


Early Learning and Development in Niagara
Social Justice Committee -Trinity United Church
Beamsville – June 10, 2007

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 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**

UEY 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.

UEY 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.



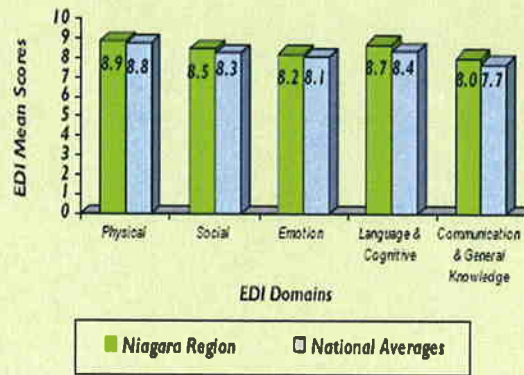
THE EDI LOCALLY

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

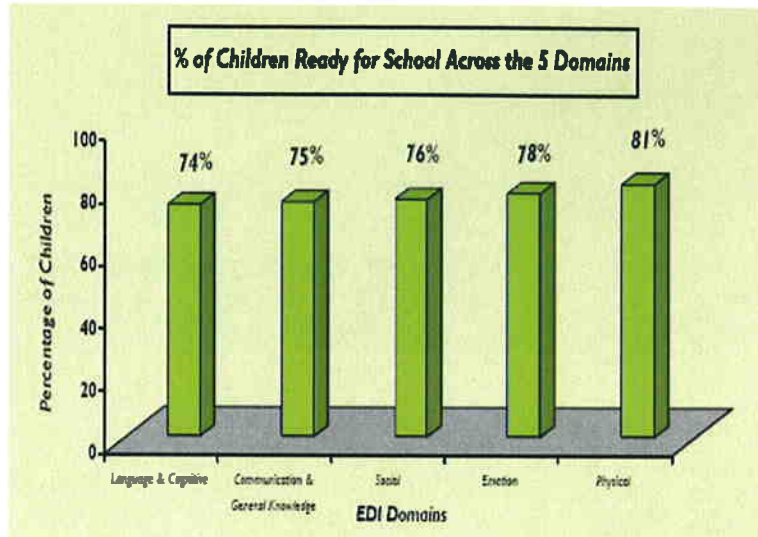


A large proportion of children in the Niagara Region are ready for school across the five domains!

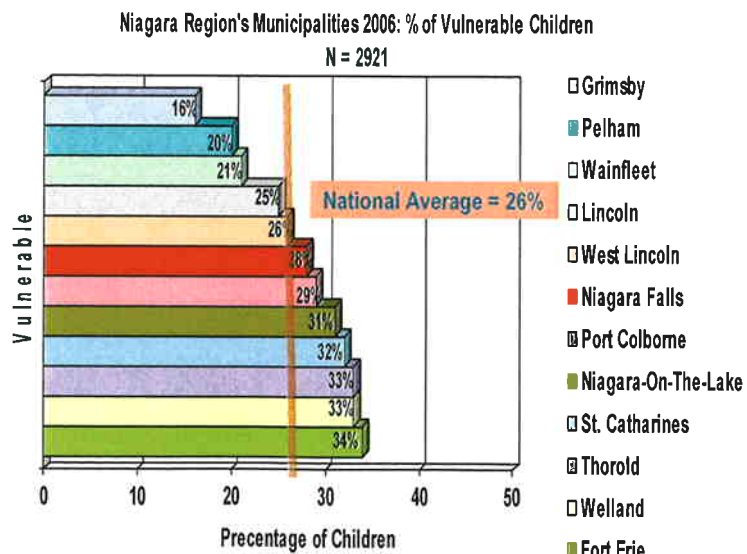
% of Children Ready and Not Ready for School



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



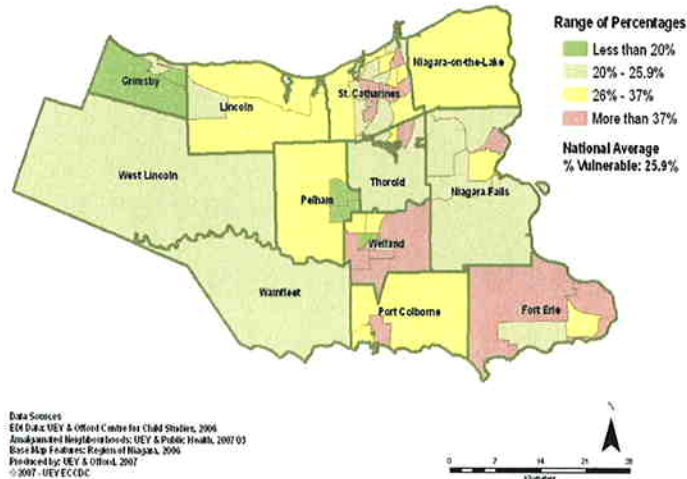
Grimsby had the lowest % Vulnerable rate in the Region!



Neighbourhood maps provide even more details.

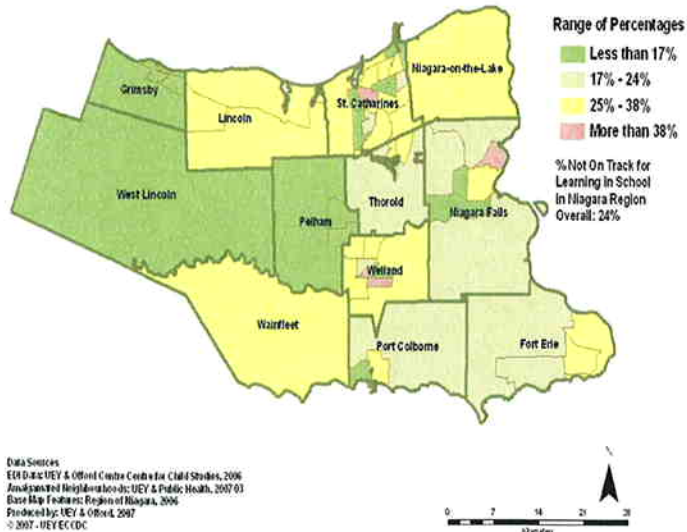
% of Vulnerable Children by Neighbourhoods In Niagara Region

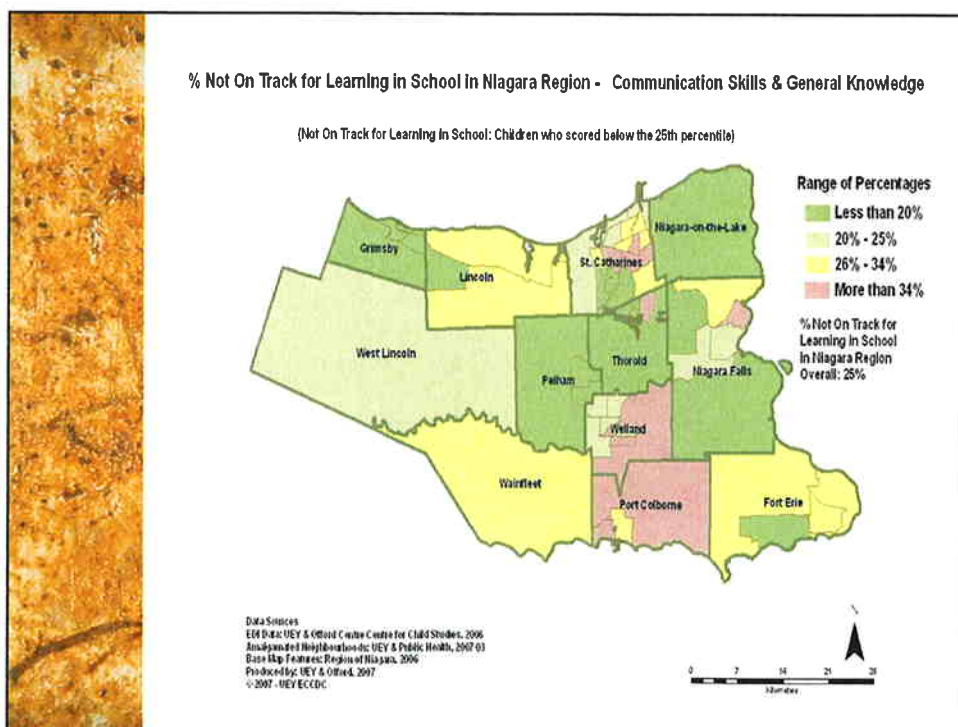
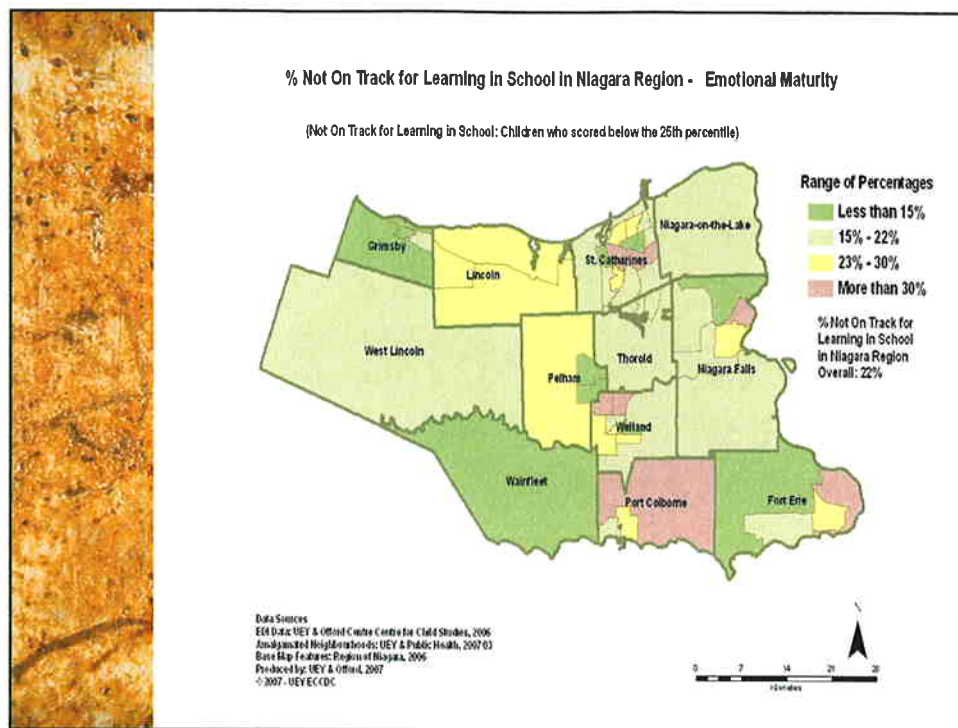
(Vulnerable: Children who scored below the 10th percentile on one or more readiness to learn domains)



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

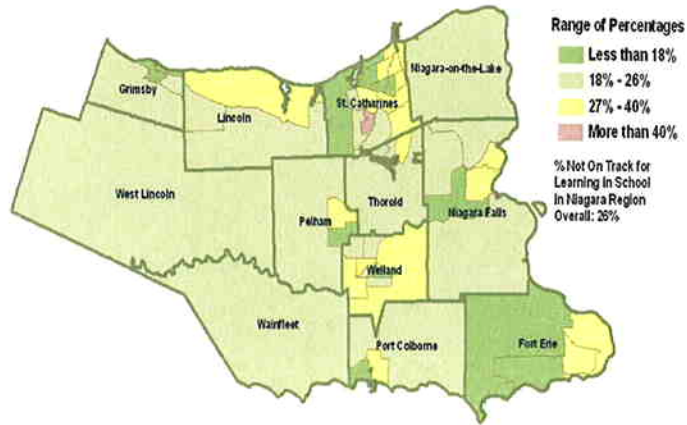
(Not On Track for Learning In School: Children who scored below the 25th percentile)



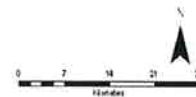


% Not On Track for Learning in School in Niagara Region - Language & Cognitive Development

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

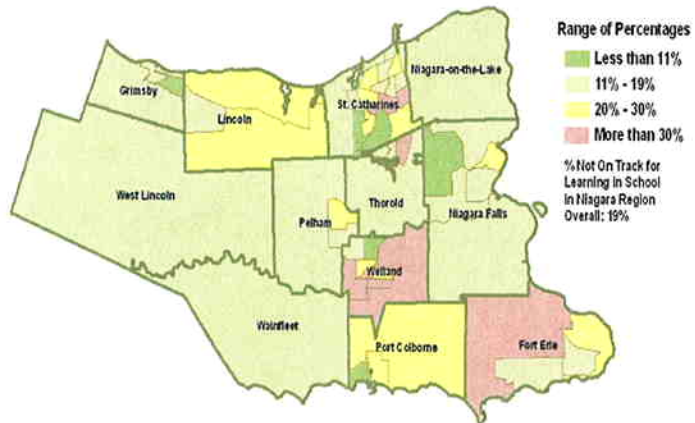


Data Sources:
 ECHID Data: UEY & Offord Centre for Child Studies, 2006
 Annotated Neighbourhoods: UEY & Public Health, 2007/03
 Base Map Features: Region of Niagara, 2006
 Produced by: UEY & Offord, 2007
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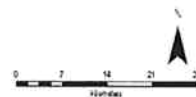


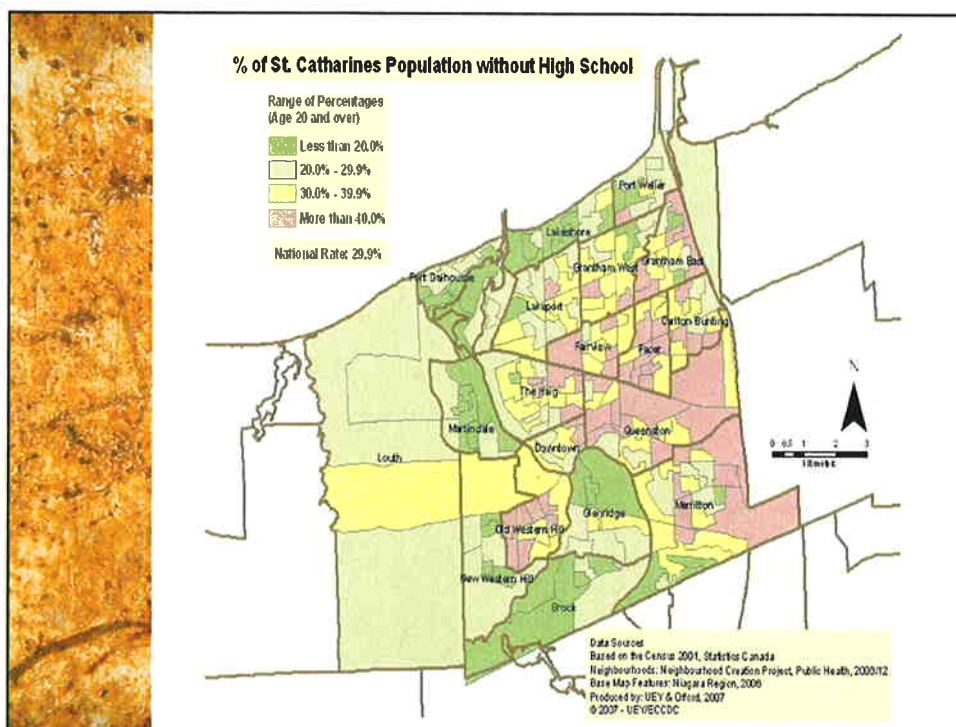
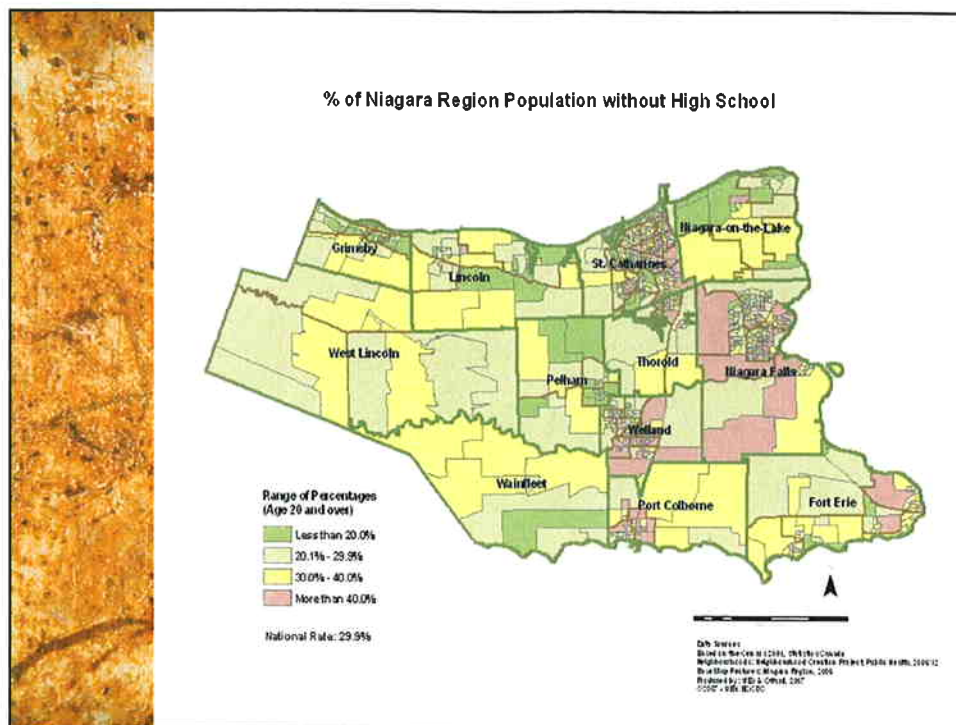
% Not On Track for Learning in School in Niagara Region - Physical Health and Well-Being

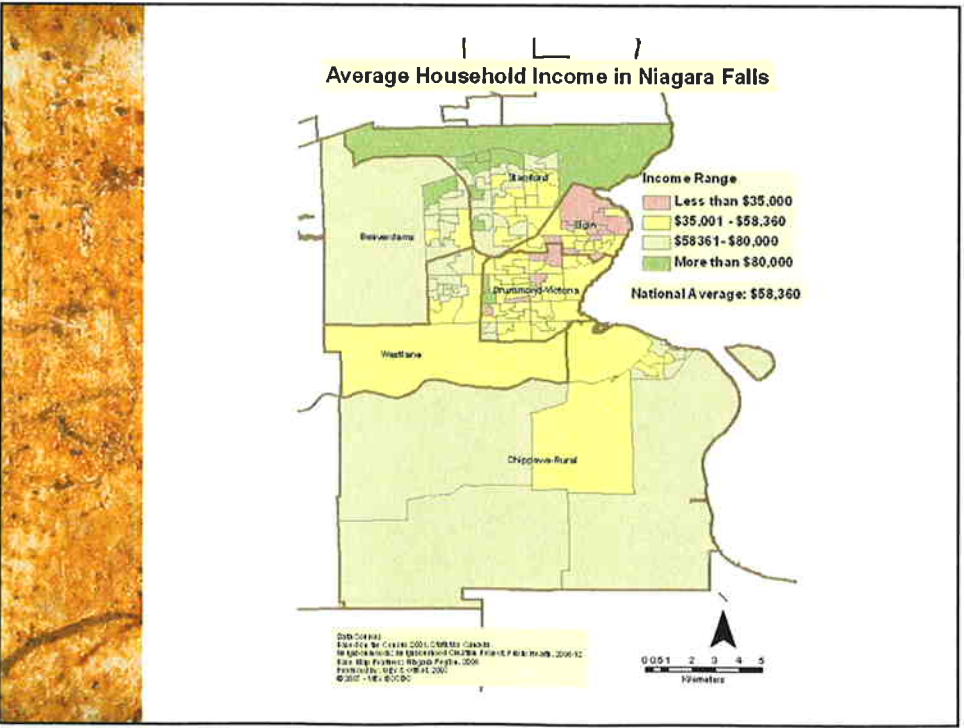
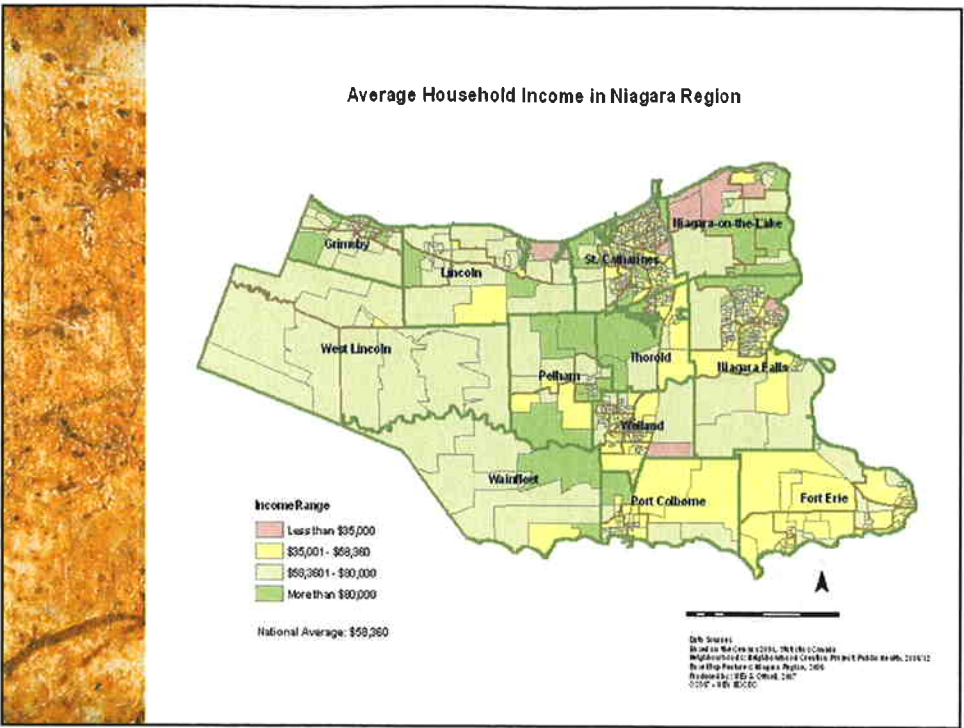
(Not On Track for Learning in School: Children who scored below the 25th percentile)

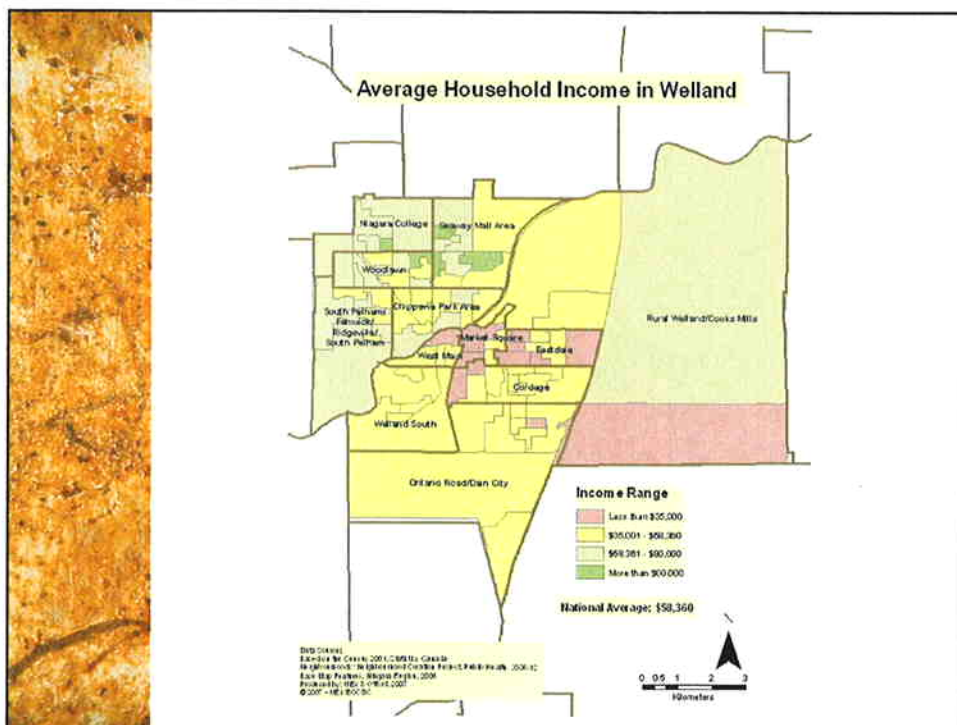
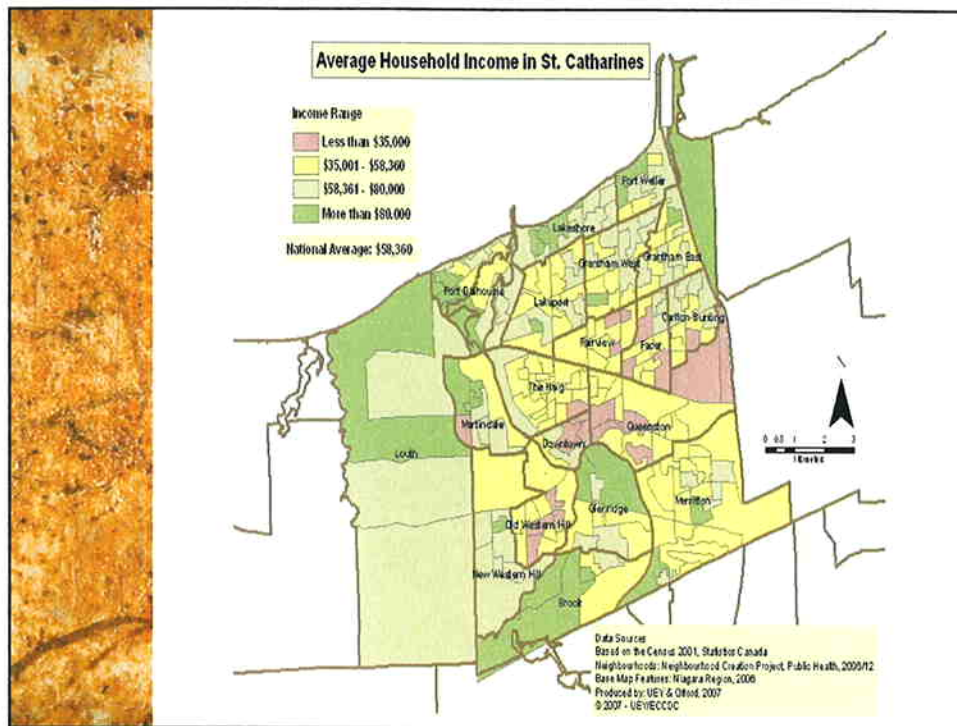


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DISCUSSION

- 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 !
