

Y10

EARLY LEARNING COALITION MIAMI-DADE/MONROE

Miami-Dade County
Screening and Assessment Project

2011-2012
Annual Report

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Number of Participants

A. Number of Eligible Participants (7/1/11): 14,878*

B. Age-Group Breakdown:

– INF – Infant	1,159	(7.8%)
– TOD – Toddler	2,477	(16.6%)
– 2YR – 2-year-olds	3,369	(22.6%)
– PR3 – Preschool-3	4,096	(27.5%)
– PR4 – Preschool-4	3,777	(25.5%)

C. Race/Ethnicity Breakdown:

– Black/African-American	5,885	(39.6%)
– Hispanic/Latino	8,561	(57.6%)
– White	419	(2.8%)

* Eligibility is constantly changing throughout the year. This is a static start of year number.

ELAP Results

What is the average standardized age equivalent (SAE) difference?

Domain	Pre N	Pre AVG(SAE-Age)	Post N	Post AVG(SAE-Age)
Gross Motor	206	4.05	128	4.00
Fine Motor	206	1.52	128	0.66
Cognitive	206	0.45	128	-0.38
Language	206	-0.39	128	-1.09
Self-Help	199	3.41	128	2.25
Social-Emotional	206	5.35	128	5.55

NOTE: The ELAP provides a “standardized age equivalent” (SAE) score for each child that represents the developmental age at which the child performed. For example, a 10-month-old might perform beyond her age and receive an SAE of 12 months. While standardized, such age equivalencies are obviously not normalized (there is no way of comparing a +2 month SAE for a 10-month-old to the +2 month SAE for a 36-month-old because development is *vastly* different at these two ages) and therefore are not subject to statistical analysis.

LAPD Results

What are the developmental scores for the sampled children?

	ENGLISH VERSION			SPANISH VERSION *		
Domain	PRE (N=172)	POST (N=151)	DIFF	PRE (N=54)	POST (N=85)	DIFF
FM Manipulation	48.72 (9.30)	49.08 (7.96)	0.36	52.26 (8.76)	51.61 (8.89)	-0.65
FM Writing	52.83 (8.61)	50.93 (6.94)	-1.90	54.02 (8.10)	55.21 (8.81)	1.19
CG Matching	44.52 (7.52)	46.33 (8.62)	1.81	51.43 (7.52)	52.21 (7.90)	0.78
CG Counting	50.60 (7.90)	51.48 (7.48)	0.88	60.72 (8.34)	61.59 (8.37)	0.87
LG Naming	44.32 (7.35)	45.66 (8.31)	1.34	54.83 (10.68)	54.86 (8.92)	0.03
LG Comp	42.19 (7.58)	45.50 (9.75)	3.31	59.35 (10.39)	58.95 (10.18)	-0.40
GM Body Move	49.76 (6.89)	52.59 (7.77)	2.83	57.02 (4.98)	55.62 (5.84)	-1.40
GM Objects	48.88 (7.56)	52.13 (8.12)	3.25	53.63 (5.78)	52.22 (7.41)	-1.41
TOTAL SCORE	46.73 (7.36)	48.63 (8.46)	1.90	59.13 (8.39)	59.11 (9.72)	-0.02
NATIONAL AVG	50 (10.00)	50 (10.00)	0.00	50 (10.00)	50 (10.00)	0.00

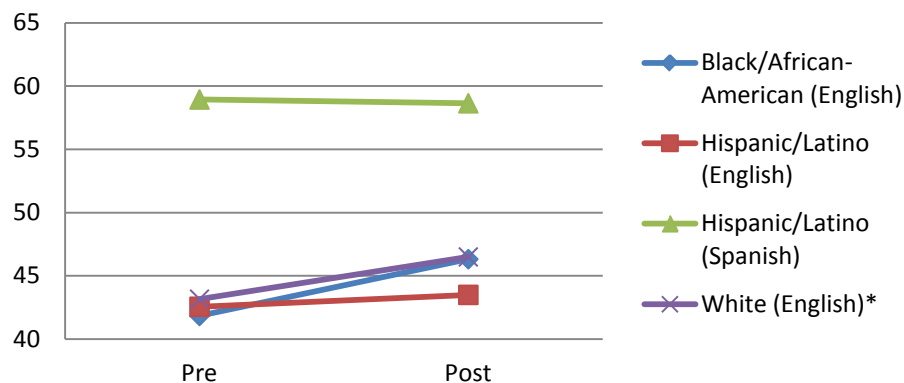
Overall, there is an increase of scores from “Pre” to “Post” in the English version of the LAPD (which includes children identified as Black/African-American, Hispanic/Latino, and White). Little growth is seen in the Spanish version (which includes only Hispanic/Latino children) likely due to the higher initial scores.

LAPD Results

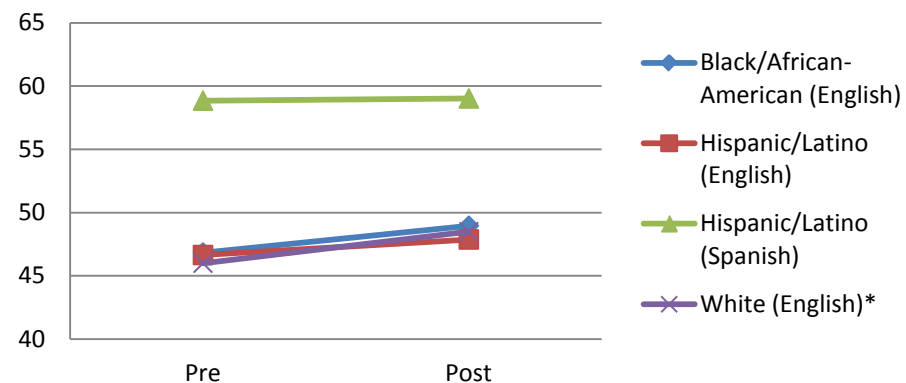
Are there differences in scores by race/ethnicity group and LAPD language version?

Race/Ethnicity (Version) N=pre/post	Language Comprehension		Total LAPD Score	
	Pre	Post	Pre	Post
Black/African-American (English) N=95/101	41.84	46.32	46.84	48.96
Hispanic/Latino (English) N=71/44	42.56	43.50	46.65	47.88
Hispanic/Latino (Spanish) N=52/83	58.94	58.64	58.85	59.02
White (English)* N=6/6	43.17	46.50	46.00	48.50

LAPD LC Pre and Post Scores by Ethnicity and Assessment Language



Total LAPD Pre and Post Scores by Ethnicity and Assessment Language

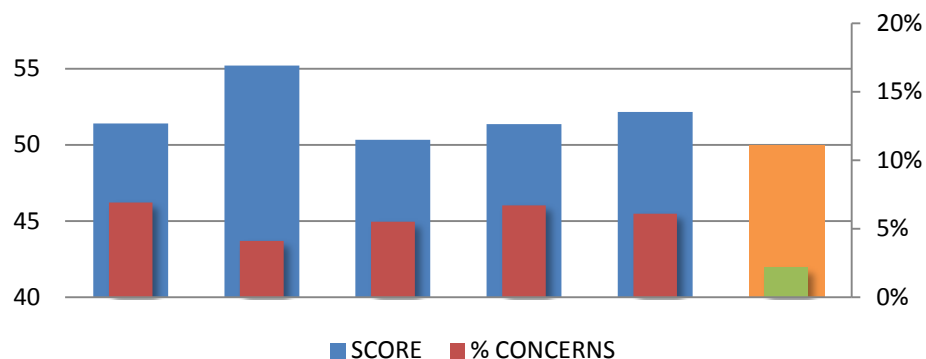


ASQ Results

Are the children demonstrating the developmental milestones for their age group?

Domain	N*	Mean score (SD)	% children w/ concern (not meeting milestones)**
Communication (Language)	13802	51.41 (12.71)	6.9%
Gross Motor	13802	55.21 (9.49)	4.1%
Fine Motor	13802	50.33 (12.52)	5.5%
Problem Solving (Cognitive)	13802	51.37 (11.96)	6.7%
Personal-Social	13802	52.17 (11.01)	6.1%
THEORETICAL NATIONAL AVG		50 (10)	2.15%

ASQ Scores and % Concerns



All of the domain scores are above the 50-point goal. However, none of the % children with concerns are below the 2.15% estimation.

* # of kids with at least one ASQ is 14,953. Results shown are limited to valid forms.

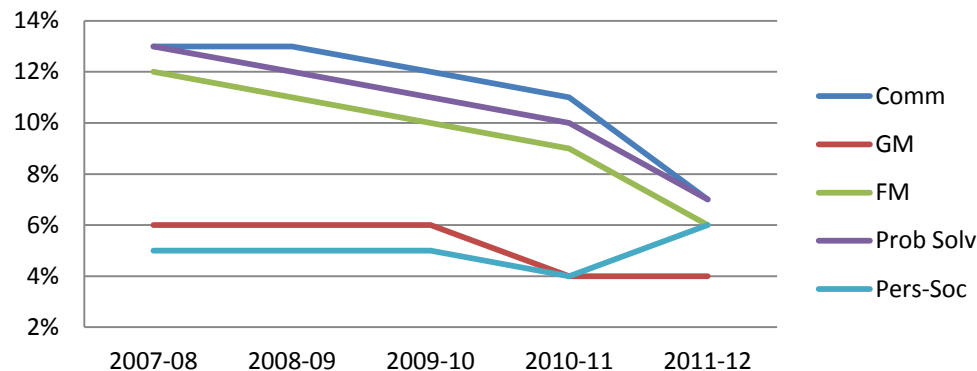
** The values presented are before CITRUS verification.

ASQ Results

Has there been improvement over the last five years in % children with concerns (not meeting milestones)?

Domain	2007-08	2008-09	2009-10	2010-11	2011-12	EVALUATION
Communication	13%	13%	12%	11%	7%	DECREASE
Gross Motor	6%	6%	6%	4%	4%	STEADY
Fine Motor	12%	11%	10%	9%	6%	DECREASE
Problem Solving	13%	12%	11%	10%	7%	DECREASE
Personal-Social	5%	5%	5%	4%	6%	STEADY

**Change in ASQ % Children w/ Concerns
from 2009-2012**



Communication, fine motor, and problem solving show a decrease in % children with concerns between 2009 and 2012. Gross motor and personal-social have remained fairly steady during this time period.

CITRUS Services

A.	Number of children served (Oct '11 - Jun '12):	2,337	
B.	Total number of services provided:	8,819	
A.	Consultation with parent	1,489	16.9%
B.	Consultation with teacher	3,185	36.1%
C.	ECD Beh/Mh Intervention	12	0.1%
D.	ECD Classroom Strategy Consultation	743	8.4%
E.	ECD [ASQ] Concern Validation*	2,871	32.6%
F.	ECD IIP Developed	113	1.3%
G.	ECD ILSP Developed	287	3.3%
H.	ECD Level 2 Screen: IIP	5	0.1%
I.	ECD Level 2 Screen: ILSP	22	0.2%
J.	ECD Occupational Therapy/Intervention	30	0.3%
K.	ECD Speech Therapy/Intervention	62	0.7%
C.	Number of discharges:	1,268	
A.	Achieved Max Benefit of Service	735	58.0%
B.	Parent Decision/Declined/No Show	222	17.5%

* Follow-up ASQs show only about 30% with 1 or more concerns.

Race/Ethnicity

Are there race/ethnicity differences in ASQ concerns?

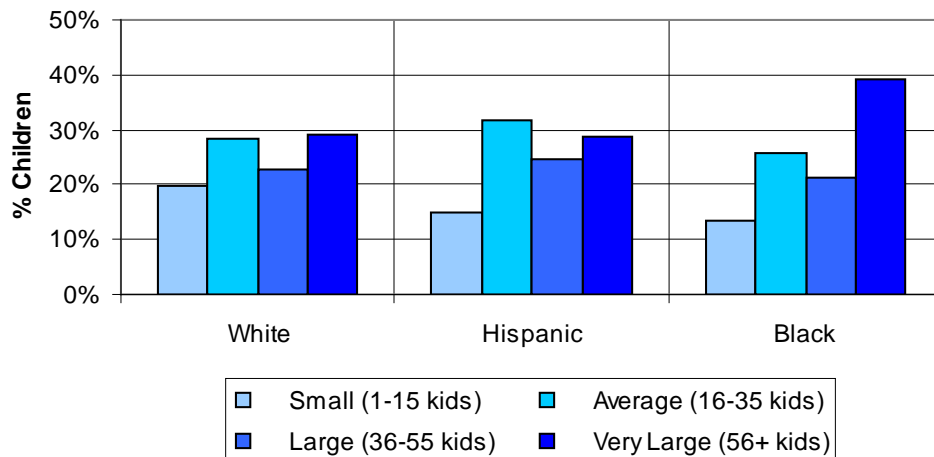
Factor/Characteristic		White (N=419)	Hispanic/Latino (N=8,561)	Black/African- American (N=5,885)	Sig.
Kids with 1+ ASQ Concern	%	14.2%	12.5%	16.0%	<.001
Domain Concerns					
Communication	%	7.6%	6.3%	7.1%	n.s.
Gross Motor	%	4.7%	3.5%	4.1%	n.s.
Fine Motor	%	5.1%	3.8%	6.7%	<.001
Problem-Solving	%	5.1%	5.3%	7.2%	<.001
Personal-Social	%	5.8%	4.7%	6.4%	.002
Average # of Concerns	M	0.28	0.24	0.31	<.001

There are significant differences in the proportion ASQ concerns and average number of concerns amongst children from different race/ethnic groups. Black/African-American children have significantly more concerns overall and specifically on the fine motor, problem-solving, and personal-social domains.

Race/Ethnicity

Are there race/ethnicity differences in center characteristics?

Factor/Characteristic	White (N=419)	Hispanic/Latino (N=8,561)	Black/African-American (N=5,885)	Sig.
Center Size				
Small (1-15 kids)	19.8%	15.0%	13.5%	<.001
Average (16-35 kids)	28.4%	31.6%	25.9%	<.001
Large (36-55 kids)	22.7%	24.6%	21.3%	<.001
Very Large (56+ kids)	29.1%	28.7%	39.3%	<.001



A higher proportion of Black/African-American children are attending very large (56+ children) centers compared to the other race/ethnic groups. White and Hispanic children are more similar in the proportion attending each center type.

Race/Ethnicity

Are there race/ethnicity differences in center characteristics?

Factor/Characteristic		White (N=419)	Hispanic/Latino (N=8,561)	Black/African- American (N=5,885)	Sig.
Accredited Center	%	51.8%	54.2%	41.2%	<.001
Staff/Child Ratio	M	0.31	0.30	0.24	<.001
Staff Training (1+)					
AA degree (non-EC)*	%	26.5%	19.4%	18.7%	<.001
AA degree (EC focus)	%	46.1%	39.3%	37.3%	<.001
BA degree (non-EC)	%	24.3%	24.8%	17.2%	<.001
BA degree (EC focus)	%	47.7%	48.9%	30.3%	<.001
CDA or CDA equiv*	%	95.5%	95.9%	92.5%	<.001
Special Needs Training	%	62.5%	63.1%	53.5%	<.001
VPK Director Credential	%	78.8%	81.1%	68.6%	<.001

* Explains race/ethnic differences in ASQ scores.

Concluding Remarks

- 5-year trends show steady decreases in the number of children reported not to be reaching the age-appropriate milestones
- Developmental assessments show children making gains in knowledge and skills during the school year
- Exploring variations in center characteristics for factors that result in performance differences (such as race/ethnicity) might prove effective at illuminating reasons for these differences