

Parent-led 'Learning Everyday'

Team: KinderQuest

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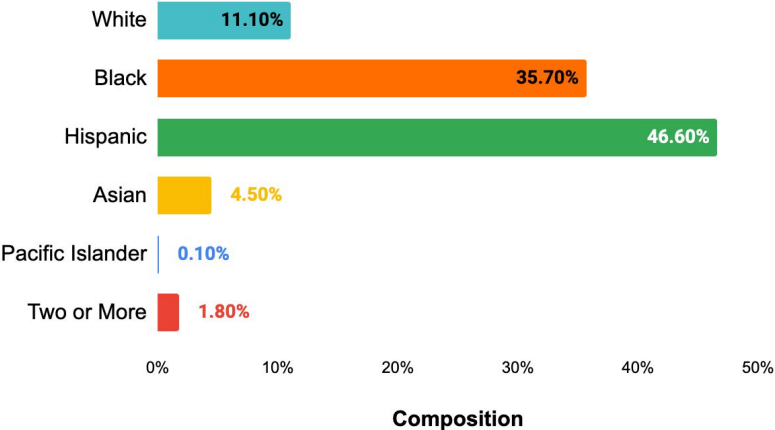


Problem Statement

How might we nudge parents to enable **'Learning Everyday'** as a mindset and close the intention-action gap to improve the aggregate Kindergarten readiness in Chicago?

Chicago | Overall Readiness

Low enrollment and high absenteeism compounds disparities in kindergarten readiness

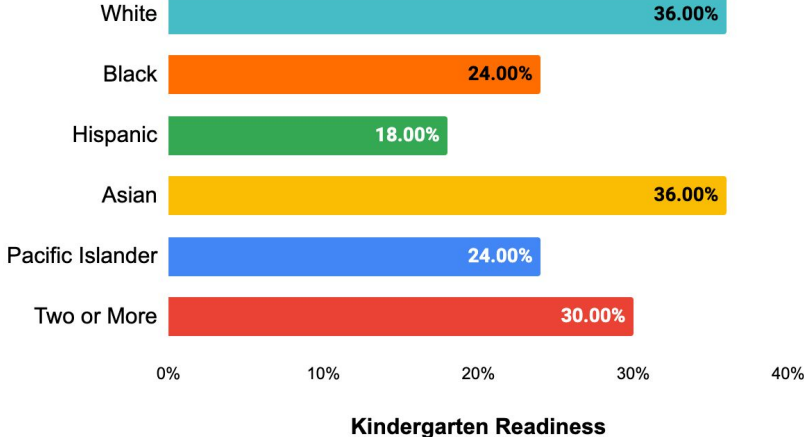


22%

In all three areas (Chicago)

30%

In all three areas (Illinois), 17% in 1 area, 17% in 2 areas and 36% in 0 areas



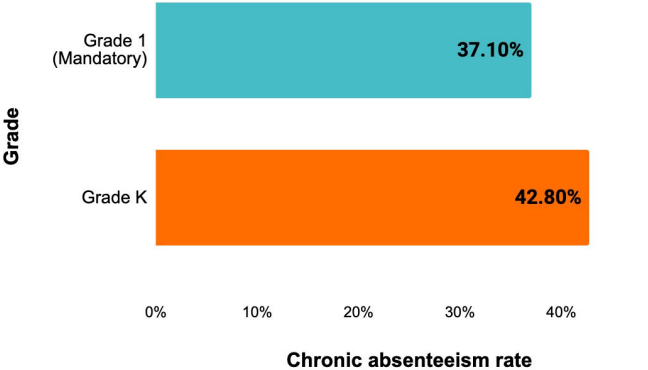
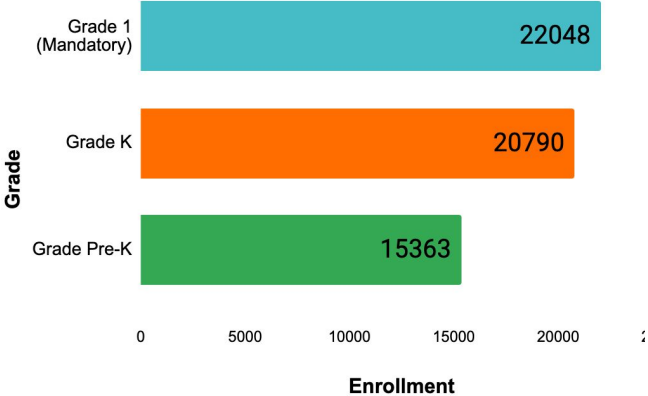
Source: Illinois Report Card, 2023 for District

Source: KIDS survey 2023

Key Takeaway from Landscape

Despite consistent high aggregate enrollment, we see a low rate of Kindergarten readiness, which can be attributed to **chronic absenteeism and low out-of-school learning**

- Assessment tools like KIDS aid teachers to analyze only the enrolled students who continue to attend till day 40.
- Missing Intention-action gap in parents: value of education understood but not acted upon due to lack of actionable resources
- Pre-K enrollment is 26% lower than Kindergarten, highlighting a gap in continued learning culture for a birth to third grade alignment.



Source: Illinois Report Card, 2023 for District

Theory of Change



No Change

Change in Knowledge

Sensitization

Mobilization

Behaviour change

At the status quo, despite available infrastructure, there is low enrollment in few areas, absenteeism, and low readiness

Build the urgency for improving learning for parents through earlier assessments.

Specific scores reveal challenge areas and provide goal setting

Move to Pre-K/KG fairs for actionable resources and guidance

Focus on Birth-to-third grade continuity by offering different nudges that builds the mindset

Learning Everyday Challenge

- Children spend **90% of their time at home**; a crucial learning touchpoint less tapped by providers in Chicago.
 - Parents can build early learning skills through daily activities and routines like mealtime conversations, playing alongside your child, and encouraging exploration through a 'Learning Everyday' culture.
- To build the long-term **culture of 'Learning Everyday'**, we need to tap all possible touchpoints in the journey of a new parent through nudges and checkpoints at immunization clinics, health centres etc.
- We aim to introduce our intervention under 'Parent Engagement' in the '**Birth through third grade continuity program (B-3)**'
 - As a medium-term intervention, we focus our efforts on the 3-5 age group with **KinderReady: Assess, Address, Advance**

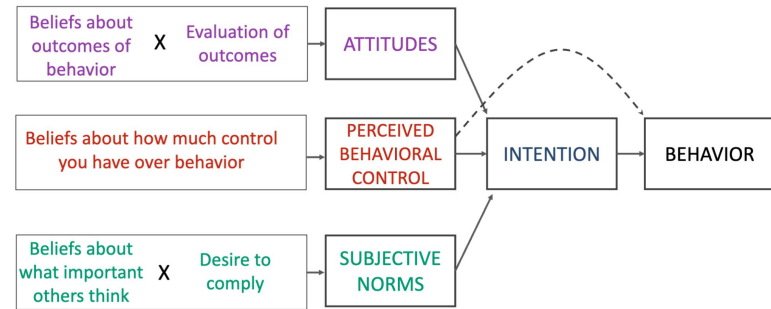
KinderReady: Assess, Address, Advance

- Most parents believe education is important but due to the missing component of outcome evaluation i.e. assessment before third standard, these **beliefs don't become attitudes**.
- Due to other priorities in low income families, **the perception of control over self-behavior for education is very low**
- There is room to build **subjective norms around continued learning and parental involvement, channeling** social influence strategies

Tackle the intention action gap by **nudging parents of 3-5 YO's in low income areas*** to prioritise K-learning and touch all stages of decision making to improve the aggregate readiness in Chicago from 22% to 32% in two years.

*state's second-largest district, Elgin's U-46, and Cook County School District 130, which serves south suburban communities of Alsip, Blue Island, and Robbins.

Theory of Planned Behavior



**P1: Self Assessment to bring
'Behavior on Radar'**

We invite parents to take a PPVT self-assessment at home to evaluate preliminary Kindergarten readiness and highlight their concerns

Touchpoints & Messaging

Using radio, Health centres, Social media, stores etc to deliver messages like '70% students in Illinois are not ready for KG, Is your child ready?'

Cost: Marketing Costs

Risks: Low Uptake due to access or community cynicism

**P1: Self Assessment to bring
'Behavior on Radar'**

**P2: Readiness Score to help
'Consider Behavior'**

We invite parents to take a PPVT self-assessment at home to evaluate preliminary Kindergarten readiness and highlight their concerns

The results will declare the level of readiness as a score band with specific insights into three developmental areas that needs more emphasis, acting as a nudge for prioritization.

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Touchpoints & Messaging

Delivered on the screen with "Your child needs 6 more months of learning, learn how to accelerate it"

Cost: Assessment Tool Building

Risks: Misinterpretation of Results

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P3: Directions to enable 'Concrete Planning' for Parents

Direct parents to receive actionable resources:

- A. Attend a Pre-K or K-fair conducted at your nearest location
- B. Call to connect with educators to receive contextual resources
- C. Enroll in your nearest Pre-K or K school

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Partnership with CPS and HeadStart to conduct pre-term fairs

Cost: Pre-K & K Fair management

Risks: Increased pressure on educators, Infrastructural barriers to enrollment

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P4: Resources to 'Take Action'

The actionable information will target the gaps identified by the assessment & include tools like Chat2Learn, with in-built progress metric and notifications to tackle status quo and availability bias.

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The tools will be user-friendly and accessible through the playstore

Risks: Nudge to sludge with notification fatigue, quality in explanation of tools as per location

Tracking Outcomes and Indicators for KinderReady

Core Outcome

Improving the aggregate Kindergarten readiness in Chicago from 22% to 32% in two years

Phase	Expected Outcome	Indicators to track
P1: Marketing the PPVT	Parents will be aware of the PPVT: it's structure, benefits and course of action	<ul style="list-style-type: none">- Social media engagement trends- # of posters printed- # of enquiries received from parents- Play time of advertisements (video + audio)
P2: Parents take the test	Parents will be encouraged to take the PPVT with their children for early tracking of learning gaps	<ul style="list-style-type: none">- # of assessments distributed- # of assessments completed
P3: Scores + goals released	Parents will be nudged to partake in their children's development as a result of the messaging, goal setting mechanisms and actively available resources	<ul style="list-style-type: none">- # of students in various score brackets- # of calls made to the educators- Range of learning gaps that students lag- # of parents setting learning goals for their children
P4: Closing intention action gap	Parents will continue to value children's pre-K education by participating in their learning everyday and consistency in pre-K school attendance	<ul style="list-style-type: none">- Enrolment in schools post the PPVT results- Absenteeism rate in schools post the PPVT results- Engagement rate on suggested applications for children's learning through parents

KinderReady: Assess, Address, Advance.

Thank you!

