

## Deb Cassidy Leadership Awards

Two graduating students from  
UNC-Greensboro's MEd.

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## AWARD\$ Coming Soon

New opportunity for full-time  
infant-toddler teachers to earn \$.

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## Shape NC: Healthy Starts for Young Children

CCSA is implementing Shape NC.

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# CCSA Communicates

VOLUME 1 | ISSUE 3 | SEPTEMBER 2018

**Child Care Services Association** works to ensure that affordable, accessible, high-quality child care is available for all young children and their families.

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IMAGE COURTESY OF NOAA

## From the President

Our hearts and thoughts are with our NC communities during the aftermath of Hurricane Florence. This is not an easy time for many of our partners and programs. We know that there is a long journey ahead for all. CCSA will work with our Council and Smart Start partners as well as with the state, Child Care Aware of America, Save the Children, the National Association of Family Child Care and others to help get our programs back on their feet. Please let us know how you would like to help.

It's hard to believe that it's the end of September already. Clearly, the summer flew by with lots going on at CCSA.

In July at the **2018 QRIS National Meeting**, I presented a workshop on Increasing Access to Child Care for Families Experiencing Homelessness with Carie Bires (**The Ounce**), Khari Garvin (**Save the Children**), and Christi Jeffcoat (**South Carolina**). The workshop went well and I joined friends and colleagues from North Carolina at a variety of sessions (see national resources from BUILD [here](#)). Dr. Mary Haskett from NCSU and Lisa Phillips from The Serve Center at UNCG and I also planned to present on early childhood homelessness at the 2018 NCAEYC Conference before Hurricane Florence. We hope to be able to share this information when it is



rescheduled. There is more interest in serving this vulnerable population (see new resources later in this newsletter).

The Think Babies NC campaign continued through the late spring and summer, focusing on North Carolina's children ages birth-3 years old, and their families. We joined eight states in this work at a **Developing Strong Foundations: Prenatal to 3 Years Summit**, learned

about effective policies and programs from across the country, and heard from former North Carolina Governor Jim Hunt, First Lady of Virginia Pamela Northam, Dr. Javaid Siddiqi, Dr. Junlei Li, Janet Froetscher, Gerry Cobb and Joan Lombardi. As if that weren't enough, subject matter experts from across the country led learning sessions and strategic breakout sessions.

Finally, we had facilitated state team discussions. And the Leadership Team planning continued all summer and fall with facilitation and support from Leslie Anderson.

We weren't the only ones focused on children ages birth-3 years. On August 29, 2018, North Carolina Governor

*continued on page 2*



## From the President

continued from page 1

Roy Cooper issued an executive order directing the state's Department of Health and Human Services to create an Early Childhood Action Plan devoted to the health, safety, and developmental and academic readiness of young children across the state. Read the [Executive Order here](#).

*"In states across the country, policy-makers on both sides of the aisle have recognized the importance of early childhood development, beginning with prenatal care. They've invested in programs and systems focused on the first three years of a child's life when the brain develops most rapidly and the foundation is built for success in school and in life," said Janet Froetscher, President of the J.B. and M.K. Pritzker Family Foundation. "Despite these investments, we still have an enormous gap between the existing supply and the growing need. We have a lot of work to do to ensure that all infants and toddlers have the best possible start."*

New grants from DCDEE begin September 28. We will be rolling out these efforts soon—be sure to read the teasers in this newsletter. See the [DCDEE announcement](#) of new grants for infant and toddler services [here](#).

Last winter, Governor Cooper submitted a proposal to the National Governor's Association (NGA) and Council of Chief State School Officers (CCSSO) project aimed at improving the workforce educating and caring for young children across the nation. North Carolina was one of six states chosen to receive a grant and technical support to identify opportunities to improve our early care and education (ECE) workforce. I sit on the EC Workforce work group, and our first meeting was late August when NGA and CCSSO visited Raleigh for an initial site visit. This work is focused on early childhood workforce compensation, and I had a chance to provide information on North Carolina's early childhood workforce from the most recent workforce study, the [T.E.A.C.H. Early Childhood® Scholarship Program](#), the [Child Care WAGES® Program](#) and the plans for the new Infant-Toddler Educator AWARD\$. I look forward to learning from other states also working on this issue.

Please visit CCSA's blog and my most recent article on the importance of the early childhood workforce [here](#). 🌱

Sincerely,  
Marsha

## Deb Cassidy Leadership Award Recipients Announced

**"Dr. Deborah 'Deb' Cassidy was a lifelong advocate for improving the lives of children by focusing on the early education workforce. She knew that in order for our youngest children to flourish, they had to be taught by individuals who understand the impact of the early years, are highly educated, are fairly compensated and are recognized for the professionals that they are . . . This award is given to recognize, reward and encourage demonstrated leadership in promoting educational equity and fairness for all young children by ensuring that teachers are well educated and compensated and culturally responsive to children and families. Students who carry out their work collaboratively; are inclusive; show integrity; are persistent; take risks and incorporate social change are excellent candidates for this award."**

—Anna Carter, Director, NC Division of Child Development and Early Education

**T**wo graduating students from UNC-Greensboro's MEd Birth to Kindergarten Interdisciplinary Studies in Education and Development program with a concentration in Leadership and Program Administration were given this award by a subcommittee of the UNCG BK Graduate Committee. The 2017-2018 award winners are:



**KIMBERLY SCOTT**  
NC Pre-K  
Classroom  
Teacher  
Monticello-Brown  
Summit Elementary  
School, Brown  
Summit, NC, Spring  
2018 UNC-G MEd

Graduate, T.E.A.C.H. Scholarship Recipient

Kim's final internship project focused on social-emotional development and instruction based on research that African American and Latino children were more likely to lose instructional time due to perceived problem behaviors. Her project targeted the classroom and teachers to address inequities and positive interactions.

In her leadership essay, Kim wrote:

"In my opinion, an early childhood leader should display the following qualities: being an effective communicator, being open to feedback, and being consistent in decision making for the organization she/he is leading. Advocating for young children and their families is something that has always been prevalent in my life and I am excited to be able to take all this new learned knowledge and be a true leader in my classroom, community, and organization while applying it to my everyday practices."



**CYNTHIA OWEN**  
Program  
Administrator  
New Testament  
Baptist Church  
Child Care  
Program, Monroe,  
NC, 2018 UNC-G  
MEd Graduate,

T.E.A.C.H. Scholarship Recipient

Cynthia's final internship project addressed teacher turnover. She hoped to help her community gain a better understanding of the reasons for turnover and possible solutions to address the issue. She compiled teacher turnover data and interviewed directors in her community, led planning and implementation of a forum to address teacher turnover in their area, and laid the groundwork for efforts to address compensation and turnover in her community.

In her essay on leadership, Cynthia wrote:

"As a director of a child care center, I must recruit and mentor teachers that are passionate about teaching, that are educated and trained in the field, that have an intentionally arranged and supplied classroom, as well as a clean, safe and happy environment for the child to learn and development. Helping those same teachers understand that schedules and routines in an early childhood setting are important because they make [children] secure and help [them] learn how to function socially within the classroom setting. The most important thing a teacher needs to know about a child is his way of learning and looking at the world—this will involve his cultural background, his level of development and his personality. We need to get to know the children we teach." 🌱



The **T.E.A.C.H. Early Childhood® National Center** recently requested workshop proposal submissions for the 2019 T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Professional Development Symposium “Creating a Profession: Leveraging Investments in Early Childhood Education to Transform the Workforce”

The 2019 Symposium will be held **April 23-24, 2019**, at the William and Ida Friday Conference Center in Chapel Hill, NC.

See the 2018 Symposium Program [here](#).

This boutique symposium brings together professionals from more than 25 T.E.A.C.H. and WAGE\$ programs across the country, higher education faculty, and state and national leaders who are all working on issues related to the education, compensation and retention of the early education workforce, including improving compensation and compensation parity, reaching the diversity of the workforce, creating access to high quality and articulated higher education programming, creating career and education pathways, and addressing the complex policy landscape of early childhood education in our country. 



**Exciting new opportunity for full-time infant-toddler teachers to earn \$2,000 to \$4,000 more per year!**

Infant-Toddler Educator AWARD\$ is a new statewide salary supplement program designed to better compensate and retain well-educated teachers working with our youngest children.

To be eligible for AWARDS\$, applicants must:

- Work at least 35 hours/week with infants, ones or twos.
- Earn at or below \$18 per hour. Bonuses from the employer will be included in calculations to determine hourly rate.
- Work in a licensed child care program with at least three stars.
- Have an Associate Degree in Early Childhood Education or higher.

**AWARDS\$** is funded by the Division of Child Development and Early Education. Visit [www.childcareservices.org/awards](http://www.childcareservices.org/awards) on or after October 1, 2018, for more details. Keep your eye out for an application packet coming soon! 

## Compensation Matters

### *Making the Most Out of Your WAGE\$ Investment*

**A**s a supporter of the Child Care WAGE\$® Project in NC, you are already keenly aware of the challenges early educators face when it comes to fair compensation; you know the impact that compensation can have on education levels, retention, and overall quality, as well as on the well-being of teachers and the children they serve.

Thankfully, this issue is getting more national attention and efforts are being made to raise public awareness.

Blogs, articles and deeper research are becoming more available that illustrate the problem. For a few recent examples, please see the links below:

 [\*\*\*If We Care About Early Learning, We Cannot Ignore Teacher Well-Being\*\*\*](#)

 [\*\*\*Half of America's childcare workers need food stamps, welfare payments or Medicaid Quality Jobs, Quality Child Care\*\*\*](#)



There is no easy solution for the “compensation conundrum”—increasing the base pay to what the workforce truly needs and deserves without burdening parents who cannot typically afford to pay more. WAGE\$, though, is one solution that helps address the compensation gap and at the same

time, it rewards and encourages education and consistency. We know from participant feedback that the WAGE\$ supplements make a significant difference in their lives, and encourage them to stay and/or go back to school. We also know from that feedback that many still struggle to meet the needs of their families. With the low unemployment rates, other better-paying jobs may continue to lure some of our best-educated teachers away from young children.

WAGE\$ offers a five-tier system to help increase the compensation that participating Smart Start partnerships can offer to their early educators. In other words, if you want to increase the investment you make in the workforce, you may choose a higher supplement structure (tier) or offer a percentage increase on top of the tier you are currently using. As a result, the participants you support through WAGE\$ will receive more money to help meet all of these important goals. Investing in the workforce is investing in children.

*“Sometimes I feel like working in child care forces me to live in poverty. ... Teachers do this for the love and growth of the children, however, we need money to survive. Child Care WAGE\$® helps out a great deal.” (teacher)*

*“My WAGE\$ supplements have meant more financial stability. It helps me pay my rent and put food on the table. There are no words that can describe how WAGE\$ has relieved stress from my life. Thank you so much.” (teacher)*

For more information on how you can increase the WAGE\$ awards and to discuss possible budget needs, please call (919) 967-3272 or email [allisonm@childcareservices.org](mailto:allisonm@childcareservices.org). 



## Durham County Works with CCSA to Expand Universal Pre-K

In August, Durham County announced its commitment to addressing the substantial achievement gaps among the county's young children by approving an additional \$2.16 million of funding for Pre-K in the county's 2018-2019 Fiscal Year budget.

Each year, Durham County has nearly 4,000 4-year-olds, about half of whom live in households making less than \$50,000 a year. This is an income level that makes affording high-quality Pre-K education extremely difficult (the average cost of high quality 5-star child care for a 4-year-old in Durham is \$940 per month). This amount significantly exceeds the federal benchmark of 7 percent of a family's income.

**Durham County has set the goal to create a system where every child has that possibility to access excellent child care either at no cost or at levels families can afford.**

Traditionally, child care facilities that pay their workers an appropriate, living wage offer more expensive care to Durham families. Publicly financed high-quality Pre-K has historically served less than half of Durham's 4-year-olds living in or near the poverty level, with approximately 985 children served in 2017. While there are families that pay for high-quality Pre-K, whether it is affordable to their household or not, Durham County has set the goal to create a system

where every child has that possibility to access excellent child care either at no cost or at levels families can afford.

CCSA has entered into a contract with Durham County to manage the expansion of Durham Pre-K, with the goal of serving all 4-year-olds in Durham by 2023. Pairing new investments with federal, state and other local funds, Durham County will support 13 new classrooms and convert 25 existing classroom over the next two years. These collaborative efforts will be housed within a mix of Durham Public Schools and community sites.

[Click here](#) to read more about CCSA's work with Durham County to break the cycle of poverty and ensure that all the county's 4-year olds thrive.

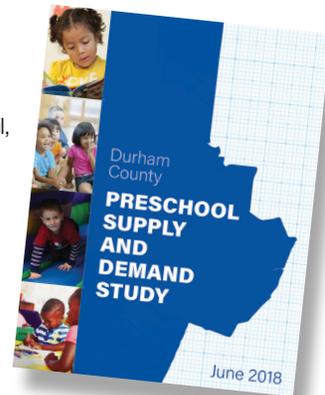
## Durham County Supply and Demand Study

In the Fall of 2016, the Durham City Council, Board of Education, and Board of County Commissioners jointly created the Durham Pre-K Task Force to bring them recommendations on how to proceed with expanding access to high quality Pre-K in Durham. In the Spring of 2017, the Durham Pre-K Task Force issued its report to the community, and one of their five recommendations was to "assess demand for expanding high-quality preschool in Durham in specific locations," with efforts to be made to poll parents regarding their preferences and also to identify barriers to utilization of expanded services.

Child Care Services Association, Inc. (CCSA) recently completed this study and made a presentation to the Durham County Board of County Commissioners.

Please see the Executive Summary [here](#).

Please see the complete Supply and Demand Study [here](#).



## AttendANCe Awareness

The NC Early Childhood Foundation (NCECF) developed an AttendANCe Counts Community Toolkit(?) to support community partners in highlighting the importance of regular attendance in the early grades. The tools aim to strengthen NC Campaign for Grade-Level Reading and other community efforts to reinforce school districts and schools working to improve attendance.

Here's what's inside the toolkit:

- [AttendANCe Counts Fact Sheet](#)
- [AttendANCe Counts Issue Brief Updated 2018](#)
- [Attendance Awareness Month Proclamation for Superintendents](#)
- [Social Media Tools](#) to get the word out about why attendance counts and Attendance Awareness Month in September and all year

[Download the Toolkit](#)

See Mandy Ableidinger's blog on attendance [here](#).



# T.E.A.C.H. Early Childhood<sup>®</sup> National Center Continues

## to Move the Needle (MtN) for the Workforce

The T.E.A.C.H. Early Childhood<sup>®</sup> National Center is excited to begin work on two new projects—*Moving the Needle on Compensation* and *Moving the Needle on Higher Education* with funding support from the Alliance for Early Success and the Foundation for Child Development.

Two T.E.A.C.H. states will be selected to participate in *Moving the Needle on Higher Education* and will work to identify barriers within their states to early childhood education college admission, coursework completion and graduation. They will develop strategies that leverage the investments of T.E.A.C.H. scholarships to facilitate the development and/or replication of solution strategies to

**These states will work to raise the awareness of early childhood workforce compensation and create new or significantly expand existing strategies to improve workforce compensation within participating states.**

identified barriers that include but may not be limited to: reduced costs, decreased time from entry to degree, increased access and success for students of color, improved course and degree completion, and/or investments and/or administrative or legislative policies that improve higher education policies and practices.

Four T.E.A.C.H. states will be selected to participate in *Moving the Needle on Compensation*. These states will work to raise the awareness of early childhood workforce compensation and create new or significantly

expand existing strategies to improve workforce compensation within participating states. This is the second round of Moving the Needle on Compensation. For the past 18 months, with funding from the Alliance for Early Success and the W.K. Kellogg Foundation, the Center provided support to eight T.E.A.C.H. state teams working on compensation issues (FL, IA, IN, MI, NE, NC, TX and WI).

Going forward, each of the six state team across both projects will develop state action plans that document goals, strategies, outputs and outcomes. To support these teams, the Center will provide ongoing technical assistance, training, webinars, informational materials and support; a compensation summit for the 4 teams working on compensation issues and a face to face meeting with each higher education team in their state, plus a higher education track at the T.E.A.C.H. and WAGE\$ Symposium for the higher education teams. At the end of each project, the Center will work with teams to identify areas of change within each state and create a plan to disseminate information about the project and state goals, strategies and successes at national conferences and meetings. Watch this space for updates in the year ahead. 📖

📖 [CLICK HERE FOR FURTHER INFORMATION.](#)

## Selected Highlights of State Outcomes from the Initial Moving the Needle on Compensation Project

- Passed legislation that moves the responsibility for tiered reimbursement payments based on quality indicators from local Early Childhood Coalitions to the state Office of Early Learning, increasing available local funds for compensation.
- Drafted a letter to the state child care administrator in support of a statewide compensation initiative resulting in a statewide infant/toddler early childhood teacher compensation initiative.
- Successfully engaged policymakers/legislators and stakeholders in supporting improvements in policy, funding and strategies toward increased compensation for early educators.
- Collectively leveraged more than \$17.5 million
  - for wage supports for the early education workforce
  - to conduct participatory field research on knowledge and beliefs
  - to launch a Shared Services Network

What one compensation team member had to say: “When you are the ‘official’ team, it’s powerful and while no one in the state really ‘blessed’ the work or the team, this is where the focus landed. Being part of an 8-state Project had power too! People, toward the end, heard about the team and wanted to join. We could have used more time, but we will keep going.” 📖

*Child Care Services Association congratulates SMART START for 25 years of serving North Carolina’s youngest children and their families!*



*Gala!*

Presented by PNC

## North Carolina Early Childhood Partners Launch “Shared Resources” Web-based Platform

Child Care Resources Inc., Child Care Services Association, and Southwestern Child Development Commission launched [NcCesharedresources.org](http://NcCesharedresources.org), an online platform that delivers a wealth of practical resources for early childhood education directors, family care providers, and teachers in North Carolina. Joining with their national partner, CCA for Social Good, an operating division of CCA Global Partners, North Carolina becomes one of thirty states in the nation to offer this resource to their early childhood community.

**The goal of NC Shared Resources is to help providers save time, reduce costs, and improve quality.** The platform helps subscribers manage their programs more efficiently. You can access this new resource by purchasing a low-cost membership subscription based on the licensed capacity of your child care facility.

Child care directors spend a considerable amount of time researching the complexities of a given early childhood education (ECE) topic, scouring the web for a resource, and creating a branded manual or flyer for your program. Now, all of that information is housed in one location, with much information that is also specific to North Carolina guidelines. Across the country, child care directors find the program admin guides, handbooks, and policies tremendously valuable, and other staff have praised the teacher and classroom resources, including the literacy resources, and event templates. Most importantly, these tools are downloadable templates (all in Microsoft Word or Excel) that can be customized to reflect each organization’s name, branding and content specific to their child.

With [NcCesharedresources.org](http://NcCesharedresources.org), you can spend less time solving problems and managing administrative details and more time where it counts most—face-to-face with teachers and children.

For more information, visit [NcCesharedresources.org](http://NcCesharedresources.org) and by click on “Interested in Learning More” to fill out a New Member Request form or call 704-376-6697 (ext. 251). 

**Innovative web-based knowledge hub for ECE professionals provides thousands of practical resources helping ECE providers save time, money and advance quality.**

## NC’s Early Care and Education System Specialists Gain Access to a Debt Free College Education

North Carolina prides itself for having an integrated, comprehensive early childhood professional development system that values education, preparation and ongoing support for all early childhood education professionals, working with or on behalf of young children. Yet, in reality the financial resources needed to support professional development opportunities were targeted for those early educators who directly care for and teach young children, leaving early education system specialists or non teaching professionals to self fund their own higher education needs and interests.

In 2012, Child Care Services Association added the Early Care and Education Community Specialist Scholarship Program to the [T.E.A.C.H. Early Childhood® scholarship](http://T.E.A.C.H. Early Childhood® scholarship) umbrella. This scholarship helps non-teaching professionals such as technical assistance specialists. Head Start home visitors and professional development coaches gain access to higher education coursework at the associate, bachelor and graduate levels without fear of having to meet degree attainment. Most of the program’s participants use the scholarship as a means to increase their education in early childhood focused coursework, resume movement along a degree pathway or earn a specialized endorsement.

Participants receive financial support through T.E.A.C.H. to help defray tuition and book costs and other educational expenses. An additional compensation incentive is awarded to each participant on a per course completion basis. The T.E.A.C.H. Early Childhood® Scholarship Program accepts applications throughout the year and can provide retroactive scholarship support within a current fiscal year.

For more information, please call Child Care Services Association at (919) 967-3272 Monday through Friday and ask to speak with a T.E.A.C.H. scholarship counselor. 



## National Research Conference on Early Childhood

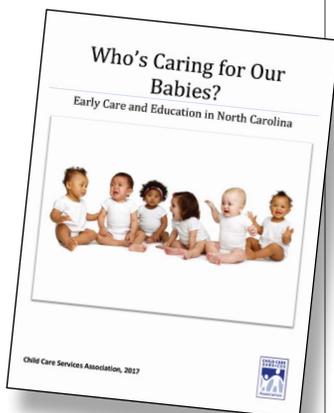
By Mary Martin, V.P. Systems, Research and Development

In June, CCSA was represented at the National Research Conference on Early Childhood when I was honored to present information from the [“Who’s Caring for Our Babies?”](#) report. I joined Anna Carter from the Division of Child Development and Early Education and Bentley Ponder from the Georgia Department of Early Care and Learning in a session centered on informing state policies to improve the infant/toddler care education system.

During the presentation, I made sure to point out some important facts about infant/toddler care. For instance, 93% of infants and toddlers in licensed care are in child care centers. Further, although nearly half (48%) of all birth to 5 year olds receiving subsidy are infants or toddlers, the list of children waiting for care is comprised of 63% infants and toddlers (37% 3 to 5 year olds). Teachers of infants and toddlers look different than their colleagues who teach older children as fewer than half (45%) have degrees, compared to 69% of teachers of 3 to 5 year olds and they make \$10.00 per hour compared to \$11.39 for other teachers.

Though the information from the report is now a couple of years old, the data can be used as a baseline for the upcoming work sponsored by the Pritzker Children’s Initiative and Zero to Three and efforts recently started as a result of the Child Care Development Fund infant/toddler set aside requirements. At the time of the report, only 70% of high quality (4- or 5- star) programs served infants and/or toddlers compared to 94% that served three to five year olds. Hopefully work over the next several years through these two funding sources and others will increase the percentage of infants and toddlers in 4- or 5- star programs from the current 68% now in these programs.

The statewide and regional reports can be found at: <https://www.childcareservices.org/research/research-reports/early-childhood-system-studies/>.



# Shape NC: Healthy Starts for Young Children

### DID YOU KNOW?

- Children enrolled in child care may consume between 50% and 100% of their Recommended Dietary Allowances (RDA) while in care. Child care programs have a chance to provide the foundation for a healthy life, in terms of food consumption and levels of activity.
- In addition, parents often look to their child’s teachers for education and support. Teachers as well as parents need to have basic knowledge about nutritional foods, physical activity and a healthy lifestyle that support children’s healthy development and learning.

CCSA is implementing the Shape NC project to increase the number of children starting kindergarten at a healthy weight. The program promotes healthy eating and active play for children from birth-5 years old by working with child care programs to instill healthy behaviors early on, creating a solid foundation for a healthy life. Shape NC inte-



grates multiple research-based models to provide an in-depth approach to childhood obesity prevention. It combines evidence-based programs to create a comprehensive approach in partnership with the following

statewide programs: [Be Active Kids®](#), [Preventing Obesity by Design](#) and the [Nutrition and Physical Activity Self Assessment for Child Care \(Go NAP SACC\)](#).

To support the Shape NC project, [click here and DONATE NOW!](#) Your gift to fund Shape NC workshops and events in Durham, NC will be matched 100% through a Social Innovation Fund Grant.

For more information about the project, see [CCSA’s Shape NC flyer](#).

## NC CCR&R Council

The mission of the NC Child Care Resource and Referral Council is to partner with the North Carolina Division of Child Development and Early Education (NCDCDEE) and the 14 NC CCR&R regions to support a strong child care resource and referral statewide system by:

1. providing high quality CCR&R services across the state, and
2. ensuring that families, child care providers and communities have access to high quality CCR&R services.

See the NC CCR&R Agency Directory [here](#).

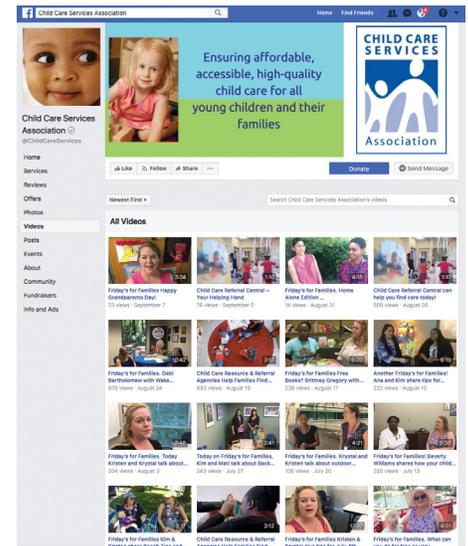


# CCSA's Nutrition Services

CCSA's Nutrition Services have always been focused on not only providing a meal-time solution for busy directors and teachers, but on improving the overall quality of the food served in child care with an emphasis on education. Each year we add more variety to our made-from-scratch meals by including seasonal, local produce like sweet potatoes, butternut squash, arugula and ripe summer tomatoes on our menus. We want children, teachers and parents to know there is more to lunch than chicken nuggets!

We've been working with Meghan Brown MHS, RD, LDN DINE Childcare Nutritionist from Durham County Department of Public Health for the past year on providing us monthly newsletters for our menus. The menus feature a Harvest of the Month that we incorporate or highlight in meals and snacks. These newsletters also extend the benefits of healthy eating to the home and also for teachers in the classroom. We use the newsletters for all three locations. In the last year, Meghan was working with Durham Head Start and even attended their teacher training to help more of them to sign up for nutrition activities.

Our meal program provides breakfast, lunch and afternoon snacks. For more information, contact Robert Cates 919-960-8777 for Orange County and Lisa Menna 919-314-6860 for Durham and Wake counties. [\[Link\]](#)



## Fridays for Families

By Christy Thalheimer, Referral Manager

### CCSA GOES FACEBOOK LIVE!

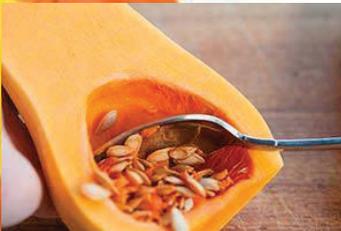
What better way to connect with our parents, child care providers and community than to show the human side of our agency. CCSA has been live streaming Friday's for Families on Facebook every Friday morning at 10:00 am since November 2017. When we can't live stream we post a pre-recorded video to keep our audience involved and up to date on current content.

Our content is relevant for our local community and the format ranges from content sharing by Referral Counselors and Q&A sessions to interviews. Topics so far have included focused discussions of quality considerations in child care programs, holiday events, summer fun activities, safety with children as well as guests from NC Prevent Child Abuse and Durham's Partnership for Children.

We have seen an enormous increase in viewers since starting this, up 913%. We hope that as we grow our audience, our followers will start turning to us as their go-to source to stay informed on early education news! [\[Link\]](#)



# Butternut Squash



## Butternut Squash: In the Kitchen

*This month your child will be enjoying Butternut Squash at school. Try this recipe to try Butternut Squash at home!*

**Ingredients**

- 2 pounds of butternut squash
- 2 TBS of unsalted butter
- 2 TBS honey
- ½ tsp of salt

**Directions**

1. Use peeler to skin the whole squash
2. Cut squash in half, scoop out seeds, cut the squash in cubes
3. Put the cut squash onto a baking sheet
4. Drizzle melted butter, honey and salt
5. Let the kids help get their hands messy mixing it up
6. Roast at 425 F for 50 minutes to 1 hour
7. Let sit for a few minutes and enjoy!

**Butternut Squash: Fun Facts**

- Australians called the butternut squash a butternut pumpkin
- Butternut Squash is one of the longest keeping vegetables, lasting 3 months when properly stored
- Butternut Squash and pumpkins are similar. However a butternut squash is a vegetable and pumpkin is considered a fruit.



**Butternut Squash: Squash Counting Game**

1. With construction paper, cut a gourd like shape.
2. Choose a different color construction paper and cut out circles and number 1 through 12
3. Place cleaned butternut squash seeds into a small bowl
4. Pick from the circled numbers and have child place that many seeds onto the gourd shaped paper



## Announcing the 2019-2020 Early Care and Education Workforce Study

Child Care Services Association is pleased to announce that we have received funding from the Division of Child Development and Early Education for an Early Care and Education Workforce Study. This study will assess program characteristics of both child care centers and family child care homes. Additionally, directors, teaching staff and family child care providers will

*This study will assess program characteristics of both child care centers and family child care homes.*

be asked information about their education levels, compensation, experience and basic demographics. Perhaps the most exciting piece of the study is that, in addition to analyzing the workforce on a statewide level, we will also be able to report county level information for child care centers and their staff. (Family child care providers will be reported statewide and broken down into three geographic areas.) We have not had access to county level data across the state since the study in 2003.

Programs will begin getting surveys the first of the calendar year 2019. For family child care providers, a stratified random sample representing the community as a whole will be sent surveys. For child care centers, in small counties, all directors will

be sent survey packets. In bigger counties, a stratified random sample will be chosen to participate ensuring that the sample represent programs in the counties. Surveys will closely mirror prior year surveys so that we can examine change over time on key variables. The vast majority of surveys will be collected either through snail mail, online or over the phone, though we may be soliciting assistance from partner agencies to help gather surveys in more difficult to reach communities.

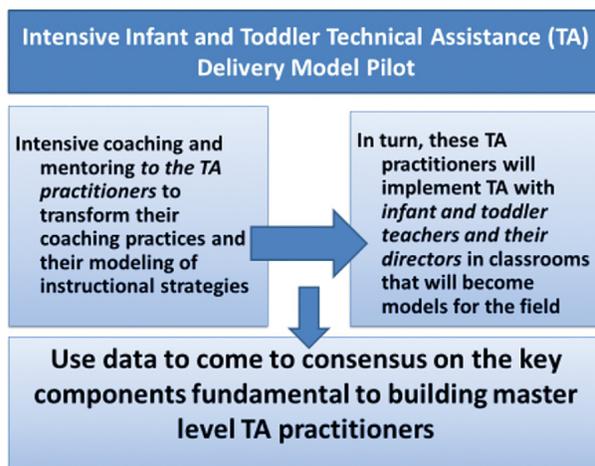
Surveys will continue to be collected until we reach a 70% response rate from directors and family child care providers and a 50% participation rate from teaching staff in each county (geographic region for family child care providers). We anticipate this taking much of 2019. Data analysis will then begin in early 2020 with a final statewide report and reports for each county available in the late spring/early summer 2020.

For more information about prior year workforce studies, please visit our website at: <https://www.childcareservices.org/research/research-reports/early-childhood-workforce-studies/>.

## Intensive Infant and Toddler Technical Assistance Delivery Model Pilot

On behalf of the NC Child Care Resource & Referral Council, CCSA will issue an RFP to three regions to participate in a pilot designed to propel TA practitioners beyond the traditional focus on preparing teachers for assessment, and instead shift the TA paradigm to more advanced coaching around teacher interactions and outcomes.

See the DCDEE release of 5 Infant-Toddler Projects Announced August 1, 2018 [here](#).

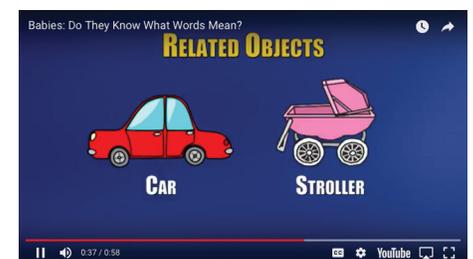


## NC Child shares information on Nurturing Homes & Communities

Children thrive when they grow up in safe, stable, and nurturing environments. Policies and programs that strengthen families, prevent abuse and neglect, and provide effective treatment for victims of abuse and neglect are critical to ensure positive outcomes for our next generation. See resources [here](#).



## Babies May Understand Words Before They Can Talk



Child Trends' [recent video](#) (June 2018) highlights a study revealing that as early as 6 months old, babies can understand how two different objects are more alike than others. For example, when the babies were shown images while the caregiver named the objects, they were able to understand how words "stroller" and "car" were more alike than "juice" and "car." This demonstrates that babies may understand many words and concepts before they are able to speak, and that communicating with your baby as much as possible is very important for early literacy development.

# Caring for the Health and Wellness of Children Experiencing Homelessness

Every year, 1.2 million children under 6 years old experience homelessness in the United States. Many of these children are in early childhood education programs. Explore this tip sheet to learn how homelessness impacts various areas of health and wellness. Discover ways to identify and assess the needs of families experiencing homelessness and connect them to medical and dental homes. Also, find resources and supports to connect families to health and wellness providers [here](#). 

## SUPPORTING CHILDREN AND FAMILIES EXPERIENCING HOMELESSNESS: An Interactive Learning Series for Early Childhood Professionals

Explore this interactive series to learn about family homelessness and the McKinney-Vento Homelessness Assistance Act's definition of "homeless" as it refers to children and youth. Review other relevant federal regulations for Head Start, Early Head Start and Child Care and Development Fund (CCDF)-subsidized programs.



ACF RESOURCES

This series is intended for professionals in Head Start, Early Head Start, and child care, including early childhood and school-age child care providers, CCDF Lead Agency or designated entity staff and other key stakeholders.

The Learning Series has eight modules. Each module takes approximately 30 minutes to complete. Users can spend as much or as little time as needed, depending on their level of experience. At the end of each module, users can print a Certificate of Completion.

**Module 8:** Connecting with Community Partners was just released. Discover the importance of connecting with community partners to provide supports and services for children and families experiencing homelessness. Explore strategies to build and broaden these connections.

Find the full series of 8 modules [here](#). 



## ATTACHMENT VITAMINS: Interactive Course on Early Childhood Attachment, Stress, and Trauma

This online course is an interactive, self-paced, e-learning course for those adults who often find themselves in the company of children ages zero to five and their families. Perfect for professionals such as early childhood educators and child care providers, public health workers, nurses and other medical providers, and case managers, and for the caregivers of young children. Co-created by Dr. Alicia Lieberman, author of *The Emotional Life of the Toddler* and world-renowned expert in the areas of child development and trauma, Attachment Vitamins provides an overview of early social-emotional development with suggestions to support healthy and mutually-satisfying child-caregiver relationships. During the course, participants will learn about early childhood social-emotional development; explore the impact of stress and trauma; reflect on the possible meanings of children's behaviors; delve into the influence of culture on families' socialization goals; and become familiar with a number of strategies aimed to promote secure attachment and safe socialization practices. 

 [CLICK HERE FOR FURTHER INFORMATION.](#)



## Early Childhood Workforce Index 2018

The 2nd edition of the [Early Childhood Workforce Index](#) is now available (June 2018). It provides comprehensive state-by-state analysis of early education employment conditions and policies across the United States. This resource also offers state profiles, FAQ's, a social media toolkit, and an [interactive map](#) displaying current wages and changes over the last two years. See the North Carolina information [here](#).

See the new infographic [here](#).

**The Younger the Child, the Lower the Pay for Early Educators**  
Among an early education workforce that's already low paid, **teachers working with infants & toddlers earn the least.**

86% of infant & toddler teachers earn less than \$15/hour, compared to 67% of preschool teachers.

African Americans are disproportionately affected by this wage penalty.  
82% work with infants/toddlers, compared to 43% of all early educators.

But that's because younger kids need teachers with less expertise, right?  
Actually, teachers of infants and toddlers need just as much skill and education as teachers of older children.

In the first few years of life, **more than 1 million new brain connections are formed every second.**  
These connections are shaped by children's interactions with adults, yet even with a Bachelor's degree, **infant/toddler teachers are paid about \$4 less per hour than similarly qualified early educators working with 3-5 year olds.**

In fact, there is a **wage penalty at every educational level for working with younger children.**

Bachelor's or Graduate Degree	\$17.86	\$13.83	-\$4.03/hr
Associate Degree	\$13.11	\$11.85	-\$1.26/hr
No Degree	\$10.73	\$9.68	-\$1.05/hr

If it's so important, why are people who work with infants and toddlers paid so much less?  
The difference is partially explained by program funding. Compared to preschool services for children age three to five, services for infants and toddlers are more expensive to provide, yet are less likely to be primarily publicly funded.



## 2018 KIDS COUNT Data Book

Since 1990, KIDS COUNT has examined trends and ranked states on child well-being across four domains: (1) Economic Well-Being, (2) Education, (3) Health, and (4) Family and Community. The latest report, [2018 KIDS COUNT Data Book](#) finds improvement in economic well-being with mixed results for the other three domains. The three states that ranked the highest for overall child well-being were New Hampshire, Massachusetts and New Jersey. Mississippi, Louisiana and New Mexico were the three lowest-ranked states.

Source: Annie E. Casey Foundation



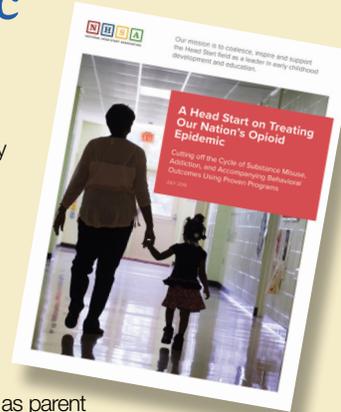
## Who is Caring for Latino Children?

The National Research Center on Hispanic Children & Families released [this brief](#) last month (July 2018) that provides the first national portrayal of the early care and education (ECE) workforce serving a large share of Latino families. The brief examines the qualifications, values, and diversity of these teachers and caregivers, and discusses how educational opportunities for this workforce will increase children's access to high quality ECE. A [PDF version](#) is also available.

## A Head Start on Treating Our Nation's Opioid Epidemic

According to a recent [report from the NHTSA](#) (July 2018), Head Start programs have core elements in place that can help children and their families impacted by the opioid crisis.

Core elements, such as parent engagement, community-driven solutions, and a holistic family-centered approach, have been successful at improving the coping skills for reducing the effects of trauma in young children and their families. The report provides background research, statistics and recommendations for early childhood administrators and policymakers.



## Sharing Research Across Home Visiting and Early Care and Education (ECE) Better Serves Families

A recent [blog entry from Child Trends](#) (June 2018) explains the significance of sharing research across home visiting and ECE departments. It also states key questions for addressing how agencies can build and improve early childhood integrated data systems to better serve their families.

## New HHS Assistant Secretary Confirmed

New HHS/ACF Assistant Secretary Lynn Johnson of Colorado was confirmed as HHS/ACF Assistant Secretary for Family Support. See Lynn Johnson's [remarks](#) at her Senate Finance Committee nomination hearing in March.

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## Understanding the Early Care and Education Workforce

The June 2018 issue of *Research Connections* offers a [bibliography](#) of research to policy resources to assist policymakers with identifying effective channels to improve the early care workforce through education opportunities and professional development. The resource is organized geographically, first nationally, and then by state.

## Supporting the Infant-Toddler Workforce: A Multi-Pronged Approach is Urgently Needed

A new [blog](#) written by CSCCE Co-Director Lea Austin has been released as a part of the BUILD Initiative's latest blog series.

We know that quality early care and education, particularly in the first three years of a child's life, can deliver lifelong positive impacts. For an infant or toddler who routinely spends a portion of her day in a formal child care setting, the knowledge, skills, and well-being of her teachers are inextricably linked to the quality of care and early learning provided. Yet it is for this age group of children that educators earn the lowest wages and need to meet the fewest requirements. This [blog](#) discusses the status of this workforce and offers recommendations for state policies and investments.

To link the blog to your social networks: <https://bit.ly/2JMnkYi>

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# Research and Evaluation Capacity Building

This annotated bibliography from OPRE (June 2018) is a resource guide for Child Care and Development Fund (CCDF) lead agencies, as well as, state agencies, researchers, and technical assistance providers in child care and other human services. It contains a concise list of selected publications and user-friendly tools to support states, territories, and tribes who wish to build research and evaluation capacity.

Here are the areas covered:

- comprehensive resources on program evaluation
- building organizational research and evaluation capacity
- logic models
- evaluation design and planning
- working with evaluators
- working with administrative data



### [EXPERIENCES OF PARENTS AND CHILDREN LIVING IN POVERTY](#)

Explore this summary of literature about parents' and children's perceptions of poverty and benefit receipt and how families discuss their economic circumstances.



### [NEW CONTINUOUS QUALITY IMPROVEMENT TOOLKIT WITH INTERACTIVE MODULES](#)

This toolkit with nine interactive training modules provides information on continuous quality improvement (CQI) principles and tools to support CQI implementation in home visiting.

Source: Office of Planning, Research & Evaluation (OPRE)

## Research Connections

regularly reviews the latest acquisitions and identifies reports and journal articles of high policy relevance. Link to the [Highlights from our Library](#) section from the homepage for the latest noteworthy additions:

### RECENT RESEARCH

- [What are early care and education teachers' experiences of psychological distress and what work supports promote their psychological well-being?](#) For additional related resources check out [our resource list](#) on workplace conditions and teacher stress
- [How does classroom quality affect the relationship between preschool attendance and children's executive functioning development?](#)
- [What are coaches' perspectives on their professional development interactions with teachers?](#)
- [What does the domestic and international research literature tell us about the relationship between structural characteristics and process quality in early care and education?](#)
- [Which teacher characteristics are related to young dual language learners' language, literacy, and math development?](#)





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## Federal Funding Available for New Preschool Development Grant Birth through Five Program

The US Department of Health and Human Services (HHS) and the U.S. Department of Education released the Funding Announcement Opportunity for the new Preschool Development Grant Birth through Five (PDG B-5) program. Applications are due November 6, 2018.

Find the application [here](#).



## SUPPORT CCSA

Whether through helping low-income families afford quality child care, child care referrals, salary supplements for our underpaid early childhood educators or educational scholarships to allow the men and women who teach our young children to continue their own education, CCSA is dedicated to ensuring that our children grow up happy, healthy and ready to succeed. We can't do it without you!

Please consider giving to CCSA online at [www.childcareservices.org/support-us](http://www.childcareservices.org/support-us) or by calling Kara Shultz at (919) 967-3272. Checks may be mailed to CCSA, PO Box 901, Chapel Hill, NC 27514. Thank you!



## Join us as we Think Babies™ across the state!

By Elaine Zukerman, Infant/Toddler Education and Advocacy Coordinator, NC Early Education Coalition

As part of its Think Babies™ NC initiative, the NC Early Education Coalition is hosting a series of advocacy trainings across the state. The [Think Babies™ Advocacy Academies](#) are day-long advocacy trainings for advocates to learn how to work with policymakers and make their voices heard for infants, toddlers, their educators, and their families!

The Think Babies™ Advocacy Academies offer advocates a chance to:

- Learn about the issues facing NC's youngest children
- Explore how federal and state policy is made and how to work with policymakers
- Practice crafting effective messages in order to tell their personal stories
- Connect with other early childhood advocates and work together to make an impact

These trainings are open to anyone interested in learning more about why all infants and toddlers in NC need healthy

beginnings, supported families, and high-quality early care and learning. We had a full



**NORTH CAROLINA  
EARLY EDUCATION COALITION**



house for our first Think Babies™ Advocacy Academy on September 20th in Greensboro, and we're looking forward to working with more early childhood advocates at the next two trainings are in October:

- October 20th, Greenville, 9:00am-3:00pm
- October 27th, Asheville, 9:00am-3:00pm

Space is limited. Please register online [here](#). Resources and more information about Think Babies™ NC can be found on [our website](#). We look forward to working together to continue to Think Babies™ in North Carolina!



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The CCSA Communicates newsletter contains links to other websites and news articles. These links represent just a few examples of the numerous reference materials currently available to the public. The opinions expressed in any articles or web pages do not necessarily reflect the positions or policies of Child Care Services Association. The inclusion of resources should not be construed or interpreted as an endorsement of any private organization or business listed herein.