

## REQUEST FOR PARTICIPATION (RFP)

**RFP Release Date:** August 25, 2016

**Application Due Date:** October 10, 2016

**Applicant Information Webinars:** September 27, 12:00 p.m. and September 29, 3:30 p.m.

**Semi-finalists Interviews:** October 31-November 15, 2016

**Finalists Announced /Implementation Begins:** November 18, 2016

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**Summary/Purpose:** Erikson Institute, the nation's premier graduate school in child development working to improve the care and education of children from birth to age eight, announces a pilot project featuring the implementation of the Early Development Instrument (EDI). The EDI is a population measure that shows how young children are developing within the context of communities and neighborhoods. The long-range goal is to ensure that all children in every neighborhood have the opportunity to access programs and services that meet their family's needs.

**Eligible Communities:** Erikson seeks applications from community collaborations/coalitions and school districts to participate in the pilot project. Erikson will partner with a select group of communities to implement the EDI. Ideal partners want to understand the needs of young children, formulate policies and advocate for services to address those needs, and strategically work to ensure access to high quality programs. Limited funding for pilot partners will be available.

**Benefits to Communities:** As a data tool, the EDI provides more precise data at a community level, 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.

**Who do I contact with questions:** Jaclyn Vasquez, Associate Director, EDI  
[edi@erikson.edu](mailto:edi@erikson.edu), 312-566-4474

**EDI webpage:** [www.erikson.edu/edi](http://www.erikson.edu/edi)

**Where do I access the application:** <https://iecfp.wufoo.com/forms/m5sz0rw1nedwrg/>

### **EDI Resources:**

- <https://edi.offordcentre.com>
- <https://offordcentre.com/edi-early-years/>
- 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



## Expanded Information for the Request for Participation

Erikson Institute requests proposals from community collaborations / coalitions and school districts to participate in the strategic implementation of the Early Development Instrument (EDI).

### ERIKSON INSTITUTE BACKGROUND

Erikson is the premier independent institution of higher education committed to providing quality, innovative academic programs, applied research, direct service, and field-wide advocacy. It educates and inspires caregivers, educators, and social workers to serve the needs of children and families so that all benefit. The programs focus on broadening professional understanding, improving practical skills, and expanding child development expertise. Its history of working collaboratively in local communities to improve education outcomes has earned the trust of civic leaders, school administrators, teachers, and a broad range of community partners.

Erikson's core functions include preparing early childhood leaders to:

- Improve the lives of young children and their families;
- Provide a conceptual framework to promote existing initiatives; and
- Highlight cutting-edge opportunities that add value to the field.

### EARLY DEVELOPMENT INSTRUMENT

#### What is the EDI?

The Early Development Instrument (EDI) is a validated, population measure of how young children are developing within the context of communities. It is a checklist with 103 questions completed by kindergarten teachers for all children in their classrooms. The EDI is typically filled out during the second half of the school year and is usually repeated triennially. It has been implemented widely in Canada and Australia, as well as in approximately 55 communities throughout the United States by the Center for Healthier Children, Families, and Communities at University of California, Los Angeles. The EDI wholistically measures groups of young children in five key domains:

1. Physical health and well-being
2. Social competence
3. Emotional maturity
4. Language and cognitive development
5. Communication skills and general knowledge

#### How is the EDI data used?

Results are reported at a population level as the percentage of children who are vulnerable or on track in each of the five developmental domains. Those who score at or above the 25th percentile of the national EDI population are considered “on track.” If they score at or below the 10<sup>th</sup> percentile in any domain, they are considered “developmentally vulnerable.”



The data is presented through tables and maps that show, for example, the percentage of children in local neighborhoods who are “developmentally vulnerable” (see [www.risktoREADY.org](http://www.risktoREADY.org) for an example) in a specific or combination of domains. Other important indicators that may influence health and well-being (i.e. crime data, poverty, etc.) can be mapped on top of community-level EDI results.

Community engagement and discussion of data are signature features of the EDI pilot project. Stakeholders play a critical role in providing insight and specificity to the conditions contributing to the reported indicators. The EDI data alone does not tell the complete story, more importantly, it is community informed discussion that leads to a deeper analysis of the data and provide direction for addressing the disparities across systems serving young children and families.

### **How does the EDI complement individual assessments?**

The EDI is a population measure and always presents data in the aggregate; no data is ever reported on individual children. This feature creates a distinction from other kindergarten-administered assessments. Although teachers complete a questionnaire for each child, results are not used to evaluate them individually; nor are they used to identify or recommend special education services or to inform curriculum. The data are never applied to ranking teachers, neighborhoods, schools, or school districts. Individual student data will be kept confidential through non-identifiable protocol managed by Erikson.

Coupled with more individualized assessments, including the Kindergarten Individual Development Survey (KIDS), the EDI can serve as complementary data because reports are generated at the neighborhood level where children live and then aggregated for the school they attend. School level reports, which are provided to the school district only, provide direction for tailored, school specific, interventions thereby avoiding generic or blanket district-wide fixes that might not apply to all neighborhoods.

***Please refer to Frequently Asked Questions (FAQ) located in the appendix for answers to any queries regarding KIDS.***

### **What are the community benefits for using the EDI?**

As a data tool, the EDI provides more precise data at a community level, 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. The EDI contributes to the fundamental need to “shift the curve” in the direction of better outcomes for all children and to reduce disparities among them—especially for those demonstrating risk-factors.

The EDI—as a population-level strategy—assists with developing an approach that can support optimum early childhood development and health (physical, social, and emotional). This approach is valuable because it establishes a logical progression—first understanding the needs of young children; next inventorying the operational programs, services and systems; then formulating policies and



services to address them, and finally, working to ensure access to quality programs that include awareness and prevention. The EDI's capacity to track changes over time can serve as a baseline and later influence adjustments to investments, policies, and other factors influencing children's health and well-being over time.

The EDI can support community plans to meet the Every Student Succeeds Act (ESSA). At its core, ESSA will serve to encourage states and communities to take a wholistic and effective approach to identifying and meeting the needs of young children. Additionally, the alignment of services and the collaboration between community partners and schools can support the FY 2017 re-competition process for the Early Childhood Block Grant (ECBG) and the federal Preschool Expansion Grant. Preschool Development Grants promote thoughtful strategic planning; call for a comprehensive needs assessment; and promote close collaboration within communities to see that resources are used effectively.

The EDI enhances the capacity of stakeholders to make research-based decisions:

- **Parents and community leaders** use reports as tools to address disparities in early childhood programs, systems, and policies. The data encourages ownership for developing an advocacy action plan regarding early childhood needs.
- **Educators and school representatives** use results to help identify the strengths and needs of the children in their schools. Data allow for creating targeted programs specific to their needs.
- **Elected officials** use EDI data to equitably plan investments, inform policy and program development decisions, and/or evaluate success over time. Maps help focus investments and identify specific community needs.
- **Researchers** use data to address important questions and drive new initiatives to better understand the genetic, biological, and social factors affecting children's health, well-being, and development.

### Who is eligible to apply?

- Erikson seeks applications from existing community collaborations/coalitions or school districts in Illinois.
- Applications should be made on behalf of the community by the community collaboration/coalition or school district<sup>1</sup>.
- Erikson is particularly interested in receiving applications from coalitions that have been actively working together for more than three years or school districts that have been actively involved with a community collaboration/coalition for at least three years.

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<sup>1</sup> Only one collaboration/coalition from a community may apply. In communities where multiple collaborative efforts exist, partners from across these efforts are encouraged to work together and apply under one existing collaboration/coalition. Applicants are encouraged to include representatives from the various efforts on their EDI pilot team.



- Successful applications will be able to demonstrate:
  - Concern for improving opportunities for young children and their families.
  - Ability and capacity to establish/leverage partnerships, include multiple entities/stakeholders, and build consensus.
  - Ability to promote and implement effective change.

### **What is a Community Collaboration/ Coalition?**

Community collaborations/coalitions are defined as formalized partnerships among community stakeholders to convene a local “table” to help develop and improve the lives of young children and families and to ensure that opportunities are beneficial to both them and their communities.

Community collaborations/coalitions typically:

- Use a community systems approach to identify and engage all children and families and improve program quality;
- Apply data to identify disparities, match solution to community need, plan, evaluate, and reflect;
- Are community-driven and sustained through asset based community development models emphasizing cross-system teams; and
- Are outcome-oriented and use applied learning in small iterative cycles to optimize outcomes.

### **What can a community expect from Erikson as a pilot site?**

- Training, technical assistance and consulting on the EDI
- Support in collecting and analyzing EDI data
- Support in identifying additional indicators to overlay on the EDI data
- Support in developing a community action plan based on EDI results
- Targeted professional development for early childhood educators in early literacy, early math and social emotional learning (upon request)
- Advocacy coaching and support
- Limited funding for pilot implementation, where not already funded by other public or private initiatives (i.e. Title I, philanthropic grants, etc.)

### **What expectations does Erikson have of pilot sites?**

- Serve as the lead to convene community-based organizations, educational institutions and other stakeholders for the purpose of implementing the EDI and generating an action plan
- Have an established collaboration/coalition of cross-sector stakeholders who meet on a regular basis
- Have a desire to collect data to drive decisions
- Contribute to documenting the EDI implementation process by providing timely feedback
- Secure commitment from school districts to participate in EDI data collection
- Support recruitment of kindergarten teachers to administer EDI
- If available, leverage financial and/or in-kind support



### What are the specific responsibilities for the collaboration/coalition and school district for the EDI pilot?

- The formal EDI agreement must be signed by collaborations/ coalitions and school district/school selected to participate in the pilot.
- Local district(s)/schools from selected communities must provide student data to aid in administering the EDI (i.e. teacher-student roster) and distribute parent consent letters.
- Support efforts to recruit kindergarten teachers for EDI training in early January 2017.
- Ensure all kindergarten teachers attend training within the **first week of January 2017**.
- Ensure data collection by kindergarten teachers is complete **prior to January 31, 2017**.
- All team members must attend an orientation meeting on one of the currently scheduled dates: **November 29 or 30, 2016**.
- All pilot team members actively participate in Erikson-led workshops on introducing the EDI, selecting geographic and demographic data points, analyzing data reports, and developing an action plan.
  - Erikson recognizes each community and school district may have previously committed dates for professional development in the 2016-2017 school year and will work with appropriate staff to coordinate EDI workshops/training during the following months: **January, March and May 2017**.
  - Exact workshop dates will be established with the pilot team during by the orientation meeting.
  - **Additional workshop dates** will follow with the release of the EDI results.
  - Training, materials, and supports are provided without cost to community pilot teams.

### What is the timeline for the EDI pilot implementation?

The EDI implementation project has the following components:

- 1) Select EDI pilot communities
- 2) Provide each community with coaching and technical assistance
- 3) Support communities to create and implement an action plan based on findings
- 4) Facilitate learning network among the communities
- 5) Document and report on the process

The provisional timeline for the EDI implementation is outlined below. Each selected pilot site is expected to participate in all tentative EDI pilot activities listed below.

Key principles guiding the design and execution of this pilot are intentional activities leveraging existing collaboration work and clear expectations of all involved parties.



Please make note of dates/deadlines and hold them if selected as pilot sites.

<b>School Year 2016-2017</b>	
• August 2016	
○ August 25: Request For Participation (RFP) application disseminated	
• September 2016	
○ September 27 and 29: Hold informational sessions about RFP process	
• October 2016	
○ October 10: Application due date	
○ October 31: Semi-finalist interviews begin	
• November 2016	
○ November 15: Semi-finalist interviews conclude	
○ November 18: The EDI pilot finalists announced	
○ November 29 or 30: Kickoff and Orientation (welcome, overview, Q&A, expectations)	
• December 2016	
○ December 5: Pilot communities and district(s)/schools complete formal EDI agreement and distribute parent consent letters	
○ December 23: Local district(s)/schools provide student data (i.e. teacher-student roster) to prepare for the EDI administration	
• January 2017	
○ January 3-6: Train teachers to use the EDI <sup>2</sup>	
○ January 31: Last date to complete all EDI data collection	
• February 2017	
○ TBD: Community Collaboration Discussion and Planning Session Part I-Identify geography and data points to overlay on map	
• March 2017	
○ Community Collaboration Discussion and Planning Session Part II (if necessary)	
• May 2017	
○ The EDI data results delivered to communities and school district for analysis and action planning	
<b>School Year 2017-2018</b>	
• June-November 2017	
○ Work with communities to interpret data and apply lessons learned	
○ Collaborate with communities to develop strategic advocacy action plan	

<sup>2</sup> Teacher training on the EDI requires only two hours. Teachers need approximately 20-30 minutes to complete the EDI per child initially, but overtime will take less time to complete. The data are entered via the web and the child is typically not present with the teacher when s/he enters the data.

# APPENDIX





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## APPLICATION INFORMATION

**To apply to become an EDI pilot site, please complete the [online application](#) and upload requested attachments before 5:00 PM on October 10, 2016.**

### Selection Criteria

Applicants for this opportunity must be an established community collaboration or school district, commit to participating fully in all of the EDI pilot activities and expectations, and agree to secure their own funding to support their travel and other related expenses associated with the pilot project. Additionally, all applicants will be scored in four (4) areas:

1. Community Description and Demographics
2. Collaboration/ Collaborative or School District Capacity and Readiness
3. Interest and Benefit of the EDI
4. Pilot Team

Details about each criterion is listed below. Applicants are encouraged to use the information below to assist with responding to the questions on the online application.

### SCORING CRITERIA—Total 100 points

1. **COMMUNITY DESCRIPTION AND DEMOGRAPHICS**—(20 points)
  - a. Define community boundaries
  - b. Describe demographics of the community—gender, race, poverty levels, age, employment status, household income, etc.
  - c. Articulate challenges faced in community, as well as strengths and assets
  - d. Identify number of kindergarten classes and teachers in school districts served by collaboration/ coalition or school district
  - e. List the types of schools kindergarten students attend (i.e. public, private, parochial, charter) and number of kindergarteners that attend each type
2. **COLLABORATION/COLLABORATIVE OR SCHOOL DISTRICT CAPACITY AND READINESS** -(30 points)
  - a. Has clearly defined vision/mission/purpose focused on building and/or changing the local early childhood system
  - b. Has strong, clearly defined and distributed leadership
  - c. Has a well-organized structure to get the work done
  - d. Has demonstrated system change accomplishments
  - e. Actively engages partners from across sectors
  - f. Reflects the demographics of the community it serves
  - g. Has been a collaboration/coalition for at least three years
  - h. Has identified funding and/or in-kind support to implement the EDI



3. **INTEREST AND BENEFIT OF THE EDI-** (32 points) The collaboration/ coalition or school district has a clearly articulated and compelling reason to participate in the EDI project. The benefit statement should include:
  - a. Needed changes in the community that might be influenced by the results of the EDI
  - b. Anticipate the obstacles the collaboration might face during implementation
  - c. List examples of participation in data driven processes
  - d. Articulate strengths and/or resources to add to the EDI process
  - e. State value of the EDI and possible outcomes for young children and their families
  - f. Description of how the EDI could enhance existing collaboration work
  - g. Anticipate resources and/or services your collaboration may need from Erikson
  
4. **PILOT TEAM-** (18 points) A minimum of 3 collaborative partners committed to full participation in all of the EDI trainings, coaching, and project expectations from November 2016 through November 2017. These team members will share their learning with the collaboration/ coalition and school district members and engage them in applying the knowledge gained from the EDI to actionable steps to further promote the outcome for all children and their families. Team members:
  - a. Are key leaders within the collaboration
  - b. Include the collaboration/ coalition's or school district primary convener/coordinator/staff
  - c. Have a long-term commitment to the collaboration/ coalition or school district
  - d. Represent a variety of sectors: school districts, early learning and care, health, mental health, early intervention, social services, family support and leadership, and other sectors that are committed to serving families and young children
  - e. Are champions for early childhood systems change



**COMMITMENT FORM**

Please use this template for the portion of the application requiring a signed commitment acknowledging roles and responsibilities of community collaboration and school districts if selected for the pilot project. Please complete forms below, and upload to the online application.

<b>PILOT TEAM MEMBERS</b>	
<b>Team Member #1: Primary collaboration Convener/Coordinator/Staff</b>	
Name:	Organization Affiliation:
Collaboration Role(s):	Title:
Email Address:	Organizational Mailing Address:
Phone:	
# of years with collaboration:	
What sector or Community Systems Development (CSD) effort does this team member represent?	
Anticipated Responsibility in Pilot:	
Signature:	
<b>Team Member #2:</b>	
Name:	Organization Affiliation:
Collaboration Role(s):	Title:
Email Address:	Organizational Mailing Address:
Phone:	
# of years with collaboration:	
What sector or CSD effort does this team member represent?	

Anticipated Responsibility in Pilot:	
Signature:	
<b>Team Member #3:</b>	
Name:	Organization Affiliation:
Collaboration Role(s):	Title:
Email Address:	Organizational Mailing Address:
Phone:	
# of years with collaboration:	
What sector or CSD effort does this team member represent?	
Anticipated Responsibility in Pilot:	
Signature:	
<b>Team Member #4:</b>	
Name:	Organization Affiliation:
Collaboration Role(s):	Title:
Email Address:	Organizational Mailing Address:
Phone:	
# of years with collaboration:	
What sector or CSD effort does this team member represent?	
Anticipated Responsibility in Pilot:	
Signature:	



Team Member #5:	
Name:	Organization Affiliation:
Collaboration Role(s):	Title:
Email Address:	Organizational Mailing Address:
Phone:	
# of years with collaboration:	
What sector or CSD effort does this team member represent?	
Anticipated Responsibility in Pilot:	
Signature:	



SCHOOL DEMOGRAPHICS FORM

Name of School	School Type (i.e. Public, Private, Parochial, Charter, Other)	Total Number of Kindergarten Classrooms	Total Number of Kindergarten Teachers	Total Number of Kindergarten Students



**PARTICIPATING ORGANIZATIONS IN THE COLLABORATION/COALITION  
AND MEMBERS FORM**

Please list all active members of the collaboration/coalition and their role and responsibilities.

<b>Organization</b>	<b>Member Name</b>	<b>Member Title</b>	<b>Collaboration Role/ Responsibilities</b>





## FREQUENTLY ASKED QUESTIONS (FAQ)

The following table outlines distinctions and opportunities with the Early Development Instrument (EDI) and Kindergarten Individualized Development Survey (KIDS).

	<b>KIDS</b>	<b>EDI</b>
<b>Who administers the tool?</b>	The classroom Kindergarten teacher, who has been trained on KIDS, will complete the tool.	The classroom Kindergarten teacher, who has been trained on the EDI, will be expected to complete the EDI for each of their students.
<b>What is timeframe to administer the tool?</b>	State Requirements: <ul style="list-style-type: none"> <li>• 2016-2017 All kindergarten teachers complete required training.</li> <li>• 2017-2018 All kindergarten students will be rated on 14 measures of school readiness after the 40th day of kindergarten attendance.</li> </ul>	Kindergarten teachers will administer the EDI during the second half of the school year. The EDI pilot will require completion for each Kindergarten student by January 31, 2017.
<b>How often is the tool administered?</b>	Kindergarten Teachers will implement KIDS every school year.	The EDI is administered triennially, once every three years.
<b>What kind of data does the tool produce?</b>	KIDS is an observation based assessment tool which measures development of the whole child based on 11 developmental domains. KIDS will allow for: <ul style="list-style-type: none"> <li>-Individual student development reports</li> <li>-Group and sub group reports</li> <li>-School level reports</li> <li>-District-wide reports</li> <li>- Aggregated state-wide reports</li> <li>-Data will be Included in a longitudinal data system linking Early childhood systems to school</li> </ul>	The EDI is a population tool that holistically measures groups of young children in five key domains: <ol style="list-style-type: none"> <li>6. Physical health and well-being</li> <li>7. Social competence</li> <li>8. Emotional maturity</li> <li>9. Language and cognitive development</li> <li>10. Communication skills and general knowledge</li> </ol>

	readiness.	
<p><b>How much time does it take to administer the tool?</b></p>	<p>The time it takes for completion depends on the teacher and how well they know the assessment instrument. As teachers become more familiar with the assessment their proficiency increases.</p>	<p>The EDI may take approximately 20-30 minutes initially to complete for each kindergarten student.</p>
<p><b>How does this tool support instruction?</b></p>	<p>KIDS is an observation based assessment which allows the teacher to gain a documented, detailed, and evidence-based picture of each child. This provides teachers with a clear roadmap for supporting each child’s successful developmental journey into the early elementary grades. The KIDS tool will also guide professional development for teachers, support alignment of early childhood and elementary school systems, document the importance of birth-to-five programs in preparing children for elementary school, and enables the state to respond to district, school, teacher, and student needs over time.</p>	<p>The EDI is considered a holistic population level measure because although the data is collected by kindergarten teachers on individual children, it is always aggregated up and reported most typically at a neighborhood level. By offering a population focus the EDI is:</p> <ul style="list-style-type: none"> <li>-Designed to complement other existing local tools, particularly school-based kinder assessments that may have a more individual and academic focus.</li> <li>-Delivers key information about early childhood for all children in the context of community</li> <li>-Provides opportunity to identify social and environmental factors at the neighbourhood level</li> <li>-Reveals patterns of developmental assets and needs across the community</li> </ul>



### **If a school administers the EDI, does it also have to administer KIDS?**

Yes, the Kindergarten Individual Development Survey is mandated for completion by the Illinois State Board of Education. However, the EDI, when coupled with more individualized assessments including (KIDS), can serve as complementary data because reports are generated at the neighborhood level where children live and then aggregated for the school they attend. School level reports, which are provided to the school district only, provide direction for tailored, school specific, interventions thereby avoiding generic or blanket district-wide fixes that might not apply to all neighborhoods.

### **Who can I contact with questions?**

If you have questions about the RFP application process and/or general questions about the EDI, please contact Jaclyn Vasquez, the EDI Associate Director, at Erikson Institute by phone (312-566-4474) or email ([edi@erikson.edu](mailto:edi@erikson.edu)).

### **Reference:**

Illinois State Board of Education (2016). KIDS Advisory Committee Meeting. March, 17.