



2019-2020 ANNUAL REPORT

Thriving in Challenging Times



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





PRESIDENT/CHAIR LETTER

Dear Friends,

When we began the 2019-2020 fiscal year, none of us anticipated what a strange, challenging year it would be. The events of 2020 have shaken the world and changed our lives. COVID-19 has affected us all, directly or indirectly, and its impact will be felt for years to come.

One of the places that impact can be seen most acutely is in child care. In March 2020, as North Carolina Governor Roy Cooper issued a stay-at-home order for all but those deemed essential workers, and many people began working from home, child care programs in N.C. were called on to serve the children of these essential workers. In the two months of the stay-at-home order, health care professionals and other essential workers with children depended heavily on child care programs to keep their children safe and healthy, yet child care programs struggled. The child care programs that were supporting N.C.'s essential workers had to decide between risking their own health to care for children or possible permanent closure. Many programs had to cut employee hours, lay off employees or give up on other vital resources. Some closed their doors temporarily. As the state reopened and child care programs fought to remain open, some parents were left with few options for child care, forcing them to choose between work and their children. Child Care Services Association (CCSA) always knew how important child care is for our families and economy, and now communities, parents and employers understand, too, that child care providers—the workforce behind the workforce—keep our economy running.

Through it all, CCSA adjusted to meet the needs of children, families, child care providers and communities while also managing the needs of our own staff. In this report, you will see the remarkable work that child care providers have done to give children the stability and certainty they need during a time when instability controlled every aspect of our lives. You will also see the lengths to which CCSA's amazing staff have gone to continue their work with children, families and child care programs through this unprecedented time. We had to adjust quickly to meet the needs of our constituents, and we did so with aplomb. We could not have done it without the support of our friends, donors and colleagues, and we truly appreciate the vital role you have played for CCSA this year.

Sincerely,

A handwritten signature in black ink that reads "Peggy M. Ball".

Peggy Ball
Board Chair

A handwritten signature in blue ink that reads "Marsha Basloe".

Marsha Basloe
President



In March 2020, as everything ground to a halt because of COVID-19, CCSA was faced with a new challenge—supporting child care programs, early childhood educators, children and their families through an unprecedented shift in the way we worked and lived.

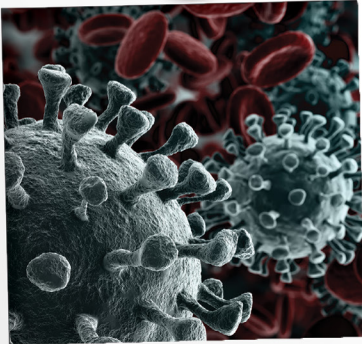
We faced the challenge head-on.

In March, the majority of CCSA's staff began working from home in response to the growing number of COVID-19 cases in North Carolina. This meant trying new software and doing things differently, and learning new skills for our staff and child care providers.

It also meant a great deal of work for CCSA's IT and database team, which manages the organization's hardware and software needs, including more than 30 different database systems that help run CCSA's internal processes and local, statewide and national programs. In response to the pandemic, the IT department worked tirelessly to make sure CCSA continued to operate as it shifted to virtual operations, with as little down time as possible. While already planned to happen, a migration of the phone system to a modern VOIP system gave staff tremendous flexibility for staying in contact with clients while working from home. The rapid shift to remote work also involved purchasing and setting up 32 laptops, purchasing two hotspots, training staff to connect to CCSA resources from home, establishing Zoom accounts for staff and increasing the IT and database staff's availability for staff support. This also allowed CCSA to begin offering virtual meetings with families and child care programs and virtual professional development events and other special events.

Also in March, in response to the COVID-19 pandemic, CCSA began staffing a toll-free phone line to take calls from front line emergency and essential workers to match them with appropriate, safe child care. CCSA also founded its COVID-19 Relief Fund in collaboration with the North Carolina Partnership for Children, local partnerships and child care resource and referral agencies across the state to help child care programs in North Carolina with urgent and long-term expenses during the crisis.

Through the toll-free phone number for child care referrals and the CCSA COVID-19 Relief Fund—and its daily work of helping families, educating teachers and supporting children—CCSA is still ensuring that all children, regardless of their circumstances, have access to the early childhood education that is so important to their development. Now more than ever, safety and stability are critical for children, and now, more than ever, CCSA is driven to create a world where every child can learn and grow in a happy, healthy and secure environment.





OUR PROGRAMS



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

Our Programs

One of CCSA's signature programs, the T.E.A.C.H. Early Childhood® Scholarship Program North Carolina gives early childhood educators a chance to further their studies debt-free, addressing the issues of under-education, low compensation and high turnover in the early childhood workforce. T.E.A.C.H. N.C. offers scholarship programs for early childhood educators from a wide range of educational backgrounds and provides significant financial support and a counselor 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 early childhood education and may experience growth in their wages.

In March 2020, it became evident that COVID-19 was going to have a significant impact on T.E.A.C.H. N.C. participants, their employers and their partnering institutions of higher learning. As the effects of the pandemic continued throughout the remainder of FY19-20, CCSA's T.E.A.C.H. staff stayed in close contact with participants and helped them through any obstacles they might face during the state shut down. In spring 2020, 6.8 percent of participants withdrew from courses, which is lower than spring 2019, when 12.2 percent withdrew from courses. Only 37 participants reported employment separation, with 21 participants experiencing lay-offs, 15 leaving their position because of other COVID-19-related issues and one reporting employment separation because their sponsoring facility closed.

As the challenges of COVID-19 continue into FY20-21, CCSA expects there may be lingering effects on scholarship participation. Despite the challenges, T.E.A.C.H. N.C. remains committed to supporting early childhood educators and the children that benefit from having qualified and motivated teachers.

In FY19-20, more than **62,000** children in North Carolina benefited from the continued education of **2,405** T.E.A.C.H. participants from **96** of the state's **100** counties, with nearly **1,700** educators working on their Associate Degree in Early Childhood Education, **274** working on a bachelor's degree and **122** working on a master's degree. T.E.A.C.H. N.C. participants attended **56** of North Carolina's community colleges and **19** four-year universities/colleges. They worked at **853** child care centers and **95** family child care homes, and **45** facilities were non-licensed employers of community-based roles. Participants' earnings increased **9** percent for associate degree recipients and **11** percent for bachelor's degree recipients. Approximately **53** percent were people of color, and nearly all participants were women.



“When I thought about going back to school, I had no idea how I would pay for this journey, but with help from T.E.A.C.H. my dream was possible. **Having the drive to do this was easy and having help from T.E.A.C.H. made this possible.** T.E.A.C.H. was there for me through my whole college experience, without them none of this would be possible. I thank T.E.A.C.H. and everyone that helped me accomplish my dream. **THANK YOU!**”

—Donna Byrd, Bachelor's degree scholarship, Wayne County

“I just started back to work this past Monday [June 15, 2020]. I was out of work for three months and five days. My job was still able to pay us for the first two months with no problem. The third month they applied for the COVID relief to pay us because they had no money. **It was a bit stressful at times just not knowing what the situation is going to be from day to day and when we would be able to go back to work.** T.E.A.C.H. sent my bonus and that definitely helped my family a lot with food and bills so that was appreciated.”

—Adrienne Hayes,
T.E.A.C.H. Early Childhood®
scholarship participant

Child Care
WAGE\$
Program

Child Care
WAGE\$
Program

The Child Care WAGE\$® Program helps improve the quality of care and education young children receive by providing education-based salary supplements to teachers, directors and family child care providers working with children ages birth to 5 years old in participating counties. Based on education level, the WAGE\$ salary supplement helps early childhood educators who further their education and remain at their current child care program, allowing young children to benefit from stable relationships with educated and engaged teachers. WAGE\$ is a funding partnership between local Smart Start partnerships who choose to participate and the North Carolina Division of Child Development and Early Education.

To be eligible for WAGE\$, applicants must work in a county that uses Smart Start funds to support the Child Care WAGE\$ Program, work in a licensed child care program (center, home or public school site) with children birth to 5, earn below the income cap selected by the funding partnership, have an education level listed on the WAGE\$ scale (from a regionally accredited school) and work at least six months in the same child care program. Because of the impact of COVID-19, WAGE\$ participants were held harmless from March 15, 2020, through June 2020, ensuring that participants working in a child care program that closed still received their salary supplement.

In FY19-20, **3,880** WAGE\$ participants received an average six-month supplement of \$993, equaling a nearly \$1/hr. increase for educators making significantly less than the living wage in North Carolina. These participants working in **1,571** facilities in **55** of North Carolina’s counties, serving more than **71,000** children. Nearly **90** percent of WAGE\$ participants have an associate degree in early childhood education or higher or submitted education during the year to show that they had completed additional coursework.

“A lot of teachers are unemployed because of COVID-19. **I am so dependent on my WAGE\$ check, more than I’ve ever had to be. I need this next check to help keep food on the table and to keep from going homeless. ... I depend on WAGE\$ because it fills in the gaps, and now that we are dealing with COVID-19, where most of us are not working, my next check can’t come quick enough. I am trying to balance how much money to spend on food vs. bills, like my mortgage, so I am very thankful for WAGE\$, more than I can put into words. Thank you, and I am feeling grateful.**”

—Participating WAGE\$ center director,
Durham County





OUR PROGRAMS

Child Care
WAGES[®]
Program

Graduating During COVID-19 Takes Dedication and Support

When any teacher working with young children graduates with their Associate Degree in Early Childhood Education, it is cause for celebration. But when three teachers at the same child care program accomplish this at the same time, it is even more special. Yvette Garner, Tiffany Grace Pointer and Priscilla Rowell from Excel Christian Academy (ECA) in Alamance County did just that.

They didn't let financial struggles or COVID-19 stop them from achieving their educational goals.

They all agree that being able to affect the lives of children and seeing them grow and learn kept them motivated to continue their education and that having the support of their director was critical to their success. Yvette said, "My director, Davina Woods, and the whole staff at ECA encouraged me to go back to school. They were my support team. When I first started working there, everyone was enrolled in school and taking classes whether they were online or face to face. So, I enrolled at Alamance Community College and started off with one class at a time, until I became more comfortable with it. Their support encouraged me to keep moving forward to success."

Priscilla said, "Mrs. Woods didn't stop with just hiring me, she also opened my eyes for me to believe in myself and move toward what I knew I should be doing. At 60 years old, I did it and I am very proud of myself. Who knows what the next move will be?"

They also acknowledge the key roles that the T.E.A.C.H. Early Childhood[®] Scholarship Program and the Child Care WAGES[®] Program played in their educational journey. According to Tiffany, she could not have obtained her degree without the scholarship assistance. Priscilla echoed that perspective, "There was a time when my rent was due and I needed to have work done on my car and had to make a choice of which one was more important. They both were and I didn't know how I was going to make it work. That very day I received a check from T.E.A.C.H. All I can

say was what a blessing T.E.A.C.H. was to me while I was in school and then because of me graduating, I was able to get a raise at my job. Thanks T.E.A.C.H.!"

All three receive WAGES[®] supplements and discuss the importance of this additional compensation. They use the supplements to meet basic needs, catch up on bills, for car maintenance and to enhance their classrooms.

When COVID-19 really hit in North Carolina, many students had to make a quick transition from seated to online courses. Yvette was one of those. She said, "I am excited to say with hard work and dedication, I was able to complete all of my classes and earned my degree."

Priscilla completed her coursework in December, just before these changes. But COVID-19 took away her ability to celebrate like she had planned. She said, "If I had known Mrs. Corona was around the corner and was going to stop graduation, I would have celebrated in December. This lady was looking forward and was very proud to strut her stuff across the stage."



Yvette Garner, Tiffany Grace Pointer and Priscilla Rowell



Infant-Toddler Educator **AWARD\$**® Infant-Toddler Educator **AWARD\$**®

“Child care providers are not the highest paid profession, especially in this pandemic. They should be seen as essential to our economy. Giving them these small incentives boosts morale and helps confirm their professional status.”

—Participating
AWARD\$ center
director,
Moore County

CSA's Infant-Toddler Educator AWARD\$® provides education-based salary supplements to early childhood educators working full-time with children birth through 2 years old. Modeled after WAGE\$, this program began in 2018 and is funded by the NC Division of Child Development and Early Education across North Carolina. AWARD\$ and WAGE\$ both have wide-ranging effects beyond the early childhood educators and their families—economic insecurity affects teacher well-being, which in turn can affect the quality of their interactions with the children in their care. Studies have shown that stress and adversity affect early childhood educators' health and limit how effective the educators can be in creating supportive environments and engaging interactions for the children.

To be eligible for AWARD\$, teachers or family child care providers must work at least 35 hours/week with infants, 1-year olds or 2-year olds, earn at or below \$19 per hour, work in a licensed child care program with at least three stars and have an Associate Degree with at least 24 birth to 5-focused semester hours, representing a highly educated segment of the workforce. Because of the impact of COVID-19, AWARD\$ participants were held harmless from March 15, 2020, through June 2020, ensuring that participants working in a child care program that closed still received their salary supplement.

In FY19-20, **1,220** participants working in child care centers and **133** participants working in family child care homes were issued supplements. These participants worked in **770** facilities in **92** counties serving more than **20,335** children. The average six-month supplement they received was **\$1,271**, which represents an annual increase of more than \$1/hr. for these educators. When surveyed, **99** percent of respondents said receiving an AWARD\$ supplement helps ease financial stress.



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

The T.E.A.C.H. Early Childhood® National Center (National Center) is an early childhood workforce intermediary that works to improve the education, compensation, career progression and retention of the early childhood workforce across the country. Our work includes **1)** strategy development and implementation, **2)** systems improvements and **3)** research and advocacy. To be sure we are reaching the diversity of the workforce we always plan, implement and study our services and programs through an equity lens.

Central to this work is the replication of the T.E.A.C.H. Early Childhood® Scholarship and Child Care WAGE\$® salary supplement programs across the country through statewide non-profit organizations. In FY20, 21 states and D.C. operated T.E.A.C.H. programs and six states operated WAGE\$. The Center supports these organizations to ensure the workforce earns more, learns more and stays in the field. Despite the COVID-19 pandemic, what's been amazing this year is these states were able to achieve remarkable accomplishments.

Through the Addressing Barriers to Higher Education for the EC Workforce (HEB) project, the National Center worked with higher education faculty, advocates, early childhood educators and others in Florida, Pennsylvania and South Carolina to complete a landscape analysis of higher education systems in their state and identify an action plan to address their most pressing concerns. COVID-19 has pushed states involved in the HEB project to positive actions that seemed impossible before the pandemic. HEB states have scrambled, reacted, refined and are now pursuing goals that are a blend of original goals and responses to COVID-19. The crisis has opened doors to discussions and actions such as technology-based field experiences and computer purchases for recipients. Ongoing change is likely as the virus's impact on higher education evolves.



OUR PROGRAMS

In FY19-20, the National Center also released a report on the second cohort of its Moving the Needle on Early Childhood Workforce Compensation, a project which raises the awareness of early childhood workforce compensation issues and creates new or expands existing policy, advocacy and funding strategies to improve compensation in five states (Michigan, Minnesota, Ohio, Rhode Island and Texas). In the final analysis, all state teams made progress and identified accomplishments toward incremental or more transformational change in these focus areas. In FY20-21, states were chosen for the third cohort of this project.

In response to the COVID-19 pandemic, in spring 2020 the T.E.A.C.H. Early Childhood® National Center swiveled to offer a two-day T.E.A.C.H. and WAGE\$ National Professional Development Symposium and two-day Moving the Needle on Early Childhood Workforce Compensation Summit virtually over the course of eight days. The 2020 event saw the largest attendance for the Symposium/Virtual Forum ever, with more than 200 people registering for one or more of the 17 workshops. Woven into the Symposium and Forum were two days reserved for five state teams (Alabama, Minnesota, New Jersey, Ohio and Rhode Island) to attend workshops and a keynote presentation.

In FY19-20, approximately **18,040** people received T.E.A.C.H. scholarships. In addition, **8,000** people participated in WAGE\$ programs across the country. **Half** of T.E.A.C.H. participants and **63** percent of WAGE\$ recipients nationwide are people of color and/or Latinx. Hourly earnings were \$12.15/hour for teachers on T.E.A.C.H. scholarships and \$12.32/hour for WAGE\$ recipients. Nationally, T.E.A.C.H. participants are nearly all women, and **48** percent are first-generation college students.



My educational journey has been so rewarding. I have improved the quality of my child care program. Looking back on how I used to run it and how I used to teach I can see what a difference getting my education has made in my life. I also remember always having this dream of going to college and getting a degree in education and thinking I just cannot afford it and I am not sure I am smart enough. All my T.E.A.C.H. advisors have always been so helpful with guidance in my choices, making sure I got my documents in on time, and words of encouragement. **The T.E.A.C.H. scholarship opened up so many doors for me. It not only gave me the opportunity to get the education I desired, it gave me strength and courage. It gave me confidence and taught me I could do anything I set my mind to!**

—Family child care home owner, Lake County, Indiana

Early Childhood Systems Research

CCSA recognizes that it is crucial to collect comprehensive data on the early care and education (ECE) system to improve the care and education our young children receive. To that end, CCSA's Research team created and maintains the North Carolina Early Care and Education Data Repository and provides data resources to improve child care. In 2019, with funding from the Division of Child Development and Early Education (DCDEE), CCSA conducted the North Carolina Early Childhood Workforce Study. Data were collected from child care programs in every county across N.C. This report summarizes key findings from directors, teachers, assistant teachers and family child care providers who participated. Additionally, information gathered from this study (before the onset of the COVID-19 pandemic) is compared to similar CCSA studies in 2015, 2014, 2011 and 2003. The report can be found at www.childcareservices.org.

Early Childhood Homelessness Initiative

In FY19-20, Child Care Services Association (CCSA) released the validated and revised Early Childhood Self Assessment Tool for Shelters specifically designed to help shelter staff create safe, developmentally appropriate environments for young children and their families. The Administration for Children and Families (ACF) originally developed the Self-Assessment Tool in 2014, and has supported and participated in the validation and revision process. This tool was included in outreach from the Office of Head Start, and the U.S. Interagency Council on Homelessness (USICH) included it in their materials for the homelessness field. CCSA has plans to work with communities in North Carolina and other states to use the validated tool. A research project will also be developed.



CCR&R Council
North Carolina Child Care Resource & Referral Council

Child Care Resource and Referral

As one of three lead agencies in the N.C. Child Care Resource and Referral Council, CCSA helps manage the consumer education and referral, professional development, technical assistance, data collection and analysis and public awareness work across the state. Partners in management of the Council are Southwestern Child Development Commission in western North Carolina and Child Care Resources Inc. in Charlotte. Together the Council supports a strong child care resource and referral system statewide to ensure that all families have access to high quality early childhood education programs with highly competent teachers.

In North Carolina's Triangle region, CCSA helps families of all income levels find child care 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 helps families find child care that meets their needs and identifies ways to reduce the cost of that care.

In FY19-20, in these counties, **2,353** families received referral assistance and an additional **632** families received consultation services. Although CCSA saw an **8** percent decrease in referrals over FY18-19, CCSA's management of the statewide toll-free number to help emergency/essential workers find child care may have affected the organization's referrals. The median annual income range for families receiving child care referrals was **\$30,000-\$39,999**, and **52** percent were people of color.

Child Care Scholarship Program

For many families, the cost of child care is a barrier to their children receiving the early care and education that is so important to their development. To help families pay for that high-quality care, CCSA established the Child Care Scholarship Program and the Ramsey Tremalgia Fund 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 help ease the high cost of child care and support families while they work toward self-sufficiency. In response to COVID-19 in 2020, CCSA was not able to enroll additional children into the scholarship program because of the added expenses of waiving parent fees and paying providers based on enrolled spaces, regardless of attendance, and pandemic conditions altered the demand, capacity and availability of child care.

In FY19-20, **960** children in Alamance, Chatham, Durham, Orange and Wake counties received scholarships, including those children enrolled in Durham PreK. **Fifty-six percent** of families receiving child care scholarships had incomes of less than \$30,000/yr., and **91** percent of children receiving scholarships were children of color.





OUR PROGRAMS

Quality Improvement, Technical Assistance and Coaching

High-quality child care has an extensive impact on young children and their future success, especially children from families earning low incomes and other vulnerable children. To ensure that all children are taught by qualified teachers in safe, stable and healthy environments, CCSA provides onsite technical assistance, help with and through the state accreditation process, professional development workshops and coaching to early childhood educators and program directors.

In FY19-20, **766** teachers and directors received technical assistance onsite and **2,529** educators attended CCSA's **341** professional development workshops. **Ten** programs received technical assistance for the accreditation process. The 2020 ASK Conference, a professional development workshop focused on early childhood educators, was cancelled due to COVID-19.

In 2020, CCSA's technical assistance specialists continued to engage teachers and directors through Zoom and email, including maintaining contact with teachers and directors from centers that closed because of COVID-19. In total, **3,894** children were taught by early childhood educators that received technical assistance, coaching and professional development from CCSA.

CCSA Technical Assistance Staff Adjust to Meet Teacher Needs

When the shutdown occurred in March, our lives changed in so many ways. Many child care programs shut down and many teachers were laid off. Child care operations changed drastically to meet new health and safety protocols to keep children and staff safe.

Before the shutdown, teachers would meet with us once or twice a month in a group setting and receive one-on-one TA in their classroom with a TA specialist. When COVID-19 became a worldwide issue and the statewide shutdown occurred, we had to change our model of service quickly. We began group and one-on-one training through Zoom. [We had not] used Zoom before but we learned quickly and adapted our training to this new platform. We reached out to our teachers with resources and support through phone, email and Zoom. Our incredible teachers joined us for our trainings on Zoom whether they were laid off, babysitting, in a classroom or wearing multiple hats (teacher, cook, admin) in their programs. Their flexibility was admirable. Their enthusiasm was contagious and their dedication was evident... Those teachers still working in the classrooms were working under less than ideal circumstances, and some would say crisis conditions. Many children in the centers that continued to operate were children of essential workers. Their worlds were turned upside down. Teachers worked so hard to create an emotionally and physically safe environment

while fighting their own stressors.

Our focus shifted to encouraging self-care and providing resources to help teachers and directors meet the changes and challenges they were seeing on a daily basis. Our trainings and goal setting with teachers had to include the context in which they were now working or would be going back to when their centers opened. It's easy to see the challenges COVID-19 brought to all of us and acknowledge them, but it was equally as important to notice that teachers who continued to work in open centers had this unique opportunity to focus on individual children in ways they hadn't before. Class sizes were small and quality interactions were even more attainable than ever with smaller ratios. We encouraged teachers to focus on some of those children they haven't been able to spend enough time with previously and to try new skills they were learning in our trainings. Shifting the focus a little to using this time as an opportunity to grow as teachers and help their students grow was a priority. For teachers not in the classroom, this time gave them a chance to reflect on their teaching... Reflection is paramount in making change and this was a prime opportunity outside of the day-to-day work in the classroom. As usual, our teachers continued to be superheroes, finding ways to learn, grow and help their students despite a global pandemic.

—CCSA Technical Assistance Specialist



NC Infant-Toddler
Quality Enhancement Project

NC Infant-Toddler Quality Enhancement Project

Think Babies™

was designed to ensure that North Carolina's young children, ages birth-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 the fiscal agent for these grants and supports the coalition as a member of the Leadership Team. CCSA President Marsha Basloe co-chaired the Early Learning Workgroup with Theresa Roedersheimer from the NC Dept. of Health and Human Services.

The NC Infant-Toddler Quality Enhancement Project (NCITQEP) is designed to improve the quality of early care and education provided to the state's youngest and most vulnerable children in licensed child care facilities through hands-on individualized and tailored technical assistance for providers and administrators. That assistance is provided to classroom teachers and center administrators by NCITQEP's highly trained 21 infant-toddler specialists. With the help of these infant-toddler specialists, child care program staff receive training on

“Excellent job. Looking forward to learn[ing] more because I believe there's always room for improvement.”

—NCITQEP Participant

building positive relationships with children, families and co-workers; creating environments to support social-emotional development and the developing capacity of infants and young children to form close and secure adult and peer relationships, experience, regulate and express emotions in socially and culturally appropriate ways and explore the environment and learn social skills; implementing best practices for infant and toddler group care every day that creates the quality of care that provides solid foundations for infant and toddler development; and providing support for developmental monitoring and screening.

All managers and infant-toddler specialists are encouraged to engage in infant-toddler activities and advocacy efforts in their local community and at the state level. In FY19-20, NCITQEP management and several infant-toddler specialists attended a three-day racial equity workshop conducted by the Racial Equity Institute of Greensboro, six infant-toddler specialists are enrolled at UNC-Greensboro to earn their Lead Infant Toddler Learning post-baccalaureate certification and three infant-toddler specialists are taking part in the Early Childhood Equity Champions project to address systemic inequities in early childhood education. An infant-toddler specialist also participated in the Think Babies NC Early Learning Workgroup.

COVID-19 presented some challenges for the NCITQEP because the infant-toddler specialists could not provide face-to-face training or technical assistance for child care programs. However, staff adapted training to a virtual format, and infant-toddler specialists across the state continued to contact centers to offer support during this unprecedented situation.

In FY19-20, 457 classrooms serving 3,593 children in 65 counties requested and received technical assistance from the team of 21 infant toddler specialists. Nearly 200 training sessions were conducted during the year with 2,481 participants from 72 counties.

“I am thankful for [ITS]'s willingness to provide this technical assistance for myself and my staff. It truly helps us be able to provide better service for our children.”

—NCITQEP Participant



OUR PROGRAMS

Preschool Development Planning Grant (PDG)

The goal of CCSA's Babies First NC program is to increase access to high quality, center-based early learning programs for families with children ages birth to 3 years old. Under the leadership of the Babies First project manager, four infant toddler program specialists completed training specific to high-quality infant-toddler care. These specialists worked with **11** child care programs in Cumberland, Durham, Harnett, Johnston, Martin, New Hanover, Pender, Pitt, Wake and Vance counties.

Research has found a significant difference in the quality of care that infants and toddlers receive compared to the quality of care and education for 3-5 year olds. Since a child's brain develops more during their first 5 years than at any other time in life, infants and toddlers also need supportive, safe environments at their child care program to grow, learn and succeed. The PDG Planning Grant for the state of North Carolina ended in FY19-20, and this project ended in late March 2020 as the pandemic closed much of our state. CCSA will work with the State of North Carolina to build on the efforts of the PDG Planning Grant in the year ahead.

Infant-Toddler Intensive Technical Assistance Model Pilot

In FY18-19, CCSA began the Infant & Toddler Technical Assistance Model Pilot Project, an initiative that creates a transformative new model for technical assistance to enhance the quality of infant-toddler experiences in child care and education settings. This project provides intensive technical assistance to child care centers serving infants and toddlers to coach teachers on better interactions with infants and toddlers to improve the outcomes from that interaction. The project is being tested at Randolph Co. Partnership for Children, the Children's Council of Watauga Co. and Child Care Resource Center (formerly Work Family Resource Center). The primary goals of the model pilot project are to train technical assistance specialists to become Master TAs and to determine whether intensive, long-term support based on strong relationships can sustain change and growth in early childhood providers, which in turn will provide better outcomes for children and families. In addition, data will be collected and analyzed to determine the key components for building master level technical assistance practitioners, so the model can be replicated across North Carolina. A focus on providing technical assistance using technology has improved teachers' and directors' access to valuable resources, regular communication and ongoing support. This project is coordinated by CCSA on behalf of the NC Child Care Resource and Referral Council.

In FY19-20, CCSA worked with **28** infant-toddler teachers, providing **2,509** hours of coaching and improving the care and education of **214** infants and toddlers.



Shape NC: Healthy Starts for Young Children

Since 2017, CCSA has participated in Shape NC: Healthy Starts for Young Children, with the goal of reducing childhood obesity and increasing the number of children that enter kindergarten healthy and ready to learn. Through Shape NC, CCSA works with child care centers in Durham County to determine how changing the attitudes of children and their parents and teachers about nutritious food and physical activity affects childhood obesity. Now in the final year of this three-year project, Shape NC has seen these child care programs learn a great deal about how to instill healthy behaviors in even the youngest children.

At the **15** participating centers, Shape NC has focused on helping those centers serve healthier meals to children, update and enhance their outdoor learning environments and increase the children's amount of physical activity, even for the youngest children, and they have seen incredible results in the participating child care programs and their teachers, children and families.



Kids Korner Academy's New Improved Outdoor Learning Environment

Since the start of our Shape journey, the attitude of the staff the children and their parents has changed for the better. We all watched in awe, as the playground changed from a plain playground to a venturesome and colorful outdoor environment. Because our playground area is asphalt it was hard to envision the plan Shape had designed specifically for our playground. Now there is a cling and clang music board with a drum set, a sand play area, an art center platform with writing and drawing tools, easels and bench, a mud sink with running water, a bike pathway that goes around the entire playground where you can get a full view of each center, (my favorite) a drawn on colorful hopscotch that matches the colors of the rainbow, a decorative basketball court, and best of all a raised bed garden that is now filled with colorful vegetables. The



families and friends that has come to the center to see first-hand how the playground now looks has shared what we have accomplished with their family and friends.

The grandfather of one of our children in care works next door to the center. He had come by several times to see how the transition was coming along. Now that the change is a beautiful sight to see, the grandfather shared how he has noticed that the children are outdoors more often and that their laughter and other sounds is music to his ears. He went on to say hearing the sweet sound of laughter brought back good memories of his outside times when he was younger.

Our garden is a big hit to the staff, the children, their families and the community. We had parents and friends offering to purchase the produce growing in the garden as well as getting our

assistance to help them start their own garden. We had two parents ask if the food we are growing is for the children to take home. We suggested parents come up with some recipes for us all to try.

A huge thanks to Shape's vision to enrich our health and well-being through nature at the child care center. Their visualization were pieces of a puzzle for us to match up to give life and beauty to Kids Korner Academy's Natural Outdoor Learning Environment. Our now new and improved playground has magnified our children's curiosity. The developmental benefits of our new outdoor environment have and will continue to improve our attitude as it pertains to our health.

—Darlene Brannon, Director, Kids Korner Academy





OUR PROGRAMS



Durham PreK

“**[My child’s teachers] are wonderful educators and extremely grateful. My daughter [was] in their care throughout the year. I enjoyed my before and after school care also, a tremendous help.”**

—Durham PreK parent

In 2018, CCSA entered into a contract with Durham County to expand access to high-quality pre-K classrooms to all 4-year-olds in Durham County through Durham PreK, a collaboration with Durham County Government, Durham’s Partnership for Children, Durham Public Schools, Durham Head Start and numerous other community partners. Built to enhance and expand the state-funded NC Pre-K program, Durham PreK is open to all children, with the goal of improving the pay and professional development for teachers, providing early childhood educators with intensive technical assistance to raise quality, and working with local educational institutions to increase and improve the supply of early childhood educators.

In FY19-20, there were **16** Durham PreK sites and **28** classrooms, providing high quality universal preschool to 4-year-olds across Durham County to reduce the disparities in skills among children entering kindergarten.

CCSA Meal Services Program

In 2018, approximately 30 percent of North Carolina’s 2-4-year-olds receiving WIC program services were classified as overweight or obese, a number virtually unchanged since 2015. Childhood obesity is a problem we all must address. Since children in child care may eat 50-100 percent of their meals there, it is crucial that child care centers reinforce healthy habits and serve nutritious meals, helping children build healthy habits for the rest of their lives. CCSA’s Meal Services Program supports child care programs by providing nutritious meals and snacks to children in participating child care programs in Wake, Durham and Orange counties.

In mid-March 2020, with school systems and many businesses shutting down, the Meal Services Program saw the number of centers it served drop immediately to six and then eventually to three by month’s end, reducing the number of children served to 39 at the lowest point. Additional centers reopened in April, with the Meal Services Program serving a total of five centers in Orange, Chatham and Wake counties by late May; these centers provided care for the children of essential workers. Most centers waited until Phase 2 in North Carolina to reopen, and the number of children served slowly increased to approximately 550 daily (nearly half the number of children served before the pandemic) by late June, as more centers adopted enhanced operating procedures.

In the month after Durham Public Schools closed because of COVID-19, Durham FEAST was organized, and CCSA’s kitchen in Durham started producing those meals mid-April. CCSA’s meals transformed into frozen meals that served children birth-18 in Durham County. Meal Services continued to assist current clients and new clients as child care centers reopened with adapted and stricter guidelines. Meal Services



provided 16,570 meals through Durham FEAST between April 20 and June 30, helping replace Durham Public Schools meals for children and their families after schools closed in mid-March during the COVID-19 crisis. Meal Services provided additional meals through Durham FEAST through July 2020.

In early FY19-20, CCSA's Meal Services Program provided **512,469** meals (breakfast, lunch and snacks) to children in Durham, Orange, Chatham and Wake Counties in **20** child care centers and in the Durham County community, serving nearly **1,200** children daily.

Child and Adult Care Food Program (CACFP)

In addition, CCSA is a food sponsor for the Child and Adult Care Food Program (CACFP), a federal program that reimburses participating child care centers, child care homes and adult care centers for serving nutritious meals and snacks to eligible children and adults who are enrolled for care at these centers. Through CACFP, CCSA served **182,487** meals in family child care homes and **438, 229** meals in child care centers through **77** participating programs in Durham, Orange, Wake, Vance and Alamance counties.

Child Care Services Association COVID-19 Relief Fund

The COVID-19 pandemic has had a tremendous impact on child care centers in North Carolina. These centers are the backbone of our economy in normal circumstances, and this crisis has highlighted how truly important they are. In March and April 2020, and beyond, essential workers depended heavily on child care, yet many programs were struggling financially. In the first months of this crisis, child care centers were serving a fraction of the number of children they would normally, making it difficult for them to continue operating without sustained income. Even with supplemental funding from state initiatives, North Carolina's child care industry remained—and still remains—at risk. In March 2020, in response to this troubling reality, CCSA established the CCSA COVID-19 Relief Fund to support child care programs in North Carolina with their immediate needs during the statewide stay-at-home order, and later with their more comprehensive needs as the larger community reopened. Through two phases, CCSA provided **\$260,000** in grants to **750** child care programs across the state, helping them get the resources they needed to keep the children in their care safe and healthy.

CCSA embarked on Phase I with the North Carolina Partnership for Children and local Smart Start partnerships to provide small grants to the child care programs that served essential workers in April and May. As communities began to reopen, Phase II of the fund offered larger grants to programs to help meet their long-term needs as more children returned to child care.

Even now, child care programs are being called upon to support our workforce without much of the critical funding they need to remain open. These child care programs provide a critical service to tens of thousands of families, and for decades we have failed to invest the public dollars in child care. This crisis has made it clear that we must protect child care in order to protect our families and our economy. Early childhood educators are resilient, creative and dedicated to what they do—providing stable, engaging places where children can learn and grow and know they are safe. We must invest in them like they have invested in our children.

“Unfortunately, the pandemic has caused our enrollment numbers to be really low, which in turn has caused our program to cut employee hours. We have all been taking days off without pay, and also working less hours per day. It is very difficult for some of our staff who are single parents and rely on their income from the center to make ends meet. Additional funding would secure more hours for our employees.”

—Child care center, Stokes County



OUR PROGRAMS

Burns Child Care and Preschool *Fayetteville, N.C.*

Burns Child Care and Preschool serves children from six weeks to 12 years of age. The children we serve are 90% subsidized and we have two NC Pre-K classrooms. COVID-19 has impacted our center in an enormous way... Before the pandemic, our enrollment was 170. Since the pandemic, we have been averaging between 70-80 children a day. We only had between 30-40 children the first few weeks of the pandemic. We do not know if or when we will get back to the capacity we had before the pandemic. In addition, we are uncertain about enrolling new children because we have been in our bubble and we do not know who the new families have been on contact with.

Our center did not close during the pandemic, and we were a safety net for essential workers. Our staff has had to be there for other workers and not have had the opportunity to be cared for themselves. It seems that the child care workers and industry has been forgotten in all the effort to get things back to working...

Our center would not have survived if we would have closed at the beginning of the pandemic. Because we did not close, it has been a struggle to get groceries, paper towels, soap, bleach, face masks and any other materials needed to operate during the pandemic. As a child care center, besides the face mask, we were required to have all these mentioned items to operate a child care center, but now you can't find them, you have to wait a long time to get what you need or the price has sky rocketed. The Division of Child Development [and Early Education] just started sending the facilities equipment to help with health protocols. We have also had to have extra staff to accommodate for the school-age children

who are not normally at our center. The center must have a person always stationed at the door to accept children, and perform the safety protocols. No parents have been allowed in the center since the beginning of the pandemic and with our increased health checks, I believe is the reasons we have been able to stay COVID free. This is no easy task.



Child Care Services Association COVID-19 Relief Fund



in partnership with Smart Start

LEARN MORE ABOUT HOW YOU CAN HELP:
www.childcareservices.org/ccsa-covid-19-relief-fund

Hattie Daniels Day Care Center *Wilson, N.C.*

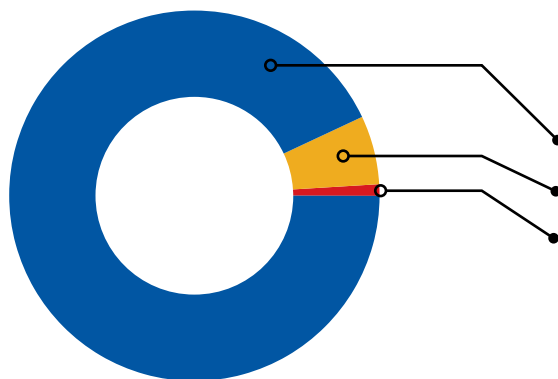
Hattie Daniels Day Care Center is a non-profit five star child care center in Wilson, N.C., providing child care services. We are very proud to provide high quality care to young children of low-income minority families in Wilson County. Today as we operate, COVID-19 has had a huge impact on our program as we continue to support the needs of our working, low-income minority families. We are putting our lives at risk and in harm's way by staying open. The families we are serving are essential workers and they have no option of working

at home. Most of our private paying parents dropped their children from our program, creating a loss of income. During the pandemic, even with losing income, we purchased personal protective equipment for our employees as a preventative measure to protect them against the virus and keep us safe. Purchasing these supplies was difficult as we had lost some income. In addition, as we worked at the center our employees had a difficult time finding supplies to use at home such as toilet tissue, paper towels, hand soap and disinfecting products. We all had to pull together and share supplies that we were able to find in our local stores. We are heroes and need support!

CHILD CARE SERVICES ASSOCIATION 2019-2020 STATEMENT OF FUNCTIONAL EXPENSES

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

	FY2020	FY2019
GRANTS AND ASSISTANCE		
Grants and Awards	\$ 8,136,486	\$ 8,168,626
Scholarships—T.E.A.C.H.	2,935,711	3,063,204
Scholarships—child care	6,054,917	4,014,160
Subcontracts	6,775,667	4,026,544
Total Grants and Assistance	\$ 23,902,781	\$ 19,272,534
OPERATING EXPENSES		
Salaries and Fringe Benefits	8,018,379	6,822,812
Program and Office Supplies	515,156	575,753
Contracted Services	607,974	414,159
Occupancy	129,581	117,879
Travel and Meetings	323,027	391,563
Depreciation and Amortization	237,336	268,079
Postage and Telephone	143,812	129,593
Printing and Publications	58,879	73,055
Repairs and Maintenance	57,066	72,138
Dues and Subscriptions	161,448	154,957
Interest Expense	78,145	79,849
Insurance	27,040	22,098
Other Expenses	35,706	4,977
Total Operating Expenses	\$ 10,393,549	\$ 9,126,912
TOTAL EXPENSES	\$ 34,296,330	\$ 28,399,446



Allocation of FY19-20 Functional Expenses

Program Expenses	\$ 32,170,946
General and Administrative	\$ 2,058,686
Fundraising	\$ 66,698
TOTAL	\$ 34,296,330





2019-2020 FUNDING PARTNERS

Thank you to our many public and private 2019-2020 Funding Partners!

Without their support, our work would not be possible.

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N.C. Department of Health and Human Services
N.C. Division of Child Development and Early Education
Town of Carrboro
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NON-PROFIT ORGANIZATIONS

Chapel Hill Training Outreach Project
Church of St. Thomas More
Durham's Partnership for Children
First Chronicles Community Church
North Carolina Partnership for Children
Orange County Partnership for Young Children
SchoolHouse Connection
State Employees Combined Campaign



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Delaware Association for the Education of Young Children
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Iowa Association for the Education of Young Children
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Center for Child Care Career Development (South Carolina)
Signal Centers (Tennessee)
Texas Association for the Education of Young Children
Utah Association for the Education of Young Children
Vermont Association for the Education of Young Children
National Black Child Development Institute (Washington, D.C.)
Wisconsin Early Childhood Association

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2019-2020 Annual Report CHILD CARE SERVICES ASSOCIATION

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

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