

KENTUCKY EARLY CHILDHOOD DEVELOPMENT SCHOLARSHIP

Critical Needs for Early Care and Education Programs in Kentucky

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FACULTY, EARLY CHILDHOOD, ELEMENTARY,
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PREVIOUSLY WORKED AS A SOCIAL WORKER
FOR THE CABINET OF FAMILIES AND
CHILDREN, PRESCHOOL TEACHER, ECE
CENTER DIRECTOR, AND DEVELOPMENTAL
INTERVENTIONIST WITH FIRST STEPS.



HALF OF ALL KENTUCKIANS LIVE IN A CHILD CARE DESERT

- [A Fragile Ecosystem IV: Will Kentucky Child Care Survive When The Dollars Run Out](#) survey asked more than 500 child care providers from 94 Kentucky counties how many more children they could serve if they were fully staffed

Respondents indicated the following:

- 23% of programs could serve **more than 50 additional children each**
- 21% of programs could serve **21-50 more children each**
- 24% of program could serve **11-20 more children each**

THE CHILD CARE INDUSTRY WAS **FRAGILE LONG BEFORE** THE ONSET
OF THE PANDEMIC DUE TO
LOW WAGES, STAFF TURNOVER, AND LIMITED INVESTMENTS
IN CHILD CARE CENTERS.

Average Wages of Child Care Providers:

Child Care Program Teacher: \$7.68/hour to
\$15.14/hour (\$15,685 to \$31,415 annual)

Median annual income: \$22,620

Family Child Care Teacher & Administrator:
\$5.50/hour to \$22.10/hour (\$15,374 to
\$36,821 annual)

Median annual income: \$27,560

Child Care Center Director: \$8.28/hour to
\$25.12/hour (\$16,245 to \$57,727 annual)

Median annual income: \$31,828

HIGH QUALITY EARLY EDUCATION IS DIRECTLY CORRELATED WITH EDUCATIONAL LEVELS OF TEACHERS

Results show that higher teacher qualifications are significantly correlated with higher quality ECEC environments.

Specifically, the education level of teachers or caregivers is positively correlated to overall ECEC qualities, as well as subscale ratings including program structure, language, and reasoning.

Early care and education teachers receiving training in early childhood special education is critical to meet the need in a time of increasing diagnoses and developmental delays in young children

<https://journals.sagepub.com/doi/abs/10.3102/0034654319837540?journalCode=rera#:~:text=Results%20show%20that%20higher%20teacher,structure%2C%20language%2C%20and%20reasoning.>

ECONOMIC RESEARCH EXAMINING THE RETURN ON INVESTMENT FOR EARLY EDUCATION SUGGESTS TREMENDOUS VALUE RANGING FROM \$4 TO \$13 IN RETURN FOR EVERY \$1 SPENT FROM IMPACTS ON EDUCATIONAL ATTAINMENT, EMPLOYMENT, HEALTH, TRUANCY, AND CRIMINALITY.

Recent research findings suggest that community-based ECE is linked to meaningful educational and life outcomes, and sustained high-quality ECE is particularly important for children from lower-income backgrounds.

Previous longitudinal studies also support these recent findings

[HTTPS://SRCD.ONLINELIBRARY.WILEY.COM/DOI/10.1111/CDEV.13696](https://srcd.onlinelibrary.wiley.com/doi/10.1111/cdev.13696)

Meta-analysis of 22 high-quality experimental and quasi-experimental studies conducted between 1960 and 2016 to find that on average, participation in ECE leads to statistically significant reductions in special education placement and grade retention and increases in high school graduation.

These results support ECE's utility for reducing education-related expenditures and promoting child well-being.

[HTTPS://JOURNALS.SAGEPUB.COM/DOI/ABS/10.3102/0013189X17737739?CASA_TOKEN=JZ9JCJLSPHYAAAAA%3A IETUT7XUEZR8BZBWG1JUNJHGI VSL66IEJPLHMX8PVSTOQTYAJXRXSVEKW4E2UOMBW2CWFOLZGOSF&JOURNALCODE=EDRA](https://journals.sagepub.com/doi/abs/10.3102/0013189X17737739?casa_token=jz9jcjlspHYAAAAA%3AietUT7XUEZR8BZBWG1JUNJHGI VSL66IEJPLHMX8PVSTOQTYAJXRXSVEKW4E2UOMBW2CWFOLZGOSF&JOURNALCODE=EDRA)

WHAT CAN THE COMMONWEALTH DO TO
ENSURE THAT THE YOUNG CHILDREN OF
KENTUCKY CAN THRIVE??

Funding of the Early Childhood Development scholarship is critical for continued access to educational opportunities for Kentucky's early care and education work force.

This investment also supports Kentucky's working families who rely on high quality, fully staffed childcare programs to care for and educate their children so they be gainfully employed to provide for their families

Often times in early care and education we are working with employees who may be new to the field. They may even think that furthering their education is something they cannot accomplish. The ECD scholarship gives employees the opportunity to learn about best practices, how to work with families, how to teach children on varying developmental levels and so much more.

When our teachers begin at MSU they realize they can do so much more than they ever thought possible. They realize they can pursue their education. They realize that what they are learning directly impacts the children and families we serve in a positive way.

Earning the CDA builds confidence in our staff and reduces turn-over within our early childhood programs. We know that consistency is so important for our children- what better way to do that than to have teachers who are committed, and prepared to teach in an appropriate and effective way. The ECD scholarship program helps make this happen. It helps teachers, families, children and administrators provide the very best care for the children in Kentucky.

BETH MORTON, DIRECTOR
BAPTIST HEALTH CHILD DEVELOPMENT CENTER

Early childhood educators are helping Kentucky's children establish strong, solid foundations that will last a lifetime.

That foundation is more than just letters and numbers. Daily, we as teachers develop and maintain safe, nurturing environments for children to explore, learn, and grow.

We are their first true window to the world that promotes acceptance of diversity and a desire to think outside the box; all while encouraging healthy relationships and self-regulation.

Those goals are achieved through the education that we receive as a result of the Early Childhood Development Scholarship. We are encouraged by our teachers to embrace this ever-changing field with a growth mindset.

I have attended both undergraduate and graduate schools for history and political science. While those fields were challenging and demanding, aside from leadership skills and ethics, they did not prepare me for the career in which I find myself now.

The coursework has provided me ways to objectively assess my students while giving them the freedom to be creative. My assistant and I strive each day to make sure our students know how much we love and believe in them. They are capable of great things. Our students are more than just names on a roster. They are incredible children that we are equipping to be life-long learners and, eventually, productive citizens of the state of Kentucky. While that may sound like a lofty goal list, it is one that I and many other Early Childhood Educators are equipping ourselves for through the Early Childhood Development Scholarship.

-Jenn Whitton, Lead Teacher
Good Shepherd Day School

CDA AND KY DIRECTOR CREDENTIAL PROGRAM STRUCTURE AT MOREHEAD STATE

- ECDS recipients complete 2 courses and an independent study component to meet the training requirements for the CDA credential process.
- ECDS recipients complete 4 courses to meet the educational requirements to earn the Kentucky Directors credential.

MSU has a limited supply of supplemental funds to offset the additional tuition costs of ECDS scholars who are pursuing the CDA and DC

BACHELOR AND MASTER DEGREES AT MOREHEAD STATE

- Bachelors in Child Development
 - 120 college credit hour
 - Practicum in ECE settings
- Bachelors of Education IECE
 - 120 college credit hours
 - Student teaching semester
- Masters of Education IECE
 - 43-45 college credit hours
 - Teach in public preschool while completing courses
 - These students lost funding when ARPA funding started.

THANK YOU FOR SUPPORTING KENTUCKY CHILDREN, FAMILIES, AND EDUCATORS



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