# Early Development Instrument Fact Sheet

#### What is the Early Development Instrument?

The Early Development Instrument (EDI) is a population measure of how young children are developing in communities in the United States.

The EDI measures five areas, or domains, of early childhood development:

- · Physical health and wellbeing,
- Social competence,
- · Emotional maturity,
- · Language and cognitive skills, and
- · Communication skills and general knowledge.

The EDI is helpful not only in describing how children are developing, but also in predicting health, education, and social outcomes. EDI data are a key component of Transforming Early Childhood Community Systems (TECCS), which is a partnership between UCLA and United Way Worldwide to guide local community efforts to help children reach school healthy and ready to succeed.

## Why is the EDI important?

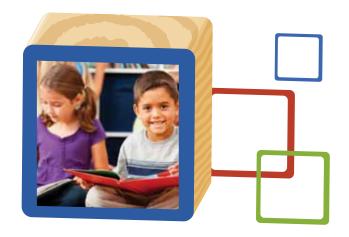
Children who start school healthy and ready to succeed are less likely to develop behavioral, academic, or health problems and are more likely to grow into productive, working adults and contributing members of their community. The EDI provides information that can guide local community efforts to help children reach school healthy and ready to succeed, and is currently being adopted in 30 counties across the US including cities and communities in Los Angeles County.

#### How is the EDI information collected?

The EDI checklist is completed by kindergarten teachers online, based on prior observations of students during normal school activities. The EDI is not an individual level diagnostic tool and results are never reported at the child, teacher or classroom level.

## How are the EDI results reported?

EDI results are reported at a population level as the percentage of children vulnerable in each of the five domains described above. Children who score at or above the 75th percentile of the national EDI population are considered "very ready." Those who score at or below the 10th percentile in any domain are considered "developmentally vulnerable."



#### How are the EDI results presented?

Geographic maps show the percentage of children in local communities who are developmentally vulnerable on the EDI domains. Neigborhood by neighborhood, important indicators or factors that may influence health and well-being can be mapped on top of community-level EDI results. EDI maps are colored in shades of green to represent the range of developmental vulnerability. The shading shows how a community is doing compared to other communities where the EDI has been used. Areas shaded in lighter green have a lower percentage of developmentally vulnerable children, while areas shaded in darker green have a higher percentage of developmentally vulnerable children.





#### EDI profiles and reports

Community profile reports provide a comprehensive set of maps, tables, and contextual information about how children are doing developmentally in a given community, along with detailed information about how to understand what the EDI results mean.

The confidential school reports provide data to participating teachers and their school administrators about how the children in a school are doing developmentally compared to children in other local schools using the EDI. This helps schools implement programs that will help children succeed as they progress through the school years.

		Percentage of Children Developmentally Vulnerable				
	N	Physical Health & Well-Being N(%)	Social Competence N(%)	Emotional Maturity N(%)	Language & Cognitive Development N(%)	Communication & General Knowledge N(%)
Central City	489	58 (12%)	47 (10%)	47 (10%)	68 (14%)	69 (14%)
Beach City	30	3 (10%)	3 (10%)	3 (10%)	3 (10%)	10 (33%)
Mid-City	40	3 (8%)	1 (3%)	2 (5%)	3 (8%)	5 (13%)
Mini Street	73	6 (8%)	8 (11%)	8 (11%)	10 (14%)	22 (30%)
Commercial District	52	6 (12%)	3 (6%)	3 (6%)	2 (4%)	10 (19%)
Main Street	163	21 (13%)	9 (6%)	24 (15%)	19 (12%)	24 (15%)
City Square	177	29 (16%)	23 (13%)	19 (11%)	28 (16%)	41 (23%)

It is important to consider both the percentage of children developmentally vulnerable and the number of children this represents. A higher proportion does not necessarily mean a large number of children.

Similarly, a lower proportion in a large community may still equate to a large number of children.

## How can my community use the EDI?

The EDI data maps allow community members and leaders to:

- Compare the strengths and weaknesses in children's development and school readiness across communities and EDI domains;
- Understand the relationship between children's EDI results and other important factors that may influence their health and well-being (e.g. poverty rates, resident mobility, and the availability of community assets like preschools, family support providers, libraries, and health providers);
- Motivate action and advocacy efforts to help children reach their potential;
- · Plan interventions and resource investments; and
- Track progress over time to see how changes in investments, policies, or other factors influence children's health and well-being.

#### L.A. County EDI communities 2010-2012



There are currently 8 communities in Los Angeles County implementing the EDI. From 2010 – 2012, 194 teachers collected EDI data in 44 schools on a total of 4,109 kindergarten children. Partnerships with additional communities for the 2012-2013 school year are currently being established.

## Where can you get more information?

The UCLA Center for Healthier Children, Families & Communities serves as the national support center for the EDI work in the United States. For more information about the EDI, please contact LAEDI@mednet.ucla.edu.

