



EDI

EDI WAVE 7 COMMUNITY PROFILE

KOOTENAY LAKE SCHOOL DISTRICT

HUMAN
EARLY LEARNING
PARTNERSHIP





ACKNOWLEDGEMENTS

We would like to acknowledge the exceptional support we have received since 2001 from the Ministries of Children and Family Development, Education, and Health. This investment has enabled the expansion of HELP's unique child development monitoring system that supports high quality, evidence-informed decisions on behalf of children and their families.

We are grateful to the teachers and education administrators who work directly with us to gather and use our reports. This includes a commitment to training and completing questionnaires, engaging with parents and caregivers, and using HELP's data and research in schools, districts and communities.

Our thanks also to early childhood and health professionals across the province who have played a substantial role in ensuring that our reports are circulated and used. They have raised awareness of the importance of the early years.

ABOUT THE HUMAN EARLY LEARNING PARTNERSHIP

The Human Early Learning Partnership (HELP) is an interdisciplinary research institute based at the School of Population and Public Health, Faculty of Medicine, at the University of British Columbia. The institute was founded by Drs. Clyde Hertzman and Hillel Goelman in 1999. Clyde's vision for HELP was to advance knowledge about child development and importantly, to apply this knowledge in communities.

HELP's unique partnership brings together researchers and practitioners from across BC, Canada and internationally to address complex child development issues. HELP's research projects explore how different environments and experiences contribute to health and social inequities in children's development over their life course. To learn more please visit our website at earlylearning.ubc.ca.

REMEMBERING DR. CLYDE HERTZMAN

This report, and the work of HELP over two decades, would not have been possible without the vision and passion of our Founding Director, Dr. Clyde Hertzman. We honour and remember a pioneer for children and families in BC and across Canada. We miss him!

SUGGESTED CITATION

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We express our deep gratitude to the xʷməŋkʷəy̓əm (Musqueam) Nation for the privilege of working on their traditional, ancestral and unceded territory at the Point Grey Campus of the University of British Columbia.

HELP is committed to implementing the Calls to Action of the Truth and Reconciliation Commission. In this regard, we would like to acknowledge and thank the members of HELP's Aboriginal Steering Committee. They guide us in:

- Developing culturally safe research practices, data collection protocols and reporting approaches;
- Implementing cultural safety and humility practices in our workplace;
- Building reciprocal relationships with First Nations, Inuit and Métis communities and organizations in BC.

We are grateful for their friendship and professionalism in guiding us along this path.



Photo: HELP's Aboriginal Steering Committee, April 2018

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INTRODUCTION

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- IMPORTANT CONCEPTS IN UNDERSTANDING EDI DATA
- INTRODUCTION TO THE EARLY DEVELOPMENT INSTRUMENT(EDI)
- EDI DATA & RESEARCH IN YOUR COMMUNITY

"The quality of early childhood affects the quality of the future population and the prosperity of the society in which these children are raised."

Dr. Fraser Mustard

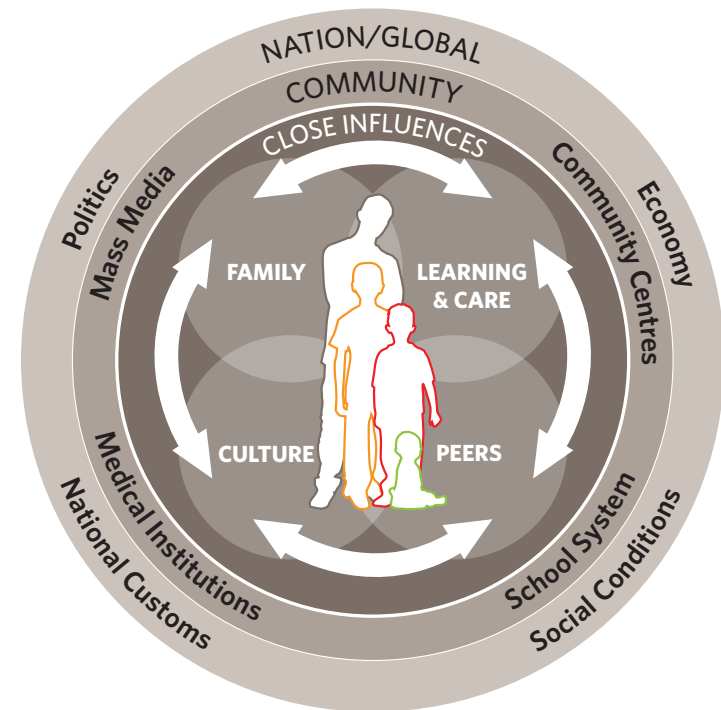
INTRODUCTION

The Human Early Learning Partnership (HELP) considers it a privilege to be able to gather and share important insights into the health and development of children in BC. We share a vision of “All Children Thriving in Healthy Societies” with many individuals, institutions and organizations across the province, and nationally. Our role in gathering valid and reliable data, reporting data in accessible and relevant ways, and working closely with partners to use the evidence toward this vision, is integral to the process of improving outcomes for all children and families in BC.

Children’s early development is profoundly important. The quality of children’s experiences and environments across every aspect of their lives influences their lifelong health and well-being. Decades of research reinforces the importance of investing more robustly in early development. Ensuring that we, as a society, provide the best possible start for all children is an issue of social justice and health equity. HELP’s adapted Total Environmental Assessment Model of Early Child Development (HELP’s TEAM ECD Model), in Figure 1, serves as a conceptual model to demonstrate how everything about children and their environments affects how they grow and develop.¹

HELP’s data provide insights into how the social, emotional, physical health and well-being, communication, language and cognitive development of children in BC is changing over time. These insights enable evidence-based decision-making to improve our investment in children and therefore improve early child development outcomes. This is necessary for improving the overall health and well-being of our society.

FIGURE 1. HELP’S TEAM ECD MODEL



* Adapted from HELP’s Total Environment Assessment (TEAM ECD) Model.

CHILD DEVELOPMENT MONITORING SYSTEM

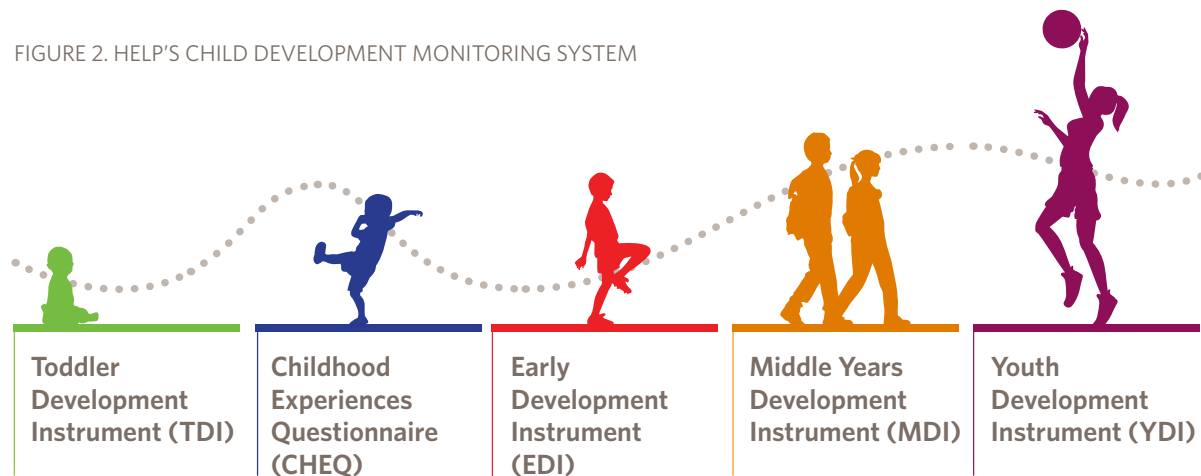
HELP has long envisioned a series of population-level tools that can be used to collect longitudinal data about child development and the contextual factors that influence development, capturing information at critical transitional points in the early lifespan. We are now closer to realizing this vision of a comprehensive child development monitoring system than ever before.

Along with the Early Development Instrument (EDI), additional questionnaires, including the Toddler Development Instrument (TDI), Childhood Experiences Questionnaire (CHEQ), and Middle Years Development Instrument (MDI), are part of HELP's child development monitoring system (Figure 2). Each of these questionnaires contribute uniquely to a deeper understanding of the contexts in which children are living, growing and learning in their early years and beyond.

While the EDI, completed by Kindergarten teachers, gathers data about children's competencies in five important developmental domains, the TDI and CHEQ, completed by parents and caregivers, collect information on contextual factors such as:

- Early social and emotional experiences;
- Daily physical activity, nutrition, screen time and sleep habits;
- Contact with the health care system;
- Child care arrangements, access and use of early learning and care programs; and
- Family demographics and supports.

FIGURE 2. HELP'S CHILD DEVELOPMENT MONITORING SYSTEM



The TDI and YDI are tools that are currently in development. For more information please visit:

TDI: earlylearning.ubc.ca/tdi

CHEQ: earlylearning.ubc.ca/cheq

MDI: earlylearning.ubc.ca/mdi

IMPORTANT CONCEPTS IN UNDERSTANDING EDI DATA

BIOLOGICAL EMBEDDING

Children's early experiences, including those before birth, can have lasting effects on their lifelong social, emotional and physical health and academic success.^{2,3,4} Advances in research on human development has shown that children's earliest experiences 'get under the skin' and can influence their gene expression.⁵ This process, called biological embedding, describes the process by which children's early experiences influence health and behaviour across their lifespan.⁶

EARLY CHILD DEVELOPMENT AS A SOCIAL DETERMINANT OF HEALTH

EDI data provide insights into the healthy development of children in BC across jurisdictions, and, over time. EDI data show that avoidable and persistent inequalities in children's developmental health and well-being exist in BC and have been sustained over time. Inequalities in children's well-being arise because of social inequity in the conditions in which people are born, grow, live, work and age.⁷ The link between social and economic factors – poverty, social exclusion, discrimination – and healthy development is clear from decades of research.^{8, 9, 10, 11}

UNDERSTANDING COMPLEXITY

Many of our children are falling behind in their earliest and most formative years. Improving outcomes will require a collective approach that recognizes complex challenges, reflects the diversity of experiences which exist throughout the province, and focuses on building from existing strengths. Ensuring that we, as a society, provide the best possible start for all children is an issue of social justice and health equity.

"What children experience during the early years sets a critical foundation for their entire lifecourse"

Early Child Development: A Powerful Equalizer¹²

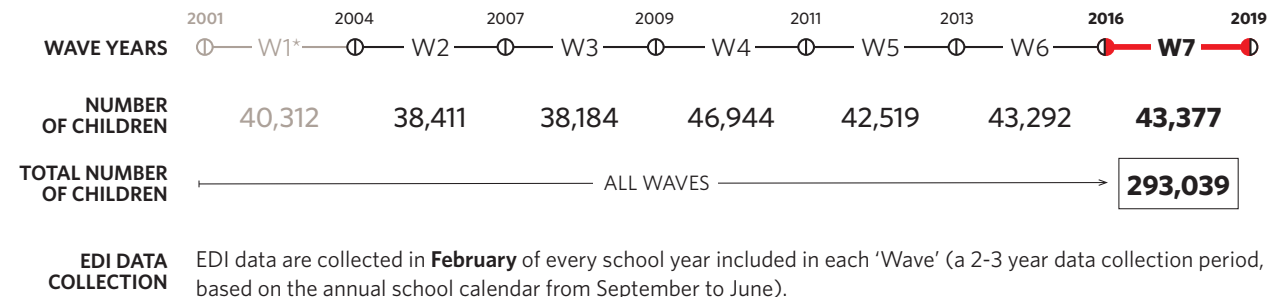
INTRODUCTION TO THE EARLY DEVELOPMENT INSTRUMENT

The EDI is a questionnaire developed by Dr. Dan Offord and Dr. Magdalena Janus at the Offord Centre for Child Studies at McMaster University in Hamilton, Ontario. It has been used across Canada, and internationally, to better understand the development of Kindergarten children. As of 2019, there are over 1.3 million EDI records for children in Canada.¹³ Increasingly, Canadian EDI data are providing a basis for understanding developmental differences and trends in different parts of the country.^{14, 15, 16}

In BC, the EDI questionnaire is used province-wide. HELP has been collecting EDI data since 2001 and over the course of this period we have collected data for 293,039 Kindergarten children in BC (Figure 3). This has created a unique and world-class data set that is not available in most other provinces or countries.

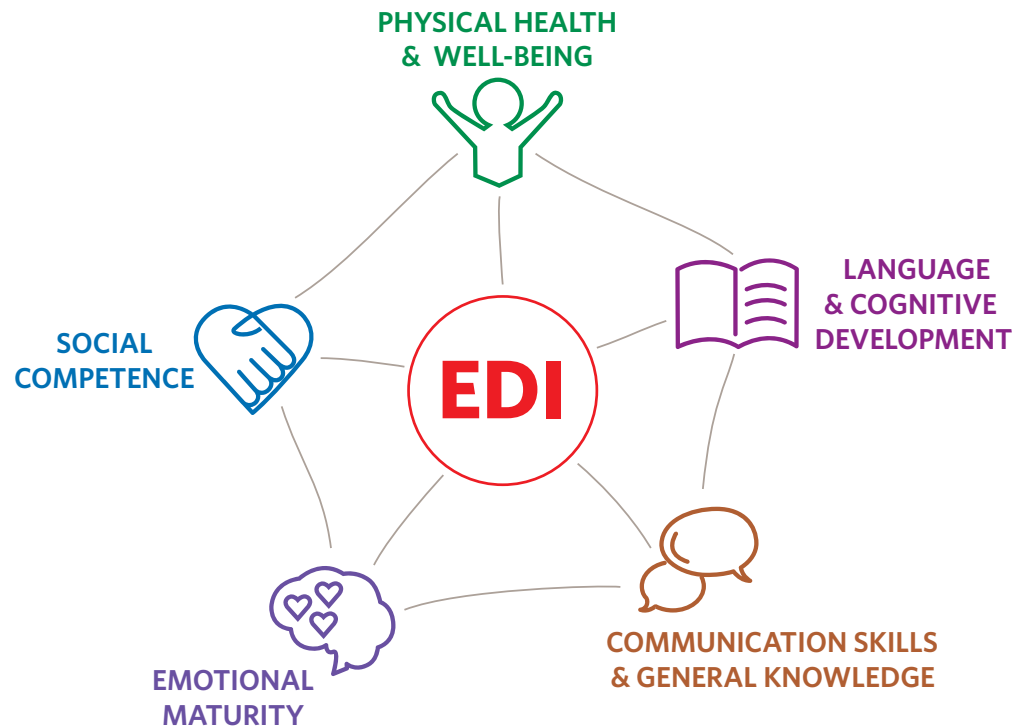
There is robust literature on the validity and reliability of the EDI: a detailed list of publications and studies can be found on the HELP website: earlylearning.ubc.ca/media/2019_09_edi_citations_help.pdf

FIGURE 3. EDI DATA COLLECTION HISTORY FROM 2001-2019



* Due to changes in the EDI questionnaire after Wave 1 data collection, Wave 2 is HELP's baseline and Wave 1 data are not publicly reported.

THE FIVE SCALES OF THE EDI



VULNERABLE ON ONE OR MORE SCALES

This is a summary measure that reports the percentage of children who are vulnerable on at least one or more of the five scales of the EDI. Children captured by this measure may be vulnerable on only one scale, or may be experiencing vulnerabilities on two, three, four or all five scales of the EDI.

More details for these scales can be found on the HELP website:

earlylearning.ubc.ca/edi

The EDI questionnaire is also available for download here:

earlylearning.ubc.ca/media/edi_survey_2019_20_bc.pdf

QUICK FACTS ABOUT THE EDI

- Completed on a three-year schedule called a "Wave" to capture sufficient data in all school districts in the province.
- Designed as a population-level monitoring questionnaire, not for screening or diagnosing individual children.
- The questionnaire includes 103 questions that gather data about five domains, also called scales, that are important to early child development and are good predictors of health, education and social outcomes in adolescence and adulthood.^{17, 18, 19, 20}
- EDI questionnaires are completed by Kindergarten teachers for students in their classroom in February of the school year.
- Participation in the EDI is voluntary. Parents and caregivers receive information about the project one month in advance and can withdraw their child, if they choose.
- Teachers participate in a standardized training session prior to completing the EDI questionnaires.

INTRODUCTION TO THE EDI

WHAT IS EDI CHILDHOOD VULNERABILITY?

Vulnerable children are those who, without additional support and care, are more likely to experience future challenges in their school years and beyond. Vulnerability is determined using a cut-off for each EDI scale. In order to avoid the use of individual children's EDI data for diagnostic or placement purposes, we only report vulnerability for groups of children.

Over a decade of research, conducted here in BC as well as across Canada and internationally, has demonstrated the predictive capability of EDI vulnerability on each of the scales.^{18, 19, 20} More generally, research has linked higher vulnerability rates at school entry with a range of later life challenges including school drop out, mental health issues and unemployment.^{21, 22, 23}

When considering vulnerability rates, it is important to note that some developmental vulnerability is to be expected in all populations of children. At birth, approximately 3–4% of children have congenital or diagnosable conditions that may limit their development.^{24, 25} In addition, in BC, 6.5% of babies are born with low birth weights which is a risk-factor for later developmental vulnerabilities.^{26, 27}

At HELP, we consider a rate of 10% to be a “reasonable” benchmark for child vulnerability.²⁸ This rate is based on the data mentioned above, along with vulnerability rates reported in the least vulnerable communities in BC and other jurisdictions over almost two decades of research. With this in mind, the current vulnerability rate of 33.4% is over three times higher than we would consider acceptable.

EDI data show trends in vulnerability over time. Through data analysis and mapping, we are also able to examine regional differences in child vulnerability at multiple geographical levels from a broad provincial snapshot, to community and neighbourhood analyses.

REPORTING ON EDI VULNERABILITY

Vulnerability on the Five EDI Scales

For each of the five scales of the EDI, the proportion of children vulnerable are reported as vulnerability rates.

Vulnerable on One or More Scales

Vulnerable on One or More Scales is a summary measure that reports the percentage of children who are vulnerable on at least one or more of the five scales of the EDI. Children included in this measure may be vulnerable on only one scale or may be experiencing vulnerabilities on two, three, four or all five scales of the EDI.

For more information about vulnerability on the EDI please see our Fact Sheet:
earlylearning.ubc.ca/media/factsheet_edi_vulnerability_20191028-web.pdf

EDI DATA & RESEARCH IN YOUR COMMUNITY



EDI data provide a mechanism for understanding trends and patterns of children's development in communities across the province, and for inspiring action towards improving outcomes. The data do not point toward specific solutions, but rather serve as a common point for continuing collaboration and generative dialogue. EDI data represent the outcomes of the many systems that influence the quality of the lives of young children and families. To shift the kinds of EDI trends that we are currently seeing, we need to shift our attention in a substantial way toward the deeper structures and processes that created them.

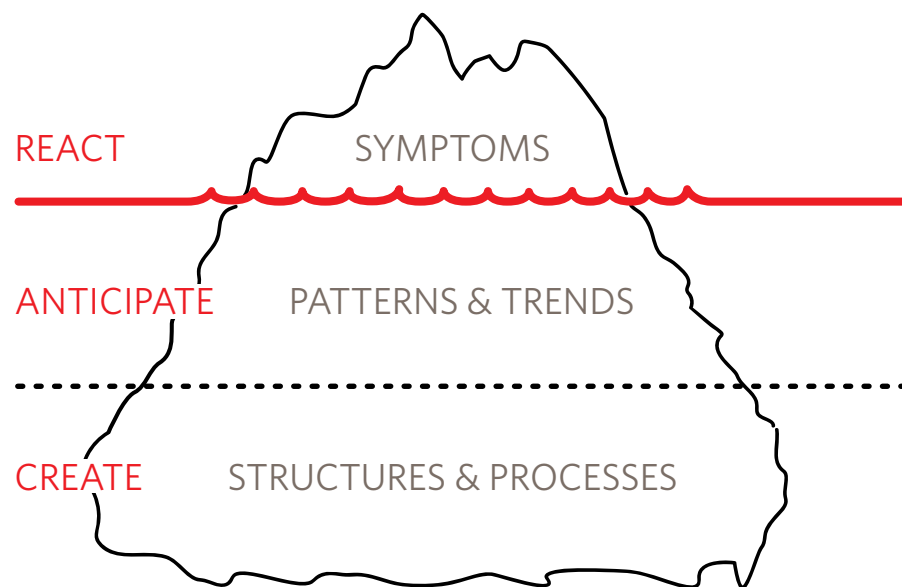
"Every system is perfectly designed to achieve the outcomes it gets."

W. Edwards Deming

EDI DATA & RESEARCH IN YOUR COMMUNITY

A useful tool for guiding the use of a systems approach to understanding EDI data within a larger societal context is the "Systems Iceberg" metaphor.^{29, 30, 31} The iceberg provides us with a metaphor. The tip of the iceberg, what we see above the surface of the water, represents the child development problems and challenges (symptoms) that are very real in BC regions and communities. These problems and challenges are the result of the structure of the early child development system and the "processes" or ways of working that we habitually use. These remain hidden, well below the surface of the water. Data (patterns and trends) shine a light on symptoms and guide us in digging deeper into responses that do not simply address immediate problems through traditional programs and services, but also influence the structures and processes that caused them.

FIGURE 4. THE SYSTEMS ICEBERG



Symptoms: These are the things we see in our world consistently: vulnerability, anxiety, waitlists, bullying. We tend to try to address these symptoms with new programs which, in many cases, do little to address underlying causes, and in the worst case can exacerbate the causes that created the symptom in the first place.

Patterns and Trends: As we dive under the surface of the water, identifying patterns and trends can provide an insight into how well our system has been working over time. Data trends can provide the impetus for deeper learning and inquiry and help us to anticipate what may happen next. EDI data, along with other data and research, provide important insight into the deeper causes of the symptoms that we are seeing.

Structures and Process: Symptoms and the patterns or trends are created by deeper systemic structures and processes. These include how we form our organizations, how we fund and invest, how programs are developed and delivered. They also include how we choose to work together and the underlying values and beliefs we bring to the work.

* Adapted from Edward T. Hall(29); Peter Senge (30) and Mette Boell (31).

USING YOUR EDI DATA TO GUIDE A SYSTEMIC APPROACH

EDI data are a foundation for furthering understanding about children's development in our communities. While they do not point to specific solutions, these data provide a common starting point for new areas of inquiry and collaborative conversations across sectors. When data are used within planning and decision-making processes, new ideas for action and investments can emerge. The following section outlines suggested approaches for exploring and using EDI data in communities.

A FOCUS ON LOCAL

EDI data are useful for exploring early childhood outcomes at a neighbourhood-level while also placing these data within the larger regional and provincial contexts. Interpreting EDI data through a local lens can enhance the work of community, planners, coalitions and governments in decision-making and priority setting to improve early child development. Neighbourhood EDI profiles and maps can support this approach.

USING COMPLEMENTARY DATA

EDI data are particularly valuable when used alongside other data and information including census, administrative health and education data, community knowledge and expertise, and information on local services and programs. Listening to the experiences of parents and caregivers can also provide important context to guide conversations and planning efforts.

COLLABORATIVE, GENERATIVE CONVERSATIONS

EDI data can provide a catalyst for facilitating discussion and inquiry across sectors, organizations and communities. They are the foundation for a stronger focus on structures and processes that contribute to child vulnerability rates.

These kinds of conversations are critical to a sustained and comprehensive approach. Only when the perspectives and views of everyone in the community are shared do we start to understand and see the full system more clearly. And this is an essential foundation for more sustainable and effective action.

DECISION-MAKING AND ACTION

As a stronger and shared understanding emerges through conversation and inquiry in a community or region, it is possible to move toward a collective plan of action. This process might include the creation of a shared vision across organizations and sectors, collective strategic planning, partnership development, and finally the selection of new actions and initiatives.

For more information about HELP's emerging work in the area of Systems Leadership in the early years, see the Resources page at the end of this report.



YOUR EDI DATA

- YOUR COMMUNITY PROFILE
- DEMOGRAPHICS & PARTICIPATION
- PROVINCIAL WAVE 7 EDI DATA
- PROVINCIAL EDI TRENDS
- SCHOOL DISTRICT WAVE 7 EDI DATA
- SCHOOL DISTRICT EDI TRENDS
- MULTIPLE VULNERABILITIES ON THE EDI
- DIFFERENCES ACROSS BC SCHOOL DISTRICTS
- NEIGHBOURHOOD DATA & MAPS

YOUR COMMUNITY PROFILE

This Community Profile explores EDI data for Kootenay Lake School District and its neighbourhoods. These data are reported based on children's home postal codes and include all children who live within the school district boundaries. EDI data are collected from public schools and participating independent and First Nations schools. It provides an overview of the patterns and trends in EDI vulnerability rates for Wave 7 (2016–2019) and explores change over time from Wave 2 (2004–2007) through Wave 7, based on EDI data collected and analyzed for Kindergarten children between 2004 and 2019. This profile also provides information on provincial-level data, intended to help communities situate local data in the broader provincial context.

Please note: Data are **suppressed** for school districts and neighbourhoods with fewer than 35 Kindergarten children to protect children's privacy and to ensure the data displays a reliable and valid picture of child development in the area. The data in this report have been **rounded**.

INTERPRETING MAPS AND DATA

EDI data in this report are presented for each of the five scales of the EDI, and by the summary measure representing children who are vulnerable on one or more scales. Graphs, data tables and maps in this report use colours and shades to indicate rates of vulnerability. Darker colours always represent higher rates of vulnerability.



DEMOGRAPHICS & PARTICIPATION

SD8 ■ KOOTENAY LAKE

EDI PARTICIPATION BY SCHOOL YEAR

| | SCHOOL YEAR | # OF TOTAL EDI | |
|--------|-------------|----------------|--------|
| | | SD | BC |
| WAVE 2 | 2004/05 | 285 | 6,830 |
| | 2005/06 | 317 | 21,847 |
| | 2006/07 | 290 | 9,734 |
| WAVE 3 | 2007/08 | 262 | 3,164 |
| | 2008/09 | 284 | 35,020 |
| WAVE 4 | 2009/10 | 299 | 25,033 |
| | 2010/11 | 0 | 21,911 |
| WAVE 5 | 2011/12 | 2 | 12,485 |
| | 2012/13 | 275 | 30,034 |
| WAVE 6 | 2013/14 | 0 | 1,289 |
| | 2014/15 | 300 | 22,733 |
| | 2015/16 | 14 | 19,270 |
| WAVE 7 | 2016/17 | 275 | 18,317 |
| | 2017/18 | 2 | 10,065 |
| | 2018/19 | 0 | 14,995 |

WAVE 7 DEMOGRAPHIC SUMMARY

| | SD | BC |
|-------------------|------|--------|
| TOTAL EDI | 277 | 43,377 |
| STUDENT MEAN AGE | 5.69 | 5.64 |
| # MALES | 146 | 22,260 |
| # FEMALES | 131 | 21,117 |
| # ELL* | 6 | 8,356 |
| # SPECIAL NEEDS** | 9 | 1,680 |

Please note the following:

Wave 7 Demographic Summary Table: Total EDI

Total EDI refers to the total number of children in the school district for whom an EDI questionnaire has been started. In a few school districts, for a small number of children, only demographic data is available. These data are considered invalid. This is most often due to a child transferring schools during the school year. Their demographic data is included, but they are not included in the vulnerability data in the report.

EDI Participation by School Year Table

EDI data are collected by schools within a district at specific times during each three-year wave cycle. The number of total EDIs indicated in the table varies across the different years within a wave depending on the number of schools collecting EDI data that year.

The public school district typically collects data in all of their schools in a given year or years, while Francophone, Indigenous, or independent schools may collect EDI data in a different year of a wave cycle. In addition, EDI data are aggregated by where children live using their home postal code. In some cases, a child may live within a school district boundary but not attend a school in that district.

As a result of the above, children may appear in the participation counts in years when the public school district did not participate.

*ELL: Designated English Language Learners by School District administrative data

**Special Needs: Designated Special Need by School District administrative data

PROVINCIAL WAVE 7 EDI DATA

The current provincial vulnerability rate (Wave 7, collected between 2016–2019) for children Vulnerable on One or More Scales of the EDI is 33.4% (Figure 5). This means that 14,468 Kindergarten students in the province, start school with vulnerability in one or more areas of their development. These vulnerabilities may have an influence on their future success and well-being. Figure 6 shows the provincial vulnerability rates and the number of children vulnerable across each of the five scales of the EDI.

FIGURE 5. WAVE 7 VULNERABILITY ON ONE OR MORE SCALES FOR BC

VULNERABLE ON ONE OR MORE SCALES

This is a summary measure that reports the percentage of children who are vulnerable on at least one or more of the five scales of the EDI. Children captured by this measure may be vulnerable on only one scale, or may be experiencing vulnerabilities on two, three, four or all five scales of the EDI.

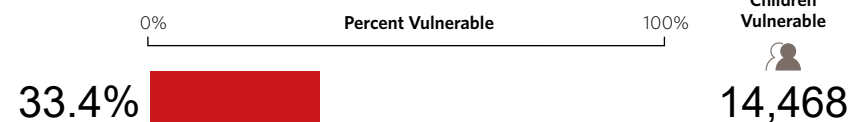
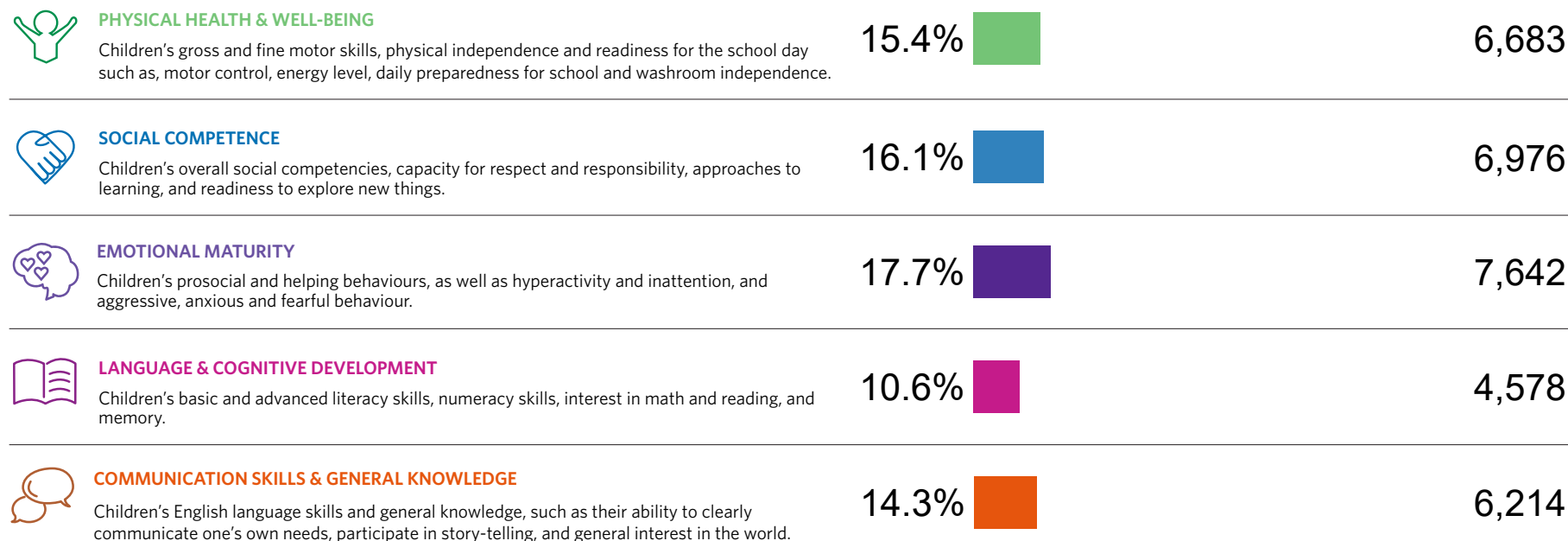


FIGURE 6. WAVE 7 SCALE LEVEL VULNERABILITY FOR BC



PROVINCIAL EDI TRENDS

There has been a meaningful increase (i.e. worthy of attention) in the vulnerability rate for Vulnerable on One or More Scales of the EDI over the long-term (LT) from 29.9% in Wave 2 (2004–2007) to 33.4% in Wave 7 (2016–2019), and a smaller increase over the short-term (ST) between Wave 6 (2013–2016) and Wave 7 (Figure 7).

Figure 8 shows there has been a steady increase in the vulnerability rate for Emotional Maturity, from 11.9% in Wave 2 to 17.7% in Wave 7. The increase in vulnerability on this scale is the largest among all the EDI scales and constitutes a 49% increase since Wave 2. There has also been an increase from Wave 6 (16.1%) to Wave 7 (17.7%).

Language and Cognitive Development is the only EDI scale with a declining vulnerability rate – from 11.3% in Wave 2 to 10.6% in Wave 7. However, there was a small increase between Wave 6 (9.4%) and Wave 7 (10.6%).

FIGURE 7. WAVE 2-7 VULNERABILITY TRENDS FOR BC

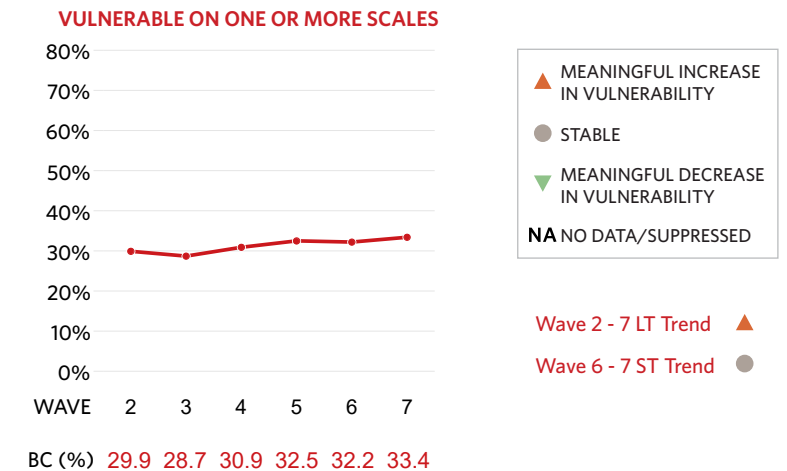
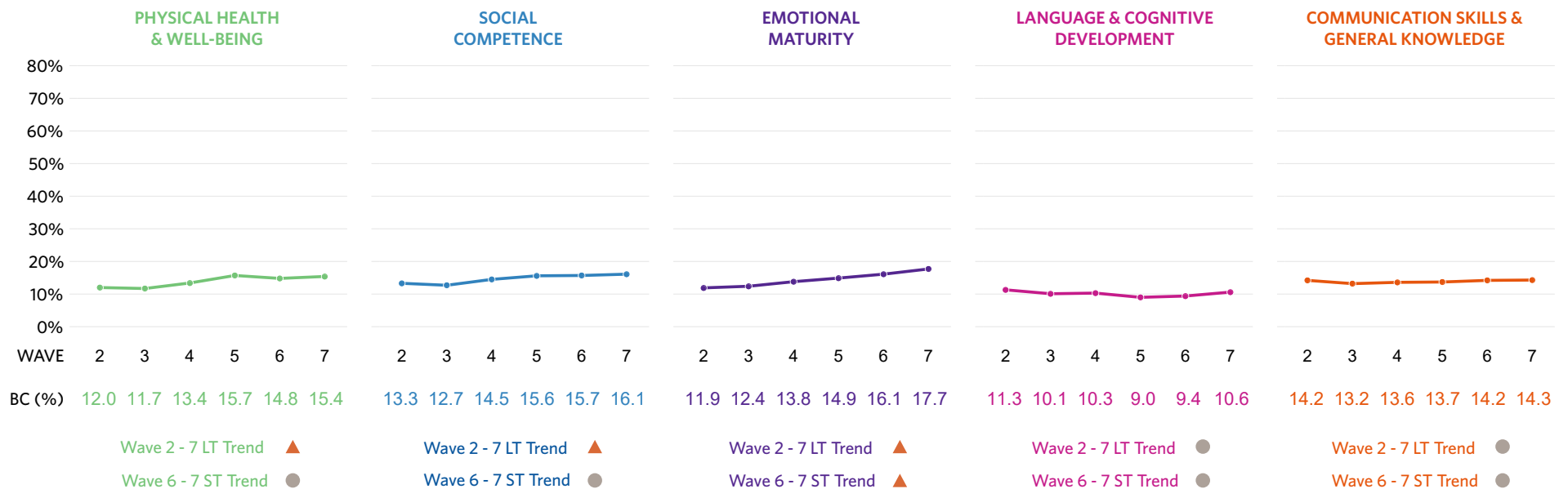


FIGURE 8. WAVE 2-7 SCALE LEVEL VULNERABILITY TRENDS FOR BC



SCHOOL DISTRICT WAVE 7 EDI DATA

Figure 9 shows that in Kootenay Lake 28% or 78 children are vulnerable on at least one area of development as measured by the EDI in Wave 7 (2016–2019). Figure 10 explores vulnerability rates, and the corresponding number of children vulnerable, across each of the five scales of the EDI.

FIGURE 9. WAVE 7 VULNERABILITY ON ONE OR MORE SCALES FOR KOOTENAY LAKE

VULNERABLE ON ONE OR MORE SCALES

This is a summary measure that reports the percentage of children who are vulnerable on at least one or more of the five scales of the EDI. Children captured by this measure may be vulnerable on only one scale, or may be experiencing vulnerabilities on two, three, four or all five scales of the EDI.

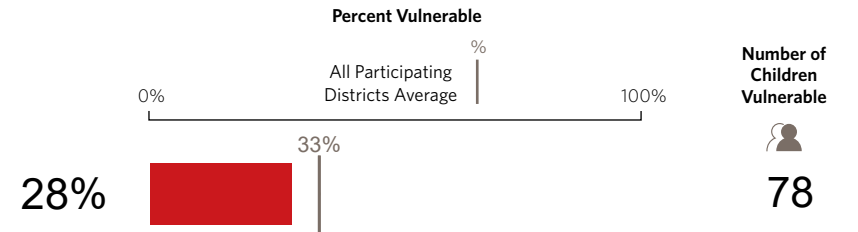
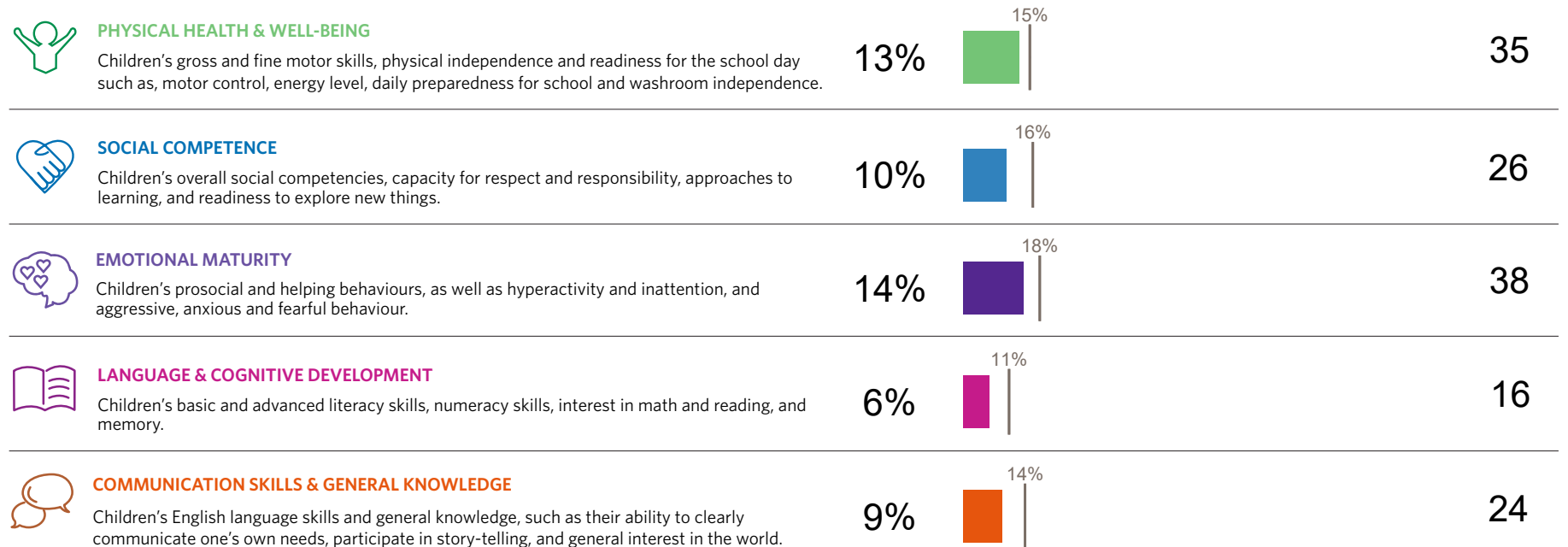


FIGURE 10. WAVE 7 SCALE LEVEL VULNERABILITY FOR KOOTENAY LAKE



SCHOOL DISTRICT EDI TRENDS

Collecting EDI data over multiple years allows for an improved understanding of trends in children's development. Figure 11 shows that for the summary measure Vulnerable on One or More Scales, the vulnerability rate for Kootenay Lake was 35% in Wave 6 and 28% in Wave 7. This represents a meaningful decrease in childhood developmental vulnerability for this time period.. The longer-term trend shows that 23% of children were vulnerable in Wave 2 and 28% were vulnerable in Wave 7. This represents a meaningful increase in childhood developmental vulnerability for this time period.

Figure 12 illustrates EDI vulnerability rates for each of the five scales across five points in time (Waves 2 through 7) for Kootenay Lake School District. These trend data help identify gradual changes in vulnerability across and between EDI scales over this period.

FIGURE 11. WAVE 2-7 VULNERABILITY TRENDS FOR KOOTENAY LAKE

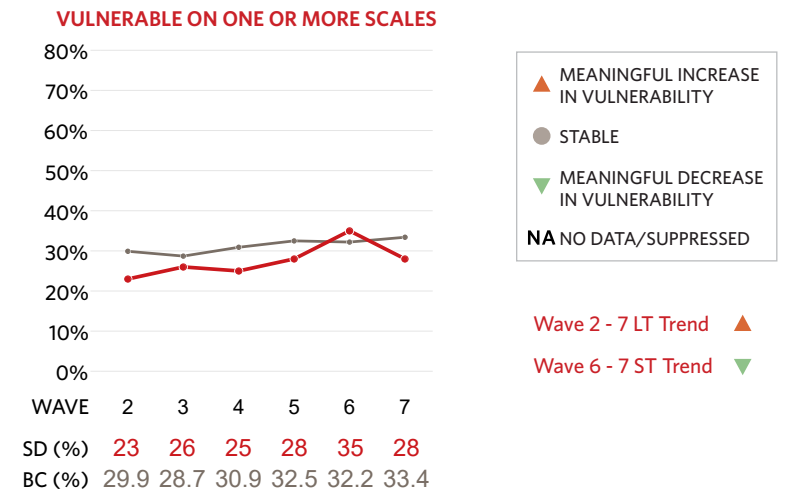
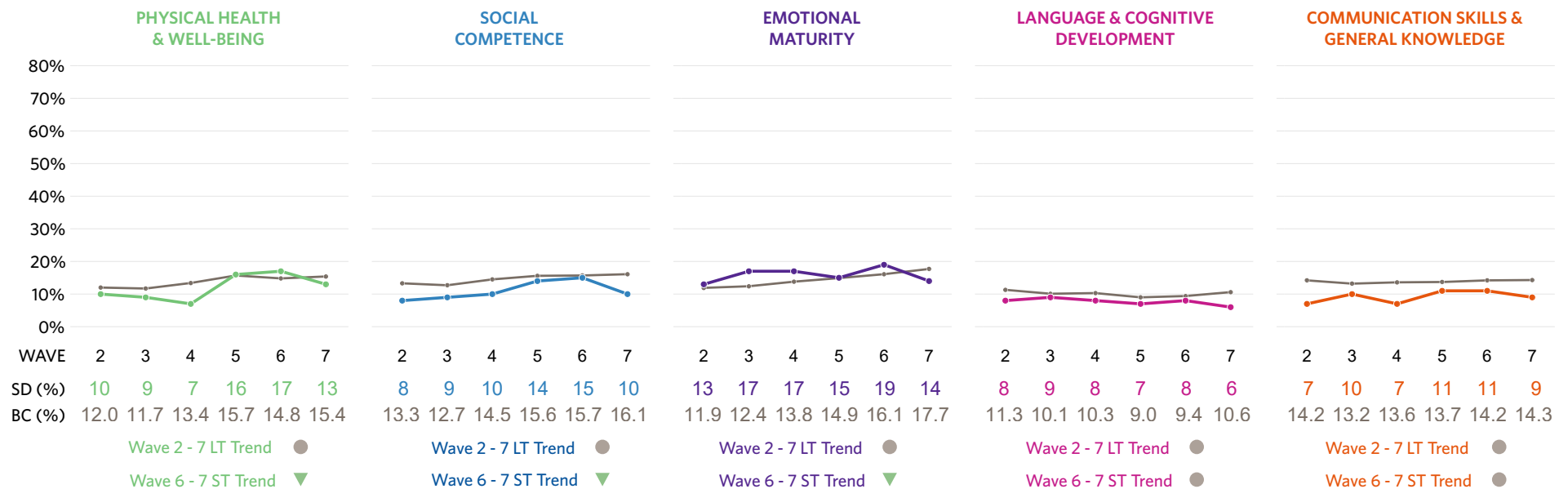


FIGURE 12. WAVE 2-7 SCALE LEVEL VULNERABILITY TRENDS FOR KOOTENAY LAKE



Note: Data are suppressed for waves when there are fewer than 35 Kindergarten children in the school district. See Appendices 1A and 1B for full tables of your school district's EDI data.

DIFFERENCES ACROSS BC SCHOOL DISTRICTS

There is a wide range in vulnerability rates across all BC school districts in Wave 7. On the measure Vulnerable on One or More Scales, across **school districts** in BC, the lowest vulnerability rate is 13% while the highest is 54%.

For individual scales, the lowest vulnerability rate across school districts is found on the Communication Skills and General Knowledge Scale at 2%, as well as the highest, at 34%.

Figures 13 and 14 illustrate Kootenay Lake’s vulnerability rates on One or More Scales of the EDI and each of the five scales, for Wave 7, in comparison to data from all other school districts in the province. Each coloured bar represents one school district’s vulnerability rate, which are ordered from the lowest to highest vulnerability. The grey bar represents Kootenay Lake’s vulnerability rates.

See Appendices 1A and 1B for a detailed comparison of EDI data for all school districts in the province.

FIGURE 13. WAVE 7 VULNERABILITY IN KOOTENAY LAKE WITHIN A PROVINCIAL CONTEXT

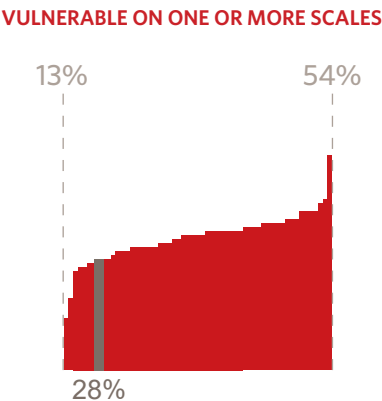
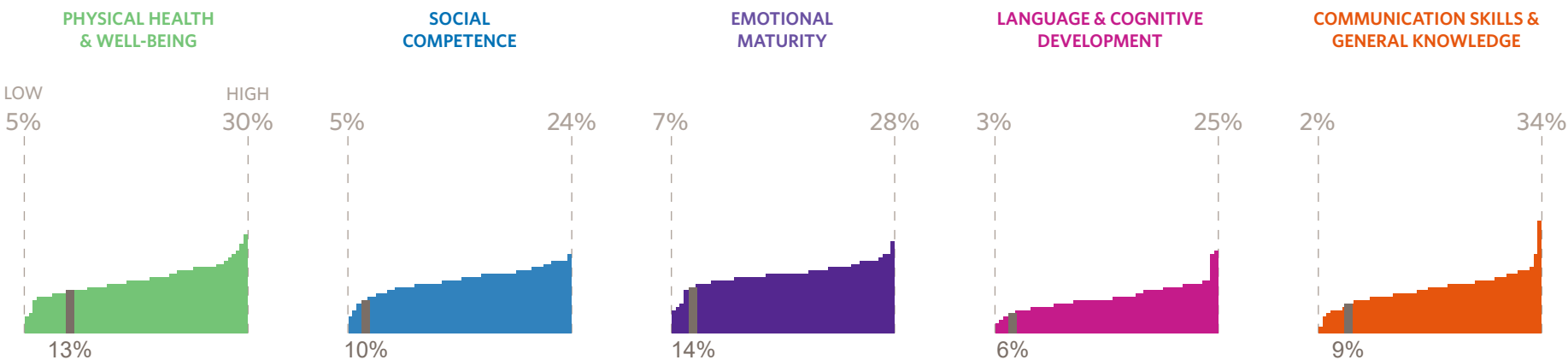


FIGURE 14. WAVE 7 SCALE-LEVEL VULNERABILITY IN KOOTENAY LAKE WITHIN A PROVINCIAL CONTEXT

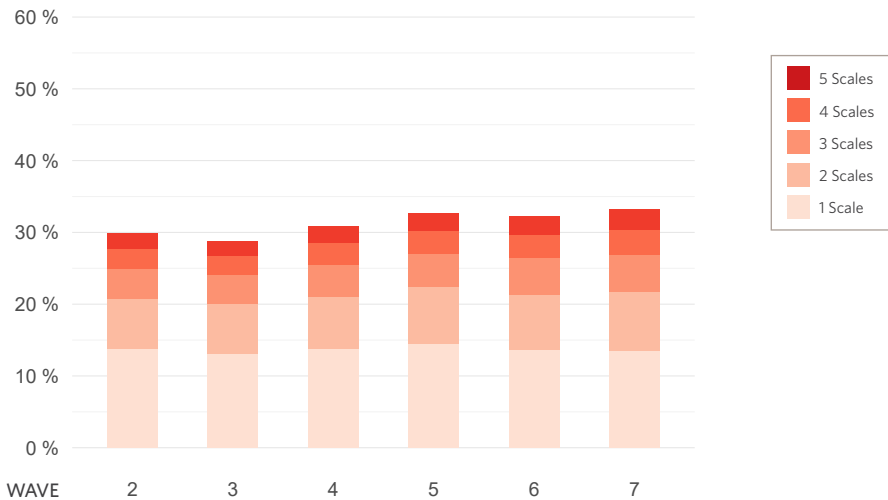


MULTIPLE VULNERABILITIES ON THE EDI

While many of the province’s children are vulnerable in a single area of development, some are vulnerable on two, three, four or all five scales of the EDI. Assessing the proportion of children who are vulnerable in multiple areas, especially over time, provides a more fine-grained perspective on vulnerability in BC.

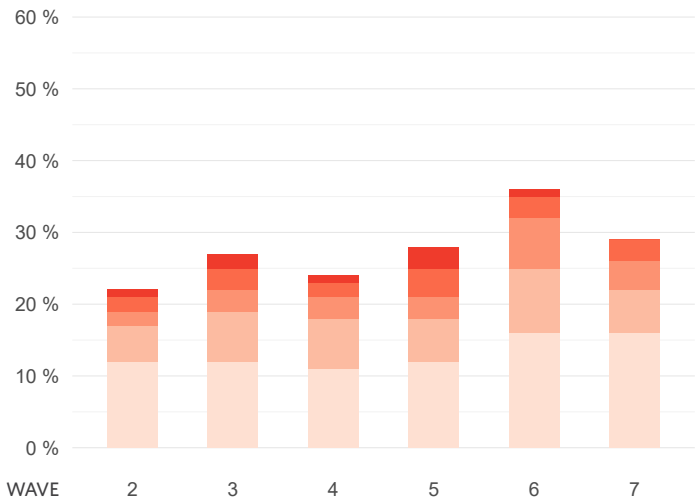
In addition to the increasing rates of vulnerability in the province, Figure 15 shows that the complexity of vulnerability patterns is also increasing. It appears that children and families are experiencing more complex challenges and vulnerable children are experiencing increased struggles across more areas of their lives.

FIGURE 15. NUMBER OF VULNERABILITIES ON THE EDI IN BC, BY WAVE, AS A PERCENTAGE OF THE TOTAL NUMBER OF CHILDREN



In Figure 15 above, EDI data from Wave 2 (2004-2007) to Wave 7 (2016-2019) record a small and consistent increase in the number of children who are vulnerable on multiple scales. The proportion of children with two vulnerabilities went from 7% to 8.1%; children with three vulnerabilities went from 4.1% to 5.2%; children with four vulnerabilities went from 2.9% to 3.4%; and children with five vulnerabilities went from 2.1% to 2.9%.

FIGURE 16. NUMBER OF VULNERABILITIES ON THE EDI IN KOOTENAY LAKE, BY WAVE, AS A PERCENTAGE OF THE TOTAL NUMBER OF CHILDREN



As shown in Figure 16, for Kootenay Lake, EDI data from Wave 2 (2004-2007) to Wave 7 (2016-2019) show the proportion of children with two vulnerabilities went from 5% to 6%; children with three vulnerabilities went from 2% to 4%; children with four vulnerabilities went from 2% to 3%; and children with five vulnerabilities went from 1% to 0%.

Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the school district. These waves are represented by N/A in the text and an empty column in the bar chart.



NEIGHBOURHOOD EDI DATA & MAPS

Neighbourhoods – whether small or large, rural or remote, urban or suburban – have unique characteristics that provide important context for interpreting and applying EDI data. Reporting and mapping EDI data at the neighbourhood-level improves our understanding of the broader social and economic factors influencing children’s development and health by highlighting geographic patterns and trends.

EDI data show that vulnerable children live in every neighbourhood in BC. Yet, these data reveal large differences in vulnerability rates between neighbourhoods, both within and across school districts. While some neighbourhoods sustain low vulnerability rates over time, others experience high and sustained rates. On the measure Vulnerable on One or More Scales, across **neighbourhoods** in BC, the lowest vulnerability rate is 13% while the highest is 68%.

The following section explores Wave 7 (2016–2019) EDI data for neighbourhoods in this school district, highlighting neighbourhood-level trends and patterns over time. HELP-designated neighbourhood boundaries were created using census, postal code and municipal planning boundaries and in consultation with those communities to maintain a threshold of 35 children in each of the 298 neighbourhoods.

In small, often rural school districts, the result is one HELP-designated neighbourhood with the same geographic boundaries as the school district as a whole. In these cases, the school district-level data is the same as the neighbourhood-level data. As a result, these school districts will have Neighbourhood profiles with the same data as the rest of the report. The Neighbourhood profiles showcase these data in a different way and therefore we still provide them in this report. For full tables of neighbourhood-level EDI data for this community, see Appendices 2A and 2B.

- NEIGHBOURHOOD MAPS
- CHANGES IN NEIGHBOURHOOD TRENDS OVER TIME
- NEIGHBOURHOOD PROFILES



NEIGHBOURHOOD MAPS

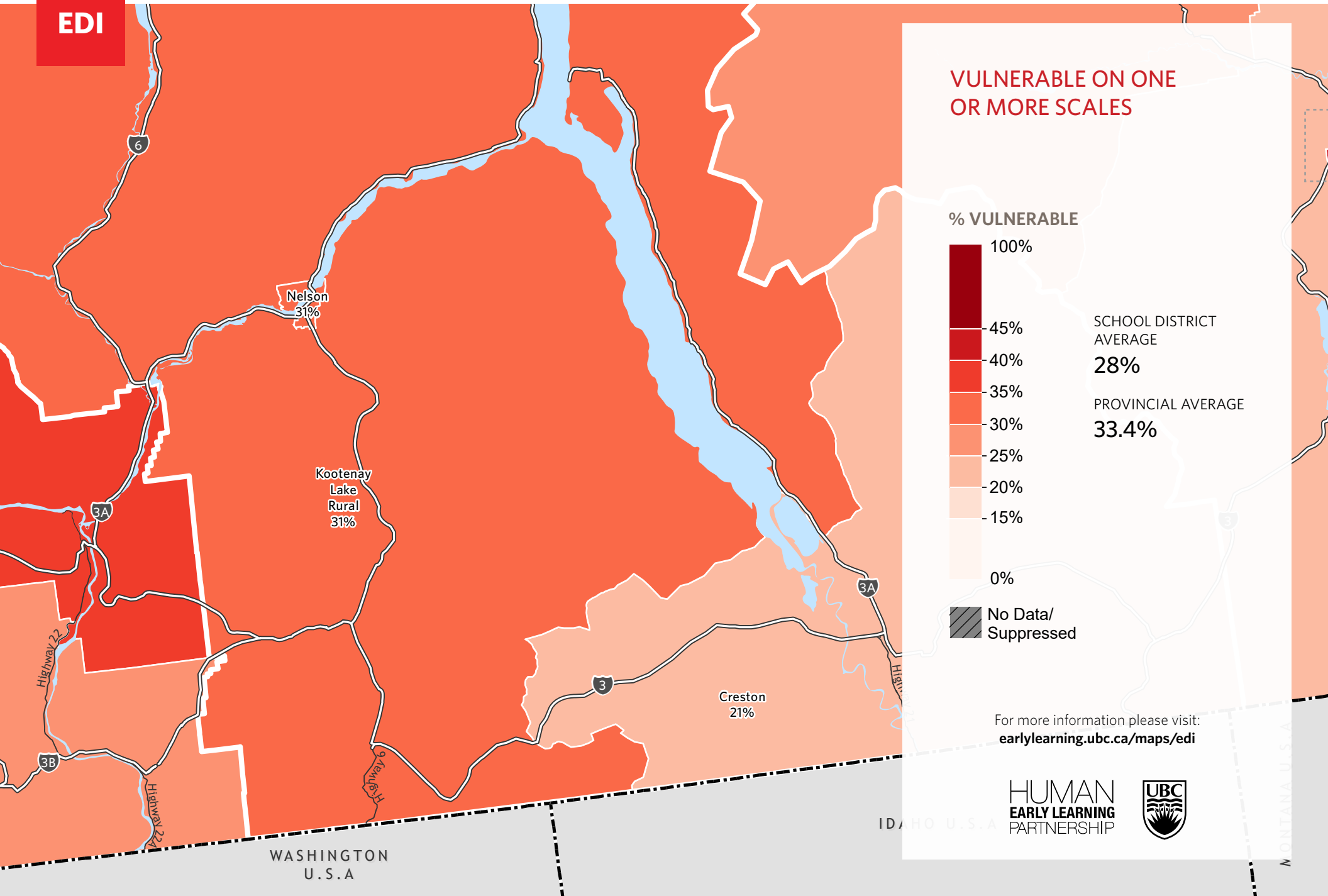
- VULNERABLE ON ONE OR MORE SCALES OF THE EDI
- PHYSICAL HEALTH & WELL-BEING
- SOCIAL COMPETENCE
- EMOTIONAL MATURITY
- LANGUAGE & COGNITIVE DEVELOPMENT
- COMMUNICATION SKILLS & GENERAL KNOWLEDGE

"...vulnerable children in BC are not spread evenly throughout the province. EDI research reveals a large 'geography of opportunity' where some children face steep difficulties and others do not..."

Dr. Clyde Hertzman

KOOTENAY LAKE (SD 8) WAVE 7

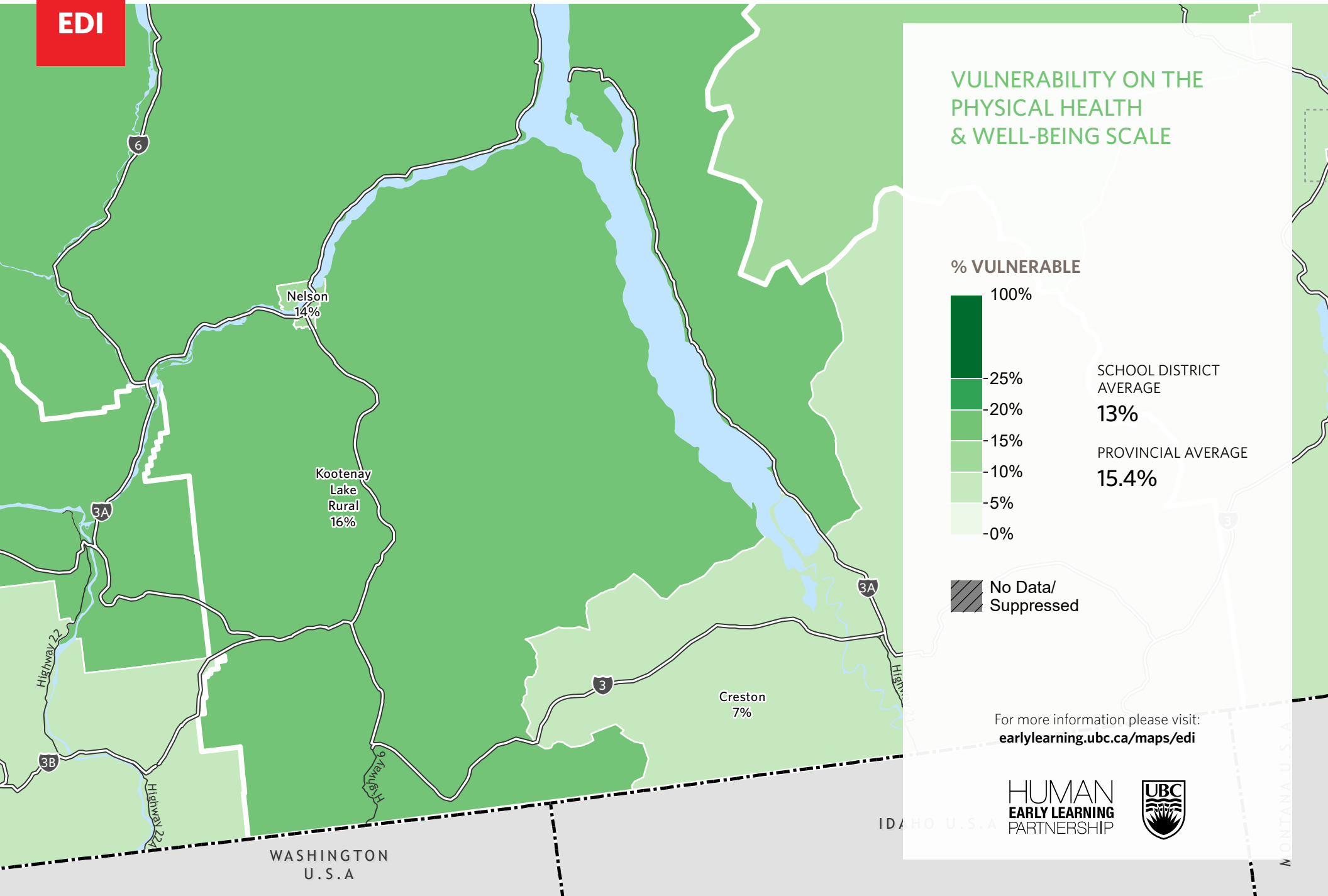
EDI



KOOTENAY LAKE (SD 8) WAVE 7



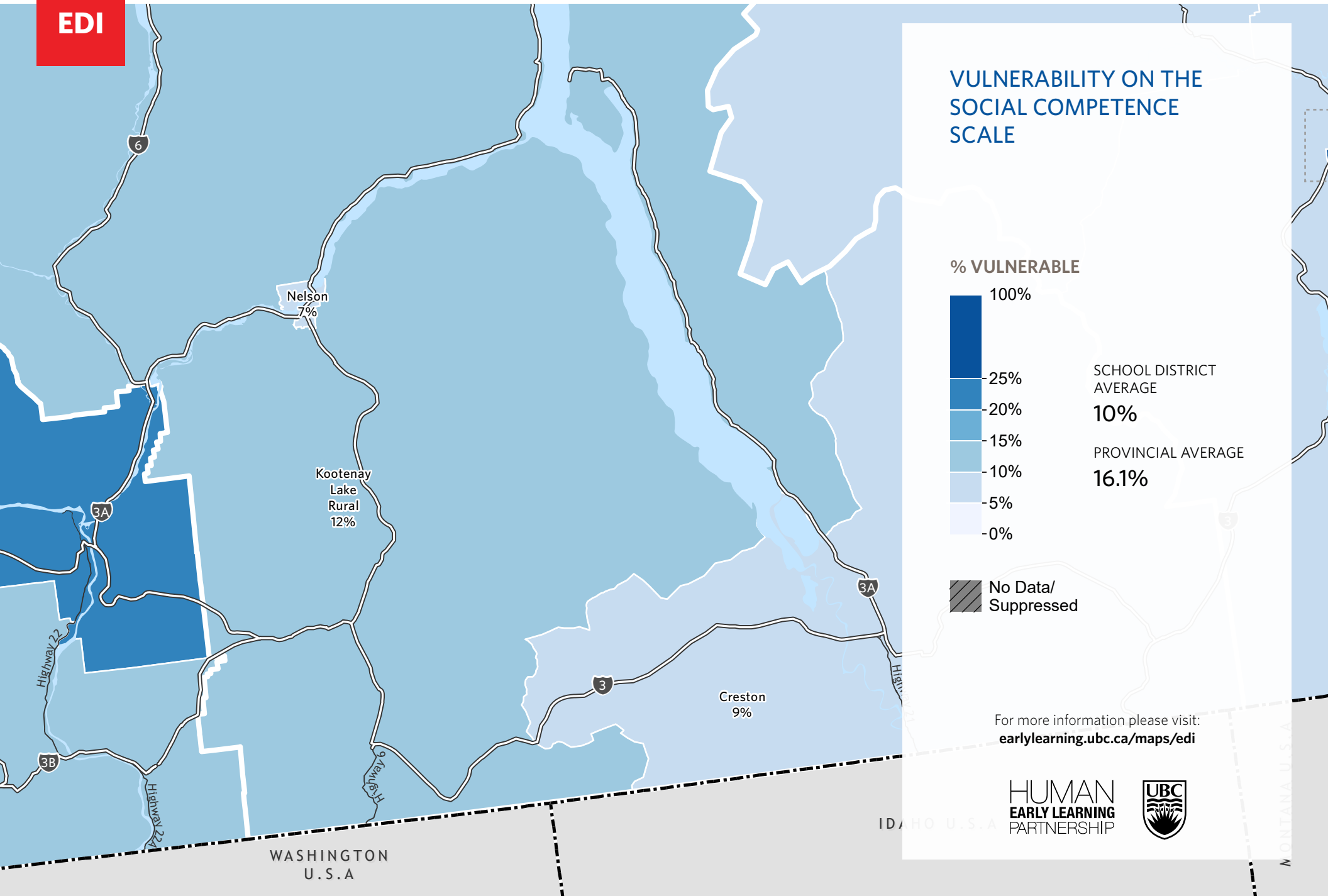
EDI



KOOTENAY LAKE (SD 8) WAVE 7



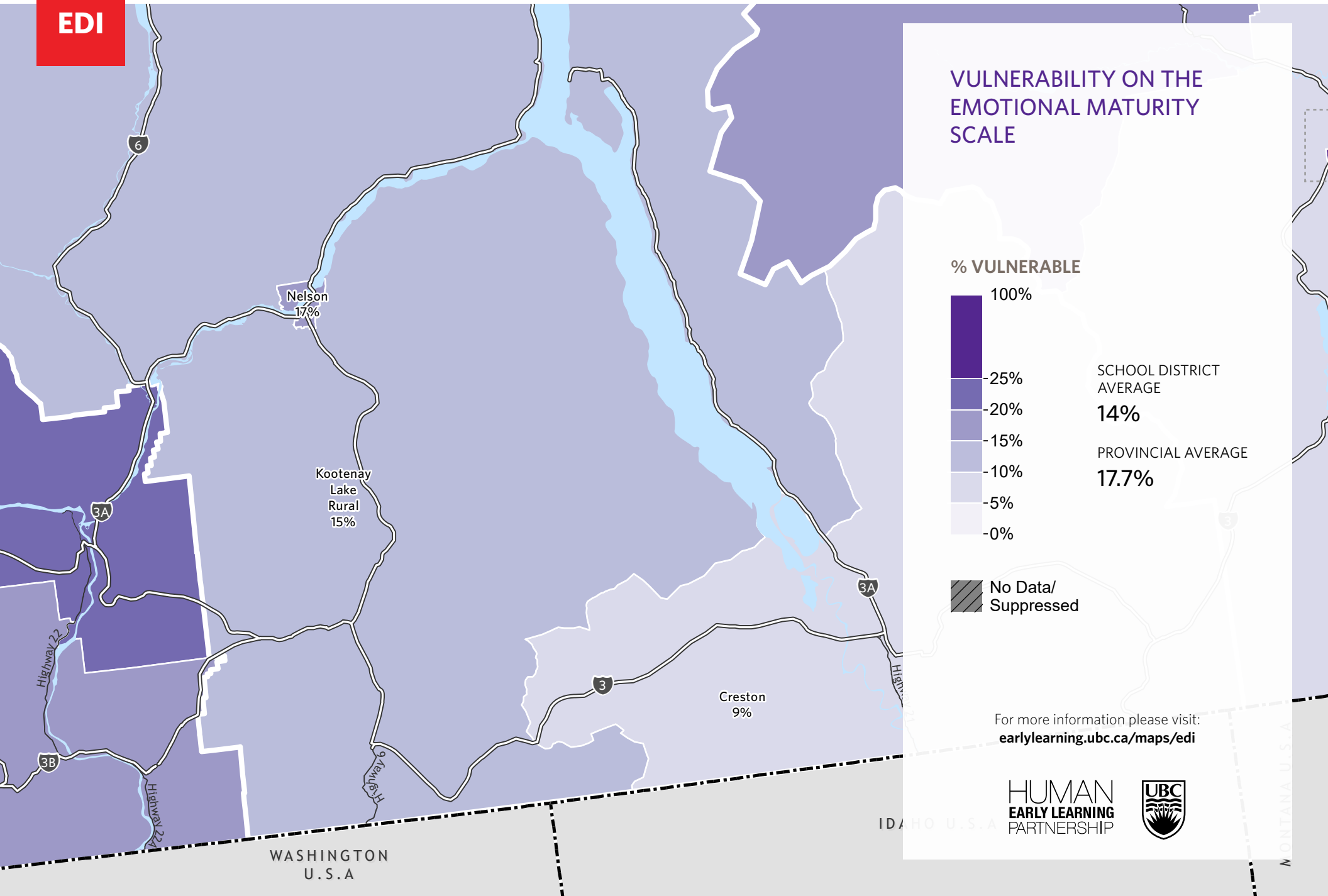
EDI



KOOTENAY LAKE (SD 8) WAVE 7



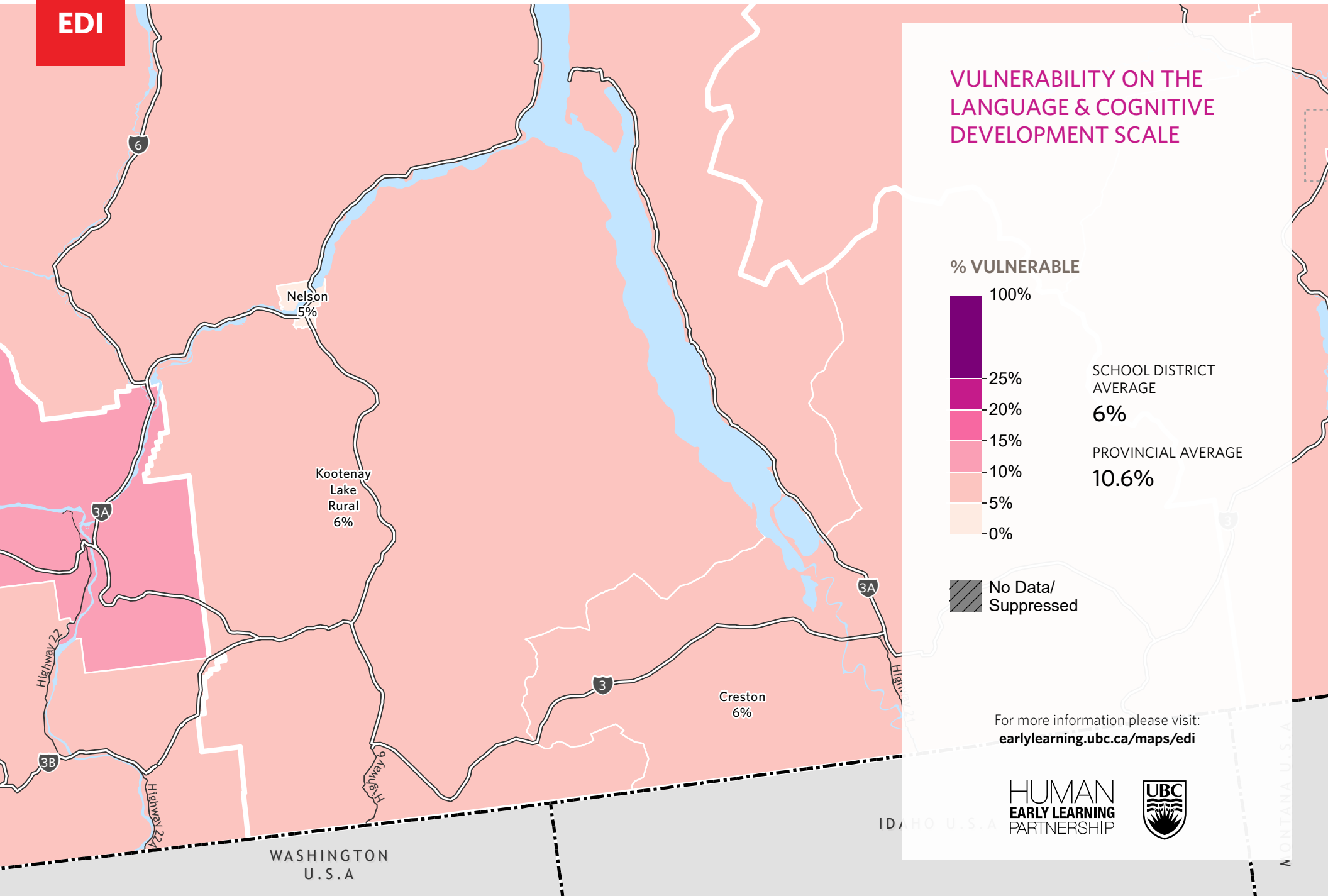
EDI



KOOTENAY LAKE (SD 8) WAVE 7



EDI



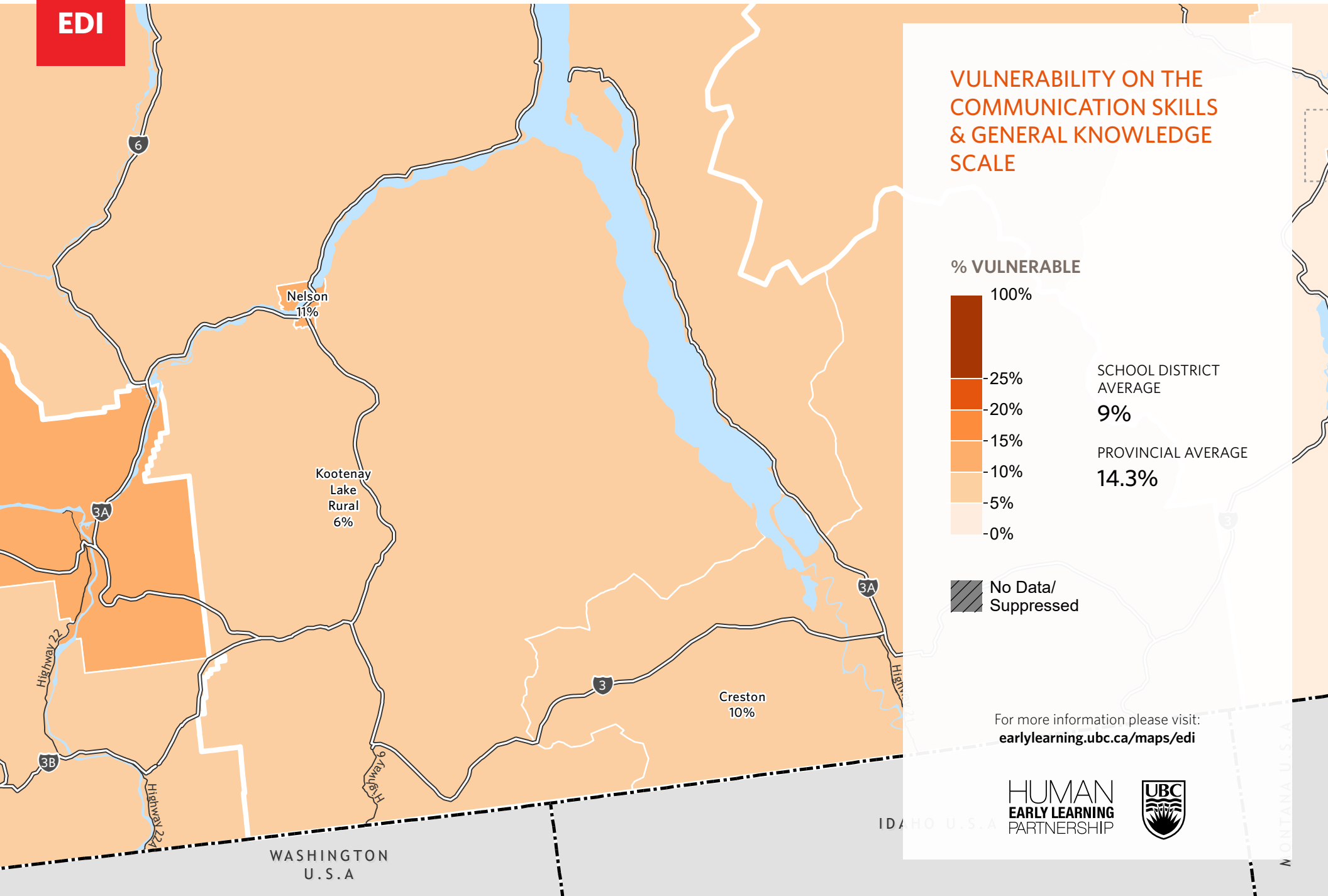
For more information please visit:
earlylearning.ubc.ca/maps/edi

HUMAN
EARLY LEARNING
PARTNERSHIP



KOOTENAY LAKE (SD 8) WAVE 7

EDI





CHANGES IN NEIGHBOURHOOD TRENDS OVER TIME

Collecting EDI data over multiple waves allows us to explore trends in children’s development and to answer the broader question: “Are our Kindergarten-aged children doing better, worse or about the same as in the past?” With each new wave of EDI data, vulnerability rates change across the province. While some neighbourhoods see improvements over time, others see declines. When looking at all of these changes it is important to identify the amount of change that is meaningful – i.e. change that is worthy of further exploration and discussion.

WHAT IS MEANINGFUL CHANGE?

HELP’s definition of meaningful change is a combination of statistical significance and practical significance, and in all cases should be interpreted as a change that is “worthy of attention.” We use a method called Critical Difference which is the amount of change over two time points in an area’s EDI vulnerability rate that is large enough to be considered meaningful in the statistical sense. A meaningful change means that we are reasonably confident that the change in the vulnerability rate is meaningful, rather than a result of uncertainty due to measurement issues.

Figure 17 provides a summary of the number of neighbourhoods that have experienced each type of trend over the short-term and long-term time periods. The following maps illustrate the long-term (Wave 2 to 7) and short-term (Wave 6 to 7) trends in neighbourhood-level change in Kootenay Lake School District, highlighting neighbourhoods that have experienced:

- ▲ - A **meaningful increase** in vulnerability
- - **Stable** (no meaningful change in vulnerability)
- ▼ - A **meaningful decrease** in vulnerability

FIGURE 17. NUMBER OF NEIGHBOURHOODS IN KOOTENAY LAKE WITH MEANINGFUL CHANGES IN VULNERABILITY

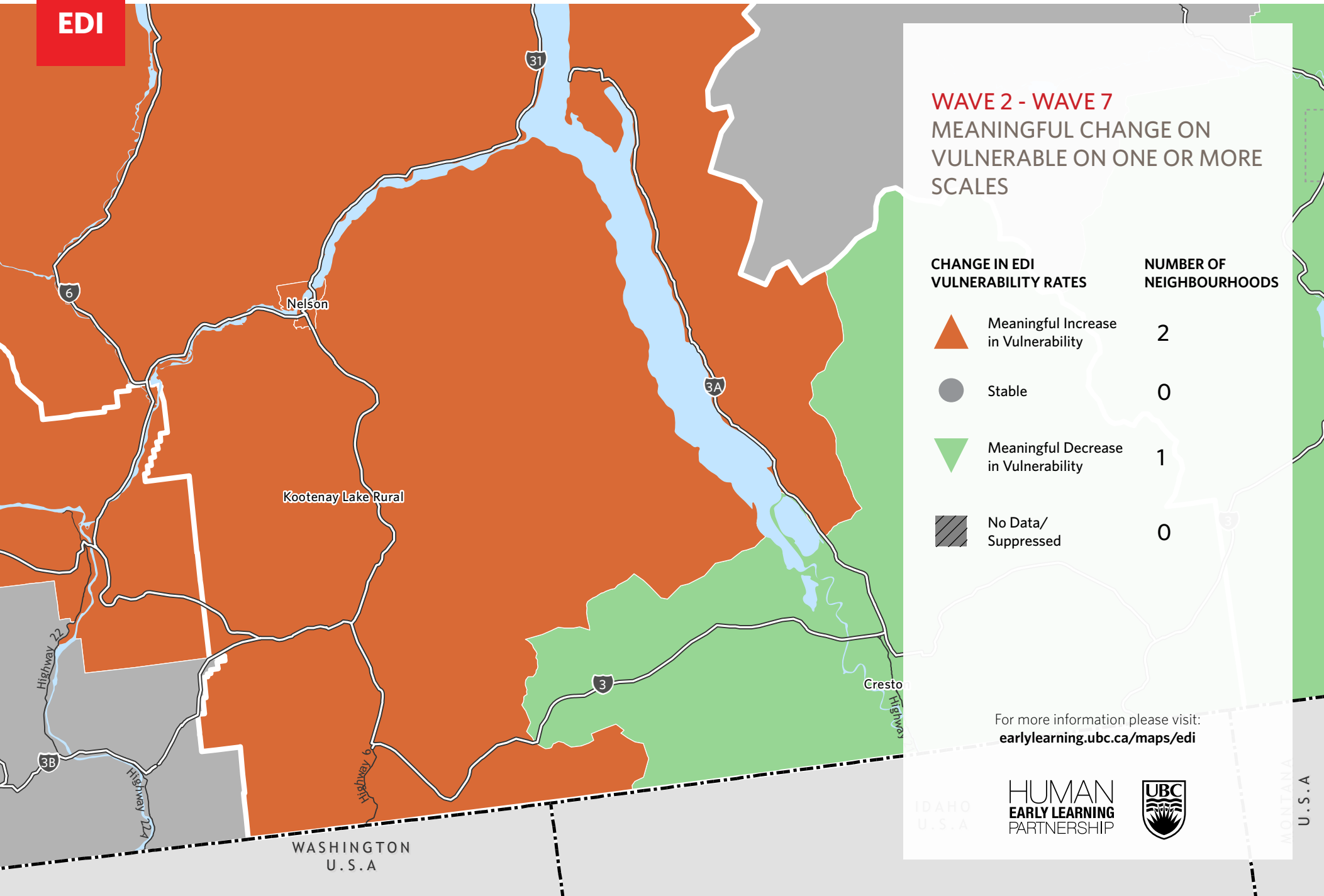
| | NUMBER OF NEIGHBOURHOODS | | | |
|------------------------------|--------------------------|----------|-----------------------|----|
| | ▲ MEANINGFUL INCREASE | ● STABLE | ▼ MEANINGFUL DECREASE | NA |
| LONG-TERM TREND WAVE 2-7 | 2 | 0 | 1 | 0 |
| SHORT-TERM TREND WAVE 6-7 | 0 | 1 | 2 | 0 |

Please note: Neighbourhood trends are not available (NA) if there are fewer than 35 Kindergarten children in one or both waves.

For more information on Critical Difference calculations visit: earlylearning.ubc.ca/supporting-research/critical-difference

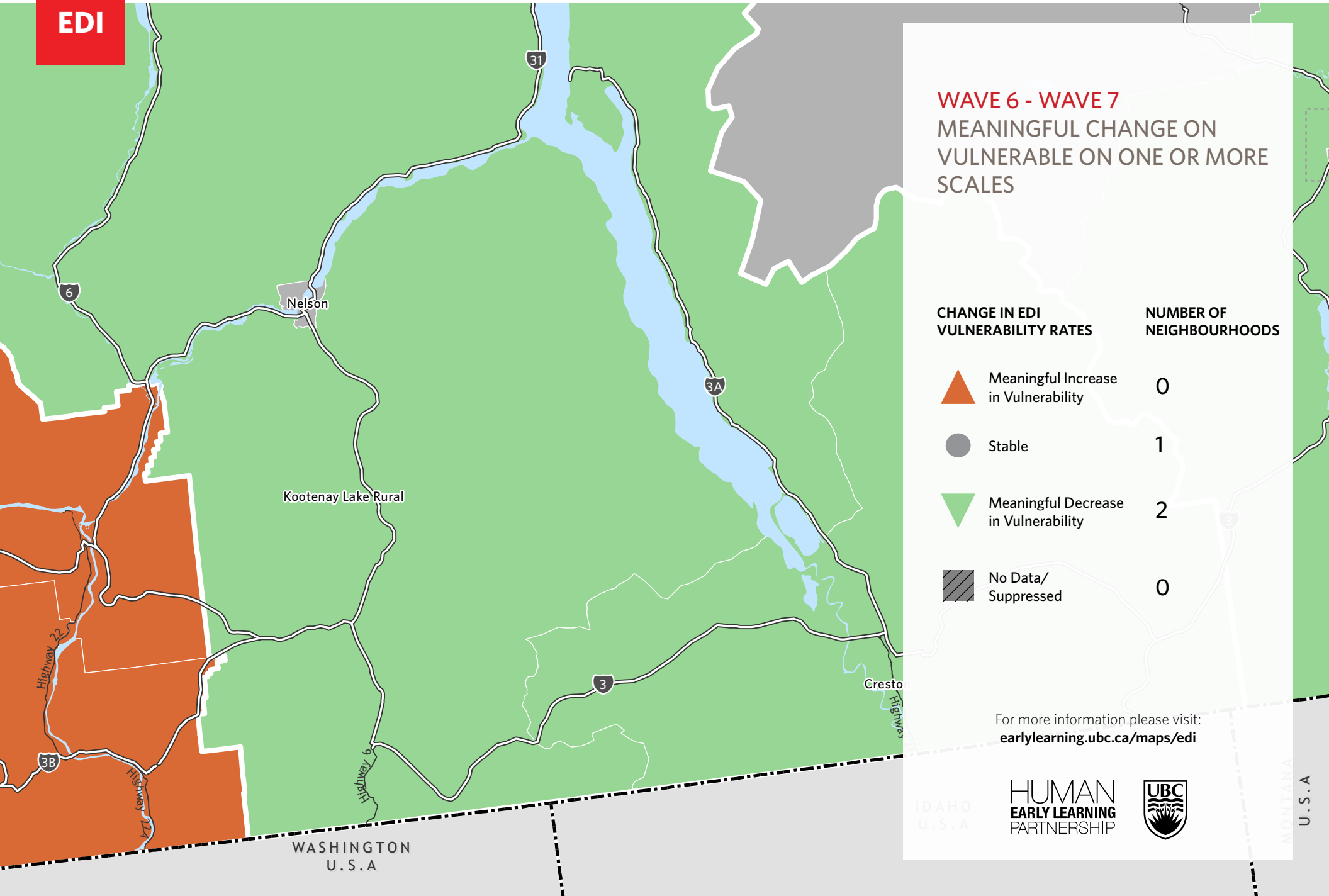
KOOTENAY LAKE (SD 8) WAVE 2 - 7

EDI



KOOTENAY LAKE (SD 8) WAVE 6 - 7

EDI





NEIGHBOURHOOD PROFILES

The Neighbourhood Profiles (NH) show Wave 7 data and Wave 2-7 trends for every neighbourhood in your community. Data is shown at the neighbourhood level and compares it to your School District (SD) as a whole. These profiles provide a comprehensive but compact look at all of the EDI data for a neighbourhood and can be a helpful tool to share with colleagues, stakeholders, community partners, and others.

Some small, often rural school districts, have only one HELP-designated neighbourhood with the same geographic boundaries as the school district as a whole. In these cases, the school district-level data is the same as the neighbourhood-level data. We include the Neighbourhood Profile regardless as it showcases these data in a different way.

- NEIGHBOURHOOD & SCHOOL DISTRICT DEMOGRAPHICS
- WAVE 7 PERCENT & NUMBER OF CHILDREN VULNERABLE
- YOUR NEIGHBOURHOOD IN RELATION TO THE REST OF THE PROVINCE
- WAVE 2 - 7 TRENDS IN VULNERABILITY
- MEANINGFUL CHANGES OVER TIME IN VULNERABILITY

CRESTON

 TOTAL NUMBER OF CHILDREN: 81

NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

| | TOTAL EDI | STUDENT MEAN AGE | #MALE | # FEMALE | # OF ELL | # OF SPECIAL NEEDS |
|----|-----------|------------------|-------|----------|-------------|--------------------|
| NH | 81 | 5.63 | 39 | 42 | Less than 5 | Less than 5 |
| SD | 277 | 5.69 | 146 | 131 | 6 | 9 |

WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

PERCENT OF CHILDREN VULNERABLE

21%
NH

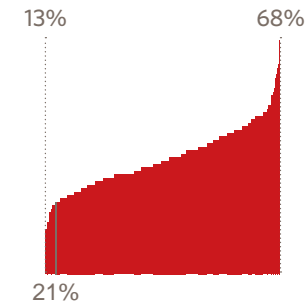
28%
SD

NUMBER OF CHILDREN VULNERABLE

 **17**
NH

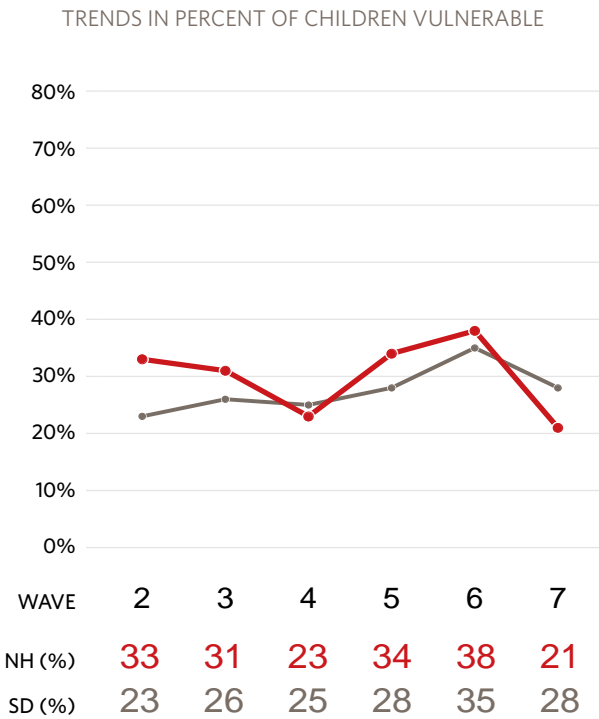
 **78**
SD

YOUR NEIGHBOURHOOD WITHIN
A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES



MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend ▼

Wave 6 - 7 Short-Term (ST) Trend ▼

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

CRESTON

PHYSICAL HEALTH & WELL-BEING

WAVE 7 SCALE LEVEL DATA

7%
NH
13%
SD
6 35

SOCIAL COMPETENCE

9%
NH
10%
SD
7 26

EMOTIONAL MATURITY

9%
NH
14%
SD
7 38

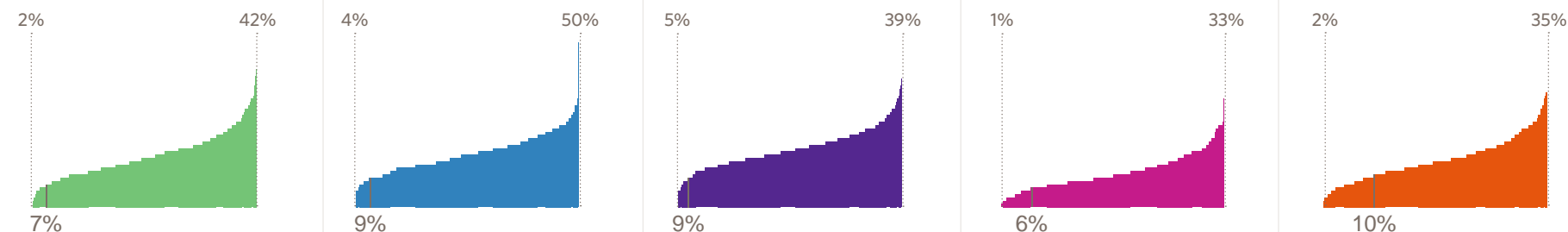
LANGUAGE & COGNITIVE DEVELOPMENT

6%
NH
6%
SD
5 16

COMMUNICATION SKILLS & GENERAL KNOWLEDGE

10%
NH
9%
SD
8 24

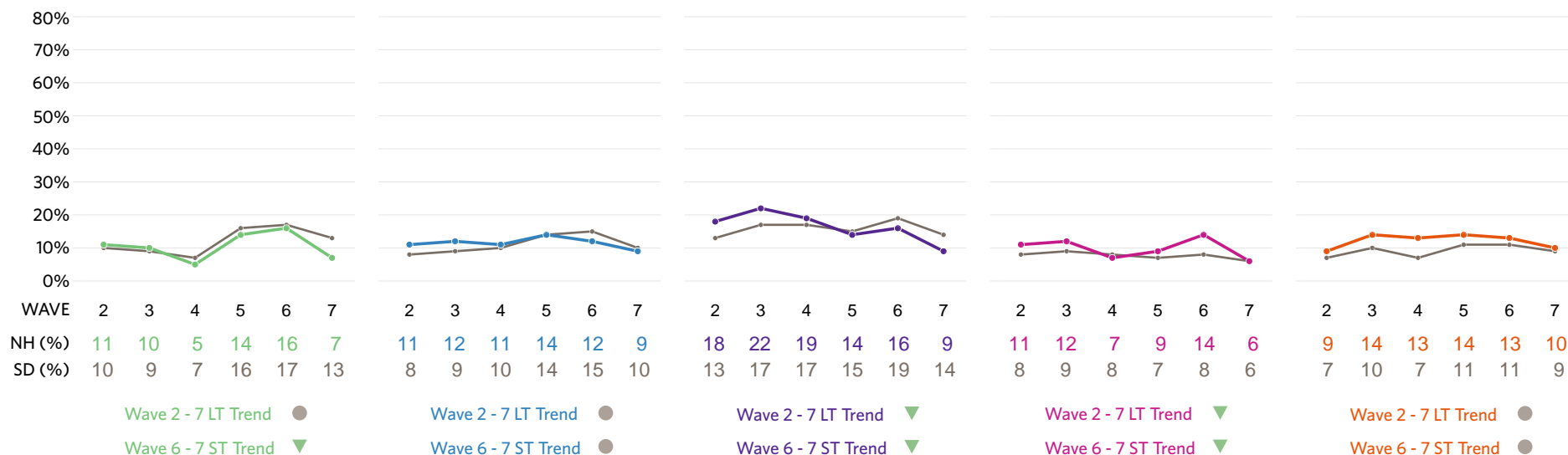
WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED



Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

KOOTENAY LAKE RURAL

 TOTAL NUMBER OF CHILDREN: 112

NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

| | TOTAL EDI | STUDENT MEAN AGE | #MALE | # FEMALE | # OF ELL | # OF SPECIAL NEEDS |
|----|-----------|------------------|-------|----------|-------------|--------------------|
| NH | 112 | 5.71 | 64 | 48 | Less than 5 | Less than 5 |
| SD | 277 | 5.69 | 146 | 131 | 6 | 9 |

WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

PERCENT OF CHILDREN VULNERABLE

31%
NH

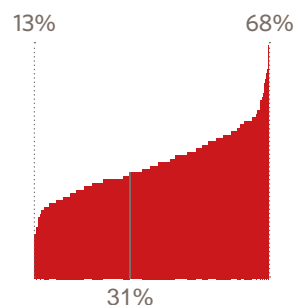
28%
SD

NUMBER OF CHILDREN VULNERABLE

 **35**
NH

 **78**
SD

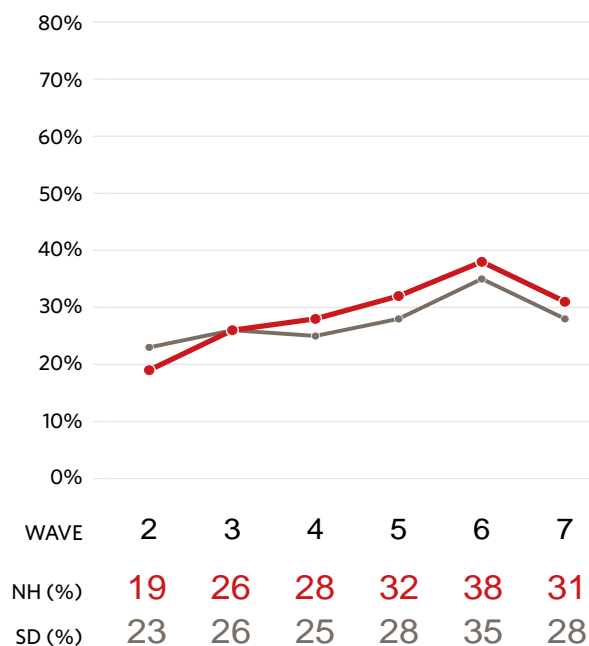
YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES

TRENDS IN PERCENT OF CHILDREN VULNERABLE



MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend ▲

Wave 6 - 7 Short-Term (ST) Trend ▼

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

KOOTENAY LAKE RURAL

PHYSICAL HEALTH & WELL-BEING

SOCIAL COMPETENCE

EMOTIONAL MATURITY

LANGUAGE & COGNITIVE DEVELOPMENT

COMMUNICATION SKILLS & GENERAL KNOWLEDGE

WAVE 7 SCALE LEVEL DATA

16%
NH
13%
SD
18
35

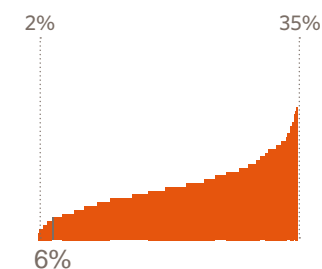
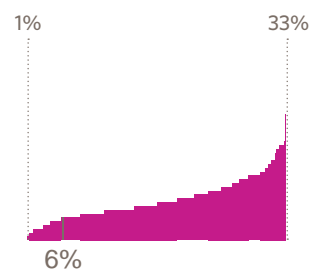
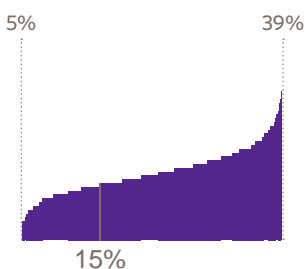
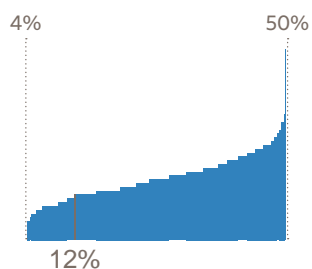
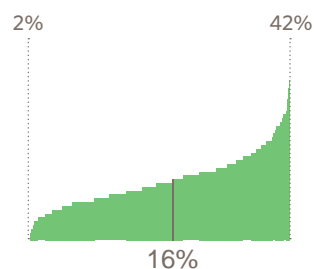
12%
NH
10%
SD
13
26

15%
NH
14%
SD
17
38

6%
NH
6%
SD
7
16

6%
NH
9%
SD
7
24

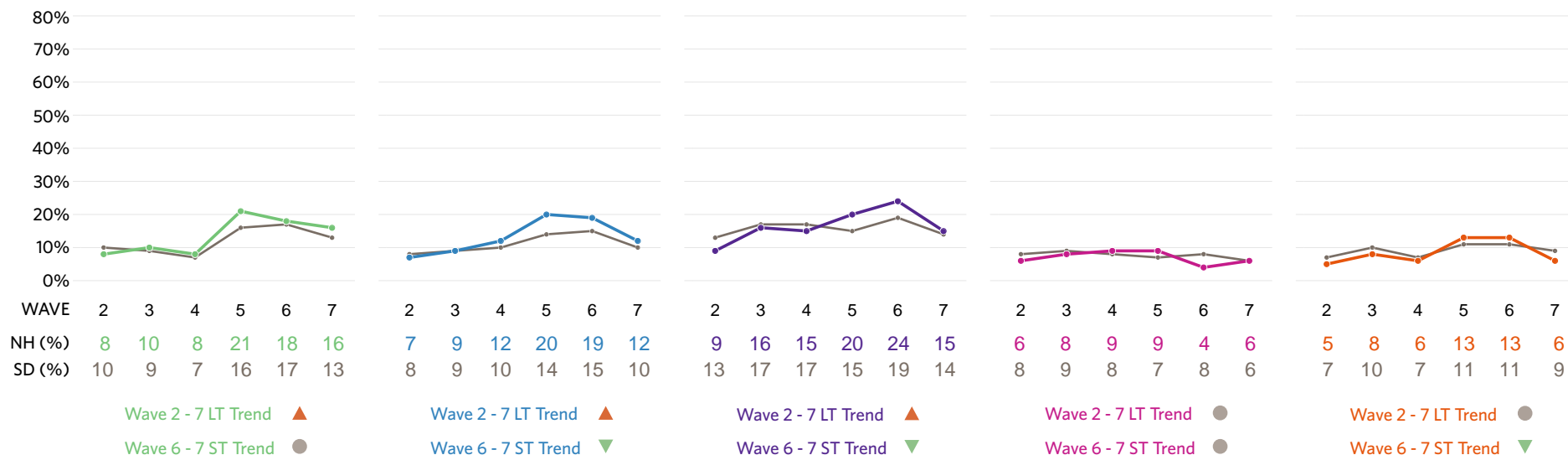
WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED



Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

NELSON

 TOTAL NUMBER OF CHILDREN: 84

NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

| | TOTAL EDI | STUDENT MEAN AGE | #MALE | # FEMALE | # OF ELL | # OF SPECIAL NEEDS |
|----|-----------|------------------|-------|----------|-------------|--------------------|
| NH | 84 | 5.72 | 43 | 41 | Less than 5 | Less than 5 |
| SD | 277 | 5.69 | 146 | 131 | 6 | 9 |

WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

PERCENT OF CHILDREN VULNERABLE

31%
NH

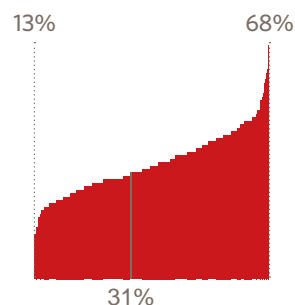
28%
SD

NUMBER OF CHILDREN VULNERABLE

 **26**
NH

 **78**
SD

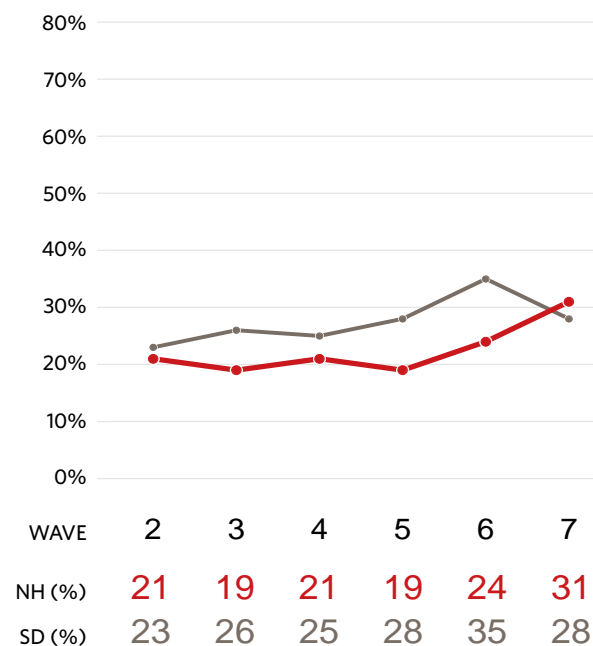
YOUR NEIGHBOURHOOD WITHIN
A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES

TRENDS IN PERCENT OF CHILDREN VULNERABLE



MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend ▲

Wave 6 - 7 Short-Term (ST) Trend ●

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

NELSON

PHYSICAL HEALTH & WELL-BEING

WAVE 7 SCALE LEVEL DATA

14%
NH
13%
SD
11 35

SOCIAL COMPETENCE

7%
NH
10%
SD
6 26

EMOTIONAL MATURITY

17%
NH
14%
SD
14 38

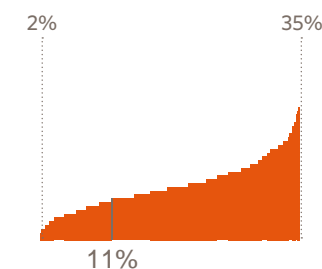
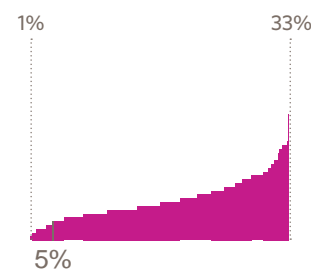
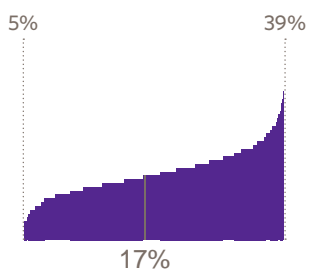
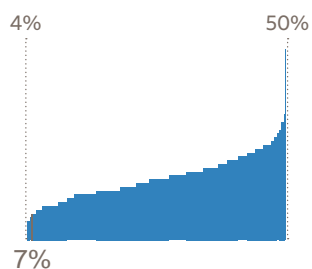
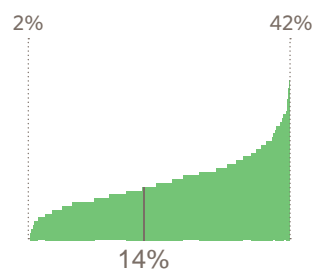
LANGUAGE & COGNITIVE DEVELOPMENT

5%
NH
6%
SD
4 16

COMMUNICATION SKILLS & GENERAL KNOWLEDGE

11%
NH
9%
SD
9 24

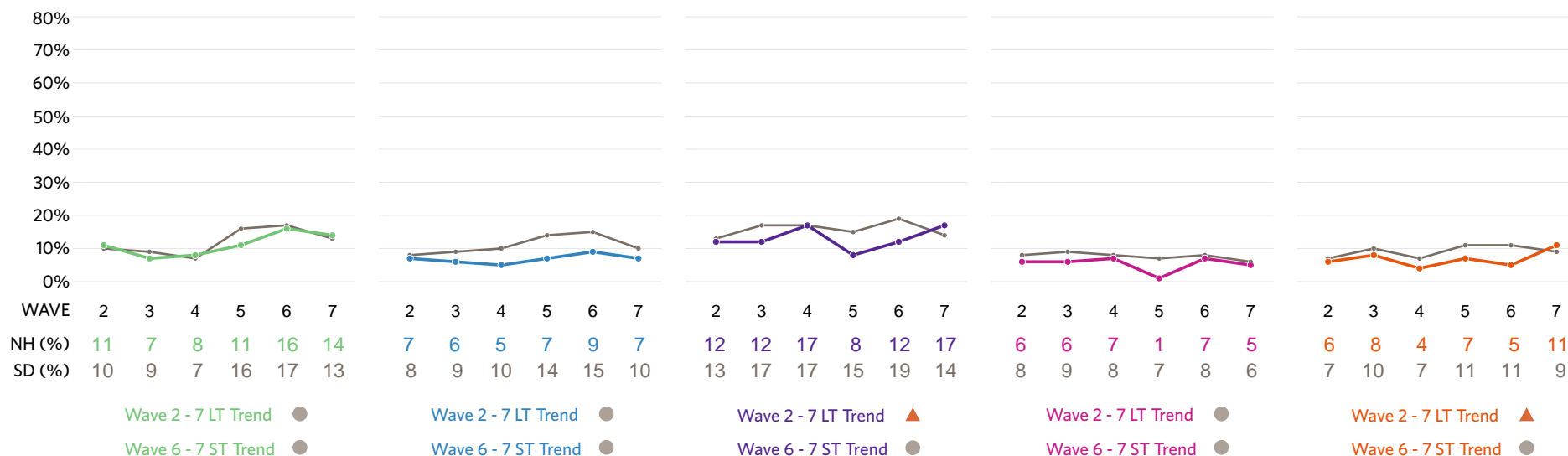
WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

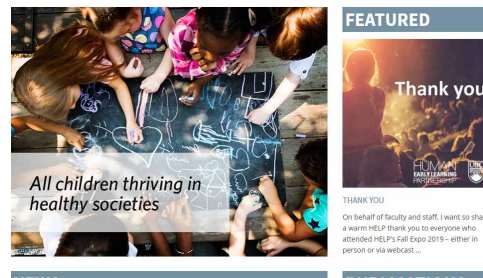
WAVE 2-7 SCALE LEVEL TRENDS

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED



Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

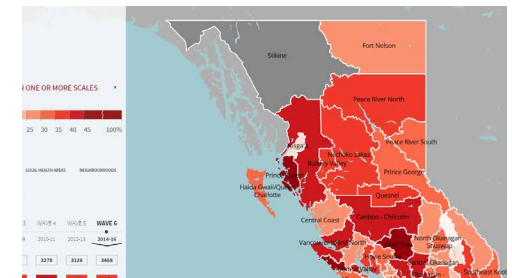
RESOURCES



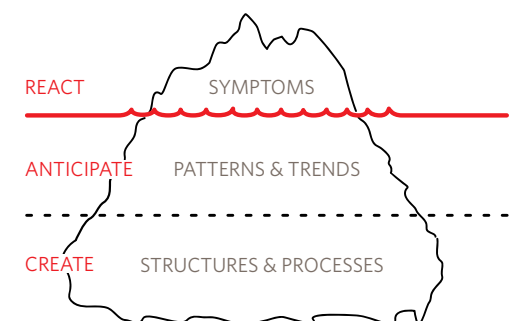
Visit HELP's website to access the Wave 7 Provincial Report and helpful factsheets, research briefs, and published articles related to the EDI:
earlylearning.ubc.ca/edi/edi-resources



Visit the Offord Centre for Child Studies to learn more about the EDI:
edi.offordcentre.com



Explore EDI data across the province at the School District, Neighbourhood and Local Health Area level using our interactive EDI Map: earlylearning.ubc.ca/interactive-map



Learn more about systems approaches and tools:
earlylearning.ubc.ca/media/systems_toolkit_2019_final.pdf

ACCESSING ABORIGINAL EDI DATA

HELP is committed to working in partnership with First Nations, Métis and Inuit communities and organizations and to engage in research, data collection and reporting in a culturally-responsive and safe manner. To support this approach, HELP established an Aboriginal Steering Committee (ASC) in 2003. ASC members are leaders and experts, elders and community members from First Nations and Métis communities in BC and Canada.

HELP's goal is to ensure our tools and approaches are culturally safe and appropriate, embracing the Truth and Reconciliation Commission's Calls to Action Framework. As a result, HELP has clear guidelines for the release of data and reports that include First Nations, Métis or Inuit children. This ensures data are accessible to, and meet the needs of, various Indigenous governance groups and community organizations.

- HELP is committed to providing access to Aboriginal data to those who can use it to bring about positive changes for children. This includes:
- Chief & Councils
- Métis Nation British Columbia (MNBC)
- School District Aboriginal Education Committees
- Other organizations working specifically with Indigenous children and families

ABOUT EDI DATA

EDI data for Indigenous children may include those who identify as First Nations, Métis or Inuit, some who are connected with their cultural identity and language(s), as well as some who have not yet had this opportunity. These data include Indigenous children living in communities off-reserve, in urban cities and rural regions, and a small number of participating First Nations schools across the province. EDI data for First Nations, Métis or Inuit children are not publicly released and no comparisons are made between Indigenous and non-Indigenous children.

This information helps organizations, communities and governments in making informed decisions about programs and services for Indigenous children and families.

CONTACT US

If you have a specific data request or would like to receive data for First Nations, Métis or Inuit children in your school district, please contact us.

HELP staff will support groups and organizations to navigate the data request process and to provide them with ongoing support in using and understanding community data.

For more information, please contact HELP at edi@help.ubc.ca



APPENDICES

- **APPENDIX 1A**
EDI VULNERABLE ON ONE OR MORE SCALES DATA FOR BC SCHOOL DISTRICTS - WAVE 2-7
- **APPENDIX 1B**
EDI DATA FOR THE 5 SCALES OF THE EDI FOR BC SCHOOL DISTRICTS - WAVE 2-7
- **APPENDIX 2A**
EDI VULNERABLE ON ONE OR MORE SCALES DATA FOR NEIGHBOURHOODS IN KOOTENAY LAKE SCHOOL DISTRICT - WAVE 2-7
- **APPENDIX 2B**
EDI DATA FOR THE 5 SCALES OF THE EDI FOR NEIGHBOURHOODS IN KOOTENAY LAKE SCHOOL DISTRICT - WAVE 2-7

APPENDIX 1A – EDI VULNERABLE ON ONE OR MORE SCALES DATA FOR BC SCHOOL DISTRICTS – WAVE 2-7

| Wave Number | # of Children | | | | | | Vulnerable on One or More Scales of the EDI | | | | | | | | | | | | | |
|----------------------------|---------------|------|------|------|------|------|---|----|----|----|----|----|-----|--------------------------|-----|-----|-----|-----|--|--|
| | | | | | | | Percent Vulnerable | | | | | | | # of Children Vulnerable | | | | | | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| Abbotsford | 2762 | 1421 | 28 | 1316 | 1396 | 1438 | 34 | 28 | | 33 | 34 | 38 | 916 | 388 | | 434 | 475 | 552 | | |
| Alberni | 550 | 205 | 530 | 544 | 549 | 448 | 30 | 26 | 30 | 30 | 32 | 38 | 160 | 52 | 158 | 163 | 178 | 168 | | |
| Arrow Lakes | 107 | 55 | 78 | 76 | 83 | 79 | 16 | 20 | 23 | 25 | 17 | 18 | 17 | 11 | 18 | 19 | 14 | 14 | | |
| Boundary | 296 | 191 | 204 | 177 | 215 | 244 | 19 | 27 | 30 | 28 | 33 | 36 | 57 | 51 | 61 | 49 | 71 | 88 | | |
| Bulkley Valley | 151 | 148 | 262 | 196 | 272 | 247 | 29 | 30 | 41 | 32 | 39 | 33 | 42 | 44 | 107 | 62 | 105 | 82 | | |
| Burnaby | 1538 | 1477 | 1583 | 1640 | 1694 | 1753 | 33 | 32 | 32 | 32 | 33 | 35 | 500 | 456 | 508 | 523 | 552 | 605 | | |
| Campbell River | 350 | 380 | 606 | 357 | 753 | 1184 | 31 | 28 | 31 | 32 | 28 | 35 | 107 | 106 | 185 | 114 | 208 | 412 | | |
| Cariboo - Chilcotin | 342 | 347 | 640 | 304 | 626 | 673 | 38 | 31 | 33 | 35 | 41 | 40 | 127 | 107 | 210 | 105 | 254 | 271 | | |
| Central Coast | 59 | 21 | 40 | 16 | 36 | 43 | 24 | | 18 | | 28 | 28 | 14 | | 7 | | 10 | 12 | | |
| Central Okanagan | 1381 | 1462 | 1428 | 1446 | 1447 | 1401 | 27 | 21 | 23 | 28 | 28 | 30 | 370 | 296 | 325 | 399 | 397 | 418 | | |
| Chilliwack | 782 | 1609 | 1707 | 954 | 888 | 878 | 36 | 33 | 34 | 39 | 34 | 34 | 276 | 519 | 572 | 368 | 300 | 301 | | |
| Coast Mountains | 331 | 291 | 632 | 528 | 517 | 480 | 34 | 34 | 40 | 37 | 42 | 42 | 108 | 95 | 249 | 196 | 216 | 201 | | |
| Comox Valley | 487 | 492 | 515 | 1006 | 477 | 583 | 34 | 35 | 37 | 38 | 40 | 36 | 163 | 169 | 188 | 381 | 191 | 210 | | |
| Coquitlam | 1948 | 1914 | 1880 | 1886 | 2101 | 2193 | 23 | 27 | 33 | 30 | 31 | 35 | 448 | 514 | 620 | 557 | 651 | 756 | | |
| Cowichan Valley | 604 | 550 | 1014 | 1172 | 575 | 592 | 26 | 23 | 29 | 34 | 35 | 34 | 157 | 124 | 290 | 393 | 200 | 199 | | |
| Delta | 995 | 985 | 1786 | 939 | 957 | 923 | 30 | 27 | 27 | 28 | 29 | 28 | 296 | 258 | 471 | 263 | 272 | 255 | | |
| Fort Nelson | 138 | 124 | 128 | 125 | 183 | 166 | 33 | 24 | 20 | 22 | 26 | 25 | 46 | 29 | 25 | 28 | 47 | 42 | | |
| Fraser - Cascade | 235 | 233 | 233 | 224 | 346 | 237 | 36 | 36 | 36 | 45 | 43 | 40 | 82 | 77 | 82 | 99 | 149 | 95 | | |
| Gold Trail | 103 | 176 | 184 | 160 | 144 | | 54 | 46 | 44 | 52 | 50 | | 54 | 80 | 81 | 82 | 72 | | | |
| Greater Victoria | | 1268 | 1285 | 1334 | 1468 | 1397 | | 25 | 30 | 28 | 28 | 30 | | 309 | 383 | 373 | 413 | 416 | | |
| Gulf Islands | 163 | 81 | 140 | 174 | 270 | 168 | 20 | 26 | 26 | 24 | 30 | 35 | 33 | 20 | 35 | 41 | 79 | 59 | | |
| Haida Gwaii | 81 | 111 | 85 | 69 | 118 | 95 | 52 | 27 | 36 | 38 | 31 | 37 | 41 | 30 | 30 | 26 | 37 | 35 | | |
| Kamloops - Thompson | 872 | 928 | 1921 | 1042 | 1057 | 1037 | 23 | 28 | 29 | 31 | 28 | 31 | 193 | 257 | 557 | 327 | 299 | 317 | | |
| Kootenay - Columbia | 269 | 260 | 513 | 549 | 505 | 615 | 21 | 16 | 19 | 26 | 22 | 33 | 55 | 40 | 95 | 140 | 110 | 204 | | |
| Kootenay Lake | 892 | 546 | 299 | 277 | 314 | 277 | 23 | 26 | 25 | 28 | 35 | 28 | 204 | 136 | 73 | 77 | 109 | 78 | | |
| Langley | 1142 | 1312 | 1223 | 1117 | 1092 | 1403 | 23 | 25 | 29 | 31 | 28 | 31 | 259 | 317 | 347 | 347 | 300 | 432 | | |
| Maple Ridge - Pitt Meadows | 866 | 969 | 1007 | 986 | 1022 | 1017 | 25 | 25 | 25 | 32 | 31 | 31 | 210 | 243 | 253 | 315 | 313 | 313 | | |
| Mission | | 463 | 428 | 412 | 437 | 476 | | 35 | 36 | 38 | 31 | 34 | | 163 | 152 | 154 | 136 | 162 | | |
| Nanaimo - Ladysmith | 2738 | 913 | 1771 | 994 | 1029 | 1053 | 29 | 28 | 34 | 35 | 34 | 37 | 796 | 242 | 601 | 348 | 348 | 385 | | |
| Nechako Lakes | 284 | 479 | 482 | 434 | 481 | 366 | 39 | 34 | 33 | 36 | 37 | 37 | 109 | 159 | 157 | 155 | 178 | 134 | | |
| New Westminster | 462 | 461 | 836 | 453 | 550 | 491 | 30 | 24 | 28 | 33 | 30 | 27 | 135 | 108 | 229 | 148 | 165 | 133 | | |
| Nicola - Similkameen | 136 | 143 | 281 | 255 | 289 | 280 | 33 | 41 | 35 | 35 | 40 | 29 | 44 | 58 | 98 | 89 | 116 | 80 | | |
| Nisga'a | 51 | 25 | 55 | 72 | 71 | 59 | | | 33 | 35 | 17 | 32 | 15 | | 18 | 25 | 12 | 19 | | |
| North Okanagan - Shuswap | 422 | 408 | 827 | 803 | 410 | 441 | 33 | 23 | 31 | 34 | 30 | 36 | 137 | 91 | 254 | 275 | 123 | 160 | | |
| North Vancouver | | 1077 | 1095 | 1098 | 1205 | 1197 | | 23 | 21 | 29 | 25 | 26 | | 241 | 229 | 315 | 296 | 307 | | |
| Okanagan Similkameen | 194 | 157 | 325 | 319 | 236 | 316 | 36 | 32 | 36 | 32 | 40 | 40 | 70 | 50 | 118 | 103 | 92 | 127 | | |

Please note: Data are suppressed where there are fewer than 35 Kindergarten children. A complete data file can be found on our website: earlylearning.ubc.ca/maps/data

APPENDIX 1A – CONTINUED

| Wave Number | # of Children | | | | | | Vulnerable on One or More Scales of the EDI | | | | | | | | | | | | | |
|-------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---|-------------|-------------|-------------|-------------|-------------|---------------|--------------------------|---------------|---------------|---------------|---------------|--|--|
| | | | | | | | Percent Vulnerable | | | | | | | # of Children Vulnerable | | | | | | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| Okanagan Skaha | 771 | 367 | 663 | 702 | 710 | 702 | 29 | 31 | 30 | 34 | 33 | 34 | 220 | 114 | 194 | 236 | 230 | 236 | | |
| Peace River North | 463 | 445 | 380 | 807 | 465 | 453 | 29 | 37 | 35 | 34 | 35 | 34 | 131 | 161 | 132 | 276 | 164 | 155 | | |
| Peace River South | 307 | 524 | 544 | 282 | 503 | 547 | 36 | 34 | 38 | 32 | 34 | 36 | 109 | 176 | 205 | 91 | 171 | 195 | | |
| Powell River | 139 | 121 | 272 | 278 | 265 | 235 | 28 | 28 | 31 | 34 | 36 | 37 | 38 | 33 | 83 | 93 | 95 | 88 | | |
| Prince George | 1018 | 832 | 1898 | 1011 | 1071 | 965 | 28 | 27 | 32 | 34 | 30 | 37 | 285 | 216 | 595 | 346 | 322 | 359 | | |
| Prince Rupert | 198 | 170 | 126 | 252 | 310 | 119 | 49 | 52 | 49 | 46 | 51 | 43 | 96 | 85 | 61 | 115 | 157 | 51 | | |
| Qualicum | 262 | 291 | 523 | 510 | 197 | 551 | 32 | 25 | 29 | 35 | 37 | 31 | 84 | 70 | 151 | 180 | 72 | 173 | | |
| Quesnel | 206 | 232 | 435 | 453 | 474 | 401 | 24 | 32 | 34 | 39 | 38 | 40 | 48 | 73 | 146 | 177 | 179 | 161 | | |
| Revelstoke | 153 | 154 | 139 | 165 | 207 | 253 | 12 | 7 | 10 | 11 | 9 | 13 | 18 | 10 | 14 | 18 | 19 | 32 | | |
| Richmond | 1362 | 1383 | 2737 | 1495 | 1435 | 1261 | 30 | 30 | 32 | 34 | 35 | 35 | 394 | 403 | 859 | 501 | 501 | 438 | | |
| Rocky Mountain | 637 | 425 | 455 | 471 | 498 | 475 | 23 | 24 | 27 | 30 | 29 | 30 | 146 | 101 | 121 | 142 | 144 | 144 | | |
| Saanich | 348 | 396 | 738 | 350 | 377 | 775 | 42 | 21 | 26 | 21 | 20 | 26 | 145 | 83 | 193 | 73 | 77 | 201 | | |
| Sea to Sky | 297 | 285 | 599 | 667 | 784 | 795 | 28 | 30 | 26 | 32 | 31 | 31 | 80 | 84 | 155 | 210 | 246 | 243 | | |
| Sooke | 535 | 595 | 685 | 725 | 825 | 838 | 28 | 23 | 23 | 31 | 27 | 27 | 146 | 134 | 159 | 224 | 226 | 227 | | |
| Southeast Kootenay | 1165 | 785 | 792 | 873 | 944 | 847 | 32 | 28 | 28 | 24 | 30 | 31 | 368 | 219 | 221 | 207 | 282 | 265 | | |
| Stikine | 70 | 31 | 29 | 29 | 11 | 1 | 29 | | | | | | 20 | | | | | | | |
| Sunshine Coast | | 170 | 374 | 399 | 440 | 466 | | 42 | 30 | 38 | 36 | 38 | | 70 | 111 | 149 | 157 | 178 | | |
| Surrey | 4221 | 4513 | 4605 | 4978 | 5082 | 5105 | 30 | 28 | 32 | 34 | 34 | 35 | 1242 | 1240 | 1482 | 1695 | 1711 | 1773 | | |
| Vancouver | 3446 | 3672 | 3283 | 3131 | 3483 | 3073 | 37 | 38 | 40 | 35 | 36 | 35 | 1253 | 1354 | 1301 | 1093 | 1247 | 1081 | | |
| Vancouver Island North | 94 | 193 | 179 | 185 | 249 | 248 | 23 | 32 | 32 | 33 | 41 | 35 | 21 | 60 | 57 | 61 | 101 | 86 | | |
| Vancouver Island West | 54 | 26 | 47 | 42 | 58 | 50 | 24 | | 55 | 52 | 53 | 54 | 13 | | 26 | 22 | 30 | 27 | | |
| Vernon | 515 | 514 | 1053 | 933 | 585 | 543 | 24 | 21 | 26 | 33 | 26 | 32 | 122 | 107 | 275 | 305 | 150 | 176 | | |
| West Vancouver | 308 | 378 | 337 | 327 | 506 | 424 | 17 | 22 | 18 | 23 | 29 | 32 | 52 | 81 | 60 | 73 | 144 | 137 | | |
| British Columbia | 38,411 | 38,184 | 46,944 | 42,519 | 43,292 | 43,377 | 29.9 | 28.7 | 30.9 | 32.5 | 32.2 | 33.4 | 11,300 | 10,741 | 14,401 | 13,797 | 13,918 | 14,468 | | |

Please note: Data are suppressed where there are fewer than 35 Kindergarten children. A complete data file can be found on our website: earlylearning.ubc.ca/maps/data

APPENDIX 1B – EDI DATA FOR THE 5 SCALES OF THE EDI FOR BC SCHOOL DISTRICTS – WAVE 2-7

| | | | | | | | Percent Vulnerable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|--|---------------|------|------|------|------|------------------------------|----|----|----|----|----|----|-------------------|----|----|----|----|----|----|--------------------|----|----|----|----|----|----|-----------------------------|----|----|----|----|----|----|--|----|----|
| | | | | | | | Physical Health & Well-being | | | | | | | Social Competence | | | | | | | Emotional Maturity | | | | | | | Language & Cognitive Skills | | | | | | | Communication Skills & General Knowledge | | |
| Wave Number | | # of Children | | | | | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Abbotsford | | 2762 | 1421 | 28 | 1316 | 1396 | 1438 | 14 | 11 | | 17 | 16 | 17 | 14 | 12 | | 15 | 16 | 18 | 12 | 10 | | 13 | 15 | 18 | 11 | 9 | | 10 | 9 | 11 | 19 | 16 | | 17 | 19 | 20 |
| Alberni | | 550 | 205 | 530 | 544 | 549 | 448 | 9 | 9 | 12 | 16 | 18 | 23 | 9 | 11 | 11 | 12 | 15 | 17 | 11 | 13 | 11 | 11 | 14 | 18 | 20 | 15 | 17 | 15 | 12 | 13 | 10 | 14 | 9 | 12 | 16 | 16 |
| Arrow Lakes | | 107 | 55 | 78 | 76 | 83 | 79 | 6 | 7 | 5 | 16 | 12 | 11 | 9 | 9 | 5 | 9 | 11 | 9 | 10 | 13 | 10 | 5 | 10 | 9 | 9 | 2 | 13 | 11 | 6 | 4 | 11 | 0 | 5 | 4 | 7 | 5 |
| Boundary | | 296 | 191 | 204 | 177 | 215 | 244 | 7 | 8 | 13 | 12 | 17 | 21 | 8 | 9 | 11 | 10 | 21 | 24 | 9 | 11 | 16 | 13 | 17 | 21 | 10 | 12 | 12 | 10 | 13 | 14 | 7 | 10 | 11 | 10 | 15 | 15 |
| Bulkley Valley | | 151 | 148 | 262 | 196 | 272 | 247 | 12 | 18 | 22 | 22 | 23 | 20 | 14 | 15 | 22 | 11 | 17 | 15 | 12 | 16 | 25 | 18 | 21 | 18 | 14 | 13 | 14 | 9 | 9 | 10 | 13 | 16 | 20 | 12 | 17 | 15 |
| Burnaby | | 1538 | 1477 | 1583 | 1640 | 1694 | 1753 | 10 | 10 | 11 | 13 | 12 | 14 | 14 | 13 | 16 | 15 | 17 | 17 | 11 | 11 | 15 | 12 | 14 | 17 | 15 | 13 | 11 | 8 | 9 | 9 | 21 | 18 | 17 | 17 | 17 | 19 |
| Campbell River | | 350 | 380 | 606 | 357 | 753 | 1184 | 15 | 13 | 16 | 21 | 14 | 18 | 14 | 12 | 13 | 12 | 12 | 15 | 14 | 14 | 12 | 15 | 14 | 19 | 11 | 12 | 12 | 12 | 9 | 16 | 14 | 13 | 11 | 10 | 8 | 12 |
| Cariboo - Chilcotin | | 342 | 347 | 640 | 304 | 626 | 673 | 16 | 13 | 19 | 23 | 22 | 22 | 20 | 13 | 13 | 14 | 21 | 18 | 18 | 13 | 15 | 18 | 23 | 22 | 20 | 14 | 14 | 14 | 15 | 14 | 15 | 11 | 15 | 12 | 16 | 17 |
| Central Coast | | 59 | 21 | 40 | 16 | 36 | 43 | 22 | | 13 | | 19 | 5 | 9 | | 3 | | 8 | 7 | 7 | | 0 | | 11 | 19 | 14 | | 8 | | 14 | 16 | 12 | | 8 | | 6 | 7 |
| Central Okanagan | | 1381 | 1462 | 1428 | 1446 | 1447 | 1401 | 13 | 9 | 10 | 14 | 11 | 13 | 13 | 8 | 11 | 12 | 14 | 14 | 14 | 10 | 10 | 13 | 16 | 17 | 7 | 7 | 7 | 6 | 8 | 9 | 11 | 9 | 9 | 10 | 10 | 12 |
| Chilliwack | | 782 | 1609 | 1707 | 954 | 888 | 878 | 17 | 15 | 16 | 20 | 17 | 19 | 20 | 15 | 16 | 20 | 17 | 16 | 18 | 17 | 18 | 21 | 19 | 18 | 17 | 11 | 9 | 12 | 11 | 12 | 15 | 13 | 14 | 16 | 13 | 15 |
| Coast Mountains | | 331 | 291 | 632 | 528 | 517 | 480 | 17 | 14 | 24 | 24 | 23 | 27 | 14 | 13 | 20 | 18 | 18 | 20 | 9 | 11 | 15 | 14 | 15 | 22 | 19 | 12 | 16 | 11 | 17 | 14 | 19 | 19 | 23 | 16 | 20 | 19 |
| Comox Valley | | 487 | 492 | 515 | 1006 | 477 | 583 | 15 | 16 | 17 | 20 | 21 | 19 | 20 | 17 | 21 | 22 | 22 | 18 | 16 | 18 | 18 | 19 | 23 | 22 | 14 | 14 | 16 | 10 | 11 | 13 | 14 | 13 | 18 | 15 | 17 | 13 |
| Coquitlam | | 1948 | 1914 | 1880 | 1886 | 2101 | 2193 | 7 | 10 | 12 | 12 | 12 | 12 | 8 | 13 | 16 | 16 | 14 | 17 | 8 | 11 | 13 | 13 | 17 | 18 | 7 | 8 | 12 | 8 | 8 | 10 | 13 | 13 | 14 | 14 | 14 | 15 |
| Cowichan Valley | | 604 | 550 | 1014 | 1172 | 575 | 592 | 12 | 10 | 15 | 19 | 19 | 20 | 12 | 10 | 13 | 15 | 18 | 16 | 12 | 9 | 14 | 15 | 18 | 18 | 15 | 8 | 8 | 11 | 14 | 13 | 12 | 10 | 14 | 15 | 17 | 15 |
| Delta | | 995 | 985 | 1786 | 939 | 957 | 923 | 11 | 11 | 12 | 12 | 12 | 14 | 15 | 13 | 11 | 14 | 13 | 12 | 12 | 13 | 12 | 13 | 16 | 15 | 11 | 11 | 9 | 7 | 8 | 8 | 15 | 11 | 10 | 11 | 11 | 12 |
| Fort Nelson | | 138 | 124 | 128 | 125 | 183 | 166 | 17 | 16 | 15 | 14 | 13 | 17 | 24 | 13 | 9 | 6 | 11 | 9 | 19 | 9 | 8 | 10 | 15 | 16 | 12 | 6 | 10 | 5 | 5 | 5 | 12 | 4 | 7 | 6 | 7 | 6 |
| Fraser - Cascade | | 235 | 233 | 233 | 224 | 346 | 237 | 15 | 15 | 22 | 26 | 29 | 24 | 22 | 22 | 17 | 24 | 20 | 18 | 10 | 14 | 13 | 15 | 15 | 16 | 14 | 9 | 8 | 8 | 13 | 15 | 16 | 17 | 15 | 16 | 18 | 18 |
| Gold Trail | | 103 | 176 | 184 | 160 | 144 | | 27 | 28 | 25 | 38 | 32 | | 37 | 29 | 14 | 19 | 23 | | 27 | 15 | 16 | 19 | 19 | | 15 | 18 | 20 | 23 | 18 | | 27 | 25 | 28 | 31 | 22 | |
| Greater Victoria | | | 1268 | 1285 | 1334 | 1468 | 1397 | | 12 | 13 | 15 | 14 | 13 | | 11 | 15 | 15 | 13 | 15 | | 11 | 13 | 13 | 15 | 16 | | 7 | 9 | 7 | 6 | 8 | | 11 | 13 | 11 | 11 | 14 |
| Gulf Islands | | 163 | 81 | 140 | 174 | 270 | 168 | 6 | 9 | 13 | 15 | 17 | 20 | 6 | 5 | 13 | 9 | 11 | 11 | 9 | 13 | 11 | 14 | 15 | 18 | 9 | 11 | 10 | 4 | 8 | 5 | 4 | 8 | 10 | 8 | 11 | 16 |
| Haida Gwaii | | 81 | 111 | 85 | 69 | 118 | 95 | 24 | 14 | 27 | 24 | 19 | 17 | 13 | 16 | 19 | 18 | 16 | 20 | 22 | 15 | 21 | 14 | 15 | 17 | 29 | 11 | 8 | 12 | 9 | 11 | 15 | 12 | 17 | 18 | 16 | 18 |
| Kamloops - Thompson | | 872 | 928 | 1921 | 1042 | 1057 | 1037 | 10 | 11 | 12 | 17 | 13 | 14 | 9 | 12 | 15 | 16 | 14 | 17 | 7 | 12 | 14 | 17 | 16 | 18 | 9 | 10 | 9 | 7 | 10 | 11 | 8 | 12 | 10 | 10 | 10 | 11 |
| Kootenay - Columbia | | 269 | 260 | 513 | 549 | 505 | 615 | 8 | 3 | 4 | 11 | 9 | 13 | 8 | 7 | 9 | 15 | 13 | 18 | 11 | 6 | 8 | 12 | 13 | 20 | 6 | 6 | 4 | 7 | 5 | 11 | 7 | 4 | 8 | 7 | 7 | 10 |
| Kootenay Lake | | 892 | 546 | 299 | 277 | 314 | 277 | 10 | 9 | 7 | 16 | 17 | 13 | 8 | 9 | 10 | 14 | 15 | 10 | 13 | 17 | 17 | 15 | 19 | 14 | 8 | 9 | 8 | 7 | 8 | 6 | 7 | 10 | 7 | 11 | 11 | 9 |
| Langley | | 1142 | 1312 | 1223 | 1117 | 1092 | 1403 | 8 | 10 | 11 | 14 | 12 | 12 | 10 | 11 | 14 | 17 | 14 | 15 | 9 | 11 | 14 | 16 | 15 | 16 | 9 | 8 | 9 | 7 | 7 | 10 | 10 | 11 | 12 | 13 | 12 | 14 |
| Maple Ridge - Pitt Meadows | | 866 | 969 | 1007 | 986 | 1022 | 1017 | 10 | 12 | 9 | 13 | 13 | 13 | 12 | 15 | 13 | 14 | 16 | 15 | 10 | 10 | 12 | 16 | 18 | 19 | 9 | 9 | 10 | 8 | 9 | 10 | 10 | 12 | 9 | 11 | 11 | 10 |
| Mission | | | 463 | 428 | 412 | 437 | 476 | | 11 | 16 | 17 | 12 | 15 | | 16 | 16 | 16 | 19 | 19 | | 19 | 16 | 17 | 20 | 20 | | 12 | 15 | 11 | 9 | 11 | | 15 | 15 | 15 | 12 | 12 |
| Nanaimo - Ladysmith | | 2738 | 913 | 1771 | 994 | 1029 | 1053 | 15 | 9 | 17 | 18 | 17 | 20 | 15 | 14 | 16 | 17 | 17 | 18 | 12 | 10 | 15 | 17 | 18 | 20 | 13 | 12 | 14 | 12 | 10 | 14 | 12 | 11 | 12 | 12 | 13 | 11 |
| Nechako Lakes | | 284 | 479 | 482 | 434 | 481 | 366 | 20 | 17 | 15 | 18 | 19 | 16 | 13 | 15 | 10 | 14 | 17 | 14 | 13 | 16 | 18 | 19 | 20 | 19 | 23 | 16 | 16 | 16 | 13 | 15 | 16 | 15 | 11 | 17 | 16 | 16 |
| New Westminster | | 462 | 461 | 836 | 453 | 550 | 491 | 9 | 7 | 11 | 15 | 10 | 11 | 14 | 8 | 12 | 16 | 12 | 12 | 13 | 7 | 11 | 13 | 13 | 13 | 10 | 9 | 8 | 10 | 7 | 7 | 16 | 11 | 15 | 14 | 15 | 13 |
| Nicola - Similkameen | | 136 | 143 | 281 | 255 | 289 | 280 | 19 | 15 | 22 | 25 | 24 | 16 | 10 | 15 | 14 | 16 | 21 | 13 | 14 | 20 | 15 | 15 | 22 | 16 | 9 | 16 | 13 | 11 | 14 | 10 | 15 | 14 | 14 | 12 | 17 | 9 |
| Nisga'a | | 51 | 25 | 55 | 72 | 71 | 59 | 10 | | 13 | 13 | 6 | 10 | 2 | | 13 | 24 | 10 | 22 | 12 | | 13 | 18 | 6 | 7 | 14 | | 15 | 8 | 4 | 10 | 12 | | 11 | 14 | 4 | 7 |
| North Okanagan - Shuswap | | 422 | 408 | 827 | 803 | 410 | 441 | 17 | 11 | 16 | 18 | 15 | 19 | 19 | 11 | 17 | 19 | 17 | 20 | 16 | 12 | 15 | 15 | 16 | 22 | 14 | 6 | 8 | 7 | 13 | 10 | 15 | 8 | 11 | 10 | 12 | 12 |
| North Vancouver | | | 1077 | 1095 | 1098 | 1205 | 1197 | | 8 | 9 | 14 | 10 | 11 | | 11 | 10 | 12 | 12 | 13 | | 12 | 10 | 13 | 12 | 15 | | 8 | 7 | 5 | 6 | 7 | | 11 | 10 | 10 | 11 | 11 |
| Okanagan Similkameen | | 194 | 157 | 325 | 319 | 236 | 316 | 13 | 13 | 19 | 14 | 19 | 19 | 14 | 15 | 17 | 17 | 23 | 21 | 18 | 20 | 21 | 18 | 20 | 24 | 13 | 12 | 12 | 8 | 15 | 15 | 20 | 19 | 15 | 13 | 20 | 17 |

Please note: Data are suppressed where there are fewer than 35 Kindergarten children. A complete data file can be found on our website: earlylearning.ubc.ca/maps/data

APPENDIX 1B – CONTINUED

| | | | | | | | Percent Vulnerable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|--------|--------|--------|--------|--------|--------|------------------------------|------|------|------|------|------|-------------------|------|------|------|------|------|--------------------|------|------|------|------|------|-----------------------------|------|------|-----|-----|------|--|------|------|------|------|------|
| | | | | | | | Physical Health & Well-being | | | | | | Social Competence | | | | | | Emotional Maturity | | | | | | Language & Cognitive Skills | | | | | | Communication Skills & General Knowledge | | | | | |
| Wave Number | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 |
| Okanagan Skaha | 771 | 367 | 663 | 702 | 710 | 702 | 13 | 14 | 11 | 17 | 14 | 15 | 15 | 14 | 12 | 16 | 15 | 18 | 14 | 15 | 16 | 18 | 18 | 21 | 12 | 10 | 8 | 8 | 8 | 8 | 12 | 13 | 8 | 12 | 13 | 17 |
| Peace River North | 463 | 445 | 380 | 807 | 465 | 453 | 8 | 17 | 14 | 18 | 19 | 17 | 15 | 15 | 11 | 17 | 16 | 14 | 11 | 12 | 13 | 16 | 17 | 15 | 14 | 17 | 13 | 10 | 10 | 9 | 13 | 10 | 15 | 12 | 14 | 13 |
| Peace River South | 307 | 524 | 544 | 282 | 503 | 547 | 19 | 16 | 14 | 15 | 18 | 20 | 16 | 14 | 14 | 17 | 15 | 19 | 13 | 14 | 13 | 18 | 17 | 18 | 20 | 15 | 19 | 11 | 13 | 13 | 15 | 15 | 18 | 16 | 15 | 14 |
| Powell River | 139 | 121 | 272 | 278 | 265 | 235 | 11 | 7 | 10 | 21 | 20 | 18 | 11 | 16 | 16 | 15 | 18 | 22 | 16 | 18 | 21 | 19 | 18 | 22 | 14 | 15 | 11 | 9 | 13 | 15 | 11 | 7 | 7 | 8 | 17 | 15 |
| Prince George | 1018 | 832 | 1898 | 1011 | 1071 | 965 | 14 | 12 | 18 | 17 | 17 | 20 | 15 | 12 | 16 | 20 | 16 | 19 | 10 | 12 | 15 | 17 | 16 | 20 | 12 | 12 | 11 | 11 | 11 | 14 | 12 | 10 | 13 | 12 | 12 | 16 |
| Prince Rupert | 198 | 170 | 126 | 252 | 310 | 119 | 21 | 24 | 23 | 22 | 19 | 21 | 26 | 29 | 28 | 23 | 26 | 21 | 20 | 19 | 25 | 19 | 21 | 20 | 31 | 28 | 24 | 26 | 28 | 25 | 29 | 27 | 27 | 28 | 27 | 24 |
| Qualicum | 262 | 291 | 523 | 510 | 197 | 551 | 11 | 7 | 12 | 20 | 19 | 17 | 23 | 11 | 19 | 17 | 16 | 18 | 12 | 12 | 15 | 18 | 21 | 19 | 9 | 8 | 10 | 10 | 12 | 10 | 8 | 10 | 11 | 12 | 13 | 11 |
| Quesnel | 206 | 232 | 435 | 453 | 474 | 401 | 7 | 10 | 16 | 22 | 21 | 25 | 8 | 15 | 11 | 19 | 18 | 22 | 7 | 9 | 12 | 18 | 21 | 28 | 15 | 18 | 16 | 12 | 17 | 15 | 9 | 10 | 12 | 14 | 14 | 14 |
| Revelstoke | 153 | 154 | 139 | 165 | 207 | 253 | 4 | 3 | 2 | 5 | 5 | 6 | 5 | 3 | 4 | 2 | 3 | 5 | 4 | 3 | 3 | 4 | 6 | 8 | 4 | 3 | 7 | 2 | 3 | 3 | 4 | 3 | 2 | 4 | 2 | 2 |
| Richmond | 1362 | 1383 | 2737 | 1495 | 1435 | 1261 | 7 | 10 | 10 | 12 | 13 | 12 | 13 | 15 | 16 | 15 | 18 | 16 | 11 | 12 | 15 | 16 | 17 | 17 | 8 | 8 | 8 | 7 | 8 | 8 | 17 | 17 | 18 | 18 | 20 | 19 |
| Rocky Mountain | 637 | 425 | 455 | 471 | 498 | 475 | 11 | 9 | 15 | 15 | 16 | 16 | 10 | 11 | 12 | 18 | 16 | 11 | 11 | 14 | 13 | 17 | 17 | 15 | 9 | 7 | 7 | 10 | 8 | 9 | 8 | 9 | 8 | 11 | 8 | 8 |
| Saanich | 348 | 396 | 738 | 350 | 377 | 775 | 15 | 10 | 13 | 11 | 11 | 11 | 16 | 12 | 14 | 9 | 11 | 12 | 13 | 13 | 13 | 12 | 12 | 13 | 28 | 9 | 10 | 4 | 6 | 8 | 10 | 9 | 9 | 9 | 7 | 11 |
| Sea to Sky | 297 | 285 | 599 | 667 | 784 | 795 | 13 | 11 | 10 | 16 | 14 | 14 | 15 | 13 | 12 | 14 | 14 | 14 | 13 | 13 | 14 | 17 | 18 | 17 | 7 | 5 | 8 | 6 | 8 | 8 | 11 | 8 | 11 | 12 | 13 | 11 |
| Sooke | 535 | 595 | 685 | 725 | 825 | 838 | 13 | 10 | 8 | 13 | 14 | 12 | 12 | 9 | 11 | 14 | 13 | 14 | 12 | 10 | 13 | 18 | 15 | 16 | 12 | 10 | 8 | 7 | 7 | 9 | 9 | 8 | 6 | 9 | 10 | 10 |
| Southeast Kootenay | 1165 | 785 | 792 | 873 | 944 | 847 | 15 | 12 | 13 | 10 | 14 | 15 | 14 | 14 | 14 | 12 | 14 | 15 | 18 | 17 | 13 | 12 | 17 | 18 | 9 | 8 | 8 | 7 | 5 | 7 | 10 | 10 | 10 | 8 | 10 | 10 |
| Stikine | 70 | 31 | 29 | 29 | 11 | 1 | 18 | | | | | | 15 | | | | | | 12 | | | | | | 15 | | | | | | 15 | | | | | |
| Sunshine Coast | | 170 | 374 | 399 | 440 | 466 | | 26 | 17 | 22 | 20 | 16 | | 14 | 13 | 21 | 14 | 19 | | 14 | 16 | 17 | 17 | 23 | | 19 | 8 | 7 | 5 | 10 | | 16 | 13 | 11 | 14 | 16 |
| Surrey | 4221 | 4513 | 4605 | 4978 | 5082 | 5105 | 11 | 12 | 14 | 14 | 15 | 15 | 13 | 12 | 15 | 17 | 17 | 16 | 11 | 11 | 12 | 14 | 16 | 17 | 12 | 11 | 10 | 10 | 11 | 13 | 16 | 14 | 16 | 17 | 17 | 18 |
| Vancouver | 3446 | 3672 | 3283 | 3131 | 3483 | 3073 | 14 | 15 | 15 | 16 | 14 | 15 | 16 | 16 | 19 | 16 | 17 | 18 | 14 | 16 | 15 | 14 | 15 | 17 | 10 | 11 | 12 | 9 | 9 | 10 | 23 | 22 | 24 | 19 | 20 | 17 |
| Vancouver Island North | 94 | 193 | 179 | 185 | 249 | 248 | 8 | 12 | 17 | 10 | 23 | 14 | 11 | 12 | 12 | 16 | 15 | 16 | 7 | 9 | 13 | 14 | 25 | 20 | 12 | 8 | 9 | 13 | 9 | 11 | 9 | 12 | 7 | 9 | 7 | 7 |
| Vancouver Island West | 54 | 26 | 47 | 42 | 58 | 50 | 13 | | 26 | 21 | 32 | 30 | 7 | | 51 | 19 | 26 | 22 | 9 | | 32 | 17 | 26 | 24 | 7 | | 15 | 19 | 23 | 24 | 11 | | 23 | 29 | 26 | 34 |
| Vernon | 515 | 514 | 1053 | 933 | 585 | 543 | 11 | 10 | 13 | 18 | 14 | 16 | 13 | 6 | 13 | 14 | 11 | 17 | 7 | 8 | 13 | 15 | 13 | 18 | 9 | 7 | 11 | 11 | 10 | 12 | 10 | 10 | 12 | 13 | 9 | 14 |
| West Vancouver | 308 | 378 | 337 | 327 | 506 | 424 | 6 | 8 | 6 | 8 | 11 | 16 | 6 | 11 | 12 | 15 | 14 | 15 | 7 | 10 | 11 | 13 | 13 | 17 | 2 | 4 | 4 | 3 | 5 | 7 | 5 | 7 | 6 | 9 | 13 | 15 |
| British Columbia | 38,411 | 38,184 | 46,944 | 42,519 | 43,292 | 43,377 | 12.0 | 11.7 | 13.4 | 15.7 | 14.8 | 15.4 | 13.3 | 12.7 | 14.5 | 15.6 | 15.7 | 16.1 | 11.9 | 12.4 | 13.8 | 14.9 | 16.0 | 17.7 | 11.3 | 10.1 | 10.3 | 9.0 | 9.4 | 10.6 | 14.2 | 13.2 | 13.6 | 13.7 | 14.2 | 14.3 |

Please note: Data are suppressed where there are fewer than 35 Kindergarten children. A complete data file can be found on our website: earlylearning.ubc.ca/maps/data

APPENDIX 2A – EDI VULNERABLE ON ONE OR MORE SCALES DATA FOR NEIGHBOURHOODS IN KOOTENAY LAKE SCHOOL DISTRICT – WAVE 2-7

| Wave Number | # of Children | | | | | | Vulnerable on One or More Scales of the EDI | | | | | | | | | | | | | |
|---------------------|---------------|-----|-----|-----|-----|-----|---|----|----|----|----|----|-----|--------------------------|----|----|-----|----|--|--|
| | | | | | | | Percent Vulnerable | | | | | | | # of Children Vulnerable | | | | | | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| Creston | 253 | 166 | 83 | 66 | 94 | 81 | 33 | 31 | 23 | 34 | 38 | 21 | 82 | 50 | 19 | 22 | 36 | 17 | | |
| Kootenay Lake Rural | 408 | 235 | 139 | 119 | 145 | 112 | 19 | 26 | 28 | 32 | 38 | 31 | 76 | 59 | 38 | 38 | 55 | 35 | | |
| Nelson | 231 | 145 | 77 | 92 | 75 | 84 | 21 | 19 | 21 | 19 | 24 | 31 | 46 | 27 | 16 | 17 | 18 | 26 | | |
| Kootenay Lake | 892 | 546 | 299 | 277 | 314 | 277 | 23 | 26 | 25 | 28 | 35 | 28 | 204 | 136 | 73 | 77 | 109 | 78 | | |

Please note: Data are suppressed where there are fewer than 35 Kindergarten children. A complete data file can be found on our website: earlylearning.ubc.ca/maps/data

APPENDIX 2B - EDI DATA FOR THE 5 SCALES OF THE EDI FOR NEIGHBOURHOODS IN KOOTENAY LAKE SCHOOL DISTRICT - WAVE 2-7

| | # of Children | | | | | | Percent Vulnerable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|---------------|-----|-----|-----|-----|-----|------------------------------|----|---|----|----|----|-------------------|----|----|----|----|----|--------------------|----|----|----|----|----|-----------------------------|----|---|---|----|---|--|----|----|----|----|----|
| | | | | | | | Physical Health & Well-being | | | | | | Social Competence | | | | | | Emotional Maturity | | | | | | Language & Cognitive Skills | | | | | | Communication Skills & General Knowledge | | | | | |
| Wave Number | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 | 2 | 3 | 4 | 5 | 6 | 7 |
| Creston | 253 | 166 | 83 | 66 | 94 | 81 | 11 | 10 | 5 | 14 | 16 | 7 | 11 | 12 | 11 | 14 | 12 | 9 | 18 | 22 | 19 | 14 | 16 | 9 | 11 | 12 | 7 | 9 | 14 | 6 | 9 | 14 | 13 | 14 | 13 | 10 |
| Kootenay Lake Rural | 408 | 235 | 139 | 119 | 145 | 112 | 8 | 10 | 8 | 21 | 18 | 16 | 7 | 9 | 12 | 20 | 19 | 12 | 9 | 16 | 15 | 20 | 24 | 15 | 6 | 8 | 9 | 9 | 4 | 6 | 5 | 8 | 6 | 13 | 13 | 6 |
| Nelson | 231 | 145 | 77 | 92 | 75 | 84 | 11 | 7 | 8 | 11 | 16 | 14 | 7 | 6 | 5 | 7 | 9 | 7 | 12 | 12 | 17 | 8 | 12 | 17 | 6 | 6 | 7 | 1 | 7 | 5 | 6 | 8 | 4 | 7 | 5 | 11 |
| Kootenay Lake | 892 | 546 | 299 | 277 | 314 | 277 | 10 | 9 | 7 | 16 | 17 | 13 | 8 | 9 | 10 | 14 | 15 | 10 | 13 | 17 | 17 | 15 | 19 | 14 | 8 | 9 | 8 | 7 | 8 | 6 | 7 | 10 | 7 | 11 | 11 | 9 |

Please note: Data are suppressed where there are fewer than 35 Kindergarten children. A complete data file can be found on our website: earlylearning.ubc.ca/maps/data



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