



Early Development Index (EDI)

Background - A key component of the Commission is to increase investments in improving early learning outcomes over the next three to five years, particularly in those communities with the greatest achievement gaps. The Early Development Index (EDI) is an important tool to assist in understanding the early learning needs of young children in our communities.

Over the last five years, the Commission has worked with the UCLA Center for Children, Families and Communities (UCLA) to pilot test implementation of the EDI in Orange County. EDI is a population-based, validated measure of school readiness and healthy development, which is designed to be completed by teachers on kindergarten children in the spring of the school year. The EDI addresses how children are developing by the time they reach school age, and the services, supports and environments that influence children in their first five years of life. A summary of the EDI tool, benefits of using the tool and progress to date in implementing EDI in Orange County is included on Attachment 1.

Project Milestones - Orange County is the vanguard site for implementing the EDI in the United States. The table below summarizes project milestones, starting with Year 1 in FY 2007/08.

Year(s)	Activities
1 2007/08	<ul style="list-style-type: none"> • Commission partnered with UCLA and national EDI Technical Advisory Board to translate EDI into American English as well as add other relevant questions. • Feasibility of implementing EDI was piloted in the Newport-Mesa USD. • Focus group held with teachers to further refine the process and collateral materials, including the training binder and Power Point presentations.
2-3 2008/09- 2009/10	<ul style="list-style-type: none"> • Additional districts and schools were added and the EDI transitioned from a paper-based tool to one that is web-based.
3 2010/11	<ul style="list-style-type: none"> • Developed a Business Plan to outline countywide implementation. • Community mapping meetings took place across the county in order to establish boundaries of existing neighborhoods for presentation of the data and to increase community awareness of this unique data for community planning.
4-5 2011/12	<ul style="list-style-type: none"> • Laid groundwork of implementing EDI countywide. Project was scaled to include participation of 11 school districts, 61 schools and over 6,000 students.
6 2012/13	<ul style="list-style-type: none"> • Refined Business Plan to include school district participation and use of data by districts and other community partners for planning and evaluation.

A proposed work plan for further implementation of EDI in Orange County over the next three years is included on Attachment 2.

National and Local Partnerships - Commission staff continues to collaborate in a national network with the W. K. Kellogg Foundation, which is implementing the EDI in targeted cities of Michigan, New Mexico and Mississippi, along with affiliated sites around the country. The Commission continues to pursue local partnerships including Orange County United Way. EDI has been supported by local United Ways along with United Way Worldwide.

The data have only recently become available for local planning. Examples of districts and communities use of EDI includes: mapping out community strengths and weaknesses to assist in determining where additional services for young children should be placed; analyzing EDI data with service partners; discovering particular neighborhoods that may be disadvantaged to target for intensive outreach; and using EDI results in grant applications.

EDI Dedicated Resources – The Commission’s FY 2012 Budget includes the following funding for EDI:

Component	Scope	Annual Budget
Teacher Compensation	Participation in EDI was authorized as a condition of funding for Early Learning School District programs starting in July 2011. School district participation (teacher compensation for completing the tools of kindergarteners) is funded through the Commission’s existing Early Learning contracts.	\$135,000 <i>Early Learning Budget</i>
Data Analysis	UCLA maintains the license to implement the EDI project. Support to the school districts includes EDI data analysis, mapping and reports.	\$90,000 <i>POMS Budget</i>
Project Management	Commission consultants serve as project managers in Orange County. The scope of their services includes: support needed to implement project in the district, provide teacher orientation/training, technical assistance through project implementation, and engage the districts and community related to use of the data. Support is also provided for reproducing training materials and reports.	\$55,000 <i>Consultant Services POMS Budget</i>

PRIOR COMMISSION ACTIONS:

- January 2011 - Receive EDI Business Plan for project expansion
- December 2010 - Receive Early Development Index Project Update
- October 2010 - Received update on the Early Learning Portfolio Implementation Strategies and Investments
- July 2010 – Received The Bridgespan Group Early Learning Portfolio recommendations
- December 2009 – Authorized expansion of EDI
- December 2008 and April 2009 – Authorized Phase 2 of EDI project
- March 2008 - Authorized Phase 1 of EDI project
- April 2007 - Approved review of the feasibility/approach for implementing EDI locally

Early Development Index (EDI)

December 5, 2012

Objective: To answer the following questions...

I What is the Early Development Index (EDI)?

- What does the EDI measure?
- Is the EDI a valid and reliable tool?
- How is student confidentiality protected?

II What are the benefits of implementing EDI?

- Why invest in EDI?
- What outcomes can be expected?
- What has been teacher feedback on the EDI?

III How has EDI been implemented in Orange County?

IV How are the EDI results communicated & used?

- How is EDI information presented?
- How are the maps and results used?



I. What is the Early Development Index (EDI)?



What is the Early Development Index (EDI)?

- EDI developed in Canada by the Offord Centre for Child Studies and is used in a number of countries. Starting in 2009, used nationally in Australia
- Teacher-completed checklist on children's development measured in spring of kindergarten (using online software)
- Data are aggregated to a group level (school, neighborhood, city, etc.) to provide a **population-based** measure of children's development
 - School entry provides the first opportunity for a universal point to collect data about the development of all children as they finish their pre-school years
 - This means that it is possible to obtain a census of all children's development in a given region
 - Census is more accurate than a sampling approach because it is much less likely to miss the hardest to reach, highest risk children



What is the EDI? (cont)

- Shows the developmental progress of children at the time they enter school
- Orange County is one of more than 30 communities around the country leading the effort
- Fills information gap by describing all of the key domains of early development
- EDI is not reported at the child or class level and is not used as a diagnostic tool for individual children



What does the EDI measure?

Five developmental domains:

- **Physical health and well-being.** Child is healthy, independent, ready each day
- **Social competence.** Child plays, gets along with others and shares, is self-confident
- **Emotional maturity.** Child is able to concentrate, help others, is patient, not aggressive or angry
- **Language and cognitive development.** Child is interested in reading and writing, can count and recognize numbers, shapes
- **Communication skills and general knowledge.** Child can tell a story, communicate with adults and children, articulate themselves



Is the EDI a valid and reliable tool?

YES!

Researchers have found the EDI to be a

- Valid measure when compared to other teacher reported measures and parent-reported measures
- Reliable measure when administered twice on the same group of children within a short space of time



How is student confidentiality protected?

The EDI checklist contains information about the student's development as well as some general demographic information

- Children's names will **not** be on the EDI checklist and researchers at UCLA will **not** have access to children's names
- No data will be reported at the child or teacher/classroom level. Data will only be reported at the school, district or community levels of aggregation
- No questionnaires are retained by the school and no EDI information is retained in the student's school record. Because the results of the project are reported at the group-level only, a student's own specific questionnaire information **will never** be given to anyone or made public in any way.



II. What are the benefits of implementing EDI?



What are the benefits of implementing EDI?

EDI provides data to inform school district, county and other community efforts:

- Improve policies and programs affecting children before and after they enter kindergarten
- Present baseline data about how children in a geographic area are faring in each of the developmental domains of the EDI
- Assist in the development and strengthening of relationships between key agencies and stakeholders in the community based on the findings from the EDI
- Facilitate community mobilization and development of forward planning and action based on the results of EDI
- Provide the early education and school communities with the opportunity to reflect on the development of children entering school and to consider and plan for their optimal early development, school transitions and future needs



Why Invest in the EDI

- Reliable data are needed in order to measure progress towards Commission goals
- The EDI provides meaningful data that can help the Commission, its providers and community funding partners make more strategic decisions about allocating and prioritizing resources and services
- The EDI provides a developmental census of children living in our county



What outcomes can be expected?

- Gain public support and political will to attract & sustain resources dedicated to early childhood
- Facilitate collaborative partnerships to the benefit of young children
- Foster shared accountability across diverse set of stakeholder
- Assess collective impact of past investments & guide future ones
- Emphasize prevention & focus on shifting the curve for the whole population



What has been teacher feedback about the EDI?

- “Completing the EDI makes you reflect about your students and think more about them.” -OC Teacher
- “...the data will be a good concrete example to take, say, to your congressman to say ‘look, we have a need.’ That way, it becomes a concrete and demonstrated need, not just something teachers are complaining about.” - OC Teacher
- Overall, teachers felt that there is too much emphasis on the academic and not enough on the social-emotional development of children. For these teachers, the EDI is an important tool for parents and the community to understand the importance of the social-emotional development of children.



III. How has EDI been implemented in Orange County?



Orange County - Context

Orange County is the 6th most populous county in the United States with more residents than 20 states.

There are 34 incorporated cities and 6 census designated places. In addition, there are:

- 25 public school districts (with an elementary school population)
- 390 elementary schools
- More than 36,500 Kindergarten students



How has EDI been implemented in Orange County?

- Pilot (Year 1)
- Demonstrate (Year 2 and 3)
- Scale (Year 4 and beyond)
- Enhance Utility of Data (ongoing)



EDI implementation, by year

Implementation Year	School Year	# Districts	# Schools	# K- Students
1 (pilot)	2007/08	1	5	427
2	2008/09	4	23	1,868
3	2009/10	6	45	4,168
4	2010/11	4	12	1,248
5	2011/12	11	61	6,160



Status of EDI implementation to date

	# of Cities	# of Elementary School Districts	# of K-Students in public schools (2011-12)
Orange County	34	25	36,887
EDI Participants	12	11	9,869
% EDI Participation	35%	44%	27%

Note: there have been close to 14,000 Kindergarten students with an EDI (e.g., same school participated in more than one year) but only the most recent year's data are reported in this table



Goals for FY 2012/13

- Implement EDI with 10 new districts and a total of 83 schools
- Develop additional trainer / TA capacity to support project expansion
- Explore implementation with other Kindergarten providers (private, home-schooled) to increase saturation rates
- Develop standardized communication templates to assist districts in sharing results with community
- Implement a case study approach and provide technical assistance to document the process of local community engagement
- Develop administrative processes for sharing data including criteria as to how data can and cant be used



IV. How are the EDI results communicated & used?



How is the EDI information presented?

EDI data presented using GIS mapping. Each child's EDI form is geographically coded according to the home address of the child.

Maps show:

- The percent of children entering school who are developmentally vulnerable in each developmental domain and by geographic region
- Community services and other assets
- Other population-based indicators (e.g., parent education levels, poverty, etc.)

Related reports include:

- **Community Profile Report.** Public information that contains EDI tables and maps (based on where children live)
- **School Report.** Each participating school receives a confidential school report that provides information on how children (in that school) are doing developmentally



How are the EDI maps used?

The EDI data maps allow stakeholders in the community to discuss and address areas of young children's vulnerability:

- Geographically to identify areas of greatest need
- To socio-economic indicators, to help understand the reasons for observed outcomes
- To service data to identify where there are service gaps
- Over time to see how changes in policies and place-based initiatives may be contributing to children's development



Example: Children's background information (2012)

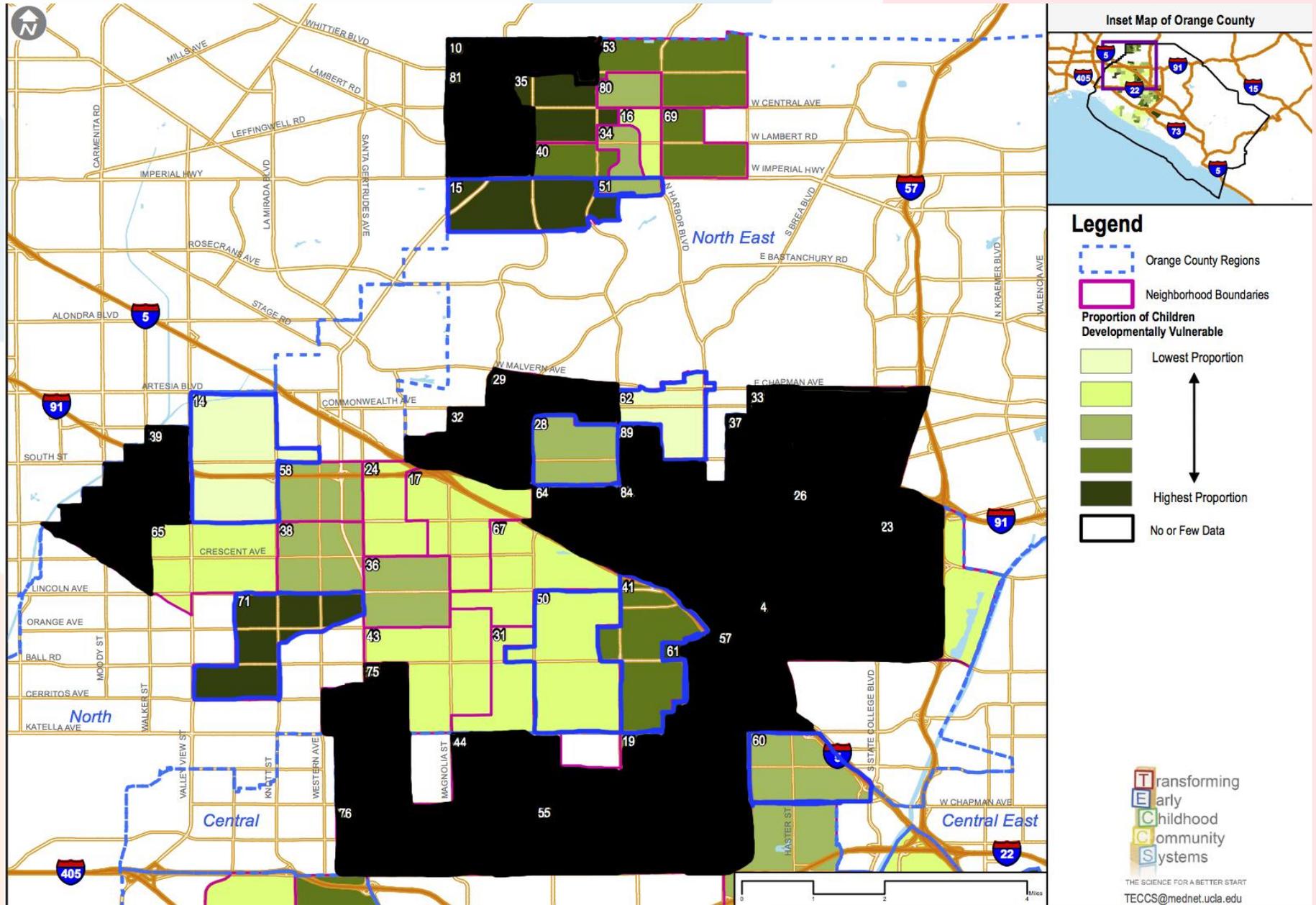
School Information	
School districts contributing to the community results	13
Schools contributing to the community results	95
Classrooms collecting EDI information	403
Community Information	
Children	8,518
Children who are English Language Learners (ELL)	71%
Children who have an Individualized Education Program (IEP) for children with disabilities	6%
Race/Ethnicity:	
African-American, Black	1%
Asian, Native Hawaiian or other Pacific Islander	7%
Hispanic, Latino/a	75%
White	11%
Other	6%



Summary of EDI results by developmental area (2012)

EDI Developmental Area	% of children developmentally vulnerable	% of children very ready
<p>Physical Health and Well-being: <i>Physical readiness for school work, physical independence, gross and fine motor skills</i></p>	10%	31%
<p>Social Competence: <i>Overall social skills with peers, respect and responsibility, independence and adjustment, readiness to explore new things</i></p>	10%	25%
<p>Emotional Maturity: <i>Pro-social and helping behavior, anxious and fearful behavior, aggressive behavior, hyperactive and inattentive behavior</i></p>	9%	28%
<p>Language and Cognitive Development: <i>Basic literacy, interest and memory, complex literacy skills, basic literacy and numeracy</i></p>	11%	20%
<p>Communication Skills and General Knowledge: <i>Storytelling ability, communication with adults and children</i></p>	15%	26%

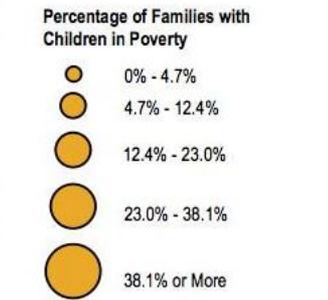
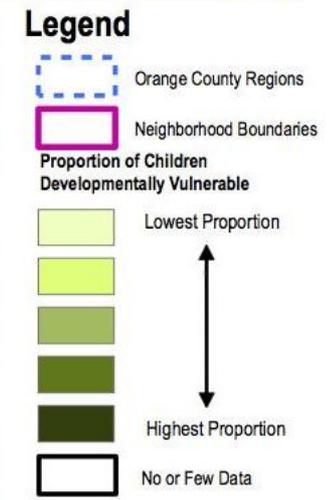
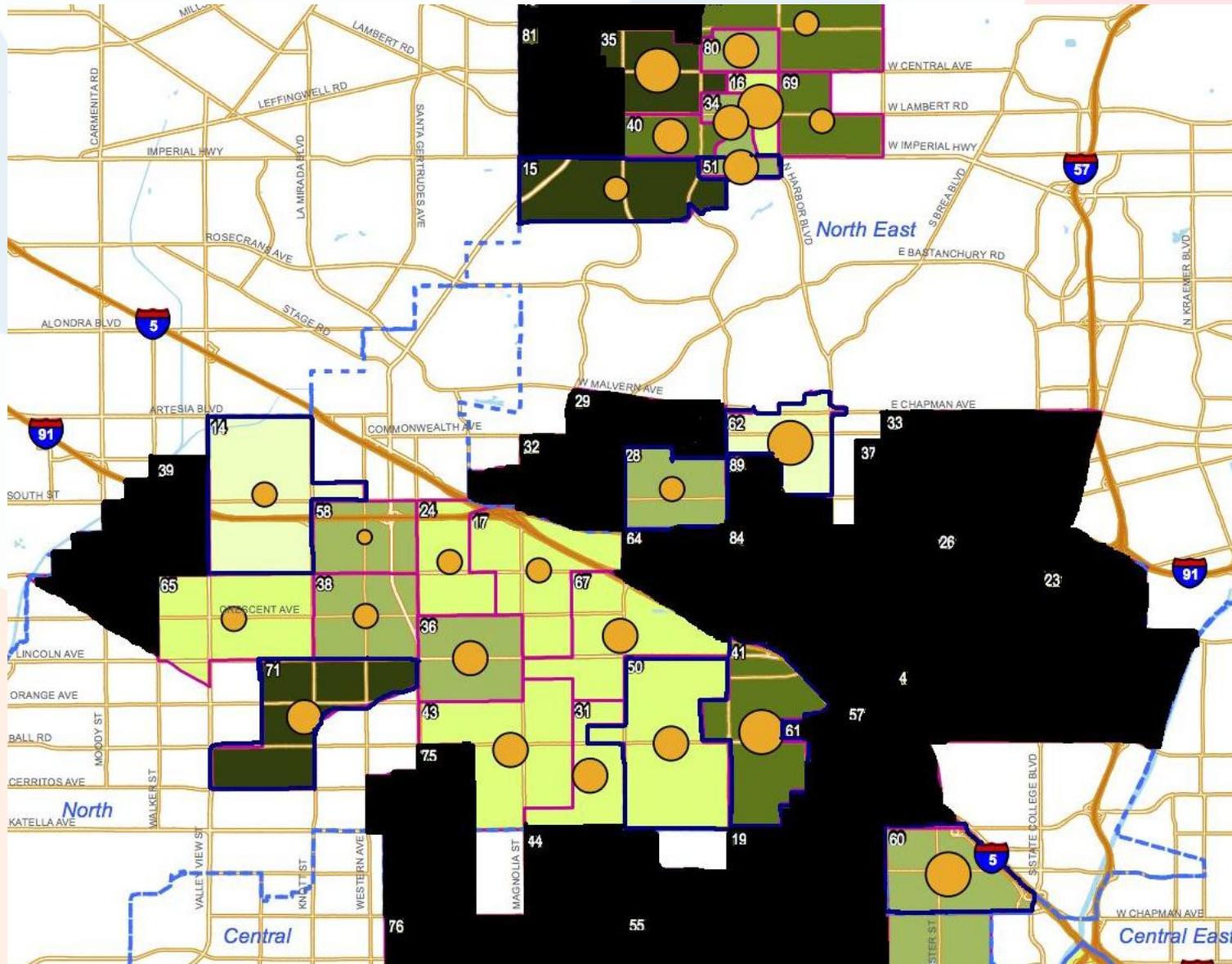
Example map: % vulnerable on 2 or more domains



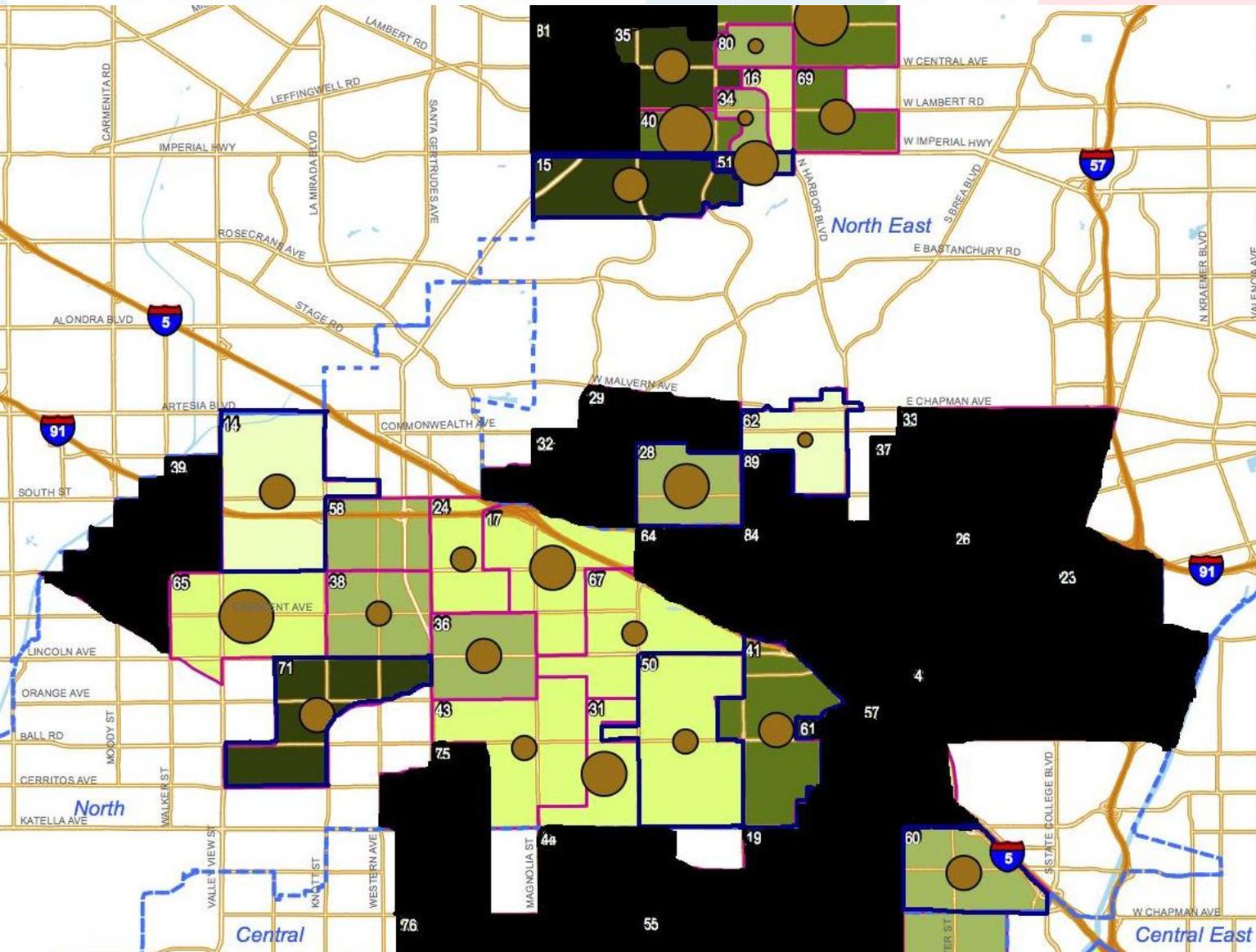
Transforming
Early
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Vulnerable on 2 or more domains with % of families living in poverty



Vulnerable on 2 or more domains with % of children enrolled in preschool / nursery school



Legend

- Orange County Regions (dashed blue line)
- Neighborhood Boundaries (solid purple line)

Proportion of Children Developmentally Vulnerable

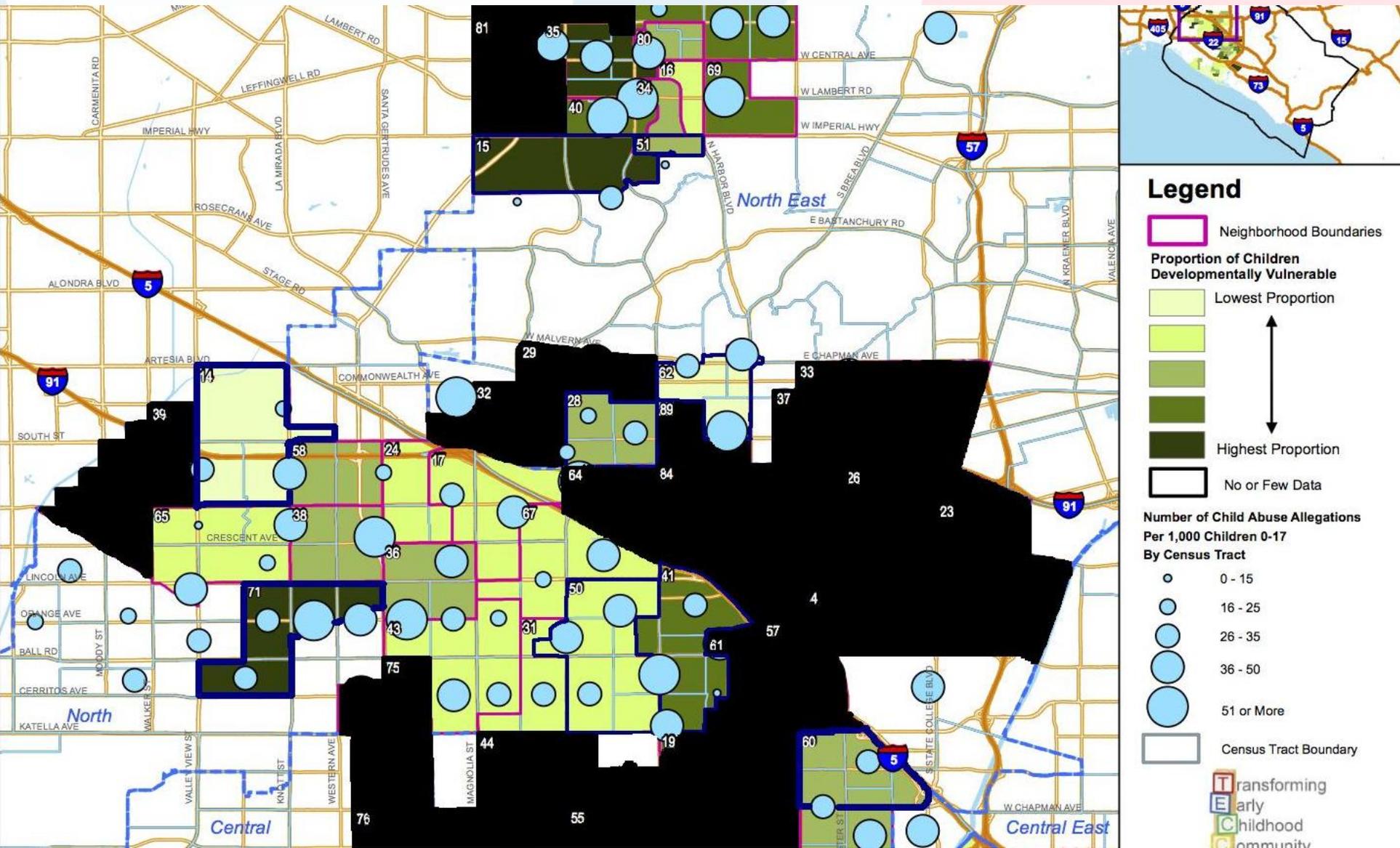
- Lowest Proportion (lightest green)
- Highest Proportion (black)

No or Few Data (white)

Percentage of Children Enrolled in Preschool/Nursery School

- 0% - 19.4% (smallest bubble)
- 19.4% - 29.5%
- 29.5% - 39.8%
- 39.8% - 52.7%
- 52.7% or More (largest bubble)

Vulnerable on 2 or more domains with % of child abuse allegations



EDI Work Plan Summary (2012-2015)

Goal and Objectives for 3-year Implementation Cycle - The proposed number of schools and districts participating in the EDI is documented in the table below. The goal is to achieve 100% district and school participation through: maintaining current districts and add more schools, recruiting new districts, and engaging the community in using EDI data.

	Repeating districts participating	New districts participating	Total districts participating	Repeating schools participating	New schools participating	Total schools participating
2012-13	9	10	19	22	61	83
2013-14	20	2	22	12	124	136
2014-15	23	0	23	55	110	165
Total			24			384

The proposed process of engaging community players with the EDI data includes:

- **Countywide engagement** - Early Learning Specialists communicate EDI results at the community level, Commission staff focus on presenting EDI to promote countywide use; test approaches to engage partners and showcase EDI data.
- **Local engagement process (pilot)** – Commission staff use a case study approach and provide technical assistance and support to one or two areas that have high EDI saturation rates (e.g., Anaheim, Santa Ana) to document the process of community engagement.
- **Develop supportive administrative processes** - Develop protocol for agencies to request EDI raw data for use to outline the ways the data can and cannot be used.

Challenges in Implementing the EDI Countywide

Stakeholder	Challenge	Proposed Strategy
Teachers	<ul style="list-style-type: none"> • Time Constraints: Time, Existing workload, Teacher buy in • Requirement that 75% of teachers in school participate • Schools want to collect EDI annually 	<ul style="list-style-type: none"> • Engage K representatives • Develop exception when forego School Report • Consider cost / approach for including repeaters (I.e. fees)
Principals	<ul style="list-style-type: none"> • Receiving buy-in 	<ul style="list-style-type: none"> • Meet with administrators and principals
Administration	<ul style="list-style-type: none"> • Changes in administration • Understanding of the importance of the study and how to use the EDI data 	<ul style="list-style-type: none"> • Work with Early Learning Specialists to introduce EDI to administrators • Leverage Superintendent leadership

Going to Scale—Resources Needed

- **EDI teacher trainings** - Moving forward, as more districts come aboard, it will not be feasible to have only one EDI trainer for the whole county. Develop additional trainer capacity to assure availability and local back-up resources with the EDI specific skills and knowledge including the development of an EDI training video be developed.
- **Teacher trainings in computer labs** - In 2011-12, approximately two-thirds of the districts held their trainings in a computer lab. Providing orientations in computer labs allow for a more hands-on experience hence this strategy should be expanded.
- **Other student participation** – In order to increase saturation rates, continue to explore implementation with other providers of Kindergarten classes. This includes private schools, Lowell-Joint School District, and kindergarteners that are home-schooled.