



**Erikson Institute**

THE EARLY DEVELOPMENT INSTRUMENT



## Kankakee County Metadata

### EDI DEVELOPMENTAL DOMAINS

#### Children Vulnerable on One or More Developmental Domains

Data source: EDI Results, 2017.

Description: These maps illustrate the percentage of children vulnerable per neighborhood. A child is identified as vulnerable if he or she scores in the lowest 10th percentile of the national sample.



#### Children Vulnerable in the Physical Health and Well-being Domain

Data source: EDI Results, 2017.

Description: These maps illustrate the percentage of children vulnerable per neighborhood. A child is identified as vulnerable if he or she scores in the lowest 10th percentile of the national sample. The Physical Health and Well-being Domain measures motor development, energy levels, preparedness for the school day and restroom independence. E.g., Can the child hold a pencil? Is the child able to manipulate objects? Is the child on time for school?



#### Children Vulnerable in the Social Competence Domain

Data source: EDI Results, 2017.

Description: These maps illustrate the percentage of children vulnerable per neighborhood. A child is identified as vulnerable if he or she scores in the lowest 10th percentile of the national sample. The social competence domain measures behavior in structured environments including cooperation, respect for others and socially responsible behavior. E.g., Is the child able to follow class routines? Is the child self-confident? Is the child eager to read a new book?



## Children Vulnerable in the Emotional Maturity Domain

Data source: EDI Results, 2017.

Description: These maps illustrate the percentage of children vulnerable per neighborhood. A child is identified as vulnerable if he or she scores in the lowest 10th percentile of the national sample. The Emotional Maturity Domain measures behaviors in less formal environments focusing on helping others, tolerance and demonstrating empathy. E.g., Does the child comfort a child who is crying or upset? Does the child help clean up a mess?



## Children Vulnerable in the Language and Cognitive Development Domain

Data source: EDI Results, 2017.

Description: These maps illustrate the percentage of children vulnerable per neighborhood. A child is identified as vulnerable if he or she scores in the lowest 10th percentile of the national sample. The language and cognitive development domain measures an interest in books, reading, language skills, literacy and math-related activities. E.g., Is the child interested in reading and writing? Can the child count and recognize numbers? Is the child able to read simple sentences?



## Children Vulnerable in the Communication Skills and General Knowledge Domain

Data source: EDI Results, 2017.

Description: These maps illustrate the percentage of children vulnerable per neighborhood. A child is identified as vulnerable if he or she scores in the lowest 10th percentile of the national sample. The communication skills and general knowledge domain measures the ability to clearly communicate one's own needs, participate in storytelling, and general interest in the world. E.g., Can the child tell a story? Can the child communicate with adults and children? Can the child take part in imaginative play?

## COMMUNITY RESOURCES

Data source: Google; ChurchBlessings.com (2014); KAN-I HELP Information Network; ExceleRate Illinois and Illinois Department of Children & Family Services; River Valley Metro (2017); EDI Results, 2017.

Description: A community asset or resource is anything that is available to support and improve the lives of young children and their families. These assets consist of the following categories: Early Childhood Centers, churches, Metro stops, and Mental Health Clinics. For mapping purposes, community assets are the physical locations where supportive services are provided.

## OTHER DATA SOURCES

### Early Childhood Education Centers Available Space

Data source: ExceleRate Illinois and Illinois Department of Children & Family Services; EDI Results, 2017

Description: Available space was calculated by adding all the currently licensed space for children 0-5 in EC centers that were located in each Kankakee neighborhood. The comparison base layer is the EDI results for Children Vulnerable on One or More Developmental Domains.

### Early Childhood Education Centers Percentage of Need Met

Data source: ExceleRate Illinois and Illinois Department of Children & Family Services; EDI Results, 2017.

Description: Percentage of Need Met was calculated by comparing the available currently licensed space for children 0-5 in EC centers with the total 0-5 population in each Kankakee neighborhood. The comparison base layer is the EDI results for Children Vulnerable on One or More Developmental Domains.

### Percentage of Children Enrolled in Preschool/Nursery School

Data source: American Community Survey (ACS) 2011-2015, "School Enrollment by Level of School for the Population 3 Years and Over," Table B14001; EDI Results, 2017.

Description: A nursery school is defined as a group or class that is organized to provide educational experiences for children during the year or years preceding kindergarten. It includes instruction as an important and integral phase of its program of child care. Private homes in which essentially custodial care is provided are not considered nursery schools. Children enrolled in Head Start programs or similar programs sponsored by local agencies to provide preschool education to young children are counted under nursery school. The comparison base layer is the EDI results for Children Vulnerable on One or More Developmental Domains.

### Percentage of Families with Children in Poverty

Data source: American Community Survey (ACS) 2011-2015, "Poverty Status in the Past 12 Months of Families by Family Type by Presence of Related Children Under 18 Years by Age of Related Children," Table B17010; EDI

Results, 2017.

Description: The U.S. Census Bureau (US Census) determines poverty status by comparing annual income to a set of dollar values called thresholds that vary by family size, number of children, and age of householder. If a family's before tax income is less than the dollar value of their threshold, then that family and every individual in it are considered to be in poverty. For people not living in families, poverty status is determined by comparing the individual's income to his or her threshold. The poverty thresholds are updated annually to allow for changes in the cost of living. They do not vary geographically. The comparison base layer is the EDI results for Children Vulnerable on One or More Developmental Domains.

## **Percentage of Single Parent Families**

Data source: American Community Survey (ACS) 2011–2015, "Family Type by Presence and Age of Own Children Under 18 Years," Table B11003; EDI Results, 2017.

Description: A "single" parent is defined as a parent who is not currently living with a spouse. Single parents may be married and not living with their spouse, divorces, widowed, or never married. If a second parent is present and not married to the first, then the child is identified as living with a single parent. The comparison base layer is the EDI results for Children Vulnerable on One or More Developmental Domains.