

Early Childhood Education and Care and Mission's Children



Overview

- ECD Committee
- How are Mission's children doing? - EDI results
- Reducing vulnerability
- Full day K
- What next?



Mission's ECD Committee



- Established in 2003
- Coordinator hired in Oct. 2005
- Members: Sto:lo Nation, Parks, Recreation and Culture, Fraser Health, Mission Public Schools, Women's Resource Society, Fraser Valley regional Library, Ministry of Children and Family Development, Child and Youth Mental Health, CCRR, Fraser Valley Child Development Centre, Mission Community Services, Mission Literacy In Motion, Mission Association for Community Living, Union Gospel, Heritage Park Child Care, Sunshine Enrichment Centre, StrongStart, West Heights Inclusive Neighbourhood Project



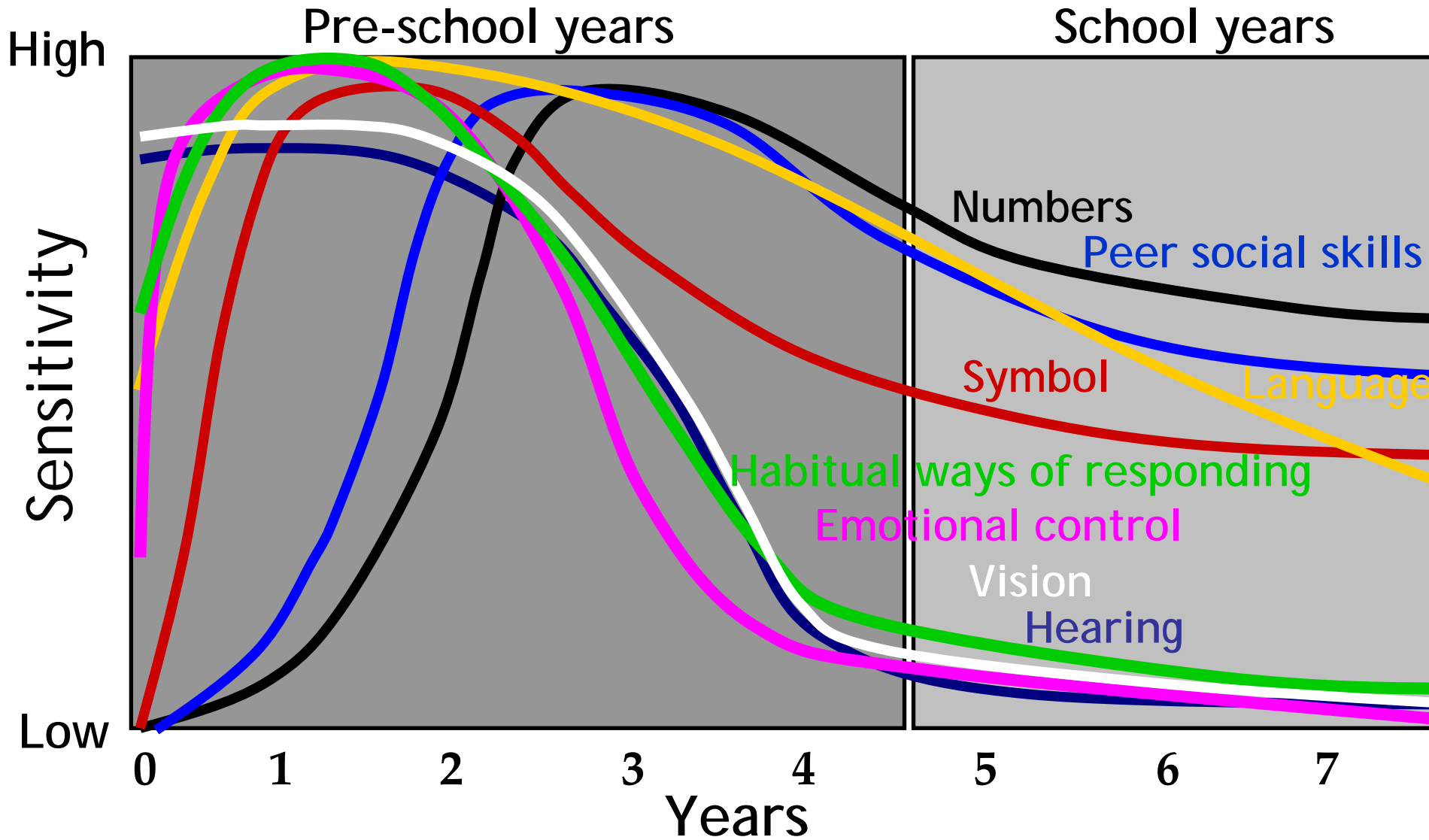
Why is Early Child
Development Important?

- The early years, notably from birth to five, influence lifelong health, learning and behaviour.
- Research now shows that many challenges in adult society—mental health problems, obesity, heart disease, criminality, competence in literacy and numeracy—have their roots in early childhood
- A child's early experiences have a vital impact on the way his or her brain develops.
- The nurturant qualities of the environments to which children are exposed in their earliest years literally “sculpt” the developing brain.

- Experience in the early years lays the foundation for later learning
- There is a positive impact of quality care on cognitive and social development; conversely a negative impact of poor quality care
- Impacts can be seen through to adulthood
- Cost: benefit ratio of quality early years services more than 1:2

Source: Jane Beach, BCSSA Spring Forum

Sensitive Periods in Early Brain Development



Brain Research

- Early plasticity enables the child's brain to be highly attuned to the environment in which she is born
- Synaptic growth in the first 2 years is massive
- There is huge over-production of synapses that, at 8 months, will start to be 'pruned' back
- Synaptic pruning is regulated by baby's emotional interactions with her caregivers

Source:Stuart Shanker

Regulation

- Baby is born with limited capacity to regulate her own arousal, pay attention, control impulses, etc.
- This function is performed in early months by caregivers
- Infant develops the capacity to self-regulate by being regulated
- The most important early experiences are the child's interactions with her caregivers
- Stuart Shanker presentations Developmental Pathways April 2009

About the EDI

- **It is.....**
 - **A population (or large group) measure**
 - **A way to understand trends in the development of kindergarten children**
- **It is not.....**
 - **An individual child or diagnostic measure**
 - **A way to evaluate teachers or individual programs**

Privacy and Confidentiality

- ✓ Behavioural Research Ethics Board (BREB) of UBC approved
- ✓ All information collected is kept completely confidential and used for statistical purposes only
- ✓ Parents are informed; participation is voluntary; consent is passive
- ✓ No child or teacher is ever identified in our reporting

Domains of Development

- Language & Cognitive
- Social & Emotional
 - Physical



Physical Health & Well-Being



Language & Cognitive Development

Social Development & Emotional Maturity

Communication Skills and General Knowledge



What Does Each Scale Measure?

Physical Health & Well Being

Physical Preparedness for the School Day (late, tired, hungry)

Levels of energy

Washroom independence

Established handedness

Gross & fine motor skills

Language & Cognitive Development

Literacy: ability to recognize letters, read and write simple words

Interest in books, reading, language related activities (rhyming, group reading)

Numeracy: ability to recognize and compare numbers, count, sort, etc.

Interest in simple math related activities

What Does Each Scale Measure?

Social Competence

Cooperation and respect for others
(children and adults)

Ability to work within the school
environment

Socially appropriate behavior during
school activities

Self control, self confidence

Emotional Maturity

Pro-social behavior: helping, tolerance,
empathy

Anxiety, hyperactivity, inattention,
impulsiveness

Aggressive behavior

Informal peer to peer interaction

Communication Skills & General Knowledge

Ability to clearly communicate one's own
needs and understand others in English

Clear articulation

Active participation in story telling

Interest in and general knowledge of the
world



Early Development Instrument



How is the EDI Analyzed?

The EDI is most commonly used in B.C. to understand the vulnerability of the population of children. The determination of vulnerability is based on the distribution of scores from the first complete round of data collection in the province. The vulnerability threshold or cut-off is the EDI score that delineates the children who scored in the bottom of the distribution. Children who fall below the cut-off are said to be vulnerable on that scale of development.

The appropriate interpretation of vulnerability is that the child is, on average, more likely to be limited in his or her development than a child who scores above the cut-off. Results included in this map package show the proportion of children who are vulnerable in each domain, as well as the proportion that are vulnerable on one or more domain.

Vulnerability is defined by Wave 1 (2001/02 - 2003/04) EDI Score Distribution



To date, three rounds of data collection have been completed in every school district in the Province. After the first provincial data collection, the vulnerability cut-offs were converted into fixed scores for each scale of children's development. These scores serve as a "baseline" of the state of early child development in kindergarten, and create a stable unit of comparison to show how vulnerabilities may change over time.

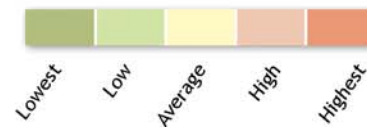
EDI Maps

The EDI maps in this package show the percent of children that are vulnerable on each of the scale.

EDI Colour Classification

The EDI map format uses colour to ease map interpretation. EDI results have been classified into quintiles (or fifths) based on the fixed score results established after the first provincial data collection. Neighbourhoods with low vulnerability are depicted by the dark green. The middle range of vulnerability is shown in the light yellow and neighbourhoods of high vulnerability are depicted by the dark red.

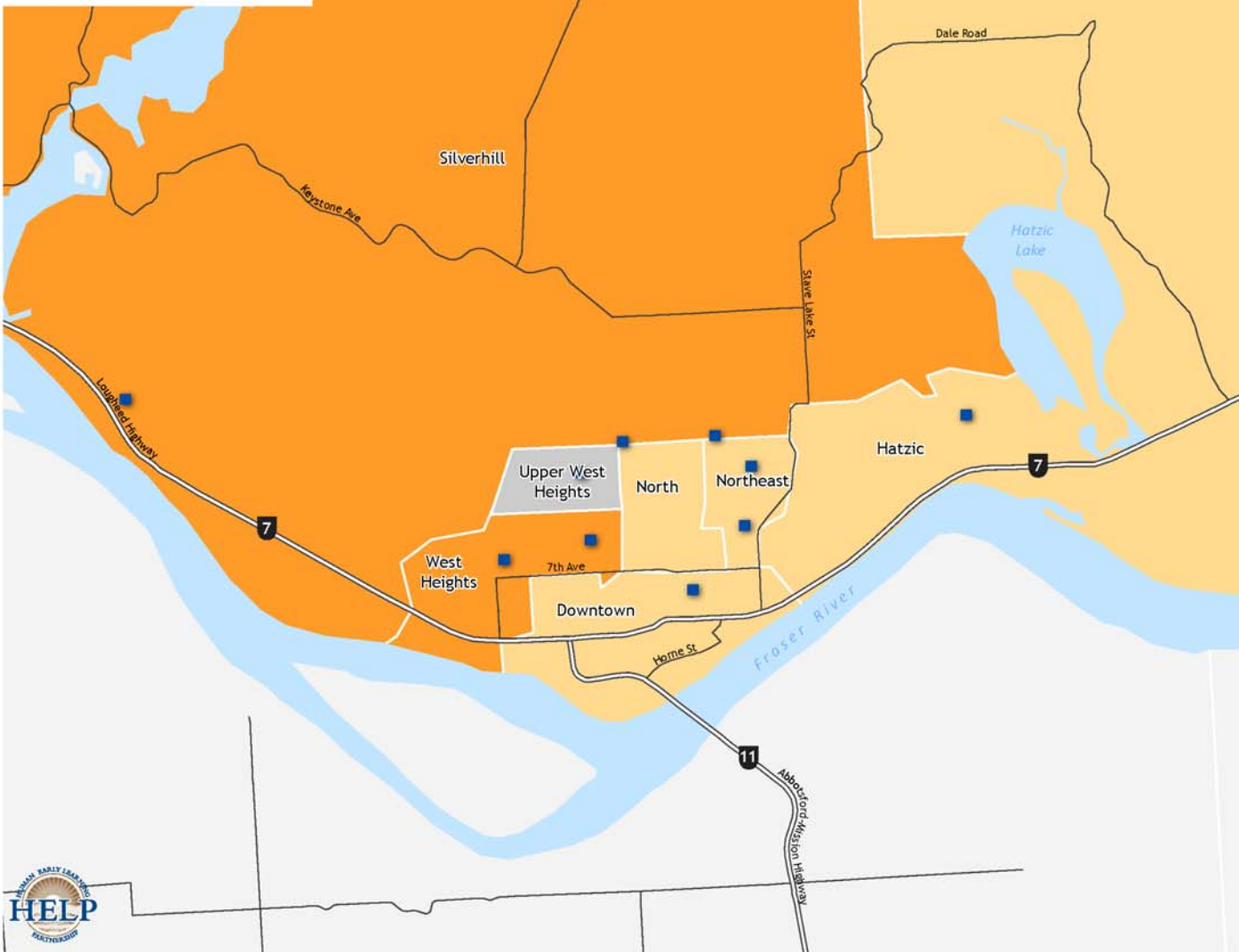
EDI Scales are mapped by Percent Vulnerable



Things to Remember:

- 1 Children's scores are mapped by their area of residence, not by where they go to school.
- 2 Neighbourhoods are classified from low to high vulnerability based on the province wide data distribution.
- 3 Neighbourhoods can represent up to 500 kindergarten children. Data is only shown for neighbourhoods with more than 35 kindergarten children.

Neighbourhood	Count
Upper West Heights	33
Mission - Downtown	57
Mission - Northeast	61
Mission - North	62
Hatzic	74
Mission - West Heights	83
Silverhill	89



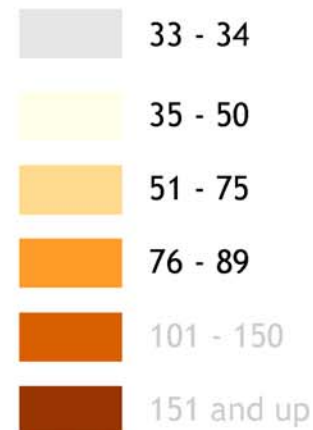
Mission

School District 75

2008 - 2009
EDI

EDI Counts

The number of children in each neighbourhood for whom an EDI was completed in 2008-2009



Participating Schools

- Public
- Independent

Notes:
Total EDI population for the School District is 459 and 1 neighbourhood is suppressed as there are fewer than 35 children.

Source: EDI 2008-2009
(includes 2007-2008 EDI results)
Human Early Learning Partnership.

CC - August 2009

Mission

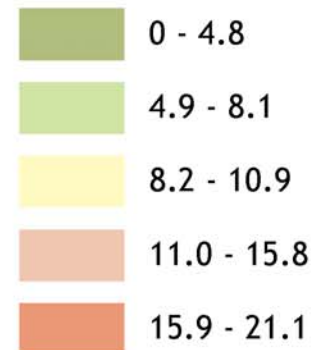
School District 75

2008 - 2009
EDI

Physical Health & Well-being

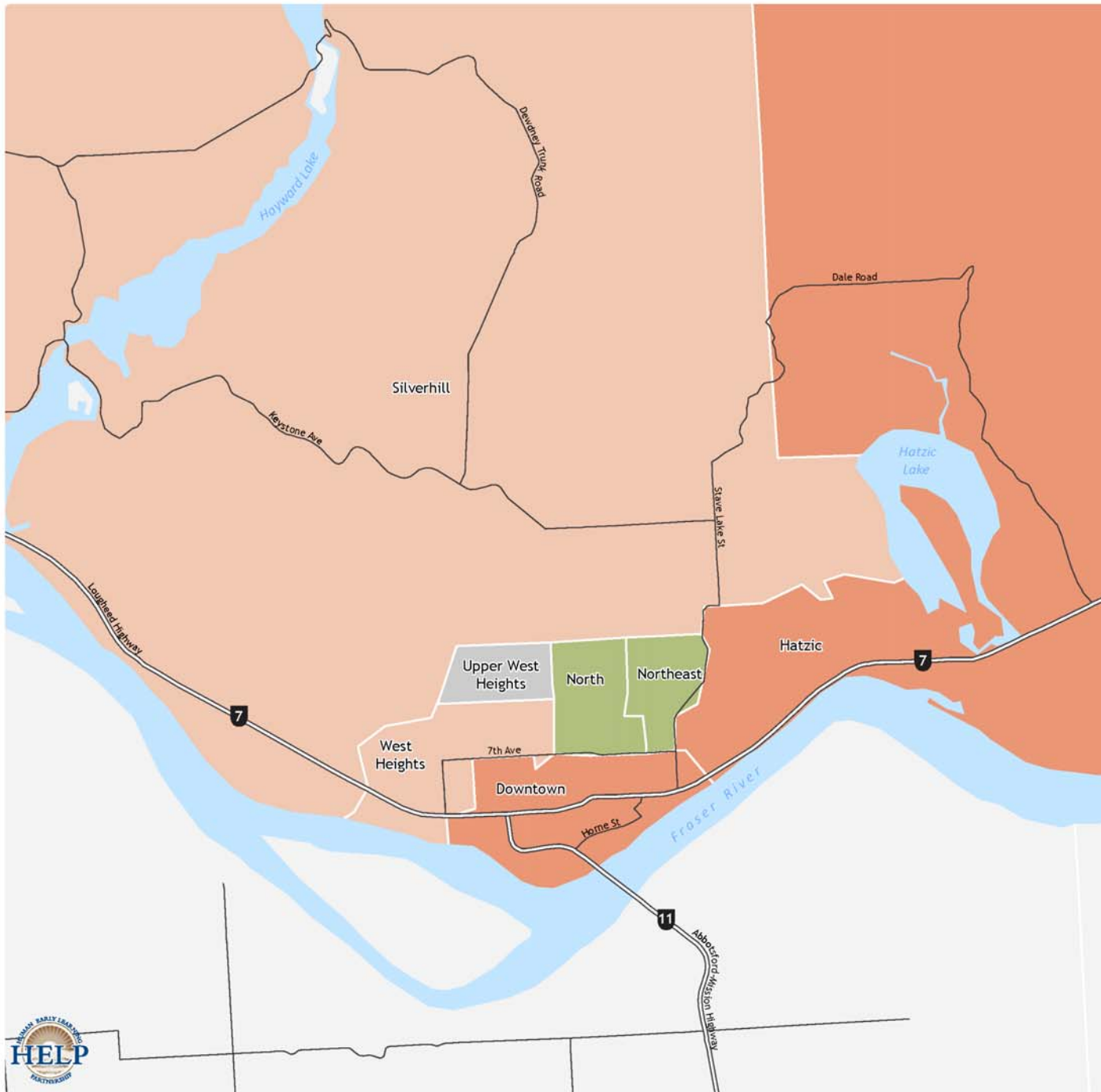
Measures things such as motor development, energy level, daily preparedness for school, washroom independence and established handedness

Percent Vulnerable



Overall Percent Vulnerable

11.5	British Columbia
10.9	SD75 - Mission



Notes:
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(includes 2007-2008 EDI results)
Human Early Learning Partnership.

Mission

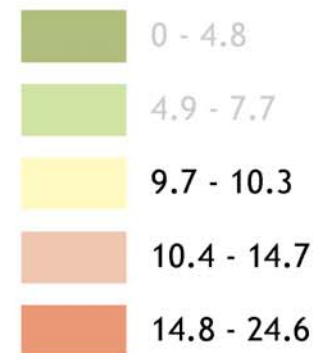
School District 75

2008 - 2009
EDI

Social Competence

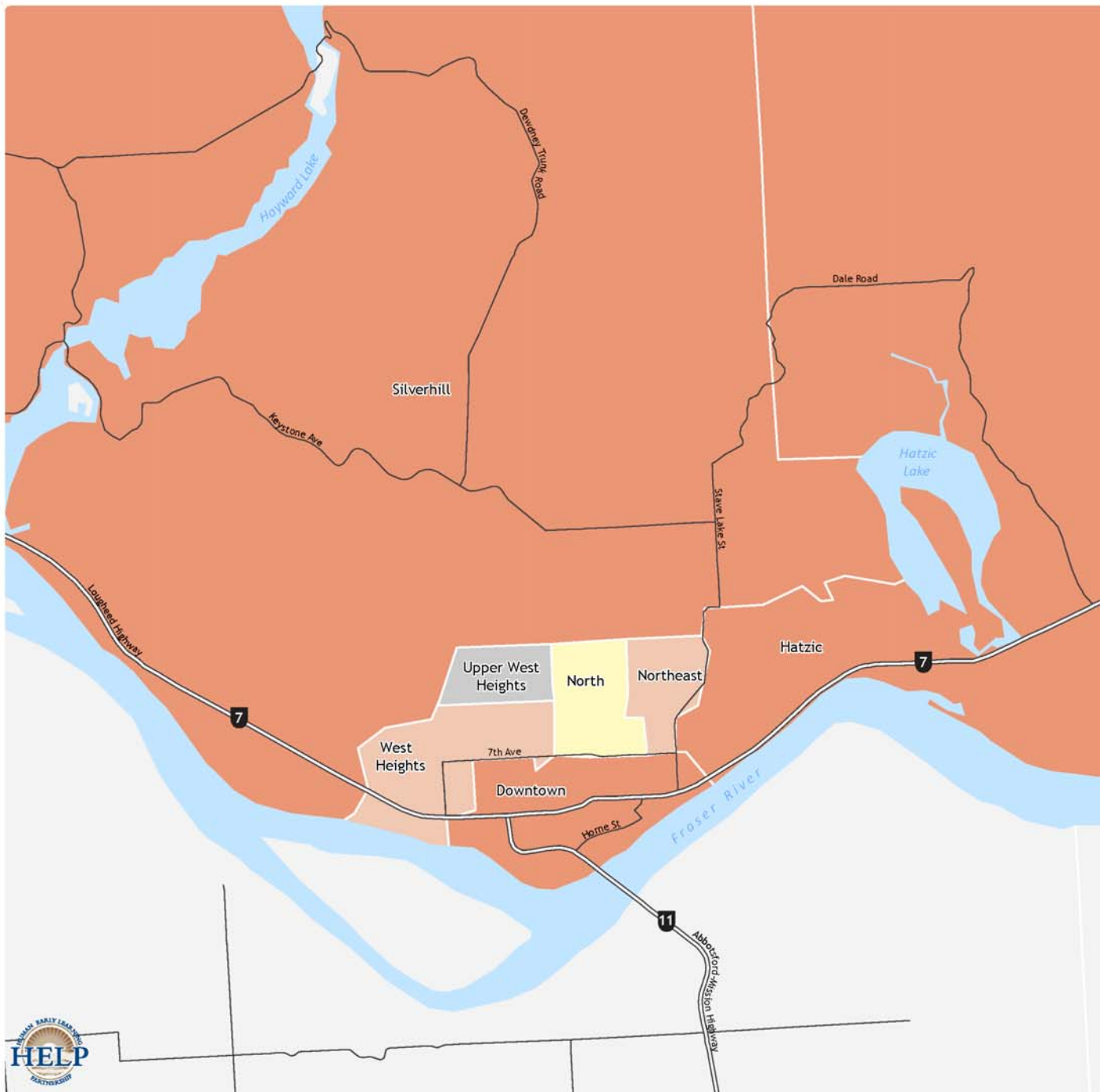
Measures behaviour in structured environments including cooperation and respect for others, socially appropriate behaviour during activities, self-control and self-confidence

Percent Vulnerable



Overall Percent Vulnerable

12.7	British Columbia
16.3	SD75 - Mission



Notes:
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(includes 2007-2008 EDI results)
Human Early Learning Partnership.

CC - August 2009

Mission

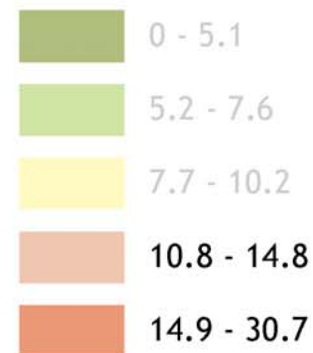
School District 75

2008 - 2009
EDI

Emotional Maturity

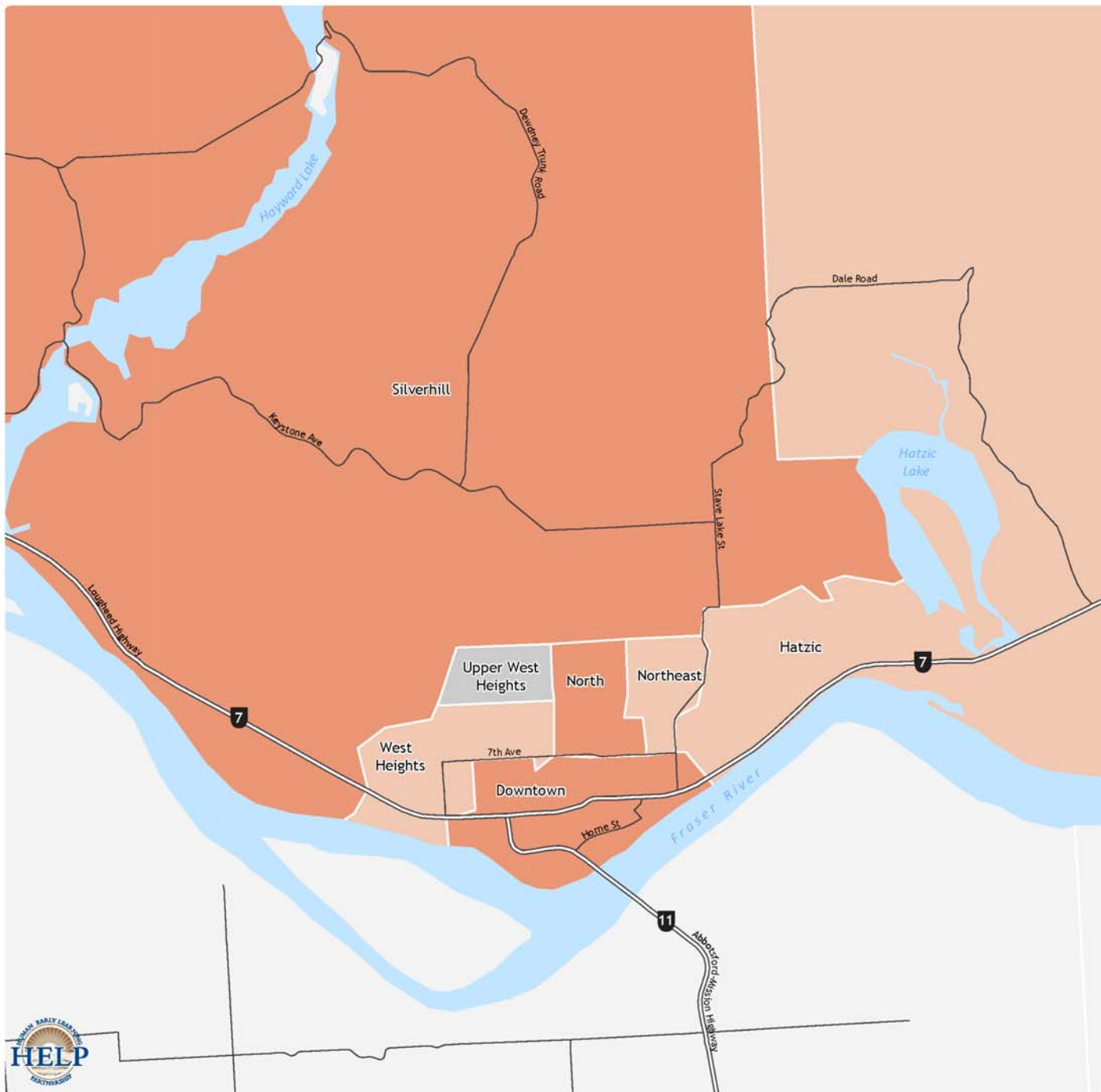
Measures things such as behaviour in less formal environments, focusing on helping, tolerance and ability to demonstrate empathy for others

Percent Vulnerable



Overall Percent Vulnerable

12.1	British Columbia
18.4	SD75 - Mission



Notes:
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Source: EDI 2008-2009
(includes 2007-2008 EDI results)
Human Early Learning Partnership.

Mission

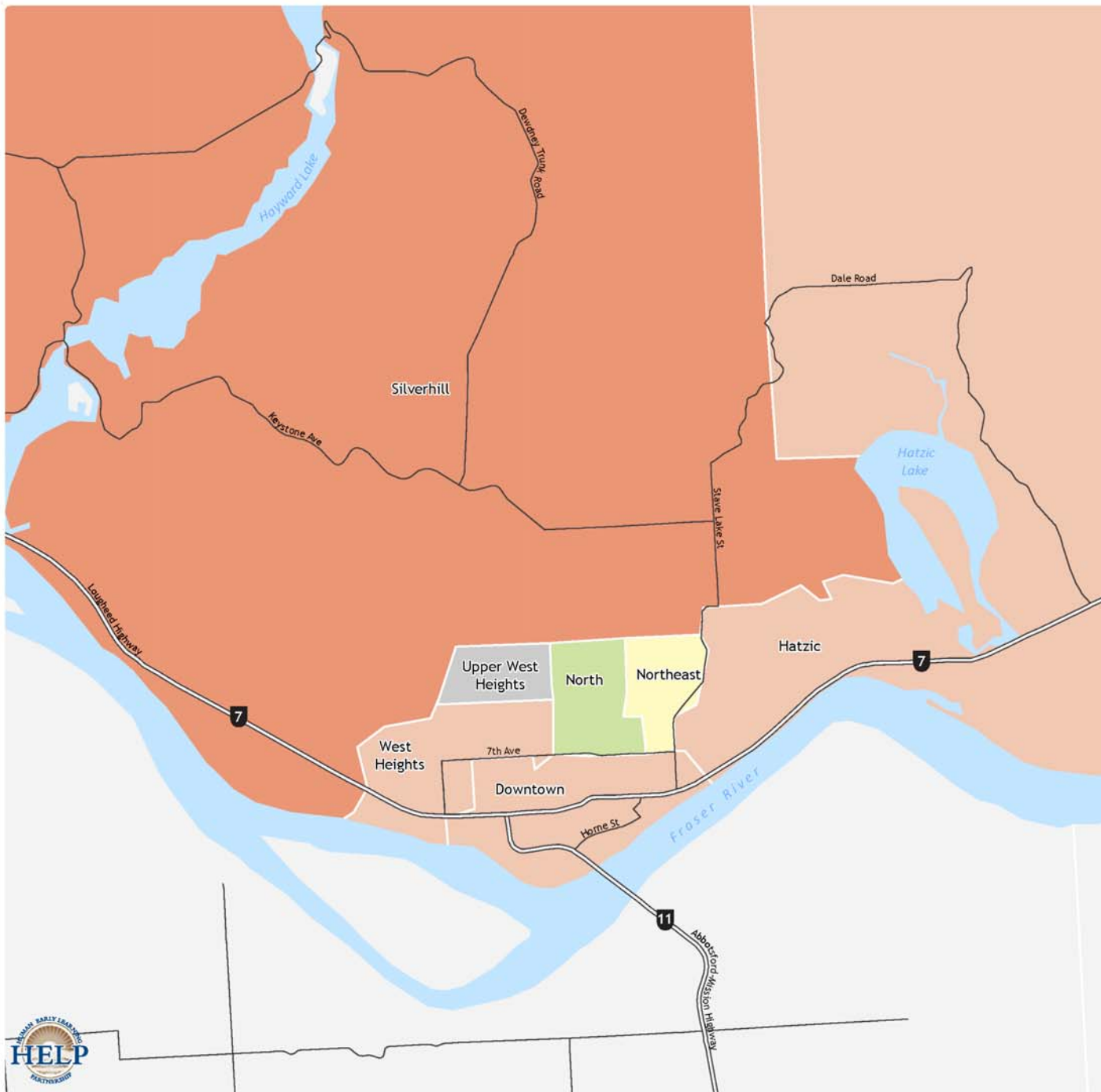
School District 75

2008 - 2009

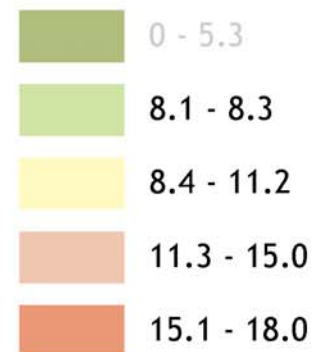
EDI

Language & Cognitive Development

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



Percent Vulnerable



Overall Percent Vulnerable

10.1	British Columbia
12.0	SD75 - Mission

Notes:
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Source: EDI 2008-2009
(includes 2007-2008 EDI results)
Human Early Learning Partnership.

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Mission

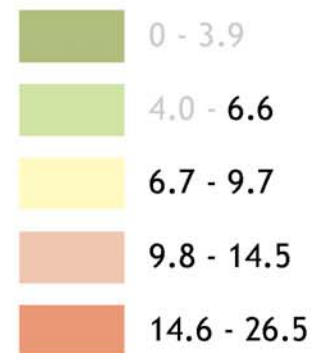
School District 75

2008 - 2009
EDI

Communication Skills

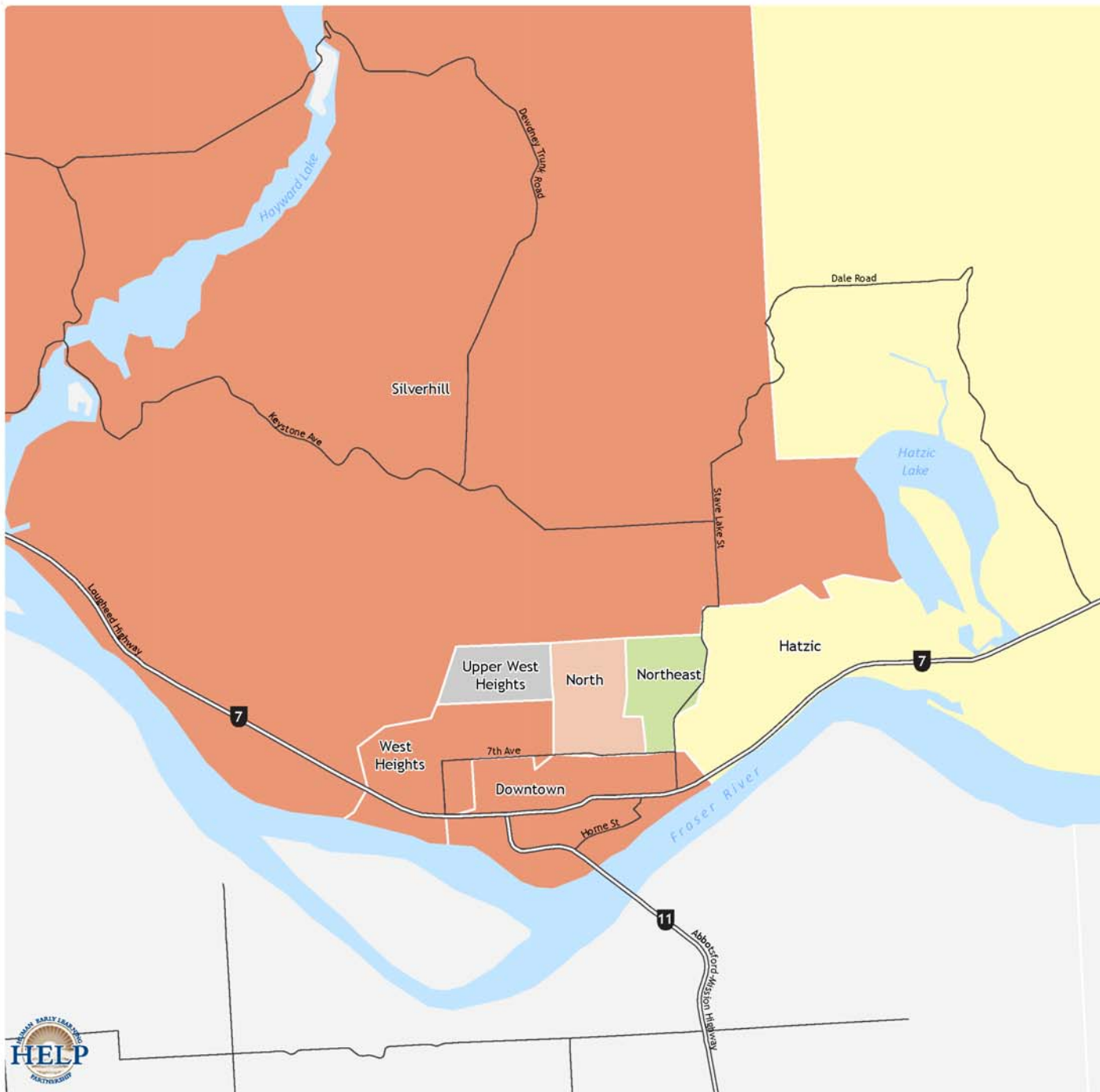
Measures things such as the ability to communicate one's needs, understand others in English, actively participate in storytelling and general interest in the world

Percent Vulnerable



Overall Percent Vulnerable

13.2	British Columbia
15.3	SD75 - Mission



Notes:
Total EDI population for the School District is 459 and 1 neighbourhood is suppressed as there are fewer than 35 children.

Source: EDI 2008-2009
(includes 2007-2008 EDI results)
Human Early Learning Partnership.

Mission

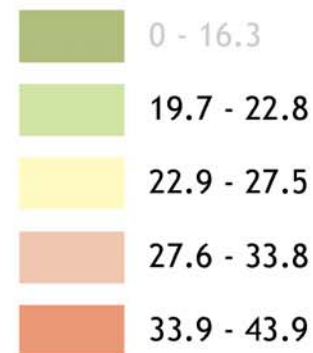
School District 75

2008 - 2009
EDI

Vulnerable on One or More Scales of the EDI

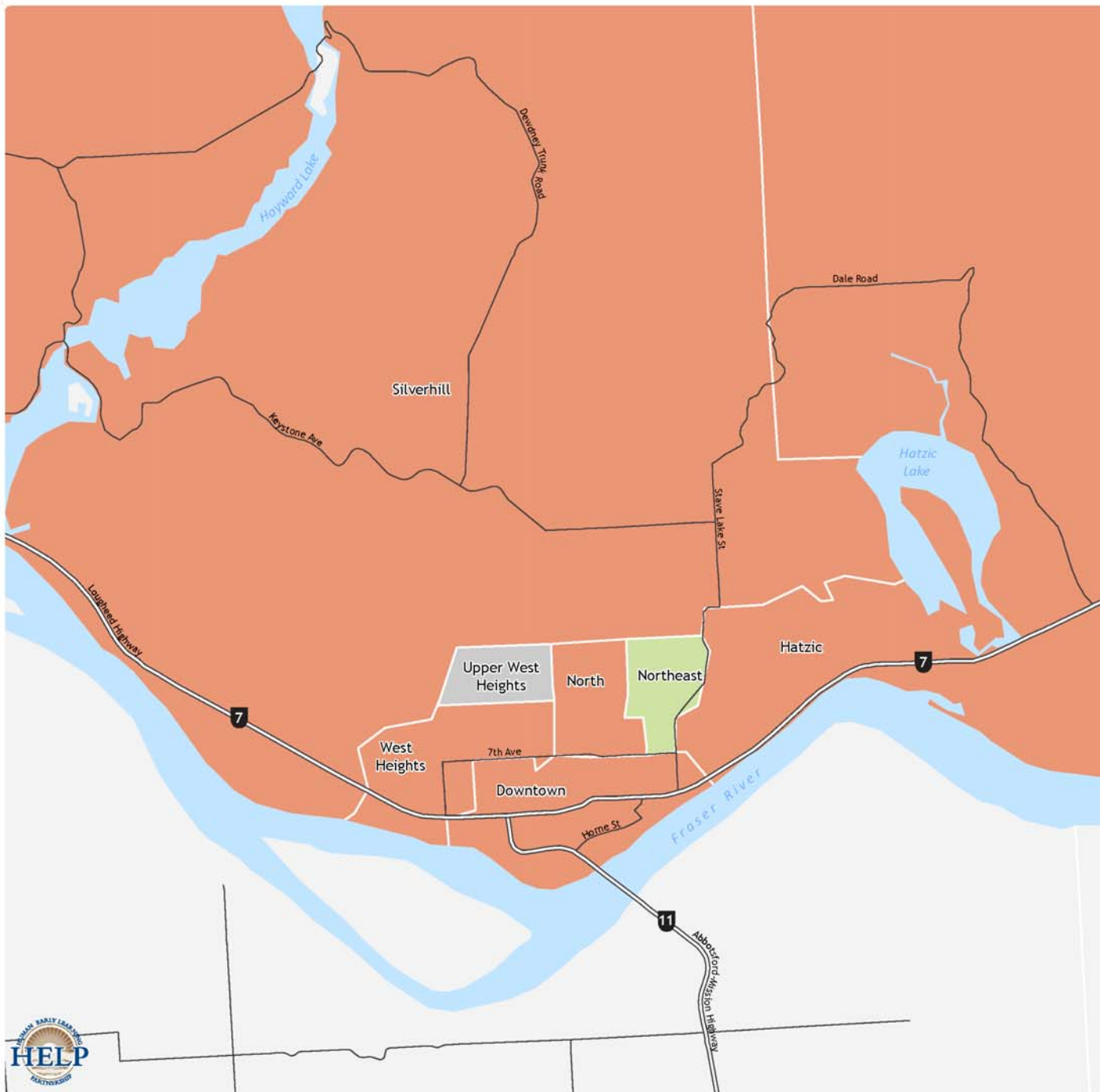
Percent of children vulnerable on one or more scales of the EDI

Percent Vulnerable



Overall Percent Vulnerable

28.6	British Columbia
35.3	SD75 - Mission



Notes:
Total EDI population for the School District is 459 and 1 neighbourhood is suppressed as there are fewer than 35 children.

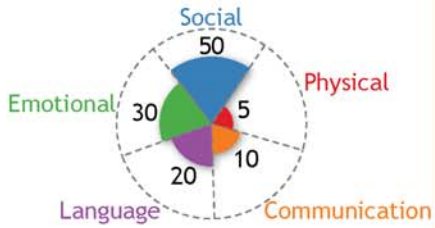
Source: EDI 2008-2009
(includes 2007-2008 EDI results)
Human Early Learning Partnership.

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Starplot

Percent vulnerable on each EDI scale



How to Read the Starplot:

Each scale of the EDI is represented by a triangle. Larger triangles represent higher vulnerability & smaller triangles represent lower vulnerability for each scale of the EDI.

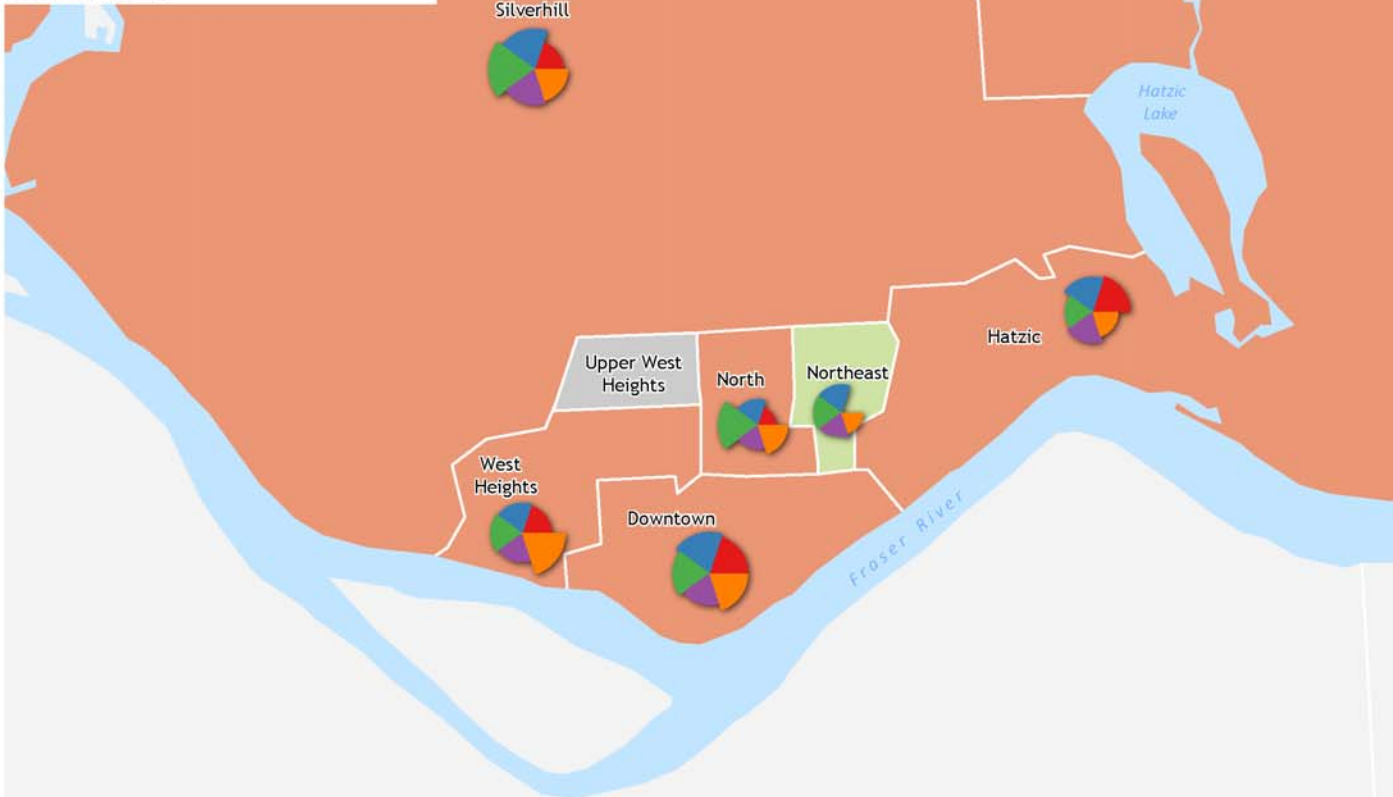
Mission

School District 75

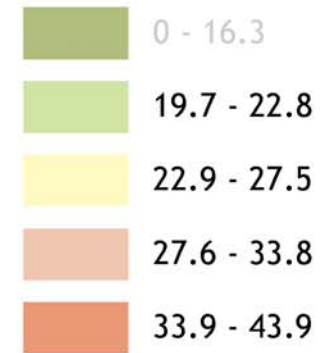
2008 - 2009

EDI

Starplot Map



Percent Vulnerable



School District Starplots



Notes:
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Source: EDI 2008-2009
(includes 2007-2008 EDI results)
Human Early Learning Partnership.



Socio-Economic Status Index

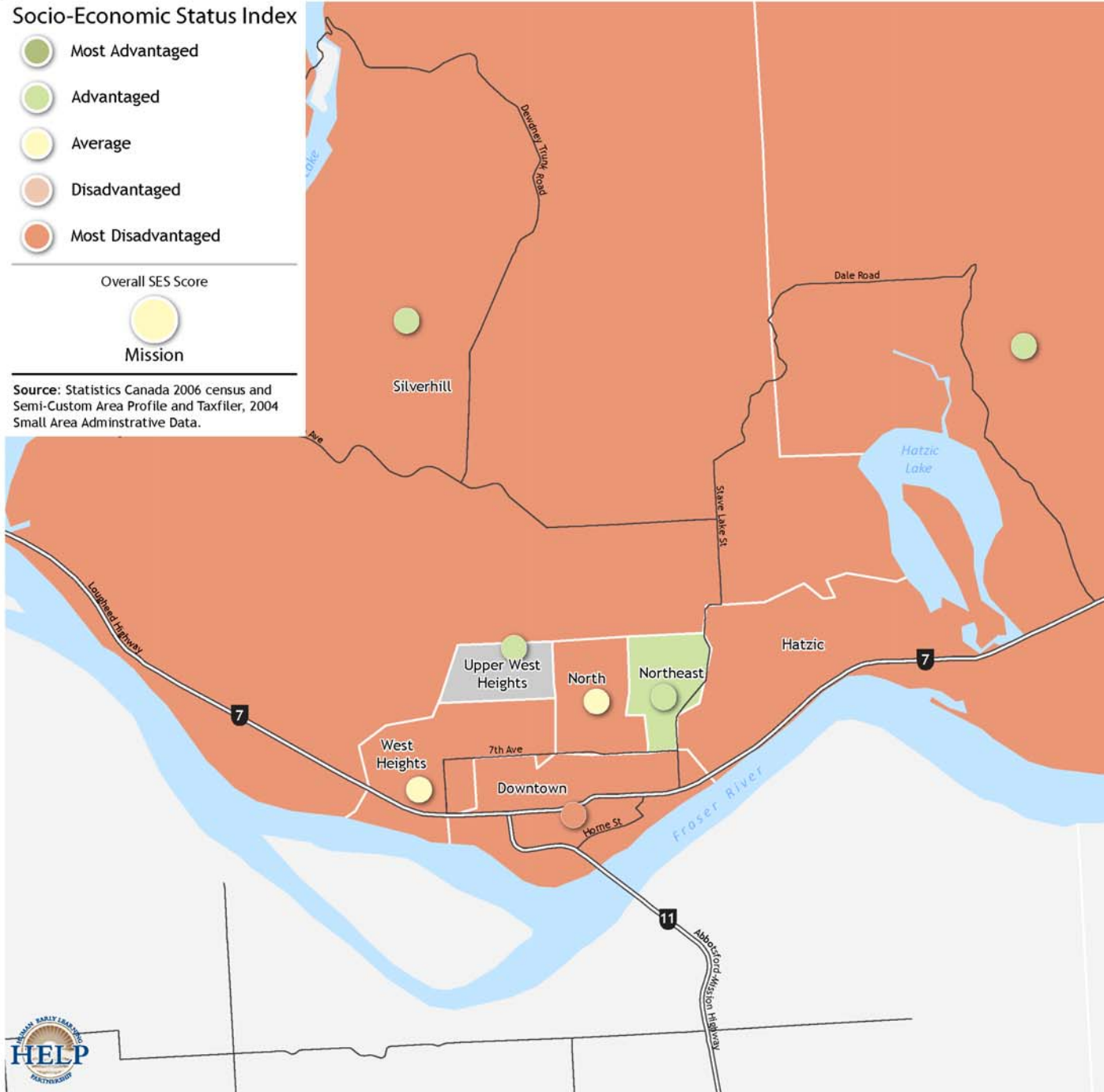


Overall SES Score



Mission

Source: Statistics Canada 2006 census and Semi-Custom Area Profile and Taxfiler, 2004 Small Area Administrative Data.



Mission

School District 75

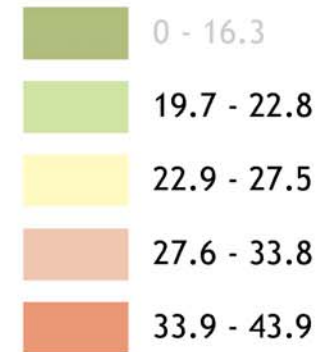
2008 - 2009

EDI

SES - EDI Relationship

Shows the relationship between the level of vulnerability on one or more scales of the EDI and the socio-economic status of the neighbourhood

Percent Vulnerable



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Source: EDI 2008-2009
(includes 2007-2008 EDI results)
Human Early Learning Partnership.

CC - August 2009

Mission

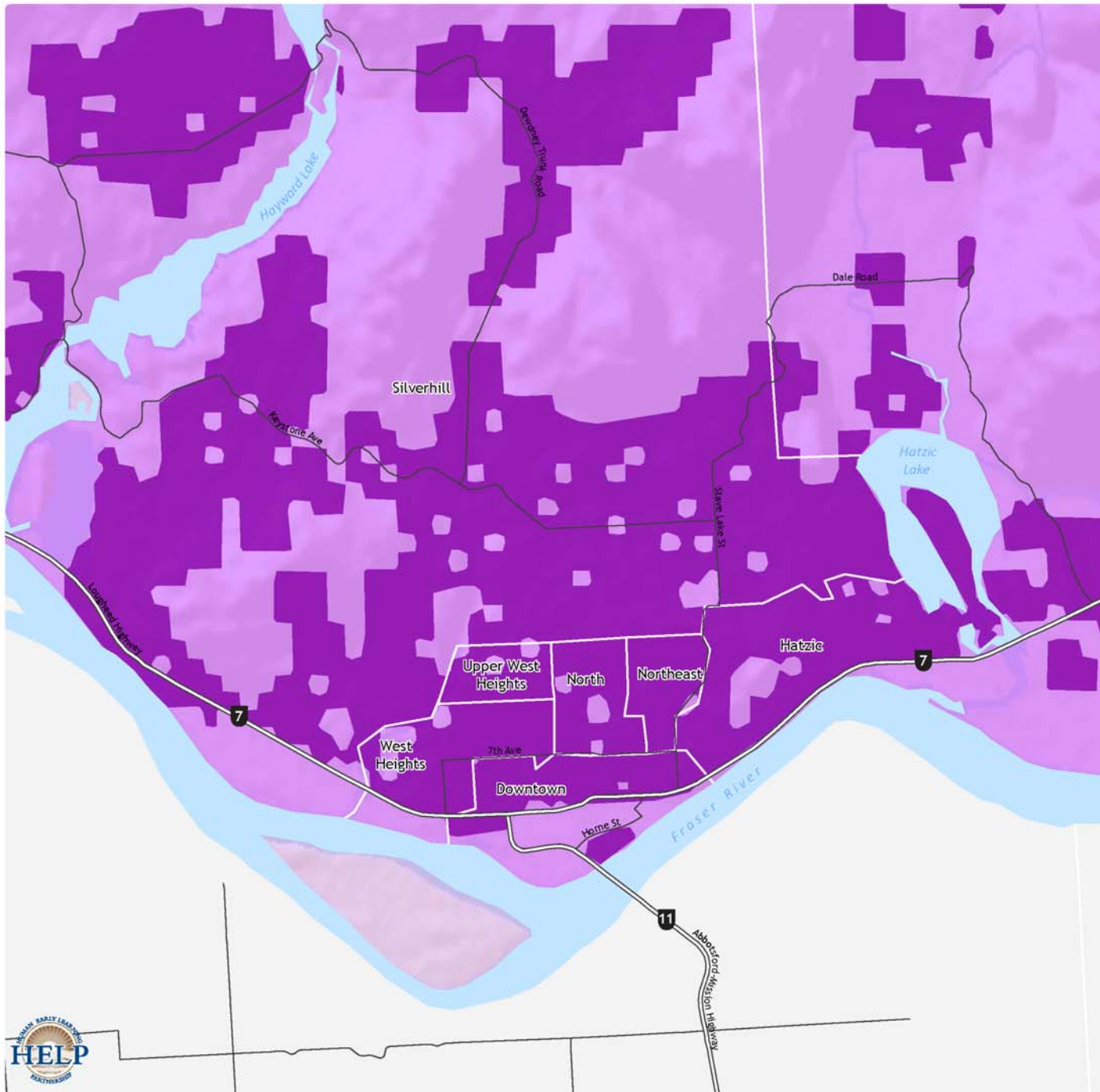
School District 75

2008 - 2009

EDI

Where People Live

-  Densely Inhabited Residential Areas
-  Sparsely Inhabited Developed Land including Parks and Agricultural
-  Uninhabited



Notes:
Inhabited areas highlight large clusters of population. This representation was derived using landuse, elevation and demographic data.

Source: Please contact the ECD Mapping Unit for more information.
Human Early Learning Partnership.





Your Community at a Glance

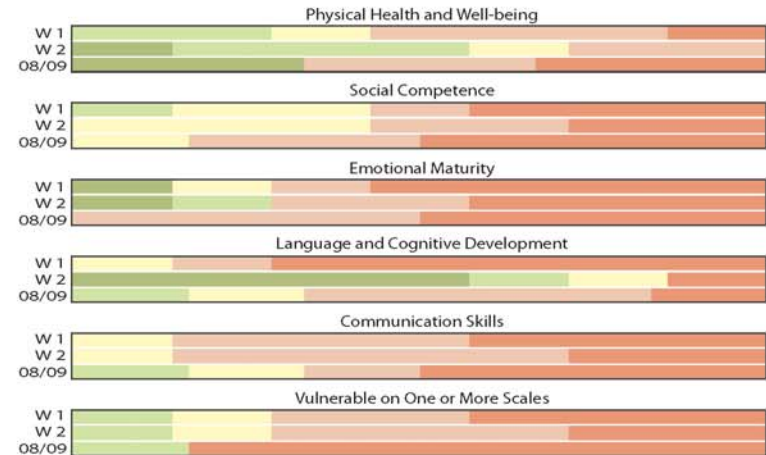


SD 75 - Mission

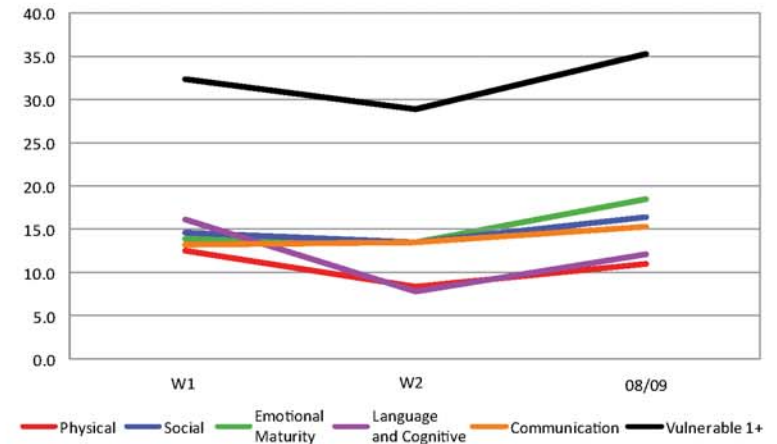
EDI Results

- District wide, 35.3% of children were vulnerable on at least one scale of development in 08/09. This is an increase from both Wave 1 (32.4%) and Wave 2 (28.9%).
- Mission Northeast had the lowest level of vulnerability of all of the neighbourhoods (19.7%). This is similar to Wave 2 and a substantial decrease from Wave 1 (31.6%).
- No neighbourhoods had decreases in vulnerability from Wave 2 to 08/09.
- The neighbourhood with the highest proportion of children vulnerable was Mission Downtown (43.9%). All neighbourhoods, other than Mission Northeast, had more than 36%, or over one-third, of children vulnerable on one or more scales.
- Overall, four neighbourhoods had increases of greater than 5% or representing a shift in quintile colour.
- District wide, the largest proportion of children vulnerable was on the Emotional Maturity scale (18.4%).
- The smallest proportion of children vulnerable was on the Physical Health and Well-Being scale (10.9%).

Neighbourhood Trends



District Wide Trends





EDI Data Table

SD 75 Mission



SD 75	EDI Count			Physical Health & Well-being			Social Competence			Emotional Maturity			Language & Cognitive Dvlpt.			Communication Skills			Vulnerable 1+		
	W1	W2	08-09+	W1	W2	08-09+	W1	W2	08-09+	W1	W2	08-09+	W1	W2	08-09+	W1	W2	08-09+	W1	W2	08-09+
Mission - Northeast	57	58	61	7.0	5.2	0.0	21.1	10.3	11.5	3.5	6.9	11.5	15.8	6.9	9.8	12.3	12.1	6.6	31.6	17.2	19.7
Silverhill	82	69	89	7.3	5.8	11.4	6.1	10.1	23.6	8.8	11.6	30.7	12.5	4.3	18.0	8.5	8.7	15.7	22.0	24.6	36.0
Hatzic	70	71	74	11.4	14.1	20.3	10.0	16.9	17.6	16.2	14.1	10.8	8.6	8.5	13.5	18.6	14.1	9.5	22.9	29.6	36.5
Mission - W. Heights	83	64	83	10.8	6.3	12.0	12.0	9.4	13.3	19.5	18.8	14.5	21.7	20.3	12.0	10.8	14.1	26.5	38.6	29.7	39.8
Mission - North	53	43	62	15.7	2.3	4.8	24.5	14.0	9.7	15.4	4.8	22.6	18.9	2.3	8.1	17.0	16.3	12.9	41.5	30.2	40.3
Mission - Downtown	47	43	57	29.8	14.0	21.1	25.5	11.6	24.6	23.4	18.6	19.6	19.6	4.7	14.5	12.8	20.9	21.1	46.8	41.9	43.9
Upper West Heights	41	39	33	14.6	10.3		9.8	25.6		10.3	20.5		19.5	2.6		17.1	10.3		31.7	35.9	

Notes:

08-09+ includes results from 07-08. Grey cells indicate suppressed data values (EDI Count <35).

Source:

2008-2009 EDI (HELP - Human Early Learning Partnership)

- Our committee uses the EDI to assist in deciding what programs would best support the community. This past year we supported:



- **Fun 'N Run Drop-in:** a free drop-in gym program for families with children under six.

This program focuses on children's motor and social skills with an instructor and parent participation.



- **La Leche League:** Mother to mother breastfeeding support and information, in person, in a group setting, over the phone or by e-mail. Information sharing through brochures, library materials and discussions to increase success rates and duration of breastfeeding.





Mother Goose: An oral language program for parents and children under 18 months. This program builds a foundation of literacy through songs, rhymes and phonemic awareness. It raises awareness of the difference these basic literacy skills can make in the lives of children. The next session starts Feb. 4th.

Family Resource Programs

- **Family Place and Tree House:** friendly drop-ins for children under 6, their parents and care givers. With playtimes, hot lunches, crafts children learn social skills, play, and develop friendships.



- **Tuesday Club:** an after school program for the children of St'a'txwaya (a Native Housing complex) that prepared them for kindergarten with constructive learning experiences based on literacy. This included healthy snacks, reading and writing materials, computer programs, as well as an assistant. Activities included crafts, snack time and workshops, with Elders mentoring the youngsters and members of the community.



- **Monthly Children's Celebrations :** seasonally themed get-togethers with a reading area, a toddler play area, a bouncy castle, face painting, craft area and many community resources.



The B.U.S.

- Building United Services
- Mission's Literacy BUS is a multi-partnered community effort to remove barriers and provide services and programs at a neighbourhood level. It is now providing service in Deroche with a Babies on the BUS program, scribe services and is soon to have employment counseling.



- **Child Care Resource and Referral Community Outreach:**

Mission
Community Services Child Care Resource and Referral will provide resources and support on the Community Literacy Bus. Parents and care givers will be assisted with child care subsidy applications, referrals, support, etc. CCRR will participate in community events and increase access to the Toy lending Library. There will be an increase in the availability of quality learning materials and equipment for children and their families in the community



- **Fraser Valley Children's Festival:** Mission Arts Council provided a day of entertainment to the community's children and families. Music, dance, juggling, games, numerous art workstations, pony rides, bouncy balloon and more guaranteed smiles and laughter all around.



- **Community Garden Children’s Program “Walk and Talk”:**
Mission’s Soapbox community organic garden provided an opportunity for families with young children and preschoolers to grade one students, to experience hands-on gardening. Children and families discovered composting, seasonal changes, planting and growth with fun activities.



- **Parachute in the Park:** West Heights Inclusive Neighbourhood Project supported children and families through the summer months with an outside play based program with songs, crafts and stories. Parents/ caregivers learned songs and had positive interactions with their children while learning about the importance of reading to children.



- **West Heights Punjabi Parenting Group:**

Parenting support and education for parents, run out of the WHIN project. Further support was provided upon request after parents finished the Nobody's Perfect parenting sessions.



- **West Heights Play and Learn Group:** West Heights Inclusive Neighbourhood Project supported children and families through the summer months with a literacy and play based program to encourage holistic development in all domains of a child's development. This program encouraged positive Kindergarten and preschool transitions.



Storytime in the Park



Raising Awareness

Parent Resource Quarterly

First Steps and Beyond Developmental Guide

Bookmarks

Posters

Participation in community events

Garbage cans



Time = Love

Spend time with
your children



Success By 6
Helping all children succeed for life.



Credit Unions BC

United Way
SUCCESS BY 6

United Way Success By 6 Partners

School District Initiatives

- 7 StrongStart Centres (Deroche, Silverdale, Dewdney, Cherry Hill, West Heights, Central and Christine Morrison)
- Growth in WHIN programming and participation



- Many Little Readers programs in schools



- Increased number of children in Full Day K (in 8 schools next year: Deroche, Silverdale, Dewdney, Cherry Hill, West Heights, Central, Albert McMahon and Christine Morrison)



BC Context

- Primary Program
 - Aesthetic & artistic
 - Emotional & social
 - Intellectual
 - Physical development & well-being
 - Social responsibility
 - http://www.bced.gov.bc.ca/primary_program/primary_prog.pdf
- Early Learning Framework
 - Wellbeing & belonging
 - Exploration & creativity
 - Language & literacies
 - Social responsibilities & diversity
 - http://www.bced.gov.bc.ca/early_learning/pdfs/early_learning_framework.pdf

Jane Bertrand April 17/09 Vancouver presentation: Early Learning for Every Child

- Early Learning Working Group
- K teacher/Principal discussions
- Summer Institute



15 by 15

Today, only 71% of BC children arrive at kindergarten meeting all of the healthy development benchmarks that they need to thrive both now and into the future

While the highest risk of vulnerability is found in the poorest neighborhoods, the largest number of children with developmental vulnerabilities are found across neighborhoods that are home predominantly to the middle-class.

15 by 15 Policy aims to Promote Parental Time, Resources and Community Supports

- <http://www.earlylearning.ubc.ca/documents/2009/15by15-Full-Report.pdf>



Time, Resource and Community Service Recommendations

- The following are six recommendations identifying the public policy changes required to reap the dramatic changes required



Recommendation 1

The Government of BC should build on early childhood education and care (ECEC) services to provide:

- Universal (but not mandatory) access to quality ECEC services, including children with extra support needs; and
- Seamless transitions from parental leave into ECEC services, and from ECEC services into elementary school.

Recommendation 2

Build on income support policies to reduce child and family poverty by:

- Raising welfare benefits for parents
- Addressing wage pressures with enhanced family/in work tax credits, or raise minimum wage levels
- Making early education and care services affordable to facilitate labour supply

Recommendation 3

The Government of BC should build on maternity and parental leave, by working with the federal government to:

- increase total duration to 18 months
- improve coverage
- improve benefit levels
- reserve months for fathers

Recommendation 4

Build on existing employment standards to:

- support both mothers and fathers with children over 18 months to work full-time hours for pay; but
- redefine full-time to accommodate shorter annual working hour norms without exacerbating gender inequalities in the labour market.

Recommendation 5

The Government of BC should build on health, pregnancy and parenting supports by:

- advancing integration of existing programs and services
- adding universal monthly in-home and community-based programs to facilitate monitoring of children's development from birth through 18 months
- moving towards evidence-based monitoring of family health policy by requiring that services to children be recorded on a single data base regardless of the Ministry funding the program

Recommendation 6

The Government of BC should build on the work of local ECD coalitions in community planning

- Despite this increased local effort and integration, community development has proven insufficient to stem the tide of rising vulnerability rates, even while most regions in the province enjoyed robust economic growth and record low unemployment in recent years.
- Join our local ECD Committee, help strengthen and coordinate collaboration between organizations in our community

Thank you for supporting our children and families.



What's Next for Mission?

- Questions
- Gaps in the community
- Opportunities
- Trends
- Input
- Feedback

