



Child Care WAGES® Project

Statewide Final Report Fiscal Year 2011

PROJECT DESCRIPTION

The Child Care WAGES® Project is an education-based salary supplement program for teachers, directors and family child care providers. The education, position and work schedule for each applicant are assessed to determine the annual award. To encourage consistency, installments based on half of the annual award are issued after each six month period the participant completes in the same child care program. Because these supplements reward teacher education and continuity of care, children ages birth to five benefit from more stable relationships with better educated teachers. In FY 11, WAGES was a funding partnership between Smart Start, the North Carolina Division of Child Development and the Office of Early Learning. For local Smart Start partnerships that chose to pay for the supplements, the administrative costs were covered by the Division of Child Development and the Office of Early Learning.

PROJECT ELIGIBILITY

To be eligible for at least one six month payment during the fiscal year, applicants must:

- work in a county that uses Smart Start funds to support the Child Care WAGES® Project
- work in a licensed child care program (center, home or public school site)
- earn below the income cap selected by the funding partnership (three options)
 - \$17 per hour
 - \$15 per hour
 - \$13 per hour
- have some formal child care credential or education beyond a high school diploma that appears on the Child Care WAGES® scale (from regionally accredited schools)
- work at least six months in the same child care program
- be employed at this same child care program when funding is available and a final confirmation has been completed

PROJECT OVERALL IMPACT

The Child Care WAGES® Project impacts the community by improving the quality of early care and education for young children. Through graduated salary supplements, the project helps decrease turnover and encourages the continued educational pursuits of the child care workforce. As of June 2011, 5,625 child care professionals in 2,291 child care programs from 68 North Carolina counties were participating in the Child Care WAGES® Project. Of these individuals, 99% are women and 52% are people of color. Ninety-seven percent (97%) work at least part of their schedules in the classroom with children (including all teacher positions, home providers and center directors who spend some time in the classroom on a regular basis). Seventy-seven percent (77%) of the participants work in four and five star licensed centers or homes.

Many teachers who worked with the More at Four Pre-Kindergarten Program participate on WAGES. As of June 2011, 677 teachers and assistants reported by their employers as working in classrooms with More At Four children were active participants. These individuals worked in

403 different child care programs in 63 counties. Of these, 99% are women and 55% are people of color. Ninety-six percent (96%) work in four and five star licensed centers.

Participation Overview

The 68 counties who provided supplements during FY 11 were given options for their participation that included tier selection (award amounts increase with higher tiers) and income cap requirements (participants are eligible only if they earn at or below the selected cap). The impact of limited funding can be seen in the choices made. In FY 10, 49% of the participating counties were funding one of the lowest two tiers (Tier One or Tier One Higher Education Option) either half or all of the year. This was significantly higher than in previous years. The trend has continued with 57% of the counties at one of the lowest two tiers at least half the year in FY 11. Table A below depicts the breakdown of partnership choices.

Table A. Tier and Income Cap Selections*

	\$13 per hour	\$15 per hour	\$17 per hour	Totals
Tier One All Year	11	17	3	31
Tier One/Tier One Higher Education Option	1	0	0	1
Tier One/Tier Two	1	2	1	4
Tier One Higher Education Option All Year	2	1	0	3
Tier Two All Year	0	12	10	22
Tier Two Higher Education Option All Year	0	3	1	4
Tier Three All Year	0	3	0	3
Totals	15	38	15	68

**Numbers represent unduplicated counties participating in each category.*

In order to help partnerships handle the budget constraints and keep the WAGES\$ supplements a possible option for the early childhood professionals in their counties, the Education, Compensation and Recognition Advisory Committee provided the following strategies for FY 11. These were additional choices that each local funder could make.

- Tier One counties could cut supplements by a percentage (not to exceed 30%).
- Counties could eliminate funding for participants who were funded at level one on the teacher/home provider scale. (Partnerships had the option to continue funding those with six semester hours of early childhood education.)
- Counties could eliminate funding for director awards. Directors who had classroom time were still eligible to receive full or partial awards on the teacher scale. Only the administrative time became ineligible.

Sixteen (16) counties implemented one or a combination of these strategies. The decisions of those counties are shown below.

- Cut supplement award by a percentage only – one county (a portion of the cut was reimbursed at the end of the fiscal year)

- Cut level one teachers and homes only – two counties
- Cut administrative time only – four counties
- Cut both level one teachers and homes (partially or fully) and cut administrative time – eight counties
- Cut level one teachers and homes, cut administrative time and reduced Tier One supplement awards – one county (a portion of the cut was reimbursed at the end of the fiscal year)

Tables highlighting demographic and outcome data are attached. See Table 1 for a profile of these recipients, Table 2 for a profile of the participating child care programs, Table 3 for a profile of education levels, Table 3A for information on education increases, Table 4 for number of individuals paid, their programs and children impacted and Table 5 for turnover information and analysis.

Turnover

Turnover numbers for the Child Care WAGE\$® Project reflect active participants who left their child care programs during the fiscal year (June 15, 2010 through June 14, 2011 for WAGE\$ payment periods and reporting). In addition to regular monthly confirmation calls, each participating center was contacted by mail, fax or phone to assess year-end employment. Information for FY 11 has now been collected and is presented in these reports.

If a participant leaves her/his program and resumes eligibility at a new site, s/he will not be factored into the report at all until s/he has completed a full six month period at her/his new site. Once s/he receives a supplement, s/he will again be recognized as an active participant. Only participants for whom WAGE\$ could have impacted the decision to stay or leave are factored into the turnover data. For example, participants who become ineligible for reasons other than leaving their child care programs (i.e. over the income cap due to raise, change of position within the program) are not considered turnover.

The turnover rate of WAGE\$ participants for FY 11 was only 12%, a significant overall improvement compared to the 31% full time teacher turnover rate in North Carolina prior to WAGE\$ becoming a statewide opportunity (Child Care Services Association, 1998). This rate is also below the goal of 25% established within Smart Start's Performance Based Incentive System. Unsurprisingly, 82% of those who left were earning less than \$12.00 per hour from their child care programs. The turnover rate among WAGE\$ More at Four teachers and assistants was also 12%.

The Child Care WAGE\$® Project is among the initiatives in North Carolina that are making a notable difference with retention. The reduction in the turnover rate of teachers in the state's early childhood workforce to 24% reflects this progress (Child Care Services Association, 2003). Though the workforce turnover information is not recent, it is the best statewide data available at this time. Turnover rates typically range between 30% and 40% nationally. The WAGE\$ turnover rate covers all eligible positions, including part time employees, and is not a straightforward comparison to the workforce data in general. However, it is expected that the WAGE\$ population of educated professionals would have more job opportunities than the child care workforce at large, even in a struggling economy. Without the WAGE\$ supplement, the

turnover rate would likely be much higher. A comparison of turnover data can be seen in Table B below.

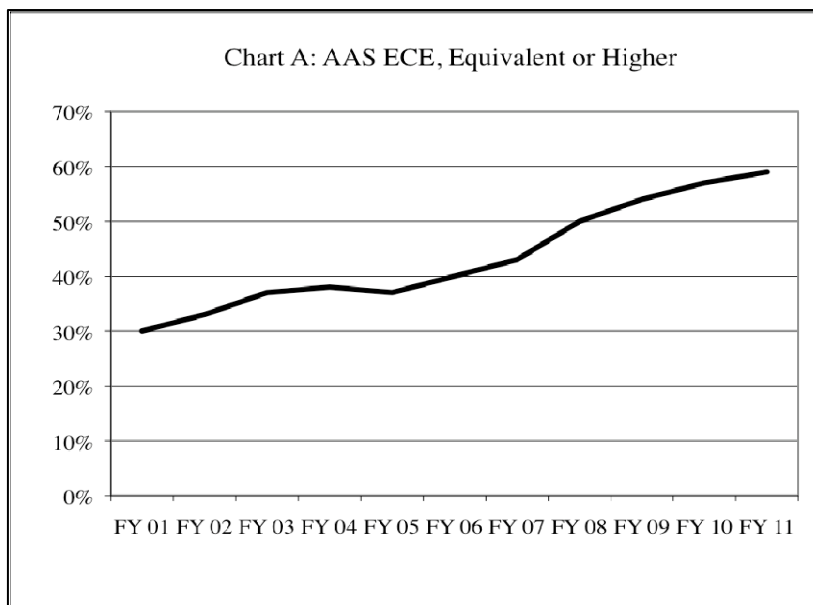
Table B. Turnover Rates

	Statewide Pre-Program	Statewide 2003	PBIS Goal	WAGE\$ FY 11
Turnover Rates	31%	24%	25%	12%

One of the arguments given by child care directors for not supporting the continuing education of their staff has been that if teachers get more education they will leave. The WAGE\$ data on participants continue to refute that claim. Of the 3,752 WAGE\$ participants with an Associate Degree focused on early childhood education, its equivalent (four year or graduate degree in another field) or higher, only 11% left their programs this past year. Of all participants with less education, 13% left their programs. This figure may differ for the workforce not receiving higher compensation through supplements, but it appears that if salaries are supplemented or teachers are more fairly compensated, those with higher education will not leave at a higher rate. In fact, for the past six years, retention has been *better* among the more highly educated participants.

In addition to statistical data showing an impact on retention, WAGE\$ participants shared through evaluation feedback that supplements play a role in the decision and ability to stay in the field. See Appendix A for selected survey comments regarding retention.

“The program rewards me for staying with my current employer. This creates a bond and stability for the children and families that I serve. These children are the future, they need positive role models in their world.” (Craven, teacher)



Education

Since the Child Care WAGE\$® Project became a statewide opportunity in 1999, educational gains have been notable. In 1999, only 30% of the WAGE\$ participants were being funded for having an Associate Degree in Early Childhood Education, its equivalent or higher based on the WAGE\$ scale. This includes a four year degree in another field. Fifty-nine percent (59%) of the active FY 11 WAGE\$ participants are currently being funded for the

same education. See Chart A for growth over time. Seventy-eight percent (78%) of these (or 46% of the whole active population) are center teachers.

Center teachers at level one (the North Carolina Early Childhood Credential or six semester hours of early childhood coursework) represent only 7% of active participants. Eleven (11) counties elected not to fund part or all of level one on the teacher/home provider scale and thus those individuals were no longer eligible. As of July 2011, level one will no longer be funded in any county. This policy was changed at the statewide level to address budget concerns and to reflect the educational progress made in the field. As expected, a greater percentage of the More at Four teachers and assistants have higher levels of education. Seventy-nine percent (79%) of these participants have an Associate Degree in Early Childhood Education, its equivalent or higher based on the WAGE\$ scale.

A significant percentage of participants already have higher levels of education, and progress continues with many participants pursuing coursework this fiscal year. Twenty-eight percent (28%) of those active participants with education below the Bachelor's Degree focused on early childhood education or its equivalent sent in documentation to verify their pursuit of additional education. Twenty percent (20%) actually earned enough education to move up to a new level on the supplement scale, as seen in Table C below. Of the active WAGE\$ participants working in More at Four classrooms, 30% of those with education below the Bachelor's Degree focused on early childhood education or its equivalent sent in education documentation and 19% moved up a level on the supplement scale.

The increased amounts may not be issued until FY 12 due to payment schedules, but the education was submitted during this fiscal year. Forty-one percent (41%) of those advancing to a new level actually earned an Associate Degree in Early Childhood Education, its equivalent or higher on the WAGE\$ scale. Although sending in education documentation is encouraged so that participants may earn additional supplement money, it is not typically required at any specific time. Thus, it is possible that participants have completed coursework but not yet submitted it to the Child Care WAGE\$® Project. It is also the case that many participants submitted coursework to Early Educator Certification (EEC). WAGE\$ worked with EEC to ensure that the education of its participants was processed for potential increases, but due to the large number of applications in EEC, it is possible that some coursework will be assessed in FY 2012.

According to the evaluation sample, 61% of WAGE\$ participants are currently in class or have taken coursework since applying to the supplement project. Eighty-seven percent (87%) of the respondents intend to pursue additional education in the future, as shown in Table C. When given a list of possible benefits resulting from WAGE\$, 94% of responding participants agreed that the supplements provide an incentive to seek additional coursework or help make the pursuit of that coursework more financially feasible.

Table C. Education Outcomes

	Submitted Education	Moved Up a Scale Level	Reported Having Taken Coursework Since Applying to WAGE\$	Reported Interest in Future Education
Selected Education Outcomes	28%*	20%*	61%	87%

*Percentage is based on those active as of June 2011 with education below the BA/BS ECE or its equivalent.

When examining education by ethnicity, the WAGE\$ population looks similarly educated. In fact, people of color and White/European American participants have achieved nearly the same success in reaching the higher levels on the scale. Sixty percent (60%) of the participants of color have earned an Associate Degree in Early Childhood Education, its equivalent or higher on the WAGE\$ scale compared to 59% of the White/European American participants. WAGE\$ is encouraging a diverse population to pursue education. Given the diverse population of children already attending child care in North Carolina, this educational equity is very important.

Through survey feedback, participants and directors with participating staff took the opportunity to express the importance of education and how WAGE\$ has made a difference in their educational pursuits. See Appendix B for samples.

“The WAGE\$ Project is so important because it gives caregivers a better reason to go back to school and receive a degree in the field of early childhood, and it will give the centers a better education score when they go for the stars. Everyone wants to be a 5 star center because that’s the best you can be and all parents want the best care for their child(ren) but that means education. So that’s why this program is so important.”
(Buncombe, teacher)

Compensation

The Child Care WAGE\$® Project increases the compensation of participants through salary supplements. Despite obtained education, compensation in the field continues to be low and is not competitive with many other professions. Seventy-nine percent (79%) of the active WAGE\$ participants earn less than \$12.00 per hour (79% of teachers, 95% of home providers or small facility operators and 51% of directors or those with partial administrative time earn less than \$12.00). The percentage of those earning less than \$12.00 per hour has increased slightly over the past two years. This unfortunate trend might be explained by a variety of economic factors. Child care programs may have had to offer lower hourly rates or withhold raises to stay in business. Family child care homes and center owners likely earned considerably less due to low enrollment. It is also the case that reduced budgets caused several partnerships to choose the lower income cap, thus participants making higher wages may have lost eligibility. Looking only at those participants working in More at Four classrooms, 66% earn less than \$12.00 per hour.

The poor compensation across the board highlights the need for salary supplements in order to attract and retain qualified staff. Workforce survey results further support this. Of those survey respondents statewide who reported receiving a salary supplement, 79% of directors, 85% of

teachers and 79% of home providers indicated that it encouraged them to stay in the field (Child Care Services Association, 2003). The FY 11 WAGE\$ survey results echo the finding. Ninety-five percent (95%) of the respondents stated that WAGE\$ encourages them to stay with their current child care programs.

The average six month supplement payment issued statewide during FY 11 was \$815. The average payment amount includes all counties participating as of June 2011, and all applicable tiers. Since the supplements are based on the education earned, the average will vary by county even within the same tier category. It is also important to note that, due to budget cuts, WAGE\$ had to hold late year education increases and/or slightly cut late supplement awards in four counties. This is in addition to the percentage cuts for two counties that were already in place for the year. The average six month supplements statewide ranged from \$326 to \$1,446. The average six month supplement at each tier level can be seen in Table D below.

Table D. Compensation

Tiers Funded FY 11	Number of Participating Counties by Tier	Average Six Month Supplement
All Tiers	68	\$815
Tier One All Year	31	\$636
Tier One/Tier One HEO*	1	\$738
Tier One/Tier Two	4 (3 increased to Tier Two in January; 1 decreased to Tier One in January)	\$687
Tier One HEO All Year	3	\$776
Tier Two All Year	22	\$921
Tier Two HEO All Year	4	\$1,287
Tier Three All Year	3	\$1,298

*HEO = Higher Education Option

Ninety-eight percent (98%) of evaluation respondents statewide indicated that receiving a WAGE\$ supplement helps ease financial stress. When asked about the possible financial impact, the majority expressed the need to use this money on primary living expenses and their most basic necessities. Seventy-seven percent (77%), for example, said that they are better able to pay bills, 73% said they are more able to address the basic needs of their families (food/housing) and 73% said the money helps pay for transportation costs. Sixty-eight percent (68%) use the funds to provide additional resources for their classrooms or child care programs, 53% pay for health care needs and 41% said they apply the funds toward their educational expenses. In a separate question, a greater number of respondents (91%) stated that providing resources for their programs was a benefit of WAGE\$.

Throughout the survey, respondents discussed the importance of this additional compensation. Please see Appendix C for sample comments.

“With my WAGE\$ checks, I was able to save up and get out of public housing and into my own apartment. ... The supplements help me provide for my family. When I’m not constantly worried about how to make ends meet, I enjoy my time with my kids more. I’m able to also do and buy things for my kids at work that I hadn’t been before.”*
(Alamance, teacher)

PROJECT OUTPUT ACCOMPLISHMENTS

For FY 2011, recruitment strategies included at least the following activities.

1. Recruitment packets were mailed to every licensed, non-participating child care program (center or home) in participating counties. These packets included applications, fact sheets, informational letters and contracts to enable program participation. The packets also included information on the T.E.A.C.H. Early Childhood® Project. At least 3,775 packets were mailed during the year to sites and potential applicants. Similar packets were mailed to Smart Start partnerships.
2. Child care programs with staff already participating in WAGE\$ were sent emails reminding them of the opportunity in case new staff had not yet applied. They were encouraged to request printed materials if needed. Approximately 1,546 recruitment emails were sent.
3. If funds were still available for new applicants after primary recruitment packets or emails had been sent, postcards (335) were mailed.
4. Follow-up calls were made to many of the non-participating sites to verify receipt of the packet, answer questions and encourage participation.
5. During each employment confirmation completed with a participating site, the counselor inquired about any possible eligible staff not yet accessing a supplement.
6. Twenty-six (26) outreach sessions were done upon request or as a result of WAGE\$ solicitation between June 15, 2010 and June 14, 2011. Most were completed in conjunction with the T.E.A.C.H. Early Childhood® Project and/or Early Educator Certification, thus giving audience members an opportunity to learn about other resources. The number of outreach sessions was reduced this year due to the limited funding available in most counties and in order to save travel expenses during a tight budget cycle. However, more cost effective recruitment methods were employed throughout the year; efforts were particularly targeted to counties with budgets that could accommodate new applicants.

It was expected that approximately 6,700 teachers/directors/family child care providers would receive supplements for completing at least one six month commitment period during the fiscal year. Though budgets were reduced in many counties, WAGE\$ paid 6,792 participants. Of these, 824 were More at Four teachers or assistants.

PROJECT OUTCOMES

This section specifically details the three primary outcomes of the Child Care WAGE\$® Project and the program’s effectiveness in reaching these goals.

Outcome 1 – The annual turnover rate of Child Care WAGE\$® participants will be less than 25% (the goal established within Smart Start’s Performance Based Incentive System). This goal was achieved. The turnover rate for WAGE\$ participants for the 68 counties in North Carolina participating as of June 2011 was a low 12%, well below the Smart Start benchmark of 25%. This finding reflects positive outcomes for children.

Outcome #1 is measured through employment confirmations completed as each participant concludes a six month commitment period on the program and at the end of the fiscal year. The information regarding turnover is entered into a database that produces the percentages.

Outcome 2 – Eighteen percent (18%) of active WAGE\$ participants funded below the Bachelor’s Degree in Early Childhood Education (BA/BS ECE) or its equivalent will submit documentation during the fiscal year showing they have moved up a level on the supplement scale OR 30% of active WAGE\$ participants funded below the BA/BS ECE will submit documentation during the fiscal year showing they have completed additional coursework.

Child Care WAGE\$® recipients met this goal through the percentage reaching new levels on the supplement scale. Twenty-eight percent (28%) of the active population funded below the BA/BS ECE or its equivalent submitted documentation to verify their pursuit of continued education and 20% moved up a level on the supplement scale as a result of these efforts.

Outcome #2 is based on education documentation voluntarily submitted by participants.

Results in recent years have made it clear that this outcome no longer fully captures the educational progress being made. Many participants have now obtained the Associate Degree focused on early childhood education, its equivalent or a higher level on the scale, as can be seen by the growth over time in this group described earlier in this report. They have already increased their education in order to reach the level they now have. To more appropriately gauge the increases expected in the participant population, the educational outcome will be revised to focus on those at temporary levels – those below the Associate Degree focused on early childhood education. Please note that while four year or graduate degrees in other fields are seen as equivalent to the Associate Degree in Early Childhood Education on the WAGE\$ scale, because of the limited number of birth to five focused classes in those degrees, they are still funded only on a temporary basis. By WAGE\$ policy, all of those on a temporary level must obtain additional education over time and move up the scale in order to retain eligibility. The new outcome more clearly reflects that policy and the educational gains already made. As of FY 12, the outcome measure will be stated as follows:

Eighteen percent (18%) of active WAGE\$ participants funded at a temporary level* on the supplement scale will submit documentation during the fiscal year showing they have moved up a level OR 30% of active WAGE\$ participants funded at a temporary level will submit documentation during the fiscal year showing they have completed additional coursework.

**Temporary levels on the WAGE\$ scale are those below the Associate's Degree plus or including at least 24 birth to five focused semester hours.*

In FY 11, 41% of the active population funded at temporary levels submitted documentation to verify their pursuit of continued education and 31% moved up a level on the supplement scale. These impressive gains show the educational commitment of participants.

Outcome 3 – Ninety percent (90%) of Child Care WAGE\$® participants will indicate that their receipt of a supplement has had an impact on either their inclination to stay in the field or on their pursuit of further education.

This outcome was surpassed. When asked to examine a list of possible benefits resulting from the Child Care WAGE\$® Project and indicate whether or not they are true for the respondent, 98% indicated that WAGE\$ either encourages them to stay in their current programs or to pursue further education. Responses to the individual options were as follows, with many providing additional examples of assistance.

WAGE\$ helps me feel more satisfied with my job. – 95%

WAGE\$ is an incentive for me to seek additional education and/or it helps make pursuing coursework more financially feasible. – 94%

The WAGE\$ supplement helps ease financial stress. – 98%

WAGE\$ encourages me to stay with my current program. – 96%

My WAGE\$ supplement helps me to provide more resources for my program or classroom. – 91%

Receiving the WAGE\$ supplement makes me feel more appreciated and recognized for my work. – 97%

The third outcome reflects responses from the annual evaluation surveys. Salary supplement recipients and center directors who did not receive supplements but who had recipients among their staff participated in an annual evaluation of the Child Care WAGE\$® Project. Survey samples were created based on the number of potential respondents by position in each county. If the pool of participating teachers in a county was between 1 and 50, the entire teacher recipient population was mailed a survey. A 40% sample was drawn when the teacher recipient population was between 51 and 100 and a 25% sample was drawn if the teacher population was 101 or more. All participating directors were surveyed. For those directors not on the program who had participating staff, a 40% sample was drawn if the population was 50 or more.

Originally, all participants selected in the sample who had email addresses on file with WAGE\$ were given the opportunity to complete the survey online. Reminder emails were sent to encourage response using this approach. The online process was officially closed at the beginning of March and all non-respondents were then mailed paper surveys. Those chosen for the sample that did not have email addresses on file were also mailed surveys at this time.

Multiple efforts were undertaken to ensure an effective response rate. All respondents were given the opportunity to be entered into a drawing for gift certificates to Kaplan. A postcard was mailed approximately two weeks after the survey to those who did not respond; the survey was sent a second time to remaining non-respondents approximately three weeks after the postcard. In counties with less than a 50% response rate after the second survey mailing, phone calls were made to attempt to fill out the surveys over the phone.

Overall, 68% of the sampled population returned surveys (2,169 of 3,191), which included the following:

- 68% of sampled participating teachers/home providers (1,331 of 1,956)
- 69% of participating directors (270 of 391)
- 67% of sampled directors with participating staff (568 of 844)

PROJECT EVALUATIONS (Additional Findings)

• **Ninety-six percent (96%) of directors indicated that staff participation in WAGE\$ benefits the children in their centers in some way.** When asked to select from a list of options explaining how participation in the Child Care WAGE\$® Project may be beneficial to the children in their programs, including an option stating that no benefits have been noticed, 96% of responding directors indicated that staff participation in WAGE\$ benefits the children in some way. Seventy-four percent (74%), for example, stated that staff members are seeking more education, which leads to higher quality care for children and 58% feel that having more educated staff attracts families to their programs. According to 73% of the directors, improved morale has created more positive child-teacher interactions. Seventy percent (70%) noted increased stability for children due to lower turnover.

• **Ninety-nine percent (99%) of respondents reported that they are satisfied with the program and its administration.**

• **Ninety-seven percent (97%) of responding directors reported positive attitudes toward WAGE\$ in their child care programs.**

• **While some respondents stated that they have not had the opportunity to speak with the WAGE\$ staff, nearly 100% (2,014 out of 2,019) of those who have had interactions found the staff to be pleasant and helpful.** Many respondents took the opportunity to share additional comments about their interactions with WAGE\$ staff. Not only did the respondents report that they received helpful and pleasant customer service, but many also talked about how important the encouragement from WAGE\$ staff has been in terms of participation in the program and pursuit of education. A few examples of participant feedback are listed below.

“Staff is always helpful and don't make me feel rushed. They take their time with me and I feel I will receive a well thought out answer, whatever I need.”

“Being new to WAGE\$ this year, I have been extremely impressed with the kindness and the patience the staff have shown me through all my questions.”

“[My counselor] is always encouraging and makes me feel proud of my accomplishments.”

“The entire staff is extraordinary!!!! They are more than helpful, supportive, knowledgeable, and professional.”

“Every time I have needed to call, they made me feel personally important to them. I have never been made to feel like my issues were unimportant.”

“The staff is really nice. They will answer any question about the program and encourage you to go back to school to get a higher level of education.”

“The WAGE\$ staff have been wonderful. Whenever I call for help, they are always there for me. They answer my questions in a kind and professional manner. I appreciate them. They are very patient.”

“Every time I have called, the staff are always courteous, respectful, helpful, and very professional. I appreciate that a lot.”

• **Ninety-seven percent (97%) of responding participants indicated that, as a result of WAGE\$, they feel more appreciated and recognized for their work, and 73% of directors noted increased morale and more positive child-teacher interactions.** Recipients and directors with participating staff continue to emphasize the importance of the recognition and appreciation associated with the receipt of the WAGE\$ supplements and the impact this has on self-esteem, professionalism and morale. Not only are these things significant in themselves, but they enhance the likelihood that participants will stay in the field and seek additional education. See Appendix D for a sample of their feedback.

“Early childhood is the most important time in a child's life, yet many teachers who are caring for and teaching these young children have incomes at poverty level. The WAGE\$ bonus absolutely helps these teachers financially as well as boosts their morale and makes them feel appreciated for all their hard work.” (Cleveland, director)

PROJECT EVALUATIONS (Smart Start Funding and Participant Messages)

The Child Care WAGE\$® Project works hard to publicize the collaboration with local partnerships and identifies the funding sources in a variety of ways. Special notices are sent with every check stating which specific Smart Start partnership, along with the Division of Child Development and the Office of Early Learning, provides funding. The county/region partnership is listed on the check stub and labels are attached to check envelopes to identify the funder. The Child Care WAGE\$® fact sheets, project agreements and award letters clarify the funding arrangement for the project and WAGE\$ representatives explain the funding for the program in field presentations across the state. Finally, the project evaluations state that the funds for the Child Care WAGE\$® supplements are provided by local Smart Start partnerships and respondents are given the opportunity to share messages regarding the supplements with their local Smart Starts. See Appendix E for a sample of those messages for FY 11.

“I think the Child Care WAGE\$® Project is very important to early childhood teachers. For most of us, this program is more important than other programs Smart Start sponsors. Without it, it would be difficult to maintain longevity with our employers. We would be jumping from center to center to find the highest pay. With the supplement, it rewards us for giving our time and loyalty to one center and directly affecting the quality of care offered to the children in NC.” (Davidson, director)

TIER RESULTS

For several years, the Child Care WAGE\$® Project has analyzed the retention and education outcomes within tier groupings. Those counties funding Tier One or Tier One Higher Education Option (HEO) for all or half of the year are in one group and those funding Tier Two or higher for the full year are in the other. The higher tiers are more often connected to higher outcomes, but the results have shown the impact of supplements across the board. Table E below reflects the tier findings from FY 11.

Table E: Tier Outcome Comparison

	Tier One or Tier One HEO Half or All Year	Tier Two or Higher All Year
Counties	39	29
Average Six Month Supplement	\$665	\$1,027
Submitted Education*	27%	30%
Moved Up a Scale Level*	19%	21%
Turnover	13%	11%

**Percentage based on those active as of June 2011 with education below the BA/BS ECE or its equivalent.*

Counties funding higher tiers experienced greater retention among WAGE\$ participants and greater education gains. Even the more modest supplements are very significant when there are fewer opportunities for other employment, but the impact between tiers was still seen. When those jobs are more readily available, the higher supplements may be necessary to effectively retain educated staff. Education gains were even more apparent when examining the coursework submitted from those funded at temporary levels. Thirty-eight percent (38%) of those at temporary levels in Tier One/Tier One HEO counties submitted coursework as opposed to 45% in the Tier Two or higher counties.

PROJECT CHALLENGES

The most pressing challenge for WAGE\$ continues to be the impact of the budget crisis in North Carolina. Not only did this impact FY 11, but the coming year will be far bleaker with some counties expected to drop WAGE\$ or cut eligibility dramatically in order to respond to the deep cuts. As expected, participants shared their concerns about cuts to eligibility, lower income caps, reductions in awards and waiting lists; they also shared their fears about losing more. Below is a small sample of this feedback.

Tier Reduction

“Recently [my county] went down a tier and I saw a huge loss in money with my checks. I went from \$1000 every 6 months to just \$750. Although I appreciate the money, I feel less appreciated as if it wasn’t a big deal to cut down on it. In order to keep good teachers, we need money to survive. If it continues, I am moving to the public school so I am more financially stable and taken care of.”

“[Child Care WAGES® could be made better by] going back to the higher tier. I worked so hard to finish my degree and then the tier changed and I now receive the same as I did before.”

“If at all possible, move the county back to the tier level it was. Most of us make minimum wage or a little over. That money makes a big difference.”

Lower Income Cap

“The individuals that are being rewarded are those that have not pursued higher education so their pay is lower. In fact it discourages others from pursuing higher education because they will not be eligible for WAGES if their salary increases. ... It sends a message to those making under \$13 an hour to stay at that level.”

“The only complaint that I have is that I do not feel that it is fair that once we make \$ 13.00 an hour in [my county] we have reached the salary cap for WAGES. This means that after my next raise, I will probably no longer qualify for WAGES.”

Cuts to Eligibility (Director Time)

“My county has chosen not to allow directors to participate; I realize that the project itself does not control the county choice. I really do not believe that it should be left to the county to be able to make that choice, because directors work just as hard as the classroom teacher and still have to keep our education/training up to date just like the classroom teacher. I am thankful that my teachers can apply for a ‘bonus’ but as a director of a private non-profit center, I should be able to receive a ‘bonus’ for my education and dedication to my job.”

“I feel this money has given staff the encouragement to stay in the business. They really look forward to this money twice a year, as I did until my county cut me off and I don’t own a facility. This really picked up the slack, but if your county doesn’t allow it in their budget, then there isn’t any incentive to stay in the business. I think our county is going to eventually keep this out of their budget so there will be no more for providers in [my county]. I compared to other counties and they are at the highest tier. I am so disappointed in [my county].”

“I am satisfied with the Child Care WAGES project however, I am not seeing much benefit for myself financially. Our county has opted to reduce or remove WAGES supplement benefits for directors and administrators. I am not the owner of the day care, so I do not have the luxury of a compensatory salary or the option of health benefits. I am just a paid employee as are the teachers in our day care. I personally do not feel it was fair of the county to remove benefits for directors and administrators. ... By choosing to remove WAGES benefits for my position, it has been a source of discouragement for me personally. I do think it is of great benefit to our teachers who receive this supplement and I always encourage all of them to participate!”

Waiting Lists/Funding Concerns

“Advocate for more funding to eliminate a waiting list for a WAGES bonus.”

“It is user friendly and has been consistent. I regret the waiting list is so long and that others have not been able to get the funds due to budget issues for our state.”

“I am very afraid if we lose the WAGE\$ Program, the staff will look elsewhere for jobs. The center will not be able to pick up the loss.”

“Continue the supplement. Gas is going up, food prices are up. We need these funds. If the funds are going to be cut, why do we have to continue as a 5-star center? Parents are looking for quality care. As you know, we as teachers don’t make much, maybe in larger counties, but not here.”

Unfortunately, eligibility cuts and tier decreases have been a necessity in order for some counties to continue participation and still offer a level of supplement support to the workforce. With more drastic Smart Start cuts coming in FY 12, many partnerships requested that the Education, Compensation and Recognition Advisory Committee consider additional strategies that could be employed to reduce the current participant rosters and thus lessen the budget needs. In response, the following changes will be made to statewide eligibility requirements for FY 12:

- The current level one (North Carolina Early Childhood Credential or six semester hours of birth to five focused coursework) will be removed from funding. This will no longer be an optional cut. Individuals with this education level will no longer be eligible for WAGE\$ supplements.
- Owners of centers licensed for 30 or more children and individuals listed as office holders of an incorporated site licensed for 30 or more children will no longer be eligible.

In addition to the statewide changes listed above, the following strategies will be available as options. Partnerships may choose to:

- Eliminate funding for administrative time.
- Eliminate funding for level two participants.
- Provide funding only to participants working in sites with at least three stars.
- Cut Tier One supplement awards by up to 30%.

WAGE\$ also learned of another unexpected challenge this fiscal year. A few funders expressed concern that those with higher levels of education, funded at “permanent” levels on the scale, may continue to receive supplements without a time limit. Certainly the need to target funds to have the most impact is important and giving those on the waiting list a chance to receive supplements is a worthwhile goal. However, those who have reached the permanent levels typically have degrees and early childhood coursework. Since they are still eligible for supplements, it means that they are gaining valuable experience filtered through that education. They are providing the quality and consistency for children that research clearly shows are necessary to build trust and promote learning. They have the best chance to make a difference for young children and help them become ready to succeed in school and life. They are, in essence, helping WAGE\$ meet its fundamental goals. WAGE\$ recently developed a fact sheet

to help showcase the importance of education, consistency and compensation and its role in achieving those outcomes. It has been included as Appendix F.



Appendix A: Retention Feedback Collected from WAGES Surveys FY 11

“The Child Care WAGES[®] Project* is important to keep well qualified caregivers in the profession. It is important for me to provide positive experiences to the children I work with; their experiences have an effect throughout life.” (Alamance, teacher)

“It helped me decide to stay in the preschool program. ... It has given me a reason to stick with working with small children and help our community know why early childhood programs are important.” (Alleghany, teacher)

“This supplement has helped in many ways and does keep you working in the same job, just so you will receive this twice a year.” (Brunswick, teacher)

“WAGES encourages child care workers to go back to school and stay in their jobs as teachers. The children and parents depend on schools and child care centers to have steady employment and little or no turnover.” (Catawba, teacher)

“It’s important because I have a big responsibility with the children and the WAGES Project helps me to stay with my current program. It provides stability for the children and me.” (Chatham, teacher)

“Thanks to our WAGES bonus money our staff has remained consistent, providing a high level of continuity of care.” (Cherokee, director)

“The program really helps with staff turnover. This is not a business where I can pay the employees what they deserve, so it helps to keep the qualified staff.” (Cleveland, director)

“The program rewards me for staying with my current employer. This creates a bond and stability for the children and families that I serve. These children are the future, they need positive role models in their world.” (Craven, teacher)

“The WAGES Project helps keep staff for a longer period of time. I have not had staff turnover in several years. It makes my job easier as an administrator to have dependable staff. The children benefit from this by having a consistency in their daily routine. Our child care center has a very good reputation in our community because of the staff we have.” (Davidson, director)

“WAGES is an awesome way to enhance the salaries of our staff. We are so blessed to have it. Our children are the future. We need to keep our staff and that extra money that comes in to assist them in their finances is very much needed. I am very afraid if we lose the WAGES Project, the staff will look elsewhere for jobs. The center will not be able to pick up the loss.” (Davie, director)

* Respondents referred to the Child Care WAGES[®] Project in a variety of ways. Throughout the quotes, the name has been corrected when necessary. Abbreviated references have been retained.

“I am so happy that this program is available because it allows me to work in the early childhood field. Honestly, if it were not for the supplements, I would be unable to financially support my family and would have to seek other employment. Because of this program I am able to maintain the job I love!” (Durham, teacher)

“Without the WAGE\$ program, I would have left the early childhood field because of low wages.” (Forsyth, teacher)

“I have been able to remain at my current worksite. Everyone knows the early childhood educators make a very low income. WAGE\$ has helped me survive in a world where everything has become more expensive but my annual income remains the same. If funds from the WAGE\$ Project were not available, I would be forced to find employment in another field.” (Franklin, teacher)

“It has provided me with an incentive to stay with my current facility, therefore, providing my employer and the children that I care for with low teacher turnover.” (Gaston, teacher)

“It makes me want to continue in my chosen field. It allows for me to be able to choose to be an early childhood educator. ... This project is the only reason I can afford being a teacher. I live alone and am solely responsible for myself. This money helps me pay my bills so I can continue doing what I love.” (Guilford, teacher)

“WAGE\$ has helped us to maintain the teaching staff that we have had for the past 4 years with no turnovers. The children that attend our facility are willing and ready to learn and come happy to do so and this makes the parents happy, also.” (Halifax, director)

“Believe me, it has helped individuals stay in the field of child care. It has helped all of us to want to go further into the field by going to school and getting a higher education.” (Harnett, teacher)

“I know it has kept good staff here in the center, which is so important to the quality of care we can provide the children and families. With the low pay for child care workers, several of my staff have had to have a second job and this bonus helps with that.” (Jackson, director)

“WAGE\$ has helped me pay so many bills and given me money to buy stuff that the center's owner might not have bought. It helps me deal with the overall stress of my job, because it is one of the main reasons everybody I know stays in the same center.” (Johnston, director)

“It can keep teachers in their current positions by financially making it possible to meet their needs. It also gives the children consistency in the classroom.” (Lee, teacher)

“My salary is just above minimum wage – I can make more at other jobs. I desire to work with children and would not be able to if I did not receive additional monies from Child Care WAGE\$®.” (Lincoln, teacher)

“Receiving financial assistance from WAGE\$ is the only reason that I am still working in child care. As you know child care providers do not make a lot of money, do not have health

insurance or retirement benefits, so the only incentive for me is receiving the WAGES\$ supplement. ... If WAGES\$ is cut, I will be forced to leave my job of 20 years to find something that pays more money and provides benefits.” (Martin, teacher)

“This year it has made the difference for our staff to survive financially. It has also made a difference in our ability to attract and retain well-educated, high-quality teachers.” (Mitchell, director)

“Right now, I just wish for the program to continue. With budget cuts looming, I fear the worst for many early childhood programs. ... I have worked at the same center for 13 years. Without the supplement, I don’t know if I could continue to work in child care and still pay my basic bills. I believe that the continuity of care I’ve been able to provide has been good for the children. Also, where there are families with more than one child, they are able to see the same familiar faces when they bring a younger child into my care.” (Nash, teacher)

“I think it is important because teachers are underpaid and the program’s funds help encourage teachers to continue to work with children.” (New Hanover, teacher)

“It is important because people cannot live on the wages from day care facilities. It does provide an incentive to stay at a place of employment rather than take another job doing something that pays more and has job benefits.” (Onslow, teacher)

“WAGES\$ has been instrumental in helping maintain highly qualified staff and thus keep our 5-star rated license.” (Pender, director)

“Without the supplement, I would have financial difficulty staying in this field. ... The WAGES\$ Project has made it possible to financially keep doing what I can do best and that is working with young children.” (Rowan, teacher)

“It has helped out my family because child care cannot pay workers what they are worth. I’ve often thought about going back to work as a school teacher just because of the pay, but WAGES\$ has helped to keep me in child care.” (Stanly, teacher)

“I own the center and it has allowed me to retain two B-K teachers with bachelor’s degrees even though I can’t afford to pay them school salaries. ... It has meant retaining teachers that otherwise might use their degree to earn more money elsewhere.” (Surry, director)

“I believe our teachers work VERY hard for a low pay rate and WAGES\$ helps make up what we cannot afford to pay them. I do believe it is a way to help keep our great teachers here, once they earn degrees, instead of leaving for the bigger school systems that can offer better benefits.” (Union, director)

“For me personally, it gives me a reward to stay in the profession. I use it as a tool to encourage staff to stay aboard. Other professionals feel it rewards them as well.” (Warren, director)

“Teacher consistency is great for the kids. This program helps supplement our staff’s low income and keeps them coming to work.” (Wayne, director)

“It is very important in assisting with retaining qualified staff due to our program being a seasonal program. Also having educated staff has allowed us to maintain a quality program to offer to children and families.” (Yadkin, director)



Appendix B: Education Feedback Collected from WAGES Surveys FY 11

“It is a big inspiration for me to fulfill my education.” (Alamance, director)

“It makes me feel good about myself because I am being rewarded for furthering my education and wanting to learn more about my career. Child care teachers do not get paid what they deserve and the WAGES Project* adds a special bonus to the teachers to reward them for being in child care and having an education. When I receive my bonus check I get so excited and it makes me want to go even further in my education so I can continue receiving it and even get higher amounts.” (Avery, teacher)

“The project is important, because it encourages staff to further their education, and helps with salaries, while they are learning how to best work with children.” (Beaufort, director)

“I think WAGES is important because it supplements my pay while I am in school. Without WAGES, I would not go to school because it would cause me and my family too much financial burden.” (Brunswick, teacher)

“The WAGES Project is so important because it gives caregivers a better reason to go back to school and receive a degree in the field of early childhood, and it will give the centers a better education score when they go for the stars. Everyone wants to be a 5 star center because that’s the best you can be and all parents want the best care for their child(ren) but that means education. So that’s why this program is so important.” (Buncombe, teacher)

“I would not continue to increase my education without WAGES. ... Continued education is very important in providing quality child care. Without WAGES, the incentive would be taken away from many to do this.” (Caldwell, home provider)

“When teachers are more satisfied with their workplace and income, they are more at ease with co-workers and the children. Increasing education levels helps adults be more effective in promoting children’s learning experiences.” (Clay, teacher)

“WAGES has made it affordable for me to take as many classes as I can. Without these funds I may not have gone this far, having a family of my own of five children and working hard to better myself for them and me.” (Cleveland, home provider)

“It makes me want to keep taking classes so I can get a bigger WAGES check. I just love my job and this makes it so much better.” (Columbus, teacher)

“Child Care WAGES® is important because it gives the staff the incentive to seek more education. Also it makes a way for staff to pay for their classes. This makes it important to our program because the teachers are more educated and this is a benefit to the children in our care.

* Respondents referred to the Child Care WAGES® Project in a variety of ways. Throughout the quotes, the name has been corrected when necessary. Abbreviated references have been retained.

Therefore, WAGES is important for the staff, our program and the children because we all benefit from it.” (Craven, director)

“It’s important because it helps ease some of my financial debt. It helps me with my education and that makes me a better person all around and a better teacher for the children.” (Dare, teacher)

“My staff wants to go back to school to get a higher WAGES supplement.” (Davidson, director)

“It has allowed me to complete my B-K degree. This has helped me become a more confident teacher to the children in my class. I have more strategies/skills to implement. ... I never would have been able to continue my education without this project.” (Davie, teacher)

“The families we serve value higher education and so do we! With the WAGES Project, we’ve been able to hire and keep well-educated teachers; 6 of our 7 full-time teachers now have a B.S. or a B.A.” (Durham, director)

“I think Child Care WAGES® is important because it has helped me in school learning about children. It has also helped me financially to put my learning, or education, to good use. What I’ve learned in school costs money. This helps me to buy and provide the items I need that are age appropriate for the children.” (Edgecombe, home provider)

“The supplement has benefited me tremendously! I am willing to continue classes in order to continue receiving this money. ... The Child Care WAGES® Project is important not only for the supplement, but the classes I have taken help me to better perform my job. It has helped me learn and kept me updated about current trends in teaching/child care. The WAGES Project has helped me (by taking classes) to provide better care for the children in my care.” (Forsyth, teacher)

“The Child Care WAGES® Project has given me something to look forward to while continuing my education. When I get tired and ready to quit, Child Care WAGES® gives me a reason to keep going to school.” (Franklin, director)

“Children learn more and are happier when a teacher seeks higher quality education. ... It has made it possible for my teachers to be paid based upon their education. It also helps provide a richer learning environment for the children. My teachers are the best. WAGES helps them to make more money, which they deserve. This stimulates their minds for more education and learning to be better child care providers.” (Gaston, director)

“It boosts morale and helps teachers to pursue a higher education, which parents appreciate.” (Graham, director)

“Child Care WAGES® is very important. If it had not been for Child Care WAGES®, I would not have been able to finish my degree. Having the funds to purchase books and needed supplies was vital for me.” (Granville, teacher)

“It motivated me to complete my ECE Associate’s Degree in July 2009. . . . Mostly I feel appreciated and it encouraged me to finish my education and be a good example to my own children.” (Guilford, home provider)

“Continue the program. It means a lot to my coworkers and me and it helps the children in my class. It also paid for my classes when I was getting my Associate’s Degree. My plan is to get my Bachelor’s Degree with the help of T.E.A.C.H. and WAGES.” (Halifax, teacher)

“It is important to me because it helps me to keep my education and my business going when I feel like giving up.” (Harnett, home provider)

“The morale has been boosted as well as overall self-esteem. Better teaching strategies are currently being utilized in the classrooms as a result of taking early childhood classes.” (Haywood, director)

“It has helped with transportation back and forth to school and it has helped, encouraged and supported me while I continue my education.” (Hertford, home provider)

“The WAGES Project is important because the education I receive makes the education I provide more meaningful for the children in my care.” (Iredell, teacher)

“The Child Care WAGES® Project is very important because it helps give back to the teachers that are giving quality care to our children. It gets our younger teachers interested in continuing their education by telling them they get an award for going back to school. The children get the greatest benefit by having educated teachers.” (Jackson, director)

“The program is very important. The WAGES program has kept me at my job for 5 years and has given me incentive to continue school. I feel like the children are getting more of what they need with educated teachers. I have learned how to teach children through school, therefore the children receive proper instruction and can be ready for kindergarten.” (Johnston, teacher)

“The Child Care WAGES® Project is important for me because it helps supplement my income and it also helps keep me motivated to further my education, improving my life and myself.” (Lee, teacher)

“Overall, it has led to a reduction in my stress level and it has enabled me to educate myself in the field of early childhood education. Both of these things help me to be a better and happier teacher, parent, and member of the community. I work very hard and love my job! The WAGES program helps me to feel valued in a challenging and low paying position.” (Mitchell, teacher)

“The WAGES Project has inspired many of our staff to continue their education. They are being rewarded not only with a monetary amount but with an increase in their skill levels.” (Moore, director)

“It increases my desire to continue my education as a child care provider. ... As an educator having a love for children, I have continued to further my education from a two year degree to a year left on a four year degree. That would not be possible if I was not a member of the WAGES program.” (Nash, teacher)

“I think the Child Care WAGES® Project is very important because it gives a child care worker an incentive to seek to higher education, in the process gaining vital information that will benefit the children in their care as well as the child care community.” (New Hanover, teacher)

“It helps you out financially and encourages you to go to school as well. It means a lot to me and the children in my care because I was able to go back to school to get more education so I can teach the children and give them what they need to prepare them for kindergarten.” (Northampton, teacher)

“It has been a blessing to me in many ways. I have obtained my Early Childhood Associate’s Degree along with upgrading toys and materials in my child care. WAGES has helped change my life so that I can become one of the best child care providers/teachers in the world. Having early childhood education helps me to give the children in my class quality care.” (Onslow, home provider)

“Child Care WAGES® is so important because it has given life to many of our staff. It has opened the door for them to reach new goals, and has changed their personality and their attitude about education and learning. It has provided them the support that they needed to have lifelong learning and maintain their everyday life needs. WAGES is at the top of our list with T.E.A.C.H. to support the professional development of our staff. It gets our overwhelming support.” (Orange, director)

“It has allowed me the opportunity to finish school while still providing basic needs for my family. This helps the children in my care to have a teacher that has her BA in Birth-K.” (Pender, teacher)

“The Child Care WAGES® Project has made me appreciate my job more. I want to do better at work and at school. The children in my classroom benefit from the education I receive.” (Perquimans, teacher)

“The main thing is the kids are benefiting greatly from the things I learn while getting my education. ... It has made me really want to continue my education. I think I can offer the kids ten times more than I could before. I benefit, the kids benefit and therefore the parents and the community benefit.” (Randolph, home provider)

“It is important because it provides an opportunity for those of us who want to continue taking classes to be able to afford them. It means the world to me because each and every class or workshop that I attend, I learn so many new things to do with my students. New ideas help to keep the children interested and it challenges them. It’s so much fun to watch them learn.” (Rockingham, teacher)

“It has helped me to be able to attend college, which has been one of my dreams. It has impacted my life and the children in my care by providing me with the tools to educate them.” (Rowan, director)

“It motivates us to try to better our education, especially when pay is based on educational levels. This semester I earn my AA in Early Childhood.” (Rutherford, teacher)

“The Child Care WAGES® Project has helped teachers strive to seek education that improves the quality of care they provide. The children in child care centers where teachers are enrolled in the WAGES Project reap the benefits of better teachers, which leads to brighter, healthier children.” (Stanly, director)

“WAGES is like a silent cheerleader. The letters are complimentary and encourage me to continue my education. It helps me gain knowledge and this benefits the children and their families.” (Stokes, home provider)

“I could not have finished my BSBK degree, or be pursuing a graduate degree, without the assistance of WAGES. ... WAGES has enabled me to feel good about my work and feel rewarded for striving to reach my education goals. Thank you so much!” (Swain, teacher)

“I believe it is a nice incentive which promotes higher education, thus paving the way for more highly qualified staff.” (Transylvania, director)

“The WAGES Project gives my staff something to work towards and it keeps them motivated when they know they may receive monies from this project. The staff wants to keep attending classes in order to increase the amount of monies they receive from the WAGES Project.” (Watauga, director)

“I believe the WAGES Project has helped me by giving me the push to want to further my education. Just knowing that going to school and getting more credit hours put you on a higher level is great. The extra money helps out a lot when you are working in child care.” (Wayne, home provider)



Appendix C: Compensation Feedback Collected from WAGES Surveys FY 11

“With my WAGES* checks, I was able to save up and get out of public housing and into my own apartment. . . . The supplements help me provide for my family. When I’m not constantly worried about how to make ends meet, I enjoy my time with my kids more. I’m able to also do and buy things for my kids at work that I hadn’t been before.” (Alamance, teacher)

“There was a time I was about to lose my home and WAGES came to my rescue.” (Beaufort, teacher)

“Receiving WAGES made a huge impact on relieving some financial stress. It has helped me to be a more patient, calm, fun-loving teacher, which the kids love! And I feel that I am striving to be more professional in child care, since I am not having to work another job now.” (Caldwell, teacher)

“By doing this, I can better serve the children in my care without worries like having food or a place to live. My attention can be on them and not myself. For the childhood community, it’s like a thank you for doing a good job since sometimes caregivers are unrecognized for doing something positive.” (Chatham, teacher)

“I am a single mom and I depend on WAGES to help me support my family. It does help pay the bills. It is a vital part of my yearly income.” (Cherokee, teacher)

“I can buy extra toys for the children and batteries for toys. It makes me want to do my best every day, teaching them to sing and smile. I can buy books and read to the children daily. The money helps me to pay my bills so I can be free to give the children lots of love and attention.” (Chowan, teacher)

“WAGES has helped me to maintain a savings account. This is the very 1st year that I was not crying this time of the year, while waiting on my tax return check. Please don’t cut out WAGES. We really do need the help it gives.” (Columbus, teacher)

“I generally get a check around Christmas time. The first time I got it during that time I would not have been able to buy my children gifts had it not been for that check. That meant the world to me.” (Craven, director)

“It has allowed me to focus on my work - guiding the lives of children, families, and our community in a positive way. Yearly, I use the money and purchase items for the classroom. Last year, we did a large class garden. This year we are working to build an outdoor classroom with the assistance of the money. My clients are beyond thrilled with my dedication to teaching their children. WAGES allows me to focus on work, feel supported, and encouraged to keep moving ahead! Thanks.” (Dare, home provider)

* Respondents referred to the Child Care WAGES® Project in a variety of ways. Throughout the quotes, the name has been corrected when necessary. Abbreviated references have been retained.

“The WAGES Project helped me achieve my dream and become a licensed teacher. Without the money this goal probably would not have happened. I would have had to take on another job in order to supplement our income. Because of WAGES, I did not have to take on two jobs and have been able to focus on my teaching job and working with the children and families I love.” (Davidson, director)

“Child Care WAGES® is important because child care providers don’t make what they are worth. WAGES helps a lot. WAGES has helped me catch up on my bills every time I get it. If it wasn’t for WAGES, I don’t know how I could make it.” (Davie, teacher)

“I feel like I am getting paid for what I went to school for. Since I am a Teacher Associate, I want my pay to look like it. The WAGES Project makes me feel important.” (Duplin, teacher)

“WAGES has helped me with additional medical costs, sometimes catching up on bills, always updating my classroom. WAGES helps my classroom to be a more inviting and warm place where children feel comfortable and I can offer many different open ended activities and opportunities to enhance my children's learning experiences.” (Durham, teacher)

“Without WAGES, I would be unable to buy the extra resources, school supplies, games and toys for my children in my family child care.” (Edgecombe, home provider)

“The WAGES Project has helped me and my family. When we have no money and need to pay bills or buy gas, the WAGES always comes in handy and helps us get out of the rut we were in.” (Graham, teacher)

“Child Care WAGES® is very important to me. It means a lot to me due to the fact the supplement I receive always seems to come at the right time when I have received disconnection notices. My son and I thank you for all you have done.” (Guilford, teacher)

“The Child Care WAGES® Project is important because it helps to make life a little bit easier while I strive to reach my goal to become a professional teacher. Also, I am able to provide various materials to the classroom to motivate and spark the interest of young children who deserve quality care.” (Halifax, teacher)

“In our area, day cares can only charge a limited amount. This makes it difficult to pay employees what they deserve and keep them employed. This incentive encourages further education and makes everyone participating feel recognized for their efforts.” (Harnett, director)

“I think it is important because it gives teachers incentive to continue bettering themselves, which ends up making the center and children happier.” (Hyde, director)

“In my life, it has been a bridge over troubled water because when I’m at my lowest it builds me up financially. We do a lot for the children.” (Nash, teacher)

“I have several ‘degreed’ teachers who work here instead of public school. They love getting WAGES checks which makes the public school system less attractive. One of my teachers received her first check two weeks ago and she was ecstatic.” (New Hanover, director)

“The supplement has really been a blessing because I needed dental work and I was able to take care of that situation. Now I am smiling even more! I also put some money in a savings account.” (Northampton, teacher)

“WAGE\$ is nice because it helps with the low pay that I receive working in Onslow. I could go on base and make twice what I make working in town.” (Onslow, director)

“Because of the difficult balance between quality care and affordability for families, teacher pay is still low especially for degreed teachers. The WAGE\$ Project helps to offset that somewhat. This is important in order to maintain the equilibrium between quality and affordability for families.” (Orange, director)

“I find it helpful, because centers are not always able to provide materials for special projects in the classroom. These projects are great for children's growth and development. Also the funding gives the participants the feeling of worth and appreciation. In turn, caregivers are more likely to put forth their best effort.” (Pitt, teacher)

“Due to this WAGE\$ program, I have been able to buy clothes for my daughter. ... [It] has helped put food on my table. My husband is disabled and as you know, child care doesn't pay much, but I love it – this is wonderful.” (Rockingham, teacher)

“This bonus helps teachers be able to meet their everyday needs financially. Their hourly wages (as with all educators statewide) are not nearly enough for the work they do and the problems that they have to deal with daily. Anything that we can give our educators will help them and it will help our children in the classrooms because they will have qualified and educated teachers, not just someone filling the spot as a teacher.” (Stanly, director)

“It has enabled me to provide more learning resources for the children in my care. New and up to date resources broaden their learning abilities. These include hands on resources such as books, blocks, manipulatives, paints and brushes, dolls and cars, replenishing what wears out, also large motor skill challenges for outside play.” (Surry, home provider)

“WAGE\$ has supplemented my income making it easier to pay my bills and meet the needs of my family and classroom. Without it, the employees and families in the child care programs would greatly suffer.” (Swain, teacher)

“As a single mother, it has helped me provide the physical needs for my two boys that include a roof over our heads and power.” (Union, teacher)

“They have helped me pay bills I couldn't afford with just my regular job earnings.” (Vance, teacher)

“When financial hardships are made less by any amount, an employee can concentrate more fully on the important aspects of their job (our children).” (Watauga, teacher)

“To be truthful, it has helped me keep my home and I thank you all.” (Wayne, teacher)



Appendix D: Appreciation/Recognition Feedback Collected from WAGES Surveys FY 11

“I think WAGES^{*} has helped staff morale and made staff feel more confident. It has helped the children receive the newest learning materials. WAGES helps the turnover rate at our center and makes employees want to take more classes.” (Avery, director)

“We are already simply considered babysitters and are obviously under-paid and over-worked. We do not get the credit we deserve for the job that we do. By receiving the bonus, it has made it seem like it is worth all the effort that is put into caring for the children, they are our future.” (Caldwell, home provider)

“It makes me feel that I’m an important part of my community and my job is recognized. ... It has been a great opportunity to offer my family a better life.” (Chatham, teacher)

“The Child Care WAGES[®] Project is important because of the sense of value that it instills in teachers and administrators. This project recognizes that we are so much more than babysitters, we are professionals.” (Cherokee, teacher)

“Early childhood is the most important time in a child's life, yet many teachers who are caring for and teaching these young children have incomes at poverty level. The WAGES bonus absolutely helps these teachers financially as well as boosts their morale and makes them feel appreciated for all their hard work.” (Cleveland, director)

“WAGES has brought child care from a babysitting service to an educational environment. It has raised the bar for good quality care.” (Columbus, teacher)

“The Child Care WAGES[®] Project is important to keep the morale of staff up. It also helps them feel their work is appreciated and rewarded. It is important because it keeps my teachers in school. The children have benefited by the teachers knowledge and their excitement from the bonus. They are better and happier teachers.” (Dare, director)

“It makes me feel like I'm worth more as a child care educator.” (Davie, director)

“WAGES has lifted my staff morale - when teachers are happy, so are the children.” (Duplin, director)

“It helps your family and the kids in your class and it makes you feel good. It feels like people really do care how hard you work and want to give back.” (Durham, teacher)

“Child Care WAGES[®] is important because it gives us something to look forward to and it makes us feel like we are doing something positive for the world and are appreciated for what we do.” (Edgecombe, home provider)

* Respondents referred to the Child Care WAGES[®] Project in a variety of ways. Throughout the quotes, the name has been corrected when necessary. Abbreviated references have been retained.

“The WAGE\$ Project is important because it shows each teacher that they are appreciated and the children gain by having someone to share and instill self-esteem. When a person is appreciated, it will make them want to do a better job.” (Franklin, teacher)

“It makes providers feel valued and promotes the fact that child care is a profession.” (Gaston, director)

“It helps me feel like my job is more than babysitting, it is my profession.” (Granville, director)

“It helps with self esteem – to know I actually am considered a teacher, not a day care worker.” (Guilford, teacher)

“WAGE\$ has helped to increase the overall feeling that what I do in child care is important and it is a profession.” (Haywood, director)

“The project helps in so many ways. Sometimes taking care of children can be very stressful and it seems that no one understands. WAGE\$ really makes me feel that someone out in the world really cares.” (Hertford, home provider)

“It helps me believe in myself. Also, it makes me realize that school has improved my overall teaching method. It gives me satisfaction to know that someone believes in what I do and that we are underpaid as child care providers.” (Iredell, home provider)

“It means that our education and efforts are greatly appreciated. Educators need to know that what they do is important. Early childhood education is the basis for a successful road to advanced education” (Lincoln, director)

“I think WAGE\$ recognizes the importance of well-educated early childhood teachers and forges ahead to financially assist them in a very underpaid profession.” (New Hanover, teacher)

“It shows me and everyone else in the program that we are important and what we do does not go unnoticed.” (Northampton, teacher)

“I think it’s great that others see that what we do is important and appreciated. You all are the only reason I feel close to a professional.” (Onslow, teacher)

“It's important because it motivates me to continue my education, it comes always at a time where I can purchase something for my program to keep the children interested in learning. To me, it has meant that I am important to the lives of the children and families I serve. It has meant that I am a professional at what I do. To the children, it has allowed them to receive quality service and more love.” (Pender, home provider)

“It feels like we have accomplished something in life working with children.” (Pitt, teacher)

“It is important to have the morale of the staff boosted, because it is passed down to the children.” (Polk, director)

“It helps to know that I am recognized for my hard work in my courses, and my career as a early childhood professional.” (Rockingham, teacher)

“It makes you feel appreciated. Some parents see you as a babysitter. This helps give you a level of professionalism.” (Rutherford, director)

“It makes me feel confident that I’m making a difference in my work. ... It is important because it helps teachers know that their work is valued and so is the education they receive.” (Stanly, teacher)

“It has given me an incentive to try to forget about the stress and realize that I am appreciated and needed.” (Swain, teacher)

“This has made me feel appreciated. I’m more than a babysitter, I’m a teacher!” (Vance, teacher)

“It definitely puts excitement in my job and makes me feel worthy and proud to teach preschool.” (Wilson, director)

“It makes me feel like people are finally recognizing that I’m not just a babysitter. ... It helps with a feeling of self worth and accomplishment. You hear that children are our greatest asset but no one wants to pay for the people who are so important during the formative years.” (Yadkin, teacher)



Appendix E: Smart Start Messages Feedback Collected from WAGES Surveys FY 11

“Thank you! Thank you! Because without the extra income I would not be able to finish a degree in Early Childhood, but I will graduate this summer with an Associate’s Degree! Hooray for the Smart Start partnership for helping with the success in my life. I truly appreciate everything you’ve done for me all these years.” (Alamance, teacher)

“I really appreciate them supporting us teachers. It really means a lot to me and sometimes I don’t know what I would do without this extra income. It really helps out me and my family.” (Alleghany, teacher)

“Thank you so much, this has really helped my family keep our home and be able to go to work.” (Avery, teacher)

“Thank you for supporting us in the field of child care, by helping us to be able to better help ourselves and the children with whom we come in contact. Thank you for the additional support, to let us know that we are making a difference in a child’s life.” (Beaufort, teacher)

“Thank you. It makes going to school and completing my degree an achievable dream.” (Brunswick, teacher)

“WAGES* is probably the most beneficial program to me as a teacher than any other program Smart Start provides. It benefits the children in my care and me directly.” (Caldwell, teacher)

“I would love to thank Smart Start for funding this program! Without it, a lot of early childhood teachers may not be as willing or be able to afford to go to school and earn their degree.” (Catawba, teacher)

“The supplement has given me the opportunity to be an independent person without getting assistance from the state or government. For that I am thankful for this supplement. My life would be tremendously changed without this supplement.” (Chatham, teacher)

“With all the budget cuts, I hope that Smart Start will still be able to fund WAGES and I want them to know that the money has been a life saver. Without it, I would probably have to work elsewhere besides early childhood.” (Cherokee, teacher)

“I would like to thank Smart Start for having such a program and I hope and pray it continues. It has made me feel like I do matter in my choice of education. I feel this shows that I’m appreciated for working with children at the day care.” (Chowan, teacher)

“Do all you can to keep our legislators from cutting the funding. Tell them please do not cut Smart Start - children will suffer.” (Clay, director)

* Respondents referred to the Child Care WAGES® Project in a variety of ways. Throughout the quotes, the name has been corrected when necessary. Abbreviated references have been retained.

“The Child Care WAGES® supplements have afforded me the opportunity to earn a degree, plus it has provided me the means to meet my daily financial responsibilities.” (Cleveland, teacher)

“The supplement, to me, is an incentive for hard work, dedication and success for the effort that I put into being the best educator that I can be. Educators are encouraged to further their education so as to grow in the profession. It has helped me to stay focused and stationed in my center and adds to overall success in working with children and fellow staff. I love and enjoy what I do. If I had it to do all over again, I would have entered early childhood sooner than I did. I would like to thank all those who make the Child Care WAGES® Project the success that it is.” (Columbus, teacher)

“Had it not been for these supplements, I would not have been able to continue school and purchase toys and materials that the children need and want.” (Craven, home provider)

“Thank you, thank you, thank you, thank you! You have allowed me to transform the lives of the children and families I serve. Personally, I have grown in extraordinary measures thanks to the WAGES Project and T.E.A.C.H. You do an outstanding job! Thank you, thank you.” (Dare, home provider)

“I think the Child Care WAGES® Project is very important to early childhood teachers. For most of us, this program is more important than other programs Smart Start sponsors. Without it, it would be difficult to maintain longevity with our employers. We would be jumping from center to center to find the highest pay. With the supplement, it rewards us for giving our time and loyalty to one center and directly affecting the quality of care offered to the children in NC.” (Davidson, director)

“I really appreciate Smart Start funding this program. It has benefited not only me, but the children in my class greatly. I could not have continued my education without it. I have gained tremendous self-confidence.” (Davie, teacher)

“I would like to let them know that this is the best thing that they have done in order to help the early childhood field and the people who work in it. It gives most of us the motivation to continue to work with these children and we feel appreciated because of the extra incentives that we are given from Smart Start. I want to say thanks because the supplements help me, and keep me focused on helping these young children develop into the person that they will later become, and I am truly glad to be a part of that process.” (Duplin, teacher)

“This supplement is greatly appreciated and well deserved by people who dedicate their lives to young children. We do this job for the reward of love we get from these children, but a hug can't pay our bills. We are one of the lowest paid professions, but one of the most important ones in return. We love our children, we just want our pay to reflect it.” (Durham, director)

“Thank you so much for helping teachers to further their education and assisting with bills during this time of need. Without it, I could not make ends meet.” (Edgecombe, teacher)

“Thank you! Thank you! Thank you! I would not be able to afford to keep my job that I love if it were not for WAGES.” (Franklin, teacher)

“We appreciate the opportunities WAGES provides in staff stability and education which improve and enrich our quality of education to our children. The supplements also enrich the quality of our home life through the additional things we can do.” (Gaston, director)

“This has been a very helpful contribution to my family, thank you for having the WAGES Project and please continue. It has not only helped me financially but it gives me a reason to be proud of what I do and makes me feel a little bit more important.” (Graham, teacher)

“I would like to tell the Smart Start partnership thanks for all you do. The supplement was vital for me to complete my course of education. The supplement continues to help me purchase supplies for my class.” (Granville, teacher)

“The supplement has been a huge help when I'm in a time of need. I am able to provide food for my home, which allows me to be able to feed my son. Thank you so much.” (Guilford, teacher)

“Thanks WAGES and Halifax-Warren Smart Start for helping me to provide the quality care that is needed for the children in my area. We are a 5-star center and everyone here has an Associate's Degree in Early Childhood or is working towards a degree. Thanks!” (Halifax, director)

“I am forever grateful for the program and thank you for looking out for those striving to make life better for children at an early age.” (Harnett, teacher)

“In this economy, it has made the difference in bills being paid or losing what I have.” (Haywood, teacher)

“Thank you for thinking of us and letting us know that you all value what we do. Thanks for the encouragement to continue to do what we love to do, teach our children.” (Hertford, teacher)

“It is very important and really needs to continue to help promote professional development.” (Iredell, teacher)

“The Child Care WAGES® supplement has helped to relieve some of the burden of how I was going to pay bills. Child Care WAGES® has also given me the incentive to keep going to school, even when I get burnt out, which I could not afford without help from Smart Start.” (Jackson, teacher)

“Thank you very much for providing me with the financial ability to live my life and touch the lives of others.” (Johnston, teacher)

“It has helped my family financially to have the supplement during these stressful economic times. Without it over the last year, several bills including my mortgage would have gone unpaid.” (Lee, teacher)

“Thank you – without the funding I would most likely be in a different career field.” (Lincoln, teacher)

“Thank you Smart Start. This supplement is appreciated more than you will ever know! Thank you for thinking about all the early childhood educators!” (Macon, teacher)

“If the supplements continue to be cut, a lot of qualified providers will be leaving this career field and where will that leave our children? You need to do everything possible to keep the teacher turnovers low. Young children need stability.” (Martin, teacher)

“Thank you for your support for this incredible program!” (Mitchell, teacher)

“The program is very helpful to both teachers and children. It helps to ease the pain when teachers face the prices rising for everything except their paychecks.” (Moore, director)

“The WAGES supplement has given teachers the desire to stay with their current job. This means less teacher turnover and higher quality care for the children in our care. Without the WAGES Project, I feel teachers like myself would find jobs in other fields that pay more. WAGES continues to promote education and I feel if I go back to get the education that is needed, then I should get some compensation for all my hard work. KEEP THE WAGES PROJECT!” (Nash, teacher)

“I thank Smart Start for providing these funds, which are very much needed to help the child care workers and their families. It helps to relieve some of their financial burden.” (New Hanover, teacher)

“This program is the best and really helps me out a lot with my bills and the children’s needs. It always comes in handy and right on time and I thank you so much.” (Northampton, teacher)

“This program is greatly appreciated by people like me, a single mom of two kids. It allows me to be able to work and eventually finish my degree while being able to be there for my kids. Thank you.” (Onslow, teacher)

“Teachers in large or small day cares don’t make much money so with this little extra you may keep some really caring teachers in the workforce. The small family child care homes get NO encouragement from anyone and this has helped to know someone does care.” (Orange, home provider)

“It has helped tremendously. Thank you for giving me the chance to achieve my goals.” (Pender, teacher)

“I would like to thank them for helping to make the Child Care WAGES® Project available in my county of employment. It is greatly appreciated.” (Perquimans, teacher)

“The Child Care WAGES® supplements have made it possible to work with young children. It has enabled me to go to school and obtain my early childhood degree. The Smart Start partnership has made me very happy. Thank you Smart Start partnership for being there and supporting me being able to do what I love doing, working with young children.” (Pitt, teacher)

“Being rewarded for education is important. The program needs to continue during these trying economic times.” (Polk, teacher)

“I want to thank them so much for their help. As this work is getting harder, the pay is less and it is hard to live. I have 2 children and sometimes barely enough food.” (Rockingham, teacher)

“I hope that this program will continue to be a part of the Rowan Smart Start Partnership. It really helps teachers who are striving to better themselves for the children of Rowan County.” (Rowan, director)

“Getting the supplement helps encourage me to get more education to be a better assistant in the classroom. I have learned many things that assist me in getting the children ready for kindergarten.” (Rutherford, teacher)

“This is a needed program. Please do all that you can to make sure that the program continues. Thank you.” (Stanly, teacher)

“Thanks! It is a great reward for working full time and going to school full time.” (Stokes, home provider)

“I really appreciate the work, time and effort that you, the Smart Start partnership, have put into providing the Child Care WAGES® supplements for child care providers and the children they care for. I can see how the supplements really benefit everyone. This money goes right back into the community because it is used for the benefit of the children. Thanks so much for what you have done to help us help them.” (Surry, home provider)

“Thank you so much for your continued support. Without WAGES to supplement earnings, a lot of people would not be able to work in the education field.” (Swain, teacher)

“I would like to tell them how beneficial the supplements are for teachers. Most child care workers are very underpaid for the amount of work they actually do for the children in their care.” (Transylvania, teacher)

“Well, it will always be nice to look forward to an increase as opposed to a decrease but I know that this concept rests on state legislation to balance the budget, but it is always nice to hope. However, this supplement is the best thing that could have ever been graced upon educators/caregivers of young children.” (Vance, teacher)

“I greatly appreciate the Child Care WAGES® Project. There was one time my power bill was due and I didn’t have the money to pay it. I went to the mailbox and I had a check from WAGES to pay the bill, put gas in my car and still had some money left to buy craft items for the center. Please continue this program.” (Union, director)

“Please keep it going. It helps people like me who could not go to school without it. Thanks.” (Warren, teacher)

“Thank you! There is no way I could have gone back to school without this! Thank you again!”
(Watauga, teacher)

“I would like to thank them from the bottom of my heart. It means a great deal to have a team who supports you and the quality of child care you are trying to provide for the children in your community.” (Wayne, teacher)

“Thank you so much for all that is done to help keep the supplements coming. If it wasn’t for the supplements, I probably would have some hardship in supporting my girls financially. The supplements help me to push forward in my current study, which is birth to kindergarten education.” (Wilson, teacher)

“You’re doing a great job! Thank you for not cutting us out of the budget completely, you really seem to care about our children and the workforce behind them. Thanks a bunch!” (Yadkin, home provider)



Appendix F

The Child Care WAGES® Project: A Win-Win for Children and Teachers

Why are lower turnover rates so important for children? Stability is one of the key factors in quality early care and education. The bond that children create with their teachers sets the groundwork for learning, enabling better success in school and life. The consistent association of low teacher turnover rates with positive teaching practices highlights the need for strategies that increase retention. Also with lower turnover rates, investments in technical assistance, training and support are not lost.

Does increasing the compensation of teachers have an impact for children? WAGES recipients have often voiced that when they have less stress because of the supplements, they are able to better focus their positive attention on children in their classrooms, which means children are happier and more open to learning.

Inadequate compensation has been shown repeatedly to be a strong predictor of turnover. The 2010 Bureau of Labor Statistics data on North Carolina wages found that kindergarten teachers (who do not work year round) earned twice the annual salary of a child care teacher. In FY 10, 78% of WAGES participants earned less than \$12.00 per hour. Ninety-eight percent (98%) of WAGES recipients indicated that the supplements either encourage them to stay in their current programs *or* to pursue further education. Particularly in this economic crisis, the supplements are critical for the early childhood workforce.

Does the education of the workforce really make a difference for children? Research continues to show the importance of education for those working with young children. Formal education and specialized training are associated with higher quality caretaking. Access to high quality care is more likely to mean success in school and beyond.

Why should a Smart Start partnership consider funding the Child Care WAGES® Project, especially when funds are limited? WAGES is a proven way to increase the education, retention and compensation of early educators, which means higher quality care for children. Brain research makes it clear that early experiences are critical for successful brain development, and making sure these quality early experiences are possible is far more effective than trying to address problems at a later age. It takes a qualified, educated, stable and effective teacher to provide the types of experiences that are needed to build trust and promote learning. WAGES helps attract educated teachers to the field in the first place who might not otherwise choose it due to typically low salaries and benefits. The additional compensation helps retain those educated teachers and the program encourages (even mandates) additional education.

How does the Child Care WAGES® Project reduce turnover? Money! The Child Care WAGES® Project is an education based salary supplement project for teachers, directors and family child care providers. An annual financial award is issued in two installments, each after the participant completes at least six months in the same child care program. These supplements make early childhood a more affordable and attractive career option for educated teachers.

How does WAGES help increase education? Because WAGES offers higher supplements as higher education levels are reached, there is the constant incentive to pursue additional coursework. In addition, all education levels below the Associate Degree focused on children ages birth to five (AAS ECE) are funded on a temporary basis, so participants must make education progress in order to retain their eligibility.

Through WAGES evaluations, teachers have repeatedly shared that the compensation provided through WAGES not only motivates them to continue in their education, but often makes it financially possible. In FY 10, 57% of WAGES participants statewide had the AAS ECE or higher on the scale. When

WAGES became a statewide program in 1999, only 30% of the WAGES participants met this standard. The educational gains continue. Last year, 31% of those funded below the highest level on the scale still submitted documentation to verify their continued coursework.

Are early care and education programs impacted by WAGES? The Child Care WAGES® Project retains educated teachers and also encourages and/or requires additional education, so centers have a better chance at sustaining and even increasing their star ratings. This not only improves the quality they can offer, but it is better for business. Higher stars help attract parents looking for high quality centers and may also increase the reimbursements or enhancements for which the center is eligible. Statewide, WAGES had *lower* turnover rates among those with *higher* education which shows that paying these teachers a more reasonable wage through the supplements allows them to work with this age group when they might otherwise choose to leave. With lower turnover rates in general, centers do not have to spend their resources recruiting, hiring and training new teachers.

Are families impacted by WAGES? The families of those participating on WAGES and the families of the children served by participants are both impacted. Ninety-seven percent (97%) of survey respondents stated that receiving a WAGES supplement helps ease financial stress, with 79% saying they need the funds to pay bills and 72% explaining that they are more able to address the basic needs of their families (food/housing). Parents typically cannot afford to pay the true cost of quality child care and yet need the best for their children in order to be ready for school. WAGES supplements go directly to the teachers and do not impact the center budgets, thus parents are able to access this higher quality care without any additional cost.

Does WAGES help Smart Start partnerships meet their goals? WAGES is a critical link in the professional development system at the state level and also helps meet county level Performance Based Incentive Standards tied to education, retention and compensation. The turnover rate of WAGES participants for FY 10 was only 12%, a significant overall improvement compared to the goal of 25% established within Smart Start's Performance Based Incentive System.

By addressing the issue of retention, WAGES helps counties meet Smart Start's educational standards as well. One Smart Start standard states that 60% of children will be enrolled in 1-5 star rated child care centers that have at least five lead teacher education points. Not only does WAGES provide an incentive to encourage teachers to get coursework and thus increase the education points, it also helps retain those individuals who already have the education needed. The open positions could otherwise be replaced with individuals at lower levels of education, impacting the quality of care provided to young children and the star rating of the center.

The supplements are still a direct method of helping the county meet the compensation standards since supplements are factored into the hourly rate goals. The average six month supplement earned last year was \$756, or approximately \$1,512 more per year. If broken down to an hourly increase for a full-time employee (eligible for two payments during the year), this would mean nearly \$.73 more per hour.

With limited funding available, will partnerships be able to support WAGES? Because the Division of Child Development currently funds the administrative costs, all the Smart Start funds go directly into the hands of early educators, so the program is truly cost effective for partnerships. In addition, WAGES has five different funding tiers which offer different award amounts for the same levels of education. These tiers give partnerships significant financial flexibility. In addition, WAGES has a variety of strategies that may be employed by partnerships to help respond to cuts when necessary. Because the impact of WAGES is so important for children and for the workforce, the project provides different options to enable partnerships to offer supplements even when money is tight. For additional information on what strategies are available, please contact the WAGES Project at 919-967-3272.

Research references are available upon request.

Table 1
Demographic Profile of the 5625 Participants in North Carolina
Child Care WAGES® Project
June 2010 - June 2011

	# of Participants	% of Participants
Ethnicity		
American Indian	62	1%
Asian/Pacific Islander	37	1%
Biracial	38	1%
Black/African American	2564	46%
Hispanic/Latino/Latina	143	3%
White/European American	2711	48%
Not Given	35	1%
Other	35	1%
Sex		
Female	5565	99%
Male	60	1%
Position		
Teacher	3265	58%
Teacher (Assistant Director)	54	1%
Teacher (Director)	77	1%
Teacher (Director Owner)	52	1%
Assistant Teacher	1003	18%
Director	98	2%
Director (Owner)	19	0%
Assistant Director	45	1%
Small Home Provider	694	12%
Small Facility (<13) Operator	58	1%
Split Position	258	5%
Other	2	0%
Education Level		
NC Early Childhood Credential coursework	284	5%
6 birth to five sem. hours	142	3%
12 birth to five sem. hours	157	3%
Early Childhood Certificate	1	0%
18 general sem. hours including 4 birth to five sem. hours	182	3%
24 general sem. hours including 6 birth to five sem. hours	337	6%
70 general sem. hours (less than 6 birth to five sem. hours)	9	0%
AAS (less than 6 birth to five sem. hours)	34	1%
36 general sem. hours including 12 birth to five sem. hours	238	4%
70 general sem. hours including 6 birth to five sem. hours	25	0%
AAS including 6 birth to five sem. hours	31	1%
45 general sem. hours including 18 birth to five sem. hours	297	5%
AAS including 12 birth to five sem. hours	32	1%
57 general sem. hours including 24 birth to five sem. hours	498	9%
AAS including 18 birth to five sem. hours	31	1%
BA/BS (less than 6 birth to five sem. hours)	84	1%
MA/MS (less than 6 birth to five sem. hours)	7	0%
AAS including 24 birth to five sem. hours	2043	36%
BA/BS including 6 birth to five sem. hours	93	2%
MA/MS including 6 birth to five sem. hours	7	0%

**Table 1 (cont.)
Demographic Profile of the 5625 Participants in North Carolina
Child Care WAGES® Project
June 2010 - June 2011**

	# of Participants	% of Participants
90 sem. hours toward BA/BS including 18 birth to five sem. hours	231	4%
BA/BS including 12 birth to five sem. hours	174	3%
BA/BS including 18 birth to five sem. hours	634	11%
MA/MS including 12 birth to five sem. hours	13	0%
MA/MS including 18 birth to five sem. hours	40	1%
PhD/EdD including 18 birth to five sem. hours	1	0%

*May include participants' time funded in another county before moving or being transferred to their current location.
The first category under Wage Rate reflects those below North Carolina's minimum wages

**Table 1 (cont.)
Demographic Profile of the 5625 Participants in North Carolina
Child Care WAGE\$® Project
June 2010 - June 2011**

	# of Participants	% of Participants
Wage Rate		
Below \$7.25 per hour	629	11%
\$7.25 - \$9.99 per hour	2357	42%
\$10.00 - \$11.99 per hour	1473	26%
\$12.00 - \$13.99 per hour	842	15%
\$14.00 - \$15.99 per hour	295	5%
\$16.00 - \$17.00 per hour	29	1%
Years in Program: Participant's Start Date to Report End Date		
0 to .99 Years	89	2%
1.00 to 1.99 Years	518	9%
2.00 to 2.99 Years	715	13%
3.00 to 3.99 Years	782	14%
4.00 to 4.99 Years	610	11%
5.00 or More Years	2911	52%
Length of WAGE\$ Participation*		
0.5 to 1.00 Year (1-2 payments)	1088	19%
1.5 to 2.00 Years (3-4 payments)	833	15%
2.5 to 3.00 Years (5-6 payments)	816	15%
3.5 to 4.00 Years (7-8 payments)	572	10%
4.5 to 5.00 Years (9-10 payments)	430	8%
5.5 to 6.00 Years (11-12 payments)	322	6%
6.5 to 7.00 Years (13-14 payments)	350	6%
7.5 to 8.00 Years (15-16 payments)	257	5%
8.5 to 9.00 Years (17-18 payments)	211	4%
9.5 to 10.00 Years (19-20 payments)	197	4%
11 Years Or More (21 or more payments)	549	10%



Child Care
WAGE\$
Project

*May include participants' time funded in another county before moving or being transferred to their current location.
The first category under Wage Rate reflects those below North Carolina's minimum wages

Table 2
Child Care Center Profile for North Carolina
Child Care WAGES® Project
June 2010 - June 2011

	Programs	Participants
Center	1599	4916
1 STAR	22	50
2 STAR	37	63
3 STAR	330	780
4 STAR	548	1712
5 STAR	569	2149
GS-110	76	127
PROV	2	3
SPPROV	1	3
Temporary	14	29
Family Provider	692	709
1 STAR	12	13
2 STAR	31	31
3 STAR	186	187
4 STAR	261	272
5 STAR	200	204
Temporary	2	2
TOTALS	<u>2291</u>	<u>5625</u>



These totals show only those centers with current participants. Each individual participating Head Start site is included. Each individual location of a multi-site program is listed if it has a unique license number.

Table 3
Educational Award Levels Profile of the 5,625 Eligible Participants in North Carolina
Child Care WAGES® Project
June 2010 - June 2011

	# of Participants	% of Participants
Eligible for Standard Awards	5367	95%
Teacher Scale	4451	79%
NC Early Childhood Credential coursework	264	5%
6 birth to five sem. hours	118	2%
12 birth to five sem. hours	119	2%
Early Childhood Certificate	1	0%
18 general sem. hours including 4 birth to five sem. hours	143	3%
24 general sem. hours including 6 birth to five sem. hours	267	5%
70 general sem. hours (less than 6 birth to five sem. hours)	9	0%
AAS (less than 6 birth to five sem. hours)	31	1%
36 general sem. hours including 12 birth to five sem. hours	192	3%
70 general sem. hours including 6 birth to five sem. hours	22	0%
AAS including 6 birth to five sem. hours	29	1%
45 general sem. hours including 18 birth to five sem. hours	218	4%
AAS including 12 birth to five sem. hours	28	0%
57 general sem. hours including 24 birth to five sem. hours	380	7%
AAS including 18 birth to five sem. hours	21	0%
BA/BS (less than 6 birth to five sem. hours)	74	1%
MA/MS (less than 6 birth to five sem. hours)	6	0%
AAS including 24 birth to five sem. hours	1628	29%
BA/BS including 6 birth to five sem. hours	80	1%
MA/MS including 6 birth to five sem. hours	6	0%
90 sem. hours toward BA/BS including 18 birth to five sem. hours	175	3%
BA/BS including 12 birth to five sem. hours	133	2%
BA/BS including 18 birth to five sem. hours	479	9%
MA/MS including 12 birth to five sem. hours	3	0%
MA/MS including 18 birth to five sem. hours	25	0%
Home Provider Scale	752	13%
NC Early Childhood Credential coursework	20	0%
6 birth to five sem. hours	24	0%
12 birth to five sem. hours	33	1%
18 general sem. hours including 4 birth to five sem. hours	25	0%

Table 3 (cont.)
Educational Award Levels Profile of the 5,625 Eligible Participants in North Carolina
Child Care WAGES® Project
June 2010 - June 2011

	# of Participants	% of Participants
24 general sem. hours including 6 birth to five sem. hours	52	1%
AAS (less than 6 birth to five sem. hours)	1	0%
36 general sem. hours including 12 birth to five sem. hours	34	1%
70 general sem. hours including 6 birth to five sem. hours	2	0%
AAS including 6 birth to five sem. hours	1	0%
45 general sem. hours including 18 birth to five sem. hours	58	1%
AAS including 12 birth to five sem. hours	3	0%
57 general sem. hours including 24 birth to five sem. hours	83	1%
AAS including 18 birth to five sem. hours	10	0%
BA/BS (less than 6 birth to five sem. hours)	3	0%
MA/MS (less than 6 birth to five sem. hours)	1	0%
AAS including 24 birth to five sem. hours	245	4%
BA/BS including 6 birth to five sem. hours	5	0%
MA/MS including 6 birth to five sem. hours	1	0%
90 sem. hours toward BA/BS including 18 birth to five sem. hours	33	1%
BA/BS including 12 birth to five sem. hours	20	0%
BA/BS including 18 birth to five sem. hours	89	2%
MA/MS including 12 birth to five sem. hours	3	0%
MA/MS including 18 birth to five sem. hours	5	0%
PhD/EdD including 18 birth to five sem. hours	1	0%
Director Scale	164	3%
12 birth to five sem. hours	3	0%
18 general sem. hours including 4 birth to five sem. hours	5	0%
24 general sem. hours including 6 birth to five sem. hours	4	0%
36 general sem. hours including 12 birth to five sem. hours	2	0%
70 general sem. hours including 6 birth to five sem. hours	1	0%
AAS including 6 birth to five sem. hours	1	0%
45 general sem. hours including 18 birth to five sem. hours	10	0%
AAS including 12 birth to five sem. hours	1	0%
57 general sem. hours including 24 birth to five sem. hours	12	0%
BA/BS (less than 6 birth to five sem. hours)	5	0%
AAS including 24 birth to five sem. hours	58	1%
BA/BS including 6 birth to five sem. hours	1	0%

Table 3 (cont.)
Educational Award Levels Profile of the 5,625 Eligible Participants in North Carolina
Child Care WAGES® Project
June 2010 - June 2011

	# of Participants	% of Participants
90 sem. hours toward BA/BS including 18 birth to five sem. hours	8	0%
BA/BS including 12 birth to five sem. hours	14	0%
BA/BS including 18 birth to five sem. hours	32	1%
MA/MS including 12 birth to five sem. hours	2	0%
MA/MS including 18 birth to five sem. hours	5	0%
Eligible for Other Awards*	258	5%
Teacher/Director	258	5%
12 birth to five sem. hours	2	0%
18 general sem. hours including 4 birth to five sem. hours	9	0%
24 general sem. hours including 6 birth to five sem. hours	14	0%
AAS (less than 6 birth to five sem. hours)	2	0%
36 general sem. hours including 12 birth to five sem. hours	10	0%
45 general sem. hours including 18 birth to five sem. hours	11	0%
57 general sem. hours including 24 birth to five sem. hours	23	0%
BA/BS (less than 6 birth to five sem. hours)	2	0%
AAS including 24 birth to five sem. hours	112	2%
BA/BS including 6 birth to five sem. hours	7	0%
90 sem. hours toward BA/BS including 18 birth to five sem. hours	15	0%
BA/BS including 12 birth to five sem. hours	7	0%
BA/BS including 18 birth to five sem. hours	34	1%
MA/MS including 12 birth to five sem. hours	5	0%
MA/MS including 18 birth to five sem. hours	5	0%



* Other award levels are assigned when an applicant has a split position, spending eligible time in both the classroom and in administration.

Table 3 A
Education Increases in North Carolina
For the 5091 Active Participants Below BA/BS ECE or Equivalent
Child Care WAGES® Project
June 2010 - June 2011

1439 participants (28% of the active population Below BA/BS ECE or Equivalent) have submitted documentation during this reporting period to verify that they have completed additional coursework.

1022 of the 1439 participants (20% of the active population Below BA/BS ECE or Equivalent) submitted documentation during this reporting period verifying that they obtained enough education to move up the supplement scale. The following represents the new levels of education for those participants.

12 birth to five sem. hours	39
18 general sem. hours including 4 birth to five sem. hours	33
24 general sem. hours including 6 birth to five sem. hours	98
AAS (less than 6 birth to five sem. hours)	1
36 general sem. hours including 12 birth to five sem. hours	99
70 general sem. hours including 6 birth to five sem. hours	6
AAS including 6 birth to five sem. hours	7
45 general sem. hours including 18 birth to five sem. hours	109
AAS including 12 birth to five sem. hours	8
57 general sem. hours including 24 birth to five sem. hours	196
AAS including 18 birth to five sem. hours	10
BA/BS (less than 6 birth to five sem. hours)	4
AAS including 24 birth to five sem. hours	177
BA/BS including 6 birth to five sem. hours	14
MA/MS including 6 birth to five sem. hours	2
90 sem. hours toward BA/BS including 18 birth to five sem. hours	87
BA/BS including 12 birth to five sem. hours	23
BA/BS including 18 birth to five sem. hours	105
MA/MS including 12 birth to five sem. hours	1
MA/MS including 18 birth to five sem. hours	3



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While the Child Care WAGES® Project encourages the ongoing submission of education documentation, it is possible that additional participants are pursuing coursework but have not yet submitted verification.

Table 3 A
Education Increases in North Carolina
For the 2774 Active Participants At Temporary Levels
Child Care WAGES® Project
June 2010 - June 2011

1136 participants (41% of the active population At Temporary Levels) have submitted documentation during this reporting period to verify that they have completed additional coursework.

861 of the 1136 participants (31% of the active population At Temporary Levels) submitted documentation during this reporting period verifying that they obtained enough education to move up the supplement scale. The following represents the new levels of education for those participants.

12 birth to five sem. hours	39
18 general sem. hours including 4 birth to five sem. hours	33
24 general sem. hours including 6 birth to five sem. hours	98
AAS (less than 6 birth to five sem. hours)	1
36 general sem. hours including 12 birth to five sem. hours	99
70 general sem. hours including 6 birth to five sem. hours	6
AAS including 6 birth to five sem. hours	7
45 general sem. hours including 18 birth to five sem. hours	109
AAS including 12 birth to five sem. hours	8
57 general sem. hours including 24 birth to five sem. hours	196
AAS including 18 birth to five sem. hours	10
BA/BS (less than 6 birth to five sem. hours)	4
AAS including 24 birth to five sem. hours	177
BA/BS including 6 birth to five sem. hours	14
MA/MS including 6 birth to five sem. hours	2
90 sem. hours toward BA/BS including 18 birth to five sem. hours	18
BA/BS including 12 birth to five sem. hours	20
BA/BS including 18 birth to five sem. hours	18
MA/MS including 12 birth to five sem. hours	1
MA/MS including 18 birth to five sem. hours	1



While the Child Care WAGES® Project encourages the ongoing submission of education documentation, it is possible that additional participants are pursuing coursework but have not yet submitted verification.

Table 4
Total Participants that Received a Supplement in North Carolina
Child Care WAGES® Project
June 2010 - June 2011

6,792 participants received a supplement for completing a six month period that ended during this reporting period; these participants worked in 2,555 different child care programs.

	Total Programs	# Of Children 0 to 5
	2,555	89,987
Center	1,658	86,003
Center/Small Facility	81	637
Family Provider	816	3,347



Table 5
Annual Turnover Summary
Profile of the 6,398 Participants in North Carolina
Child Care WAGES® Project
June 2010 - June 2011

The annual turnover percentage is based on an overall population of 6,398 participants in the reporting area. This population includes those individuals that were active during June 2010 - June 2011 (5,625) and those who left their centers during this time (773). Active participants meet all eligibility requirements and have worked at least six months in their child care programs. Active participants might also include individuals who have left a child care program, but have since worked six eligible months in a new site. (These "reactivated" participants are not factored into the report at all until they have completed this six month period.) The annual turnover percentage is obtained by dividing the total number of participants who left their center into the total number of participants.

People who became ineligible for other reasons (i.e. position change within center, became over-income due to raise, center closure, noncompliance with the program's income documentation guidelines, failure to obtain necessary coursework) are not included in the table. They have been removed from the overall total and the turnover numbers since they were no longer eligible for the Child Care WAGES® Project, and the supplement could not have been an incentive for them to stay.

Individuals who left their child care programs and those who became ineligible due to other reasons may or may not have been paid during the current fiscal year for completing one or more commitment periods. However, they have all been paid at some time during their participation on WAGES and thus earned active status prior to becoming ineligible.

Annual Turnover (June 2010 - June 2011)	
Total Participants	= 6,398
Active Participants	= 5,625
Left Center	= 773
Turnover Percentage	= 12%



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Table 5
North Carolina Counties Included in Turnover Results
Child Care WAGES® Project
June 2010 - June 2011

Alamance
Alleghany
Avery
Beaufort
Brunswick
Buncombe
Caldwell
Catawba
Chatham
Cherokee
Chowan
Clay
Cleveland
Columbus
Craven
Cumberland
Dare
Davidson
Davie
Duplin
Durham
Edgecombe
Forsyth
Franklin
Gaston
Graham
Granville
Guilford
Halifax
Harnett
Haywood
Hertford
Hyde

Table 5
North Carolina Counties Included in Turnover Results
Child Care WAGES® Project
June 2010 - June 2011

Iredell
Jackson
Johnston
Lee
Lincoln
Macon
Martin
Mitchell
Moore
Nash
New Hanover
Northampton
Onslow
Orange
Pender
Perquimans
Pitt
Polk
Randolph
Rockingham
Rowan
Rutherford
Stanly
Stokes
Surry
Swain
Transylvania
Union
Vance
Warren
Watauga
Wayne
Wilson

Table 5
North Carolina Counties Included in Turnover Results
Child Care WAGES® Project
June 2010 - June 2011

Yadkin

Yancey



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**Table 5 Analysis
Participant Turnover in North Carolina
Child Care WAGES® Project
June 2010 - June 2011**

	# of Participants	% of Participants
Ethnicity		
American Indian	11	1%
Asian/Pacific Islander	3	0%
Biracial	7	1%
Black/African American	326	42%
Hispanic/Latino/Latina	21	3%
White/European American	396	51%
Not Given	6	1%
Other	3	0%
Sex		
Female	766	99%
Male	7	1%
Position		
Teacher	474	61%
Teacher (Assistant Director)	7	1%
Teacher (Director)	7	1%
Teacher (Director Owner)	4	1%
Assistant Teacher	153	20%
Director	6	1%
Director (Owner)	3	0%
Assistant Director	8	1%
Small Home Provider	80	10%
Small Facility (<13) Operator	2	0%
Split Position	29	4%
Education Level		
NC Early Childhood Credential coursework	60	8%
6 birth to five sem. hours	29	4%
12 birth to five sem. hours	28	4%
18 general sem. hours including 4 birth to five sem. hours	17	2%
24 general sem. hours including 6 birth to five sem. hours	48	6%
70 general sem. hours (less than 6 birth to five sem. hours)	1	0%
AAS (less than 6 birth to five sem. hours)	6	1%
36 general sem. hours including 12 birth to five sem. hours	49	6%
70 general sem. hours including 6 birth to five sem. hours	7	1%
AAS including 6 birth to five sem. hours	7	1%
45 general sem. hours including 18 birth to five sem. hours	42	5%
AAS including 12 birth to five sem. hours	3	0%
57 general sem. hours including 24 birth to five sem. hours	50	6%
AAS including 18 birth to five sem. hours	1	0%
BA/BS (less than 6 birth to five sem. hours)	16	2%
AAS including 24 birth to five sem. hours	242	31%
BA/BS including 6 birth to five sem. hours	15	2%
MA/MS including 6 birth to five sem. hours	1	0%

*May include participants' time funded in another county before moving or being transferred to their current location. The first category under Wage Rate reflects those below North Carolina's minimum wages

**Table 5 Analysis (cont.)
Participant Turnover in North Carolina
Child Care WAGES® Project
June 2010 - June 2011**

	# of Participants	% of Participants
90 sem. hours toward BA/BS including 18 birth to five sem.	29	4%
BA/BS including 12 birth to five sem. hours	27	3%
BA/BS including 18 birth to five sem. hours	83	11%
MA/MS including 12 birth to five sem. hours	4	1%
MA/MS including 18 birth to five sem. hours	6	1%
PhD/EdD including 18 birth to five sem. hours	2	0%
Wage Rate		
Below \$7.25 per hour	81	10%
\$7.25 - \$9.99 per hour	396	51%
\$10.00 - \$11.99 per hour	157	20%
\$12.00 - \$13.99 per hour	106	14%
\$14.00 - \$15.99 per hour	28	4%
\$16.00 - \$17.00 per hour	5	1%
Years in Program: Participant's Start Date to Date Ineligible		
0 to .99 Years	19	2%
1.00 to 1.99 Years	116	15%
2.00 to 2.99 Years	184	24%
3.00 to 3.99 Years	117	15%
4.00 to 4.99 Years	82	11%
5.00 or More Years	255	33%
Length of WAGES® Participation*		
0.5 to 1.00 Year (1-2 payments)	148	19%
1.5 to 2.00 Years (3-4 payments)	186	24%
2.5 to 3.00 Years (5-6 payments)	131	17%
3.5 to 4.00 Years (7-8 payments)	90	12%
4.5 to 5.00 Years (9-10 payments)	50	6%
5.5 to 6.00 Years (11-12 payments)	44	6%
6.5 to 7.00 Years (13-14 payments)	37	5%
7.5 to 8.00 Years (15-16 payments)	27	3%
8.5 to 9.00 Years (17-18 payments)	13	2%
9.5 to 10.00 Years (19-20 payments)	15	2%
11 Years Or More (21 or more payments)	32	4%
Regulation Type		
1 STAR	23	3%
2 STAR	18	2%
3 STAR	159	21%
4 STAR	284	37%
5 STAR	266	34%
GS-110	11	1%
Temporary	3	0%
PROV	6	1%
SPPROV	3	0%

*May include participants' time funded in another county before moving or being transferred to their current location. The first category under Wage Rate reflects those below North Carolina's minimum wages

**Partner Organizations
Child Care WAGE\$® Project
June 2010 - June 2011**

Alamance Partnership for Children
Alleghany Partnership for Children
Avery County Smart Start
Beaufort-Hyde Partnership for Children
Brunswick County Partnership for Children
Caldwell County Partnership for Children
Catawba County Partnership for Children
Chatham County Partnership for Children
Children & Youth Partnership for Dare County
Children's Council of Watauga County, Inc.
Chowan-Perquimans Smart Start Partnership
Cleveland County Partnership for Children
Columbus County Partnership for Children
Craven Smart Start, Inc.
Division of Child Development
Down East Partnership for Children
Duplin County Partnership for Children
Durham's Partnership for Children
Franklin Granville Vance Smart Start, Inc.
Guilford County Partnership for Children, Inc.
Halifax-Warren Smart Start
Harnett County Partnership for Children
Hertford-Northampton Partnership for Children
Iredell County Partnership for Young Children, Inc.
Lee County Partnership for Children
Martin-Pitt Partnership for Children
Mitchell-Yancey Partnership for Children, Inc.
Office of Early Learning
Onslow County Partnership for Children
Orange County Partnership for Young Children
Partners for Children and Families of Moore County
Partnership for Children of Johnston County
Partnership for Children of Lincoln and Gaston Counties
Randolph County Partnership for Children

**Partner Organizations
Child Care WAGES® Project
June 2010 - June 2011**

Region A Partnership for Children
Rockingham County Partnership for Children, Inc.
Rutherford/Polk Smart Start Partnership
Smart Start of Buncombe County
Smart Start of Davidson County, Inc.
Smart Start of Davie County
Smart Start of Forsyth County
Smart Start of New Hanover County
Smart Start of Pender County
Smart Start of Transylvania County
Smart Start of Yadkin County
Smart Start Rowan, Inc.
Stanly County Partnership for Children
Stokes Partnership for Children
Surry County Early Childhood Partnership
The Partnership for Children of Cumberland County
The Partnership for Children of Wayne County, Inc.
Union Smart Start
Wilson County Partnership for Children



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