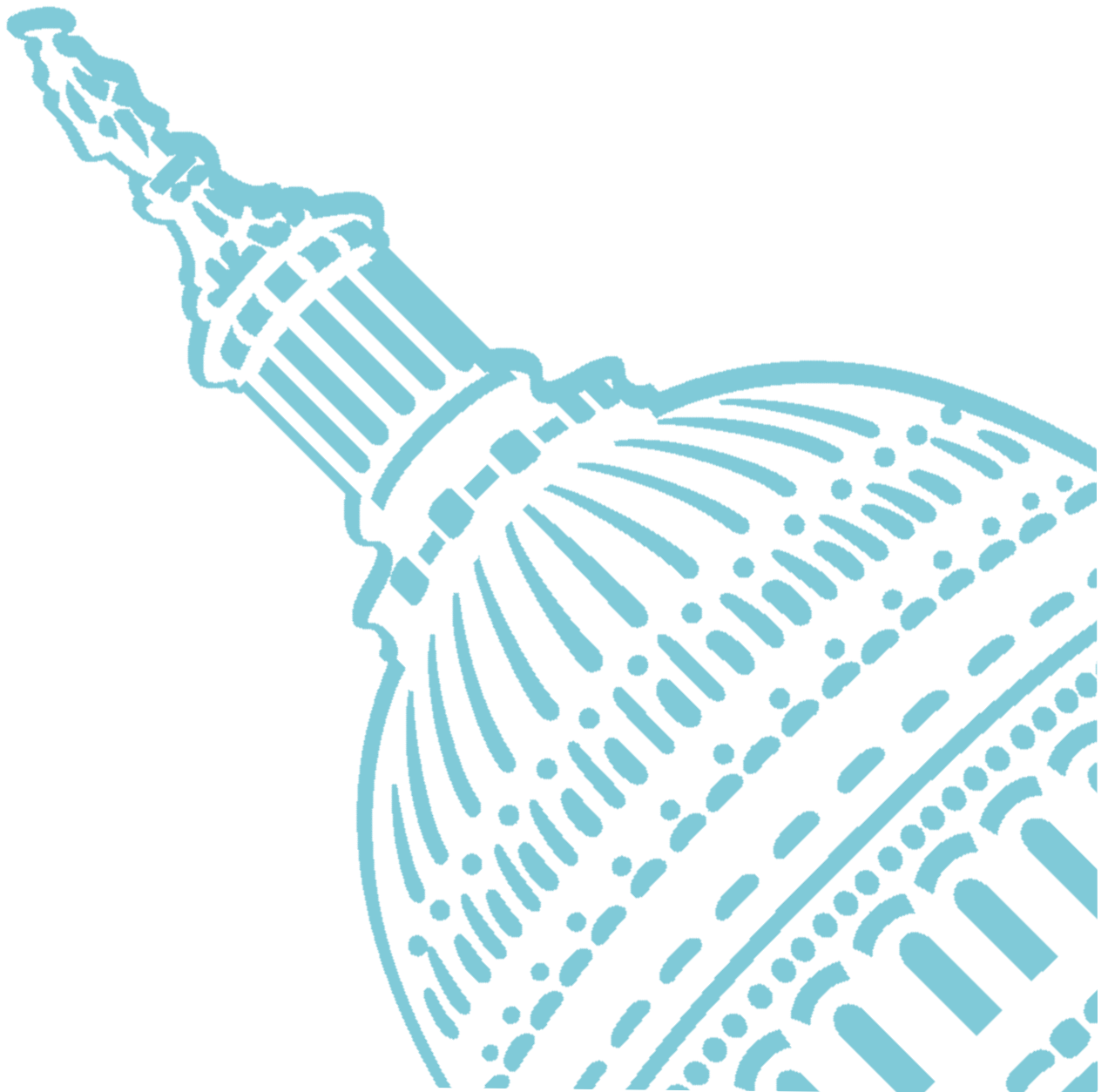




The Legacy of Literacy

Briefing Report

November 2010



The Legacy of Literacy

Indiana Family Impact Seminars

November 15, 2010

Sponsoring Organizations

Center for Families, Purdue University

Department of Family and Consumer Sciences, Ball State University

Family Service Council of Indiana

Indiana Association for the Education of Young Children

Indiana Association of Family and Consumer Sciences

The Institute for Family and Social Responsibility, Indiana University

Indiana Association for Marriage and Family Therapy

Indiana Extension Homemakers Association®

National Association of Social Workers – Indiana Chapter

Purdue Extension, Consumer and Family Sciences

Indiana Youth Institute

For a description of the organizations see pages 8 & 9.

Purpose, Presenters and Publications

Family Impact Seminars have been well received by federal policymakers in Washington, DC, and Indiana is one of several states to sponsor such seminars for state policymakers. Family Impact Seminars provide state-of-the-art research on current family issues for state legislators and their aides, Governor's Office staff, state agency representatives, educators, and service providers. One of the best ways to help individuals is by strengthening their families. Therefore, the Family Impact Seminars speakers analyze the consequences an issue, policy or program may have for families.

The seminars provide objective, nonpartisan information on current issues and do not lobby for particular policies. Seminar participants discuss policy options and identify common ground where it exists.

The Legacy of Literacy is the thirteenth in a continuing series designed to bring a family focus to policymaking. The topic was chosen by the very legislators these seminars are intended to inform. This seminar features the following speakers:

This briefing report and past reports can be found at Purdue's Center for Families website: http://www.cfs.purdue.edu/cff/policymakers/policymakers_publications.html and on the Policy Institute for Family Impact Seminars national website: <http://familyimpactseminars.org>

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We hope that this information is useful to you in your deliberations, and we look forward to continuing to provide educational seminars and briefing reports in the future.



Assessing the Impact of Policies and Programs on Families

Family Impact Checklist

The first step in developing family-friendly policies is to ask the right questions:

- What can government and community institutions do to enhance the family's capacity to help itself and others?
- What effect does (or will) this policy (or proposed program) have for families? Will it help or hurt, strengthen or weaken family life?

These questions sound simple, but they can be difficult to answer. These questions are the core of a family impact analysis that assesses the intended and unintended consequences of policies, programs, and organizations on family stability, family relationships, and family responsibilities. Family impact analysis delves broadly and deeply into the ways in which families contribute to problems, how they are affected by problems, and whether families should be involved in solutions. Guidelines for conducting a family impact analysis can be found at www.familyimpactseminars.org/fi_howtocondfia.pdf.

Family impact questions can be used to review legislation and laws for their impact on families; to prepare family-centered questions or testimony for hearings, board meetings, or public forums; and to evaluate programs and operating procedures of agencies and organizations for their sensitivity to families. Six basic principles serve as the criteria of how sensitive to and supportive of families policies and programs are. Each principle is accompanied by a series of family impact questions.

The principles are not rank-ordered and sometimes they conflict with each other, requiring trade-offs. Cost effectiveness also must be considered. Some questions are value-neutral and others incorporate specific values. This tool, however, reflects a broad bi-partisan consensus, and it can be useful to people across the political spectrum.

Principle 1. Family support and responsibilities.

Policies and programs should aim to support and supplement family functioning and provide substitute services only as a last resort.

Does the proposal or program:

- support and supplement parents' and other family members' ability to carry out their responsibilities?
- provide incentives for other persons to take over family functioning when doing so may not be necessary?

- set unrealistic expectations for families to assume financial and/or caregiving responsibilities for dependent, seriously ill, or disabled family members?
- enforce absent parents' obligations to provide financial support for their children?

Principle 2. Family membership and stability.

Whenever possible, policies and programs should encourage and reinforce marital, parental, and family commitment and stability, especially when children are involved. Intervention in family membership and living arrangements is usually justified only to protect family members from serious harm or at the request of the family itself.

Does the policy or program:

- provide incentives or disincentives to marry, separate, or divorce?
- provide incentives or disincentives to give birth to, foster, or adopt children?
- strengthen marital commitment or parental obligations?
- use appropriate criteria to justify removal of a child or adult from the family?
- allocate resources to help keep the marriage or family together when this is the appropriate goal?
- recognize that major changes in family relationships such as divorce or adoption are processes that extend over time and require continuing support and attention?

Principle 3. Family involvement and interdependence.

Policies and programs must recognize the interdependence of family relationships, the strength and persistence of family ties and obligations, and the wealth of resources that families can mobilize to help their members.

To what extent does the policy or program:

- recognize the reciprocal influence of family needs on individual needs, and the influence of individual needs on family needs?
- recognize the complexity and responsibilities involved in caring for family members with special needs (e.g., physically or mentally disabled, or chronically ill)?
- involve immediate and extended family members in working toward a solution?
- acknowledge the power and persistence of family ties, even when they are problematic or destructive?
- build on informal social support networks (such as community/neighborhood organizations, religious communities) that are essential to families' lives?
- respect family decisions about the division of labor?
- address issues of power inequity in families?
- ensure perspectives of all family members are represented?
- assess and balance the competing needs, rights, and interests of various family members?
- protect the rights and safety of families while respecting parents' rights and family integrity?

Principle 4. Family partnership and empowerment.

Policies and programs must encourage individuals and their close family members to collaborate as partners with program professionals in delivery of services to an individual. In addition, parent and family representatives are an essential resource in policy development, program planning, and evaluation.

In what specific ways does the policy or program:

- provide full information and a range of choices to families?
- respect family autonomy and allow families to make their own decisions? On what principles are family autonomy breached and program staff allowed to intervene and make decisions?
- encourage professionals to work in collaboration with the families of their clients, patients, or students?
- take into account the family's need to coordinate the multiple services they may require and integrate well with other programs and services that the families use?
- make services easily accessible to families in terms of location, operating hours, and easy-to-use application and intake forms?
- prevent participating families from being devalued, stigmatized, or subjected to humiliating circumstances?
- involve parents and family representatives in policy and program development, implementation, and evaluation?

Principle 5. Family diversity.

Families come in many forms and configurations, and policies and programs must take into account their varying effects on different types of families. Policies and programs must acknowledge and value the diversity of family life and not discriminate against or penalize families solely for reasons of structure, roles, cultural values, or life stage.

How does the policy or program:

- affect various types of families?
- account for its benefits to some family types but not others? Is one family form preferred over another? Does it provide sufficient justification for advantaging some family types and for discriminating against or penalizing others?

Indiana Family Impact Seminars – November 2010

- identify and respect the different values, attitudes, and behavior of families from various racial, ethnic, religious, cultural, and geographic backgrounds that are relevant to program effectiveness?
- acknowledge intergenerational relationships and responsibilities among family members?

Principle 6. Support of vulnerable families.

Families in greatest economic and social need, as well as those determined to be most vulnerable to breakdown, should be included in government policies and programs.

Does the policy or program:

- identify and publicly support services for families in the most extreme economic or social need?
- give support to families who are most vulnerable to breakdown and have the fewest resources?
- target efforts and resources toward preventing family problems before they become serious crises or chronic situations?

The Institute aims to strengthen family policy by connecting state policymakers with research knowledge and researchers with policy knowledge. The Institute provides nonpartisan, solution-oriented research and a family impact perspective on issues being debated in state legislatures. We provide technical assistance to and facilitate dialogue among professionals conducting Family Impact Seminars in 28 sites across the country.

The Policy Institute for Family Impact Seminars adapted the family impact checklist from one originally developed by the Consortium of Family Organizations. The suggested citation is Policy Institute for Family Impact Seminars. (2000). *A checklist for assessing the impact of policies on families* (Family Impact Analysis Series No. 1). Madison, WI: Author. The checklist was first published in Ooms, T., & Preister, S. (Eds.). (1988). *A strategy for strengthening families: Using family criteria in policymaking and program evaluation*. Washington DC: Family Impact Seminar.

For more information on family impact analysis, contact Director Karen Bogenschneider of the Policy Institute for Family Impact Seminars at the University of Wisconsin-Madison/Extension, 3rd Fl Middleton Bldg, 1305 Linden Drive, Madison, WI 53706.

Phone (608) 263-2353

FAX (608) 265-6048

<http://www.familyimpactseminars.org>

Sponsoring Organizations and Descriptions

The Center for Families at Purdue University focuses on improving the quality of life for families and strengthening the capacity of families to provide nurturing environments for their members. To accomplish this, the center works with four important groups whose efforts directly impact quality of life for families: educators, human service providers, employers, and policymakers. With informed sensitivity to family issues, these groups have the power to improve the quality of life for families in Indiana and beyond.

The Department of Family Relations at Ball State University includes a variety of majors from interior design and residential property management to nutrition and marriage and family relations. We offer courses in family relations, infant/toddler, child development, marriage, life-work management, family stress and family policy. Students are also required to take interdisciplinary coursework. In addition, students are required to complete a 400 hour internship at a family or child related facility which also includes government internships. Our curriculum has been designed to fulfill the academic requirements to become a Certified Family Life Educator (CFLE). CFLEs have received academic training in ten substantive areas related to the family, one of which is family policy, and are certified by the National Council of Family Relations, a professional organization.

The purpose of the Family Service Council of Indiana is to represent families and respond to their needs by strengthening member agencies and creating alliances to promote excellence in advocacy and service for families throughout Indiana. With 12 member agencies, the Family Service Council serves the citizens of nearly 60 Hoosier counties. FSCI member agencies offer a wide variety of programs, including counseling, sexual abuse assessment, homemaker services, children's programs, services for victims of domestic violence, as well as many other diverse programs for over 90,000 individuals, approximately 80 percent of whom are low income. These services are offered regardless of race, creed, or color on a sliding fee scale supported by local United Ways and governmental grants. Statewide, FSCI members employ approximately 1,000 people with various professional degrees and specific skills to assist clients in resolving their life issues. The total operating budgets for these member agencies range from \$220,000 to \$3.5 million.

The mission of the Indiana Association for the Education of Young Children (IAEYC) is to promote and support quality care and education for all young children birth through age eight in Indiana. IAEYC is the state's largest and most influential organization of early childhood care and education professionals and parents promoting and supporting quality care and education for all young children. Over the course of the last five years, the Association moved from operating on a \$60,000 budget with one part-time, paid staff working out of her home to an Association with 21 full-time and two part-

Indiana Family Impact Seminars – November 2010

time staff, over 1,900 members represented through fifteen local chapters, and a budget of over 3.1 million dollars. The annual Indiana Early Childhood Conference regularly sees an attendance of more than 3,500 participants.

The members of the Indiana Association of Family and Consumer Sciences focus on an integrative approach to the relationships among individuals, families and communities as well as the environments in which they function. The association supports the profession as it provides leadership in: improving individual, family and community well being; impacting the development, delivery and evaluation of consumer goods and services; influencing the creation of public policy; and shaping social change. The Indiana Association is part of the American Association of Family and Consumer Sciences.

The Institute for Family and Social Responsibility is a joint venture of the Schools of Social Work and Public and Environmental Affairs designed to bring the resources of Indiana University researchers to the assistance of public policy makers on issues impacting Hoosier families. The Institute's mission is to bring together the resources of citizens, governments, communities and Indiana University to better the lives of children and families. Ongoing research projects have examined the impacts of welfare reforms, the efficiency of the township system of government, the adequacy of child support guidelines, community responses to the Temporary Assistance to Needy Families legislation, performance contracting for intensive family preservation services, and AIDS education for incarcerated youth. The Institute serves as the National Child Support Enforcement Research Clearinghouse.

The Indiana Association of Marriage and Family Therapy is part of the American Association of Marriage and Family Therapy. Since the founding of AAMFT in 1942, they have been involved with the problems, needs and changing patterns of couples and family relationships. The association leads the way to increasing understanding, research and education in the field of marriage and family therapy, and ensuring that the public's needs are met by trained practitioners. The AAMFT provides individuals with the tools and resources they need to succeed as marriage and family therapists.

It is the mission of the Indiana Extension Homemakers Association® to strengthen families through continuing education, leadership development, and volunteer community support. We share information on new knowledge and research with our members and communities, promote programs on developing skills and family issues, and we support projects which help children and families in today's world.

The mission of the National Association of Social Workers – Indiana Chapter is to promote the quality and integrity of the Social Work profession while supporting social workers in their mission to serve diverse populations and to ensure justice and equality for all citizens of the state.

Purdue Extension Consumer and Family Sciences provides informal educational programs that increase knowledge, influence attitudes, teach skills, and inspire aspirations. Through the adoption and application of these practices, the quality of individual, family, and community life is improved. Consumer and Family Sciences Extension is a part of the mission of the College of Consumer and Family Sciences at Purdue University and the Purdue Extension Service

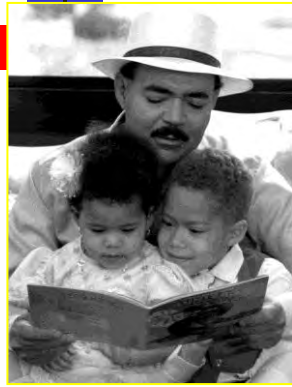
Indiana Youth Institute promotes the healthy development of children and youth by serving the institutions and people of Indiana who work on their behalf. It is a leading source of useful information and practical tools for nonprofit youth workers. Secondary audiences include educators,

policymakers, think tanks, government program officials, and others who can impact the lives of Hoosier children. In addition, it is an advocate for healthy youth development on the local, state, and national level.

Why Indiana Needs to Support Early Literacy Development

David Dickenson
Chair and Professor
Department of Teaching and Learning
Vanderbilt University's
Peabody College


Why Indiana Needs to Support Early Literacy Development



David Dickinson
Peabody College
Vanderbilt University


Indianapolis, IN
November 15, 2010


Economic Realities Require Effective Action



All segments of the
population must be set
on a pathway to
educational success.

Reading Skill By Grade 3 or 4 Matters

- 
- 75% of poor readers in grade 3 are poor readers in high school
 - Poor readers are far more likely to drop out.
 - In 2006 in Indiana:
 - 72% graduated from high school
 - 44% entered college, 22% graduated
 - Failing to complete higher education carries a huge cost

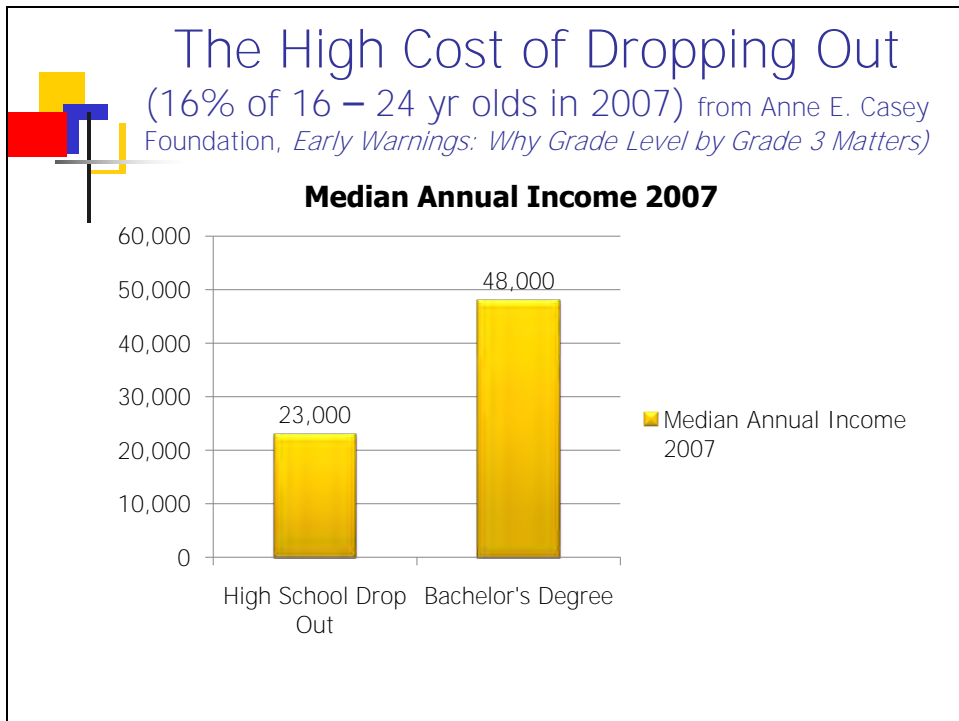


High School Dropouts Are Costly

(from Representative Luke Messer, 2006)

- Over 25 to 30 years: up to **\$500,000** in public assistance, health care, and incarceration costs.
- Estimated savings from reduced crime from a 1% increase in male U.S. high school graduation rates: **\$1.4 billion.**
- High school graduates earn about \$7,216 more. Additional annual Indiana income tax per graduate (in 2006) was \$245 per year. Estimated added income tax: \$9,800 over the working lifetime.

www.in.gov/edroundtable/files/IndianaHighSchoolDropoutPresentation.pdf

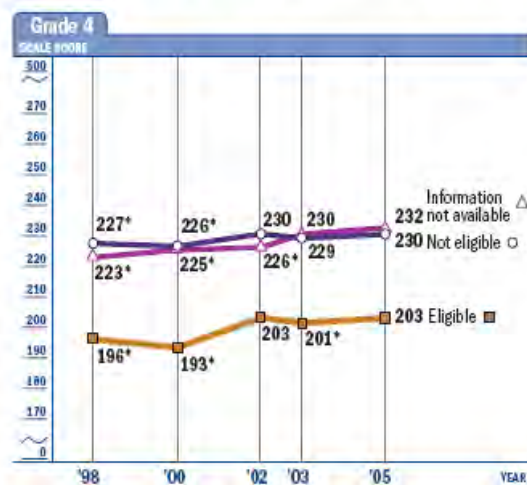


Children from All Backgrounds Must Acquire Academic Skills

- 20% of all children are from low-income homes
- The number of non-white children are growing nationally. They will account for the majority of the school age population by 2023.
- The number of Hispanic/Latino children is growing.
- To be economically competitive we need to increase the number of college graduates.
- All ethnic, income and language groups must be educationally prepared.

Achievement Gap Among 9 Year Old Children by Family Income (NAEP, 2005)

Figure 6. Average scale scores and achievement-level results in reading, by students' eligibility for free/reduced-price lunch, grade 4: Various years, 1998-2005



Indiana NAEP Grade 4 Data (1992 – 2009) and National Data (2009)

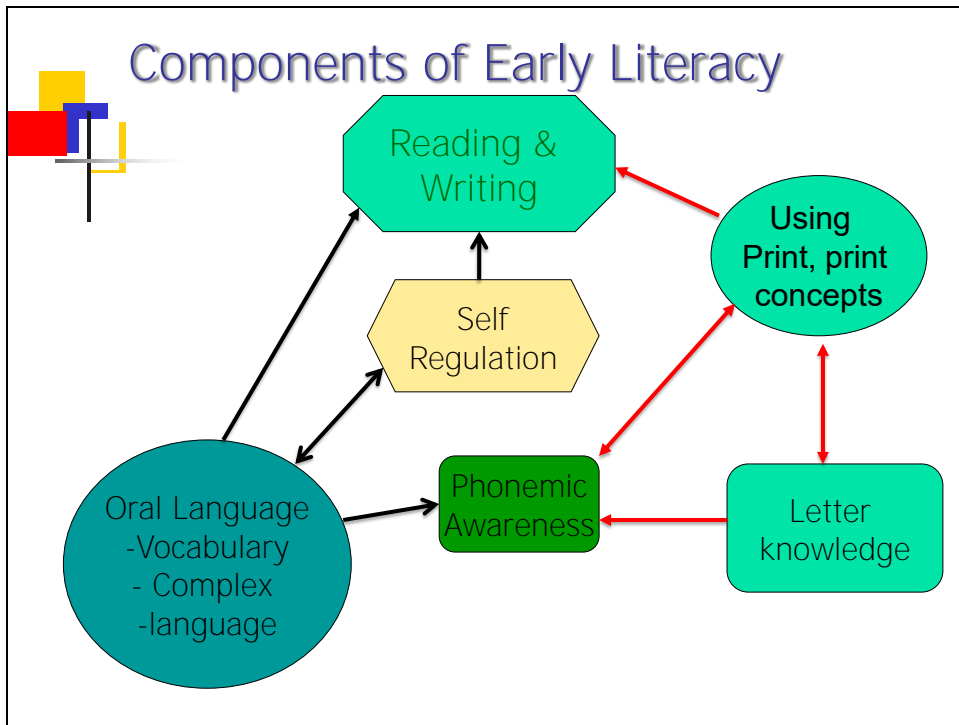
Year	Below Basic	Basic	Proficient & Advanced
Indiana Scores			
1992	32%	38%	31%
2002	32%	34%	33%
2005	36%	34%	30%
2007	32%	35%	33%
2009	30%	36%	33%
National Scores from 2009 (public schools)			
2009	34%	34%	31%

Indiana Grade 4 NAEP Reading, 2009:
By Gender, Race, Ethnicity and Income

	% of Students	% Below Basic	% Basic & Up	% Above Basic
Gender				
Male	51	45	65	35
Female	49	25	75	46
Race and Ethnicity				
White	77	25	75	47
Black	6	49	51	17
Hispanic	11	50	50	17
Income: Eligibility for Free & Reduced Lunch				
Eligible	44	43	57	22
Not Eligible	56	20	80	56

Effective Action Must Begin Very Early

Supporting oral language is of pivotal importance.



These differential levels of achievement have roots in the birth – five period.



Early Print Knowledge Predicts Later Reading

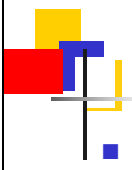
<http://lincs.ed.gov/publications/pdf/NELPReport09.pdf>

- Print-related skills tested in kindergarten or earlier have strong strong associations with later reading:
 - **Spelling and writing one's name**
 - Read words
 - Attend to the sound of language (rhyming, initial and final sounds)
 - Know the names of letters and the sounds they represent



Language Has Long-term Associations with Later Reading Skills

- Grade 4 vocabulary → grade 12 reading (Snow et. al., 1991)
- Grade 1 voc. → grade 11 comprehension (Cunningham & Stanovich, 1997)
- Kindergarten – Grade 7 (Dickinson & Tabors, 2001)
- Age 4 – grade 4 (Storch & Whitehurst, 2002)
- Age 3 – Grade 4 (Hart & Risley, 1995; Walker et al., 1994; NICHD 2005)

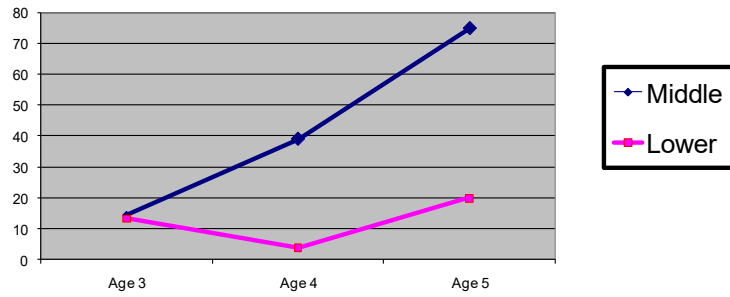


Children from Low-Income Homes Start School Behind in Language Skills

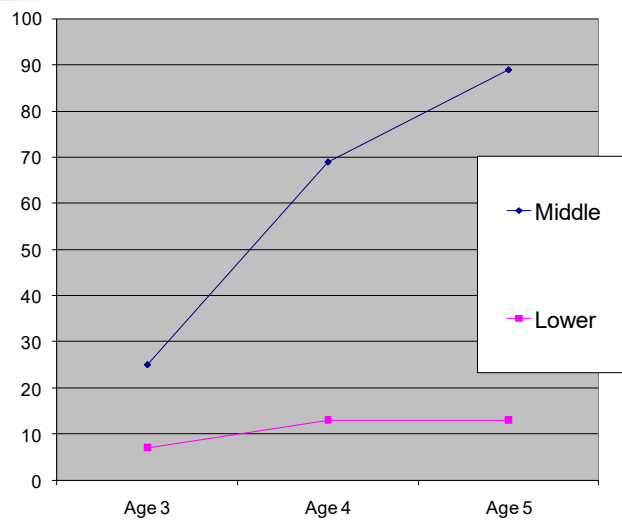
- Receptive vocabulary is an area of particular weakness. Four-year-old Head Start children, on average, score at levels equivalent to children age 2;10.
- Skill using extended, more complex language is even more potent a predictor than vocabulary. (National Early Literacy Panel, 2008)

Phonological Awareness Skills Begin to Diverge in the Preschool Years (Lonigan, Burgess, Anthony, & Barker, 1998).

Rhyme Oddity:
Percentage of Children Above Chance



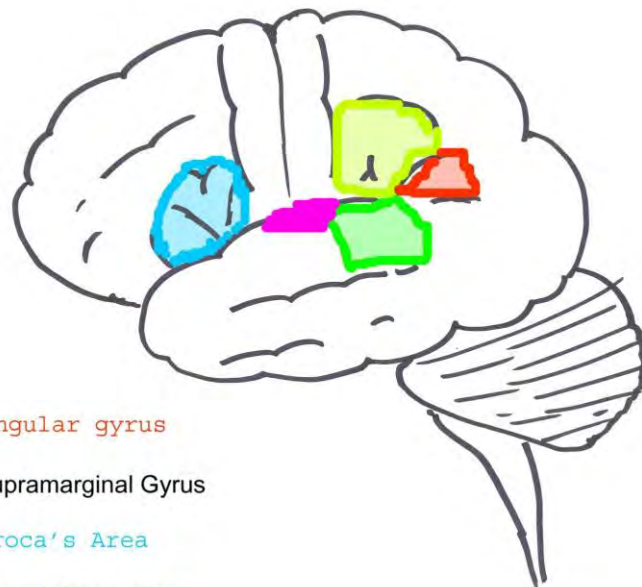
Blending Syllables: % Above Chance
(Lonigan et. al., 1998)



Language is a Self-Reinforcing System: Early Language Fosters Later Language Learning

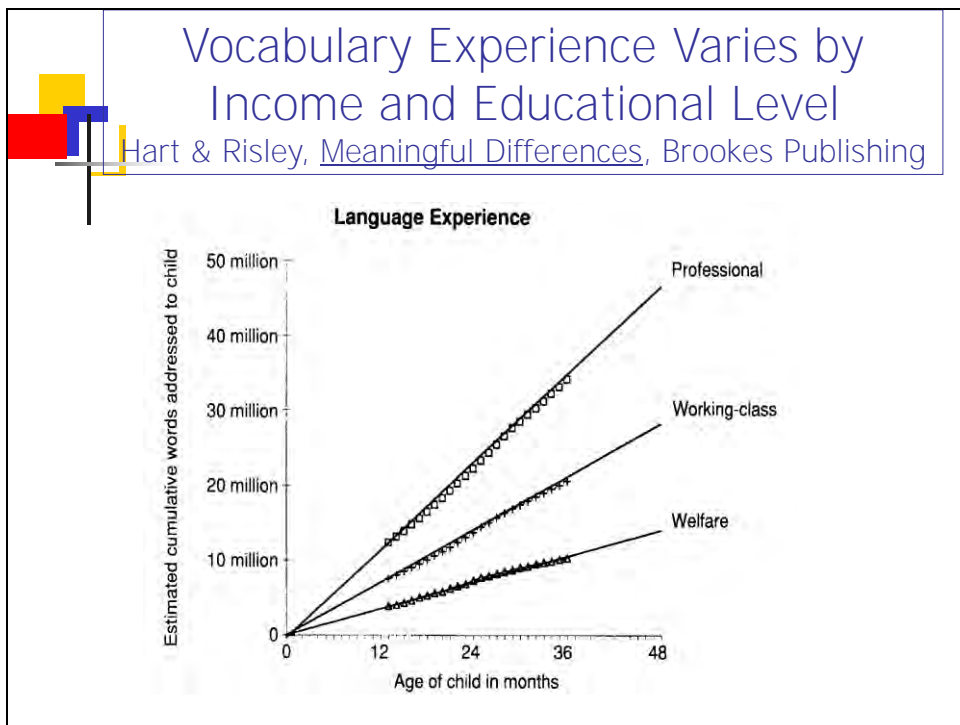
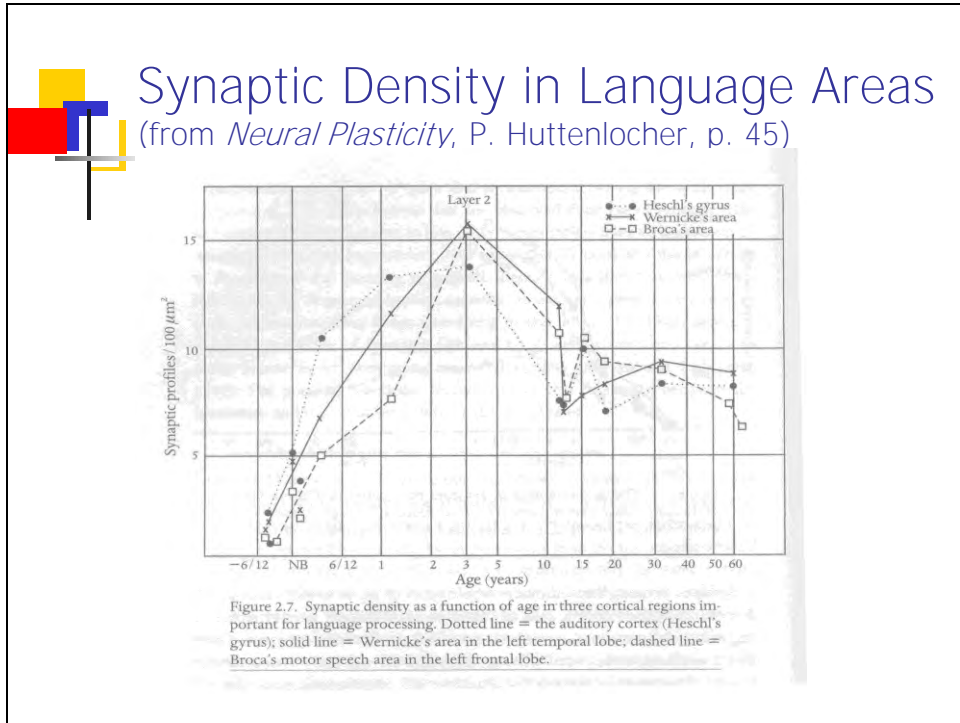


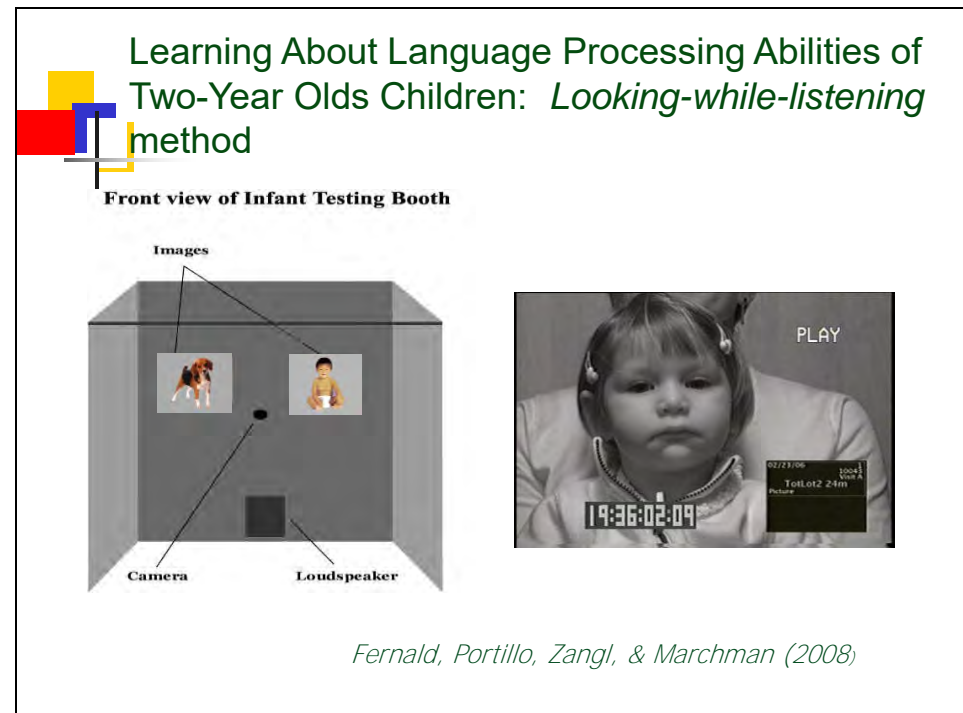
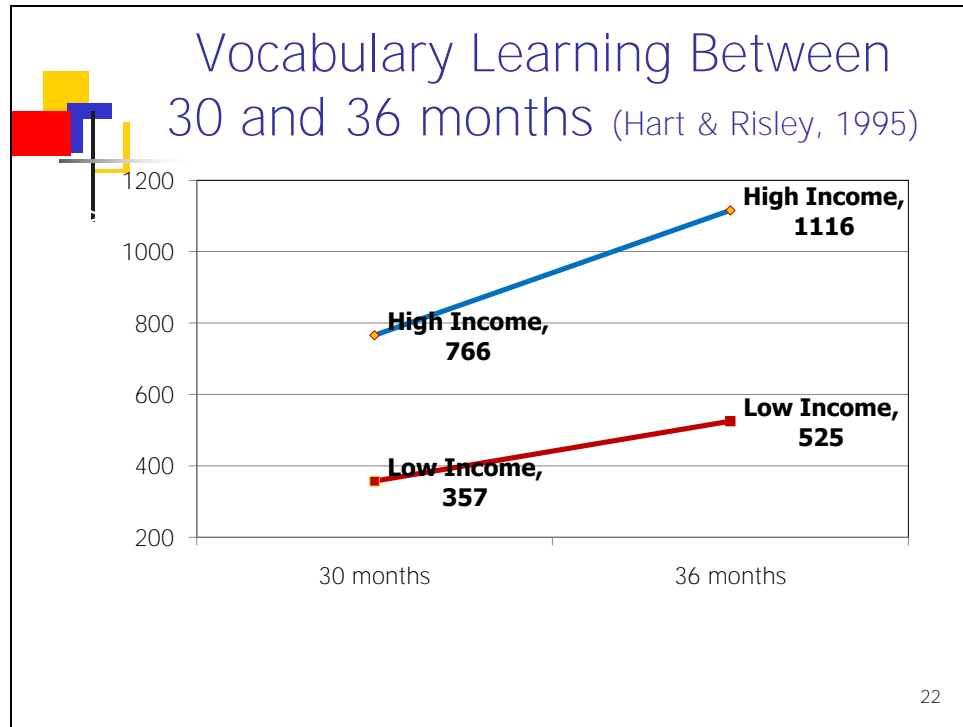
Parent support for language and the rate of growth is related to parental education and income.

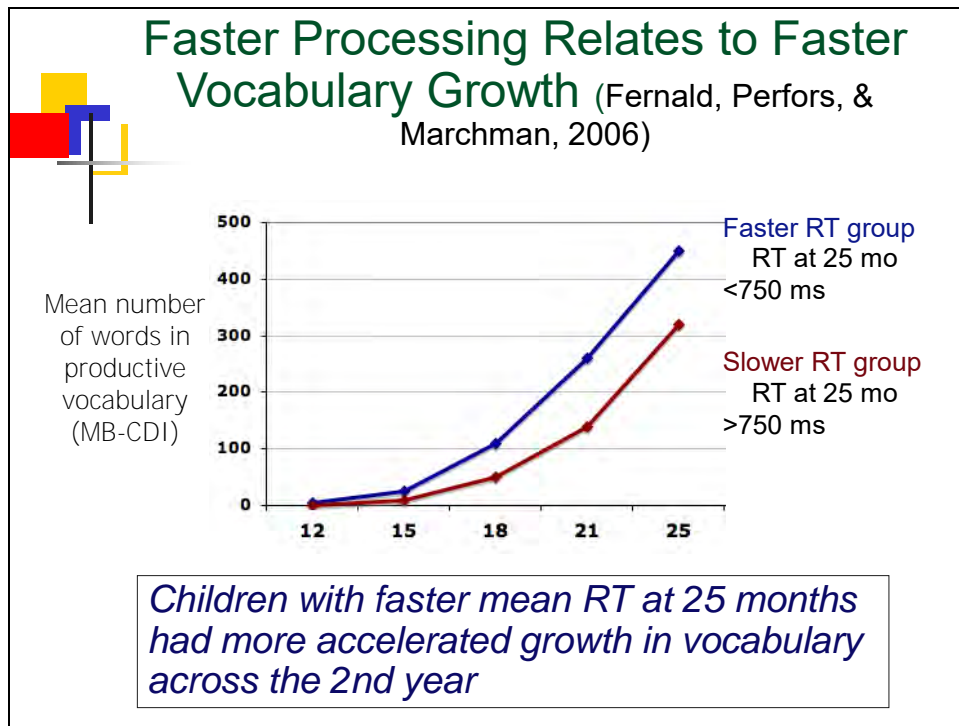


- Angular gyrus
- Supramarginal Gyrus
- Broca's Area
- Wernicke's Area
- Primary Auditory Cortex

Co.R.O.







- ### Amount of Child-directed Talk Was Related to Speed and Vocabulary
- Infants who heard more speech at 18 months had larger vocabularies at 24 months AND they increased more in processing speed.
 - Processing speed at age three relates to vocabulary size at age 8.

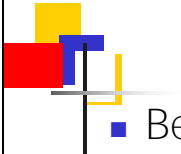
Implications for Community-based Programs, Child Care and Preschool Programs



The Potential of Books

- The home literacy environment is a stronger predictor of academic success than income or parent education.
- Interventions that involve book use show the consistent and educationally significant effects (NELP).

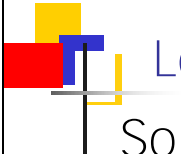
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Books Are Not Magical

- Benefits are most likely when:
 - The child is read to every day.
 - Reading is a predictable, enjoyable routine for child and adult.
 - The child is involved in age-appropriate ways – pointing, making sounds, naming, asking questions.
 - **The adult is tuned into the child's interests and needs.**
 - The adult provides age-appropriate language and information.

28



Make Way for Ducklings - Looking Closely at Book Language

So they chose a cozy spot among the bushes near the water to build their nest. And only just in time because now they were beginning to molt. All their old wing feathers started to drop out, and they would not be able to fly again until the new ones grew in.

The Language-Vocabulary-Knowledge Linkage in Books

- The language of books is complex:
 - Long and uncommon sentence construction
 - Wide range of vocabulary
 - Vocabulary often conveys conceptual information
- Understanding books requires:
 - Sustained attention to language
 - Linking ideas across many sentences and events
 - Knowledge of the world
 - Understanding of story structure, character motivation and actions

Child Care, Preschool Programs



State Pre-K programs foster improved learning.

See NIEER:
<http://nieer.org/>

Preschool Classroom Language Experiences Can Support Language Learning

(Dickinson & Porche, in press, [Child Development](#); Dickinson & Tabors, 2001)

1. Teachers have lasting effects on **children's language and reading.**
2. Book reading is a setting that has great potential for building language abilities.

Educational Programs

- **Educate** supervisors, care providers, teachers about supporting language development.
- **Develop high standards.** Assess measurable behaviors. Include language and literacy.
- Track **children's growth** and tell teachers.
- Encourage use of qualified coaches as part of sustained professional development efforts.
- Provide **books** and educational materials.

Other Community Programs



Tap the Instructional Potential of Direct Experiences




- Community Educational Programs
 - Wildlife sites, zoos, parks with staff
 - Historical sites
 - Museums – especially those for children
 - Libraries
- Businesses
 - Encourage partnerships to create and support creative programs.
 - Encourage innovation with a focus on language and literacy



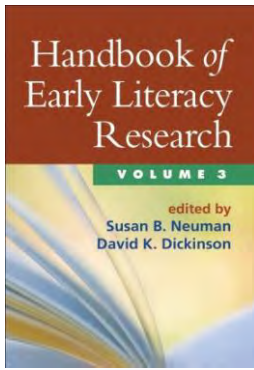
Sample Ideas for Creative Ways to Engage the Community

- Provide books and advice to parents in places low SES families spend time:
 - Laundromats
 - Clinics
 - Social service agencies
 - Grocery stores
 - Big box stores
- Develop coordinated community programs using radio and print



Handbook of Early Literacy Research Vol. III (Guilford.com)

- Available spring, 2011 with chapters on:
 - **Early language development (Fernald's work)**
 - Phonological development
 - Family literacy programs
 - Large longitudinal studies (US and England)
 - ELL children: development and intervention
 - Children with special needs
 - Professional development



Policy Options for Supporting Strong Early Literacy

Shelia Smith

Director of Early Childhood
National Center for Children in Poverty
Columbia University



Sheila Smith
National Center for Children in Poverty

Indiana Family Impact Seminar
November 15, 2010

NCCP
National Center for Children in Poverty
Mailman School of Public Health
Columbia University



National Center for Children in Poverty (NCCP) is a national policy and research organization focused on low-income children and families. The Center is part of the Mailman School of Public Health at Columbia University. The three areas of NCCP's work are early childhood, health/mental health, and family economic security. The report of our QRIS survey findings will be available on our website later this summer: www.nccp.org



www.nccp.org

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- Need to start early with our efforts to support children's language and literacy development
- Need to ensure supports for children at exceptional risk of poor language and literacy growth
- Need to identify opportunities to strengthen supports for children's literacy development in multiple systems and programs



www.nccp.org



- ◆ Researchers compared infants and toddlers in low-income families with non-poor families (families below and above 200% of the FPL). (Halle et al, 2009)
- ◆ Disparities show up at 9 months: Infants in low-income families lower on a cognitive assessment which includes exploration of objects, expressive jabbering
- ◆ Disparities are larger at 24 months: Infants in low-income families are lower on expressive and receptive vocabulary, listening and comprehension



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- ◆ Low income plus additional risk factors: Are disparities larger? Additional risks included living in home where English is not spoken, being a racial or ethnic minority, and having a mother with limited education (no high school)
- ◆ Children are even more likely to have low cognitive/language skills at 24 months if they experience low-income plus additional risk factors compared to only being low-income



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Exposure to multiple risk factors* among young children, 2008



* Risk factors include any combination of the following: single parent, living in poverty, linguistically isolated, parents have less than a high school education, and parents have no paid employment.

© National Center for Children in Poverty (nccp.org)
Indiana Early Childhood Profiles



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- ◆ 11% of young children (0-6) are low income and have mothers' with limited education
- ◆ 4% of young children (0-6) are low-income and live in households without English speakers



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- ◆ No single program or intervention will work
- ◆ Need to look a policies that help ensure supports for young children's literacy
 - across time (ages 0 to 8)
 - across settings (out of home care and education, primary health care setting, home)



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- ◆ Indiana is making important strides toward quality improvement with its Quality Rating Improvement System
- ◆ Impressive features
 - Specific features of quality that support early language/literacy beginning at Level 2
 - Provides a mentor to help settings move to next level
- ◆ Consider incentives for improvements in language/literacy supports even before low-rated programs move up



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- ◆ Large numbers of children in unregulated family, friend, and neighbor child care settings
- ◆ Only about 50% of Indiana's infants and toddlers have access to care in licensed homes, licensed centers, and Ministries that meet voluntary standards. For the larger 0 – 5 population of young children, only about one-third have access to regulated care
- ◆ Many parents like FFN care, and it should be valued: Caregivers should be supported to promote children's healthy development



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- ◆ Build on existing child care quality assistance system to reach more children in non-parent child care
- ◆ Indiana's 11 Child Care Resource and Referral agencies provide many child care settings with mentoring through the state's QRIS and assistance from infant-toddler specialists.
- ◆ Increase the capacity of the CCRRs to work with unregulated providers
 - On-site assistance to help providers engage in rich language interactions (everyday conversation and read-alouds);
 - Provide language/literacy props and materials



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- ◆ Group size and adult/child ratios affect learning opportunities
- ◆ Recommended ratios:
 - 4 yr. olds: one adult for every 8 children; group size 16
 - 18 mo. old: one adult for every 4 children; group size 8
- ◆ Current ratios in Indiana:
 - 4 yr. olds: one adult for every 12 children; group size is 24
 - 18 mo. olds: one adult for every 5 children; group size 10



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- ◆ The Part C Early Intervention Programs provides education-related services to children age 0 to 3 who have developmental disabilities. States also have discretion to provide services to children who are at-risk of delays or disabilities
- ◆ Part C EI can be a major contributor to better literacy outcomes: Speech-language services; parent counseling; referrals to early childhood programs; address other family needs



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- ◆ Indiana's Part C Early Intervention Program, First Steps, provides services to children who are at risk of developmental delay due to a diagnosed condition (e.g., low birth weight, a medical condition)
- ◆ Some states are using assessments of risk that include family risk factors known to increase infants' and toddlers' risks of developmental delay, including language and cognitive delays that may cause later reading difficulties



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- ◆ **New Mexico's Environmental Risk Assessment** includes family history of school dropout and speech/language delay or learning disability; family member with chronic health problem, household members with non-treated mental health problems; also primary caregivers' lack of affection and responsiveness toward child
- ◆ A certain number or set of moderate to severe risk factors make child eligible for EI services



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- ◆ **Massachusetts** includes family risk factors in determining EI eligibility. Risk factors include maternal age at child's birth less than 17; maternal education less than or equal to 10 years; family lacks social supports; inadequate food, clothing or shelter, including homelessness
- ◆ **Child risks factors** include non-medical indicators, such as multiple trauma or losses, and interactional difficulties
- ◆ A child is eligible if four or more risks are identified



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- ◆ Big gap between what we know and what we are doing
- ◆ We now have evidence that at least two types of parent interventions can benefit children’s language skills
 - Interactive book reading (dialogic reading) ↑ language skills
 - Parent-child conversation interventions ↑ language skills



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- ◆ A frequently missed opportunity -- **child care programs**. Research shows parent-child dialogic reading plus a preschool setting that includes interactive reading has stronger impact on language than classroom intervention alone
- ◆ Ensure that the state’s quality assistance providers (CCRRs) can help early childhood programs and home-based programs give parents specific guidance, books, and materials to support their children’s early language/literacy growth



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- ◆ CCDF (Child Care Development Fund) quality set-aside for quality assistance activities
- ◆ Title I funds can be used for early childhood education, parent involvement, and family literacy, and other services that address barriers to children's learning



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- ◆ **Home visiting:** Requires intentional focus on training home-visitors to teach parents to use language supports during everyday conversation and book reading – without intentionality, effects on literacy may be weak or absent
- ◆ Indiana's Healthy Families America and Parents as Teachers have multiple goals. Important to assess the strength of training for early language development among home-visitors, visitors' skills in modeling language and encouraging language-promoting parent-child interaction, and the amount of visitors' focus on language interactions



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- ◆ Health provider-based interventions:
 - **Reach out and Read:** In child's primary care setting, volunteer models book-reading for parents and provides a book; pediatrician counsels parent on benefits of reading. Benefits found for home-based reading and children's vocabulary growth
 - Indiana has a large ROR program with 165,055 children served at 151 health care sites.
 - Work to make ROR universal! Serve all of Indiana's approximately 227,000 low income children below age 6. Monitor quality of modeling by volunteers



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- ◆ AAP has a developmental screening schedule; most states, including Indiana, have good records for performing screens
- ◆ Positive screens should be followed by referral for a full evaluation (referral to Part C in case of child under age 3) and to other appropriate programs such as Early Head Start and Head Start
- ◆ Investment in training and support to health care providers to follow-up with referrals is essential; recent research suggests rates of referral are low (King et al, 2009)



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- ◆ Use state planning entities – Early Learning Advisory Council (ELAC) and Early Childhood Comprehensive Systems (ECCS) initiative – to develop a comprehensive state plan for early literacy
 - Look at ways to strengthen supports for early literacy across multiple programs and policies
 - Establish measurable benchmarks for progress (e.g., young children’s access to early care/education settings that offer high quality early learning experiences, successful referrals across settings);
 - Focus on children at-risk



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- ◆ Two and a half year old Carl is in part-time care with neighbor while mother works a 25 hour a week job
- ◆ Neighbor is friend of family and very caring toward Carl, but caregiver also takes care of two infants (one is Carl’s baby brother), and she doesn’t have much time for individual conversation with Carl
- ◆ Carl’s emerging language skills are weak, and not expected to develop well in this environment



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- ◆ Physician screen and referral
- ◆ Part C (language stimulation, parent counseling)
- ◆ Training for caregiver by CCRR infant-toddler specialist
- ◆ Transition to high quality early care or education program with strong supports for early literacy
- ◆ Transition to Preschool special education with supports provided in preschool setting

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