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
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

Thinking 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.

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.

“WAGE$ is a good motivator. I’m very thankful for all that WAGE$ and my partnership do for my program,” Maria said.

Maria answered a 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 a child, I was always the teacher.” Maria’s dream came true when she moved to the U.S.

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.”
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

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.

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

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.

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.
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

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, its equivalent or higher, or are pursuing additional education.
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.

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 T.E.A.C.H. NC scholarship recipient. I went through the process and was instructed me to fill out an application. I went through the process and was accepted for a scholarship through T.E.A.C.H. NC. I am greater for 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

In FY18, 2,106 people participated in T.E.A.C.H. NC, with 141 associates degree graduates (up from 77 in FY17), 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.

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 FYI 18, 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.
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 vary greatly 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 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.

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.

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 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 couldn’t afford to pay for quality childcare, it’s too expensive.
—CCSA Scholarship Recipient

WAGES 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

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

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 pursing 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

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

- 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

- 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

• 59% Bachelor’s degree scholarship recipients work with children under 3 years old.
• 19% Associate degree scholarship recipients work with children under 3 years old.

Changes and Challenges in the Field of Early Childhood Education

- 95% of the early childhood workforce are women
- 94.5% of workers earn less than $39,000
- 7.9% work in public schools
- 57% work in programs attended by children from low-income families
- 94% of caregivers are child caregivers 18-30 years old

Average Annual Site-Based Turnover Rate

- 14% of early childhood educators leave the profession annually

Child Care Workforce Compensation

- 561,915 early childhood educators received WAGE$ supplements last year
- 95% of WAGE$ recipients work with children under 3 years old.

• 94.5% of WAGE$ recipients work with children under 3 years old.
• 94% of WAGE$ recipients work in public schools

Updates on Financial Literacy

- 616,915 early childhood educators received T.E.A.C.H. supplements last year
- 95% of T.E.A.C.H. recipients work with children under 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 & Shop, CPAs, PA.
Capital Bank
Church of the Cross, Thomas Moore
Chutes’N Ladders LLC
Discount School Supply
Early Childhood Policy Research
Exchange Clubs Child-Abuse Prevention
Frog Street
Kaplan Early Learning
KinderCare Education
LakEarp
Lakestone Learning
New Life Child Development Center
New Life Christian Center
PNC, Inc.
School Specialty
Steve Tyler LLC
TeachTheOne
Triangle StarGazer Inc.
Triels Street Baptist Church
Wells Fargo

FOUNDATIONS
Alliance for Early Success
Berkshire Family Charitable Foundation
Child and Food Charitable Foundation
Foundation For The Carolinas
Kuhn Charitable Trust
MC Glenshott/Kelkle Foundation
Pettner Family Foundation
Sparkling Family Fund of Triangle Community Foundation
Stroedl Ross Foundation
Topper Family Fund of Triangle Community Foundation
Wells Fargo Foundation
W. Clement & Jessie F. 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 Carrborow
Town of Cary
Town of Chapel Hill

COLLEGES & UNIVERSITIES
Duke University
Duke Community Care Fund
Duke Health Systems
UNC at Chapel Hill

NONPROFITS
East Durham Children’s Initiative
SchoolsOnConnection
State Employees Combined Campaign
StepUp Ministry
United Way of the Greater Triangle
The Voluntary Center of Durham Inc.

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Duke University

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 Office at 919-967-3272 with any addtions or corrections.

STATEMENT OF FUNCTIONAL EXPENSES

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2017 – 2018 Financials
Child Care Services Association stewards its resources with the same high-quality standards as its programs.
Ensuring affordable, accessible, high-quality child care for all young children and their families.