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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

As I write this article, it is hard to talk about the first three months of the year as I normally would. Instead, we are all focused on the COVID-19 pandemic as it continues to spread. Public health officials increasingly agree that “flattening the curve” of infection and illness will likely require months, rather than weeks, of social isolation. We are working with our partners on the impact on our child care programs, fellow CCR&Rs and emergency and health workers. Since it is such a fast moving target, by the time this comes to print, I am sure that more information will be out.

Our country is experiencing now what our field has always known—**child care is the backbone of our nation's economy**. Yet for decades, we have failed to invest the public dollars needed to ensure that all families have access to high quality, affordable child care and that providers and their educators are well compensated and supported for their critical work.

Programs that are remaining open are struggling to make ends meet. And, equally concerning is that the programs that have closed may never be able to re-open. If providers are closed, they do not have revenue coming in to continue to pay their staff and other operational costs and cannot survive without public investment to cover these costs.

Think about this. When an elementary school closes, the principal doesn't have to worry about paying his or her pre-K or kindergarten teachers or making sure he/she can still pay the light bill or rent or mortgage. In contrast, when a child care program closes and families stay home with their children, the light and electric bills still need to be paid. The rent or mortgage still comes due and child care teachers and other staff may lose valuable paid hours that

in turn, help them pay their bills. That affects all of us—programs, families, communities and our early childhood educators who have cared for our young children every day.

We must act swiftly to protect the fragile infrastructure of our child care ecosystem. What we do now to protect and **support the backbone of our nation's economy** will have an enduring impact on the future of child care, both for subsidized care for low-income families and for



private pay families. Without immediate action, many child care programs are at risk of going out of business permanently.

In a few short weeks, the Coronavirus (COVID-19) Pandemic has turned our world upside down. I hope by the time you read this, our federal government and our state have acted to show that our work is vital to a

functioning society so we can think about a future that includes high quality child care for all the babies who will be born in the next year and the years to come.

I wish you good health. 🙏

Best,
Marsha

OTHER NEWS AT CCSA

CCSA still continues its operations in service of our mission, but has had multiple changes. Plans had been under way to have the A.S.K. Conference in February when the Triangle experienced snow for the first time in the winter, so we rescheduled for our snow date, March 14, only to have it canceled and not rescheduled this year. We are terribly sad to cancel this statewide learning event for early childhood educators. To the more than 900 registrants, exhibitors, volunteers

Presidents's Editorial continues on page 2

From the President

continued from page 1

and presenters, we hope you will join us at the conference next year! We will refund all registration fees within six to eight weeks. Thank you for your support and understanding!

CCSA also postponed its 2020 Triangle Child Care Awards Breakfast—always one of my favorite events – where we recognized passionate hardworking individuals in the Triangle that help improve the lives of our children, from March 20 to June 12, hopefully. And our T.E.A.C.H. Early Childhood® National Center is busy planning for a Virtual Professional Development Symposium and Summit next month instead of a face to face event.

Although it feels like a year ago, at the end of February, the Think Babies™ NC Alliance held the Think Babies™ Think Tank and Celebration in Raleigh where CCSA received the 2020 Outstanding Baby Advocate Award for our early childhood workforce studies, including the landmark report, “Who’s Caring for Our Babies,” and for our work to improve the early childhood education field for infants, toddlers and those that care for them. CCSA is honored to accept this award and congratulates the other seven extremely deserving recipients. Read more about the award and the work we do for infants, toddlers and their educators later in this newsletter.

Earlier this month, we released the brief, *Leaving the Classroom: Addressing the Crisis of NC’s Early Childhood Educator Turnover*, from our 2019 child care workforce study where we had the unique opportunity to not only send a survey to those currently in the child care workforce but also to survey those who had left. Studies like these are crucial to learn and know how to grow and support our early childhood workforce. Keep an eye out for the full workforce study at a later date. CCSA hopes to be able to learn more about our workforce in the future, especially following the impact of the COVID-19 pandemic.

The start of a new decade brings us the 2020 Census, which is right around the corner. Reminder postcards are being delivered to U.S. households to respond to the census as I write this. Please help spread the word about the importance of counting every individual, especially children under 5 who are the most undercounted population in America. More than \$5 BILLION of North Carolina’s federal funding for children’s services is at stake in the census, so it’s critical to get the count right. 🗳️

AWARD\$ Welcoming Family Child Care Educators

Have you heard the news? Family child care educators can now participate in Infant-Toddler Educator AWARD\$, an education-based salary supplement program designed to increase the compensation and retention of well-educated professionals working with our youngest children. AWARD\$ is based on Child Care WAGE\$, which has been available in many counties across the state for more than 25 years.

WAGE\$ is supported by individual local Smart Start Partnerships that choose to participate and provide funding for supplements and the Division of Child Development and Early Education (DCDEE), whose funding covers administrative costs. AWARD\$ is entirely funded by DCDEE. As a result, AWARD\$ is available in **every** county across the state. Child Care Services Association is proud to administer both of these salary supplement initiatives.

To be eligible for AWARD\$, applicants must:

- Work at least 35 hours per week with infants, ones or twos.
- Earn \$18/hr. or less. Bonuses from the employer will be included in calculations to determine hourly rate.
- Work in a licensed child care center or home with at least three stars.
- Have at least an associate degree with 24 birth to five-focused semester hours.

Family child care educators are eligible to apply as of October 1, 2019, and funding is currently available to support their participation. More information and application materials may be found [here](#).

Educators still working toward their degree may be eligible to participate in WAGE\$ if their counties have elected to fund the program. Scholarships are available to help educators obtain additional coursework through the [T.E.A.C.H. Early Childhood® Scholarship Program](#).

Nearly 100 educators working in family child care homes have participated in AWARD\$ so far this year, and CCSA is pleased to receive more applications every day. When Chris Tryon, who operates a five-star family child care home in Union County, learned that AWARD\$ would be available to him and other home-based professionals, he was very excited.



Chris Tryon

He said, “I was all for it! We spend so much money keeping our programs going and meeting high standards, and I have five stars. AWARD\$ would help because I could upgrade my facility, furniture, toys, get a nicer playset. I would reinvest it in my home program and my kids!”

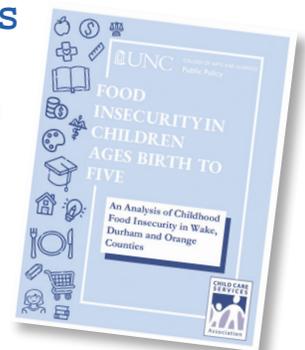
Chris’ first check was just mailed at the end of February and CCSA looks forward to working with him and other family child care educators in the future. 🗳️

Infant-Toddler Educator
AWARD\$®

Food Insecurity in Children Ages Birth to Five: An Analysis of Childhood Food Insecurity in Wake, Durham and Orange Counties

As CCSA looks to grow and keep up with the demand of our Meal Services Program, there is a need for better data on food insecurity among children birth to 5 in the Triangle as well as an understanding of the causes and effects of food insecurity on early learners. This report outlines the concept and realities of food insecurity, the findings and methodology of mapping food insecurity in the Triangle and the implications of these results for CCSA. This report was created by students in the Department of Public Policy at the University of North Carolina at Chapel Hill.

- Download the report [here](#).
- Download the literature review [here](#). 🗳️



CCSA Receives Building Healthy Communities Grant for Shape NC

In early 2020, Duke Health awarded a \$25,000 Building Healthy Communities Grant to CCSA for [Shape NC: Healthy Starts for Young Children](#), a program that aims to reduce obesity and increase physical activity in young children ages birth-5 years old in Durham and Orange counties.

Shape NC aligns well with Duke Health's mission and vision to improve the health of families and neighborhoods by creating early childhood environments that model best practices in eating and exercise for children and by engaging these children's teachers and



families in these behaviors. Working with child care centers in Durham and Orange counties, Shape NC's overall goal is to increase physical activity and healthy behaviors in young children and their families, ensuring the children can enter kindergarten healthy and ready to learn.

"We are so grateful CCSA has been awarded the Building Healthy Communities Grant from Duke Health," said CCSA President Marsha Basloe. "Not only will the children in participating Shape NC centers benefit from this grant, but so will their families, educators and communities. Having a generation grow up with the skills and knowledge of every day active play and healthy eating benefits everyone."

Now in its third year, Shape NC has reached children and families in 20 child care centers (more than 2,500 people), targeting early childhood programs with a high proportion of children living in low-income families. Shape NC also has provided technical assistance, coaching and grants to improve the centers' outdoor learning environments and specific training to improve meals, increase physical activity and enhance materials.

It is expected that by the end of Year 3 of the program, participating centers will have increased their children's active play and outdoor play time to include at least 120 minutes of physical activity daily, limited the children's screen time and continued to offer healthy food and beverages, including more fruits and vegetables, thereby increasing the number of children at a healthy weight before entering kindergarten.

You can view the Shape NC Year 2 Progress Report [here](#).



PICTURED FROM LEFT TO RIGHT are Robert Cates, CCSA Fellow; Cass Wolfe, CCSA Chief Strategy Officer; Lisa Menna, CCSA Meal Services Senior Manager; and Marsha Basloe, CCSA President.

CCSA's Fellow, Robert Cates, nominated for the 2020 NC Child Hunger Hero Award at the NC Child Hunger Leaders Conference

CCSA attended the ninth annual North Carolina Child Hunger Leaders Conference February 19 in Chapel Hill, N.C. where NC Child Hunger Hero Awards were given. This conference is for showing appreciation to the everyday heroes who make healthy meals possible for children. *We See You* was the theme of this year's conference recognizing the different faces of hunger and those that have developed unique ways to reach them. CCSA's Fellow Robert Cates was one of more than 100 individuals nominated. Robert was recognized for working 20 years to help CCSA improve and expand meals to our youngest children in child care.

There was a strong recognition of importance of school breakfast at the conference and how to make it work in schools. While nutrition and combating child hunger are so important during the K-12 years, it's just as important during the earlier birth-5 years. CCSA's Meal Services Program offers nutritious breakfast, lunch and snacks daily for child care centers that meet or exceed USDA guidelines, ensuring every child in participating centers have daily access to high-quality food.

CCSA hopes to see more from the early childhood community at next year's conference.

CCSA Receives Outstanding Baby Advocate Award

In February, CCSA received the 2020 Outstanding Baby Advocate Award from the Think Babies™ NC Alliance at the Think Babies™ Think Tank and Celebration in Raleigh. The awards recognized policymakers, statewide organizations and community champions for their outstanding leadership and advocacy for babies and their families through ground-breaking research and innovative, evidenced-based programs that have made North Carolina a national leader in early childhood education.

CCSA received the award for its early childhood workforce studies, including the landmark report, “[Who’s Caring for Our Babies](#),” which highlights the education and compensation of infant-toddler teachers and documents the status of infant-toddler teachers as

the least-prepared, least-educated and lowest-compensated of all early educators in the workforce.

To address the low compensation of early educators and encourage the pursuit of higher education, CCSA partnered with the NC Division of Child Development

and Early Education to create and launch the ground-breaking [Infant-Toddler Educator AWARDS®](#) program, which has already provided scholarships to more than 1,000 infant-toddler teachers who hold at least an Associate Degree in Early Childhood Education, a degree that is critical to addressing the early childhood workforce crisis.

CCSA also received this award because of its leadership in creating and piloting the Babies First NC program to raise the quality of infant-toddler care, first in rural poor counties through the Race to the Top Early Learning Challenge grant and next through the new Preschool Development Grant. CCSA’s [T.E.A.C.H. Early Childhood Scholarship® Program](#) and [Child Care WAGES® Program](#) have supported thousands of early educators across North Carolina, and are an inspiration to states throughout the country to adopt these programs and address early education and compensation.

CCSA is honored to accept the 2020 Outstanding Baby Advocate Award and congratulates the other seven extremely deserving recipients of this award. 🎉



Julie Keffer’s I am WAGE\$ Story

As the early childhood field continues to struggle with turnover, largely due to low compensation, it is refreshing to hear Julie Keffer talk about working with her current five-star child care program since 1997. She loves teaching and says that her coworkers are like family. It also helps that she has been on the Child Care WAGES® Program since 1999. She talks about how she moved up the WAGES scale as she increased her education, and said, “When I got up to \$1,000, I was able to purchase my first car!”



Julie wasn’t planning to be an early educator, but as she says, some of the best things in life are not planned. She started out as a Head Start volunteer when she enrolled her son and eventually became a full-time teacher. She realized that she had a knack for creating activities for children and decided she wanted to build upon those talents. She changed from studying psychology to early childhood and pursued her associate degree coursework at night.

She said, “My two young sons cried when I went to school at night, but I wanted to show them that I

was doing it for them, to give us a better life. It was so important to me that they saw me graduate, and they did! It showed them that they could set goals and achieve them, and they’ve now done that too.”

Not only did her dedication provide an important model for her children, but her coursework has given her a better understanding of child development. She’s proud of the years of service she has provided to children and families. “It is a great feeling when children I taught in Head Start still remember me as adults. They friend me on Facebook.” Her goal is to pursue her four-year degree and she is determined to complete it.

As a long-time early childhood teacher, Julie appreciates what WAGES has meant to her life. She said, “WAGES has been a lifesaver a lot of times. It has helped me buy a car, a washer and dryer, spend time with family and pay bills.” It has also supported her longevity in the field. According to Julie, “WAGES has made me feel appreciated and valued. When you feel valued, you want to stay. It is important to value dedicated teachers who want to learn all they can. I never want to stop learning.” 🎉



“I’m grateful to the WAGES funders. Early childhood education is important and they are helping to grow good teachers and better classrooms.”

—Julie Keffer



The T.E.A.C.H. Early Childhood[®] National Center Counselor Training Series

The T.E.A.C.H. Early Childhood[®] National Center is delighted to announce the implementation of a four-module training series for new T.E.A.C.H. counselors, thanks to the support of the W.K. Kellogg foundation. The *New Counselor Training Series* modules are a way to provide new staff across the country with consistent information about the T.E.A.C.H. program from the national perspective, while reminding new counselors that each state will have unique policies and practices. The goal of these modules is to support T.E.A.C.H. counselors and state organizations as they support the early childhood workforce. Counselors are the face and voice of the program for scholarship recipients across the country. Every day and in every way, possible counselors provide the information and support that encourages early childhood educators to complete their education.

Delivery of these modules began with a pilot of Module 1 in December 2019. All modules are available now, and are offered online, by webinar and in person at the annual T.E.A.C.H. and WAGE\$ Symposium in March. National Center staff present the 90-minute modules with help from experienced counselors from a number of states. The sessions held to date have been extremely well received by T.E.A.C.H. counselors across the country. For more information, please contact Judy Leinbach at judy@teachnationalcenter.org.

What is Statewide CCR&R and Why is it Important? A Three-Part Series

By Kay Ducharme,
Regional CCR&R
Senior Manager at
Child Care Services Association



In light of what's going on with the coronavirus (COVID-19), CCR&Rs have stepped up to ensure child care for all families in need. In a three-part series of blog posts, we explore what CCR&R stands for, what it does, how it's monitored, who it benefits and why it is needed.

PART I: WHAT IS CCR&R?

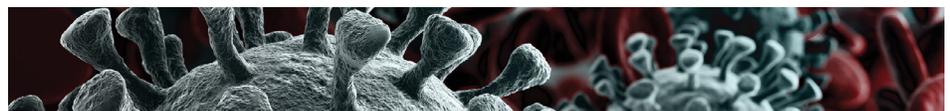
CCR&R stands for child care resource and referral. It is carried out by organizations that focus on building the supply of child care and supporting child care programs through training and technical assistance for early childhood educators... Read more [here](#).

PART II: WHAT IS THE NC CCR&R COUNCIL?

The NC CCR&R Council was designed by the state's Division of Child Development and Early Education (DCDEE) to standardize the delivery of CCR&R services and provide equitable funding across the state... Read more [here](#).

PART III: WHY IS DATA IMPORTANT?

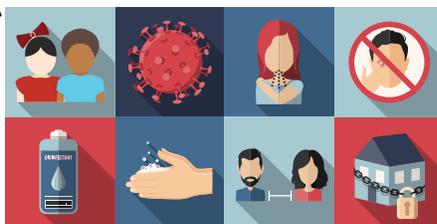
For Child Care Services Association (CCSA), collecting data about the impact and effects of high quality child care is one of the most important things we can do for early childhood educators, young children and families... Read more [here](#).



Child Care Services Association starts COVID-19 Relief Fund for families and child care programs.

Learn more about how you can help at www.childcareservices.org/ccsa-covid-19-relief-fund/

PREVENT COVID-19



CHILD CARE SERVICES ASSOCIATION

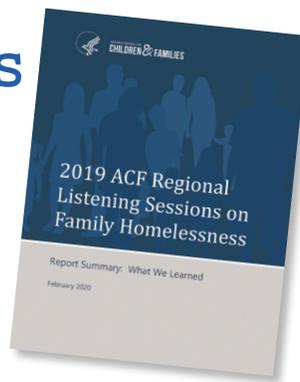
(919) 967-3272

(919) 967-7683

www.childcareservices.org



Family Homelessness Regional Listening Sessions: ACF Releases Executive Summary



Between February and May 2019, the Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services held 10 regional listening sessions with more than 600 stakeholders on issues related to youth and family homelessness. Organized by the ACF Office of Regional Operations and the Family and Youth Services Bureau, the listening sessions allowed ACF leaders to learn about trends, barriers and local innovative responses from a diverse group of stakeholders, including parents with lived experience, grantee and non-grantee service providers, educators, faith-based and community providers and state and local government leaders. The sessions also provided an opportunity to share information about ACF's resources with attendees, and to ask attendees for ways that ACF programs might be improved to better serve families and youth who are experiencing homelessness.



[Read the Executive Summary.](#)

2020 Census: The Importance of Counting Every Child 5 and Under

By Jennifer Gioia, Communications Manager at Child Care Services Association

APRIL 1, 2020, IS CENSUS DAY

The census is your chance to make sure your community counts. Participating in the census will help make sure your community over the next 10 years receives:

- Fair representation in Congress;
- Financial resources for health, schools, transportation and more; and
- Help for information leaders to plan your community's future.^[1]

More than \$5 billion of North Carolina's federal funding for children's services is at stake in the census, so it's critical to get the count right. That's about \$1,600 for each person in federal funding for the state.^[2]

However, in the 2010 Census, nearly 1 million children (4.6% of children under the age of 5) were not counted, according to the U.S. Census Bureau. In fact, children under age 5 are one of the largest groups of undercounted people in the United States.^[3] If missed in the census, young children in hard to count communities also stand to suffer the most from reductions in funding to vital programs.^[4]



Who is Hard-to-Count? What Can You Do?

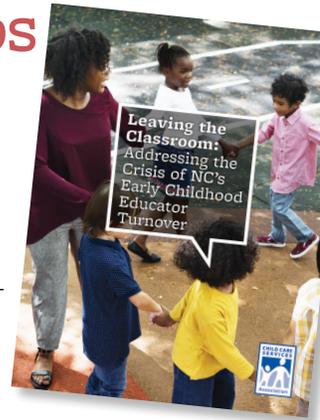
Read the rest on our blog [here](#).

Find more resources about the 2020 Census, including factsheets, U.S. Census videos, a social media toolkit and other resources [here](#). Also read [Three Easy Ways to Make Sure Kids Count in Your Community](#) by Whitney Tucker at NC Child. [📄](#)

Child-Serving Program in North Carolina	Fiscal Year 2015 Dollars
Medicaid (Children's Portion Only)	\$1.9 billion
Supplemental Nutrition Assistance Program (SNAP) (Children's Portion Only)	\$1 billion
Title I Grants to Local Education Agencies	\$416 million
National School Lunch Program	\$375 million
Special Education Grants (IDEA)	\$327 million
State Children's Health Insurance Program (S-SCHIP)	\$395 million
Head Start/ Early Head Start	\$212 million
Supplemental Nutrition Program for Women, Infants, and Children (WIC)	\$193 million
Foster Care (Title IV-E)	\$70 million
Child Care and Development Fund (CCDF) Entitlement	\$122 million

Leaving the Classroom: Lessons from those who have left child care jobs

For nearly 20 years, Child Care Services Association has been conducting workforce studies to better understand the composition of the child care workforce in North Carolina and differences among regions and to recommend policy improvements related to retaining and growing a high-quality early childhood workforce.



While gathering information related to our 2019 child care workforce study, we had a unique opportunity to not only send a survey to those currently in the child care workforce but also to survey those who had left. More than 2,800 individuals who previously worked in child care settings responded to the "leaver" survey.

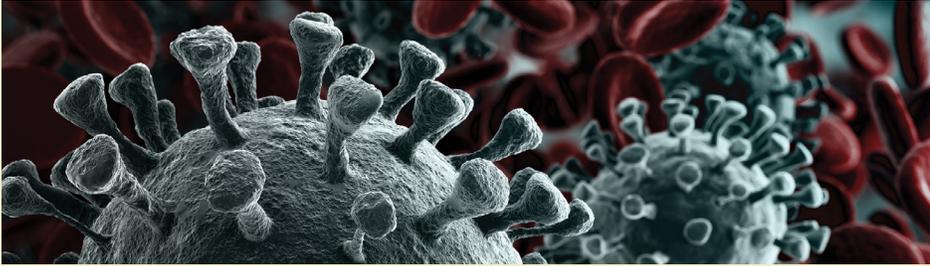
While there have been several national child care workforce studies, the responses from individuals who have worked in the child care field in North Carolina could provide valuable insight for future state policy discussions.

Of those 2,800 plus individuals, 57% left the early childhood field entirely, while 28% left for another early childhood job.

Why did participants leave the early childhood classroom?

- 41% said they wanted more money
- 32% said they wanted more professional growth
- 25% said they wanted better benefits
- 16% said they wanted more respect

[Click here](#) to see the entire brief, *Leaving the Classroom: Addressing the Crisis of NC's Early Childhood Educator Turnover*, on the results and [click here](#) to read CCSA President Marsha Basloe break down the responses and how they can inform policy decisions to reduce turnover and better the workforce. [📄](#)



NORTH CAROLINA NEWS

What is North Carolina Doing to Combat the Coronavirus?

It's important to stay safe, healthy and informed, particularly for those who are on the front lines of caring for children and families. As of March 14, North Carolina Governor Roy Cooper released an executive order closing all K-12 public schools statewide.

With K-12 schools closed, child care programs must consider whether to remain open and risk exposure or to close and put their teachers and staff at risk of not being paid. The programs that choose to remain open might also be needed to serve additional children. The NCDHHS has issued [detailed steps](#) that child care programs can take to mitigate spread of the disease and protect your health and safety and those you serve.

As of March 16, NCDHHS recommended no mass gatherings for more than 50 people, and later that day, the White House recommended no more than 10 people to a gathering. And as of March 17, Gov. Cooper released an executive order closing all restaurants and bars for dine-in service but allowing takeout and delivery orders.

On March 20, NCDHHS released the emergency child care phone number, 1-888-600-1685, for parents who provide necessary services to, or care for, members of our communities when their child care has fallen through or is unavailable because of COVID-19 closures.

Our goal is to keep our staff and community safe, continue business operations in service of our mission and do our part to reduce the risk of exposure to COVID-19.

Stay up-to-date on the COVID-19, also known as the coronavirus, with the [resources](#) on our website and others below.

COVID-19 AND HOMELESSNESS: STRATEGIES FOR SCHOOLS AND EARLY LEARNING PROGRAMS

Schools and early childhood programs offer stability and safety. When schools and early learning programs close, or move to online learning, the health, safety and well-being of homeless children and youth are jeopardized. See information from SchoolHouse Connection [here](#).

NEW NIEER WEBPAGE FOR ECE POLICYMAKERS ON COVID-19

The world's attention—and our attention, too—is focused on an effective response to COVID-19. NIEER has created a webpage of federal, state and local guidance and examples ECE policymakers may find useful. If you wish to suggest resources useful to policymakers via their COVID-19 webpage, please email them to info@nieer.org and include COVID-19 in the subject line.

North Carolina Receives \$56 Million for Children Over the Next Seven Years

From NC Governor Roy Cooper

Governor Roy Cooper announced January 9 that North Carolina would receive \$56 million in federal funding over the next seven years to support children's health and well-being, improve access to high-quality early learning for families across the state and invest in the state's early childhood workforce. The federal funding is one of the state's largest infusions of new dollars in North Carolina's early childhood system.

"When all children have the tools they need to succeed, we will have a healthier and stronger North Carolina for generations to come," said Governor Cooper. "The science is overwhelming that early childhood education and intervention make a significant difference in whether a child succeeds in school and beyond. Every child deserves the best chance to succeed. That means we have to support families, early childhood teachers and all those who have an impact on early childhood development."

The new funding comes from two competitive federal grant awards to the North Carolina Department of Health and Human Services (NCDHHS), including a \$40.2 million Preschool Development Grant (PDG) from the U.S. Department of Health and Human Services, Administration for Children and Families, and [up to a \\$16 million grant](#) from the Centers for Medicare and Medicaid Services (CMS).

The PDG grant invests in the people who shape young children's healthy development—parents and early childhood professionals. It will help early childhood teachers build the skills needed to support children's optimal development without having to leave the classroom. By providing job-embedded professional development and coaching, the grant removes barriers that make it difficult for teachers to pursue higher education.

In addition, the grant funds a partnership with the Smart Start network to expand access to Family Connects, a nurse home visiting program for parents of newborns; support for families as their children transition into kindergarten; and expanded access to high-quality child care for infants and toddlers. This is the state's second PDG grant. In 2018, the NCDHHS [was awarded a one-year \\$4.48 million](#) PDG planning grant.

Read more [here](#).

News continued on page 8



continued from page 7

NATIONAL NEWS

Spanish-Language Resources on the CCTA Website

The Child Care State Capacity Building Center (SCBC) announced the release of several resources that are now available in Spanish, including the new *Office of Child Care Spanish Language Glossary*, *The Fundamentals of CCDF Administration Resource Guide* and numerous other resources for child care providers and families now available on the Child Care Technical Assistance (CCTA) website.



CHILD CARE
State Capacity Building Center

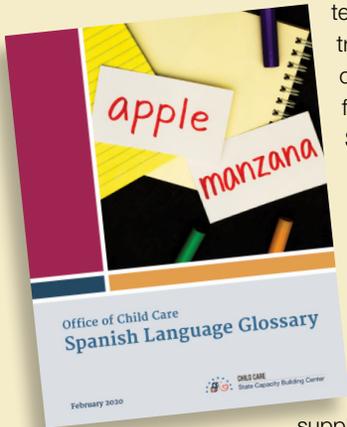
OFFICE OF CHILD CARE SPANISH LANGUAGE GLOSSARY

The [Office of Child Care Spanish Language Glossary](#) provides consistent

terminology for translating child care resources from English into Spanish. It is not intended to provide an exhaustive list of terms or to replace existing glossaries; instead, it is meant to

supplement existing glossaries, such as the [Head Start Bilingual Glossary](#).

[ChildCare.gov](#) offers families a one-stop website for child care, helps families find child care in their communities and provides helpful information on available programs to help pay the costs of child care and resources that explain high-quality child care. The website is available in both English and Spanish.



“Voices from the Field” Interview with Katherine Hutchens

In this [blog](#), the U.S. Department of Education interviews Katherine Hutchens, director of early childhood services at



Katherine Hutchens

Methodist Home for Children in Raleigh, North Carolina. Katherine’s child care center is also one of the centers that participate in CCSA’s Meal Services Program. Throughout the interview,

Katherine’s passion for high-quality early childhood programs is evident. But what you will learn is how she works to ensure her program is a model in its use of effective practices.

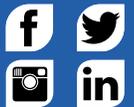
Looking Beyond Child Care: New Solutions Through Affordable Housing

By Linda Smith and Sarah Tracey, [Bipartisan Policy Center](#)

The shortage of both child care and affordable housing are issues affecting low-income families across the country, and finding solutions for both can move these families toward economic stability. BPC calls on the early childhood field to work with housing experts to identify cross-sectoral solutions, and states to consider the needs of low-income families—including increased access to child care—as they consider affordable housing options.

[Read here.](#)

Stay in the know and follow CCSA



The Brain Architects Episode 2 from the Center on the Developing Child at Harvard University

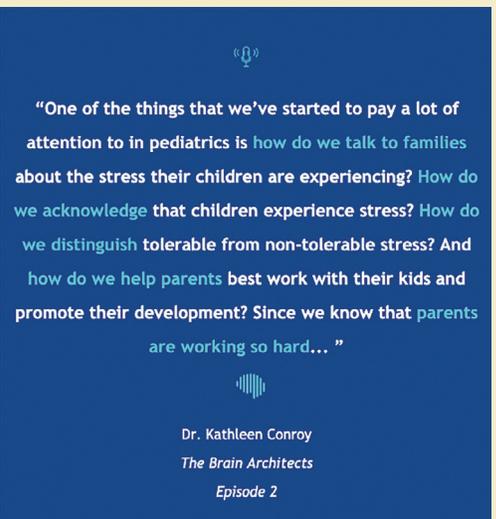
Toxic Stress: Protecting the Foundation

Excessive or prolonged activation of stress response systems in early childhood can have damaging effects on learning, behavior and health across the lifespan. Such **toxic stress** can occur when a child experiences strong, frequent and/or prolonged adversity without adequate adult support. But that’s not the whole story. With the right supports, toxic stress doesn’t have to lead to bad outcomes.

The second episode of the Center’s new podcast, [The Brain Architects](#), explores what toxic stress is and what we can do about it. Learn what effects toxic stress can have on a child’s body and development, how those effects can be prevented and what it means to build **resilience**. Listen as a panel of experts speaks openly about how toxic stress can affect children and families, and digs into strategies to help children and families deal with stress.



Center on the Developing Child
HARVARD UNIVERSITY



[LISTEN TO EPISODE 2](#)



[LISTEN TO EPISODE 1: BRAIN ARCHITECTURE: LAYING THE FOUNDATION](#)



[SUBSCRIBE TO THE BRAIN ARCHITECTS](#)

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Screen-Based Media Use and Language and Literacy Skills in Preschoolers

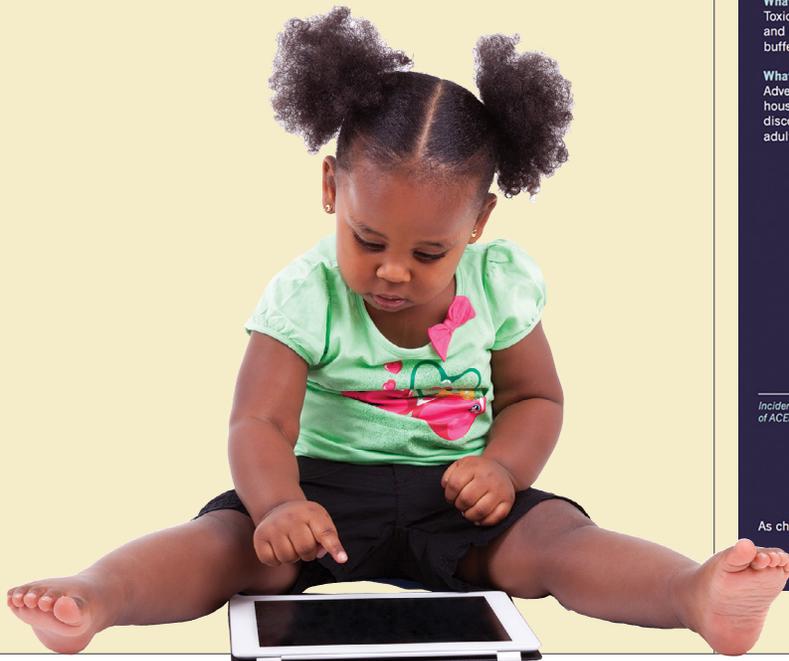
By Hutton JS, Dudley J, Horowitz-Kraus T, DeWitt T, Holland SK

Even very young children now commonly spend substantial time with screens (phones, tablets, TVs, etc.) and screen time including the use of digital media devices is increasing. The American Academy of Pediatrics (AAP) has recommended limits on screen time based on concerns regarding its cognitive-behavioral risks. However, relatively little evidence is available on the effects of screen time on the brain development of young children. A new study of 47 prekindergarten children published in JAMA finds that screen time is negatively associated with measures of language and literacy. In addition, higher reported screen-based media use was associated with lower microstructural integrity of brain white matter tracts involved with language, executive function, and emergent literacy abilities controlling for child age and household income. This study adds to the evidence supporting the AAP's concerns and points to the need for further research.

[Read more here.](#)



published in JAMA finds that screen time is negatively



Increased Compensation for Early Educators: It's Not Just "Nice to Have"—It's a Must-Have

By Caitlin McClean

What Would Appropriate Compensation for Early Educators Look Like?

All those working with young children should earn at least a livable wage. Currently, however, median child care worker wages do not meet the living wage threshold for a single adult with one child [in any state](#).

[Read here.](#)

WHAT'S CAUSING THE SHORTAGE OF QUALIFIED EARLY CARE AND EDUCATION TEACHERS?

There's a hole in the bucket.

Investments in workforce training are lost as long as poverty-level wages keep driving qualified teachers out of the field.

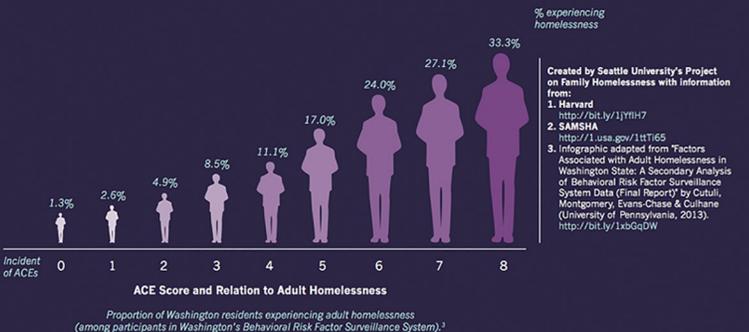
ACEs Resources Specific to Early Childhood Programs

The Administration for Children & Families released ACEs Resources Specific to Early Childhood Programs. Learn more [here](#).

ACE SCORE AND RELATION TO ADULT HOMELESSNESS

What is toxic stress?
Toxic stress is long lasting stress over which the child has very little control. Involving the chronic elevation of stress hormones and a child's stress response system, it often occurs when a child must confront stressors without a safe, supportive adult to buffer their impact. It can be caused by abuse, neglect, and poverty and other ACEs.¹

What is an ACE?
Adverse childhood experiences (ACEs) are stressful or traumatic experiences, including abuse, neglect and a range of household dysfunction such as witnessing domestic violence, or growing up with substance abuse, mental illness, parental discord, or crime in the home. They can cause toxic stress and can lead to a variety of negative outcomes, including adult homelessness.²



As childhood adverse experiences accumulate, so does the likelihood of struggling with adult homelessness.

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Free Educational Apps, Games and Websites

From Common Sense Media

You don't always have to pay big bucks for great educational games, app, and websites: Lots of outstanding free options are only a **click** away.

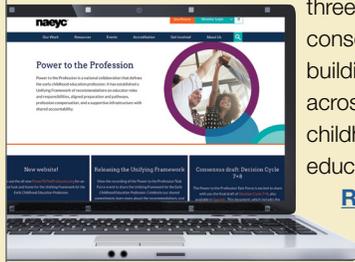
These resources are either completely free or full of quality free content for kids to explore. Next time your kids are looking for fun, try giving them one of these to choose from. They'll learn while being entertained!

Task Force Celebrates Release of Early Childhood Education Profession Framework

Facilitated by the National Association for the Education of Young Children (NAEYC), fifteen national organizations released the **Unifying Framework for the Early Childhood Education Profession**.

The framework was released this month after three-years of consensus building work across the early childhood education field.

[Read more here.](#)



PREVENT COVID-19



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!



The 2020 Advancing Skills & Knowledge (ASK) Conference was canceled this year.



Look out for us in 2021!



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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.