

Presentation to the Board of the
Early Learning Coalition Miami-Dade/Monroe

on

September 6, 2011

regarding the

**Current Findings and Longitudinal Change
2010-2011**

from the

Miami-Dade County
Screening and Assessment Project

given by

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ACKNOWLEDGEMENTS

We want to recognize all the individuals who worked tirelessly to make this project a success.



What this year offered...

- New integrated systems allowed for more data sharing and ability to better understand the positive impact the programs sponsored by the ELCMD/M have on children's development
- Electronic documentation of programmatic and intervention services
 - IIPs – Individual Instructional Plan
 - ILSPs – Individual Learning Support Plan
- Ability to compare children who had the intervention services implemented as designed and those who did not

With this new system...

- We can address the following questions:
 - What is the impact of the consultation and intervention services?
 - How important is it that teachers (and parents) accept the services and implement the learning plans designed for their children?
 - What is the return on investment into these programs and services designed to help individual children reach developmental milestones?

Overview

- Like previous years...
 - Children receiving subsidies to attend an early education center through the ELCMD/M received at least one developmental screening during the year
 - Screening is used to determine if the child is falling behind developmental milestones
 - A sampling of children are assessed at the beginning and end of the year to determine developmental progress
- Screenings were completed by teachers
- Assessments were completed by trained assessors
- Age range of eligible children is from 3 to 60 months

Overview: ASQ

- As of July...
 - Over 17,000 children were assessed with the Ages and Stages Questionnaire (ASQ)
 - ASQ => identifies children significantly behind their same-age peers in communication, motor skills, problem solving skills, and self-help skills
 - Over 2,100 children received consultation and/or service from CDS/CITRUS HEALTH
 - Varying from verification of scores to talks with teachers and parents to development of learning plans
 - ~1,900 received at least one follow-up ASQ during the year

Overview: LAP

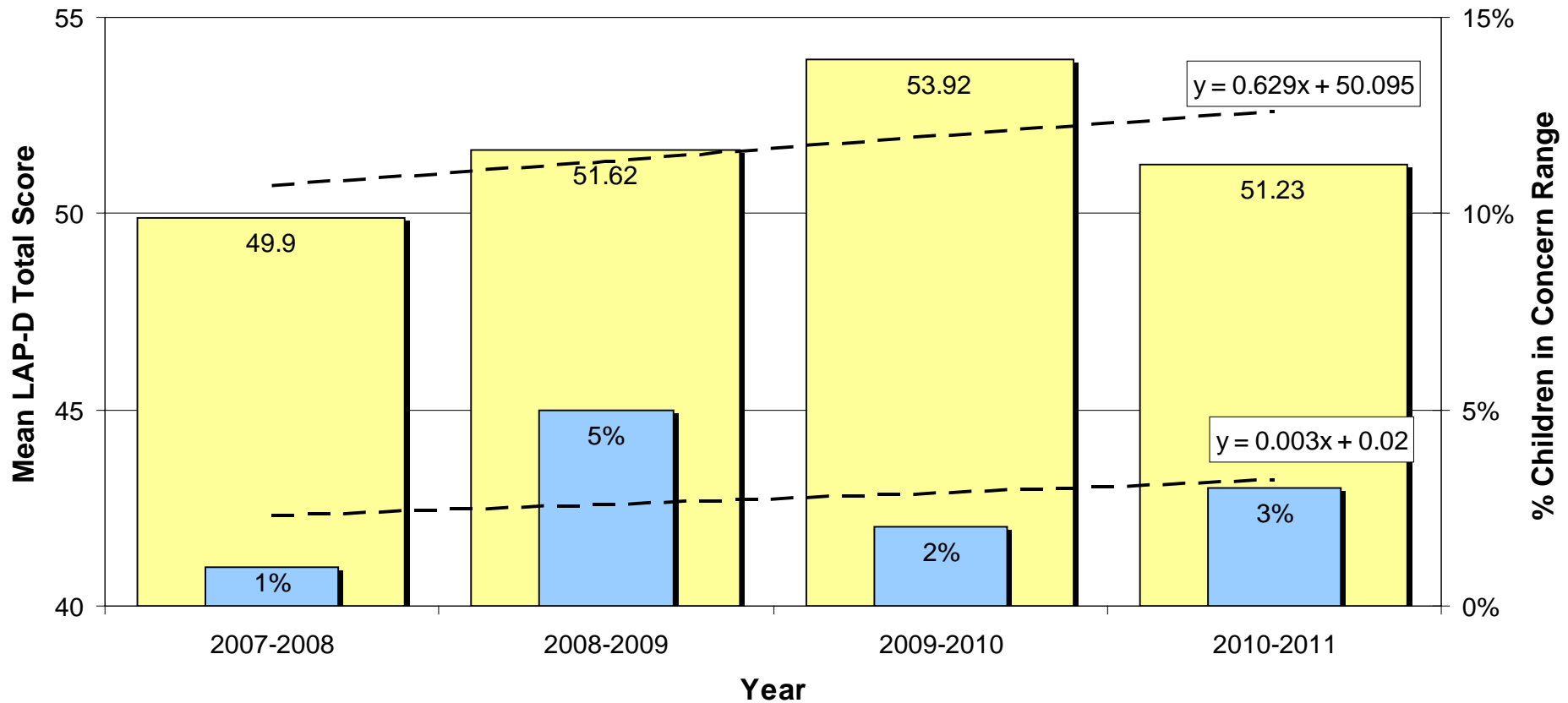
- 487 children were assessed with the Learning Accomplishment Profile (LAP) at the beginning of the year (Time 1)
 - 227 children were between 3 and 36 months old
 - 260 children were between 36 and 60 months old
 - LAP => assesses children developmental skills (language, cognitive, motor) and compares them to the average developmental skills of same age peers
- 429 children were assessed with the LAP at the end of the year (Time 2)
 - 130 children were between 3 and 36 months old
 - 299 children were between 36 and 60 months old

Year-to-Year Trends

ASQ and LAP-D Outcomes

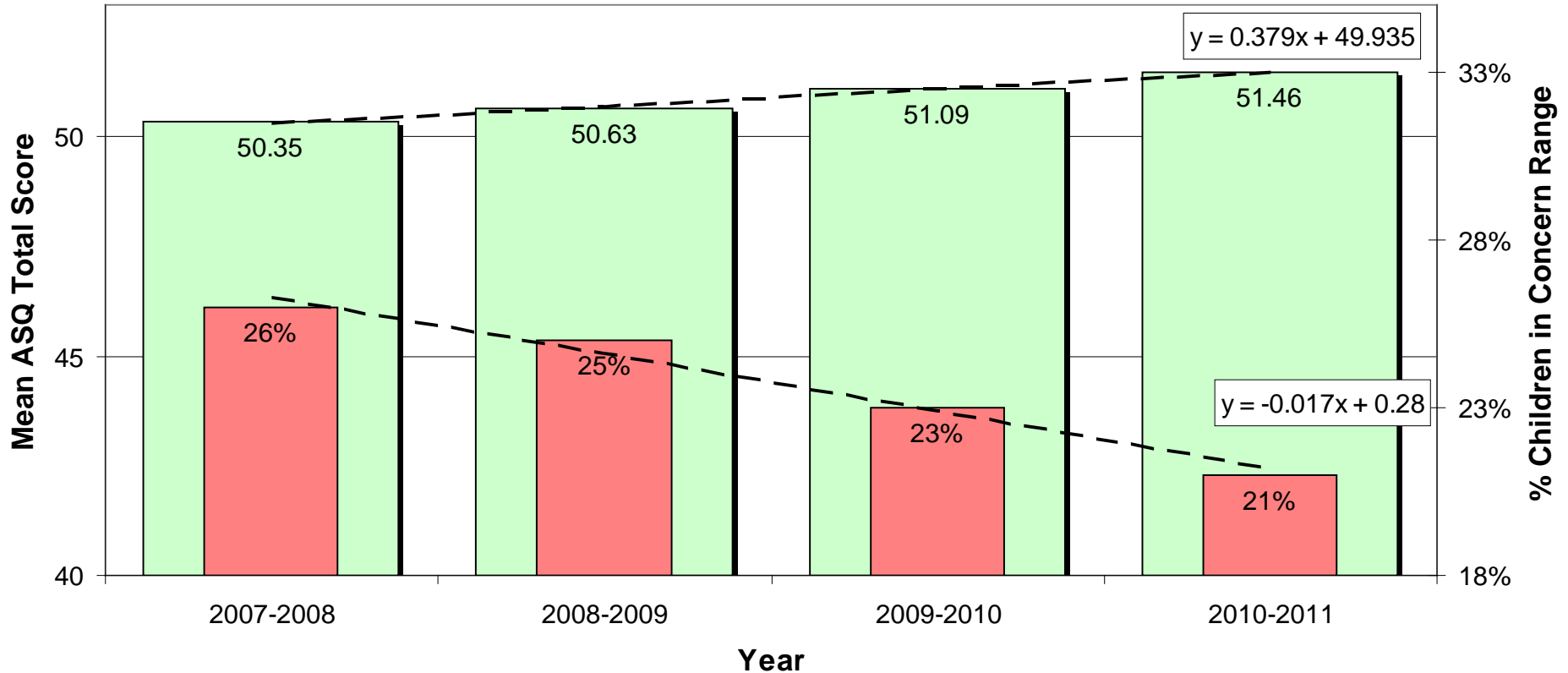
2007-2011

LAP-D Year-to-Year Overview



This year, LAP-D scores are slightly above the national average of 50 with 3% falling 2+ standard deviations below the mean (“concern range”). Compared with previous years, these scores seem to be leveling off. Because these are small samples, it is not cause for alarm that the scores decreased slightly from last year.

ASQ Year-to-Year Overview



This year, ASQ scores increased slightly from the previous years and the percent of children in the concern range decreased.

ASQ Concerns by Subscale

ASQ concerns have decreased over the past 4 years—for any concern and for all domain areas.

The three domains with the highest percent of children showing concern are communication (language), problem solving (cognition), and fine motor.

These three areas have been shown to reflect important school readiness skills associated with school performance (in all disciplines) from third grade through high school graduation.

| | <u>Any Concern</u> | <u>Communi- cation</u> | <u>Gross Motor</u> | <u>Fine Motor</u> | <u>Problem Solving</u> | <u>Personal Social</u> |
|-----------|--------------------|----------------------------|------------------------|-------------------|----------------------------|----------------------------|
| 2007-2008 | 26% | 13% | 6% | 12% | 13% | 5% |
| 2008-2009 | 25% | 13% | 6% | 11% | 12% | 5% |
| 2009-2010 | 23% | 12% | 6% | 10% | 11% | 5% |
| 2010-2011 | 21% | 11% | 4% | 9% | 10% | 4% |

Within-Year Findings 2010-2011

Decreasing Concerns and the
Impact of Services and
Interventions

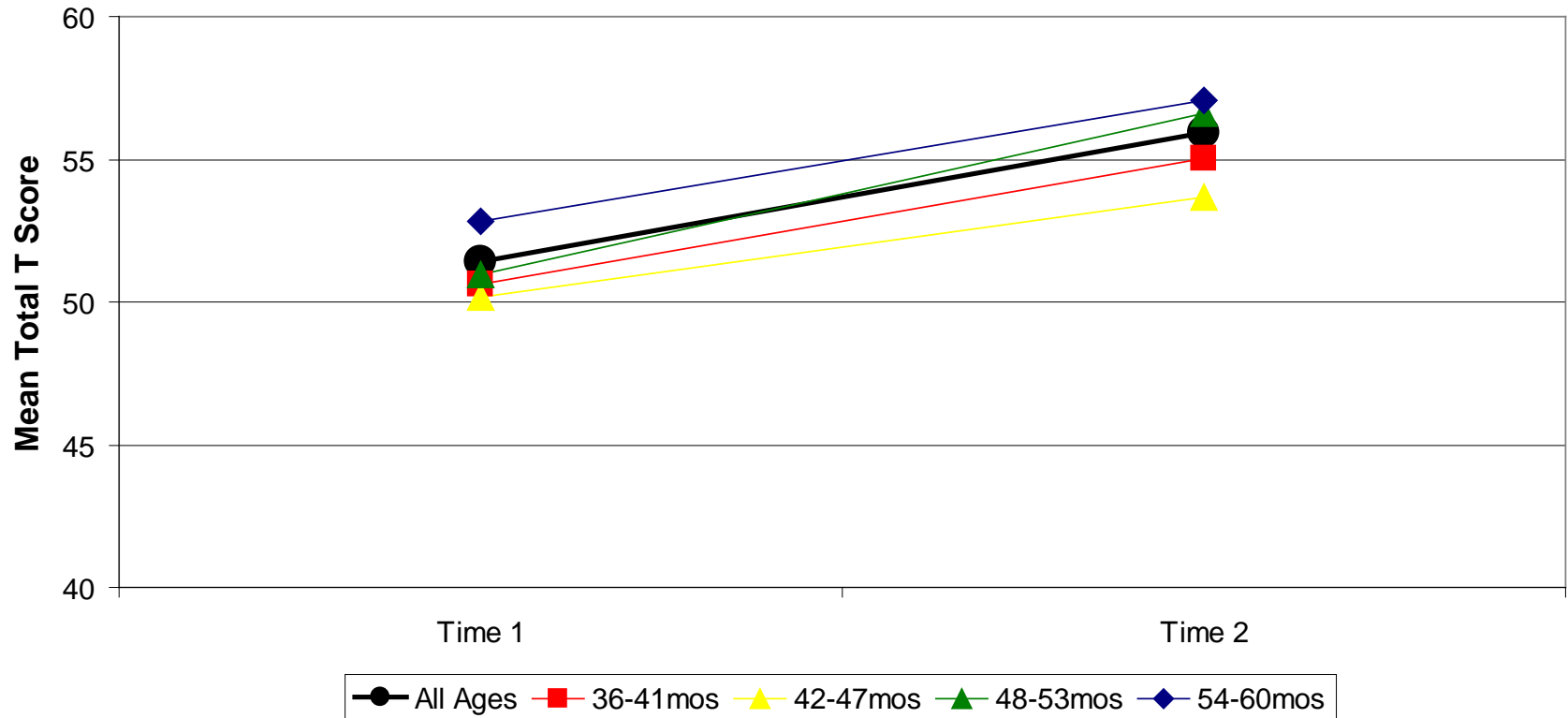
Do kids with concerns tend to get more or fewer (ASQ)?

| # of concerns on initial ASQ | 0 | 1 | 2 | 3 | 4 | 5 |
|--------------------------------|-----|-----|-----|-----|-----|-----|
| % w/ 0 concerns on Follow-Up 1 | 85% | 72% | 65% | 56% | 49% | 46% |
| % w/ 0 concerns on Follow-Up 2 | 86% | 80% | 73% | 67% | 63% | 47% |

The majority of children with 0, 1, 2, or 3 concerns tend to have 0 concerns on the first follow-up ASQ.

46% of children with 5 concerns on their first ASQ have 0 concerns on their second! This suggests that there is almost a 50/50 chance that an ASQ with all concerns is a false-positive—indicating a problem when no problem really exists.

2010-2011 LAP-D



LAP-D scores increased from Time 1 to Time 2 in all age groups.

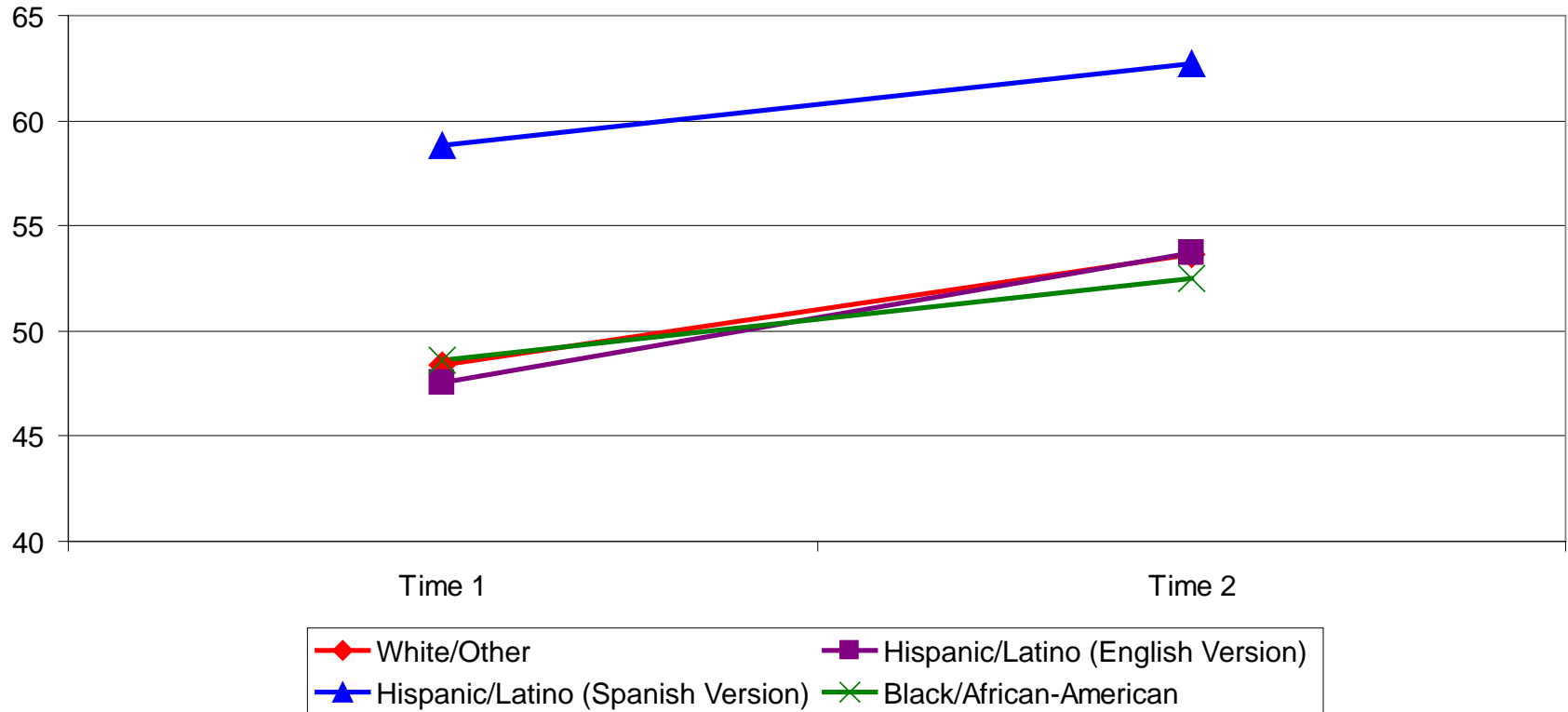
LAP-D T-Scores by Age

| | <u>Language</u> | | <u>Cognition</u> | | <u>Fine Motor</u> | |
|-----------------|-----------------|---------------|------------------|---------------|-------------------|---------------|
| | <u>Time 1</u> | <u>Time 2</u> | <u>Time 1</u> | <u>Time 2</u> | <u>Time 1</u> | <u>Time 2</u> |
| <u>36-41mos</u> | 46.81 | 49.16 | 50.11 | 53.76 | 53.00 | 55.00 |
| <u>42-47mos</u> | 46.11 | 50.00 | 51.20 | 53.09 | 52.69 | 53.37 |
| <u>48-53mos</u> | 48.63 | 54.00 | 51.41 | 56.60 | 52.96 | 55.34 |
| <u>54-60mos</u> | 52.19 | 52.60 | 53.36 | 56.05 | 50.70 | 56.26 |
| <u>All Ages</u> | 49.07 | 51.96 | 51.83 | 55.27 | 51.76 | 54.88 |

Increases in scores from Time 1 to Time 2 for all domains and age groups.

Most scores are above 50—which represents the national average score. The only scores below 50 are in the Language domain and for the younger children (3-year-olds).

Time 1 and Time 2 LAP-D Total Score by Ethnicity



LAP-D scores increased for all racial/ethnic groups.

While scores were very similar for all racial/ethnic groups, Hispanic/Latinos who completed the Spanish Version of the LAP-D had significantly higher scores than other groups including Hispanic/Latinos who completed the English Version.

2010-2011 E-LAP

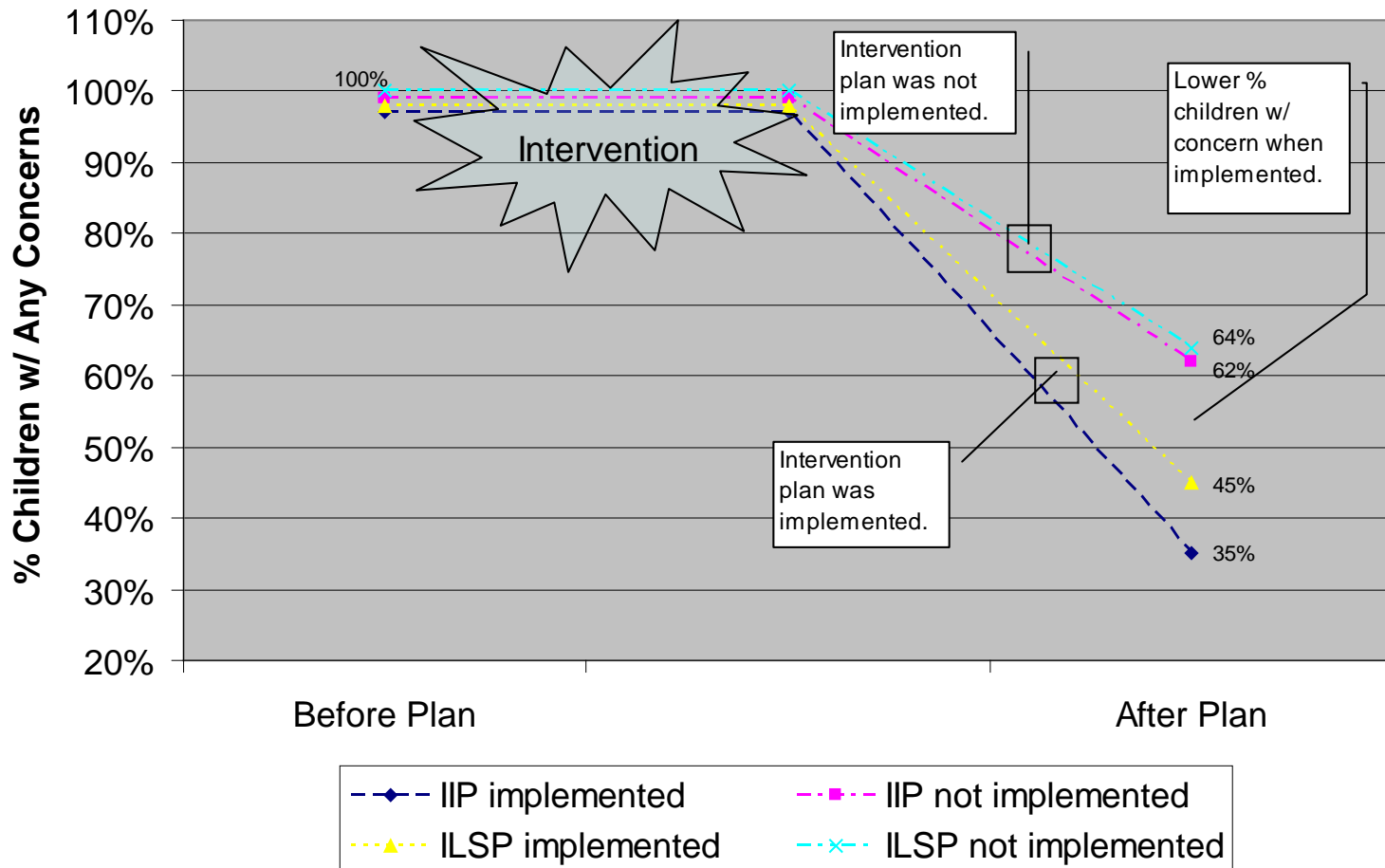
| | <u>FM</u> | <u>CG</u> | <u>LN</u> | <u>SH</u> | <u>SE</u> |
|------------------|-----------|-----------|-----------|-----------|-----------|
| <u>3-11 mos</u> | 0% | 0% | 7% | 8% | 2% |
| <u>12-17 mos</u> | 3% | 0% | 5% | 0% | 0% |
| <u>18-23 mos</u> | 5% | 14% | 14% | 9% | 7% |
| <u>24-29 mos</u> | 14% | 33% | 56% | 26% | 7% |
| <u>30-36 mos</u> | 20% | 21% | 28% | 13% | 7% |
| <u>All Ages</u> | 9% | 15% | 23% | 12% | 5% |

These are the percent of children whose E-LAP developmental age (based on comparison with a national sample) is more than 3 months below their chronological age.

IIP & ILSP Interventions

What is the impact of the consultation and intervention services?

NOTE: Children who only had one or two concerns were more likely to receive an IIP as oppose to an ILSP. Therefore, it is expected that children with an IIP will more likely to have no concerns on the second ASQ screener.



IIPs & ILSPs by Ethnicity

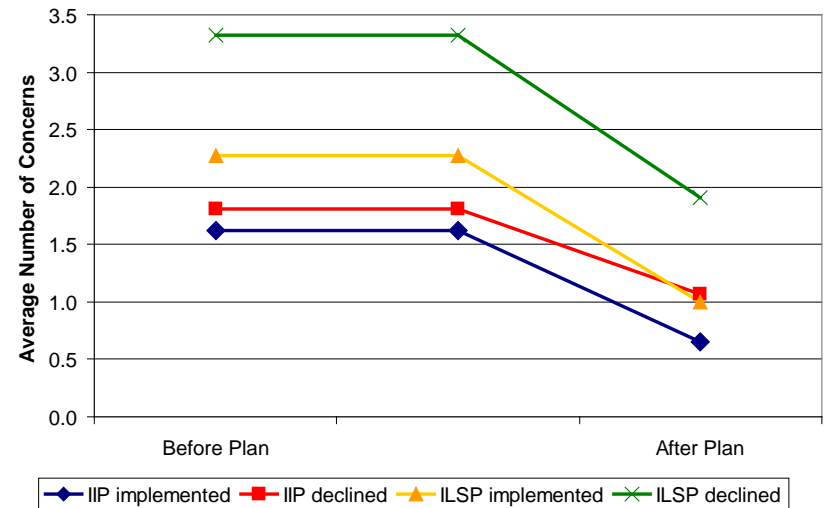
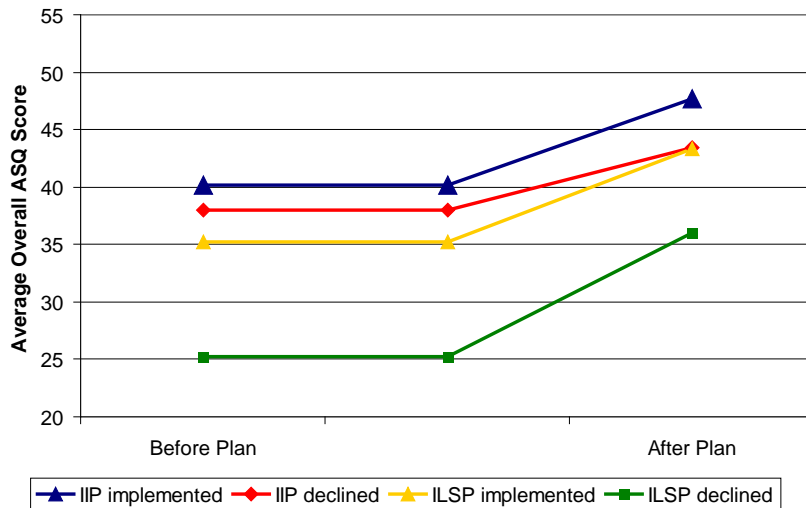
| | <u>Implemented</u> | <u>Not Implemented</u> | <u>Total</u> |
|------------------------|--------------------|------------------------|--------------|
| Hispanic/Latino | 437 (59%) | 302 (41%) | 739 |
| Black/African-American | 144 (47%) | 160 (53%) | 304 |
| White | 14 (70%) | 6 (30%) | 20 |

A higher percent of Black/African-American children were offered an IIP or ILSP but had it declined compared to Hispanic/Latino and white children.

Further, more Black/African-American children declined (53%) the IIP or ILSP than had it implemented (47%).

Services & Interventions

How important is it that teachers (and parents) accept the services and implement the learning plans designed for their children?



As depicted in both graphs, children for whom services and interventions were not completed as designed had lower scores before services were offered and continued to have lower scores after services were offered.

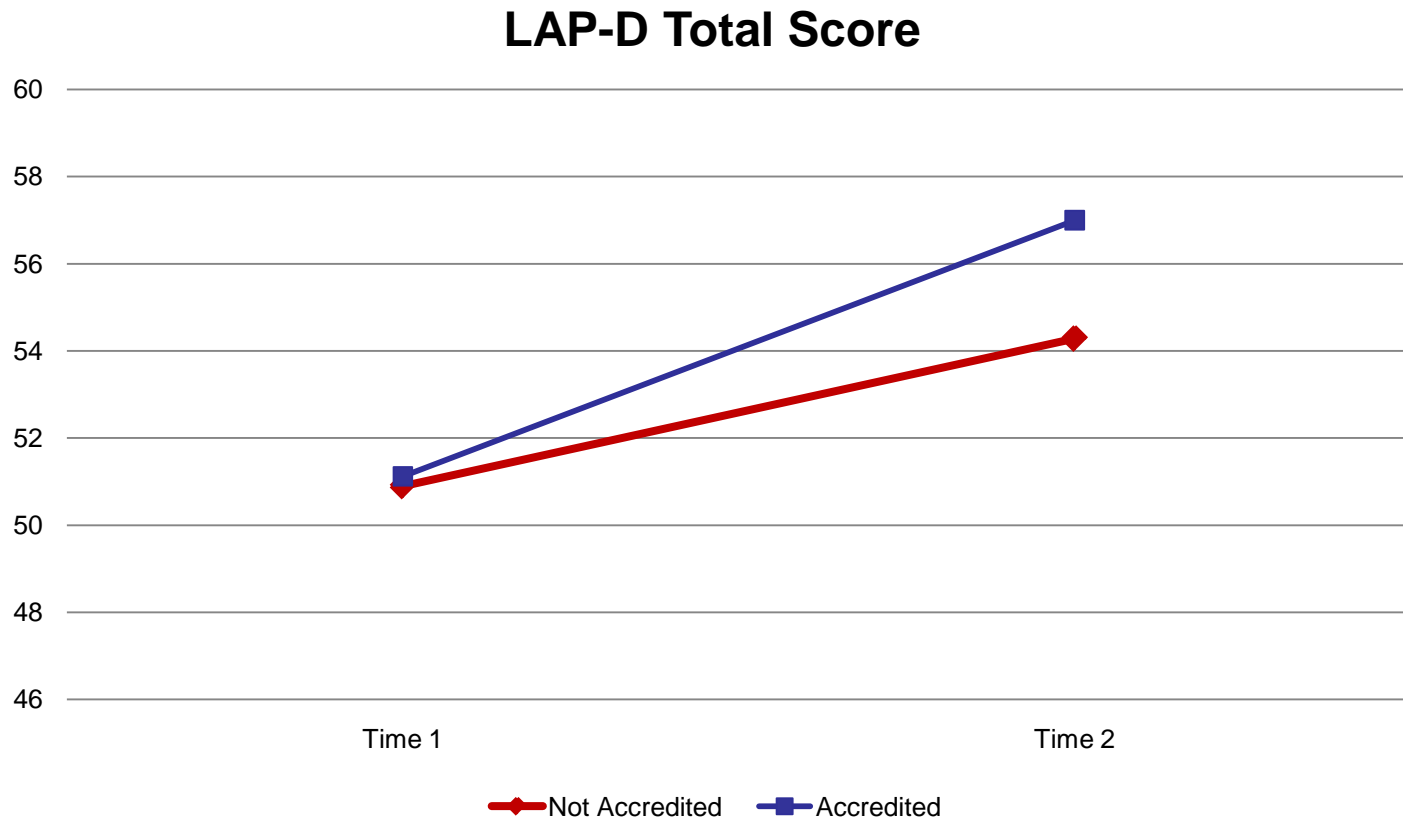
Services & Interventions

- What is the return on investment into these programs and services designed to help individual children reach developmental milestones?
- Answer:
 - Clearly, the children who are having these services implemented as designed are “catching” up to their peers in terms of developmental milestones
 - Children who entered kindergarten *on target* are more likely to be successful on the high-stakes test in third grade and thus more likely to be successful through high school
 - The small cost to help these children get “on track” before elementary school is worth the return on investment in the long term

Center-Level Associations 2010-2011

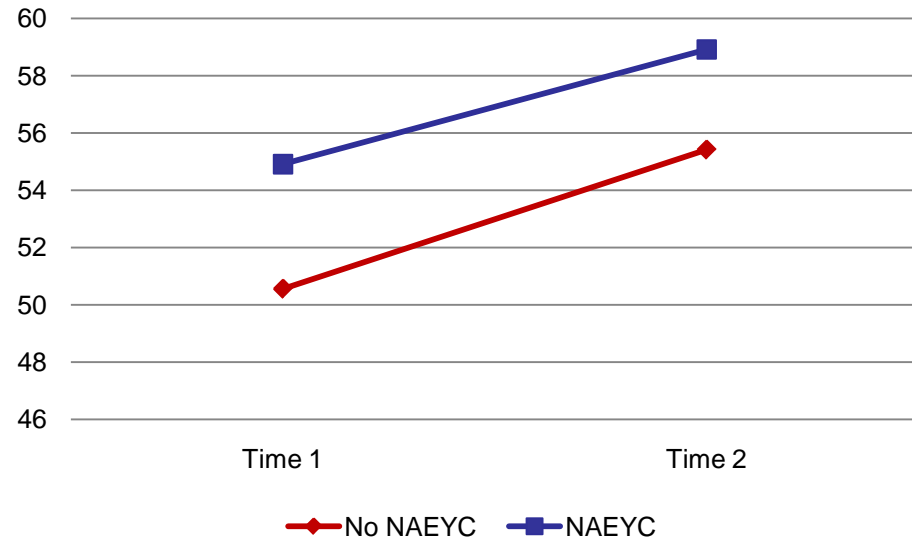
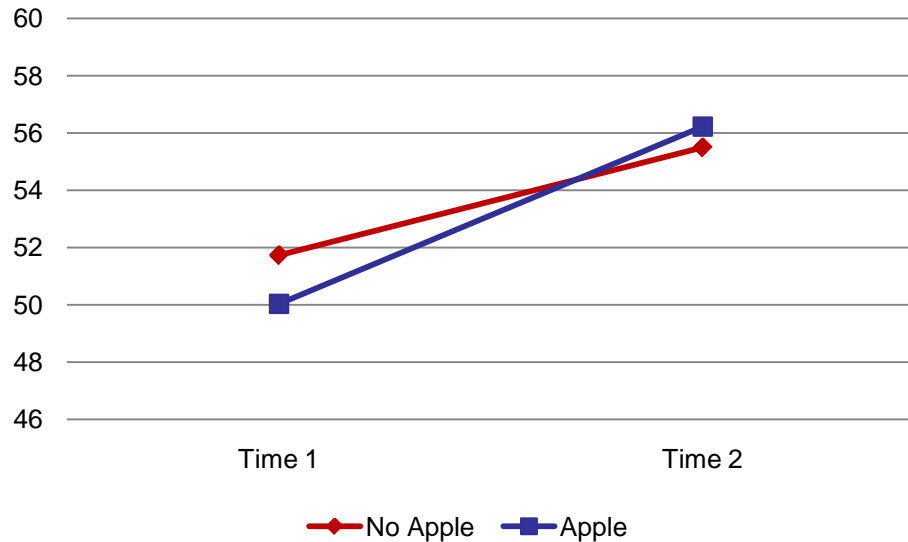
Relations between Center
Accreditation, Staff Degrees, and
Curriculum on Child Outcome

Center Accreditation

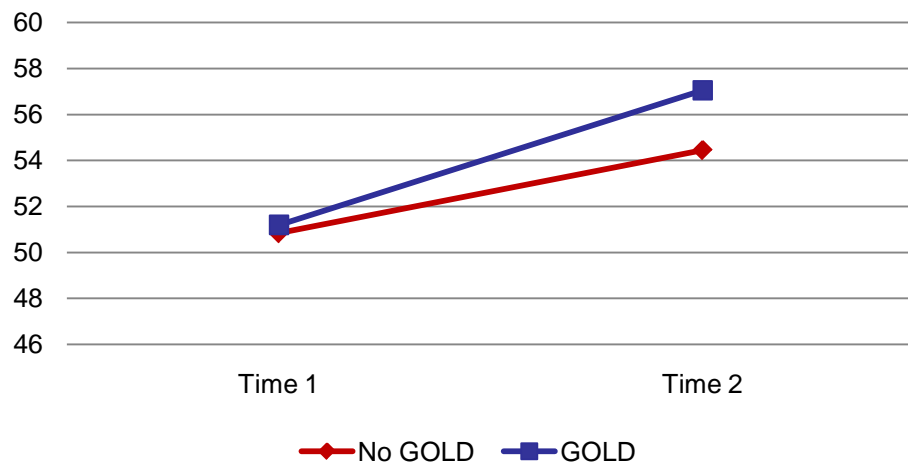


- Scores for accredited and non-accredited centers were very similar at the beginning of the year (Time 1).
- Scores at accredited centers were significantly higher than those at non-accredited centers at the end of the year (Time 2).

Center Accreditation



LAP-D Total Score



- NAEYC accredited centers have higher LAP-D total scores at the beginning of the year, but increase at a similar rate to non-NAEYC centers.
- APPLE and GOLD centers start lower but increase at a greater rate than their counterparts.

Center Curriculum

- Centers that indicated using a specific curriculum were compared to others centers who did not indicate using the curriculum
 - Many centers indicated using a number of curricula – therefore curriculum to curriculum comparisons were not possible
- No significant differences for a specific curricula were found
- Because all centers used some form of curricula, it is impossible to determine if using a curricula in general has no effect or that specific curricula offer the same effect (thus no differences)

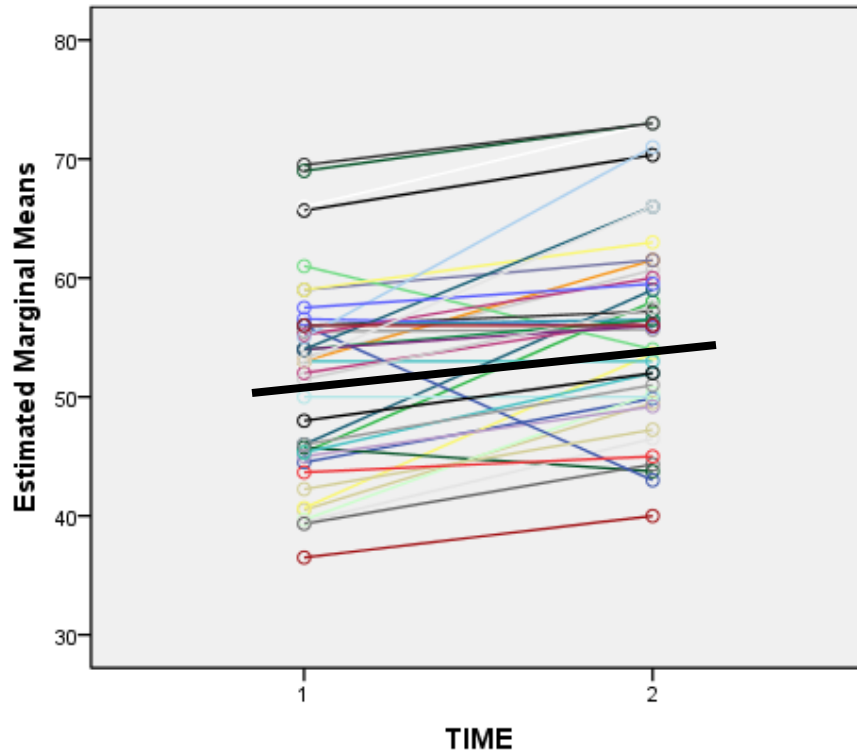
Staff Degrees

- Centers who had at least one staff member with a specific degree were compared to other centers who did not have at least one staff member with the same degree
- Degrees explored: AA, BA, MA, DOC, CDA
- Significant difference emerged for the **BA degree**: centers with at least one staff member with a BA had higher LAP-D total scores (M=54.58) compared to centers without staff members with a BA (M=51.76)
- Only other significant finding was a three-way interaction between AA degree, Time (T1-T2), and Home Zip Code (used to approximate neighborhood)
 - *See graphs on next slide*

Staff Degrees

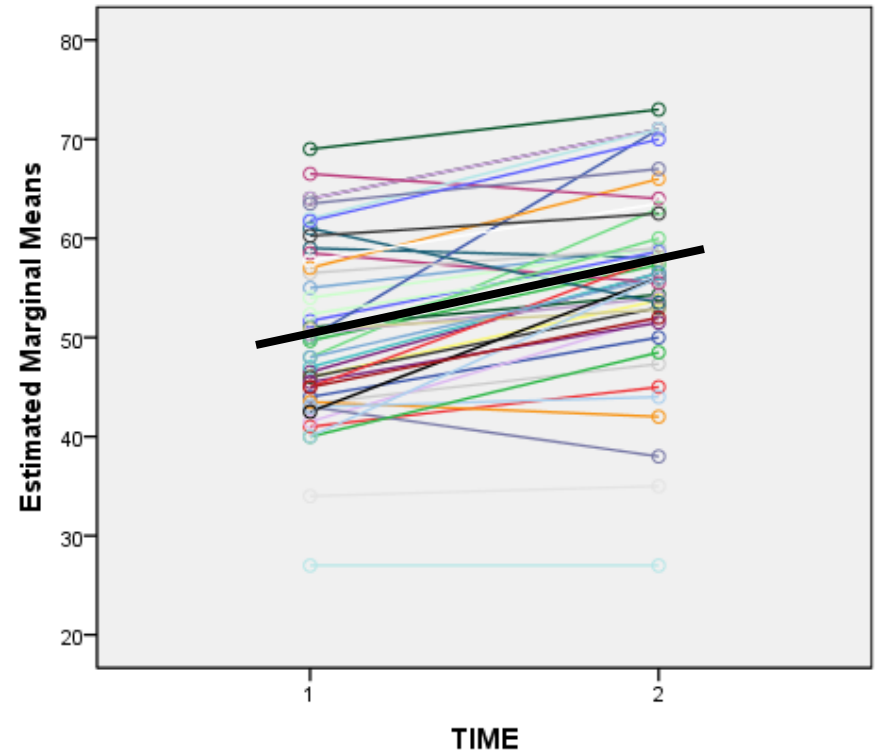
Estimated Marginal Means of MEASURE_1

at AA = 0



Estimated Marginal Means of MEASURE_1

at AA = 1



- Depiction with estimated growth average is for **exploratory** purposes only. Neighborhood variables will need to be created to gain a better understanding of how staff degree might impact children in some areas but not others.
- It seems that having a staff member with an AA degree might be more beneficial to the increase in LAP-D total scores in some areas zip codes compared to others.