Reflection and Look Ahead: Planning for Round 2

JANUARY 31, 2024
Agenda

• Reflecting on Early Years Initiative
• Planning for Round 2
• Next Steps

Questions?
Remember to type them in the "Questions" box on the right-hand side of your screen.
Early Learning INDIANA
The aim of the Early Years Initiative is to help organizations in Indiana meet the developmental needs of infants and toddlers (birth through age three) and surround Hoosier families with the resources to make the most of these crucial years of learning.
The Early Years Initiative has a Particular Focus

- Members of communities of color: About 1 in 4 young children are children of color.
- Multi-language learners: About 9% of children speak a language other than English at home.
- Members of families with low incomes: Around 40% of young children live in families at 200% or below of the Federal Poverty Level.
Importance of the Early Years

• The period from birth to age three represents a unique developmental window during which the fundamental architecture of the brain is wired.

• The wiring is shaped by the interactions that infants and toddlers have with caregivers in and out of the home.

Source: The Hunt Institute
The State of Infants and Toddlers

• About 63% of young Hoosier children are read to at least 4 days per week.
• About 77% of young children in Indiana are flourishing based on indicators of emotional health.
• Our current capacity of early learning programs can only serve 61% of children needing care; only 48% of this capacity is considered high quality.
The Roadshow

- 23 Expert Speakers
- 5 Locations
- 668 Miles Traveled
- 242 Attendees
Analyzing Your Community

Marc McAleavey, MSW
Community Analysis Program Manager, The Polis Center
The Dilemma ...

People and Communities have *deficiencies & needs*

Individuals and Communities have *assets and capacities*
Neighborhoods Needs Map

- Unemployment
- Truancy
- Broken Families
- Slum Housing
- Gangs
- Illiteracy
- Child Abuse
- Graffiti
- Welfare Recipients
- Lead Poisoning
- Dropouts

Crime

Mental Disability
Consequences of the Needs Map for Local Residents

- “We are deficient”
- Our local relationships are damaged
- Most money comes into our community for programs – often narrowly defined
- Money can get misdirected towards professional helpers, not residents
- We place focus on leaders who magnify deficiencies
- We reward failure and foster dependency on systems
- Our community has a poor self-image
Community Assets (physical, social capital, economy)

- Recognize your physical assets & economic ones
- Look with new eyes
- Look at the assets of the economy of the community - businesses, etc.
- Build partnerships
- Keep evolving
Six Community Assets

- Individuals
- Associations
- Institutions
- Physical Space
- Exchange
- Culture/Stories/History
What makes a question measurable?

A measurable question should have each component clarified with enough detail that data sources can be located to answer it.

Concepts, like financial stability or quality of life, should be specified in terms of variables, like household income or acres of park per capita.

Important:
Many concepts can be measured in multiple ways. Sometimes the most precise or insightful are not the most feasible.
The Polis Center

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Identifying Potential Learning & Development Outcomes

Jenn Finders, Ph.D.
Purdue University
Learning and Development Outcomes

What children should know and be able to do across key developmental domains
Learning and Development Domains

- Physical and Motor
- Cognitive
- Language
- Social-Emotional
How do I identify relevant learning and development outcomes?
Logic Models

If we use our [resources] to do [activities], then we should achieve [outcomes]
Model Program Example

Inputs
- Foundational Curriculum and Implementation Handbook
- Qualified supervisors and parent educators
- Technology and program management

Activities
- Monthly home visits to share research-based information as delivered through the Foundational Curriculum

Shorter-Term Outcomes
- Enhanced detection of developmental delays

Longer-Term Outcomes
- Improved parenting knowledge and practices
- Increased language, cognition, and social-emotional learning
How do I select an assessment for my learning and development outcome?
# Questions to Consider

<table>
<thead>
<tr>
<th>Domain</th>
<th>Does the assessment claim to measure the targeted learning and development domain(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
<td>Is the assessment developmentally appropriate for the ages of children served?</td>
</tr>
<tr>
<td>Availability</td>
<td>Is the assessment freely available for the public or does it cost money to purchase?</td>
</tr>
<tr>
<td>Purpose</td>
<td>Is the purpose of this assessment to diagnose or identify children or is it to track development over time?</td>
</tr>
<tr>
<td>Modality</td>
<td>Is the data collected via demonstration of skills or knowledge or is it based on an adult report of skills and knowledge?</td>
</tr>
<tr>
<td>Time</td>
<td>How much time can you dedicate to assessing each child and how often will you need to administer assessments?</td>
</tr>
<tr>
<td>Training Requirements</td>
<td>What qualifications are necessary to administer the assessment with reliability and validity?</td>
</tr>
<tr>
<td>Language and Culture</td>
<td>Is the assessment appropriate for English language learners and children from diverse cultural backgrounds?</td>
</tr>
</tbody>
</table>
Screeners vs Assessments

**Screeners**
- Snapshot to determine whether development is on-track and hitting milestones
- Checklists
  - Used to identify children who may need additional support or evaluation
- Does a child need an in-depth evaluation?

**Assessments**
- Ongoing process that provides information about progress and development over time
- Rating/scoring systems
  - Used for monitoring development and learning goals
- What knowledge and skills does the child have?
Direct Assessments

- Come with set of materials, manual, and scoring forms
- More expensive
- Require training
- More time intensive
- Less prone to bias

Examples:
- Bayley IV Scales of Infant and Toddler Development
- Infant-Toddler Developmental Assessment (IDA-2)
- Mullen Scales of Early Learning
- Early Learning Accomplishment Profile
# Caregiver Reports

- Come with a manual and scoring forms
- Less expensive (or free!)
- May require training
- Less time intensive
- More prone to bias

**Examples:**
- Devereux Early Childhood Assessments (DECA) for Infants and Toddlers
- Developmental Profile-4
- Preschool Evaluation Scale (PES-2)
- Social-Emotional Assessment/Evaluation Measure (SEAM)
What resources are available to help me find an appropriate assessment?
Impact Measures Tool
Essential Ingredients of a Promising Plan
Putting the Pieces Together
Resources Webpage

Includes:

• Webinar recordings
• Model spotlights
• Data dashboard
• FAQs

earlylearningin.org/early-years-initiative/resources
Early Years Initiative Dashboard

• Created to combine a variety of publicly-available data into one site
• Includes measures across demographics, economics, learning and health
• Available at varying geographic levels when possible

earlylearningin.org/early-years-initiative/resources/data
What’s Next?
Request for Proposals: Round 2
Grant Timeline

- **January 31**: RFP Opens
- **February 6**: Introductory Informational Webinar
- **May 15**: RFP Closes at 5 p.m. ET
- **September 30**: Grantees Announced

[earlyyearsinitiative.org]