



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

I hold a "Q&A with the President" each quarter with staff so I have the opportunity to communicate with all staff, answer questions they submit anonymously and celebrate our collective work. It has always been remote since we have staff in multiple locations across the state and country. I recently held the June Q&A and reflected on the past three months. It was hard to believe that when we had last met, there was only one case of the coronavirus in Wake County and we were trying to figure out if we should hold our Triangle Child Care Awards Breakfast (we didn't, but we will do so virtually in September.) Things changed quickly as schools closed, our staff manned the 1-800-phone number for front line workers looking for child care and our child care community across the state stepped up to care for children of front line and emergency personnel.



The past three months have been a period of time like none other in our country, certainly in my lifetime. Figuring out new ways to get our work done, being teachers for children at home with child care and schools closed, buying groceries online or for aging relatives, learning where to buy masks if we don't make them ourselves and attending or watching protests in our streets to address racial disparities in our country.

This season of crisis upended the way we work, the way we live and the way we think and feel. The global pandemic and racially motivated deaths have once again heightened awareness of inequity and injustice in our nation.

If you were to ask my children what they heard

most often growing up, they would tell you "don't tell me what you will do, show me. Actions, not just words." We must all take action. CCSA joins countless others in the commitment to move beyond awareness to action. We will work to build a better system for our children and their families and the early childhood workforce that partners with parents every day to build a foundation for our future.

CHILD CARE AND COVID-19

Summer officially started with longer days, loads of sunshine and the need for sun-screen. It's the time of year when many programs hold summer camps and parents look for camp openings. This year is

different, though, as some parents are still working from home or not yet working at all, and summer camps may look different.

Child care looks different, too. While our child care programs are reopening, that does not mean they are okay.

Before COVID-19, our child care programs were struggling and operating on razor-thin margins, with teacher and staff compensation so low that nearly 40% had to access public benefits. NAEYC's [state-by-state results](#) from their COVID-19 survey of child care providers showed that in North Carolina, 32% of providers said they would not survive a closure longer than two weeks without support and 12% said they would not survive a closure of any length without immediate support.

On June 24, the North Carolina Early Education Coalition spoke to the NC House Health Committee

From the President

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about the state's child care crisis. Michele Rivest, policy director, shared that pre-COVID-19, the state's early childhood education system served more than 250,000 children. In June, that number was 92,000. Sixty-seven percent of child care facilities has reopened (59% of centers and 92% of homes) with a 49% vacancy rate in centers and 75% in family child care homes. Is that sustainable?

While the long-term impact is not yet known, what is clear is that many programs stepped up to the plate to provide services to other essential personnel and their families, putting their own lives at risk in the process. Child care is essential for our state's economic prosperity and economic recovery. They are the workforce behind the workforce, and that has never been more true than it is today.

Ongoing Challenges



Some open programs may close, Some may never reopen

- Access to health and safety supplies and limited technical consultation
- Low parent enrollment
- Higher operating costs—
 - health and safety requirements + reduced child/staff ratios
 - fixed costs remain
- Hard to attract and retain qualified staff

NORTH CAROLINA EARLY EDUCATION COALITION

There will continue to be ongoing challenges.

The child care crisis will not be solved by simply reopening child care. As Rivest stated during her talk, "From a business perspective, it's too hard to make the math work."

Our work in the early childhood field has never been more crucial.

You will see in this newsletter that this work continues. Thank you for partnering with us. Let us hear from you. [📧](#)

Best,
Marsha

***P.S.** Our Triangle Child Care Awards Breakfast, which we hold every two years, had to be postponed again. Although we had hoped to have it rescheduled for June, we are now planning for a virtual awards presentation in September with a BYOB (bring your own breakfast). We look forward to sharing that celebration with you in our September newsletter.*

COVID-19: NEWS + RESPONSE

Child Care is an Essential Service—But a New Business Model is Needed

By Marsha Basloe, President of CCSA

While many governors have closed K-12 schools for the remainder of the school year, child care continues to operate as an essential service in most states. This is certainly true for North Carolina. Why? Because many parents with young children need child care in order to work, and for those individuals who must continue to work during this public health emergency, child care remains an essential service so parents can continue working in hospitals, public safety, grocery stores, child care and other jobs that the public relies on for services or products at this time.



THE CURRENT CHILD CARE CHALLENGE

The challenge is that the economic model for operating child care as an essential service is not the model that child care center directors and family child care home-based providers based their business on when they first opened.

THREE MAIN QUESTIONS TO THINK ABOUT WITH REGARD TO THE ECONOMIC MODEL FOR CHILD CARE:

1. What will parent preferences be until there is a vaccine that protects against COVID-19?
2. What will the demand for paid child care be with millions of parents unemployed throughout the country and how long will it take for parents to gain employment? And,
3. Until there is a vaccine, what will the new model for child care be (e.g., social distancing and public health protections that may reduce the number of children per classroom or setting)? Will parents desire group care settings and will they be able to afford the cost of fees related to the new model (even if temporary)?

The Bipartisan Policy Center recently released the results of a parent survey throughout the country related to child care use and concerns.¹

- **Parents with children under age 5 worry that their child care program won't be open due to post-COVID-19 emergency closures**
- **Parents with children under age 5 worry that their child and family will be more likely to be exposed to COVID-19**
- **Parents with children under age 5 are worried that they won't be able to afford child care**

Read more [here](#). [📧](#)

¹ The Bipartisan Policy Center, Nationwide Survey: Child Care in the Time of Coronavirus, April 10.



Making Sense of March to June

[Visit our site to learn more](#)

At the two month mark since the first case of COVID-19 in North Carolina, Child Care Services Association created [this timeline](#) intended to help us mark major developments and consider how far we've come.

You will find some of the timeline's highlights below. Click [here](#) to read the full timeline. 



www.childcareservices.org

North Carolina COVID-19 March to June 2020 Timeline

March 14, 2020	In response to a growing number of cases, Governor Cooper announces a two-week school closure , which includes NC Pre-K and pre-K sites in public schools. Other child care settings are encouraged to stay open to meet demand for emergency child care.
March 17, 2020	NAEYC releases preliminary results from a COVID-19 survey conducted among child care providers beginning March 12. Nationally , 30% of these respondents said they would not survive a closing longer than two weeks without financial support.
March 31, 2020	Deadline for private child care centers and family child care homes in North Carolina to apply to stay open as emergency providers, which they must do in order to legally operate. Programs that do not apply are considered closed and are not eligible for some funding for this reason. As of midnight on March 31, 3,804 (66%) of North Carolina's licensed child care settings had applied to remain open, with 58% of private centers and 90% of family child care homes in the state applying to remain open. (Statistics source: NC Early Education Coalition Webinar April 1, 2020)
April 10, 2020	The Bipartisan Policy Center releases results from a national poll of parents and guardians of young children who used child care in the last six months. Of parents who still need to use formal care, 63% reported difficulty finding care. About a third of parents were staggering work hours with a partner or other household member in order to care for their child(ren), 21% were working fewer hours to care for children and 10% were working outside of their normal hours.
April 24, 2020	The Center for American Progress predicts that without further intervention, 4.5 million child care slots could be lost nationwide due to the COVID-19 crisis.
May 4, 2020	Unemployment claims in North Carolina reach 1 million, which is 20% of the state's workforce. So far, N.C. has made \$1.27 billion in payments toward unemployment.
May 11, 2020	As of May 11, all child care programs are licensed to reopen upon approval of an application . Any reopening child care program must follow COVID-19 NC DHHS public health guidance and commit to new licensing regulations . Some regulations that were lifted during the stay at home order are reinstated, such as limits on screen time for preschool age children.
May 25, 2020	White Minnesota police officer Derek Chauvin kills George Floyd , a Black security officer, father and Minneapolis community member. In response to Floyd's death and the murders of Ahmaud Arbery, Breonna Taylor, Tony McDade, Titi Gulley and countless others, protests erupt in every single state in the U.S. Born in Fayetteville, North Carolina, George Floyd is survived by his three children. His six-year-old daughter, Gianna, can be seen speaking about her father in this video . Here and here are some resources for talking to young children about racism and police violence. The National Black Child Development institute also has a list of resources on helping children cope with racial trauma.
First Two Weeks of June	After reviewing more than 1,000 applications in May, CCSA begins notifying recipients and releasing funds as a part of the CCSA COVID-19 Relief Fund.
June 22, 2020	North Carolina Health News publishes an article about the mental health impacts for children of isolation from friends and peers. The article contains perspectives from various studies, including a systematic review published in the Journal of the American Academy of Child and Adolescent Psychiatry in June, and interview quotes with several social workers.

It's Time to Support Staffed Family Child Care Home Networks: Small Family Child Care Providers to Support Parents as They Return to Work

By Marsha Basloe, President of CCSA

As businesses throughout North Carolina re-open their doors, parents will be returning to work. For parents with young children, access to affordable, quality child care will be critical—not just to support the ability of parents to return to work, but also to ensure that children are in a safe setting that promotes their healthy development.



While the state gradually moves toward re-opening in stages, it is far from returning to business as usual. As of May 28, more than 25,400 individuals in North Carolina had tested positive for COVID-19, 708 individuals were hospitalized and 827 individuals have died.¹ The release of the April unemployment data shows more than 573,000 individuals statewide are unemployed.²

The curve may be flatter, but a vaccine for COVID-19 is unlikely any time soon and there remains no cure or treatment to date. As parents return to the workforce, one thing is clear: anxiety about COVID-19 exposure remains high. A recent nationwide poll from the Bipartisan Policy Center found that among parents with children under age 5, their top concern about returning to work and using child care is exposure of their children to COVID-19 (75 percent), higher than concerns related to affordability (46 percent) or the likelihood that their child care program will be open (47 percent).³

WHAT OTHER STATES ARE DOING

In a live Zoom webinar on May 28, “State Child Care Administrator Forum COVID-19: What Worked, What Didn’t, What’s Next,” 10 state child care administrators from throughout the country shared their experiences and insight, including Susan Perry, the Chief Deputy Secretary, NC Department of Health and Human Services.⁴

All of the child care administrators expressed concern about the economic model for child care currently and in the year(s) ahead. All mentioned the importance of child care for parents returning to work and expressed concern about the economic viability of sustaining an adequate supply. Many mentioned a renewed interest by parents in family child care homes, a shift from prior parent preferences for center-based care for their children.

Child care administrators thought the shift in parent preferences was related to continued anxiety about COVID-19 in larger group centers, and a possible preference for smaller family child care settings in the neighborhood with no commute necessary and a small known group of families. The Kentucky child care administrator, Sarah Vanover, shared her experience with five new pilot programs in that state involving networks of family child care (FCC) providers. It was

As parents return to the workforce, one thing is clear: anxiety about COVID-19 exposure remains high.

inspiring to hear about networking family child care providers with a staffed hub of services (e.g., providing backend services such as billing or business technical assistance to support best business practices, other professional development supports to meet the needs of children of various ages and

offering culturally responsive approaches to learning).

Another FCC home-based network that was underway involves a partnership with employers. In several communities, the state has supported a network of family child care homes to meet employer needs so human resource administrators in local companies can refer employees to one of the networked homes.

Staffed family child care networks are not new. It may be time to re-invest in them.

Read more [here](#). 

¹ NCDHHS, [COVID-19 public dashboard](#).

² NC Department of Commerce, [North Carolina's April Employment Figures Released](#), May 22, 2020.

³ Bipartisan Policy Center, [Nationwide Survey: Child Care in the Time of Coronavirus](#), April 10, 2020.

⁴ Bipartisan Policy Center, [“State Child Care Administrator Forum COVID-19: What Worked, What Didn’t, What’s Next?”](#), May 28, 2020.



COVID-19: RELIEF

Support Child Care, Support North Carolina's COVID-19 Heroes

By Jennifer Gioia, Communications Manager at CCSA

In mid-March, North Carolina launched emergency child care for essential workers with procedures for health and safety precautions. Child care centers and family child care homes stepped up to play a critical role for the state as it dealt with the COVID-19 crisis. Many signed up so the health care workforce and other essential personnel would have a safe and nurturing environment for their children while they went to work.

Child Care Services Association (CCSA) launched the [CCSA COVID-19 Relief Fund](#) as a collaborative effort with Smart Start and local partnerships to thank our child care programs and provide additional funds during this crucial time. We want to help programs provide the highest quality early learning experience for our state's youngest children.

We raised more than \$210,000 and more than 1,000 child care programs applied for aid from the CCSA COVID-19 Relief Fund, (the only COVID-19 relief fund designated explicitly for child care programs state-wide) during its first round of funding. But the need is still great. More than 3,000 child care programs were open and serving children of essential workers as of early May, and even more programs have opened now that North Carolina is well into Phase II of its plan to reopen.

"The child care workforce is playing an integral role in our state's response to COVID-19, as they care for the children of the health professionals, first responders and others on the frontlines of the

crisis," said Dr. John Lumpkin, President of the Blue Cross and Blue Shield of North Carolina Foundation.

The Blue Cross and Blue Shield of North Carolina Foundation contributed a [\\$100,000 grant](#) to the CCSA COVID-19 Relief Fund. "We hope that this grant will help provide the safest possible environment for early childhood educators and the children in their care. And we also hope that others will join us in supporting this essential component of the crisis response infrastructure," said Dr. Lumpkin.

"This crisis has amplified significant needs, and protecting families—and the child care programs on which they depend—has never been more urgent," said Jim Hansen, PNC regional president for Eastern Carolinas. The PNC Foundation also contributed a [\\$100,000 grant](#) to the CCSA COVID-19 Relief Fund. "Child care programs represent a critical resource for essential workers and their families, and this grant will help make these programs more accessible," said Hansen.

OUR WORK IS NOT YET DONE

Read more [here](#).

Introducing the Voices of Strength and Resilience in Early Childhood Series: What COVID-19 Teaches Us, and What We Already Knew

By Allory Bors, Research Coordinator at CCSA

The COVID-19 crisis is a moment unlike any other, in which the invisible, undervalued labor that breathes life into our country's economy and infrastructure is exposed. As professionals, advocates, providers, parents and community members, we have a unique opportunity to understand the work of early childhood providers and the work of other essential functions, historically considered "unskilled," as part of the same struggle. We also must stay vigilant to ensure that, as other essential workers receive the recognition, hazard pay, sick leave and increased compensation they so deserve, child care providers are not left by the wayside.

The history of our nation's under-valued and under-resourced early

childhood system is already set in stone, but our future is not. When this crisis reaches an end, whenever that may be, North Carolina has a responsibility to build a strong early childhood system that is prepared for any crisis. We don't yet know what the future will hold for North Carolina's early childhood field. But we do know this. Our state's early childhood providers, whether they be in a child care center, a family child care home or on a Zoom call reading to their children in pre-K, are resilient and creative. They have helped families through homelessness, health crises and natural disasters like hurricanes Matthew and Florence. Early childhood providers have always been on the frontlines in our state.

Read more [here](#).

In light of COVID-19, North Carolina is sheltering in place and schools are closed. In Durham, Durham Public Schools (DPS) was forced to stop producing and distributing meals to children age birth-18 years while they were sheltering-in-place during the COVID-19 crisis. At the same time, restaurants were and still are reeling from the effects of COVID-19. From there, [Durham FEAST](#) was created (almost overnight). Durham FEAST provides complete meals, fresh produce and shelf-stable ingredients to children and adults experiencing food insecurity during COVID-19.

Since April 20, 2020, [CCSA's Meal Services](#) Durham kitchen has been providing 200 breakfasts and 200 lunches each day to children in Durham. The meals are kid-friendly and kid-tested and made from nutritious and locally sourced products from places such as Farmer Foodshare. One of the lunch meals provided is our award-winning Fagioli Bowl (pictured here), voted "Most Likely to Sell Out at School" at the Durham Bowls competition hosted by DPS in fall 2019. All meals are prepared and frozen to stay fresh for delivery; they are distributed at school pick-up locations in Durham or delivered directly to homes for families that cannot make it to pick-up locations.

As of June 5, we have provided approximately 10,000 meals to Durham families. As Durham FEAST continues for the summer through Durham Public School Foundation and Food Insight Group (FIG), CCSA and other participants will provide meals for contactless home delivery and for Durham Housing Authority. CCSA will deliver meals on Wednesdays to the Riverside High School collection site. We expect to produce 9,600 meals for Durham FEAST through June and July. The program will end on July 29, 2020.

CCSA's Meal Services team, headed by Lisa Menna, has done a terrific job pivoting their work during the COVID-19 pandemic. One week they were serving more than 1,200 breakfasts, lunches and snacks each day out of three kitchens, and the next week they were serving 62 meals out of two kitchens. Two weeks later, they were serving 62 meals in individual containers (to reduce the number of times the food was handled before a child ate it) and preparing 200 breakfasts and 200 lunches in quart containers five days a week for Durham FEAST.

Since the beginning of the pandemic there have been additional challenges, including a shortage of certain foods and the subsequent need to change menus and substitute ingredients. Also, the meals served directly to children had to be either all hot or all cold to comply with food safety regulations. Most recently, food and supply delivery



CCSA Meal Services helps supply meals through Durham FEAST during COVID-19

routes have been affected by protests around the state and orders are arriving hours or days after they were scheduled to arrive.

CCSA's long-term partnership with Budget Courier Service has helped our Meal Services team continue to deliver meals to child care centers that remained open or reopened during the COVID-19 crisis. Chris Carroll of Budget Courier worked tirelessly to help facilitate the delivery of Durham FEAST meals to multiple delivery sites each week in April and May. With Budget Courier's continued assistance, CCSA will be able to deliver 1,600 meals one day each week that will be utilized for home delivery through

Durham FEAST, reaching families throughout Durham County until the end of July.

We are now serving 400 meals a day in child care centers and have moved back to our regular family-style serving system, which means children get a variety of hot and cold foods in their meals. Other centers are planning on reopening later this summer so that we will again be serving 1,200 meals a day.

School meals are a vital source of nutrition for so many children. CCSA is grateful for the combined efforts of Durham County, Durham Public Schools, Durham Public Schools Foundation, Food Insight Group and Chef Andrea Reusing along with The Durham Hotel for quickly organizing the talents of the vast variety of chefs in Durham to help their community and keep their employees working. We are able to do this important work in our community thanks to a grant from the Corporate Partnership for Nonprofits—COVID-19 Fund, part of the Duke-Durham Fund, and support from United Way of the Greater Triangle. Learn more about what we're doing to help by watching this [video](#).



Meal
SERVICES
PROGRAM

Stay in the know and follow CCSA



A Community Takes Shape

By Christy Farmer, Technical Assistant at CCSA

Our child care sites are in the final months of the [Shape NC](#) three-year project. Shape NC promotes healthy eating and active play for children from birth-5 years old by working with child care programs to instill healthy behaviors early on, creating a solid foundation for a healthy life. As I prepare to step back from my role as technical assistant (TA) at each center, I spent some time reflecting on the process that the 15 centers have walked through during our time together.

Shape NC has invited us all to look at how we help the newest members of our society, children under the age of 5, become healthy citizens. It has been inspiring to see the center directors and owners open their doors, invite me inside and sit down with me to set goals that foster healthy habits in the children they serve. They have steadily worked toward their goals to improve children's nutrition, begin school gardens, increase physical activity and play and turn their playgrounds into outdoor learning environments.



shapeNC
Healthy Starts  for Young Children

an initiative of



Each center is like a family and has its own dynamic and culture. Throughout this process, I have watched our 15 Shape NC sites come together to form a larger community around common goals. Centers have offered resources, ideas and support to one another in an effort to raise healthier, more active children.

Shape NC has encouraged us all to reach further and form connections with people outside of our educational comfort zone. We have collaborated with builders, plumbers, landscapers, church groups, store owners, lactation consultants, local chefs and yoga teachers as we've shared our mission of instilling lifelong habits of health and wellness. This larger community has helped us serve healthier meals, increase physical activity in the classroom and offer more nature-rich experiences on the playground.

Directors have embraced opportunities to be creative and resourceful to stretch their Shape funds to the max. They have learned to repurpose old materials, harvest their own building supplies, use found and donated items, share recipes and engage parents and community volunteers. We know the families are watching and know the impact Shape is having in the lives of their children. Their words and actions tell us that they appreciate the efforts their center is making to tend to the health and wellbeing of their *whole* child.

Setting an intention, formulating goals and making an action plan around those goals has created change that we hope will last a lifetime! 



🌿 Kids Korner Academy's New Improved Outdoor Learning Environment

By Darlene Brannon, Director of Kids Korner Academy in Durham, N.C.

Since the start of our Shape NC journey, the attitudes of the staff and the children and their parents have changed for the better. We all watched in awe as the playground changed from a plain playground to an adventurous and colorful outdoor environment. Because our playground area is asphalt, it was hard to envision the plan Shape NC had designed specifically for our playground.

Now there is a cling and clang music board with a drum set, a sand play area, an art center platform with writing and drawing tools, easels and bench, a mud sink with running water, a bike pathway that goes around the entire playground where you can get a full view of each center, a drawn on colorful hopscotch that matches the colors of the rainbow (my favorite), a decorative basketball court and, best of all, a raised bed garden that is now filled with colorful vegetables.

The families and friends that have come to the center to see first-hand how the playground look now have shared what we have accomplished with their family and friends.

The grandfather of one of our children in care works next door to the center. He came by several times to see how the transition was coming along. Now that the change is a beautiful sight to see, the grandfather shared how he has noticed that the children are outdoors more often and that their laughter and other sounds are music to his ears. He went on to say hearing the sweet sound of laughter brought back good memories of his outside times when he was younger.

Our garden is a big hit to the staff, the children, their families and the community. Parents and friends offered to purchase the produce growing in the garden as well as getting our assistance to help them start their own garden. Two parents asked if the food we are growing is for the children to take home. We suggested parents come up with some recipes for us all to try.

A huge thanks to Shape NC's vision to enrich our health and well-being through nature at the child care center. Their visualization were pieces of a puzzle for us to match up to give life and beauty to Kids Korner Academy's Natural Outdoor Learning Environment. Our now new and improved playground has magnified our children's curiosity. The developmental benefits of our new outdoor environment have and will continue to improve our attitude as it pertains to our health.

A real joy! 🙌

ABOVE Taylor showing her mother the mint growing in the garden



Update Report During School Closures

Schools across the state closed in light of COVID-19. In Durham, [Durham PreK](#) programs worked hard to implement remote learning that included daily whole group circle times, daily learning activities, differentiated learning activities and weekly individual check-ins with families.

For example, Mrs. Jennifer's class from Brown's Early Learning School started a project about homes. She started the project by asking her class to send pictures of their doors so they could compare and contrast them with other students' doors. Next, Mrs. Jennifer sent a video of how to draw a door and cut it. Students drew their doors, practiced cutting their doors and shared pictures of their door drawings.

At Triangle Day Care Center, families went on a scavenger hunt for items to use in a spelling lesson. Students and their families found rocks, sticks, leaves and flowers to spell the word "pets."

In addition to the remote learning activities between Durham PreK teachers and their students, Durham PreK also wanted to support the broader Durham community by providing developmentally appropriate online learning videos through a social media initiative called, "Learning at Home with Durham PreK." Teachers submitted recorded story times, art lessons, science experiments and more!

For example, Ms. Morgan Falcone from Creative Schools at Davis Park showed the [steps to drawing a famous character](#) from a Mo Willems children's book. [\(Also in Spanish.\)](#)

Other examples include:

- [A Volcano Science Experiment](#)
- Story time: [I'm a Seed](#)
- [How to Make Lemonade](#)
- [El Agua que Camina Experimento](#)

SOCIAL CONNECTIONS DURING SOCIAL DISTANCING

The remote learning instruction and the "Learning at Home with Durham PreK" social media initiative inspired some students to use their own virtual resources to connect with their classmates and teachers. One student at Brown's Early Learning School used their virtual classroom resources to tell her friends she loved them and missed them. She even included the stuffed animal she got from her teacher's sister before winter break. It reminded her of her classmates and teachers. When her classmates saw her video message, they found their stuffed animals and sent the class a response!

We are proud of each of our Durham PreK teachers, teacher assistants, directors, students and families for their hard work and creativity during the COVID-19 school closures. 🙌



I am WAGES

By Allison Miller, Vice President of Compensation Initiatives at CCSA

This is a sobering reality for Tammy Gibson, director of Central United Methodist Church pre-Kindergarten in Haywood County. She said it was a very difficult decision to close her center in response to the COVID-19 pandemic, but she ultimately felt she had no choice. "I have so many staff with different risk factors. There was just no way we could safely stay open."

That difficult decision means that she and her teachers are facing real financial hardship. She said, "All of my teachers are trying to figure it out financially. They are struggling. If you get behind paying your bills, it is so much harder." When asked about her own experience,

"I do worry about the child care industry. I worry about what is going to happen even if we can reopen. Will there be enough children who can come? And how can you charge parents who are not working? What will all this mean for the families and for my staff?"

—Tammy Gibson

Tammy shared, "It has been so hard for my family because I don't have income to contribute to our bills. I still haven't been able to get unemployment. My daughter is getting married in August and we are not sure what to do. We want to keep things rolling, but it is a real struggle. We are cutting back every way we can, buying the basic necessities only. We are just trying to keep our lights on."



Four of Tammy's teachers have been getting salary supplements from the [Child Care WAGES® Program](#) for many years. The fact that these supplements will continue during this crisis is a bright spot for her staff.

According to Tammy, "They are going to be so grateful to have these payments. It has been so hard on them and they will need this money just to meet basic, fundamental needs. It means so much. WAGES is a great program. Staff wait on the money to help pay bills. They appreciate it a lot." As a previous participant, Tammy said WAGES helped her finish school and now that her county has a new income cap, she has applied to join the program again.

Tammy hopes that her center may be one of the lucky ones that can reopen with church support. She is staying in touch with her staff as they all face this challenge together. She said, "My center has not experienced a lot of turnover and many of my teachers have worked with me for years. We are more than coworkers; we are friends and family. I hope they can come back." 🙌

T.E.A.C.H. North Carolina Scholarship Recipients Shine Brightly in Pandemic Darkness

“When I thought about going back to school, I had no idea how I would pay for this journey, but with help from TEACH my dream was possible. Having the drive to do this was easy and having help from TEACH made this possible. TEACH was there for me through my whole college experience, without them none of this would be possible. I thank TEACH and everyone that helped me accomplish my dream. THANK YOU!

“When I began my journey during this time of uncertainty, I was able to finish my degree and graduate with honors from Western Carolina University. School is stressful and hard enough but when you add into that a pandemic it becomes a whole new stress. During my last semester there was quite a bit of doubt on how and if we would be able to finish because of the COVID-19 pandemic. Schools shutdown and child care either closed or had very little children. So, getting to finish our final project was almost impossible, but with the help of my professor she was able to modify our final project and we were able to use the information we had collected before the pandemic.

“I was unable to have a graduation ceremony which was very disappointing for me. I had worked hard to maintain my GPA but thanks to the great people that I work with they gave me the best graduation parade and present ever. I was fortunate to have the support from my teachers, family, and friends to help get me over this hurdle and complete my degree.”

—Donna Byrd, Western Carolina University

The past few months have been filled with uncertainty and sparked tremendous anxieties for many in the early education workforce. Numerous early education programs closed in dramatic fashion and early educators fled the field hoping to escape COVID-19 exposure.

Those who maintained employment and were comfortably enrolled in spring semester classes suddenly had their plans upended. They were abruptly faced with trying to adapt to a variety of transitions associated with online course enrollment. Sadly, many of our early educators who had already defied the odds by choosing to pursue formal education lacked the experience and confidence needed to make the immediate switch to online coursework, and with some degree of trepidation, they decided to put their dream of pursuing education on hold.

But for others, like Donna, the COVID-19 pandemic reinforced their own intrinsic need to earn their college degree. Their resilience carried them forward past another hurdle that had been cast in their way. In addition to Donna, there are more T.E.A.C.H. scholarship recipients who remained undeterred by life's challenges. They knew that they had come too far to turn back.

The COVID-19 pandemic also had a catalyzing effect on these 2020 graduates. Like never before, they voiced out loud the critical importance of an education. Their personal fortitude coupled with the support and encouragement from their T.E.A.C.H. scholarship counselor, professors and family helped them take the final steps necessary to see the previously elusive dream of becoming a graduate come to fruition. Although meritorious compensation will continue to elude most early educators despite their educational advancement and achievement, the debt-free education made possible from the [T.E.A.C.H. Early Childhood® Scholarship program](#) is invaluable.

The 2020 spring commencement season has quietly passed. Nationally, traditional graduation ceremonies were held virtually with limited pomp and circumstance. For most students there were few in the stands to cheer on their beloved graduate. Fortunately, the absence of those things did not dim the future of early education workforce graduates whose collective accomplishments are remarkable and deserving of high praise and acknowledgement. Congratulations!



The Promise of Effectively Working with Diverse Families

By Asata Virgo, Infant Toddler Program Specialist at CCSA

Early childhood care and education programs work with all types of families, including LGBTQ+ families, families with diverse family configurations, linguistically diverse families, military families and families involved in the foster care system.¹

Families need their early childhood programs to accept, reflect and support how they identify themselves. This reinforces the idea of families and early care and education programs being two parts of the same team working toward their child's optimal healthy growth and development. How do we ensure families feel welcome and supported by their children's early childhood programs?

Here are eight simple ways to create inclusive environments for diverse families:

1. Use language in center forms and outreach materials that are inclusive of all types of families
2. Ensure that all types of families are represented in photos, language and books in curricula, displays and other program materials
3. Provide families that do not have access to web-based forms of communications a variety of methods of communication, including both printed and electronic materials
4. Create opportunities for teachers to listen, learn from and get to know Dual Language Learner (DLL) families and their culture. Ask about DLL families' language preference for school-home communication. Make sure families know the program values their culture and language and find ways to show how the program supports diversity in the classroom

5. Promote the use of available aids to communicate with families such as Google Translate (in case no staff speaks the home language) or make prompts and visuals accessible to teachers to facilitate communication
6. Help children from military families dealing with the distress of a relocation or a parent deployment by maintaining classroom routines, providing structure and predictability and reinforcing safety and security
7. Talk with foster families about the legal conditions of their child's placement and how the program can best support those needs
8. Refer all families to programs that can provide needed services including income maintenance programs like SNAP and WIC, respite care and support groups

For more information on accessing affordable, high quality, inclusive early childhood care and education programs, click [here](#). 

¹ DeMarco, A. & Franco, X. (2020, February 14). *The promise of effectively working with diverse families for Babies First NC*. FPG Child Development Institute, University of North Carolina at Chapel Hill.



Phil Shows Us Many Ways to Volunteer with CCSA

By Teresa Graves, Special Assistant to the President at CCSA

Phil Thalheimer has many titles, one of which is Child Care Services Association (CCSA) volunteer. As owner of My Pro Photographer, Phil provides video/photography, streaming and professional drone services. It is those abilities that he brings to CCSA as a volunteer.

Phil received a degree in specialized technology in Philadelphia, P.A., where he also did freelance video and photography work until he was hired by WECT TV 6 in Wilmington, N.C. From there, his career path took him to WTVD ABC 11 Eyewitness News. Phil worked for ABC/Disney until 2016, when he started My Pro Photographer.

Phil first brought his talents and 35 years of experience to CCSA in 2013 as a volunteer for the annual A.S.K. (Advancing Skills and Knowledge) Conference. Although Phil's wife (a CCSA staff member) "raised his hand" to volunteer for the conference, he has continued to volunteer for every A.S.K. Conference since then. He said he does it because he "meets a lot of new people and the speakers are interesting." He also said he has learned a lot about child care from volunteering at the A.S.K. conference.

Not only does Phil volunteer for the A.S.K. Conference, but he also provided photography services for CCSA's 45th Anniversary Dinner



in 2019 and took stock photos for the Durham PreK program. Phil also initially helped with the weekly CCSA Facebook Live event, Fridays for Families. All of this, he does either pro-bono or with a deep discount for CCSA.

Phil's volunteer services do not stop at CCSA. He has volunteered his photography services with Ainsley's Angels, a 5K race for people in wheelchairs. As a member of the Knights of Columbus, Phil volunteered to photograph the 2019 Special Olympics last year. His ten-year-old daughter served as his assistant at that event as a way to foster charity and model giving back to their community.

The message that Phil would like to convey to anyone thinking about volunteering with CCSA is that there are many ways for people to volunteer with the organization using whatever talents they have. Phil has expressed that CCSA is a good organization to volunteer some time toward because CCSA helps preschool-aged children all over the state. In his words, "It's amazing what you can do to help change a child's life for the better."

CCSA appreciates Phil's services throughout the years. If you're interested in volunteering for CCSA, please email us at:

teresag@childcareservices.org. 



Changing on a Dime: Bringing Two National Meetings Online in Five Weeks' Time

By Julie Rogers, Director of the T.E.A.C.H. Early Childhood® National Center at CCSA

In a fairly short time this spring, the **T.E.A.C.H. Early Childhood® National Center** at CCSA pivoted to bring our two-day T.E.A.C.H. and WAGE\$ National Professional Development Symposium and two-day Compensation Summit (April 21-24) online over eight days of virtual workshops. It was kind of like the unexpected twister that took Dorothy in the Wizard of Oz from Kansas to the yellow brick road. While there was no yellow brick road leading to the Emerald City or a Good Witch of the North, there certainly were a lot of unknowns and very helpful colleagues near and far to help us out.

VIRTUAL FORUM

We are pleased to report that we had the largest registration for the Symposium/Forum ever, with more than 200 people attending one or more of the 17 workshops and the keynote address. Included in the registration were members of three state teams (Florida, Pennsylvania and South Carolina) who are working to address barriers in early childhood higher education. Nine of the forum workshops were in the Higher Education Track, which drew not only these team members, but many others who are interested in unpacking these barriers and finding solutions. Recordings of the higher education workshops can be found on the Center's YouTube page [here](#).

Workshop evaluation surveys indicated attendees were satisfied with the overall value of the workshops, the presenters' knowledge of the topics and the format of the workshops. In fact, in spite of some limitations that meeting virtually presents around meaningful discussions, each workshop included questions offered through the question box as well as some brave attendees who were willing to be unmuted and have a conversation with the presenters.

Unfortunately, we could not invite presenters from all 35 workshops that were planned for the Symposium to present virtually. We are grateful to all of the presenters we invited and who accepted our invitations and worked with us to ensure it all went well. And we appreciate all of the presenters who graciously understood that we could not invite them to present.

We also give a shout out to our friends at Scholastic Education. Without their generous donation of children's books, we would not have been able to provide door prizes, which we know is something everyone loves at the Symposium.



As we look to the future, there are many unanswered questions about what comes next for our 2021 Symposium. We will keep you informed as we learn more over the months ahead.

MOVING THE NEEDLE ON EARLY CHILDHOOD WORKFORCE COMPENSATION VIRTUAL SUMMIT

Members of five state compensation teams (Alabama, Minnesota, New Jersey, Ohio and Rhode Island) and representatives from nearly all of the teams from the previous compensation project cohorts attended workshops and a keynote presentation during the virtual summit held over two days during the same week as the forum. Presenters provided workshops on a variety of topics, and a keynote address, **Power to the Profession through the Lens of Pathways to Better Compensation for the Early Education Workforce**, was presented by Lauren Hogan, managing director of Policy and Professional Advancement at the National Association for the Education of Young Children. Once again, as with the forum, folks who attended were able to ask questions in writing and through direct conversation with the presenters.

Had we met in person, each team would have had time to meet to further their work on action plan goals and to present their team's goals, achievements and strategies. Team meetings continue to take place virtually and their presentations will take place this fall.

These workshops and the keynote address recordings and PowerPoint slides are posted on the Center's YouTube Page [here](#).

COMPENSATION SUMMIT WORKSHOP TOPICS

- **Building Advocates for the Early Childhood Workforce**
- **Funding the Future, Including Better Compensation**
- **Legislation Addressing EC Workforce Compensation**
- **Strategic Approaches to Funding and Policy Requests**
- **School Readiness Tax Credits for EC Educators**

VIRTUAL FORUM ATTENDEE COMMENTS

"I learned about organization, data research about each T.E.A.C.H. state program and the importance of what we each do in our jobs for helping teachers succeed in their education. I have a better perspective of why I do what I do."

"Hearing from other programs or faculty was very helpful. The session on faculty supporting bilingual students was especially helpful and provide insight into moving that work forward in our own state."

"Overall I had better understanding of the national picture in ECE and in association with the Pandemic as well."

"The knowledge and thoroughness of each presenter was incredibly valuable."

"I appreciated the diverse backgrounds of the speakers."

VIRTUAL SUMMIT ATTENDEE COMMENTS

"Everyone did an amazing job. I never would have believed I would have benefitted as much from the virtual summit."

"I appreciate the T.E.A.C.H. National Center continuing to support the compensation work in our state by changing the format to a virtual forum. I appreciate the work that went into planning and designing the forum. The sessions and presenters were wonderful. Excellent work by the T.E.A.C.H. National Center staff."

"You captured great topics to address current and future concerns."



ADMINISTRATION FOR
CHILDREN & FAMILIES



EARLY CHILDHOOD SELF-ASSESSMENT TOOL FOR SHELTERS

A Guide to Support the Safe and Healthy Development of Young Children in Shelter Settings



Validated and Revised April 2020

Newly Validated Early Childhood Self-Assessment Tool for Shelters Released

By Marsha Basloe, President of CCSA

This is a heartbreaking fact—the number of young children experiencing homelessness in the United States has grown in the last decade. In fact, this number increased to more than 1.4M in 2017-2018.¹ **That is one out of every 16 young children.** What does that look like? Picture a preschool classroom and imagine that one of the young children sitting on the floor listening to the teacher read a favorite book is living in a shelter, on someone else's couch, in their family's car, in a cramped motel room or perhaps sleeping somewhere different every night! The ramifications of this level of destabilization on children and families are tremendous. Negative consequences abound. Being homeless as a child can cause negative effects that last for the rest of someone's life. And, there are concerns today, that the COVID-19 health pandemic will increase family homelessness even more.

Ensuring the early learning and development of our country's youngest children is essential to Child Care Services Association's (CCSA) work. Supporting the well-being of these young children and their families is an urgent task and one that is critical to improving the long-term educational outcomes of children nationwide. It is why CCSA is pleased to release the validated and revised [Early Childhood Self-Assessment Tool for Shelters](#), in partnership with the Administration for Children and Families (ACF), U.S. Department of Health and Human Services. This tool is designed to guide shelter staff in creating safe, developmentally appropriate environments for infants, toddlers, preschoolers and their families who are experiencing homelessness.

Often young children experiencing homelessness do not receive the social-emotional, educational, medical, mental health and/or special services they need to thrive. Infants and toddlers are particularly impacted by homelessness, with increased risk for early harm to their health and development, as well as having parents with poor physical and mental health, and additional hardships for families.² In fact, infancy is the age at which a person is most likely to live in a U.S. Department of Housing and Urban Development (HUD) shelter.³

Read more [here](#). 

¹ U.S. Department Education

² Cutts, D., Bovell-Ammon A., et al. 2018. [Homelessness During Infancy: Associations With Infant and Maternal Health and Hardship Outcomes](#). *Cityscape: A Journal of Policy Development and Research*, Volume 20 Number 2. U.S. Department of Housing and Urban Development.

³ Gubits, D., Shinn M., Bell S., Wood M., Dstrup S., Solari, C. (2015). [Family options study: Short-term impacts of housing and services interventions for homeless families](#). Washington, D.C.: Prepared for U.S. Department of Housing and Urban Development, Office of Policy Development and Research by Abt. Associates and Vanderbilt University.

Congratulations to CCSA Board Member Adam Zolotor

Adam Zolotor has been a CCSA board member since 2008. For the past five years, he has been the president and CEO of the North Carolina Institute of Medicine. This August, he will step down to become chair of the Department of Family Medicine at UNC School of Medicine.



Adam has a DrPH and master's degree in public health, coupled with an MD and enhanced by a career in the practice of medicine and teaching at the UNC School of Medicine and the UNC Gillings School of Global Public Health. He has harnessed his immense talent and academic and practical background for the betterment of our state and beyond.

Congratulations, Adam! We wish him the best as chair of the Department of Family Medicine at UNC School of Medicine. 



CCSA is getting a new website!

Stay tuned for the launch of our fresh new look later this summer.



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CHILD CARE IS AN ESSENTIAL WORKFORCE *Opinion*

By Jason Grumet and Linda K. Smith, Bipartisan Policy Center

Millions of Americans are on the frontlines of the coronavirus, keeping our nation running, our streets safe and our neighbors healthy. Medical professionals, first responders, farmers, grocery store employees and delivery drivers are all recognized as essential to our nation's crisis economy and recovery. But one other industry is helping keep all others afloat: child care. Continue reading [here](#).



How to Build a Better Child Care System

The *New York Times* demonstrates why the plan to reopen the child care industry must go beyond restoring access and focus on rebuilding a system that provides quality care. Read more [here](#).



Prenatal-to-Three Goes Mainstream, Legislators Go to Work

By Jennifer Palmer, NCSL

Long before “*Babies*,” a new docuseries from Netflix, brought early brain development and the miraculous minds of infants to television screens around the world, state legislators have been considering ways to ensure their youngest constituents begin life with the best opportunities to grow, learn and thrive.

In the series, depictions of babies taking their first steps or bonding with a parent are sure to tug at viewers' heartstrings, while the research on a baby's developing brain, such as the formation of **1 million new neural connections** every second from age 0-3, will be eye-opening for many.

Continue reading [here](#).



ECE Shared Resources

By Denise Sayer, Vice President, CCA for Social Good released the 2019 Year-In-Review.

As we forge ahead in 2020, we would be remiss not to reflect on the evolution that the ECE Shared Resources platform underwent in 2019. With a continued commitment to customer satisfaction, the focus for 2019 was innovation—innovation that can address challenges in the early childhood education field, both locally and nationally.”

See the ECE Shared Resources Year-In-Review [here](#).

Learn about the [NC Shared Resources!](#) Save Time, Save Money, Raise Quality!



Virtual QRIS Conference

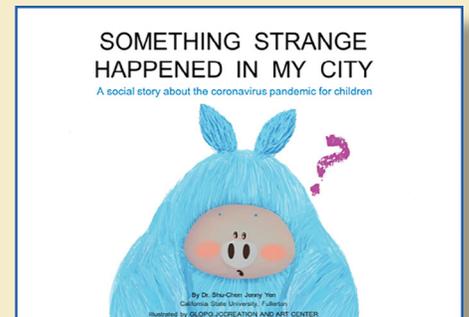
SAVE THE DATE:
July 8—August 4, 2020

20 webinars in 20 days!
Check [here](#) for updates.

The Social Story Center

Supporting children around the world during times of crisis with developmentally appropriate storytelling.

You can find it [here](#).



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Sesame Street Resources

Sesame Street rolled out some new resources to help children cope with challenges they may be facing during this unique time. See the links below to learn how to help families cope and thrive.

Feeling Worried

When children feel worried, grown-ups can help them feel safer, calmer, and more secure. Watch the video, practice belly-breathing together and read the article for more ways to reassure children.

Coping with Sickness

When a parent, caregiver or other loved one becomes ill with COVID-19, the whole family struggles. But there are ways to comfort and reassure children, to offer clear, honest explanations, and to stay connected to the loved one who is sick. 🙋

If you leave home, know your Ws!



WEAR a cloth face covering.



WAIT 6 feet apart. Avoid close contact.



WASH your hands often or use hand sanitizer.

@NCDHHS

#StayStrongNC



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!

Help protect
YOUR health,
YOUR family
AND YOUR
neighbors.

Use Check My Symptoms at www.ncdhhs.gov/symptoms if you think you may have COVID-19.



CHILD CARE SERVICES ASSOCIATION

PO Box 901
Chapel Hill, NC 27514

(919) 967-3272

(919) 967-7683

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.