EDI Glossary

Assets is a term used in community development to refer to community resources, which can include physical infrastructure (e.g., parks); key people in a neighborhood (e.g., an influential pastor); or key institutions (e.g., health care). During the EDI process, representatives from partner communities engage in identifying key institutional assets that they would like to see mapped in relation to the EDI results. Once results are released, consideration of people who are assets becomes important for identifying key people to include in discussions about the EDI results and who might be effective messengers about the community collaboration's work (see *asset mapping*; *community collaboration*).

Asset Mapping is an inventory of the businesses, organizations, and institutions that help create a community. In the EDI process, these are mapped in relation to EDI results to stimulate thinking about potential partners to add to a community collaboration, resource allocation, and the accessibility of services and supports to families (see community collaboration).

Community/School Champions are the identified members of the community collaborative or local public school district who work as the liaisons between Erikson Institute, the local collaboration, and other community groups (see *community collaborative*).

Community Collaborative: A cross-sector group of individuals working together to coordinate a collective response to complex issues in a community. It can include nonprofits, local businesses, government agencies, philanthropic institutions, and community residents (see *asset mapping*).

Community Knowledge: While the EDI results can show important patterns of children's well-being across a community, these results can only be interpreted by engaging people who have intimate knowledge of a community and its neighborhoods such as parents, faith leaders, business owners, local law enforcement, etc.

Data Literacy: The understanding of reading data and ability to derive meaningful information.

Developmentally At Risk: While the term "at-risk" is commonly used, it has a very specific meaning when used with the EDI. The EDI scores are categorized as "developmentally at risk" in a domain if the average of the questions for that domain falls between the 11th and the 25th percentile cutoffs. These cutoffs were established in 2010 and are regularly checked by the Center for Healthier Children, Families, and Communities at the University of California, Los Angeles [UCLA] (see *EDI cutoff scores*; *percentiles*; *valid for analysis*).

Developmentally On Track: The EDI scores that are at or above the 26th percentile (i.e. are "developmentally on track") on all valid domains. A record may be valid with as few as four completed domains (see *EDI cutoff scores*; *percentiles*; *valid for analysis*).

Developmentally Vulnerable: The EDI scores are categorized as "developmentally vulnerable" in a domain if the mean of his/her EDI items for that domain falls at or below the 10th percentile cutoff for the U.S. EDI data. These cutoffs were established in 2010 and are regularly checked by the UCLA's Center for Healthier Children, Families, and Communities (see *EDI cutoff scores*; *percentiles*; *valid for analysis*).

EDI Cutoff Scores: Each of the five domains in the EDI has a population cutoff for "on track," "developmentally vulnerable," and "at risk." The normative population cutoffs for the U.S. were determined by the Center for Healthier Children, Families, and Communities at UCLA using the 2009-2010 EDI data. These scores are checked annually and have not significantly changed year-to-year. Having fixed cutoff scores helps with comparisons of how children are doing developmentally, both across and within schools and across years. The following table shows the cutoff scores for each domain (see *percentiles*).

EDI Pilot Team: Each community collaborative has a smaller team of people, key stakeholders, representing different perspectives (e.g., parents, school district representative, health care, municipal government, early childhood education, etc.) who act as a local steering committee for working with the team from Erikson Institute (see *community collaborative*).

EDI Participation Rate: The participation rate is calculated by dividing the total number of students living in the neighborhood with valid EDI records (the numerator) by the estimated total number of eligible children living in the neighborhood (the denominator), based on U.S. Census American Community Survey (ACS) 5-Year estimates (Table B09001: Population Under 18 Years of Age). Following procedures established by the Center for Healthier Children, Families, and Communities, number of 5-year-olds from this ACS table is used. This is based upon analyses that the standard portions across age groups included in the table did not differ more than 10% up to age ten across multiple years.

Metadata is information about a data source that helps people to find and understand the data. Metadata can include information on the source of data such as titles, abstracts, authors, dates of data collection, and keywords.

Neighborhood: For the purpose of the EDI Community Profile, a neighborhood is a Census tract. Using Census tracts allows for comparisons with Census data. Neighborhood names were determined through a group process in which community representatives discussed their understanding of how residents identify neighborhoods, such as by key geographical features like a particular intersection or major landmark. The purpose of these designations is to help local residents orient themselves to the EDI maps (see "*How the Neighborhoods Were Named*" section in the community report/gallery walk materials).

Percentiles are numbers that tell what percentage of scores fall below a particular score. For example, a score at the 75th percentile means that this score cuts off the bottom 75% of scores. In the U.S., the percentile ranks and cut scores for the EDI have been established by UCLA's Center for Healthier Children, Families, and Communities using the 2009-2010 national data (see *developmentally at-risk*, *developmentally on-track*, *developmentally vulnerable*, *EDI cutoff scores*).

Suppressed Data are records with valid addresses but which are not reported in the maps because they are in neighborhoods with fewer than 10 valid records for analysis.

Standard Deviation is a statistic that describes how spread out a dataset is from its mean (average). For the purposes of the EDI, this statistic is important as it allows for the creation of comparable categories for a community's mapped data in relation to the expected norms in the United States. The EDI maps are color-shaded based upon the unique distributions for each domain, as well as for the analysis of Children Vulnerable on One or More Domains. Each color-shaded category is one-half of a standard deviation (*SD*), with the middle color-shaded category on each map representing the national norm (.25 *SD* above and below the average range of percentages identified as vulnerable). The two lighter shaded categories represent .25-.75 *SD* and .75-1.25 *SD* below the expected norm (i.e., a lower concentration of vulnerability than the expected norm). The two darker shaded categories represent .25-.75 *SD* and .75-1.25 *SD* above the expected norm (i.e., a higher concentration of vulnerability). This analysis was conducted by the Center for Healthier Children, Families, and Communities at UCLA using data collected in the United States in 2009-2010 (*N*=10,244).

Year 1: School year 2016-17 was Erikson's first pilot year of the EDI project. This was conducted in partnership with UCLA's Center for Healthier Children, Families, and Communities. The first year communities are the City of Kankakee, the Village of Bourbonnais, the Village of Bradley and Greater East St. Louis (GESTL).

Year 2: School year 2017-18 was Erikson's second pilot year of the EDI project. During this period, Erikson was able to acquire the second license issued to the United States to independently collect data with the EDI in Illinois. The second year community is the Village of Oak Park.

Year 3: School year 2018-19 will be Erikson's final pilot year of the EDI project. The third year community is The Village of Skokie/Morton Grove, Illinois.

Valid for Analysis: For a child's record to be valid for analysis: 1) Child must have been in the classroom for more than one month, and 2) The EDI must have at least four of the five domains completed by the teacher.