



Welcome to the Fall 2015 EDI Newsletter

Greetings! It has been an exciting year for the EDI team, one which has included packing up and moving offices twice. Amidst all the chaos we have completed one of our largest implementation years ever.

The EDI continues to gain traction internationally and in this issue we are happy to share with you the story of the EDI's use in Peru. Back in Canada, we have implemented the EDI in 12 of 13 provinces and territories, and in this issue we are bringing you stories from Northwest Territories (NWT).

IN THIS ISSUE



EDI history in Peru

Originally piloted by Antonio Ruiz de Montoya University between 2010-2012, the EDI is now being implemented at a national level to provide a baseline of child development in Peru's National Assessment of Early Education.

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EDI history in NWT

Implementing in a territory with a population size under 45,000 provides unique challenges. Collaborations between the OCCS and the NWT government have helped tailor the EDI to the territories' unique cultural environments.

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2014 IMPLEMENTATION HIGHLIGHTS

8,522

Number of EDIs collected in 2014 in Canada, spanning BC, Newfoundland, Northwest Territories, and Nova Scotia.

7

Number of international regions implementing the EDI in 2014, including Jordan, Pakistan, Peru, Vietnam, Kyrgyzstan, South Korea, and USA.

2015 IMPLEMENTATION HIGHLIGHTS

181,767

Number of EDIs collected in 2015 in Canada, spanning BC, Manitoba, Northwest Territories, Nova Scotia, and Ontario.

3

Number of international regions implementing the EDI in 2015, including Australia, China, and USA.

Peru's National Assessment of Early Education uses EDI

In Peru, several important steps are underway to improve the effectiveness of the different services offered nationwide to children under six, including improving the monitoring and evaluation of programs and projects focused on early childhood.

Based on this interest and in order to understand the potential of the EDI, between 2010 and 2012, Antonio Ruiz de Montoya University with the support of Bernard Van Leer Foundation validated the instrument in a sample of 1,213 children between 4 and 5 years old from 36 schools located in the districts of Ventanilla and Surco, in Lima. Results showed that the EDI had adequate psychometric properties and characteristics of data collected were similar to those found in other countries, so it could be used in larger scale studies.

In 2013, the Ministry of Education of Peru (MINEDU) conducted a pilot application of the Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) and the EDI in 50 preschools in the regions of Ayacucho and Apurimac, located in urban and rural areas, both public and

private preschools with a minimum of five students enrolled in the class. In total, 874 children participated in the study. The results showed moderate to high internal consistency of the EDI domains (between 0.64 and 0.93), very similar to the data collected by Antonio Ruiz de Montoya University.

In the second half of 2014, for the first time in Peru, the National Assessment of Early Education was performed to establish a national baseline on the quality of early years learning environments and child development of children attending classes for 5 year olds. There were three specific objectives: (1) to evaluate the quality of the educational environment in early childhood education; (2) evaluate child development in children attending classes for 5 year olds; and (3) relate some family and educational contextual factors with child development.

**Data was collected
for 16,105 children
in 1,022 classrooms**

To achieve this second objective, EDI data were collected for 16,105 children in 1,022 classes for 5 year olds, belonging to 946 public and private preschools in urban and rural areas, located in all regions of the country. In order to collect a national sample it was necessary to develop three strategies to train teachers and implement the EDI:



headquarters training (teachers training at the logistics office available in capital cities), group itinerant training (teachers training in rural or urban areas at preschools or community buildings), and individual itinerant training (training offered to one teacher belonging to a distant preschool in a rural area, accessible by boat, airplane, and/or other means). In addition, to determine the concurrent validity of the EDI, three instruments were applied in a quality control sample of 1,441 children in 107 classes: the Questionnaire of Strengths and Difficulties (SDQ), the Peabody Picture Vocabulary Test (PPVT) and the McCarthy Scales of Children's Abilities (MCSA). Currently, the results of the National Assessment are being processed.

Submitted by Vanessa Sánchez Jiménez, Coordinadora de Evaluación en Ministerio de Educación de, Perú.





in your community

Very Read-y program comes to Point Douglas

The Winnipeg Foundation is helping fund the Very Read-y program at the Manidoo Gi Miini Gonaan child-care centres in the Point Douglas area of Winnipeg. The program is a joint effort between Manidoo and Bookmates, a non-profit literacy group, and intends to build and reinforce speech and language skills. The Point Douglas area was chosen because EDI results showed children there scored lower than their peers.

Books 'n' Bubbles bus changes route

The Books 'n' Bubbles bus, the Strong Start program's 41-foot renovated school bus with onboard literacy and learning activities, is changing its route to include Lake Cowichan, BC. The bus will now make the trip twice a week after EDI results highlighted high vulnerability rates among the town's children.

Avenues of Change launches in Guildford West and Port Coquitlam

Avenues of Change, a five-year, place-based early childhood initiative aiming to give children the best start in life, has launched in two British Columbia neighbourhoods. These areas were chosen because EDI vulnerability rates were higher than average. Up to \$800,000 per year is being invested in each neighbourhood with the objective of seeing more kids ready to succeed by the time they start school.

Movement to Movement festival looks for funding

An idea to host an event for families in the Chatham-Kent area to engage with nature, movement, and art called the Movement to Movement festival is searching for funding sources after falling short of online voting for a Canadian Scholarship Trust Plan funding

competition. EDI data identified vulnerability in the physical health and well-being domain and Movement to Movement was planned to enhance and expand families' access to activities that could enhance fine and gross motor skills.

Three new PLC coming to Alberta

Three new Parent Link Centres (PLC) are planned for Alberta. The new centres will be located in Edmonton, Innisfail, and Sylvan Lake, in part because EDI results identified areas where children were experiencing great difficulties. PLCs provide parents and caregivers with free resources and support early childhood development.

We want to hear how your community is using EDI data! Contact us at edisrl@mcmaster.ca

Spotlight on EDI research

Gaston, Edwards, and Tober (2015)

used EDI and KPS data from Brantford and Brant County, Ontario to examine the association between parental leave and type of care during the first 12 months of life and children's development in senior kindergarten. Parental care during a child's first year of life was associated with higher EDI scores on some, but not all, domains.

A study out of Scotland authored by **Geddes et al. (2014)** linked EDI data on 1,090 children from the East Lothian area to levels of deprivation.

Results found that children in the most deprived quintile were 2-8 times more likely than the most affluent to be vulnerable on one or more EDI domains. However, substantial developmental vulnerability was found across all five deprivation quintiles, not only the most deprived.

For a more comprehensive list of the latest EDI publications, see page 6.

Smithers et al. (2014) examined whether anaemia, a deficiency of red blood cells or of hemoglobin in the blood, was associated with adverse perinatal outcomes and later developmental vulnerability, as measured by the AEDC. The authors found that although anaemia is associated with perinatal complications such as increased risk for fetal distress and preterm birth, there was no association with later developmental vulnerability after controlling for maternal, obstetric, and sociodemographic covariables.

EDI in the Northwest Territories



In 2011-12, the Government of the Northwest Territories (GNWT) conducted a comprehensive review of the previous 10 years of investments in early childhood development to inform new directions for Early Childhood Development (ECD) in the Northwest Territories (NWT). The review identified a significant gap in program monitoring and assessment in ECD programs and services.

In order to help bridge this gap, the GNWT began discussions with the Offord Center for Child Studies (OCCS) around the possibility of implementing the Early Development Instrument (EDI). The subsequent collaboration between OCCS and the NWT Department of Education, Culture and Employment (ECE) led to the development of an instrument tailored to the territories' unique cultural environments.

During the initial development of an EDI for the NWT, a great deal of attention was given to unique characteristics of northern children and how these might be captured. Following engagement with a variety of stakeholders, including representatives of six different cultural groups within the NWT, the EDI was expanded to include the Sense of Identity Questionnaire (SIQ).

The SIQ has been developed specifically for use in the NWT to help understand the role of cultural identity in child development. This questionnaire was developed with NWT kindergarten teachers, Aboriginal cultural advisors, ECE, and McMaster University to be included as part of the EDI across the NWT. The SIQ asks kindergarten teachers to answer eighteen questions which describe three aspects of a child's sense of identity, including:

- a sense of community and/or family;
- a sense of place (the land, local community and/or the North); and
- a sense of belonging.

As the SIQ is still a new assessment tool, it requires further study in order to understand its full potential. However, early findings suggest much can be learned from linking children's sense of identity with information about their developmental health.

The first implementation of the EDI (including the SIQ) in the NWT took place in March 2012. The EDI has now been completed for every kindergarten student in the NWT for four consecutive years. Due to the small population in the NWT, the first three years of data were compiled to form a single baseline dataset that will form the basis of understanding children's development moving forward.

The EDI is also a significant component of the NWT Right from the Start Framework and Action Plan. The Framework is designed to ensure that every child, family, and community in the

NWT, including those most at risk, has access to high quality, comprehensive, integrated ECD programs and services that are community driven, sustainable, and culturally relevant. Under Commitment 4 of the Action Plan, the GNWT will oversee the improved coordination and integration of ECD programs and services, including strengthening the alignment between early childhood programs and services and the needs of communities. The EDI continues to play a critical role in this endeavour, providing information to guide informed decision-making that will help to strengthen programs and services in the NWT in the area of early childhood and beyond.

Submitted by the Government of the Northwest Territories, Department of Education, Culture and Employment.

For more information on the Sense of Identity questionnaire and its creation please read the 2012 paper by Magdalena Janus and Susan Hopkins titled "Constructing Measures of Northern Children's Identity Through Dialogue" available through the [Pimatisiwin website](#).

The EDI has a new website!

To go along with a redeveloped website for the entire Offord Centre (available at www.offordcentre.com), the EDI has revamped its own website.

The new website is located at www.edi.offordcentre.com and is organized in sections tailored to different audiences. For example, now parents, teachers, project partners, and researchers can better navigate the site to find information tailored to their interests. Parents may want to know more about how the EDI protects their child's privacy, whereas teachers may be more interested in finding resources to help them complete the EDIs. We hope the changes we have made will help all users better navigate our site and find the information they need quickly and easily.

To go along with a revamped website the EDI has also joined social media and can be found on both Twitter ([@EDI_OCCS](https://twitter.com/EDI_OCCS)) and [Facebook](https://www.facebook.com/EDI_OCCS). Here we will share the latest EDI news, events, and reports, as well as some of the exciting work being done in the field of early child development.

Want to read about the latest **EDI** news, events, and reports? Visit us online or connect with us through Facebook and Twitter.



The Offord Centre moves to MIP

After many years at Hamilton's historic Chedoke Hospital, the Offord Centre has moved down the Hamilton mountain to The Atrium at McMaster Innovation Park, located 2 km from McMaster University. Our new address is 175 Longwood Road South, Hamilton, ON, L8P 0A1



Cindy Walsh retires from McMaster

After 30 years at McMaster University, Cindy Walsh said farewell to her Offord Centre colleagues and called it a career. Cindy worked at the Offord Centre since the inception of the EDI and was instrumental in its implementation, especially during the early years.



Joanne Schroeder leaves HELP

In July 2014, Joanne Schroeder gave an emotional goodbye to HELP, where she served as Deputy Director. Joanne accepted an offer to take the position of Executive Director at the Comox Valley Child Development Association, located closer to her home. Pippa Rowcliffe, who played a lead role with HELP for the past 7 years, replaced Joanne as Deputy Director.



Recent publications

Brinkman, S. A., Gregory, T. A., Goldfeld, S., Lynch, J. W., & Hardy, M. (2014). Data resource profile: The Australian Early Development Index (AEDI). *International Journal of Epidemiology*, 1-8. doi: 10.1093/ije/dyu085

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Krishnan, V. (2014). The 14 decimal places (default) in EDI's Norm II cut-off values: They do it, but do they increase accuracy? Alberta: Early Child Development Mapping (ECMAP) Project Alberta.

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International Journal of Speech-Language Pathology, 17, 273-286. doi: 10.3109/17549507.2015.1034175

Mousavi, A., & Krishnan, V. (2014). Setting the scope for Early Child Development Instrument (EDI): A psychometric re-examination of the tool with Alberta data. *Social Indicators Research*. doi: 10.1007/s11205-014-0711-x

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**Have a publication
using EDI data?
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