I would like to acknowledge the Coast Salish Nations of Musqueam, Tsleil-Waututh and Squamish on whose land we are gathering today.
ABORIGINAL STEERING COMMITTEE
OUR LEARNING PROCESS

PRESENTATION

DEBRIEF

DISCUSSION
OUTLINE OF THE MORNING

Early Years System Leadership Concepts
Pippa Rowcliffe, Deputy Director, HELP (UBC)

Experiences Matter: The Childhood Experiences Questionnaire (CHEQ)
Alisa Almas, Faculty Research Associate, HELP (UBC)

System Leadership Approaches in Action in BC: The Practitioner Perspective
Maureen Dockendorf, Consultant, BC Ministry of Education
HELP’s Vision
All children thriving in healthy societies
How are children doing?
A Provincial Child Development Monitoring System

- **Toddlers**
  - 12-24M
  - TDI

- **0 - Kindergarten**
  - 0-5Y
  - CHEQ

- **Kindergarten**
  - 5Y
  - EDI

- **Grade 4**
  - 9Y
  - MDI

- **Grade 7**
  - 12Y
  - MDI

- **Grade 10**
  - 15Y
  - YDI
EDI COLLECTION HISTORY

FIGURE 2. EDI COLLECTION HISTORY

WAVE YEARS

NUMBER OF CHILDREN
- 2001: 40,312
- 2004: 38,411
- 2007: 38,184
- 2009: 46,944
- 2011: 42,519
- 2013: 43,292
- 2016: 43,377

TOTAL NUMBER OF CHILDREN
- All Waves: 293,039

EDI DATA COLLECTION
- EDI data are collected in February of every school year included in each ‘Wave’ (a 2-3 year data collection period, based on the annual school calendar from September to June).
WHAT IS VULNERABILITY?

EDI vulnerability rates are the percentage of children that are at increased risk of encountering difficulties in the school years and beyond.
Provincial Vulnerability on One or More Scales, by Wave

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<th>Wave</th>
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<tr>
<td>Wave 2</td>
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<td>Wave 3</td>
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<td>Wave 7</td>
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Provincial Vulnerability Rate, Social Competence, by Wave

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<td>Wave 4</td>
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<td>Wave 7</td>
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Provincial Vulnerability Rate, Emotional Maturity, by Wave

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<th>Wave</th>
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<td>Wave 7</td>
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</table>
Early childhood vulnerability in BC, as reflected by EDI data, is a critical issue. The social and economic costs of not addressing vulnerability in the early years is immense in every sector from health, to education, to child welfare and employment, and later the criminal justice system. EDI and other data collected by HELP reflect decades of underinvestment in, and lack of comprehensive attention to, children and families; we have simply not mounted a sufficient collective
How can we think and operate differently?
EDI vulnerability trends and variability in rates across province raise many questions that we at HELP are curious to understand better:

- Connection between family stress (socio-economic, housing, growing inequity, environmental concerns, among others) and child’s social and emotional development
- Relationship between early social and emotional development and later mental health and illness
- Impact of increased technology use
- Physical play and sleep trends
- Barriers to access
How do we collectively make a difference?
Using data more effectively to understand children’s context

Systemic approaches
What is a System?

We often think of a system as an organization, but simply put, a system is *any group of things that interact towards a common goal.*
The early years is a complex adaptive system?
The system is designed to achieve the outcomes we see.....
The Systems Iceberg

Increasing trends in childhood vulnerability

EDI and CHEQ data – shining a light on experience

React

Symptoms

Anticipate

Patterns & Trends

Create

Structures & Processes
A Provincial Child Development Monitoring System

Toddlers 0 - Kindergarten Kindergarten Grade 4 Grade 7 Grade 10

TDI CHEQ EDI MDI MDI YDI

12-24M 0-5Y 5Y 9Y 12Y 15Y
USING DATA MORE EFFECTIVELY TO UNDERSTAND CHILDREN’S EARLY CONTEXT
TDI
Toddler Development Instrument
12 to 24 months

CHEQ
Childhood Experiences Questionnaire
Start of Kindergarten
Early childhood experiences
To shift the current trends and patterns in children’s development, we need consistent population level data to help us understand early experiences.
The Systems Iceberg

Increasing trends in childhood vulnerability

EDI and CHEQ data – shining a light on experience

The underlying drivers of the symptoms

- REACT
- ANTICIPATE
- CREATE

SYMPTOMS
PATTERNS & TRENDS
STRUCTURES & PROCESSES
Structures and Processes

• What are the formalized structures and processes:
  • Programs and Services
  • Human resources
  • Organizations
  • Financial Resources
  • Policies

• What are the informal (or sometimes hidden):
  • Power structures
  • Informal and formal ways of working
  • Relationships
  • Cultural norms
Non Profit Sector & Community Organizations

Ministry for Children & Family

Health

Local government

Early intervention

Family Supports

Child care

Public Health

School Based

Education

Fragmentation
A system with silos
Working toward coordinated and integrated service delivery systems
Breaking down silos
Connecting across sectors
Learning at the centre
Placing children and families in the centre
Imagine if only 10% of BC children were vulnerable when entering Kindergarten. This would result in 4,337 young children identified as vulnerable on the EDI as they enter school – in contrast to the more than 14,000 children.

Imagine how we could use school, community, and provincial resources differently, and prevent a multitude of problems associated with early childhood vulnerability, such as mental illness, school failure, crime, violence, and lack of job readiness.
Discussion questions:

What do you notice about your own early years system – the outcomes it is producing, the way it is working….or not?

What are some of the biggest challenges and opportunities that you are encountering?