Erikson Institute

THE EARLY DEVELOPMENT INSTRUMENT

The Early Development Instrument

Community Report

The Village of Oak Park, Illinois

School Year: 2017-2018

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Introduction

Acknowledgements

Erikson Institute is grateful to partner with the Collaboration for Early Childhood, Oak Park Elementary School District 97, and local early childhood providers, teachers, parents, elected officials, and businesses to implement the Early Development Instrument (EDI) in the Village of Oak Park, Illinois. Special recognition goes to the Village of Oak Park EDI Pilot Team members who championed this project and dedicated their time and expertise from start to finish:

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This Early Development Instrument Community Report was developed by Erikson Institute with specific content provided by the Offord Centre for Child Studies at McMaster University, the Human Early Learning Partnership at the University of British Columbia, Raise DC, and the Center for Healthier Children, Families and Communities at the University of California Los Angeles.

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About Erikson Institute

Erikson Institute (Erikson) is the premier independent institution of higher education committed to ensuring all children have equitable opportunities to realize their potential. Recognized for groundbreaking work in the field of early childhood, Erikson uniquely prepares child development, education, and social work leaders to improve the lives of young children and their families. Erikson's impact and influence are further amplified through innovative academic programs, applied research, knowledge creation and distribution, direct service, and field-wide advocacy. Because nothing matters more than a child's early years, Erikson Institute educates, inspires, and promotes leadership to serve the needs of children and families so that all can achieve optimal educational, social, emotional, and physical well-being.

About the Early Development Instrument

Advances in neuroscience and the behavioral and social sciences indicate that early life experiences form the foundation for educational achievement, as well as lifelong health, economic productivity, and responsible citizenship.[1] The Early Development Instrument (EDI) is a population measure that provides a snapshot of children's health, development and school readiness in the context of their neighborhood. The EDI approach provides a community-level understanding in child development that can inform where efforts and resources should be focused. It compels stakeholders to look **back** and assess how the community as a whole can better support early childhood development and prepare children for school as well as look **forward** to inform how to address the needs of the current cohort of kindergarten children as they progress through school.

The EDI was created in 1998 by Dan Offord and Magdalena Janus at the Canadian Centre for the Study of Children at Risk (now known as the Offord Centre for Child Studies at McMaster University) in Toronto and remains in use throughout Canada and many countries around the world. The University of California Los Angeles' (UCLA) Center for Healthier Children, Families and Communities has been implementing the tool in more than 55 communities across the U.S. since 2009.

"This initiative could 'shift the curve' for children and reduce disparities among them, especially for those demonstrating risk factors."

—Geoff Nagle
President & CEO, Erikson Institute

[1] Shonkoff, J. (2011). *Protecting Brains, Not Simply Stimulating Minds*. Science, 333 (6045), 982983.

Erikson and the EDI

The Maasai community in East Africa greet each other by asking, "And, how are the children?" If the children are well, then it is implied that those who care for them are well and the environment that surrounds them is set up for them to thrive.

This question serves as a reminder about the high value placed on the well-being of children. When they are successful, it is a barometer that measures the conditions and health of a community. At Erikson Institute, we ask the same question of local communities through the Early Development Instrument Pilot Project.

In 2016, Erikson launched a three-year pilot project to provide the Early Development Instrument to communities throughout Illinois. Erikson is the second institution in the United States to hold a license under the copyright of McMaster University for implementing the EDI. This project, the first of its kind in Illinois, is an extension of Erikson's commitment to improving the lives of young children by illuminating opportunities for community-driven policy recommendations.

In Year 1 of the EDI Pilot Project, Erikson worked with the Illinois communities of Greater East St. Louis, the City of Kankakee, the Village of Bradley, and the Village of Bourbonnais, completing implementation in 2017. In Year 2, implementation was completed for the Village of Oak Park and the Village of Skokie/Morton Grove will implement the EDI in Year 3.

Erikson works with existing community collaborative groups to ensure stakeholders across various sectors, including the public and private school systems, are engaged throughout the project. The EDI results benefit community collaboratives in their efforts to strategically and effectively respond to early childhood issues. They can inform community planning, resource alignment and systems coordination. Overall, communities find value in the EDI because it provides precise data that aid in understanding trends and patterns in child development for the purpose of ensuring that resources are aligned with the needs of children and their families. Proactively identifying and addressing needs allows communities to focus on increasing the chances of children reaching their greatest potential.

Erikson Support of EDI Pilot Sites

Erikson provides community partners with resources and support to implement the EDI as well as to coordinate action based on results. Assistance includes:

- Training, coaching, technical assistance, and resources;
- Reserving space for community partners to participate in Erikson's Early Childhood Leadership Academy programs, which can enhance their capacity to influence early childhood policy;
- Funding for teacher stipends or substitute teachers to allow for administration of the EDI;
- Data collection and scoring;
- Capacity building around data literacy; and
- Guidance on community action plan development and/or refinement based on EDI results.

What is the EDI?

The Early Development Instrument, a validated and reliable research tool, is a 103-item questionnaire completed online by kindergarten teachers during the second half of the school year[2]. In addition, communities can add up to five customizable questions to increase their understanding of local factors. It measures the ability of a child to meet age-appropriate developmental expectations in the five EDI developmental domains: Physical Health and Well-being, Social Competence, Emotional Maturity, Language and Cognitive Development, and Communication Skills and General Knowledge.

Erikson Institute staff facilitates a meeting about the EDI project with community stakeholders in the Village of Oak Park.

Results for individual children are never calculated nor reported. The data is aggregated, geocoded and reported at the neighborhood level, providing a precise and holistic snapshot of a child's development in the context of their community.

[2] Publisher requires the EDI be completed no earlier than the third month of the school year and no later than the eighth month of the school year.

The Five EDI Developmental Domains

Physical Health and Well-being

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?

Number of items in questionnaire: 13

Social Competence

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?

Number of items in questionnaire: 26

Emotional Maturity

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?

Number of items in questionnaire: 30

Language and Cognitive Development

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?

Number of items in questionnaire: 26

Communication Skills and General Knowledge

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?

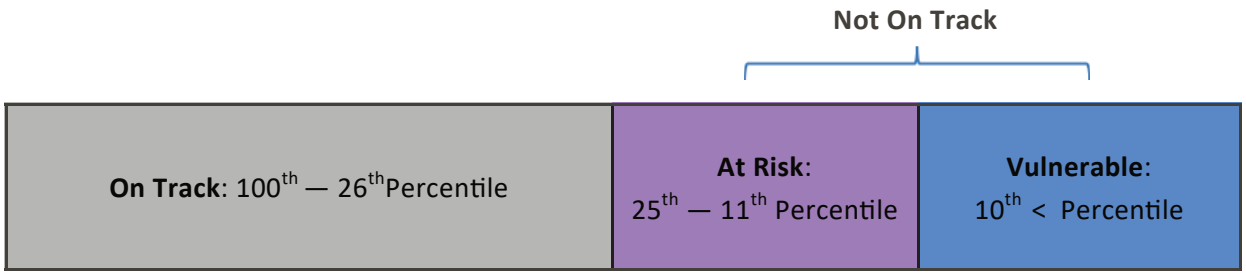
Number of items in questionnaire: 8

Vulnerability

EDI results are reported as the percentage of children who are "on track," "at risk," and "developmentally vulnerable" in each of the five developmental domains.

EDI scores above the 25th percentile are considered on track, scores between the 11th and 25th percentiles are categorized as at-risk, and scores at or below the 10th percentile (see glossary) of the national EDI data in each domain are categorized as vulnerable. The combination of at risk and vulnerable can be thought of as "not on track." The cut-offs for these categories have been established by the developers of the EDI at the Offord Centre for Child Studies.

In large-scale studies using EDI data, these categorizations have been shown to be related to later school performance, that is, children whose EDI scores suggested that they were on track developmentally in kindergarten were much more likely to be meeting expectations in subsequent grades. Conversely, children whose EDI scores were in the at risk and vulnerable categories were less likely to be meeting developmental and academic expectations, with the chance of experiencing serious challenges increasing when children exhibited vulnerabilities in multiple areas.[3]



[3] Calman, M.A., & Crawford, P.J. (2013). S*tarting early: Teaching learning and assessment*. Toronto, CAN: Education Quality and Accountability Office.; D'Angiulli, A., Warburton, W., Sahinten, S., & Hertzman, C. (2009). Population-level associations between preschool vulnerability and grade-four basic skills, *PLoSONE, 4*(11): e7692. Forget-Dubois, N., Lemelin, J., Boivin, M., Dionne, G., Séguin, Vitaro, F., & Tremblay, R.E. (2007). Predicting early school achievement with the EDI: A longitudinal population-based study. *Early Education and Development, 18*(3), 405-426

Community Report Overview

The Collaboration for Early Childhood in the Village of Oak Park and the Oak Park Elementary School District 97 implemented the EDI to gain new insights about early childhood resources and their accessibility. Mapping children's development in relation to their proximity to programs and physical amenities provides hyper-local data that can inform the community on how to better align resources. The EDI results can provide a foundation in establishing a regular practice of using an early childhood lens when developing community assets and policies.[4]

The EDI approach allows for a perspective that looks at children and their development in the context of their neighborhoods. It compels us to look beyond schools and expands the responsibility of our children's development to a communal one that aligns with the proverbial reference, "It takes a village to raise a child."

This report contains:

- The EDI data of kindergarten children in the Oak Park Elementary School District 97 during the 2017-2018 school year. This report reflects all valid records for children who live or go to school in the community.
- A suite of maps that illustrate vulnerability across each of the five EDI developmental domains, including a composite map that shows vulnerability in one or more domains. These maps are also found in the EDI Gallery Walk Guide.
- Tables of children's characteristics and percentage of children vulnerable by each domain. These are also found in the EDI Gallery Walk Guide.
- Community demographics.
- Suggestions for using and understanding the data, and examples of communities currently using the EDI data to inform their strategic planning and early childhood initiatives.

To dive deeper into the data, this report can be combined with the EDI Gallery Walk Guide (provided by Erikson), which includes additional maps and metadata with tables that provide more detail.

"The EDI compels us to look beyond schools and expands the responsibility of our children's development to a communal one."

—Cristina Pacione-Zayas
Director of Policy, Erikson Institute

[4] Collaboration for Early Childhood in the Village of Oak Park (2017). *Erikson Institute Early Development Instrument Request for Proposal Application*, 4-5.

The Village of Oak Park Data Maps

The following is a set of six maps that illustrate the EDI data as a visual representation across the Village of Oak Park. The maps show vulnerability across each of the five EDI developmental domains, including a composite map that shows vulnerability in one or more domains.

The EDI data are mapped according to census-designated boundaries. Please note: Data are suppressed for neighborhoods with fewer than 10 kindergarten children to maintain anonymity.

How the Neighborhoods Were Named

For the purposes of the EDI Pilot Project, a “neighborhood” is defined as a distinct and relatively small geographic area that community members recognize as their neighborhood. A neighborhood is often bound by some level of social interaction and shared institutions. Census tracts are utilized because they cover the entire geographic area and support the identification of neighborhoods. Census tracts provide consistency and :

- They are small enough to be aggregated into neighborhoods that resonate with local residents;
- They can be used to track data trends throughout the life of community-level plans; and
- This unit of analysis is used for numerous community indicators, which can be essential for effective planning and evaluation of activities.

The Village of Oak Park EDI Pilot Team (Pilot Team) met three times from October 2017— February 2018 to construct the criteria and build consensus to finalize the names of neighborhoods in the area.

Community members of the Village of Oak Park drawing neighborhood boundaries.

To begin the process, the Collaboration for Early Childhood distributed blank maps of the Village of Oak Park (Village) at various public community events and meetings from August through October 2017, and were provided with Census tract parameters because 1) they set neutral boundaries and 2) their use eases comparisons between the EDI results and U.S. Census data. Community members were asked to outline what they considered to be their "immediate neighborhood." The responses resulted in a set of maps that were quite complex— various colors, shapes, and sizes delineating 123 distinct neighborhoods with most boundaries crossing over Census tracts. It is important to note that some residents expressed that the entire Village represented their neighborhood and many shared how their understanding of neighborhoods changed during different periods of their lives.

How the Neighborhoods Were Named (continued)

To build consensus on consolidating the wide variety of neighborhood boundaries, the Pilot Team began identifying landmarks and key areas that would be meaningful to community members, but that also stayed within Census tract boundaries. For this reason, the group decided not to identify neighborhoods utilizing numbers, letters or geographic directions.

The exploratory discussion led to the following criteria for determining names:

- Stakeholders need quick references when looking at the EDI results, especially since they will be used over time. Explanations for neighborhoods names must be easily understood and memorable.
- School names were not used to identify a neighborhood because the EDI is meant to situate children within the context of their neighborhood and inspire broader, community-wide responsibility for addressing vulnerability.
- Local park names or well-known historic districts were most fitting because they are commonly recognized within the community and connote a focus on the health and well-being of all community members.

Preliminary neighborhood names included:

Lindberg- Taylor Parks	Fox Park
Anderson- Dole Parks	Barrie-Rehm Park
Downtown Oak Park	Carroll- Maple Parks
Stevenson Park	

Once children were geocoded to the map, the Pilot Team was then able to determine if preliminary neighborhood boundaries in each area met the minimum threshold of at least 10 students. While each neighborhood met the threshold, two of the smallest Census tracts were eventually combined to acknowledge that two contiguous tracts comprised a single neighborhood.

The following neighborhood names were discussed and considered:

Frank Lloyd Wright Home and Studio or West Augusta
Cheney Mansion or Central Augusta
East Washington
Mills Park area should be combined with the adjacent census tract
Fenwick or Central Washington
Harrison Street Arts District instead of Longfellow Park

How the Neighborhoods Were Named (continued)

Overall, the Pilot Team decided that the Frank Lloyd Wright Home and Studio and the Cheney Mansion were more geographically recognizable than the directional references to Augusta Ave. Additionally, the team added the word “areas” to all neighborhood names because the reference goes beyond a park or a landmark and is inclusive of the surrounding environment.

The historical perception of vulnerability associated with the areas in the eastern and southern portions of the Village was up for debate throughout the naming process. However, the Pilot Team affirmed its original instinct to avoid using geographical references when naming neighborhoods and, instead, focus on widely known landmarks and historic districts

A few exceptions diverted from the criteria: three neighborhoods were named after schools that did not have a kindergarten program or were not part of the public school system. The Pilot Team designated the names of Brooks and Julian (names of a middle schools), as well as Fenwick (name of a private high school) to represent the Census tracts in the central area of the Village running between Lake Street and Madison Street. While the Pilot Team initially ruled out school names, members concurred that Brooks and Julian middle schools draw students from across the Village and would not tie the EDI data to these schools because they do not have kindergarten programs. Additionally, since Fenwick is a private high school, using it as a neighborhood would not correspond to the school and it serves as a recognizable landmark.

Community members of the Village of Oak Park discussing neighborhood boundaries.

Figure 1: Ranges Used in the EDI Maps for the Percent of Children Vulnerable

Physical Health and Well-being	Social Competence	Emotional Maturity	Language and Cognitive Development	Communication Skills and General Knowledge	Developmentally Vulnerable on One or More Domains
0% - 6%	0% - 4%	0% - 5%	0% - 4%	0% - 4%	0% - 19%
7% - 11%	5% - 8%	6% - 9%	5% – 8%	5% - 8%	20% - 25%
12% - 15%	9% - 12%	10% - 14%	9% - 13%	9% - 12%	26% - 32%
16% - 20%	13% - 16%	15% - 18%	14% - 17%	13% - 16%	33% - 38%
21% or more	17% or more	19% or more	18% or more	17% or more	39% or more

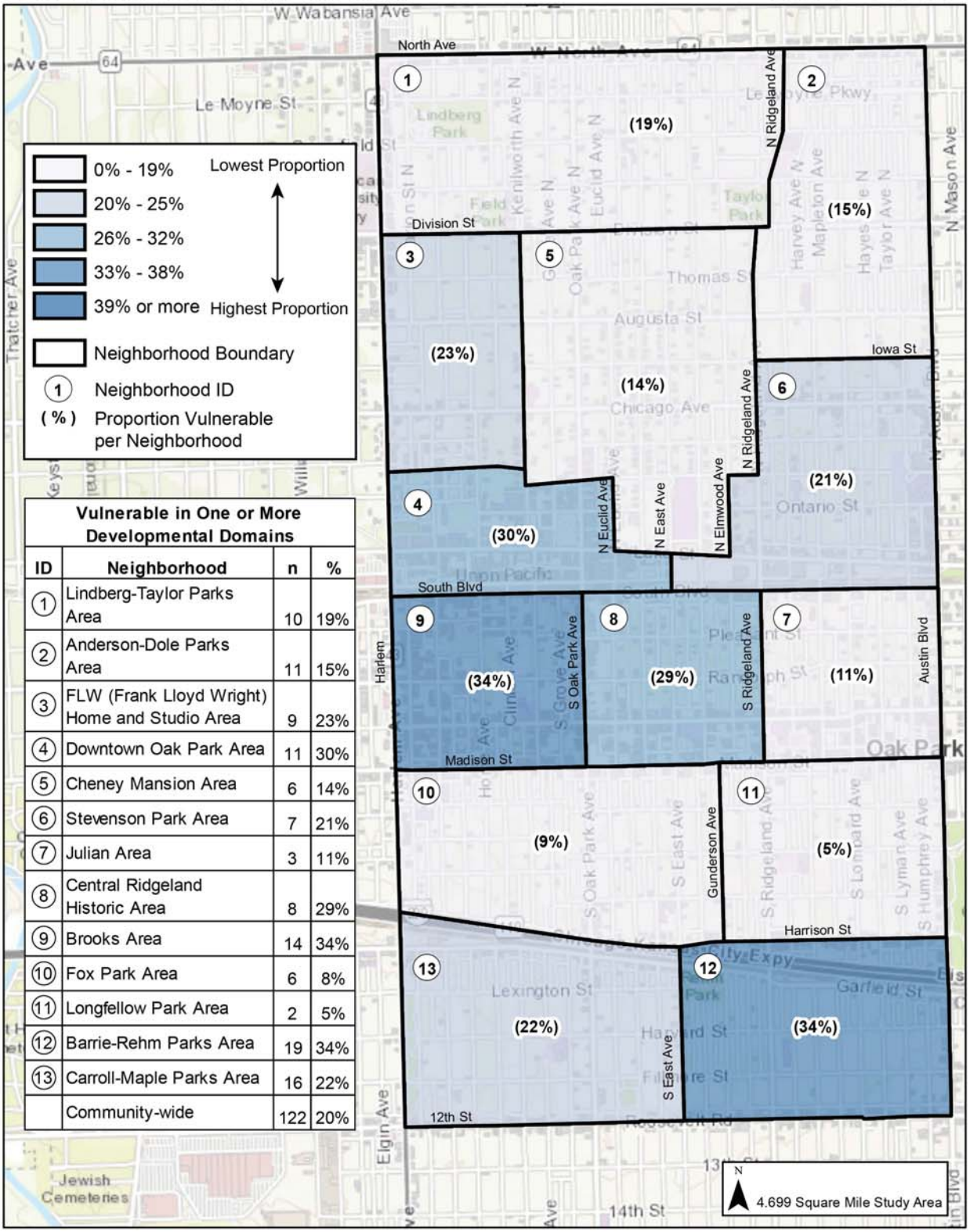
Each map is accompanied by a color-shaded legend. Each color shade represents a percentage range of EDI scores that reflect concentrations of developmental vulnerability (see glossary). The color-shaded categories for each of the five EDI domain maps, as well as for Children Vulnerable in One or More Domains (composite map), were determined by an analysis conducted by the Center for Healthier Children, Families, and Communities at the University of California, Los Angeles using data collected in the United States in 2009-2010 (*N*=10,244). This analysis included determining the average score for each of the five EDI domains, as well as for Children Vulnerable in One or More Domains, and established the EDI norms for the United States.

As a part of this analysis, a statistic called a standard deviation was calculated for each dataset to be mapped (see glossary). When reading the maps, it is important to keep in mind that:

1) The standard deviation statistic allows for the creation of standard categories to assist in making comparisons across domain maps; and
2) It is also important to understand that the percentage ranges of vulnerability that go into these categories are different on each map because the distribution of vulnerability in the national sample differed both by domain and by Children Vulnerable on One or More Domains as shown in the above figure.

For example, when looking at Physical Health and Well-Being (Map 2), the middle of the five color-shaded categories represents the expected norm (a range of 12-15% vulnerable). Therefore all of the neighborhoods in a community with vulnerability percentages that fall within 12-15% (just for the Physical Health and Well-Being example), would be consistent with the national expectations. The two lighter-shaded categories above the expected norm reflect neighborhoods with less than expected vulnerability. Conversely, the two darker-shaded categories reflect neighborhoods with progressively larger percentages of vulnerability compared with the national norm.

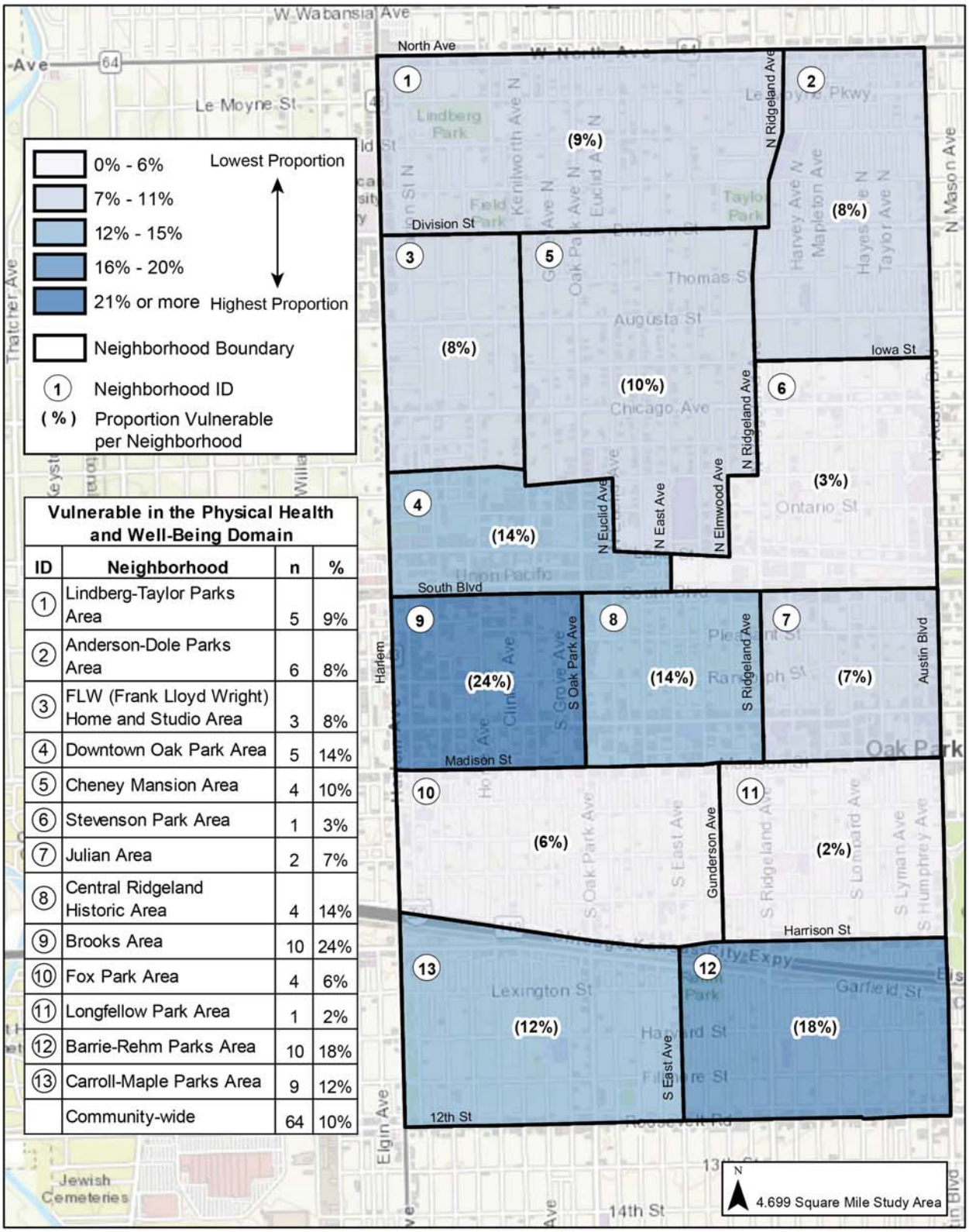
Map 1: Children Vulnerable in One or More Developmental Domains



Vulnerable in One or More Developmental Domains

ID	Neighborhood	n	%
1	Lindberg-Taylor Parks Area	10	19%
2	Anderson-Dole Parks Area	11	15%
3	FLW (Frank Lloyd Wright) Home and Studio Area	9	23%
4	Downtown Oak Park Area	11	30%
5	Cheney Mansion Area	6	14%
6	Stevenson Park Area	7	21%
7	Julian Area	3	11%
8	Central Ridgeland Historic Area	8	29%
9	Brooks Area	14	34%
10	Fox Park Area	6	8%
11	Longfellow Park Area	2	5%
12	Barrie-Rehm Parks Area	19	34%
13	Carroll-Maple Parks Area	16	22%
	Community-wide	122	20%

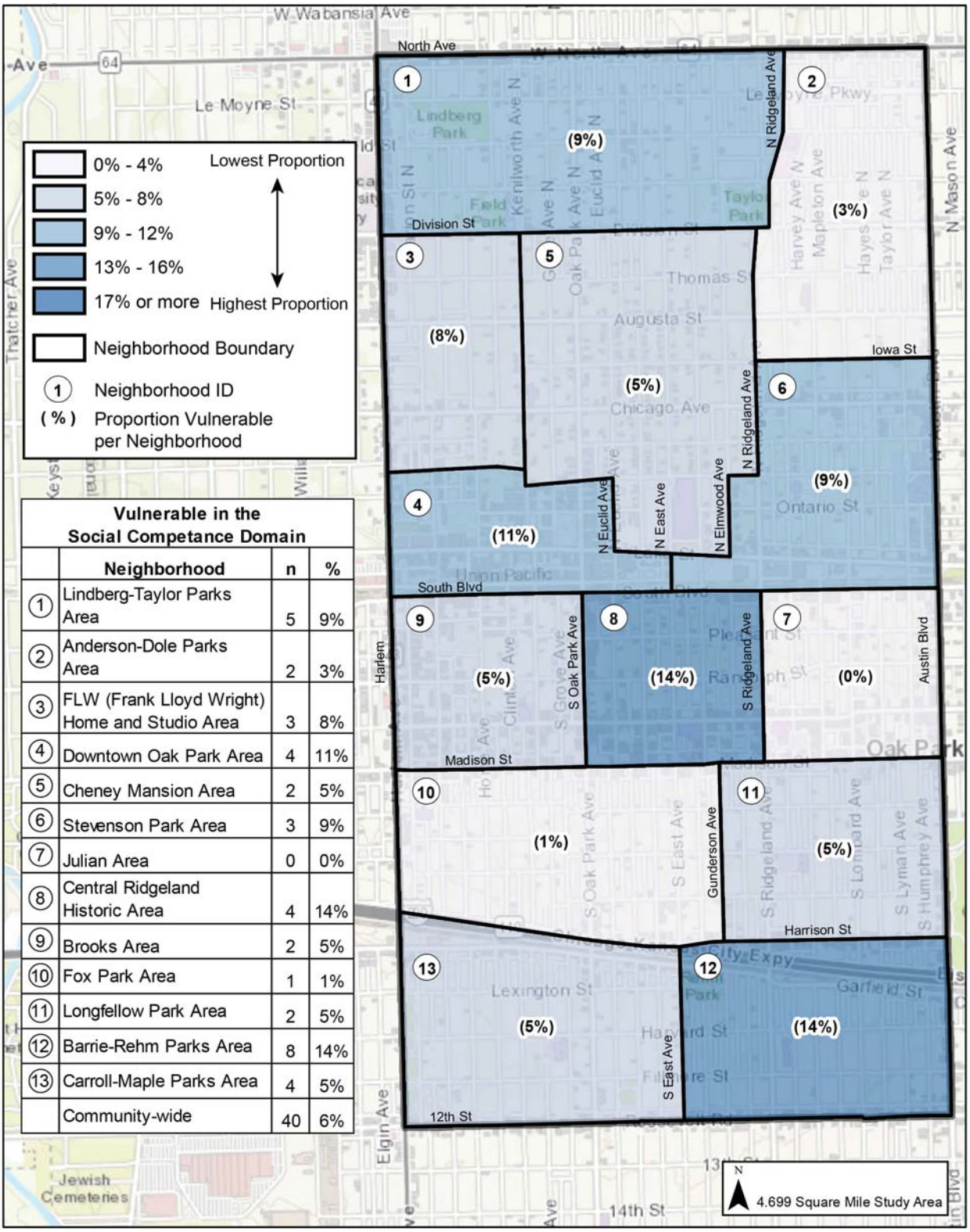
Map 2: Children Vulnerable in the Physical Health and Well-being Domain



Vulnerable in the Physical Health and Well-Being Domain

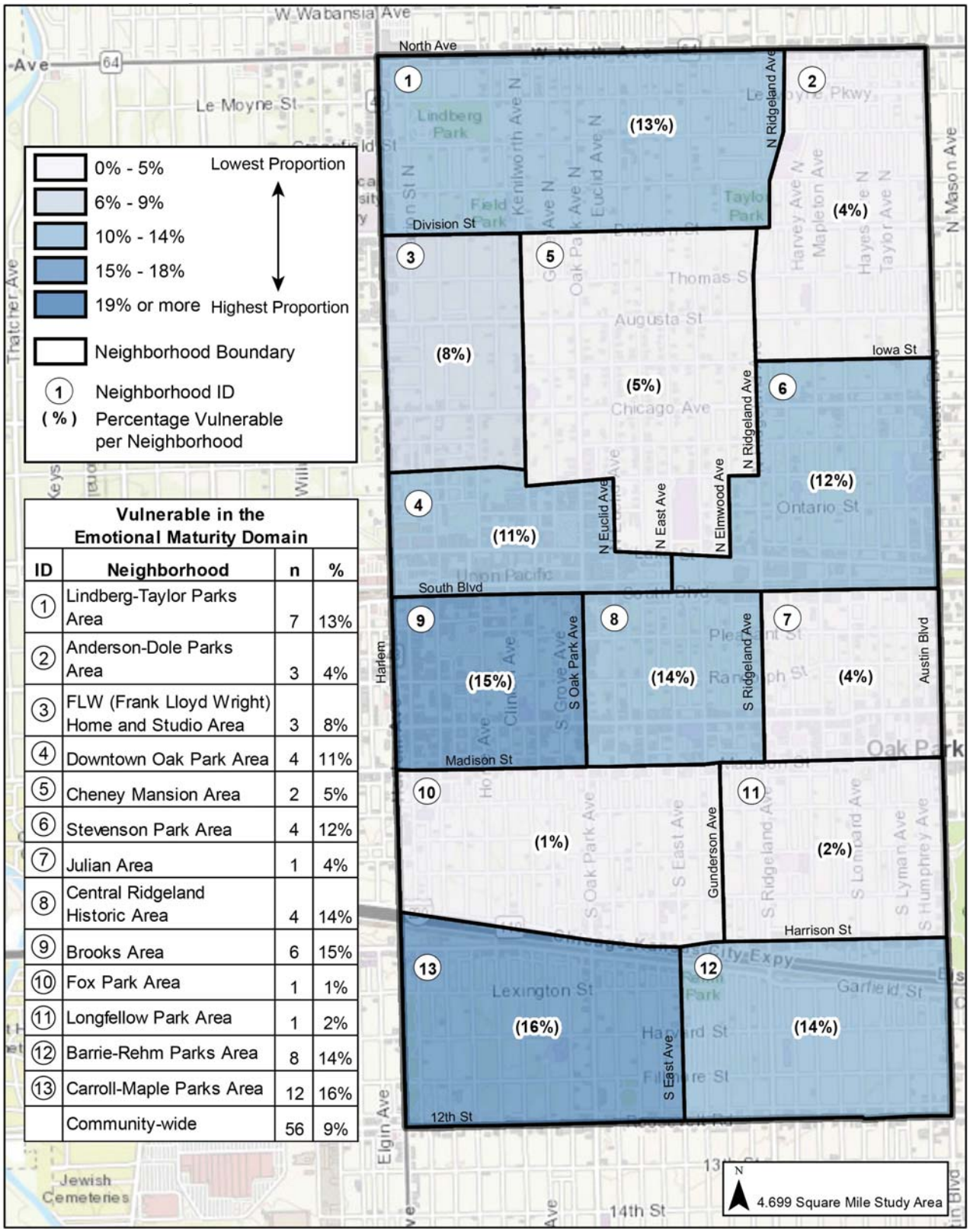
ID	Neighborhood	n	%
1	Lindberg-Taylor Parks Area	5	9%
2	Anderson-Dole Parks Area	6	8%
3	FLW (Frank Lloyd Wright) Home and Studio Area	3	8%
4	Downtown Oak Park Area	5	14%
5	Cheney Mansion Area	4	10%
6	Stevenson Park Area	1	3%
7	Julian Area	2	7%
8	Central Ridgeland Historic Area	4	14%
9	Brooks Area	10	24%
10	Fox Park Area	4	6%
11	Longfellow Park Area	1	2%
12	Barrie-Rehm Parks Area	10	18%
13	Carroll-Maple Parks Area	9	12%
	Community-wide	64	10%

Map 3: Children Vulnerable in the Social Competence Domain



Vulnerable in the Social Competance Domain			
	Neighborhood	n	%
1	Lindberg-Taylor Parks Area	5	9%
2	Anderson-Dole Parks Area	2	3%
3	FLW (Frank Lloyd Wright) Home and Studio Area	3	8%
4	Downtown Oak Park Area	4	11%
5	Cheney Mansion Area	2	5%
6	Stevenson Park Area	3	9%
7	Julian Area	0	0%
8	Central Ridgeland Historic Area	4	14%
9	Brooks Area	2	5%
10	Fox Park Area	1	1%
11	Longfellow Park Area	2	5%
12	Barrie-Rehm Parks Area	8	14%
13	Carroll-Maple Parks Area	4	5%
	Community-wide	40	6%

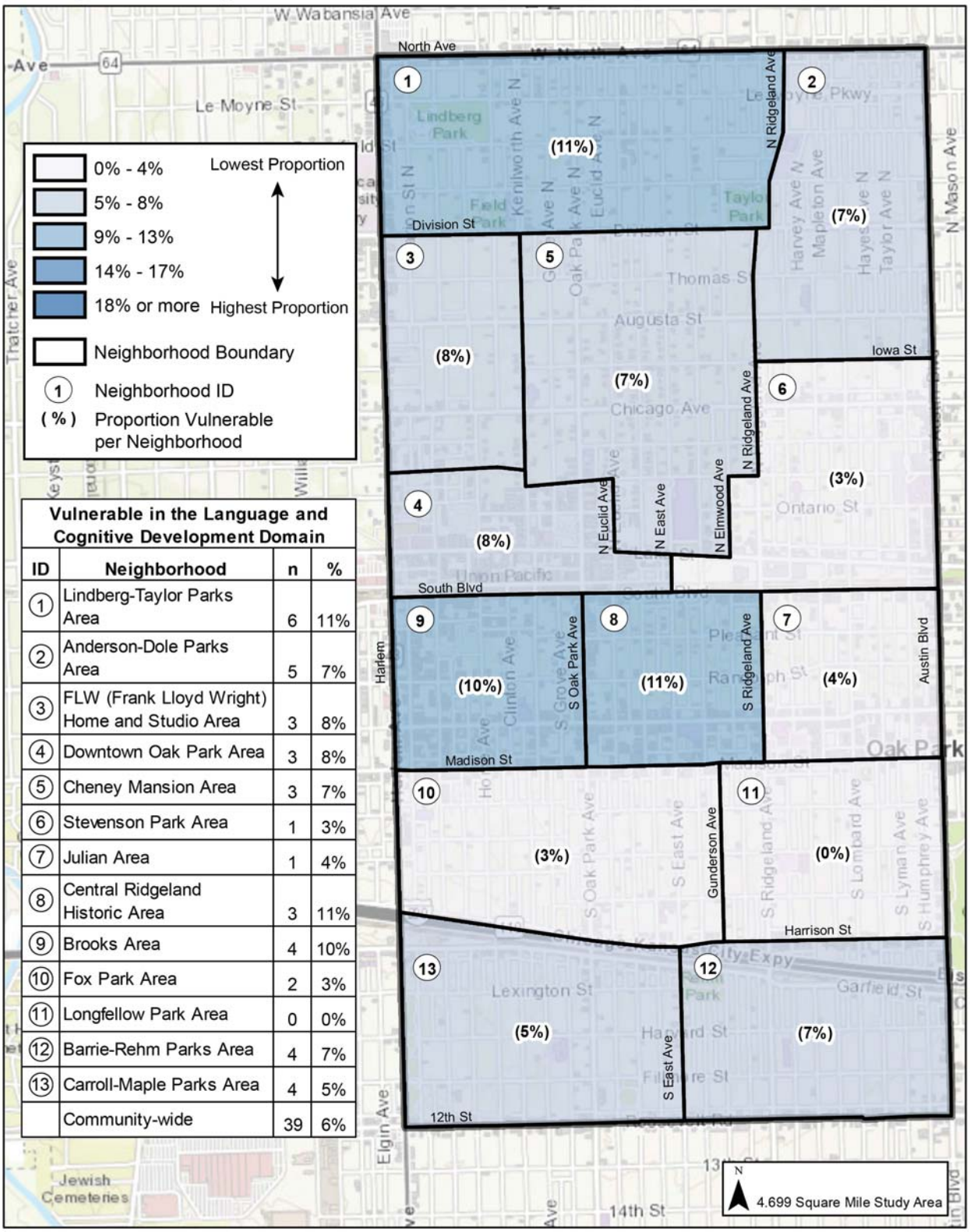
Map 4: Children Vulnerable in the Emotional Maturity Domain



Vulnerable in the Emotional Maturity Domain

ID	Neighborhood	n	%
1	Lindberg-Taylor Parks Area	7	13%
2	Anderson-Dole Parks Area	3	4%
3	FLW (Frank Lloyd Wright) Home and Studio Area	3	8%
4	Downtown Oak Park Area	4	11%
5	Cheney Mansion Area	2	5%
6	Stevenson Park Area	4	12%
7	Julian Area	1	4%
8	Central Ridgeland Historic Area	4	14%
9	Brooks Area	6	15%
10	Fox Park Area	1	1%
11	Longfellow Park Area	1	2%
12	Barrie-Rehm Parks Area	8	14%
13	Carroll-Maple Parks Area	12	16%
	Community-wide	56	9%

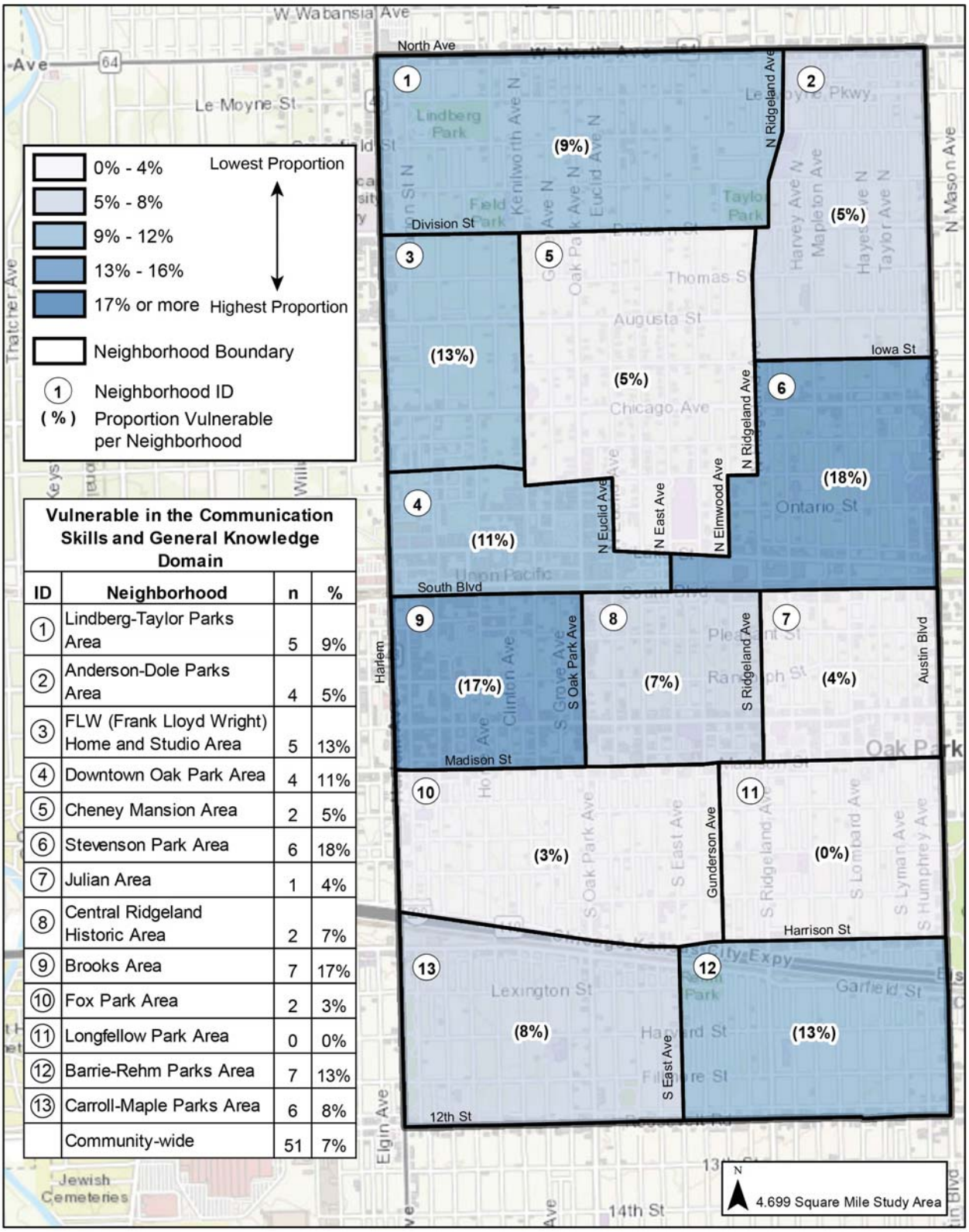
Map 5: Children Vulnerable in the Language and Cognitive Development Domain



Vulnerable in the Language and Cognitive Development Domain

ID	Neighborhood	n	%
1	Lindberg-Taylor Parks Area	6	11%
2	Anderson-Dole Parks Area	5	7%
3	FLW (Frank Lloyd Wright) Home and Studio Area	3	8%
4	Downtown Oak Park Area	3	8%
5	Cheney Mansion Area	3	7%
6	Stevenson Park Area	1	3%
7	Julian Area	1	4%
8	Central Ridgeland Historic Area	3	11%
9	Brooks Area	4	10%
10	Fox Park Area	2	3%
11	Longfellow Park Area	0	0%
12	Barrie-Rehm Parks Area	4	7%
13	Carroll-Maple Parks Area	4	5%
	Community-wide	39	6%

Map 6: Children Vulnerable in the Communication Skills and General Knowledge Domain



Vulnerable in the Communication Skills and General Knowledge Domain

ID	Neighborhood	n	%
1	Lindberg-Taylor Parks Area	5	9%
2	Anderson-Dole Parks Area	4	5%
3	FLW (Frank Lloyd Wright) Home and Studio Area	5	13%
4	Downtown Oak Park Area	4	11%
5	Cheney Mansion Area	2	5%
6	Stevenson Park Area	6	18%
7	Julian Area	1	4%
8	Central Ridgeland Historic Area	2	7%
9	Brooks Area	7	17%
10	Fox Park Area	2	3%
11	Longfellow Park Area	0	0%
12	Barrie-Rehm Parks Area	7	13%
13	Carroll-Maple Parks Area	6	8%
	Community-wide	51	7%

Understanding Results

Determining which EDI records are valid for analysis.
The following two criteria are applied:

a) the child must have been in the classroom for more than one month; and

b) the EDI questionnaire must have at least four of the five domains completed by the teacher.

Scoring each record.
For each child's record, an average score on each of the five domains is calculated by adding up the scores for all of the core items in that domain and dividing by the total number of core items comprising the domain. This average score then allows each record to be compared to the normative population cutoffs, specifically the "on track," "at risk," and "vulnerable" cutoffs. For detailed information on the cutoffs, see page 8 of this report.

Village of Oak Park community members participate in the neighborhood mapping process to determine boundaries and the naming of pocket areas.

"The EDI serves as a community needs assessment that uses precise data to inform resource allocation, align vision with programs, and create policy and systems change."

-Jaclyn Vasquez, Associate Director
Early Development Instrument Pilot Project, Erikson Institute

Figure 2: Children's Background Information
Village of Oak Park, 2017-2018 School Year

This table reflects the EDI data reported for 620 children in kindergarten, providing background information about the children surveyed.

School Information	n	%
Participating school districts	1	100%
Participating schools	8	100%
Classrooms collecting EDI information	33	100%

Community Information	EDI		District 97	
	n	%	n	%
Children				
Children who are English Language Learners (ELL)	16	3%	160	3%
Children who have an Individualized Education Program (IEP) for children with disabilities	44	7%	747	13%
Race/Ethnicity				
African-American, Black	83	13%	1027	17%
Asian, Native Hawaiian, or other Pacific Islander	27	4%	233	4%
Hispanic, Latino/a	78	13%	747	13%
White	351	57%	3222	54%
Multiracial	81	13%	725	12%

Source: Oak Park Elementary School District 97

Figure 3: Summary of EDI Results by Developmental Domain
Village of Oak Park, 2017-2018 School Year

This graph summarizes the results for each of the five EDI developmental domains and, for each, displays the percentage of children who are on track, at risk or developmentally vulnerable. The top bar in each category represents the data from the Village of Oak Park, while the lower bar represents the national EDI data for the United States.

The **GREY** portion of the bar chart represents percentage of children considered on track. Children are categorized as "on track" in a domain if the mean of their EDI items for that domain falls above the 25th percentile cutoff.

The **PURPLE** portion of the bar chart represents the percentage of children considered developmentally at risk. Children are categorized as "at risk" in a domain if the mean of their EDI items for that domain falls at or below the 25th percentile cutoff or is above the 10th percentile cutoff.

The **BLUE** portion of the bar chart represents the percentage of children considered vulnerable. Children are categorized as "vulnerable" in a domain if the mean score of their EDI items for that domain falls at or below the 10th percentile population cutoff.

The final bar provides a composite measure across all domains that divides the population of children into one of the following three, mutually exclusive categories: (1) the percentage on track on all valid domains; (2) the percentage at risk on one or more domains; and (3) the percentage vulnerable on one or more developmental domains.

Figure 3: Summary of EDI Results by Developmental Domain
Village of Oak Park, 2017-2018 School Year

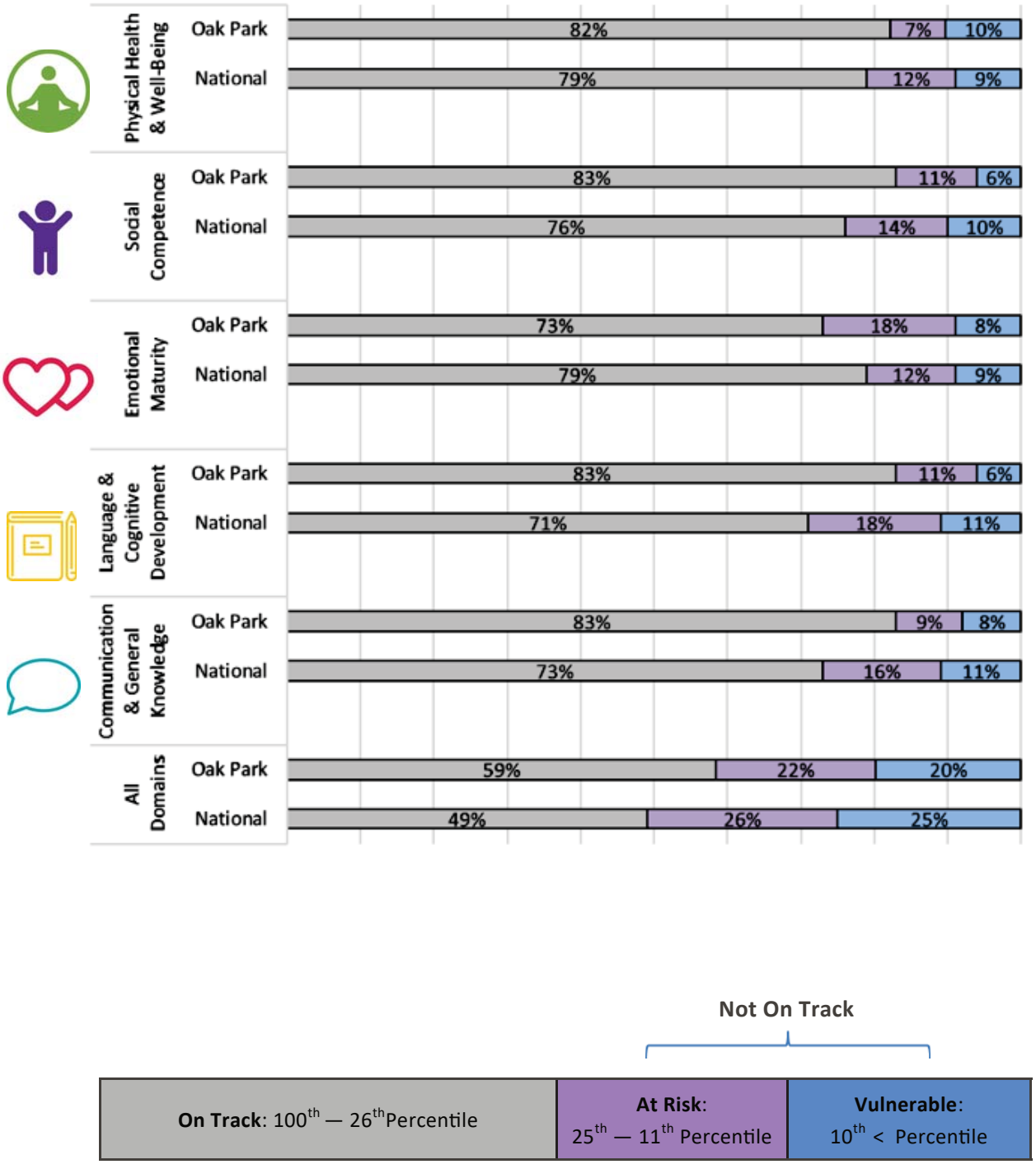


Figure 4: Summary of EDI Results by Domain and by Neighborhood Village of Oak Park, 2017-2018 School Year

Figure 4 shows, by neighborhood, the number (N) and percentage of children by domain that are considered developmentally vulnerable. It also provides a composite measure across all domains that divide the population of children into one of the following three, mutually exclusive, categories:

- The number and percentage of children on track on all valid domains;
- The number and percentage of children at risk on one or more domains; and
- The number and percentage of children vulnerable on one or more developmental domains.

The Number (n) of Children Makes a Difference

When evaluating neighborhood-level findings, it is important to consider both the percentages and the number of children surveyed. High percentages of vulnerability may translate to a small number of children vulnerable because few children live in the neighborhood. In contrast, moderate percentages of vulnerability may translate to a large number of children vulnerable when many children live in the neighborhood. Consideration should also be given to the reasons some communities may have lower vulnerability. It may be that they have achieved positive results because of sustained and effective prevention and intervention programs.

Figure 4: Summary of EDI Results by Domain and by Neighborhood

ID	Neighborhood Name[1]	n[2]	Distribution Across All Domains						Proportion of Children Developmentally Vulnerable by Domain									
			ON TRACK		NOT ON TRACK				Physical Health and Well-being		Social Competence		Emotional Maturity		Language and Cognitive Development		Communication Skills and General Knowledge	
			Developmentally On Track on All[3] Domains		Developmentally At Risk on One or More Domains		Developmentally Vulnerable on One or More Domains											
			n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1	Lindberg-Taylor Parks Area	53	36	68%	7	13%	10	19%	5	9%	5	9%	7	13%	6	11%	5	9%
2	Anderson-Dole Parks Area	75	48	64%	16	21%	11	15%	6	8%	2	3%	3	4%	5	7%	4	5%
3	FLW (Frank Lloyd Wright) Home and Studio Area	40	22	55%	9	23%	9	23%	3	8%	3	8%	3	8%	3	8%	5	13%
4	Downtown Oak Park Area	37	17	46%	9	24%	11	30%	5	14%	4	11%	4	11%	3	8%	4	11%
5	Cheney Mansion Area	42	26	62%	10	24%	6	14%	4	10%	2	5%	2	5%	3	7%	2	5%
6	Stevenson Park Area	33	17	52%	9	27%	7	21%	1	3%	3	9%	4	12%	1	3%	6	18%
7	Julian Area	28	19	68%	6	21%	3	11%	2	7%	0	0%	1	4%	1	4%	1	4%
8	Central Ridgeland Historic Area	28	15	54%	5	18%	8	29%	4	14%	4	14%	4	14%	3	11%	2	7%
9	Brooks Area	41	19	46%	8	20%	14	34%	10	24%	2	5%	6	15%	4	10%	7	17%
10	Fox Park Area	71	46	65%	19	27%	6	8%	4	6%	1	1%	1	1%	2	3%	2	3%
11	Longfellow Park Area	42	29	69%	11	26%	2	5%	1	2%	2	5%	1	2%	0	0%	0	0%
12	Barrie-Rehm Parks Area	56	26	46%	11	20%	19	34%	10	18%	8	14%	8	14%	4	7%	7	13%
13	Carroll-Maple Parks Area	74	43	58%	15	20%	16	22%	9	12%	4	5%	12	16%	4	5%	6	8%
	Community-wide[4]	620	363	59%	135	22%	122	20%	64	10%	40	6%	56	9%	39	6%	51	8%

Data Source: Teacher Reported EDI

1 EDI participation rate asterisks are not included on this table because population estimates were not available for neighborhoods smaller than Census Tracts or Block Groups.

2 (n) is the number of valid records by neighborhood. The actual N for each domain may be lower (refer to tables 2-6 in the Gallery Walk Guide for the **(n)** by domain).

3 (n) of Developmentally On Track on All Domains refers to children on track on all valid domains. A record may be valid with just four completed domains.

4 (n) includes EDI records for all children who attend school and/or live in the community.

Community Use of the EDI Data

Once a community receives their precise data in the form of maps and tables, the conversation can begin around identifying strengths, common needs and gaps in services. The data compels early childhood providers, school administrators, elected officials, local leaders and residents to ask questions, reflect and collaborate on solutions.

Using the Data to Support a Strategic Vision

The EDI data does not provide specific solutions to challenges faced by a community. Rather, it gives a foundation for deepening the understanding of children's development, and serves as a common starting point for new areas of inquiry and collaborative conversations across sectors. From this process of planning and decision-making, new ideas for investment and action can emerge.

Using Multiple Data Sources

The EDI data are particularly valuable when used alongside other data and information, including Census data, student assessment reports and community knowledge. Additionally, listening to the experiences of families, teachers and caregivers can also provide important context to guide conversations and planning efforts. While looking at patterns the data present on a larger scale, it is important to keep in mind the actual number of children vulnerable in each neighborhood. This number is referred to as "N" in the tables and maps throughout this report.

Community Conversations

The EDI data provides a platform for facilitating discussion and inquiry across sectors on the status of early child development in communities. Conversations should include stakeholders such as community members, parents, teachers, and other interested parties to gain a variety of perspectives. Begin the dialogue by highlighting strengths in the data and identifying long-term trends. Through discussion, patterns begin to emerge that challenge assumptions about childhood vulnerability. The following inquiry questions were developed by Erikson to help facilitate these important conversations.

Inquiry Questions

What stands out to you on this map?
A wide range of factors including social and economic differences, variations in community networks that support children and families, and also the number, quality and accessibility of programs can explain neighborhood differences.

Where are the strengths located throughout the community?
Using the asset maps to assist in having these conversations, as well as local and contextual knowledge about the assets located in each neighborhood, can provide a starting point to understanding what is going well.

Where are the gaps/issues located in the community?
The asset maps can be helpful when visually looking at resources in neighborhoods. Conversations are essential to understanding the context of what is going well in the community, where there might be challenges, and if more information is needed to gain a better perspective. The maps can prompt discussion on resource allocation, which requires thoughtful consideration on how to address gaps in services without draining funds from effective initiatives and programs.

What is happening in the neighborhoods that might explain the trends you are noticing?
Conversations about history, structure, racial and ethnic characteristics are all important when thinking about differences and understanding the context of them. Only community members and those with local knowledge can provide insight into the complexity of these factors.

What patterns do you see across the community?
Identifying patterns is one of the keys to deriving meaningful information from the EDI data. Can connections can be made from the different variables?

What other questions do these data raise?
Next steps can be to develop more detailed questions and researching what resources or who can help provide answers.

Decision-Making and Action

Through these critical conversations, a stronger and shared understanding of child vulnerability materializes, deriving from the community or region. This shared understanding can move the community toward a collective plan of action.

The Village of Oak Park EDI Pilot Team provide different perspectives around the table and help steer the EDI project.

"What excites me about mapping the EDI results is how these maps can get people talking to each other and asking questions about what's going on in their community for kids."

- Mark Nagasawa, Assistant Professor, Erikson Institute

Turning Data in Action

By using various lenses to interpret the EDI data, communities can turn facts and figures into collective action to help:

- **STRENGTHEN** the understanding of a community's role and influence in child development and the importance of investing in young children;
- **INFORM** curriculum and program needs to best prepare children entering kindergarten;
- **IMPROVE** professional development offerings and supports for those caring for young children;
- **MAP** local resources (E.g. early childhood providers, hospitals, libraries, etc.);
- **IDENTIFY** gaps in programs and services available to children and their families;
- **BUILD** networks of school-readiness advocates and create partnerships between organizations;
- **DETERMINE** strategic planning for organizations and community initiatives;
- **ADVOCATE** for changes to policies, systems, and funding at the local, county, and state levels;
- **PROVIDE** a community-level perspective on early childhood that compliments existing individual student assessments; and
- **ASSESS**, over time, how the community's cumulative efforts are impacting children's development.

How Communities in Illinois Use EDI Data[5]

Year One of the Early Development Instrument Pilot Project saw implementation in Greater East St. Louis as well as the collective community of the City of Kankakee and Villages of Bourbonnais and Bradley. The communities completed the EDI in 2017 and used results to inform strategic planning and initiatives. The following are examples of how they applied their EDI data.

Greater East St. Louis

- The East St. Louis School District 189 and the Lessie Bates Davis Neighborhood House, a social service organization, analyzed the EDI data and concluded that the west side of the city—an area that showed high levels of vulnerability on the EDI map—did not have a high-quality early learning program serving the area. Together, the district and organization, applied for a Preschool Expansion Grant from the Illinois State Board of Education requesting to open a pre-K center on the west side and increase the number of seats at a nearby early childhood center.

- The Early Learning Partnership held a stakeholders meeting themed "Recommitment to Early Childhood" in February 2018 to re-energize efforts, and to elevate the importance of early childhood school readiness, and the holistic health and well-being of children and their families.

Kankakee and Iroquois Counties

- The vulnerability data for the social emotional domain was paramount in Riverside Healthcare's grant application to the Illinois Children's Healthcare Foundation for support of a children's mental health initiative. More than 30 organizations and six systems (schools, judicial, health/hospitals, faith/nonprofit, early childhood, and philanthropic funders) aligned their efforts to support community needs.

- Partnership for a Healthy Community incorporated EDI data in their annual Community Health Status Assessment, a report on the state of the local public health system, which reveals issues and informs action plans to address them. The Partnership also used the data in several grant proposals focused on child and adolescent health.

- Success by 6 of Kankakee County, an early childhood community collaborative, incorporated discussions of the EDI data at various stakeholder meetings to increase engagement across sectors and developed steps to resolve issues drawn from the data in their strategic action plan.

[5] This is a select list of examples on how communities used the EDI to inform action.

City of Kankakee

- The EDI data helped connect Kankakee School District 111 with professionals working with children in the Riverside Medical Center Mental Health Unit to collaborate on ideas to address social-emotional issues. As a result, a new child psychiatrist was hired and is implementing social-emotional activities in their work with children.

- District 111 initiated discussion about creating a Trauma-Informed Community using the EDI data. This included piloting interventions for training teachers and community members on the impact of trauma and strategies to support youth.

Village of Bourbonnais

- The Bourbonnais Elementary School District 53 provided parents with EDI results specifically on the physical health and well-being domain and identified ways to support their children in this area. Results in the social and emotional skills domain also prompted the district to move toward a Trauma-Informed Schools approach.

- District 53 partnered with TheraPlay to provide local teachers with training on Sunshine Circles, a teacher-led technique that incorporates playful, cooperative and nurturing activities that lead to better social, emotional and cognitive development in the classroom.

Village of Bradley

- Bradley School District 61 teachers, staff and community members engaged in Project 375, a program co-founded by NFL wide receiver Brandon Marshall to help promote awareness of mental health. All teachers attended an eight-hour social emotional training.

- Per their review of the EDI data, Bradley Chief of Police, Mike Johnston, in collaboration with Mayor Bruce Adams of Bradley, asked to be included in any and all trainings or meetings that address trauma and mental health of youth. The intent is to build capacity so that the Village of Bradley is a Trauma-Informed Community.

Erikson Institute

- Erikson Institute also took this opportunity to build the capacity of EDI community partners to help them translate their results into actionable steps. Erikson reserved space for EDI partners in its Early Childhood Leadership Academy programs, which equip early childhood advocates, decision-makers and influencers with the resources, skills, and deep knowledge about the field to support their efforts.

Additional Resources

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.

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 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*).

EDI Glossary

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.

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

EDI Glossary

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).

EDI Glossary

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.

EDI Resources

Erikson Institute is grateful to have worked closely with the following institutions throughout the development of the EDI Pilot Project.

Human Early Learning Partnership (HELP)
http://earlylearning.ubc.ca/maps/edi/

Offord Centre
https://edi.offordcentre.com/

Raise DC
http://www.raisedc.org/ourchildren

University of California Los Angeles (UCLA) Center for Healthier Children, Families, and Communities
http://www.healthychild.ucla.edu/ourwork/edi/

Where to Find Additional Data

EDI Gallery Walk Guide: Provides additional maps, data tables and metadata that assists with focusing on specific content areas. The Gallery Walk is provided by Erikson Institute.

edi.erikson.edu/: Erikson's EDI website provides access to EDI data and maps for all Illinois partner communities as well as resources to help understand results and turn data into actionable items.

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