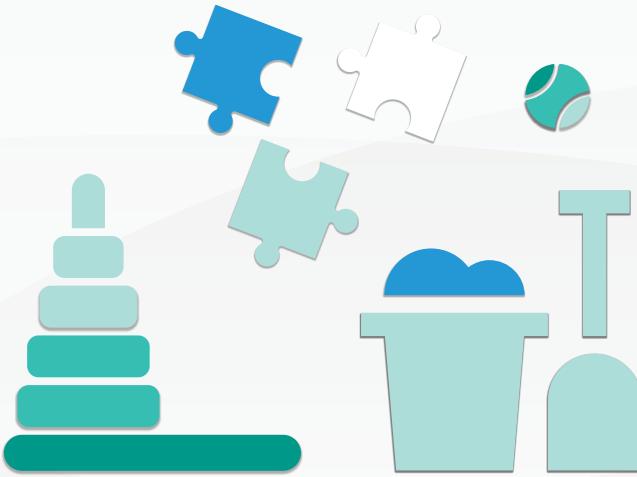


Early Childhood Development Instrument

The Early Development Instrument (EDI) provides information about the development of children in Kindergarten. The EDI includes five areas of development:



- Physical health and wellbeing;
- Social competence;
- Emotional maturity;
- Language, Numbers, and Memory*;
- Communication Skills and General Knowledge.

How children are doing in each of these areas is used to determine if they are **ON TRACK**, **VULNERABLE** or **IN FLUX**.

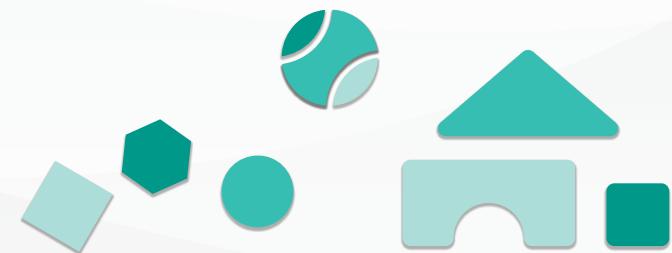
*This area of development is labeled 'Language and Cognitive Development' by the research group that developed the EDI

Children who are **ON TRACK** are doing well for their age **IN ALL FIVE** areas of development. These children are considered ready for the experiences and learning opportunities available to them in Grade 1.

Children who are **VULNERABLE** are having challenges **IN ONE OR MORE** of the five areas of development. Without supports, these children could experience difficulties in later years.

Children who are **IN FLUX** are not vulnerable in any area, and not on track in all areas. These children may or may not catch up to their on-track peers and may benefit from additional supports.

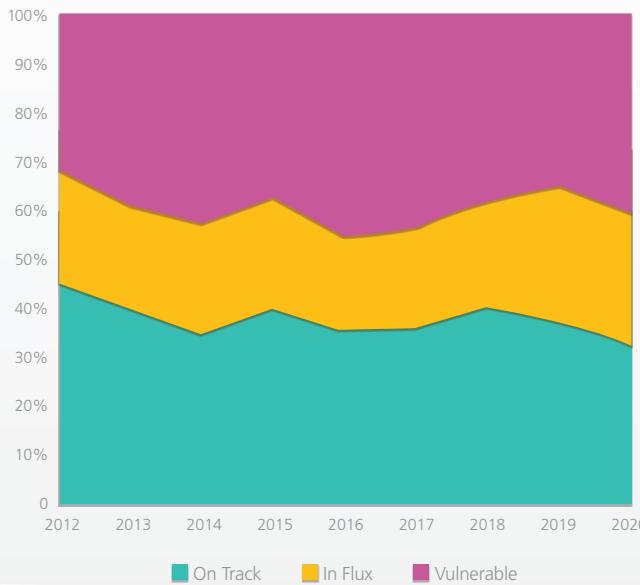
Seeing a high percentage of vulnerable children, or a low percentage of on-track children, does not mean that children are not doing well in the NWT. It just means that there are opportunities to improve how prepared children are for school and learning, and that some extra supports in early grades can help to improve children's ability to succeed as they grow and move into later grades.



Early Childhood Development Instrument



Figure 1: Percent of Kindergarten students who are developmentally on track, in flux, and vulnerable in the NWT from 2012 to 2020.



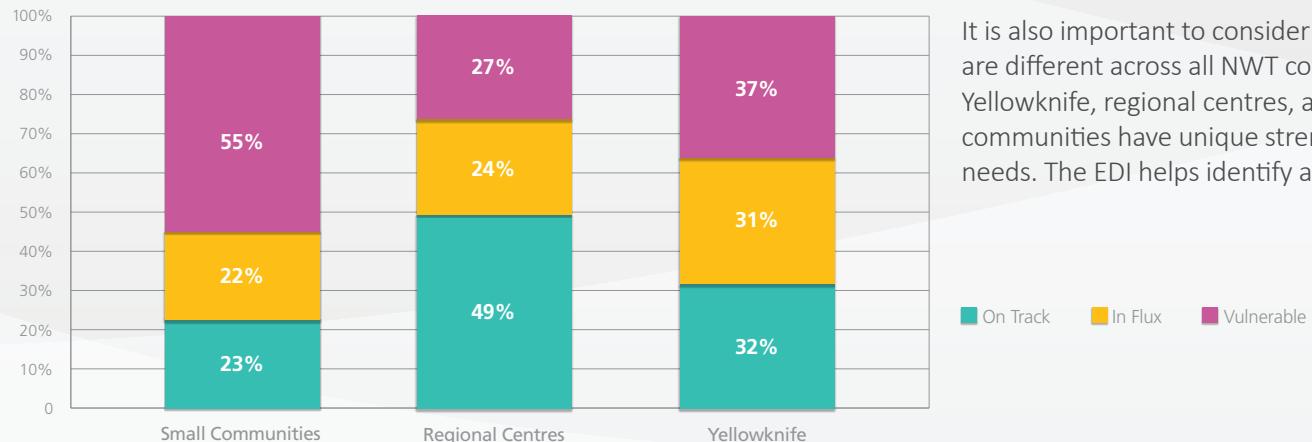
*From 2016 to 2019 there is a decrease in the percent of children who are developmentally **ON TRACK** in Kindergarten, and an increase in the percent who are **IN FLUX** or **VULNERABLE**.*

Monitoring EDI results in the NWT helps families, communities, schools, and decision-makers stay informed about how young children in different NWT regions are doing. This allows us all to ensure that proper attention can be given to children and communities that may need extra supports.

As supports and systems are introduced, such as the Junior Kindergarten (JK) program, we hope to see the percent of children who are **VULNERABLE** going down, and the percent of children who are **IN FLUX** and **ON TRACK** going up.

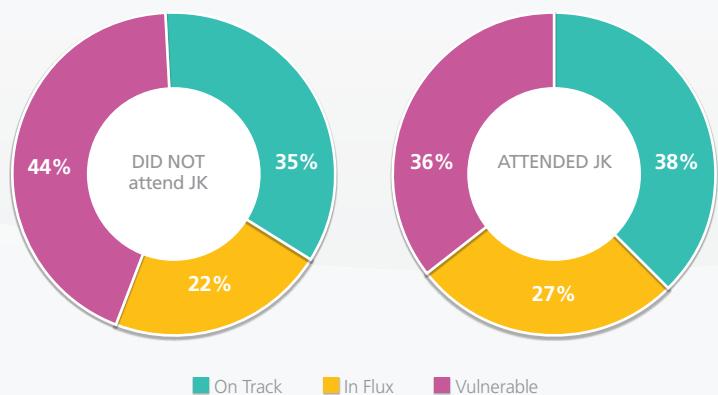
In the 2019-2020 school year, 33% of children in Kindergarten were **ON TRACK**, 27% were **IN FLUX** and 41% were **VULNERABLE**.

Figure 2: Percentage of children who are on track, in flux and vulnerable in 2019-2020 by community type.



It is also important to consider that situations are different across all NWT communities: Yellowknife, regional centres, and small communities have unique strengths and needs. The EDI helps identify areas to support.

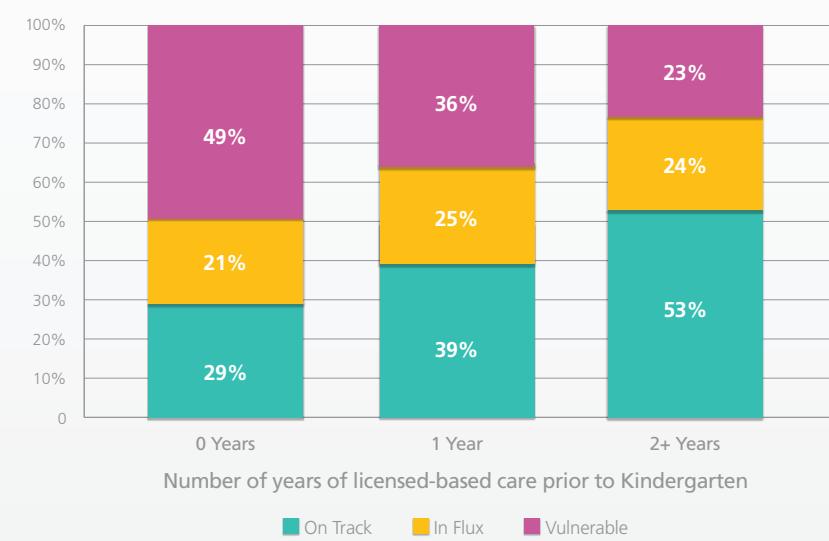
Figure 3: Percent of children who are on track, in flux and vulnerable by whether they attended JK, 2018-2020.



*There is a higher percent of children who attended JK who are developmentally **IN FLUX** or **ON TRACK** when compared with those who did not attend JK.*

Junior Kindergarten was made available across the NWT in 2017. This has had a positive impact on the readiness of children in the NWT for Grade 1. Attending JK is related to fewer children meeting the criteria of **VULNERABLE**.

Figure 4: Percent of children who are vulnerable, in flux and on track from 2012-2020 by number of years spent in licensed-based care (excluding JK).



*More than half of children who spent two or more years in licensed-based care before Kindergarten are developmentally **ON TRACK**.*

Licensed-based care, such as day homes and care centres, is also known to have a positive impact on the development of children. More than half of children who have two or more years of licensed-based care before Kindergarten are developmentally **ON TRACK**. Children who attend both JK and licensed-based care are more likely to be developmentally **ON TRACK** or **IN FLUX**, and less likely to be **VULNERABLE** in one or more domains.

In Summary

The developmental health of children is a shared responsibility.

The EDI results reflect the cumulative experiences of children from before birth to age 5. Results cannot be attributed to one factor nor solved with a single solution. Together, everyone contributes to the positive experiences of children as they grow.

EDI reports will continue to be shared with stakeholders, departments, Indigenous Governments, and the public to reinforce the shared responsibility of supporting children and families in the early years.

