

Expanding Access *changing lives*



2016 - 2017
ANNUAL
REPORT

CHILD CARE SERVICES ASSOCIATION

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dear friends of ccsa,

This year our annual report focuses on the ways Child Care Services Association (CCSA) works to level the playing field for young children, their families, early childhood programs and the early childhood workforce. Since our inception, CCSA has dedicated itself to increasing equity of access to high quality services for those who need them. It means doing lots of different things at all different levels.

For some children in our local communities who live in families with low incomes, it means providing their families with referrals and scholarships to high quality early care and education programs. CCSA works with child care programs by providing technical assistance and training to staff to ensure that all children have the type of early education experience that positively impacts their lives and their future. For child care programs who specifically want to improve the meals they offer and nutritional outcomes for children, it means offering high quality, low cost meals to their child care programs and/or sponsoring the Child and Adult Food Program to support the cost of high quality meals.

At the state level, we focus on improving access to college scholarships and education-based salary supplements for our dedicated, but poorly paid early childhood workforce. We direct a statewide program that provides technical assistance and professional development to improve the quality of child care programs serving infants and toddlers. And we routinely do research studies that profile the disparities of access to high quality child care across the state. Nationally, we work to help advance the education, compensation and retention of our workforce with programs in 22 states and Washington, D.C., and nationwide, through outreach, training and other resources.

To make all this happen requires funding from and collaboration with many different partners, to which we owe a debt of gratitude. CCSA has been fortunate to have strong and committed Board leadership and a highly competent staff that is dedicated to our mission. But the needs are huge, and many of our programs have long waiting lists for service. And thus, sadly, disparities continue. We hope that as you read this report, you will see the need and the good work being done and will join our efforts to advocate for more resources in our early care and education system. It is only through more resources that we can eliminate the disparities that exist for so many of our children.

Sincerely,



Sue Russell
President



Peggy Ball
Board Chair

Creating Access to High Quality Early Education for Children and Families

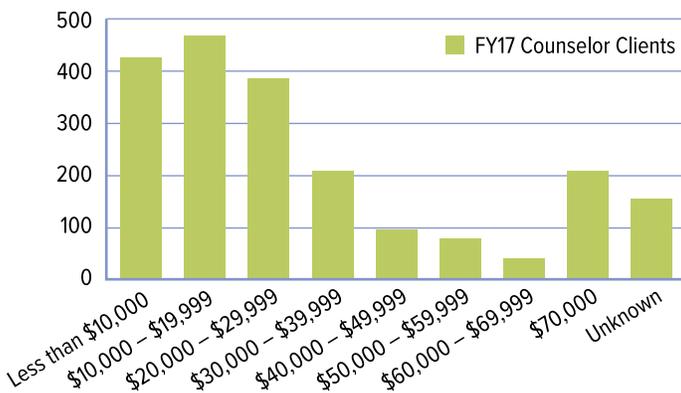
Education and Referral Services

Despite extensive research findings on the importance of quality early care and education on children’s school readiness and long-term success, families often lack information on and understanding of child care options and child care quality. This can be a significant barrier to children’s access to quality care, particularly for low-income and Latinx children who stand to benefit the most from participation in quality early childhood programs, but are often placed in informal, unregulated care settings. CCSA’s Child Care Education and Referral Program provides parents with personalized counseling, information and tools to: 1) help them understand the complexities of child care and the importance of quality, 2) find high quality programs that meet their families’ unique needs and 3) identify resources for financial assistance that might ease the cost-burden of child care. Services are offered across CCSA’s 9-county service area of Alamance, Caswell, Durham, Franklin, Granville, Orange, Person, Vance and Wake Counties, known as Region 12.

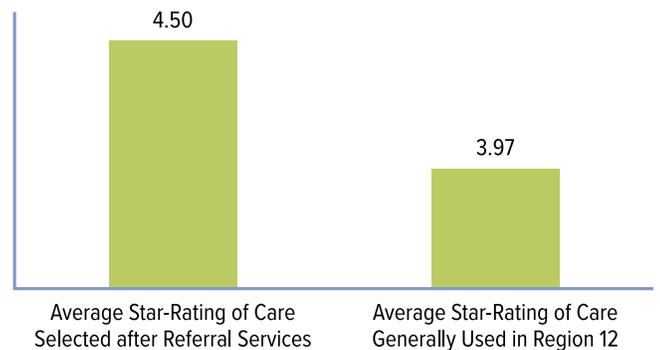
“ [CCSA] was very helpful, friendly, and gave a lot of great information. I learned a lot about quality care and what to look for when I visit child care centers. — Parent ”

- Child care consumer education and referral services recipients: **2,733 families, impacting 3,812 children**
- Low income families receiving referrals: **62%**
- Diversity of children impacted: **56% of children of color; 9% of Hispanic/Latino descent**
- Average quality rating of child care selected by families after referral services: **4.5 stars out of 5**

**FY17 REFERRAL—
INCOME LEVELS OF FAMILIES SERVED**



**QUALITY OF CHILD CARE SELECTION/
USE BY FAMILIES**



“ [CCSA’s services were] very helpful to help me calm down. I was dealing with so much anxiety. You all made it seem like an easier process. — Parent ”

This past spring, CCSA provided education and referral assistance to a mother of two residing in a homeless shelter. The mother’s child care needs included transportation assistance between the homeless shelter and child care facility for her 1-year-old, as well as after-school transportation for her 10-year-old. The mother was receiving child care subsidy vouchers for both children from Durham County Department of Social Services. After offering the mother information and consumer education tips, her CCSA counselor conducted vacancy checks for 9 child care centers. The counselor was also able to arrange a guided site visit, with transportation, to a 4-star program with vacancies, for the following Monday morning.

During the visit, the mother and the referral counselor spoke with the director at length, collecting answers to all of the mother's questions. During a debriefing with her counselor after the visit, the mother decided that she was interested in visiting one other 5-star center that they had left a message with a few days earlier. After the consumer education consult, site visit and debriefing, the mother reported that she felt comfortable and equipped to conduct the next visit on her own. The counselor was able to talk with the mother during a 1-week follow up call, at which time the mother happily reported that the children were enrolled at the second center she had visited. The 5-star center was able to meet the family's various transportation needs, accepted subsidy vouchers, and offered an environment the mother felt matched her and her children's needs.

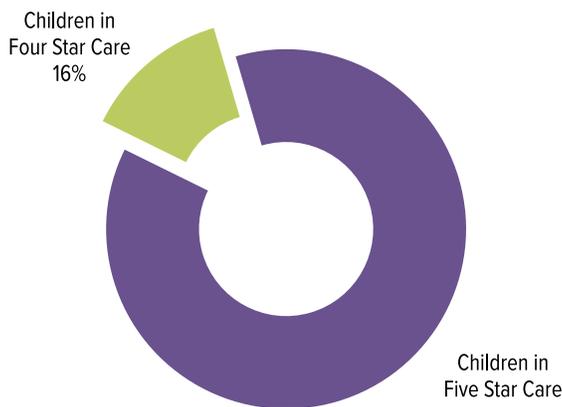
“CCSA was the difference between my child being able to get a good early education and not. CCSA made it possible for my family to be able to afford other household bills: lights, water, and rent. I am truly grateful for CCSA.”
— Parent

Scholarship Services

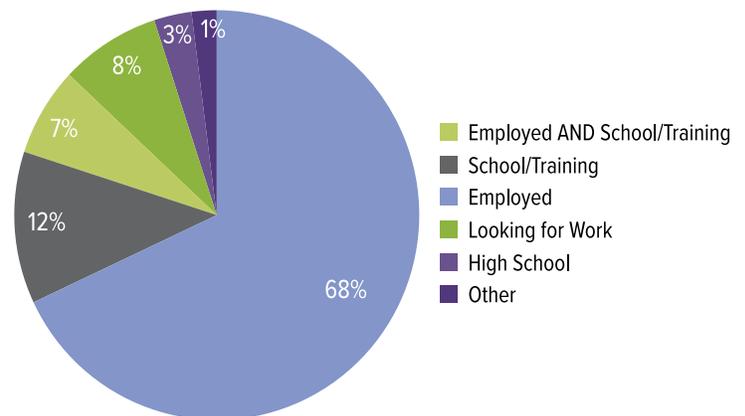
Access to affordable, high quality child care has been identified as a critical, multi-generational strategy for addressing poverty for the role it plays in supporting families' economic stability and the impact of high quality child care on children's school readiness and educational attainment throughout life. CCSA's Child Care Scholarship Program provides financial assistance to offset the high cost and support access to high quality early care and education for low-income families in which parents are working, looking for work, and/or in school or training and needing care for children 0–12 years old.

- In FY17, **705 children and 621 families** received financial support through a CCSA child care scholarship
- **90%** of families receiving scholarship support were employed and/or in school/training programs
- **50%** of children had been cared for by family, friends or neighbors before scholarships enabled them to access formal early care and education programs
- **4.8** (out of 5) was the average star-rating of the care utilized by children receiving scholarships

FY17 CHILD CARE PLACEMENTS



FY17 PARENTAL ELIGIBILITY FOR SCHOLARSHIP



“As a single mother it meant a lot to me, as far as having the help and support from CCSA to give me a hand in making sure that my child was able to go to daycare and me not struggling trying to figure out who will be able to watch my child while at work.”

My daughter wouldn't be receiving the same quality of nurturing and education without [our CCSA] scholarship. It has truly been a blessing! I couldn't afford the high child care tuition, without the help, my daughter would have attended a lesser quality day care and most likely part time.

I am very grateful for the opportunity to receive childcare while I complete my [college] degree. If it wasn't for this scholarship I would have had to put my career and academics on hold in order to make sure that my daughter had proper care.

— Parents

Creating Access to Better Compensation for NC's Early Childhood Workforce

The Child Care WAGE\$® Project, using funding from local Smart Start partnerships and the Division of Child Development and Early Education, provided tiered education-based salary supplements to 3,299 early childhood teachers, directors and family child care educators working in 53 counties across NC. The supplements are designed to close the gap between what the workforce is paid and what they deserve. By doing this we created equity of access to high quality teachers who stayed in their classrooms for almost 57,000 children last year. And the supplements provided teachers with a monetary recognition of their importance in educating our youngest children. The combination of a lack of resources and efforts to maintain affordability for parents means many early childhood teachers are severely underpaid and leave the field for better paying jobs. And others never consider the profession as an option. WAGE\$ recipients on average received nearly \$1.00 an hour gain over a year due to supplements and are making a difference for children.

WAGE\$ provides teachers an incentive to further their education. Participating in WAGE\$ is equivalent to receiving a bonus each year or recognition for your efforts to increase your knowledge to become more effective in the classroom. Our staff loves Child Care WAGE\$® and the excitement demonstrated when I inform a teacher that WAGE\$ just called for an employment confirmation is no less than a child on Christmas morning.

— Director

Who are WAGE\$ participants?

- **99%** are women
- **54%** are people of color or of Hispanic origin
- **91%** work in child care centers and 9% work in family child care homes
- **87%** work in 4- and 5-star licensed facilities

What difference is WAGE\$ making?

Better educated, diverse and retained teachers!

- **84%** of participants have the Associate Degree in Early Childhood Education, its equivalent or higher; **86%** of the participants of color have earned these higher levels of education
- Only **16%** of participants overall left their child care programs in FY17
- Only **14%** of those with the highest levels of education left
- **98%** of WAGE\$ participants say that receiving a WAGE\$ supplement either encourages them to stay in their same child care program or to seek additional education

Shartarka Carmon received supplements for 12 years as she moved up the WAGE\$ scale with higher education, earning more money with each progression on the scale. She began the program with the introductory North Carolina Early Childhood Credential, and now has her Master's Degree. Shartarka is a champion of both the Child Care WAGE\$® Project and the T.E.A.C.H. Early Childhood® Scholarship Program. Not only

did she utilize both programs, but as she has advanced in her career, she has helped other teachers access these resources. She said, "WAGE\$ encouraged me to increase my level of professionalism, knowledge of Early Childhood Education and reach my goal of obtaining my degree, all the while balancing the challenges of being a single mom. WAGE\$ has been a big motivator in my professional career as a Teacher." Now Shartarka serves as an advisory committee member to both WAGE\$ and T.E.A.C.H., helping shape policies, provide guidance and set future goals for the programs.



The supplement is a blessing in my life. It has helped me stay where I am for many years. This creates a bond and stability for the children and families I serve.

— Teacher

Creating Access to Higher Education for NC's Early Childhood Workforce

T.E.A.C.H. Early Childhood® North Carolina Scholarship Program

The T.E.A.C.H. Early Childhood® Scholarship Program (T.E.A.C.H.) addresses the issues of under-education, poor compensation and high turnover that challenge the field of early childhood education. Significant barriers often stand in the way of degree completion for early childhood teachers. Being low income, having children, working full time, having no one in your family who has completed college and/or being a person of color and/or of Hispanic origin are all risk factors for not completing college. Yet these are the demographics of the early childhood workforce, and coupled with the challenges of higher education, do not set a path toward success. However, T.E.A.C.H. scholarships level the playing field by providing significant financial support and a coach to help recipients navigate personal, job and higher education barriers. And new opportunities for career and wage growth happen as recipients increase their education. Participants who complete degrees through scholarship participation also increase their future marketability for better paying jobs within the early care system.

The T.E.A.C.H. program has helped me achieve many educational goals. I am a full time employee and a single mother of a 17-month old. I have been enrolled in the T.E.A.C.H. program for at least 2 years now and with this scholarship I can attend the university of my choice and obtain a degree that will better my position and meet my career goals. Parents want to do what is best for their children and in this economy that requires a degree. Like most I could not afford to attend college at the pace I am going without the help of the T.E.A.C.H. scholarship.

— *Teacher, Bachelor's Degree program, Orange County*

HIGHLIGHTS FROM FY2017

- **2,361** early care and education professionals received T.E.A.C.H. Scholarships.
- T.E.A.C.H. recipients completed **14,194** credit hours at one of **74** different colleges and universities in NC with average GPA's exceeding **3.0**.
- T.E.A.C.H. recipients directly impacted the **61,399** children in their care through their increased knowledge in child development.
- **51%** of all T.E.A.C.H. recipients and **47%** of degree graduates were people of color and/or of Hispanic origin.
- Over **50%** of T.E.A.C.H. recipients were first generation students.
- **30%** of T.E.A.C.H. recipients are single parents/grandparents.

Terry Whitworth, Family Child Care Educator, Gaston County, NC

"As a mother, I have always spoken of the importance of education to my children. Now, because of T.E.A.C.H., I am able to lead by example. I feel as if I am a good role model because both of my sons are enrolled in college. I started taking child care classes early on and had to stop because of finances. Thanks to T.E.A.C.H., I was able to go back and will be receiving my Associates Degree in Early Childhood Education in December 2017 from Cleveland Community College. Having a T.E.A.C.H. scholarship is one of the best things that has ever happened to me!"

—*Family Based Professional, Associate Degree Program, Gaston County*



Creating Access to Higher Education and Compensation Nationally

The work of CCSA reaches across state's borders to promote equity toward an educated, well-compensated and stable early childhood workforce.

The T.E.A.C.H. Early Childhood® National Center serves as a key national intermediary organization in the early childhood workforce space and provides leadership in the creation of programs and policies that ensure accountable workforce development strategies that lead to measurable education and compensation gains and real career progression and stability. The development, quality and growth of T.E.A.C.H. Early Childhood® and Child Care WAGE\$® programs is one of the National Center's key strategies.

This year the Center provided critical development, implementation and accountability services and activities to 24 T.E.A.C.H. Early Childhood® Programs and five Child Care WAGE\$® Programs. This in turn provided an opportunity for 17,247 T.E.A.C.H. scholarship recipients to complete college coursework and 5,189 WAGE\$ participants to earn salary supplements, leading to better educated teachers and continuity of teachers for almost three-quarters of a million young children. These evidence-based approaches, through the leadership and accountability of the National Center, leveraged \$43.9 million in public and private funding for the workforce.

“

Education is a key component to becoming a quality teacher. I see teachers who want to stay in the field, but it's difficult to compete with the school system's higher levels of salary and benefits. The compensation they get from both T.E.A.C.H. and WAGE\$ can be the difference that allows them to continue working in our non-profit early childhood program. Ultimately we need more state and federal investments to pay our teachers. These funders need to view all college educated early childhood teachers as equal to their school based and Head Start teachers and pay rates that allow us to compensate them equally.

— Kathy Moore, Administrator
and T.E.A.C.H. Scholarship
Sponsor PACTT, a Program of
United Cerebral Palsy of DE

”



Equity of access to flexible, affordable higher education

- **90,991** credit hours completed
- **533** participating community colleges and universities

Equity of access for diverse populations

- **50.8%** of recipients were people of color and/or of Hispanic origin

Equity of access to better compensation

Average Annual Recipient Hourly Wage Increase

- **9%**—Associate degree scholarships
- **8%**—Bachelor’s degree scholarships

Equity of access to career pathways and workforce stability

Average Annual Recipient Site-based Retention Rates

- **94%**—Associate degree scholarships
- **95%**—Bachelor’s degree scholarships

Equity of access to flexible, affordable higher education

- **77%** of WAGES participants either have an Associate of Applied Science Degree in Early Childhood Education or higher OR submitted documentation that they had completed additional coursework

Equity of access for diverse populations

- **61%** of WAGES participants were people of color and/or of Hispanic origin

Equity of access to better compensation

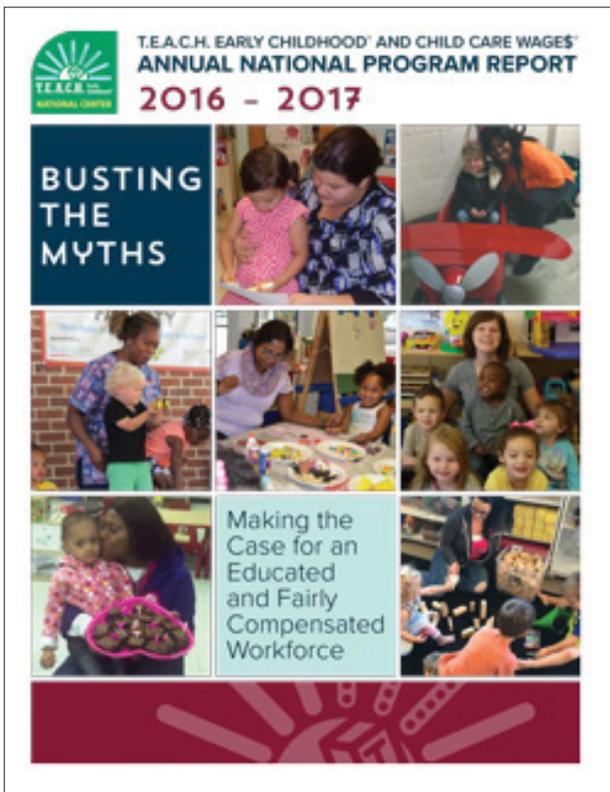
Average Six-Month Supplement

- **\$893** (about 8% gain annually)

Equity of access to career pathways and workforce stability

Retention

- **14%** Average annual site-based turnover rate



Recently Hurricane Irma left the roof of my early childhood family home badly damaged and we lost a lot of children’s equipment. After being denied food stamps and support from FEMA, I was so thankful that my Child Care WAGES® supplement came that I called the T.E.A.C.H. and WAGES office in tears. That \$1500 will go far in helping to repair the roof and making my family child care home whole again. Y’all open doors for people and make all of the difference. I’m so excited and blessed to be part of T.E.A.C.H. and WAGES!

— Adrienne Donaldson, Jitta Large Family Child Care Home, Florida



The T.E.A.C.H. Early Childhood® National Center’s Annual Report at teachecnationalcenter.org/wp-content/uploads/2014/10/T.E.A.C.H.-National-Center-Annual-Report-FY17.pdf (PDF) contains full details of the programs and its 2016 – 2017 accomplishments.

Creating Access to Professional Development and Technical Assistance for Early Childhood Programs

CCSA provides on-site coaching and training to child care centers and family child care homes to ensure children experience safe, high quality early learning environments with positive interactions and developmentally appropriate practices to engage children in learning.

There is strong evidence that social disadvantages experienced in childhood interfere with children’s cognitive development and later academic achievement, as well as limit opportunities for health throughout life. Research throughout the past 40 years supports the conclusion that, particularly for children who are socially disadvantaged, high-quality early childhood programs can buffer the impact, and intervene by providing stability and stimulation to meet children’s developmental needs. CCSA prioritizes child care programs serving children receiving subsidy for all of our technical assistance projects.

Thanks to TA, one of my toddler classrooms scored a 6.18 (out of 7) on their ITERS assessment. The DCDEE consultant said it was one of the highest scores she had ever seen.

— A. Mercer-McLean, Director
Orange County

The need for positive interactions and language building in a classroom is so very important. This training and TA has helped me implement more effective ways to introduce, explain, and implement new ideas for children.

— N. Parker, Preschool Teacher, Durham County

In 2016 – 2017, CCSA provided on-site coaching to 429 classrooms in Durham, Orange and Wake counties focused on positive teacher interactions, instructional supports, national accreditation, early literacy, improving infant and toddler classrooms, healthy social behaviors, leadership, and licensing requirements. All goals and outcomes for each technical assistance project were met. The technical assistance (TA) department uses evidence based assessments to measure improvements and outcomes.

TA HIGHLIGHTS OF OUTCOMES 2016 – 2017

Durham County	Orange County	Wake County
<ul style="list-style-type: none"> • 96% of child care programs improved quality of their learning environments based on post assessments • 87% of teachers receiving on-site coaching and training improved teaching practices based on post assessments 	<ul style="list-style-type: none"> • 90% of teachers receiving on-site coaching and training improved teaching practices based on post assessments • 100% of directors improved administrative/leadership practices based on post assessments 	<ul style="list-style-type: none"> • 100% of directors receiving coaching and training improved administrative/leadership practices based on post assessments • 93% of child care centers receiving coaching and training achieved NAEYC National Accreditation

Support from our TA on the accreditation process and the 10 standards gave us a great framework to pass along to our staff, demonstrating the true value of higher quality.

— J. Glasgow, Assistant Director Wake County



Professional Development & Training

Because the knowledge and skills of early childhood teachers has been linked with quality care in numerous research studies, Child Care Services Association (CCSA) offered a variety of professional development opportunities to support high-quality services. We provide access to affordable workshops for child care administrators, staff and family child care home providers. Our on-line calendar allows easy access to browse, register and pay for trainings. And trainings are offered during the day, at nights, on weekends and online to allow equity of access to meet the needs of a diverse workforce.

During FY17, 340 trainings were offered to 2,525 unduplicated directors, teachers, family child care home educators increasing their knowledge and understanding of early childhood education issues and topics. 969 in-service training hours were provided.

County	# Workshops Offered	Unduplicated Attendees	# Training hours
Durham County	113	816	399.0
Orange County	129	355	294.0
Wake County	98	1,354	276.0

To assure that professionals can access workshops to renew their early education certification and endorsements, 43 CEU courses were offered to 680 administrators, teachers and family child care home providers. A total of 215.0 hours were provided representing 43 (.5) units achieved.

County	# CEU Courses Offered	Attendees	# Training hours
Durham County	24	378	120.0
Orange County	10	150	50.0
Wake County	9	152	45.0

“ This was a very informative and thought provoking class. I am definitely going to use this information wisely. ”
— Participant

“ In my 28 years, this stands out to be the best training. ”
— Participant

“ So much valuable knowledge! So much more awareness on allergies and intolerances. I will take closer notice to the children and what they are eating to make sure no food reactions will go unnoticed. ”
— Child care center teacher

During FY17, to meet the health and safety training hour requirements, CCSA offered 129 workshops to 3,612 administrators, teachers and family child care home providers in the following topics: emergency preparedness, IT-SIDS, playground safety, brain development, sanitation and disease prevention, preventing and reporting abuse and neglect, transportation safety, first aid, and CPR.

Creating Access to Better Food and Nutrition for Young Children

The Child and Adult Care Food Program (CACFP), a federal program in the US Department of Agriculture, sets standards for nutritious meals for children from birth to 12 years of age, and subsidizes the cost of food for child care programs, targeting those children in families that qualify for free or reduced fee lunch. Children in child care programs receive more than 50% of their daily nutritional intake. CCSA serves as a food program sponsor to support the purchase, preparation and service of nutritious meals including fresh fruits and vegetables, low-sodium and low-sugar food items. CCSA also provides nutrition workshops, recipes, tips and on-site nutrition consultations.

“ I am able to buy quality and healthier foods and shop at grocers that I probably would not be able to shop. I don't mind spending extra money if I need to as long as the program helps me with the bulk of the bill. Thank you. ”
— Family child care home provider

CCSA works with early education programs to access the highest reimbursement rates. If the child care center or home is located in the attendance area of a public school where at least 50 percent of the students are eligible for free or reduced price meals under the National School Lunch Program (NSLP), they receive a higher reimbursement.

Child and Adult Care Food Program (CACFP)

Supports the cost of nutrition meals

- Meals provided to children: **725,425 meals to 1,212 children**
- Overall participation: **57 homes and 24 centers**
- Homes located in eligible school area for higher reimbursement rates: **94%**
- Centers receiving highest reimbursement rates with 61% children deemed eligible for free or reduced meals: **24**
- Range of reimbursements to homes: **\$350 – \$3,000**
- Range of reimbursement to centers: **\$600** (small centers) to **\$5,000** (large centers)

Serves traditionally underserved populations

- **98%** of participants were people of color
- **100%** of sponsored sites were operated by women

Improves the quality of early education programs

- **93** staff members of family child care homes and early education centers attended professional development with 5 or more in-service credit hours
- **486** newsletters with nutrition information and recipes were distributed
- **243** on-site consultation visits to participating child care facilities

Child Care Service Association's Meal Service Program

With childhood obesity affecting a growing number of preschoolers, it is important that children learn healthy eating habits as toddlers. CCSA operates a meal service program that provides healthy, nutritious meals and snacks five days a week to children in participating child care centers. Our menus emphasize fresh fruits, vegetables and whole grains while limiting exposure to excess salt, sugar and fat.

This service also frees center directors and teachers from the tasks involved in feeding large groups of children (i.e. menu planning, shopping, cooking and cleaning) allowing them to focus full-time on the education of young children.

“ The food program is very important to my child care facility because it helps me serve nutritious meals. The staff is professional and shows us all respect. They never miss compliance visits. I have been with this program for 9 years and I've learned a lot about nutrition, for my students and myself. This program helps me to make healthy foods for my students and helps me with managing my diabetes. It's a pleasure to work with them.

— Family child care home provider ”

“ CCSA Food Program has been a life saver for me as a small business owner. We incorporate cooking projects into our curriculum as well as healthy aspects—not only do we talk about apples, but we bring sliced apples to circle time. Thanks CCSA Food Program for providing my program with these funds. ”

— Family child care home provider

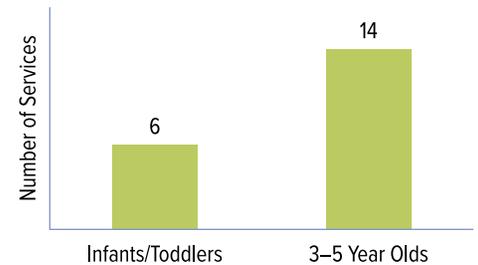
In FY16, our meal service program provided daily meals to nearly 1,100 children in 25 centers in three counties. Of those centers, 92% were participating in the Child and Adult Care Food Program, which reimburses child care programs who serve a good proportion of children from low income families for all or part of the cost of their meals. Last year over 660,372 meals and snacks were prepared in our kitchens in Orange, Durham and Wake counties, increasing access to healthy foods and better nutritional outcomes. And our kitchens meet the needs of all children, including those that have special dietary needs.

Sample Lunch:
Black Bean
Tortilla Casserole
Broccoli or
Creamed Corn
Tropical Fruit or
Sliced Apples
Milk

Creating Access to Higher Quality Early Education for NC's Infants and Toddlers

Who's Caring for Our Babies? Early Care and Education in North Carolina

Numerous studies have identified the first few years of life as critical for setting the foundation for future learning. However, across North Carolina, services to our youngest children have lagged behind those for older preschoolers. In FY17, Child Care Services Association undertook a study to describe the quality, supply and accessibility of infant and toddler early care and education in North Carolina as compared to care for 3 – 5 year olds.



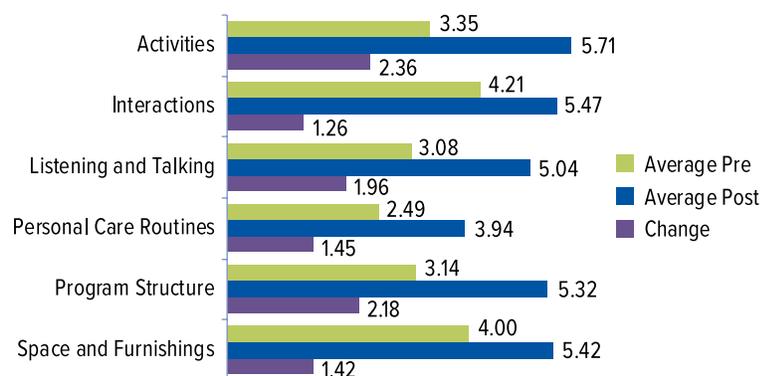
HIGHLIGHTS FROM THE 2016 WHO'S CARING FOR OUR BABIES? STUDY

- Infants and toddlers represent **37%** of children birth–5 enrolled in licensed child care programs.
- Fewer child care programs serve infants and/or toddlers (**77%** vs. **92%**).
- Only **53%** of 5-star centers enroll infants and/or toddlers. However, **99%** of 5-star centers enroll children 3–5 years of age.
- There is a significant difference in statewide quality assessment scores (ITERS: **4.98** vs. ECERS: **5.51**).
- Across the 14 Child Care Resource and Referral (CCR&R) regions across the state, the highest average ITERS score (**5.14**) is lower than the average lowest ECERS score (**5.24**).
- About 1/3 of all infants and toddlers in childcare receive a child care subsidy, and many more (**7,794**) are waiting.
- Infants and toddlers are much less likely to be in centers with higher 4- and 5-star ratings.
- 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.

To access the executive summary or the full statewide and regional reports with county level data go to: www.childcareservices.org/research-reports/early-childhood-system-studies.

Statewide Infant/Toddler Quality Enhancement Project

The statewide Infant/Toddler Quality Enhancement Project addresses these inequities by targeting improvements in quality and availability for classrooms and teachers strictly serving infants and toddlers. The project provides intensive on-site technical assistance in classrooms and standardized training on infant/toddler care. Child Care Services Association oversees this project to improve equity of access to high quality infant/toddler care across the state.



“This project was essential to our center and staff. With a better understanding of the ITERS assessment and guidelines, we built our center to a higher quality. We improved our score from a possible 3-star to a potential 5-star rating. We are so very grateful and can now strive for even greater quality.”

— Lead Teacher, Region 11

HIGHLIGHTS FROM 2016 - 2017

- **1,316** infant toddler spaces showed measurable improvement in quality from ITERS-R pre- to post-assessment with an average of **1.80 point** increase in average total score.
- **211** standardized infant toddler trainings were conducted in **53** NC counties with **2,856** providers attending those trainings.
- On-site technical assistance was conducted in **582** unique classrooms in **66** counties

2016–2017 Funding Partners

Thank you to our many public and private 2016–2017 Funding Partners!
Without their support, our work would not be possible.

BUSINESSES

Bank of America
Banyan Consulting Group
Blackman & Sloop, CPA's P.A.
Church of St. Thomas More
Discount School Supply
Environmental Control Triangle
Kaplan Early Learning Company
Lakeshore Learning Materials
Little Wonders Child Care
New Life Child Development Center
Old Peak Financial
PHE, Inc.
PNC Financial Services Group

FOUNDATIONS

Alliance for Early Success
Enterprise Holdings Foundation
Foundation for Child Development
Hearst Foundations
W.K. Kellogg Foundation
Z. Smith Reynolds Foundation
W. Clement & Jessie V. Stone Foundation

GOVERNMENT

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

COLLEGES & UNIVERSITIES

University of North Carolina at Chapel Hill

NONPROFITS

Child Care Resources Inc.
East Durham Children's Initiative
Iowa-AEYC

NC Institute for Child Development Professionals
Southwestern Child Development Commission
Triangle Community Foundation
United Way of the Greater Triangle

INDIVIDUALS

Jo Abernathy
Terrence M. Atkinson
Debra R. Baskett
Jack Bauer
Shirley and Marvin Block
Mary Elizabeth Bratsch
Mary Y. Bridgers
Ned F. and Ginny Brooks
Donna Bryant
Anna Carter
Lorna and Bill Chafe
Leora Cherry
Gerry S. Cobb
Shelley Defosset
Lanier Degrella
Freda Draughn
Shelton and Jo Anne Earp
Bobette Eckland and Richard Kamens
Stephanie Fanjul
Thomas Feinberg and Ellen Peisner-Feinberg
Linda Folger
Marjorie Freeman
Scott Gardner
Dorothy B. Graham
Margaret Guess
Priscilla A. Guild
Joe Hackney
Thelma O. Harms
Ron Haskins
Sharon Hirsch
Joan T. Hiskey
Aleksandra Holod

Daniel C. Hudgins and Ann McKown
James and Carolyn Hunt
Verla C. Insko
Kathleen and F. Reed Johnson
Stephen W. Marshall
Mike and Sandra Mathers
Margaret Curtis McKinney
Robert and Barbara Merrill
Ruth and Perry Miller
Michele Miller-Cox
Jessica Mills
Joan Morgan
Dalphia Murphy
Peter and Marilyn Ornstein
Michael Page
Manuel Louis Costa, Jr. and Nancy Park
Erica Parker
Karen Ponder
David and Lisa Price
John and Betty Rintoul
Jeremy M. Robinson
Sue Russell and Bob Konrad
Bill and Anne Satterfield
Stephen Schewel and Lao Rubert
Robert Seymour
Kitty P. Sherwin
Eric and Shawn Sowers
Marilyn C. and Joseph J. Sparling
Virginia C. Stotts
J. Allan and Sally A. Tepper
Steve and Sandra Toler
Annie Vample
Barbara VanDewoestine
Andrea Vizoso
Cynthia A. Wheeler
Jeremy Whitaker
Paul Winterhoff
Paul and Noreen Yazejian
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
Caldwell County Smart Start
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.
Down East Partnership for Children
Durham's Partnership for Children
Franklin Granville Vance Smart Start, Inc.
Halifax-Warren Smart Start Partnership for Children
Harnett County Partnership for Children, Inc.
Hertford-Northampton Smart Start Partnership for Children
Iredell County Partnership for Young Children, Inc.
Martin-Pitt Partnership for Children, Inc.
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
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
Wilson County Partnership for Children

* This list represents charitable gifts and grants made to Child Care Services Association between July 1, 2016, and June 30, 2017. 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.

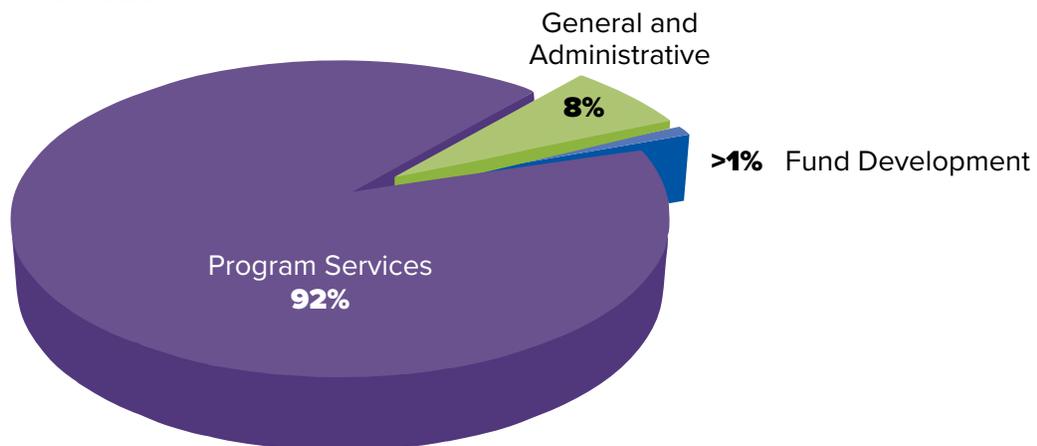
2016 – 2017 Financials

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

STATEMENT OF FUNCTIONAL EXPENSES

	FY2016	FY2017
Grants and Assistance		
Grants and Awards	\$6,804,777	\$6,782,172
Scholarships—T.E.A.C.H.	3,056,784	2,805,873
Scholarships—Child Care	3,900,037	3,552,819
Subcontracts	3,127,542	1,995,412
Total Grants and Assistance	\$16,889,10	\$15,136,276
Operating Expenses		
Salaries and Fringe Benefits	\$5,896,070	\$5,802,137
Program and Office Supplies	440,070	472,299
Contracted Services	170,074	211,552
Occupancy	127,005	126,536
Travel and Meetings	236,749	279,134
Depreciation and Amortization	269,376	264,085
Postage and Telephone	106,243	106,089
Printing and Publications	33,449	26,353
Repairs and Maintenance	24,328	43,339
Dues and Subscriptions	158,385	147,561
Interest Expense	95,409	87,857
Insurance	14,800	12,345
Other Expenses	11,588	8,510
Total Operating Expenses	\$7,583,546	\$ 7,587,797
TOTAL EXPENSES	\$24,472,686	\$22,724,073

ALLOCATION OF EXPENSES





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

2016 – 2017 ANNUAL REPORT

Child Care Services Association
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Chapel Hill, NC 27514

phone | 919-967-3272

fax | 919-967-7683

email | info@childcareservices.org

For more information about CCSA or to make a donation, visit www.childcareservices.org.