|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Policy Question and Underlying Question | | Why This Question? | Who—End User | For What Purpose? |
| 5 | Example:  Is participation in prevention programs such as home visiting associated with better educational outcomes? | We want to know whether children enrolled in home visiting programs succeed in school (for example, third grade test scores) | Home visiting program management, Policy makers, Legislators, Public at large, Researchers | Targeting and improving prevention programming, as well as improving educational outcomes |
| 1 | Youngstar: What comparison can be made between children coming out of a 4 or 5 star program, compared to children coming out of a 2 star program?   * are ready for kindergarten? * are proficient in reading and math in 3rd grade? | It will help us to know if our quality indicators really lead to success – are they good? |  |  |
| 1 | How are we assessing child needs? Should we measure by a universal assessment/screener? (ASQ?) |  |  |  |
| 1 | What is going on with children who aren’t in public programs before entering K12? | Challenge: How do we get this info? |  |  |
| 1 | How are Foster Care children doing?   * are ready for kindergarten? * are proficient in reading and math in 3rd grade? |  |  |  |
| 1 | How are children doing from stage to stage? |  |  |  |
| 1 | How many kids get developmental screening? When? How often? By whom? Number referred? Followup? |  |  |  |
| 1 | Continuity of tracking for foster care children? |  |  |  |
| 1 | How many kids are breastfed? How often, etc? |  |  |  |
| 1 | How many birth mothers are screened for depression – both pre and post-partum? |  |  |  |
| 1 | How does quality prenatal care improve child outcomes in emotional, social, cognitive, and physical areas? | Lifecourse of a child impacts future success.  Challenge: What are financial and policy barriers to early child screenings and to prenatal care? | | |
| 1 | How does early childhood screening improve child outcomes in emotional, social, cognitive, and physical areas? | Lifecourse of a child impacts future success.  Challenge: What are financial and policy barriers to early child screenings and to prenatal care? | | |
| 1 | If child is from a neighborhood with high infant mortality rates, what safeguards/interventions are the most successful for positive child outcomes? |  |  |  |
| 1 | Study effects of obesity, child welfare involvement, domestic abuse, smoking in home, substance abuse, traumatic/stressor events (death, divorce, etc.) on child educational and other outcomes? |  |  |  |
| 1 | How are low-birth-weight infants doing as they age: home-visiting to childcare to K5 to elementary school? |  |  |  |
| 1 | How many children with disabilities are in K5? How many came from birth-to-three programs? How are they doing? | Challenge: DPI defines “disability” in a narrow way |  |  |
| 1 | Are children immunized? |  |  |  |
| 1 | How are children with higher blood levels of lead doing? Did any early interventions help? | Legislative directive to evaluate- research shows impact |  |  |
| 1 | How does family involvement with the child influence positive child outcomes? |  |  |  |
| 1 | What influence do cultural beliefs and values have on measures of success? |  |  |  |
| 1/3 | How do we ensure retention of positive outcomes? |  |  |  |
| 1/3 | How do we identify parent engagement? |  |  |  |
| 1/3 | How can evidence based practices be shared across systems and how is it collected? |  |  |  |
| 1/4 | What percentage of WI Shares children   * are ready for kindergarten? * are proficient in reading and math in 3rd grade? |  |  |  |
| 2 | At what **level** are children and families being served?  Look at duration, frequency and intensity (dosage). |  |  |  |
| 2 | How are we reaching homeless families with services for their children? | We know this population often does not get consistent services |  |  |
| 2 | How does mobility of families and children affect access to needed services across agencies? | We know there is impact – but what is the impact? |  |  |
| 2 | Where do home-schooled children get access to programs and services? |  |  |  |
| 2 | How many kids are in the systems?, how much duplication?, how many receiving multiple services? |  |  |  |
| 2 | How does the system measure the responsiveness of programs to those ACEs? |  |  |  |
| 2 | How do we evaluate the extent to which programs are promoting resilience? |  |  |  |
| 2 | What are the risk factors , how do we define, what develops them, is this on track to success |  |  |  |
| 2 | How do transitions between programs (delays, paper work, communication issues) affect positive outcomes for children and families? |  |  |  |
| 2 | Does earlier identification of eligibility impact outcomes? |  |  |  |
| 2/3 | Which program combinations for which type of children lead to the best outcomes? |  |  |  |
| 2/3 | Does a family’s economic picture influence participation in high-quality programs? (Competing basic needs of shelter, heat and food leave no money/time/transportation to high-quality programs for the children.) | We know this population often does not get consistent services |  |  |
| 2/3 | If children are missed, why are they missed?   * Family affordability * Lack of sustainability for program * Location of high-quality child care (Youngstar) * are they succeeding anyway? |  |  |  |
| 2/3 | Do services provided meet the culturally diverse needs of the children and families? |  |  |  |
| 3 | When children and their families are not being served – differentiate between:   * a family not being aware of an available service and * a family expressing a need for a service which does not exist at all (service gap).   Which families are not being served by existing available services and why?  Which families are not being served because no service exists at all for their need? |  |  |  |
| 3 | What family, community and health characteristics make the biggest impact on childhood success? |  |  |  |
| 4 | Are the characteristics evaluated in Youngstar the correct measures of quality? |  |  |  |
| 4 | How does turnover of program staff affect child outcomes? |  |  |  |
| 4 | How often are children changing providers? |  |  |  |
| 4 | What are the characteristics for best child outcome of parents, homelife, educators, providers, caregivers, community? | We want to know what characteristics contribute to a child’s success/failure. |  |  |
| 4 | What practices, including cultural sensitivities, of providers have the greatest effect on…(put in a measure)? |  |  |  |
| 4 | What influence does professional development/ongoing training have on…(put in a measure)? |  |  |  |
| 4 | Which programs contribute to the highest rates of High School graduation, test scores, attendance, etc. |  |  |  |
| 4 | How are pre-service providers educated on parent engagement? |  |  |  |
| 5 | Do children who received breakfast programs in EC and in grade school fair better within the EC timeframe and continue to fair better in the grade school timeframe?   * are ready for kindergarten? * are proficient in reading and math in 3rd grade? * attendance (EC and later) |  |  |  |
| 5 | Compare family socio-economic and child educational trajectory over time? |  |  |  |
| 5 | Job history and income of parents/legal guardians– what early channels/paths predict success for child? |  |  |  |
| 5 | What would be good measures for a child’s early home setting? Could parent’s knowledge of early child development be a measure – MA state is going to start to measure? |  |  |  |
| 5 | Do dollars spent on items of immunizations, home visiting, high-quality early childcare result in better educational and economic returns? Can we somehow use Medicaid benefit information to help answer this? |  |  |  |
| 5 | How do we catalog the information that is being saved. What is the cost savings for the investment? |  |  |  |
| 5 | Separate short term versus long term outcomes |  |  |  |
| 5 | What resources are available to parents to ensure child success? |  |  |  |

Wrap Up Notes: Please provide summary statement or bullets addressing:

Patterns between questions? **Project team must define measures for “on track”, “success”, “high-quality”, “positive characteristics”,” positive educational and economic returns”**

Challenges Noted? **See above**

Priorities Defined?

**Project team must consider operationally:**

* **Strong need for assessment and screening tools PRIOR to 3rd grade!**
* **Must include measures for areas beyond education measures: mental health, emotional health, social health, physical health. Measure the outcomes (how are they doing), the process (measure each step) and when there is a disconnect between the outcome and the process, then investigate.**
* **What is the common message for early childcare? Many misunderstand the importance of early childhood learning, and what it is. Informs those outside EC.**
* **How can we avoid jumping to conclusions? - Use consistent measures, evidence-based practices, scientific methods.**
* **How to best educate and communicate information to parents? Teachers? Others?**
* **What partners need to be at the table?**
* **How do you get past silos?**
* **How can we integrate Head Start data into Sphere data?**