



early childhood community development centre

Understanding the Early Years

Early Learning and Development in Niagara

Social Justice Committee -Trinity United Church

Beamsville – June 10, 2007

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Early Childhood Community Development
Centre (ECCDC)
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The Understanding the Early Years
initiative is funded by Human Resources and
Social Development Canada. For further
information, visit: www.hrsdc.gc.ca





AGENDA

- Overview of UEY and EDI,
- The Local Picture,
- Ideas for Action
- Discussion, and
- Evaluations.



UNDERSTANDING THE EARLY YEARS (UEY)

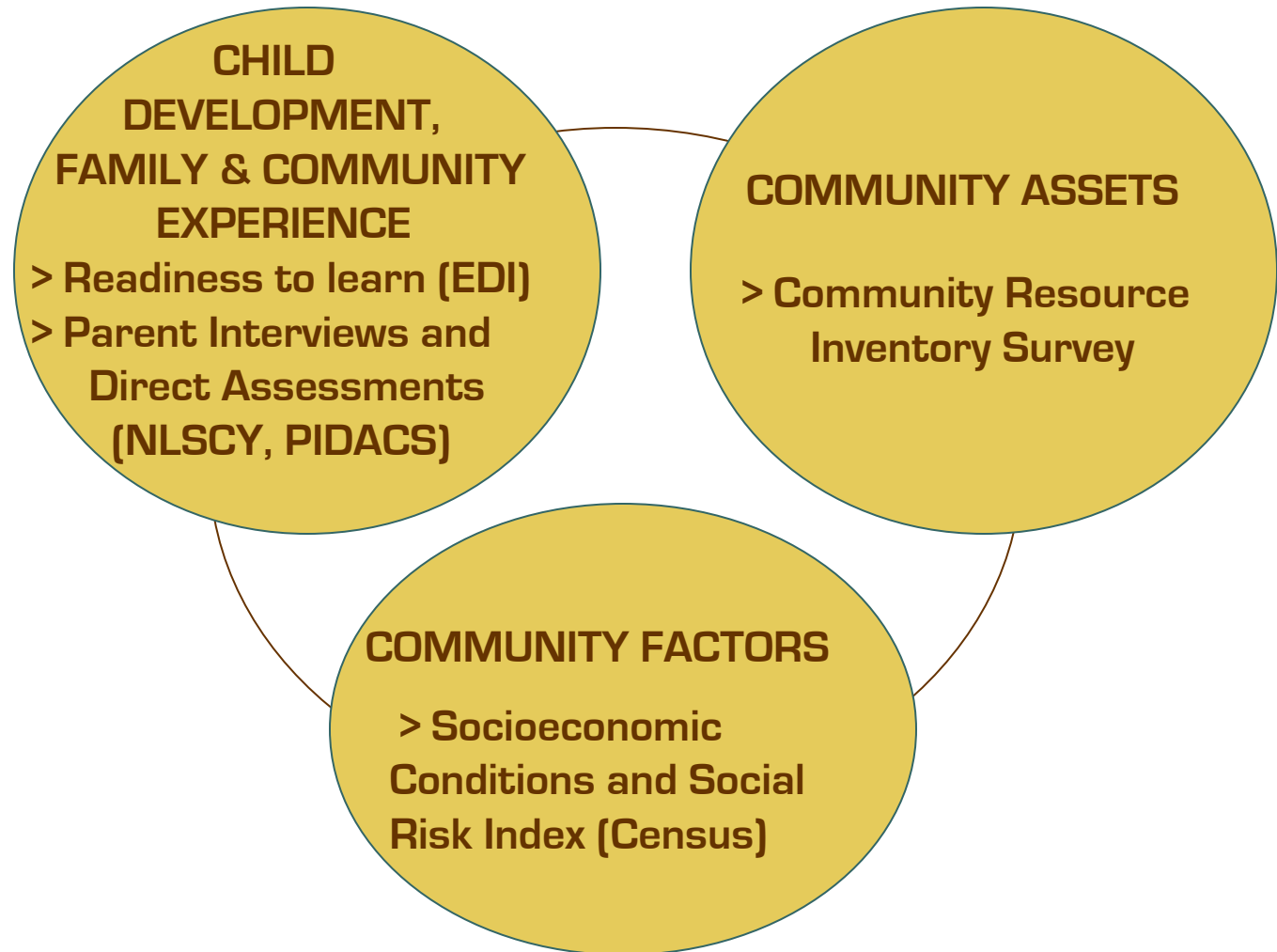
- Funder: **HRSDC** (sites across Canada)
- Sponsor: **ECCDC**
- Community Coalition: **Early Years Niagara**
- Advisory Group: **EYNRAG**
- Partners: **RMN** (Children's Services, Public Health, DAC), **OEYC's**, **DSBN**, **NCDSB**, various early years service providers, community groups and clubs
- History: **Niagara Falls in 2001, Niagara Region in late 2005**



KEY MANDATE:

- Promote awareness and understanding concerning the importance of the early years,
- Examine the relationship between community factors and early learning and development outcomes in Niagara,
- Report on local and national findings, and
- Support evidence-based decision making and planning in the community.

KEY KNOWLEDGE GATHERING:





EARLY DEVELOPMENT INSTRUMENT (EDI)

**Provides an important part of the picture for
the community, as well as early years
service providers and
decision-makers**

- Population-based measure,
- Developmentally grounded, and
- Links to community factors, literacy, school performance and curriculum.



EARLY DEVELOPMENT INSTRUMENT (EDI)

**Measures *'readiness to learn at school'* -
refers to children's ability to meet task
demands, such as:**

- Being comfortable exploring and asking questions,
- Listening to the teacher,
- Playing and working with other children,
- Remembering and following rules, and
- Benefiting from the educational activities provided.



EARLY DEVELOPMENT INSTRUMENT (EDI)

Teacher recorded measure on *five domains* of early child development:

- Physical Health & Well-being,
- Social Competence,
- Emotional Maturity,
- Language & Cognitive Development, and
- Communication Skills & General Knowledge.



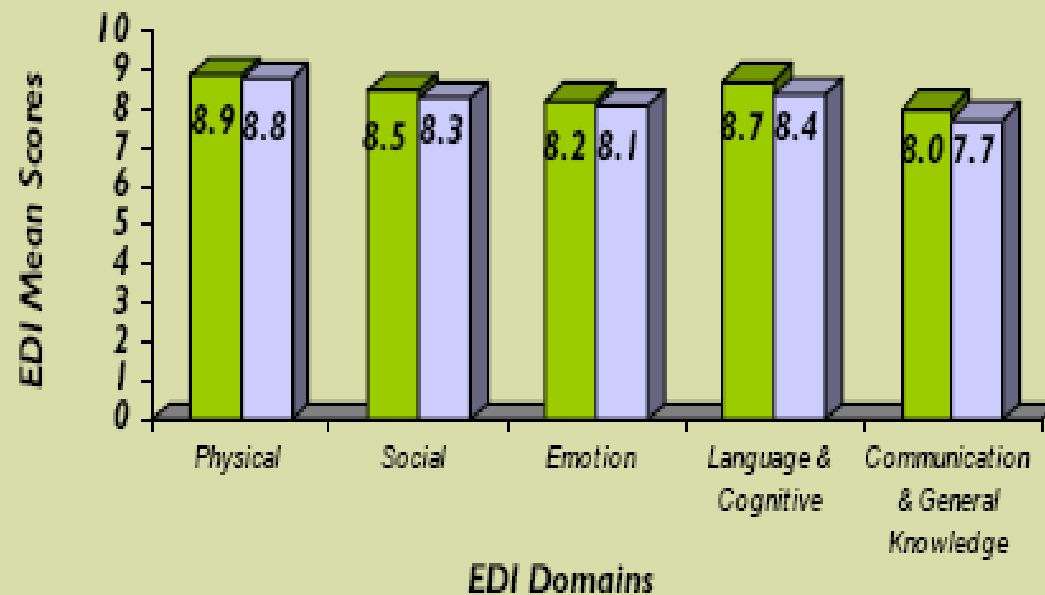
THE EDI LOCALLY

In early 2006,
Senior Kindergarten teachers
from across the Niagara Region
and both School Boards
implemented the EDI with over 3,000
Niagara students.

What follows are some of the results...

Children in the Niagara Region scored significantly higher than the national averages on all five of the school readiness to learn domains!

Niagara Region 2006: Comparison of Children's Mean Scores and the National Average

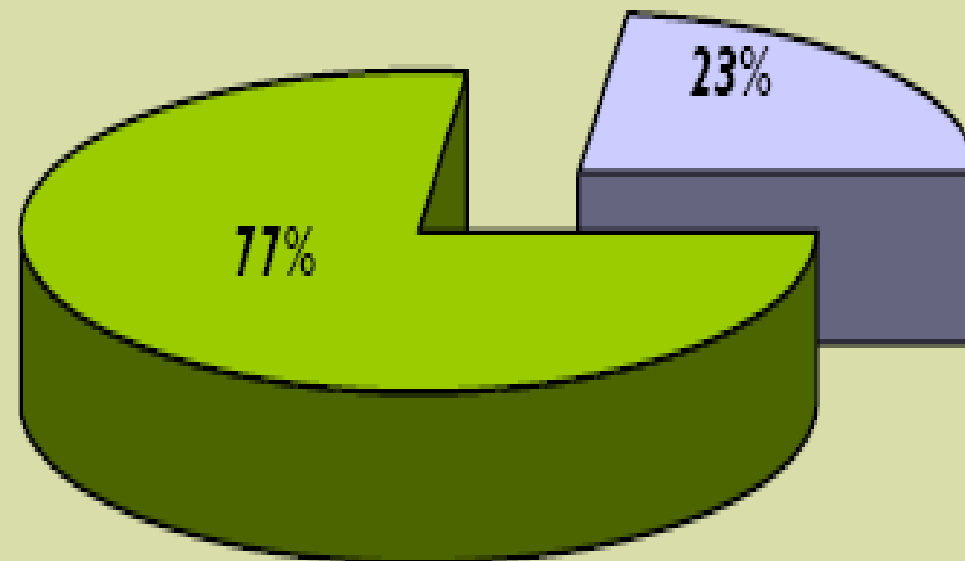


■ Niagara Region

■ National Averages

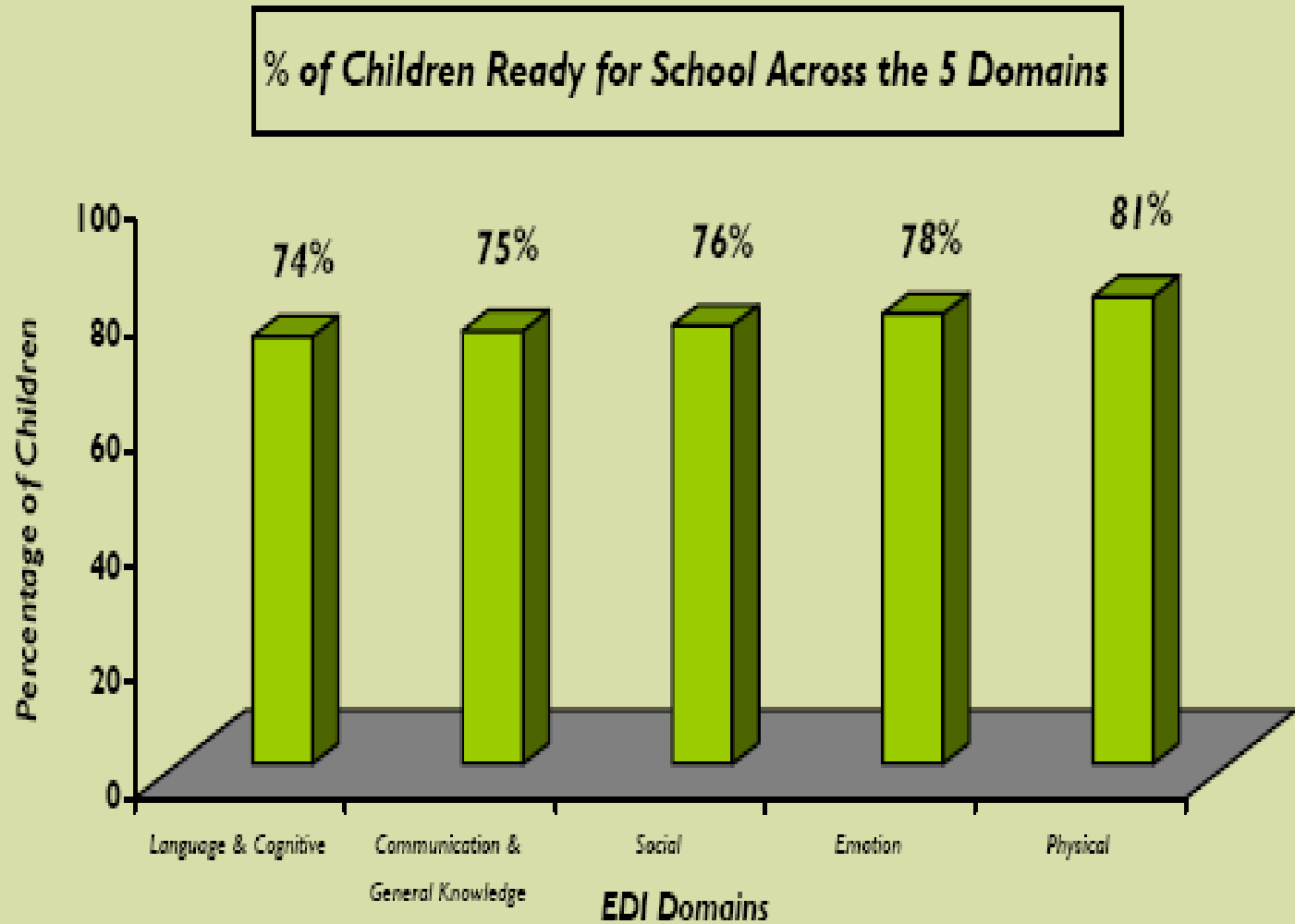
A large proportion of children in the Niagara Region are ready for school across the five domains!

% of Children Ready and Not Ready for School



Ready Not Ready

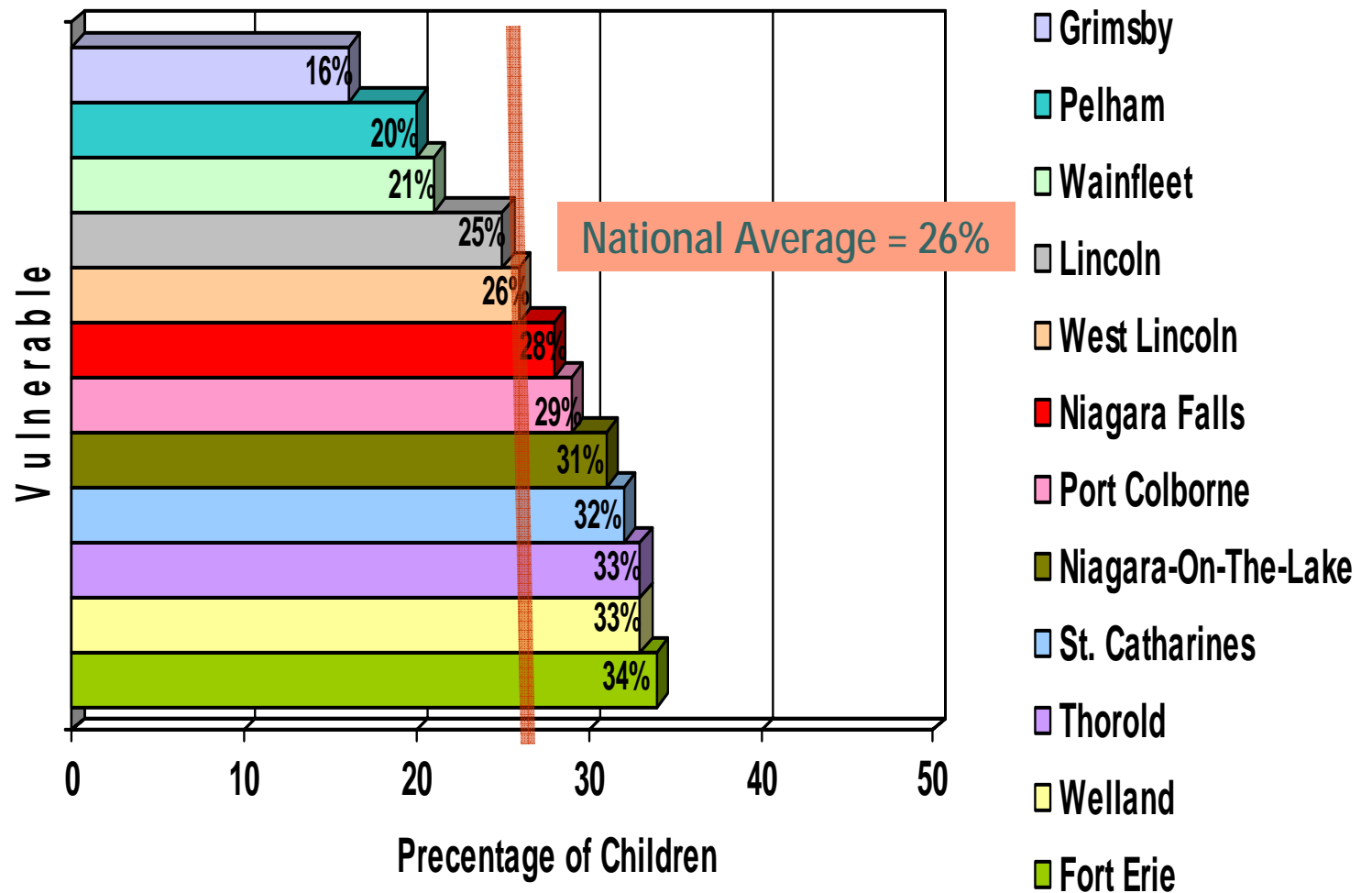
On average over three-quarters of the children were ready to learn across the five domains!



Grimsby had the lowest % Vulnerable rate in the Region!

Niagara Region's Municipalities 2006: % of Vulnerable Children

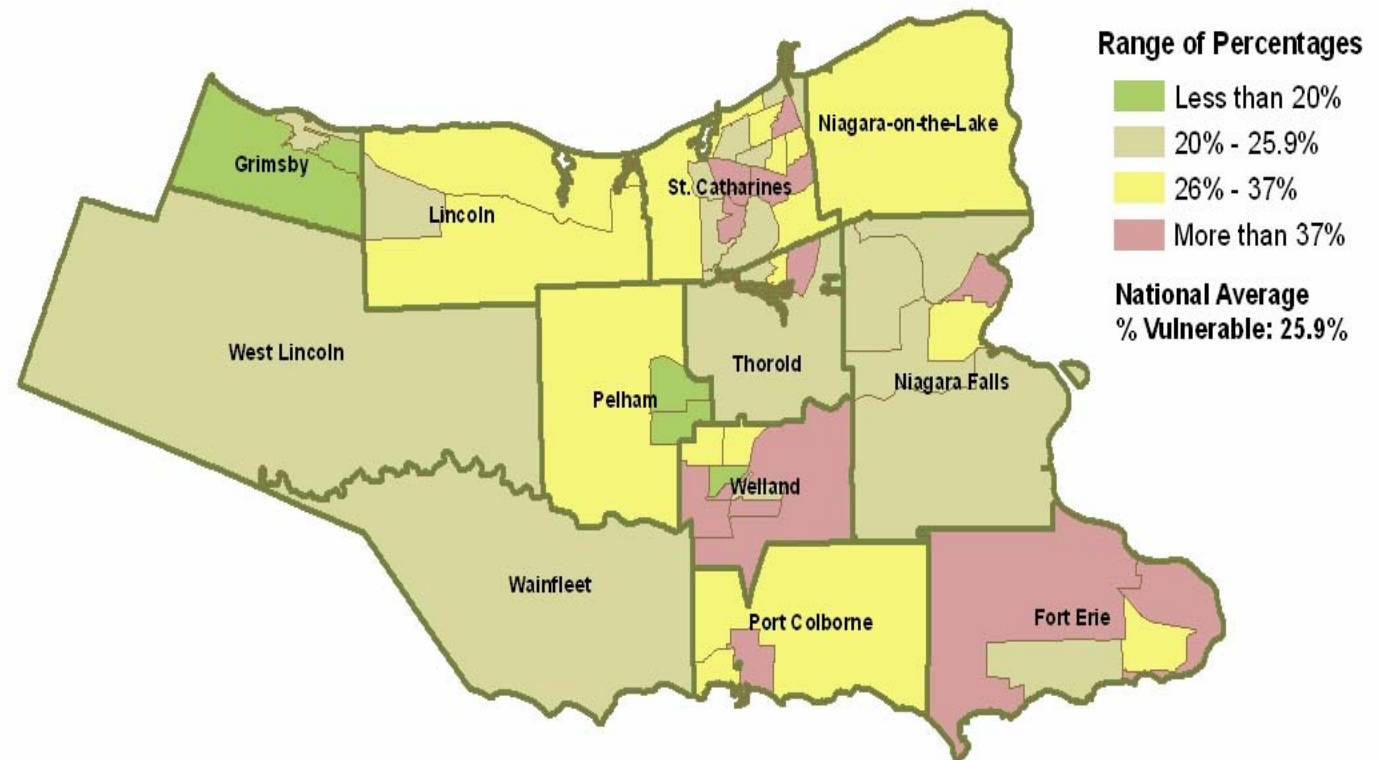
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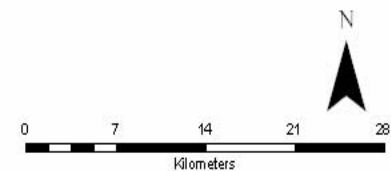
Neighbourhood maps provide even more details.

% of Vulnerable Children by Neighbourhoods in Niagara Region

(Vulnerable: Children who scored below the 10th percentile on one or more readiness to learn domains)



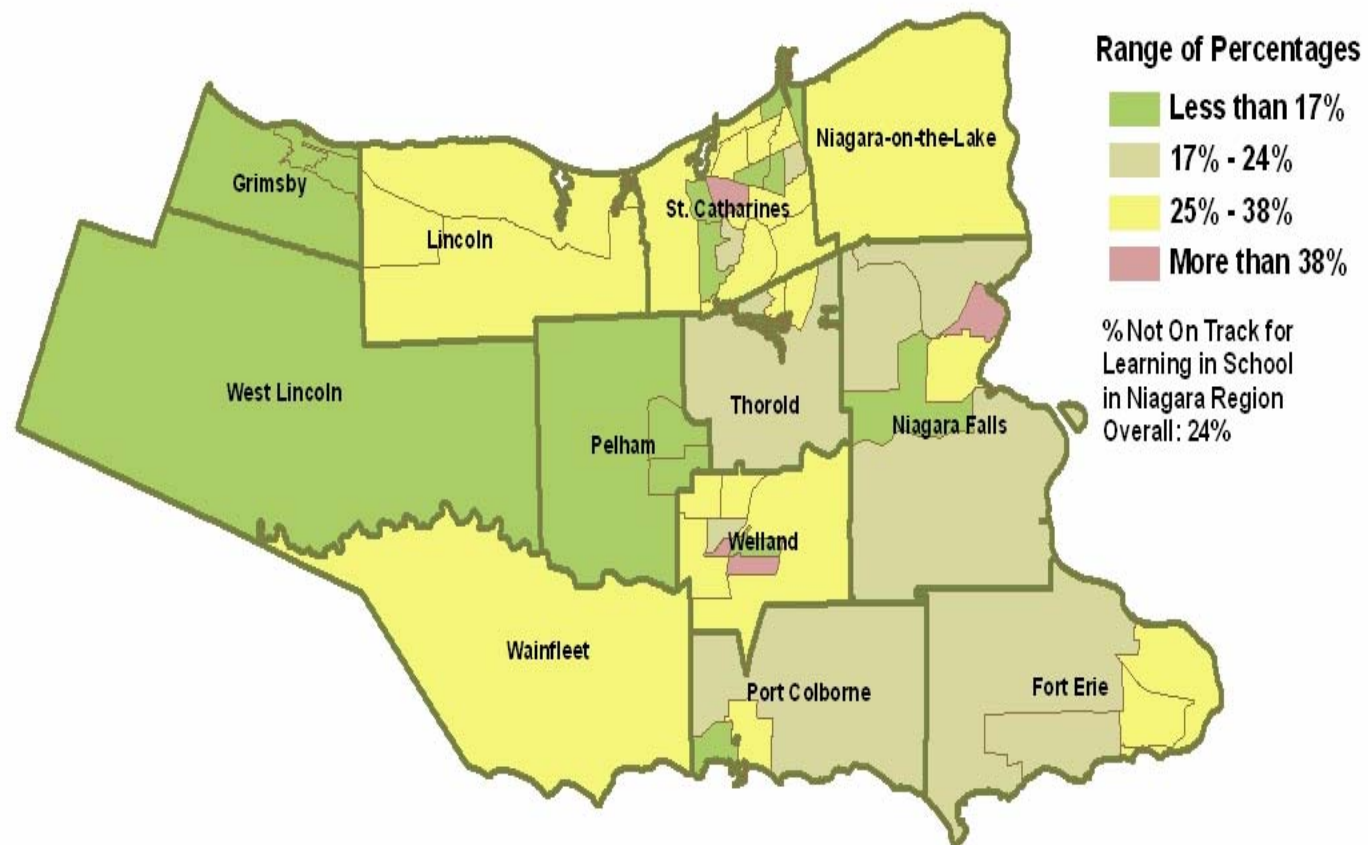
Data Sources
EDI Data: UEY & Offord Centre for Child Studies, 2006
Amalgamated Neighbourhoods: UEY & Public Health, 2007/03
Base Map Features: Region of Niagara, 2006
Produced by: UEY & Offord, 2007
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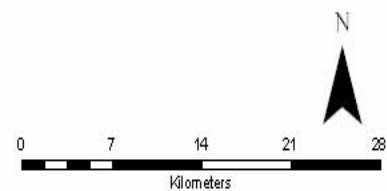


% Not On Track for Learning in School in Niagara Region - Social Competence

(Not On Track for Learning in School: Children who scored below the 25th percentile)



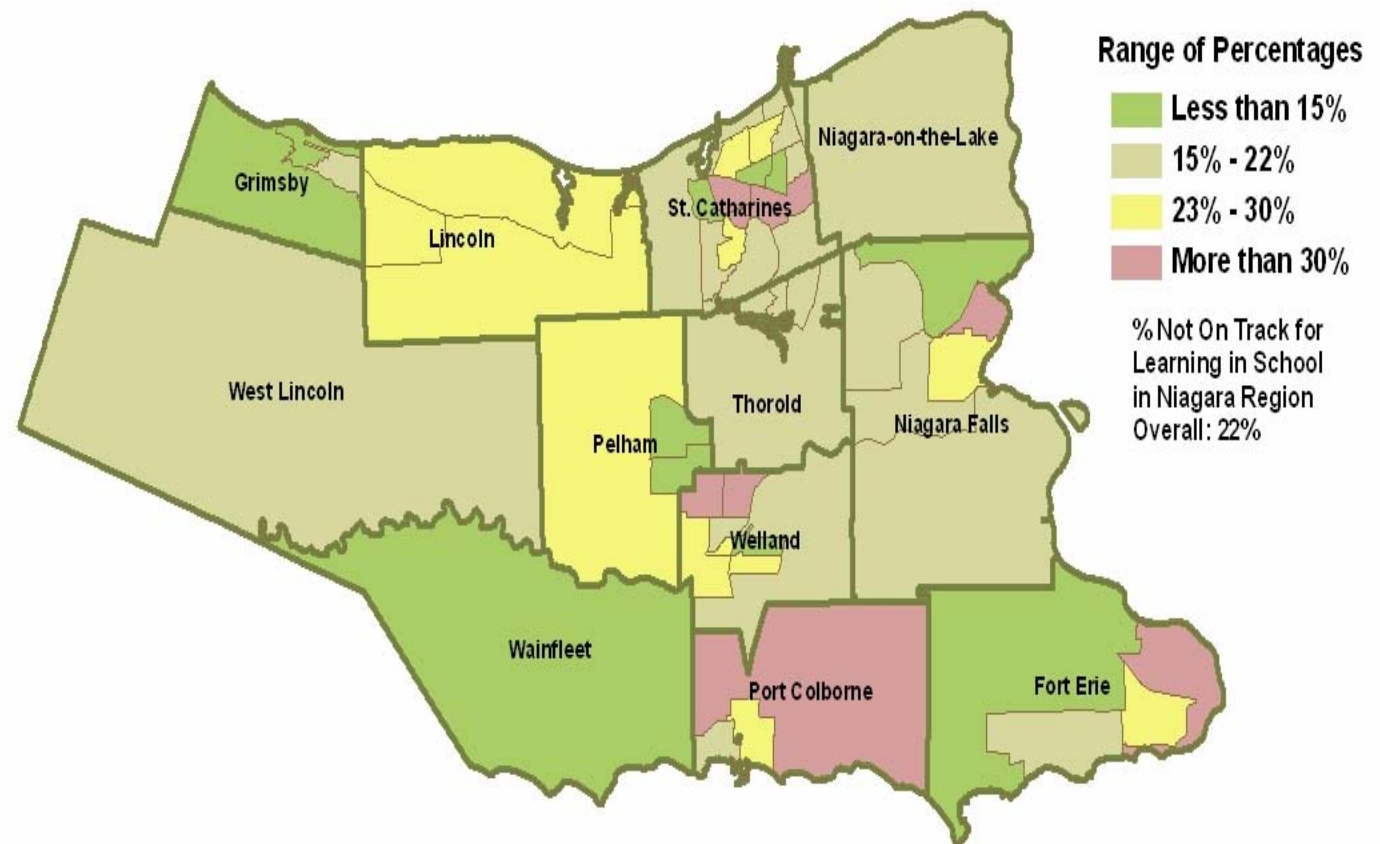
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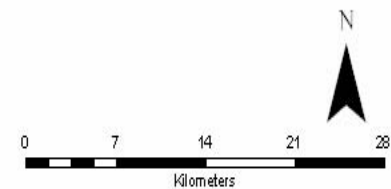


% Not On Track for Learning in School in Niagara Region - Emotional Maturity

(Not On Track for Learning in School: Children who scored below the 25th percentile)

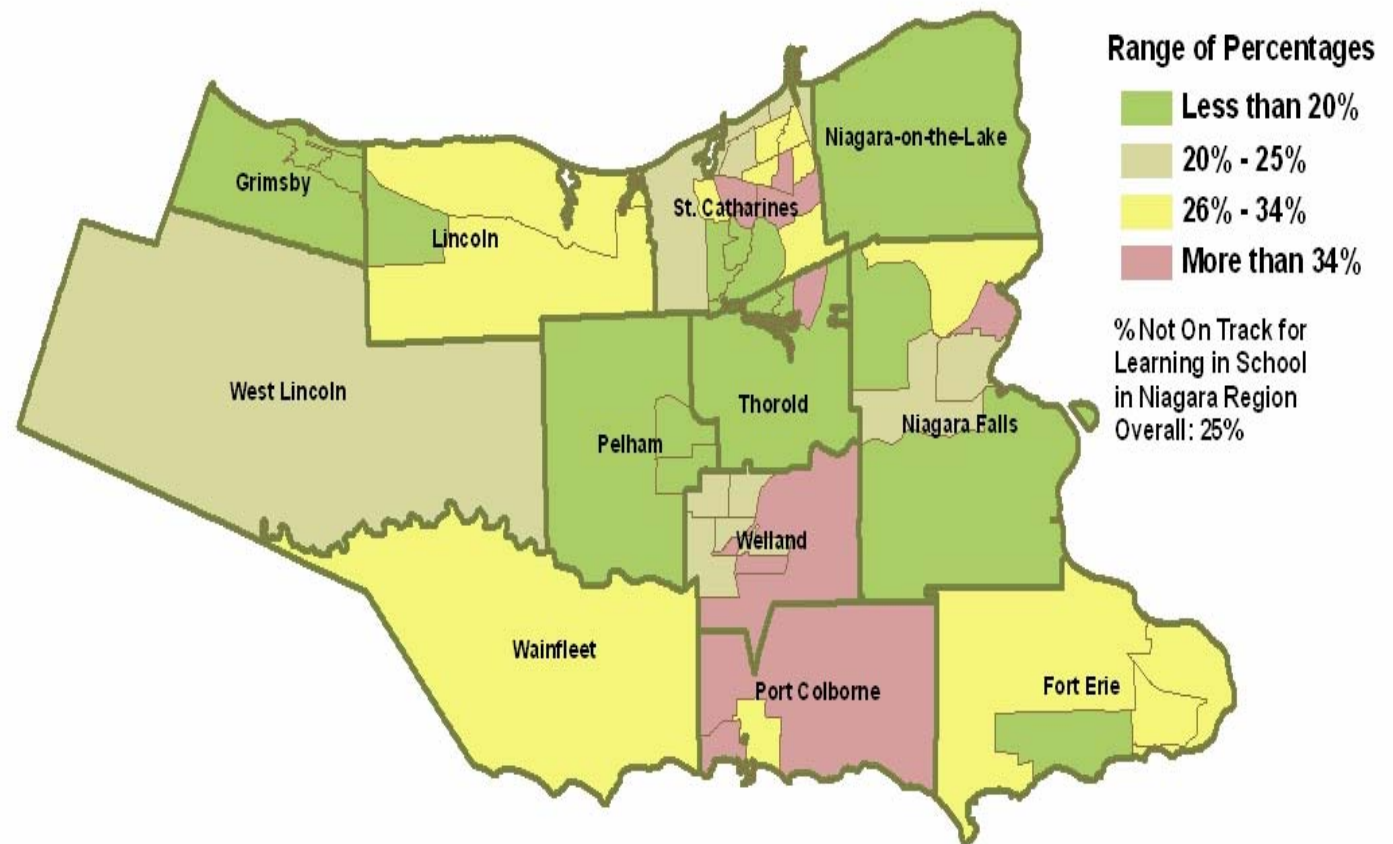


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% Not On Track for Learning in School in Niagara Region - Communication Skills & General Knowledge

(Not On Track for Learning in School: Children who scored below the 25th percentile)



Data Sources

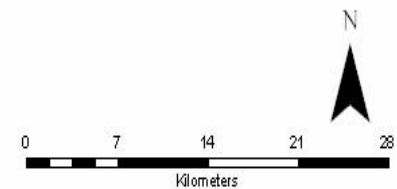
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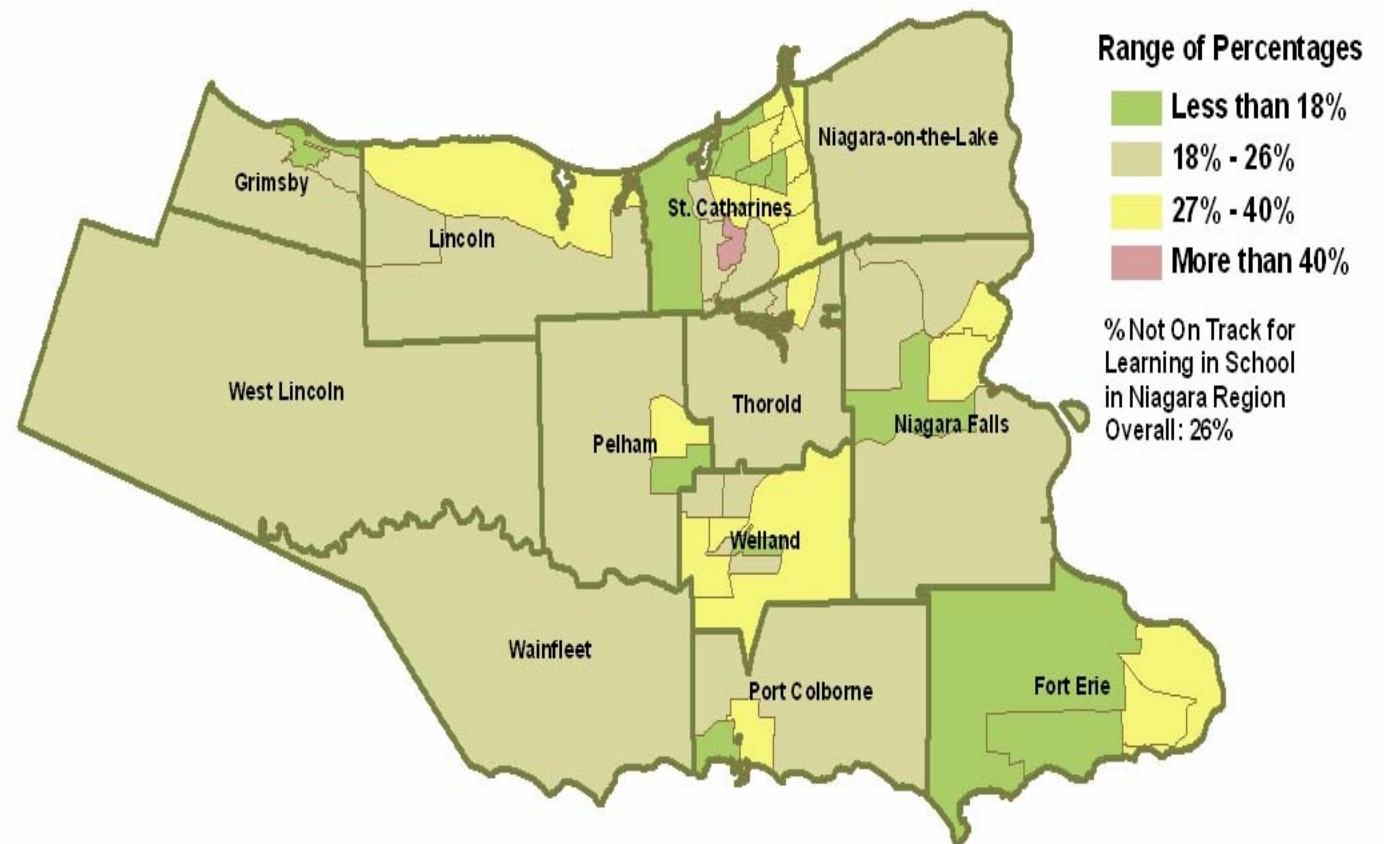
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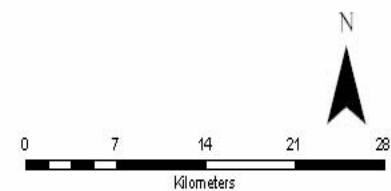


% Not On Track for Learning in School in Niagara Region - Language & Cognitive Development

(Not On Track for Learning in School: Children who scored below the 25th percentile)

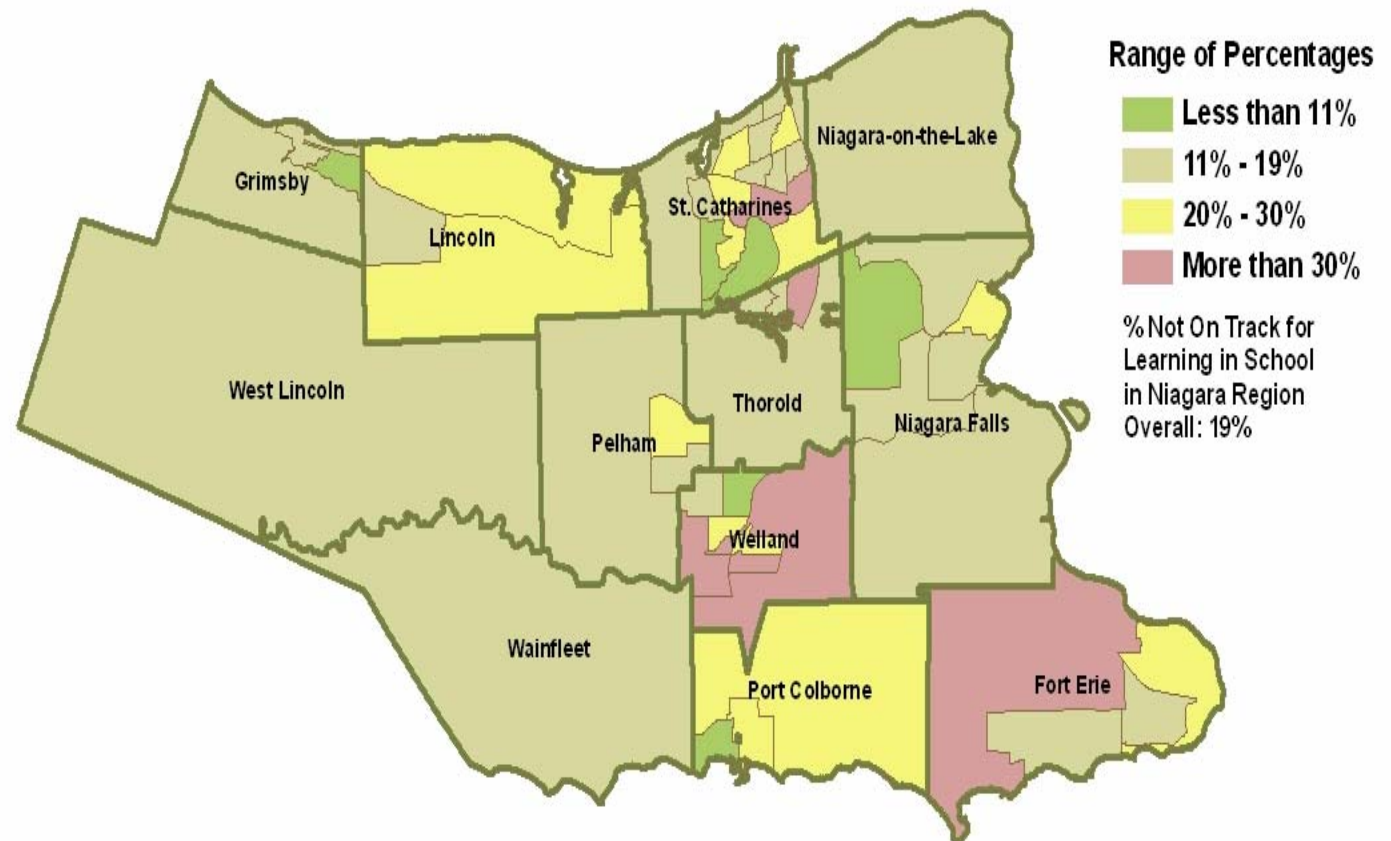


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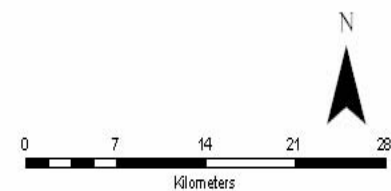


% Not On Track for Learning in School in Niagara Region - Physical Health and Well-Being

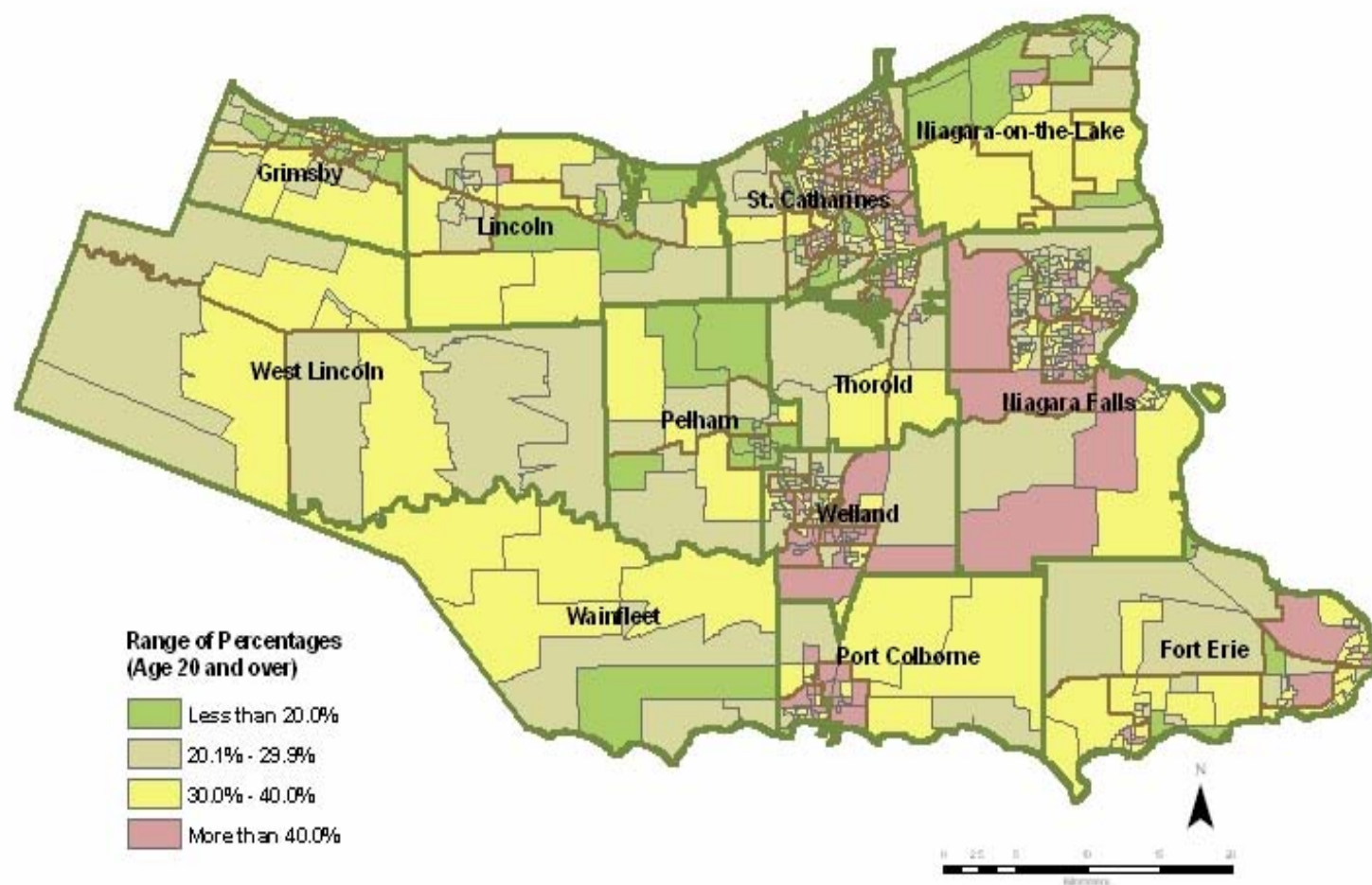
(Not On Track for Learning in School: Children who scored below the 25th percentile)



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% of Niagara Region Population without High School



Data Sources:
 Based on the Census 2001, Statistics Canada
 Neighbourhoods: Neighbourhood Creation Project Public Health, 2006/12
 Base Map Feature © Niagara Region, 2006
 Produced by: U.E.Y. & Offord, 2007
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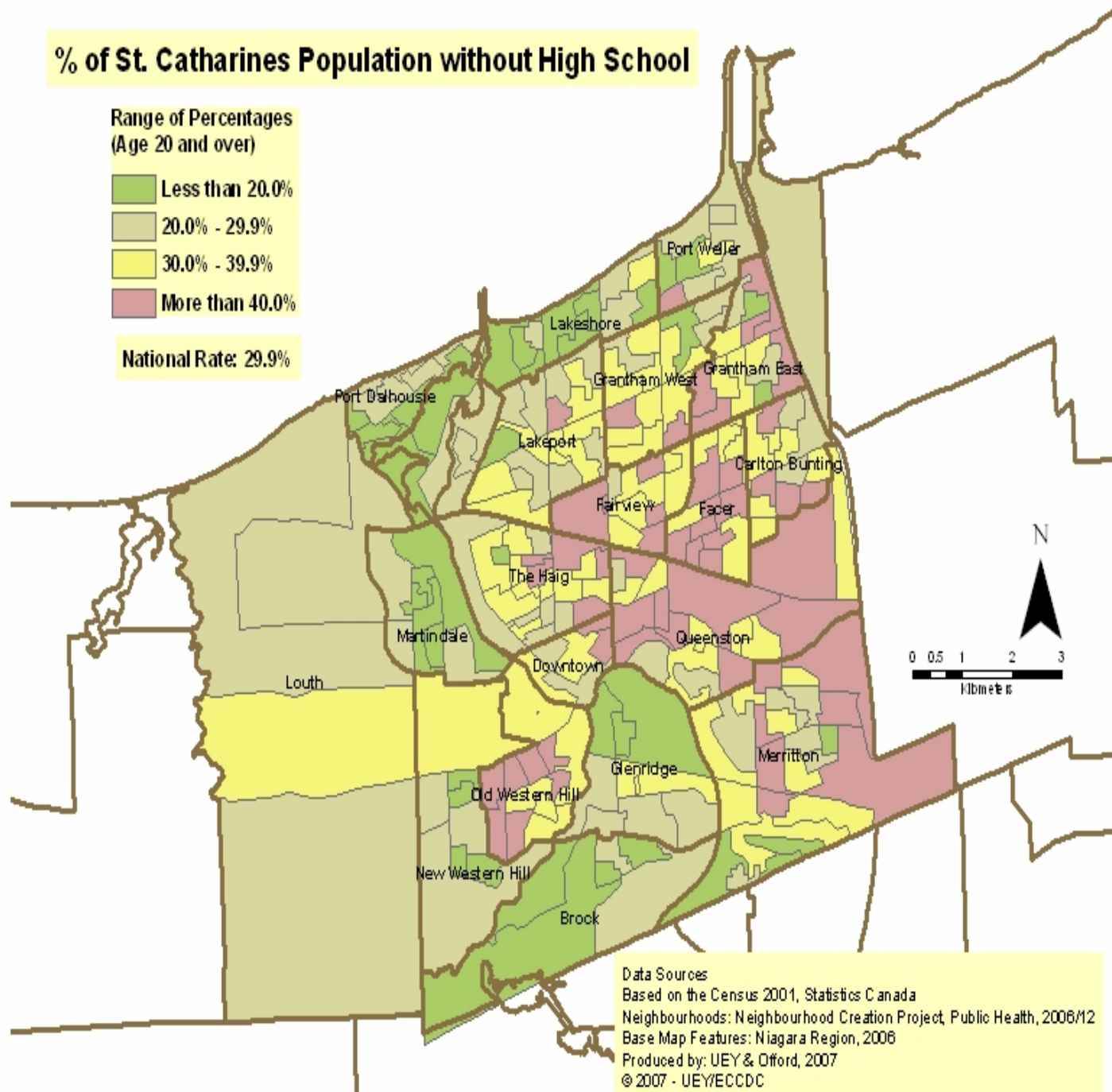


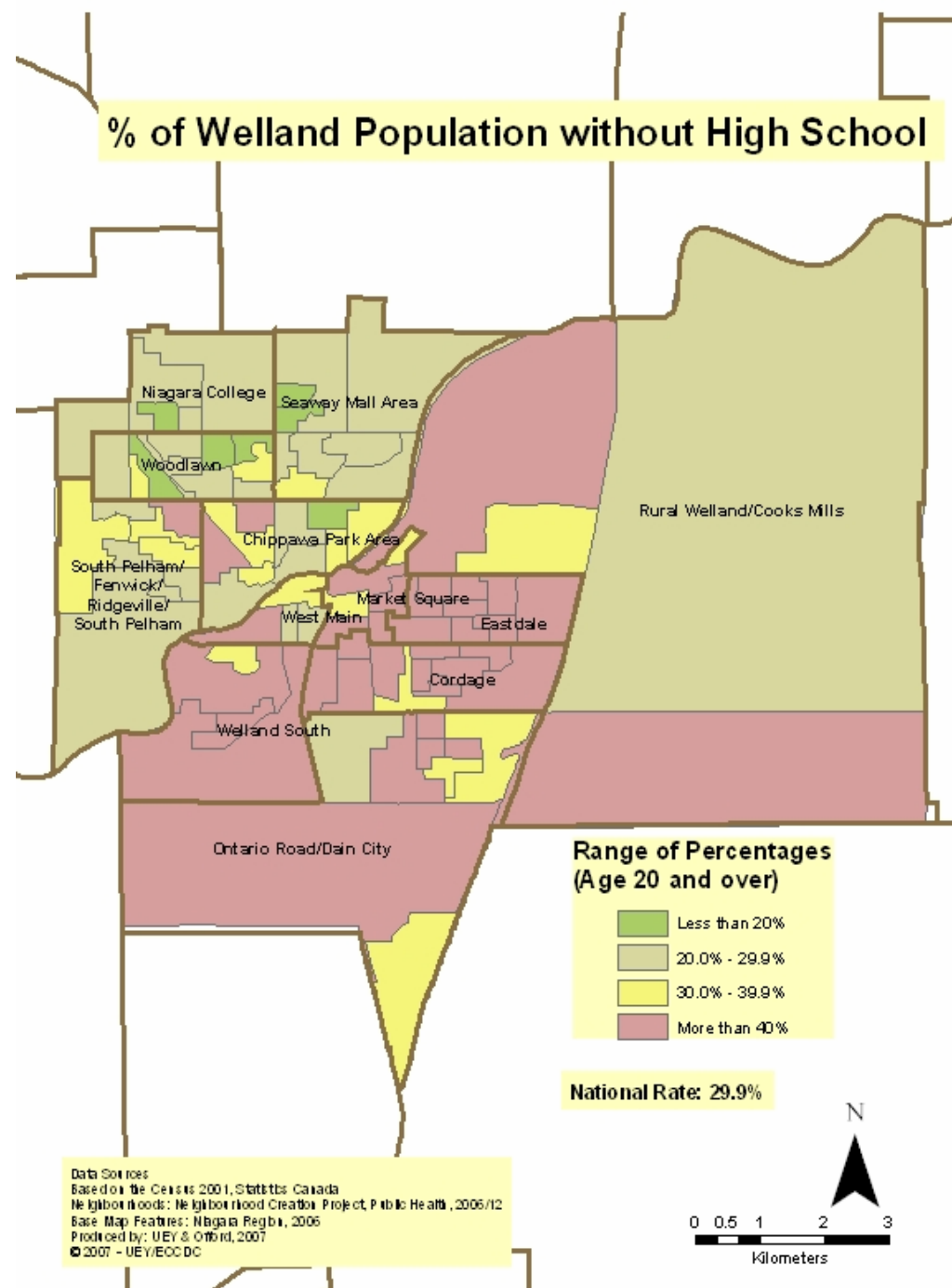
% of St. Catharines Population without High School

Range of Percentages
(Age 20 and over)

- Less than 20.0%
- 20.0% - 29.9%
- 30.0% - 39.9%
- More than 40.0%

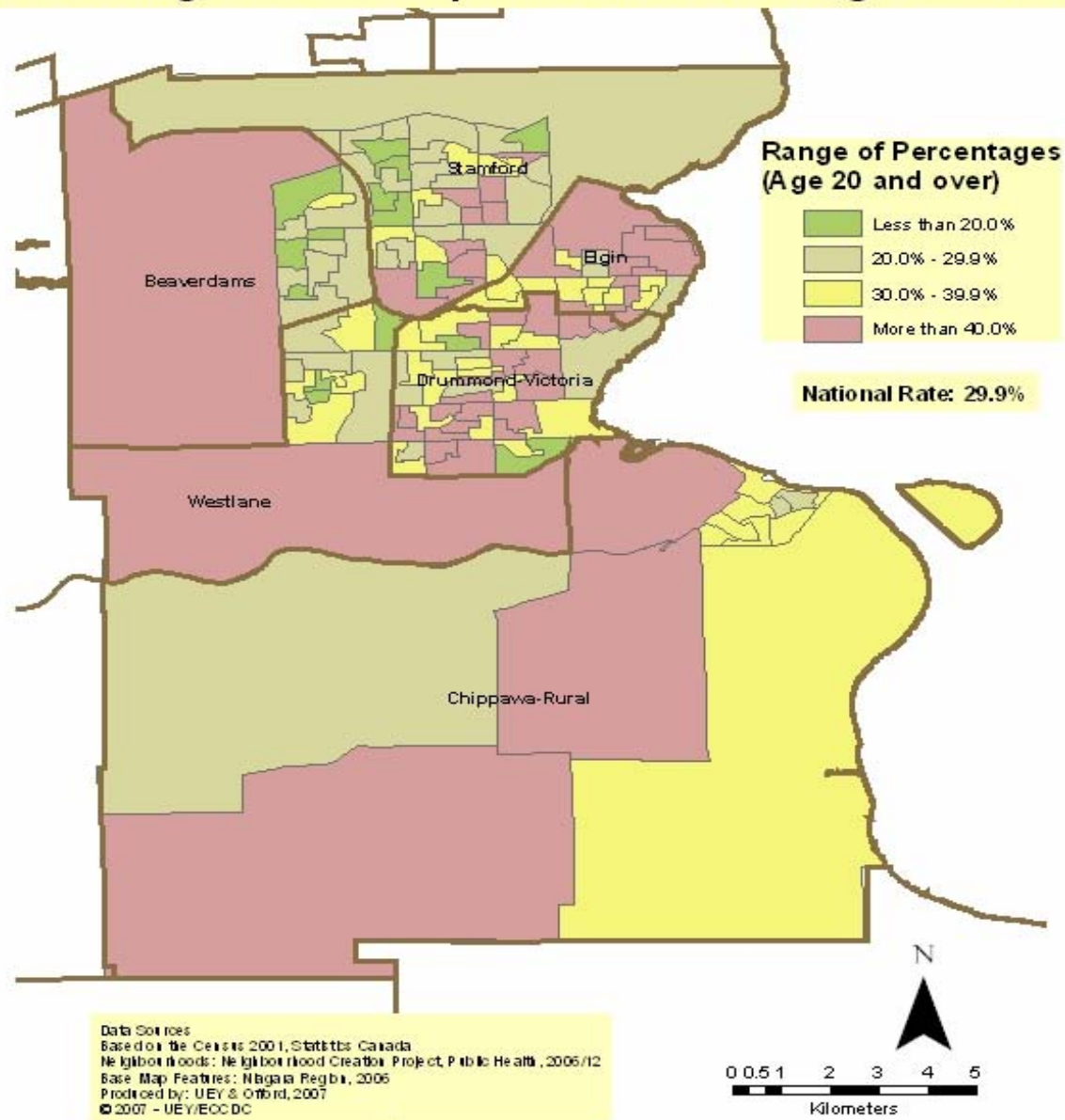
National Rate: 29.9%



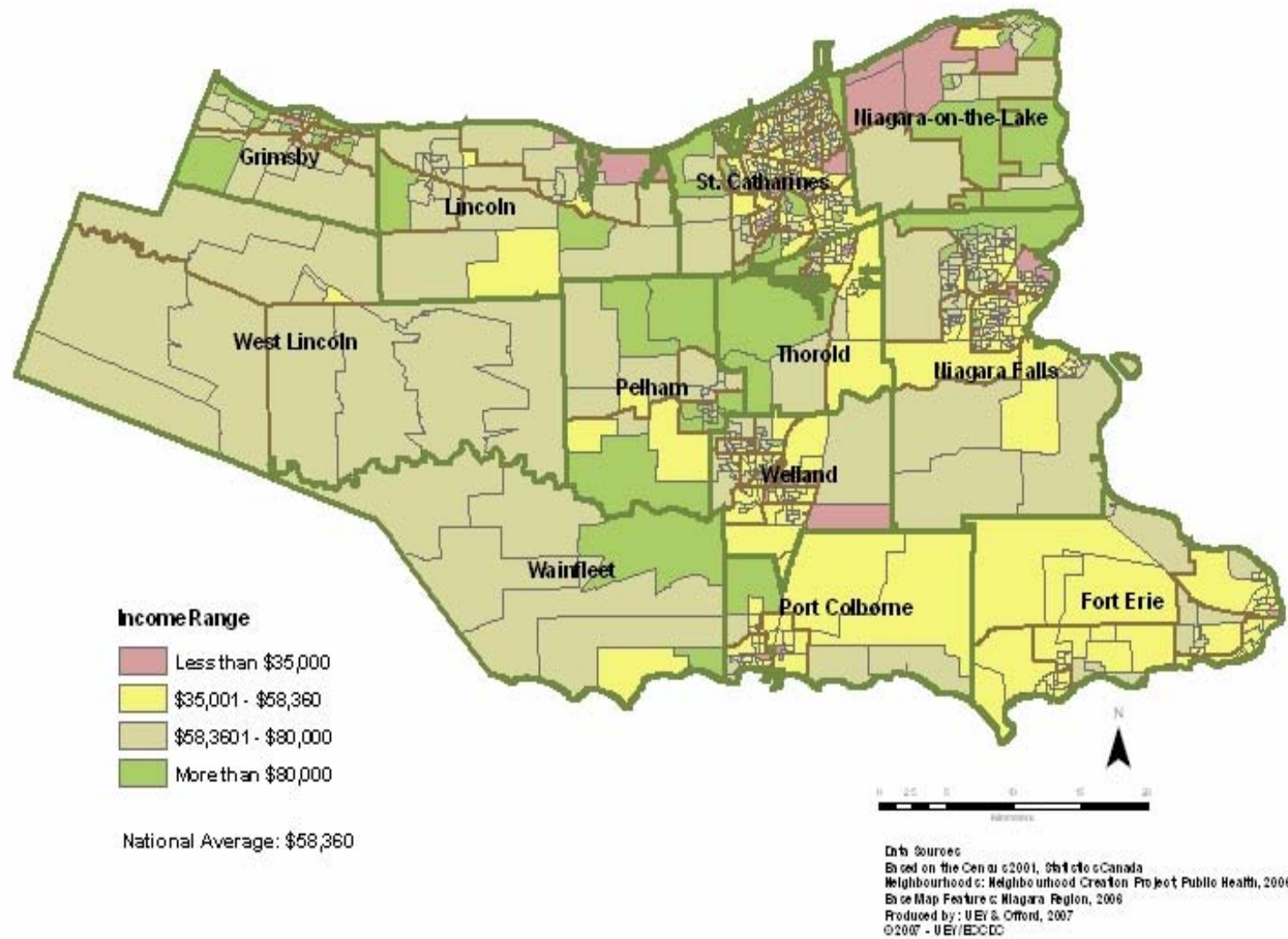




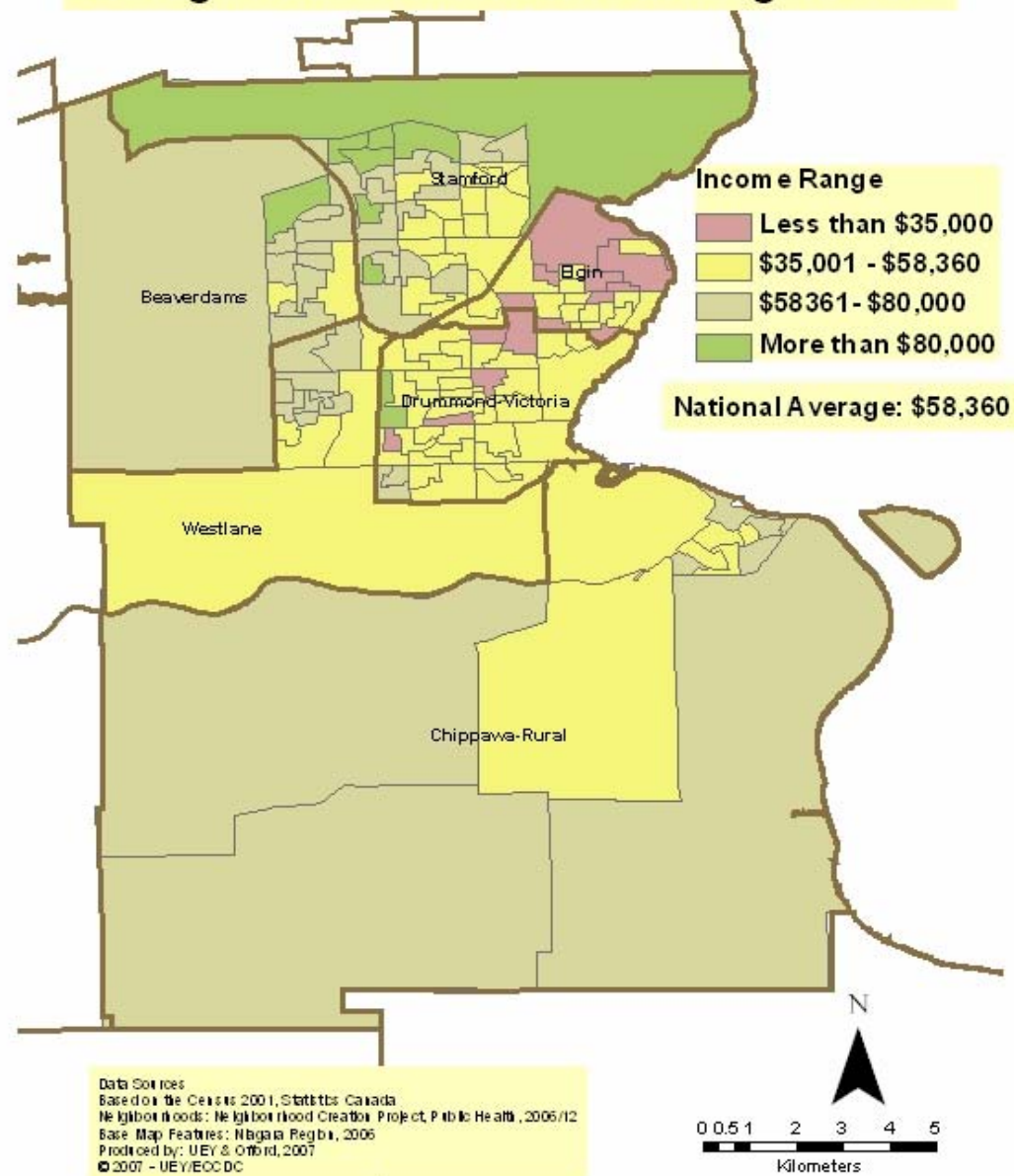
% of Niagara Falls Population without High School

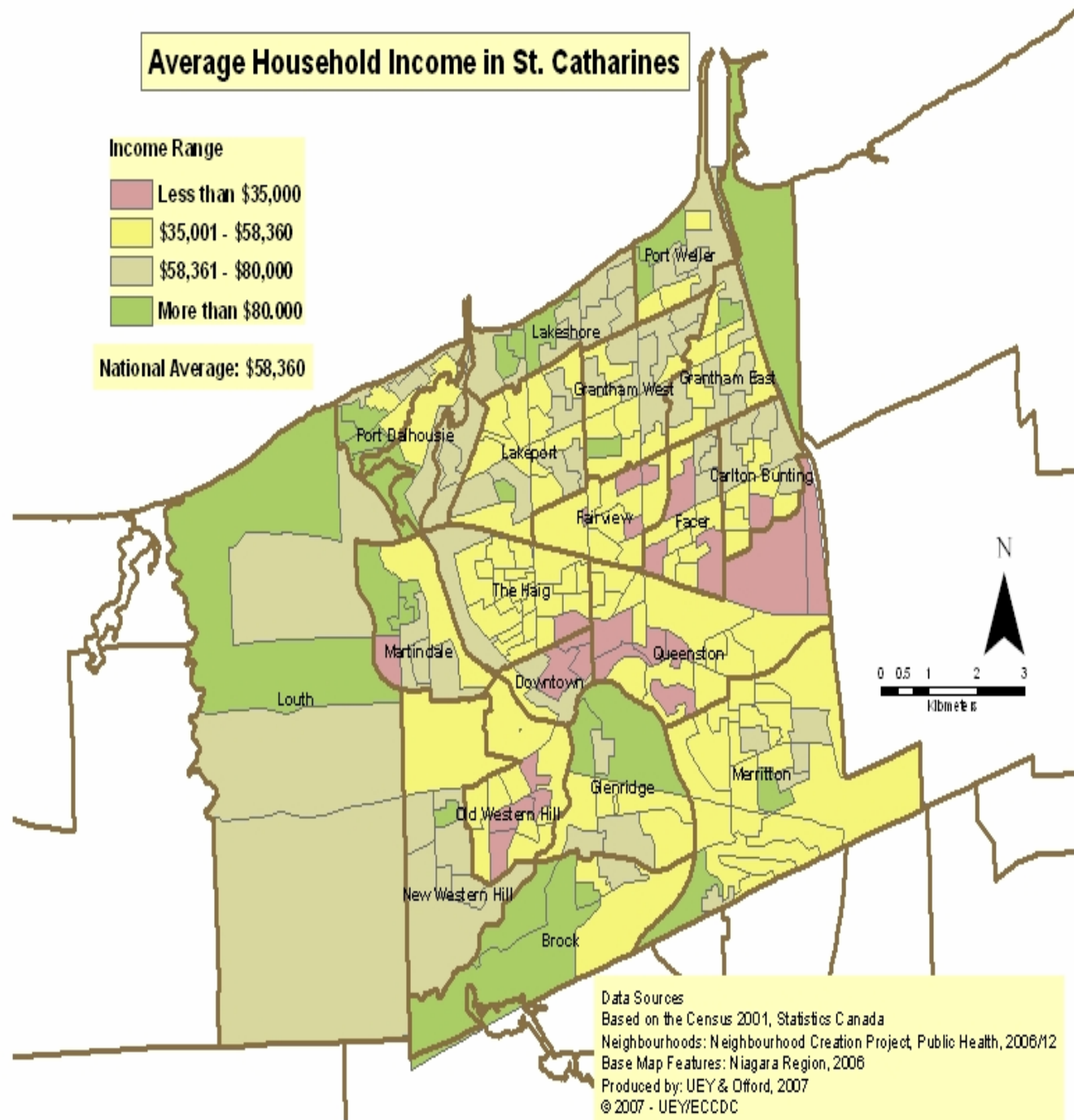


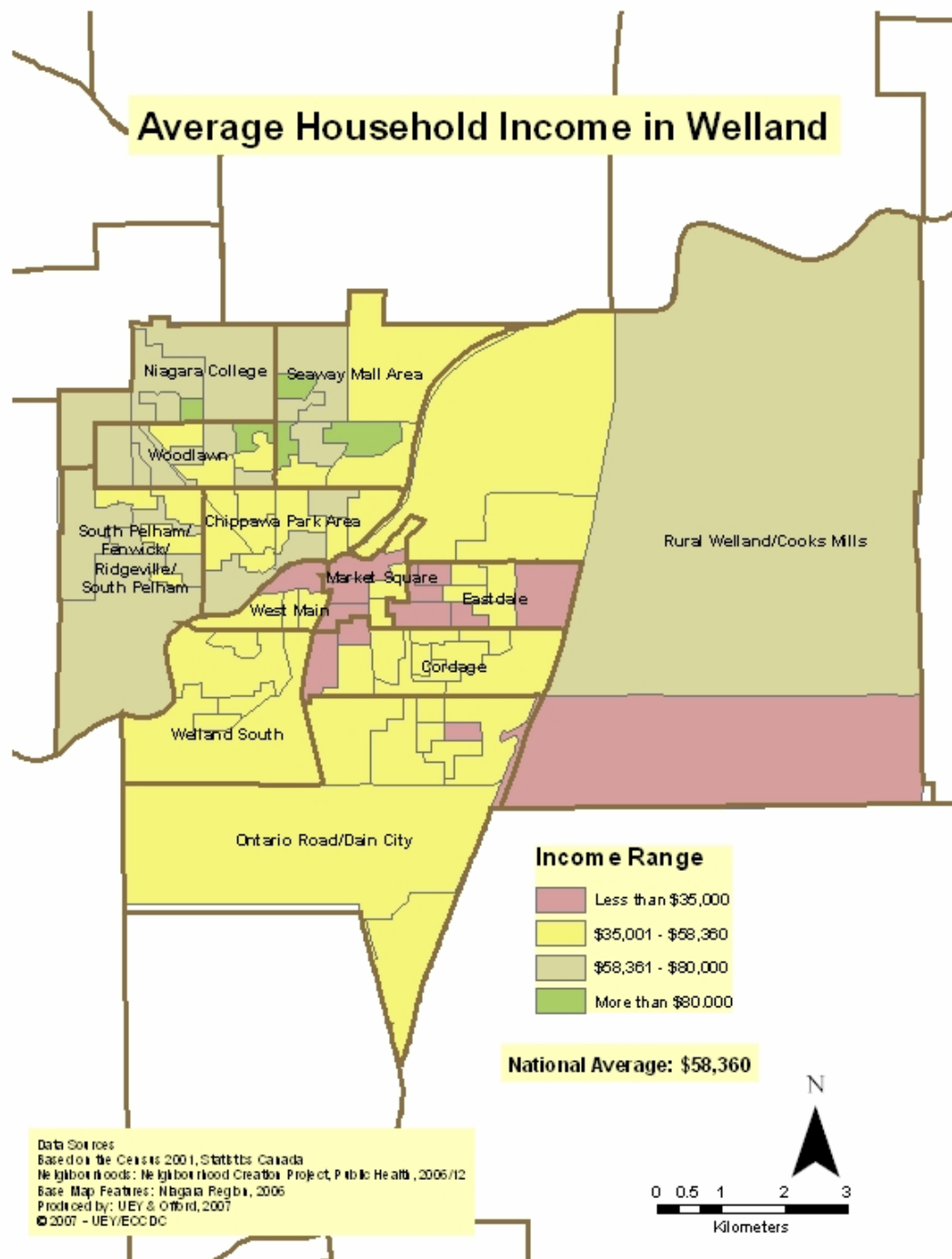
Average Household Income in Niagara Region



Average Household Income in Niagara Falls









DISCUSSION

- Questions? Comments?
- What story do you see emerging (patterns, trends)?
- What action would be an effective and relevant undertaking?
- Who else might have a stake or interest in the story and action?



ACTION IDEAS

- Undertake an evidence-based community project
- Organize community meeting
- Educate the public and/or politicians
- Make presentations
- Influence public policy
- Others?



CLOSING

- What additional information would be useful to you?
- Who else might benefit from this information and how might they use it?

Please complete an evaluation.

Thank you for inviting UEY.

***If we can further assist you, please don't
hesitate to contact us !***