

Winter 2016

## T.E.A.C.H. Early Childhood® STATES

Alabama  
 Colorado  
 Florida  
 Delaware  
 Indiana  
 Iowa  
 Kansas  
 Michigan  
 Minnesota  
 Mississippi  
 Missouri  
 Nebraska  
 Nevada  
 New Mexico  
 North Carolina  
 Ohio  
 Rhode Island  
 South Carolina  
 Texas  
 Vermont  
 Washington, DC  
 West Virginia  
 Wisconsin

## Child Care WAGE\$® STATES

Florida  
 Kansas  
 Iowa  
 New Mexico  
 North Carolina



**T.E.A.C.H. Times**  
**Debra Torrence, Editor**

State programs are licensed by the T.E.A.C.H. Early Childhood® National Center. For more information contact:

T.E.A.C.H. Early Childhood® National Center  
 PO Box 901  
 Chapel Hill, NC 27514  
 919.967.3272 – phone  
 919.442.1988 – fax

[www.teachecnationalcenter.org](http://www.teachecnationalcenter.org)

## Letter from the Founder

At both the community and federal levels there has been resistance to investing in the early childhood workforce.

The rationale, wrongly conceived, but held by many workforce development boards and departments of labor, is that the early childhood field is without career pathways that lead to better jobs. In fact, even some community colleges and universities have refused to offer early childhood degree programs because they also believe that the jobs don't pay enough. And for a number of years that might have been true. The big sticking point has been that individuals who want to be or who are early childhood teachers have no meaningful education, compensation and career pathways. But things are different now.

Career pathways should not only be well designed, but also should function adequately. Pathways should be clearly and consistently recognized by all stakeholders, have well defined milestones that are commonly accepted by employers and educational institutions, as well as national or state bodies that certify or license individuals. Career pathway steps should be meaningful and manageable. Each incremental step should create a real and externally validated increase in occupationally relevant knowledge or skills; yet the time, money or effort required to achieve each step should not be so daunting as to discourage most learners from pursuing it. Supporting services to enhance movement along a career pathway should be well suited to the needs of these individuals and deployed effectively and efficiently and made accessible in a timely manner.

We now have a national expectation, most prominently recognized in the recent IOM report, Transforming the Workforce for Children Birth Through Age 8, that teachers of children from birth through age eight have a bachelor's degree in early childhood education. One of the indicators that a career pathway exists is that it aligns with needs of stakeholders- employers, consumers and regulators. And in fact, lots of employers, consumers and regulators are looking for this qualification. Head Start programs, which can be found in every state, require this degree. Many states have set this as an educational standard for lead teachers within the higher levels of their Quality Rating Systems. And state-funded Pre-K programs often set this as the required standard for their lead teachers. And if employers can't find early childhood teachers with a BA degree, they want to hire teachers who have associate degrees in early childhood education and encourage them to work toward their BA.

Unlike the nursing profession, the early childhood field



does not have a consistent, national education and credentialing ladder for the early childhood teacher. But if we look at the field of early childhood more broadly, I would argue that we are getting there. There are clearly defined educational milestones that form pathways when linked together. The first step is the Child Development Associate (CDA) credential, followed by the Associate Degree in Early Childhood Education, then the Bachelor's Degree in Early Childhood Education, often including a state teaching license or certification. On top of that there are specializations in early childhood special education, early childhood management and leadership, and in infant-toddler development and learning. At the CDA level, there is a national standardized test that candidates must pass to earn that credential. And at the upper end, there is a national test (PRAXIS II Early Childhood Education) that teachers must pass to earn their teaching-license. And some early childhood teachers are now becoming National Board Certified through the National Board for Professional Teaching Standards. So education and recognition pathways do exist.

But what about compensation? This is where our field has been misunderstood. Yes, it is true that teachers who do not get an education will not earn a decent wage. And because we have low entry standards for the workforce, there are many in our field who come in and remain without formal education. But for those who get an education, there are real career pathways. . . both within the teaching profession and beyond. First, as a field, teachers who have more advanced credentials and/or degrees earn more, in general. Second, there is role wage mobility. Even within some of our worst paying programs, there is often a wage, education and role ladder that allows teachers to move from assistant teachers, to teachers, to lead teachers within the same work places or across a single corporate or organizational setting.

There is a very real difference in teacher pay by type of program setting. Early childhood teachers who work in child care settings in general make less than Head Start teachers, who generally make less than early childhood teachers who work in public settings like public schools. And this setting-ladder is also mirrored by an auspice-ladder with for-profit programs on the whole paying teachers less than non-profit programs, who often pay less than those who are operated by public settings. And there are also pay differentials related to the type of classrooms involved; teachers who work with three and four year olds typically make more than those who work with infants and toddlers.

## Letter from the Founder (continued)

Ideally all teaching jobs would pay well, but inevitably there will be some variation. We know that not all nursing jobs pay the same. Settings, auspice and role matter in all professions. And teachers in our field have been figuring this out for a long time. Someone who wants to make a better salary as an early childhood teacher knows that they may need to change employers to achieve that goal. And if an early childhood teacher wants to earn even more, she may choose to become a center or site director, or become a technical assistance specialist working to help other teachers improve their practice, or become a regulator. This explains the high level of site-specific turnover we have in the field. But it does not mean we do not have a career pathway. In fact, what we are seeing is that when teachers earn degrees in early childhood education they stay in the field-at-large.

Some recent studies provide us some evidence of this. The report, *Number and Characteristics of Early Care and Education (ECE) Teachers and Caregivers*, found that teachers have a median of 10 years in ECE, but only 3.6 years in their current setting. In addition, a more recent study of the ECE teaching workforce in North Carolina found that teachers had 11.5 years experience. This is a state that has been investing in the education of their workforce through programs like T.E.A.C.H. Early Childhood® scholarships and Child Care WAGES salary supplements and requiring early childhood degrees in both their state-funded pre-k and rated licensing system. Hence, there has been a steady increase in teacher's longevity in the profession over time. In fact the median years in the field has almost doubled in the last 12 years.

The basic reality of a career pathway is that the opportunity begins with education. Hence, we must call on our community colleges and universities to step up to build strong, accessible, articulated higher education programs for our field. And we must make the case to our workforce development boards and departments of labor that with this foundational education there actually are good jobs in the early childhood field, and that this pathway is worth the investment. We have to do this now, as our field requires the funding and support to get this needed education, while we continue to wait for our nation to finally invest enough in early childhood to ensure all educated early childhood teachers earn enough to stay in the classroom with the children that they love doing the work that is so fundamental to our children's future, and ultimately to our nation's future as well.



Hello, I'm Jimmy Baker. Through the help of the T.E.A.C.H. Early Childhood® (T.E.A.C.H.) Alabama I'm able to say that I'm a Certified Early Childhood Teacher (PreK-3rd Grade), with about eight years of experience. This is a wonderful program, helping so many accomplish their goals and dreams of becoming a teacher. It helps to eliminate the financial burden that college can sometimes bring on us. With T.E.A.C.H., I was able to obtain three degrees; AAS Early Childhood Education, AAS Early Childhood Administration and BS Early Childhood Education. During my BS & Certification experiences I was able to become a member of two honors societies, Gamma Beta Phi and Kappa Delta Pi. I'm also a member of the National Literacy Association. I'm excited that next month I'll start the Master's program of Curriculum & Instruction with a concentration in Early Childhood Education at Alabama State University.



I absolutely love teaching PreKinders in my local school system. Being a male, I think I have an advantage in the field of education. I've found that students are very excited once they meet me. More times than few, young children don't have positive male influences in their homes. This gives me an opportunity to be the role model for those children and many others. Through a safe, loving and supportive environment, with creative lessons, discovery opportunities, guidance, structure, and technology integration I'm able to foster the learning of our young children, tomorrow's leaders. Every day when I leave my classroom, I go home knowing that I've made a difference in a child's life. This helps to further confirm that I made the right career choice.

**ON**  **the Ground**

### **Applause for T.E.A.C.H. Delaware! Delaware Governor & Secretary of Education Recognize T.E.A.C.H. Early Childhood® Scholars**

2015 went out with a big celebration for T.E.A.C.H. DELAWARE as Governor Jack Markell and Delaware Secretary of Education Steven Godowsky honored T.E.A.C.H. recipients at a joint meeting of the Delaware Early Childhood Council and the Early Care and Education Council. Over 200 recipients were recognized for their willingness to go back to school and setting an example for their own children about what's possible.

"The T.E.A.C.H. program is a great public-private partnership that creates opportunity for our teachers to receive advanced education, which leads to higher wages and helps them gain more skills to serve our state's youngest learners," said Markell. "The work you do in partnership with families is helping to physically shape the brain architecture of our youngest children and laying the foundation for all of their future learning," Markell continued. "I applaud you and the more than 200 early learning professionals who, despite having full-time jobs and families of their own to care for, have gone back to school to earn early childhood degrees." You can hear and read the transcript of Governor Markell's weekly message [here](#).

Congratulations T.E.A.C.H. DELAWARE for a successful event and for the recognition we all know T.E.A.C.H. deserves!

## T.E.A.C.H. and WAGE\$ National Professional Development Symposium is Just Around the Corner!

The theme of this year's symposium is Strategic Opportunities: Exploring Multiple Pathways to a Diverse, Well-Compensated and Professional Early Childhood Workforce. In thinking about this theme, we should be asking ourselves, "do the early childhood educators in our field mirror the diversity of the children we serve?" And "are we doing all we can to be sure they are able to access the education they want and deserve and that they are fairly compensated for all they know and are able to do?" These are not easy questions and require some deep thinking and self reflection in terms of our values, our biases, our hopes and our actions.

The release last year of the Institute of Medicine's (IOM) report, Transforming the Workforce for Children Birth Through 8: A Unifying Foundation, sets the perfect backdrop for our work in helping ensure early educators have the education they need, earn the money they deserve, stay in the field they love and look like the children they serve. We look forward to robust and thought provoking presentations and conversations at this year's symposium. We hope you will join us!

- Opening Keynote Speaker: Dr. Aisha Ray, Professor Emerita, Erikson Institute, speaking on ***What Will It Take? – Creating a Highly Effective, Diverse, and Adequately Compensated Early Childhood Workforce***
  - Featured Sessions:
    - ***Strengthening the Education, Compensation and Retention of the Early Childhood Workforce: An Update from the Office of Early Childhood Development, Administration for Children & Families***, US DHHS with Shannon Rudisill, Deputy Assistant Secretary for Early Childhood Development, Administration for Children & Families, U.S. Department of Health and Human Services
    - ***Federal Early Childhood Funding and Policy: News from the National Front*** with Helen Blank, Director, Child Care and Early Learning, National Women's Law Center
    - ***Building an Early Childhood Education Profession – What Will It Take?*** with Valora Washington, CEO, Council for Professional Recognition
    - ***The Compensation Conundrum: What Needs to Happen in Our Early Childhood Professional Development Systems To Help Our Under-resourced Workforce Earn Wages That Help Keep Them In The Jobs They Love***, with Sue Russell, Executive Director, T.E.A.C.H. Early Childhood® National Center
  - **Plenary panel presentation** on Race, Gender and Equity in the Early Childhood Education Field
  - **35 workshops** on timely early education topics of the day with a focus on education and compensation initiatives, early childhood professional development, the Institute of Medicine's report, Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation and higher education.
  - **Presenters** from within the ranks of T.E.A.C.H. and WAGE\$ Programs, higher education institutions and an array of non-profit and other organizations including
    - Council for Professional Recognition (CDA)
    - Erikson TEC Center
    - National Association for the Education of Young Children
    - National Governor's Association
    - National Women's Law Center
    - Office of Child Development, Administration on Children & Families, Department of Health and Human Services
- Find more information and to register for the symposium [here](#).

**Join Us!**  
**April 26 -27, 2016**

**Attend the**

**T.E.A.C.H. Early Childhood® &  
Child Care WAGE\$®  
2016 National  
Professional Development  
Symposium**

*at The William and Ida Friday Center  
for Continuing Education  
UNC – Chapel Hill, Chapel Hill, NC*

# The Gap No One Mentions – Part 1

M.A. Lucas, Early Care and Education Consortium

Everyone is talking about gaps these days. Buzz words like the *economic inequality* gap, the *word* gap, the *diversity* gap, the *achievement* gap abound, but there is another gap that seems to be hiding in a black hole. And that is the *early childhood leadership* gap-not leadership at the 30,000 foot level, but rather leadership at ground zero by center directors and administrative site leaders.

This is the beginning of a series of articles that will explore what this gap is about, where it is focused, who does it impact, and what we as early childhood organizations and advocates can do to change this critical situation.

Let's start with one of the most important studies of the early childhood work force ever conducted: *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*. This study conducted by the Institute of Medicine and the National Research Council recognizes that access to high quality early care and education is essential to leveling the playing field so all children get a strong start, and that the early childhood workforce is key to achieving this outcome. This brings a new urgency to develop a "cohesive plan to professionalize all segments of the workforce through a unified foundation based on sound child development and early learning principles".

At the same time, we must also recognize that early childhood education programs are businesses – whether school based, community based non-profit or community based for profit( taxpaying); and that the quality of

leadership provided by site level administrators has a significant impact on the:

- *effectiveness* of the practice environment (e.g., working conditions, supervisor support and feedback, protected planning time and resources to provide the professional learning support needed by classroom teachers to be highly effective.) Of course effectiveness can be measured in many ways and through the eyes of many diverse "beholders"; but in this instance the IOM report describes it in terms of positive child outcomes, individual and collective professional practice outcomes e.g. school readiness, QRIS participation at the highest levels of quality, national accreditation, parent engagement, and strong family engagement.
- *effectiveness* of the administrative

and standards that shape the professional learning of care and education leaders (elementary school principals and directors in early care and education settings) encompass the foundational knowledge and competencies needed to support high quality practices for child development and early learning in their organizations has the potential to penetrate and illuminate the "dark hole" now obscuring the early childhood leadership gap.

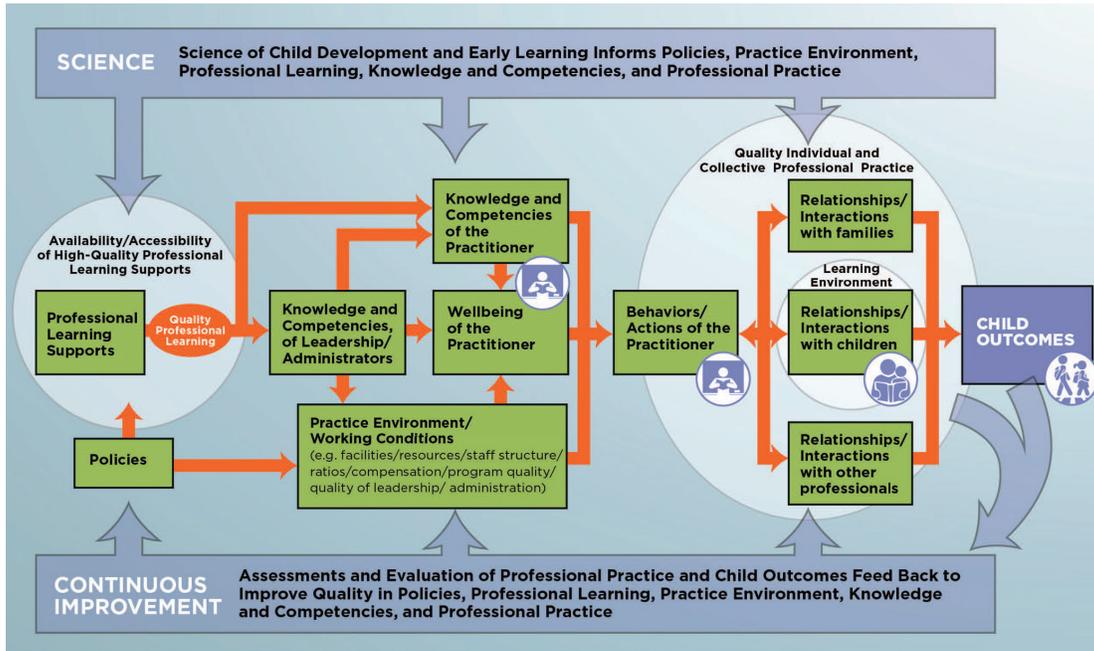
To this end, the *Early Care and Education Consortium* (ECEC), a non-profit alliance with a diverse national membership including:

- Multi-site/Multi-state Providers and State Child Care Association Providers operating over 9,100 Centers directly serving 1 million+ children, and
- National Educational Services Providers

who advocate for and support policies and practice that strengthen the quality and accountability infrastructure of ECEC programs is exploring various opportunities to help identify and address the early childhood leadership gap. (see infographic below)

At the 2015 Clinton Global Initiative, ECEC proposed a *Commitment*

*to Action* to identify the strategies needed to build and sustain a workforce of highly effective early childhood leaders with both instructional and administrative expertise. This project was proposed in collaboration with ECEC Members including the McCormick Center for Early Childhood Leadership, the New York Early Childhood Professional Development Institute, Learning Care Group,



supports, e.g. financial and personnel resources, technology, food service, maintenance, security and marketing to provide the strong infrastructure necessary to support effective teaching and learning in the classrooms.

This is aptly illustrated in the IOM Report Figure 8-1 Factors (above) that contribute to quality professional practice and ultimately to improving child outcomes.

Although the **IOM Report** includes multiple recommendations, Recommendation #8 Ensure that policies

Multi-Site/  
Multi-State  
Community  
Providers

State  
Child Care  
Associations

Educational  
Service  
Providers

Our  
Collective  
Voice

9000+

Centers Nationwide

All 50

States and D.C.

1 Million+

Children

Houghton Mifflin and ECEC strategic partners Child Care Exchange and LEE (Leadership for Educational Equity).

The intent is to apply a systems building lens to the challenge of both identifying and offering options for closing the early childhood leadership gap by:

- determining the knowledge, skills and competencies needed by early childhood site administrators in both community based and school based programs
- identifying strategies to highlight, disseminate and improve best practice and policy.

We will be reaching out to thought partners and strategy developers like the T.E.A.C.H. Early Childhood® National Center to help us think about opportunity pathways for raising the knowledge, skills and credentials of early childhood program administrators. It will take many partners as we try to move this needle. Program administrators in all settings, including child care, Head Start and Pre-K, need foundational knowledge, skills and credentials to both guide highly qualified teachers to best practice in classrooms and to manage and lead programs that are well-run, engage families and communities and fairly compensate, support, reward and recognize their teaching staff.

Future articles in this series will address field and families perspectives on the need for center/program administrator leadership followed by examining the gap in state and national standards, necessary supports for center administrators and how ECEC is working with the T.E.A.C.H. Early Childhood® National Center toward this end.

### What is the IOM?

The Institute of Medicine (IOM) is a division of the National Academies of Sciences, Engineering, and Medicine. The Academies are private, nonprofit institutions that provide independent, objective analysis and advice to the nation and conduct other activities to solve complex problems and inform public policy decisions related to science, technology, and medicine. The Academies operate under an 1863 congressional charter to the National Academy of Sciences, signed by President Lincoln. The IOM's aim is to help those in government and the private sector make informed health decisions by providing evidence upon which they can rely. Each year, more than 3,000 individuals volunteer their time, knowledge, and expertise to advance the nation's health through the work of the IOM. Read more about the IOM [here](#).



## Early Childhood Articulation Project Compendium

The issue of articulation between associate and baccalaureate degree programs is far from resolved across all disciplines. Articulation discussions between community colleges and their baccalaureate colleagues have increased over the years as more students enter college through community college doors. More and more students see community college as their entry point but plan to transfer to senior institutions with a goal of baccalaureate degrees. This student expectation has outpaced articulation agreements among two and four-year institutions. The path to reaching a baccalaureate degree is often hampered by repeated, redundant courses, unnecessary costs and loss of student momentum.

To address this issue, support of the **W.K. Kellogg Foundation** was provided to the T.E.A.C.H. Early Childhood® National Center (Center) to implement a two-year project designed to support 10 participating teams in making measurable (articulation) improvement in their states by 2015. Small grants and stipends were made available to support ten state teams inclusive of a staff member from the T.E.A.C.H. administrative home to (1) document the state's needs, strengths, resources, and challenges as it related to articulation, (2) detail the current state of articulation in their state; and (3) provide information about existing articulation agreements in their state. Ongoing technical assistance was also provided to the teams including monthly team interactions with group phone calls and webinars, semi-annual technical assistance reviews, and on site visits. Teams were also supported in attending an initial and concluding articulation summits. Throughout the project and during the two

project summits, attendees were provided with training, expert speakers, peer interactions and support.

Click [here](#) to access the Early Childhood Articulation Compendium. It includes an articulation framework, tools and resources as well as discussions of significant aspects of articulation efforts and resources from the participating states. In addition, state profiles of the ten participating state teams are provided along with access to additional resources compiled by the Center.

## Funding Partners

A two-year continuation grant from the **W.K. Kellogg Foundation** was awarded to the Center in January 2016 will support the Center's core work, grow the reach of its two highly effective national early childhood workforce development models and advance efforts to remove credit transfer barriers for early educators through articulation strategies.

A grant from the **W. Clement and Jessie K. Stone Foundation** will support the Center and the Center for the Study of Child Care Employment to provide T.E.A.C.H. Early Childhood® Alliance members with a virtual leadership seminar. The grant will also support a webinar about minimum wage strategies being employed to address low early educator compensation for Alliance members and key early childhood stakeholders.

## Support T.E.A.C.H. Early Childhood®

The T.E.A.C.H. Early Childhood® Endowment Fund will ensure ongoing support for the implementation and expansion of T.E.A.C.H. Early Childhood® college scholarships for low-income early educators working with young children in child care settings across the nation. Building on 25 years of providing access to T.E.A.C.H. scholarships to over 126,000 early educators, Child Care Services Association will raise \$10 million over 5 years, securing resources needed to support strategic innovation, expansion and continuation of its signature, national initiative by the T.E.A.C.H. Early Childhood® National Center. Gifts to the endowment may include cash, stocks and bonds, real estate, life insurance and bequeathed funds from a personal will in the form of cash, securities, real estate or personal property. To support the T.E.A.C.H. Early Childhood® Endowment, click [here](#).

## Child Care WAGE\$® Serves Over 5,700 in FY15

Child Care WAGE\$® was created in response to research-based evidence that shows that the quality of care children receive is lowered by high turnover rates and inadequate teacher education. The program provides education-based salary supplements to low-paid teachers, directors and family child care providers working with children between the ages of birth-five and is designed to provide preschool children more stable relationships with better educated teachers by rewarding teacher education and continuity of care.

### OUTPUTS

#### Funding

- **\$11.1 million** funded WAGE\$ in five states.

#### Participants

- **5,788** teachers, directors and family child care educators participated in WAGE\$.

#### Compensation

- **\$952** was the average six-month supplement amount.

### OUTCOMES

#### Education

- **32%**—Average percent of WAGE\$ participants with education below the Associate of Applied Science Degree in Early Childhood Education who submitted documentation that they had completed additional coursework.
- **22%**—Average percent of WAGE\$ participants with education below the Associate of Applied Science Degree in Early Childhood Education who moved up a level on the WAGE\$ supplement scale.

#### Retention

- **10.6%**—Average annual turnover rate

### DEMOGRAPHICS

- **2,323** early education programs employed WAGE\$ participants.
- **61%** of WAGE\$ participants were people of color.
- **99%** were women.

## T.E.A.C.H. Early Childhood® Serves Over 16,000 in FY15

T.E.A.C.H. Early Childhood® ensures that early educators are provided with a set of student success supports including economic support (tuition and book assistance, paid leave time, travel stipends and bonuses) and social support (a scholarship counselor and an engaged employer). Over three quarters of recipients are teachers. Their average hourly wage is \$10.39. Without T.E.A.C.H. many could not attend college. Data on outcomes and outputs including persistence rates toward degree and certificate completion reveal that this work addresses the enduring challenges that plague the early childhood field— high turnover, low compensation and insufficient teacher education.

### OUTCOMES

#### Average Annual Credit Hours Completed by Degree Scholarship Recipients

- **13.4**—Recipients on Associate degree scholarships
- **15.6**—Recipients on Bachelor's degree scholarships

#### Average Annual Increases in Recipient Wages for Degree Scholarship Recipients

- **8%**—Recipients on Associate degree scholarships
- **8%**—Recipients on Bachelor's degree scholarships

#### Average Annual Turnover Rates in States with Associate and/or Bachelor Degree Scholarships

- **6%**—Recipients on Associate degree scholarships
- **4%**—Recipients on Bachelor's degree scholarships

#### Average Annual Grade Point Averages for Degree Scholarship Recipients

- **3.23 GPA**—Recipients on Associate degree scholarships
- **3.47 GPA**—Recipients on Bachelor's degree scholarships

***“We will raise our field. We will change it so that everybody knows that an early childhood teacher is one of THE great jobs and is well compensated and is someone who knows a whole lot about children and families and communities and what children need.”*** —Libby Doggett, Deputy Assistant Secretary, US Dept. of Education/Office of Early Learning/ Office of Elementary and Secondary Education



## TEACH Alliance Turns 2!

As the T.E.A.C.H. Early Childhood® Alliance enters its second year, we are pleased at some of the strides that we have been able to make for our members. Using feedback that was gleaned from the state satisfaction surveys, we have provided more substance to Alliance members. The partnership between the states and the National Center has been the key to making the Alliance successful.

Over the past year, we have provided quarterly newsletters to Alliance members, given members access to the T.E.A.C.H. Alliance Discount Program, and provided information about free resources to our members. Members have been offered the opportunity to participate in free webinars, been given information about free CEU courses, and a wealth of information has been emailed to members as well as posted on social media.

Over 300 current scholars, T.E.A.C.H. Alumni, and T.E.A.C.H. supporters have joined the Alliance over the past year. We are working diligently to increase our membership numbers. As we move on to the next phase of benefits for Alliance members, we are striving to provide information to child care providers about ways to save money, gain professional development, and access information that will help them to be better advocates for T.E.A.C.H.

For more information about the Alliance, please contact Teresa Graves at the National Center. Her email address is [teresag@childcareservices.org](mailto:teresag@childcareservices.org), or by phone at 919-442-1990.



Tag Us on Facebook & Pin us on Pinterest!

### T.E.A.C.H. EARLY CHILDHOOD® NATIONAL ADVISORY COMMITTEE

**Sue Russell, ex officio:** Child Care Services Association

*National Members*

**Helen Blank**  
National Women's Law Center

**Peg Sprague**  
United Way of Massachusetts Bay

**Chip Donohue**  
Erikson Institute

**Carol Brunson Day**  
Independent Consultant

**Ana De Hoyos O'Connor**  
San Antonio College

*T.E.A.C.H. Early Childhood® Members*

**Michelle Raybon**  
Alabama Partnership for Children

**Autumn Gehri**  
Wisconsin Early Childhood Association

**Phyllis Kalifeh**  
The Children's Forum

**Dianna Wallace**  
Indiana Association for the Education of Young Children

**Edith Locke**  
Child Care Services Association



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

PO Box 901  
Chapel Hill, NC 27514

...ensuring affordable, accessible, high-quality child care for all young children.

