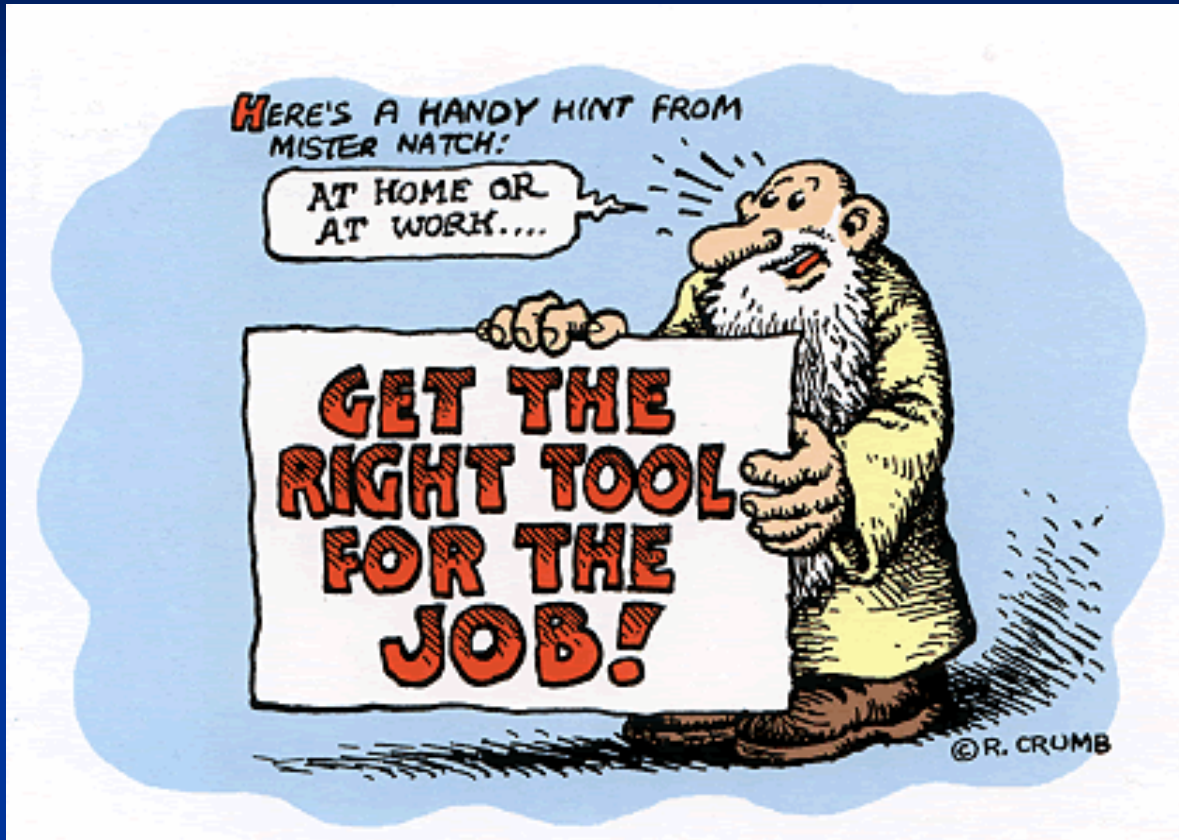


Measuring ECD conference

Dr. Neal Halfon

UCLA Center for Healthier Children, Families and
Communities
&
National Center for Infancy and Early Childhood Health
Policy





The EDI and ECD

- How good is the EDI?
- How will the EDI help us know how well children are really doing?
- How can the EDI be used to change policy, engage communities, and make changes in the ECD systems that are emerging around the world?
- What needs to be done next?



The EDI and ECD

- How good is the EDI?
 - Its Good- but can be improved, with use
- How will the EDI help us measure and monitor how well children are really doing?
 - by linking to EDI like measures done earlier (age birth, 18 months, 3 years) in order to measure developmental/ school readiness trajectories



The EDI and ECD

- How can the EDI be used to change policy, engage communities, and make changes in the ECD systems that are emerging around the world?
 - Positioning EDI results appropriately to reframe the vision, goals, strategies of ECD services, programs, systems, and policies
- What needs to be done next?
 - Spread the innovation, improve its function, link it to systems building activities, keep changing the ECD Paradigm



>>>>The ECD Revolution<<<<

Paradigm-busters

New Knowledge of :

➤ Brain Development

➤ Sensitivity of ECD

➤ Long reach of ECD

➤ Role of Risk,
Protective and
Promoting Factors

New Demands of
Changing IT/ Flatter/
Aging Population



Transition to a New ECD Paradigm

Δ Deep Structure

❖ Transactional

❖ Ecological

❖ Life-course
Development

Δ Operating System

❖ Optimizing

❖ Multi level,
sector, integrated

❖ Asset focused

Δ Culture of ECD

❖ Values, meaning



Changing Paradigms Changing Systems

Δ Strategies

➤ Vision, goals

➤ Leadership

➤ Framing, Comm.

Δ Op Programs

➤ integrated

➤ longitudinal

Δ Parameters & Imperatives

➤ Outcomes/
expectations

➤ Performance
Monitoring



From Maturation to Transactional Development

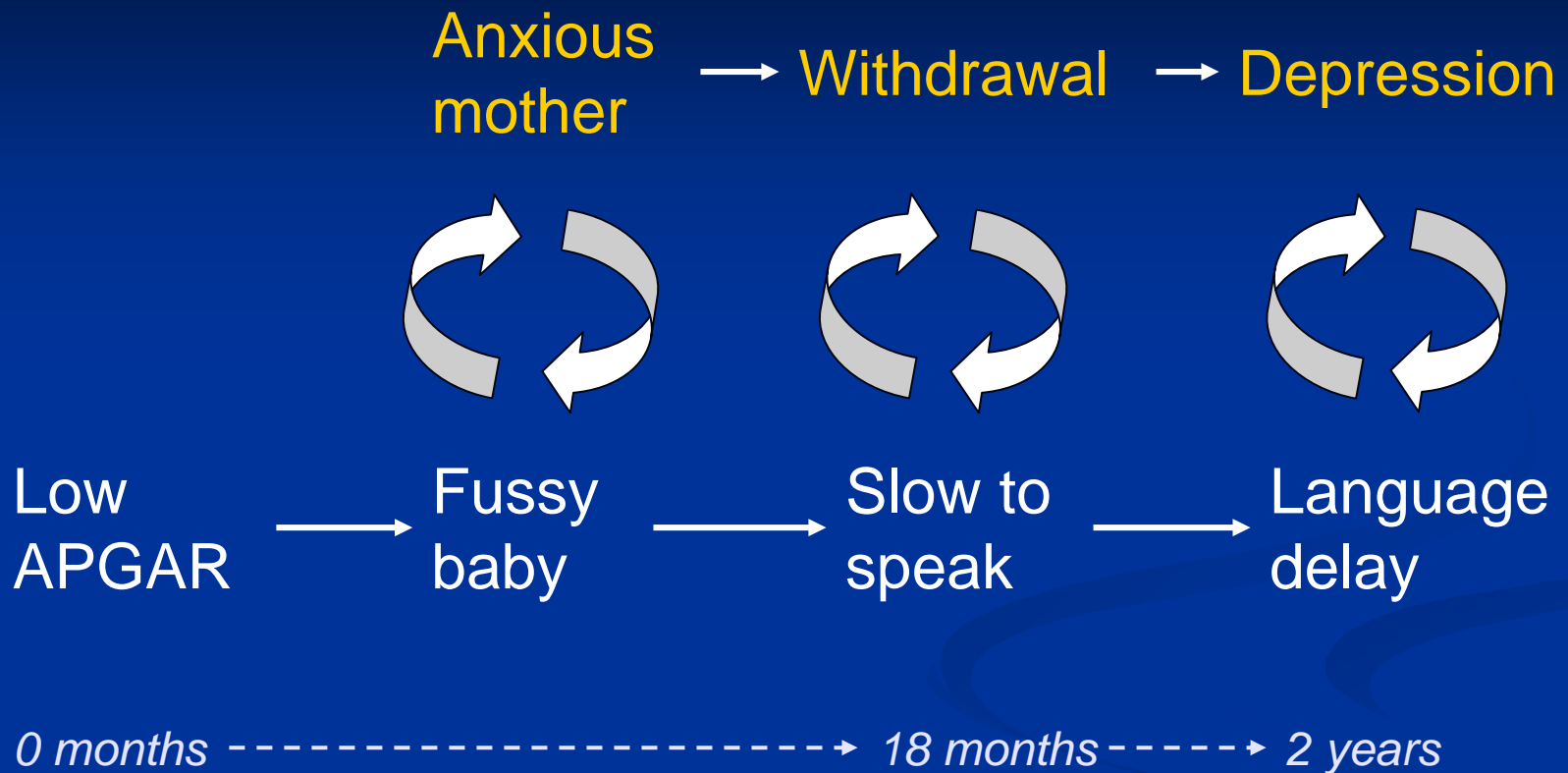
■ Maturation Model

- Unfolding of preset genome
- Stages and milestones
- Minimize disabilities (chronic disease model)
- Screen for disabilities
- Deficit based/focus

■ Transactional Model

- **Bi-directional gene-environment interactions**
- Continuous process
- Optimize developmental potential
- **Continuous surveillance of developmental competency**
- **Developmental Assets**





Source: Sameroff



New Operating System

- New Goals
 - School Readiness = Healthy development
- New Strategies –optimizing development
- New Programs
- New Measures and Systems Performance Goals
 - Clinical developmental Assessments
 - Population Developmental Surveillance and Monitoring-- EDI



Paradigm Shift: School Readiness Measurement

- Prior to 1990's
 - Child level measure
 - Maturation model
 - School entry regulation
- Now
 - Multilevel, dynamic measure
 - Transactional model
 - Promoting optimal developmental inputs and creating developmental assets in communities

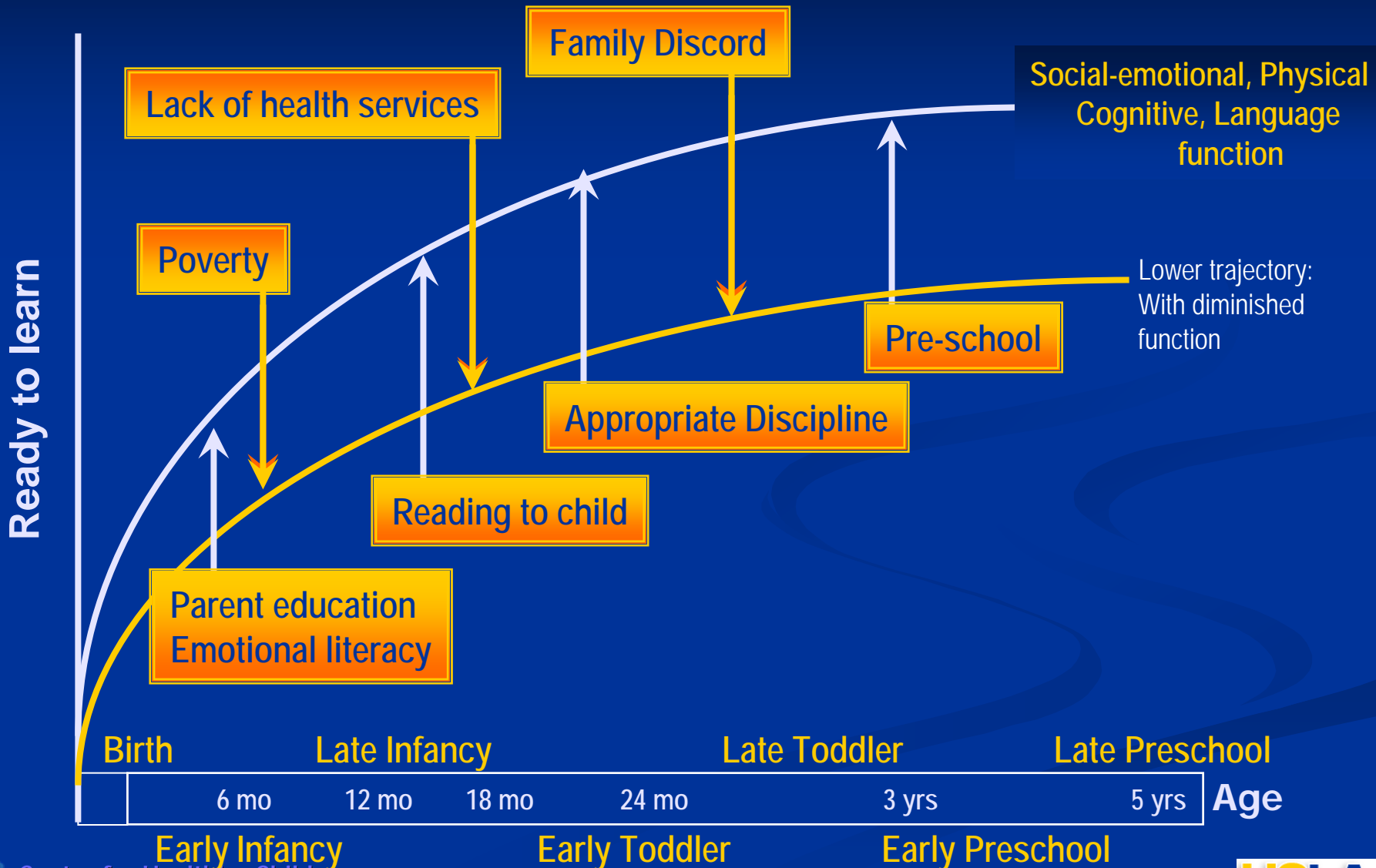


School Readiness (NEGP)

- National Ed Goals Panel – School Readiness
 - i. Schools ready for children
 - ii. Children ready for Schools
 - iii. Families and Communities support
- NAEYC –children ready for schools
 - Cognition and general knowledge
 - Social Emotional Development
 - Physical Well Being & Motor Development
 - Language Development



Strategies to Improve School Readiness Trajectories



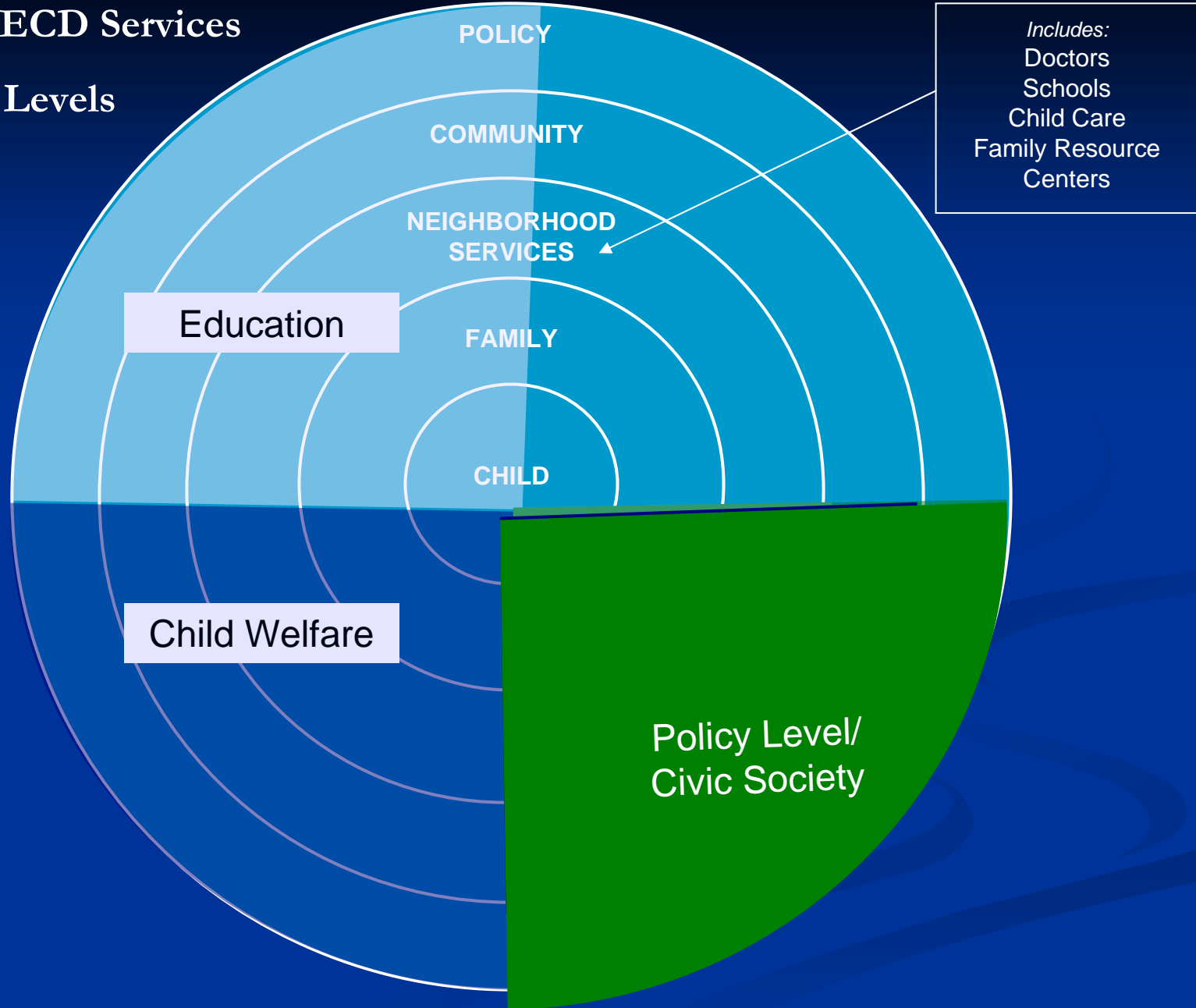
Optimizing Early Child Health and Development

- Optimizing early childhood health and brain development requires
 - Integration of clinical, targeted prevention, universal and broader social interventions
 - Curve shifting strategies that *minimize risks* and *maximize protective factors* are necessary
 - Policies that align levels of government and service delivery sectors (silos) within government in a common effort
 - Place based programs that integrate early childhood services and program into a more integrated system of care



Integrating ECD Services

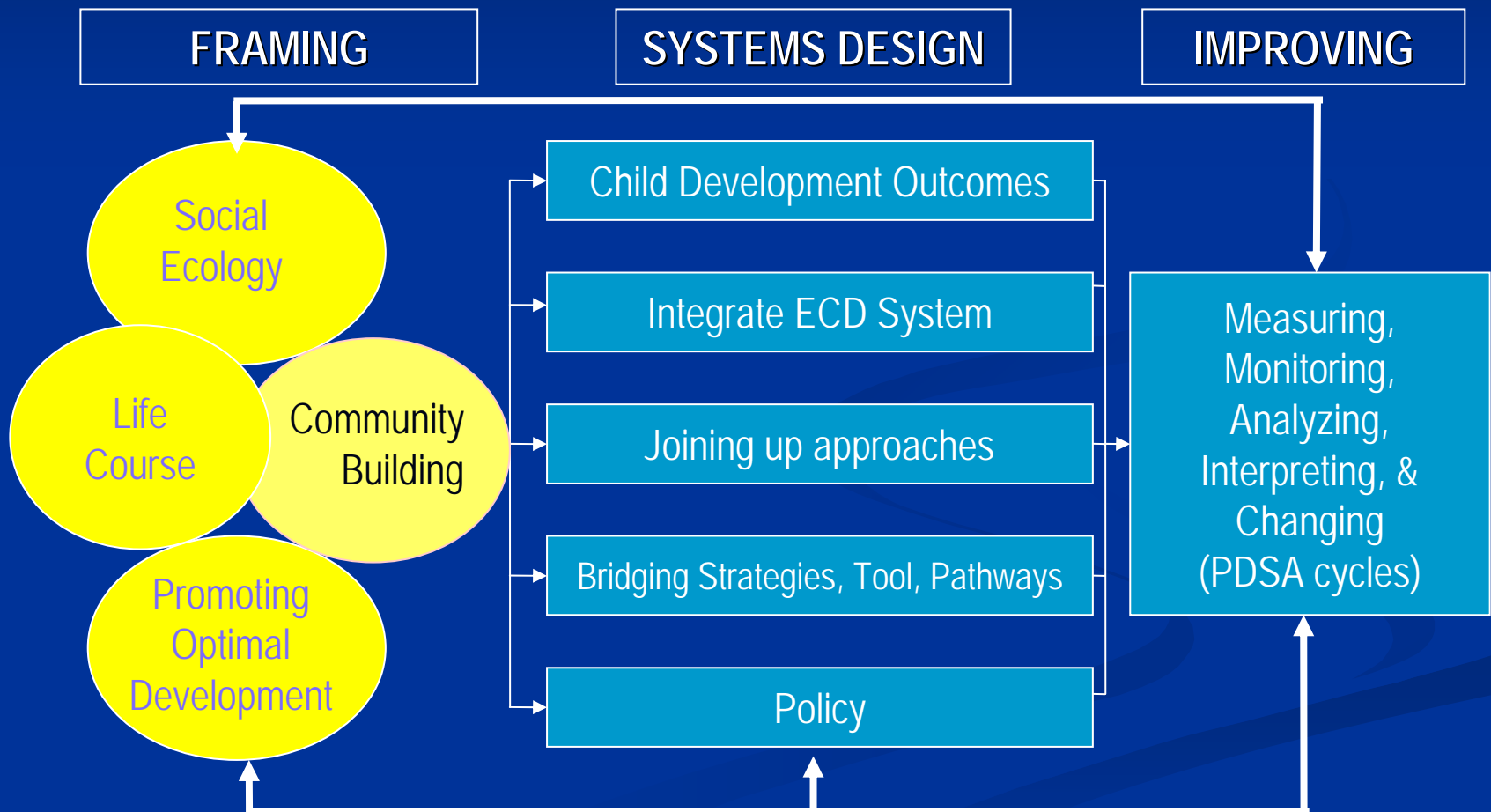
Sectors and Levels



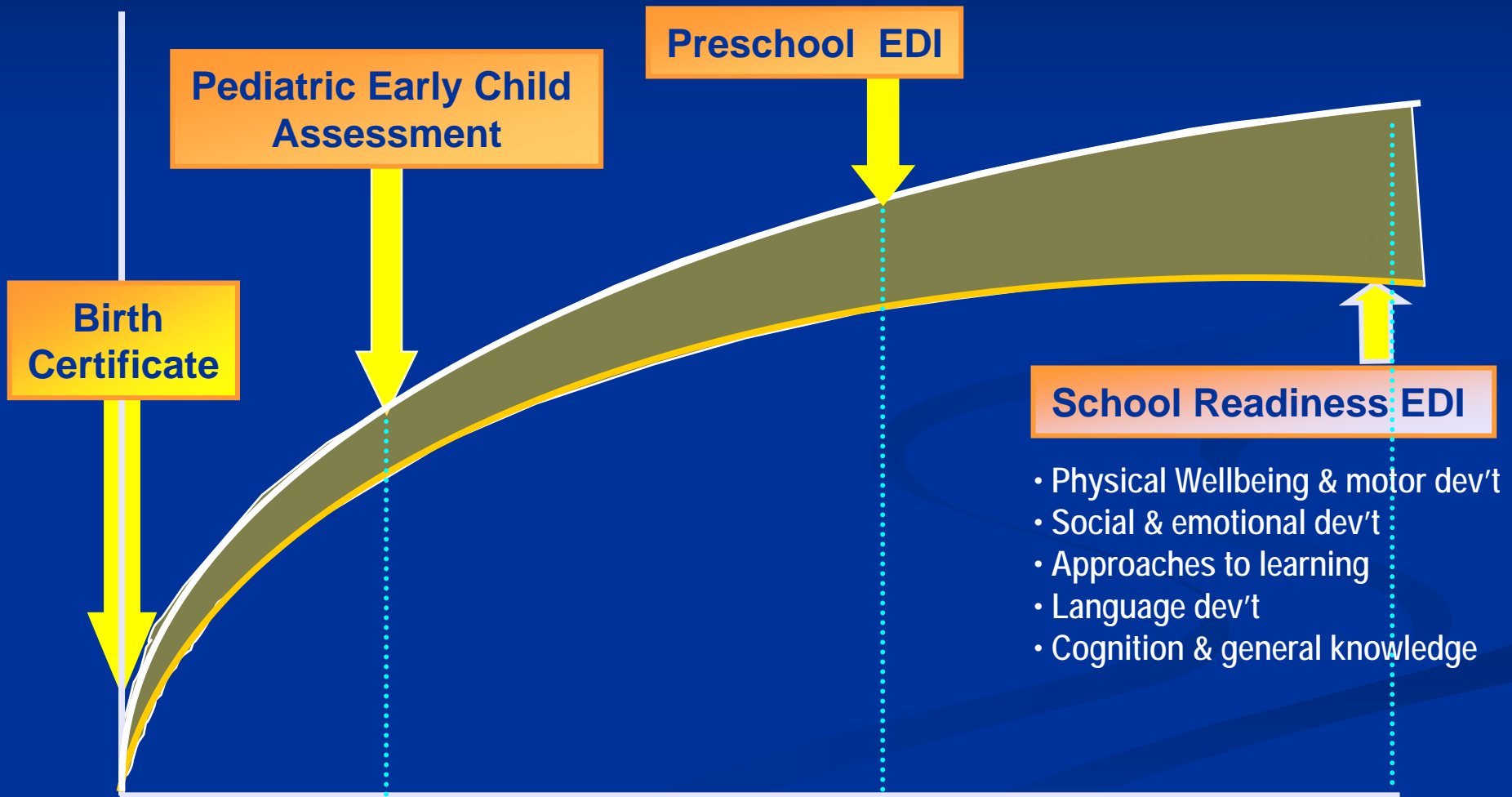
**“The definition of hell is a
place where nothing connects
with nothing”**

T.S. Eliot

An Integrated Model of ECD Systems: cycles of continuous improvement



Tracking Population ECD-School Readiness Trajectories



ECD Assets: Performance Measurement Framework

<i>Level of Measurement</i> ↓	<i>Type of Measures</i>		
	<i>I: Prevalence of Asset</i>	<i>II: Performance of Asset</i>	<i>III: Interconnectivity within Person, Program or Policy Portfolio</i>
Individual/ Child			
Parent/Family			
Community Service Provider			
County/ Community			
State Policy/ System			



ECD Assets: Performance Measurement Framework

Level of Measurement ↓	Type of Measures		
	<i>I: Prevalence of Asset</i>	<i>II: Performance of Asset</i>	<i>III: Interconnectivity within Person, Program or Policy Portfolio</i>
Individual/ Child	Language capacity –EDI	Performance in School Setting	How well Language ability related to other EDI domains
Parent/Family	Family Reading	Frequency and Impact	Library outings, and utilization
Community Service Provider	ROR Programs in Pediatric offices / Ready to Read in ECE sites	Number of children Served & improved	ROR connect to Developmental Screening
County/ Community	Number of Early Literacy programs – ROR, RTR	Number of Children Served	ROR & RTR programs connected to Family Resource Centers
State Policy/ System	State/Provincial Policy , Funding levels for	S/P impact assessment – Effectiveness, Efficiency , Accessibility	Linkage of ECD with medical care, child welfare, child mental health treatment services



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