



# Child Care WAGE\$® Project

## Statewide Final Report

### Fiscal Year 2009/2010

#### **PROJECT DESCRIPTION**

The Child Care WAGE\$® Project 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 child care program. Because these supplements reward teacher education and continuity of care, children ages birth to five benefit from more stable relationships with better educated teachers. WAGE\$ is a funding partnership between Smart Start, the North Carolina Division of Child Development and the Office of Early Learning. For local Smart Start partnerships that choose to pay for the supplements, the administrative costs are covered by the Division of Child Development and the Office of Early Learning.

#### **PROJECT ELIGIBILITY**

To be eligible for at least one six month payment during the fiscal year, applicants must:

- work in a county that uses Smart Start funds to support the Child Care WAGE\$® Project
- work in a licensed child care program (center, home or public school site)
- earn below the income cap selected by the funding partnership (three options)
  - \$17 per hour
  - \$15 per hour
  - \$13 per hour
- have some formal child care credential or education beyond a high school diploma that appears on the Child Care WAGE\$® scale (from regionally accredited schools)
- work at least six months in the same child care program
- be employed at this same child care program when funding is available and a final confirmation has been completed

#### **PROJECT OVERALL IMPACT**

The Child Care WAGE\$® Project impacts the community by improving the quality of early care and education. Through graduated salary supplements, the project helps decrease turnover and encourages the continued educational pursuits of the child care workforce. As of June 2010, 5,979 child care professionals in 2,371 child care programs from 67 North Carolina counties were participating in the Child Care WAGE\$® Project. Of these individuals, 99% are women and 53% are people of color. Ninety-seven percent (97%) work at least part of their schedules in the classroom with children (including all teacher positions, home providers and center directors who spend some time in the classroom on a regular basis). Seventy-three percent (73%) of the participants work in four and five star licensed centers or homes.

Many teachers who work with the More at Four Pre-Kindergarten Program participate on WAGE\$. As of June 2010, 738 teachers and assistants reported by their employers as working in classrooms with More At Four children were active participants. These individuals worked in 416 different child care programs in 63 counties. Of these, 99% are women and 54% are people of color. Ninety-four percent (94%) work in four and five star licensed centers.

Participation Overview

The 67 counties who provided supplements during 2009/2010 were given options for their participation that included tier selection (award amounts increase with higher tiers) and income cap requirements (participants are eligible only if they earn at or below the selected cap). The impact of limited funding can be seen in the choices made. In 2008/2009, 35% of the participating counties were funding the lowest tier (Tier One) either half or all of the year compared to 49% in 2009/2010. Similarly, only 13% of the participating counties elected the lowest income cap of \$13 per hour in 2008/2009 compared to 22% this year. Table A below depicts the breakdown of partnership choices.

**Table A. Tier and Income Cap Selections\***

	<b>\$13 per hour</b>	<b>\$15 per hour</b>	<b>\$17 per hour</b>	<b>Totals</b>
<b>Tier One All Year**</b>	11	16	2	29
<b>Tier One/Tier Two</b>	0	3	1	4
<b>Tier Two All Year</b>	3	10	10	23
<b>Tier Two/Tier Two Higher Education Option</b>	1	4	0	5
<b>Tier Two Higher Education Option All Year</b>	0	2	0	2
<b>Tier Three All Year</b>	0	2	2	4
<b>Totals</b>	15	37	15	67

*\*Numbers represent unduplicated counties participating in each category.*

*\*\*Includes Iredell, which made only one payment this year.*

In order to help partnerships handle the budget constraints and keep the WAGE\$ supplements a possible option for the early childhood professionals in their counties, the Education, Compensation and Recognition Advisory Committee provided the following strategies for 2009/2010. These were additional choices that each local funder could make.

- Tier One counties could cut supplements by a percentage (not to exceed 30%).
- Counties could eliminate funding for participants who were funded at level one on the teacher/home provider scale. (Partnerships had the option to continue funding those with six semester hours of early childhood education.)
- Counties could eliminate funding for director awards. Directors who had classroom time were still eligible to receive full or partial awards on the teacher scale. Only the administrative time became ineligible.

Twelve counties implemented one or a combination of these strategies. The decisions of those counties are shown below.

- Cut supplement award by a percentage only – one county
- Cut level one teachers and homes only – two counties
- Cut administrative time only – one county
- Cut both level one teachers and homes (partially or fully) and cut administrative time – seven counties

- Cut level one teachers and homes, cut administrative time and reduced Tier One supplement awards – one county (most of the supplement was reimbursed at the end of the fiscal year)

In addition to these changes, WAGE\$ participants faced other unexpected challenges as a result of budget cuts. One county funded only one check in 2009/2010 and six additional counties asked WAGE\$ to hold payments until funding issues were resolved. Those delays ranged from one to ten months.

Tables highlighting demographic and outcome data are attached. See Table 1 for a profile of these recipients, Table 2 for a profile of the participating child care programs, Table 3 for a profile of education levels, Table 3A for information on education increases, Table 4 for number of individuals paid, their programs and children impacted and Table 5 for turnover information and analysis.

### Turnover

Turnover numbers for the Child Care WAGE\$® Project reflect active participants who left their child care programs during the 2009/2010 fiscal year (June 15, 2009 through June 14, 2010 for WAGE\$ payment periods and reporting). In addition to regular monthly confirmation calls, each participating center was contacted by mail, fax or phone to assess year-end employment. Information for 2009/2010 has now been collected and is presented in these reports.

If a participant leaves her/his program and resumes eligibility at a new site, s/he will not be factored into the report at all until s/he has completed a full six month period at her/his new site. Once s/he receives a supplement, s/he will again be recognized as an active participant. Only participants for whom WAGE\$ could have impacted the decision to stay or leave are factored into the turnover data. For example, participants who become ineligible for reasons other than leaving their child care programs (i.e. over the income cap due to raise, change of position within the program) are not considered turnover.

The turnover rate of WAGE\$ participants for fiscal year 2009/2010 was only 12%, a significant overall improvement compared to the 31% full time teacher turnover rate in North Carolina prior to WAGE\$ becoming a statewide opportunity (Child Care Services Association, 1998). This rate is also below the goal of 25% established within Smart Start's Performance Based Incentive System and is lower than the 15% turnover rate among WAGE\$ participants in 2008/2009. It is interesting to note that the turnover population had greater percentages with the least amount of education and the lowest compensation, and they had been in their child care programs and in WAGE\$ for less time than active participants. The turnover rate among WAGE\$ More at Four teachers and assistants was only 9%. These teachers are required to have or be pursuing higher levels of education and thus receive higher supplements as well as higher pay from their employers.

The Child Care WAGE\$® Project is among the initiatives in North Carolina that are making a notable difference with retention. The reduction in the turnover rate of teachers in the state's early childhood workforce to 24% reflects this progress (Child Care Services Association, 2003). Though the workforce turnover information is not recent, it is the best statewide data available at

this time. Turnover rates typically range between 30% and 40% nationally. The WAGE\$ turnover rate covers all eligible positions, including part time employees, and is not a straightforward comparison to the workforce data in general. However, it is expected that the WAGE\$ population of educated professionals would have more job opportunities than the child care workforce at large, even in a struggling economy. Without the WAGE\$ supplement, the turnover rate would likely be much higher. A comparison of turnover data can be seen in Table B below.

**Table B. Turnover Rates**

	<b>Statewide Pre-Program</b>	<b>Statewide 2003</b>	<b>PBIS Goal</b>	<b>WAGE\$ 09/10</b>
<b>Turnover Rates</b>	31%	24%	25%	<b>12%</b>

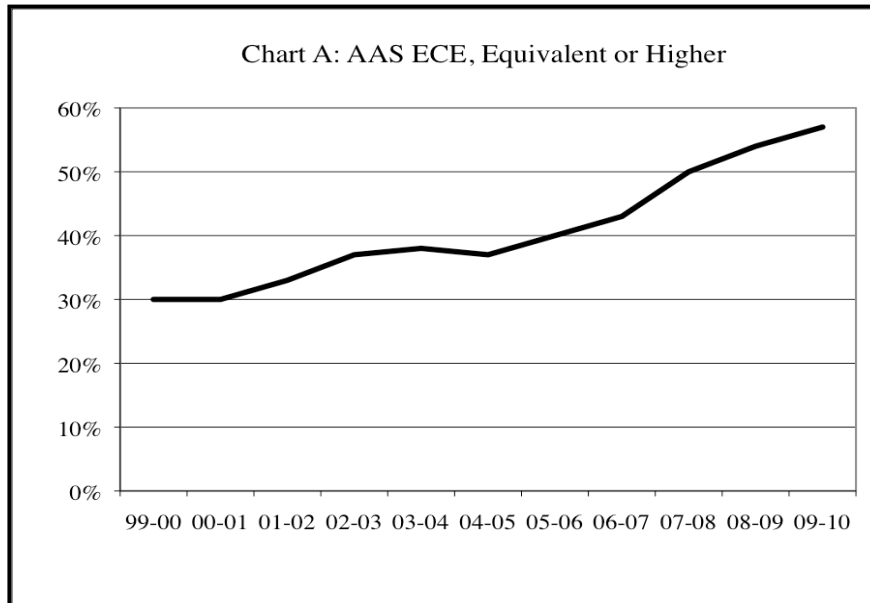
One of the arguments given by child care directors for not supporting the continuing education of their staff has been that if teachers get more education they will leave. The WAGE\$ data on participants refute that claim. Of the 3,782 WAGE\$ participants with an Associate Degree in Early Childhood, its equivalent (Associate Degree in another field plus 24 early childhood education credits or Bachelor’s Degree in another field) or higher, only 9% left their programs this past year. Of all participants with less education, 14% left their programs. This figure may differ for the workforce not receiving higher compensation through supplements, but it appears that if salaries are supplemented or teachers are more fairly compensated, those with higher education will not leave at a higher rate. In fact, for the past five years, retention has been *better* among the more highly educated, higher compensated participants and this year, the difference between the two groups is even greater than in the past.

In addition to statistical data showing an impact on retention, WAGE\$ participants shared through evaluation feedback that supplements play a role in the decision and ability to stay in the field. See Appendix A for selected survey comments regarding retention.

*“I think you have done a wonderful job with the program. It makes it easy for the children to not struggle with inconsistent educators in the years when establishment of trust and promotion of learning in a stable environment are important. ... Children are able to bond with me because of the commitment I have made to the field.” (Chowan, teacher)*

## Education

Since the Child Care WAGE\$® Project became a statewide opportunity in 1999, educational gains have been notable. In 1999, only 30% of the WAGE\$ participants were being funded for having an Associate Degree in Early Childhood Education, its equivalent or higher based on the



WAGE\$ scale. This includes a four year degree in another field. Fifty-seven percent (57%) of the active 2009/2010 WAGE\$ participants, a 3% increase over 2008/2009, are currently being funded for the same education. See the Chart A for growth over time. Seventy-eight percent (78%) of these (or 45% of the whole active population) are center teachers. Center teachers at level one (the North Carolina Early Childhood

Credential or six semester hours of early childhood coursework) represent only 8% of active participants. Ten counties elected not to fund part or all of level one on the teacher/home provider scale and thus those individuals were no longer eligible. As expected, a greater percentage of the More at Four teachers and assistants have higher levels of education. Seventy-seven percent (77%) of these participants have an Associate Degree in Early Childhood Education, its equivalent or higher based on the WAGE\$ scale. These findings highlight the educational progress of the WAGE\$ population.

Child Care WAGE\$® Project participants showed an impressive commitment to increasing their education this fiscal year. Thirty-one percent (31%) of those active participants with education below the Bachelor's Degree in Early Childhood Education or its equivalent (1,696) sent in documentation to verify their pursuit of additional education. Of these, 1,092 (20% of those with education below the BA/BS ECE) earned enough education to move up to a new level on the supplement scale, as seen in Table C below. Of the active WAGE\$ participants working in More at Four classrooms, 33% of those with education below the Bachelor's Degree in Early Childhood Education or its equivalent sent in education documentation and 21% moved up a level on the supplement scale.

The increased amounts may not be issued until 2010/2011 due to payment schedules, but the education was submitted during this fiscal year. Forty-three percent (43%) of those advancing to a new level actually earned an Associate Degree in Early Childhood Education, its equivalent or higher on the WAGE\$ scale. Although sending in education documentation is encouraged so that participants may earn additional supplement money, it is not typically required at any specific time. Thus, it is possible that participants have completed coursework but not yet submitted it to the Child Care WAGE\$® Project.

According to the evaluation sample, 63% of WAGE\$ participants are currently in class or have taken coursework since applying to the supplement project. Eighty-seven percent (87%) of the respondents intend to pursue additional education in the future, as shown in Table C. When given a list of possible benefits resulting from WAGE\$, 93% of responding participants agreed that the supplements provide an incentive to seek additional coursework or help make the pursuit of that coursework more financially feasible.

**Table C. Education Outcomes**

	<b>Submitted Education</b>	<b>Moved Up a Scale Level</b>	<b>Reported Having Taken Coursework Since Applying to WAGE\$</b>	<b>Reported Interest in Future Education</b>
<b>Selected Education Outcomes</b>	31%*	20%*	63%	87%

*\*Percentage is based on those active as of June 2010 with education below the BA/BS ECE or its equivalent.*

When examining education by ethnicity, the WAGE\$ population looks equally educated. In fact, people of color and White/European American participants have achieved the same success in reaching the higher levels on the scale. Fifty-seven percent (57%) of each group have earned an Associate Degree in Early Childhood Education, its equivalent or higher on the WAGE\$ scale. WAGE\$ is encouraging a diverse population to pursue education. Given the diverse population of children already attending child care in North Carolina, this educational equity is very important.

Through survey feedback, participants and directors with participating staff took the opportunity to express the importance of education and how WAGE\$ has made a difference in their educational pursuits. See Appendix B for samples.

*“It is a reminder that furthering your education always pays off!! ... It helps you feel like the work you do is worthwhile and appreciated in the community. It also has taught me how important and empowering obtaining a higher education in any field of study really is. Therefore, I encourage the children in my care as well as their parents and my own children to embrace quality education.” (Clay, teacher)*

Compensation

The Child Care WAGE\$® Project increases the compensation of participants through salary supplements. Despite obtained education, compensation in the field continues to be low and is not competitive with many other professions. Seventy-eight percent (78%) of the active WAGE\$ participants earn less than \$12.00 per hour (78% of teachers, 96% of home providers or small facility operators and 46% of directors or those with partial administrative time earn less than \$12.00). This is a 3% increase over 2008/2009; more participants are earning lower wages. This change might be explained by a variety of economic factors. Child care programs may have had to offer lower hourly rates or withhold raises to stay in business. Family child care homes and center owners likely earned considerably less due to low enrollment. It is also the case that

reduced budgets caused several partnerships to choose lower income caps, thus participants making higher wages may have lost eligibility. Looking only at those participants working in More at Four classrooms, 64% earn less than \$12.00 per hour.

The poor compensation across the board highlights the need for salary supplements in order to attract and retain qualified staff. Workforce survey results further support this. Of those survey respondents statewide who reported receiving a salary supplement, 79% of directors, 85% of teachers and 79% of home providers indicated that it encouraged them to stay in the field (Child Care Services Association, 2003). The 2009/2010 WAGE\$ survey results echo the finding. Ninety-six percent (96%) of the respondents stated that WAGE\$ encourages them to stay with their current child care programs.

The average six month supplement payment issued statewide during fiscal year 2009/2010 was \$756. The average payment amount includes all counties participating as of June 2010, and all applicable tiers. Since the supplements are based on the education earned, the average will vary by county even within the same tier category. It is also important to note that, due to budget cuts, WAGE\$ had to hold late year education increases and/or slightly cut the last supplement awards in four counties. This is in addition to the percentage cuts for two counties that were already in place for the year. The average six month supplements statewide ranged from \$347 to \$1,284. The average six month supplement at each tier level can be seen in Table D below.

**Table D. Compensation**

<b>Tiers Funded 2009/2010</b>	<b>Number of Participating Counties by Tier</b>	<b>Average Six Month Supplement</b>
<b>All Tiers</b>	67	\$756
<b>Tier One All Year*</b>	29	\$601
<b>Tier One/Tier Two</b>	4 (3 increased to Tier Two in January; 1 decreased to Tier One in January)	\$704
<b>Tier Two All Year</b>	23	\$797
<b>Tier Two/Tier Two HEO**</b>	5 (2 increased to Tier Two HEO in January; 3 decreased to Tier Two in January)	\$963
<b>Tier Two HEO All Year</b>	2	\$1,130
<b>Tier Three All Year</b>	4	\$1,187

\*Includes Iredell, which made only one payment this year.

\*\*HEO = Higher Education Option

Ninety-seven percent (97%) of evaluation respondents statewide indicated that receiving a WAGE\$ supplement helps ease financial stress. When asked about the possible financial impact, the majority expressed the need to use this money on primary living expenses and their most basic necessities. Seventy-nine percent (79%), for example, said that they are better able to pay bills, 72% said they are more able to address the basic needs of their families (food/housing)

and 51% said the money helps pay for health care needs. Seventy-one percent (71%) apply the supplements toward transportation costs and 68% use the funds to provide additional resources for their classrooms or child care programs. In a separate question, a greater number of respondents (89%) stated that providing resources for their programs was a benefit of WAGE\$.

Throughout the survey, respondents discussed the importance of this additional compensation. Please see Appendix C for sample comments.

*“Supplements have been very important financial relief for my family. Last fall it helped us to save our house from foreclosure.” (Orange, teacher)*

## **PROJECT OUTPUT ACCOMPLISHMENTS**

For fiscal year 2009/2010, recruitment strategies included at least the following activities.

1. Recruitment packets were mailed to every licensed, non-participating child care program (center or home) in participating counties. These packets included applications, fact sheets, informational letters and contracts to enable program participation. The packets also included information on the T.E.A.C.H. Early Childhood® Project, NC Early Educator Certification and a notice that information on WAGE\$ and many of the application materials are now available on the CCSA website ([www.childcareservices.org](http://www.childcareservices.org)). More than 3,075 packets were mailed during the year to sites and potential applicants. Similar packets were mailed to partnerships, community colleges and resource and referral agencies serving participating counties.
2. Child care programs with staff already participating in WAGE\$ were sent postcards reminding them of the opportunity in case new staff had not yet applied. This postcard included a section with a checklist of available items that could be completed and returned to request additional WAGE\$ materials. Approximately 2,820 postcards were mailed.
3. Follow-up calls were made to many of the non-participating sites to verify receipt of the packet, answer questions and encourage participation.
4. During each employment confirmation completed with a participating site, the counselor inquired about any possible eligible staff not yet accessing a supplement.
5. Once a week, team counselors were given time away from other responsibilities to focus on processing applications and recruitment efforts.
6. Thirty-eight (38) outreach sessions were done upon request or as a result of WAGE\$ solicitation between June 15, 2009 and June 14, 2010. Most were completed in conjunction with the T.E.A.C.H. Early Childhood® Project, thus giving audience members an opportunity to learn about and access both programs. WAGE\$ also began doing joint presentations with Early Educator Certification, and will continue to prioritize these collaborative sessions. The number of outreach sessions was reduced this year in order to save travel expenses during a tight budget cycle. However, more cost effective recruitment methods were employed throughout the year; efforts were particularly targeted to counties with budgets that could accommodate new applicants.



It was expected that approximately 7,000 teachers/directors/family child care providers would receive supplements for completing at least one six month commitment period during the fiscal year. Even though one county that was expected to participate did not provide funding in 2009/2010, WAGE\$ paid 7,084 participants. Of these, 843 were More at Four teachers or assistants. Though late year funding enabled WAGE\$ to pick up many new applicants that had been on the waiting list, the new fiscal year will begin with more than 1,000 new applicants already in the system. Unfortunately, many counties that have notified WAGE\$ of their intent to participate in 2010/2011 expect to have little funding to address the needs of new applicants, leaving many of these on the waiting list.

## **PROJECT OUTCOMES**

This section specifically details the three primary outcomes of the Child Care WAGE\$® Project and the program's effectiveness in reaching these goals.

**Outcome 1 – The annual turnover rate of Child Care WAGE\$® participants will be less than 25% (the goal established within Smart Start's Performance Based Incentive System).** This goal was achieved. The turnover rate for WAGE\$ participants for the 67 counties in North Carolina participating as of June 2010 was a low 12%, well below the Smart Start benchmark of 25%. This finding reflects positive outcomes for children.

Outcome #1 is measured through employment confirmations completed as each participant concludes a six month commitment period on the program and at the end of the fiscal year. The information regarding turnover is entered into a database that produces the percentages.

**Outcome 2 – Eighteen percent (18%) of active WAGE\$ participants funded below the Bachelor's Degree in Early Childhood Education (BA/BS ECE) or its equivalent will submit documentation during the fiscal year showing they have moved up a level on the supplement scale OR 30% of active WAGE\$ participants funded below the BA/BS ECE will submit documentation during the fiscal year showing they have completed additional coursework.**

Child Care WAGE\$® recipients met this goal. Thirty-one percent (31%) of the active population funded below the BA/BS ECE or its equivalent submitted documentation to verify their pursuit of continued education and 20% moved up a level on the supplement scale as a result of these efforts. Since at least twelve semester hours separate most levels and in some cases, one must obtain a higher degree to move up, it is expected that many more will be in school working toward higher levels than actually attain them in any given year.

Outcome #2 is based on education documentation voluntarily submitted by participants.

**Outcome 3 – Ninety percent (90%) of Child Care WAGE\$® participants will indicate that their receipt of a supplement has had an impact on either their inclination to stay in the field or on their pursuit of further education.**

This outcome was surpassed. When asked to examine a list of possible benefits resulting from the Child Care WAGE\$® Project and indicate whether or not they are true for the respondent, 98% indicated that WAGE\$ either encourages them to stay in their current programs or to pursue further education. Responses to the individual options were as follows, with many providing

additional examples of assistance.

WAGE\$ helps me feel more satisfied with my job. – 94%

WAGE\$ is an incentive for me to seek additional education and/or it helps make pursuing coursework more financially feasible. – 93%

The WAGE\$ supplement helps ease financial stress. – 97%

WAGE\$ encourages me to stay with my current program. – 96%

My WAGE\$ supplement helps me to provide more resources for my program or classroom. – 89%

Receiving the WAGE\$ supplement makes me feel more appreciated and recognized for my work. – 98%

The third outcome reflects responses from the annual evaluation surveys. Salary supplement recipients and center directors who did not receive supplements but who had recipients among their staff participated in an annual evaluation of the Child Care WAGE\$® Project. Survey samples were created based on the number of potential respondents by position in each county. If the pool of participating teachers in a county was between 1 and 50, the entire teacher recipient population was mailed a survey. A 40% sample was drawn when the teacher recipient population was between 51 and 100 and a 25% sample was drawn if the teacher population was 101 or more. All participating directors were surveyed. For those directors not on the program who had participating staff, a 40% sample was drawn if the population was 50 or more.

Originally, all participants selected in the sample who had email addresses on file with WAGE\$ were given the opportunity to complete the survey online. Reminder emails were sent to encourage response using this approach. The online process was officially closed at the beginning of March and all non-respondents were then mailed paper surveys. Those chosen for the sample that did not have email addresses on file were also mailed surveys at this time.

Multiple efforts were undertaken to ensure an effective response rate. All respondents were given the opportunity to be entered into a drawing for gift certificates to Kaplan. A postcard was mailed approximately two weeks after the survey to those who did not respond; the survey was sent a second time to remaining non-respondents approximately three weeks after the postcard. A third survey was mailed to non-responding teachers and directors in counties with less than a 50% return rate.

Overall, 67% of the sampled population returned surveys (2,212 of 3,289), which included the following:

- 67% of sampled participating teachers/home providers (1,385 of 2,070)
- 72% of participating directors (292 of 407)
- 66% of sampled directors with participating staff (535 of 812)

### **PROJECT EVALUATIONS (Additional Findings)**

• **Ninety-eight percent (98%) of directors indicated that staff participation in WAGE\$ benefits the children in their centers in some way.** When asked to select from a list of options explaining how participation in the Child Care WAGE\$® Project may be beneficial to the children in their programs, including an option stating that no benefits have been noticed, 98% of responding directors indicated that staff participation in WAGE\$ benefits the children in some

way. Eighty-one percent (81%), for example, stated that staff members are seeking more education, which leads to higher quality care for children and 59% feel that having more educated staff attracts families to their programs. According to 76% of the directors, improved morale has created more positive child-teacher interactions. Seventy-one percent (71%) noted increased stability for children due to lower turnover.

- **Ninety-eight percent (98%) of respondents reported that they are satisfied with the program and its administration.** Of those who receive WAGE\$ supplements, 99% reported satisfaction.

- **Ninety-eight percent (98%) of directors reported positive attitudes toward WAGE\$ in their child care programs.**

- **While some respondents stated that they have not had the opportunity to speak with the WAGE\$ staff, nearly 100% (2,035 out of 2,038) of those who have had interactions found the staff to be pleasant and helpful.** Many respondents took the opportunity to share additional comments about their interactions with WAGE\$ staff. Not only did the respondents report that they received helpful and pleasant customer service, but many also talked about how important the encouragement from WAGE\$ staff has been in terms of participation in the program and pursuit of education. A few examples of participant feedback are listed below.

“Whenever someone from the office calls, they have a ‘service with a smile’ attitude. They are very friendly and it doesn't sound routine.”

“Each and every time I have called with a question, the WAGE\$ staff would go above and beyond to make sure I was completely satisfied and well-informed.”

“WAGE\$ staff have been considerate, compassionate and very kind.”

“I don't think I've spoken to anyone in child care so helpful and really genuine!”

“The staff was very helpful in giving me the status of my supplement and helpful in letting me know about credits to help me receive more supplement/move up another level.”

“The WAGE\$ staff have been excellent. They are very patient and their kindness goes above and beyond.”

“They worked with me until I could get into the program, explaining everything I needed to do and what order to take the steps necessary.”

“I have talked with [my counselor] about the levels that WAGE\$ offers and she was very helpful in helping me continue to get my 4 year degree. Thanks!”

- **Ninety-eight percent (98%) of responding participants indicated that, as a result of WAGE\$, they feel more appreciated and recognized for their work, and 76% of directors noted increased morale and more positive child-teacher interactions.** Recipients and

directors with participating staff continue to emphasize the importance of the recognition and appreciation associated with the receipt of the WAGE\$ supplements and the impact this has on self-esteem, professionalism and morale. Not only are these things significant in themselves, but they enhance the likelihood that participants will stay in the field and seek additional education. See Appendix D for a sample of their feedback.

*“WAGE\$ is important because child care providers are very under-appreciated. ... WAGES is a boost to your morale when you are tired and burnt out. It is an incentive, a breath of air, and a moment to feel victorious. You feel as if you've earned something.”  
(Vance, teacher)*

### **PROJECT EVALUATIONS (Smart Start Funding and Participant Messages)**

The Child Care WAGE\$® Project works hard to publicize the collaboration with local partnerships and identifies the funding sources in a variety of ways. Special notices are sent with every check stating which specific Smart Start partnership, along with the Division of Child Development and the Office of Early Learning, provides funding. The county/region partnership is listed on the check stub and labels are attached to check envelopes to identify the funder. The Child Care WAGE\$® fact sheets, project agreements and award letters clarify the funding arrangement for the project and WAGE\$ representatives explain the funding for the program in field presentations across the state. Finally, the 2009/2010 project evaluations stated that the funds for the Child Care WAGE\$® supplements are provided by local Smart Start partnerships and respondents were given the opportunity to share messages regarding the supplements with their local Smart Starts. See Appendix E for a sample of those messages.

*“I would like to thank them for the supplement. It has been a lifesaver in the past. I pray that the WAGE\$ Project will continue to be funded and at a higher rate. I know that money is tight for all, including Smart Start. However, this is an investment in the life of every child that has the privilege to be served by a professional teacher with experience under her belt. WAGE\$ keeps the professional teachers in their positions and provides stability for the children in their classrooms. Thank you again.” (Transylvania, teacher)*

### **TIER RESULTS**

For several years, the Child Care WAGE\$® Project has analyzed the retention and education outcomes within tier groupings. Those counties funding Tier One or Tier One Higher Education Option for all or half of the year are in one group and those funding Tier Two or higher for the full year are in the other. Until this year, findings have consistently shown that the increased compensation does make a difference in terms of achieving better outcomes. Table E below reflects the tier findings from 2009/2010.

**Table E: Tier Outcome Comparison**

	<b>Tier One Half or All Year</b>	<b>Tier Two or Higher All Year</b>
<b>Counties</b>	33	34
<b>Average Six Month Supplement</b>	\$610	\$899
<b>Submitted Education*</b>	32%	31%
<b>Moved Up a Scale Level*</b>	21%	19%
<b>Turnover</b>	12%	12%

*\*Percentage based on those active as of June 2010 with education below the BA/BS ECE or its equivalent.*

For the first time since this data has been collected, those in the Tier One grouping show slightly higher education gains. The results between the two categories are very similar. The impact of the challenged economy most likely explains this shift.

Even the more modest supplements help participants stay in early childhood when there are fewer opportunities for other employment. As described in the challenges section of this report, participants voiced concerns over decreases in their supplement awards, but they may not have felt they had the same opportunities to leave for higher pay. When those jobs are more readily available, the higher supplements may be necessary to effectively retain educated staff. Eleven (11) counties that are included in the Tier One category this year were Tier Two last year. Participants have been receiving the higher awards and the change to the lower awards may have had more of an impact on outcomes in a more robust economy.

With the temporary WAGE\$ award levels, participants risk losing their supplements entirely if they do not make educational progress. Participants who have less education than the Associate Degree in Early Childhood Education or its equivalent on the WAGE\$ scale are given two to three years, depending on position, to advance a level in order to retain eligibility. With low compensation in the field and more restricted opportunities in general, recipients across the board are motivated to obtain education and remain active on the program.

### **PROJECT CHALLENGES**

The most pressing challenge for 2009/2010 continued to be the impact of the budget crisis in North Carolina. Smart Start partnerships faced difficult decisions with limited funds and, as discussed previously in this report, many needed to offer lower awards or cut eligibility in order to offer WAGE\$ at all. Many of the participants or directors impacted requested through the evaluation process that their counties return to a higher tier and/or that the cuts be reversed and funding reinstated. Below is a small sample of this feedback.

“To exclude directors, I feel sends a bad message to directors that work 50 - 60 hours and are paid for 40. I am a key person in my program and when there are not enough funds for payroll, I hold my check so staff can cash theirs. The bonuses made me not feel bad about that.” (Beaufort, director)

“We work hard to reach a higher level for more WAGE\$ and when the funds are low, our WAGE\$ drop. It is discouraging and a disappointment.” (Craven, teacher)

“I don't think the tiers should go down, it's hard to keep up with so much classwork and with the paperwork involved in child care now. I think as long as I am continuing to work on my degree, even one class at a time, I don't feel I should lose ground with the WAGE\$ money.” (Gaston, teacher)

“Our tier was reduced this year. ... Staff feel like they have received a demotion and I have lost staff because they got ‘used to those funds’ and counted on them as part of their income. Although we tell them not to do this, it's human nature to plan for what you expect. This supplement is a vital part of keeping educated staff in our programs. If not, we will simply educate a pool of teachers for the public school system to draw from.” (Guilford, director)

“The drop from Tier 2 to Tier 1 has been difficult.” (Johnston, director)

“WAGE\$ should be given back to directors. ... I work really hard and think we are deserving of the WAGE\$ supplement. Surely something else could have been cut out. So much is required in day care. I would think as much as the state requires, they would have tried to work out something else to cut the budget. Bring back directors’ WAGE\$. We deserve it!” (Stanly, director)

“I would like to see it available for staff who only have credentials--as it was in the past. Many child care workers in this county barely have diplomas. It is hard to keep them motivated and money motivates. The wages are generally low and working with children is not always an easy job. I would pay many of my teachers double if I could. Starting with credentials and giving time to get more education would be a great help. They generally take only one class at a time.” (Stanly, director)

Not only do the participants experience hardships from the decreased or eliminated supplements, but tier shifts and the county-specific eligibility requirements increase the administrative challenges for the Child Care WAGE\$® Project. More time is needed to manage the program when these options are implemented.

By the end of the year, funding was provided to noticeably reduce the waiting lists in many counties but the overall numbers are still high; more than 1,000 new applicants are waiting for payment or being processed for eligibility. Of those approved and waiting for payment, 86% earn less than \$12 an hour. The supplement funds play a critical role in their ability to remain employed in an under compensated profession. Many of the evaluation respondents, both participants and directors who have staff on the program, took the opportunity to express their concerns about the waiting list and its impact. See below for a sample of those comments.

“If teachers could get on WAGE\$ without long waiting lists and long time frames in receiving the benefits, it would be great.” (Alamance, director)

“Increase funding so that people on the waiting list could receive WAGE\$. There are several people at my place of employment who have associate degrees and are still on the waiting list.” (Cleveland, teacher)

“When teachers are put on a waiting list, it discourages them.” (Gaston, director)

“Although it does help to attract and retain an educated staff, it is sometimes a very long process to get teachers on the WAGE\$ program because of waiting lists or when during the year they might apply, and then it becomes a staff frustration and hence a director frustration.” (Guilford, director)

“The teachers that get it think it's great. The ones on the waiting list get impatient waiting for their name to be taken off the list.” (Johnston, director)

“It just is not available to us -- I have not had a staff member approved for at least 5 years.” (New Hanover, director)

“I am dismayed at the cutbacks. I have two teachers with BA's and they are on a waiting list for this supplement.” (Orange, director)

“Many get discouraged because it takes so long to get off of the waiting list.” (Pender, director)

“Try to get teachers off of the waiting list. They are still taking classes and they should be rewarded for their hard work.” (Stokes, director)

“The waiting list is too long. I was on it for two years.” (Vance, director)

The survey responses revealed other participant challenges as well. Many discussed the fact that the income caps chosen by the funding partnerships often eliminate educated, qualified teachers who still earn little compared to other fields. These comments were not exclusively from counties who elected the lower income cap, but more concern was shared from these areas. For example, one Cumberland director said, “I have staff who are reaching the hourly income cap for our county. These staff have been with our center for 7-15 years. They have continuously worked on education, receiving 2 year degrees, and moving on to work on 4 year B-K degrees. They soon will not qualify because of the hourly limit and will lose the ‘pot of gold’ at the end of their rainbow.” WAGE\$ will continue to offer three different income cap options that range from \$13.00 to \$17.00 per hour. The election of a higher income cap does not necessarily increase the budget. It does, however, mean that more individuals will be eligible to apply for the funds that are available.

Participants also voiced their frustration with having to submit multiple official transcripts, particularly to WAGE\$ and to the “state” or Division of Child Development. Sample comments include:

“Eliminate having to send another original transcript; one has already been sent to the DCD upon employment as well as updated transcripts for additional course work -- talk/communicate the info with DCD.” (Craven, director)

“There is a LOT of duplication of paperwork with what gets sent to the state and what gets sent to WAGE\$. This can be an unnecessary burden.” (Cumberland, director)

“Link your system to the State system that certifies teachers and lead teachers and updates education so we don't have to send endless numbers of transcripts to different agencies.” (Forsyth, director)

The Child Care WAGE\$® Project continues to work with Early Educator Certification (EEC) and the Division of Child Development to align educational review policies and procedures to help ensure a more seamless and effective system. A primary goal of this alignment is to have one portal for education review so that professionals will not struggle with the need to pay for and submit multiple transcripts. EEC is designed to be that portal and WAGE\$ is already linked to EEC so that interested individuals can submit one transcript to be used by both programs. The establishment and improvement of the link between the two systems has been a challenge in 2009/2010 and will continue to be a focus in the coming year in order to ensure better efficiencies for the early childhood field.

As a result of these alignment efforts, WAGE\$ will also begin using a new and improved supplement scale as of July 2010. Participants will be reassessed prior to their first payment next year. Staff will be taking on the additional responsibility of these reassessments and this process will impact the standard spending projections. WAGE\$ will need to complete the transition to the new scale before estimates will be fully accurate, thus official updates will not begin until January 2011, after the conversion is complete. It is expected that this scale will be easier for participants to understand and will be a positive step forward.







## Appendix A: Retention Feedback Collected from WAGE\$ Surveys 2009/2010

“The WAGE\$ Project\* has allowed me to continue my life-long dream of teaching young children. I'm not sure I would be able to continue my career without this financial aid.”  
(Alamance, director)

“The Child Care WAGE\$® Project has been an answer to my prayer and the prayers of others. ... If it were not for the WAGE\$ Project, many would not stay in the program. Children need good role models and ones that will stick with it. This program helps us as caregivers do just that.” (Alleghany, teacher)

“The project has helped in keeping me working in the same center for many years among other things. I believe a child needs a very stable learning environment in which the teacher turnover rate is very low. The teachers and children should be able to grow and learn together in a child care facility. This helps a child with his emotional, mental, and educational needs. It helps build a bond between the educator and the child. The first years of a child's life will help set the pace for his/her entire life. WAGE\$ helps with keeping this very active in the early childhood community and most importantly in my own child care facility.” (Beaufort, teacher)

“It has been a good incentive for me to stay employed with my current program. I think it will slow the turn around in child care staff. It is like having a bonus for doing a good job with children.” (Brunswick, teacher)

“As a director, I am proud to tell applicants that we participate in the WAGE\$ program. It has been an incentive to keep me grounded in my job, when other employment opportunities have been available.” (Catawba, director)

“Keep providing funds so we do not lose these highly skilled teachers to other professions. ... The WAGE\$ Project is important, because it helps highly educated staff be able to afford to stay in the early childhood field. We now know for certain how crucial brain development and meaningful relationships are in the first years of life. It must be important to all of us as human beings to make sure that development and relationships occur with well-educated, highly skilled staff who understand the importance of molding and growing a brain. Our entire civilized society depends on our children being empathetic and well educated adults. This can't happen without empathetic and well educated teachers growing healthy brain connections in the beginning.” (Chatham, director)

“We all depend on it as part of our income. It helps us to stay in this field. We love teaching, but without WAGE\$, it would be difficult to stay in this field. We really depend on WAGE\$!”  
(Cherokee, director)

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\* Respondents referred to the Child Care WAGE\$® Project in a variety of ways. Throughout the quotes, the name has been corrected when necessary. Abbreviated references have been retained.

“I think you have done a wonderful job with the program. It makes it easy for the children to not struggle with inconsistent educators in the years when establishment of trust and promotion of learning in a stable environment are important. ... Children are able to bond with me because of the commitment I have made to the field.” (Chowan, teacher)

“It really encourages you not to change careers or centers. ... The same staff help the children feel more stable and secure.” (Cleveland, director)

“I stayed at the same center so that it wouldn’t interfere with the WAGE\$ Project.” (Davidson, teacher)

“It encourages staff to stay at their place of employment, which benefits the children in their care. With low turnover rates, children feel more comfortable.” (Davie, teacher)

“This project is one reason I have not switched to another day care, even though I may make a little more money somewhere else. The benefits that I receive for staying at my current place of employment make up for that. Also I am I single mother of four and the benefits help me to provide better for my kids and the kids I work with.” (Duplin, teacher)

“The WAGE\$ Project has allowed me to attract and keep teachers with 4-year degrees who provide the best learning environment and best practices for young children.” (Durham, director)

“I think the WAGE\$ Project is important because most early childhood educators are overworked and underpaid. It is very hard to survive on such low income, especially when the cost of everything seems to be going up. I currently make only \$8.50/hr, with no sick leave or vacation days. This situation can be disturbing to teachers and cause them to leave child care in search of another field, in search of better pay. This incentive may cause some to feel valuable and uplift them to continue working at their current place of employment.” (Franklin, teacher)

“WAGE\$ encourages me to stay with my same program and give my children stability.” (Granville, director)

“WAGE\$ allows me more financial freedom, giving me the opportunity to stay in early childhood education. The children in my care and in my school are able to have consistency with their teachers, allowing for stronger, more meaningful relationships.” (Guilford, teacher)

“It encourages teachers to remain at their place of employment, making it easier for the children to float from one classroom to the other, such as children moving from the baby classroom to the one-year old classroom almost completely flawlessly.” (Halifax, teacher)

“It is very important for children in child care centers to have familiar faces as teachers. The WAGE\$ Project gives staff extra incentive to stay in child care. I feel as long as the funds are available, that most teachers like myself will stay with the job that they enjoy, which is caring for small children.” (Haywood, teacher)

“The Child Care WAGE\$® Project has helped me to stay at home and provide quality child care for the children in my care. I have been with most of the children since they were six weeks old and I feel like this has been a great feeling of security for them and their parents.” (Jackson, home provider)

“WAGE\$ is important to me for several reasons. The WAGE\$ supplement helps meet the financial needs of my family. Working in child care is my passion and I love working with kids. If it wasn’t for WAGE\$, I would have to find another job in order to meet the needs of my family.” (Lee, teacher)

“We are located in an economically depressed area and are unable to maintain tuition that pays our staff a competitive wage. Your program helps us hire and keep the amazing people who do great work with our kids.” (Mitchell, director)

“WAGE\$ gives me an incentive to keep working when salaries are frozen and no raises are given due to the economy.” (Nash, teacher)

“WAGE\$ helps to maintain a stable staff at a center and this certainly benefits the children. I have been able to stay at the same center for a number of years and this has allowed me to develop relationships with families and provide trust to them so that they are more confident in their child’s care.” (New Hanover, teacher)

“We are a program for women in treatment for substance abuse. Their children have been exposed to many environmental variables. They desperately need stability. Teachers recognized by WAGE\$ stay here longer, which benefits the children suffering with attachment disorder.” (Orange, director)

“Child Care WAGE\$® Project is important because it encourages people to stay at the same child care program. For me, it has meant everything. I am able to work with young children, which is my heart’s desire! For the children and the early childhood community, it is very important for them to have programs with educated staff that feels satisfied, at ease and appreciated. These staff will stay with their same centers.” (Pitt, teacher)

“I have been full-time at my center for almost 7 years now. Families seem to feel encouraged by a long-time, familiar face. Children in middle school remember me and are happy to see me.” (Randolph, teacher)

“I have been offered two other positions within my school system and turned them both down because I would have lost the WAGE\$ benefit. I would have lost \$1,500. I would have saved some on transportation costs. I decided to stay because I could not afford to lose the extra salary the bonus gives me.” (Rockingham, teacher)

“The primary benefits of WAGE\$ that we see are that it helps us hire and keep quality staff. It helps staff to take pride in their work because it is deemed more valuable. It also motivates them to go back to school, which stimulates creativity and quality care.” (Rowan, director)

“The WAGE\$ supplement helps me to continue working in the field I love because the children need qualified, loving teachers. When the financial needs of teachers have been met, they are able to concentrate more on the needs of the children, which should be the number one priority.” (Sampson, teacher)

“As an employer, it helped to find and keep really great teachers in my day care center.” (Stanly, director)

“It is important to me because it helps me financially and makes me feel more appreciated in my career. It is very important for the children in my care because it helps ensure continuity of care, which is very important in the healthy social and emotional development of children.” (Swain, teacher)

“WAGE\$ helps to make it more possible for me to stay working in this field of child care. I almost have my BA degree. I understand that this career does not pay as much as other careers would. I love working with children. Being a single mother, I need more money to support my family.” (Transylvania, teacher)

“It has increased overall morale in our program's staff, and made it possible to attract and retain qualified teachers. We have been able to assist them in receiving WAGES, thereby giving them a higher rate of compensation, which would not otherwise be possible.” (Vance, director)

“WAGE\$ helps with financial issues. I would be more likely to seek other employment with higher wages if I did not receive the supplement. ... I think it has benefited the children I work with because it has helped me stay in my current position and it reduces turnover.” (Watauga, teacher)

“WAGE\$ helps keep child care workers in the same position/center for longer periods of time, which gives the children in their care more stability.” (Yadkin, home provider)



## Appendix B: Education Feedback Collected from WAGE\$ Surveys 2009/2010

“It is a great program that encourages staff to further their education and stay in the profession. This is one of the best and most appreciated programs for child care.” (Alamance, director)

“It is very important because it encourages child care professionals to go back to school to further their education. My goal as a director is to have all of my staff pursue their AAS in early education!!” (Avery, director)

“I see many child care teachers seeking college degrees because of WAGE\$\*, and of course this benefits our children because they are getting better care. I have a Bachelor’s Degree in Early Childhood Education, but have taken extra classes and plan to take more in the future. This can do nothing but improve child care at my center, in my county, and the state of North Carolina.” (Catawba, teacher)

“This is an incentive that my employees work hard to obtain. They continue their education in order to gain a higher WAGE\$ [supplement].” (Chatham, director)

“WAGE\$ is important because it makes teachers feel appreciated for a job well done. WAGE\$ has helped me complete my BA and become a better teacher.” (Cherokee, teacher)

“It is a reminder that furthering your education always pays off!! ... It helps you feel like the work you do is worthwhile and appreciated in the community. It also has taught me how important and empowering obtaining a higher education in any field of study really is. Therefore, I encourage the children in my care as well as their parents and my own children to embrace quality education.” (Clay, teacher)

“It forced me to go back to school for 18 EDU classes. I really learned a lot and met a lot of people in our community in the child care field. I enjoyed the classes.” (Cleveland, director)

“The WAGE\$ Project helped me to be able to afford a computer so that I could complete my Associate Degree in Early Childhood Education. ... It has been a blessing in my life. I am the only one working in my family; my husband is disabled and if I didn't receive some type of help, then I would not be able to attend school.” (Columbus, home provider)

“The staff have something to look forward to and enjoy going to class and getting rewards. ... Knowing that they will receive money two times a year is a blessing and the teachers enjoy taking classes to get their degree. It also helps with tuition and books. We are looking forward to getting a higher star rating. The children enjoy the teachers. They always come in with new ideas and activities that they learned from classes and workshops.” (Craven, director)

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\* Respondents referred to the Child Care WAGE\$® Project in a variety of ways. Throughout the quotes, the name has been corrected when necessary. Abbreviated references have been retained.

“The WAGE\$ Project is important because it has provided that additional income to staff to bring their income for jobs to a better level. It has provided the encouragement to not become complacent with educational levels, to continue moving on towards other degrees. I believe WAGE\$ has helped us to achieve and maintain 7 points in education. We hope to continue on this path. Higher level education of staff definitely impacts on program quality.” (Cumberland, director)

“WAGE\$ has influenced my classroom. The program has helped provide amazing materials. The program has encouraged me to keep moving forward with my education in order to better teach the children in my community. You are like my own cheerleaders!” (Dare, home provider)

“I decided to return to school in August 2010 to further my education in early childhood. Upon completing the program, I will have more knowledge and education in ECE. I will also increase my supplement.” (Davidson, teacher)

“It allows me the option of continuing my education so that I can implement what I've learned into my preschool class. ... Without this supplement, I would never have been able to increase my education at the two-year level, much less be almost finished with my Bachelor's Degree in Birth-Kindergarten.” (Davie, teacher)

“I truly believe that this supplement provided to early childhood providers is necessary and should be replicated in other counties as well as states. I have been in the field for over 9 years and upon arrival to Durham, North Carolina, I've never known of any state to understand or respect the necessity of this field. I've personally appreciated the advances this state has made in terms of promoting the quality in child care programs. Our participating staff members and children in care are reaping greatly from the program's commitment to excellence. ... Staff is encouraged to achieve higher levels of education pertaining to the field as a result of the supplement benefits. And in turn, children receive educational stimulation as they develop in their primary years. Our school is continuing to thrive from employing educated professionals and the overall atmosphere is pleasant as children and teachers interact with love and purpose.” (Durham, director)

“Increasing the supplements with higher education has definitely caused my staff to get more education, which increases the quality of education our children and families receive.” (Edgecombe, director)

“The WAGE\$ Project has helped me complete my college degree so that I am more capable and confident in dealing with families and children. The added education is a plus for families when they are looking for quality child care programs and staff.” (Forsyth, director)

“It is important because it gives those in early childhood the encouragement to seek more education. It has helped me in many ways, such as working at the same center for 9 years and obtaining an AAS in the field.” (Franklin, teacher)

“It has allowed our teachers to get education that they could not afford on their own. The bonuses make a huge difference. The center can't pay as much as we would like, especially since the economy's downturn resulted in a substantial enrollment decline for us.” (Gaston, director)

“I was able to graduate from a four-year college and used most of the Child Care WAGE\$® income to help pay my tuition. It was a big help in my life, helping me have the income to also pay for gas, since I accomplished this while commuting and working full-time.” (Graham, teacher)

“WAGE\$ has allowed me to continue my education. I am working towards my 4-year degree. The quality of care in our center has always been good but with more education, it can only get better.” (Guilford, director)

“The state of NC has made it clear that staff education is an important component of high-quality child care. The WAGE\$ Project allows providers to enroll in courses and be compensated for increasing their level of education. Both of these go hand in hand. Educating providers + more compensation = attracting and retaining qualified staff and offering higher quality care!” (Halifax, director)

“The program gives my staff the much-needed bonus to encourage them to stay in school.” (Harnett, director)

“I believe that this program is an excellent motivational tool to help educators like me ease the cost of going back to school and it shows me that there are people out there that care for educators whether in large or small communities.” (Hertford, teacher)

“The WAGE\$ Project is really the ONLY incentive for me to continue my education. I make close to minimum wage, and without this supplemental income, I would have a VERY hard time making ends meet, purchasing items for my classroom, and funding my education. I think that this program has meant a great deal to the children in my community and within my classroom. I've used some of the funds to purchase materials for the classroom. Child care workers are the most underpaid teachers, and this program enables us to make it during these difficult economic times. PLEASE keep this program available!!!!” (Jackson, teacher)

“It motivates you to continue your education and the support of WAGE\$ means that I can fulfill my goals.” (Lee, teacher)

“The staff feels that they are able to go back to school due to the fact that they have some funding coming in to help them. It gives them an incentive to want to move higher on the ladder to receive even more money.” (Lincoln, director)

“Without Child Care WAGE\$®, I would not have been able to financially go to school to get my 4 yr. degree. It has meant the world to me. Hopefully, I have helped children develop a pure love for school.” (Macon, director)

“The staff has a better opportunity to go back to school and apply the knowledge they learned to their children and classrooms. The children have more qualified teachers who continue to grow and keep them interested in learning.” (Martin, director)

“I know that it is very important in my life, because without the checks, it would have been very difficult for me to receive an AAS Degree in Early Childhood Education. I see how my education has helped me to communicate with my parents on their child's development. It adds to the professionalism of not being just a caregiver, but a good caregiver that is able to take a child to the next level. I'm able to encourage others that are in the early childhood community to continue to receive their education, if it is just one class at a time.” (Moore, teacher)

“The support that the staff are receiving from WAGE\$ has eased the burden of returning to college. The extra cash helps to offset things like child care while attending school, travel to extra places such as the library, etc. I believe it helps the staff to associate education with professionalism -- a degree equals greater pay.” (Northampton, director)

“I believe it to be important in that it encourages us to further our education level. Better-educated staff is important to the quality of care our center can give. The more we know, the better equipped we are for the children.” (Onslow, director)

“It helps financially. It makes it easier to go back to school after 30 years.” (Randolph, home provider)

“The project provides a real incentive to staff to attain more coursework, which improves services to our children and families. It is a win, win for us.” (Rutherford, director)

“When I attend college, I need a lot of financial help and it's there for me. ... Children need great teachers and WAGE\$ will help teachers reach their goals.” (Sampson, teacher)

“When telling people about WAGE\$, they want to hear more. It makes me feel great when people want to go to school because I mention the WAGE\$ program.” (Stokes, teacher)

“WAGE\$ builds a person's desire to continue their education and in doing so, they better their life. It has made a difference in continuing my education.” (Surry, teacher)

“Child Care WAGE\$® has helped me fulfill my dream of furthering my education.” (Transylvania, teacher)

“I feel that my educational pursuits have improved my job performance and the extra funds help me keep the motivation to continue despite my hectic schedule.” (Union, teacher)

“Since I have been an active participant of WAGE\$, I have been given the reason to feel more motivated to teach with better materials that I select. I have been active with coursework and I feel more important than ever before.” (Vance, teacher)



“The WAGE\$ Project is very important to me because the better-educated staff helps with our star rated license. It also helps me qualify for the insurance program, which enables me to offer better insurance to my staff.” (Watauga, director)

“The Child Care WAGE\$® Project is very important to us as a day care center. It has encouraged our staff to continue to go to school and they are benefiting from it.” (Wayne, director)

“Participating staff are eager to obtain more education and they look forward to the reward they receive from Child Care WAGE\$®.” (Wilson, director)

“When you feel valued, you are more willing to take classes and go to training. You bring back what you learn and use it to be a better teacher.” (Yancey, teacher)



## Appendix C: Compensation Feedback Collected from WAGES Surveys 2009/2010

“If you don’t have a second income, the extra money eases the pain of only earning \$16,000 a year. I can take my family on some short vacations, the children get consistency in their day care life and they get better qualified teachers.” (Alamance, teacher)

“I used WAGES\* to buy a new pair of eye glasses. I could not afford them without it. ... The funding that I have received from WAGES helped me pay my gas bill and buy tires for my car. Less stress for me allows me to give more of myself in the classroom.” (Alleghany, teacher)

“I think the Child Care WAGES® Project is important because teachers like myself don’t get paid enough for what we do. I know I am not here for the money, but I would like to get paid more. I have not had a raise in two years and this really helps make up for those two years. It has meant a lot to me, my life and the children in my classroom because they get to have a good teacher. I think it is important for the children to have a good teacher to show them that their education is important and that there is someone that cares and loves them.” (Catawba, teacher)

“The Child Care WAGES® Project has enhanced my program a great deal. The teachers are excited and enthusiastic about finally being appreciated and compensated for their work. The parents are aware and confident in the staff being qualified and capable of providing their children with the best enrichment available in early childhood programs. This project has encouraged our staff to reach for higher goals and that has assisted our program in receiving a higher star rated license.” (Chowan, director)

“WAGES is important because it comes right on time and it helps where you least expect it. It means a lot when a child comes over and sees new toys, books, puzzles or other toys to play with. It lights up their faces.” (Cleveland, home provider)

“The Child Care WAGES® Project is important because it enables those working in the child care profession to achieve financial compensation for their diligent efforts. It provides us with a more competitive salary. It has improved the quality of my life, enabled me to receive more resources for the children I care for and it provides and encourages continued education for those in the profession.” (Columbus, teacher)

“I was able to replace worn and broken toys, fix a computer, offer transportation to my children and really help with buying things for my children with disabilities. ... WAGES is important as supplemental income. It gives you a sense of being paid like the professionals we are. It helps me join memberships that I couldn’t afford otherwise. Some providers may not be able to afford new toys and such, but WAGES is a great way to help with such things.” (Cumberland, home provider)

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“WAGE\$ has helped me pay for some medical expenses since we do not have health coverage.”  
(Dare, teacher)

“This project is important because early childhood providers are often looked upon as babysitters. There is a large disparity in the income level of those teaching in public schools and those teaching in child care facilities. Although, we are achieving the same goals (teaching children and preparing them for the future), we are not being equally compensated. These teachers help build the foundation, and without this foundation further education will encounter unnecessary obstacles.” (Durham, teacher)

“I think it is critical! Early childhood teachers are underpaid as a field and WAGE\$ helps to compensate for this. Teachers feel more professional if they are receiving some compensation for their education. Staff morale is higher, turnover is less, and teachers provide higher quality programming because of higher confidence and morale.” (Forsyth, director)

“It really helps, especially considering that in child care we have no retirement opportunities.”  
(Franklin, teacher)

“It is very important. Without WAGES, I wouldn't be able to provide the children the care I do. I use my WAGE\$ to build up my program, to pay bills and to further my education so I can teach the children better. With the more knowledge that I gain, the more I can pass to the children and their families.” (Gaston, home provider)

“The WAGE\$ Project has meant very much to me. Thanks to WAGE\$, I was able to recently pay off all of my credit card debt this past month! When I don't have to stress about things like finances, I feel that I can offer more of myself to the children in my care, and my child care program as a whole. I am getting ready to apply for graduate school this fall, because of my newly found freedom from credit card debt!” (Guilford, teacher)

“I always use the money to replace items that have been broken. ... My children love it when I come in and put out new items. They say, ‘That’s for our class?’” (Halifax, teacher)

“WAGE\$ has helped me financially provide food, shelter and health care for my family. It has enabled me to add additional resources for the children in my classroom. It is vital to ensure the next generation be qualified to share their talents and abilities with our world.” (Haywood, teacher)

“Our employees are able to handle unexpected bills (i.e. hospital, taxes). Also, our employees who do not have any college education see and hear about WAGE\$ and they are encouraged to enroll in college courses. Obviously this helps our facility maintain our 5 star status. Because of WAGES and other benefits, our employees stay with us. Since we do not have much turnover, our parents are very happy with the consistency and education that our teachers provide. Our employees count on and need their WAGES bonus.” (Johnston, director)

“WAGE\$ has helped my staff in such a way to keep them from losing homes and to supplement their income, therefore encouraging them to continue their education.” (Lincoln, director)

“Preschool is a vital time in a child's life -- vocabulary increase, social skills, curiosity in learning, etc. But the pay for a preschool teacher is not near what an elementary teacher would make. Child Care WAGE\$® enables me to teach during the most important time in a child's educational journey.” (Macon, teacher)

“The economy is terrible. Child care pays next to nothing. WAGE\$ makes it possible for me to survive paycheck to paycheck.” (Mitchell, teacher)

“I just received my second supplement check and was so excited because my intentions are to put this towards April rent. Both of my checks have gone to bills.” (New Hanover, teacher)

“When times are hard, it pulls you out of the mud. ... I have built a playground for the children. It has made it possible for me to keep my prices affordable for the families I serve.” (Onslow, home provider)

“Supplements have been very important financial relief for my family. Last fall it helped us to save our house from foreclosure.” (Orange, teacher)

“I have two children that are both in college. The WAGE\$ supplement has helped me because I am also in college. I really appreciate the finances to pay for books and tuition.” (Pender, teacher)

“In today’s economy, my supplement has made the difference between being able to keep my home, car, etc. Times are so hard; the supplement has been a lifesaver.” (Randolph, director)

“I think Child Care WAGE\$® is important because there are no benefits in child care. I believe that all child care centers should have benefits. The money helps me with health and dental care.” (Rockingham, teacher)

“The program is important because it helps to fill the financial gap of wages for educators. Teaching early childhood education is not honored or recognized enough, yet these teachers are the ones who are helping to mold our future generations and leaders. The program has allowed me to purchase new materials and resources for my staff to use in creating curriculums and other projects for the children. They are a necessity in keeping the teachers involved and expanding their teaching and ideas, which in return, strengthens the children's learning.” (Rowan, director)

“I have a college degree and I am still in the ‘poverty’ income bracket. I need all the help I can get.” (Stokes, teacher)

“I think that it makes providers feel more secure and confident with what we do because it helps to purchase more supplies or materials to better benefit the children served. It is a rewarding program.” (Union, home provider)

“WAGE\$ helps me out a great deal. I am a single parent and struggle to keep the household running. It also allows me to buy extra teaching supplies and rewards for my students.” (Vance, teacher)

“Without WAGE\$, I could not have paid for most of my bills. It also makes me want to keep up my education.” (Warren, teacher)

“It helps me pay my bills and feed my family.” (Watauga, teacher)

“It is important because it helped me when I was really in need of food. It also helped buy clothes for my son and materials for my classroom.” (Wilson, teacher)



## Appendix D: Appreciation/Recognition Feedback Collected from WAGE\$ Surveys 2009/2010

“WAGE\$\* is an excellent incentive for the teachers to work toward. The teachers on WAGE\$ encourage the students that are not to reach for higher goals. ... The staff is encouraged in continuing their education, it reduces staff turnover, rewards teachers for hard work, and gives them a sense of professionalism for a field that seems low in self-esteem.” (Alamance, director)

“I know that we are important to the lives of a lot of children and we work hard to teach them everything that we know. I like the supplement money because it makes me feel like someone cares. And this helps me feel better about my life as a teacher.” (Brunswick, teacher)

“[WAGE\$] recognizes teachers as professionals and provides a bonus to individuals receiving low pay for a very important job!” (Catawba, director)

“The WAGE\$ Project is very important. I feel that many times early child care workers are taken for granted. The WAGE\$ Project is a way to show appreciation to those who work daily to provide quality child care to the future workforce.” (Cherokee, teacher)

“It is a great incentive for our participating staff. It builds morale and makes them feel more important as a contributor in our society.” (Columbus, director)

“It is important because of the high standards North Carolina has set for increasing and enhancing the education of preschool teachers. It helps to increase staff morale and let staff know that the state of NC is committed to assisting them to reach their goal.” (Cumberland, director)

“It is very satisfying to be recognized as qualified teachers for the early years of a child's life.” (Davidson, director)

“WAGE\$ makes my job seem more worthwhile. I get something back for all the extra things I do. It makes me feel appreciated and it gives me something to look forward to.” (Duplin, teacher)

“WAGE\$ makes me feel like someone believes in me.” (Graham, teacher)

“It is important that child care workers get a sense that they are appreciated and valued. The WAGE\$ Project does a great job of this.” (Jackson, teacher)

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\* Respondents referred to the Child Care WAGE\$® Project in a variety of ways. Throughout the quotes, the name has been corrected when necessary. Abbreviated references have been retained.

“WAGE\$ is important because it makes me feel appreciated. It inspires and motivates me to continue to move forward towards my goal of becoming a better professional in the field of early childhood education.” (Lee, teacher)

“It does increase morale and makes the teachers feel important. They have also been asking about increasing their education.” (Forsyth, director)

“I think that it is important to know that there is a program that recognizes that we (the teachers) are an important part of the children’s development and that we work hard to make sure that every child has a nurturing and good educational experience.” (Franklin, teacher)

“The WAGE\$ program is so important because it helps early childhood teachers not only financially, but also mentally. It makes you feel like you are valued. When teachers feel valued, they do better at their jobs.” (Gaston, teacher)

“WAGE\$ shows child care teachers that they are important and are needed. Being in the program has helped me feel more like a teacher than I was before I got into the program.” (Guilford, teacher)

“Child care providers are still seen as ‘babysitters’ although we provide quality care to assist in the beginnings of their lives. Any awareness that promotes to the public our work is well appreciated. This project is one of those ways!” (Harnett, director)

“It makes me feel valued and that I am successful in my career.” (Macon, teacher)

“It's important because it helps me out financially of course, but more importantly, it lets me know that the work I do is appreciated and acknowledged by someone. As a Pre-K teaching assistant, working in the same class for 7 years, I have yet to hear, see or feel from any authoritative person that my work is appreciated. I love my job and I love the children that I care for each day. But a small nod of appreciation goes a long, long way in job satisfaction.” (Martin, teacher)

“My staff feels so validated!” (Nash, director)

“It gives us that extra support and makes us feel that we are important since child care providers are not valued like they should be.” (Onslow, director)

“It shows community support and validation for the work teachers do.” (Orange, director)

“Programs like Child Care WAGE\$® serve to support the validity of Early Childhood Educators as professionals. This has encouraged the pursuit of higher education levels for my staff and increased the overall quality of our program.” (Pender, director)

“Since its inception, WAGE\$ has helped child care workers across the state by showing how important their jobs are.” (Rockingham, director)

“When I hold that check, it's like a pat on my back for all the hard work that I put into receiving my Associate's Degree. When you get your degree, you are so proud and that is something that you will always be proud of, but people do not tell you that they are proud of you. That check is like a big ‘thank you’ for me. It lets me know that my education is not just important to me, but that the WAGE\$ people are saying ‘good job.’ And that makes anyone feel good!! ... It's important to keep letting our teachers, directors, and child care workers know that we are proud of them for continuing their education and making a difference in the centers and homes that they work.” (Rowan, director)

“It makes me feel more valued - like what I do is actually important. It makes me want to do better.” (Transylvania, teacher)

“WAGE\$ is important because child care providers are very under-appreciated. ... WAGES is a boost to your morale when you are tired and burnt out. It is an incentive, a breath of air, and a moment to feel victorious. You feel as if you've earned something.” (Vance, teacher)

“[WAGE\$] reassures me that someone does care about child care providers and our professional commitment to serving children on an income which usually registers below the poverty level.” (Watauga, director)

“Teachers have positive attitudes, which makes them more dedicated to their work.” (Yadkin, director)





**Appendix E: Smart Start Messages  
Feedback Collected from WAGE\$ Surveys 2009/2010**

“This supplement is absolutely vital to the continuation of quality staffing. Thanks so much for sponsoring this program for us.” (Alamance, director)

“Thank you. Without WAGE\$, I would not be able to have some of the basics that my family needs. Please keep up the great work.” (Alleghany, teacher)

“Please continue this project for as long as possible. It is a wonderful way to give the workers another reason to want to continue education in this field. Thank you Smart Start.” (Avery, teacher)

“It is a blessing. It helps in many areas of my life with expenses. It also gives me the incentive to stay in my program and not jump from job to job. Thanks a million.” (Brunswick, teacher)

“It has made a huge difference to my family and me. I have been encouraged to take more early childhood education classes because of WAGE\$, and feel this will benefit the child care center as well as myself. Thank you so much for providing this resource and benefit. It is very much appreciated and needed! I love my job and WAGE\$ makes it possible to keep working with children by supplementing the notoriously low pay that child care providers receive.” (Catawba, teacher)

“Continue to offer WAGE\$ and people will always be willing to take classes and receive the bonus.” (Chatham, home provider)

“Please keep the resources flowing so that the WAGE\$ Project will continue. It is a very helpful and important program for families struggling with the cost of educational expenses.” (Cherokee, teacher)

“I would like to say that I am grateful for the support that they have given me both financially and professionally. Sometimes, the encouragement we get through WAGE\$ is all that we receive. I would also like to thank them for going over and beyond for finding the funding to reinstate the full supplement that got cut due to the poor economy.” (Clay, teacher)

“Without WAGE\$, I would not be able to meet my normal monthly living expenses. I would probably have to rely on government assistance, while working a full time job in an early childhood setting.” (Cleveland, teacher)

“Thank you. I pray that WAGE\$ continues because it has been a blessing. Thanks for working so diligently in keeping WAGE\$ in our counties and communities.” (Craven, teacher)

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\* Respondents referred to the Child Care WAGE\$® Project in a variety of ways. Throughout the quotes, the name has been corrected when necessary. Abbreviated references have been retained.

“Without this supplement, it would be difficult for me to purchase curriculum and supplies for my day care while offering affordable care.” (Cumberland, home provider)

“Thank you for noticing educational levels and rewarding them accordingly. I am struggling financially and the bonus really helps.” (Dare, teacher)

“Thank you for valuing early childhood professionals.” (Davidson, director)

“I am very grateful that WAGE\$ exists. It makes me feel more appreciated as a teacher. Since I don’t get paid as much as I think I should at my place of work or receive raises, it really helps out. Thank you so much.” (Davie, teacher)

“Without this supplement, I do not think that day care centers would be as good as they are now. Please don’t stop this program.” (Duplin, teacher)

“Outside of our center being a positive work environment in general, this supplement is always among the top reasons about why my teachers have chosen to stay at this job (and declined other job offers).” (Durham, director)

“Thank you, thank you so much. I would not have made it without this program.” (Edgecombe, home provider)

“Continue! Continue! Continue! We don't have a lot of monetary encouragements to help through this journey, but this one makes a difference.” (Forsyth, teacher)

“This is a great program. It makes me feel appreciated about my work. It gives you a reason to want to do better. This program is the best. People are more motivated to go back to school.” (Franklin, director)

“I would like to thank them for making WAGES a part of the benefits we receive. WAGE\$ has been a great help to me and many others and I would like to thank the people at my partnership and our congressmen and women for their support.” (Gaston, home provider)

“I guess it should be said that the Child Care WAGE\$® supplements didn't just help me, but many other child care providers in my area to be able to go to college and fulfill our dreams of graduating with a Birth-to-Kindergarten degree from Western Carolina University. Thank you very much for this!” (Graham, teacher)

“The supplement is helping teachers stay with their jobs and their students. Children are able to create meaningful relationships with consistent teachers, without the upheaval of a high turnover rate. WAGE\$ allows teachers to do their job with less fear of financial difficulties and gives them the knowledge that their careers are valued by the community.” (Guilford, teacher)

“I would like for the funds for Child Care WAGE\$® to continue, so we can continue to have quality child care in our county.” (Halifax, director)

“I am very thankful for the supplement that I am receiving to help with my income. The additional money has helped me pay some of my medical bills and has helped to ease some of my financial stress. So, please do not stop helping. I am very thankful for the supplement.” (Harnett, teacher)

“The supplement is GREATLY appreciated by all who receive it. With the way the economy is, a little financial help can go a long way. It motivates teachers to better themselves by taking classes and eases financial stress. I can’t say THANK YOU enough!” (Hyde, teacher)

“Get more money for teachers. We should be one of the highest paying fields, because everything starts with us. Therefore, why should we keep going to school only to get under paid and have no benefits from our employer. Right now I have no sick days, no personal days and this is a five star center.” (Johnston, teacher)

“The WAGE\$ supplement is important to me, my co-workers and the kids that I work with as well. WAGE\$ has cut down on staff turnover at my job. Low staff turnover means that a better quality of care can be provided for the children in child care. I hear a lot of co-workers’ frustration about low salaries and no pay advancement all of the time. They often say, ‘If it wasn’t for WAGE\$, I would have to find another job, my power would be off, or I would not have any food at home.’ WAGE\$ has really made a BIG difference.” (Lee, teacher)

“The WAGE\$ Project gives me hope that financially, I will be able to continue my education and get my Bachelor’s or even my Master’s degree.” (Lincoln, teacher)

“I think the Child Care WAGE\$® Project is awesome! Thank you for enabling me to teach in an area I think I am well suited for and can now afford to do.” (Macon, teacher)

“I want them to know that it helps families out in a big way. It helps them to stay afloat with their everyday living. The minimum wages we are paid don't work and the supplements make teachers stay in school, even when they want to give up.” (Martin, teacher)

“Thank you for your support. I don't think we thank them enough. They do not see what a difference they are making in the children's lives because of their program. We have been open for 12 years and we have had children that have been enrolled with us the whole time and they have aged out of the program. This is thanks to our staff and the WAGE\$ program. Thank you.” (Mitchell, director)

“Thank you very much for your support and recognition. It is much needed in a field of work that has seen some rough times. Please continue the support, it is really needed to give the morale of some great people a much-needed boost. Thank you! Thank you! Thank you!” (Moore, teacher)

“My center has a low turnover rate. I have been there for 12 years, along with many other coworkers. This is due to the WAGE\$ Project. This helps the children have stability in knowing that they will see the same person every day at day care. It gives the parents stability knowing that the same person will be there for future siblings.” (Nash, teacher)

“The program works and keeps the early childhood profession consistent in centers because of the requirements to receive the funds. The program stops the turnover because we have to remain employed in order to receive benefits.” (New Hanover, teacher)

“I would like to tell them thank you, because if it hadn’t been for WAGE\$, I would have not gone back to college. I am now planning to go back to get my BK Certification.” (Northampton, teacher)

“It is very much appreciated and put to good use to further my education. It's nice to know that I am appreciated and valued.” (Onslow, teacher)

“The Child Care WAGE\$® Project is very important for NC. It helps to retain good educated teachers in early childhood classrooms.” (Orange, teacher)

“Thank you for WAGE\$. Whenever I get the supplement, it gives me confidence to know that I can continue to go to school in order to further my education, so that I can receive my Bachelor’s Degree.” (Pender, teacher)

“Thank you. Please continue to advocate for the child caregivers because some still believe we are babysitters. They don’t understand that we have to get education to get in this field and maintain education to remain in this field. Understanding the development of children in their various domains and ages, sprinkled with love. Thank you again for having our backs and understanding that we are worth these incentives.” (Pitt, teacher)

“Thank you! This has encouraged me to receive my 2-year degree in 2010.” (Polk, teacher)

“It’s great! Please don’t stop WAGE\$. The pay of child care providers is low and most centers don’t offer many benefits, if any at all. This is what keeps many of us from working a second or third job.” (Randolph, teacher)

“Thank you Smart Start!! The supplements that I have received were very helpful. They always show up at the right time, always when I am in financial need. They have really been a blessing.” (Rockingham, teacher)

“I would like to say thank you. Support from organizations such as Smart Start is very encouraging in a field that doesn't receive a lot of recognition.” (Rowan, teacher)

“This is a great program that should continue to provide a needed supplement for child care providers for classroom resources and their education. Most child care providers I know say they couldn’t make it without this added incentive that makes each day just a little brighter.” (Sampson, teacher)

“Keep it, because it is very important to retain staff and help teachers feel more appreciated.” (Stanly, teacher)

“WAGE\$ is necessary. I couldn’t afford to stay in business without it.” (Swain, home provider)

“I would like to thank them for the supplement. It has been a lifesaver in the past. I pray that the WAGE\$ Project will continue to be funded and at a higher rate. I know that money is tight for all, including Smart Start. However, this is an investment in the life of every child that has the privilege to be served by a professional teacher with experience under her belt. WAGE\$ keeps the professional teachers in their positions and provides stability for the children in their classrooms. Thank you again.” (Transylvania, teacher)

“It is a great incentive to keep those in child care working to educate themselves as much as possible.” (Union, teacher)

“THANK YOU. I do not take my WAGE\$ for granted because I know that a lot of people are working hard behind the scenes to make this happen. My WAGE\$ check is well needed and is used wisely.” (Vance, home provider)

“Thank you for remembering that our job is important.” (Warren, teacher)

“Please continue WAGE\$. It makes a difference when trying to pay for the needs of a family without a high paying job.” (Watauga, teacher)

“This is good for me, especially because I haven’t had a raise in 5 years. Thanks for the supplement. This helps my family and me.” (Wayne, teacher)

“The supplement always comes at a time when I need it the most. Payday was another week and I was in need of food, gas and other personal items. I am very thankful for the supplement from Smart Start.” (Wilson, teacher)

“The supplements are very helpful and keep me in school in order to finish my degree.” (Yadkin, teacher)

**Table 1**  
**Demographic Profile of the 5979 Participants in North Carolina**  
**Child Care WAGES® Project**  
**June 2009 - June 2010**

	# of Participants	% of Participants
<b>Ethnicity</b>		
American Indian	71	1%
Asian/Pacific Islander	40	1%
Biracial	40	1%
Black/African American	2769	46%
Hispanic/Latino/Latina	151	3%
White/European American	2807	47%
Not Given	52	1%
Other	49	1%
<b>Sex</b>		
Female	5915	99%
Male	64	1%
<b>Position</b>		
Teacher	3424	57%
Teacher (Assistant Director)	44	1%
Teacher (Director)	77	1%
Teacher (Director Owner)	52	1%
Assistant Teacher	1084	18%
Director	119	2%
Director (Owner)	24	0%
Assistant Director	49	1%
Small Home Provider	764	13%
Small Facility (<13) Operator	63	1%
Split Position	274	5%
Other	5	0%
<b>Education Level</b>		
NCECC	177	3%
EDU 119	211	4%
6 sem. hours ECE	165	3%
CDA	9	0%
CDA earned with 12 credit hours	2	0%
12 sem. hours ECE	235	4%
ECE Certificate	11	0%
18 sem. hours toward AAS ECE	206	3%
24 sem. hours toward AAS ECE	378	6%
36 sem. hours plus 12 sem. hours ECE	23	0%
36 sem. hours toward AAS ECE	288	5%
ECE Diploma	4	0%
At least 70 sem. hours	33	1%
AAS other field	68	1%
45 sem. hours plus 18 sem. hours ECE	51	1%
45 sem. hours toward AAS ECE	632	11%
AAS other field plus 12 sem. hours ECE	61	1%
AAS other field plus 24 sem. hours ECE	223	4%
AAS ECE	1848	31%
BA/BS other field	328	5%

**Table 1 (cont.)  
Demographic Profile of the 5979 Participants in North Carolina  
Child Care WAGES® Project  
June 2009 - June 2010**

	<b># of Participants</b>	<b>% of Participants</b>
MA/MS other field	19	0%
At least 90 sem. hours toward BA/BS ECE	219	4%
BA/BS other field plus 18 sem. hours ECE	163	3%
MA/MS other field plus 18 sem. hours ECE	14	0%
BA/BS other field plus 24 sem. hours ECE	274	5%
BA/BS ECE	303	5%
MA/MS other field plus 24 sem. hours ECE	22	0%
MA/MS ECE	9	0%
Ph.D. other field plus 24 sem. hours ECE	3	0%

\*May include participants' time funded in another county before moving or being transferred to their current location.  
The first category under Wage Rate reflects those below North Carolina's minimum wages

**Table 1 (cont.)  
Demographic Profile of the 5979 Participants in North Carolina  
Child Care WAGES® Project  
June 2009 - June 2010**

	# of Participants	% of Participants
<b>Wage Rate</b>		
Below \$7.25 per hour	743	12%
\$7.25 - \$9.99 per hour	2484	42%
\$10.00 - \$11.99 per hour	1453	24%
\$12.00 - \$13.99 per hour	924	15%
\$14.00 - \$15.99 per hour	335	6%
\$16.00 - \$17.00 per hour	40	1%
<b>Years in Program: Participant's Start Date to Report End Date</b>		
0 to .99 Years	130	2%
1.00 to 1.99 Years	556	9%
2.00 to 2.99 Years	927	16%
3.00 to 3.99 Years	790	13%
4.00 to 4.99 Years	608	10%
5.00 or More Years	2968	50%
<b>Length of WAGES® Participation*</b>		
0.5 to 1.00 Year (1-2 payments)	1064	18%
1.5 to 2.00 Years (3-4 payments)	1174	20%
2.5 to 3.00 Years (5-6 payments)	814	14%
3.5 to 4.00 Years (7-8 payments)	556	9%
4.5 to 5.00 Years (9-10 payments)	415	7%
5.5 to 6.00 Years (11-12 payments)	449	8%
6.5 to 7.00 Years (13-14 payments)	322	5%
7.5 to 8.00 Years (15-16 payments)	263	4%
8.5 to 9.00 Years (17-18 payments)	248	4%
9.5 to 10.00 Years (19-20 payments)	244	4%
11 Years Or More (21 or more payments)	430	7%



\*May include participants' time funded in another county before moving or being transferred to their current location. The first category under Wage Rate reflects those below North Carolina's minimum wages



**Table 2**  
**Child Care Center Profile for North Carolina**  
**Child Care WAGES® Project**  
**June 2009 - June 2010**

	Programs	Participants
<b>Center</b>	<b>1606</b>	<b>5199</b>
1 STAR	35	82
2 STAR	65	118
3 STAR	357	902
4 STAR	548	1902
5 STAR	488	1943
GS-110	80	144
PROB	1	1
PROV	4	14
SPPROV	3	12
Temporary	25	81
<b>Family Provider</b>	<b>765</b>	<b>780</b>
1 STAR	29	30
2 STAR	32	33
3 STAR	213	215
4 STAR	285	293
5 STAR	200	203
Temporary	6	6
<b>TOTALS</b>	<b><u>2371</u></b>	<b><u>5979</u></b>



These totals show only those centers with current participants. Each individual participating Head Start site is included. Each individual location of a multi-site program is listed if it has a unique license number.

**Table 3**  
**Educational Award Levels Profile of the 5,979 Eligible Participants in North Carolina**  
**Child Care WAGES® Project**  
**June 2009 - June 2010**

	# of Participants	% of Participants
<b>Eligible for Standard Awards</b>	<b>5705</b>	<b>95%</b>
<b>Teacher Scale</b>	<b>4681</b>	<b>78%</b>
NCECC	151	3%
EDU 119	202	3%
6 sem. hours ECE	142	2%
CDA	7	0%
CDA earned with 12 credit hours	2	0%
12 sem. hours ECE	174	3%
ECE Certificate	9	0%
18 sem. hours toward AAS ECE	158	3%
24 sem. hours toward AAS ECE	295	5%
36 sem. hours plus 12 sem. hours ECE	18	0%
36 sem. hours toward AAS ECE	213	4%
ECE Diploma	3	0%
At least 70 sem. hours	30	1%
AAS other field	61	1%
45 sem. hours plus 18 sem. hours ECE	37	1%
45 sem. hours toward AAS ECE	470	8%
AAS other field plus 12 sem. hours ECE	46	1%
AAS other field plus 24 sem. hours ECE	174	3%
AAS ECE	1460	24%
BA/BS other field	272	5%
MA/MS other field	16	0%
At least 90 sem. hours toward BA/BS ECE	169	3%
BA/BS other field plus 18 sem. hours ECE	119	2%
MA/MS other field plus 18 sem. hours ECE	8	0%
BA/BS other field plus 24 sem. hours ECE	191	3%
BA/BS ECE	233	4%
MA/MS other field plus 24 sem. hours ECE	11	0%
MA/MS ECE	7	0%
Ph.D. other field plus 24 sem. hours ECE	3	0%
<b>Home Provider Scale</b>	<b>827</b>	<b>14%</b>

**Table 3 (cont.)  
Educational Award Levels Profile of the 5,979 Eligible Participants in North Carolina  
Child Care WAGES® Project  
June 2009 - June 2010**

	# of Participants	% of Participants
NCECC	26	0%
EDU 119	9	0%
6 sem. hours ECE	23	0%
CDA	2	0%
12 sem. hours ECE	48	1%
ECE Certificate	1	0%
18 sem. hours toward AAS ECE	39	1%
24 sem. hours toward AAS ECE	65	1%
36 sem. hours plus 12 sem. hours ECE	4	0%
36 sem. hours toward AAS ECE	50	1%
At least 70 sem. hours	1	0%
AAS other field	6	0%
45 sem. hours plus 18 sem. hours ECE	10	0%
45 sem. hours toward AAS ECE	118	2%
AAS other field plus 12 sem. hours ECE	11	0%
AAS other field plus 24 sem. hours ECE	27	0%
AAS ECE	222	4%
BA/BS other field	24	0%
MA/MS other field	1	0%
At least 90 sem. hours toward BA/BS ECE	30	1%
BA/BS other field plus 18 sem. hours ECE	22	0%
MA/MS other field plus 18 sem. hours ECE	3	0%
BA/BS other field plus 24 sem. hours ECE	48	1%
BA/BS ECE	31	1%
MA/MS other field plus 24 sem. hours ECE	6	0%
<b>Director Scale</b>	<b>197</b>	<b>3%</b>
12 sem. hours ECE	4	0%
ECE Certificate	1	0%
18 sem. hours toward AAS ECE	3	0%
24 sem. hours toward AAS ECE	9	0%
36 sem. hours plus 12 sem. hours ECE	1	0%
36 sem. hours toward AAS ECE	9	0%
ECE Diploma	1	0%

**Table 3 (cont.)  
Educational Award Levels Profile of the 5,979 Eligible Participants in North Carolina  
Child Care WAGES® Project  
June 2009 - June 2010**

	# of Participants	% of Participants
At least 70 sem. hours	2	0%
45 sem. hours plus 18 sem. hours ECE	3	0%
45 sem. hours toward AAS ECE	17	0%
AAS other field plus 12 sem. hours ECE	2	0%
AAS other field plus 24 sem. hours ECE	8	0%
AAS ECE	58	1%
BA/BS other field	15	0%
MA/MS other field	1	0%
At least 90 sem. hours toward BA/BS ECE	8	0%
BA/BS other field plus 18 sem. hours ECE	13	0%
MA/MS other field plus 18 sem. hours ECE	1	0%
BA/BS other field plus 24 sem. hours ECE	20	0%
BA/BS ECE	18	0%
MA/MS other field plus 24 sem. hours ECE	3	0%
<b>Eligible for Other Awards*</b>	<b>274</b>	<b>5%</b>
<b>Teacher/Director</b>	<b>274</b>	<b>5%</b>
12 sem. hours ECE	9	0%
18 sem. hours toward AAS ECE	6	0%
24 sem. hours toward AAS ECE	9	0%
36 sem. hours toward AAS ECE	16	0%
AAS other field	1	0%
45 sem. hours plus 18 sem. hours ECE	1	0%
45 sem. hours toward AAS ECE	27	0%
AAS other field plus 12 sem. hours ECE	2	0%
AAS other field plus 24 sem. hours ECE	14	0%
AAS ECE	108	2%
BA/BS other field	17	0%
MA/MS other field	1	0%
At least 90 sem. hours toward BA/BS ECE	12	0%
BA/BS other field plus 18 sem. hours ECE	9	0%
MA/MS other field plus 18 sem. hours ECE	2	0%
BA/BS other field plus 24 sem. hours ECE	15	0%

\* Other award levels are assigned when an applicant has a split position, spending eligible time in both the classroom and in administration.

**Table 3 (cont.)  
 Educational Award Levels Profile of the 5,979 Eligible Participants in North Carolina  
 Child Care WAGES® Project  
 June 2009 - June 2010**

	# of Participants	% of Participants
BA/BS ECE	21	0%
MA/MS other field plus 24 sem. hours ECE	2	0%
MA/MS ECE	2	0%



\* Other award levels are assigned when an applicant has a split position, spending eligible time in both the classroom and in administration.

**Table 3 A**  
**Education Increases in North Carolina**  
**Child Care WAGES® Project**  
**June 2009 - June 2010**

1696 (31% of the active population below BA/BS ECE or equivalent) participants have submitted documentation during this reporting period to verify that they have completed additional coursework.

1092 of the 1696 (20% of the active population below BA/BS ECE or equivalent) participants submitted documentation during this reporting period verifying that they obtained enough education to move up the supplement scale. The following represents the new levels of education for those participants.

12 sem. hours ECE	48
18 sem. hours toward AAS ECE	35
24 sem. hours toward AAS ECE	138
36 sem. hours plus 12 sem. hours ECE	7
36 sem. hours toward AAS ECE	131
At least 70 sem. hours	6
AAS other field	1
45 sem. hours plus 18 sem. hours ECE	20
45 sem. hours toward AAS ECE	216
AAS other field plus 12 sem. hours ECE	20
AAS other field plus 24 sem. hours ECE	33
AAS ECE	200
BA/BS other field	6
At least 90 sem. hours toward BA/BS ECE	78
BA/BS other field plus 18 sem. hours ECE	44
MA/MS other field plus 18 sem. hours ECE	2
BA/BS other field plus 24 sem. hours ECE	51
BA/BS ECE	56



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While the Child Care WAGES® Project encourages the ongoing submission of education documentation, it is possible that additional participants are pursuing coursework but have not yet submitted verification. It is also possible that education submitted earned participants levels above those shown on the WAGES scale. The Early Educator Certification scale extends to level 10 (Ph.D. ECE and equivalency). Increases to these higher levels are included here.

**Table 4**  
**Total Participants that Received a Supplement in North Carolina**  
**Child Care WAGES® Project**  
**June 2009 - June 2010**

7,084 participants received a supplement for completing a six month period that ended during this reporting period; these participants worked in 2,605 different child care programs.

	Total Programs	# Of Children 0 to 5
	<b>2,605</b>	<b>91,671</b>
Center	1,658	87,358
Center/Small Facility	90	715
Family Provider	857	3,598



**Table 5**  
**Annual Turnover Summary**  
**Profile of the 6,761 Participants in North Carolina**  
**Child Care WAGE\$® Project**  
**June 2009 - June 2010**

The annual turnover percentage is based on an overall population of 6,761 participants in the reporting area. This population includes those individuals that were active during June 2009 - June 2010 (5,979) and those who left their centers during this time (782). Active participants meet all eligibility requirements and have worked at least six months in their child care programs. Active participants might also include individuals who have left a child care program, but have since worked six eligible months in a new site. (These "reactivated" participants are not factored into the report at all until they have completed this six month period.) The annual turnover percentage is obtained by dividing the total number of participants who left their center into the total number of participants.

People who became ineligible for other reasons (i.e. position change within center, became over-income due to raise, center closure, noncompliance with the program's income documentation guidelines, failure to obtain necessary coursework) are not included in the table. They have been removed from the overall total and the turnover numbers since they were no longer eligible for the Child Care WAGE\$® Project, and the supplement could not have been an incentive for them to stay.

Individuals who left their child care programs and those who became ineligible due to other reasons may or may not have been paid during the current fiscal year for completing one or more commitment periods. However, they have all been paid at some time during their participation on WAGE\$ and thus earned active status prior to becoming ineligible.

<b>Annual Turnover (June 2009 - June 2010)</b>	
Total Participants	= 6,761
Active Participants	= 5,979
Left Center	= 782
Turnover Percentage	= 12%





**Table 5**  
**North Carolina Counties Included in Turnover Results**  
**Child Care WAGES® Project**  
**June 2009 - June 2010**

**Alamance**  
**Alleghany**  
**Avery**  
**Beaufort**  
**Brunswick**  
**Catawba**  
**Chatham**  
**Cherokee**  
**Chowan**  
**Clay**  
**Cleveland**  
**Columbus**  
**Craven**  
**Cumberland**  
**Dare**  
**Davidson**  
**Davie**  
**Duplin**  
**Durham**  
**Edgecombe**  
**Forsyth**  
**Franklin**  
**Gaston**  
**Graham**  
**Granville**  
**Guilford**  
**Halifax**  
**Harnett**  
**Haywood**  
**Hertford**  
**Hyde**  
**Iredell**  
**Jackson**

**Table 5**  
**North Carolina Counties Included in Turnover Results**  
**Child Care WAGES® Project**  
**June 2009 - June 2010**

**Johnston**  
**Lee**  
**Lincoln**  
**Macon**  
**Martin**  
**Mitchell**  
**Moore**  
**Nash**  
**New Hanover**  
**Northampton**  
**Onslow**  
**Orange**  
**Pender**  
**Perquimans**  
**Pitt**  
**Polk**  
**Randolph**  
**Rockingham**  
**Rowan**  
**Rutherford**  
**Sampson**  
**Stanly**  
**Stokes**  
**Surry**  
**Swain**  
**Transylvania**  
**Union**  
**Vance**  
**Warren**  
**Watauga**  
**Wayne**  
**Wilson**  
**Yadkin**

**Table 5**  
**North Carolina Counties Included in Turnover Results**  
**Child Care WAGES® Project**  
**June 2009 - June 2010**

**Yancey**



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**Table 5 Analysis  
Participant Turnover in North Carolina  
Child Care WAGES® Project  
June 2009 - June 2010**

	# of Participants	% of Participants
<b>Ethnicity</b>		
American Indian	11	1%
Asian/Pacific Islander	7	1%
Biracial	3	0%
Black/African American	334	43%
Hispanic/Latino/Latina	13	2%
White/European American	399	51%
Not Given	3	0%
Other	12	2%
<b>Sex</b>		
Female	776	99%
Male	6	1%
<b>Position</b>		
Teacher	515	66%
Teacher (Assistant Director)	2	0%
Teacher (Director)	7	1%
Teacher (Director Owner)	1	0%
Assistant Teacher	145	19%
Director	14	2%
Assistant Director	8	1%
Small Home Provider	56	7%
Small Facility (<13) Operator	3	0%
Split Position	31	4%
<b>Education Level</b>		
NCECC	41	5%
EDU 119	44	6%
6 sem. hours ECE	30	4%
CDA	2	0%
12 sem. hours ECE	45	6%
ECE Certificate	1	0%
18 sem. hours toward AAS ECE	40	5%
24 sem. hours toward AAS ECE	43	5%
36 sem. hours plus 12 sem. hours ECE	5	1%
36 sem. hours toward AAS ECE	46	6%
ECE Diploma	1	0%
At least 70 sem. hours	15	2%
AAS other field	14	2%
45 sem. hours plus 18 sem. hours ECE	3	0%
45 sem. hours toward AAS ECE	79	10%
AAS other field plus 12 sem. hours ECE	16	2%
AAS other field plus 24 sem. hours ECE	16	2%
AAS ECE	157	20%
BA/BS other field	57	7%

\*May include participants' time funded in another county before moving or being transferred to their current location.  
The first category under Wage Rate reflects those below North Carolina's minimum wages

**Table 5 Analysis (cont.)  
Participant Turnover in North Carolina  
Child Care WAGES® Project  
June 2009 - June 2010**

	# of Participants	% of Participants
MA/MS other field	2	0%
At least 90 sem. hours toward BA/BS ECE	20	3%
BA/BS other field plus 18 sem. hours ECE	20	3%
MA/MS other field plus 18 sem. hours ECE	2	0%
BA/BS other field plus 24 sem. hours ECE	34	4%
BA/BS ECE	45	6%
MA/MS other field plus 24 sem. hours ECE	3	0%
MA/MS ECE	1	0%
<b>Wage Rate</b>		
Below \$7.25 per hour	89	11%
\$7.25 - \$9.99 per hour	399	51%
\$10.00 - \$11.99 per hour	179	23%
\$12.00 - \$13.99 per hour	80	10%
\$14.00 - \$15.99 per hour	27	3%
\$16.00 - \$17.00 per hour	8	1%
<b>Years in Program: Participant's Start Date to Date Ineligible</b>		
0 to .99 Years	22	3%
1.00 to 1.99 Years	140	18%
2.00 to 2.99 Years	206	26%
3.00 to 3.99 Years	103	13%
4.00 to 4.99 Years	83	11%
5.00 or More Years	228	29%
<b>Length of WAGES® Participation*</b>		
0.5 to 1.00 Year (1-2 payments)	191	24%
1.5 to 2.00 Years (3-4 payments)	233	30%
2.5 to 3.00 Years (5-6 payments)	103	13%
3.5 to 4.00 Years (7-8 payments)	64	8%
4.5 to 5.00 Years (9-10 payments)	65	8%
5.5 to 6.00 Years (11-12 payments)	29	4%
6.5 to 7.00 Years (13-14 payments)	31	4%
7.5 to 8.00 Years (15-16 payments)	16	2%
8.5 to 9.00 Years (17-18 payments)	18	2%
9.5 to 10.00 Years (19-20 payments)	18	2%
11 Years Or More (21 or more payments)	14	2%
<b>Regulation Type</b>		
1 STAR	21	3%
2 STAR	30	4%
3 STAR	154	20%
4 STAR	285	36%
5 STAR	248	32%
GS-110	27	3%
Temporary	3	0%
PROB	4	1%

\*May include participants' time funded in another county before moving or being transferred to their current location. The first category under Wage Rate reflects those below North Carolina's minimum wages

**Table 5 Analysis (cont.)  
Participant Turnover in North Carolina  
Child Care WAGES® Project  
June 2009 - June 2010**

	# of Participants	% of Participants
PROV	9	1%
SPPROV	1	0%



\*May include participants' time funded in another county before moving or being transferred to their current location.  
The first category under Wage Rate reflects those below North Carolina's minimum wages

**Partner Organizations  
Child Care WAGE\$® Project  
June 2009 - June 2010**

Alamance Partnership for Children  
Alleghany Partnership for Children  
Avery County Smart Start  
Beaufort-Hyde Partnership for Children  
Brunswick County Partnership for Children  
Catawba County Partnership for Children  
Chatham County Partnership for Children  
Children & Youth Partnership for Dare County  
Children's Council of Watauga County, Inc.  
Chowan-Perquimans Smart Start Partnership  
Cleveland County Partnership for Children  
Columbus County Partnership for Children  
Craven Smart Start, Inc.  
Division of Child Development  
Down East Partnership for Children  
Duplin County Partnership for Children  
Durham's Partnership for Children  
Franklin Granville Vance Smart Start, Inc.  
Guilford County Partnership for Children, Inc.  
Halifax-Warren Smart Start  
Harnett County Partnership for Children  
Hertford-Northampton Partnership for Children  
Iredell County Partnership for Young Children, Inc.  
Lee County Partnership for Children  
Martin-Pitt Partnership for Children  
Mitchell-Yancey Partnership for Children, Inc.  
Office of Early Learning  
Onslow County Partnership for Children  
Orange County Partnership for Young Children  
Partners for Children and Families of Moore County  
Partnership for Children of Johnston County  
Partnership for Children of Lincoln and Gaston Counties  
Partnership for Children of Sampson County  
Pender County Partnership for Children

**Partner Organizations  
Child Care WAGE\$® Project  
June 2009 - June 2010**

Randolph County Partnership for Children  
Region A Partnership for Children  
Rockingham County Partnership for Children, Inc.  
Rutherford/Polk Smart Start Partnership  
Smart Start of Davidson County, Inc.  
Smart Start of Davie County  
Smart Start of Forsyth County  
Smart Start of New Hanover County  
Smart Start of Transylvania County  
Smart Start of Yadkin County  
Smart Start Rowan, Inc.  
Smart Start Union  
Stanly County Partnership for Children  
Stokes Partnership for Children  
Surry County Early Childhood Partnership  
The Partnership for Children of Cumberland County  
The Partnership for Children of Wayne County, Inc.  
Wilson County Partnership for Children

