



CCSA Communicates

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Child Care Services Association leads efforts to strengthen accessible and affordable quality early care and education by providing supports for families, communities and the workforce.

INSIDE THIS ISSUE:

- A Look at Salary/Wage Scales for the Early Childhood Educator Workforce 2
- Growing WAGE\$: Congratulations to Tennessee and Iowa3
- Educational Pathways Made Smoother for T.E.A.C.H. Scholarship Recipients.....3
- More Than Just a Financial Supplement 4
- 49th ASK Conference is Now Open! 5
- A spoonFULL of Addressing Food Insecurity in the Triangle 5
- Welcome CCSA's Newest Board Members.....6
- Celebrating Durham PreK.....7
- Early Childhood Homeless News.....8
- Meet a CCSA Fellow 9
- National News10
- Support CCSA..... 13

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From the President

Now nearly 21 months into dealing with COVID-19, our country is still adjusting and figuring out how to move forward. We must keep gratitude in mind as children, families, early childhood professionals and whole communities continue to feel the effects of the pandemic.

I marvel at how resilient early childhood educators are, and I am grateful every day that at Child Care Services Association (CCSA), we continue to help support child care programs, early childhood educators and families.

On behalf of CCSA and many in the early childhood field, I want to thank **Dr. Mandy Cohen** for leading N.C. through the last 21 months. She always offered a calm expertise at the podium with N.C. Governor Cooper. From the very first time she mentioned the three W's,



Dr. Mandy Cohen

she was a force to be reckoned with. Associate opinion editor Ned Barnett recently wrote a **great opinion piece** in The News & Observer where he mentioned Dr. Cohen as our state's own Dr. Fauci. I am truly grateful for her leadership and for working with an amazing team to keep us safe. Although

sad to see her leave, I agree with Ned: "Dr. Mandy Cohen has more than earned a rest, a change and North Carolina's gratitude." I look forward to seeing her next steps.

As an innovator and incubator for solutions to child care issues, CCSA is proud to be a part of the many successes in making high-quality child care available to all. For more than 45 years, CCSA has worked locally,

statewide and nationally to fulfill this goal. I hope you will take a minute to read through our **Annual Report**. We have done a great job of living our core values and



working on our new strategic plan in spite of the pandemic. As you read through our Annual Report, I hope you will see how the pandemic did not stop us from our mission.

In our fall newsletter, we highlighted our new Board Chair **Sharon Hirsch**. Sharon serves as the president and CEO of Prevent Child Abuse North Carolina, where she leads

a team that focuses on making prevention a priority for N.C. and building capacity for communities to have the knowledge, support and resources to prevent child abuse and neglect. If that sounds like a perfect match for CCSA's Board chair, you are right. Peggy Ball, past Board Chair, will continue on the Executive Committee as a resource for transition. We are so grateful for her leadership and being part of this transition. Sharon led her first Board Meeting in November and welcomed our new Board members **Khari Garvin, Ana De Hoyos O'Connor, Ana Sanchez, and Mamie Wilson Watson**. You can learn more about them in this newsletter on page 6.



Sharon Hirsch

Whether through helping low-income families afford quality child care, child care referrals, salary supplements for underpaid early childhood educators or educational scholarships to help the individuals who teach our young children to continue their own education, CCSA

continued on page 2

From the President

continued from page 1

is dedicated to ensuring our children grow up happy, healthy and ready to succeed.

We are also working on the early childhood workforce crisis. CCSA is participating in conversations at the local, state and national levels to support the workforce, especially as conversations happen around Build Back Better, which could be transformative for families and communities through job creation and better job quality for early childhood educators.

DID YOU KNOW?

1. A lack of child care causes businesses to **lose an estimated \$12.7 billion annually** due to employee absenteeism.
2. Working families who can't access affordable child care **lose \$8.3 billion in wages annually**.
3. Access to stable, high-quality child care **helps parents improve their labor productivity** by increasing work hours, missing fewer work days and pursuing further education. *(Information from FFYF)*

Child care relief funds have provided critical support for stabilizing child care programs and preventing more programs from permanent closure, but these funds are just the beginning of what's needed to recover and rebuild after decades of underfunding. We must commit to building a better system.

CCSA applauds the U.S. House of Representatives' passage of the Build Back Better legislation. As I write this newsletter, it is moving to the U.S. Senate. Our work supports the importance of providing parents with affordable, accessible and high-quality early childhood programs by providing financial support and counseling for early childhood educators to advance on a career pathway that leads to quality teaching practices and provides early childhood educators with improved compensation.

It is time to invest in the early childhood workforce, not only to ensure these early childhood professionals earn livable wages but also

to ensure they have access to higher education coursework and the support needed to graduate. We can do this. The opportunity is ours. High-quality child care depends on it.

It's the time of year we ask you to spread the word that we will be holding our ASK Conference in February. The 49th A.S.K. (Advancing Skills & Knowledge) Conference is virtually taking place Saturday, February 19—Tuesday, February 22, 2022. See the workshops, presentations and registration [here](#). See more information on page 5.

Thank you to all who supported Giving Tuesday. Your support means more than you can imagine. For those who missed that opportunity, you can still [support](#) CCSA this season of giving. With your support, we can continue to fortify the child care systems that have endured so much in the past 21 months and rebuild these systems better together. Thank you for your commitment to CCSA and our youngest children.

In this season of gratitude, I thank

- our Board members who helped develop CCSA's new Strategic Plan and continue to lead;
- our amazing and dedicated CCSA staff for all they do and for their big hearts; and
- our funders who have been not only our funders but also our partners and advisors.

Although 2021 was another challenging year, I am optimistic for the year ahead! I hope as the year ends, you can spend special times with family and friends. I wish you a Happy and Healthy New Year. 🎉

My best,
Marsha Basloe

A Look at Salary/Wage Scales for the Early Childhood Educator Workforce

Child Care Services Association and our T.E.A.C.H. Early Childhood® National Center are pleased to share [A Look at Salary/Wage Scales for the Early Childhood Educator Workforce](#). This white paper examines salary (wage) scales—what they are and what to consider when planning one. Specific state examples are offered, as well as a general discussion of the elements and characteristics of a salary schedule. Funding and instituting a well-designed salary or wage scale, one that provides transparent and equitable wage lattices and makes early childhood education (ECE) a competitive career once again, is one key strategy for rebuilding the ECE system. 🎉



Stay in the know and follow CCSA



Growing WAGES: Congratulations to Tennessee and Iowa

Child Care WAGES® Tennessee officially launched in April 2019 with funding from the City of Chattanooga. Over a six-month period, more than 100 applications were received, with 73 educators from 29 licensed child care agencies within the City of Chattanooga limits receiving their first supplement payment.

Broader interest was quick to come, and in October 2019, Child Care WAGES Tennessee transitioned into a statewide program with more than \$3.5 million in funding




from the Tennessee Department of Human Services. According to Michelle Kelly, Child Care WAGES Tennessee director at the program's administrative home, Signal Centers, "The transition to a statewide program allows us the opportunity to help increase the retention,

education and compensation of early childhood educators in all 95 counties of the state. We are so excited about this opportunity and know that the workforce is as well." As of June 2021, Child Care WAGES Tennessee had paid 1,289 participants since the start of the program.

The staff at Child Care WAGES® Iowa is excited too! Their first license began in August 2013 and they started off as a United Way-funded pilot. They received some additional funds from the Iowa Department of Management/Early Childhood Iowa and the W.K. Kellogg Foundation for start-up and administrative costs. In the first year, they paid 59 early educators from 14 different programs.

Iowa worked hard over the following years to grow WAGES, county by county, with primarily local funding. Thirty-eight different counties participated in FY21, paying 278 early educators. During this period, they continued to work with state leaders to advance WAGES, and in FY22, their efforts paid off! Child Care WAGES Iowa is now a statewide program thanks to the support of their governor and \$7 million in federal relief funds. They hope that the workforce and state leaders will continue to champion the program so it can sustain state funding after relief funds are exhausted. Child Care WAGES Iowa participant Daria Darling struggled financially for years, resulting in an unsafe living environment and no health care. WAGES helped her change all that. She said, "The WAGES Program in Iowa has been life changing."

Congratulations to both of these states for growing WAGES and making a difference in the lives of so many deserving early educators! Other states have also expressed an interest in increasing the compensation of their early childhood workforce through our new initiative, [Step Up to WAGES](#), where states can use ARPA funds to get this program off the ground. After ARPA funds are expended, states can pursue a typical Child Care WAGES license. 

The path to higher education degrees can be difficult for the early care and education workforce. Paying for college, managing time and staying motivated are some challenges. Higher education degrees are important to the workforce, so how can early educators best be supported on their journeys?


One way is through the [T.E.A.C.H. Early Childhood® Scholarship Program](#), which has been providing scholarships to the early care and education workforce for more than 30 years. Diverse scholarship models aligned with the educational pathways in N.C.'s higher education system provide a roadmap for early educators to follow their endeavors, with plenty of support along the way.

Barbara Maxwell, an infant teacher in Charlotte, N.C., always wanted to earn a degree but could never afford it. After retiring from a career at AT&T, Barbara started working with young children. With the help of a T.E.A.C.H. scholarship, Barbara earned an early childhood associate degree from Central Piedmont Community College at the age of 62. She continued on a T.E.A.C.H. scholarship and is very close to graduating with a bachelor's degree at Catawba College. She believes the encouragement and support of her employer, in addition to the scholarship assistance with paying for tuition, books, release time and bonuses, were crucial to her success.

Mia Newton, an assistant director at a child care program in Dudley, N.C., always knew she wanted to be a teacher. Her entry into the field started in high school at a child care center on a work study program. Because Mia did not have experience and knew there was much to learn, she earned an Associate Degree in Early Childhood Education at Wayne Community College with the support of a T.E.A.C.H. scholarship. She didn't want to stop her momentum and continued her education with a bachelor's degree from North Carolina Central University also on a T.E.A.C.H. scholarship. Mia is currently pursuing a Master's Degree in Early Childhood Leadership at UNC-Wilmington with a T.E.A.C.H. scholarship. Her professional goal is to be a director, and the master's degree is preparing her for that career advancement. She appreciates the financial support of T.E.A.C.H. with paying for college and the credits and bonuses help keep her motivated. She thinks T.E.A.C.H. is an amazing program and tells everyone about the opportunity.



Then there is LaTida Adams, a family-based professional in Durham, N.C., who has participated with multiple T.E.A.C.H. scholarship models from an associate degree to bachelor's degree and is almost finished with her Master's Degree in Early Childhood Leadership at UNC-Wilmington. She entered the field when she started looking for child care for her son and was not pleased with the choices. So, she opened her own family child home and started enrolling in early childhood education classes at Durham Technical Community College. She was able to transfer to North Carolina Central University and finish her bachelor's degree with the credits that articulated. LaTida is thankful for the scholarship program because she achieved such a high level of education essentially debt-free. The help to pay tuition and the release time reimbursements kept her going. She said she has developed an extra level of love for the field because she has furthered her education, and she believes education leads to high quality child care and will professionalize the field.

As the diverse early care and education workforce traverses the road toward higher education, the T.E.A.C.H. Early Childhood Scholarship Program is there to support them as they follow their aspirations and become better prepared for the important work of teaching young children. The scholarship models that support the different educational pathways in North Carolina help early care and education professionals to build on their education no matter where they are in their journeys. The path may be rocky, but T.E.A.C.H. alleviates the many challenges. 

Educational Pathways Made Smoother for T.E.A.C.H. Scholarship Recipients

More Than Just a Financial Supplement

As advocacy for increased early educator compensation grows, we must remember that we need a solution that truly raises the base pay, making it more viable for qualified teachers to come to and stay in the field. But when the average pay is \$12 per hour for North Carolina's early childhood teaching staff, we have a long way to go. Early educators deserve much more for what they must know and be able to do, for giving children a start that will affect a lifetime of learning.

Salary supplements are an important strategy to help enhance the overall compensation they receive, but they also can help build quality and reinforce the critical role early childhood educators play for children, families and the economy at large. Salary and supplements are not either/or approaches; combined they can truly make a difference in the lives of early educators, and that is a worthy goal.

North Carolina invests in the early childhood workforce through two salary supplement programs: the [Child Care WAGES® Program](#) and [Infant-Toddler Educator AWARD\\$®](#). Results make it clear that these



programs do make a difference. Both programs had a turnover rate of only 12% in FY21. This would be an extremely positive outcome even in a normal year. It was surprisingly positive in a year impacted by COVID-19, as many early educators chose to leave the profession. Those departures continue, making the supplements even

more important to help retain and support those who chose to stay despite the many challenges. As the workforce behind the workforce, that commitment must be more than celebrated—it must be compensated.

AWARD\$ funds those who have at least a two-year degree with significant early childhood coursework. Eighty-eight percent (88%) of the WAGES participants working in counties that have participated for at least two years have either that same degree level, a higher level on the education scale or they submitted coursework during the year to document their progress. Thanks to these programs, children have access to better educated teachers who can provide quality classroom experiences and foster successful brain development.

For their educational accomplishments and dedication to their child care programs, participants are recognized with a financial incentive. The average six-month supplement for AWARD\$ participants in FY21 was \$1,278; WAGES recipients earned an average supplement of

\$1,169, which represented an increase of \$176 over the previous year thanks to the funding support of participating Smart Start partnerships.

Participants will be the first to tell you that those supplements mattered. Ninety-nine percent (99%) of AWARD\$ participants who responded to a survey, and 98% of WAGES participants, said the supplements helped ease financial stress, giving them an opportunity to focus on their classrooms and to have a better quality of life.

Their personal feedback tells the story best. Teachers shared many examples of how these supplements made a difference in their lives, for the children in their care and for their employer. Their directors echoed the need for and the importance of the supplements. Family child care providers thanked funders for the individual and programmatic benefits.

“AWARD\$ is more than just a financial supplement. It’s groceries that couldn’t be afforded on our usual salary. It’s a savings account that couldn’t be started without this supplement. It is materials and necessities in a classroom that were desperately needed but couldn’t be afforded due to being financially impacted by the COVID pandemic. It’s the only source of income while navigating the shut down and the delay in unemployment. This supplement is so important for so many reasons.” (AWARD\$ teacher)

“Wages for teachers and child care workers are low. The supplement helps improve life for my staff. I think improved happiness for teachers leads to a better classroom experience for children in their care.” (WAGES director)

“I think the WAGES Program is important because it helps me financially provide for my program. It makes me feel supported and that the importance of what I’m doing for young children and their families is understood and valued.” (WAGES family child care provider)

For more participant feedback and to learn more about these programs and their funders, please review the program reports:

- [Child Care WAGES® Full Annual Report FY21](#)
- [Child Care WAGES® Executive Summary FY21](#)
- [Infant-Toddler Educator AWARD\\$® Full Annual Report FY21](#)
- [Infant-Toddler Educator AWARD\\$® Executive Summary FY21](#) 



MY PRO PHOTOGRAPHER

Registration for the 49th ASK Conference is Now Open!

CCSA will host hundreds of early childhood and school age education professionals from across North Carolina at the **49th annual Advancing Skills and Knowledge (A.S.K.) Conference** February 19-22, 2022. The conference offers 19 innovative learning sessions in a virtual creative environment over three days. This annual event allows teachers, directors and administrators to step back from their daily grind and open themselves to new and creative ways of inspiring children's learning. Participants meet online with colleagues and

presenters to share ideas and rejuvenate their creativity, translating ideas into solutions that can be implemented in classrooms or programs.

The A.S.K. Conference, formerly known as *Day for Day Care*, began in 1974 as a community fair sponsored by the Orange County Child Care Coalition. In 1976, the first Day Care and Early Education Institute was sponsored by the Durham Day Care Council. From the combined humble beginnings of these two county-level events, the A.S.K.

Conference has matured into an outstanding opportunity for educators from all over North Carolina to gain inspiration and hone their skills and knowledge around effective teaching and developmentally appropriate practice.

Reflecting the demand in the field, this 49th conference presents a mix of sessions, covering topics such as teaching strategies, infant-toddler development, family engagement and cultural diversity. Topics were carefully selected to meet the professional development needs of early education team members.

CCSA sponsors this conference as an accessible and affordable learning opportunity for professionals interested in teaching. The conference has a long history of presenting sessions that support the key ingredients of school readiness: nurturing healthy social emotional development, enhancing language and early literacy skills, developing early mathematical skills and problem-solving, improving intellectual development and ensuring physical health and safety.

CCSA's A.S.K. Conference planning committee works hard to adapt the workshop content each year as research expands our knowledge about children's learning and brain development. Thanks to multiple sponsors, the conference features a variety of specialized sessions. For example, *Enhancing Strategies for Building Collaborative Teaching Teams* was developed specifically for teachers in Durham PreK and NC Pre-K to provide key strategies for supporting equitable and inclusive classrooms. The keynote, led by Dr. Ronda Taylor Bullock from Durham, N.C., titled *Moving Beyond Inclusion to Creating Anti-Racist Pre-School Settings*, responds to teacher requests for more information about inclusion from the 2021 conference.

A.S.K also features Stuart Stotts, a songwriter, author and educator from Wisconsin. Stuart has performed for children and families throughout the United States since 1986. He brings a mix of music, participation, brain research and a strong focus on advocacy for children. Stuart's highly interactive sessions give teachers songs, activities and strategies that they can immediately implement with children. 🎤

For more than 30 years, Child Care Services Association has provided catered meals to child care centers across North Carolina's Triangle region through [spoonFULL, its meal services program](#). These meals allow child care centers to purchase nutritious meals and snacks at an affordable rate without having to maintain expensive kitchens. The program also allows directors to focus more of their attention on quality care instead of on shopping, menu planning and cooking. spoonFULL gives many children in the region access to meals that help them learn and succeed. The program itself provides meals along three routes in the Triangle that overlap with children living in areas where they face the highest probability of food insecurity.

spoonFULL has needed a reliable partner to deliver these meals safely and efficiently in time for the child care programs, and for 16+ years, CCSA has partnered with Budget Courier Service to make it all possible. Budget Courier Service has been a valuable partner and an invaluable resource for our work. This month, we interviewed Chris Carroll to spotlight this partnership, what it means for CCSA and how it has affected him and Budget Courier Service over the years.

Budget Courier Service was created by Chris's aunt, Judy Pollard, in 1988. Chris' mother also got involved in the business, and Chris joined the team in 1989. Budget Courier Service has always been a family-focused company. This family focus continues today and is part of why they have worked so well with CCSA.

CCSA and Budget Courier Service started their partnership in 2006 when CCSA reached out to Chris to explore this new delivery service. Chris and another employee then mapped three routes out of the three kitchens in the Triangle and got the services started. It was a new service for Budget Courier Service.

Chris said, "At the time CCSA approached us we had lost a large customer and we were looking to expand the service base and so we were glad to get a route setup. It's been a journey but it has worked out well in terms of being a team with [CCSA]."

The spoonFULL kitchens still have three routes, and we wanted to know more about the drivers behind these routes. Chris said Budget Courier Service has 11 drivers in total, with three drivers and one alternate for the CCSA routes and others assigned to daily services across North Carolina. Chris also spoke about the experience the drivers have working alongside CCSA. He makes sure to train them and let them know they will be working closely with educators and children and encourages them to be good representatives of CCSA. In many cases, Budget Courier Service is CCSA's face in the community. Chris said drivers really enjoy some of the interactions with the children.

[Read the rest on CCSA's blog.](#) 🎤

BUDGET COURIER SERVICE & CCSA: A spoonFULL of Addressing Food Insecurity in the Triangle

By Shoshanna Carroll,
CCSA Development Communications Associate



at Child Care Services Association
Formerly CCSA's Meal Services

Registration
now open

Three days of virtual professional development for early educators!

ASK

Three days of
online learning for
child development
professionals!

ADVANCING SKILLS & KNOWLEDGE

Saturday, February 19, Monday, February 21
and Tuesday, February 22, 2022



View the program
and register at
<https://bit.ly/2Z54yBK>



ANA DE HOYOS O'CONNOR of San Antonio is a full-time Associate Professor of Early Childhood Studies at San Antonio College. Ana has more than 30 years of experience working with teachers of preschool children, school age, parents and early childhood programs. She has worked as a mentor teacher, lab instructor and Special Quest Coach for Head Start programs. She is involved with various organizations and provides training locally, at the state level, nationally and internationally.

She has been involved with The Women's Global Connection for the past 10 years, a non-profit organization whose mission includes training preschool teachers and coaching directors. She has traveled to Zambia and Peru, providing training for preschool teachers. She received a bachelor's degree from the University of the Incarnate Word and a Master's degree in Education from the University of Texas at San Antonio. Ana is currently on the San Antonio Texas Workforce Advisory Board and the T.E.A.C.H. Early Childhood® National Center Advisory Board. Ana is a past recipient of the SECA President's award and the Texas Trainer of the Year 2017.

KHARI GARVIN earned a B.A. in Psychology from Emory University and an M.S. in Education from Southern Illinois University, Edwardsville. He has more than 15 years of senior level management, team-building and policy-shaping experience with early childhood education programs at the state, local and regional levels.



He currently serves as the President and CEO of United Way of Greater Greensboro.

Prior to this appointment, Khari served as the Executive Director of Save the Children's Head Start program operations that spans four states in the southern, southeastern and Great Plains Regions of the U.S. He was also the Director of Kate B. Reynolds Charitable Trust's signature program Great Expectations—the birth to 5 county initiative developed to ensure that Forsyth County, N.C., students successfully meet developmental milestones in the early years and enter school ready for Kindergarten and to achieve school success beyond. He has also served as the director of North Carolina's Head Start-State Collaboration Office—a division of the NC Office of Early Learning.

MAMIE WILSON WATSON, Assistant Director, Pre-Kindergarten Lead Teacher, Summer Camp Administrator, Academic Facilitator, Basic Skills Education Program Teacher, Juvenile Correctional Counselor, was born and raised in Durham, North Carolina. Mamie began working with incarcerated juveniles in 1987 and later moved and lived in Bamberg, Germany, from 1988-1991. While living abroad, she taught college algebra to military personnel.



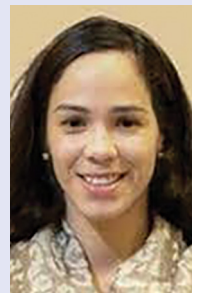
After becoming a widow with two small children, Mamie became a child advocate, which propelled her to embark on a new career path. After relocating to Durham, N.C., Mamie began working at a Christian pre-school as the lead teacher of the pre-K classroom, and started a summer program that she administered until 2014. Wanting to expand her administrative skills, Mamie joined First Presbyterian Day School in 2014 as the

assistant director. Mamie's primary role as assistant director is financial management and human resource administrator.

Mamie has a Bachelor of Science in Recreation Administration (School of Education), and she is a member of Sigma Gamma Rho Sorority, Inc. Mamie's passion and dedication to children is led by this famous quote by Maria Montessori: "Children are human beings to whom respect is due, superior to us, by reason of their innocents and of their greater possibilities."

Highlight:
Welcome
CCSA's Newest
Board Members

ANA ELISA SANCHEZ is the Director at Casa Club Spanish Immersion Preschool in Chapel Hill, N.C. Her work in the field of early childhood education began as a floater at her mother's center, Spanish for Fun Academy, during high school and college breaks. Ana Elisa graduated from UNC-Greensboro with a Bachelor's in Psychology and Human Development and Family Studies. After graduation, she returned to Spanish for Fun Academy as a full time teacher before taking on her current role in 2013. In her current position, Ana Elisa works in close contact with the Latino/Hispanic community. She is a strong advocate for the accessibility of quality early education for disadvantaged groups. In the future, she hopes to start an outreach program from her center as a way to work with whole families, looking past early education alone. 🇺🇸



“Children are human beings to whom respect is due, **superior to us**, by reason of their innocents and of their greater possibilities.

—*Maria Montessori*

Celebrating Durham PreK Activities, Accomplishments and the New Year!

Can you believe we are already approaching the New Year? Durham PreK classrooms have been working hard this year to learn, develop social skills and prepare for kindergarten. Teachers and directors have also been dedicated to their professional development goals to support their high quality practices. Let's check out some highlights from a few of our Durham PreK centers!

At White Rock Child Development Center in Durham, N.C., Mrs. Gina and Ms. Kiana engaged students in a STEM (Science, Technology, Engineering and Math) lesson about foundational physics and mathematics ideas. Students made predictions about which ball would roll the fastest down the hallway, then they tested their hypotheses by rolling balls of different sizes and weights to see what really determined their speed. This introduced children to the scientific process of asking questions, making predictions and testing for results. This kind of inquiry- and play-based learning is something Durham PreK values in each classroom.



[Read more about learning in Durham PreK.](#)

The students at White Rock Child Development Center and students at Randy's Five Star Academy both learned about pumpkins to celebrate the fall. At White Rock, the children visited a pumpkin patch together and each picked out a pumpkin to decorate for the fall festival contest.



At Randy's, students learned about the life cycle of pumpkins and turned their dramatic play station into a pretend pumpkin stand. Dramatic play is a classroom station that encourages imagination, creativity and problem-solving around ideas or places children love, like the pumpkin patch.

In addition to our hard working teachers and students, we want to shout out a few of our dedicated directors. Directors Amy Boyette (Children's Campus at Southpoint) and LaToya McCrimmons (Durham Public Schools) passed their Classroom Assessment Scoring System (CLASS[®]) Observer training. CLASS is a classroom evaluation system Durham PreK uses to assess classroom quality and inform professional development plans between teachers and their coaches (technical assistance specialists).

The last two years have been difficult for us all, including teachers, classroom assistants, directors, students and families, but we are proud of the effort each and every one of them has put into providing quality care to all Durham PreK children and families.

We hope you have a happy holiday season! 🍂


“CCSA serves as the backbone management agency for Durham County’s multi-agency, local, universal public preschool program for 4-year-olds. Durham’s Partnership for Children, Durham Public Schools and Families and Communities Rising, Inc., along with private child care providers, **work together to provide services in Durham.** Check out this innovative initiative at DurhamPreK.org.

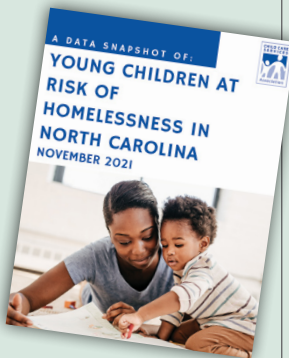
A Data Snapshot of Young Children at Risk of Homelessness in North Carolina

This document, [A Data Snapshot of Young Children at Risk of Homelessness in North Carolina](#), was designed to enhance our understanding of the risk factors associated with homelessness among North Carolina families with very young children (under age 6). It provides a basic demographic profile along with data on documented risk factors that include parental characteristics, economic conditions and housing market factors. Data in this report is for the State of North Carolina. Please note, the absence of data on key indicators should not diminish the significance of the risk factor. Rather, it reflects a need for a more systematic data collection and analysis.


There is no one factor that distinguishes homeless families from poor families. While homelessness presents unique challenges to parents of young children, many of the same core needs face all poor families, e.g., economic instability, limited work and educational achievements and high housing costs.

We hope this information is helpful in our work to best meet the needs of young children and families in our communities and in our state.

Looking for more information focusing on early childhood homelessness? You can [view additional materials on our website](#). 



Early Childhood Homelessness: Infant Behavior and Development

Rates of family homelessness continue to reach unprecedented levels. As many as 2 million young children experience family homelessness each year, with an estimated one in 10 younger than 1 year old. Yet, despite their high prevalence, a dearth of studies have specifically investigated infants' and toddlers' experiences of homelessness. Overall, [Infant Behavior and Development: An International and Interdisciplinary Journal](#) suggests homeless infants and toddlers experience increased risk to physical health, development and well-being at an individual- and family-level. This presents a severely limited understanding of homeless infants' and toddlers' experiences, with substantial gaps remaining. This review documents the scant existing literature on infant and toddler development within the context of homelessness at both the individual and family-system levels, and proposes next steps for research, practice and policy. 



Three Facts on Homelessness in Early Childhood and Next Steps to Address it

By [Linda Smith](#) and [Jolie Leung](#), Bipartisan Policy Center

Identifying children experiencing homelessness in early childhood is critical for better targeting of federal, state and local resources and to encourage early intervention and improve a child's developmental path.

1. Children under age 6 experiencing homelessness are constantly overlooked.

[According](#) to the U.S. Department of Education, in 2018, one-third of all people who stayed in a homeless shelter were families with children, and half of all children living in federally-funded emergency and transitional housing were 5 years old and younger. This is a staggering number of young children who are experiencing homelessness.

Homeless infants and toddlers are entitled to access health care, including mental health services, free and appropriate public education and early identification of and intervention for developmentally delayed or disabled children. However, the National Center for Homeless Education finds that they are often overlooked because they are not being identified by health care professionals as needing early intervention, have [difficulty with diagnosis of developmental and mental health](#) due to mobility and [suffer from a lack of timely assessment for service provision](#).

[Read the full blog](#).





There are many ways that volunteers can serve at CCSA. Potential volunteers are screened to match their skills with our needs. CCSA appreciates the service and commitment of those who volunteer with us. CCSA President Marsha Basloe was fortunate to meet Dr. Rosalind Kotz at an advocacy meeting, and subsequently learned of her passion for both early childhood and homelessness data.

Dr. Kotz knows data and was willing to volunteer her time to support our CCSA efforts serving vulnerable children. During her time with us as CCSA's Fellow for Homeless Young Children, she curated the document, [A Data Snapshot of Young Children at Risk of Homelessness in North Carolina](#), which was designed to enhance our understanding of the risk factors associated with homelessness among North Carolina families with very young children (under age 6).

In addition to volunteering with CCSA, Dr. Kotz is a K&F community research and planning consultant. She holds a Ph.D. from the University of Delaware in Urban Affairs and Public Policy with a focus on housing and homelessness, a Master's Degree in City and Regional Planning from the University of North Carolina at Chapel Hill and a degree from the University of Oregon in early childhood development. She was awarded the Presidential Management Intern (PMI) with a placement at the U.S. Department of Housing and Urban Development and served in the program evaluation and grant management offices.

Dr. Kotz worked for 20 years as a grant administrator and planner for housing and community development in Albany, N.Y., Wilmington, D.E., and Seattle, W.A. In Wilmington, D.E., she represented the mayor on a statewide 10-Year Plan to End Homelessness and was the Vice President of the Homeless Planning Council, which administered the Continuum of Care and HMIS (data system). Her early career experiences include writing plans for two Community Action agencies in rural Montana and Oregon, community organizing in Idaho and working in women in transition and summer youth employment programs housed in Community Colleges in the Portland, O.R., area.

We would like to thank Dr. Kotz for volunteering with us and providing such an impactful report. We also wanted to know more about Dr. Kotz and how she became interested in early childhood and housing from a research standpoint, so we asked.

Q: What sparked your interest in early childhood?

A: I started my education in early childhood development studying social play in children and interned at the University of Oregon Child Care and Development Center as an advocate for student parent child care. Many years later, my interest in young children was again ignited due to the crisis in early grade reading in my community. Only 40% of third-grade students were reading on grade level and Black and Hispanic students were faring even worse. No one seemed to think this was a crisis. We knew that reading is a foundation for all learning, so my husband and I formed a consulting firm and through

an extensive literature review created a Birth-to-Eight framework for early childhood literacy development and effective strategies along the continuum from birth to age 8. We held several contracts helping to organize communities to respond to the crisis in early grade reading.

Q: What sparked your interest in homelessness?

A: As the Mayor's representative to the Delaware Inter-agency Council on Homelessness and a Vice President of the Delaware Homeless Planning Council, I became very aware of the extent of homelessness and the problem of household instability including doubling up (living with another family, couch surfing). At the time, the primary objective was to eliminate chronic homelessness through the provision of single room occupancy (SRO) and housing for persons with mental illness and substance use issues. The research showed that chronic homeless individuals used up most of the homeless resources and services including shelters and hospital emergency rooms. Housing and homeless advocates came together to advocate for funding for a state voucher program which was subsequently funded and directed at preventing homelessness for youth aging out of foster care and expanding housing for [people] with mental illness.

Highlight:
**Meet a
CCSA Fellow**

Q: What made you decide to work to improve these two fields from a research perspective?

A: Without quantifying the extent of homelessness among families with young children, it is not possible to communicate the extent of need and therefore this population often remains hidden. I want to know what homeless services the families use (shelter, rapid rehousing, other) and whether they can obtain permanent housing. Children under age 6 need a stable household and quality early educational opportunities so they can develop a strong foundation for future

learning and school success. One of the problems that homeless families face is that they are always moving and worrying about where they will sleep and eat, so child development often takes a back seat. We will not make a dent in this problem until we bring housing, homeless and early childhood services together to work on issues that impact all three service delivery systems and jointly working to develop effective programs and advocate for expanded resources.

Q: What's something you wish the public knew more about when it comes to early childhood and housing?

A: Only one-fourth of families receive any rent assistance. We know from both research and practice that rent subsidies are the best way to help families avoid homelessness. Even full-time employment in low-wage occupations does not support a stable living situation without assistance. Expanding the number of federal housing vouchers is one solution. Another is developing state and local housing subsidy programs which can be more flexible in the extent of subsidies and can be targeted to meet local needs. Another strategy is to continue funding for eviction prevention programs that combine legal assistance for negotiations with landlords and to target those subsidies to families with young children as a priority for funding. And lastly, we need programs that bring affordable housing together with quality early childhood education. 🙌

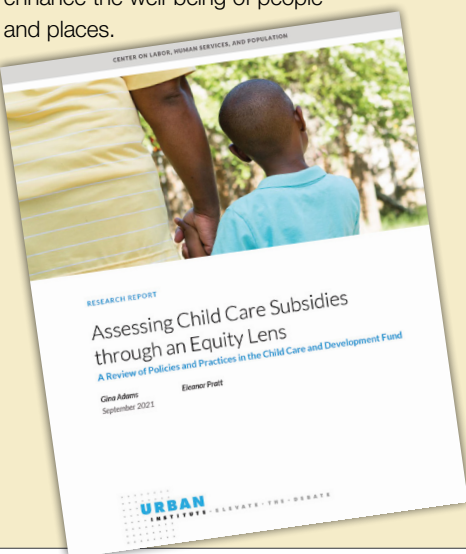


NATIONAL NEWS

Addressing Child Care Subsidies through an Equity Lens: A Review of Policies and Practices in the Child Care and Development Fund

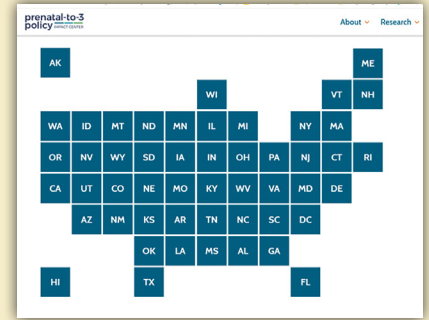
This report focuses on whether subsidy policies are (or can be) designed to address the realities and challenges caused by structural racism that Black families, Latino families and families with immigrants face.

The nonprofit Urban Institute is a leading research organization dedicated to developing evidence-based insights that improve people's lives and strengthen communities and enhance the well-being of people and places.



2021 Prenatal-to-3 State Policy Roadmap

The 2021 Prenatal-to-3 State Policy Roadmap was released at the second annual Prenatal-to-3 Research to Policy Summit. Have you looked at how your state fares in 2021 on the most effective policies and strategies that support the earliest years of a child's development for a healthy and equitable start? Find your state roadmap.

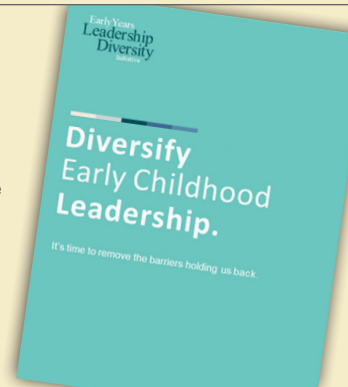


Black Child National Agenda

The Equity Research Action Coalition, POINTS of ACCESS, LLC, and the National Black Child Development Institute have collaborated in creating the Black Child National Agenda because of the urgent need to challenge the negative and stereotypical narrative of Black children, families and communities and to challenge policies and systems that undermine basic human rights and community wellness.

Diversify Early Childhood Leadership

The Early Years Leadership Diversity Initiative seeks to catalyze conversations and actions about leadership development and leadership diversity in the early care and education field, with the goal to advance leaders from diverse backgrounds and experiences as a way to improve equitable access to quality early learning. For more information about this work, contact Meredith Callanan.



Attending to the Adversity of Racism Against Young Black Children

From the abstract: "The first 1,000 days is one of the most consequential times for children's development. As a hugely ignored adversity embedded in all aspects of black children's lives before birth and throughout their life course, racism in all forms deserves more attention in the developmental science literature. Racism—including structural, institutional, interpersonal, intrapersonal, and cultural—negatively impacts the health, learning, and well-being of black children, their families, and their communities. Using the Integrative Model for the Study of Developmental Competencies for Minority Children and Critical Race Theory frameworks, this article elucidates how racial disparities in every opportunity and outcome connected to black children and their ecosystem are due to white supremacy and anti-black racism. We call for urgent action focused on preservation, protection, and promotion to address white supremacy and combat anti-black racism through racial equity and culturally grounded science and policymaking."

Iruka, I. U., Durden, T. R., Gardner-Neblett, N., Ibekwe-Okafor, N., Sansbury, A., & Telfer, N. A. (2021). Attending to the adversity of racism against young Black children. Policy Insights from the Behavioral and Brain Sciences. Advance online publication. doi:10.1177/23727322211029313

News continued on page 11

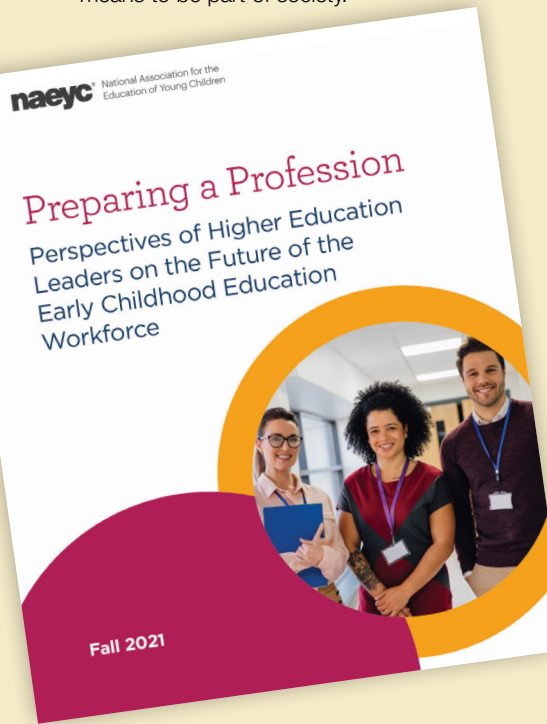


continued from page 10

Preparing a Profession Perspectives of Higher Education Leaders on the Future of the Early Childhood Education Workforce

is based on interviews Rhian Evans Allvin conducted in the spring with nearly 30 leaders in institutions of higher education and higher education policy organizations.

Early childhood education (ECE) and higher education are not often linked in the public sphere, yet both are critical infrastructure in the United States and both prepare individuals to understand what it means to be part of society.



Navigating the Political Landscape for Early Childhood Success

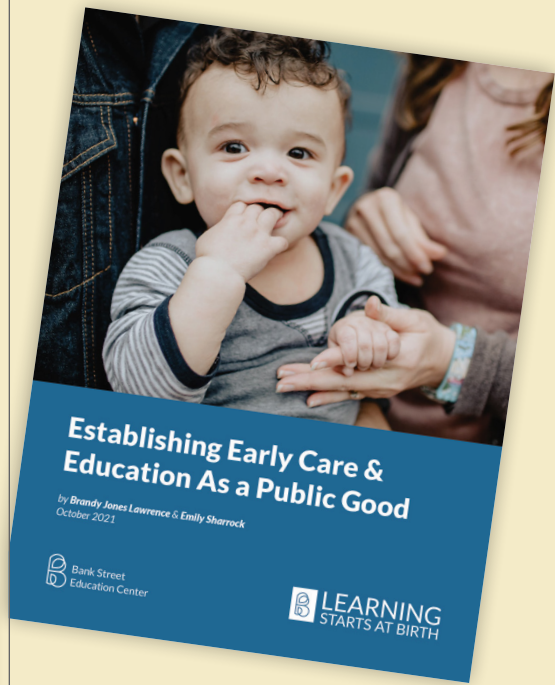
The purpose of this [brief](#) is to provide an overview of the Early Childhood Municipal Policy Fundamental with policy and practice levers to consider and questions for local leaders to ask themselves as they move their city's early childhood agenda forward so that ALL young children, their families and those who care for them thrive.



Navigating the Political Landscape for Early Childhood Success

The purpose of this brief is to provide an overview of this Early Childhood Municipal Policy Fundamental with policy and practice levers to consider and questions for local leaders to ask themselves as they move their city's early childhood agenda forward so that ALL young children, their families, and those who care for them thrive.

Local government has a key role in ensuring all young children have the resources and opportunities to reach their full potential and with their families, live healthy and prosperous lives. Understanding how to navigate one's city governance structure is essential to building strong and effective programs, policies, and practices for young children prenatal through age 8 years and their families.

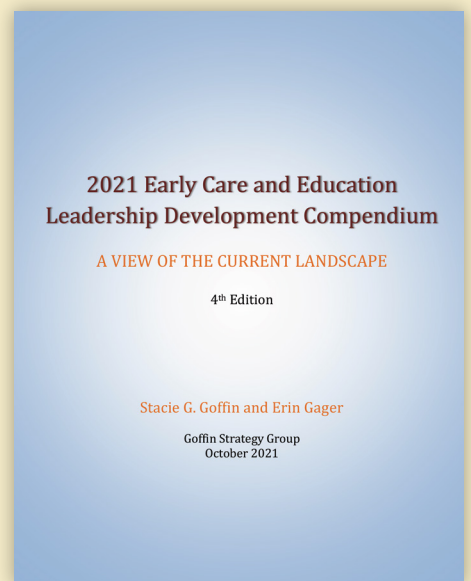


Establishing Early Care & Education as a Public Good

This brief from [Bank Street College of Education](#) outlines a set of guiding principles including tactical policy and advocacy actions needed to move us toward investing in early childhood education as a public good to support all children, families and society as a whole.

Early Care and Education Leadership Development Compendium

The Goffin Strategy Group released the latest edition of its [Early Care and Education Leadership Development Compendium](#), a one-of-a-kind overview of the ECE field's leadership development programs.



News continued on page 12



continued from page 11

We Grow Together: Supporting Change in Caregivers' Beliefs, Knowledge, and Practices Concerning Infants and Toddlers

We Grow Together (WGT) is a research-based professional development (PD) system for caregivers working with infants and toddlers in center-based care and family child care homes. As part of WGT, teachers and caregivers work with their PD providers (mentors, coaches, supervisors) using resources delivered on an interactive website. Caregivers are supported in planning and using the WGT practices through relationship- and practice-based coaching. A field test of WGT examined implementation with teachers and caregivers of infants and toddlers and their PD providers in Early Head Start, family child care and community-based child care settings.



Stories from MomsRising

MomsRising has compiled stories from across the country related to the policy areas of paid leave, child care and early learning, the child tax credit, Black maternal and infant health disparities and others that impact families on a daily basis. Check out the [Strong Care Economy Book](#).

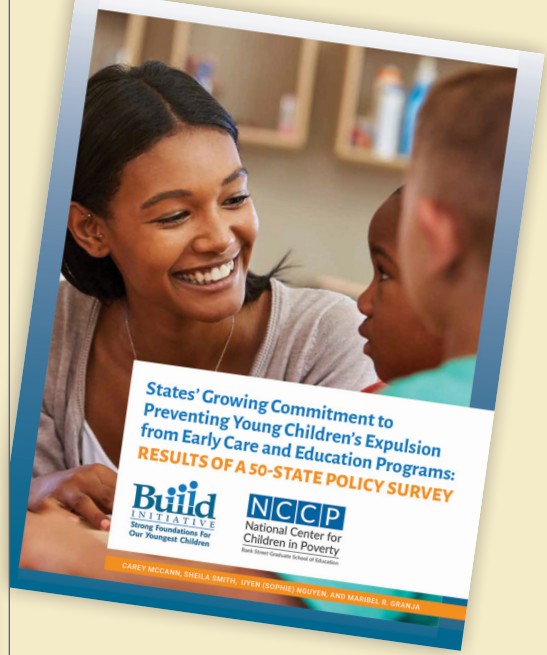


Supportive Relationships & Resilience

The single most common factor for children who develop resilience is at least one stable and committed **relationship with a supportive parent, caregiver or other adult**.

Families play an important role, but other adults with whom children develop relationships—such as teachers and coaches—can also have a powerful impact on building resilience. If we, as a society, help communities pay more attention to building the **capabilities of the adults** who care for children and providing the supports they need, we can nurture the development of resilience and tip the scales toward more positive life outcomes for everyone.

(Information from the Center on the Developing Child, [October 2021](#).)



States' Growing Commitment to Preventing Young Children's Expulsion from Early Care and Education Programs: Results of a 50-State Policy Survey

The [BUILD Initiative](#) and National Center for Children in Poverty (NCCP) shared a brief, [States' Growing Commitment to Preventing Young Children's Expulsion from Early Care and Education Programs: Results of a 50-State Policy Survey](#).

This report examines features of states' expulsion and suspension prevention policies, based on survey responses and interviews with selected states. The results point to the widespread efforts states are making to develop and implement expulsion prevention policies. Features of policies are varied, and include supports for programs (e.g., professional development, early childhood mental health consultation), requirements for data collection and changes in program standards and work conditions. Many policies have explicit goals for reducing disparities in exclusionary practices related to race and disability.

News continued on page 13



continued from page 12

Getting Started with Mindfulness: A Toolkit for Early Childhood Organizations



In this **toolkit**, learn more about the case for implementing mindfulness techniques into your daily work and organizational culture, try hands-on strategies for doing so and learn more from organizations that have begun this journey.

Urban Institute Nonprofit Trends Report

The Urban Institute gathered over 2,000 national survey responses from nonprofit organizations around the county in January-April 2021 to produce their **Nonprofit Trends and Impacts 2021 report** and complementary fact sheet on donation trends from 2015 through 2019, and 2020.

The study also examined diversity and representation within the nonprofit sector and details the first-year impacts of the COVID-19 pandemic on nonprofits. This ground-breaking report provides a baseline for future annual surveys that, along with the first survey, will build longitudinal and nationally representative data of nonprofit organizations. [f](#)



Happy Holidays!



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 workforce who teach our young children to continue their own education, CCSA's vision is that all children have equitable access to affordable, high quality early care and education to lay the foundation for successful life outcomes. We can't do it without you!

Please consider giving to CCSA online at <https://www.childcareservices.org/donate> or by calling Kara Shultz at (919) 969-1927. Checks may be mailed to CCSA, PO Box 901, Chapel Hill, NC 27514. Thank you!



CHILD CARE SERVICES ASSOCIATION

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The CCSA Communicates newsletter contains links to other websites and news articles. These links represent just a few examples of the numerous reference materials currently available to the public. The opinions expressed in any articles or web pages do not necessarily reflect the positions or policies of Child Care Services Association. The inclusion of resources should not be construed or interpreted as an endorsement of any private organization or business listed herein.