ECMap
Early Child Development
Mapping Project Alberta

June 2014 (Updated)

How are our young children doing?

Community profiles of early childhood development in Alberta

Alberta Government

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USB stick instructions

Please check the README.pdf file for instructions on how to navigate, view and print information from the USB stick.

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Glossary of abbreviations

DA – develping appropriately

ECD – early childhood development

ECMap – Early Child Development Mapping Project

ED – experiencing difficulty

EDI – Early Development Instrument

EGD – experiencing great difficulty

SEI – socio-economic index

SES – socio-economic status

Introduction

Studying early childhood development in Alberta

Taking the initiative

A child's early development has a lifelong impact on everything from physical and mental health, to educational and career success, ability to form stable, close relationships, and sense of self-confidence and overall well-being.

Scientific research shows that the early years (from before birth to age five) are the most critical period of human development and that children's early environments shape the structure of their rapidly growing brains. Creating the nurturing environments essential for healthy development takes a collective effort that involves parents, caregivers, governments, educators, service providers, businesspeople and community members — the entire village, in fact.

Measuring the progress of young children can be enormously useful in ensuring that children and their families have the supports they need to thrive and succeed. The Early Child Development (ECD) Mapping Initiative was launched by Alberta Education in 2009 to study early childhood development across Alberta and to engage communities in promoting positive early development. The Early Child Development Mapping Project (ECMap), which is based at the University of Alberta, was contracted by Alberta Education over the course of the five-year initiative to:

- analyze data gathered on the development of preschool children in the province,
- study the socio-economic and community factors that may influence development,
- prepare reports on provincial and community level findings,
- mobilize communities to use the information in local planning and strategies to improve developmental outcomes, and
- provide government with information and recommendations based on research findings.

Piecing the information together

Three kinds of data were collected in Alberta and are presented in this report.

Early Development Instrument (EDI) surveys of child development collected by kindergarten teachers

socio-economic information drawn from Statistics Canada 2006 census data

information on community early childhood development (ECD) resources provided by communities

EDI data has been analyzed for 70,206 kindergarten children from 2009 to 2013. This provides a baseline for future comparison of early childhood development in Alberta. Socio-economic data and information on community resources were also gathered in order to better understand the environments in which young children are being raised in Alberta and how they impact early development.

What are communities?

There are many kinds of communities. For the purposes of this project, communities are defined as people living in geographical areas.

Supporting early development at the community level

Communities have worked as key partners with ECMap in gathering, interpreting and responding to early childhood development data in Alberta. This reflects the important role communities play in shaping and supporting early development.

Communities influence early development: They are part of the early environments that shape children's development. Supportive communities can positively affect development and buffer some of the negative impacts of poverty and other social disadvantages.

Communities are different: Collecting information on early development at the community level shows how children are doing in different parts of Alberta. Comparisons can then be made across the province, and strengths and gaps in community supports and services can be identified.

Communities translate the research into action: Research information on communities is released to coalitions first. Coalitions decide how to share and respond to the data within their communities. The results are then released on ECMap's website www.ecmap.ca.

Communities map their own boundaries: Communities, through the work of early childhood development (ECD) coalitions, establish their own boundaries. Because there are no common community boundaries in Alberta, this is an essential first step in analyzing and mapping early development data at the community level. Wherever possible, subcommunity boundaries have been set in order to break the data down further and provide a more detailed picture of early development.

Understanding the findings

What you will find in this report

An overview of EDI, socio-economic and community resource data is provided for Alberta. More in-depth information for the province can be found in a companion report, *How are our young children doing? A provincial analysis of early childhood development in Alberta.*

The main body of this report deals with community-level data. Community profiles have been created for 100 — or all — early childhood development (ECD) communities in Alberta, covering the entire area of the province. The profiles include:

- Early Development Instrument (EDI) results collected over the five-year period of 2009 to 2013.This combined data provides a baseline for comparing future EDI data in Alberta;
- socio-economic data based on the Statistics Canada 2006 census. In addition to an overall socio-economic index (SEI), the data has been broken down into five categories to examine the factors that make up the socio-economic index (SEI); and
- preliminary information on early childhood development community resources. This data was collected by community coalitions and shared with ECMap.

The information in this report is more comprehensive and detailed than the preliminary data released to coalitions earlier through community information packages (CIPs), which were prepared for each community. It contains EDI results for an additional 20,000 children, more in-depth SES information and the first data on community resources.

Differences between preliminary and baseline EDI results are primarily due to additional EDI data rather than changes in early development.

What is an early childhood development (ECD) community coalition?

A coalition is a broad-based group of people who are concerned about the well-being of young children and families. It may include: parents, school officials, educators, politicians, municipal planners and department staff, health care providers, early learning and care providers, service agencies, librarians, entrepreneurs, policy-makers, members of faith communities and ethnic groups, and service clubs.

What is baseline data?

Baseline data acts as a starting point for future comparison in order to track changes over time.

What you need to know about the data

The EDI does not diagnose individual development.

Early Development Instrument (EDI)

What it is

The EDI was developed by the Offord Centre for Child Studies at McMaster University in Hamilton, Ontario. It is used by most provinces, including Alberta, and internationally, by many countries.

- The EDI is a population-based tool that assesses the developmental health of kindergarten-aged children.
- Kindergarten teachers complete a survey for each child in their class.
- In Alberta, parental consent is required for children to be included in the surveys.
- The EDI provides results for groups of children, not individuals.
- Survey results are grouped and summarized according to where children live, providing geographic profiles of early development at the provincial, community and subcommunity levels.
- The EDI provides an **overall** sense of how children have developed before they enter school.

Why it focuses on the development of kindergarten-aged children

Kindergarten presents the first opportunity to collect data on early development for large populations of young children in Canada. The costs and logistics of measuring development at an earlier age are too prohibitive at this point, outweighing the advantages of collecting earlier data.

What it measures

The EDI is a wholistic tool that looks at five core areas of early development. While these areas are measured separately, it's important to remember when interpreting the results that the five areas are closely connected. (See chart on page I-11.)

How scores are categorized

EDI scores are grouped into three categories:[1]

Developing appropriately – includes scores that reflect most or all of the developmental skills and abilities that are usually demonstrated by the time children are in kindergarten;

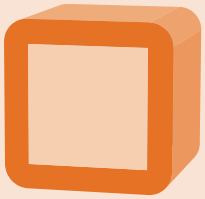
Experiencing difficulty – includes scores that indicate probable delays in some areas of development;

Experiencing great difficulty - includes scores that suggest significant delays in development.

The cutoff scores for each category were set by the Offord Centre using data on more than 175,000 Canadian children (norm II data).[2]

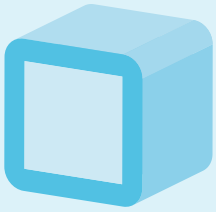
The percentage of children in each category is calculated for the five areas of development at the community, subcommunity and provincial level. The percentage of children who are experiencing great difficulty in one or more areas of development, and two or more areas are calculated at the community, subcommunity and provincial levels.

Five areas of development measured by the EDI



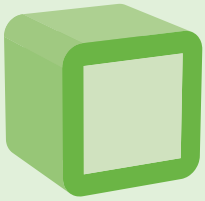
Physical health and well-being

- fine and gross motor skills (e.g. can hold a pen, crayons or brush, able to climb stairs)
- independence in looking after own needs (e.g. able to go to the washroom independently most of the time)
- physically prepared for school (e.g. dressed appropriately, well nourished and rested)
- able to sustain energy levels throughout the school day



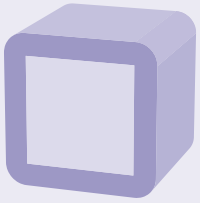
Social competence

- plays and gets along with other children
- able to follow rules and instructions
- able to follow routines
- accepts responsibility for actions
- shows respect for others



Emotional maturity

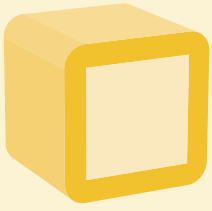
- able to deal with feelings at an age-appropriate level
- able to separate from parent/guardian
- not too fearful, not too impulsive
- able to focus



Language and thinking skills[3]

These relate to early academic skills, including:

- an interest in reading, writing and language-related activities
- age-appropriate reading, writing and counting skills
- recognition of shapes, sizes and colours
- can easily remember things



Communication skills and general knowledge

These relate to general communications skills and knowledge, including:

- ability to communicate needs and wants in socially appropriate ways
- ability to tell stories
- can say words clearly
- age-appropriate knowledge about life and the world
- ability to take part in imaginative play

How EDI data was collected, analyzed and shared in Alberta

1 School authorities opted in.

They were invited by Alberta Education to collect EDI data twice between 2009 and 2013, in whichever years they chose. A small number collected a third round of data. *See Appendix A.*

2 Parents gave their consent.

Letters were sent out to parents asking for their consent for their children to be included in the study. The **parental consent rate** for Alberta for EDI data collection between 2010 and 2013 was **86 per cent**.[4]

3 Teachers filled in questionnaires.

Kindergarten teachers received training on completing EDI questionnaires. They completed one for each child in their class in the early spring after they had a few months to get to know their students. Teachers sent the questionnaires to the Offord Centre, which analyzed results for school authorities.

4 Questionnaires were vetted.

Questionnaires were removed from analysis for the following reasons:

- The child was in class for less than one month.
- The child was diagnosed with severe disabilities. (Results for these children are provided in a separate report.)
- The child was under four years of age or over seven.
- Information was missing or incomplete.

Approximately **80 per cent** of the **questionnaires** collected between 2009 and 2013 **were analyzed**.

See Appendix B.

5 ECMap put together provincial and community reports.

Children's postal codes were matched to the communities where they live. Using the postal codes, the data was analyzed at the provincial, community and subcommunity levels. To ensure reliability, EDI results were only reported for communities and subcommunities:

- where a minimum of 30 usable questionnaires were collected, and
- where the number of usable questionnaires represented at least 74 per cent of the children who were enrolled in kindergarten and resided in the area.[5]

See Appendix C.

6 Communities received their preliminary results and began their planning.

This is a community-based research project. Communities, through the work of their coalitions, play a key role in sharing, interpreting and mobilizing their local research data. Coalitions received Community Information Packages (CIPs) with their preliminary EDI results and socio-economic information. They studied the information and then shared it with their communities and began developing action plans.

7 Comprehensive report prepared for communities.

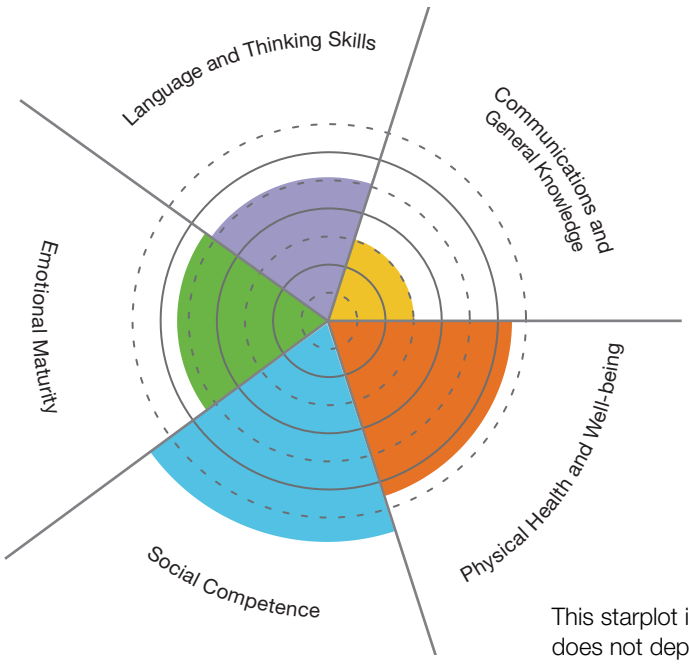
This report contains baseline data for 2009 to 2013. Communities can use the information in their decision-making and planning for young children and families, and as a baseline for comparing future EDI results.

Great difficulty and challenging areas of development

The percentages of children who are experiencing great difficulty in I) one or more and 2) two or more areas of development are given at the:

- provincial level,
- community level,
- subcommunity level, where possible, and
- national level.

The areas of development in which children are struggling the most in one or more areas of development and two or more areas of development are shown in starplot graphs. Each coloured wedge in the starplot corresponds to an area of development. The bigger the wedge, the greater percentage of children experiencing great difficulty in that particular area. The graphs are intended to provide an overall idea — rather than exact data — about the areas of development that are the greatest challenge for children who are experiencing the most difficulty.



This starplot is an illustration and does not depict any actual results.

Other useful EDI information

Information is provided about the number of EDI questionnaires available and the number of usable questionnaires, as well as the following information:

- number of boys and girls, and
- number of children by age group.

See Appendix D for further information.

Studies elsewhere have shown that gender and age can have a significant impact on early development results.[6] The relationship between these factors and early development can vary from one community to another.

The percentage of children with diagnosed severe special needs is also given. EDI results for this group of children are provided in a separate report, *How are our young children doing? Children with special needs in Alberta.*

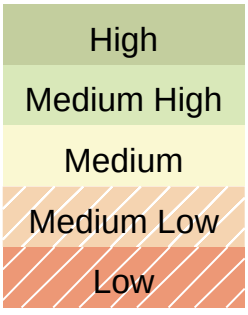
Please note: There may be a difference in the percentage of special needs children listed for communities in this report as compared to percentages given earlier in the Community Information Packages. The figures listed here are based on cleaned, merged (2009 to 2013) EDI data.

Socio-economic status

Socio-economic status refers to social, cultural and economic conditions that are present in a community. Education, ethnic composition and income levels are often used as indicators of the socio-economic status of a community. Employment rates, the size of families and the value of homes are often considered as part of socio-economic status as well. Higher or more favourable socio-economic status is generally related to more positive early childhood development and long-term life outcomes.[7] However, every community regardless of its socio-economic status has children who are experiencing difficulty.

Index gives an overall view

In this report, socio-economic status information has been compiled and analyzed for every community and subcommunity in Alberta. Twenty-six socio-economic variables were analyzed to create a socio-economic index (SEI) for each community and subcommunity. Based on the SEI, communities are categorized as high, medium high, medium, medium low and low in socio-economic status and colour codes have been assigned for each category.



Five factors drill deeper

The socio-economic variables were statistically analyzed and grouped into five categories or factors: economic stability, social mobility, cultural similarity, vulnerability and child care. The variables can have either a positive or negative relationship to the factor to which they belong. (See table on page I-16)

Statistics Canada 2011 data

This data could not be used because the new voluntary National Household Survey that replaced the mandatory, long-form census questionnaire did not contain enough information on the 26 variables. Certain populations were also underrepresented in the responses, including poor, wealthy, immigrant and First Nations people. The response rate to the 2011 survey was low in some geographic areas.

The five factors and 26 variables of socio-economic status[8]

Economic stability	Social mobility	Cultural similarity	Vulnerability	Child care
average value of homes	ratio of dependent children (under 15) and seniors to working adults (aged 16 to 64)	immigrants (from outside Canada) in the five-year period prior to the 2006 census	married couples with more than three children in family	children under age 5 in total population
median income (aged 15+)	divorced/separated	British/ French ethnicity	homes needing major repairs	female labour participation rate
income disparity (ratio of people earning $20,000 or less to those making $50,000+ a year)	lone parent families	foreign-born	unemployment rate	adults (aged 15+) doing more than 60 hours of unpaid child care per week)
receiving government transfer payments to families (e.g. social assistance)	seniors (65+) living alone	use public transit to get to work	First Nations/ Métis/ Inuit	
population aged 15+ with no certificate, diploma or degree	average dwelling size (number of rooms)		adults (aged 15+) doing more than 60 hours of unpaid housework per week	
population aged 15+ employed in managerial/ professional occupations	people who own their homes			
	low-income (low income cutoff set by Stats Can)			
	in-migration rate (into Alberta from other parts of Canada in a one-year period)			

Variables are based on percentages except where otherwise indicated (i.e. average value of homes).

Categorizing socio-economic factors

Each community is categorized for each of the five factors that make up the SEI as high, medium high, medium, medium low and low and colour coded.

High means a positive, or advantaged, socio-economic status and low means a negative, or disadvantaged status, except for vulnerability. A low category for **vulnerability** is positive while a high category is negative.

High
Medium High
Medium
Medium Low
Low

See Appendix F for more details.

Demographics add context

The following demographic information is provided at both the community and provincial level:

- population,
- number of children (aged 0-4),
- median income,
- unemployment rate,
- female labour participation rate,
- percentage of residents with first language other than English or French, and
- percentage of immigrants.

This information provides a general overview of some of the basic demographic features of communities and how these compare to the province as a whole. The information is based on Statistics Canada 2006 census data. Communities are encouraged to use any additional demographic data that has been compiled by their municipalities. Demographic information provides a context for EDI results.

Community resources

For the purposes of this research project, community resources refer to supports and service that are related to early childhood development (ECD). Numerous studies have shown that the communities in which children live — and the policies, supports, services and programs that are available — can have a significant impact, both positive and negative, on early development. Early childhood development community coalitions are making an invaluable contribution to understanding how community resources are affecting young children's development in Alberta by gathering information on their local resources. Community resources can include:

- programs and services (e.g. child care, prenatal clinics, early literacy programs, public transportation),
- facilities (e.g. recreational centres, libraries, hospitals and schools),
- natural features (parks, open spaces, hills), and
- formal and informal networks (e.g. playgroups, community leagues).

The information was organized into eight categories, using a template developed by ECMap, and digitally mapped. (See www.ecmap.ca.) Lists and maps of resources are provided for the 99 communities that made their information available by March 21, 2014 so that the data could be analyzed for this report. (See Appendix G.)

Please note that researching community resources is an ongoing, evolving process.

Putting the data to work

Community-level information on early childhood development increases understanding of what's working well for young children and families, and where changes and improvements need to be made. It provides an invaluable tool for informed decision-making that is responsive to local conditions and particular needs. Local data on young children's early development can serve as a powerful incentive to bring communities together to improve outcomes.

The information contained in this report will be of interest to a broad range of people, including parents, government, school authorities, service providers, educators, health professionals, researchers, businesspeople and community members. It can be used to:

- raise public awareness about the importance of early development,
- create a common language to discuss early development,
- show how young children are developing overall and in the core areas of development in communities and subcommunities,
- allow for comparisons among communities and across the province,
- identify strengths in early development and areas where improvement is needed,
- link socio-economic factors to early development,
- reveal strengths and gaps in supports for young children and families,
- show inequities in access to programs, supports and services,
- guide policy-makers and planners at local, provincial and national levels in making decisions about early childhood development supports and services, and
- help service providers and governments at all levels and branches to work more closely together.

Provincial overview

EDI results

Outline

EDI questionnaires were collected for 86,564 kindergarten-aged children across Alberta between 2009 to 2013. Out of these, 70,206 met the criteria for analysis. (See page I-13.) Provincial level data provides an important context for interpreting community and subcommunity results. More detailed provincial information, including data and trends, can be found in the provincial report, *How are our young children doing? A provincial analysis of early childhood development in Alberta.*

Three kinds of EDI results for Alberta are provided in this report:

- the percentage of children who are developing appropriately, experiencing difficulty and experiencing great difficulty in each of the five areas of development,
- the percentage of children who are developing appropriately in all five areas of development, and
- the percentage of children who are experiencing great difficulty in one or more areas of development and two or more areas in Alberta as compared to the Canadian norm.

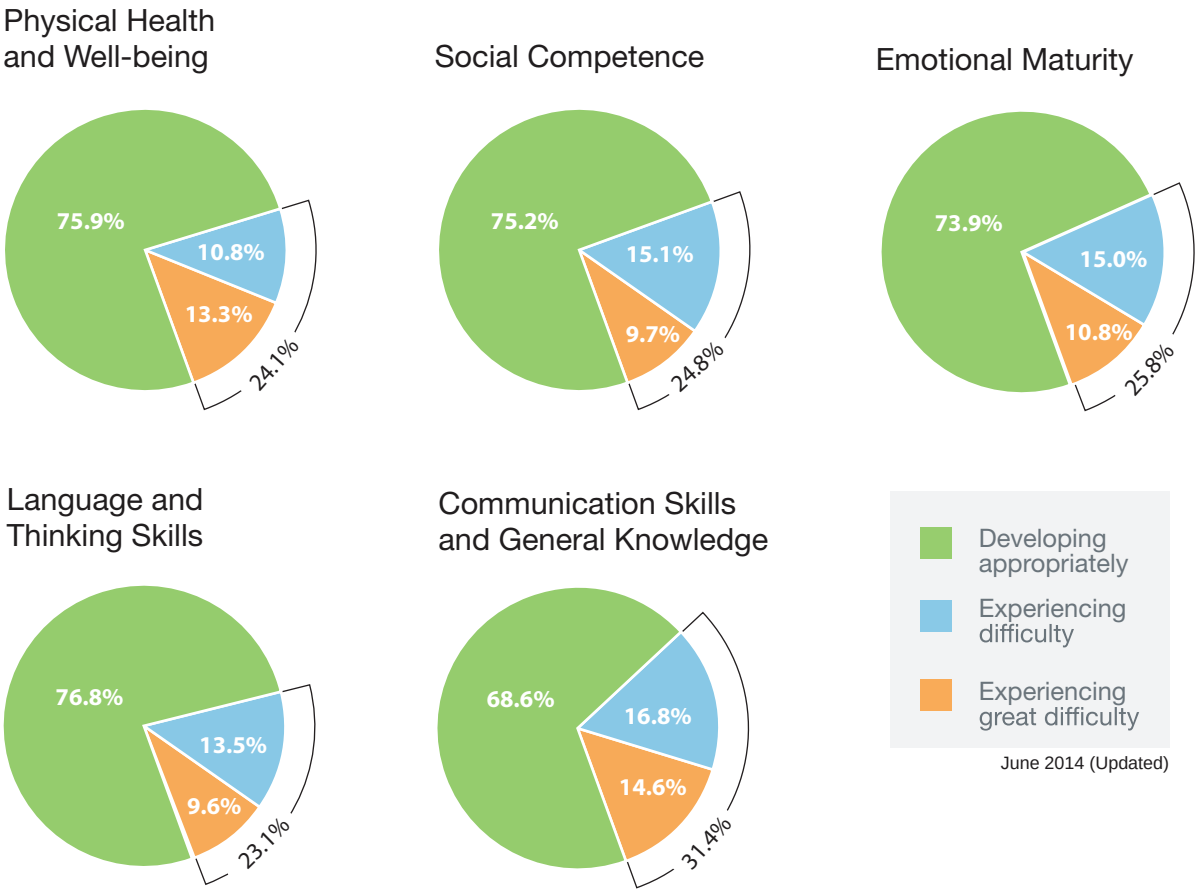
Summary

Some of the overall findings that emerge show that:

- less than half (46 per cent) of kindergarten-aged children in Alberta are developing appropriately in all five areas of development,
- a higher percentage of young children in Alberta are experiencing difficulties in their development as compared to the Canadian norm,
- nearly 29 per cent of young children in Alberta are experiencing great difficulty in one or more areas of development as compared to the Canadian norm of 25.4 per cent, and 14.7 per cent in Alberta are experiencing great difficulty in two or more areas as compared to the Canadian norm of 12.4 per cent,
- approximately three quarters of young children are developing appropriately in each of the following four areas: physical health and well-being, social competence, emotional maturity and language and thinking skills, and
- nearly a third (31.4 per cent) are experiencing difficulty or great difficulty in communications skills and general knowledge.

Five areas of development: Alberta 2009-2013 results

The pie charts show how children are developing in each of the five areas of development.



Please note: Percentages may not always add up to exactly 100% due to rounding or missing data.

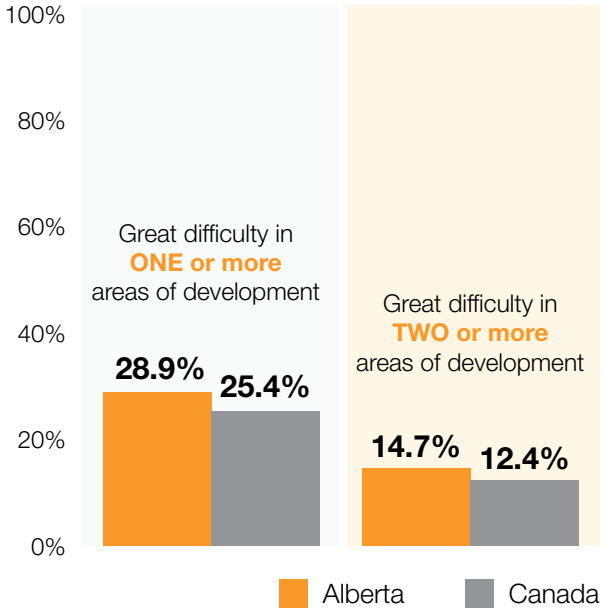
Number of EDI questionnaires available: 86,564
Number of EDI questionnaires usable: 70,206
Percentage of children with diagnosed severe disabilities out of total number of questionnaires: 2.5 per cent

Developing appropriately

- 46.4 per cent of Alberta's kindergarten-aged children are developing appropriately in all five areas of development.
- The highest percentage of children developing appropriately in all five areas in any community is 73.2 per cent.
- The lowest percentage developing appropriately in all five areas in any community is 16.4 per cent.

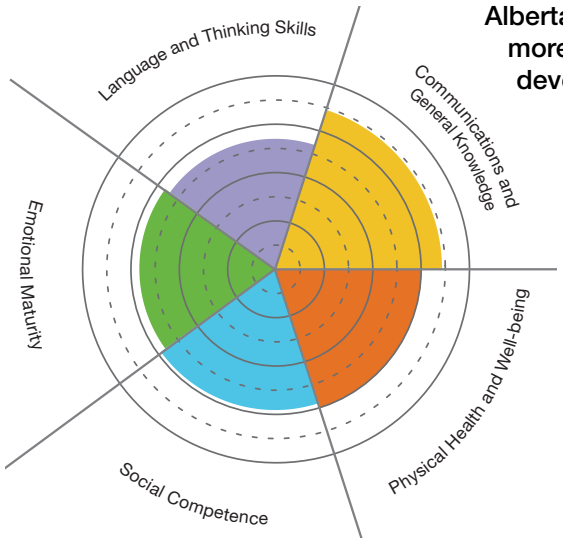
Comparison of Alberta to Canadian norm

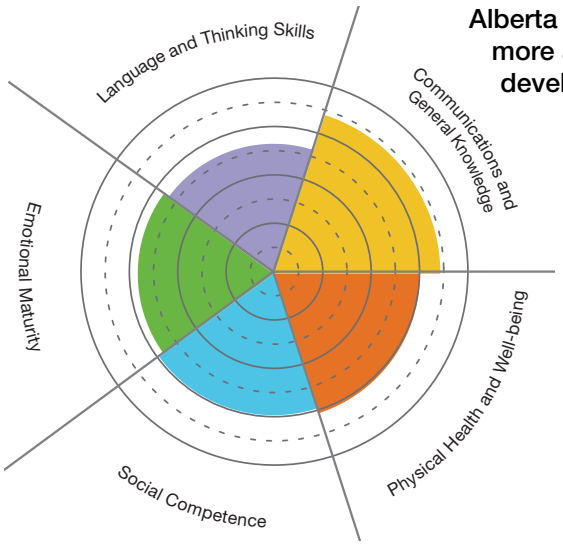
Alberta EDI data (2009-2013)



Experiencing great difficulty by area of development: 2009-2013

These starplot graphs provide an overall sense of the areas of development that are the greatest challenge for children who are experiencing great difficulty in one or more areas of development, and two or more areas of development. (See page I-14.)





Socio-economic status

Socio-economic factors contribute differently to the socio-economic index (SEI). The five factors are listed in order of their importance for Alberta in the table below. The percentages reflect the relative importance of each factor to the SEI and add up to a total of 55.7 per cent. Economic stability contributes the most to SEI for the province as a whole.

The SEI and five factors in Alberta

Economic stability	16.3%
Social mobility	14.7%
Cultural similarity	9.2%
Vulnerability	8.9%
Child care	6.7%
Total	55.7%

Other factors that are not easily measurable (for eg., quality of life and health and well-being) also contribute to socio-economic status, but these are beyond the scope of this study. Including additional factors would have increased the total percentage.

Community resources

Information on community resources is still preliminary at this point. Resources for 99 communities were compiled by March 21, 2014 for a total number of 23,600. The resources are listed by category in order of frequency reported. (See table on page I-23.)

Community resources summary for Alberta

4,513	Park or trail
4,107	Other ECD parks; recreation; or community centre asset
3,299	Playground
1,583	Schools
1,453	Spiritual centre
859	Other ECD asset *
766	Community hall or community league facility
764	Other early learning and care asset**
705	Playschool/Preschool
666	Child- or family-serving agency or organization
648	Licensed day care centre
590	Recreation centre or community centre
289	Other ECD arts; music and culture asset
287	Library
269	Community health centre or public health centre
269	Food support
249	Physician office only
229	Licensed family day homes
183	Art gallery or museum
182	Other medical practitioner office
141	Cultural/ethnic group organization or facility
139	Disability organizations
119	Child and Family Services Authority (CFSA)
116	Head Start/Pre-Kindergarten
110	Other ECD health asset
110	Parent Link Centre
97	Hospital
85	Low income/poverty family support
81	Portable ECD parks; recreation or community centre asset***
79	Other child- and family-serving asset
55	Mental health services centre
55	Organizations providing services primarily for women
50	Portable Parent Link Centre***
46	Live performance space
46	Other ECD religious or spiritual asset
45	Housing support
39	First Nations; Inuit and/or Métis organization
36	Addiction services centre
36	Portable ECD early learning and care***
31	Portable ECD arts; music and culture asset***
31	Portable ECD health support***
30	Other portable ECD asset***
27	Settlement agency or other immigrant/refugee/newcomer organization
26	Nursery schools
24	Portable child- and family-serving asset***
13	Delegated First Nation Agencies****
11	Portable ECD marginalized community support asset***
7	Portable ECD religious or spiritual asset***
6	Other ECD marginalized community support asset
3	LGBTQ organization
3	Portable Child and Family Services Authority (CFSA)***

* asset not otherwise categorized
** other than a licensed day care or day home, nursery school, playschool, preschool or school.
*** portable means mobile, with no fixed or permanent location
**** recognized by First Nations

Community profiles

Community profiles have been compiled for 100 communities in Alberta.
The profiles have been arranged alphabetically by communitiy acronyms and are available in digital format. (See USB stick attached to this report.) For some communities, there may be insufficient data to report results on the EDI, SES and/or community resources.

Tips for reading maps, charts and graphs

Community overview

The map on this page shows the boundaries for the community and its subcommunities, where these exist.

Subcommunities are labelled by letter alphabetically (A, B, C and so on).

Subcommunities are colour coded to indicate the number of usable EDI questionaires.

The numbers refer to the number of EDI questionnaires that were analyzed and included in EDI results for each subcommunity.

The number of EDIs in a community and subcommunity is important to bear in mind when looking at percentages of EDI results in the following pages. Percentages tend to be more representative when they are based on larger numbers. This will have a bearing when interpreting the results for smaller and larger communities, and when making comparisons.

Additional community information

This page provides a context for EDI results, including a breakdown by age and gender, the percentage of children with diagnosed severe special needs and demographic information for the community. See page I-17.

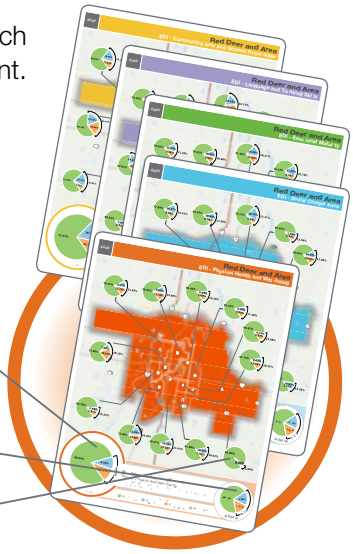
The percentage of special needs children may be different than the percentage provided earlier in Community Information Packages. The percentage listed here is based on cleaned, merged 2009-2013 data.

EDI results for each area of development

EDI results are provided for each of the five areas of development. One page covers each area of development.

Start with the results for the community. Go to the pie chart at the bottom left of the page.

Compare the community results with Alberta results shown in the pie chart at the bottom right of the page.



Compare subcommunity results, where subcommunities exist, by looking at the pie charts on the map.

The percentages in the pie charts may not all add up to exactly 100 per cent. Differences of two per cent or more are marked in gray in the pie chart to indicate missing data.

When comparing results among subcommunities — and communities — refer back to the Community Overview map which shows the number of EDIs reported.

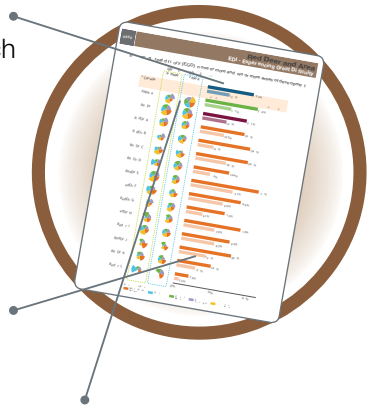
EDI – Developing appropriately

The percentage of kindergarten-aged children developing appropriately in all areas of development is shown for the province, community and each subcommunity, where these exist. (There is no comparable Canadian norm).

EDI – Experiencing great difficulty

Start with the bar graphs on the right. The darker bar in each graph shows the percentage of children experiencing great difficulty in **one** or **more** areas of development.

The lighter bar shows the percentage of children experiencing great difficulty in **two** or **more** areas of development.



The starplot graphs, in the two columns on the left, indicate which areas of development are the greatest challenge for young children in Alberta, the community and its subcommunities. Each coloured wedge corresponds to an area of development. The bigger the wedge, the greater percentage of children is experiencing great difficulty in that particular area.

Insufficient data

EDI results are not reported for communities and subcommunities when there is insufficient data. To ensure reliability, EDI results are provided for communities and subcommunities where:

- a minimum of 30 usable questionnaires are collected, and
- the number of usable questionnaires represents at least 74 per cent of the children who are enrolled in kindergarten and live in the area.

See pages I-12 and I-13 for more information.

Socio-economic status

To find out the overall socio-economic index (SEI) of a community, go to the box at the bottom of the page. You will find the SEI listed there as high, medium high, medium, medium low and low.

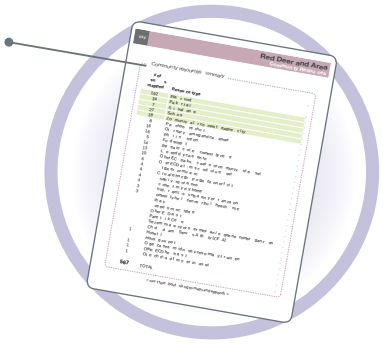
Go to Appendix E if you would like to compare a particular community's SEI to that of other communities in Alberta.

The map shows the SEI for the subcommunities, where these exist, which are identified by letters: A, B, C, etc. The subcommunities are colour-coded according to their socio-economic status category. The legend at the bottom left of the page explains the colour codes and categories.

Go to Appendix F to find out how communities have been categorized on each of the five factors. The categories range from high to medium high, medium, medium low and low. Remember that high is positive for all factors except for vulnerability. High vulnerability is negative and low vulnerability positive.

Community resources

The summary is linked to a digital map showing the location of the resources. Go to Appendix G for a list of community resources by frequency of category.



Endnotes

1 The Offord Centre describes these categories as on track, at risk and vulnerable.

2 Offord Centre for Child Studies. *Normative II Updated*. Hamilton, Ont.: Offord Centre, McMaster University. Downloaded March 23, 2014, http://www.offordcentre.com/readiness/files/updated_normative_II.pdf

3 The Offord Centre describes this EDI area of development as language and cognitive skills.

4 Parental consent rates were not reported in 2009.

5 Studies show that 74 per cent is the minimum required in order to report reliable results. Krishnan, V. (2011). *Guidelines to Follow When Working with Small Numbers*. Edmonton, AB: ECMap, CUP, U of A. http://www.cup.ualberta.ca/wp-content/uploads/2013/04/GuidelinesSmallNumbersCUPWebsite_10April13.pdf

6 See Centre for Community Child Health and Telethon Institute for Child Health Research (2009). *A Snapshot of Early Childhood Development in Australia – AEDI National Report 2009*. Australian Government, Canberra.

7 Crosnoe, R. (2007). *Early child care and the school readiness of children from Mexican immigrant families.* IMR (Spring), 41 (1), 152-181. Liu, X & Lu, K. (2008). *Student performance and family socioeconomic status.* Chinese Education and Society, 41 (5), 70-83.

8 The terminology used to describe socio-economic variables has been simplified from the terminology used by Statistics Canada to make it more understandable to lay audiences.

Community profile index

The table below lists communities alphabetically and gives their acronyms. Acronyms are used to locate communities by folder and page on the USB stick. Communities have been filed under their acronyms rather than their full names because many community names have too many characters for electronic labelling and filing.

Page Reference	Community Name and Acronym		Report Folder
C-1	Athabasca and Area	Athbsc	A-C
C-2	Barrhead - Fort Assiniboine	Barrhd	A-C
C-3	Beaumont	Beaumt	A-C
C-4	Big Lakes - Smoky River	BLSR	A-C
C-5	Bow Valley	BowVly	A-C
C-6	Brazeau County	BrazCo	A-C
C-7	Brooks - Newell County	Newell	N-S
C-8	Calgary Bowness Montgomery	CgyBM	A-C
C-9	Calgary Deep South	CgyDS	A-C
C-10	Calgary Downtown	CgyDt	A-C
C-11	Calgary East	CgyE	A-C
C-12	Calgary North Central	CgyNC	A-C
C-13	Calgary North of McKnight	CgyNMK	A-C
C-14	Calgary Northwest	CgyNW	A-C
C-15	Calgary South Central	CgySC	A-C
C-16	Calgary Southwest	CgySW	A-C
C-17	Calgary West	CgyW	A-C
C-18	Camrose and Area	Camrse	A-C
C-19	Cardston County - Warner County North	CrdWrn	A-C
C-20	Central Peace	CPeace	A-C
C-21	Chestermere - Southeast Rocky View	SERVw	N-S

Page Reference	Community Name and Acronym		Report Location
C-22	Clearwater County	Clrwtr	A-C
C-23	Cochrane and Area	Cochrn	A-C
C-24	Crowsnest Pass and Area	CrwPas	A-C
C-25	Cypress County	Cypres	A-C
C-26	Drumheller and Area	Drmhlr	D-G
C-27	East Grande Prairie County	EGPCo	D-G
C-28	East Red Deer County	ERDCo	D-G
C-29	Edmonton City Centre	EdmCC	D-G
C-30	Edmonton Mill Woods	EdmMwd	D-G
C-31	Edmonton North Central	EdmNC	D-G
C-32	Edmonton Northeast	EdmNE	D-G
C-33	Edmonton Southeast	EdmSE	D-G
C-34	Edmonton Southwest	EdmSW	D-G
C-35	Edmonton West	EdmW	D-G
C-36	Edson	Edson	D-G
C-37	Elk Point and Area	ElkPt	D-G
C-38	Fairview - Clear Hills	Fairvw	D-G
C-39	Flagstaff - Beaver County	FlgStf	D-G
C-40	Fort Macleod and Area	FtMcld	D-G
C-41	Fort McMurray	FtMcM	D-G
C-42	Fort Saskatchewan	FtSask	D-G
C-43	Forty Mile County	FrtyMl	D-G
C-44	Grande Cache	GCache	D-G
C-45	Grande Prairie	GrndPr	D-G
C-46	Hanna and Area	Hanna	H-M
C-47	Hinton - Jasper	HtnJsp	H-M
C-48	Innisfail	Innsfl	H-M

Page Reference	Community Name and Acronym		Report Location
C-49	Kneehill Area	Kneehl	H-M
C-50	Lac La Biche	LLBich	H-M
C-51	Lac Ste. Anne and Area	LSACo	H-M
C-52	Lacombe County	LcmbCo	H-M
C-53	Lakeland Region	Lakeld	H-M
C-54	Lamont County	Lamont	H-M
C-55	Leduc County	Leduc	H-M
C-56	Lethbridge	Lthbrg	H-M
C-57	Lethbridge County	LthbCo	H-M
C-58	Lloydminster and Area	Lloyd	H-M
C-59	MD Taber - Warner County South	TbrWrn	T-W
C-60	MD of Foothills	Fthlls	D-G
C-61	MD of Provost	Prvost	H-M
C-62	Mackenzie District	Macknz	H-M
C-63	Manning and District	Maning	H-M
C-64	Medicine Hat	MedHat	H-M
C-65	Mountain View County	MtnVw	H-M
C-66	North Rocky View	NRVw	N-S
C-67	Northwest Peace	NWPeac	N-S
C-68	Pincher Creek and Area	PnchCk	N-S
C-69	Ponoka and Area	Ponoka	N-S
C-70	Porcupine Hills - Willow Creek	PHWC	N-S
C-71	Red Deer and Area	RedDr	N-S
C-72	Rimbey and Area	Rimbey	N-S
C-73	Slave Lake	SlavLk	N-S
C-74	Smoky Lake and Area	SmkyLk	N-S
C-75	Special Area 4 - Paintearth County	Paint	N-S

Page Reference	Community Name and Acronym		Report Location
C-76	Special Areas 3 and 2 East - MD of Acadia	SpecA3	N-S
C-77	Spruce Grove	SprcGv	N-S
C-78	St. Albert	StAlb	N-S
C-79	St. Paul and Area	StPaul	N-S
C-80	Stettler County	StlrCo	N-S
C-81	Stony Plain - Wildwood	StPWld	N-S
C-82	Strathcona - Rural	StraR	N-S
C-83	Strathcona - Sherwood Park	StraSP	N-S
C-84	Sturgeon County	StrgCo	N-S
C-85	Sylvan Lake and Area	SylvLk	N-S
C-86	Two Hills County	TwoHll	T-W
C-87	Valleyview and Area	Vllyvw	T-W
C-88	Vegreville and District	Vegre	T-W
C-89	Vermilion and Area	Vrmln	T-W
C-90	Vulcan County	VlcnCo	T-W
C-91	Wabasca	Wabsca	T-W
C-92	Wainwright and Area	Wnwrgt	T-W
C-93	West Grande Prairie County	WGPCo	T-W
C-94	West Red Deer County	WRDCo	T-W
C-95	Westlock - Thorhild County	WstThr	T-W
C-96	Wetaskiwin and Area	Wtskwn	T-W
C-97	Wheatland County	WtldCo	T-W
C-98	Whitecourt - Swan Hills - Fox Creek	WSF	T-W
C-99	Wood Buffalo North	WBN	T-W
C-100	Wood Buffalo South	WBS	T-W

Mapping a bright future for Alberta's young children

Alberta Government

ECMap
Early Child Development
Mapping Project Alberta