



Vulnerability and English-speaking children in kindergarten

Presentation of EQDEM and 0- 5 portrait results for english-speaking children, organised by the Community Health and Social Services Network

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Presentation Plan

- QSCDK 2017 Report
- Additional analyses
 - Questions and approach
- Results
 - Vulnerable children according to their mother tongue
 - Children's characteristics according to their mother tongue
 - Vulnerability according to children's characteristics
- Conclusion
 - Key Findings
 - Possible actions

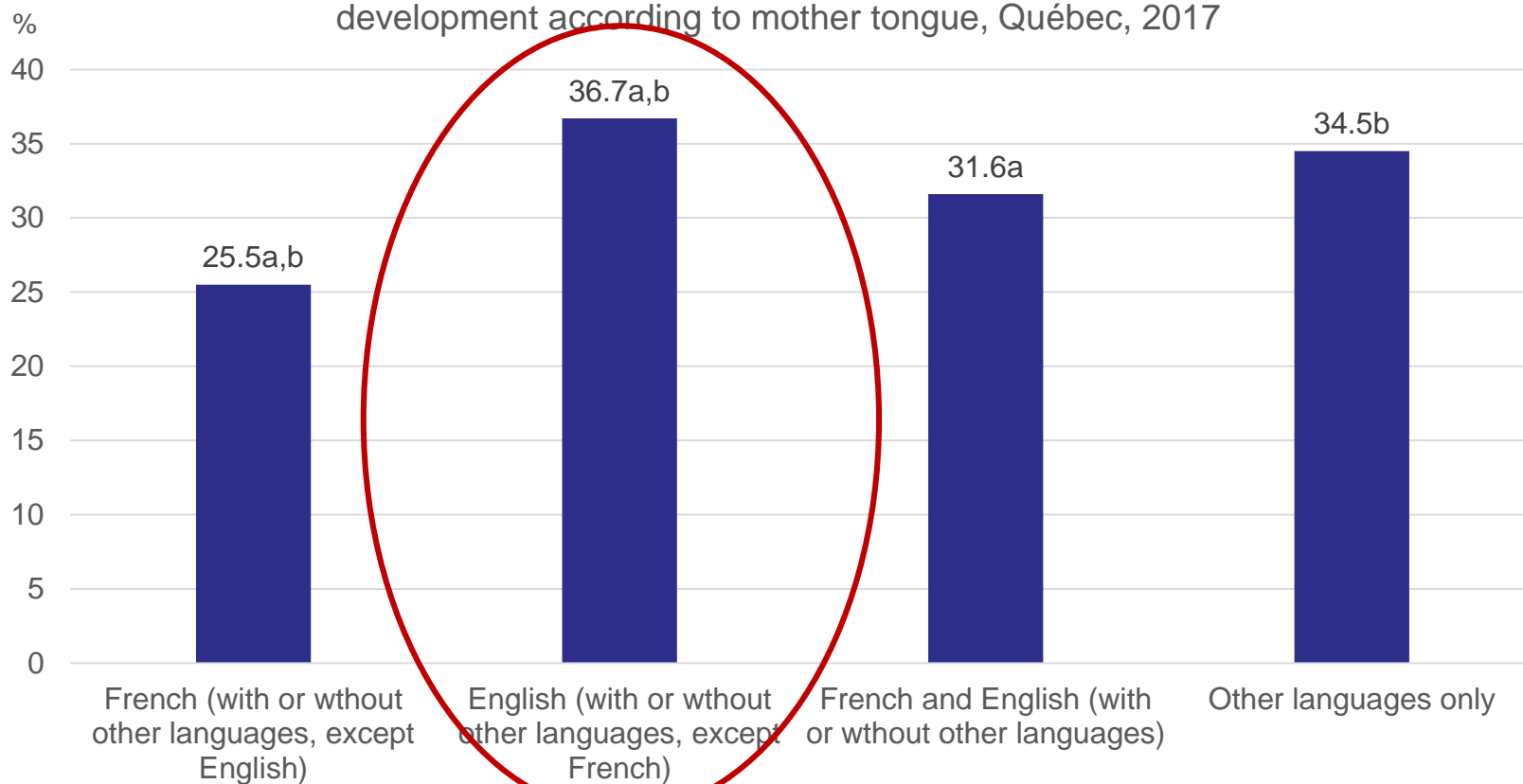
QSCDK 2017 Report (1/2)



- State of child development in kindergarten;
- Early Development Instrument developed by the Offord Center for Child Studies;
- Portrait of children's vulnerability in kindergarten in five domains of development and for one composite indicator;
- Indicators:
 - % of vulnerable children for each domain of development
 - 1) Physical health and well-being; 2) Social Competence; 3) Emotional maturity; 4) Cognitive and language development; 5) Communication skills and general knowledge.
 - % of vulnerable children in at least one domain of development

QSCDK 2017 Report (2/2)

Proportion of vulnerable children in kindergarten in at least one domain of development according to mother tongue, Québec, 2017



a,b Expresses a statistically significant difference between the proportions at the 0.01 threshold.
 Source: Simard, Lavoie et Audet (2018), figure 3.1



Additional analyses (1/2)

Question

Why are **English-speaking children** more likely to be vulnerable than *French-speaking children*?





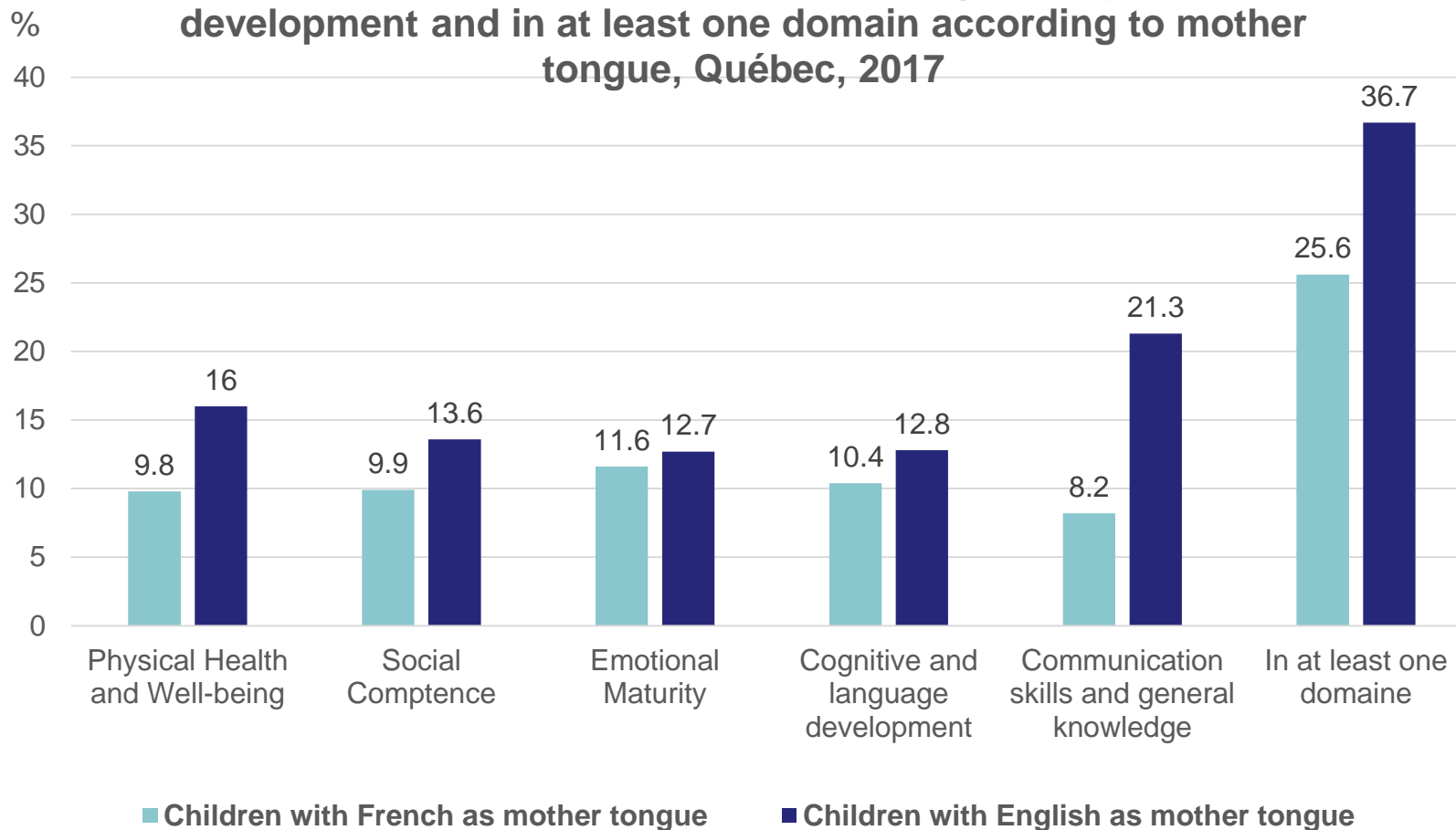
Additional analyses (2/2)

Approach

- Descriptive analyses based on the QSCDK 2017 and the Québec Survey on the Preschool Path of Kindergarten Students (QSPPKS);
- **Comparison** of vulnerability indicators and child characteristics according to mother tongue;
- Definition of linguistic groups:
 - English (with or without other languages, excluding French)
 - At least French (with or without other language)

Results: Vulnerability according to mother tongue

Proportion of vulnerable children in kindergarten by domain of development and in at least one domain according to mother tongue, Québec, 2017

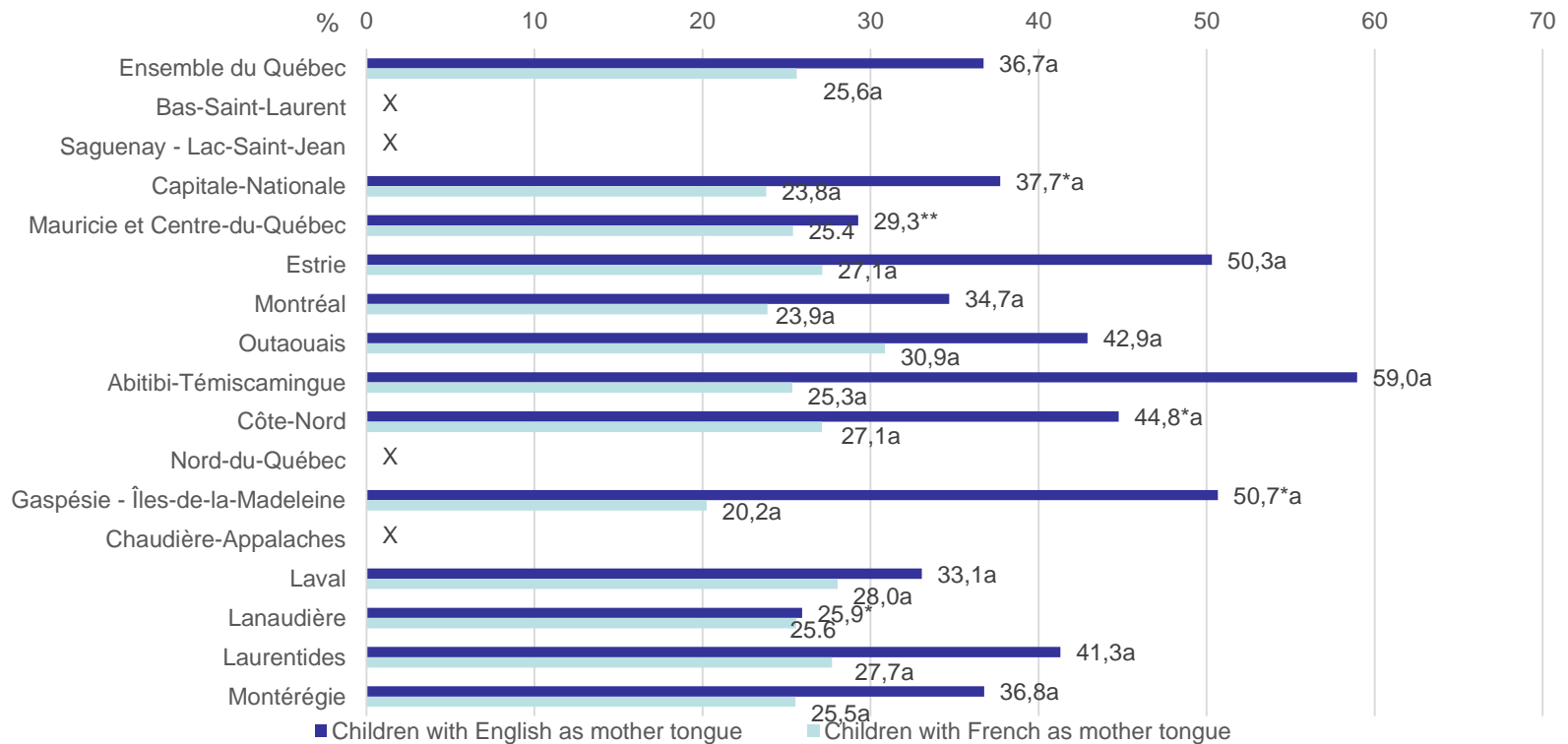


a: Expresses a statistically significant difference between the proportions of vulnerable children in the two language groups for a given domain at the 0.01 threshold.

Source: Institut de la statistique du Québec, *Quebec Survey of Child Development in Kindergarten 2017*.

Vulnerability according to mother tongue by health regions

Proportion of vulnerable children in kindergarten in at least one domain according to mother tongue, Health regions and Québec province, 2017



X: Confidential data.

*Coefficient of variation is between 15% and 25% ; should be interpreted with caution.

**Coefficient of variation is higher than 25% ; imprecise estimates for information purpose only.

a: expresses a significant difference between the proportions of vulnerable children in the two language groups at the 0.01 threshold for the Québec province and at the 0.05 for the health regions.

Source: Institut de la statistique du Québec, *Québec Survey of Child Development in Kindergarten 2017*.



Vulnerability characteristics for all children, QSCDK 2017

Group of children more likely of being vulnerable

- Born **outside Canada***
- Living in a materially or socially **disadvantaged** area
- Attending a **disadvantaged** school
- Studying **in a language other than their mother tongue***
- *Kindergarten 4 years old full time*

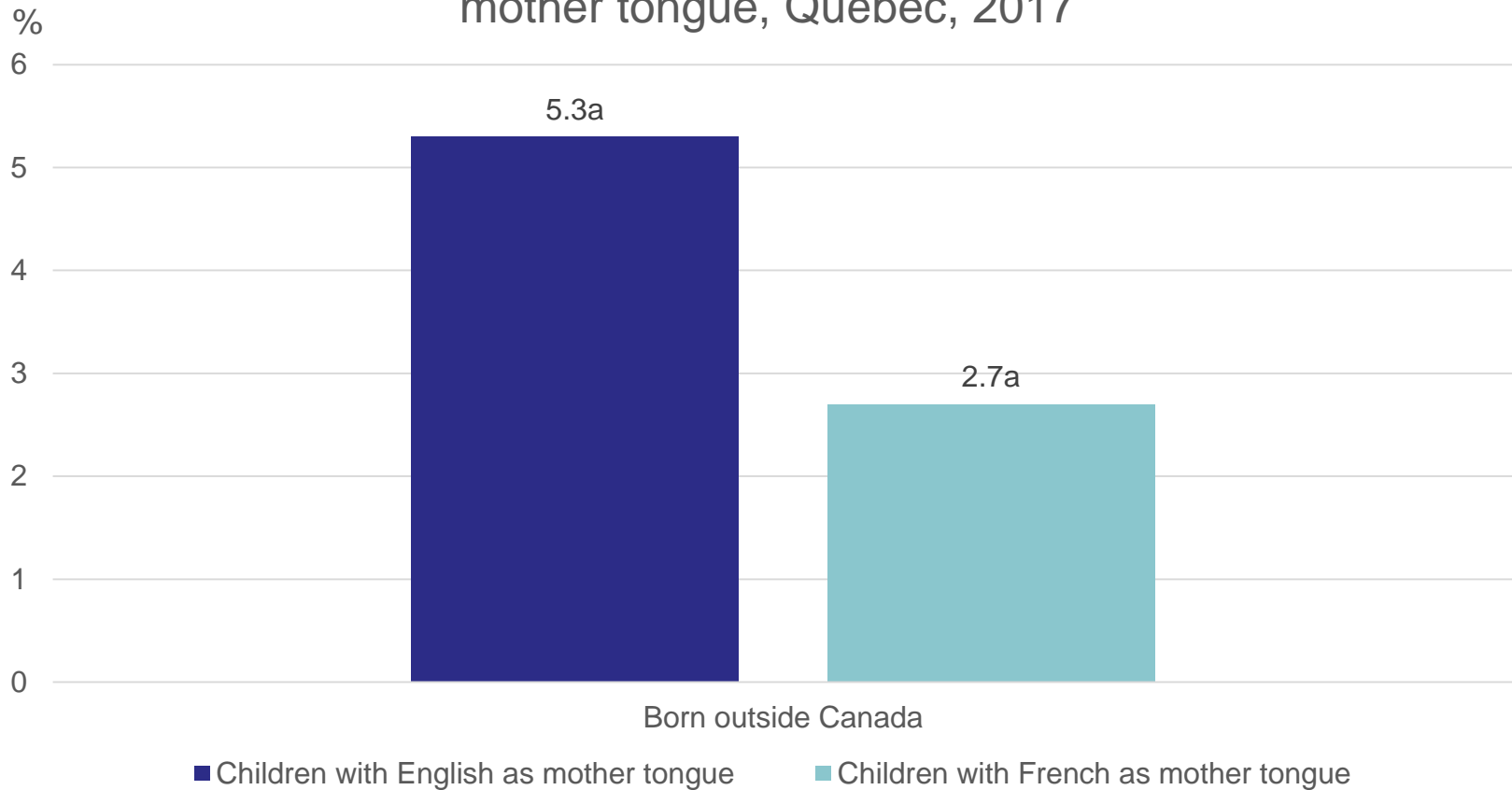
Group of children less likely to be vulnerable

- Participating in the **Passe-Partout program**

*For some domains of development

Place of birth according to mother tongue

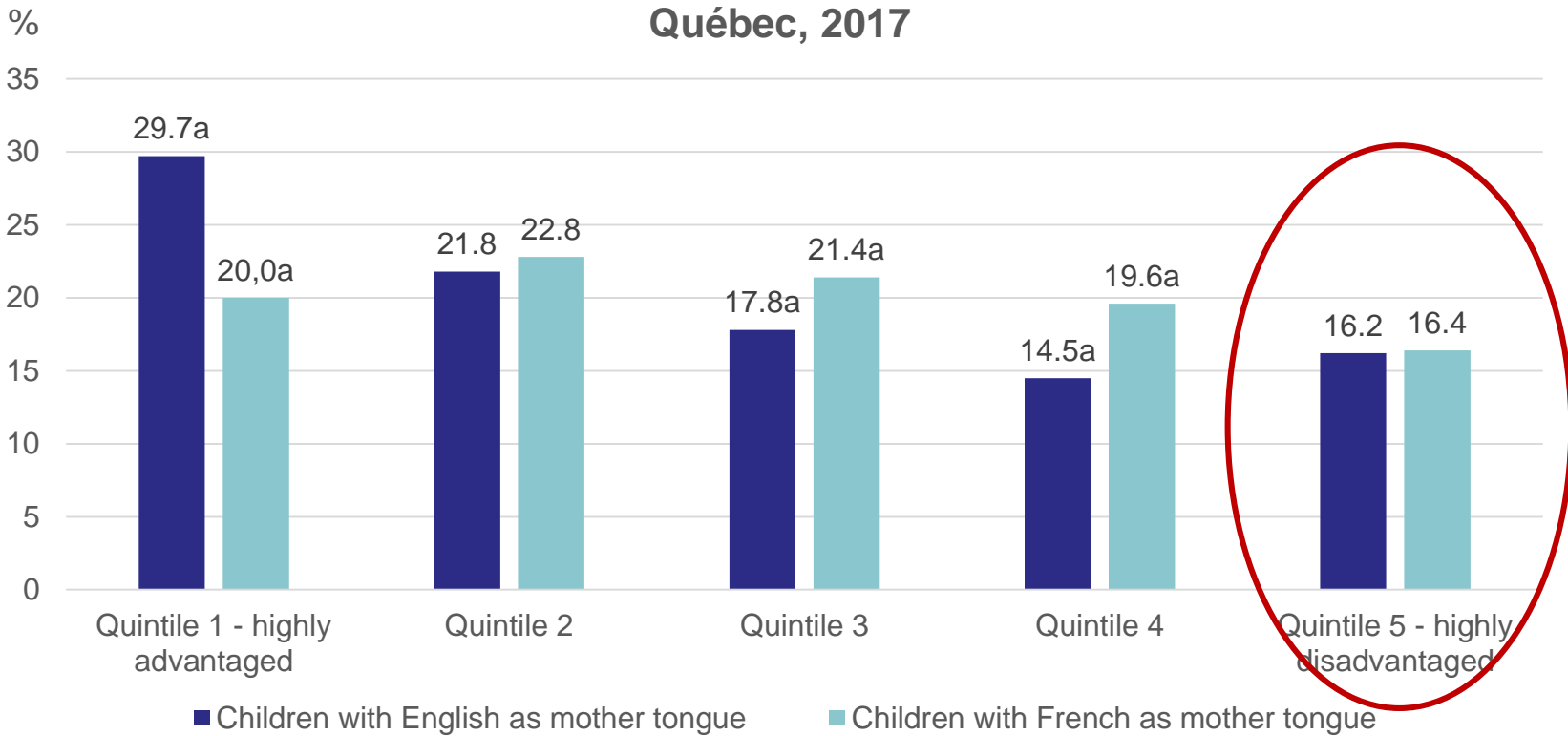
Proportion of children born outside Canada according to mother tongue, Québec, 2017



a: Expresses a statistically significant difference between the proportions of children in the two language groups at the 0.01 threshold.
 Source: Institut de la statistique du Québec, *Quebec Survey of Child Development in Kindergarten 2017*.

Material disadvantage according to mother tongue

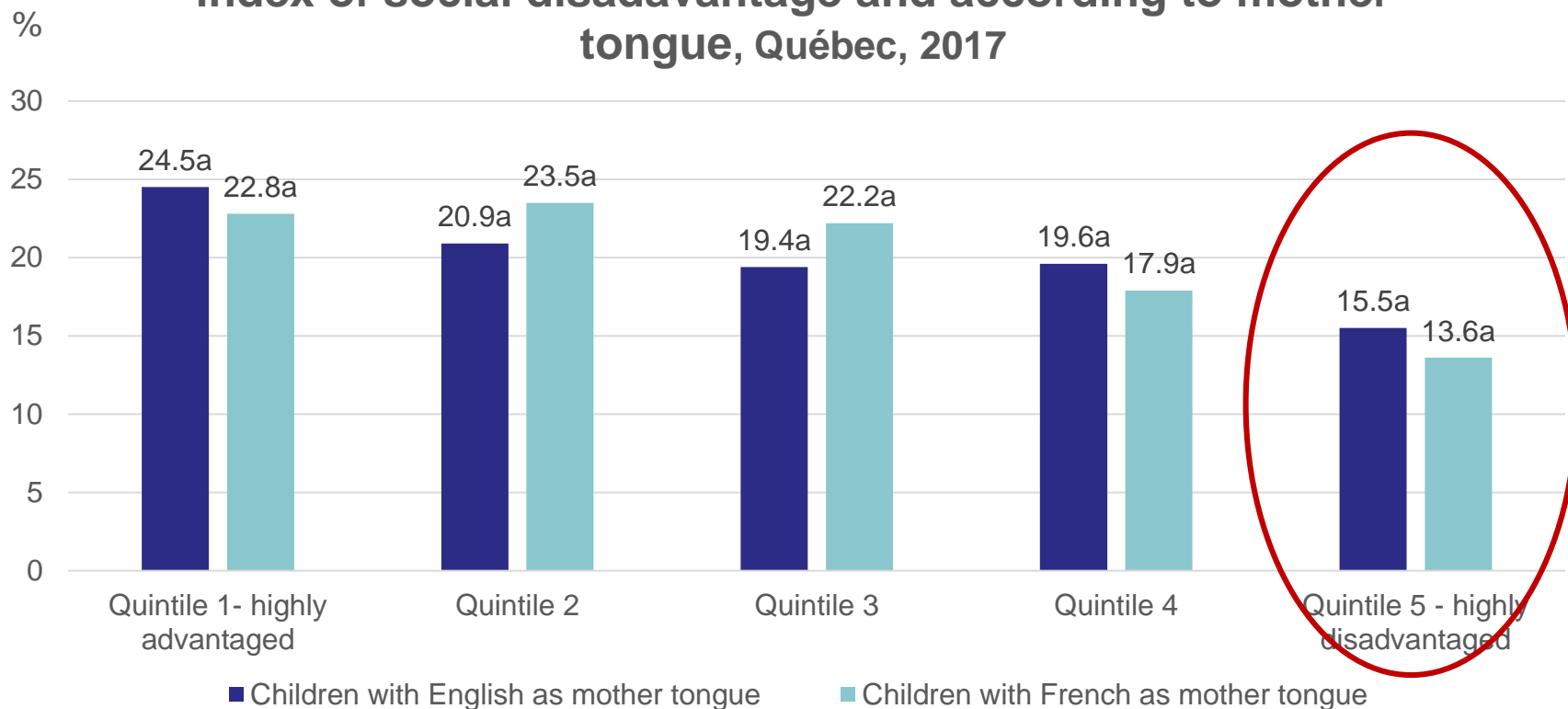
Distribution of children in kindergarten per the provincial index of material disadvantage and according to mother tongue, Québec, 2017



a: Expresses a statistically significant difference between the proportions of children in the two language groups at the 0.01 threshold.
 Source: Institut de la statistique du Québec, *Quebec Survey of Child Development in Kindergarten 2017*.

Social disadvantage by mother tongue

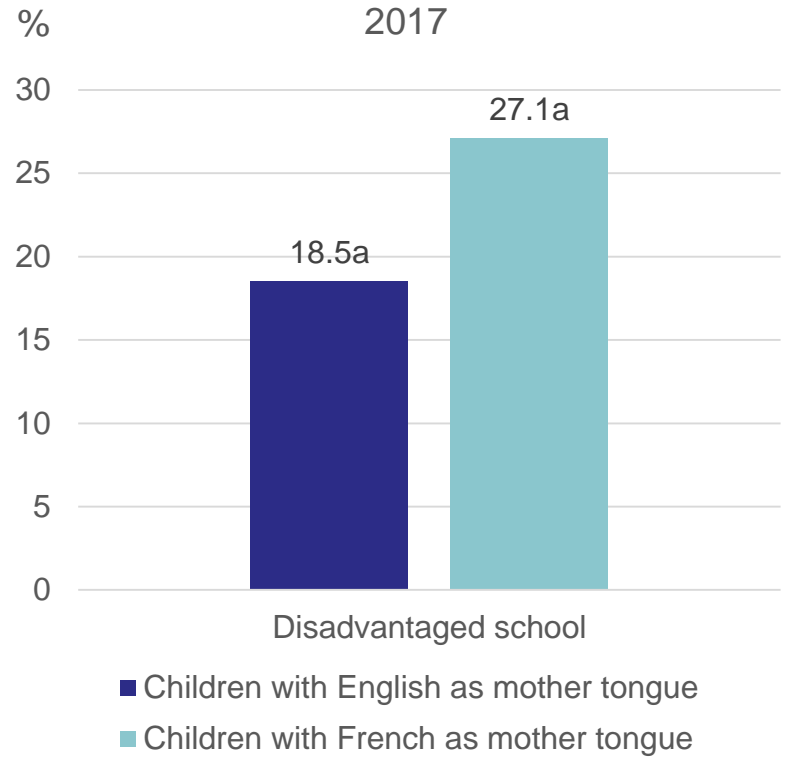
Distribution of children in kindergarten per the provincial index of social disadvantage and according to mother tongue, Québec, 2017



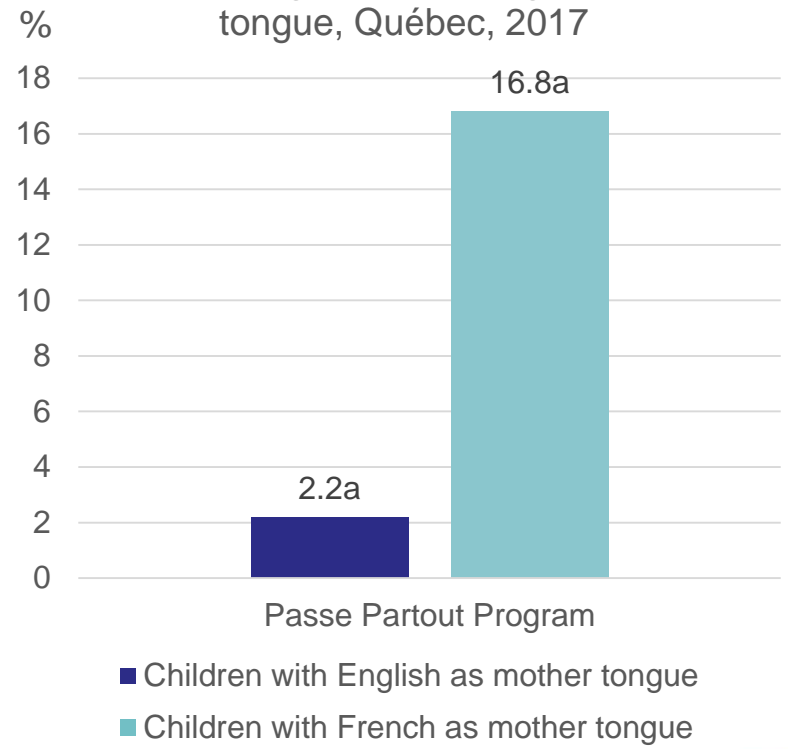
a: Expresses a statistically significant difference between the proportions of children in the two language groups at the 0.01 threshold.
 Source: Institut de la statistique du Québec, *Quebec Survey of Child Development in Kindergarten 2017*.

Disadvantaged school and participation in the Passe-Partout program by mother tongue

Proportion of children in kindergarten attending a disadvantaged school according to mother tongue, Québec, 2017



Proportion of children in kindergarten having participated in the Passe-Partout Program according to mother tongue, Québec, 2017



a: Expresses a statistically significant difference between the proportions of children in the two language groups at the 0.01 threshold.
 Source: Institut de la statistique du Québec, *Quebec Survey of Child Development in Kindergarten 2017*.

Language of instruction according to mother tongue

Proportion of children whose language of instruction is not their mother tongue according to mother tongue, Québec, 2017



a: Expresses a statistically significant difference between the proportions of children in the two language groups at the 0.01 threshold.
Source: Institut de la statistique du Québec, *Quebec Survey of Child Development in Kindergarten 2017*.

Vulnerability by characteristics of **English-speaking** children

Group of children more likely of being vulnerable

- Living in a very materially **disadvantaged** area*
- Living in a very socially **disadvantaged** area
- Attending a **disadvantaged** school
- Studying **in a language other than their mother tongue***
- *Kindergarten 4 years old full time**

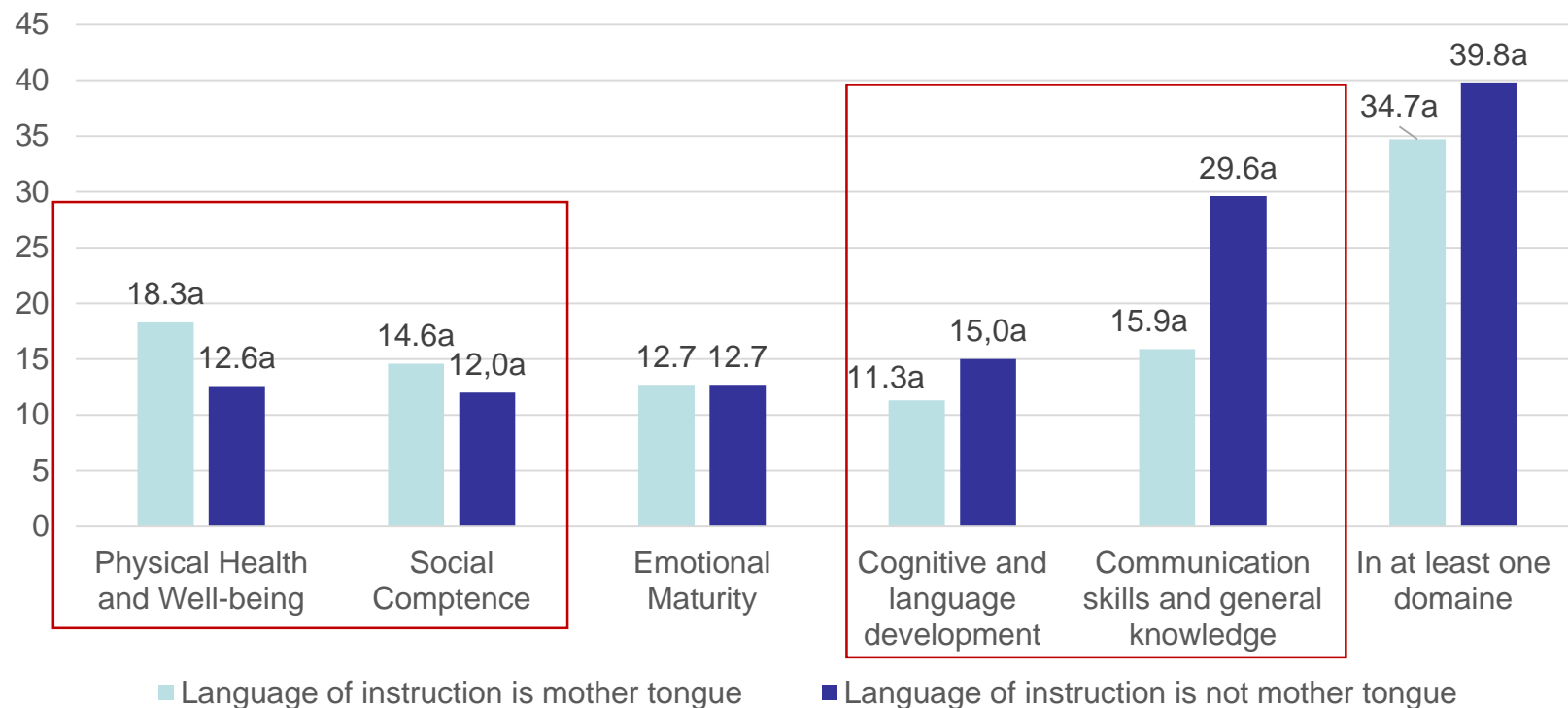
Group of children less likely to be vulnerable

- Participating in the **Passe-Partout program***

*For certain domaines of development

Vulnerability by characteristics of English-speaking children

Proportion of vulnerable children in kindergarten according to the language of instruction, children with English as their mother tongue, Québec, 2017

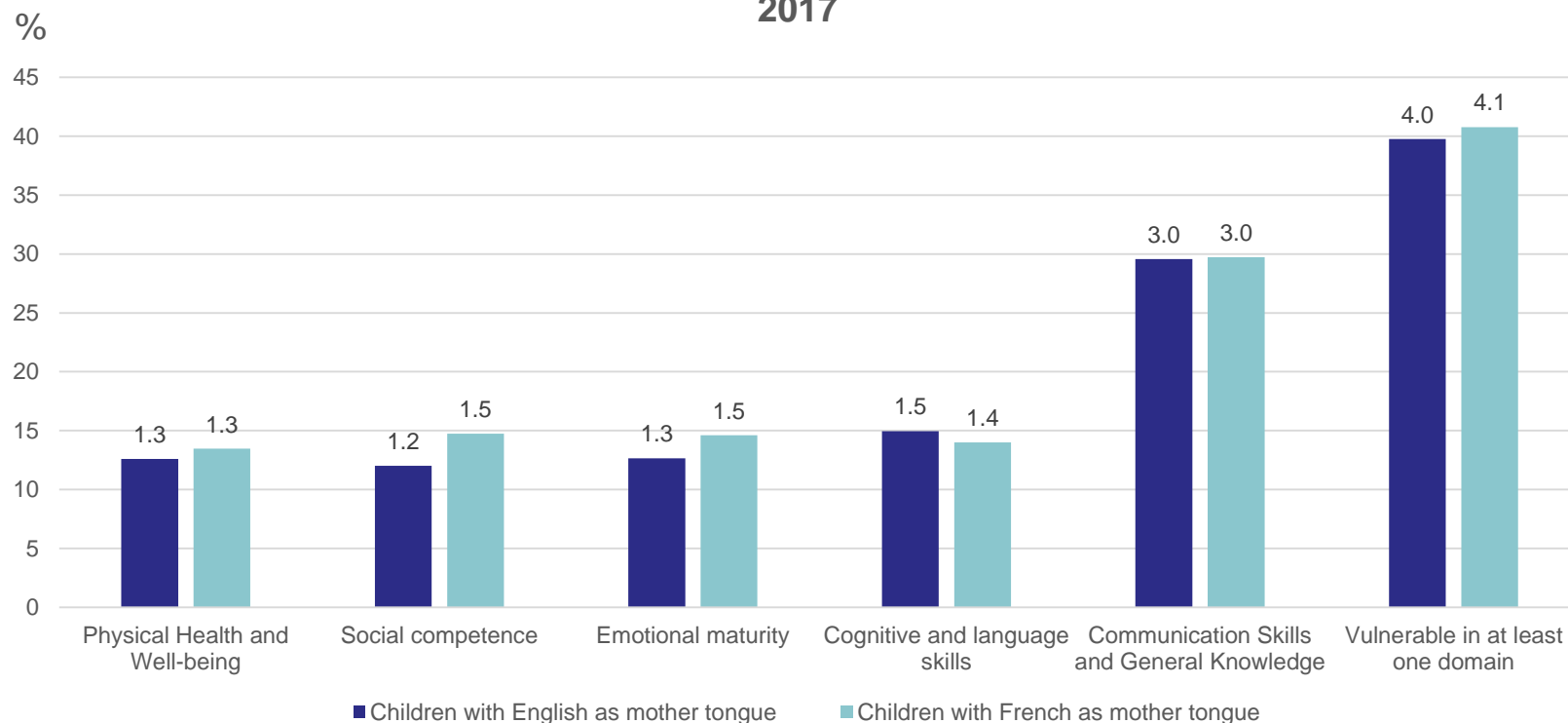


a: expresses a significant difference between the proportions of vulnerable children according to whether or not they study in their mother tongue at the 0.01 threshold.

Source: Institut de la statistique du Québec, *Quebec Survey of Child Development in Kindergarten 2017*.

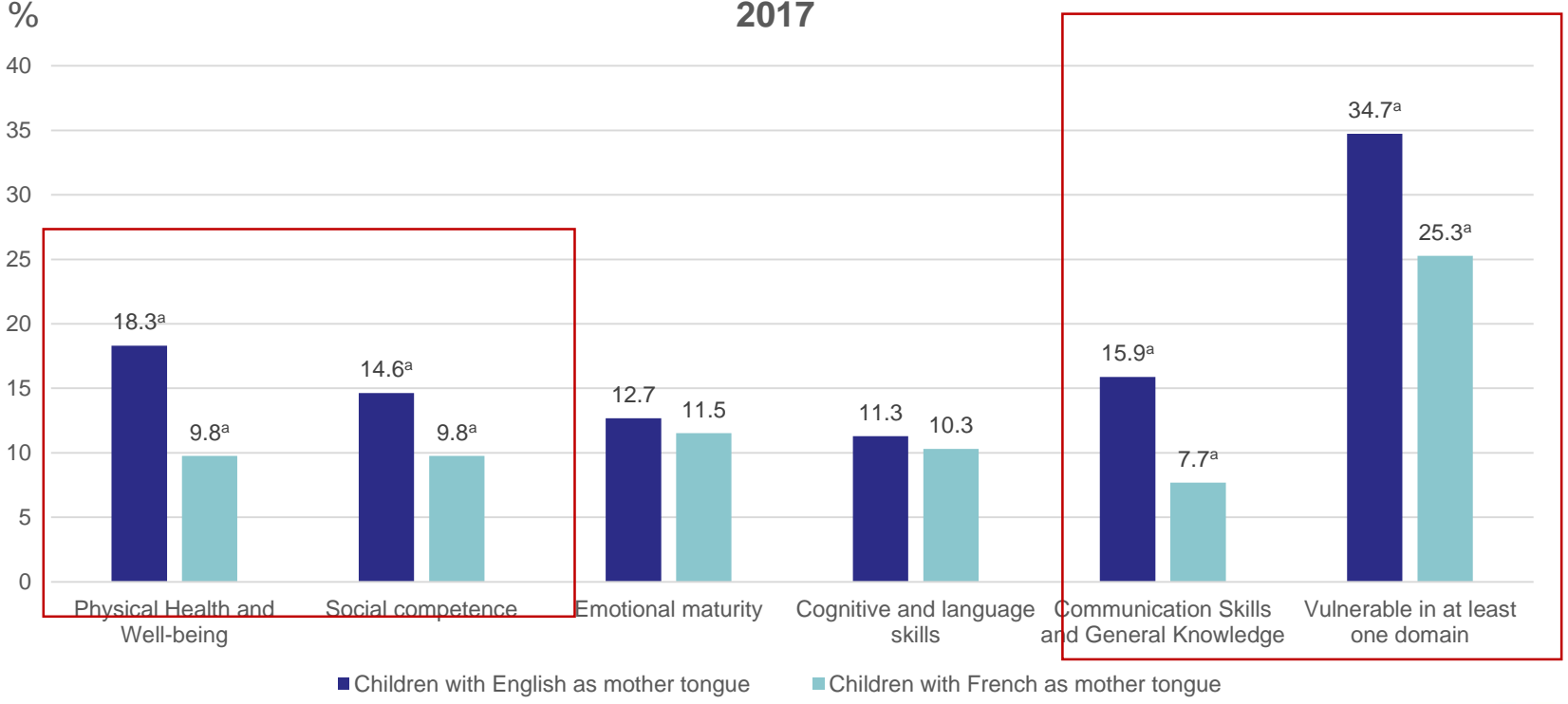
Vulnerability according to the children's language of instruction and mother tongue

Proportions of vulnerable children in kindergarten for each domaine of development and in at least one domaine according to mother tongue, children who do not receive education in their mother tongue, Québec, 2017



Vulnerability according to the children's language of instruction and mother tongue

Proportion of children in kindergarten in a vulnerable situation for each domaine of development and at least one domaine according to mother tongue, children who receive education in their mother tongue, Québec, 2017



a: expresses a significant difference between the proportions of vulnerable children in the two language groups at the 0.01 threshold.
 Source: Institut de la statistique du Québec, *Quebec Survey of Child Development in Kindergarten 2017*.

Other characteristics according to children's mother tongue

QSPPKS 2017

Distribution of children in kindergarten by various characteristics and by mother tongue, Quebec, 2017

	Children with English as their mother tongue	Children with French as their mother tongue
	(%)	(%)
Low income indicator		
Below the threshold	26.5 ^a	21.5 ^a
Above the threshold	73.5 ^a	78.5 ^a
Attendance of a daycare service		
Daycare	87.9 ^a	93.7 ^a
No	12.1 ^a	6.3 ^a
Number of daycare settings attended		
One	45.5 ^a	39.1 ^a
Two	37.3	38.0
Three or more	17.2 ^a	22.9 ^a
Age at beginning of attendance		
Before 1 year old	25.8 ^a	44.5 ^a
1 to less than 3 years	56.8 ^a	47.4 ^a
3 years or more	17.4 ^a	8.0 ^a

a: Expresses a statistically significant difference between the proportions of vulnerable children in the two language groups at the 0.05 threshold for Quebec as a whole.

Source: Institut de la statistique du Québec, *Québec Survey on the Preschool Path of Kindergarten Students 2017*.

Conclusion

Findings

- Not studying in one's mother tongue: explains part of the results... but not all!
- Other factors... possible?
 - Passe-Partout Program
 - Low income cut-off

Areas to be explored

- Portrait of English-speaking children in kindergarten in economically disadvantaged situations.
 - Regional differences? What are the accessible services?
- Characteristics of schools with higher proportions of vulnerable English-speaking children.
 - Students' characteristics? Characteristics of human resources and services offered?
- Other types of analyses

LAVOIE, A., L. GINGRAS et N. AUDET (2019). *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2017. Portrait statistique pour le Québec et ses régions administratives*, [En ligne], Québec, Institut de la statistique du Québec, Tome 1, 154 p. [www.stat.gouv.qc.ca/statistiques/education/prescolaire-primaire/eqppem_tome1.pdf]

LAVOIE, A. (2019). *Enquête québécoise sur le parcours préscolaire des enfants de maternelle 2017. Examen du lien entre la fréquentation des services de garde et le développement des enfants de maternelle*, [En ligne], Québec, Institut de la statistique du Québec, Tome 2, 81 p. [www.stat.gouv.qc.ca/statistiques/education/prescolaire-primaire/eqppem_tome2.pdf]

SIMARD, M., A. LAVOIE et N. AUDET (2018). *Enquête québécoise sur le développement des enfants à la maternelle 2017*, Québec, Institut de la statistique du Québec, 126 p. [<http://www.stat.gouv.qc.ca/statistiques/sante/enfants-ados/developpement-enfants-maternelle-2017.pdf>]