



A SNAPSHOT OF YOUNG CHILDREN'S DEVELOPMENT ARKANSAS

Thanks to the support of local teachers, Arkansas recently collected population level data on children's developmental and school readiness outcomes using the Early Development Instrument (EDI). This report summarizes findings from the EDI, both for the community as a whole and for local neighborhoods. We hope this report will serve as a catalyst for bringing together individuals, organizations and community leaders who are working to improve conditions and create better environments for young children and their families.

The EDI is a population measure of child development and school readiness, which means that it collects information about kindergarten age children in participating geographic areas and creates an overall snapshot of their developmental progress. The EDI does not label or identify individual children with specific problems. Instead, it looks at how experiences at home and in the community can help prepare children for the school environment.

The EDI provides local leaders with the information they need to evaluate school readiness, plan how to improve programs and supports, and better coordinate services to help children develop and learn before and during their school years.

The EDI provides information about children in five developmental areas that are known to affect well-being and school performance:

- Physical health and well-being
- Social competence
- Emotional maturity
- Language and cognitive skills
- Communication skills and general knowledge

The Snapshot includes a summary of the EDI results for Arkansas and provides tips for interpreting tables and maps as a first introduction to the EDI.

UNDERSTANDING EDI RESULTS

EDI results are reported as the percentage of children who are developmentally "vulnerable," "at-risk," and "on track" in each of the five areas. Children who score at or below the 10th percentile of the national EDI population in each area are considered developmentally vulnerable. Children who score above the 10th percentile but at or below the 25th percentile are considered at-risk for becoming vulnerable, and those who score above the 25th percentile in each area are considered on track.

The results in this Snapshot reflect data collection by participating kindergarten teachers during the 2021-2022 school year and include all valid records for children who live or go to school in the community.

Figure 1 shows that EDI data were reported for 645 children in Arkansas. It also provides some additional background information about the children surveyed.

Figure 1: Children’s Background Information – Arkansas (2022)

School Information	
Participating school districts	6
Participating schools	8
Classrooms collecting EDI information	38
Community Information	
Children	645
Children who are English Language Learners (ELL)	8%
Children who have an Individualized Education Program (IEP) for children with disabilities	22%
Race/Ethnicity:	
African-American, Black	4%
Asian, Native Hawaiian or other Pacific Islander	1%
Hispanic, Latino/a	14%
White	74%
Other	8%



Figure 2 summarizes results from the EDI. The figure describes each of the five developmental areas assessed by the EDI and, for each, displays the percentage of children who are developmentally vulnerable (red portion of the bar), at risk (purple) or on track (orange) against the results from our national convenience sample from 2021.

The bottom two bars represent a composite measure across all domains that divide the population of children into one of the following three, mutually exclusive, categories:

- Red: The number and percentage of children vulnerable (at or below the 10th percentile) on one or more developmental domains;
- Purple: 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
- Orange: The number and percentage of children on track (above the 25th percentile) on all valid domains.

Small percentages are better in the red series and large percentages are better in the orange series.

Figure 2: Summary of EDI Results by Developmental Area – Arkansas (2022)

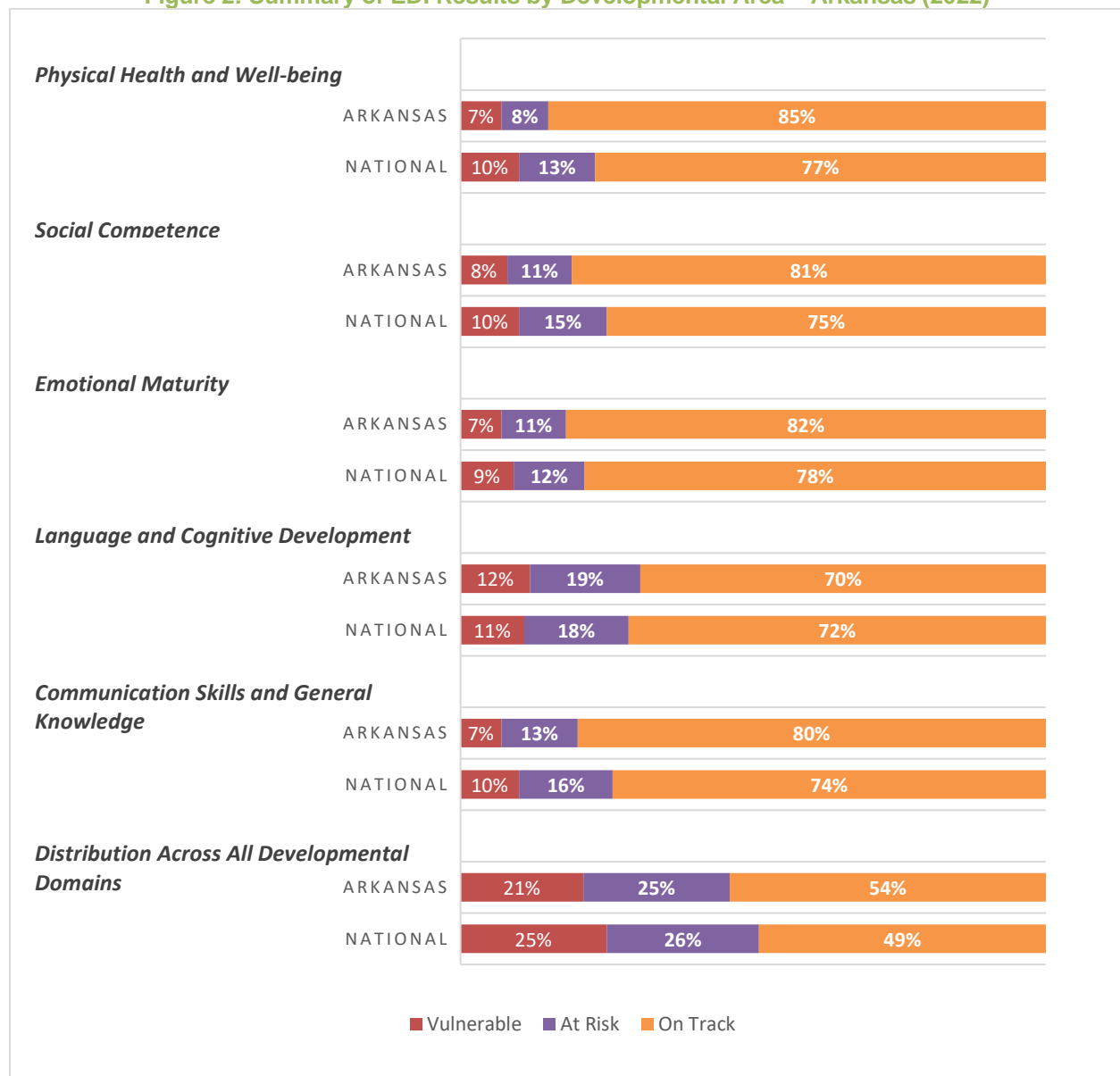


Figure 3. Columns 1-7 show, by neighborhood, the number (N) and percentage of children by EDI domain that are considered developmentally vulnerable. Columns 8-10 provide the composite measure described on the previous page across all domains that divide the population of children into one of the following three, mutually exclusive, categories:

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

Figure 3: Summary of EDI Results by Domain and by Neighborhood – Arkansas (2022)

(1) Neighborhoods	(2) Number of surveys ¹	Percent of Children Developmentally <u>Vulnerable</u> by Area					Distribution Across <u>All</u> Developmental Areas		
		(3) Physical Health and Well-being	(4) Social Competence	(5) Emotional Maturity	(6) Language and Cognitive Development	(7) Communication and General Knowledge	NOT ON TRACK		ON TRACK
							(8) Developmentally <u>Vulnerable</u> on One or More Developmental Areas	(9) Developmentally <u>At Risk</u> on One or More Developmental Areas	(10) Developmentally <u>On Track</u> on All ² Developmental Areas
Census Tract 4901.01	22	9%	5%	9%	5%	0%	14%	23%	64%
Census Tract 4901.02	24	13%	13%	17%	13%	13%	29%	21%	50%
Census Tract 4902	35	0%	6%	6%	14%	3%	20%	23%	57%
Census Tract 4903	77	3%	3%	4%	19%	5%	21%	29%	51%
Census Tract 4904	54	11%	17%	15%	11%	15%	28%	30%	43%
Census Tract 4905	29	14%	10%	7%	17%	10%	31%	34%	34%
Census Tract 4906	56	7%	9%	7%	20%	16%	29%	43%	29%
Census Tract 4907.01**	38	3%	8%	5%	13%	3%	18%	21%	61%
Census Tract 4907.02	46	7%	17%	7%	15%	11%	28%	22%	50%
Census Tract 4908	51	6%	8%	4%	4%	4%	14%	31%	55%
Census Tract 9501	16	6%	0%	0%	0%	0%	6%	25%	69%
Census Tract 9502	32	3%	6%	6%	3%	3%	6%	9%	84%
Census Tract 9503	51	12%	8%	6%	12%	6%	20%	24%	57%
Census Tract 9504	28	21%	14%	7%	21%	14%	29%	18%	54%
Census Tract 9505	29	7%	0%	7%	0%	7%	17%	24%	59%
Census Tract 9506**	15	0%	7%	13%	0%	7%	20%	0%	80%
Neighborhood-wide³	616	7%	9%	7%	12%	8%	21%	25%	53%



(1) Neighborhoods	(2) Number of surveys ¹	Percent of Children Developmentally <u>Vulnerable</u> by Area					Distribution Across <u>All</u> Developmental Areas		
		(3)	(4)	(5)	(6)	(7)	NOT ON TRACK		ON TRACK
		Physical Health and Well-being	Social Competence	Emotional Maturity	Language and Cognitive Development	Communication and General Knowledge	Developmentally <u>Vulnerable</u> on One or More Developmental Areas	Developmentally <u>At Risk</u> on One or More Developmental Areas	Developmentally <u>On Track</u> on All ² Developmental Areas
Community-wide ⁴	645	7%	8%	7%	12%	7%	21%	25%	54%

Data Source: Teacher Reported EDI Checklist. Children who score at or below the 10th percentile of the national EDI population in each area are considered developmentally vulnerable, those who score above the 10th percentile but at or below the 25th percentile in each area are considered at risk, and those who score above the 25th percentile in each area are considered on track.

¹N is the number of valid records by neighborhood. The actual N for each domain may be lower. (Refer to Tables 5-9 in the EDI Table Book for the N by domain.)

²N 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 do not meet the EDI participation rate threshold for neighborhoods of this size, therefore additional consideration is warranted as the data may not be representative of all children living there.



When exploring the neighborhood level findings, it's important to consider both the percentages and the number of children surveyed. High rates of vulnerability may translate to a small number of children vulnerable because few children live in the neighborhood. In contrast, moderate rates 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.

COMMUNITY USE OF THE EDI TO CREATE POSITIVE CHANGE FOR YOUNG CHILDREN

This EDI Snapshot gives individuals, organizations and community leaders the information they need to work more effectively to improve the lives of young children. Communities are using EDI results in many creative ways, including:

- Identifying and/or increasing awareness of local needs, assets and other important indicators
- Providing baseline information on the readiness of children entering kindergarten to inform curriculum and program needs
- Improving or creating initiatives and programs
- Strengthening coordination and alignment of services
- Supporting applications for public and private funding opportunities
- Engaging communities in mapping local assets
- Building a framework for understanding child development and the importance of investing in young children
- Taking collective actions to meet the developmental needs of children
- Building networks of school readiness advocates and creating partnerships between organizations
- Improving professional development opportunities and supports for those caring for young children
- Assisting with strategic planning for organizations and community initiatives
- Learning from differences in strengths and needs between local neighborhoods

ABOUT US AND WHO TO CONTACT

This local effort is part of a national EDI learning community hosted by the UCLA Center for Healthier Children, Families and Communities to improve early childhood eco-systems. Since 2008,

the EDI has spread to over eighty communities nationwide.

For questions about the national EDI effort, email usedi@mednet.ucla.edu.

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