



## 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. 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

### 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 2022-2023 school year in combination with data that were collected in the prior two school years, if applicable. It includes all valid records for children who live or go to school in the community.

**Figure 1** shows that EDI data were reported for 3,765 children in Arkansas. It also provides some additional background information about the children surveyed.

**Figure 1: Children’s Background Information – Arkansas (2023)**

<b>School Information</b>	
<b>Participating school districts</b>	42
<b>Participating schools</b>	55
<b>Classrooms collecting EDI information</b>	234
<b>Community Information</b>	
<b>Children</b>	3,765
<b>Children who are English Language Learners (ELL)</b>	10%
<b>Children who have an Individualized Education Program (IEP) for children with disabilities</b>	15%
<b>Race/Ethnicity:</b>	
<b>African-American, Black</b>	17%
<b>Asian, Native Hawaiian or other Pacific Islander</b>	1%
<b>Hispanic, Latino/a</b>	11%
<b>White</b>	64%
<b>Other</b>	7%



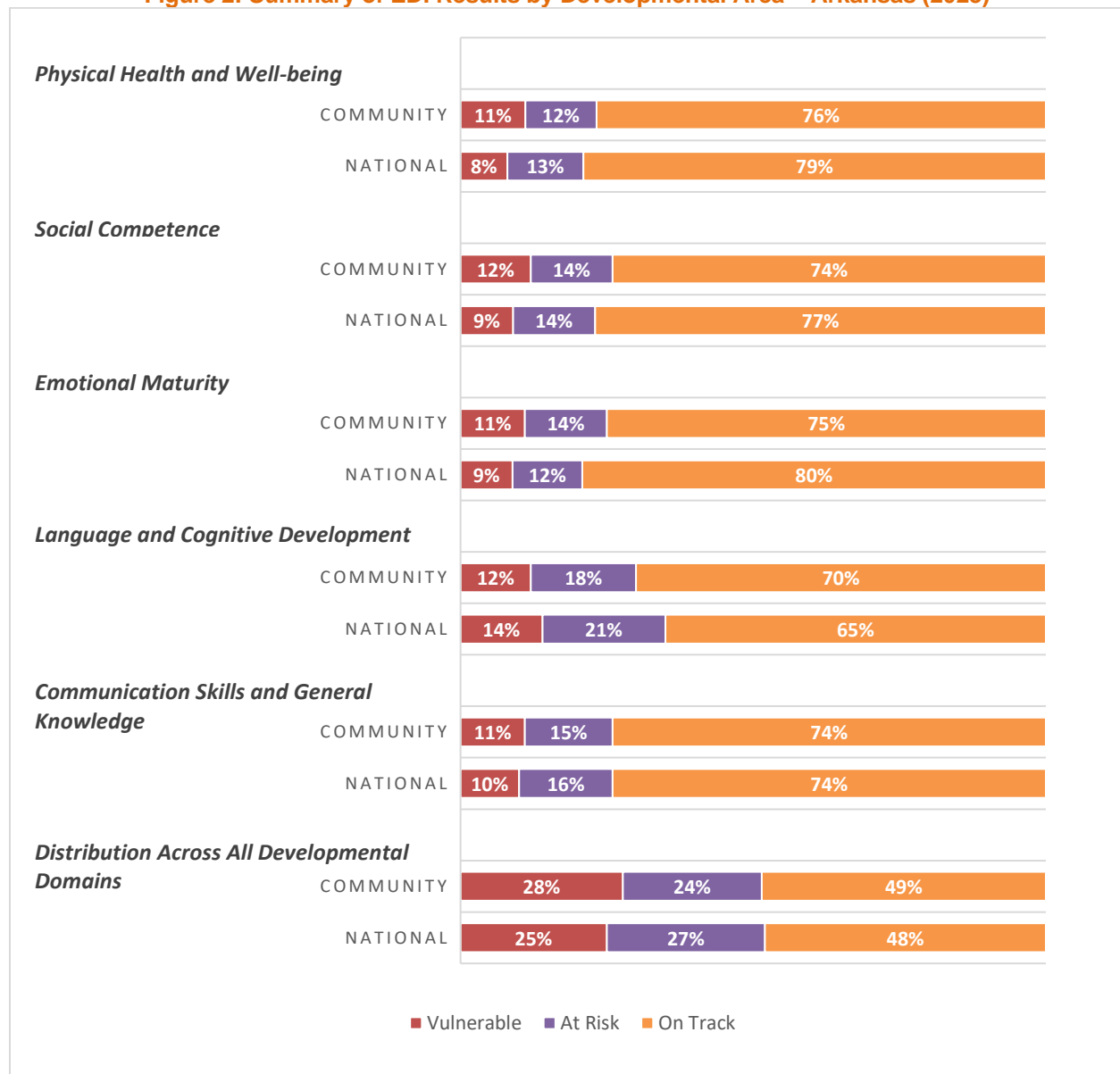
**Figure 2** summarizes results from the EDI. The figure describes each of the five developmental areas assessed by the EDI and, for each, displays the percentage of children who are developmentally vulnerable (red portion of the bar), at risk (purple) or on track (orange) against the results from our national convenience sample from 2022.

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 percentage of children vulnerable on one or more developmental domains;
- Purple: The percentage of children at-risk on one or more domains;
- Orange: The percentage of children on track on all five domains.

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

**Figure 2: Summary of EDI Results by Developmental Area – Arkansas (2023)**



**Figure 3.** Columns 1-7 show, by neighborhood, the number of surveys and percentage of children by EDI domain that are considered developmentally vulnerable. Columns 8-10 provide the composite measure across all domains, as described on the previous page.

**Figure 3: Summary of EDI Results by Domain and by Neighborhood – Arkansas (2023)**

(1) Neighborhoods	(2) Number of surveys <sup>1</sup>	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 <sup>2</sup> Developmental Areas
05005950100**	27	11%	11%	11%	11%	11%	26%	19%	56%
05005950200**	22	23%	32%	36%	18%	27%	55%	9%	36%
05005950300**	23	17%	17%	17%	9%	13%	30%	9%	61%
05005950400	20	5%	0%	5%	0%	5%	15%	25%	60%
05005950500**	11	9%	0%	0%	9%	18%	27%	9%	64%
05005950700	11	9%	27%	27%	0%	27%	55%	9%	36%
05005950900**	14	7%	0%	0%	0%	7%	7%	21%	71%
05011950500**	12	0%	0%	0%	0%	8%	8%	8%	83%
05015950100**	14	36%	21%	21%	14%	14%	50%	14%	36%
05023480100**	12	8%	8%	8%	8%	17%	25%	42%	33%
05023480301	23	13%	22%	17%	22%	17%	35%	26%	39%
05023480302**	29	21%	14%	7%	17%	17%	24%	24%	52%
05023480400	46	20%	20%	20%	17%	13%	33%	26%	41%
05023480501	19	5%	11%	5%	5%	11%	16%	21%	63%
05029950100**	17	6%	0%	0%	0%	0%	6%	24%	71%
05029950200	33	3%	6%	6%	3%	3%	6%	9%	85%
05029950300	51	12%	8%	6%	12%	6%	20%	24%	57%
05029950400	28	21%	14%	7%	21%	14%	29%	18%	54%
05029950500	29	7%	0%	7%	0%	7%	17%	24%	59%
05029950600	17	0%	6%	12%	0%	6%	18%	6%	76%



(1) Neighborhoods	(2) Number of surveys <sup>1</sup>	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 <sup>2</sup> Developmental Areas
05037950200**	12	33%	25%	8%	17%	8%	50%	8%	42%
05037950400	27	19%	7%	7%	15%	22%	33%	7%	59%
05037950500	72	25%	14%	14%	19%	17%	44%	22%	33%
05037950600**	48	10%	10%	10%	4%	13%	25%	27%	48%
05049550101	14	29%	14%	0%	14%	0%	36%	21%	43%
05051010301**	12	8%	0%	17%	8%	17%	33%	25%	42%
05057480400	35	6%	3%	6%	3%	9%	14%	14%	71%
05063490101	22	9%	5%	9%	5%	0%	14%	23%	64%
05063490102**	24	13%	13%	17%	13%	13%	29%	21%	50%
05063490200	35	0%	6%	6%	14%	3%	20%	23%	57%
05063490300	77	3%	3%	4%	19%	5%	21%	29%	51%
05063490400	54	11%	17%	15%	11%	15%	28%	30%	43%
05063490500	29	14%	10%	7%	17%	10%	31%	34%	34%
05063490600	56	7%	9%	7%	20%	16%	29%	43%	29%
05063490701**	38	3%	8%	5%	13%	3%	18%	21%	61%
05063490702	47	6%	17%	6%	15%	11%	28%	21%	51%
05063490800	51	6%	8%	4%	4%	4%	14%	31%	55%
05067480200	27	19%	37%	30%	33%	19%	56%	7%	37%
05067480300	46	15%	24%	27%	28%	13%	41%	24%	35%
05067480401**	12	17%	0%	0%	25%	17%	33%	17%	50%
05069000301**	19	5%	21%	26%	16%	26%	47%	21%	32%
05069000302	63	14%	19%	10%	11%	16%	27%	17%	56%



(1) Neighborhoods	(2) Number of surveys <sup>1</sup>	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 <sup>2</sup> Developmental Areas
05069000303**	30	10%	27%	17%	27%	20%	33%	30%	37%
05069000900	13	0%	15%	15%	8%	8%	15%	31%	54%
05069001402**	21	10%	19%	25%	19%	10%	38%	33%	29%
05069001501**	29	17%	17%	18%	21%	14%	31%	21%	48%
05069001502	14	36%	36%	43%	36%	29%	57%	21%	21%
05069001600	16	25%	25%	19%	25%	25%	44%	31%	25%
05069001700	12	0%	8%	17%	17%	17%	25%	25%	50%
05069001800**	20	5%	10%	5%	5%	5%	10%	20%	70%
05069002000	14	0%	0%	7%	7%	7%	14%	7%	79%
05069002103**	28	11%	4%	11%	14%	4%	32%	32%	36%
05069002104**	18	6%	11%	6%	6%	0%	17%	44%	39%
05069002400**	14	0%	7%	7%	0%	7%	14%	29%	57%
05071951700	21	10%	5%	5%	0%	10%	24%	19%	57%
05071951900	28	7%	0%	0%	4%	7%	7%	36%	57%
05071952000	40	13%	13%	5%	8%	20%	23%	38%	40%
05071952100	34	9%	12%	3%	18%	21%	26%	26%	47%
05075470400	16	31%	6%	13%	0%	6%	44%	38%	19%
05075470501	26	19%	19%	12%	8%	8%	46%	23%	31%
05075470502**	17	0%	18%	6%	6%	12%	29%	24%	47%
05087960400**	13	8%	15%	0%	46%	31%	46%	15%	38%
05093011000	45	2%	14%	18%	16%	4%	31%	38%	31%
05093011100**	30	3%	3%	3%	10%	3%	20%	37%	43%



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		(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 <sup>2</sup> Developmental Areas
05095950100	28	18%	21%	21%	14%	7%	43%	7%	50%
05103950102	16	13%	13%	13%	19%	31%	44%	0%	56%
05103950200**	11	9%	0%	18%	0%	0%	18%	36%	45%
05103950302	12	0%	0%	0%	0%	0%	0%	17%	83%
05103950400	31	6%	3%	3%	10%	3%	23%	23%	55%
05103950500	24	13%	25%	25%	21%	17%	38%	17%	46%
05103950600	46	20%	15%	20%	17%	9%	37%	26%	37%
05109953500**	36	11%	28%	14%	8%	14%	33%	25%	42%
05133080100	48	4%	6%	2%	4%	8%	15%	23%	63%
05133080200	54	9%	9%	2%	9%	9%	24%	9%	67%
05133080300	101	10%	14%	9%	20%	23%	31%	24%	46%
05133080400**	20	15%	15%	15%	10%	10%	25%	25%	50%
05135470201**	18	22%	11%	11%	11%	11%	44%	39%	17%
05135470202**	18	17%	28%	11%	17%	11%	33%	28%	39%
05135470300	22	5%	0%	14%	9%	5%	23%	23%	55%
05139950100	14	14%	29%	14%	21%	14%	50%	21%	29%
05139950402	31	6%	6%	6%	13%	10%	26%	16%	58%
05139950501	42	0%	0%	7%	0%	0%	7%	24%	69%
05139950502**	11	18%	27%	18%	9%	9%	45%	9%	45%
05141460100**	11	27%	27%	9%	18%	18%	36%	27%	36%
05141460200	32	9%	9%	9%	3%	3%	16%	16%	69%
05141460304	14	14%	7%	7%	0%	7%	21%	29%	50%



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							(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 <sup>2</sup> Developmental Areas
05145070100	31	0%	0%	0%	3%	3%	6%	19%	74%
05145070200	58	9%	7%	10%	14%	7%	24%	21%	55%
05145070300**	17	24%	24%	24%	24%	18%	41%	18%	41%
05145070401	66	11%	11%	11%	17%	11%	26%	18%	56%
05145070402	54	15%	17%	8%	9%	11%	30%	33%	37%
05145070501	43	9%	2%	12%	7%	7%	19%	16%	65%
05145070502**	21	24%	19%	14%	19%	19%	33%	33%	33%
05145070600	41	7%	7%	13%	7%	5%	17%	12%	71%
05145070700	37	5%	14%	22%	11%	16%	27%	24%	49%
05145070802	26	12%	12%	23%	8%	8%	23%	31%	46%
05145070901	42	17%	14%	10%	19%	19%	24%	21%	55%
05145070902	35	6%	6%	6%	6%	9%	11%	23%	66%
05145071101**	27	19%	4%	8%	4%	7%	30%	26%	44%
05145071102	20	15%	15%	10%	10%	10%	30%	25%	45%
05149952301	33	12%	12%	18%	12%	12%	30%	33%	36%
05149952302	44	23%	20%	18%	16%	16%	39%	34%	27%
05149952401	25	12%	24%	0%	0%	4%	28%	40%	32%
05149952402	41	17%	15%	17%	15%	17%	39%	20%	41%
05149952500	29	7%	17%	3%	3%	17%	34%	21%	45%
Cross County PO Boxes	11	18%	0%	0%	0%	0%	18%	18%	64%
Newton County PO Boxes	48	15%	13%	8%	10%	10%	27%	17%	56%
Phillips County PO Boxes	15	13%	33%	20%	27%	13%	40%	33%	27%





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		(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 <sup>2</sup> Developmental Areas
Sevier County PO Boxes	16	0%	6%	0%	13%	6%	25%	38%	38%
Union County PO Boxes	24	8%	13%	13%	13%	8%	29%	42%	29%
White County PO Boxes	20	15%	5%	25%	15%	10%	35%	5%	60%
Yell County PO Boxes	21	5%	5%	0%	0%	0%	5%	33%	62%
<b>Neighborhood-wide<sup>3</sup></b>	<b>3,689</b>	<b>11%</b>	<b>12%</b>	<b>11%</b>	<b>12%</b>	<b>11%</b>	<b>28%</b>	<b>24%</b>	<b>49%</b>
<b>Community-wide<sup>4</sup></b>	<b>3,765</b>	<b>11%</b>	<b>12%</b>	<b>11%</b>	<b>12%</b>	<b>11%</b>	<b>28%</b>	<b>24%</b>	<b>49%</b>

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

<sup>1</sup>N 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.)

<sup>2</sup>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.

<sup>3</sup> N reflects both mapped and suppressed EDI records that have valid addresses in one of the identified neighborhoods within the target geography.

<sup>4</sup> 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 when 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 effort to track and improve conditions for young children is led by the Arkansas Research Center. 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 local initiative or to receive the full EDI Community Profile, please contact Ellie Wheeler Hill at [Ellie.Hill@arkansas.gov](mailto:Ellie.Hill@arkansas.gov). For questions about the national EDI effort, email [usedi@mednet.ucla.edu](mailto:usedi@mednet.ucla.edu).

*This report was prepared by the Data Informed Futures team at the UCLA Center for Healthier Children, Families and Communities. The Center, under license from McMaster University, is implementing the EDI with its sub licensees in the US. The EDI is the copyright of McMaster University and must not be copied, distributed or used in any way without the prior consent of UCLA or McMaster.*

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