

# The Graduate Center for the Study of Early Learning

Is Sponsoring the

## First Annual Virtual Resource Conference for

## Early Childhood Professionals:

*Special Resources for Licensed Child Care Centers and Licensed Family Homes*

### Handouts

This manual provides you with information on all the services and how you can access them on a variety of topics. Handouts from; *2020 Census, Back to Business Mississippi, Barksdale Reading Institute (BRI): Parent Academy, Childcare Director's Network Alliance, Children's Foundation of Mississippi/KIDS COUNT, Early Childhood Academy (ECA), Early Hearing Detection and Intervention Initiative, EXCEL by 5, First Steps, MS 30 Day, Mississippi Children's Museum, Mississippi Development Authority, MS Department of Education: Special Education Early Childhood, MS Department of Health: Licensure Division, MS Department of Health: Lead Poisoning Prevention/ Healthy Homes, MS Department of Health: Make a Child's Smile, MS Department of Human Services (MDHS), , Mississippi Early Childhood Association (MsECA), Mississippi Early Childhood Inclusion Center, Mississippi Early Learning Alliance (MELA), MS Family for Kids, MS Low Income Child Care Initiative, Mississippi Museum of Natural Science, MS Public Broadcasting: Education, Mississippi Thrive, REACH MS, Save the Children, Talk from the Start (BRI), United Way of Northeast MS, and Vroom,* will help with information on how you can:

- ✓ acquire funding through state grant programs
- ✓ save dollars monthly when ordering supplies and food
- ✓ partner with service agencies to provide a more comprehensive program
- ✓ support families of children you serve through networking

To request a copy of this manual contact:  
Dr. Connie Clay at [cbclay@olemiss.edu](mailto:cbclay@olemiss.edu)



# Early Childhood Virtual Resource Fair

## *Name of Resource Program and/or Group:*

The Graduate Center for the Study of Early Learning



## *Contact Information:*

*Person:* Cathy Grace

*Phone:* 662.915.2948

*E-Mail:* cwgrace@olemiss.edu

## *Services Provided to Early Childhood*

The Graduate Center for the Study of Early Learning is housed at the North MS Education Consortium on the campus of the University of Mississippi. The Center provides a variety of professional development activities for early childhood educators.

The Center offers:

> Free professional development to early care and education teachers serving children in licensed child care centers on a variety of relevant topics.

> Free professional development to early care and education teachers serving children in pre-kindergarten and kindergarten classes across the state on numerous aspects specific to the instruction of young children.

> Research symposia featuring nationally and internationally recognized early childhood educators, brain scientists and economists that share their work on topics relative to Mississippi's children.

> Research briefs that highlight the work of the national and international speakers at the symposiums.

> A podcast, EdsUp! featuring national experts on a variety of topics of interest to early childhood educators.

> A program for early childhood teacher educators which provides additional resources for their students and information specific to higher education.

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* <http://gcsel.education.olemiss.edu>

*Other links for your services:*



# *State Agencies*

# Early Childhood Virtual Resource Fair

## *Name of Resource Program and/or Group:*

Mississippi Department of Human Services  
Division of Early Childhood Care and Development



## *Contact Information:*

*Person:* DECCD Staff

*Phone:* 601-359-4500

*E-Mail:* ccpayment@mdhs.ms.gov

## *Services Provided to Early Childhood*

### Child Care Payment Program-

The Child Care Certificate Program is a federally funded program designed to provide parents with assistance with child care tuition. Parents may choose any type of child care while participating in this program.

### Healthy Families Mississippi-

Healthy Families Mississippi is a new home visiting program serving pregnant mothers and parents with children up to three years of age in Copiah, Claiborne, Coahoma, Humphreys, Holmes, Issaquena, Jefferson, Neshoba, Sunflower, Sharkey, Tallahatchie, Tunica, Washington and Wilkinson Counties.

Healthy Families Mississippi will:

1. Link families to community services and resources.
2. Provide child development, nutrition, financial and safety education.
3. Provide family support materials to eligible families.
4. Refer families to other support services.

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* <https://www.mdhs.ms.gov/early-childhood-care-development/>

*Other links for your services:* <https://secac.ms.gov/>

# Early Childhood Virtual Resource Fair

## Name of Resource Program and/or Group:

Bureau of Child Care Licensure



MISSISSIPPI  
STATE DEPARTMENT OF HEALTH

## Contact Information:

Person: Tabitha Bynum/Nicole Banes

Phone: 601-364-2827

E-Mail: [tabitha.bynum@msdh.ms.gov](mailto:tabitha.bynum@msdh.ms.gov) and [nicole.banes@msdh.ms.gov](mailto:nicole.banes@msdh.ms.gov)

## Services Provided to Early Childhood

The Bureau of Child Care Licensure is comprised of three teams: licensure, investigation, and training. Each team supports the Bureau's goal of protecting and promoting the health and safety of children in Mississippi.

The licensure team conducts inspections, technical assistance visits, and follow-up visits with child care centers. During those visits we offer guidance, suggestions, and resources that assist in meeting regulatory compliance and enhance early childhood learning. We conduct inspections and provide technical assistance to ensure providers are striving to provide a safe and healthy environment for children.

The investigation team conducts investigations on all complaints of possible regulation violations filed against licensed child child facilities. The investigation team also investigates complaints on unlicensed facilities to ensure that they are in compliance with the law. In addition they conduct investigations on self-reports from facilities when they relate to child injuries that require medical attention. During each investigation, technical assistance is provided to assist providers with maintaining a safe and healthy environment for children.

The training team provides both virtual and face to face professional development and reviews and evaluates other professional development for contact hours. In addition, the training team ensures nutritional adequacy of child care menus for licensed facilities and conducts inspections in child residential homes and summer youth camps.

The Bureau of Child Care Licensure has recently developed the Child Care Connection to serve as an additional source of information for our child care providers. It is our goal to keep our providers up to date on all regulatory issues and provide them with useful early childhood information.

Please contact your local license official when questions or assistance is needed. For additional information visit our website ([www.healthyms.com](http://www.healthyms.com)) or call 601-364-2827.

Is there a cost for your services or program?

Yes ☐

No ☒

Website Link: [www.healthyms.com](http://www.healthyms.com)

Other links for your services:



# Early Childhood Virtual Resource Fair



MISSISSIPPI  
STATE DEPARTMENT OF HEALTH

## *Name of Resource Program and/or Group:*

Mississippi State Department of Health (MSDH)  
Lead Poisoning Prevention and Healthy Homes  
Program (LPPHP)

## *Contact Information:*

*Person:* Crystal Veazey

*Phone:* 601-576-7447

*E-Mail:* crystal.veazey@msdh.ms.gov

## *Services Provided to Early Childhood*

The mission of the MSDH LPPHP is to develop sustainable partnerships and coordinate program activities that foster a healthy and safe home environment for families while reducing health disparities, and promoting and protecting the health of all Mississippians.

Our program offers training for childcare providers that can be provided virtually or face-to-face. The trainings cover lead poisoning, healthy homes and safe sleep. Participants will learn about sources of lead, effects of lead on young children, lead poisoning prevention strategies, 8 principles of a healthy home/healthy childcare, safe sleep and sudden infant death syndrome risk reduction strategies.

CEUs are provided to all participants.

Print and electronic resources of all topics are available.

*Is there a cost for your services or program?*

Yes ☐

No ☒

*Website Link:* [https://msdh.ms.gov/msdhsite/\\_static/44,0,360.html](https://msdh.ms.gov/msdhsite/_static/44,0,360.html)

*Other links for your services:*



## Name of Resource Program and/or Group:

MISSISSIPPI STATE DEPARTMENT OF HEALTH-OFFICE OF ORAL HEALTH

-Make a Child Smile

-Cavity Free Kids

## Contact Information:

Person: Grady D. Watt, RDH , BS-Regional Oral Health Consultant

Phone: 662-417-1499

E-Mail: [grady.watt@msdh.ms.gov](mailto:grady.watt@msdh.ms.gov)

## Services Provided to Early Childhood

1) Make a Child's Smile (For children enrolled in Mississippi's early learning facilities)

The Mississippi State Department of Health is helping child care programs to provide preventive dental services and access to care for children enrolled in early education learning centers.

Tooth decay is the most common chronic disease of childhood. The MSDH Oral Health Division and Mississippi early learning centers are teaming up to give smiles back to kids in need by working directly through child care centers around the state.

### HOW THE PROGRAM WORKS

A licensed dental hygienist will perform a dental screening for your child at no cost to you or the center. A dental screening can identify problems or disease conditions that need further evaluation by a dentist. A dental screening does not take the place of a dental exam, but it can identify the need for a preventive fluoride varnish, which is then provided to your child at no charge. Varnish is a protective coating that is painted on teeth to prevent tooth cavities. It is safe and recommended for application at least two times per year.

### HOW TO PARTICIPATE

For your child/students to receive this service, you must complete and return a Make a Child's smile parental consent form to your child's teacher. The results of your child's screening will be provided to you in writing. The Mississippi State Department of Health's Office of Oral Health will not bill Medicaid for the fluoride varnish application. Your child's preventive services data may be shared with other dental and health care providers that see your child for care.

### CONTACT

For more information about this program, please contact the Mississippi Office of Oral Health at (601) 206-1590.

2) Cavity-Free Kids: Educational Training for Child Care Providers and Parents

Cavity Free Kids is a free train-the-trainer oral health curriculum that provides education about dental cavities and how they can be prevented.

This curriculum was developed for child care directors and staff who work closely with parents and children. Those who participate will acquire knowledge, skills, and resources to educate families and children. Hands-on training includes exercises that are fun and easy for parents and children to understand.

This training is free. Child care staff will receive two contact hours for attending. For more information contact the Office of Oral Health at (601) 206-1590.

Is there a cost for your services or program?

Yes ☐ No ☒

Website Link: [https://msdh.ms.gov/msdhsite/\\_static/43,0,151,479.html](https://msdh.ms.gov/msdhsite/_static/43,0,151,479.html)

Other links for your services: [https://msdh.ms.gov/msdhsite/\\_static/43,0,151,470.html](https://msdh.ms.gov/msdhsite/_static/43,0,151,470.html)



# *Special Needs*



# Early Childhood Virtual Resource Fair

## *Name of Resource Program and/or Group:*

Mississippi Department of Education  
Early Childhood Special Education



## *Contact Information:*

*Person:* Candice Taylor

*Phone:* 601-359-2567

*E-Mail:* [cataylor@mdek12.org](mailto:cataylor@mdek12.org)

## *Services Provided to Early Childhood*

Each school district in Mississippi is responsible for finding and evaluating children, beginning at age 3, who may qualify for special education services. The Mississippi Department of Education Offices of Special Education and Early Childhood work together to ensure that appropriate services are provided to eligible children. Training and technical assistance are provided to general education and special education teachers to support them in bringing services to students in a variety of settings that are developmentally appropriate, inclusive, and meet the individual needs of children. Trainings provided by MDE Office of Early Childhood, including those conducted by Early Childhood Special Education staff, are open to teachers, paraprofessionals, and administrators in public schools, Head Start programs, and childcare centers. While trainings are traditionally provided in person, they are currently being provided virtually and can be found on MDE's Professional Development site at [www.mdek12.org/OSE/training](http://www.mdek12.org/OSE/training). Be sure to check the site often, as new trainings continue to be added.

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* [www.mdek12.org/ose/ec](http://www.mdek12.org/ose/ec) (Early Childhood Special Education)

*Other links for your services:* [www.mdek12.org/OSE/training](http://www.mdek12.org/OSE/training) (Professional Development); [www.mdek12.org/ec](http://www.mdek12.org/ec) (Office of Early Childhood); [www.mdek12.org/OSE/SES](http://www.mdek12.org/OSE/SES) (Special Education Director contact info)

# Early Childhood Virtual Resource Fair

*Name of Resource Program and/or Group:*

Mississippi Early Childhood Inclusion Center



*Contact Information:*

*Person:* MECIC

*Phone:* 601-266-4745

*E-Mail:* Chandra.Harper@usm.edu

## *Services Provided to Early Childhood*

Supported by the Mississippi Department of Human Services, MECIC ensures young children with disabilities have access to the learning environment, participation in all learning activities, and appropriate support for children, teachers, and families.

Services Include:

- \* Quality Training
- \* Expanded Training
- \* Preschool Special Needs Credential
- \* Infant and Toddler Special Needs Credential
- \* In-Home Care Special Needs Certificate
- \* Family Navigation and Developmental Screening
- \* Technical Assistance

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* <https://mecic-usm.org/>

*Other links for your services:*

# Early Childhood Virtual Resource Fair



MISSISSIPPI  
STATE DEPARTMENT OF HEALTH

## Name of Resource Program and/or Group:

Mississippi First Steps Early Intervention Program

## Contact Information:

Person: Stacy Callender

Phone: 601-576-7427

E-Mail: Stacy.Callender@msdh.ms.gov

## Services Provided to Early Childhood

Under Part C of the Individuals with Disabilities Education Act, provisions are made to provide early intervention services for infants and toddlers with disabilities or who have conditions that are likely to lead to developmental delays. In Mississippi, the Part C program is known as First Steps.

The goals of early intervention are to:

- \* Identify and connect all infants and toddlers with disabilities and their families with early intervention services and supports;
- \* Enhance children's development by helping families and caregivers learn strategies and skills to meet their children's needs; and
- \* Reduce the later need for/expense of special education and institutionalization by maximizing the independent living of individuals with disabilities

Children who are eligible are between the ages of birth to 45 days before the child's third birthday. The must show significant delays in one or more of the five areas of development, including physical, adaptive, cognitive, communication, and social-emotional, have a diagnosed condition likely to lead to a developmental delay without intervention, or have a clinician provide a justification for early intervention services.

Families who have a qualifying child are connected with professionals with specialized training in working with young children and families on development, including special instructors, speech therapists, occupational therapists, and physical therapists. Most often, they will work with families and caregivers in the child's natural environments, including early care and education centers, to help them learn skills to work with their child.

Anyone with information on a child can make a referral! Often early care and education providers are the first people to notice that a child has delays in development, so you are a valuable partner in helping us identify infants and toddlers and linking them to needed services.

Is there a cost for your services or program?

Yes ☐

No ☒

Website Link: [http://msdh.ms.gov/msdhsite/\\_static/41,0,74.html](http://msdh.ms.gov/msdhsite/_static/41,0,74.html)

Other links for your services: [https://msdh.ms.gov/msdhsite/\\_static/resources/2056.pdf](https://msdh.ms.gov/msdhsite/_static/resources/2056.pdf) (referral form)

# Early Childhood Virtual Resource Fair

*Name of Resource Program and/or Group:*

REACH MS



*Contact Information:*

*Person:* Brittany Herrington

*Phone:* 6012664693

*E-Mail:* brittany.herrington@usm.edu

## *Services Provided to Early Childhood*

REACH MS has multiple areas of focus, with early childhood positive behavioral interventions and supports (PBIS) being one of those. We use the Pyramid Model to implement this area of focus which includes resources and supports on classroom management, behavior, social-emotional teaching, meaningful engagement, and the use of developmentally appropriate early childhood practices.

Some of the services we provide are:

- regional face-to-face and online training
- monthly hour long Early Childhood Community of Practice (EC CoP) online meetings
- contact hours for our trainings and EC CoP meetings
- monthly hour long online meetings for families of pre-k and kindergarten children (coming September 2020)
- coaching supports to programs and schools in our EC cohort
- limited coaching supports for programs and schools not in our EC cohort (i.e., assistance via email, phone calls, and virtual meetings)

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* <https://reachms.org/>

*Other links for your services:*

# Early Childhood Virtual Resource Fair



MISSISSIPPI  
STATE DEPARTMENT OF HEALTH

## *Name of Resource Program and/or Group:*

Early Hearing Detection & Intervention Program

## *Contact Information:*

*Person:* Stacy Callender

*Phone:* 601-576-7427

*E-Mail:* Stacy.Callender@msdh.ms.gov

## *Services Provided to Early Childhood*

Hearing Loss is one of the most common birth defects, with approximately 3 of every 1000 babies born identified with some degree of hearing loss at birth. To ensure they are identified and receive intervention as early as possible, each state has established an Early Hearing Detection and Intervention Program, commonly called EHDI (pronounced like Eddie).

The Early Hearing Detection and Intervention Program in Mississippi tracks all babies born in the state to ensure they receive hearing screenings by one month of age. EHDI-MS also tracks the children who do not pass hearing screening, to ensure they receive a diagnostic exam by an audiologist and confirmation of their hearing status by three months of age. If the diagnostic exam reveals they have hearing loss, EHDI-MS refers them to the Mississippi First Steps EIP for early intervention services by six months of age.

These timelines are known as the EHDI 1-3-6 goals!

As important as it is to identify children who are born with hearing loss, it is also important to identify those children who develop hearing loss after birth. An additional 3 in 1000 at children will have late onset hearing loss by the time they reach school age. So the EHDI-MS has a new Initiative to help identify children with late onset hearing loss: the Early Childhood Hearing Outreach (ECHO) Initiative.

The EHDI-MS is looking for early care and education providers to partner on conducting periodic hearing screening for infants and toddlers up to three years of age. As part of this project, early care and education programs will complete an agreement with the EHDI-MS and receive access to hearing screening devices, training to appropriately use these devices, and report the hearing screening results back to the EHDI-MS program to ensure those who do not pass will receive follow-up evaluations.

To get more information about this opportunity email: [EHDI@msdh.ms.gov](mailto:EHDI@msdh.ms.gov).

*Is there a cost for your services or program?*

Yes ☐

No ☒

*Website Link:* Learn more about EHDI-MS at [msdh.ms.gov/ehdi](http://msdh.ms.gov/ehdi).

*Other links for your services:* <http://www.infanthearing.org/earlychildhood/index.html>



# *Professional Development*



# Early Childhood Virtual Resource Fair

*Name of Resource Program and/or Group:*

Childcare Director's Network Alliance



*Contact Information:*

*Person:* Deloris Suel

*Phone:* 601-946-8501

*E-Mail:* dsuel@comcast.net

## *Services Provided to Early Childhood*

The Childcare Director's Network Alliance, Inc. (CDNA) is a partnership between childcare providers throughout Mississippi and Jackson State University Department of Elementary Education and Early Childhood Education. CDNA was formed in 2001.

CDNA promotes the well-being and education of young children and childcare providers.

Encourages care of young children through networking and Comprehensive Training for childcare providers to enhance quality childcare services.

Provides information and advices to families and childcare providers about services necessary for the health, safety, guidance, and education of young children.

Collaborates with federal, state, and local agencies that provide services necessary for the growth and development of young children.

Works to ensure that all childcare providers, parents, and the community are give an opportunity to participate in fair rule making procedures governing childcare.

Proves professionalism and resources to the members to review and update regulations, laws, and guidelines recommended by federal, state, and local agencies governing childcare. CDNA celebrated its tenth year Mississippi Early Childhood Alliance Conference with Congressman Bennie Thompson as our guest speaker.

*Is there a cost for your services or program?*

Yes ☒ No ☐

*Website Link:* cdna@gmail.com

*Other links for your services:*

## Early Childhood Virtual Resource Fair

*Name of Resource Program and/or Group:*

The Children's Foundation of Mississippi



*Contact Information:*

*Person:* Linda Southward

*Phone:* 662-648-9371

*E-Mail:* info@childrensfoundationms.org OR linda@childrensfoundationms.org

### *Services Provided to Early Childhood*

The Children's Foundation of Mississippi (CFM) is an independent operating foundation focusing upon policy and systems change on behalf of Mississippi's children.

The CFM is home to Mississippi KIDS COUNT (the premiere source of data about Mississippi's children). The information is user-friendly and the data can be used for grant-writing and/or general information about children within each of Mississippi's 82 counties. It is available on the CFM website.

The CFM's web site provides additional resources and opportunities to learn about services and research about children and family issues.

The CFM hosts a video series "Chats about Children" on issues impacting children and families in Mississippi.

The CFM is developing both a "Risk and Reach" Report for distribution in January, 2021 and a "Blueprint" on behalf of Mississippi's children to be released Spring, 2021.

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* <https://childrensfoundationms.org/>

*Other links for your services:*

# Early Childhood Virtual Resource Fair

## *Name of Resource Program and/or Group:*

Mississippi Community College Board office for Early Childhood Academy



## *Contact Information:*

*Person:* Micca A. Knox, Ed.D.

*Phone:* 601-576-1564

*E-Mail:* mknox@mccb.edu or eca@mccb.edu

## *Services Provided to Early Childhood*

- High quality child care referrals and community resource referrals
- 15 state-wide Lending Libraries available to families, all child care centers, public/private schools, community, etc.
- Academy locations offer printing support, lamination services, computer use, bulletin board assistance, etc.
- Classroom and Business Coaching, Professional Development, and Technical Assistance to Child Care Payment Program Participants

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* [www.mccb.edu/eca](http://www.mccb.edu/eca)

*Other links for your services:* [www.secac.ms.gov](http://www.secac.ms.gov) or Find Us on Facebook!





## POLICY ADVOCACY

### CHILD CARE

We seek to increase the amount of affordable child care for low-income working moms.

### WOMEN'S ECONOMIC SECURITY

We're building a movement of Mississippi women to improve their economic security.

### GET INVOLVED



/ @theMLICCI



/ @MLICCI1



/ mslowincomechildcare /

# MLICCI

Mississippi Low-Income Child Care Initiative

## Our Mission

The Mississippi Low-Income Child Care Initiative (MLICCI) works to strengthen women's economic security in Mississippi by advancing policies and direct service models that make child care affordable for low-income working moms, that achieve racial and gender equity in the state workforce and that make the safety net work for women.

Affordable child care has been at the center of MLICCI's work since our founding in 1998. One of the most challenging barriers to employment for low-income single moms is a lack of affordable child care. Federal child care assistance helps low-income working moms afford the child care they need, but federal funding is woefully inadequate and state agency budget shortfalls put critical matching dollars at risk, resulting in a mere fraction of eligible children served. When working moms have access to child care, employment levels rise, poverty reduces, turnover and absenteeism reduces for employers, school readiness among children is supported and more tax revenue goes into the state's General Fund. Because we believe that no mother should have to choose between the job she needs and the child she loves, MLICCI works to increase investments in child care assistance to increase the number of children served and to strengthen the financial viability of the child care centers that serve low-income mothers.



Gender equity in the state workforce is critical to MLICCI's mission of improving women's economic security in Mississippi. While child care assistance is crucial for a single mother's ability to work, without a pathway to higher earnings and a family supporting career, too many low-income working mothers remain stuck below or near poverty. Gender equity in the state workforce means that gender cannot predict a person's earnings or the type of job they get. It means that women are paid more and equally for work. It means that more women are employed in and trained for living wage occupations in which they are drastically underrepresented. It means that work spaces are safe and accommodate the needs of families. It means the state's economy—and its families—are stronger.

A federal safety net that works for women is critical for the hundreds of thousands of Mississippi women who are supported through programs like the Child Care Development Fund (CCDF), Temporary Assistance for Needy Families (TANF) and the Supplemental Nutrition Assistance Program (SNAP). MLICCI works to reverse state and federal policies that have shown to thwart eligible women's access to these critical programs. We work to advance policies that improve and facilitate access to the federal safety net. Great potential to support working moms and help them increase their economic security rests within grasp of these federal programs. MLICCI works with state and national partners to address challenges and work toward solutions.



# Our Projects

## Child Care Matters

MLICCI promotes policy and subsidy reform as well as additional funding for



child care. If you are interested in staying up to date on MLICCI's work, email us at [info@mschildcare.org](mailto:info@mschildcare.org).

Reach out and let us know if you're interested in our Child Care Leadership Team, or in attending our public meetings and events. Visit our website at [mschildcare.org](http://mschildcare.org) and sign up to receive our quarterly newsletter and keep up with all our child care work.

## Healthy Centers/Healthy Kids

We know that child care centers that serve low-income families face financial struggles. MLICCI works to help these centers become more financially viable by providing technical support in their efforts to enroll in the federal Child and Adult Care Food Program (CACFP). Through Healthy Centers/Healthy Kids, child care centers learn to access funds that will pay for food, supplies and cooks.

If you're interested in learning more, contact us at [info@mschildcare.org](mailto:info@mschildcare.org).



## Women's Economic Security

Women in Mississippi earn less than men at every educational level and in almost every industry. Mothers head

Sixty-four percent of Mississippi

families that live in poverty. Our Mississippi Women's Economic Security Initiative supports movement building and advocates for

better policies and more effective models addressing issues of affordable child care, employment, education/job training, healthcare,

domestic violence and access to the federal safety net.



*Are you a single mom in need of ...*

A JOB? HIGHER WAGES?  
EDUCATION OR TRAINING?  
CHILD CARE?



We can help.

**EMPLOYMENT  
EQUITY *for*  
SINGLE MOMS**

[MSCHILDCARE.ORG/EESM](https://mschildcare.org/eesm)





# EMPLOYMENT EQUITY *for* SINGLE MOMS

## WHAT WE DO

Feeling stuck in your job? Want to pursue education or increase your career options?

**We create job solutions for single moms,** meaning we help you get job training / education and advance your career so you can build a better life for your family.

## HOW WE HELP

We connect you to:

- ✓ Job Training
- ✓ Education
- ✓ Child care
- ✓ Transportation assistance
- ✓ Other services available in your area

**FAST-APPLY TODAY AT  
[MSCHILDCARE.ORG/EESM](https://mschildcare.org/eesm)**

**A program of the  
Mississippi Low-Income  
Child Care Initiative**



# Early Childhood Virtual Resource Fair

## *Name of Resource Program and/or Group:*

Mississippi Early Learning Resources  
Shared Services Platform  
Mississippi Early Learning Alliance



## *Contact Information:*

*Person:* Angela Bass

*Phone:* 662-541-1144

*E-Mail:* Angela@msearlylearning.org

## *Services Provided to Early Childhood*

The Mississippi Early Learning Alliance (MELA) was established in 2018 through the vision and support of the Tallahatchie River Foundation. MELA drives collective impact with diverse stakeholders to achieve systemic change learning to the holistic development of Mississippi's children in their first 8 years of life. MELA's work is centered around coalition-building, disseminating pertinent information about Mississippi's early childhood system, and achieving shared goals with partners for positive early childhood system change.

Recently, MELA launched the Mississippi Early Learning Resources site, msearlylearningresources.org. Mississippi Early Learning Resources is a child care provider's go-to resource for their business needs. With a no-cost membership, providers are able to access practical and customizable tools to address their administrative, programming management needs. In addition, providers can access exclusive discounts for popular vendor suppliers on a variety of everyday products including classroom and office supplies, child care management software, food and essential items such as cleaning, hygiene, PPE and disinfecting products. See all the resources on the attached reference sheet.

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* : msearlylearningresources.org

*Other links for your services:* :

### Engaging Families

Community Bulletin Board - Center  
Cultural Responsiveness Resources  
Family Conference: Invitation, Guide, Forms  
Family Handbook  
Family Handouts: Child Development, Education,  
Environment, Health, Nutrition and Fitness, Safety  
and Social & Emotional  
Family Survey  
IEP Resources, Templates and Tools

### In the Classroom

Classroom Materials (ECERS-R)  
Curriculum Resources & Lesson Plans  
Daily Reports – Infant / Toddler / Pre-K  
Daily Schedule Sample / Template  
Literacy Activities  
PAS Scale Program Assessment  
Physical Activity Resources

### Saving Money

Child products and supplies – 20%  
Food and food service supplies – 10%-30%  
Office supplies – 12%-45%  
Payroll processing / other HR services – 25%-30%

### Successful Program Management

#### Becoming an HR Expert

Discipline and Termination  
Employee Handbook  
Employee Orientation Toolkit  
HR Forms / Policies / Templates  
Interview Guides  
Job Descriptions  
Payroll Resources and Guides  
Performance Appraisals

#### Board

Board Member Responsibilities Training  
Board Job Descriptions

#### Business & Strategic Planning

Simplified Business Plan Outline

#### Business Insurance

#### Compliance & Quality

Federal Regulations  
Head Start  
National Accreditation  
Occupational Health and Safety Standards  
State Regulations

### Successful Program Management (cont.)

### Financial Management

Best Practice for Maximizing Fee Collection Guide  
Business Credit Guides  
Calculating the Cost per Child Guide  
Center Based Annual Budget Template  
Child Care Center Cash Flow Projection Worksheet  
Considerations in Setting Tuition Rates Guide  
Cost Analysis and Breakeven Worksheet  
Enrollment Analysis Sample and Template  
Enrollment log Sample and Template  
Fee Collection Evaluation  
Financial Management Forms / Policies / Templates  
Financial Terms Glossary  
Sample Chart of Accounts – Balance Sheet  
Sample Chart of Accounts – Profit & Loss  
Survey of Key Competitors Research Form  
Tuition Increase Notification Letter Template  
Tuition Reminder Letter Template

### Forms, Policies & Templates

Fire Drill Log, Policy, Forms  
Board Forms, Policies, and Templates  
Child Care Expense Statement for Taxes  
Emergency Contact Information  
Enrollment Agreement  
Event Permission Form / Headcount Form  
Staff Meeting Record Form  
Transfer of Records Form  
Transportation Permission Form

### Head Start

Early Head Start/Child Care Partnership

### Marketing Your Program

Email Marketing Tips  
25 Ways to Market Your Program  
Brochure Template

### Nutrition, Health & Safety

#### Food & Nutrition

CACFP Income Eligibility Guidelines  
CACFP Reimbursement Rates  
Child / Infant Meal Patterns  
Family Style Dining  
Feeding Picky Eaters  
Healthy Celebrations Policy  
Healthy Snack Alternatives for Celebrations  
Healthy Menus and Recipes

### Successful Program Management (cont.)

### Nutrition, Health & Safety (cont.)

### Health

Asthma Action Plan  
Exposure to Communicable Disease Notification  
Green Cleaning  
Health and Safety Checklist  
Health Policy Reminder Letter  
Immunization Schedules  
Influenza Prevention Resources  
Integrated Pest Management  
Lead Testing & Prevention

### Safety

CFOC Health and Safety Standards  
Childcare Hazard Training  
Crib Safety Guidance / Standards  
Daily Safety Checklist – CCC Indoor / Outdoor  
Emergency Plan Template  
Emergency Preparedness Checklists  
Food Allergies / Safety  
Poison Prevention Tipsheets  
Poisonous Plants

### Posters

Diapering  
Hand Washing  
Know Your Poison Center's Number  
No Cell Phone  
Nut Free Zone  
Weather Watch

### Training and Professional Development

Better Kid Care Vodcasts  
Early Educator Central  
FEMA Childcare Hazard Training  
Hand Washing Training  
Professional Development Online Courses

Log In: [www.MSEarlyLearningResources.org](http://www.MSEarlyLearningResources.org)

Username: \_\_\_\_\_

Password: \_\_\_\_\_

# Early Childhood Virtual Resource Fair

Name of Resource Program and/or Group:

*Mississippi Early Childhood Association (MsECA)*

*P.O. Box 703  
Jackson, MS 39205*



Contact Information:

Person: Gena Puckett

Phone: 601-620-6205

E-Mail: msearlychildhood@gmail.com

## Services Provided to Early Childhood

Mississippi Early Childhood Association (MsECA) has connected individuals working with young children and families for over 67 years. The association was founded in 1953 with 16 charter members. The organization has grown to include several hundred members across the state. As an affiliate of the Southern Early Childhood Association (SECA), we are connected to over 21,000 early childhood professionals from 13 states across the south.

MsECA's goals are to **EDUCATE** by serving as a source of early childhood expertise and education for practitioners across the state through conferences at the state and local levels. Our 4 affiliates; GCECA, JACUS, NeMsECA, and RCDA hold mini conference in their local areas while our Members-At-Large provides local workshops in their areas of the state.

MsECA helps to **CONNECT** early childhood professionals from a variety of backgrounds; teachers, administrators, early interventionists, higher education faculty, parents, service providers, trainers, advocates, leaders, curriculum developers, and more, through networking, trainings, and resources provided.

MsECA **ADVOCATES** to increase awareness of issues that impact early childhood at both the state and federal levels. We have been involved in advising state agencies and policy makers on how to support the education and development of Mississippi's youngest citizens.

Our 67<sup>th</sup> annual conference, **2020 Vision for Young Children**, will be held virtually this year beginning October 15, 2020. You can visit our website for more information on the conference, how to become an executive board member, or to nominate someone for our awards: **MsECA Award, Swimmy Award**, or one of our scholarships: **Elinor Hogg Scholarship or Hannah Meadors Educational Scholarship**

Is there a cost for your services or program?

Yes ☒

No ☒

Website Link: [www.mississippiearlychildhood.org](http://www.mississippiearlychildhood.org)

Other links for your services: Facebook: <https://www.facebook.com/msearlychildhood/>

Instagram: <https://www.instagram.com/msearlychildhood/> Twitter: <https://twitter.com/MSEarlyChildA>



# *Literacy Resources*

# Early Childhood Virtual Resource Fair

## *Name of Resource Program and/or Group:*

Mississippi Public Broadcasting/  
MPB Education Department



## *Contact Information:*

*Person:* Tara Y. Wren

*Phone:* 601.432.6298

*E-Mail:* tara.wren@mpb.online.org

## *Services Provided to Early Childhood*

1. Parents Are Teachers Too – statewide workshops focusing on families learning together
2. MPB At-Home Learning resource web page at [education.mpbonline.org](http://education.mpbonline.org) (resources for parents, teachers and students)
3. Early Childhood Teacher Workshops (four per year, custom built workshops)
4. Annual Community Events (Read Across America, Summer Learning Family Fun Day/Week, Read for the Record)
5. MPB Kids Club Membership
6. Ed Said – Focuses on healthy eating and lifestyles for children
7. PBS KIDS 24/7 programs on MPB Television
8. MPB Classroom TV – a new channel on MPB Television that will air instructional videos taught by Mississippi teachers

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* [education.mpbonline.org](http://education.mpbonline.org)

*Other links for your services:* @MPB Education on Facebook, Instagram, Twitter



# Early Childhood Virtual Resource Fair

*Name of Resource Program and/or Group:*

Talk from the Start!



*Contact Information:*

*Person:* Monique Ealey

*Phone:* 601-709-8970

*E-Mail:* Monique@mcm.ms

## *Services Provided to Early Childhood*

Professional Development

Resources for parents and caregivers as it relates to talking with and to children

Books for child care centers

Appearances by Rocky the Reader

Early Literacy Traveling Exhibit

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* <https://talkfromthestart.org/>

*Other links for your services:*

# Early Childhood Virtual Resource Fair

## *Name of Resource Program and/or Group:*

Vroom® + The Child Health and Development Project, Mississippi Thrive!



## *Contact Information:*

*Person:* Heather Martin

*Phone:* (662)542-2412

*E-Mail:* heather.martin@ssrc.msstate.edu

## *Services Provided to Early Childhood*

Hello, Brain Builder!

My name is Heather Martin, and I am the statewide Vroom® coordinator with The Child Health and Development Project: Mississippi Thrive! Vroom® is an initiative that empowers parents, teachers, and caregivers to play a proactive role in the early brain development of children. Science is at the very heart Vroom®. Vroom Tips™ were developed through research from the nation's leading neuroscientists, psychologists, and experts in early child development. The best part of it all is Vroom® isn't something extra! Vroom Tips™ are layered on to existing activities families are already doing each day. Life gets busy. Vroom® stays simple!

Vroom® can be accessed through the website [www.vroom.org](http://www.vroom.org) or by downloading the FREE and FUN Vroom® app that is available for Apple and Android devices. You can even sign up for Vroom® by text. Simply text VROOM to 48258.

You can find free, printable flyers about Vroom® as well as PDF files of Vroom Tip™ collections sorted by age range, skill, and content area. There are social-emotional collections like Calm & Connect and even Kindergarten Readiness collections.

You are a critical part of our effort! We want parents to learn about this from you, their pediatrician, their community librarian, and those trusted messengers in their lives. We want this free brain building tool to be shared all across Mississippi. We appreciate the amazing work you do, and we are glad Mississippi's future leaders are in your hands!

Children learn best when they are having fun. Don't miss out on these fast and fun ways to add learning. Make every moment matter with Vroom®!

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* [www.vroom.org](http://www.vroom.org)

*Other links for your services:* [www.mississippithrive.com](http://www.mississippithrive.com)



# *Museums: Children's Services*

# Early Childhood Virtual Resource Fair

*Name of Resource Program and/or Group:*

Mississippi Children's Museum



*Contact Information:*

*Person:* Monique Ealey

*Phone:* 601-709-8970

*E-Mail:* Monique@mcm.ms

## *Services Provided to Early Childhood*

MCM offers professional development for educators. We have several scheduled throughout the year at the museum but they can all be brought on site at any facility.

We also offer multiple outreach opportunities. Museum staff will come to your school/center and provide hands on educational experiences for your children. We also have multiple traveling exhibits that focus on health, literacy, and STEM that are available. Some exhibits are available for one day events and others can be installed at a center for multiple weeks or months.

*Is there a cost for your services or program?*

Yes ☒ No ☐

*Website Link:* <https://mschildrensmuseum.org/discover/professional-development/workshop-descriptions/>

*Other links for your services:* <https://mschildrensmuseum.org/discover/program-exhibit-outreach/>

# Early Childhood Virtual Resource Fair

*Name of Resource Program and/or Group:*

Mississippi Museum of Natural Science



*Contact Information:*

*Person:* Denise Mason

*Phone:* 601-576-6000

*E-Mail:* Denise.mason@mmns.ms.gov

## *Services Provided to Early Childhood*

### 1) Self Guided Museum Visits

- \*Groups must be 10 individuals or less/ large classes can be divided
- \*Reservations required

### 2) Free Preschool Programs with reservation

- \*Classes are 20-30 minutes covering varying natural science topics
- \*Includes short discussion on topic, related story, animal presentation, and free play

### 3) Free classroom programs for schools outside the Metro Jackson Area

- \*An Outreach Educator will visit your school/center for free and lead a program
- \*Programs focus on MS wildlife, are age/grade appropriate and inquiry based

### 4) Resource Kits: includes lesson plans, handouts, storybooks, and artifacts

- \*Available via mail or in-person pick up
- \*Rentals for one week at a time
- \*Topic include: Invertebrates, Mammals, Fossils, Black Bears, Birds, etc

### 5) Teacher Workshops: Museum staff provide training in internationally recognized environmental education programs for teachers.

- \*Conducted at your school for teachers of all subjects and grade levels
- \*CEUs or Contact hours available

*Is there a cost for your services or program?*

Yes ☒ No ☒

*Website Link:* <http://www.mdwfp.com/museum.aspx>

*Other links for your services:*



# Teacher Workshops



Museum staff provides training in internationally recognized environmental education programs for teachers. These programs can be conducted either in your school or at the museum for teachers of all subjects and grade levels. These workshops are excellent for informal educators such as scout leaders, camp leaders, and youth leaders of any kind! CEU credit is available. The following workshops are available:

- **Project WILD** capitalizes on the natural interest that children and adults have in wildlife by providing hands-on activities that enhance student learning in all subject and skill areas K-12. Project WILD helps educators guide students through a process that begins with awareness, moves toward understanding, challenges preconceived notions, and instills the confidence, skills, and motivation to take responsible action on behalf of the environment.
- **Project WET**, for grades K-12, is a collection of innovative, water-related activities that are hands-on, easy to use, and fun! Project WET activities incorporate a variety of formats, such as large and small group learning, whole-body activities, laboratory investigations, discussion of local and global topics, and involvement in community service projects.
- **Growing Up WILD** features new activities designed to stimulate young children in new and exciting ways while connecting them to nature and many of its wonders. Growing Up WILD is a national early childhood initiative that builds literacy skills and environmental appreciation among early learners through participation in engaging wildlife-based educational activities. This workshop is suggested for teachers that work with ages 3-7.
- **Flying WILD** introduces students to bird conservation through standards-based classroom activities and environmental stewardship projects. Flying WILD encourages schools to work closely with conservation organizations, community groups, and businesses involved with birds to implement school bird festivals and bird conservation projects. This workshop is for teachers that work with grades K-12.
- **WILD Aquatic** is an aquatic wildlife and aquatic ecosystems focused conservation education program for K-12 educators and their students. Project WILD Aquatic capitalizes on the natural interest that children and adults have in aquatic wildlife by providing hands-on activities that enhance student learning in all subject and skill areas.

Visit online for upcoming workshop dates [WWW.MDWFP.COM/MUSEUM](http://WWW.MDWFP.COM/MUSEUM) or call 601.576.6000 to schedule a workshop in your area.

# Learning Resources

The Museum offers intriguing object kits and informative videos free of charge, as well as a variety of learning materials for purchase in the Museum's Dragonfly Shoppe. Our lending service provides most videos and object kits for one week and can mail to teachers. All teachers must reserve items at least two weeks in advance and are responsible for their safe return. To reserve materials or for more information, call 601.576.6000.

For an engaging learning experience, the Museum's lending program features object kits that contain a cohesive and interesting assemblage of objects, information and activities for grades K-12.

Titles include:

- |                                   |                                    |   |
|-----------------------------------|------------------------------------|---|
| • Fossils, Rocks, and Minerals    | • Tracks and Trails of Mississippi | • Black Bear 3rd Grade                    |
| • Butterflies                     | • Mammals                          | • Reading & Math Kit                      |
| • Invertebrates: No Bones to Pick | • Plants                           | • Fur, Feathers, Scales, Shells and Skins |
| • Mammal Skulls                   | • Birds                            |   |
|                                   | • Black Bear                       |   |

## RESOURCES FOR SALE

The Dragonfly Shoppe is open from 9 a.m. to 4:30 p.m. and offers a thoughtful selection of books, posters, puzzles, models, puppets, and fossils that coordinate with current exhibitions and educational programming. Most items promote education and the natural wonders of our state.



# Free Statewide Outreach



Through a wide range of specially designed programs, projects, and events, the Outreach Conservation Educators bring the Museum to school children and adults statewide.

- Free classroom programs outside the Metro Jackson Area
- Grade-appropriate for grades K-12
- 45 minutes to 1 hour each - Registration Required

Programs focus on Mississippi wildlife. They are age/grade-appropriate and inquiry-based. Programs correlate with the Mississippi State Science Frameworks and are interactive presentations that may include live native animal demonstrations!

## CONTACT AN OUTREACH CONSERVATION EDUCATOR NEAR YOU:

**NORTHEAST MS:** Deb Waz – [DEBORA.WAZ@MMNS.STATE.MS.US](mailto:DEBORA.WAZ@MMNS.STATE.MS.US)

**NORTHWEST MS:** Jackie Henne-Kerr – [JACKIEK@MMNS.STATE.MS.US](mailto:JACKIEK@MMNS.STATE.MS.US)

**SOUTHEAST MS:** Andrea Falcetto – [ANDREA.FALCETTO@MMNS.STATE.MS.US](mailto:ANDREA.FALCETTO@MMNS.STATE.MS.US)

**SOUTHWEST MS:** Sabrina Cummings – [SABRINA.CUMMINGS@MMNS.STATE.MS.US](mailto:SABRINA.CUMMINGS@MMNS.STATE.MS.US)





# *Parent Resources*

# Early Childhood Virtual Resource Fair

*Name of Resource Program and/or Group:*

Mississippi Families for Kids



*Contact Information:*

*Person:* Nadeane Sander

*Phone:* 601-957-7670

*E-Mail:* infor@mffk.org

## *Services Provided to Early Childhood*

Incredible Years DINA Therapeutic Program is an innovative program for children ages 3-5 designed to help children learn the appropriate ways to resolve common conflicts, promote appropriate classroom behaviors, and enhance positive social skills. This service is provided in an effort to treat potentially debilitating behaviors, reactions and conduct before children begin elementary school. In doing so, we implement a positive-based curriculum that encourages desirable behaviors in order to redirect the children.

Relative Raising Others' Children (ROC) is a division of kinship care that provides resources and assistance to family members who are rearing their kin. The ROC program is primarily lead by grandparents and other caregivers who are ready for change as it relates to their needs by being addressed to better care for others' children. The ROC program provides access to services and resources in their own communities, builds community resources and formal support for children being raised by relative caregivers, and creates a network of community agencies that will partner to provide specialized services that meet caregivers' needs.

Help Me Grow is a system that builds collaboration across sectors, including health care, early care and education, and family support. Through comprehensive physician and community outreach and centralized information and referral centers, families are linked with needed programs and services. This program also offers free screenings on physical, cognitive, and emotional development.

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* [www.mffk.org](http://www.mffk.org)

*Other links for your services:*



## Programs and Services

**Mississippi Families for Kids** is a statewide, private 501 (c) (3) nonprofit organization instituted in 1994 and incorporated in 1998. The mission of Mississippi Families for Kids is to ensure the safety, permanency and well-being of children and families through the development of educational services and specialized trainings. The organization's primary function is to implement child-focused, solution-based, and community service programs that are dedicated to improving the conditions of families and children. The agency offers a broad array of community based child welfare services, to include but not limited to the following:

**Adoption** placement works to place children considered to have special needs with families who reside in Mississippi and meet the eligibility requirements. The children to whom the adoption program specifically caters are those considered hard to place such as older children, those aging out of foster care, children with special needs, sibling groups, and those who have been abandoned, neglected or abused. Pre-adoptive and post-adoptive services are provided to families to help them adjust to the new addition to their home.

**Wendy's Wonderful Kids** is a partnership with the Dave Thomas Foundation which seeks to dramatically increase the number of adoptions of children in North America waiting in foster care. We work closely with the child and the child's caseworker to gain first-hand knowledge to develop an effective, child-focused recruitment plan prioritizing the child's individual history, experiences and needs in order to find the appropriate adoptive family.

**Incredible Years DINA Therapeutic Program** is an innovative program for children ages 3-5 designed to help children learn the appropriate ways to resolve common conflicts, promote appropriate classroom behaviors, and enhance positive social skills. This service is provided in an effort to treat potentially debilitating behaviors, reactions and conduct before children begin elementary school. In doing so, we implement a positive-based curriculum that encourages desirable behaviors in order to redirect the children.

**Relatives Raising Others' Children (ROC)** is a division of kinship care that provides resources and assistance to family members who are rearing their kin. The ROC program is primarily lead by grandparents and other caregivers that are ready for change as it relates to their needs being addressed to better care for others' children. The ROC program provides access to services and resources in their own communities, builds community resources and formal support for children being raised by relative caregivers, and creates a network of community agencies that will partner to provide specialized services that meet caregivers' needs.

**Rated Positive Girls (Rated PG)** is a unique preventative program for young girls ages 6-12 guided by youth. The program is designed to help develop young, impressionable pre-teens into beautiful, happy, mature and well-adjusted teenagers. Girls will have an opportunity to express themselves and become educated in include peer pressure/ relationships, body image insecurity/ self-esteem, bullying, anger management, depression/ anxiety, and stress/ school frustrations.

**REAL FLY (Realizing Excellence Among Leaders/Future Leading Youth)** is a unique support group to enhance social skills in young boys ages 6-12. This group will help them construct positive choices in decision-making. The goal of REAL FLY is to help young men have a better experience at school and home and to reduce emotional stress sometimes felt by children. Group sessions include peer pressure/ relationships, body image insecurity/ self-esteem, bullying, anger management, depression/ anxiety, and stress/ school frustrations.

**Help Me Grow** is a system that builds collaboration across sectors, including health care, early care and education, and family support. Through comprehensive physician and community outreach and centralized information and referral centers, families are linked with needed programs and services. Ongoing data collection and analysis helps identify gaps and barriers to the system.

Mississippi Families for Kids is funded through individual donations, business contributions, Wendy's franchisees, the Dave Thomas Foundation for Adoption, and through our annual Children's Golf Classic. Funds given to support the agency not only support the finding of permanent homes, but also contribute to the building of strong families, the development of secure kids who grow into productive adults, and an increase in stronger communities.

# Early Childhood Virtual Resource Fair

*Name of Resource Program and/or Group:*



*Contact Information:*

*Person:*

*Phone:*

*E-Mail:*

*Services Provided to Early Childhood*

*Is there a cost for your services or program?*

*Yes* \_\_\_\_\_ *No* \_\_\_\_\_

*Website Link:*

*Other links for your services:*





# Barksdale Reading Institute

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



- ★ **Parent Academy is designed to equip and empower parents to work on kindergarten readiness skills at home.**
- ★ **Parent Academy is broken down into 5 hands-on modules to cover general development, oral language, early reading, writing and math skills.**
- ★ **We provide the modules and the support needed to implement Parent Academy.**
- ★ **After each session/module, parents take home a handbook with family-friendly activities that are modeled during the session.**

**For more information, contact:**

**Sandra Lloyd Wilborn**

**662-444-0068**

**[swilborn@msreads.org](mailto:swilborn@msreads.org)**





# *Resources Supporting Communities*

# Counting Young Children in the 2020 Census

## Counting everyone once, only once, and in the right place

An estimated 5 percent of kids under the age of 5 weren't counted in the 2010 Census. That's about 1 million young children, the highest of any age group.

We need your help closing this gap in the 2020 Census. Here's what our research tells us about why young children are missed and what you can do to help make sure they are counted.



### Common situations where young children aren't counted

### How you can help?



The **child splits time between two homes**.

The child lives or stays with **another family or with another relative such as a grandparent**.

- Emphasize that the census counts **everyone where they live** and sleep most of the time, even if the living arrangement is temporary or the parents of the child do not live there.
- If the child truly spends equal amounts of time between two homes, count them where they stayed on **Census Day, April 1**. Coordinate with the other parent or caregiver, if possible, so the child is not counted at both homes.
- If it's not clear where the child lives or sleeps most of the time, count them where they stayed on Census Day, April 1.



The child lives in a **lower income household**.

- Explain to service providers and families that responding to the census helps determine **\$675 billion in local funding** for programs such as food stamps (also called the Supplemental Nutritional Assistance Program or SNAP), the National School Lunch Program, and the Children's Health Insurance Program (CHIP). When children are missed in the census, these programs miss out on funding that is based on the number of children counted.



The child lives in a household with **young parents or a young, single mom**.

- Explain that filling out the census yourself, on your own schedule, is easier than having to respond when a census worker knocks on your door. Remind these households that the form should **only take about 10 minutes** to fill out and can be done online or over the phone, in addition to mailing it back.
- Encourage moms with young children to ask other household members to count them and their children on the form if others live in the household.



The child is a **newborn**.

- Emphasize that parents should **include babies** on census forms, even if they are still in the hospital on April 1.
- **Encourage facilities** providing services to newborns to remind parents about the importance of counting their children on the census form.
- Highlight the fact that the census form only takes about 10 minutes to complete, and parents can **fill it out online or over the phone in addition to paper** at a time that works best for them.

## Common situations where young children aren't counted

## How you can help?



The child lives in a household that is **large, multigenerational, or includes extended or multiple families**.

- Remind the person filling out the form to count all children, including nonrelatives and children with no other place to live, even if they are only living at the address temporarily on April 1.
- Spread the word that the census **counts all people living or staying** at an address, not just the person or family who owns or rents the property.



The child lives in a household that **rents or recently moved**.

- Encourage renters and recent movers to complete their census forms **online or over the phone**, right away. That way they don't need to worry about paper forms getting lost in the move.
- **Focus efforts** on multiunit buildings that are likely to have renters.



The child lives in a household where they're **not supposed to be**, for one reason or another.

- Please explain to those that have children living in places where they aren't allowed (for example, grandparents in a seniors-only residence that have a grandchild living with them, a family with more people, including children, than the lease allows) that they should include the children because the **Census Bureau does not share information** so it can't be used against them.
- Emphasize the Census Bureau's legal commitment to keep census **responses confidential**.
- Explain that the Census Bureau **will never share information** with immigration enforcement agencies like Immigration and Customs Enforcement (ICE), law enforcement agencies like the police or Federal Bureau of Investigation (FBI), or allow this information to be used to determine eligibility for government benefits.



The child lives in a **non-English or limited-English speaking** household.

- **Conduct outreach** and create resources in non-English languages that highlight the importance of counting young children.
- **Encourage non-English speakers to self-respond** to the census and let them know that for the 2020 Census, the online form and telephone line will be available in 13 languages, including English. Language guides will be available in 59 languages other than English.



The child lives in a household of **recent immigrants or foreign-born adults**.

- Work with community members to conduct outreach in neighborhoods with recent immigrants. **Focus efforts** on the **community's gathering places** like local grocery stores, places of worship, and small restaurants.
- Emphasize the **Census Bureau's legal commitment** to keep census responses confidential. Explain that the Census Bureau will never share information with immigration enforcement agencies like Immigration and Customs Enforcement (ICE), law enforcement agencies like the police or Federal Bureau of Investigation (FBI), or allow this information to be used to determine eligibility for government benefits.

# Early Childhood Virtual Resource Fair

*Name of Resource Program and/or Group:*

Excel By 5, Inc.



*Contact Information:*

*Person:* Eileen Beazley

*Phone:* 601.918.3672

*E-Mail:* ebeazley@excelby5.com

## *Services Provided to Early Childhood*

Excel By 5 is designed to support communities to work collaboratively by connecting all citizens, agencies, businesses, and education entities to maximize their roles to support their youngest citizens to enter kindergarten happy, healthy, and ready for life-long success.

Excel By 5 coaches communities by:

- Connecting communities with identified resources to increase access and utilization of services for young children and families specifically in areas of early education and health
- Connecting early education systems (private early education centers, Head Start, In-Home providers, and local public and private K-12 school systems)
- Providing frequent networking opportunities within the State Excel by 5 community network to provide cross community collaboration work sessions.

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* [www.excelby5.com](http://www.excelby5.com)

*Other links for your services:*

# Early Childhood Virtual Resource Fair

## *Name of Resource Program and/or Group:*

The Child Health and Development Project,  
Mississippi Thrive!



## *Contact Information:*

*Person:* Callie Poole

*Phone:* 907-209-4043

*E-Mail:* callie.poole@ssrc.msstate.edu

## *Services Provided to Early Childhood*

The Mississippi Thrive project team is working with families, healthcare providers and early childhood professionals to foster positive caregiver and child interactions, enhance attention to developmental milestones and strengthen children's brain architecture.

We connect child care professionals with FREE resources with information on the following:

- Brain development in young children
- Developmental milestones
- Family engagement
- Talking with parents about developmental concerns
- Resource maps and links to services and supports to share with children and families
- Connections to training and professional development opportunities through state agencies and others. Training module topics include: Brain Building; Vroom; Serve & Return Interactions; Responding to Young Children's Challenging Behavior; Implicit Bias and Early Childhood Developmental Health; and Social Emotional Support of Children during Challenging Times.
- Classroom activities that support the development of important skills
- Connections to developmental screening tools
- Educational materials

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* MississippiThrive.com

*Other links for your services:*



# Early Childhood Virtual Resource Fair

## *Name of Resource Program and/or Group:*

Save the Children Early Steps to School Success Program



## *Contact Information:*

*Person:* Shenika King or Yolanda Minor

*Phone:* 662-302-1856 or 601-334-7122

*E-Mail:* sking@savethechildren.org or yminor@savethechildren.org

## *Services Provided to Early Childhood*

Early Steps to School Success provides early childhood education services to pregnant women and children birth to five years of age, education services to their parents, and ongoing staff training to the community. The program is designed to assist children with the skills and knowledge to successfully support their child's development.

### Program Activities

Regular home visits from a trained early childhood educator  
Parent/child education groups in school and community settings  
Child play groups and storybook hours  
A book bag lending program for children 0-5 years old  
Transition to school activities for children 3-5 years old  
Community referrals and follow-up

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* [www.savechildren.org](http://www.savechildren.org)

*Other links for your services:* <https://www.savethechildren.org/us/what-we-do/emergency-response/coronavirus-outbreak/resources/weekly-schedules-at-home-learning-grades-pre-k-6#youngchildren>

# Early Childhood Virtual Resource Fair

*Name of Resource Program and/or Group:*

United Way of Northeast Mississippi



United Way  
of Northeast Mississippi

*Contact Information:*

*Person:* Robin McKinney

*Phone:* 662-841-9133

*E-Mail:* robin@unitedwaynems.org

## *Services Provided to Early Childhood*

Each United Way across Mississippi offers different programs and resources for their community. The best way to find out exactly what is available in your community is to contact your nearest United Way. You can find all United Ways in Mississippi at <https://www.unitedway.org/local/united-states/mississippi>

Most United Ways partner with other nonprofit organizations to provide a wide variety of programs related to health, education, and financial stability. Many of these programs would be wonderful resources for your families. These programs include critical assistance such as food pantries, shelters, rent and utility assistance, clothing, and similar needs. United Ways also fund programs for academic enrichment, such as 4-H, Boys & Girls Clubs, Boy Scouts, and Girl Scouts, as well as other after-school or summer programs and clubs.

Early childhood is an especially important focus for many United Ways right now. In Northeast Mississippi, we support the Early Childhood Coalition serving Lee County (and some surrounding areas), which is a part of both Excel By 5 and the Mississippi Campaign for Grade-Level Reading. Many of our sister United Ways are involved in both of those programs. United Way Worldwide also has a Born Learning program, focused on early childhood, so we have those resources to share with families and childcare providers.

2-1-1 is a statewide hotline that you can share with your families if they are in need of assistance or resources. 2-1-1 operators can connect callers with programs and organizations across the state.

United Ways exist to be resources in our communities, and we highly encourage you to call us if there is any way we can help!

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* unitedwaynems.org or unitedway.org

*Other links for your services:*



# *Financial Support*

# Early Childhood Virtual Resource Fair

## *Name of Resource Program and/or Group:*

Back to Business Mississippi Grant Program  
(Mississippi Development Authority)



## *Contact Information:*

*Person:* Jamie M. Miller

*Phone:* 601-359-2378

*E-Mail:* jmillers@mississippi.org

## *Services Provided to Early Childhood*

On May 20, 2020, Gov. Tate Reeves signed SB2772 into law, establishing the Back to Business Mississippi Grant Program. This program was funded by the federal government through the CARES Act, and the Mississippi Legislature appropriated \$240 million for small businesses.

Businesses must have 50 or fewer employees and be a for-profit corporation, limited liability company, partnership or sole proprietorship. Businesses also must be in good standing with the Secretary of State's Office and filed taxes in 2018 or 2019. If the businesses was formed after January 1, 2020, it must show intent to file taxes for this year.

Those who want to apply can register and fill out an application at [backtobusinessms.org](http://backtobusinessms.org). There, you also will find frequently asked questions, a list of eligibility requirements and rules and regulations for the program.

Businesses have three options for payment. One is a base payment of \$3,500. The second is an additional \$500 payment per employee, and the third is reimbursement of expenses, such as purchasing equipment/supplies for employees and/or customers, mortgage interest, rent, payroll and utilities. The maximum amount of the Back to Business grant is \$25,000.

For more information, please visit [backtobusinessms.org](http://backtobusinessms.org) or contact the call center at 601-228-1774 or 1-800-462-9980.

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* [backtobusinessms.org](http://backtobusinessms.org)

*Other links for your services:*

# Early Childhood Virtual Resource Fair

## *Name of Resource Program and/or Group:*

Community Foundations COVID-19 Grant Program/  
Mississippi Development Authority



## *Contact Information:*

*Person:* Harrison W. Matheny

*Phone:* 601.359.2491

*E-Mail:* hmatheny@mississippi.org

## *Services Provided to Early Childhood*

The program is designed to provide CARES Act funds to the North Mississippi Education Consortium to award reimbursement grants to childcare facilities across Mississippi for certain COVID-19 related purchases.

MDA will send \$3 million to the North Mississippi Education Consortium. They will then split that money evenly among all childcare facilities wishing to participate. The money can only be used for certain eligible expenses.

Eligible expenses include costs to create social distancing measures, costs to clean and disinfect, PPE, COVID-19 testing, COVID-19 screening, as well as other costs that will be defined in our rules and regulations. MDA is finalizing this list.

Once the rules and regulations are complete, we will send them to Dr. Cathy Grace and the North Mississippi Education Consortium. They will serve as your point of contact for this program.

We look forward to working with you and NMEC and thank you for all you do for Mississippi's children.

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:*

*Other links for your services:* mississippi.org



## Early Childhood Virtual Resource Fair

*Name of Resource Program and/or Group:*

MS 30 Day Fund



*Contact Information:*

*Person:* Marie Sanderson

*Phone:*

*E-Mail:* [contact@ms30DayFund.com](mailto:contact@ms30DayFund.com)

### *Services Provided to Early Childhood*

The MS 30 Day Fund's goal is to help Mississippi small businesses that face substantial shortfalls and an uncertain economic future. In particular, we have funds that are seeking women owned and minority recipients in various parts of the state. We see child care facilities as a key component to helping children have a safe environment to thrive as well as an opportunity for parents and guardians to go to work. The Mississippi 30 Day Fund is a complement to the very worthy state and federal programs created to help Mississippians as well. Mississippi businesses that qualify for assistance from the Fund are: (1) Small businesses that employ three to 30 people; (2) Based in Mississippi and have been operating for at least one year; and (3) Owned and operated by a Mississippi resident.

*Is there a cost for your services or program?*

Yes ☐ No ☒

*Website Link:* [ms30DayFund.com](http://ms30DayFund.com)

*Other links for your services:* @MS30DayFund on all social media

# EMPLOYEE RIGHTS

## PAID SICK LEAVE AND EXPANDED FAMILY AND MEDICAL LEAVE UNDER THE FAMILIES FIRST CORONAVIRUS RESPONSE ACT

The **Families First Coronavirus Response Act (FFCRA or Act)** requires certain employers to provide their employees with paid sick leave and expanded family and medical leave for specified reasons related to COVID-19. These provisions will apply from April 1, 2020 through December 31, 2020.

### ► PAID LEAVE ENTITLEMENTS

**Generally, employers covered under the Act must provide employees:**

Up to two weeks (80 hours, or a part-time employee's two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, paid at:

- 100% for qualifying reasons #1-3 below, up to \$511 daily and \$5,110 total;
- $\frac{2}{3}$  for qualifying reasons #4 and 6 below, up to \$200 daily and \$2,000 total; and
- Up to 12 weeks of paid sick leave and expanded family and medical leave paid at  $\frac{2}{3}$  for qualifying reason #5 below for up to \$200 daily and \$12,000 total.

A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

### ► ELIGIBLE EMPLOYEES

In general, employees of private sector employers with fewer than 500 employees, and certain public sector employers, are eligible for up to two weeks of fully or partially paid sick leave for COVID-19 related reasons (see below). *Employees who have been employed for at least 30 days* prior to their leave request may be eligible for up to an additional 10 weeks of partially paid expanded family and medical leave for reason #5 below.

### ► QUALIFYING REASONS FOR LEAVE RELATED TO COVID-19

An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to **telework**, because the employee:

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;</li><li>2. has been advised by a health care provider to self-quarantine related to COVID-19;</li><li>3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;</li><li>4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);</li></ol> | <ol style="list-style-type: none"><li>5. is caring for his or her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons; or</li><li>6. is experiencing any other substantially-similar condition specified by the U.S. Department of Health and Human Services.</li></ol> |
|---|---|

### ► ENFORCEMENT

The U.S. Department of Labor's Wage and Hour Division (WHD) has the authority to investigate and enforce compliance with the FFCRA. Employers may not discharge, discipline, or otherwise discriminate against any employee who lawfully takes paid sick leave or expanded family and medical leave under the FFCRA, files a complaint, or institutes a proceeding under or related to this Act. Employers in violation of the provisions of the FFCRA will be subject to penalties and enforcement by WHD.



**WAGE AND HOUR DIVISION**  
UNITED STATES DEPARTMENT OF LABOR

For additional information  
or to file a complaint:  
**1-866-487-9243**  
TTY: 1-877-889-5627  
[dol.gov/agencies/whd](https://dol.gov/agencies/whd)



WH1422 REV 03/20

## ► Duration of Leave

**For reasons (1)-(4) and (6):** A full-time employee is eligible for up to 80 hours of leave, and a part-time employee is eligible for the number of hours of leave that the employee works on average over a two-week period.

**For reason (5):** A full-time employee is eligible for up to 12 weeks of leave at 40 hours a week, and a part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

## ► Calculation of Pay <sup>[5]</sup>

**For leave reasons (1), (2), or (3):** employees taking leave shall be paid at either their regular rate or the applicable minimum wage, whichever is higher, up to \$511 per day and \$5,110 in the aggregate (over a 2-week period).

**For leave reasons (4) or (6):** employees taking leave shall be paid at  $\frac{2}{3}$  their regular rate or  $\frac{2}{3}$  the applicable minimum wage, whichever is higher, up to \$200 per day and \$2,000 in the aggregate (over a 2-week period).

**For leave reason (5):** employees taking leave shall be paid at  $\frac{2}{3}$  their regular rate or  $\frac{2}{3}$  the applicable minimum wage, whichever is higher, up to \$200 per day and \$12,000 in the aggregate (over a 12-week period—two weeks of paid sick leave followed by up to 10 weeks of paid expanded family and medical leave). <sup>[6]</sup>

**Tax Credits:** Covered employers qualify for dollar-for-dollar reimbursement through tax credits for all qualifying wages paid under the FFCRA. Qualifying wages are those paid to an employee who takes leave under the Act for a qualifying reason, up to the appropriate per diem and aggregate payment caps. Applicable tax credits also extend to amounts paid or incurred to maintain health insurance coverage. For more information, please see the Department of the Treasury's website.

**Employer Notice:** Each covered employer must post in a conspicuous place on its premises a notice of FFCRA requirements. <sup>[7]</sup>

**Prohibitions:** Employers may not discharge, discipline, or otherwise discriminate against any employee who takes paid sick leave under the FFCRA and files a complaint or institutes a proceeding under or related to the FFCRA.

**Penalties and Enforcement:** Employers in violation of the first two weeks' paid sick time or unlawful termination provisions of the FFCRA will be subject to the penalties and enforcement described in Sections 16 and 17 of the Fair Labor Standards Act. 29 U.S.C. 216; 217. Employers in violation of the provisions providing for up to an additional 10 weeks of paid leave to care for a child whose school or place of care is closed (or child care provider is unavailable) are subject to the enforcement provisions of the Family and Medical Leave Act. The Department will observe a temporary period of non-enforcement for the first 30 days after the Act takes effect, so long as the employer has acted reasonably and in good faith to comply with the Act. For purposes of this non-enforcement position, "good faith" exists when violations are remedied and the employee is made whole as soon as practicable by the employer, the violations were not willful, and the Department receives a written commitment from the employer to comply with the Act in the future.

## ► RESOURCES

For additional information or to file a complaint:

1-866-487-9243 | TTY: 1-877-889-5627

[dol.gov/agencies/whd](https://dol.gov/agencies/whd)

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<sup>[5]</sup> Paid sick time provided under this Act does not carry over from one year to the next. Employees are not entitled to reimbursement for unused leave upon termination, resignation, retirement, or other separation from employment.

<sup>[6]</sup> An employee may elect to substitute any accrued vacation leave, personal leave, or medical or sick leave for the first two weeks of partial paid leave under this section.

<sup>[7]</sup> The Department will issue a model notice no later than March 25, 2020.



# FAMILIES FIRST CORONAVIRUS RESPONSE ACT: EMPLOYEE PAID LEAVE RIGHTS

The **Families First Coronavirus Response Act (FFCRA or Act)** requires certain employers to provide employees with paid sick leave or expanded family and medical leave for specified reasons related to COVID-19. The Department of Labor's (Department) Wage and Hour Division (WHD) administers and enforces the new law's paid leave requirements. These provisions will apply from the effective date through December 31, 2020.

Generally, the Act provides that employees of covered employers are eligible for:

- *Two weeks (up to 80 hours) of **paid sick leave at the employee's regular rate of pay** where the employee is unable to work because the employee is quarantined (pursuant to Federal, State, or local government order or advice of a health care provider), and/or experiencing COVID-19 symptoms and seeking a medical diagnosis; or*
- *Two weeks (up to 80 hours) of **paid sick leave at two-thirds the employee's regular rate of pay** because the employee is unable to work because of a bona fide need to care for an individual subject to quarantine (pursuant to Federal, State, or local government order or advice of a health care provider), or to care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to COVID-19, and/or the employee is experiencing a substantially similar condition as specified by the Secretary of Health and Human Services, in consultation with the Secretaries of the Treasury and Labor; and*
- *Up to an additional 10 weeks of **paid expanded family and medical leave at two-thirds the employee's regular rate of pay** where an employee, who has been employed for at least 30 calendar days, is unable to work due to a bona fide need for leave to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19.*

**Covered Employers:** The paid sick leave and expanded family and medical leave provisions of the FFCRA apply to certain public employers, and private employers with fewer than 500 employees.<sup>[1]</sup> Most employees of the federal government are covered by Title II of the Family and Medical Leave Act, which was not amended by this Act, and are therefore not covered by the expanded family and medical leave provisions of the FFCRA. However, federal employees covered by Title II of the Family and Medical Leave Act are covered by the paid sick leave provision.

Small businesses with fewer than 50 employees may qualify for exemption from the requirement to provide leave due to school closings or child care unavailability if the leave requirements would jeopardize the viability of the business as a going concern.

**Eligible Employees:** *All employees* of covered employers are eligible for two weeks of paid sick time for specified reasons related to COVID-19. *Employees employed for at least 30 days* are eligible for up to an additional 10 weeks of paid family leave to care for a child under certain circumstances related to COVID-19. <sup>[2]</sup>

**Notice:** Where leave is foreseeable, an employee should provide notice of leave to the employer as is practicable. After the first workday of paid sick time, an employer may require employees to follow reasonable notice procedures in order to continue receiving paid sick time.

## ► Qualifying Reasons for Leave

Under the FFCRA, an employee qualifies for paid sick time if the employee is unable to work (**or unable to telework**) due to a need for leave because the employee:

1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
2. has been advised by a health care provider to self-quarantine related to COVID-19;
3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);
5. is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19; or
6. is experiencing any other substantially-similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.

Under the FFCRA, an employee qualifies for expanded family leave if the employee is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19.

<sup>[1]</sup> Certain provisions may not apply to certain employers with fewer than 50 employees. See Department FFCRA regulations (expected April 2020).

<sup>[2]</sup> Under the Act, special rules apply for Health Care Providers and Emergency Responders.

## ► DURATION OF LEAVE

**For reasons (1)-(4) and (6):** A full-time employee is eligible for 80 hours of leave, and a part-time employee is eligible for the number of hours of leave that the employee works on average over a two-week period.

**For reason (5):** A full-time employee is eligible for up to 12 weeks of leave (two weeks of paid sick leave followed by up to 10 weeks of paid expanded family & medical leave) at 40 hours a week, and a part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

## ► CALCULATION OF PAY [3]

**For leave reasons (1), (2), or (3):** employees taking leave are entitled to pay at either their regular rate or the applicable minimum wage, whichever is higher, up to \$511 per day and \$5,110 in the aggregate (over a 2-week period).

**For leave reasons (4) or (6):** employees taking leave are entitled to pay at  $\frac{2}{3}$  their regular rate or  $\frac{2}{3}$  the applicable minimum wage, whichever is higher, up to \$200 per day and \$2,000 in the aggregate (over a 2-week period).

**For leave reason (5):** employees taking leave are entitled to pay at  $\frac{2}{3}$  their regular rate or  $\frac{2}{3}$  the applicable minimum wage, whichever is higher, up to \$200 per day and \$12,000 in the aggregate (over a 12-week period). [4]

## ► RESOURCES

For additional information or to file a complaint:

**1-866-487-9243** | TTY: 1-877-889-5627

[dol.gov/agencies/whd](https://dol.gov/agencies/whd)

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[3] Paid sick time provided under this Act does not carryover from one year to the next. Employees are not entitled to reimbursement for unused leave upon termination, resignation, retirement, or other separation from employment.

[4] An employee may elect to substitute any accrued vacation leave, personal leave, or medical or sick leave for the first two weeks of partial paid leave under this section.





*Guidelines for  
Child Care  
During  
COVID-19  
from Child Care  
Licensure*



## MISSISSIPPI STATE DEPARTMENT OF HEALTH

### **Guidelines for Child Care Centers**

This public health guidance is intended to provide licensed child care facilities with guidance for operating a facility during the Novel Coronavirus (COVID-19) pandemic. Every licensed child care facility should have a plan to protect staff, children, and their families from the spread of COVID-19. This guidance covers policies and procedures providers should implement during the COVID-19 pandemic. Moreover, it provides licensed child care facilities with guidance on how to handle a positive COVID-19 case or exposure to a positive COVID-19 case in child care facilities.

Child care facilities that continue to remain open or that are preparing to reopen should follow current Mississippi laws, Regulations Governing the Operation of Child Care Facilities, Executive Orders, Health Officer Orders, local ordinances, and guidance issued by the Centers for Disease Control and Prevention (CDC) and the Mississippi State Department of Health (MSDH). The guidance details the steps providers should follow in order to mitigate the impact of COVID-19 on child care facilities. This guidance is based on recommendations from the CDC, along with current knowledge of the virus and is subject to change. Health and safety guidance for child care facilities is outlined in this document. Please visit [MSDH](#) and [CDC](#) for the most up to date information on COVID-19.

Topics addressed in this public health guidance include:

1. Reopening
2. Transmission and symptoms of COVID-19
3. Practices, policies, and procedures for consideration
4. Staff actions to help prevent the spread of COVID-19
5. Routine disinfection/sanitization procedures
6. Social distancing in the child care setting
7. Face masks
8. Dealing with confirmed positive COVID-19 cases and exposure to COVID-19
9. Reporting
10. Additional resources

### **Reopening**

Child care providers should understand the aspects of reopening or continuing to operate during COVID-19. Additional policies and procedures must be put in place to protect the health and safety of children in their child care settings while maintaining a safe environment for child care

staff and families. The CDC has developed a [school decision tree](#) to assist in operating and reopening decisions. Child care providers should review and plan for the implementation of the CDC and MSDH guidelines before reopening. MSDH suggests that child care providers develop and publicly post their implementation strategies to mitigate the further spread of COVID-19 and inform parents of new procedures and expectations.

## **Transmission and Symptoms of COVID-19**

COVID-19 is mostly spread through respiratory droplets released when an infected person talks, coughs, or sneezes. It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose or possibly their eyes. Prevention practices and proper environmental cleaning and disinfection are important principles that are covered below.

People with COVID-19 have a constellation of symptoms reported – ranging from mild symptoms to severe illness. [Symptoms](#) may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

## **Practices, Policies, and Procedures for Consideration**

All public health guidance below is strongly recommended in order to adhere to guidelines published by the CDC and MSDH.

### **Drop-off/Arrival Procedures**

- Child care programs should post signage in drop-off/arrival area to remind staff and children to keep six feet of distance whenever feasible.
- Ideally, the same parent or designated person should drop off and pick up the child every day. If possible, individuals with [underlying medical conditions](#) should not pick up children as they are at increased risk of severe illness from COVID-19.
- Set up hand hygiene stations at the entrance of the facility, so that children, staff, and parents can clean their hands before they enter. If a sink with soap and water is not available, provide hand sanitizer with at least 60% alcohol next to parent sign-in sheets.

- Keep alcohol-based hand sanitizer out of children's reach and supervise use. If possible, place sign-in stations outside, and provide sanitary wipes for cleaning pens between each use.
- Consider staggering arrival and drop off times and plan to limit direct contact with parents as much as possible.
- Consider greeting children outside as they arrive.
- Consider designating a staff person to be the drop off/pick up volunteer to walk all children to their classroom, and at the end of the day, walk all children back to their cars.
- When possible, transport infants in their car seats.

### **Transportation**

If you must provide transportation, create space between riders ***if possible***. For example, for larger busses, one rider per seat and in every other row. Keep windows open to help reduce the spread of the virus. Masks can be worn to reduce the spread of germs. Clean and disinfect as much as possible in between pick up and drop offs. Keep windows open to prevent buildup of chemicals that cause eye and respiratory problems. Avoid activities and events such as field trips and special performances. Drivers or other staff members should visually check the child before they enter the vehicle. A screening process is recommended before anyone is allowed on the vehicle.

Use an [EPA registered](#) disinfectant when wiping down surfaces. Each vehicle should be wiped down after each run, including the morning run, afternoon run and any special runs. Items to be wiped down include the entry handrail, the fronts and backs of seats and any hardware or accessories, windows, window handles and walls. In addition, wipe the exterior surfaces and hardware of the entry door as well as driver controls of the bus such as the steering wheel, mirrors, etc.

### **Screening Procedures**

The best way to prevent the spread of COVID-19 is to prevent it from getting inside the facility.

Child care providers should:

- Require sick children and staff to stay home.
- Communicate to parents the importance of keeping children home when they are sick.
- Communicate to staff the importance of being vigilant for symptoms and staying in touch with facility management if or when they start to feel sick.
- Establish procedures to ensure children and staff who come to the child care center sick or become sick while at the facility are isolated and sent home as soon as possible.
- Keep sick children and staff separate from well children and staff until they can be sent home.
- Conduct a daily health screening of any person entering the building, including children, staff, family members, and other visitors to identify symptoms, diagnosis, or exposure to COVID-19.

- Not allow staff and children to enter the child care facility if:
  - They have tested positive for or are showing COVID-19 symptoms.
  - They have recently had [close contact](#) with a person with COVID-19.
- Continue to monitor staff and children's health throughout the day
- Immediately isolate a child or staff member that develops fever, chills, shortness of breath, new cough, or new loss of taste or smell and send them and any family members home as soon as possible.
- While waiting for a sick child to be picked up, have a staff member stay with the child in a place isolated from others. If the child has symptoms of COVID-19, the caregiver should remain as far away as safely possible from the child (preferably six feet) while maintaining supervision. The caregiver should wear a mask. If the child is over the age of two and can tolerate a mask, the child should also wear a mask
- If COVID-19 is confirmed in a child or staff member:
  - Close off areas used by the person who is sick.
  - Open outside doors and windows to increase air circulation in the areas.
  - Wait up to 24 hours or as long as possible before you clean or disinfect to allow respiratory droplets to settle.
  - Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms and common areas.
  - If more than 7 days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.
- Continue routine cleaning and disinfection.

**Note:** Persons who have a fever of **100.0 degrees Fahrenheit or above**, or other signs of illness should not be admitted to the facility. Encourage parents to be alert for signs of illness in their children and to keep them home when they are sick. Remind staff that they should not come to work when sick.

### **Staff Actions to Help Prevent the Spread of COVID-19**

- Wash hands often with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.
- Always wash hands with soap and water if hands are visibly dirty for at least 20 seconds.
- Remember to supervise young children when they use alcohol-based hand sanitizer to prevent swallowing alcohol.
- Clean and disinfect frequently touched surfaces.
- Cover cough and sneezes.
- Cover your mouth and nose with a mask when you go out in public.
- Masks should NOT be put on babies and children under age two because of the danger of suffocation.

### **Routine Disinfection/Sanitization Procedures**



Child care facilities should post signs in highly visible locations (e.g., facility doors, lobby, restrooms) that promote everyday protective measures and describe how to stop the spread of COVID-19 including proper hand washing and properly wearing a mask.

- Resources for signage for [hand washing](#)
- Signage for [masks](#)

CDC has workplace resources such as posters with messages for staff about:

- [Staying home when sick](#)
- [How to avoid spreading germs at work](#)

[Caring for Our Children](#) (CFOC) provides national standards for cleaning, sanitizing and disinfection of educational facilities for children. Toys that can be put in the mouth should be cleaned and sanitized (see below). Other hard surfaces, including diaper changing stations, doorknobs, and floors can be disinfected.

Intensify cleaning and disinfection efforts:

- Facilities should develop plans to ensure adequate supplies to support good hand hygiene behaviors and routine cleaning of objects and surfaces.
- Facilities should develop a schedule for cleaning and disinfecting. See an example of [National Health and Safety Performance Standards](#)
- [Routinely clean, sanitize, and disinfect](#) surfaces and objects that are frequently touched, especially toys and games. This may also include cleaning objects/surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink handles, countertops, nap pads, toilet training potties, desks, chairs, cubbies, and playground structures.
- Use the cleaners typically used at your facility. [Guidance](#) is available for the selection of appropriate sanitizers or disinfectants for child care settings.
- Use all cleaning products according to the directions on the label. For disinfection, most common [EPA-registered](#), fragrance-free household disinfectants should be effective against the virus that causes COVID-19. If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- All cleaning materials must be kept secure and out of reach of children per regulations.
- Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children for inhaling potentially toxic fumes.

### **Clean and Sanitize Toys**

- Toys that cannot be cleaned and sanitized should not be used.
- Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves. Clean with water and detergent, rinse thoroughly, sanitize with an EPA-registered disinfectant, rinse thoroughly again, and air-dry. You may also clean in a mechanical dishwasher.

- Machine washable cloth toys should be used by one individual at a time or should not be used at all. These toys should be laundered before being used by another child.
- Do not share toys with other groups of infants or toddlers, unless they are washed and sanitized before being moved from one group to the other.
- Set aside toys that need to be cleaned. Place in a dish pan with soapy water or put in a separate container marked for “soiled toys.” Keep dish pan and water out of the reach of children. Washing with soapy water is the ideal method for cleaning. Try to have enough toys so that the toys can be rotated through cleanings.

### **Clean and Disinfect Bedding**

- Use bedding that can be washed. Keep each child’s bedding separate, and consider storing in individually labeled bins, cubbies or bags. Cots and mats should be labeled for each child. Bedding that touches a child’s skin should be cleaned weekly or before use by another child.
- When possible, bedding should be laundered by the facility to reduce the back and forth transportation between the child’s home and the facility.

### **Monitor and Plan for Absenteeism Among Your Staff**

- Develop plans to cover classes in the event of increased staff absences. Coordinate with other local child care programs and reach out to substitutes to determine their anticipated availability if regular staff members need to stay home if they or their family members are sick.
- If you have staff members or teachers age 65 or older, or with [underlying health conditions](#), encourage them to talk to their healthcare provider to assess their risk and to determine if they should stay home.

### **Social Distancing in the Child Care Setting**

Where possible, child care classes should include the same group each day, and the same child care providers should remain with the same group each day. Facilities should consider creating a separate classroom or group for the children of healthcare workers and other first responders.

- Cancel or postpone special events such as festivals, holiday events, and special performances.
- Consider whether to alter or halt daily group activities that may promote transmission.
- Keep each group of children in a separate room.
- Limit the mixing of children, such as staggering playground times and keeping groups separate for special activities such as art, music, and exercising.
- If possible, at nap time, ensure that children’s naptime mats (or cribs) are spaced out as much as possible, ideally six feet apart. Consider placing children head to toe in order to further reduce the potential for viral spread.
- Provide each child with individual meals and snacks. Do not serve family style meals

## Face Masks

Child care staff should wear masks. Children over the age of two should wear masks. Masks should **not** be worn by children under the age of 2 or anyone who has trouble breathing, is unconscious, incapacitated or otherwise unable to remove the mask without assistance.

Exceptions:

- If a child is outdoors and able to consistently maintain a social distance of at least six (6) feet from individuals who are not a part of their household, they do not need to wear a mask.
- If a parent, guardian, or responsible person has been unable to place a mask safely on the child's face, they should not do so.
- If a child over the age of two is unable to remove a mask without assistance, the child is not required to wear one.

MSDH recognizes that getting younger children to be comfortable wearing masks and to keep them on may create some difficulties. Under these circumstances, parents, guardians, licensed child care providers may consider prioritizing the wearing of masks to times when it is difficult for the child to maintain a social distance of at least six (6) feet from others who are not part of their household (e.g., during carpool drop off or pick up, or when standing in line at school). Ensuring proper mask size and fit and providing children with frequent reminders and education on the importance and proper wearing of masks may help address these issues.

## Dealing with Confirmed Positive COVID-19 Cases and Exposure to COVID-19

**For confirmed positive COVID-19 cases:**

- If the child is in care when the test results are confirmed positive, the child must be isolated until the parent/guardian arrives to pick them up.
- The operator shall inform parents of enrolled children when there is a suspected outbreak in the facility
  - Outbreak is defined as 3 or more confirmed positive COVID-19 cases in children and/or staff.
- **The facility should close for a period of 48 hours following a confirmed outbreak of COVID-19 cases in children/staff so that the facility can be deep cleaned and disinfected properly.**
- After closure, wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the areas.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, and common areas.
- The facility should develop a process to inform child care staff of positive COVID-19 cases.
- The facility must notify the Bureau of Child Care Licensing.

- Follow the “**Discontinuing at Home Isolation**” guidance below for timelines on returning to the child care facility.

### **Exposure to a Person Who Tests Positive for COVID-19**

Exposure is defined as being within six (6) feet of the individual who tests positive for COVID-19 for a period of 15 minutes or more. Persons who test positive are considered infectious 48 hours before the onset of symptoms. Persons testing positive but do not have symptoms are considered infectious two days after exposure (if known) or starting two days before the test date (if exposure is unknown).

If a staff person or a child is exposed to an individual who tests positive for COVID-19:

- MSDH recommends testing and 14-day self-quarantine for all close contacts to the case (should remain in quarantine for full 14 days even if initial test is negative).
- What counts as a close contact?
  - You were within 6 feet of someone who has COVID-19 for a total of 15 minutes or more.
  - You provided care at home to someone who is sick with COVID-19.
  - You had direct physical contact with the person (hugged or kissed them).
  - You shared eating or drinking utensils.
  - They sneezed, coughed, or somehow got respiratory droplets on you.
- If a child becomes ill at the facility, the operator shall notify the child’s parents as soon as possible.
- The operator shall inform parents of enrolled children when there is a positive case
- The facility must report when a staff person or child is exposed to a positive COVID-19 case to the Bureau of Child Care Licensing.
- The facility should develop a process to inform child care staff of possible exposure to a positive COVID-19 case.

### **Discontinuing At-Home Isolation**

MSDH recommends a time and symptom-based strategy for the discontinuation of isolation and transmission-based precautions for patients with COVID-19.

Child care staff deemed critical or essential, who have been fever-free for 24 hours (without the use of fever reducing medications) and for whom at least 10 days have passed since the onset of illness, may be allowed to return to the child care facility prior to the end of the 14-days isolation period while wearing a mask if the facility operator approves. They are otherwise to remain isolated at home for the full 14-day period.  
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/duration-isolation.html> .

### **Reporting**

In all instances when reporting to the Bureau of Child Care Licensing, provide:

- The name of the facility
- The address of the facility including the county
- The number of cases
- Information on whether the positive case is in a staff person or child

This information must immediately be reported to the Bureau of Child Care Licensing at: (601) 364-2827 or by email to [ChildCare@msdh.ms.gov](mailto:ChildCare@msdh.ms.gov).

For questions regarding COVID-19, isolation and quarantine, please contact the Office of Epidemiology at (601) 576-7725.

### **Additional Resources**

- [Guidance for Child Care Programs that Remain Open](#)
  - This information is intended for child care programs that remain open, and should be used in conjunction with CDC's guidance for administrators of child care programs and K-12 schools. This guidance does not supersede state and local laws and policies for child care programs.
- [Interim Guidance for Administrators of US K-12 Schools and Child Care Programs](#)
  - Guidance to help childcare programs, schools, and their partners understand how to help prevent the transmission of COVID-19 within childcare and school communities and facilities.
- American Academy of Pediatrics
  - Information on [germ prevention strategies](#)
  - [Reducing the spread of illness in child care settings](#)
- [Caring for Our Children](#)
  - National Health and Safety Performance Standards/Guidelines for Early Care and Education Programs
- [Disinfectants for Use Against SARS-CoV-2 \(COVID-19\)](#)
  - EPA listed products for use against SARS-CoV-2, the virus that causes COVID-19.

### **Next Steps**

Child care providers must:

1. Read this public health guidance and share with appropriate staff.
2. Develop, communicate and implement policies and procedures to prevent the spread of COVID-19 in child care facilities.
3. Develop a process and procedures for timely reporting to the Bureau of Child Care Licensing and notifying staff and parents.
4. Ensure staff become familiar with CDC guidance.



Parent \_\_\_\_\_

Date \_\_\_\_\_

# COVID-19 Pandemic State of Emergency

## Daily Screening

The Administrator shall not be liable or deemed to be responsible, directly or indirectly, from exposure to COVID-19 and any similar cause beyond reasonable steps taken to prevent the spread of this virus. I enter at my own risk, and I accept responsibility for self-reporting any COVID-19 exposure to myself, my child and any other member of my household to the Administrator immediately.

Parent's Signature \_\_\_\_\_

### Family Temperature Chart

Driver	_____°F	Passenger	_____°F
Passenger	_____°F	Passenger	_____°F
Passenger	_____°F	Passenger	_____°F

### Notes

(Print Clearly)

**Greet each vehicle in the parking area.** Take and record temperatures of all occupants in the vehicle. If any occupant registers a temp of **100.0°F or higher**, the entire family/group must be restricted from entering the facility.

### Questions to Ask Parents

Yes      No

\_\_\_\_      \_\_\_\_ Have you or your child(ren) or any member of your household experienced fever, diarrhea, vomiting or unusual symptoms within the last 24 hours?

\_\_\_\_      \_\_\_\_ Have you or your child(ren) or any member of your household returned from a state/country with widespread transmission of COVID-19 within the last 14 days?

\_\_\_\_      \_\_\_\_ Have you or your child(ren) or any member of your household attended any large group gatherings or parties within the last 14 days?

\_\_\_\_      \_\_\_\_ Have you or your child(ren) or any member of your household been exposed to someone with COVID-19 within the last 14 days?

**If any are answered "yes", restrict entry/attendance.**

Hand sanitizer (**60% alcohol content or higher**) must be provided to all persons before entering the childcare facility and applied up to the elbows.

Signature of Intake Official

Time: \_\_\_\_\_ AM/PM

Date \_\_\_\_\_

# COVID-19 Pandemic State of Emergency

Licensed Child Care Centers and Family Child Care Homes

## Daily Temperature Chart and Attendance Roster

Following the COVID-19 screening upon arrival, enter the name and arrival temperature reading of each staff member and each child on this Daily Attendance Roster. Take additional temperature readings of each staff member and each child at least one other time during the business day, or as often as you feel wise to do so and enter those temps on this chart.

If you are transporting children from school, enter the name and temperature of each school age child at the point of pick-up before the child enters your vehicle.

If any school age child registers a temp of **100.0°F or higher** at pick-up, they should be restricted from entering your vehicle and returned to school administrators for contacting and notifying the child's parent/guardian. (Attend the child until delivered to a responsible party.)

If any staff member or child registers a temp of **100.0°F or higher** while in your facility, they should be **isolated immediately** and **dismissed** for home quarantine/medical attention as soon as possible.

At the close of each business day, place all form(s) in a three-ring binder or similar for safe keeping.

Name	Arrival Temp	2 <sup>nd</sup> Reading	3 <sup>rd</sup> Reading
	°F	°F	°F
	°F	°F	°F
	°F	°F	°F
	°F	°F	°F
	°F	°F	°F
	°F	°F	°F
	°F	°F	°F
	°F	°F	°F
	°F	°F	°F
	°F	°F	°F
	°F	°F	°F
	°F	°F	°F
	°F	°F	°F
	°F	°F	°F
	°F	°F	°F

Schedule a specific time each day to take 2<sup>nd</sup> and 3<sup>rd</sup> temp readings and incorporate into your daily routine. You may print and complete individual sheets for staff, individual sheets for children, and individual sheets for after-school pick-up if you like.

**\*Parents, visitors, guests, staff spouses, servicemen, delivery persons should not enter the facility unless properly screened.**



# *References for YouTube Videos*

## Links to YouTube Videos

Growing Healthy Minds, Bodies, and Communities is an innovative standards-based curriculum that seeks to promote social-emotional learning in preschools across Mississippi through community engagement and the integration of yoga/mindfulness, gardening/nutrition, anti-bullying, anti-bias, and physical activity to support the well-being of all children.

The video is tied to Unit 4 which is a gardening/nutrition unit about growing food in a new way. The children learn about seeds, plant parts and how to grow in a tower garden. The video goes along with the lessons including vocabulary they will learn in the lessons.

<https://youtu.be/SGrQDjRgiLs>

Thomas Moore – Itsy Bitsy Spider

<https://youtu.be/CSl8wCUH0LM>

The Learning Station – The Goodbye Song

<https://youtu.be/pP9AujV8N1A>