



Community Summary

EDI Wave 5 (2011/12 - 2012/13)

School District 23 Central Okanagan

The EDI...

- is a Canadian-made research tool, developed at the Offord Centre for Child Studies at McMaster University.
- has been used in B.C. since 1999.
- has been used around the world, including countries such as Australia, Chile, and Egypt.
- is used to measure developmental change in populations of children – a bit like a child development census.
- is NOT used to assess or diagnose individual children.



The Human Early Learning Partnership (HELP) collaborates with academic, government, school, and community partners to gather data and report on child well-being in British Columbia. In 1999, HELP began collecting and mapping population level child development data province-wide using the Early Development Instrument (EDI). The EDI data provide communities and policy makers with the information they need to monitor children’s development, and to develop effective program and policy responses that will help B.C.’s children and families thrive.

For more information please visit earlylearning.ubc.ca

EDI PARTICIPATION

The Central Okanagan School District (23) has participated in all 5 waves of EDI data collection. Wave 5 results were collected in 2011/12-2012/13 from 31 schools in 9 neighbourhood(s). A total of 1442 kindergarten children participated in Central Okanagan in Wave 5. EDI results are mapped based on children’s neighbourhood of residence, not where they go to school.

WAVE 5 EDI RESULTS

Overall, Central Okanagan had a vulnerability rate of 28% compared to the provincial vulnerability rate of 32.5%.

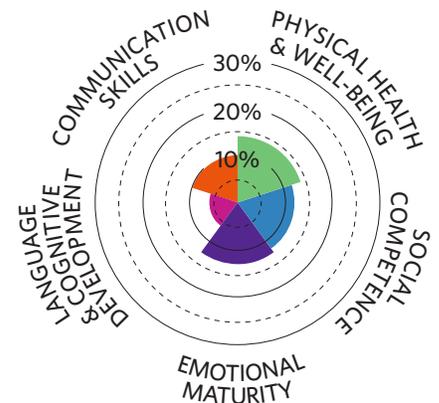
District wide, vulnerability was highest on the Physical Health & Well-Being scale at: 14%. Child vulnerability was lowest on the Language & Cognitive Development scale at: 6%.

The Mission - South Kelowna neighbourhood had the lowest level of vulnerability (18%). The highest level of vulnerability was 36% in Glenrosa - Peachland.

FIG 1: CENTRAL OKANAGAN AT A GLANCE

WAVE 5
VULNERABILITY
ON ONE OR
MORE SCALES: **28%**

STAR PLOT - PERCENT VULNERABLE
ON EACH EDI SCALE



NUMBER OF NEIGHBOURHOODS WITH
VULNERABILITY RATES THAT ARE...

AT OR BELOW 20%	BETWEEN 20% AND 40%	ABOVE 40%
1	8	0

HELP's New Neighbourhood Boundaries

HELP has worked with community and district contacts to review and change some neighbourhood boundaries. We have increased the number of children in most neighbourhoods to at least 50. This was done to improve the accuracy and precision of EDI data. The new boundaries allow much greater consistency between EDI data and census data, and have been aligned, where possible, with municipal planning areas.

These changes have also reduced the number of neighbourhoods where data are suppressed due to low numbers of children.

NEIGHBOURHOOD RESULTS IN CENTRAL OKANAGAN

Vulnerable children in B.C. are not spread evenly throughout the province. EDI research reveals a large "geography of opportunity" where some children face significant difficulties and others do not. The disparities between neighbourhoods are obvious: on the low end, some neighbourhoods had rates of vulnerability below 5% while others were over 50% in Wave 5. Only 6 neighbourhoods – about 3% of all neighbourhoods in B.C. – had vulnerability rates below 20%.

Figure 2 lists the neighbourhoods in Central Okanagan, their total population count, the overall vulnerability rate, and the vulnerability rate by scale. Figure 3 illustrates the geographic distribution of vulnerability on One or More Scales by neighbourhood in Central Okanagan. In Wave 5, neighbourhood vulnerability rates ranged from 18% to 36%; there was one neighbourhood below 20%.

Often childhood vulnerability is associated with socioeconomic disadvantage, but the reality is more complex. Although children who are socioeconomically disadvantaged are more likely to be developmentally at risk, vulnerabilities are found across the entire socioeconomic spectrum. The greatest number of developmentally vulnerable children is found in the more populous middle class. Because of this, it is critical to provide universal access to supports and services, but these should also be accompanied by strategies to reduce *barriers to access* for marginalized families and children in high risk communities.

FIG 2: WAVE 5 EDI DATA TABLE

Total Count	Vulnerability by Scale					
	One or more domain	Physical	Social	Emotional	Language	Communication
Mission - South Kelowna 217	18	9	6	11	3	5
Glenmore - Dilworth 209	21	9	7	8	2	7
Lakeview Heights - Boucherie 152	24	7	6	13	5	4
Lake Country - Oyama 128	30	19	14	17	8	11
Central Kelowna 155	30	17	17	12	5	11
Rutland 197	32	18	14	15	8	17
West Kelowna 145	33	16	19	15	8	10
Black Mountain - Ellison 140	34	22	12	12	7	14
Glenrosa - Peachland 100	36	12	15	22	8	9

FIG 3: NEIGHBOURHOOD VULNERABILITY ON ONE OR MORE SCALES FOR WAVE 5

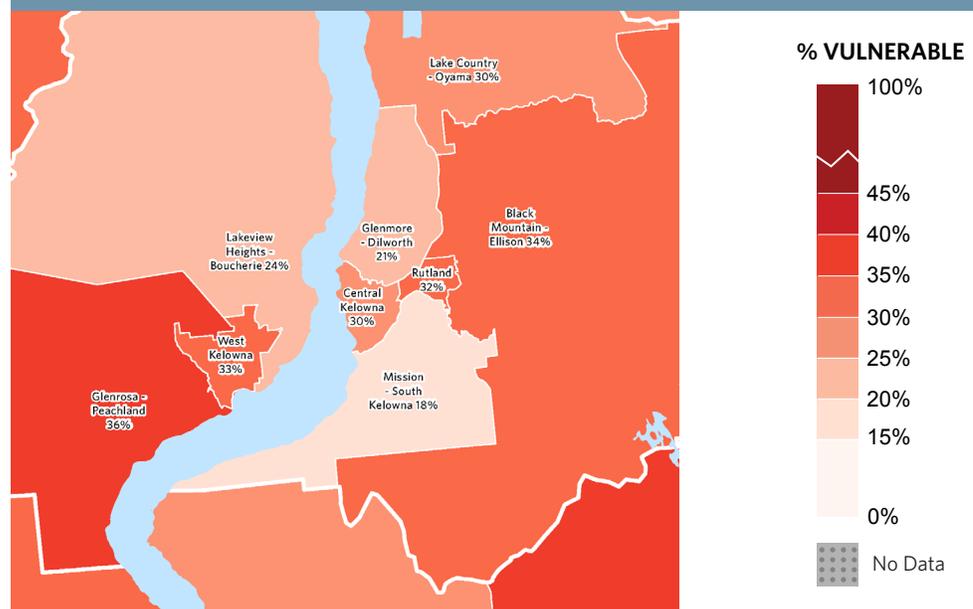


Table of Critical Difference on One or More Scales

EDI Count	Critical Diff.
25-26	15
27-29	14
30-35	13
36-44	12
45-55	11
56-69	10
70-85	9
86-108	8
109-138	7
139-200	6
201-360	5
361-535	4
536 plus	3

E.g. The vulnerability rate in a neighbourhood with 100 EDI children must increase or decrease by 8% to be considered a meaningful change (see Figure 4).



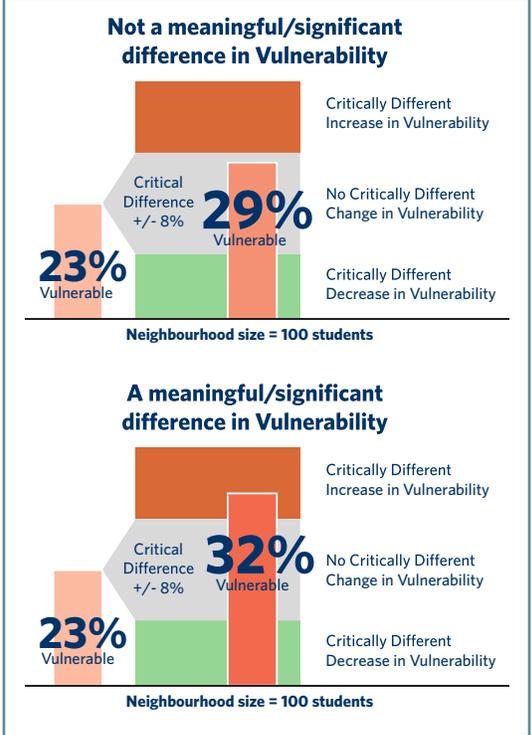
UNDERSTANDING DIFFERENCES IN VULNERABILITY

One way of understanding whether a neighbourhood or school district has seen a meaningful change in vulnerability rates over time is to determine if there is a “critical difference”. Critical difference is a method that can be used to examine differences in vulnerability rates between two neighbourhoods, or for the same neighbourhood over time.

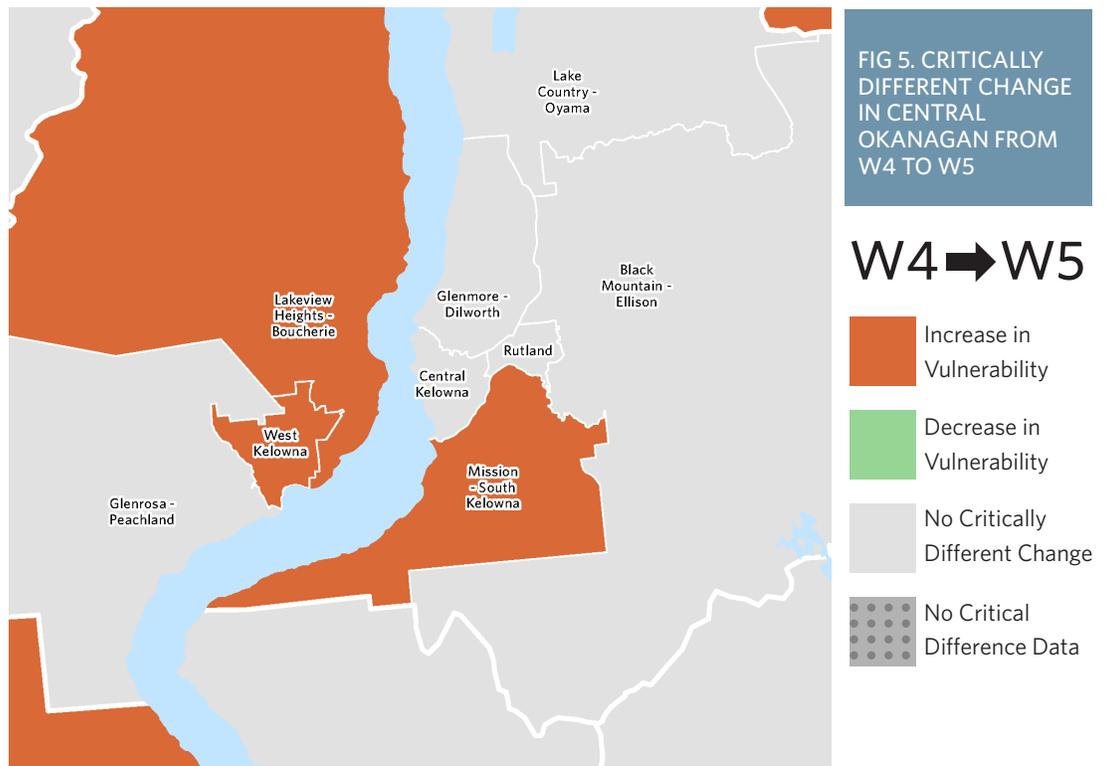
Critical difference depends on the number of children participating in the EDI in a given area. Neighbourhoods with smaller EDI counts require a larger change in vulnerability rates to confirm that changes in vulnerability are meaningful and reflect a real shift (for more information visit bit.ly/criticaldiff).

If the difference in vulnerability rates between two neighbourhoods or two points in time is greater than the average of the neighbourhoods’ respective critical difference values, then that difference represents a real shift in a neighborhood’s EDI vulnerability rate rather than a change influenced by measurement issues.

FIG 4: UNDERSTANDING CRITICAL DIFFERENCE



A ‘critical difference’ in vulnerability represents a meaningful change from one point in time to the next. Smaller differences tell us that EDI rates have not moved enough to be considered meaningful.



FOR MORE INFORMATION ABOUT CRITICAL DIFFERENCE, USE OUR ONLINE RESOURCES AT <http://bit.ly/criticaldiff>

"...vulnerable children in BC are not spread evenly throughout the province. EDI research reveals a large "geography of opportunity" where some children face steep difficulties and others do not..."

- Clyde Hertzman, Founding Director, HELP



PROVINCIAL CONTEXT & TRENDS

Wave 5 EDI data show that province-wide, 32.5% of children in kindergarten were vulnerable in at least one aspect of their development. This continues the provincial trend over the last decade of about one-third of children having potential challenges at kindergarten entry.

Provincially, vulnerability in the area of Communications Skills has remained relatively stable over time, and vulnerability in the area of Language and Cognitive Skills has decreased over time. This decrease in vulnerability in the area of Language and Cognitive Development area is likely a reflection of a growing public awareness about the importance of early literacy and numeracy development and an accompanying increase in investment in this developmental area. This success shows us that we can make a difference through a combination of public education and investment.

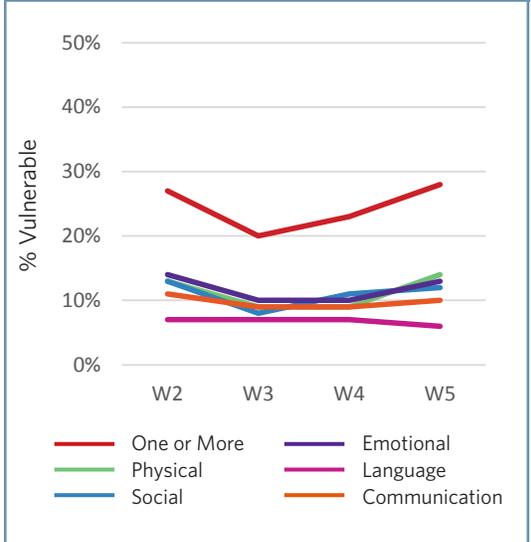
Conversely, provincial rates of vulnerability in the areas of Physical Health & Well-Being, Social Competence and Emotional Maturity have all increased over time. This presents the next challenge: to develop and enact programs and policies to strengthen development in these areas.

CONTEXT & TRENDS FOR CENTRAL OKANAGAN

Central Okanagan's Wave 5 overall vulnerability rate was below the provincial rate at 28%. Figure 6 below illustrates Central Okanagan's vulnerability rates by scale for Wave 5 compared to results from other school districts in the province.

Figure 7 above illustrates trends in Central Okanagan's vulnerability rates by scale for the last

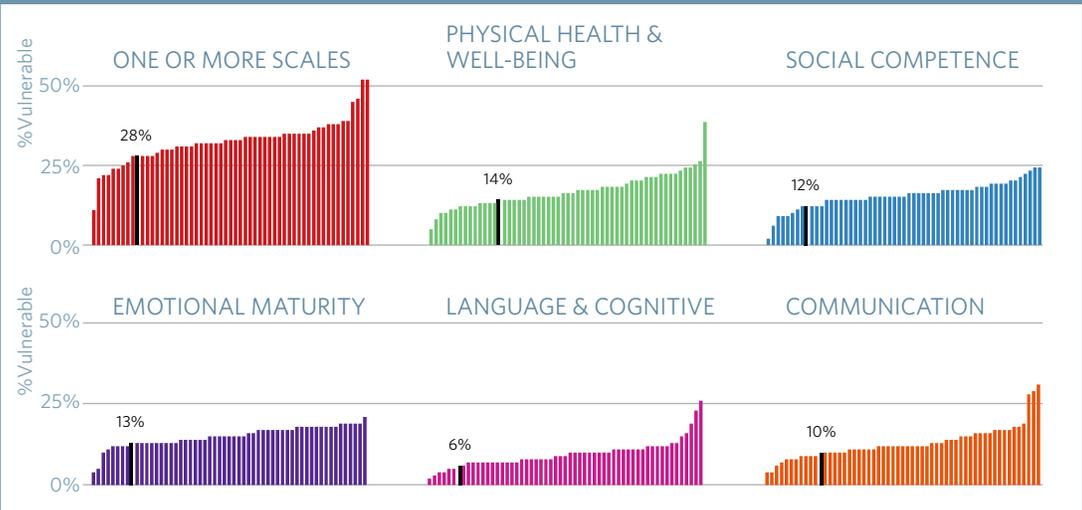
FIG 7: VULNERABILITY RATES OVER TIME FOR CENTRAL OKANAGAN



four Waves of EDI results. The Social Competence, Physical Health & Well-Being and Emotional Maturity scales all increased in vulnerability between Waves 4 and 5. The Language & Cognitive Development and Communication Skills scales have remained relatively stable over time and have tended to have the lowest levels of vulnerability.

Central Okanagan's overall vulnerability rate has increased consistently since Wave 3. Over the last four Waves, about a quarter of Central Okanagan's kindergarten population was vulnerable.

FIG 6: WAVE 5 VULNERABILITY RATES FOR CENTRAL OKANAGAN VS. OTHER SCHOOL DISTRICTS IN BC

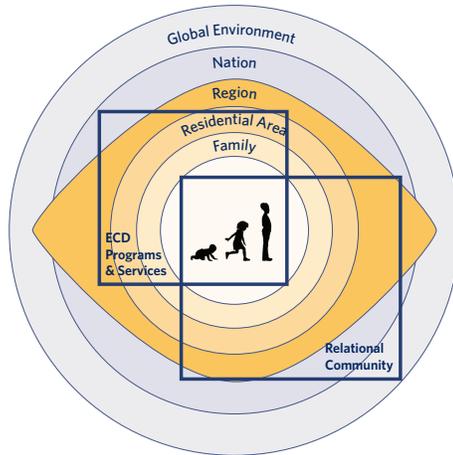


Effective community action must build from a foundation of effective child and family policy.

COMMUNITY ACTION

Children’s development is influenced by a variety of factors, among them genetics, family environment, socioeconomic conditions, neighbourhood influences, availability of early child development services, and policy frameworks and decisions. HELP developed a TEAM-ECD diagram (Figure 8) to illustrate all of the environmental influences that affect children’s development: from those closest

FIG 8: TOTAL ENVIRONMENT ASSESSMENT MODEL FOR EARLY CHILD DEVELOPMENT (TEAM-ECD)



to them – particularly the family – to more distant influences such as provincial and national policy.

Changes in the state of children’s development at the level of the population will be a result of the interplay of these factors in a community. EDI results can be used to guide community planners and policy makers in making decisions about priorities for early child development supports and services at every level. They cannot, however, be used to accurately evaluate one aspect of the environment, or one specific program, in isolation from the others.

12 years of community ECD action using EDI and other data have shown that effectiveness can be enhanced by paying attention to the following:

- Strong intersectoral leadership
- A focus on local research, including EDI outcomes
- Alignment between the school system and the early care, learning and development sectors
- A plan to increase access to service by decreasing barriers for families; and
- A commitment to advocacy

STORIES FROM YOUR REGION



In Central Okanagan, EDI Community Trainer Eve Layman reports that...

“Aboriginal CATCH participants agree that young children and their families always are the focus of all we do. For the fifth consecutive year, Aboriginal CATCH hosted a fall gathering for families with young children.

Attendance was 175, including a noticeable presence of young fathers and babies.

This evening is eagerly anticipated by families each year. Free transportation is available for Aboriginal families from Kelowna, West Kelowna, and Westbank First Nation to attend the cultural evening held at Sensusyusten Gym, Westbank First Nation. A warm welcome was spoken in the nsyilxcen language by an elder. After dinner families and guests listened to syilx cultural stories, or cepcaptikwl (approximately pronounced ‘chap teek’) about the 4 food chiefs and about the origin of the Okanagan lake creature known as Ogopogo. Children had fun drumming and singing with Métis early childhood educator and performer, Angela Roy of Expression.”

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