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Introduction

Rationale and Purpose

- Our purpose is to report community-wide progress documenting implementation of the KC Brain Builders (KCBB) community coalition.
- KCBB aims to promote language learning opportunities anywhere a young child goes-- home, childcare, grocery store, laundromat, clinic, etc.
- We are evaluating the impact of this multilevel intervention (community, family, child).

Questions Addressed

- What community sectors have been most engaged so far?
- Have parents gotten the message about the importance of talking to their baby?
How did they get this message?
How are parents enriching the home language environment by Reading, Teaching, Responsivity, and Materials?
- Is there a positive relationships between Children's Expressive Communication skills and their Home Language Environment?

Method

Design and Measurement

- A multi-level design is used with children, families nested within a community.
- Community and child measures are used.

Participants

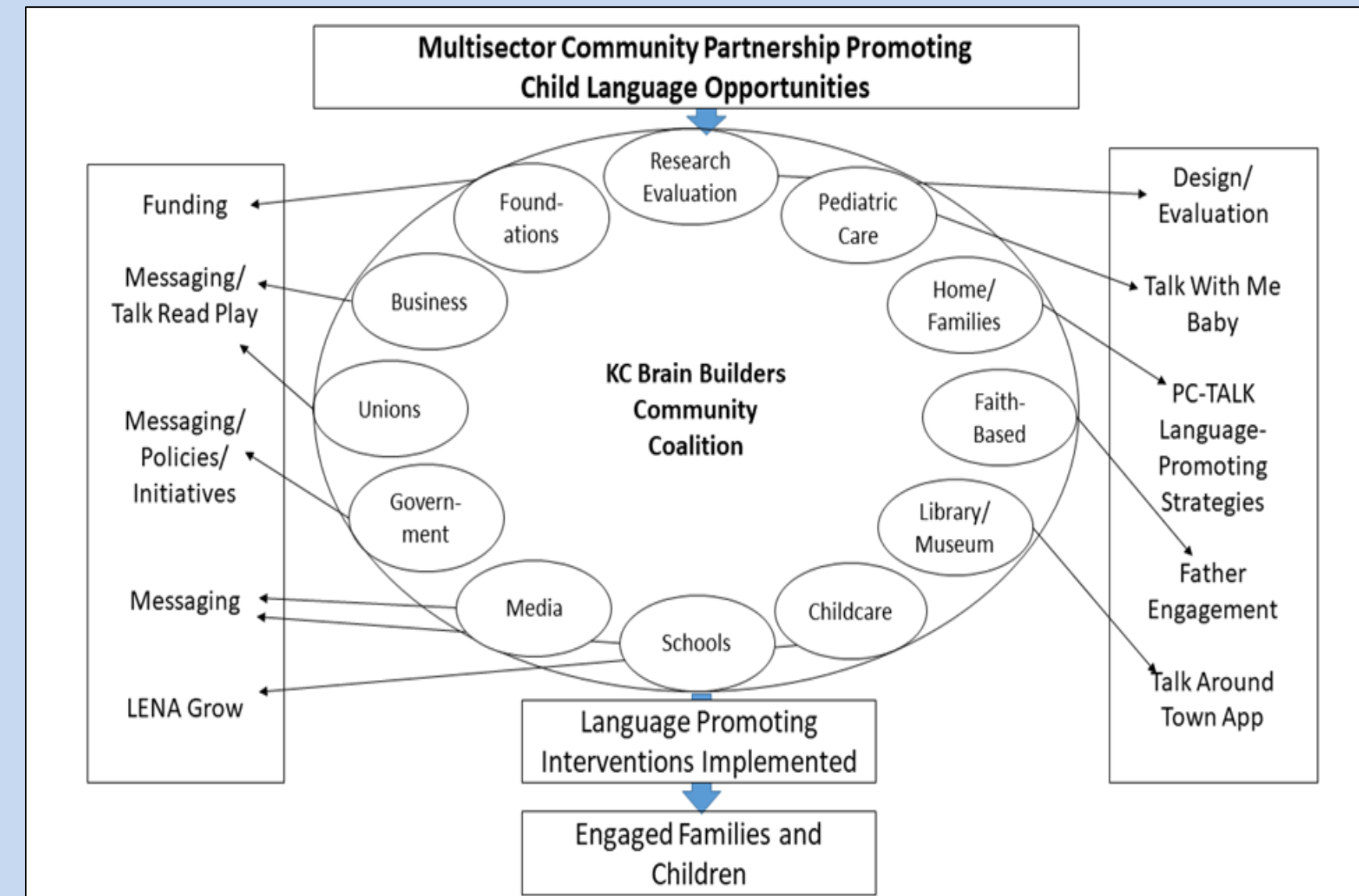
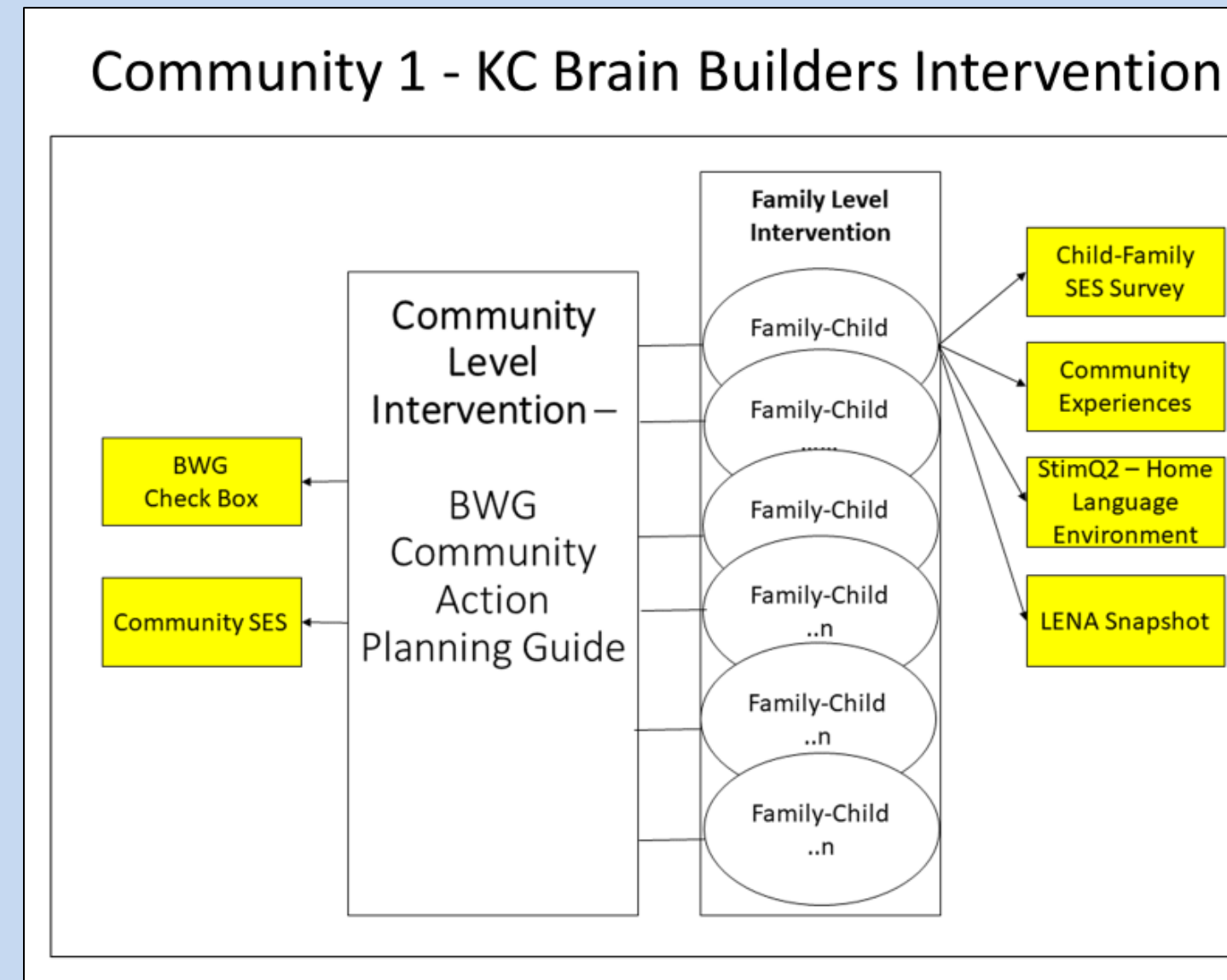
- One low-income community with 11 Sectors; 21 Organizations in the KC BB are targeting all children/families in the community.
- 83 selected children (6 to 12 months of age at start and their primary caregiver.

Multi-level Intervention

- KCBBs is a community-level multisector partnership intervention being implemented
- Each community sector has prioritized and operationalized their change levers contained in Chapter V of the guide via a series of online and in person meetings to co-create this intervention.

Documenting Change in a Co-Created, Multilevel Community Intervention to Promote Rich Language Learning Experiences

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Relationship to Diversity, Equity, and Inclusion

The community used the BWG-Planning Guide to co-create their own program. After discovering a community need, they formed a coalition and outlined their vision, mission, and strategies for change. Their program promotes language learning experiences for infants and toddlers to improve upstream language acquisition and school readiness.

Implications for Policy or Practice

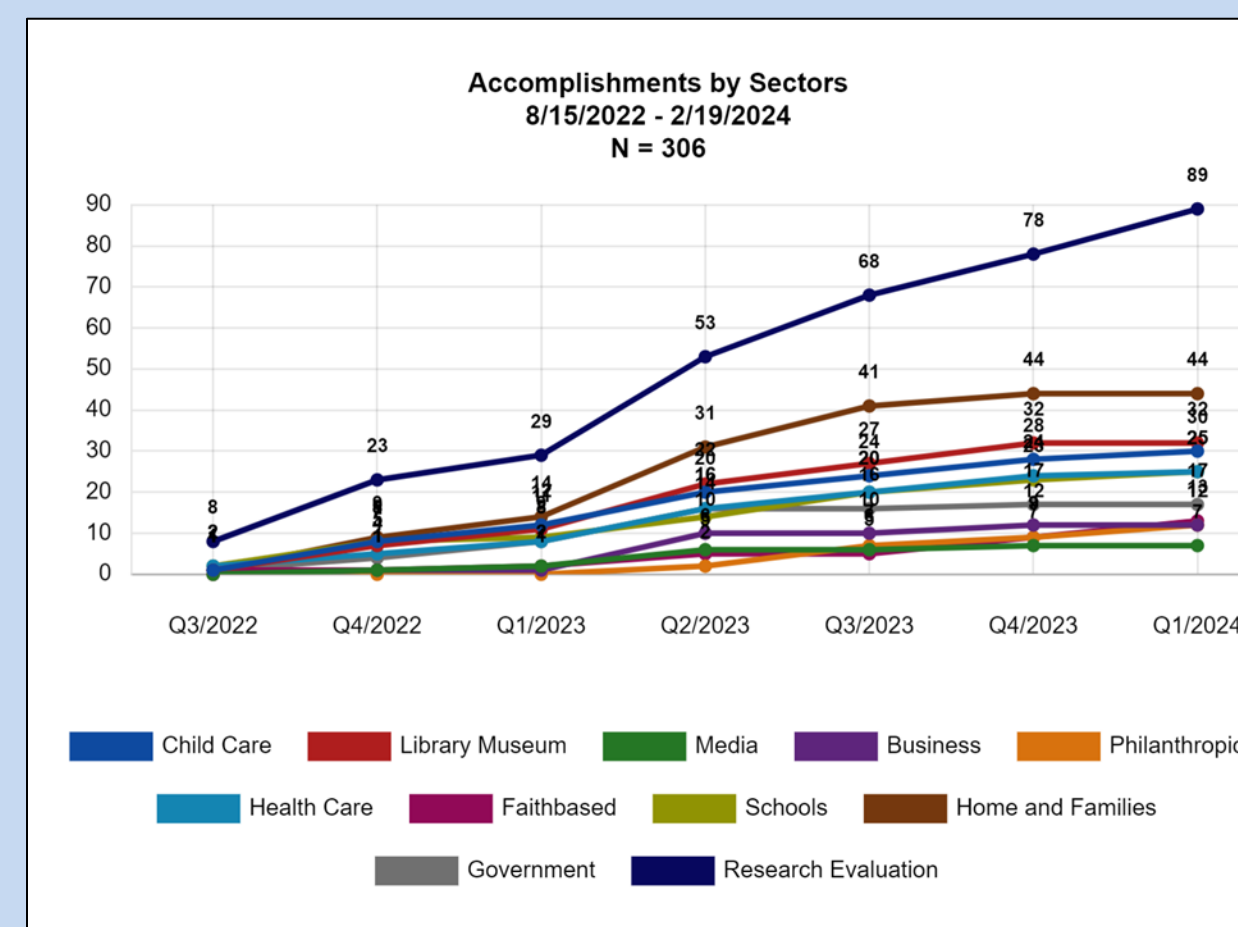
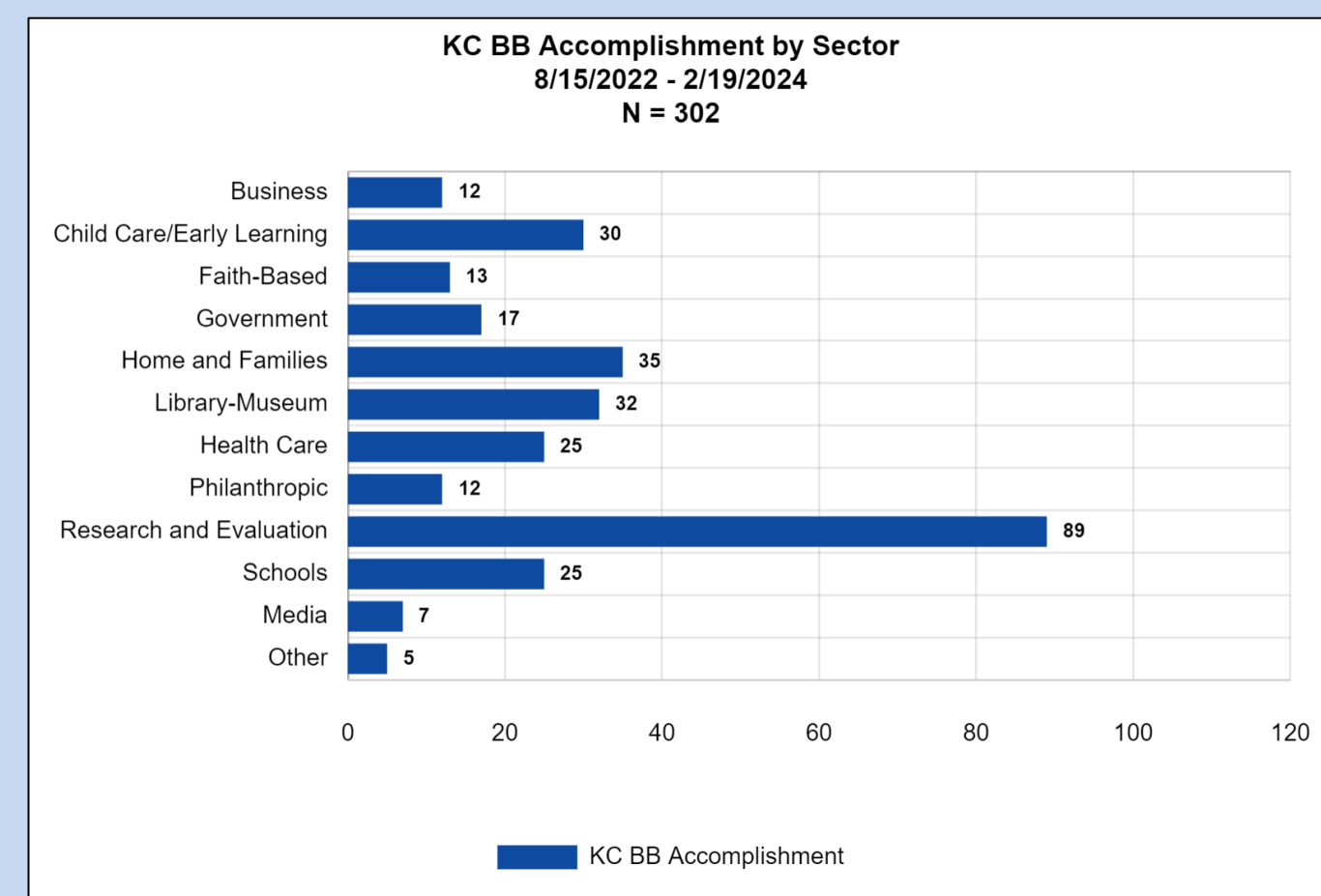
KCBB focuses on changing or creating new local practices, programs, and policies aligned to support rich language experiences. All children and all languages are embraced.

Participants Characteristics

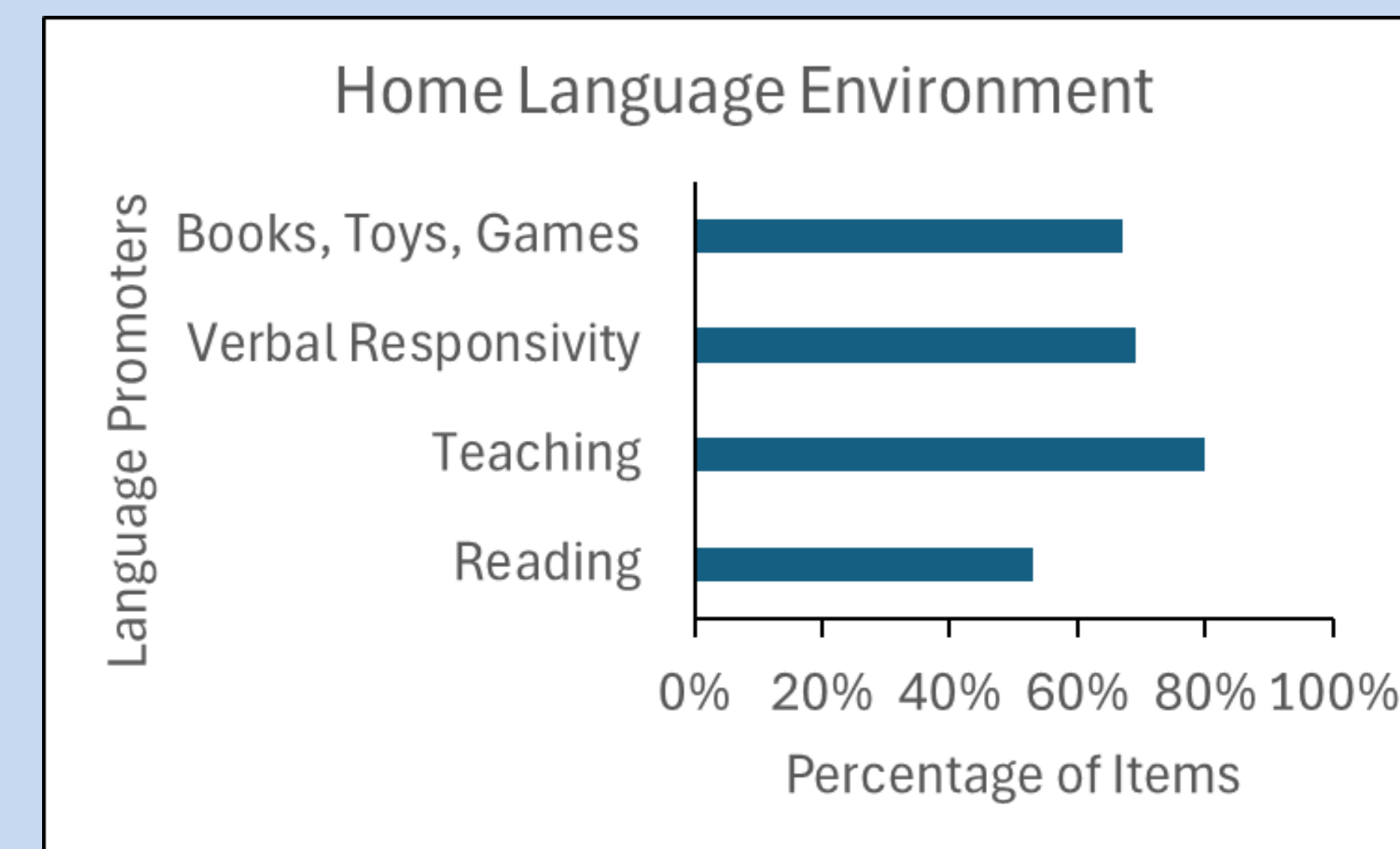
Variable	Value	<i>M</i>	<i>SD</i>	<i>N</i>	%
Child Age	Month	9.2	11.5	83	--
Gender	Male				47%
	Female				53%
Ethnicity	Hispanic				70%
Home Language	Spanish				42%
	English				33%
	Both				21%
	Other				3%
Caregiver Education	LT High School				32%
	High School				26%
	GT High School				42%

Preliminary Results

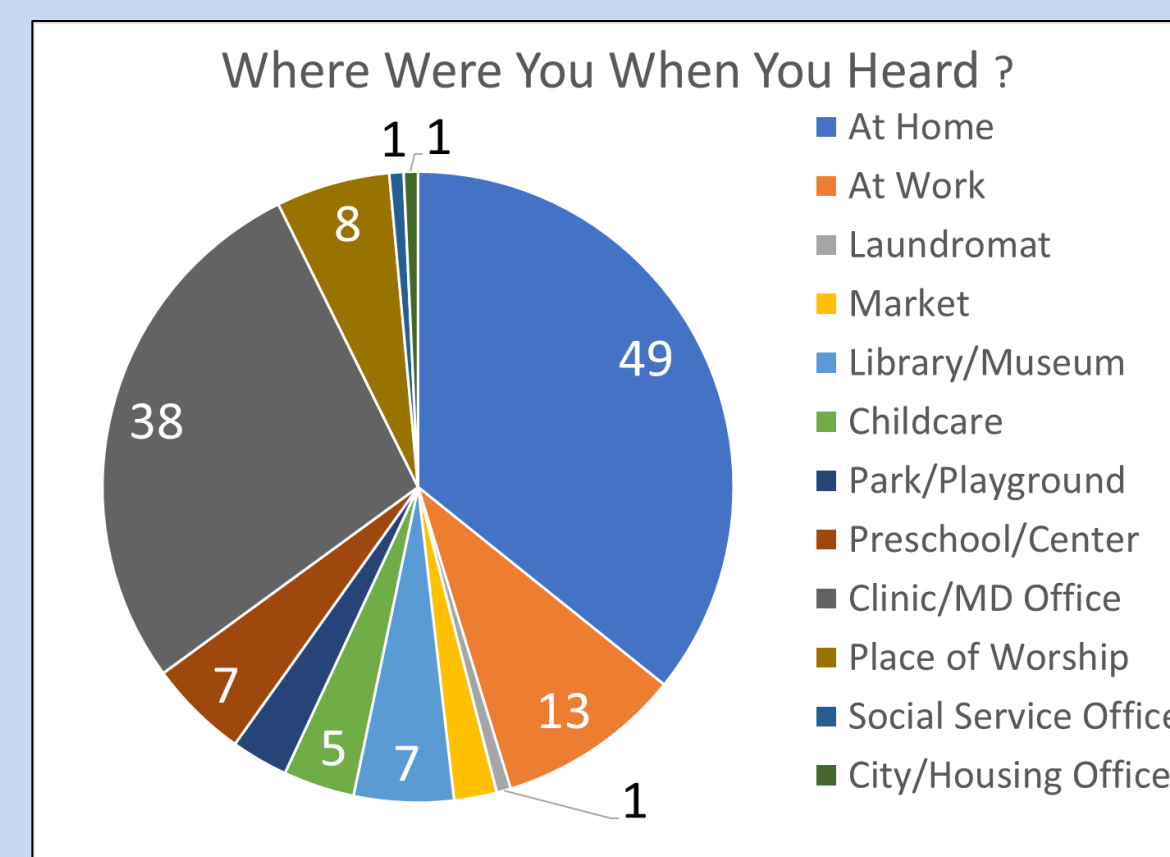
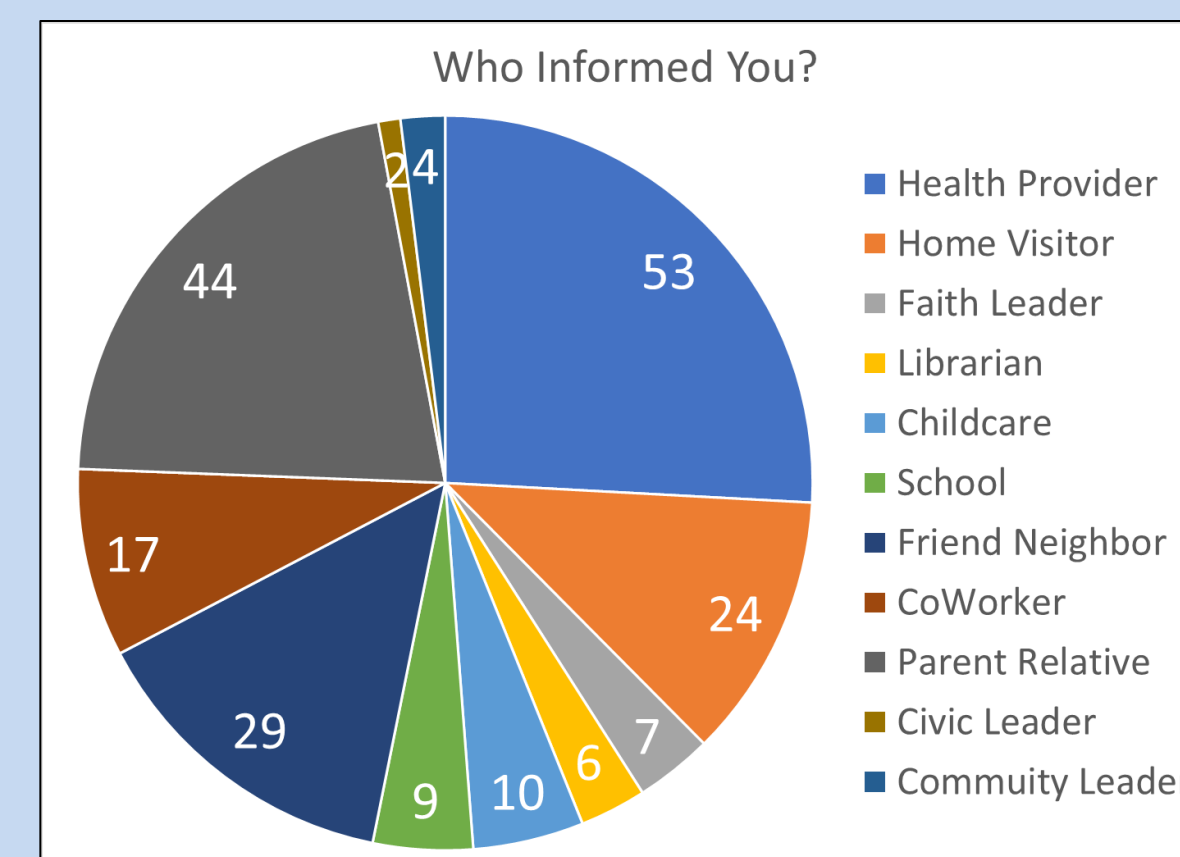
- 21 Partnering Organizations in 12 Sectors have Produced 306 Accomplishments



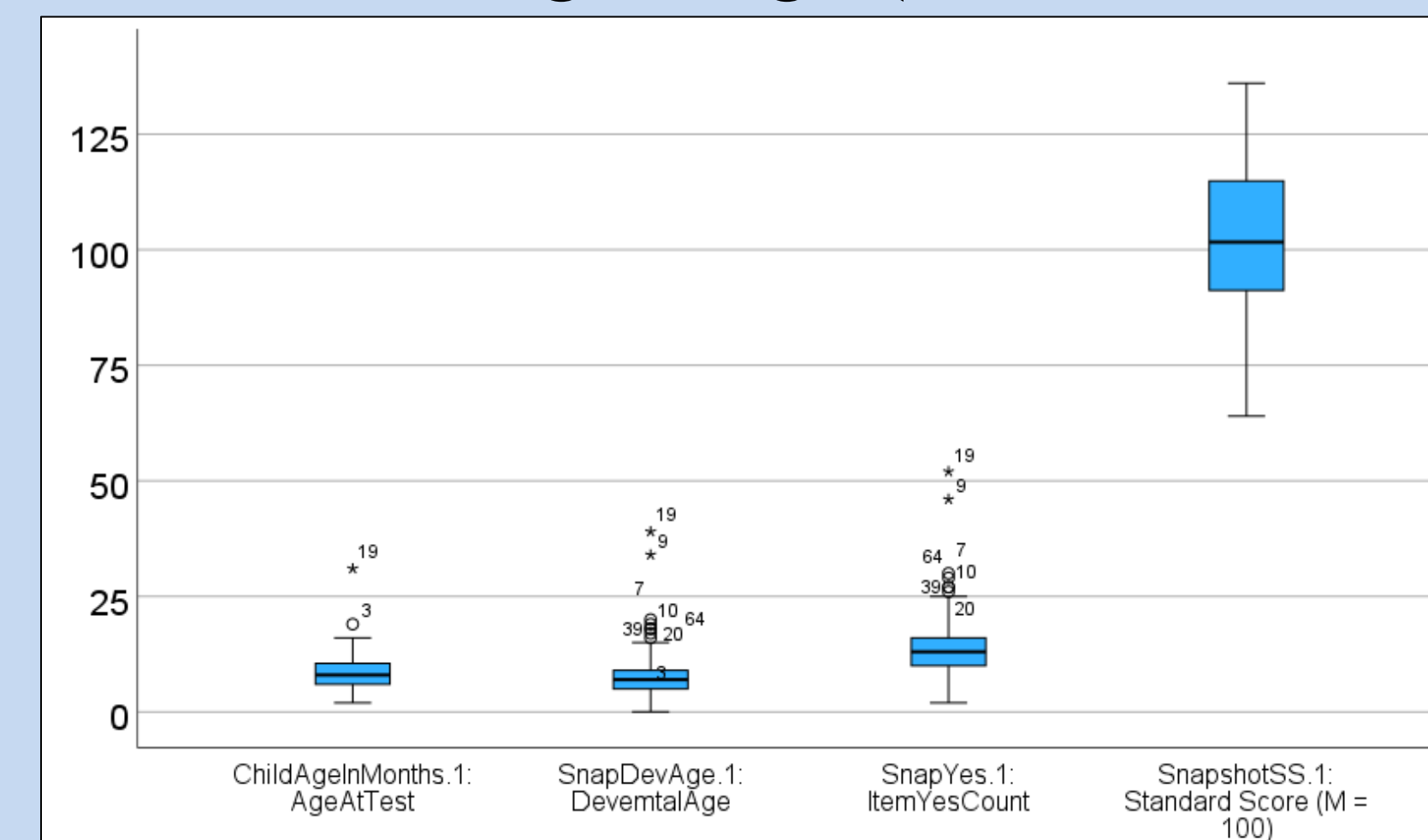
- Home Language Promoters Ranged from 50% (Reading) to 80% (Teaching)



- 84% of Caregivers Reported Knowing the Importance of Talking to Babies



- Children's Expressive Language Skills in the average range (Standard Scores)



Results (Continued)

- Positive relationships exist between the home environment and children's language scores.

Snapshot Expressive Communication Ratings vs.	<i>r</i>
Caregiver-Read Scale	.327**
Caregiver-Verbal Responsivity subScale b	.352**
Caregiver-Verbal Responsivity Total Scale	.308**
Caregiver-Composite Core Scale	.372**
Caregiver-Available Learning Materials Scale	.358**
** p < .01	

Discussion

- We reported a multi-level approach to documenting a community-based intervention promoting equity in children's early language learning opportunities (KCBB).
- Measures are collected at the Community- and Child-family levels of analysis and on multiple occasions over time.
- Community-level findings indicated an accelerating trend in accomplishments overall, by sector, and by organization.
- Child-family level findings indicated high levels of parent knowledge and variability in the home language environment.
- Children's expressive language indicated variation around the normative mean.
- There were a significant correlations between children's language skills, the caregiver's story reading, the verbal responsivity, and learning materials in the home.

References

- Carta, J. J., et al., (2023). "Expanding the frame for a new generation of Word Gap research." from <https://bwg.ku.edu/expanding-the-frame-for-a-new-generation-of-word-gap-research/>
- Greenwood, C. R., Carta, J. J., Schnitz, A. G., Walker, D., Gabriel, D., Thompson, V., & Watson-Thompson, J. (2021). Progress toward a multisectoral community intervention approach to prevention of the Word Gap. *Behavior and Social Issues*. <https://doi.org/10.1007/s42822-021-00074-y>
- Greenwood, C. R., J. J. Carta, A. Schnitz, D. Walker, V. Thompson, D. Gabriel, & Watson-Thompson, J. (2022, February). *Reducing disparities in children's language learning opportunities through community-based interventions: Community Action Planning Guide Approach*. Conference on Research Innovations in Early Intervention, San Diego.

Acknowledgment

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