

2016 Results from the Early Development Instrument (EDI)

A Community Snapshot of Children's Health, Development and School Readiness for Washington, DC

September 2016



*Prepared by the UCLA Center for
Healthier Children, Families and
Communities*

Neal Halfon

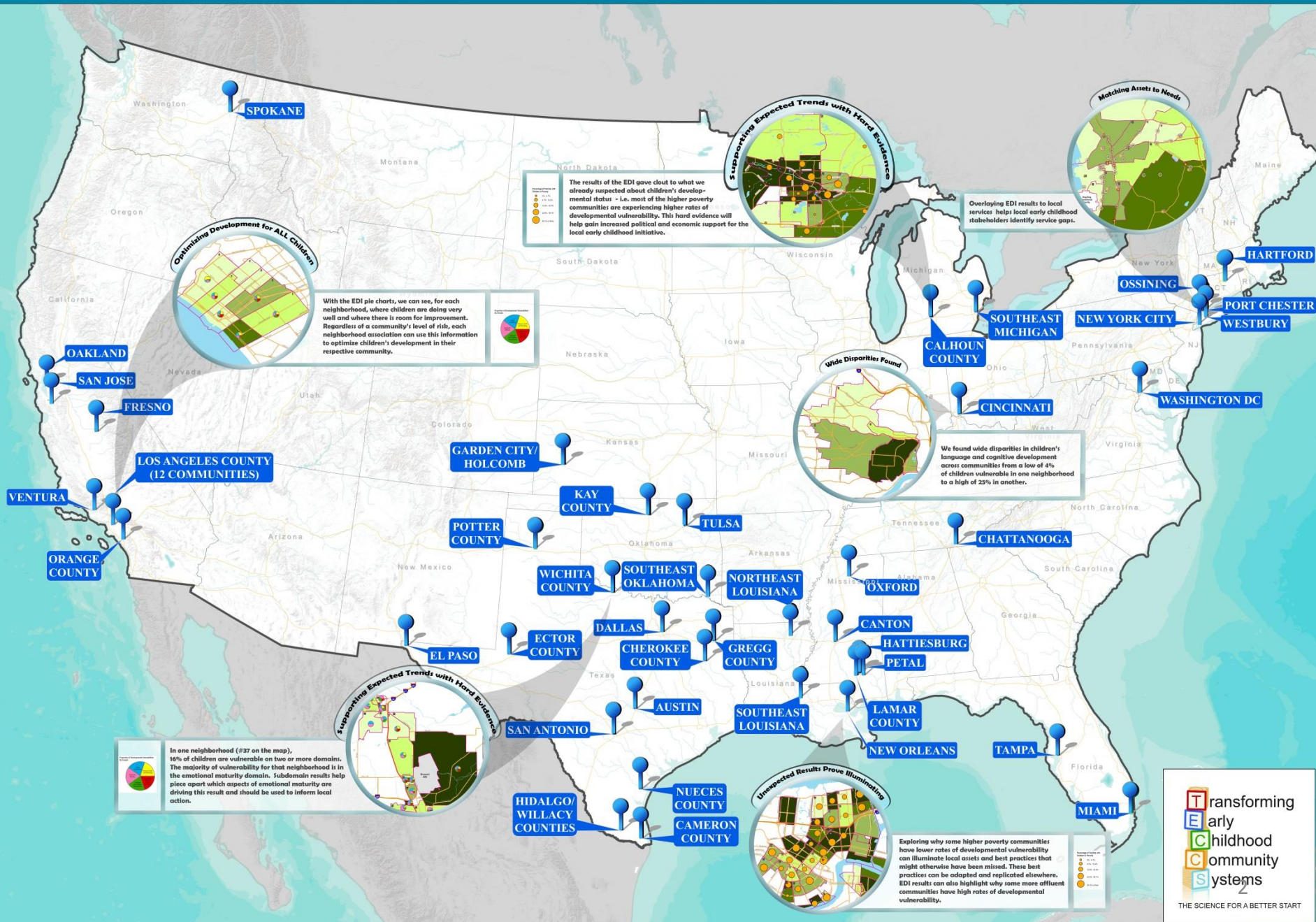
Lisa Stanley

Efren Aguilar

Patricia Bowie

Danny Henley

Transforming Early Childhood Community Systems (TECCS) National Learning Network 2015



Objectives

Members will have:

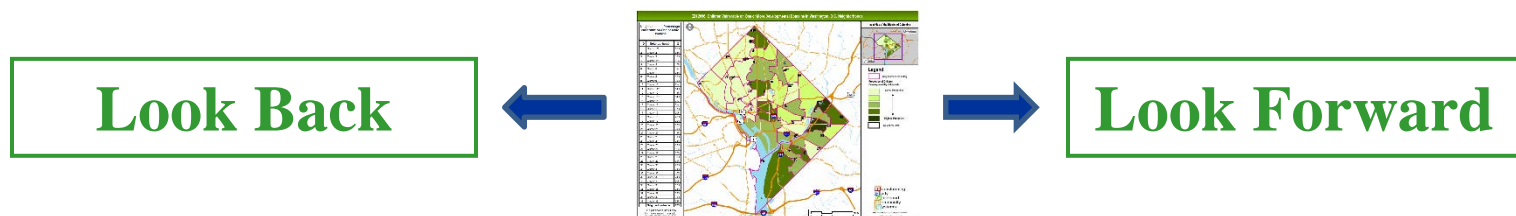
- An introduction to the 2016 Early Development Instrument (EDI) results for Washington, DC;
- Examples of how other communities have used the results; and
- The opportunity to begin exploring how to use the EDI to engage, inform and act to create stronger community conditions for young children.

EDI Overview

- Developed at the Offord Center for Child Studies
- Population focus
 - Provides a community-level measure of school readiness
 - Data are reported by neighborhood for entire city/county
- Holistic measure
 - Consistent with the National Education Goals Panel
 - Covers five key developmental domains
- Teachers find it easy to use
 - Average 10-15 minutes per EDI
 - Observational assessment
- Good validity and reliability

Purpose of the EDI

- Provides a community snapshot of children's health, development and school readiness.
- Informs place-based efforts to optimize the healthy development for all young children as the foundation for human capital development.
- EDI results are used to:
 - Look back and assess how the community can better support early childhood development and prepare children for school; and
 - Look forward to inform how to address the needs of the incoming class of kindergarten students as they progress through school.



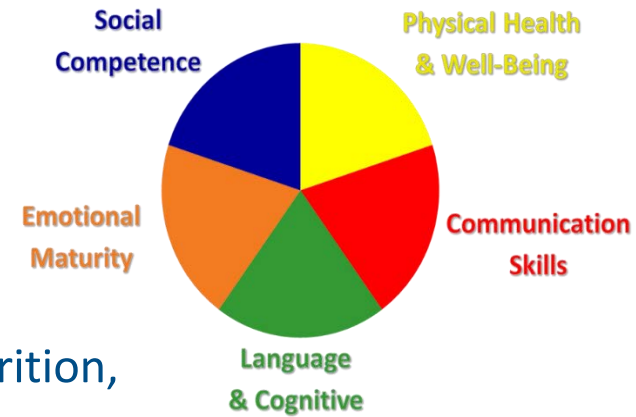
Which data were collected?

Summary of EDI Participation

Sector Participation	
District of Columbia Public Schools	
Public Charter Local Education Agencies	
Community-Based Organizations	
Total schools/centers	108
Total classrooms	333
Community Information	
Children	4,423
Children who are English Language Learners (ELL)	14%
Children who have an Individualized Education Program (IEP) for children with disabilities	8%
Race/Ethnicity:	
African-American	67%
Asian, Native Hawaiian or other Pacific Islander	2%
Hispanic, Latino/a	15%
White	13%
Other	3%

**What are the EDI domains
measuring and what is meant by
vulnerable, at risk and on track?**

About the EDI Domains



- **Physical health**
 - Absence of disease, access to appropriate nutrition, necessary gross and fine motor skills
- **Social competence**
 - General standards of acceptable behavior, cooperation with others, showing respect for adult authority, communicate feelings and needs
- **Emotional maturity**
 - Curiosity about world, eagerness to try new things, ability to reflect before acting
- **Language and cognitive**
 - Abilities with reading, writing and numbers, shape recognition, interest in books
- **Communication skills**
 - Understanding verbal communications, ability to communicate experiences, wishes and feelings

What is Meant by On Track, At Risk, and Vulnerable?

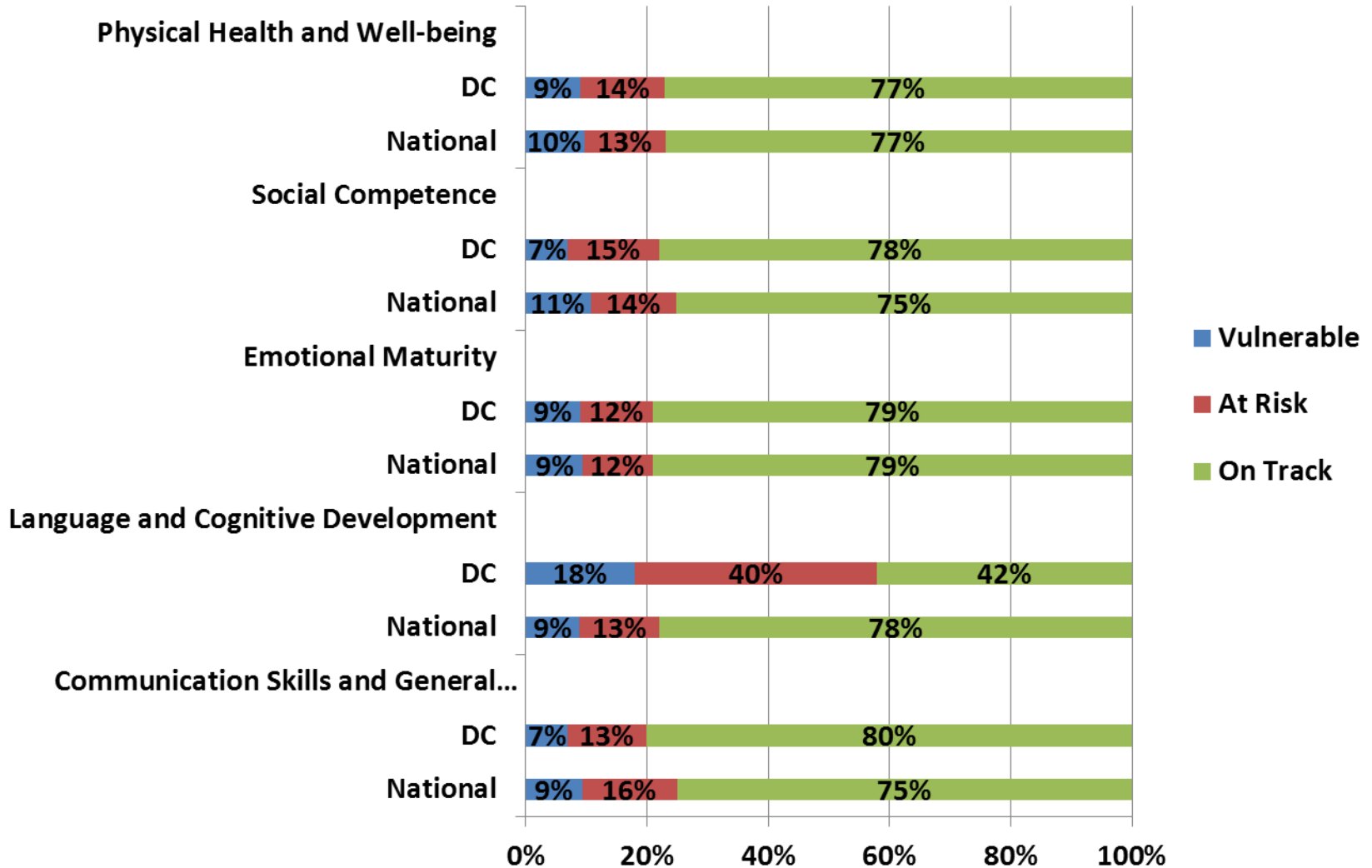
- **Vulnerable Children** – Vulnerable for problems in later childhood. Without additional support and care, these children may experience future challenges in school and society.
- **At Risk** – Not vulnerable but are lower than expected for this age. Considered “at risk” for becoming vulnerable and at risk continuing on a low achievement and health trajectory.
- **On Track** – Meeting developmental milestones expected for this age group and are expected to be successful in later grades.

Vulnerable	At Risk	On Track
0 to ≤ 10	> 10 to ≤ 25	> 25 -100



Where are the strengths and challenges for DC's children, and how do these compare to national results?

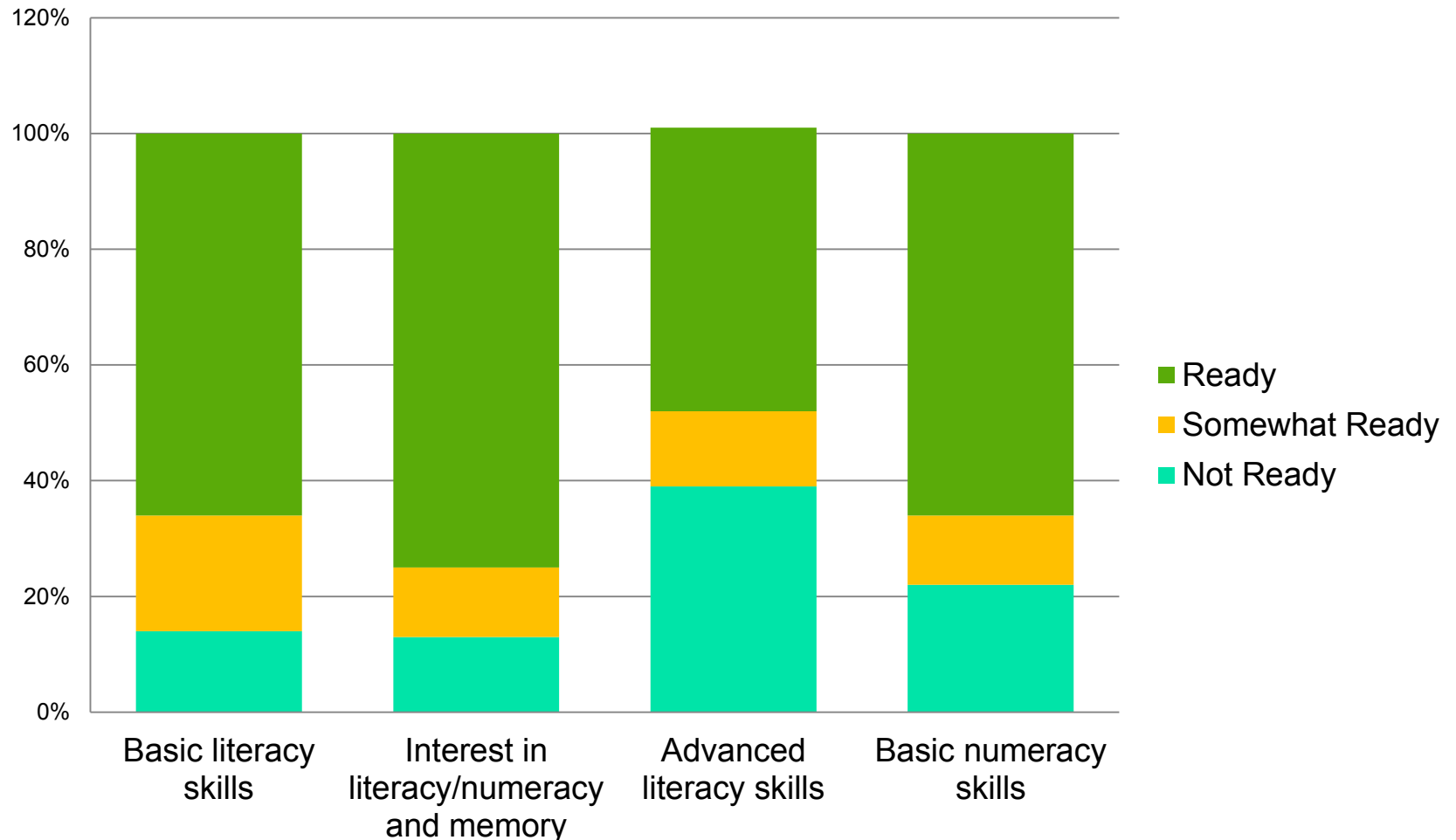
Comparison of EDI Results by Developmental Domain National Kindergarten Averages (2015) vs. Washington, DC Pre-K 4 Results (2016)



EDI Subdomains

- **Physical Health and Well-being**
 - Physical readiness for school day
 - Physical independence
 - Gross and fine motor skills
- **Social Competence**
 - Overall competence with peers
 - Respect and responsibility
 - Approaches to learning
 - Readiness to explore new things
- **Communication Skills and General Knowledge**
- **Emotional Maturity**
 - Prosocial and helping behavior
 - Anxious and fearful behavior
 - Aggressive behavior
 - Hyperactive and inattentive behavior
- **Language and Cognitive Development**
 - Basic literacy skills
 - Interest in literacy/numeracy and memory
 - Advanced literacy skills
 - Basic numeracy skills

EDI Sub-domain: Language and Cognitive Development



Advanced Literacy Skills

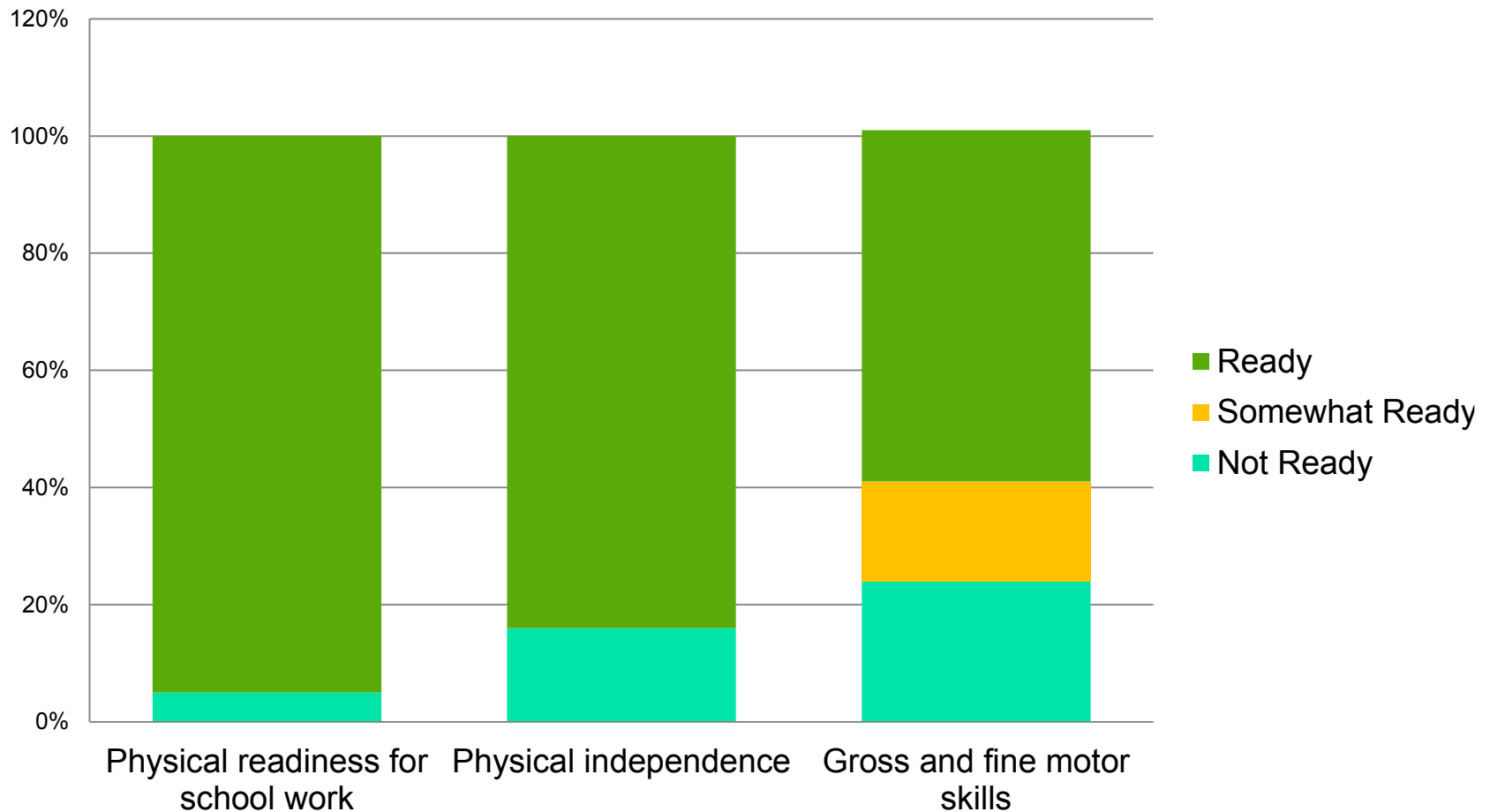
EDI Questionnaire Items:

- Able to read simple words
- Able to read complex words
- Able to read simple sentences
- Interested in writing voluntarily
- Able to write simple words
- Able to write simple sentences

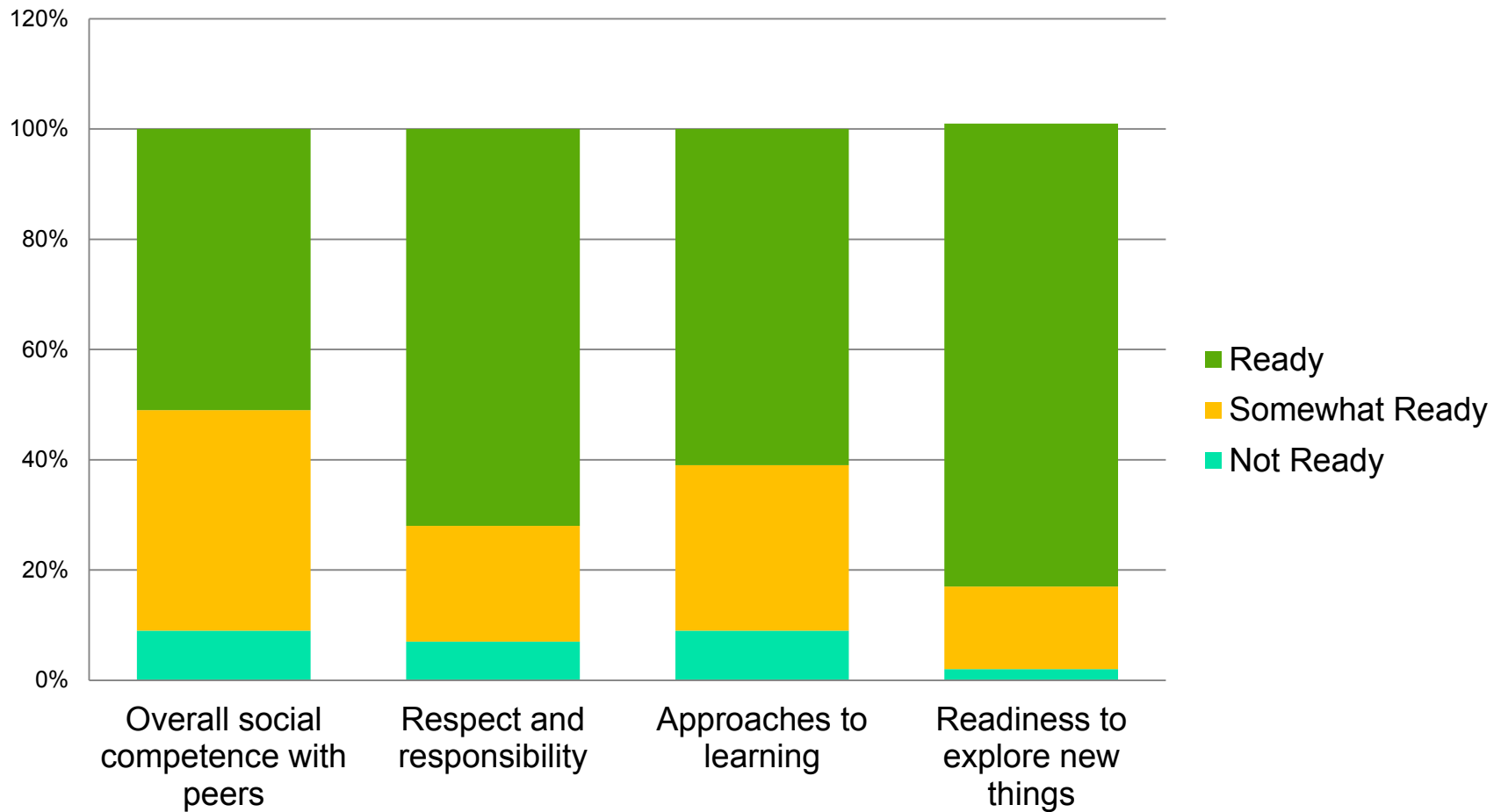
What this means:

- Reflects Common Core standards in literacy for kindergarten (not pre-K4).
- Advanced literacy skills are not those we expect of all 4-year-old children.
- Given that about half of DC children are meeting this standard, it does, however, give us another useful data point.
- Helps to understand the range in developmental status and to explore the underlying causes for these.

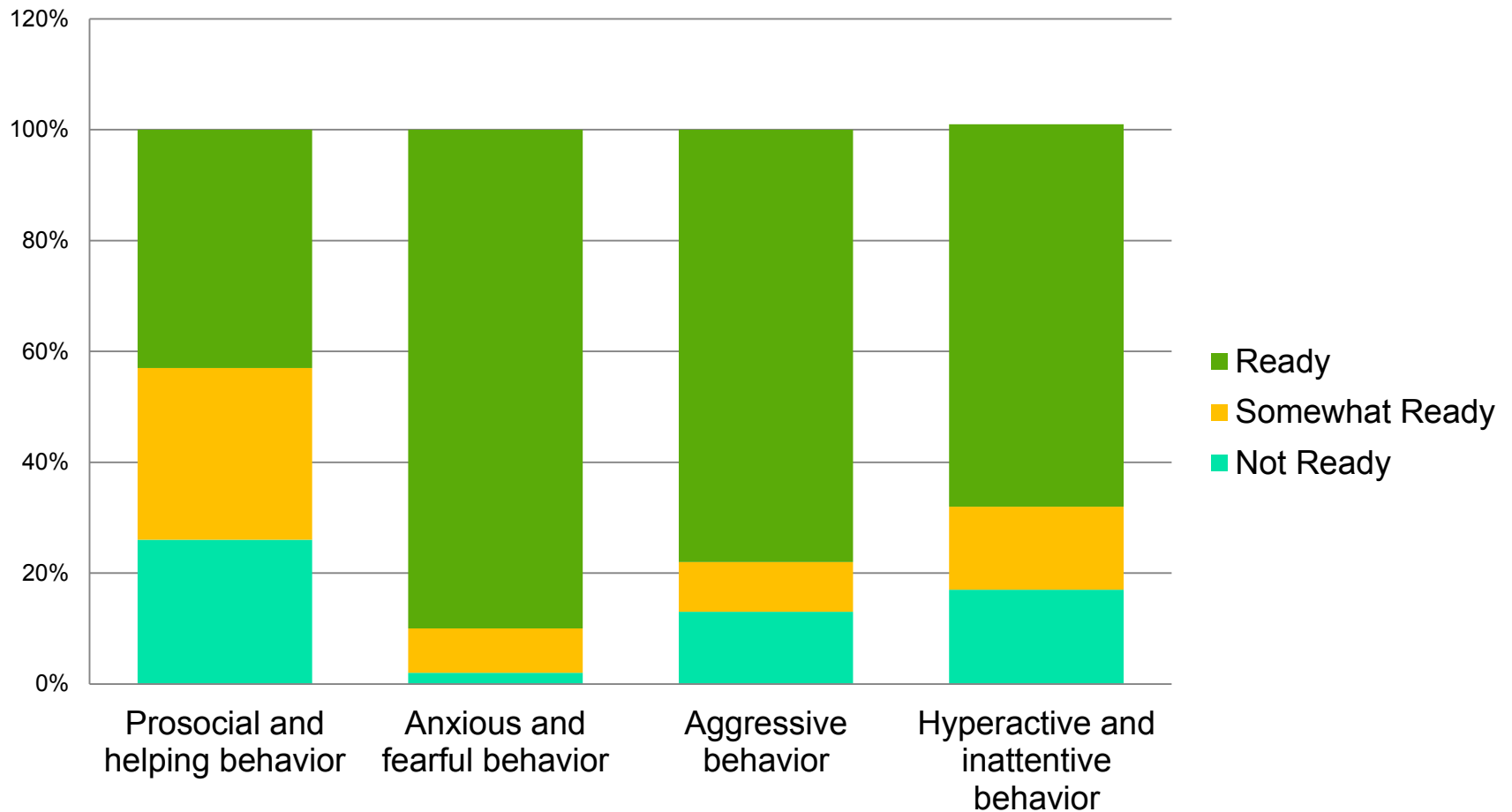
EDI Sub-domains: Physical Health and Well-being



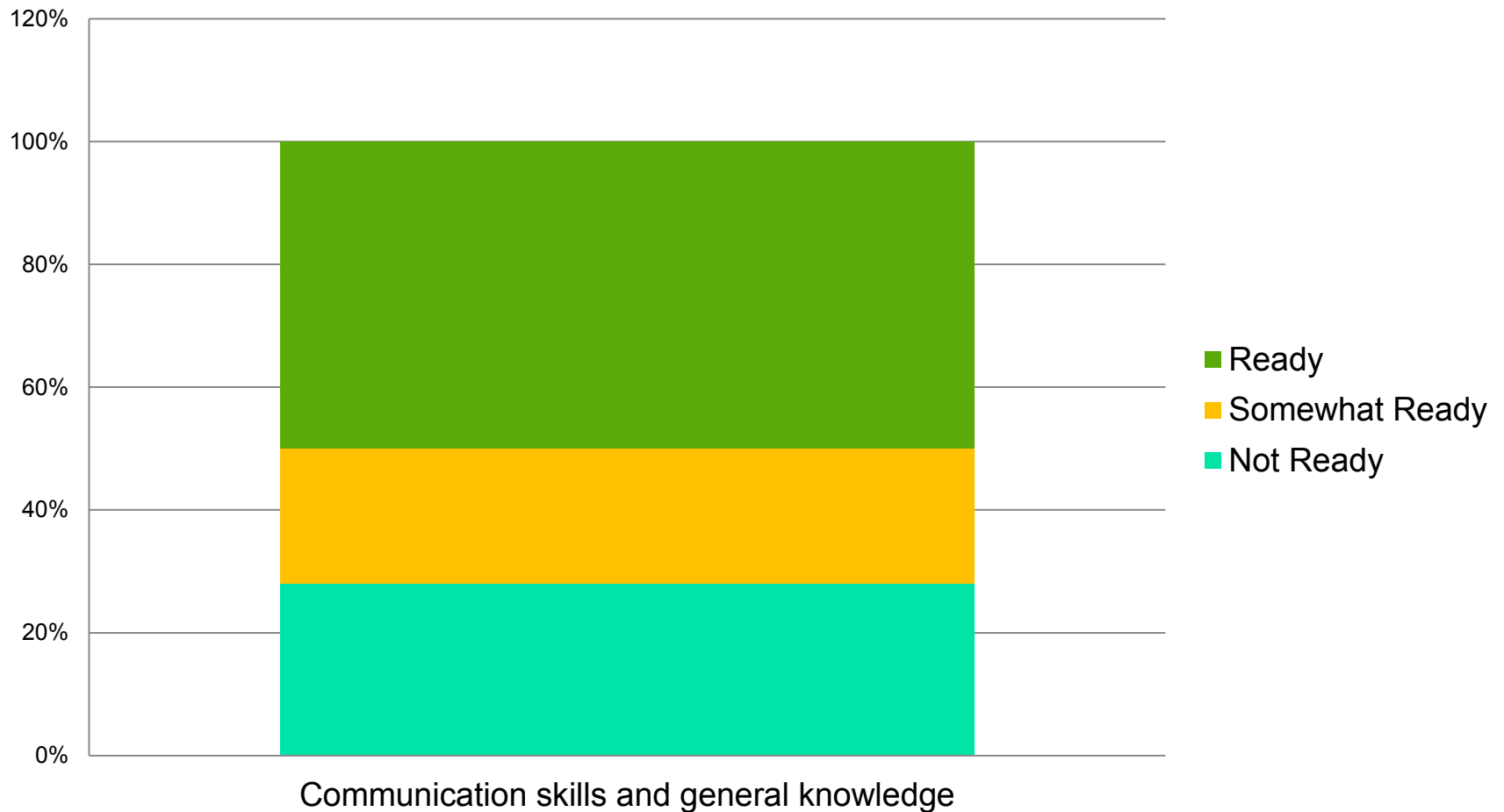
EDI Sub-domains: Social Competence



EDI Sub-domains: Emotional Maturity

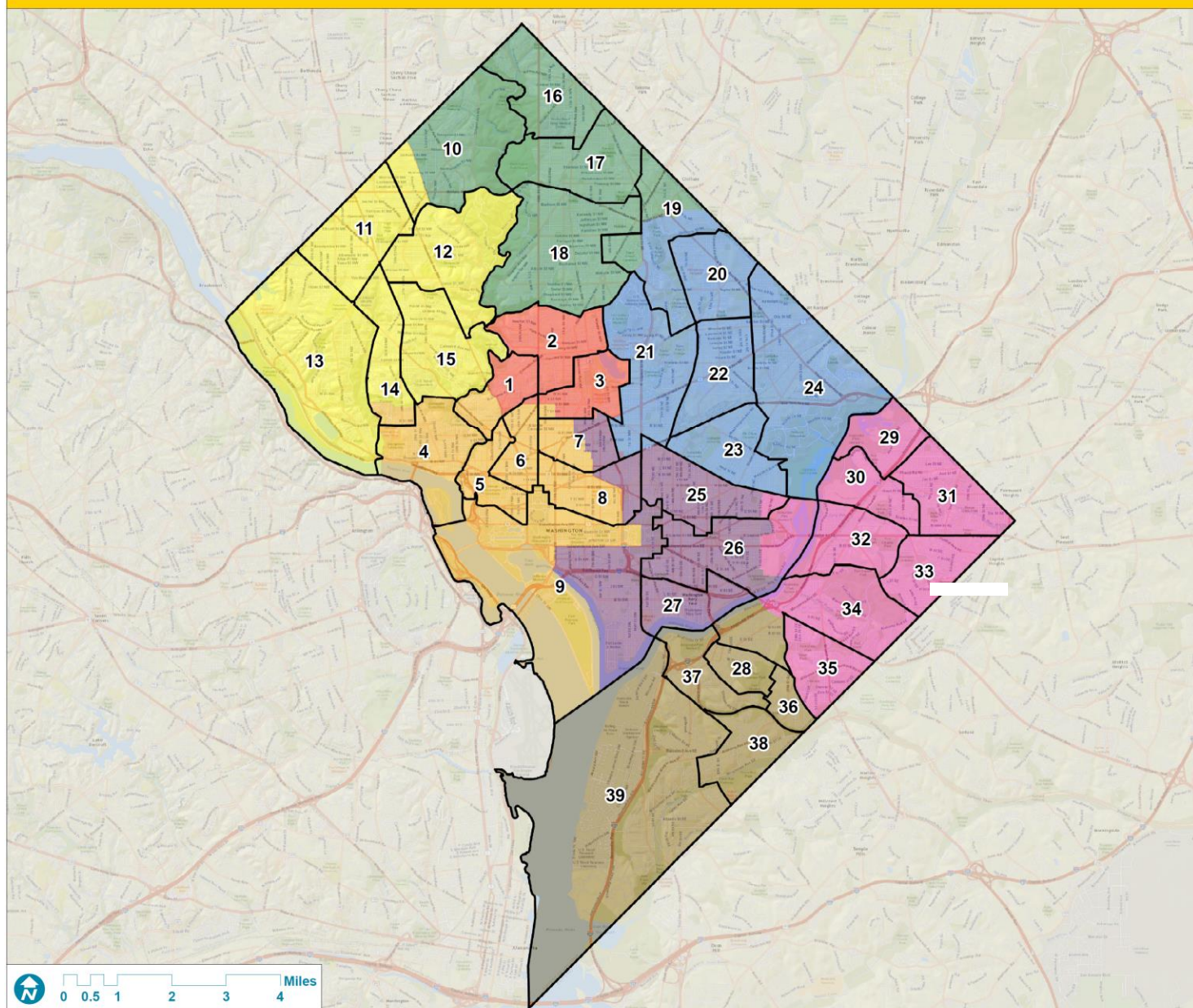


EDI Sub-domain: Communication Skills and General Knowledge

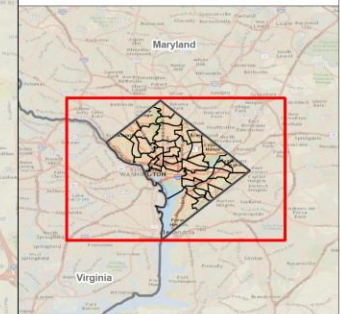


**What are the patterns of
vulnerability across DC?**

Washington DC Neighborhoods: Neighborhood Clusters and Wards



Inset Map of Washington DC



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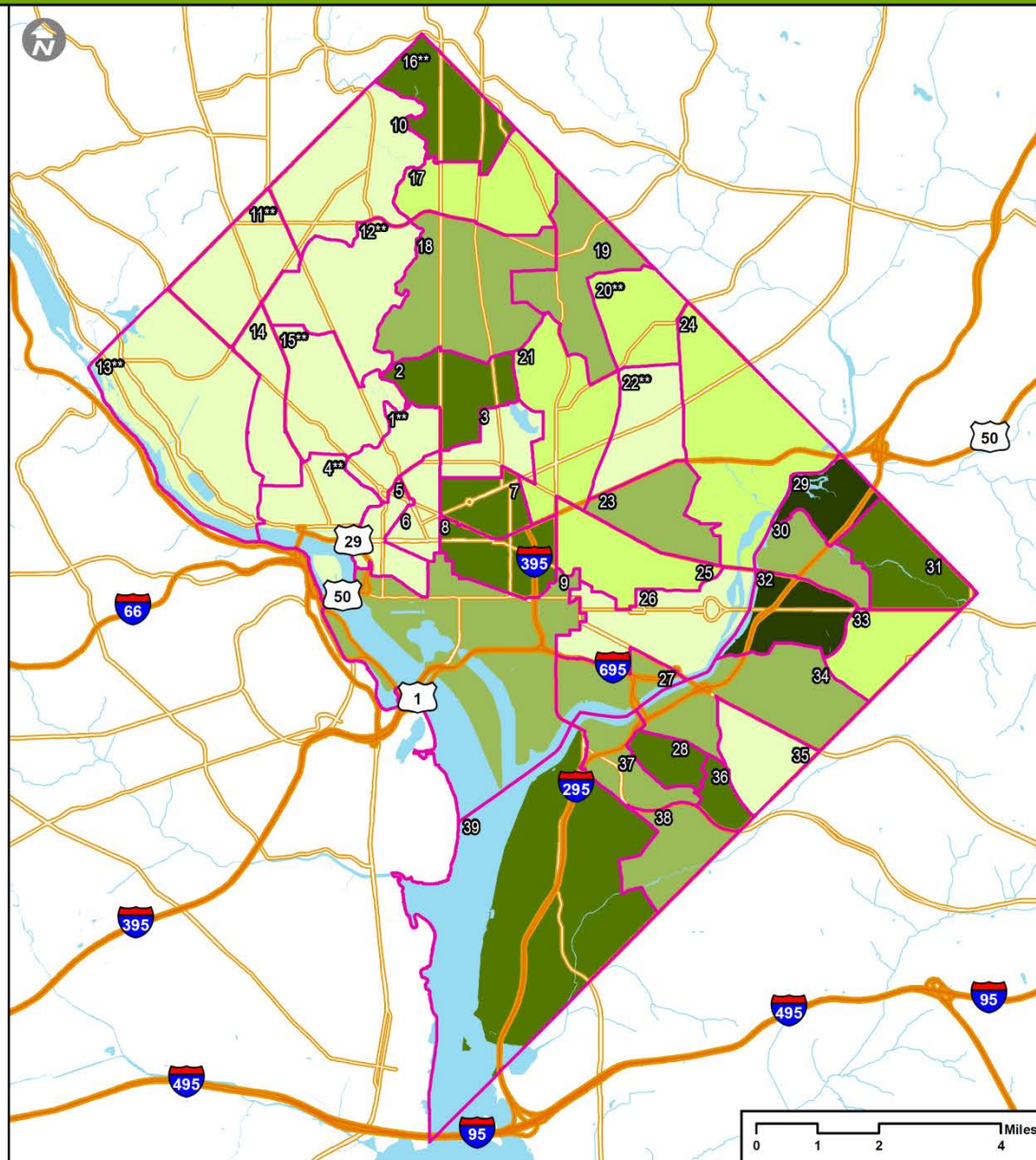
- Neighborhood Clusters
- Ward 1
- Ward 2
- Ward 3
- Ward 4
- Ward 5
- Ward 6
- Ward 7
- Ward 8

EDI 2016: Children Vulnerable on One or More Developmental Domains in Washington, D.C. Neighborhoods

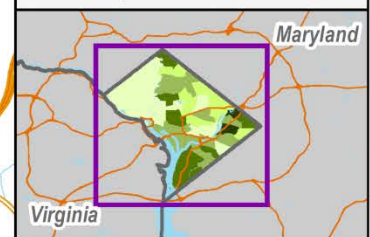
Neighborhoods: Percentage Vulnerable on One or More Domains

ID	Neighborhood	%
1	Cluster 1**	18%
2	Cluster 2	35%
3	Cluster 3	13%
4	Cluster 4**	11%
5	Cluster 5	17%
6	Cluster 6	5%
7	Cluster 7	35%
8	Cluster 8	37%
9	Cluster 9	30%
10	Cluster 10	7%
11	Cluster 11**	14%
12	Cluster 12**	13%
13	Cluster 13**	14%
14	Cluster 14	9%
15	Cluster 15**	3%
16	Cluster 16**	37%
17	Cluster 17	20%
18	Cluster 18	26%
19	Cluster 19	30%
20	Cluster 20**	23%
21	Cluster 21	20%
22	Cluster 22**	18%
23	Cluster 23	31%
24	Cluster 24	23%
25	Cluster 25	20%
26	Cluster 26	11%
27	Cluster 27	27%
28	Cluster 28	36%
29	Cluster 29	39%
30	Cluster 30	28%
31	Cluster 31	33%
32	Cluster 32	40%
33	Cluster 33	24%
34	Cluster 34	30%
35	Cluster 35	17%
36	Cluster 36	34%
37	Cluster 37	28%
38	Cluster 38	31%
39	Cluster 39	34%
Neighborhood-wide		27%

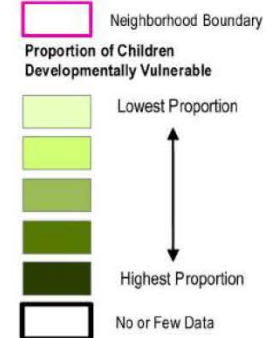
** EDI participation rate is below the recommended threshold; interpret results with caution.



Inset Map of the District of Columbia



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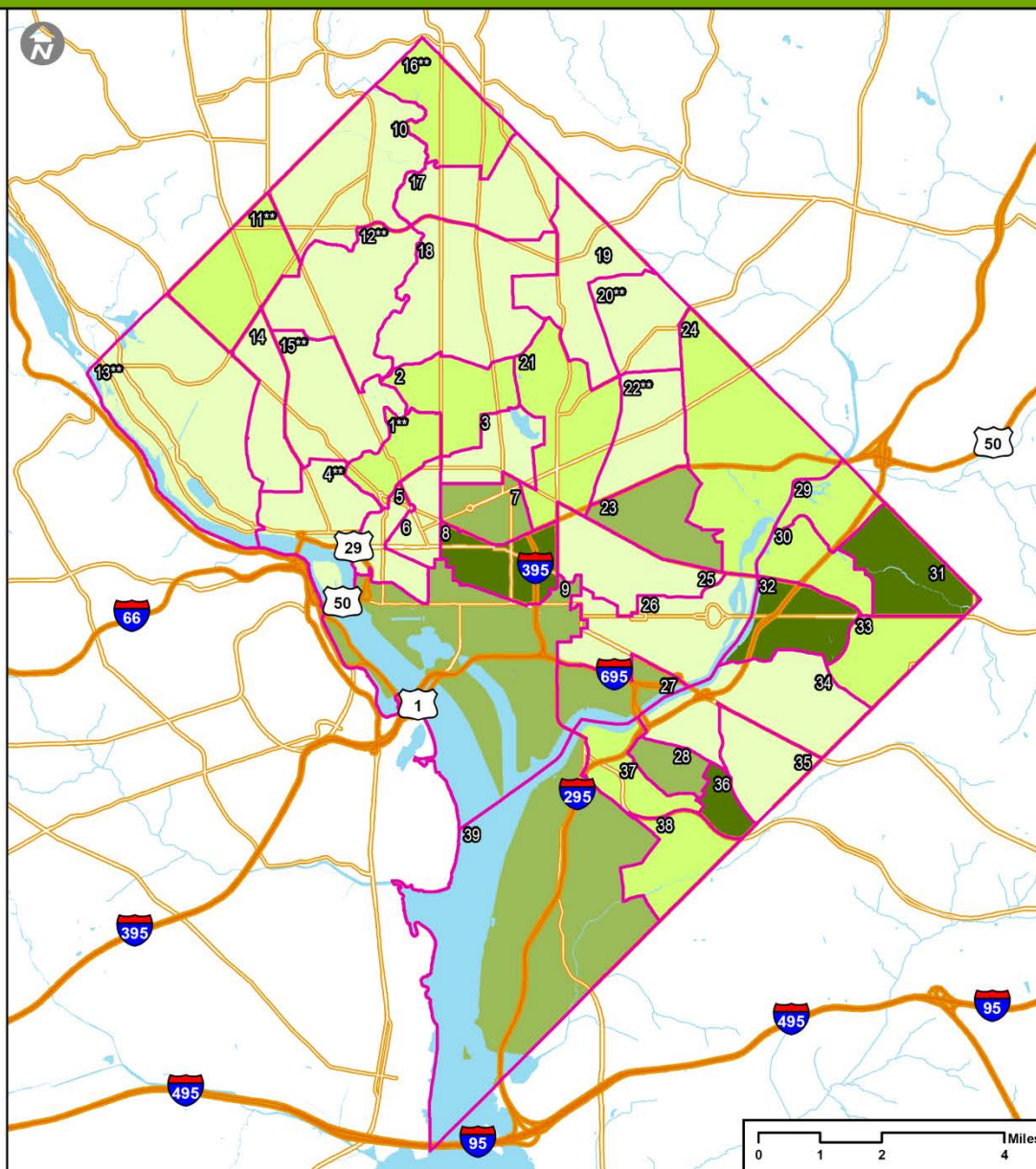
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EDI 2016: Children Vulnerable in the Physical Health and Well-being Domain in Washington, D.C. Neighborhoods

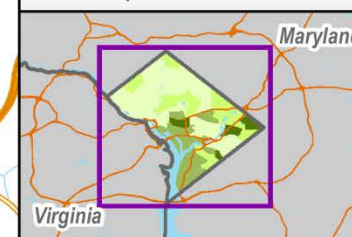
Neighborhoods: Percentage Vulnerable in the Physical Health and Well-being Domain

ID	Neighborhood	%
1	Cluster 1**	8%
2	Cluster 2	7%
3	Cluster 3	3%
4	Cluster 4**	0%
5	Cluster 5	6%
6	Cluster 6	0%
7	Cluster 7	14%
8	Cluster 8	17%
9	Cluster 9	12%
10	Cluster 10	1%
11	Cluster 11**	9%
12	Cluster 12**	4%
13	Cluster 13**	1%
14	Cluster 14	2%
15	Cluster 15**	0%
16	Cluster 16**	7%
17	Cluster 17	6%
18	Cluster 18	5%
19	Cluster 19	5%
20	Cluster 20**	5%
21	Cluster 21	7%
22	Cluster 22**	5%
23	Cluster 23	13%
24	Cluster 24	7%
25	Cluster 25	5%
26	Cluster 26	1%
27	Cluster 27	14%
28	Cluster 28	13%
29	Cluster 29	8%
30	Cluster 30	8%
31	Cluster 31	17%
32	Cluster 32	16%
33	Cluster 33	10%
34	Cluster 34	6%
35	Cluster 35	5%
36	Cluster 36	20%
37	Cluster 37	9%
38	Cluster 38	11%
39	Cluster 39	12%
Neighborhood-wide		9%

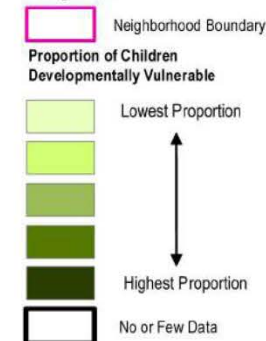
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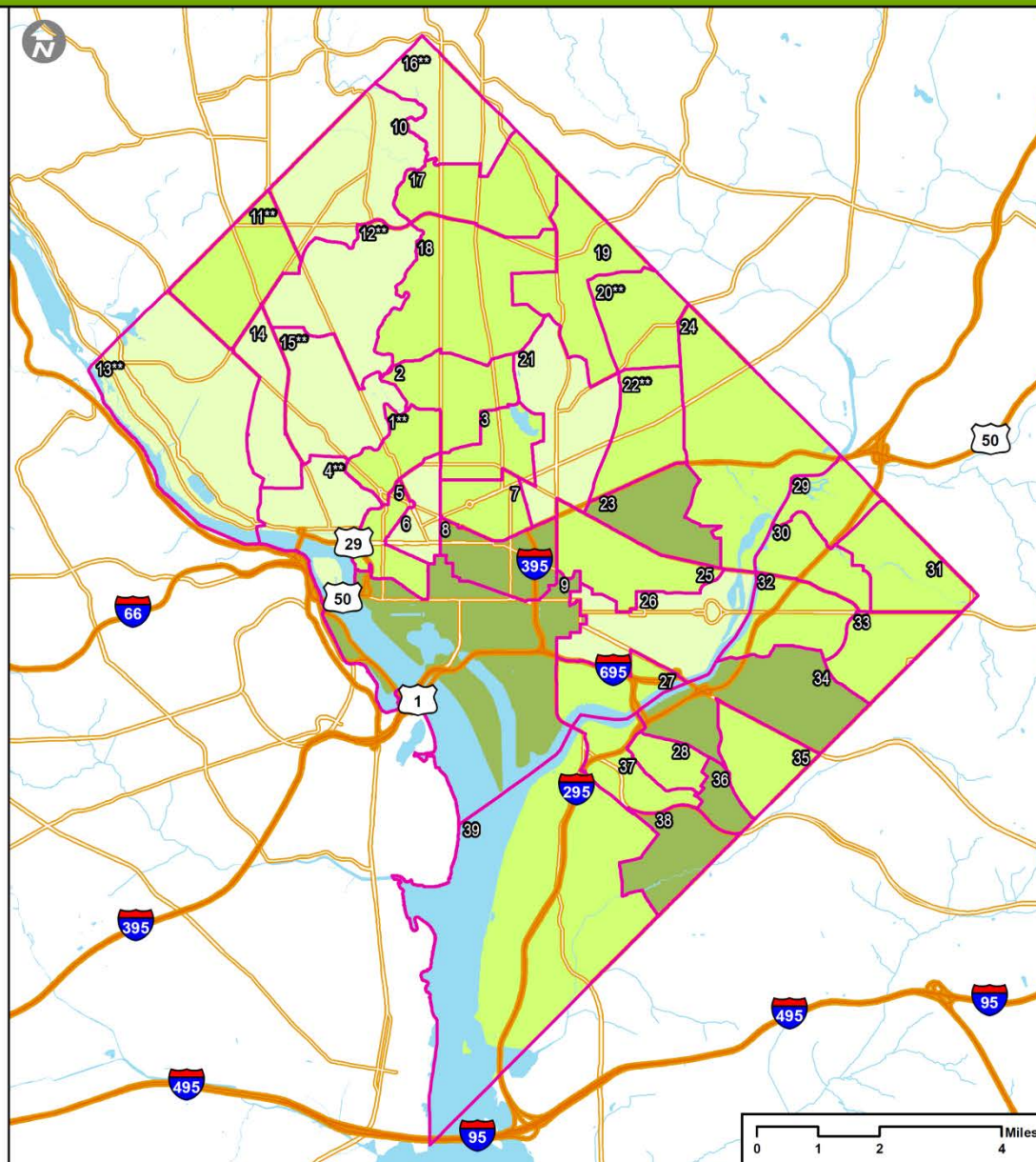
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EDI 2016: Children Vulnerable in the Social Competence Domain in Washington, D.C. Neighborhoods

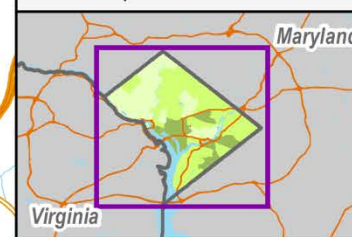
Neighborhoods: Percentage Vulnerable in the Social Competence Domain

ID	Neighborhood	%
1	Cluster 1**	6%
2	Cluster 2	7%
3	Cluster 3	7%
4	Cluster 4**	0%
5	Cluster 5	6%
6	Cluster 6	0%
7	Cluster 7	6%
8	Cluster 8	11%
9	Cluster 9	10%
10	Cluster 10	1%
11	Cluster 11**	7%
12	Cluster 12**	2%
13	Cluster 13**	4%
14	Cluster 14	2%
15	Cluster 15**	0%
16	Cluster 16**	4%
17	Cluster 17	6%
18	Cluster 18	7%
19	Cluster 19	6%
20	Cluster 20**	5%
21	Cluster 21	4%
22	Cluster 22**	5%
23	Cluster 23	9%
24	Cluster 24	7%
25	Cluster 25	6%
26	Cluster 26	3%
27	Cluster 27	7%
28	Cluster 28	6%
29	Cluster 29	8%
30	Cluster 30	5%
31	Cluster 31	6%
32	Cluster 32	6%
33	Cluster 33	6%
34	Cluster 34	12%
35	Cluster 35	5%
36	Cluster 36	11%
37	Cluster 37	8%
38	Cluster 38	12%
39	Cluster 39	8%
Neighborhood-wide		7%

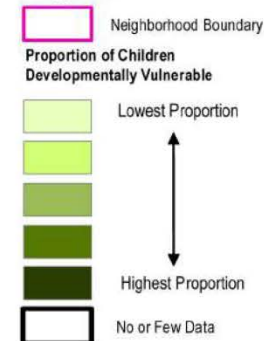
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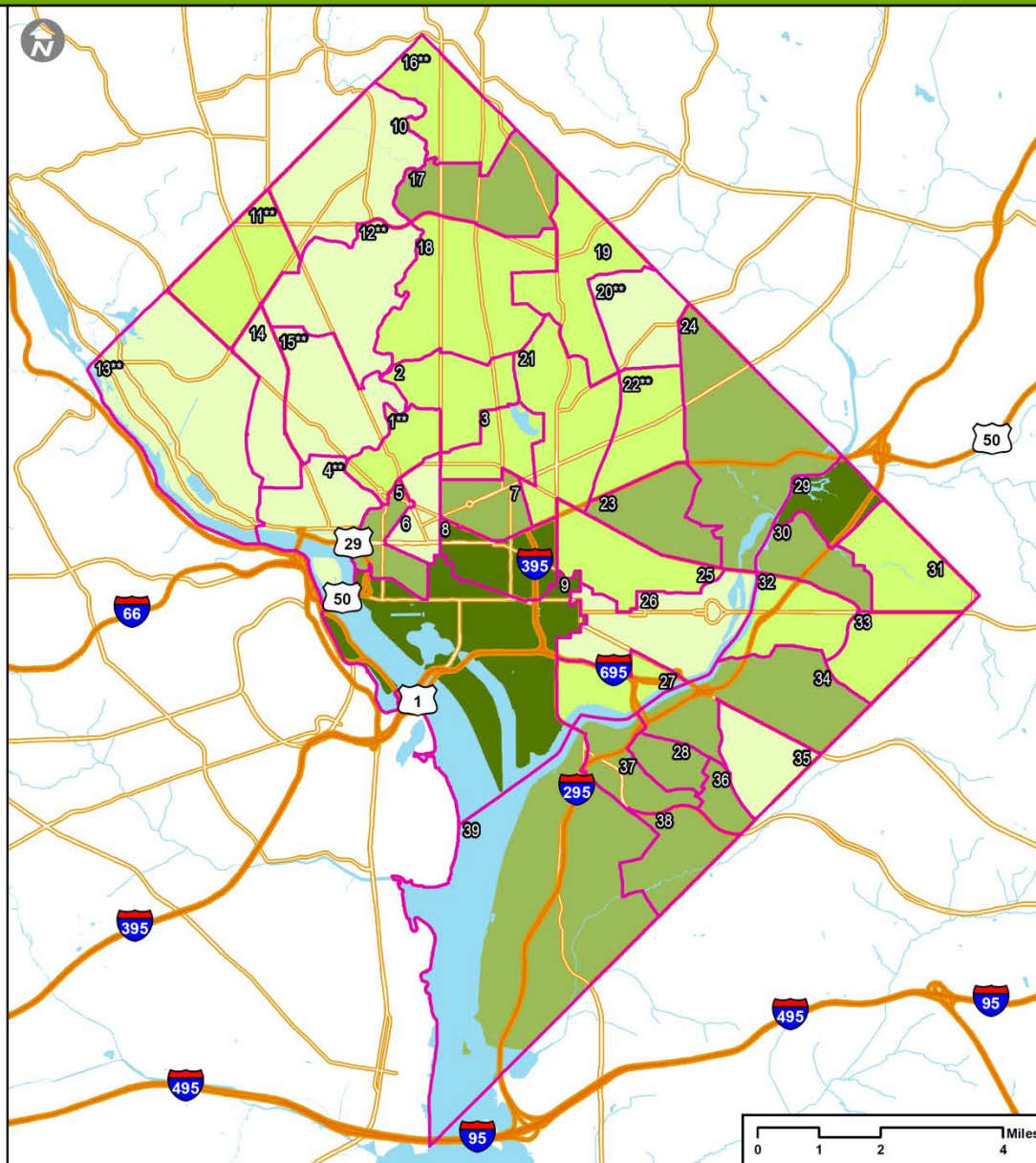
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EDI 2016: Children Vulnerable in the Emotional Maturity Domain in Washington, D.C. Neighborhoods

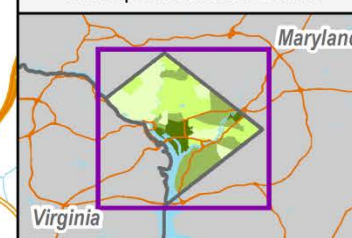
Neighborhoods: Percentage Vulnerable in the Emotional Maturity Domain

ID	Neighborhood	%
1	Cluster 1**	6%
2	Cluster 2	9%
3	Cluster 3	7%
4	Cluster 4**	0%
5	Cluster 5	11%
6	Cluster 6	0%
7	Cluster 7	12%
8	Cluster 8	17%
9	Cluster 9	18%
10	Cluster 10	1%
11	Cluster 11**	9%
12	Cluster 12**	2%
13	Cluster 13**	3%
14	Cluster 14	2%
15	Cluster 15**	0%
16	Cluster 16**	9%
17	Cluster 17	11%
18	Cluster 18	7%
19	Cluster 19	8%
20	Cluster 20**	3%
21	Cluster 21	9%
22	Cluster 22**	7%
23	Cluster 23	10%
24	Cluster 24	11%
25	Cluster 25	7%
26	Cluster 26	4%
27	Cluster 27	7%
28	Cluster 28	12%
29	Cluster 29	17%
30	Cluster 30	10%
31	Cluster 31	8%
32	Cluster 32	9%
33	Cluster 33	7%
34	Cluster 34	11%
35	Cluster 35	2%
36	Cluster 36	12%
37	Cluster 37	11%
38	Cluster 38	10%
39	Cluster 39	11%
Neighborhood-wide		9%

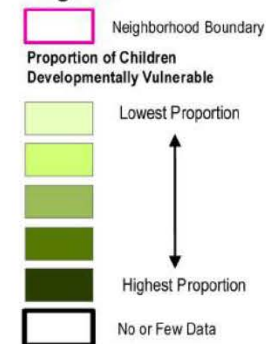
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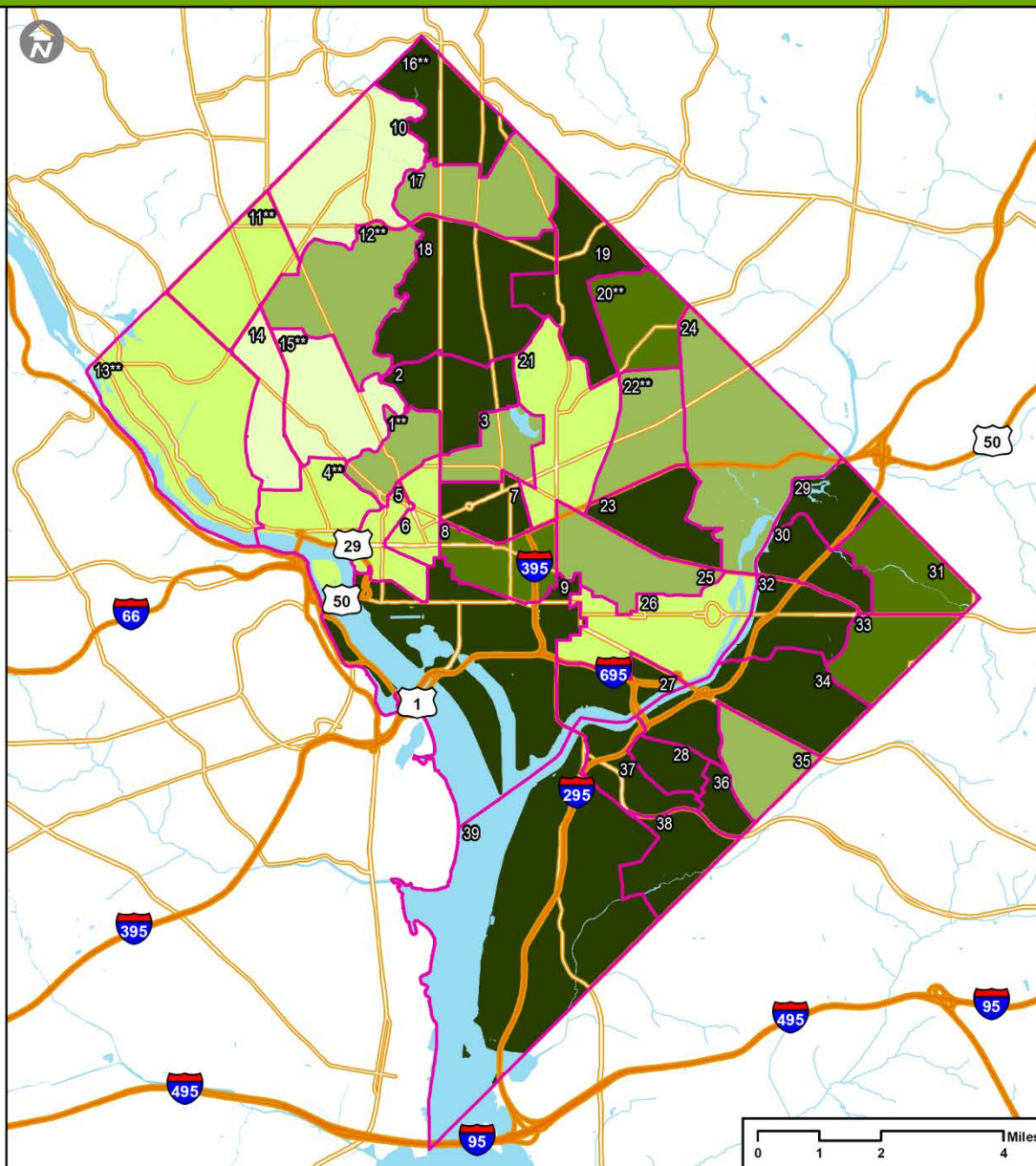
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EDI 2016: Children Vulnerable in the Language and Cognitive Development Domain in Washington, D.C. Neighborhoods

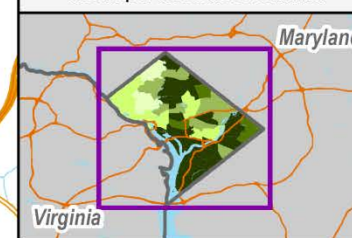
Neighborhoods: Percentage Vulnerable in the Language and Cognitive Development Domain

ID	Neighborhood	%
1	Cluster 1**	10%
2	Cluster 2	28%
3	Cluster 3	11%
4	Cluster 4**	5%
5	Cluster 5	6%
6	Cluster 6	5%
7	Cluster 7	20%
8	Cluster 8	17%
9	Cluster 9	18%
10	Cluster 10	2%
11	Cluster 11**	7%
12	Cluster 12**	9%
13	Cluster 13**	8%
14	Cluster 14	4%
15	Cluster 15**	3%
16	Cluster 16**	28%
17	Cluster 17	13%
18	Cluster 18	21%
19	Cluster 19	20%
20	Cluster 20**	15%
21	Cluster 21	8%
22	Cluster 22**	9%
23	Cluster 23	18%
24	Cluster 24	10%
25	Cluster 25	13%
26	Cluster 26	5%
27	Cluster 27	22%
28	Cluster 28	24%
29	Cluster 29	33%
30	Cluster 30	18%
31	Cluster 31	17%
32	Cluster 32	24%
33	Cluster 33	14%
34	Cluster 34	21%
35	Cluster 35	11%
36	Cluster 36	20%
37	Cluster 37	20%
38	Cluster 38	22%
39	Cluster 39	23%
	Neighborhood-wide	17%

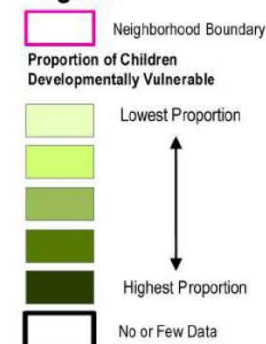
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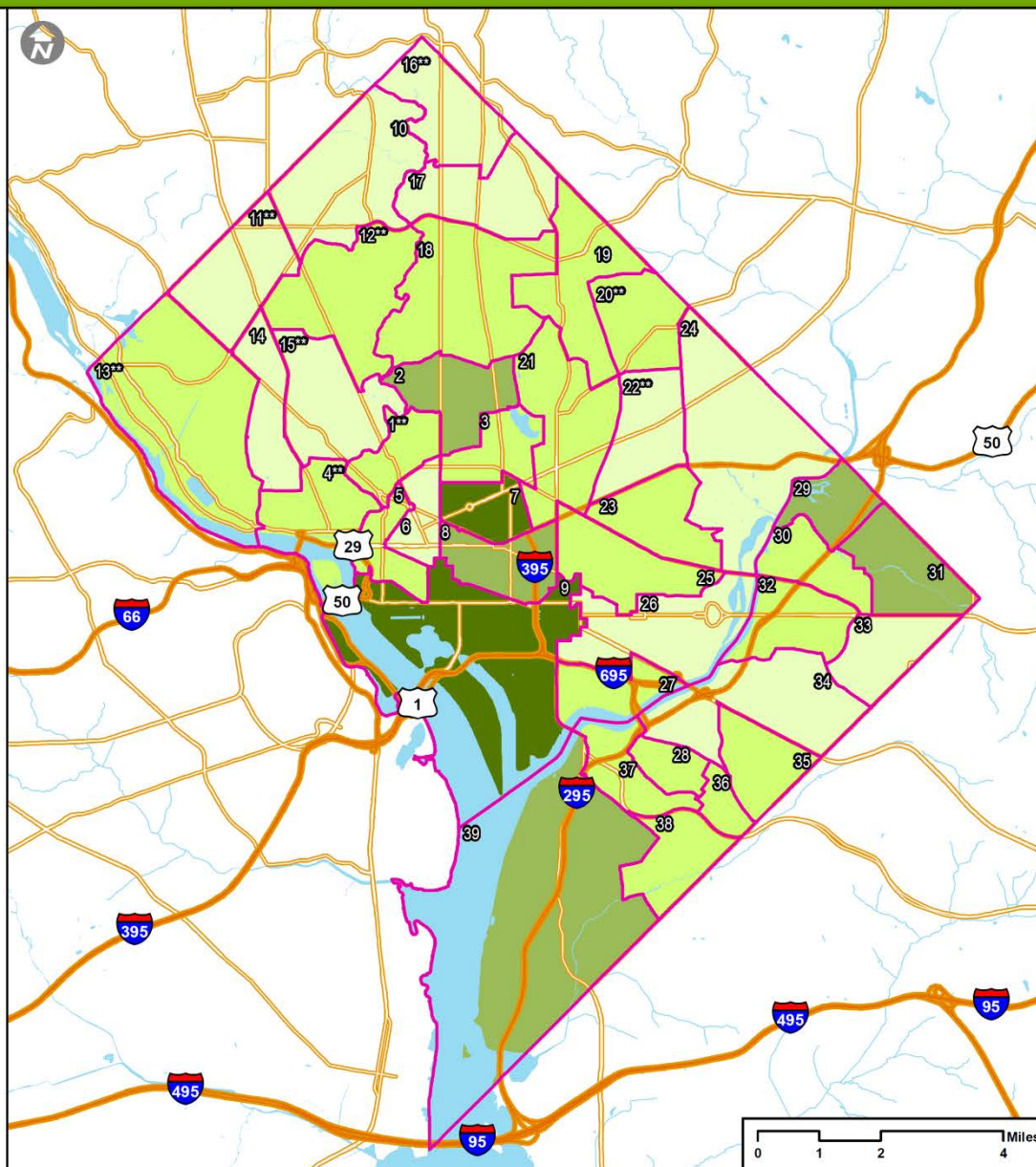
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EDI 2016: Children Vulnerable in the Communication Skills and General Knowledge Domain in Washington, D.C. Neighborhoods

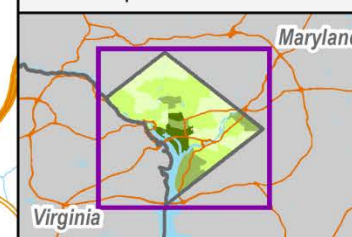
Neighborhoods: Percentage Vulnerable in the Communication Skills and General Knowledge Domain

ID	Neighborhood	%
1	Cluster 1**	6%
2	Cluster 2	11%
3	Cluster 3	8%
4	Cluster 4**	5%
5	Cluster 5	6%
6	Cluster 6	0%
7	Cluster 7	15%
8	Cluster 8	11%
9	Cluster 9	14%
10	Cluster 10	2%
11	Cluster 11**	4%
12	Cluster 12**	8%
13	Cluster 13**	8%
14	Cluster 14	0%
15	Cluster 15**	3%
16	Cluster 16**	2%
17	Cluster 17	4%
18	Cluster 18	7%
19	Cluster 19	5%
20	Cluster 20**	8%
21	Cluster 21	6%
22	Cluster 22**	2%
23	Cluster 23	8%
24	Cluster 24	2%
25	Cluster 25	8%
26	Cluster 26	1%
27	Cluster 27	5%
28	Cluster 28	6%
29	Cluster 29	11%
30	Cluster 30	6%
31	Cluster 31	10%
32	Cluster 32	8%
33	Cluster 33	4%
34	Cluster 34	3%
35	Cluster 35	6%
36	Cluster 36	8%
37	Cluster 37	5%
38	Cluster 38	7%
39	Cluster 39	10%
Neighborhood-wide		7%

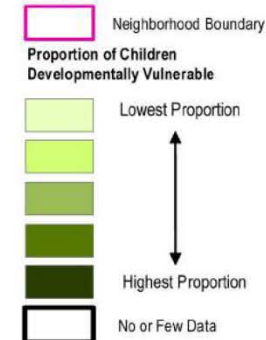
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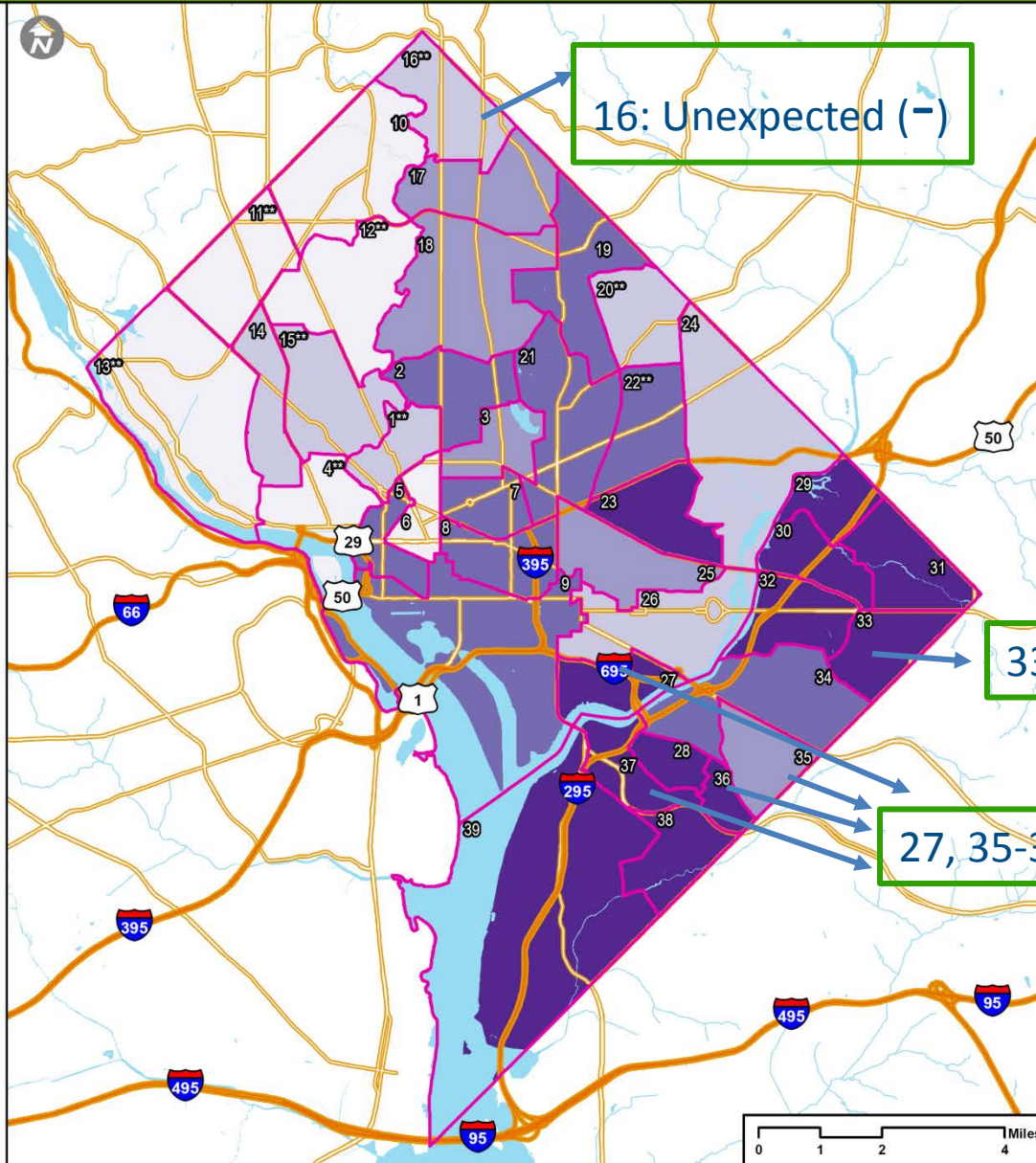
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EDI 2016: Percentage of Families with Children in Poverty in Washington, D.C. Neighborhoods

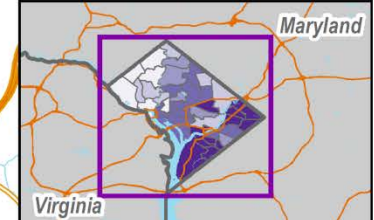
Neighborhoods: Percentage Vulnerable on One or More Domains

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6	Cluster 6	5%
7	Cluster 7	35%
8	Cluster 8	37%
9	Cluster 9	30%
10	Cluster 10	7%
11	Cluster 11**	14%
12	Cluster 12**	13%
13	Cluster 13**	14%
14	Cluster 14	9%
15	Cluster 15**	3%
16	Cluster 16**	37%
17	Cluster 17	20%
18	Cluster 18	26%
19	Cluster 19	30%
20	Cluster 20**	23%
21	Cluster 21	20%
22	Cluster 22**	18%
23	Cluster 23	31%
24	Cluster 24	23%
25	Cluster 25	20%
26	Cluster 26	11%
27	Cluster 27	27%
28	Cluster 28	36%
29	Cluster 29	39%
30	Cluster 30	28%
31	Cluster 31	33%
32	Cluster 32	40%
33	Cluster 33	24%
34	Cluster 34	30%
35	Cluster 35	17%
36	Cluster 36	34%
37	Cluster 37	28%
38	Cluster 38	31%
39	Cluster 39	34%
Neighborhood-wide		27%

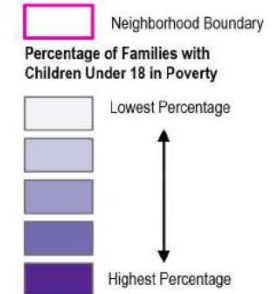
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33: Unexpected (+)

27, 35-37: Unexpected (+)

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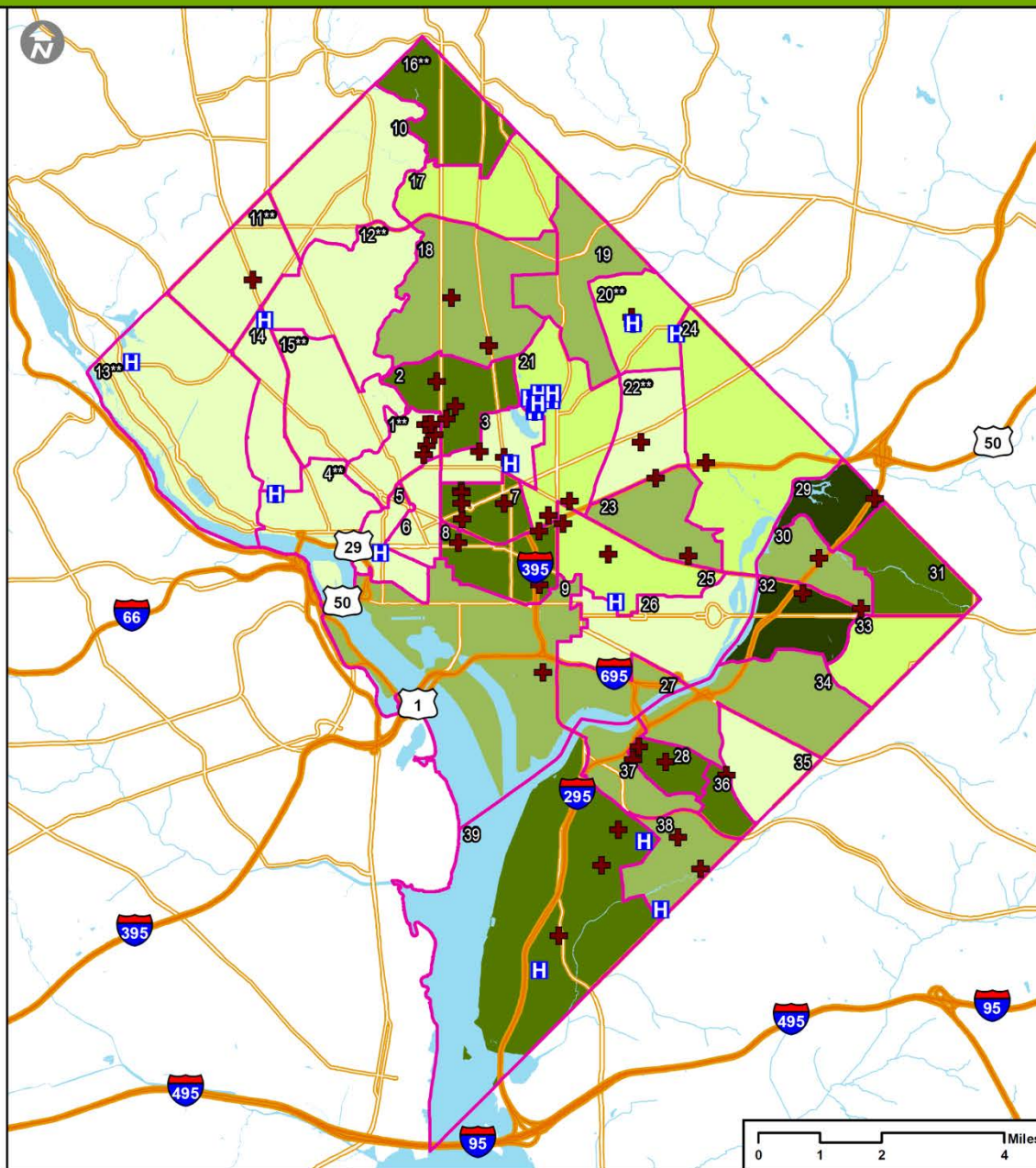
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EDI 2016: Children Vulnerable on One or More Developmental Domains with Health Clinics in Washington, D.C. Neighborhoods

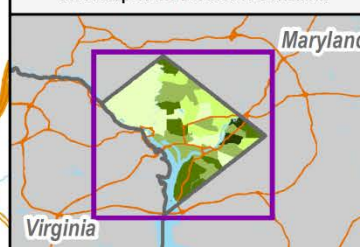
Neighborhoods: Percentage Vulnerable on One or More Domains

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3	Cluster 3	13%
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7	Cluster 7	35%
8	Cluster 8	37%
9	Cluster 9	30%
10	Cluster 10	7%
11	Cluster 11**	14%
12	Cluster 12**	13%
13	Cluster 13**	14%
14	Cluster 14	9%
15	Cluster 15**	3%
16	Cluster 16**	37%
17	Cluster 17	20%
18	Cluster 18	26%
19	Cluster 19	30%
20	Cluster 20**	23%
21	Cluster 21	20%
22	Cluster 22**	18%
23	Cluster 23	31%
24	Cluster 24	23%
25	Cluster 25	20%
26	Cluster 26	11%
27	Cluster 27	27%
28	Cluster 28	36%
29	Cluster 29	39%
30	Cluster 30	28%
31	Cluster 31	33%
32	Cluster 32	40%
33	Cluster 33	24%
34	Cluster 34	30%
35	Cluster 35	17%
36	Cluster 36	34%
37	Cluster 37	28%
38	Cluster 38	31%
39	Cluster 39	34%
	Neighborhood-wide	27%

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- Neighborhood Boundary
- Health Clinics
 - Hospital
 - Primary Care Center

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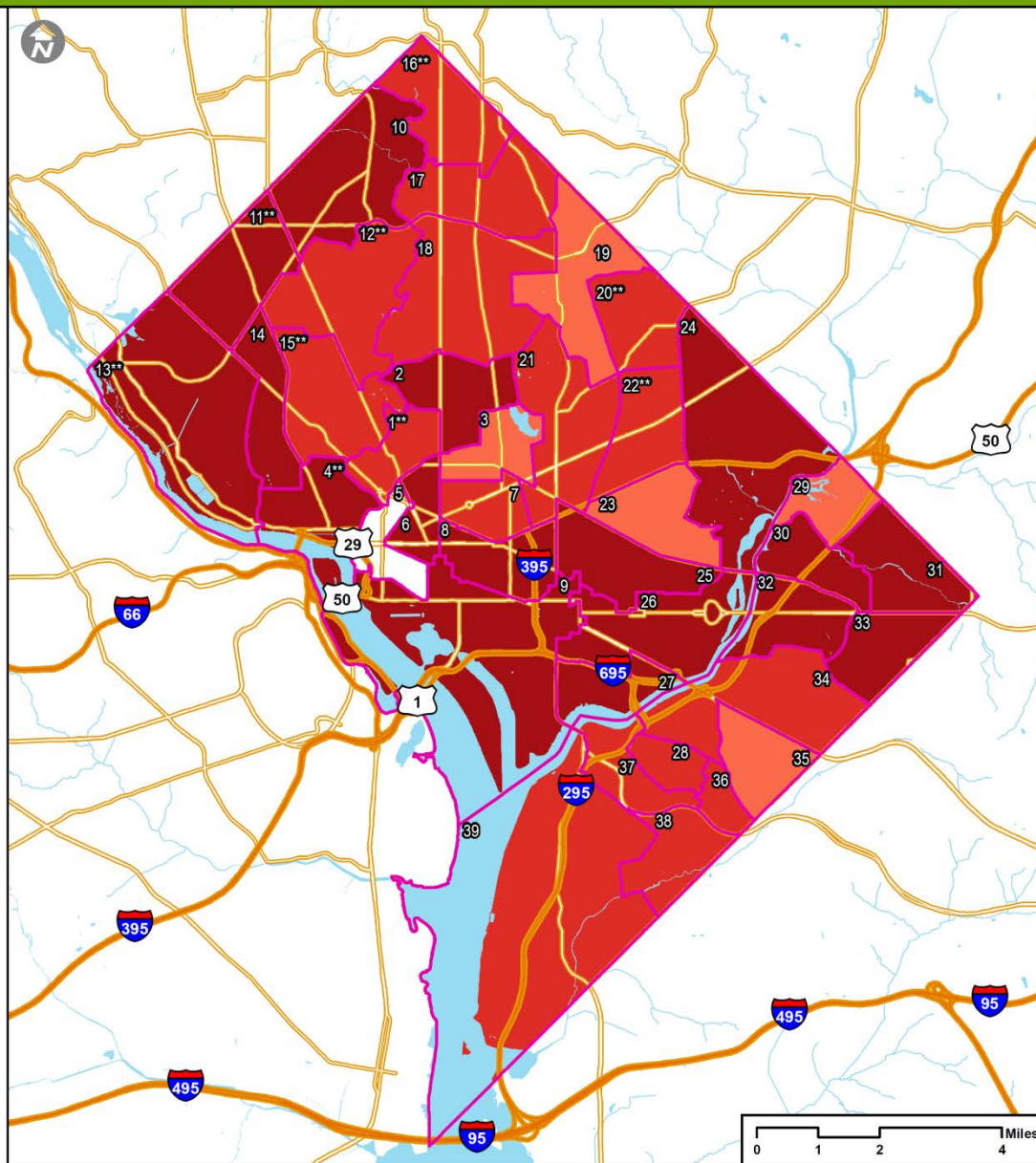
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EDI 2016: Percentage of Children Enrolled in Preschool/Nursery School in Washington, D.C. Neighborhoods

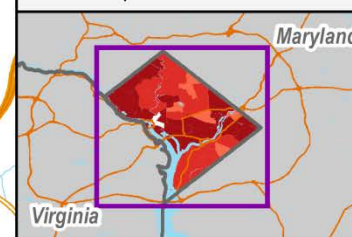
Neighborhoods: Percentage Vulnerable on One or More Domains

ID	Neighborhood	%
1	Cluster 1**	18%
2	Cluster 2	35%
3	Cluster 3	13%
4	Cluster 4**	11%
5	Cluster 5	17%
6	Cluster 6	5%
7	Cluster 7	35%
8	Cluster 8	37%
9	Cluster 9	30%
10	Cluster 10	7%
11	Cluster 11**	14%
12	Cluster 12**	13%
13	Cluster 13**	14%
14	Cluster 14	9%
15	Cluster 15**	3%
16	Cluster 16**	37%
17	Cluster 17	20%
18	Cluster 18	26%
19	Cluster 19	30%
20	Cluster 20**	23%
21	Cluster 21	20%
22	Cluster 22**	18%
23	Cluster 23	31%
24	Cluster 24	23%
25	Cluster 25	20%
26	Cluster 26	11%
27	Cluster 27	27%
28	Cluster 28	36%
29	Cluster 29	39%
30	Cluster 30	28%
31	Cluster 31	33%
32	Cluster 32	40%
33	Cluster 33	24%
34	Cluster 34	30%
35	Cluster 35	17%
36	Cluster 36	34%
37	Cluster 37	28%
38	Cluster 38	31%
39	Cluster 39	34%
Neighborhood-wide		27%

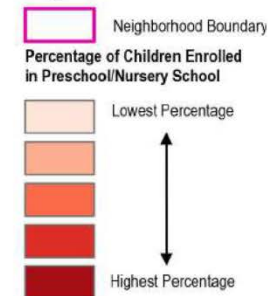
** EDI participation rate is below the recommended threshold; interpret results with caution.



Inset Map of the District of Columbia



Legend



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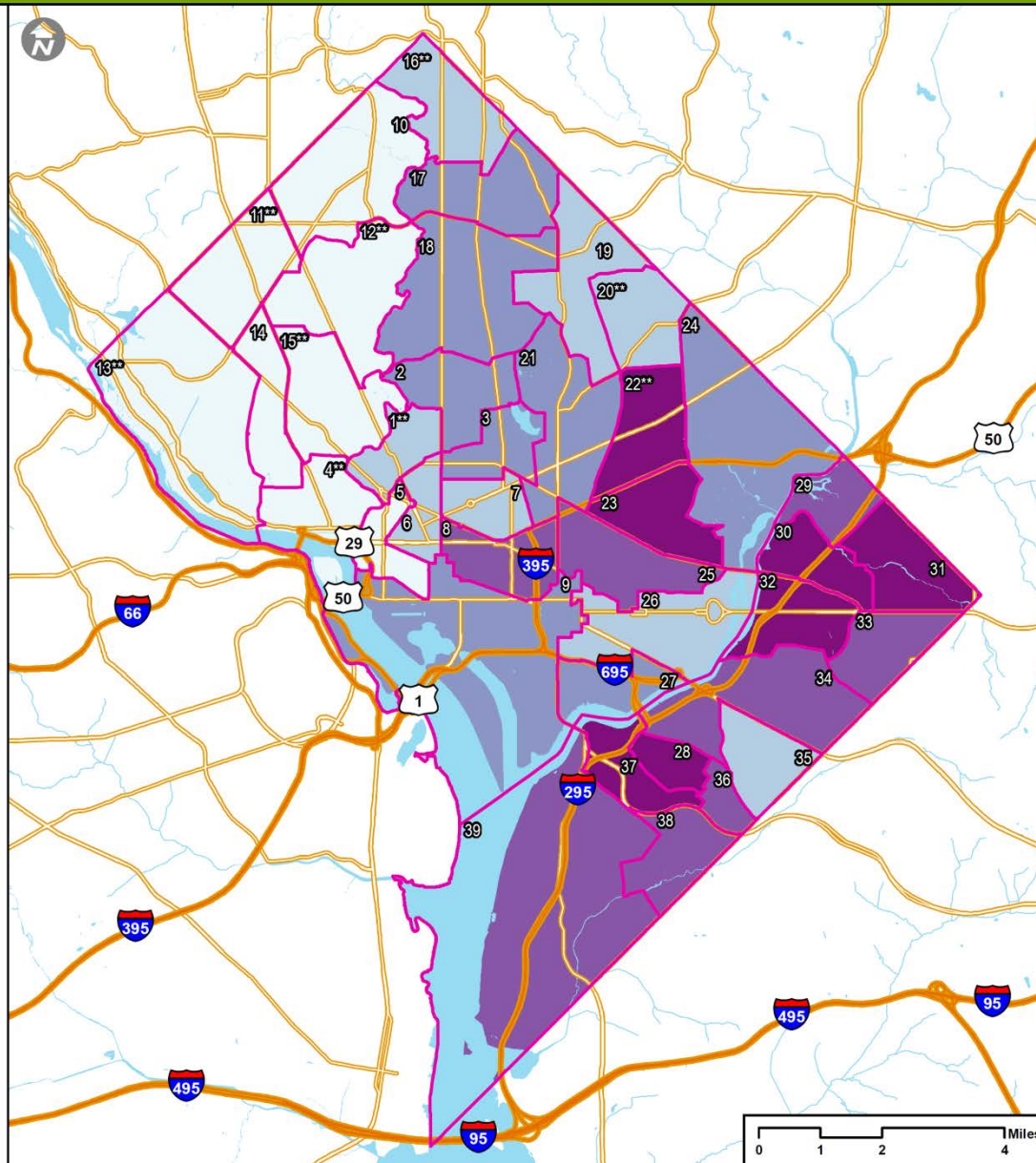
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EDI 2016: Violent Crimes per 1,000 Population in Washington, D.C. Neighborhoods

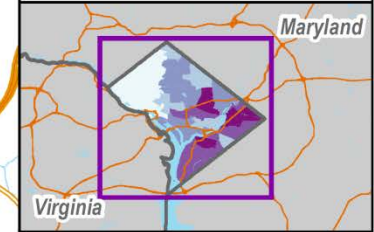
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12	Cluster 12**	13%
13	Cluster 13**	14%
14	Cluster 14	9%
15	Cluster 15**	3%
16	Cluster 16**	37%
17	Cluster 17	20%
18	Cluster 18	26%
19	Cluster 19	30%
20	Cluster 20**	23%
21	Cluster 21	20%
22	Cluster 22**	18%
23	Cluster 23	31%
24	Cluster 24	23%
25	Cluster 25	20%
26	Cluster 26	11%
27	Cluster 27	27%
28	Cluster 28	36%
29	Cluster 29	39%
30	Cluster 30	28%
31	Cluster 31	33%
32	Cluster 32	40%
33	Cluster 33	24%
34	Cluster 34	30%
35	Cluster 35	17%
36	Cluster 36	34%
37	Cluster 37	28%
38	Cluster 38	31%
39	Cluster 39	34%
Neighborhood-wide		27%

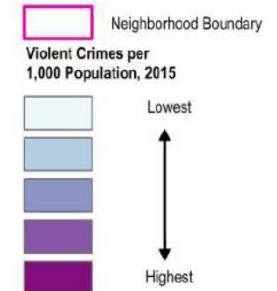
** EDI participation rate is below the recommended threshold; interpret results with caution.



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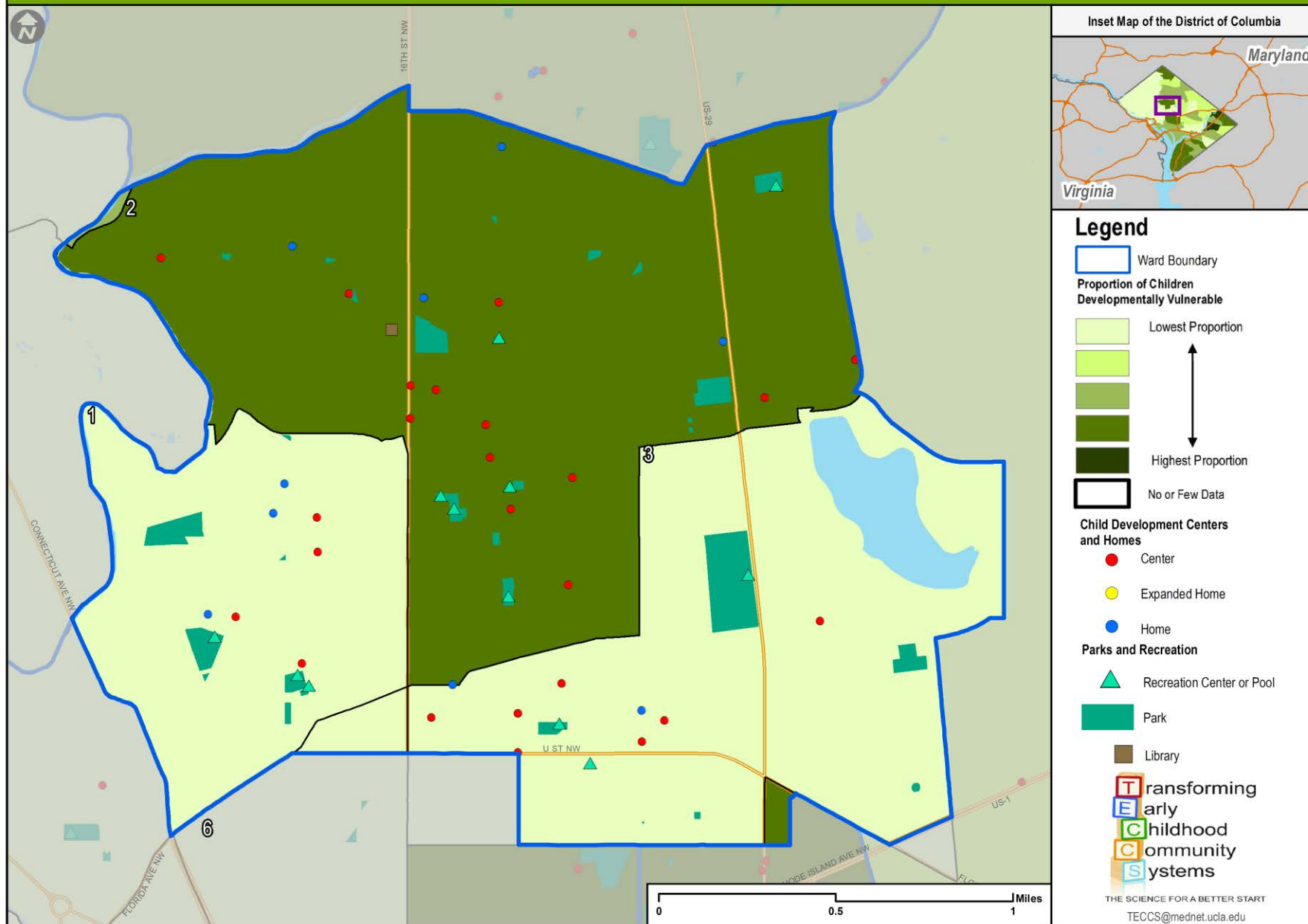


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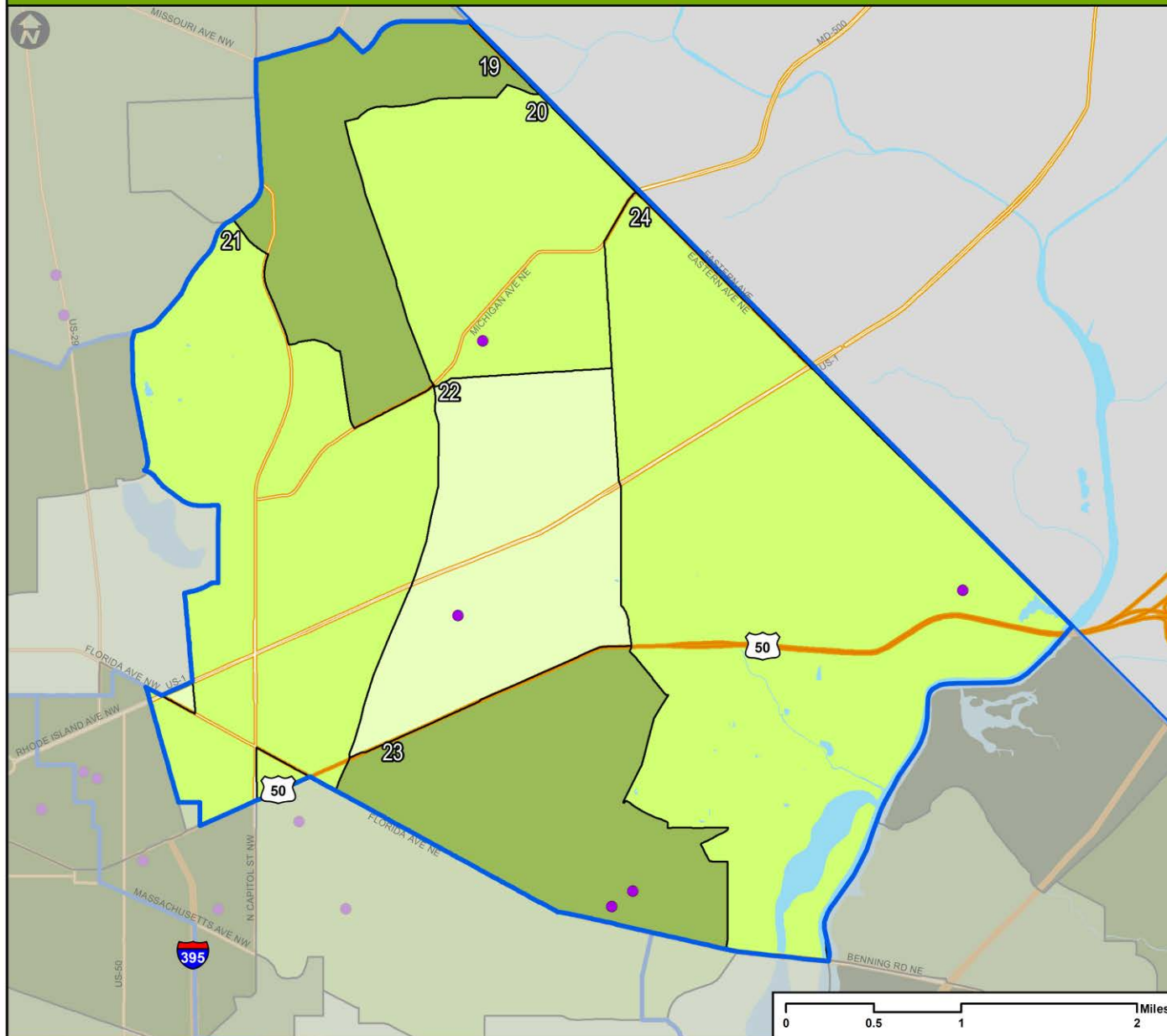
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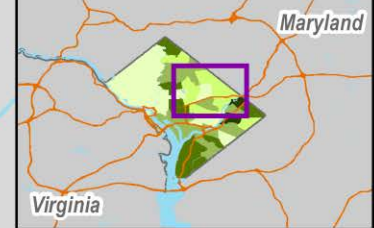
EDI 2016: Children Vulnerable on One or More Developmental Domains in Washington, D.C. Neighborhoods with Assets, Ward 1



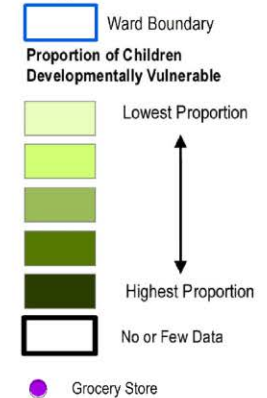
EDI 2016: Children Vulnerable on One or More Developmental Domains in Washington, D.C. Neighborhoods with Grocery Stores, Ward 5



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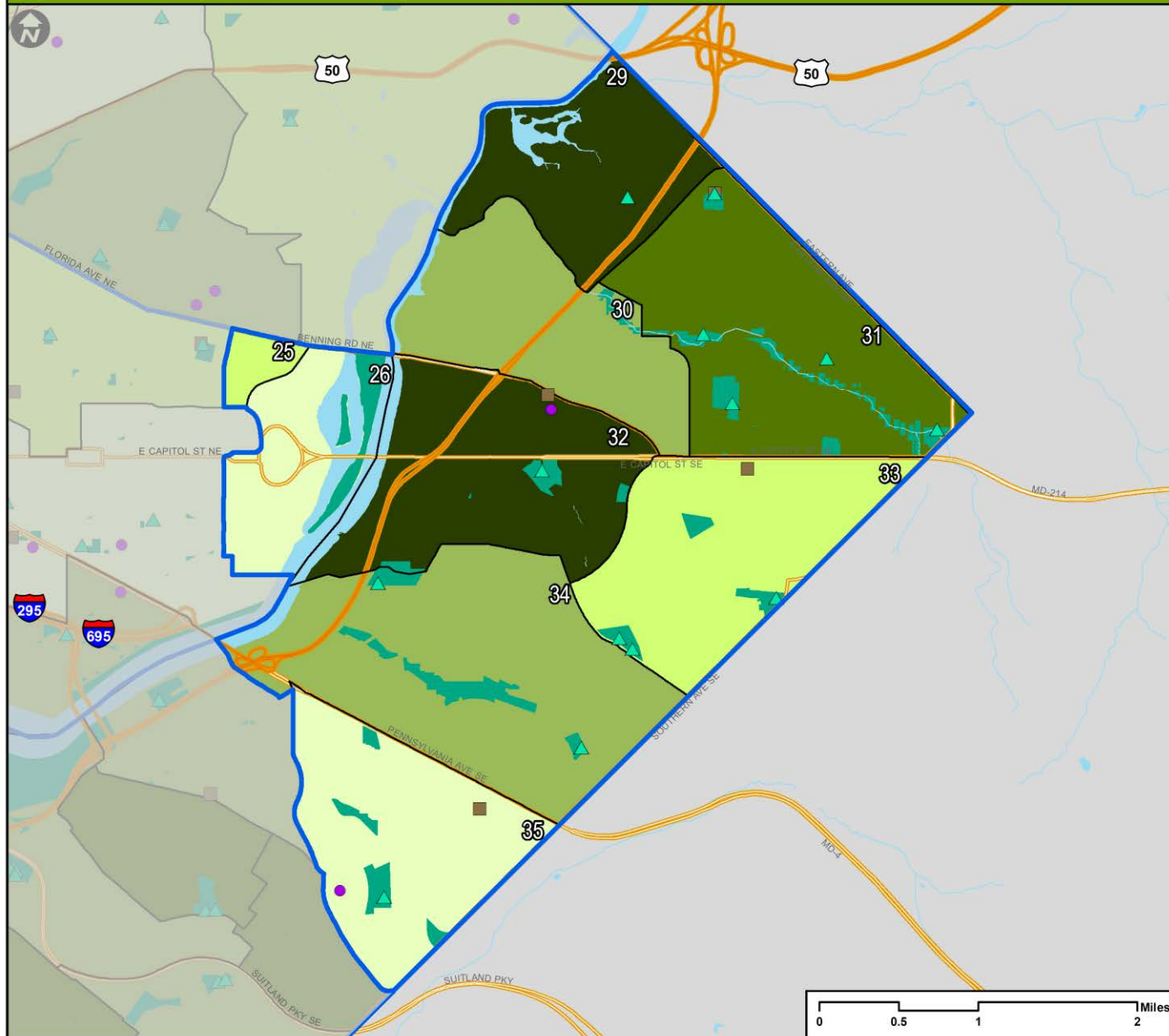
Legend



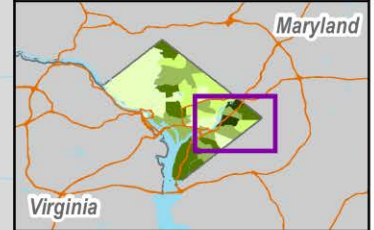
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EDI 2016: Children Vulnerable on One or More Developmental Domains in Washington, D.C. Neighborhoods with Assets, Ward 7



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Legend

- Ward Boundary
- Proportion of Children Developmentally Vulnerable**
- Lowest Proportion
- ↑
- ↓
- Highest Proportion
- No or Few Data
- Parks and Recreation**
- ▲ Recreation Center or Pool
- Park
- Grocery Store
- Library

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Key Ways Communities are Using EDI

1. Engage cross-sector partnerships in shared accountability to improve early childhood development.
2. Inform strategic planning, needs assessment resource allocation and decision making.
3. Identify ways to improve alignment efforts across sectors.
4. Increase awareness and support for early childhood.
5. Enhance data literacy as tool for civic engagement.
6. Support future funding applications.
7. Develop new/improved initiatives and strategies in communities and schools.
8. Assess over time the impact of collective efforts on children.

“EDI is helping us bring together and energize the people who can make a difference for young children and their families. The specific data about where children need help and the nature of the risks they face helps us focus our efforts and agree on a unified plan of action.”

Steven Dow, Executive Director
Community Action Project of Tulsa County

Discussion Questions

- How do you see this type of data being useful to the work you do?
- How can we, as the SECDCC and the Mayor's advisory council, harness EDI to create stronger systems for children and families across the city?
- What other data or input can you or your agency bring to the conversation to enhance our understanding of the factors driving these results?
- What other partners might be interested/supported by this type of data?