

### Assumptions and Logic

- LENA recording, reporting, and intervention resources are "value-add" elements for community development, and the research that supports it
- Land Grant institutions have linked obligations to both research and implementation in ways that build local capacity
- While "research" and "implementation" complement and overlap, unique factors are associated with initiation and sustainability of each

### LENA in Minnesota

- Early-stage isolated use by individual research groups and students
  - Expansion and elaboration of research with LENA data (Pro, ADEX, coded recordings)
- 2014 began exploration of using LENA Pro with parent education groups
- 2015 Committed to LENA Start Implementation; secured local and challenge grant funding

### Minnesota Start Implementation

- "Wave 1+" Implementation Site
- Funded by LENA Challenge Grant, Bush Foundation through Think Small & Generation Next, University of Minnesota
- Focus on implementation for scaling up - leverage existing programs and resources, expertise
- "Hub and spoke" model
  - UM provides infrastructure for technology, training, evaluation
- Priority on leveraging existing resources for implementation, sustained use
  - Local school districts provide intervention through Early Childhood Family Education, an existing parent education resource with licensed parent and early educators, child and parent programming, regular schedule

### Start Implementation

- **Implementation Only**
  - 3 School Districts, 1 NGO provided training
  - 20 trained facilitators (8 Parent Educators)
  - 14 groups (10 English, 3 Spanish, 1 Hmong)
  - 91 parents and 17 child care providers ( $\geq 1$  session, recording)
    - Parent language: 78 English, 24 Spanish, 6 Hmong
  - Outcomes
    - Start Graduation: 70/108, or 65% (77% overall; 31% in high-need groups)
    - Snapshot ( $\geq 3$  completed): 5 months growth in 3 months
    - AWC: Pre = 40.4, Graduation = 50.1
    - CT: Pre = 48.4, Graduation = 47.1
- **Nonequivalent Comparison Group Evaluation (Underway)**
  - 2 School Districts (1 dropped due to low enrollment)
  - 4 trained facilitators (all Parent Educators; 2 new)
  - 4-5 groups, pending enrollment
  - ~40 Start parents
    - Parent language: ~32-36 English, ~8-12 Spanish
  - ~40 Comparison parents (other Parent Education classes)
    - Parent language: ~32-36 English, ~8-12 Spanish
  - Measures (Pre and Post Start training)
    - LENA Recordings – AWC, CT, CV
    - Snapshot
    - Parent-Child Interaction (Adult and Child Initiations, Responses)
    - MacArthur-Bates Communication Development Inventory
  - Analyses
    - Adult child-directed language (LENA, Interaction)
    - Prediction viz accumulated demographic risk
    - Child language

### Scaling Up Start

- **Opportunities**
  - Implementation in a "facilitative environment" with statewide reach (ECFE mission and operation, trained staff, existing parent- and child-serving infrastructure)
  - Interest from additional LEAs – urban & rural
  - Facilitating Professional Learning Communities for coordinators, administrators
  - Expanding capacity (and perhaps demonstrable outcomes as well as diversity of participants) for Early Childhood Family Education programs
  - Expanding 'ecosystem' of efforts to close the Word Gap in Twin Cities and larger region
  - Demonstrating opportunity for intentional intervention, embedded evaluation, and ongoing program development to communities, educators, and University colleagues
- **Challenges**
  - Timelines for recruitment of parents and course scheduling must be accommodated
  - Funding for Start per-participant expenses must be identified
  - Lack of statewide infrastructure for ECFE requires per-district marketing and implementation support
  - Development of local training and implementation support services must be addressed



**More information and full report – [www.mntalks.com](http://www.mntalks.com)**

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