Early Development Inventory (EDI)

Early Childhood Pre K – 3:
Alliance District Symposium
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Hartford Foundation for Public Giving
Early Childhood Investments

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Early Development Inventory (EDI)

Agenda
Welcome and Overview – Beth Bye
EDI – Richard Sussman
EDI in West Hartford – Outcomes – Karen List
Closure and Questions – Beth Bye

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Hartford Foundation's Perspective on Early Childhood

"Child Development is a foundation for community development and economic development, as capable children become the foundation of a prosperous and sustainable society."

National Scientific Council on the Developing Child, 2007

The goal of school readiness and school success requires building partnerships among families, schools, community providers, and other stakeholders to change how systems of services and supports affecting children's development and learning are structured, resourced, and operate.

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Graphic from Neal Halfon, UCLA Center for Healthier Children Families and Communities
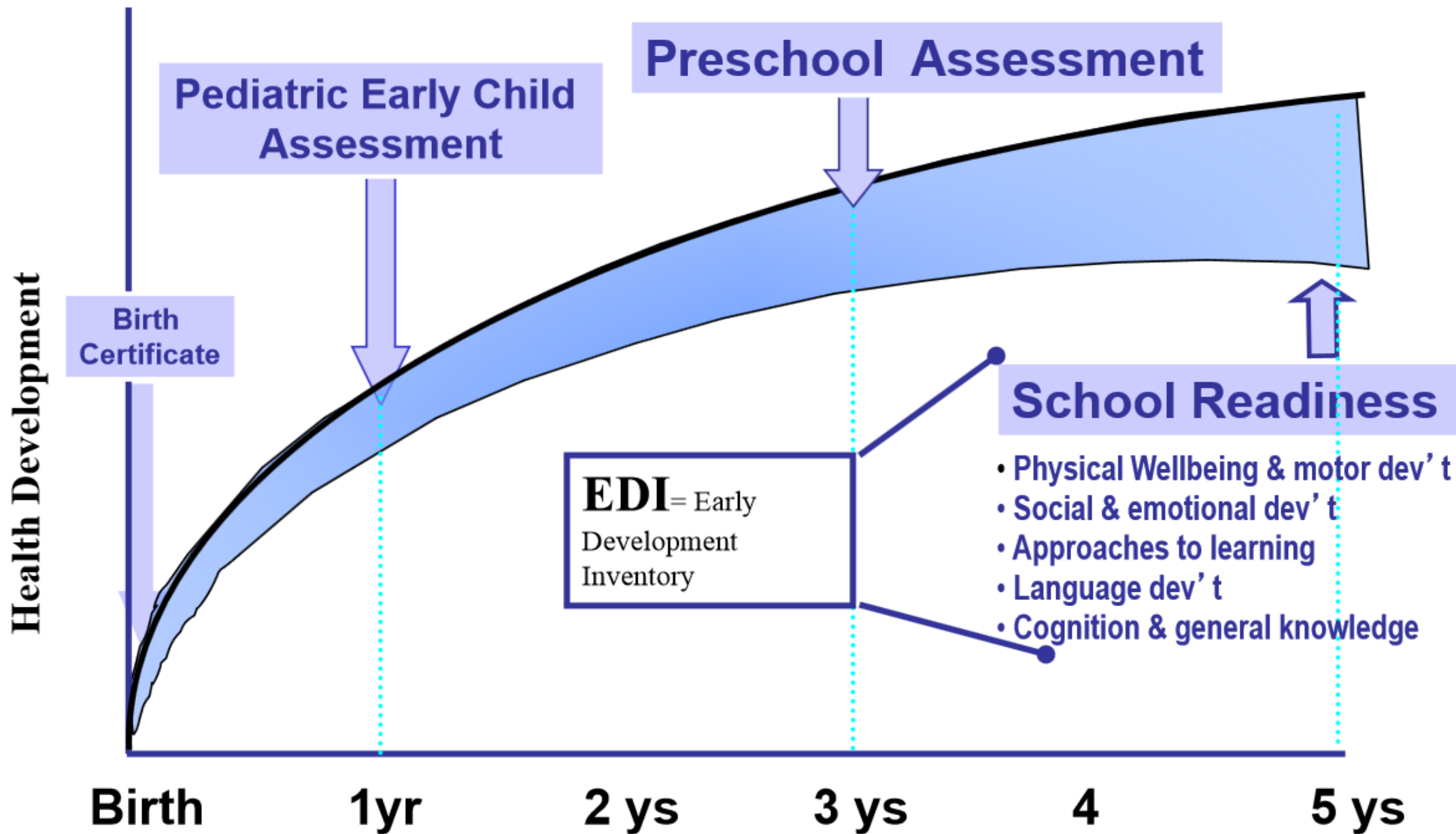
What is the EDI?

The EDI is a **population measure** of how young children are **developing** in communities in the U.S. based on a teacher's observation of the child over five months.

What are it's core components?

- 104 items (estimated time for a teacher to complete a child profile is 15-20 minutes)
- 5 Developmental Domains
- 16 Sub-Domains with high internal reliability
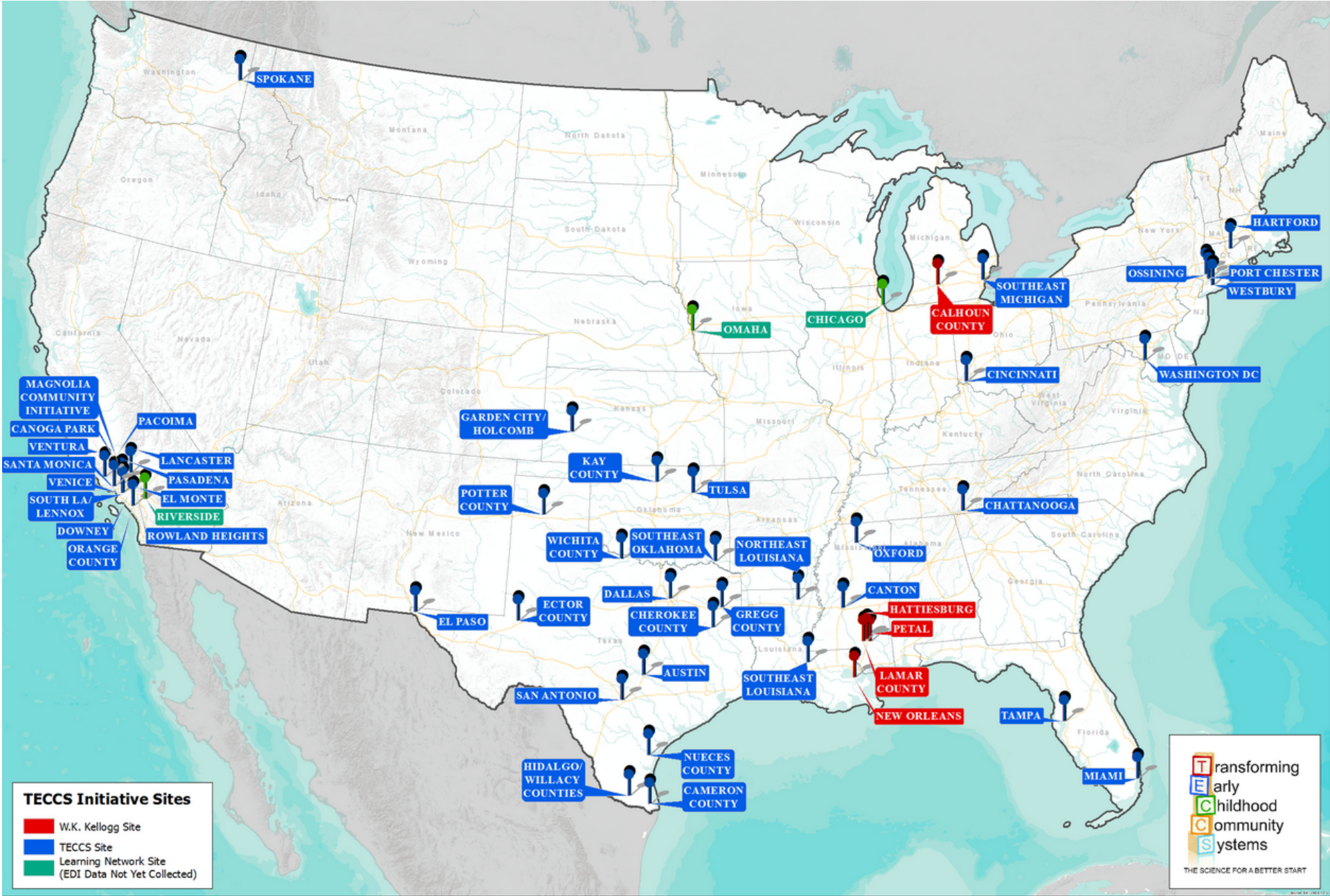
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The EDI in the United States
2011-2012

EDI is also used in:

Australia
Canada
Chile
Egypt
England
Holland
Jamaica
Kenya
Kosovo
Mexico
Moldova
Mozambique
New Zealand

SPOKANE

HARTFORD

SOUTHEAST MICHIGAN

OSSINING
PORT CHESTER
WESTBURY

CALHOUN COUNTY

OMAHA   CHICAGO

CINCINNATI

WASHINGTON DC

MAGNOLIA COMMUNITY INITIATIVE
CANOGA PARK
PACOIMA
VENTURA
SANTA MONICA   LANCASTER
VENICE   PASADENA
SOUTH LA/ LENNOX   EL MONTE
RIVERSIDE
DOWNEY   ROWLAND HEIGHTS
ORANGE COUNTY

GARDEN CITY/ HOLCOMB

KAY COUNTY

TULSA

POTTER COUNTY

CHATTANOOGA

WICHITA COUNTY   SOUTHEAST OKLAHOMA
NORTHEAST LOUISIANA

OXFORD

DALLAS   CANTON
ECTOR COUNTY
CHEROKEE COUNTY   GREGG COUNTY
HATTIESBURG
PETAL
EL PASO

AUSTIN   LAMAR COUNTY
SOUTHEAST LOUISIANA
SAN ANTONIO   NEW ORLEANS   TAMPA

HIDALGO/ WILLACY COUNTIES   NUECES COUNTY
MIAMI
CAMERON COUNTY

TECCS Initiative Sites

- W.K. Kellogg Site
- TECCS Site
- Learning Network Site (EDI Data Not Yet Collected)

Transforming
Early
Childhood
Community
Systems

THE SCIENCE FOR A BETTER START

Why did the Hartford Foundation choose to support the implementation of the EDI?

- As an important population tool to jumpstart **community conversations** with residents about school readiness

- As a mechanism to highlight **a holistic view of child development**

- As a way to examine vulnerabilities of young children in light of community resources, and therefore ask: "What's wrong with this picture? **How can we make this picture better** ?"

- To promote greater **Parent Engagement**

- To **benchmark progress**

- To identify potential **areas for teacher training and development**

- As evidence for national and state **grant opportunities**

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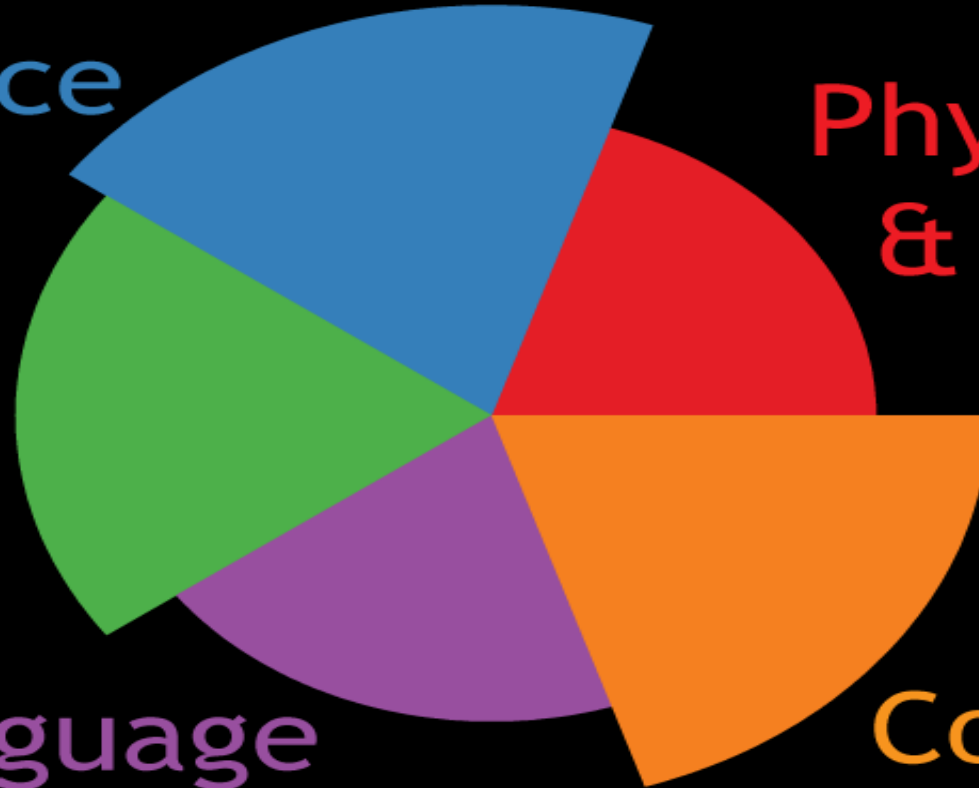FOR PUBLIC GIVING
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What Does the EDI Measure?

Social Competence

Physical Health & Well-Being

Emotional Maturity

Language & Cognitive

Communication Skills
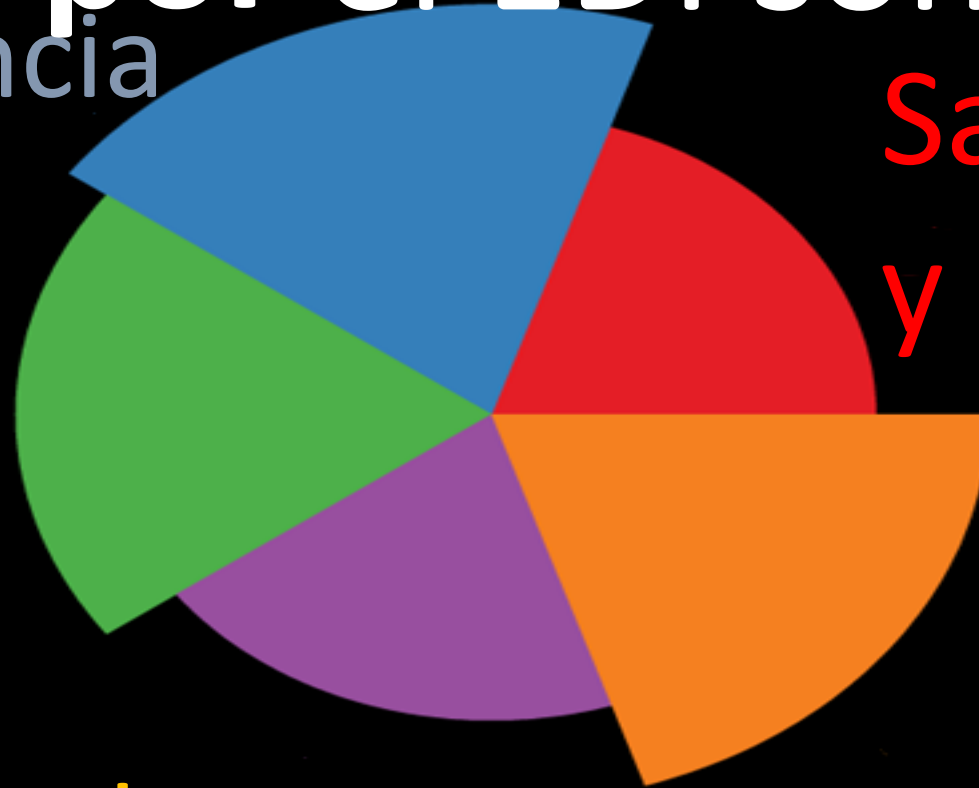
Las cinco áreas medidas por el EDI son:

Competencia Social

Salud física y bienestar

Madurez Emocional

Destrezas de comunicación y cultura general

Lenguaje y destrezas cognitivas

Early Development Instrument
Five Key Domains

Domains	Description	Examples
Physical Health and Well Being	Absence of disease or impairment, access to adequate and appropriate nutrition, necessary gross and fine motor abilities to complete common kindergarten and first grade tasks, including items such as controlling a pencil or turning pages without tearing the pages	1. The child is over or underdressed for school-related activities (depending on the weather. 2. The child is too tired/sick to do school work 3. Shows up to school hungry (constantly tells he/she didn't eat breakfast)
Social Competence	Children need to meet general standards of acceptable behavior in public places, control their behavior, cooperate with others, show respect for adult authority, and communicate feelings and needs in a socially acceptable manner.	1. Has the ability to get along with peers 2. Plays and works cooperatively with other children at a level appropriate for his/her age. 3. Shows self-confidence
Emotional Maturity (Children's feelings and needs)	Emotional maturity is characterized by a balance between a child's curiosity about the World, an eagerness to try new experiences, and some ability to reflect before acting. A child who is fearful to engage in new activities misses learning opportunities that are seized upon by a child with a positive approach.	1. Child is responsible for his/her own acts 2. Feels emotions and is able to show them 3. Is able to adjust to changes or routines
Language and Cognitive Development	Language skills refer to vocabulary size and a child's ability to name letters and attend to component sounds within words. Cognitive skills involve the ways in which children perceive, organize, and analyze information.	1. Child has the ability to listen for at least a few minutes 2. Has the ability to understand on first try what is being said to him/her 3. Is experiencing with writing tools (chooses to use pencils, pens or crayons)
Communication Skills and General Knowledge	Children must be able to understand verbal communications with other adults and children and to verbally communicate experiences, ideas, wishes, and feelings in a way that can be understood by others.	1. Offers to help other children who have difficulty with a task. 2. Will invite others to join in a game 3. Gets upset when left at school by a parent or caregiver

EDI in One Domain

Defining Readiness for School	Related EDI Questions
Physical Health & Well Being	
Physical readiness for school day Children who never or almost never experienced being dressed inappropriately for school activities, coming to school tired, late or hungry.	Since the start of school in the fall, has this child sometimes (more than once) arrived: • Over- or underdressed for school-related activities • Too tired/sick to do school work • late • hungry
Physical independence Children who are independent looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.	Would you say that this child: • is independent in washroom habits most of the time • shows an established hand preference (right vs. left or vice versa) • is well coordinated (i.e. moves without running into or tripping over things) • sucks a thumb/finger
Gross and fine motor skills Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.	How would you rate this child's: • level of energy throughout the school day • proficiency at holding a pen, crayons, or a brush • ability to manipulate objects • ability to climb stairs • overall physical development

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Two ways to understand the data….

Vulnerable/Not vulnerable
Used in reporting of domain results

- **On-track:** Meeting developmental milestones for this age group and likely to have success in school

- **At risk**: Not vulnerable but considered lower than expected for this age group. "At risk of being vulnerable"

- **Vulnerable:** not meeting developmental milestones and as such, vulnerable to later life challenges
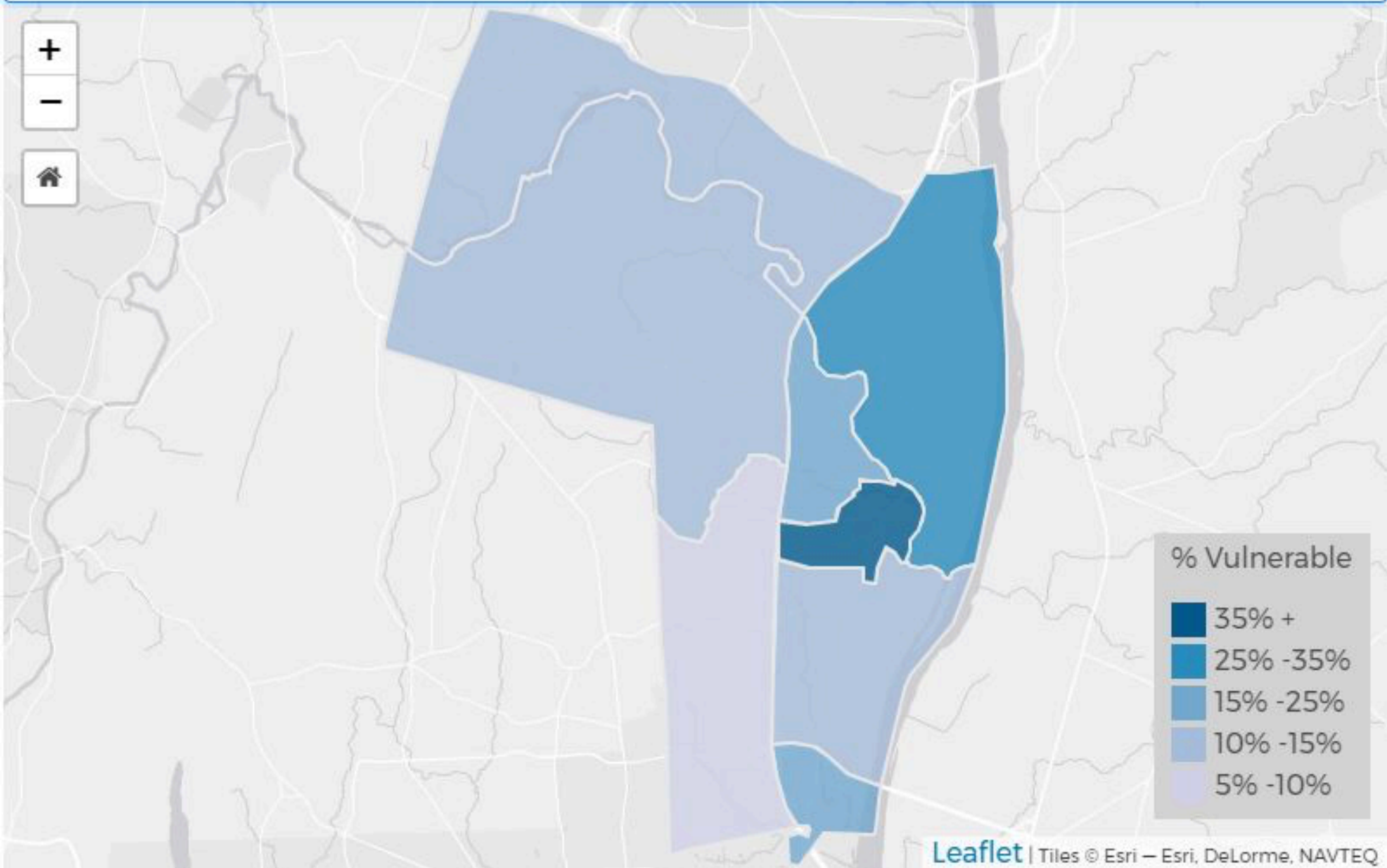
Ready/Not ready
Used in reporting of sub-domain results

- Ready

- Somewhat ready

- Not ready

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Social Competence

% Vulnerable

- 35% +
- 25% -35%
- 15% -25%
- 10% -15%
- 5% -10%

Leaflet | Tiles © Esri — Esri, DeLorme, NAVTEQ

Typical EDI Timeline

April – June	Start to develop EDI Implementation Plan
May – July	Request support funds from Hartford Foundation
September	UCLA provides technical assistance
January - February	CT Data Collaborative Determines Neighborhood Demographics
January – February	Teacher Training and Orientation
February – March	Teachers complete EDI
April	Data transmitted to UCLA
April – May	Plan for data release and discussions on findings designed by district and partners
July	UCLA returns analyzed data
August - September	Production of Community Report
August	School personnel and community members join national network of EDI sites for support and resources
September	Community Conversations begin on EDI findings

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Local Communities in the Capital Region Currently Using the EDI

- Hartford

- West Hartford

- Windsor

- East Hartford

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