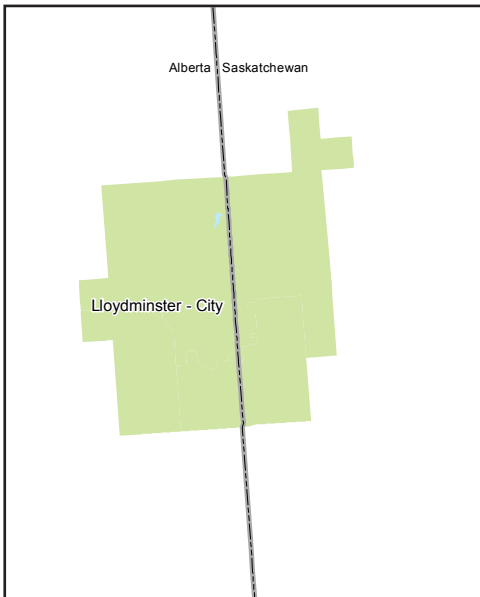


Early Childhood Development (ECD) Community Information



Lloydminster - City ECD Community

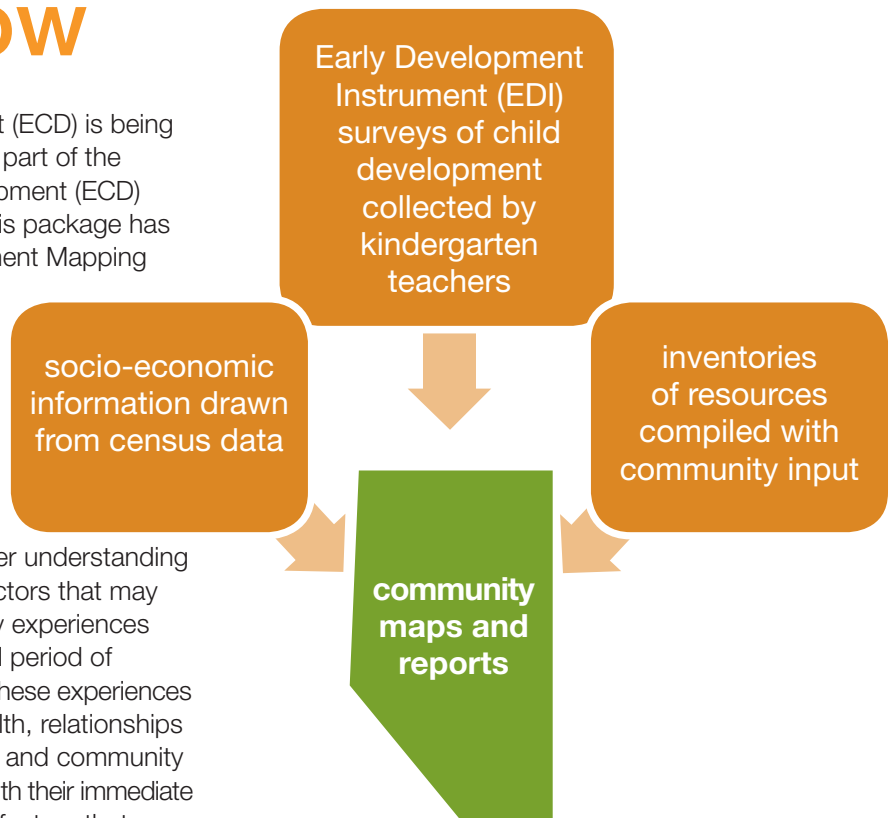
* Please see companion report - Lloydminster Surrounding Area (Alberta).

What you need to know

Information on early childhood development (ECD) is being collected for every community in Alberta as part of the Government of Alberta's Early Child Development (ECD) Mapping Initiative. The information inside this package has been compiled by the Early Child Development Mapping Project (ECMap). The data includes:

- Early Development Instrument (EDI) results on the development of kindergarten children,
- socio-economic information, and
- information on community resources.

Putting this data together can create a better understanding of how young children are doing and the factors that may influence their development. Children's early experiences shape actual brain structure during a critical period of development (from birth to about age five). These experiences have a lifelong impact on school, work, health, relationships and well-being. Socio-economic conditions and community resources, as well as children's relationships with their immediate family and other caregivers, are among the factors that affect children's early experiences and thus development.



Please note

Over the course of early childhood development (ECD) mapping in Alberta, information on EDI results, socio-economic status and community resources is gathered and analyzed for every community in Alberta. Boundaries for communities are set by local early childhood development coalitions; these communities are then named ECD communities.

The information in this #1 Update Community Information Package (CIP) is for the ECD Community of Lloydminster - City and its subcommunities. For information on the area in Alberta surrounding Lloydminster, please see the CIP Lloydminster Surrounding Area (Alberta).

To find out more about the Project, please go to www.ecmap.ca. Contact information for the ECMap community development coordinator in your area can be found on the website.

Early Child Development Mapping Initiative

The Early Child Development (ECD) Mapping Initiative, led by Alberta Education, is a five-year research and community development activity that includes implementation of the Early Development Instrument (EDI) in kindergarten classes across the province. The Initiative will help Albertans to better understand how their young children are doing and to work together to support their healthy development. This Initiative is funded by the Government of Alberta and supports the Education Minister's priority to improve broad-based supports and early intervention initiatives for at-risk children to improve their learning outcomes. It also involves the Ministries of Health and Wellness and Children and Youth Services.

Information on the ECD Mapping Initiative is available at www.ecdmapping.alberta.ca.

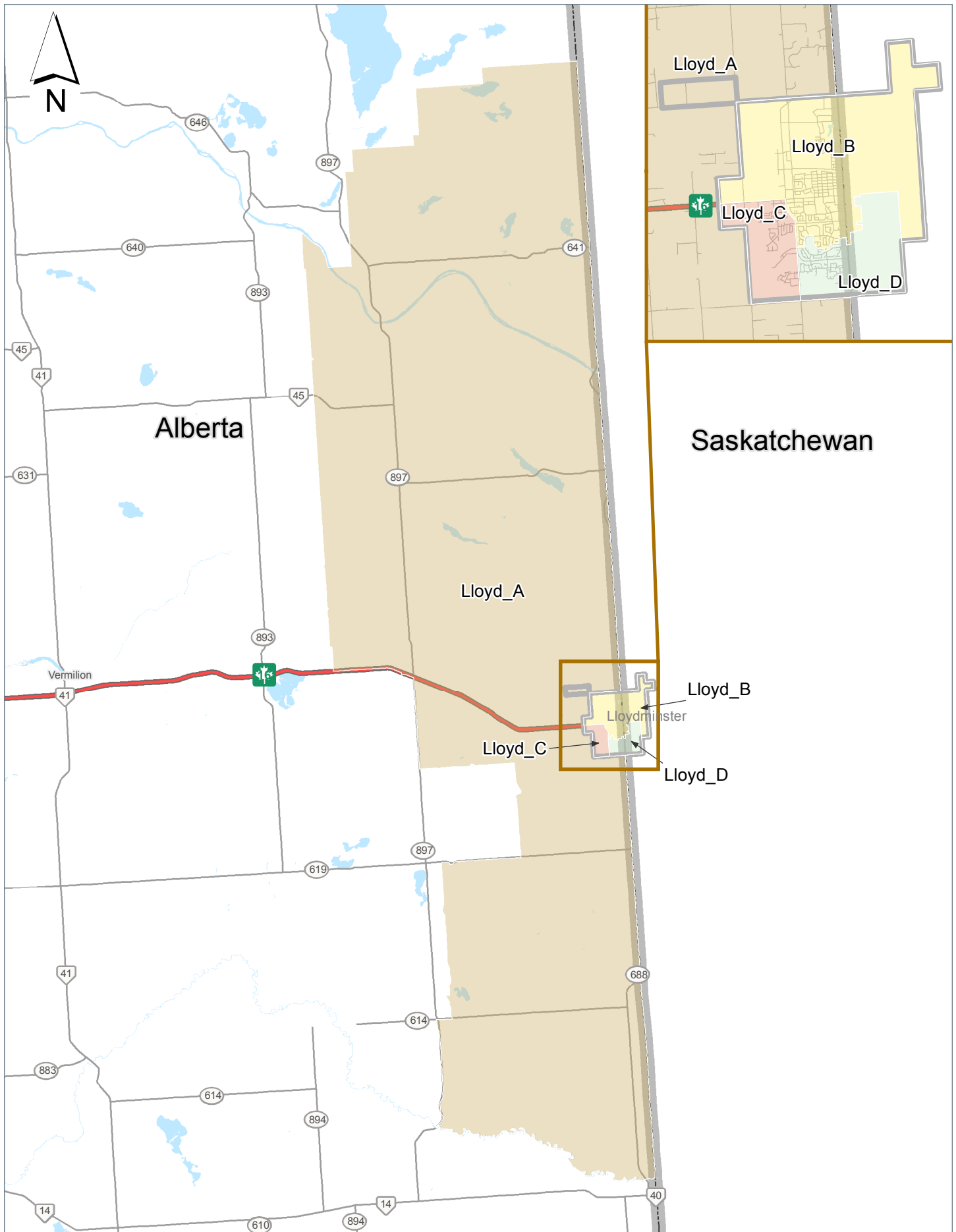
Introduction to Lloydminster - City

The following are some basic demographic features of Lloydminster - City:

Demographics: Lloydminster - City compared to Alberta

	Lloydminster	Alberta
Population	24,028	3,273,778
Children 0-4 years	1,800 (7.49%)	201,365 (6.15%)
Median income in 2005 of population 15 years and older	\$30,264.52	\$28,239.14
Unemployment rate	4.29%	4.41%
Female labour force participation rate	69.39%	66.34%
Percentage of residents with first language other than English/French	4.60%	16.83%
Percentage of immigrants	3.13%	15.04%

Based on Statistics Canada 2006 census data, which provides the most recent reliable provincewide data.



What is the EDI?

The Early Development Instrument (EDI) is a questionnaire completed by kindergarten teachers with parents' consent on children's development. The EDI was developed by the Offord Centre for Child Studies at McMaster University in Hamilton, Ontario. It is being used across Alberta as well as in many other provinces in Canada and internationally. The EDI provides group, not individual results, much like a census. It is not a diagnostic tool. Results are grouped according to where children live.

The EDI describes development in the following five areas:

Social Competence:

Child plays and gets along with others, is curious and likes to explore, respects adult authority and is able to control own behaviour.

Language & Thinking Skills:

Child is interested in reading and writing, and can count and recognize some shapes and colours.



Physical Health & Well-being:

Child is well-rested, well-nourished and can sustain energy levels during kindergarten activities; is physically independent (can look after own basic needs); has gross motor skills (e.g., able to catch and throw a ball) and fine motor skills (e.g., able to handle crayons and pencils).

Emotional Maturity:

Child is able to express emotions at an age-appropriate level and empathize with others.

Communication Skills & General Knowledge:

Child is able to communicate needs and wants in socially appropriate ways, can tell stories and has general knowledge about the outside world that is age appropriate.

Analyzing the EDI

Are all kindergarten-aged children included in the EDI results?

Since kindergarten is not compulsory in Alberta, not all children attend kindergarten. Results for children who are not enrolled cannot be included because the EDI surveys are filled out by kindergarten teachers. Parental consent is also required for children to be included in the survey. Not all the questionnaires that are filled out are used. Questionnaires may be excluded from analysis for the following reasons:

- The child has been in the class for less than one month and is therefore not well known by the teacher.
- The survey is invalid because of missing data.
- The child has been diagnosed with severe disabilities. EDI surveys for these children have not been included because they are not included in national norms for the EDI. Results for children with diagnosed special needs will be analyzed separately.
- Children below age four and above age seven were excluded from analysis.

How are EDI results described in this information package?

For each community, children's EDI results are described according to three categories:

- the percentage of children developing appropriately,
- the percentage of children experiencing difficulty, and
- the percentage of children experiencing great difficulty.

What do these categories mean?

- **Developing appropriately:** This category includes children who are able to demonstrate most or all of the developmental skills and abilities expected by the time they start kindergarten. Children score in the top 75 per cent on the EDI compared to other children in Canada.
- **Experiencing difficulty:** This includes children who are experiencing some delays in some areas of development. Their scores fall between the bottom 10 and 25 per cent on the EDI compared to other children in Canada.
- **Experiencing great difficulty:** This includes children who are experiencing significant delays. These children score in the bottom 10 per cent on the EDI compared to other children in Canada.

The percentages are set according to Canadian norms for the EDI established by the Offord Centre.

All EDI surveys in this information package were gathered in 2009 and 2010.

Lloydminster - City

What does the EDI tell us about young children's development in Lloydminster - City?

The following EDI results show how kindergarten children are developing in Lloydminster - City in each of the five main areas of development. In the pie charts, green identifies the percentage of children who are developing appropriately in each area of development, blue the children who are experiencing difficulty and orange the children who are experiencing great difficulty.

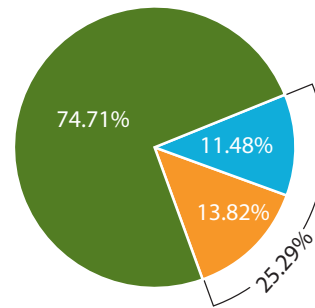
Did you know?

Although the majority of children in Lloydminster - City are developing appropriately, a large percentage are experiencing difficulty or great difficulty, particularly in emotional maturity (31.82 per cent), communication skills and general knowledge (31.44 per cent) and social competence (31.28 per cent).

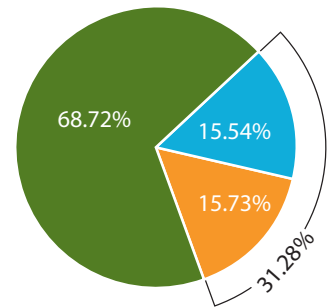
Total number of EDI questionnaires: 869
Number of questionnaires analyzed: 798
Percentage of children with diagnosed severe disabilities out of total number of questionnaires: 2.88 per cent

EDI results for Lloydminster - City 2009 and 2010

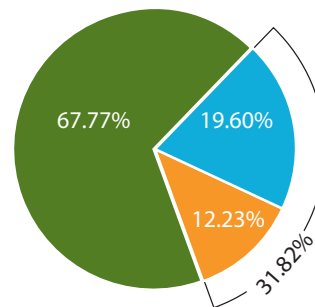
Physical Health and Well-being



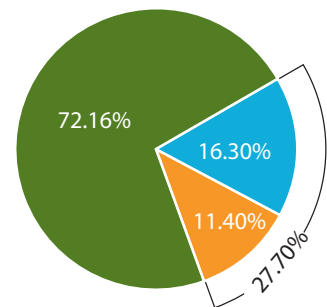
Social Competence



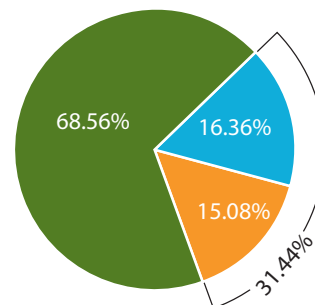
Emotional Maturity



Language and Thinking Skills



Communication Skills and General Knowledge



■ Developing appropriately
 ■ Experiencing difficulty
 ■ Experiencing great difficulty

Number of EDI questionnaires analyzed: 798

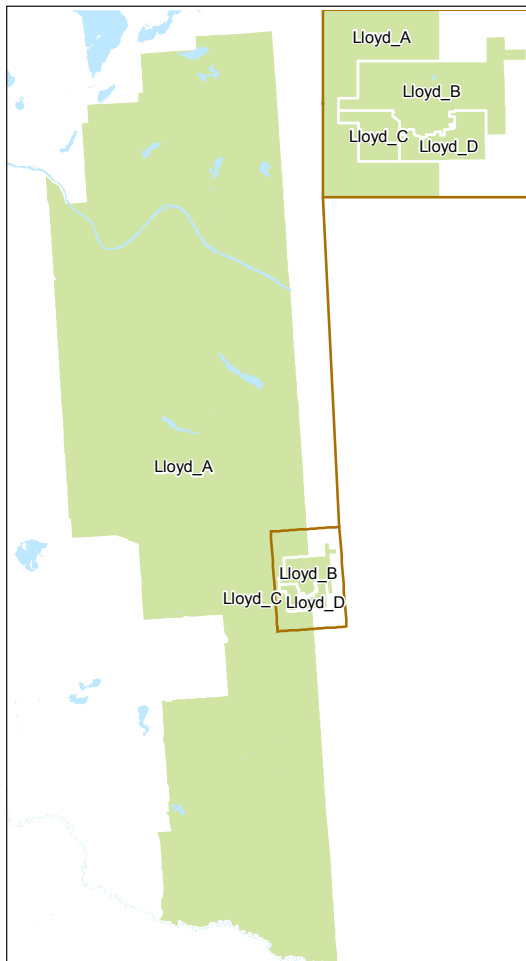
Please note: Missing data may mean that percentages don't always add up to exactly 100 per cent.

Subcommunities

What does the EDI tell us about the subcommunities of Lloydminster - City?

More detailed EDI information is presented at the subcommunity level. In order to provide representative information for a subcommunity, the following conditions have to be met: EDI questionnaires must be completed for at least 30 children. The number of children included for analysis must represent at least 80 per cent of the children registered in kindergarten who are living in the area.

Child development results are shown for the three subcommunities of Lloydminster - City.



Please note

The subcommunities in Lloydminster - City are named:

- Lloyd_B,
- Lloyd_C, and
- Lloyd_D.

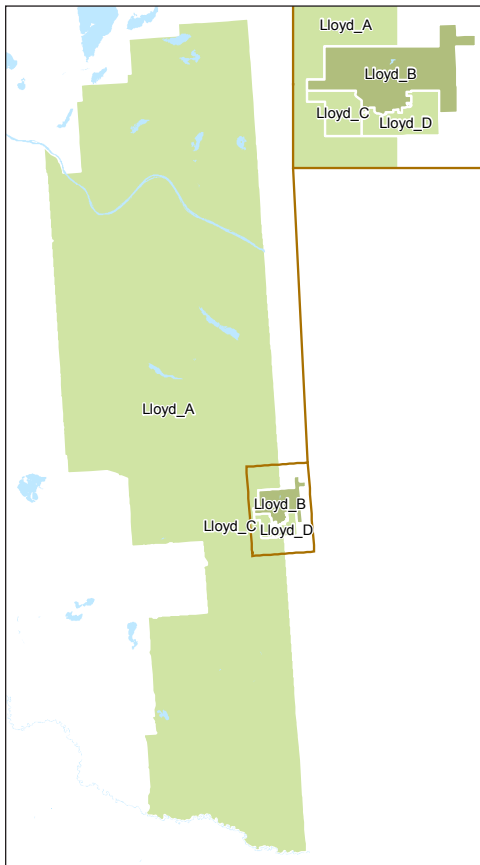
The pie charts in the following section (pages 8 to 10) show how children in each of these subcommunities are developing in each of the five areas of development.

In the previous CIP for Lloydminster - City, these subcommunities were named Lloyd_D, Lloyd_E and Lloyd_F respectively.

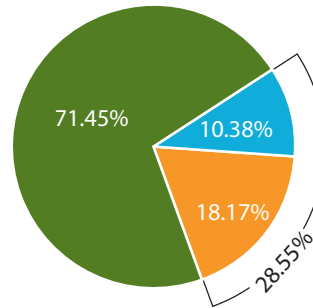
For results for subcommunity Lloyd_A, please see the Community Information Package for Lloydminster Surrounding Area (Alberta).

Subcommunity B

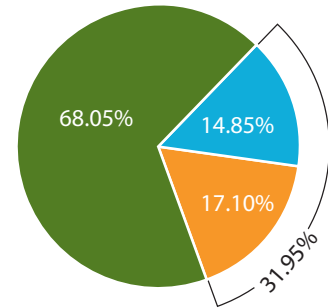
EDI results for Lloydminster - City Subcommunity Lloyd_B 2009 and 2010



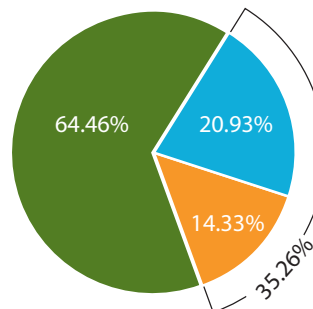
Physical Health
and Well-being



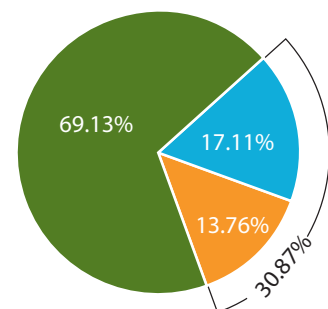
Social Competence



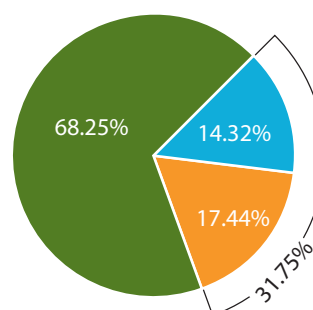
Emotional Maturity



Language and
Thinking Skills



Communication Skills
and General Knowledge



■ Developing appropriately
■ Experiencing difficulty
■ Experiencing great difficulty

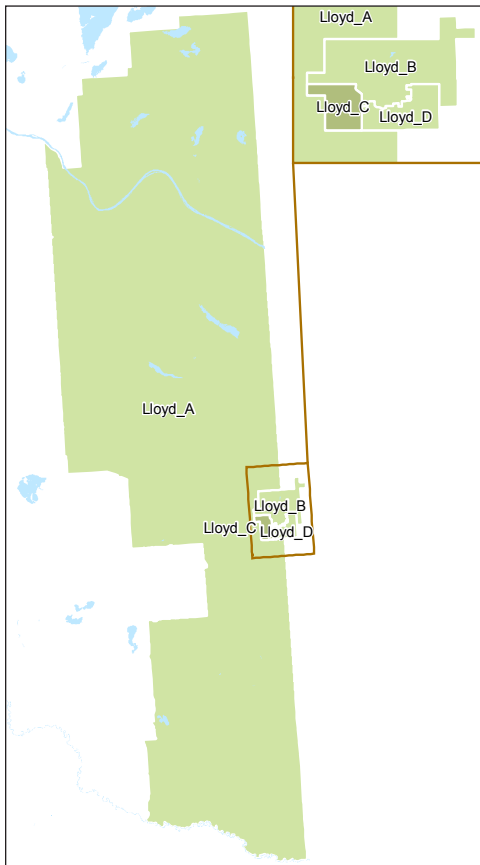
**Number of EDI
questionnaires
analyzed: 385**

WHAT DO YOU NOTICE?

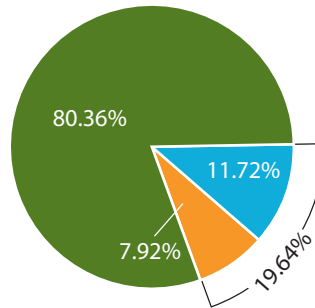
Please note: Missing data may mean that percentages don't always add up to exactly 100 per cent.

Subcommunity C

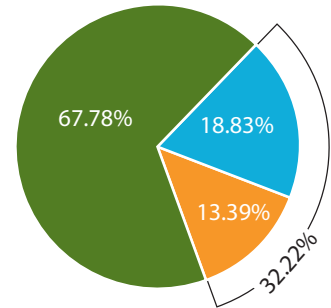
EDI results for Lloydminster - City Subcommunity Lloyd_C 2009 and 2010



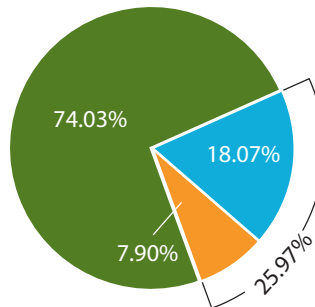
Physical Health
and Well-being



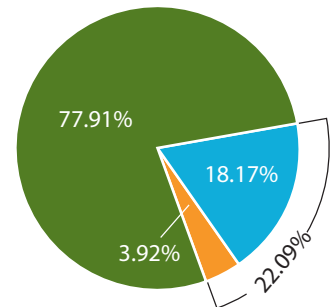
Social Competence



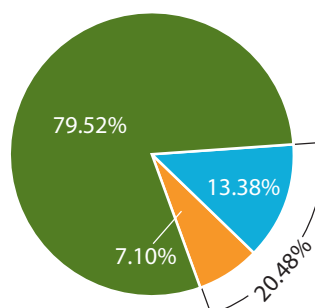
Emotional Maturity



Language and
Thinking Skills



Communication Skills
and General Knowledge



- Developing appropriately
- Experiencing difficulty
- Experiencing great difficulty

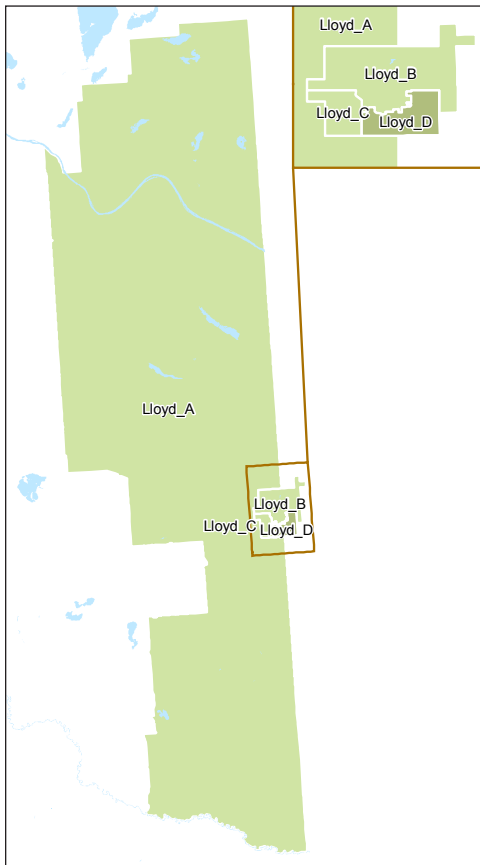
**Number of EDI
questionnaires
analyzed: 138**

WHAT DO YOU NOTICE?

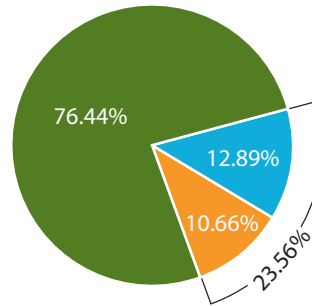
Please note: Missing data may mean that percentages don't always add up to exactly 100 per cent.

Subcommunity D

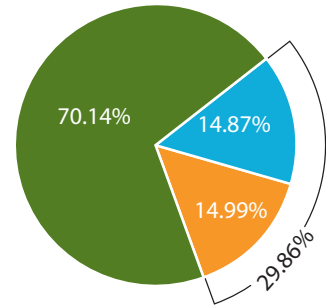
EDI results for Lloydminster - City Subcommunity Lloyd_D 2009 and 2010



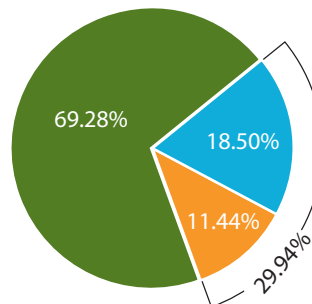
Physical Health
and Well-being



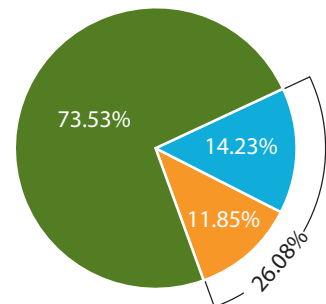
Social Competence



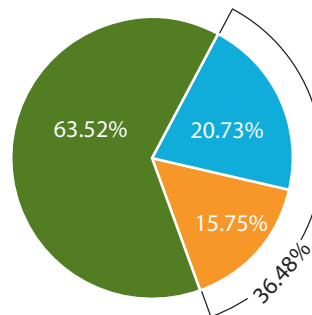
Emotional Maturity



Language and
Thinking Skills



Communication Skills
and General Knowledge



- Developing appropriately
- Experiencing difficulty
- Experiencing great difficulty

**Number of EDI
questionnaires
analyzed: 275**

WHAT DO YOU NOTICE?

Please note: Missing data may mean that percentages don't always add up to exactly 100 per cent.

Experiencing great difficulty

What does the EDI show about children who are experiencing great developmental difficulty?

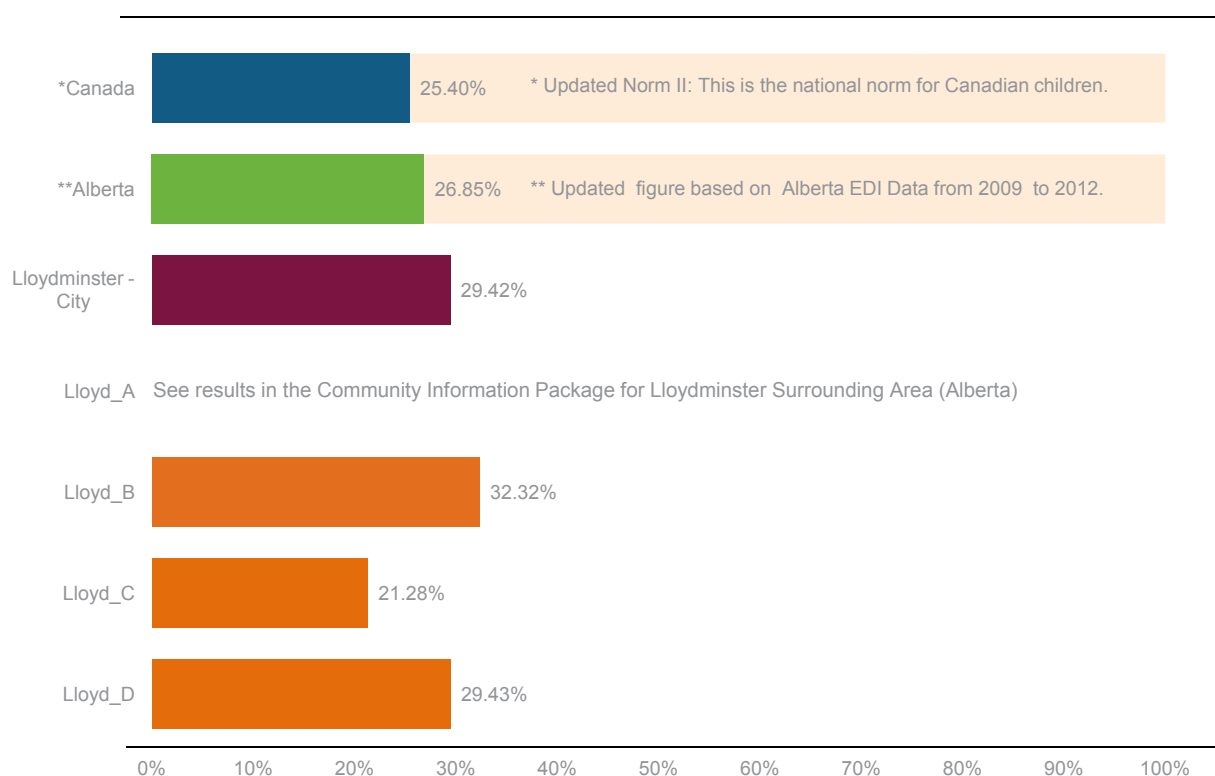
The following chart shows the percentage of children in Lloydminster - City and its subcommunities who are experiencing great difficulty in one or more areas of development.

Please note: Children who are experiencing great difficulty were represented by orange wedges in the pie charts on previous pages.

Did you know?

In Lloydminster - City, 29.42 per cent of kindergarten children are experiencing great difficulty in one or more areas of development as compared to 25.40 per cent of kindergarten children in Canada.

Percentage of children in **Lloydminster - City** experiencing great difficulty in at least one area of development, 2009 and 2010.



Social and economic characteristics

How are social and economic characteristics analyzed for communities?

Social and economic circumstances in a community are part of the environment that affects children's development. Socio-economic factors include such things as average family income, the languages spoken by community members, rates of home ownership and the average age of residents.

The ECMap Project has compiled socio-economic information for every community in Alberta from 2006 census data provided by Statistics Canada. This information was analyzed and combined into an index that represents the socio-economic status, or SES, for each community. The socio-economic status is described using categories that range from high to low.

Communities are then able to explore possible relationships between their socio-economic characteristics, EDI results and community resources.

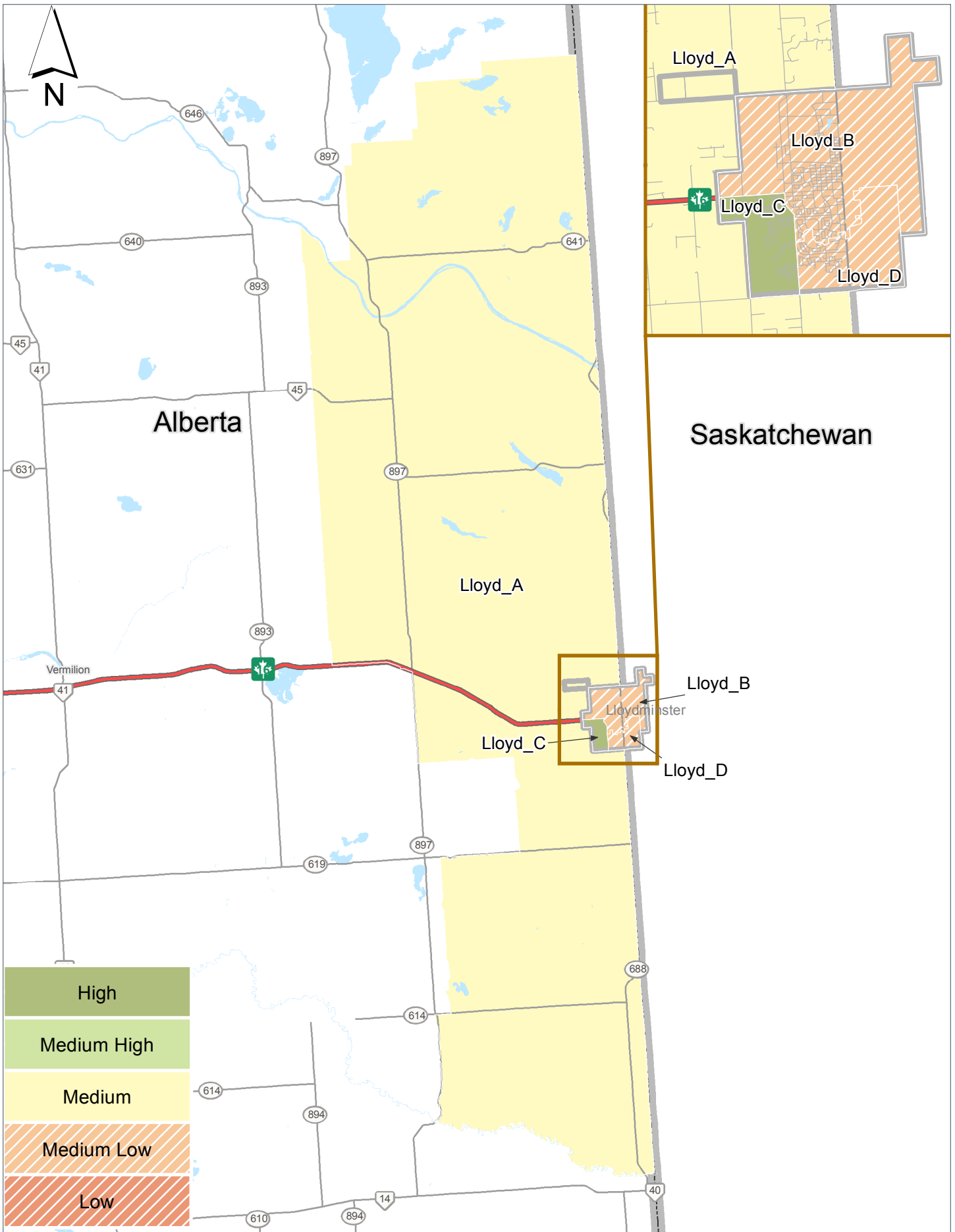
What are the social and economic characteristics of Lloydminster - City?

The map on the next page shows the SES levels for the subcommunities of Lloydminster - City.

WHAT DO YOU NOTICE?

The SES reflects such things as:

- average income,
- rate of home ownership,
- percentage divorced or separated,
- percentage of immigrants,
- unemployment rate,
- female labour participation rate, and
- rate of government support payment transfers (such as social assistance).



Communities shape the early environments that young children grow up in and that influence their development. Vibrant communities with accessible, high-quality resources can help to create the safe, enriching environments that young children need to flourish and grow. Resources can range widely from services and programs (such as day cares, Parent Link Centres and early literacy programs) to facilities (such as libraries and recreation centres), physical features (such as parks, walkways and playgrounds), organizations (such as community leagues and multicultural organizations), and informal supports (neighbourhood child-care exchanges, playgroups, etc.).

ECMap is gathering information about community resources and assets as part of its work. Communities have an important role to play in this process. Information on community assets will be gathered from communities in the near future. This information will become part of the full report on each community and on the province as a whole.