

**NC Pathways to Grade-Level Reading Initiative**  
**Supported and Supportive Families and Communities Learning Team**  
Meeting Two Summary Report

The NC Pathways to Grade-Level Reading Supported and Supportive Families Learning Team met for the second time on October 11<sup>th</sup> from 1-4 pm at Parker Poe in Raleigh.

All of the materials and presentations shared at Learning Team meetings are online at <http://buildthefoundation.org/learning-teams/>

Background on the NC Pathways to Grade-Level Reading Initiative is online at [www.buildthefoundation.org/pathways](http://www.buildthefoundation.org/pathways).

**Meeting Two Summary**

Team members each sat at one of four tables that corresponded with the Supported and Supportive Families and Communities Outcome they knew the most about. The four tables focused on:

- Outcome 1: Safe, Stable, Nurturing Relationships with Caregivers
- Outcome 2: Families with Skills and Supports to Support Optimal Child Development
- Outcome 3: Family Economic Security
- Outcome 4: Toxic-Free, Safe, Viable Communities

Co-Chairs Tamika Williams and Amy Hawn Nelson welcomed 16 Learning Team members and set the context for the meeting by reminding the team members of the top-line goal, the shared Measures of Success Framework, and the goals of the Learning Teams process. They walked through what to expect at each of the four Learning Team meetings and outlined today's activities:

- To examine patterns within the Equity data and explore why these inequities are happening in NC; and
- To consider the level of Need in NC around these indicators, including the degree of the problem, the scale of the problem, and the trend.

The co-chairs reminded the group of the [Guiding Principles](#) of the Pathways work.

Mandy Ableidinger, Policy and Practice Leader at NCECF, then addressed the data concerns that were brought up during meeting 1.

- A document responding to all data questions was posted on Basecamp.
- Facilitators brought some new data to meeting 2 that was specifically requested by team members. Mandy briefly outlined the new data and encouraged team members to add it to their data notebooks.
- Mandy noted that we will never have all the data we would like to have, in the format we would like to have it. Given that the data will always be incomplete, our charge moving forward is to:
  - Use the data that are available to aid in our prioritization decisions;
  - Also use our experience and expertise to guide our decision-making around prioritizing indicators; and
  - Develop a data development agenda to identify the gaps where the state needs to collect more or different data.

- The group discussed the importance of having data to tell the story, but not allowing the process to get stuck when data are not available. For example, we don't want to eliminate an indicator from consideration for prioritization because there are no good data available – that may still be a crucially important indicator.

### Table Work: Why Do the Inequities Exist?

Mandy introduced the Families and Communities Inequities Synthesis – a new tool that displays on one page all the insights the team members offered at meeting 1 about the inequities found in North Carolina in these indicators. The Inequities Synthesis is also available online at <http://buildthefoundation.org/learning-teams/>.

There was a large group conversation around the patterns seen in the Inequities Synthesis, which led into the first table exercise.

In preparation for the first table exercise around *why* the inequities noted in the data exist in NC, Mandy introduced the team to a framework of structural or system characteristics that research (Foster-Fishman and Watson, 2012) has shown explain why inequities exist and are powerful levers of change. The characteristics included:

- **Regulatory Environment** – policies, rules around eligibility for programs.
- **Program Components and Support Environment** – program quality, accessibility, affordability, availability.
- **Relational/Connectivity Environment** – shared data, shared goals, co-located programs, integrated, seamless referrals and information sharing.
- **Resource Environment** – funding (what is and isn't funded, is funding sufficient), skills and capacities of providers, sufficient numbers of skilled providers.
- **Economic Environment** – state economy and available economic opportunities for families.
- **Power/Decision-Making Environment** – who has influence and voice at the state level, and who does not?
- **Mindsets** – Attitudes, values, beliefs, and biases that exist across the populace and among those in power and in decision-making roles.

Each table then moved through a process aimed at answering the question – Why do these inequities exist in NC? Each table looked only at the indicators for the outcome they were responsible for. Facilitators took notes at each table, and Individual Reflection sheets were collected after the meeting. *Insights gleaned from the individual work and the table conversations are included here as Appendix A.*

After the table work, the full group summarized their discussion on why there are patterns of inequities in North Carolina:

#### Regulatory Environment:

- Lack of universal approach
- Employer policies – many people are underemployed or only offered temporary employment
- Gentrification. Housing/zoning policies not promoting mixed income neighborhoods
- Landlord/tenant laws
- Law enforcement policies/practices
- Justice system

Program Support Environment:

- Stigma associated with accessing programs
- Language accessibility issue for Hispanic families
- Access to programs difficult for low-income families
- Lack of cultural competencies in programs

Resource Environment:

- Leadership capacity

Connectivity Environment:

- Professional capacity on value of relationships

Power/Decision-Making Environment:

- Lack of local decision-making
- TANF/SNAP/EITC: decisions about these policies are made based on resources, and not by the people experiencing challenges

Mindsets/Biases:

- Historical legacy of structural racism
- Attitudes about parenting
- Parent blame

**Table Work: Rating the Indicators on Need**

Mandy introduced the next exercise – rating the overall Need across the state on each indicator. The group thought about Need in three ways:

- Degree of the problem: How badly or well is the state performing on this indicator?
- Scale of the problem: How many children and families are affected by this indicator?
- Trend: Is the state's performance on this indicator stagnant, getting worse or better, or expected to get worse or better?

Mandy highlighted the data resources that were available for the table conversations, and the tables began rating the indicators in the outcome they were responsible for. *Need ratings are included here as Appendix B.*

There was a brief group discussion around the question – “Why are these Needs present in NC?”

Comments included:

- The observation that many children are impacted by these Family & Community variables, and nearly all of the trend lines are either stagnant or getting worse.
- The observation that on many of the indicators NC is close to the national average (which is still not good), so many of the reasons behind the Need in NC may be similar to what's happening in other states.
- Resources: cuts to programs that support parents
- More low-wage, service industry jobs/disappearing middle class

- Changing demography of North Carolina – happening quickly and appropriate supports aren't in place across the state

*Data questions from the meeting are included here as Appendix C.*

### **Wrap-Up and Next Steps**

The meeting concluded with a reminder of next steps. Meeting 3 will focus on the connections among indicators, and the team will make prioritization recommendations to present to all three Learning Teams, which will be meeting together in December for Meeting 4.

The next Supported and Supportive Families and Communities Learning Team meeting is scheduled for November 7<sup>th</sup> from 1-4 pm at Parker Poe.

The PowerPoint presentation for the meeting is available online at <http://buildthefoundation.org/learning-teams/>.

## Appendix A: Synthesis of Table Work on Why the Inequities Exist

### Outcome 1: Safe, Stable, Nurturing Relationships with Caregivers

Child Abuse/Neglect	Parent/Child Interactions	Family Meals
<b>Regulatory Environment</b>		
Numbers are only from DSS reports- not law enforcement/non-caretaker abuse (i.e. priest, leader, other)	<p>Policies keep families apart:</p> <ul style="list-style-type: none"> <li>• Public housing- e.g., criminal record</li> <li>• Child support enforcement</li> <li>• Racism in sentencing laws</li> <li>• Paid maternity/paternal leave</li> </ul>	
Not enough training for CPS staff	housing policy	
focus on investigative process over providing help, guidance, support for families in crisis	minimum wage does not approach standard of self-sufficiency; need multiple jobs to survive.	
absence of parent education, financial support based on eligibility.	family leave policies- paid leave, who gets/who doesn't, white collar/blue collar	
Mis-referrals/overrepresentation of African Americans and low income result in distrust of child welfare system	child care subsidy	
sometimes can't access service without a report	child support enforcement, visitation, etc.	
issues around accessing kin support and path to citizenship for undocumented children	concern of parents of color that blind obedience is key to avoiding harm from authority figures- focus on compliance vs. interactions (mindset or informal role issue?)	
Section 8 housing creates segregated communities	maternal home	
Income traps create stress associated with income inequality	Push from policies for low-income parents to work, not stay home with children	
Health care/behavioral health care depends upon sickness for industry survival – no means to address root causes of health disparities		

Cherokee nation DSS system is being rebuilt – overrides state/county authority		
Hispanics doing best could be underreporting – concern about deportation		
Regulations around adoption		
<b>Program/Support Environment</b>		
Varies by county, especially education and training of staff	Even at DSS level, lack of understanding/expertise on trauma awareness/treatment options	
Lack of universally available parent education, child care	family leave is subjective – decided by employers	
overwhelming workload for CPS staff	little parent education/Child development knowledge for parents - especially not universal.	
Cover your (self) culture	Extent to which family programs exist to 1. model for parents and 2. offer play/practice time. These are usually geared toward high-risk/low income families.	
high turnover	Parenting classes that focus on interaction may have stigma, be hard for low income/Spanish speakers to access (transportation, low income job schedules)	
Highly uneven	Limited capacity in programs – not enough slots, and not enough for various ages of kids (more programs for 0-5, but fewer for 6-12)	
Trauma-informed care is not widely available and is still uneven	Home-based programs have limited capacity	
	cultural competency issues of programs-added stigma	
	Language barriers	
	Transportation/schedules of classes	
	Training of program staff/quality of programs	
<b>Relational/Connectivity Environment</b>		

data not shared across law enforcement, mental health, health providers, schools, CPS, much less statewide	Some systems are so "patient-focused" that they do not include family context.	
Protection, not prevention, is focus in system and goals	data only national	
Connectivity varies by county	Little shared data across programs	
not integrated into community services in terms of referrals	Parents who did not grow up with resources may not be aware of resources/be connected w/resources	
Lack of connectivity between DSS, primary care, behavioral health – data sharing in American Indian context?	not capacity for all parents who desire programs for 0-5 year olds, very little for 6-12 year olds offered	
Lack of community context	many EBPs in NC, but implementation impacted by cultural competency and other professional skill sets.	
	Based on Maslow's hierarchy of needs, other issues come first	
<b>Resource Environment</b>		
Prevention is poorly funded	family time is not funded	Funding for nutrition – addressed in the Health framework?
CPS poorly funded	recreational options specifically designed for disadvantaged populations are needed (not greenway, which tends to benefit privileged)	
Data poorly funded	no money for paid leave at government level	
CPS caseloads high; pay, education levels vary county to county	more parenting education/ child education needed- and skills developed by facilitators	
Lack of mental health, parenting programs	more free and low cost options	
Varies by community	Not universal programs in NC.	
funding lacking for kinship care, placement development, prevention	Difference in degree to which home visiting programs emphasize parent/child interactions	
don't have professional communication skills to minimize stigma and connect with families without threatening		
resources quickly overwhelmed		

Fee for service/medically necessary standard discourages preventative care		
Dental care for low-income populations is severely lacking – poor reimbursement		
Post-high school education increasingly required for self-sufficiency standard		
County-based system means everything varies widely – training, staff quality, funding, caseloads, prevention, decisions about cases, etc.		
Richer families can hide abuse/neglect better		
Reporting varies by neighborhood (income, racism)		
No support for kinship placements		
Not enough in-service training		
<b>Power/Decision-Making Environment</b>		
Have power: NCPC, DSS Directors, PCANC, state DSS/DPH	Some state legislators are getting into this topic – certain issues or programs	Lends itself to light touch PSA
Parents don't have power	faith based community (outside of legislature)	
Dominant discourse prevails	PCANC	
Only look at what the federal government requires	Family Resource Council?	
	Light touch – role models for parents	
<b>Mindsets</b>		
Punitive reactions rather than parent support, prevention focus	African American focus on compliance over interaction because of teaching children to interact safely with authority figures even starting in preschool.	Crossroads between family “values” of prioritizing dinner together with family schedules/parent work schedules
Self-sufficiency vs. community support	Culture differences in expected behaviors	Inequities at the income level worse than the race/ethnicity level. Culture of kids’ activities gets in the way.
Mindset that "parenting" is instinctive and "not learned"	preschool to prison pipeline: racism, blaming single mom for not doing enough, bootstraps mentality	Higher income kids do enrichment activities and go out for meals



stigma	Mindset that parenting is private - "nanny state"	
"good" parents are given autonomy over their families; "bad" parents are punished	Lack of understanding the need for parent support	
Blaming single mothers	Mindset that don't need class if good parent	
Failure to acknowledge racism as a systemic approach to perpetuating unshared power	teachers/public fear of African American anger/misbehavior and concern that playing with child will overshadow role as authority figure	
Racism - assumption that minority families and low income families are more likely to abuse.	Belief that childhood trauma goes away and parents don't need trauma informed support	
	paying your own bills is valued over time with children	
	people think they know, false understanding of child development	
	underestimate impact of child development	

## Outcome 2: Families with Skills and Supports to Support Optimal Child Development

Family Support	Summer Learning	Parent Skills/Knowledge	Reading with Children
<b>Regulatory Environment</b>			
Not enough supportive/family-friendly employer policies and environments <ul style="list-style-type: none"> <li>New mothers with leave used up: no time for appointments</li> <li>Schedule changes (shift changes)</li> </ul>	summer reading camps in the schools for K-3 students not meeting benchmarks.	services should be universal- parents of all backgrounds need support	Interventions to promote reading with children start too late. They need to start at birth. Which also helps build awareness.

Medicaid not expanded	Policy change – year-round schools	Lack of data across all groups	Parental work hours (shift work, multiple jobs) make it harder to prioritize reading with children
Temporary and part-time employment laws		not enough universal services, no population based approach.	
lack of peer led networks		higher single parent stress- is it higher in different ethnic groups and geographies?	
Lack of policies that provide support for all parents, especially single parents		who is eligible for and engaged in family support and parenting programs	
General lack of widely available services such as visiting nurses, available to all, not just at-risk families		lack of child/family development knowledge shared in K-12	
Lack of uniform nursing policies- work places and public spaces		Lack of parent leadership and peer networks to support parents	
Lack of universal home visiting programs		professional biases that do not include parents as program co-designers and evaluators	
Lack of trauma-informed policies		staff capacity to work with families respectfully	
<b>Program/Support Environment</b>			
Neighborhood cohesion is an important factor- may be different for "other" race (transient community?)	Programs offered are not culturally competent	Intensive programming often isn't feasible (time/resource-wise) for low-income/single parents	For Hispanic families, are books/materials available in native language?
Lack of community-based peer support networks in various settings that build community, e.g. faith communities, work places	Few affordable and viable choices for those with limited resources- transportation costs.	Need programs aimed at young parents/teen parents	Programs offered are not culturally competent/sensitive.
Eligibility very proscribed for programs	Poor accessibility in Spanish and other language	Child/family development not taught in school	

Programs not accessible in multiple languages	Hours of programs don't work w low-income families' work schedules		
	Lack of book distribution programs		
<b>Relational/Connectivity Environment</b>			
Lack of connecting parents to resources in a positive manner	Summer lunch programs	Which organizations collect related data they may be able to contribute?	Lack of coordinated referral services
We know African American, Hispanic and others without data experience great inequity- need data.			Difficult accessing, following through with referrals
Neighborhood cohesion lacking – transient communities			
Lack of linked services			
<b>Resource Environment</b>			
Providers- asset based skills	There isn't adequate funding for summer learning interventions for families who can't afford to pay. This is a challenge that is very resource-driven and income-driven: higher income kids can take advantage of myriad summer learning opportunities that cost, and they don't face barriers around transportation.	Primary care providers aren't connecting parents with resources in a meaningful way.	lots of funded programs, but lack of coordination
Not enough linked services- maternity care, child care, job training, mental health, health, etc.	A chronic lack of books in Spanish stalls learning for Hispanic families.	Asset based provider skills.	inadequate funding for evidence based programs and funding for programs that aren't proven
Providers - should include parent leaders and too often don't	Lack of food in summer, compared to at school where they get breakfast and lunch	focus on addressing children rather than whole families	Parents have lack of awareness about how reading leads to

			school readiness and school success.
not enough professional support for peer networks	Public library summer programs that are underused, lack of books and book distribution programs in the summer.	Not enough funding for robust peer-led/facilitated learning and support networks	A stark lack of resources for low-income parents makes it very difficult to read with children-books, connectivity to access online literacy tools. When these items are present, especially when paired with literacy knowledge, parents do read with their kids.
		providers need additional capacity to work as partners, rather than experts	For Hispanic families, a chronic lack of books in Spanish.
		resources may not be available (language, culture)	Interventions need to start at birth (i.e. Book Babies and Reach Out and Read)
		Families at the neighborhood level have little voice	
		Professionals drive systems	
		Lack of funding for PBS broadcasting and other cross-media platforms	
<b>Power/Decision-Making environment</b>			
	Traditional school calendar- if policy makers changed to year round schools, we could end the challenge of summer learning loss. Summer learning loss accounts for 80% of the income based achievement gap.	need to include family voice in process	
<b>Mindsets</b>			

Reluctance to seek help and reach out for formal and informal support	The pervasive assumption that low-income children can't learn/succeed	Reluctance to participate in parenting programs (social norms/stigma- avoided with universal approach)	not understanding reading from birth is critical rather than waiting until one year or later.
Particularly among men and minorities (hypothesizing)		mistakenly believing middle income, white families will have adequate support/knowledge and not providing adequate help.	A pervasive belief in society that kids don't like to read.
Racism and paternalism		misconceptions about child development and age at which it is important to start	TV as babysitter.
Lack of respect for family knowledge and how to truly partner with parents.		not being mindful of cultural differences in Hispanic families- involvement of grandparents	Parental attitudes – reading maybe not shared value
		professional superiority	
		racism	
		lack of respect for family knowledge	
		how to truly partner with parents	

### Outcome 3: Family Economic Security

Family Poverty	Homelessness
<b>Regulatory Environment</b>	
wages	Lack of affordable housing- neo liberalism
family friendly policies	Political structures (e.g. limits local decision-making)
benefit cliff	Predatory practices of landlords
Tax policies that disproportionately impact the poor	Funding source discrimination (i.e., landlords won't accept Section 8 vouchers)
back to work policies	Affordable housing – lack of availability
Lack of living wage	Substance abuse/mental health supports inadequate
paid and sick leave, maternity leave, caretaking leave	Housing subsidies (or lack thereof); people can't afford housing

child care access	Mental Health care in state-> how many homeless families due to mental health issues?
affordable housing	How many homeless families due to intimate partner violence - policies around this
lack of living wage policies	Definition (McKinney Vento?)
issues w/TANF, SNAP, WIC (Does it really help climb out of poverty?)	Geospatial mismatch – housing with need
Racism-structural	Shelter policies that penalize family unity (esp. paternity)
Patriarchal system – those who are making decisions	
Unemployment policies are just stop-gap measures; insufficient	
<b>Program/Support Environment</b>	
Urban/rural divide	Limited resources for homelessness- emergency shelters and transitional linking communities
Rurality/transportation	Not enough temp housing
Issues of TANF, etc.	transition or support programs
Housing a large % of income (can't save), also child care- What other things are such large % of income. Families don't have money.	no affordable housing
Insufficient job training programs	Limited resources for homelessness- emergency shelters and transitional linking communities
	Inadequate services for mental health and substance abuse
	Rising cost of health care
<b>Relational/Connectivity Environment</b>	
The things pulling down on poor families are not being offset by the programs and policies we have in place to lift them up.	Lots of data that captures extent of poverty, but either: collected in silos, not captured but could be, or lack of sustained investments to provide time-series, cross sectional insight
	In Wake Co., infrastructural supports (Project CATCH, shelters)
	What is the definition of homelessness?
<b>Resources Environment</b>	
urban/rural divide, disparities in school quality leads to disparate access to workforce	Neo liberalism and capitalism-we don't need as many people to create wealth as before

data on educational opportunities for workforce?	Anti-poverty efforts don't always immediately pay for themselves or produce clear economic benefits-> results in less support
disparity of viable economic markets across the state	No availability of affordable housing
Do programs really pull families out of poverty	Sufficient economic opportunities are not available for families
Secondary education increasing in cost- hard for low income to access opportunities to get out of poverty.	Not enough temporary or transitional housing
Insufficient transportation infrastructure	Support to help families become economically stable?
Families must make tradeoffs – Ex: housing vs. car	No mental health services
	Lack of supports to prevent housing instability
<b>Power/Decision-Making Environment</b>	
DSS	Connection/relationship among money, power, influence
Unemployment	Decision makers can distance themselves from poverty (real disconnect)
Legislators	legislators
Social entrepreneurs	Who makes housing policies?
Federal policy?	Who make economic policies?
State lets local governments set living wage	social entrepreneurs
Lack of commitment for adequate interventions	Evictions – collateral consequences, with dramatic racial disparities
Decisions mostly made by people who <ul style="list-style-type: none"> <li>• Have never experienced poverty</li> <li>• Do not currently experience poverty</li> <li>• Can live a life where they do not even see poverty</li> <li>• Lead isolated lives, that do not interact with people living in poverty</li> </ul>	
<b>Mindset</b>	
“worthy” and “unworthy” poor	Blame the victim mentality
Gender discrimination	They don't want to work; "takers"
racism	"Worthy" and "Unworthy" homeless discriminating beliefs

Idea that people can pull themselves up by their boot straps; just work harder	Homelessness as "forgotten"
too much \$ to have Living Wage policy	Small proportion of population
Historical legacy of state sanctioned discrimination, racism, implicit bias	Belief that people are homeless because they make bad choices



### Outcome 4: Toxic-Free, Safe, Viable Communities

Neighborhood Crime	Safe to Play Outside	Neighborhood Poverty	Blood Lead Levels
<b>Regulatory Environment</b>			
unemployment rates are influential	segregation of neighborhoods, gentrification	Lack of policies to scatter low-income housing	No required testing upon transfer of renter or ownership
Many of the same policies impact this as impact neighborhood poverty	High concentration of people/density	Housing subsidies often restricted to low-income areas	Mimics other indicators.
Urban density as contributor		Lack of mixed income housing-ghettoizing communities	Paint in older houses that hasn't been abated.
Inequities in justice system and high incarceration rates impacts ability to get job, esp. for African Americans		mass incarceration/rise of single parent homes- re-entry challenges	Policy requires demonstration of the problem which is done by showing the child impacted
Policies about low-income that don't spread out affordable housing- concentrated gentrification->access to jobs harder as low-income families pushed out, city councils can mitigate and support developers, but city council benefits from higher property taxes		lack of living wage jobs with benefits like paid leave/paid sick leave that trigger poverty spells	Don't use CDC recommended blood levels
		transportation isolation	

		lack of quality jobs within some communities	
<b>Program/Support Environment</b>			
limited availability of early intervention programs	lack of funding for community centers/play areas	woeful lack of housing subsidies	NC lead program underfunded, thus low-income families lack access
Insufficient rehabilitation programs/policies		lack of re-entry support for those previously incarcerated	
		lack of opportunity for affordable housing in mixed income communities	
<b>Relational/Connectivity Environment</b>			
shared goal of reducing violent crime all over		Unclear. Service provision needs to be linked to more opportunities	Lead is focused in older housing which is the only affordable housing for low-income folks
<b>Resource Environment</b>			
lack of mental health funding	Black communities: policing conflict, lack of police presence, mistrust	Housing is a function of income. A form of economic segregation is the result, often looking like racial/ethnic segregation	Lack of funding to follow up/intervene when children are identified with blood lead levels between 5 and 10 mg/DL.
Caused by concentrated poverty/high unemployment	white parents trust the police	insufficient affordable housing funding in mixed income neighborhoods	Lack of skilled providers to abate lead hazards (so they migrate to high income families)
		insufficient supports for ex-offenders	No funding for low-income owners to support abatement
		lack of economic opportunity for jobs with living wages, quality benefits	

<b>Power/Decision-Making environment</b>			
high rates of unemployment and incarceration rates perpetuate the cycle of poverty	wealthier communities have more of a say because of tax policy and distribution	No single focus on affordable housing	No voice for those impacted
Have influence: judges, lawmakers. Arrestees have very little voice		those living in these communities are often underrepresented in policy debates	
<b>Mindsets</b>			
mindset that urban criminal equals black or Hispanic	attitude that accepts black neighborhoods as crime ridden and that it is the community's fault, assumptions	developers focus on high-end housing, pushing low-income housing into restricted areas	
portrayals in culture, media of black male		lots of judgement/bias against folks in high poverty communities	
keep coming back to "violence is the language of the unheard"- why do people commit violent crimes			

## Appendix B: Need Rating Worksheet

Team members rated three aspects of Need, on the following scales:

- Degree of Need: **High**, **Medium**, or **Low**
- Scale of Need: **Affects Significant Numbers of Children**, **Modest Number of Children**, or **Few Children**
- Trend: **Getting Worse**, **Holding Steady**, **Getting Better**

	Degree	Scale	Trend	Notes
<b>Outcome: Safe, Stable, Nurturing Relationships with Caregivers</b>				
Child abuse/neglect	Medium	Modest	Steady	
Parent/Child interactions	Medium	Significant	No data	Whole US is not doing well.
Family meals	Low	Significant	Steady	
<b>Outcome: Families with Skills and Supports to Support Optimal Child Development</b>				
Support for new mothers	High	Significant	Worse	Constant cuts to resources in recent years
Summer learning	High	Significant	Worse	
Parent skills and knowledge	High	Significant	Worse	Talked about parent knowledge of child self-control.
Reading with children	High	Significant	Worse	
<b>Outcome: Family Economic Security</b>				
Family poverty	High	Significant	Steady	Trend varies by geography and race/ethnicity.
Homelessness	High	Modest	Worse	Housing instability is a pressing issue.
<b>Outcome: Toxic-Free, Safe, Viable Communities</b>				
Neighborhood crime	Medium	Significant	Steady	Better than US average, but not great.
Safe to play outside	Medium	Modest	Steady	
Neighborhood poverty	High	Significant	Worse	
Blood lead levels	No data	Few	Better	No idea how compare to other states. Maryland is way ahead.

## **Appendix C: Data questions and suggestions**

- There is a lack of data on summer learning on the inequity synthesis sheet.
- Look at Institute of Medicine Essentials for Childhood Indicator Report for understanding the “why?” behind the inequities for these indicators.
- CAD Data- Parents with intellectual disabilities
- CCDF data (subsidy and homelessness)

