

# Building a Foundation for Healthy Development for our Young Children



## 2017 - 2018 ANNUAL REPORT



CHILD CARE SERVICES ASSOCIATION

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# January 2019

## Dear Friends,

2017–2018 was a year of growth and progress for Child Care Services Association. We are so thankful to have had your support. The year began under the interim leadership of CCSA Founder and previous President Sue Russell, who also continued her work guiding the T.E.A.C.H. National Center. She has worn many hats across this organization for many years, and we extend our most sincere thanks for her steadfast belief in CCSA and our greatest asset—our young children. In January 2018, CCSA President Marsha Basloe came on board, beginning a new chapter for the organization.

This year also saw the loss of two of our founders, Dorothy Graham and Mary Bridgers. In the mid-1970s, both women played pivotal roles in developing the two separate agencies, Durham Day Care Council and Day Care Services Association, which merged to become CCSA. Both were driven by a passion for educating and caring for young children. Both were women who stood up for other women who needed affordable child care so they could work. Both believed deeply that quality matters, and both were child care advocates, attending rallies, going to Commissioners' meetings and legislative hearings and speaking out. We will miss them. Each of us can honor them by emulating their spirit, compassion, determination and steadfast commitment to make high quality early education truly accessible to all young children.

To honor their spirit, and as always, CCSA is laser-focused on that mission, to ensure that every young child has access to—and can afford—the high quality early childhood education that is vital to their social, emotional, mental and physical development. For CCSA, access to and the affordability of high quality child care is one of the most basic things we can do to set children on the path toward a healthy, happy childhood and future success. Many studies have detailed the incredible impact of high quality early childhood education for children—vulnerable and disadvantaged children, in particular—and CCSA believes wholeheartedly that every child deserves a chance at the education, security, stability and care that high quality early childhood education provides.

We are working toward a day when we can say that every child can access and afford high quality child care taught by educated and well-compensated professionals. We truly appreciate your support of our mission. CCSA is very fortunate to have such committed friends and partners. We hope you will join us as we create a solid foundation for every child to grow up healthy and happy.

Sincerely,

**Marsha Basloe**  
President

**Peggy Ball**  
Board Chair

# Focusing on Infants and Toddlers, the Youngest of Our Young

In 2016, CCSA produced “Who’s Caring for Our Babies?,” a study of the quality, supply and accessibility of infant and toddler care and education in North Carolina compared to the care and education of 3–5 year olds. This study found:

- fewer child care programs serve infants and/or toddlers,
- there is a significant difference in the quality assessment scores between programs for infants/toddlers vs. 3–5 year olds,
- approximately 1/3 of all infants and toddlers in child care receive subsidy, with thousands more waiting,
- infants and toddlers are much less likely to be in centers with 4- or 5-star ratings, and
- infant and toddler teachers are more likely than preschool teachers to live in families with lower incomes, be uninsured and have used public assistance recently.

Therefore, it is of utmost importance that we begin to address these disparities between the care and education of infants and toddlers and that of children ages 3–5 years. The statewide Infant/Toddler Quality Enhancement Project works to do just that, targeting improvements in quality and availability for classrooms and teachers serving infants and toddlers. The project gives on-site technical assistance in classrooms and standardized training on infant/toddler care. CCSA oversees this project to reduce the differences in the education provided to infants and toddlers within child care programs and across the state.

In addition, CCSA will begin, in FY19, administering Infant-Toddler Educator AWARD\$—modeled after the Child Care WAGE\$ Program—to give education-based salary supplements to low-paid teachers working full-time in infant-toddler classrooms in North Carolina. Fully funded by the NC Division of Child Development and Early Education, AWARD\$ is available in every county in the state.

To be eligible for AWARD\$, applicants must work at least 35 hours/week with infants, 1-year olds or 2-year olds, earn at or below \$18 per hour, work in a licensed child care program with at least three stars, and have an Associate Degree in Early Childhood Education or higher.

Throughout this annual report, you will see highlights and facts about our work with infants and toddlers. CCSA believes that all children, regardless of their age, family status or other circumstances, should have a chance at their best life, and that should start with even our youngest children.

## HIGHLIGHTS FROM FY2018

- **2,139** child care teachers and directors received on-site technical assistance from one of 21 infant/toddler specialists
- **3,074** child care providers were training in infant/toddler care, child development, and/or developmental screenings
- **6,342** infants and toddlers had teachers that received intensive technical assistance, and 24,108 had teachers and administrators that attended infant/toddler-specific professional development



# Building Strong Infant/Toddler Educators



As an early childhood educator, Maria, who teaches 2-year-old children in Asheville, NC, and has benefited from two of CCSA’s programs for early childhood educators—the Child Care WAGE\$® Program and the T.E.A.C.H. Early Childhood® Program—knows firsthand how much people can learn as early childhood educators, from institutions of higher education and the children themselves.

“I had to work when I was 15 years old,” Maria said. “My country, Honduras, is very difficult, very poor. I had to move to a bigger city and live with relatives to be able to study. I wanted to be a teacher, but that required day classes. I had to work during the day, so I studied something else, but my dream was always to be a teacher. When I played school as I child, I was always the teacher.” Maria’s dream came true when she moved to the U.S.

Maria answered an advertisement for a child care center substitute and started learning about children, but she quickly realized how much more she needed and wanted to know. She kept working, took English (ESL) classes and then began her early childhood coursework. Maria started on WAGE\$ with the NC Early Childhood Credential (four semester hours) and now has her Birth-Kindergarten Bachelor’s Degree. She has moved up the WAGE\$ scale many times, earning higher awards, and has remained at her current five-star program since 2005. She is now only two classes away from earning her Birth to Kindergarten license.

Maria knows how much her education and consistency mean for the children and families she serves. “I feel like the more education we have, the better we can do,” she said. “We learn about development and how we can help children grow and learn.”

The T.E.A.C.H. Early Childhood® Program helped her pay for classes; she says she couldn’t have done it otherwise. She’s proud of earning her degree, and she says WAGE\$ helped her attain that goal.

“It helped with the financial component of taking classes. WAGE\$ is a good motivator. I’m very thankful for all that WAGE\$ and my partnership do with this incentive. I love my job and I’m happy, but I don’t make much money and this incentive helps a lot of us stay in our jobs. WAGE\$ helps everybody. It helps children have the same teachers. Children feel safe, secure and happier. It helps parents feel more trust. They can leave their child with someone who has been there a long time rather than someone who comes and goes. It helps families because we don’t have to charge them more than they can pay. It helps the teachers a lot.”

Maria joked that despite her years of education in the US, her English continues to improve with the help of the children in her class. “I tell them to let me know if I say something wrong. They do! They correct me!” Laughing, Maria said, “Teaching is my passion. I want to stay in the classroom.”

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**Think Babies™** (originally the Building Strong Foundations for Babies Project) is designed to ensure that North Carolina’s young children, ages 0–3, and their families benefit from effective public policies, programs and funding that promote a solid foundation for healthy beginnings, supported families, and quality early care and learning experiences. This project is funded by the Pritzker Children’s Initiative and Zero to Three and led by the NC Early Education Coalition. CCSA is excited to be the fiscal agent for these grants and supports the coalition as a member of the Leadership Team. The coalition will create an effective and engaged coalition of state policymakers and early childhood stakeholders who will work together to raise public awareness and build political will to improve policies and programs for infants and toddlers and their families.



# Family Support and Referral Services for Building Healthy Development

For many families, finding and affording high quality child care can be daunting. However, a wealth of evidence-based, longitudinal research studies document a consistent link between high quality child care and improved cognitive, academic and social skills for children, with gains maintained into adulthood. This research also showed that quality care has the greatest impact on children in low-income families. However, these children face significant barriers to accessing high quality care and are often placed in informal care, putting them at a greater risk for falling behind their peers even before kindergarten.

CCSA established the Child Care Scholarship Program to help low- to moderate-income families find and fund quality child care. CCSA also administers scholarship funds for the Durham County Partnership for Children. Through these programs, CCSA provides financial assistance to families in which parents are working, looking for work, and/or in school or training and need care for children birth-12 years old. These scholarships ease the high cost of child care; facilitate children's access to early childhood experiences that are critical to optimal growth, development and school success; and support families as they work toward self-sufficiency and sustainability.

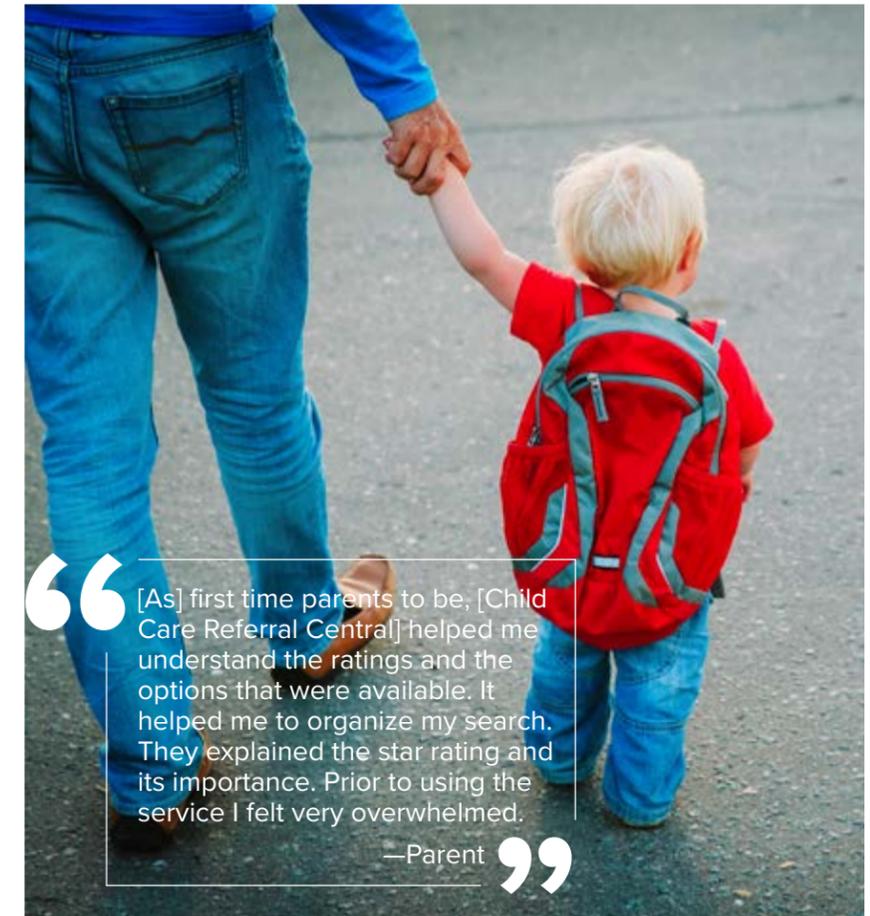
“ [CCSA's] referral service helped me find a good quality program near my home/work that accepts vouchers and provides education and childcare for my child during the hours I needed. ”  
—Parent

“ Child Care Referral Central is the only source I have found for identifying licensed home day cares. The referral counselor responded promptly to my online inquiry with a list of licensed homes within the zip codes I requested. ”  
—Parent



CCSA also helps all families find the right child care center for their family through Child Care Referral Central, a regional collaboration between CCSA and the Alamance, Caswell, Person and Franklin-Granville-Vance Partnerships for Children. Through this program, CCSA counsels families on the importance of high quality child care, helps them find centers that meet their needs and helps identify sources of funding that might reduce the cost of that care.

CCSA is proud to support NC's children and families by leading the North Carolina Child Care Resource and Referral Council. As one of three lead agencies in North Carolina, along with Southwestern Child Development Commission in western North Carolina and Child Care Resources Inc. in Charlotte, CCSA helps oversee the consumer education and referral, professional development, technical assistance, data collection and analysis and public awareness work across the state.



“ [As] first time parents to be, [Child Care Referral Central] helped me understand the ratings and the options that were available. It helped me to organize my search. They explained the star rating and its importance. Prior to using the service I felt very overwhelmed. ”  
—Parent

## HIGHLIGHTS FROM FY2018

### Scholarship Programs

- **706** children received a CCSA child care scholarship, virtually unchanged from 705 in FY17. **631** of those children (90 percent) attended 5-star child care programs, up from 591 in FY17
- **53%** of families receiving scholarships were either working and/or in school or training
- **79%** of the families that received scholarships made less than \$35,000/year

### Referral Services

- **2,799** families received referral services from CCSA
- Nearly **500** of families receiving referral services made less than \$10,000/year
- **48%** of families receiving referral services were African-American; **7%** were Latino

**In FY18:**  
**176** infants/toddlers received scholarships to help their families pay for high quality child care.  
**2,112** families with infants/toddlers received referral assistance from CCSA.

# Building Support for Early Childhood Educators through Child Care WAGE\$

The Child Care WAGE\$® Program 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 early care and education program. Because these supplements reward teacher education and continuity of care, children ages birth to 5 years old benefit from more stable relationships with better educated teachers. In FY18, WAGE\$ was a funding partnership between Smart Start and the North Carolina Division of Child Development and Early Education (DCDEE).

“ It has helped me put food on my table and gas in my car... It is important because it helps you provide for your family, your classroom. For the job we do, you don't make a lot of money, but with WAGE\$, it can make a difference in having lights, food in your home and materials for your classroom. ”  
 —Participating Teacher



## HIGHLIGHTS FROM FY2018

- The average six-month supplement payment issued statewide in FY18 was **\$992**. 98% of respondents to a statewide survey said receiving a WAGE\$ supplement helps ease their financial stress. When asked about the financial impact, participants said:
  - **80%** are better able to pay their bills
  - **72%** are more able to address the basic needs of their families (food/housing)
  - **68%** use the funds to provide additional resources for their classrooms or child care programs
  - **68%** rely on the supplements to help address transportation costs
- In FY18, **3,271** participants were paid for completing at least one six-month period on the WAGE\$ Program. These participants worked in 1,348 facilities serving approximately 55,874 children. Of these individuals, 99% were women and 54% were people of color
- The turnover rate for WAGE\$ participants in FY18 was **14%**, a significant improvement from North Carolina's 31 percent full-time teacher turnover rate in 1998, when WAGE\$ became a statewide program, and a slight decrease from the 16 percent turnover rate in FY17
- WAGE\$ participants continue to make gains in their education level. **90%** of the active FY18 WAGE\$ participants whose counties have participated at least two years have an Associate Degree in Early Childhood Education, its equivalent or higher, or are pursuing additional education

WAGE\$® helps improve the quality of early care and education for young children by addressing three factors associated with teacher quality: education, stability and compensation. Through graduated salary supplements, WAGE\$ helps decrease turnover and encourages early childhood educators to continue their education. And it's working.

“ The Child Care WAGE\$® Program has been a blessing to me [and] my staff. The supplements awarded show us that what we are doing in early childhood education is important to the leaders of our county and state and go to show that we are appreciated. This in turn has led to a higher morale among my staff that is reflected in the high quality of care our children are receiving on a daily basis. ”  
 —Participating Director

In 2017–2018, more than **1,400** WAGE\$ participants worked with children ages birth–3 years old. They worked in **826** child care programs in **52** counties in North Carolina. Nearly **70%** of those participants earn less than **\$12/hr**. Nearly **90%** of those recipients had at least an Associate Degree in Early Childhood Education or were continuing their education; **99%** were women and **55%** were people of color. The turnover rate among these educators was only **14%**.

“ It has allowed me to continue doing my job instead of going into another field of work. It helps keep good, loving teachers in the profession rather than just people who are desperate for any job with no passion for this one. ”  
 —Participating Teacher



# Building an Educated Workforce through T.E.A.C.H. North Carolina

The T.E.A.C.H. Early Childhood® North Carolina Scholarship Program takes on the issues facing many early childhood educators—under-education, low compensation and high turnover rates—by offering professional development opportunities for early childhood educators in NC. For many educators, barriers such as low wages, having children of their own, working full time and/or being a person of color stand in the way of furthering their education. However, T.E.A.C.H. NC scholarships give them significant financial support and a coach to help them navigate the obstacles they may face in their personal life, career or at school. Once they complete their degree, they increase their marketability in the early childhood education system and may experience growth in their wages as well. Recognizing the diverse educational backgrounds of the early childhood workforce, T.E.A.C.H. NC offers scholarship programs ranging from those appropriate for early childhood educators with no formal education beyond high school to scholarships that help degreed teachers earn their Birth-Kindergarten License or an Early Childhood Leadership Master’s Degree.



In FY18, **2,106** people participated in T.E.A.C.H. NC, with **141** associate degree graduates (up from 77 in FY 17), **32** bachelor’s degree graduates (up from 25 in FY17), and **17** master’s in education graduates. Those educators completed nearly **13,000** credit hours at **71** higher education institutions. And ultimately, the end goal—improving the education and care they give children—was served for more than **57, 543** children in North Carolina.



I graduated in 1994 from high school when I was 18 years old and started going to a local community college which didn’t last but for a short period of time. I had to eventually drop out due to being a single mother, working a job, and being a full-time student. It was hard trying to do them all, so I dropped out of college to put more time into taking care of my family. Many years had passed, and now I am married with four children. By working in many jobs and not feeling a sense of satisfaction, I desired a higher education. I decided to major in Early Childhood Education because I have experience with working well with children, and I love to teach them new and exciting things. To pursue a higher education, I left my job after seven years and obtained a business license for my family child care home. I had a friend who also had a family child care home and was also a recipient of T.E.A.C.H. scholarships who instructed me to fill out an application. I went through the process and was accepted for a scholarship through the T.E.A.C.H. program. I am greater for T.E.A.C.H. because it has opened doors for me to financially pay for college, assist me in achieving goals to obtain a higher education, and has brightened my future for great success!

—Family Based Professional,  
Catawba County



Having a scholarship truly helped our family tremendously while my husband was in school. It made it doable for me to work to help provide some income during that stressful time.

—CCSA Scholarship Recipient



## HIGHLIGHTS FROM FY2018

- Associate degree scholarship program recipients experienced an **11%** increase in their earnings, with a low turnover rate of **8%**
- T.E.A.C.H. NC piloted the Working Scholars Program to alleviate barriers to furthering the education of early childhood educators working in licensed facilities that do not participate in T.E.A.C.H. In FY18, **three** T.E.A.C.H. Early Childhood® Working Scholars completed **16** credit hours toward early childhood degrees. One of the Working Scholars participants was working toward a bachelor’s degree while the other two were working toward associate degrees
- Nearly **49%** of teachers working toward a bachelor’s degree through T.E.A.C.H. NC said they were not considering furthering their education before they heard about T.E.A.C.H.
- In FY18, T.E.A.C.H. scholarship recipients were enrolled in **55** of North Carolina’s 58 community colleges, as well as in **12** state-supported universities and **four** private colleges
- T.E.A.C.H. scholarship recipients represent the ethnic diversity of the children in NC. Compared to 47% of the early care and education workforce statewide, nearly **50%** of T.E.A.C.H. scholarship recipients are people of color

During the funding year, **1,117** Infant Toddler scholarships were awarded with the highest number of participation at the Associate Degree level. Of this number, **82** recipients graduated with their respective degrees. These specialized scholarships assisted early educators in completing **5,855** credit hours as verified by received grade reports. These scholarship recipients were sponsored by **592** different early care and education facilities in **92** counties.

## RITC—Building Stronger Educators

The Ready Infant Toddler Classroom Initiative (RITC) funded by Orange County Partnership for Children, a Smart Start Initiative, is an intensive technical assistance program that combines on-site coaching and professional development for infant/toddler teachers and child care center directors. The teachers receive weekly on-site coaching on teacher-child interactions, social emotional development and facilitative learning. The child care center directors receive on-site coaching and monthly training on administrative practices and instructional leadership.

In one infant-toddler classroom in a 5-star child care center, Tamra\*, a toddler teacher participating in RITC, had experience as a preschool educator, but no experience working with toddlers. She had very limited education about toddler development and developmentally appropriate teaching and her teaching practices were rigid and lacked warmth and enthusiasm. She often reacted negatively to children’s misbehavior and there were very few examples of proactive support when they showed positive behavior. The technical assistance specialist working with Tamra noticed her increasing frustration from trying to use strategies that were not meaningful to the children. This frustration led Tamra to become irritated and lose confidence in her work.

Using the “learn, see and do” model for adult learning, the technical assistance specialist spent additional time talking with Tamra about research and principles in toddler development; Tamra also participated in four teacher trainings. As Tamra began to gain a better understanding of appropriate practice, the technical assistance specialist noticed that she was still struggling to implement these skills.

The technical assistance specialist set up an observation with a teacher at another center that had participated in RITC and demonstrated remarkable skills in the areas of positive climate, teacher sensitivity, regard for child perspective and behavior guidance. This same model teacher was also a candidate finalist for the 2018 Mary Bridger’s Award. Tamra was delighted by her observations in the classroom and talked with the model teacher after the observation. During the classroom observation, Tamra noticed how the child-led learning and positive interactions directly benefited the children, and these one-on-one learning sessions with the TA specialist and model teacher observations helped Tamra gain enough knowledge and confidence to shift more attention to her own behaviors and interactions in the classroom.



Following the support of this project, the quality of interactions in Tamra’s classroom improved in four dimensions by 1–2 points based on the Toddler Classroom Assessment Scoring System (CLASS™) measure. Those areas included positive climate, teacher sensitivity, regard for child perspective, and behavior guidance.

Using the Program Administration Scale (PAS) measure, the center director from this program decided to focus her area of improvement on staff communication. She noticed that although she was giving accurate and regular instructions and information to her teachers, there were inconsistencies in implementation. After the TA specialist helped her reflect about this, the director realized that her communication style often was not intentional and did not give teachers a chance to ask questions. From this learning experience, the TA specialist worked with the director to come up with ways to change her communication methods. Together, they brainstormed and the director decided to have more staff meetings that allowed for unified messaging and gave the teachers a chance to ask questions and get involved.

This same director also began soliciting ideas and suggestions from her colleagues participating in RITC, and shared resources in areas where she was skilled. This program increased their supervision and performance score (in the area of center operations) on the PAS measure from a score 1 to 3.

*\*Name changed*

## Building a Foundation of Healthy Eating: CCSA’s Meal Services Program

Childhood obesity is a huge problem in North Carolina, now affecting our youngest children, and disproportionately affecting minority, low-income, rural and low-resource populations. In fact, in 2015, 29 percent of North Carolina’s children ages 2–4 years old were overweight or obese, up from 22 percent in 1995. Obesity prevalence among 2–5 year old children is nearly twice as high in African-American children (10.4 percent) and three times as high in Hispanic children (15.6 percent) as white children (5.2 percent).

Many families in North Carolina face the dual challenge of food insecurity and early childhood obesity, with one in five of the state’s children living in a food-insecure home. Often, for children whose families can afford child care, the meals they eat there may be the only meals they eat that day. Therefore, the importance of the meals children receive while in child care cannot be understated. But meal planning and preparation take work for child care centers—especially for small programs—and nutrition education often falls by the wayside. There is wide variability in the quality, production and presentation of these meals between centers, and small centers hire part-time cooks who have no nutrition education background to prepare the meals. These small programs also have to spend more on meals, sacrificing the quality and nutrition value of the foods they purchase.



To combat this issue, CCSA’s Meal Services Program provides healthy meals and snacks to children in child care centers and family care homes in North Carolina’s Orange, Durham and Wake counties. The program emphasizes the importance of locally-sourced fresh fruits, vegetables and whole grains while limiting children’s exposure to excess salt, sugar, fat, and preservatives.

CCSA also serves as a food sponsor for the Child and Adult Care Food Program (CACFP), a federal program that sets standards for nutritious meals for children aged birth–12 years old, and subsidizes the cost of food for child care programs, targeting children in families that qualify for free or reduced lunch. CCSA supports the purchase, preparation and service of nutrition meals, along with providing nutrition workshops, recipes, tips and on-site nutrition consultations.

CCSA’s Meal Services Program prioritizes meal delivery and educational services for child care programs that participate in the CACFP, are rated 3–5 stars on the North Carolina Star Rated License, and enroll children who qualify for child care subsidy. All meals are packaged in bulk and served family style by the center’s staff. Menus meet and often exceed the U.S. Dept. of Agriculture’s guidelines for adequate child nutrition and introduce children to a variety of dishes from different cultures. Each child is guaranteed ample amounts of food and age-appropriate portion sizes. CCSA’s centralized kitchen model lets child care centers focus on educating the children, and increases the amount of fresh, scratch-made food served, and allows for the purchase of larger quantities of food, passing the cost savings to the child care centers.

### HIGHLIGHTS FROM FY2018

- Robert Cates, CCSA’s Meal Service Program manager, was selected as one of the Center for Environmental Farming Systems’ (CEFS) 2018 Local Food Heroes for his use of local food sources for the Meal Services Program
- In FY18, CCSA’s Meal Services Program served **1,300** children daily in **24** centers
- In FY18, CCSA’s three kitchens prepared **685,000** meals and snacks
- Through the CACFP, CCSA served **487,997** meals to **937** children, **59%** of which qualify for free and reduced lunch
  - Of those sites, **53** were in Durham County, **10** were in Wake County, **three** were in Vance County, and **four** were in Orange County

# Building Strong Child Care Professionals through Technical Assistance and Professional Development

Since the quality of early care and education a young child receives has been shown to dramatically impact his or her social, emotional, physical and intellectual development, and ultimately success in school and life, CCSA's Technical Assistance Department gives on-site coaching and training to child care centers and family child care homes to make sure children learn in safe, high quality environments and provides professional development workshops to allow early childhood educators to enhance their skills and continue their education.

With tailored services to meet the unique needs of each child care center, CCSA's Technical Assistance staff focuses on positive child/teacher interactions, instructional guidance, national accreditation for the centers, improving infant and toddler classrooms, healthy social behaviors, early literacy, leadership and licensing requirements.

This technical assistance is free to child care centers in Durham, Orange or Wake counties that are currently licensed or planning to get licensed through the North Carolina Rated License and serve children ages 6 weeks to 12 years old.

“ I am a single mom of 3. My mom, who is elderly, was too tired to keep watching my children. I almost lost my job and almost was homeless but because I was able to get funding, I got a 40 hour good paying job to help me protect and provide for my children.  
—Scholarship Recipient ”



CCSA also offers a variety of professional development opportunities to support high-quality services and actively encourages providers to enroll in early childhood courses at local community colleges or universities. One such opportunity is the ASK Conference, held annually to provide professional development to early childhood educators, center directors and more. In FY18, more than 600 educators had a chance to learn about recent research on child language and literary development; working with children with special needs; and evidence-based practice focused on early reading and cognitive development to promote school readiness and improved learning outcomes of young children.

## HIGHLIGHTS FROM FY2018

- **341** professional development workshops offered in Durham, Wake and Orange counties
- **56** continuing education classes offered in the Triangle
- **2,525** early childhood educators attended CCSA's professional development opportunities in the Triangle
- **92%** of programs receiving TA improved the quality of their learning environments
- **96%** of teachers improved their teaching practices
- **80%** of programs receiving TA related to National Accreditation completed requirements and moved to the next phase of the accreditation process. (three phases of accreditation process)

In collaboration with the University of North Carolina at Greensboro, T.E.A.C.H. NC developed the Leadership in Infant and Toddler Learning (LITL) Scholarship Program post-baccalaureate certificate for early educators and system specialists. Currently T.E.A.C.H. is supporting **14** program participants.

# Moving Forward with Early Childhood Workforce Education and Compensation

Through the T.E.A.C.H. Early Childhood® National Center (National Center), CCSA's work as an innovator of effective early childhood programs is being replicated across the country. This past year, 23 states operated T.E.A.C.H. Early Childhood® (T.E.A.C.H.) programs and five states operated Child Care WAGE\$® programs (see map). The National Center licenses, supports and holds accountable non-profit organizations in each of these states to operate these two workforce initiatives, focusing on good outcomes for early childhood workforce education, compensation and retention. In FY18, the collective work in T.E.A.C.H. states achieved a new milestone—more than 150,000 early childhood professionals have received T.E.A.C.H. scholarships nationwide. The funding for T.E.A.C.H. and WAGE\$ comes from an array of public and private sources. Last year, \$44 million was spent on these two initiatives across the country, with 76 percent going to T.E.A.C.H. scholarships and 24 percent going to WAGE\$ supplements.



With the goal of reaching the entire childhood workforce, the National Center has encouraged states to consider the diverse range of needs of early childhood professionals. And that includes ensuring that teachers and family child care educators working with infants and toddlers have access to scholarships to help them earn two- and four-year degrees in early childhood education. This past year, and historically, 52 percent of T.E.A.C.H. scholarship recipients worked with children under 3 years old. Therefore, as you look what T.E.A.C.H. has done, know that early educators working with our youngest children are moving forward, too.

In addition to working with T.E.A.C.H. and WAGE\$ programs across the country, the National Center also worked with eight state teams to advance new strategies, policies and funding to support better workforce compensation in their states. Particular attention was paid to the very low compensation earned by teachers working with infants and toddlers, leading to higher turnover rates of those teachers at ages when children benefit the most from attentive, consistent and caring adults.

“If it wasn't for the scholarship I could not maintain my job. Without the scholarship I couldn't afford to pay for quality childcare, it's too expensive.”  
—CCSA Scholarship Recipient

## WAGE\$ RECIPIENT, GLADYS MOVALL, IOWA

Gladys Movall, a Registered Child Development Home Provider serving infants and toddlers, has provided care in rural Iowa since 2006. In late 2016 she started WAGE\$ at Level 5 (\$1,100 per year) with an unrelated associate degree. Gladys recently graduated from University of Iowa with her Bachelor's Degree. This degree moves her to Level 7 (\$1,800 per year) and allows her a few more years to advance to a permanent level. Gladys uses her strong advocacy voice for the workforce as an active member of her local Iowa AEYC Chapter and serves on the Iowa AEYC Governing Board.

*“The first WAGE\$ check I received went to an unforeseen bill. It was wonderful to not have the stress of how to restructure my other finances to pay it. The second check came when our [dog] was diagnosed with kidney problems and paid for his hospital stay. This was helpful with the stress of his medical problems. Some may not realize how WAGE\$ can impact a family in stressful times. It is a wonderful program.”*

—Gladys Movall, TenderCare Child Care, Iowa

## T.E.A.C.H. Early Childhood® National Outcomes

### BENEFITING FROM T.E.A.C.H. SCHOLARSHIPS

- 14,704 Scholarship recipients
- 616,915 Children in programs with T.E.A.C.H. recipients

### COMPLETING HIGHER EDUCATION

- 89,058 Credit hours
- 3.3 GPA Associate degree scholars
- 3.5 GPA Bachelor's degree scholars
- 561 Higher education institutions

### REACHING DIVERSE POPULATIONS

- 48% People of color and/or Hispanic origin
- 48% First generation college students

### ACHIEVING BETTER COMPENSATION

- 8.8% Associate scholars
- 7.9% Bachelor's scholars

### STAYING IN THE PROFESSION

- 94.5% Associate scholars
- 95% Bachelor's scholars

## Child Care WAGE\$® National Outcomes

### BENEFITING FROM WAGE\$ SUPPLEMENTS

- 5,329 WAGE\$ participants
- 104,761 Children in program with WAGE\$ participants

### COMPLETING HIGHER EDUCATION

- 74% WAGE\$ participants with either an Associate of Applied Science in ECE or higher OR submitted documentation of completion of additional coursework

### REACHING DIVERSE POPULATIONS

- 61% People of color and/or Hispanic origin
- 57% Participants earning <\$12/hour

### ACHIEVING BETTER COMPENSATION

- \$902 Six-month supplement
- 8% Annual earnings gain

### STAYING IN THE PROFESSION

- 14% Average annual site-based turnover rate



“Thanks to the T.E.A.C.H. program's generosity, I was granted the opportunity to achieve not only academic recognition each semester for my grade point average, but also my lifelong goal of earning a college degree. In May 2018, I graduated Cum Laude with an Associate Degree in Early Childhood Education. I discovered that learning never ends, and I now have better insight into how my infants and toddlers develop and learn. I am now enrolled at Wilmington University for the fall semester and I look forward to reaping the harvest of benefits from T.E.A.C.H. to rise higher in the early education profession by pursuing a Bachelor's Degree. I used to hesitate to say I was a teacher, but now I know the difference between baby-sitting and child care and I am proud to be a teacher. My being a recipient is helping me reach the biggest stars without financial struggles and difficulties.”

— T.E.A.C.H. and WAGE\$ Recipient  
Crystal Harris, Delaware

In FY18, 52% of T.E.A.C.H. scholarship recipients worked with children less than 3 years old.

# 2017–2018 Funding Partners

**Thank you to our many public and private 2017–2018 Funding Partners!**  
**Without their support, our work would not be possible.**

## BUSINESSES

Benevity Community Impact Fund  
 Blackman & Sloop, CPAs, P.A.  
 Capital Bank  
 Church of St. Thomas More  
 Chutes'N Ladders LLC  
 Discount School Supply  
 Early Childhood Policy Research  
 Exchange Clubs Child Abuse Prevention  
 Frog Street  
 Kaplan Early Learning  
 KinderCare Education  
 LabCorp  
 Lakeshore Learning  
 New Life Child Development Center  
 New Life Christian Center  
 PHE, Inc.  
 School Specialty  
 Steve Toler LLC  
 Teachstone  
 Triangle Daycare Inc.  
 Watts Street Baptist Church  
 Wells Fargo

## FOUNDATIONS

Alliance for Early Success  
 Bertsch Family Charitable Foundation  
 Food Lion Feeds Charitable Foundation  
 Foundation For The Carolinas  
 Kohn Charitable Trust  
 NC GlaxoSmithKline Foundation  
 Pritzker Family Foundation  
 Sparling Family Fund of Triangle  
 Community Foundation  
 Strowd Roses Foundation  
 Tepper Family Fund of Triangle  
 Community Foundation  
 Wells Fargo Foundation  
 W. Clement & Jessie V. Stone  
 Foundation  
 W.K. Kellogg Foundation  
 Zero to Three

## GOVERNMENT

County of Durham  
 Durham County Family Services  
 NC Division of Child Development and  
 Early Education  
 NC Dept. of Health and Human Services  
 Town of Carrboro  
 Town of Cary  
 Town of Chapel Hill

## COLLEGES & UNIVERSITIES

Duke University

Duke Community Cares Fund  
 Duke Health Systems  
 UNC at Chapel Hill

## NONPROFITS

East Durham Children's Initiative  
 SchoolHouse Connection  
 State Employees Combined Campaign  
 Stepup Ministry  
 United Way of the Greater Triangle  
 The Volunteer Center of Durham Inc.

## INDIVIDUALS

Eugene and Peggy Ball  
 Marsha R. Basloe  
 Marvin J. and Shirley K. Block  
 William and Leigh Bordley  
 Vickie M. Brinkley  
 Ned F. and Ginny Brooks  
 Tashaun Brown  
 Elizabeth Bruno  
 Donna M. Bryant  
 Richard and Nadine Burton  
 J. Scott and Heidi Carter  
 Anna Stotts Carter  
 Linda Chappel  
 Annetta J. Cobb  
 Carolyn T. Cobb  
 Gerry S. Cobb  
 Margaret Connolly  
 Milton A. Conyers  
 Manuel Louis Costa and Nancy Park  
 Elizabeth R. Crais  
 Jane Cousins  
 Allen Davis  
 J. Lanier Degrelia  
 Charles S. and Anna C. Derrick  
 Kay Ducharme  
 H. Shelton and Jo Anne Earp  
 Janet A. Edrington  
 Mary Erwin  
 Stephanie Fanjul  
 Thomas Feinberg and Ellen Peisner-Feinberg  
 Marjorie Diggs Freeman  
 Jocelyn Friel  
 Dorothy B. Graham  
 Eugenia Gratto  
 Mondora Griggs  
 Margaret S. Guess  
 Priscilla A. Guild  
 Joe Hackney  
 Christine Goshaw Hinkle  
 Sharon Hirsch  
 Joan T. Hiskey  
 Daniel Hudgins and Ann McKown

Charles Humble  
 Jim and Carolyn L. Hunt  
 Verla C. Insko  
 F. Reed and Kathleen Johnson  
 Richard Kamens and Bobette Eckland  
 Hal Kaplan  
 Thomas F. Keller  
 Rebecca Y. Klouse  
 Bob Konrad and Susan Russell  
 Moira R. Konrad  
 Phyllis Larkin  
 Isabel H. Lawrence  
 Eleanor B. Levitsky  
 B. Paul and Caroline Lindsay  
 Diana Lloyd  
 Leora M. Lucas  
 Nikkia S. Sheppard Lynch  
 Stephen W. Marshall  
 Adriana Martinez  
 Mike and Sandra Mathers  
 Kelly Maxwell  
 Ross and Margaret C. McKinney  
 Bessie Midgette  
 Allison Miller  
 Michele Miller-Cox  
 Mark Arthur Mills and Teresa Derrick-Mills  
 Anne W. Mitchell  
 Gustavo and Joan Montana  
 Dalphia Murphy  
 Gregory Shane Nye and Aleksandra Holod  
 Peter Ornstein  
 Michael Page  
 Erica Parker  
 Karen W. Ponder  
 David and Lisa Price  
 Betty Rintoul  
 Michele Rivest  
 Beverly C. Rose  
 Lisa Russell  
 Harold Sellars  
 William and Anne Satterfield  
 Stephen M. Schewel and Lao Rubert  
 Charles Schwab  
 Robert E. Seymour  
 Kimberly W. Shaw  
 Kitty Sherwin  
 N. Deanna Shoffner  
 Andrew Short and Andrea Vizoso  
 Susan E. Shriver  
 Karl and Kara Shultz  
 David A. and Sally Clark Sloop  
 Mary R. Sotolongo  
 John Sternbergh  
 Sandra Tate  
 Florianna Thompson

Steve and Sandra Toler  
 Barbara VanDewoestine  
 Carolyn Vansant  
 Annie Vample  
 Rosemarie Vardell  
 Theodore Waechter  
 Anna E. Waller  
 Cynthia A. Wheeler  
 Thomas J. White  
 Paul A. Winterhoff  
 Noreen M. Yazejian  
 Jan J. Yopp  
 Adam Zolotor

## PARTNERSHIPS

Alamance Partnership for Children  
 Alexander County Partnership for Children  
 Alleghany Partnership for Children  
 Blue Ridge Partnership for Children  
 Buncombe Partnership for Children, Inc.  
 Caldwell County Smart Start: A Partnership for Young Children  
 Children & Youth Partnership for Dare County, Inc.  
 Children's Council of Watauga County, Inc.  
 Cleveland County Partnership for Children, Inc.  
 Columbus County Partnership for Children, Inc.  
 Craven Smart Start, Inc.  
 Down East Partnership for Children  
 Durham's Partnership for Children  
 Franklin Granville Vance Smart Start, Inc.  
 Halifax-Warren Smart Start Partnership for Children, Inc.  
 Harnett County Partnership for Children, Inc.  
 Hertford-Northampton Smart Start Partnership for Children, Inc.  
 Iredell County Partnership for Young Children, Inc.  
 Martin-Pitt Partnership for Children, Inc.  
 North Carolina Partnership for Children  
 Orange County Partnership for Children  
 Partnership for Children of Johnston County, Inc.  
 Partnership for Children of Lincoln/Gaston Counties  
 Partnership for Children of the Foothills  
 Randolph County Partnership for Children  
 Region A Partnership for Children  
 Rockingham County Partnership for Children, Inc.  
 Smart Start of Brunswick County, Inc.  
 Smart Start of Davidson County, Inc.  
 Smart Start of Davie County, Inc.  
 Smart Start of Forsyth County  
 Smart Start of Transylvania County  
 Smart Start Rowan, Inc.  
 Stanly County Partnership for Children  
 Surry County Early Childhood Partnership  
 The Partnership for Children of Cumberland County  
 The Partnership for Children of Wayne County, Inc.  
 Wilkes Community Partnership for Children  
 Wake County Smart Start  
 Wilson County Partnership for Children

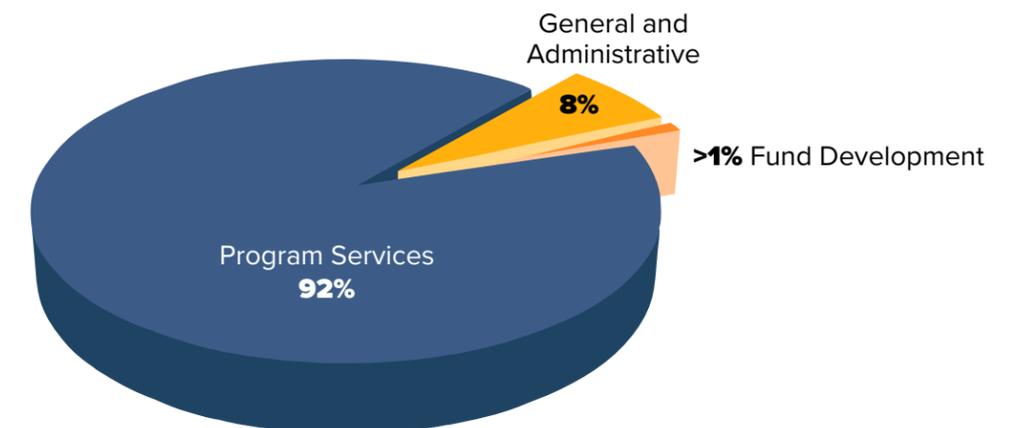
# 2017 – 2018 Financials

**Child Care Services Association stewards its resources  
 with the same high-quality standards as its programs.**

## STATEMENT OF FUNCTIONAL EXPENSES

	FY2017	FY2018
<b>Grants and Assistance</b>		
Grants and Awards	\$6,782,172	\$6,707,184
Scholarships—T.E.A.C.H.	2,805,873	2,719,548
Scholarships—Child Care	3,552,819	3,309,676
Subcontracts	1,995,412	2,019,405
<b>Total Grants and Assistance</b>	<b>\$15,136,276</b>	<b>\$14,755,813</b>
<b>Operating Expenses</b>		
Salaries and Fringe Benefits	\$5,802,137	\$5,887,154
Program and Office Supplies	472,299	582,694
Contracted Services	211,552	267,797
Occupancy	126,536	124,122
Travel and Meetings	279,134	272,586
Depreciation and Amortization	264,085	258,342
Postage and Telephone	106,089	116,994
Printing and Publications	26,353	33,994
Repairs and Maintenance	43,339	48,501
Dues and Subscriptions	147,561	143,750
Interest Expense	87,857	86,721
Insurance	12,345	16,229
Other Expenses	8,510	9,837
<b>Total Operating Expenses</b>	<b>\$7,587,797</b>	<b>\$7,848,721</b>
<b>TOTAL EXPENSES</b>	<b>\$22,724,073</b>	<b>\$22,604,534</b>

## ALLOCATION OF EXPENSES



\* This list represents charitable gifts and grants made to Child Care Services Association between July 1, 2017, and June 30, 2018. While we have made every effort to be accurate and thorough, it is possible to accidentally omit or misspell a name. Please contact the Development Manager at 919-967-3272 with any additions or corrections.



...Ensuring affordable, accessible, high-quality child care for all young children and their families.

## **2017 - 2018 ANNUAL REPORT**

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