BRITISH
COLUMBIA

August 23, 2004

Ministry of Children and Family Development

Notice of Intent to Contract

Notice is hereby given by the Ministry of Children and Family Development (Ministry) of the intent to contract with the Human Early Learning Partnership (HELP) based out of the University of British Columbia. HELP is a multi-university consortium that addresses early childhood development and research issues.

The term of the proposed contract will be April 1, 2005 to March 31, 2006. The contract value will not exceed $2,500,000.

The Ministry requires the services of an academic consortium with the depth of resources to represent the full range of disciplines that contribute to the research base of early childhood development and have an understanding of the British Columbia context. The consortium must have the capability to assist the ministry to build a research infrastructure to support a "system" of child development for the whole population of BC, and be responsible for the administration and support for the research infrastructure, community support, development of outcomes and evaluation processes.

The Ministry has chosen not to call for vendor proposals for the following reasons:

- HELP is the only consortium known to have the capability and resources necessary to meet the requirements of the Ministry. HELP is a network of faculty, researchers and graduate students from BC's four major universities. HELP is a pioneering, interdisciplinary research partnership that is directing a world-leading contribution to new understandings and approaches to early childhood development.

- HELP has unique expertise and experience in administering and analyzing the Early Development Instrument in British Columbia which will form the baseline for other related research activities.

- HELP has conducted the EDI in every school district in British Columbia and is now preparing to assist the ministry in using the information strategically and for the benefit of communities as a follow up to HELP's previous activities.

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HELP possesses a unique multidisciplinary combination of researchers from the four major British Columbia universities and includes researchers from the following disciplines: epidemiology, geography, education, psychology, biology, speech and language sciences, pediatrics, sociology and public health. This established interdisciplinary approach allows HELP to explore fully and conduct explicit research into the multi-faceted aspects that contribute to healthy early childhood development across all dimensions.

- HELP is in a unique position to connect the peri-natal database, children-in-care database and the child injury file to the BC Linked Health Database.

- HELP has established critical linkages - to the Ministry Learning Initiatives and Success By 6 initiatives in BC, which will provide information to create longitudinal data sets from the existing BC linked data system and help determine if developmental trajectories are improving over time. Learning Initiatives provide the basis for systems of service delivery in early childhood development and thus are integral to community planning, mapping and resource development. Relationships with communities and community teams have been well established by HELP over the past 3 years as community asset mapping and the EDI have been applied. Communities and HELP have formed a unique partnership that enables joint planning for effective service delivery.

Vendors wishing to object to this decision should contact **Loreen O'Byrne, Director**, Early Childhood Development at the Ministry by facsimile at (250) 953-4556 **on or before 2 P.M. pacific time, September 3, 2004**, presenting specific reasons for their objection. If justified, the Ministry will convene a meeting with Ministry representatives and the vendors to receive vendors' representations concerning this contract.

A vendor ability to offer the same services resulting in the same or better solutions at a lower cost within the same time frame will be the key criterion with regard to the consideration of vendor objections.

HUMAN EARLY LEARNING PARTNERSHIP (HELP)

STATUS REPORT:
MCFD PERSPECTIVE

NOVEMBER 2003

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HELP's Mission Statement:

To create, promote and apply new knowledge through leading interdisciplinary research to help children thrive.

HELP's Core Objectives Are:

1. To build effective partnerships and serve as BC's early child development research infrastructure.
2. To measure, analyze, interpret and build effective frameworks for new, interdisciplinary understanding in child development.

HELP's Mission is to:

1. Describe more fully the factors that promote optimal readiness-to-learn by researching fundamental aspects of child cognitive, language, social and emotional development.
2. Make a significant contribution to the understanding of and approaches to, early childhood development, education and intervention.
3. Effect change and reduce gaps in existing patterns of children's development and educational outcomes, especially in BC, so that all children have the means to reach their full potential.

Taken from HELP's website at www.earlylearning.ubc.ca

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Context:

- Ministry entered into a Contribution Agreement with UBC to form Human Early Learning Partnership to promote evidence-based investments.

- 3 year Contribution Agreement between UBC and MCFD

- April 1, 2002 – March 31, 2005

- Consortium of 4 universities in BC: UBC, UNBC, SFU and UVic.

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- There are several main foci of HELP's projects, including:

  o Research

  o EDI and community mapping

  o Developing a meaningful and comprehensive longitudinal BC database

  o And, taking on a leadership role in advancing ECD in BC.

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- Mission and objectives can be summarized concisely as:

  - To promote and build partnerships

  - Increase BC children's readiness to learn

  - Increase the body of knowledge relating to ECD

  - Promote the optimal development of ALL children

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- <u>Documents reviewed for the purpose of this update report:</u>

  - Contribution Agreement deliverables in Schedule A: pp. 9 – 11

  - HELP Workplan 2003 – 2004 dated April 30, 2003

  - HELP website

  - ECD Mapping Project -- Fall 2003 update

  - Research projects summary

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Research Projects:

- Coordination of research endeavors across academic disciplines that are of particular relevance to advancing early childhood development in BC.

- This research will provide evidence to guide investments in human capital in BC over time and includes work in the areas of:
  - parent-child attachment;
  - speech and language development;
  - aboriginal youth suicide and interventions;
  - FASD and brain development;
  - dyslexia
  - autism
  - children's mental health

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Early Development Instrument (EDI)

- Measures children's readiness to learn mid-way through the kindergarten year.

- At the neighbourhood level, using postal code information

- Results are not analysed at the school level nor at the level of the individual child.

- Helps to assess the effectiveness of early childhood interventions.

- And, helps to predict how well children will do in elementary school.

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- The EDI assess children in 5 domains:

    ○ Communication skills and general knowledge

    ○ Emotional maturity

    ○ Language and cognitive development

    ○ Physical health and well-being

    ○ Social competence

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- The EDI has been applied in many school districts to date and will be implemented in more school districts in Feb 2004.

    - The EDI results and neighbourhood-based maps are being presented in the 2003 communities across BC this fall.

    - 91 Band schools and 200 independent schools are also being invited to participate

- This process will establish a baseline measure of ECD in BC that will be used in a numerous ways.

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Community Mapping:

- HELP maps the results of the EDI in each school district.

- Additionally, HELP has worked with Learning Initiatives and other similar coalitions to take mapping a step further to include **Community Asset Mapping.**

- This adds in socio-economic factors and community assets to the measures of school readiness.

- "School readiness" as determined by the EDI results

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- Community assets refers to local resources, programs and services for children and families, such as:

  o Family resource programs

  o Parenting programs

  o Libraries

  o Infant development centres

  o Daycare centres

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- Community mapping gives a clear visual representation as to where programs and services are located in relation to children and families, and

- Helps communities identify at a glance those areas that are most in need of additional ECD or other resources.

Specific Community Impact:
- In Vancouver – mapping has influenced the levels and locations of new library-based literacy programs.

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Another innovative contribution:

- HELP is in the early stages of designing an interactive website for that will allow any user to map:

    ○ child population figures,

    ○ relevant community programs

    ○ and EDI data – for any community.

- Hopes to have this running on-line in early 2004.

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Linked Database Project:

- HELP is working to locate and link all of the databases in BC that relate to child development to create a cross-disciplinary and longitudinal database.

- Build a crosswalk between the BC Linked Health Database and Edudata;

- Link Provincial data (such as rates of children in care) to this;

- Link in the BC data from the National Longitudinal Study of Children and Youth (NLSCY);

- As well as build in linkages to new datasets such as the EDI results.

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General Impacts of HELP:

- Increased the fund of knowledge and expertise around ECD.

- Have taken on a leadership role with communities to promote a greater understanding of the role of community-based factors in child development.

- Significantly increased public awareness of and interest in early childhood development.

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Project Deliverables:

- All major deliverables have either been addressed, achieved, are ongoing project work or are anticipated to be addressed within the next 2 years.

- MCFD overall is very satisfied with the leadership, research, support, initiative, creativity and direction that HELP provides.

  - HELP has been responsive to MCFD regional needs and requests for support;

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- HELP has been an active partner and participant in community-based and provincially-driven committees and roundtables;

- HELP provides information, guidance and validation for government's commitment to approach service delivery using evidence based in sound research.

- Recommendation would be to continue the partnership for as long as resources exist so that it could evolve to build on the work to date and provide leadership and direction in the field of ECD.

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Future Considerations within the Remaining Term of the Partnership:

- Strengthen the link between how research can influence and guide public policy.

- We need to reflect on how we use research results and analysis to further best practices.

- We also need a strategic plan on the re-application of the EDI, looking at:
  - the timing,
  - previous results,
  - and the application of results to community-based planning: *How has it been used to address gaps in service?*

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- EDI will create a baseline for neighbourhoods: Need to consider how we will interpret the results both regionally and provincially

- How do we use the EDI results to integrate, redistribute and strengthen resources to close identified gaps and meet changing needs in order to improve outcomes for children?

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Please visit HELP's website
http://www.earlylearning.ubc.ca

Sign up for HELP's Listserv online
**Quarterly updates, research projects, new publications
and resources, upcoming events, forum notes, etc.**

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HUMAN EARLY LEARNING PARTNERSHIP

DRAFT WORKPLAN

2002 - 2003

September 3, 2002

CONTENTS:

CONTACT:
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Human Early Learning Partnership
WORKPLAN - PROVINCIAL / COMMUNITY MAPPING & EDI

Objective: To work with all communities in BC to: 1) measure school readiness of all kindergarten children in BC and link the results to research on child resiliency; and 2) map the EDI and community assets - by community - and evaluate resources/opportunities/constraints to identify key components of an effective ECD strategy.

Strategies:
- To implement the EDI in all school districts in BC.
- Support the Learning Sites and other communities to expand the Community Asset Mapping Project.
- Develop mapping "stations" across the province.

Key Activities	Timeline	Responsibility
EDI - FY 02-03: New Districts		
Contact School Districts re: new EDI implementation	July 2002 - complete	M. Wiens
Follow-up with school districts re: participation in EDI	Aug – Oct 2002	M. Wiens
Work with Learning Sites to determine repeating the EDI in school districts with low numbers in FY01-02	July – Sept 2002	M. Wiens
Compile budget projections for EDI Implementation in remaining school districts		M. Wiens
Develop schedule for EDI teacher training	Oct – Nov 2002	M. Wiens
Establish protocols and procedures for EDI Implementation (re: TOC, teacher training, etc.)	Oct 2002	M. Wiens J. Smit Alex
Hire & train "trainers" to conduct EDI training to kindergarten teachers	Sept – Dec 2002	M. Wiens
Prepare communication materials (& other) for EDI implementation and community mapping, including website updates	Nov – Dec 2002	M. Wiens J. Smit Alex
Coordinate EDI data entry	Mar 2003	M. Wiens
Facilitate reimbursement of TOC & Teacher training	Mar – July 2003	G. Heninger
Map EDI data	May – Aug 2003	M. Wiens GIS Researcher
EDI – FY 01-02: Follow-up		
Finalize community boundaries	July – Sept 2002	S. McLean
Present results & maps to 01-02 EDI communities	Sept – Nov 2003	C. Hertzman
Inform MCFD on presentations & forward copies of completed maps	Aug – Sept 2002	J. Smit Alex

Post maps on website	Following community presentations	M. Wiens
Provincial & Community Mapping		
Find and pursue provincial-level data for mapping	Ongoing	C. Hertzman Mapping Team
Perform cross-sectional statistical analyses at the neighbourhood and school levels using data from multiple sources including administrative datasets, the EDI, provincial education outcome data, and national data sets (e.g. census).	Ongoing	M. Wiens S. McLean GIS Researcher
Conduct spatial data analyses using ArcView GIS (Geographic Information Systems) software and prepare high quality community-level resource and child development outcome maps for data and information dissemination	Ongoing	M. Wiens S. McLean GIS Researcher
Investigate current community boundaries that might be available via other sources	Sept – Oct 2002	GIS Researcher
Work with community intersectoral committees to review and/or establish neighbourhood boundaries & create GIS boundary files	Jan – Apr 2003	M. Wiens GIS Researcher
Design community development training tools to be used by communities to a) understand the maps, b) present the maps, and c) use the maps for local program planning and community development.	Oct 2002 – Aug 2003	M. Wiens J. Smit Alex
Provide technological expertise and advises community organizations on community mapping process and issues.	Ongoing	M. Wiens GIS Researchers
Develop strategic plan for how to implement mapping facilities in designated regions in B.C.	Feb 2003	M. Wiens
Begin development of GIS mapping tools to teach mapping to communities	Jan 2003	M. Wiens
Establish GIS lab in new office space - via CFI & BCKDF Funds	Jan – Mar 2003	M. Wiens

Outcomes:
- Creation of baseline data on school readiness measures across the province.
- Production of a series of maps that are used by schools, communities and government to influence program planning and evaluation.
- Advanced understanding of the influence of socioeconomic and community factors on child health and development.
- Increased understanding of the differences that "make a difference" for child development.
- Identification of economic factors, gaps in services and recommendations for shifting services to maximize children's growth and development.

- Increased community capacity to use mapping data to monitor early childhood development and create effective community-based responses.
- Increased community collaboration and partnerships around ECD.

Human Early Learning Partnership
WORKPLAN – LEARNING SITES

Objective: To provide direction and support to new and existing Learning Sites on effective systems, and processes, community mapping, expected outcomes, and community-based evaluation.

Strategies:
- Work with Learning Sites to develop capacity for community mapping (*see Mapping Workplan*).
- Implement the EDI in Learning Site Communities (*see Mapping Workplan*).
- Carry out a series of research projects in Learning Site communities.

Conduct research projects which trace child development in the Learning Sites	Ongoing	C. Hertzman H. Goelman HELP Affiliates
Investigate whether developmental trajectories are improving over time and report to MCFD	Ongoing	C. Hertzman Database Coor HELP Affiliates
Support regional Learning Site evaluators to identify key issues & develop final reports	Ongoing	C. Hertzman J. Smit Alex
Meet with Learning Sites to discuss and provide direction re: developmental screening	Oct – Dec 2002	S. Dahinten J. Smit Alex
Attend Learning Site meetings on regular basis	Ongoing	J. Smit Alex
Meet with Learning Sites for feedback to review HELP's role in past year and to identify opportunities for new partnerships and new initiatives.	Oct 2002	J. Smit Alex M. Wiens
Involve Learning Site Implementation Managers in Intersectoral Forums & Meetings	Ongoing	C. Hertzman J. Smit Alex
Hold seminars and forums to present research findings in Learning Site Communities	Ongoing	C. Hertzman H. Goelman
Promote opportunities for campus-community research partnerships with new and existing learning site communities to HELP Affiliates and Learning Sites	Ongoing	J. Smit Alex C. Hertzman H. Goelman

Outcomes:
- Learning Sites adopt evidence-based practices on ECD developmental practices (e.g. screening).
- Campus-community partnerships in policy-relevant ECD research.

- Strong links between HELP and Learning Sites are forged to facilitate effective ECD policies and practices.
- Increased capacity for community mapping within Learning Sites.

Human Early Learning Partnership
WORKPLAN – RESEARCH

Objective: Conduct scientific research and report to the Ministry of Children & Family Development on developmental achievements in the early years of life that set the stage for continuing success upon entry into school and society.

Strategies:
- Carry out a series of studies geographically representatives of all areas of BC to understand the basis of the differences in children's development along two axes.
- Carry out a series of core research projects in the areas of
  - ACD/ECE Community Studies
  - Aboriginal Studies
  - Neuro-Development
  - Early Language Development
  - Early Social Development

Key Activities	Timeline	Responsibility
Identify HELP research projects to be carried out by HELP affiliates. See Appendix A for list of HELP-funded research projects.	July 2002 – Oct 2002	C. Hertzman J. Smit Alex HELP Mngt Team
Distribute funding to Institutions and HELP affiliates, as per above	July 2002 – complete Oct 2002 - UVic	C. Hertzman J. Smit Alex
Carry out research projects and activities as identified above	Ongoing	HELP Affiliates
Ensure financial reporting and follow-up on agreements for HELP affiliates & institutions	July 2002 – Ongoing	J. Smit Alex G. Heninger
Work with MCFD to develop FASD strategy & determine outcomes	Oct 2002 – Mar 2003	C. Hertzman A. George J. Smit Alex Others?
Meet with MCFD to discuss Urban Aboriginal ECD Strategies & Evaluation	Oct 2002	H. Goelman C. Hertzman J. Smit Alex
Provide opportunities for new learning, networking, collaboration among HELP affiliates through regular retreats and seminars	Ongoing - Monthly Retreat: Nov 2002	C. Hertzman J. Smit Alex

		H. Goelman
Write Research Proposals to obtain additional funding for HELP for research, including new projects, and to enhance or supplement current projects.	Ongoing	C. Hertzman
- MCRI (SSHRC) Proposal – HG/CH (Sept 02 - complete)		H. Goelman
- NIH – Spring 2003		J. Smit Alex
- CIHR, SSHRC, Others – Affiliates		HELP Affiliates
- Foundations & Federal – Faculty of Grad Studies		
Work with Faculty of Grad Studies on proposals to develop externally-funded HELP Research Chairs	Ongoing	C. Hertzman
		J. Smit Alex

Outcomes:
- Increased intra-provincial research collaborations between HELP affiliates across BC.
- New research collaborations between biological and social sciences.
- Increased understanding and knowledge on how different nuturant environments in our schools, families, and communities interact with biological characteristics and predispositions, and how they serve as both risk and protective factors that create different developmental trajectories.
- Increased understanding of the basis of socio-economic gradients in child development.
- Increased understanding of why some communities with similar SES are doing better than others.
- Increased knowledge on developmental influences in the early years.
- Involvement and accessibility of HELP affiliates in training and research opportunities with Ministry staff.

Human Early Learning Partnership
WORKPLAN – DATABASE DEVELOPMENT

Objective: To create and develop a Child Development Trajectory File (CDTF) that links BC Linked Health Data (BCLHD), Edudata, NLSCY, and other data sources that will be used to trace the neurodevelopmental, cognitive, socio-emotional and behavioural implications of the environments where children, aged 0-6, grow up and learn.

Strategies:
- Forge the crosswalk between BCLHD and Edudata.
- Enhance the BCLHD by adding other linkable data sources.
- Conduct a series of research projects using the 0-6 CDTF.

Key Activities	Timeline	Responsibility
Hire Research & Data Coordinator re: Database Development	In process Sept 2002	C. Hertzman J. Smit Alex
Hold briefings & meetings with Ed, MCFD & Health	Sept – Oct 2002	V.Glickman - coordinate meetings; C. Hertzman - present
Enhance BC Linked Health Database (BCLHD) by bringing in perinatal, Children in Care, and Child Injury datasets	Sept – Mar 2003	Database Coor Kim McGrail
Pursue completion of the census linkage to the BCLHD and National Longitudinal Study of Children & Youth	Sept – Mar 2003	Database Coor C. Hertzman
Inventory clinical datasets: speech & language, mental health, public health, child behavoural, etc…and pursue linkages to BCLHD, as appropriate	Nov 2002 - Ongoing	Database Coor C. Hertzman HELP Affiliates
Conduct tests to ensure that cross-walk between BCLHD and Edudata is complete	Sept – Nov 2002	K. McGrail V. Glickman
Identify a set of core research projects that will be conducted by HELP using the Child Development Trajectory File (CDTF) - a longitudinal dataset linking the BCLHD & Edudata	Nov 2002 - Jan 2003	C. Hertzman K. McGrail V. Glickman Database Coor.
• Prepare submissions for adjudication, approval and ethics for above-stated research projects	Ongoing	K. McGrail J. Smit Alex
• Integration of Aboriginal Children & Families into Linked dataset	Ongoing	C. Hertzman Database Coor

Outcomes:
- Functional cross-walk between BCLHD and Edudata.
- Additional databases relevant to ECD research are linked to BCLHD
- Increased understanding of child development in BC overtime – prospective and retrospective
- Increased understanding and knowledge on how different environments create different developmental trajectories for children in BC.

Human Early Learning Partnership
WORKPLAN – LEADERSHIP INTIATIVES

Objective: Take leadership in stimulating the societal response to early child development issues.

Strategies:
- Work with range of different ministries and sectors to identify the full range of actions required to improve early child development.
- Help local communities select and evaluate programs and interventions.
- Hold events that bring together those working at the front lines with government and academic leaders.
- Develop systems of reporting on the progress of BC's children.

Key Activities	Timeline	Responsibility
Ongoing community presentations by C. Hertzman: (E.g. FN Education Steering Committee – June 2002; FN Chiefs Health Committee – July 2002; Vancouver Board of Trade – Sept 2002, ...)	Ongoing	C. Hertzman
Participate in Provincial, National and International Forums & Events (E.g. FN Integration of Services Forum – JSA; Ottawa Forum – Sept 23, 2002 – CH; FNESC/FNCHC Education Conference – Nov 2002; ....)	Ongoing	C. Hertzman H. Goelman J. Smit Alex
Attend and participate on advisory & community committees - Minister's ECD Advisory Committee – CH - Funders Group - CH - First Call ECD Roundtable – HG, JSA - MCFD Advisory Committee re: Family Resource Program Allocation - JSA - First Call Partners Meeting: HG, JSA - Windows of Opportunity Coordinating Committee: JSA - United Way Success by Six Council of Partners: HG, JSA - Others......	Ongoing	C. Hertzman H. Goelman J. Smit Alex
Intersectoral Forum	Date to be determined	C. Hertzman J. Smit Alex
Mapping Workshops/Training (see Workplan for Community Mapping & EDI - above)	--	--
Develop ECD Strategy for Funders Group and MCFD	Aug 2002 - complete	C. Hertzman
Meet with MCFD to discuss how HELP can serve as a training resource to the Ministry's education services in developing/delivering training for regional and	Oct 2002	C. Hertzman J. Smit Alex

central staff		
Cultivate opportunities to increase exposure, funding opportunities and dissemination for HELP within the Federal Government via meetings, presentations, etc.	Ongoing	F. Granot C. Kyle C. Hertzman – to present

Outcomes:

- Increased community collaboration and intersectoral partnerships in BC.
- Increased use of research findings to stimulate intersectoral discussion and partnerships across federal, provincial and community levels.
- Communities, organizations, and government are engaged in dialogue on bridging research, community and policy
- Communities and government have access to information and resources that support ECD program development and facilitate effective policy/funding decisions.

Human Early Learning Partnership
WORKPLAN – COMMUNICATION STRATEGIES

Objective: To ensure ongoing, regular and effective communication between MCFD and HELP

Strategies:
- Written updates and meetings with MCFD
- Regular maintenance and update of HELP website
- Reports by HELP affiliates re: projects

Key Activities	Timeline	Responsibility
Develop communication system to facilitate reporting research results and to assist in identifying presentation opportunities to MCFD	Ongoing	J. Smit Alex
Meet quarterly with Minister Reid and MCFD	September 2002 December 2002 March 2003	C. Hertzman J. Smit Alex
Revise website pages on Research to incorporate new projects and research activities of HELP affiliates	Sept 2002	J. Smit Alex
Produce abstracts of HELP-funded projects for posting on website	Sept – Oct 2002	J. Smit Alex
Produce "HELP Update" Quarterly and distribute to Listserv	July 2002 October 2002 January 2002 April 2003	J. Smit Alex G. Heninger
Promote Website to organizations & institutions across BC & Canada and expand Listserv	Aug – Sept 2002	G. Heninger
Work with MCFD to identify a series of provincial maps to be used as a reference for the Minister Reid's ECD Advisory Committee	Sept 2002	M. Wiens C. Hertzman
Website Maintenance & Updates	Ongoing	J. Smit Alex G. Heninger

Outcomes:
- Increased web resources available to communities (community asset & EDI maps, early childhood documents, research information, community development resources, etc.).
- Awareness within MCFD of HELP's activities, research projects, and areas of expertise.
- Increased opportunities for PR and media opportunities for MCFD.

BRITISH COLUMBIA

Ministry of Children &
Family Development

Date: Sept. 1, 2004

Questions & Answers

Human Early Learning Partnership
The Early Child Development Mapping Project

"Early Child Development Research: Partnerships to Help Make Better Decisions"

Q1: What is this EDC announcement about?

For the first time, data that demonstrates the effects of our children's early learning environments within their families and communities has been collected provincewide. The communities and the school districts will take the three years of completed data and begin working on community plans that will address the gaps in services identified as a result of the surveys.

Q2: How much has the survey cost and how much will it cost each year?

MCFD has contributed $2.5M per year to HELP for the last three years to fund the EDI and a range of ECD (Early Childhood Development) research initiatives, including FASD research, public policy and best practices for the field. The survey costs include the costs for teacher buy-outs, analyzing and mapping the data, and presenting the results to communities.

Q3: Are these measures of kids' readiness or parents' skills in child rearing?

There are many factors that contribute to child development, at the family, community and societal levels. The EDI allows us to gauge the impact of a child's environment in their early years and how they are affected by the opportunities available to them.

Q4: What is the Ministry of Children and Families going to contribute to improve these results?

The ministry is committed to building early childhood development programs and services that are based on the best possible science. We are identifying the vulnerabilities in our communities and working with them to provide the services needed. And we are continuing to fund HELP and the ECD mapping project.

There are well over 100 projects, programs and services in our communities that can be linked in some way to the EDI or this project Parenting programs, family resource and literacy programs, playschool and nutrition programs, kindergarten preparedness, networking with ECD professionals such as speech pathologists, Roots of Empathy and more. An independent researcher is preparing a report on projects in the communities to complement HELP's research. (*due late Sept.)

Q5: Does the EDI address cultural differences, aboriginal and others?

Yes, the EDI has been found to be valid for use with children from different cultures, including Aboriginal children. Aboriginal children were included in the school district data and researchers are working at including band schools. Overall, Aboriginal children were found to do better in the social and emotional domains than with the language and cognitive and physical domains.

Q6: How do you account for similarities and disparities?
Many things can influence the nurturing qualities of a child's early environments - where they grow up - the family, neighbourhood and care environments, and access to quality services. These in turn are coloured by the socio-economic circumstance of the family and community.

Q7: What's next – what do communities, schools, school boards, parents and municipal authorities do with this information?
MCFD has created the Children's First program and supported Success by Six initiatives - these are the intersectoral agencies that will use the information to develop community action plans in the community.   School districts are already focusing on the schools whose children are proving to be the most vulnerable.
MCFD has supported community-based ECD initiatives in 41 Aboriginal communities, funded over 150 family resource programs designed to bring parents and children together to learn, grow and develop and created opportunities for parents of children with special needs to access specific clinical services in their home communities. These are all part of a provincial ECD strategy.

HELP – the process
What is the EDI (Early Development Instrument) and why are we using it?
The EDI is a survey tool used to measure the physical health, social competence and emotional maturity of young children, their general knowledge and their communications, language and cognitive skills. The EDI reflects how well families and communities prepare young children for school and provide a good start in life. In turn communities use the information to identify and address the vulnerabilities in their communities.

Will it be done each year and who will do it?
HELP and the school districts will continue to track results on a three-year rollout to provide the most reliable statistics over time. This year (04-05) HELP will begin the second wave of data collection for school districts.
Note: the 2nd wave of Vancouver data was collected in Feb 2004, as they were the first district to complete the EDI in 2000.

HELP – the Results
What is the most obvious problem for BC kids – physical, emotional, cognitive, social?
None are outstanding. They're all on a similar scale and there are large neighbourhood and community variations in vulnerability on all of these scales.

How do we compare nationally?
BC is the first province in Canada to collect this level of information province-wide. In Canada, research has shown that nearly one in four children is somehow vulnerable.
Other communities in Canada have conducted and mapped the EDI (in particular the federal Understanding the Early Years communities), and findings at the community level are similar:
- As one goes from the least to most affluent neighbourhoods in a community, the proportion of children who are vulnerable on at least one dimension of the EDI rises.
- Although the highest risk of vulnerability is found in the poorest neighbourhoods, the largest number of children at risk is spread across middle-class neighbourhoods.
- Developmentally vulnerable children are found in all socio-economic neighbourhoods.

What are the differences rural to urban?
There are high and low functioning communities on all the scales of the EDI in both rural and urban environments.

Do the results support including special needs kids in regular classrooms?
The EDI research doesn't address the issue of special needs children separately. It looks at the vulnerability of all children in the school system.

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Describe an average BC school kid according to these results?
If you look at what the EDI measures on each of the 5 areas of assessment, the average kid is doing well on all those characteristics.

HELP – District Results
What do school districts have to do to respond to this information?
In the coming weeks, Clyde Hertzman will be meeting with educators and other community members from the last 11 communities and districts whose results are currently begin analyzed. Many school districts have already identified schools with vulnerable populations and are focusing on those needs.

Esquimalt, James Bay, Langford, Fernwood in Victoria are among the schools that consistently see high scores for vulnerability – what does this say about these school districts and these schools?
The maps show children living in neighbourhoods, not school-specific data. The basic interpretation is that the environments of nurturance in these neighbourhoods are not as good as in other neighbourhoods due to family, care, socio-economic neighbourhood circumstances, and access to quality services.

What do you say to parents who ask if they should enroll their children in these schools or in these districts?
The entire point of this exercise is to build capacity in the community. These are measures of neighbourhoods, not individual schools. We haven't heard of an exodus from schools as a result of this data which has been available for the last four years.
We discourage "opting" out and want to concentrate community efforts on strategies where people invest in their local communities and schools.

What's the difference between this project and the NAEYC (National Association for Education of Young Children) in the USA and its guidelines for assessment, or other similar assessments? Why is this project different?
http://www.ncrel.org/sdrs/areas/stw_esys/5erly_ch.htm
The EDI is a population-based assessment that is designed to provide outcome information on early child development for society as a whole. It is not meant to be a narrowly pedagogic instrument.

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BRITISH
COLUMBIA

February 23, 2005

Lana Lee
Government Contracts Assistant
University-Industry Liaison Office
103 – 6190 Agronomy Rd
Vancouver BC V6T 1Z3

Dear Ms. Lee:

Enclosed please find one fully signed original Contribution Agreement (#XLR2065000) between the Ministry of Children and Family Development and the University of British Columbia, regarding participation in the Human Early Learning Partnership (HELP). I have attached Angus Livingstone's letter regarding indemnity to each contract.

I have completed the paperwork for our Finance Branch to set up this contract and sent it to them today also.

Sincerely,

Terre Poppe
Administrative Assistant to the Director
Early Childhood Development Branch

Enclosures: One signed original Contribution Agreement

HELP: Child and Youth Developmental Trajectories Database

The database will link together three databases:

1. BC Linked Health Database (BCLHD)
2. Edudata
3. HELP

Each of these contains a number of distinct datasets. The BCLHD contains Births, Deaths, MSP registration file, National Population Health Survey, Workers Compensation, BC Cancer Agency, Ambulance Service, Continuing Care, Hospital Separations, MSP, Mental health, Pharmacare, MSP Practitioner file, Canada Census, PEOPLE Population Estimates, BC Stats Datasets and Profiles, and the Census of Health Professionals.

Edudata contains Settlement Pattern data, Time travel and network data, annual student level data collection, foundation skills assessment, school census, school district expenditures, satisfaction survey, BC Educator data, Teaching in the 90's data catalogue, School Achievement Indicators Program, International Adult Literacy Study, Trends in Internat, Mathematics and Science study, Progress in International Reading Literacy Study, Programme for International Student Assessment, 2001 Mathematics Data catalogue, University Baccalaureate Graduates Survey, The University Presidents Council of BC, and Canadian Undergraduate Survey Consortium.

HELP contains the Early Development Indicator, and miscellaneous mapping data.

The general idea is that if you have a defined population, and want to follow them over time, you can do so. The BCLHD is primarily used for health services research, but its potential is far greater, particularly with the addition of the Edudata and HELP databases. They are also hoping to link more data (including provincial child care data).

The main identifier that allows them to link data across datasets is phn but they also can use a combination of gender, birth date, and postal code to link records. Each dataset has a steward that must sign off any request made by anyone to use the data. The Centre for Policy Research wants to house the large database. HELP would offer to clean the data from this larger database and provide it upon request on a cost recovery basis. It would also offer aid/advice to Community Groups in analysis of data and through workshops. The unit is awaiting a March 4th decision about whether they receive a Canadian Foundation Infrastructure Grant.

From: Carroll, Dena MCF:EX
Sent: Thursday September 2, 2004 12:51 PM
To: Martin, Lisa D MCF:EX
Subject: FW: HELP Qs and As

Importance: High
you might be interested in this q/a

-----Original Message-----
From: Carroll, Dena MCF:EX
Sent: Thursday September 2, 2004 12:50 PM
To: MacMillan, Karen MCF:EX
Cc: O'Byrne, Loreen MCF:EX
Subject: RE: HELP Qs and As
Importance: High

We provide a $2.5M annually   to HELP which covers a variety of research based activities.
-----Original Message-----
From: MacMillan, Karen MCF:EX
Sent: Thursday September 2, 2004 12:45 PM
To: Carroll, Dena MCF:EX
Subject: FW: HELP Qs and As
Importance: High

-----Original Message-----
From: Thompson, Kate J PAB:EX
Sent: Thursday September 2, 2004 12:34 PM
To: O'Byrne, Loreen MCF:EX; Deborah Bowman; Karen MacMillan; Robin Syme
Cc: Bowman, Deborah PAB:EX; Erickson, Jennifer C MCF:EX
Subject: FW: HELP Qs and As
Importance: High

Loreen, can you let me know who I should talk to for this info.....need it ASAP........

Kate

<< File: Qs & As.dot >>

-----Original Message-----
From: Thompson, Kate J PAB:EX
Sent: Thursday September 2, 2004 9:54 AM
To: O'Byrne, Loreen MCF:EX; Deborah Bowman; Karen MacMillan; Robin Syme
Subject: HELP Qs and As
Importance: High

Good morning, can you please tell me how much we have spent on HELP, what our funding is for the program....I have the following info from Jac Smith...but need a number...what did we announce when we backed the project?   Or is there an overall amount given to UBC?

The survey costs approximately $400-500K per year, based on a triennial roll-out, including the costs for teacher buy-outs, analyzing and mapping the data, and presenting the results to communities.

Also have the following from Jac about what ECD programs are out there....do you have some examples or greater detail on some of these programs.   For example...books for newborns..does she mean books for parents to help them deal with newborns?   some concrete examples have been requested by the Minister's office..
following is from Jac Smith......

In addition to its influence in policy and program planning and development, examples of projects (as ID'd below) include: ECD and learning fairs, Roots of Empathy, family literacy programs, family resource programs, kindergarten preparedness programs, linkage with community and ECD professionals in community (e.g., speech language pathologists), parenting programs, playschool programs, nutrition programs, summer libraries in vulnerable neighbourhoods, books for newborns, etc.

In some cases, some SDs have reallocated resources, so that high vulnerable schools on the EDI have been assigned extra resources based on need (e.g. nutrition, teacher aides, Speech-Language pathologist, etc.).

This material will be documented in Janet's report, which is due out late September. The report is currently being vetted by each of the school districts/superintendents for accuracy, per the ethical requirements set up for this study.

An Executive summary will be provided at the Conference.

Please note, this report was not funded by HELP. This was an independent research study as part of Janet's PhD program.

Also need the following responded to from MCFD point of view...have attached info from Jac in blue .....

- What is the Ministry of Children and Families going to contribute to improve these results?

MCFD to respond.

- Are these measures of kids' readiness or parents' skills in child rearing?

They are measures of children's early environments and the qualities of opportunities that children have had in their early years. There are many factors that contribute to child development, at the family, community and societal levels.

- How do you account for similarities and disparities?

They are associated with the qualities of the early nurturant environments where children grow up, in particular, the family, neighbourhood and care environments, and access to quality services. These in turn are coloured by the socio-economic circumstance of the family and community.

- Does the EDI address cultural differences, aboriginal and others? (Need to expand this answer)

Yes, the EDI has been found to be valid for use with children from different cultures, including Aboriginal children.

- What's next - what do communities, schools, school boards, parents and municipal authorities do with this information?

MCFD has created the Children's First program and supported Success by Six initiatives. These are the intersectoral agencies that are meant to take responsibility for the information and develop community action plans.

![British Columbia logo]

January 7, 2005

Jacqueline Smit Alex
Human Early Learning Partnership
320 - 2206 East Mall
Vancouver BC V6T 1Z3

Dear Ms. Alex:

Enclosed please find three original Contribution Agreements (#XLR2065000) between the Ministry of Children and Family Development and the University of British Columbia, regarding participation in the Human Early Learning Partnership (HELP). Please have the appropriate person (Frieda Granot?) review these agreements. If they meet with her approval, please have her sign on the indicated page of each document and return all three originals to:

> Terre Poppe
> Early Childhood Development Branch
> Ministry of Children and Family Development
> PO Box 9778 Stn Prov Govt
> Victoria BC V8W 9S5

After they have been signed by a ministry representative, I will return a fully signed original to you.

Sincerely,

Terre Poppe
Administrative Assistant to the Director
Early Childhood Development Branch

Enclosures: 3 original Contribution Agreements

HELP Contribution Agreement

Strategies to reduce funding

1. Modify existing contribution agreement for fiscal year 2003/2004 and 2004/2005 to fund:

EDI administration and mapping of:
- remaining public schools (49 of 59 School Districts administered to date),
- band schools (95), and
- a sampling of the 345 independent schools

to provide a complete provincial profile on children's 'readiness to learn'.
Estimated cost $1.0 M annually

Risk:
Any reduction in the HELP contribution agreement will increase the projected current shortfall in ECD expenditures under the federal agreement on Early Childhood Development.

2. In partnership with the Ministry of Education, establish an endowment through the University of British Columbia for repeat administration and analysis of the EDI at regular intervals post 2004/2005. Estimated cost: $1 M

Risk:
Limited accountability and control over administration of funds, and ability for UBC to access outside contributions to maintain the provincial investment in perpetuity.

3. Identify other funding sources for community mapping and research projects undertaken by HELP.

- Centres of Excellence in ECD
- Centre for Health Services and Policy Research (UBC)
- Canadian Health Services Research Foundation
- Canadian Institute of Health Research

Risk: No requirement for HELP to share research findings and advise the province re: evidence-based decision making and best practice (contrary to Ministry strategic shifts). Inability to link research to policy and practice.

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Title	Cancellation of Human Early Learning Partnership (HELP) Contribution Agreement
Initiative #	15/41
Budget Reduction Targets	2003/04: $4.0 M ($1.5 M added to existing contract to offset cancellation of mapping and research activities planned for 2004/2005) 2004/05: $0 M 2005/06: $0 M (contract terminates Mar 31, 2005)
Executive Sponsor	Robin Syme
Team Members	Loreen Pratt, Tara Richards
Implementation Timeline	September 1, 2003 – March 31, 2004. 90 day written notice to amend contract – eliminating funding for the research portion of the contract in 2003/2004 ($1.5 M) or alternatively amending the contract to provide an additional $1.5 M funding in 2003/2004 to offset the elimination of research funding in 2004/2005. Contract to be cancelled for 2004/2005.
Completion Date	March 31, 2004
Objective	To eliminate funding for HELP research and mapping activities that are outside the mandate of the Ministry.
Resources Required	FTE: none Financial: none Restructuring Funds: none

Cross Ministry Impacts	Ministry Impacted: none
	 Program Impact: MCAWS research in the area of child care may be indirectly impacted.
	 Estimated Financial Impact:
	     2003/04: $0 M
	     2004/05: $0 M
	     2005/06: $0 M

Cross Program Impact	Elimination/reduction of the HELP contract will have a negative impact on the following ECD Initiatives: FASD strategy, Aboriginal ECD strategy, Learning Initiatives.
Contract Agency Impact	Some impact on university staff (i.e. technicians, graduate students, administrative assistants)
Ministry Service Plan	Is the strategy outlined in the ministry's 2003/04 service plan? Yes Strategy 3.1.1: Build community capacity to develop

	and deliver coordinated ecd supports and services that are based on community composition and needs.
Consistency with Strategic Shifts	Yes Applicable Shift: Making strategic investments in capacity and resiliency building and providing funding for programs and services known to work."
Consistency with Government Priorities and New Era Commitments	No New Era Commitment statement relates to this strategy.

IMPLEMENTATION ACTIVITIES:

Key Milestones	*(list the milestones in the critical path, and the key activities required to achieve each milestone date)* 1. Milestone Title and Date • Seek legal advice on negotiating a revised contract (June 2003) • Negotiate with HELP amendment to existing contribution agreement (July 2003) • Issue 90 day notice of contribution agreement amendment (August 2003) • Contribution agreement termination/amendment effective November 1, 2003) • Contract ends March 31, 2004.
Performance Targets	Targets are outlined in above milestones

ADVICE TO MINISTER

CONFIDENTIAL **COMMUNICATIONS NOTE** **Ministry: Children and Family Development** **Date: October 24, 2002** **Minister Responsible: Linda Reid/Gordon Hogg**	**EDI, HELP and Dr. Hertzman**

BACKGROUND: Dr. Clyde Hertzman at UBC's Human Early Learning Partnership (HELP) has a $500,000 contract with the ministry to supervise, facilitate and analyze the administration of the Early Development Instrument (EDI). Administration of the EDI began spring 2002. HELP, an interdisciplinary <u>network of academics and researchers</u> institute, will receive funding of $2.5 million annually for the next three years.

The goal of the EDI is to work with kindergarten teachers across the province to collect information on children's school readiness and how it is influenced by community and neighborhood factors. To date, the EDI has been administered in the following school districts through the Make Children First Learning Initiatives: Fraser Cascade, Chilliwack, <u>Abbotsford,</u> Prince George, ~~Nechako Lakes~~, and Alberni. The ministry anticipates the EDI will be administered in all school districts throughout the province by the end of fiscal ~~2004/2005~~2005/06.

The EDI will produce a series of neighborhood-level maps detailing the variation in children's school readiness in relation to socio-economic characteristics, neighborhood resources and other community assets. ~~In addition to the information collected from the EDI, data from the public health agencies, federal and provincial governments and local program and service providers, including urban Aboriginal communities, will be used in the maps.~~ HELP will work with school boards to measure the development of children at school entry and with communities to evaluate resources, opportunities and limitations. The maps will also provide communities with a baseline for future action and research. For government, the analysis will increase understanding of the role of community factors in young children's early development, and provide direction for policy and investment.

ADVICE AND RECOMMENDED RESPONSE:

- **Early childhood development is a priority for this government.**

- **The ministry recognizes the quality of care a child receives in the early years is critical to their success in school, and in life.**

- **The Early Development Instrument is a sophisticated approach to assessing the school readiness of kindergarten aged children and will contribute to a broad range of ministry policy initiatives and activities.**

- **The partnership between the ministry and the Human Early Learning Partnership will provide us with opportunities for integrated and co-operative efforts and outcomes in the field of early childhood development.**

- **We believe this approach will help parents and communities maximize the potential for children's growth and development.**

Communications Contact:	Caitlyn Sassaman	6-1639
ADM/Executive Contact:	Robin Syme	
File Created:	October 24, 2002	
File Updated:		
File Location:	Early Childhood Development	

Comm Issues Mgr	Comm. Dir	Executive ADM	Deputy	Minister's Office	Public Affairs Bureau

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EARLY YEARS RESEARCH IMPROVES CHILDREN'S DEVELOPMENT

- Government has provided $2.5 million this fiscal year to the Human Early Learning Partnership (HELP) and the Early Development Instrument (EDI) for research into the factors that affect children's school readiness.

- The ministry anticipates this funding will be maintained over the next three years while it continues to receive EDI data from communities all over BC.

- The EDI is a research tool which can:
    - evaluate the effectiveness of community settings and resources for young children
    - help predict later school performance for groups of children
    - show patterns of school readiness for groups of children and the effectiveness of programs and resources in different communities, and
    - help identify children that may require special assessments and interventions.

- The EDI has already been administered in 13 school districts in British Columbia. It is anticipated it will be administered in all school districts across the province by the end of fiscal 2005/06.

- Kindergarten teachers use the EDI in the spring to assess their classes as a group for five indicators of child development:
    - physical health and well-being
    - social ability
    - emotional maturity
    - language, and
    - perception, problem solving, and thinking.

- The data compiled from these assessments is then sent for analysis to HELP, an interdisciplinary research institute housed at the University of British Columbia.

- HELP is using the EDI data and other data from public sources, such as federal and provincial governments and public health agencies, to create detailed community maps.

- These maps will show the variation in BC children's school readiness in relation to social and economic factors and neighbourhood resources, and provide communities with a baseline for future action and research.

- For government, the analysis will increase understanding of the role of community factors in young children's development and provide direction for future investments in ECD.

- For more information on HELP and community mapping, visit their web site at www.earlylearning.ubc.ca/mapping_cur_learn.htm

-30-

Contact: Corinna Filion
              250-387-2023

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