

Early Development Index Overview

A teacher-completed assessment of children's readiness for kindergarten. First 5 Orange County partners with school districts to gather the data; analyzes it; and works with families and the community to make meaning of it. The EDI includes five developmental domains.

Physical Health & Well-Being

- Displays adequate nutrition and absence of impairment
- Has necessary gross and fine motor abilities to complete grade-level tasks, like holding a pencil or turning pages

Social Competence

- Able to control their behavior, appropriate to age
 - Cooperates with others
- Shows respect for adult authority
 - Communicates feelings and needs

Emotional Maturity

- Balances curiosity and eagerness with some ability to reflect before acting
 - Not fearful or reluctant to engage in new activities

Language & Cognitive Development

- Developmentally appropriate vocabulary size
 - Able to name letters and identify components of sounds
 - Capacity to perceive, organize, and analyze information

Communication Skills & General Knowledge

- Able to understand verbal communications
- Able to verbally communicate experiences, ideas, wishes, and feelings

Here's how First 5 and our partners use the EDI:

To inform our policies and investments for young children and their families.

As a springboard to engage families around their children's needs and desired outcomes for their communities.

To leverage our work with system partners. For example, to validate the need to invest in early childhood mental health, to promote well-child visits and developmental screens, or to fund business assistance for child care providers.

How can you use the EDI data?

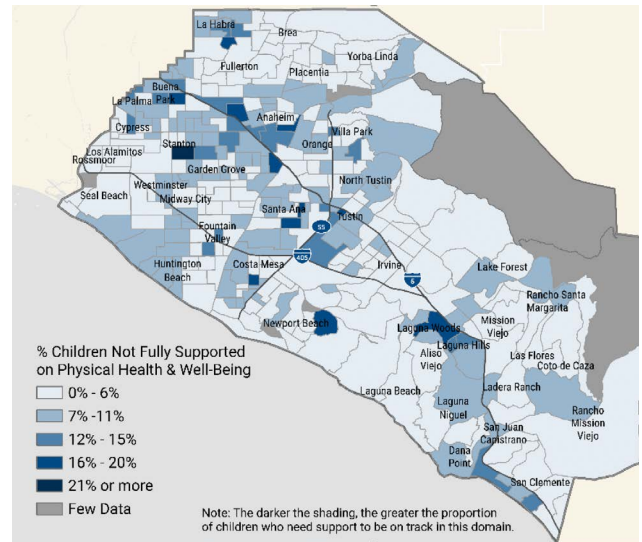
The EDI is available at: first5OC.org/resources/edi/

Physical Health & Well-Being

Physical Health & Well-Being measures whether students have the 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 in a book, without tearing them.

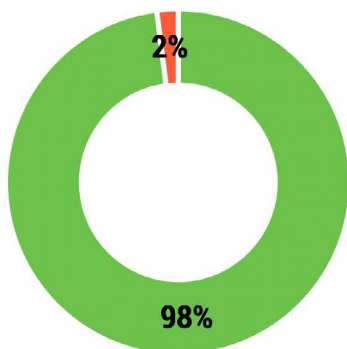
EDI in Action

- School district teams are providing parent education and easy to do “at home” activities to strengthen children’s gross and fine motor skills.
- The Garden Grove Engaged Neighborhood Collaborative partners with the local HealthySteps clinic to provide referrals for families at the family resource centers in their two neighborhoods of focus: Magnolia Park and Buena Clinton.
- Detect and Connect OC mapped EDI data along with the location of pediatric practices to support a targeted outreach campaign to pediatricians promoting well-child visits and developmental screens.



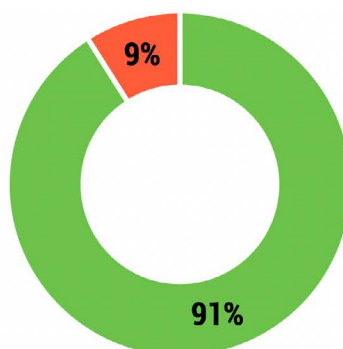
Physical Health & Well-Being includes three subdomains, shown below. Orange County’s children need the most support in gross and fine motor skills.

Physical Readiness For School Day*



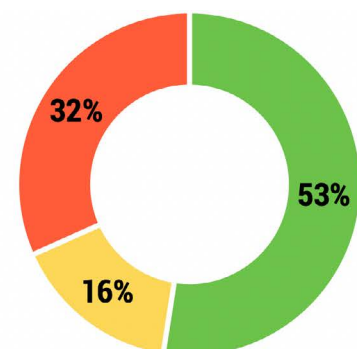
Dresses appropriately for school activities; comes to school on time, well-fed and well-rested.

Physical Independence*



Takes care of personal needs; has an established hand preference; is well coordinated; and does not suck a thumb/ finger.

Gross & Fine Motor Skills



Has excellent ability to physically tackle the school day; and has excellent or good gross and fine motor skills.

■ Ready
 ■ Somewhat Ready
 ■ Not Ready

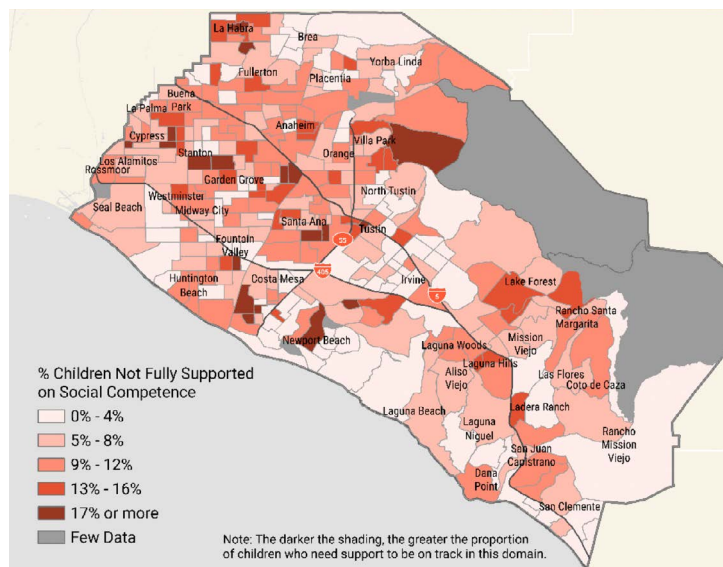
*The “somewhat ready” category does not apply because the response options on the EDI for these sub-areas was yes/no.

Social Competence

Social Competence measures whether students are meeting general standards of acceptable behavior in public places, controlling their behavior, cooperating with others, showing respect for adult authority, and communicating feelings and needs in a socially acceptable manner.

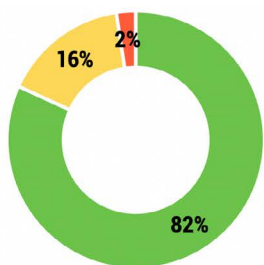
EDI in Action

- La Habra Little Learners designed “Readiness on the Road” to provide vital support and socialization for children ages 0-3 in high-need areas. This is a weekly event where parents and kids can build their social skills together.
- The Santa Ana Early Learning Initiative has hosted workshops for families to understand their children’s social skills and milestones as well as to provide information about behavior management techniques. They also host trainings and parent social groups to discuss learnings.



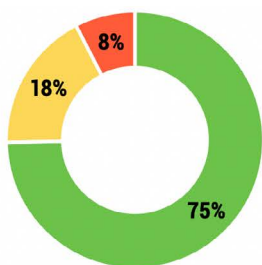
Social Competence includes four subdomains, shown below. Orange County’s children need the most support in approaches to learning and overall social competence.

Readiness to Explore New Things



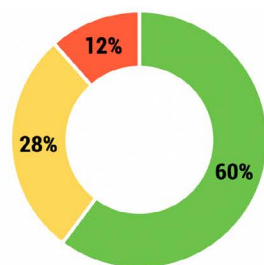
Curious about the surrounding world; and eager to explore new books, toys, and games.

Responsibility & Respect



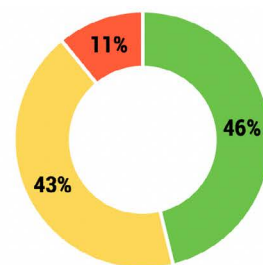
Shows respect for others and for property; follows rules and takes care of materials; accepts responsibility for actions; and shows self-control.

Approaches to Learning



Works neatly, independently, and solves problems; follows instructions and class routines; and easily adjusts to changes.

Overall Social Competence



Has overall social development; gets along and plays with various children; and is cooperative and self-confident.

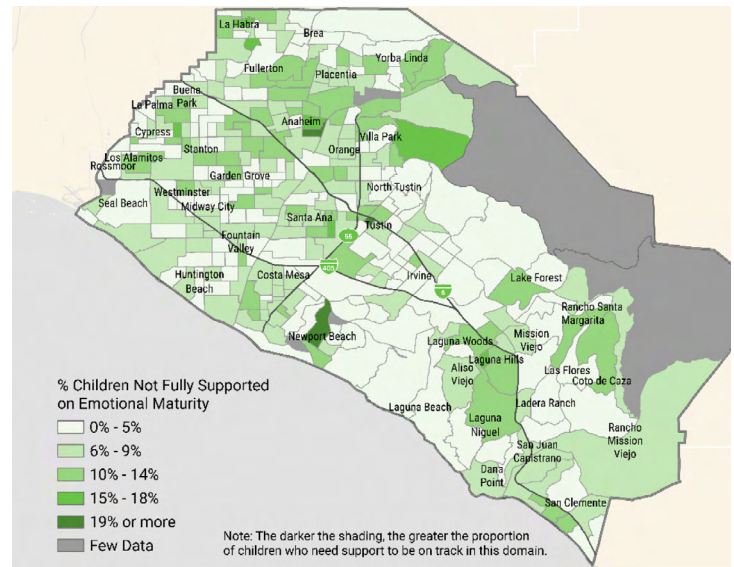
■ Ready
 ■ Somewhat Ready
 ■ Not Ready

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.

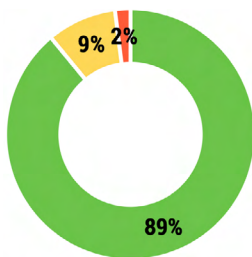
EDI in Action

- Start Well uses the data to determine where child care providers are most in need of training and resources to support positive behavior and avoid expulsions of preschoolers.
- Several school districts use EDI data to help with their selection of social-emotional curriculum for early learning programs such as Learning Links.
- First 5 OC uses the Emotional Maturity findings to demonstrate the need and advocate for additional mental health funding for young children and families.



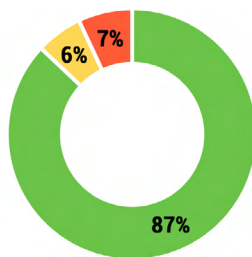
Emotional Maturity includes four subdomains, shown below. Orange County's children need the most support in prosocial and helping behavior.

Anxious & Fearful Behavior



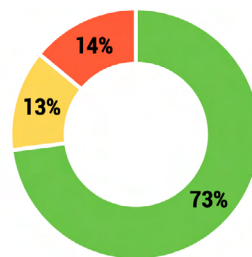
Happy and able to enjoy school; is comfortable being left at school by caregivers; does not typically have anxious behavior.

Aggressive Behavior



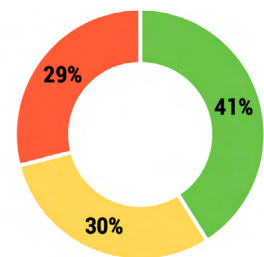
Does not typically show aggressive behavior; does not use aggression as means of solving conflict; does not have temper tantrums; and is not mean to others.

Hyperactive & Inattentive Behavior



Able to concentrate; settles to chosen activities; waits their turn; thinks before doing something; and does not typically show hyperactive behavior.

Prosocial & Helping Behavior



Shows most of the helping behaviors: helping someone hurt, sick or upset; offering to help spontaneously; and inviting bystanders to join in.

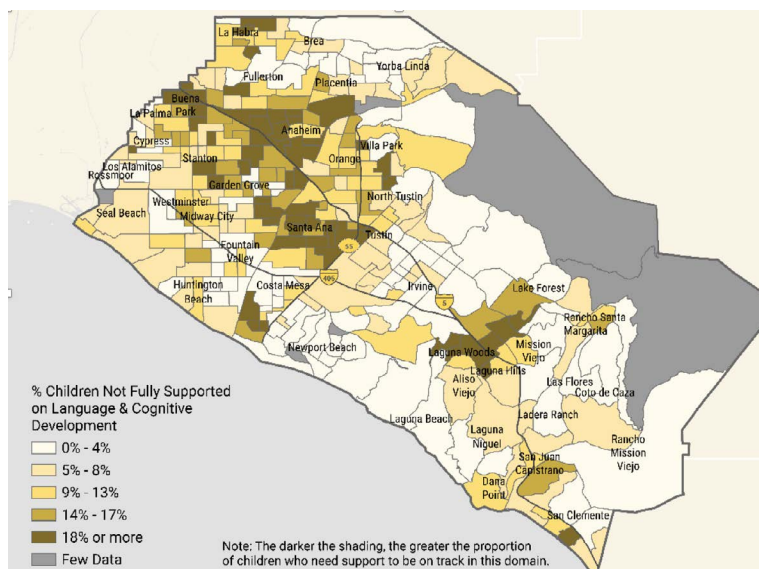
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Language & Cognitive Development

Language & Cognitive Development measures vocabulary size and a child's ability to name letters and recognize letter sounds within words. Cognitive skills involve the ways in which children perceive, organize, and analyze information.

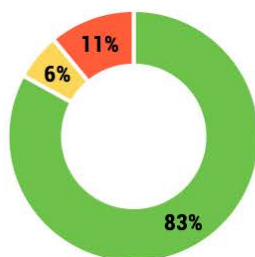
EDI in Action

- The public libraries in Garden Grove have used EDI to help identify the activities they offer families in their toddler and preschool-age story time sessions to support children's literacy skill development.
- The Santa Ana Early Learning Initiative used the EDI in the planning process for their Playful Learning Landscapes project. They used the data to decide the neighborhoods where playground installations will be laid to support STEM skills development in parks and open spaces.



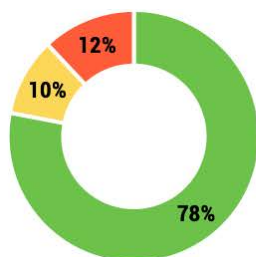
Language & Cognitive Development includes four subdomains, shown below. Orange County's children need the most support in advanced literacy skills and basic literacy skills.

Basic Numeracy Skills



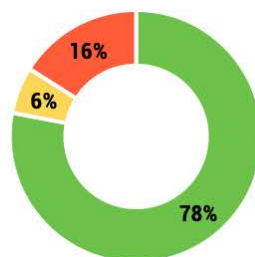
Counts to 20 and recognizes shapes and numbers; compares numbers; sorts and classifies; uses one-to-one correspondence; and understands concepts of time.

Interest in Literacy/ Numeracy & Memory



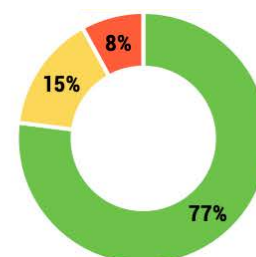
Shows interest in books and reading as well as math and numbers; and has no difficulty remembering things.

Advanced Literacy Skills



Reads simple and complex words or sentences; writes voluntarily, writes simple words or sentences.

Basic Literacy Skills



Knows how to handle a book; identifies some letters and attaches sounds to some letters; shows awareness of rhyming words; knows the writing directions; and is able to write their own name.

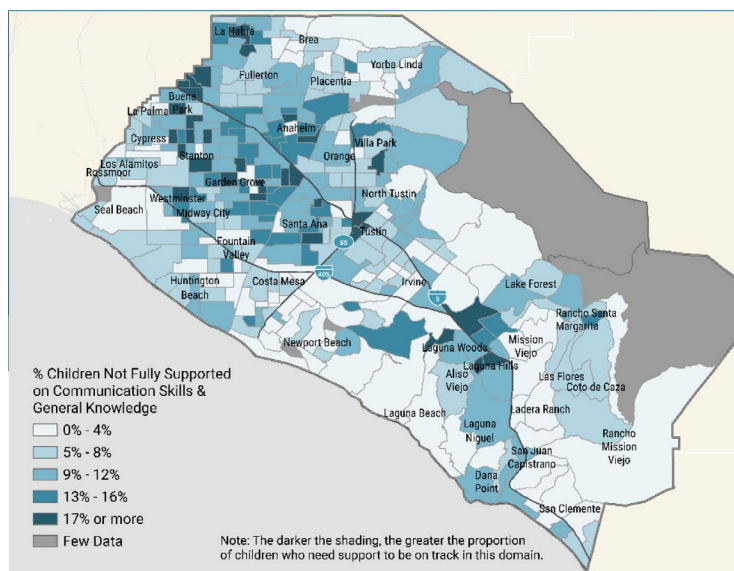
■ Ready
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General Knowledge & Communication

General Knowledge & Communication measures a child’s ability 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.

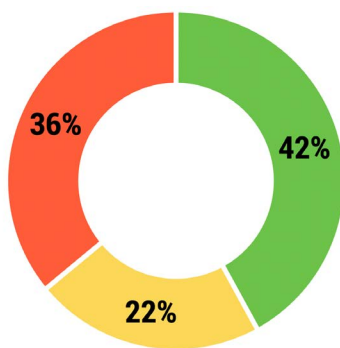
EDI in Action

- Network Anaheim Learn Well uses EDI along with the Neighborhood Equity Index to explore lessons learned where communities are doing better than expected and to identify the areas of biggest need. These data points defined the communities of focus for their first and subsequent Resident Leadership Academy workshops.
- First 5 OC will use EDI data to support and target the rollout of the updated Kid Builder activities.



General Knowledge & Communication includes one subdomain, shown below. Orange County’s children need support in communication skills and general knowledge.

Communication Skills & General Knowledge



Communicates easily and effectively; participates in story-telling or imaginative play; articulates clearly; shows adequate general knowledge; and is proficient in their native language.

■ Ready
 ■ Somewhat Ready
 ■ Not Ready