

# Monitoring Child Development & Well-being

Kinwa Bluesky, Senior Manager of Indigenous Initiatives  
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EARLY LEARNING  
PARTNERSHIP







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Our work takes place on the traditional,  
ancestral, unceded territory of the  
x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people

Reconciliation


Early Learning

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Photo: UBC / Paul Joseph



HELP was founded as a research centre dedicated to exploring **“the differences that make a difference”** in children’s early development.



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# Outline



- About HELP & Child Development Monitoring System
- Data trends for BC children
- How to request data for First Nations, Inuit & Métis children



# Contexts Influencing Child Development

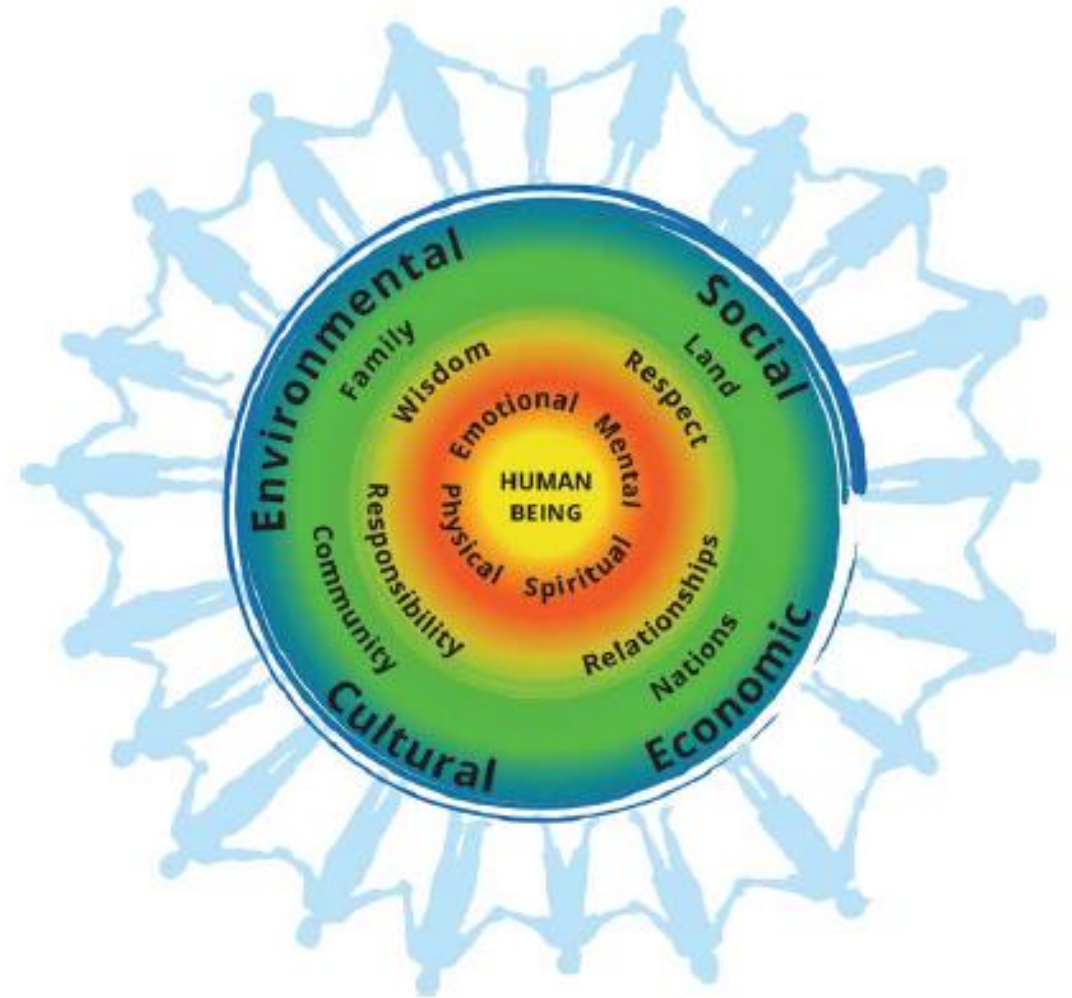
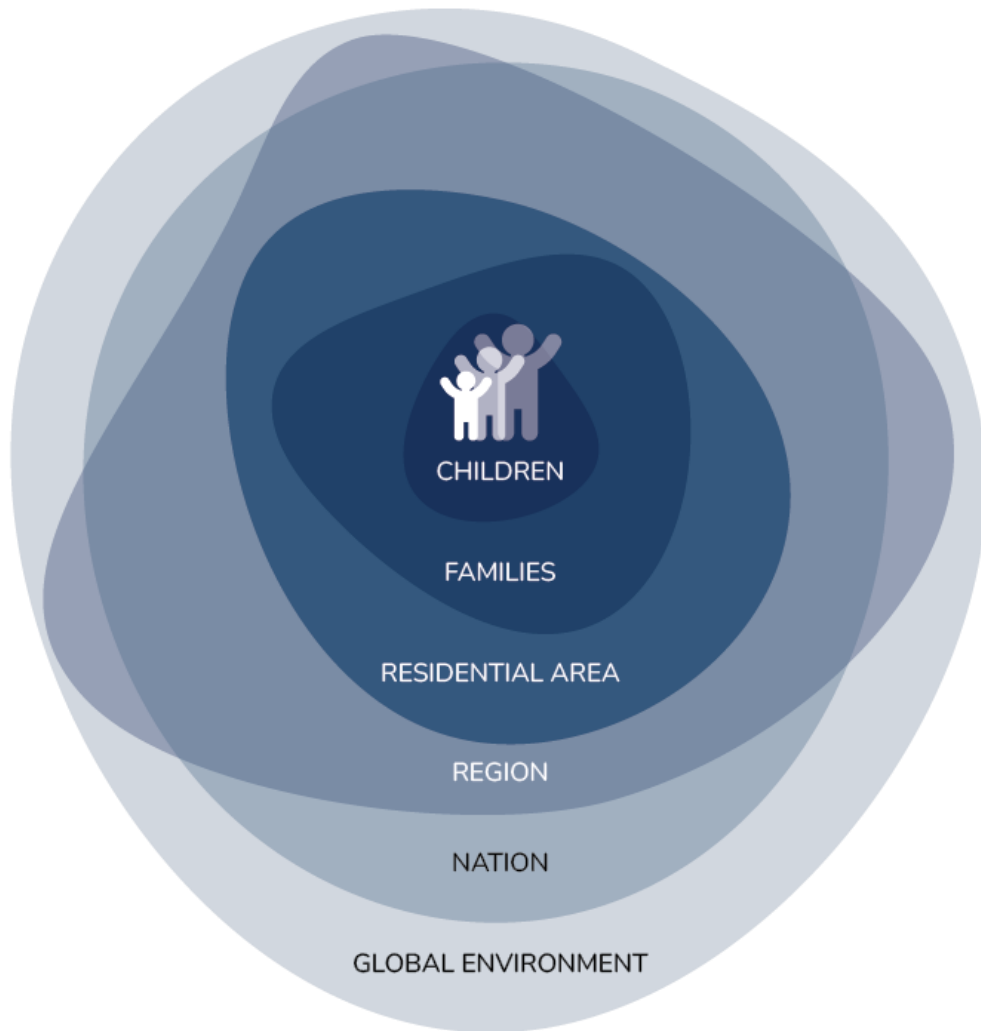



FIGURE 1. "THE FIRST NATIONS PERSPECTIVE ON HEALTH AND WELLNESS" AS DEVELOPED BY THE BRITISH COLUMBIA FIRST NATIONS HEALTH AUTHORITY.<sup>7</sup>





# Early Years Matter

Early Child Development:  
*A Powerful Equalizer*  
Final Report

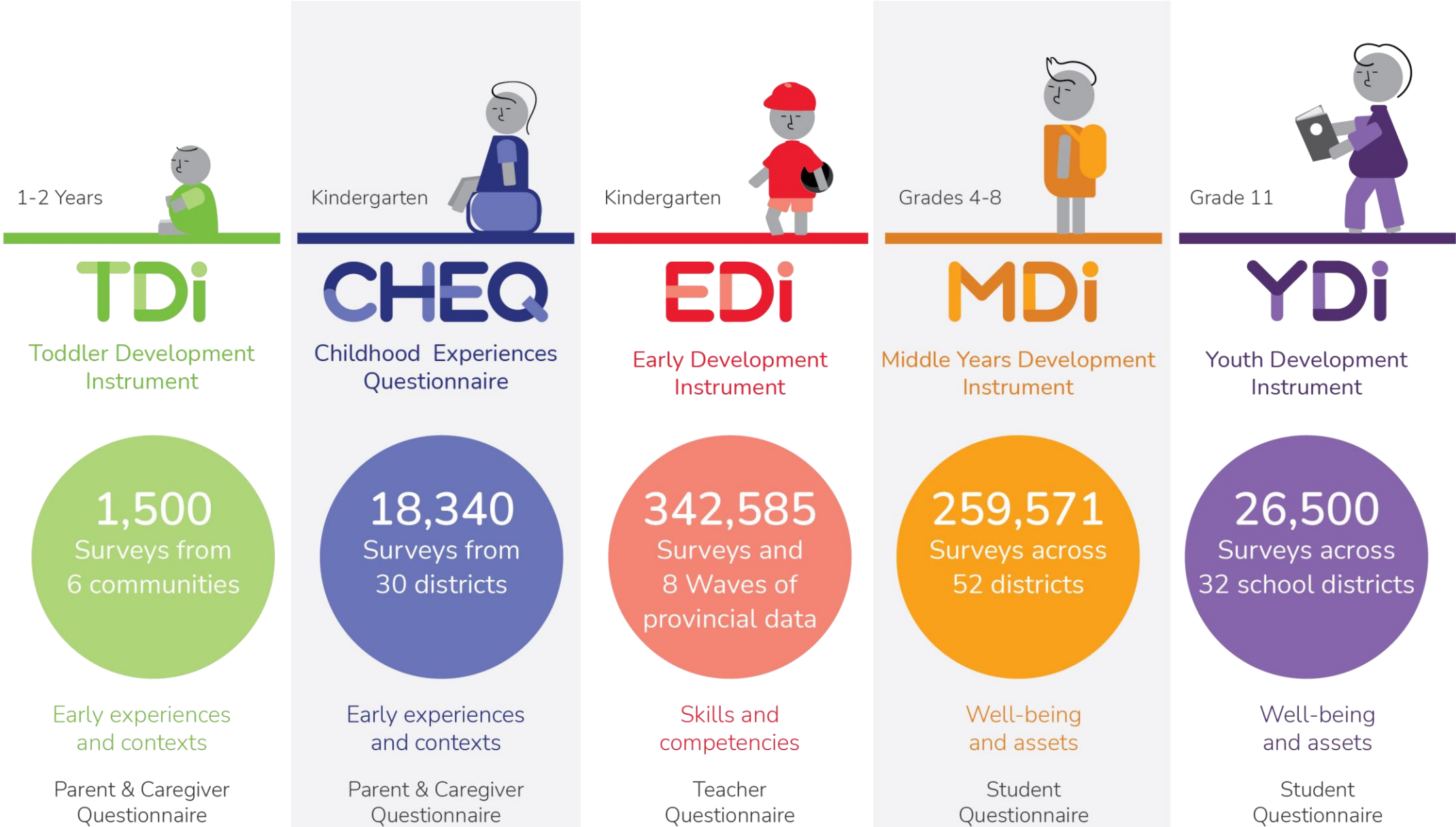


Prepared by  
Dr. Lori G. Irwin  
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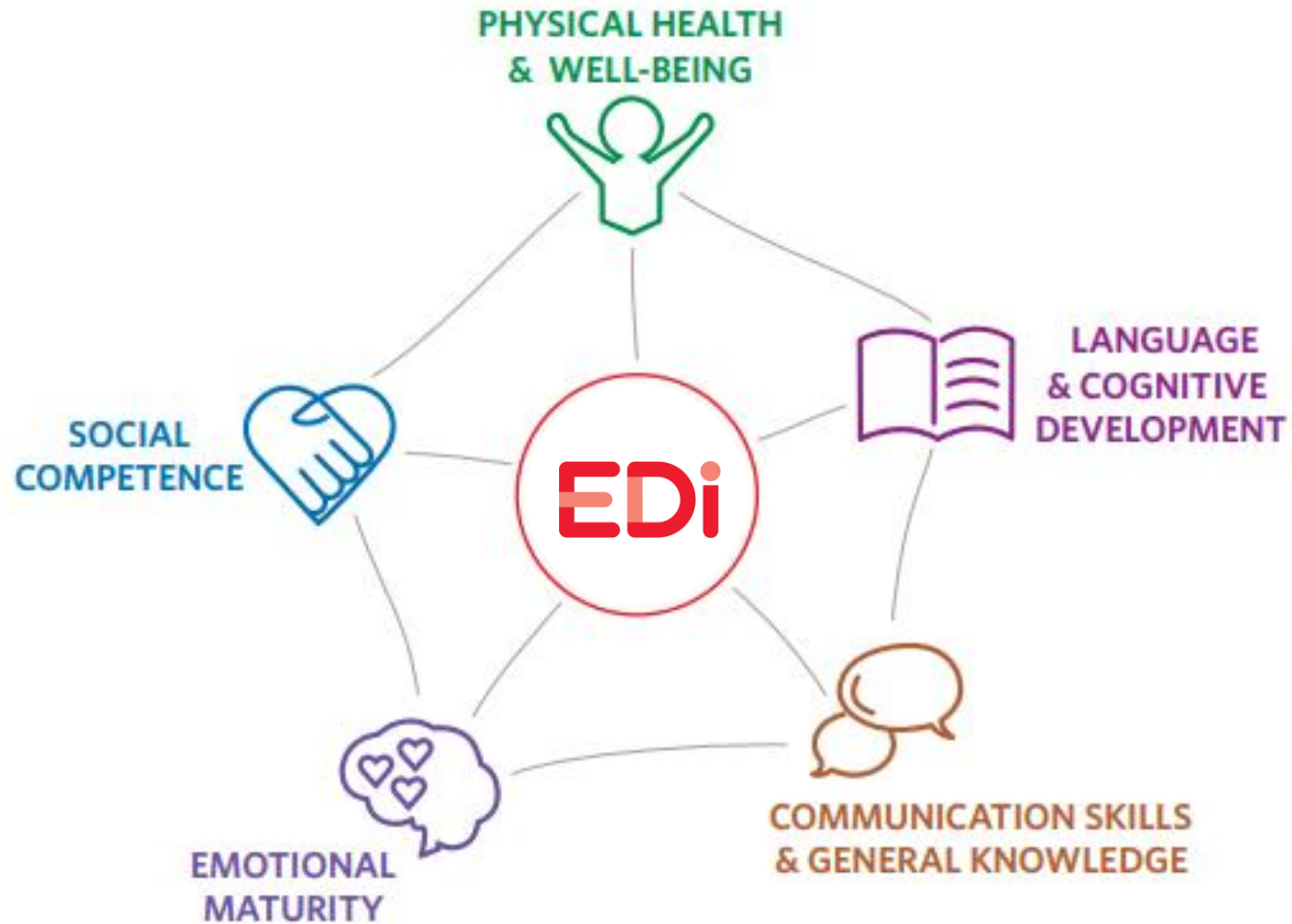




# Child Development Monitoring System



# Early Development Instrument (EDI)







# EDi

## Population vs. Individual Monitoring

Individual assessments

Population-level monitoring

The EDI is **not** a teacher or school evaluation.

# EDi National & International Reach

## CANADA



**1,393,531**

Completed EDIs

The EDi information collected for  
five-year-old children in Canada  
since 2004

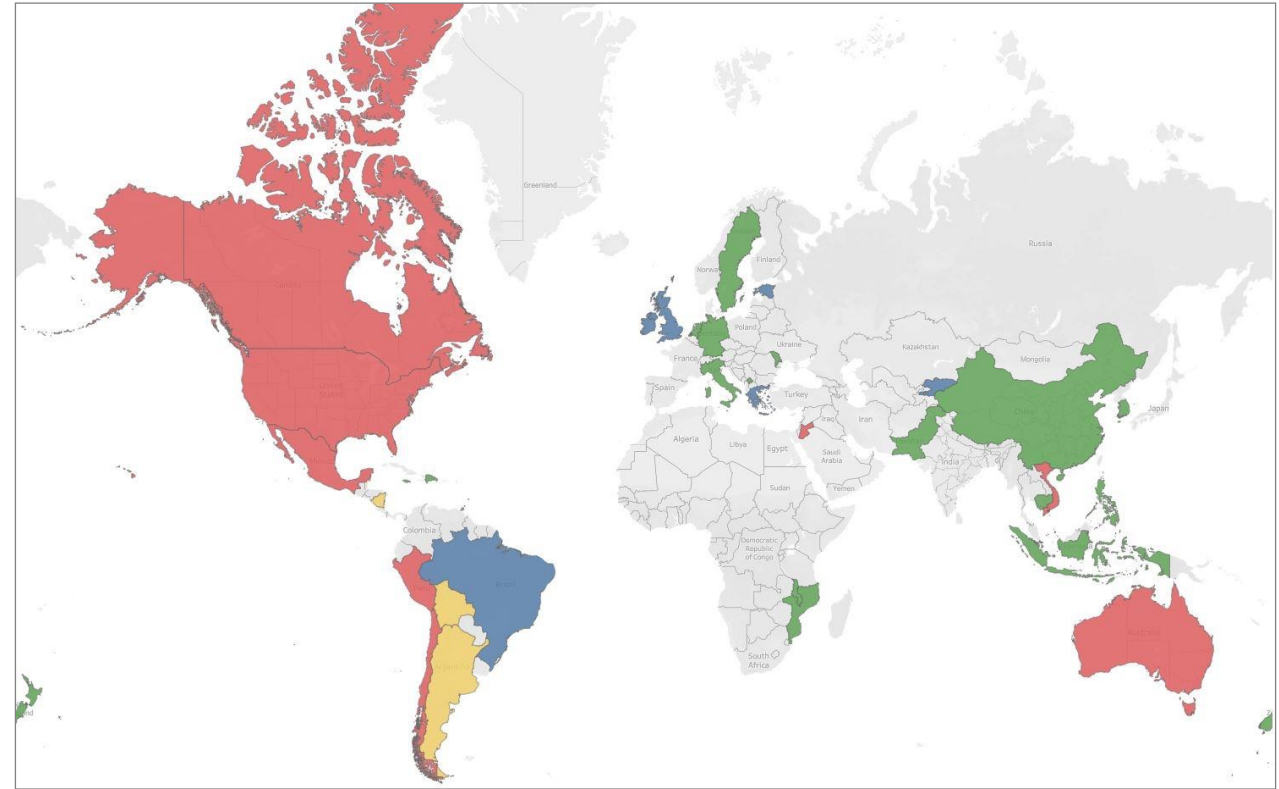


**12 of 13**

Provinces & territories

Canadian provinces and territories  
EDi has been implemented in

## INTERNATIONAL

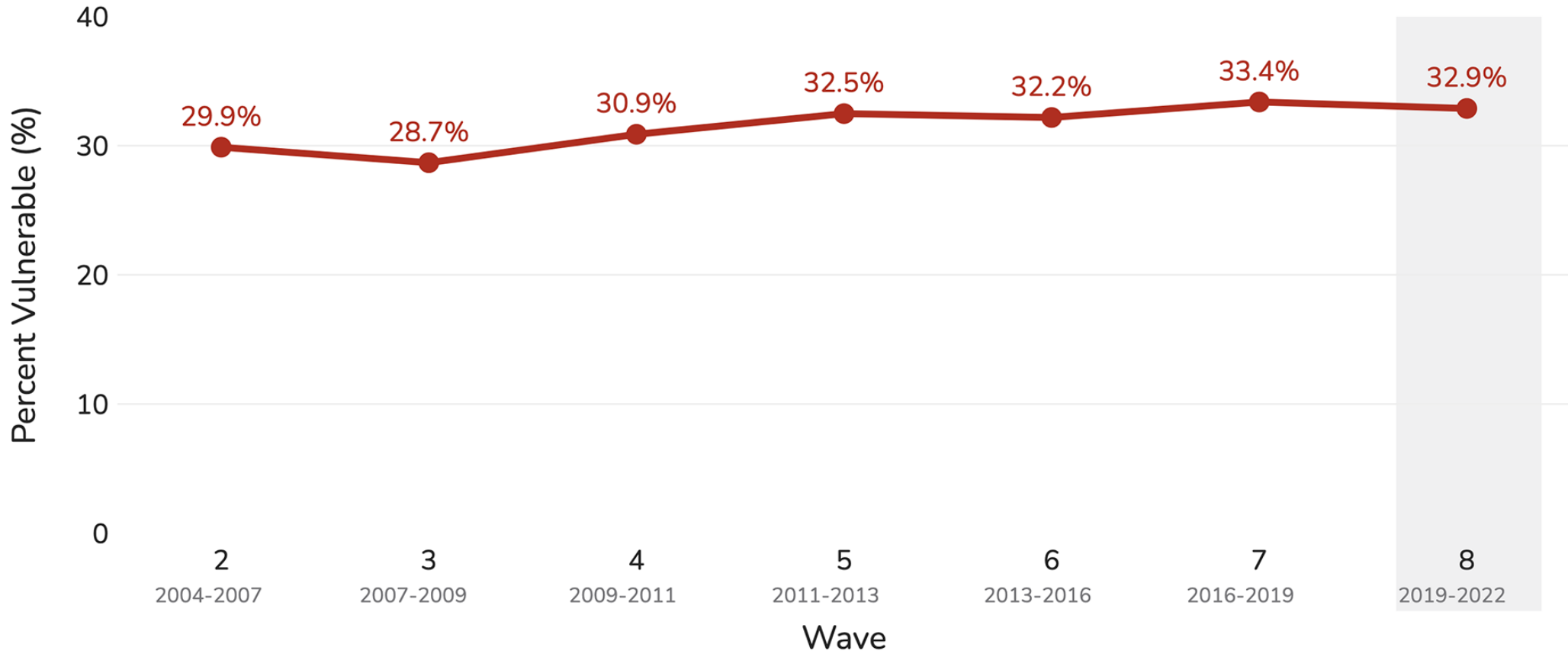




# BC Overall Vulnerability, Over Time, Wave 2 – Wave 8



1 IN 3  
CHILDREN  
VULNERABLE  
IN BC



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▲ Long-term Trend:  
Meaningful Increase

● Short-term Trend:  
Stable

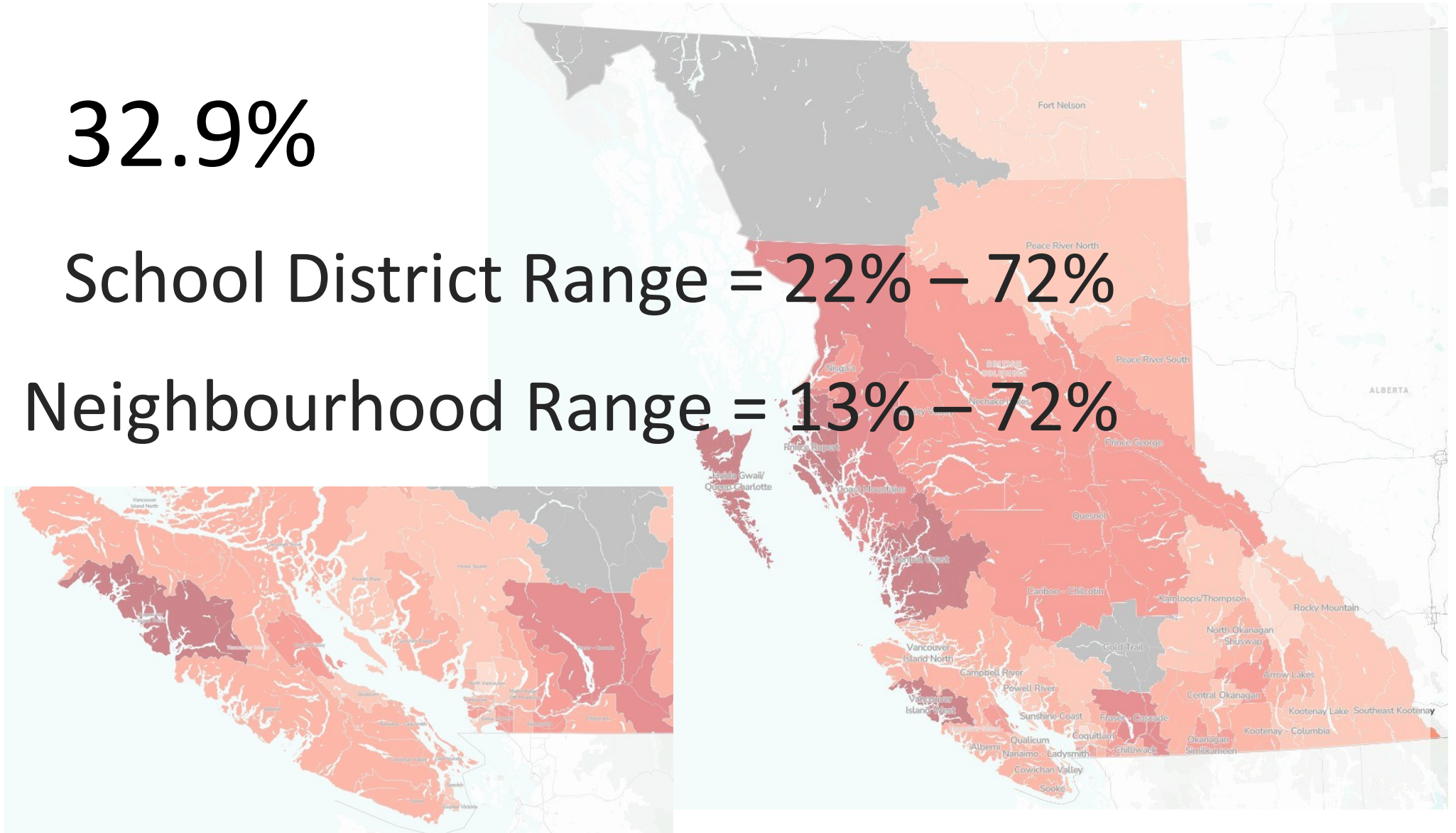
● Overall Vulnerability, BC School Districts: Wave 8



32.9%

School District Range = 22% – 72%

Neighbourhood Range = 13% – 72%



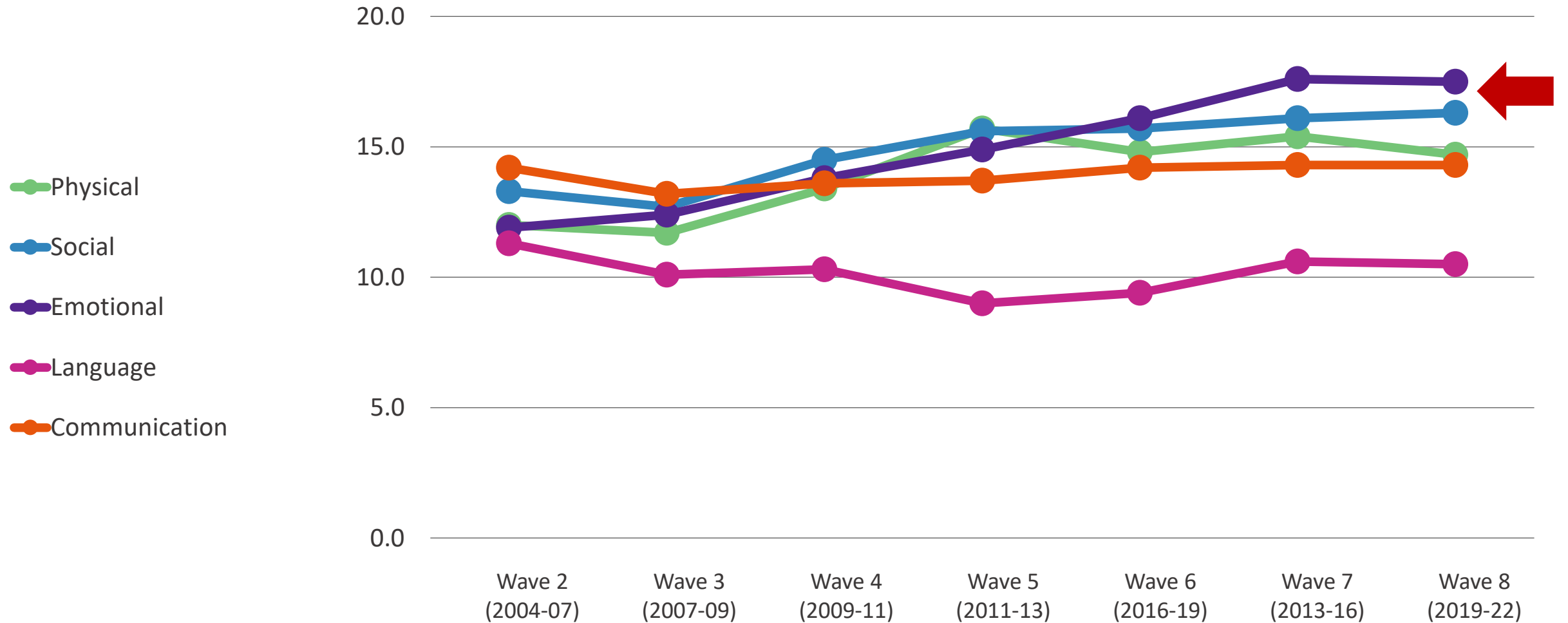




EDI Scales

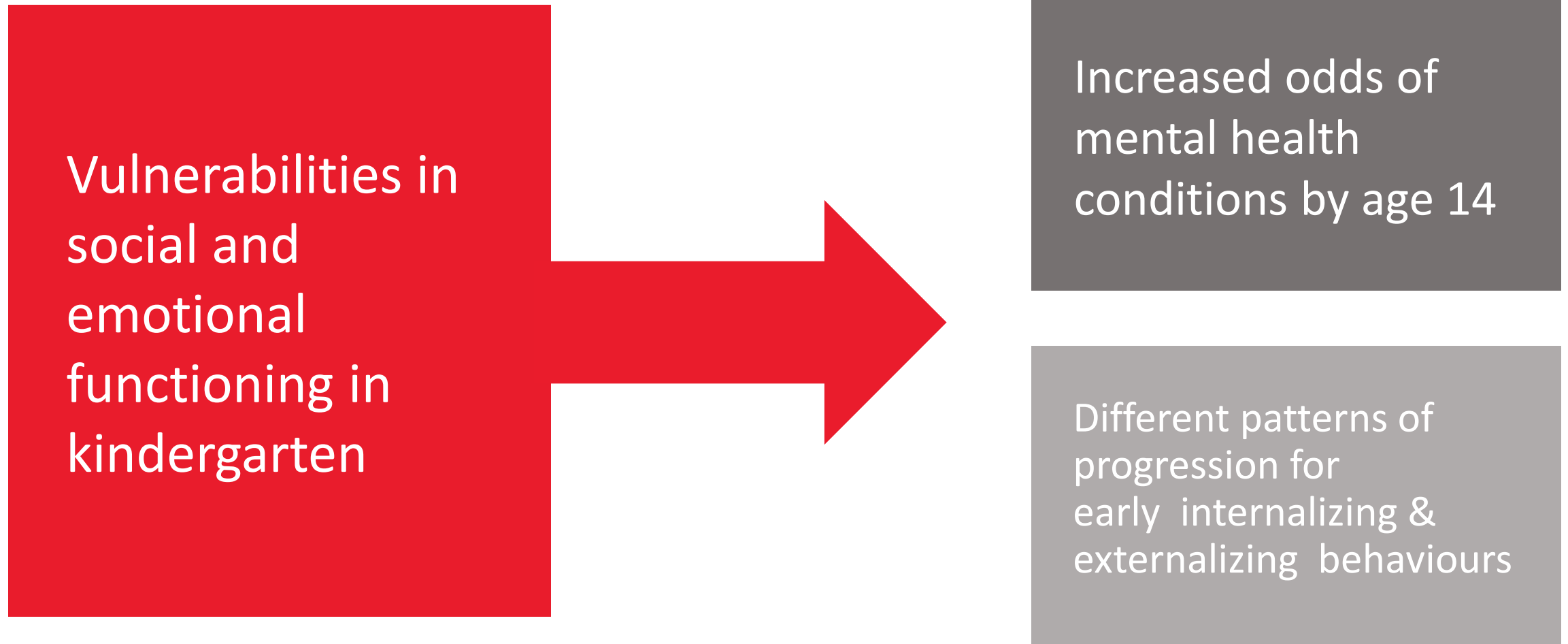
EDi

# Scale-level Vulnerability Trends, Wave 2 – Wave 8, Five Scales





# Childhood Social-Emotional Functioning Association with Mental Health Conditions



# EDi Wave 8: Summary of Key Findings

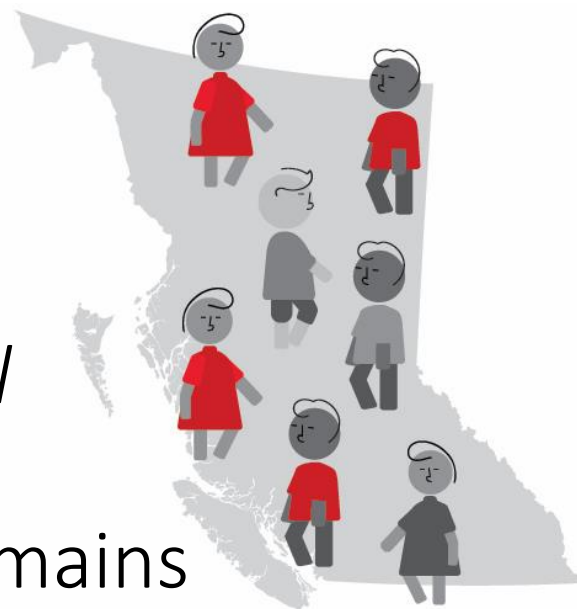


Still 1 in 3



Social Competence  
& Emotional Maturity  
continue as highest concern

Disparity in *Overall Vulnerability* rates  
across province remains





## Wave 8 EDI Data, BC Health Authorities Percentage Overall Vulnerable

Health Authorities	Vulnerability Rates
Northern Health	37.0
Fraser Health	33.2
Vancouver Coastal	32.6
Vancouver Island	32.7
Interior Health	30.9

BC Overall Vulnerability rate: 32.9%

Wave 8 EDI Data, BC Health Authorities  
Percentage Overall Vulnerable & Number Vulnerable

	<b>Vulnerability Rate</b>	<b>Total Valid EDI</b>	<b>No. Vulnerable</b>
Northern Health	37.0	3624	1342
Fraser Health	33.2	15,272	5067
Vancouver Coastal	32.6	7163	2335
Vancouver Island	32.7	6912	2260
Interior Health	30.9	8205	2531



# School Districts in Northern Health Region

There are 11 school districts in the northern region and the overall vulnerability rates range from 24.6% to 72%.

Fort Nelson

Peach River North

Peach River South

Nisga'a

Quesnel

Nechako Lakes

Prince George

Coast Mountains

Prince Rupert

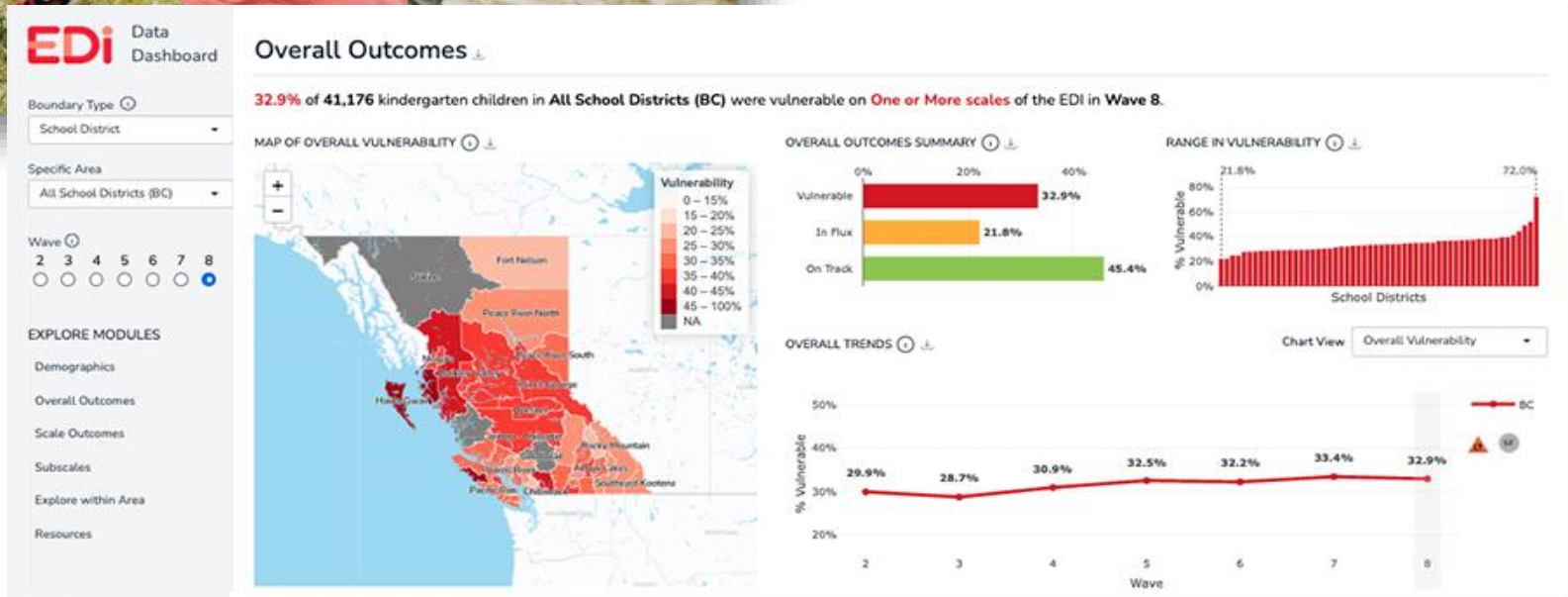
Bulkley Valley

Haida Gwaii



dashboard.earlylearning.ubc.ca

# EDi Data Dashboard





BRITISH COLUMBIA



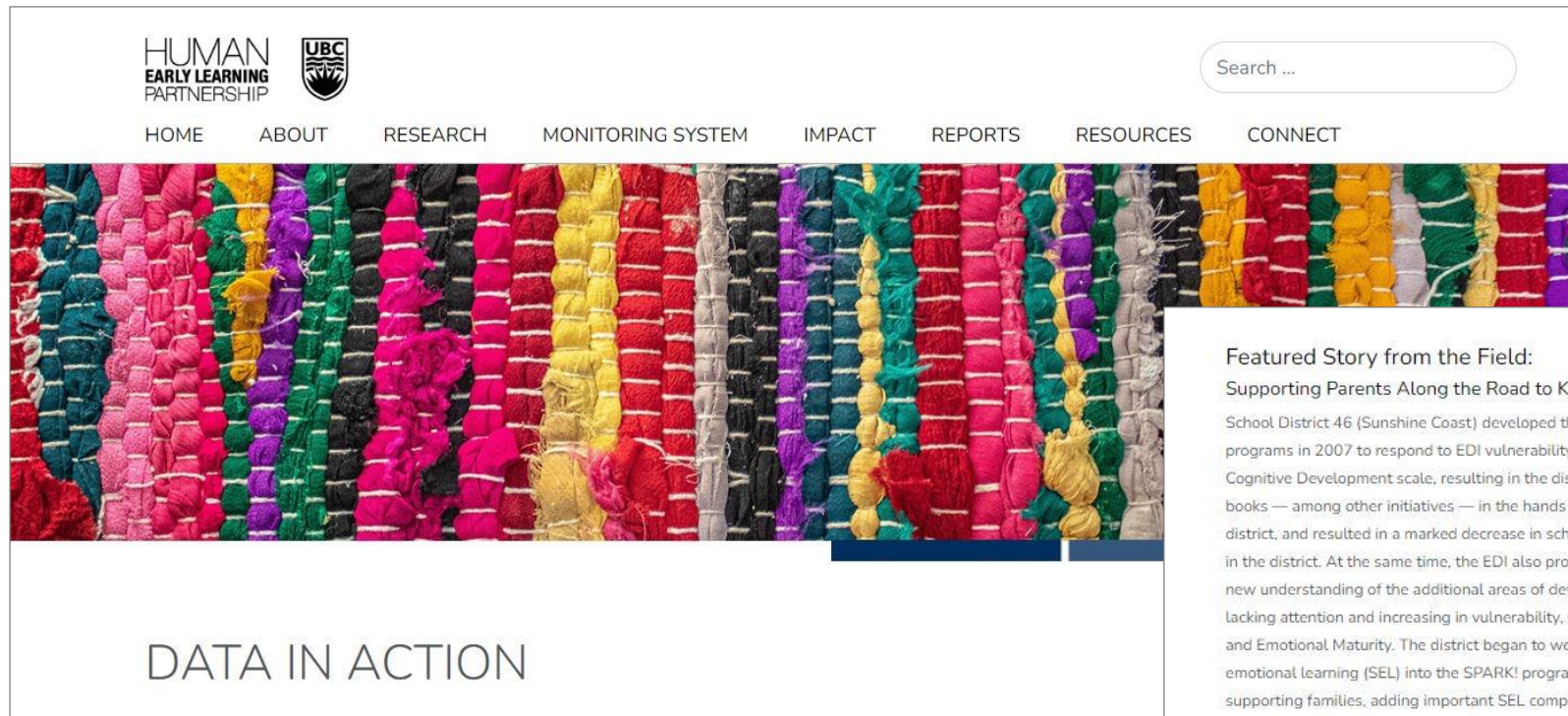
# 2022 BC CHILD POVERTY REPORT CARD



**firstcall** CHILD AND YOUTH  
ADVOCACY SOCIETY

# EDi Impact: 20 Years Of EDI Data

For over 20 years HELP has promoted ‘equity from the start’, and used evidence to support and improve the health and well-being of children growing up in BC, Canada and beyond.



The screenshot shows the top section of the EDi website. On the left, there are logos for 'HUMAN EARLY LEARNING PARTNERSHIP' and 'UBC'. To the right is a search bar with the text 'Search ...'. Below these is a horizontal navigation menu with the following items: HOME, ABOUT, RESEARCH, MONITORING SYSTEM, IMPACT, REPORTS, RESOURCES, and CONNECT. The background of the header is a vibrant, multi-colored braided rug.

DATA IN ACTION

## Featured Story from the Field:

### Supporting Parents Along the Road to Kindergarten (SPARK!)

School District 46 (Sunshine Coast) developed the SPARK! education programs in 2007 to respond to EDI vulnerability in the Language and Cognitive Development scale, resulting in the distribution of over 50,000 books — among other initiatives — in the hands of families across the district, and resulted in a marked decrease in school-level EDI vulnerability in the district. At the same time, the EDI also provided the district with a new understanding of the additional areas of development that were lacking attention and increasing in vulnerability, such as Social Competence and Emotional Maturity. The district began to weave in social and emotional learning (SEL) into the SPARK! program as a means of supporting families, adding important SEL components into parenting programs such as Positive Discipline and Circle of Security. The district also hired two Family Support Navigators to work with families who need additional supports and connections to referrals and other agencies. The EDI has been the driving force behind these initiatives.



# Child Development Monitoring System



**TDi**

**Toddler  
Development  
Instrument**

12 - 24 months

Parent & caregiver  
questionnaire

**EARLY EXPERIENCES  
& CONTEXTS**



**CHEQ**

**Childhood  
Experiences  
Questionnaire**

Start of Kindergarten

Parent & caregiver  
questionnaire

**EARLY EXPERIENCES  
& CONTEXTS**



**EDi**

**Early  
Development  
Instrument**

Mid-Kindergarten

Teacher  
questionnaire

**SKILLS &  
COMPETENCES**



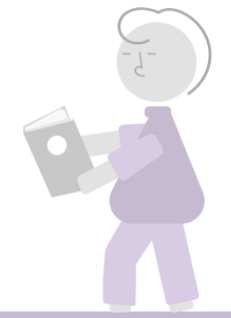
**MDi**

**Middle Years  
Development  
Instrument**

Grades 4 - 8

Student  
questionnaire

**WELL-BEING  
& ASSETS**



**YDi**

**Youth  
Development  
Instrument**

Grade 11

Student  
questionnaire

**WELL-BEING  
& ASSETS**






MDi



Self-Report Survey  
for Children  
in Grades 4 to 8

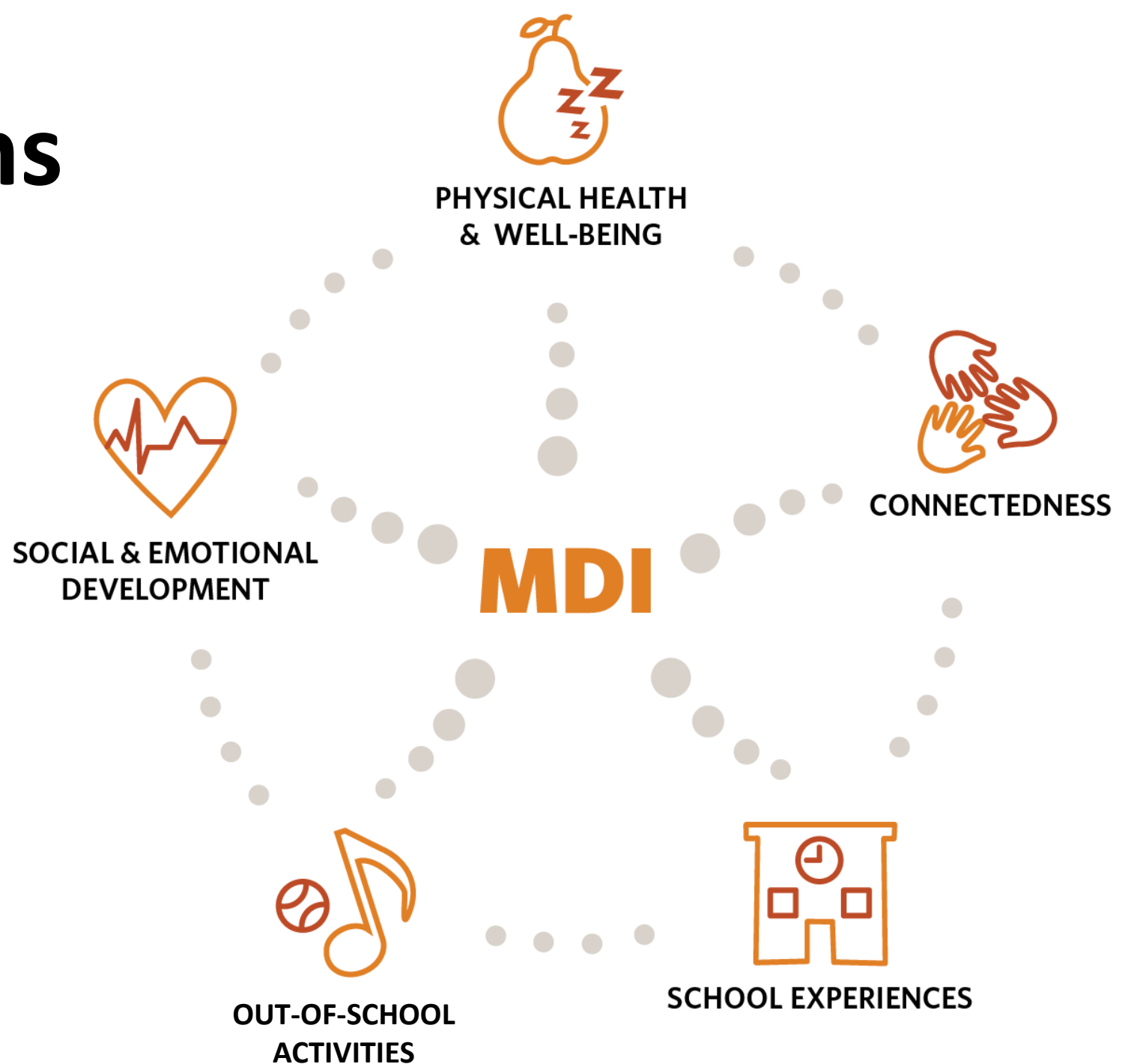


A group of diverse school children are running happily in a modern school hallway. The children are of various ethnicities and are wearing backpacks. The hallway has a bright, clean aesthetic with white walls and a tiled floor. The text is overlaid on the left side of the image.

**Multiple Contexts:**  
**Schools**  
**Families**  
**Neighbourhoods**  
**Out of school time**

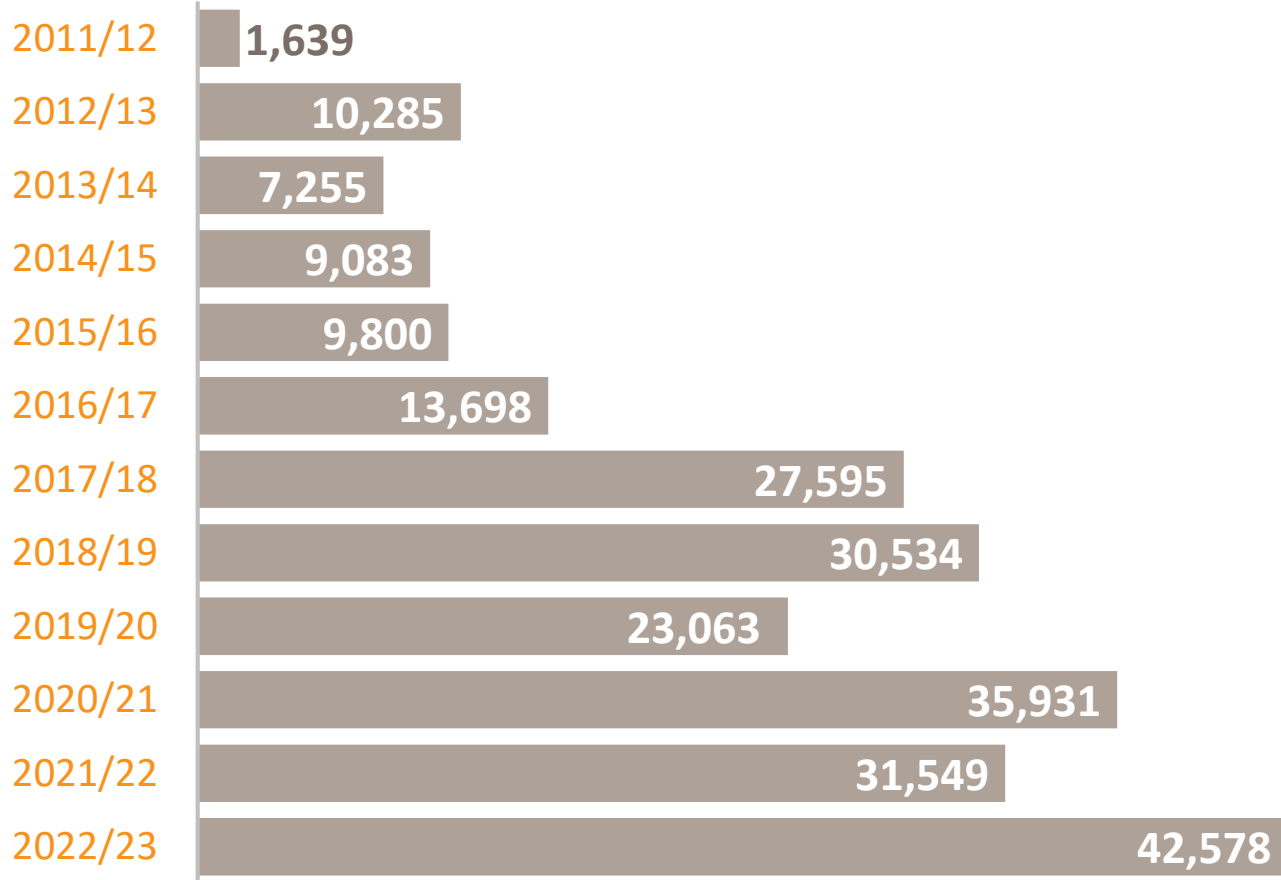
# MDI Dimensions

Measures areas of development strongly linked to well-being, health and academic achievement



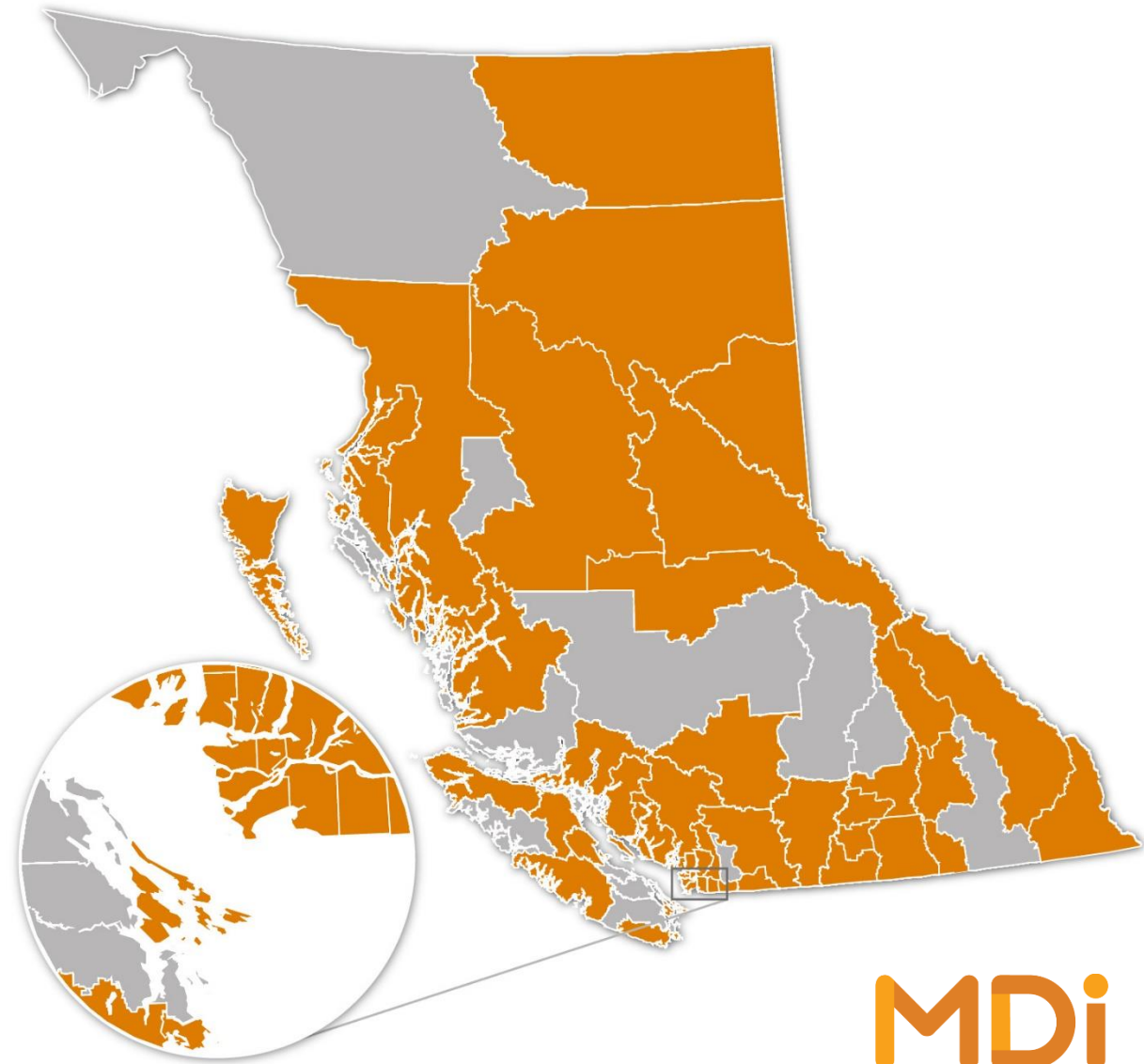


# MDI Participation 2009/2010 – 2022/2023



**2022/23** Grade 4: 6,765   Grade 5: 12,415   Grade 6: 6,428  
Grade 7: 4,901   Grade 8: 12,069

**Total overall (all years & grades): 279,469**



# The Well-Being Index

**Optimism**  
**Self-Esteem**  
**Happiness**  
**Absence of Sadness**  
**General Health**

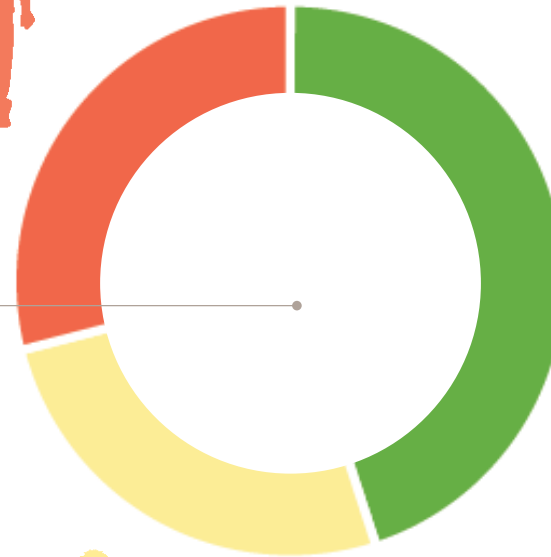
## Low Well-Being

Children who are reporting negative responses on at least 1 measure of well-being.



## Medium to High Well-Being

Children who are reporting no negative responses, and fewer than 4 positive responses.

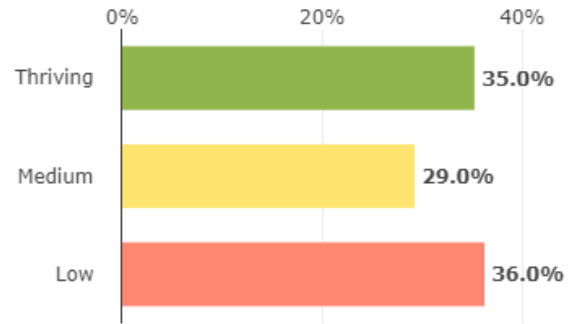


## High Well-Being (Thriving)

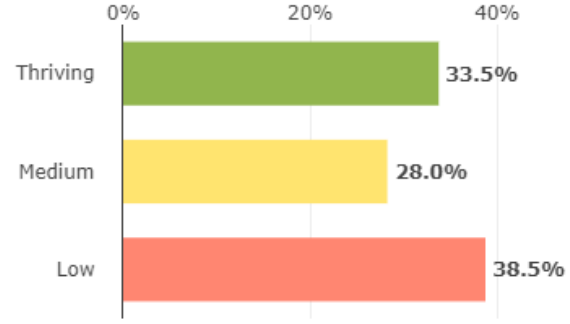
Children who are reporting positive responses on at least 4 of the 5 measures of well-being.



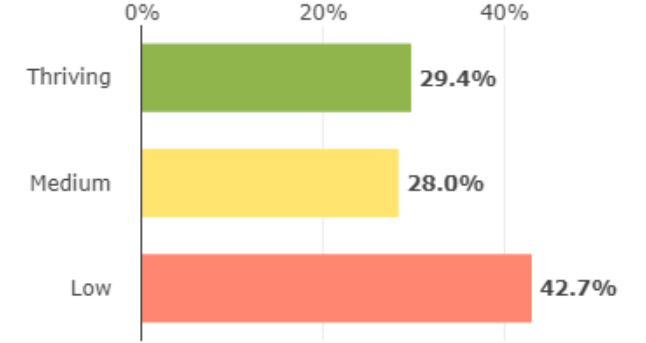
### Grade 4



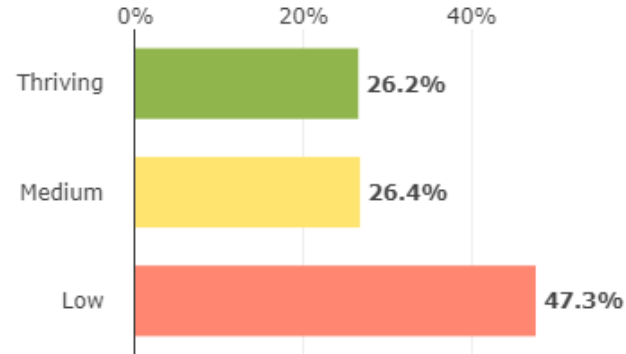
### Grade 5



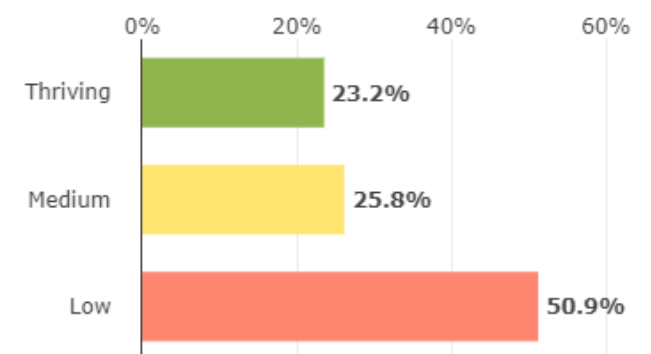
### Grade 6



### Grade 7



### Grade 8



**Well-Being Index**  
**All Participating Districts**  
**2022/23**



# The Assets Index



## ADULT RELATIONSHIPS

Adults at School  
Adults in the Neighbourhood  
Adults at Home



## PEER RELATIONSHIPS

Peer Belonging  
Friendship Intimacy



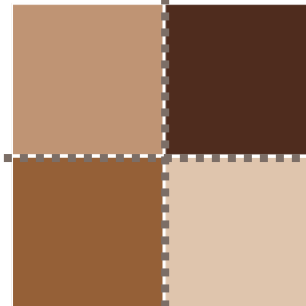
## NUTRITION AND SLEEP

Eating Breakfast  
Meals with Adults at Home  
Frequency of Good Sleep



## OUT-OF-SCHOOL ACTIVITIES

Organized Activities



**SCHOOL EXPERIENCES** Not Reported Publicly

% Experiencing Well-Being



As the number of assets in children's environments **increase**, so too does their well-being



MDI Webinar 2023 recording  
[earlylearning.ubc.ca/mdi-data-trends-webinar/](https://earlylearning.ubc.ca/mdi-data-trends-webinar/)

## MDI Data Trends & Exploring the New Data Dashboard

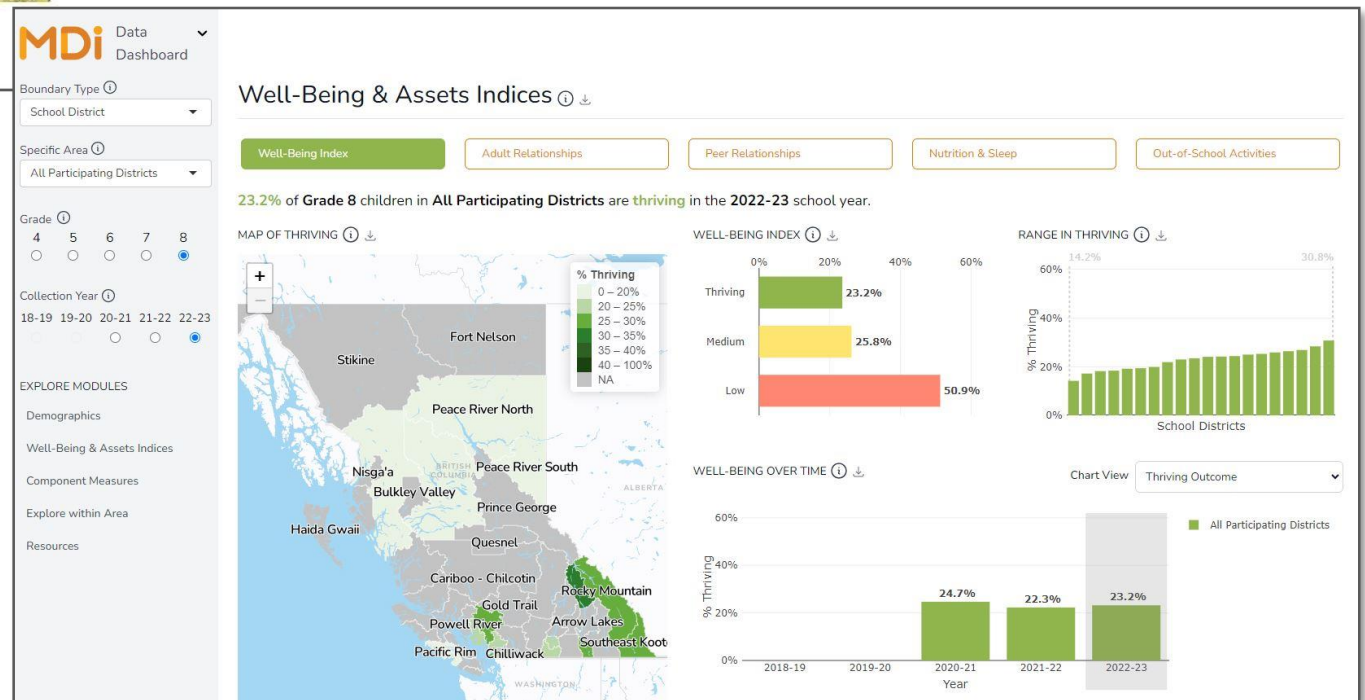
### Presenters:

Eva Oberle, Associate Professor, UBC and HELP Faculty Member

Maram Alkawaja, PhD Student at HELP

Kate Buium, Senior Knowledge Broker at HELP

MDI Data Dashboard:  
[mdi.dashboard.earlylearning.ubc.ca](https://mdi.dashboard.earlylearning.ubc.ca)








# Requesting Monitoring System Data for Indigenous Students

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# HELP Indigenous Initiatives



Search ...


HOME ABOUT RESEARCH MONITORING SYSTEM IMPACT REPORTS RESOURCES CONNECT



## INDIGENOUS INITIATIVES

HELP aspires to engage in research, data collection and reporting, and engagement and consultation in a culturally-responsive and safe manner that acknowledges the history, language, and culture of Indigenous children and their families. HELP faculty, staff and students continue to engage in learning about the importance of language, culture, identity, traditional land ties, and self-determination for First Nations, Inuit and Métis communities.

HELP also recognizes the importance of conducting research that is oriented by First Nations, Inuit and Métis ways of knowing and knowledge sharing, and the Principles of OCAP™ (Ownership, Control, Access and Possession). Since 2020, HELP has collected EDI and MDI data for Indigenous children in participating schools across BC. First Nations, Inuit and Métis governments, communities and organizations and Indigenous Education Councils are able to request these reports. [Access the Indigenous Data Sharing Request form here.](#)



Search ...

HOME ABOUT RESEARCH MONITORING SYSTEM IMPACT REPORTS RESOURCES CONNECT

## INDIGENOUS DATA SHARING REQUEST

### Welcome

We would like to invite First Nations, Inuit, and Métis, governments, communities and organizations, and Indigenous Education Councils to access the Indigenous disaggregated data of their children. Please use the form below to submit your request. If at any time you need help with this form or would like to discuss data access, reporting, and engagement opportunities, please email Kinwa Bluesky, Senior Manager of Indigenous Initiatives at [indigenous.initiatives@help.ubc.ca](mailto:indigenous.initiatives@help.ubc.ca).

### Contact Information

Contact Name \*

First

Last

Email \*

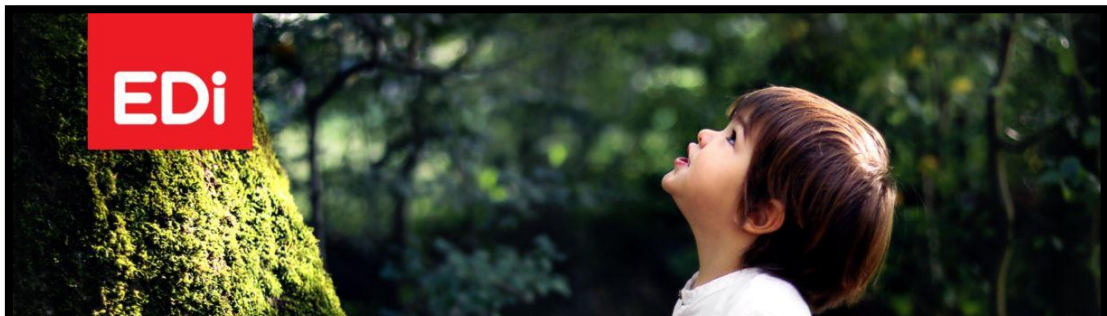
Phone

### Requesting Organization Information

Who are you requesting data for? \*

- First Nation and/or Chief & Council
- Métis Nation British Columbia (MNBC)
- Indigenous Education Council (IEC)
- Other Organization






**EDI**

EDI DATA PRESENTATION SLIDES  
**FIRST NATIONS, INUIT & MÉTIS EDI DATA**  
 SD 5 ■ **SOUTHEAST KOOTENAY**

Prepared for: <Requestor Name>  
 Month Year

HUMAN EARLY LEARNING PARTNERSHIP 

EDI Data Slides

# Indigenous Student Data Reports



**5 MDi GRADE 5**

SCHOOL DISTRICT 33 | CHILLIWACK  
**SCHOOL DISTRICT REPORT**  
 FIRST NATIONS, INUIT & MÉTIS MDI DATA  
 2022/2023

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MDI & CHEQ Data Reports



**CHEQ**

QUESNEL  
 THE CHILDHOOD EXPERIENCES QUESTIONNAIRE  
**SCHOOL DISTRICT REPORT**  
 FIRST NATIONS, MÉTIS & INUIT CHEQ DATA  
 2022

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HELP Indigenous Initiatives:  
Subscribe now for more updates!



## For more information:

HELP website, **EDI overview:** <https://earlylearning.ubc.ca/monitoring-system/edi/edi-overview/>

HELP website, **Data in Action:** <https://earlylearning.ubc.ca/impact/data-in-action/>

**EDI Data Dashboard:** <https://dashboard.earlylearning.ubc.ca/>

HELP website, **MDI overview:** <https://earlylearning.ubc.ca/monitoring-system/mdi/mdi-overview/>

**MDI Data Dashboard:** <https://mdi.dashboard.earlylearning.ubc.ca/>

**MDI Webinar** recording and slides: <https://earlylearning.ubc.ca/mdi-data-trends-webinar/>

HELP Website, **Indigenous Initiatives:** <https://earlylearning.ubc.ca/about/indigenous-initiatives/>

**First Call Poverty Report Card 2022:** <https://firstcallbc.org/bc-child-poverty-report-card/>

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## UBC School of Population and Public Health

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[earlylearning.ubc.ca](http://earlylearning.ubc.ca)



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@HumanEarlyLearning

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*The UBC Vancouver campus is situated within the traditional, ancestral and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) People.*



Thank you!



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