

THE EARLY DEVELOPMENT INSTRUMENT (EDI):

A Tool for Schools to Build Partnerships to Prepare Children for Success in School and in Life

What is the EDI?

The Early Development Instrument (EDI) is a community measure that provides information about children's health, development and school readiness to help principals, school administrators and community partners improve services and community conditions that prepare children for success in school and in life.

EDI results help schools and community partners:

- *Look back* to identify how the 0-5 early childhood community can work together across sectors to support early childhood development and prepare children for school.
- *Look forward* to inform how to address the needs of the incoming class of students as they progress through school.

What does it measure?

The EDI measures five areas of early childhood development:

The EDI is a reliable measure of child development across five domains



Physical health and wellbeing



Social competence



Emotional maturity



Language and cognitive skills



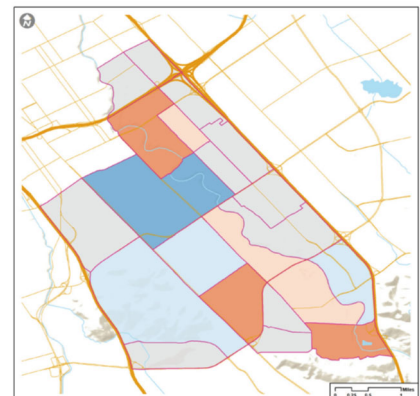
Communication skills and general knowledge

How is data collected?

EDI is completed typically once every three years to establish a population baseline and monitor change over time. At least three months into the school year, teachers complete an EDI on each child based on observational recall. This activity is conducted outside of the classroom and therefore does not interrupt instructional time. Administrators decide whether to have teachers complete EDIs during a professional training day, to use sub-release time, or to invite teachers to volunteer to complete EDIs outside of school hours with compensation. Participating teachers watch a 30-minute orientation video and then complete the EDIs online. Teachers find it takes, on average, 10-15 minutes per child and teachers overwhelmingly report that the process is quick and easy.

What kind of information will my community and my school receive?

EDI maps are shared with the community to describe how well the early childhood system has been supporting children in the lead up to kindergarten. EDI depict the percent of children who are developmentally vulnerable and developmentally on track in each neighborhood and for each of the five EDI domains. School level reports are confidential to the education sector and provide information about how children in the school are doing developmentally compared to district averages. School reports are only created for schools with more than one classroom and are never reported at a child level or a teacher/class level in order to reinforce for teachers that the EDI is not about evaluating their performance.



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How have school districts used the EDI?

The EDI provides schools and districts with:

- A framework for teachers to reflect in a holistic way about their students.
- An engagement tool with Parent Advisory Councils.
- Concrete areas of development to discuss with parents during parent teacher conferences and on report cards.
- Data to support grant-making and implementation grants for Community Schools efforts.
- A platform for principals to bring preschool, Kindergarten and first grade teachers together to explore improvement strategies about early childhood development, school transition and school success.
- Information about the conditions in the surrounding neighborhoods to foster new partnerships in the community.
- Holistic baseline information about the kindergarten cohort to help anticipate and mitigate issues that may appear later in 2nd and 3rd grade standardized tests.
- Actionable information for administrators to inform district-wide planning and school improvement efforts, including where to place school-based health clinics and improve preschool programs.

Who developed and supports the implementation of the EDI?

The EDI was developed in Canada at McMaster University and has been found to be a valid and reliable tool to predict later school success. The EDI is used in over 20 countries. In the United States, the UCLA Center for Healthier Children, Families and Communities serves as the National Support Center for the EDI as part of the Data Informed Futures Initiative.

How is confidentiality handled?

- UCLA maintains approval for the EDI through its Institutional Review Board (IRB).
- Children's names do not appear on the EDI questionnaires.
- No data are reported at the individual child or teacher/classroom level.
- Data are only reported on groups of children (e.g. at a neighborhood or school level).
- Parents are given an informational letter and have the right to opt-out.
- EDI data are collected through a secure web portal housed at UCLA.

How have communitywide efforts seen positive change using the EDI?

Over 90 communities across 18 states have used the EDI. Some examples of how the EDI has been used include:

- Hartford CT, by the Mayor's Office to inform activities of their family resource centers.
- Pasadena CA, to establish a city-level Early Childhood Development Policy.
- San Antonio, TX, to develop take-home tools for parents being distributed in childcare and home visiting programs and partner with corporations to target resources and employee volunteerism.
- Petal, MS, to support the launch of "conscious discipline" training/curriculum for teachers.
- Santa Monica, CA, to inform how they empower parents on preparing their children for school and ensure classrooms are ready for students.



To learn more about how Data Informed Futures can support local efforts to build a world where children reach their full potential, please email us at DataInformedFutures@mednet.ucla.edu.