PREFERENCE RECOMMENDATIONS

These policy recommendations are designed to facilitate equity of access to high quality early education, providing the foundation for a successful, productive life for each of Durham County’s young children.

Develop Durham PreK as a universal program open for all of Durham’s 4-year olds

To meet the needs of children and parents, a voluntary universal program should be developed providing free early care and education to 4-year olds living in families at or below 100% of the federal poverty level. For those 4-year olds whose family income is above 100%, a sliding fee scale provides scaled assistance to keep middle class families economically sound as they access high quality preschool services for their children.

Make Durham PreK supportive of working families

Financial assistance provides just one necessary support for working families to access early care and education programs. The reality of the cost of living in Durham County is that parents need to work full-time. Most employers expect their full-time employees to be on the job for eight to nine hours a day all year long. Programs offering care for fewer hours or only during the school year often are not options for parents. Further, subsidized care for fewer hours or days means parents are required to pay for full-time care out of their own pockets.

Many parents, especially in low-income families, rely on bus service for the necessary tasks of daily life. Without transportation support, parents are unable to get their children to and from child care each day. Transportation options are costly and pose additional liability issues for programs. Financial support for this service allows parents to access a wider range of early childhood programs.

Ensure that Durham PreK programs respect our children and families

Research shows that high quality, developmentally appropriate programs lead to positive outcomes for children, communities, and business. Further, parents are seeking play-based curricula that balance social and emotional development with academic achievement. In keeping with Durham County’s values, programs must be inclusive and celebrate the diversity of our community. Parents provide an often overlooked resource for strengthening programs by providing information about their children and their culture.

Provide resources to lift up our teachers

Teachers are the backbone of a child’s experience in an early care and education setting. Keeping qualified teachers in the classrooms should be a priority for Durham. While good teachers begin their career because of their dedication to the education of young children, their demands often present conflicts as well and other financial commitments increase. However, higher salaries and benefits for these good teachers are too costly for programs reliant on young parents monthly tuition payments. Funds specifically earmarked for qualified teachers ensure increased compensation.

Knowledge of child development and effective teaching strategies has grown tremendously over the past few decades. While curricula provide a solid base for effective teaching, understanding the theory and science behind those ideas will produce better results for children. Teachers can only gain this knowledge through coursework at colleges and universities. Many teachers, however, are not currently using child care or preschool programs. The report helps refine the assessment of available preschool spaces by providing information about targeted enrollment of three and four year olds and identifies gaps in the early care and education community in the County. This summary presents key findings from the Supply and Demand study.

Durham County

PRESCHOOL SUPPLY & DEMAND STUDY

Executive Summary

2018

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This Supply and Demand report provides new information about parents and their current preschool choices and arrangements, as well as their preferences. Through the use of this report, policy makers can begin to understand the value that parents put on preschool education, including those who are not currently using child care or preschool programs. The report helps refine the assessment of available preschool spaces by providing information about targeted enrollment of three and four year olds and identifies gaps in the early care and education community in the County. This summary presents key findings from the Supply and Demand study.

Full report available at bit.ly/DcPrepreshoolSdStudy

Durham PreK

Interests, Strategies and Challenges

Interests: Durham PreK aims to create a county wide assessment of the supply and demand of early care and education services in Durham County. Information for this study was gathered through parent and child care director surveys as well as two parent focus groups. This information was supplemented by census data, early care and education service agency information was supplemented by census data, early care and education services in Durham County and describes parent demand for preschool in Durham County and the capacity and needs of the existing early childhood provider community to meet that demand.

The toughest challenges for programs include teacher salaries, staff educational requirements and supporting culturally and linguistically diverse populations.

The toughest challenges for programs include teacher salaries, staff educational requirements and supporting culturally and linguistically diverse populations.

Durham PreK

Concerns

22% of programs expressed that they are extremely concerned about loss of enrollment should the Durham County move forward with the Durham PreK program.

68% of assistant teachers leave each year.
Elementary schools are preferred by 54% of families for Durham PreK.

Private preschools/child care centers are preferred by 49% of families for Durham PreK.

Publicly funded preschools are preferred by 40% of families for Durham PreK.

There are nearly 3 children for every 1 preschool slot in a licensed center in Durham County.

There are more than 2 preschool-age children for every 1 preschool slot in a licensed center in Durham County.

Approximately 4 out of every 5 families with children age birth-5 send, or are likely to send, their children to preschool.

There are just over 9,200 preschool-age children in Durham County from 3-5 years old.

There are 6 low-income preschool children for every 1 currently publicly-funded preschool slot in Durham County (NC Pre-K, Head Start, DPS).

Approximately 4,300 of these children live in low-income households (<200% FPL).

97% of families feel it is important for Durham County to make sure there are plenty of quality preschool spaces for 4-year olds.

94% of families feel it is important for Durham County to help pay for quality preschool for Durham County’s children.

90% of children are willing to contribute toward monthly taxes for community-funded preschool, at an average of $33/month.

92% of families want or need cost-free preschool services.

92% of families indicate interest in community-funded preschool in Durham.

88% of families say having a shared culture and common values with teaching staff is important.

85% of families say having a shared culture and common values with teaching staff is important.

82% of families say having a shared culture and common values with teaching staff is important.

62% of centers programs have waiting lists for 3-5 year olds.

For a four or five year old, $921 per month covers the median cost of care in 4-5 star programs.

87% of families would like services for more than 6 hours per day.

33% of Durham preschool programs provide extra preschool services.

32% of families say having a shared culture and common values with teaching staff is important.

36% of Durham preschool programs provide extra preschool services.

82% of families say they would be willing to pay extra to support local preschool teacher that speaks their child’s home language.

85% of families say having a shared culture and common values with teaching staff is important.

62% of centers have at least 1 staff member who speaks an additional language to English.

Closeness of programs is considered essential for 53% of low-income families.

85% of center programs have waiting lists for 3-5 year olds.

Interactive maps available at: bit.ly/DCoPreschoolStudyMaps

55% of center programs have waiting lists for 3-5 year olds.

36% of Durham preschool programs provide extra preschool services.

29% of Durham preschool programs provide extra preschool services.

8% of Durham preschool programs provide extra preschool services.

33% of Durham preschool programs provide extra preschool services.

30% of Durham preschool programs provide extra preschool services.

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General Preschool Population

There are just over 9,200 preschool-age children in Durham County from 3-5 years old.

Support for Durham PreK
- 97% of families feel it is important for Durham County to make sure there are plenty of quality preschool spaces for 4-year-olds.
- 94% of families feel it is important for Durham County to help pay for quality preschool for Durham County’s children.
- 92% of families want or need cost-free preschool services.
- 79% of families support the use of sliding fee scales.

Current Staff Education and NC Pre-K Requirements
- Bachelor’s degree in Early Childhood Education or higher: 58% of centers have at least one staff member who speaks an additional language to English.
- Bachelor’s degree in Early Childhood Education or higher: 36% of centers have at least one staff member who speaks a shared culture and common values with teaching staff is important.
- Bachelor’s degree in Early Childhood Education or higher: 85% of families are willing to contribute toward monthly taxes for community-funded preschool, at an average of $33/month.

Preschool Needs and Available Services
- 92% of families want or need cost-free preschool services.
- 92% of families support the use of sliding fee scales.
- For a four or five year old, $921 per month covers the median cost of care in 4-5 star programs.
- In the event that Durham PreK services would be fee-based, not free, 79% of families would like services for more than 6 hours per day.
- Closeness of programs is considered essential for 53% of low-income families.
- 87% of families would like access to publicly-funded preschool slots.
- 88% of families indicate interest in community-funded preschool in Durham.
- 90% of children in license-exempt care 4-star rank.
- 3% of children in license-exempt care 1-star rank.
- 29% of families are willing to contribute toward monthly taxes for community-funded preschool, at an average of $33/month.

Interactive maps available at: bit.ly/DCoPreschoolStudyMaps

License Exempt
5-star
4-star
3-star
GS-110
2-star
1-star
Other
5% 10% 25% 5% 5% 5% 3%
50% of children in 5-star care
12% of children in 4-star care
7% of children in 3-star care
7% of children in GS-110 care
21% of children in 1-star care
21% of children in 2-star care
3% of children in other types of care
97% of families indicate interest in license-exempt care programs in Durham County.

CDA or an Associate degree in Early Childhood Education or higher: 38% of centers have at least one staff member who speaks a shared culture and common values with teaching staff is important.

Bachelor’s degree in Early Childhood Education or higher: 36% of centers have at least one staff member who speaks a shared culture and common values with teaching staff is important.

Bachelor’s degree in Early Childhood Education or Higher: Required for an assistant teacher in an NC Pre-K program.

Bachelor’s degree in Early Childhood Education or Higher: Required for a teacher in an NC Pre-K program.

Bachelor’s degree in Early Childhood Education or Higher: Required for a director in an NC Pre-K program.

Bachelor’s degree in Early Childhood Education or Higher: Required for a director in an NC Pre-K program.

Bachelor’s degree in Early Childhood Education or Higher: Required for a teacher in an NC Pre-K program.

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- 94% of families feel it is important for Durham County to help pay for quality preschool for Durham County’s children.
- 92% of families want or need cost-free preschool services.
- 79% of families support the use of sliding fee scales.
- 29% of families say they want a preschool teacher who speaks their child’s home language.
- 85% of families say having a shared culture and common values with teaching staff is important.
- 94% of families indicate interest in community-funded preschool in Durham.
- 90% of children in license-exempt care.
- 92% of families with children age birth–5, send, or are likely to send, their children to preschool.

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Current Staff Education and NC Pre-K Requirements

- 92% of center programs have waiting lists for 3-5-year-olds.
- 88% of families indicate interest in community-funded preschool in Durham.
- 62% of centers have at least 1 staff member who speaks an additional language to English.
- 87% of families would like services for more than 6 hours per day.
- 85% of center programs have waiting lists for 3–5-year-olds.
- 87% of families have a shared culture and common values with teaching staff, and 82% of families say they want a preschool teacher who speaks their child’s home language.

Durham PreK

- 82% of families say they pay either a shared culture and common values with teaching staff, and 82% of families say they want a preschool teacher who speaks their child’s home language.
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- 90% of children in license-exempt care.
- 92% of families with children age birth–5, send, or are likely to send, their children to preschool.

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Preschool Needs and Available Services

- Approximately 4 out of every 5 families with children age birth–5, send, or are likely to send, their children to preschool.
- There are more than 2 preschool-age children for every 1 preschool slot in a licensed center in Durham County.
- There are nearly 3 children for every 1 preschool slot in a licensed center in Durham County.
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Public School vs. Early Childhood Staff Compensation

<table>
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<tr>
<th></th>
<th>Public School mean starting salaries</th>
<th>$10.50</th>
<th>Durham PreK mean starting salaries</th>
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<td>Assistant Teachers</td>
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<td>Teachers</td>
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<td>Directors</td>
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**Policies and Recommendations**

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**Develop Durham PreK as a universal program open for all of Durham’s 4- year olds**

To meet the needs of children and parents, a voluntary universal program should be developed providing free early care and education to 4 year olds living in families at or below 100% of the federal poverty level. For those 4 year olds whose family income is above 300%, a sliding fee scale provides scaled assistance to keep middle class families economically sound as they access high quality preschool services for their children.

**Make Durham Prek supportive of working families**

Financial assistance provides just one necessary support for working families to access early care and education programs. The reality of the cost of living in Durham County is that parents need to work full-time. Most employers expect their full-time employees to be on the job for eight to nine hours a day all year long. Programs offering care for fewer hours or only during the school year often are not options for parents. Further, unsubsidized care can be costly for fewer hours or days means parents are required to pay for full-time care out of their own pockets.

Many parents, especially in low-income families, rely on bus service for the necessary tasks of daily life. Without transportation support, parents are unable to get their children to and from child care each day. However, transportation services are costly and pose additional liability issues for programs. Financial support for this service allows parents to access a wider range of early childhood programs.

**Ensure that Durham PreK programs respect our children and families**

Research shows that high quality, developmentally appropriate programs lead to positive outcomes for children, communities, and business. Further, parents are seeking play-based curricula that balance social and emotional development with academic achievement. In keeping with Durham County’s values, programs must be inclusive and celebrate the diversity of our community. Parents provide an often overlooked resource for strengthening programs by providing information about their children and their families.

**Provide resources to lift up our teachers**

Teachers are the backbone of a child’s experience in an early care and education setting. Keeping qualified teachers in the classrooms should be a priority for Durham. While good teachers begin their career because of their dedication to the education of young children, high demands often present conflicts as bills and other financial commitments increase. However, higher salaries and benefits for these good teachers are too costly for programs reliant on young parents’ monthly tuition payments. Funds specifically earmarked for qualified teachers ensure increased compensation.

Knowledge of child development and effective teaching strategies has grown tremendously over the past few decades. While curricula provide a solid base for effective teaching, understanding the theory and science behind these outlines and requirements can be costly and pose additional liability issues for programs. Financial support for this service allows parents to access a wider range of early childhood programs.

**Durham PreK Interest, Strategies and Challenges**

- 68% of programs expressed that they are extremely concerned about loss of enrollment should the Durham County move forward with the Durham PreK program
- 22% of programs expressed that they are extremely concerned about loss of enrollment should the Durham County move forward with the Durham PreK program

**Durham PreK Concerns**

- Spaces currently needed or converted to become Durham PreK spaces by these programs
- The toughest challenges for programs include teacher salaries, staff educational requirements and supporting culturally and linguistically diverse populations
- The number of space currently needed or converted to become Durham PreK spaces
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**Durham PreK Executive Summary**

Full report available at bit.ly/DCCPreschoolSupplyDStudy

This Supply and Demand report provides new information about parents and their current preschool choices and arrangements, as well as their preferences. Through the use of this report, policy makers can begin to understand the value that parents put on preschool education, including those who are not currently using child care or preschool programs. The report helps refine the assessment of available preschool spaces by providing information about targeted enrollment of three and four year olds and identifies gaps in the early care and education community in the County. This summary presents key findings from the Supply and Demand study.

In the fall of 2017 Durham County contracted with Child Care Services Association (CCSA) to conduct a countywide assessment of the supply and demand of early care and education services in the County. Information for this study was gathered through parent and child care director surveys as well as two parent focus groups. This information was supplemented by census data, early care and education licensing and subsidy data, and information collected annually by CCSA for use in other agency services.

The goal of this project was 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.
Public School vs. Early Childhood Staff Compensation

All directors’ median salaries
$39,500
Median directors’ salaries
$20,000
in programs interested in becoming Durham PreK providers

All teachers’ median starting salaries
$12,000
$18,900
in programs interested in becoming Durham PreK providers

Public school assistants’ median starting salaries
$11,900
Median assistants’ starting salaries
$10,000
in programs interested in becoming Durham PreK providers

Durham PreK
Interest, Strategies and Challenges

68% of Durham County early care and education programs expressed interest in becoming a Durham PreK site. (picture of Durham Public Schools)

1,939 Spaces must be made or converted to become Durham PreK spaces by these programs

The toughest challenges for programs include teacher salaries, staff educational requirements and supporting culturally and linguistically diverse populations

Durham PreK Concerns

22% of programs expressed that they are extremely concerned about loss of enrollment should the Durham County move forward with the creation of a Durham PreK program

PRESCHOOL SUPPLY & DEMAND STUDY

2018

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Make Durham PreK supportive of working families

Financial assistance provides just one necessary support for working families to access early care and education programs. The reality of the cost of living in Durham County is that parents need to work full-time. Most employers expect their full-time employees to be on the job for eight to nine hours a day all year long. Programs offering care for fewer hours or only during the school year often are not options for parents. Further, subsidized care for fewer hours or days means parents are required to pay for full-time care out of their own pockets.

Many parents, especially in low-income families, rely on tax services for the necessary tasks of daily life. Without transportation support, parents are unable to get their children to and from child care each day. Transportation also is costly and pose additional liability issues for programs. Financial support for this service allows parents to access a wider range of early childhood programs.

Ensure that Durham PreK programs respect our children and families

Research shows that high-quality, developmentally appropriate programs lead to positive outcomes for children, communities, and business. Further, parents are seeking play-based curricula that balance social and emotional development with academic achievement. In keeping with Durham County’s values, programs must be inclusive and celebrate the diversity of our community. Parents provide an often overlooked resource for strengthening programs by providing information about their children and their culture.

Provide resources to lift up our teachers

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Policy Recommendations

These policy recommendations are designed to facilitate equity of access to high quality early education, providing the foundation for a successful, productive life for each of Durham County’s young children.

Provide information about Durham PreK

Government

1. Develop a web page focused on the creation of a Durham PreK program.
2. Promote the creation of a Durham PreK program to parents through TV ads, billboards, leaflets, social media and community events.

Provide the opportunity for Durham PreK programs to access high quality space

Government

1. Identify and purchase centrally located, non-profit buildings willing to lease space for Durham PreK programs.
2. Share any available space in public schools.

Offer professional development and training opportunities

Government

1. Support region-wide professional development opportunities for Durham PreK programs.
2. Strengthen current professional development opportunities for Durham PreK directors.

Provide support for Durham PreK programs to access child care

Government

1. Provide transportation services to Durham PreK families.
2. Provide access to qualified adult care.

Provide families with information about Durham PreK

Government

1. Provide families with information about the creation of a Durham PreK program.

Provide for high teacher compensation

Government

1. Increase the salary of teachers in Durham PreK programs.
2. Increase the salary of the collective bargaining unit (CBU) for Durham PreK programs.

Support the development of Durham PreK programs

Government

1. Increase the funding for Durham PreK programs.
2. Increase the funding for Durham PreK teachers.

Prepare Durham PreK programs to access high quality space

Government

1. Develop Durham PreK programs on a small scale.
2. Support the development of professional learning communities.

Develop policies that will bring Durham PreK programs into line with Durham PreK programs

Government

1. Develop policies that will bring Durham PreK programs into line with Durham PreK programs.
2. Develop policies that will bring Durham PreK programs into line with Durham PreK programs.

Close the supply and demand gap

Government

1. Increase the number of Durham PreK programs.
2. Increase the number of Durham PreK programs.

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Financial assistance provides just one necessary support for working families to access early care and education programs. The reality of the cost of living in Durham County is that parents need to work full-time. Most employers expect their full-time employees to be on the job for eight to nine hours a day all year long. Programs offering care for fewer hours or only during the school year often are not options for parents. Further, subsidized care for fewer hours or days means parents are required to pay for full-time care out of their own pockets.

Many parents, especially in low-income families, rely on tax services for the necessary tasks of daily life. Without transportation support, parents are unable to get their children to and from child care each day. Transportation also is costly and pose additional liability issues for programs. Financial support for this service allows parents to access a wider range of early childhood programs.

Ensure that Durham PreK programs respect our children and families

Research shows that high-quality, developmentally appropriate programs lead to positive outcomes for children, communities, and business. Further, parents are seeking play-based curricula that balance social and emotional development with academic achievement. In keeping with Durham County’s values, programs must be inclusive and celebrate the diversity of our community. Parents provide an often overlooked resource for strengthening programs by providing information about their children and their culture.

Provide resources to lift up our teachers

Teachers are the backbone of a child’s experience in an early care and education setting. Keeping qualified teachers in the classrooms should be a priority for Durham. While good teachers begin their career because of their dedication to the education of young children, their demands often present conflicts as full-time and other financial commitments increase. However, higher salaries and benefits for these good teachers are too costly for programs reliant on young parents’ monthly tuition payments. Funds specifically earmarked for qualified teachers ensure increased compensation.

Knowledge of child development and effective teaching strategies has grown tremendously over the past few decades. While curricula provide a solid base for effective teaching, understanding the theory and science behind these outlines will produce better results for children. Teachers can only gain this knowledge through coursework at colleges and universities. Many teachers, however, have not had the opportunity to start and/or finish their degrees. Providing minimum educational requirements and a structure to attaining these requirements will increase teachers’ abilities to provide the best possible education to our youngsters.