

# **Understanding early child development community results**

2012

# Why is this information important?

Understanding →



Action

# Why focus on the early years?

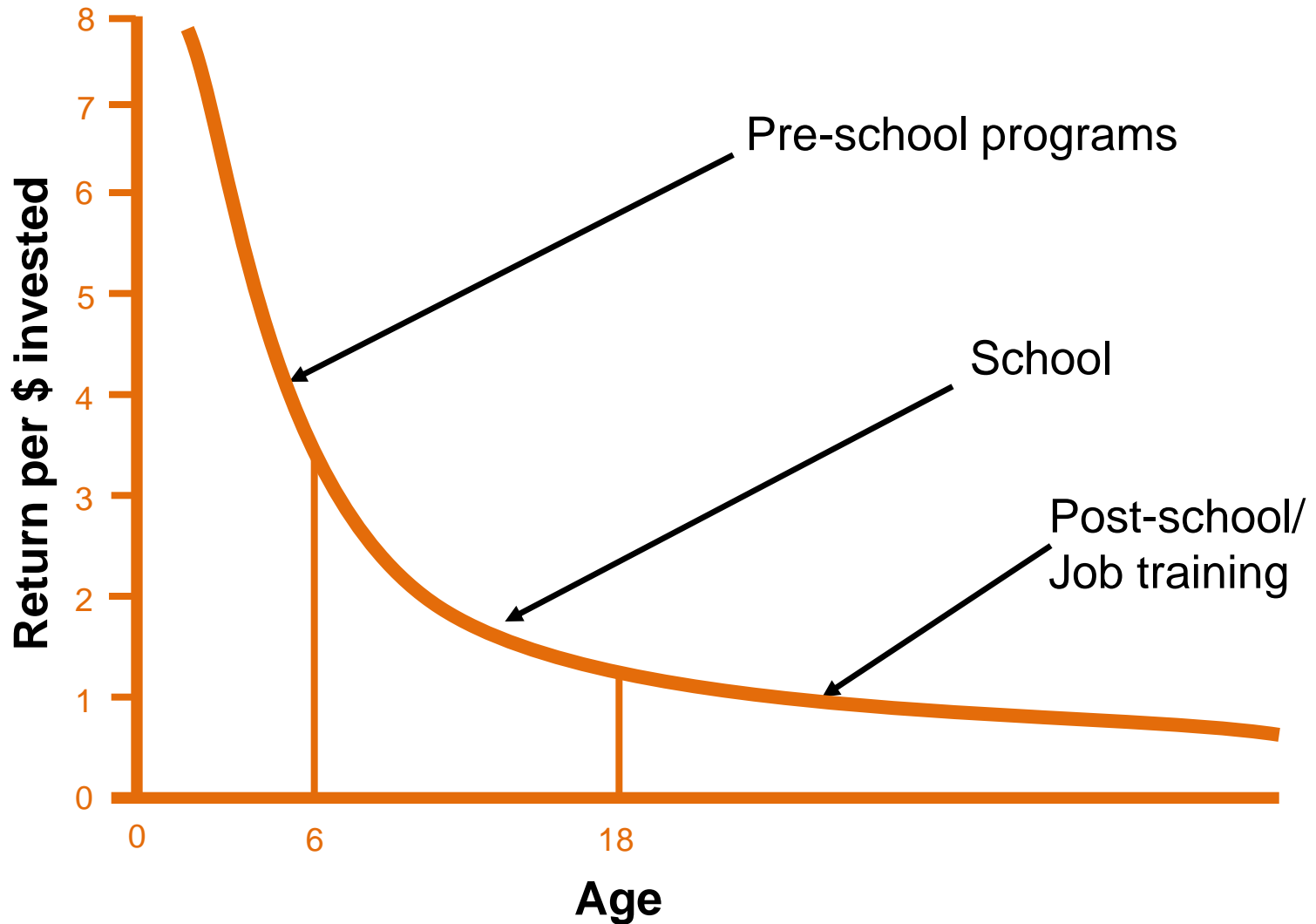
- 0 to 5 most critical for development
- Lay the foundation for everything that follows
- Impact lifelong health learning, behaviour and well-being



# Children grow up in an environment of relationships



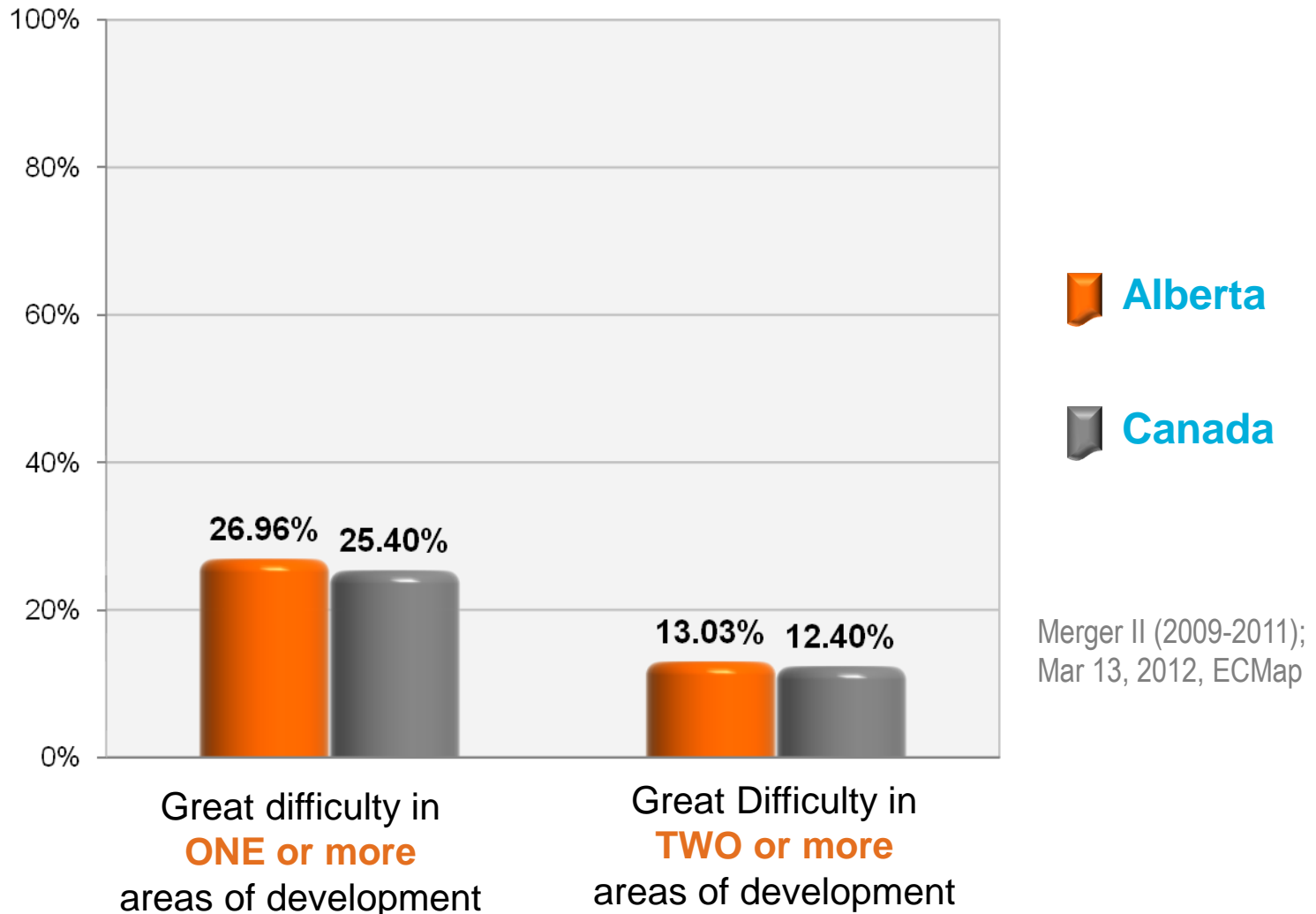
# Investing in the early years pays off



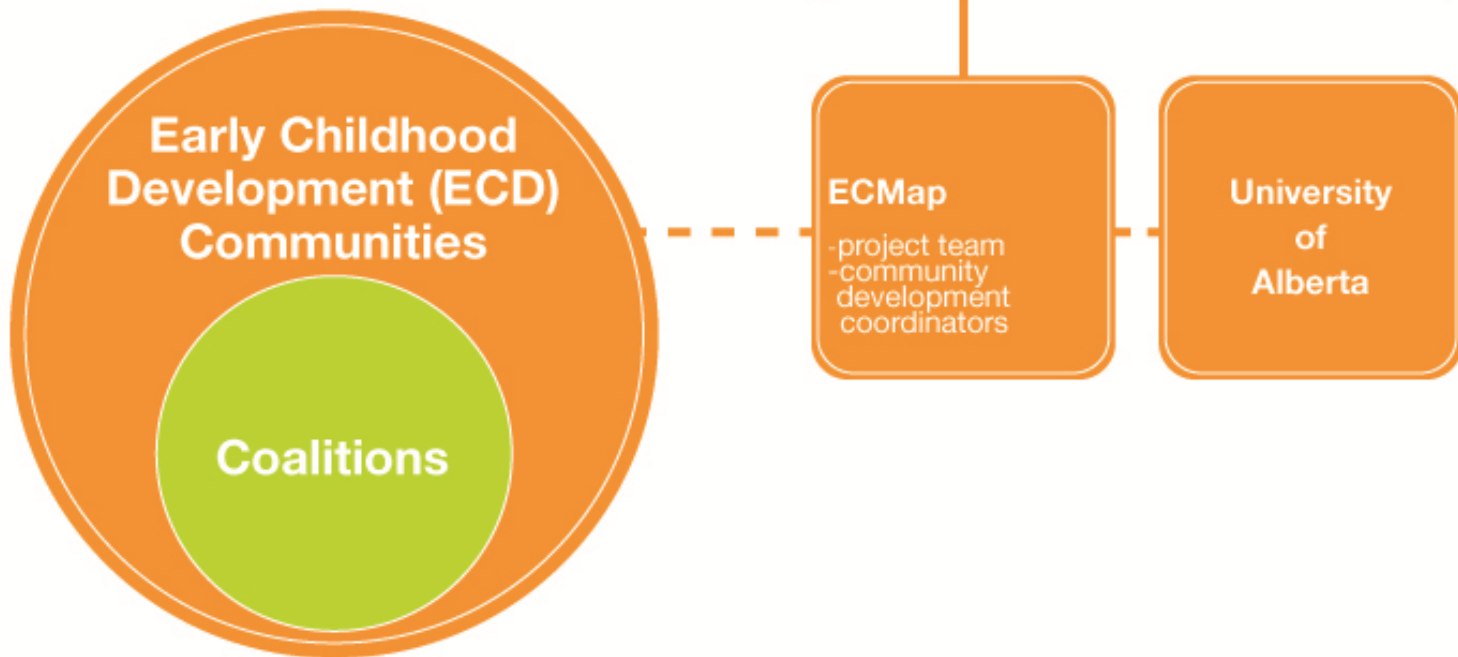
Adapted from Founders' Network (Carneiro, Heckman, *Human Capital Policy*, 2003)

# What do we know so far?

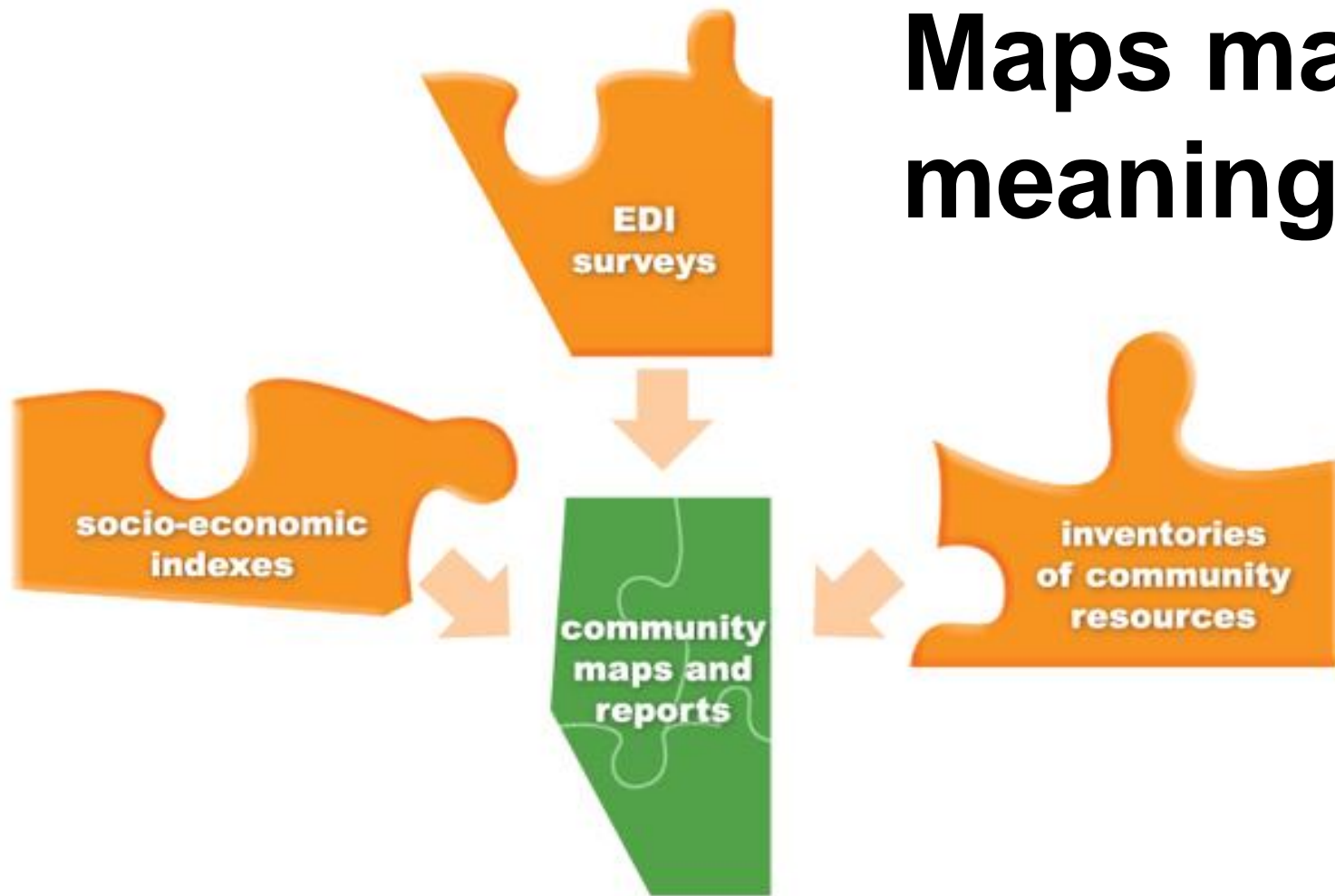
## Percentage of Children Experiencing Great Difficulty



# Mapping development in Alberta



# Maps make meaning





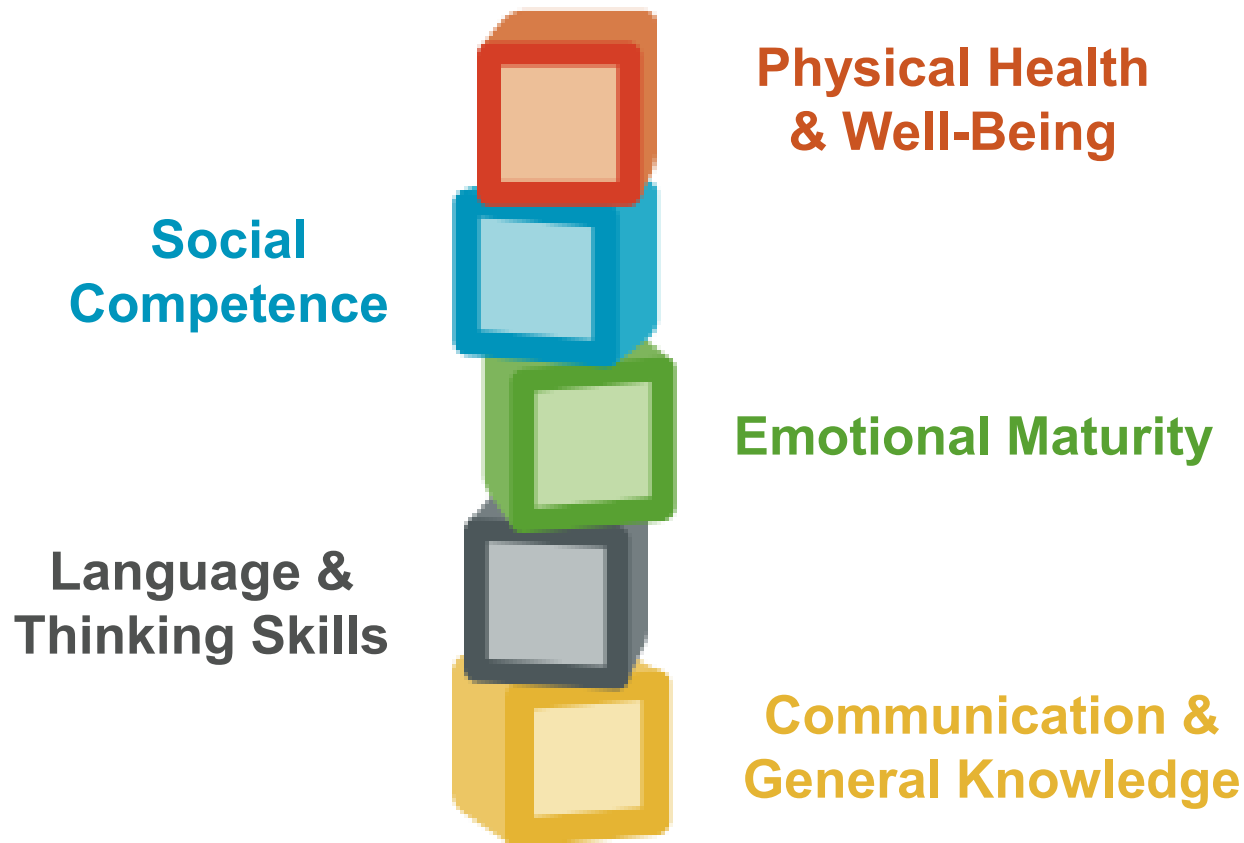
# The EDI

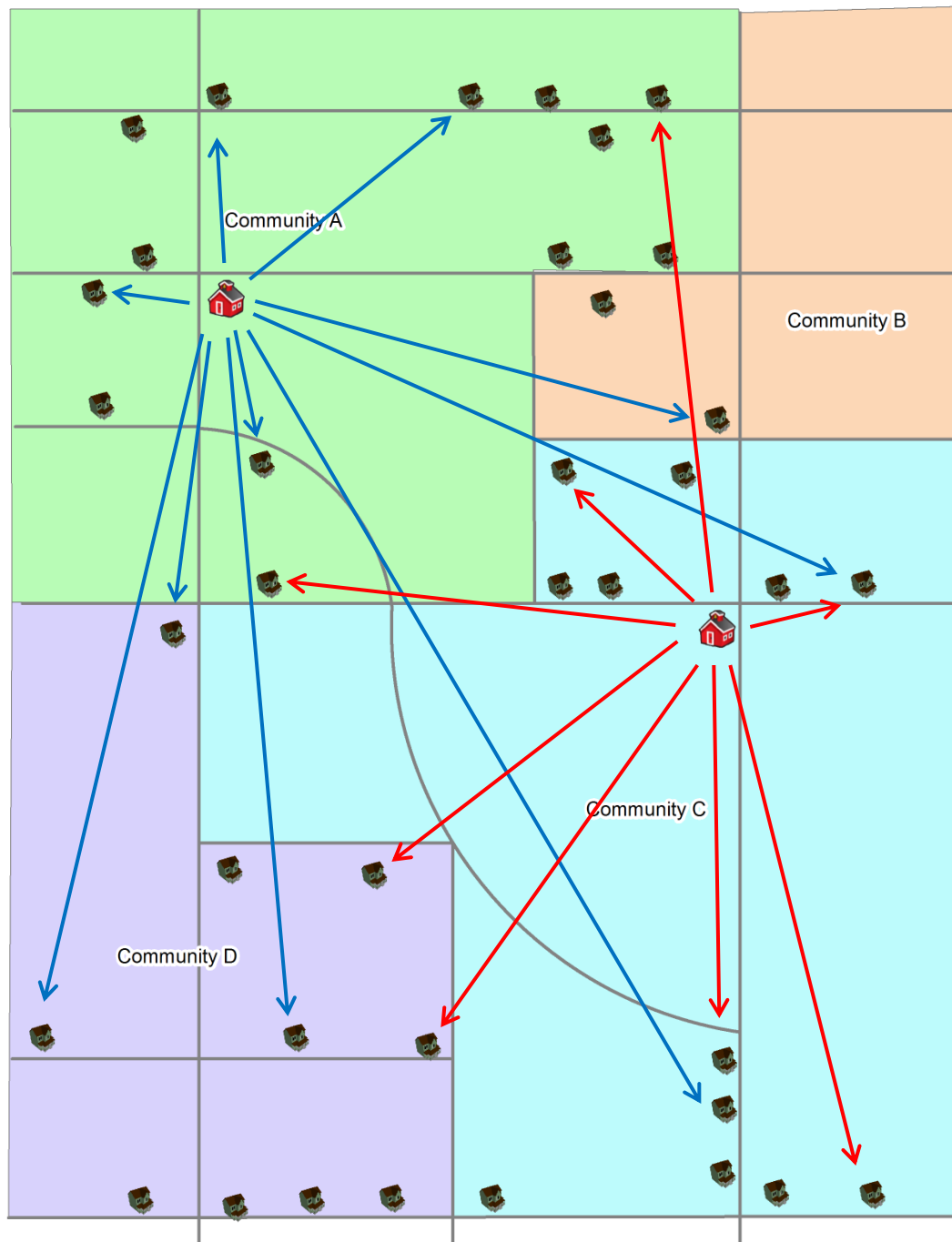
- Population-based measure
- Surveys how children are doing in communities and across Alberta
- Not about individual children
- Questionnaires filled out by kindergarten teachers



**EARLY DEVELOPMENT INSTRUMENT**  
a population-based measure for communities

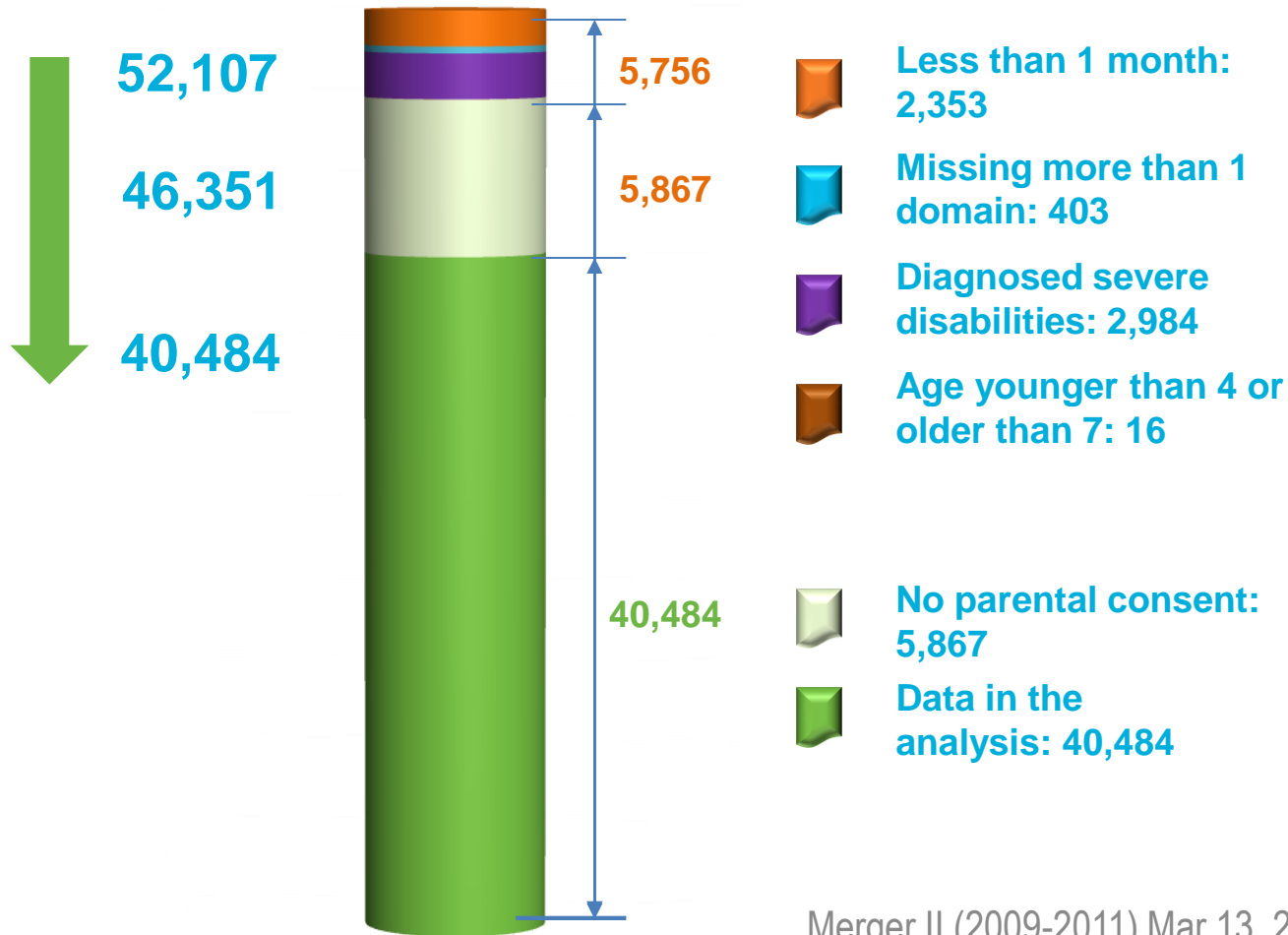
# What does the EDI tells us?





EDI  
results  
are  
analyzed  
according  
to where  
children  
live.

# Overview of 2009-2011 EDI



Merger II (2009-2011) Mar 13, 2012.  
ECMap

# EDI categories



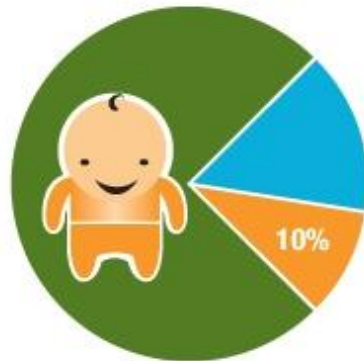
## Developing appropriately:

children who are able to demonstrate most or all of the developmental skills and abilities expected by kindergarten entry. Children score in the top 75 per cent on the EDI compared to other children in Canada.



## Experiencing difficulty:

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.

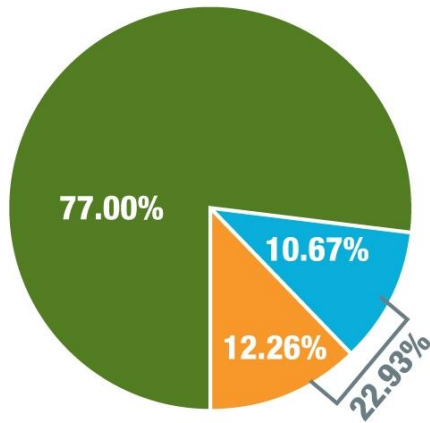


## Experiencing great difficulty:

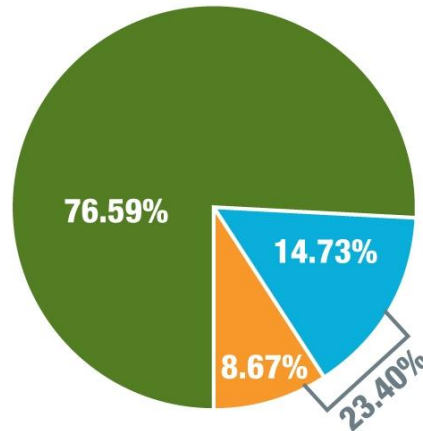
children who are experiencing significant delays. These children score in the bottom 10 per cent on the EDI compared to other children in Canada.

# Alberta EDI results 2009-2011

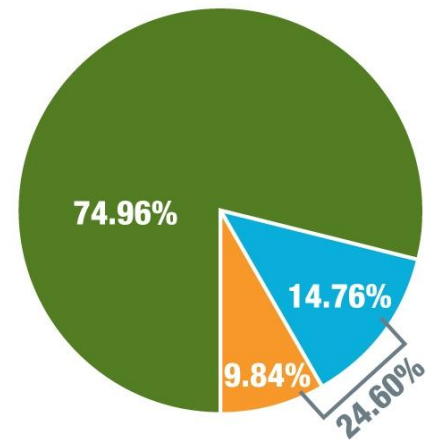
Physical Health  
and Well-being



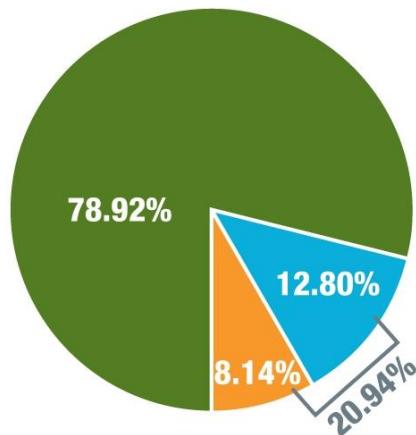
Social Competence



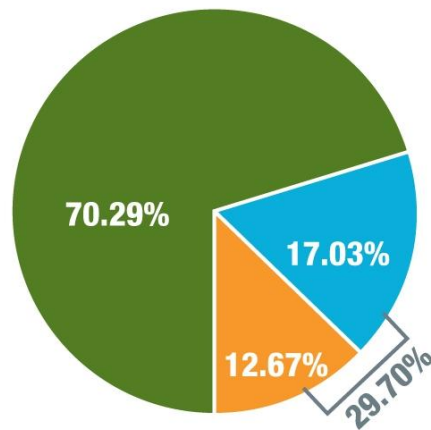
Emotional Maturity



Language and  
Thinking Skills



Communication Skills  
and General Knowledge



- Developing appropriately
- Experiencing difficulty
- Experiencing great difficulty

# Socio-economic status



## The 5 Factors and 26 Variables of Socio-economic Status

Economic variables	Social variables	Cultural variables	Vulnerable group membership variables	Child/child care variables
<ul style="list-style-type: none"> <li>▪ dwelling value</li> <li>▪ median income (aged 15+)</li> <li>▪ income disparity (ratio of people earning \$20,000 or less to those making \$50,000+ a year)</li> <li>▪ government transfer payments to families (e.g. social assistance)</li> <li>▪ education (aged 15+)</li> <li>▪ managerial/professional occupation (aged 15+)</li> </ul>	<ul style="list-style-type: none"> <li>▪ age dependency ratio (ratio of children under 15 and seniors over 65 dependent on persons aged 16 to 64)</li> <li>▪ divorced/separated</li> <li>▪ lone parent families</li> <li>▪ seniors (65+) living alone</li> <li>▪ dwelling size (# of rooms)</li> <li>▪ owner-occupied home</li> <li>▪ low-income (family income after tax)</li> <li>▪ in-migration rate (into Alberta in a one-year period)</li> </ul>	<ul style="list-style-type: none"> <li>▪ immigrant (in the five-year period prior to the 2006 census)</li> <li>▪ British/French ethnicity</li> <li>▪ foreign-born</li> <li>▪ use of public transit to get to work</li> </ul>	<ul style="list-style-type: none"> <li>▪ more than three children in family</li> <li>▪ house needing major reports</li> <li>▪ unemployment rate</li> <li>▪ Indian/Métis/Inuit</li> <li>▪ unpaid housework (aged 15+ doing more than 60 hours in a week)</li> </ul>	<ul style="list-style-type: none"> <li>▪ percentage of children under age 5 in total population</li> <li>▪ female labour participation rate</li> <li>▪ unpaid child care (aged 15+ doing 60+ hours in a week)</li> </ul>
<b>Most important factors</b>		→ <b>Least important factors</b>		



# Where do communities come in?

- Are key to healthy early development and to the success of the Initiative.
- Information is provided at the community level.
- Communities decide what to do with the information.



# How will this information help communities?

- Provide a picture of development locally and across the province.
- Identify strengths and gaps in programs, services and supports.
- Enhance ability to respond to local needs.

# Circle of well-being

