

## Reducing Disparities in Children's Learning Opportunities Through Community-Based Interventions



Judith Carta, Ph.D., Charles Greenwood, Ph.D., Susan Neuman, Ph.D. & Jennifer Stapel-Wax, Psy.D.  
Bridging the Word Gap Research Network

1



Today's Panel features:

Three Community-Engaged  
Interventions for  
Strengthening Children's  
Early Language Learning  
Environments

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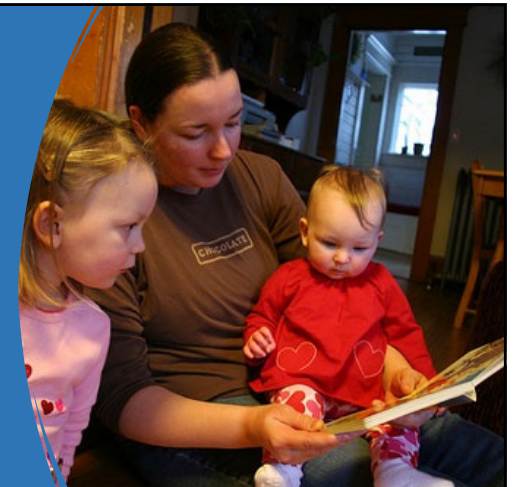


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3

## What is the Word Gap?

- The disparity in the early language learning opportunities often experienced by children from lower socioeconomic groups compared to children from more advantaged families.



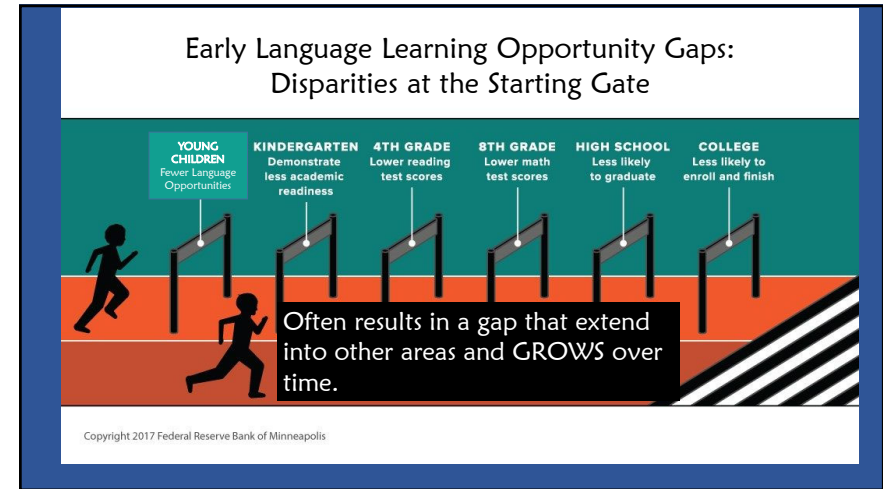
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### GOAL of the BWG Research Network

Advance a research agenda for reducing the disparities in early language learning opportunities through innovative approaches involving community engagement

5



6

## How Can We Move the Needle on the “Word Gap”?

How can we engage communities in designing environments that help promote their children’s language, early literacy, school readiness, and put children on positive life trajectories?

7



### Three Different Community-Based Intervention Approaches

- Community Action Planning Guide
- Laundromat as an everyday place for promoting lang/literacy
- Connect the Dots: A Two-Generation Approach



8

We will have 10 min  
Q & A after each  
presentation.

Lengthier discussion about how to put community  
engagement in community-engaged research in the  
last 30 mins of the breakout

9



## A Community Planning Action Guide for Strengthening Children's Language Learning Opportunities in Underserved Communities

Charles R. Greenwood<sup>1</sup>, Judith J. Carta<sup>1</sup>, Alan Schnitz<sup>1</sup>, Dale Walker<sup>1</sup>, Valerie Thompson<sup>2</sup>, Dola, Gabriel<sup>2</sup>, and Jomella Watson-Thompson<sup>2</sup>

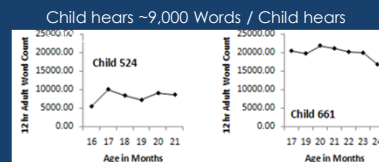
Juniper Gardens Children's Project<sup>1</sup> and  
Center for Community Health and Development<sup>2</sup>

University of Kansas  
February 11, 2022  
CRIEI, San Diego, CA

10

## What is the problem?

- Too many children are not ready for preschool and kindergarten because of language and early literacy concerns.
- Many parents of young children have not had the opportunity to learn how they can promote their children's early language learning.
- The pervasiveness of language learning opportunities starting at birth is low and variable across children, families, and communities.

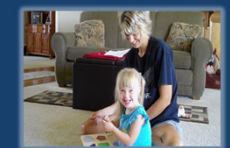


Greenwood, C. R., Thiemann-Bourque, K., Walker, D., Buzhardt, J., & Gilkerson, J. (2011). Assessing children's home language environments using automatic speech recognition technology. *Communication Disorders Quarterly*, 32(2), 83-92.

11

## What do we know about a solution?

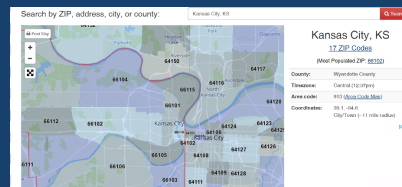
- Children begin learning language at birth.
- Language learning requires responsive interactions with caring adults (Language Nutrition™).
- We have a number of language promoting interventions and strategies that work
- Birth to three years are an untapped opportunity to prevent later gaps in school and later life
- Public health and prevention science provide models for population-level change, not just one family at a time.



12

So, how do we reach all prospective families with young children not just those who we typically serve?

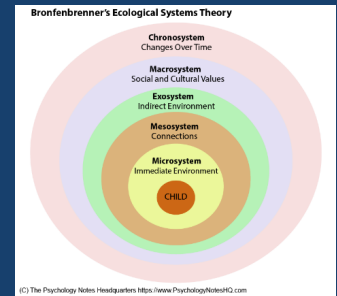
How do we promote language learning equity for all children from birth to 3 years? For example, Kansas City, KS?



13

## Bronfenbrenner was right!

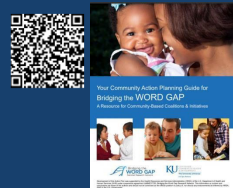
- Put the child's ecology in action and sustain it!
- Build out a community coalition with a mission to strengthen language learning community wide:
  - The coalition engages multiple community sectors (e.g., pediatric, education, businesses, home visiting programs, faith-based entities, etc.).
  - It empowers them to identify the evidence-based strategies and tools that best fit their community and collect information on their progress/success.



14

## Goal and Purpose

- Our goal is to improve young children's language learning opportunities and outcomes at individual and population levels.
- Our purpose today is to report development of a *Community-Wide Ecological Intervention*, its measurement, and initial effects.



15

## Questions we address today are:

1. What intervention components, measures, tools, and media/materials were developed?
2. To what extent was the BWG community initiative's planned actions implemented?
3. What community changes occurred in practices, programs, and policies?



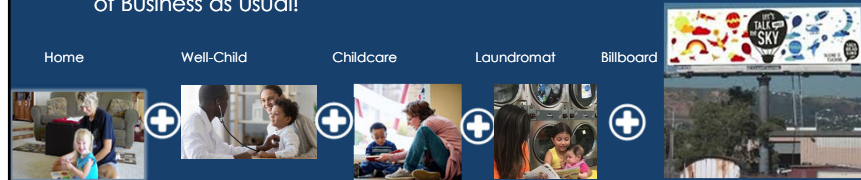
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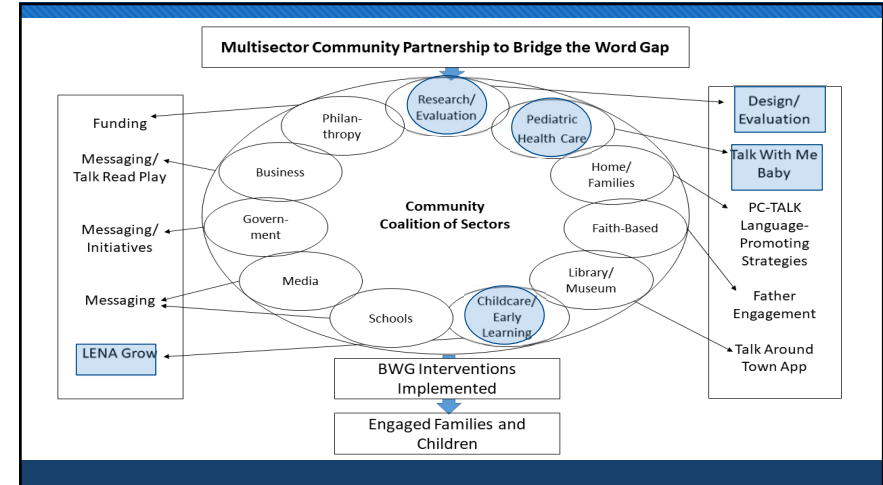
## 1. What intervention components were developed to support a community-wide initiative?

### Mode of Inquiry

- We used a Multisectoral Community Intervention design by combining the different interventions/resources that community sector stakeholders can bring to the table.
- Thus, we create a synergy of exposure to many interventions for all children and families, not to just one sector (e.g., home visiting) typical of Business as Usual!



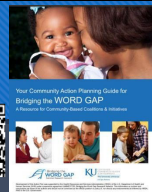
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18

## Community Wide Intervention: Our Action Planning Guide Supports Community Leaders:

- 1 Identify the community's needs and document the problems.
- 2 Select messengers across different sectors in the community who can spread the word about the value of talking to young children.
- 3 Form a multi-sector community partnership with a common goal of promoting children's language development.
- 4 Develop a strategic community plan and collaborate with stakeholders across multiple sectors to refine the plan.
- 5 Implement the plan, document progress, and renew efforts when necessary.



19

## BWG-CAPG Chapters and Content Description

Chapter	Content Description
1 Introduction to the Problem	The Word Gap and its negative consequences for children, families, and communities
2 Organizing Your Coalition and Gathering Information	Facts about your community and how to build a coalition to address local needs and risks
3 Overview of Strategic Planning	Developing vision, mission, objectives, strategies and action plans
4 Working Together	Partnerships, identifying, and enrolling key sectors of the community to involve as partners.
5 Preparing Your Action Plan	Identifying potential community and systems changes needed
6 Refining Your Action Plan	Building consensus on the proposed changes
7 Finalizing Your Action Plan	Identifying action steps to address each desired change in the final plan
8 Documenting Progress and Promoting Renewal	Collecting and using progress data to support making decisions for allocation of efforts to renew and sustain the program going forward
Appendix A:	Worksheet for action steps needed to make identified changes.

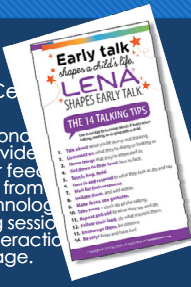
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21

## Child-Family Service Sector Interventions

- Pediatric Sector**
  - 12 nurses in one hospital and 62 newborns
- Childcare Sector**
  - 14 teachers in 3 Centers and 34 children
- LENA Grow™** Professional development that provides educators with regular feedback on their talk in their classrooms from "talk pedometer" technology. Short weekly coaching sessions help them increase interaction and build children's language.
  - <https://www.lena.org/lena-grow/>



22

## Research and Evaluation Sector (5 PhD researchers, 1 program assistant, 2 GRAs)


### Community Intervention

- BWG Action Planning Guide – Step by step implementation handbook
- Community Tool Box Work Station – Online community tools dashboard, communication, and program management
- BWG-Community Action – Information Brief
- Website – Information and dissemination
- Social Media – Communication and dissemination

### Community Progress Measurement

- BWG- Check Box Evaluation System – Online progress monitoring and reporting system

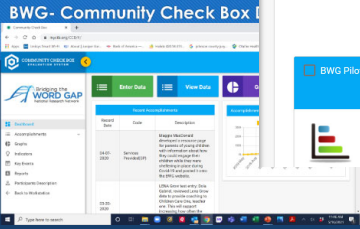
**BWG- Community Check Box Dashboard**



23

## Community Action Measurement

**BWG- Community Check Box Dashboard**



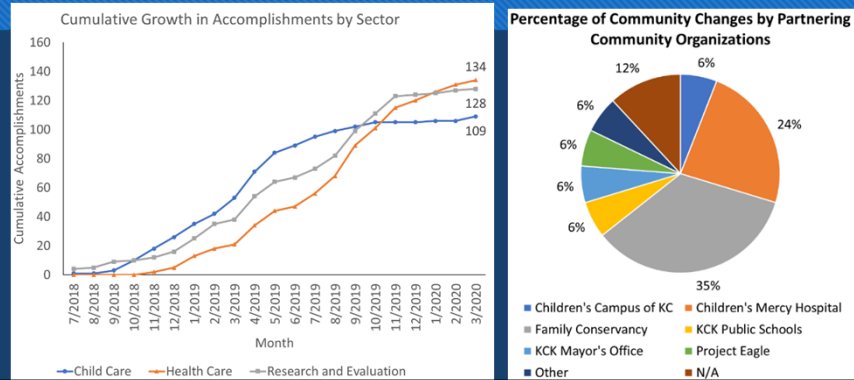
**Valerie**

Accomplishment	Code by User	Accomplishment	Code by User	Accomplishment	Code by User
By Sectors Over Time	By Sectors Over Time	By Sectors Over Time	By Sectors Over Time	By Sectors Over Time	By Sectors Over Time
Code Test	Code Test	Code Test	Code Test	Code Test	Code Test
Cumulative Activities	Cumulative Activities	Cumulative Activities	Cumulative Activities	Cumulative Activities	Cumulative Activities

What BWG Organization are you affiliated? Select...

24

## 2. To what extent were the BWG community initiative's actions implemented after 21 months?



## Next Steps

- Currently planning a full sector trial of the BWG-Guide over next 2.5 years
- Looking to add additional EBPs to strengthen the Guide (e.g., Laundromat Interventions – Neuman, Two generation pediatric program – Staple-Wax), and other partners.
- Developing online measurement tools for evaluating:
  - Reach out to families - their exposure, and engagement in the intervention
  - Caregivers change in knowledge, practice, and their
  - Children's language outcomes
  - Effects of BWG favorable policies, programs, and practices.



29

## Discussion Questions

1. Are there other ways to extend language rich learning environments to all children in a community, and not just to those who may have documented delays in language?
2. How is the concept of multidisciplinary collaboration construct extended in this community-level approach to prevention?
3. Do we have effective ways of engaging the larger community in supporting children's learning beyond EI and ECSE programs?

30

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31

Early literacy in everyday spaces

SUSAN B. NEUMAN, NEW YORK UNIVERSITY  
JILLIAN KNAPCZYK, NEW YORK UNIVERSITY

32



## Overview

- ▶ The press for community engagement
- ▶ Our theoretical premise
- ▶ The potential effects it can have
- ▶ Benefits and limitations from a research perspective

33

## The press for community engagement

### The Laundromat



34



*Laundromat Environment:  
Inhospitable for Literacy*

35



*Inhospitable for Literacy:  
Repetitive Negative Messaging*

36

## LaundryCares Foundation

- Set out to improve its image
- Large trade organization that 'select' early literacy as its central focus
- Too Small to Fail + NYU

37

Language and literacy are not bound in time and space



38

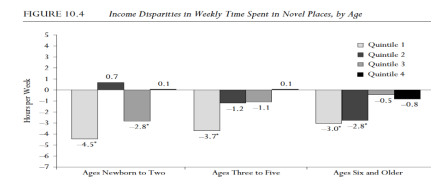
## Research to date

- Focus has been on the school as a context for literacy learning; home for language learning
- 80% of young children's time is out-of-school



39

Time-use studies:  
Enormous disparities  
Amount of exposure to adult speech  
Engagement in certain activities



Phillips, 2009

40

## Differences in time use

- ▶ Time Spent reading
  - ▶ On average, higher-income parents read 1 ½ hour per week
  - ▶ 400 more hours than low-income
- ▶ Time spent on out-of-home activities
  - ▶ On average, higher-income parents spend over 900 hours more on 'novel' contexts
    - ▶ Grocery stores
    - ▶ Hair salons
    - ▶ Playgrounds
    - ▶ Laundromats

41

## In different contexts, different clusters of words



42

## Purpose of our research

- ▶ Could we support language and literacy interactions by:
  - ▶ Modest changes to the environment That could affect their trade organization
  - ▶ Trusted messenger support
- ▶ An ecological framework:
  - ▶ Environmental press (e.g. Gump, 1988)
  - ▶ Added value of assisted performance (e.g. Tharp & Gallimore)
  - ▶ Partnership with the LaundryCares Foundation and local community
  - ▶ Too Small to Fail

43

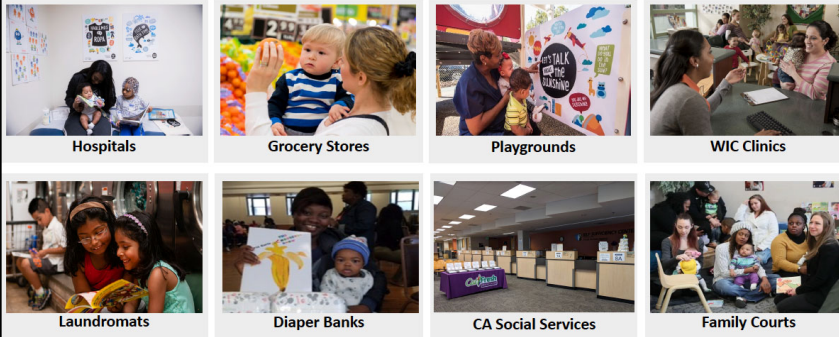
## Everyday Spaces Approach

Creating a 360 degree surround

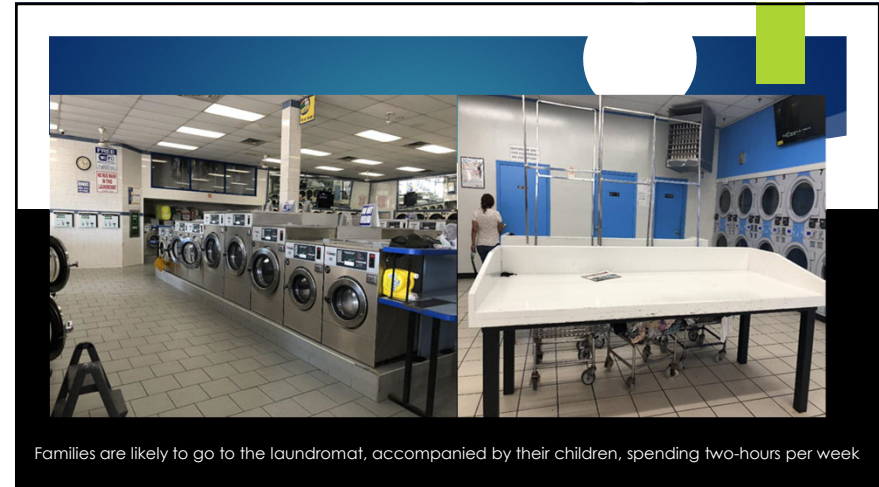


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## Reaching Families Where they are



45



Families are likely to go to the laundromat, accompanied by their children, spending two-hours per week

46

## Purpose of our study

- ▶ Examine how modest changes to this setting might promote language and early literacy activities
- ▶ To what extent might the addition of a 'trusted messenger' might support language and literacy activity
- ▶ Do children appear to acquire the vocabulary associated with the particular context?

47

## Methodology

- **20 laundromats in low-income neighborhoods:**  
10 treatment, 10 control
- **Two Phases**
  - **Baseline**—Frozen time checks
  - **Phase One** – Space transformation with "Family Read, Play & Learn" spaces (3 months)
  - **Phase Two** – Bi-weekly family story times with trained Chicago Public Library librarians (3 months)
- **Observational data collection**  
**576 hours** in treatment sites (**288 visits**) and **196 hours** in control sites (**98 visits**).
- **Conversations with more than 500 parents and caregivers**
- **Frozen time checks**
- **Vocabulary test**

48





49

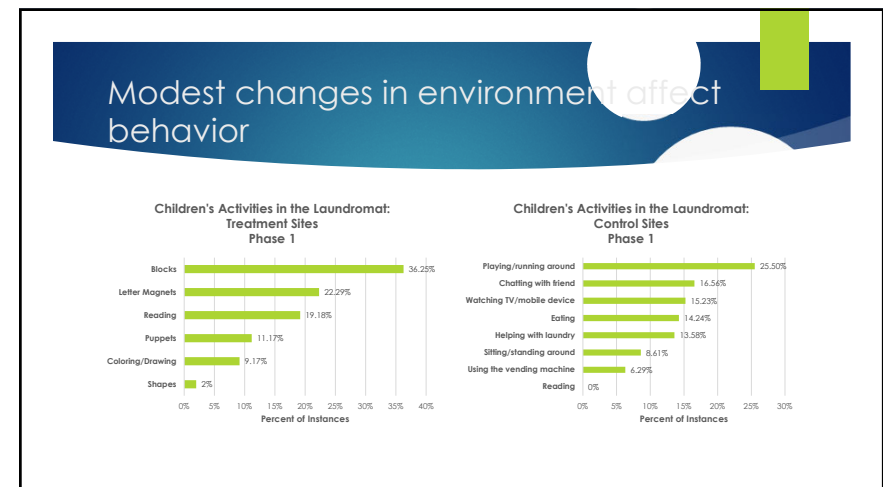


50

Legend				
R = Reading B= Blocks P= Puppets S= Shapes C= Coloring/Drawing M = Letter Magnets				
	Literacy Corner? (Y/N)	Notes	Time In/Out Literacy Corner (if applicable)	Parent positionality (Engaged, Observed, Corrected Behavior, Not Engaged)
Child #1 F, 5, AA	Y	Sharing candy, drinking soda from Burger King, talking to brother (Child #2)	3:00-3:05pm 3:10-3:17pm <b>12 min</b>	Not engaged
Child #2 M, 3, AA	Y	Sharing candy, drinking soda from Burger King, talking to sister (Child #1)	3:00-3:05pm 3:10-3:17pm <b>12 min</b>	Not engaged

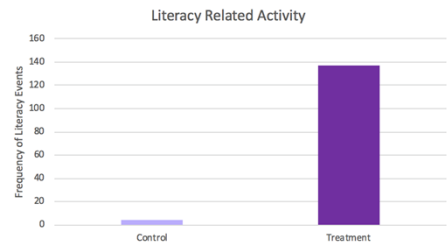
Low-inference notetaking

51



52

## Differences between treatment-control sites



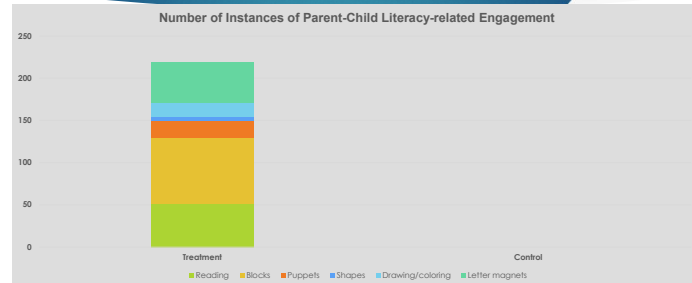
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## In contrast to control....

- ▶ A three-year old sees another preschooler playing with blocks. She says, "I want to try." The younger child speaks only English while the other, speaks and responds only in Spanish. They build two towers, and then both cheer when they knock them over. They high five with each other. Then the young child tells her to make blocks into a 'real dragon' and shares a candy Starburst. The older child says thank you and tells her she's supposed to say "you're welcome." The entire interaction occurs in two languages, as the children enjoy time together.

54

## Key Finding: Parents engaged in only very brief bursts of literacy-related activity with their children



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55

## Summary of Phase 1: Creating a Literacy Culture

- Significant and educationally meaningful changes as a result of the changes in the environment.
- Child-to-child engagement was high.
- Parent activity was very brief; in most cases they observed or monitored child activity.



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56

## Phase 2: Enter the Librarian

**CHICAGO PUBLIC LIBRARY**




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57

## LET'S GO ON A LAUNDROMAT SCAVENGER HUNT!

Let's take a walk all around the laundromat and look for these four things!

- 1. A CIRCLE ON THE WASHING MACHINE**  
How many circles can you count all throughout the laundromat?
- 2. ROUND WHEELS ON THE BOTTOM OF A LAUNDRY CART**  
What other things has wheels to move?
- 3. SOMETHING SOFT ON TOP OF A FOLDING TABLE**  
Can you name things that are soft? What things are bumpy?
- 4. A PAIR OF SOCKS**  
Pairs are things that come in two. What other things come in pairs?

## ¡HABLEMOS DE LAS BURBUJAS!

USTED PUEDE DECIR: —¡MISQUEMOS LAS BURBUJAS GRANDES! Y LAS BURBUJAS PEQUEÑAS! ¿CÓMO SE MUEVEN ELIAS?



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58




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59

## Contextualized literacy

Use following questions to build literacy skills.

Curfs: No too many.

Uls: (laughs) Oh! What color is this curfs? (points at part of the dryer)

Curfs: Black!

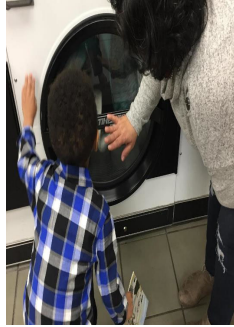
Uls: Teal and Red?

Curfs: grey

Uls: Well this part looks grey. (pointing at a grey part), but what about that? (pointing at a white part)

curfs: White!

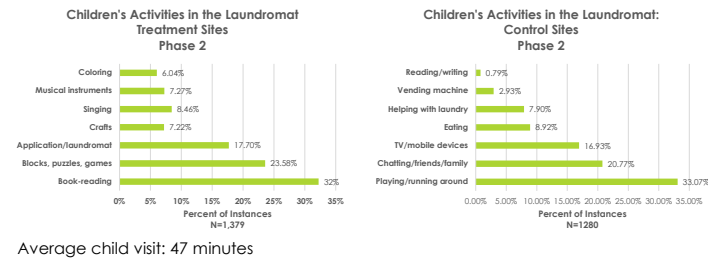
Uls: white! High five!



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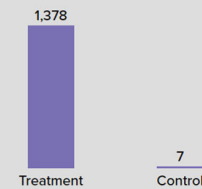
## The power of assisted performance



61

## Key Finding: Striking Changes in Literacy Activity

### Total Instances of Literacy Activities



- Placing "Family Read, Play & Learn" spaces in laundromats had an overwhelmingly positive effect on children's literacy-related activity during their visit.
- Yet relatively few parent-child interactions; mostly monitoring or observing

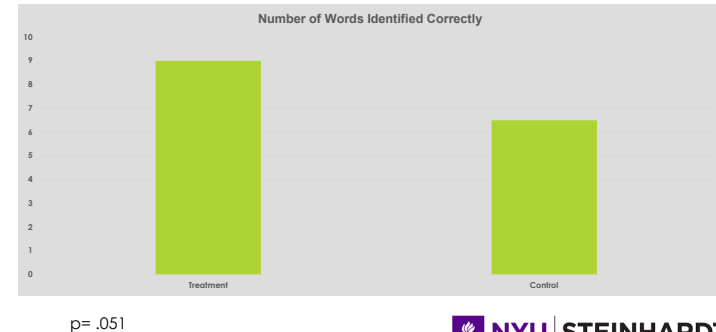
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## Informal trial

- Placed signage with key words in treatment and control sites: washer, dryer, fabric softener, iron, bleach, hanger, detergent, dryer
- Neither treatment or control sites were given a heads-up on signage
- Volunteer sample (N=56 Treatment; N=46) average age: 71 months

63

## Key Finding: Number of Words Identified



64



Laundry Sites by area code:	Treatment Condition (T or C)	Neighborhood Population++	% of households below poverty line	Race/Ethnicity (primary groups)
60617		81,227	33.30%	55% Black
Super Dry	T			37.20 Latino/a
Super Suds	C			
60639		90,767	49.52%	78% Latino/a
Drop 'n dry	T			13% Black
Super laundry	C			
60632		91,644	45.29%	84% Latino/a
Suds & Soap	T			9% Black
Superior	C			
laundry				
60623		88,586	36.54%	65% Latino/a
Ace laundry	T			31% Black
Baker laundry	C			
60629		114,129	40.88%	71% Latino/a
Blue springs	T			20% Black
Blue bonnet	C			
60620		69,195	38.89%	96% Black
Big blue	T			2% Latino/a
Busy Bee	C			
60652		43,582	61.50%	47% Black
Sunrise	T			39% Latino/a
Splash	C			
60618		95,218	59.14%	47% Black
Cin City	T			41% Latino/a
City suds	C			
60699		60,994	34.85%	54% Latino/a
Rainbow	T			24% Black
Dryer	C			
60608		80,059	54.67%	49% Latino/a
Comet	T			21% White
Chase	C			17% Black
				13% Asian

Notice the potential reach  
that changes in everyday  
spaces can make

## In summary:

- ▶ Environmental changes provided opportunity to learn; Environmental changes + assisted performance provided more sustained literacy-related play
- ▶ However, relatively little effect on parent-child engagement
- ▶ Limitations of methodology
- ▶ Partnerships with community stakeholders and local trade organizations may play a powerful role in children's school readiness
  - ▶ Established kits for communities

65

66

## Connecting the Dots

**Empowering Families  
For Learning and  
Economic Success**



## Rationale



- A 2018 Bloomberg report ranked Atlanta as the worst city in the United States for economic mobility.
- Georgia is also plagued with stark health and educational disparities that disproportionately impact certain racial and socioeconomic groups.
- Third grade reading achievement, a predictor of high school graduation, is one of the lowest in the country for children from economically disadvantaged households. These factors have serious repercussions on the child, parent, and family.
- Many initiatives across the Atlanta community focus on addressing these issues for families with varying approaches and degrees of long-term success.
- To date, the cross-pollination and connections among these efforts have been imperfect and insufficient to bring about the optimal, lasting outcomes Atlanta's children, parents and families need and deserve.
- Connecting the Dots (CTD) involves a multi-component intervention including child-level and adult-level interventions (2 generation) to support families on their journey towards long-term educational and economic attainment

67

68

## Project Aims



- **Connecting the Dots (CTD)** is a **two-generation (2Gen)** effort to implement effective intervention strategies for families that will support them on their journey towards long-term educational and economic attainment.
- CTD will provide innovative interventions and seek to facilitate collaboration among targeted community organizations in support of families engaged in this project.
- CTD will leverage family-centered goals and interventions to ensure two primary goals
  1. Children are on a path to reading at proficient level by end of 3<sup>rd</sup> grade
  2. Parents are on a path to long-term economic stability

69

69

## Guiding Principles of 2GEN



CTD embeds the five guiding principles of a two-generation approach\* through program design, practice, and policy, and is designed to:

- 1) Measure and account for outcomes for both children and their parents.
- 2) Engage and listen to the voices of families so that their perspectives and experience inform program and policy design.
- 3) Ensure equity by evaluating and addressing structural problems that create gender and/or racial and ethnic disparities in the ways that programs provide services and assistance.
- 4) Foster innovation and evidence together by applying insights from prior evidence-based research to build a deliberate pathway to ensure innovation.
- 5) Align and link systems, funding streams, outcomes, policies, and practices. Rarely will single funding streams fully address all the needs of children, parents, and families. CTD will align resources, not limited to funding, to implement a two-generation approach. Aligning and linking systems at the state and community level while simultaneously pursuing improved outcomes for both parents and children will lead to two-generation success.

\*<https://ascend.aspeninstitute.org/two-generation/guiding-principles/>

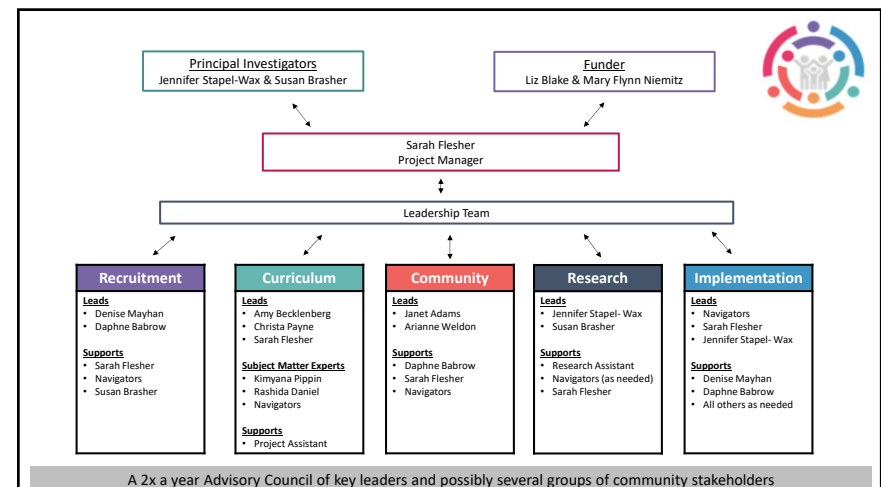
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## Method

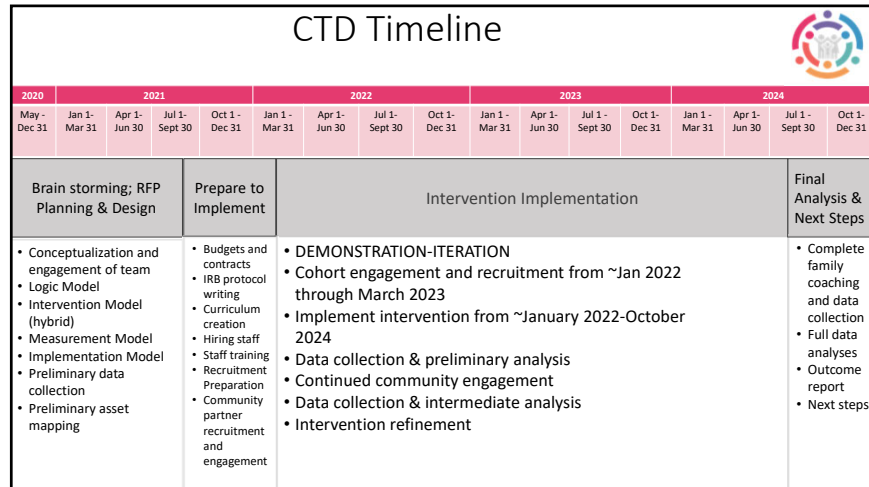


- CTD engages a cohort of 100 families residing in three low-income zip codes receiving prenatal care at Grady Memorial Hospital in a prospective longitudinal study following infants' first two years.
  - **Intensive coaching** for families during the first two years their baby's life
  - Prioritizing meeting the families where they are and **home visiting model**
  - Reducing barriers to a family's success through **well established community referrals**
- Research design will track **progress of baby and family**
  - Measures include direct observation of parent-child reciprocity and child language development, as well as self-report parental self-efficacy, knowledge, and competence.
  - Additional measures include parental workforce training and education in support of economic stability.
  - Qualitative methods will explore community-based strategies for engagement and sustainment.

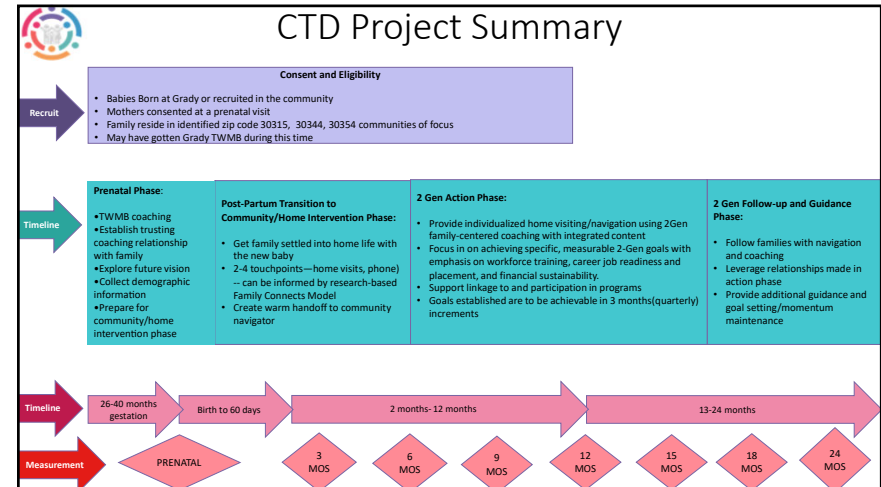
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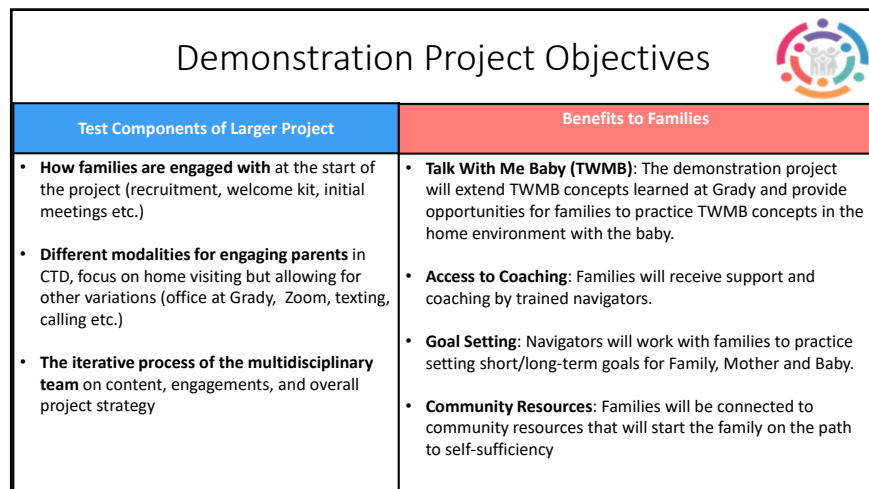
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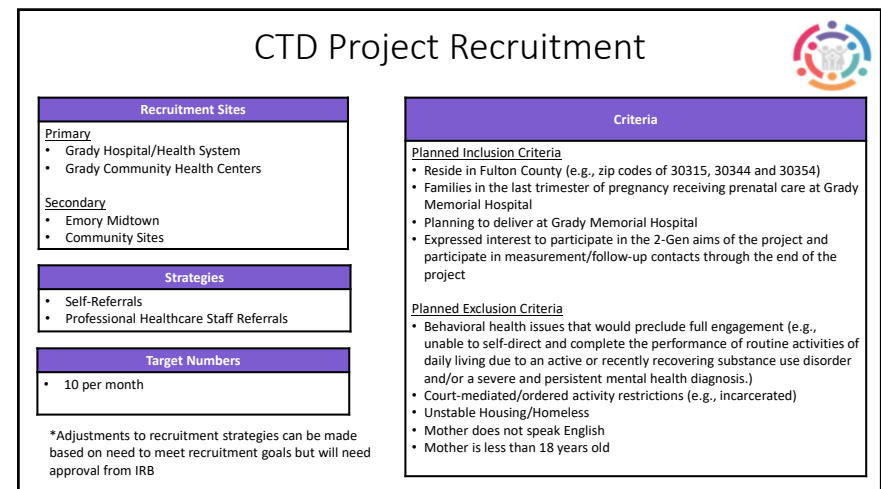
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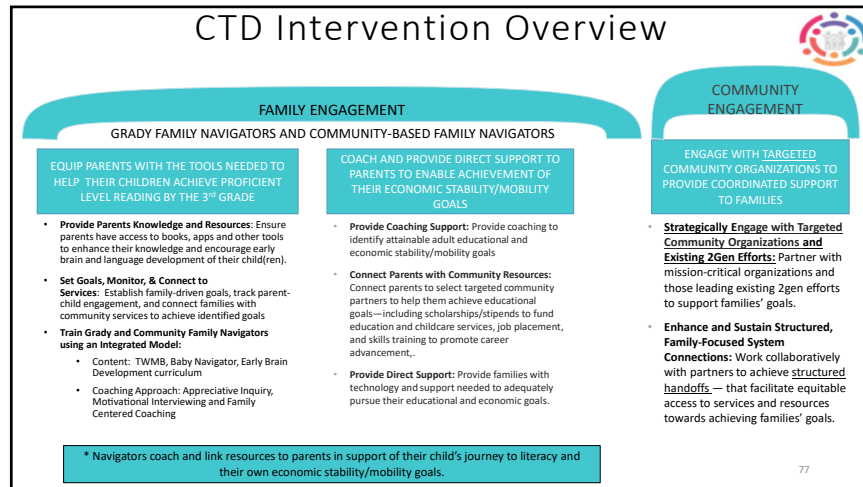


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76

## CTD Intervention Overview



77

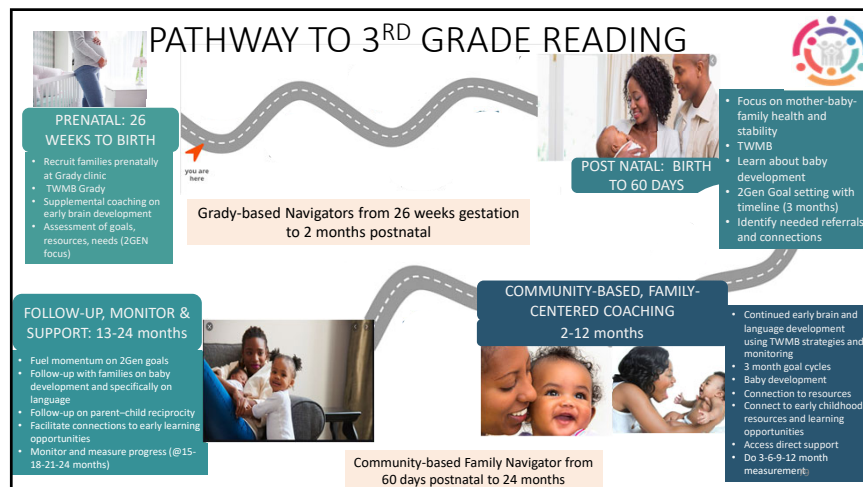
## CTD Curriculum



	Sessions 1-5	Sessions 6-10	Session 11-15	Session 16-20
Age range of child	Prenatal – 4-Month-Old	5 – 10 Months	11- 16 Months	17 – 24 Months
Overall Project Information	<ul style="list-style-type: none"> <li>• Introduction to the project</li> <li>• Inclusion Criteria Met</li> <li>• Welcome Kit</li> </ul>	<ul style="list-style-type: none"> <li>• Informed Consent</li> </ul>		<ul style="list-style-type: none"> <li>• Celebrating family's role in helping baby thrive</li> </ul>
Early Learning	<ul style="list-style-type: none"> <li>• Language Nutrition</li> <li>• Responsive Interactions</li> <li>• How to talk with your baby               <ul style="list-style-type: none"> <li>• Serve and return</li> <li>• Baby Cues</li> <li>• Parentese</li> </ul> </li> <li>• CDC Developmental Milestones</li> </ul>	<ul style="list-style-type: none"> <li>• Application of concepts from 1-5</li> <li>• Tracking developmental milestones</li> <li>• Introduce and Practice:               <ul style="list-style-type: none"> <li>• Narration</li> <li>• Sing</li> <li>• Play</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Application of concepts from 6-10</li> <li>• Tracking developmental milestone</li> <li>• Introduce: The power of books and stories               <ul style="list-style-type: none"> <li>• Interactive storybook time</li> <li>• Book Selection</li> <li>• READ Strategy</li> </ul> </li> <li>• Playtime: Age-appropriate activities</li> <li>• Common myths and misconceptions about language development</li> </ul>	<ul style="list-style-type: none"> <li>• Application of concepts from 11-15</li> <li>• Tracking developmental milestones</li> <li>• Introduce:               <ul style="list-style-type: none"> <li>• The power of affirmations and loving words</li> <li>• Building Vocabulary</li> <li>• Importance of Open-Ended Questions</li> </ul> </li> </ul>
Path to Self-Sufficiency	<ul style="list-style-type: none"> <li>• Who are my supports?</li> <li>• Social Needs</li> <li>• Addressing immediate concerns/referrals</li> <li>• Family wellbeing (self assessment)</li> <li>• Addressing immediate concerns/referrals</li> <li>• Practicing Goal Setting</li> </ul>	<ul style="list-style-type: none"> <li>• What is my dream job?</li> <li>• What are my interests?</li> <li>• What are my skills (Technical, Soft and Transferable)</li> <li>• How have different experiences (work, stay at home mom etc.) developed my skills</li> <li>• What is a career pathway</li> <li>• What are career paths are "in-demand"</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Budgeting and Credit Scores</li> <li>• How to understand a paystub</li> <li>• What are Employee Benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the Benefits Cliff</li> <li>• What does self-sufficiency look like for my family</li> <li>• What are my goals for the future?</li> </ul>

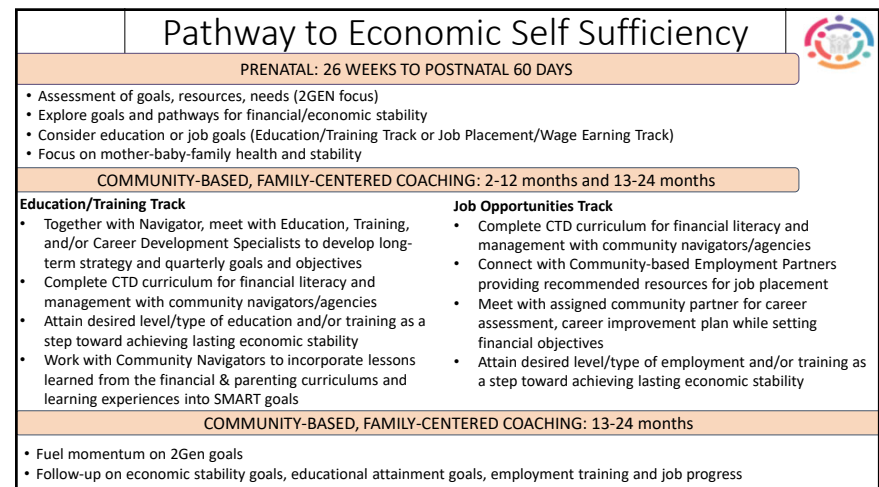
78

## PATHWAY TO 3<sup>RD</sup> GRADE READING



79

## Pathway to Economic Self Sufficiency

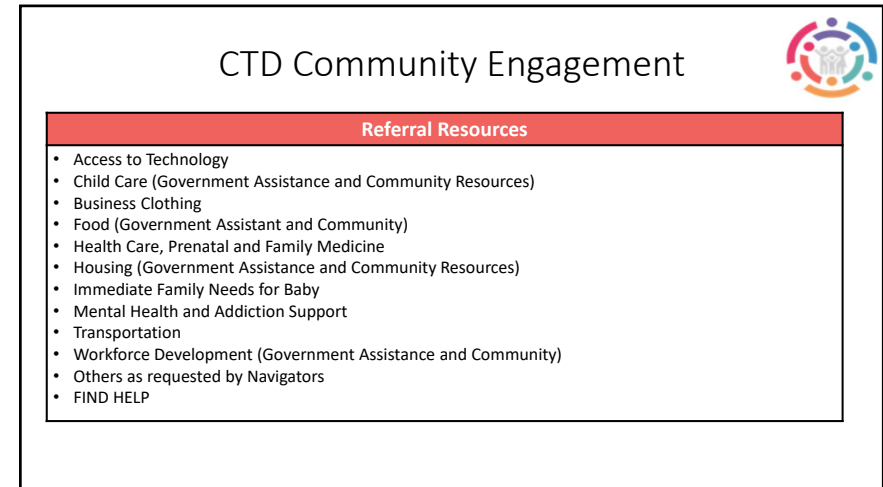


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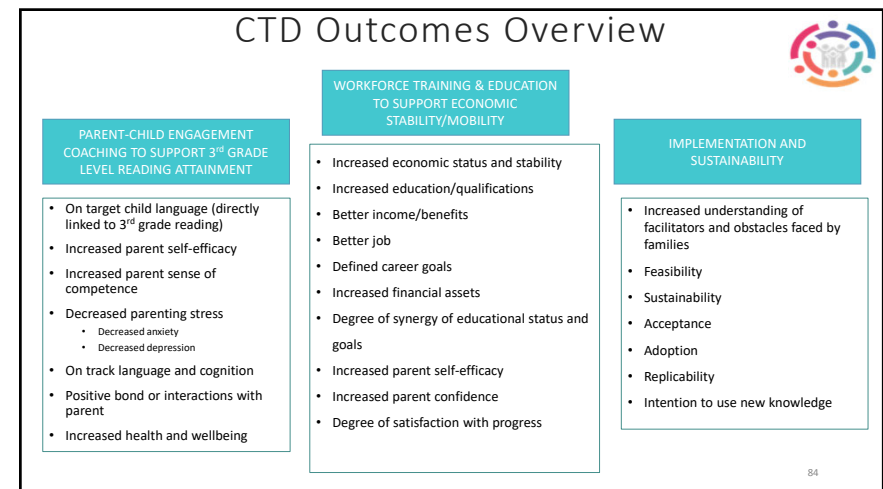
81



82

CTD Research: Evaluation at Multiple Levels		
PARENT-CHILD ENGAGEMENT COACHING TO SUPPORT 3 <sup>rd</sup> GRADE LEVEL READING ATTAINMENT	WORKFORCE TRAINING & EDUCATION TO SUPPORT ECONOMIC STABILITY/MOBILITY	IMPLEMENTATION AND SUSTAINABILITY
<b>Path to 3<sup>rd</sup> Grade Literacy</b> <b>Infant (ECI, ITC, MacArthur Bates)</b> <ul style="list-style-type: none"> <li>• Document the language development/communication pathway from birth to 2 years old of infant</li> <li>• Identify red flags for delay in language and communication in infant</li> </ul> <b>Parent (Karitane, PSI, CRIB/CRELLI)</b> <ul style="list-style-type: none"> <li>• Measure caregiver knowledge of language nutrition and language nutrition strategies at baseline, during pilot and post intervention</li> <li>• Measure parent sense of competence in parenting</li> <li>• Measure parenting stress</li> </ul> <b>Dyad (PICCOLO); demographic survey</b> <ul style="list-style-type: none"> <li>• Document the language/communication/social reciprocity of interchange between parent and infant (as a qualitative measure of caregiver skills, infant development and to generate areas for conversation, learning, practice within navigation)</li> </ul>	<b>Path to Self-Sufficiency (family finance and parent education/career)</b> <b>Family Finance (survey)</b> <ul style="list-style-type: none"> <li>• Pre-post (look at change or attainment of benchmark)               <ul style="list-style-type: none"> <li>• Family income and benefits</li> <li>• Measure of family public assistance (how much and source)</li> <li>• Credit score</li> <li>• Have or do not have savings account, budget, financial goals</li> <li>• Financial Goal Attainment</li> <li>• Status of financial assets and stability</li> </ul> </li> </ul> <b>Parent/Adult Education, job training, job (metrics)</b> <ul style="list-style-type: none"> <li>• Pre-post (look at change or attainment of benchmark)               <ul style="list-style-type: none"> <li>• Level of education</li> <li>• Level of job training/measurable skills</li> <li>• Job attainment/retention</li> <li>• Hourly wage or salary</li> <li>• Goals for education or further training</li> <li>• Job opportunities</li> <li>• Employment status</li> <li>• Career goals (existence of, clarity of, achievement of)</li> </ul> </li> <li>• Self-confidence, self-efficacy, sense of competence related to education, job and caring for family</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative from focus groups and informant interviews with families</li> <li>• Measures of feasibility, acceptability, ease of use; parsimony with existing strategies</li> <li>• Meetings with stakeholders and key leaders</li> <li>• Analysis of project processes</li> </ul>

83



84

## Implications and Innovation



- CTD is a scalable, evidence-based intervention that combines a family-centered approach, community navigation, home visitation, and goal setting to engage parents on the importance of language in the earliest stages of their child's brain development (i.e., Talk with Me Baby) to strengthen language-rich social interactions with their babies.
- CTD employs 2Gen approaches to build family well-being by simultaneously working with children and caregivers to address:
  - Postsecondary Education and Employment Pathways
  - Early Childhood Education and Development
  - Economic Assets
  - **With additional downstream/long term and longitudinal impact** on K-12 Education, Health and Well-Being, Social Capital

85

## Innovation



- CTD offers a possible model for other communities seeking a two-generation approach
- 2 Gen intervention combining early childhood learning, parent learning and building/enhancing self-efficacy, and financial sustainability/educational attainment
- Integration of targeted intervention to families giving birth at Grady and returning home to the area with the lowest economic mobility in the country
- Ensuring the services and programs available are maximized and where a gap exists, working with community partners to address it as possible
- Creating the foundations for success; ensuring that resilience can triumph over risk; creating conditions for economic and educational success and for the foundations for being on track for language and literacy

86



This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under UA6MC 27762: Maternal and Child Health Bridging the Word Gap Research Network

87

## Contact the BWG Research Network

### Co-PIs

- Dr. Judith Carta  
• carta@ku.edu
- Dr. Charles Greenwood  
• greenwood@ku.edu
- Dr. Dale Walker  
• walkerd@ku.edu

### Project Coordinator

- Dr. Alana Schnitz  
• aschnitz@ku.edu

[www.bwgresnet.ku.edu](http://www.bwgresnet.ku.edu)



@BWGResNet



Bridging the Word Gap Research Network



U.S. Department of Health and Human Services  
Health Resources and Services Administration

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88



Thank you!