

Miami-Dade Assessment Program

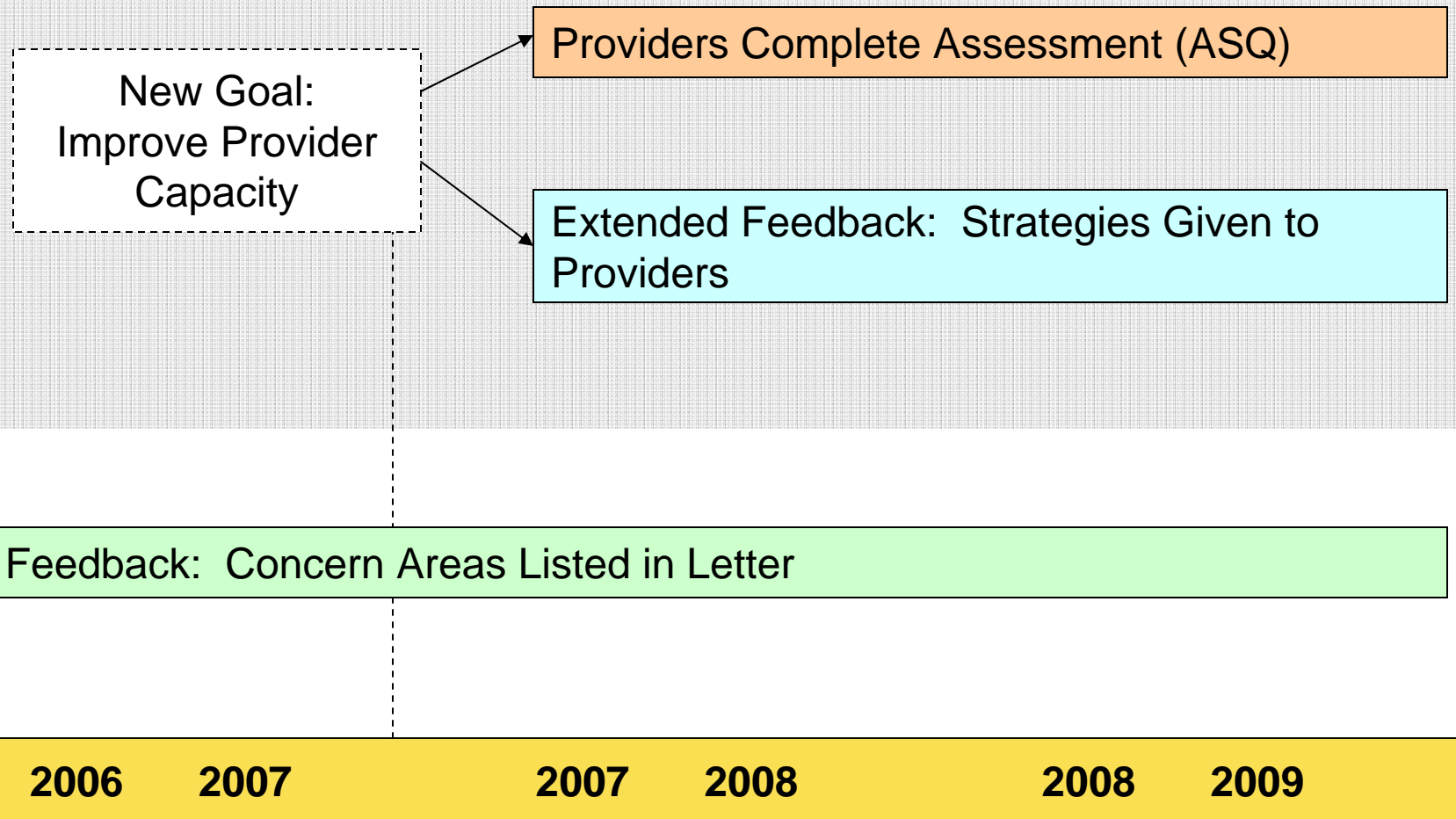
2008-2009

April 6, 2009

Program Overview: 2007-present

- Conduct assessments within policy parameters
 - All subsidized children receive ASQ (screener)
 - Sample of children receive LAP (assessment)
- Improve education capacity of providers
 - **Providers fill out ASQ**
 - Providers receive brief report from ASQ
 - **Providers receive extended feedback** and support for improving children's early readiness in areas of "concern"
- Use assessments to address questions regarding improving early readiness
 - Accreditation
 - Environment factors

Project Timeline



Early Screeners & Assessments

ASQ, LAP-D and E-LAP

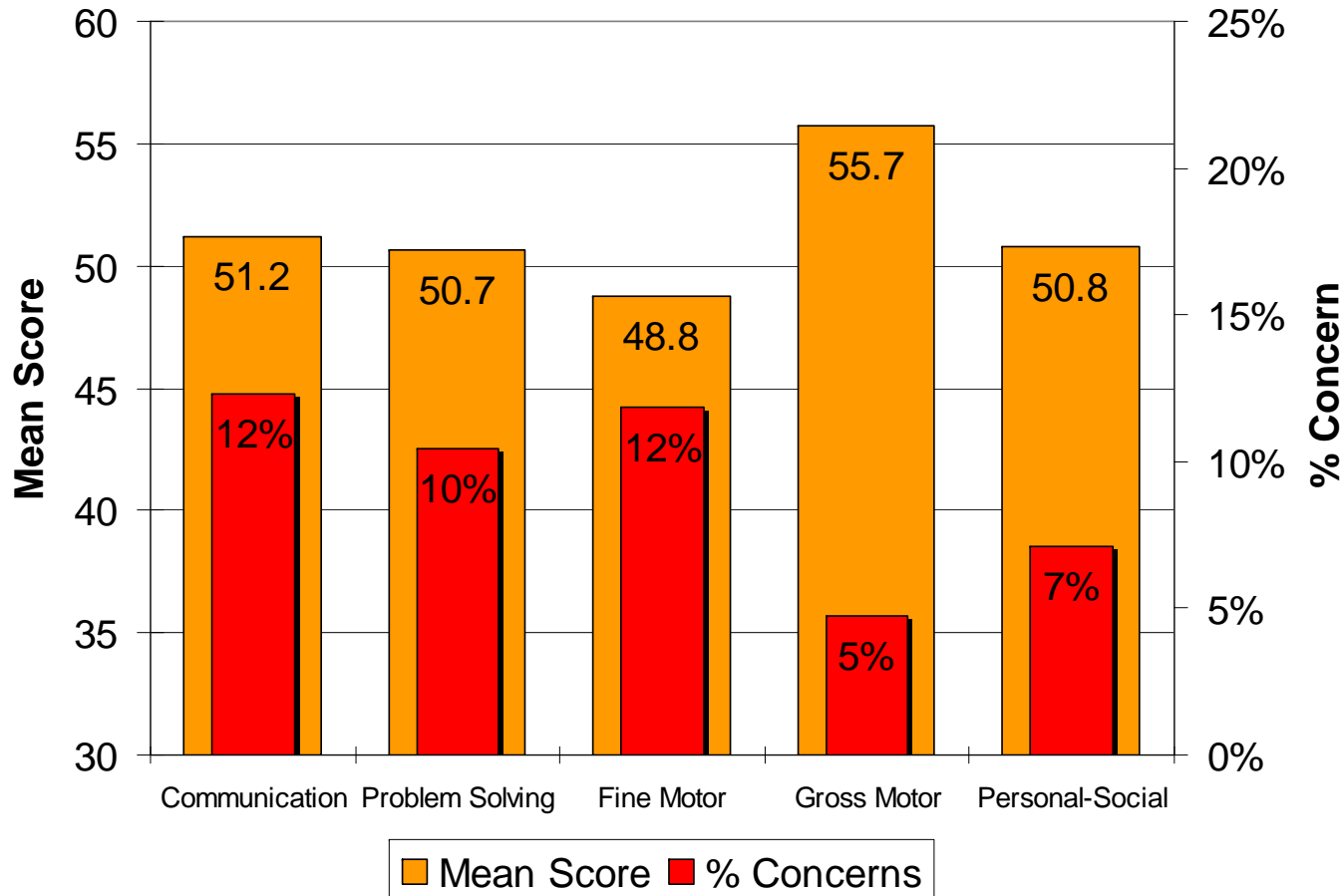
Early Screeners & Assessment Goals

- Ages and Stages Questionnaire (ASQ)
 - Minimum mean score of 50
 - No more than 10% children having “Concern” on Communication, Fine Motor, and Problem-Solving
 - No More than 5% children having “Concern” on Personal/Social and Gross Motor
- Learning Accomplishments Profile-Diagnostic (LAP-D)
 - Minimum mean T score at National Average of 50 on Cognitive and Language domains
 - No more than 10% children scoring below 1.5SDs from the mean on Cognitive and Language domains

2008-2009: Screening Details

- 9502 ASQs administered (*as of Feb 28, 2009*)
↓
- 1741 Children with “Concerns” (18.3%)
↓
- 1568 Children received Structured Observation and Teacher Interview (16.5%)
↓
- 985 Children with *valid* “Concerns” received an Individualized Improvement Plan (IIP; 10.4%)
↓
- 485 Children received a referral: Early Steps, FDLRS, Hearing & Speech, Citrus Health Systems, and other community agencies (5.1%)

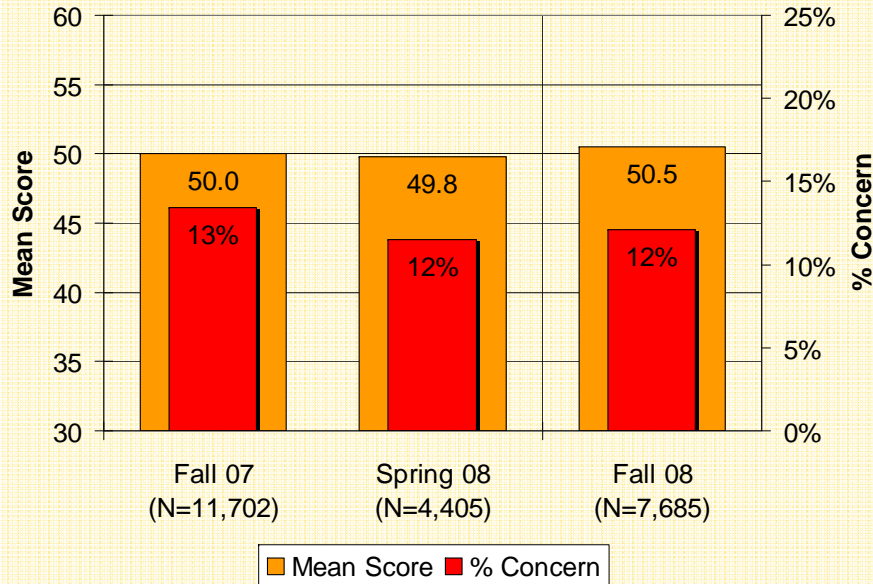
Fall 2008 ASQs



ASQ Results

- In communication and fine motor, there are roughly 12% of children with concerns; this is above the goal (10%).
- Problem solving concerns are at 10%.
- Personal/Social concerns are above the goal (5%), while gross motor concerns are at 5%.

ASQ Overview: Communication & Fine Motor

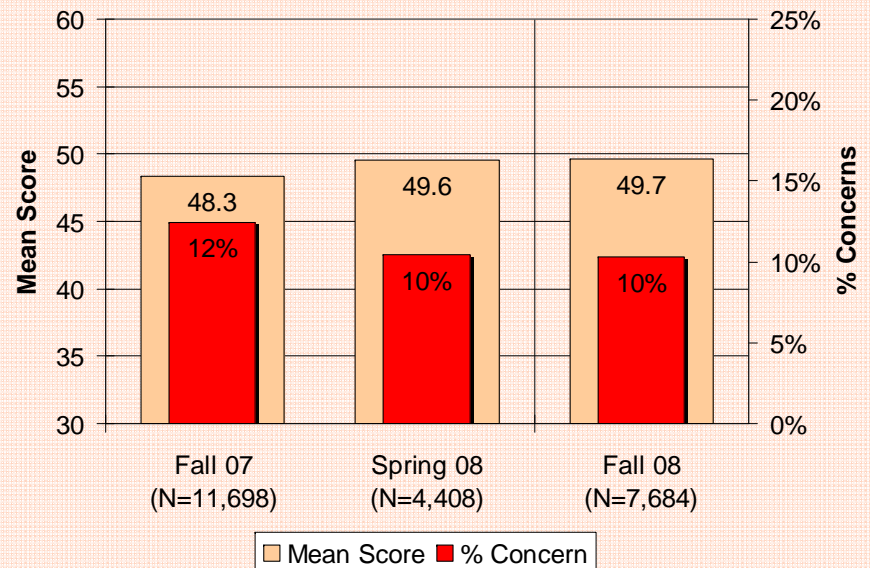


Communication

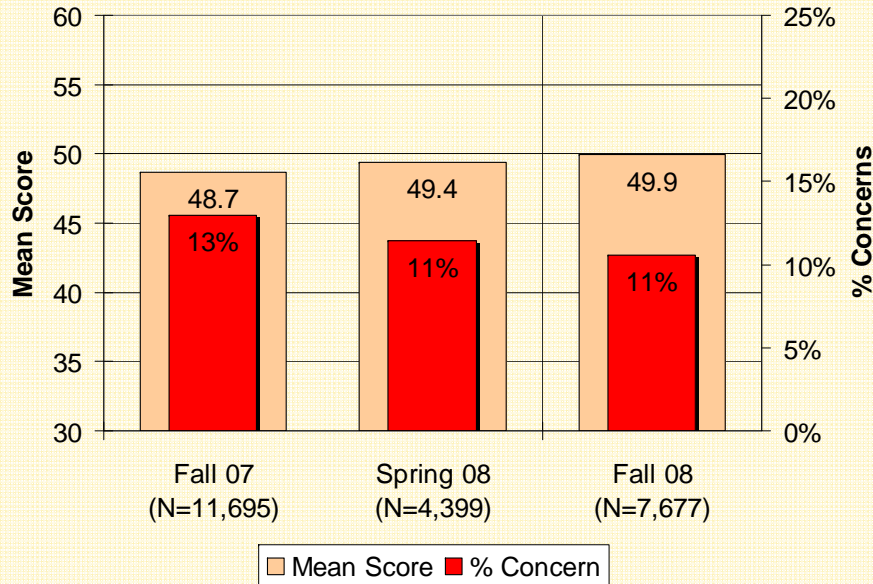
- % of children showing concern on communication is over 12%
- Overall, there has been a slight decrease in communication concerns

Fine Motor

- % of children showing concern on fine motor development is over 10%
- Overall, there has been a decrease in fine motor concerns



ASQ Overview: Problem Solving & Personal/Social

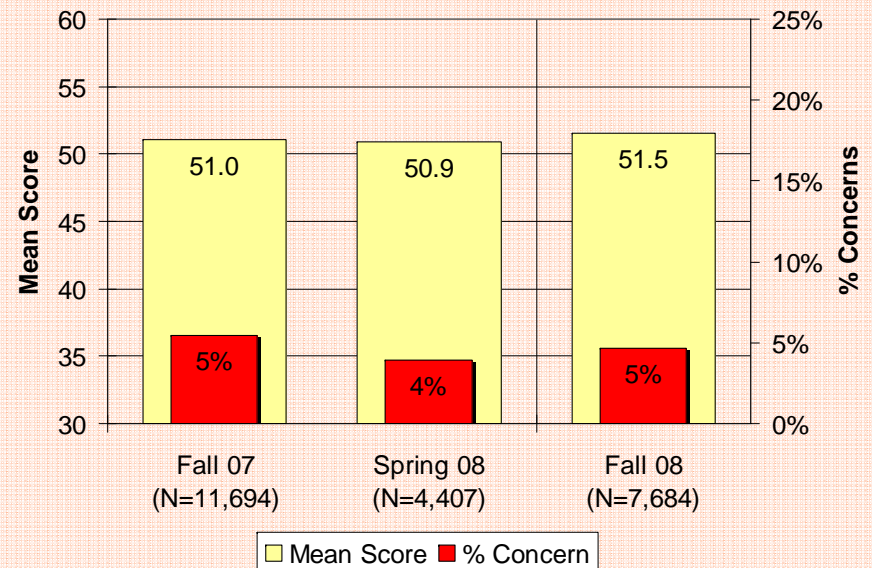


Problem Solving

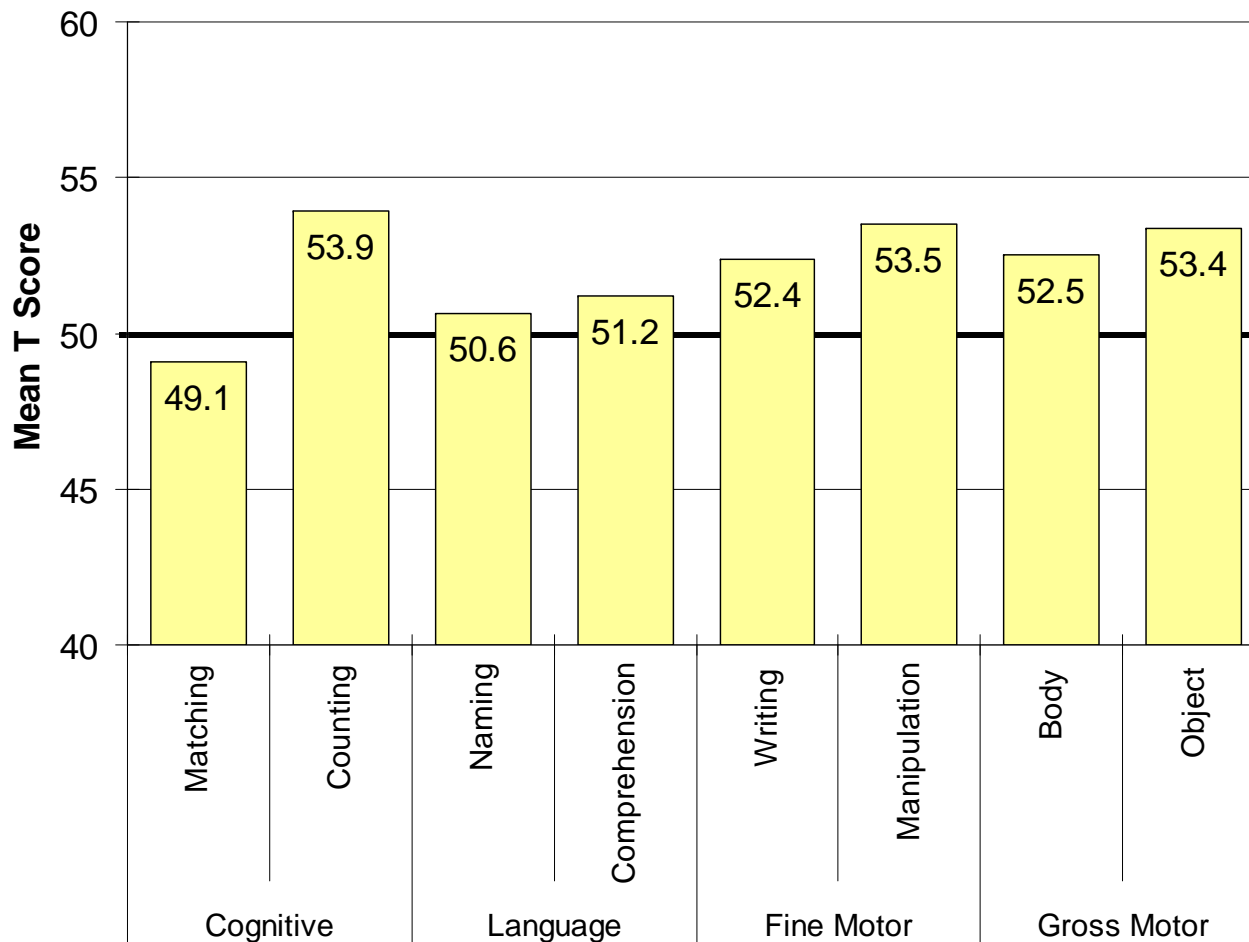
- % of children showing concern on problem solving is over 11%
- Overall, there has been a decrease in problem solving concerns

Personal/Social

- % of children showing concern with personal/social development is approximately 5%
- There has been a slight decrease in personal/social concerns, but for the most part personal/social has remained steady at around 5% concern



Fall 2008 LAP: 468 E-LAP/LAP-D Administered



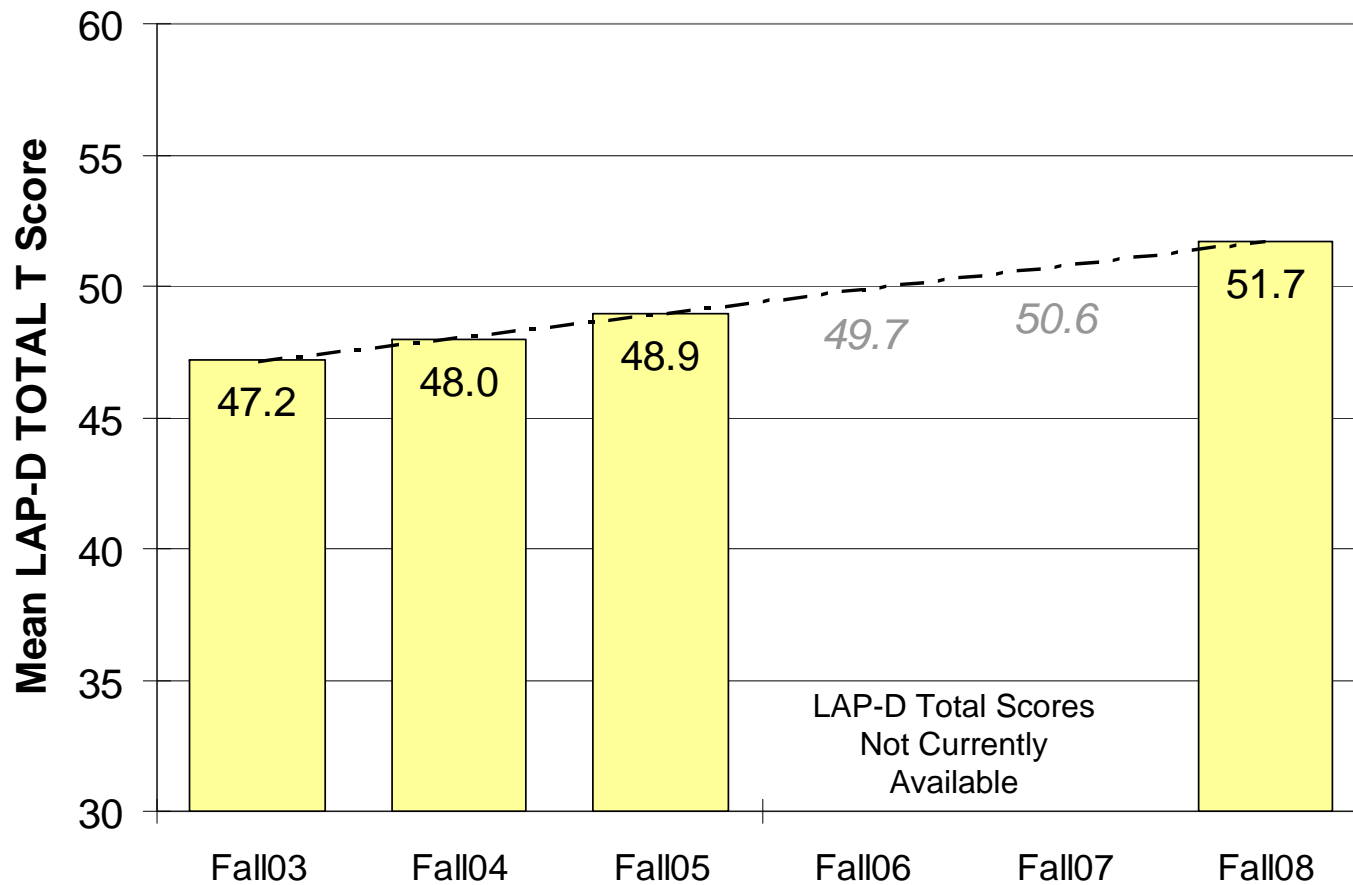
LAP-D Results

- 4-year-old children's mean score was above the minimum 50 on most skills.
- Mean cognitive matching scores are below 50.

NOTE: Significant relations between the absolute age of the child, amount of preschool experience prior to assessment, and LAP-D scores. Therefore, these factors were controlled statistically. The scores in figure are for a prototypical 4-year-old who is assessed at 45 days after September 1.

LAP-D Overview: Cognitive Domain

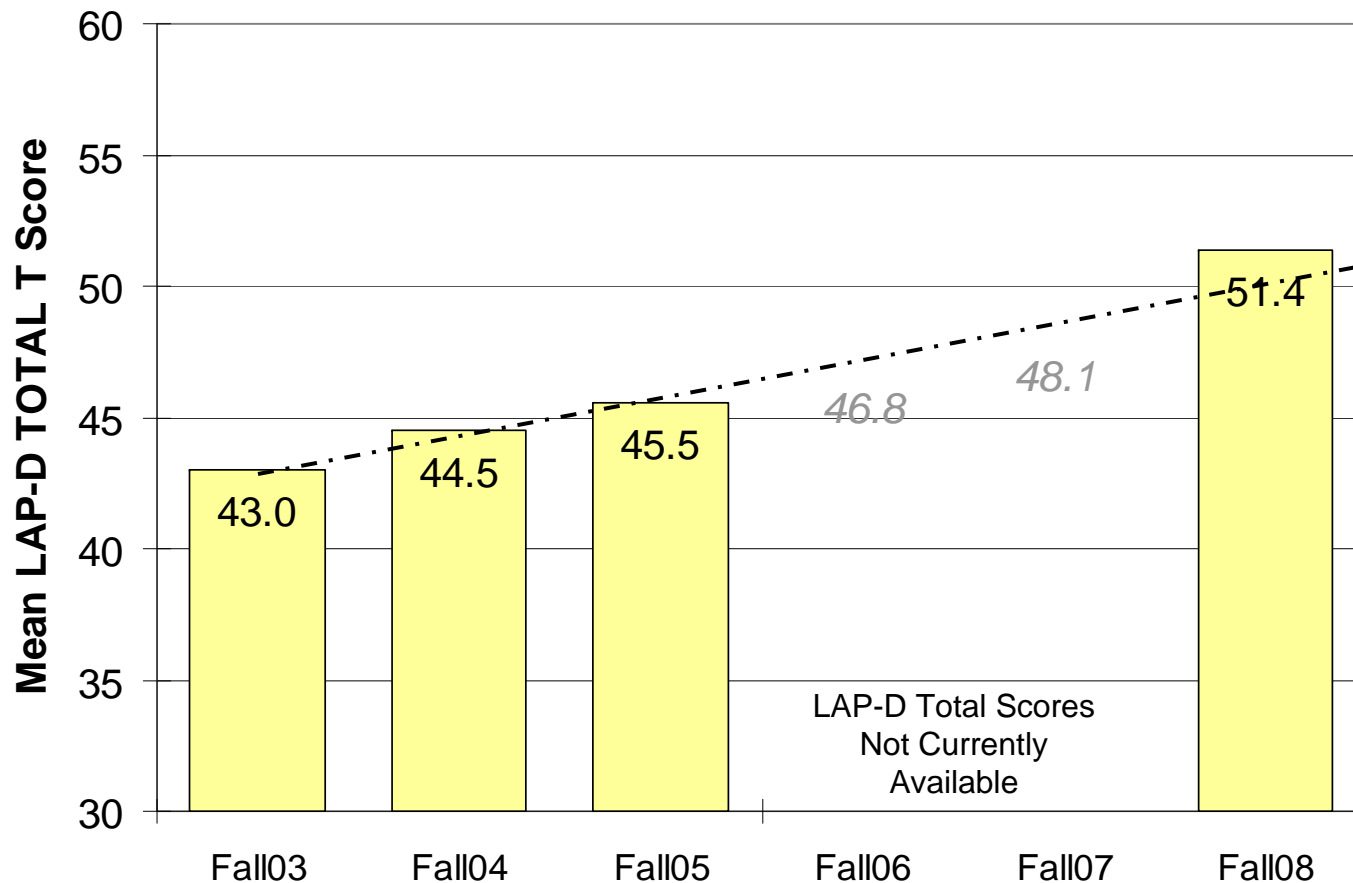
- Steady **increases in cognitive skills** are seen across the years.
- Current cognitive domain scores are **at the expected level** given trends from previous years.



NOTE: Fall data for prototypic 4-year-old who was assessed at 45 days shown in figure. Estimated means shown in figure are based on common controls used for all years shown.

LAP-D Overview: Language Domain

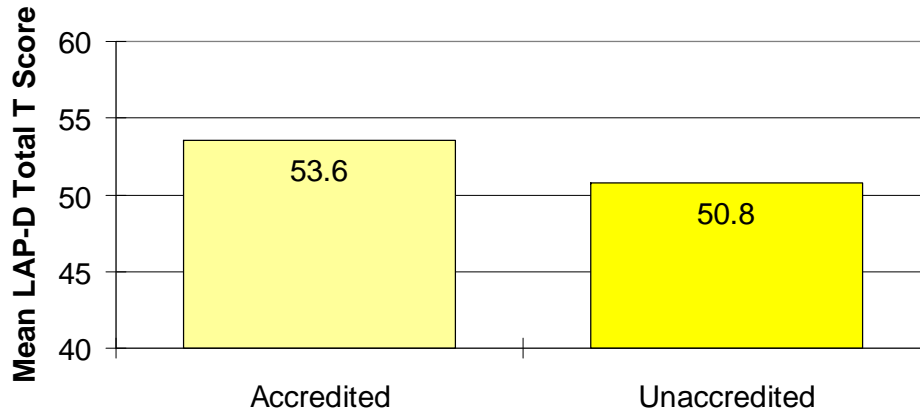
- Steady **increases in language skills** are seen across the years.
- Based on trends from several years ago, **current language domain scores are higher than would be expect** by approximately 1 point (in T scores).



NOTE: Fall data for prototypic 4-year-old who was assessed at 45 days shown in figure. Estimated means shown in figure are based on common controls used for all years shown.

Research Questions

Accreditation: LAP-D Differences



N = 244; 47% Accredited

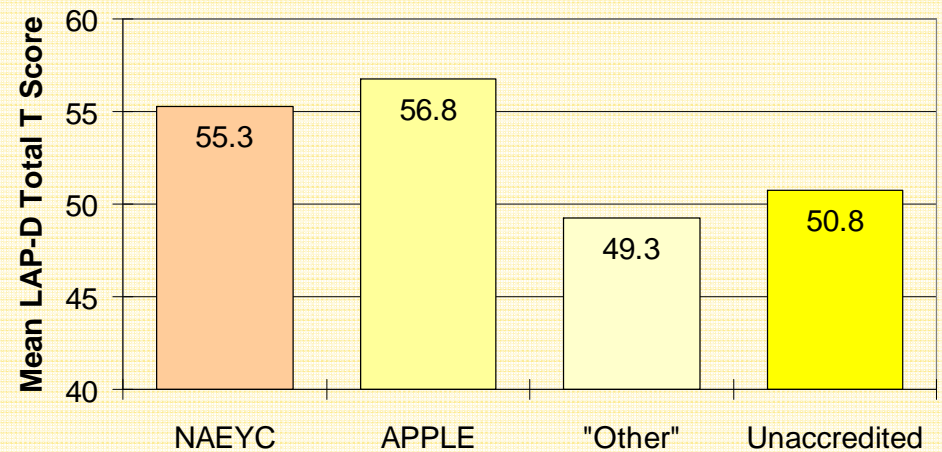
Accreditation (General)

- Children in accredited centers have slightly higher overall LAP-D Total T scores than children who attended unaccredited centers

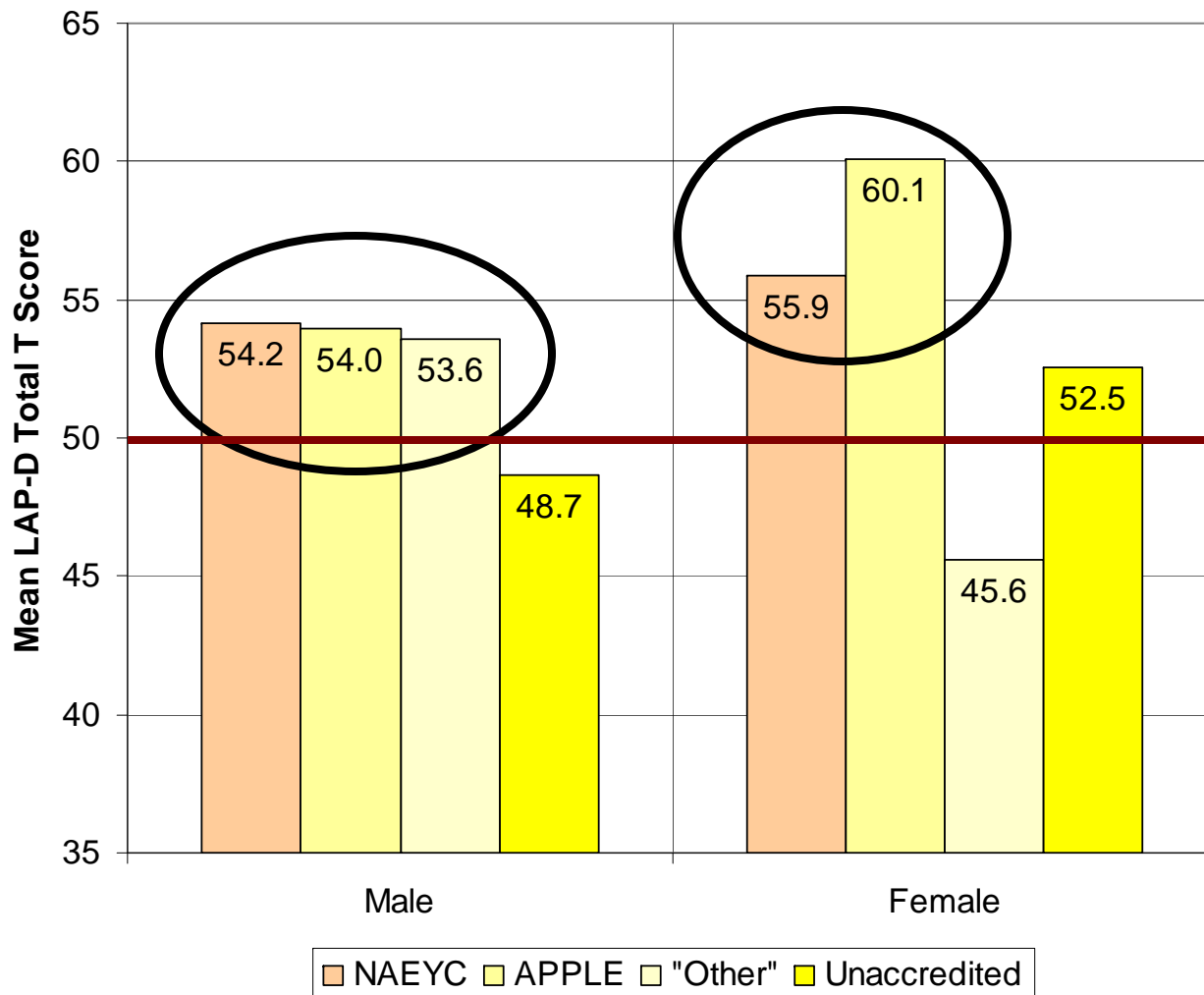
14% NAEYC, 15% APPLE, 17% "Other"

Accreditation Type

- Children in APPLE and NAEYC accredited centers had slightly higher LAP-D scores than children in "Other" accredited centers and unaccredited centers



Accreditation: Interaction with Gender

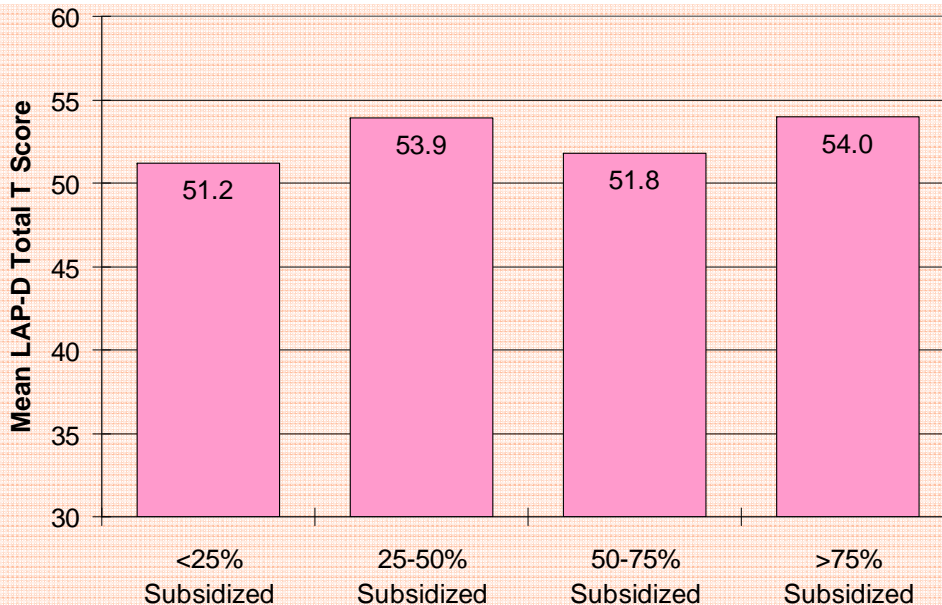
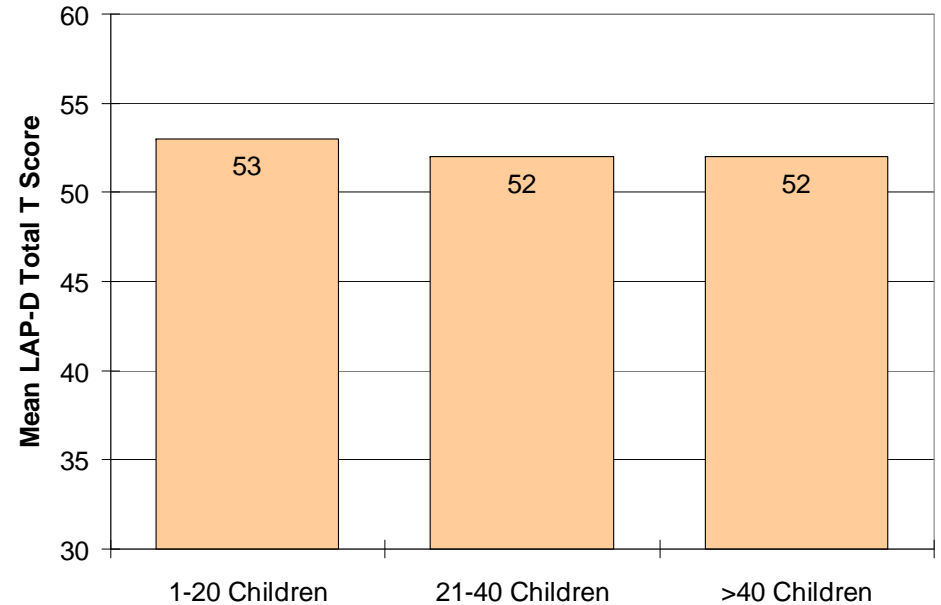


- Males score nearly identical at any accredited center (which is higher than males at unaccredited centers) on the LAP-D.
- Females, however, score highest at APPLE accredited centers followed by NAEYC accredited centers.
- Females score lowest at "Other" accredited centers.

Environment Factor: Center Size & % Subsidized

Number of Children at Center

- No clear pattern emerged regarding children's Total LAP-D score scores by center size



% of Subsidized Children at Centers

- No clear pattern emerged regarding children's total LAP-D scores and % of children at their center who received subsidies to attend.

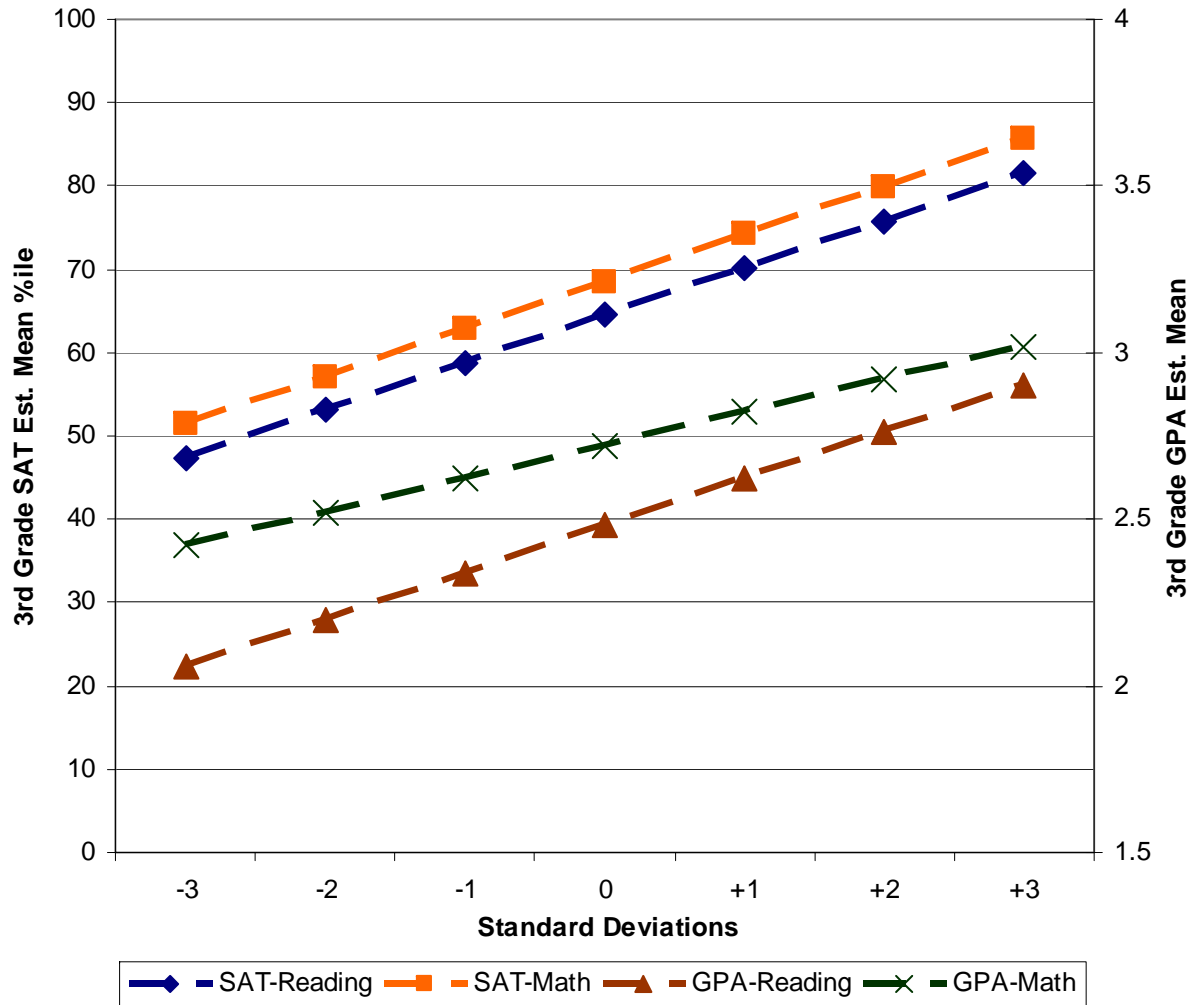
Overall Findings & Conclusions

Early Skills & Later Outcome

- What are the most important areas of development on which Miami-Dade Early Care & Education Providers can/should focus? (Based on local assessments and associations with elementary school performance)
- Four primary areas of importance:
 - Copying/Pre-Writing (cf. LAP-D Fine Motor Writing)
 - Early Math/Counting (cf. LAP-D Cognitive Counting)
 - Language Comprehension (cf. LAP-D Language Comprehension)
 - Emotional Regulation (cf. subset 8 DECA items)
- Assessments that are aimed at these skills and avoid excess time/expense

Fine Motor-Writing: Relations w/ 3rd Grade Outcome

Figure 1. 3rd Grade Performance by PreK Fine Motor Writing Ability



- Children who's preschool Writing score was average (0 SD), score around the 68th percentile on the Stanford Achievement Test (SAT) in 3rd grade.
- Every standard deviation change from the mean is equivalent to an approximate change of 5.7 percentile points on the SAT in 3rd grade.
- Similar pattern for children's classroom grades.

Improving Early Skills

- Children's expressive language development is directly related to the type and amount of linguistic input received
 - High amounts of **adult language** is most beneficial
- Numeracy development is directly related to experience with numbers
 - **Number games** such as The Great Race (homemade) or Shoots-n-Ladders have been associated with improved numeracy knowledge
- Pre-writing skills are related to experience with writing utensils and print experience
 - Encouraging children to use writing utensils (crayons, pencils, markers) and emulate writing along with teaching young children how to **copy letters, numbers, and symbols** are good ways of improving children's math and language/literacy
- Modeling emotion regulation strategies and talking with children about coping skills can improve emotional regulation in children

Teacher Professional Trainings

- Goal
 - **Raise educational capacity** through trainings based on local data
- Trainings 08-09
 - 39 Professional Development trainings
 - 712 Teachers attended Professional Development trainings
 - 99.5% Rated the trainings as *Excellent* or *Very Good*
- Additional New Goals for Upcoming Year
 - Demonstrate how games and other techniques can improve math/counting and linguistic skills
 - Also...how copying letters, numbers, and symbols can also improve math/counting and linguistic skills