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00:00:04.710 --> 00:00:16.800

Susan Mims (she/her): Hello, and thank you for joining us I'm Susan Mims the President and CEO Dogwood Health Trust, and we're so glad you're here and so pleased to share with you the results.

2

00:00:17.160 --> 00:00:25.230

Susan Mims (she/her): Of Dogwood's the second Commission study, the first being the regional housing needs assessment that you can find on our website.

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00:00:25.710 --> 00:00:33.330

Susan Mims (she/her): And now a comprehensive assessment of the early childhood care and education landscape of our region.

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00:00:34.320 --> 00:00:42.840

Susan Mims (she/her): So as to not steal the thunder from our impact strategy team for education I'll jump right into introducing the leader of this work.

5

00:00:43.530 --> 00:01:00.180

Susan Mims (she/her): Dr Erica Williams joined dogwood earlier this year, as Vice President of impact for education and she brings more than 20 years of experience in teaching scholarship and leadership to our organization.

6

00:01:01.320 --> 00:01:16.560

Susan Mims (she/her): Prior to joining dogwood Erica held positions of increasing responsibility at Winston Salem State University, most recently serving as the associate provost for academic strategy and institutional effectiveness.

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00:01:17.400 --> 00:01:37.260

Susan Mims (she/her): Prior to joining WSU she served as the associate dean of education at Fayetteville State University, which happens to be her Alma mater we're thrilled to have Erika on the dogleg team and leading this important work so without further ado I'll turn it over to you Erica.

8

00:01:38.010 --> 00:01:43.260

Ereka R. Williams, PhD: Thank you Susan good afternoon everyone it's an honor to be serving Western north.

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00:01:43.260 --> 00:01:46.170

Ereka R. Williams, PhD: Carolina as a member of the dogleg team.

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00:01:46.500 --> 00:01:55.230

Ereka R. Williams, PhD: working alongside all of you to create a region where everyone can live learn earn and thrive, as you may know.

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00:01:55.620 --> 00:02:11.520

Ereka R. Williams, PhD: dogwood selected it's for strategic priority areas of housing, education, economic opportunity and health and wellness because of the tremendous impact they have each on everyone's overall health.

12

00:02:11.970 --> 00:02:22.680

Ereka R. Williams, PhD: And all our priorities are undergirded by a deep commitment to diversity equity and inclusion education can be a key.

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00:02:23.070 --> 00:02:33.930

Ereka R. Williams, PhD: to unleash the potential of opportunity for everyone, especially for those whose communities have been marginalized therefore education should be equitable.

14

00:02:34.440 --> 00:02:42.270

Ereka R. Williams, PhD: Excellent in its delivery and accessible to all, regardless of place, gender or ethnicity.

15

00:02:42.840 --> 00:02:57.270

Ereka R. Williams, PhD: Is dogwood has made investments throughout our Community, we realized that we and our communities would benefit from deeper knowledge about where there are gaps and services, and how deep the need really is.

16

00:02:57.840 --> 00:03:06.090

Ereka R. Williams, PhD: This year we have commissioned two studies, with an education and it's this new research that we're so excited to share with you today.

17

00:03:06.570 --> 00:03:14.640

Ereka R. Williams, PhD: Early Karen education in western North Carolina an overview to better serve young children, families and programs.

18

00:03:14.970 --> 00:03:28.350

Ereka R. Williams, PhD: and teach early childhood scholarship program supporting early child care, education workforce development education compensation and retention in western North Carolina.

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00:03:28.650 --> 00:03:41.520

Ereka R. Williams, PhD: are the first to take a look at early childhood education across our entire region you'll see a link in the chat where you can download both of those reports, free from our website.

20

00:03:42.120 --> 00:03:50.910

Ereka R. Williams, PhD: addressing our region's needs is far beyond the capabilities of any one foundation nonprofit or local government.

21

00:03:51.210 --> 00:04:00.720

Ereka R. Williams, PhD: It will take all of us digging deeper to learn the full scope of what's needed and then working together to develop and implement the solutions.

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00:04:01.140 --> 00:04:10.650

Ereka R. Williams, PhD: that's why dogwood is the light at to host this webinar and connect you to the source to hear, for your sales what our latest commissioned study found.

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00:04:11.040 --> 00:04:25.770

Ereka R. Williams, PhD: It is now my pleasure to introduce to you the team at childcare services association or CC essay as they are known that Durham based advocacy group that lead this research, study.

24

00:04:26.970 --> 00:04:39.300

Ereka R. Williams, PhD: marcia basil serves as CCS, as President, our role she's held since 2018 Marsha is an expert in the field of early childhood education, having served.

25

00:04:39.600 --> 00:04:48.330

Ereka R. Williams, PhD: As senior advisor for DHHS his office of early childhood development executive director for the state of New York's early care and learning Council.

26

00:04:48.630 --> 00:05:01.110

Ereka R. Williams, PhD: executive director of veterans partnership for children a smart start initiative, as well as serving as a member of numerous state and national work groups that developed initiatives aimed at young children and families.

27

00:05:01.680 --> 00:05:08.220

Ereka R. Williams, PhD: Amy Duffy is the senior program manager of the teach early childhood North Carolina scholarship Program.

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00:05:08.820 --> 00:05:16.950

Ereka R. Williams, PhD: Amy has worked in several capacities for the program which CCS say administers and has, for more than 25 years.

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00:05:17.370 --> 00:05:28.470

Ereka R. Williams, PhD: She's a former early educator and combine that experience with working with teach she understands the challenges of working in the early care and education workforce.

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00:05:29.160 --> 00:05:39.210

Ereka R. Williams, PhD: She also knows the ways in which support for higher education and compensation can help this workforce and ensure quality care for young children and families.

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00:05:39.840 --> 00:05:49.980

Ereka R. Williams, PhD: Frederick Gilda PhD is an early childhood educator researcher she has enjoyed engaging with young children and families as both a teacher and a Community Member.

32

00:05:50.490 --> 00:06:07.170

Ereka R. Williams, PhD: She joined childcare services association in February as a senior research manager and recently completed graduate studies at NC State and early mathematics and picture books I'll now turn the program over to marcia and her team.

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00:06:10.320 --> 00:06:13.230

Marsha Basloe: Thank you so much Erica for that wonderful introduction.

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00:06:13.920 --> 00:06:24.990

Marsha Basloe: We really want to thank you and your team and the dog would health trust for giving us this opportunity to actually present an early childhood landscape study.

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00:06:25.710 --> 00:06:41.130

Marsha Basloe: We want We appreciate the opportunity to partner with you and making a difference, without without further ado, I am going to turn it over actually to our presenters and those who have done the work and I'm going to introduce I'm going to move it to Frederick.

36

00:06:43.890 --> 00:06:44.430

Marsha Basloe: And will.

37

00:06:48.180 --> 00:06:48.720

Marsha Basloe: It will go.

38

00:06:53.760 --> 00:06:54.360

Frederique Yova: Thank you.

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00:06:55.410 --> 00:06:59.310

Frederique Yova: And thank you for the introduction so CCS a.

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00:06:59.730 --> 00:07:01.680

Frederique Yova: Help Center educates.

41

00:07:01.710 --> 00:07:08.100

Frederique Yova: Teachers informs policy and supports children and the local state and national level.

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00:07:11.910 --> 00:07:13.770

Frederique Yova: So I will start with.

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00:07:14.910 --> 00:07:24.750

Frederique Yova: With an overview around early Guiana litigation is Western North Carolina and then Amy would present a section on teach early childhood anti scholarship Program.

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00:07:27.180 --> 00:07:36.540

Frederique Yova: So there are over 49,000 children under six living in western North Carolina so infants toddlers preschool age children.

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00:07:37.500 --> 00:07:58.350

Frederique Yova: being taken care of throughout the day by their parents or grandparents or relative or they may be taken care of by one of the 447 early care and education program licensed by the state, so I'll certainly provide an overview of American education in view of these licensed Program.

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00:08:01.080 --> 00:08:11.190

Frederique Yova: So the presentation today is a selection of findings from a report that be completed in the spring, so briefly we use several data sources.

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00:08:11.880 --> 00:08:21.990

Frederique Yova: Mostly data collected from licensed program programs, and we bought it in fact sheets updated month to the CCC website so you can have access to these.

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00:08:23.670 --> 00:08:35.640

Frederique Yova: fact sheets and then add the link to the chat shortly we supplemented these data with prayer studies from CCS say that from.

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00:08:37.800 --> 00:08:49.290

Frederique Yova: The census and a division of child development and early career and so analysis was descriptive focusing on what is in place, with three data points between.

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00:08:50.670 --> 00:08:53.490

Frederique Yova: and February 2022.

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00:08:55.020 --> 00:09:06.660

Frederique Yova: And as we see any research, study limitation exist time of data collection, you know as when could expect the number of children programs very nice time.

52

00:09:09.210 --> 00:09:12.450

Frederique Yova: And also you know progress, a licensed Program.

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00:09:14.910 --> 00:09:34.620

Frederique Yova: With the word here is the 18 counties included in the study at encounter at 18 counties that can be divided into three regions West Central and East and, as mentioned previously, the data came from programs licensed by the state.

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00:09:35.820 --> 00:09:46.440

Frederique Yova: and acquire boundary using a different system of childcare was out of the scope of the study that developing a partnership, there would be you know pretty cold to complete the picture.

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00:09:49.560 --> 00:10:02.310

Frederique Yova: itself to a selection of fading our start with a brief overview of the program and how many are there were there they know talk about families and young children.

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00:10:03.030 --> 00:10:13.140

Frederique Yova: Finding chunky cost of childcare and I finished with few words on year on walmart have young children in place and so he can education Program.

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00:10:15.660 --> 00:10:30.930

Frederique Yova: As a federally 2022 there were 447 licensed programs across the 18 counties, so these programs includes centers and that may have you know, several classroom and envoy large number of children.

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00:10:31.740 --> 00:10:42.750

Frederique Yova: And it's also include family chunkier homes FCC which are usually smaller entities and warning less than nine children and located in Nepal.

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00:10:44.040 --> 00:10:50.820

Frederique Yova: We observed a decrease in these numbers and decreasing the number of centers in the beginning of the pandemic.

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00:10:51.510 --> 00:11:00.330

Frederique Yova: And a decrease in the number of homes that started before the pandemic and has been observed, you know speed wise for the past decade or two.

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00:11:01.140 --> 00:11:20.520

Frederique Yova: And this decrease in FCC is important to point out because i'm furniture care providers offer services that Center may not offer and more flexibility for families who may not work, you know from eight to five, such as you know, wreck even care or dropping care.

62

00:11:23.730 --> 00:11:36.540

Frederique Yova: Work in these programs and the table present some demographics update in 2019 for teachers for directors teaching staff and htc up or providers.

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00:11:37.650 --> 00:11:59.820

Frederique Yova: The median age was between 40 and 50 year old over 90% were female and the percentage of people of color with 12 to 16% incentives and 69% in homes, the percentage of Hispanics let's make Spanish was 1% for director and four to 5% for teaching staff and hold.

64

00:12:01.590 --> 00:12:12.840

Frederique Yova: Regarding the education of the workshop false over 40% had at least an associate degree in early childhood education and over 60%.

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00:12:13.440 --> 00:12:24.750

Frederique Yova: have at least six or more courses in early childhood education you, it does require a professional skills to take care of young children to bother uniqueness of firm every chain.

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00:12:27.930 --> 00:12:41.130

Frederique Yova: Regarding their professional background, the average time in program was four to six year for teaching staff and director and longer for home providers with 19 years in their Program.

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00:12:42.390 --> 00:12:53.010

Frederique Yova: The average time working in a field of early childhood was senior for teaching staff and over 20 years for director and family childcare provider.

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00:12:54.660 --> 00:13:03.780

Frederique Yova: So we're dealing staff is critical, so that your staff can develop the trust fall and nurturing relationship with children, but also with their families.

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00:13:04.350 --> 00:13:19.320

Frederique Yova: And so data around turnover collected in 2019 show that about 10% of Center staff and about 20% of the FCC provider were planning to leave in the next three years, and this was in prior to the penny.

70

00:13:22.350 --> 00:13:36.960

Frederique Yova: What about wages in 2019 the median already earning was about 20 to \$22 per hour for director and 11 to \$12 per hour for teaching staff.

71

00:13:37.530 --> 00:13:52.260

Frederique Yova: About \$1 per hour for FCC home providers and so just to give you a comparison points livable wages in North Carolina for a family of one adult with one child, with the over \$30 per hour.

72

00:13:54.060 --> 00:14:01.260

Frederique Yova: So there are initiated initiated in place to provide education base salary supplement.

73

00:14:02.100 --> 00:14:14.490

Frederique Yova: For instance, the infant toddler educator or world's provide Sarah supplements to educator working full time with children birth for each sweep across North Carolina.

74

00:14:15.450 --> 00:14:35.700

Frederique Yova: and take your wages program provides Sarah supplements and to educate them working with children from birth to five in participating county so not across ncd or what and a few counties do not participate in western North Carolina so Madison county bird mode or fork.

75

00:14:36.960 --> 00:14:43.110

Frederique Yova: Even go Burke county as indicated it's intense to participate in the fiscal year of 2023.

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00:14:46.650 --> 00:14:48.090

Frederique Yova: So let's continue with.

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00:14:49.590 --> 00:14:51.870

Frederique Yova: Families and young children.

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00:14:53.130 --> 00:15:07.710

Frederique Yova: So, as mentioned previously, about 49,000 children under six live within the Aiken County is as of February 2022 about 29,000 leaflets working parents, not having a central region.

79

00:15:08.700 --> 00:15:20.550

Frederique Yova: 30 about 30% in the east region and shooting percentage west region and about 22% of children under six lived in a family, whose income was below the poverty level.

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00:15:23.700 --> 00:15:33.540

Frederique Yova: So the first step for famous is to find check here and can indeed be overwhelming to deciding on what would be best for your child and for your family.

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00:15:34.050 --> 00:15:48.540

Frederique Yova: So families can receive support for consumer education and we felt throughout North Carolina and so as of February 2022 about 600 children had a parent or guardian receive the services.

82

00:15:49.920 --> 00:16:03.720

Frederique Yova: second step is to afford childcare, so this table give us an idea of the cost for families have cars that can be over \$900 per month in a face style centers for an infant toddler.

83

00:16:08.220 --> 00:16:25.710

Frederique Yova: So single parent least one child earning \$34,836 or less per year can receive childcare subsidy as funds are available and and it's not unusual for counties to have waiting list.

84

00:16:29.010 --> 00:16:41.820

Frederique Yova: For subsidies Q and, as you can see, on the graph the number of Chinese to the State subsidized care has been decreasing overall since before the pending.

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00:16:42.870 --> 00:17:02.970

Frederique Yova: And so, he phones are not available, or if these parents earnings exceed the income eligibility, even by just one doll that parent would pay from 21 to 30% of their gross income for childcare offer that the rate in western North Carolina.

86

00:17:04.080 --> 00:17:13.650

Frederique Yova: And so the income eligibility eligibility limit is you know whether those are livable wages of \$30 per hour I just you know I mentioned previously.

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00:17:14.040 --> 00:17:25.950

Frederique Yova: So it's nice out many families, you know, families and the waiting list, but also families whose earnings are too high to qualify for a subsidy care, but are still you know below the livable wages.

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00:17:29.010 --> 00:17:31.320

Frederique Yova: let's conclude with a few words on.

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00:17:32.340 --> 00:17:40.710

Frederique Yova: Young children and Ward in programs and then discuss enrollment based on reading and by organizational structure.

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00:17:42.480 --> 00:17:51.840

Frederique Yova: So in North Carolina license providers are required to participate in the quality rating or improvement system is.

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00:17:52.470 --> 00:18:04.260

Frederique Yova: The programs rated as having four or five stars are considered as providing high quality care and having met standards that were higher than the minimum required to receive their license.

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00:18:05.250 --> 00:18:13.110

Frederique Yova: And so they are also system to assess quality of care and the star rating is an incubator of quantity used across the state.

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00:18:14.520 --> 00:18:25.320

Frederique Yova: And so, about 60% of centers in the west region where four to five star centers 76% in the central region and 81% in the east region.

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00:18:26.520 --> 00:18:38.220

Frederique Yova: We got in homes about 50% of their homes were four five star star centers in a waste and the central region and 67% in the east region.

95

00:18:40.470 --> 00:19:02.070

Frederique Yova: So we can also look at centers for different angle and for their organizational structure and centers can be for profit and nonprofit just church based programs public funded, such as NDP K or headstart programs, and these structure can be two differences so, for instance.

96

00:19:03.840 --> 00:19:10.290

Frederique Yova: In see pregame the teachers must hold a bachelor's degree and the birds took a license to teach.

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00:19:12.090 --> 00:19:23.730

Frederique Yova: So we found a different distribution across regions, for example, half of the Center of public founded in the East, compared to 30% in the central region.

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00:19:25.860 --> 00:19:36.330

Frederique Yova: But when we look at both percentage of centers by star rating and by organizational structure, this is a table here on the left and the topics.



99

00:19:36.750 --> 00:19:43.680

Frederique Yova: We can start you know, making some connection there trying to explain, you know, but just making sense of the data.

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00:19:44.250 --> 00:19:56.400

Frederique Yova: So the fact that the percentage of four five Center is higher East can make sense, you know, since they have a higher percentage of public funded centers which require the highest standards of quality of care.

101

00:19:57.810 --> 00:20:04.740

Frederique Yova: But in addition to the percentage of centers you also need to look at the percentage of on woman.

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00:20:06.450 --> 00:20:15.930

Frederique Yova: Well, you know I mean it's great to have high quality centers but if it's not affordable for families or not accessible families and children can benefit from them.

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00:20:16.620 --> 00:20:26.640

Frederique Yova: This table on the bottom right present the percentage of children onboarding the centers, and so we found a differences were less pronounced.

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00:20:27.330 --> 00:20:42.900

Frederique Yova: throughout the region, especially if you look at children and sweet right here, the percentage of children award in four five Center is about the same in the west and the east and slightly higher in the central region.

105

00:20:44.370 --> 00:20:58.740

Frederique Yova: again trying to make sense of these data, you know public funding centers often serve preschool aged children less often infant and toddler which could explain the difference between children under three and three to five in the east region.

106

00:21:02.520 --> 00:21:15.150

Frederique Yova: So to conclude this brief overview for report so or study focus on, you know what is in place and so it's suggestion of next step would be to focus on the why you know school partnership with communities.

107

00:21:16.020 --> 00:21:30.120

Frederique Yova: elevate voices of families and early childhood, educators and continue to advocate for before they bought accessible high quality early care and education across Western North Carolina.

108

00:21:31.770 --> 00:21:37.080

Frederique Yova: And now i'm going to pass the MIC to me to prevent finding.

109

00:21:41.610 --> 00:21:47.130

Amy Duffy: Hello I'm so now that we've kind of established an early childhood landscape in western North Carolina.

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00:21:47.550 --> 00:21:55.800

Amy Duffy: we're going to shift our focus on to the early childhood workforce in western North Carolina's participation in the teach early childhood scholarship Program.

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00:21:56.430 --> 00:22:04.500

Amy Duffy: And that's a statewide initiative that supports the workforce behind the workforce, those who teach and care for young children so parents and families can work.

112

00:22:05.040 --> 00:22:15.660

Amy Duffy: or go to school, so we'll start with just a brief overview of the program just to set the stage and then it'll be followed by a demographic profile of teach participants in western North Carolina.

113

00:22:16.080 --> 00:22:23.760

Amy Duffy: And will highlight some current outcomes in the areas of increased education compensation and reduce turnover in western North Carolina.

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00:22:24.210 --> 00:22:32.460

Amy Duffy: And then, a brief snapshot of those outcome areas across a pre pro COPA point in time, compared to three other points in time and which.

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00:22:32.760 --> 00:22:44.760

Amy Duffy: Kovac could have potentially affected participants and then we'll conclude with some recommendations for supporting the education compensation and retention of the early childhood workforce in western North Carolina.

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00:22:46.260 --> 00:22:46.770

Amy Duffy: Next slide.

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00:22:50.670 --> 00:22:52.980

Amy Duffy: Next slide please, so what.

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00:22:54.990 --> 00:23:02.520

Amy Duffy: What is the teach program and why is it needed so I'm going to start with the why first so we know from the first part of the presentation.

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00:23:02.970 --> 00:23:09.300

Amy Duffy: That there are over 29,000 young children under the age of six that are living with parents who work.

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00:23:09.900 --> 00:23:15.210

Amy Duffy: So many of these families depend on early educators to teach and care for them, while they're working.

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00:23:15.660 --> 00:23:24.930

Amy Duffy: And so, this and they spend a lot of time in those programs so This brings us to the vision of the teach program So the focus first and foremost, is on the child.

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00:23:25.260 --> 00:23:32.130

Amy Duffy: And the belief that every child in an early childhood setting has a teacher that as well educated and well compensated.

123

00:23:32.520 --> 00:23:38.160

Amy Duffy: And to ensure this every early childhood teacher should also have access to an affordable college education.

124

00:23:38.670 --> 00:23:51.420

Amy Duffy: workforce supports and to earn a living wage children and families need educated and effective teachers and those teachers and administrators and early childhood programs need to have the knowledge and skills to do their jobs well.

125

00:23:51.990 --> 00:23:57.030

Amy Duffy: So, promoting and supporting higher ED for the workforce is essential to realizing this vision.

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00:23:57.630 --> 00:24:05.280

Amy Duffy: But the workforce and they or their employers cannot afford the full cost of time and money to earn this needed education.

127

00:24:05.640 --> 00:24:19.770

Amy Duffy: And with the widespread impact of covert it's clearly illustrated that we need to have a responsive and flexible support system to be able to recruit and retain a well educated and well compensated early childhood workforce.

128

00:24:21.210 --> 00:24:21.870

Amy Duffy: slide.

129

00:24:23.190 --> 00:24:31.770

Amy Duffy: When we explore the challenges the early childhood workforce faces, we often like to share this slide because it really illustrates.

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00:24:32.640 --> 00:24:42.300

Amy Duffy: The characteristics of the early childhood workforce and how those characteristics are kind of parallel with those of the traditional non college non computer.

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00:24:42.930 --> 00:24:55.500

Amy Duffy: So those are those are characteristics, such as having dependent children being a single parent low wages, economic challenges being a first generation student working while you're attending college.

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00:24:56.130 --> 00:25:10.920

Amy Duffy: All of these other types of challenges do make it difficult, especially for those in the early childhood workforce to succeed when they're pursuing higher ED so that's why I teach is important and can actually help individuals with that.

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00:25:12.420 --> 00:25:12.720

Amy Duffy: Okay.

134

00:25:15.120 --> 00:25:16.290

Amy Duffy: So when exploring.

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00:25:17.550 --> 00:25:26.790

Amy Duffy: When we look at the teach model we are aimed at addressing the challenges of the diverse early childhood workforce in North Carolina.

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00:25:27.180 --> 00:25:35.130

Amy Duffy: And so the scholarship does provide a pathway to essentially earn a debt free college education for those who are already working in the workforce.

137

00:25:35.520 --> 00:25:44.370

Amy Duffy: And those are people that we already know, are under compensated and unable to afford the full cost of higher ED without having to take out loans and go into debt.

138

00:25:45.030 --> 00:25:53.310

Amy Duffy: So comprehensive scholarships under the teach model also establish a partnership between the employer and the scholarship participant.

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00:25:53.730 --> 00:25:58.350

Amy Duffy: And this is to help support the professional development and compensation of the overall workforce.

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00:25:58.980 --> 00:26:15.030

Amy Duffy: The scholarships have been available statewide for over 30 years their evidence base and they've consistently produce measurable result results in the areas of increased education compensation and reduced turnover in the early childhood workforce on the state level.

141

00:26:16.740 --> 00:26:27.300

Amy Duffy: Okay, and this briefly is just a slide that shows the five c's of the scholarship design that undergirds the program goals of supporting higher ED.

142

00:26:27.780 --> 00:26:35.670

Amy Duffy: Linking that increased education, the better pay and ensuring a commitment period for scholarship recipients to address the turnover issue.

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00:26:36.270 --> 00:26:46.200

Amy Duffy: So the comprehensive scholarship component is essentially the financial assistant towards tuition and books course access it could be paid time off for teachers to manage school and work.

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00:26:46.860 --> 00:26:57.360

Amy Duffy: The College ED components of the scholarship will set the expectation, for how much education needs to be completed typically that's a credit hour range of nine to 12 semester hours per year.

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00:26:57.930 --> 00:27:07.950

Amy Duffy: If the education component is met that's when the compensation component is provided and that could either be a raise or a bonus, and that that is specifically tied to the increased education.

146

00:27:08.460 --> 00:27:19.110

Amy Duffy: And then, to address the retention issue a commitment component is part of every scholarship and that will vary, based on the scholarship model, so the length and type of commitment.

147

00:27:19.680 --> 00:27:30.030



Amy Duffy: might be different, it might it's generally, about a year, it may be to the field at large, or it may be to the employer, depending on the level of support that employer has provided to the scholarship recipients.

148

00:27:30.570 --> 00:27:41.850

Amy Duffy: And finally, the final see that all scholarship programs with teach have is a counselor who is dedicated to helping that individual manage their scholarship.

149

00:27:42.510 --> 00:27:50.370

Amy Duffy: navigate them through the system support them cheerlead them do all those things that we know that the early childhood workforce has risk.

150

00:27:50.850 --> 00:28:05.730

Amy Duffy: Factors with when we looked at that slide with the not the College non computer so that counselors kind of that key link to kind of ensure that there can be some level of success for those individuals participating on the scholarship Program.

151

00:28:07.380 --> 00:28:15.060

Amy Duffy: OK, so now that we have an idea of teach go the next slide i'm going to before I dive into the data.

152

00:28:15.720 --> 00:28:24.990

Amy Duffy: I wanted to share this quote and a story from a teach scholarship participant in McDowell county just to kind of set the stage for.

153

00:28:25.530 --> 00:28:38.310

Amy Duffy: How teach us help this particular individual she started on the associate degree scholarship program in 2013 completed her associate degree in early childhood ED McDowell tech in the fall of 2019.

154

00:28:39.750 --> 00:28:48.720

Amy Duffy: I mean 2015 then she went on to become admitted to Western Carolina and graduated in the fall of 2019 at Western Carolina university.

155

00:28:49.500 --> 00:28:59.310

Amy Duffy: she gave a commencement speech at her graduation ceremony which she shared with the teach program and in that speech she really reflected a lot on her upbringing and how.

156

00:28:59.670 --> 00:29:09.690

Amy Duffy: A college education wasn't something that was really encouraged or that she thought she could do, but she found her confidence through her studies and proved herself that she could do it.

157

00:29:10.560 --> 00:29:24.960

Amy Duffy: She was a first generation student and neither of her parents or siblings had attended college, but she went on to graduate with her bachelor's degree and went right on to her master's degree didn't stop immediately went on, and just finished that this year.

158

00:29:26.040 --> 00:29:35.670

Amy Duffy: So share this because this trajectory of this individual scholarship recipient is just an example of how teach can really make a difference for the workforce.

159

00:29:36.030 --> 00:29:43.320

Amy Duffy: So the scholarship recipient during her course on teach earn three college degrees, with the teeth supported the scholarship Program.

160

00:29:43.830 --> 00:29:54.030

Amy Duffy: She started out as a teacher and was promoted to a Center administrator where she now is working and her average average hourly earnings increased 47%.

161

00:29:54.660 --> 00:30:03.990

Amy Duffy: From when she first began on teach to where she is now so it really illustrates career development mobility and increased earning potentials that can happen when.

162

00:30:04.740 --> 00:30:11.430

Amy Duffy: Someone in the workforce is supported and is able to increase their education and now she encourages her own staff.

163

00:30:11.880 --> 00:30:16.230

Amy Duffy: To participate on teach and sponsors their scholarship as a Center administrator.

164

00:30:16.650 --> 00:30:25.890

Amy Duffy: So that enables even more individuals to realize their dreams of earning a college degree and really making a difference for the children that those teachers will be working with.

165

00:30:26.640 --> 00:30:34.440

Amy Duffy: And so that's just one example of how teach can kind of help a person and and help the greater the greater good.

166

00:30:36.000 --> 00:30:45.720

Amy Duffy: Okay, so now that we have highlighted that little story we're going to jump into the demographics and the scholarship participants.

167

00:30:46.170 --> 00:30:55.800

Amy Duffy: In the Western North Carolina counties that dog would help trust serves in those 18 counties we looked at the time period of July 2022 January 2022.

168

00:30:56.490 --> 00:31:07.410

Amy Duffy: And there were 211 individuals that were participating on a teach scholarship so about 10% of the overall statewide participation this fiscal year.

169

00:31:08.280 --> 00:31:19.410

Amy Duffy: 87 of employers in those 18 counties, how to teach scholarship recipient working with them during that time period with 82 of those being licensed child care programs.

170

00:31:19.740 --> 00:31:28.650

Amy Duffy: And that was about 20% of all programs in western North Carolina so they have a teach participants in working in that in those programs.

171

00:31:29.190 --> 00:31:41.700

Amy Duffy: There are also five different organizations that were not licensed programs but do early childhood focus work so individuals working on behalf of children, families or the early childhood workforce can participate on the scholarship program as well.

172

00:31:42.630 --> 00:31:47.250

Amy Duffy: So we included people that were both living and working in these 18 counties.

173

00:31:47.880 --> 00:31:59.730

Amy Duffy: Because you're embedded in the communities in which you reside, but you also are can be embedded in the Community in which you work and the children and families that are that are in those communities so both were included in the analysis.

174

00:32:01.080 --> 00:32:12.840

Amy Duffy: Okay, so when we look at participation by region, we can see that the central region makes up the greater amount of participants with 69% of those living in the central region.

175

00:32:13.200 --> 00:32:27.390

Amy Duffy: And 66% of those individuals working in the area of the 211 people in the sample 191 both lived and worked in the region, the other 20 included 14 who.

176

00:32:27.930 --> 00:32:36.780

Amy Duffy: didn't live in one of the counties but worked in one of the 18 counties and six who lived in the region, but worked outside of of the 18 county area.

177

00:32:37.860 --> 00:32:45.000

Amy Duffy: I also want to note that there were no participants who were living or working in the quality boundary in this sample.

178

00:32:45.750 --> 00:32:51.120

Amy Duffy: Individuals that are in these programs don't meet the programs eligibility, because we do require.

179

00:32:51.720 --> 00:33:05.190

Amy Duffy: license license or by the division division of child development early education, because they are the funders of our program and typically and historically those programs in that area have not participated under that particularly particular licensing.

180

00:33:06.420 --> 00:33:19.770

Amy Duffy: setup but I was very excited to see on your recent announcements that an rfp is out there to help stabilize and grow the workforce in that boundary in the quality boundary so that's very exciting to be able to serve those communities.

181

00:33:21.690 --> 00:33:32.100

Amy Duffy: Okay, now, when we look at scholarships by the level of education, you can see, we have scholarships that started a credential level and go all the way to a master's degree.

182

00:33:32.790 --> 00:33:39.420

Amy Duffy: And this slide shows those 211 people which scholarships they participated on.

183

00:33:40.050 --> 00:33:57.570

Amy Duffy: There were 218 total scholarships because seven of those individuals transition from a lower level scholarship to a higher level scholarship during that time period but 36% of scholarship participants were completing a bachelor's or a post bachelor's degree.

184

00:33:58.950 --> 00:34:07.800

Amy Duffy: coursework so that really does show that in this region, there is a commitment to earning higher degrees and when you look at the previous.

185

00:34:08.340 --> 00:34:24.480

Amy Duffy: Data that Frederica had shared about about 48% of directors and 43% of teachers already had associate degrees, so this kind of shows the impetus for kind of going that next level and working towards bachelor's and post BA education.

186

00:34:26.100 --> 00:34:26.430

Amy Duffy: Okay.

187

00:34:27.900 --> 00:34:35.400

Amy Duffy: The next slide just shows the race and ethnicity of participants in the western part of North Carolina that are participating on teach.

188

00:34:35.940 --> 00:34:44.880

Amy Duffy: Because race and ethnicity can intersect we have we asked we collect data on both the race that the individual identifies with, as well as whether they.

189

00:34:45.510 --> 00:34:55.290

Amy Duffy: Are from Latin Latin next descent, so the first chart on the Left will show on the orange bars the breakdown of scholarship participants.

190

00:34:56.130 --> 00:35:08.760

Amy Duffy: By their race, and then the blue bars show the statewide averages, it may appear that there's not some alignment, but what we do as a teacher teach program is, we want to serve.

191

00:35:09.450 --> 00:35:15.030

Amy Duffy: The distribution, based on the racial demographics, of an area so across the state, it would make sense that we would have.

192

00:35:15.360 --> 00:35:24.090

Amy Duffy: You know about a 5050 split because that's kind of matches the demographics, of the state of North Carolina, but when we look into the Western Region.

193

00:35:24.600 --> 00:35:34.290

Amy Duffy: 2020 census data had people of color at about 10.1% teach has served about 17% people of color so that does show that.

194

00:35:34.770 --> 00:35:46.320

Amy Duffy: We are achieving acceptable racial diversity in the western North Carolina with the people that are served through the program similarly for the Latin next Community we had.

195

00:35:47.430 --> 00:35:53.100

Amy Duffy: About 7% that were participating on a scholarship that stated that they were from Latin.

196

00:35:54.270 --> 00:36:07.140



Amy Duffy: descent, and the recent demographic demographic data from the census has that set at 6% so that's regardless of race that's just based on that Latinx of the city so again.

197

00:36:07.980 --> 00:36:18.480

Amy Duffy: Teach is definitely still kind of achieving the sort of racial racial diversity and equitable scholarship support across this region as well.

198

00:36:20.280 --> 00:36:20.610

Amy Duffy: Okay.

199

00:36:22.110 --> 00:36:36.870

Amy Duffy: This next slide just shows kind of family structure and first generation student and you know kind of remember that college non computer slide and we can see that 56% of participants had dependent children living in their homes.

200

00:36:37.260 --> 00:36:41.970

Amy Duffy: And 40% of those were single parent households, we also can see that in this.

201

00:36:42.330 --> 00:36:54.720

Amy Duffy: group of people from Western North Carolina 44% were participants from families whose parents and your siblings had not completed college degrees indicating a first generation student status.

202

00:36:55.020 --> 00:37:11.550

Amy Duffy: And so, this just kind of shows in western North Carolina what those demographics look like and further shows that you know teach can help support those individuals who might have those types of risk factors or vulnerabilities when it comes to succeeding in higher ED.

203

00:37:13.290 --> 00:37:13.620

Amy Duffy: Okay.

204

00:37:14.640 --> 00:37:24.540

Amy Duffy: So this slide just shows the employment of the scholarship recipients 90% were working in licensed childcare programs and 85% were working directly with children.

205

00:37:25.200 --> 00:37:35.100

Amy Duffy: We also had Community specialists participating, those are people that are working on behalf of children, families or the workforce and community based roles.

206

00:37:35.880 --> 00:37:43.590

Amy Duffy: The slide on the Right does show what the average hourly earnings, it also has statewide data as a comparison.

207

00:37:44.100 --> 00:37:53.100

Amy Duffy: But I thought it was interesting from Frederica second section, where she talked about the average teacher earnings were about 11 to \$12 depending on the region.

208

00:37:53.580 --> 00:38:01.590

Amy Duffy: and teach scholarship recipients overall are making more than that, so that does show that you know some of the provisions of compensation that come with the scholarship.

209

00:38:02.070 --> 00:38:07.530

Amy Duffy: It is making a difference when you look at the overall workforce as a comparison.

210

00:38:08.070 --> 00:38:20.310

Amy Duffy: But we do need to caution that when we're talking about hourly wages as Frederica mentioned, you know it's still not really a living wage when you're under that \$15 an hour threshold and.

211

00:38:21.120 --> 00:38:31.920

Amy Duffy: This data was collected at a time when some individuals are benefiting from stabilization grants the division of child development and early education have been providing to.

212

00:38:32.370 --> 00:38:51.180

Amy Duffy: The workforce or to two programs to help stabilize the workforce, those are not going to be sustainable and will be ending soon, so we don't want the takeaway to be that compensation is a solved problem and it doesn't need continued attention and policy to address that.

213

00:38:53.160 --> 00:39:01.050

Amy Duffy: OK, so now we've got some demographics under underway so we're going to now move into the outcome areas of increased education.

214

00:39:01.590 --> 00:39:11.490

Amy Duffy: compensation and retention and this slide shows the current outcomes for teacher recipients in western North Carolina who completed the education component of their scholarship.

215

00:39:12.450 --> 00:39:22.800

Amy Duffy: They completed on average over 16 credit hours per year and the threshold is usually about nine so they're definitely exceeding that showing that there is a.

216

00:39:23.490 --> 00:39:28.920

Amy Duffy: push to take more than just the minimum likewise in the area of compensation.

217

00:39:29.700 --> 00:39:36.300

Amy Duffy: recipients overall received an 8% increase in their hourly wages after completing their education component of the scholarship.

218

00:39:36.750 --> 00:39:49.380

Amy Duffy: The mandated raise usually or the equivalent of a raise in the form of a bonus usually equates to about two to 3% so again wage increases are exceeding what the minimum requirements are of the scholarship Program.

219

00:39:49.920 --> 00:39:58.080

Amy Duffy: And then, in the area of retention 9% of recipients left their employer before completing their commitment, which is typically one year.

220

00:39:58.410 --> 00:40:09.780

Amy Duffy: And then you know you see that the associate degree scholarship did experience a little greater turnover rate than than the bachelor but it's still a lot lower than the 29% that was last reported in the.

221

00:40:11.400 --> 00:40:20.160

Amy Duffy: Working in childcare study so again it's showing that those parts of the scholarship do help when we focus on those outcomes.

222

00:40:21.810 --> 00:40:22.200

Amy Duffy: Okay.

223

00:40:23.850 --> 00:40:35.370

Amy Duffy: The slide is about degree attainment and it shows the number of recipients in orange from Western North Carolina who graduated with an associate a bachelor or a post BA license or master's degree.

224

00:40:36.090 --> 00:40:41.760

Amy Duffy: The interesting thing is typically we see more graduates on the associate level than the bachelor but for this particular sample.

225

00:40:42.330 --> 00:40:50.430

Amy Duffy: 50% of them actually earned a bachelor's degree so probably you can go back to the fact that you know the education levels.

226

00:40:51.240 --> 00:41:07.530

Amy Duffy: Are are are going, you know going getting higher in this area, and with the support of initiatives like teach and salary supplement programs being a motivation for individuals to keep pursuing higher degrees than just stopping at the associate.

227

00:41:10.020 --> 00:41:10.380

Amy Duffy: Okay.

228

00:41:11.700 --> 00:41:21.990

Amy Duffy: And this final slide has a lot of information, but this was really the comparative analysis and i'm just going to kind of take a few takeaways instead of going through everything on the slide but.

229

00:41:22.350 --> 00:41:31.440

Amy Duffy: In order for us to kind of examine the effects of coven we had to establish a couple points in time, the first point in time is truly the pre coven.

230

00:41:31.710 --> 00:41:41.370

Amy Duffy: So that was the time period in which individuals ability to take classes, would not be affected more where their commitment periods effective because they were completed by the time coven became.

231

00:41:41.820 --> 00:41:46.950

Amy Duffy: You know, such an issue we then had to define three other points, in time, one that would.

232

00:41:47.520 --> 00:41:52.650

Amy Duffy: Individuals coursework would not have been effective, but they were in their commitment component of their scholarship.

233

00:41:53.040 --> 00:42:02.490

Amy Duffy: And then there's that third point in time when it was like the peak Kovac year and then the postcode area era which we really isn't post but.

234

00:42:03.480 --> 00:42:16.140

Amy Duffy: You know we're kind of we're kind of looking at the outcomes in that area to thinking that at this point, people on scholarship will have already known what kind of like challenges there, there were out there, and you know still continue to participate.

235

00:42:17.220 --> 00:42:22.440

Amy Duffy: So when we looked at those outcomes across time I highlighted a couple of areas of interest.

236

00:42:22.950 --> 00:42:33.900

Amy Duffy: Because we assumed that credit our completion might have been affected during that peak coven year there was a big upheaval people had to you know switch to remote learning.

237

00:42:34.410 --> 00:42:41.130

Amy Duffy: There are all kinds of other challenges at that time period but individuals actually completed more credit hours on average during that period.

238

00:42:41.550 --> 00:42:50.550

Amy Duffy: Suggesting maybe that the course availability was greater or individuals motivation was greater to do that, but that was an interesting outcome.

239

00:42:51.270 --> 00:42:59.850

Amy Duffy: In that area and, even though we did see in the areas of wage progression a little slow down during the peak Kovac years does seem to.

240

00:43:00.690 --> 00:43:09.930

Amy Duffy: Have stabilized a little bit, but again cautioning about some of that might have been affected by those stabilization grants that are driving the wages up a little bit.

241

00:43:10.260 --> 00:43:19.680

Amy Duffy: And know not knowing if that will be a sustainable outcome will remain to be seen, and then in the area of retention, we can see that they.

242

00:43:20.100 --> 00:43:38.580

Amy Duffy: The statewide rate is typically about 9% so again we're kind of in that same same you know threshold, showing that, even though there were challenges associated with covert outcomes might have been affected, but they didn't dip any lower than then would be area of concern.

243

00:43:40.620 --> 00:43:46.770

Amy Duffy: That kind of covers that so just going to conclude with a few recommendations, based on.

244

00:43:47.670 --> 00:43:58.140



Amy Duffy: You know what we found through this work and the first recommendation is to conduct a needs barrier assessment of the early childhood workforce in western North Carolina.

245

00:43:58.710 --> 00:44:05.250

Amy Duffy: This would allow information to be collected and analyzed about barriers and that specific needs, that the workforce needs.

246

00:44:06.150 --> 00:44:21.840

Amy Duffy: Then, once that is established a focus group can be convened to get into more qualitative data and to really delve into what things could be needed in the workforce to ensure success the third recommendation is.

247

00:44:23.220 --> 00:44:30.180

Amy Duffy: garnering funding for additional incentives when incentives are paired with existing programs, such as teach and wages.

248

00:44:30.960 --> 00:44:38.970

Amy Duffy: Those dollars can be maximized to further motivate individuals to increase their education, it could be things such as bonuses health insurance.

249

00:44:39.630 --> 00:44:45.120

Amy Duffy: Those kind of things that individuals are lacking, as far as benefits and the early childhood workforce.

250

00:44:45.570 --> 00:44:51.270

Amy Duffy: And then finally just collaborative outreach and recruitment to stakeholders in western North Carolina just engaging.

251

00:44:51.600 --> 00:44:59.010

Amy Duffy: Those stakeholders in promoting workforce initiatives and workforce development and really continuing the work of.

252

00:44:59.760 --> 00:45:15.870

Amy Duffy: You know, promoting increase education for the workforce better pay and then hopefully keeping those educated teachers in the classrooms because this children will definitely benefit from having those high quality teachers that are valued by their communities.

253

00:45:17.340 --> 00:45:17.880

Amy Duffy: So that.

254

00:45:19.020 --> 00:45:26.910

Amy Duffy: concludes my section this here is just some information about if you need more information about teaching our web and our web page.

255

00:45:27.930 --> 00:45:44.700

Amy Duffy: And, and then just special acknowledgments a dog would health trust or funding this report and this work, we all enjoy very much being able to look at the work from a regional perspective, and we really appreciate all that Erica Williams has done to to help us with this work.

256

00:45:47.580 --> 00:45:49.830

Amy Duffy: Your contact information.

257

00:45:53.310 --> 00:45:53.610

Amy Duffy: Okay.

258

00:45:59.640 --> 00:46:10.290

Ereka R. Williams, PhD: Thank you, thank you marcia Amy and Frederick I hope everyone found this information, useful and will carry it back to create more conversation.

259

00:46:10.620 --> 00:46:21.420

Ereka R. Williams, PhD: generate ideas for early education solutions among our colleagues and our networks, now we want to take as many questions as we can, and the time that we have left.

260

00:46:21.870 --> 00:46:38.940

Ereka R. Williams, PhD: I'm going to ask Edith lock and Mary Martin of CCS say to join us and for the skew and a session and Betsy Russell our senior director of communications will share questions we gather from the chat Betsy, what do you have for us.

261

00:46:39.480 --> 00:46:50.940

Betsey Russell (she/hers/ella): Thanks Erica we have a few good questions from the chat for sure the first couple are about the difference in childcare availability or slots that were available pre pandemic.

262

00:46:51.060 --> 00:46:52.410

Marsha Basloe: versus of.

263

00:46:52.500 --> 00:46:55.050

Betsey Russell (she/hers/ella): During the pandemic do is there any data that.

264

00:46:55.050 --> 00:46:56.130

Betsey Russell (she/hers/ella): says, there was a.

265

00:46:57.180 --> 00:46:59.760

Betsey Russell (she/hers/ella): decrease or an increasing what that percentage was.

266

00:47:04.020 --> 00:47:24.330

Frederique Yova: So when we looked at the percentage of programs, I think we had a can Center we had a decrease of about 3% across the counties, but then, if you look at the percentage of phone enrollment of children at there was a difference, a decrease of 15%.

267

00:47:25.410 --> 00:47:27.540

Frederique Yova: Between the beginning of the pending can.

268

00:47:28.590 --> 00:47:30.930

Frederique Yova: And now I mean February 2022.

269

00:47:32.130 --> 00:47:42.210

Betsey Russell (she/hers/ella): Thank you, and is the percentage of children enrolled in license care and these reports is it, broken down by sub regions that are in the study or do we just have general.

270

00:47:43.320 --> 00:47:46.530

Frederique Yova: know we have for you know the whole.

271

00:47:47.640 --> 00:47:51.330

Frederique Yova: Western North Carolina and then by this way regions as well.

272

00:47:51.810 --> 00:47:59.520

Betsey Russell (she/hers/ella): Great Thank you and we did have a question about wages in that presentation, why do some counties not participate and wages.

273

00:48:04.170 --> 00:48:05.190

Mary Martin: Marshall you want to enter yeah.

274

00:48:05.910 --> 00:48:15.660

Marsha Basloe: I think i'll answer that on wages is a compass funded by smart start partnerships and the division of child development and early education.

275

00:48:16.110 --> 00:48:33.570

Marsha Basloe: And partnerships need to decide how they're going to allocate their their the small funds that they get and so all all partnerships do not fund wages at this time, we have about 60 to have 100 counties statewide that do fund wages.

276

00:48:35.760 --> 00:48:50.580

Betsey Russell (she/hers/ella): Great Thank you, I have a couple of questions about the childcare subsidy, particularly the slide that showed the decrease in use for childcare subsidy one person wanted to know what percent of the poverty level that was measuring.

277

00:48:52.380 --> 00:48:54.480

Betsey Russell (she/hers/ella): yeah talking about 30% of gross income.

278

00:48:54.900 --> 00:49:04.170

Frederique Yova: yeah the 22% refer to a percentage below the federal poverty level, knowing that usually.

279

00:49:05.550 --> 00:49:08.730

Frederique Yova: We would consider a 200% of the poverty level.

280

00:49:11.010 --> 00:49:14.850

Frederique Yova: For you know families, to be able to meet the need.

281

00:49:16.020 --> 00:49:19.650

Frederique Yova: That is 22% of the below the federal poverty level.

282

00:49:21.060 --> 00:49:22.140

Betsey Russell (she/hers/ella): Great Thank you.

283

00:49:23.610 --> 00:49:37.770

Betsey Russell (she/hers/ella): We did have a couple of questions about the TV program one person wanted to know, can you support participants you don't have a social security number is there, like another organization that you can support them through or is that necessary to participate in the Program.

284

00:49:39.660 --> 00:49:52.020

Edith Locke: i'll jump in on that one name, you can back me up, yes, because teach actually issues financial payments to individuals or their employers, we need a social security number.

285

00:49:55.170 --> 00:50:04.950

Edith Locke: it's because of the money that's involved the various financial transactions that occur, so that is is short, yes, the requirement to participate on our Program.

286

00:50:06.570 --> 00:50:07.680

Betsey Russell (she/hers/ella): Great Thank you.

287

00:50:08.880 --> 00:50:21.450

Betsey Russell (she/hers/ella): Another question about teach and there was a study that focused on childcare providers, this is so much about teach, I guess, but there was a study that focus on childcare providers several owners and.

288

00:50:22.080 --> 00:50:28.050

Betsey Russell (she/hers/ella): managers have childcare Center said, a key issue regarding retention of employees is that once the staff members receive additional training.

289

00:50:28.320 --> 00:50:37.230

Betsey Russell (she/hers/ella): They move to early childhood roles within the public schools so it'd be like a pre K assistant or pre K teacher, which often can offer more robust part benefits.

290

00:50:37.830 --> 00:50:47.010

Betsey Russell (she/hers/ella): Do you see private early care providers facing that issue in western North Carolina and then, aside from the commitment component what tactics can support private providers.

291

00:50:49.920 --> 00:50:57.930

Edith Locke: Well, again i'll take the lead on this, but you know we we don't see that happening in dramatic fashion, not when we look at the.

292

00:50:58.710 --> 00:51:05.100

Edith Locke: The teaching teach sponsors teach employers who sponsor folks on scholarship, however, that being said.

293

00:51:05.790 --> 00:51:18.360

Edith Locke: folks really are when they do lead is typically tied to their need for better benefits health insurance being a major one, but when you couple teach scholarships with wages.

294

00:51:18.870 --> 00:51:27.180



Edith Locke: Salaries supplements or award salary supplements those two are very critical leavers that actually do work very well together to retain.

295

00:51:27.630 --> 00:51:38.130

Edith Locke: folks in these programs, but you know also we're not naive, we know the pandemic has really, really in some areas ravaged the workforce.

296

00:51:38.790 --> 00:51:55.770

Edith Locke: But taking stepping back and taking a more historical view we've not seen dramatic evidence of folks leaving those who've been spot been on teach that is leaving the early care and education workforce to obtain positions in the public schools.

297

00:51:57.990 --> 00:52:07.800

Betsey Russell (she/hers/ella): And is there any data on children with disabilities are there teach scholarships for example for extra training for childcare providers who work with kids with autism or other behavioral barriers.

298

00:52:08.580 --> 00:52:21.930

Edith Locke: Absolutely, in fact, that what you're describing represents our newest scholarship opportunities, called the a plus that allowed us to really, really think more flexibly about.

299

00:52:23.100 --> 00:52:32.190

Edith Locke: Other programming that the workforce desperately need it now because of cove it, in particular, we kept hearing from.

300

00:52:32.730 --> 00:52:40.860

Edith Locke: Teachers about they needed to improve their teaching abilities, as they were seeing unprecedented numbers of children who had.

301

00:52:41.820 --> 00:52:49.440

Edith Locke: survived trauma or they felt they be even if they had a degree needed to really become more refined and fortified.

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00:52:49.830 --> 00:53:04.620

Edith Locke: In areas special education areas, that is, in particular, that summer even saying that a BA alone really did not equip them with the emerging trends that they were seeing in childhood behavior so absolutely we support wide ranging.

303

00:53:05.730 --> 00:53:11.160

Edith Locke: disciplines and other certificate programs far beyond the early childhood degree.

304

00:53:13.170 --> 00:53:13.470

Betsey Russell (she/hers/ella): and

305

00:53:13.770 --> 00:53:29.820

Betsey Russell (she/hers/ella): Plus mm hmm clarification question to are are there enough teach scholarship funds to go around, or are there not enough potential students who are applying isn't a demand issue issue is there.

306

00:53:30.450 --> 00:53:34.230

Edith Locke: We don't have challenges with funding.

307

00:53:35.370 --> 00:53:45.180

Edith Locke: we've been very successful in providing scholarships support to anyone who wanted it, but again North Carolina has a really affordable higher ED system as well.

308

00:53:45.900 --> 00:53:56.580

Edith Locke: Now that being said, folks start out on scholarship sometimes to have to stop if they encounter unexpected changes in their personal life so.

309

00:53:57.930 --> 00:54:01.410

Edith Locke: We at this point in time, we do have enough money to go around.

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00:54:02.550 --> 00:54:13.830

Edith Locke: And we exhaust every means available to us to share the scholarship availability that exists, so, in other words, there is no waitlist.

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00:54:15.390 --> 00:54:27.240

Edith Locke: And if folks you know we look at the qualifications and eligibility inside and out because we are committed to serving anybody who wants a scholarship or who wants to pursue higher education.

312

00:54:28.260 --> 00:54:35.940

Marsha Basloe: And we also have the ability, because we've had to teach scholarship for so many years that if we see a need.

313

00:54:36.180 --> 00:54:44.190

Marsha Basloe: We can, as we saw this year because we're going to come up with some new scholarships, we can go to the State and and document that need.

314

00:54:44.520 --> 00:54:53.460

Marsha Basloe: and hopefully get additional dollars from the state, so that we, as they just said, we can meet the needs of of all teachers who are working across the state.

315

00:54:55.980 --> 00:55:00.090

Betsey Russell (she/hers/ella): Great Thank you, I think we have time for one more question and i'm going to go back to that.

316

00:55:00.090 --> 00:55:09.180

Betsey Russell (she/hers/ella): subset of issue again, it appears that the number of children receiving subsidies across the Eaton county says decreased by approximately 20% since.

317

00:55:10.530 --> 00:55:14.100

Betsey Russell (she/hers/ella): How does that compare with the rest of the state and why do you think that's occurring.

318

00:55:21.090 --> 00:55:22.740

Betsey Russell (she/hers/ella): Oh, we stumped the presenter suppose.

319

00:55:23.340 --> 00:55:26.460

Mary Martin: You have that information Frederick or do you want me to jump in.

320

00:55:27.570 --> 00:55:41.250

Frederique Yova: um I believe and it's, not just in western North Carolina it's across the state, and there is also decrease, you know, like in with head start and nc PTA.

321

00:55:43.170 --> 00:55:47.040

Frederique Yova: Now, maybe, if you can want to jump in and the why.

322

00:55:48.300 --> 00:55:56.760

Mary Martin: Yes, so I actually I had seen that question, so I looked up data really quickly, and this is not comparing month to month so it's not exactly the right comparison.

323

00:55:57.060 --> 00:56:06.420

Mary Martin: But there has been a decrease across the state, certainly in the number of children receiving subsidy, but it looks like it's a little bit lower across the state something more like 12 to 15%.

324

00:56:07.170 --> 00:56:17.310

Mary Martin: So i'm not really sure why that would be a difference in western North Carolina and compared to the to the rest of the state, but in terms of their just being a decrease, I know that there have been.

325

00:56:18.030 --> 00:56:28.830

Mary Martin: A number of things from a legislative perspective that have happened in the ensuing years in terms of in terms of funding and not having as much funding for for folks.

326

00:56:29.520 --> 00:56:44.520

Mary Martin: So that may that may be some of the why that that there are fewer children being served there certainly is the need out there as Frederick had mentioned earlier, you know it is not at all unusual for counties to have wait lists and even those counties you don't have whitelists.

327

00:56:45.720 --> 00:56:57.090

Mary Martin: oftentimes it gets out in the Community, that you know there's not enough funding, so why bother getting on a list because you're not going to get served so so certainly the need is out there it's it's just a matter of the funding.

328

00:57:00.000 --> 00:57:01.050

Betsey Russell (she/hers/ella): Great Thank you.

329

00:57:01.860 --> 00:57:08.970

Marsha Basloe: i'm going to add one last piece during the last during coven our funds actually covered the cost of a parent.

330

00:57:09.690 --> 00:57:24.150

Marsha Basloe: A parent fee and, as of now that parent fee is being reinstated and so that may be a barrier and a challenge for parents, because they've not been used to paying upfront fee, and now the parent fee is back.

331

00:57:26.010 --> 00:57:31.110

Betsey Russell (she/hers/ella): i'm going to squeeze one more question, then, because we do have a pretty active chat, although I know we're getting close on time.

332

00:57:31.800 --> 00:57:38.880

Betsey Russell (she/hers/ella): Is there a regional or statewide initiative to make away just funding or salary supplements accessible in areas where they are not now.

333

00:57:39.360 --> 00:57:48.600

Betsey Russell (she/hers/ella): And what is the outreach strategy for making teachers childcare providers it's others aware of salary supplements and scholarship funding across early childhood program types.

334

00:57:50.550 --> 00:58:01.920

Marsha Basloe: So I will tell you that we have had in the governor's budget for the last few years wagers should be statewide and there's been a budget that we worked on with the governor's office to have that happen.

335

00:58:03.060 --> 00:58:14.820

Marsha Basloe: I think the best way to have that happen is to talk to legislators, because it has not made it into the North Carolina budget, we would be happy to help you in any way you would like to.

336

00:58:15.330 --> 00:58:16.170

Betsey Russell (she/hers/ella): Thank you.

337

00:58:17.250 --> 00:58:24.570

Betsey Russell (she/hers/ella): There are a couple of questions about our opportunity so i'm going to turn it back over to you, Dr Williams, to talk a little bit about that.

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00:58:24.930 --> 00:58:37.470

Ereka R. Williams, PhD: Thank you Betsy and thanks again to Marcia Amy Frederick Mary Edith and the whole CCS at again those reports have been posted their their information is live.

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00:58:38.070 --> 00:58:44.760

Ereka R. Williams, PhD: feel free to continue this conversation and as Amy alluded to earlier, and, as some of you have been buzzing about.

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00:58:45.270 --> 00:58:53.430

Ereka R. Williams, PhD: Dogwood is very pleased to be able to release a request for proposals to address the early childhood education workforce.

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00:58:53.880 --> 00:59:10.470

Ereka R. Williams, PhD: In western North Carolina that request for proposals will open on Monday August 8 it will remain open, through September 16 you can join us here next Tuesday August 9 at 12 o'clock.

342

00:59:10.890 --> 00:59:16.620

Ereka R. Williams, PhD: Where our team will unpack the details of that rfp so.

343

00:59:17.400 --> 00:59:20.820

Ereka R. Williams, PhD: visit the site I think Betsy drop their time or to.



344

00:59:21.120 --> 00:59:31.530

Ereka R. Williams, PhD: pull the materials join us on August 9 but then, most importantly, have a conversation with our team, as always, if you have ideas to share with dogwood.

345

00:59:31.740 --> 00:59:39.270

Ereka R. Williams, PhD: Or, if you have any questions at all, please reach out to a Member of our education impact team you'll find them on the meet.

346

00:59:40.080 --> 00:59:56.610

Ereka R. Williams, PhD: meet our team page on our website, and again I think Betsy has dropped that there for us today, thank you, thank you, thank you, thank you to everyone for joining us today, and thank you for all that you do every day for region have a good afternoon.