EARLY DEVELOPMENT INSTRUMENT
``From Results to Action Survey`` Report

By

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EXECUTIVE SUMMARY

The main goal of the EDI – From Results to Action survey was to determine whether information obtained from the EDI influenced changes in communities geared towards helping young children. EDI data provide evidence of the existence of disparities in communities by revealing weaknesses in certain groups of children within specific areas or in particular populations.

An online survey, comprised of 19 categories of community programs and projects, was sent to local coordinators in Canadian provinces and territories. The survey examined the existence of community programs as well as characteristics and changes in the coalitions at the community-level before and after administration of the EDI. The survey was returned electronically, with a national response rate of 52%.

One of the distinct themes identified in the survey was the creation of intersectoral planning groups, ongoing cooperation among community sectors, service providers, and governments, which all used, to some degree, the EDI results as a starting point to action. Respondents indicated that the EDI had been instrumental in the development of neighbourhood-level, citizen-driven activities, such as early identification initiatives, community outreach to parents, parenting groups, and physical resources such as early childhood asset mapping. EDI results provide evidence which is then used in the allocation of community resources. EDI results were found to influence the focus of existing coalitions and as time went on, these intersectoral groups adopted the EDI as a valuable tool to support their goals at the same time as they themselves adapted to accommodate the changing policy initiatives in their regions.

Many of the EDI result-based activities described in the survey responses were targeted, for example, to a neighbourhood, a school district, a population of preschool parents or preschool children, or to another population segment considered to be disadvantaged. According to survey responses, an increased awareness of the importance of the early years has been supported by EDI data. The EDI has been frequently mentioned as providing one of the criteria for selecting programming and appropriate sites. The awareness of community factors influencing EDI results has also increased the utility of EDI data. Yet another outcome related to the EDI was professional development in the area of early learning. The EDI results have led to a change in the responsibilities and, at times, the roles of school principals. Other educators have also been participating in professional development as a consequence of the EDI results, focusing on child development.

The detailed information provided about programming and projects in this report may help some organizations with their planning as they may be able to benefit from the experiences of others. This report offers a glimpse of the myriad of programs and projects being realised with the help from data collected on early childhood development, including, but not limited to, the EDI. EDI data collection and reporting help community stakeholders and partnerships direct their planning, support their decision-making, promote and increase awareness of child development concerns in specific areas and populations, and strengthen funding and policy proposals. The survey respondents agree that the EDI is one of the tools being used by community stakeholders wanting to improve children's lives and looking for evidence to support their decision-making.

INTRODUCTION

The EDI - From Results to Action survey introduced its purpose with this description: "A very important component of the research around the early years is to determine whether making information on young children available to communities is actually creating a more civic environment which is able to mobilize and enable a positive change for young children."

One definition of a "more civic environment" might be a community of people who accept that they have some responsibility for where they live and can make a difference by their action or inaction on how their community functions. By identifying issues and goals, and then by engaging with others to improve opportunities, not just for themselves, but also for fellow citizens, people are taking personal responsibility for their communities. The focus of the Early Development Instrument (EDI) is on the development of children in the critically important early years from birth to six. Even in the best of circumstances that development depends on a network of support from families, caregivers, friends, schools and community resources. Respondents to the EDI-From Results to Action questionnaire provided information that has allowed us to develop some preliminary assessments about what impact EDI data has had on the supportive environment and experiences of children in Canadian communities. An extensive range and amount of data were provided by organizations across the country. Respondents took the opportunity to delineate programs, projects and other accomplishments derived as outcomes, in whole or part, from exposure to EDI results; snapshots of children's developmental health at the time of school entry.

There are many ways of looking at what is being done to address challenges (and sometimes strengths) highlighted by EDI data. The link between EDI data and action presupposes that individuals in the usual silos of education, government, service provision, and community recognize a shared responsibility for the community's children. The desire of many groups to make use of EDI results, to level the playing field for young children, is evidence of this awareness, but uncovering the relationship between EDI results and a "more civic environment" is not a simple exercise. Much of what has transpired in communities is difficult to count. It is about stronger relationships, innovative approaches and heightened awareness of the importance of the early years. For the purposes of the survey we focused more on the tangible outcomes, but want to emphasize that both are critical to understanding the impact of EDI in communities. In addition to looking at programs, the survey looked at changes in the number of "community intersectoral coalitions" before and after EDI data collection, asked about the organizations represented on such coalitions and whether any came together as a result of EDI collection, and with the intention of utilizing EDI data. Results show a huge range of activity, of collaboration across community groups, and a knowledgeable awareness of the ramifications of EDI data for the future success of children.

Methodology

An important part of the EDI research involves collecting feedback to identify whether providing information concerning children mobilizes communities to initiate change. In order to determine whether the EDI information received by local community coordinators is affecting change at the community level, the EDI - From Results to Action survey was developed by the EDI Team at the Offord Centre for Child Studies with the help of the members of the Pan-Canadian EDI Network in the summer of 2011 to collect information from all regions of Canada and facilitate sharing between jurisdictions. The content of the survey was informed by past provincial surveys in Ontario, British Columbia and Manitoba conducted for a similar purpose. Once the questionnaire was developed, it was sent to a selection of provincial representatives for feedback. Slight modifications were made and the finalized version of the survey was created in the Adobe LiveCycle Designer software. Mailing lists of all provincial EDI contacts who were involved in the implementation and use of the EDI were obtained from the provincial representatives. In the fall of 2011, the survey was distributed electronically and followed up by three email reminders. The questionnaires were returned electronically and all participants were invited to attach any documents, websites, or any other materials that they would be willing to share. The return rates by province varied from 39.6% in BC to 87.1% in Manitoba, with the total national response rate of 52% (see Table 1 for details). Using the Canada Post postal code designation, 71% are located in urban areas, while 29% are rural (see Table 2.)

Table 1 - Response Rates

Province	Sent	Received	%
BC	53	21	39.6
SK	10	5	50
MB	31	27	87.1
ON	52	23	44.2
NS	3	2	66.7
PEI	4	2	50
Total	153	80	52.2

Table 2 - Provincial Location and Demographics of Respondents

Province	Rural	% of all Rural	Urban	%of all Urban	N per province	% of all
BC	5	21.7	16	28.1	21	26.3
SK	1	4.4	4	7	5	6.3
MB	13	56.5	14	24.6	27	33.8
NS	0	0	2	3.5	2	2.5
PE	0	0	2	3.5	2	2.5
Total	23		57		80	

Affiliations

Respondents chose the affiliation category which best matched their position from among five options: community coordinator, school board/division/authority, government/policy, independent researcher and other. Self-identified community coordinators made up 39% of respondents. The remaining 29% represented a school authority; 13% were affiliated with government and a full 20% were classified as 'other.' A closer look at the 'other' responses showed 7 Data Analysis Coordinators (DACs - two of those with a municipal tie); two single agency Ontario Early Years Centres, two other single agency service providers; four partnership/coalitions and one unspecified. None of the respondents was an independent researcher.

EDI Data Collection

Slightly more than half (50.7%) of the 75 respondents who supplied data on this item reported five or more years of EDI data collection, while a further 37% reported three or four years of data collection. Because implementation of EDI data collection has varied not only across provinces, but also within those provinces where it has been utilized, not all regions have had the same opportunities to put results into action within their communities. The average number of years EDI data have been collected by province ranges from 3 to 7 years.

FROM RESULTS TO ACTION: CIVIC ENGAGEMENT

EDI data provide evidence of inequality in communities by portraying the higher vulnerability of certain groups of children in particular areas or populations. Making this higher vulnerability known to a wider audience of stakeholders is a first step. Interpreting the data, and in particular, exploring what factors are at play in contributing to this vulnerability is the necessary next step toward civic engagement. Local agents of change need to be mobilized in order to plan and implement effective strategies that will create better environments for children's development. The creation of intersectoral planning groups, ongoing cooperation among community sectors, service providers and governments using EDI results as a starting point to action, is one of the clear themes found in survey responses. The EDI is not the sole instigating factor for such efforts; pre-existing community groups and coalitions have been part of ongoing community mobilization to address concerns about inequity, in some cases for decades. However, pre-existing groups have also used EDI to inform their actions.

Intersectoral Cooperation

There is considerable variation in the history and number of iterations of EDI collection among provinces, yet despite that variation, groups and individuals realize the importance of its findings. One response from Ontario consistent with others says, "As a result of our latest [EDI] report, school principals, school parent councils, community centres, regional planners, public health, etc. have been requesting neighbourhood level data to help make decisions and plan." A second writer, from BC, describes the development of Early Child Development (ECD) neighbourhood intersectoral teams in half of the town centres based on the EDI results. "The teams explored the links between factors that contributed to vulnerability, resource mapping & strategies that could be developed to respond to neighbourhood issues."

Community mobilization and planning are addressed in terms of intersectoral collaboration and information-sharing. For example, in Ontario, in collaboration with "the EDI Advisory Committee, the Data Analysis Coordinators (DACs) prepare workshops across the city ...discussing the results with community partners (i.e. school reps, community agencies, community champions)." In Saskatchewan the "Regional Intersectoral Committee and other partners" used a community grant to mobilize action as a follow-up to "community mapping, community analysis of resources, community information sharing and activity events for service providers and families, awareness/promotion and community planning." Another community coalition in Ontario prepared a "Children and Youth Community Profile Report... put together with local planning tables, United Way, DACs, Public Health, and local school boards" to increase community awareness and increase civic engagement around children's healthy development. Intersectoral collaboration in Saskatchewan has produced committees such as "Cognitive Disabilities, Early Childhood Council, Health Region Speech and Language and FASD Programs" to focus planning on addressing the vulnerabilities identified or highlighted by EDI data. In yet another area in Ontario, a Data Coalition group was formed to gather and pool "localized data from various sources" then develop community binders for planning purposes.

Grassroots Awareness and Mobilization

As well as intersectoral collaboration, responses suggest EDI results have also been instrumental in the development of neighbourhood-level, citizen-driven activities, e.g., generating "a neighbourhood association as a result of the research in this area showing that it was [an EDI] neighbourhood", a "newly formed parent team

currently collecting a list of community parenting assets," in British Columbia, or an expanded parents group "to direct and plan more effectively around our parent-child programs" in Manitoba. These and similar awareness and outreach activities include early identification initiatives, community outreach to parents, parenting groups (Nobody's Perfect, You Make the Difference), and physical resources such as early childhood asset mapping, an ECD calendar and in one case in BC, a "Child Development Wheel and Resource Map."

Research Capacity

Civic engagement may also bring an awareness of the need for more, or differently, focussed data, such as the Appreciative Inquiry conducted in Saskatchewan with families and community members to increase recognition for assets and strengths in children and families "through leadership from Kids First Management Team and the Early Childhood Network." Some responses describe the need to raise the profile of families and children in the community or provide a common basis of knowledge about the science of child development before mobilizing community support for action. This awareness of healthy development is aided in Manitoba by initiatives such as "Preschool Wellness Fairs" in which a speech language pathologist, occupational therapist, physiotherapist and psychologist, provide a brief screening of children and answer development questions.

Research projects comprise almost 10% of activities listed by survey respondents (See Table 3.) Cooperation among intersectoral groups not only extends the research capabilities of individual agencies but also promotes information-sharing to allow a broader use of independent research findings. Linkages of diverse data sets to EDI results have substantially increased the potential for impact on community mobilization. Responses describe a variety of such projects: 1) linking mapping of EDI data to the Hospital Birth Questionnaire, grade 12 graduation rates and community risk indicators; 2) linking the EDI data to other data sets such as Statistics Canada socio-economic variables; 3) bringing EDI data together with census data and an asset inventory; 4) linking EDI data to SES indicators, EQAO results, and other demographic indicators, by neighbourhood; and 5) linking EDI data to socioeconomic variables and parenting styles and the availability and accessibility of community resources. One respondent from Ontario said, "I am just in initial talks with our local 18-month well baby work group on linking some of the research and data surrounding this 18-month well baby visit to the EDI." Outcomes of these data linkages include community profiles and mapping for a diverse audience, e.g., "providing maps and data for use at the regional, school division, health region, and community level" (Saskatchewan). Research is being conducted at the local level by coalitions, service providers and school authorities.

Describing a study based at the University of Ottawa Institute of Population Health, a respondent explains, "Evidence is mounting that the neighbourhoods and communities in which we live affect both the health and the gap in health between rich and poor. The aim of the ONS [Ottawa Neighbourhood Study] is to better understand the physical and social pathways through which neighbourhoods in Ottawa affect health. ... They hope that municipal bodies, local organizations and concerned community members will use this knowledge for neighbourhood planning and as a stepping stone to coordinating efforts to have a more substantial impact and to improve the places in which we all live." Understanding the Early Years research projects described in other responses have a similar focus on community capacity building "enabling community members to use the research-generated information to improve decision-making on children's issues."

Strategic Planning

EDI results provide a focus for community activity and evidence-based strategic planning. This is exemplified in one response from Manitoba: "I brought school teams (principal, kindergarten & resource teachers) together with the Early Learning & Care (Child Care Directors) for a Partnership session, based on the EDI data. Participants were group[ed] according to [geographic] area, and then went through their EDI data, looking for strengths and areas of need. They then choose one area of need to focus on, and developed an action plan to work together on. These plans are varied, depending on the need."

Many of the EDI-based activities described in survey responses are targeted, for example, to a neighbourhood, school district, population of preschool parents or preschool children, or to another population segment considered at a disadvantage. Target populations include ESL speakers, newcomers and refugees, rural residents, and First Nations or Aboriginal peoples. There are several types of targeting and programming options. Agents of change sometimes identify populations that are identified as vulnerable based on the EDI results, and then direct their efforts in those geographic areas or demographic populations. They sometimes focus on schools in which kindergarten children have been identified as vulnerable based on EDI results and put into place restorative or remedial programs. They also institute preventative or supportive measures directed at parents and caregivers, such as parenting programs. They also establish programs that are directed at preschool children but, as well, enable parents to support their children and strengthen desirable characteristics, behaviours and skills. An example of restorative assistance is a research pilot project in Manitoba based on EDI vulnerability, which targets the children identified as vulnerable plus a more extensive population. This project is "The Good Behaviour Game ... focusing on grade 1 children. We are running the program K to grade 8." A second initiative in Ontario has implemented a remedial "speech and language pilot project in three schools" by using the EDI's "lowest 25th percentile on two domains (Language and cognitive development and Communication skills and general knowledge) to help identify priority neighbourhoods and their corresponding schools." This same approach led to the development of the first "Wiggle, Giggle and Munch" program in Manitoba for both an identified population group, downtown children who faced both barriers in accessing healthy eating and physical skill development, and a need "for greater Physical health and well-being" as identified in EDI results.

Types of EDI-related Programs and Projects

The online survey questionnaire included a drop-down menu of 19 categories of community programs or projects and asked respondents to specify programs currently in operation or within a year of start-up. In all, 237 responses categorized projects in these categories (See Table 3.) Programs related to Family Literacy are most common, constituting almost 15% (35) of responses across all four reporting boxes. Almost as many, 32 responses are "other" projects. Research Projects, Intersectoral Family/Child projects and Professional Development Initiatives rank next, in that order, to make up the top five categories. However, a combination category of Library-related, Literacy Support and Family Literacy would make up 24% of projects. Written descriptions tell us more about the variety of programming and other initiatives that have made use of EDI data. Descriptions for many of the programs and "Other" non-categorized initiatives allow some discussion of their varied nature.

Table 3 -
Projects Utilizing or Engendered by EDI Results

Category	N	%
Family Literacy	35	14.8
Other	32	13.5
Research Projects	22	9.3
Intersectoral Family/Child	19	8
Prof Dev Initiatives	18	7.6
Parenting	17	7.2
Fitness	13	5.5
Literacy Support	13	5.5
Roots of Empathy	12	5
Library-related	9	3.8
Aboriginal	7	3
Speech/Language	6	2.5
Other Social/Emotional	6	2.5
Health-related	6	2.5
ESL	6	2.5
Nutritional	5	2.1
Transition Supports	4	1.7
Recreation	4	1.7
Multicultural	2	0.9
No selection	1	0.4
Total	237	

Addressing EDI Domains

Program names and descriptions also made it possible to categorize 161 initiatives utilizing or based on EDI data by linking them to the five domains of the EDI (different areas of early development): Physical health and well-Being, Social competence, Emotional maturity, Language and cognitive development, and Communication skills and general knowledge. The range of programs is similar to those described under category responses in that the majority are literacy-related programs addressing language and cognitive development. Seventy-seven programs described in responses related to Language and cognitive development (primarily literacy), 39 related to Physical health and well-being, 30 to Social competence, 10 to Emotional maturity and 5 to Communication skills and general knowledge.

Some literacy programs are relatively short-term, activity-based, drop-in programs involving stories, rhymes and songs, which have parents or caregivers participating with their preschoolers or kindergarten children. The list also includes long established programs like the Parent-Child Mother Goose, and Kit & Kaboodle. The latter is part of a multi-community project in Manitoba created to address family literacy concerns. Although literacy programs outnumber all other types, it might be misleading to consider other domains as neglected. Many literacy programs created for younger children contain crossover elements through play activity and, with

regular participation, benefit growth in Physical health and well-being, Language and cognitive development, Social competence and Emotional maturity domains. A range of initiatives raise awareness of literacy in the community or increase accessibility to books for families, such as projects providing free children's books in community restaurants and arenas, monthly book giveaways to registered children and the publication of a family magazine, community story events and literacy fairs. Parents as Literacy Supporters (PALS) is one of the most frequently mentioned literacy programs. It brings together parents, their preschool children and local schools and provides effective strategies to encourage family literacy. Conversely, a range of non-literacy programs affects multiple domains and have secondary but intrinsic speech and language or literacy elements.

Programs that specifically address both health and physical activity include Wiggle, Giggle & Munch, described above and Alphabet Soup in Motion. Physical activity, including skill development, is the focus in some programs, e.g., baby yoga, dance, swimming and skating, while nutrition is emphasized in others, such as breakfast clubs and Health Fairs.

In total, 11 programs were reported to support the area of Emotional maturity (7 in Manitoba, 3 British Columbia, and one Ontario). Seven of these are Roots of Empathy, while two are Seeds of Empathy, a "downwards" extension of Roots of Empathy (which focuses on Grade 4 children) program developed for preschoolers. The tenth program, in BC, is described as "Aboriginal Cultural Parenting, using culturally appropriate strategies to support social/emotional development." The use of Roots of Empathy ranges from single programs to more widespread use as an integral part of the curriculum in several school boards. One respondent describes it as being offered in 90% of local schools, as part of a four-year initiative. It is not clear that these programs are all offered to kindergarten children; in fact, one respondent says it has been offered "to grade 3, 4, 5, and 6 students." Majority of the Roots of Empathy programs are offered in Manitoba, in "13 classes in 8 schools" across one division, which has a goal of every child in a program "at least once during their K-8 years." It is entrenched in the curriculum of "every elementary school" in one school division that celebrated its "10th year anniversary of being part of Roots of Empathy." The long term addition of Roots of Empathy to the curriculum of those schools has perhaps produced additional structural or environmental changes within each school, and within students' families. The experience of a second respondent bears out that hypothesis, saying "As a result of the positive implementation of the Roots of Empathy Program in many … classrooms the Division identified it as a key resource for the promotion of the Social Emotional Learning Framework (SELF) Initiative and set a goal to expand the program to all elementary schools for September 2011".

A subset of programs classified under the Social competence domain includes parenting programs. These may or may not include children in the activities. One program is described as offering culturally appropriate strategies to provide support to Aboriginal parents for social/emotional development, while others combine various aspects of learning through play and support of behavioural outcomes appropriate for transition to school.

Communities may also offer a variety of elements in one program or initiative to address multiple EDI domains, particularly where children were reported to have EDI scores that signalled their vulnerability in a combination of domains: Physical health and well-being, Social competence, Emotional Maturity, and Language and cognitive development and Communication skills and general knowledge.

A list of named programs as categorized for this report is included in Appendix B.

CHANGING THE NATURE OF COMMUNITIES

Numerous projects and initiatives cannot be categorized by EDI domain. Appendix B lists more than 100 "Other" projects. Many of them reflect an alternative strategy that focuses on changing the nature or character of communities. They attempt this by developing infrastructure or additional resources by changing environments, removing barriers to accessibility or modifying institutions and professional roles or expertise. The aim of all these initiatives is to provide a positive change for young children either directly or indirectly.

Infrastructure/Resources

In the past decade communities and neighbourhoods in many parts of the country have created resources specifically for children in their early years. This increased awareness of the importance of the early years has been supported by EDI data, according to respondents. Sometimes this increased concern for early development takes the form of infrastructure, as in one community that developed an infant playground to address an area of vulnerability identified by EDI results. More frequently the outcome has been the establishment of a non-profit community activity/resource centre to address the developmental needs of preschoolers. The names vary: Strong Start, Ontario Early Years Centre, Family Resource Centre, Parent-Child Centre, Family Place, Best Start Hub, Family Hub, but the concept is similar. Each centre depends for its operation on the combined efforts of groups such as community service providers involved with children and health, schools and frequently, relevant government ministries. These centres are an access point for numerous services, programs and resources for young children and their families or caregivers. They emphasize the role of play and creativity for healthy child development, the modelling of good parenting skills, and knowledge transfer of evidence-based research findings about child development. They are located in schools, libraries, shopping malls, churches, recreation centres, wherever resources can be brought together and made accessible to parents with young children. The partnerships, coalitions or boards overseeing their operations also receive input from parents, community groups, and sometimes local businesses, which extends the community network, advancing the best interests of young children in the community. Because the partnerships behind such community resources understand the importance of evidence-based research, they have been able to utilize EDI data. The EDI is frequently mentioned as providing one of the criteria for selecting programming and appropriate sites. One example of this EDI use is the PROMISE Years coalition in Manitoba, an extensive network of more than140 organizations with a "focus on poverty, literacy, healthy eating/healthy physical activity and creating a family centred service system", which includes EDI data in criteria for locating family resource centres.

A mobile version of the neighbourhood child centre is the Toy Bus. Either a bus or large van, this mobile lending library takes programs and resources for learning through play to a priority clientele or geographic area. It provides toys, books, onboard programs and playgroup opportunities to rural areas affected by accessibility issues as identified, in part, by EDI data. The emphasis on learning through play is seen in the establishment of a Lending Library in two sites for ready access by the preschools located in each building. In Manitoba, "Materials include fine and gross motor activities, early literacy, basic concepts, early math, social activities, science activities, and creative play." The development and promotion of a DVD "I Love When We Play" in British Columbia to parents and other community members is another effort to encourage healthy play activities for young children.

In addition to typical after-school programs, literacy programs involving parent and child, and parenting programs, one group has a more encompassing program focus, according to the writer from Saskatchewan "Because our community has a high at risk population we work intersectorally to develop programs that address the needs of vulnerable children—these include housing and homelessness projects." This awareness of

community factors influencing EDI results has increased the utility of EDI data. In Ontario, EDI data have helped "in creating Best Start neighbourhoods, helped in development of a regional poverty reduction strategy, and helped school boards determine Full Day Early Learning sites." At a micro level, EDI results have been useful in guiding the development of programs shaped to meet the particular needs of less visible parent populations, such as: culturally-appropriate parenting programs for First Nations families, and programs for Farsi speaking parents, rural, German-speaking residents, other ESL groups, refugee families and families of children with special needs.

Schools

An emerging theme is the goal of changing the perception of schools, making parents feel more welcome, creating "more partnerships between the home environment and the school", and encouraging parent engagement in children's education. One such initiative is the annual Learning Together Conference for Parents in Manitoba. The purpose of this conference is to give parents the opportunity to interact with their children in an educational setting by participating with them in language or art classroom activities that may be utilized by schools. The development of Community Schools in Saskatchewan offers a similar vision of parents feeling comfortable and engaged with their child's school, providing "family focused activities that encourage parent/child interaction from the earliest years."

Other modifications to traditional school divisions have occurred when principals and boards have created a more seamless transition to school for young children. One respondent from Manitoba explains, "We have brought together our childcare and kindergarten programs with common PD [professional development] experiences on play, language development and EDI results." In one neighbourhood in Nova Scotia where data indicated that a significant number of children were vulnerable on two or more domains of the EDI, a local school set up a demonstration classroom and the Department of Education, the school board and the school are developing "a play-based early learning environment" in which teachers, administrators and parents will explore alternative ways of presenting the Primary curriculum. Also in Nova Scotia, a similar "play-based" model classroom in school has been set up as a demonstration room for primary teachers and use by younger children.

Another respondent from BC describes the long view of their activity, of "high schools offering daycares for single parents and daycares in elementary schools [which] will have an impact on EDI results in the future".

Transition programs to help children get ready for the current school environment exist in a few places and may become more widespread. A concentrated one-week school readiness program offered during the summer to all JK students in particular, highly vulnerable areas in Ontario had "many components, community partner involvement, parent engagement and school support." Programs with similar aims include transition initiatives for families with children entering school for the first time, e.g., Kindergarten, Here I Come, School's Cool, (in Ontario) operated throughout one region; Welcome to Kindergarten, supporting incoming kindergarten students and Preschool Wellness Fairs. These initiatives differ from previous procedures followed by schools and teachers to introduce children to kindergarten, such as home visits by JK teachers and information kits, primarily in the breadth of input from the rest of the community. Schools have joined social service providers, health service providers and other community groups to develop more effective ways to level the playing field for children entering the education system.

Remedial programming is also being offered. One such program, K.I.D.S., (in Manitoba) is a supplemental program for children in a full day every other day Kindergarten program, providing 11 weeks of extra kindergarten days focussing on needs, with input from EDI.

Professional Development

Professional development, especially for educators involved with young children, is another outcome related to the EDI. The EDI results have led to a change in the responsibilities and at times, the roles, of school principals. In Ontario, the EDI results are enhanced with additional data such as "neighbourhood profiles" that may stimulate a closer understanding of populations in the school catchment areas, may demand additional planning to re-allocate or provide teaching resources to needy students, and may encourage closer ties to other interested community groups. One respondent from Ontario commented on EDI effects: "Based on our community's overall area of need in Social competence and Emotional maturity, we held a professional development session with this as a focus for School teams (principal, Kindergarten & resource teachers) and members from the Child Care community." Teachers are offered additional training enabling them to offer extra assistance to students, based on EDI results. For example, in Manitoba, "The Early School Years Project exists in six inner city schools ... to improve language development. Teachers are given extra PD time and 1/2 day per month for planning instructional programming. Extra money is provided in their budgets to buy additional materials." Kindergarten teachers are released to attend the annual forum offered by one regional parent/child coalition.

Other educators are also participating in professional development as a consequence of the EDI focus on child development. EDI information, an overview of the EDI questionnaire, results and programming ideas are presented to Early Child Educators as well as to other community stakeholders in a variety of regions and formats. Dr. Jean Clinton, an Ontario child psychiatrist and child development advocate, has given three workshops for early childhood professionals since 2008: Love Builds Brains, Communities Committed to Children, and Communities Moving Data to Action. Based on EDI results, one region prioritized Hanen training (in Saskatchewan and Manitoba) for people working in early childhood programming, another is offering training in parental attachment. The professional development of nursery teachers in Manitoba was enhanced through a series of workshops held with speech & language clinicians in which language samples were studied and instructional programming planned, as a way to meet the need for improved language skills determined through EDI surveys.

Expanded professional development initiatives encompass parents and other caregivers. One such event in BC is an annual Early Learning Forum held in conjunction with EDI training. "This offers training and education for parents, caregivers, teachers and other professionals working with children."

Government Policy-making

At a school board or municipal level, EDI results have informed policy and policy redirection. EDI results are considered among evidence used in the allocation of community resources, e.g., to determine "which schools get the limited funding for a nutritional program;" (in British Columbia) and where new nutrition programs may be needed. Data Analysis Coordinators in Ontario say they use Physical health and well-being vulnerability scores to guide them to communities in need.

The foregoing examples portray a portion of the flood of activity introduced into communities that may not have existed without the spur from EDI results. Community outreach engineered by the numerous coalitions has made individual communities more aware of child development needs. Some have gone beyond individual initiatives and program modifications to express the need for "moves at the municipal policy level." An example of raised awareness is the "Child Friendly Proclamation" in British Columbia complete with city seal and mayor's signature, declaring that "the needs of the children of Prince Rupert would have equity with all other groups." Another community has launched a Children's Charter as a joint effort between the local government, Regional

Intersectoral Committee, and Early Childhood Network.

At the provincial level, EDI collection has been facilitated by provincial Ministries with mandate in children and youth services, social services, childhood, or education. Regional Intersectoral Committees have produced reports and presentations to senior levels of the bureaucracy, for example using EDI data "to provide guidance to [the] Ministry for future locations of Pre-Kindergarten programs to aid vulnerable 3- and 4-year-old children" in Saskatchewan. Data have also assisted in the selection of small communities to host Early Learning Days, an interactive family day to increase awareness of early development.

Community Coalitions

Almost three-quarters of respondents to the question (58 of 78) had a community intersectoral coalition in place before the onset of EDI data collection (See Table 4.)

Table 4

Coalition	N	% of responses
Yes	58	72.5
No	20	25
No response	2	2.5
Total	80	

Among those 58 pre-EDI coalitions, almost 95% contained representation from Resource/Service Providers, the top ranked category. Almost the same proportion, 91% included members from School authorities, 91% from the Child Care sector, and 64% from Community Champions. The lowest representation is from Business, which is cited in just above twenty percent of coalitions. Government Leaders appear on slightly more than one-third of coalitions. Perhaps somewhat surprisingly, representatives from the Parent/Child sector are included in slightly less than half of pre-EDI coalitions. This may be explained by the predominance of Resource/Service Providers, many of whom would be connected to children's welfare (see Table 5.)

Table 5 - Pre-EDI Coalition Partners

Category	N	% of responses	% of Coalition Partners
Business	13	4.6	22.4
Res/SP	55	19.4	94.8
School Division/Authority	53	18.7	91.4
Child Care	53	18.7	91.4
Community Champs	37	13.1	63.8
Parent-Child	28	9.9	48.3
Other	24	8.5	41.4
Govt Leaders	20	7.1	34.5
Total partner responses	283		
Total coalitions	58		

A large majority of coalitions, 93%, included three or more partner types (see Table 6). Almost 7% included representation from all 8 sectors. The most common number of sectors represented (modal value) was 5; almost one-third included representatives from 5 different community sectors. (This was also the median number, and almost identical to the average.) However, there were many different combinations of partnerships; at most only 5 coalitions had the same array of sectors. The two single-category coalitions included only Resource/Service Providers. A list of all combinations can be found in Appendix A.

Table 6 -
Partner/Organization Types in pre-EDI Coalitions

Partner Types	N	%
1	2	3.5
2	2	3.5
3	6	10.3
4	12	20.7
5	19	32.8
6	7	12.1
7	6	10.3
8	4	6.9
Total	58	

N = number of responses citing coalition partner types

Most of the 58 respondents provided additional comments about their coalitions, many of which verified the complexity of their arrangements, extent of cooperation and scope of activities. Many reiterate the value of EDI findings to the planning function. Coalitions adapt and expand to accommodate new initiatives including EDI-related projects. As one respondent from BC explained, "The Children First Coalition existed in 2005/6 just as the EDI was being conducted. The Early Childhood Partnership (now renamed the Children's Partnership of Surrey-White Rock) was formed after that and included the Children First Coalition as well as the Middle Childhood Matters Steering Committee. These initiatives are guided and funded by the Children's Partnership comprised of Surrey School District, City of Surrey, Ministry of Children & Family Development, Fraser Health and United Way." A second important point is that certain sectors, like municipal and provincial governments, may not be represented at the table yet are still aware of, and support, coalition activities.

Community coalitions and intersectoral partnerships formed before the existence of EDI data collection were created through the will of local service providers and others working with young children to raise both an awareness of children's issues and their concerns about community needs. As the EDI developed, these intersectoral groups adopted it as a valuable tool to support their goals at the same time as they themselves adapted to accommodate the changing policy initiatives in their regions. This is the path of one group in Manitoba, which does not seem atypical, particularly in terms of the dedication of its membership.

"The community coalition, South Eastman Inter-Agency Committee was established in 1993 by local service providers to promote and implement an inter-sectoral approach to children's issues. The committee represented a wide range of departments, agencies, and organizations with vested professional interests in the health and welfare of children. The interagency application to be part of the Understanding the Early Years (UEY) project was accepted in 2000. Soon after UEY started in South Eastman, Healthy Child Manitoba established parent-child coalitions across the province to promote and support community-based programs for children, youth and their families. The provincial focus and additional resource support were a natural fit for UEY. As a result,

the community coalition became known as the South Eastman Early Years Regional Team (EYRT). Many of the members of the Inter-Agency Committee remained the same with core representatives from Health, Education, Family Services, Housing and Recreation, but the span and scope broadened to include the local Early Years community. The coalition collaborated with stakeholders working with children age 0 to 6 years to facilitate the building of community capacity by promoting early childhood development through the delivery of evidence-based programming. Today Healthy Child Coalition - South East continues this mandate with representation from the original interagency members and community organizations."

Developing and maintaining an inclusive organizational partnership is a complex endeavour that requires a degree of commitment from major sectors related to children's development. This is evident from the cogent description from one of the highly diverse coalitions (also in Manitoba).

"Over the past several years, effective working partnerships have been established by our coalition (Early Childhood Matters) with almost every key system or agency working with families and young children in the area. These include the WRHA [Winnipeg Regional Health Authority], Family Services, Manitoba Housing, the school system, the police, local childcare and nursery schools, personal care homes, the Good Neighbours Seniors Centre, the Winnipeg Foundation, service groups such as the Kiwanis and Rotary, local businesses including Sobeys, Starbucks, Safeway, Staples and Giant Tiger and, an ever growing number of local churches. It must be noted that the school division's establishment and support of a position specifically dedicated to seeking out these partnerships, and overseeing the various provincial community focused projects and initiatives, has made the above mentioned partnerships possible. The size, complexity and richness of the work being done by the coalition in this area would not have been possible had it not been for the school division's support of a position that has supplied the most precious commodity of all, time."

Post-EDI coalitions

Twenty-three respondents from various provinces say their community "convened" a community intersectoral coalition "as a result of the collection of data on the early years of children, utilizing the EDI" (see Table 7.) Several clarify and expand their responses, implying some differences in interpretation of the question's meaning. One YES response from BC notes in regard to a new coalition, "While the collection of EDI data was likely a factor in formation, it's not clear if the coalition formed as a RESULT of the data collection." Another respondent in Saskatchewan comments that EDI was one part of a larger driver from "the collection of data including but not limited to EDI." Yet another, from PEI, elaborates in this regard, "I would not say this was due entirely to EDI, rather it was the Understanding the Early Years project. The EDI provided the evidence and the research to support dialogue...." Collection of data about children, including data from the EDI, had some influence on the focus of some existing coalitions. One community coalition in Saskatchewan became the Parent Child Coalition for the region, while another "worked to engage local government in discussions about the EDI and what it means to a particular community." Other similar comments from Ontario describe the various "iterations" of the coalitions and the need to expand community membership and awareness of children's issues. Other comments about regular timing and continuation of coalition meetings, imply some respondents may have understood the question as asking whether a special meeting of a pre-existing coalition had been called to consider EDI data collection.

Table 7 - Post-EDI Coalition Convened

Coalition	N	% of All	% of Respondents
Yes	23	28.8	33.3
No	46	57.8	66.7
No response	11	13.8	MISSING
Total	80	8	

Was there any difference in the composition of the 23 coalitions, from the 58 described as existing before the advent of EDI data collection? It is only possible to make a few tentative observations about this (see Table 8.) The number of different sectors included in partnerships differ slightly from pre-EDI data collection, with 34.8% of coalitions having 6 partner types included, one additional sector partner than the pre-EDI modal value. (The median has also risen by one sector to 6 and the average is slightly higher at 5.2.) Generally there is a minimal difference.

Table 8 - Partner/Organization Types in post-EDI Coalitions

Partner Types (N=23)	N	%
1	0	0
2	1	4.4
3	3	13
4	3	13
5	4	17.4
6	8	34.8
7	3	13
8	1	4.4

Composition, in terms of representation of differing types of community stakeholders, is also relatively consistent with the descriptions of pre-EDI coalitions. Businesses and government leaders remain the least represented, although government membership is somewhat higher in the post-EDI coalitions described in the response, a change from 34.5% to 47.8%. School divisions replaced resource/service providers as the most frequently cited partners. Parent/child organizations increased in membership, which would be in line with previous comments about a possible stronger focus on children's issues. The increase in members from "other" categories (34.5% pre-EDI to 52% post-EDI) may signal a more general expansion of coalitions and a growing awareness among other segments of the community (see Table 9.)

Table 9 - Post-EDI Coalition Partners

Category	N	% of responses	% of coalitions including this partner
Business	5	4.2	47.8
Res/Service Prov.	22	18.3	95.7
School Division/Authority	23	19.2	100
Child Care	22	18.3	95.7
Community Champs	13	10.8	56.5
Parent-Child	12	10	52.2
Other	12	10	52.2
Govt Leaders	11	9.2	47.8
Total responses	120		
Total coalitions	23		

N = number of responses across all options in this question

There is another possible way of viewing the intersectoral coalitions that existed before and after EDI data collection was introduced. A basic concordance table provides some information about whether respondents who answered both questions changed or maintained a coalition (see Table 10.) Of respondents to Question 4 (Q4), 22.5% who said they had pre-EDI coalitions also convened post-EDI coalitions. Among Q4 respondents, 40% without pre-EDI coalitions have no post-EDI coalition, while 60% who had no pre-EDI coalitions have convened post-EDI coalitions. Of the 69 respondents to both questions, 66% have no post EDI coalition, and 11.6% had no pre-EDI coalition and still have no post-EDI coalition.

Table 10 - Pre-Post EDI Concordance Comparison

| Quest.4 | Question 5 | | | | | | |
	Yes	No	No Response*	Total N	Adjusted Total	Yes	No
Yes	11	38	9	58	49	22.5	77.6
No	12	8	0	20	20	60	40
Total	23	46	9	78	69	33.3	66.7

* 2 respondents are excluded from the concordance table since they gave no response to either Q4 or Q5.

FINAL THOUGHTS AND CONTINUING CHALLENGES

The EDI From Results to Action survey asked respondents for any additional comments. We received useful feedback about the survey methodology, about EDI data collection and about community efforts to provide an enhanced environment to aid children's development. In addition to comments about general ease of using electronic surveys, one respondent suggested that some of the survey categories would have benefitted from explanation, as jurisdictions might use different terms. The definition of the term 'community champions', in particular, was questioned. All feedback is always useful and will be taken into consideration in planning any future surveys about the EDI.

The two questions about community coalitions were of concern to one respondent from BC who explained their coalition "evolved and got stronger as a result of the EDI research and there wasn't an opportunity to share this." In addition, a suggestion was made that in the future, programs and services provided by agencies in the community be separated from projects taken on specifically by community tables or coalitions. A respondent in British Columbia noted that "the greatest challenge with the EDI data is that most other agencies do not use the same neighbourhoods" making it somewhat difficult to compile and compare data for use with the EDI.

The initial question raised by the survey asked whether collecting data about young children and making them available to communities was actually creating a more civic environment, which could mobilize and enable a positive change for young children. The description of communities is varied but predominantly positive about the change that so many community partners are attempting to put in place to help children grow and learn on an equal footing. Despite the positive trend in making use of EDI data, some communities and regions have reservations about its effectiveness in their areas. They point to the lack of a process for schools and service providers to share results and cooperate in planning and implementing early intervention strategies. Some are concerned about time and funding constraints. A few talk about ongoing program evaluation, insufficient information about which programs and interventions to offer, and their desire to increase their confidence about the effectiveness of programming. The detailed data provided about programming and projects in this report may assist some organizations to benefit from the experiences of others. Considerable additional information about programs is available online. A few website addresses provided by respondents are also included along with lists of projects in the Appendices B and C.

As one person describes the progress that has been made so far, "There is much more to add regarding what has happened in our community since our first collection of EDI data. There is quite a story to tell but I don't think it gets captured within the frame of what we are doing because of the EDI results." This report shows a glimpse of the larger picture with its myriad of programs and projects guided frequently by data collection, including but not limited to EDI results. EDI data collection and reporting helps community stakeholders and partnerships direct planning, supports decision-making, promotes increased awareness of child development concerns in specific areas and populations, and strengthens funding and policy proposals. The EDI is one of the tools being used by community stakeholders who accept the responsibility to act to improve children's lives and are increasingly looking for evidence to support their decision-making.

APPENDIX A

Number repeating combination	Q4 Pre-EDI Coalition Partner Types*
5	Childcare + CommCh + ParCh + ResSP + School + Other (- Bus- Govt)
5	Childcare + CommCh + ParCh + ResSP + School (- Bus- Govt- Other)
4	Bus + Childcare + CommCh + Govt + ParCh + ResSP + School + Other
4	Childcare + CommCh + ResSP + School (- Bus- Govt- ParCh- Other)
3	Childcare + CommCh + Govt + ParCh + ResSP + School + Other (- Bus)
3	Childcare + CommCh + ResSP + School + Other (- Bus- Govt- ParCh)
3	Childcare + CommCh + Govt + ResSP + School (- Bus- ParCh- Other)
3	Childcare + Govt + ResSP + School (Bus- CommCh- ParCh- Other)
3	Childcare + ResSP + School (Bus- CommCh- Govt- ParCh- Other)
2	Bus + Childcare + Govt + ParCh + ResSP + School + Other (- CommCh)
2	Childcare + ParCh + ResSP + School + Other (- Bus- CommCh- Govt)
2	Childcare + Govt + ResSP + School + Other (- Bus- CommCh- ParCh)
2	Bus + Childcare + CommCh + ParCh + ResSP + School (- Govt- Other)
2	Childcare + ParCh + ResSP + School (- Bus- CommCh- Govt- Other)
2	Bus + Childcare + CommCh + ResSP + School (- Govt- ParCh- Other)
2	ResSP (- Bus- Childcare- CommCh- Govt- ParCh- School- Other)
1	CommCh + ResSP + School + Other (- Bus- Childcare- Govt- ParCh)
1	Bus + Childcare + ResSP + School + Other (- CommCh- Govt- ParCh)
1	ResSP + School + Other (- Bus- Childcare- CommCh- Govt- ParCh)
1	Bus + Childcare + CommCh + Govt + ParCh + ResSP + School (- Other)

Number repeating combination	Q5 Pre-EDI Coalition Partner Types*
1	Bus + Childcare + Comm + Govt + ParentCh + ResSP + School + Other
1	Childcare + Comm + Govt + ParentCh + ResSP + School + Other (- Business)
2	Childcare + comm + parentCh + ResSP + School + Other (- Business- Govt)
1	Childcare + ParentCh + ResSP + School + Other (- Business- Comm- Govt)
1	Bus + Childcare + Comm + Govt + ResSP + School + Other (- Parent)
4	Childcare + Comm + Govt + ResSP + School + Other (- Business- ParentCh)
1	Bus + Childcare + ResSP + School + Other (- Comm- Govt- ParentCh)
1	ResSP + School + Other (- Business- Childcare- Comm- Govt- ParentCh)
1	Business + Childcare + Comm + Govt + ParentCh + ResSP + School (- Other)
1	Childcare + Comm + Govt + ParentCh + ResSP + School (- Business- Other)
1	Childcare + Govt + ParentCh + ResSP + School (- Business- Comm- Other)

Number repeating combination	Q5 Pre-EDI Coalition Partner Types*
1	Bus + Childcare + Comm + Govt + ParentCh + ResSP + School + Other
3	Bus + Childcare + Comm + ParentCh + ResSP + School (- Govt- Other)
1	Childcare + Comm + Govt + ResSP + School (- Bus- ParentCh- Other)
2	Childcare + ResSP + School (- Bus- Comm- Govt- ParentCh- Other)
1	Childcare + School (- Bus- Comm- Govt- ParentCh- ResSP- Other)

Partner Types*
no response
Business
Child Care
Community Champions
Govt Leaders
Parent-Child
Resource/Service Providers
School Division/Authority
Other

APPENDIX B

NO.	OTHER REPORTED PROGRAMS AND INITIATIVES
1	WHEELS Family Outreach Program
2	Funding for several family literacy projects and commissioned the creation of facilitators' manuals for those programs.
3	Winkler Family Resource Centre - This centre is in its initial stages and hopes to address literacy and language needs
4	Families with children about to enter kindergarten are invited to participate in the Literacy Links home visiting summer program and/or the Kinder Camps.
5	The Community Literacy Working Group (CLWG) brought together organizations in South Eastern Manitoba working to improve literacy levels in the region, based on EDI findings. The goal of this regional group was to provide literacy leadership by partnering to: increase awareness about literacy and its importance build on collective strengths and ability to influence partner organizations and networks advocate for strategies and actions to increase literacy levels, and support those working in the region to increase literacy skills.
6	PreK bags
7	We have a Playgroup partner for parents and their children in every one of our ECDC communities
8	A community Literacy Action Committee has been formed to look into certain neighbourhoods which have been identified through the EDI as needing enhancement in literacy. This committee has not had a chance to meet yet but will be up and running in the new year.
9	Early Years programming - new Mom and Dad program
10	The soon- to -be - released CLASS11 project results will be compared to EDI results with anticipated support for the schools identified as have needs in the "Physical and Well-Being" domain.
11	Targeted public awareness campaigns
12	ASQ screening available at elementary schools and Strong Start Centres
13	The Middlesex London Health Unit uses the London EDI report to plan programs for children and their families.
14	Healthy Babies programming in identified areas. Special events to highlight services to communities
15	The Middlesex London Health Unit uses the London EDI report to plan programs for children and their families.
16	Healthy Babies programming in identified areas. Special events to highlight services to communities
17	Prenatal Calendar - The Northeast Region through its early childhood coalition 0-3 Years Early childhood Task Force published 1000 prenatal calendars to be distributed to expectant parents through doctors offices, public health clinics.
18	Maternal Mental Health - 2011 - present -Doctors, Nurse Practitioners, Community Based parent contacts and Public Health Nurses are administering the Edinburgh screen for maternal depression both prenatal and post natal- -Kelsey Trail Health Region -Mental Health will place moms on the priority list for treatment
19	ASQ screening available at elementary schools and Strong Start Centres (ASQ - Ages and Stages Questionnaire)
20	participation in the school's community night.
21	Parent/Child centers open in 6 of our schools.

NO.	OTHER REPORTED PROGRAMS AND INITIATIVES
22	Parent Resource libraries in the two local libraries
23	Many of our schools now house parent-tot centres
24	Family Centres operate in eight LRSD schools to provide parents and preschool children with opportunities to learn through play and structured activities. Programs within these Centres focus on literacy and numeracy development, nutrition, and social and emotional learning.
25	Otonabee Valley Family Hub - Collaborative Model, School Board, OEYC, Health Unit, Children's Aid Society currently offering programs in shared space.
26	Northumberland Cares for Children Centres located in schools.
27	prioritized the development of family centres
28	Donation to The Pas Regional Library that places a special emphasis on Pre-school aged children and their families. Materials such as child friendly tables, chairs, and carpet were purchased as well as materials which promote literacy and learning in a fun and interesting manner. Programs and events are interactive and inclusive and meant to engage parents as well as Pre-schoolers.
29	hired an SLP, part of whose time is allocated for pre-school students
30	grandmothers' literacy group for the grandmothers whose grandchildren went into kindergarten after Strong Start.
31	workshop training and literacy materials to all of our Nursery School Programs three times per year.
32	The First Steps ECD Refugee family initiative pilot
33	Early Learning Canada
34	Full Day Everyday Kindergarten Program Project
35	Hiring of ECE workers to support full day everyday kindergarten programs

36	School Division has made staffing/programming decisions based on the results:
	
	   - Reading Recovery Teachers, Literacy Support Teachers, Numeracy Support Teachers, Grade 3/4 Transition Supports,
	
	   - Class Size, Resource Teachers/Guidance Counsellors, Professional Development opportunities, Data collection (longitudinal studies based on EDI; grade 3 assessment; grade 5 assessment)

37	Welcome to Kindergarten
38	Conducting parent knowledge of child development study. Looking at parent knowledge in each of the five areas of development (Physical Health & Well-being, Social Competence, Emotional Maturity, Language & Cognitive Development and Community Skills & General Knowledge) so can link with EDI results.
39	K.I.D.S. - a supplemental program, 11 weeks of extra kindergarten days for children in Kindergarten who have not reached their milestones. Regular kindergarten program is full days every other day.
40	Literacy Plan for Grades K to 12 has intensified our focus on teaching practices to ensure that all students improve as Readers, Writers, Listeners, Speakers and Thinkers in all curricula. The Division provided a structure to promote collegial dialogue and reflection about teaching and learning strategies to enhance student literacy. School-based Literacy Teams from each school frequently meet to have professional conversations that have ensured a comprehensive and coordinated approach to enhancing professional practice and student literacy. Support for school teams in the form of Early Literacy Teachers, to work collaboratively with teachers in Grades 1 (Grade 2 in French Immersion) using a co-teaching model as well as to work with small goups of students to futher develop their reading skills.

NO.	OTHER REPORTED PROGRAMS AND INITIATIVES
41	As a result of 2009 data, seven schools in two communities have been identified for "Primary Programming". Administration , primary teachers, and student service personnel met to discuss ways to strengthen primary programming in light of the EDI results for each community. One site has further identified a need for additional play equipment for the community and a project is underway.
42	With financial support from the Dept. of Education, a model play -based learning room is being developed in one school. It will also serve as a demonstration classroom for primary teachers in addition to being a learning space for student in P-2.
43	re-establishing the Good Food Box, funded community gardens at Strong Start centers and offer family food skills courses for young parents to learn how to cook from scratch and shop healthy
44	Child Friendly Proclamation-On October 13th 2009, a proclamation with the city seal and the mayor's signature was passed declaring that the needs of the children of Prince Rupert would have equity with all other groups. The EDI findings were used to express the need for such moves at the municipal policy level and to engage municipal government at the policy level.
45	The Early Childhood Development Committee (intersectoral) was started and has used the EDI data from the beginning for planning purposes.
46	Strong Start site selections
47	Books for Arenas (ice rinks provided with children's books)
48	Early Identification Initiatives, Community Outreach and Awareness, Parenting Groups (Nobody's Perfect, You Make the Difference), ECD Research and Asset Mapping, Development of ECD Calendar, Child Development Wheel and Resource Map
49	Two community tables have been formed to support families & young children. ECE Partnerships (Greater Nanaimo Early Years Partnership (GNEYP) & Ladysmith Early Years Partnership (LEYP)
50	A number of non-profit partners in our coalition attribute successful funding applications in part to the use of EDI results in their grant applications since 2005. The funded programs range from drop in play programs to parenting programs.
51	School teams (principal, kindergarten & resource teachers) together with the Early Learning & Care (Child Care Directors) in a Partnership session, based on the EDI data. Participants were grouped according to area, went through their EDI data, looking for strengths and areas of need, developed an action plan to work together on one area of need.
52	
53	Preschool Wellness Fair—school professional staff and community service providers—engage families with pre-school children in hands-on activities, increase awareness within targetted population (preschool families) of available services, health and child development information and existence of Family Centres in some schools.
54	PLANNING - creation of Best Start neighbourhoods, regional poverty reduction strategy, (School Board) location of Full day early learning sites.
55	Special Needs-Report are prepared for Best Start Network and the Child Care Operators and other working groups... based primarily on the EDI data
56	The Toy Bus [mobile lending library, bringing toys, books, onboard programs & playgroup opportunities onboard; other resources to rural areas affected by accessibility issues] Takes programming to targetted geographic areas.
57	Project to test and evaluate a comprehensive, transferable, neighbourhood centred model to promote healthy early child development and school readiness for the 0-6 population.

NO.	OTHER REPORTED PROGRAMS AND INITIATIVES
58	a) sites for Full Day Early Learning determined by looking at EDI results. b) CAS parenting groups allowing parental access to children in care mentored by Early Years and Resource Consultant staff c) OEYC has initiated community events and programs in "at risk" areas determined by EDI results d) EDI information will play a part in determining which sites will be recommended for Best Start Child & Family Centres.
59	Public School Division initiatives: In 2010 ... established a 3 year early learning strategy, with children aged 3-8. 2 new PRE Kindergarten programs established
60	Various small communities across the region are selected to host Early Learning Days. Different interactive activities for families with young children, new ways to engage in early development activities, socialize with other community members. Another community launched a Children's Charter as a joint effort between the local government, Regional Intersectoral Committee, and Early Childhood Network.
61	The Saskatchewan Ministry of Education is being informed by results stemming from the Early Development Instrument, as well as factors related to community risk to help in prioritizing allocation of new prekindergarten programs for vulnerable 3 and 4 year olds in schools for half days during the school year.
62	Northwest RIC is leading the development of an Early Childhood Coalition for the Northwest Region. A planning session with agencies providing support to young children and families. Northwest RIC priorities include: building relationships between agencies, developing and launching a children's charter and navigating the system for families.
63	The neighbourhood has generated a neighbourhood association as a result of the research in this area showing that it was [an EDI] "off Diagonal" neighbourhood.
64	How to Talk so Kids will Listen
65	Positive Discipline
66	A Volcano in My Tummy
67	Mealtime Madness & Bedtime Blues
68	Toilet Trials
69	Talking, Learning & Caring
70	Community Connections
71	Workshops at the local high schools, educating future parents around the importance of the early years
72	High schools offering daycares for single parents and daycares in Elementary schools
73	Preschool Wellness Fairs - Speech Language Clinicians, Occupational Therapist, Physiotherapist, psychologist, provide brief screening for children and are available to answer parents' questions regarding their children's development.
74	Newly formed parenting team currently collecting a list of community parenting assets.
75	Nobody's Perfect - parenting course
76	Strong Start: [The Ministry of Education considered the strengths of each proposal, and used a combination of criteria, including the Early Development Instrument (EDI) scores that help identify vulnerable children. http://www.bced.gov.bc.ca/early_learning/strongstart_bc/faq.htm]
77	Baby Talk - This is a well baby drop-in clinic for parents with infants and toddlers. It is an opportunity to meet other new parents, as well as consult with a public health nurse on a variety of issues.

NO.	OTHER REPORTED PROGRAMS AND INITIATIVES
78	Parenting Classes - A relaxed, accepting and enjoyable environment, where participants share information, strategies, techniques and challenges. Parts of the Triple P Parenting program are used during the eight week sessions. Join us for coffee, group discussions and parenting activities.
79	Neighbours' group that is open to parents/grandparents/ caregivers of students in the Robert Smith School area. This group will meet monthly and a number of activities are planned. With a focus on having fun and self-care.
80	Triple P - A parenting program that helps parents strengthen their knowledge, skills, and confidence in dealing with the challenges of raising healthy, happy children. The program recommends simple and small changes that can produce big results in families
81	Future parent workshops at the local high schools, educating our future parents around the importance of the early years
82	Community Resource Centres to offer Triple P and Comfort, Play and Teach programs. [parenting programs]
83	Workshops that focus on self-regulation skills and the importance of attachment
84	The Learning Together Conference for Parents organized once a year through the Division, was created as a results of awareness of the need to create more partnerships between home and school. The conference gives parents the opportunity to interact with their children in an educational setting, e.g., in language or art activities.
85	Success By 6 is organizing the annual Early Learning Forum that takes place on Haida Gwaii in conjunction with EDI training. This offers training and education for parents, caregivers, teachers and other professionals working with children.
86	`School's Cool Program' operated throughout the region
87	Welcome to Kindergarten - supports families/children in transition to kindergarten
88	Transition In Committee - multiagency committee to transition between preschool and kindergarten
89	Kindergarten teachers are released to attend the annual forum offered by the regional parent/child coaltion.
90	Childcare and kindergarten programs brought together with common PD experiences on play, language development and EDI results
91	Based on our community's overall area of need in social competence and emotional maturity, we held a professional development session with this as a focus for School teams (principal, Kindergarten & resource teachers) and members from the Child Care community.
92	Demonstration Classroom (CBVRSB) working towards seamless transition to school. In one school, where reports indicated a significant number of children present as 'vulnerable' on two or more domains of the EDI, the Department of Education is working with the school board and the school to create a play-based early learning environment to explore alternate ways of presenting the Primary curriculum. The space will be used for professional learning sessions for personnel from other elementary schools as well.
93	Information about EDI has been presented to Early Learning Professionals at various events. Early Learning Professionals work in child care centres, Ontario Early Years Centres, and with the various school boards.
94	Resource Nights for Professionals with a focus on EDI and activities to support the domains/subdomains
95	A combined DAC and ELS PD initiative fpr EDEs and schools: overview of the EDI, results, and programming ideas for various areas of development that may require further support.

NO.	OTHER REPORTED PROGRAMS AND INITIATIVES
96	In collaboration with the Toronto EDI Advisory Committee, the Data Analysis Coordinators prepare workshops across the city in each of Toronto's ridings discussing the results with community partners (i.e. school reps, community agencies, community champions)
97	Dr. Jean Clinton provided 3 workshops for Early Childhood Professionals: " Love Builds Brains" , "Communities Committed to Children", "Communities Moving Data to Action"
98	Cognitive Disabilities, Early Childhood Council, Health Region Speech and Language, FASD programs are all committees that have been formed partially because of EDI
99	Link EDI data maps to In Hospital Birth Questionnaire, grade 12 graduation rates and community risk indicators for use at the regional, school division, health region, and community level
100	Northwest RIC is a partner agency with the Battlefords Action for Early Childhood with funding from the Community Initiatives Fund-Community Grant Program to mobilize agencies into action for young children and their families. Completed community mapping, community analysis of resources, community information sharing and activity events for service providers and families, awareness/promotion
101	Ottawa Neighbourhood Study (ONS): The ONS uses EDI results, in addition to economic and socio-demographic data, to create comprehensive community profiles for Ottawa neighbourhoods to be used by municipal bodies, local organizations and concerned community members for neighbourhood planning and coordinating efforts
102	Community Profile document; EDI data was shown with SES indicators, EQAO results, and a few other demographic indicators, broken down per Kingston neighbourhood (7 distinct neighbourhoods in all).
103	UEY - Understanding the Early Years project - looked at EDI and socioeconomic variables as well as parenting styles, availability and access to community resources etc.
104	As part of my job with Success By 6 I will be organizing the annual Early Learning Forum that takes place on Haida Gwaii in conjunction with the EDI training. This offers training and education for parents, caregivers, teachers and other professionals working with children.
105	After 2003 EDI data was released several years ago, one community developed an infant playground.
106	Surrey has 6 town centres and we piloted the development of ECD neighbourhood intersectoral teams in 3 town centres based on the EDI. The teams explored the links between factors that contributed to vulnerability, resource mapping & strategies to respond to neighbourhood issues.
107	No specific projects or programs but many organizations use the data as one element of their planning. As a result of our latest report, school principals, school parent councils, community centres, regional planners, public health, etc have been requesting neighbourhood level data to help make decisions and plan.
108	Successful funding for a monthly drop in program for families at the school due to its higher vulnerability in the Physical Health and Well being domain of EDI.
109	Our North Shore Community was involved with the Understanding the Early Years Project (HRSDC) from 2005-2008. EDI data was used consistently with Canada Census 2006 and an Asset Inventory. A mapping project using this data was completed in 2008.
110	DAC's have been doing lots of great work in Ontario linking the EDI data to other data sets. My group looked at Stats Canada socio-economic variables that may be contributing to the high EDI vulnerabilty scores of aboriginal children in Northern Ontario.
111	United Way would like to move forward with a Community Action Plan on how best to work together to improve outcomes using research and data, specifically looking at the EDI
112	Children and Youth Community Profile Report.

NO.	OTHER REPORTED PROGRAMS AND INITIATIVES
113	Collaborative report put together with local planning tables, United Way, DACs, Public Health, and local school boards
114	Appreciative Enquiry looking at strengths and assets in the community families and children
115	Focus on the Science of Early Childhood and integrated work plan (i.e.) communication of EDI data, contract person to increase awareness of the Science of Early Childhood, etc.
116	The Downtown Coalition is using EDI results to determine whether the Wiggle, Giggle & Munch program is creating a positive effect. The Coalition is working with Healthy Child Manitoba to look at past & present results. Another coalition within our Division is currently mapping EDI results in order to determine whether enough resources exist within each area.

APPENDIX C

Website Address	Site Name	Prov
http://earlylearning.ubc.ca/maps/edi/nh/sd40/	EDI - New Westminster	BC
http://earlylearning.ubc.ca/media/uploads/comsum/2011/sd51_w4edi_communitysummary_15sep11.pdf	Human Early Learning Partnership, Community Summary, EDI Wave 4	BC
http://earlylearning.ubc.ca/media/uploads/mapsets/ses_t1t2/SD_51_53_58_67_SES/SD51_53_58_67%20OkSimilkameenBoundary_SES_T1T2.pdf	Human Early Learning Partnership, University of British Columbia - SES Mapping Package	BC
http://earlylearning.ubc.ca/media/uploads/mapsets/wave4/SouthOkanagan-Boundary/South%20Okanagan_Boundary_W4EDI_13Sep11.pdf	Human Early Learning Partnership, University of British Columbia - EDI Mapping Package	BC
http://revelstokeearlychilddevelopment.com	Revelstoke Early Childhood Development	BC
http://www.crfamilynetwork.ca/about-family-network.php	Campbell River Area Family Network	BC
http://www.sd19.bc.ca/earlylearning	School District #19, Revelstoke Bd. of Education	BC
http://www.southfrasercyc.com/langley	South Fraser Regional Child and Youth Council	BC
http://www.successby6bc.ca/about-us/partners	Success by 6	BC
www.blt.sd69.bc.ca	Oceanside Building Learning Together Society	BC
www.catchcoalition.ca	Community Action Toward Children's Health, Central Okanagan	BC
www.connectforkids.ca	Connect for kids! Information and support for North Shore families	BC
www.deltaecd.com	Delta Early Childhood Development Committee	BC
www.familyfriendlycommunity.ca	Family Friendly Community.ca	BC
www.langleychildren.com	Langley Early Childhood Development	BC
www.makechildrenfirst.ca	Make Children First Coalition, Kamloops	BC
www.myreadingtree.com	My Reading Tree, Nanaimo-Ladysmith	BC
www.officeofearlychildhood.ca	The Office of Early Childhood Development Learning and Care, Surrey/White Rock	BC

Website Address	Site Name	Prov
www.sd68.bc.ca	School District #68, Nanaimo-Ladysmith	BC
www.shuswapchildrens.ca	Shuswap Children's Association, Early Childhood Development Committee, Salmon Arm	BC
www.tricitiesecd.citysoup.ca	http://www.sd69.bc.ca/programs/BLT/Pages/default.aspx/	BC
http://healthychildcoalition.ca/resources/	Healthy Child Coalition, South East Manitoba	MB
http://www.anpccfamilies.ca/index.html	Assiniboine North Parent Child Coalition	MB
http://www.bbpcc.ca	Bright Beginnings, North Eastman Parent-Child Centred Coalition	MB
http://www.gov.mb.ca/healthychild/edi/edi_reports.html#comm	Healthy Child Manitoba EDI reports 2002-2009	MB
http://www.gov.mb.ca/healthychild/edi/pancan/pres_data.pdf	EDI from Data to Action in Manitoba	MB
http://www.healthychildcentralregion.ca/members/member.html	Healthy Child Coalition, Central region	MB
http://www.lrsd.net/A8/Attachments/early_learning_jan_12.pdf	Louis Riel School Division, Winnipeg, Early Learning Opportunities for Pre-schoolers	MB
www.lssd.ca/ueyselkirkinterlake/Publication/EDI%20report%20-%20June%2016.pdf	Understanding the Early Years, Selkirk-Interlake EDI Report 2010	MB
http://issuu.com/ckwymca/docs/a_community_fit_for_children?viewMode=magazine&mode=embed	A Community Fit for Children, Waterloo Region	ON
http://mothercraft.ca/index.php?q=current-and-past-results	Mothercraft College Community Data Group EDI Toronto Riding Profiles	ON
http://mothercraft.ca/index.php?q=resource -library	Mothercraft College Resource Library	ON
http://www.childrenservicesnetwork.ca/index_files/Attachments/CSN/Community%20Profile%202010%20HPE.pdf	Children and Youth Community Profiles, Prince Edward Co. 2010	ON
http://www.london.ca/About_London/PDFs/FinalEDI09ReportNov.pdf	Ontario Early Years Centres in London - Early Development Instrument Results 2009	ON
http://www.niagararegion.ca/news/publications/hs/maps/one-domain.aspx	Niagara Region- Children's Early Development Health Statistics	ON

Website Address	Site Name	Prov
http://www.parentresource.ca/en/ottawaprc/Community_Profiles_p2816.html	Parent Resource Centre, Ottawa, Eastern Region Community Profiles	ON
http://www.peelregion.ca/health/resources/early-years-data/edi/	Peel Public Health, Early Years Data	ON
http://www.unitedwaykfla.ca/default/assets/File/Caring4Children_LANARK_WEB.pdf	Children and Youth Community Profiles, Lanark County, 2010	ON
http://www.unitedwaykfla.ca/index.cfm/plans-initiatives/community-profiles/	Child and Youth Community Profiles, South East Region	ON
www.brassbell.org	Brass Bell Family Resource Centre, BestStart Thunder Bay Superior North Region	ON
www.wdgreportcard.com	Wellington-Dufferin-Guelph Coalition for Report Cards on the Well-Being of Children	ON
http://earlyyears.nesd.ca	Understanding the Early Years, North East Saskatchewan reports	SK
http://www.northeastric.ca/successful.html	Northeast Regional Intersectoral Committee	SK
http://www.2010legaciesnow.com/fileadmin/user_upload/Embrace_Learning/PALS-brochure.pdf	PALS Across Communities: A Guide to Parents as Literacy Supporters	n/a