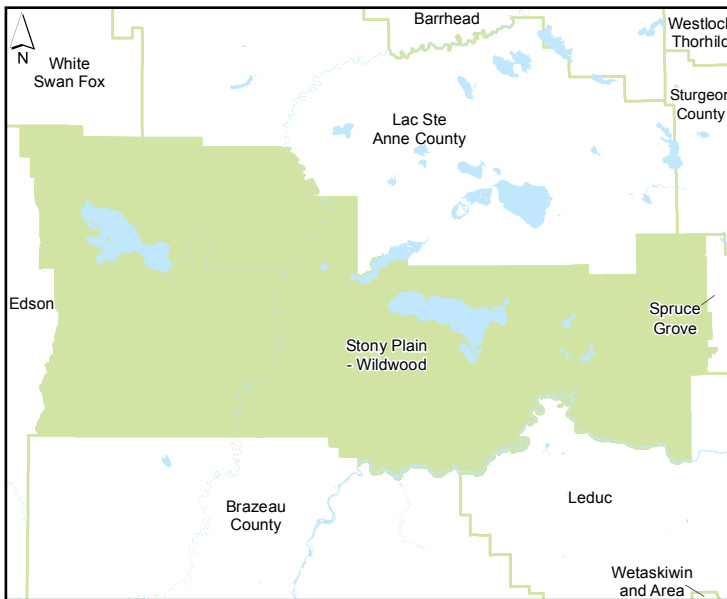# Early Childhood Development (ECD) Community Information

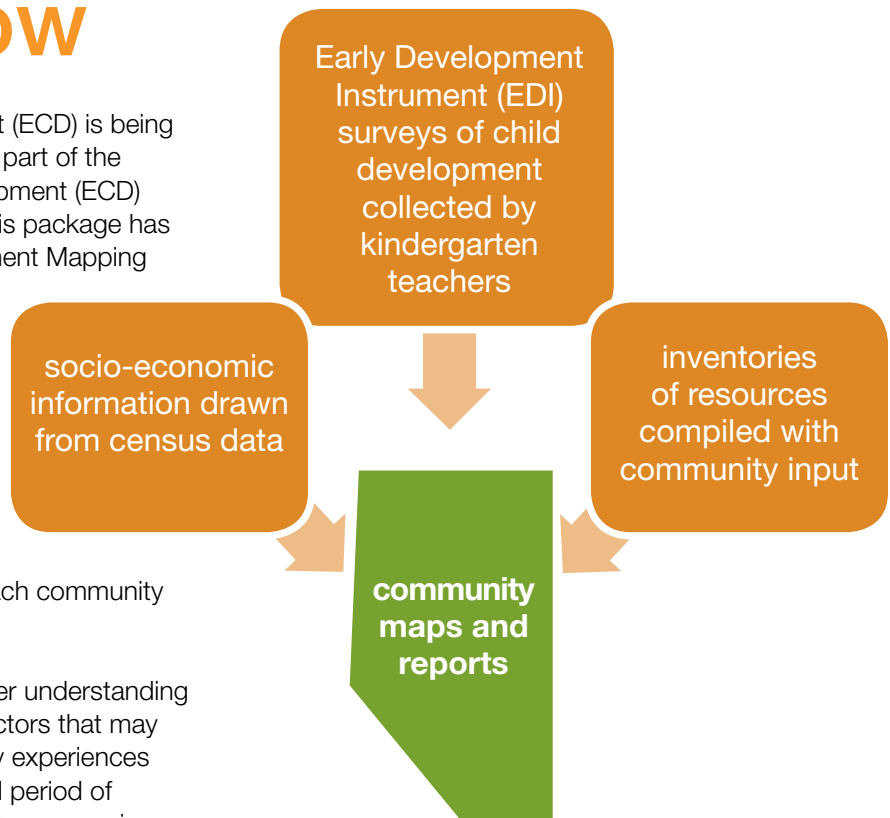

Stony Plain - Wildwood ECD Community

What you need to know

Information on early childhood development (ECD) is being collected for every community in Alberta as part of the Government of Alberta's Early Child Development (ECD) Mapping Initiative. The information inside this package has been compiled by the Early Child Development Mapping Project (ECMap). The data includes:

- Early Development Instrument (EDI) results on the development of kindergarten children, and
- socio-economic information.

Information on community resources will be collected with input from communities and will become part of the full report on each community and the province as a whole.

Putting this data together can create a better understanding of how young children are doing and the factors that may influence their development. Children's early experiences shape actual brain structure during a critical period of development (from birth to about age five). These experiences have a lifelong impact on school, work, health, relationships and well-being. Socio-economic conditions and community resources, as well as children's relationships with their immediate family and other caregivers, are among the factors that affect children's early experiences and thus development.

Early Development Instrument (EDI) surveys of child development collected by kindergarten teachers

socio-economic information drawn from census data

inventories of resources compiled with community input

community maps and reports

Please note

Over the course of early childhood development (ECD) mapping in Alberta, information on EDI results, socio-economic status and community resources is gathered and analyzed for every community in Alberta. Boundaries for communities are set by local early childhood development coalitions; these communities are then named ECD communities.

The information in this package is for the geographic area of Stony Plain - Wildwood and its subcommunities.

To find out more about the Project, please go to www.ecmap.ca. Contact information for the ECMap community development coordinator in your area can be found on the website.

Early Child Development Mapping Initiative

The Early Child Development (ECD) Mapping Initiative, led by Alberta Education, is a five-year research and community development activity that includes implementation of the Early Development Instrument (EDI) in kindergarten classes across the province. The Initiative will help Albertans to better understand how their young children are doing and to work together to support their healthy development. This Initiative is funded by the Government of Alberta and involves the Ministries of Education, Health and Wellness and Human Services.

Information on the ECD Mapping Initiative is available at www.ecdmapping.alberta.ca.
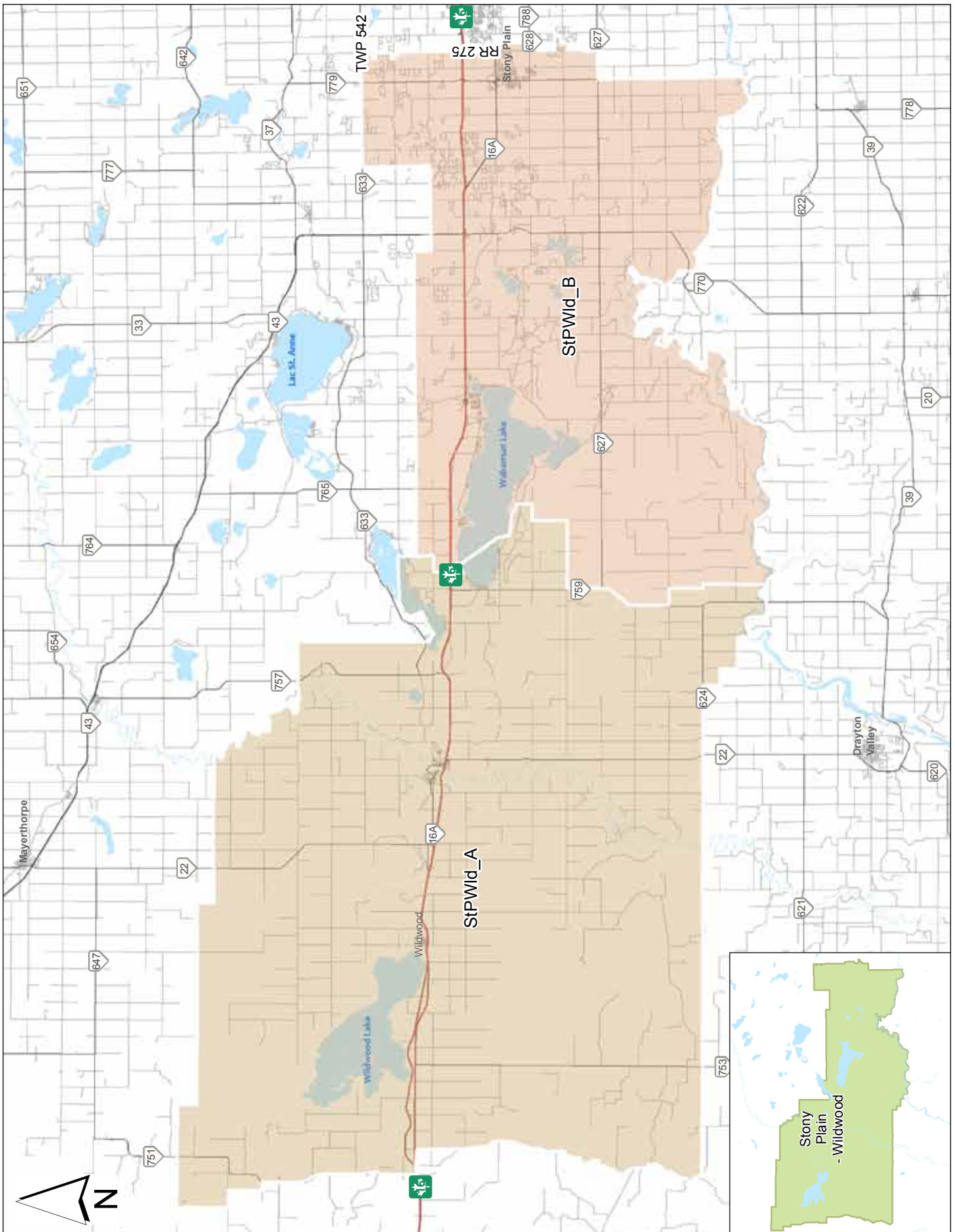
Introduction to Stony Plain - Wildwood

The following are some basic demographic features of Stony Plain - Wildwood:

Demographics: Stony Plain - Wildwood compared to Alberta

	Stony Plain - Wildwood	Alberta
Population	35,060	3,273,778
Children 0-4 years	2,145 (6.12%)	201,365 (6.15%)
Median income in 2005 of population 15 years and older	$27,356.34	$28,239.14
Unemployment rate	5.06%	4.41%
Female labour force participation rate	64.72%	66.34%
Percentage of residents with first language other than English/French	7.81%	16.83%
Percentage of immigrants	7.33%	15.04%

Based on Statistics Canada 2006 census data, which provides the most recent reliable provincewide data.

TWP 542

RR 275

Stony Plain

StPWld_B

StPWld_A

Wildwood

Lac St. Anne

Wabamun Lake

Wildwood Lake

Mayerthorpe

Drayton Valley

N

Stony Plain - Wildwood

What is the EDI?

The Early Development Instrument (EDI) is a questionnaire completed by kindergarten teachers with parents' consent on children's development. The EDI was developed by the Offord Centre for Child Studies at McMaster University in Hamilton, Ontario. It is being used across Alberta as well as in many other provinces in Canada and internationally. The EDI provides group, not individual results, much like a census. It is not a diagnostic tool. Results are grouped according to where children live.

The EDI describes development in the following five areas:

Physical Health & Well-being:
Child is well-rested, well-nourished and can sustain energy levels during kindergarten activities; is physically independent (can look after own basic needs); has gross motor skills (e.g., able to catch and throw a ball) and fine motor skills (e.g., able to handle crayons and pencils).

Social Competence:
Child plays and gets along with others, is curious and likes to explore, respects adult authority and is able to control own behaviour.

Emotional Maturity:
Child is able to express emotions at an age-appropriate level and empathize with others.

Language & Thinking Skills:
Child is interested in reading and writing, and can count and recognize some shapes and colours.

Communication Skills & General Knowledge:
Child is able to communicate needs and wants in socially appropriate ways, can tell stories and has general knowledge about the outside world that is age appropriate.

Please note: There are some differences to the terminology used by the Offord Centre. For further information, go to www.ecmap.ca and search under "EDI terminology."

Analyzing the EDI

Are all kindergarten-aged children included in the EDI results?

Since kindergarten is not compulsory in Alberta, not all children attend kindergarten. Results for children who are not enrolled cannot be included because the EDI surveys are filled out by kindergarten teachers. Parental consent is also required for children to be included in the survey. Not all the questionnaires that are filled out are used. Questionnaires may be excluded from analysis for the following reasons:

- The child has been in the class for less than one month and is therefore not well known by the teacher.
- The survey is invalid because of missing data.
- The child has been diagnosed with severe disabilities. EDI surveys for these children have not been included because they are not included in national norms for the EDI. Results for children with diagnosed special needs will be analyzed separately.
- Children below age four and above age seven were excluded from analysis.

How are EDI results described in this information package?

For each community, children's EDI results are described according to three categories:

- the percentage of children developing appropriately,
- the percentage of children experiencing difficulty, and
- the percentage of children experiencing great difficulty.

What do these categories mean?

- **Developing appropriately:** This category includes children who are able to demonstrate most or all of the developmental skills and abilities expected by the time they start kindergarten. Children score in the top 75 per cent on the EDI compared to other children in Canada.

- **Experiencing difficulty:** This includes children who are experiencing some delays in some areas of development. Their scores fall between the bottom 10 and 25 per cent on the EDI compared to other children in Canada.

- **Experiencing great difficulty:** This includes children who are experiencing significant delays. These children score in the bottom 10 per cent on the EDI compared to other children in Canada.

The percentages are set according to Canadian norms for the EDI established by the Offord Centre.

Please note: There are some differences to the terminology used by the Offord Centre. For more information, go to www.ecmap.ca and search under "EDI terminology."

All EDI surveys in this information package were gathered in 2009, 2010 and 2011.

Stony Plain - Wildwood

What does the EDI tell us about young children's development in Stony Plain - Wildwood?

The following EDI results show how kindergarten children are developing in Stony Plain - Wildwood in each of the five main areas of development. In the pie charts, green identifies the percentage of children who are developing appropriately in each area of development, blue the children who are experiencing difficulty and orange the children who are experiencing great difficulty.
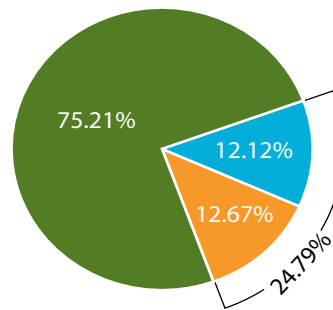
Did you know?

Although the majority of children in Stony Plain - Wildwood are developing appropriately, a large percentage are experiencing difficulty or great difficulty, particularly in social competence (28.65 per cent) and communication skills and general knowledge (28.09 per cent).
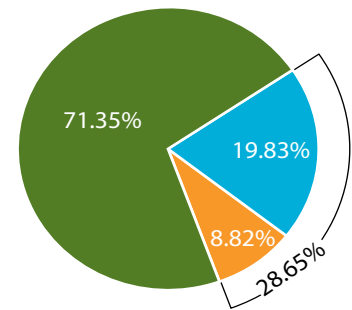
Total number of EDI questionnaires: 449

Number of questionnaires analyzed: 363

Percentage of children with diagnosed severe disabilities out of total number of questionnaires: 7.13%

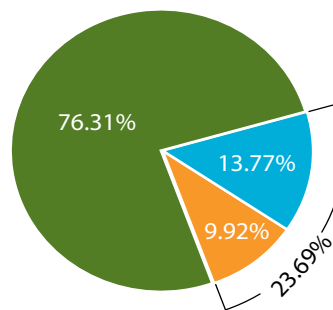## EDI results for Stony Plain - Wildwood, 2009, 2010 and 2011
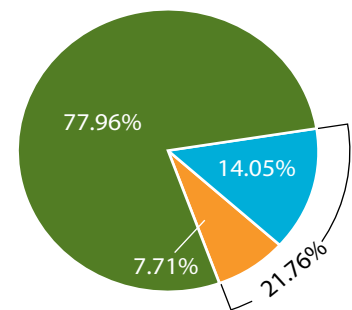
Physical Health and Well-being

75.21%
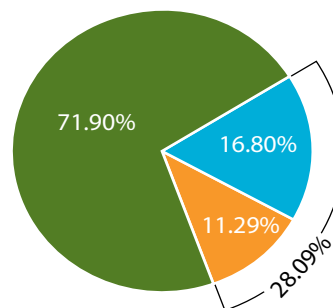12.12%
12.67%
24.79%

Social Competence

71.35%
19.83%
8.82%
28.65%

Emotional Maturity

76.31%
13.77%
9.92%
23.69%

Language and Thinking Skills

77.96%
14.05%
7.71%
21.76%

Communication Skills and General Knowledge

71.90%
16.80%
11.29%
28.09%

Legend:
- Developing appropriately (green)
- Experiencing difficulty (blue)
- Experiencing great difficulty (orange)

Number of EDI questionnaires analyzed: 363

Please note: Missing data may mean that percentages don't always add up to exactly 100 per cent.

Subcommunities

What does the EDI tell us about the subcommunities of Stony Plain - Wildwood?

More detailed EDI information is presented at the subcommunity level. In order to provide representative information for a subcommunity, the following two conditions have to be met: EDI questionnaires must be completed for at least 30 children. The number of children included for analysis represent at least 80 per cent of the children registered in kindergarten who are living in the area.
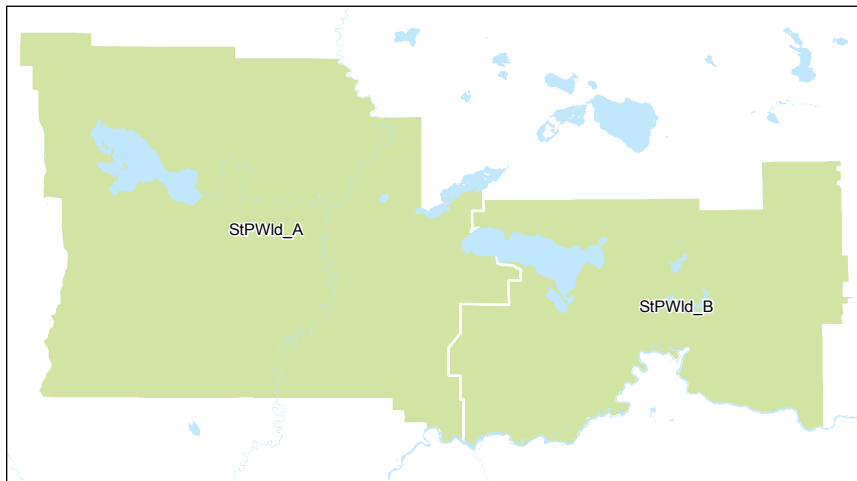
StPWld_A
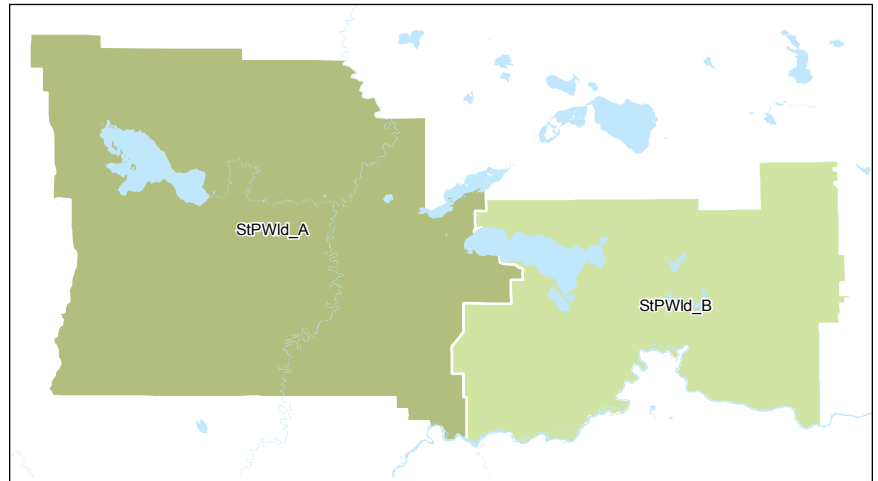
StPWld_B

Please note

The subcommunities in Stony Plain - Wildwood are named:
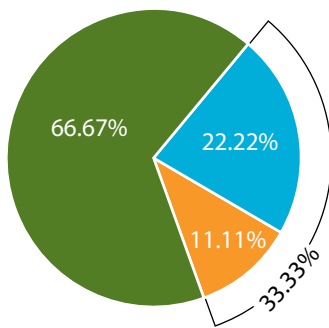
- StPWld_A and
- StPWld_B.

The pie charts in the following section (pages 8 and 9) show how children in each subcommunity are developing in each of the five areas of development.
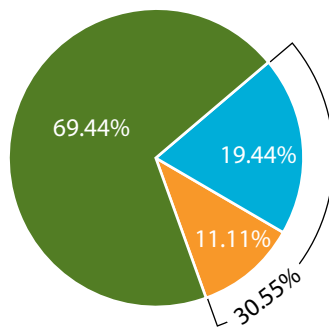
Subcommunity A

**EDI results for
Stony Plain - Wildwood
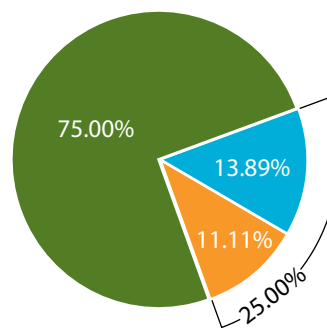Subcommunity StPWld_A
2009, 2010 and 2011**

Physical Health and Well-being

66.67%
22.22%
11.11%
33.33%

Social Competence

69.44%
19.44%
11.11%
30.55%

Emotional Maturity

75.00%
13.89%
11.11%
25.00%

Language and Thinking Skills

80.56%
13.89%
5.56%
19.45%

Communication Skills and General Knowledge

69.44%
19.44%
11.11%
30.55%
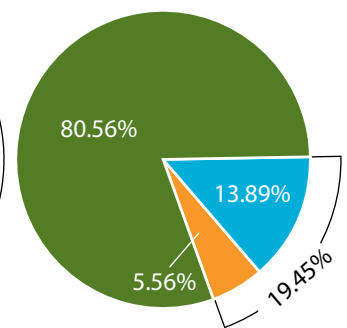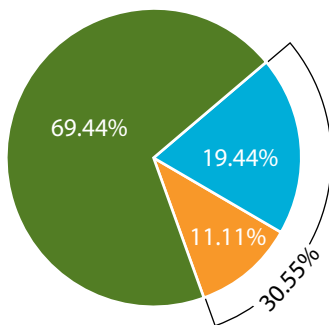
Developing appropriately

Experiencing difficulty

Experiencing great difficulty

Number of EDI questionnaires analyzed: 36

WHAT DO YOU NOTICE?

Please note: Missing data may mean that percentages don't always add up to exactly 100 per cent.

Subcommunity B

EDI results for
Stony Plain - Wildwood
Subcommunity StPWld_B
2009, 2010 and 2011
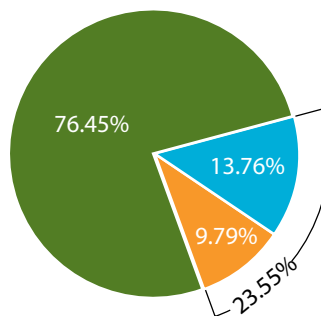
StPWld_A

StPWld_B

Physical Health and Well-being

76.15%
11.01%
12.84%
23.85%

Social Competence

71.56%
19.88%
8.56%
28.44%

Emotional Maturity

76.45%
13.76%
9.79%
23.55%

Language and Thinking Skills

77.68%
14.07%
7.95%
22.02%

Communication Skills and General Knowledge

72.17%
16.51%
11.31%
27.82%

Legend:
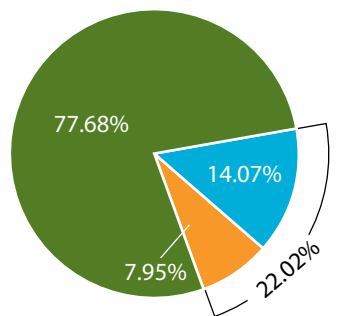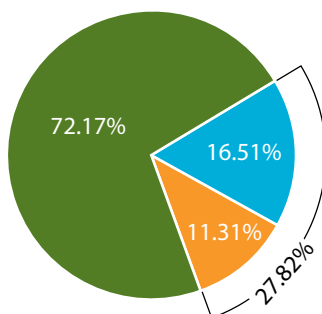
- Developing appropriately
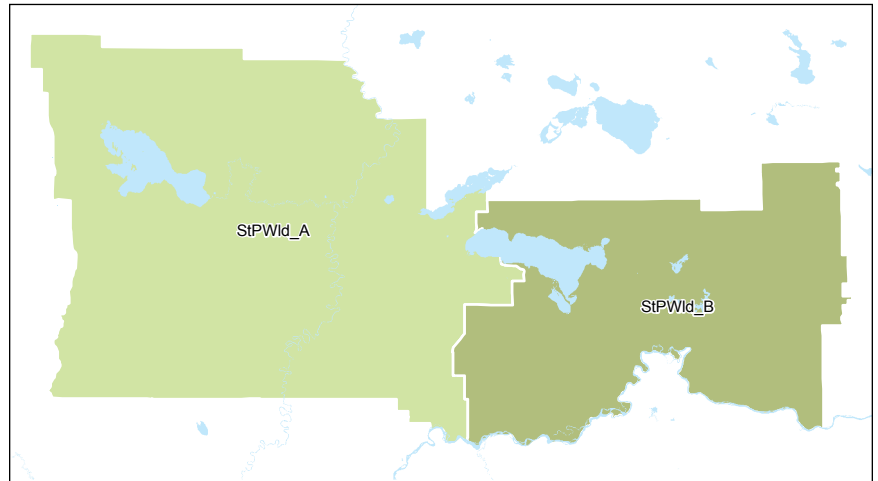- Experiencing difficulty
- Experiencing great difficulty

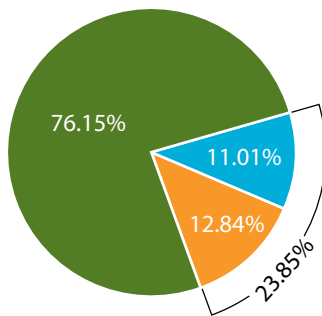**Number of EDI questionnaires analyzed: 327**

WHAT DO YOU NOTICE?

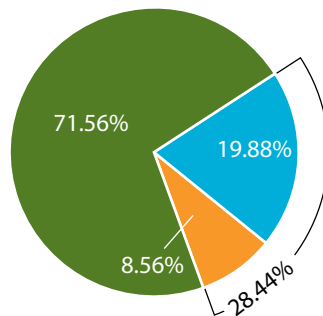_Please note: Missing data may mean that percentages don't always add up to exactly 100 per cent._

Experiencing great difficulty

What does the EDI show about children who are experiencing great developmental difficulty?

The following chart shows the percentage of children in Stony Plain - Wildwood and its subcommunities who are experiencing great difficulty in one or more areas of development.

Please note: Children who are experiencing great difficulty were represented by orange wedges in the pie charts on previous pages.

Did you know?

In Stony Plain - Wildwood, 25.34 per cent of kindergarten children are experiencing great difficulty in one or more areas of development as compared to 26.96 per cent of kindergarten children in Alberta and 25.40 per cent in Canada.

Percentage of children in **Stony Plain - Wildwood** experiencing great difficulty in one or more areas of development, 2009, 2010 and 2011

Category	Percentage
*Canada	25.40% * Updated Norm II: This is the national norm for Canadian children.
Alberta	26.96%
StPWld	25.34%
StPWld_A	30.56%
StPWld_B	24.77%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
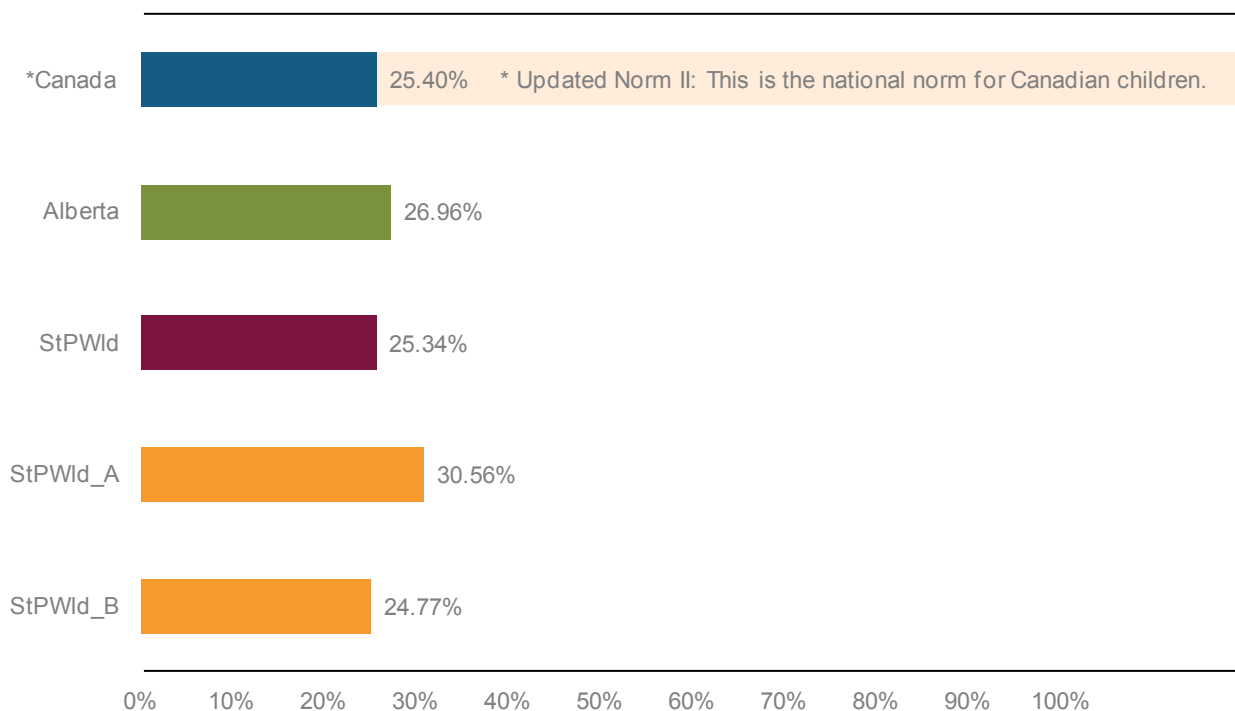
Social and economic characteristics

How are social and economic characteristics analyzed for communities?

Social and economic circumstances in a community are part of the environment that affects children's development. Socio-economic factors include such things as average family income, the languages spoken by community members, rates of home ownership and the average age of residents.

The ECMap Project has compiled socio-economic information for every community in Alberta from 2006 census data provided by Statistics Canada. This information was analyzed and combined into an index that represents the socio-economic status, or SES, for each community. The socio-economic status is described using categories that range from high to low.

Communities are then able to explore possible relationships between their socio-economic characteristics, EDI results and community resources.

What are the social and economic characteristics of Stony Plain - Wildwood?

The map on the next page shows the SES levels for the subcommunities of Stony Plain - Wildwood.

WHAT DO YOU NOTICE?

_____

_____

_____

_____

_____

The SES reflects such things as:

- average income,
- rate of home ownership,
- percentage divorced or separated,
- percentage of immigrants,
- unemployment rate,
- female labour participation rate, and
- rate of government support payment transfers (such as social assistance).

High
Medium High
Medium
Medium Low
Low

What are community resources?

Communities shape the early environments that young children grow up in and that influence their development. Vibrant communities with accessible, high-quality resources can help to create the safe, enriching environments that young children need to flourish and grow. Resources can range widely from services and programs (such as day cares, Parent Link Centres and early literacy programs) to facilities (such as libraries and recreation centres), physical features (such as parks, walkways and playgrounds), organizations (such as community leagues and multicultural organizations), and informal supports (neighbourhood child-care exchanges, playgroups, etc.).

ECMap is collecting information about community resources and assets as part of its work. Communities have an important role to play in this process. Information on community assets will be gathered from communities in the near future. This information will become part of the full report on each community and on the province as a whole.

NOTES