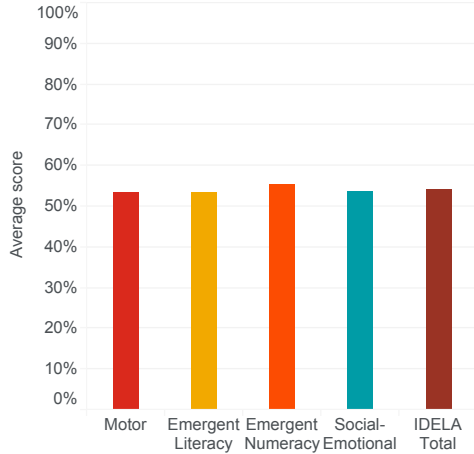


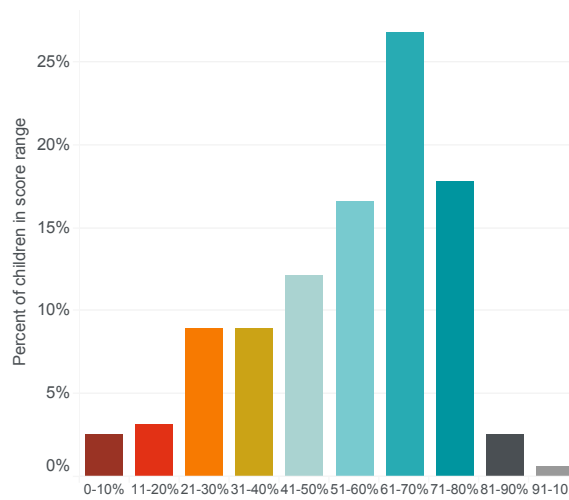
## California, Mississippi, South Carolina, and Tennessee, United States. Save the Children (2016)

This dataset includes data from 160 children and 131 caregivers in four states of the United States of America. Data was collected in areas where Save the Children works in California, Mississippi, South Carolina, and Tennessee. The average age of children was 4.1. This data was collected in the Fall/Winter of 2016 as a part of pilot assessment of the IDELA tool to determine its usefulness and validity in the United States context.

### Average learning and development scores in IDELA domains



### Distribution of Total IDELA scores

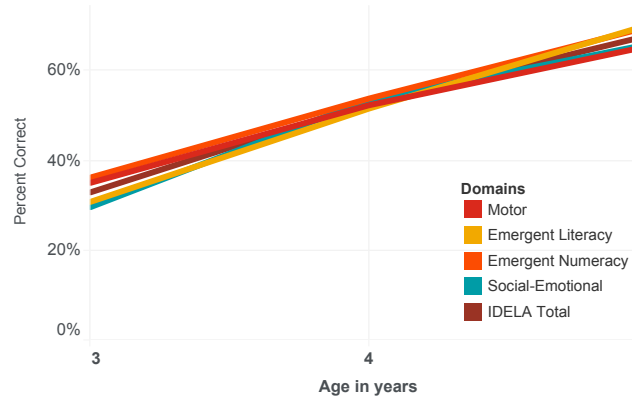


On average, children scored 54% correct on the IDELA assessment. Total IDELA scores were fairly high, with the most common the 61-70% range being the most common. However, scores were skewed towards the lower end. Many children scored below this range, whereas very few scored higher.

### Distribution of children's ages

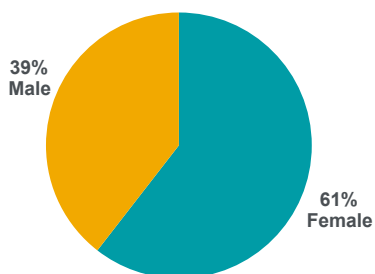


### Average IDELA scores by child's age



Most children in the sample (69%) were four years old. All domains were significantly associated with age. On average, one additional year was associated with an additional 16 percentage points correct in overall IDELA score.

### Distribution of children's gender

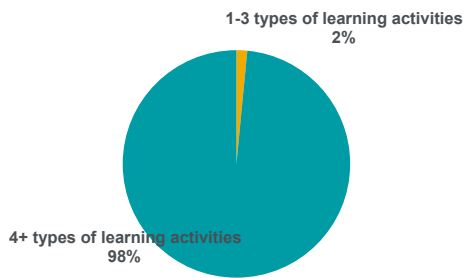


61% of children in the sample were female. There were no significant differences in IDELA scores between girls and boys.

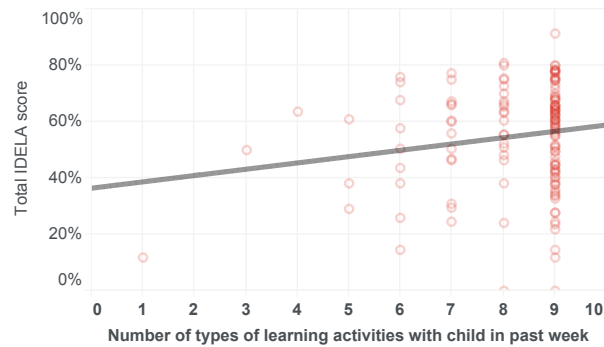
## Home Learning Activities

Caregivers are asked about the types of learning activities they engaged in with their children in the past week. For example, caregivers are asked questions about whether they read stories to their child, taught letters or numbers, and/or sung songs with their child. Home learning activities provide stimulation which can help children reach their full developmental potential.

How many types of learning activities did caregivers engage in with children in the last week?



Do children who engage in more learning activities have stronger early learning and development?

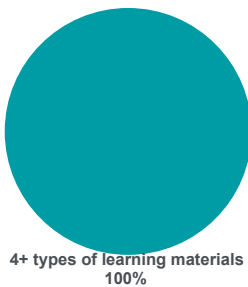


In general, caregivers in the sample reported engaging in a wide variety of learning activities with their children. Nearly all caregivers reported engaging in at least four types of learning activities with their children within the past week. There appears to be a marginal relationship between the number of types of learning activities and Total IDELA. An additional type of learning activity is associated with a 2.2 percentage point increase in Total IDELA score. While the result is marginally significant ( $p=0.58$ ), it does not reach the conventional ( $p<0.05$ ) level of statistical significance.

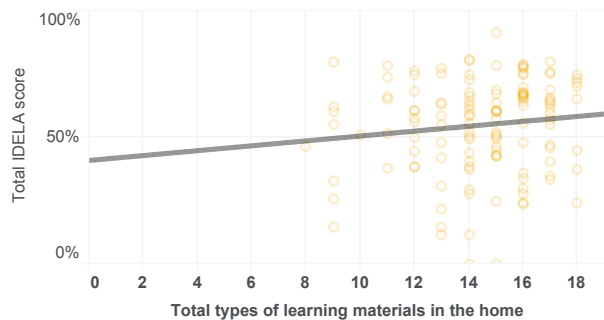
## Home Learning Environment

Caregivers are asked about the types of reading materials and toys they have in the home. For example, caregivers are asked if they have storybooks, puzzles, and/or toys that children can practice counting with. Toys and reading material provide a stimulating environment for children to explore, which can help boost early learning and development.

How many types of reading materials and toys do children have at home?



Do children with more learning materials in the home have stronger early learning and development?



All caregivers in the sample reported possessing at least four types of learning materials in the home. While we often see a relationship between the number of types of learning materials in the home and IDELA score, we do not observe any significant relationship in this dataset.