

Early Development Instrument

Leeds and Grenville Fact Sheet

"The quality and capacity of our future population depends on what we do now to support early child development."

Dr. J. Fraser Mustard, Founder, Council for Early Child Development



The EDI....

- Is a Canadian made research tool, developed at the Offord Centre for Child Studies at McMaster University
- Population level tool that is utilized to various degrees across all provinces and territories
- Is being used around the world including Australia, Chile, and Egypt
- Is used to measure developmental change in populations of children
- Is not a measure for individual children, teachers or programs
- Is funded in Ontario through the Ministry of Children and Youth Services

The EDI....

- * Increases awareness of the importance of the early years
- * Increases awareness of family and community connections
- * Provides evidence to support community initiatives towards healthy child development

This report outlines local findings of the Early Development Instrument (EDI) for Leeds and Grenville. The EDI is a teacher-completed questionnaire about a child's normal development and measures a child's ability to meet age appropriate expectations at school entry.

The EDI focuses on the outcomes for children as a health-relevant, measurable concept that has long-term consequences for individual outcomes and population health. The results allow us to understand trends in child vulnerability across unique communities, provincially, nationally and also internationally.

The EDI results are one piece of a larger picture in creating a snapshot of children's development in years before they begin school. Identification of areas where children are doing well or experiencing challenges are stronger when the EDI is linked to various different sources of local data.





In Leeds and Grenville, the EDI is implemented in senior kindergarten in all school boards (*English/French and Catholic/Public*). Teachers use his/her observations after several months of classroom/school interactions with the children to complete the questionnaires.

The average scores for each of the 5 developmental areas are divided into categories representing the

highest scores to the lowest scores in the community.

The key measure in the EDI is the percentage of children who are vulnerable within a domain. The total group of children who are vulnerable (not on track) are defined by The Offord Centre as those children who score below the lowest 10th percentile of the distribution of scores.

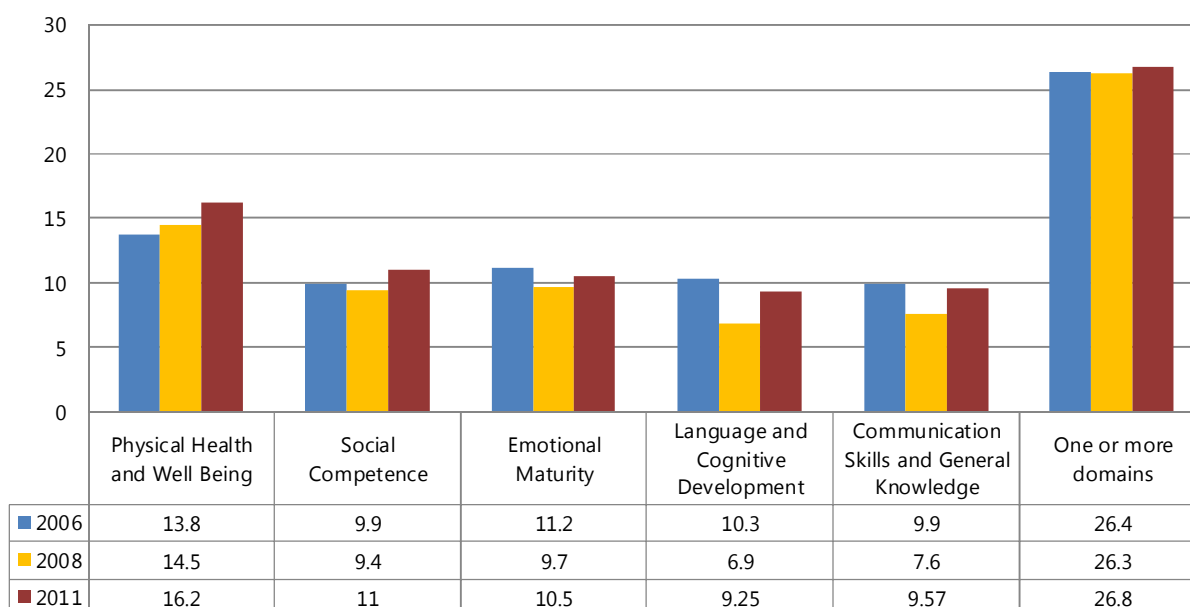
EDI scores are then reported

by the community in which the child resides. The data is grouped into unique neighborhoods where sample sizes are sufficient to ensure confidentiality.

To be vulnerable means that a child is at increased risk of encountering difficulties in the school years and beyond.

Vulnerable (Not on Track)	The total group of children who score below the lowest 10th% of the distribution of scores
Vulnerable on 1 or More Domains	Children who score in the lowest 10th% (not on track) on 1 or more of the 5 EDI domains

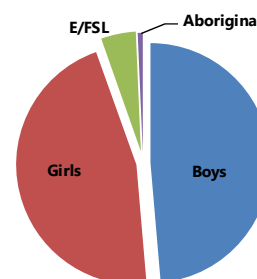
Leeds and Grenville EDI % Vulnerable



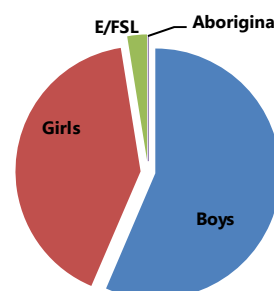
In Leeds and Grenville the EDI was completed for 937 Senior Kindergarten children in the 2010/2011 school year.

- * The EDI scores and main reports released do not include children with identified special needs. 4% of the valid EDI completed in 2010/2011 school year were labelled as special needs. *Separate special needs reports can be requested.*
- * On average, children who participated in the EDI were five years and eight months old.
- * There were slightly more boys who participated in the EDI in the 2010/2011 school year than girls; 51% of children who participated in the EDI were boys.
- * English was the first language of 95% of the children that participated in the EDI; 0.6% were French and 2.0% had English and French as their first language. 5% reported English/French as a second language.
- * Research indicates that children who attend Junior Kindergarten are better prepared for formal schooling (grade 1). 91% of the children who participated in the EDI reported attending Junior Kindergarten.

Characteristics of Participating Children without Special Needs (n=899)



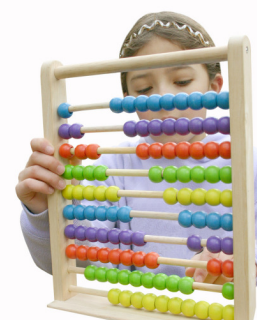
Characteristics of Participating Children with Special Needs (n=38)



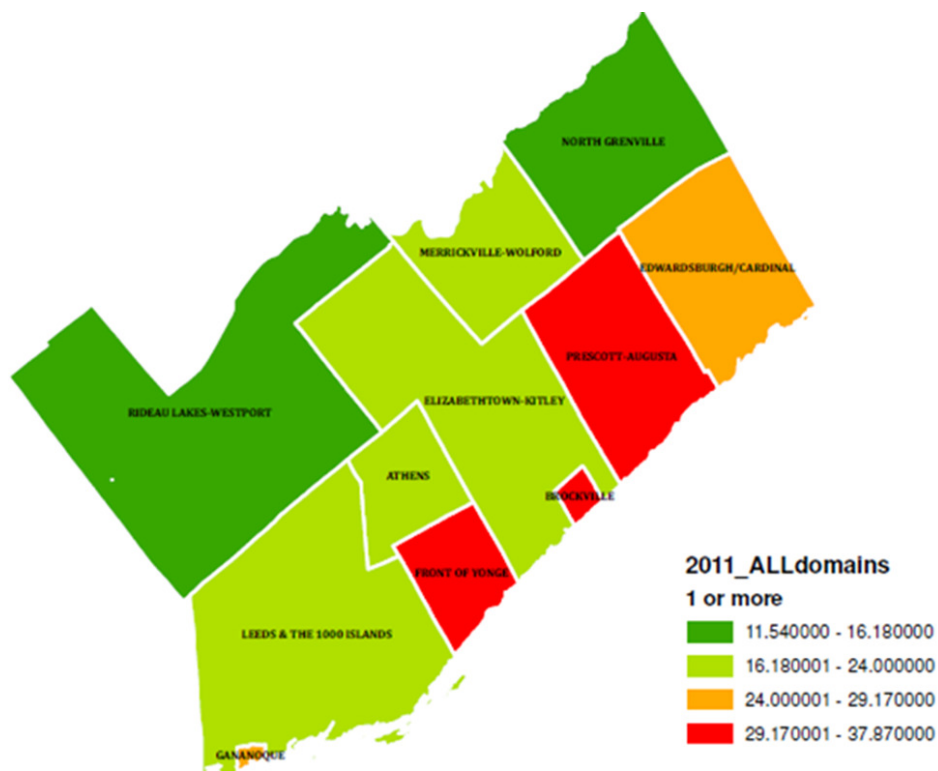
1 in 20 children enter kindergarten without the skills they need to learn.
www.offordcentre.com

“In our world, what gets counted, counts and the EDI makes early childhood count.”

Dr. Clyde Hertzman,
Founding Director of the Human Early Learning Partnership (HELP)



Leeds and Grenville EDI 2011 % Vulnerable Low on One or More EDI Domains



- * the last three cycles of the EDI, the vulnerability in one or more of the EDI domains has remained consistent, changing less than 1% since 2005/06.
- * Physical Health and Well Being had the highest vulnerability in all three cycles with a 2.4% increase in vulnerability from 2006 to 2011.
- * Edwardsburgh/Cardinal and Leeds and the Thousand Islands had the **largest positive change** on one or more domains over the last 3

cycles within L&G (22.1% and 22.7% less vulnerability)

- * Brockville had the **highest percentage of vulnerable children** in one or more domains in 2011.
- * North Grenville had the **lowest percentage of vulnerable children** in one or more domains in 2011, followed by Westport/Rideau Lakes.

"Children who start school not ready to learn are at a disadvantage, and often never catch up. The degree to which a child is ready to learn at school predicts how well they will do at school and throughout life."

www.offordcentre.com/readiness/index.html

**“It is not their
genes, but rather
our actions that
will decide our
children’s future.”**

Stuart Shanker
Past President, Council for Early
Child Development



Creating Change

The EDI is a population-level research tool that measures developmental change or trends in populations of children. It promotes the mobilization of communities and policy makers in bringing positive change and addressing important questions about the genetic, biological, and social determinants of children’s health and development in order to inform policy and program development.

How can you help

- * **Share the message.** Share the EDI report with people in your office or agency, people in your neighbourhood and your local politicians. Information can help bring people together for a common goal.
- * **Gather more information.** Ask local professionals for other information about your community. The Government of Ontario funds local researchers called Data Analysis Coordinators who collect and analyze community information relevant to early child development.
- * **Work together.** A group of individuals will bring a diverse set of strengths and expertise. Talk to other people in your community who are interested in supporting early child development.
- * **Make a plan.** Use the information to identify the strengths and needs of your community. Identify short and long-term strategies to build on your community’s strengths and address your local needs.
- * **Monitor progress.** Monitor how the strengths and needs of your community are changing over time to see if your strategies are working.

Local Resources

<http://www.unitedwaykfla.ca/community-impact/community-profiles/>

National Resources

<http://www.offordcentre.com/readiness/index.html>

<http://earlylearning.ubc.ca/edi/>

<http://www.gov.mb.ca/healthychild/edi/index.html>

International Resources

<http://www.rch.org.au/aedi/>

For additional information about this report please contact:

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