

Assessing Children's School Readiness in LA County Neighborhoods

Highlights:

- The Early Development Instrument (EDI) is a validated population measure of school readiness that is relatively easy to administer and well-suited for tracking the long-term collective impacts of multi-sector, place-based early childhood initiatives.
- From 2009-2013, EDI data were collected in 11 Los Angeles (L.A.) County communities from approximately 7,300 kindergarten students in 92 schools.
- We found notable neighborhood-level variation across multiple dimensions of school readiness.
- We found that, at the neighborhood level, developmental vulnerability increased with family poverty. Yet, several neighborhoods had either lower or higher rates of vulnerability than would be expected based on poverty data alone.
- L.A. County communities are poised to learn from a growing national network of communities currently using the EDI to inform community wide strategies for improving early childhood systems of care.

Why a Population Measure of School Readiness?

Decades of research have clearly shown the important influence of early experiences on brain and human capital development. However, while our knowledge of the importance of the early years grows, many young children continue to experience unnecessary and preventable risks for chronic medical conditions, behavioral and developmental disorders and academic underachievement. The good news is that parents, public officials, private sector leaders, and advocates are starting to take notice, as evidenced by the recent groundswell of national initiatives focused on optimizing healthy development and school readiness, including the Maternal, Infant and Early Childhood Home Visiting (MIECHV) initiative, the Race to the Top Early Learning Challenge, Project LAUNCH, the Campaign for Grade-level

Reading, and Early Childhood Advisory Councils, along with numerous state and local initiatives such as the First 5 Commissions in California.

The breadth and diversity of these various efforts, spanning multiple sectors and levels of government, points to a critical challenge in trying to demonstrate results—namely, the lack of common metrics that 1) align cross-sector goals and strategies, and 2) foster higher levels of mutual accountability. Many measures of school readiness are designed to assess and monitor the impacts of specific interventions on the individual children who receive them. While important for guiding these interventions, these kinds of measures do not provide the information necessary to inform communitywide strategies for shifting outcomes for all children. Population measures uniquely foster cross-sector approaches that align systems and services toward the collective goal of improving the school readiness of all children, rather than focusing exclusively on the smaller group of children with the highest needs.

The Early Development Instrument (EDI)

In response to similar challenges as those faced in the US, early childhood researchers at the Offord Centre at McMaster University in Ontario, Canada set out to develop and validate a brief, teacher-completed instrument that would assess children's readiness for school across multiple domains. The Early Development Instrument (EDI) was designed to track population trends in school readiness across geographic communities in order to guide local child development programs and strategies. Once a final version of the tool was validated in 2000, it was adopted in five Canadian Provinces. In particular, the Human Early Learning Partnership at the University of British Columbia began implementing the tool in communities across the entire province of British Columbia, where it has supported more than 700 early child development initiatives and community projects. By following children over



time, Canadian researchers were also able to show that EDI scores predict fourth grade school achievement in math and reading. The Australian government soon took an interest in the EDI and, in 2009, conducted the first nationwide implementation of the Australian EDI (AEDI) validated for use in Australia by researchers at the Royal Children's Hospital Centre for Community Child Health. The second national report on the development of Australian Children was released in 2013, based on 2012 data.

US Implementation of the EDI

Not long after Australia finished adapting the EDI for local use, researchers at UCLA established a licensing agreement with the Offord Centre to develop a version of the EDI for implementation in the US. Through this agreement, the first pilot of the U.S. version of the EDI took place in 2008 in Orange County, CA, with the support and collaboration of the First 5 Commission of Orange County. Orange County has continued implementing the EDI and is currently working toward coverage of the entire county over the next three years.

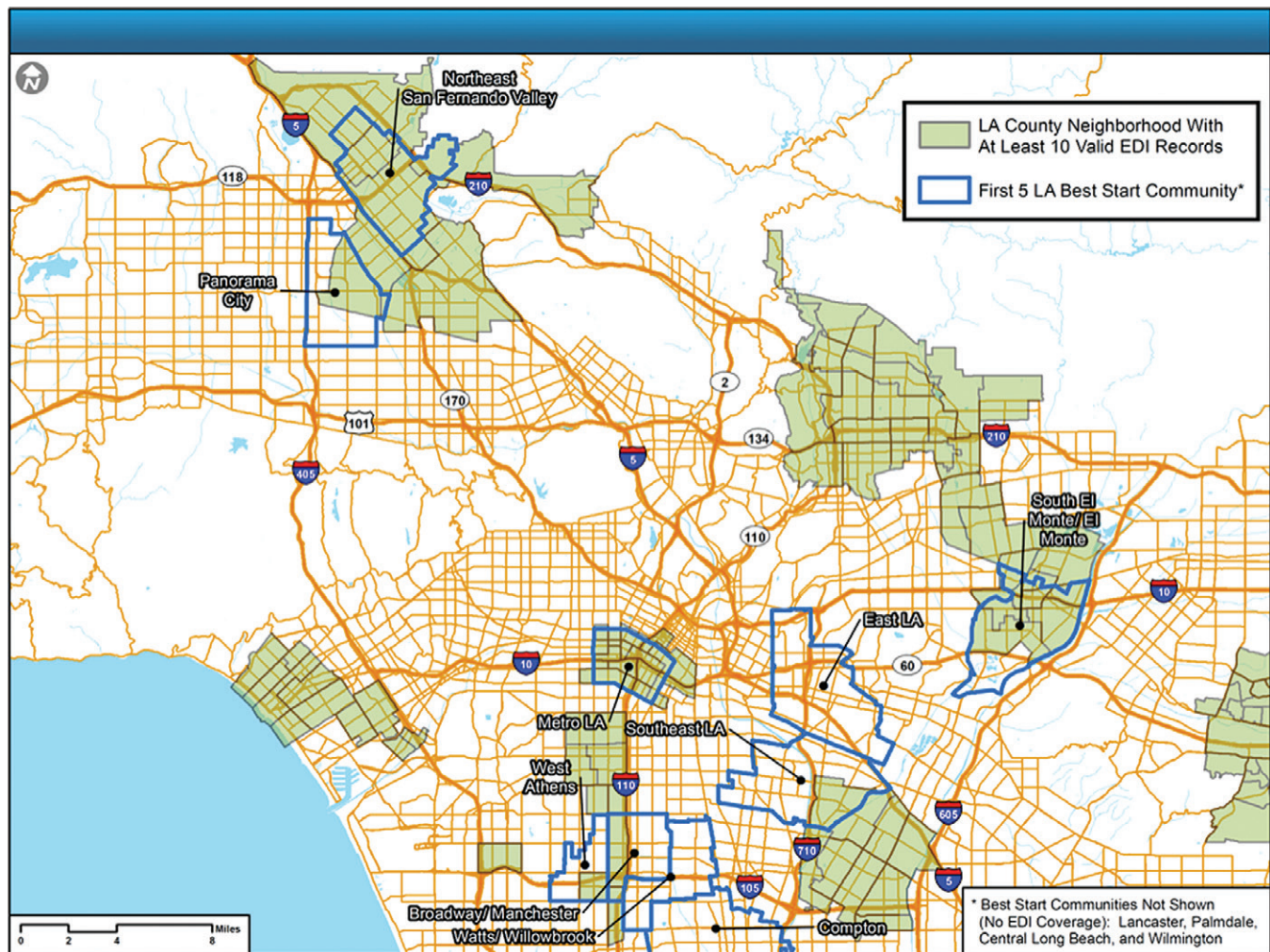
EDI implementation in L.A. County began in the 2009-2010 and 2010-2011 school years as a partnership between the Los

Angeles Unified School District and the Early Developmental Systems Initiative (EDSI), with support from First 5 LA. Local initiatives organized and implemented the EDI process in Pacoima under the leadership of the Los Angeles Education Partnership (LAEP), and in the Metro L.A. area under the leadership of the Magnolia Community Initiative.¹

In 2009, UCLA, in partnership with United Way Worldwide and with support from the Kellogg Foundation, launched the Transforming Early Childhood Community Systems (TECCS) initiative. TECCS uses the EDI as the population-level school readiness measure for driving comprehensive communitywide approaches to improving systems of care for young children. Over a four-year period, TECCS has expanded from an initial group of six communities to over 40 communities across the US. This represents the largest effort in the United States to provide holistic and comparable school readiness data at a neighborhood level, across a diverse set of communities. These communities are part of the national TECCS learning network that facilitates sharing of innovative tools and strategies for moving the needle on community-level school readiness.² In the 2012-2013 school year, EDI data were collected in 161 school districts across 12 US states for over 95,000 kindergarten-age children.



Fig 1. Geographic Spread of LA County EDI Implementation - 2013



EDI Expansion in L.A. County

Beginning in 2012, First 5 LA began supporting efforts to spread the EDI to additional communities in L.A. County. In that year, the EDI was implemented on a pilot basis in neighborhoods in Venice, Lennox, Pasadena, West Athens, and in the area covered by the South LA Child Welfare Initiative.³ Santa Monica began citywide implementation of the EDI in 2012 in connection with the city's Cradle to Career initiative.

During the 2012-2013 school year, with continued support from First 5 LA, Pasadena expanded its original pilot to cover their entire school district which includes Pasadena, Altadena and Sierra Madre. Beginning in 2013, Pasadena will use EDI data to inform an unprecedented new collaborative effort between the City of Pasadena and the Pasadena Unified School District to support children's healthy growth and development through nurturing family, school and community environments. The El Monte City School District implemented

the EDI district wide in 2013 and is using the data to target the resources of a new comprehensive family center and local initiative serving the greater El Monte area. Also in 2013, Rowland Heights Unified School District implemented the EDI district-wide and Downey Unified School District implemented it in over half of district schools. As of July 2013, EDI data had been collected in 11 L.A. County communities for approximately 7,300 kindergarten students in 92 schools. *Figure 1* shows the current geographic spread of EDI implementation in L.A. County.

In 2013, First 5 LA began to target EDI expansion to the communities selected as part of its Best Start Initiative. Best Start is a place-based initiative designed to bring sectors together to transform 14 selected L.A. County communities into places where young children can grow up safe, happy and healthy. Linking the EDI to an existing place-based initiative will help to streamline both the collection and use of the data.

How is the EDI Implemented?

The EDI assesses children on five domains of early development consistent with the National Education Goals Panel: physical health and well-being, social competence, emotional maturity, language and cognitive skills, and communication and general knowledge.⁴ The instrument consists of 103 core items completed by kindergarten teachers online at least three months into the school year. The EDI takes approximately 15 minutes per student to complete and is based on teacher recall. Kindergarten teachers receive one hour of training on administering the EDI and are then able to complete the assessments within a single school day. Thus, to enable collection of the data, school administrators must either arrange for substitute teachers or use designated professional development time to cover the day that teachers collect the data.

How are EDI Results Reported to Communities?

Each participating community receives an EDI Community Profile Report (CPR) based on the data collected. The CPR includes a comprehensive set of tables, maps and interpretive text covering all community neighborhoods with ten or

more valid EDI records. The EDI data are geocoded based on student addresses so that the results can be reported at the neighborhood level. A neighborhood's EDI "participation rate" is calculated and reported as the percentage of total kindergarten-age children in a particular neighborhood for whom we have collected EDI data. As a rule of thumb, we consider more than 70 percent participation to be optimal, meaning that we have EDI data on more than 70 percent of the kindergarten-age children in a particular neighborhood. However, it should be noted that many policy decisions are guided by surveys that achieve response rates well below 70 percent. The primary causes of less than optimal EDI participation are: 1) EDI data were not collected from all of the schools serving the neighborhood (e.g., public, private, and/or charter), and 2) EDI data were not collected from all of the kindergarten teachers at participating schools.

The EDI data are plotted on thematic neighborhood maps highlighting geographic patterns of vulnerability across five domains of school readiness. Vulnerability on any given domain is defined as a score in the bottom 10th percentile based on our national norming sample. At-risk is defined as a score below the 25th percentile but above the 10th percentile. On track is defined as a score above the 25th percentile. The CPR also includes a number of maps that overlay sociodemographic variables and community assets onto the EDI data so that communities can explore additional

Fig 2. EDI Community Profile Map with Demographic Overlay

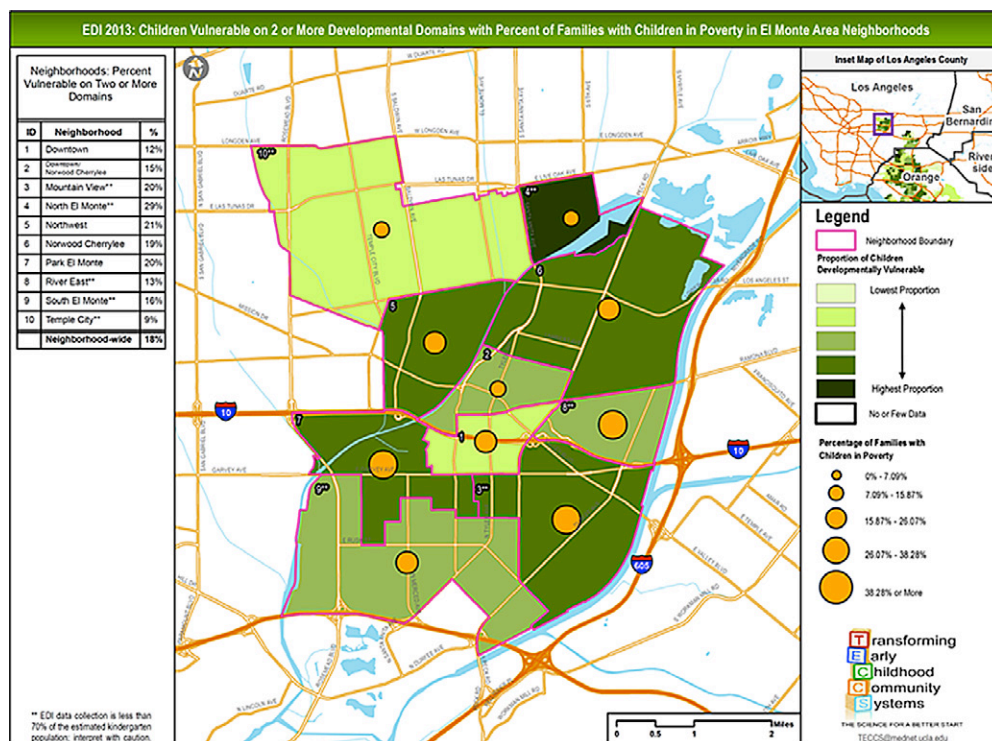
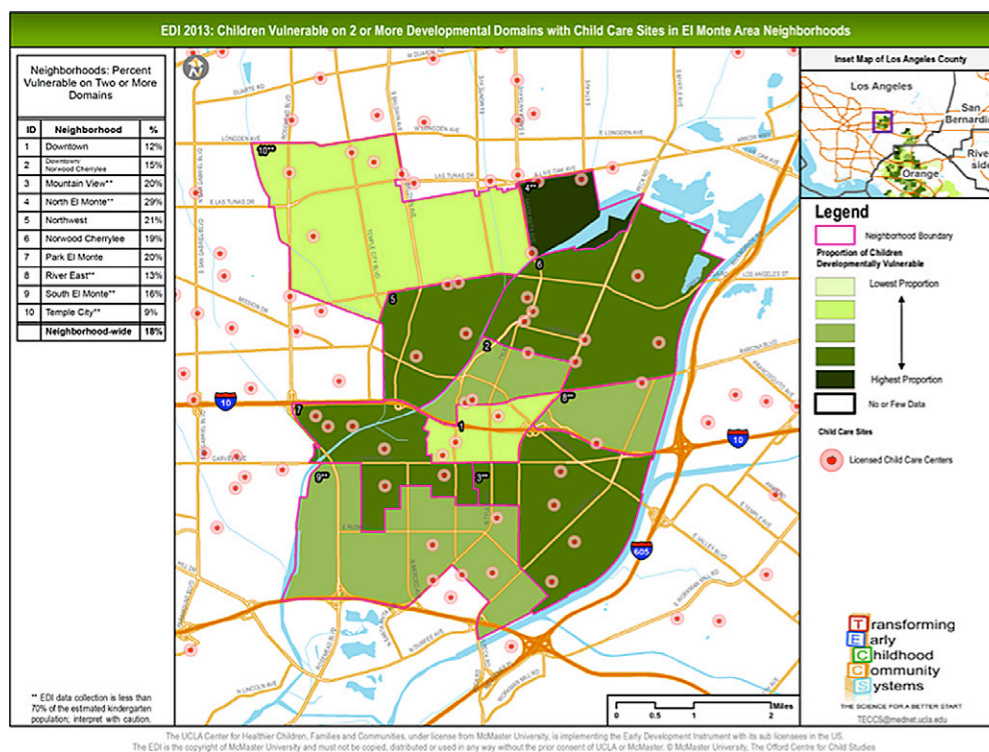


Fig 3. EDI Community Profile Map with Community Asset Overlay



community-level factors that may be associated with school readiness. Each participating school is also provided with a confidential school-level report that shows how children are doing in comparison to other local schools.

Figure 2 provides an example of a CPR map from one of the L.A. County communities implementing the EDI. The map shows geographic variation in the percentage of kindergarten students vulnerable on two or more school readiness domains. Overlaid data on poverty rates (the orange circles) show that school readiness and poverty are not perfectly correlated.⁵ Neighborhoods with low levels of vulnerability despite high poverty may possess protective factors. Communities can benefit from exploring ways to leverage these kinds of protective factors to improve school readiness in other neighborhoods with high poverty levels.

Figure 3 shows an overlay of community asset data, in this case child care sites, onto a thematic map of geographic variation in school readiness. These and other types of asset maps included in the CPR help communities to align resources with needs. Figure 3 shows that some neighborhoods appear to have fewer child care sites than others.

How are EDI Communities Defined?

When a community embarks on initiatives to improve population-level outcomes, one of the first orders of business is to designate the names and geographic boundaries of the community as a whole and of the specific neighborhoods within the community. Some areas of L.A. engaged residents in a boundary-definition process to ensure that the neighborhood boundaries had meaning for residents as they sought to make changes in their family and neighborhood spheres of influence. Other areas of LA are using predefined boundaries, often established by local governments.

Collecting population data to represent all neighborhoods in the community is the goal, but the strategy for reaching that goal varies by community. With sufficient buy-in from key leaders and a clear plan for reaching all the elementary schools that serve the community, communities can achieve full EDI participation of the population quickly. Some communities begin by targeting a subset of schools or neighborhoods and then expand data collection over time. The EDI data reported in this brief are from the 19 L.A. County neighborhoods that achieved at least 70 percent participation as of July 2013, along with aggregate EDI data for L.A. County, Orange County and the U.S.

Demographic Characteristics of L.A. County Communities Participating in the EDI

Since EDI data have been collected in only 11 L.A. County communities thus far, we examined how those communities compare to L.A. County as a whole in terms of their demographic characteristics (*Table 1*). The L.A. EDI communities as a whole have a slightly higher percentage of Latinos and lower percentage of Whites compared to L.A. County, while both have similar percentages of other racial/ethnic groups. The L.A. EDI communities also have a slightly higher percentage of families with children in poverty as compared to all of L.A. County and a slightly higher percentage of single parent households.

Table 1
Demographic comparison of EDI Communities to LA County

Race/Ethnicity	Los Angeles County	Communities Participating in the EDI*
African American	8.3%	7.9%
Asian	13.9%	13.5%
Hispanic or Latino	47.5%	58.1%
Other	2.3%	1.6%
White	28.1%	19.1%
% of Families with Children Under 18 in Poverty	18.7%	21.4%
% of Single Parent Families with Children Under 18	32.7%	34.9%

*These figures represent census data for all L.A. County neighborhoods with >10 valid EDI records as of July 2013

Summary of EDI Results for L.A. County

Table 2 shows the percentage of kindergarten-age children vulnerable on one or more domain and on two or more domains for each of the 19 L.A. County neighborhoods that have achieved at least 70 percent EDI participation as of July 2013⁶, as well as for the total LA County EDI population (n=5,137), the total Orange County EDI population (n=14,395) and the total US EDI populations (n=57,295). For each of those areas, *Table 2* also provides the percentage of families with children under 18 living below the poverty level and the percentage of children who have attended preschool. Data on the percentage of children vulnerable, at-risk, and on track across all neighborhoods and for each EDI domain are presented in the Appendix.

Vulnerability in L.A. County similar to Orange County and US with Notable Neighborhood-level Variation

In terms of overall rates of vulnerability, *Table 2* shows that the L.A. County EDI sample has a similar percentage of highly vulnerable children (2 or more domains) as our Orange County and U.S. EDI samples (16 percent, 14 percent, and 15 percent, respectively). However, there is a high degree of variation across neighborhoods within L.A. County. For example, six neighborhoods have 20 percent or more of children vulnerable on two or more domains; nine neighborhoods have between ten and 20 percent vulnerable on two or more domains; and four have less than ten percent of children vulnerable.

A Socioeconomic Gradient in Developmental Vulnerability

A number of family conditions and experiences can be mapped alongside the EDI. *Figure 4* shows the relationship between family poverty and developmental vulnerability among the 19 L.A. County neighborhoods with more than 70 percent EDI participation. When viewed graphically in this way, a social gradient in school readiness emerges whereby development vulnerability increases with family poverty. However, the relationship is not perfectly linear. Among the neighborhoods with less than 10 percent family poverty, the percentage of children vulnerable on two or more domains ranges from zero to 19 percent. Likewise, among the neighborhoods with greater than 30 percent poverty, the percentage of children

Fig 4. EDI Vulnerability by Family Poverty

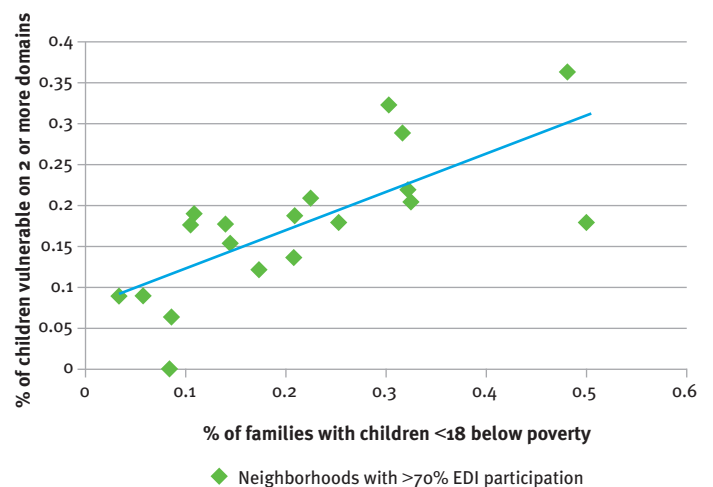


Table 2
Overall Vulnerability by Neighborhood

Neighborhood (by City)	N*	% of Families w/children <18 in poverty [†]	% of Children who attended preschool [†]	% Vulnerable on 1 or more Domain	% Vulnerable on 2 or more Domains
El Monte					
Downtown	91	17.2%	25.5%	36.3%	12.1%
Downtown/ Norwood Cherrylee	59	14.3%	31.5%	39.0%	15.3%
Northwest	144	22.4%	26.1%	34.0%	20.8%
Norwood Cherrylee	300	20.8%	32.1%	34.0%	18.7%
Park El Monte	182	32.4%	45.9%	35.2%	20.3%
La Puente					
East La Puente	90	30.2%	39.7%	61.1%	32.2%
LA-San Fernando Valley					
Pacoima**	966	25.2%	38.3%	31.2%	17.8%
Metro L.A.					
Pico Bonnie Brae	51	50.4%	30.3%	33.3%	17.7%
Pico y Magnolia	47	48.0%	12.2%	51.1%	36.2%
Vecindario Politi	55	32.1%	30.7%	30.9%	21.8%
Santa Monica					
Mid-City	64	8.4%	58.0%	18.8%	6.3%
Northeast	46	8.2%	50.7%	0.0%	0.0%
Ocean Park	57	10.4%	92.9%	33.3%	17.5%
Pico Neighborhood Association	96	20.7%	59.6%	29.2%	13.5%
Sunset Park	124	5.6%	64.6%	17.7%	8.9%
Wilshire/Montana	102	3.2%	32.5%	17.7%	8.8%
Unincorporated					
Central Rowland Heights	34	13.9%	50.6%	29.4%	17.6%
South San Jose Hills-East	74	10.7%	15.7%	47.3%	18.9%
West Athens	80	31.5%	58.6%	45.0%	28.8%
Los Angeles County	5,426	32.7%	40.4%	30.8%	15.9%
Orange County	14,343	23.6%	40.1%	27.2%	13.9%
United States	58,639	31.6%	40.6%	28.9%	15.0%

* N is the number of children with valid EDI records

** The N for Pacoima is large because the local lead agency did not request sub-neighborhood level analyses

[†] Source: American Community Survey 2007-2011 five year estimates

vulnerable on two or more domains ranges from 18 to 36 percent. Notably, the neighborhood with the highest family poverty rate (50.4 percent) scored lower on developmental vulnerability than eight neighborhoods with less than 25 percent family poverty. These “outlier” neighborhoods can provide important insights about potential protective factors in the face of economic adversity as well as risk factors despite relative economic stability.

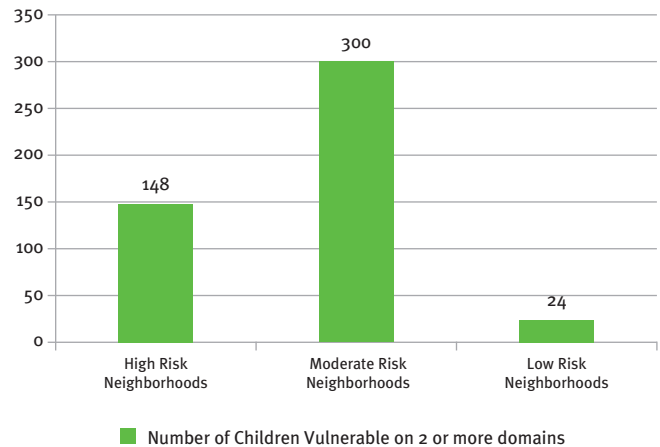
Most Vulnerable Children in Moderate Risk Neighborhoods

Another important finding from the L.A. County EDI data collected to date is that the total number of vulnerable children living in neighborhoods with high vulnerability rates (i.e., more than 20% of children vulnerable on 2 or more domains) is lower than the total number of vulnerable children living in neighborhoods with low and moderate rates of vulnerability (*Figure 5*). Another way of saying this is that there are more children with vulnerability living in moderate and low risk neighborhoods than there are in high risk neighborhoods. While our local results are influenced by the large number of children in Pacoima, this finding is consistent with national and international EDI results which show that the majority of vulnerable children live in communities with a moderate developmental risk profile (i.e., in the middle range of vulnerability on the EDI). This means that targeting resources to only those neighborhoods with the highest rates of vulnerability actually misses many of the children with vulnerabilities. Strategies designed to address school readiness in both high and moderate risk neighborhoods will have a greater impact on population level school readiness than those that target only high risk neighborhoods.

Summary and Recommendations

The EDI has been implemented in 11 communities across L.A. County including approximately 7,300 students in 92 schools. The implementation experience has varied from community to community, with a few sites piloting the instrument on a small scale and others opting for communitywide implementation. The scale of implementation has depended upon how the communities plan to use the data as well as the buy-in of the local school district and/or school principals. An early look at our L.A. County EDI results shows that we have been able to reach enough children to make confident statements about population-level school readiness in 19 L.A. County neighborhoods.⁷

Fig 5. Number of Children Vulnerable on 2 or more domains



Importantly, results to date confirm the utility of the EDI for identifying variations in school readiness across neighborhoods. While, in aggregate form, our L.A. County data are quite similar to the data we have collected in Orange County and across the U.S., when examined at the neighborhood level clear variations emerge. These variations occur both by geography and by school readiness domain. We found a significant socioeconomic gradient in school readiness across neighborhoods based on family poverty, but several neighborhoods had rates of developmental vulnerability that were either higher or lower than expected based on poverty data alone.

Several L.A. communities are already using the EDI to introduce population measures into local theories of change. These include efforts by the cities of Santa Monica and Pasadena to enhance supports for children and families; community transformation initiatives including the Magnolia Community Initiative and the South LA Child Welfare Initiative; and a new local coalition in the El Monte/South El Monte area that coincides with one of the First 5 LA's Best Start Communities. These communities have also joined the national TECCS learning network where they are actively engaged in sharing tools and strategies with other communities across the country.

One such strategy is to leverage other local, state and/or federal initiatives for which population-level outcome data on school readiness can serve as a measure of success. For example, the state of Texas has successfully leveraged the federal Maternal, Infant and Early Childhood Home Visiting (MIECHV) initiative for continued support of EDI implementation in those Texas communities participating in the MIECHV initiative. Also, the federal Race to the Top-Early Learning Challenge (RTT-ELC) initiative requires state grantees to use Kindergarten Entry Assessments (KEAs) to inform efforts to close the school readiness gap at kindergarten entry. Through a formal public comment process, representatives from a number of US communities using the EDI have requested that the RTT-ELC program office consider population-level assessments in their definition of eligible KEAs.

In conclusion, early experiences with EDI implementation in L.A. County have yielded valid and useful population-level data on children's readiness for school in a diverse set of neighborhoods. However, the real test of the value of the EDI will be its ability to continue to galvanize local coalitions

and government entities as they work toward improving the performance and results of their early childhood systems of care. The EDI can serve as a community benchmark and measure for how well these entities are able to improve population outcomes over time. With EDI data and maps in hand, these communities can engage local stakeholders in a deliberate process of reviewing and interpreting the data, and deciding what strategies they wish to employ and test to improve early childhood outcomes.

First 5 LA recently launched its Best Start Initiative, a place-based approach to improving early childhood outcomes, and the EDI may prove to be a useful population outcome measure for the 14 Best Start Communities. Thus far, EDI data have been collected in portions of seven of the fourteen Best Start Communities. Beginning in the fall of 2013, the Best Start team will begin a strategic process of increasing EDI participation within those seven communities.



Appendix: School Readiness by L.A. County Neighborhood and Developmental Domain

Neighborhood (by City)	N*	Physical Health			Social Competence			Emotional Maturity			Language Cognitive Development			Knowledge and Communication		
		Vulnerable	At risk	On track	Vulnerable	At risk	On track	Vulnerable	At risk	On track	Vulnerable	At risk	On track	Vulnerable	At risk	On track
El Monte																
Downtown	91	8.79%	13.19%	78.02%	6.59%	17.58%	75.82%	12.09%	10.99%	76.92%	19.78%	16.48%	63.74%	16.48%	12.09%	71.43%
Downtown/ Norwood Cherrylee	59	6.78%	6.78%	86.44%	5.08%	11.86%	83.05%	8.62%	17.24%	74.44%	30.51%	30.51%	38.98%	45.25%	11.86%	72.88%
Northwest	144	11.81%	13.19%	75.00%	15.97%	13.89%	70.14%	9.49%	10.22%	80.29%	23.61%	26.39%	50.00%	18.75%	24.31%	56.94%
Norwood Cherrylee	300	5.67%	13.33%	81.00%	11.67%	18.67%	69.67%	5.70%	9.40%	84.90%	24.00%	28.00%	48.00%	17.00%	16.33%	66.67%
Park El Monte	182	6.59%	13.19%	80.22%	9.34%	15.38%	75.27%	4.95%	17.03%	78.02%	29.67%	21.98%	48.35%	20.33%	17.03%	62.64%
La Puente																
East La Puente	90	26.67%	20.00%	53.33%	16.67%	27.78%	55.56%	22.22%	22.22%	55.56%	37.78%	28.89%	33.33%	17.78%	45.56%	36.67%
Los Angeles																
Pacoima**	966	11.70%	12.94%	75.36%	11.70%	15.63%	72.67%	9.55%	14.95%	75.49%	15.73%	20.81%	63.46%	16.77%	19.67%	63.56%
Pico Bonnie Brae	51	17.65%	13.73%	68.63%	11.76%	17.65%	70.59%	13.73%	41.18%	45.10%	11.76%	11.76%	76.47%	13.73%	7.84%	78.43%
Pico y Magnolia	47	25.53%	10.64%	63.83%	12.77%	29.79%	57.45%	17.02%	29.79%	53.19%	27.66%	27.66%	44.68%	31.91%	19.15%	48.94%
Vecindario Politi	55	10.91%	16.36%	72.73%	18.18%	30.91%	50.91%	16.98%	9.43%	73.58%	9.09%	23.64%	67.27%	16.36%	30.91%	52.73%
Santa Monica																
Mid-City	64	6.25%	26.56%	67.19%	4.69%	14.06%	81.25%	3.17%	19.05%	77.78%	3.13%	20.31%	76.56%	7.84%	15.63%	76.56%
Northeast	46	0.00%	17.39%	82.61%	0.00%	10.87%	89.13%	0.00%	4.35%	95.65%	0.00%	30.43%	69.57%	0.00%	6.52%	93.48%
Ocean Park	57	17.54%	10.53%	71.93%	14.04%	14.04%	71.93%	15.79%	29.82%	54.39%	7.02%	33.33%	59.65%	7.02%	14.04%	78.95%
Pico Neighborhood Association	96	16.67%	16.67%	66.67%	8.33%	17.71%	73.96%	7.29%	22.92%	69.79%	11.46%	26.04%	62.50%	17.71%	13.54%	68.75%
Sunset Park	124	8.06%	16.94%	75.00%	4.84%	12.10%	83.06%	8.87%	9.68%	81.45%	8.06%	18.55%	73.39%	5.65%	8.06%	86.29%
Wilshire/Montana	102	7.92%	16.83%	75.25%	7.84%	18.63%	73.53%	7.92%	12.87%	79.21%	0.98%	19.61%	79.41%	6.86%	10.78%	82.35%
Unincorporated																
Central Rowland Heights	34	17.65%	11.76%	70.59%	8.82%	11.76%	79.41%	8.82%	5.88%	85.29%	11.76%	23.53%	64.71%	8.82%	20.59%	70.59%
South San Jose Hills- East	74	9.46%	9.46%	81.08%	12.33%	15.07%	72.60%	13.51%	9.46%	77.03%	35.14%	27.03%	37.84%	13.51%	18.92%	67.57%
West Athens	80	12.50%	12.50%	75.00%	28.75%	21.25%	50.00%	14.10%	11.54%	74.36%	18.75%	22.50%	58.75%	26.25%	18.75%	55.00%
Los Angeles County	5,426	10.58%	14.05%	75.37%	10.64%	15.98%	73.38%	9.77%	14.34%	75.89%	15.16%	21.76%	63.08%	14.32%	16.96%	68.72%
Orange County	14,343	8.65%	14.64%	76.71%	9.93%	14.80%	75.28%	8.44%	13.29%	78.27%	11.92%	21.95%	66.13%	14.04%	18.77%	67.19%
United States	58,639	10.87%	13.69%	75.45%	11.03%	15.99%	72.98%	10.39%	13.72%	75.89%	12.74%	19.73%	67.52%	12.05%	17.11%	70.84%

* N is the number of checklists valid for analysis received for a geographic area.

** The N for Pacoima is large because the local lead agency did not request the sub-neighborhood level analyses



Endnotes

1. The Magnolia Place Community Initiative unites the county, city, and community to strengthen individual, family and neighborhood protective factors by increasing social connectedness, community mobilization, and access to needed supports and services in a 500 block area near downtown Los Angeles.
2. For more information on TECCS, please see: <http://TECCS.net>
3. The South LA Child Welfare Initiative is a collaborative effort across seven agencies to decrease child welfare involvement for children ages 0 to 5 by reducing risk factors and increasing protective factors within families in a target area of South L.A.
4. For more information about the EDI, please see: <http://teccs.net/about-edi/>
5. Five of the ten neighborhoods depicted in Figure 2 achieved more than 70 percent EDI participation. The statement about correlations is accurate for those five neighborhoods. Data from neighborhoods with less than 70 percent EDI participation should always be interpreted with caution.
6. EDI data from Pasadena and Downey are not included because data for those communities were not ready at the time this brief went to press.
7. We anticipate that this number will grow as soon as our analysis of Pasadena and Downey data is complete

Acknowledgments

First 5 LA oversees the Los Angeles County allocation of funds from Proposition 10, which added a 50-cent tax on tobacco products sold in California. Funds raised help pay for health care, education and child development programs for children from the prenatal stage to age 5 and their families. First 5 LA's mission is to increase the number of young children who are physically and emotionally healthy, safe and ready to learn. For more information, please visit www.First5LA.org.

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