

## Growth...

Aw...springtime; so much new growth happening in the world around us. It is a time to enjoy the flowers, creatures, and sunshine. All around me I am constantly reminded that growth is inspiring. When I see that first speck of green coming out of the ground I am inspired to pull the weeds around it. When I see a new branch on a tree I am inspired to prune or shore the branch up to facilitate more growth. When I see a child growing by discovering the bugs in the dirt I am inspired to find more for them to look at. When I see growth around my waistline because my old shorts don't fit, I am inspired to walk instead of take the car. When I see high school students growing in knowledge I am inspired to work harder to help them graduate. Growth is inspiring!

The odd thing about growth is that you don't always recognize it. When you look at someone or something every day you lose context of where they were last week. You forget that the tree didn't used to reach the eaves of the building; you barely remember the blank looks on the children's faces when you first introduced them to sign language. It is for this reason that we need to document growth. I love walking into homes with marks on a wall to measure the height of the children in the family. This is an example of a distinct effort to see growth. I keep pictures on my walls of every year of my daughters' lives for this purpose. I want to celebrate their growth and it is so easy to miss (except when they outgrow their clothing!)

It has been a wonderful season of growth for me. I have had fabulous opportunities to reconnect with people around the state during the month of April. So many of you have grown and changed during this school year. So much growth has taken place in the care providers and teachers that I can only imagine the growth happening for the children, parents and high school students that you are working with.

So, how are you measuring growth in your programs? How are you going to create an opportunity to celebrate this growth? How will you feed it, prune it, or support continuation of the growth? If you want something to continue to grow you must allow the inspiration to take hold and facilitate the healthy development. Growth is often slow, measured in tiny increments. No matter how small the growth, find a way to celebrate it; find a way to "feed" it so that more growth takes place in the future.

Crystal Persi  
Special Populations Quality Improvement Coordinator

All growth depends upon activity. There is no development physically or intellectually without effort, and effort means work.  
~Calvin Coolidge

### Inside this issue:

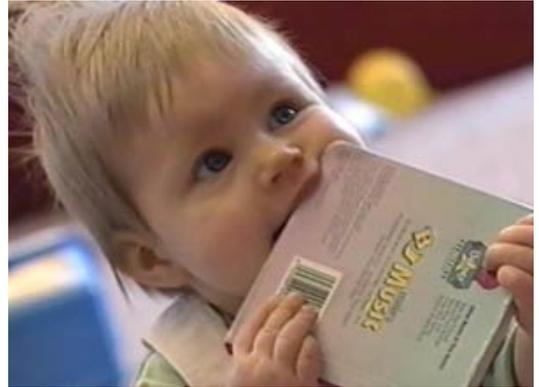
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### Upcoming Dates of Interest

- May 19—25, 2013 — Oregon Parenting Education Week
- June 7, 2013 — QIP Plan Reflections Due
- Last day of school — Annual Child Development/Teen Parent Surveys Due
- June 21 & 22, 2013 — Retreat By the Lake, Coos Bay, OR
- Nov. 20—23, 2013 — National NAEYC Conference, Washington D.C.

## Early Literacy for Young Children -

In case you haven't heard, Oregon is very engaged in increasing the focus on early literacy in the 0-5 age group. Initially you might consider this to be a preschool teacher's job, but it must start earlier. The first three years of life include some of the most dynamic brain growth and development that will ever occur. Early literacy needs to start in the womb, but since we don't always have a pre-natal connection with the children in our care, it needs to start the moment a child arrives in our programs.



When I think about literacy development in infant/toddler programs I think about relationships, not the ABC's. This excerpt from an online Zero to Three article addresses this connection very well.

“Early literacy for very young children doesn't just involve books. Early literacy requires people and sensitive, responsive relationships, too. Parents and caregivers are a vital component of the child's experience with reading and language. All of these variables—the child, the book, the parent, and the relationship—work together to support or discourage the development of emergent literacy skills.

Early literacy does not mean teaching reading to infants and toddlers. For very young children, learning to read is not a developmentally appropriate goal. Toddlers who feel pushed to read may become frustrated or fearful and begin to associate these negative feelings with books—no doubt impacting their future confidence, interest and joy in books and language. Reading, writing and language evolve from a number of earlier, age-appropriate skills, such as:

- physically manipulating or handling books;
- looking at and recognizing books;
- comprehending pictures and a story; and
- interacting with books verbally, e.g., babbling in imitation of reading (Schickedanz, 1999 in BrainWonders).

By recognizing these behaviors in the children they work with, staff and leaders alike gain a new understanding for how early interactions with books, writing, and language support emergent literacy—as well as how their relationship with children is a powerful determinant in whether this experience is a positive and enjoyable one, or not. The tips below highlight ways to build upon the natural curiosity of very young children to establish a solid foundation of early literacy skills.”

[http://main.zerotothree.org/site/PageServer?pagename=ter\\_key\\_language\\_literacytips](http://main.zerotothree.org/site/PageServer?pagename=ter_key_language_literacytips)

This shouldn't be new information for any of us, just a different way to consider how we help the children around us to develop. Cultivating early and emerging literacy skills could be the best nutrient that you ever provide to initiate maximum growth.

For more information and some great tips on how to encourage literacy in your infant/toddler program you should read the full Zero to Three article referenced above.

We need 4  
hugs a day  
for  
survival.  
We need 8  
hugs a day  
for  
mainte-  
nance. We  
need 12  
hugs a day  
for growth.  
~ Virginia  
Satir

# DHS Child Care Funding Support -

Do you know the difference between the type of financial and child care support that is available to young parents through DHS while they are in high school vs. what is available after they graduate or drop out?

## TANF (Temporary Assistance for Needy Families) -

The Temporary Assistance for Needy Families (TANF) program provides cash assistance to low-income families while they strive to become self-sufficient. Teen parents meet with their case manager to develop a case plan that will help support their efforts to complete high school or achieve a GED. The TANF program's goal is to reduce the number of families living in poverty, through employment and community resources.

Families that have very few assets and little or no income may qualify for TANF. The current maximum monthly benefit for a family of three is \$506. TANF cases are managed through Self Sufficiency Program (SSP) Case Workers. Most regions have dedicated teen parent SSP workers.

Teen Parents receiving TANF and who have not completed high school or achieved a GED participate in the Job Opportunity and Basic Skills (JOBS) program through DHS. TANF teen parents that need child care for the time they are attending high school or GED classes, can get help through the JOBS program. TANF/JOBS child care is available when young parents are actively enrolled and working on their case plan. The child care for these cases must be provided by a state approved provider.

After the teen parent completes their high school education or achieves a GED, they have access to other JOBS employment and training services while they are still receiving TANF. Their DHS case manager will work with the young parent to develop a case plan that continues their personal development towards family self sufficiency. TANF information is available at the following DHS website: <http://www.oregon.gov/DHS/assistance/pages/cash/tanf.aspx>

## ERDC (Employment Related Day Care) -

Employment Related Day Care (ERDC) provides child care funding support while the parent is employed and has a child care need. Child care need is defined as the gap between what resources the family has vs. what resources the family needs to maintain safe, dependable child care that supports children's development and family self-sufficiency.

Child care need also means that the care is necessary to maintain employment. This means the nature of the parent's work makes it necessary for someone else to care for the child during working hours. Ordinarily, there is no child care need if the parent works at home and can care for their own child without significantly affecting their work.

Employment normally means work that results in earned income. This includes paid work experience, paid practicum assignments, and work study. Employment for the purpose of ERDC does not include self-employment.

In ERDC parents are required to pay a portion of the cost, called the copay. The copay amount is determined according to a sliding fee scale, based on family income and household size.

At times, the ERDC program does have a waiting list in place.. Currently the list is not active and ERDC child care is readily available for qualified applicants. ERDC information is available at the following DHS website: <http://www.oregon.gov/dhs/children/Pages/childcare/index.aspx>

**“Everyone wants to live on top of the mountain, but all the happiness and growth occurs while you're climbing it.”**

**- Andy Rooney**



## Did You Know...

- If you bill DHS for child care you must be an approved provider
- These approvals are renewed every two years
- If you go for an entire 12 month period without billing you must reapply for approval
- You have 5 days to report any major changes in your child care program (location, personnel, Child Welfare reports, etc.)
- There is an [online provider guide](#) for DHS approved providers
- If you are a DHS approved provider you must meet the safety requirements for all child gates



*Please watch for your annual Child Development/Teen Parent Program survey to come electronically in the next two weeks. It will arrive as an email from Crystal Persi and contain a link to the Google Survey. Please respond at your earliest convenience.*

## The School Ready Child -

How do young children become ready for school? See ZERO TO THREE's new infographic, which shows how young children, beginning at birth, acquire the social and emotional skills for success in school and life. What a great resource for ECE Classrooms! [Click here for the graphic.](#)



## FEATURED RESOURCES:

### Safe to Sleep Educational Campaign

Safe to Sleep is an expansion of the original Back to Sleep campaign, which started in 1994. Back to Sleep was named for its recommendation to place healthy babies on their backs to sleep, the most effective action that parents and caregivers can take to reduce the risk of SIDS. Since that campaign started, the percentage of infants placed on their backs to sleep has increased dramatically, and the overall SIDS rates have declined by more than 50 percent. Here is a link that has more information and additional resources including data, brochures in English and Spanish, and even a video. <http://www.nichd.nih.gov/sids/Pages/sids.aspx>

### Oregon Parenthood Education Curriculum

Here is a curriculum that is readily available to any parenting education teacher in Oregon. It was designed to align with the Oregon Department of Education Parenthood Ed. Standards. This curriculum includes some excellent activities, handouts and resources that will supplement child development or parenting classes. <http://www.ode.state.or.us/search/page/?id=1983>

### Text4baby

Text4baby is the first mobile information service designed to promote maternal and child health through text messaging. Women who sign up receive three free text messages a week, timed to their due date or their baby's birth date, through pregnancy and up until the baby's first birthday. The messages address topics such as labor signs and symptoms, prenatal care, urgent alerts, developmental milestones, immunizations, nutrition, birth defect prevention, safe sleep, safety, and more. This is a completely free service that can be useful to parents young and old as well as child development students learning about prenatal issues. For more information, link to: <https://text4baby.org/>

## **In case you missed these resources in the last issue:**

### Oregon Kids Healthy and Safe E-Reference

The OKHS E-Reference: this is a two-part online reference of current health and safety information for early care and education professionals. Find quick action-oriented answers to health and safety questions, resources, links, downloads, posters and more.

<http://public.health.oregon.gov/HEALTHYPEOPLEFAMILIES/BABIES/HEALTHCHILDCARE/Pages/okhs.aspx>

### Electronic Parenting Newsletter

Oregon Extension Service offers free parenting eNewsletters that are written by parenting experts (who are parents themselves!). They are designed so that information that's relevant to your child is automatically delivered to you *just in time!*

<http://www.extension.org/pages/22110/just-in-time-parenting-eneewsletters>



### Retreat by the Lake XIV

Shifting Sands  
On the Southern Oregon Coast  
June 21st and 22nd 2013



*Workshops will include:*

*Keynote Address by Dr. Bavolek, author of the Nurturing Parenting Programs*

*Child Care Division Quality Rating Improvement Systems*

*University of Oregon, Ages and Stages*

*American Red Cross, Disaster Preparedness*

*5.5 hours of Set 2 trainings.*

*Scholarships available for qualified applicants.*

*For More Information Follow this Link:*

<http://www.socc.edu/familycenter/pgs/bm~doc/save-the-date-rbtl-xv.pdf>

Remember, if you have received Quality Improvement Grant funds your QIP reflections are due to Dawn Woods by June 7th.

### Oregon Parenting Education Week

May 19th—25th, 2013

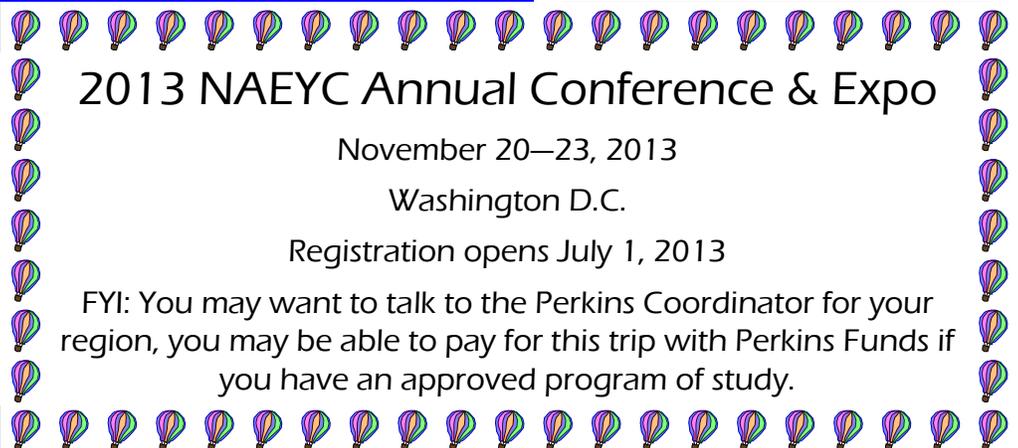
Special Events Happening at Oregon State University and will be streamed to the web on:

Monday 20th @ Noon

Tuesday 21st @ 2 pm

Thursday 23rd @ 10 am

[Click here for more information.](#)



### 2013 NAEYC Annual Conference & Expo

November 20—23, 2013

Washington D.C.

Registration opens July 1, 2013

FYI: You may want to talk to the Perkins Coordinator for your region, you may be able to pay for this trip with Perkins Funds if you have an approved program of study.

### KEY CONTACT INFORMATION -

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