



CCSA Communicates

VOLUME 1 | ISSUE 2 | JUNE 2018

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

INSIDE THIS ISSUE

Triangle Child Care Awards Breakfast	2
Local Food Heroes	3
T.E.A.C.H. and WAGE\$ Symposium	4
The Impact of WAGE\$ Compensation Summit	5
CCSA Social Media Pilot	7
In-Depth Technical Assistance	8
Shape NC	9
Early Childhood Homelessness	10
Local, State & National News	11
Support CCSA	12

From the President



Although most people take vacation in the summer, you wouldn't

know that from the activity at CCSA. We are busy completing reports for grants, reviewing our successes and thinking about ways to keep improving. I like reviewing the data to see our impact (see article on data in this newsletter).

This spring, I served as an advisor with Sesame Street on its work helping children and families—especially the most vulnerable—cope with traumatic experiences. As part of that commitment to address critical needs, Sesame Street invited a small group to provide recommendations for addressing the increasing numbers of families and children experiencing homelessness. It was amazing, and Sesame Street continues its work.

If you aren't familiar with

Sesame Street in Communities, you may want to explore some of the topics there, such as traumatic experiences, coping with incarceration and helping kids grieve. Stay tuned as Sesame Street continues its commitment to helping the most vulnerable families. We all received goodies, and I was thrilled to be able to bring home Cookie Monster.

In April, the Division of Child Development and Early Education (DCDEE) released an RFA (request for application) focused on Enhancing Infant & Toddler Experiences with proposals due early May. CCSA is thrilled that we will receive a grant to administer a statewide, education-based salary supplement program for full-time infant/toddler educators with at least the associate degree in Early Childhood Education or its equivalent. These supplements help address the known compensation gap and give infant/toddler teachers a greater opportunity to stay in the field and to grow their skills and knowledge.

Continued, p. 2

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Triangle Child Care Awards

In March, CCSA recognized the incredible impact that early childhood educators and advocates have on our children at its Child Care Awards Breakfast, celebrating those who care for our children when they need it the most.

At the breakfast, CCSA presented three awards to people who share CCSA's passion for children and who help improve the lives of children in the Triangle.



The Mary Y. Bridgers Child Care Provider Award

recognizes early childhood professionals who create nurturing and effective learning environments for young children. This year's award was given to Tawanna Terry, teacher at Early Preschool and Learning Center in Raleigh, in recognition of her professional commitment and outstanding teaching practices.

"I have worked closely with [Terry] for the last past two years," said Toyia Tompkins, a fellow teacher. "[She] is exceptionally gifted at making students feel comfortable and always maintains a positive classroom."

CCSA presented its Public Service Award to Mike Mathers, executive director of the Chapel Hill Training-Outreach Project.

"The Public Service award honors leaders in our community who have significantly improved the quality of life for young



children and their families, and Mike exemplifies those qualities," said Marsha Basloe, CCSA president. "His work has truly made a difference for our young children."

The Dorothy B. Graham Child Care Leadership Award—named to honor Graham, a pioneer in early childhood education who passed



away in 2018—was given to Rosia Butler, founding director of Raleigh Nursery School from 1949 until her retirement in 1986. At 97 years old, Butler has been a tireless champion for children and families for 69 years. Scottie Seawell, Graham's daughter, gave the award.

"Having Scottie Seawell give this award was very special," said Basloe. "Dorothy Graham inspired generations of early childhood educators and she will be missed greatly. We are fortunate to have so many great early childhood educators, leaders and advocates in the Triangle. We are grateful for their work for young children, and this is our way of saying, 'thank you' and 'we appreciate you.'"

--Kara Shultz, Development Manager

From the President (cont. p. 1)

We are working on the final details. We are also in conversation around technical assistance and coaching for the Council. Stay tuned!

CCSA will also participate in a grant with Duke University researchers to build a trauma-informed professional development framework for infant/toddler teachers and their administrators, and the specialists and technical assistance providers who support them. More details on all to come.

In April, we held the [T.E.A.C.H. Early Childhood®](#) and [Child Care WAGES®](#) 2018 National Professional Development Symposium and Compensation Summit. It was exciting to be at my first Symposium, and the Compensation Summit was a good time to reflect on our accomplishments and what needs to be done to build a high quality early childhood workforce.

In case you missed it, the [Center for the Study of Child Care Employment](#) highlighted the importance of ECE workforce data and the challenges in data collection efforts in a recent brief. The Center said the early childhood field needs data-driven policy solutions, and highlighted NC's workforce studies many times as Promising Practices. See the State Data Practices Chart [here](#). Find our NC workforce studies [here](#).

With the clock ticking, NC is looking at infants and toddlers with support from the Pritzker Children's Initiative and Zero to Three. I am excited to have CCSA and the CCR&R Council be part of this work. North Carolina has always been a leader in early childhood, and now we can build on past work to ensure that all children have access to the best early learning experiences we can provide.

Have a happy summer!

--Marsha

CCSA Local Food Heroes

[The following excerpts appeared in May's Farm to Work Newsletter. Congratulations to Robert and Kim.]



Local Food Hero: Robert Cates Meal Service Program Manager, Child Care Services Association

For the past eighteen years, Robert Cates has been running the Child Care Services Association's Nutrition Service Program, catering meals to child care centers in Orange and Chatham Counties. CCSA's Nutrition program has been in operation for almost three decades, and in recent years has expanded to kitchens serving child care centers in Durham and Wake counties.

While the organization has always focused on providing well balanced, nutritious meals to preschool children, what that entails has evolved over time. Changes Robert and his team have implemented include removing trans fats and high fructose corn syrup, and more recently, introducing locally sourced products into the menus. He started with pasture-raised beef, and partnering with Cane Creek Farms led Robert to reconnect with farmers at the Carrboro Farmers Market, many of whom he had purchased from during his 26 years in the Chapel

Hill restaurant business. This led to CCSA being one of the first customers for Farmer Foodshare's Wholesale Market. In the past few years, in addition to sourcing from Farmer Foodshare and Firsthand Foods, CCSA has purchased meat, fruits and vegetables from over a dozen local farms. Thanks to Robert, five days a week nearly 500 preschool children in Orange County are eating locally prepared meals made with food grown in our community.



Local Food Hero: Kimberly Shaw (CCSA Board Member), A Safe Place [Shaw] is the owner and operator of A Safe Place. Shaw started as a family child care home in August 1997 and the business has been growing ever since. It now includes two full-time five star, NAEYC-accredited centers dedicated to providing quality childcare to families that would otherwise not be able to afford it.

Shaw currently serves on the boards of Wake Co. Smart Start, Child Care Services Association and The Early Education Coalition. In 2014 Shaw received the Dorothy B. Graham Child Care Leadership Award. In 2015 and 2017, A Safe Place received the City of Raleigh Urban Agriculture Award. In 2017 Mrs. Shaw served as a Statewide Mentor for the Farm to Early Care and Education Initiative.

The Importance of Data

CCSA has always been a data-driven agency with the ability to back up our work with specific, measurable outcomes. Data are constantly being collected with every phone call, fax received and envelope opened. We use data to examine things such as effectiveness, impact, performance, penetration, and satisfaction. Then these data are aggregated and analyzed to help us provide progress reports, annual reports and inform future funding proposals. But is this all they can do?

Data provide so much more than the information necessary to process claims, issue checks, fill training sessions, and schedule appointments. We can take our outcomes and think of ways to dig deeper and think bigger. This is how a program can evolve and grow.

More than 50% of T.E.A.C.H. recipients are first-generation students. If we dig a little deeper we can ask ourselves:

- What other supports might a first-generation student need?
- How do the outcomes such as GPA and credit hours completed from first-generation students compare to those that are not first-generation students?

Each program has the ability to review the work we have done each year. We should be proud of the impact we are having in our community, state and country. But don't stop there. Keep asking yourself – what else can I learn about the people we serve? What's next for my program?

--Jill Arnold, CCSA Director, Database Development

T.E.A.C.H. and WAGE\$ Professional Development Symposium

This spring, the T.E.A.C.H. Early Childhood® National Center at CCSA held its T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Professional Development Symposium. Nearly 150 people attended from 25 T.E.A.C.H. and WAGE\$ programs.

“T.E.A.C.H. is a tangible example of how to disrupt,”



said Marica Cox Mitchell, keynote speaker, in her address, *Power to the Profession*. “Where did this strength to be bold come

from?” She also said T.E.A.C.H. disrupts the barriers our workforce faces in accessing affordable, accessible education and improved compensation and gave a shout out to T.E.A.C.H. and WAGE\$ counselors who “know what is needed to eliminate barriers.”

Mitchell also said this moment that requires us to live with some discomfort as we move from an occupation to a profession. Her analogy of whether she should choose her handyman uncle (occupation) or her licensed electrician (profession) to do electrical repairs showed the importance of seeing early childhood education as a profession.

“We can’t be silent when the public is watching and billions of dollars are at stake. We have to rock the boat,” she said. “Let’s

make a pact among the T.E.A.C.H. and WAGE\$ family, to be bold and not silent as this transformational moment is upon us.”

There were workshops, a reception sponsored by KinderCare



Education, an Advisory Committee meeting and a panel that included two former T.E.A.C.H. recipients and a higher education associate professor who spoke to *Education as a Game Changer*. Facilitator Sue Russell asked questions of the panelists, starting with a debate around setting the standard for lead teachers to have a bachelor’s degree and where the panelists stand on this issue. Tracy Elhert, former T.E.A.C.H. recipient and family child care educator who started her educational journey as a low-income single mom, said, “I support the BA. It was that ‘ah ha moment’ that changed the quality of my care and my program. I became a leader in my state. The bachelor’s had the most impact.”

Overview of Quality- Compendium.org

BUILD and Child Trends created a video to demonstrate qualitycompendium.org. The video explains how to use the Compendium to answer questions about the Quality Rating and Improvement Systems (QRIS) in the US.

Source: BUILD Initiative & Child Trends

Advocates Push for Change

Babies, parents, and early childhood advocates took Raleigh by storm on June 7 for Strolling Thunder. The NC Early Education Coalition, MomsRising.org and the NC Association for the Education of



Young Children (NCAEYC) hosted the event to call attention to what babies and families in NC need to thrive. Strolling Thunder is the flagship event of the national Think Babies™ campaign.

Our brains grow faster between the ages of 0 and 3 than any other time in our lives, making more than 1 million new neural connections every second; therefore, when babies have nurturing relationships, early learning experiences, and good health and nutrition, neural connections are strengthened, laying a foundation for the rest of their lives. Giving babies a strong start in life yields significant returns in the long run through more education and employment and better health.

Attendees met with their legislators to discuss the need for more investment in early childhood programs, and enjoyed playtime and a group stroll around the NC General Assembly. Participants gave baby announcements to every legislator to let them know about Think Babies.® [Here](#) is local coverage of the event.

Through Think Babies NC, the Coalition seeks to ensure that all of NC’s children ages 0-3, and their families, benefit from effective public policies, programs, and funding that promote healthy beginnings, supported families, and quality early care and learning experiences. Click [here](#) to learn more about Think Babies NC.



Building Awareness of Workforce Compensation



Guilford Co. Design Team

CCSA is helping three counties in North Carolina (Buncombe, Guilford and Iredell) create strategies to raise awareness, build advocacy and teacher leadership and increase community involvement in improving early childhood teachers' compensation and working conditions. While federal and state governments fund many improvements, this project shows how communities can build local awareness, leadership and support.

Each project reflects a community's readiness and priorities for increasing compensation. One county led a strategic planning process with a diverse group of community members. The resulting action agenda focused on improving wages and wage parity, supporting program leadership to improve working conditions, and changing public perception about the early childhood workforce.

A second county built teachers' advocacy through visits with legislators, creating a video showing their work and working conditions, and forming Educate to Advocate, a collaborative of community leaders to create strategies around compensation. A third county developed a curriculum to build teachers' advocacy skills and knowledge. The curriculum, based in participants' personal, cultural and teacher identities, incorporates leadership and advocacy into their professional identities, including creating and implementing action-based learning through advocacy.

The project is funded by **Z Smith Reynolds Foundation**; funds support all participating counties.

---Rosemarie Vardell, Project Coordinator

The Impact of WAGE\$

CCSA is proud to help be part of the effort to address the low compensation of the early care and education workforce. Early educators deserve to earn more for the valuable work they do, and compensation impacts quality.

The Child Care WAGE\$® Program provides education-based salary supplements to qualified

[Click here to see a short video overview of WAGE\\$.](#)

teachers, directors and family child care educators based on retention in their child care programs. In FY17, recipients earned an average six-month supplement of \$1,000, which is nearly \$1/hour more based on full-time employment for the full year. This supplement is funded by Smart Start Partnerships that choose to support WAGE\$ supplements and the Div. of Child Development and Early Education, which helps cover administrative costs. More than half of NC's counties participate currently; we are always happy to talk to

new counties about how they can make a difference for their early childhood education workforce.

WAGE\$ often receives notes of appreciation from participants. Recently, a participant, an NC Pre-K assistant teacher who has been employed in her five-star site for nearly six years, shared a letter she sent to her Smart Start partnership, NC Governor Roy Cooper and her legislators.

“As a recipient of a salary supplement, I can testify first-hand that projects such as WAGE\$ are of great importance and certainly make a difference in helping retain quality educators in the field of early childhood. In addition to the practical assistance it provides with teachers' everyday financial needs, it offers recipients a greater feeling of worth and appreciation. These programs help educators feel that the skills they offer are valuable and recognized as such by our community leaders. I am grateful for your continued support of programs and projects like Smart Start and WAGE\$ that work toward bettering our education system – and our educators.”

---Allison Miller, VP, Compensation Initiatives

Moving the Needle on Compensation Summit



The Moving the Needle Compensation Summit hosted by the National T.E.A.C.H. Early Childhood® Center in April 2018 opened with a keynote presentation by Linda Smith, director of Early Childhood Initiative at Bipartisan Policy Center, on building bi-partisan support for transforming the financing of early childhood education in this country.

“The time for circular conversations is over,” she said. “We need to move on to defining the problem, identifying solutions and determining what it’s going to cost and why.”

Smith spoke to one of our big problems—the public doesn’t understand the issues. They know they pay a lot for child care and they don’t understand why it costs so much when teachers are paid so little. They understand the brain science, but we haven’t done a good job of selling it.

She also said it’s up to us to deconstruct the mystery between what parents pay and what they get, because they can be great allies and advocates. We need to understand the true need and costs in our states, and have data to support it. When we are asked by legislators whether we want

quality or quantity, we should remind them that they are the decision makers and the choice is theirs, not ours. In terms of the cost, the good news is the Transforming the Financing of Early Care and Education study told us the bill—\$140 billion, including parent fees. While that seems like a big number, it is just a number.

Kathy Glazer, president of the Virginia Early Childhood Foundation, and Helen Ladd, Susan B. King Professor Emeritus of Public Policy, Professor Emeritus of Economics, Affiliate of the Center for Child and Family Policy at Duke University, were our keynote speakers on Day 2. Both Kathy and Helen were panelists on the Transforming the Financing of Early Care and Education study and discussed the current cost of the fragmented and layered child care system. They discussed the failures of our current system (low compensation, unpredictable salaries, limited funding for higher education and professional development, fragmented funding streams, few incentives for quality, the need for building and facilities upgrades and the limited ability of QRIS to support/reward workforce supports); highlighted a four-phase transition process to implementation; and encouraged us to be bold and keep compensation on the table, be vigilant because gains can turn into losses, don’t be deterred if the big system isn’t ready, and keep working statewide and locally.

Finally they posed two questions – if not us, who and if not now, when?

Shared Services NC Team



Sheila Hoyle of Southwestern Child Development Commission, Marsha Basloe of CCSA, Janet Singerman of Child Care Resources Inc., and Alison Keisler and Lorie Pugh from DCDEE attended a BUILD Think Tank on Shared Services in May. This meeting was designed to support states and territories that were familiar with Shared Services and have launched a Shared Services website, and were thinking about how to encourage the development of more intensive Shared Services approaches. Participants learned about a range of policy approaches, including shared staff at the regional or local level. We heard from other states about best practices and lessons learned.

Interested in learning more about Shared Services? See resources below:

- [5 Minute Guide to Shared Services](#)
- [Quality At Scale: Supporting Sustainable Early Care & Education Shared Services and Policy Approaches: An Overview](#)

CCSA Social Media Pilot

We offer free help finding high-quality child care.



Child Care Aware of America Helping families

In May 2017, CCSA received a grant through Child Care Aware of America

and the Kellogg Foundation to participate in a digital outreach and engagement pilot using social media to reach families.

The goals of the Family Voices, Quality Choices pilot were:

- For Child Care Aware of America, to develop an understanding of the overall success of a new suite of social media resources and their use by CCR&Rs.
- For CCSA, to use social media to deliver helpful, timely information about child care and development, CCSA services and other community resources to vulnerable families, increase engagement of families and the community with CCSA's services, and engage community partners in CCSA's outreach.

Through this project, CCSA worked to increase engagement of our client base through Facebook and Twitter, using materials just recently made available by Child Care Aware of America to CCR&Rs around the country. The materials were designed to cover a variety of topics, including family engagement, VROOM information, awareness around CCR&R, special situations such as homelessness and special needs, financial assistance, quality child care and

child care options. By using these official materials, CCSA hoped to elevate ourselves as a trusted community resource, provide clear and measurable activities to ensure that our information reaches families and add to the limited research around digital consumer education and practices in regards to child care referrals.

The pilot continued until September 2017, during which time CCSA saw engagement with the agency increase on Twitter by 38.72% and double with Facebook in certain areas. You may have noticed some changes over the year as we added these official materials and kicked off Fridays for Families, in which our Family Support team reaches out weekly to the community through themed videos intended to educate and support our families.

Thanks to everyone who supported us during the pilot. We look forward to growing our social media engagement and increasing our outreach through social media. Keep your eye out online for our materials and support our social media campaigns any way you can. Follow us on Facebook (@childcareservices) and Twitter (@CCSAchildcare) to keep up-to-date.

New T.E.A.C.H. Scholarship

CCSA is teaming up with UNC-Greensboro and the Div. of Child Development and Early Education to offer a scholarship for students in UNC-G's new a new graduate-level Leadership in Infant and Toddler Learning (LITL) Certificate.

Click [here](#) for more information about the certificate and the scholarship.

CCR&R Council

NC Infant Toddler Quality Enhancement Project

The NC Infant Toddler Quality Enhancement Project (ITQEP) meets twice each fiscal year as a team to share information and hone our skills. In FY17-18, our meetings took on a different look. Our fall meeting was held in conjunction with the NCAEYC Annual Conference, and our spring meeting consisted of East



and West meetings.

The team participated in the statewide meeting in September with eight members conducting training at the NCAEYC Annual Conference. Specialists received in-depth training on professional development planning and using the Program Administration Scale to frame work with center administrators. The rest of the team manned tables at Table Talks and the DAP Showcase.

The spring team meeting was held in two parts, East and West, with a focus on resources available across NC for Infant Toddler Specialists to use for TA and training. Guests from T.E.A.C.H., Part C Early Intervention, and the NC Institute for Child Development Professionals shared information on their projects and how that information can support our work. Theresa Rodersheimer, our new DCDEE Infant Toddler Policy Consultant, attended both meetings and shared her support of the project and its work across NC.

---Ginger Thomas, Statewide Infant/Toddler Project Manager

Providing In-Depth Technical Assistance



CCSA is working with early childhood professionals on in-depth instructional support and best practices

to ensure young children receive the highest quality care in the best learning environments. The technical assistance (TA) team uses professional development and intensive on-site coaching to help teachers and directors implement improvement strategies.

This work shines in the Ready Infant Toddler Classroom (RITC) project funded by the Orange Co. Partnership for Young Children, a Smart Start initiative. RITC provides a comprehensive approach to improving infant/toddler learning environments.

RITC center directors meet regularly, participating in guided discussions about the celebrations and challenges associated with their work. Based on the common themes emerging from Program Administration Scale assessments done in their programs, the directors planned a sharing session to learn how each program was using staff evaluations. They shared options and procedures ranging from informal meetings and feedback sessions with teachers to use of more formal tools. One director shared a rubric system for teacher assessment that she developed to use with

her team. They also shared the advantages and disadvantages of the strategies, and talked about challenges such as teacher turn-over and performance and creative strategies for promoting professional growth and teacher retention.

This topic remained important during individual TA visits and will be a focus of future director meetings. Some directors met privately to share ideas, resources and strategies. In fact, one director with more than 20 years of experience in a program in Carrboro, NC, has made tremendous contributions to the project by individually coaching other directors who are new to hiring and personnel management.

A majority of the participating centers are non-profit programs; therefore, directors often work with a president, board of directors and committees. This commonality unified this group and inspired discussion of the unique opportunities and challenges in non-profit leadership in early care and education.

Infant and toddler teachers benefit from professional development and on-site coaching in instructional strategies. For example, infant teachers are learning how to initiate sounds, repeat and extend infant speech and initiate and engage in reciprocal play experiences based on the child's interest. Toddler teachers are noticing how parallel and self-talk are important to building language and how to encourage play experiences that allow for autonomy while

Child Care & Early Education

Research Connection

Recent Highlights from Our Research and Policy Library

Research Data Collection Tools

- 1) [What are the factor structure and utility of a measure of preschool children's executive function?](#)
- 2) [What is the validity of the Preschool Self-Regulation Assessment-Assessor Report \(PSRA-AR\), a measure of children's self-regulation?](#)

Other Recent Research

- 1) [How do early home and education settings influence school readiness outcomes for children with Hispanic immigrant parents?](#)
- 2) [How do pre-kindergarten coaches, teachers, and administrators feel about coaching dosage and activities?](#)
- 3) [What are the characteristics of early childhood leadership degree programs in the United States?](#)

having meaningful back and forth exchanges.

TA specialists spend most their time during visits modeling effective teaching in areas that promote responsive care giving, emotional development and instructional learning. TA specialists help teachers and directors problem-solve and work through challenges associated with staff and child turn-over. TA specialists also work have also worked in partnership with programs to plan joyful routines and learning experiences while exploring strategies to help prevent teacher burn-out.



Shape NC: Healthy Starts for Young Children

The Shape NC initiative just completed Year 1 of a three-year project. Five child care centers in Durham Co. participated as active sites while five centers participated as comparison sites for the purpose of collecting research data. With parental consent, all ten centers gathered data on participating children related to weight and height and food preferences. An independent evaluator gathered information in fall 2017 and spring 2018.

The active child care centers participated in four Providers' Learning Collaborative meetings with centers from Randolph, Wilson and Wake counties. These meetings offer the center directors and one staff member a chance to build relationships, learn and support each other. At each meeting, participants were asked to share the growth their program made between meetings.

The active child care centers also received on-site technical assistance and training on three components: 1) Be Active Kids (curriculum kits and training to help staff increase physical

activity); 2) Go NAPSACC (an online tool to help centers foster healthy eating, breastfeeding, and physical activity habits in children); and 3) Natural Learning Initiative (NLI) (training on ways to use the outdoors and create a custom design plan and support with the outdoor learning environments).

“At first I did not think my classroom (infants) was the place to begin healthy eating and exercising habits. However, after the training, coaching, and using the materials Shape NC provided, I completely understand. My babies are much more active and have been utilizing the materials to explore and help in their development.”

-- Infant Teacher

These three programs combine to increase health awareness and prevent obesity in young children.

One highlight of the first year was the NC Design workshop hosted by NLI at NC State University. The workshop emphasized the benefits of connecting children to nature

and the importance of natural outdoor learning environments. NLI evaluated and measured each center's playground, while the centers created design teams to work with NLI to create a schematic design and action plan to improve their outdoor space for natural learning to promote physical activity and healthy eating habits. The design teams also identified improvement goals over the next 3 years and an created an approximate cost analysis.

The child care centers are obtaining bids for construction projects such as bike paths; they are also networking in their community for volunteers to help build and plant raised garden beds. Several centers have already added flowers and plants to their indoor and outdoor areas.

The first-year centers have improved the food they serve children, switching from white to whole grains, introducing new fruits and vegetables at each meal, and allowing children to serve themselves at meal times. The centers plan to use gardens to teach children how food grows and use the food in meals.

Also, the centers received materials for their classrooms to encourage movement and gross motor skills, and teachers incorporated them into their daily lesson plans. Each active center increased the time spent on movement by at least 30 minutes each day, creating 90 minutes a day of physical activities.

97% of homeless children move up to **3 times** in a single school year.



Pregnant and Parenting Youth Experiencing Early Childhood Homelessness

Homelessness is a reality for many families with young children in our country. In fact, infancy is the period of life when a person is at highest risk of living in a homeless shelter in the U.S. And, families with younger parents are at higher risk of experiencing sheltered homelessness than families with relatively older parents. Adults between the ages of 18 and 30 in families with children were three times more likely to use shelter programs than adults over 30 who live with children (U.S. Department of Housing and Urban Development, 2016 AHAR Part 2).

More and more people understand that high quality early childhood care and learning prepares children to succeed in the classroom and life. What may not be known is that homelessness is extremely challenging for children, especially young children, and

may lead to changes in brain architecture that can interfere with learning, social-emotional development, self-regulation and cognitive skills. Children should be healthy, alert and motivated to lead productive lives. But not every child has that chance.

Recently, Chapin Hall released *Missed Opportunities: Pregnant and Parenting Youth Experiencing Homelessness in America*. This third research-to-impact brief presents findings related to the experiences of young people who are pregnant or parenting and don't have a stable place to live. They found that rates of pregnancy and parenthood are high among youth experiencing homelessness, and many of the young parents are homeless with their children. For pregnant and parenting youth who are homeless, the difficulties of coping with pregnancy and parenthood are compounded by trauma and the ongoing stress of not having a safe or stable place to live with their children.

Continue reading this article and find resources [here](#).

Early Childhood Homelessness Modules

Three new training modules on supporting children and families experiencing homelessness are available through the [Early Childhood Learning and Knowledge Center](#) and the [Office of Child Care](#).

This interactive learning series is intended for professionals who work in Head Start and Early Head Start, child care, and preschool, and state agency staff and other key stakeholders.

State-level professionals, training and technical assistance providers, and early childhood professionals can use this resource series to enhance their knowledge related to family homelessness. Discover how to apply the McKinney-Vento Homelessness Assistance Act's [definition of "homeless"](#) in early childhood and school-age care and education programs. Review relevant requirements of the Child Care and Development Fund (CCDF) Final Rule of 2016. The modules focus on understanding the definition of homelessness, identifying families experiencing homelessness, conducting community outreach, and more.

View the modules through both Head Start and the Office of Child Care [here](#) or [here](#).

Local, State & National News

Local Communities Provide Input to Pathways to Grade Level Reading Initiative

Child- and family-service providers from 13 counties in NC met in February and March to provide input into the Pathways to Grade Level Reading Initiative. They prioritized strategies to improve children's outcomes in three areas that drive early literacy—social-emotional health, high quality early care and education, and regular school attendance. The meetings were the second of two rounds of Community Conversations to inform the Pathways process.

[Keep Reading](#)

From the NC Early Childhood Foundation (6/12/2018)

*The Pritzker Children's Initiative**

Among the world's 34 most developed nations, the U.S. ranks 20th in total spending on early childhood education. We need to increase our public and private investment in early childhood development to give every at-risk child access to high quality early learning opportunities.

The Pritzker Children's Initiative supports organizations that champion policies to promote access, affordability and quality in early learning systems and unlock public capital for quality early learning programs, especially those for children from birth-3 years.

Twenty-nine communities will focus on building high-quality care for infants and toddlers thanks to Pritzker's Children's Initiative, a

project of the J.B. and M.K. Pritzker Family Foundation.

[View Highlights](#)

** from the Pritzker Children's Initiative*

Recently Released Reports - The Office of Planning, Research and Evaluation Administration for Children and Families (OPRE)

[Home Visiting Evidence of Effectiveness Review](#)

Twenty program models meet HHS criteria for evidence-based home visiting models. Many models show improvement in outcomes of interest to ACF such as positive parenting, child development and school readiness, child health, and maternal health.

[Child Separation Among Families Experiencing Homelessness](#)

This brief tells us what data from the Family Options Study tell us about child separations among families experiencing homelessness.

[Executive Function Mapping Project Measures Compendium: A Resource for Selecting Measures Related to Executive Function and Other Regulation-related Skills in Early Childhood](#)

This compendium provides information about the measures available to assess executive function (EF) and other regulation-related skills.

[Child and Family Development Research - Fiscal Year 2017](#)

This report describes the research and evaluation activities undertaken by the OPRE Division of Child and Family Development in 2017.

Lost Connections in a World of Connectivity

In 2016, the [Center for Early Learning](#) surveyed 907 parents and 617 educators of children from birth through age 8, and conducted multiple community roundtable discussions in 2017 with school administrators, researchers, parents and librarians to determine access challenges and attitudes about technological devices in early learning settings. Below are key findings recently released from the study (March 2018):

- 40% of parents reported that challenges with home technology made it difficult for their children to “keep up with their peers in school;” and this was a common perception among Hispanic families.
- More educators serving children of higher-income families versus those serving lower-income children believed “that technology should not be introduced early and that technology was leading to a distracted generation.”
- Not one participant of the 80 people involved in the community dialogue sessions had knowledge of the new [media use recommendations](#) released by the American Academy of Pediatrics in October 2016.

This is the first study in the U.S. to look at young children's technology use comprehensively at the local level. [Visit the full report](#) for more information.

How are you supporting children and families to use technology well and wisely?

natural resources

(This article is from Natural Resources 5/9/2018)

Help Reduce Childhood Obesity Today

Imagine young children growing their own vegetables, riding bicycles and tricycles on trails, eating local food and learning about healthy eating at their child care center. That's the goal of Shape NC, a multi-year program to reduce obesity and encourage physical activity in children at child care centers in Durham and Orange counties.

We need you!

We must raise \$300,000 to implement the second and third phases of the program. Every dollar you invest will be matched by the Corporation for National and Community Services.

Donate to Shape NC online [here](#) or by calling Kara Shultz at 919-967-3272. Be sure to note on your donation that it is meant for Shape NC. Checks may be mailed to:

CCSA
Attn: Development
PO Box 901
Chapel Hill, NC 27514

www.childcareservices.org/support-us

FIND FREE SUMMER MEALS
ALL CHILDREN 18 AND UNDER
NO ID OR REGISTRATION REQUIRED

Three ways to find a free meal site:
1. Text **FOODNC** to **877-877**
2. Call toll-free **1.866.3Hungry**
3. Visit **NoKidHungryNC.org**

Child Care Services Association

PO Box 901
Chapel Hill, NC 27514
Phone: 919-967-3272
Fax: 919-967-7683

Website: www.childcareservices.org

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.