

Meal Services Wins 2019 Durham Bowl Competition

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Registration is now open for the 2020 A.S.K. Conference!

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T.E.A.C.H. Celebrates 30 Years + 25 Years of WAGE\$

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CCSA Communicates

VOLUME 2 | ISSUE 4 | DECEMBER 2019

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's Desk

It is hard to believe it has been almost two years since I came to Child Care Services Association (CCSA). Last year, I learned about our work and saw the passion for our mission at CCSA. This passion is still there as we added new projects and increased

work. You can read more about our efforts in our [Annual Report](#). It is hard to put into words the scope of all we do, but what I can say is how grateful I am for the opportunity we all have to make a difference in our state and country.

We celebrated CCSA's

45th anniversary this year!

How fortunate we were to have Governor and Mrs. Hunt celebrate with us. Following an introduction from CCSA Founder Sue Russell, Governor Hunt presented the James and Carolyn Hunt Early Childhood Leadership Award to Robin Britt, past-president of the Guilford Child Development Center. Robin joined a group of leaders who have received this award starting in 1995. If you want to learn more, you can see our [celebration](#) and [history](#) on our website.

We recently welcomed four new board members: Barker French, Michael Palmer,



Renee Price and Chris Willett. You can find more about these new members on page three. Did you know that CCSA's Board of Directors comprises a diverse group of volunteers? One-third of CCSA's board members are recipients of services, one-third are early childhood experts and one-third are community members at large. CCSA board members

work tirelessly to support systematic efforts in the field of early care and education, including increased education and compensation for the early childhood workforce, early childhood health and nutrition, meeting the needs of vulnerable populations and a strong CCR&R system.

This summer and fall, CCSA had the opportunity to work with our higher education community by hosting interns, working with an amazing UNC Capstone Project workgroup (below) on food insecurity and being part

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From the President

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of two graduate projects aimed at strengthening our infrastructure through the Duke Interdisciplinary Social Innovators program (DISI). The UNC students who worked on the food insecurity project even had a chance to present their findings to our board. It is exciting to work with students at all levels who bring new energy and fresh eyes. We, in turn, support the development and learning of our future leaders! CCSA also attended their presentations to their peers and programs. We look forward to future opportunities across the state.

2020 will be another exciting year for CCSA, as we celebrate 30 years of T.E.A.C.H. Early Childhood® (T.E.A.C.H.) and 25 years of Child Care WAGE\$® (WAGE\$). Both T.E.A.C.H. and WAGE\$ are systemic strategies that serve as policy drivers at the state and local levels across the country, resulting in increased funding for, and awareness of, early childhood workforce needs and more responsive workforce support and education systems. Read more about this in our [T.E.A.C.H. Early Childhood® National Center's Annual Report](#).

We hope you will hold these dates on your calendars: February 22, 2020, is the [A.S.K. Conference](#); March 20, 2020, is our [2020 Triangle Child Care Awards Breakfast](#) and April 21-22, 2020, is our [National Center's 2020 National Professional Development Symposium](#).

Whether it is a CCR&R referral counselor meeting with a new parent to learn about quality child care, an early childhood teacher excited about furthering her education with a T.E.A.C.H. Early Childhood® Scholarship in North Carolina or in more than 20 other states, committed staff beginning year two of the Infant-Toddler Educator AWARD\$ project statewide and ensuring that it complements Child Care WAGE\$® so more early childhood educators can be served, building the Durham PreK program with an amazing governance committee or being part of the Preschool Development Planning grant, the work is exceptionally important and CCSA's staff and board are committed to success for our children, families and educators.

Thank you for being partners in this work. We wish you holidays filled with peace, joy and love.

A very Happy New Year to everyone. 🇺🇸

*My best,
Marsha*



The Early Childhood Workforce and The Economy

Working Parents Need Access to Quality Child Care—More Support Needed for the Child Care Workforce

Currently, throughout North Carolina, nearly half a million (457,706) children under age of 6 live in a family where all parents in the household are working. Many of these children are in some type of child care setting every week so their parents can obtain and retain jobs that sustain and grow our state's economy.

When parents can access child care, they are more likely to enter the workforce and stay employed.

A study by the Committee for Economic Development (CED) shows that child care as an industry has an economic impact in North Carolina of \$3.15 billion annually (\$1.47 billion in direct revenue and \$1.67 billion in spillover in other industries throughout our counties and cities). Child care programs have an overall job impact throughout the state of 64,852, which includes 47,282 individuals who are employed in child care centers or who operate a home-based business plus another 17,570 in spillover jobs created through the activity of those operating child care programs. The economic impact of child care matters because it helps drive local economies. **When parents can access child care, they are more likely to enter the workforce and stay employed.**

Child Care Services Association (CCSA) is conducting a **county-level** early childhood workforce study for the Division of Child Development and Early Education (DCDEE) that will be completed in August 2020. Once completed, North Carolina will have additional information about the impact of early childhood education on our children and our state.

Read more [here](#). 🇺🇸



CCSA Welcomes New Board Members at its November Meeting



MICHAEL PALMER

A resident of Durham, N.C., Michael Joseph Palmer, CPA, CIA, has been a leader in the Durham community since 1987. Palmer was the Deputy County Manager for the Durham County Government from 1987-1999, then served 12 years as the Assistant VP/ Director for the Office of Community Affairs at Duke University. From May to September 2011, Palmer was also

the Interim Deputy County Manager and the Acting County Manager for the Durham County Government. Since 2011, Palmer has been the Senior Outreach Coordinator at Self Help for The Community Development Financial Institutions (CDFI).

Before his time in Durham, Palmer was an accountant and auditor in Boston, M.A., in the 1980s. He is a graduate of Holy Cross College, University of Rhode Island with a B.S. in Business Administration, attended MBA courses at Northeastern University and the County Administration program at the Institute of Government in Chapel Hill, N.C. He is also an alumnus of the National Forum for Black Public Administrators (NFBA) Executive Leadership Institute.

Throughout his career, Palmer has sat on many civic, community and professional boards and committees, including Durham's Partnership for Children, NC State University, Chancellors African American Community Advisory Committee, Triangle United Way, Rotary Board of Directors, UDI-CDC, Carter Community Charter School, Duke Health-Office of Health Equity & Disparities and many more.



RENÉE PRICE

Renée Price has devoted her life to civil rights, community empowerment, women's equality, environmental protection and justice for all. Her background is in city development planning and environmental planning and design. She is experienced in the research, drafting and implementation of policies and programs promoting neighborhood revitalization, economic

development, ecosystem management and human resource development in rural and urban communities.

In 2012, Renée was elected to the Orange County Board of County Commissioners, and re-elected in 2016. In this capacity, she also serves on various local, state and national boards and steering committees. In 2010, Renée also co-founded Free Spirit Freedom, a cultural arts initiative that explores the history of Orange County through the lens of African-Americans and celebrates the heritage and legacy of all people.

Renée was born and raised in Rochester, N.Y., earned her Bachelor of Arts, cum laude, from Tufts University, and Master of Regional Planning from Cornell University. She also studied at Colgate-Rochester Divinity School in the Master of Arts program. In her leisure time, Renée enjoys listening to jazz and spending time with Michael Carmichael.



BARKER FRENCH

Barker French is a retired partner at Brinker Capital, an investment advisory firm. Barker has been a leader in multiple civic and community organizations in Durham for more than 30 years.

He currently serves as a co-founder and the current Board Chair of EDCI, a trustee on the Fox Family Foundation, the Durham Arts Council Fund of Triangle Community Foundation and


Durham Technical Community College. His past service has included the President of the Duke Alumni Association, Duke University Alumni Association Board and Executive Committee, Duke University Board of Trustees, Duke Management Company Board, System of Care Council Board, Center for Child and Family Health Board and Duke-Durham Partnership Advisory Board. Barker earned his Bachelor's from Duke University in Economics, and resides in Durham with his wife Cavett.

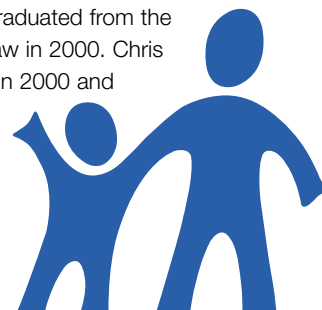


CHRIS WILLETT

Chris Willett became a partner in Beemer, Hadler & Willett, P.A in 2008. His primary practice areas are education law and real estate law, but he also provides legal representation to his clients in the areas of estate planning, business incorporation, contract review, entertainment law and estate planning.

Chris' education law practice ranges across the primary, secondary, post-secondary and private contexts. He previously represented Chapel Hill-Carrboro City Schools and worked as Assistant University Counsel at the University of North Carolina at Chapel Hill. His school clients have also included public and private schools, professional associations, non-profit educational foundations, the North Carolina School Boards Trust, school administrators, professors, teachers, teacher assistants, parents, staff and students. He has represented clients with respect to state and federal lawsuits, mediations, Equal Employment Opportunity Commission complaints, Office for Civil Rights complaints, internal and OAH administrative hearings, Board hearings, Individualized Education Plan meetings, grievances and employee dismissals. Chris also previously taught education law as an Adjunct Professor at the University of North Carolina School of Law.

Chris graduated Phi Beta Kappa from the University of North Carolina at Chapel Hill in 1995 and he graduated from the University of North Carolina School of Law in 2000. Chris was admitted to the North Carolina Bar in 2000 and the Middle District of North Carolina in 2006. He resides in Durham with his wife, son and daughter. In his free time, he enjoys watching live music, playing basketball and following his beloved Tar Heels and Jayhawks. 



Durham PreK Launches New Website



Durham PreK's website, www.durhamprek.org, launched October 14, 2019, as a resource for parents, early educators and programs in Durham County. For parents, the site provides more information about Durham PreK, site locations and how to apply, and also connects parents with the many resources that support families in Durham County. For early educators, the site provides information about how to become a Durham PreK site, how to support their program's quality and connects them to additional early childhood resources. For the Durham community, the site features a section that shares the foundational reports for Durham's preschool expansion and opportunities for community members to be engaged in Durham PreK.

In its first month of activity, www.durhamprek.org had 1,877 viewers and a total of 6,045 page views. The most commonly used pages were the Family Enrollment page, the Site Location page and the Family FAQs page. Collaboration from partner agencies and Durham County on our website launch has helped www.durhamprek.org become a great resource for families who want to learn about public preschool services in Durham County. 📖

CCSA's Meal Services Fagioli Bowl Wins "Most Likely to Sell Out at School"

CCSA's Meal Services participated in the 2019 Durham Bowl competition for Durham Public Schools (DPS) on October 12, 2019. The annual event brings attention to the importance of school meals and pairs area chefs with cafeteria managers to develop new menu items for DPS lunches.

CCSA's Lisa Menna, paired with The Whitted School, represented the preschool age group for the first time. CCSA's Fagioli Bowl, a school-friendly version of the traditional Italian Pasta e Fagioli, was a vegetarian entrée that featured whole-grain pasta, cannellini beans, fresh spinach and tomatoes. The panel of child judges voted it "Most Likely to Sell Out at School." Beginning in December 2019 the bowl recipes will be featured on DPS menus. CCSA will add the Fagioli Bowl to its menu as well.

CCSA's Meal Services Program's participation in the Durham Bowl competition helps kick off a larger discussion around how to make DPS school nutrition a model program that embodies and promotes food justice, equity and quality for the state and nation. It also shines a light on how important it is for children to develop healthy eating habits well before entering elementary school. CCSA's Meal Services is proud to represent the pre-K age group and highlight the importance of healthy eating in child care settings at the Durham Bowl competition. Read more [here](#). 📖



Meal
SERVICES
PROGRAM



CCSA Welcomes Cass Wolfe and Branden Gary



CASS WOLFE

Cass Wolfe started at CCSA in November as the Chief Strategy Officer, promoting cross department collaboration to instill cohesive leadership culture throughout the organization. Cass will work with all departments in their strategic and tactical planning efforts, including the development of strategic plans.

Cass comes to CCSA with more than 40 years of early childhood experience. Most recently, Cass served for four years as the Senior Vice President of Early Childhood Professional Development at Child Care Resources Inc. (CCRI) in Charlotte. In this position, Cass oversaw multiple training and technical assistance projects, as well as the agency's Early Head Start-Child Care Partnership grant.

Before her move to CCRI, Cass was working and living in the Chicago, I.L., area. There, she served as executive director of three child care programs and as the Director of Curriculum and Staff Development at a multi-site, inner-city child and family program in Chicago. She also worked at the state level on multiple staff professional development initiatives. Cass has been involved in equity and diversity initiatives and numerous community and state level collaboration projects.

Cass is a single mom of a 23-year-old daughter who is enrolled in the Masters in Social Work degree program at Boston University after completing her undergraduate work at Elon University. Cass now lives in Durham with her dog. Welcome, Cass!



BRANDEN GARY

Branden Gary was born in Augusta, G.A., and resided in Aiken, S.C. before finding home in Cary, N.C. Earning a Bachelor's and Master's degree from the College of Charleston and the University of South Carolina respectively, Branden has since shifted his career to an area of higher interest—database support, administration and development.

As our newest member to the database support team for T.E.A.C.H. Early Childhood®, Branden comes to CCSA from a similar tenure with the U.S. Nuclear Proliferation Act's MOX Project at the Savannah River Nuclear Site. With the project's change in scope from weapons-grade plutonium disposition to weapon development, Branden decided to align his passion with an organization whose mission he feels has more of a positive impact on humanity in the form of community development, both locally and nationally.

In his spare time, Branden enjoys a wide array of activities such as kayaking, hiking, hang gliding, musical performances, disaster relief volunteering and photography. Welcome Branden! 📖

Infant-Toddler Educator AWARD\$: **STRONG OUT OF THE GATE**

Infant-Toddler Educator AWARD\$ successfully completed its first full year in September. Thanks to funding from the Division of Child Development and Early Education, AWARD\$ issued education-based salary supplements to 1,124 infant-toddler teachers across the state. These teachers had to have at least an associate degree with extensive early childhood content to be eligible, and payments were issued after the completion of eligible six-month commitment periods in the same child care program.


Only 13% of the AWARD\$ participants left their programs compared to the 21% turnover rate of infant-toddler teachers statewide.* As a result, children birth through age 2 had access to consistent, educated teachers at a time when brain development is at a peak and stability is crucial.

Participants identified the impact AWARD\$ had on their ability to stay in the field. One teacher said, "The supplement has helped me tremendously. I love my job and my children, but the hourly rate of pay at my five-star center is just not enough. I was making \$3.00 an hour MORE in retail. The supplement helps me find the motivation to stay in my position and be a part of the children's lives."

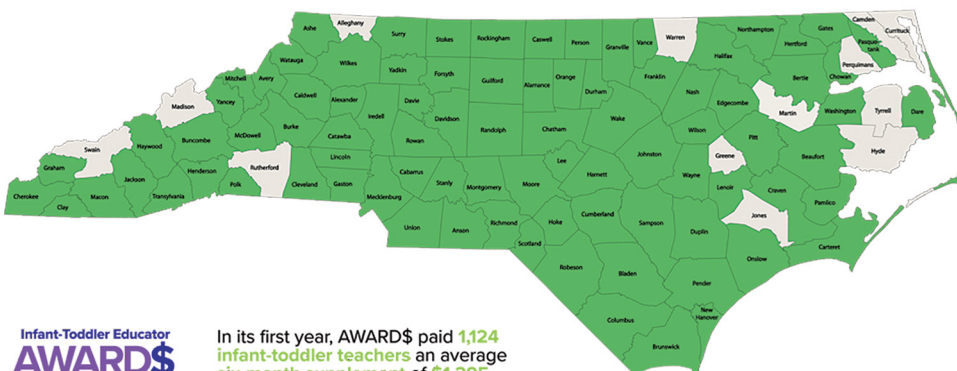
Another key goal was to reduce the financial stress of infant-toddler teachers, who typically earn the least among early educators. The average six-month AWARD\$ supplement was \$1,295, which—if considered as an hourly rate increase—would break down to approximately \$1.25 more per hour. Ninety-nine percent (99%) of the survey respondents said AWARD\$ helped ease their financial stress and many shared the difference it made in their lives and on their interactions in the classroom.

One teacher said, "When I walk in the doors every day carrying the burden of financial stress, I know that the AWARD\$ program has helped me and so I'm more likely to stay in my position and leave the stress at the door. My children benefit from my positive attitude."

Participants made it clear that they hope this supplement opportunity will continue. According to one participant, "We truly appreciate the AWARD\$ supplement. Thank you for caring for us. Please keep it going, you just don't know how much you're helping."

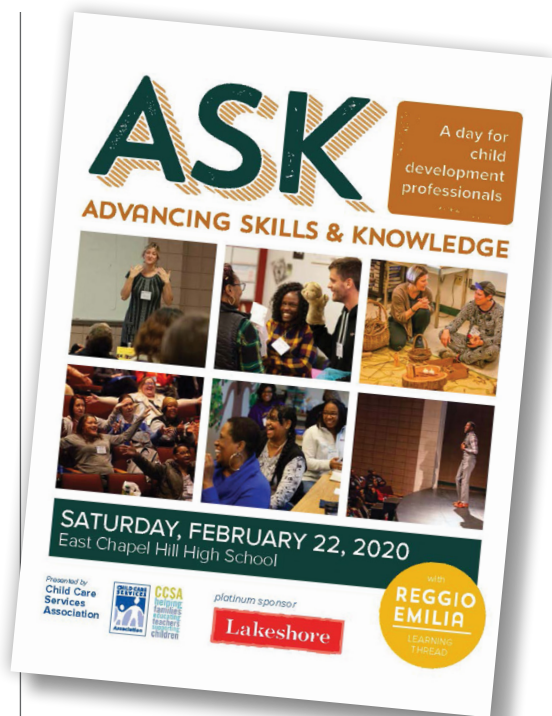
With year one in the books, AWARD\$ is looking forward to continued support of the workforce and expanding its reach across the state in year two. Eligible family child care providers will now be eligible to participate. Materials have been shared with eligible sites and partners. For more information about AWARD\$, please contact 919-967-3272. 

In FY19, Infant-Toddler Educator AWARD\$ had recipients in 87 counties.



Funding for AWARD\$ is provided by the NC Division of Child Development and Early Education.

* Child Care Services Association, 2016. *Who's caring for our babies? Early care and education in North Carolina.* Chapel Hill, N.C.



Registration is now open for the 2020 A.S.K. Conference!


We invite you to join hundreds of early childhood professionals from across North Carolina at the 47th annual Advancing Skills and Knowledge (A.S.K.) Conference February 22, 2020. The primary audience of the A.S.K. Conference is classroom teachers. Although there is something for every early childhood professional, the majority of workshops support instructional strategies.

We are excited to host Ron Mohl, celebrated educator, as our keynote speaker and Erica Berry, noted musician and educator, as our featured presenter. For the third year, we are glad to work with the *NC Reggio Emilia Collaborative* to bring a series of sessions focusing on Geography of Connections: Creating a Community of Learners.

CCSA is also sponsoring a learning thread for Durham PreK educators at the A.S.K. Conference. These workshops are designed to support high quality teaching and learning for public classrooms for 4-year-old children.

Registration ends February 1, 2020.

[Register](#) today and [download](#) the program.

We look forward to seeing you in February! 



DREAMers in the Early Childhood Workforce Face Educational Roadblocks

The U.S. Supreme Court recently heard arguments regarding the legal status of 700,000 young immigrants who were illegally brought to the United States as children. The Deferred Action for Childhood Arrivals (DACA) program was instituted in 2012 to protect these young people from deportation. Also called DREAMers (Development, Relief and Education for Alien Minors), these individuals were eligible for temporary legal status and a work permit renewable every two years if they were enrolled in school, a high school graduate or honorably discharged from the military and passed a background check.

As this case dominates the headlines, it has been discovered that there are DACA program participants in the early care and education workforce who may not have equitable access to educational support.

Early educators are doing such important work teaching and caring for young children, and research has shown a strong link between high quality care and teacher education. Furthermore,

in North Carolina, lead teachers in licensed early care and education programs are required to earn the North Carolina Early Childhood Credential (4 credit class EDU 119 at the community college), and staff education is a large component of child care programs' star ratings.

Early educators are greatly underpaid and need support to pursue a college education. The T.E.A.C.H. Early Childhood® Scholarship Program (T.E.A.C.H.) provides the early care and education workforce with access to a debt-free college education. However, despite scholarship assistance, participants in the DACA program may find it difficult to afford an education because of their immigration status and community college policy.


Read more [here](#). 

Motivational Interviewing for Intrinsic Change

By Robin Warfield & Cassia Simms-Smith,
CCSA, Anchor Infant-Toddler Specialists

Motivational Interviewing (MI) is an evidence-based, common sense method used to increase the likelihood that a person will make and sustain change in behavior. The MI approach builds on positive relationships and partnerships between people and uses the Rogerian psychological principles of empathy, genuineness and positive regard. Initially used in substance abuse treatment cases, this framework has been adopted more broadly for health and safety behaviors.

On November 19 and 20, members of the Infant Toddler Quality Enhancement Project (ITQEP) and Babies First NC (B1NC) teams gathered with others in the early childhood field in Greensboro. The two days were used to learn how to use MI techniques to help teachers and administrators improve the quality of all facets of their infant-toddler classrooms.

The teams discovered a striking difference between persuasive, forceful methods of change as compared to the MI approach, which is based on reflection and relationship-building. They had a chance to work with one another to develop a set of motivational skills best captured by the acronym PACE. Read the rest [here](#). 





T.E.A.C.H. Early Childhood[®] National Center celebrates 30 years of T.E.A.C.H. and 25 years of Child Care WAGE\$[®]

This year marks 30 years of T.E.A.C.H. Early Childhood[®] and 25 years of Child Care WAGE\$[®] at Child Care Services Association. To celebrate these anniversaries, the T.E.A.C.H. Early Childhood[®] National Center made its annual report a special edition, celebrating this past year's achievements and its accomplishments over time. In this report, [A Rich History, A Promising Future](#), you'll find stories from some of the very first T.E.A.C.H. and WAGE\$ scholars and see how their careers in early childhood have progressed. Did you know that more than 165,000 early childhood educators have accessed T.E.A.C.H. scholarships since its beginning?

The report provides data updates on demographics, outputs and outcomes on the Center's T.E.A.C.H. and WAGE\$ recipients from across the country. In this edition, the Center also profiles some of the work state teams are doing around early childhood workforce compensation and barriers in higher education, as well as new research and product development. Take a look at the report and let the Center know what you think. The T.E.A.C.H. Early Childhood[®] National Center is more committed than ever to advancing the education, compensation, career pathways and retention of our diverse early childhood workforce. 




North Carolina was well represented at the **National Association for the Education of Homeless Children and Youth (NAEHYC) Conference**. There were multiple tables for a large number of NC McKinney-Vento liaisons and others in the ballroom of nearly 1,700 people at the Washington Hilton. Thanks to Lisa Phillips, [the State Coordinator for Homeless Education](#), everyone had a list of workshops being presented by our state as well as the agenda for the state meeting Monday. Congratulations to **Beth Branagan**, School Social Worker and Homeless Liaison for Transylvania County Schools, who was named the NC 2019 Liaison of the Year. We heard two keynote speakers [Dr. Richards White, R.A.W. Tuba](#), and [Dr. Matthew Morton, Chapin Hall](#), and attended multiple workshops.

Marsha Basloe (CCSA), Laura Hewitt (DCDEE) and Grace Whitney (SchoolHouse Connection) presented *Increasing Access to Subsidized Child Care for Children Experiencing Homelessness*. This session provided an opportunity to talk about the changes in CCDF regulations, the efforts of NC's CCDF Office to meet the needs of young children experiencing homelessness, outreach collaborative efforts between early childhood and housing in the Balance of State (BoS), the work of the NC CCR&R Council, the



NC Early Childhood Action Plan (ECAP), NCCares360 and more. There was a question and answer period and participants received materials from the National TA Center to get to know their community in both early childhood and housing.

Amy Yamashiro (Dept. of ED), Marsha Basloe (CCSA), Mandy Sorge (NGA) and Barbara Duffield (SchoolHouse Connection) presented *Early Childhood Homelessness State Profiles: Leveraging Data to Inform Research, Practice, and Policy*. The session examined how an interagency working group developed the Early Childhood Homelessness State Profiles to inform practitioners and policymakers to make evidence-based decisions. The state profiles include data from the U.S. Department of Education, Health and Human Services, and Census to provide a snapshot of early childhood homelessness by state. There was a lively discussion of data and how to use the state profiles. All are working on having the next state profiles released. 

Increasing Access to Subsidized Child Care for Children Experiencing Homelessness

NAEHYC ANNUAL CONFERENCE
Sunday, November 3, 2019
Washington D.C.





NORTH CAROLINA NEWS

Important Change to Administrative Rule Regarding Testing for Lead Contamination

*N.C. Dept. of Health and Human Services,
Division of Child Development and Early Education*

The NC Commission for Public Health has adopted and approved a new sanitation rule ([15A NCAC 18A .2816](#))



effective October 1, 2019. This amended rule requires that all licensed child care centers test all drinking water faucets and food preparation sinks for lead contamination within one year, and new centers must test upon application for a license. After that, child care centers are required to test their water once every three years.

In order to monitor compliance with the new requirement, child care operators will need to provide documentation of testing during periodic sanitation inspections for review by the local health department. The grade sheet will be modified to capture this information; however, no changes to the current inspection process will occur prior to October 1, 2020, except for new centers, which are required to test prior to licensure.

If a child care center finds elevated concentrations of lead in the center's water, they will be required to take immediate action. Lead is highly toxic to young children's developing brains. Depending on the level of lead, the action might include:

- No-cost methods, such as discontinuing use of the tap if sufficient other drinking water faucets are available;
- Low-cost methods, such as replacing an old faucet with a new one; or
- Installing and maintaining a certified water filter on the tap.

DCDEE and the NC Division of Public Health (DPH) are both here to help make sure that the drinking water in child care centers is as safe and clean as possible. You will receive a notice and instructions as soon as the new testing system is ready from the NC Division of Public Health. Instructional videos will also be available to guide you through the process.

The Environmental Health Section of DPH anticipates receiving a grant from the US Environmental Protection Agency to pay for the entire first round of testing. In order to take advantage of this funding, child care operators will need to wait until the grant has been awarded, and a contract has been executed with a commercial laboratory to coordinate sample collection, analysis, and reporting.

Finally, once you begin water testing, your periodic sanitation inspections will include reviewing test results and any actions you have taken.

Thank you for all you do for NC's children and families!



NATIONAL NEWS

Research Round Up: Mental and Behavioral Health

By Jessica Rose-Malm, Child Care Aware of America

Positive Childhood Experiences and Adult Mental and Relational Health in a Statewide Sample: Associations Across Adverse Childhood Experiences Levels

Bethell, C., Jones, J., and Gombojav, N. JAMA Pediatrics (September 2019).



BACKGROUND: Past research has linked adverse childhood experiences (ACEs)—e.g., divorce, abuse, domestic violence—to greater risks for poor mental health and fewer supportive relationships in adulthood. This study looks at whether positive childhood experiences (PCEs) such as a sense of belonging at school, or feeling safe and protected by an adult at home are linked with better mental health in adulthood and whether PCEs can reduce some of the negative effects of ACEs.

METHODS: Data for this study came from the 2015 Wisconsin Behavioral Risk Factor Survey ([link](#)), a telephone survey of adults in Wisconsin that asks about health and health-related behaviors. People were asked to report if they had been diagnosed with depression or experienced poor mental health for at least 14 days in the past month. They were also asked to report their childhood exposure to ACEs and PCEs.

RESULTS: People who experienced the most PCEs in childhood were 72% less likely to face poor mental health than those who experienced the fewest PCEs. As the number of PCEs went up, the likelihood of experiencing depression or poor mental health went down. People with the highest PCE scores also reported more supportive relationships that met their emotional needs than people with the lowest PCE scores. These results held true for people with different ACE scores.

 [CLICK HERE TO READ MORE.](#)

News continued on page 9

Stay in the know and follow CCSA





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United States Interagency Council on Homelessness

Supporting Young Children: Connecting Emergency Shelter And Transitional Housing Programs To Early Care and Education

By Sarah Vrabec, Early Childhood Education Specialist, People's Emergency Center, and J.J. Cutuli, Senior Research Scientist, Nemours Children's Health System



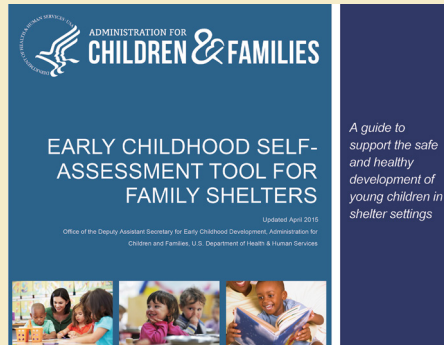
PHOTO COURTESY OF THE BELL PROJECT

Janice (not her real name) was a senior in high school and living in emergency housing with her infant daughter. Access to child care was critical for achieving her goal of graduating on time. However, she faced barriers that are typical for families experiencing homelessness:

- Emergency housing providers were unaware of the different early care and education programs available in the area and how families enroll.
- Both the housing and early care and education providers were unaware of special rights for families experiencing homelessness that allow faster access to childcare and other resources.

- Janice was also unaware of these rights and did not have anyone to help her navigate available resources.

Eventually a housing case worker learned about the Building Early Links for Learning (BELL) project and referred Janice. BELL staff helped equip Janice and her housing providers with the information and confidence to advocate for the young family. Janice enrolled her daughter in a high-quality child-



care program near her high school and fulfilled her goal of graduating. She is now living independently with her daughter.

Continue reading [here](#).

BELL also pairs staff from both systems each year to complete [the Early Childhood Self-Assessment Tool for Family Shelters](#). They evaluate specific shelter spaces, policies, and practices on how well they support young children.

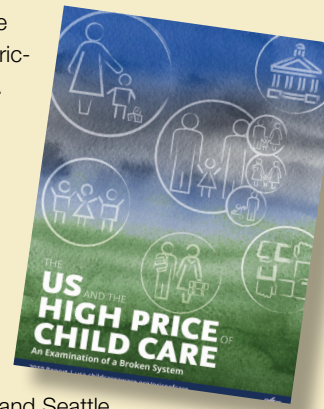
Child Care Aware of America released The U.S. and the High Price of Child Care: An Examination of a Broken System

The 2019 report includes:

- Revised national figures for the price of child care, along with an explanation of the challenges inherent in calculating a national price of child care figure.
- An updated map of millennial salary information and a new Appendix that compares average

millennial income and child care prices in each state.

- Deep dives into specific child care issues with three case studies in the state of Louisiana, the Washington DC metro area, and Seattle, Washington.
- Policy recommendations based on three underlying policy needs which can help support the child care workforce and help families afford child care.

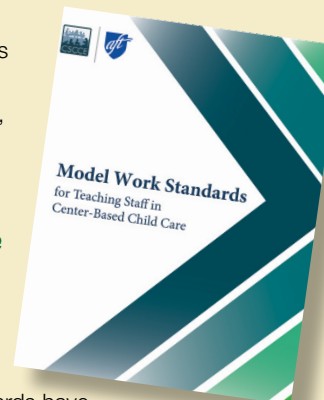


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The Return of the Model Work Standards

When the Model Work Standards were first crafted more than two decades ago, they were built on the premise of:

Good Child Care Jobs = Good Care for Children.



Today, these standards have been revised to reflect a 21st-century context in which "quality improvement" efforts have consistently missed the mark when it comes to addressing the needs of the adults providing early care and education.

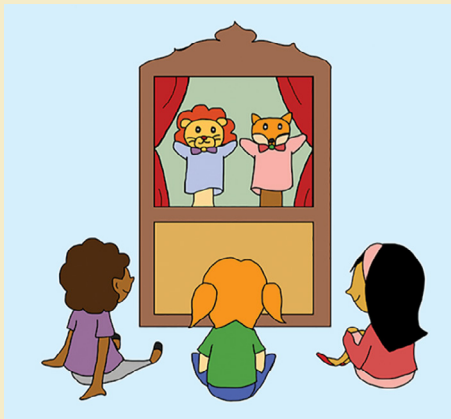
Needed now more than ever, the 2019 update for center-based teachers and family child care providers—[released November 19](#) by the Center for the Study of Child Care Employment and the American Federation of Teachers—has the potential to bring the needs and rights of teachers and providers back into focus.

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Beyond Elmo: How Puppets Teach Preschoolers Self-Control

(From Duke University)

Four-year-olds are expected to be able to behave in the classroom, but more and more preschools are kicking children out for bad behavior. In this episode of the Ways & Means podcast: new research from [Katie Rosanbalm](#) and [Christina Christopoulos](#) on how to best help children control themselves in the classroom. [🔊](#)

 [CLICK HERE TO LISTEN TO FULL EPISODE](#)

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!

Congrats on 50 years, Sesame Street!

Sesame Street celebrated its 50th anniversary this November. Learn more [here](#).



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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.