



CCSA Communicates

VOLUME 4 | ISSUE 2 | JUNE 2021

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

Happy summer! I’m excited to say as of May 2021, everyone in North Carolina age 12 and older is eligible to get a safe vaccine that will protect you and others from contracting COVID-19. Following new CDC guidance, N.C. Governor Roy Cooper lifted many COVID-19 restrictions last month, and we at CCSA are doing everything we can to begin safely opening up the office again later this summer. The state will continue to strive to get two-thirds of adults at least partially vaccinated. Learn more about the lifted COVID-19 restrictions in N.C. [here](#).

I went to my first “official” N.C. work event last month. I can only describe it as surreal. It was wonderful to meet U.S. Secretary of Education, [Miguel Cardona](#), who is a big birth-to-5 fan! It was truly incredible to actually be with early childhood colleagues at an in-person event. Many thanks to U.S. Department of Education Deputy Secretary Miriam Calderon and N.C. Chief Deputy Secretary Susan G. Perry for helping to make this happen. I look forward to seeing everyone again safely in person and to the possibilities ahead.

The N.C. legislature is meeting to finalize the state budget with state funds and federal American Rescue Plan Act (ARPA) dollars. Compensation for the early childhood workforce and expanding access to high quality child care were areas highlighted by the Administration for Children and Families ([ACF guidance](#)) for the ARPA funds as well as in Governor Cooper’s ARPA budget. I hope our legislators will make good decisions and use the ARPA funds to support our field in innovative

ways and pay our early childhood educators a livable wage. Learn more about the [Worthy Wages](#) efforts.

The economy is coming back. It was great news last month to learn about Apple’s decision to invest in a \$1 billion engineering hub in North Carolina’s Research Triangle Park. And, to learn in March, Google will also be opening a new engineering hub in Durham, N.C.



More jobs for our community members? Awesome! Very welcome news for economic recovery in our state!

With these new jobs, it’s likely more parents will need child care. We already know the availability and/or affordability of child care is a barrier for parents to participate in the workforce. News accounts say Apple will invest \$100 million to support N.C. schools, which is sorely needed. Also needed are investments in child care—

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LEFT TO RIGHT Amy Cubbage, NCPC, Smart Start; Marsha Basloe, CCSA; Susan Gale Perry, DHHS; Representative Julie Von Hafen (Wake County, N.C.); Gayle E. Headen, Wake Smart Start

From the President

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parents of young children depend on it.

The lack of child care options costs the U.S. economy billions of dollars each year in lost earnings, productivity and revenue. The [U.S. Chamber of Commerce Foundation](#) recently found child care issues resulted in anywhere from \$479 million to \$3.47 billion in estimated annual losses for state economies. "To find innovative solutions, we must build innovative partnerships. State and local chambers and Child Care Resource and Referral Agencies (CCR&Rs) can combine their respective expertise to implement childcare solutions that are specific to the needs of their communities."¹

This nation has long looked to the business community for innovation. Who better than our new technology employers to model the way to support [innovative solutions](#) for our state's child care challenges? Let's start the conversation to have a strong public-private partnership. CCSA is ready and eager to engage in this work with our chambers and businesses. Job retention and job creation—the pathway to economic recovery depends on it.

The Think Babies Alliance, Pritzker Children's Initiative and Zero to Three have us all thinking about babies and toddlers. Through the state's Preschool Development Grant, CCSA is leading [Babies First NC](#) that is focused on enhancing the quality of infant and toddler care. One of the project's long-term goals is to create a model of high-quality infant and toddler care for further expansion in the state. Down the road, it would be wonderful to see an infant and toddler quality program similar to NC Pre-K, the state's public preschool for at-risk 4-year-olds, but we'd have to fund it appropriately! Babies don't come cheap, and if we want our babies taken care of so parents can go to work, we need to make sure it's high quality so we can build the next generation.

CCSA launched two new demonstration programs based on T.E.A.C.H. Early Childhood[®] Scholarship and Child Care WAGES[®], *Step Up to T.E.A.C.H.* and *Step Up to WAGES*, implemented by our T.E.A.C.H. Early Childhood[®] National Center. These demonstration programs are a new opportunity for states that have an interest in supporting the workforce through ARPA to implement a short-to long-term early childhood workforce stabilization strategy. You can learn more about this on page 3.

What an exceptional few days we had at the T.E.A.C.H. Early Childhood[®] National Center Virtual Symposium in April and our Moving the Needle Summit in May. More than 260 people from 36 states and D.C. attended one or more workshops and three general sessions at the Symposium. You can read more about the Symposium and the Summit on page 4.

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

¹ [U.S. Chamber of Commerce Foundation](#)



Creating an Early Educator Pipeline: Recommendations from UNC Capstone Project

As the impact of the pandemic continues to be revealed across the country's early education systems, workforce advocates have become acutely aware of the teacher shortage crisis that has emerged as a result. Child Care Services Association (CCSA) has taken this crisis as a call to action to help build North Carolina's teacher pipeline and increase capacity within early education programs by attracting new, aspirational high school graduates into the field.

While CCSA has gained much of its national reputation from its expertise as the administrative home for early education workforce initiatives such as the T.E.A.C.H. Early Childhood[®], Child Care WAGES[®] and Infant-Toddler Educator AWARD[®] Programs, the organization has had very little if any practical experience

working directly with high school students.

To address this need for information, preliminary steps were taken by CCSA to better understand and unmask perceptions about early care and education as a career choice. It was also equally important to gain knowledge about the barriers that presented roadblocks to college enrollment and their entry into the field.

In an effort to spearhead work needed to recruit high school graduates into associate degree early childhood programs and early education programs, CCSA



submitted a project proposal that went on to be accepted by a team of Senior Public Policy Students enrolled in a Capstone Course offered through the University of North Carolina at Chapel Hill.

The semester-long project, titled **Growing Early Educators**, got underway in January 2021 and engaged the student-led team in various research activities and literature reviews. These primary sources of information helped establish the team's overarching goal of creating a plan for implementation within the T.E.A.C.H. Early Childhood[®] Scholarship Program to recruit and support future educators as they look to enter the workforce or pursue post-secondary education opportunities.

Three significant findings from the *Growing Early Educators* Project revealed high school students are generally unaware of early education care as a career choice, communication about early education careers is not well-targeted and poor compensation across the early education industry diminished respect for the profession. To address these challenges, the student group offered several recommendations that could be used as recruitment strategies toward helping build the teacher pipeline in North Carolina. CCSA is strongly encouraged to leverage the existence of the T.E.A.C.H. Early Childhood[®] Scholarship Program to cultivate collaborative relationships with high school guidance counselors and college liaisons, work with administrators of licensed facilities to establish summer internships and maintain a visible presence at community college student recruitment fairs.

The *Growing Early Educators* Project culminated in a formal presentation by the UNC student group to CCSA's leadership team and staff in May 2021. The findings and recommendations from the project will be instrumental in designing targeted statewide outreach and recruitment activities for the upcoming year and will become factors in the development of an early childhood-focused apprenticeship strategy. 🌞

Appreciation through Compensation

May 2021 featured key opportunities to recognize and support the early care and education workforce: [Teacher Appreciation Week](#) and [Worthy Wage Day](#). “Child Care Provider Appreciation Day” was even recognized in an [executive order](#) by North Carolina’s Governor Roy Cooper. It should be noted the best way to appreciate teachers is to pay them what they deserve, which is particularly true for early educators who serve our children and families, often with poverty pay. With lessons learned from COVID-19, this workforce is getting some long-overdue recognition. Early childhood is finally acknowledged as a critical workforce that enables other professionals to work—the workforce behind the workforce and the bedrock of the economy.

With significant funding on the way for early childhood, there is hope the nation can find long-term solutions to the compensation crisis. Child Care Services Association has two salary supplement programs to help address the compensation deficit, programs that can and do get money directly to the workforce now.

The [Child Care WAGES®](#) and [Infant-Toddler Educator AWARDS®](#) are education-based salary supplement programs that reward early educators for their coursework and degrees and for providing young children with the stability they need for successful growth and development. They get funds into the hands of eligible teachers, directors and family child care providers and also help increase the retention and education of the workforce. The programs provide compensation that helps build quality.

With funding from the N.C. Division of Child Development and Early Education (DCDEE), Infant-Toddler Educator AWARDS® is offered statewide to degreed teachers and family child care providers working

with children birth through 2 years of age. DCDEE also provides funding to support administration of WAGES and supplements are funded by local Smart Start partnerships who choose to participate. Early educators must have a level of education on the WAGES scale and work with children birth to 5.

These programs are designed to increase compensation for early educators to a level more worthy of the work they do, and recognize and show appreciation to this professional workforce. Recipients frequently express their gratitude for the financial support and share how it improves their well-being and helps to alleviate their stress. They also make clear the appreciation they feel as a result is crucial. It increases their job satisfaction and they are more willing to stay because of this recognition.

One AWARD\$ participant said, “As an infant-toddler educator, I feel that we get very little recognition and do one of the most important jobs that there is. We shape the lives of little people for very little pay or benefits. This supplement really helps me to feel like we are important and gives me an incentive to keep on keeping on.”

A WAGES participant said, “The WAGES Program makes you feel like you are accomplishing something by working in the child care field. It makes you feel counted and appreciated. And now with the essential workforce needing child care in order to do their jobs, I hope this can change some attitudes to bring more to our workers and field as society sees how vital we are as a workforce. We are also essential!”

Teacher Appreciation Week should really be year-long. Through salary supplements, WAGES and AWARD\$ help send that message to our critical early educators. 



Introducing Step Up to T.E.A.C.H. & Step Up to WAGES: A New Demonstration Program

Step Up to T.E.A.C.H. and Step Up to WAGES are new opportunities for states that have an interest in supporting the workforce through the American Rescue Plan Act to implement a short- to long-term early childhood workforce stabilization strategy.

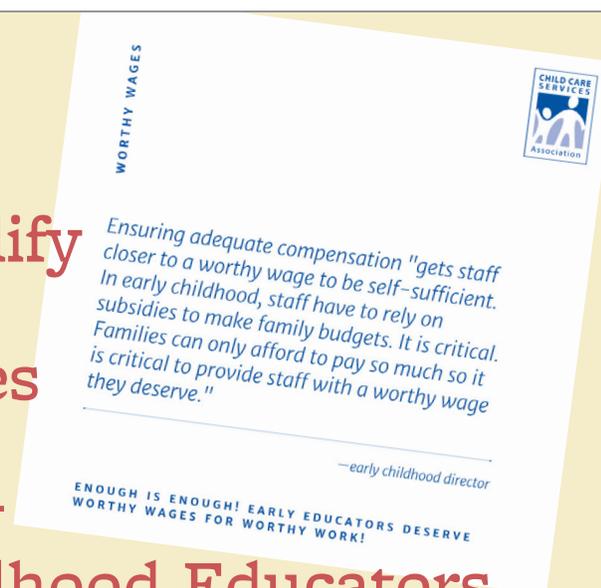
Acting on behalf of CCSA, the T.E.A.C.H. Early Childhood® National Center will engage in a modified process to launch Step Up to T.E.A.C.H. or Step Up to WAGES in interested states. The goal is to offer a modified “off the shelf” product that can be implemented quickly and get money into the hands of deserving early educators.

Learn more [here](#). 



Amplify the Voices of Early Childhood Educators for Worthy Wages

We must remind our legislators it's well past the time our early childhood educators earned professional compensation and benefits. Help CCSA amplify the voices of our educators for worthy wages by using the Worthy Wages toolkit [here](#).



A Special Thank-You to Kay Ducharme for Her Dedication to the Early Childhood Field



Please join CCSA in wishing a fond farewell to Kay Ducharme, who retired as regional programs manager from CCSA on April 9, 2021, after nearly 14 years in that position. Kay worked tirelessly over her 47-year career in early childhood to help improve the lives of countless children and families.

Kay began her career as a second grade teacher, a preschool teacher and then the director in a community college child care program and two other centers. Her work also provided a chance to teach adults as an adjunct professor and as a private ECE consultant. That led to her becoming the executive director for the Moore County Child Care Resource & Referral (CCR&R), where she helped start the Smart Start office, opened satellite CCR&Rs, created new family child care home (FCCH) start-up groups, worked with families and child care programs, businesses and community organizations, managed the county child care subsidy program, developed candidate forums around children and family advocacy, built the CACFP for FCCHs, designed the statewide accreditation process for CCR&Rs, served on the statewide network board and completed the Early Childhood Leadership Development Program and the Moore County Leadership Program.

As Smart Start developed across the state, Kay traveled to many new CCR&Rs to help develop their policies and procedures and meet accreditation standards. Kay was an early leader in organizing the CCR&R network and CCR&R Council in North Carolina.

As the family services director at Child Care Resources Inc. (CCRI), Kay managed the Mecklenburg County subsidy department. While at CCRI, she also worked with the Council to build the statewide regional system. As the new regional CCR&R system unfolded, she became the regional program manager for CCRI. She worked with the Council to help start workgroups, provided technical assistance to other regions to help with their start-up, built data report templates and wrote special initiative proposals to help develop the CCR&R statewide regional system before moving to CCSA as the regional programs manager for the statewide system. In that position, Kay provided training and technical assistance to regions all over the state, helped them organize and manage budgets to meet service deliverables, created reporting templates and wrote proposals for funding projects.

Kay is sorely missed at CCSA and in the larger CCR&R field. Thank you for your service, Kay, and congratulations on a job well done! 🎉

T.E.A.C.H. Early Childhood® and Child Care WAGES® 2021 National Symposium and Summit



What an exceptional three days we had at the Virtual Symposium in April. More than 260 people from 36 states and D.C. attended one or more workshops and three general sessions. CCSA President **Marsha Basloe**'s comment that the general sessions touched on three E's—education, equity and economics—were just right for these times where all of us in the early childhood have to meet the moment, as **Ariel Ford**, Director of NCDCDEE, reminded us in the closing session. Below is a recap and some takeaways from the general sessions.

EDUCATION

Our keynote presenter, **Dr. Calvin Moore Jr.**, CEO of the Center for Professional Recognition, opened the symposium with his presentation, *Exploring and Ensuring Equitable Pathways Leading to a Diverse, Well-Compensated and Professional Early Childhood Workforce*. He pointed to the enormous opportunity of a lifetime, perhaps in a generation, where for the first time, early educators are seen as essential workers. He said, "people at the federal level, including the president, are thinking of child care as infrastructure and that the president is talking of things we've known for years and have been fighting for for years."

EQUITY

In the plenary session, we were joined by three powerful women, **Marica Cox Mitchell** of the Bainum Family Foundation, **Lucy Recio** from the National Association for the Education of Young Children and **Lanette M. Dumas**, who leads the National Association of Family Child Care. These leaders shared their visions for *Reimagining Child Care Means Centering Equity*, beginning with five persistent and intersectional issues in early childhood: (1) inadequate, inequitable and insufficient public funding, which affects (2) workforce compensation, (3) workforce preparation, (4) access to quality and (5) unduly burdensome regulations. Racism, classism and sexism were underscored as "isms" that hold these issues in place.

ECONOMICS

The symposium's closing session offered a panel discussion, *From the Funders' Perspective: Making the Case for Early Childhood Workforce Investment*, featuring local, state and national funders. **Rachel Spector** at the Children's Trust, **Ariel Ford** with the NC Division of Child Development and Early Learning and **Sara Slaughter** from the W. Clement and Jessie V. Stone Foundation illustrated through their experiences as funders that we are in a moment like no other in the history of early childhood. More than once the idea of being bold in this moment is required. There was the acknowledgment that at each level—local, state and federal—there are big opportunities for the workforce and a sense of hope from each of them. 🎉

"We are getting the money in quantities that we can't not spend it in ways that will have long term impacts. Every state needs to make good investments and track them with research and show that sometimes money does solve the problem. Child care is a big problem and it needs a big solution. ARPA is a down payment on the solution. Let's use the down payment to solve the persistent problems. You have the data, you have the stories that will give you the narrative you can take to your legislators."

—Ariel Ford, NCDCDEE

Summer Interns Bring Fresh Ideas and New Ways to Strengthen CCSA's Support

At CCSA we lead efforts to strengthen accessible and affordable quality early care and education by providing supports for families, communities and the workforce who have been struggling as we recover from this pandemic. So, we opened our doors looking for fresh ideas and new ways to strengthen CCSA's support.

We often recruit volunteers and hire interns from surrounding colleges, universities and high schools to help drive our goals, better understand our communities and support future leaders. Due to COVID-19, the opportunity to work remotely allowed three interns from across North Carolina to join us this summer.



PEYTON KELLY Communications Intern

A Cornelius, N.C., native, Peyton Kelly joins CCSA's communications department this summer as our communications intern. Peyton said, "This particular

position interested me because of CCSA's mission and goals, as I am very passionate about children and the crucial role that proper care, nutrition and education plays in their development."

As a rising senior at UNC-Chapel Hill, double majoring in psychology and communications with a minor in health and society, Peyton brings with her many great skills. Peyton will graduate in spring 2022

with her bachelor's degree. She shares her post-graduate aspirations, "I hope to go to graduate school at some point to earn either a masters or Ph. D. degree in either industrial-organizational psychology or interpersonal-organizational communications. I will likely take a gap year or two before graduate school to gain some more work experience and to allow myself ample time to figure out what programs I want to apply for."

ALAA HAMMOUDEH Durham PreK Intern

Double majoring in human development and family studies and public policy at UNC-Chapel

Hill, Alaa Hammoudeh joins us this summer as a Durham PreK intern. She is a first-generation American from the occupied areas in Palestine, the West Bank.

"I applied [for this internship] because it perfectly aligns with my double major and education policy, which is what I want to do professionally!" Alaa said. "I hope to further understand what it means to be an organization that influences education policy and most importantly be one that services its community."

Alaa graduates with her bachelor's degree in August 2021. "[After graduation,] I hope to work in an organization similar to CCSA (or CCSA itself!) where I can build experience



and knowledge on education policy as a whole and organizational needs within nonprofits," she said. "I do plan on going to law or graduate school in a year or two, so I will be preparing for that simultaneously."

ANNA SUCSY Early Childhood Policy Intern

From the Madison La Follette School of Public Affairs master's program at the University of Wisconsin, Anna Sucsy joins us this summer as our early childhood policy intern. A Southern Pines, N.C., native, Anna was looking for opportunities to work on early childhood policy in the Raleigh area when a former colleague connected her with CCSA President Marsha Basloe.

"I am really excited about the opportunity to learn more about the intersection of early childhood policy and housing," she said. Anna graduates in spring 2022 with her master's degree. She said, "My ultimate career goal is to have a leadership position advancing early childhood policy. I'm open to working in government or the non-profit sector."

Read more about this summer's interns and the many projects they're working on [here](#). CCSA is fortunate to have such dedicated and passionate interns working with us as they contribute a great deal to CCSA's work. If you are interested in interning or volunteering with CCSA, please [contact us](#) today.    



“I hope to further understand what it means to be an organization that **influences education policy** and most importantly be one that **services its community**.

—Alaa Hammoudeh, Durham PreK Intern

Stay in the know and follow CCSA



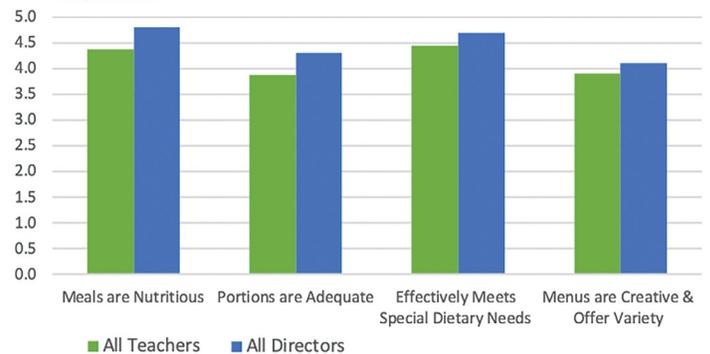


AMY PRO PHOTOGRAPHER

spoonFULL— Serving Fresh, Unique, Liked and Local Meals in the Child Care Community



spoonFULL Teacher and Director Average Responses - March 2021



“We are so grateful that this program exists. Many of our children would not eat any fruits or vegetables if it were not for the fact that you all offer them each day in the meals that you serve.”

—Director of a participating spoonFULL center in Durham, N.C.

Recently, CCSA surveyed the local early childhood centers in the Triangle that participate in spoonFULL (Fresh, Unique, Liked and Local), CCSA’s meal services program. We had a good number of responses from directors and teachers.

Overwhelmingly, the results show CCSA provides a service that meets centers’ needs, one they can rely on every day. This has been critical during the past year where everything changed regularly. Despite many centers closing temporarily and permanently over the past year, all three of CCSA’s kitchens stayed open every workday, never missing a meal service. This ability to stay open was due in large measure to the dedication of the spoonFULL kitchen staff who won high praises from survey respondents.

“Great program, we appreciate the hard work and great meals!”

“Lisa and her staff have been very helpful. We have been open for almost two years and I’m trying to figure it all out. They have been patient and have worked with me many times.”

Centers are pleased with spoonFULL and they value the opportunity to have fresh fruits and vegetables on the menus and a local meal vendor who supports their children’s needs.

“I like the fresh local produce, and it does offer healthy meals and food options to children that may not be introduced to those foods (beets, cauliflower, turnip greens, etc.).”

“We like having more local food and having it highlighted on the menu.”

spoonFULL scores high marks on the mechanics of the meal service, including delivery (on-time, appropriately hot/cold, and received damage free) and our response to the centers’ needs early in the COVID-19 pandemic. At that time, spoonFULL pivoted to serving meals in individual containers. This allowed teachers to give children their food without using shared utensils and limited the number of times the food was touched. This was critical when there was little understanding of COVID-19 transmission.

Meeting Dietary Needs... Read more [here](#). 📄



PEGGY BALL has more than 30 years of experience in public policy and administration, with a focus on designing early childhood education and governance systems and moving quality improvement initiatives to the level of statewide application. She has managed state agencies and programs in human services and post-secondary education. She holds a Master's Degree in Teaching English as a Second Language from the American

University in Cairo, Egypt, and is a Certified Public Manager. Peggy joined CCSA's Board of Directors in 2007 and has been Board Chair since 2015. This is her last term as chair.

Q: What have been some of the most memorable moments as chair/a board member?

A: There have been so many. The expansion of the T.E.A.C.H. scholarships to so many states is one. And the expansion of WAGES. The kitchen food program [spoonFULL] to support centers is a memorable one. [It is] such a great idea, providing healthy food for children in these programs, accommodating children's dietary needs while developing their preferences for healthy food, and relieving child care programs of the need to operate a kitchen while bringing their food costs down. The Durham PreK program is also memorable. This has been a fantastic opportunity for CCSA to help develop a county-supported pre-K program. What a great example for other counties! The actions of CCSA leadership and staff to take on operating under COVID is also memorable. I could not have imagined how quickly and successfully the leadership and staff would move forward during such a strange and frightening time.

Q: What's the biggest takeaway you learned as a board member during COVID?

A: Challenges can be opportunities and never underestimate people's ability to rise to a challenge. Strong, determined, smart people like CCSA's leadership and staff will take on a challenge and turn it into an opportunity. Marsha Basloe has been a really strong leader since she came to CCSA in 2018. When COVID hit, she and all of CCSA's leadership team pulled together to equip staff to move to remote work and supported them with equipment and technology. The changes made really needed to happen but probably would not have happened so fast without the urgency presented by COVID.

Q: What do you plan to do moving forward?

A: I think the Board, with guidance of the new chair, Sharon Hirsch, will continue to support CCSA's leadership in the development of new opportunities and the support of the great programs that CCSA operates. Personally, as a retiring board member, I will support the Executive Committee for a year as past chair. Then, I intend to continue to support CCSA in any way I can. If we believe in the future, we all need to find ways to support young families and their children.

I cannot emphasize enough how much I respect the leader-

ship and staff of CCSA and the work they do. The President's report that is part of the agenda for each board meeting is my favorite part of the board materials. I am always in awe of what the staff have accomplished. I know that is just a broad picture of the work—I am aware there are lots of staff who are not so visible but who do tasks every day that support that work. They have my utmost respect for doing that work to such high standards that this organization is a recognized leader in the early care and education field, both at the state and national level.

MICHAEL PALMER has extensive experience in business, local government, education and nonprofit sectors, including serving as Deputy County Manager of Durham County in N.C. from 1987-99 and then again in 2011 and as Director of the Office of Community Affairs at Duke University for 11 years. He is a graduate



of the University of Rhode Island and obtained a N.C. CPA's license in 1985. Michael has served on numerous boards and civic committees, including Durham's Partnership for Children, and has been on CCSA's board for two years. He lives in Durham, N.C. with his wife, and has three adult sons and two granddaughters. He retired from Center for Community Self-Help as their Senior Outreach Coordinator in January and is now enjoying more time for golf and babysitting his grandchildren.

Highlight:
Meet CCSA's Board

Q: What do you appreciate most about being a CCSA board member?

A: It's a continuation for working in the early childhood space and seeing the needs, and understanding the importance, of child development. The Partnership for Children concept began to get children ready for school, but getting deeper in that space, child development is much more involved in nurturing and getting people ready, so I think those are important. That knowledge needs to be spread and get more children involved in good child care programs and believe in the work. Now I'm a grandfather, I'm seeing it in the flesh in my grandchildren. Nurturing is the crucial foundation for any human development, feeling nurtured and loved and cared for, that's the foundation for any kind of gains and knowledge.

Q: What's the biggest takeaway you learned as a board member during COVID?

A: Looking at the evolutionary change, the whole approach of processes for getting the work done, the mode of communication, is something that all organizations have to adapt to—that's the world we live in. Adapting is the phase CCSA and all other organizations are in right now—what parts do we keep, what parts do we learn from and incorporate? For example, there is still a place for face-to-face interaction. Face-to-face communication was always strongest but now I think it will be stronger. There will be times we need to recognize face-to-face vs. Zoom. 🙋



EARLY CHILDHOOD HOMELESSNESS NEWS

Bringing Shelters and Early Childhood Communities Together: A Pilot Project to Increase ECE Access for Families Experiencing Homelessness

The state of North Carolina has committed to working on the challenging issue of homelessness among young children by adopting the [2019 Early Childhood Action Plan](#) (ECAP). The ECAP addresses many aspects of young children's lives, including safe and secure housing. By 2025, the state aims to reduce the percentage of children experiencing homelessness by 10%.¹ Even with this laudable goal met, more than 20,000 children under age 6 still will not have permanent homes. The ultimate goal, of course, is to have enough affordable housing for all children and their families. Until that happens, the need remains to support shelters and transitional housing programs that include families with young children as they struggle through the trauma of homelessness.

Introducing *Increasing ECE Access for Families Experiencing Homelessness*

In collaboration with North Carolina State University (NCSSU), CCSA is piloting the *Increasing ECE Access for Families Experiencing Homelessness* program. Funded as part of North Carolina's Preschool Development Grant,² the project is designed to:

- Provide technical assistance and training to a selected small

group of family shelters that serve families with children under age 6;

- Introduce and provide assistance to the selected shelters as they use the newly validated and revised [Early Childhood Self-Assessment Tool for Shelters](#);
- Help the shelters create environments that foster young children's development and support their families; and
- Help shelters deepen relationships with local early childhood (EC) programs and leaders to encourage child enrollment and build collaboration between shelters and EC organizations.

CCSA is contracting with [Partners for Impact](#) (PFI), consultants with significant family shelter experience, to lead the pilot project. Founder Beth Bordeaux said, "At Partners for Impact, we address the vulnerabilities people experience from societal inequities (such as homelessness) by impacting systems and organizations. Having experience in both early childhood systems and homeless service systems, we recognize the deep need for cross engagement to ensure that young children who are experiencing homelessness are also receiving direct support to help them build resiliency."

Pilot Project Details... Read more [here](#). 

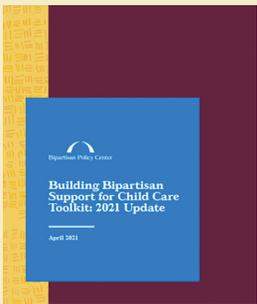
¹ [Early Childhood Action Plan](#). North Carolina Division of Health and Human Services.

² Funding for this project is from the US DHHS CFDA#93.434, ESSA Preschool Development Grants Birth-Five, NC DHHS, NCSU and Child Care Services Association.



NATIONAL NEWS

Building Bipartisan Support for Child Care Toolkit: April 2021 Update



This toolkit can help partners across the nation understand the child care landscape, establish new relationships and build bipartisan solutions for child care's most pressing challenges.

UPDATE FROM THE ECTA CENTER

Preschool During the Pandemic: Watch all 16 episodes!

The [Preschool During the Pandemic](#) series, developed by Larry Edelman, is now complete. The 16 five- to 17-minute episodes in the series illustrate how early education and early childhood special education have successfully supported preschoolers and their families during the COVID-19 pandemic. Each episode includes a facilitator guide that provides prompts to consider when viewing, reflection questions, activities and supplemental resources. [Watch here.](#)

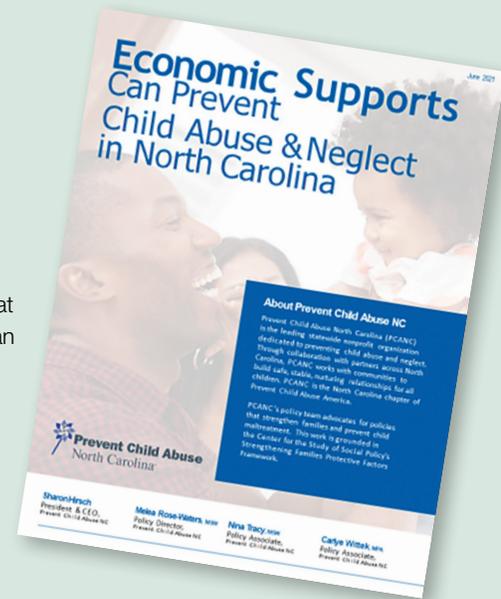
NORTH CAROLINA NEWS

Economic Supports Can Prevent Child Abuse & Neglect in North Carolina, from PCANC

Prevent Child Abuse NC released a policy paper that takes a deep dive into how economic supports can prevent child abuse and neglect in North Carolina. The paper includes an analysis of research-based policy solutions and policy recommendations.

Policies can help to create the safe, stable environments that children need to thrive. Instead, they often channel serious stress into communities, undermining child and family well-being.

Read the report [here.](#)



COVID-19 in Child Care and Preschool Settings

By Hanna Melnick, Sara Plasencia



This research review summarizes what is known about the extent to which COVID-19 spreads in child care and preschool programs. It synthesizes findings from 11 studies that measure transmission in these settings, both in the United States and internationally. The available evidence suggests that early learning programs are not associated with increased risk of contracting COVID-19 when health and safety precautions are in place. This brief and other resources for reopening schools can be found [here.](#)

Supporting the First 1,000 Days of a Child's Life: An Anti-Racist Blueprint for Early Childhood Well-Being and Child Welfare Prevention

To support the health and well-being of children and families of color, we must implement comprehensive strategies that address systemic and institutional racism. This report offers a blueprint for creating equity-centered, anti-racist policies that support the health and well-being of children and families of color. Read the report [here.](#)



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Coming Together: Talking to Children About Race and Identity

“Coming Together is Sesame Workshop’s commitment to racial justice. We believe in a world where all children can reach their full potential and humanity—and do so in celebration of their races, ethnicities, and cultures. Together with experts, we’ve designed developmentally appropriate resources to help you guide your child to be smarter, stronger, and kinder—and an upstander to racism.”

[Learn more.](#)

The Child Care and Interoperability Series

Child Care Aware® of America (CCAoA) released a suite of resources in [The Child Care and Interoperability Series](#): Interoperability and Child Care: An Overview; What Is Interoperability and Why We Need It; Equity and Interoperability.



Starting with Equity

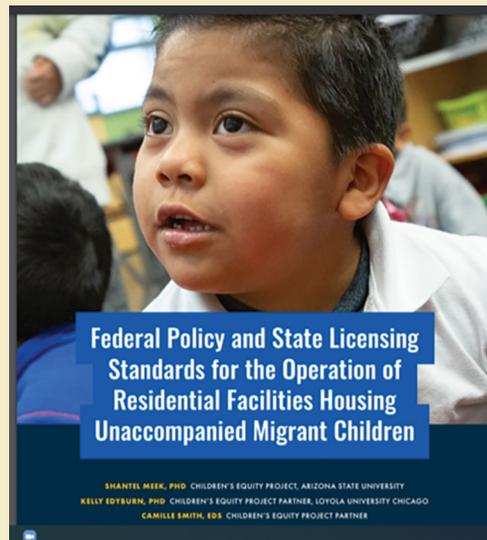
Starting with Equity identifies concrete ways state and tribal leaders can invest funding from the American Rescue Plan Act to advance equity in early learning settings.

This work is released by the [Children’s Equity Project](#), T. Denny Sanford School of Social and Family Dynamics, Arizona State University in partnership with the Equity Research Action Coalition at the University of North Carolina’s Frank Porter Graham Child Development Institute, the National Head Start Association, the National Black Child Development Institute, the National Indian Child Care Association, Child Care Aware of America, the National Association for the Education of Young Children, the Council for Professional Recognition, The Education Trust and the BUILD Initiative.



START WITH EQUITY:
**ADVANCING EQUITY
IN EARLY CARE AND
EDUCATION SYSTEMS**

WITH THE AMERICAN RESCUE PLAN ACT



Federal Policy and State Licensing Standards for the Operation of Residential Facilities Housing Unaccompanied Migrant Children

SHANTEL MEEK, PHD, CHILDREN’S EQUITY PROJECT, ARIZONA STATE UNIVERSITY
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The [Equity Strategic Plan Template](#) is a new tool that states and tribes can use to plan for and build more equitable early childhood systems.

The [Children’s Equity Project](#) published a [new report](#) and national analysis of the complicated state and federal rules that govern the treatment and quality of care in shelters housing unaccompanied immigrant children who come to the United States. The analysis takes a developmental lens, examining factors that are most likely to affect child development, health and wellness.



Meek, S., Edyburn, K., & Smith, C. (2021). Federal policy and state licensing standards for the operation of facilities housing unaccompanied migrant children. The Children’s Equity Project. Retrieved from: <https://childandfamilysuccess.asu.edu/cep>



Babies Build America

Zero to Three and Think Babies have put together a [policy agenda for the year](#) and are working to grow their nationwide coalition to send the message “Babies build America.”

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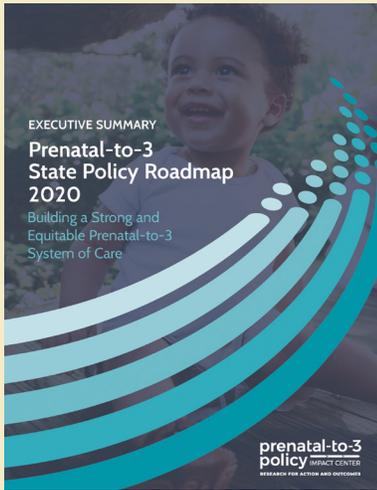


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Prenatal-to-3 State Policy Roadmap 2020: Building a Strong and Equitable Prenatal-to-3 System of Care

The Prenatal-to-3 Policy Impact Center recently published its **Prenatal-to-3 State Policy Roadmap 2020: Building a Strong and Equitable Prenatal-to-3 System of Care** executive summary.

This Prenatal-to-3 State Policy Roadmap is a guide state leaders can use to develop and implement the most effective policies to strengthen their state's prenatal-to-3 (PN-3) system of care. The prenatal-to-3 period of development sets the foundation for all future health and well-being. The science of the developing child is clear: Infants and toddlers need loving, stimulating, stable, and secure care environments with limited exposure to adversity. However, to date states have lacked clear guidance on how to effectively promote the environments in which children thrive. Read the executive summary [here](#).



Hello Summer!



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.