

THE EARLY DEVELOPMENT INSTRUMENT



In 2010, The Early Years Institute introduced to Long Island an innovative school readiness assessment tool called the Early Development Instrument (EDI), in collaboration with the University of California, Los Angeles (UCLA) and United Way Worldwide. Westbury was selected as the initial site for our region and based on the community's response to the data, plans are underway for EYI to bring it to more communities on LI.

Who Created the EDI?

This tool was developed by researchers from the Offord Centre for Child Studies at McMaster University, along with kindergarten teachers and principals.

Where Is It Used?

EDI is currently mandated in the public education system throughout Canada and Australia as well as New Zealand, Chile, Holland and Jamaica. As of 2014, there will be 60 communities in the U.S. using EDI. The states of Arizona and Texas recently agreed to use the EDI as their Kindergarten Entry Assessment for the state.

What Is Included in the EDI?

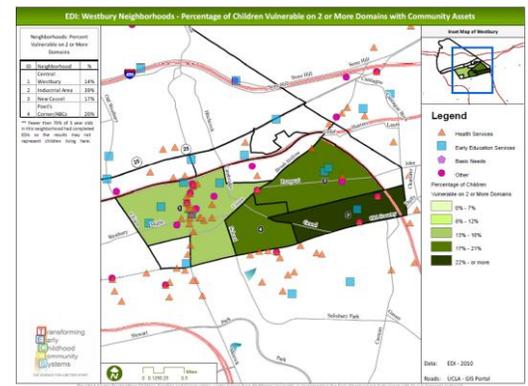
Teachers reflect on the “whole child:” 1) physical health and well-being; 2) social knowledge and competence; 3) emotional health and maturity; 4) language and cognitive development; and 5) general knowledge and communications skills, which align with the national school readiness goals.

How Are the Data Collected and Reported?

The EDI is an on-line survey with a 120-item checklist that is completed by Kindergarten teachers about five months into the school year. Surveys take 10-15 minutes for each child. No individual child is identified on the EDI or shared with researchers. The data are not reported back by student, classroom or school. Instead, the data are reported by neighborhood which helps the community focus on specific areas of need in specific neighborhoods.

How Is the Community Engaged?

Key community stakeholders come together to review the data and discuss plans for responding. The local coalition could include the schools, business, government, pediatricians, library, clergy, and social service agencies. It should also include neighborhood residents who care about children. Localities are also encouraged to use Asset-Based Community Development (ABCD) which helps identify organizational assets as well as individual gifts and talents. Building upon what already exists, we encourage people to work together so families hear the same message throughout the community and to strengthen the social vitality of communities – to ensure that all children arrive at school ready for success.



*This is a map of Westbury and the four neighborhoods where Kindergartners in the sample lived. The darker the green area, the more children were found to be **not ready for Kindergarten** in at least two of the five areas of school readiness. The colored geometric shapes represent our Asset Mapping of health, child care and other services that support families. It clearly shows that the children who are most vulnerable are living in neighborhoods where there are the fewest services.*