

Data Available

EDI Data

The Early Development Instrument (EDI) is a measure of school readiness of senior kindergarten children. It covers 5 domains of child development: physical health and well-being; social competence; emotional maturity; language and cognitive development; and communication skills and general knowledge. Within these 5 domains are sub-domains (see chart below). The EDI is commonly reported based on the percentage of children falling below the tenth percentile (scoring low) in each of the five domains, or in one or two domains. Children who score low are considered “at risk” for difficulties in school.

The EDI has been conducted three times in Waterloo Region; Cycle 1 was conducted in 2004, Cycle 2 in 2007, and Cycle 3 in 2010. Therefore, it is possible to report data based on 2004-2007 and 2007-2010 trends to see whether scores are improving or declining during a given time period.

In many cases, Ontario baselines, developed by the Offord Centre for Child Studies at McMaster University, can be provided along with data from Waterloo Region; this allows comparison between Waterloo Region/cities/neighbourhoods and the average across Ontario for the same domain or subdomain. Ontario baselines provide a benchmark for understanding the school readiness of children in Waterloo Region.

The following chart outlines the EDI variables available for analysis.

Domains	Subdomains	Type of Reporting
Physical Health & Well-Being		% scoring low, mean score
	Physical Readiness	% not ready, % middle, % ready
	Physical Independence	% not ready, % middle, % ready
	Gross and Fine Motor Skills	% not ready, % middle, % ready
Social Competence		% scoring low, mean score
	Overall social competence with peers	% not ready, % middle, % ready
	Responsibility and respect	% not ready, % middle, % ready
	Approaches to learning	% not ready, % middle, % ready
	Readiness to explore new things	% not ready, % middle, % ready

Emotional Maturity		% scoring low, mean score
	Prosocial and helping behaviour	% not ready, % middle, % ready
	Anxious and fearful behaviour	% not ready, % middle, % ready
	Aggressive behaviour	% not ready, % middle, % ready
	Hyperactivity and inattention	% not ready, % middle, % ready
Language & Cognitive Development		% scoring low, mean score
	Basic literacy skills	% not ready, % middle, % ready
	Interest in letters, numbers and memory	% not ready, % middle, % ready
	Advanced literacy skills	% not ready, % middle, % ready
	Basic numeracy skills	% not ready, % middle, % ready
Communication & General Knowledge		% scoring low, mean score
	Communication and general knowledge	% not ready, % middle, % ready

Vulnerability	Type of Reporting
Low on 1	% scoring low on 1 or more EDI domains
Low on 2	% scoring low on 2 or more EDI domains
Multiple Challenge Index	% scoring low on 3 or more EDI domains

KPS Data

The Kindergarten Parent Survey (KPS) asks parent(s) about their experiences with their 5-year-old child. It covers sections on child health and development, child care, pre-kindergarten experiences, kindergarten, parent and child activities, and neighbourhood and demographic factors. Analysis of the 2010 KPS data is available. Please see below for a list of information obtained on the 2010 KPS.

Child health and development

- Sex of child
- Child birthweight
- Child's current weight
- Child's current height

- Access to family physician
- Health of child
- Special need(s) of child which are not recognized by the school
- Frequency of child eating breakfast
- Frequency of meeting daily vegetable and/or fruit intake requirements
- Frequency of meeting daily dairy intake requirements
- Frequency of eating meals together with family

Child Care

- Type of child care accessed, by age category
- Number of hours spent in child care, by age category
- Education level of child care provider, by age category
- Factors which contributed to the decision to access child care
- Factors which contributed to the decision not to access child care

Pre-Kindergarten Experiences

- How often child attended play-based programs, literacy programs, attended a children's club, participated in music, arts and dance, visited a public library, visited a book store, and participated in cultural programs
- Whether or not child received services for speech and language, vision, hearing, behaviour, developmental issues, mental health, occupational or physical therapy, and English as a Second Language
- Whether parent/caregiver ever had difficulty accessing services for their child
- Whether the reason for being unable to access services was because wait lists were too long, cost was too high, information was lacking, services were located too far away, did not know about services, no transportation to services, timing conflict, or services unavailable in the home language.

Kindergarten

- Whether or not child attended Junior Kindergarten at a school
- Whether child is excited about learning
- Whether parent feels welcome inside child's school
- Whether child is able to manage the school day
- How often parent/caregiver attends parent-teacher conferences, general school meetings, school/class events, and/or volunteered in the classroom/school

Parent and Child

- How often parent and child participated together in playing simple math games, saying rhymes, reading a story, creating art, practicing the sounds of letters, doing household chores, and practicing printing letters, numbers, and the child's name
- Whether the parent has attended a class, program or workshop intended to help them in their role as a parent
- How often the child played a sport with an instructor, and without an instructor

- How many hours the child watches television/plays video games on a school night
- How many hours the child sleeps on school nights

Neighbourhood

- Whether families have access to a park/athletic field, library, shopping centre, community centre, school, grocery store
- Whether families feel safe walking alone in their neighbourhood at night, to play outside during the day
- Whether there are safe parks/playgrounds
- Whether neighbours get together to deal with problems
- Whether there are adults in the neighbourhood that children can look up to
- Whether people in the neighbourhood are willing to help each other
- Whether adults in the neighbourhood watch out for the safety of children
- Whether neighbours keep their eye open for trouble when others are away

Demographics

- Language most often spoken at home
- Language most often spoken by child at home
- How many years family has lived in Canada
- How many years family has lived at their current address
- Whether the family identifies as Inuit, Metis, or First Nations
- The highest level of respondents' education
- Number of parents in the family
- Number of adults and number of children in the household
- Household income before taxes
- How often families have disposable income at the end of the month
- The source of the respondent's income

Please note that neighbourhood-level data for neighbourhoods where there were less than 30 children participating in the EDI or KPS is unavailable in order to adhere to privacy guidelines