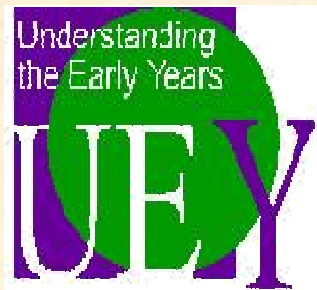


Readiness to Learn:

How well are we doing in preparing our children?



Understanding the Early Years



Canada

Funded by the Government of Canada under the Understanding the Early Years Initiative

Financé par le gouvernement du Canada dans le cadre de l'initiative Comprendre la petite enfance

What is 'Readiness to Learn'?

This refers to the ability to meet the task demands of school, such as:

- **Being comfortable exploring and asking questions**
- **Sitting quietly and listening to the teacher**
- **Playing and working with other children**
- **Remembering and following rules**



In short - to benefit from the educational activities that are provided by the school!

It's also a good indicator of early development.

UEY Project Overview

What is UEY?

- A national research initiative on early childhood development
- A knowledge transfer strategy that provides communities with the necessary information to enhance resources and services

What are the goals of UEY?

- Increased understanding of the importance of the first 6 years in child development
- Increased understanding of the community factors that influence early development
- Support community learning and success - in using research evidence to achieve progressively better outcomes for children



UEY Research – Phase 1

Gather, develop capacity to research, and share local community factors that are influencing early child development; utilizing UEY research tools.

UEY Research – Phase 2

Support the use of UEY research which precipitates the development of strategies and decision-making that improve child development within communities.

UEY Niagara Falls To-date

- ✓ Niagara Falls has been a 'UEY Community' since 2001
- ✓ Reports have been generated on the 2001, 2003 and 2005 data
- ✓ The EDI was administered during 2002 (sponsored by the Region) and in 2005 (sponsored by Ontario's Best Start Initiative)
- ✓ Various communication pieces have been distributed
- ✓ Research has been shared with, and used by, the community

Early Development Instrument (EDI)

In combination with *resource inventories* and *community maps*, the *EDI* looks at how well our communities are doing in supporting early development and preparing our children for school (*readiness to learn*)

- Results in each EDI domain are scored on a *scale of 0-10* with *higher scores indicating better “readiness to learn”*
- The *ideal for communities* would be to have *all children achieve a score of 10 on each domain*



EDI Domains

The EDI reports on *populations of children*
at the community level on
5 major developmental domains:

1. Physical Health and Well-being
2. Social Competence
3. Emotional Maturity
4. Language and Cognitive Development
5. Communication Skills and General Knowledge

1. Physical Health and Well-being



1. Physical readiness for the school day
2. Physical independence
3. Gross and fine motor skills



2. Social Competence

1. Overall social competence
2. Responsibility and respect
3. Approaches to learning
4. Readiness to explore new things



3. Language and Cognitive Development

1. Basic literacy
2. Basic numeracy
3. Interest in literacy/numeracy and memory
4. Advanced literacy



4. Emotional Maturity

1. Prosocial and helping behaviour
2. Anxious and fearful behaviour
3. Aggressive behaviour
4. Hyperactivity and inattention

5. Communication Skills and General Knowledge

This domain is comprised of:

- Effective use of English language
- Understanding what is being said on first try



- Communicating needs in an understandable way to peers and teachers
- Answering questions showing knowledge about the world

Niagara Falls Research



NF Areas of Strength (2005)

CONGRATULATIONS!!

Good overall results!!

Since 2003, Niagara Falls scores have been above the national EDI averages!

Great subdomain results too!!

90% *ready to learn re: physical independence*

89% *demonstrating basic literacy and numeracy skills*

88% *with no anxious and/or fearful behaviours*

85% *ready to explore new things*

84% *demonstrating responsibility and respect*

5. Physical Health and Well-being

103 children scored in the **bottom 25%** in **2005**

- **91% (94) of those children are not ready to learn in the gross and fine motor skills sub-domain (17.6% of NF sample)**
- **30% (31) are not ready to learn due to difficulty physical readiness for the school day**



4. Language and Cognitive Development

114 children scored in the **bottom 25%** in **2005**

- **45% (51)** are not ready to learn in terms of **advanced literacy**
- **43% (49)** of these are not ready to learn with regard to interest in **literacy and numeracy and memory**
- **26% (30)** are not ready to learn in terms of **basic literacy and numeracy**



3. Social Competence

126 children scored in the **bottom 25% in 2005**

- **30% (38)** of these are not ready to learn due to challenges with **overall social competence**
- **30% (38)** of those children are not ready to learn due to **difficulty with their approach to learning.**



2. Emotional Maturity

141 children scored in the **bottom 25%** in **2005**

- **71% (100)** of these are not ready to learn due to difficulty with their **pro-social and helping behaviour** (18.8% of sample)
- **43% (61)** are not ready to learn due to difficulty with **hyperactivity and inattention**
- **23% (32)** are not ready to learn due to **aggressive behaviour**



1. Communication Skills / General Knowledge

150 children scored in the **bottom 25%** in **2005**

These children are having difficulty:

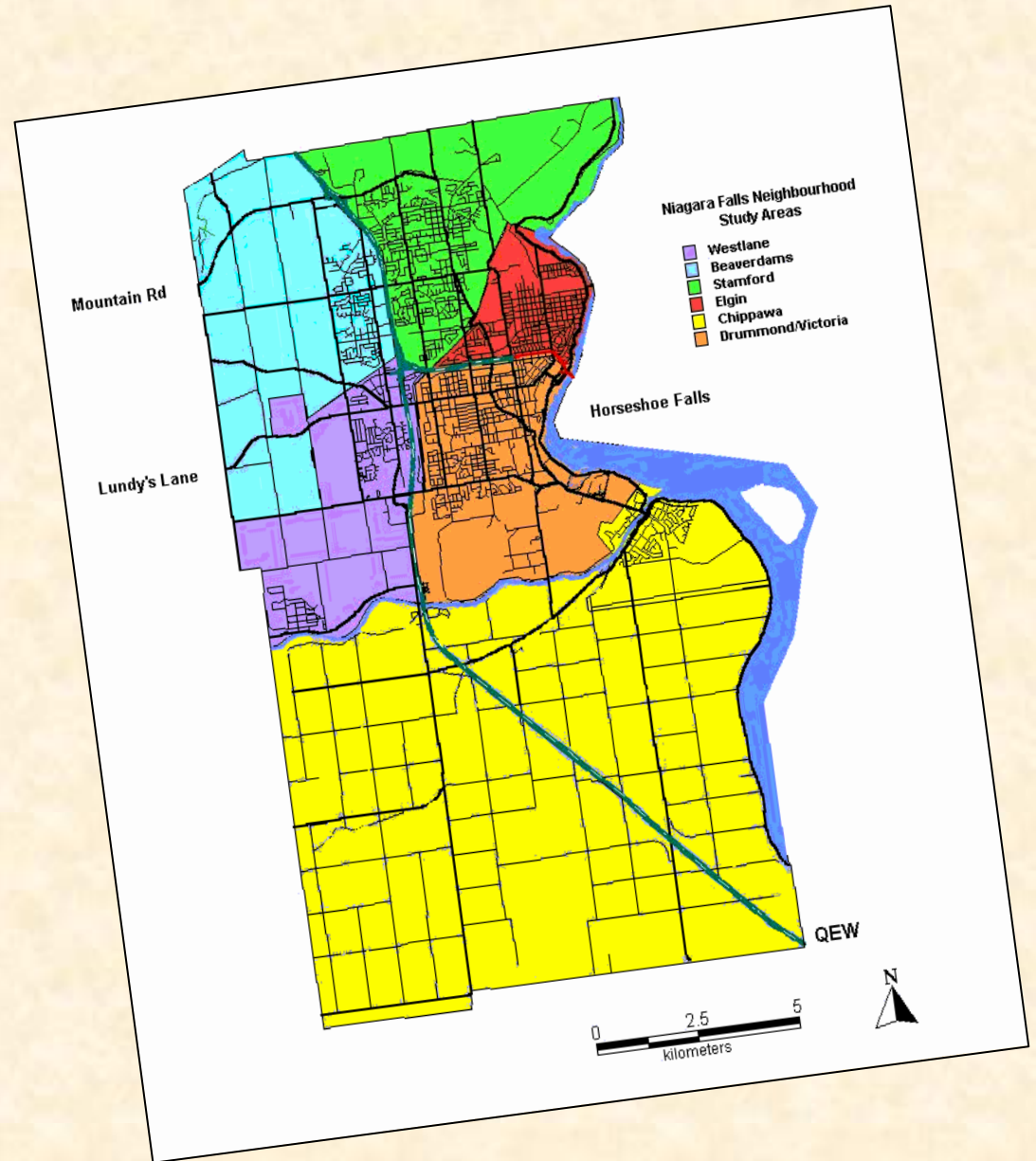
- **Using English language effectively**
- **Understanding what is said on first try**
- **Communicating needs in a way that is understandable**
- **Answering questions showing knowledge about the world**



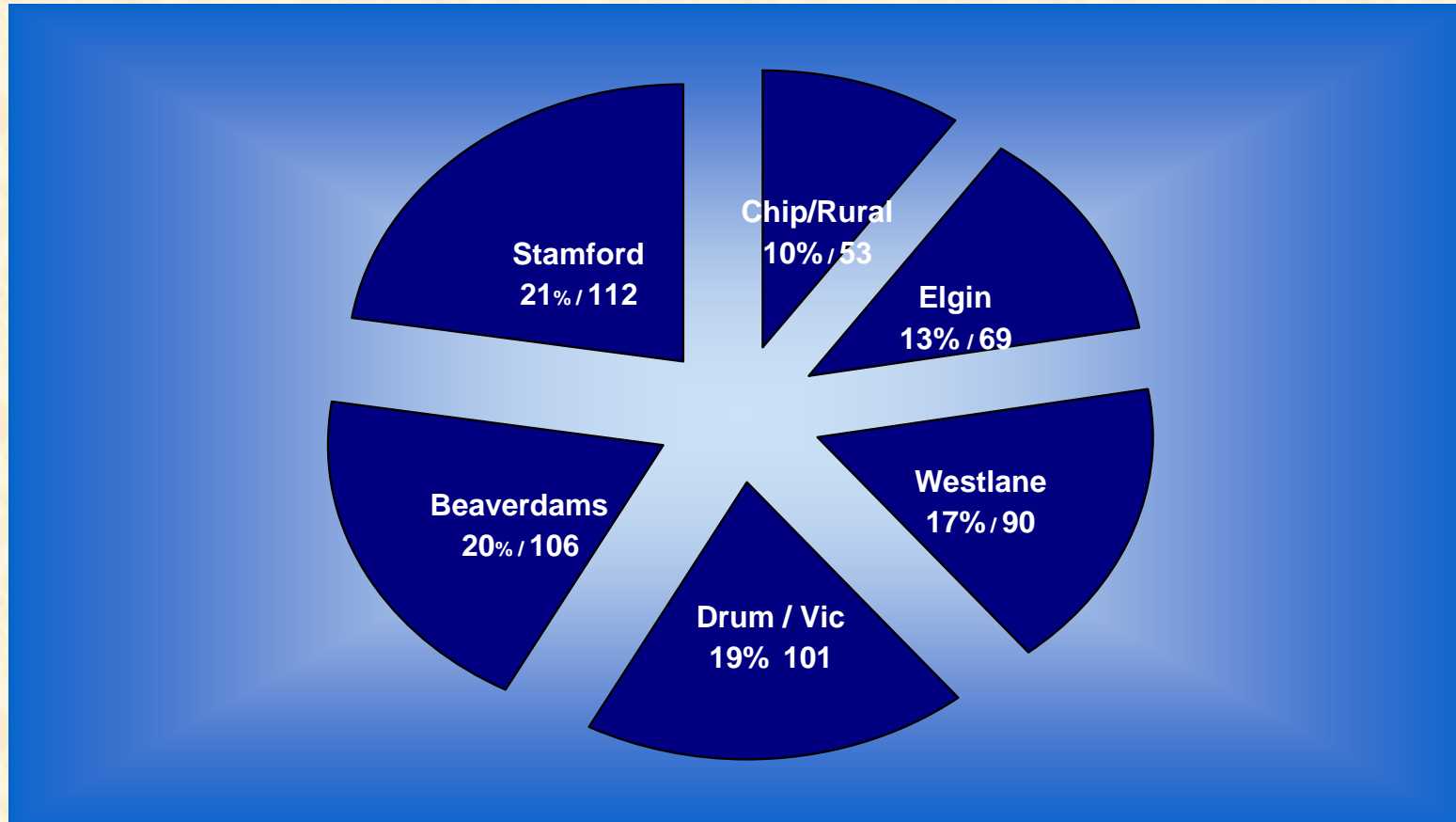
Results by Neighbourhood Study Area

Neighbourhood Study Areas:

-  **Beaverdams**
-  **Chippawa/Rural**
-  **Drummond/Victoria**
-  **Elgin**
-  **Stamford**
-  **Westlane**



Distribution of SK Children in 2005 Sample



* Total number of SK Children in 2005 Niagara Falls NSA Sample = 531

Summary of Neighbourhood Areas by Strength & Need



Chippawa Rural 🤞

Strength in all 5 domains

Stamford 🤞

Strength in all 5 domains

Beaverdams 🤞

Strength in all 5 domains

Strengths

Drummond/Victoria 

Social Competence

Emotional Maturity

Language and Cognitive Development

Communication Skills and General Knowledge

Area of Need

> Physical Health and Well-Being

Westlane 

Strengths

Social Competence

Emotional Maturity

Language & Cognitive Development

Areas of Need

> Communication Skills and General Knowledge

> Physical Health and Well-Being

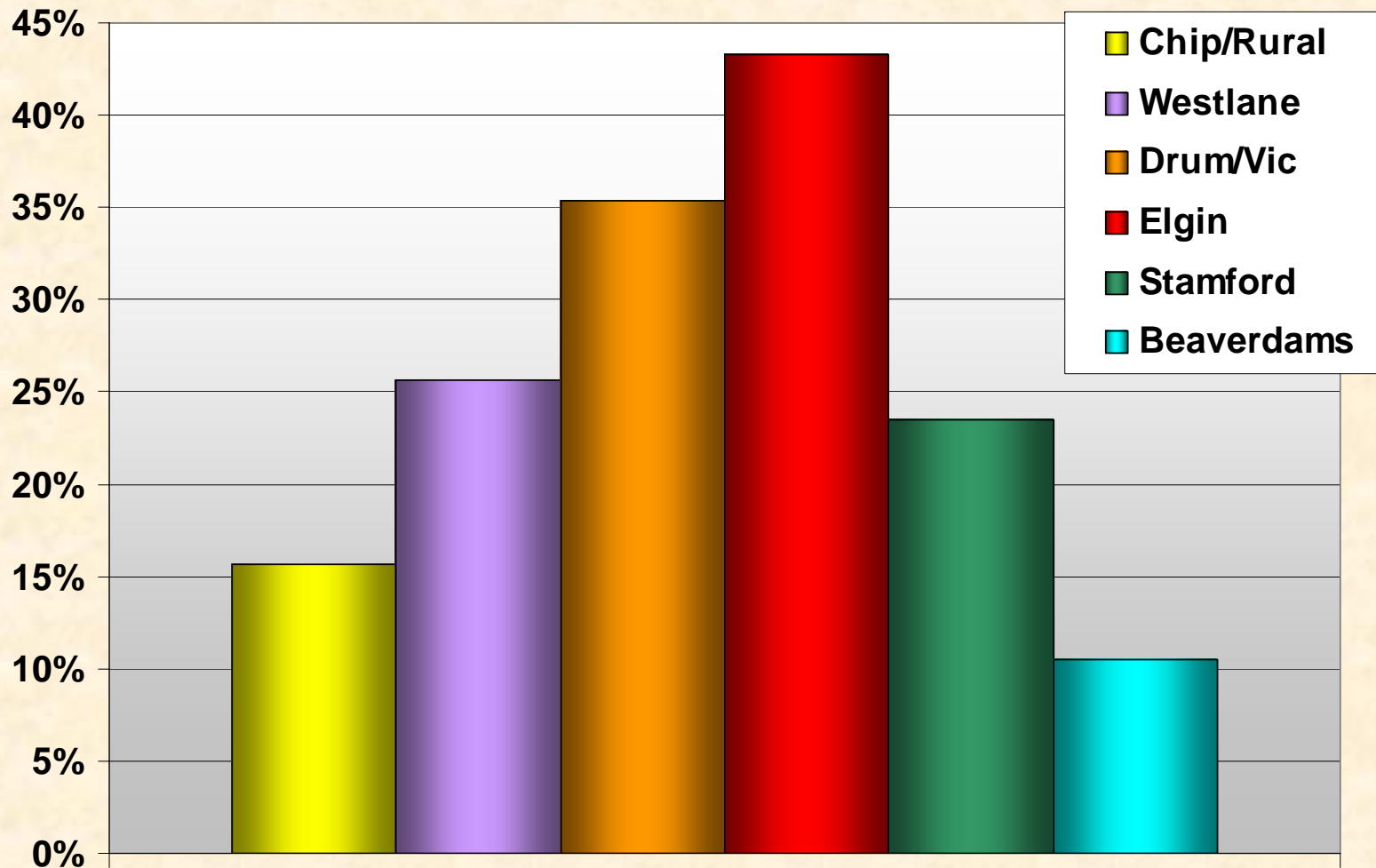
Elgin

Areas of Need

- > **Physical Health and Well Being**
- > **Social Competence**
- > **Emotional Maturity**
- > **Language and Cognitive Development**
- > **Communication Skills and General Knowledge**

All 5 major domain areas...

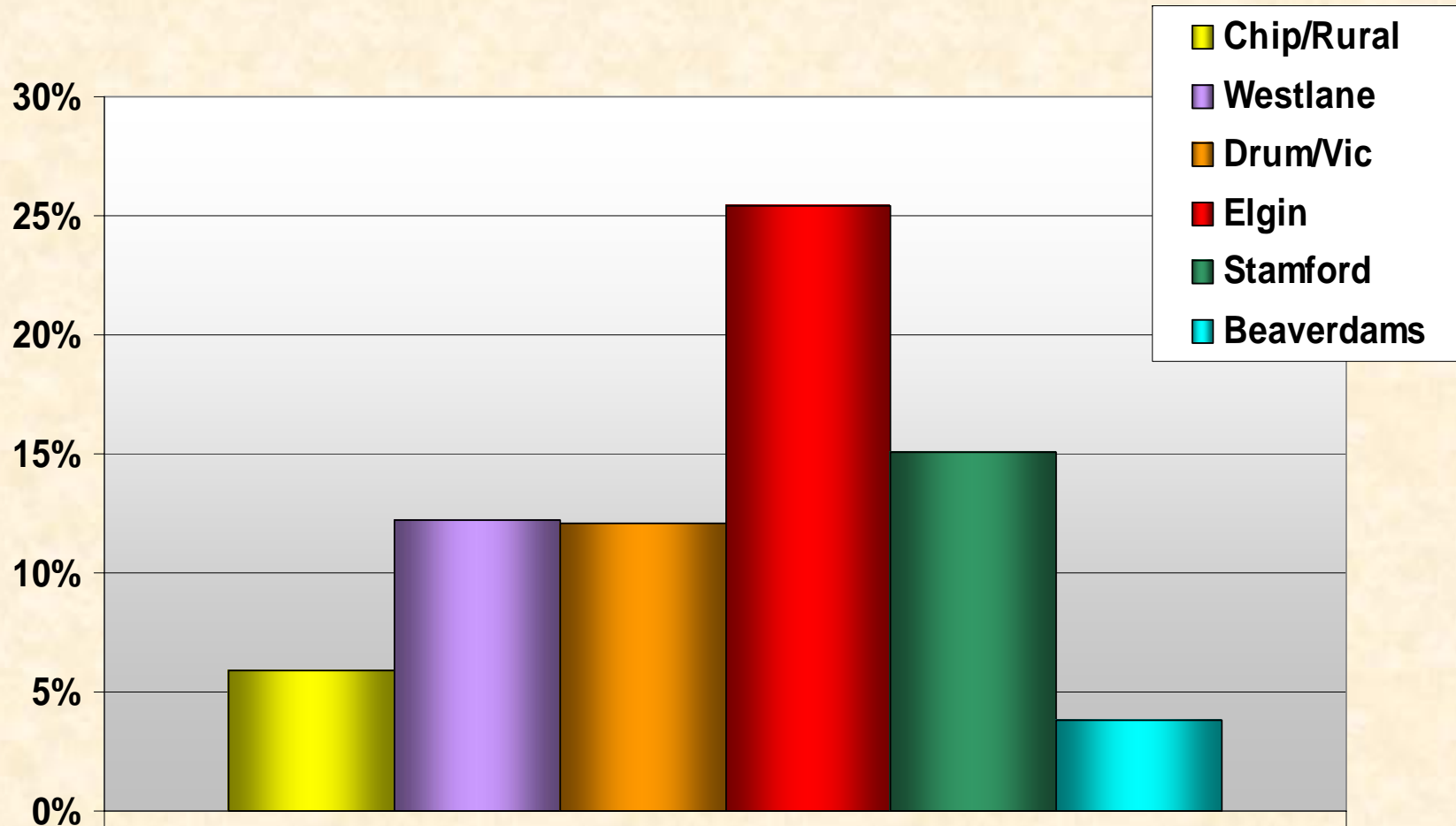
Vulnerable Children



Low on at least one Domain

* Number of SK Children in Niagara Falls 2005 NSA Sample = 531

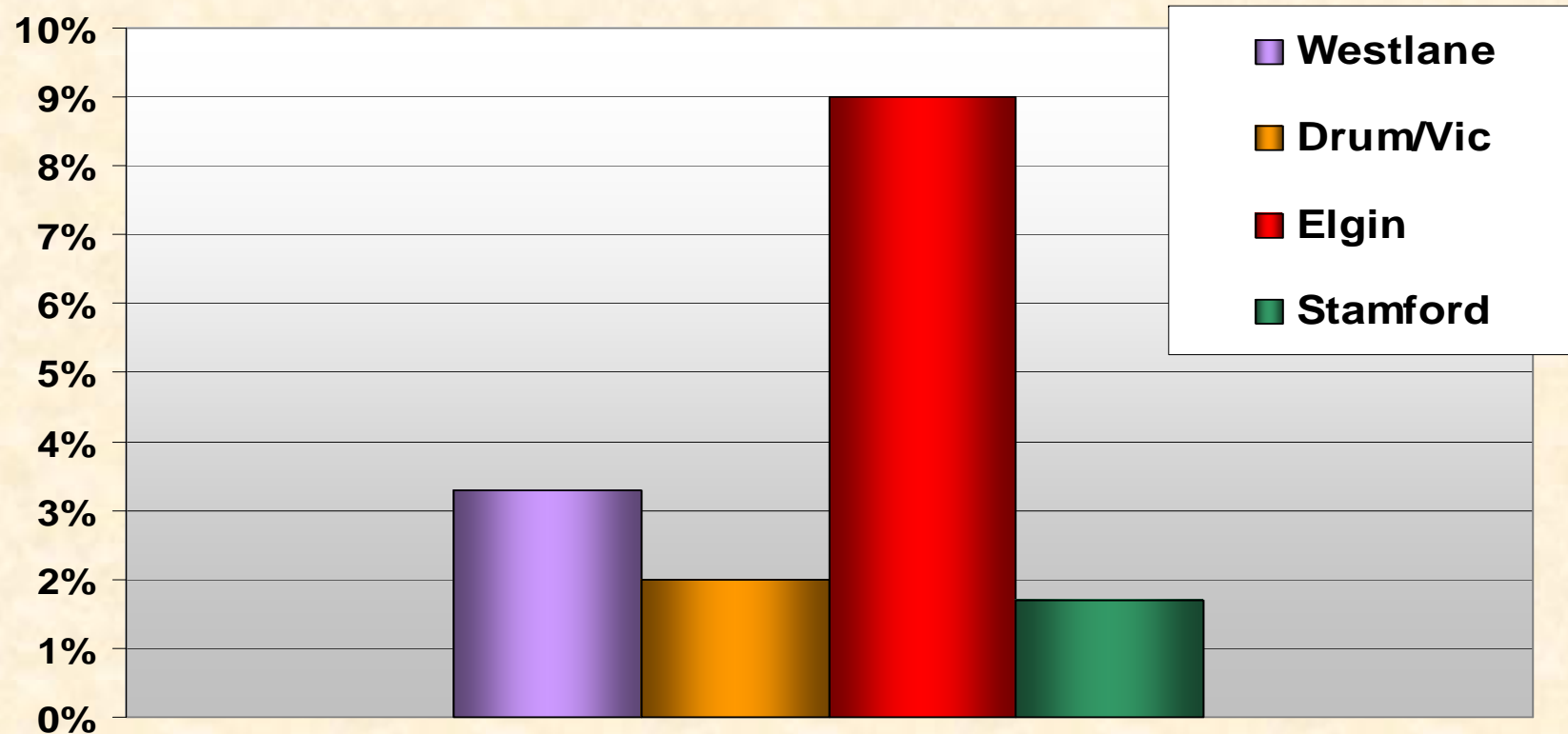
Children At Risk



Low on 2 or more Domains

* Number of SK Children in Niagara Falls 2005 NSA Sample = 531

Children with Multiple Challenges



Low on at least 3 of the main Domains and 9 sub-domains

* Number of SK Children in Niagara Falls 2005 NSA Sample = 531

What's next for UEY Niagara Falls?

Heightened Phase 2 Activities

- Updated 2005 maps, in partnership with Regional Niagara Public Health Department, that will link EDI results with community resources and factors (overall and for each neighbourhood).

Anticipate new local insights ☺

- Community reports and presentations on final Niagara Falls research data available mid-April through early 2007
- Cross-sectoral community engagement and action planning through early 2007

Niagara Falls Wrap-up

- UEY Knowledge Action Plan available in April 2007

We are also pleased to announce...

the launch of UEY Niagara Region Project!!

Phase 1

- Research already underway; 200+ SK teachers collecting EDI data across Niagara

Thank you School Boards and SK teachers !!

- Community Resource Inventory Survey just beginning

Thank you Niagara Region, Children's Services Department and Data Analysis Coordinator, Sandra Noel !!

Dialogue / Q&A

Using the dialogue sheet found at your table, please consider, discuss & record strategic insights and ideas in response to the following 8 questions:

1. Do you agree that Elgin, Stamford, Westlane and Drummond/Victoria are priority neighbourhoods in Niagara Falls? Why or why not?
2. What factors do you think are influencing these neighbourhood results?
3. What might be contributing to weakness in Emotional Maturity and Communication & General Knowledge (*effective use of English language, understanding what is being said on first try, communicating needs in an understandable way and answering questions showing knowledge about the world*)?
4. What ideas do you have for addressing needs of Niagara Falls' children around pro-social and helping behaviours, hyperactivity and inattention, gross and fine motor skills, interest in literacy, numeracy and memory, and advanced literacy?
5. How can UEY best support children, parents, the region, its municipalities and neighbourhoods along with community groups and the education and social service system in addressing need and achieving better outcomes?
6. What existing groups or initiatives might benefit from UEY research and support?
7. What additional, related research questions do you wish UEY could address?

Thank you!!

For further information regarding **how the results will be shared and used in the community** or to **book a presentation** contact:

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For **research related matters** contact:

Nancy Russell, Lead Researcher

E-mail: *nrussell@eccdc.org*