



HUMAN
EARLY LEARNING
PARTNERSHIP



Our work takes place on the traditional,
ancestral, unceded territory of the
x^wməθk^wəyəm (Musqueam) people

Reconciliation

UBC

UBC

Photo: UBC / Paul Joseph

Cross-Ministry EDI Table

AGENDA Nov 22, 2022 | 10:00 – 11:30 am

Welcome and Land Acknowledgement

Mariana Brussoni, HELP

Introductions

Focus of this meeting: policy implications

Sarah Gosman & Cynthia Lee, MCFD

15 mins

Discussion: How does data inform the strategies your ministries are currently using?

Brainstorming: If there were no barriers or constraints at all, what is the suite of interventions -- within your ministry, across ministries-- that together could make an impact in reducing vulnerability?

All, break-out rooms if large group

40 mins

EDI Provincial Synthesis of Wave 8 is ready!

Trends over time

Barry Forer, HELP

Using EDI to shed light on policy

- Using the EDI to understand the impact of policies that influence population health
- Using the EDI to explore the impact of the social determinants of health on child development

Magdalena Janus, HELP

30 mins

Next meeting Feb 7, 2023

Brief Feedback Survey

MCFD

5 mins

Questions



Ministry of
Children and Family
Development



Ministry of
Education and
Child Care



Ministry of
Health

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Using **EDI** to shed
light on policy

EDi

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Magdalena Janus
22 November 2022



Data are gold

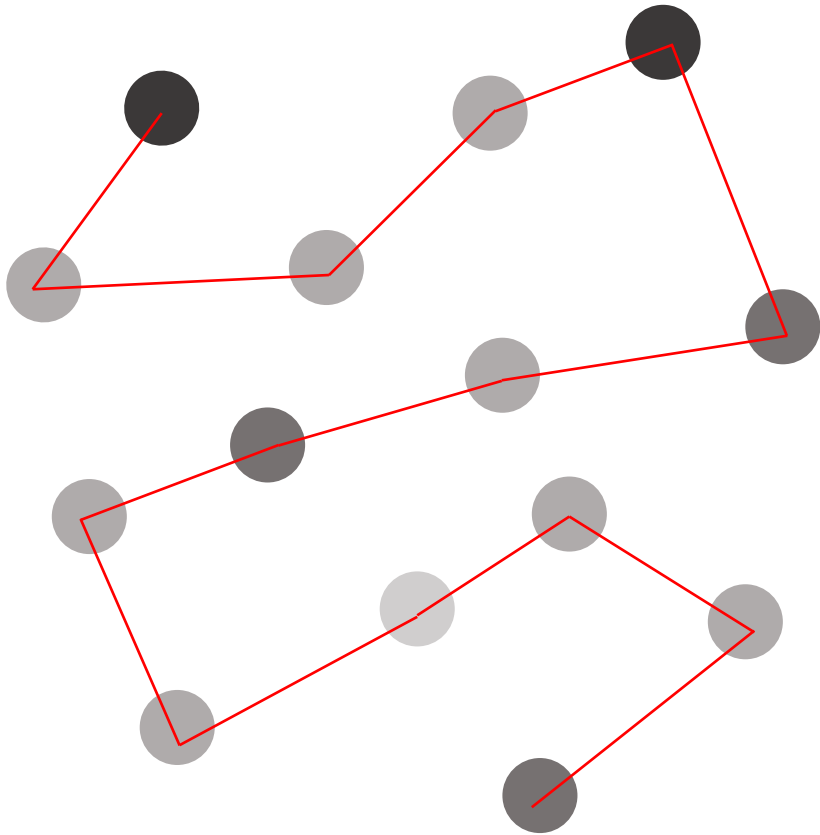
EDI data over time allow:

- seeing trends over time and for different groups
- relate child development to geographical and social contexts

Data are gold; **Linked data are platinum**

EDI in linkages with other datasets

- Add the “early childhood” point to the educational and health trajectory
- BC and Manitoba at the forefront in enabling use of administrative health and education data for meaningful research
- Room for improvement?...
- Big picture can be enhanced with program, implementation, evaluation data
- Expansion of education ID (PEN) to child care entry



What makes a difference?

Policy evaluation:

- Outcome may be dependent on immediate family and environment context
- Policies take a while to show measurable effect

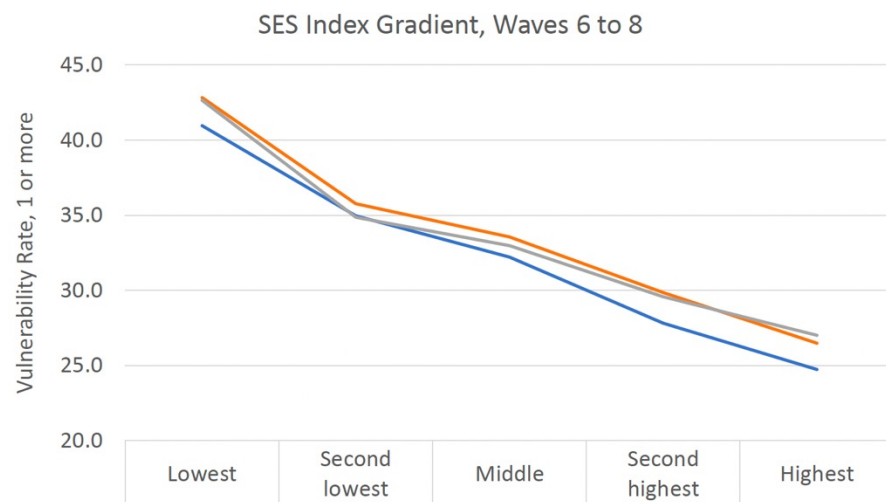
By comparison:

- Same measure before and after ...
- Same measure with and without ...
- Same measure in two places with different degrees of

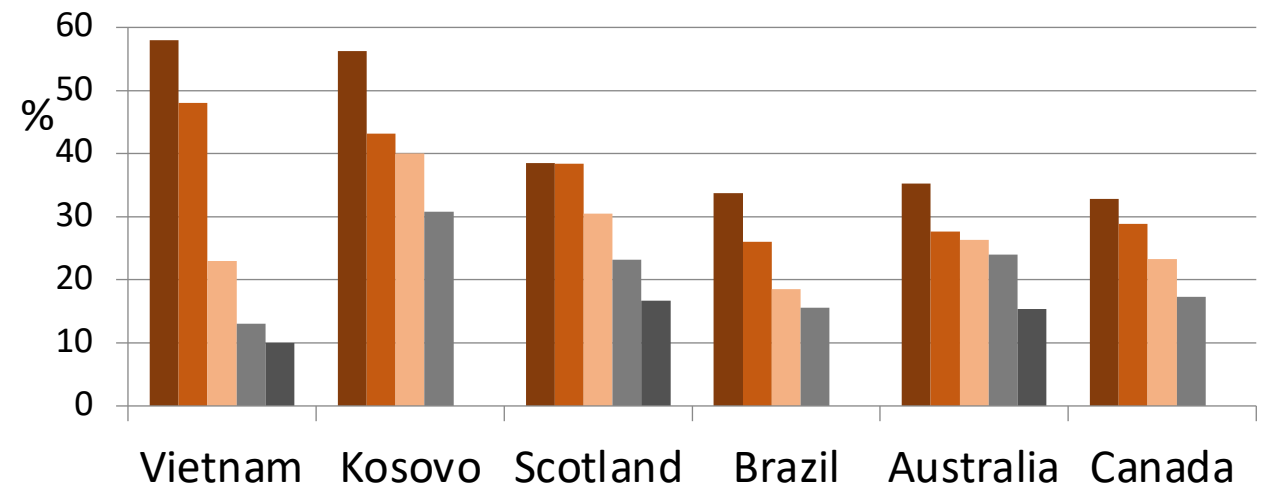



What makes the biggest difference?

- Child development and learning outcomes measured all over the world demonstrate the “social gradient”
- That means that children from less advantaged families/neighbourhoods have poorer outcomes than those who are more advantaged and that relationship forms a continuous line



BC

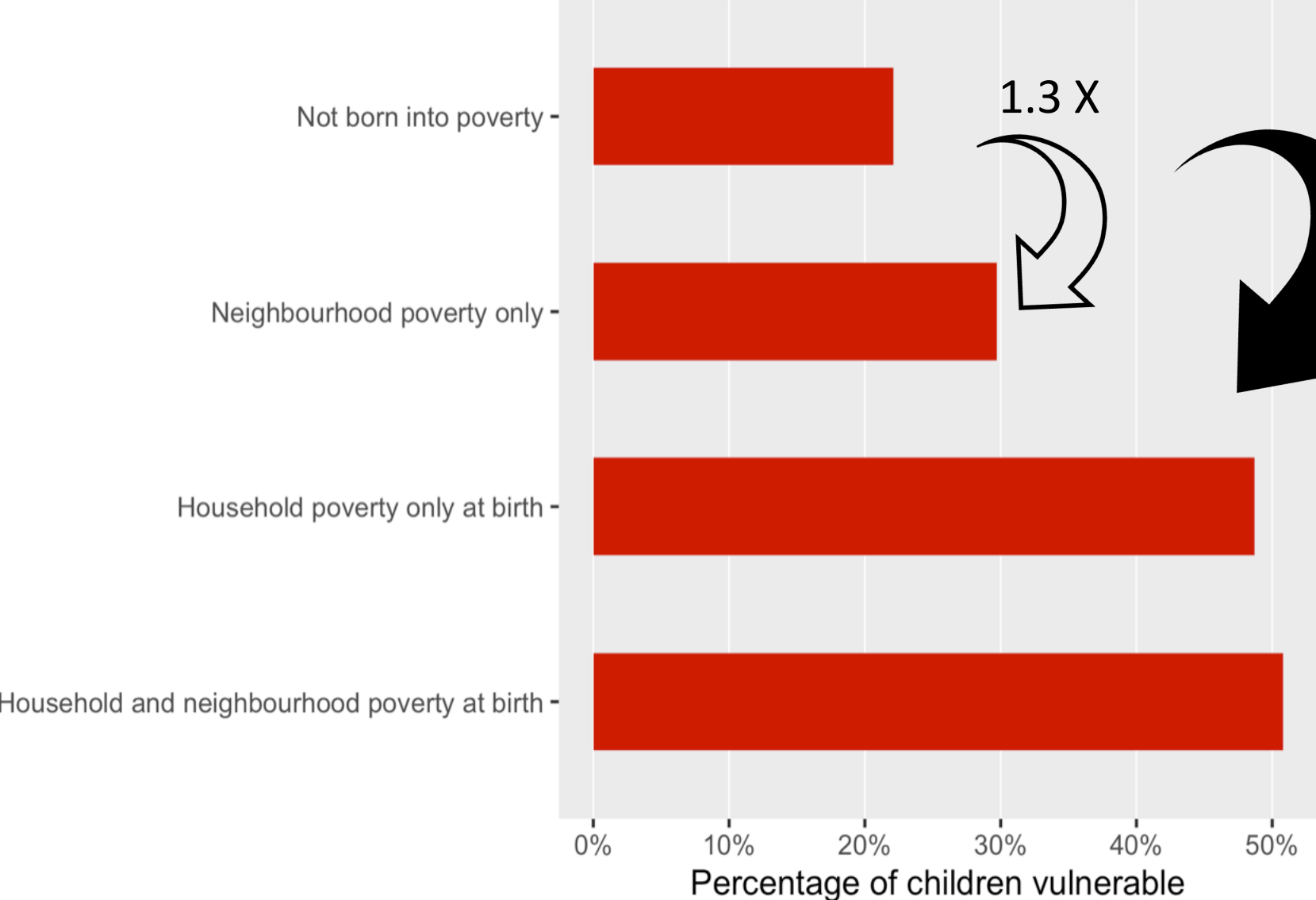


A photograph of a large brown bird, possibly a grebe, standing on a rocky shore. In the foreground, two small, fluffy yellow ducklings are huddled together. The background shows a rocky beach with some green moss or algae.

Social gradient is tied to
measures of poverty (that need
to be nuanced)

But examining the
impact of poverty over
time can tell us a lot
about what matters,
and when

In and out of early poverty: Manitoba, children 0-5 years



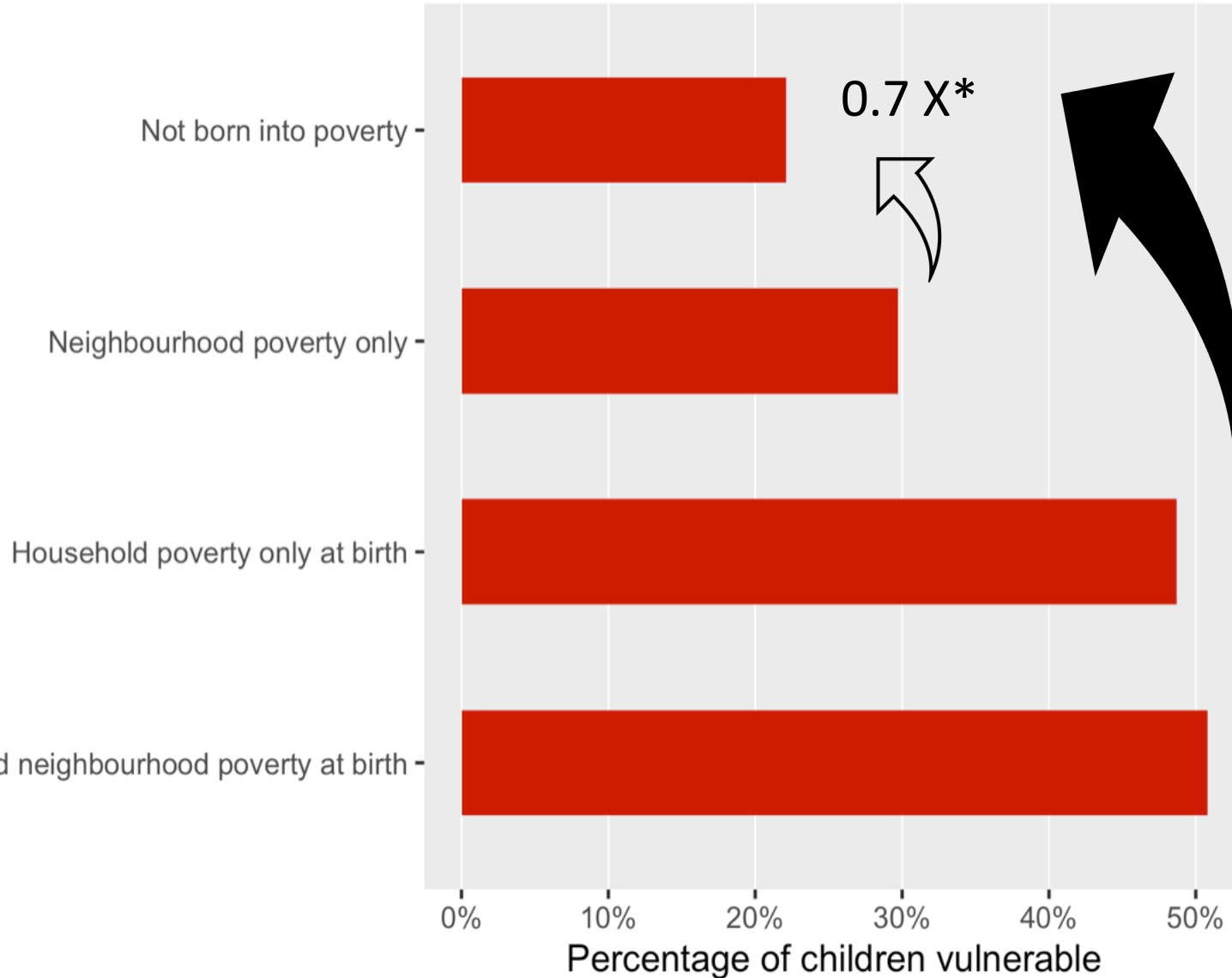
1.7 X

Moving into poverty before age five

Roos et al. 2019
<https://doi.org/10.1542/peds.2018-3426>



Impact of early poverty: Manitoba, children 0-5 years



0.7 X

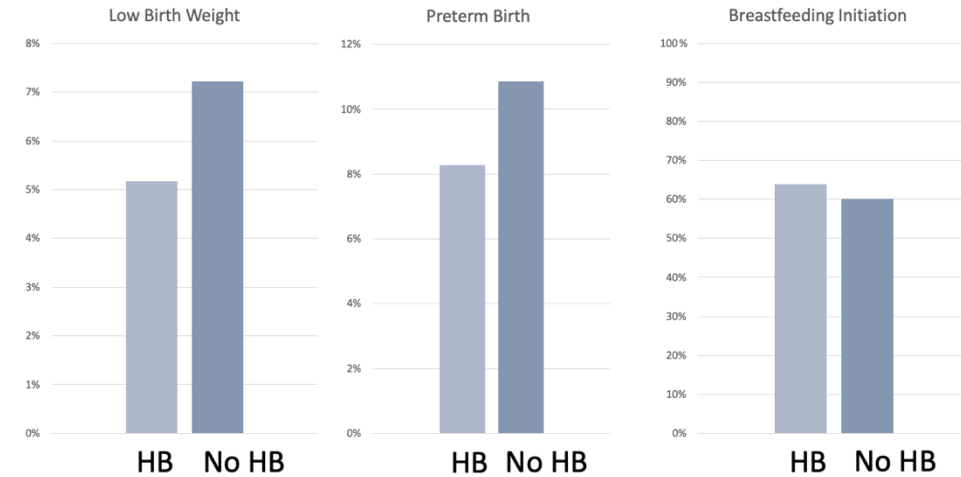
Moving **out**
of poverty
before age
five

Manitoba Healthy Baby (HB) Prenatal Benefit For low-income pregnant women With “no strings attached”

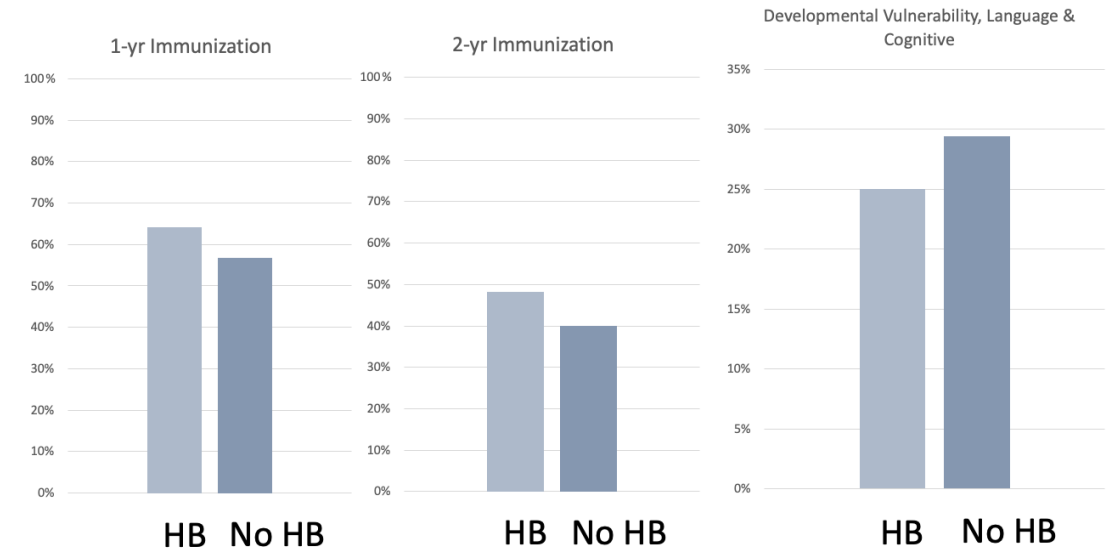
Benefits start in 2nd trimester of pregnancy;
monthly cheque for \$81.41

Brownell et al. 2016
Brownell et al. 2018

Perinatal Outcomes



Longer-term Outcomes





Improving family socioeconomic circumstances

- Changes in household and neighbourhood poverty matter (Manitoba)
- Financial support for pregnant women with very low income brought health & development benefits for their babies (Manitoba)
- Early targeted home visiting improves babies' health (e.g., immunizations), but not child development (Manitoba and Australia)

A young child with short dark hair, wearing a red and white striped shirt, is focused on playing with a wooden abacus. The abacus has several rows of colorful beads (red, orange, yellow, green, blue, white) on wooden rods. The child is looking down at the beads. In the background, there is a wooden chair and a white table. The scene is brightly lit, suggesting an indoor play area.

Preschool and full time kindergarten

A universal panacea
or a bit of a
smokescreen?...

Preschool and full time kindergarten



- Most existing evidence indicates that preschool attendance is associated with better developmental outcomes at school entry and in elementary school
- Full-time kindergarten (BC and Ontario) are **universal interventions**
- They deliver the same support for **all** children without considering the **proportional universality** dilemma

UNIVERSAL PROGRAMS

Doesn't speak the language

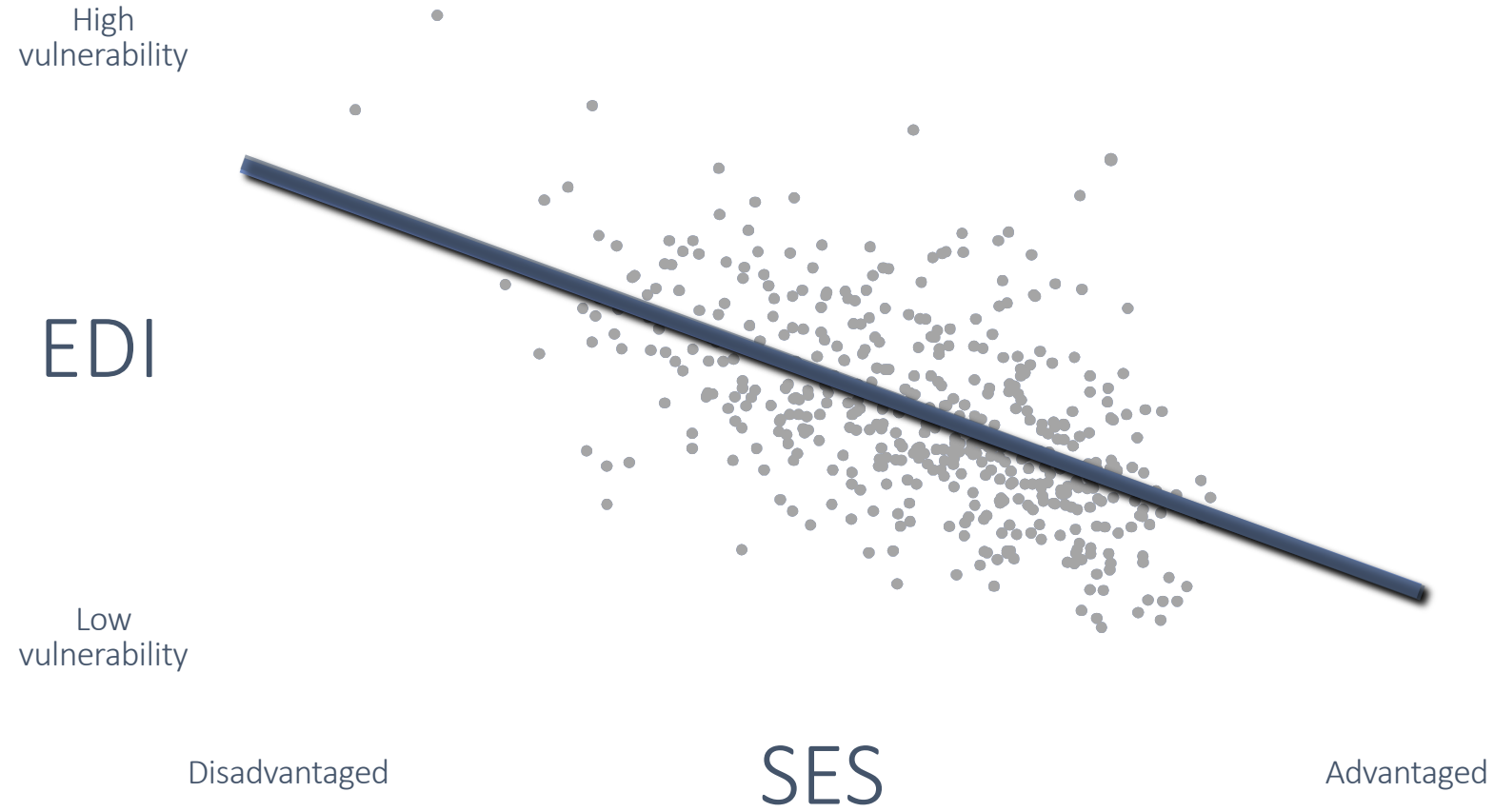
Doesn't feel welcome

No way to get there



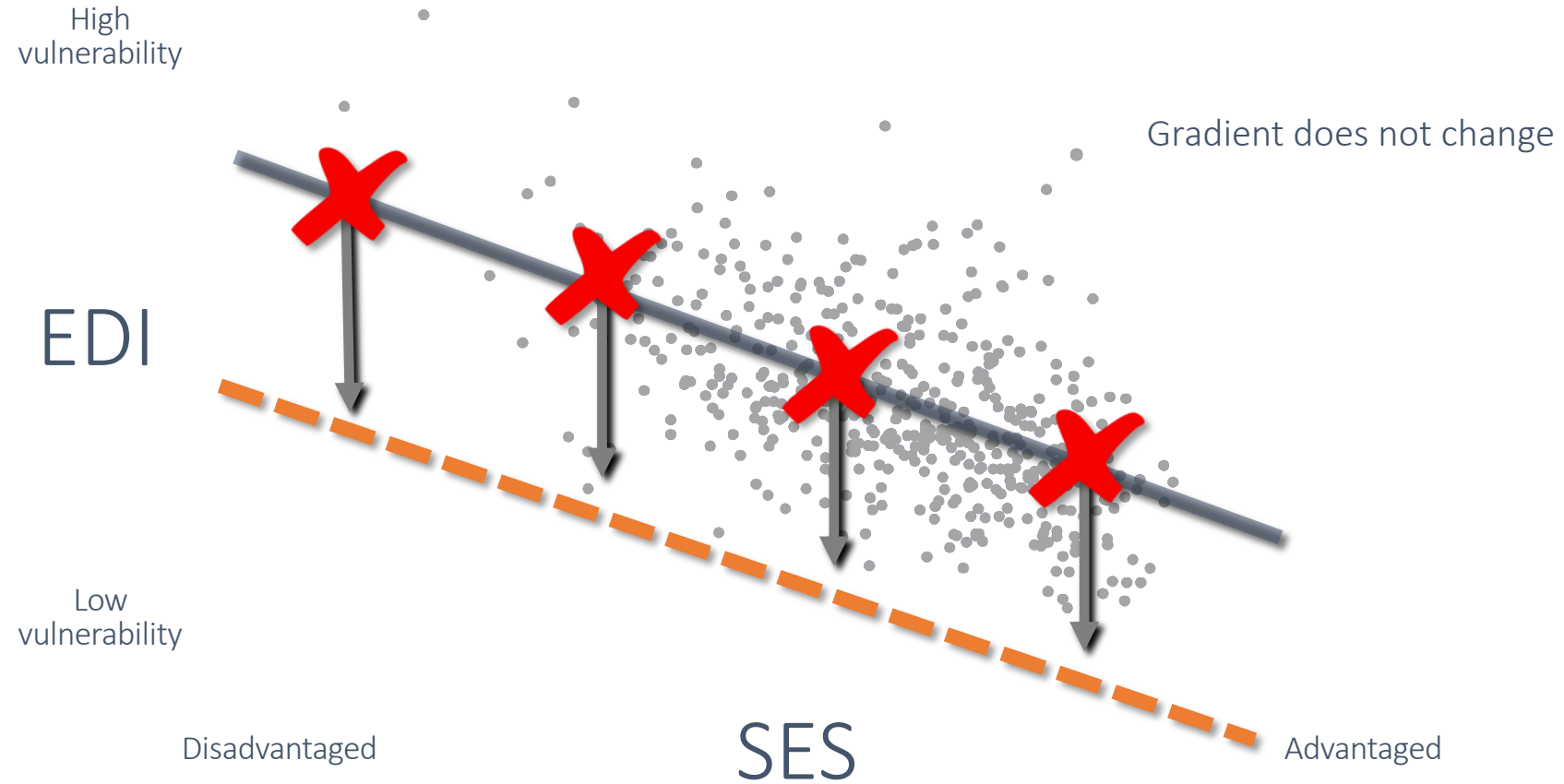
LOW SES HIGH SES

Social Gradient



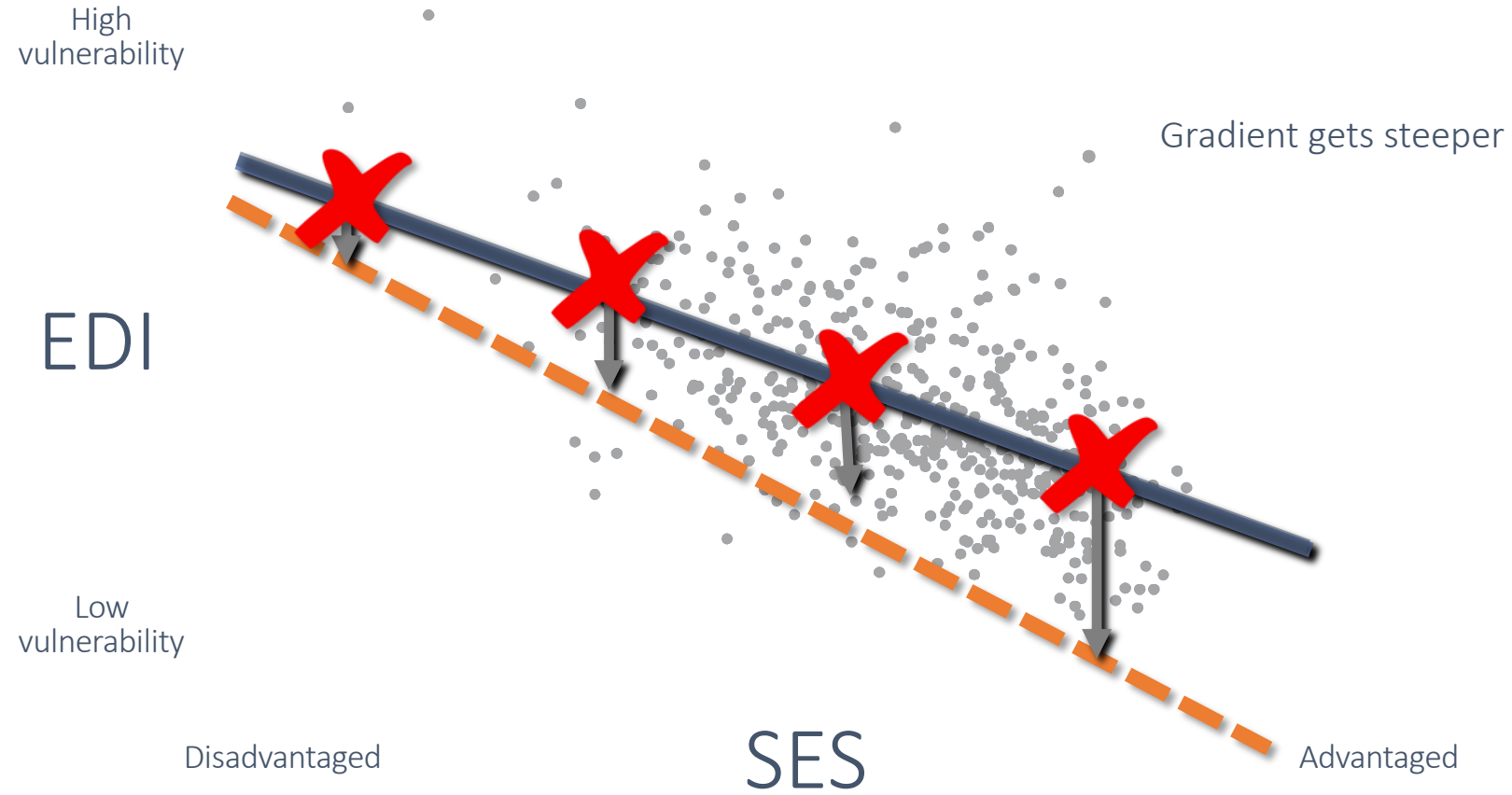
Universal approach

Universal access – does not address barriers



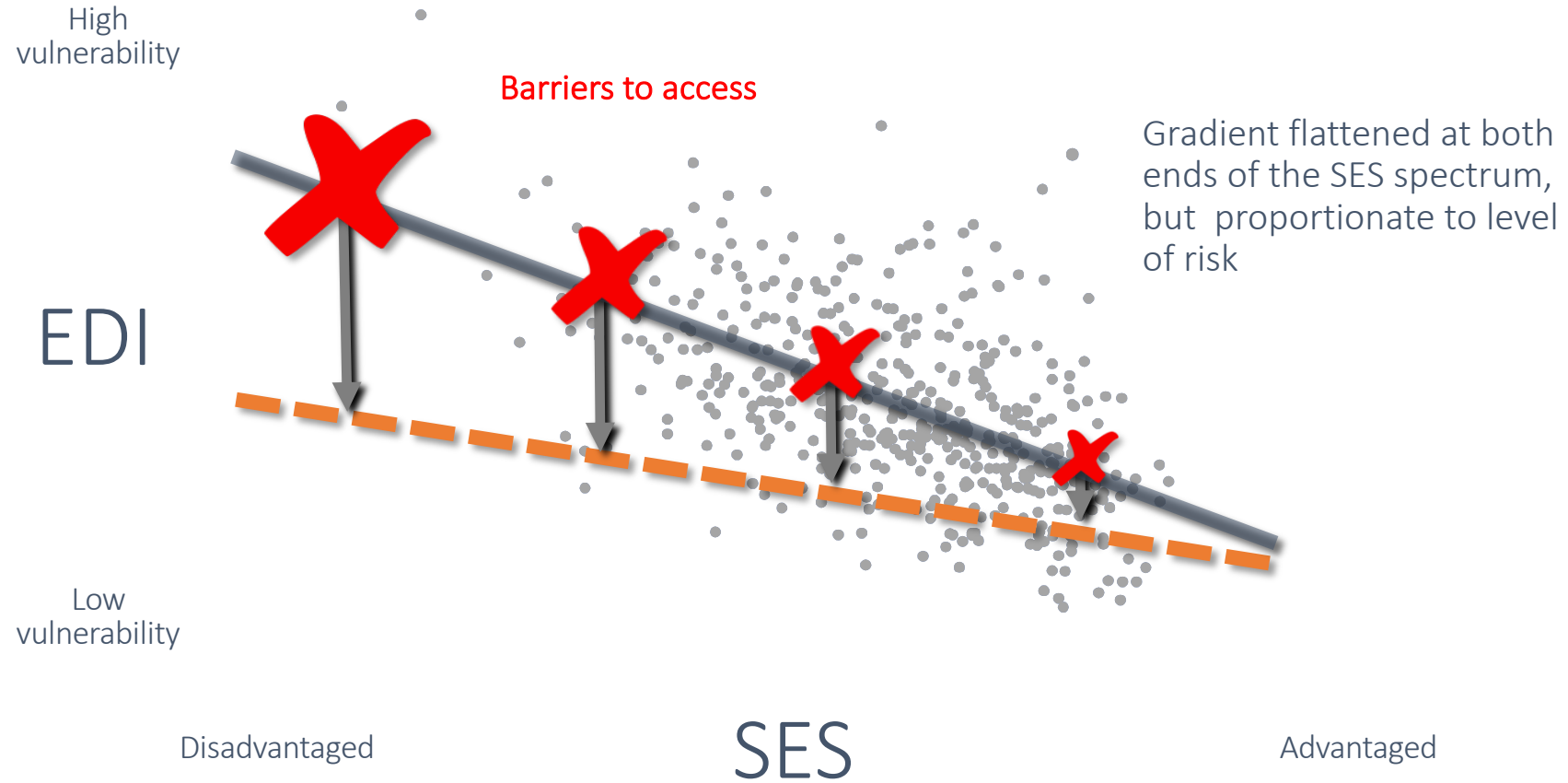
Universal approach

Worst case scenario



Proportionate Universality

Universal access at a **scale** and **intensity** that addresses barriers at every level



Universal approaches benefits (and risks)

- At best, the universal approaches diminish the level of vulnerability with the same intensity for all
- Need to focus on **barriers** in addition to **outcomes**
- BUT universal approaches provide a platform from which it may be easier to launch *equity-based* approaches guided by inclusivity



Surprising benefits for special groups of children

- After the implementation of full-time kindergarten, the percentages of children deemed as having special needs rose
- In Ontario, we also saw increase in vulnerabilities on the Emotional domain (from about 10.1% to 12.3%)

Children with Special Needs



Cycle 1	4,140 (3.3%)
Cycle 2	4,195 (3.5%)
Cycle 3	4,821 (3.7%)
Cycle 4	5,449 (4.0%)
Cycle 5	6,811 (5.0%)

Surprising benefits for special groups of children

Identifying problems early is a good thing



- we have supports for these children and hopefully early amelioration/accommodation that could bring lifelong advantage
- It is not just about the *measurable outcome*, but about *what led to them* and *what to do with it/action plan*



Lesser known small groups – equity and inclusion

Advantages of the population level coverage:

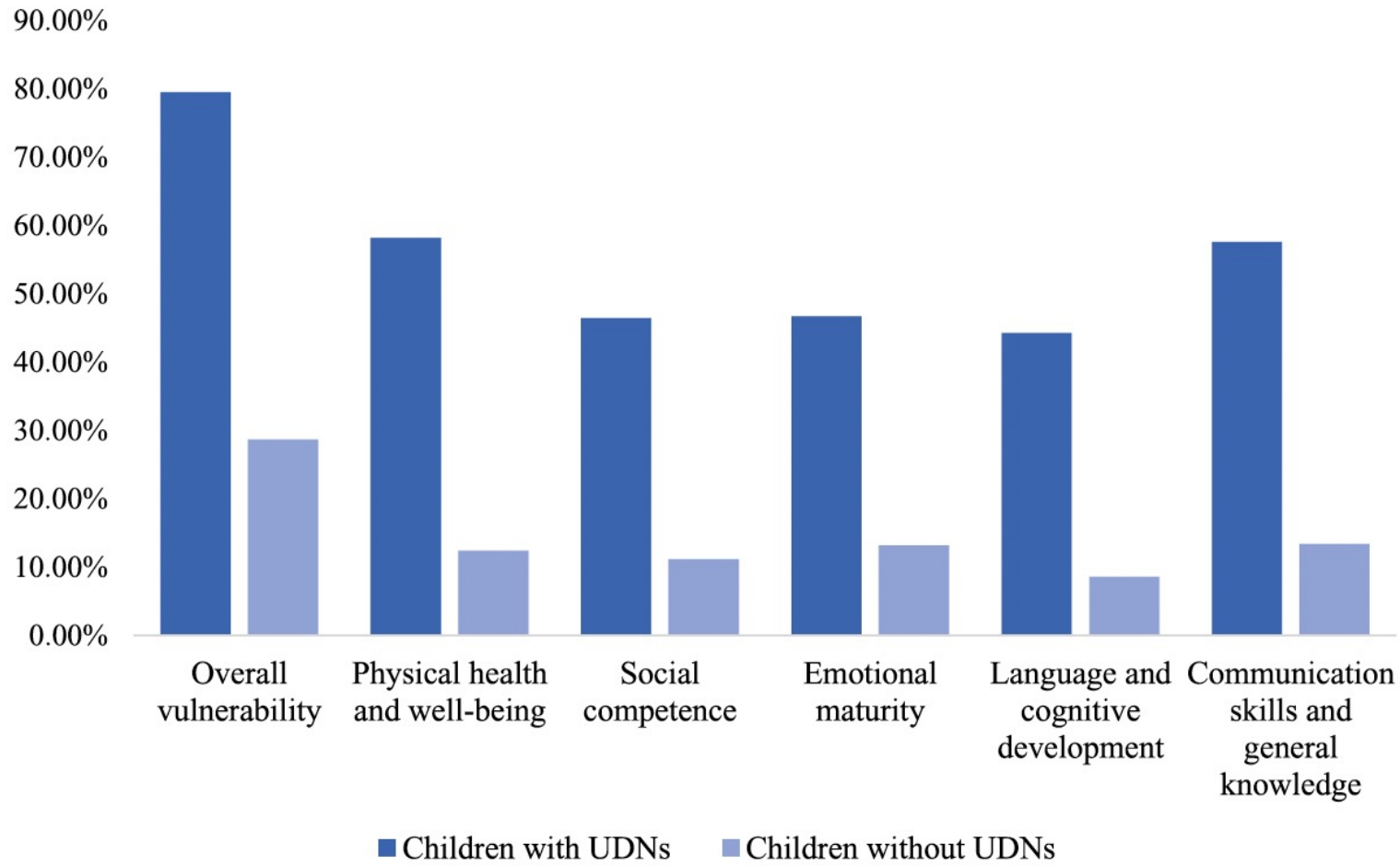
- Inclusivity of small or underrepresented populations
- For example: Children with special educational needs, or children with specific conditions or health disorders

Neighbourhood SES and variance explained

	Typically developing CanNECD study	Children with special needs CCHICS study
Physical Health & Well-Being	23%	17%
Social Competence	18%	17%
Emotional Maturity	14%	12%
Language & Cognitive Development	28%	29%
Communication Skills & General Knowledge	29%	19%

This table shows that the neighbourhood disadvantage acts on children with and without disabilities in a similar way and yet how often *where a child lives* is considered when planning treatment or services for children with disabilities?

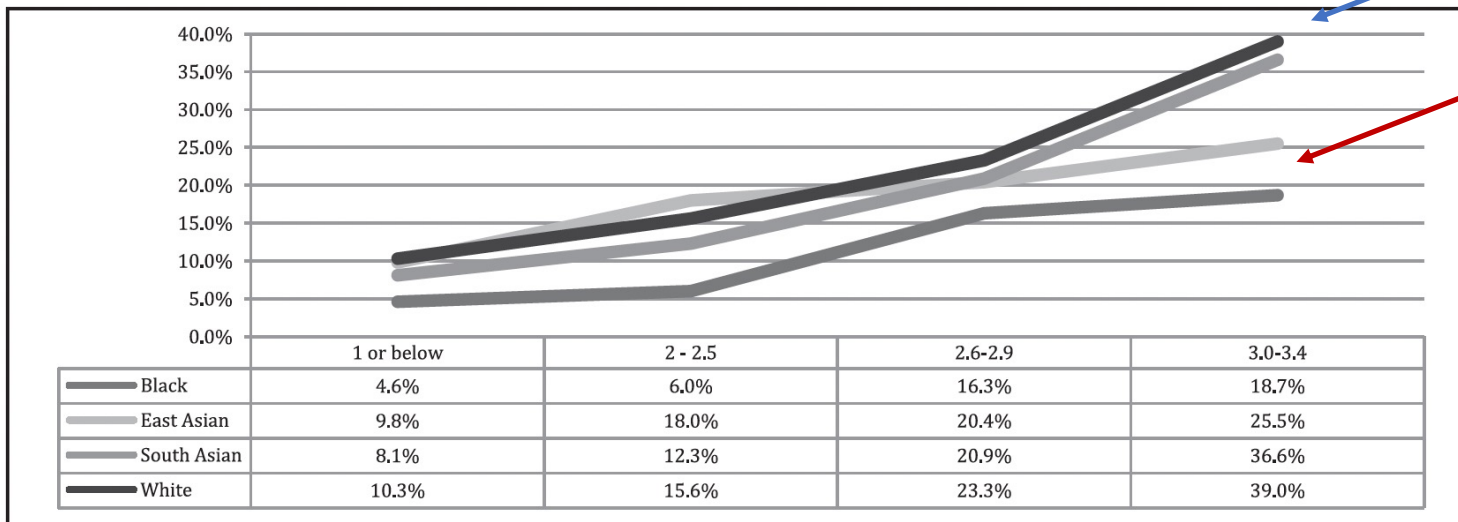
Special concerns: Unaddressed dental needs



In the Section D of the EDI, educators are asked whether a child has some additional difficulty that impacts their classroom learning. One of these are “unaddressed dental needs”. It turns out that while it doesn’t happen often, these children predominantly live in poorer neighbourhoods and are more likely to be vulnerable on the EDI.

Respect for diversity

- Availability, access and accessibility for all
- Cultural sensitivity and implicit bias
- Thus far, most long term data on race-based outcomes come from TDSB in Ontario
- Attention to: implicit bias, cultural responsiveness, or both
- New mandates to collect race-based data



Teacher rating of students' learning skills in Grade 6 (averaged 0-3.4)



Respect for diversity of gifts and needs

- Availability, access and accessibility – qualitative, ethnographic studies show that there are some systemic issues that cannot be fully addressed by broad level policies
- “Standard” (colonial?...) approaches may not work for everyone
- The outcome measures also need to be interrogated for their ability to reflect a “successful” intervention – *optimal well-being* rather than academic success

In conclusion...

- Not one single thing but if you asked me... **complex poverty** (and the disadvantage that it includes) is the reason for vulnerabilities to occur and persist
- **Ability to work intersectorally** to communicate and support that complexity
- **Ability to address barriers**



Thank you for listening!

Questions?

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