

# EDUCATION

## SUMMARY OF INDICATORS

CIW National Report 2012	Vaughan Wellbeing Report	
<b><i>Early childhood education and care</i></b> – Ratio of available childcare spaces to children 0-5 years	Self-reported usage of family and child-related services; unpaid childcare	Yellow
<b><i>Developmental health in kindergarten</i></b> – % of children doing well on five developmental domains (age 5)	Early Years Development Instrument for the York Region	Yellow
<b><i>Student-educator ratio in public schools</i></b> – Ratio of students to educators in the public school system	<b><i>Student-educator ratio in public schools</i></b> – Ratio of students to educators in the public school system	Green
<b><i>Social and emotional competences in middle childhood</i></b> – Average of 5 self-reported scores for 12 to 13 year olds		Red
<b><i>Basic educational knowledge and skills of youth</i></b> – Math, reading, and science skill test scores for 13 to 15 year olds		Red
<b><i>Equality in education: the socioeconomic gradient</i></b> – % of Programme for International Student Assessment scores explained by their parents' socio-economic status		Red
<b><i>High school completion</i></b> – Percentage of young adults (20-24 years) who completed high school	<b><i>High school completion</i></b> – Percentage of young adults (15-24 years) who completed high school	Yellow
<b><i>Postsecondary education</i></b> – % of 25 – 64 year olds in population with a university degree	<b><i>Postsecondary education</i></b> – % of 25+ year olds in population with a university degree	Yellow

- Comparable indicator available
- Similar indicator or indicator representing a broader geographical area available
- No comparable indicator available

## **FINDINGS BY INDICATOR**

### **EARLY CHILDHOOD EDUCATION AND CARE**

A public opinion survey conducted in 2009 for the City of Vaughan<sup>1</sup> found that family and child-related services were among the top services reported being used by Vaughan residents. Specifically, 9% of respondents reported using a parenting program and 13% reported using an early childhood development program. Early childhood development and parenting programs were also ranked as the eighth and ninth, respectively, most important services. However, findings from the survey also showed that services addressing family and children's needs were the top five out of ten services by which respondents felt "underserved". With 21% of respondents reported being underserved in, subsidized daycare ranked third on the list of underserved areas. (Urban Strategies Inc., 2009)

The Vaughan Social Services Study report cites a finding by a 2009 report prepared for the Vaughan Community Health Centre, whereby a link was made between a high proportion of women with children in the workforce (74.3% based on 2006 Census data) and a high proportion of people reporting performing unpaid child care work (46.5%) in the City of Vaughan. This suggests that childcare demands in the city are being met through unpaid care provided by other family members living in multigenerational families. (Urban Strategies Inc., 2009)

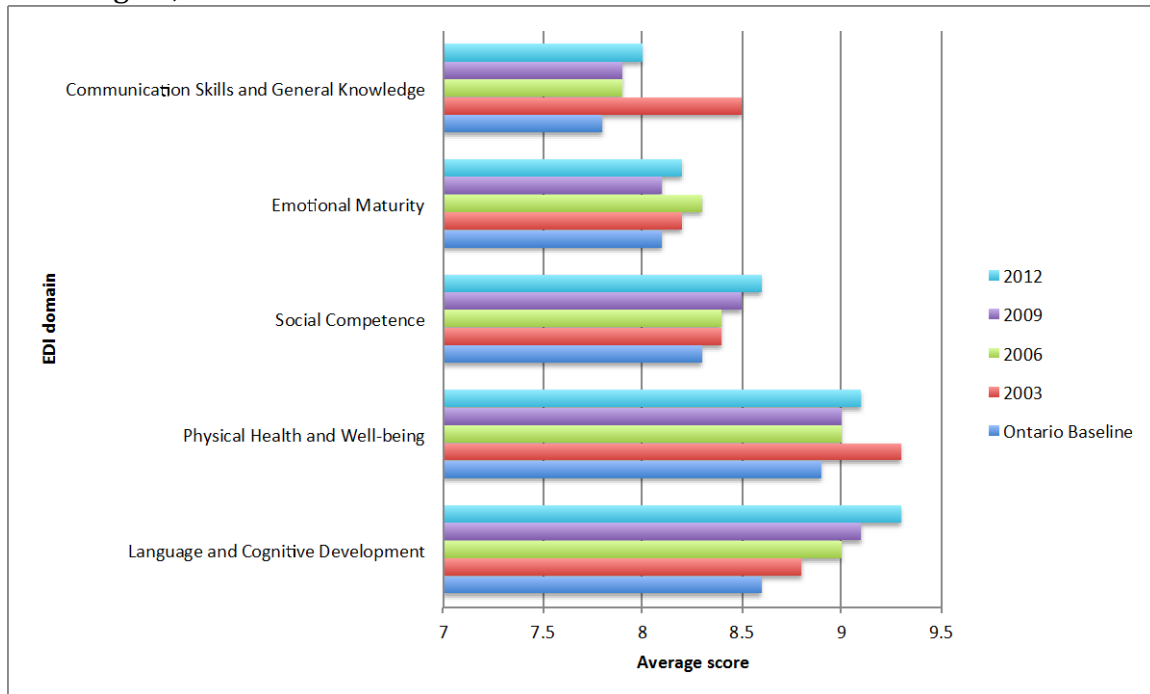
### **DEVELOPMENTAL HEALTH IN KINDERGARTEN**

Results of the 2012 York Region report on Early Years Development Instrument (EDI) showed that, overall, senior kindergarten children living in the York Region were doing well in both areas of learning and developmental health, as compared to the Ontario baseline (Figure 1). The average scores in four of five EDI domains showed consistent improvements compared to previous scores observed in 2006 and 2009. For the Emotional Maturity domain, the average score remained fairly constant over time. The average scores in the Social Competence and Language and Cognitive Development domains showed consistent improvements since 2003. (YRCHS, 2014)

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<sup>1</sup> The Vaughan Social Services Study was commissioned by the City to address the social aspects of Vaughan's growth, examining the current and future social services needs of the community. The survey is a one-time, public opinion survey conducted by Ipsos Reid. On May 12, 2009, the survey was conducted by telephone on a random sample of 600 Vaughan residents aged 18 years and over. The survey collected information on residents' opinions about awareness, use, importance and coverage of 25 social services offered by the City.

Figure 1. Average scores for the five Early Years Development Instrument Domains, York Region, 2003-2012



Source: York Region Community Health Services. (2014). The Early Development Instrument (EDI), York Region Results – 2012. Retrieved from: <https://www.york.ca/wps/wcm/connect/yorkpublic/52f1774f-6773-4b2c-b528-c74c4d7e156f/EDI+Regional+Report+2012+-+FINAL.pdf?MOD=AJPERES>

The York Region observed a decrease from 2009 to 2012 in the percentage of children meeting “few/no” developmental expectations in all subdomains except “Physical Readiness for School Day,” indicating improvement over time. Furthermore, the percentage of children meeting “few/no” developmental expectations decreased consistently since 2003 in all four subdomains of Language and Cognitive Development. (YRCHS, 2014)

In 2012, the percentage of children “scoring low” in York Region was lowest in three out of five domains. The Language and Cognitive Development domain showed consistent decrease, or improvement, since 2003. In 2012, the Physical Health and Well-being domain observed the highest percentage of children “scoring low” among all domains and among all years. Compared to the Ontario baseline, the percentage of children “scoring low” in York Region was lower in all five EDI domains. (YRCHS, 2014)

Despite being higher than the Ontario baseline, the percentage of children “scoring low” in the EDI domains for York Region showed some variations at the neighbourhood level<sup>2</sup>.

<sup>2</sup> EDI results of York Region neighbourhoods presented here are focus on the neighbourhoods in the City of Vaughan.

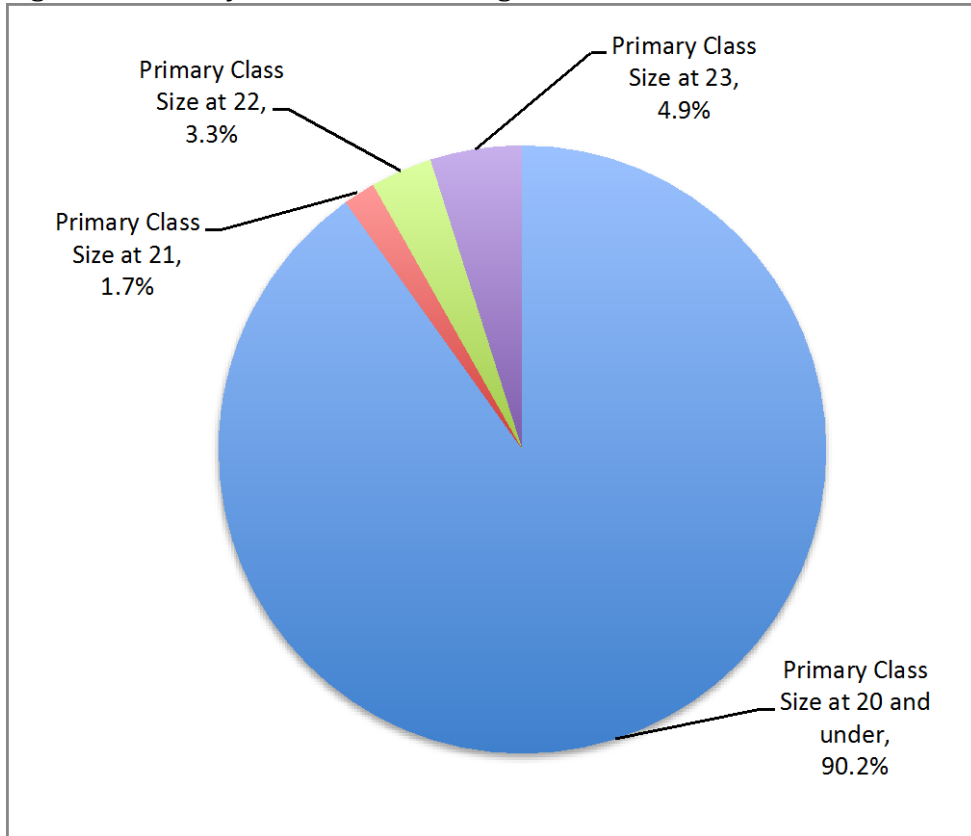
In 2012, the *Maple Teston* and *Kleinburg* neighbourhoods showed a high percentage of children “scoring low” compared to other York Region neighbourhoods in the Physical Health and Well-being domain. Furthermore, the percentage scores observed for these neighbourhoods were higher than the Ontario baseline. High percentages of children “scoring low” in the Social Competence were found in the *Concord-Vaughan* and *Woodbridge West* neighbourhoods. These scores were higher compared to the Ontario baseline and most other neighbourhoods in York Region. The *Woodbridge West* neighbourhood also showed a high percentage of children “scoring low” in the Emotional Maturity domain, compared to other neighbourhoods. Finally, the percentage of children “scoring low” in the Communication Skills and General Knowledge domain was high in the *Maple* and *Concord-Vaughan* neighbourhoods. The scores observed in these neighbourhoods were not only higher than the Ontario baseline but they were also the highest for these neighbourhoods since 2003. (YRCHS, 2014)

#### **STUDENT-EDUCATOR RATIO IN PUBLIC SCHOOLS**

Since the implementation of a ‘hard cap’ by the Ontario Ministry of Education in 2007, primary class sizes in York Region have been consistent for the past few years. For the 2014-15 school year, 90.2% of primary classes were organized at 20 students or less to one educator. The remainder of the primary classes were at 23 students or less to one educator (Figure 2). For junior/intermediate classes (i.e. grades 4 to 8), class size averaged to 25.26 to 1. (YRSDB, 2014)

In Ontario, the student-educator ratio for the public K-12 school system showed overall improvement between 1994 and 2010. During this period, steady improvement was observed from a ratio of 16:1 in the 1999 to 2004 period to 13.6:1 in 2010.

Figure 2. Primary class size, York Region District School Board, 2014-15



Source: York Region District School Board (YRDSB). (2014). Primary Class Size Report. Retrieved from: <http://www.yrdsb.ca/AboutUs/DirectorsAnnualReport/Pages/Primary-Class-Size-Report.aspx>

### HIGH SCHOOL COMPLETION

In 2006, the high school completion rate for the population aged 15 to 24 years in Vaughan was 41.7%. This was compared to 38.6% in Ontario and 36.3% in Canada. (Statistics Canada, 2007)

Results of the 2011 National Household Survey (NHS) showed that in Vaughan, 20.3% of the population aged 25 years and over had a high school diploma. The figures for Ontario and Canada were 24.1% and 23.1, respectively. (Statistics Canada, 2014)

### POSTSECONDARY EDUCATION

The 2011 NHS reported that 63.2% of adults aged 25 years and over in Vaughan had completed some form of postsecondary education. This was compared to the

Ontario and national averages of 60.3% and 59.6%, respectively. Results also showed that in Vaughan, 31.9% of adults aged 25 years and over had a university degree<sup>3</sup> compared to 26.0% in Ontario and 23.3% in Canada. Among the population aged 25 to 64 years, (Statistics Canada, 2014)

## **OBSERVATIONS**

Family and child-related services are among the top services used by Vaughan residents. Interestingly, childcare is an area in which Vaughan residents feel “underserved”. Data suggest that childcare demands in the city are being met through unpaid care provided by other family members living in multigenerational families. Such an arrangement, though, comes with its own challenges, including access needs, physical isolation, and long-term sustainability (Urban Strategies Inc., 2009).

Early Years Development Instrument scores for senior kindergarten children living in York Region showed an increase over time. This represents a positive trend, indicating that on average, children are scoring better than in the past. Despite the overall positive trend, there are neighbourhoods in the Vaughan community showing declining results in certain EDI domains. While neighbourhood composition and characteristics must be considered, it is important to pay attention to those neighbourhoods showing decline in EDI domains. These are neighbourhoods where children are struggling in certain areas more so than others. Early learning and development opportunities have long lasting impacts on children (YRCHS, 2014). EDI data for neighbourhoods must be assessed to determine how programs, services and policies in these neighbourhoods can support young children and their families in order to improve outcomes for young children living in these neighbourhoods.

Vaughan is a highly educated community, with the majority of adults having postsecondary education. In addition, more Vaughan residents reported having postsecondary education compared to provincial and national averages.

## **REFERENCES**

1. Urban Strategies Inc. (2009). Vaughan Social Services Study. Retrieved from: [https://www.vaughan.ca/projects/policy\\_planning\\_projects/General%20Do](https://www.vaughan.ca/projects/policy_planning_projects/General%20Do)

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<sup>3</sup> ‘University degree’ refers to ‘university certificate, diploma or degree.’ Source: Statistics Canada. (2014). NHS Focus on Geography Series – Vaughan. Retrieved from: <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/fogs-spg/Pages/FOG.cfm?lang=E&level=4&GeoCode=3519028>

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  3. York Region District School Board (YRDSB). (2014). Primary Class Size Report. Retrieved from: <http://www.yrdsb.ca/AboutUs/DirectorsAnnualReport/Pages/Primary-Class-Size-Report.aspx>
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