REFERENCE GUIDE FOR THE EARLY DEVELOPMENT INSTRUMENT (EDI) COMMUNITY PROFILE

SCHOOL YEAR 2014-2015

Transforming Early Childhood Community Systems

THE SCIENCE FOR A BETTER START

We would like to express our sincere appreciation to the teachers who participated in the EDI data collection this year. Their effort is making an important local contribution to improving the school readiness of young children.

The Early Development Instrument (EDI) is part of a national initiative called Transforming Early Childhood Community Systems (TECCS), developed to help match proven school readiness solutions with unique needs faced by communities. TECCS represents a partnership between the UCLA Center for Healthier Children, Families & Communities and United Way Worldwide.

Table of Contents

A. Introduction

Purpose

This document is a general Reference Guide for local Early Development Instrument (EDI) Community Profiles. The Guide provides the technical explanations about how to interpret the EDI tables and maps that UCLA provides to local participating communities. The Guide does not contain EDI data that are specific to a community. Instead, the Guide offers general explanations about the EDI Community Profile as they pertain to all communities.

The Guide is designed to be accompanied by a local EDI Community Profile which may consist of one, or both, of the following two products:

- **EDI Table Book**: This is an excel file that contains a local community's aggregated EDI data tables. The tables are organized by separate tabs within the file. The EDI data tables are print ready and can also be easily customized and/or copied into local communications products, reports, and presentations; and

- **EDI Map Book**: This is a PDF file that contains a community's EDI and indicator maps. The maps are print ready or can be cut and pasted into local products, reports or presentations. Additionally, the individual map layers (e.g. roads, water, boundaries) can be turned on or off within the PDF, providing the ability to customize the map display to the community's needs.

Note on references to tables, diagrams, figures and maps:

- All *lettered* Tables (i.e. Table A, Table B, etc.) are only found in this Reference Guide. There are no corresponding lettered tables in the EDI Table Book.

- For all Diagrams or *numbered* Tables (i.e. Table 1, Table 2, etc.), the reader will find templates in this Guide and the actual Diagram or Tables that are populated with local data in the community's EDI Table Book.

- Figures are located in both this Guide and the EDI Map book. All maps referenced in this Guide are only found in the local EDI Map Book.

The EDI Community Profile provides local policymakers and key community stakeholders with local level information on children's developmental outcomes during the kindergarten year.[1] The EDI reports information on children's development, socio-demographic characteristics, and other indicators including community assets in order to help understand possible factors contributing to the observed outcomes in children. The results are reported by the neighborhood in which children reside. In this context, a neighborhood may be a census tract, an aggregation of census geographies, or some other pre-existing or newly created local geographic boundary identified by the community and meeting key criteria discussed later in this Guide.

The EDI Community Profile is designed to mobilize and engage local leaders around a data-driven and action-oriented process to inform local planning and improvement activities. The results help early childhood stakeholders look back and collectively assess how to support

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[1] Select communities offering universal preschool are collecting EDI data in the year prior to kindergarten.

school readiness. EDI results also help policymakers look forward to plan programs and improve systems that will help children succeed throughout their school years. Over time, the EDI Community Profile results can be tracked to help assess the collective impact of past investments made on behalf of young children and families and to demonstrate the importance of sustaining resources dedicated to early childhood.

Overview of the guide

Section B: Background provides information on:

- How the EDI is part of a national initiative, Transforming Early Childhood Community Systems (TECCS);
- Content of the EDI by developmental domain (Table A);
- How the data are scored and categorized relative to the national normative cutoffs
- Cautions to keep in mind to ensure a thoughtful interpretation of the EDI results
- Interpreting school district participation rates (Table 1)
- Criteria used to create geographic boundaries for reporting results
- How to interpret the EDI participation rates by neighborhood (Table 2)
- Understanding the total number of EDI records in the analysis (Diagram 1)

Section C: Mapped Results by Neighborhood. The maps that are in the EDI Map Book help communities synthesize information visually to more easily reflect on the differences in child outcomes across neighborhoods. The EDI maps highlight where children are doing better or need improvement on the developmental domains and how community level indicators and assets (such as early childhood and family support services) relate to developmental outcomes for children. Section C of the Guide lists the maps that are found in the EDI Map Book and provides a description of the protocols used for color shading the maps.

Section D: Data Tables by Neighborhood. The data tables that are in the EDI Table Book provide a more detailed understanding of children's developmental outcomes and their demographic characteristics by neighborhood. Section D of the Guide provides templates of the tables that are found in the EDI Table Book and provides a description of how to interpret the contents of the local EDI data tables.

Appendix A: EDI Items lists the 103 items on the EDI questionnaire categorized by developmental domain and sub-domain.

Appendix B: Glossary of Terms defines common terms found throughout this Guide and the EDI Table and Map Books.

Contacts and resources

Below are some key contacts and resources for learning more about TECCS and the EDI:

- For questions regarding this Guide or the local EDI Community Profile provided in the EDI Table Book and EDI Map Book, please contact usedi@mednet.ucla.edu

- For information about TECCS, the EDI and the UCLA Center for Healthier Children, Families & Communities, visit www.teccs.net and www.healthychild.ucla.edu.

- For information about the United Way Worldwide, visit www.liveunited.org and www.bornlearning.org.

- For information on how the EDI has been used in Canada, visit the websites at the Offord Centre for Child Studies at http://www.offordcentre.com/ and the Human Early Learning Partnership (HELP) at http://www.earlylearning.ubc.ca/.

- For information on how the EDI is used in Australia, visit the Centre for Community Child Health's website at http://www.rch.org.au/australianedi/index.cfm?doc_id=6210.

B. Background

The TECCS Initiative

Transforming Early Childhood Community Systems (TECCS) is a national initiative developed through a partnership between the UCLA Center for Healthier Children, Families & Communities (UCLA CHCFC) and the United Way Worldwide. The goal of TECCS is to improve the school readiness of all children by supporting participating communities with technical assistance, tools, and collaborative learning techniques in the following four areas:

1. Community Engagement and Coalition Building: TECCS helps communities in creating or enhancing existing coalitions made up of local organization and leaders including residents, community based organizations, and public agencies from multiple sectors including early care and education, health, social welfare, urban development, local government, and business. Specifically, TECCS helps these coalitions to build partnerships, foster shared accountability, and work together to develop a roadmap for collective action.

2. Measurement, GIS Mapping, and Community Focused Analytics: TECCS provides communities with neighborhood level maps of children's developmental status. The maps show, neighborhood by neighborhood, the percentage of children who are developmentally vulnerable on each of the five developmental domains measured by the Early Development Instrument (EDI). Available secondary data are provided so that child development can be seen in the context of other related community factors.

3. Effective Models for Improvement: Armed with neighborhood data and coached in effective improvement approaches, coalitions of parents, service providers, community based organizations, and other decision-makers work with local government agencies to catalyze cross sector and comprehensive improvements and service delivery innovations. These coalitions are able to prioritize areas of need; test and scale strategies to address those needs, and use local data dashboards to monitor how well they are moving the needle toward desired outcomes.

4. National Learning Network: Local TECCS communities across the country are supported by each other and by other experts in sharing new ideas, tools, and best practices;

overcoming barriers; and building the evidence base for what is effective in addressing the needs of young children and families. This National Learning Network meets virtually on a monthly basis and in-person at an annual gathering and is supported by state-of-the-art collaborative web tools.

TECCS is currently in its fifth year of implementation. In its first two years (school years 2010 and 2011), the EDI was piloted in Orange County and spread to several communities in Los Angeles County. In its second year, TECCS expanded to 14 sites around the country. As of 2015, there were 54 communities from twelve states participating in TECCS with over 200 school districts having collected EDI data in 1,402 schools on 155,500 kindergarten-age children.

Description of the EDI

The EDI was developed by Dan Offord and Magdalena Janus at the Offord Centre for Child Studies at McMaster University in Canada. As part of TECCS, the UCLA CHCFC holds a license with the EDI Publishers at McMaster University to implement the EDI with sites in the US. The EDI is an observational checklist with103 core items. Teachers complete a checklist online for each child in their class based on recall typically during the second half of the school year.[2] The EDI requires approximately 10-15 minutes per child to complete. Information collected using the EDI is reported at a group level (e.g. for a census tract, neighborhood, city, etc.) and is never reported on individual children or used as a screening or diagnostic tool.

The five core developmental domains measured by the EDI are described in Table A, along with a count of the number of items included in each domain. These domains are further explained and divided into sub-domains in *Section D: Overview of Sub-Domains* and in *Appendix A*.

Table A. Description of EDI Developmental Domains

Domain	Description	Number of Items
Physical Health and Well-being	Absence of disease or impairment, access to adequate and appropriate nutrition, and gross and fine motor skills. Necessary gross and fine motor abilities to complete common kindergarten and first grade tasks, including items such as controlling a pencil or turning pages without tearing the pages.	13
Social Competence	Children need to meet general standards of acceptable behavior in public places, control their behavior, cooperate with others, show respect for adult authority, and communicate feelings and needs in a socially acceptable manner.	26
Emotional Maturity	Emotional maturity is characterized by a balance between a child's curiosity about the world, an eagerness to try new experiences, and some ability to reflect before acting. A child who is fearful and reluctant to engage in new activities misses learning opportunities that are seized upon by a child with a positive approach to life.	30
Language and Cognitive Development	Language skills refer to vocabulary size and a child's ability to name letters and attend to the component sounds within words. Cognitive skills involve the ways in which children perceive, organize, and analyze information.	26
Communication Skills and General Knowledge	Children must be able to understand verbal communications with other adults and children and to verbally communicate experiences, ideas, wishes, and feelings in a way that can be understood by others.	8

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[2] Publisher requires that 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.

Understanding EDI measures and results

The EDI Community Profile uses a number of measures to depict the developmental status of children. The key measures used are the percentage of children "vulnerable," "at risk (for becoming vulnerable)," and "on track" by neighborhood for each of the five developmental domains. To calculate these percentages, the following four analytic steps are carried out (described in more detail below): 1) Determine which EDI student records are valid for analysis; 2) Calculate the average score per record on each of the five developmental domains; 3) Compare the scores of each valid record to the normative population cutoff scores (established in 2009-2010); and 4) Based on this comparison, categorize each child's developmental status (i.e. vulnerable, at risk, or on track) by domain. These steps are explained further in the paragraphs below.

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 checklist must have at least four of the five domains completed by the teacher. The percentage of records valid for analysis is shown in Diagram 1 discussed later.

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 "vulnerable," "at risk" and "on track" cutoffs, which are described below.

Establishing normative population cutoffs. The normative population cutoffs were determined using school year 2009-2010 EDI data to set a representative benchmark which helps to compare how children are doing developmentally both across and within communities and over time. To establish these cutoffs, an average score for each domain was first developed per child with data valid for analysis (N=10,244). The averages for all records valid for analysis were then sorted from lowest to highest to determine the 10th and the 25thpercentile population cutoff scores for each developmental domain.

- The 10th percentile cutoff is the EDI score below which 10 percent of the children are found.

- The 25thpercentile cutoff is the EDI score below which 25 percent of the children are found.

Categorizing children's developmental status.

- 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.

- Children are categorized as "at risk (for becoming vulnerable)" in a domain if the mean of their EDI items for that domain is above the 10th percentile cutoff but falls at or below the 25th percentile cutoff.

- 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.

<u>Thoughtful interpretation of results.</u> In order to use the EDI Community Profile for effective local planning and improvement efforts, it is important to consider a variety of factors that will further the understanding about what is working in neighborhoods for young children. For instance, it is important to consider EDI data in light of other important indicators that can help explain the potential reasons for the observed outcomes in child development. To do this, planners should consider community characteristics, such as the percentage of families living in poverty or the degree of linguistic isolation. They should also consider community assets such as investments made by the region that are dedicated to young children and the quantity, quality, and accessibility of services. This information can provide insight into how service inputs in a community relate to the developmental outcomes observed for children and to identify potential service gaps as well as the areas where investments appear to be working. Additionally, it is important to consider EDI data in the context of both the percentage vulnerable *and* the actual number of children in a community. A high percentage of vulnerability in one community may, in fact, represent a smaller number of vulnerable children as compared to a lower percentage of vulnerability in a larger community.

Without thoughtful consideration of factors such as these, planners run the risk of drawing erroneous conclusions. For instance, redirecting funding from neighborhoods that are showing a lower percentage of children vulnerable to those with a higher percentage of children vulnerable may not be appropriate when the higher risk community only involves a very small number of children or when the lower risk community has achieved these results because of sustained and effective prevention and/or intervention programs. In this latter case, redirecting resources away from lower risk communities could regrettably result in defunding strategies that are actually achieving positive outcomes for children.

School district participation rates

The EDI Community Profile reflects data collected by participating teachers during the 2014-2015 school year. In addition, for communities that collected data in 2012-2013 and/or 2013-2014, the data from these years have been combined with the 2014-2015 data to provide a more complete picture of the community results. Table 1 shows the percentage of schools from each district that participated in the EDI data collection effort, as well as the number and percentage of EDI records valid for analysis that were collected in that district. As a reminder on how to use this Guide, the template for Table 1 is shown below and the actual Table 1 that is populated with local data is found in the community's EDI Table Book.

Though the data are collected by teachers, the EDI results in the Community Profile are not reported by school. Rather, the Community Profile depicts the data by the neighborhoods in which children reside. In addition, each participating school receives a school level report that is confidential to the school district.

Table 1. Percent of Schools Participating in the EDI by School District, 2015 *(Template)*

District Name	Number of Participating Schools[1]	Total Number of Schools[2]	Percent Participation	Number and Percent of EDI Records Valid for Analysis[1]
Total				

[1]The EDI Community Profile reflects data collected by participating teachers during the 2014-2015 school year. For communities that participated in the one or two years prior, those years' data were combined with the 2014-2015 results.

[2]As reported by the Local Lead Organization in the District Profile submitted to UCLA CHCFC.

Geographic boundaries and EDI participation rates

To facilitate both community-wide and more localized planning efforts, the EDI Community Profile presents the data by neighborhood. In this context, a neighborhood may be a census tract, an aggregation of census geographies, or some other pre-existing or newly created local geographic boundaries identified by the community. UCLA CHCFC worked with communities to identify the most relevant neighborhood boundaries for reporting data. Criteria which guided the selection of neighborhood boundaries included that they should be: 1) Contiguous (no gaps and no overlapping boundaries); 2) Small enough to identify distinct populations of children but large enough to represent a distinct, community defined neighborhood; 3) Recognizable by local residents; 4) Useful from a local planning perspective; 5) Consistent with census lines to maximize data analysis opportunities; and 6) Inclusive of the entire target geography.

Table 2 shows the EDI participation rate for each neighborhood that is within the target geography for the local initiative. The EDI participation rate is calculated based on dividing the total number of students living in the neighborhood that have valid EDI records (the numerator) by the estimated total number of children between the ages of four and seven living in the neighborhood (the denominator). Estimates for the denominator come from the 2008-2012 American Community Survey and contain both sampling and nonsampling errors. Wherever possible, we encourage sites to select neighborhood boundaries based on Census Tracts to minimize the margins of error that occur in small area sampling. The data we use to calculate saturation are the figures reported by the census and do not take into account their associated margins of error.

Table 2. EDI Participation Rates by Neighborhood, 2015 *(TEMPLATE)*

Neighborhood Name (% Participation)		

Shaded cells indicate that the neighborhood has fewer than ten valid EDI records.

* EDI participation rates that exceed 100 percent are likely due to population fluctuations not captured in the census.

** EDI data were collected on less than 70 percent of children in the target age range living in this neighborhood and therefore caution is warranted as the results may not be representative of all children in the target age range living here.

Ideally, the EDI is designed to be a census of all children, and therefore, all schools serving children in the neighborhood would collect EDI data. Because it is sometimes not feasible to achieve 100 percent participation of schools in a community, it is recommended that communities achieve at least a 70 percent EDI participation rate in each of its neighborhoods.[3] A double asterisk in Table 2 next to the name of a neighborhood indicates a location where fewer than 70 percent of children in the target age range of four and seven participated in the EDI. Where there is less than 70 percent EDI participation, caution is warranted in interpreting the EDI results as the data may not be representative of all children living there. In these cases, it is recommended that additional schools serving children are recruited into the EDI data collection effort to increase the EDI participation rate.

While a 70 percent participation rate is recommended, this should not restrict communities from using results given that the EDI results are valid for those children who were assessed. It is often the case that some communities achieve less than a 70 percent participation rate and yet, based on the population sampled, have confidence that they have nearly all or at least a representative sample of their stated target population. Therefore, the assessment of how representative the data are is a local decision.

For reasons of confidentiality, neighborhoods with fewer than ten valid EDI records are suppressed (i.e., not reported). These neighborhoods are shaded in gray in Table 2. Neighborhoods may have less than ten records when there is a very small population of young children living in the area or when there was a low EDI participation rate among the schools serving children living in the neighborhood.

Diagram 1 shows the total number (N) of EDI records collected and why some records may have been excluded to derive the final N presented in the EDI Community Profile.

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[3] A series of randomized samples of decreasing sizes were drawn on children from a community with 100 percent EDI participation. It was found that the vulnerability rates become consistent with the full census rate when the sample consisted of at least 70 percent of the children. Thus, we consider 70 percent as a target threshold for adequate participation to represent the school readiness of children in a neighborhood.

Diagram 1. Number of EDI Records in Analysis *(TEMPLATE)*

```
                              ┌─────────────────────┐
                              │ Number of EDI records│
                              │     collected        │
                              │       ##             │
                              │      (%)             │
                              └─────────────────────┘
                                        │
        ┌────────────────────┐                    ┌─────────────────────┐
        │ All valid records  │                    │ Records not valid for│
        │ (Community-wide)   │────────────────────│     analysis         │
        │      ##            │                    │       ##             │
        │     (%)            │                    │      (%)             │
        └────────────────────┘                    └─────────────────────┘
              │                                           │
   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
   │ Geocoded     │   │ Records not  │   │ Teacher did  │   │ Other        │
   │ records      │   │ geocoded     │   │ not complete │   │   ##         │
   │    ##        │   │    ##        │   │ record       │   │  (%)         │
   │   (%)        │   │   (%)        │   │    ##        │   │              │
   └──────────────┘   └──────────────┘   │   (%)        │   └──────────────┘
         │                               └──────────────┘
   ┌────────────────────┐   ┌──────────────┐
   │ Resides in target  │   │ Resides      │
   │ geography          │   │ outside of   │
   │ (Neighborhood-wide)│   │ target       │
   │      ##            │   │ geography    │
   │     (%)            │   │    ##        │
   └────────────────────┘   │   (%)        │
         │                  └──────────────┘
   ┌──────────────┐   ┌────────────────────┐
   │ Mapped       │   │ Resides in         │
   │ records      │   │ neighborhood with  │
   │    ##        │   │ <10 records        │
   │   (%)        │   │      ##            │
   └──────────────┘   │     (%)            │
                      └────────────────────┘
```
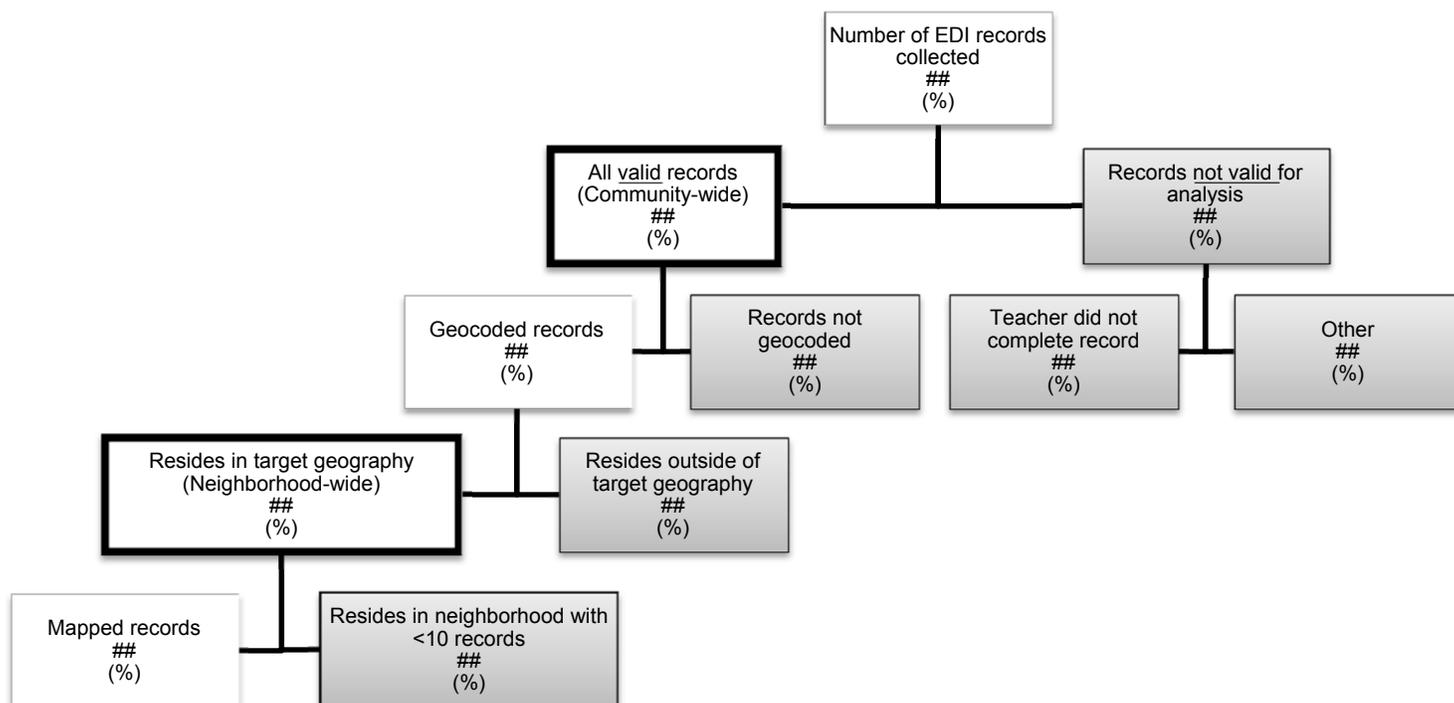
Below are a few explanations for Diagram 1 worth noting during the review of the data as it appears in the local EDI Table Book:

Records Not Valid for Analysis

- "*Other*" records are those not valid for analysis under one of the following conditions: 1) the student was in the class less than one month; 2) the student moved out of the school or classroom; 3) the teacher did not specify whether the child was in the class for at least one month; or 4) the parent opted out.

Valid Records

- *"All valid records" (Community-wide)* records for all children who attend school and/or live in the community which include children who: 1) attend school in the community and live in the community; 2) attend school outside of the community but live in the community; 3) attend school in the community but live outside of the community; and 4) attend school in the community but have no valid address due to either incomplete data ("not geocoded") or homelessness. These records are used to calculate the "Community-wide" row total shown in Tables 3-18 of the CPR.

- "*Geocoded*" records are those that were able to be located on a map.

- "*Not geocoded*" records are those that either had incomplete home addresses or addresses that could not be located on the address locator data file. Two reasons why this may occur are because they were located on newly created roads that were not yet in the national

databases or because more than one location was matched by the geo-locator for the address.

- *"Resides in target geography"* (*Neighborhood-wide*) refers to both mapped and suppressed EDI records that have valid addresses in one of the identified neighborhoods within the target geography. These records are used to calculate the "Neighborhood-wide" row total shown in Tables 3-18 of this CPR.

- "*Mapped records*" are records that are in neighborhoods that have at least ten records. These records are used to calculate the neighborhood-level results and create the EDI maps in this CPR.

- *"Suppressed records"* are records with valid addresses but not included in the maps because they are in neighborhoods that have less than ten valid records for analysis. Though these records are suppressed from the neighborhood level results, they are factored into the overall Neighborhood-wide and Community-wide row totals shown in Tables 3-18.

C. Mapped Results by Neighborhood

This section of the Guide explains the maps found in the **EDI Map Book**: The Map Book is a PDF file that contains a community's EDI and other indicator maps. The maps are print ready or can be cut and pasted into local products, reports or presentations. Additionally, the individual map layers (e.g. roads, water, boundaries) can be turned on or off within the PDF, providing the ability to customize the map display to the community's needs.

In the EDI Map Book, Maps 1-7 report on EDI results and Maps 8-11 report on the community indicators which are standard across all communities. Any maps beyond Map 11 are unique to a community and decided by the lead community leaders as most relevant for their analysis. At the end of the map book, each site will have a description of maps containing sources for the data and brief explanations of the data being displayed.

The following is a list of Maps 1-11 that are in each community's EDI Map Book:

- Map 1: Children Vulnerable on 1 or More Developmental Domains
- Map 2: Children Vulnerable in the Physical Health and Well-being Domain
- Map 3: Children Vulnerable in the Social Competence Domain
- Map 4: Children Vulnerable in the Emotional Maturity Domain
- Map 5: Children Vulnerable in the Language and Cognitive Development Domain
- Map 6: Children Vulnerable in the Communication Skills & General Knowledge Domain
- Map 7: Proportion of Vulnerabilities by Domain
- Map 8: Percentage of Families with Children in Poverty
- Map 9: Percentage of Single Parent Families
- Map 10: Years at Current Residence
- Map 11: Percentage of Children Enrolled in Preschool/Nursery School

The maps are designed to provide early childhood stakeholders with data for communities to reflect on where children are doing better or need improvement geographically and by developmental domain, as well as in relation to community level characteristics (such as poverty and early childhood and family support services).

The maps assign each neighborhood into one of five color-shaded categories that represent increasing levels of vulnerability rates in that community. The legend in Figure 1 is used for all EDI maps and shows that the darker shades of green indicate a higher percentage of children vulnerable and the lighter shades of green indicate a lower percentage of children vulnerable.

Figure 1. EDI Map Legend

Legend

[ ] Neighborhood Boundary

Proportion of Children
Developmentally Vulnerable

[ ] Lowest Proportion

[ ]

[ ]

[ ]

[ ] Highest Proportion

[ ] No or Few Data
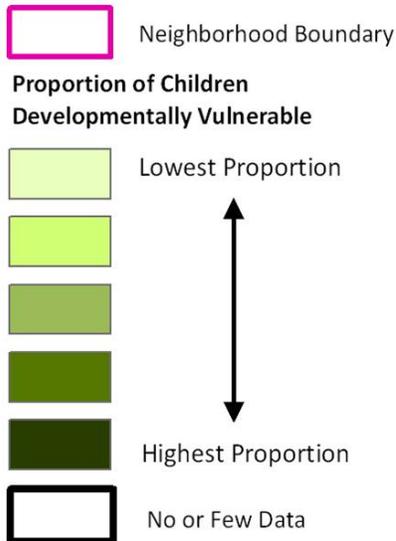
Each category of shading represents a range of values for the percentage of children vulnerable in a neighborhood. The box without green shading in the legend indicates that no children from that neighborhood participated in the EDI or that data were suppressed because fewer than ten children had EDI data that were valid for analysis.

The breakpoints for the five categories are unique to each of the five developmental domains and were established based on standard deviations from average neighborhood values in the 2009-2010 national norming sample described earlier. To calculate the standard deviations, the national average percentage of children vulnerable for a neighborhood was calculated for each domain. The breakpoints for the range values were set using 0.5 standard deviations from the national average. The national average is interpreted as what would be the expected norm for any given neighborhood, based on the national EDI data collected in 2009-2010.

In the legend shown in Figure 1, the expected norm corresponds to the shade of green that lies in the middle of the scale (i.e. the third shaded box from the top).This range is 0.25 standard deviations below and 0.25 standard deviations above the national average, thus creating a range of 0.5 of the standard deviation. The other four shades of green in the legend have a 0.5 standard deviation range as well. The two shaded boxes appearing above the middle box (expected norm) reflect neighborhoods doing increasingly better than the expected norm (i.e., progressively smaller percentages of children with vulnerability). Conversely, the two shaded boxes appearing below the middle box reflect neighborhoods doing increasingly worse than the expected norm (i.e., progressively larger percentages of children with vulnerability).

Figure 2 below shows the actual ranges used in the EDI maps for the percentage of children vulnerable in each of the five developmental domains and for the measure of vulnerable on one or more domains. These were used to create the shading schemes in the EDI maps. Note that range values differ across domains because the expected norm differs by domain.

Figure 2. 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

Figure 3 below shows the ranges used in the four standardized indicator maps. With the exception of Years at Current Residence, each range is based on quintile breaks and was used to create the shading schemes in the standardized indicator maps. The Years at Current Residence indicator was grouped based on resident mobility groupings provided by the American Community Survey. Note that range values differ across the standardized indicators.

Each standardized indicator map has an accompanying table (Tables 19-22 in the EDI Table Book) which displays values for each neighborhood. Tables beyond Table 22 are customized indicators, which vary by site.

Figure 3. Ranges Used in the Standardized Indicator Maps (Maps 8-11)

Families with Children in Poverty	Single Parent Families	Years at Current Residence	Enrollment in Preschool/Nursery School
0% - 3.5%	0% - 16.08%	0 - 4 years	0% - 20.14%
3.6% - 10.37%	16.09% - 25.98%	5 - 14 years	20.15% - 33.33%
10.38% - 18.77%	25.99% - 35.88%	15 - 24 years	33.34% - 45.18%
18.78% - 31.65%	35.89% - 49.37%	25 - 34 years	45.19% - 60.31%
31.66% or More	49.38% or More	35 - 44 years	60.32% - or More
		45 or More Years	

D. Data Tables by Neighborhood

This section of the Guide describes the tables found in the **EDI Table Book** which is an excel file that contains a local community's aggregated EDI data tables. The tables are organized by separate tabs within the file. The EDI data tables are print ready and can also be easily customized and/or copied into your local communications products, reports, and presentations. The data tables offer a more detailed look at children's developmental outcomes and provide a description of their demographic characteristics by neighborhood.

Five domains of child development

Table 3 shows, by neighborhood, the number (N) and percentage of children by EDI domain that are considered developmentally vulnerable, meaning they scored at or below the 10th percentile vulnerability cutoff.

Starting this year, we will pilot in Table 3 a composite measure across all domains that divides your population of children into one of the following three, mutually exclusive, categories:

- The number and percentage of children vulnerable (at or below the 10th percentile) on one or more developmental domains;

- The number and percentage of children at risk (above the 10th percentile on all domains but at or below the 25th percentile) on one or more domains; and

- The number and percentage of children on track (above the 25th percentile) on all valid domains.

Table 4 shows, by neighborhood, the number (N) and percentage of children by EDI domain that are considered developmentally not on track, meaning they scored at or below the 25th percentile. Table 4 also shows:

- The number and percentage of children not on track (at or below the 25th percentile) for one or more developmental domains;

- The number and percentage of children on track (above the 25th percentile) on all valid domains.

The bottom two rows for both Tables 3 and 4 list the Neighborhood-wide and the Community-wide results, respectively. Per the definitions below, the Community-wide results are more inclusive than the Neighborhood-wide results.

- Neighborhood-wide refers to both mapped and suppressed EDI records that have valid addresses in one of the identified neighborhoods within the target geography.

- The Community-wide results include EDI records for all children who attend school and/or live in the community.

Below are templates of Tables 3 and 4 for reference. Local data for Tables 3 and 4 are found in the EDI Table Book.

Table 3. EDI Community Profile Summary, 2015 *(TEMPLATE)*

| Neighborhood Name | N[1] | Proportion of Children Developmentally <u>Vulnerable</u> by Domain | | | | | Distribution Across <u>All</u> Domains | | |
| | | | | | | | NOT ON TRACK | | ON TRACK |
		Physical Health and Well-being N (%)	Social Competence N (%)	Emotional Maturity N (%)	Language and Cognitive Development N (%)	Communication Skills and General Knowledge N (%)	Developmentally <u>Vulnerable</u> on One or More Domains N (%)	Developmentally <u>At Risk</u> on One or More Domains N (%)	Developmentally <u>On Track</u> on All[2] Domains N (%)
Neighborhood-wide[3]									
Community-wide[4]									

Table 4. EDI Community Profile Summary, 2015 *(TEMPLATE)*

| Neighborhood Name | N[1] | Proportion of Children Developmentally <u>Not On Track</u> by Domain | | | | | Distribution Across <u>All</u> Domains | |
		Physical Health and Well-being N (%)	Social Competence N (%)	Emotional Maturity N (%)	Language and Cognitive Development N (%)	Communication Skills and General Knowledge N (%)	Developmentally <u>Not on Track</u> on One or More Domains N (%)	Developmentally <u>On Track</u> on All[2] Domains N (%)
Neighborhood-wide[3]								
Community-wide[4]								

Data Source: Teacher Reported EDI

[1]N is the number of valid records by neighborhood. The actual N for each domain may be lower (refer to Tables 5-9 for the N by domain).

[2]N of Developmentally On Track on All Domains refers to children on track on all valid domains. A record may be valid with as few as four completed domains.

[3] N reflects both mapped and suppressed EDI records that have valid addresses in one of the identified neighborhoods within the target geography.

[4] N includes EDI records for all children who attend school and/or live in the community.

** Data collected on < 70 percent of children living in this neighborhood and therefore caution is warranted as the data may not be representative of all children living here.

Percentage of children vulnerable, at risk, and on track by domain and neighborhood

Tables 5-9, for each EDI domain and by neighborhood, present the percentage of children who are not on track (≤25th percentile) and on track (>25th percentile). Each category is further broken down in that not on track consists of percentages of children vulnerable (≤10th percentile) and at risk (>10th and ≤25th percentile), and on track consists of percentages of children on track middle (>25th and ≤75th percentile), on track top (>75th percentile, formerly presented as very ready).

This year we are continuing to provide you with the "on track top" category (in previous years referred to as "very ready"). Starting next year, we will no longer report data using the "on track top" ("very ready") or the "on track middle" categories. Instead, we will replace these two with the aggregated measure "on track." We hope that communities will use this year to plan for this transition. We are making this shift because recent analysis for children in the U.S. is showing, like in Canada and Australia, that the EDI is not able to distinguish children at the upper end of the developmental spectrum ("very ready") as well as it can distinguish children at the lower end of the developmental spectrum ("vulnerable" and "at risk"). The use of the "very ready" measure results in what is referred to statistically as a ceiling effect and therefore may not be as good at predicting later school success.

Table 5-9. EDI Domain, 2015 *(TEMPLATE)*

Neighborhood Name	N	Proportion of Children Developmentally <u>Not On Track</u>			Proportion of Children Developmentally <u>On Track</u>		
		% Vulnerable	% At Risk	% Not on Track	% On Track-Middle	% On Track-Top(Very Ready)	% On Track
		V +	AR =	NOT	OT-M +	OT-T =	OT
Neighborhood-wide							
Community-wide							

Data Source: Teacher Reported EDI

Overview of sub-domains

Four of the five EDI domains are divided into multiple sub-domains and one domain, Communication Skills and General Knowledge, is treated as a single sub-domain. Together, the five domains consist of a total of 16 sub-domains. For the sub-domain analysis, children are categorized as either "not ready," "somewhat ready," or "ready" for school, based on how they compare to a criterion-referenced cutoff value that has been determined by the publisher's team of experts at the Offord Centre. The criterion-referenced method for calculating sub-domain results is different from the norm-reference method used to calculate the domain level results. Therefore, there will not be a one-to-one match between any of the percentages reported in the sub-domain categories ("not ready," "somewhat ready," or "ready") and the percentages reported in the domain level categories ("vulnerable," "at risk," and "on track").

Tables B-F list the skills and abilities that children typically have in the "not ready for school" and "ready for school" categories for each sub-domain. There is no detailed description for the "somewhat ready" category because these children vary widely in their skills and abilities. Children who fall in the "not ready for school" category are considered to have developmental challenges in that area. Each sub-domain represents one aspect of a child's development. While some domains represent skills that a child in kindergarten is expected to have already mastered based on his/her developmental age (e.g. physical independence), others represent areas of development that are still emerging (e.g. prosocial behavior).

Table B. EDI Sub-domain: Physical Health and Well-being

Sub-domain	Not Ready for School	Ready for School
Physical readiness for school work	Children have at least sometimes experienced coming unprepared for the school day by being dressed inappropriately, coming to school late, hungry, or tired.	Children who never or almost never experienced being dressed inappropriately for school activities, coming to school late, hungry, or tired.
Physical independence	Children range from those who have not developed one of the three skills (independence, handedness, coordination) and/or suck a thumb to those who have not developed any of the skills and suck a thumb.	Children who are independent looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.
Gross and fine motor skills	Children range from those who have an average ability to perform skills requiring gross and fine motor competence and good or average overall energy levels, to those who have poor fine and gross motor skills, overall energy levels, and physical skills.	Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.

Table C. EDI Sub-domain: Social Competence

Sub-domain	Not Ready for School	Ready for School
Overall social competence with peers	Children who have average to poor overall social skills, low self-confidence and are rarely able to play with various children and interact cooperatively.	Children with excellent/good overall social development, very good ability to get along with other children and play with various children, usually cooperative and self-confident.
Respect and responsibility	Children who only sometimes or never accept responsibility for actions, show respect for others and for property, demonstrate self-control, and are rarely able to follow rules and take care of materials.	Children who always or most of the time show respect for others and for property, follow rules and take care of materials, accept responsibility for actions, and show self-control.
Approaches to learning[1]	Children who only sometimes or never work neatly, independently, are rarely able to solve problems, follow class routines and do not easily adjust to changes in routines.	Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.
Readiness to explore new things	Children who only sometimes or never show curiosity about the world or an eagerness to explore new books, toys and games.	Children who are curious about the surrounding world, and are eager to explore new books, toys and games.

[1]The "approaches to learning" sub-domain was previously referred to as "independence and adjustment."

Table D. EDI Sub-domain: Emotional Maturity

Sub-domain	Not Ready for School	Ready for School
Prosocial and helping behavior	Children who never or almost never show most of the helping behaviors; they do not help someone hurt, sick or upset, do not spontaneously offer to help, or invite bystanders to join in.	Children who often show most of the helping behaviors: helping someone hurt, sick or upset, offering to help spontaneously, and invite bystanders to join in.
Anxious and fearful behavior	Children who often show most of the anxious behaviors; they could be worried, unhappy, nervous, sad or excessively shy, indecisive; and they can be upset when left at school.	Children who rarely or never show most of the anxious behaviors, they are happy and able to enjoy school, and are comfortable being left at school by caregivers.
Aggressive behavior	Children who often show most of the aggressive behaviors; they get into physical fights, kick or bite others, take other people's things, are disobedient or have temper tantrums.	Children who rarely or never show most of the aggressive behaviors; they do not use aggression as means of solving conflict, do not have temper tantrums, and are not mean to others.

Sub-domain	Not Ready for School	Ready for School
Hyperactive and inattentive behavior	Children who often show most of the hyperactive behaviors; they could be restless, distractible, impulsive; they fidget and have difficulty settling into activities.	Children who never show most of the hyperactive behaviors; they are able to concentrate, settle to chosen activities, wait their turn, and most of the time think before doing something.

Table E. EDI Sub-domain: Language and Cognitive Development

Sub-domain	Not Ready for School	Ready for School
Basic literacy skills	Children who do not have most of the basic literacy skills: they have problems with identifying letters or attaching sounds to them, rhyming; may not know the writing directions and even how to write their own name.	Children who have all of the basic literacy skills: know how to handle a book; can identify some letters and attach sounds to some letters; show awareness of rhyming words; know the writing directions; and are able to write their own name.
Interest in literacy/numeracy and memory	Children who may not show interest in books and reading, or math and number games, or both; and may have difficulty remembering things.	Children who show interest in books and reading, math and numbers; and have no difficulty remembering things.
Advanced literacy skills	Children who have only up to one of the advanced literacy skills; who cannot read or write simple words or sentences; and rarely write voluntarily.	Children who have at least half of the advanced literacy skills: reading simple, complex words or sentences; writing voluntarily writing simple words or sentences.
Basic numeracy skills	Children who have marked difficulty with numbers; cannot count, compare, or recognize numbers; may not be able to name all the shapes and may have difficulty with time concepts.	Children who have all of the basic numeracy skills: can count to 20 and recognize shapes and numbers; compare numbers; sort and classify; use one-to-one correspondence; and understand simple time concepts.

Table F. EDI Sub-domain: Communication Skills and General Knowledge

Sub-domain	Not Ready for School	Ready for School
Communication skills and general knowledge	Children who range from being average to very poor in effective communication, may have difficulty in participating in games involving the use of language, may be difficult to understand and may have difficulty understanding others; may show little general knowledge and may have difficulty with their native language.	Children who have excellent or very good communication skills; can communicate easily and effectively, can participate in story-telling or imaginative play, articulate clearly, shows adequate general knowledge, and are proficient in their native language.

Sub-domain scores by neighborhood

Tables 10-14 in the EDI Table Book show for each neighborhood, the number (N) and percentage of children who are considered not ready, somewhat ready, and ready in each of the sub-domains.

Table 10-14. EDI Sub-domain, 2015 *(TEMPLATE)*

Neighborhood Name	Sub-domain 1[1]			Sub-domain 2[1]			Sub-domain 3			
	N	Not Ready	Ready	N	Not Ready	Ready	N	Not Ready	Somewhat Ready[1]	Ready
Neighborhood-wide										
Community-wide										

Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.

[1]*For sub-domains without the "somewhat ready" category, this category does not apply because the response options on the EDI for these sub-domains were dichotomous (yes/no).*

Multiple Challenge Index

The Multiple Challenge Index (MCI)[4] identifies groups of children who have multiple challenges and therefore are considered to be experiencing serious problems. Children are categorized as having multiple challenges when they fall in the "not ready for school" category on nine or more of the 16 sub-domains (presented in Tables 10-14), which also translates to being categorized as vulnerable on at least three of the five EDI domains. Table 15 found in the EDI Table Book presents the percentage of children in each neighborhood who have multiple challenges.

Table 15. Percentage of Children with Multiple Challenges on EDI, 2015 *(TEMPLATE)*

Neighborhood Name	N	Percent with Multiple Challenges
Neighborhood-wide		
Community-wide		

Data Source: Teacher-Reported EDI

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[4]The MCI was developed by the publishers at the Offord Centre for Child Studies.

Descriptive characteristics of the children by neighborhood

Tables 16-18 in the EDI Table Book describe the demographic and child care characteristics. Table 16 reports on the number of children with records valid for analysis (N) in each area, along with their gender, mean child age, English Language Learner (ELL) status, and enrollment in the Individualized Education Program (IEP) for children with disabilities. Table 17 provides, for each area, the race/ethnicity of participants, while Table 18 provides information on whether the child was in non-parental child care on a regular basis in the year prior to data collection. Non-parental child care on the EDI is defined as center-based care, care in the home by someone other than the parent, or care in someone else's home. Under this definition, non-parental care could include grandparents or neighbors.

Table 16. Gender, Age, ELL, and IEP Status of EDI Participants, 2015 *(TEMPLATE)*

Neighborhood Name	N[1]	Females N (%)	Mean Age (years, months)	Students with ELL Status N (%)	Students with IEP Status N (%)
Neighborhood-wide					
Community-wide					

Data Source: School District data for age; Teacher Reported EDI for gender, ELL status, and IEP status.

[1] *Due to missing data, the N may differ by demographic characteristic across neighborhoods.*

** *To protect student confidentiality, a sample size between one and four is considered too small to report.*

Table 17. Race/Ethnicity of EDI Participants, 2015 *(TEMPLATE)*

Neighborhood Name	Race/Ethnicity[1]				
	African-American, Black	Asian, Native Hawaiian or other Pacific Islander	Hispanic, Latino/a	White	Other
Neighborhood-wide					
Community-wide					

Data Source: School District data. The "Other" category includes children classified as multiracial.

[1] *Due to missing data, the N may differ by demographic characteristic across neighborhoods.*

** *To protect student confidentiality, a sample size between one and four is considered too small to report.*

Table 18. Previous Child Care Arrangement of EDI Participants, 2015 *(TEMPLATE)*

Neighborhood Name	Previous Child Care[1]		
	Parental	**Non-parental**	**Don't know**
Neighborhood-wide			
Community-wide			

Data Source: Teacher Reported EDI

[1] *Due to missing data, the N may differ by demographic characteristic across neighborhoods.*

** *To protect student confidentiality, a sample size between one and four is considered too small to report (except for the "don't know" category).*

Appendices

Appendix A. EDI Items by Domain and Sub-domain

Physical Health and Well-being Domain
- A. Sub-domain: Physical readiness for school day
  - 1. Over- or underdressed for school-related activities
  - 2. Too tired/sick to do school work
  - 3. Late
  - 4. Hungry
- B. Sub-domain: Physical independence
  - 5. Independent in bathroom habits most of the time
  - 6. Shows an established hand preference
  - 7. Well-coordinated
  - 8. Sucks a thumb/finger
- C. Sub-domain: Gross and fine motor skills
  - 9. Proficient at holding a pen, crayons, or a paintbrush
  - 10. Ability to manipulate objects
  - 11. Ability to climb stairs
  - 12. Level of energy throughout the school day
  - 13. Overall physical development

Social Competence Domain
- A. Sub-domain: Overall competence with peers
  - 1. Overall social/emotional development
  - 2. Ability to get along with peers
  - 3. Plays and works cooperatively with other children
  - 4. Able to play with other children
  - 5. Shows self-confidence
- B. Sub-domain: Respect and responsibility
  - 6. Follows rules and instructions
  - 7. Respects the property of others
  - 8. Demonstrates self-control
  - 9. Demonstrates respect for adults
  - 10. Demonstrates respect for other children
  - 11. Accepts responsibility for actions
  - 12. Takes care of school materials
  - 13. Shows tolerance to someone who made a mistake
- C. Sub-domain: Approaches to learning
  - 14. Listens attentively
  - 15. Follows directions

16. Completes work on time

17. Works independently

18. Works neatly and carefully

19. Able to solve day-to-day problems by him/herself

20. Able to follow one-step instructions

21. Able to follow class routines without reminders

22. Able to adjust to changes in routines

D. Sub-domain: Readiness to explore new things

23. Curious about the world

24. Eager to play with a new toy

25. Eager to play a new game

26. Eager to play with/read a new book

Emotional Maturity Domain

A. Sub-domain: Prosocial and helping behavior

1. Tries to help someone who is hurt

2. Volunteers to help clear up a mess someone else has made

3. Will try to stop a quarrel or dispute

4. Offers to help other children who have difficulty with a task

5. Comforts a child who is crying or upset

6. Spontaneously helps to pick up objects which another child has dropped

7. Invites bystanders to join a game

8. Helps other children who are feeling sick

B. Sub-domain: Anxious and fearful behavior

9. Is upset when left by a parent/guardian

10. Seems to be unhappy, sad, or depressed

11. Appears fearful or anxious

12. Appears worried

13. Cries a lot

14. Nervous, high-strung, or tense

15. Incapable of making decisions

16. Shy

C. Sub-domain: Aggressive behavior

17. Gets into physical fights

18. Bullies or is mean to others

19. Kicks, bites, hits other children or adults

20. Takes things that do not belong to him/her

21. Laughs at other children's discomfort

22. Disobedient

23. Has temper tantrums

D. Sub-domain: Hyperactive and inattentive behavior

    24. Can't sit still, restless

    25. Distractible, has trouble sticking to any activity

    26. Fidgets

    27. Impulsive, acts without thinking

    28. Has difficulty awaiting turn in games or groups

    29. Cannot settle into anything for more than a few moments

    30. Inattentive

Language and Cognitive Development Domain

A. Sub-domain: Basic literacy skills

    1. Knows how to handle a book

    2. Able to identify at least 10 letters of the alphabet

    3. Able to attach sounds to letters

    4. Showing awareness of rhyming words

    5. Able to participate in group reading activities

    6. Experimenting with writing tools

    7. Aware of writing directions in English

    8. Able to write his/her own name in English

B. Sub-domain: Interest in literacy/numeracy and memory

    9. Generally interested in books

    10. Interested in reading

    11. Able to remember things easily

    12. Interested in mathematics

    13. Interested in games involving numbers

C. Sub-domain: Advanced literacy skills

    14. Able to read simple words

    15. Able to read complex words

    16. Able to read simple sentences

    17. Interested in writing voluntarily

    18. Able to write simple words

    19. Able to write simple sentences

D. Sub-domain: Basic numeracy skills

    20. Able to sort and classify objects by a common characteristic

    21. Able to use one-to-one correspondence

    22. Able to count to 20

    23. Able to recognize numbers 1-10

    24. Able to say which number is bigger of the two

    25. Able to recognize geometric shapes

    26. Understands simple time concepts

Communication Skills and General Knowledge Domain

    A. Sub-domain: Communication skills and general knowledge

        1. Ability to use language effectively in English

        2. Ability to listen in English

        3. Ability to tell a story

        4. Ability to take part in imaginative play

        5. Ability to communicate own needs in a way understandable to adults & peers

        6. Ability to understand on first try what is being said to him/her

        7. Ability to articulate clearly, without sound substitutions

        8. Answers questions showing knowledge about the world

Appendix B. Glossary of Terms

Children Developmentally Vulnerable

Children are "developmentally vulnerable" in a domain if the mean of his/her EDI items for that domain falls at or below the 10th percentile cutoff.

Children Developmentally At Risk (for becoming vulnerable)

Children are "developmentally at risk" in a domain if the mean of his/her EDI items for that domain falls at or below the 25th percentile cutoff and above the 10th percentile.

Children Developmentally Not On Track

Children are "developmentally not on track" in a domain if the mean of his/her EDI items for that domain falls at or below the 25th percentile cutoff. Not On Track is the sum of Vulnerable and At Risk.

Children Developmentally On Track Middle

Children are "developmentally on track middle" in a domain if the mean of his/her EDI items for that domain falls above the 25th percentile cutoff and below the 75th percentile.

Children Developmentally On Track Top

Children are "developmentally on track top" in a domain if the mean of his/her EDI items for that domain falls at or above the 75th percentile cutoff.

Children Developmentally On Track

Children are "developmentally on track" in a domain if the mean of his/her EDI items for that domain falls above the 25th percentile cutoff. On Track is the sum of On Track Middle and On Track Top.

Early Development Instrument (EDI)

The Early Development Instrument (EDI), a tool developed by Drs. Dan Offord and Magdalena Janus of the Offord Centre for Child Studies at McMaster University in Canada, is a population measure of young children's development from a 103-item checklist completed by teachers. The EDI measures five developmental domains:

1) Physical health and well-being

2) Social competence

3) Emotional maturity

4) Language and cognitive skills

5) Communication skills and general knowledge

The EDI also includes questions on child demographics, special problems, prior childcare, and parent involvement in the classroom.

EDI Cutoff

Each of the five domains in the EDI has a population cutoff for "developmentally vulnerable," "at risk," and "on track." The normative population cutoffs were determined using 2009-2010 data to set a representative benchmark which helps to compare how children are doing

developmentally both across and within sites and across years. To establish these cutoffs, an average score for each domain was first developed per child with valid data (N=10,244).The averages for all records valid for analysis were then sorted from lowest to highest to determine the 10th and the 25th percentile population cutoffs for each developmental domain.

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 US Census American Community Survey (ACS) 5-Year estimates. The denominator is a derived calculation of young children between the ages of four and seven years old based on the proportion of the respective age groups within the sample.

For example, if the sample consists of zero percent four-year-olds; 50 percent five-year olds; 49 percent six-year-olds; and one percent 7-year-olds, the calculation for the total count of eligible children in the neighborhood will follow this formula: (ACS 4-year-old count * 0) + (ACS 5-year-old count * 0.50) + (ACS 6-year-old count * 0.49) + (ACS 7-year-olds count * 0.01).

Neighborhood

For the purpose of the EDI Community Profile, a neighborhood may be a census tract, an aggregation of census geographies, or some other pre-existing or newly created local geographic boundaries identified by the community. Criteria which guided the selection of neighborhood boundaries included that they should be: 1) Contiguous (no gaps and no overlapping boundaries); 2) Small enough to identify distinct populations of children but large enough to represent a distinct, community defined neighborhood; 3) Recognizable by local residents; 4) Useful from a local planning perspective; 5) Consistent with census lines to maximize data analysis opportunities; and 6) Inclusive of the entire target geography.

Multiple Challenge Index (MCI)

The Multiple Challenge Index (MCI) identifies groups of children who have multiple challenges and therefore are considered to be experiencing serious problems. Children are categorized as having multiple challenges when they fall in the "not ready" category on nine or more of the 16 sub-domains, which also translates to being categorized as vulnerable on at least three of the five EDI domains.

On Track on All Valid Domains

Children whose EDI score is above the 25th percentile (i.e. are "developmentally on track") on all valid domains. A record may be valid with as few as four completed domains.

Representative Data

Ideally, the EDI is designed to be a census of all children living in an area. Data are considered representative of the children living in a neighborhood if at least 70 percent of the children living in that area have a completed EDI. A double asterisk next to the name of the neighborhood in Table 2 indicates that fewer than 70 percent of five-year olds in that area had completed EDIs, and therefore, the results may not be representative of all children living there. Where fewer than 70 percent had completed EDIs, it is strongly recommended that additional schools serving the area are recruited into the EDI data collection effort. The 2008-2012 American Community

Survey dataset from the Census Bureau was used to determine how many children in each age group lived in each neighborhood.

Sub-Domain

Four of the five domains are divided into multiple sub-domains and one domain (Communication Skills and General Knowledge), is treated as a single sub-domain. Together, the five domains consist of a total of 16 sub-domains. For the sub-domain analysis, children are categorized as either "not ready," "somewhat ready," or "ready" for school based on how they compare to a cut off value that has been determined by the publishers at the Offord Centre. This method contrasts with that used for the overarching domain level analysis which categorizes children as either "vulnerable," "at risk," or "on track" based on how they compare to a cut off value that has been derived from a US normative sample taken in 2009-2010.

Suppressed Data

Suppressed data are records with valid addresses but not reported in the maps because they are in neighborhoods with fewer than ten valid records for analysis. Though these records are suppressed from the neighborhood level results, they are factored into the overall Neighborhood-wide and Community-wide row totals shown in Tables 3-18.

TECCS Initiative

Transforming Early Childhood Community Systems (TECCS) is a national initiative developed through a partnership between the UCLA Center for Healthier Children, Families & Communities and United Way Worldwide. The goal of TECCS is to improve the school readiness of all children in a community by using regular measurement and mapping of developmental progress at a population level to mobilize local partners around a data driven process to inform the development of early childhood service systems. TECCS has four core components: 1) Measurement and Mapping; 2) Community Engagement; 3) Shared Learning Network; and 4) Targeted, Place-Based Systems Improvement

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.

Vulnerable on One or More Domains

Children whose EDI score is at or below the 10th percentile (i.e. are "developmentally vulnerable") on at least one of the five domains.