

EDI: Current Use in Canada and Australia

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Early Childhood Instrument (EDI): From Data to Action
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EDI – Background

- Full name: “Early Development Instrument: A Population-based Measure for Communities”
- Developed 1998-2000 at McMaster University under leadership of Dr. Dan Offord
- First piloted in North York (Toronto) with support from HRDC
- Starting in 1999, 5 UHEY projects in MB, SK, BC, NL, PE, used the EDI along with NLSCY and service availability to map community profiles. EDI data have been gathered to-date in 80% of Canada
- Also used across Australia and piloted in 12 other countries
- Owned by the Offord Centre for Child Studies (OCCS)
- OCCS licenses its use and maintains a repository of results to monitor national and international norms

The tool

- A teacher-completed instrument measuring children's readiness to learn at school. Collected on kindergarten-aged children during second half of the school year.
- Consists of 104 core questions grouped into five scales and two indicators of special skills and special problems:
 - physical health and well-being
 - social knowledge and competence
 - emotional health/maturity
 - language and cognitive development
 - general knowledge and communication skills.
- Teacher also fills in the child's pre-K care experiences
- Additional scale on 'cultural identity' published (2012)
- Takes about 20 minutes per child to complete

Process

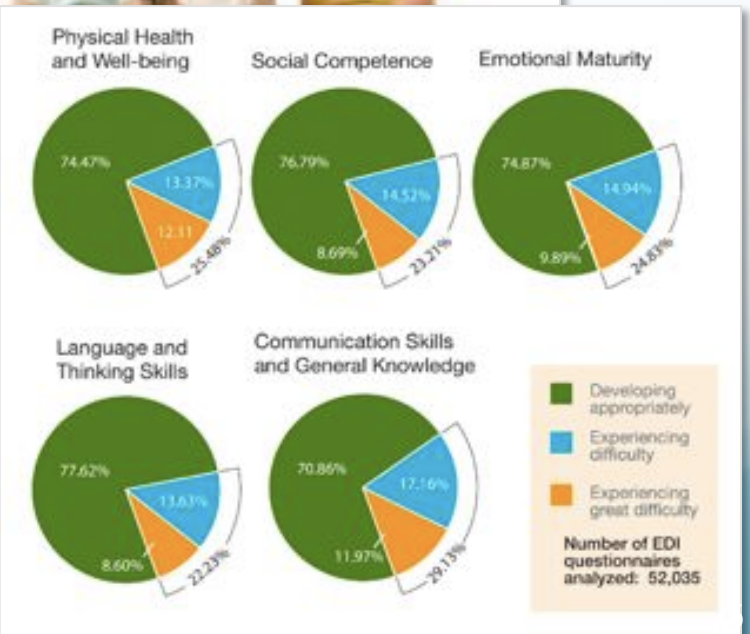
- Majority of EDI data is processed by OCCS
- Offord provides standard reports consisting of four documents:
 - Demographic frequency tables and simple comparisons for all students in the sites (e.g., girls vs. boys);
 - Descriptive reports;
 - Behavioural profiles of children with the highest and lowest scores for each scale;
 - School-level reports, 1-page summaries for each school, including frequencies of all demographic variables, means, standard deviations, and percentages of students scoring in various percentile ranges for each scale.

EDI – Reporting examples

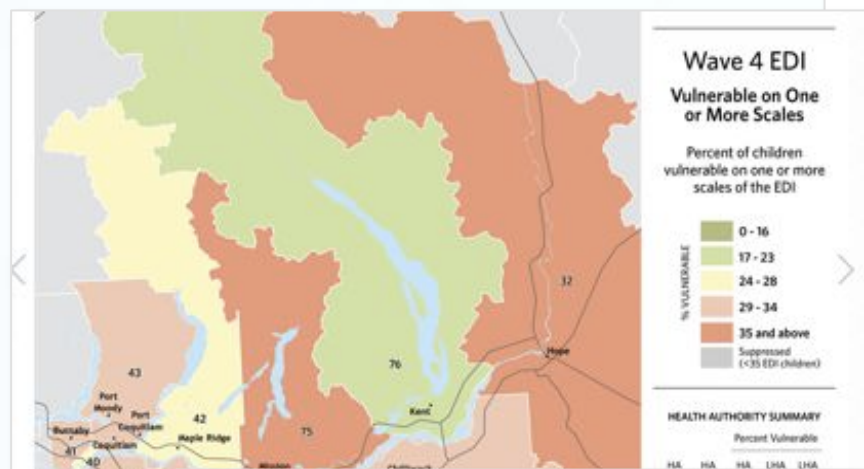
Ontario

Early Development Instrument (EDI)
Community Needs Report - Emotional Domain Planning Initiative

Investigate the topics that arise when the EDI Results for the emotional maturity domain were presented to the community on January 17, 2008. Recommend preventative programs/services to address these topics and improve children's healthy emotional development in our community.



Alberta



BC

Sub-Domain Analyses

As the EDI has been collected province-wide (all of Manitoba's public school divisions) for three years (2007/08, 2008/09 and 2009/10), it is now possible to examine trends and comparisons, using statistical significance testing. The following data graphs provide additional analyses regarding the domains of the EDI. Each EDI domain contains results for its subgroups, or **sub-domains**. Sub-domain data provides a more detailed examination of Manitoba's EDI data.

The following bar graphs provide a 3-year trend analysis for the **Not Ready** results of the sub-domains for Manitoba's EDI data, and a comparison analysis between Manitoba's baseline and the Canadian baseline **Not Ready** results.

The following graphs illustrate the **Not Ready** results for **Physical Health and Well-being** sub-domain for Manitoba over time.

Physical readiness for school day

Not Ready in this sub-domain means children were unprepared for the school day (e.g. being dressed inappropriately for the weather or coming to school late, hungry, and/or tired.)

Bar chart showing % of children Not Ready for school day across age groups (3, 4, 5, 6 years).

Physical independence

Not Ready in this sub-domain means children range from those who have not developed one of the three skills (independence, handiness, coordination) under work at hand, to those who have not developed any of the skills and such a third.

Bar chart showing % of children Not Ready for school day across age groups (3, 4, 5, 6 years).

Manitoba (standard Offord report)

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Purpose

- Designed to enhance community awareness of the early years by providing community level data
- Allows communities to act on behalf of young children in an informed manner

The EDI can...

- Report on populations of children in different communities
- Monitor populations of children over time
- Predict how children will do in elementary school

The EDI cannot...

- Provide a clinical diagnosis

The EDI was not designed to measure excellence or high levels of ability, so ceiling effects are likely

EDI – Collection years

	<i>Partial collection</i>	<i>P/T wide collection</i>
BC	2001-04	2004, 2006, 2008, 2010, 2012
AB	2009	2011/13
SK		2009, 2010, 2011
MB	1999, 2003, 2004	2005, 2006, 2007, 2009, 2011
ON	1999	2004, 2007, 2009, 2012
QC	2006, 2007, 2009	2012
NB	N/A	N/A
NS	2006-11	2013
PE	1999	2008
NL	2007, 2010, 2011	2013
NU	1999	
NT		2012
YK		2010, 2011, 2012

EDI – Collection cycles

BC	2 yr
AB	2 yr
SK	1-2 yr
MB	2 yr starting in 2007
ON	3 yr with 1/3 of schools surveyed annually
QC	TBD
NB	----
NS	TBD
PE	----
NL	TBD
NU	
NT	Annually
YK	Annually

EDI – Continued?

BC	Y
AB	Under review
SK	Y, next collection 2013
MB	Y, next collection 2013
ON	Under review
QC	TBD
NB	N
NS	TBD
PE	N
NL	TBD
NU	N
NT	Y
YK	Y

EDI – Funder

BC	Children & Family, Education, Health
AB	Education/ Health
SK	Ministry of Education (Early Years Branch)
MB	Healthy Child Manitoba Office (HCMO)
ON	MCSS/MCYS since 2004, Kindergarten Parent Survey since 2010. Plans to move to Education
QC	Montreal, Public Health Montreal; Avenir d'Enfant sites, AE; Province wide 2012: Health, Family, Education, & ISQ.
NB	
NS	Ministry of Education
PE	HRDC UEY collection, Education, 2008
NL	Department Education, Division of Early Childhood Learning
NU	HRDC UEY collection
NT	Department Education Culture and Employment
YK	Department of Education

EDI – Analyze

BC	HELP
AB	ECMap
SK	Offord Centre
MB	Offord Centre, HCMO
ON	Offord Centre working with 53 regional DACs
QC	Offord Centre for AE; ISQ for province, Public Health Montreal for Montreal
NB	
NS	Offord Centre
PE	Offord Centre
NL	Offord Centre
NU	
NT	Offord Centre
YK	HELP

EDI – Linked data

BC	Health and education data and longitudinally with FSA.
AB	SES, community services
SK	SES, community services
MB	SES, birth data, school data, community services
ON	Varies by region. SES, birth data, demographics. School boards may link to student test results
QC	Montreal results linked to health, SES
NB	
NS	
PE	
NL	
NU	
NT	
YK	

EDI – Format

BC	Maps / reports, online
AB	Maps / reports, online
SK	Online fact sheets
MB	Offord standard reports, online
ON	Offord standard provincial reports online at OCCS, regional reports vary
QC	AE, Offord standard reports on paper; MPH –graphs, charts, maps online
NB	UEY report, on line
NS	Offord standard reports (TBD)
PE	UEY 2005 report, on line
NL	Offord standard reports (TBD)
NU	UEY report – not on line
NT	GIS mapped by school district, geographic region (planned)
YK	Report – not on line

EDI – Results sent to

BC	School districts, community coalitions
AB	Community coalitions/ then online
SK	Schools boards
MB	Community coalitions/ school divisions
ON	DACs, school boards, also to community planning tables, or regional governments (on request)
QC	AE sites, Public Health Montreal, provincial reports N/A
NB	
NS	Schools, school districts
PE	
NL	Schools, school districts
NU	
NT	School districts
YK	Schools, school districts

EDI – Used by

BC	Community coalitions; school boards & ministries for planning
AB	Community coalitions, Seed Grants available
SK	School boards
MB	Community coalitions, schools & ministries for planning
ON	Community coalition, schools for internal planning, indicator for Poverty Reduction Strategy, some municipal governments
QC	AE sites; Montreal planning
NB	
NS	School boards
PE	
NL	School boards
NU	
NT	School boards
YK	School boards

EDI – Active parent consent required

BC	N
AB	Y
SK	N
MB	N
ON	N
QC	Not for 2013
NB	
NS	Not for 2013
PE	
NL	N
NU	
NT	N
YK	N

First Nations collection

	First Nations collection	Analyzed	Reported
BC	Some on reserve schools	HELP in association with Aboriginal Education committees	By language territories or school districts
AB	Under discussion		
SK	Under discussion		
MB	HCMO supports collection in 13 FN schools	FN Education Resource Centre with support from HCMO	As part of HCMO reports
ON	By direct agreement with the Offord Centre and First Nations Band Councils.	Offord Centre	According to agreements for FN schools and as part of demographic information for FN children living off reserve
QC	No		
NB	N/A		
NS	N/A		
PE	No		
NL	N/A		
NU	N/A		
NT	All schools are part of Education department	All data are treated the same	At the school board level for internal use in program, service and support planning
YK	All schools are part of Education department	All data are treated the same	

Australian EDI

Piloted 2004 to 2008, implemented nationwide in 2009.

Community discussions of EDI results have produced a range of local actions:

- Nutrition centres
- Parenting information
- Community coalitions
- Summer programs in schools
- Training for child minders
- Expanded speech therapy, child psychology services and prenatal health care
- Community supported play groups

Results were also used to focus preschool curriculum on developmental needs and to target existing resources and programs to the communities with the greatest needs.

Pluses and minuses

- EDI is widely credited with increasing community awareness of early childhood issues and engaging the community in working toward solutions.
- Coalitions among service providers and advocates were created, strengthened and better focused.

Limitations

- Funding constraints and program rules make it difficult to adapt programs based on EDI results, making it difficult to maintain community enthusiasm.
- Data have been used inappropriately or have been taken wrongly as a poor reflection on schools.
- Some service providers and advocates have not accepted the validity of EDI results.