

Child Care Services Association

2010-2011
Annual
Report

Making an
Investment
in the
future



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At right: Ashley Parrish from North Carolina is recognized as the 100,000th T.E.A.C.H. recipient.

Above: Sue Russell facilitates a panel discussion among T.E.A.C.H. scholarship recipients and sponsors at the T.E.A.C.H. Early Childhood® and Child Care WAGES® National Professional Development Symposium. (L to R: Sue Russell, Karen Crow, Michele Miller-Cox, Janice Price, Mary Graham).
Below: Nita McAdoo presents a workshop at the Symposium.





Making an Investment in the Future

Dear Friends,

CCSA remains committed to ensuring affordable, accessible, high quality child care for all young children and their families. Young children deserve opportunities early in life that support their future education and lifelong success. But in these difficult economic times, it seems as though too many of our political leaders are balancing budgets on the backs of the most vulnerable in our community, including our young children.

When we eliminate programs and supports for families, we fail our children. This penny wise and pound foolish approach runs counter to what scientific research tells us about young children and their needs. I recently heard a presentation about the findings of The Carolina Abecedarian Project, a carefully controlled scientific study conducted by the FPG Child Development Institute of the University of North Carolina.

Funded primarily by National Institute of Child Health and Human Development, the Abecedarian project examined the potential benefits of early childhood education for poor children by following four cohorts of individuals, born between 1972 and 1977. The children were randomly assigned as infants to the early educational intervention group or the control group. The children's progress was monitored over time, with follow-up studies conducted at ages 12, 15, and 21. The young adult findings clearly demonstrate that important, long-lasting benefits—in areas including educational achievement, economic independence, and social adjustment—were associated with the early childhood educational program.

Children don't have a choice in how they come into this world or in the resources available to them. Investing in their success benefits not only children and their families but all of society.

As the economy has faltered, millions of dollars have been cut from programs that serve young children and families. This makes it more difficult for agencies like CCSA which are working to improve the lives of families. And just because budgets are cut, the needs do not go away. So there are children whose needs will go unmet and who will not get what they deserve and need to thrive. This is a lost opportunity to reach these children who are only young once.

As we approach another election season, I urge each of you to find out where candidates stand on issues related to young children. Take the time to understand why investing in our children is critical. We all have an obligation to advocate for young children since they can't do it for themselves. Thank you for your continued support and commitment.

Sincerely,

A handwritten signature in blue ink that reads "Sue".

Sue Russell
President



Family Support

Each year we help thousands of families understand and use North Carolina's premier rated license system to find child care centers and homes that will meet their family's needs.



By the Numbers

In FY 2010-11

- 4,743 families received child care referral services, impacting 6,810 children.
- 60% of referrals were provided to families seeking care for infants and toddlers.
- Over 6% of referrals were provided in Spanish.
- 807 children, enrolled at 143 different child care facilities, were awarded scholarships through the new Durham County Scholarship Program. 84% of these children received a scholarship to attend a 4- or 5-star child care program.
- 197 children, enrolled at 36 different child care facilities, were awarded scholarships through the Orange County Scholarship Program. 95% received a scholarship to attend a 4- or 5-star child care program.

Nadiah Porter says that while it may be a cliché to say that it takes a village to raise a child, she believes it is true. And she is thankful that her daughters' child care providers are part of her family's village. "I know that my positive reinforcement in my girls' lives is not enough," she says. "The reinforcement that they get from being around children and adults who are positive is really important in who they are going to be in the future."

Nadiah, the single mother of an infant and preschooler, found high-quality child care for her daughters thanks to CCSA's child care referral service. "The referral service was extremely helpful," she says. "I could see the number of stars, address, phone number, daily activities, and director for all of the places I was considering. And getting suggestions on what types of questions to ask a child care provider was really helpful too."

With her preschooler thriving in the North Carolina Pre-K program at Brown's Daycare and her infant well-taken care of at Early Explorers in Durham, Nadiah is able to focus on her job and studies at Durham Tech. She plans to transfer to UNC to study public policy with the hope of working

to effect policy changes in the child care services or health care systems."

"I literally rely on our child care to sustain my current situation —my work so I can support my family—and my future success which is why I'm in school," she says. "Daycare means everything to the survival for me and my family."

"It's really hard being a student and wanting to move past minimum wage jobs," says Nadiah. "But daycare is allowing me to make changes so that I can create an even better future for myself and my children."



Training & Technical Assistance

In virtually all professions it is important for the workforce to keep abreast of the latest developments and strategies in their field to ensure effective practices. In addition to pursuing degrees and college credits, early educators need ongoing professional development. Each year, research tells us more about the development of children and the best techniques to use in the classroom. To help teachers and center directors continue to grow, CCSA's Training and Technical Assistance departments offer a wide range of services to early educators and program administrators including:

Professional Development Trainings – Specialists offer low-cost training opportunities for early education and school-age professionals; credits for these workshops are approved by the Division of Child Development and can be applied toward state training requirements.

On-site Assessments and Technical Assistance – Technical Assistance staff provide consultation services tailored to the needs and challenges of each center, home and teacher to help create the best learning environment for children.

T.E.A.C.H. Early Childhood® AmeriCorps members – Young men and women work on early literacy with young children and provide child care teachers in school with release time as they take early childhood classes at area colleges.

Quality improvement grants – These awards help child care centers and homes improve classroom resources.

By the Numbers

In FY 2010-11

- 2,478 directors, teachers and family child care providers increased their knowledge and understanding of early childhood education issues and topics by attending the 401 professional development workshops organized by CCSA.
- Child care professionals participating in CCSA-organized workshops earned an estimated 980 in-service credit hours, which allow them to maintain their child care licenses.
- 780 classrooms in 206 child care programs received technical assistance services, which helped to improve the care for over 7,910 Triangle children.
- 87 early childhood educators received educational release time through the T.E.A.C.H. AmeriCorps program, allowing them to earn 436 credit hours.
- Corps members contributed over 1,150 service hours to the community through additional service projects.



T.E.A.C.H. Early Childhood® Project

By providing comprehensive scholarships that links support for the costs of going back to college with compensation incentives, the T.E.A.C.H. Project has demonstrated the power of education as an intervention that transforms both individuals in the early childhood workforce and the systems that support them. Funding has helped increase the number of early childhood degree programs and supported an articulated educational pathway.

Maggie Johnson has something in common with the young children she teaches at Charlotte's Presbyterian Hospital Child Development Center: they are all in school. For the past seven years, Maggie studied early childhood education at Central Piedmont Community College. She received her associate's degree in May 2012.

Maggie says that she returned to school in her 40's in order to enhance the quality of care she provides to toddlers each day. "I wanted to be better able to help the children," she says. "I wanted a better understanding of how children learn and communicate." She has incorporated her classroom learning into the curriculum she develops for her students. "I have learned a lot about different developmental stages and how to enhance children's cognitive and language skills," she says. "I have also learned a lot about talking with children; it's better to tell them what you want them to do instead of saying, 'Don't do this.'"

The support of CCSA's T.E.A.C.H. Early Childhood® Project—a



scholarship program for early childhood professionals—was critical to Maggie's ability to go to school while working full time. "I wouldn't have been able to go to school without T.E.A.C.H. because I didn't have the funding to do it," she says. "T.E.A.C.H. is an excellent program to help those who love teaching children and who want to achieve and accomplish more."

She says that her education has strengthened her abilities as a teacher and helped her create lesson plans that promote parental involvement. "Parents are children's first teachers," Maggie says. "I want to help parents see what their children are learning and accomplishing and help parents support that learning."

Maggie has enjoyed her own learning so much that she plans to continue in school and work toward a bachelor's degree in early childhood education. "My hands-on experience and school learning have made me a better teacher which helps all of the children I work with," she says.

T.E.A.C.H. in North Carolina

By the Numbers

FY 2010-11

- 4,172 child care providers throughout North Carolina received T.E.A.C.H. Early Childhood® scholarships.
- Participants completed 26,625 credit hours at North Carolina colleges and universities. Scholarship recipients were enrolled in all of North Carolina's 58 community colleges, as well as 13 state-supported universities and 4 private colleges.
- 79,041 children benefited from increased teacher education.
- 98% of directors in participating child care facilities said that they were planning to continue sponsoring T.E.A.C.H. scholarship recipients next year.
- 2,789 participants received help paying for their health insurance through the T.E.A.C.H. Early Childhood® Health Insurance Program.

T.E.A.C.H. Nationally

By the Numbers

In FY 2010-11

- 18,478 T.E.A.C.H. Early Childhood® scholarships were awarded to teachers, directors and family child care providers in 22 states and the District of Columbia.
- T.E.A.C.H. participants completed 125,742 credit hours.
- Participants working on an associate degree in early childhood education had an average GPA of 3.25.
- Participants enrolled in early childhood education courses at 329 two-year and 186 four-year institutions of higher education.



Child Care WAGES® Project

As one of the lowest-paid workforces in America with few if any benefits, early education professionals often choose to leave the field. This creates an unstable environment for children when consistent, caring relationships are of the utmost importance. By rewarding attained education with salary supplements, the Child Care WAGES® Project has significantly reduced turnover, encouraged ongoing teacher education, and improved the early care and education for thousands of children.



By the Numbers

In FY 2010-11

- WAGES provided salary supplements to 6,792 participants in 2,555 early care and education programs serving approximately 89,987 children.
- The turnover rate for WAGES participants was only 12%, compared to a preprogram rate of 31% statewide.
- 41% of active participants funded at temporary levels (below the Associate Degree in Early Childhood Education) submitted documentation to verify their ongoing pursuit of coursework, and 31% reached a new level as a result of those efforts.
- For the past several years, retention has been better among the more highly educated participants. Of the 3,752 WAGES participants with an Associate Degree in Early Childhood, its equivalent or higher, 11% left their programs this past year. Of all participants with less education, 13% left their programs.
- 98% said that WAGES either encourages them to stay in their child care program or to continue their education.

The garden is a busy hub of activity at Kid'n Around, a 5-star family child care home in Avery County. The five preschoolers who attend love working in the dirt, where they get experiential lessons in science and nutrition. As they create signs for the garden, the children strengthen their literacy skills. And as they grow some of their own food, the children learn about eating healthy.

Ginny Braswell, who opened Kid'n Around in 2008, says that the farm is an important ingredient in her work of providing a hands-on center where children have fun and learn. "I want the children to love being outdoors and learn while they are enjoying themselves," she says. "It's my goal to reach each child at his own ability and age level."

The farm program, which she began last September, is a central part of her strategy. "I did a lot of research in how to incorporate the farm into our learning," says Ginny. "And the Cooperative Extension gave me some ideas as well." Her future plans include developing a sensory garden with butterfly bushes and planting edible flowers.

Child Care Services' Child Care WAGES® Project has been

instrumental in Ginny's ability to develop the farm program and provide high-quality care. WAGES® provides education-based salary supplements to low-paid teachers, directors and family child care providers working with children between the ages of birth to five. The project was created in response to research-based evidence that shows that the quality of care children receive is lowered by high turnover rates and inadequate teacher education

"There is no way I could have done the farm or other improvements to my program without WAGES®," says Ginny. She says that the WAGES® support helped pay for materials for planters built by her husband, among other enhancements. She has also used part of this support to allow her to take a paid vacation.

"When you figure out how much we're getting paid per child per hour, you realize that we don't get paid very much," she says. "You have to make a certain amount of money in order to survive. People do this kind of work because they love it, which I do. But if people can't earn money, they would have to close their day care."

Child Care
WAGES®
Project

Statewide Infant-Toddler Project

To ensure that the workforce has the specialized training it needs to care for infants and toddlers, CCSA coordinates the work of 25 regional infant-toddler specialists as part of the Statewide Infant-Toddler Enhancement Project, funded by the N.C. Division of Child Development. These specialists provide training and technical assistance to infant and toddler teachers throughout North Carolina to help improve their classrooms.



By the Numbers

In FY 2010-11

- 942 classrooms in 90 counties received on-site technical assistance.
- 1,945 infant toddler spaces showed measurable improvement in quality from pre- to post-assessment following technical assistance and training.
- 99.5% of classrooms post-assessed demonstrated improvement. The number of infants and toddlers in classrooms with scores in the "good to excellent" range increased from 0% to 57% from pre- to post-assessment. The number of infants and toddlers in classrooms with scores in the "inadequate to minimal" range decreased from 42% to 0% from pre- to post-assessment.
- 5,308 providers of infants and toddler care attended at least one training provided by an infant-toddler specialist.
- 99.5% of standardized infant-toddler trainings resulted in increased participant knowledge of the training topic.

Last year, the teachers at Bright Beginnings Preschool in Granville County became students, thanks to CCSA's Infant-Toddler Project. Project specialists worked with center director Pamela Brown and her staff on skills and knowledge that benefited the teachers as well as the children. Pamela says that the technical assistance and training resulted in more peaceful classrooms and earned the center higher ratings on the Infant Toddler Environment Rating Scale.

"The staff learned a lot about language techniques and communication strategies to use with the children," says Pamela. "For example, instead of just giving the children blocks and telling them to build something, we now talk to them about the different sizes, colors and textures of the blocks. Now the children are learning different words and language skills when they are playing."

Pamela says that another critical skill they learned was redirecting the children. "Instead of saying 'no' to the children and getting on them, the teachers know to get the children involved in another activity in the classroom."

"It's so great that this training is offered," she says. "It made me and my staff look at early childhood differently. I have always looked at what we do as more than babysitting. But this training reinforced that we are teachers who can use different techniques to benefit the children. I am proud of all of my staff for their hard work and dedication."

Early Nutrition Matters

Quality in early care and education includes more than quality classrooms and learning experiences, it also includes quality nutrition. With childhood obesity becoming a chronic issue facing families, it is more important than ever that young children learn healthy eating habits. CCSA's meal service program allows center directors and teachers to focus on curriculum and time with the children by freeing them from many tasks involved in feeding large groups of children (i.e., menu planning, shopping, cooking and cleaning). It also ensures that children are receiving healthy meals every day.

By the Numbers

In FY 2010-11

- CCSA served 615,045 nutritiously balanced meals to 1,014 children in 23 child care centers.

The 72 children at the Fairview Child & Family Center

enjoy healthy and delicious food every weekday thanks to CCSA's Meal Service Program. The program provides two nutritious meals and one nutritious snack each day to children enrolled in participating child care centers. Katharine Cannon, the director of Fairview—an Orange County Head Start/Early Head Start program—says that the meals are a great benefit to the children and the staff.

“I really appreciate that this service exists and that the meal service program takes care of planning, cooking and meeting (or exceeding) the USDA's Child and Adult Care Food Program standards,” says Katharine. “And what's also great is that the program offers a big variety of truly healthy foods.” She says that children at the center are often introduced to nutritious foods that they don't eat at home.

The majority of the children at Fairview get most of their daily food intake at the center,

something that is true at many child care centers. “Since so many of our children get most of their nutritional needs met by the meals provided by CCSA, I am glad to know that the children are getting their fruits and vegetables as well as balanced proteins and grains,” says Katharine. “I think that for some of the children, these meals sustain them for the whole day.”

She says that she is also impressed by how adaptable the food program is to the special dietary needs of the center's children. “We always have a variety of food allergies or sensitivities that are being identified,” she says. “But Robert and his staff are always willing to accommodate our needs and still make delicious meals that have all of the required nutritional components.”

“We know that kids are more likely to eat healthy foods throughout their lives if they eat those foods as young children,” she says. “Eating these healthy meals sets them up to enjoy nutritious foods and ultimately make nutritious choices for themselves.”



Thank you to our 2010-2011 funding partners!

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NC Department of Public Instruction,
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NC Division of Child Development
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Southwestern Child Development
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United Way of the Greater Triangle

Colleges & Universities

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Richmond Community College
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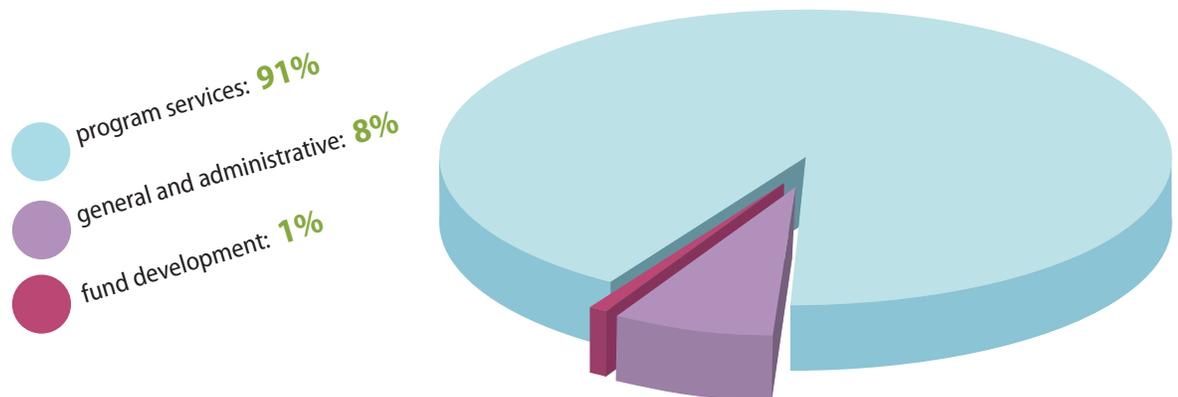
2010-11 Financials

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

Statement of Functional Expenses

		Fiscal Year 2011	Fiscal Year 2010
Grants and Assistance	Grants and Awards	\$13,229,380	\$13,154,482
	Scholarships - T.E.A.C.H.	3,272,704	3,796,975
	Scholarships - Child Care	4,714,642	5,112,786
	Subcontracts	2,534,403	2,298,325
	Total Grants and Assistance	\$23,751,129	\$24,362,568
Operating Expenses	Salaries and Fringe Benefits	\$7,142,956	\$7,308,667
	Program and Office Supplies	481,670	439,386
	Contracted Services	186,732	143,196
	Occupancy	160,658	159,613
	Travel and Meetings	203,830	227,850
	Depreciation and Amortization	275,925	283,138
	Postage and Telephone	168,339	166,935
	Printing and Publications	59,032	63,207
	Repairs and Maintenance	43,399	35,927
	Dues and Subscriptions	76,604	91,783
	Interest Expense	163,775	198,650
	Insurance	12,223	29,215
	Advertising	8,191	9,892
	Other Expenses	12,697	175
	Total Operating Expenses	\$8,996,031	\$9,157,634
Total Expenses	\$32,747,160	\$33,520,202	

Allocation of Expenses





CCSA
helping
families
educating
teachers
supporting
children



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

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

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