range 0-3	No slots added because all would be converted.	Age: mixed ages Number: 257 total Median 9.5 Range 3-27
Convert current other than 4 year old slots 14 total programs	4 total Median 0 Range 0-1	12 total Median 1 Range 0-2	0 No slots added because all would be converted.	Age: 1s, 2s, and/or 3s Number: 141 total Median 8 Range 4-18
Expansion-minimum changes 19 total programs	19 total Median 1 Range 0-3	3 total Median 0 Range 0-1	332 added slots Median 18 Range 7-54	0
Expansion-major changes 11 total programs	16 total Median 1 Range 1-4	5 total Median 0 Range 0-2	271 added slots Median 18 Range 18-36	0
Obtain new site 11 total programs	20 total Median 2 Range 1-3	2 total Median 0 Range 0-1	308 added slots Median 30 Range 12-26	0
Other 2 total programs	2 total Median 2 Range 2-2	0 total	72 added slots Median 36 Range 36-72	Age: Number:

A4. If you plan to convert current slots to Pre-K slots, is there anything that would enable to you add slots instead of converting them? **86%, n=60**

No **70%**

Yes **30%**

A5. If you answered “yes” above, please indicate what specifically would enable you to add slots instead of converting them?

Sixteen directors responded. The dominate response indicated that funding (either “money”, grants for specific endeavors or help with financing needs) would enable them to add slots instead of converting them. Others specified help with converting or adding a space, help with opening a new facility and help with ensuring building meets code.

A6. Please circle how challenging each of the below areas would be for your program in creating Durham Pre-K slots. **98%, n=79**

Facility Changes	*Part of Plan? Y/N	**Not a Challenge			Big Challenge
a) Expanding outdoor space	23%	1 39%	2 33%	3 28%	4 5
b) Installing new sink/toilet	25%	1 40%	2 10%	3 50%	4 5
c) Create American Disabilities Act (ADA) access	25%	1 26%	2 21%	3 53%	4 5
d) Remodeling existing building	23%	1 0%	2 44%	3 56%	4 5
e) Add new or permanent modular space	14%	1 46%	2 27%	3 27%	4 5
f) Install elevator	4%	1 33%	2 0%	3 67%	4 5
g) Purchase age appropriate materials/furnishings	60%	1 44%	2 22%	3 35%	4 5
h) Increase current square footage	19%	1 7%	2 29%	3 64%	4 5
i) Identify and obtain a new site	15%	1 36%	2 36%	3 27%	4 5
j) Convert a new site into a child care program	9%	1 28%	2 43%	3 29%	4 5
k) Other <u>Build on land already owned</u>	1%	1 0%	2 0%	3 100%	4 5

*Percentages indicated those programs who would do indicated activity.

**Three percentages reported are a) combined “1” and “2” b) “3” and c) combined “4” and “5”.

A7. Of the challenges that you indicated in A6 above, please pick the top three (3) that would present you with the biggest difficulties.

The three challenges that were listed most frequently were as follows.

- g) Purchase age appropriate materials/furnishings 52% (13 directors)**
- d) Remodeling existing building 44% (11 directors)**
- h) Increase current square footage 32% (8 directors)**

A8. What resources would you need to help you address those top three challenges that you listed in question A7 above?

Thirty-five directors responded to this question. Chief among the responses was “funding” either in the form of grants, loans or simply as money/finances. Technical assistance was listed frequently either as general technical assistance or in specific areas such as building codes, architectural help, ADA requirements, classroom layout, etc. A few directors listed that the resource they need is a contractor/builder.

A9. Please circle how challenging each of the below areas would be for your program in creating Durham Pre-K slots.

Program and Staffing Needs	**Not a Challenge		Big Challenge		
	1	2	3	4	5
a) Calendar and schedule requirements, including: <ul style="list-style-type: none"> • Services provided for at least 6.5 hours each day • Services provided for at least 10 months a year 	1 88%	2	3 4%	4	5 9%
b) Licensing requirements, including: <ul style="list-style-type: none"> • 4 or 5 star license • ECERS scores of at least 5.0 in each Durham Pre-K classroom 	1 82%	2	3 3%	4	5 15%
c) Adult:child ratio of 1:9 and maximum group size of 18	1 94%	2	3 1%	4	5 5%
d) Teacher education requirements, including: <ul style="list-style-type: none"> • Assistant teachers with an associates in child development/Early Education or a bachelor's in non-related field with 18 hours of ECE credit • Lead teachers with a bachelor's in child development/early education or related field plus B-K license 	1 56%	2	3 26%	4	5 19%
e) Director with a bachelor's in child development/early education or related field & either the NC Administrative Credential III or NC Principal License	1 81%	2	3 10%	4	5 9%
f) Salaries for classroom teachers that equals Durham K-12 school system	1 44%	2	3 28%	4	5 28%
g) Staff development requirements, including: <ul style="list-style-type: none"> • 80 credit hours per 5 year licensure cycle, at least 15 hours per year • Intensive coaching and mentoring including peer-to-peer strategies 	1 82%	2	3 10%	4	5 9%
h) Curriculum standards, including: <ul style="list-style-type: none"> • Developmentally appropriate curriculum as specified by Durham Pre-K • Curriculum, assessment and instruction aligned with NC FELD • Lesson plans based on each child's needs and development • Child level formative assessments in the context of play used to guide teaching approaches & provides information on all domains in NC FELD 	1 82%	2	3 12%	4	5 6%
i) Score of 6-7 on each domain of Pre-K CLASS in each Durham Pre-K classroom	1 75%	2	3 12%	4	5 13%
j) Ability to support culturally and linguistically diverse populations including: <ul style="list-style-type: none"> • Oral and written materials in families' home language • Staff who speak children's home language 	1 66%	2	3 20%	4	5 14%
k) Accessible environment for children with disabilities and special needs	1 75%	2	3 14%	4	5 11%
l) Health and nutrition practices, including: <ul style="list-style-type: none"> • Screening for vision, hearing, health, dental and development • Provision of appropriately nutritious snacks and meals 	1 88%	2	3 7%	4	5 5%
m) Monitoring and accountability practices, including: <ul style="list-style-type: none"> • Observation, support and accountability system for staff • Ongoing monitoring and assessment of program quality 	1 91%	2	3 5%	4	5 4%
n) Family support and community involvement practices, including: <ul style="list-style-type: none"> • Process to ensure families' involvement in governance with shared decision-making 	1 81%	2	3 11%	4	5 8%
o) Other _____	1	2	3	4	5

**Three percentages reported are a) combined "1" and "2" b) "3" and c) combined "4" and "5".

A10. Of the challenges that you indicated in A9 above, please pick the top three (3) that would present you with the biggest difficulties (If multi-option, ask if all parts or which specific parts.)

The three challenges that were listed most frequently were as follows.

f) Salaries for classroom teachers 56% (40 directors)

d) Teacher education requirements 51% (36 directors)

j) Ability to support culturally and linguistically diverse populations 23% (16 directors)

A11. What resources would you need to help you address those top three challenges that you listed above?

Seventy-three directors responded to this question. More than half (53%) listed funding as a needed resource, though what the funding was needed for varied (staff salaries, benefits, professional development, programmatic requirements, etc.) Also listed as needed resources by multiple directors include: access to qualified staff, technical assistance, professional development opportunities and resources for children (special needs, bilingual, etc.)

A12. With regards to meeting staff qualifications (as discussed above) do you have any school-age teaching staff you would consider shifting to new prek classrooms? **100%, n=81**

No **62%** Yes **28%** If “Yes”, approximately how many? **51 total possible, range 1-4.**

A13. On a scale of 1-10 with 1 being not at all challenging and 10 being a big challenge, how much of a challenge would it be to provide wrap services? (Wrap services are child care that extends beyond the 6.5 hours that is proposed to be funded as full-time care.) **99%, n=80**

1-4 81%

5-7 9%

8-10 10%

A14. On a scale of 1-10 with 1 being not at all challenging and 10 being a big challenge, how much of a challenge would it be to provide transportation for children who would need this service? **96%, n=78**

1-4 39%

5-7 14%

8-10 47%

A15. Start-up funds may or may not be available to help with conversion or expansion of slots. If money is not available to help with start-up, how feasible would it be for you to convert and/or expand slots on a scale of 1-10 with 1 being completely feasible and 10 being not at all feasible? **99%, n=80**

1-4 49%

5-7 25%

8-10 26%

A16. What else do you want us to know about your converting and/or expanding slots for a Durham Pre-K program? **Fifty-five directors wrote responses. Many simply expressed their willingness to move forward and excitement about the possibility. Below are samples of individual responses from directors. Full text available online at <https://tinyurl.com/y85cfvnl>.**

Could be willing to convert toddler classrooms, but would be a loss to toddler places in Durham.

I am an advocate for low-income families and committed to quality and excited about Durham Prek and creating opportunities for more kids.

The big concern is a lack of facility space in Durham County. Limited facilities in Durham.

Would love to partner with the county to meet needs and have a variety of prek programs. Quality over quantity. Small programs best for kids, allows for providers to have influence and long lasting change with families. These families need more.

Thank you for taking the time to fill out our survey.

APPENDIX E: Parent Survey—English

Durham Early Care and Education Study - Parent Questionnaire

On behalf of Durham County Government, Child Care Services Association is conducting a study of families in Durham County to learn about their support for community-funded preschool options, their past and current preschool choices and arrangements, as well as their preferences for early care and education for their children.

We value your input and appreciate your time taking this questionnaire. No identifying information (other than an optional email address) will be collected.

As a token of our thanks, participants providing an email address will be entered into a drawing for Target gift cards at the conclusion of this questionnaire. Email addresses will be kept confidential and will only be used to communicate with participants directly about the drawing and this study.

For background information, a task force report on developing a community-funded Durham PreK initiative can be found [here](#).



HOUSEHOLD INFO

1. Do you have any children 0-8 years old in your household? **n=2,441**

- Yes **96%**
- No **4%**

2. Family/Household Type (check all that apply) **n=2,024**

- Single parent home **38%**
- Two-parent home **60%**
- Grandparents raising grandchildren **2%**
- Foster care household **.5%**
- Other (please specify) **2%**

Total Survey Participants = 2,454

**92 excluded due to having no children 0-8
67 excluded due to inability to verify County residency**

Final n=2,295

3. Family size ("family" is defined as 2 or more people related by birth, marriage, or adoption and residing together) **range of 1-11, mean of 3.6, median of 4** **n=1,997**

4. Number of children (under 18) in home **range of 1-8, mean of 1.9, median of 2** **n=2,018**

5. Total # of people in household (household = family size from Question 3 + any others living in home) **range of 1-12, mean of 3.7, median of 4** **n=2,005**

PARENT/GUARDIAN INFO

6. Parent #1/Guardian #1 **n=1,975**

- Mother **93%**
- Father **5%**
- Grandparent **1%**
- Foster Parent **.4%**
- Other (please specify) **.7% (other relatives and guardians)**

7. Status of Parent #1/Guardian #1 (check all that apply) **n=1,978**

- Stay-at-home caretaker **17%**
- Employed **80%**
- In school (high school, GED, college, post-college) **11%**
- In training program **.9%**
- Looking for work **6%**
- Disabled **1%**
- Other (please specify) **2%**

8. Number of total (combined) hours Parent #1/Guardian #1 is engaged in above activities? **n=1,914**

- Less than 30 hours/week **15%**
- 30+ hours/week **85%**

9. Parent #2/Guardian #2 n=1,947
- N/A - no second parent/guardian 28%
 - Mother 7%
 - Father 61%
 - Grandparent 2%
 - Foster Parent .2%
 - Other (please specify) 2% (other relatives and guardians)
10. Status of Parent #2/Guardian #2 (check all that apply) n=1,397
- Stay-at-home caretaker 6%
 - Employed 87%
 - In school (high school, GED, college, post-college) 5%
 - In training program .8%
 - Looking for work 6%
 - Disabled 1%
 - Other (please specify) .1%
11. Number of total (combined) hours Parent #2/Guardian #2 is engaged in above activities? n=1,377
- Less than 30 hours/week 11%
 - 30+ hours/week 89%

CHILD INFO

12. Please provide information about your children, ages 0-8, below:

Current Age? n=3,192	Current arrangement for majority of the day? n=2,741
<input type="checkbox"/> Infant (below 1 year old) 11%	<input type="checkbox"/> At home with parent 22%
<input type="checkbox"/> 1 year old 13%	<input type="checkbox"/> With a relative 7%
<input type="checkbox"/> 2 years old 14%	<input type="checkbox"/> With a non-relative 4%
<input type="checkbox"/> 3 years old 15%	<input type="checkbox"/> In a formal/licensed child care center or preschool 31%
<input type="checkbox"/> 4 years old 13%	<input type="checkbox"/> In a formal/licensed family home 6%
<input type="checkbox"/> 5 year old (NOT yet in kindergarten) 5%	<input type="checkbox"/> In an informal/unlicensed center or home 2%
<input type="checkbox"/> 5 year old (IN kindergarten) 4%	<input type="checkbox"/> At elementary school (for grades K-6) 23%
<input type="checkbox"/> 6 years old or older 24%	<input type="checkbox"/> Other 5%

13. Please continue information about your children (ages 0-8), below:

Likelihood of sending child to preschool (a program for 3-5 year old prekindergarten children) n=2,607	Currently using one of these programs for this child? n=1,763
<input type="checkbox"/> Child is older than 4 but I sent them to preschool when younger 28%	<input type="checkbox"/> DSS child care subsidy voucher 10%
<input type="checkbox"/> Child is 4 and in preschool now 11%	<input type="checkbox"/> CCSA scholarship 3%
<input type="checkbox"/> Child is younger than 4 and in preschool now 11%	<input type="checkbox"/> Early Head Start 2%
<input type="checkbox"/> Child is not yet 4 but I'm VERY likely to send to preschool by age 4 40%	<input type="checkbox"/> Head Start 1%
<input type="checkbox"/> Child is not yet 4 but I'm SOMEWHAT likely to send to preschool by 4 5%	<input type="checkbox"/> NCPReK 4%
<input type="checkbox"/> Child is not yet 4 but I'm SLIGHTLY likely to send to preschool by 4 2%	<input type="checkbox"/> Not using any of the above 81%
<input type="checkbox"/> Child is not yet 4 but I'm NOT AT ALL likely to send to preschool by 4 2%	

14. Do any of your children 0-5 years old have special needs for which you would need/want support in a preschool environment? n=1,806
- I do not have a child 0-5 with a special need 88%
 - Yes, I have a child 0-5 with a special need, but NO SUPPORT is needed. 3%
 - Yes I have a child 0-5 needing support (please specify): 9%

Types of needs/supports	n=153
ADHD	2%
Asthma	3%
Autism/ASD/Aspergers	10%
Behavioral support needed	5%
Cerebral palsy	2%
Developmental delay	11%
Down Syndrome	6%
Hearing impairment	3%
Need PT	3%
Needs OT	7%
Sensory processing	1%
Wheelchair	1%
Speech	56%
Other Medical/Health Condition	5%
Other/Unspecified	7%

EARLY CARE AND EDUCATION OPINIONS

15. How important are these roles for Durham County Government in providing voluntary preschool for 4-year olds? **n=1,786**

	Not at all important	Slightly important	Somewhat important	Very important	No opinion/ don't know
Durham County should make sure there are plenty of quality preschool spaces for Durham 4 year-olds. n=1,785	1%	1%	5%	92%	1%
Durham County should help pay for quality preschool spaces for Durham 4 year-olds. n=1,777	2%	3%	12%	82%	2%

16. From \$0 to \$100, how much more, if any, in monthly taxes would you be willing to pay to support community-funded preschool for 4-year-old children in Durham? \$ 0-100, \$33 mean, \$25 median **n=1,617**

17. Are any of your children under the age of 5? **n=1,781**

- Yes **91%**
- No **9%**

18. How interested would you be in enrolling your child in a community-funded Durham preschool program when s/he reaches 4 years old? **n=1,607**

- Not at all **3%**
- Slightly **5%**
- Somewhat **19%**
- Very much **69%**
- No opinion/don't know **4%**

19. What type of setting for preschool for your 4 year old child would you consider (if cost was not a factor)? **n=1,498**

	First choice	Not first choice but would consider	Would NOT consider
Elementary School n=1,458	54%	44%	2%

Religiously-sponsored n=1,417	14%	57%	29%
Private preschool/child care center n=1,467	49%	48%	3%

20. How important would these potential features/options of preschool services be to you? n=1,496

	Not important	Desirable	Essential	No opinion/ don't know
Free n=1,479	5%	51%	41%	2%
Part-day option (less than 6 hours per day) n=1,454	35%	33%	22%	10%
Full-day/"after-school" option n=1,487 (to extend past typical 6-hour preschool day)	10%	28%	59%	3%
Closeness to your home (within 3 miles) n=1,489	8%	51%	39%	1%
Transportation to/from school n=1,485	43%	30%	24%	3%
Teaching staff that speaks your home language n=1,489	13%	30%	52%	5%
Teaching staff that share your culture/values n=1,495	12%	44%	41%	3%

21. If community-funded Durham preschool programs were fee-based, not free, should the program charge different amounts based on household income and what families can afford (i.e., a sliding fee scale)? n=1,492

- Yes 79%
- No 11%
- No opinion/don't know 10%

22. What other specific features or services would be most important to you in a community-funded Durham preschool program? (sample of responses; full text available online at <https://tinyurl.com/y7h8yp8h>)

- "Allowing the family the option of the preschool of their choice."*
- "Nutrition is very important to us so if the school would provide snacks or lunch- must be healthy and also accommodate vegetarians, etc. Would also look for movement, art, language (Spanish) incorporated into curriculum along with other educational activities."*
- "High quality staff. Good teacher and child ratios. Good communication with the administration and the teachers."*
- "Reading, math skills, artistic expression are a must (STEAM programming)"*
- "Inclusive design, aimed towards building diversity and tolerance."*
- "Ideally it would be at kids base elementary school. It would get the kid use to going, familiarize the kids with the school and the school with the kids. Might help base school enrollment."*
- "Expose to different languages: Spanish, Chinese, French. Start early with Math and Science. Introduce finances, earning money at an early age."*
- "Making sure that the facilities are a safe environment."*
- "A full day program as most parents cannot transfer from school to daycare in the middle of the day."*

DEMOGRAPHIC INFO

Please note this information is being collected to ensure that participation and results are appropriately reflective of the Durham County population/community.

23. Annual Household Income: n=1,690

- Less than \$10,000 9%
- \$10,000 to \$14,999 7%
- \$15,000 to \$19,999 7%
- \$20,000 to \$24,999 7%
- \$25,000 to \$29,999 5%
- \$30,000 to \$34,999 6%
- \$35,000 to \$39,999 4%
- \$40,000 to \$44,999 2%
- \$45,000 to \$49,999 3%
- \$50,000 to \$59,999 4%
- \$60,000 to \$74,999 7%
- \$75,000 to \$99,999 11%
- \$100,000 to \$124,999 9%
- \$125,000 to \$149,999 7%
- \$150,000 to \$199,999 6%
- \$200,000 or more 4%

24. Primary language spoken in home n=1,692
- English 84%
 - Spanish 14%
 - Mandarin .2%
 - Other (please specify) 2% (e.g., Arabic, Hebrew, bilingual Eng/Spanish, other European)

25. Race (check all that apply) n=1,686
- White 58%
 - Black or African American 40%
 - American Indian or Alaska Native 1%
 - Asian 4%
 - Native Hawaiian or other Pacific Islander .5%
 - Other (please specify) 6%

26. Hispanic/Latino origin? n=1,687
- Yes 21%
 - No 79%

27. What zip code do you live in? n=1,688

27278	0.2%	27707	17%
27503	1%	27708	0.1%
27572	0.1%	27709	0.1%
27701	8%	27710	0.1%
27703	18%	27712	7%
27704	13%	27713	24%
27705	13%	27715	0.1%
27706	0.1%		

IN CONCLUSION

28. Is there other input or feedback you would like to give policy-makers and planners regarding plans for a proposed, community-funded Durham PreK program? (sample of responses; full text available online at <https://tinyurl.com/y7h8yp8h>)
- "I fully support universal pre-k. Our children go to a public magnet school with pre-K and the demand is so much higher than the supply."*
- "I think this is a great opportunity for the community. Our son attended a Preschool we were very happy with and we plan for our daughter to attend the same school in the fall. I think it's important to also look at how Durham County can help better fund Durham Public Schools. The South Durham schools are very overcrowded."*
- "I hope to enroll my child for Pre-K for the 2018-2019 school year through DPS. I feel that ALL 4-year-olds should have the option to attend Pre-K (though not mandatory, if some parents don't prefer it). Though free is ideal, I'm open to a sliding scale. It's also important to me to immerse my child into a more diverse environment (culturally, racially, economically) than he currently experiences at private daycare, which is why I would prefer a model through his elementary school vs. pursuing pre-k options through our daycare provider."*
- "Hire early childhood certified educators and keep preK developmentally appropriate (large focus on social skills, problem solving, conflict resolution, introduce (but do not expect mastery or memorization) of letters/numbers, no worksheets, mainly free play/exploration time) research shows this is how young children learn best. Incorporating ASL would be a wonderful addition for all children, but would be especially inclusive and helpful for many special education preschoolers (Down Syndrome, Autism, speech delays, etc)."*
- "I think funded pre K would really help get more middle income families engaged in their neighborhood public schools early and more likely to send their kids there for elementary school."*
29. Would you be interested in participating in a community focus group to discuss early childhood and preschool services in Durham? n=1,624
- Yes (please provide email address in question below) 33%

- Maybe (please provide email address in question below) **32%**
- No **35%**

If you are interested in being entered into the drawing for Target gift cards, or participating in the above-mentioned community focus groups, please provide us with your email address, below.

30. Participant Email Address: _____

NOTE: Your e-mail address will only be used to enter you in the drawing for the Target gift cards or to let you know about additional opportunities to participate in focus groups if you indicated an interest in the question above. Your e-mail address will not be added to any mailing list and will be kept confidential.

**This concludes the questionnaire. Thank you for sharing your information and feedback.
Your time and effort are greatly appreciated!**

APPENDIX F: Parent Survey—Spanish

Estudio de Cuidado y Educación Temprana – Encuesta para los padres

Por parte del gobierno del Condado de Durham, Child Care Services Association está conduciendo un estudio de las familias del condado de Durham para aprender cuanto las familias apoyan a que las opciones pre-escolares sean fundadas por la comunidad; cuales han sido sus elecciones y arreglos anteriores y actuales para el cuidado de sus hijos; y, además, cuales son sus preferencias para el cuidado y la educación temprana de sus hijos.

Valoramos su opinión y estamos agradecidos por su tiempo que está tomando para llenar esta encuesta. Ninguna información que lo identifique (aparte del correo electrónico proporcionado) será colectada.



Como muestra de agradecimiento, todos los participantes estarán registrados para la probabilidad de ganarse una tarjeta de regalo de Target al terminar esta encuesta. Los correos electrónicos serán usados solamente para comunicarse con los participantes directamente acerca del sorteo y este estudio.

Para obtener más información, puede encontrar un reporte de el equipo de trabajo de la iniciativa en desarrollo para programas preescolares fundados por la comunidad [aquí](#).

INFORMACIÓN DE LA CASA

- ¿Tiene usted hijos entre las edades de 0-8 años en su casa?
 Sí
 No → **No continúe esta encuesta. Lo siento, pero usted no reúne el perfil de las familias para el cual esta encuesta ha sido diseñada. ¡Gracias por su tiempo!**
- Tipo de Familia / Situación Doméstica (elige todo lo que aplica)
 Familia de padre/madre soltera
 Familia con dos padres
 Abuelo/a(s) criando a nieto/a(s)
 Casa de acogida
 Otro (explique, por favor) _____
- Tamaño de familia (“familia” significa dos o más personas que son parientes de nacimiento, matrimonio o adopción y viviendo juntos) _____
- Número de niños (menores de 18 años) en la casa _____
- Número total de personas en la casa (significa: tamaño de familia de la Pregunta #3 más algún otro(s) que viven en la casa) _____

INFORMACIÓN SOBRE LOS PADRES/TUTORES

- Padre/Madre #1 / Tutor #1
 Madre
 Padre
 Abuelo/a
 Tutor
 Otro (explique, por favor) _____
- Actividad del padre/la madre #1 / tutor #1 (elige todo lo que aplica)
 Ama de casa
 Empleado/a
 Estudiando (la preparatoria, un programa GED, la universidad, o estudios posgraduados)
 Participando en un programa de entrenamiento
 Buscando empleo
 Incapacitado
 Otro (explique, por favor) _____

8. Número de horas en total (combinado) en las cuales el padre/la madre #1 / Tutor #1 está ocupado/a en las actividades anteriores
- Menos de 30 horas por semana
 - 30 o más horas por semana
9. Padre/Madre #2 / Tutor #2
- N/A - no hay segundo padre/madre o tutor → **Por favor pase a la pregunta #12**
 - Madre
 - Padre
 - Abuelo/a
 - Tutor
 - Otro (explique, por favor) _____
10. Actividad del padre/la madre #2 / tutor #2 (elige todo lo que aplica)
- Ama de casa
 - Empleado/a
 - Estudiando (la preparatoria, un programa GED, la universidad, o estudios posgraduados)
 - Participando en un programa de entrenamiento
 - Buscando empleo
 - Incapacitado
 - Otro (explique, por favor) _____
11. Número de horas en total (combinado) en las cuales el padre/la madre #1 / Tutor #1 está ocupado/a en las actividades anteriores
- Menos de 30 horas por semana
 - 30 o más horas por semana

INFORMACIÓN DEL NIÑO/A

12. Por favor provee la información sobre su(s) niño/a(s) (de edades 0-8 años), abajo:

Niño	Edad de niño/a	Arreglos actuales para su cuidado por la mayoría del día
Niño #1	<input type="checkbox"/> Infante (menor de 1 año) <input type="checkbox"/> 1 año <input type="checkbox"/> 2 años <input type="checkbox"/> 3 años <input type="checkbox"/> 4 años <input type="checkbox"/> 5 años (aún no asiste Kindergarten) <input type="checkbox"/> 5 year old (en Kindergarten) <input type="checkbox"/> 6 años o mayor	<input type="checkbox"/> En casa con los padres <input type="checkbox"/> Con un familiar <input type="checkbox"/> Con alguien no relacionado <input type="checkbox"/> En un centro de cuidado o preescolar formal o con licencia <input type="checkbox"/> En una guardería en casa formal o con licencia <input type="checkbox"/> En un centro o casa informal o sin licencia <input type="checkbox"/> En la escuela (grados K-6) <input type="checkbox"/> Otra
Niño #2	<input type="checkbox"/> Infante (menor de 1 año) <input type="checkbox"/> 1 año <input type="checkbox"/> 2 años <input type="checkbox"/> 3 años <input type="checkbox"/> 4 años <input type="checkbox"/> 5 años (aún no asiste Kindergarten) <input type="checkbox"/> 5 year old (en Kindergarten) <input type="checkbox"/> 6 años o mayor	<input type="checkbox"/> En casa con los padres <input type="checkbox"/> Con un familiar <input type="checkbox"/> Con alguien no relacionado <input type="checkbox"/> En un centro de cuidado o preescolar formal o con licencia <input type="checkbox"/> En una guardería en casa formal o con licencia <input type="checkbox"/> En un centro o casa informal o sin licencia <input type="checkbox"/> En la escuela (grados K-6) <input type="checkbox"/> Otra
Niño #3	<input type="checkbox"/> Infante (menor de 1 año) <input type="checkbox"/> 1 año <input type="checkbox"/> 2 años <input type="checkbox"/> 3 años <input type="checkbox"/> 4 años <input type="checkbox"/> 5 años (aún no asiste Kindergarten) <input type="checkbox"/> 5 year old (en Kindergarten) <input type="checkbox"/> 6 años o mayor	<input type="checkbox"/> En casa con los padres <input type="checkbox"/> Con un familiar <input type="checkbox"/> Con alguien no relacionado <input type="checkbox"/> En un centro de cuidado o preescolar formal o con licencia <input type="checkbox"/> En una guardería en casa formal o con licencia <input type="checkbox"/> En un centro o casa informal o sin licencia <input type="checkbox"/> En la escuela (grados K-6) <input type="checkbox"/> Otra

Niño	Edad de niño/a	Arreglos actuales para su cuidado por la mayoría del día
Niño #4	<input type="checkbox"/> Infante (menor de 1 año) <input type="checkbox"/> 1 año <input type="checkbox"/> 2 años <input type="checkbox"/> 3 años <input type="checkbox"/> 4 años <input type="checkbox"/> 5 años (aún no asiste Kindergarten) <input type="checkbox"/> 5 year old (en Kindergarten) <input type="checkbox"/> 6 años o mayor	<input type="checkbox"/> En casa con los padres <input type="checkbox"/> Con un familiar <input type="checkbox"/> Con alguien no relacionado <input type="checkbox"/> En un centro de cuidado o preescolar formal o con licencia <input type="checkbox"/> En una guardería en casa formal o con licencia <input type="checkbox"/> En un centro o casa informal o sin licencia <input type="checkbox"/> En la escuela (grados K-6) <input type="checkbox"/> Otra
Niño #5	<input type="checkbox"/> Infante (menor de 1 año) <input type="checkbox"/> 1 año <input type="checkbox"/> 2 años <input type="checkbox"/> 3 años <input type="checkbox"/> 4 años <input type="checkbox"/> 5 años (aún no asiste Kindergarten) <input type="checkbox"/> 5 year old (en Kindergarten) <input type="checkbox"/> 6 años o mayor	<input type="checkbox"/> En casa con los padres <input type="checkbox"/> Con un familiar <input type="checkbox"/> Con alguien no relacionado <input type="checkbox"/> En un centro de cuidado o preescolar formal o con licencia <input type="checkbox"/> En una guardería en casa formal o con licencia <input type="checkbox"/> En un centro o casa informal o sin licencia <input type="checkbox"/> En la escuela (grados K-6) <input type="checkbox"/> Otra
Niño #6	<input type="checkbox"/> Infante (menor de 1 año) <input type="checkbox"/> 1 año <input type="checkbox"/> 2 años <input type="checkbox"/> 3 años <input type="checkbox"/> 4 años <input type="checkbox"/> 5 años (aún no asiste Kindergarten) <input type="checkbox"/> 5 year old (en Kindergarten) <input type="checkbox"/> 6 años o mayor	<input type="checkbox"/> En casa con los padres <input type="checkbox"/> Con un familiar <input type="checkbox"/> Con alguien no relacionado <input type="checkbox"/> En un centro de cuidado o preescolar formal o con licencia <input type="checkbox"/> En una guardería en casa formal o con licencia <input type="checkbox"/> En un centro o casa informal o sin licencia <input type="checkbox"/> En la escuela (grados K-6) <input type="checkbox"/> Otra
Niño #7	<input type="checkbox"/> Infante (menor de 1 año) <input type="checkbox"/> 1 año <input type="checkbox"/> 2 años <input type="checkbox"/> 3 años <input type="checkbox"/> 4 años <input type="checkbox"/> 5 años (aún no asiste Kindergarten) <input type="checkbox"/> 5 year old (en Kindergarten) <input type="checkbox"/> 6 años o mayor	<input type="checkbox"/> En casa con los padres <input type="checkbox"/> Con un familiar <input type="checkbox"/> Con alguien no relacionado <input type="checkbox"/> En un centro de cuidado o preescolar formal o con licencia <input type="checkbox"/> En una guardería en casa formal o con licencia <input type="checkbox"/> En un centro o casa informal o sin licencia <input type="checkbox"/> En la escuela (grados K-6) <input type="checkbox"/> Otra

13. Por favor, continúe dándonos más información sobre sus (niños de 0 a 8 años), abajo:

Niño	Probabilidad que enviara a su hijo/a a un programa pre-escolar/ prekindergarten para niños de 3-5años	¿Actualmente está usando uno de estos programas para sus niños?
Niño #1	<input type="checkbox"/> Este niño es mayor de 4 pero los envié a la escuela preescolar cuando eran más jóvenes <input type="checkbox"/> Este niño tiene 4 años y ahora está en una escuela preescolar <input type="checkbox"/> Este niño es menor de 4 años y ahora está en una escuela preescolar <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es muy probable que lo envié a una escuela preescolar a los 4 años. <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es bastante probable que lo envié a una escuela preescolar antes de 4 <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es poco probable que lo envié a una escuela preescolar antes de 4 <input type="checkbox"/> Este niño todavía no tiene 4 años, pero no es probable que lo envié a una escuela preescolar antes de 4	<input type="checkbox"/> Programa de subsidio u vales de Servicios Sociales <input type="checkbox"/> Becas de CCSA <input type="checkbox"/> Early Head Start <input type="checkbox"/> Head Start <input type="checkbox"/> NCPReK <input type="checkbox"/> Ninguno de los de arriba
Niño #2	<input type="checkbox"/> Este niño es mayor de 4 pero los envié a la escuela preescolar cuando eran más jóvenes <input type="checkbox"/> Este niño tiene 4 años y ahora está en una escuela preescolar <input type="checkbox"/> Este niño es menor de 4 años y ahora está en una escuela preescolar <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es muy probable que lo envié a una escuela preescolar a los 4 años. <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es bastante probable que lo envié a una escuela preescolar antes de 4 <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es poco probable que lo envié a una escuela preescolar antes de 4 <input type="checkbox"/> Este niño todavía no tiene 4 años, pero no es probable que lo envié a una escuela preescolar antes de 4	<input type="checkbox"/> Programa de subsidio u vales de Servicios Sociales <input type="checkbox"/> Becas de CCSA <input type="checkbox"/> Early Head Start <input type="checkbox"/> Head Start <input type="checkbox"/> NCPReK <input type="checkbox"/> Ninguno de los de arriba

Niño	Probabilidad que enviara a su hijo/a a un programa pre-escolar/ prekindergarten para niños de 3-5años	¿Actualmente está usando uno de estos programas para sus niños?
Niño #3	<input type="checkbox"/> Este niño es mayor de 4 pero los envié a la escuela preescolar cuando eran más jóvenes <input type="checkbox"/> Este niño tiene 4 años y ahora está en una escuela preescolar <input type="checkbox"/> Este niño es menor de 4 años y ahora está en una escuela preescolar <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es muy probable que lo envié a una escuela preescolar a los 4 años. <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es bastante probable que lo envié a una escuela preescolar antes de 4 <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es poco probable que lo envié a una escuela preescolar antes de 4 <input type="checkbox"/> Este niño todavía no tiene 4 años, pero no es probable que lo envié a una escuela preescolar antes de 4	<input type="checkbox"/> Programa de subsidio u vales de Servicios Sociales <input type="checkbox"/> Becas de CCSA <input type="checkbox"/> Early Head Start <input type="checkbox"/> Head Start <input type="checkbox"/> NCPReK <input type="checkbox"/> Ninguno de los de arriba
Niño #4	<input type="checkbox"/> Este niño es mayor de 4 pero los envié a la escuela preescolar cuando eran más jóvenes <input type="checkbox"/> Este niño tiene 4 años y ahora está en una escuela preescolar <input type="checkbox"/> Este niño es menor de 4 años y ahora está en una escuela preescolar <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es muy probable que lo envié a una escuela preescolar a los 4 años. <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es bastante probable que lo envié a una escuela preescolar antes de 4 <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es poco probable que lo envié a una escuela preescolar antes de 4 <input type="checkbox"/> Este niño todavía no tiene 4 años, pero no es probable que lo envié a una escuela preescolar antes de 4	<input type="checkbox"/> Programa de subsidio u vales de Servicios Sociales <input type="checkbox"/> Becas de CCSA <input type="checkbox"/> Early Head Start <input type="checkbox"/> Head Start <input type="checkbox"/> NCPReK <input type="checkbox"/> Ninguno de los de arriba
Niño #5	<input type="checkbox"/> Este niño es mayor de 4 pero los envié a la escuela preescolar cuando eran más jóvenes <input type="checkbox"/> Este niño tiene 4 años y ahora está en una escuela preescolar <input type="checkbox"/> Este niño es menor de 4 años y ahora está en una escuela preescolar <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es muy probable que lo envié a una escuela preescolar a los 4 años. <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es bastante probable que lo envié a una escuela preescolar antes de 4 <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es poco probable que lo envié a una escuela preescolar antes de 4 <input type="checkbox"/> Este niño todavía no tiene 4 años, pero no es probable que lo envié a una escuela preescolar antes de 4	<input type="checkbox"/> Programa de subsidio u vales de Servicios Sociales <input type="checkbox"/> Becas de CCSA <input type="checkbox"/> Early Head Start <input type="checkbox"/> Head Start <input type="checkbox"/> NCPReK <input type="checkbox"/> Ninguno de los de arriba
Niño #6	<input type="checkbox"/> Este niño es mayor de 4 pero los envié a la escuela preescolar cuando eran más jóvenes <input type="checkbox"/> Este niño tiene 4 años y ahora está en una escuela preescolar <input type="checkbox"/> Este niño es menor de 4 años y ahora está en una escuela preescolar <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es muy probable que lo envié a una escuela preescolar a los 4 años. <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es bastante probable que lo envié a una escuela preescolar antes de 4 <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es poco probable que lo envié a una escuela preescolar antes de 4 <input type="checkbox"/> Este niño todavía no tiene 4 años, pero no es probable que lo envié a una escuela preescolar antes de 4	<input type="checkbox"/> Programa de subsidio u vales de Servicios Sociales <input type="checkbox"/> Becas de CCSA <input type="checkbox"/> Early Head Start <input type="checkbox"/> Head Start <input type="checkbox"/> NCPReK <input type="checkbox"/> Ninguno de los de arriba
Niño #7	<input type="checkbox"/> Este niño es mayor de 4 pero los envié a la escuela preescolar cuando eran más jóvenes <input type="checkbox"/> Este niño tiene 4 años y ahora está en una escuela preescolar <input type="checkbox"/> Este niño es menor de 4 años y ahora está en una escuela preescolar <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es muy probable que lo envié a una escuela preescolar a los 4 años. <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es bastante probable que lo envié a una escuela preescolar antes de 4 <input type="checkbox"/> Este niño todavía no tiene 4 años, pero es poco probable que lo envié a una escuela preescolar antes de 4 <input type="checkbox"/> Este niño todavía no tiene 4 años, pero no es probable que lo envié a una escuela preescolar antes de 4	<input type="checkbox"/> Programa de subsidio u vales de Servicios Sociales <input type="checkbox"/> Becas de CCSA <input type="checkbox"/> Early Head Start <input type="checkbox"/> Head Start <input type="checkbox"/> NCPReK <input type="checkbox"/> Ninguno de los de arriba

14. ¿Alguno de sus hijos de 0-5 años de edad tiene alguna necesidad especial (trastorno, salud, problema de desarrollo) para el cual usted quisiera apoyo en un medioambiente preescolar?
- No tengo ningún niño de 0-5 años con necesidades especiales
 - Sí tengo ningún niño de 0-5 años con necesidades especiales, pero NO NECESITA servicios
 - Sí, tengo ningún niño de 0-5 años con necesidades especiales (explique, por favor):
-

OPINIONES SOBRE EL CUIDADO Y LA EDUCACIÓN TEMPRANA

15. ¿Qué tan importante son estos papeles para el gobierno del Condado de Durham en proveer programas preescolares voluntarios para niños de 4 años de edad?

	No importante	Poco importante	Algo importante	Muy importante	No opinión /no sé
El condado de Durham debe asegurarse que haya bastantes cupos preescolares de calidad para los niños de 4 años en Durham.	<input type="checkbox"/>				
El condado de Durham debe ayudar a pagar por los cupos en programas preescolares de calidad para los niños de 4 años en Durham.	<input type="checkbox"/>				

16. De \$0 a \$100, ¿cuánto más, estuviera usted dispuesto a pagar en impuestos para apoyar un programa preescolar financiado por la comunidad para los niños de 4 años en Durham? \$ _____

17. ¿Tiene usted algún niño/a menor de la edad de 5 años?

- Sí
 No → **Por favor pase a la pregunta #23**

18. ¿Qué tan interesado/a estaría usted en inscribir a su hijo/a en un programa preescolar financiado por la comunidad de Durham cuando el/ella cumpla sus 4 años?

- De ninguna manera → **Por favor pase a la pregunta #23**
 No mucho
 Probablemente
 Mucho
 No opinión / no sé

19. ¿Qué tipo de medio-ambiente consideraría usted para un programa preescolar para su hijo/a de 4 años (si el costo no fuera un factor)?

	Primera elección	No la primera elección, pero le tomaría en cuenta	NO la consideraría
Escuela primaria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patrocinado por una religión	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programa preescolar privado / centro de cuidado infantil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. ¿Qué tan importante serían estas características/opciones de programas preescolares para usted?

	No importante	Deseable	Esencial	No opinión / No sé
Gratuito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medio día (menos de 6 horas al día)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiempo completo/"Opción de después de escuela" (para extenderse más de un preescolar de 6 horas al día)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cercanía a su casa (dentro de 3 millas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transporte a/de la escuela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal de enseñanza que habla su idioma de casa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal de enseñanza que comparte su cultura/valores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Si fueran los programas preescolares financiados por la comunidad de Durham a base de cuotas, no gratuitos, debe el programa cobrar cantidades diferentes basados en los ingresos de la casa y la cantidad que puede pagar cada familia? (por ejemplo, una “escala móvil de tuición”)
- Sí
 - No
 - No opinión / No sé

22. ¿Cuáles otras características o servicios serían más importantes para usted en un programa preescolar financiado por la comunidad de Durham?

INFORMACIÓN DEMOGRÁFICA

Tome en cuenta, por favor, que esta información está recogida solamente para asegurar que la participación y sus resultados reflejan apropiadamente a la comunidad y población del condado de Durham.

23. Ingresos anuales de la familia:

- | | | |
|--|--|--|
| <input type="checkbox"/> Menos de \$10,000 | <input type="checkbox"/> \$35,000 a \$39,999 | <input type="checkbox"/> \$100,000 a \$124,999 |
| <input type="checkbox"/> \$10,000 a \$14,999 | <input type="checkbox"/> \$40,000 a \$44,999 | <input type="checkbox"/> \$125,000 a \$149,999 |
| <input type="checkbox"/> \$15,000 a \$19,999 | <input type="checkbox"/> \$45,000 a \$49,999 | <input type="checkbox"/> \$150,000 a \$199,999 |
| <input type="checkbox"/> \$20,000 a \$24,999 | <input type="checkbox"/> \$50,000 a \$59,999 | <input type="checkbox"/> \$200,000 o más |
| <input type="checkbox"/> \$25,000 a \$29,999 | <input type="checkbox"/> \$60,000 a \$74,999 | |
| <input type="checkbox"/> \$30,000 a \$34,999 | <input type="checkbox"/> \$75,000 a \$99,999 | |

24. Primer idioma de la casa

- Inglés
- Español
- Mandarin
- Otro (indique por favor) _____

25. Raza (elige todo lo que aplica)

- Blanco
- Negro o Afroamericano
- American Indian or Alaska Native
- Asiático
- Hawaiano/a nativo/a o de otra Isla Pacífica
- Otro (indique por favor) _____

26. ¿Origen Hispano/Latino?

- Sí
- No

27. ¿Cuál es el código postal de su vivienda? _____

PARA CONCLUIR

28. ¿Hay alguna otra contribución o comentario que le gustaría ofrecer a los legisladores y proyectistas en relación con los planes para la propuesta de el programa preescolar financiado por la comunidad de Durham??

29. ¿Estaría usted interesado/a en participar en un grupo de enfoque comunitario para hablar de los servicios de educación temprana y programas preescolares en Durham?

- Sí (por favor, proporcione su dirección de correo electrónico en el espacio a continuación)
- Tal vez (por favor, proporcione su dirección de correo electrónico en el espacio a continuación)
- No

Si usted está interesado en inscribirse para un sorteo para ganarse una tarjeta de regalo de Target o si le gustaría participar en el grupo de enfoque comunitario mencionado anteriormente, por favor provea su dirección de correo electrónico abajo.

30. Dirección del correo electrónico del participante: _____

NOTA: Su correo electrónico solamente será utilizado para registrarlo para el sorteo de la tarjeta de regalo de Target o para mandarle información acerca de las preguntas previas en las cuales usted ha indicado tener interés en saber más acerca de ellas. Su correo electrónico no será agregado a ninguna lista de correos y se mantendrá confidencial.

**Esto concluye nuestra encuesta. ¡Gracias por compartir su información y sus opiniones.
Su tiempo y su esfuerzo son realmente apreciados!**

Por favor regrese esta encuesta a Child Care Services Association (CCSA):

Envíe a: Child Care Services Association
1201 South Briggs Ave., #200
Durham, NC 27703
Attn: Family Support Dept.

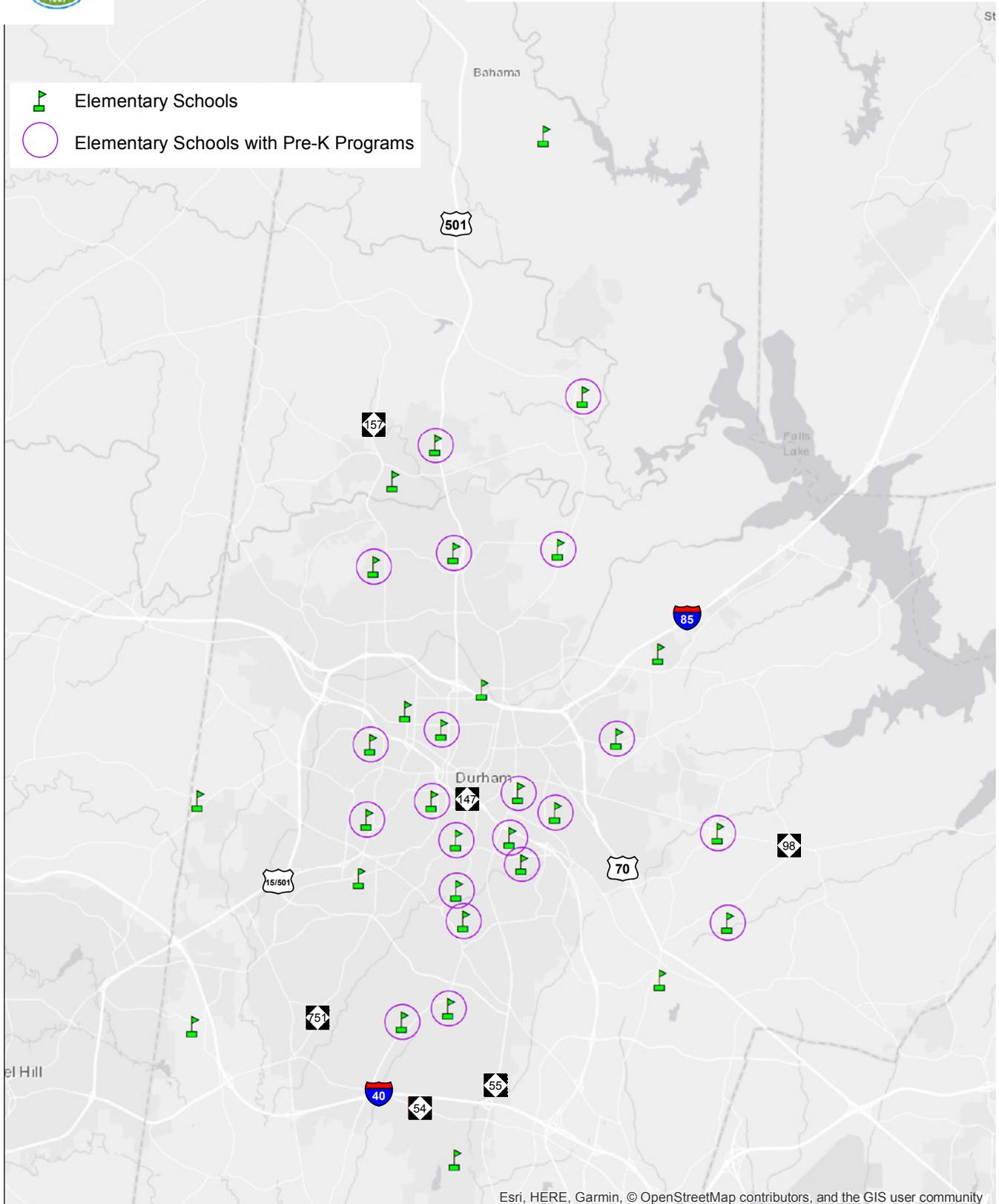
Fax: 919-403-6959

Preguntas? Llame 855-327-5933

MAP 1: Durham County Public Schools



Availability of Preschool Services in DPS Elementary Schools



Esri, HERE, Garmin, © OpenStreetMap contributors, and the GIS user community

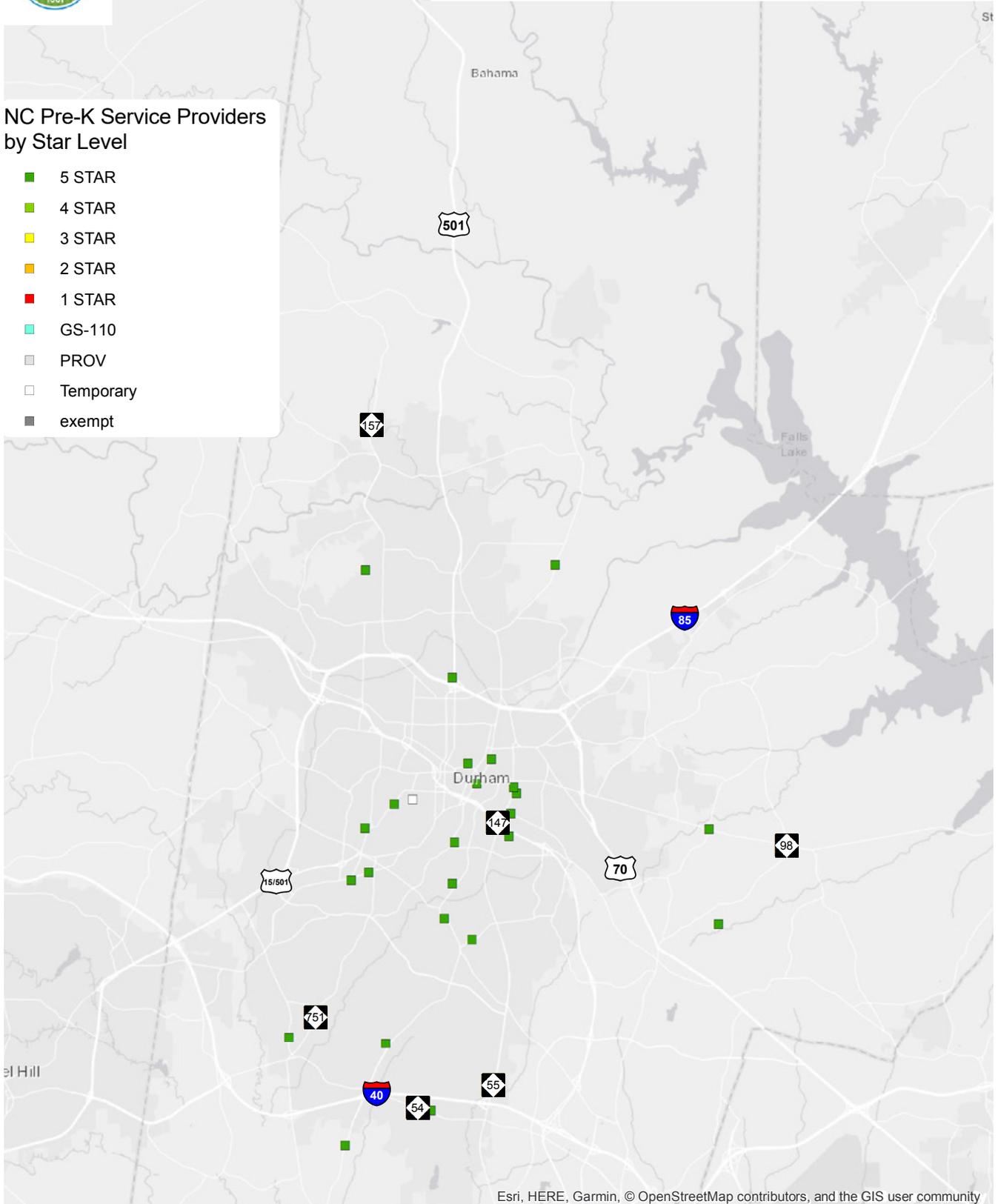
MAP 2: Durham NC Pre-K and Head Start Programs



NC Pre-K and Head Start Preschool Locations in Durham County

NC Pre-K Service Providers by Star Level

- 5 STAR
- 4 STAR
- 3 STAR
- 2 STAR
- 1 STAR
- GS-110
- PROV
- Temporary
- exempt

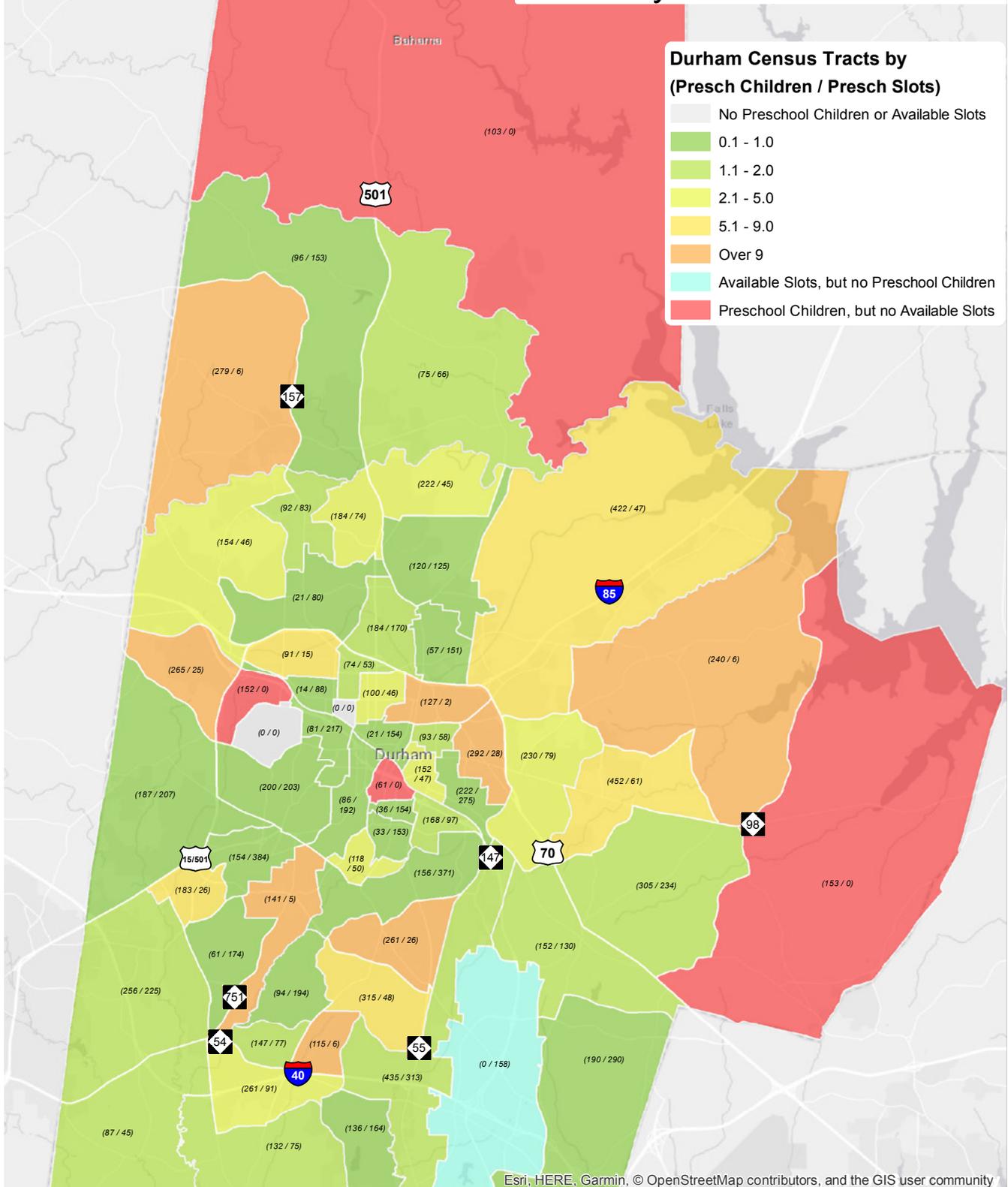


Esri, HERE, Garmin, © OpenStreetMap contributors, and the GIS user community

MAP 3: Ratio of Preschool Children to Available Care Spaces



Ratio of Preschool Children to Available Preschool Slots, by Census Tract

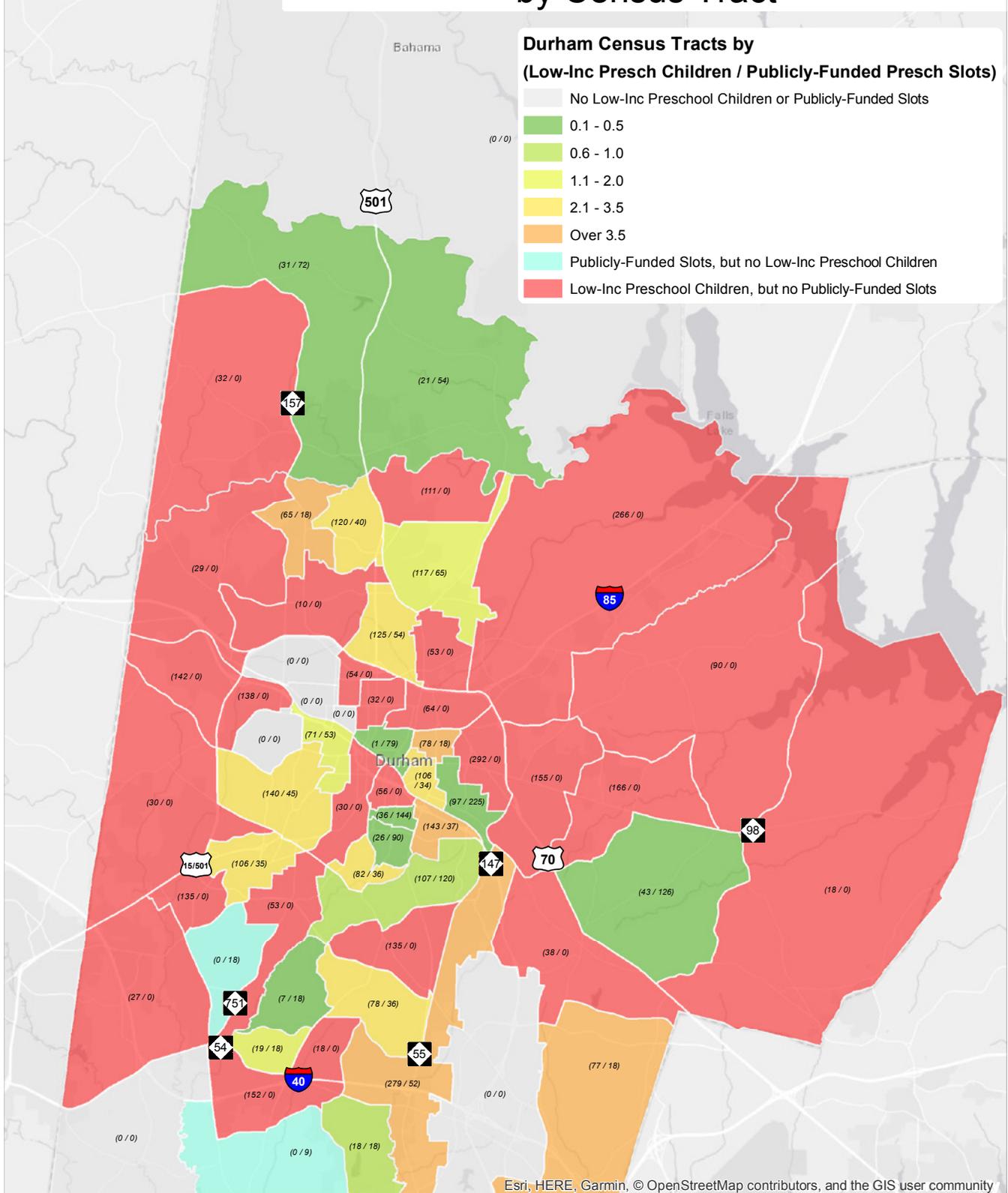


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MAP 4: Ratio of Low-Income Children to Publicly Funded Spaces



Ratio of Low-Income Preschool Children to Available Publicly-Funded Preschool Slots, by Census Tract



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