



# CCSA Communicates

VOLUME 5 | ISSUE 2 | JUNE 2022

**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.

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## From the President

**H**appy summer! Those of you in the southeast have probably noticed that summer came very early this year with 90 degree days. It made me want to be a young child again playing in a blow-up kiddie pool.

I'm excited to say as of this writing, vaccines for our youngest children are rolling out. The CDC's advisory committee unanimously recommended Moderna's two-dose COVID-19 vaccine and Pfizer-BioNTech's three-dose COVID-19 vaccine so children as young as 6 months can receive this vaccine. That means that starting this week, children 6 months to 5 years old should be able to get their first shots of either the Moderna or Pfizer-BioNTech vaccine. See more about COVID-19 [here](#).

The NC Legislature is meeting to finalize the state budget. Earlier this month, the Think Babies Alliance held the 2022 Strolling Thunder event to push for policies that support early childhood development programs and high quality child care. There is a lot of discussion about our fragile

advantage of the plentiful job opportunities, and yet, so many parents, both male and female, need child care to do that. There are ways to ensure that working parents



have access to child care. These options involve stabilizing this industry that supports all other industries. Child care is essential for parents' employment, and economic growth depends on employment. It should be a win-win for everyone. Children, parents, employers and communities benefit when parents have access to quality child care.

The lack of child care options costs the U.S. economy billions of dollars each year in lost earnings, productivity and revenue. Last year the [U.S. Chamber of Commerce Foundation](#) found that child care issues resulted in anywhere from \$479 million to \$3.47 billion in estimated annual losses for state economies. This year, [the Committee for The Committee for Economic Development of The Conference Board \(CED\)](#) a nonprofit, nonpartisan, business-led public policy organization delivered [The Economic Role of Paid Child Care in the U.S.—A Report Series](#). Many working parents' ability to participate in the labor force depends on access to paid child care.

The federal stabilization funds through the American Rescue Plan Act will run out in April before the NC General Assembly meets again. Now is the time to support child care for the future. Without this support, our child care providers will be left without the critical supports that have been provided to help programs stay open and pay their staff. When these funds run out, our child care crisis will not be able to handle the economic growth of our state. I hope North Carolina's leaders will make good decisions for our working families and our youngest children.



economy right now, and yet, nothing is more important than having quality child care so North Carolina's workforce can focus on just that—going back to work.

We are bringing jobs to the state with many taking

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# From the President

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I am excited about this newsletter as it highlights so much of CCSA's efforts. You will read about how WAGES\$ and AWARD\$ support our workforce. T.E.A.C.H. North Carolina celebrates graduates and shares the steps to the finish line. Our National Center Division shares highlights from our 2022 Early Childhood Workforce Convening, the first in-person conference in a few years. You will also get to meet one of our Board members who also sits on the National Advisory Committee. This newsletter also includes our efforts on behalf of our NC infants and toddlers and celebrations and accomplishments from Durham PreK, a collaborative program managed by CCSA for Durham County. And, there is so much more!

The U.S. Interagency Council on Homelessness (USICH) held its second quarterly meeting of 2022 on June 13 to discuss the crisis of unsheltered homelessness and the Federal Strategic Plan to Prevent and End Homelessness. The council unanimously voted to approve an ambitious national goal to significantly reduce homelessness in the next few years and set the United States on a path to end homelessness for all. The council meeting also focused on the **crisis of unsheltered homelessness**. In 2020, for the first time, more people experiencing homelessness were living outside on the streets than in shelters. To me, that means that even more families with young children were not living in safe homes for young children. You may know of my passion for providing services for families with young children experiencing homelessness, services such as affordable housing, health care and high quality child care. I hope the Federal Plan to Prevent and End Homelessness will support this important population.

I want to thank the NC Early Education Coalition for my recent advocate award. What a wonderful evening and a special opportunity to be in the company of so many advocates including other award winners: Early Education Teacher **Tanaka Eaddy**, Early Education Center Director **Norma Honeycutt** and Family Child Care Home Provider **Omega Wilcox**. Although the Coalition created this award to honor and recognize individuals in their advocacy efforts for young children, their families and educators and the early childhood system, I know there are so, so many others who give their time and their passion to this cause. Thank you.

It is hard for me to believe it is the end of June already. I love summer and the longer daylight hours. I wish you all a safe and fun summer! 🌞

My best,  
Marsha Basloe

**P.S.** Child Care Services Association had the chance to partner with Viewpoint with Dennis Quaid. Viewpoint worked with us to develop an educational segment covering CCSA. Look for this segment beginning in August.



PHOTO BY YAN KRUKOV | PEXELS

Stay in the know and follow CCSA



# Compensation that Helps Build Quality

The nation may be finally waking up to the fact that early educators are essential and that the wages they earn are not competitive, do not reflect the importance of their job and often mean their families are living in poverty. As we continue to seek effective solutions to this problem without increasing costs for parents who cannot afford to pay more, Child Care Services Association is proud to offer the [Child Care WAGES® Program](#) and [Infant-Toddler Educator AWARDS®](#). With funding from Smart Start and the Division of Child Development and Early Education, these education-based salary supplement programs can help enhance early educator compensation. Salary supplement programs are not a “silver bullet” solution, but they are effective strategies, available now, that can help make a difference in their lives and the lives of the children they serve.

Getting needed compensation out into the field is a critical goal, and these programs have even more of a mission. They are about compensation that helps build quality. Early educators deserve fair, competitive compensation and young children deserve quality care and education in a stable and enriching environment. WAGES and AWARDS are designed to address compensation *and* quality by rewarding retention and education earned.

Supplement amounts are tied to an individual’s level of education and they increase with advances in education. Participants are encouraged to get more coursework and when they do, they are financially rewarded and recognized. Children benefit from what their teachers are learning.

■ *“For our program, [the supplement] has been a huge incentive in a number of ways. One of the biggest is that it encourages staff to continue with education. This, in turn, has notable impacts on teaching and interactions with students and parents.”*  
*(participating director)*

■ *“Receiving a WAGES or AWARDS supplement is very important because not only does it give an individual an incentive to increase their education, but it also provides a sense of satisfaction knowing that you are providing even better quality care.”*  
*(participating director)*

WAGES and AWARDS also reward and encourage retention. Young children need stable and engaging relationships with their teachers, particularly in the first few years of life when brain development is at a peak. The supplements are issued only after the participant has completed six months in the same early care and education program. These “commitment periods” reflect the commitment and consistency the participants have provided to their employer and the children they serve.

Children, families, child care programs and the economy overall benefit from this requirement because it helps mitigate the revolving door, which is costly for employers, especially now when staffing shortages are one of the biggest challenges. Parents not only need access to quality slots, but they can be more productive in the workforce when they know that their children have educated teachers who stay.

Do supplements make a difference for the recipients when issued every six months? According to the participants, absolutely! In FY21, 83% of WAGES survey respondents and 86% for AWARDS said the supplement helped them pay bills and more than 70% in both programs said that it helped them meet other basic needs such as food and housing. The supplements also helped reduce their financial stress according to 98% of WAGES and 99% of AWARDS respondents.

■ *“In a field that is rewarding in many other ways, yet barely pays a living wage to most educators, this financial incentive helps fill in the gaps twice a year to make paying bills easier. It supports teachers to stay in the field and in a particular place of employment. It takes some of the stress off, helps us better provide for the children in our care, and gives us emotional incentive to keep going.”* *(participating teacher)*

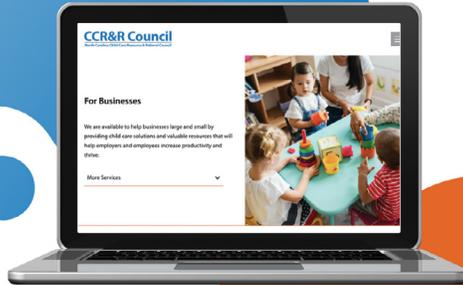
■ *“It’s given me more financial security, decreased stress from financial strain and helped me to be a more present teacher for my children in the classroom.”* *(participating teacher)*

WAGES and AWARDS help teachers have a better quality of life and help build the quality of care children receive. 



PHOTO BY MY PRO PHOTOGRAPHER

## NC CCR&R Council's new website



**CCR&R Council**  
North Carolina Child Care Resource & Referral Council

[www.childcarerrnc.org](http://www.childcarerrnc.org)

The North Carolina Child Care Resource & Referral Council (NC CCR&R Council) launched its new website April 27 ([childcarerrnc.org](http://childcarerrnc.org)). This site is a resource to provide child care guidance for families, support for child care professionals and solutions for businesses, policymakers and communities across North Carolina.

North Carolina's Child Care Resource & Referral (CCR&R) system is a national model for high performance, achieved by maintaining strong standards and accountability for outputs and outcomes and evaluated each year through an annual review. CCR&R programs have provided essential services in North Carolina for more than 40 years.

CCR&R agencies facilitate essential child care services and support for families, child care professionals and businesses. CCR&R agencies:

- Help families find the early care, education and school-age child care options that best suit their needs
- Work directly with child care providers, businesses and communities to improve the quality and variety of child care services through:
  - Consumer education and referral
  - Professional development
  - Technical assistance
  - Data collection and analysis
  - Public awareness
- Provide information and data to public and private sectors for planning and policy development

For more than 20 years, the NC CCR&R Council has organized the CCR&R system into 14 regional lead agencies and 62 local agencies to provide consistency to these essential services across the state. The NC CCR&R Council partners with the North Carolina Division of Child Development and Early Education and is composed of dedicated teams from three Council Management Agencies—[Child Care Resources Inc.](#), [Child Care Services Association](#) and [Southwestern Child Development Commission](#).

The NC CCR&R Council Management Team worked with 3Lane Marketing, a female-owned boutique marketing company, and Child Care Services Association's communications and information technology staff to launch the new website.

[Learn more](#) about the NC CCR&R Council and [find out](#) how CCR&R agencies impact our state.

## National Center staff present at national webinar on apprenticeships

Hosted by the Office of Early Childhood Development, within the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), in partnership with the U.S. Department of Labor (DoL) and U.S. Department of Education (ED), the National Center's Edith Locke and

Megan Burk presented at the [ACF-DOL-ED Joint Webinar on Addressing Early Care and Education Workforce Shortages through Registered Apprenticeships](#), a webinar highlighting opportunities and examples of

successful approaches to leveraging apprenticeships to bolster the early care and education workforce and to address critical shortages. See the presentation [here](#).



## Aida Mitchell Joins CCSA as Communications Intern

Aida joins Child Care Services Association as a summer Communications Intern through the UNC-Chapel Hill APPLES program. She is a rising senior at UNC majoring in Biology and Psychology with a minor in Medical Anthropology. She was raised in Winston-Salem and loves fostering cats, reading, and baking. Outside of CCSA, she works as an EMT at the South Orange Rescue Squad and hopes to go into nursing after graduating.



# College degree attainment is a marathon, and not always a straight line: Celebrating T.E.A.C.H. Graduates!



Getting to the finish line of a college degree is not a sprint, but rather a marathon. It's not always a straight line either. For T.E.A.C.H. Early Childhood® Scholarship recipients, it is quite an accomplishment. T.E.A.C.H. recipients attend college while working full time in the early care and education field and often face many obstacles and detours. With the impact of the COVID-19 pandemic, the journey has become even more challenging. Despite these struggles, scholarship

**“I have been working on my associate degree for 16 years off and on. I’m most proud of taking the courage to go back to school and being determined to finish. Without the T.E.A.C.H. scholarship and online courses, I wouldn’t be able to afford to go back to school and finish my degree. As a mother of two girls and working fulltime, the T.E.A.C.H. scholarship made it possible.”**

*—Associate Degree Scholarship recipient*

recipients have demonstrated resilience and perseverance as they pursue their goal of earning college degrees with the support of the T.E.A.C.H. Early Childhood® Scholarship Program all along the way.

There are many different steps from admission to graduation that need to be taken to earn a college degree. The T.E.A.C.H. Early Childhood® Scholarship Program is there from the beginning for the early care and education workforce. The counseling, financial assistance and other supports the program provides ensure a successful experience for scholarship

recipients, making it more likely they will reach that finish line.

The first step toward earning a degree involves choosing and applying for college, which requires research and getting transcripts and other required documents together. At the community college level, students are required to complete placement testing, which can be anxiety provoking. The four-year college and university admission process is even more complicated and costly. With all of these obstacles, it may be difficult for students to even start the daunting process.

**“My lifetime goal was to go back to school and earn my Associate Degree in Early Childhood Education. I started my journey with face to face classes in the evening because of my full-time job during the day. The journey became challenging at times, trying to work a full-time job, manage my family and going to school part time. During the pandemic things changed, I had to finish my classes online. I was determined to finish this journey and with the assistance of T.E.A.C.H, I was able to complete my classes without any hardship. I will be forever grateful for the support of T.E.A.C.H.”**

*—Associate Degree Scholarship recipient*

That is where the T.E.A.C.H. scholarship program can help. With an [online directory of early childhood programs of study in North Carolina community college and partnering 4-year colleges and universities](#), potential recipients can research their options. T.E.A.C.H. counselors are also available by phone and email to help match a scholarship to individual educational goals, as well as provide encouragement and information on available resources at the college if needed.

Once admitted, students must orient themselves to the college and meet with advisors to chart their course. T.E.A.C.H. recipients also have a dedicated scholarship counselor who works closely with the college to ensure recipients’ courses are authorized and paid to the college. Their coursework must be completed successfully to progress toward the degree. Any misstep or unexpected occurrence can knock students off course at any time during their college journey. Failed or withdrawn courses, having to take remedial coursework, time management and personal issues are examples of these bumps in the road. Any of these can lead to a loss of momentum in which students either struggle with

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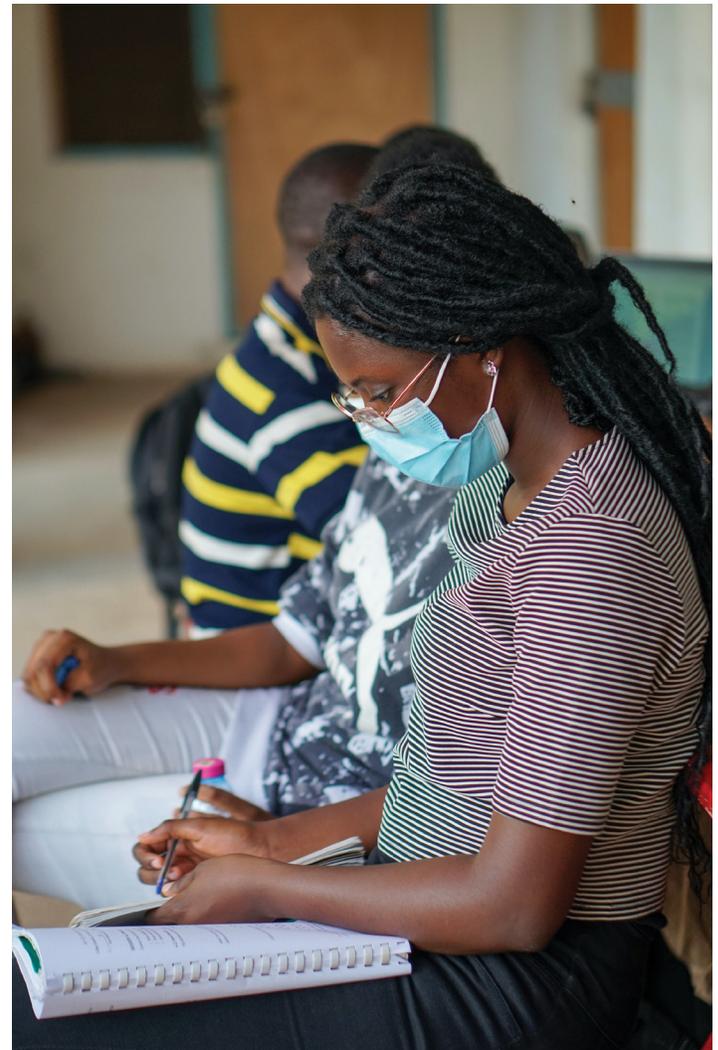


PHOTO BY KOJO KWARTENG | UNSPLASH

## Celebrating T.E.A.C.H. Graduates!

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staying motivated or completely abandon their plans. The T.E.A.C.H. scholarship program understands these challenges, so scholarships remain flexible and counselors are available to help recipients navigate these challenges.

Even when all the required courses are completed, students must follow the process for applying for graduation to be sure they meet all the requirements. This can be a very exciting but stressful time for students as they are getting closer to their goal, but still have a few more challenges to overcome. There are fees and other graduation-related expenses to pay. For those at four-year colleges, there are internships or student teaching placements that need to be completed successfully. Although the scholarship program does not pay graduation fees or other costs associated with graduation, a substantial bonus is awarded to scholarship recipients who earn an associate or bachelor's degree and those who earn the birth-kindergarten teaching license. **Practicum only scholarships** that provide a living stipend to recipients who have to complete a student teaching semester are also available. As students complete these final steps, it's important that they receive the support needed to get them to their goal. The counselor continues to be that cheerleader and supporter.

**“A couple of years ago, I reached out to TEACH and requested assistance on completing my BS degree in the field of Early Childhood Education. I wanted to be an example to the directors that work with me and all of our staff. I will be graduating from The University of Mount Olive. I am an older graduate, 58 years young. But TEACH has allowed me to follow a dream that I never really thought possible. I love this field that I have worked in for 30 plus years. I love watching the excitement of children when they learn a new song, a new word, or when they learn how to build a tower. And like many of those children, I feel that I have also learned something new; I learned that you are never too old to fulfill a dream and be an example to others.”**

—*Bachelor's Degree Scholarship recipient*

The T.E.A.C.H. Early Childhood® NC Scholarship Program celebrates our recipients who have accepted the challenge from the profession to earn a degree and have achieved that high honor. These students have navigated their way through the entire process to reach their goal and should be celebrated. T.E.A.C.H. counselors remain an important support to recipients and can help them during any step of the way. The counselor can provide resources on choosing the right college and how to apply for admission. Once on a T.E.A.C.H. scholarship, the counselor will work closely with recipients and guide them on their way. Although not a college advisor, the counselor understands the college process and can help recipients with any obstacles. Diverse and flexible scholarship models and incentives built into the program also foster a successful journey.

We celebrate T.E.A.C.H. recipients who have graduated with college degrees, especially considering all the extra challenges brought on by the pandemic. The early care and education field will certainly benefit from these resilient professionals who are all winners for working hard, never giving up and fulfilling their dreams of earning a college education. 🎓

## Highlight: Get to Know the Board

### ANA DE HOYOS O'CONNOR of

San Antonio is a full-time Associate Professor of Early Childhood Studies at San Antonio College. She first joined CCSA's Board of Directors in 2021. 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.



Ana always wanted to be a teacher and she was the first person in her family to attend college. “I surprised everyone when I said I really want to go to college and I think I want to be a teacher,” said De Hoyos O'Connor. She has 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. When she started as an adjunct professor, Ana fell in love with coaching and mentoring teachers. “It's neat to learn from everyone and this is all I've ever wanted to do. I think working with families and young children keeps me motivated, inspired and challenged,” said De Hoyos O'Connor, “It's just a field I enjoy and love.”

Though Ana De Hoyos O'Connor is a relatively new board member, she has been a member of the T.E.A.C.H. Early Childhood® National Advisory Committee for 11 years. When T.E.A.C.H. first started, Ana was a teacher herself. “I was at a conference and Sue Russell was talking about it,” said De Hoyos O'Connor, “I remember going up to her and saying ‘you've gotta get this to work,’ and then it took off and I was invited to be on the board and have been part of it ever since.”

Ana De Hoyos O'Connor is also involved with various other organizations and provides training locally, at the state level, nationally and internationally. She has been involved with The Women's Global Connection for more than 10 years, a non-profit organization whose mission includes training preschool teachers and coaching directors. Additionally, she has traveled to Zambia and Peru, providing training for preschool teachers.

“Child Care Services Association always puts families, children and teachers first,” said De Hoyos O'Connor, “I think this field deserves that and needs that.” 🎓



# End of the Year Celebrations, Accomplishments, and More from Durham PreK



PHOTO BY BRETT JORDAN | UNSPLASH

**C**an you believe the 2021-2022 school year is coming to an end? Durham PreK teachers, teacher assistants, and directors have been working hard all year to increase classroom quality for children in Durham County.

Durham PreK is a local investment by Durham County Government in high-quality early childhood experiences for all children in Durham. Classroom quality depends on several factors, and two of the ways Durham PreK prioritizes are having a highly-qualified workforce and strengthening teacher-child interactions.

Durham PreK lead teachers are required to have or be working toward an NC Birth-through-Kindergarten (B-K) License, and Durham PreK directors are required to become certified Classroom Assessment Scoring System (CLASS<sup>®</sup>) Observers to support their teachers. This year, many lead teachers worked toward their B-K Licenses and many directors achieved their CLASS<sup>®</sup> certification. You can find the full list of celebrations below.

In addition to all of these accomplishments, many assistant teachers also worked with their Technical Assistance Specialists to begin higher degree programs, too. We are so proud of their hard work in and outside of the classroom.

We want to extend a special “thank you” to the [Technical Assistance Team](#) for supporting Durham PreK teachers, teacher assistants and directors every day. They work year round to make sure Durham PreK staff have the resources and support they need to succeed.

They shared the following accomplishments your children’s teachers have achieved this school year. We hope you’ll join us in celebrating them.

## TEACHERS WHO ENROLLED IN AN EARLY CHILDHOOD EDUCATION DEGREE PROGRAM

One of Durham PreK’s priorities is to have highly-qualified staff who are best prepared to teach your children during their pre-K year. To reach that goal, Technical Assistance Specialists support the higher learning plans of each teacher in need of an additional degree or certification, or those who want to further their education at a higher level. Many teachers and teacher assistants started their degree or certification programs this year.

### *Congratulations to each of you!*

- **Tierra Garret**, a teacher assistant from Brown’s Early Learning School, enrolled at Durham Technical Community College with a scholarship from [T.E.A.C.H.](#)
- **Felicia Strater**, a teacher assistant from Childcare Network, Inc. #57, enrolled in the Birth-through-Kindergarten program at Gardner Webb University.
- **Vianey Campos**, a teacher assistant from Another Beautiful Beginnings Child Care Center, enrolled at Wake Technical Community College. She will begin her practicum in the fall.
- **Rena Salguero**, a lead teacher from Yates Baptist Child Development Center,

enrolled in the Birth-through-Kindergarten program at East Carolina University. She completed her student teaching with Wake County Public Schools.

- **Tiandra Johnson**, a lead teacher from Childcare Network, Inc. #166, enrolled in the Residency Licensure program at the University of Mount Olive.
- **Adrienne Davis**, a lead teacher from Childcare Network, Inc. #166, enrolled in the Birth-through-Kindergarten program at North Carolina A&T.
- **Sharelle Torian**, a lead teacher from Triangle Day Care Center, enrolled in the Birth-through-Kindergarten program at Catawba College.
- **Debbie Timmons**, a lead teacher from Randy’s 5 Star Academy is enrolled in the Birth-through-Kindergarten program at the University of Mount Olive.
- **Angie Nichols**, a lead teacher from Primary Colors Early Learning Center, has been accepted at the UNC Greensboro Birth-through-Kindergarten program for the fall semester.

## DIRECTORS WHO ACHIEVED CLASS OBSERVER RE-CERTIFICATION

**D**urham PreK Directors must attend a CLASS<sup>®</sup> Observer training and pass

their certification assessment as one of the program requirements. CLASS<sup>®</sup> is an “observational instrument developed [...] to assess classroom quality in PK-12 classrooms.” It assesses teacher-child interactions through classroom organization, social-emotional learning and instructional support. Durham PreK uses CLASS<sup>®</sup> observations to help determine classroom quality during the RFA process, so when directors are certified observers, they are able to utilize their training to support their teachers.

### *Congratulations to each of you!*

- **Dalphia Murphy** from Randy’s 5 Star Academy
- **LaDrenna Jackson** from Leathers Meachem Head Start
- **Amy Boyette** from Children’s Campus at Southpoint
- **Brenda Carter** from Oxford Manor Head Start
- **Ada Terry** from Childcare Network, Inc. #57
- **June Shillito** from Yates Baptist Child Development Center
- **Kara Turner** from Primary Colors Early Learning Center

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# Durham PreK End of the Year

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## COMMUNITY OF PRACTICE HIGHLIGHTS

Durham PreK teachers participate in a Community of Practice where they share experiences, learn from each other, and collaborate on new ideas. Each month, one of the teachers presents on a topic in early childhood education they're passionate about or on a lesson they did with their students.

### January

In January, Ms. Morgan from Creative Schools at Davis Park was the "Featured Teacher," and the theme was Vocabulary, Literacy and Play. She shared the ways in which she incorporates these in her classroom's center time with her colleagues.

### March

Ms. Gina Allen from White Rock Child Development Center was the "Featured Teacher" for the March Community or Practice. The theme of that month's meeting was "creativity," so Ms. Gina shared the

different strategies she used to promote creativity, curiosity and imaginative play in her classroom.

This presentation inspired Ms. Sharelle and Ms. Beverly at Triangle Day Care Center to incorporate some of Ms. Gina's ideas into their classroom. They used cardboard boxes, stickers, cupcake liners, paper plates, crayons and markers to express their creativity and make their own cars. Then the whole class used their cars to drive around the classroom.

### April

In April, Ms. Kimberly Toth from Primary Colors Early Learning Center was the "Featured Teacher." The theme in April was Physical Development, so Ms. Kimberly presented her strategies for promoting fine and gross motor skills in her classroom.

While teachers in Durham PreK classrooms teach in a variety of different settings (in Head Start classrooms, at community-based programs, or in DPS elementary schools), the Community of Practice meetings give them an opportunity to work together, and, as the name suggests, build a community.

## PERSONAL HIGHLIGHTS, CELEBRATIONS, AND ACCOMPLISHMENTS

One special aspect of technical assistance is the relationships that are built between teachers, teacher assistants, and directors and their Technical Assistance Specialist. This relationship is the foundation for a supportive learning environment, and it includes sharing personal wins with each other. Below are some of the many personal highlight that your teachers have celebrated this year.

- **Mrs. Kiana** from White Rock Child Development got married on April 9. *"Best wishes and congratulations on your marriage!"* —from Technical Assistance Specialist, Kamika Henderson
- **Ms. Angie** from Primary Colors Early Learning Center celebrated the birth of her baby girl in April. Congratulations, Ms. Angie! 🎉



PHOTO BY IRON LACH | PEVELS

We're listening!

Take the CCSA Communicates readers' survey

# How do you engage with CCSA Communicates?

CCSA has a small favor to ask: Will you participate in a quick survey? It doesn't matter if you're a casual reader or a CCSA Communicates uber-fan. If you could take this survey, you would help us gain critical insight into what you want from CCSA Communicates.

Your input gives us great insight into what we're doing well and where we can improve. Your voice matters!

[Take the survey!](#) 🎉

In April, Child Care Services Association released an issue brief, [Addressing the Early Childhood Workforce Crisis through Stabilization Grants](#), which summarized the important

role that NC Early Childhood Stabilization Grants have played in supporting child care programs statewide. Five case studies demonstrated the ways in which these funds have been invested such as supporting operating costs and increasing staff pay and benefits.

As welcome and helpful as the NC Early Childhood Stabilization Grants have been, the ongoing pandemic continues to impact the child care industry. [Read the brief and case studies here.](#) 🎉



# Early Childhood Workforce Convening 2022, hosted by the T.E.A.C.H. Early Childhood<sup>®</sup> National Center at CCSA

Following two years of virtual meetings, the excitement of being together at the Early Childhood Workforce Convening was palpable. From April 20-22, 2022, presenters offered workshops timely to the current state of affairs in the early childhood field. From using ARPA funds for the workforce to promoting equitable pay for family child care, supporting racial equity educator development, mapping the community college early childhood baccalaureate and more, attendees were supported not only in their professional development needs, but also in their human need for connection.

## OPENING KEYNOTE ADDRESS PLACES EARLY CHILDHOOD WORKFORCE HISTORY AND RIGHT ACTIONS AT THE CENTER

Dr. Iheoma Iruka and Dr. Shantel Meek presented, *Advancing Equity in Early Childhood: Redressing the Past Through Workforce Transformation*. Dr. Iruka highlighted data on workforce conditions, the costs of these conditions placed on the workforce, states' economies and families. Dr. Meek discussed the legacy of racism and sexism in our culture and policy-making and highlighted 14 priorities to dismantle systemic racism in early care and education. You can find the PowerPoint slides on our website.



Dr. Iheoma Iruka, Marsha Basloe and Dr. Shantel Meek

## RECEPTION—A TIME TO MINGLE AND RECOGNIZE THREE DISTINGUISHED LEADERS

Three outgoing T.E.A.C.H. and WAGE\$ National Advisory Committee members were honored during the reception along with time for attendees to catch up with each other and enjoy some late afternoon hors d'oeuvres. We thanked Helen Blank, former Director of Child Care and Early Learning at National Women's Law Center; Carol Brunson Day, President of Brunson, Phillips & Day; and Phyllis Kalifeh, President and CEO of Children's Forum for their longstanding commitment to the Center's work.

## PANEL OF FUNDERS HIGHLIGHT THE ROLE OF FOUNDATIONS IN SUPPORTING WORKFORCE COMPENSATION

On the second day, a panel of foundation representatives shared their thoughts and observations on promising practices and obstacles in funding early childhood education. During their conversation, some themes emerged.

- When it comes to funding for this field, the sustainability arrow points in one direction—toward the public sector. Foundations will never have enough money so an important piece for foundations to focus on is funding advocacy to pull on the policy levers. Another is investments in research. An investment in the report, [Mary Pauper A Historical Exploration of Early Care and Education Compensation, Policy and Solutions](#), resulted in the mapping of the history of systemic racism in the U.S. and how it has influenced early childhood education policy and practice, with a particular focus on educator pay and benefits, preparation and workforce stability.
- We can't blend and braid ourselves out of the funding issues the field experiences. We need to talk about taxing and revenue. Revenue must be increased.
- Be bold and worry about sustainability later. These funds will become entrenched. "Just try to take them away from us!"



Susan Hibbard, Albert Wat, Shannon Rudsill and Ola Frida

## CLOSING KEYNOTE HIGHLIGHTS OPPORTUNITIES AND CALL TO ACTION

Elliot Haspel with the Robins Foundation highlighted some of the tensions throughout the history of the early childhood field as well as some hopeful signs.

He pointed to lost opportunities and ambivalence in funding early childhood throughout the 1900s. On the positive side, he noted the tide is beginning to turn as successful ballot initiatives in states support early childhood education. He closed with a call to action: *Incrementalism won't do. We need bold action. Thank you for everything you do. You are part of the solution.* 🙌



Elliot Haspel

**We ARE part of the solution.  
We will continue these conversations next year!**

**Plan to join us:  
SAVE THE DATES:  
April 26-28, 2023 | Chapel Hill, NC**

# Developmental Screening and Ongoing Monitoring for NC Infants and Toddlers

**B**y the time they reach school age years, over 15% of children are diagnosed with some type of disability. In North Carolina, 1 in 57 eight-year-old children are diagnosed with Autism Spectrum Disorder (ASD), a statistic slightly higher than the national average (Barger et al., 2018). We have long understood the utility of developmental screening tools in capturing existing delays, with up to 80% of developmental disabilities and 90% of mental health problems identified with their use (Squires et al., 1996). Without these tools, detection rates for such conditions hover around 14-54% and 20%, respectively (Sheldrick et al., 2011; Lavigne et al., 1993).

Research shows that 81% of families want to speak with their early education and care provider at least every few months regarding their child's development, and that early childhood teachers' knowledge, practices, and attitudes toward monitoring are positively related to early identification of developmental delays. (Chodron et al., 2019). Even so, many families and child care providers are uncertain of how to communicate effectively and sensitively regarding their developmental concerns, which can leave at-risk children with a disadvantage that follows them long after they have entered the school system.

As a part of the Infant Toddler Quality Enhancement Project, Infant Toddler Specialists and the Babies First NC team are advancing developmental monitoring and screening efforts for children birth to three in child care centers across the state. In mid-October of 2019, the groups received a joint training on the *Ages and Stages Questionnaire, Third Edition (ASQ-3)*, and the *Ages and Stages Questionnaire: Social-Emotional, Second Edition (ASQ:SE-2)*.

Dr. Rebecca Pretzel, licensed psychologist and Associate Professor of Psychiatry at UNC-Chapel Hill, shared information on the Center for Disease Control's *Learn the Signs Act Early (LTSAE)* developmental monitoring tools, as well as materials for distribution to child care administrators, teachers, and families. As the Associate Director of the Carolina Institute for Developmental Disabilities (CIDD), she presented on the importance of developmental monitoring for children's health and academic outcomes.

Armed with this knowledge, developmental milestone tracking tools, and new skills for administering and interpreting ASQ scores, the specialists are focusing their efforts on supporting child care centers with ongoing monitoring policy development and implementation, as well as providing developmental screenings for infant and toddler classrooms to identify children at risk for delays.



PHOTO BY FILIPE LENE | PEXELS

For more information on this initiative, please contact Robin Warfield, Technical Assistance Manager at [robinw@childcareservices.org](mailto:robinw@childcareservices.org). 

## REFERENCES

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- Chodron, G., Pizur-Barnekow, K., Viehweg, S., Puk-Ament, A., & Barger, B. (2019). Childcare providers attitudes, knowledge, and practice related to developmental monitoring to promote early identification and referral. *Early Child Development and Care*.
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Stay in the know and follow CCSA



# The 2021-2022 North Carolina Infant-Toddler Child Care Landscape Study is Available

With funding from the Think Babies™ NC Alliance, Child Care Services Association (CCSA) conducted a study to assess the infant-toddler child care landscape and to provide insights on the impact of the COVID-19 pandemic.



PHOTO BY MY PRO PHOTOGRAPHER

The study, combining a variety of data sources, surveys and focus groups, was implemented at both the state and county levels.

Key findings highlight the burden for families to find and afford child care for children under

three, and the challenges for early care and education providers to ensure high quality infant-toddler child care with a COVID-19 pandemic worsening an already challenging situation. For instance, did you know that there are spaces for only about 27% of children under three with working parents across the state of North Carolina? Did you know that the enrollment trends in Forsyth County programs decreased from 736 to 480 toddlers during the pandemic? Did you know that the stabilization grants offered by the NC Division of Child Development and Early Education during the pandemic were indicated as helpful by 92% of the providers surveyed? Indeed, the report provides critical information to guide future goals and strategies to better support families and early childhood education programs across the state of North Carolina, and also county by county.

Interested in knowing more about infant-toddler care statewide or in your community? Check out the [2021-2022 North Carolina Infant-Toddler Child Care Landscape Study](#).



## NATIONAL NEWS

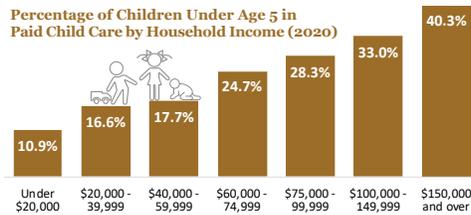
### The Economic Role of Paid Child Care in the U.S.

The [Committee for Economic Development](#) (CED) released the latest report in a 4-part series which examines the issue of paid child care—**The Economic Role of Paid Child Care in the U.S., Part 3: Economic Growth Modeling**. The report can be accessed [here](#). The series and more information, including infographics, state fact sheets, data visualizations, and a glossary can be found [here](#) on CED's web site.

## The Economic Role of Paid Child Care in the U.S.

As household income rises, use of Paid Child Care rises particularly for children under age 5

### Higher income means more Paid Child Care Use



### The gap in income - using vs. not using Paid Child Care

| Households with children under age 5 (2020) |           |
|---|-----------|
| Using Paid Child Care                       | \$147,230 |
| Not Using Paid Child Care                   | \$96,037  |
| <b>\$51,193</b> income difference           |           |

| Households with children ages 0 - 14 (2020) |           |
|---|-----------|
| Using Paid Child Care                       | \$149,926 |
| Not Using Paid Child Care                   | \$110,877 |
| <b>\$39,049</b> income difference           |           |

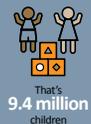
### The pandemic affected the use of Paid Child Care



### What predicts Paid Child Care use?

- Labor force attachment particularly for mothers
- Household income paid care rises as income rises
- Educational attainment paid care rises with more education

More than 75% of children in Paid Child Care are age 8 and under.



### What affects Paid Child Care use in states?

- Child care costs as a share of income
- Federal and state subsidies and offsets (such as tax credits) as a share of income
- Availability of publicly provided care (primarily public preschool)



News continued on page 12



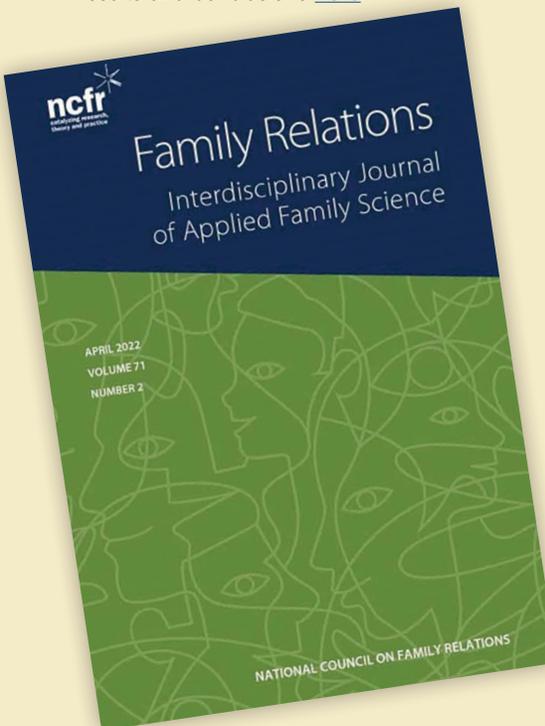
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## Mixed-methods study of low-income U.S. mothers during the pandemic

By Mary E. Haskett, Jodi K. Hall, Heather P. Finster, Caitlyn Owens, Alexandra R. Buccelli

This goal of this paper was to understand challenges and positive experiences of low-income families during the pandemic.

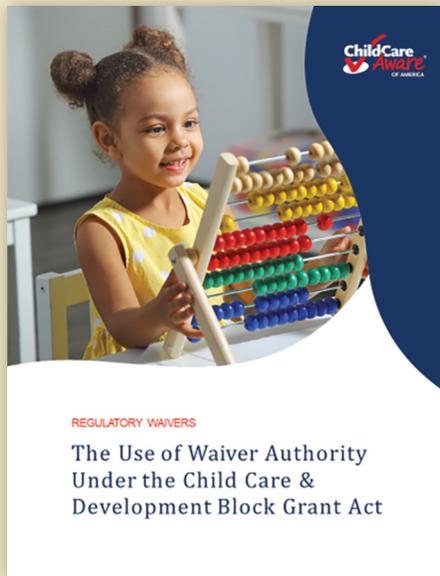
Strength-based perspectives of economically disadvantaged mothers are missing from literature on the impact of the COVID-19 pandemic. Although it is imperative to recognize disparities that were highlighted by the pandemic, strengths-based approaches and a resilience framework can help professionals build upon and learn from ways families manage during those times. Read the method, results and conclusions [here](#).



## Child Care Aware of America examines the use of waivers under CCDBG

This brief provides an overview of the history of CCDBG waiver authority, different administrations' interpretation and implementation of that authority, an analysis of states' requests for waivers, and recommendations for policymakers.

Find a link to the [full report](#) here, along with an [executive summary](#).

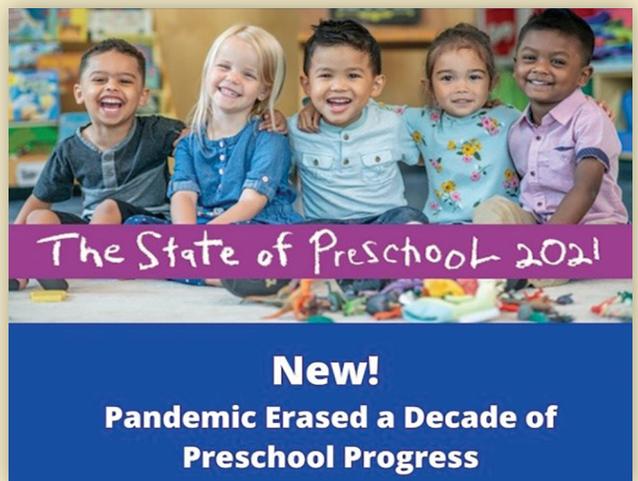


## Volume 35, Issue 1: Transforming Policy Standards to Promote Equity and Developmental Success Among Latinx Children and Youth

The overarching goal of this report is to challenge research and social policy to redefine the standards of success among U.S. Latinx children and youth through critical considerations for multilevel intersectionality.

## 2021 State of Preschool Report

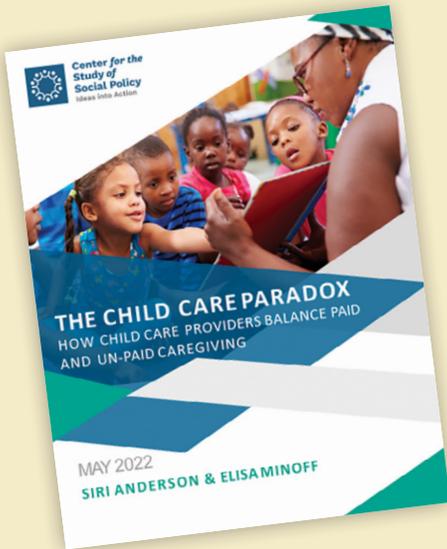
This year's State of Preschool annual report by the National Institute for Early Education Research highlights the serious effects of the pandemic on preschool programs. Visit the [NIEER website](#) to read more about the different ways these setbacks are influencing children, families, and educators in various states, and how government can intervene now.



News continued on page 13



continued from page 12



## The Center for the Study of Social Policy has released a new report, **The Child Care Paradox: How Child Care Providers Balance Paid and Un-Paid Caregiving**

**B**ased on interviews with women of color in the child care workforce conducted over the last three years, the report finds striking continuities in child care providers' struggle to make ends meet and balance paid and unpaid caregiving responsibilities before and during the pandemic.

Anderson, S., and Minoff, E. "The Child Care Paradox: How Child Care Providers Balance Paid and Un-Paid Caregiving." Center for the Study of Social Policy, June 2022. Available at: <https://cssp.org/resource/the-child-care-paradox/>.

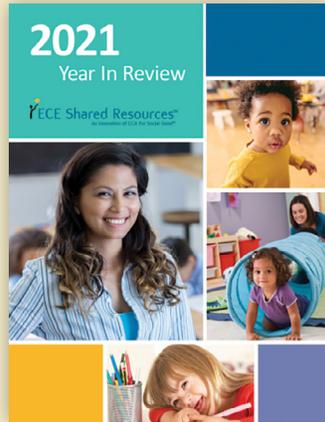
## ECE Shared Resources

**E**CE Shared Resources is utilized in 32 states and the District of Columbia, serving as a foundation for shared services initiatives and supporting quality care in thousands of family and center-based child care programs, serving hundreds of thousands of children across the United States.

North Carolina is part of ECE Shared Resources!

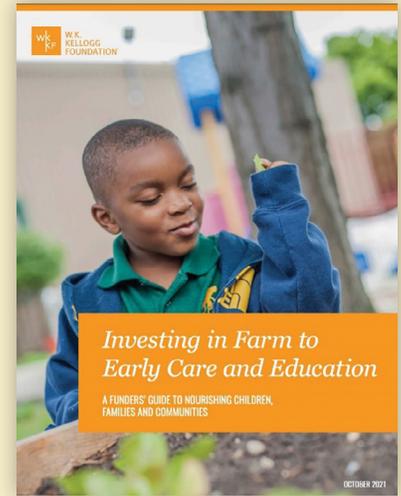
What is NC ECE Shared Resources? **NC ECE Shared Resources** is an easy-to-use, online web platform created for child care program owners, administrators and classroom teachers. It's a "one-stop shop" that will save you time, money, and help you continuously improve the quality of your services!

[Learn more.](#)



## Supporting Families: Young Children and Gun Violence (ZERO TO THREE)

**W**e share the following resources to help parents and professionals meet the unique needs of infants and young children and address the effects of trauma in early childhood. Find resources [here](#).



## Investing in Farm to Early Care and Education: Funder's Guide to Nourishing Children, Families and Communities

By W.K. Kellogg Foundation

**T**his guide is for funders and all who seek to support farm to early care and education programs that nourish children, families and communities.

## At the Crossroads—State Child Care Assistance Policies 2021

**T**he National Women's Law Center released their annual report on child care assistance policies in all 50 states and the District of Columbia.

This latest report, [At the Crossroads: State Child Care Assistance Policies 2021](#), examines state policies in key areas as of February 2021. 





PHOTO BY STEPHEN ANDREWS | UNSPLASH

## 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!



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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.*