Transforming Early Childhood Community Systems
THE SCIENCE FOR A BETTER START

Easter Seals DISABILITY SERVICES

A SNAPSHOT OF YOUNG CHILDREN'S DEVELOPMENT HIDALGO-WILLACY COUNTIES, TEXAS

Thanks to the support of local teachers, Hidalgo-Willacy Counties recently completed a community school readiness assessment 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 working to improve school readiness and create better environments for our children.

The EDI is a population measure of school readiness, which means that it collects information about kindergarten age children in participating geographic areas and then 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 Hidalgo-Willacy Counties 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" 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, 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 2013-2014 school year. In addition, data were combined with the prior two years for schools that did not collect data again in 2013-2014, if applicable. Lastly, this Snapshot reflects all valid records for children who live or go to school in the community.

Figure 1 shows that EDI data were reported for 4,829 children in Hidalgo-Willacy Counties. It also provides some additional background information about the children surveyed.

Figure 1: Children's Background Information – Hidalgo-Willacy Counties (2014)

School Information	
Participating school districts	10
Participating schools	53
Classrooms collecting EDI information	263
Community Information	
Children	4,829
Children who are English Language Learners (ELL)	45%
Children who have an Individualized Education Program (IEP) for children with disabilities	4%
Race/Ethnicity:	
African-American, Black	<1%
Asian, Native Hawaiian or other Pacific Islander	<1%
Hispanic, Latino/a	95%
White	2%
Other	2%

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, at risk or on track.

- The blue portion of the bar charts represents the percentage of children considered vulnerable in each of the five developmental areas. Children are categorized as "vulnerable" in a domain if the mean score of their EDI items for that domain falls at or below the 10th percentile population cutoff.
- The red portion of the bar charts represents the percentage of children considered developmentally at risk. Children are categorized as "at-risk" in a domain if the mean of their EDI items for that domain is above the 10th percentile cutoff but falls at or below the 25th percentile cutoff.
- The green portion of the bar charts represents percentage of children considered on track, those who fall above the 25th percentile. Children are categorized as "on track" in a domain if the mean of their EDI items for that domain falls above the 25th percentile cutoff.

Small percentages are better in the blue series and large percentages are better in the green series.

Figure 2: Summary of EDI Results by Developmental Area – Hidalgo-Willacy Counties (2014)

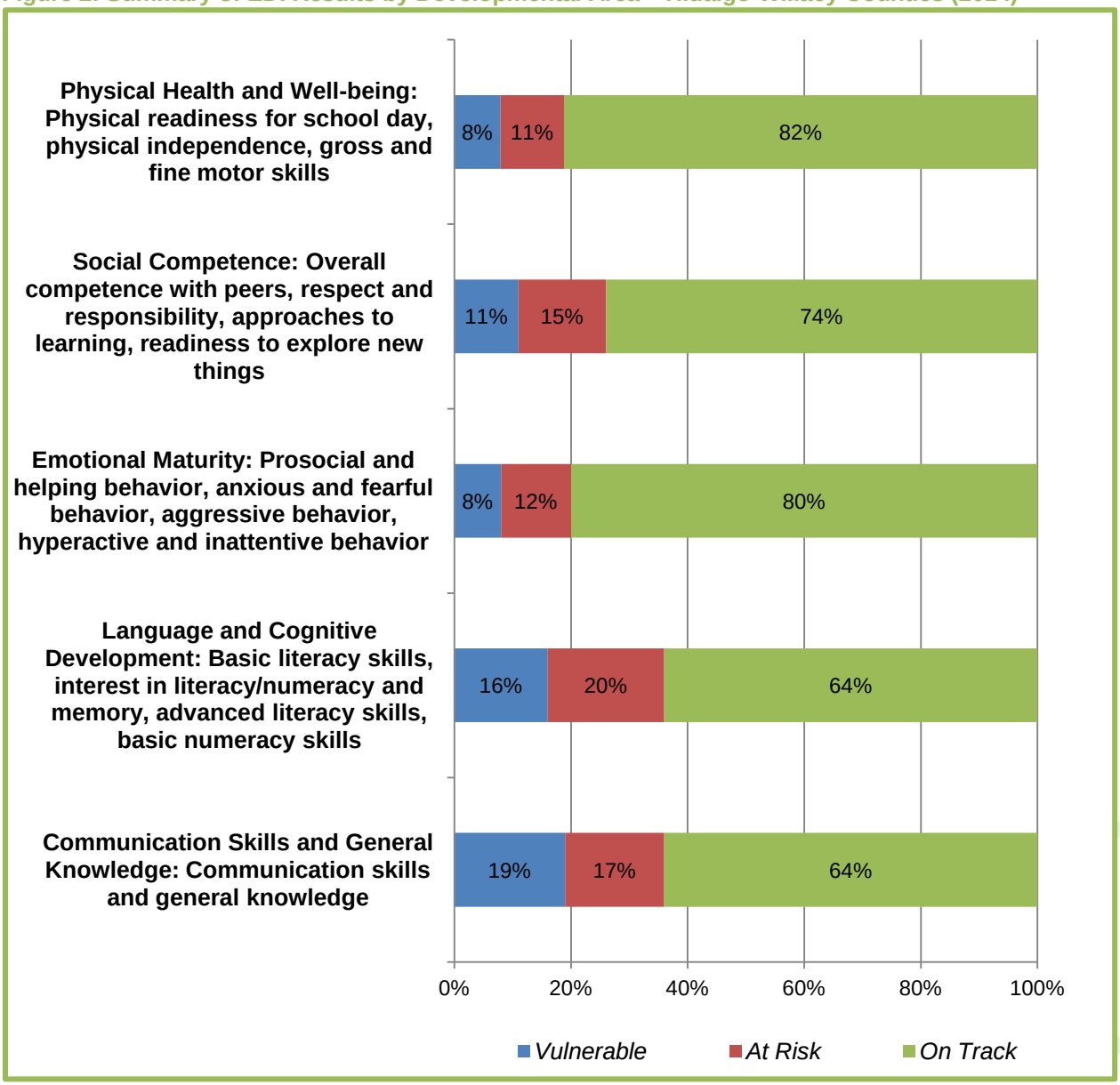


Figure 3. Columns 1-7 show, by neighborhood, the number (N) and percentage of children by EDI domain that are considered developmentally vulnerable, meaning they scored at or below the 10th percentile population cutoff. Columns 8-10 provide a composite measure across all domains that divide the population of children into one of the following three, mutually exclusive, categories:

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

Figure 3: Summary of EDI Results by Domain and by Neighborhood – Hidalgo-Willacy Counties (2014)

(1) Neighborhoods	(2) Number of surveys[1]	Percent of Children Developmentally Vulnerable by Area					Distribution Across All Developmental Areas		
							NOT ON TRACK		ON TRACK
		(3) Physical Health and Well-being	(4) Social Competence	(5) Emotional Maturity	(6) Language and Cognitive Development	(7) Communication and General Knowledge	(8) Developmentally Vulnerable on One or More Developmental Areas	(9) Developmentally At Risk on One or More Developmental Areas	(10) Developmentally On Track on All[2] Developmental Areas
Alberta & N Tower Rd**	81	6%	10%	14%	12%	11%	26%	27%	47%
Aloe Farms	129	5%	16%	11%	21%	24%	40%	26%	35%
Bill Schupp	68	13%	6%	3%	15%	22%	28%	29%	43%
Curve Road**	61	3%	11%	5%	7%	7%	18%	36%	46%
Delta Area**	15	7%	7%	7%	7%	20%	27%	27%	47%
Donna Lake	72	14%	19%	18%	25%	22%	35%	28%	38%
Dove and Ware Rd.**	92	9%	9%	8%	12%	17%	34%	23%	43%
Downtown (McAllen)**	76	11%	18%	11%	50%	47%	63%	20%	17%
Duranta Ave**	10	0%	0%	0%	10%	10%	10%	20%	70%
East Donna	75	11%	7%	7%	12%	9%	20%	29%	51%
East Raymondville**	70	1%	4%	4%	10%	4%	16%	21%	63%
Edcouch & Outlying Areas**	37	14%	8%	5%	16%	27%	35%	24%	41%
El Dora & N Tower Rd**	64	6%	6%	8%	9%	14%	22%	34%	44%
El Rancho**	35	6%	9%	3%	34%	23%	40%	17%	43%
Gumwood and 23rd**	85	7%	18%	7%	29%	49%	56%	19%	25%
Indian Hills E./Heidelberg	172	9%	10%	9%	22%	32%	41%	27%	32%
Indian Hills W./Livestock Show**	85	9%	13%	13%	24%	29%	36%	27%	36%
J-III	82	5%	7%	11%	11%	16%	26%	23%	51%
Knapp	60	7%	15%	7%	10%	12%	32%	28%	40%
La Idela/Military	178	7%	10%	9%	21%	19%	33%	24%	43%

(1) Neighborhoods	(2) Number of surveys[1]	Percent of Children Developmentally Vulnerable by Area					Distribution Across All Developmental Areas		
							NOT ON TRACK		ON TRACK
		(3) Physical Health and Well-being	(4) Social Competence	(5) Emotional Maturity	(6) Language and Cognitive Development	(7) Communication and General Knowledge	(8) Developmentally Vulnerable on One or More Developmental Areas	(9) Developmentally At Risk on One or More Developmental Areas	(10) Developmentally On Track on All[2] Developmental Areas
La Pulga**	104	14%	16%	18%	14%	20%	39%	22%	38%
La Villa/Valley Acres**	49	20%	14%	18%	8%	16%	33%	18%	49%
La Vista	113	4%	5%	3%	17%	12%	26%	22%	52%
Landfill**	110	5%	13%	6%	7%	5%	21%	29%	50%
Las Brisas**	164	10%	9%	5%	13%	23%	31%	20%	49%
Las Lomas	99	9%	17%	11%	18%	26%	36%	23%	40%
Lasara	24	0%	0%	4%	4%	4%	13%	17%	71%
Llano Grande**	111	5%	14%	10%	22%	31%	41%	20%	39%
Los Santos	254	9%	16%	10%	14%	23%	34%	27%	39%
Lyford	51	12%	16%	10%	16%	12%	24%	37%	39%
Mid Valley Airport	113	7%	1%	3%	4%	11%	14%	19%	67%
Mile 19 & Filegonia**	21	0%	0%	0%	5%	5%	10%	10%	81%
Monte Alto & Surrounding Area	41	7%	5%	0%	17%	15%	22%	29%	49%
Municipal Park**	84	15%	11%	4%	32%	32%	55%	25%	20%
NW Donna**	78	8%	4%	8%	4%	3%	14%	26%	60%
New Sheriff Substation	137	7%	5%	6%	11%	15%	24%	17%	59%
North Westgate	136	4%	13%	6%	11%	8%	22%	23%	55%
Northgate**	93	5%	5%	8%	8%	6%	19%	23%	58%
Northwest McAllen**	105	10%	14%	15%	10%	14%	29%	19%	52%
Palm View/Airport	95	5%	11%	6%	23%	34%	41%	14%	45%
Palmer Pavilion**	77	10%	23%	15%	36%	27%	51%	22%	27%
Relampago**	12	8%	8%	0%	8%	8%	25%	33%	42%
Runn**	15	7%	7%	18%	13%	13%	20%	13%	67%
S Hutto Rd	46	9%	2%	4%	2%	4%	17%	15%	67%
STC North**	132	3%	8%	4%	11%	15%	20%	37%	42%
STC South**	33	15%	9%	6%	21%	48%	52%	21%	27%
SW Donna**	79	11%	20%	16%	18%	18%	41%	27%	33%

(1) Neighborhoods	(2) Number of surveys[1]	Percent of Children Developmentally Vulnerable by Area					Distribution Across All Developmental Areas		
							NOT ON TRACK		ON TRACK
		(3) Physical Health and Well-being	(4) Social Competence	(5) Emotional Maturity	(6) Language and Cognitive Development	(7) Communication and General Knowledge	(8) Developmentally Vulnerable on One or More Developmental Areas	(9) Developmentally At Risk on One or More Developmental Areas	(10) Developmentally On Track on All[2] Developmental Areas
San Perlita	15	13%	0%	0%	7%	0%	20%	27%	53%
Sebastian**	43	2%	21%	12%	23%	21%	37%	30%	33%
South Westgate**	128	7%	8%	7%	10%	9%	24%	14%	62%
South of Church Row**	49	8%	6%	2%	10%	8%	14%	37%	49%
Three Rivals**	87	11%	21%	3%	15%	20%	30%	29%	41%
Valley Memorial**	104	5%	14%	4%	14%	23%	38%	20%	42%
Veterans Park**	47	9%	6%	2%	53%	70%	74%	9%	17%
Victor Fields**	20	15%	15%	16%	30%	25%	55%	10%	35%
Violet and 2nd**	45	7%	7%	2%	9%	7%	24%	29%	47%
Weslaco Center	38	3%	3%	3%	13%	16%	26%	13%	61%
Weslaco Stadium	92	8%	11%	5%	8%	12%	20%	28%	52%
West Raymondville	87	5%	11%	11%	16%	10%	21%	28%	52%
Neighborhood-wide[3]	**4,701**	**8%**	**11%**	**8%**	**16%**	**19%**	**31%**	**24%**	**45%**
Community-wide[4]	**4,829**	**8%**	**11%**	**8%**	**16%**	**19%**	**31%**	**24%**	**45%**

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.

[1]N is the number of valid records by neighborhood. The actual N for each domain may be lower (refer to Tables 5-9 for the N by domain).

[2]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.

[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.

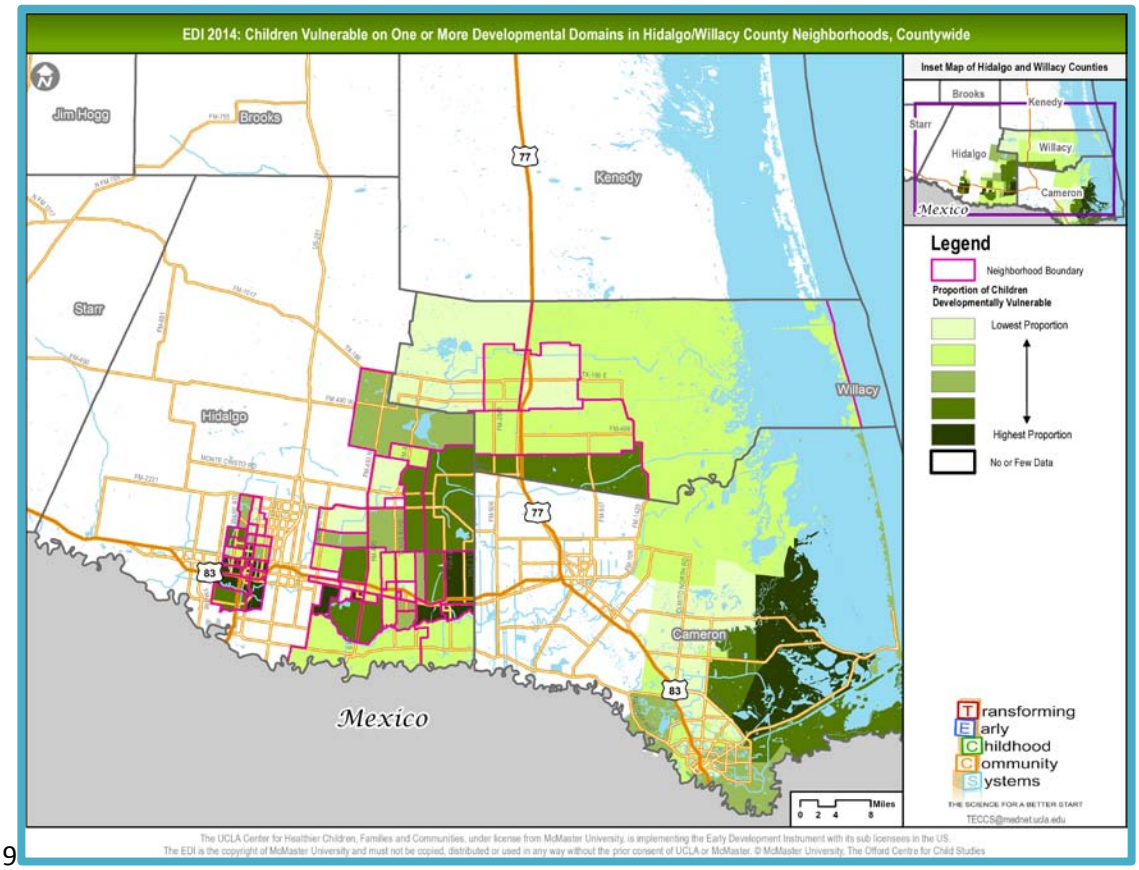
*** Data collected on < 70 percent of children living in this neighborhood and therefore caution is warranted as the data may not be representative of all children living here.*

When evaluating 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.

Figure 4 provides a visual snapshot of children's developmental status in different neighborhoods. The shading on the map represents the range of developmental vulnerability. Areas with lighter shading have a lower percentage of developmentally vulnerable children, while areas with darker shading have a higher percentage of developmentally vulnerable children.

Indicator maps compliment the EDI maps by providing information about the influences on child development outcomes. For example, family poverty rates are mapped and can be analyzed alongside EDI results to help provide the community context for the EDI outcomes. The maps can also be used to identify service gaps by including the locations of early learning, health and family support services.

Figure 4: Map of EDI Results – Hidalgo-Willacy Counties (2014)



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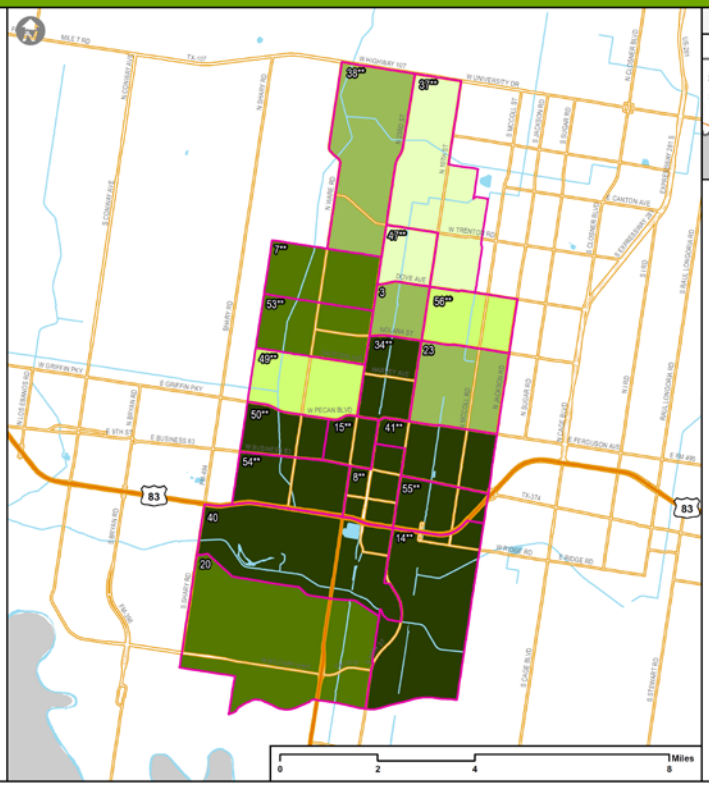
EDI 2014: Children Vulnerable on One or More Developmental Domains in Hidalgo/Willacy County Neighborhoods, McAllen

Neighborhoods: Percentage Vulnerable on One or More Domains

ID	Neighborhood	%
3	Bill Schupp	28%
7	Dove and Ware Rd.**	34%
8	Downtown**	63%
14	El Rancho**	40%
15	Gumwood and 23rd**	56%
20	La Idela/Military	33%
23	La Vista	26%
34	Municipal Park**	55%
37	Northgate**	19%
38	Northwest McAllen**	29%
40	Palm View/Airport	41%
41	Palmer Pavilion**	51%
47	South of Church Row**	14%
49	STC North**	20%
50	STC South**	52%
53	Valley Memorial**	38%
54	Veterans Park**	74%
55	Victor Fields**	55%
56	Violet and 2nd**	24%
	Neighborhood-wide	**31%**

** EDI data collection is less than 70% of the estimated kindergarten population; interpret with caution.



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EDI 2014: Children Vulnerable on One or More Developmental Domains in Hidalgo/Willacy County Neighborhoods, South Hidalgo County

Neighborhoods: Percentage Vulnerable on One or More Domains

ID	Neighborhood	%
6	Donna Lake	35%
9	Duranta Ave**	10%
10	East Donna	20%
13	El Dora & N Tower Rd**	22%
21	La Pulga**	39%
24	Landfill**	21%
26	Las Lomas	36%
29	Los Santos	34%
36	North Westgate	22%
39	NW Donna**	14%
43	Runn**	20%
44	S Hutto Rd	17%
48	South Westgate**	24%
51	SW Donna**	41%
58	Weslaco Stadium	20%
	Neighborhood-wide	**31%**

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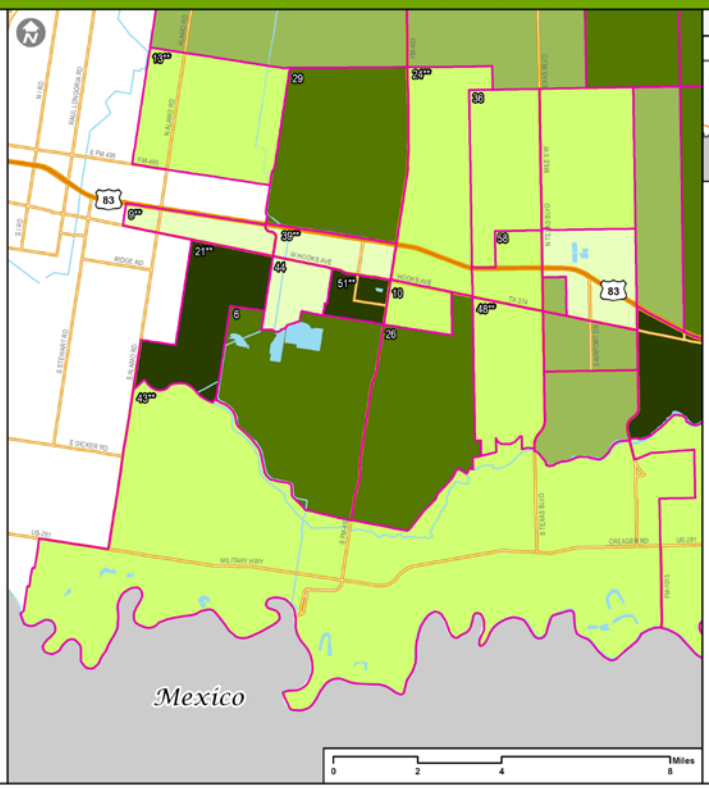

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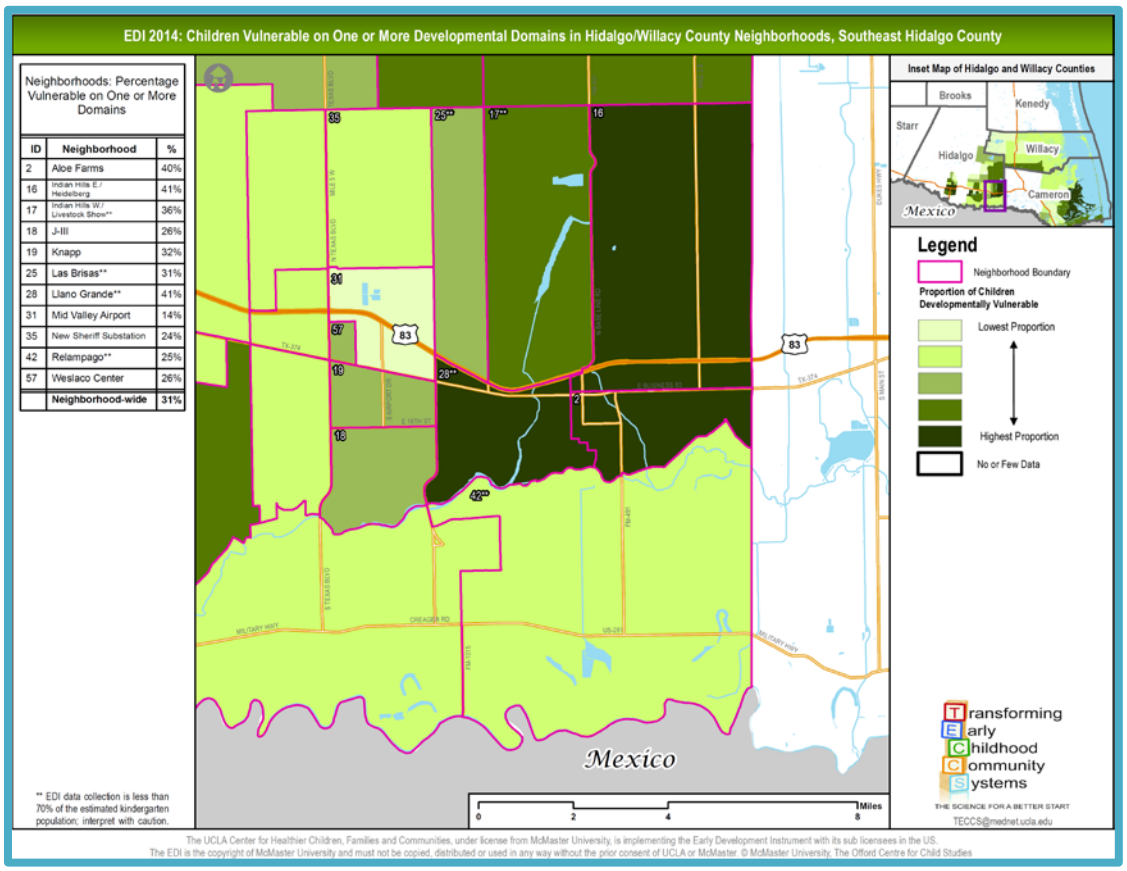
EDI 2014: Children Vulnerable on One or More Developmental Domains in Hidalgo/Willacy County Neighborhoods, Southeast Hidalgo County
Neighborhoods: Percentage Vulnerable on One or More Domains
ID | Neighborhood | %
2 | Aloe Farms | 40%
16 | Indian Hills E./ Heidelberg | 41%
17 | Indian Hills W./ Livestock Show** | 36%
18 | J-III | 26%
19 | Knapp | 32%
25 | Las Brisas** | 31%
28 | Llano Grande** | 41%
31 | Mid Valley Airport | 14%
35 | New Sheriff Substation | 24%
42 | Relampago** | 25%
57 | Weslaco Center | 26%
Neighborhood-wide | 31%
** EDI data collection is less than 70% of the estimated kindergarten population; interpret with caution.
Inset Map of Hidalgo and Willacy Counties
Brooks
Kenedy
Starr
Hidalgo
Willacy
Cameron
Mexico
Legend
Neighborhood Boundary
Proportion of Children Developmentally Vulnerable
Lowest Proportion
Highest Proportion
No or Few Data
Mexico
0 2 4 8 Miles
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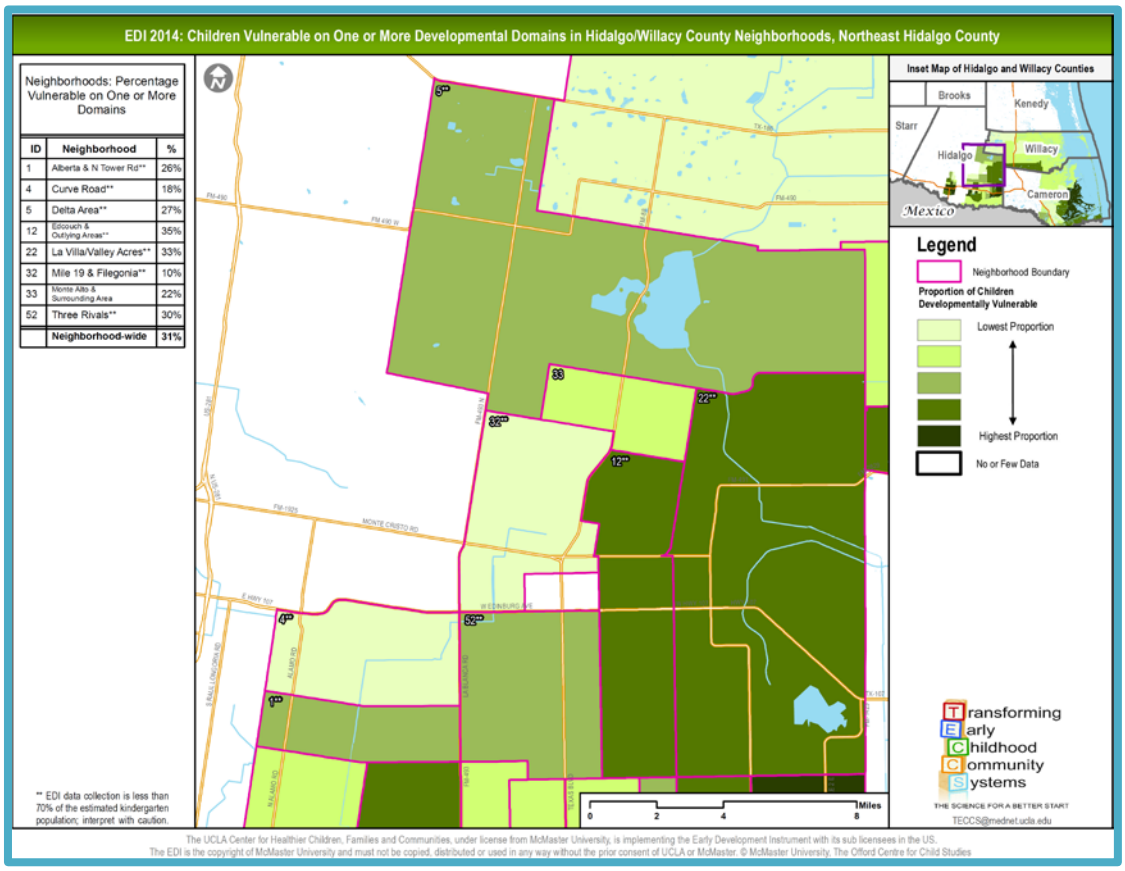
EDI 2014: Children Vulnerable on One or More Developmental Domains in Hidalgo/Willacy County Neighborhoods, Northeast Hidalgo County
Neighborhoods: Percentage Vulnerable on One or More Domains
ID | Neighborhood | %
1 | Alberta & N Tower Rd** | 26%
4 | Curve Road** | 18%
5 | Delta Area** | 27%
12 | Edcouch & Outlying Areas** | 35%
22 | La Villa/Valley Acres** | 33%
32 | Mile 19 & Filegonia** | 10%
33 | Monte Alto & Surrounding Area | 22%
52 | Three Rivals** | 30%
Neighborhood-wide | 31%
** EDI data collection is less than 70% of the estimated kindergarten population; interpret with caution.
Inset Map of Hidalgo and Willacy Counties
Brooks
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Proportion of Children Developmentally Vulnerable
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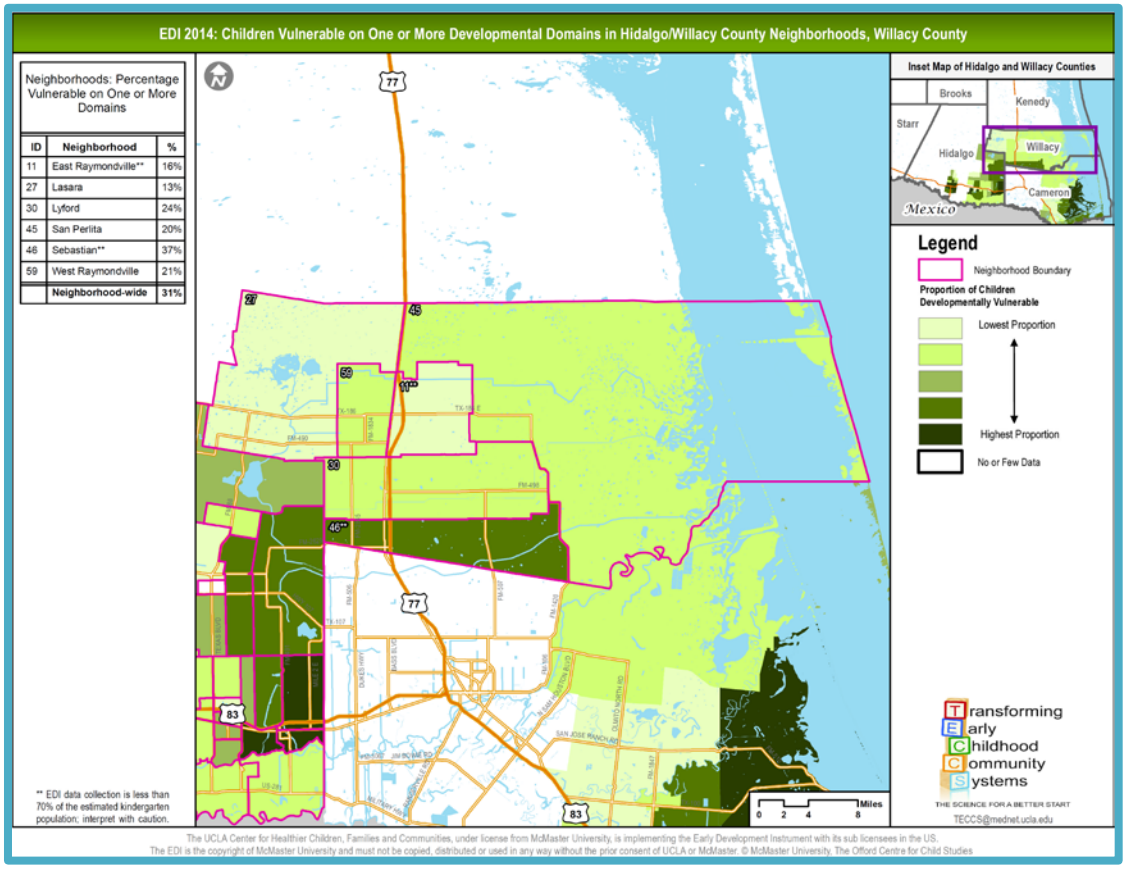

COMMUNITY USE OF THE EDI TO CREATE POSITIVE CHANGE FOR YOUNG CHILDREN

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 **Easter Seals RGV Texas Home Visiting Program**, working to "make the first five count" for *all* children in the community. The local effort is part of a national initiative called Transforming Early Childhood Community Systems (TECCS). TECCS is a partnership with the UCLA Center for Healthier Children, Families and Communities and United Way Worldwide. TECCS uses EDI data to improve school readiness by providing accurate information about young children's developmental progress that guides state, regional and local efforts to make effective improvements in early childhood systems. Since 2008, TECCS has spread to over forty communities nationwide.

For questions about the local initiative or to receive the full EDI Community Profile, please contact **Katherine Filut King, THVP Director** or **Pattie Rosenlund, Executive Director** at **956-631-9171**; by email, **kfilut@easterseals-rgv.org** or **prosenlund@easterseals-rgv.org.** For questions about the national TECCS initiative, please go to www.TECCS.net or email TECCS@mednet.ucla.edu.

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