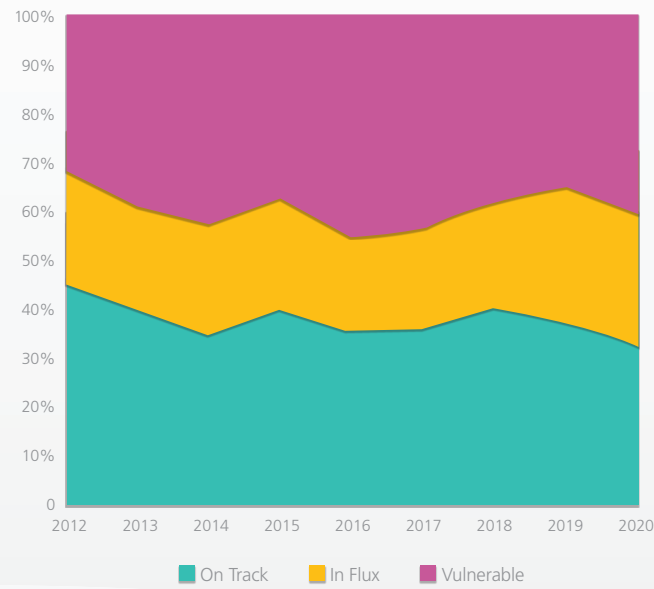




**Figure 1: Percent of Kindergarten students who are developmentally on track, in flux, and vulnerable in the NWT from 2012 to 2020.**



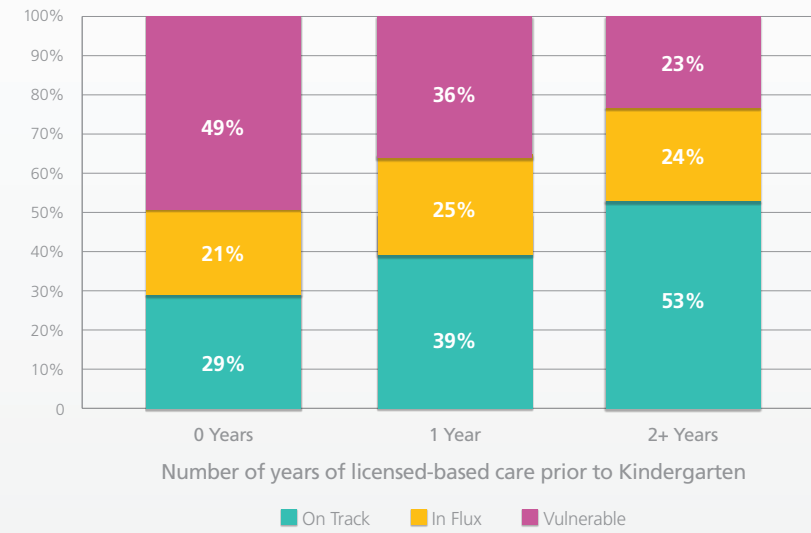
From 2016 to 2019 there is a decrease in the percent of children who are developmentally **ON TRACK** in Kindergarten, and an increase in the percent who are **IN FLUX** or **VULNERABLE**.

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**.

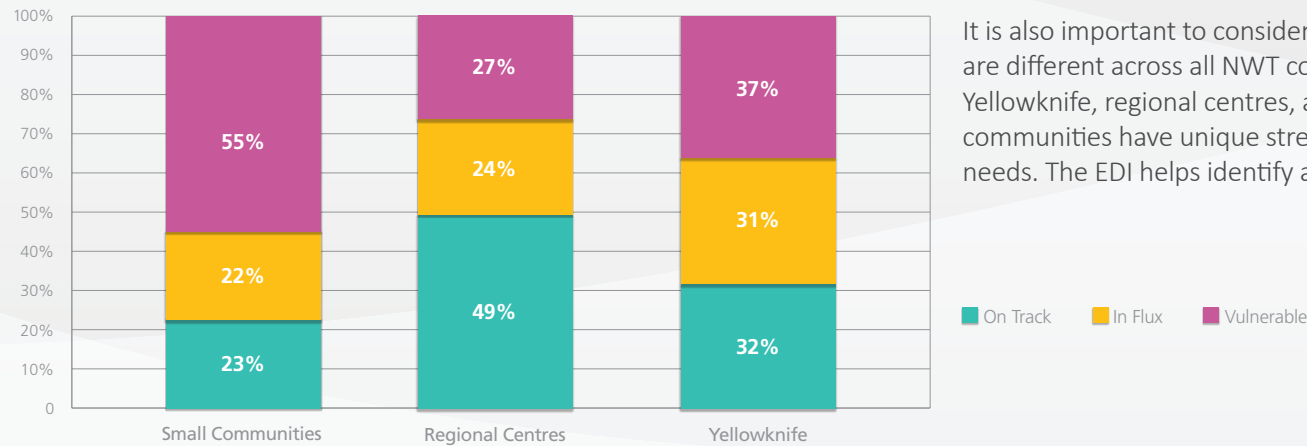
**Figure 4: Percent of children who are vulnerable, in flux and on track from 2012-2020 by number of years spent in licensed-based care (excluding JK).**



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

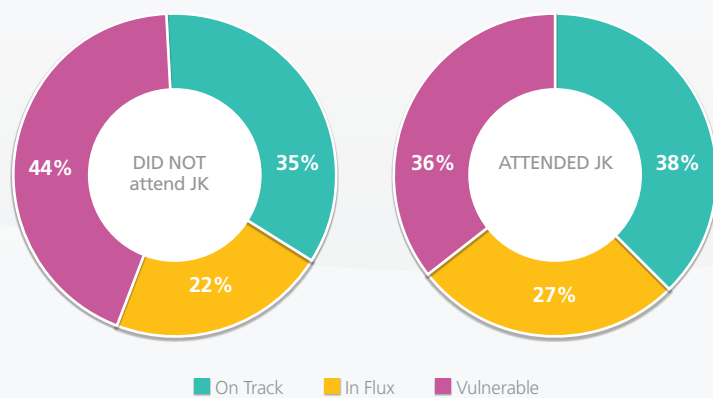
Licensed-based care, such as day homes and care centres, is also known to have a positive impact on the development of children. More than half of children who have two or more years of licensed-based care before Kindergarten are developmentally **ON TRACK**. Children who attend both JK and licensed-based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

**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**.

## 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.

