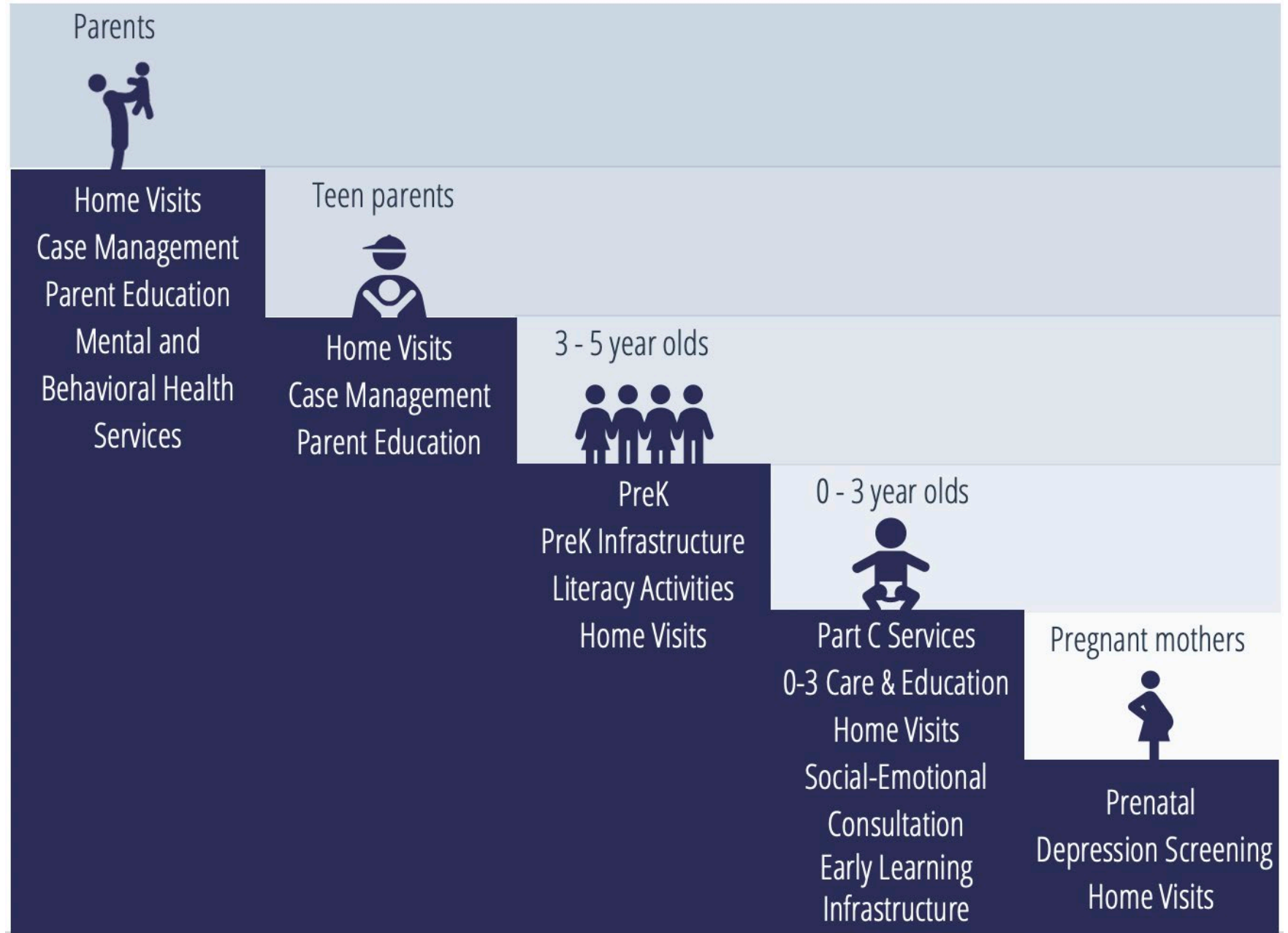




# KCCTF

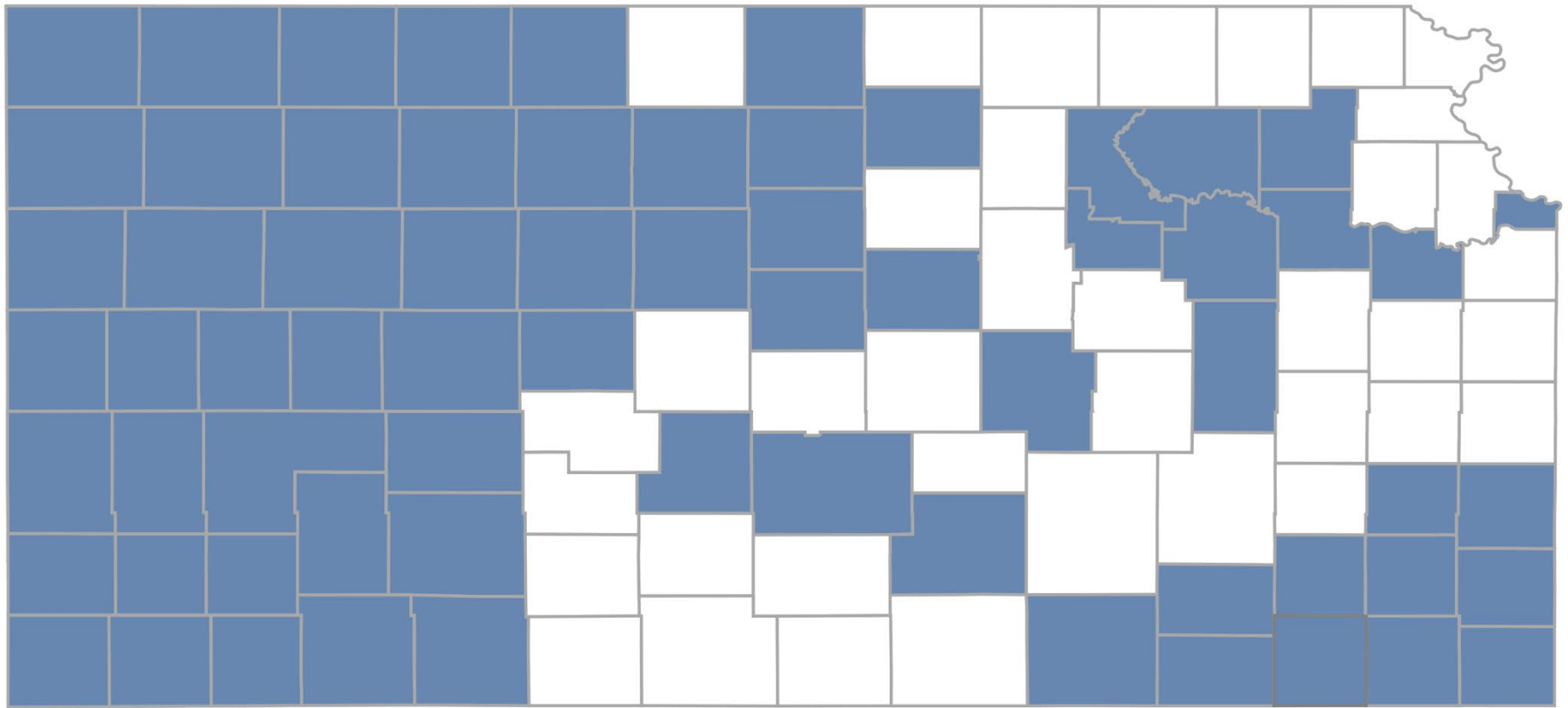
## 2021-2022 Evaluation Report

# Range of Services



# Early Childhood Block Grant

## Counties Served





# Early Childhood Block Grant (ECBG)

2021-2022



# Risk Factors

---

This report contains descriptive information for children and families served during the 2021-2022 grant year as well as longitudinal data from 2017-2022.

## KCCTF Risk Factors

- Family income qualifying for the federal free and reduced-price lunch program
- Children and families whose primary language is not English
- Children at risk for developmental delay (ASQ-3 or ASQ:SE-2) or who have an established delay (Part B or Part C)
- Migrant families
- Children without health insurance
- Children in foster care/custody of a relative/out of home/DCF
- Caregivers with less than a high school education
- Teen parents
- Families without stable housing
- Custodial parent is unmarried

# 2021-2022 Children

## 6719 children served

### Risk Factors

Children in foster care/out  
of home care



Children without health  
insurance



Children whose first  
language was not English



3 or more risk factors



At-risk

IEP/IFSP

Children at-risk/established  
developmental delay



# 2021-2022 Families

## 5968 families served

### Risk Factors

**45%** Unmarried

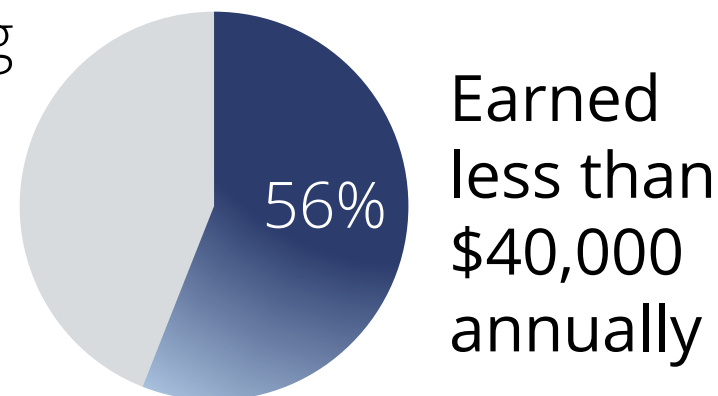
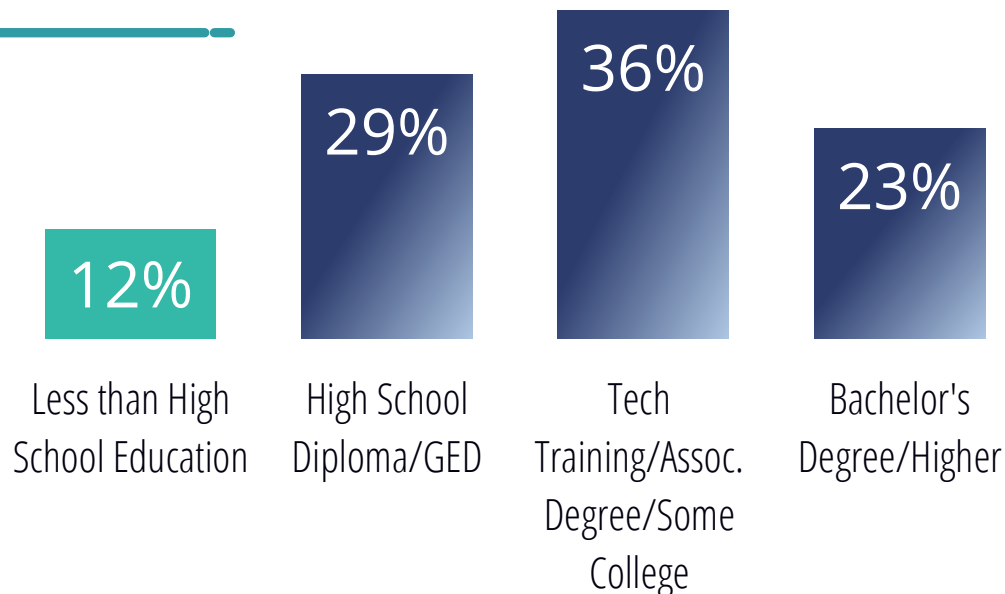
**6%** Teen Parents

**1%** Migrant Families

**4%** Families without Stable Housing

**69%** Free & Reduced-Price Lunch

**28%** English is not the primary language in the home



# Healthy Development - Early Identification

Early & Frequent  
Screening



Early  
Intervention



Better Outcomes &  
Lower Cost





# Developmental & Social-Emotional Screening Utilization

Programs use screenings to:



Educate parents on developmental stages



Address and inform parent and teacher concerns



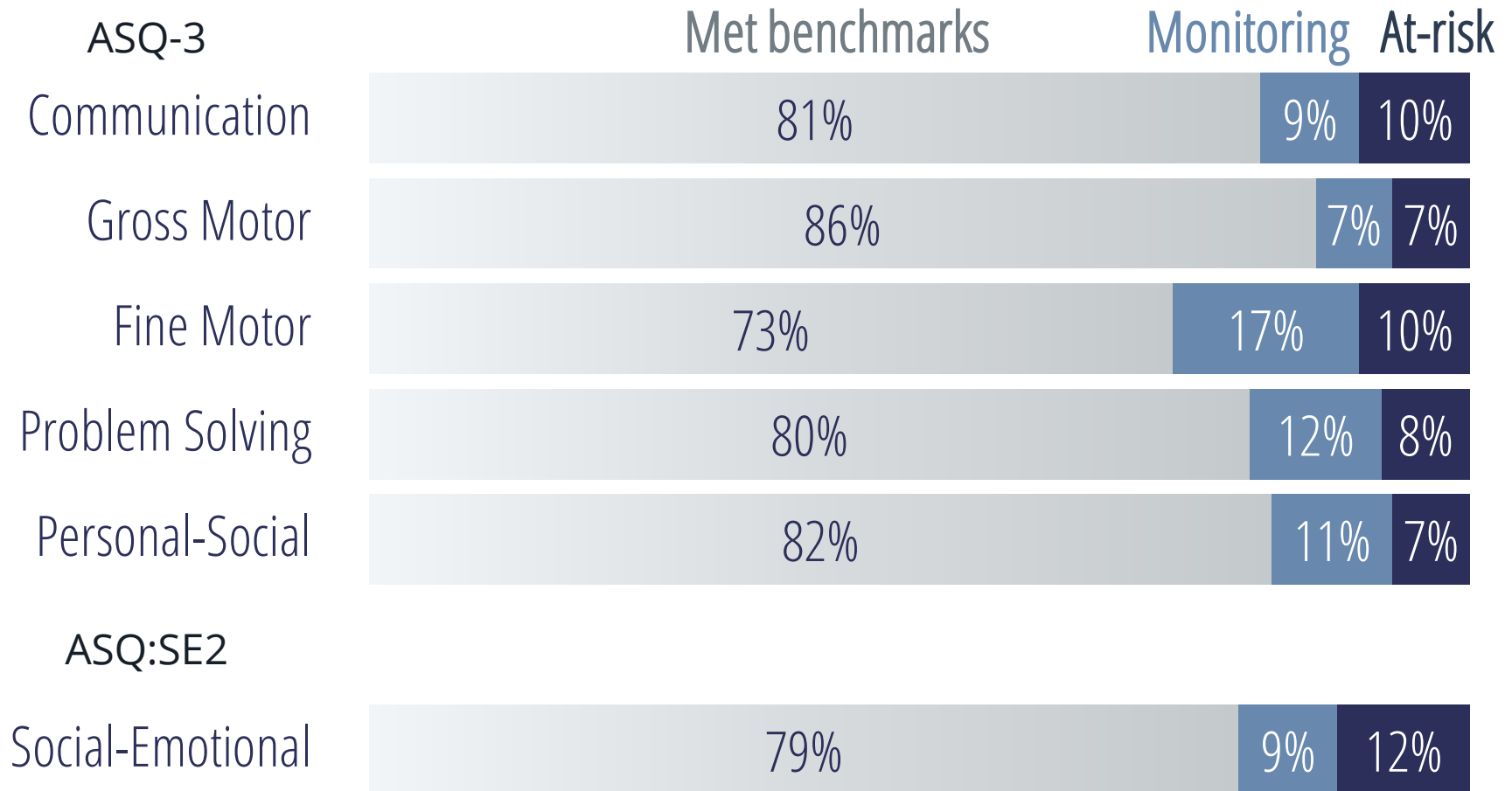
Promote activities and interactions to encourage development of skills



Make referrals to additional services as needed

# Developmental & Social-Emotional Screening

## Early Identification



**Overall, 49% of children had an indication of risk.**

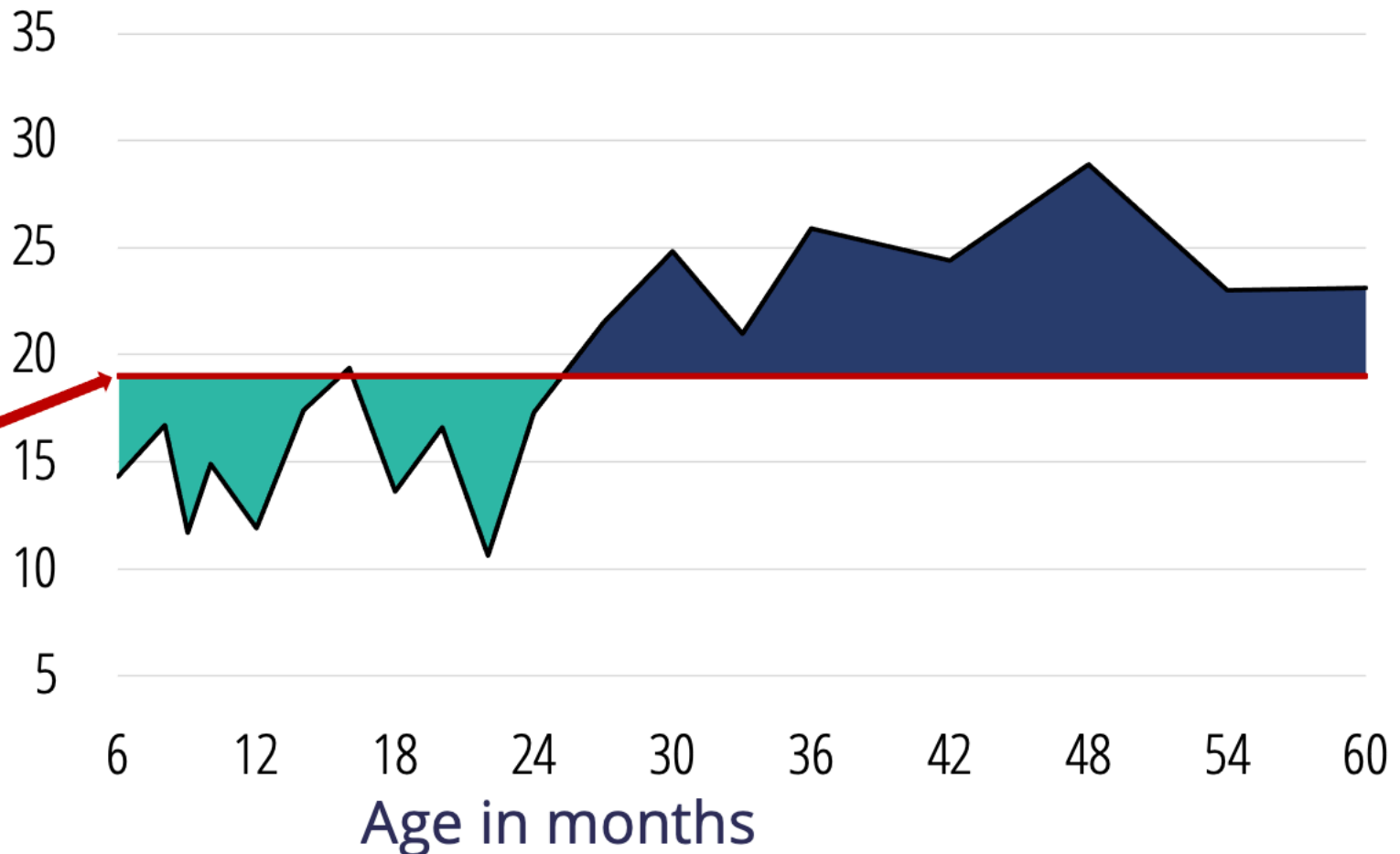
# Developmental & Social-Emotional Screening

## Fine Motor

Children over the age of 2 have much higher risk in the fine motor domain

% of children at-risk of delay

19% national average (<2009)



# Impact of COVID-19 on Early Learning



**40%** of environments shut down due to COVID-19

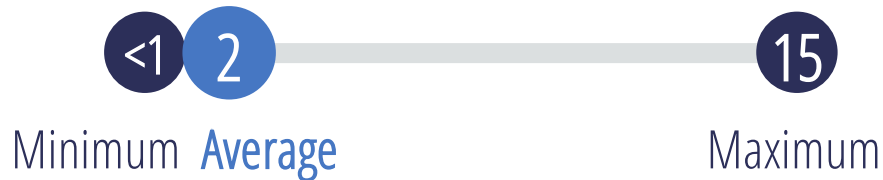


**1480** children were impacted by closures

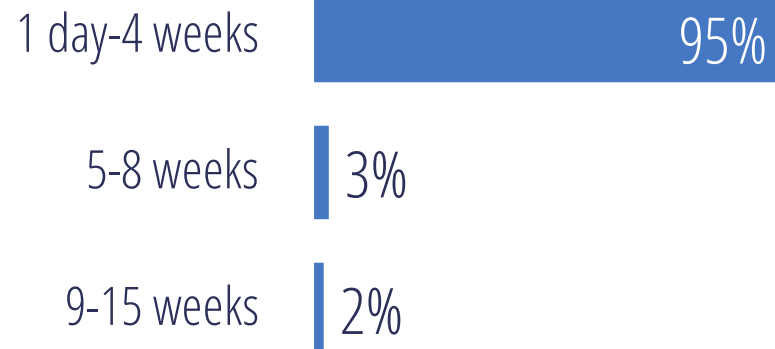
**1%** closed **permanently** due to COVID-19

**39%** shut down **temporarily** due to COVID-19

Range of weeks temporarily shut down

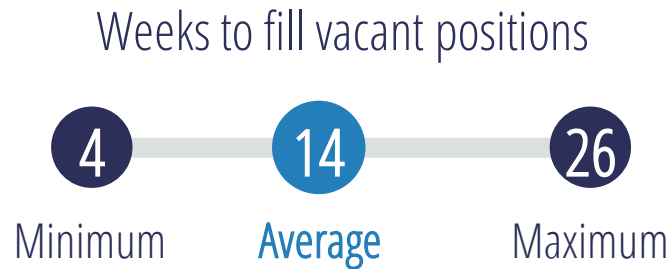


Number of weeks temporarily shut down

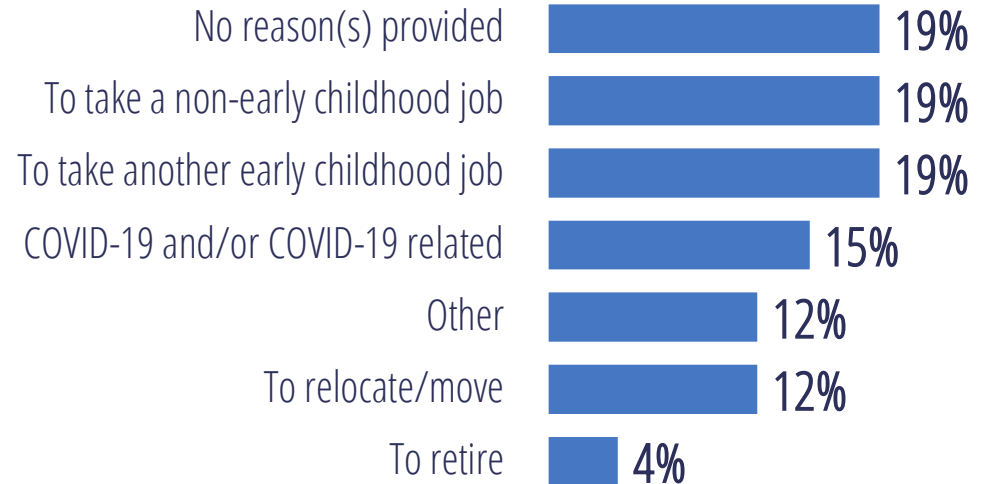


# Staff Turnover in Early Learning

**84** staff members left positions during the year



## Reasons staff members left



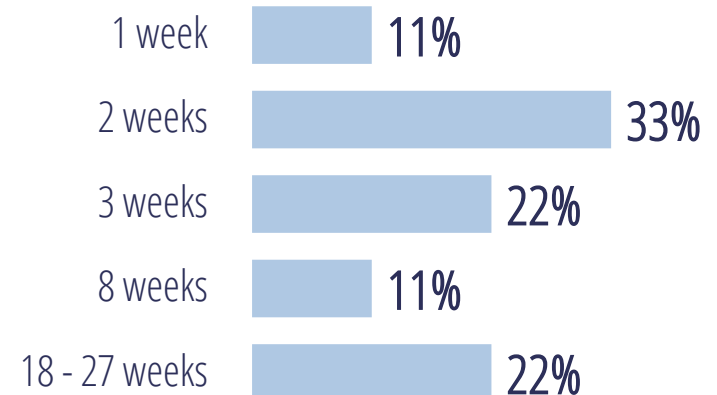
**6**

classrooms closed **permanently** due to lack of staff

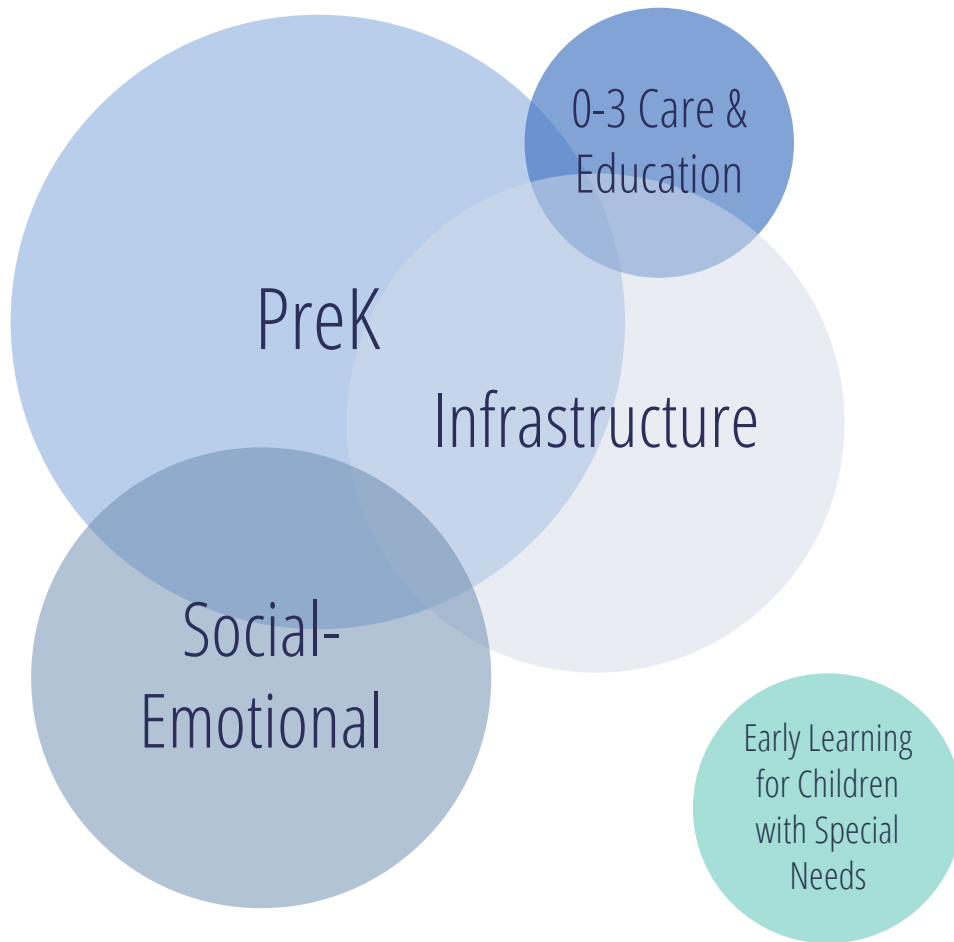
**87**

classrooms closed **temporarily** due to staff turnover

## Average number of weeks temporarily closed

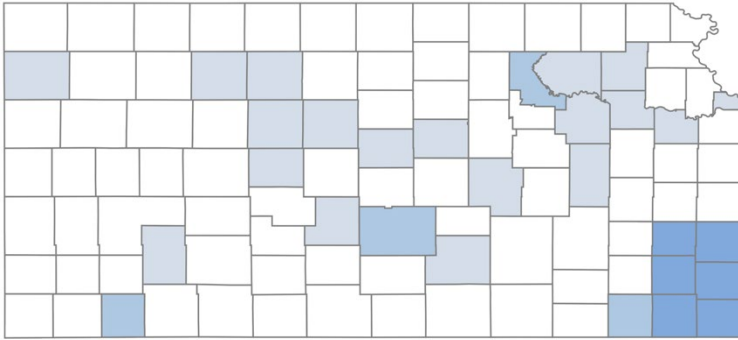


# Early Learning

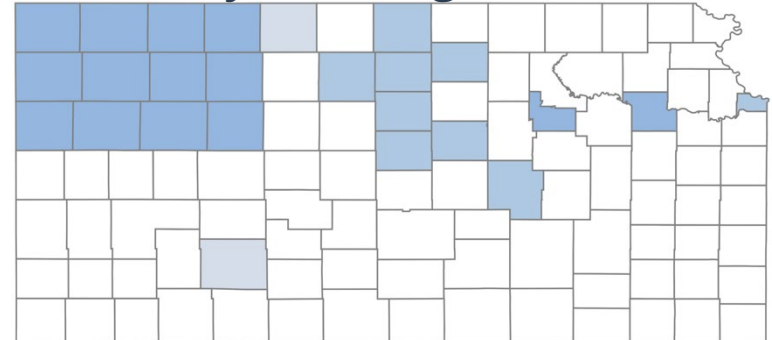


# Geographic Distribution of Early Learning Programs

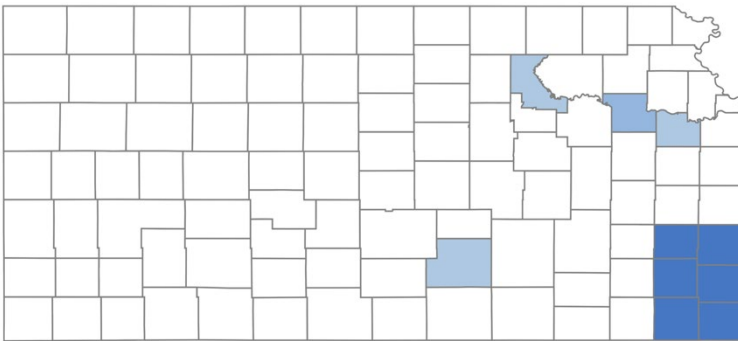
PreK



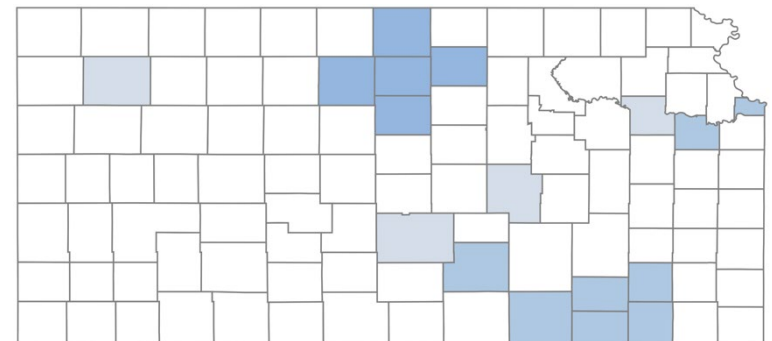
PreK & Early Learning Infrastructure



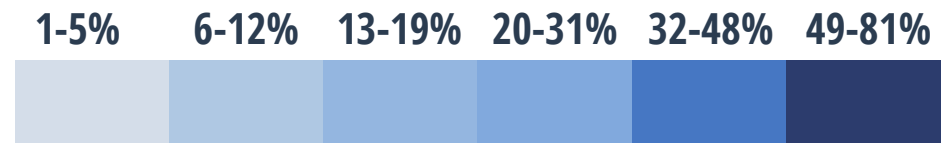
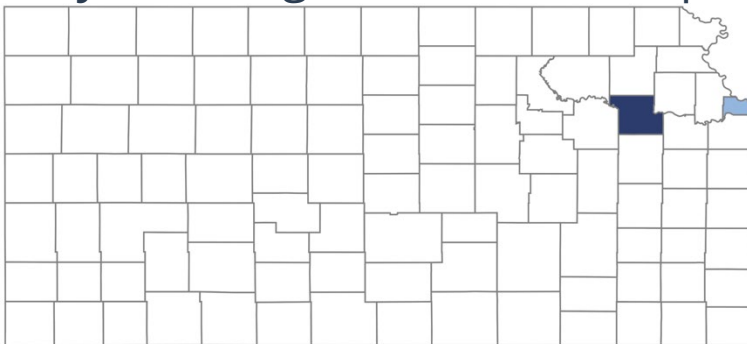
0-3 Care & Education



Social-Emotional Consultation



Early Learning for Children w/Special Needs



# Early Learning Programs

## Children Served

PreK & Early Learning for  
Children with Special Needs

296

0-3 Care & Education

344

Social-Emotional Classroom  
& Family Consultation

1123

PreK & Early Learning  
Infrastructure

1778

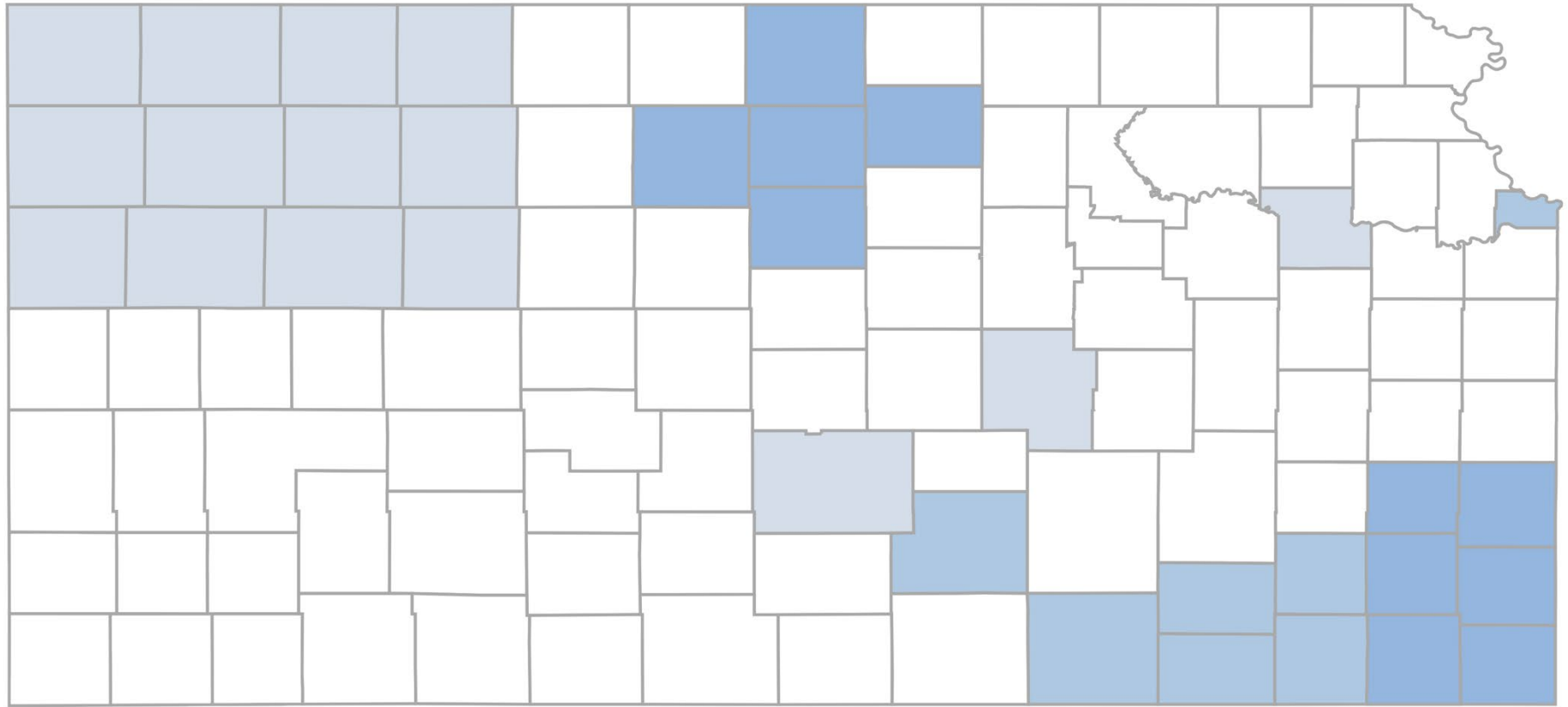
PreK

2054





# Healthy Development Social-Emotional Classroom Consultation



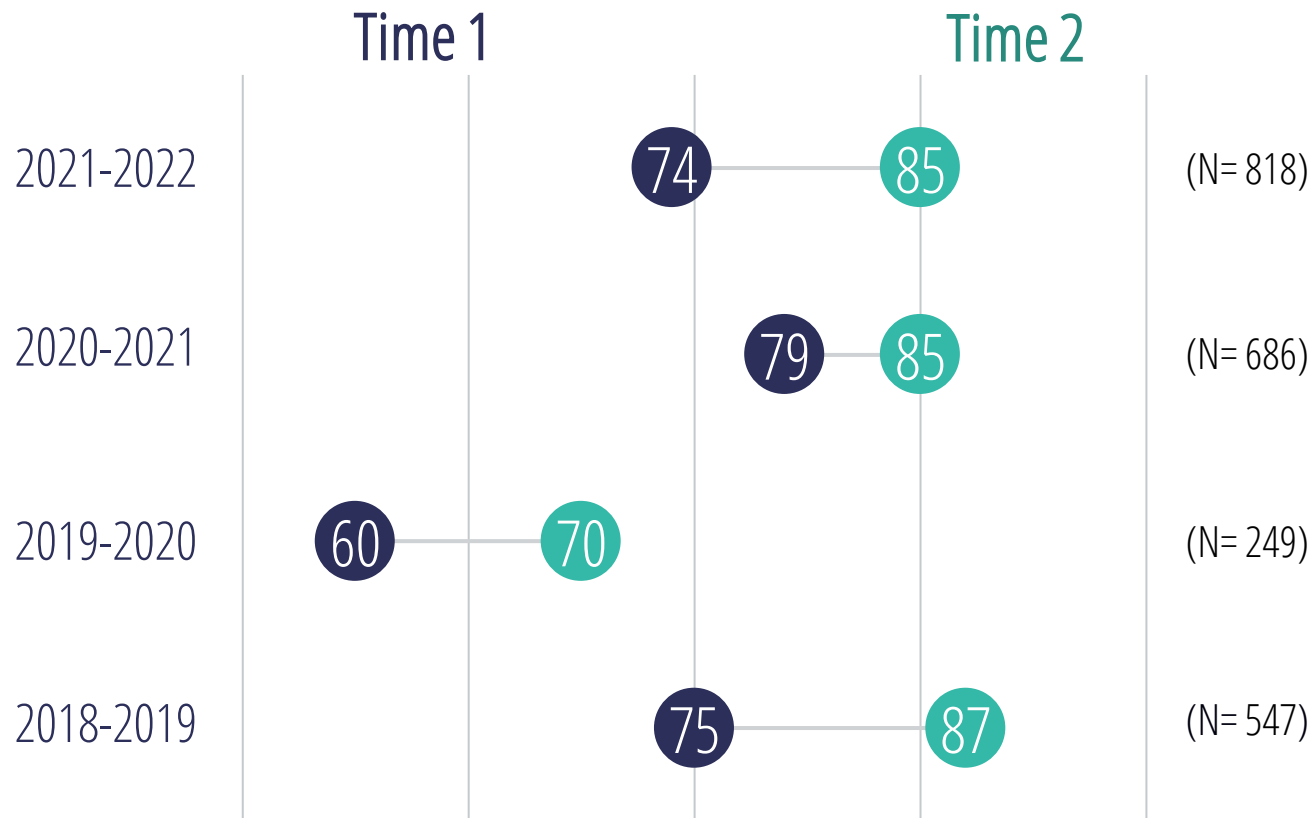
1-5% 6-12% 13-19% 20-31% 32-48% 49-81%



# Social-Emotional Outcomes

## DECA – % children on track

The DECA is a strengths-based measure of:  
Attachment/Relationships, Self-Regulation, & Initiative<sup>1</sup>

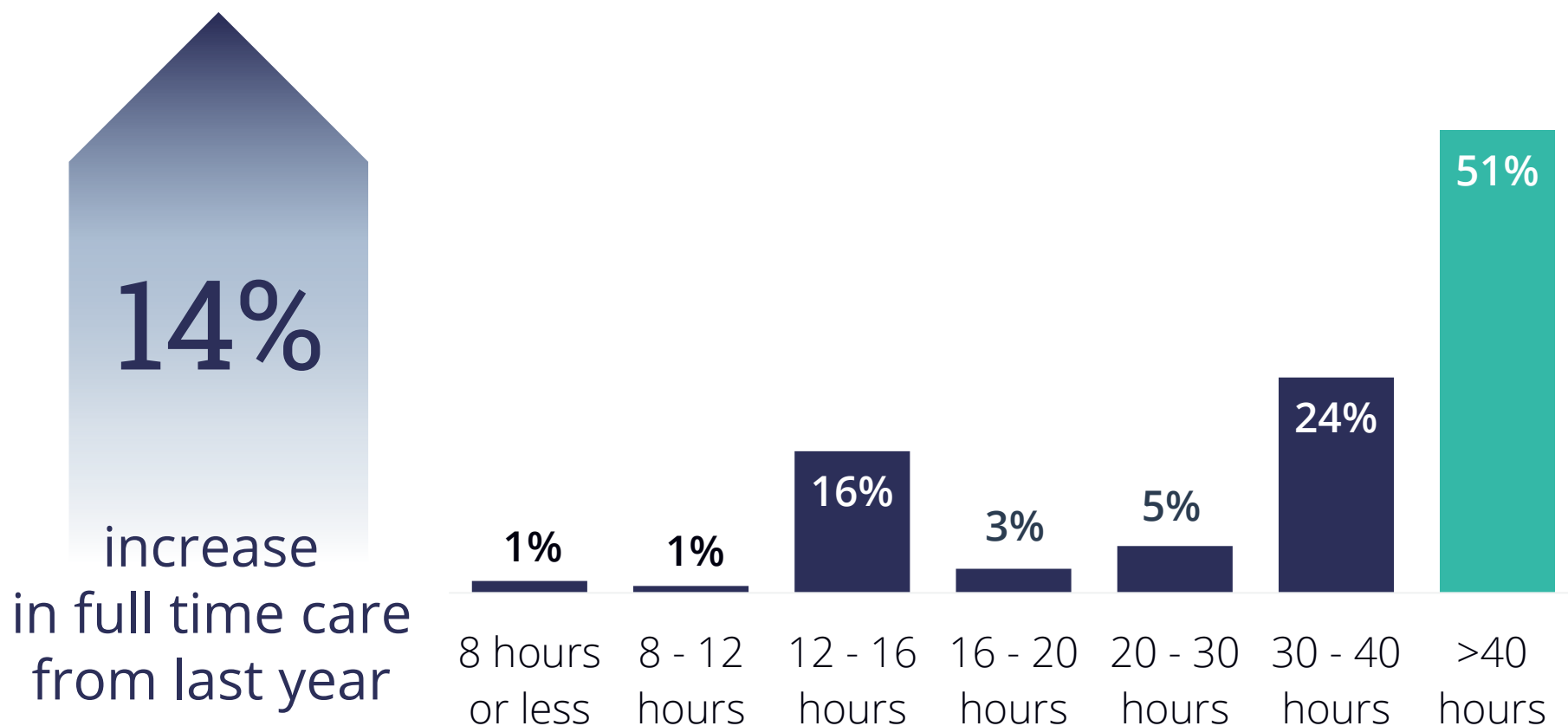


**11%**  
increase  
this year



# Early Learning

Just over half of the children in 0-3 Care and PreK were in care more than 40 hours per week.



# Early Learning

## Why are classroom observations so important?

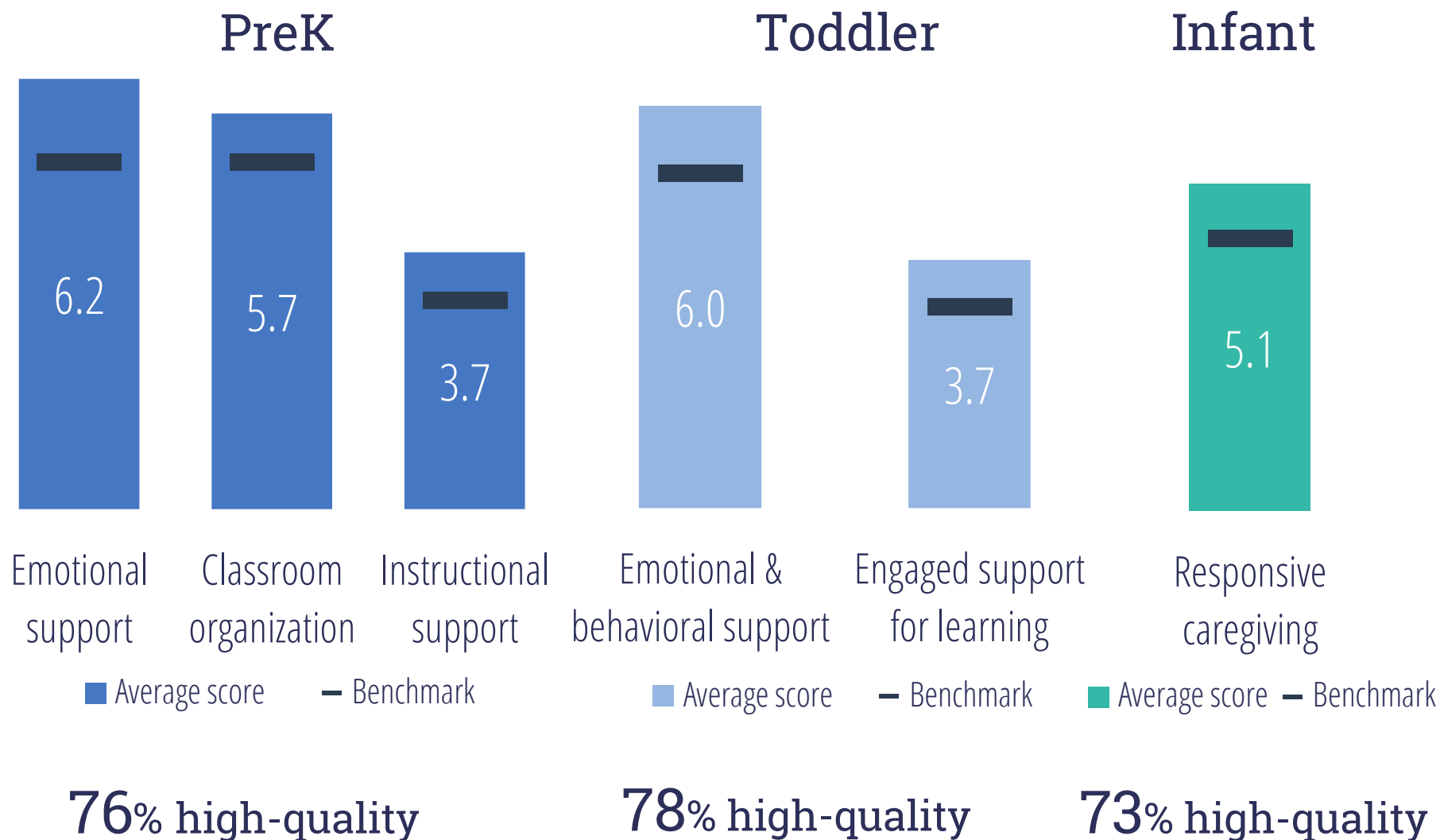
Observations that measure high quality, responsive teacher-child relationships are most predictive of positive change in academic outcomes and social skills.<sup>2,3</sup>

Quality early care is defined as responsive serve and return relationships with adults.<sup>4</sup>

CLASS 2<sup>nd</sup> Edition is a standardized, reliable, valid observational measure that is sensitive to change and is used to measure the quality of ECBG early childhood environments throughout Kansas.<sup>5</sup>

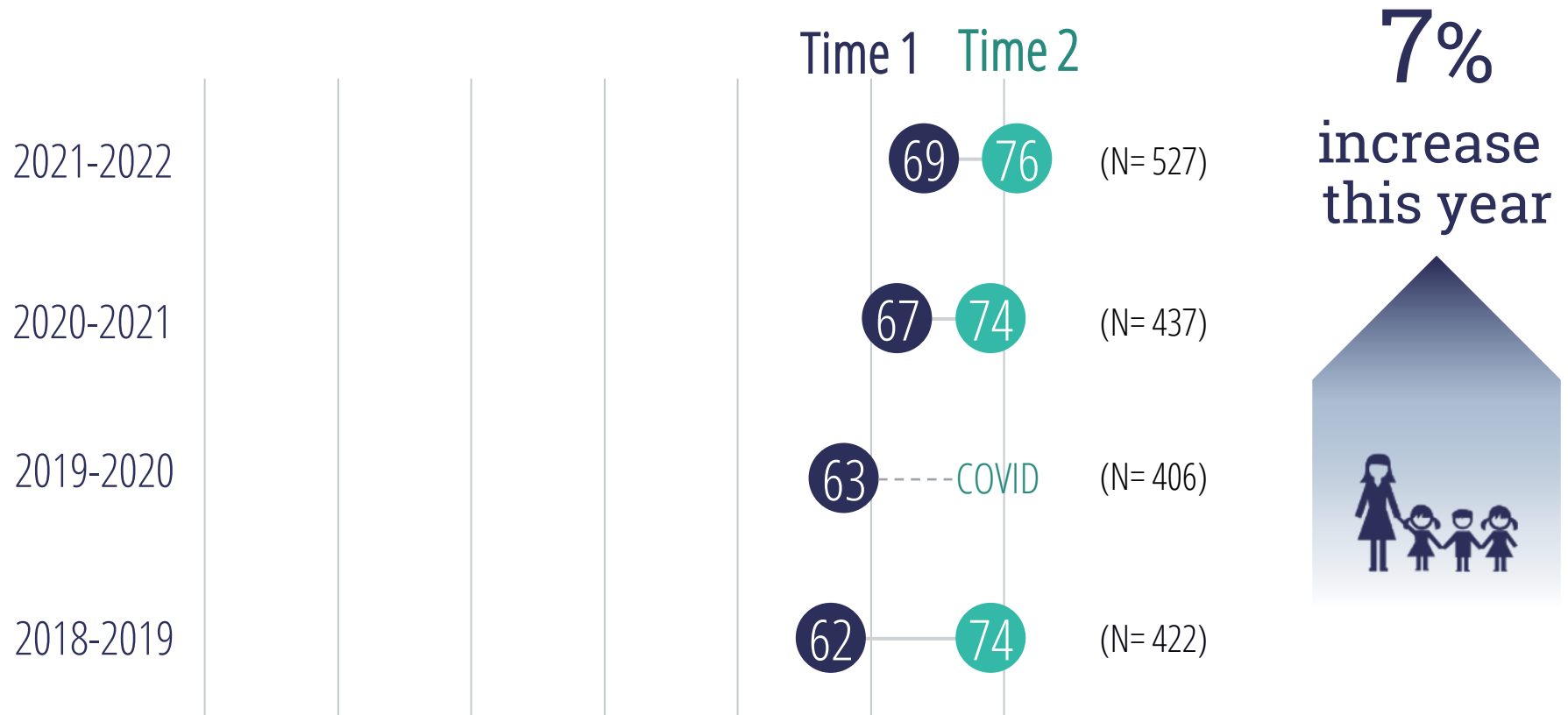


# Early Learning CLASS – average scores

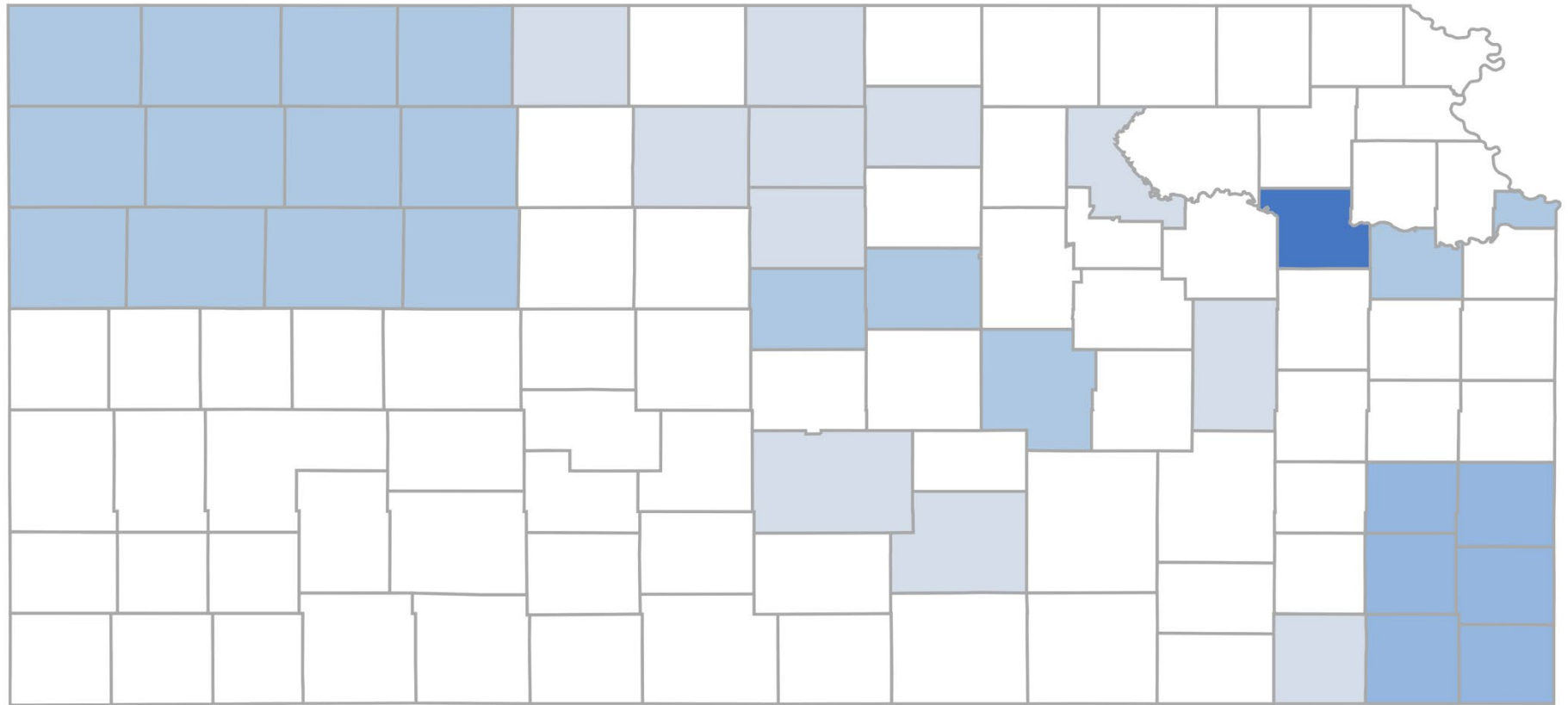


# Early Learning CLASS – % high-quality classrooms

When CLASS observations were grouped by quality, higher quality teacher-student interactions and classrooms resulted in stronger gains for students in Phonological Awareness.



# 0-3 Early Learning Programs



1-5% 6-12% 13-19% 20-31% 32-48% 49-81%



# 0-3 Early Learning Outcomes

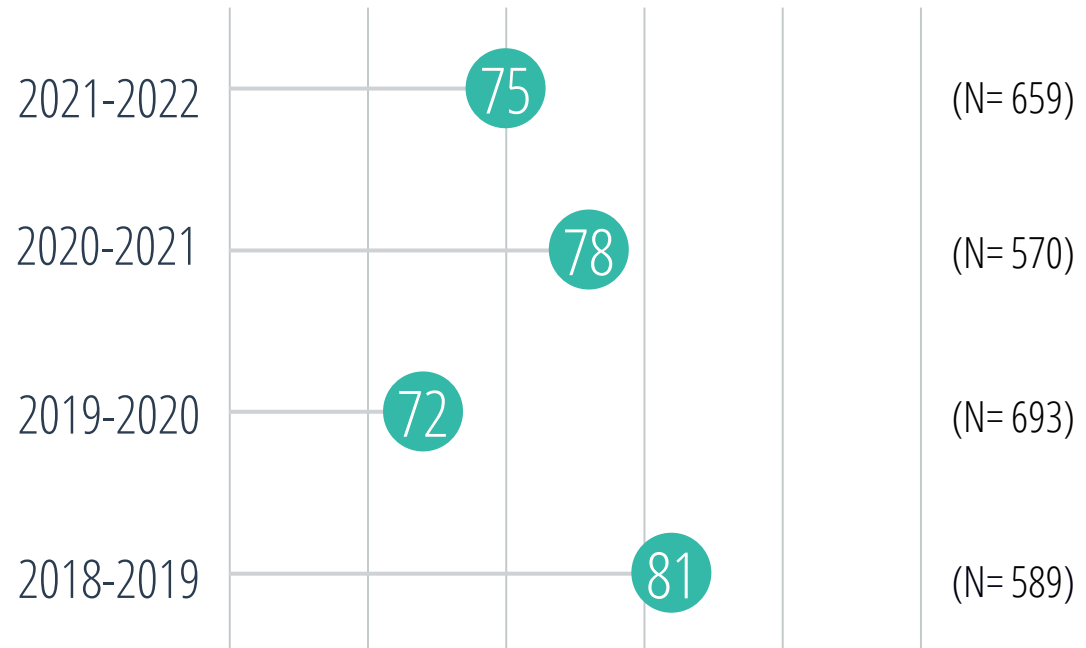
## IGDI ECI – % positive change

### Why is an early communication measure important?

Early language is:

- the best predictor future school readiness.<sup>6</sup>
- the best predictor academic success.<sup>6</sup>
- essential for early identification and intervention.<sup>7</sup>

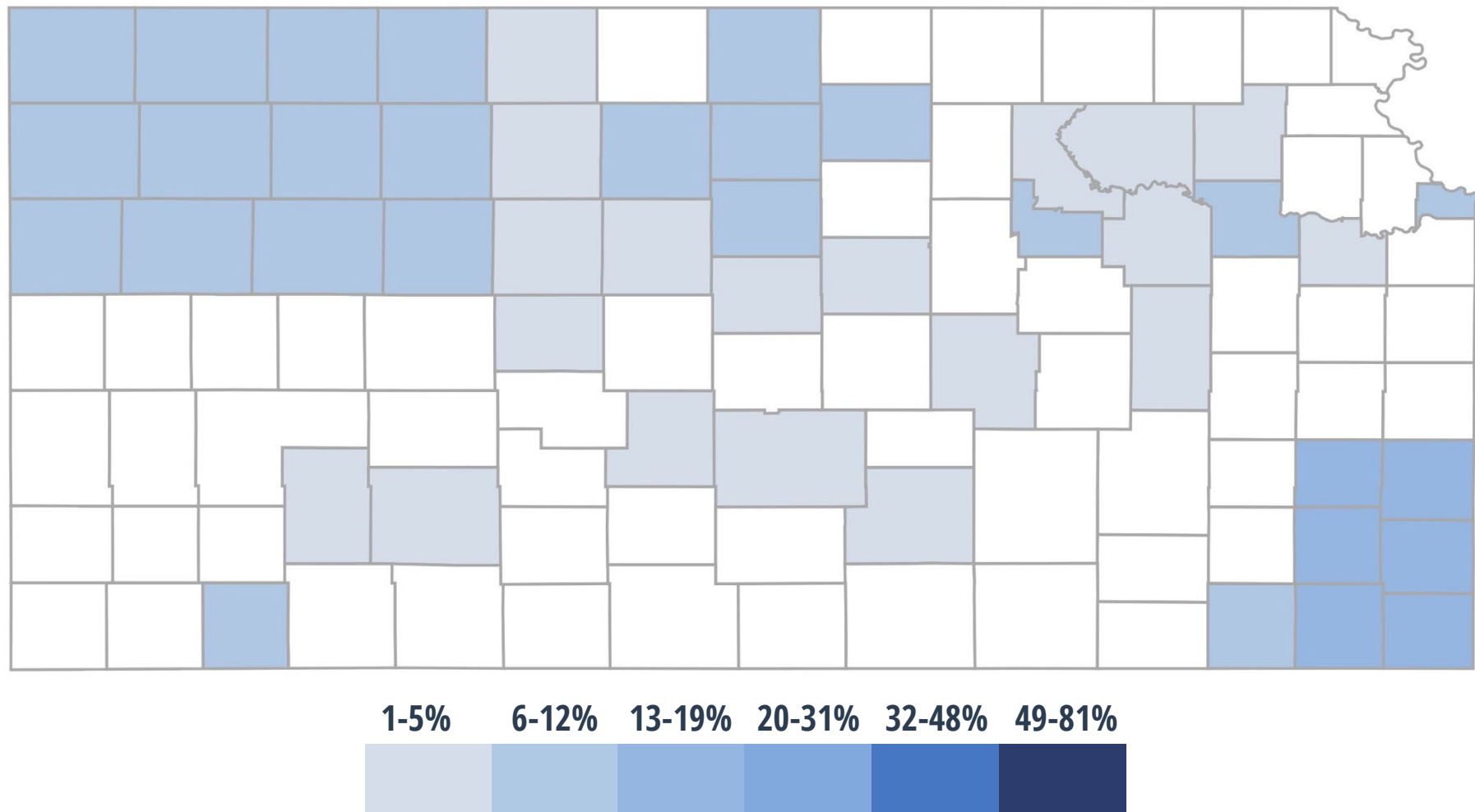
The IGDI ECI  
focuses on:  
Gestures  
Vocalizations  
Single words  
Multiple words<sup>8</sup>



53% of the ECBG children assessed had an established delay.



# PreK Programs



# 4-Year-Old Early Literacy Language Comprehension

## Why is a measure of Language Comprehension important?

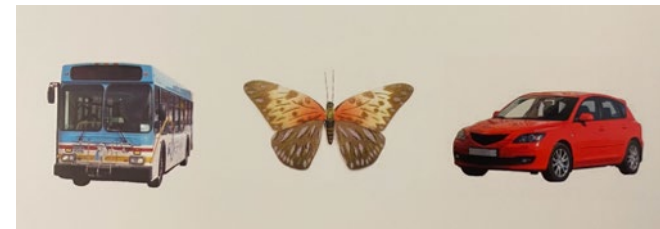
- This is the ability to derive meaning and draw inferences from both written and spoken language.
- Language comprehension predicts literacy and reading outcomes.<sup>10</sup>
- Larger vocabularies at school entry predict stronger acquisition of new words and language comprehension.<sup>11</sup>

myIGDIs Literacy  
focuses on:<sup>9</sup>

Picture Naming

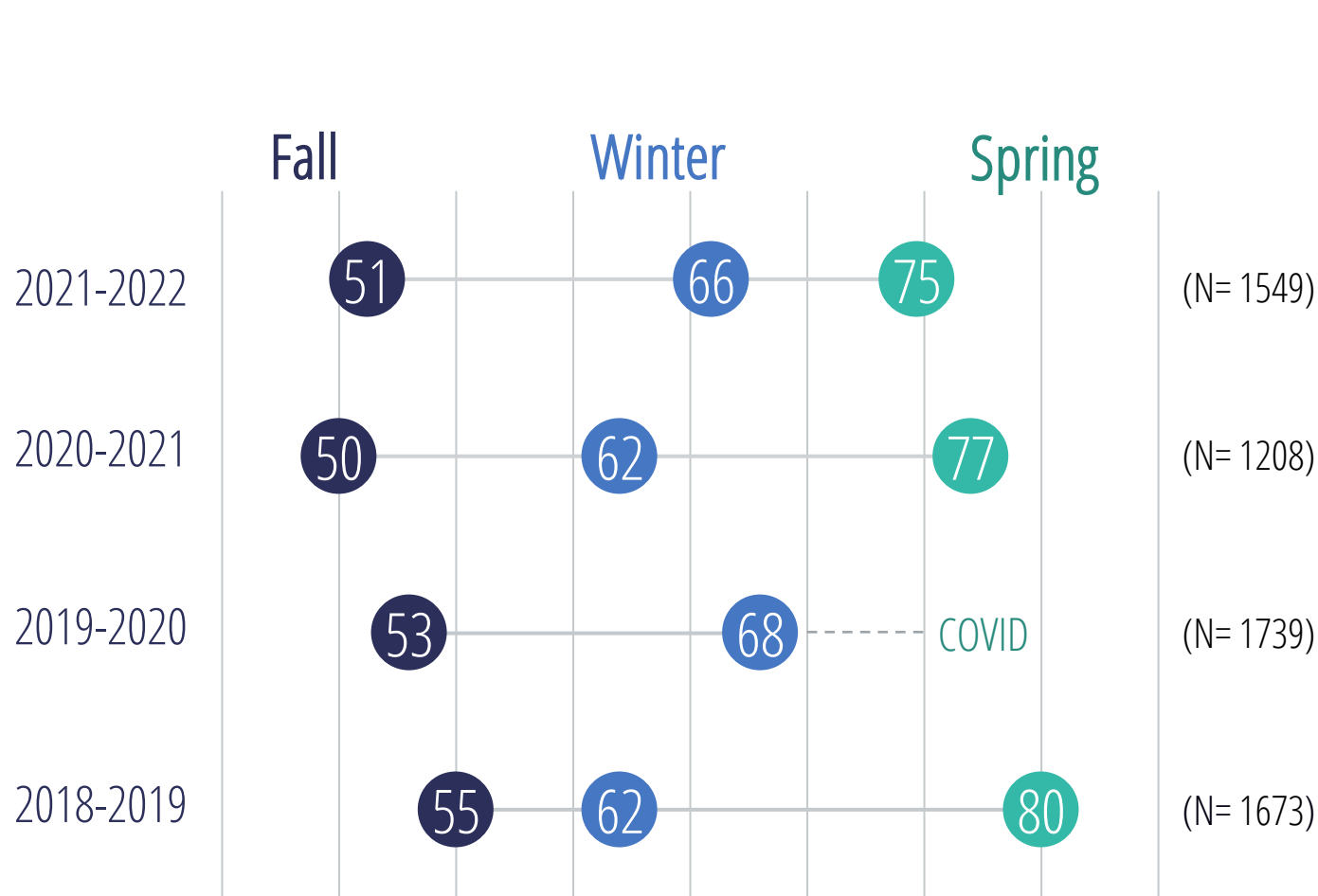


Which One Doesn't Belong



# PreK Literacy Outcomes

## myIGDIs Language Comprehension – % on track



**24%**  
increase  
this year



# 4-Year-Old Early Literacy Phonological Awareness

## Why is a measure of Phonological Awareness important?

- The ability to detect, identify, and manipulate individual sounds in spoken language is key to learning to read.<sup>12</sup>
- Strong phonological awareness in PreK predicts third grade reading proficiency.<sup>13,14</sup>
- Research has demonstrated that small group instruction is the most effective approach to Phonological Awareness.<sup>15</sup>

myIGDIs Literacy focuses on:<sup>9</sup>

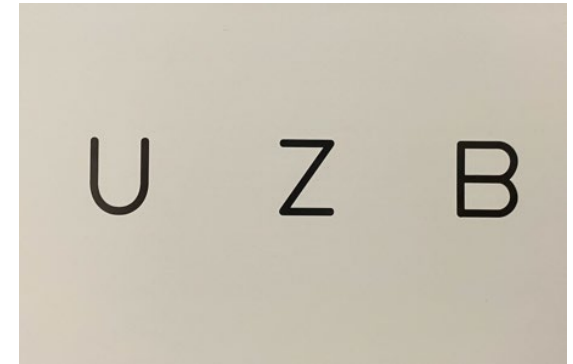
Rhyming



Alliteration



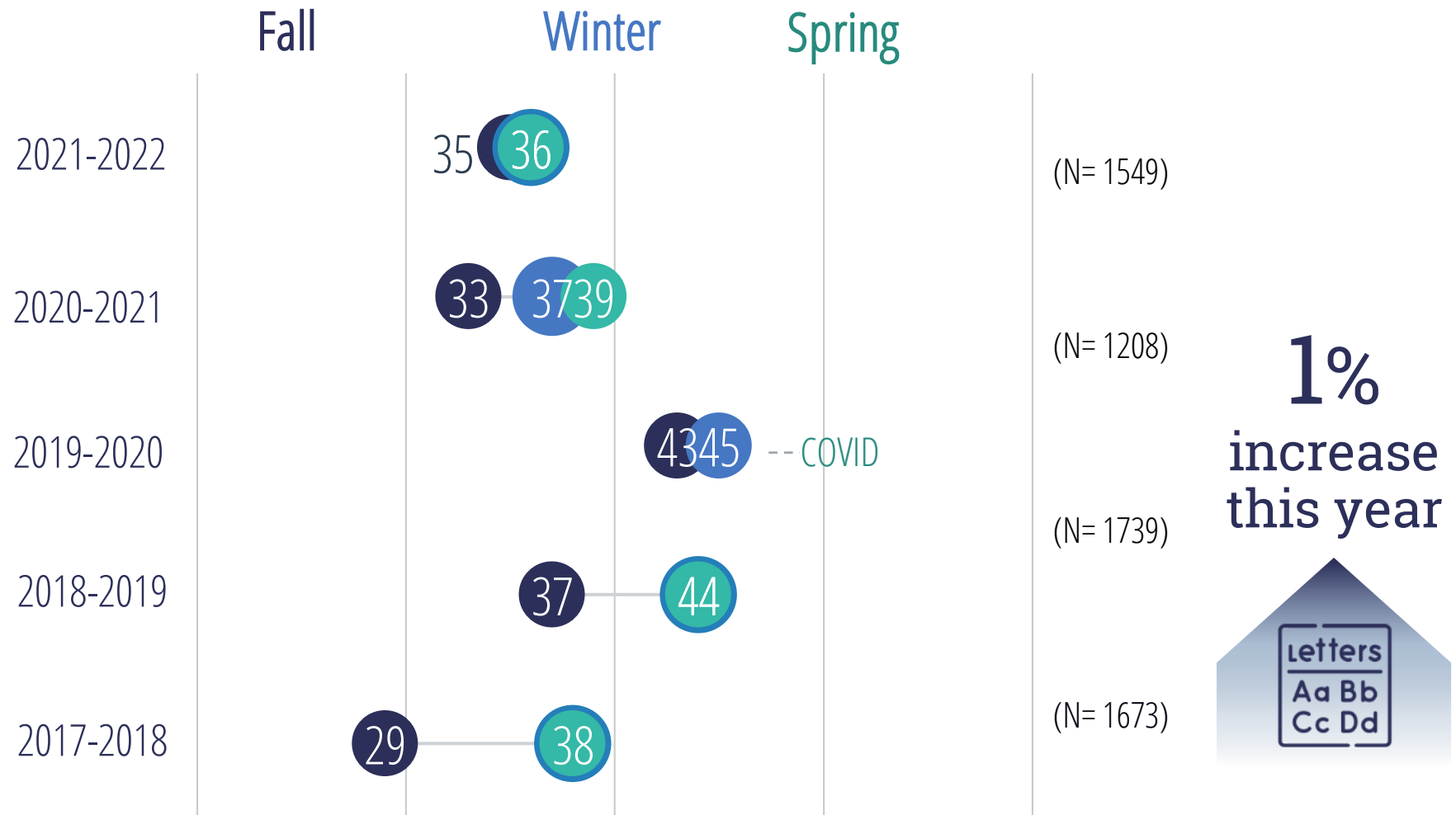
Sound Identification



# PreK Literacy Outcomes

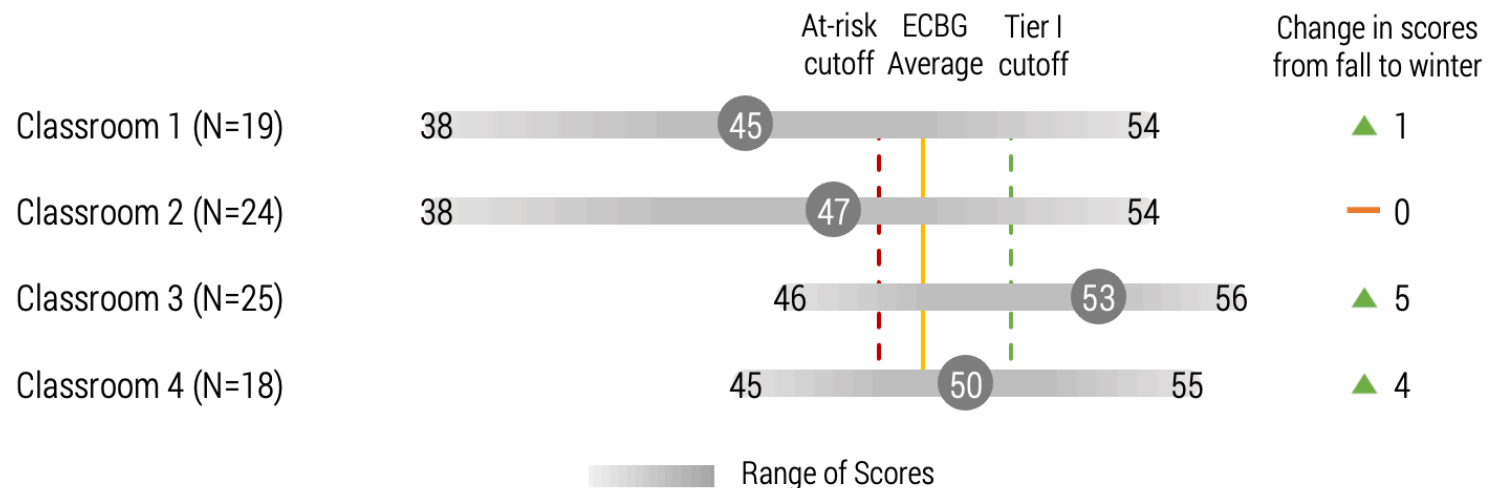
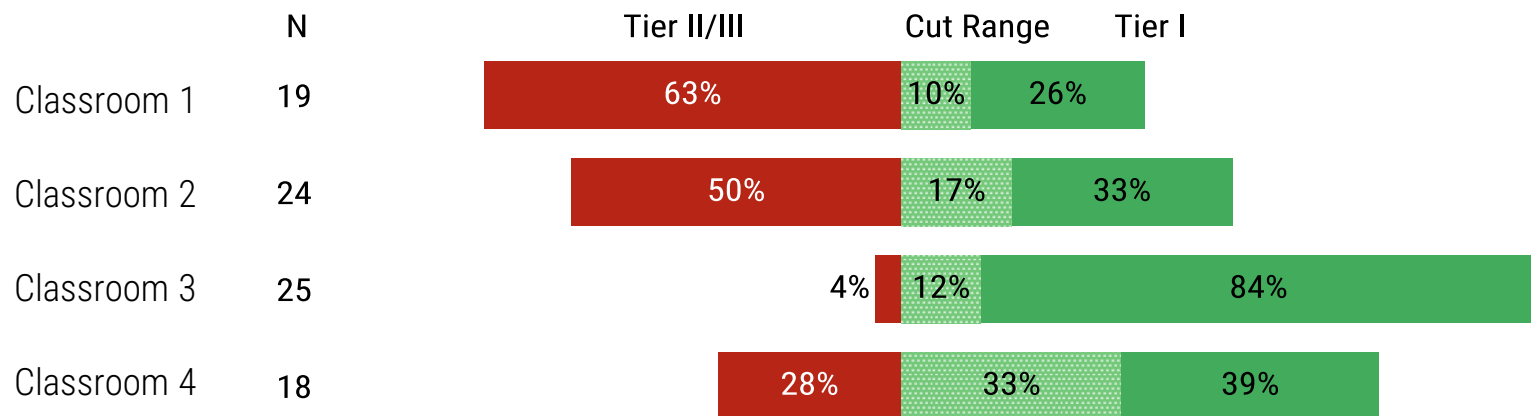
## myIGDIs Phonological Awareness – % on track

CLASS quality predicts stronger gains while economic disadvantage predicts weaker gain in Phonological Awareness.



# Data Utilization – Data Coaching Calls

Collaborative one-on-one discussions with grantees, coaches, and/or teachers focus on reviewing the data to develop a deeper understanding of the implications for schools, classrooms, and students.



# Data Utilization – Child Level Reports

Another aspect of data utilization involves reports for teachers. WSU developed child level reports in consultation with the grantees, which coaches use to expand data coaching with individual teachers.

The child level reports show PK3, myIGDIs Literacy+, and myIGDIs Numeracy data by child and by classroom.

**Classroom 1**

| Name    | Picture Naming |        |        | Rhyming |        |        | Sound Identification |        |        | Which One Doesn't Belong |        |        | Alliteration | Phonemic Awareness | Language Comp |
|---------|----------------|--------|--------|---------|--------|--------|----------------------|--------|--------|--------------------------|--------|--------|--------------|--------------------|---------------|
|         | Fall           | Winter | Change | Fall    | Winter | Change | Fall                 | Winter | Change | Fall                     | Winter | Change | Winter       |                    |               |
| Child 1 |                |        |        |         |        |        |                      |        |        |                          |        |        |              |                    |               |
| Child 2 |                |        |        |         |        |        |                      |        |        |                          |        |        |              |                    |               |
| Child 3 | 44             | 49     | ↗      | 45      | 55     | ↗      | 47                   | 51     | ↗      | 42                       | 49     | ↗      | 51           | ●                  | ●             |
| Child 4 | 49             | 44     | ↘      | 37      | 45     | ↗      | 39                   | 49     | ↗      | 48                       | 50     | ↗      | 45           | ●                  | ●             |
| Child 5 | 49             | 50     | ↗      | 37      | 47     | ↗      | 47                   | 57     | ↗      | 48                       | 50     | ↗      | 50           | ●                  | ●             |

| Oral Counting |        |        | Quantity Comparison |        |        | Number Naming |        |        | 1-to-1 Corr Counting |        |        | Numeracy |  | Alpha Knowledge |        | Oral Language |        | Robot Blending | PK3 |
|---------------|--------|--------|---------------------|--------|--------|---------------|--------|--------|----------------------|--------|--------|----------|--|-----------------|--------|---------------|--------|----------------|-----|
| Fall          | Winter | Change | Fall                | Winter | Change | Fall          | Winter | Change | Fall                 | Winter | Change |          |  | Fall            | Winter | Fall          | Winter | Winter         |     |
| 0             | 0      | ↗      | 0                   | 0      | ↗      | 0             | 9      | ↗      | 0                    | 9      | ↗      | ●        |  |                 |        |               |        |                | ●   |
| 20            | 2      | ↘      | 0                   | 15     | ↗      | 0             | 5      | ↗      | 11                   | 10     | ↘      | ●        |  |                 |        |               |        |                |     |
| 4             | 42     | ↗      | 11                  | 21     | ↗      | 1             | 11     | ↗      | 4                    | 10     | ↘      | ●        |  |                 |        |               |        |                |     |
| 25            | 6      | ↘      | 24                  | 25     | ↗      | 3             | 0      | ↘      | 40                   | 5      | ↘      | ●        |  |                 |        |               |        |                |     |
| 5             | 12     | ↗      | 23                  | 16     | ↘      | 3             | 14     | ↗      | 12                   | 12     | ↗      | ●        |  |                 |        |               |        |                |     |

# Data Utilization – Child Level Reports

**Classroom 2**

| Name     | Picture Naming |        |        | Rhyming |        |        | Sound Identification |        |        | WODB |        |        | Alliteration | Phonemic Awareness | Language Comp |
|----------|----------------|--------|--------|---------|--------|--------|----------------------|--------|--------|------|--------|--------|--------------|--------------------|---------------|
|          | Fall           | Winter | Change | Fall    | Winter | Change | Fall                 | Winter | Change | Fall | Winter | Change | Winter       |                    |               |
| Child 1  | 49             | 49     | —      | 36      | 45     | —      | 47                   | 51     | —      | 48   | 52     | —      | 48           | ●                  | ●             |
| Child 2  | 48             | 48     | —      | 44      | 48     | —      | 52                   | 49     | —      | 40   | 49     | —      | 47           | ●                  | ●             |
| Child 3  | 48             | 49     | —      | 42      | 40     | —      | 39                   | 48     | —      | 53   | 53     | —      | 47           | ●                  | ●             |
| Child 4  | 49             | 50     | —      | 37      | 42     | —      | 55                   | 57     | —      | 49   | 56     | —      | 51           | ●                  | ●             |
| Child 5  | 45             | 46     | —      | 37      | 48     | —      | 48                   | 51     | —      | 48   | 49     | —      | 47           | ●                  | ●             |
| Child 6  | 48             | 50     | —      | 37      | 47     | —      | 45                   | 52     | —      | 40   | 50     | —      | 47           | ●                  | ●             |
| Child 7  | 53             | 53     | —      | 38      | 47     | —      | 50                   | 52     | —      | 50   | 52     | —      | 50           | ●                  | ●             |
| Child 8  | 49             | 49     | —      | 39      | 43     | —      | 49                   | 46     | —      | 50   | 49     | —      | 49           | ●                  | ●             |
| Child 9  | 47             | 47     | —      | 44      | 49     | —      | 50                   | 53     | —      | 53   | 49     | —      | 50           | ●                  | ●             |
| Child 10 | 53             | 56     | —      | 45      | 44     | —      | 52                   | 51     | —      | 50   | 52     | —      | 51           | ●                  | ●             |
| Child 11 | 50             | 49     | —      | 46      | 49     | —      | 45                   | 53     | —      | 49   | 50     | —      | 48           | ●                  | ●             |
| Child 12 | 50             | 50     | —      | 43      | 46     | —      | 48                   | 52     | —      | 49   | 52     | —      | 48           | ●                  | ●             |
| Child 13 | 51             | 51     | —      | 42      | 50     | —      | 44                   | 49     | —      | 50   | 51     | —      | 51           | ●                  | ●             |
| Child 14 | 49             | 49     | —      | 45      | 44     | —      | 39                   | 46     | —      | 40   | 52     | —      | 45           | ●                  | ●             |
| Child 15 | 50             | 52     | —      | 48      | 49     | —      | 49                   | 49     | —      | 49   | 49     | —      | 48           | ●                  | ●             |

| Oral Counting |        |        | Quantity Comparison |        |        | Number Naming |        |        | 1-to-1 Corr Counting |        |        | Numeracy |
|---------------|--------|--------|---------------------|--------|--------|---------------|--------|--------|----------------------|--------|--------|----------|
| Fall          | Winter | Change | Fall                | Winter | Change | Fall          | Winter | Change | Fall                 | Winter | Change |          |
| 20            | 39     | —      | 26                  | 36     | —      | 7             | 18     | —      | 9                    | 50     | —      | ●        |
| 6             | 13     | —      | 4                   | 11     | —      | 7             | 8      | —      | 7                    | 15     | —      | ●        |
| 19            | 30     | —      | 20                  | 15     | —      | 1             | 6      | —      | 20                   | 50     | —      | ●        |
| 29            | 43     | —      | 26                  | 29     | —      | 16            | 16     | —      | 20                   | 31     | —      | ●        |
| 13            | 14     | —      | 26                  | 29     | —      | 6             | 22     | —      | 20                   | 15     | —      | ●        |
| 2             | 15     | —      | 19                  | 25     | —      | 5             | 15     | —      | 10                   | 14     | —      | ●        |
| 39            | 57     | —      | 24                  | 31     | —      | 9             | 13     | —      | 20                   | 19     | —      | ●        |
| 15            | 29     | —      | 13                  | 20     | —      | 1             | 3      | —      | 2                    | 10     | —      | ●        |
| 20            | 29     | —      | 20                  | 17     | —      | 3             | 10     | —      | 19                   | 35     | —      | ●        |
| 13            | 39     | —      | 29                  | 27     | —      | 7             | 10     | —      | 18                   | 15     | —      | ●        |
| 19            | 36     | —      | 25                  | 28     | —      | 12            | 15     | —      | 13                   | 13     | —      | ●        |
| 10            | 19     | —      | 16                  | 24     | —      | 2             | 9      | —      | 7                    | 13     | —      | ●        |
| 13            | 26     | —      | 21                  | 29     | —      | 1             | 4      | —      | 14                   | 15     | —      | ●        |
| 13            | 15     | —      | 12                  | 23     | —      | 6             | 6      | —      | 16                   | 14     | —      | ●        |
| 30            | 19     | —      | 25                  | 21     | —      | 3             | 4      | —      | 15                   | 15     | —      | ●        |



# 3- & 4-Year-Old Numeracy

## Why is a measure of Numeracy important?

- Multiple longitudinal studies demonstrated preschool numeracy skills are strongly associated with future academic success.<sup>16</sup>

myIGDIs Numeracy focuses on:<sup>9</sup>

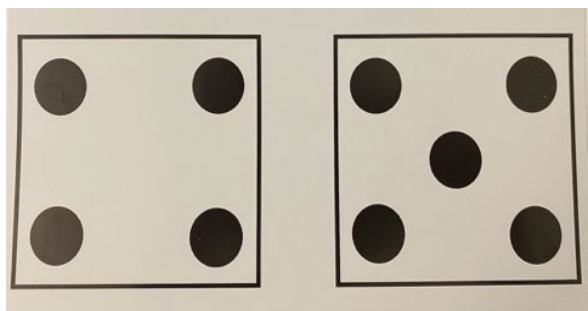
Oral Counting

Number Naming

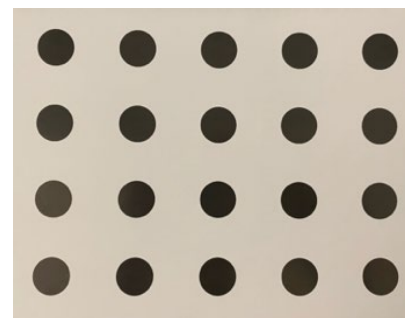
Quantity Comparison

1-to-1 Correspondence Counting

Quantity Comparison

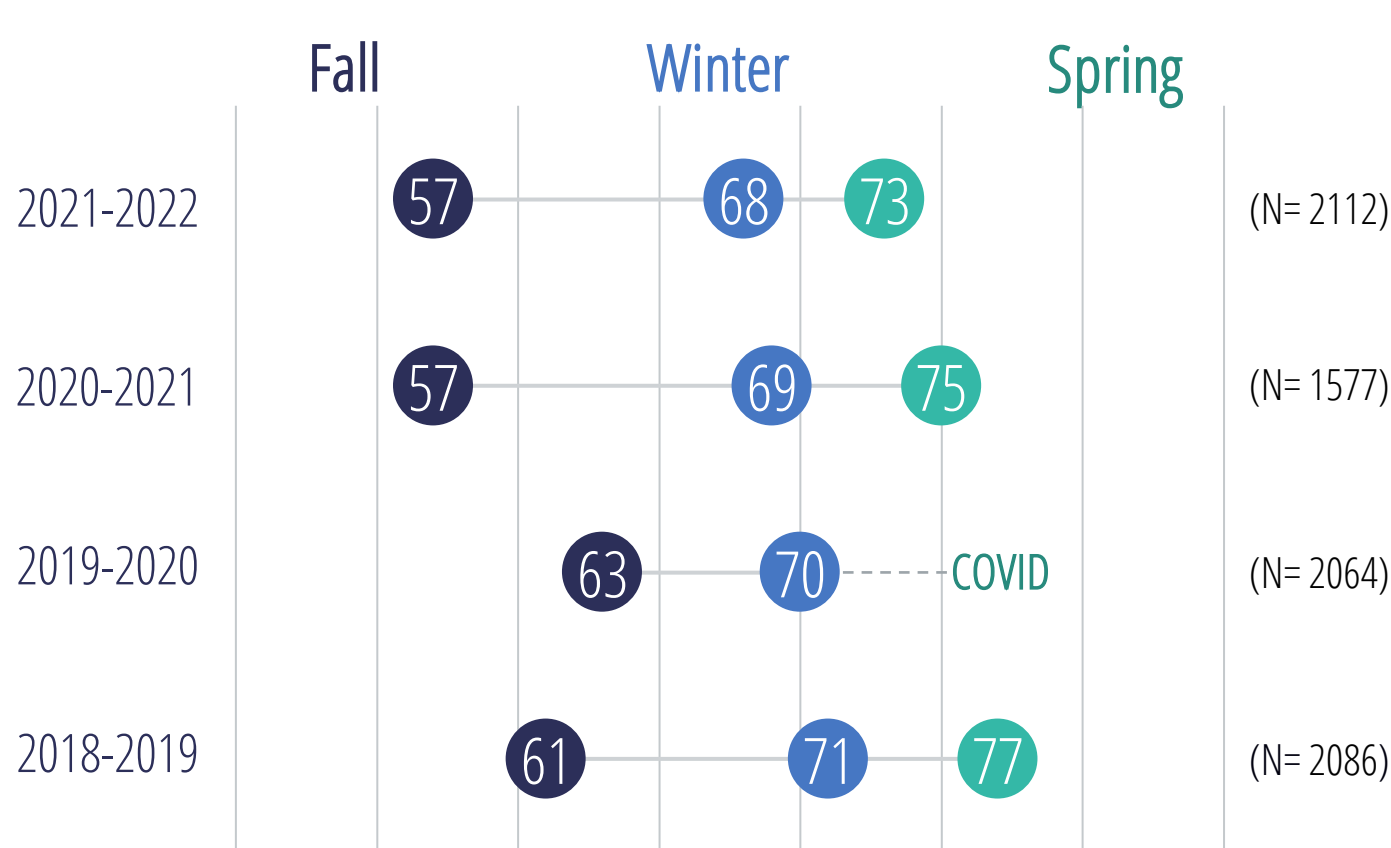


1-to-1 Correspondence Counting



# PreK Early Numeracy Outcomes

## myIGDIs Numeracy – % on track



**16%**  
increase  
this year



# Family Services



# Family Programs

- Family programs meet a variety of needs, vary in intensity as needed, and are selected based on the needs of the community.
- They can ameliorate the impacts of trauma and toxic stress.<sup>17</sup>
- These programs also positively impact communication, social-emotional skills, and brain development.<sup>18</sup>



# Family Services

Home Visiting

940

Parent Education

917

Case Management

195

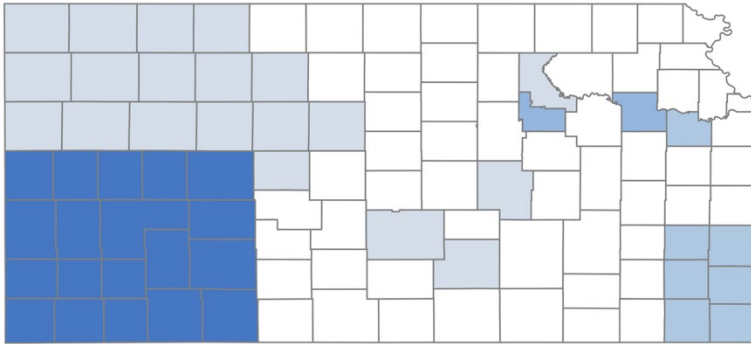
Mental & Behavioral Health

114

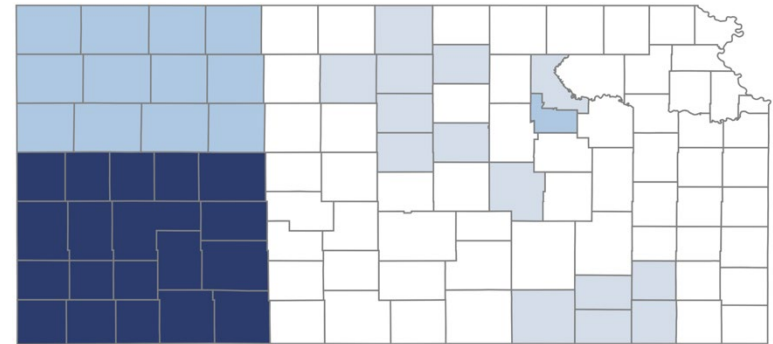


# Geographic Distribution of Family Services

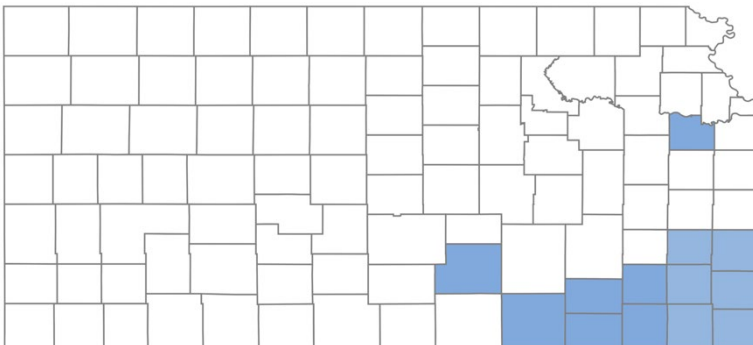
## Home Visiting



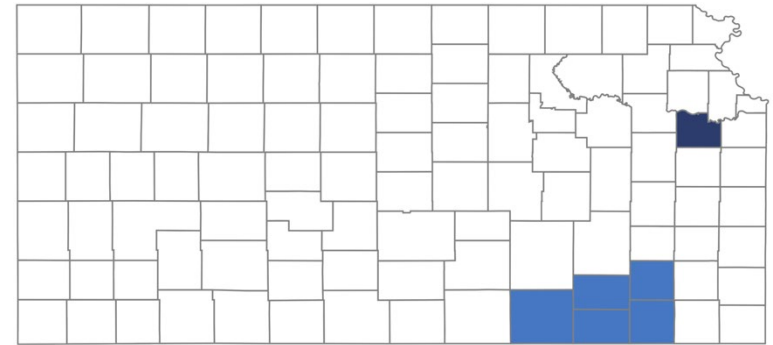
## Parent Education



## Case Management



## Mental & Behavioral Health Services



1-5%    6-12%    13-19%    20-31%    32-48%    49-81%



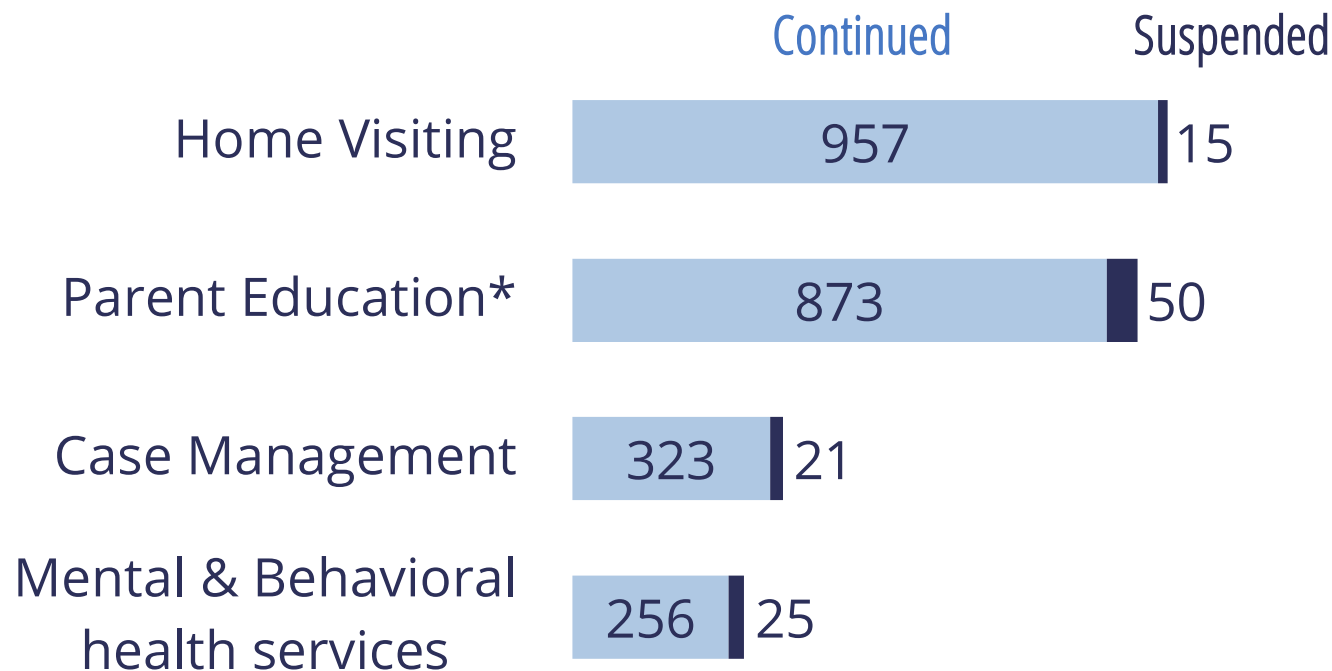
# Impact of COVID-19 on Family Services

**2409**

continued to be served  
during 2021-2022

**111**

suspended services  
due to the pandemic



\*41 parent education groups, sessions, and/or classes were cancelled due to the pandemic

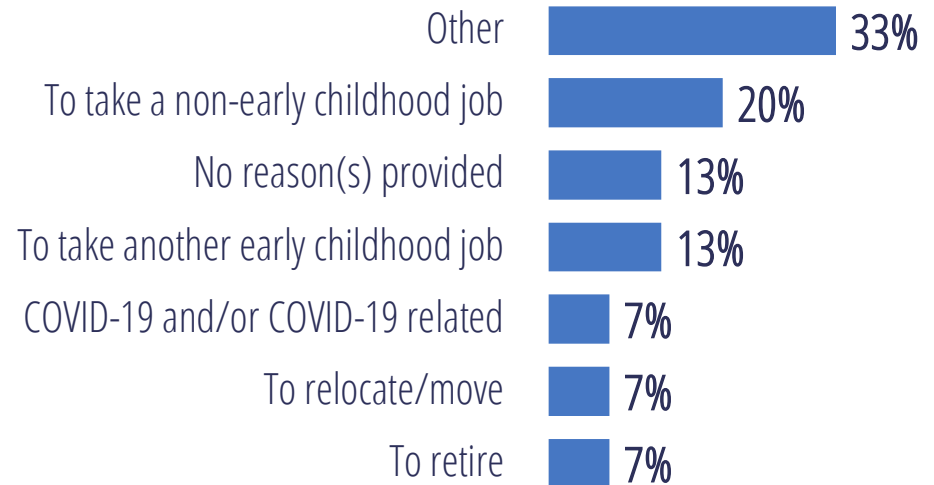
# Staff Turnover in Family Services

**18** staff members left positions during the year

Weeks to fill vacant positions



Reasons staff members left



Due to a lack of staff:



**75** families were unable to be served



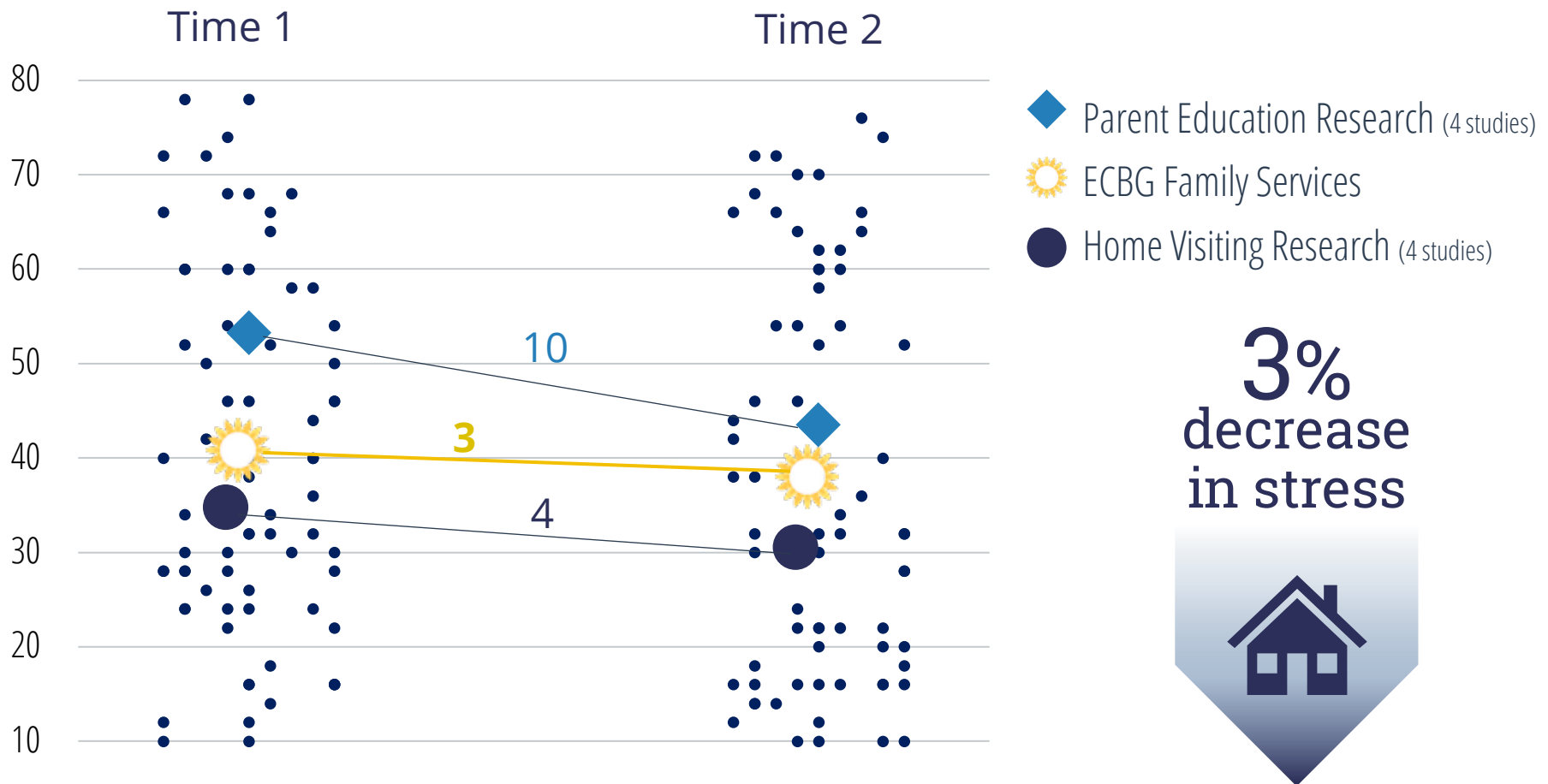
**16** events, sessions, and/or classes were cancelled



# Home Visiting Outcomes

## PSI – Parent Stress Index

The PSI focuses on 4 areas: Parental Distress, Parent-Child Dysfunctional Interaction, Difficult Child, and Overall Stress<sup>19</sup>

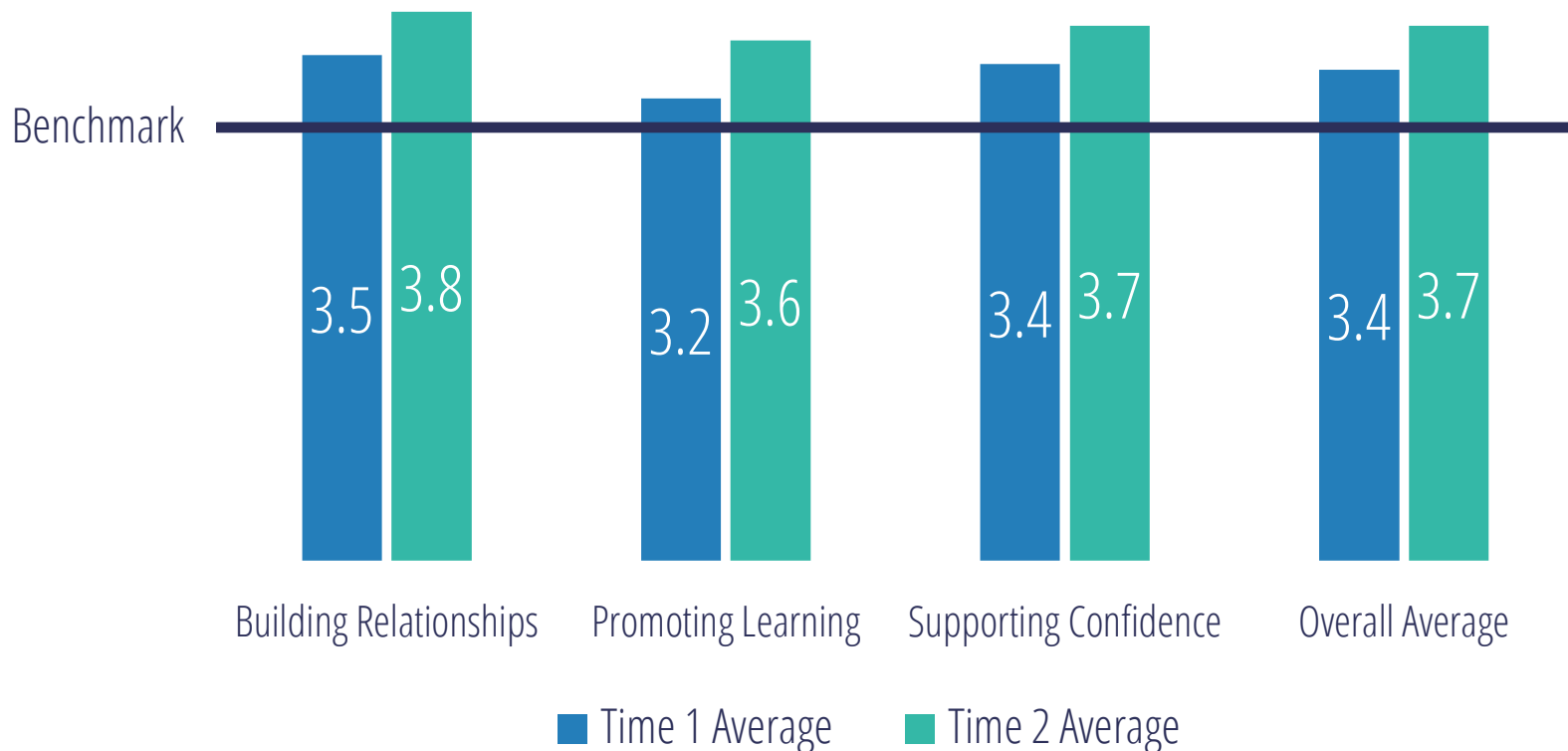


# Parent Education Outcomes

## KIPS – subcategory and overall averages

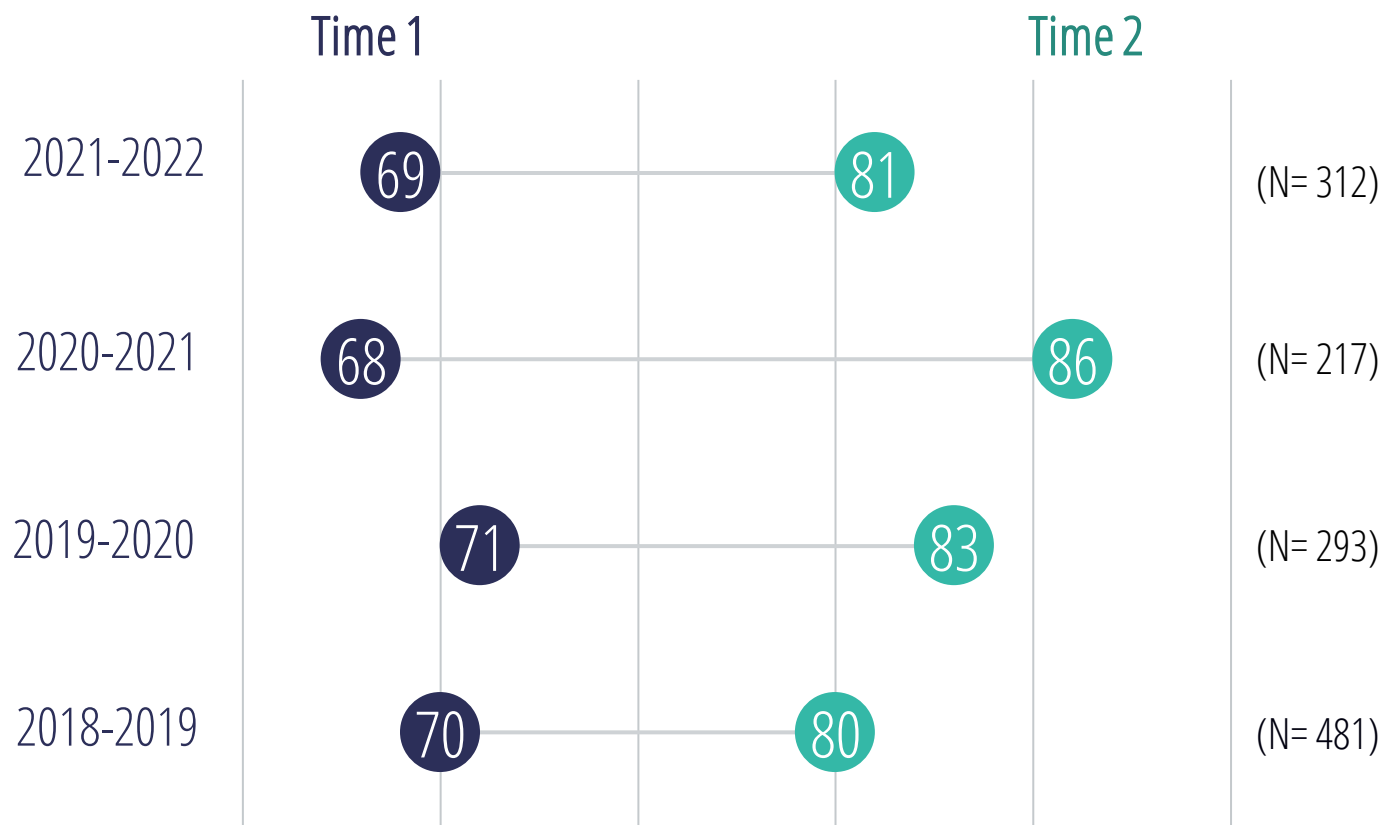
### Why is a measure of positive parenting important?

Parent education promotes supportive and nurturing parent-child relationships. Evidence-based parent education programs promote positive parenting and reduce developmental risk.<sup>20,21</sup>



# Parent Education Outcomes

## KIPS – % positive parenting



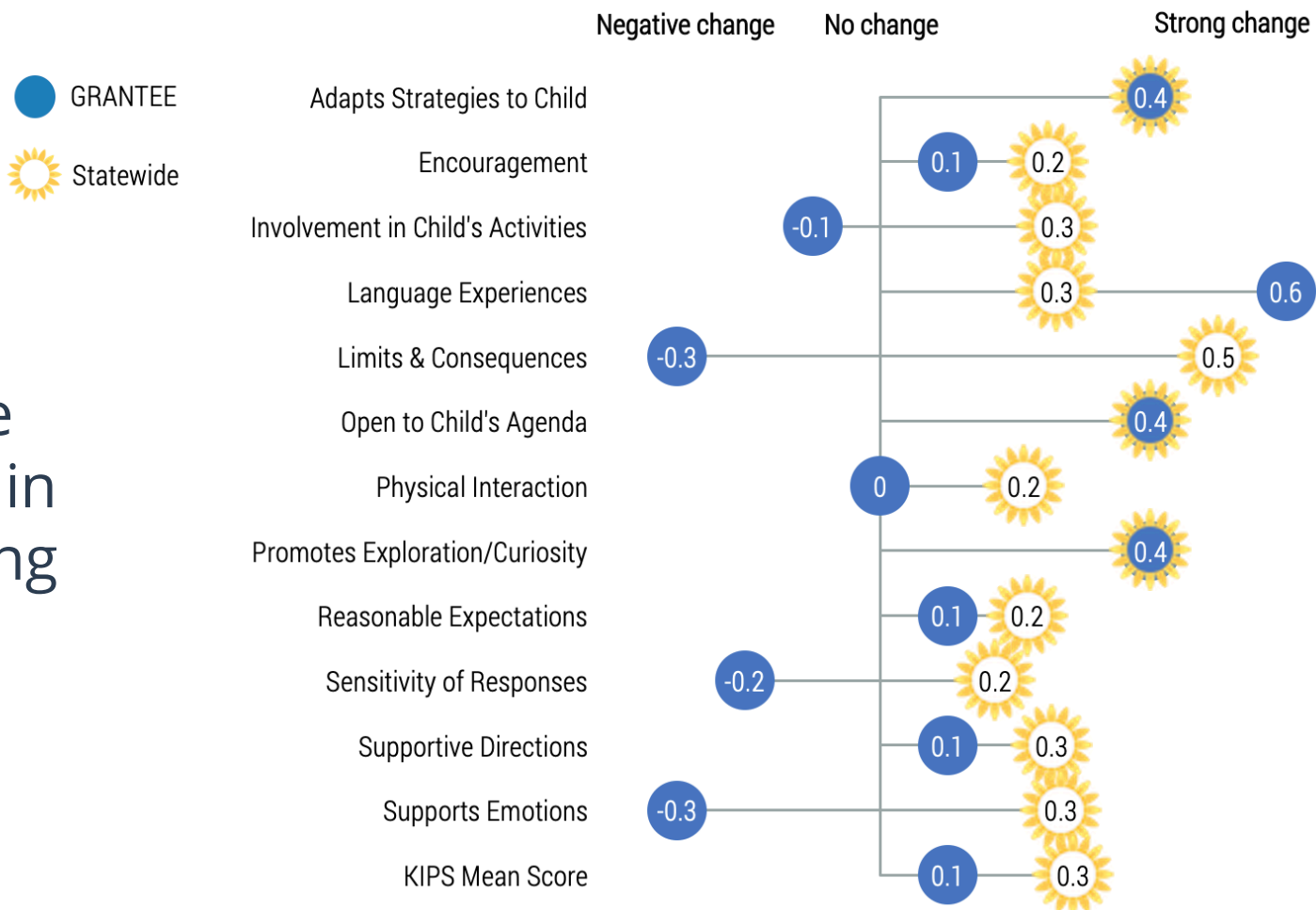
**12%**  
increase  
this year



# Data Utilization – Family Services

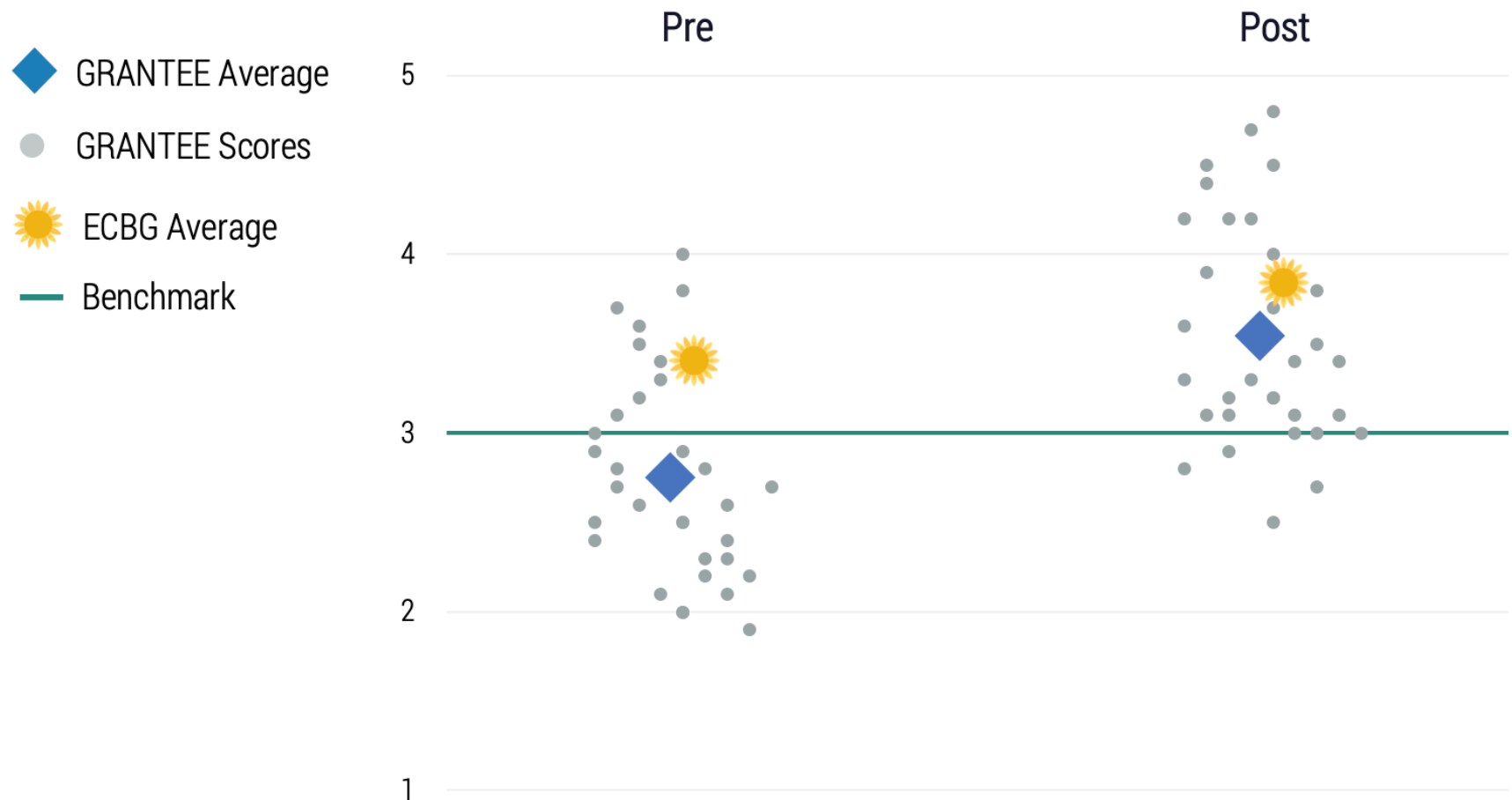
A variety of data visualizations are used to enhance understanding of family measures.

Average  
change in  
parenting  
skill



# Data Utilization – Family Services

## Distribution of scores and change in overall average score



# Summary & Conclusions: ECBG

In the 2021-2022, 6719 children and 5968 families were served, which is an increase from the previous year. Forty-two percent of children served had 3 or more risk factors. The most common risk factors for children and families were:

- Children at-risk/established developmental delay (34% at risk/18% with an IEP/IFSP)
- Families that qualified for free or reduced-price lunch (69%)
- Families earning less than \$40,000 annually (56%)

Although COVID-19 had less of an impact this year, it continued to disrupt early childhood programs with shutdowns impacting children and families. Staff turnover also played a role in loss of services. While closures impacted families, one bright spot was the increase (14%) in full time care in funded classrooms.

Screening and early learning measures continued to reveal the impact of COVID-19, but some measures remained strong:

- 49% of children at-risk on the ASQ-3 and/or ASQ:SE2 (vs. 46% in 2020-2021)
- 36% of children were on track in Phonological Awareness
- Observed classroom quality remained strong (76% high quality)
- Social-emotional, language comprehension and numeracy outcomes remained strong.

# Communities Aligned in Early Development & Education (CAEDE)

2021-2022



# 2021-2022 Children

## 660 children served

### Risk Factors

Children in foster care/out  
of home care 11%

Children without health  
insurance 3%

Children whose first  
language was not English 26%

3 or more risk factors 44%

|  | At-risk | IEP/IFSP |
|--|---------|----------|
| Children at-risk or established<br>developmental delay | 38%     | 2%       |





# 2021-2022 Families

## 546 families served

### Risk Factors

**53%** Unmarried

**5%** Teen Parents

**1%** Migrant Families

**5%** Families Experiencing Homelessness

**60%** Free & Reduced-Price Lunch

**33%** English is not the primary language in the home

11%

Less than High  
School Education

21%

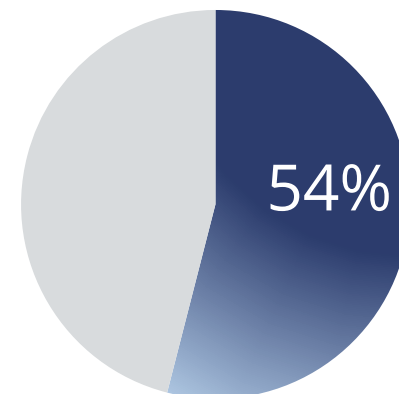
High School  
Diploma/GED

37%

Tech  
Training/Assoc.  
Degree/Some  
College

31%

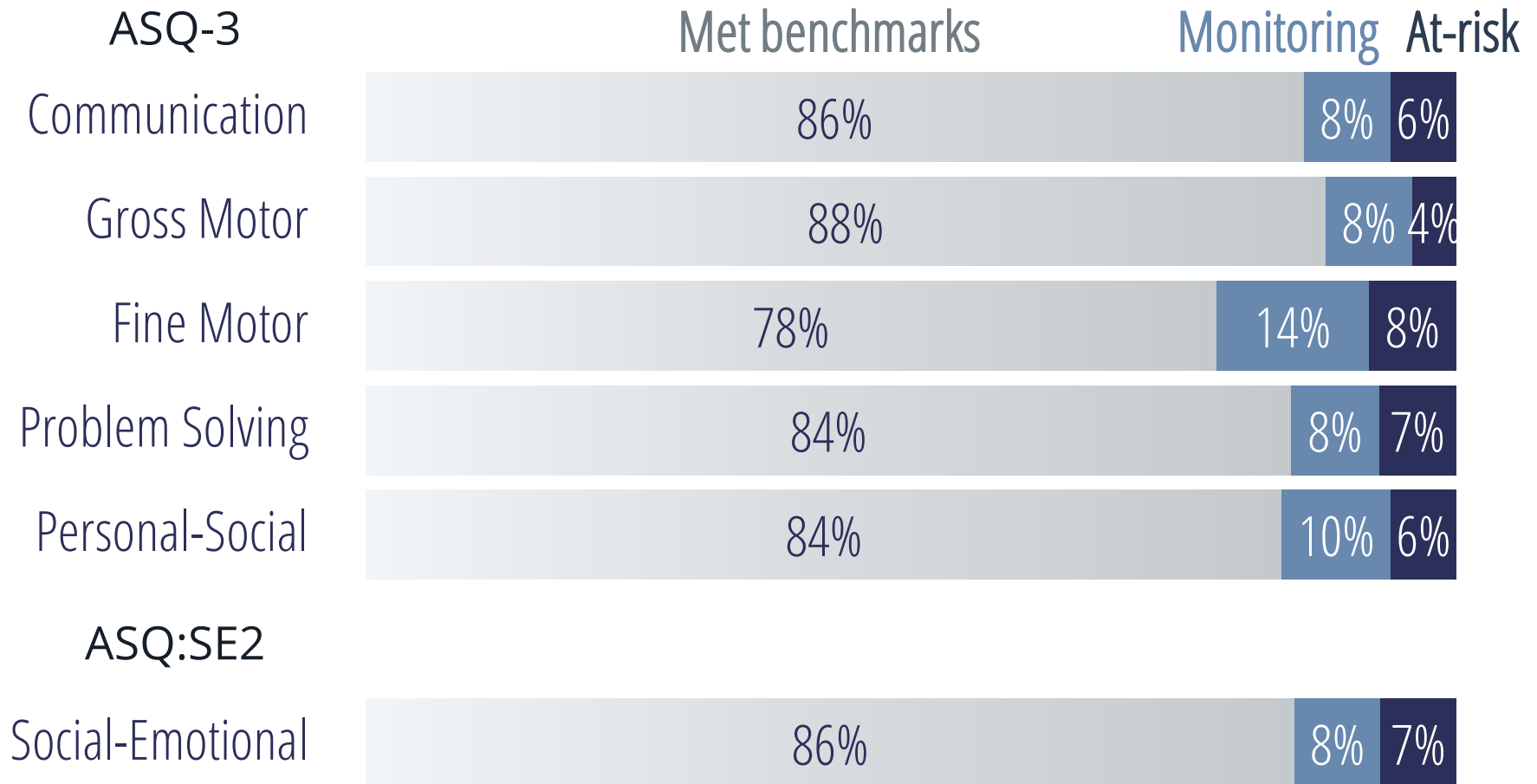
Bachelor's  
Degree/Higher



Earned  
less than  
\$40,000  
annually

# Developmental & Social-Emotional Screening

## Early Identification



**Overall, 45% of children had an indication of risk.**

# Impact of COVID-19 on Early Learning



**76%** of environments shut down due to COVID-19



**488** children were impacted by closures

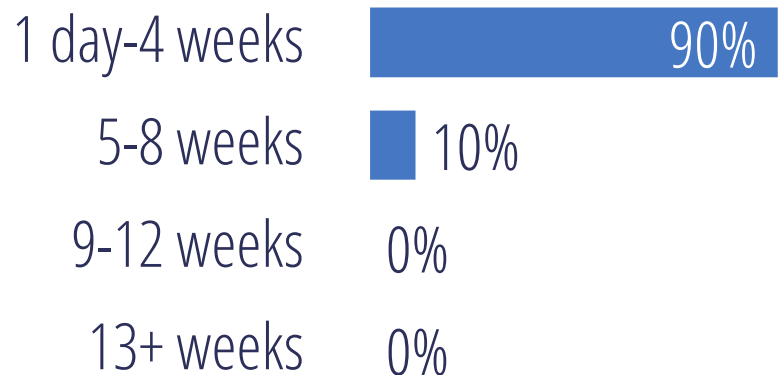
**2%** closed **permanently** due to the COVID-19 pandemic

**75%** shut down **temporarily** due to the COVID-19 pandemic

Range of weeks temporarily shut down



Number of weeks temporarily shut down



# Staff Turnover in Early Learning

52

KCCTF-funded staff members left positions during the year



Vacant positions took an average of **12 weeks** to fill

## Reasons staff members left:

- COVID-19 and/or COVID-19 related
- To take another early childhood job
- To take a non-early childhood job
- To relocate/move
- No reason provided
- Other

6

classrooms closed **permanently** due to lack of staff

14

classrooms closed **temporarily** due to staff turnover

# CAEDE Programs

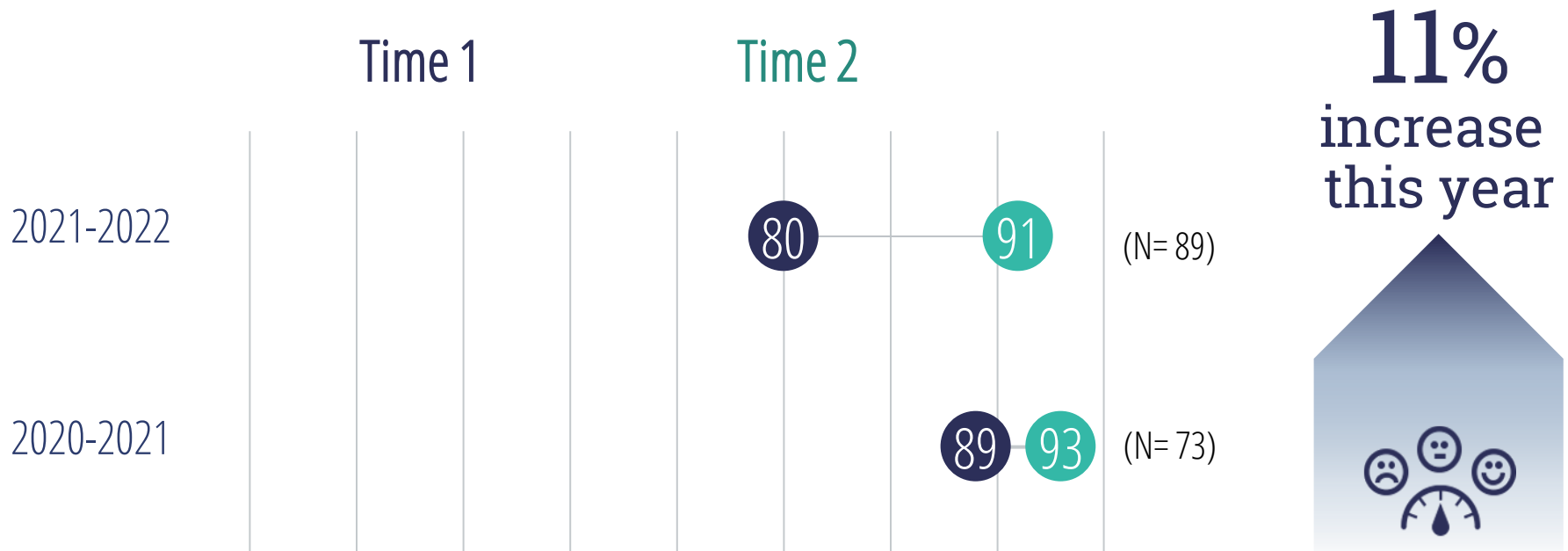
## Children Served



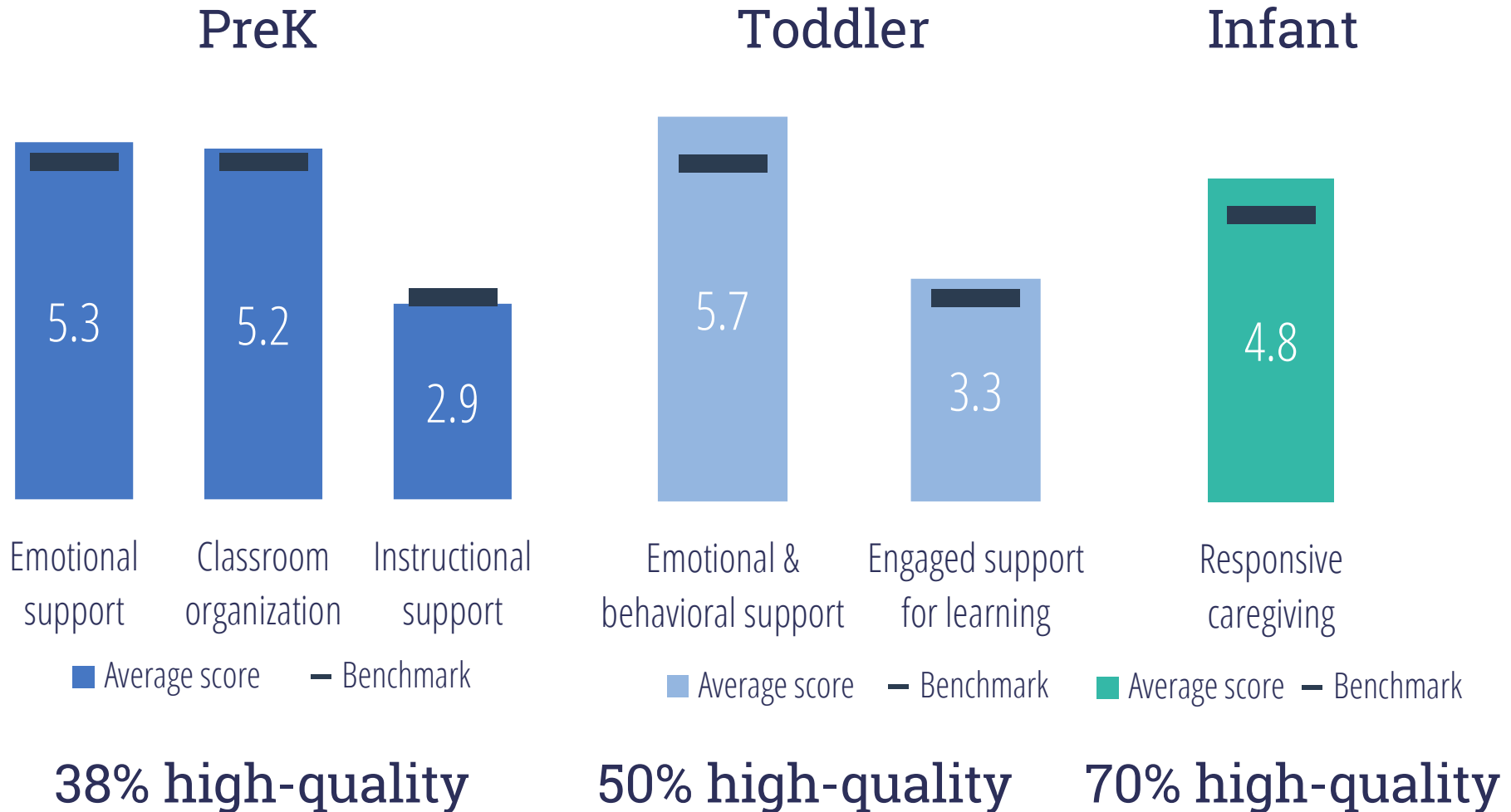
# Social-Emotional Outcomes

## DECA – % children on track

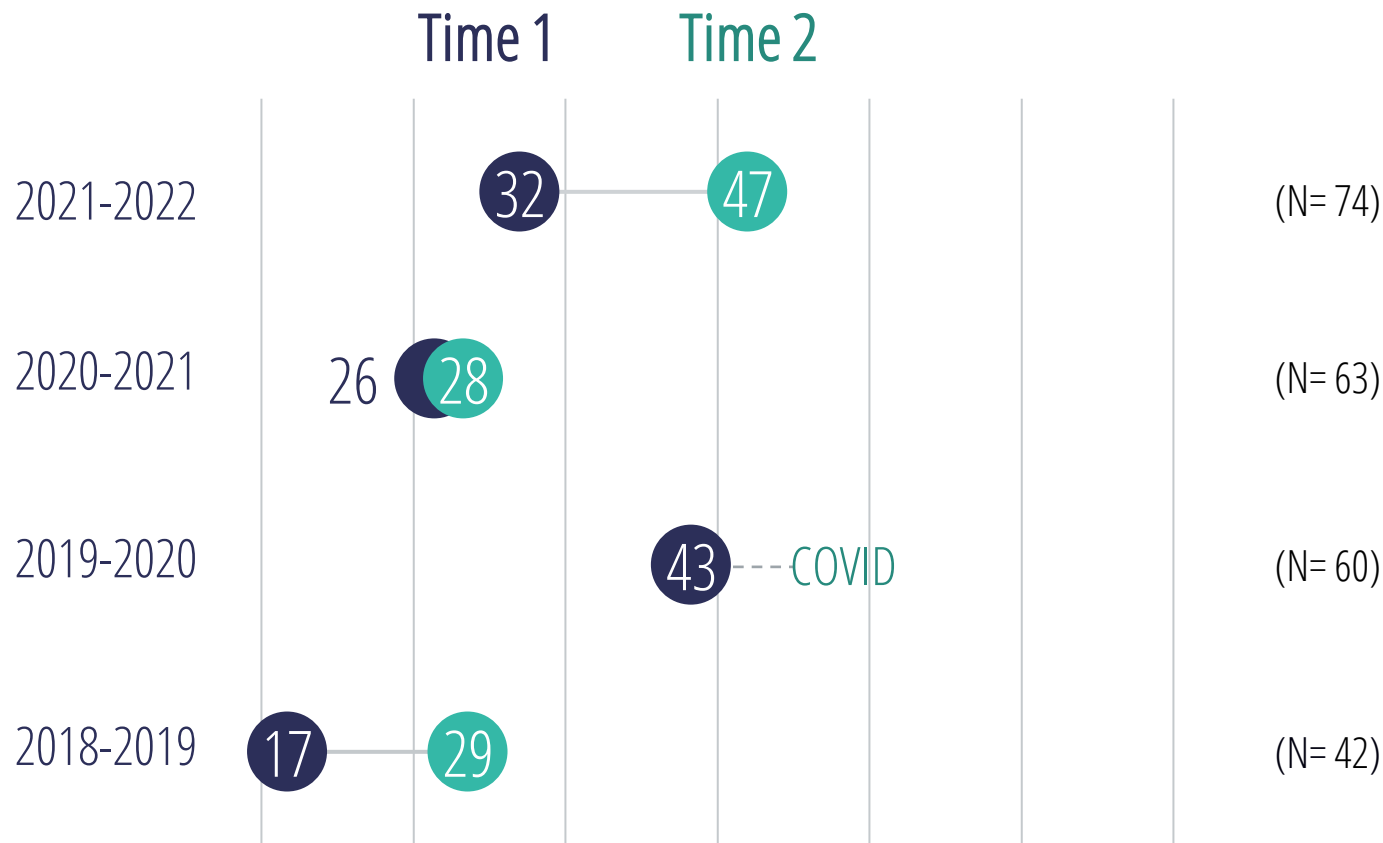
The DECA is an observational measure designed to evaluate social-emotional strengths associated with resiliency and protective factors.<sup>1</sup>



# Early Learning CLASS – average scores



# Early Learning CLASS – % high-quality classrooms



**15%**  
increase  
this year

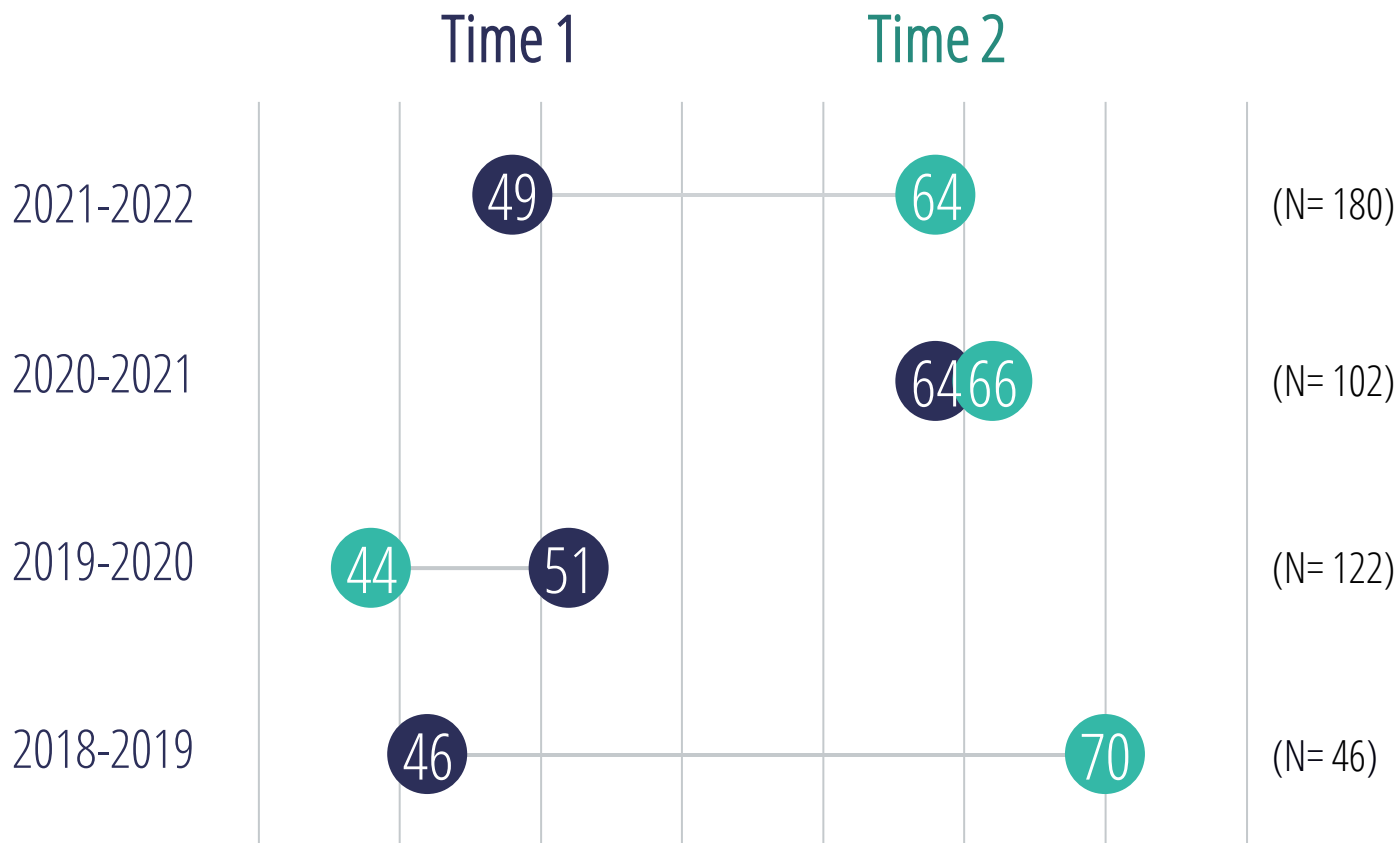




# 0-3 Early Care & Education Outcomes

## IGDI ECI – % on track

The ECI is a play-based measure that monitors expressive communication skills.<sup>8</sup>



**15%**  
increase  
this year

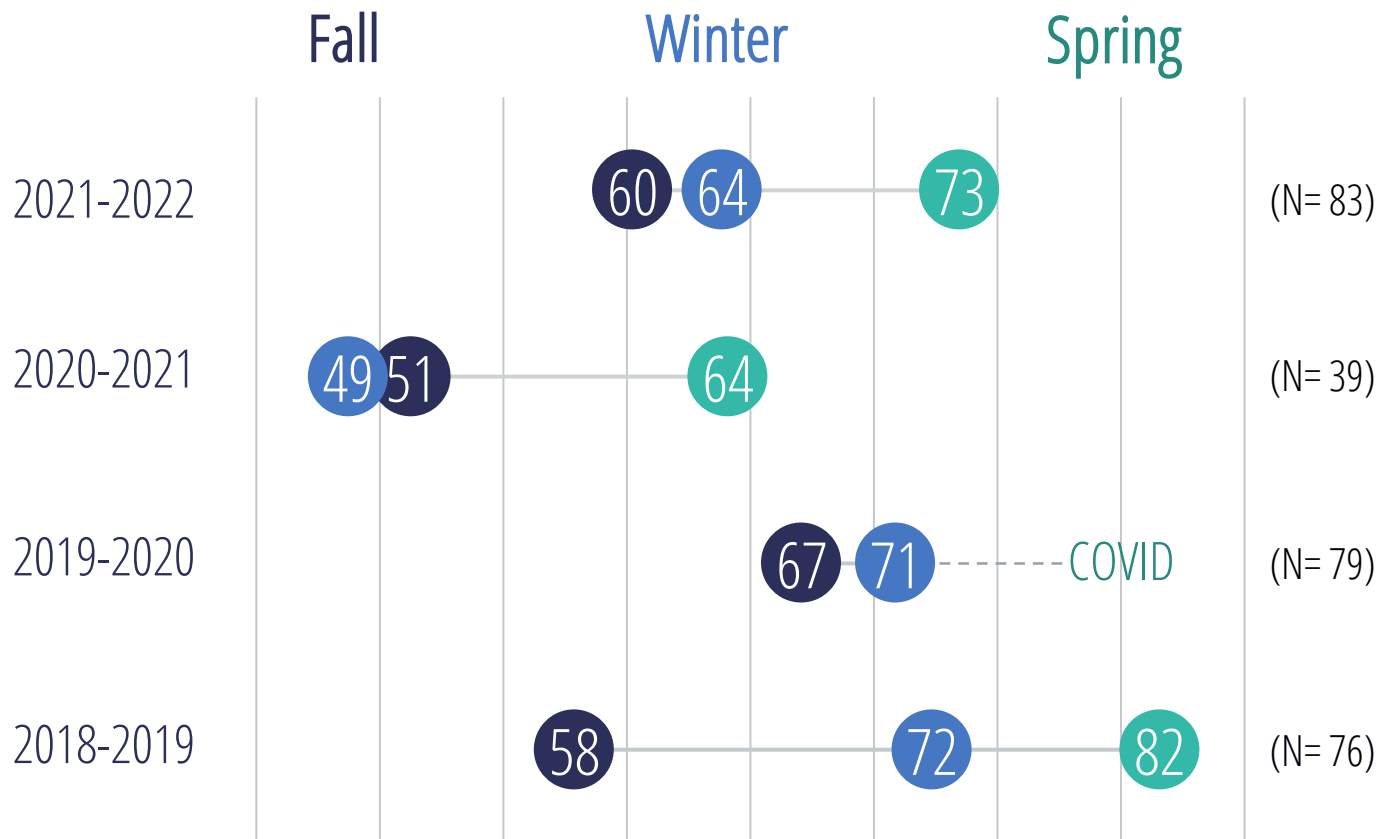


3% of children assessed had an established delay.

# PreK Literacy Outcomes

## myIGDIs Language Comprehension – % on track

The myIGDIs Literacy measures provide essential information on the emergence of critical literacy skills in preschool-aged children.<sup>9</sup>

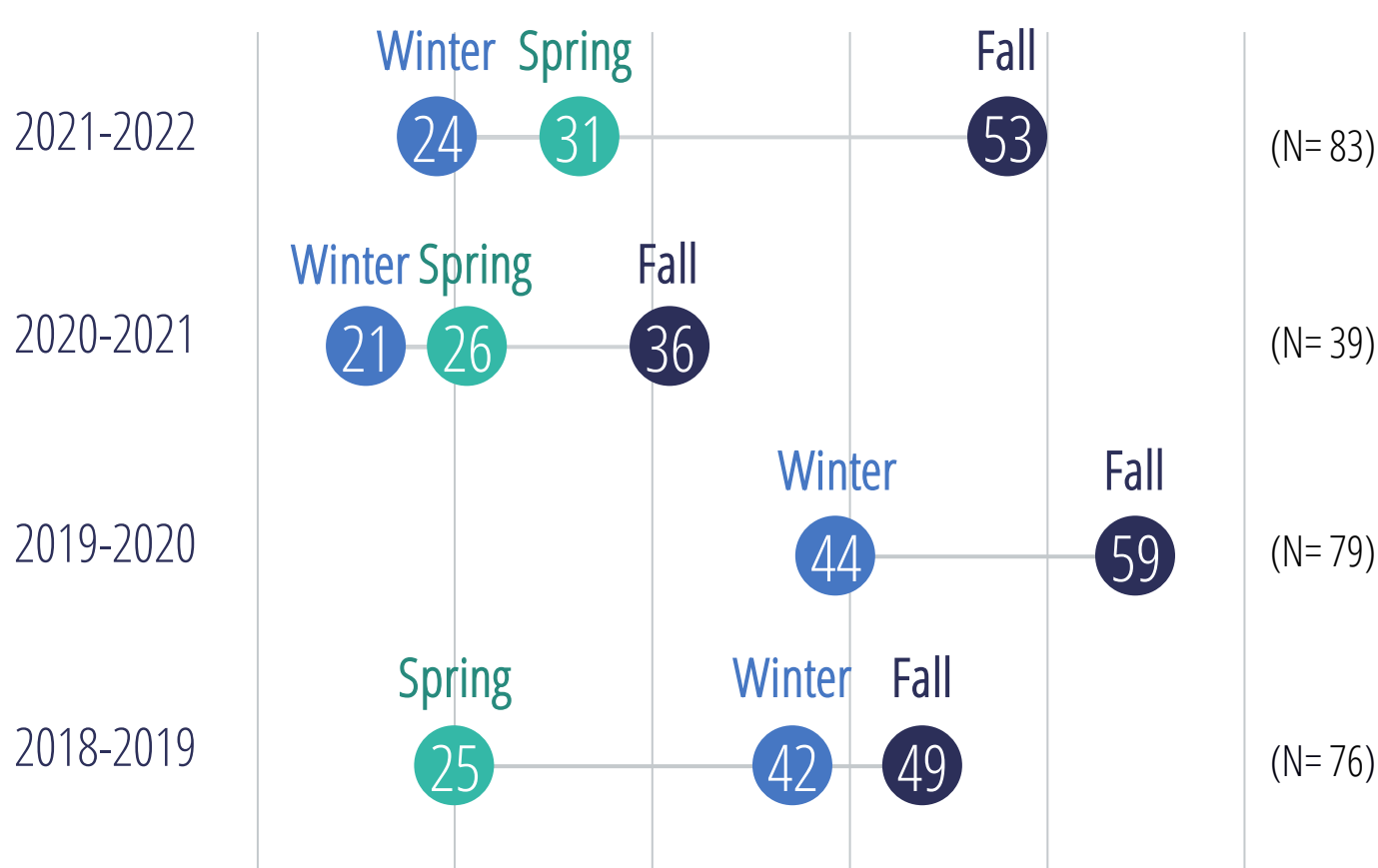


**13%**  
increase  
this year

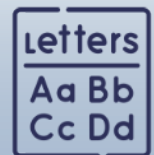


# PreK Literacy Outcomes myIGDIs Phonological Awareness– % on track

Phonological Awareness has decreased every year.

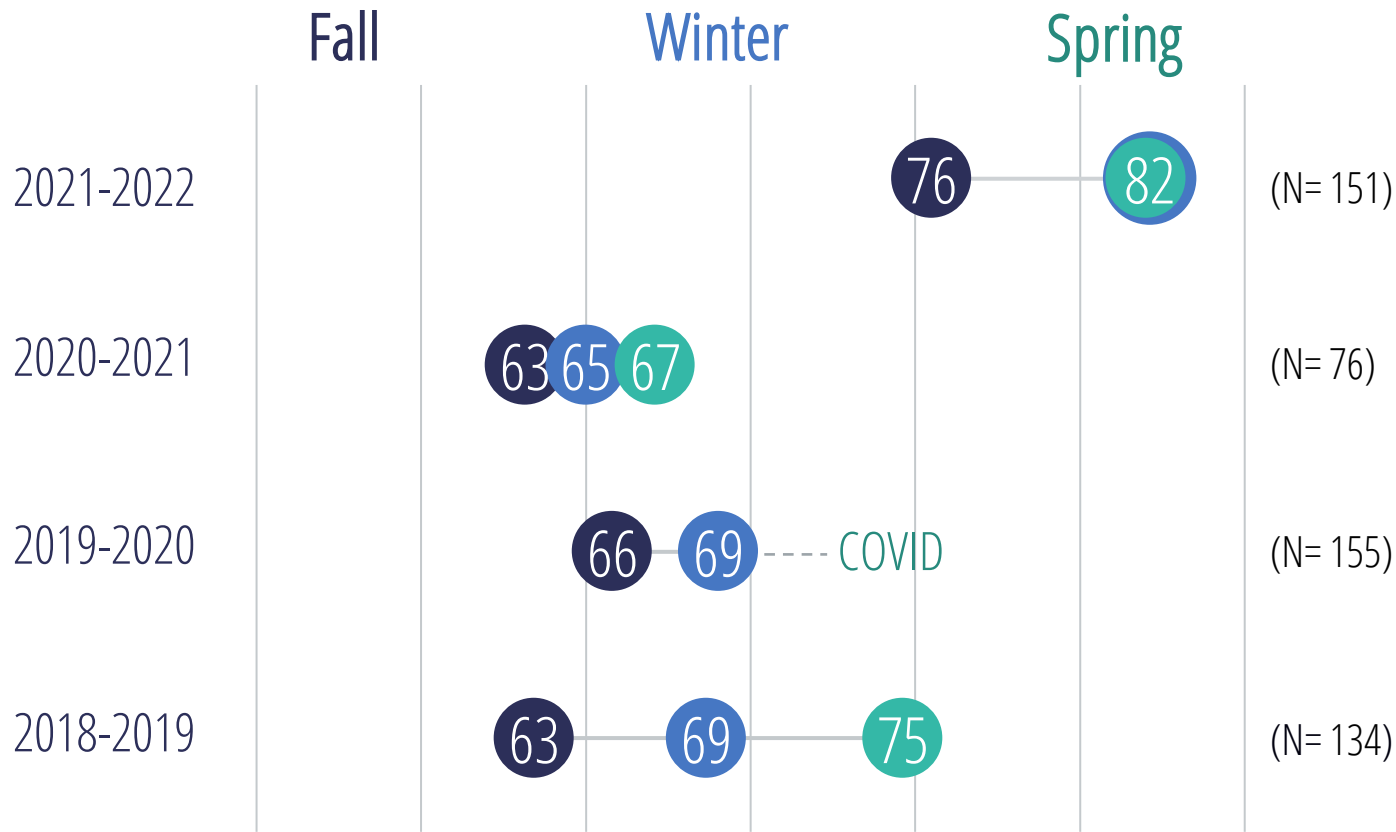


**22%**  
decrease  
this year



# PreK Early Numeracy Outcomes

## myIGDIs Numeracy – % on track



**6%**  
increase  
this year



# Summary & Conclusions: CAEDE

In 2021-2022, CAEDE served 660 children and 546 families. Forty-four percent (44%) of children and families had 3 or more risk factors, with the most common being:

- Children at-risk or having an established developmental delay (40%)
- Families that qualified for free or reduced-price lunch (60%)
- Families earning less than \$40,000 per year (54%)

Although the impact of COVID-19 had lessened, 76% of Start Young environments shut down for at least some time during the year impacting 488 children. Start Young programs also struggled with staff turnover.

Forty-five percent (45%) of children had an indication of risk on the ASQ-3 and/or ASQ:SE2 screeners.

Outcomes for Start Young were mixed with most measures showing an increase across the year but still lagging behind previous years.

- The exception is myIGDIs early numeracy where scores increased across the year and were higher in Spring than in any previous year.
- Conversely, scores for myIGDIs phonological awareness dropped by 22% from Fall to Spring.
- Although classroom quality scores increased across the year, only 47% of classrooms were considered high quality.

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