The EDI - Measuring School Readiness in Manitoba

- A census of children's school readiness
- Collected by K teachers on K students
- 120 questions
- 5 developmental areas
- Biennial collection
- 4 waves of provincial data (2005/06, 06/07, 08/09, 10/11)

http://www.offordcentre.com/readiness/files/EDI_2009-2010_EN.pdf

EDI Background

- A partnership among:
    - Healthy Child Manitoba Office
    - Manitoba's 37 School Divisions
    - Manitoba Education
    - Manitoba's 26 Parent Child Coalitions
    - Offord Centre for Child Studies, McMaster University

- Developed by Drs. Dan Offord and Magdalena Janus at the Offord Centre for Child Studies in 1998

- Objective - a tool to report on populations of children in different communities, assess strengths and needs, and predict how children will do in school

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EDI Background

- Collected on a biennial basis within all of Manitoba's 37 school divisions (and some independent schools)

- Kindergarten teachers complete the EDI questionnaire on each Kindergarten student in their classroom

- Parents are informed of the EDI collection and may request to withdraw their child from the EDI

- It takes a Kindergarten teachers 20 minutes to complete the 180 item questionnaire on each child

- The EDI is collected between February and March which allows the teacher enough time to get to know each child in the classroom

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What does the EDI measure?

- **It provides a snapshot of children's *school readiness* as they prepare to begin grade one**

- **The EDI is intended to measure children's school readiness at a group level – it is not an individual assessment tool**

- **Readiness for school is influenced by children's early years – and the family and community factors that shape children's early years**

What is *School Readiness?*

A reflection of children's early years and the family and community factors that shape early childhood development

EDI Background
National & Global Implementation

- **Used in Canada since 1999 with the *Understanding the Early Years* project (HRSDC), and province-wide in MB, BC, Ontario, Sask and Alberta**

- **First ever Pan-Canadian EDI conference held in Winnipeg (2009) and International EDI conference (2010)**

- **Used nationally in Australia; partially in the US (Washington and Seattle), Jamaica, Kosovo, Chile, Mexico, and New Zealand**

EDI Completion in Canada - 2000 to 2008

Provinces
Sites where the EDI has been completed

Offord CENTRE FOR CHILD STUDIES

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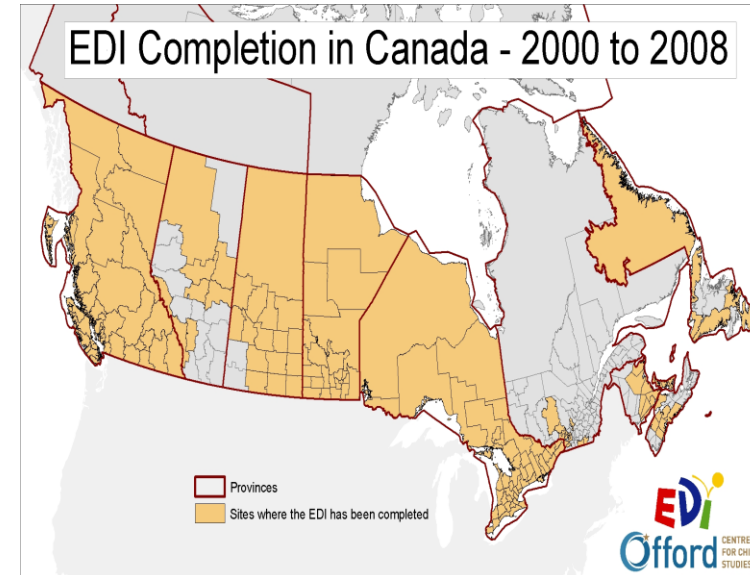
EDI Background

- **Population-based measurement of children's *readiness for school* at a group level – not an individual assessment tool**

- **Readiness for school refers to children's readiness to learn as they transition from K to grade one**

- **Readiness for school is influenced by children's early years – and the family and community factors that shape children's early years**

- **EDI results reflect the strengths and needs of children's communities, related to how they prepare children for school**

The EDI - forecasting school-age vulnerability

Not Ready on the EDI (2000-2001) and Grade 4 Foundational Skills Assessments (FSAs) in British Columbia, 2004-2005

READING

Percentage not passing (%)

- 18%
- 34%
- 43%
- 68%

Number of EDI domains "not ready": 0, 1, 2-3, 4-5
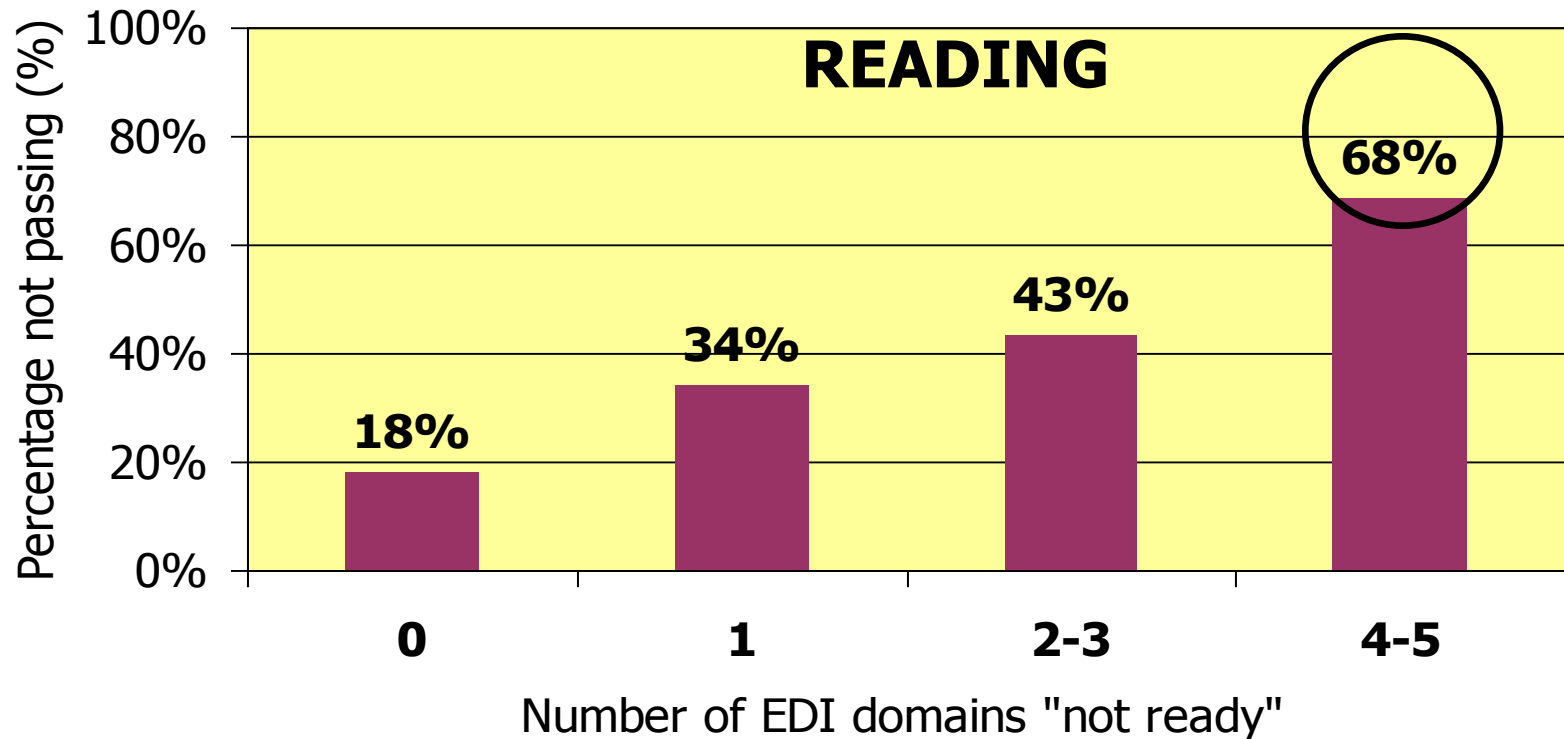
Conclusion: *Prevention is the key!*

- **'Not ready for school' is closely tied to poor school performance in later years, and it is very difficult to reverse this pathway of vulnerability over the subsequent school years**

- **Quality investments in early childhood are critical to 'leveling the playing field', so that all children have the same best start in school**

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The evidence is clear and strong

- **Everything in a newborn's environment contributes to brain development**

- **Brain plasticity is selective and time limited**

- **Language acquisition begins in early infancy**

- **Quality relationships between infant and caregiver promote secure attachment and brain development**

- **Genes need nurturing – and predispositions for developmental problems can be positively altered through nurturing caregiver/child relationships**

(Early Years 2 – Putting Science into Action)

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The EDI makes early childhood count

"The UN Convention on the Rights of the Child commits Canada and 191 other countries to doing all they can to help young children thrive. But how do we know if we are succeeding? In our world, what gets counted, counts and the EDI makes early childhood count. Better than anything else, it tells us if we are fulfilling our promise to our youngest children."

Dr. Clyde Hertzman
President, National Council on Early Child Development

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Are our children ready?…
Are *we* ready for our children?

Research tells us that children who begin school ready to learn will have future successes in learning throughout their lives. So how do we help children get this best start to school? The answer is what societies have known for generations –

it takes a village to raise a child.

Ready parents & families

$+$

Ready communities & schools

$+$

Ready governments & leaders

$=$ Ready children!

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Bridging Government and Community:
Intersectoral Structures in Manitoba

Healthy Child Committee of Cabinet

Healthy Child Deputy Ministers' Committee

Healthy Child Interdepartmental Committees

ACTION

Healthy Child Manitoba Office

KNOWLEDGE
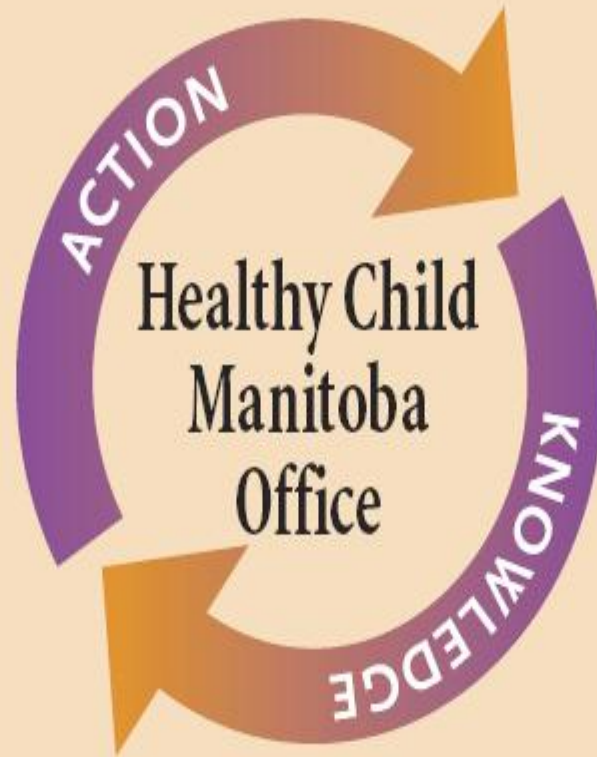
Citizens and communities

Parents and families

Children and youth

Community agencies

Provincial Healthy Child Advisory Committee

Parent-Child Coalitions and Council of Coalitions

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Healthy Child Manitoba

HCM Vision:

The best possible outcomes for Manitoba's children

HCM Strategy:

Evidence-based decision making to support healthy childhood development. The EDI steers, monitors and evaluates Manitoba's work in supporting our Strategy

- How are our children doing?
- Are our ECD investments working?
- What could we do better?

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There are 5 EDI domains of school readiness:

1. **Physical Health & Well-being**
2. **Social Competence**
3. **Emotional Maturity**
4. **Language & Thinking Skills**
5. **Communication Skills & General Knowledge**

Physical Health & Well-being

- **Physical readiness for school day**
- **Physical independence**
- **Gross and fine motor skills**

Social Competence

- **Overall social competence**
- **Responsibility and respect**
- **Approaches to learning**
- **Readiness to explore new things**

Emotional Maturity

- **Prosocial and helping behaviour**
- **Anxious and fearful behaviour**
- **Aggressive behaviour**
- **Hyperactivity and inattention**

Language & Thinking Skills

- **Basic Literacy**
- **Interest & Memory**
- **Complex literacy**
- **Basic Numeracy**

Communication Skills & General Knowledge

- **Communicates with adults and peers**

What Do our School Readiness Data tell us?
Provincial EDI Data: 2005-06, 2006-07 and 2008-09

Reader's Tip:

Very Ready results reflect the proportion of children whose scores fall within the top 30th percentile of EDI scores

Not Ready results reflect the proportion of children whose scores fall within the bottom 10th percentile of EDI scores

Not Ready scores Bottom 10th Percentile	Ready Mid-range scores 11th to 69th percentile	Very Ready scores Top 30th Percentile

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How is Manitoba doing?

VERY READY

Each school year
63% of kids
(approximately 6990 children)
are very ready in
one or more of
the 5 domains
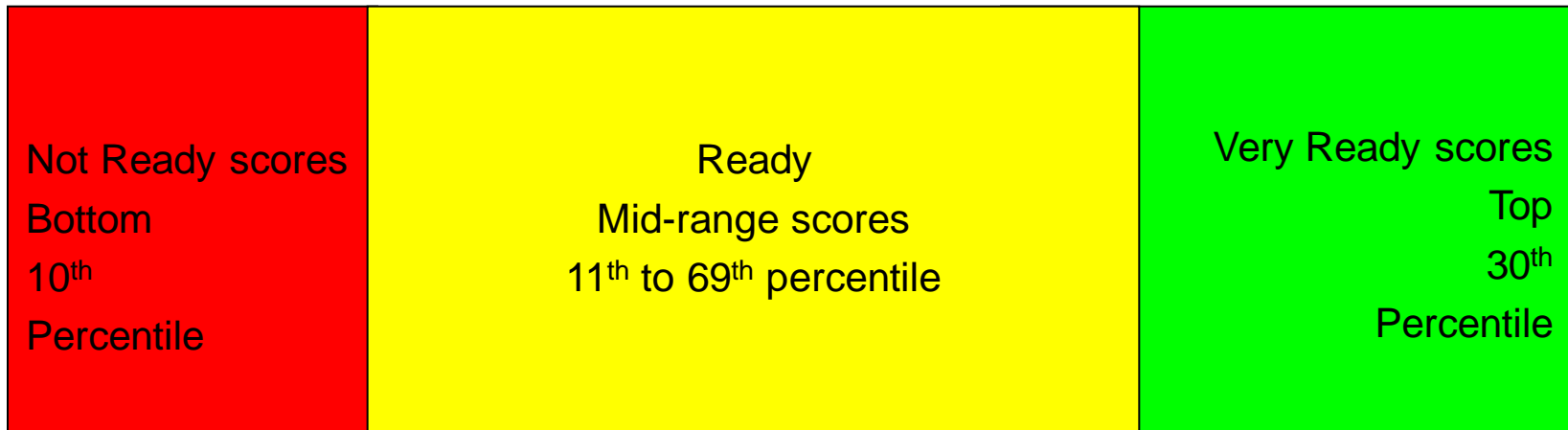
NOT READY
(Vulnerable)

Each school year
28% of kids
(approximately 3100 children)
are not ready in one
or more of the 5 domains.

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Manitoba's Provincial-level EDI Results

Demographic Background	2005/06	2006/07	2008/09
	Count (%)	Count (%)	Count (%)
EDI questionnaires completed	12,214	12,092	12,139
Students with special needs	643 (5.3)	532 (4.4)	543 (4.4)
Students who require further assessment	1,421 (11.6)	1,302 (10.8)	1,402 (11.5)
Students who are boys	6,300 (51.6)	6,141 (50.8)	6,229 (51.3)
Average age of student	5.6	5.7	5.7
Students with EAL	1,075 (9.1)	1,114 (9.6)	1,198 (10.2)
Students who identify as Aboriginal	2,165 (17.7)	2,181 (18.0)	2,376 (19.6)

Manitoba's Provincial-level EDI Results

Average EDI Results

10 is best possible score	2005-06	2006-07	2008-09	3 Year Trend	Canadian Comparison
Physical	8.75	8.78	8.72	(stable)	8.80
Social	8.32	8.36	8.28	(stable)	8.32 ⬆
Emotional	7.94	7.97	7.82	(stable)	8.04 ⬇
Language	8.11	8.21	8.23	*(increasing)	8.44 ⬇
Communication	7.57	7.64	7.52	(stable)	7.65

Manitoba's Provincial-level EDI Results

Very Ready EDI Results

Top 30th Percentile	2005-06 %	2006-07 %	2008-09 %	3 Year Trend	Canadian Comparison %
Physical	32.1	33.6	31.9	(stable)	33.5
Social	33.9	34.8	33.8	(stable)	34.2 ↑
Emotional	28.2	28.5	26.0	*(decreasing)	30.8 ↓
Language	30.0	32.5	33.1	*(increasing)	36.5 ↓
Communication	33.9	36.0	33.2	(no trend)	35.4 ↑

Manitoba's Provincial-level EDI Results
Not Ready EDI Results

Bottom 10th Percentile	2005-06 %	2006-07 %	2008-09 %	3 Year Trend	Canadian Comparison %
Physical	11.3	10.9	11.5	(stable)	9.8⬆
Social	8.7	8.6	9.2	*(increasing)	9.3⬇
Emotional	11.9	11.1	13.0	(no trend)	10.8
Language	12.5	11.8	11.2	*(decreasing)	8.8⬆
Communication	11.2	11.0	11.6	(stable)	9.9⬆

So what do we do?

Dig deeper!

Within each of the 5 domains, there are sub-domains. *What proportion of children are vulnerable within each sub-domain?*

Manitoba's Provincial-level EDI Results

Physical Health Sub-domains (Not Ready)

Not Ready	2005-06 %	2006-07 %	2008-09 %	3 Year Trend	Canadian Comparison
Physical readiness for school day	9.9	10.5	10.4	(stable)	9.1 ↑
Physical independence	10.0	10.3	11.2	*(increased)	9.6 ↑
Gross and fine motor skills	31.3	30.1	32.6	(stable)	30.9 ↑

Manitoba's Provincial-level EDI Results

Social Competence Sub-domains (Not Ready)

Not Ready	2005-06 %	2006-07 %	2008-09 %	3 Year Trend	Canadian Comparison
Overall social competence	**9.2**	**8.9**	**9.5**	**(stable)**	8.8↑
Responsibility and respect	**4.4**	**4.2**	**4.6**	**(stable)**	4.5
Approaches to learning	**8.0**	**7.9**	**8.4**	***(increased)**	8.1
Readiness to explore new things	**3.1**	**2.6**	**3.1**	**(stable)**	3.1

Manitoba's Provincial-level EDI Results

Emotional Maturity Sub-domains (Not Ready)

Not Ready	2005-06 %	2006-07 %	2008-09 %	3 Year Trend	Canadian Comparison
Prosocial and helping behaviour	36.9	36.0	42.7	(no pattern)	33.1 ↑
Anxious and fearful behaviour	2.4	2.3	2.5	(stable)	2.3
Aggressive behaviour	7.8	7.4	8.2	(stable)	7.7 ↑
Hyperactivity and inattention	14.0	13.7	14.2	(stable)	12.8 ↑

Manitoba's Provincial-level EDI Results

Language Sub-domains (Not Ready)

Not Ready	2005-06 %	2006-07 %	2008-09 %	3 Year Trend	Canadian Comparison
Basic literacy	15.1	14.8	13.8	*(decreased)	10.7 ↑
Interest and memory	15.1	14.0	13.5	*(decreased)	15.3 ↓
Complex literacy	21.8	19.8	19.9	*(decreased)	17.4 ↑
Basic numeracy	20.5	19.3	18.8	*(decreased)	12.7 ↑

Manitoba's Provincial-level EDI Results

Communication Sub-domains (Not Ready)

Not Ready	2005-06 %	2006-07 %	2008-09 %	3 Year Trend	Canadian Comparison
Communication	39.1	38.1	39.5	(stable)	38.4 ↑

Manitoba's Provincial-level EDI Results

Multiple Challenges on 9 or more sub-domains

Not Ready	2005-06 %	2006-07 %	2008-09 %	3 Year Trend	Canadian Comparison
Multiple Challenges	5.3	4.8	5.2	(stable)	4.5

So what do we do?

Dig deeper!

Group comparison analyses tell us how different aspects of children's background (age, gender) are related to school readiness. *Which aspects are most related to EDI scores?*

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Manitoba's Provincial-level EDI Results

Gender Group Comparisons (Not Ready)

Average Score	Girls 05/06 & 06/07 & 08/09	Boys 05/06 & 06/07 & 08/09
Number of children	16,406	16,707
Physical	8.93↑	8.58
Social	8.69↑	7.95
Emotional	8.28↑	7.55
Language	8.49↑	7.88
Communication	7.94↑	7.22

Manitoba's Provincial-level EDI Results

Age Group Comparisons (Not Ready)

Average Score	Older than 5.6 yrs 05/06 & 06/07 & 08/09	Younger than 5.6 yrs 05/06 & 06/07 & 08/09
Number of children	18,122	14,945
Physical	8.87 ↑	8.60
Social	8.49 ↑	8.12
Emotional	8.03 ↑	7.77
Language	8.42 ↑	7.90
Communication	7.84 ↑	7.26

Manitoba's Provincial-level EDI Results

Language Group Comparisons (Not Ready)

| Average Score	Without EAL 05/06 & 06/07 & 08/09	With EAL 05/06 & 06/07 & 08/09
Number of children	**29,055**	**3,039**
Physical	**8.74 ↑**	**8.68**
Social	**8.35 ↑**	**7.98**
Emotional	**7.94 ↑**	**7.64**
Language	**8.27 ↑**	**7.40**
Communication	**7.86 ↑**	**4.93**

Manitoba's Provincial-level EDI Results
Aboriginal Identity Group Comparisons

| Average Score	Non-Aboriginal 05/06 & 06/07 & 08/09	Aboriginal 05/06 & 06/07 & 08/09
Number of children	26,499	5,649
Physical	8.89 ↑	8.16
Social	8.46 ↑	7.72
Emotional	8.00 ↑	7.52
Language	8.41 ↑	7.17
Communication	7.78 ↑	6.64

Manitoba's Provincial-level EDI Results
Aboriginal Identity Group Comparisons

Average Score	Non-Aboriginal 05/06 & 06/07 & 08	Aboriginal 05/06 & 06/07 & 08/09
Number of children		5,649
Physical		8.16
Social		7.72
Emotional		7.52
Language	8.4 ↑	7.17
Communication	7.78 ↑	6.64

Not the whole story…
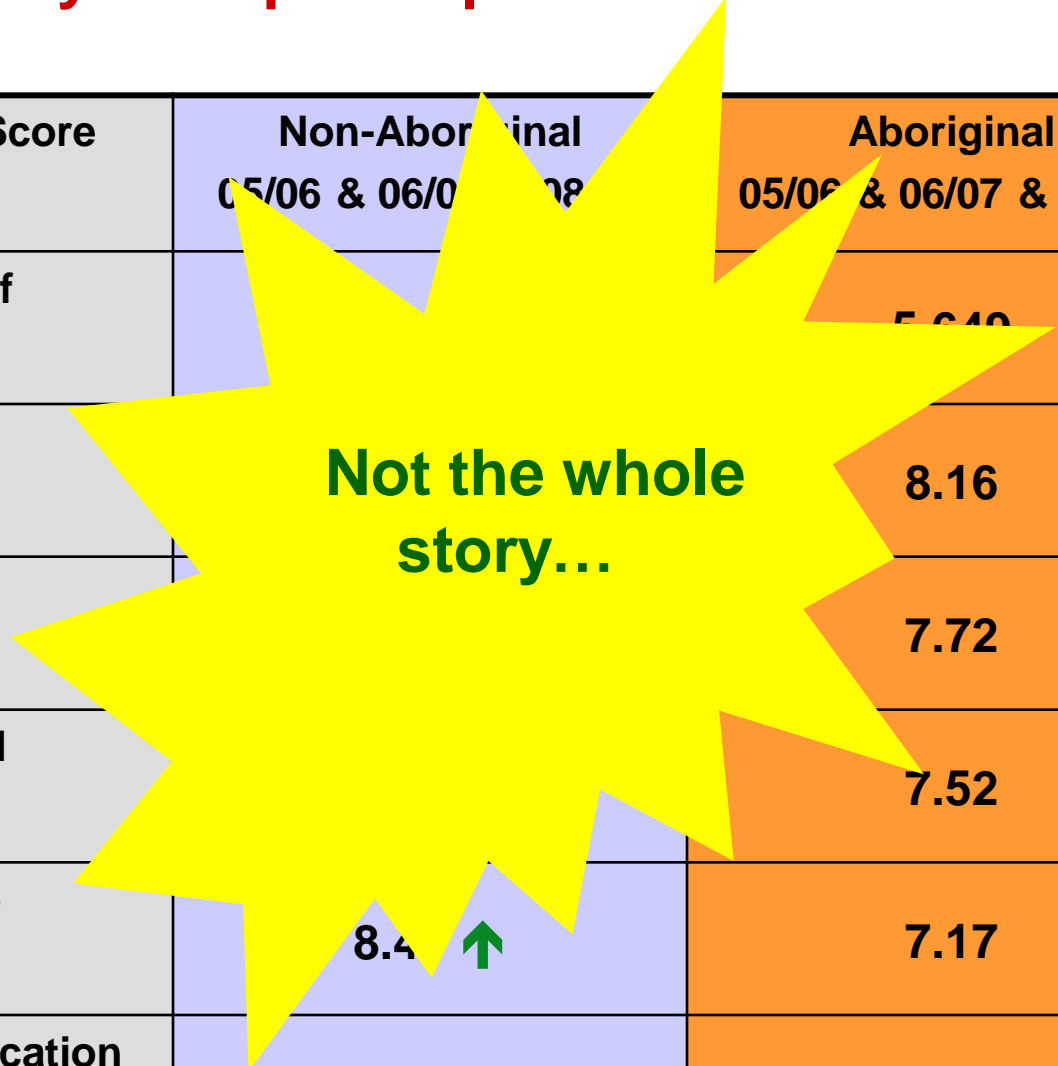
When controlling for socio-economic variables, differences between the aboriginal and non-aboriginal children decreased and were no longer significant
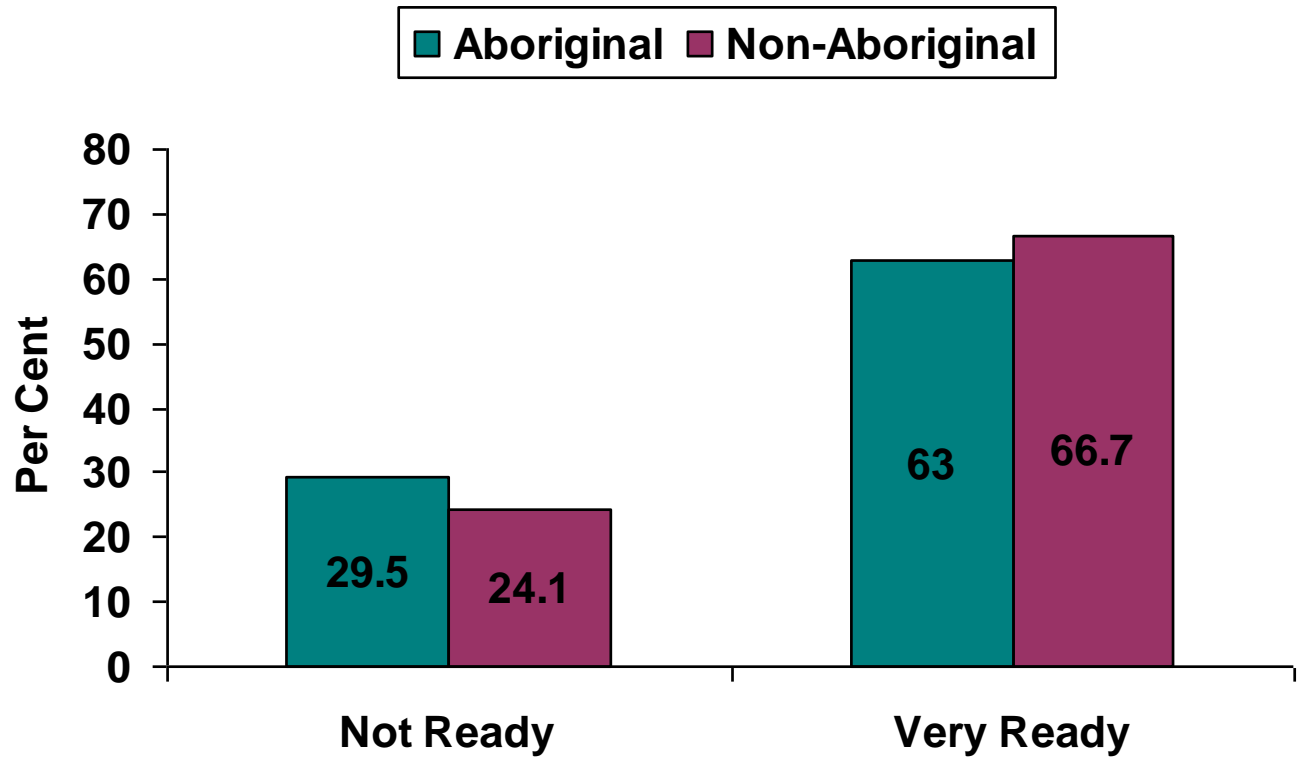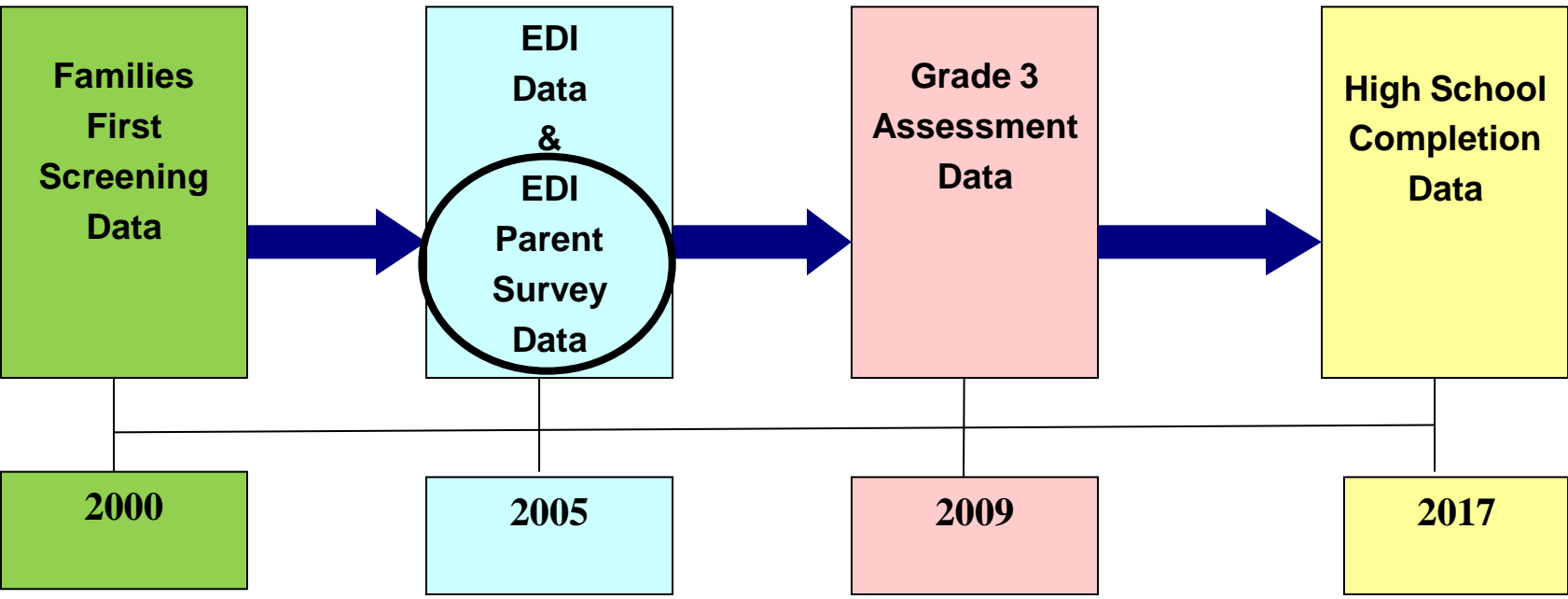
Conclusion:

- **EDI results illustrate the strengths and needs of communities related to how they promote the school readiness of their children**

- **The EDI alone cannot tell the whole story of childhood development – other data must be used in companion with the EDI (asset mapping, school performance data, perinatal data, parent survey data, community-level census data)**

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The whole story…linked together

Families First Screening Data	EDI Data & EDI Parent Survey Data	Grade 3 Assessment Data	High School Completion Data
2000	2005	2009	2017

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EDI Parent Survey Data

- **Piloted in 2003, full provincial collection in 2005**

- **Random selection of 1000 Manitoba parents**

- **Representative of all geographies, incomes, family structures**

- **1 hour telephone interview**

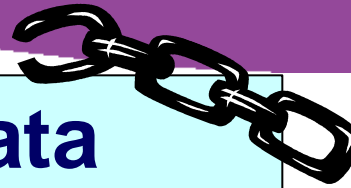- **Based on National Longitudinal Survey of Children and Youth questionnaire**

EDI Parent Survey Data

- **Parenting Factors**
- **Maternal Mental Health Factors**
- **Family Factors**
- **Community Factors**
- **Socio-economic Factors**
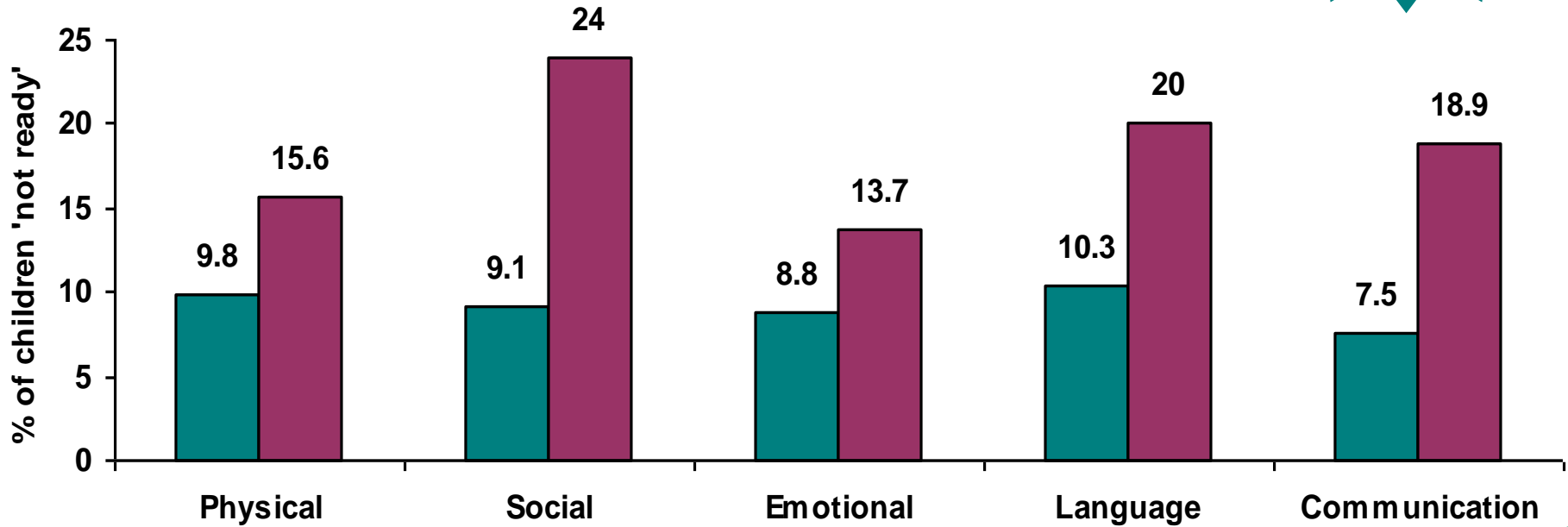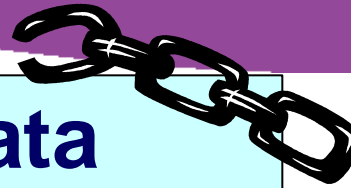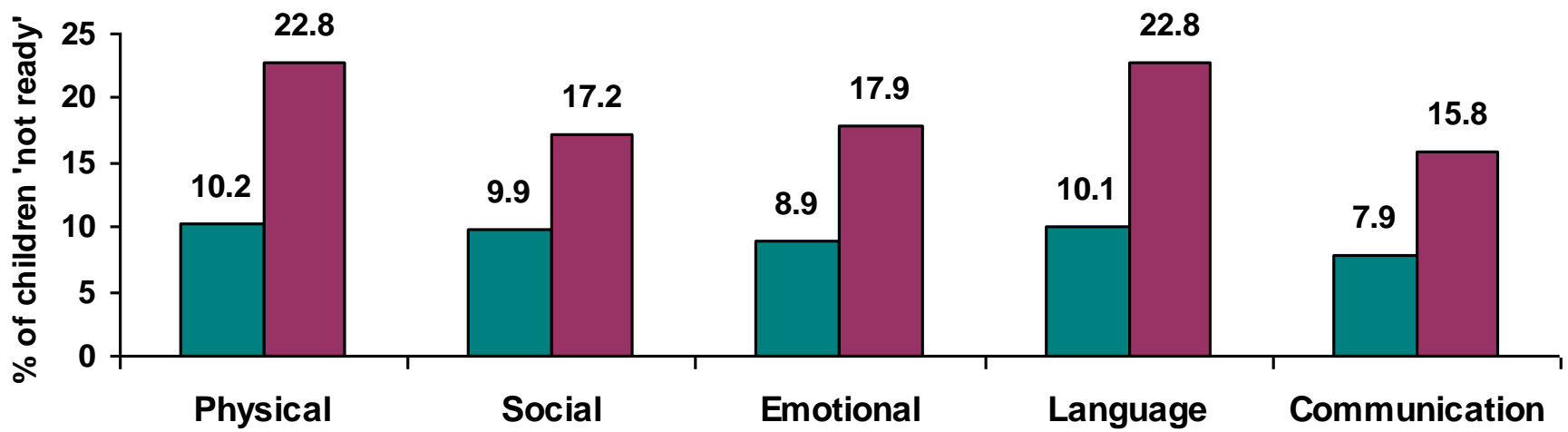- **ECD opportunities**

EDI Parent Survey Data
Maternal Mental Health

Short bars are better

■ No Maternal Depression   ■ Maternal Depression

% of children 'not ready'

Domain	No Maternal Depression	Maternal Depression
Physical	10.2	22.8
Social	9.9	17.2
Emotional	8.9	17.9
Language	10.1	22.8
Communication	7.9	15.8

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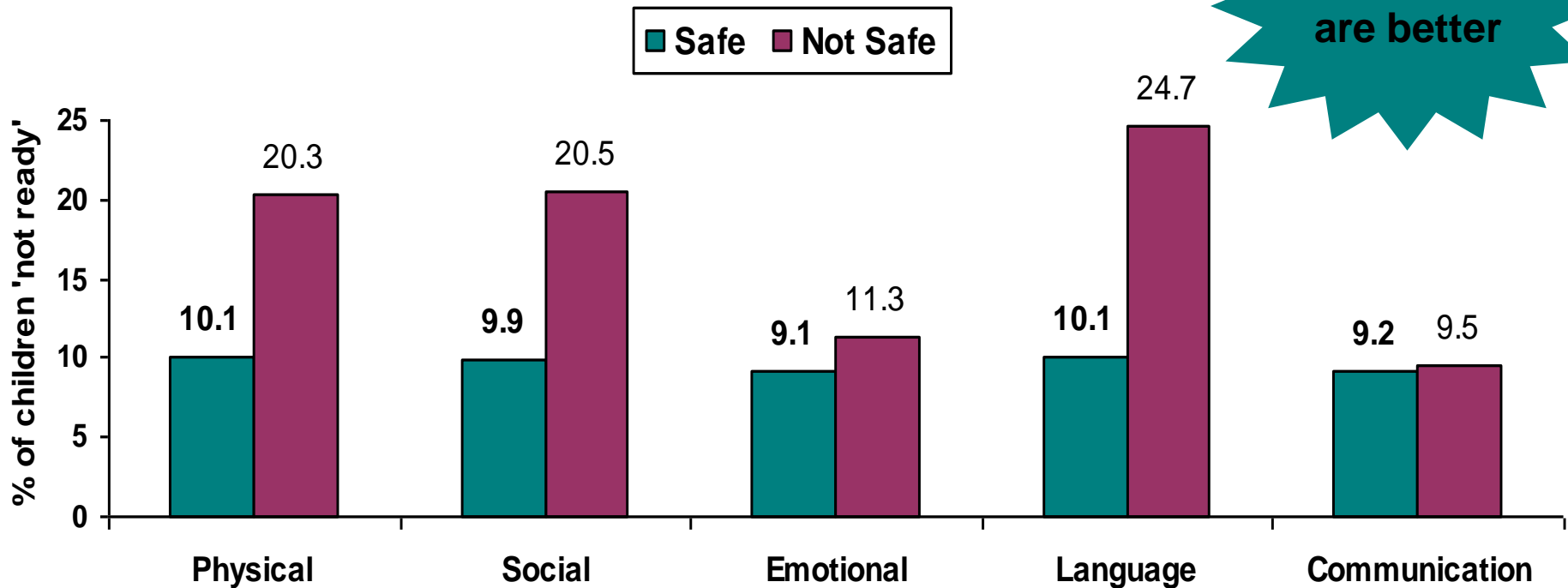
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EDI Parent Survey Data
Community Factors
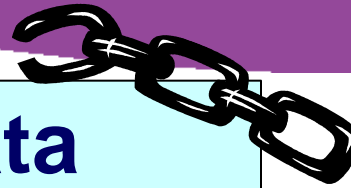
Short bars are better
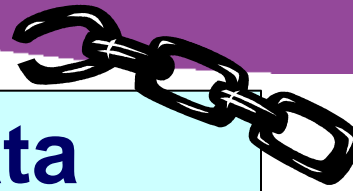
EDI Parent Survey Data
Quality ECD Opportunities

Short bars are better

Legend: ■ In organized physical activities ■ Not in organized physical activities

% of children 'not ready'

Categories: Physical, Social, Emotional, Language, Communication

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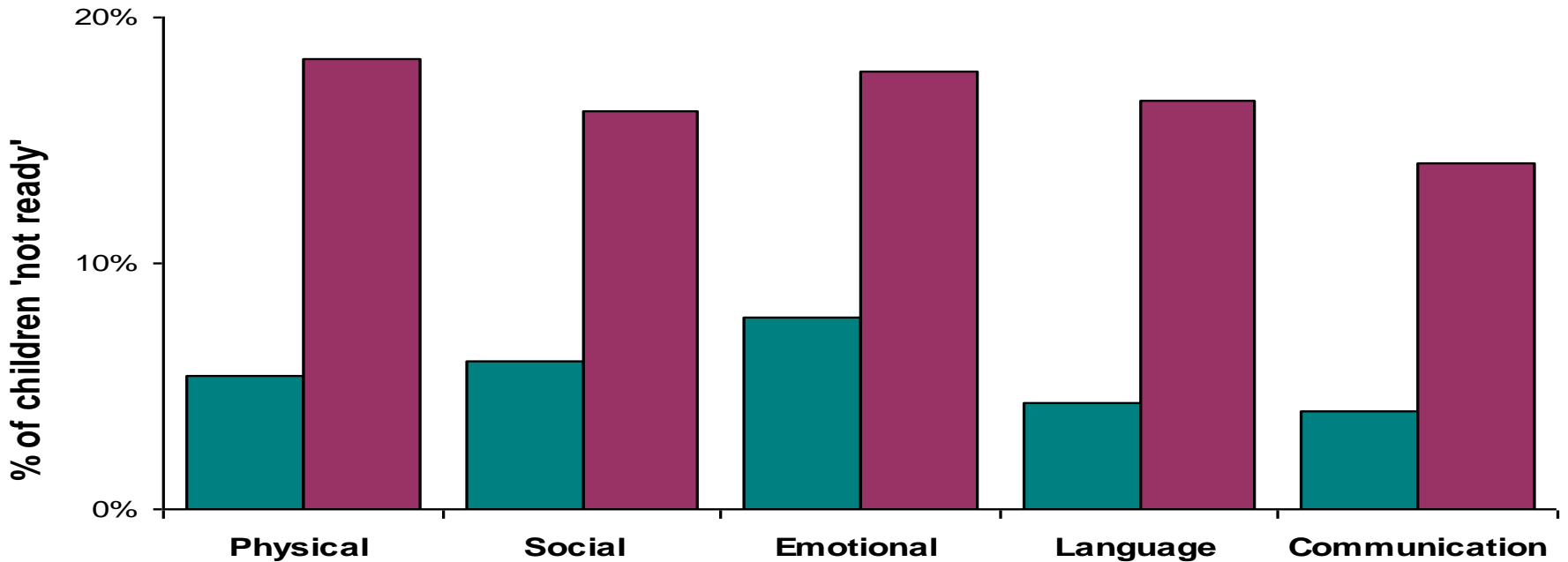
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EDI Parent Survey Data
Socio-economic Factors

Short bars are better

Legend: ■ Low SES ■ Middle SES □ High SES

The Challenge of the Gradient

y-axis: % of Children Not Ready (0.0, 5.0, 10.0, 15.0, 20.0, 25.0)

Category	Low SES	Middle SES	High SES
Physical	22.3	8.2	4.8
Social	(~20)	9.5	5.3
Emotional	13.8	9.3	5.4
Language	23.8	8.7	4.0
Communication	17.1	8.0	4.0

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The whole story…linked together

Families First Screening Data	→	EDI Data & EDI Parent Survey Data	→	Grade 3 Assessment Data	→	High School Completion Data
2000		**2005**		**2009**		**2017**

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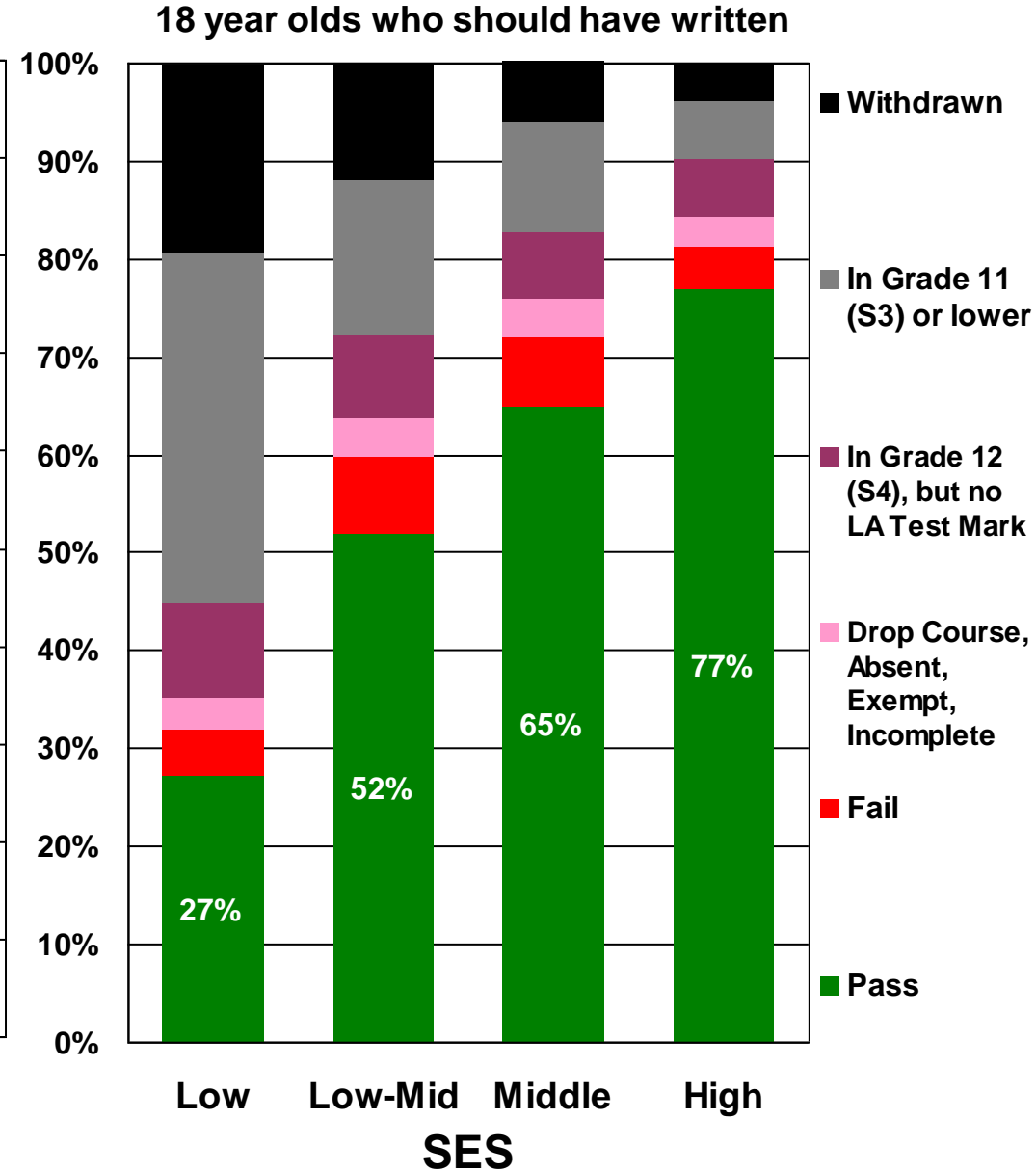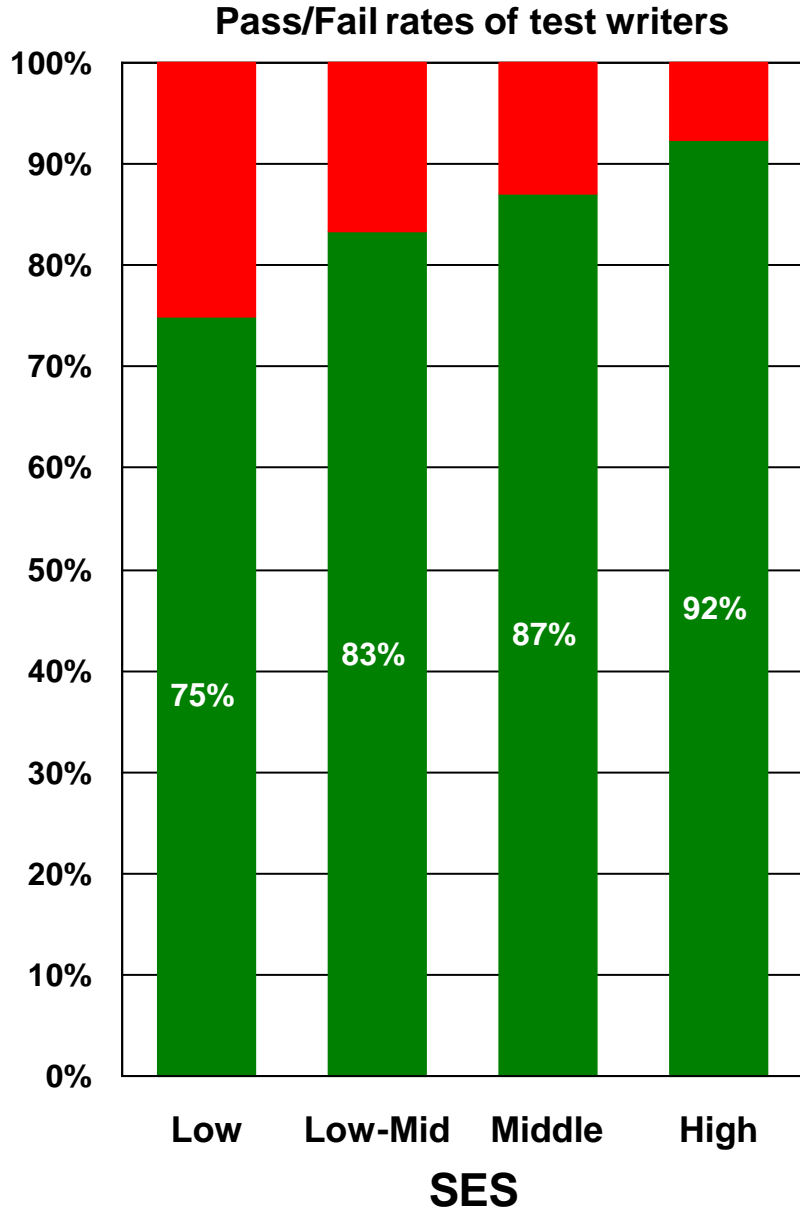# What Does our School Performance Data tell us?
Data from Manitoba Centre for Health Policy

Manitoba Centre for Health Polity: Grade 12 (S4) Performance, by Winnipeg SES Group Language Arts Standards Test, 2001/02

Pass/Fail rates of test writers

Low: 75%
Low-Mid: 83%
Middle: 87%
High: 92%

SES

18 year olds who should have written

Low: 27%
Low-Mid: 52%
Middle: 65%
High: 77%

SES

Legend:
- Withdrawn (black)
- In Grade 11 (S3) or lower (grey)
- In Grade 12 (S4), but no LA Test Mark (maroon)
- Drop Course, Absent, Exempt, Incomplete (pink)
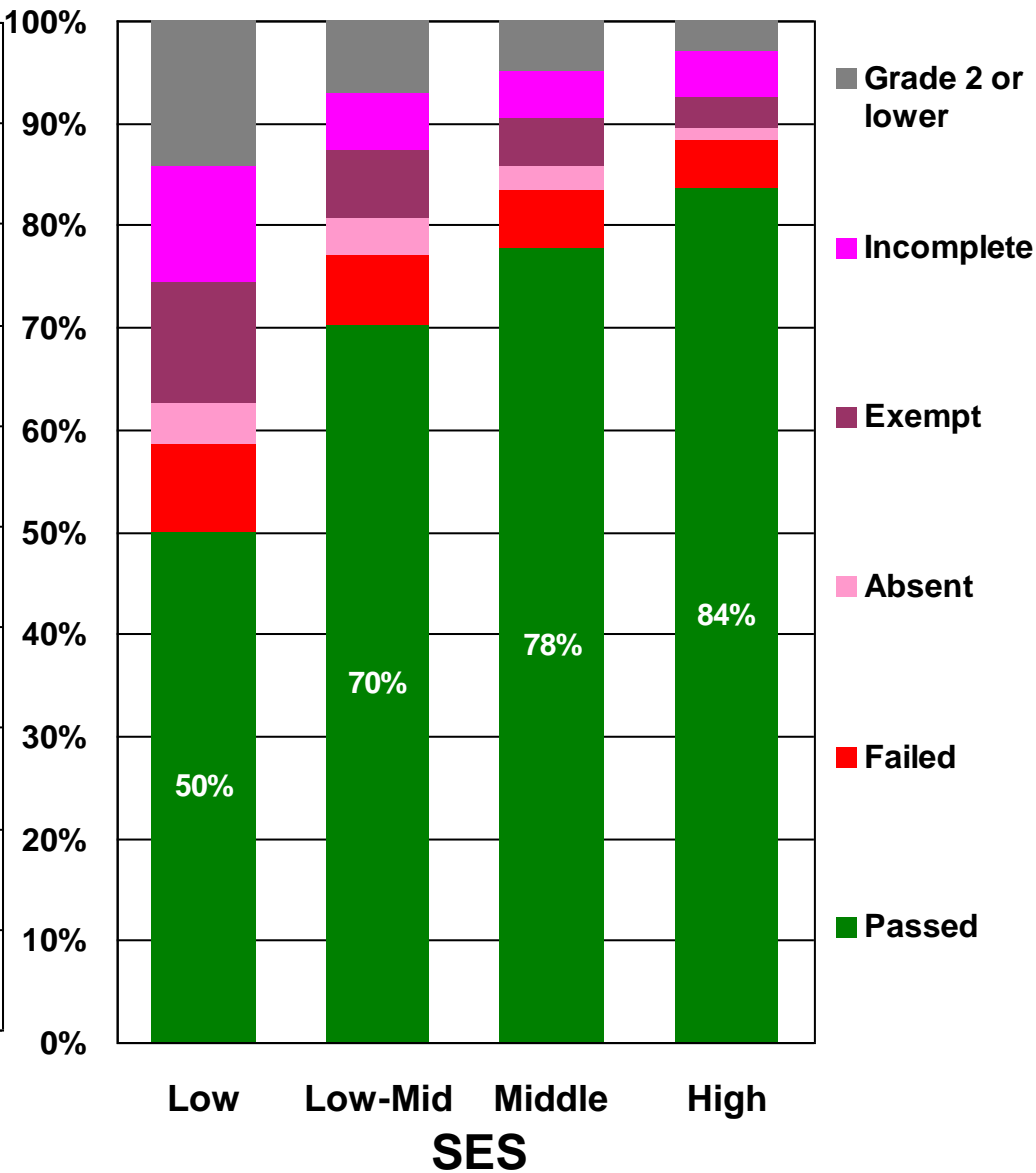- Fail (red)
- Pass (green)

Manitoba Centre for Health Policy: Grade 3 Performance, by Winnipeg SES Group
Language Arts Standards Test, 1998/99

Pass/Fail rate of test writers

SES	Passed
Low	83%
Low-Mid	91%
Middle	93%
High	94%

Eight year olds who should have written

Legend:
- Grade 2 or lower (grey)
- Incomplete (magenta)
- Exempt (dark magenta)
- Absent (pink)
- Failed (red)
- Passed (green)

SES	Passed
Low	50%
Low-Mid	70%
Middle	78%
High	84%
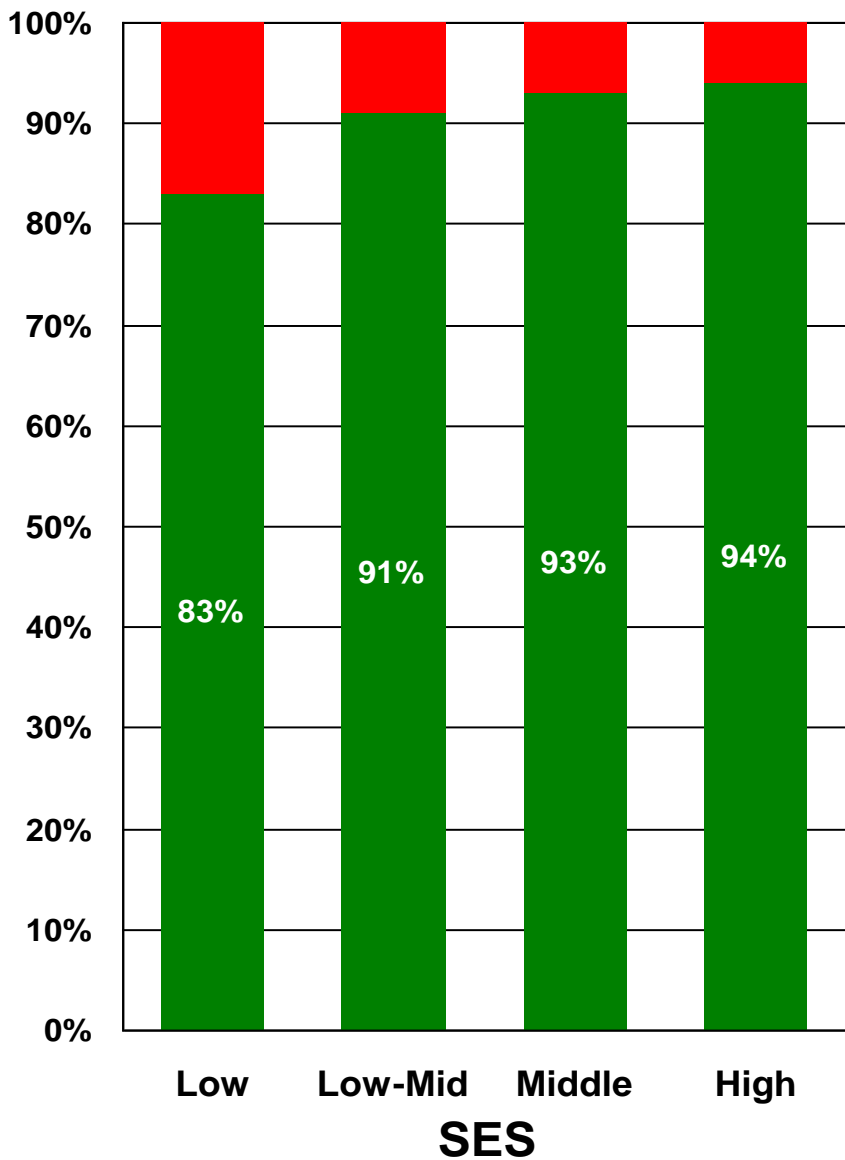
Conclusion:

A large proportion of children from low SES families have learning and educational vulnerabilities. These vulnerabilities can be detected as early as Kindergarten (EDI), and continue throughout school, and throughout life.

SES is associated with social and developmental outcomes: academic achievement, physical and mental health, literacy, criminal behaviour and life expectancy (Early Years 2 – Putting Science into Action)

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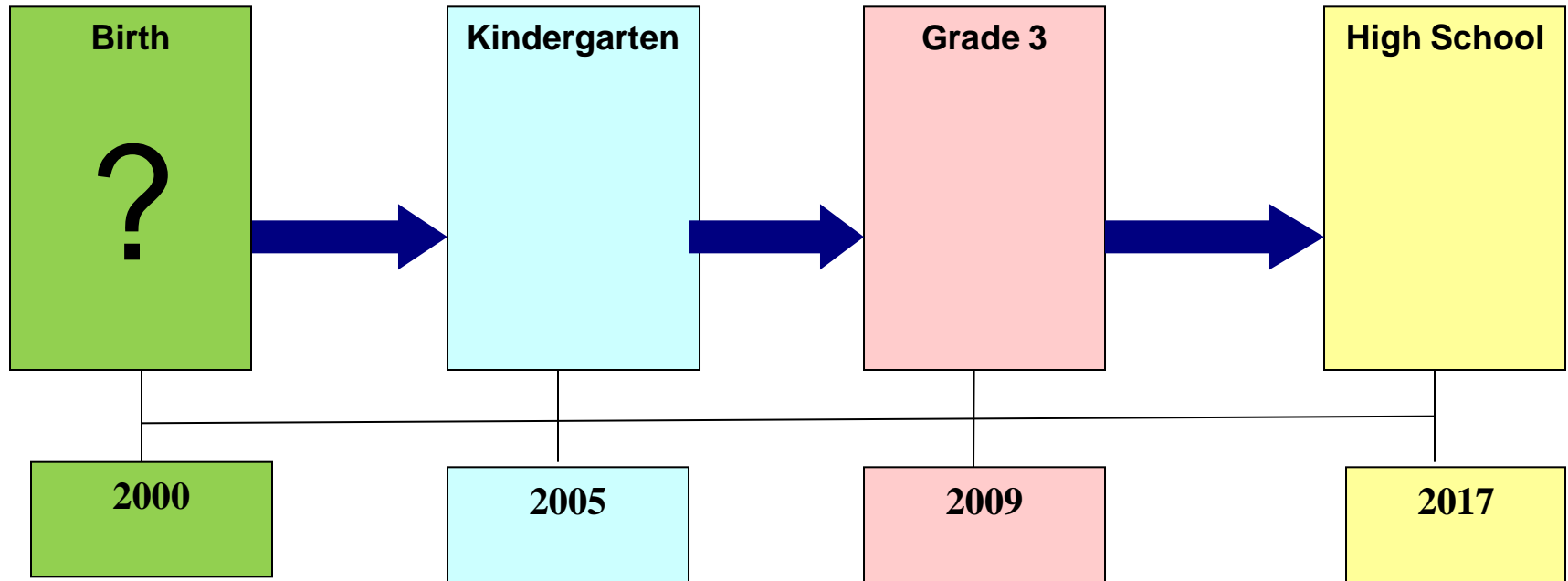Manitoba

However…

Wealth does not equal health!

"It is not wealth, but equality that produces healthy populations. Consistently, countries demonstrating high health and literacy outcomes show a fairly flat socioeconomic gradient. Countries with healthy, more literate populations, invest heavily in young children and their families" (EY2 – Putting Science into Action).

- *E.g. Manitoba's Families First Program, Perry Preschool Program, Abecedarian Project, Ontario Better Beginnings, Better Futures*

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Conclusion:

- **Children from all SES backgrounds can be vulnerable – we need a mix of both universal and targeted programs**

- **Children from low SES backgrounds have a far greater risk for vulnerability, but with enhanced quality early learning opportunities, much of this vulnerability can be prevented!**

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So when does the gradient first begin to emerge?

Birth	Kindergarten	Grade 3	High School
?			

| 2000 | 2005 | 2009 | 2017 |

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Families First Screen
Birth Data

- **HCM, in partnership with regional Public Health Nurses, attempts to screen all families with newborns for 38 risk factors associated with poor child outcomes (2003 – present)**

- **Administered through Regional Health Authorities**

- **The screening process does not include families from First Nations communities, which are under federal jurisdiction**

Families First Screen
Birth Data

**Number of Births Screened in Manitoba:**

Year	Number
2003	11,529
2004	11,353
2005	11,839
2006	12,132

Families First Screen Data collections are on-going

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Prevalence Rates of Mothers with Less than High School Education by RHA (*Includes mothers of newborns who are currently working on their Grade 12 or equivalency*)
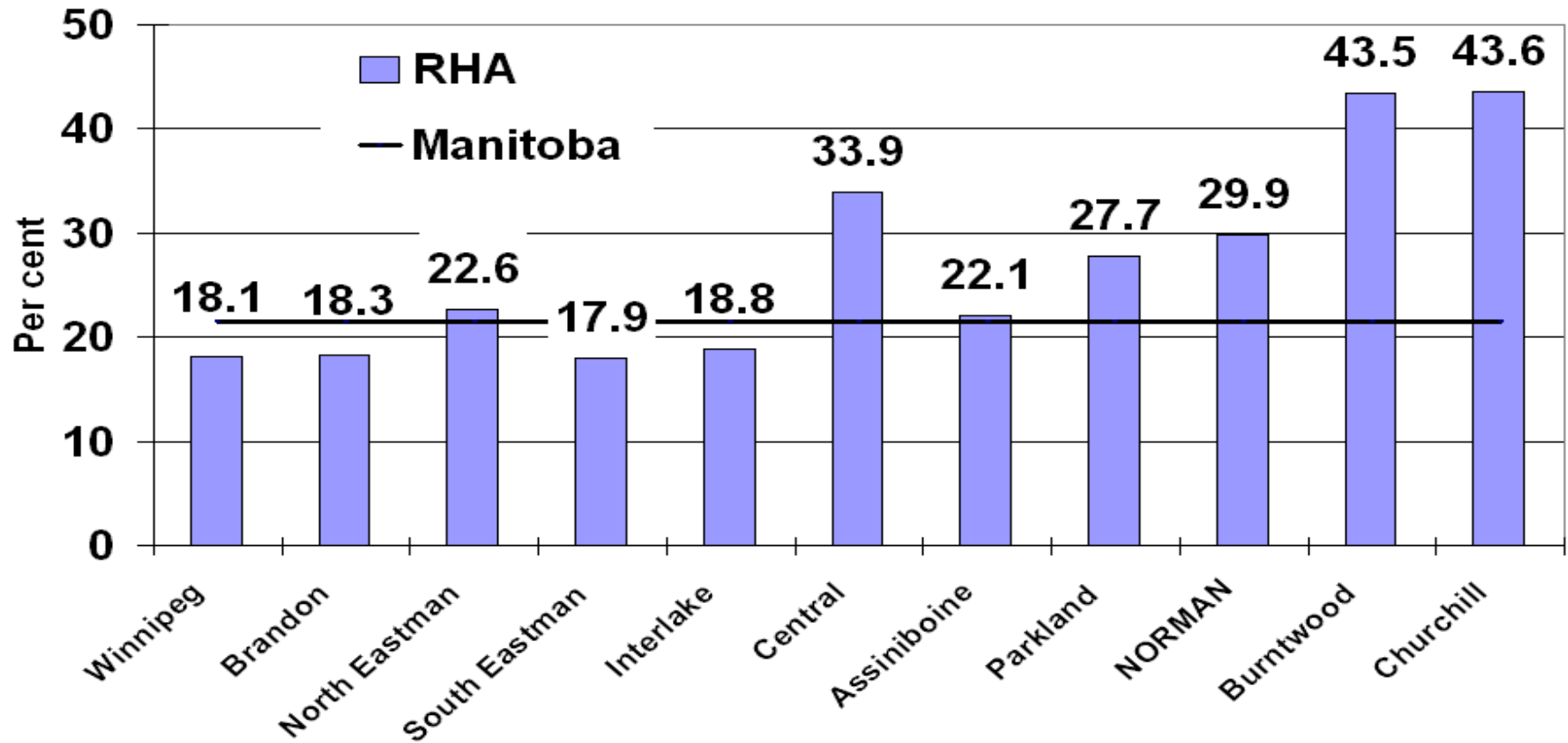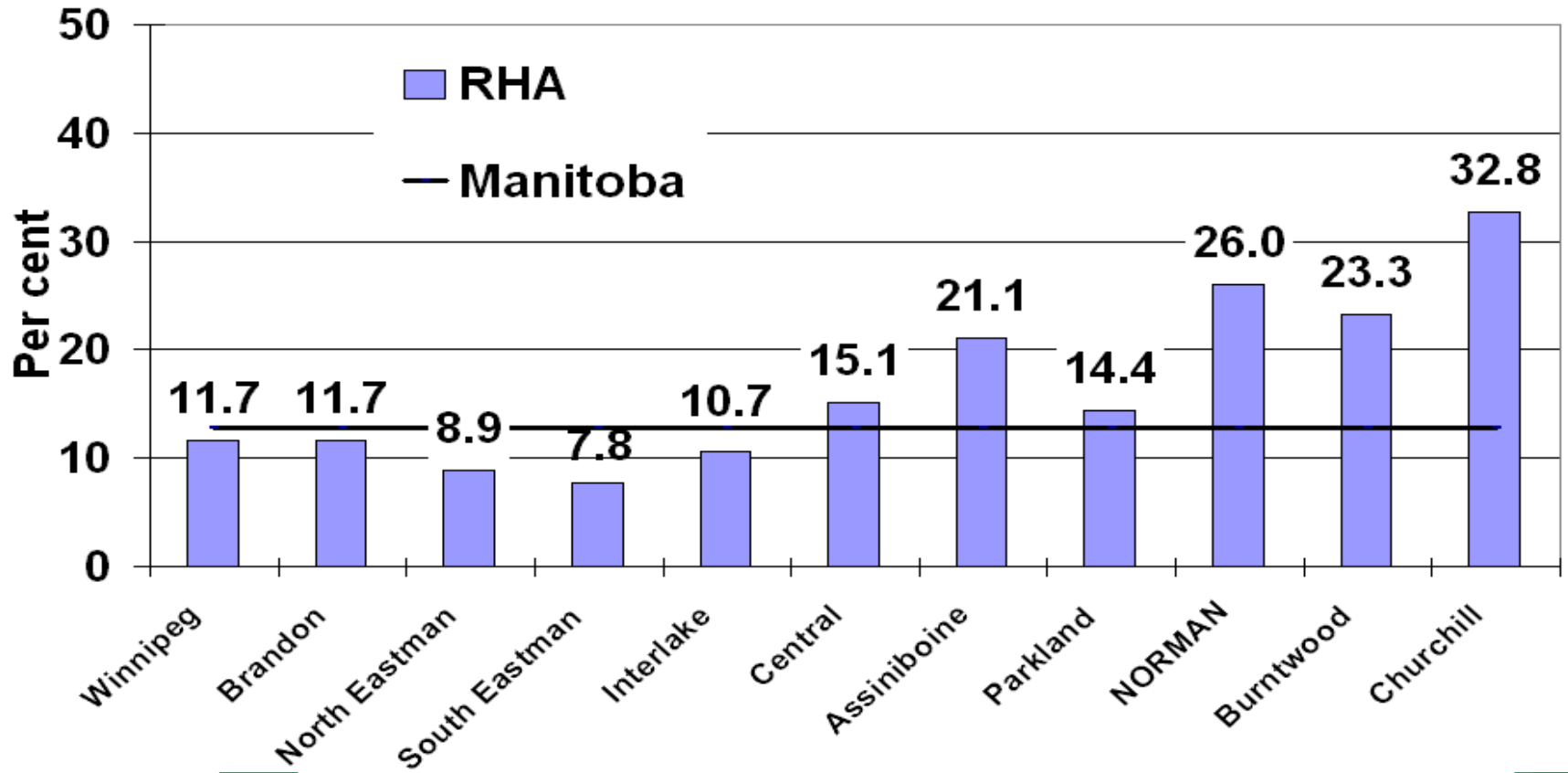
Prevalence Rates Teenage Pregnancy by RHA (*Includes all births where the age of mother was less than 18 years old at birth of child*)
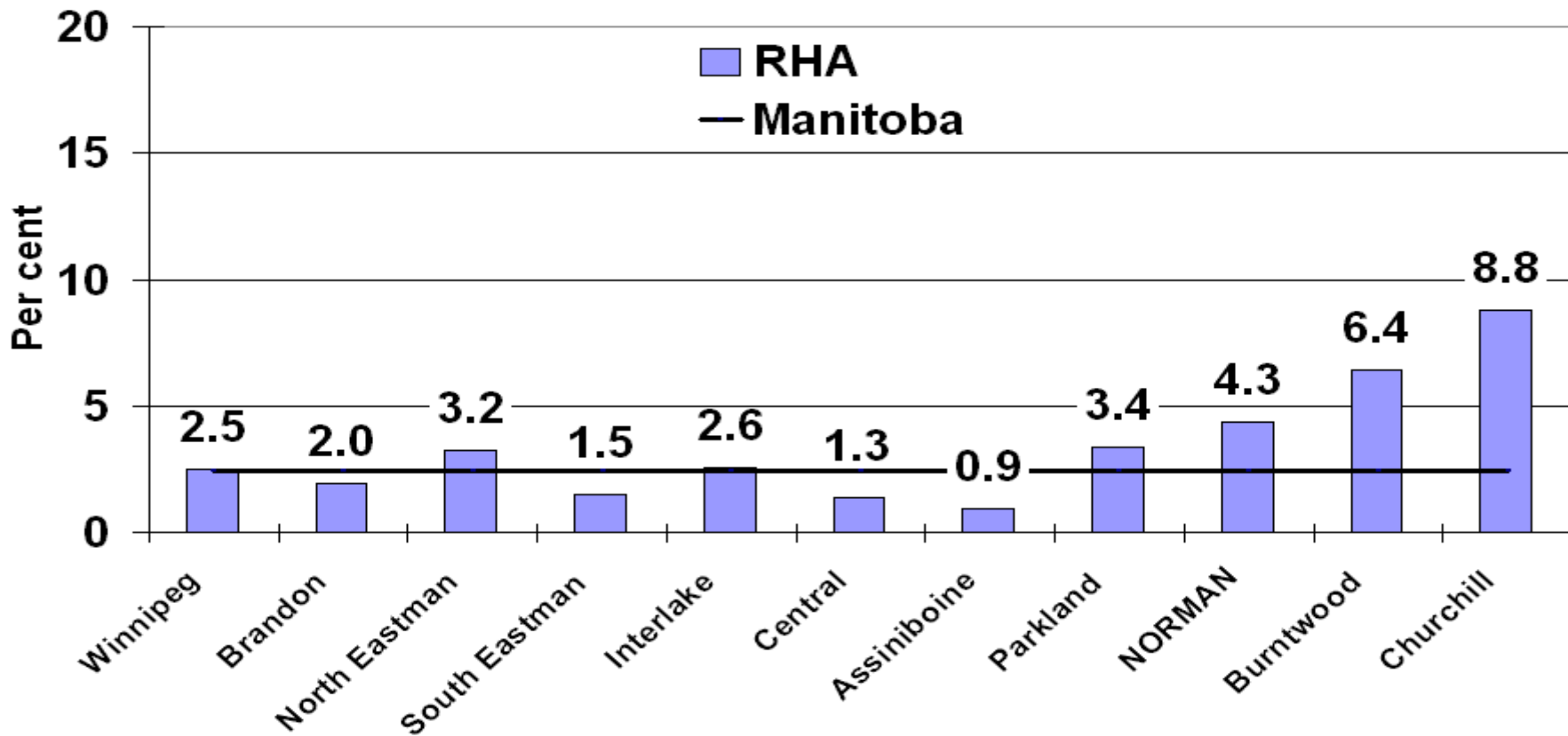
Prevalence Rates of Social Assistance or Financial Difficulties by RHA *(Includes mothers of newborns on social assistance or income support. Financial difficulties are defined as having insufficient monies available to meet basic needs after meeting financial commitments)*
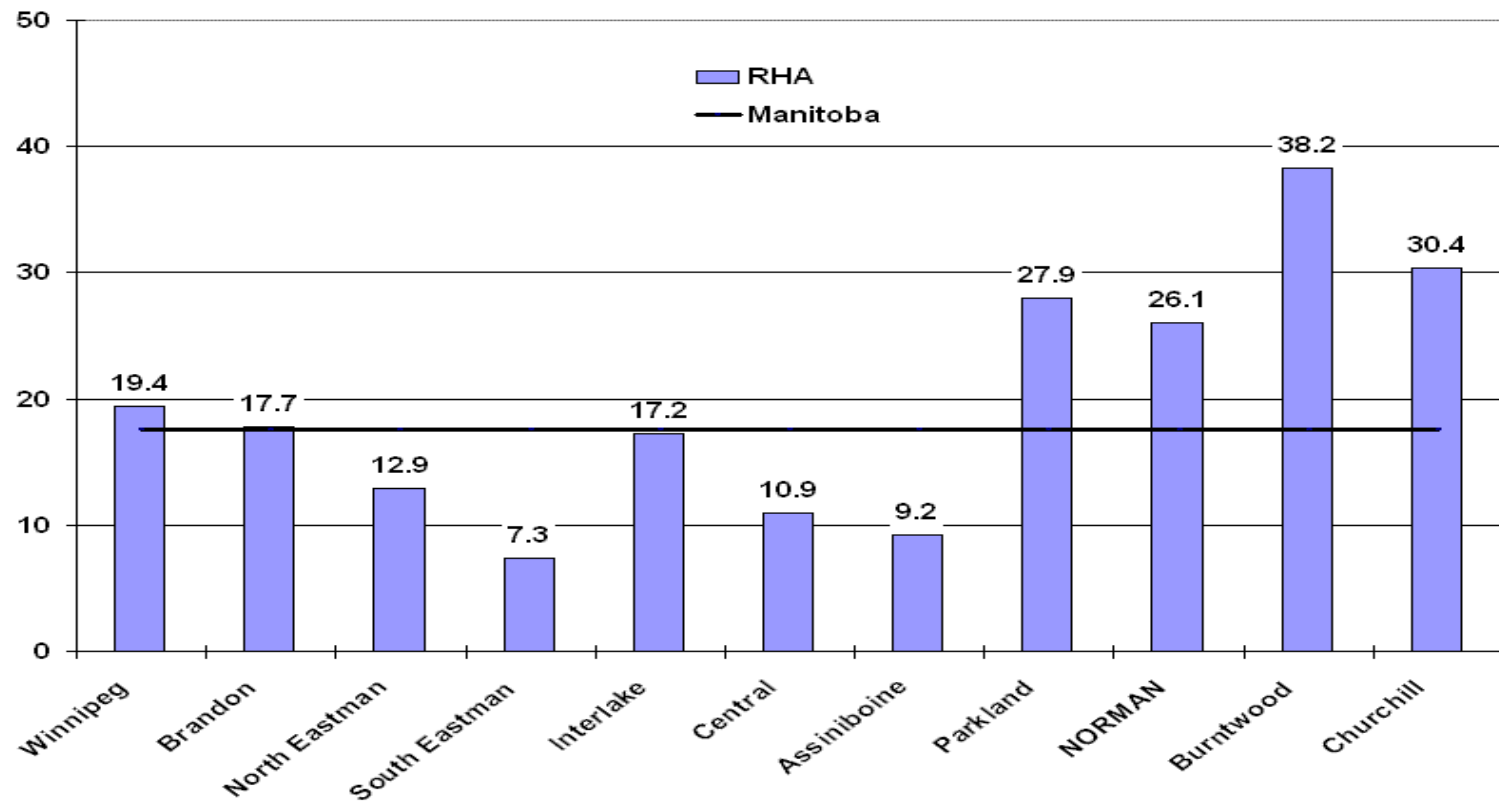
Prevalence Rates of Alcohol Use During Pregnancy by RHA *(Assessed by PHN who is instructed to ask mothers of newborns about alcohol use during pregnancy)*

Prevalence Rates of Smoking During Pregnancy by RHA *(Assessed by PHN who is instructed to ask mothers of newborns about cigarette smoking during pregnancy)*
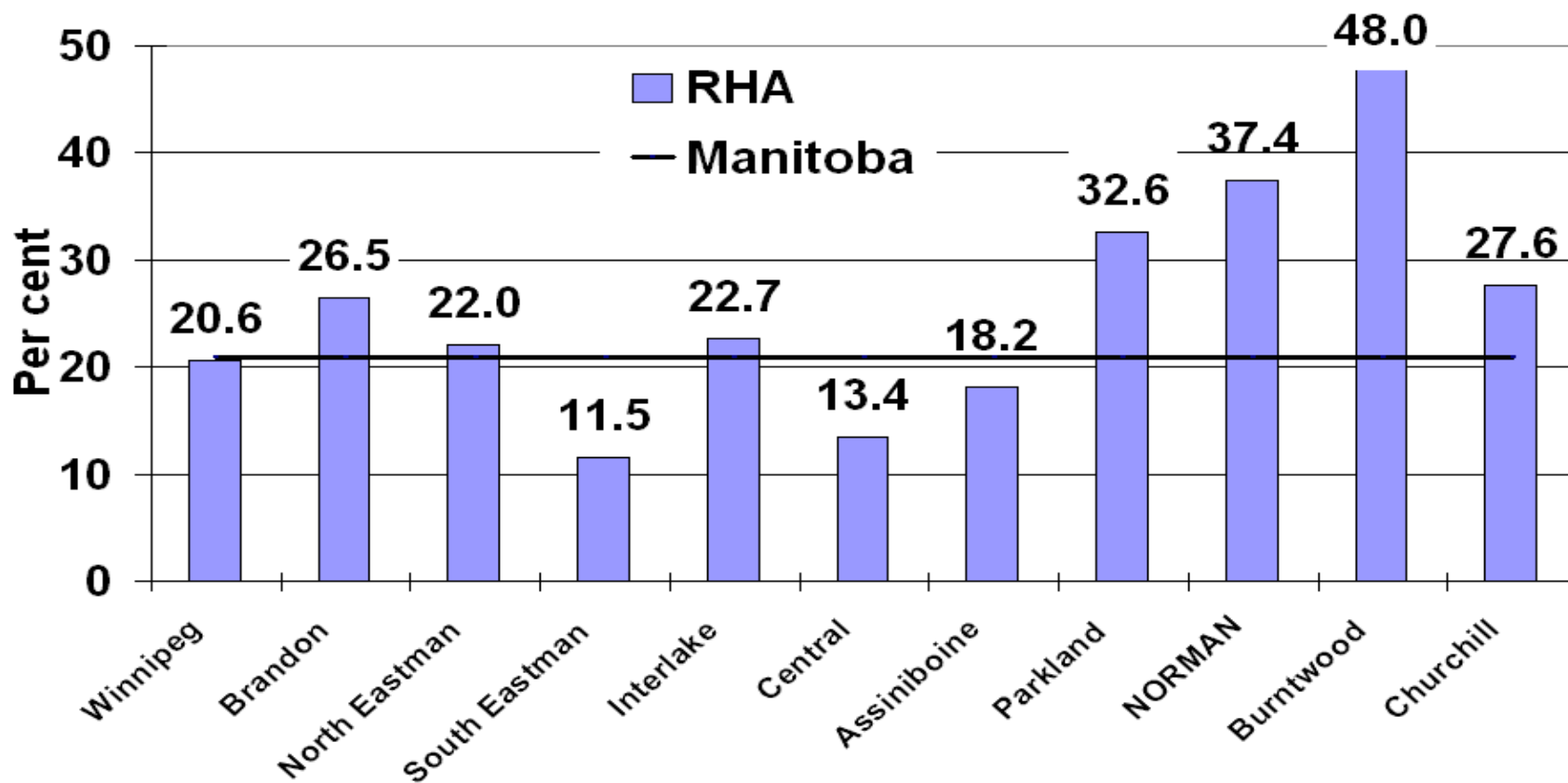
Prevalence Rates of Maternal Depression and Anxiety by RHA
(Assessment of Maternal depression for mothers of newborns is made by the PHN who has knowledge of a professional diagnosis. This is sometimes determined by noting medication use)
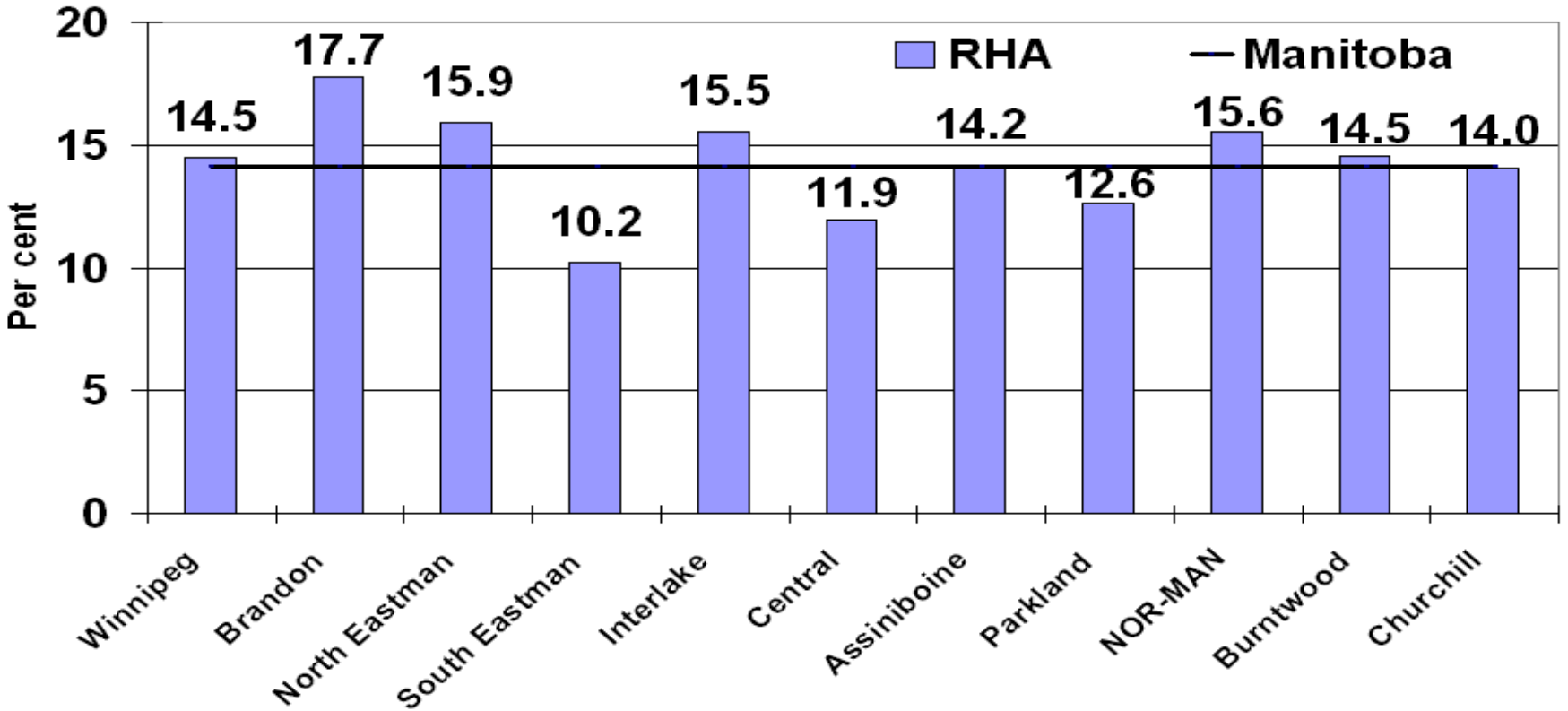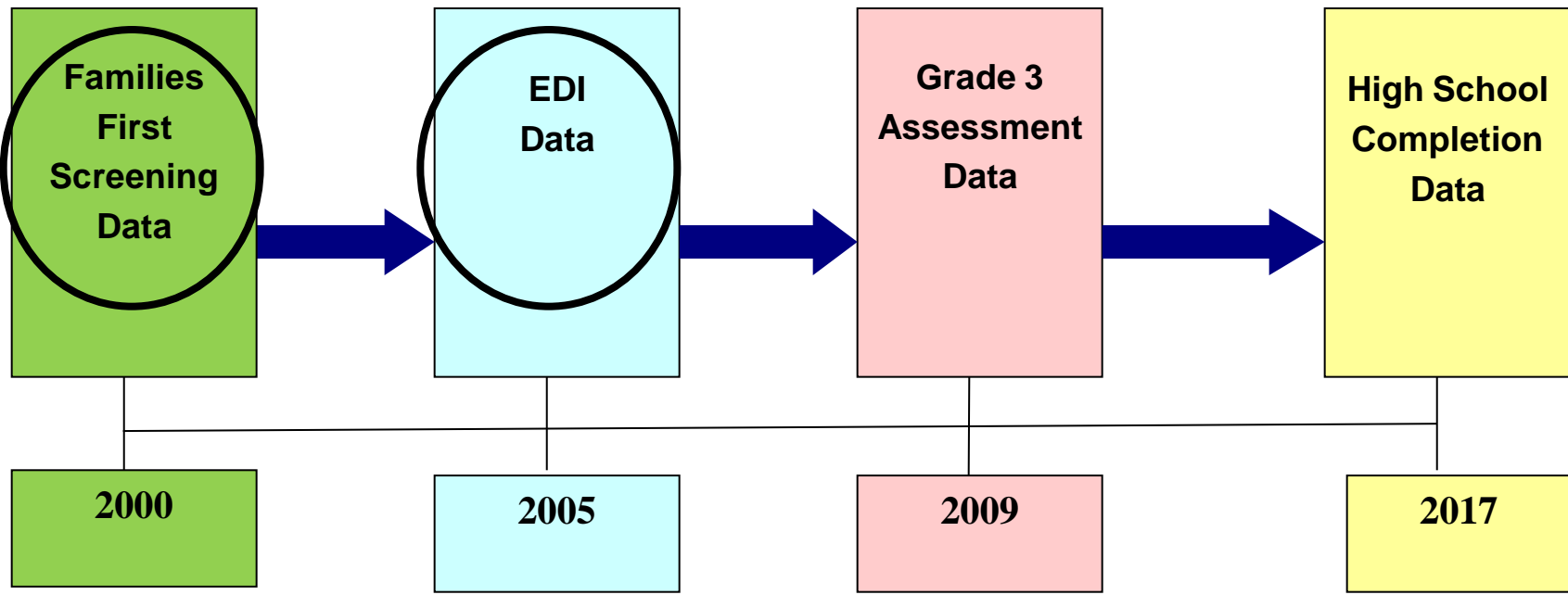
Conclusion:

The rates of these risk factors point to the need for interventions that meet the wide spectrum of needs of Manitoba's children and families, including…
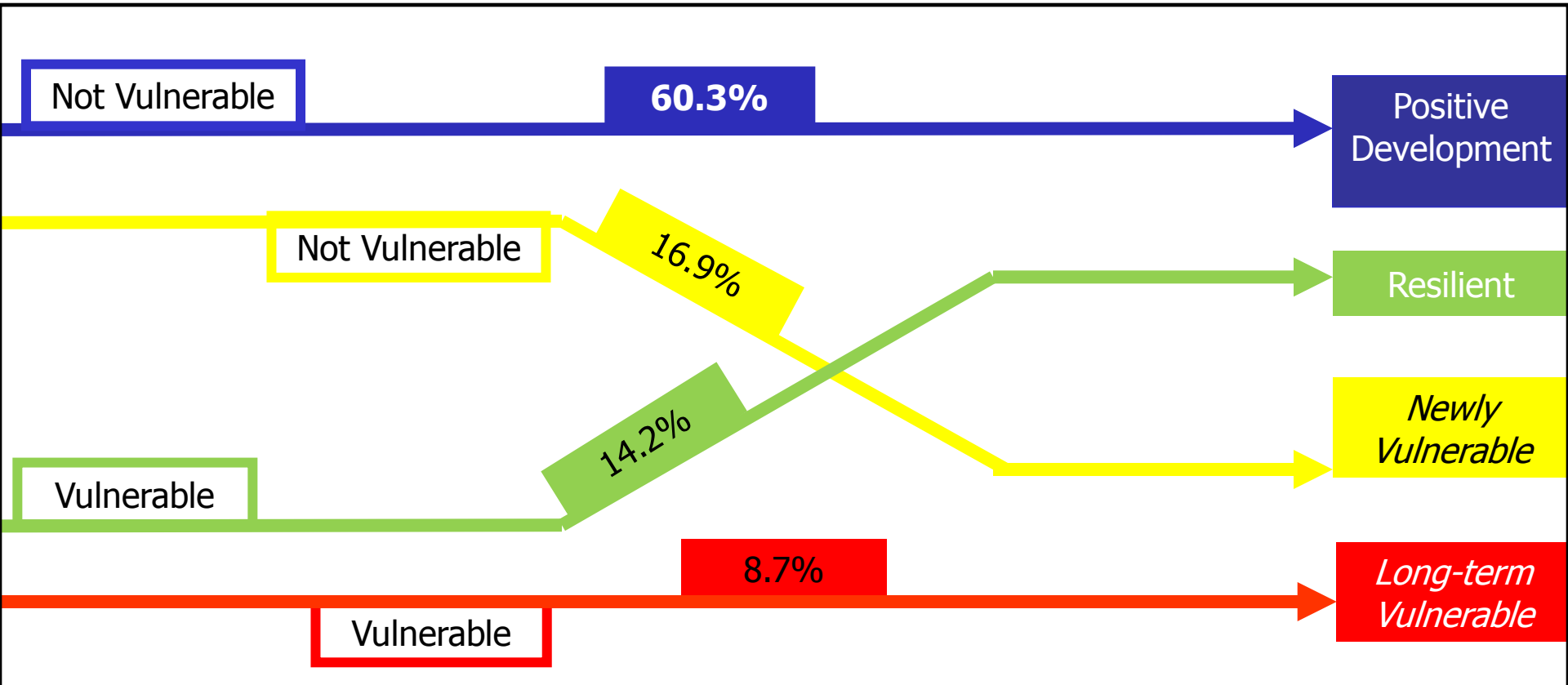
Mental health services for expectant and new mothers, financial supports, alcohol abuse and addiction counseling, domestic relationship counseling, and outreach services to better connect new parents and families with their communities

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A piece of the story…linked together

Families First Screening Data	→	EDI Data	→	Grade 3 Assessment Data	→	High School Completion Data
2000		2005		2009		2017

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No one single pathway of vulnerability!

FFS 2000-2001

EDI 2005-2006

Not Vulnerable — **60.3%** → Positive Development

Not Vulnerable — 16.9% → Resilient

Vulnerable — 14.2% → Newly Vulnerable

Vulnerable — 8.7% → Long-term Vulnerable
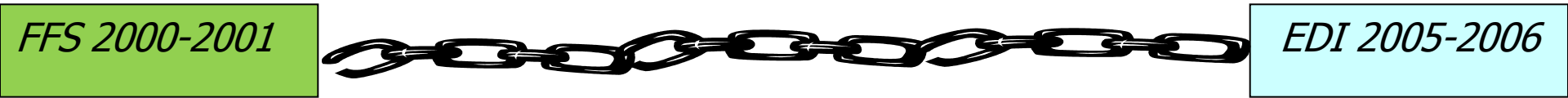
Total Not Vulnerable at Birth: 77.2%

Total Vulnerable at birth: 22.8%

Total Not Vulnerable at K: 74.4%

Total Vulnerable at K: 25.6%

Conclusion:

There is no one single pathway of healthy development or vulnerability in childhood.

So what do we do?

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What do we do?
Universal Programs and Services…

- **Quality ECD programs and supports for all parents (including expectant parents), children and families, that are universal, accessible, and inclusive (e.g. outreach, referrals/partnerships)**

- **Integrated service delivery systems (e.g. early childhood learning and care / public education system / public health / FSCA / housing)**

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What do we do?
Targeted Programs and Services…

- **Early identification of vulnerability, and intervention services that meet the broad spectrum of needs of parents, children and families (e.g. parenting, mental health, financial, safety)**

- **Quality ECD programs that meet the needs of Aboriginal parents, children and families, both on-reserve and off-reserve**

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What do we do?
Children first…

- **Child-centered decision-making and policy development, inter-governmental collaboration (e.g. Healthy Child Manitoba, Healthy Child Committee of Cabinet, Healthy Child Deputy Minister's Committee of Cabinet)**

- **An established role for community stakeholders in child-centered decision-making (e.g. HCM Act, Parent Child Coalitions, Provincial Healthy Child Advisory Committee)**
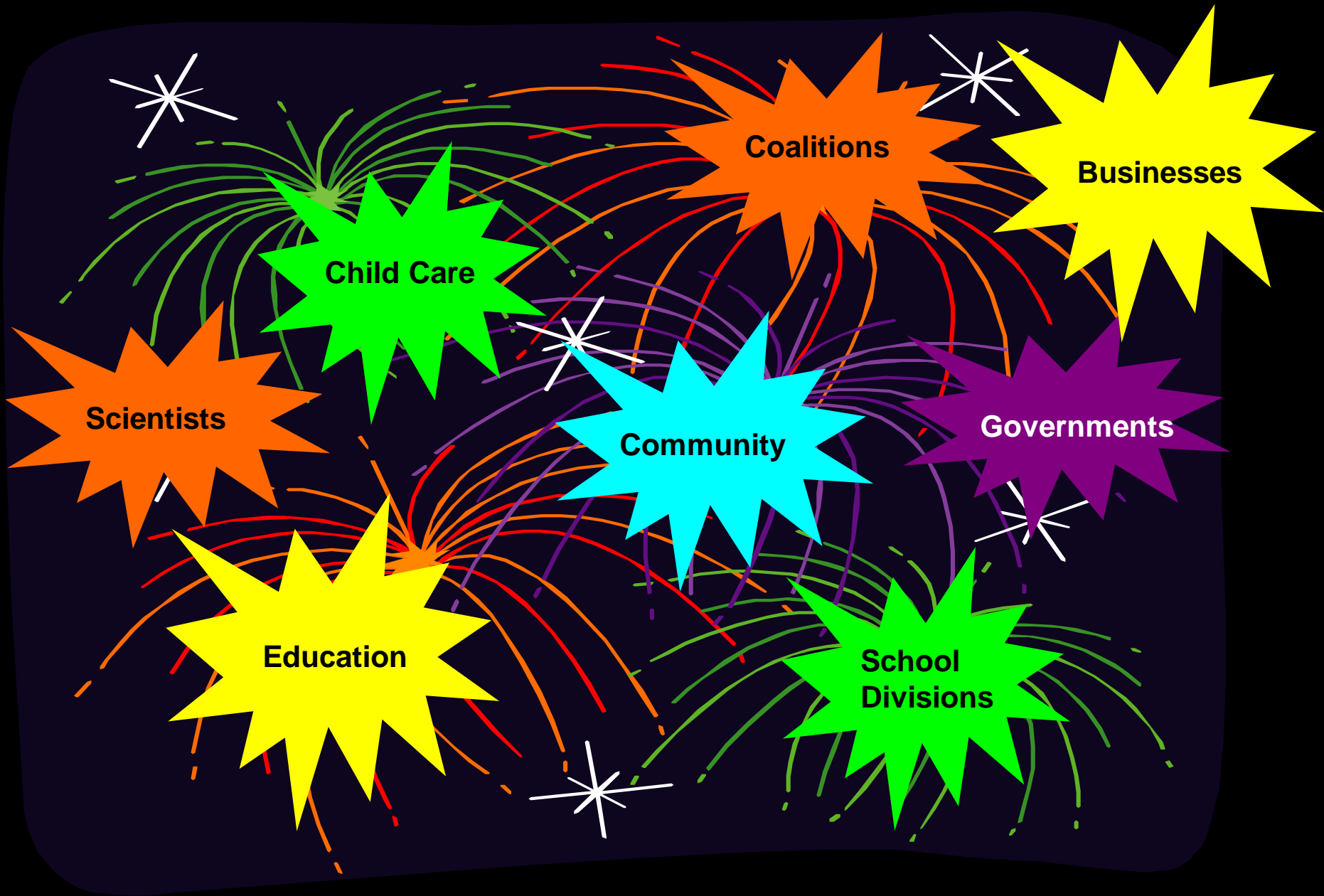
- **Equitable investments in ECD**

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What do we do?
It takes a village…

All children need:

- **Positive parenting and consistent discipline**
- **Positive family functioning**
- **Safe and supportive communities**
- **Quality early childhood opportunities**
- **Financial stability**
- **Responsive governments and leaders**

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Turning data into action!

Schools and School Divisions

Looking Backward…
School Divisions use their Divisional and School-level EDI results to assist in their ECDI (Early Childhood Development Initiative) programming and planning decisions

Looking Forward…
School Divisions use their Divisional and School-level EDI results to align programs and services for students based on the identified strengths and needs of each school

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School Divisions: Turning Data into Action

"In the Louis Riel School Division, we use the EDI in many ways with our programming needs and budget planning. And in our work with Parent-Child Coalitions, our EDI results help us to identify goals for our Parent Child Family Centres, and help us to monitor our community needs."

Sylvia Madill
Retired Student Services Coordinator, Louis Riel School Division

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Schools: Turning Data into Action

"Our Kinderlinks program offers preschoolers and their parents a positive introduction to school and helps prepare them for the transition to Kindergarten.
The School's decision to develop this program, a partnership with the Elspeth Reid Family Resource Centre and the Brandon Parent-Child Coalition, came from the results of our EDI data, and the program goals of Kinderlinks are based around the five domains of the EDI's measurement of school readiness".

Shawn Lehman, Principal of Valleyview Centennial School

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Community Data = Community Action

Community-level EDI data is mapped using student's residential postal code:

- **By Region (RM level)**

- **By Winnipeg Community (Neighbourhood level)**
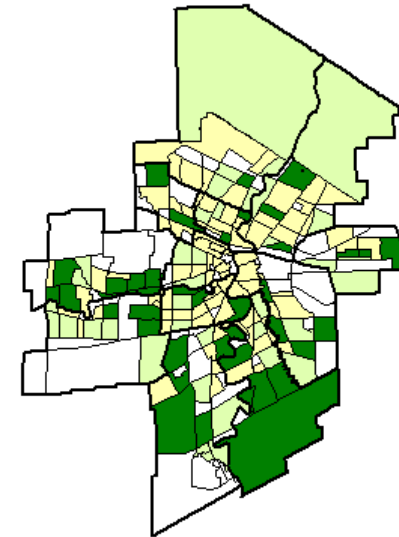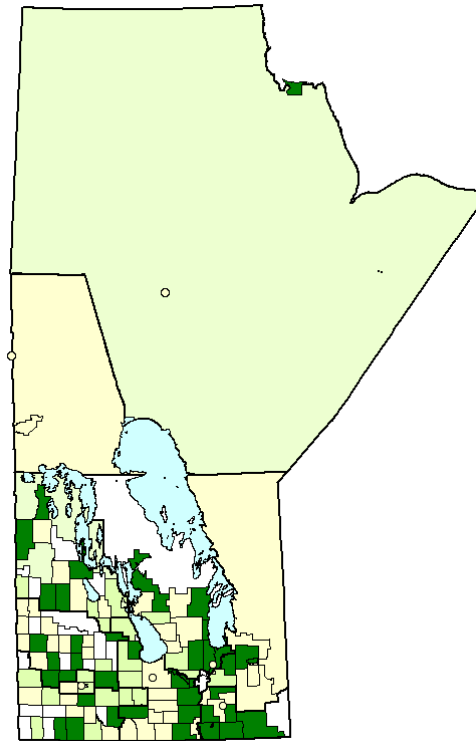
Community Data = Community Action

- **Parent-Child Coalitions and the Child Care Community use their local-level EDI results to assist in their early years programming decisions**

- **The EDI enables communities to align policies and programs for children and parents based on the identified strengths and needs of that community**

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Parent-Child Coalitions: Turning Data into Action

"We use the EDI in lots of ways. The decision to develop our Coalition's "Kit and Kaboodle" program, a literacy-focused preschool program, evolved from our EDI data which showed 'need' in the Language and Thinking Skills domain. Our Coalition Steering Committee consults with our EDI data in reviewing our grant applications, and the data is one of the factors we consider when making our funding decisions."

Kathy Wightman
Former Chair of the Central Region Parent-Child Coalition

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Child Care: Turning Data into Action

"The SPLASH nursery school is one of the programs made possible by the enhanced nursery school funding strategy that is being further expanded in the Family Choices child care agenda. This nursery program is a great example of how we can address the evidence-based needs of communities, using EDI results, as we move forward with our 5 year plan to improve early learning and child care across Manitoba".

Lois Speirs
Former Director of the Manitoba Child Care Office

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Healthy Child Manitoba: Turning Data into Action

"The EDI helps us measure what matters most to Manitoba: the well-being of our children. As a province and in our communities, it helps us look back, to evaluate the outcomes of our investments in early childhood development. It also helps us look ahead, to improve our future decisions in policy and program development, to make the Manitoba we want for all of our children."
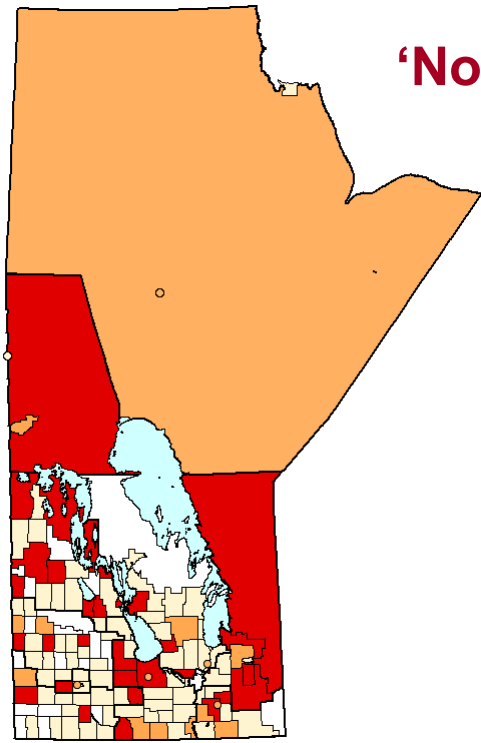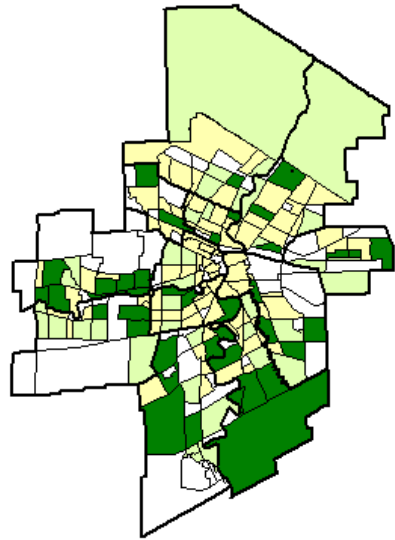
Dr. Rob Santos, Scientific Director & Senior Policy Advisor
Healthy Child Manitoba Office, Healthy Child Committee of Cabinet
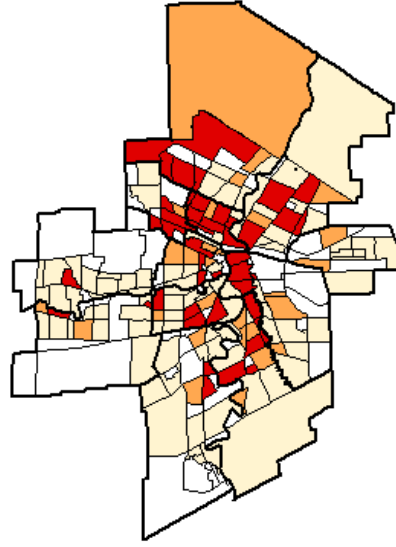
Community EDI Reports available on-line:
http://www.gov.mb.ca/healthychild/edi/edi_reports.html#comm

'Very Ready'

'Not Ready'

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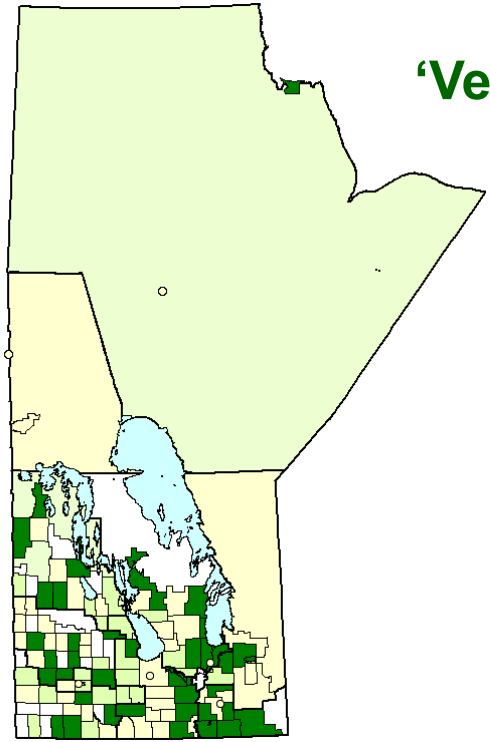
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For additional EDi resources:

Offord Centre for Child Studies
www.offordcentre.com/readiness

Healthy Child Manitoba
www.gov.mb.ca/healthychild/edi

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Contact:

Terra Johnston
Provincial EDI Coordinator
Healthy Child Manitoba Office

204.945.0177
Terra.Johnston@gov.mb.ca