



CCSA Communicates

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

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From the President

It is hard to believe it is the end of September already! I always miss the longer days as the fall comes into view, yet it gives me a chance to reflect on the summer days full of sunshine and children playing outside. Have you ever just observed the fun of a playground of young children? It brings a smile to my face every time!

We recently had the opportunity to be part of a presentation and discussion on the Power to the Profession with

Rhian Alvin, Lauren Hogan and Katherine Kempe



Rhian Alvin

from the [National Association for the Education of Young Children \(NAEYC\)](#) during the [North Carolina Association for the Education of Young Children \(NCAEYC\)](#) conference. Many thanks to **Susan Perry**, Chief Deputy Secretary, NCDHHS, and **Lorie Barnes**,

Executive Director at

NAEYC, for coordinating this conversation.

We also said thank you and farewell to **Anna Carter**, Director of the Division of Child Development and Early Education (DCDEE).

We are so appreciative of her knowledge and efforts leading DCDEE. Anna accepted a position as a Child Care State Systems Specialist. In this new role, she will provide training and technical assistance to states in the ACF Region 4 to assist them with implementing the federal Child Care Development Block Grant. We are in this region and look forward to working with her in her new role. **Kristi Snuggs**, Deputy Director at DCDEE, will serve as the Interim Director. We also look forward to working with Kristi in this role!

It was a busy summer completing final reports and implementing new activities. DCDEE invited a large

group to Raleigh for a brainstorming session of ideas to be included in the upcoming PDG B-3 grant application that will soon be released by the federal government. Through

the PDG planning grant that N.C. received, CCSA received funds to work on NC Babies First (NCB1), a quality enhancement project modeled after a Race to the Top Early Learning Challenge pilot project. NCB1 supports increased infant and toddler classroom care

quality by providing resources for increased quality, providing ongoing intensive technical assistance and monitoring progress toward increased quality and best practice. The PDG planning grant provided the support and focus to purposefully and carefully plan start-up of NCB1.

CCSA works to ensure affordable, accessible, high-quality child care for all young children and their families by supporting our future leaders—young children—and those that educate them. We recently had interns from surrounding colleges and universities to help drive our goals, better understand our communities and support future leadership. You will see more about this later in the newsletter. We are already reaching out to area colleges and universities for 2020.

Board members are vital to our early childhood



Anna Carter and Susan Perry



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From the President

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education efforts. Two board members' terms ended in September after being on the CCSA Board for multiple terms. Many thanks to **Christina Goshaw Hinkle** who served in many capacities from Assistant Treasurer to Policy Committee Chair. She recently made suggestions to CCSA's gift policy and helped to update the organization's bylaws. We also thank **Michael D. Page** who served a number of terms and was an active board member. He most recently opened our 45th anniversary evening with a powerful invocation.

We recognize the unique roles boards play in promoting and advocating for quality early education. Our board members serve as advisers, decision makers, problem solvers and advocates of Child Care Services Association. We will soon welcome our new board members and will share their information with you later this year.

I hope you enjoy a beautiful North Carolina Fall! 🍂

*Sincerely,
Marsha*

🎓 Two Programs Give NC Educators Even More Opportunity

North Carolina educators now have more opportunity to further their education and explore their career thanks to the Teacher Education and Compensation Helps ([T.E.A.C.H.](#)) Early Childhood® NC Scholarship Program at Child Care Services

Association ([CCSA](#)) and the new launch of [TeachNC](#).

In 1990, Child Care Services Association ([CCSA](#)) created the Teacher Education and Compensation Helps ([T.E.A.C.H.](#)) Early Childhood® NC Scholarship Program to address the issues of under-education, poor compensation and high turnover in

North Carolina's early childhood workforce. Through proven outcomes, T.E.A.C.H. provides debt-free college education with comprehensive scholarships for the early education workforce.

"T.E.A.C.H. has made it possible for me to continually build on my education from an Associate's in Applied Science to a Master's in Education without incurring a huge amount of student debt," said Joe Coffey, a T.E.A.C.H. recipient on track to graduate Spring 2020. "Early childhood education is a field in which the professionals are often underpaid and are themselves lacking resources. T.E.A.C.H. provides an avenue to advance education and careers while helping to avoid massive student debt."

With TeachNC roadmapping a path for current and future teachers and CCSA's Teacher Education and Compensation Helps ([T.E.A.C.H.](#)) Early Childhood® NC Scholarship Program working to improve the professional development, compensation and retention for early childhood educators, all of North Carolina's teachers have a chance to lead our state's next generation to a bright future.

Read the rest [here](#). 📖



New Certificate Scholarships for Early Childhood Educators

The North Carolina T.E.A.C.H. Early Childhood® Scholarship Program announces a new Certificate Scholarship Program designed to support Infant-Toddler and Preschool Certificate attainment. This comprehensive scholarship is specially designed to support Infant-Toddler and Preschool certificate attainment.



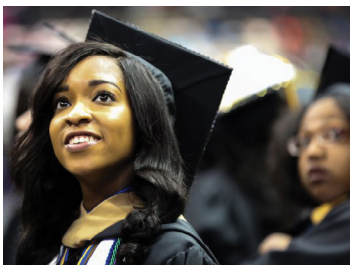
The coursework offered through the early childhood Infant-Toddler Certificate Program has a clear emphasis on children birth through 2 years of age. The Preschool Certificate Program provides a series of courses for early childhood professionals working with young children 3 through 5 years of age. The scholarship program offers a package of support for recipients to take up to 19 credit hours toward an Early Childhood Certificate at any of North Carolina's 58 community colleges.

T.E.A.C.H. scholarship applications are currently being accepted for Fall 2019 and Spring 2020. There is only one application for this scholarship to attain two potential certificates.

Current participants in the associate degree scholarship program through T.E.A.C.H. do not need to submit a separate scholarship application for the certificate program. T.E.A.C.H. will award retroactive scholarships to eligible, already enrolled applicants as of July 1, 2019.

The T.E.A.C.H. Early Childhood® Scholarship Program creates access to higher education for early educators (teachers, directors and home-based professionals) who are already working with young children in licensed facilities. The program offers a comprehensive package of support that pays for college education, rewards achievement and retains better qualified early educators in the field. Scholarships are accepted at each of the state's 58 community colleges.

To learn more about the T.E.A.C.H. Early Childhood® Scholarship Program and how to apply for the new Certificate Scholarship Program, click [here](#). 📖





Estes Children's Cottage Visits CCSA's Kitchen

By guest bloggers Michelle and Cathy Tuttle, owners of Estes Children's Cottage in Chapel Hill, N.C.

Our mealtimes are a part of our curriculum at Estes Children's Cottage, and we enjoy sharing food experiences together. Our program philosophy is inspired by the schools in Reggio Emilia, Italy, and we draw inspiration from their view on food and eating together.

According to the Reggio Children book, *The Languages of Food: Recipes, Experiences, Thoughts*, "special care in offering tastes, in the food and attractive composition of the dish, in the aesthetics of table setting, the pleasure of sharing lunch with friends, and the opportunity to encounter the kitchen as a multisensory laboratory are important strategies for creating a welcoming atmosphere for all and highlighting the individual in the group."

They view the kitchen in each school as "a place of life and of possible relationships, a vital space inhabited on a daily basis by adults and children, a space for thinking and research and learning."


During the past year, we have explored expanding the children's involvement with our mealtimes by adding a new ritual of allowing the daily table-setter to design a unique centerpiece for lunchtime. The children now gather items and request that they be used as a centerpiece.

Based on the children's interest, we've created opportunities for helping that include bringing breakfast from the kitchen, putting away clean dishes in the morning and removing dishes from the table after lunch. The older children developed a growing interest in talking about our menu, the food offered and the kitchen where our food is prepared.

Since we often reference Robert when talking about how some of the dishes we have are prepared, the children wanted to know more about Robert, the manager and chef at the Chapel Hill kitchen for [Child Care Services Association's Meal Services Program](#). They had many questions for him, including what he looked like and his favorite foods to prepare and eat. We gathered the children's questions and

mailed a letter to Robert. He sent back his responses, complete with a picture attached. We wanted to nurture the children's interest in the kitchen and grow the relationship. Our oldest group of children was then able to travel by town bus on a field trip to see the kitchen in action. We were accompanied by a couple of the children's parents as well.

They observed the food preparation process, saw some of the tools used in the kitchen and even taste-tested a new recipe the kitchen staff had prepared for the occasion. They now have a visual of the kitchen, the staff and a lot of what goes into making our meals, as well as meeting and forming relationships with the kitchen and staff.

After the bus ride back to the Cottage they were able to share "insider information" with the other children about what they had observed and seen. 



Durham PreK News

Durham PreK welcomes new classrooms, the launch of its “Teacher Talk” e-newsletter and a new website coming soon!

The 2019-2020 school year is underway with 26 Durham PreK classrooms. Those programs are: Brown’s Early Learning School, Childcare Network #57, Oxford Manor Head Start, White Rock Child Development Center, The Whitted School, Creative Schools at Davis Park, Durham Head Start at RTP, First Chronicles Daycare Center, Kiddie Kollege, Leathers Meachem Head Start, Little People Day Care Center, Primary Colors Early Learning School at Dowd and Dixon, Spring Valley Elementary School and Triangle Day Care Center to Durham PreK.

Now that Durham PreK is part of Durham’s publicly funded pre-K spaces, all 4-year-olds living in Durham County are eligible to apply to pre-K. The program is free for families up to 300% federal poverty level and then a sliding scale fee is introduced. This innovative approach to funding pre-K allows for more diverse pre-K classrooms across the county and also moves toward a universal pre-K model.

Durham PreK supports high-quality classrooms in many ways, including technical assistance services. All Durham PreK teachers and directors will receive ongoing technical assistance such as webinars, engaging in communities of practice and professional development around CLASS® that nurtures high-quality teacher-child interactions.

Durham PreK also has a Technical Assistance (TA) Pipeline that helps build classrooms’ quality and capacity to meet Durham PreK’s higher quality standards. This school year, 10 classrooms and site directors

in our pipeline will receive weekly technical assistance and professional development to help create and enact quality improvement plans.


This new school year also brings other exciting Durham PreK news.

In August, Durham PreK launched an e-newsletter titled, “Teacher Talk,” to provide early educators with early childhood news, research and upcoming professional development opportunities. “Teacher Talk” will be sent out every other month with themes related to Durham PreK standards for high quality. If you are interested in receiving this free e-newsletter, please email durhamprek@child-careservices.org.

In October, we are launching our new website at durhamprek.org. Our goal for the website is to become a resource for parents and early educator professionals and programs in Durham County.

For parents, we will help them learn more about our program, site locations and how to apply to Durham PreK, and also connect them with the many resources that support families in Durham County.

The website will provide early educators with information about how to become a Durham PreK site, how to support their program’s quality and connect them to additional early childhood resources.


We will also feature a section for the Durham community that provides reports about the state of Durham for children and families and share the foundational reports for Durham’s preschool expansion. We look forward to sharing this website with the Durham community and watch it develop into a rich resource for families, early educators and the greater community. 



Promoting Early Childhood Services for Young Children Experiencing Homelessness

It is estimated that 1 in 30 children will experience homelessness in the U.S. each year; nearly 50% of those children are 5 years old or younger. In NC, it is estimated that 1 in 29 children under 6 is experiencing homelessness.

Homelessness is associated with a host of risks for developmental delays and mental health challenges. Early identification of developmental problems and access to intervention and high-quality early education are essential for success for these vulnerable children, yet few receive such services.

Goal 4 of the NC Early Childhood Action Plan focuses on Safe & Secure Housing. The “Yay Babies Data Workgroup” recently met about providing DHHS with information for the ECAP. 



4. SAFE AND SECURE HOUSING

Babies, toddlers, young children and their families across North Carolina will have access to safe, secure and affordable housing.

— Over 26,000 NC children under age 6 are homeless, or roughly 1 in 28.

2025 Target

Part 1) Decrease the percentage of children across North Carolina under age six experiencing homelessness by 10% from 26,198 to 23,578, according to data from the Administration for Children and Families (ACF).

Part 2) Decrease the number of children K – third grade enrolled in NC public schools experiencing homelessness by 10% from 9,970 to 8,973, according to data provided by the NC Department of Public Instruction.

Sub-Targets

Percent of families with a high housing cost burden

Number of homeless children in early learning programs

Rate of emergency asthma care visits

Rate of confirmed elevated blood levels

Percent of families living at or below 200% of the federal poverty level

NC Early Childhood Action Plan | ncdhhs.gov/early-childhood


Farm to Preschool in Action *By Natasha Bowden*

Local Food Hero Awardee, CCSA's Food Manager, and NC Farm to Preschool Network Advisory Committee member, Robert Cates gets meal review and shout out by a 4-year-old. Read about “Robert’s Greens” and the rest of the story [here](#).

CCSA's Meal Services program began at University United Methodist Church in Orange County. It expanded with the construction of the Jim and Carolyn Hunt Child Care Resource Center in Durham County, and in the 2017-18 fiscal year, the program served 1,300 children daily in 24 centers. Robert focuses on creating meals that are made using local products and in-season fruits and vegetables and kid-approved.



“We buy from Farmer Foodshare, which is a local food hub in Durham, and they source from all over North Carolina,” Robert said in the article. “They get apples from the mountains and produce from down east. And then we also source...from farmers in Orange, Durham and Chatham counties.”

This is a great option for centers that have little to no budget for a full-time cook, kitchen, or local food. Look around your community for food hubs, food share programs, or community kitchens to get started in your community. Check with [Farmer Food Share](#) to get started! 





Higher Education Study Reveals Alignment in Perceived Barriers Among T.E.A.C.H. Scholarship Counselors, Recipients and Higher Ed Faculty


“Transforming the Workforce for Children Birth through Age 8,” and its case statement and recommendation that all children have lead teachers with a BA in early childhood education as the foundation on which to build their knowledge and skills, has put in motion a national discussion on how to make this happen. Debates are centered around issues of access, capacity of the workforce, cost, barriers in higher education, compensation and fear of unintended consequences for various populations of children and people in the workforce.

A year ago, the T.E.A.C.H. Early Childhood® National Center began a three-part study to examine the “barriers in higher education” issue, with a goal of identifying and then sharing promising practices and innovations currently being implemented by higher education faculty at community colleges and universities across the country to address these barriers. The study examined the barriers

as perceived by T.E.A.C.H. scholarship counselors, T.E.A.C.H. scholarship recipients working toward two- and four-year degrees in early childhood education and the higher education faculty at institutions where these students attend. Respondents included 61 counselors, 2,071 scholarship recipients and 170 faculty members. Surveys were offered in Spanish and English. One of our initial findings is that counselors and higher faculty agreed with the top nine barriers identified by T.E.A.C.H. recipients in eight out of nine cases. You can read more about the study [here](#).

Currently, the National Center is creating a summary of the research and preparing issue briefs that look at the challenges the

surveys uncovered, describe why these are challenges for our scholarship recipients, and share promising practices identified by faculty and strategies to overcome these barriers as identified by T.E.A.C.H. counselors.

Be sure to visit the [Center Initiatives](#) section of the website soon, as we will be adding a new section on higher education that will include the full report and issue briefs. 

The T.E.A.C.H. Early Childhood® (T.E.A.C.H.) scholarship initiative provides comprehensive scholarships for the early childhood workforce to attend college to earn early childhood credentials and degrees. T.E.A.C.H. counselors are a key component of every scholarship, assisting scholarship recipients in securing a scholarship, navigating the college processes, setting goals, monitoring progress and providing encouragement throughout their college experience.


New \$4 Million Federal Investment in Durham County's Children

Positive social-emotional development in early childhood is essential for lifelong health and well-being. For children who experience trauma or chronic adversity, those developmental processes are interrupted, increasing their risk for a range of negative outcomes from dropping out of school to developing diabetes and other chronic illnesses in adulthood.

The compelling data on the power of early social-emotional development to drive key life outcomes consistently arrive to one conclusion: those who serve young children in our community should be equipped to support healthy social-emotional development and to identify children with developmental concerns. Building such a comprehensive system is an ambitious, long-term undertaking, but a new five-year grant of \$4 million will help Durham County make meaningful progress toward that vision.

The grant has been awarded by the federal Substance Abuse and Mental Health Services Administration (SAMHSA) to the Center for Child and Family Health (CCFH), a Durham-based nonprofit with expertise in trauma-informed approaches to early childhood development. As the coordinating grantee, CCFH will bring together partners in early care and education, pediatrics, family support, mental health and homeless services in a unified strategy called Responsive Early Access for Durham's Young Children (READY). Other funded agencies include Child Care Services Association, Duke Children's Primary Care, Exchange Family Center and Families Moving Forward. Project evaluation will be conducted by the Duke Center for Child and Family Policy.

Marsha Basloe, president of Child Care Services Association, said, “Linda Chappel, vice president of CCSA's Triangle Area Child Care Resource and Referral Services, and I are pleased CCSA is a partner in this important work in Durham.”

Read more [here](#). 



NC Infant Toddler Quality Enhancement Project News

The **NC Infant Toddler Quality Enhancement Project** is offering three new professional development courses to support early childhood professionals' understanding and expertise of infant-toddler care.

Linking NC Foundations for Early Learning and Development to Curriculum Planning for Infants and Toddlers is a 5-hour course designed to help educators properly align their infant/toddler activity plan with the recommendations of North Carolina Foundations for Early Learning and Development (NCFELD). This course helps participants understand, identify and implement strategies that support infant-toddler development and learning.

NC Infant-Toddler Quality Enhancement Project

Exploring Social-Emotional Development Within the Context of Relationships is a new 2-2.5 hour course focusing on how infant/toddler social-emotional competencies are an important component of later school readiness. Participants examine the subdomains of social-emotional development and learn how providing the responsive process of getting in-tune help infants and toddlers form secure relational attachments.

Best Fit Recruiting and Hiring Infant and Toddler Child Care Staff, a 3-hour course, provides expert information on the recruiting and hiring of infant/toddler professionals. This course focuses specifically on the needs of the infant/toddler teacher. Administrators will have the opportunity to learn creative processes designed to attract teachers who are the right match for their organization. Administrators will also be introduced to interviewing and hiring best practices.

Please contact Julie Clinkscale at juliec@childcareservices.org for additional information on these or any training needs related to infant and/or toddler care.

Addressing Family Homelessness

By the Assistant Secretary of the Administration for Children and Families (ACF)

This **blog post** describes the 10 listening sessions that ACF held nationally among key stakeholders to address family homelessness. Stakeholders—parents with homelessness experience, grantee and non-grantee service providers, faith-based partners, educators and government leaders—provided input on the latest trends and local innovative programs. Five of ACF's program offices either directly focus on homelessness or offer services and resources to move families from homelessness toward self-sufficiency. Those offices include the Office of Head Start, the Family and Youth Services Bureau, the Office of Child Care, the Office of Family Assistance and the Children's Bureau.



I am WAGES\$

Ellen Devenny

Determined. Dedicated. Committed. Those are just a few words that describe Child Care WAGES\$ participant, Ellen Devenny. Ellen works as an assistant teacher at a five-star private NC Pre-K center in Gaston County, and just graduated in May 2019 with an Associate Degree in Early Childhood Education with a 4.0 GPA. She walked across the stage at age 62.

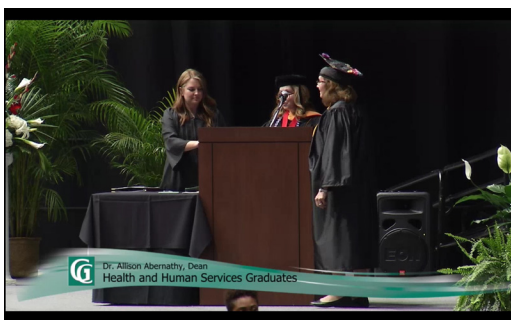


Photo credit: Gaston College

"I would not have been able to have done this without the support of programs like T.E.A.C.H. and WAGES\$. Because of my education, I feel more confident as a teacher."

— Ellen Devenny

Ellen was 50 years old when she started work on her degree. She said, "It has taken me a long time, but I remained determined to see it through to completion. I would not have been able to have done this without the support of programs like T.E.A.C.H. and WAGES\$. Because of my education, I feel more confident as a teacher."

Ellen's passion for her career and the children in her care is clear. "My favorite thing about working with young children is... everything! It is rewarding to see how they grow and learn new things during the school year. I love to see the child that struggled with feelings of insecurity walk away at the end of the year full of confidence. I love seeing children with special needs accomplish things that other children take for granted. I love working with children from a variety of ethnic backgrounds, and learning from each. This year, we have families representing China, Pakistan, Jordan, India, Columbia and Mexico. How can I not love working with young children?"


Fortunately for the children in her center, Ellen plans to remain in the field for as long as she can. "I began working with children in 1974, and that desire to continue has remained strong."

Child Care
WAGES\$
Program

www.childcareservices.org

NC ECE Shared Resources launches new website

NC ECE Shared Resources is an easy-to-use web platform created for child care program owners, administrators and classroom teachers to be a “one-stop shop” that will save time, money and help continuously improve the quality of child care services.

NC ECE Shared Resources is hard at work on the upgrade and re-launch of their website for the early childhood education community. After the re-launch, everyone will continue to access more than 1,800 tools and resources that are already available to support the great work of early childhood educators, you can expect so much more, including a new resource—a financial best practices toolkit—and a look and feel that will have you just as excited as we are now. [Keep checking back for more updates.](#) 

CCSA Invests in Our Future Leaders

Child Care Services Association works to ensure affordable, accessible, high-quality child care for all young children and their families by supporting our future leaders—young children—and those that educate them. And we’re always looking for fresh ideas and new ways to do just that. Each semester, CCSA hires interns from surrounding colleges and universities to help drive our goals, better understand our communities and support future leadership. This spring and summer, we had three incredible future leaders here at CCSA.




◀ **Katie Thayer** interned in spring 2019 as a graduating senior from UNC-Chapel Hill working in our Family Support department. After graduating in May with her bachelor’s in human development and family studies, she was hired full-time as the family engagement counselor for Durham PreK and now works alongside the Durham County Government initiative to ensure high-quality pre-K for all Durham County 4-year-olds.

▶ **Colleen Burns**, a rising junior from UNC-Chapel Hill majoring in anthropology and biology, spent her summer interning in CCSA’s Communications department and spearheading the Anchors Away! for CCSA Awareness campaign on our social media and blog.



◀ **Sarah Hanson**, a Master of Public Administration student at UNC-Chapel Hill, interned at CCSA this summer in two departments, the Administration and the Systems, Research and Development departments.

Interns and volunteers contribute a great deal to CCSA’s work. Read more about these three interns’ experiences [here](#). 



CCSA’s Meal Services to Compete in the 2019 Durham Bowls

CCSA’s Meal Services and The Whitted School Shine a Light on the Importance of Nutrition in Pre-K at the 2019 Durham Bowls Competition

Child Care Services Association (CCSA) is excited to announce its Meal Services Program is participating in the 2019 Durham Bowls competition on Saturday, October 12 from 3-6 p.m. at The Scrap Exchange on 2050 Chapel Hill Road in Durham. Lisa Menna, senior manager of CCSA’s Meal Services Program, and Kameshia Lee of Durham Public Schools pre-K program at The Whitted School are teaming up to represent the pre-K age group with their Durham Bowls dish.

Durham Bowls helps raise public awareness about the complexity and incredible potential of school food service in all communities and create a school food engagement model that can be replicated in communities across the country.

Hosted by Durham Public Schools (DPS) and Food Insight Group (FIG), teams must produce delicious meals that meet National School Lunch Program, DPS and U.S. Department of Agriculture (USDA) school food guideline requirements, including a whole grain, protein and vegetable component. The rules are written by Jim Keaten, director of child nutrition for DPS. Teams have been asked to meet the same strict requirements Keaten faces when developing recipes for students in Durham. Students will judge the Durham Bowls samples at a public tasting event October 12.

Read more [here](#). 



Stay in the know and follow CCSA





HEALTH IN NORTH CAROLINA

NAPSACC's Newest Module, Farm to ECE

Go NAPSACC's newest module, [Farm to ECE](#), is a great way to support serving local foods, gardening and teaching children from which their food come. The Farm to ECE module walks users through a five-step process to improve policies, practices and environments in

NC FARM to
PRESCHOOL
NETWORK

early care and education settings. Users start by taking a self-assessment and reviewing results with the help of a technical assistance consultant. They work together to set goals and make action plans to meet them.

Try This NC

Try This NC features dozens of new community projects. [TryThisNC.org](#) is a website devoted to featuring rural community projects that promote community health, to spur replication and uplift rural strategies.

Each community project feature has:

- A short description of a tried and true rural project that is advancing community health.
- Resources to help you adapt and/or replicate a project.

What can you do?

- **Visit and explore the site.** You can navigate via the landing page and choose one of the five broad topic areas (Healthy Eating, Active Living, etc.) or use the index and see a list of projects.
- Please **share our website** throughout your network.

If there's a project you think should be featured, please email resourcefulcommunities@gmail.com.

New Report Shares Opportunities for North Carolina to Improve Regular School Attendance in the Early Years

Regular school attendance starting in preschool helps put children on track for reading at grade-level in third grade, a critical benchmark and predictor of future academic and life success. A [report recently released by the NC Early Childhood Foundation](#) shares preschool and elementary school administrator, teacher, staff and parent voices about their local attendance policies and practices. There are inspiring schools and communities all around the state taking action to reduce chronic absence every day.

NATIONAL NEWS

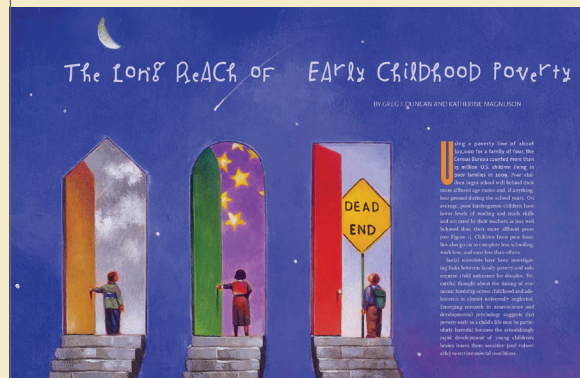
Free Resources

Free research-based, parent-friendly resources on child development to help you boost family engagement and your own professional development from CDC's *Learn the Signs, Act Early*. Read and share this [early care and education primer](#) for ordering information and ways to use these resources with your early care and education colleagues.

Universal Approaches to Promoting Healthy Development

By Deborah Daro, Kenneth A. Dodge and Ron Haskins

How can society best support parents, beginning early in their children's lives? This review walks readers through several programs that address parental support, no matter the level of need, as the key to a successful future for children. The authors show the need for universal support for parents to benefit communities as a whole. Read more [here](#).



Potential Minimum Wage Increase Underscores Key Flaws in Child Care Market

By Linda Smith and John Cerulli at Bipartisan Policy Center

As support for a higher minimum wage continues to grow across the country, the political conversation and academic research around the issue has typically focused on a wage hike's impact on the macroeconomy and on specific sectors like the fast-food industry. Often lost in the debate is a discussion of how raising the minimum wage could impact one of our economy's most critical sectors: the child care industry. Leaving aside the (potentially large) benefits to millions of American workers and families, certain characteristics of the child care market present unique challenges. As a labor-intensive industry that heavily relies on low-wage workers, child care providers, employees and consumers could face disruptions if the minimum wage goes up.

According to [a recent analysis](#) by the nonpartisan Congressional Budget Office, a \$15 minimum wage could lift 1.3 million people out of poverty and raise wages for 17 million Americans. Higher wages have undeniably positive effects for many low-income families (including child care employees) and their children. With higher family income, children can potentially avoid the [proven negative developmental consequences](#) of financial instability during their earliest years, and increases in minimum wage are associated with [fewer reports of child abuse](#) and other positive child health outcomes.

Continue reading [here](#).

News continued on page 10



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We Don't Start High-Quality Early Childhood Programs Soon Enough

By Gerry Cobb of the Pritzker Children's Initiative for The Hechinger Report

A growing body of research in recent years has made clear that investing in high-quality early childhood development yields tremendous dividends in terms of academic achievement and outcomes later in life. Over the past several years, more states than ever have invested in public preschool programs. But programs that support children beginning at age 3 or 4 are only one piece of the early education puzzle. The reality is that we need to start earlier.

Healthy development starts with healthy births, and the need for high-quality supports for infants, toddlers and their families continues during the critical first three years. Research by Nobel laureate economist James Heckman confirms what many early childhood advocates believe—the long-term effects of targeted, high-quality investments not only include lifelong academic, economic and social gains for disadvantaged children, but also better outcomes for their children and stronger families across multiple generations. Read more [here](#).



PHOTOGRAPH BY KIANA BOSMAN ON UNSPLOASH

How WIC Gives Children a Healthy Start, Preventing Obesity in Early Childhood

From the FRAC Advocate

New data from the Centers for Disease Control and Prevention found that the

naturalresources

Bias Starts as Early as Preschool, but Can be Addressed

A June 2019 article shares results from a [study at Northwestern University](#) that looked at racial and gender bias in 4- and 5-year-olds. Findings included that preschool-aged children's implicit and explicit evaluations of black boys were less positive than their evaluations of black girls, white boys, or white girls. In recognition of this research, it is valuable for educators to be mindful and to implement strategies in their classrooms that recognize young children's social biases. Examples of four ways to address bias and create welcoming classrooms are included. Read more [here](#).

“Expanding Child Care Subsidies Could Serve Two Million Additional Children:”

Reprinted from the Urban Institute

We recently modeled a hypothetical expansion of CCDF subsidies so that all families earning less than 150 percent of the federal poverty guidelines who are working and meeting their state's other eligibility rules could receive a subsidy if they wanted one. We produced both [national](#) and [state-by-state](#) estimates. As a key part of our analysis, we also estimated the number of nonworking mothers who would join the workforce if they could get a subsidy. Research shows that [child care costs are a barrier to employment for many parents](#). That's why we factored increased maternal employment into our projections for the number of additional children who could be served by a subsidy expansion. We found that more mothers in the workforce would reduce the number of children in poverty and would raise family incomes. In our state-by-state analysis, we found wide variations in the number of additional children who would benefit from the expansion we modeled, because of differences in current state eligibility rules and funding approaches.



obesity rate among young children in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) significantly decreased between 2010 and 2016. In this blog originally published by [The State of Obesity](#), FRAC President Jim Weill and the National WIC Association's Georgia Machell, Ph.D., discuss why the new data matter.

Breaking the Silence on Early Care and Education Costs

A new, wide-ranging report from the Center for the Study of Child Care [Employment and the Economic Policy Institute, Breaking the Silence on Early Care and Education Costs](#), identifies challenges to the early childhood profession in California. The report reveals the root cause of California's early care and education system problems (underfunding) and outlines a solution. Click [here](#) to learn more.



We Must Prevent Lead in NC's Child Care Programs

LEAD POISONING TODAY

Lead poisoning has been in the news a lot over the last few months due to the concerning levels of lead found in the water supply of child care programs and its potential impact on the health and safety of the surrounding community. Currently, North Carolina does not require testing water for lead in child care programs, unless a child is found to have elevated blood lead levels. The news has been especially alarming for parents and families who work hard to keep their children safe and on a path to reach their fullest potential. Lead in the public water supply threatens that daily charge. This issue is not only an issue specific to child care programs: An estimated 10 million Americans get drinking water from pipes that are at least partially lead.

YOUNG CHILDREN ARE THE MOST AT RISK


Young children are especially at risk of harm from lead. Babies and young children's bodies are still developing and are in a critical life stage for brain development. When they are exposed to lead from water or other sources, it enters directly into the bloodstream where it can harm developing organs, muscles and bones. Infants who rely on formula get 100% of their nutritional intake from water. If that water is tainted with lead, they get an enormous dose of it compared with older children and adults.

Research shows there really is no safe level of lead exposure for a child. Even at the lowest levels of exposure, lead can reduce IQ and harm a child's ability to concentrate and focus in school. These effects are permanent and can affect a child's education, health outcomes and long-term earning potential.

Lead poisoning is preventable by identifying lead before children are harmed. The most important step that parents, teachers and others can take is to prevent lead exposure before it occurs. The North Carolina Commission for Public Health is proposing a change to a child care sanitation regulation that will significantly reduce exposure to lead for some of the youngest and most vulnerable children in our state. With U.S. Environment Protection Agency grant money to pay for the first round of testing, North Carolina can work to make drinking water safer for infants and young children without adding to child care costs.

PREVENTION: THE PROPOSED CHILD CARE SANITATION RULE

We all know that prevention is the best medicine. The [proposed child care sanitation rule](#) is an example of a good preventative approach to lead exposure.

Read the rest [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 or by calling Kara Shultz at (919) 967-3272. Checks may be mailed to CCSA, PO Box 901, Chapel Hill, NC 27514. Thank you!



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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.