



# 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.

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## From the President

**I**t's the beginning of a new school year, autumn is on its way, a new vaccine is out and I am writing my last newsletter article for Child Care Services Association (CCSA). I do so with much gratitude as I had the opportunity to work with an amazing team, a great board of directors, two strong and caring board chairs and wonderful local, state and national partners.

As I reflect on my tenure at CCSA, there are many things that come to mind and most surely there are too many to list. I will, however, share a few that make me smile—CCSA celebrating our child care community as we do every two years and finally having an event in person again in 2021, a Worthy Wages campaign and a CCSA team partnering with the NC Early Education Coalition. I watched as our kitchens pivoted to make meals for families during the pandemic when child care attendance waned during COVID. I am happy our programs are back! New programs to support our state including AWARD\$ and Babies First NC were rolled out as well as an Infant Toddler Intensive TA project that was a model for working during the pandemic. As stabilization grants rolled out, we were able to share the salary scale developed through Moving the Needle on Compensation and we released a salary scale paper looking at multiple states' efforts. I was so happy to see the ASK Conference become a virtual and successful event with DCDEE Director Ariel Ford welcoming educators online and offering a Durham PreK special track. CCSA and its National Center division hosted a national workforce convening with more than 30 states traveling to UNC's

Friday Center. And I remember boxes and boxes of masks in our Durham space to deliver to child care programs during the pandemic!

For decades, CCSA has surveyed and released reports on child care compensation and benefits. Over the years, wages have risen, but not by much. By any standard, they are still far below typical service sector jobs and definitely lower than they should be for the important and challenging role child care providers have building the brains of our youngest. It's why I want to again talk about the workforce that supports all other workforces: the people working in child care, Head Start and other early learning programs every day.

These child care employers want to hire and retain a qualified workforce. Unless they can pay more competitive wages, individuals who otherwise want to work with children are lured by jobs where they can be paid more for less responsibility, stress or training. We need to recruit and encourage the next generation of child care educators with competitive wages.

The early childhood workforce is essential to economic recovery. If families do not have access to child care, they can't go back to work. It is that simple. We can continue to bring more jobs to our state but the true pathway to economic recovery in N.C., and in our country, relies on child care, which depends on child care educators. Child care is an in-person profession that cannot be done remotely. Where is your voice in this issue? We must all raise our voices to advocate for high quality early learning that includes compensation

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## From the President

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for our early childhood workforce.

Those who know me know that I am passionate about the early childhood workforce and early childhood homelessness. I recently wrote a blog on Housing and Children First that is included in this newsletter. Housing has been focused on the housing first model for many years. Let's get a person into housing and then handle the other areas that need support. With families struggling today, I would like us to think about housing and children first. I see a strong connection between a parent's need for quality child care and a family's need for affordable housing. Families need both to retain employment and raise our next generation. It is a challenge to integrate the two concepts, and I think now is the time to bring about this change.

Children live in families. When a family has stable housing, the child benefits. When a parent has access to high-quality child care, the parent(s) can work and the child is in an environment that promotes their healthy development (and school readiness). Often, people refer to this as a two-generation strategy. However, straddling the housing and child care assistance world is tough.

A year ago, CCSA released a primer, [An Invisible Crisis: Early Childhood Homelessness](#), which explored the impact of early childhood homelessness and then we looked at [Homelessness Among Infants, Toddlers, Preschool and School-Age Children in North Carolina](#) specifically and we also shared a paper on [North Carolina Housing Inventory Count for Families Experiencing Homelessness 2017 to 2021](#). Actually, we released a number of documents on early childhood homelessness that can be found [here](#). Together, early childhood policy and homelessness policy can help mitigate the negative impacts of homelessness on young children and support their development, health and well-being. We can envision bold goals for two-generation support in this area. I am so grateful to my Board and Leadership Team who truly support these passions and who made a donation in my honor to Families Moving Forward, a local shelter that has

worked with me using the Early Childhood Self-Assessment Tool for Shelters since it was first released many years ago.

When I reflect on my time at CCSA, whether weeks, months or years from now, I will remember all of you. Our collective accomplishments will remind me that we can make a difference when we work collaboratively, especially in times of crisis. The pandemic took all of us by surprise but our work together brought stabilization grants and innovations to build upon, especially as we operationalize equity in early childhood services and the knowledge that we can and must continue to build high quality early learning services for all our children. Much work is still ahead. I have strong hopes for better days ahead, and that keeps me going. I hope it does you too. Don't forget to vote! Big elections in November! 🗳️

*My best,  
Marsha Basloe*

**P.S.** *It is important that we share the Child Tax Credit (CTC) information with parents! CTC is a tax benefit that helps families with the costs of raising children. While the CTC has existed for over two decades, it was significantly expanded in 2021. This year, parents can get **up to \$3,600 per child under six and \$3,000 per child ages 6-17**. The credit is smaller for single parents earning over \$75,000 and married couples earning over \$150,000. Nearly every family under those income levels receives the full amount. The IRS estimates that more than 50,000 children in North Carolina alone are at risk of missing out on the expanded Child Tax Credit. That means thousands of dollars left unclaimed for NC families, and cumulatively more than \$150 million in federal benefits left on the table. Even though tax day has passed, it is not too late to connect families with the Child Tax Credit. We are working with partners across state agencies and community partners to connect families with [GetCTC.org](#), a simplified tool that families can use to apply for the Child Tax Credit.*



## From Sharon Hirsch, Chair, CCSA Board of Directors

As Marsha Basloe, CCSA's President, retires, I share my sincere gratitude to her for all the wonderful work she has done for CCSA and the children, families, and early childhood educators served by CCSA. Marsha's energy, passion, and tremendous commitment to CCSA, to early childhood education, the workforce, and children in North Carolina and across the country has left a legacy for CCSA.

Her time at CCSA has been marked with increased awareness of the organization's deep impact, diversified and significantly increased funding for our work, innovation in the way we meet the needs of our constituents, visible and effective advocacy for investments in early childhood systems, and enhancements to our long-time programs. Her tireless passion for the work never wavered as we were challenged in so many ways to meet demands for child care access and supports during the pandemic.

On behalf of CCSA's Board of Directors, we are so grateful for Marsha's passionate leadership as she retires. Her dedication to early childhood education is one that I hope we can all emulate.

As Marsha completes her tenure, we are excited about the new leadership Dr. Kristi Snuggs will bring to CCSA. We know she will build on a strong foundation built by our previous leaders - Sue Russell, Anna Carter and Marsha. Her state and national expertise, commitment to building a strong early childhood workforce, and optimism for the future of early childhood education in the Triangle, across North Carolina, and nationwide give us great confidence in the future success of CCSA. 🗳️

*Sharon Hirsch  
Board Chair*

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and follow CCSA



# A New Chapter for CCSA's Leadership

CCSA is pleased to announce its new president, Dr. Kristi Snuggs, who will lead the organization following the retirement of President Marsha Basloe, who has served in the role since January 2018.

"CCSA is an unbelievably strong organization, and I am so proud of our team's work at the local, state and national level," Basloe said. "CCSA has made, and will continue to make, positive change for children, families and early childhood educators in our communities, state and across the U.S. I am truly honored to have been a part of it."

After working with Armstrong McGuire to lead a nationwide search, the CCSA board selected Dr. Kristi Snuggs, who brings deep understanding and experience in

early childhood education at the local, state and national levels. Dr. Snuggs is presently the Deputy Director of the NC Division of Child Development and Early Education (DCDEE).

In this role she has worked with CCSA, the NC CCR&R Council, T.E.A.C.H., WAGES and AWARD\$. She has also worked at the national level on the PDG grant for North Carolina. Prior to this role, she was the Child Development Division Director of Nash-Edgecombe Economic Development, Vice President of Instruction for Edgecombe Community College and an educational consultant for Early Childhood Teacher Education

for the NC Community College System.

Kristi will begin her tenure at CCSA on November 1, 2022. In the interim, Basloe will

continue to handle administrative behind the scene pieces and the strong leadership team will manage programmatic areas.

"We are excited about the new leadership Dr. Kristi Snuggs will bring to CCSA. Her experience, commitment to building a strong early childhood workforce and optimism for the future of early

childhood education in the Triangle, across North Carolina and nationwide give us great confidence in the future success of CCSA," said CCSA Board Chair Sharon Hirsch.



We are excited about the new leadership Dr. Kristi Snuggs will bring to CCSA. Her **experience, commitment to building a strong early childhood workforce and optimism for the future** of early childhood education in the Triangle, across North Carolina and nationwide give us great confidence in the future success of CCSA.

—CCSA Board Chair Sharon Hirsch



**DR. ALEKSANDRA HOLOD** (Alex) is a developmental psychologist and senior early childhood researcher at the American Institutes for Research. She has more than 20 years of experience in child and family policy and practice as a teacher, program administrator and researcher. A long-standing board member and a member of the executive committee, Alex has been a part of CCSA's board for nearly

six years. "I had interviewed [former CCSA President Sue Russell] for a research project I was doing for a client on early childhood workforce development." She was excited to learn of the work CCSA was doing as it related to her focus and Russell asked her to join the board.

Early in her career, Alex worked in a variety of settings from schools to shelters. One of the most rewarding was working as a preschool teacher for early 3 year olds. In this role, she was mentored by a retired elementary school teacher who had a wealth of knowledge to share. Alex learned a lot as a preschool teacher that was useful to her as a parent. "I learned a lot about classroom management when I was a preschool teacher, and it turns out that many of the discipline strategies we used in the classroom were good practice for parenting my own children." She considers mentoring to be incredibly influential in her career. She said, "learning never stops."

"Having more education and mentoring opportunities for early childhood educators is a great thing to do!"

She often became frustrated because "there seemed to be so many

injustices and inequalities that I could not address in a direct service position." Alex ultimately pursued a master's in public policy from the University of California at Berkeley and a doctorate from Teachers College, Columbia University in developmental psychology with a focus on early childhood development. She began doing advocacy work and later went into research and consulting drawing on her natural strengths.

In relation to CCSA's mission and her personal goals and values,

Alex has done a lot of work focused on the child care rating system. When asked if there was anything significant that she could share, Alex said, "It can be important to incentivize participation in rating systems offering financial incentives or reimbursements for programs that participate" because getting a rating can be a labor-intensive process and it is important that programs are rewarded for taking that extra step.

When she's not serving on the board or working on her research, Alex enjoys spending her time gardening and discovering new

organic ways to keep deer away from her plants. "It's me against the deer," she said. She also enjoys baking for her family. One of her favorites is plum cake, a recipe courtesy of The New York Times or her mother, depending on who you ask.

Alex notes that a child's life trajectory can be heavily impacted by their teachers. "Teachers have a huge influence in children's lives; high-quality education can really be transformative." She added, "Whether you graduate from high school, whether you attend college, the kind of jobs you pursue; can all be influenced by the educators you encounter through school."

**Board Highlight:**  
**Dr. Aleksandra Holod**



### 2021 - 2022 Impact in North Carolina

- more than **\$8.1 million** invested in WAGES salary supplements
- 4,018** supplement recipients
- 14% average turnover rate**
- \$1,203** average six-month supplement
- 1,698** early education programs with supplement recipients
- 87%** of active participants have the AAS ECE or higher or have submitted education during the year to document additional coursework

## Celebrating Success

To help enhance the compensation of woefully underpaid early educators, the North Carolina Division of Child Development and Early Education and many local Smart Start partnerships across the state collaborate to fund the Child Care WAGES® Program. WAGES is an education-based salary supplement program for eligible teachers, directors and family child care providers. A financial incentive is issued after each participant completes six months in the same child care program. Because it helps keep educated teachers in the field and encourages additional education, WAGES is a key contributor to early childhood education quality. At a time when employers are reporting a serious teacher shortage and difficulty attracting and retaining staff, the supplements are particularly important. In that challenging landscape, Child Care Services Association celebrates the results from FY22 highlighted above. 📖

“Because it helps keep educated teachers in the field and encourages additional education, **WAGES is a key contributor** to early childhood education quality.”

# Expanding Opportunities for Infant-Toddler Educators

Since 2018, Child Care Services Association has administered Infant-Toddler Educator AWARD\$® with funding from the North Carolina Division of Child Development and Early Education (DCDEE). Through AWARD\$, qualifying teachers and family child care home providers working at least 30 hours per week with children birth through two have received salary supplements. These incentives help increase their extraordinarily low compensation, recognize their educational achievements and make it more possible for them to continue working with our youngest children when these teachers typically earn the least.

CCSA was recently awarded a new contract to continue providing supplements to North Carolina’s infant-toddler workforce. The new program, **Infant-Toddler Educator AWARD\$® Plus**, is available as of August 2022. It’s AWARD\$ Plus for a reason. Eligibility for the program is expanding, and more infant-toddler educators across the state will now qualify. In the face of teacher shortages and the difficulty retaining teachers currently in the field, salary supplements are more critical than ever. Key changes can be seen in the table below.



To be eligible, applicants must:

AWARD\$	AWARD\$ Plus
Have at least an associate’s degree with 24 birth to five focused semester hours	Have at least 12 semester hours of birth to five focused coursework
Work at a licensed facility with at least three stars	Work at a licensed or religious sponsored facility
Earn at or below \$19 per hour	Earn at or below \$20 per hour

Though the program hopes to encourage degree attainment, infant-toddler educators can now participate as they pursue coursework. They can get this financial assistance while they are on their education pathway. The supplement amount increases with education gains. Participants below the associate degree with 24 birth to five focused hours must advance up the scale to retain eligibility and they are given an individual deadline by which they must complete that coursework. If they do advance and remain eligible, they will be given a new deadline for the next education step. In addition, their supplements increase and the children in their care will benefit by their enhanced knowledge.

In addition to the expanded education scale, now participants can work in any licensed site and can earn at or below \$20 per hour and still qualify for a supplement. These new opportunities help address previous barriers to participation and give more infant-toddler educators a chance to receive supplements that reduce financial burdens and improve well-being. In fact, nearly 100% of the FY22 participant survey respondents said AWARD\$ helps ease financial stress. According to one participant, “There have been many instances where if it hadn’t been for the supplement, I don’t know what I would’ve done. It has meant the world to me. It has helped me stay afloat and be the best possible teacher I can be.”

Participants also report being more able and willing to stay in their programs with this financial assistance. One teacher said, “Infant-Toddler Educator AWARD\$® has given me reason to stay at my current program when their rate of pay was not meeting my needs. 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.”

With these expanded opportunities available through AWARD\$ Plus, CCSA hopes to reach more of the infant-toddler workforce in North Carolina and continue to make a difference in the lives of educators and the children and families they serve. 📖

# The T.E.A.C.H. Early Childhood® NC Scholarship Program Answering the Call: Supporting Early Childhood Apprentices through a New Scholarship Model

**A**larm bells are ringing about the crisis the early care and education workforce is experiencing. The warning bells started well before the COVID-19 pandemic but have only gotten louder as an already fragile early care and education workforce stepped up to support working families during such uncertain times. A field that was already undercompensated and stressed before the pandemic is now further strained as widespread elementary teacher shortages cause concern that the early care and education workforce will lose even more teachers. Attracting young workers into the field through apprenticeships is one strategy that is being tested in North Carolina to address this workforce crisis.

Child Care Services Association and the T.E.A.C.H. Early Childhood® North Carolina Scholarship Program are thrilled to support the apprenticeship strategy through a brand new and generous scholarship model for early childhood apprentices in North Carolina. **The T.E.A.C.H. Early Childhood® Associate Degree for Early Childhood Apprentices** covers 100% of tuition and books for coursework in early childhood education at any NC community college, provides \$100 per semester to the apprentice to help with course access/travel, reimburses the employer for release time for the apprentice to attend class or study and awards a shared bonus with the employer if the apprentice completes at least nine semester hours per year. In exchange for the scholarship, the apprentice agrees to continue working with the employer for one year after receiving the bonus.

This scholarship is available to apprentices who work at least



MY PRO PHOTOGRAPHER

30 hours per week in a licensed early care and education program that is enrolled in a registered apprenticeship program. Apprentices who meet that requirement and are already enrolled or willing to enroll in early childhood coursework at any community college in North Carolina are encouraged to apply. The apprentice will receive comprehensive scholarship support, including compensation and a dedicated scholarship counselor to help manage the scholarship. The apprentice has the flexibility to take a few classes or work toward a certificate, diploma or associate degree in early childhood education with this scholarship.

Attracting new teachers to the field is essential to ensure high quality settings for North Carolina's youngest children. Apprenticeships are a promising way to help strengthen the pipeline into the early care and education workforce. With the

new **T.E.A.C.H. Early Childhood® Associate Degree for Early Childhood Apprentices Scholarship**, both employers and apprentices benefit. As the apprentice gains more education, they receive compensation and make a commitment to their employer. The employer has an opportunity to mold inexperienced teachers through apprenticeships without paying the full cost of apprentices' higher education. Ultimately, children and families will benefit from the development of a highly educated and stable workforce through apprenticeships.

**Applications for this new scholarship model** are currently being accepted. If you have any questions, please contact a scholarship counselor at (919) 967-3272. 



## Durham PreK Governance Leadership Interview with Dr. Iheoma Iruka

**How long have you been a member of the Durham PreK Governance Committee? What is your current leadership role?**

When I was living in Nebraska working for the University of Nebraska, I was part of Durham's Community Early Education/Preschool Task Force, which started in 2016 and was a precursor to the Durham Pre-K Governance Committee. I moved back to North Carolina to work for [UNC] and have been part of the Governance Committee

since . . . November 2018. I was voted as Chair in July of 2019.

**How did you decide to be part of the task force and what inspired you to take the position of chair?**

I had lived in Durham before moving to Nebraska for a few years. When Donna Marie Winn and Linda Chappel asked me to be part of the task force, I said I didn't mind. I engaged with them as much as I could, and it was actually

really fun to be connected to North Carolina while I was living in Nebraska. It worked out well that when I came back, I felt so connected.

Everybody has a voice, right? The chair's job is as a facilitator, and my goal is to work with the team and figure out the priorities. Our central goal is to make sure we have a strong, well-qualified, well compensated workforce, because we believe that's what's going to get us eventually to a universal model.

**[Read more of our interview with Dr. Iruka](#)**

# 2023 Early Childhood Workforce Convening: COME TOGETHER, CONNECT AND CONTRIBUTE

Hosted by the T.E.A.C.H. Early Childhood® National Center,  
a division of Child Care Services Association

## SAVE THE DATES!

April 26-28, 2023

William and Ida Friday Conference Center  
University of North Carolina—Chapel Hill

We hope you will consider joining us for this annual event. If you are a professional working on advocacy, policy, funding, strategy development and systems building toward implementation and sustainability of programs, strategies and funding

that support early education systems nationally and in states and communities across the country this 3 day event is for you!



JAKAYLA TONEY | UNSPLASH

## SPONSORSHIP OPPORTUNITIES STILL AVAILABLE

If you or your organization would like to partner with us by sponsoring this event, you will be helping to ensure that early childhood professionals have the resources they need to give their best to our young children. You can find more information on our [website](#), including the [sponsorship packet](#). 📄

## New Birth-to-Three Quality Initiative Announcement!

As of August 1, 2022, the Infant Toddler Quality Enhancement Project has a new name along with a TWO year contract and a whole new look. The project's new name is North Carolina Birth-to-Three Quality Initiative, or B-3QI. The project is embracing a practice-based coaching model for classroom and practitioner support, and we will continue to provide high-quality training for new and seasoned infant toddler teachers and administrators specifically through cohort based learning partnered with virtual coaching to encourage use of information gained.



From August 1, 2022, through December 31, 2022, Regional Infant Toddler Specialists, now called Birth-to-Three Specialists, will engage in rebranding, retraining and promoting the new look and scope of work for the project. While most of our intensive work in the classroom will be on pause during this time, we will be glad to answer general questions via email and phone. Beginning January 1, 2023, we will be back full-time in classrooms, mentoring, modeling for and supporting classroom teachers and their administrators. 📄

## CCSA Provides Data Services to Businesses

CCSA can help businesses and community agencies deal effectively with child care issues that confront their employees and community. Research shows parents who have consistent, affordable, quality child care are less likely to be absent from work or to leave their jobs. They are also more productive while at work.

CCSA supports the community at large in a number of ways, including:

- [State child care facts and figures](#)
- Data collection, [research](#) and analysis—provision of varied and comprehensive data to identify community needs as well as shape/refine service delivery and inform public policy. Examples of data collected and analyzed include:
  - Child care program supply and parental demand
  - Number of referrals made to both preschool and school-age children
  - Type and number of programs and their licensing status
  - Child care fees/rates
  - Child care vacancies

[View all CCSA data and research.](#) 📄

## Shaping Healthy Lives Improves Health in Durham!



**S**haping Healthy Lives (SHL) is a quality improvement project led by CCSA's Technical Assistance (TA) team supporting health, nutrition and physical fitness for young children. SHL served 84 children at three child care centers and two family child care homes in Durham this year with on-site and/or virtual coaching. SHL increased best practices at the classroom and center level related to children's eating habits, physical activity and outdoor learning experiences.

SHL implemented Go NAPSACC (Nutrition and Physical Activity Self-Assessment for Child Care) and the Be Active Kids (BAK) curricula as tools for establishing and reaching directors' and teachers' health, nutrition and movement goals for their programs.

Go NAPSACC is a collection of online tools that help early childhood educators improve the health of young children by supporting lifelong healthy eating habits. The child care programs' directors had the opportunity to participate in a Nutrition Collaborative presented by a Go NAPSACC staff member. The Collaborative focused on menu



planning, reading nutrition labels, and ways to involve teachers as role models in healthy eating habits. Participants altered their menus and made efforts to include locally grown produce as well as fresh seasonal fruits and vegetables at their child care programs.

Teachers also had the opportunity to participate in an Outdoor Play and Nutrition Collaborative presented by a Go NAPSACC staff member that discussed supporting children in developing healthy relationships with food, being role models during mealtimes and feeding practices. The project supplied resources such as posters, books, music and picture cards that were used to promote healthy eating. Teachers focused on increasing physical activity and wellness. Read more [here](#). 

*The CCSA Technical Assistance department offered the Shaping Health Lives project in Durham County during the 2021–2022 fiscal year thanks to funding from Durham's Partnership for Children, a Smart Start Initiative and from Duke Community Cares, along with other private donations.*

## CCSA's National Center Launches Early Childhood Educator Apprenticeship Program

**T**his fall, CCSA's T.E.A.C.H. Early Childhood<sup>®</sup> National Center (National Center) will launch a pilot apprenticeship program in six states, including Arkansas, Colorado, Minnesota, Ohio, Pennsylvania and Wisconsin. Arkansas Early Childhood Association, Early Childhood Council Leadership Alliance of Colorado, Child Care Aware<sup>®</sup> of Minnesota, Ohio Child Care Resource and Referral Association, Pennsylvania Child Care Association and Wisconsin Early Childhood Association will work with the National Center to develop pilot apprenticeship programs.

The CCSA National Early Childhood Educator Apprenticeship Program provides a unique opportunity to support skill development in the high-demand field of early childhood education. This unique program provides mentoring support and a comprehensive T.E.A.C.H. Early Childhood scholarship; participants will be able to gain employment and attend higher education institutions while working toward industry-recognized credentials and degrees.

The components of T.E.A.C.H. Early Childhood scholarships for associate and bachelor's degrees have always mirrored the components of an apprenticeship program. The National Center has developed a U.S. Department of Labor registered apprenticeship model that works in coordination with these existing scholarships to support the early childhood workforce across the country. The apprenticeship program will focus on the importance of retaining and maintaining a stable early childhood workforce by blending employment, on-the-job training, college coursework and individualized mentoring.

Apprentices in the CCSA National Early Childhood Educator Apprenticeship Program will be employed as early childhood educators in early learning programs. They will work under the supervision of a site director and/or a mentor for at least one year or until the completion of a degree and will complete 2,000 hours of on-the-job (OTJ) training as part of the apprenticeship program. 

# Early Childhood Homelessness

“I grieve for the younger me brushing his teeth in the gas station bathroom. That time of my life is over, but it still impacts me to this day. Looking back, I had various physical roofs over my head while I was experiencing homelessness, but the instability, lack of resources, trauma, and abuse I faced under those roofs at times made it worse than not having one at all.”

Read [here](#).



**Eric's Story**

**Hidden Homelessness Youth Voices**

**Sheltered or Unsheltered, Lacking Basic Necessities at Home is Homelessness.**

The often overlooked and unseen experiences that define child and youth homelessness.



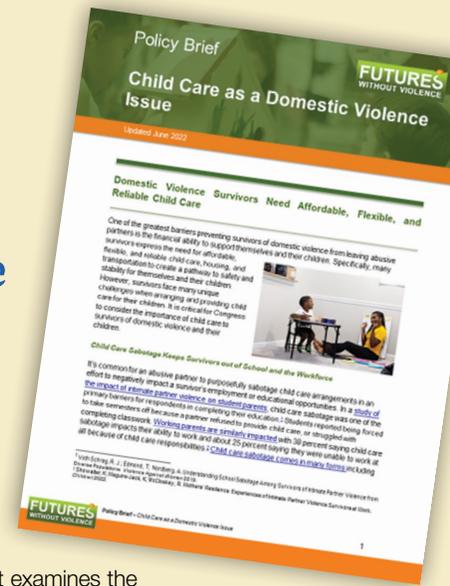
## NATIONAL NEWS

### Child Care as a Domestic Violence Issue

Futures Without Violence released a policy brief that examines the unique challenges that survivors of domestic violence face when arranging and providing care for their children. Their brief urged Congress to include survivors of domestic violence as they consider legislation that provides funding for affordable, flexible, and reliable child care. Primary takeaways from the brief include:

1. Child care sabotage from abusive partners keeps survivors out of school and the workforce
2. Affordable child care helps survivors leave abusive relationships
3. Lack of child care options endangers parents and their children

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For the past few years, Child Care Services Association (CCSA) has been sounding the alarm about early childhood homelessness and the accompanying risks to the development of young children. **The North Carolina Housing Inventory Count from 2017 to 2021** is CCSA's most recent effort to examine the deeply complex nature of homelessness. Fundamentally, ending homelessness for a families requires enough adequate, affordable and accessible beds and homes. Read CCSA's blog [here](#) and the report [here](#). The report is designed to prompt further understanding of families with young children experiencing homelessness and to spark community conversations about homelessness and young children. 🏠

KELLY SIKKEMA | UNSPLASH



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## FrameWorks Issues Brief



The science of early childhood development is poised to contribute in meaningful ways to the ongoing public conversation about racism and the need to dismantle racist systems.

This brief draws from previous research by the

FrameWorks Institute to offer guidance grounded in empirical investigations into how Americans think about race and racism—and how to communicate in ways that shift mindsets and open thinking in productive directions. [See the brief here.](#)

## Equity is Quality, Quality is Equity

A robust research base indicates the importance of high quality early care and education in relation to a host of long term health, education, and employment outcomes. The concept of “quality” in these programs has been the focus of much attention and resources, particularly over the last decade. Most states have established definitions of quality through quality rating and improvement systems (QRIS) and have allocated accompanying resources to support early care and education providers to progress toward higher levels of quality. Unfortunately, with few exceptions, definitions of “quality” have been sorely lacking attention to equity and to the unique experiences that disproportionately affect children from historically marginalized communities. This report addresses a fundamental content flaw in QRISs by operationalizing equity indicators. These indicators are grounded and organized by the [CEP’s 14 priorities to advance equity](#) in early care and education systems, published in a 2020 report, in partnership with 8 national organizations. States can use these indicators to inform QRIS redesign efforts to advance equity and improve transparency for families. [Download full report.](#)



The early and foundational relationships that babies and toddlers experience with their parents shape the health and well-being of two generations. [See the brief](#) from the Center for the Study of Social Policy.

## Bass Connections and Early Childhood Homelessness

Bass Connections bridges the classroom and the real world, giving students a chance to roll up their sleeves and tackle complex societal problems alongside faculty from across [Duke University](#). Working in interdisciplinary teams, graduate and undergraduate students collaborate with faculty on cutting-edge research that spans subjects, demographic groups and borders. CCSA, NC InCK and Legal Aid NC worked with the **Bass Connections** Project this year as they researched early childhood homelessness as it impacts the NC Early Childhood Action Plan. You can learn more [here](#). They also presented their work in a poster session at the Duke Margolis Center [here](#).

### Early Childhood Housing Instability and Homelessness in North Carolina: Informing Cross-Sector Alignment

Sophie Hurewitz, Karina Vasudeva, Amsley Buck, Stephanie Green, Sophie Johanson, Laura Stilwell, Michelle Franklin, Beth Gifford, Gillian Sanders Schumidler, and Roshana Cholera

#### Background

**2021 Poverty and Rent Burden in North Carolina**

- Children under age 6 in extreme poverty and rent-burdened: 6.6%
- Children under age 6 in poverty: 21.9%
- Children under age 6 not in poverty: 71.6%

- Housing insecurity associated with poor health, lower weight, and developmental risk among young children.
- Most resources are directed towards adults and school-aged children.

#### NC InCK Partnership

- NC Integrated Care for Kids (InCK): one of 7 federally funded child-centered service delivery and payment models to transform care for Medicaid/CHIP insured children in 5 NC counties.
- InCK aims to integrate services across sectors such as healthcare, schools, child welfare, and early childcare to better address social determinants of health.
- Nearly 100,000 children automatically enrolled in NC InCK starting in January 2022.

#### Current Gaps

- Child-Specific Resources
- Coordination Between Services
- Role of School System

#### Objectives

- Analyze the current landscape and develop a comprehensive resource for use by NC InCK and others directly connecting families to resources.
- Understand how families with young children (0-5) who are experiencing housing instability/homelessness are connected to social safety nets and early childhood programs.
- Inform effective integration between housing and early childhood services at the state level and formulate recommendations for policy- and practice-level change.

#### Housing Guide

- A comprehensive list of housing resources in the 5 InCK counties that will be continuously updated to help support NC InCK Housing Navigators.
- Provides specific information to help navigate different eligibility criteria, e.g., what qualifies as “housing unstable” for a given resource.
- Assist InCK’s Care Navigators in the process of connecting children and families to various resources.
- Disseminated by NC InCK to partners addressing child housing across the state to best facilitate broad usage of the information in the guide across both the NC housing and social sectors.

#### Housing Guide Roadmap + Usage

Next steps completed by housing or other related services

#### Qualitative Research Study Methodology

**Cross-Sector Focus Groups**

- Purposive sampling of stakeholders with expertise in housing instability and/or homelessness.
- 3 focus groups with anticipated enrollment of 20 experts.
- The topics of the focus groups include screening, journey through organizations, coordination between programs, efficacy of programs, and further needs.

**Family Interviews**

- Connecting with Families Moving Forward clients to gain insight into the lived experience of families and children.
- Anticipated enrollment of 4 families.

**Preliminary Themes**

- Lack of focus on child-specific needs
- System is designed for individuals
- Resources are available only in times of crisis

**Next Steps**

- Currently conducting focus groups and family interviews.
- Using rapid qualitative analysis to identify key themes.
- Will use data to generate and disseminate recommendations to NC InCK and state policymakers around improving alignment of services for families experiencing housing instability.

Acknowledgements: Special thank you to our focus group and family interview participants, our collaborators, and to Bass Connections for funding this project.

Scan for References



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## The Boston College Institute of Early Childhood Policy Brief Series

The Boston College Institute of Early Childhood Policy (BC IECP) launched its policy brief series aimed at addressing the state of the science and policy efforts related to young children and their families. Released is the inaugural brief “Diaper Need: Recommended Strategies for Addressing this Pervasive Public Health Concern” authored by Lindsay Lanteri and Dr. Rebekah Levine Coley.

This brief tackles the important issue of diaper need—experienced by over one third of U.S. families with young children—and discusses the multi-pronged legislative strategy for alleviating this problem, including two pieces of legislation recently introduced on state (Massachusetts H.206) and federal (H.R.259) levels. For more information about the BC IECP, please visit this [webpage](#).

### The Importance of Modernizing Technology in Developing Early Childhood Integrated Data Systems

By Elliot Regenstein

For more than a decade, states around the country have been working to create early childhood integrated data systems (ECIDS).

These systems bring together information from multiple agencies, helping policy-makers to gain a comprehensive understanding of a fragmented early childhood ecosystem.



## Infant and Early Childhood Mental Health

The ED-funded Early Childhood Technical Assistance Center (ECTA) has a new topic page on Infant and Early Childhood Mental Health (IECMH) and a briefing paper, Infant and Early Childhood Mental Health and Early Intervention (Part C), that details policies and practices for supporting the social and emotional development and mental health of infants and toddlers in the context of parent-child relationships. The briefing paper, which was developed in collaboration with a number of national partner organizations, is available to [read online and download](#).



Briefing Paper: Infant and Early Childhood Mental Health and Early Intervention (Part C):

Policies and practices for supporting the social and emotional development and mental health of infants and toddlers in the context of parent-child relationships

May 2022

ecta Early Childhood Technical Assistance Center

## 50-State Analysis Shows Impact of Insufficient Child Care Funding



Without funding for child care in the reconciliation package, FFYF shared a new analysis of all 50 states that shows that the existing patchwork of federal and state early learning & care programs only reaches a fraction of income-eligible families.

[See the state fact sheets.](#)

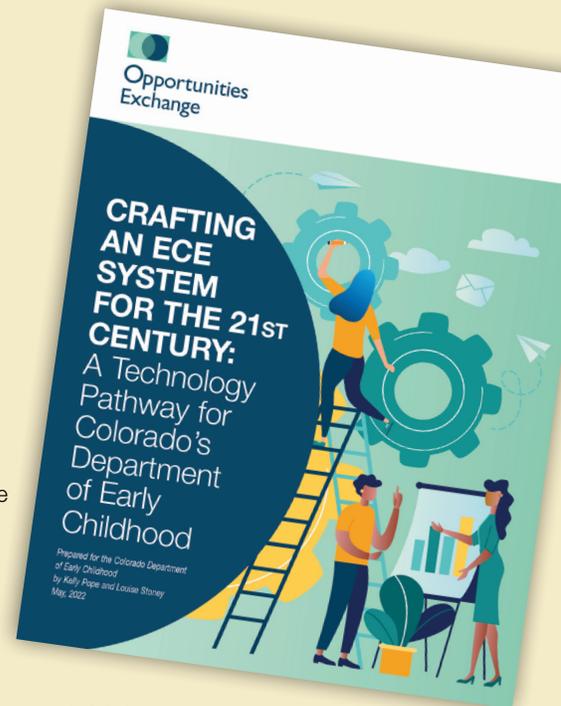
## A Technology Pathway for Colorado’s Department of Early Childhood

Kelly Pope and Louise Stoney release a new paper from [Opportunities Exchange](#).

### KEY PRINCIPLES FOR CHANGE

1. Simplify and modernize the user experience for families.
2. Simplify systems for government and intermediary organizations.
3. Incentivize all ECE providers to use a cloud-based CCMS that meets state requirements for interoperability.
4. Build the capacity of Local Coordinating Councils (LCOs) to better understand supply and demand, project needs and allocate resources.
5. Build capacity for coordinated enrollment in early care and education programs.

Read the report [here](#).



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



The **Committee for Economic Development** (CED) shared their final 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 4: Child Care Data in the**

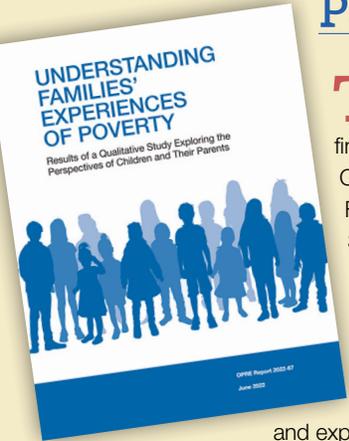
**Current Population Survey, A Primer.**

The report, **The Economic Role of Paid Child Care in the U.S., Part 4: Child Care Data in the Current Population Survey, A Primer** 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.



## Understanding How Children and their Parents Experience

### Poverty



This new report shares findings from the Childhood and Family Experiences Study, which used qualitative research methods to find out how children, adolescents, and parents perceive and experience poverty.

[Read the Report.](#)



## Latino Infants: A Continuing Imperative



UNIDOSUS National Collaborative for Infants & Toddlers Latino Infants: A Continuing Imperative

**UnidosUS** and the **National Collaborative for Infants & Toddlers** recently published **Bebés Latinos: Un Imperativo Continuo**, the highly anticipated

Spanish-language version of the April 2022 report **Latino Infants: A Continuing Imperative**. Citing the urgent priority of developing informed policies and sufficient resources to ensure that Latino babies develop into healthy children, UnidosUS reviewed research evidence on dual-language learning, culturally responsive practices and several other health topics important to Latino infant development. This critical report documents the experiences of program administrators, and features results from a survey of early childhood teachers, as well as policy recommendations for the state and federal levels.



## Getting It Right Conversation Guide for ECE Practitioners

This guide aims to help faculty in institutions of higher education use the Getting it Right publication in the preparation of future ECE practitioners — early educators working directly with children; early education leaders administering programs; and those who



support them (e.g., coaches) working in school, center-based, and home-based settings. As a resource, this guide supports higher education faculty to initiate and sustain

conversations with students about effective ECE practices and policies, what still needs to be learned, and how to deepen our understanding of young children's development and learning.

[Read the Getting it Right Conversation Guide for ECE Practitioners.](#)



## Paid Family Medical Leave in States: Progress and Considerations

The first 3 years of life are a critical time of development for babies and families. Early relationships nurture early brain connections that form the foundation for all learning and relationships that follow. Paid family and medical leave (PFML) policies allow individuals to take paid time off from work to care for a new child, themselves, or a seriously ill family member. Parents and caregivers need access to PFML so they are able to spend unhurried time bonding with and caring for a new child during these critical stages of development without compromising their economic stability. Unfortunately, the vast majority of workers do not have PFML.

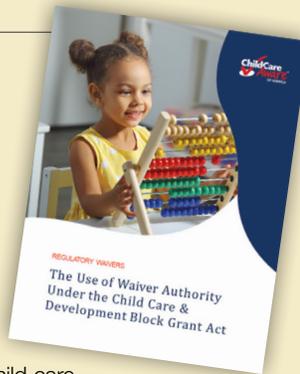
See this paper from Zero to Three that [gives a point-in-time look at progress states have made in advancing PFML.](#)



## Use of Waiver Authority

The law that governs the administration of federal child care assistance—The Child Care and Development Block Grant Act (CCDBG)—applies to much of the federal relief that has been provided to the states over the past two years. The law, which was updated in 2014, includes requirements in key areas, including: health and safety standards; pre-licensure and annual unannounced on-site monitoring visits for certain providers; criminal background checks and professional development for child care providers; and activities to improve the quality and availability of child care.

See this [CCAOA paper here.](#)



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## NORTH CAROLINA NEWS

# Raise North Carolina: Invest in Early Care and Learning

North Carolina's high-quality early care and learning network helps families raise capable children and a stronger North Carolina. Early childhood teachers, people, organizations and agencies work together to help families work while raising the early abilities in their children that are essential for success in school and life. Learn more at: [RaiseNC.nc.gov](http://RaiseNC.nc.gov).



Learn more at [raisenc.nc.gov](http://raisenc.nc.gov)

Powered by NCDHHS

## Book Babies

The *Journal of Early Childhood Literacy* just published "In their own words: Parents' voices about a book-provision program," co-authored by Meytal Barak, Book Harvest's Director of Early Literacy, and Dr. Cristina Gillanders, Associate Professor in Early Childhood Education in the School of Education and Human Development at the University of Colorado Denver. Learn more [here](http://here).

### Analysis of Parent Focus Groups: Purpose

The purpose of this qualitative study was to better understand parents' perceptions of the impact of the Book Babies program in their ability to support their children's early literacy and language development at home.



# The Women Behind NCSL's Children and Families Program

Ever wonder how programs get started? I did. And, I found this article by Kelley Griffin in State Legislative News! See [The Women Behind NCSL's Children and Families Program](#).

In 1982, Carolyn Kastner and Michele Rivest were both working for NCSL on projects affecting children. Kastner was helping states develop laws to enforce court-ordered child support and paternity establishment, something that few states did at the time. Rivest was working on a project to keep troubled youth out of the juvenile justice system.

The Women Behind NCSL's Children and Families Program was written by [Kelley Griffin](#).



# The 2021 North Carolina Farm to ECE Survey

## Highlights from the North Carolina Farm to Preschool Network 2021 Survey Farm to Early Care and Education in North Carolina: Opportunities and Challenges

Farm to Early Care and Education (F2ECE), also known as Farm to Preschool (F2P), incorporates local foods through meals, snacks, taste tests, lessons, farmer visits, cooking, growing food, and/or community and parent involvement.

### SURVEY RESPONSES RECEIVED FROM:

656 ECE PROVIDERS IN 83 COUNTIES

### 77% HAVE PARTICIPATED IN F2ECE ACTIVITIES

69% taught lessons on how food grows & where it comes from

64% served local foods in meals, snacks, or taste tests

57% gardened or grew edible fruits, herbs, and/or vegetables at their site

### RESOURCES NEEDED FOR F2ECE ACTIVITIES

73% gardening information

71% educational activities & lesson plans

60% meal preparation & recipe ideas

40% reported lack of gardening space

48% reported lack of funding

32% reported limited farmers' markets

55% guides to purchase local foods

50% food safety with F2ECE

47% parent engagement assistance

### What would help you the most to expand your F2ECE program?

"Funding to help with purchasing items that are needed for the lessons that are planned."

"Training on how to plant a fresh garden and keep it safe and healthy."

"Awareness of and personal relationships with local farmers and community garden mentors. Mentor TA visits!"

### BENEFITS OF PARTICIPATING IN F2ECE ACTIVITIES

95% Teaches children about growing food

92% Improves children's health and nutrition

85% Accommodates different styles of learning

The North Carolina Farm to Preschool Network connects, educates, develops and shares resources between community and state partners, farmers, early childhood educators and families to spark the local foods movement in early childhood education environments. The Network appreciates the funding and support provided by the ASPHN 2020-22 Farm to ECE Implementation Grant, which helped support this survey and NC Farm to ECE Survey Results: <https://public.tableau.com/viz/4499593113e148041nR8aQj>.





Susan Hibbard  
The BUILD Initiative



Sherri Killins Stewart  
The BUILD Initiative



Joan Lombardi  
Early Childhood Leader

Looking Back on 20 Years of Early Childhood  
Systems Building and 20 Years of the BUILD Initiative

June 21, 2022 at 2:00 PM ET

# CCSA congratulates **BUILD Initiative** on 20 years of leadership in building early childhood systems to offer support to young children and their families in the context of strong communities.

If you missed this webinar, you can find it on the [BUILD website](#).



HAPPY  
Fall

## 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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[www.childcareservices.org](http://www.childcareservices.org)



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