ACKNOWLEDGEMENTS

The Human Early Learning Partnership (HELP) would like to thank school districts across BC for their participation in the Early Development Instrument (EDI) questionnaire. Involvement of teachers, principals, staff and parents is essential to helping us understand the state of early child development across the province. Together we have collected EDI data for over 245,000 children in BC since 2001, providing rich detail about the patterns and trends in the early development of BC’s children.

HELP would also like to acknowledge the support we have received from the Ministries of Children and Family Development, Education, and Health since 2001. This investment has supported the development of a unique child development monitoring system that provides a foundation for high quality, evidence-informed decisions on behalf of children and their families.

ABOUT THE HUMAN EARLY LEARNING PARTNERSHIP

HELP is an interdisciplinary research institute, based at the School of Population and Public Health at the University of British Columbia. The institute was founded by Drs. Clyde Hertzman and Hillel Goelman in 1999. Clyde’s vision for HELP was to advance knowledge about child development and importantly, to apply this knowledge in communities.

HELP’s unique partnership brings together researchers and practitioners from across BC, Canada and internationally to address complex child development issues. HELP’s research projects explore how different environments and experiences contribute to health and social inequities in children’s development over their life course. To learn more please visit our website at earlylearning.ubc.ca.

Suggested citation

## EDI COMMUNITY PROFILE

### TABLE OF CONTENTS

1. **COMMUNITY PROFILE OVERVIEW**  
   4
2. **INTRODUCTION TO THE EDI**  
   5
   - YOUR COMMUNITY DATA  
   7
3. **SCHOOL DISTRICT EDI RESULTS**  
   8
   - WAVE 6 PARTICIPATION  
   8
   - WAVE 6 DATA  
   9
   - SCHOOL DISTRICT TRENDS  
   10
   - DIFFERENCES ACROSS BC SCHOOL DISTRICTS  
   11
4. **NEIGHBOURHOOD RESULTS**  
   13
   - NEIGHBOURHOOD VULNERABILITY RATES  
   14
   - NEIGHBOURHOOD MAPS  
   15
   - CHANGE OVER TIME  
   22
   - NEIGHBOURHOOD PROFILES  
   25
5. **USING EDI RESULTS IN COMMUNITIES**
COMMUNITY PROFILE OVERVIEW

“The quality of early childhood affects the quality of the future population and the prosperity of the society in which these children are raised.”  - Dr. Fraser Mustard

EDI: A LENS ONTO THE EARLY YEARS

The Human Early Learning Partnership (HELP) uses the Early Development Instrument (EDI) to measure the developmental health of the kindergarten population across the province. The EDI measures childhood vulnerability rates, reflecting how children’s experiences and environments in the first five years of their lives have affected their development as a whole.

Children’s development is impacted by the broad policy environment, socioeconomic conditions, family and neighbourhood characteristics, play and peers, language and literacy, early learning and care, and their overall health. EDI data illustrate the distinct differences in children’s developmental outcomes that exist across communities in BC.

Overall, EDI data are integral to the story of early child development in BC, contributing important evidence for guiding informed responses and investments in children and families as well as helping us to understand the effectiveness of those responses.
INTRODUCTION TO THE EDI

The EDI is a questionnaire used province-wide to measure patterns and trends in children’s developmental health. HELP has been collecting EDI data since 2001. Over the past 15 years, we have collected data for 247,724 kindergarten children in BC. This has established an important foundation for a population health monitoring system that supports an increased understanding of children’s early developmental outcomes over time and across geographies.

EDI COLLECTION HISTORY

Figure 1. EDI Data collection history from 2001-2016

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>NUMBER OF CHILDREN</th>
<th>TOTAL NUMBER OF CHILDREN</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-04</td>
<td>40,312</td>
<td></td>
</tr>
<tr>
<td>2004-07</td>
<td>37,756</td>
<td></td>
</tr>
<tr>
<td>2007-09</td>
<td>37,398</td>
<td></td>
</tr>
<tr>
<td>2009-11</td>
<td>46,671</td>
<td></td>
</tr>
<tr>
<td>2011-13</td>
<td>42,406</td>
<td></td>
</tr>
<tr>
<td>2013-16</td>
<td>43,181</td>
<td>247,724</td>
</tr>
</tbody>
</table>

Please note: A ‘Wave’ is a 2-3 year data collection period, based on the annual school calendar (September – June). Due to changes in the EDI questionnaire after Wave 1 data collection, Wave 2 is HELP’s baseline and Wave 1 data are not publicly reported.

QUICK FACTS ABOUT THE EDI

• Developed by Dr. Dan Offord and Dr. Magdalena Janus at the Offord Centre for Child Studies at McMaster University.

• Designed as a population-level monitoring tool, not for screening or diagnosing individual children.

• The questionnaire includes 104 questions that measure five areas, also called scales, that are important to early child development and are good predictors of health, education and social outcomes in adolescence and adulthood.

• EDI Questionnaires are completed by kindergarten teachers for students in their classroom in February of the school year.

• Teachers participate in a standardized training session prior to completing the EDI questionnaires.

For more information about the EDI please visit: earlylearning.ubc.ca/edi
INTRODUCTION TO THE EDI

The five scales of the EDI are:

**PHYSICAL HEALTH & WELL-BEING**
Assesses children’s gross and fine motor skills, physical independence and readiness for the school day. E.g. Can the child hold a pencil? Is the child able to manipulate objects? Is the child on time for school?

**SOCIAL COMPETENCE**
Assesses children’s overall social competencies, capacity for respect and responsibility, approaches to learning, and readiness to explore new things. E.g. Is the child able to follow class routines? Is the child self-confident? Is the child eager to read a new book?

**EMOTIONAL MATURITY**
Assesses children’s prosocial and helping behaviours, as well as hyperactivity and inattention, and aggressive, anxious and fearful behaviours. E.g. Does the child comfort a child who is crying or upset? Does the child help clean up a mess?

**LANGUAGE & COGNITIVE DEVELOPMENT**
Assesses children’s basic and advanced literacy skills, numeracy skills, interest in math and reading, and memory. E.g. Is the child interested in reading and writing? Can the child count and recognize numbers? Is the child able to read simple sentences?

**COMMUNICATION SKILLS & GENERAL KNOWLEDGE**
Assesses children’s English language skills and general knowledge. E.g. Can the child tell a story? Can the child communicate with adults and children? Can the child take part in imaginative play?

**HOw DOES THE EDI MEASURE CHILDHOOD VULNERABILITY?**
Data gathered from the EDI are used to report on childhood vulnerability rates. The data illustrate trends in vulnerability over time. Through data analyses and mapping, it also becomes possible to examine regional differences in child vulnerability at multiple geographical levels from a broad provincial snapshot to community and neighbourhood analyses.

Vulnerable children are those who, without additional support and care, are more likely to experience challenges in their school years and beyond. Vulnerability is assessed for each of the five EDI scales. Children whose scores fall below the vulnerability cut-off on a particular EDI scale are said to be vulnerable in that area of development.

**REPORTING ON EDI VULNERABILITY**

**Vulnerability on the Five EDI Scales**
The percentage of children vulnerable on each of the five scales of the EDI are measured and reported as vulnerability rates.

**Vulnerable on One or More Scales**
Vulnerable on One or More Scales is a summary measure that reports the percentage of children who are vulnerable on at least one or more of the five scales of the EDI. Children represented by this measure may be vulnerable on only one scale or may be experiencing vulnerabilities on two, three, four or all five scales of the EDI.

For more information about vulnerability on the EDI and how it is calculated please see our Fact Sheet: earlylearning.ubc.ca/documents/68
YOUR COMMUNITY DATA

This community profile explores EDI data for Boundary School District and its neighbourhoods. It provides an overview of the patterns and trends in early child development for Wave 6 (2013-2016) and explores change over time from Wave 2 (2004-2007) through Wave 6, based on EDI data collected and analyzed for kindergarten children between 2004 and 2016. These data are reported based on children’s home postal codes and include all children who live in the school district. This includes children attending public schools and participating independent and Aboriginal schools. This profile also provides information on provincial-level results, intended to help communities situate local data in the broader provincial context.

Please note: Data are suppressed for school districts and neighbourhoods with fewer than 35 kindergarten children.

Interpreting Maps and Data

EDI data in this report are presented for each of the five scales, and by a summary measure representing children who are Vulnerable on One or More Scales. Graphs, data tables and maps in this report use the following colours and shades to indicate rates of vulnerability. Darker colours represent higher rates of vulnerability.
## WAVE 6 PARTICIPATION

<table>
<thead>
<tr>
<th>WAVE 6 SCHOOL YEAR</th>
<th>PARTICIPATED</th>
<th># OF VALID EDI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>Y</td>
<td>66</td>
</tr>
<tr>
<td>2014/15</td>
<td>Y</td>
<td>66</td>
</tr>
<tr>
<td>2015/16</td>
<td>Y</td>
<td>81</td>
</tr>
<tr>
<td><strong>Total District Participation</strong></td>
<td></td>
<td><strong>213</strong></td>
</tr>
</tbody>
</table>

**Total District Participation** refers to the total number of children in the school district for whom an EDI was completed.

Please note: EDI data are aggregated by school district of residence (where children live) using home postal code information. Some children attend school in districts other than where they live, therefore even in years when your district did not participate, some children may be included in the results.
The current provincial vulnerability rate (Wave 6) for children Vulnerable on One or More Scales of the EDI is 32.2%. This means about 1 in 3 children, or about 14,000 kindergarten students in the province, are starting school with vulnerabilities in one or more areas that are critical to their healthy development. This is a meaningful increase (i.e. worthy of attention) from the Wave 2 rate of 29.9% and a small shift from Wave 5 rate of 32.5%. Child vulnerability in the province has meaningfully increased over the last decade.

WAVE 6 DATA

Wave 6 data show that in Boundary School District, 33% or 71 children are experiencing vulnerabilities on at least one area of development in Wave 6. Figure 3 explores vulnerability rates across the five scales of the EDI.

Figure 3. Wave 6 EDI results for Boundary

<table>
<thead>
<tr>
<th>Scale</th>
<th>Provincial Average (Wave 6)</th>
<th>Total Number of Vulnerable Children</th>
<th>Percent Vulnerable</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICAL HEALTH &amp; WELL-BEING</td>
<td></td>
<td>37</td>
<td>17%</td>
</tr>
<tr>
<td>SOCIAL COMPETENCE</td>
<td></td>
<td>45</td>
<td>21%</td>
</tr>
<tr>
<td>EMOTIONAL MATURITY</td>
<td></td>
<td>37</td>
<td>17%</td>
</tr>
<tr>
<td>LANGUAGE &amp; COGNITIVE DEVELOPMENT</td>
<td></td>
<td>27</td>
<td>13%</td>
</tr>
<tr>
<td>COMMUNICATION SKILLS &amp; GENERAL KNOWLEDGE</td>
<td></td>
<td>32</td>
<td>15%</td>
</tr>
<tr>
<td>VULNERABLE ON ONE OR MORE SCALES</td>
<td></td>
<td>71</td>
<td>33%</td>
</tr>
</tbody>
</table>
Collecting EDI data over multiple years allows for an improved understanding of trends in children’s development. Figure 4 illustrates EDI vulnerability rates for each of the five scales and Vulnerable on One or More Scales across five points in time (Waves 2 through 6) for Boundary School District. These trend data help identify gradual changes and sustained rates in vulnerability across and between EDI scales over this period.

For the summary measure Vulnerable on One or More Scales, the vulnerability rate was 28% in Wave 5 and 33% in Wave 6. This represents a meaningful increase in childhood vulnerability for this time period. The longer-term trend shows that 19% of children were vulnerable in Wave 2 and 33% were vulnerable in Wave 6. This represents a meaningful increase in childhood vulnerability for this time period.

Note: Data is suppressed for waves when there are fewer than 35 kindergarten children in the school district.
DIFFERENCES ACROSS BC SCHOOL DISTRICTS

There is a wide range in vulnerability rates across all BC school districts in Wave 6. Provincially, the range differs on each of the five EDI scales. The lowest school district-level vulnerability rate on the measure Vulnerable on One or More Scales is 9%, while the highest is 53%.

For individual scales, the lowest school district-level vulnerability rate in the province is found on the Communication Scale at 2% while the highest is on the Physical Health and Well-Being Scale at 32%.

Figure 5 illustrates Boundary’s vulnerability rates for each scale and the summary measure, Vulnerable on One or More Scales, for Wave 6 in comparison to results from all other school districts in the province. Each coloured bar in Figure 5 represents one school district’s vulnerability rate, which are ordered from lowest to highest vulnerability. The black bar represents this school district’s vulnerability rates.

See Figure 6 (Wave 6 EDI data for all school districts) on the following page for a detailed comparison of EDI results for all school districts in the province.
<table>
<thead>
<tr>
<th>SCHOOL DISTRICT RESULTS</th>
<th>Total Count</th>
<th>Physical</th>
<th>Social</th>
<th>Emotional</th>
<th>Language</th>
<th>Communication</th>
<th>One or More Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbotsford</td>
<td>1,392</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>9</td>
<td>19</td>
<td>34</td>
</tr>
<tr>
<td>Alberni</td>
<td>549</td>
<td>18</td>
<td>15</td>
<td>14</td>
<td>12</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Arrow Lakes</td>
<td>83</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>6</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Boundary</td>
<td>213</td>
<td>17</td>
<td>21</td>
<td>17</td>
<td>13</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td>Bulkley Valley</td>
<td>272</td>
<td>23</td>
<td>17</td>
<td>23</td>
<td>9</td>
<td>17</td>
<td>39</td>
</tr>
<tr>
<td>Burnaby</td>
<td>1,690</td>
<td>12</td>
<td>17</td>
<td>14</td>
<td>9</td>
<td>17</td>
<td>33</td>
</tr>
<tr>
<td>Campbell River</td>
<td>752</td>
<td>13</td>
<td>12</td>
<td>14</td>
<td>9</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>Cariboo – Chilcotin</td>
<td>623</td>
<td>22</td>
<td>21</td>
<td>23</td>
<td>15</td>
<td>16</td>
<td>41</td>
</tr>
<tr>
<td>Central Coast</td>
<td>36</td>
<td>19</td>
<td>8</td>
<td>11</td>
<td>14</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>Central Okanagan</td>
<td>1,446</td>
<td>11</td>
<td>14</td>
<td>16</td>
<td>7</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>Chilliwack</td>
<td>887</td>
<td>17</td>
<td>17</td>
<td>19</td>
<td>11</td>
<td>13</td>
<td>34</td>
</tr>
<tr>
<td>Coast Mountains</td>
<td>515</td>
<td>25</td>
<td>16</td>
<td>15</td>
<td>17</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>Comox Valley</td>
<td>475</td>
<td>21</td>
<td>21</td>
<td>23</td>
<td>11</td>
<td>17</td>
<td>40</td>
</tr>
<tr>
<td>Coquitlam</td>
<td>2,097</td>
<td>11</td>
<td>14</td>
<td>16</td>
<td>8</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>Cowichan Valley</td>
<td>574</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>14</td>
<td>17</td>
<td>35</td>
</tr>
<tr>
<td>Delta</td>
<td>956</td>
<td>12</td>
<td>13</td>
<td>16</td>
<td>8</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>Fort Nelson</td>
<td>183</td>
<td>13</td>
<td>13</td>
<td>15</td>
<td>5</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>Fraser – Cascade</td>
<td>343</td>
<td>22</td>
<td>20</td>
<td>15</td>
<td>13</td>
<td>18</td>
<td>43</td>
</tr>
<tr>
<td>Gold Trail</td>
<td>144</td>
<td>23</td>
<td>19</td>
<td>15</td>
<td>12</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>Greater Victoria</td>
<td>1,467</td>
<td>14</td>
<td>13</td>
<td>15</td>
<td>6</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>Gulf Islands</td>
<td>268</td>
<td>17</td>
<td>11</td>
<td>15</td>
<td>8</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>Haida Gwaii</td>
<td>118</td>
<td>19</td>
<td>16</td>
<td>15</td>
<td>8</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>Kamloops – Thompson</td>
<td>1,056</td>
<td>13</td>
<td>14</td>
<td>16</td>
<td>10</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>Kootenay – Columbia</td>
<td>505</td>
<td>9</td>
<td>13</td>
<td>13</td>
<td>5</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Kootenay Lake</td>
<td>314</td>
<td>17</td>
<td>15</td>
<td>19</td>
<td>8</td>
<td>11</td>
<td>35</td>
</tr>
<tr>
<td>Langley</td>
<td>1,089</td>
<td>12</td>
<td>14</td>
<td>15</td>
<td>7</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>Maple Ridge – Pitt Meadows</td>
<td>1,020</td>
<td>13</td>
<td>16</td>
<td>18</td>
<td>9</td>
<td>11</td>
<td>31</td>
</tr>
<tr>
<td>Mission</td>
<td>436</td>
<td>12</td>
<td>19</td>
<td>20</td>
<td>9</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>Nanaimo – Ladysmith</td>
<td>1,025</td>
<td>17</td>
<td>17</td>
<td>18</td>
<td>10</td>
<td>13</td>
<td>34</td>
</tr>
<tr>
<td>Nechako Lakes</td>
<td>479</td>
<td>19</td>
<td>16</td>
<td>20</td>
<td>13</td>
<td>16</td>
<td>37</td>
</tr>
<tr>
<td>New Westminster</td>
<td>550</td>
<td>10</td>
<td>12</td>
<td>13</td>
<td>7</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Nicola – Similkameen</td>
<td>287</td>
<td>24</td>
<td>21</td>
<td>22</td>
<td>14</td>
<td>17</td>
<td>40</td>
</tr>
<tr>
<td>Nisga’a</td>
<td>71</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>North Okanagan – Shuswap</td>
<td>410</td>
<td>15</td>
<td>17</td>
<td>16</td>
<td>13</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>North Vancouver</td>
<td>1,201</td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>6</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Okanagan – Similkameen</td>
<td>232</td>
<td>19</td>
<td>23</td>
<td>20</td>
<td>15</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Okanagan – Skaha</td>
<td>708</td>
<td>14</td>
<td>15</td>
<td>18</td>
<td>8</td>
<td>13</td>
<td>32</td>
</tr>
<tr>
<td>Peace River North</td>
<td>464</td>
<td>19</td>
<td>16</td>
<td>17</td>
<td>10</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>Peace River South</td>
<td>501</td>
<td>18</td>
<td>15</td>
<td>17</td>
<td>13</td>
<td>15</td>
<td>34</td>
</tr>
<tr>
<td>Powell River</td>
<td>265</td>
<td>20</td>
<td>18</td>
<td>18</td>
<td>13</td>
<td>17</td>
<td>36</td>
</tr>
<tr>
<td>Prince George</td>
<td>1,071</td>
<td>17</td>
<td>16</td>
<td>16</td>
<td>11</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Prince Rupert</td>
<td>310</td>
<td>19</td>
<td>26</td>
<td>21</td>
<td>9</td>
<td>27</td>
<td>56</td>
</tr>
<tr>
<td>Qualicum</td>
<td>195</td>
<td>19</td>
<td>16</td>
<td>21</td>
<td>12</td>
<td>13</td>
<td>37</td>
</tr>
<tr>
<td>Quesnel</td>
<td>473</td>
<td>21</td>
<td>18</td>
<td>21</td>
<td>17</td>
<td>14</td>
<td>38</td>
</tr>
<tr>
<td>Revelstoke</td>
<td>206</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Richmond</td>
<td>1,433</td>
<td>12</td>
<td>18</td>
<td>17</td>
<td>8</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Rocky Mountain</td>
<td>495</td>
<td>16</td>
<td>16</td>
<td>17</td>
<td>8</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>Saanich</td>
<td>377</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>6</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Sea to Sky</td>
<td>784</td>
<td>14</td>
<td>14</td>
<td>18</td>
<td>8</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>Sooke</td>
<td>825</td>
<td>14</td>
<td>13</td>
<td>15</td>
<td>7</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>Southeast Kootenay</td>
<td>942</td>
<td>14</td>
<td>13</td>
<td>17</td>
<td>5</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Stikine</td>
<td>11</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Sunshine Coast</td>
<td>440</td>
<td>20</td>
<td>14</td>
<td>17</td>
<td>5</td>
<td>14</td>
<td>36</td>
</tr>
<tr>
<td>Surrey</td>
<td>5,060</td>
<td>15</td>
<td>17</td>
<td>16</td>
<td>11</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>Vancouver</td>
<td>3,468</td>
<td>14</td>
<td>17</td>
<td>15</td>
<td>9</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>Vancouver Island North</td>
<td>248</td>
<td>14</td>
<td>15</td>
<td>25</td>
<td>9</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Vancouver Island West</td>
<td>57</td>
<td>13</td>
<td>26</td>
<td>20</td>
<td>23</td>
<td>25</td>
<td>47</td>
</tr>
<tr>
<td>Vernon</td>
<td>584</td>
<td>14</td>
<td>10</td>
<td>13</td>
<td>10</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>West Vancouver</td>
<td>506</td>
<td>11</td>
<td>14</td>
<td>13</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
</tbody>
</table>

Figure 6. Wave 6 EDI data for all school districts.

Figure 6 illustrates the percentage of children vulnerable on each of the five scales and on Vulnerable on One or More Scales for all BC school districts.

Please note: data are suppressed where there are fewer than 35 kindergarten children.
NEIGHBOURHOOD RESULTS

“...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...” - Dr. Clyde Hertzman

Neighbourhoods – small or large, rural/remote or urban/suburban - have unique characteristics that provide important context for interpreting and applying EDI results. Reporting and mapping EDI data at the neighbourhood-level improves our understanding of the various factors influencing children’s development and health by highlighting geographic patterns and trends.

EDI data show that vulnerable children live in every neighbourhood in BC. Yet, these data reveal large differences in vulnerability rates between neighbourhoods, both within and across school districts. While some neighbourhoods are doing very well and sustain low vulnerability rates over time, others have seen high and sustained rates. On the summary measure Vulnerable on One or More Scales, Wave 6 data show some neighbourhoods are experiencing vulnerability rates as low as 9% while in others, up to 60% of children are vulnerable, a range of 51%.

The following section explores EDI data for neighbourhoods in this school district, highlighting Wave 6 results and exploring neighbourhood-level trends and patterns over time.

- NEIGHBOURHOOD VULNERABILITY RATES
- NEIGHBOURHOOD MAPS
- CHANGE OVER TIME
- NEIGHBOURHOOD PROFILES
WAVE 6 NEIGHBOURHOOD VULNERABILITY RATES

Figure 7 shows Wave 6 vulnerability rates for all neighbourhoods in Boundary School District, including rates for each of the five scales, Vulnerable on One or More Scales and the total number of children vulnerable on this summary measure.

Figure 7. Wave 6 neighbourhood results for Boundary

<table>
<thead>
<tr>
<th>Neighbourhood</th>
<th>Total Count</th>
<th>Physical</th>
<th>Social</th>
<th>Emotional</th>
<th>Language</th>
<th>Communication</th>
<th>One or More Scales</th>
<th># Vulnerable</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Boundary</td>
<td>161</td>
<td>17</td>
<td>19</td>
<td>17</td>
<td>13</td>
<td>15</td>
<td>30</td>
<td>49</td>
</tr>
<tr>
<td>West Boundary</td>
<td>52</td>
<td>19</td>
<td>29</td>
<td>17</td>
<td>12</td>
<td>15</td>
<td>42</td>
<td>22</td>
</tr>
</tbody>
</table>

Please note: Data are suppressed for neighbourhoods with fewer than 35 kindergarten children.
VULNERABLE ON ONE OR MORE SCALES

Percent of children Vulnerable on One or More Scales of the EDI.

<table>
<thead>
<tr>
<th>% VULNERABLE</th>
<th>SCHOOL DISTRICT AVERAGE</th>
<th>PROVINCIAL AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>33%</td>
<td>32.2%</td>
</tr>
<tr>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For more information please visit: earlylearning.ubc.ca/maps/edi
VULNERABILITY ON THE PHYSICAL HEALTH & WELL-BEING SCALE

Measures things such as motor development, energy level, daily preparedness for school, washroom independence and established handedness.

% VULNERABLE

- 100%
- 75%
- 50%
- 25%
- 0%

SCHOOL DISTRICT AVERAGE: 17%
PROVINCIAL AVERAGE: 14.8%

For more information please visit: earlylearning.ubc.ca/maps/edi
VULNERABILITY ON THE SOCIAL COMPETENCE SCALE

Measures behaviour in structured environments including cooperation and respect for others, socially appropriate behaviour, self-control and self-confidence.

% VULNERABLE

- 100%
- 75%
- 50%
- 25%
- 0%

SCHOOL DISTRICT AVERAGE 21%
PROVINCIAL AVERAGE 15.7%

For more information please visit: earlylearning.ubc.ca/maps/edi
VULNERABILITY ON EMOTIONAL MATURITY SCALE

Measures things such as behaviour in less formal environments, focusing on helping, tolerance and ability to demonstrate empathy for others.

For more information please visit: earlylearning.ubc.ca/maps/edi
VULNERABILITY ON THE LANGUAGE & COGNITIVE SCALE

Measures things such as interest in books, reading, language-related activities, literacy and interest in simple math-related activities.

% VULNERABLE

- 100%
- 75%
- 50%
- 25%
- 10%
- 5%
- 0%

SCHOOL DISTRICT AVERAGE
13%

PROVINCIAL AVERAGE
9.4%

For more information please visit: earlylearning.ubc.ca/maps/edi
VULNERABILITY ON COMMUNICATION SKILLS SCALE

Measures things such as the ability to communicate one’s needs, understand others in English, actively participate in storytelling and general interest in the world.

% VULNERABLE

- 100%
- 75%
- 50%
- 25%
- 15%
- 10%
- 5%
- 0%

SCHOOL DISTRICT AVERAGE
15%

PROVINCIAL AVERAGE
14.2%

No Data/Suppressed

For more information please visit: earlylearning.ubc.ca/maps/edi
VULNERABLE ON ONE OR MORE SCALES

Percent of children Vulnerable on One or More Scales of the EDI.

STAR PLOT

How to Read the Starplot:
Each scale of the EDI is represented by a triangle. Larger triangles represent higher vulnerability and smaller triangles represent lower vulnerability for each scale of the EDI.

For more information please visit:
earlylearning.ubc.ca/maps/edi
CHANGE OVER TIME

Collecting EDI data over multiple waves allows us to explore trends in children’s development and to answer the broader question: “Are our kindergarten-aged children doing better, worse or about the same as in the past?” With each new wave of EDI data, vulnerability rates change across the province. While some neighbourhoods see improvements over time for particular aspects of children’s developmental health, others see declines. When looking at all of these changes over time it is important to identify the amount of change in vulnerability that is meaningful – i.e. change that is worthy of further exploration and discussion.

The following maps illustrate the recent (Wave 5 to 6) and long-term (Wave 2 to 6) trends in neighbourhood-level change in <<sd_name>> School District, highlighting neighbourhoods that have experienced:

- A meaningful increase in vulnerability
- A meaningful decrease in vulnerability
- No change in vulnerability

Figure 8 provides a summary of the number of neighbourhoods that have experienced each type of trend over recent and long-term time periods.

<table>
<thead>
<tr>
<th>Vulnerable on One or More Scales</th>
<th>NUMBER OF NEIGHBOURHOODS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MEANINGFUL INCREASE</td>
</tr>
<tr>
<td>LONG-TERM TREND WAVE 2-6</td>
<td>2</td>
</tr>
<tr>
<td>RECENT TREND WAVE 5-6</td>
<td>0</td>
</tr>
</tbody>
</table>

*Please note: Neighbourhood trends are not available (N/A) if there are fewer than 35 kindergarten children in one or both waves.

To learn more about meaningful change in vulnerability in your region, including trends for other EDI scales, visit your district’s interactive Critical Difference Map: www.earlylearning.ubc.ca/maps/edi/sd/51/#critDiff

For more information on Critical Difference calculations visit: earlylearning.ubc.ca/supporting-research/critical-difference
Critical difference is a method that we use to determine whether a change in EDI vulnerability rates from one period to another (shown on this map), or between two neighbourhoods reflects a meaningful change in vulnerability, rather than a more minor change associated with measurement variations.

For more information please visit: earlylearning.ubc.ca/maps/edi
Critical difference is a method that we use to determine whether a change in EDI vulnerability rates from one period to another (shown on this map), or between two neighbourhoods reflects a meaningful change in vulnerability, rather than a more minor change associated with measurement variations.

### Change in EDI vulnerability rates

<table>
<thead>
<tr>
<th>Change in Vulnerability</th>
<th># of Neighbourhoods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaningful Decrease in Vulnerability</td>
<td>0</td>
</tr>
<tr>
<td>Meaningful Increase in Vulnerability</td>
<td>2</td>
</tr>
<tr>
<td>No Change</td>
<td>0</td>
</tr>
<tr>
<td>No Data/ Suppressed</td>
<td>0</td>
</tr>
</tbody>
</table>

For more information please visit: [earlylearning.ubc.ca/maps/edi](http://earlylearning.ubc.ca/maps/edi)
NEIGHBOURHOOD PROFILES

EAST BOUNDARY

WAVE 6

NUMBER OF CHILDREN: 161

<table>
<thead>
<tr>
<th></th>
<th>School District Average</th>
<th># Vulnerable Children</th>
<th>Percent Vulnerable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td></td>
<td>27</td>
<td>17%</td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td>30</td>
<td>19%</td>
</tr>
<tr>
<td>Emotional</td>
<td></td>
<td>28</td>
<td>17%</td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td>21</td>
<td>13%</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>24</td>
<td>15%</td>
</tr>
<tr>
<td>One or More Scales</td>
<td></td>
<td>49</td>
<td>30%</td>
</tr>
</tbody>
</table>

CHANGE OVER TIME

One or More Scales

Long-Term Trend (W2-W6)

Recent Trend (W5-W6)

Meaningful Increase

No Meaningful Change

WAVE 2          WAVE 3          WAVE 4          WAVE 5          WAVE 6

WAVE 2 WAVE 3 WAVE 4 WAVE 5 WAVE 6

PERCENT VULNERABLE

0 25 50 75 100

WEST BOUNDARY

WAVE 6

NUMBER OF CHILDREN: 52

<table>
<thead>
<tr>
<th></th>
<th>School District Average</th>
<th># Vulnerable Children</th>
<th>Percent Vulnerable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td></td>
<td>10</td>
<td>19%</td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td>15</td>
<td>29%</td>
</tr>
<tr>
<td>Emotional</td>
<td></td>
<td>9</td>
<td>17%</td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>8</td>
<td>15%</td>
</tr>
<tr>
<td>One or More Scales</td>
<td></td>
<td>22</td>
<td>42%</td>
</tr>
</tbody>
</table>

CHANGE OVER TIME

One or More Scales

Long-Term Trend (W2-W6)

Recent Trend (W5-W6)

Meaningful Increase

No Meaningful Change

WAVE 2          WAVE 3          WAVE 4          WAVE 5          WAVE 6

WAVE 2 WAVE 3 WAVE 4 WAVE 5 WAVE 6

PERCENT VULNERABLE

0 25 50 75 100

NUMBER OF CHILDREN: 161

WAVE 6

CHANGE OVER TIME

One or More Scales

Long-Term Trend (W2-W6)

Recent Trend (W5-W6)

Meaningful Increase

No Meaningful Change

WAVE 2          WAVE 3          WAVE 4          WAVE 5          WAVE 6

WAVE 2 WAVE 3 WAVE 4 WAVE 5 WAVE 6

PERCENT VULNERABLE

0 25 50 75 100

NUMBER OF CHILDREN: 52

WAVE 6

CHANGE OVER TIME

One or More Scales

Long-Term Trend (W2-W6)

Recent Trend (W5-W6)

Meaningful Increase

No Meaningful Change

WAVE 2          WAVE 3          WAVE 4          WAVE 5          WAVE 6

WAVE 2 WAVE 3 WAVE 4 WAVE 5 WAVE 6

PERCENT VULNERABLE

0 25 50 75 100

WAVE 6 EDI COMMUNITY PROFILE
USING EDI RESULTS IN COMMUNITIES

“EDI results are an important catalyst to further the work we do in communities to improve child outcomes. The results, in isolation, don’t prescribe our local actions. They do, however, allow us to focus our efforts in particular neighbourhoods and areas of child development; to monitor the impact of our collaborative work; and most importantly, to engage new partners in the importance of supporting children in their earliest years.”

- Joanne Schroeder, Comox Valley Child Development Association

EDI data are a foundation for furthering understanding about children’s development in our communities. While they do not point to specific solutions, these data provide a common starting point for new areas of inquiry and collaborative conversations across sectors. From this process of planning and decision-making, new ideas for investment and action can emerge.

The following section outlines suggested approaches for exploring and using EDI data in communities.

A FOCUS ON LOCAL
EDI data are useful for exploring early childhood outcomes at a neighbourhood-level while also placing these data within the larger regional and provincial contexts. Interpreting EDI data through a local lens can enhance the work of community, planners, coalitions and governments in decision-making and priority setting to improve early child development. Neighbourhood EDI profiles and maps can support this approach.

USING COMPLEMENTARY DATA
EDI data are particularly valuable when used alongside other data and information including census, administrative health and education data, community knowledge and expertise, and information on local services and programs. Listening to the experiences of parents and caregivers can also provide important context to guide conversations and planning efforts.
USING EDI RESULTS IN COMMUNITIES

COLLABORATIVE CONVERSATIONS

EDI data can provide a platform for facilitating discussion and inquiry across sectors on the status of early child development in communities. Start with highlighting strengths in the data and identifying long-term trends.

It is valuable to explore the main themes included in this report as a starting point for these conversations:

1. What are the major changes or trends in EDI vulnerability at the school district and neighbourhood-level?

   • HELP’s interactive Critical Difference Tool allows you to broaden your exploration in this area by looking at the meaningful change over time in each neighbourhood’s vulnerability rate on any five EDI scales, or on Vulnerability On One or More Scales. Visit [www.earlylearning.ubc.ca/maps/edi/sd/51/#critDiff](www.earlylearning.ubc.ca/maps/edi/sd/51/#critDiff) to learn more.

2. Are there particular areas of child development that are pressing in the region and in each neighbourhood?

   • Compare vulnerability rates on each of the scales of the EDI. It is important to remember that all areas of development captured on the EDI are interconnected. EDI subscale data, available for BC school districts in 2017, provide increasingly specific information on children’s developmental health, strengthening our understanding of the influences contributing to their developmental vulnerabilities. Subscale data need to be seen in the context of the whole child and should not be used to select isolated programs that have a singular focus on one particular area of development.

3. What underlying factors might explain the differences that exist in neighbourhood-level vulnerability in your region?

   • Neighbourhood differences can be explained by a wide range of factors including social and economic differences, variations in community networks and collaborations that support children and families, and also the number, quality and accessibility of programs.

   • The large variation in vulnerability rates across neighbourhoods in the province demonstrates that the experiences of children vary greatly from one neighbourhood to the next. This is explored through mapping EDI data. Explore HELP’s interactive EDI maps to learn more: [earlylearning.ubc.ca/interactive-map](earlylearning.ubc.ca/interactive-map).

DECISION-MAKING AND ACTION

As a stronger and shared understanding of child vulnerability emerges through conversation and inquiry in a community or region, it is possible to move toward a collective plan of action. This process might include the creation of a shared vision across organizations and sectors, collective strategic planning, partnership development, and finally the selection of new actions and initiatives.

CONNECT WITH LOCAL EDI LEADS

Learn more about initiatives in your community by connecting with local early childhood coalitions, public partners committees, school district or local leadership, planning or advocacy groups.

Visit [www.earlylearning.ubc.ca/maps/edi/sd/51/#contacts](www.earlylearning.ubc.ca/maps/edi/sd/51/#contacts) to connect with your local EDI leads.

EDI COMMUNITY PROFILE
RESOURCES

THE OFFORD CENTRE FOR CHILD STUDIES   edi.offordcentre.com
HELP'S EDI RESOURCES   earlylearning.ubc.ca/edi
INTERACTIVE EDI MAPS   earlylearning.ubc.ca/interactive-map
HELP FACT SHEETS
• The Early Development Instrument (EDI)   earlylearning.ubc.ca/documents/478
• Vulnerability on the EDI   earlylearning.ubc.ca/documents/68
• Proportionate Universality   earlylearning.ubc.ca/documents/475
• What Makes a Difference for Early Child Development   earlylearning.ubc.ca/documents/304

CONTACTS

EDI CONTACT   edi@help.ubc.ca

FOLLOW US ON SOCIAL MEDIA
HELP Twitter   @HELP_UBC
HELP Facebook   facebook.com/HumanEarlyLearningPartnership

EXPLORE OUR WEBSITE   earlylearning.ubc.ca

Visit www.earlylearning.ubc.ca/maps/edi/sd/S1/ to learn more about your results.