

Contra Costa County Community Services Bureau

2014-2015 Child Outcomes Report: Infant/Toddler Assessment 3 – Year-End

EXECUTIVE SUMMARY

Overview of Methods

The Community Services Bureau (CSB) utilizes the DRDP-IT© (2010) to assess the development of infants and toddlers enrolled in the program. Three assessments are conducted each program year using the instruments as follows:

- 1st Assessment: Within 60 days from the date of enrollment
- 2nd Assessment: Within 150 from the date of enrollment
- 3rd Assessment: In May

Assessment 3 includes the year-end data for infants and toddlers. The data is contained in the CSB data management system, CLOUDS, and is used to individualize curriculum, identify school readiness goals, and drive program quality. Using the DRDP-IT© (2010), CSB staff assess the development of infants and toddlers on the following five thematic areas (domains): Self and Social Development (**SSD**), Language and Literacy Development (**LLD**), Cognitive Development (**COG**), Motor and Perceptual Development (**MPD**) and Health (**HLTH**).

Results are based on arithmetic mean scores for each domain and are reported in aggregate across all enrolled children (ages 0-3).

Key Findings

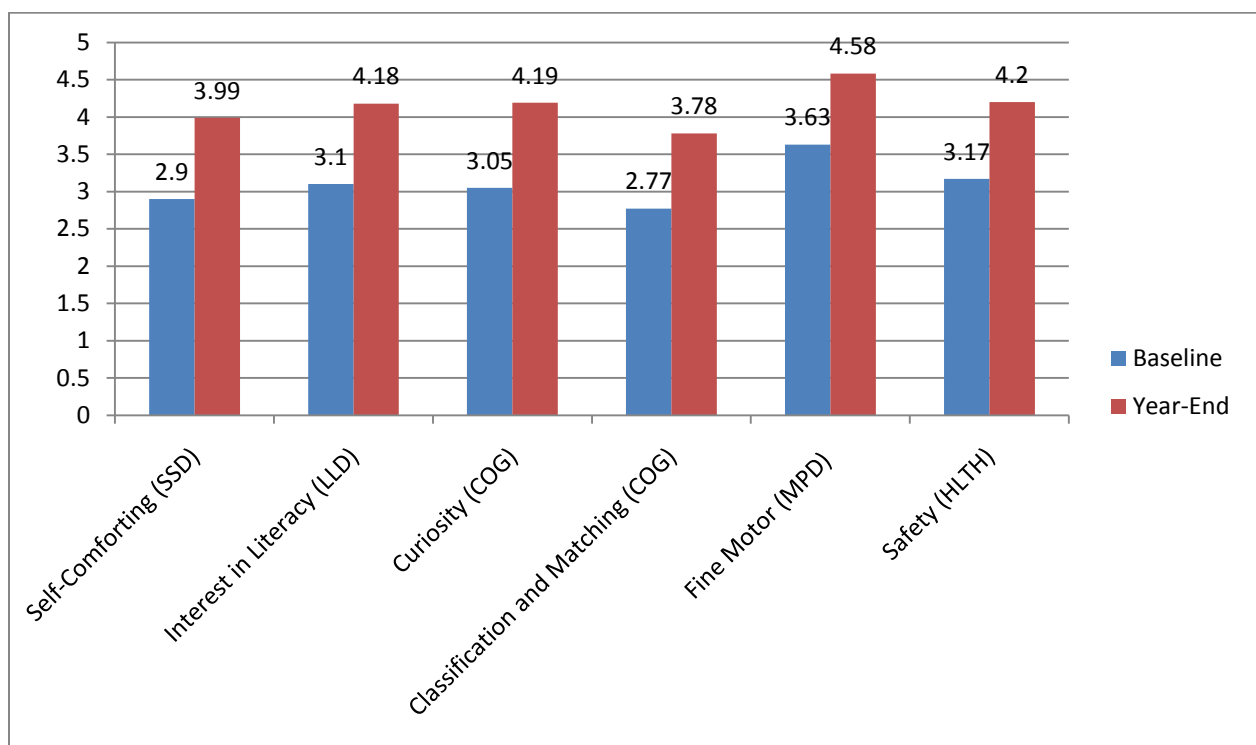
- Of 127 children assessed at year-end, 48.0% (n=61) are girls, 22.8% (n=29) are infants and 31.5% (n=40) are two years old. The primary language is English for 55.9% (n=71), compared to 63.6% at baseline. At year-end, 36.2% (n=46) of children have Spanish as their primary language, compared to just 29.0% (n=63) at baseline. In all, 44.1% (n=56) of students are identified as English Language Learners at year-end, compared to 36.4% (n=79) of children assessed at baseline.
- Domain rankings at year-end are very similar to baseline, with the lowest scores in Cognitive Development (4.05) and Self and Social Development (4.07), and the highest in Motor and Perceptual Development (5.02). Children show improvement on all five domains, ranging from a 0.83 percentage point gain on Motor and Perceptual Development to a 1.02 increase on Language and Literacy Development (LLD). The domain with the lowest baseline scores, Cognitive Development, improved by 0.97 points by year-end, demonstrating more improvement than all other domains except Language and Literacy Development (1.02).
- Children in all four Supervisorial Districts with EHS childcare centers show a similar pattern of development, and scores in all districts and on all domains saw improvement from baseline to year-end.
- Of the 41 infants and toddlers assessed at both baseline and year-end who are English Language Learners, all showed improvement on all five domains, ranging from a 0.45 point increase on Motor and Perceptual Development to a 0.67 point increase on Language and Literacy Development. The domain with the lowest scores at baseline, Cognitive Development, increased 0.62 percentage points by year-end, which is the second largest point increase.
- Despite significant gains in mean scores, the year-end School Readiness Goal of 25% or more improvement for 90% of enrollees was not achieved on any of the six measures. For Self-Comforting

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(SSD), 87.0% of children saw 25% or more improvement. For Interest in Literacy (LLD), 81.0% met the goal of 25% or more improvement. For Curiosity (COG), 82.0% met the year-end goal. For Classification and Matching (COG), 85.4% met the year-end target. For Fine Motor (MPD), 21.9% of children achieved 25% or more improvement. For Safety (HLTH), 74.7% of infants and toddlers met the goal of 25% or more improvement.

- Even so, looking at the six measures used to monitor progress towards School Readiness Goals, all year-end mean scores show improvement over baseline. At year-end, infants and toddlers have a mean score of 3.99 for Self-Comforting (SSD) which represents a 37.59% improvement from baseline to year-end; 4.18 for Interest in Literacy (LLD), which represents a 34.84% improvement from baseline to year-end; 4.19 for Curiosity (COG), which represents a 37.38% improvement from baseline to year-end; 3.78 for Classification and Matching (COG), which represents a 36.46% improvement from baseline to year-end; 4.58 for Fine Motor (MPD), which represents a 26.17% improvement from baseline to year-end; and 4.2 for Safety (HLTH), which represents a 32.49% improvement from baseline to year-end. See Figure 1.

Figure 1: Baseline and Year-End Mean Scores by Infant/Toddler School Readiness Measure



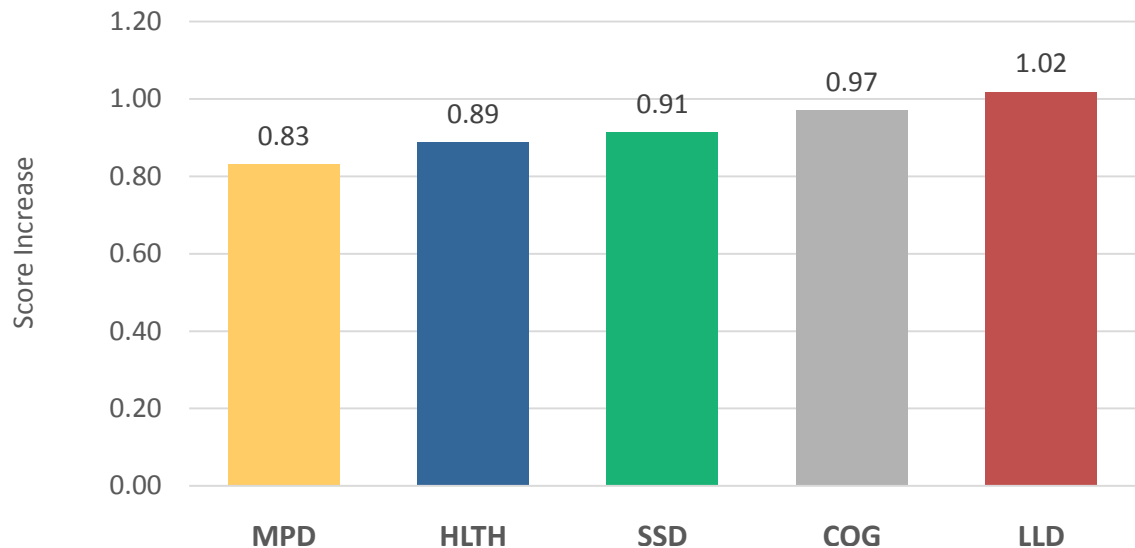
Results by Domain

Children show improvement on all five domains, ranging from a 0.83 percentage point increase on Motor and Perceptual Development (MPD) to a 1.02 point increase on Language and Literacy Development (LLD). The domain with the lowest mean scores at baseline, Cognitive Development (COG),

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gained 0.97 percentage points by year-end, which demonstrates more improvement than all other domains except Language and Literacy Development (1.02). See Figure 2.

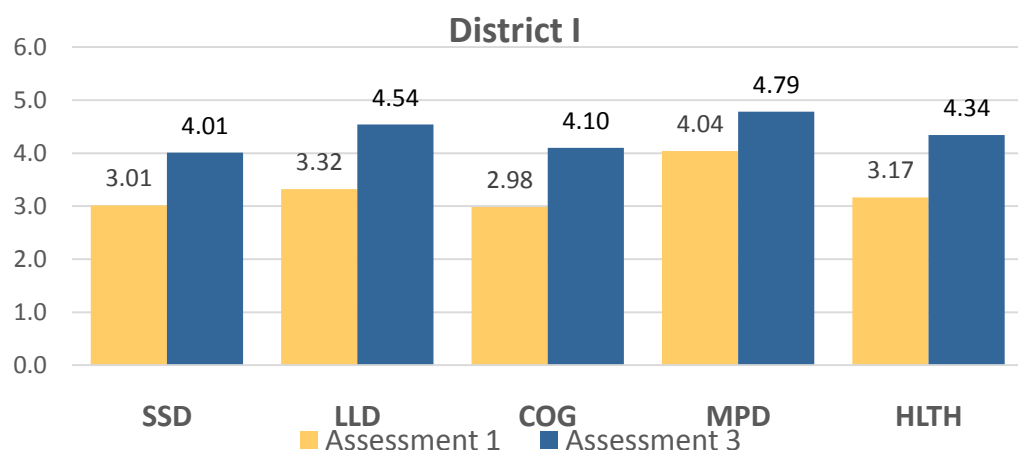
Figure 2: Change in Mean Scores since Baseline, 2014-15



Results by Supervisorial District

Figures 3 - 6 present baseline and year-end scores by domain for each supervisorial district. Children in all four Supervisorial Districts with EHS childcare centers demonstrate improvement from baseline to year-end across all five domains. Across all districts and domains, baseline to year-end improvement ranged from a low of 0.53 percentage points on Health to a high of 1.22 points on Language and Literacy Development.

Figure 3: Baseline and Year-End Mean Scores by Domain, Supervisory District I



Note: LLD and MPD include measures scaled from 1-6, rather than 1-5

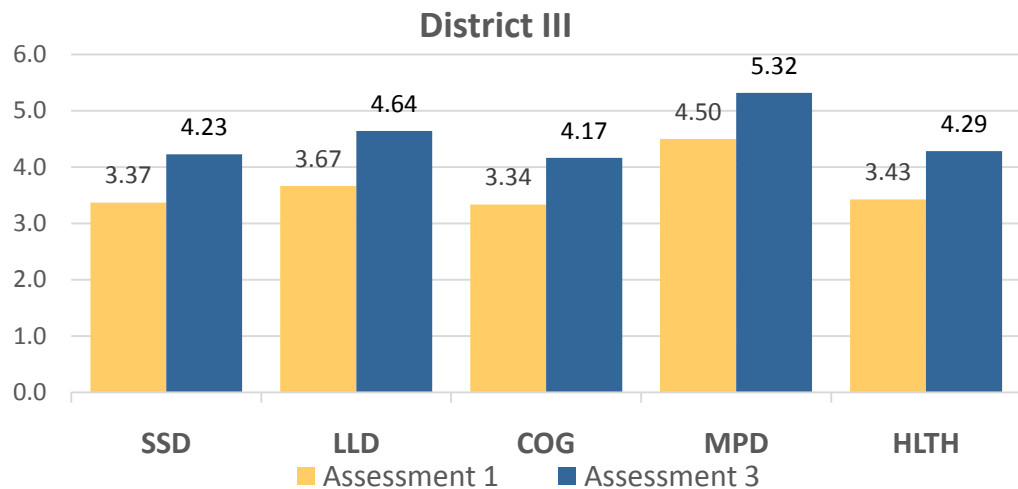
At year-end, District I scores range from a low of 4.01 on Self and Social Development (SSD) to a high of 4.79 on Motor and Perceptual Development (MPD). Language and Literacy Development (LLD) scores

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show the largest gains, rising 1.22 points since baseline, while the smallest increase (0.74) is on Motor and Perceptual Development (MPD). District I scores include 36 children with both baseline and year-end assessments, compared to 70 children assessed at baseline.

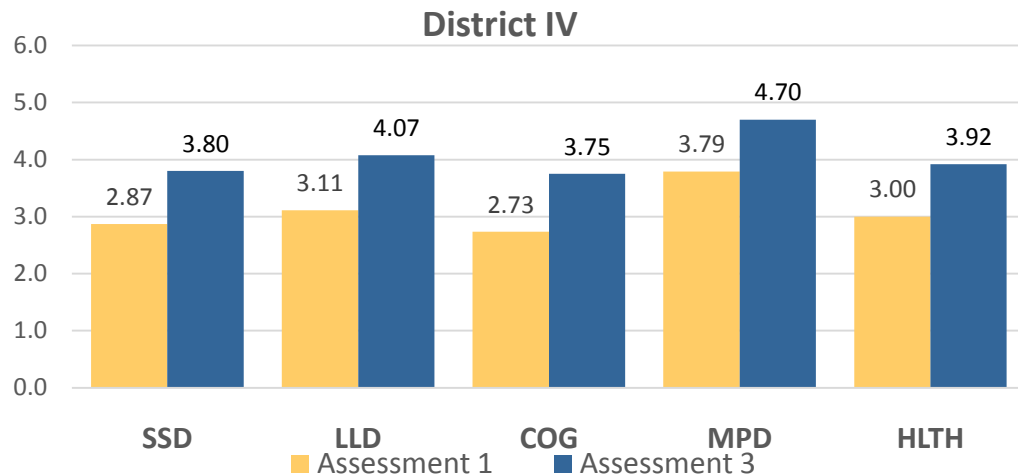
Figure 4: Baseline and Year-End Mean Scores by Domain, Supervisory District III



Note: LLD and MPD include measures scaled from 1-6, rather than 1-5

At year-end, District III scores range from a low of 4.17 on Cognitive Development (COG) to a high of 5.32 on Motor and Perceptual Development (MPD). Language and Literacy Development (LLD) scores show the largest gains, rising 0.98 since baseline, while the smallest increase (0.82) is on Motor and Perceptual Development (MPD). District III scores include 7 children with both baseline and year-end assessments, compared to 17 children at baseline, and due to the small number of children assessed, mean scores in this district may be particularly subject to high variability.

Figure 5: Baseline and Year-End Mean Scores by Domain, Supervisory District IV

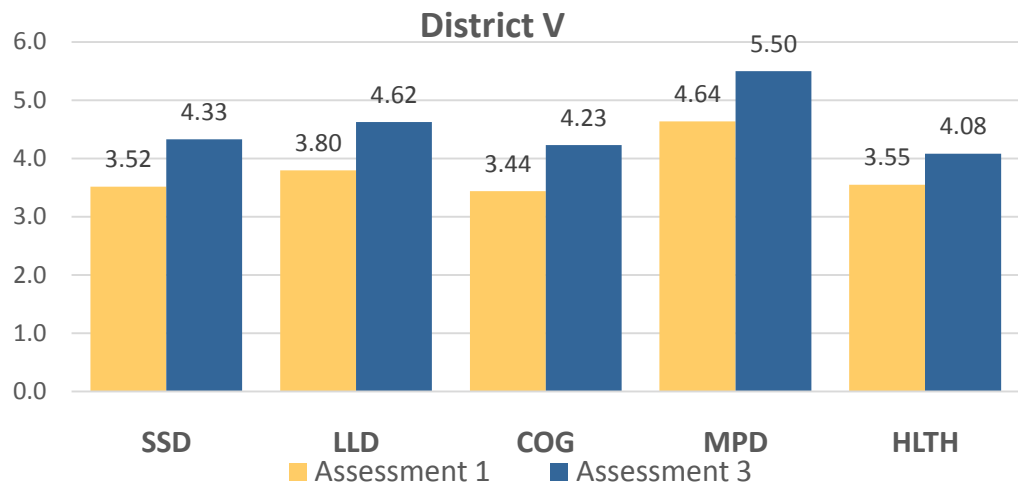


Note: LLD and MPD include measures scaled from 1-6, rather than 1-5

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At year-end, District IV scores range from a low of 3.75 on Cognitive Development (COG) to a high of 4.70 on Motor and Perceptual Development (MPD). However, Cognitive Development (COG) also demonstrates the largest gains, with a 1.02 percentage point increase since baseline, while the smallest increase (0.91) is on Motor and Perceptual Development (MPD). District IV scores include 25 student with both baseline and year-end assessments, compared to 70 students who were assessed at baseline.

Figure 6: Baseline and Year-End Mean Scores by Domain, Supervisory District V



Note: LLD and MPD include measures scaled from 1-6, rather than 1-5

At year-end, District V scores range from a low of 4.08 on Health (HLTH) to a high of 5.50 on Motor and Perceptual Development (MPD). Motor and Perceptual Development (MPD) scores also demonstrate the largest gains, rising 0.86 since baseline, while the smallest increase (0.53) is for Health (HLTH). District V scores include 29 children assessed at both baseline and year-end, compared to 60 children assessed at baseline.