

Early Years Conference 2024

● Data in Action: Introduction

Kate Buium & Kinwa Bluesky

HELP, UBC

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Pre-Conference

REPORTS

Explore a wealth of insights on child and youth development through reports released by the Human Early Learning Partnership and its collaborative partners. Dive into comprehensive data sourced from the Child Development Monitoring System, featuring provincial, project, and community/school district-level reports for CHEQ, EDI and MDI. Uncover valuable trends and patterns using our user-friendly EDI and MDI data dashboards, providing a dynamic exploration of data across the province and over time.



Summary Reports by Project

Click on a project logo for summary reports and further information.

TDi**CHEQ****EDI****MDi****YDi**

Discover 20 years of EDI data with HELP's latest release, Wave 8 (2019-2022). The release includes the new EDI Data Dashboard for interactive insights and a Provincial Summary for a comprehensive overview of trends in child development over the years. EDI Data files are available in the Data Library.

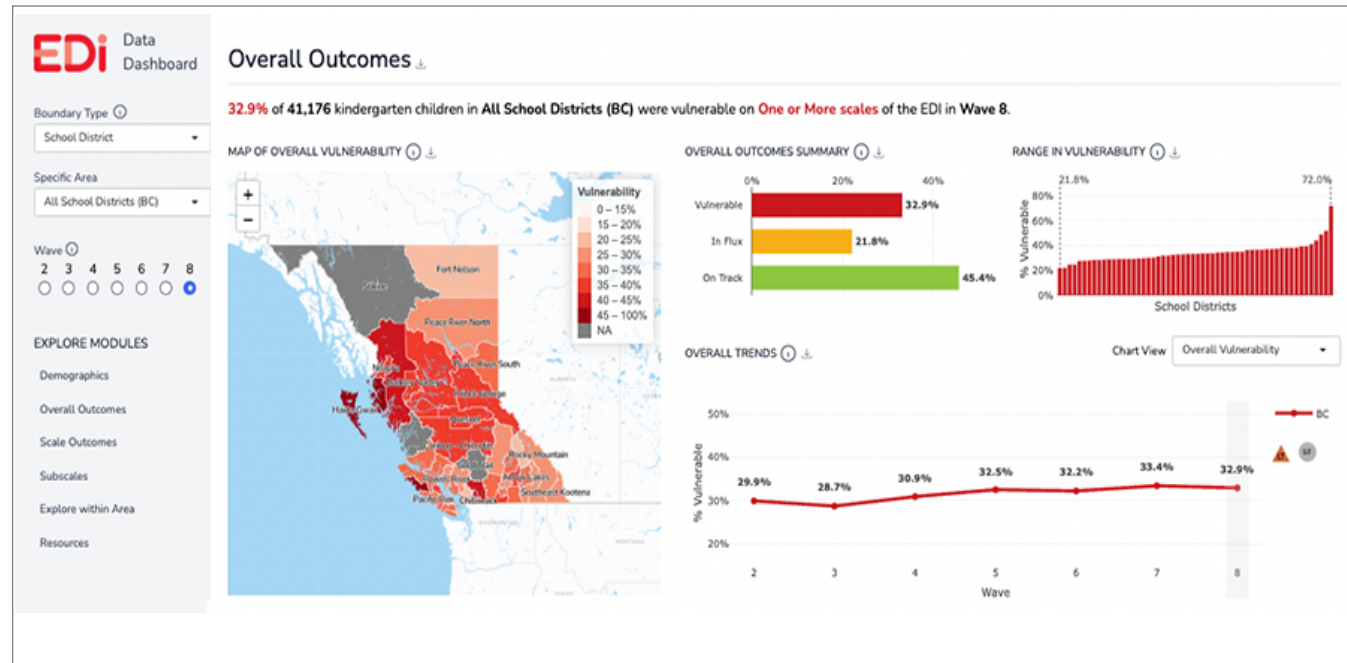
EDI Reports

-  [EDI Wave 8 Provincial Summary](#)
-  [EDI Data Dashboard](#)

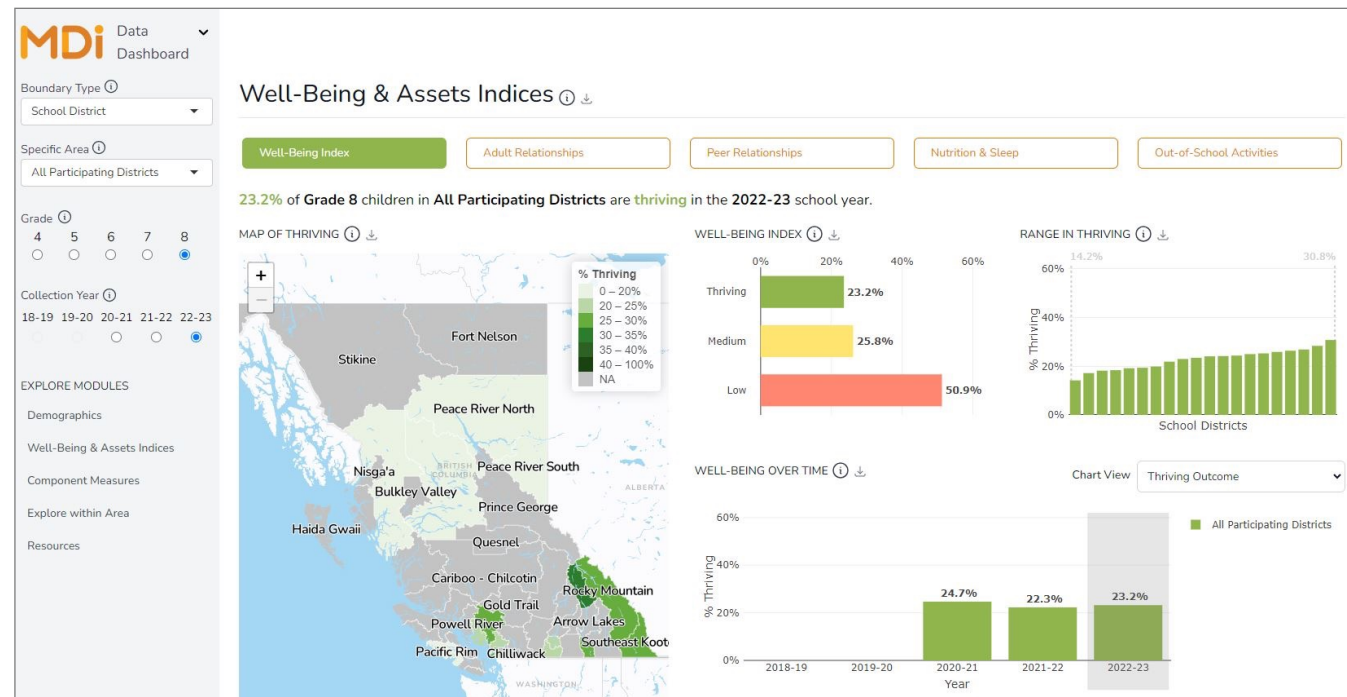
New Data Dashboards!



Data Dashboard
dashboard.earlylearning.ubc.ca

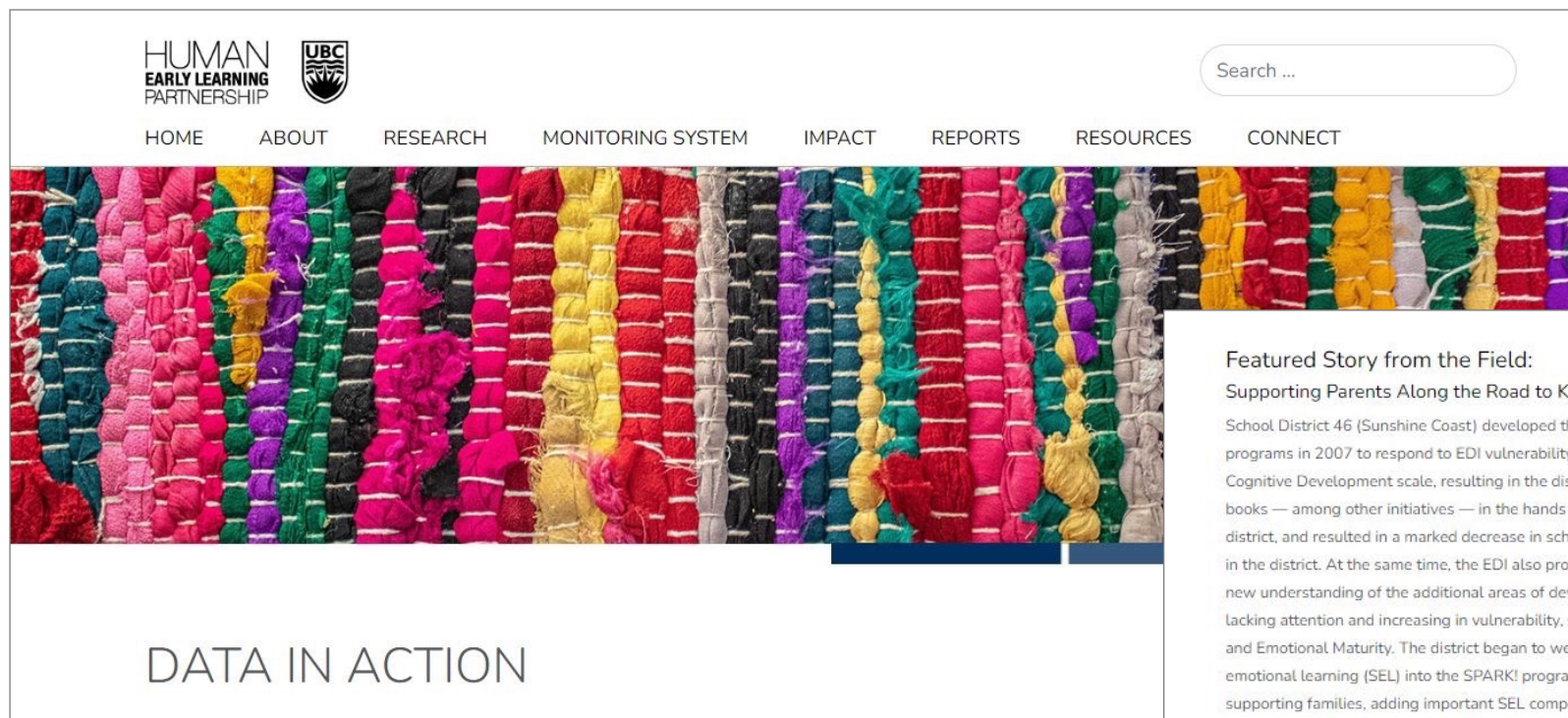


Data Dashboard
mdi.dashboard.earlylearning.ubc.ca



EDi Impact: 20 Years Of EDI Data

For over 20 years HELP has promoted ‘equity from the start’, and used evidence to support and improve the health and well-being of children growing up in BC, Canada and beyond.



The screenshot shows the top section of the EDi website. On the left, there are logos for 'HUMAN EARLY LEARNING PARTNERSHIP' and 'UBC'. To the right is a search bar with the text 'Search ...'. Below these is a horizontal navigation menu with the following items: HOME, ABOUT, RESEARCH, MONITORING SYSTEM, IMPACT, REPORTS, RESOURCES, and CONNECT. The background of the header is a vibrant, multi-colored braided fabric.

DATA IN ACTION

Featured Story from the Field:

Supporting Parents Along the Road to Kindergarten (SPARK!)

School District 46 (Sunshine Coast) developed the SPARK! education programs in 2007 to respond to EDI vulnerability in the Language and Cognitive Development scale, resulting in the distribution of over 50,000 books — among other initiatives — in the hands of families across the district, and resulted in a marked decrease in school-level EDI vulnerability in the district. At the same time, the EDI also provided the district with a new understanding of the additional areas of development that were lacking attention and increasing in vulnerability, such as Social Competence and Emotional Maturity. The district began to weave in social and emotional learning (SEL) into the SPARK! program as a means of supporting families, adding important SEL components into parenting programs such as Positive Discipline and Circle of Security. The district also hired two Family Support Navigators to work with families who need additional supports and connections to referrals and other agencies. The EDI has been the driving force behind these initiatives.



Data in Action Resources

REVELSTOKE COMMUNITY PROFILE

What are the differences that have made a difference in Revelstoke, BC?



A shared understanding of evidence for the importance of the early years



Collecting, sharing, and using data to inform decision-making and monitor progress



Strong leadership, coordination, inter-sectoral collaboration, and leverage of funding



Focus on connectedness and equity

Introduction

HELP has worked closely with communities across British Columbia for more than two decades, collecting data through the Child Development Monitoring System (CDMS) and supporting collaborative cross-sector efforts to improve outcomes for children and their families. This profile aims to outline some of the intentional ways in which the community of Revelstoke has supported its children and families and use these reflections to map out what is possible for the future.

● Importance of the Early Years

Revelstoke has been an active HELP partner from the start. The relationship began in the early 2000s when Revelstoke education and early years professionals attended a research session led by HELP founder Clyde Hertzman. Dr. Hertzman's talk crystallized the need to focus on the early years with an **upstream approach**, noting the link between the early years, poverty reduction and equity.

During the first implementation of the EDI, data for Revelstoke indicated that 19% of kindergarten children were vulnerable in one or more areas of development important to their future success. These data were a significant catalyst to the 2003 formation of the Revelstoke Early Childhood Development Committee (REDCDC) which took an intentional and dedicated approach to considering and responding to data across systems with a focus on supporting young children and their families. This **commitment to the early years** has been carried forward by the REDCDC and its members and has resulted in the implementation of many novel supports and services that seek to promote universal access to positive early childhood experiences. For example, the Revelstoke Child Care Society was recently profiled by the Tamarack Institute for their efforts to improve the quality and sustainability of local child care services through early investment in educator training and recruitment.



Data & Connection Series: Community-Led Research in Comox Valley



Cross-Sector Collaborations Create Early Years Programming to Support Rocky Mountain Transitions into Kindergarten

November 8, 2023 | By: Adrienne Toyé



Data & Connection Series: Innovative Programming in Kootenay-Columbia

June 1, 2023 | By: Adrienne Toyé

Child Development Monitoring System data...



Provide a starting place for conversations
across sectors and communities –
this in itself is an **ACTION**

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● Data to Action: Community Partner

Crystal MacLeod & Glenn Goslin

Rocky Mountain School District,
Early Learning Team

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School District 6 - Rocky Mountain

- ▶ Rocky Mountain School District No. 6 (RMSD6) serves all communities from Golden to Kimberley. There are 18 schools including three alternate schools and one online school in three zones, Golden, including the community of Nicholson, Windermere, including Edgewater, Invermere, and Canal Flats, and Kimberley, including Marysville.



How Do We Use the CHEQ Data?



Collection



Early Years Connections



School Based Analysis



Cycle of Review



CHEQ

Childhood Experiences
Questionnaire

Parent & Caregiver Questionnaire

CHEQ Completion Rates

- ▶ 2020 = 81% completion (174/214)
- ▶ 2021 = 85% completion (228/268)
- ▶ 2022 = 91% completion (215/236)
- ▶ 2023 = 92% completion (189/205)

Key Point From CHEQ Data to Address



2020

- Number 1 barrier to accessing programs and services was “Did not know about it” at 33%



How Do We Increase Parent Awareness of FREE Programs and Services?

► Reimagine Ready, Set, Learn Events

- Change age range
- Change location
- Change focus
- Increase family attendance
- Increase provider attendance



Three Years Later...



2023

- Number 9 barrier to accessing programs and services was “Did not know about it” at 5%

What Does This Potentially Mean For You?



How Do The Schools Utilize the Data?

- ▶ Gathering in Communities
- ▶ School Teams
- ▶ District Level to School Level
- ▶ School Level Action Items
- ▶ Follow Up



Action Stories

SLEEP



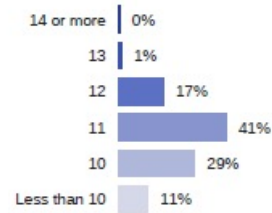
Does the child have a regular bedtime?

ANSWERED: 208



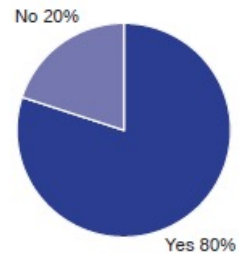
Number of hours the child usually sleeps in a 24 hour period

ANSWERED: 214



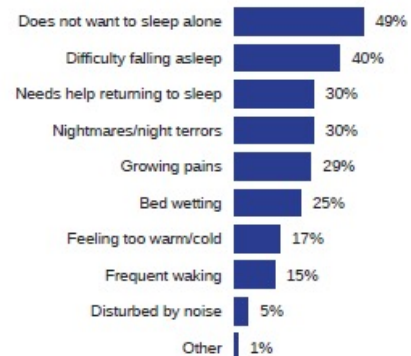
Does the child face challenges when sleeping at night?

ANSWERED: 209



Challenges faced by the child when sleeping at night

ANSWERED: 168



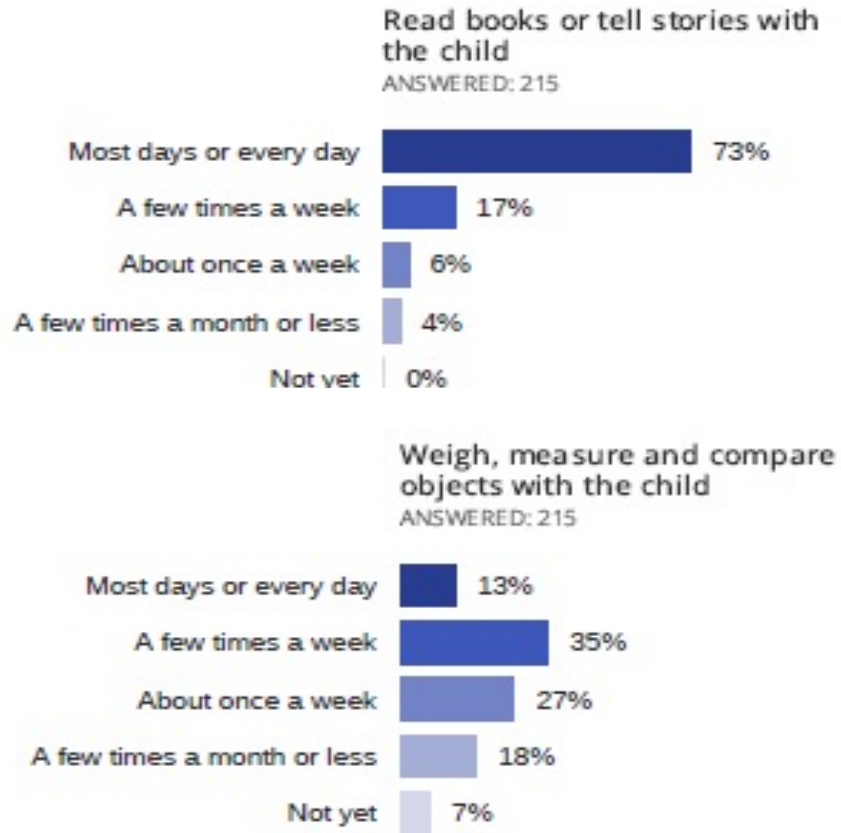
► Family Actions

► Sleep Concerns



Action Stories

- ▶ School Actions
- ▶ Numeracy Noticing

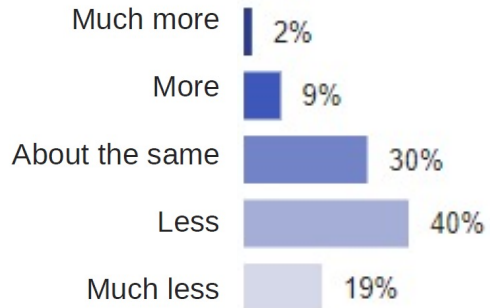


Action Stories

How the following routines/activities were affected for the family due to the pandemic:

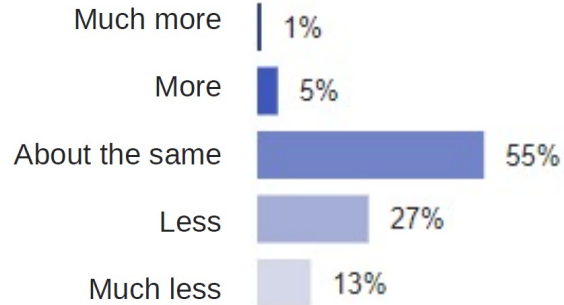
They felt connected to their friends/family

ANSWERED: 223



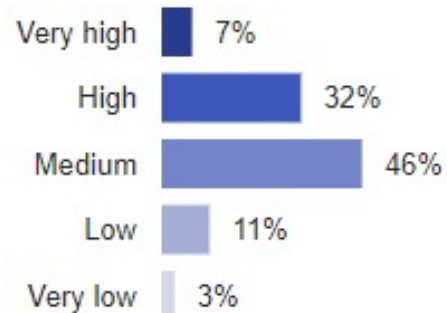
They had time to take care of themselves

ANSWERED: 223



The parent's/caregiver's level of stress in the last six months due to the pandemic

ANSWERED: 219



- ▶ Family Actions
- ▶ Effect to the Parent/Caregiver



Action Stories

Times per week the child took part in energetic physical activity while participating in organized activities over the last 6 months

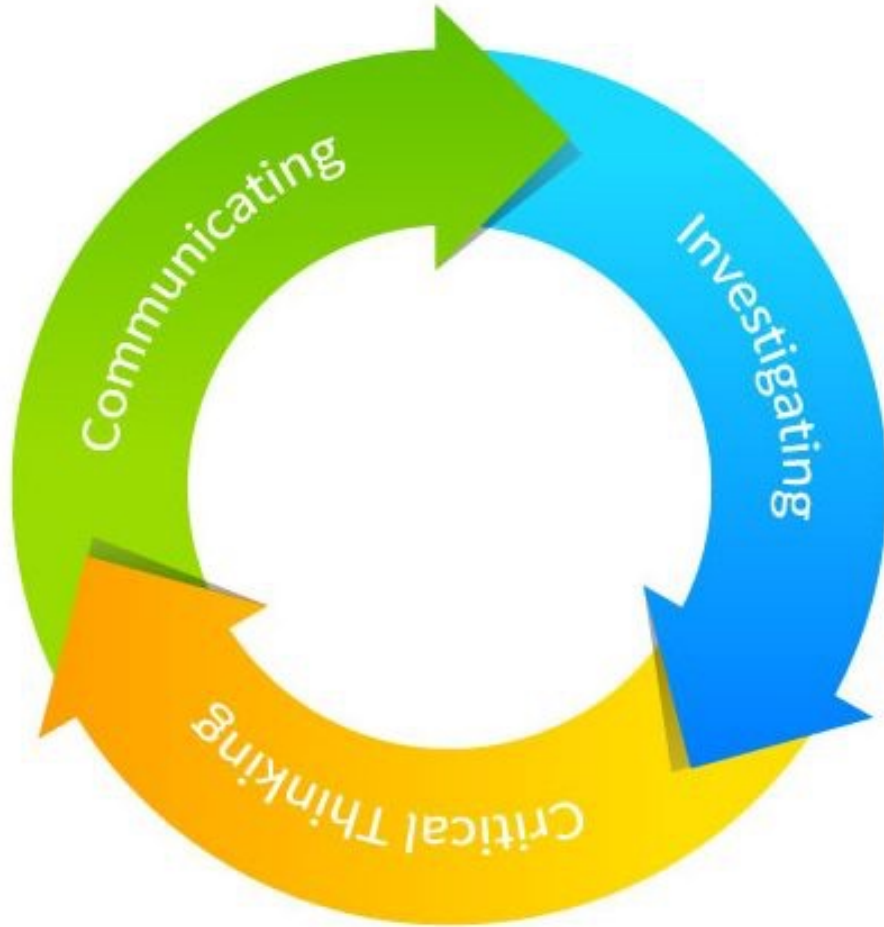
ANSWERED: 228



- ▶ School Actions
- ▶ Outdoor Games



Review Cycle



To Continue The Cycle

Sharing of the
data with
community
partners

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● Data to Action: Community Partner

Michelle Urbina-Beggs

Fraser Health, Maternal and Child Health Program
Clinical Nurse Specialist

Tracy Hoskin

Fraser Health, Wellness Promotion Program
Project Lead, Mental Wellness

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Indigenous Initiatives at HELP

Kinwa Bluesky, Senior Manager



INDIGENOUS NATIONS & LANGUAGES IN CANADA



HELP is building a comprehensive list of First Nations, Métis Nation Homeland (including Métis Settlements and historic Métis communities), and Inuit Nunangat communities and all their spoken languages. These lists support population health surveys and resources that parents/caregivers, educators and children can use when completing a HELP survey or for general reference. The list below is organized by First Nations, Métis Nation Homelands, and Inuit Nunangat communities across provinces and territories, and references self-identified traditional names, spellings and respectful terminology.

These lists are part of the ongoing, collective work toward change and improving the health and well-being of First Nations, Métis and Inuit children and their families. Through guidance of our Aboriginal Steering committee (ASC), we are developing procedures to support First Nations, Métis and Inuit regional and territorial governments who require timely access to data in order to plan, manage and account for investments and outcomes - their children and families' well-being. We know that like any other government, Indigenous governments need data to provide evidence and information for effectively exercising self-determination and decision-making for achieving improved outcomes and serving the needs of their citizens, especially for their children and youth. We invite people to review and contribute to these lists to keep them current and accurate. Please email us at indigenous.initiatives@help.ubc.ca.

Indigenous Nations & Language List

FIRST NATIONS

BRITISH COLUMBIA

Adams Lake Indian Band (Sexqeltqín)	Doig River First Nation (TSAA? ÇHÉ NE DANE)	Haida (Xaadáa/XaaydaGa) - Gaw Tlagée Old Massett
Ahousaht First Nation	Dzawadaʼenuxw First Nation	Haida (Xaadáa/XaaydaGa) - HiGaagilda Skidegate
Aitchelitz First Nation (Áthelets)	Ehattesaht/Chinehkint First Nation (ʔihatisath činaɣint)	Halalt First Nation
Ashcroft Indian Band	Esk'eternc First Nation	Halfway River First Nation
Binche Whut'en	Esquimalt Nation (Xwsepsum)	Heiltsuk Nation (Haifzaqv)
Blueberry River First Nations	Fort Nelson First Nation	Hesquiaht First Nation
Bonaparte Indian Band (St'uxwtéws)	Gingolx	High Bar First Nation (Lienllenéy'ten)
Boston Bar First Nation	Gitanmaax Band	Homalco First Nation (Xwe'malhkww)
Champagne and Alshihk First Nations (CAFN)	Gitanyow Nation	Hupačasath First Nation
Chawathil First Nation	Gitga'at Nation	Huu-ay-aht First Nations
Cheam First Nation (Xwchíyò:m)	Gitlaxt'aamiks	Iskut Band Council
Cheslatta Carrier Nation	Gitsegukla First Nation	Ka'yu:k't'h'/Che:k:tlies7et'h' First Nations
Coldwater Indian Band	Gitwangak Indian Band	Kanaka Bar Indian Band (T'eqt'aqtn'mux)
Cook's Ferry Indian Band	Gitwinksihkw	Katzie First Nation
Cowichan Tribes	Gitxaała Nation	Kenpésq't (Shuswap Indian Band)
Dá'naxda'xw/Áwætłala First Nation	Gwa'sala-'Nakwaxda'xw Nations	Kispiox Band / Anspayaxw
Daylu Dena Council	Gwawaenuk Tribe	Kitasoo / Xai'xais Nation
Dease River First Nation	Hagwilget First Nation Government	
Ditidaht First Nation	Haisla Nation	

Indigenous Student Data Requests

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INDIGENOUS INITIATIVES

HELP aspires to engage in research, data collection and reporting, and engagement and consultation in a culturally-responsive and safe manner that acknowledges the history, language, and culture of Indigenous children and their families. HELP faculty, staff and students continue to engage in learning about the importance of language, culture, identity, traditional land ties, and self-determination for First Nations, Inuit and Métis communities.

HELP also recognizes the importance of conducting research that is oriented by First Nations, Inuit and Métis ways of knowing and knowledge sharing, and the Principles of OCAP™ (Ownership, Control, Access and Possession). Since 2020, HELP has collected EDI and MDI data for Indigenous children in participating schools across BC. First Nations, Inuit and Métis governments, communities and organizations and Indigenous Education Councils are able to request these reports. Access the Indigenous Data Sharing Request form here.

INDIGENOUS DATA SHARING REQUEST

Welcome

We would like to invite First Nations, Inuit, and Métis, governments, communities and organizations, and Indigenous Education Councils to access the Indigenous disaggregated data of their children. Please use the form below to submit your request. If at any time you need help with this form or would like to discuss data access, reporting, and engagement opportunities, please email Kinwa Bluesky, Senior Manager of Indigenous Initiatives at indigenous.initiatives@help.ubc.ca.

Contact Information

Contact Name *

First

Last

Email *

Phone

Requesting Organization Information

Who are you requesting data for? *

- First Nation and/or Chief & Council
- Métis Nation British Columbia (MNBC)
- Indigenous Education Council (IEC)
- Other Organization



First Nations Health Authority
Health through wellness

[OFFICE LOCATIONS](#)

[CAREERS](#)

[CONTACT US](#)



Search...



What We Do

Services, programs, initiatives

Wellness

Tips, guides, resources

Benefits

First Nations Health Benefits

About

All about the FNHA

What We Do

Chief Medical Office

- › [Informed Consent for Contraception](#)
- › [Remembering Keegan](#)
- › **[Sacred and Strong](#)**
 - › [Infancy](#)
 - › [Childhood](#)
 - › [Youth](#)
 - › [Adulthood](#)
 - › [Elderhood](#)

[Communicable Disease Control](#)

[Cultural Safety and Humility](#)

[eHealth and Virtual Health](#)

[Environmental Health and Emergencies](#)

Sacred and Strong



Sacred and Strong – Upholding Our Matriarchal Roles: The Health and Wellness Journeys of First Nations Women and Girls Living in BC

[About the Report](#) • [Report Aims](#) • [Report Structure](#) • [About the Data](#) • [Background](#) • [Report Partnership](#)

Related Links

- › [Infancy and Perinatal](#)
- › [Childhood](#)
- › [Youth](#)
- › [Adulthood](#)
- › [Elderhood](#)

About the term "woman"

Sacred and Strong honours and celebrates the strengths of all First Nations people living in BC who identify as or express themselves as women, including cisgender females, trans women, non-binary people and those who identify Two-Spirit or Indigiqueer.

SACRED AND STRONG: UPHOLDING OUR MATRIARCHAL ROLES

THE HEALTH AND WELLNESS JOURNEYS OF BC FIRST NATIONS WOMEN AND GIRLS



fnha.ca

SACRED AND STRONG: UPHOLDING OUR MATRIARCHAL ROLES

THE HEALTH AND WELLNESS JOURNEYS OF BC FIRST NATIONS WOMEN AND GIRLS



GENERAL HEALTH



87%

OF INDIGENOUS
GIRLS REPORTED
BEING IN "GOOD"
OR "EXCELLENT"
HEALTH

2017/18 | MDI

MDi

CARING ADULTS

Strong kinship ties within First Nations communities help to ensure that girls are surrounded by caring adults, and these attachments have significant impacts on a child's life. Whether the adult is a family member, someone in the community, or a teacher, these relationships can help a child to feel more connected and have a sense of belonging.



79.6%

OF INDIGENOUS GIRLS
HAD CARING ADULTS IN
THEIR LIVES – EITHER
THROUGH SCHOOL, IN
THEIR NEIGHBOURHOOD
AND/OR IN THE HOME



- 70.1% at home
- 77.6% from school
- 59.9% in their neighbourhood

2017/18 | MDI

SACRED AND STRONG: UPHOLDING OUR MATRIARCHAL ROLES

THE HEALTH AND WELLNESS JOURNEYS OF BC FIRST NATIONS WOMEN AND GIRLS



MDi

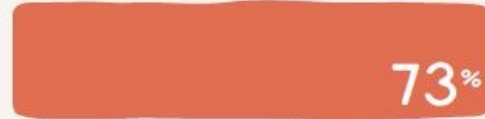


SUPPORTIVE SYSTEMS

SCHOOL SUPPORT AND BELONGING

Indigenous girls in Grade 4 were more likely than Indigenous girls in Grade 7 to feel a higher level of support at school.

INDIGENOUS GIRLS IN GRADE 4



INDIGENOUS GIRLS IN GRADE 7

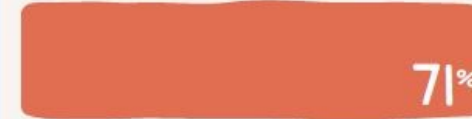


2017/18 | MDI

STRONG SENSE OF BELONGING AT SCHOOL

Indigenous girls in Grade 4 were more likely than Indigenous girls in Grade 7 to feel a strong sense of belonging at school.

INDIGENOUS GIRLS IN GRADE 4



INDIGENOUS GIRLS IN GRADE 7



2017/18 | MDI

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- Data to Action: Community Partner

Erica Pepevnak &
Jenna Lancaster (?lxc'amgilakw)

South Island Indigenous Authority

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Who is the South Island Indigenous Authority (SIIA)?



- SIIA is the Indigenous Governing Body representing 8 South Island Nations and Indigenous guests on our territories
- SIIA is leading the Nations' efforts to develop our own law and service delivery structure



Territory

- ✘ *"Everything that goes on in our Longhouse is under our care"*
- ✘ School Districts 61-64

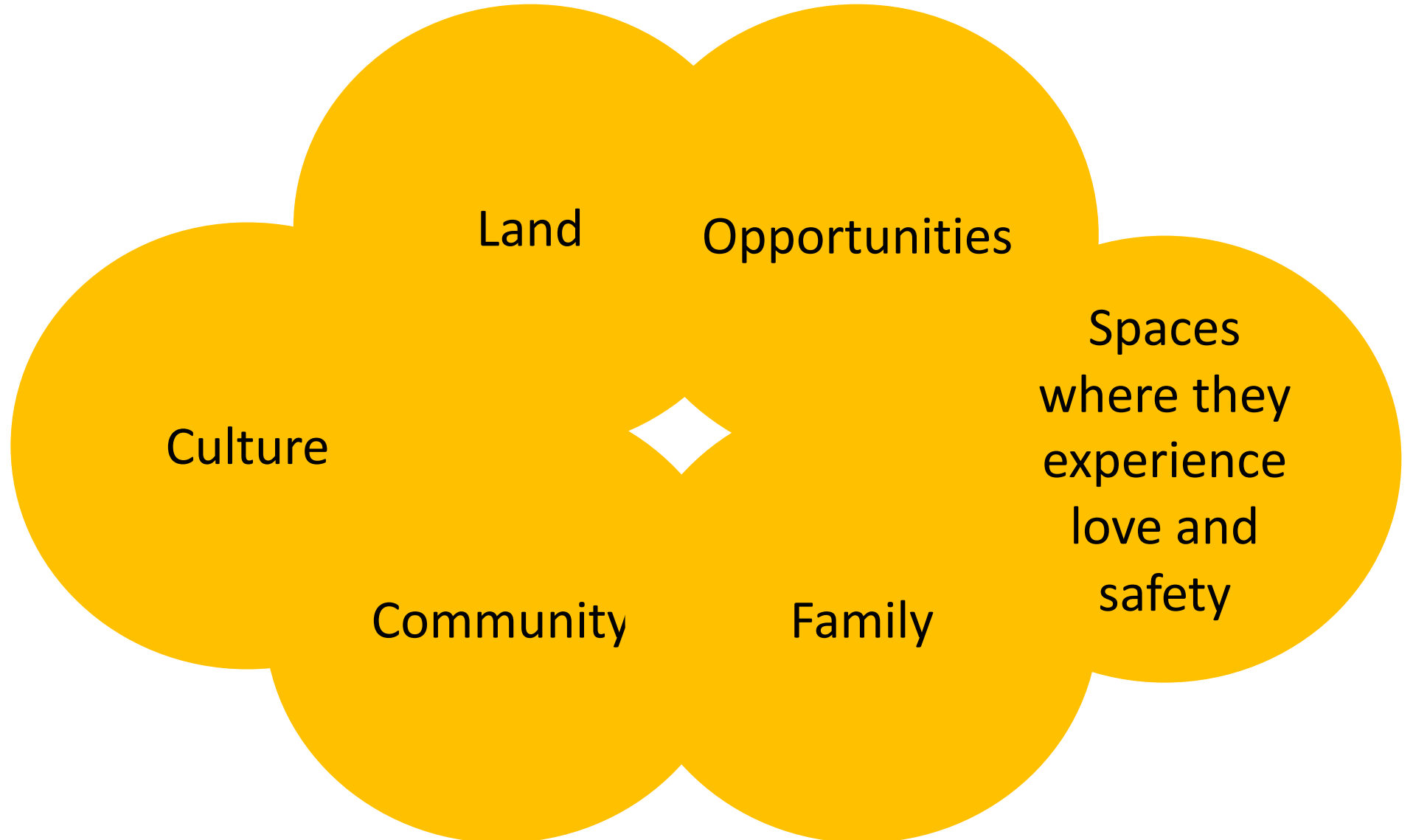




Understanding Wellness through our own Stories

- Engaging communities

● **Stories** → **Wellness Indicators**



● Wellness Indicators → Measurement Tools

.... Our kids know (or are learning) their language

... Our kids feel safe at home and in their community

...have healthy people feel safe with, and can call on for help, in their community

... Our kids are proud of who they are and where they come from

Which language(s) do you speak at home..?

In my neighbourhood/community there is an adult... Who really cares about me

Are there safe spaces in your neighbourhood/community where you feel comfortable to hang out

Who would you talk to if you were feeling sad, stressed, or worried....

In general, I like being the way I am. I have a lot to be proud of

HELP's Child Development Monitoring System captures

57-79%

**of what our communities want to know
about their children and youth**

● Future Possibilities

- Currently going back to community with draft plans
- Creating our own modules



● Final Points

- Access to disaggregated data is so important
- Creating partnerships with Indigenous Community Leadership and planning bodies

"Governance without data is just an exercise of humility"

-Gwen Phillips (Ktunaxa)

Indigenous Data Sovereignty Advocate

Thank you!

Huy ch q'u | ʔeeeko ʔeeeko | HÍSW̱ḴE | háýsx^w ǵə



www.siia.ca



South Island Indigenous Authority



South Island Indigenous Authority

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● Data in Action: Q&A Panel Discussion

South Island Indigenous Authority - Erica Pepevnak & Jenna Lancaster

Fraser Health - Tracy Hoskin & Michelle Urbina-Beggs

Rocky Mountain School District - Crystal MacLeod & Glenn Goslin

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Thank you!



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