Alberta
Early Development Instrument
Community Profile Report
2016 Data Collection

Ponoka And Area

Alberta Government

Acknowledgement

We wish to extend our greatest appreciation to all of our partners for their hard work and commitment to the Alberta Early Development Instrument (EDI) Program. A very special thank you to the Early Childhood Coalitions of Alberta as well as Family and Community Support Services Association of Alberta (FCSSAA) and their support staff for everything they do to support dissemination of these reports throughout Alberta's local communities.

To all of the incredible teachers who have committed their time and energy to filling out EDI questionnaires, we express our sincere gratitude. Without you, none of this would be possible.

The Community Profiles use currently available 2016 EDI data.

For more information, please contact Alberta Connects
https://informalberta.ca/public/service/serviceProfileStyled.do?serviceQueryId=1049614

Introduction

The Importance of the Early Years

Healthy child development has been identified by both the World Health Organization and the Public Health Agency of Canada as a powerful social determinant of lifelong health and well-being. The foundation of lifelong health is shaped from the earliest days of life. Early childhood is the period from conception to six years of age when significant development occurs across a range of skill areas including: physical (motor), speech and language, social and emotional, and cognitive and intellectual abilities. Brain architecture can change throughout life; however, in-utero and during the early childhood period, brains are the most sensitive to positive and negative experiences.

Our children's experiences and environment help shape the brain architecture - for better or worse. Early positive experiences are important for healthy development, while early negative environments such as chronic exposure to toxic stressors disrupt healthy development.

The information collected through the EDI supports our understanding of the current state of children's developmental health and facilitates informed decision-making, locally and provincially, that supports positive change for children's developmental trajectories.
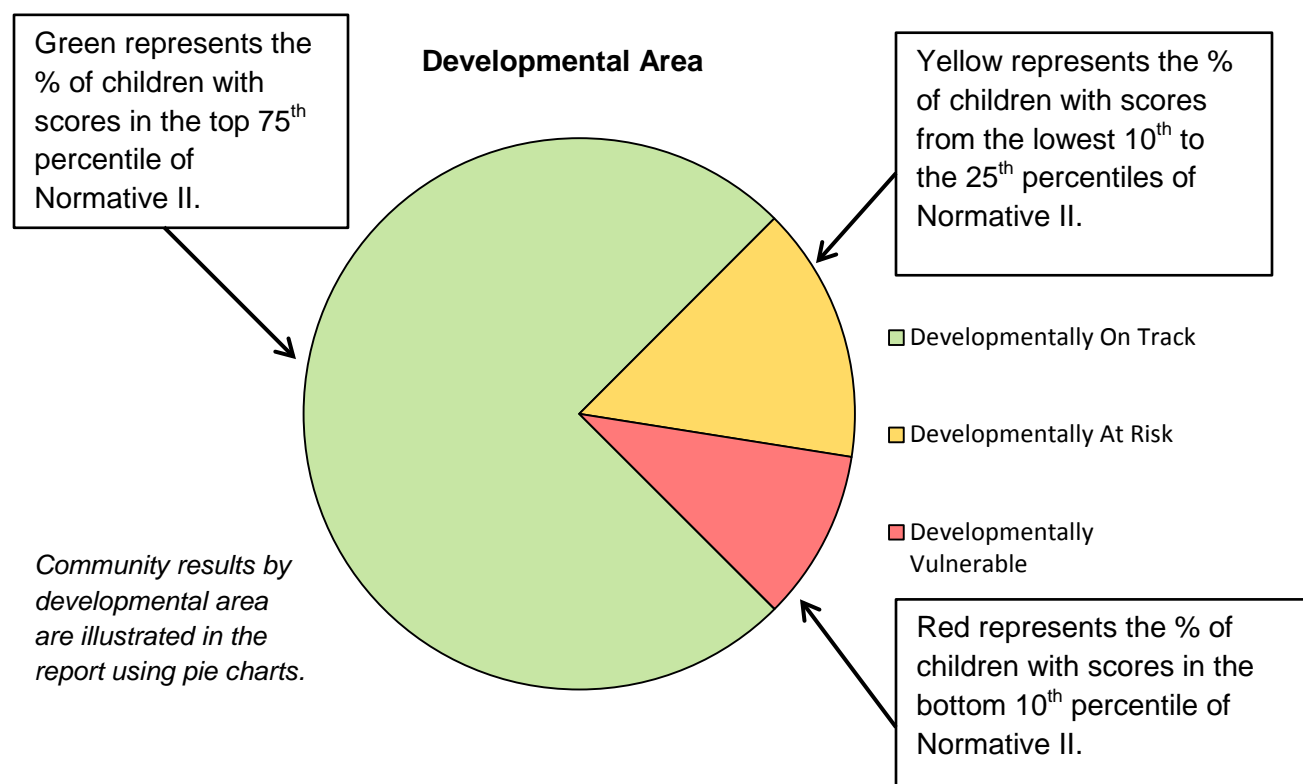
Interpreting Results

EDI data is collected using the Early Development Instrument, a tool to assess children's level of development in their pre-school years. The tool was developed at the Offord Centre for Child Studies at McMaster University. The EDI questionnaire is completed by their teachers, for children attending kindergarten.

Using the teacher's responses, each child is given a score between 0 and 10 for each of the five domains (developmental areas). These individual scores are aggregated and children's scores are assessed as groups at a community and sub-community level. The group's average score is then calculated for each of the five developmental areas. Groups with higher average scores are doing comparatively better; while groups with lower average scores indicate possible concerns.

EDI results shown in this Community Profile Report are calculated using percentiles. The average EDI scores for each developmental area are divided into categories representing the highest scores to the lowest scores in the community. The cut-off for each group is based on a Canadian wide sample referred to as Normative II*.*

Green represents the % of children with scores in the top 75th percentile of Normative II.

Yellow represents the % of children with scores from the lowest 10th to the 25th percentiles of Normative II.

Developmental Area

□ Developmentally On Track

□ Developmentally At Risk

■ Developmentally Vulnerable

Community results by developmental area are illustrated in the report using pie charts.

Red represents the % of children with scores in the bottom 10th percentile of Normative II.

The Report

The EDI Community Profile Report (CR) provides local policymakers and key stakeholders with local-level information on children's developmental outcomes during the kindergarten year. The CR provides information on children's development by community and can be used with other information to explore possible factors contributing to the observed outcomes in children. For the purpose of this CR, communities and sub-communities are based on pre-existing local geographic boundary identified by the community. A map which shows the boundaries for the community and its sub-communities (if applicable) is provided on the next page. Sub-communities are labelled by letter alphabetically (A, B, C, etc.). EDI indicators calculated for community and sub-community level are based on children with valid Alberta postal codes only. 101 children were excluded in the community and sub-community analyses, but they were included in the provincial analysis.

The CR is designed to mobilize and engage local leaders around a data-driven and action-oriented process to inform local planning and improvement activities. It helps early childhood stakeholders look back to assess how to support development for the youngest citizens of the community and to look forward to create community action plans that engage all community members in supporting children to succeed in the early years, throughout the school years and beyond. Over time, the data in the CR can be tracked to help assess the impact of past initiatives and investments made on behalf of young children and families and to demonstrate the importance of allocating resources dedicated to early childhood.

Additional Information and Resources on the EDI in Alberta can be found on the Early Childhood Coalitions of Alberta website at http://ecdcoalitions.org

For information on how the EDI has been used in Canada, visit the websites at the Offord Centre for Child Studies at http://www.offordcentre.com/ and the Human Early Learning Partnership (HELP) at http://www.earlylearning.ubc.ca.

Ponoka and Area
Community & Sub-Community Coalition Map

BITTERN
LAKE

GWYNNE

47 ST

FALUN

WETASKIWIN

795 HWY

Wetaskiwin
and Area

Camrose
and Area

MASKWACIS

611 HWY

2 HWY

2A HWY

A

822 HWY

Ponoka
and Area

Rimbey
and Area

PONOKA

53 HWY

821 HWY

605 HWY

604 HWY

815 HWY

Range
Road 24-5

Township
Road
413

Lacombe
County

21 HWY

46
HWY

COLLEGE
HEIGHTS

ROSEDALE
VALLEY

CLIVE

TEES

50
HWY

Sources: Esri, USGS, NOAA

Legend

- Municipalities
- AB Major Roads & Highways
- Lakes & Rivers
- Highlighted Community
- Community Coalition Boundaries

0 3 6 12 18
Km

N
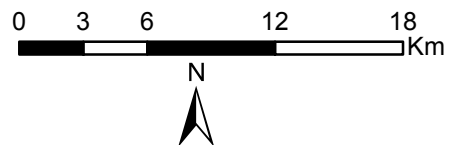
Prepared by the Analytics and Performance Reporting Branch, Alberta Health
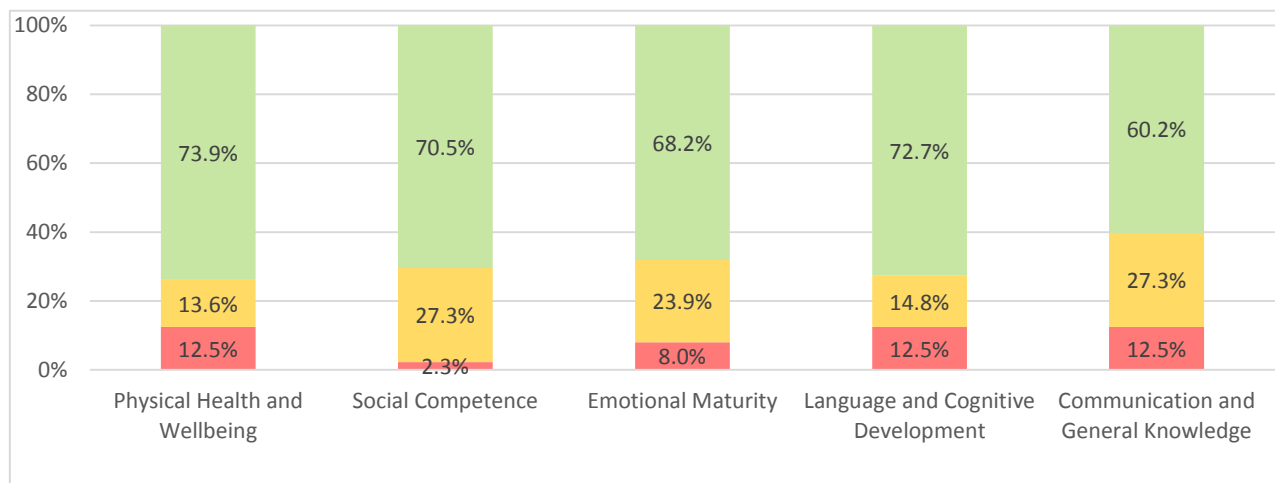
2016 EDI Collection at a Glance for Ponoka And Area

In 2016, 105 EDI questionnaires were collected. Of those, 3 children have special needs status (diagnosed disability or delay that requires special assistance) and were not included in this report. Results for children with diagnosed special needs are analyzed separately at the provincial level only. An additional 14 EDI questionnaires have been removed from the community analysis due to not meeting the criteria for inclusion, (i.e. missing data, under one month in the classroom, etc.). The CR for Ponoka And Area includes 6 EDI questionnaires completed on children for whom English is a second language.

The average EDI scores for each developmental area are divided into the following categories representing the highest to the lowest scores in the community and province:
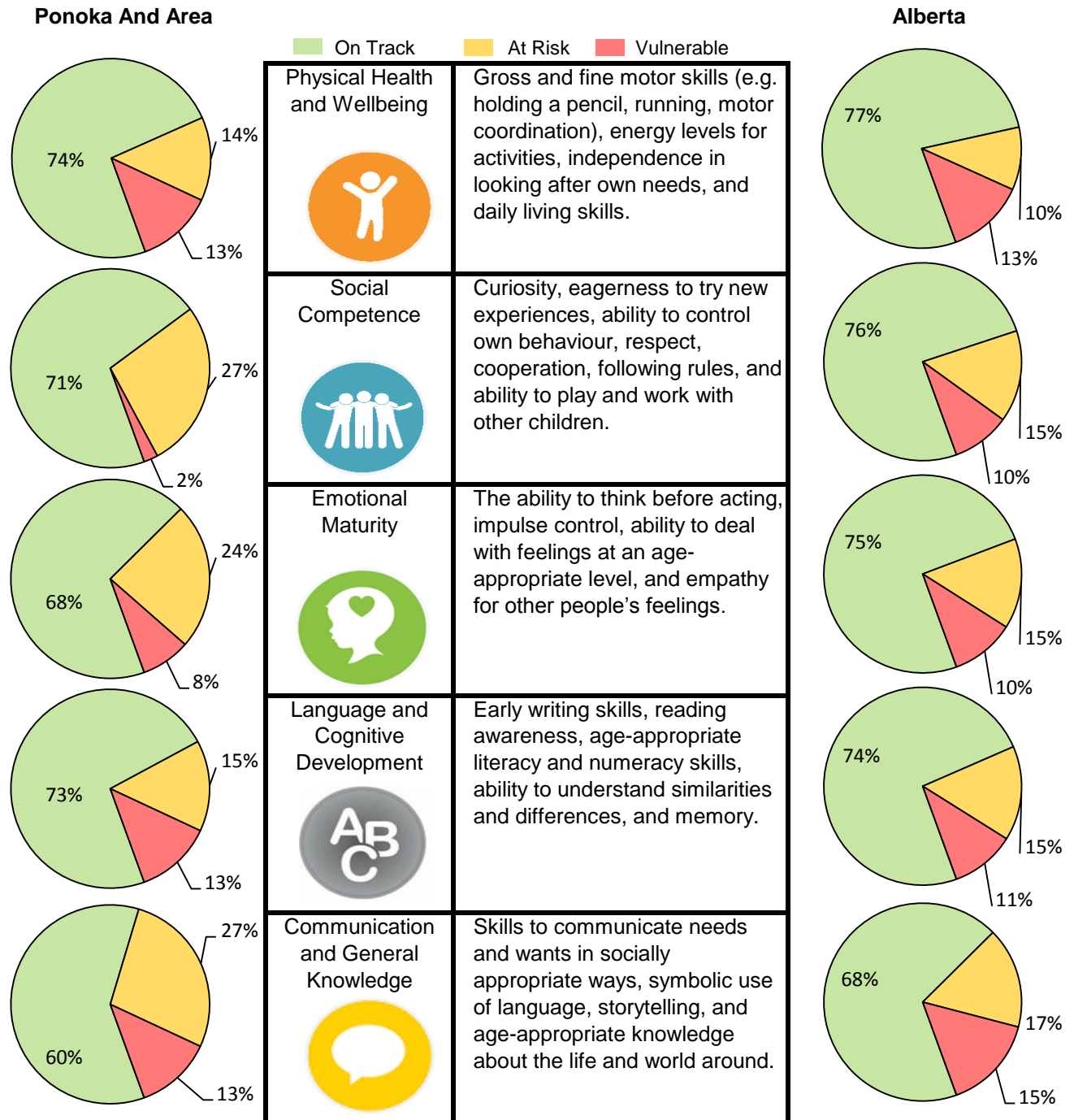
On Track	**At Risk**	**Vulnerable**
Children scoring in the top 75 percentile of the comparison population (Canadian Normative II). This represents scores that are as expected or higher than expected for their age.	Children scoring from the lowest 10th to the 25th percentiles. These scores are lower than expected for children at that age suggesting this group is at risk for continuing on a low achievement and health trajectory.	Groups of children who score below the 10th percentile, and are considered vulnerable for problems in later childhood.

Figure 1: Ponoka And Area - All five domains

Participation rates of school authorities varied across Alberta communities for the 2016 collection. EDI results are more representative for communities with higher levels of participation, therefore we encourage communities to consider the number of EDI questionnaires analyzed as well as the estimated number of kindergarten aged children residing within community boundaries. Use discretion when interpreting the EDI results.

Results for each area of development are shown below with the community's results to the left and Alberta's results shown on the right side of the page. When reviewing your community's results in the different areas of development, it is important to keep in mind that they are interdependent and each contributes to a child's overall development.

Ponoka And Area   **Alberta**

On Track   At Risk   Vulnerable

|	Physical Health and Wellbeing	Gross and fine motor skills (e.g. holding a pencil, running, motor coordination), energy levels for activities, independence in looking after own needs, and daily living skills.	
74% · 14% · 13%			77% · 10% · 13%
71% · 27% · 2%	Social Competence	Curiosity, eagerness to try new experiences, ability to control own behaviour, respect, cooperation, following rules, and ability to play and work with other children.	76% · 15% · 10%
68% · 24% · 8%	Emotional Maturity	The ability to think before acting, impulse control, ability to deal with feelings at an age-appropriate level, and empathy for other people's feelings.	75% · 15% · 10%
73% · 15% · 13%	Language and Cognitive Development	Early writing skills, reading awareness, age-appropriate literacy and numeracy skills, ability to understand similarities and differences, and memory.	74% · 15% · 11%
60% · 27% · 13%	Communication and General Knowledge	Skills to communicate needs and wants in socially appropriate ways, symbolic use of language, storytelling, and age-appropriate knowledge about the life and world around.	68% · 17% · 15%

Vulnerability

A child is considered vulnerable when his or her EDI score for an area of development is equal to or lower than the score corresponding to the 10th percentile of the Canadian Normative II for that area of development. The Canadian Normative II is based on a Canada wide sample of 174,799 children. Children who are vulnerable in areas of early development are more likely to face challenges in school learning than those who are not vulnerable. A lower percentage of children considered vulnerable is a positive indicator of healthy development at age 5.

Figure 2 (below), shows a comparison of Ponoka And Area, Alberta, and Canada's Normative II results for children vulnerable in at least one or at least two developmental areas.

Figure 2: Vulnerability in one or more, and two or more domains.
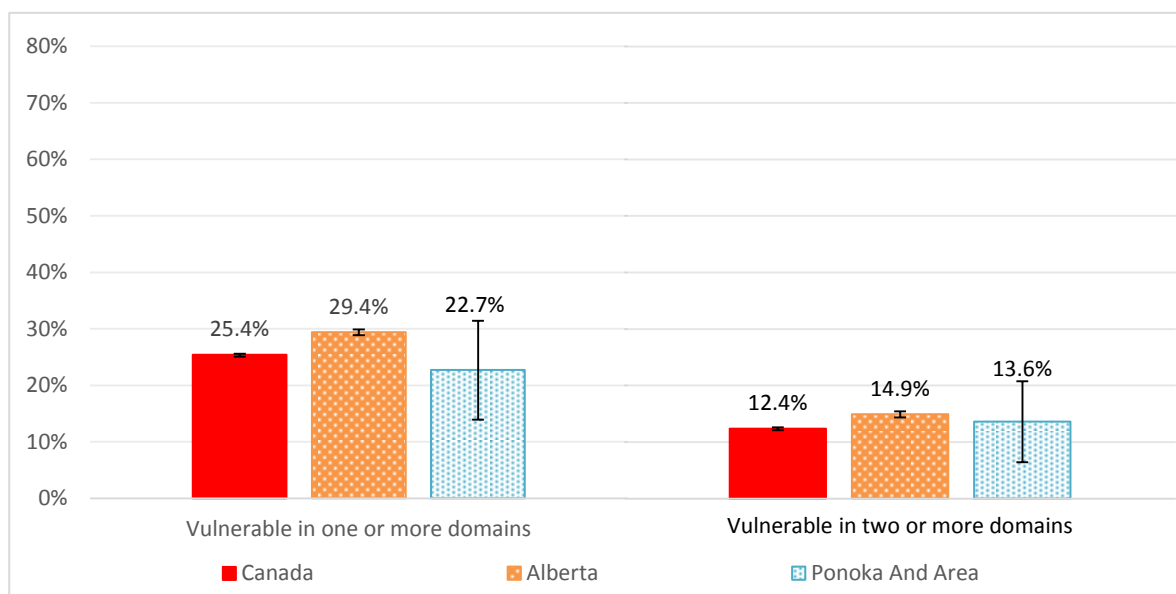
The rate of developmental vulnerability on one or more EDI domains for Ponoka And Area is 22.7%, which is 6.7% lower than Alberta's rate. Because the community's confidence interval (13.9% to 31.5%) overlaps with Alberta's (28.9% to 29.9%), the community rate is considered comparable to the Alberta average.

Confidence intervals in the graph are calculated based on observed percentage and sample size. Results from a small sample size will be less stable, and show wider confidence intervals. Larger sample sizes can produce a narrower confidence interval. The interval is a visual representation of the variability that could be anticipated with the result. If the same questionnaire was done again, with another sample from the same population group, you would expect the results to fall somewhere within the illustrated confidence interval.