INFORMATION SHARING AGREEMENT

THIS AGREEMENT is dated for reference the ___ day of _____, 2011.

BETWEEN:

THE UNIVERSITY OF BRITISH COLUMBIA ("UBC"), a corporation continued as a corporation pursuant to section 3(1)(c) of the *University Act*, R.S.B.C. 1996, c.468 (the "University Act"), as represented by the Human Early Learning Partnership ("HELP"), a research unit within the College for Interdisciplinary Studies at UBC, with the following specified address and fax number

> #103-6190 Agronomy Road
> Vancouver, BC V6T 1Z3
> FX. 604-822-8589
> Attn. Angus Livingstone, Managing Director

("UBC")

AND:

HER MAJESTY THE QUEEN IN RIGHT OF THE PROVINCE OF BRITISH COLUMBIA, as represented by the Ministry of Health ("MoH"), with the following specified address and fax number

> 2-1, 1515 Blanshard Street
> Victoria, BC
> FX: 250-952-2002
> Attn. Deb McGinnis, Chief Data Steward

AND:

HER MAJESTY THE QUEEN IN RIGHT OF THE PROVINCE OF BRITISH COLUMBIA, as represented by the Ministry of Children and Family Development ("MCFD"), with the following specified address and fax number

> 4th Floor - 777 Broughton Street
> Victoria, BC
> FX: 250-387-7618
> Attn. Steven Yong, Manager, Modelling and Forecasting

AND:

HER MAJESTY THE QUEEN IN RIGHT OF THE PROVINCE OF BRITISH COLUMBIA, as represented by the Ministry of Education ("MofEd"), with the following specified address and fax number

> 3rd Floor - 620 Superior Street
> Victoria, BC
> FX: 250-356-0407
> Attn. Charito Elderfield, Manager, Information: Analysis & Reporting

(each a "Ministry" and collectively, "the Ministries")

WHEREAS:

A. UBC and the Ministries wish to engage in an information sharing relationship to improve the understanding of how different environments including families, neighbourhoods, schools, and early child development and other government programs and services interact with biological factors, as well as policy environments to produce a diverse range of outcomes for children;

B. Human Early Learning Partnership ("HELP") is a research unit of the University of British Columbia ("UBC"), and is supported by the Ministry of Child and Family Development ("MCFD"), the Ministry of Education ("MofEd"), and the Ministry of Health ("MoH");

C. UBC, on behalf of HELP, is party to an Information Sharing Agreement with each of the School Districts, which authorizes, pursuant to Applicable Law: the collection of information by the School districts about kindergarten students across British Columbia, such as date of birth, postal code of residence, gender, and other data collected using the Early Development Instrument (EDI); and the disclosure of such information to the Human Early Learning Partnership at UBC for the purposes of research;

D. Each Party is subject to the *Freedom of Information and Protection of Privacy Act* which authorizes the appropriate collection, use, and disclosure of the EDI Data;

E. 2011, 2012, and 2013 EDI Data is being disclosed by UBC to MofEd, who, in turn, will disclose the 2011, 2012, and 2013 EDI Data to the MOH and MCFD, under a Memorandum of Understanding ("MoU") between MofEd, MOH, and MCFD;

F. EDI Data is shared between the Parties and among the Ministries for program evaluation and planning purposes only;

G. Program evaluation and planning is a population based assessment activity; as such, no decisions shall be made about or negatively impacting specific individuals.

NOW THEREFORE, in consideration of the promises, covenants, and agreements set out herein, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. **Purpose**

   The purpose of this Agreement is to document the terms and conditions of the collection, use, disclosure, storage and retention of EDI Data by each of the Parties, in compliance with the *Freedom of Information and Protection of Privacy Act*, any other Applicable Law, and this Agreement.

2. **Definitions**

   In this Agreement, unless the context otherwise requires:

a. "Agreement" means this Agreement;

b. "Agreement Manager" means, for the MoH, the responsible director in the Office of the Chief Data Steward's Office, and for MCFD, the Manager, Modelling and Forecasting, and for MofEd, Manager, Information: Analysis & Reporting, and for UBC, the Lead Director;

c. "Appendix" means an appendix to this Agreement, unless the context requires otherwise;

d. "Applicable Law" means all applicable laws that are binding on the Parties (or on one Party as applicable) as amended from time to time, including without limitation:

    i.   *Freedom of Information and Protection of Privacy Act,* RSBC, 1996, c. 165
    ii. *Schools Act, 1996, c.412*
    iii. the *E-Health Act, RSBC 2008, c.38* and any applicable Designation Orders,
    iv. the *Document Disposal Act,* RSBC 1996, c. 99, and
    v.   any other statutes, regulations, by-laws that may apply to the EDI Data;

    but does not include any law, statute, regulation or by-law, treaty, order, directive, policy having the force of law, judgment, injunction, award or decree of a foreign jurisdiction outside of Canada;

e. "Chief Data Steward" means the Chief Data Steward of the MoH;

f. "Control" means the power or authority to manage the record throughout its life cycle, including restricting, regulating and administering its use or disclosure;

g. "Custody" means having physical possession of Data, with responsibility for access, management, maintenance, preservation, disclosure and security of the Data;

h. "Data Custodian" means UBC, which has Custody of the Data to facilitate Approved Research and Program Evaluation, subject to FIPPA and the UBC-School District Agreements;

i. "Data Steward" means the position that is responsible for the stewardship of a public body's data holdings, usually including approval of requests for access to data for planning and program evaluation purposes;

j. "EDI" means the Early Development Instrument, which is a population health measure in the form of a questionnaire, created at the Offord Centre;

k. "EDI Data" means the 2011, 2012, and 2013 individual level EDI questionnaire responses and administrative data as collected by the School Districts of BC and the resulting individual level EDI scores by domain and sub-domain after the responses are processed using the EDI questionnaire;

l.   "Effective Date" means the date this Agreement is signed by the Parties;

m.   "FIPPA" means the *Freedom of Information and Protection of Privacy Act*, RSBC 1996, c.165, as amended from time to time;

n.   "Parties" means the collective signatories to this agreement

o.   "Principal Investigators" means Clyde Hertzman, MD, FRCPC, Director of HELP, or his successor in office;

p.   "School District" means an area created or constituted as a school district under the School Act;

q.   "Student" means a student as defined by the *School Act* whose personal information is collected by the School Districts for the purposes of the ECD Program of Research;

r.   "Term" means three (3) years, being the duration of the term of this Agreement.

3. Legal Relationship

3.1 No partnership, joint venture or agency is created by this Agreement, or by any action of the Parties under this Agreement.

3.2 The Parties acknowledge that FIPPA may change from time to time and that each Party will cooperate to amend this Agreement as necessary to ensure this Agreement complies with FIPPA.

4. Authority for the Collection, Use and Disclosure of EDI Data

4.1 UBC represents and warrants that it has the authority to:

4.1.1   Collect the EDI Data from the School Districts to support program evaluation by Ministries and for other ECD research purposes, pursuant to Section 26(c) of FIPPA;

4.1.2   Disclose the EDI Data to the Ministries for the purpose of program evaluation in accordance with sections 33.2 (I) of FIPPA.

4.2 The Ministries represent and warrant that they have the authority to:

4.2.1   Collect EDI Data in accordance with FIPPA s26(e) as it is necessary for their purpose of planning or evaluating a program or activity of a Ministry, and, in a manner consistent with s27 (1)(b) as it may be disclosed to the public body under s33.2(I) for this purpose;

4.2.2   Use and disclose the EDI Data in accordance with FIPPA s32 to 36 the purpose of planning or program evaluation.

4.3 The Ministries agree that they will not:

4.3.1   Use the EDI Data disclosed to it under this Agreement to make any decisions, diagnosis or assessment about any one particular student;

4.3.2   Make direct or indirect contact with the students to whom the EDI Data relates or to their guardians or other legally authorized representatives;

4.3.3   Use the Data except as authorized by FIPPA; and,

4.3.4   Disclose the EDI Data to any entities not listed as Party to this Agreement.

5. Accuracy

5.1 UBC will make every reasonable effort to ensure the EDI Data, previously disclosed to UBC by the school districts, at the time of disclosure by UBC to the MofEd is accurate, complete and up-to-date.

6. Security and Protection of Privacy

The Ministries will make the reasonable arrangements to maintain the privacy, security and confidentiality of all EDI Data by protecting it against such risks as unauthorized Access, collection, use, storage, modification, Disclosure or disposal.   These arrangements will meet or exceed the level of protection provided by the applicable policies and standards published by the Province (as amended from time to time) outlined in the following and the Security Conformance Document *Information Security*, Version 3.0:

(a)   the Government of British Columbia Core Policy and Procedures Manual, (http://www.fin.gov.bc.ca/ocg/fmb/manuals/CPM/CPMtoc.htm) in particular;

(b)   Section 6.3.4 (d) – Disposal of Surplus Assets;

(c)   Section 8.3.2 – Tangible Capital Assets;

(d)   Section 12 - Information Management and Information Technology Management, as may be relevant for the protection of Data;

(e)   Section 15 – Security, as may be relevant for the protection of Data;

(f)   Section K (b) Disposal Handbook (http://www.cio.gov.bc.ca/legislation/policy/isp.pdf);

(g)   Chapter 6 Recommended IT Asset Disposal Management Process;

(h)   the Government of British Columbia Information Security Policy; and (http://www.cio.gov.bc.ca/legislation/policy/isp.pdf);

(i)   the Government of British Columbia Information Technology Standards (http://www.cio.gov.bc.ca/legislation/standards/imit_manual/IMIT_manual.pdf)

Without forgoing the above, and, for greater certainty:

6.1   The Ministries will transfer the EDI Data in a secure manner, such as secure file transfer.

6.2 Pursuant to its obligations under Section 30 of FIPPA, the Ministries will make reasonable arrangements to maintain the security of the EDI Data in its custody, by protecting it against such risks as unauthorized access, collection, use, disclosure or disposal. In particular, the Parties will:

    6.2.1 Permit, only on a "need to know basis", a limited number of authorized staff with access to the EDI Data;

    6.2.2 Ensure that staff sign a pledge acknowledging the confidential undertakings, as may be required pursuant to FIPPA;

    6.2.3 Implement reasonable physical and electronic security measures to protect the EDI Data, commensurate with the sensitivity of the EDI Data, including storing the EDI Data on data storage equipment in a secure facility protected by an alarm, restricting access to the facility to authorized employees and service providers and storing the EDI Data on a secure server restricted to authorized employees and service providers with login ID's and passwords;

    6.2.4 Protect the EDI Data whenever it is transmitted for use as authorized by this Agreement.

6.3 The Ministries will advise UBC immediately of any circumstances, incidents or events which to its knowledge has jeopardized, or may in future jeopardize:

    6.3.1 the privacy of individuals;

    6.3.2 the security of any computer system in its custody that is used to access the EDI Data

7. Audits, Monitoring and Investigations

7.1 The Ministries will appoint a knowledgeable senior employee who will:

    7.1.1 be responsible for compliance with the terms of this Agreement,

    7.1.2 act as the privacy representative and contact for privacy issues; and

    7.1.3 be authorized to communicate with UBC

7.2 The Ministries will record and monitor access to the EDI Data in its custody, in order to establish a chain of responsibility, as follows:

- Where systems do not track user access, the Parties will manually log access to the EDI Data. An assigned position will review paper and electronic access logs regularly to confirm appropriate access and use of the EDI Data.

7.3 The Ministries will investigate all reported cases of:

- unauthorized access to or modification of the EDI Data in its custody;
- unauthorized use of the EDI Data in its custody;
- unauthorized disclosure of the EDI Data in its custody;
- breaches of privacy or security with respect to the EDI Data in its custody or with respect to any computer system in its custody that is used to access the EDI Data.

7.4 The Ministries will report to UBC results of any such investigation and the steps taken to address any remaining issues or concerns about the security of the EDI Data or computer systems, or the privacy of individuals to whom the EDI Data relates.

7.5 Upon providing reasonable, advance written notice to the Ministries, UBC may audit, at its own expense, the Ministries' information management policies and processes with respect to the EDI Data to ensure protection of the EDI Data and compliance with this Agreement.

8. Modification or Termination of Agreement - General

8.1 This Agreement may be modified or terminated at any time by agreement, in writing, in part by a Ministry and UBC, or in its entirety by the Parties.

8.2 Unless this Agreement is terminated earlier, in the final year of the Term, but no later than six months before the Expiry Date:

8.2.1 The Ministries and UBC will meet to discuss the prospect of renewal of this Agreement;

8.2.2 The Parties may renew the Agreement for an additional 3-year period on substantially the same terms and conditions contained herein.

8.3 This Agreement may be terminated within 30 days notice by either UBC or any Ministry if the other Party fails to meet its obligations under this Agreement;

8.4 This Agreement will commence on the Effective Date and will continue for the duration of the Term, unless terminated earlier in accordance with 8.1.

9. General

9.1 If there is an inconsistency between the terms of this Agreement and any other agreement between the parties relating to EDI Data, the terms of this Agreement shall prevail with respect to the respective obligations of the Parties relating to the EDI Data collected, used or disclosed pursuant to this Agreement.

9.2 This Agreement may only be amended by written agreement signed by the Parties and may not be assigned by either Party without the prior written consent of the other party.

9.3 This Agreement is governed by and shall be construed in accordance with the laws of the Province of British Columbia and the laws of Canada applicable therein. Each Party hereby adheres to the exclusive jurisdiction of the courts of British Columbia.

9.4 Any notice required or permitted under this Agreement will be in writing and may be given by personal delivery, overnight courier, mail or facsimile transmission to the party at the address set out on the first page of this Agreement. Notices given by personal delivery are deemed to have been received on the date of the delivery. Notices given by overnight courier or facsimile transmission are deemed to have been received on the day following the date of delivery. Notices delivered by mail are deemed to have been received on the third day following the date of delivery.

9.5 This Agreement may be executed in counterparts and delivered by facsimile transmission.

10. Signatures

Agreed to on behalf of the University of British Columbia:

_____   _____
Angus Livingstone, Industry Liaison Office   Date

Agreed to on behalf of Ministry of Health Services:

_____   _____
Deb McGinnis, Chief Data Steward   Date

Agreed to on behalf of Ministry of Children and Family Development:

_____   _____
Martin Wright, Executive Director   Date
Modelling, Analysis & Information
Management and Chief Information Officer

Agreed to on behalf of Ministry of Education:

_____   _____
Gerald Morton, Lead Director Information   Date
Department

Appendix A
-MOH Program Evaluation-

Health authorities offer a variety of public health prevention programs to promote maternal-child health and well-being including: public health nurse home visiting programs; prenatal education and support; sexual health services; preventive dental health; maternal and child health assessments; growth monitoring; screening programs for hearing, dental and vision; immunization services; and education and counselling to address health issues such as breastfeeding; perinatal depression; and preconception planning/ services.

Provision of these programs and services may differ across health authorities and within health authorities. An evaluation of these services and development of consistent program standards has been identified as a priority by MoH and health authority public health leaders. The public health perinatal and child health program evaluation would provide information about public health child and maternal health services and health outcomes for clients receiving prenatal, postnatal and child health follow up services through public health. Evaluation findings will support the development of public health policy, as well as consistent program standards and guidelines.

Health authority client data will be received by the MoH through a Secure Data File Transfer process. Data linkages may be developed with Ministry of Education for educational outcomes or Early Development Instrument results, Ministry for Children and Family Development (MCFD) for rates of abuse, neglect and report of children in care, Ministry of Social Development for income assistance data, and Perinatal Services BC and within MoH for possible linkages to Vital Statistics, Medical Service Plan, and the Discharge Abstract Database and Indian and Northern Affairs Canada (INAC) data files (dependent on approval by respective data stewards for linkage).

The evaluation findings would be utilized for quality assurance and improvement of maternal child health programs.

-Ministry of Children and Family Development Program Evaluation-

MCFD promotes and develops the capacity of families and communities to care for and protect vulnerable children and youth, and supports healthy child and family development to maximize the potential of every child in British Columbia. Offering a continuum of programs, services and initiatives which support children, youth and families in communities throughout the province, the Ministry is responsible for family development and support services, early childhood development, services for children and youth with special needs and their families, child care, child protection, residential, foster and alternative care options, adoption for children and youth permanently in care, community child and youth mental health services, programs for at-risk or sexually exploited youth, and community youth justice services. The Ministry is also responsible for a number of provincial services, such as youth custody, youth forensic psychiatric services, services for deaf and hard of hearing children and youth, and the Maples Adolescent Treatment Centre. The Ministry's legislative mandate includes the *Child, Family and Community Service Act*, the *Adoption Act*, the *Youth Justice Act*, the *Child Care BC Act*, the *Child Care Subsidy Act* and the *Social Workers Act*.

MCFD will use individual level EDI data to match with individual level Ministry data and other social, economic, and demographic data to evaluate the developmental readiness of children affected by Ministry programs. This will allow the Ministry to determine the effectiveness and

reach of programs, and lead to better informed decisions with respect to budgeting and program development. MCFD will also match individual level EDI data with individual level Ministry data and other social, economic, and demographic data to help isolate factors that contribute to child and family development for program and service planning at an aggregate level. Individualized EDI data is necessary to match to Ministry data. Results will always be aggregated up to appropriate levels for reporting (for example, program or geographic area) and no reporting will occur at the individual child level.

-Ministry of Education Program Evaluation-

Through governance, legislation, policy, and standards, the Ministry of Education provides leadership and funding for early learning programs and the Kindergarten to Grade 12 education system. The Ministry also supports public libraries and neighbourhood learning centres as well as adults interested in completing secondary school or upgrading their skills to be competitive in the 21st century. Roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teaching Profession Act*, the *Library Act*, the *First Nations Education Act*, the *Community Care and Assisted Living Act*, the *Special Accounts Appropriation and Control Act*, and accompanying regulations.

Student achievement is regularly monitored in all 60 school districts and independent schools across British Columbia. The EDI data provides a common measure of children's developmental readiness for school, highlights differences in children's development across neighbourhoods and school districts, and assesses how well schools and communities are doing in supporting young children across five scales of child development.

The evaluation findings support the development of education policy and programs at the local, school district and provincial level. The information gathered is also examined to reveal any population trends in the development of children that could lead to better early learning education policies and practices. Individual level EDI data will be linked with other social, economic, demographic, and administrative ministry program data and other data when possible to help isolate and explain factors that contribute to student achievement. Individualized level EDI data is necessary to match the results to ministry data. Results will always be aggregated up to appropriate levels for reporting (for example, program or geographic area).

Appendix B

2011 EDI Data
-Itemized Fields List-

Demographic Section:	
Wave	Wave of data
Waveyr	Wave year/kindergarten year
Cycleyr	Year of data collection
Doc	Date of Completion
child_id	Child - Number - placement on the class list
sch_name	School - Name
sch_dist	School District Number
sch_dist_na	School District Name
Mincode	School - Code assigned by the Ministry of Education (8 digits)
sch_city	School - City
sch_pstl	School – Postal code (6 digits)
Age	Age (indicates child's age at completion of the form)
chl_gend	Child - Gender
chl_tmschl	Child - Less than 1 month in current school or moved out of school/class
cls_id	Class - Class ID number in school
cls_time	Class - Time of class
cls_jksk	Class - Class assignment (2001 forward)
cls_type	Class - Type of class
chl_esl	Child - ESL (English as a second language)
chl_esd	Child – ESD (English as a second dialect) (2009 forward)
chl_sn	Child - Special needs status
Indep	Independent school - Based on school board data
sch_franco	School - Francophone school
cls_frimm	Class - French immersion class in Anglophone school
cls_oimm	Class - Other immersion class in Anglophone school
chl_lang	Child - First language
chl_lang1	Child - Language code 1
chl_lang2	Child - Language code 2
chl_comadeq	Child - Communicates adequately in first language (2005 forward)
chl_repeatgr	Child - Repeating this grade (2005 forward)
Teacher Information: Teacher Participation Form –	
tea_id	Teacher - ID number
tea_stud	Teacher - Number of students in this class (2005 forward)
tea-gen	Teacher – Gender (2005 forward)
tea_age	Teacher – Age (2005 forward)
tea_exp	Teacher - Experience in months (2005 forward)
tea_sch	Teacher - Experience in this school in months (2005 forward)
tea_prim	Teacher - Experience at this grade level in months (2005 forward)
tea_clas	Teacher - Experience for this class in months (2005 forward)
tea_ed01	Teacher - Completed some coursework towards a Bachelor's degree (2005 forward)

tea_ed02	Teacher - Completed a teaching certificate, diploma, or license (2005 forward)
tea_ed03	Teacher - Completed a Bachelor's degree (2005 forward)
tea_ed04	Teacher - Completed a Bachelor of Education degree (2005 forward)
tea_ed05	Teacher - Completed some post-baccalaureate coursework (2005 forward)
tea_ed06	Teacher - Completed a post-baccalaureate diploma or certificate (2005 forward)
tea_ed07	Teacher - Completed some coursework towards a Master's degree (2005 forward)
tea_ed08	Teacher - Completed a Master's degree (2005 forward)
tea_ed09	Teacher - Completed some coursework towards a Doctorate degree (2005 forward)
tea_ed10	Teacher - Completed a Doctorate degree (2005 forward)
tea_ed11	Teacher - Completed other level of education (2005 forward)
tea_edi1	Is this first time completing EDI? (2009 forward)
tea_edi2	Number of times completed the EDI (2009 forward)
tea_edi3	Attended teacher training (2009 forward)
tea_edi4	Number of times attended training (2009 forward)
tea_edi5	Teacher training for this implementation (2009 forward)
tea_edi6	How useful was it? (2009 forward)
tea_edi7a	Yes, I used the Guide and found it helpful (2009 forward)
tea_edi7c	Yes, I used the Guide but didn't find it helpful (2009 forward)
tea_edi7g	Other (2009 forward)
tea_edig_txt	Other text (2009 forward)
tea_edi7b	No, I didn't use the Guide, I didn't find it helpful (2009 forward)
tea_edi7d	No, I didn't use the Guide, I didn't have one (2009 forward)
tea_edi7e	No, I didn't use the Guide, I didn't have enough time (2009 forward)
tea_edi7f	No, I didn't use the Guide, I'm already familiar with it (2009 forward)
Questionnaire Section A – Physical Well-Being	
qa1	Days of absence
qa2	Dressed inappropriately
qa3	Too tired
qa4	Late
qa5	Hungry
qa6	Washroom
qa7	Hand preference
qa8	Well coordinated
qa9	Proficient at holding pen
qa10	Manipulates objects
qa11	Climbs stairs
qa12	Level of energy
qa13	Overall physical
Questionnaire Section B – Language and Cognitive Skills	
qb1	Effective use - English
qb2	Listens - English
qb3	Tell a story
qb4	Imaginative play
qb5	Communicates needs

qb6	Understands
qb7	Articulates clearly
qb8	Handles a book
qb9	Interested in books
qb10	Interested in reading
qb11	Identifies letters
qb12	Sounds to letters
qb13	Rhyming awareness
qb14	Group reading
qb15	Reads simple words
qb16	Reads complex words
qb17	Reads sentences
qb18	Experiments writing
qb19	Writing directions
qb20	Writing voluntarily
qb21	Writes own name
qb22	Writes simple words
qb23	Writes simple sentences
qb24	Remembers things
qb25	Interested in math
qb26	Interested in number games
qb27	Sorts and classifies
qb28	1 to 1 correspondence
qb29	Counts to 20
qb30	Recognizes 1-10
qb31	Compares numbers
qb32	Recognizes shapes
qb33	Time concepts
qb34	Special numeracy
qb35	Special literacy
qb36	Special visual arts
qb37	Special music
qb38	Special athletics/dance/drama
qb39	Special problem-solving
qb40	Special other
qb40_tx	Special other text
qb41	Adequately native (prior to 2005)
qb42	English native (prior to 2005)
Questionnaire Section C – Social and Emotional Development	
qc1	Overall social/emotional
qc2	Gets along with peers
qc3	Cooperative
qc4	Plays with various children
qc5	Follows rules

qc6	Respects property
qc7	Self-control
qc8	Self-confidence
qc9	Respect for adults
qc10	Respect for children
qc11	Accepts responsibility
qc12	Listens
qc13	Follows directions
qc14	Completes work on time
qc15	Independent
qc16	Takes care of materials
qc17	Works neatly
qc18	Curious
qc19	Eager - new toy
qc20	Eager - new game
qc21	Eager – new book
qc22	Independently solves problems
qc23	Follows simple instructions
qc24	Follows class routines
qc25	Adjusts to change
qc26	Knowledge about world
qc27	Tolerance for mistakes
qc28	Helps hurt
qc29	Clears up mess
qc30	Stops quarrel
qc31	Offers help
qc32	Comforts upset
qc33	Spontaneously helps
qc34	Invites bystanders to join
qc35	Helps sick
qc36	Upset when left
qc37	Gets into fights
qc38	Bullies or is mean
qc39	Kicks etc.
qc40	Takes things
qc41	Laughs at others
qc42	Restless
qc43	Distractible
qc44	Fidgets
qc45	Disobedient
qc46	Temper tantrums
qc47	Impulsive
qc48	Difficulty awaiting turns
qc49	Can't settle

qc50	Inattentive
qc51	Seems unhappy
qc52	Fearful
qc53	Worried
qc54	Cries a lot
qc55	Nervous
qc56	Indecisive
qc57	Shy
qc58	Sucks thumb
Questionnaire Section D – Special Problems	
qd	Does this child have a problem? (2005 onwards)
qd1	Physical disability
qd2	Visual impairment
qd3	Hearing impairment
qd4	Speech impairment
qd5	Learning disability
qd6	Emotional problem
qd7	Behavioural problem
qd8	Home problem
qd8i	Chronic medical/health concern (2009 forward)
qd8j	Unaddressed dental needs (2009 forward)
qd9	Other problem
qd9_tx1	Other problem text
qd9_tx2	Other problem text
qd_code	Special concern codes (2009 forward)
qd_4	School based support - special concerns (2009 forward)
qd5a	Receiving assessment – special concerns (2009 forward)
Qd5b	On a wait list – assessment – special concerns (2009 forward)
qd10	Needs assessment
qd10_tx1	Needs assessment text
qd10_tx2	Needs assessment text
qd10_tx3	Needs assessment description
Questionnaire Section E – Additional Questions	
qe1	Early intervention (not available 06/07,07/08)
qe1_tx	Early intervention description (not available 06/07,07/08)
qe2	Non-parental care (not available 06/07,07/08)
qe2a	Centre-based, license (not available 06/07,07/08)
qe2b	Family child care, licensed (not available 06/07,07/08)
qe2c	Other home-based, unlicensed, non-relative (not available 06/07,07/08)
qe2d	Other home-based, relative (not available 06/07,07/08)
qe2e	Child's home, non-relative (not available 06/07,07/08)
qe2f	Child's home, relative (not available 06/07,07/08)
qe2g	Other (not available 06/07,07/08)
qe2h	Care time-base (not available 06/07,07/08)

qe3	Language/religion classes (not available 06/07,07/08)
qe3_tx	Language/religion description (not available 06/07,07/08)
qe5	Attended junior kindergarten (not available 06/07 onwards)
Questionnaire General Comments	
g_comm1	General comments
g_comm2	General comments
g_comm3	General comments
g_comm4	General comments
Questionnaire-derived: EDI Variables Calculated from Item Level Responses	
nskills	Number of special skills
nprobs	Number of special problems
phnm	Number missing in physical health scale
scnm	Number missing in social competence scale
emnm	Number missing in emotional maturity scale
lcnm	Number missing in language cognition scale
cgnm	Number missing in general knowledge comm scale
ssnm	Number missing in special skills scale
spnm	Number missing in special problems scale
totalnm	Total number missing
phmiss	Physical health scale missing or not
scmiss	Social competence scale missing or not
emmiss	Emotional maturity scale missing or not
lcmiss	Language cognition scale missing or not
cgmiss	General knowledge comm scale missing or not
miss	Number missing scales (0-5)
phy	Physical well-being mean
soc	Social competence mean
emo	Emotional maturity mean
lan	Language and cognition devt mean
com	Communication and general knowledge mean
tot	Total mean
phyrisk2	Physical well-being bottom – vulnerable (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
socrisk2	Social competence – vulnerable (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
emorisk2	Emotional maturity – vulnerable (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
lanrisk2	Language and cognition devt – vulnerable (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
comrisk2	Communication and general knowledge – vulnerable (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
totrisk2	Total subscales – vulnerable (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
everisk2	Vulnerable on one or more scales (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
low2	Vulnerable on two or more scales (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
totrisknc	Total 4 subscales (no communication) - vulnerable, (based on BC-Provincial cutoffs, Wave 1 bottom 10%)
everisknc	Vulnerable on one or more scales (4 - no communication), (based on BC-Provincial cutoffs, Wave 1 bottom 10%)
phythrive	Physical well-being – thriving (based on BC-Provincial cut-offs, Wave 1 top 25%)
socthrive	Social competence – thriving (based on BC-Provincial cut-offs, Wave 1 top 25%)
emothrive	Emotional maturity – thriving (based on BC-Provincial cut-offs, Wave 1 top 25%)

lanthrive	Language and cognition devt – thriving (based on BC-Provincial cut-offs, Wave 1 top 25%)
comthrive	Communication and general knowledge – thriving (based on BC-Provincial cut-offs, Wave 1 top 25%)
totthrive	Total number of domains thriving
evethrive	Thriving on at least one domain
phy_1	Subdomain 1 (phy) - mean score of physical readiness for school work
phy_2	Subdomain 2 (phy) - mean score of physical independence
phy_3	Subdomain 3 (phy) - mean score of gross & fine motor skills
soc_1	Subdomain 4 (soc) - mean score of overall social competence with peers
soc_2	Subdomain 5 (soc) - mean score of respect and responsibility
soc_3	Subdomain 6 (soc) - mean score of approaches to learning
soc_4	Subdomain 7 (soc) - mean score of readiness to explore new things
emo_1	Subdomain 8 (emo) - mean score of prosocial and helping behaviour
emo_2	Subdomain 9 (emo) - mean score of anxious and fearful behaviour
emo_3	Subdomain 10 (emo) - mean score of aggressive behaviour
Emo_4	Subdomain 11 (emo) - mean score of hyperactive and inattentive behaviour
lan_1	Subdomain 12 (lan) - mean score of basic literacy
lan_2	Subdomain 13 (lan) - mean score of interest in literacy/numeracy and memory
lan_3	Subdomain 14 (lan) - mean score of advanced literacy
lan_4	Subdomain 15 (lan) - mean score of basic numeracy
com_1	Subdomain 16 (com) - mean score of communication skills
phwb_1	Subdomain 1 (phy) - physical readiness for school work (MCI - readiness category)
phwb_2	Subdomain 2 (phy) - physical independence (MCI - readiness category)
phwb_3	Subdomain 3 (phy) - gross & fine motor skills (MCI - readiness category)
sc_1	Subdomain 4 (soc) - overall social competence with peers (MCI - readiness category)
sc_2	Subdomain 5 (soc) - respect and responsibility (MCI - readiness category)
sc_3	Subdomain 6 (soc) - approaches to learning (MCI - readiness category)
sc_4	Subdomain 7 (soc) - readiness to explore new things (MCI - readiness category)
em_1	Subdomain 8 (emo) - prosocial and helping behaviour (MCI - readiness category)
em_2	Subdomain 9 (emo) - anxious and fearful behaviour (MCI - readiness category)
em_3	Subdomain 10 (emo) - aggressive behaviour (MCI - readiness category)
em_4	Subdomain 11 (emo) - hyperactive and inattentive behaviour (MCI - readiness category)
lcd_1	Subdomain 12 (lan) - basic literacy (MCI - readiness category)
lcd_2	Subdomain 13 (lan) – interest in literacy/numeracy and memory (MCI - readiness category)
lcd_3	Subdomain 14 (lan) - advanced literacy (MCI - readiness category)
lcd_4	Subdomain 15 (lan) - basic numeracy (MCI - readiness category)
cgk_1	Subdomain 16 (com) - communication skills and general knowledge (MCI - readiness category)
nsd_low	Number of subdomains low
MCIvalid	EDI subgroup valid for MCI analysis
mci	Multiple Challenges Index
Geographic Codes: Based on Postal Codes	
geo_pc3	Geographic – Postal code of child's residence (first 3 characters of postal code)
geo_pc6	Geographic – Postal code of child's residence (6-digit postal code)
geo_sd	Geographic - School district number of child's residence
geosd_na	Geographic - School district name of child's residence

nh	Geographic - Neighbourhood number
neighname	Geographic - Neighbourhood name (most current version)
sch_neigh	School Neighbourhood Code
sch_neigh_na	School Neighbourhood Name
lha	Local Health Area number
lha_name	Local Health Area Name
hsda	Health Service Delivery Area number
hsda_name	Health Service Delivery Area Name
ha	Health Area number
ha_name	Health Area Name

INFORMATION SHARING AGREEMENT

THIS AGREEMENT is dated for reference the 1st day of September, 2012.

BETWEEN:

THE UNIVERSITY OF BRITISH COLUMBIA ("UBC"), a corporation continued as a corporation pursuant to section 3(1)(c) of the *University Act*, R.S.B.C. 1996, c.468 (the "University Act"), as represented by the Human Early Learning Partnership ("HELP"), a research unit within the College for Interdisciplinary Studies at UBC, with the following specified address and fax number

> #103-6190 Agronomy Road
> Vancouver, BC V6T 1Z3
> FX. 604-822-8589
> Attn. Angus Livingstone, Managing Director

("UBC")

AND:

HER MAJESTY THE QUEEN IN RIGHT OF THE PROVINCE OF BRITISH COLUMBIA, as represented by the Ministry of Health ("MoH"), with the following specified address and fax number

> 2-1, 1515 Blanshard Street
> Victoria, BC
> FX: 250-952-2002
> Attn. Shirley Wong, Chief Data Steward

AND:

HER MAJESTY THE QUEEN IN RIGHT OF THE PROVINCE OF BRITISH COLUMBIA, as represented by the Ministry of Children and Family Development ("MCFD"), with the following specified address and fax number

> 4th Floor - 777 Broughton Street
> Victoria, BC
> FX: 250-387-7618
> Attn. Steven Yong, Manager, Forecasting and Modelling
> Modelling, Analysis & Information Management

AND:

HER MAJESTY THE QUEEN IN RIGHT OF THE PROVINCE OF BRITISH COLUMBIA, as represented by the Ministry of Education ("MofEd"), with the following specified address and fax number

> 3rd Floor - 620 Superior Street
> Victoria, BC
> FX: 250-356-0407
> Attn. Charito Elderfield, Manager, Information: Analysis & Reporting

(each a "Ministry" and collectively, "the Ministries")

WHEREAS:

A. UBC and the Ministries wish to engage in an information sharing relationship to improve the understanding of how different environments including families, neighbourhoods, schools, and early child development and other government programs and services interact with biological factors, as well as policy environments to produce a diverse range of outcomes for children;

B. Human Early Learning Partnership ("HELP") is a research unit of the University of British Columbia ("UBC"), and is supported by the Ministry of Children and Family Development ("MCFD"), the Ministry of Education ("MofEd"), and the Ministry of Health ("MoH");

C. UBC, on behalf of HELP, is party to an Information Sharing Agreement with each of the School Districts, which authorizes, pursuant to Applicable Law: the collection of information by the School districts about kindergarten students across British Columbia, such as date of birth, postal code of residence, gender, and other data collected using the Early Development Instrument (EDI); and the disclosure of such information to the Human Early Learning Partnership at UBC for the purposes of research;

D. Each Party is subject to the *Freedom of Information and Protection of Privacy Act* which authorizes the appropriate collection, use, and disclosure of the EDI Data;

E. 2011, 2012, and 2013 EDI Data is being disclosed by UBC to MofEd, who, in turn, will disclose the 2011, 2012, and 2013 EDI Data to the MoH and MCFD, under a Memorandum of Understanding ("MOU") between MofEd, MoH, and MCFD;

F. EDI Data is shared between the Parties and among the Ministries for program evaluation and planning purposes only;

G. Program evaluation and planning is a population based assessment activity; as such, no decisions shall be made about or negatively impacting specific individuals.

NOW THEREFORE, in consideration of the promises, covenants, and agreements set out herein, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. **Purpose**

   The purpose of this Agreement is to document the terms and conditions of the collection, use, disclosure, storage and retention of EDI Data by each of the Parties, in compliance with the *Freedom of Information and Protection of Privacy Act*, any other Applicable Law, and this Agreement.

2. **Definitions**

In this Agreement, unless the context otherwise requires:

a. "Agreement" means this Agreement;

b. "Agreement Manager" means, for the MoH, the responsible director in the Office of the Chief Data Steward's Office, and for MCFD, the Manager, Modelling and Forecasting, and for MofEd, the Manager, Information: Analysis & Reporting, and for UBC, the Lead Director;

c. "Appendix" means an appendix to this Agreement, unless the context requires otherwise;

d. "Applicable Law" means all applicable laws that are binding on the Parties (or on one Party as applicable) as amended from time to time, including without limitation:

   i. *Freedom of Information and Protection of Privacy Act,* RSBC, 1996, c. 165
   ii. *Schools Act, 1996, c.412*
   iii. *E-Health Act, RSBC 2008, c.38* and any applicable Designation Orders,
   iv. *Document Disposal Act,* RSBC 1996, c. 99, and
   v. any other statutes, regulations, or by-laws that may apply to the EDI Data;

   but does not include any law, statute, regulation or by-law, treaty, order, directive, or policy having the force of law, judgment, injunction, award or decree of a foreign jurisdiction outside of Canada;

e. "Chief Data Steward" means the Chief Data Steward of the MoH;

f. "Control" means the power or authority to manage the record throughout its life cycle, including restricting, regulating and administering its use or disclosure;

g. "Custody" means having physical possession of Data, with responsibility for access, management, maintenance, preservation, disclosure and security of the Data;

h. "Data Custodian" means UBC, which has Custody of the Data to facilitate Approved Research and Program Evaluation, subject to FIPPA and the UBC-School District Agreements;

i. "Data Steward" means the position that is responsible for the stewardship of a public body's data holdings, usually including approval of requests for access to data for planning and program evaluation purposes;

j. "EDI" means the Early Development Instrument, which is a population health measure in the form of a questionnaire, created at the Offord Centre;

k. "EDI Data" means the 2011, 2012, and 2013 individual level EDI questionnaire responses and administrative data as collected by the School Districts of BC and

the resulting individual level EDI scores by domain and sub-domain after the responses are processed using the EDI questionnaire;

l. "Effective Date" means the date this Agreement is signed by the Parties;

m. "FIPPA" means the *Freedom of Information and Protection of Privacy Act*, RSBC 1996, c.165, as amended from time to time;

n. "Parties" means the collective signatories to this agreement

o. "Principal Investigators" means Clyde Hertzman, MD, FRCPC, Director of HELP, or his successor in office;

p. "School District" means an area created or constituted as a school district under the School Act;

q. "Student" means a student as defined by the *School Act* whose personal information is collected by the School Districts for the purposes of the ECD Program of Research;

r. "Term" means three (3) years, being the duration of the term of this Agreement.

3. Legal Relationship

3.1 No partnership, joint venture or agency is created by this Agreement, or by any action of the Parties under this Agreement.

3.2 The Parties acknowledge that FIPPA may change from time to time and that each Party will cooperate to amend this Agreement as necessary to ensure this Agreement complies with FIPPA.

4. Authority for the Collection, Use and Disclosure of EDI Data

4.1 UBC represents and warrants that it has the authority to:

4.1.1 Collect the EDI Data from the School Districts to support program evaluation by Ministries and for other ECD research purposes, pursuant to section 26(c) of FIPPA;

4.1.2 Disclose the EDI Data to the Ministries for the purpose of program evaluation in accordance with sections 33.2 (l) of FIPPA.

4.2 The Ministries represent and warrant that they have the authority to:

4.2.1 Collect EDI Data in accordance with FIPPA section 26(e) as it is necessary for their purpose of planning or evaluating a program or activity of a Ministry, and, in a manner consistent with section 27 (1)(b) as it may be disclosed to the public body under section 33.2(l) for this purpose;

4.2.2 Use and disclose the EDI Data in accordance with FIPPA sections 32 to 36 for the purpose of planning or program evaluation.

4.3 The Ministries agree that they will not:

4.3.1   Use the EDI Data disclosed to it under this Agreement to make any decisions, diagnosis or assessment about any one particular student;

4.3.2   Make direct or indirect contact with the students to whom the EDI Data relates or with their guardians or other legally authorized representatives;

4.3.3   Use the Data except as authorized by FIPPA; and,

4.3.4   Disclose the EDI Data to any entities not listed as Party to this Agreement.

5. Accuracy

5.1 UBC will make every reasonable effort to ensure the EDI Data, previously disclosed to UBC by the school districts, at the time of disclosure by UBC to the MofEd is accurate, complete and up-to-date.

6. Security and Protection of Privacy

The Ministries will make the reasonable arrangements to maintain the privacy, security and confidentiality of all EDI Data by protecting it against such risks as unauthorized access, collection, use, storage, modification, disclosure or disposal. These arrangements will meet or exceed the level of protection provided by the applicable policies and standards published by the Province (as amended from time to time) outlined in the following and the Security Conformance Document *Information Security*, Version 3.0:

(a)   the Government of British Columbia Core Policy and Procedures Manual, (http://www.fin.gov.bc.ca/ocg/fmb/manuals/CPM/CPMtoc.htm) in particular;

(b)   Section 6.3.4 (d) – Disposal of Surplus Assets;

(c)   Section 8.3.2 – Tangible Capital Assets;

(d)   Section 12 - Information Management and Information Technology Management, as may be relevant for the protection of Data;

(e)   Section 15 – Security, as may be relevant for the protection of Data;

(f)   Section K (b) Disposal Handbook (http://www.cio.gov.bc.ca/legislation/policy/isp.pdf);

(g)   Chapter 6 Recommended IT Asset Disposal Management Process;

(h)   the Government of British Columbia Information Security Policy; and (http://www.cio.gov.bc.ca/legislation/policy/isp.pdf);

(i)   the Government of British Columbia Information Technology Standards (http://www.cio.gov.bc.ca/legislation/standards/imit_manual/IMIT_manual.pdf)

Without forgoing the above, and, for greater certainty:

6.1 The Ministries will transfer the EDI Data in a secure manner, such as secure file transfer.

6.2 Pursuant to its obligations under section 30 of FIPPA, the Ministries will make reasonable arrangements to maintain the security of the EDI Data in its

custody, by protecting it against such risks as unauthorized access, collection, use, disclosure or disposal. In particular, the Parties will:

6.2.1 Permit, only on a "need to know basis", a limited number of authorized staff with access to the EDI Data;

6.2.2 Ensure that staff sign a pledge acknowledging the confidential undertakings, as may be required pursuant to FIPPA;

6.2.3 Implement reasonable physical and electronic security measures to protect the EDI Data, commensurate with the sensitivity of the EDI Data, including storing the EDI Data on data storage equipment in a secure facility protected by an alarm, restricting access to the facility to authorized employees and service providers and storing the EDI Data on a secure server restricted to authorized employees and service providers with login ID's and passwords;

6.2.4 Protect the EDI Data whenever it is transmitted for use as authorized by this Agreement.

6.3 The Ministries will advise UBC immediately of any circumstances, incidents or events which to its knowledge has jeopardized, or may in future jeopardize:

6.3.1 the privacy of individuals;

6.3.2 the security of any computer system in its custody that is used to access the EDI Data

7. Audits, Monitoring and Investigations

7.1 The Ministries will appoint a knowledgeable senior employee who will:

7.1.1 be responsible for compliance with the terms of this Agreement,
7.1.2 act as the privacy representative and contact for privacy issues; and
7.1.3 be authorized to communicate with UBC

7.2 The Ministries will record and monitor access to the EDI Data in its custody, in order to establish a chain of responsibility, as follows:

7.2.1 Where systems do not track user access, the Parties will manually log access to the EDI Data. An assigned position will review paper and electronic access logs regularly to confirm appropriate access and use of the EDI Data.

7.3 The Ministries will investigate all reported cases of:

- unauthorized access to or modification of the EDI Data in its custody;
- unauthorized use of the EDI Data in its custody;
- unauthorized disclosure of the EDI Data in its custody;
- breaches of privacy or security with respect to the EDI Data in its custody or with respect to any computer system in its custody that is used to access the EDI Data.

7.4 The Ministries will report to UBC results of any such investigation and the steps taken to address any remaining issues or concerns about the security of the EDI Data or computer systems, or the privacy of individuals to whom the EDI Data relates.

7.5 Upon providing reasonable, advance written notice to the Ministries, UBC may audit, at its own expense, the Ministries' information management policies and processes with respect to the EDI Data to ensure protection of the EDI Data and compliance with this Agreement.

8. Modification or Termination of Agreement - General

8.1 This Agreement may be modified or terminated at any time by agreement, in writing, in part by a Ministry and UBC, or in its entirety by the Parties.

8.2 Unless this Agreement is terminated earlier, in the final year of the Term, but no later than six months before the Expiry Date:

8.2.1 The Ministries and UBC will meet to discuss the prospect of renewal of this Agreement;

8.2.2 The Parties may renew the Agreement for an additional 3-year period on substantially the same terms and conditions contained herein.

8.3 This Agreement may be terminated within 30 days notice by either UBC or any Ministry if the other Party fails to meet its obligations under this Agreement;

8.4 This Agreement will commence on the Effective Date and will continue for the duration of the Term, unless terminated earlier in accordance with 8.1.

9. General

9.1 If there is an inconsistency between the terms of this Agreement and any other agreement between the parties relating to EDI Data, the terms of this Agreement shall prevail with respect to the respective obligations of the Parties relating to the EDI Data collected, used or disclosed pursuant to this Agreement.

9.2 This Agreement may only be amended by written agreement signed by the Parties and may not be assigned by either Party without the prior written consent of the other party.

9.3 This Agreement is governed by and shall be construed in accordance with the laws of the Province of British Columbia and the laws of Canada applicable therein. Each Party hereby adheres to the exclusive jurisdiction of the courts of British Columbia.

9.4 Any notice required or permitted under this Agreement will be in writing and may be given by personal delivery, overnight courier, mail or facsimile transmission to the party at the address set out on the first page of this Agreement. Notices given by personal delivery are deemed to have been received on the date of the delivery. Notices given by overnight courier or facsimile transmission are deemed to have been received on the day following the date of delivery. Notices delivered by mail are deemed to have been received on the third day following the date of delivery.

9.5 This Agreement may be executed in counterparts and delivered by facsimile transmission.

10. Signatures

Agreed to on behalf of the University of British Columbia:

_____   _____
Angus Livingstone, Industry Liaison Office   Date

Agreed to on behalf of the Ministry of Health:

_____   _____
Deb McGinnis, Chief Data Steward   Date

Agreed to on behalf of the Ministry of Children and Family Development:

_____   _____
Martin Wright, Executive Director   Date
Modelling, Analysis & Information
Management and Chief Information Officer

Agreed to on behalf of the Ministry of Education:

_____   _____
TBC   Date

Appendix A
-Ministry of Health Program Evaluation-

Health authorities offer a variety of public health prevention programs to promote maternal-child health and well-being including: public health nurse home visiting programs; prenatal education and support; sexual health services; preventive dental health; maternal and child health assessments; growth monitoring; screening programs for hearing, dental and vision; immunization services; and education and counselling to address health issues such as breastfeeding; perinatal depression; and preconception planning/ services.

Provision of these programs and services may differ across health authorities and within health authorities. An evaluation of these services and development of consistent program standards has been identified as a priority by MoH and health authority public health leaders. The public health perinatal and child health program evaluation would provide information about public health child and maternal health services and health outcomes for clients receiving prenatal, postnatal and child health follow up services through public health. Evaluation findings will support the development of public health policy, as well as consistent program standards and guidelines.

Health authority client data will be received by the MoH through a Secure Data File Transfer process. Data linkages may be developed with Ministry of Education for educational outcomes or Early Development Instrument results, the Ministry of Children and Family Development (MCFD) for rates of abuse, neglect and report of children in care, the Ministry of Social Development for income assistance data, and Perinatal Services BC and within MoH for possible linkages to Vital Statistics, Medical Service Plan, and the Discharge Abstract Database and Aboriginal Affairs and Northern Development Canada data files (dependent on approval by respective data stewards for linkage).

The evaluation findings would be utilized for quality assurance and improvement of maternal child health programs.

-Ministry of Children and Family Development Program Evaluation-

MCFD promotes and develops the capacity of families and communities to care for and protect vulnerable children and youth, and supports healthy child and family development to maximize the potential of every child in British Columbia. Offering a continuum of programs, services and initiatives which support children, youth and families in communities throughout the province, the Ministry is responsible for family development and support services, early childhood development, services for children and youth with special needs and their families, child care, child protection, residential, foster and alternative care options, adoption for children and youth permanently in care, community child and youth mental health services, programs for at-risk or sexually exploited youth, and community youth justice services. The Ministry is also responsible for a number of provincial services, such as youth custody, youth forensic psychiatric services, services for deaf and hard of hearing children and youth, and the Maples Adolescent Treatment Centre. The Ministry's legislative mandate includes the *Child, Family and Community Service Act*, the *Adoption Act*, the *Youth Justice Act*, the *Child Care BC Act*, the *Child Care Subsidy Act* and the *Social Workers Act*.

MCFD will use individual level EDI data to match with individual level Ministry data and other social, economic, and demographic data to evaluate the developmental readiness of children affected by Ministry programs. This will allow the Ministry to determine the effectiveness and

reach of programs, and lead to better informed decisions with respect to budgeting and program development. MCFD will also match individual level EDI data with individual level Ministry data and other social, economic, and demographic data to help isolate factors that contribute to child and family development for program and service planning at an aggregate level. Individualized EDI data is necessary to match to Ministry data. Results will always be aggregated up to appropriate levels for reporting (for example, program or geographic area) and no reporting will occur at the individual child level.

-Ministry of Education Program Evaluation-

Through governance, legislation, policy, and standards, the Ministry of Education provides leadership and funding for early learning programs and the Kindergarten to Grade 12 education system. The Ministry also supports public libraries and neighbourhood learning centres as well as adults interested in completing secondary school or upgrading their skills to be competitive in the 21st century. Roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teaching Profession Act*, the *Library Act*, the *First Nations Education Act*, the *Community Care and Assisted Living Act*, the *Special Accounts Appropriation and Control Act*, and accompanying regulations.

Student achievement is regularly monitored in all 60 school districts and independent schools across British Columbia. The EDI data provides a common measure of children's developmental readiness for school, highlights differences in children's development across neighbourhoods and school districts, and assesses how well schools and communities are doing in supporting young children across five scales of child development.

The evaluation findings support the development of education policy and programs at the local, school district and provincial level. The information gathered is also examined to reveal any population trends in the development of children that could lead to better early learning education policies and practices. Individual level EDI data will be linked with other social, economic, demographic, and administrative ministry program data and other data when possible to help isolate and explain factors that contribute to student achievement. Individualized level EDI data is necessary to match the results to ministry data. Results will always be aggregated up to appropriate levels for reporting (for example, program or geographic area).

Appendix B

2011 EDI Data
-Itemized Fields List-

Demographic Section:	
Wave	Wave of data
Waveyr	Wave year/kindergarten year
Cycleyr	Year of data collection
Doc	Date of Completion
child_id	Child - Number - placement on the class list
sch_name	School - Name
sch_dist	School District Number
sch_dist_na	School District Name
Mincode	School - Code assigned by the Ministry of Education (8 digits)
sch_city	School - City
sch_pstl	School – Postal code (6 digits)
Age	Age (indicates child's age at completion of the form)
chl_gend	Child - Gender
chl_tmschl	Child - Less than 1 month in current school or moved out of school/class
cls_id	Class - Class ID number in school
cls_time	Class - Time of class
cls_jksk	Class - Class assignment (2001 forward)
cls_type	Class - Type of class
chl_esl	Child - ESL (English as a second language)
chl_esd	Child – ESD (English as a second dialect) (2009 forward)
chl_sn	Child - Special needs status
Indep	Independent school - Based on school board data
sch_franco	School - Francophone school
cls_frimm	Class - French immersion class in Anglophone school
cls_oimm	Class - Other immersion class in Anglophone school
chl_lang	Child - First language
chl_lang1	Child - Language code 1
chl_lang2	Child - Language code 2
chl_comadeq	Child - Communicates adequately in first language (2005 forward)
chl_repeatgr	Child - Repeating this grade (2005 forward)
Teacher Information: Teacher Participation Form –	
tea_id	Teacher - ID number
tea_stud	Teacher - Number of students in this class (2005 forward)
tea-gen	Teacher – Gender (2005 forward)
tea_age	Teacher – Age (2005 forward)
tea_exp	Teacher - Experience in months (2005 forward)
tea_sch	Teacher - Experience in this school in months (2005 forward)
tea_prim	Teacher - Experience at this grade level in months (2005 forward)
tea_clas	Teacher - Experience for this class in months (2005 forward)
tea_ed01	Teacher - Completed some coursework towards a Bachelor's degree (2005 forward)

tea_ed02	Teacher - Completed a teaching certificate, diploma, or license (2005 forward)
tea_ed03	Teacher - Completed a Bachelor's degree (2005 forward)
tea_ed04	Teacher - Completed a Bachelor of Education degree (2005 forward)
tea_ed05	Teacher - Completed some post-baccalaureate coursework (2005 forward)
tea_ed06	Teacher - Completed a post-baccalaureate diploma or certificate (2005 forward)
tea_ed07	Teacher - Completed some coursework towards a Master's degree (2005 forward)
tea_ed08	Teacher - Completed a Master's degree (2005 forward)
tea_ed09	Teacher - Completed some coursework towards a Doctorate degree (2005 forward)
tea_ed10	Teacher - Completed a Doctorate degree (2005 forward)
tea_ed11	Teacher - Completed other level of education (2005 forward)
tea_edi1	Is this first time completing EDI? (2009 forward)
tea_edi2	Number of times completed the EDI (2009 forward)
tea_edi3	Attended teacher training (2009 forward)
tea_edi4	Number of times attended training (2009 forward)
tea_edi5	Teacher training for this implementation (2009 forward)
tea_edi6	How useful was it? (2009 forward)
tea_edi7a	Yes, I used the Guide and found it helpful (2009 forward)
tea_edi7c	Yes, I used the Guide but didn't find it helpful (2009 forward)
tea_edi7g	Other (2009 forward)
tea_edig_txt	Other text (2009 forward)
tea_edi7b	No, I didn't use the Guide, I didn't find it helpful (2009 forward)
tea_edi7d	No, I didn't use the Guide, I didn't have one (2009 forward)
tea_edi7e	No, I didn't use the Guide, I didn't have enough time (2009 forward)
tea_edi7f	No, I didn't use the Guide, I'm already familiar with it (2009 forward)

Questionnaire Section A – Physical Well-Being

qa1	Days of absence
qa2	Dressed inappropriately
qa3	Too tired
qa4	Late
qa5	Hungry
qa6	Washroom
qa7	Hand preference
qa8	Well coordinated
qa9	Proficient at holding pen
qa10	Manipulates objects
qa11	Climbs stairs
qa12	Level of energy
qa13	Overall physical

Questionnaire Section B – Language and Cognitive Skills

qb1	Effective use - English
qb2	Listens - English
qb3	Tell a story
qb4	Imaginative play
qb5	Communicates needs

qb6	Understands
qb7	Articulates clearly
qb8	Handles a book
qb9	Interested in books
qb10	Interested in reading
qb11	Identifies letters
qb12	Sounds to letters
qb13	Rhyming awareness
qb14	Group reading
qb15	Reads simple words
qb16	Reads complex words
qb17	Reads sentences
qb18	Experiments writing
qb19	Writing directions
qb20	Writing voluntarily
qb21	Writes own name
qb22	Writes simple words
qb23	Writes simple sentences
qb24	Remembers things
qb25	Interested in math
qb26	Interested in number games
qb27	Sorts and classifies
qb28	1 to 1 correspondence
qb29	Counts to 20
qb30	Recognizes 1-10
qb31	Compares numbers
qb32	Recognizes shapes
qb33	Time concepts
qb34	Special numeracy
qb35	Special literacy
qb36	Special visual arts
qb37	Special music
qb38	Special athletics/dance/drama
qb39	Special problem-solving
qb40	Special other
qb40_tx	Special other text
qb41	Adequately native (prior to 2005)
qb42	English native (prior to 2005)
Questionnaire Section C – Social and Emotional Development	
qc1	Overall social/emotional
qc2	Gets along with peers
qc3	Cooperative
qc4	Plays with various children
qc5	Follows rules

qc6	Respects property
qc7	Self-control
qc8	Self-confidence
qc9	Respect for adults
qc10	Respect for children
qc11	Accepts responsibility
qc12	Listens
qc13	Follows directions
qc14	Completes work on time
qc15	Independent
qc16	Takes care of materials
qc17	Works neatly
qc18	Curious
qc19	Eager - new toy
qc20	Eager - new game
qc21	Eager - new book
qc22	Independently solves problems
qc23	Follows simple instructions
qc24	Follows class routines
qc25	Adjusts to change
qc26	Knowledge about world
qc27	Tolerance for mistakes
qc28	Helps hurt
qc29	Clears up mess
qc30	Stops quarrel
qc31	Offers help
qc32	Comforts upset
qc33	Spontaneously helps
qc34	Invites bystanders to join
qc35	Helps sick
qc36	Upset when left
qc37	Gets into fights
qc38	Bullies or is mean
qc39	Kicks etc.
qc40	Takes things
qc41	Laughs at others
qc42	Restless
qc43	Distractible
qc44	Fidgets
qc45	Disobedient
qc46	Temper tantrums
qc47	Impulsive
qc48	Difficulty awaiting turns
qc49	Can't settle

qc50	Inattentive
qc51	Seems unhappy
qc52	Fearful
qc53	Worried
qc54	Cries a lot
qc55	Nervous
qc56	Indecisive
qc57	Shy
qc58	Sucks thumb
Questionnaire Section D – Special Problems	
qd	Does this child have a problem? (2005 onwards)
qd1	Physical disability
qd2	Visual impairment
qd3	Hearing impairment
qd4	Speech impairment
qd5	Learning disability
qd6	Emotional problem
qd7	Behavioural problem
qd8	Home problem
qd8i	Chronic medical/health concern (2009 forward)
qd8j	Unaddressed dental needs (2009 forward)
qd9	Other problem
qd9_tx1	Other problem text
qd9_tx2	Other problem text
qd_code	Special concern codes (2009 forward)
qd_4	School based support - special concerns (2009 forward)
qd5a	Receiving assessment – special concerns (2009 forward)
Qd5b	On a wait list – assessment – special concerns (2009 forward)
qd10	Needs assessment
qd10_tx1	Needs assessment text
qd10_tx2	Needs assessment text
qd10_tx3	Needs assessment description
Questionnaire Section E – Additional Questions	
qe1	Early intervention (not available 06/07,07/08)
qe1_tx	Early intervention description (not available 06/07,07/08)
qe2	Non-parental care (not available 06/07,07/08)
qe2a	Centre-based, license (not available 06/07,07/08)
qe2b	Family child care, licensed (not available 06/07,07/08)
qe2c	Other home-based, unlicensed, non-relative (not available 06/07,07/08)
qe2d	Other home-based, relative (not available 06/07,07/08)
qe2e	Child's home, non-relative (not available 06/07,07/08)
qe2f	Child's home, relative (not available 06/07,07/08)
qe2g	Other (not available 06/07,07/08)
qe2h	Care time-base (not available 06/07,07/08)

qe3	Language/religion classes (not available 06/07,07/08)
qe3_tx	Language/religion description (not available 06/07,07/08)
qe5	Attended junior kindergarten (not available 06/07 onwards)
Questionnaire General Comments	
g_comm1	General comments
g_comm2	General comments
g_comm3	General comments
g_comm4	General comments
Questionnaire-derived: EDI Variables Calculated from Item Level Responses	
nskills	Number of special skills
nprobs	Number of special problems
phnm	Number missing in physical health scale
scnm	Number missing in social competence scale
emnm	Number missing in emotional maturity scale
lcnm	Number missing in language cognition scale
cgnm	Number missing in general knowledge comm scale
ssnm	Number missing in special skills scale
spnm	Number missing in special problems scale
totalnm	Total number missing
phmiss	Physical health scale missing or not
scmiss	Social competence scale missing or not
emmiss	Emotional maturity scale missing or not
lcmiss	Language cognition scale missing or not
cgmiss	General knowledge comm scale missing or not
miss	Number missing scales (0-5)
phy	Physical well-being mean
soc	Social competence mean
emo	Emotional maturity mean
lan	Language and cognition devt mean
com	Communication and general knowledge mean
tot	Total mean
phyrisk2	Physical well-being bottom – vulnerable (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
socrisk2	Social competence – vulnerable (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
emorisk2	Emotional maturity – vulnerable (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
lanrisk2	Language and cognition devt – vulnerable (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
comrisk2	Communication and general knowledge – vulnerable (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
totrisk2	Total subscales – vulnerable (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
everisk2	Vulnerable on one or more scales (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
low2	Vulnerable on two or more scales (based on BC-Provincial cut-offs, Wave 1 bottom 10%)
totrisknc	Total 4 subscales (no communication) - vulnerable, (based on BC-Provincial cutoffs, Wave 1 bottom 10%)
everisknc	Vulnerable on one or more scales (4 - no communication), (based on BC-Provincial cutoffs, Wave 1 bottom 10%)
phythrive	Physical well-being – thriving (based on BC-Provincial cut-offs, Wave 1 top 25%)
socthrive	Social competence – thriving (based on BC-Provincial cut-offs, Wave 1 top 25%)
emothrive	Emotional maturity – thriving (based on BC-Provincial cut-offs, Wave 1 top 25%)

lanthrive	Language and cognition devt – thriving (based on BC-Provincial cut-offs, Wave 1 top 25%)
comthrive	Communication and general knowledge – thriving (based on BC-Provincial cut-offs, Wave 1 top 25%)
totthrive	Total number of domains thriving
evethrive	Thriving on at least one domain
phy_1	Subdomain 1 (phy) - mean score of physical readiness for school work
phy_2	Subdomain 2 (phy) - mean score of physical independence
phy_3	Subdomain 3 (phy) - mean score of gross & fine motor skills
soc_1	Subdomain 4 (soc) - mean score of overall social competence with peers
soc_2	Subdomain 5 (soc) - mean score of respect and responsibility
soc_3	Subdomain 6 (soc) - mean score of approaches to learning
soc_4	Subdomain 7 (soc) - mean score of readiness to explore new things
emo_1	Subdomain 8 (emo) - mean score of prosocial and helping behaviour
emo_2	Subdomain 9 (emo) - mean score of anxious and fearful behaviour
emo_3	Subdomain 10 (emo) - mean score of aggressive behaviour
Emo_4	Subdomain 11 (emo) - mean score of hyperactive and inattentive behaviour
lan_1	Subdomain 12 (lan) - mean score of basic literacy
lan_2	Subdomain 13 (lan) - mean score of interest in literacy/numeracy and memory
lan_3	Subdomain 14 (lan) - mean score of advanced literacy
lan_4	Subdomain 15 (lan) - mean score of basic numeracy
com_1	Subdomain 16 (com) - mean score of communication skills
phwb_1	Subdomain 1 (phy) - physical readiness for school work (MCI - readiness category)
phwb_2	Subdomain 2 (phy) - physical independence (MCI - readiness category)
phwb_3	Subdomain 3 (phy) - gross & fine motor skills (MCI - readiness category)
sc_1	Subdomain 4 (soc) - overall social competence with peers (MCI - readiness category)
sc_2	Subdomain 5 (soc) - respect and responsibility (MCI - readiness category)
sc_3	Subdomain 6 (soc) - approaches to learning (MCI - readiness category)
sc_4	Subdomain 7 (soc) - readiness to explore new things (MCI - readiness category)
em_1	Subdomain 8 (emo) - prosocial and helping behaviour (MCI - readiness category)
em_2	Subdomain 9 (emo) - anxious and fearful behaviour (MCI - readiness category)
em_3	Subdomain 10 (emo) - aggressive behaviour (MCI - readiness category)
em_4	Subdomain 11 (emo) - hyperactive and inattentive behaviour (MCI - readiness category)
lcd_1	Subdomain 12 (lan) - basic literacy (MCI - readiness category)
lcd_2	Subdomain 13 (lan) – interest in literacy/numeracy and memory (MCI - readiness category)
lcd_3	Subdomain 14 (lan) - advanced literacy (MCI - readiness category)
lcd_4	Subdomain 15 (lan) - basic numeracy (MCI - readiness category)
cgk_1	Subdomain 16 (com) - communication skills and general knowledge (MCI - readiness category)
nsd_low	Number of subdomains low
MCIvalid	EDI subgroup valid for MCI analysis
mci	Multiple Challenges Index
Geographic Codes: Based on Postal Codes	
geo_pc3	Geographic – Postal code of child's residence (first 3 characters of postal code)
geo_pc6	Geographic – Postal code of child's residence (6-digit postal code)
geo_sd	Geographic - School district number of child's residence
geosd_na	Geographic - School district name of child's residence

nh	Geographic - Neighbourhood number
neighname	Geographic - Neighbourhood name (most current version)
sch_neigh	School Neighbourhood Code
sch_neigh_na	School Neighbourhood Name
lha	Local Health Area number
lha_name	Local Health Area Name
hsda	Health Service Delivery Area number
hsda_name	Health Service Delivery Area Name
ha	Health Area number
ha_name	Health Area Name