



EARLY DEVELOPMENT INSTRUMENT

**Pilot Project Information Sessions
March 14 & 16, 2017**

Pleased to meet you...



Cristina Pacione-Zayas
Director of Policy



Mark Nagasawa
Faculty



Jaclyn Vasquez
Associate Director, EDI

Information Session Overview

- About Erikson Institute
- Erikson's Strategic Plan and Vision
- About the EDI
- Benefits of the EDI
- Pilot Project Components & RFP Timeline
- Expectations
- Q & A

Erikson Institute

ABOUT ERIKSON INSTITUTE

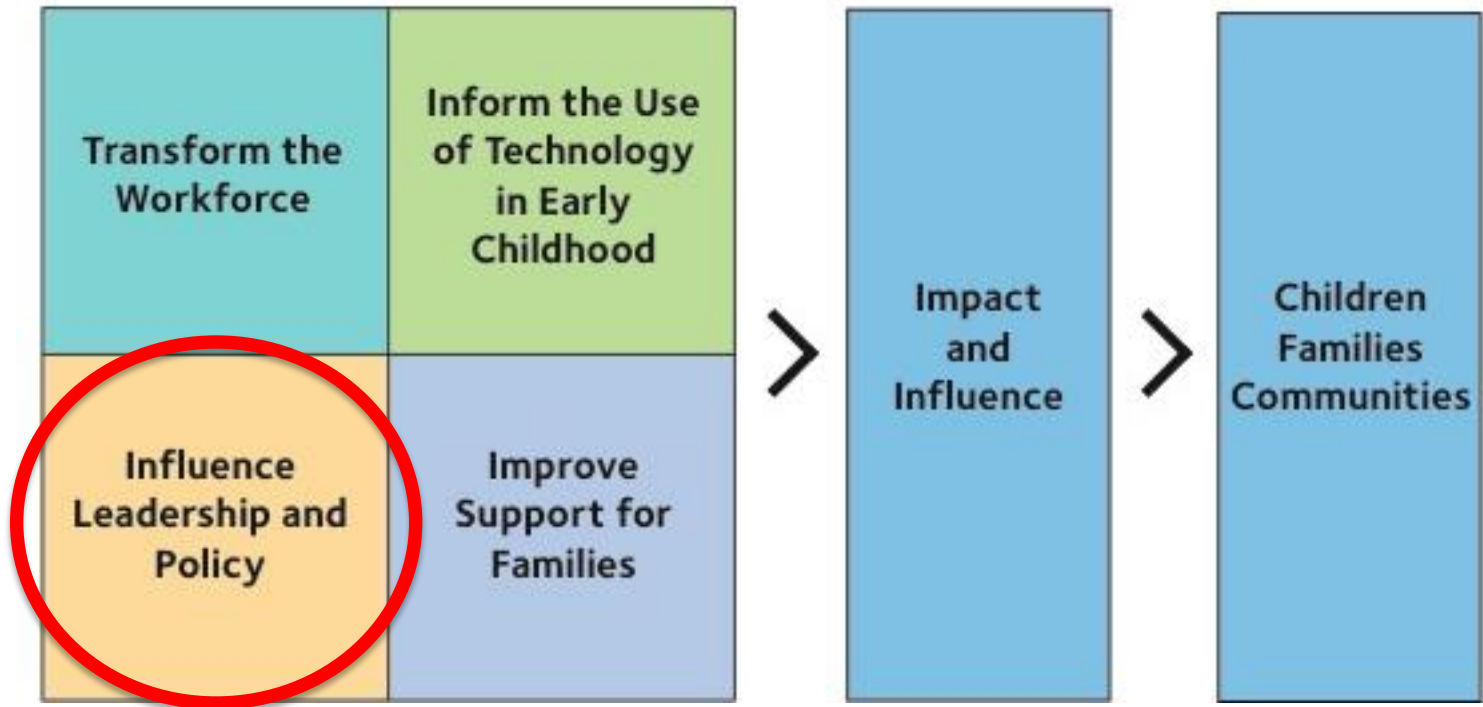
Celebrating 50 years of Erikson

- Graduate School
- Continuing Education
- Research
- Community Partners
- Direct Service
- Policy and Leadership



STRATEGIC PLAN & VISION

Pilot Project Home



ABOUT THE EDI

What is the EDI?

The Early Development Instrument (referred to as EDI) is a teacher completed instrument which measures children's development ----Offord Centre for Child Studies

- Neighborhood measure in the context of a community
- Checklist of 103 questions
- Completed by kindergarten teachers during the second half of the school year
- Typically administered triennially
- Holistic measure in five key domains

EDI Domains and Sub Domains

DOMAIN	SUB-DOMAINS
1) Physical Health and Well-being	<ul style="list-style-type: none">■ Physical readiness■ Physical independence■ Gross and fine motor
2) Social Competence	<ul style="list-style-type: none">■ Overall social competence■ Responsibility and respect■ Approaches to learning■ Readiness to explore new things
3) Emotional Maturity	<ul style="list-style-type: none">■ Pro-social and helping behavior■ Anxious and fearful behavior■ Aggressive behavior■ Hyperactivity and inattention
4) Language and Cognitive Development	<ul style="list-style-type: none">■ Basic literacy■ Interest in literacy/numeracy and memory■ Advanced literacy■ Basic numeracy
5) Communication Skills & General Knowledge	<ul style="list-style-type: none">■ Skills to communicate■ Story telling■ Age appropriate knowledge about life

Sample Questions

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

Would you say that this child:

- is able to solve day to day problems by him/herself
- is able to adjust to changes in routines
- comforts a child who is crying or upset
- fidgets
- appears fearful or anxious

Find a complete sample here:

<https://edi.offordcentre.com/wp/wp-content/uploads/2015/11/EDI-ON-2015-Eng-Jan-20.pdf>

EARLY DEVELOPMENT INSTRUMENT
A Population-Based Measure for Communities
Ontario 2014/2015

Offord EDI

Please fill in the circles like this ● or ✗ NOT X
Please use a blue or black ballpoint pen.

1 Class Assignment
JK SK

2 Child's Date of Birth
dd / mm / yy

3 Sex
F M

4 Postal Code

5 Class Type
JK/SK JK/OK JK/OUT

6 Date of Completion
dd / mm / yy

7 Child considered ELL
ELL FSL No

8 French immersion
Yes No

9 Child's First Language(s)

10 Communicates adequately in teacher's first language
Yes No Don't know

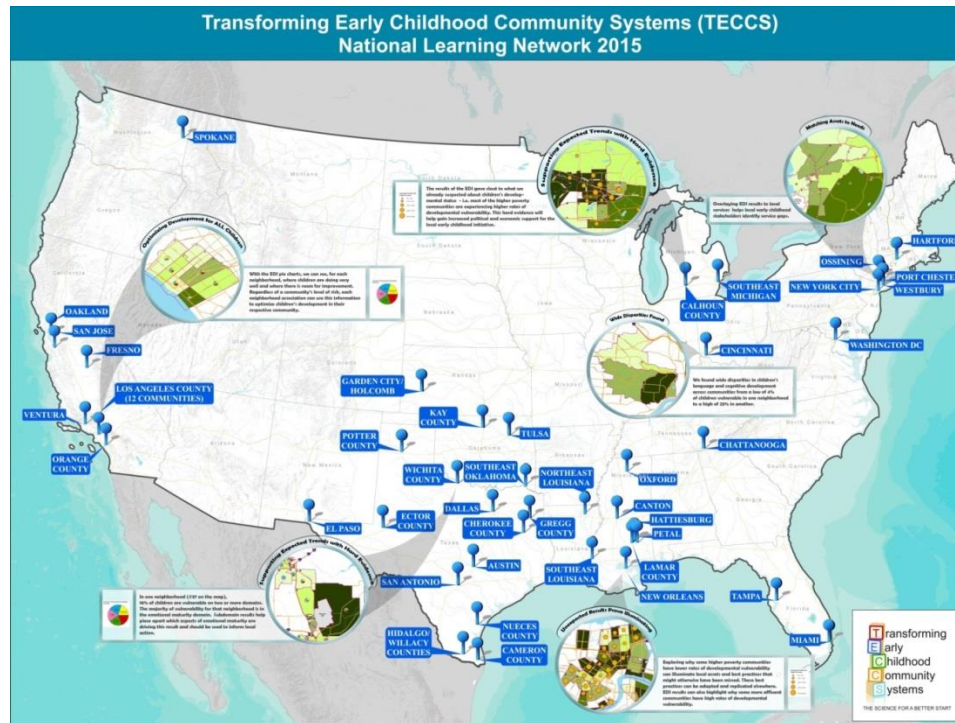
11 Student Status
Has been out of school more than 1 month
Has not completed
Has moved out of school
Other

12 Student is repeating this grade
Yes No

Sample

EDI Across the Globe

- Developed in Canada
- Adapted in many other countries
- Implemented in approximately 55 communities throughout the United States



EDI Purpose

The EDI empowers communities to develop solutions that address children in the context of their neighborhoods.

Long Range Goals include:

1. Identify needs/strengths
2. Promote equitable distribution and alignment of resources
3. Foster better coordination across systems.

The EDI Does Not:

- Report on individual children
- Identify specific learning disabilities
- Recommend special education or being held back
- Recommend teaching approaches/inform instruction
- Reflect performance of school or quality of teaching

Key Differences: KIDS and EDI

QUESTION	KIDS	EDI
Who administers the tool?	Kindergarten teachers	Kindergarten teachers
Timeframe?	<p>State Requirements: 2016-2017 All kindergarten teachers complete required training</p> <p>2017-2018 All kindergarten students by the 40th day</p>	<p>Kindergarten teachers will administer the EDI during the second half of the school year.</p> <p>The EDI pilot will require completion for each kindergarten student by January 31, 2018.</p>
How often is the tool administered?	Every school year	Triennially (if community continues to implement tool)

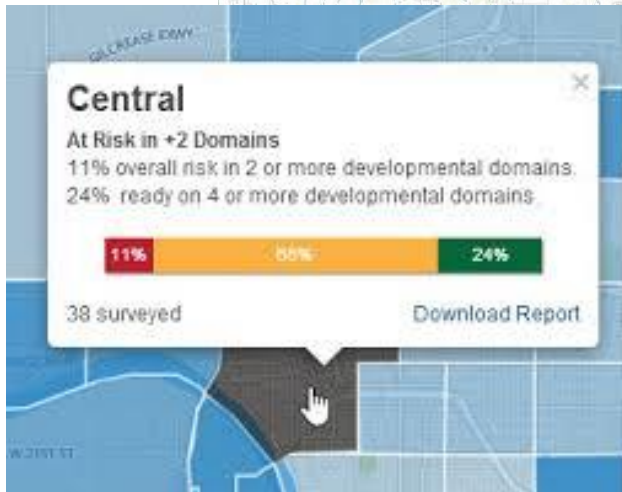
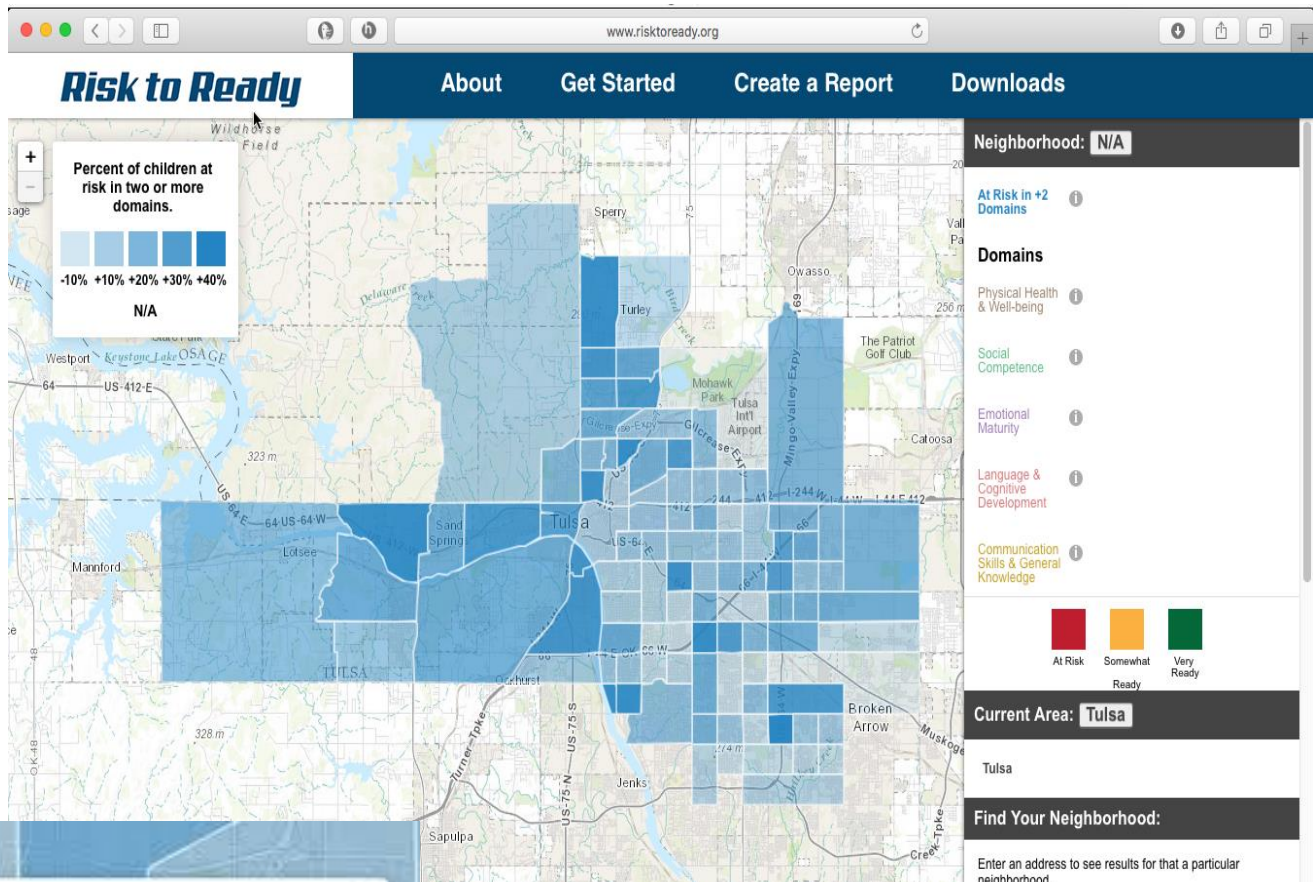
Reporting EDI Data

- **Community Profile Results**
 - Public information package consisted of EDI tables and maps
 - Describes how children are doing by neighborhood
 - Map set includes additional indicators by neighborhood
- **Child level data file**
 - Provided to local lead agency
 - Used to conduct additional analyses
- **Confidential school report**
 - Provided to schools/districts only
 - Tells schools how their children are doing developmentally
 - Compares individual school EDI outcomes to those in entire district

Data Usage

Findings indicate that achievement-related basic skills can be statistically predicted at least four years in advance and with an unusual level of precision through EDI data:

- Community snapshot of children's health, development and school readiness
- Informs place-based efforts to optimize the healthy development for all young children as the foundation for human development.

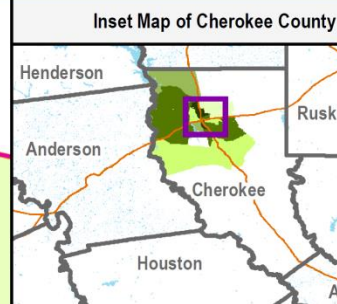
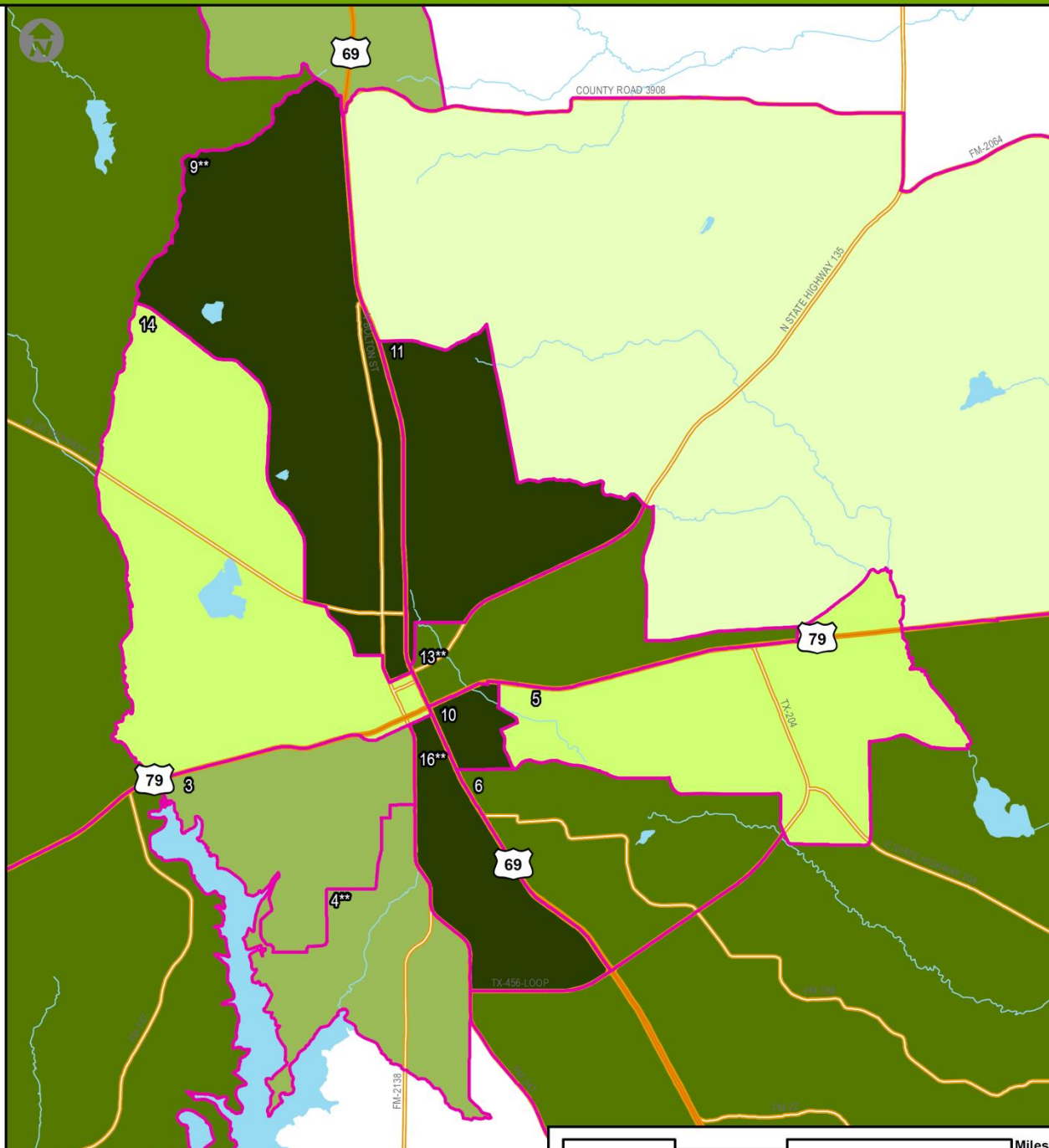


Map Source: www.risktoready.org

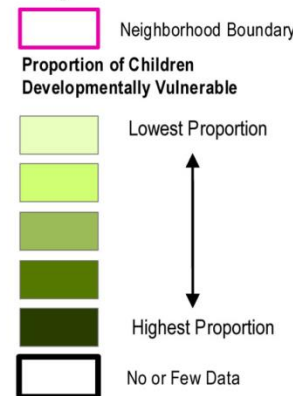
EDI 2014: Children Vulnerable on One or More Developmental Domains in Cherokee County Neighborhoods, Jacksonville

Neighborhoods: Percentage Vulnerable on One or More Domains

ID	Neighborhood	%
3	Burleson St Community	29%
4	Byrd Rd Community**	29%
5	Challenge at the Woods/ East Rusk St. Community	25%
6	Corinth St Community	34%
9	Indian Trail**	39%
10	Jacksonville	42%
11	Lincoln Park	44%
13	Myrtle Rd Community**	38%
14	Resthaven	24%
16	South Jackson**	41%
	Neighborhood-wide	31%



Legend

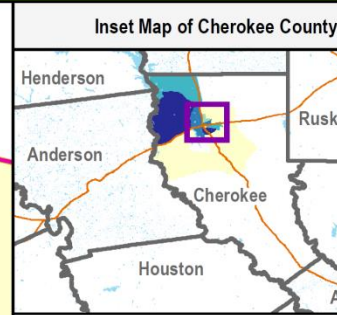
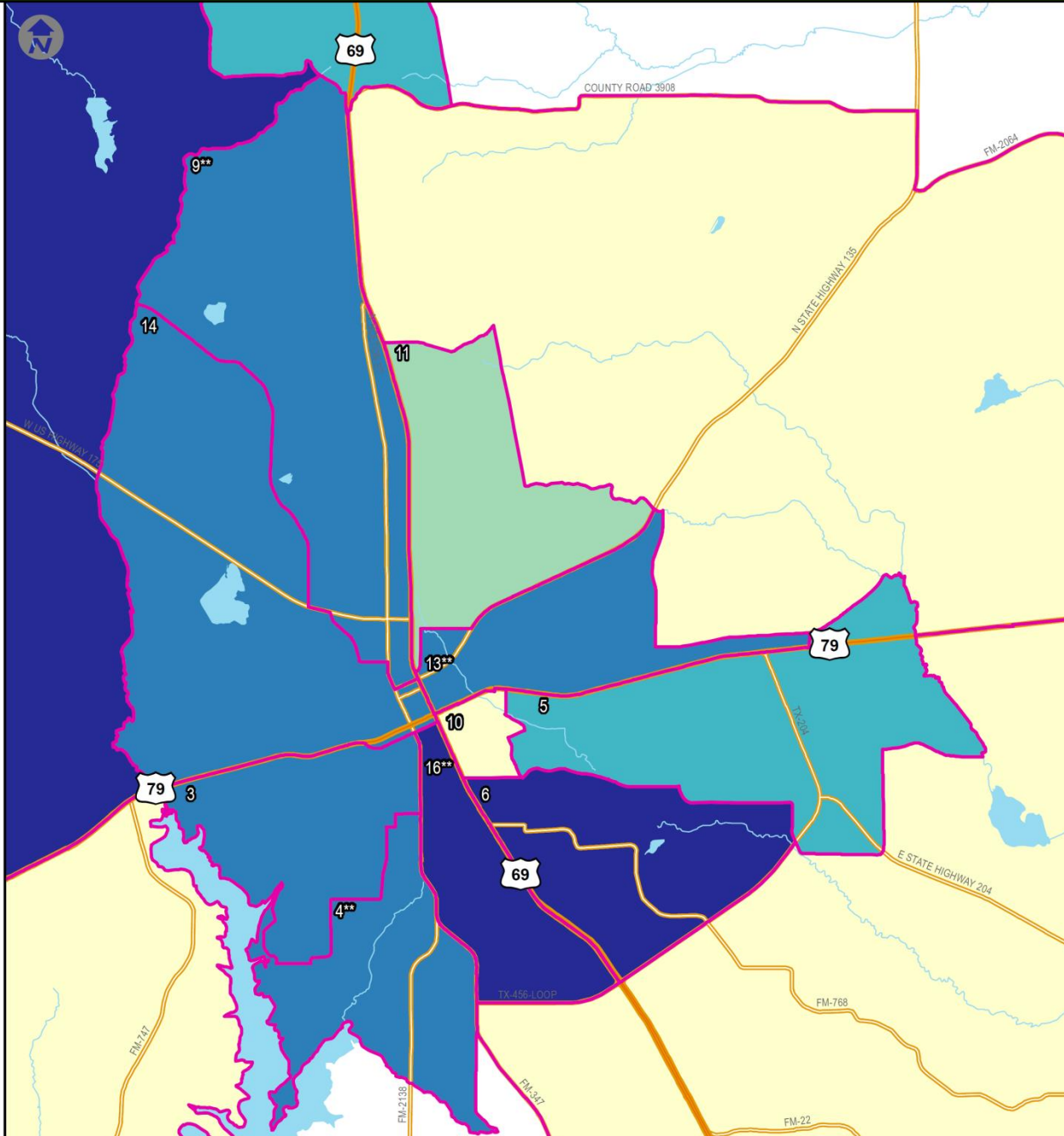


** EDI data collection is less than 70% of the estimated population

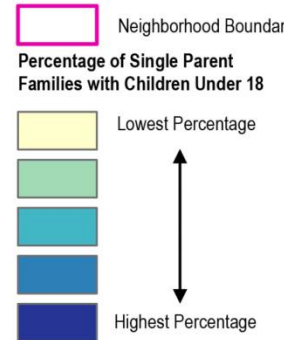
EDI 2014: Percentage of Single Parent Families in Cherokee County Neighborhoods, Jacksonville

Neighborhoods: Percentage Vulnerable on One or More Domains

ID	Neighborhood	%
3	Burleson St Community	29%
4	Byrd Rd Community**	29%
5	Challenge at the Woods/ East Rusk St. Community	25%
6	Corinth St Community	34%
9	Indian Trail**	39%
10	Jacksonville	42%
11	Lincoln Park	44%
13	Myrtle Rd Community**	38%
14	Resthaven	24%
16	South Jackson**	41%
	Neighborhood-wide	31%



Legend

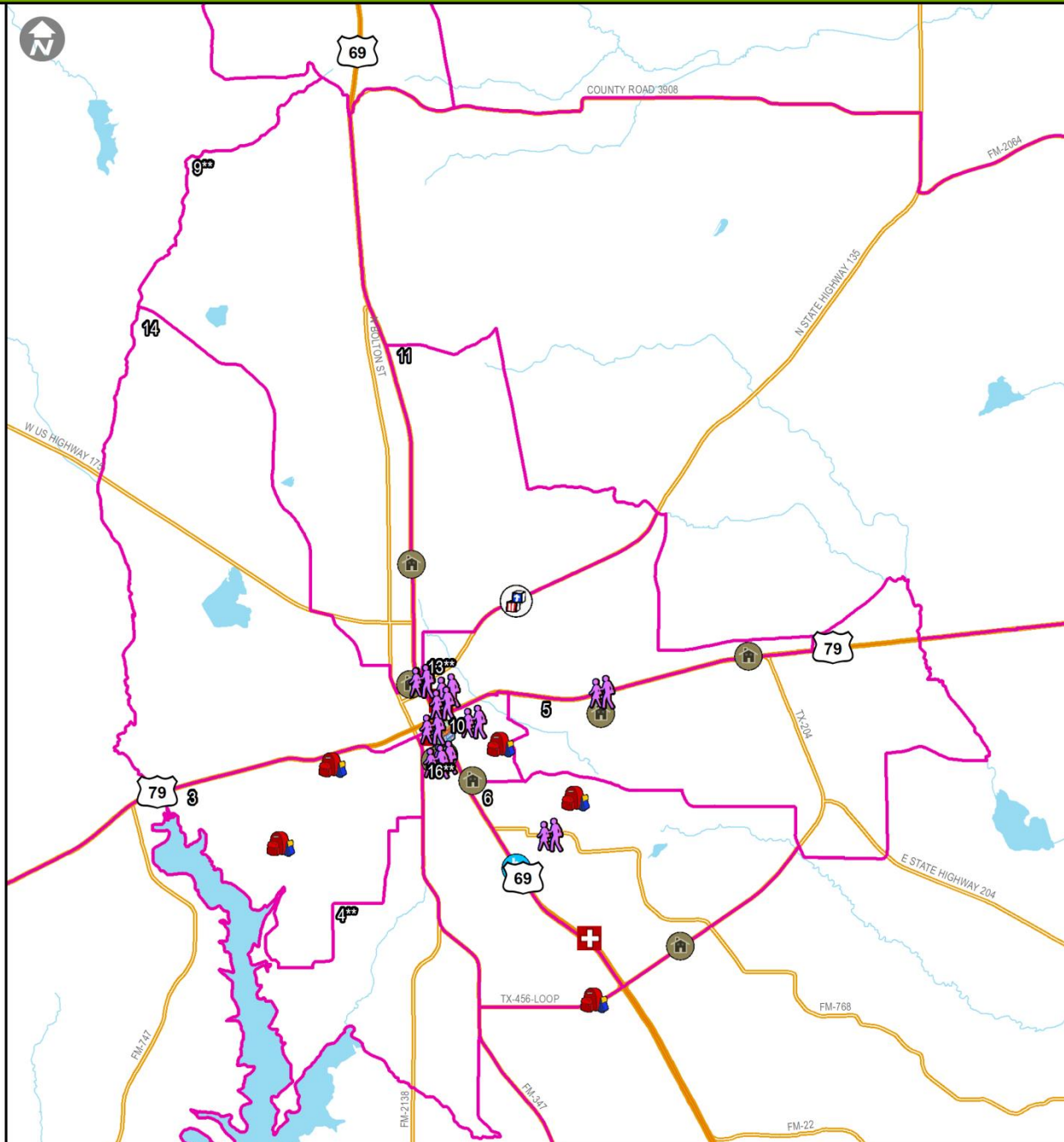


** EDI data collection is less than 70% of the population in this neighborhood

EDI 2014: Community Assets in Cherokee County Neighborhoods, Jacksonville

Neighborhoods: Percentage Vulnerable on One or More Domains

ID	Neighborhood	%
3	Burleson St Community	29%
4	Byrd Rd Community**	29%
5	Challenge at the Woods/ East Rusk St. Community	25%
6	Corinth St Community	34%
9	Indian Trail**	39%
10	Jacksonville	42%
11	Lincoln Park	44%
13	Myrtle Rd Community**	38%
14	Resthaven	24%
16	South Jackson**	41%
	Neighborhood-wide	31%



Legend

- Neighborhood Boundary
- Community Assets**
- Day Care Centers
- Head Start Centers
- Medical/Health Services
- Housing
- Libraries
- Schools
- Social Services

** EDI data collection is less than 70% of the estimated population

BENEFITS

Erikson Institute

Bringing the Community Together

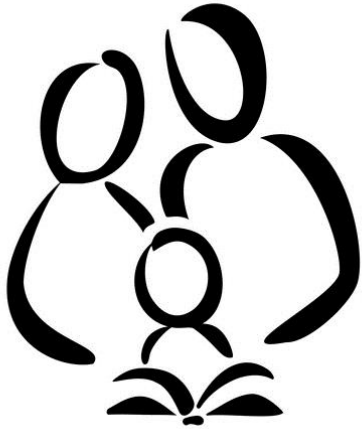
- Public Health
- Public Transit
- Parks and Rec
- Public Libraries
- City Council
- Housing
- Job Opportunities
- Food and Nutrition



What are the benefits to the community?

- Provides precise data at a neighborhood level that encourages action by engaging a variety of stakeholders, and informs decision-making and planning processes.
- Communities use the data to advocate for changes to policies, systems, and funding at the local, county, and state levels.
- Provides a common language and comparable data
- Explore how to support family environments
- ESSA, ECBG/Preschool Expansion Development Grants

Parents and
Community Leaders



Elected Officials



Researchers



Community Examples

- Ector County, TX
 - Half the neighborhoods surveyed demonstrated 25% of children struggling with gross motor skills
 - Free summer camps for incoming K students who lacked access to PK
- Pasadena, CA
 - After presenting EDI data to Council, they incorporated it into their city plan.



What are the benefits to schools?

- Plan for the needs of children arriving at school
- More precise data about children considered to be developmentally vulnerable, at risk, or on track
- In-depth information about the cohort of children
- Trend data
- Grant proposals



School Examples

- AUSTRALIA –Primary school
 - Established parent-led playgroups
 - Extended educational and recreational activities for children during out-of-school hours and adopted principles of a full-service extended school
 - Offered adult education programs for parents to support early learning and development prior to school (i.e. ‘Sing & Grow’, Positive Parenting Program, Healthy Eating Program)
 - Enhanced capacity of teaching staff to work with children experiencing speech and language difficulties, trauma, attachment issues and/or learning difficulties

PILOT PROJECT COMPONENTS & RFP TIMELINE

Pilot Project Objectives

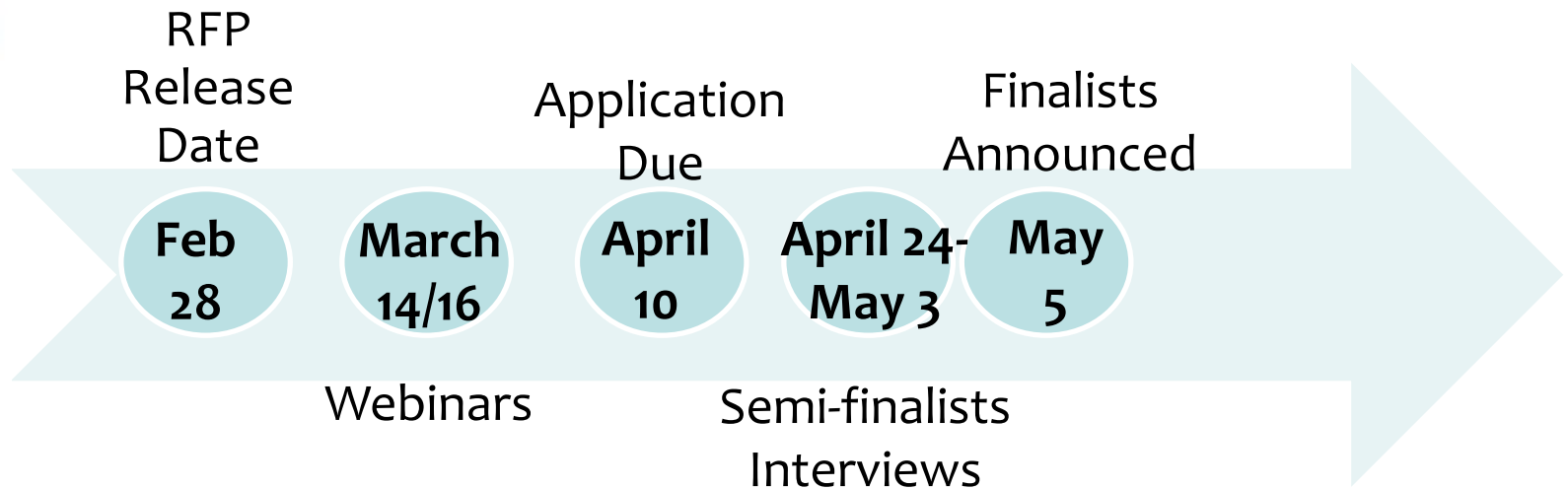
- Support community collaborations
- Align vision and resources
- Policy and systems change

Implementation Components

- Select 6 EDI pilot communities
 - 2 communities in Phase one and 4 communities in Phase two
- Coaching and technical assistance
- Support creation and implementation of an action plan based on EDI data
- Document process and issue report



Phase II RFP Important Dates- Spring 2017



RFP and online application available here: www.erikson.edu/edi

EXPECTATIONS

Erikson Institute

Implementation Partner & Deliverables

- Data Collection/Analysis
- Maps
- Community/School Reports
- Learning Network
- Training/Coaching
- Team support
- Teacher PD, upon request
- Limited funding
 - Substitute teachers
 - Teacher stipends

Support for Kindergarten Teachers

- Orientation
- Substitutes/Stipends
- Training
- Technical assistance
- Family and community support

Expectations of a Pilot Community

- Establish a pilot team: local champions
- Have an established collaboration/coalition of cross-sector stakeholders
- Have a desire to collect data to drive decisions
- Provide timely feedback
- Secure commitment from stakeholders
- Support recruitment of kindergarten teachers
- Leverage financial and/or in-kind support

Information Session Recap

- Erikson's Strategic Plan and Vision
- About the EDI
- Benefits of the EDI
- Request for Participation
- Pilot Project Components/Timeline
- Expectations

EDI Video

Four minute video highlighting the EDI and why its collection is so important.

Produced by Offord Centre for Child Studies:
<https://offordcentre.com/edi-early-years/>

References

- www.erikson.edu/edi
- <http://www.erikson.edu/wp-content/uploads/8.31.2016-EDI-RFP.pdf>
- <https://edi.offordcentre.com/wp/wp-content/uploads/2015/11/EDI-ON-2015-Eng-Jan-20.pdf>
- <https://edi.offordcentre.com>
- <https://offordcentre.com/edi-early-years/>
- www.risktoREADY.org
- Guhn, M., Janus, M. & Hertzman, C. (2007). Special Issue: The Early Development Instrument. *Early Education and Development*, 18 (3)
- Guhn, M., Gadermann, A., Zumbo, B.D. (2007). Does the EDI measure school readiness in the same way across different groups of children? *Early Education and Development*, 18(3), 453-472.
- Harrison, L. & Janus, M. (2016). Special Issue: International research utilizing the Early Development Instrument (EDI) as a measure of early child development. *Early Childhood Research Quarterly*, 35
- Janus, M., & Offord, D. R. (2007). Development and psychometric properties of the Early Development Instrument (EDI): a measure of children's school readiness. *Canadian Journal of Behavioral Science/Revue canadienne des sciences du comportement*, 39(1), 1–22. <http://dx.doi.org/10.1037/cjbs2007001>

For more information:

Jaclyn Vasquez

312-566-4474

edi@erikson.edu



QUESTIONS?

Generous support for the pilot project provided by:

ROBERT R.
MCCORMICK
FOUNDATION