Key Messages

- Beginning in 2014-15, schools boards will be responsible for the administration and the collection of the Early Development Instrument (EDI) data. This province-wide data collection approach is a change from the past region-by-region approach.

- Teachers will complete the EDI for each kindergarten student who will be starting Grade 1 the following year.

- Moving forward, the EDI process will include:
  - one year of planning and preparing;
  - one year of data collection across the entire province; and
  - one year of knowledge mobilization.

- The EDI is a population measure of children’s developmental health and well-being at school entry. The EDI measures early childhood development in five areas:
  - physical health and well-being;
  - social competence;
  - emotional maturity;
  - language and cognitive development; and
  - communication skills and general knowledge.

- This is an important instrument of child development that has been used in Ontario for the past decade as a measure of children’s readiness for Grade 1. EDI data is used by:
  - communities to plan for services at the local level and to mobilize the community to support healthy child development;
  - school boards to set improvement goals and to plan programming; and
  - provincial, national, and international governments and organizations to monitor the developmental well-being of their youngest citizens. The EDI was also used as a measure to evaluate full-day kindergarten.

General Qs & As

Q1. What is the EDI?
   The EDI is a population measure of children’s developmental health and well-being at school entry. The EDI measures early childhood development in five areas:
   - physical health and well-being;
   - social competence;
   - emotional maturity;
   - language and cognitive development; and
   - communication skills and general knowledge.
Q2. **How is the EDI used in Ontario?**
The EDI has been used in Ontario for the past decade as a measure of children’s readiness for Grade 1. EDI data is used by:
- communities to plan for services at the local level and to mobilize the community to support healthy child development;
- school boards to set improvement goals and to plan programming; and
- provincial, national, and international governments and organizations to monitor the developmental well-being of their youngest citizens. The EDI was also used as a measure to evaluate full-day kindergarten.

Q3. **Who completes the EDI and for whom is the EDI completed?**
Since inception, the EDI has been completed by certified teachers for students in kindergarten.

Q4. **How often was EDI data collected in the past and how many EDI cycles have been collected?**
Historically, the EDI data has been collected from each Ontario school board once every three years. Three provincial cycles of the EDI have been collected to date. The most recent cycle of EDI data collection occurred in the 2009-10, 2010-11, and 2011-12 school years.

Q5. **Does the Ministry of Education intend to continue to collect EDI data in the same way it has been collected in the past?**
The Ministry intends to continue to have certified teachers complete the EDI for each kindergarten student who will be starting Grade 1 the following year. The Ministry also intends to continue a three-year process for the EDI; however, only one year will be dedicated to data collection. In the future, the EDI process will include: one year of planning and preparing; one year of data collection across the entire province; and one year of knowledge mobilization. The 2014-15 school year will be a year of data collection.

Q6. **Why will the EDI data be collected from the entire province in a single year?**
Province-wide data collection in a single year will allow for point-in-time EDI results across the entire province which is important for comparative and analytical purposes. Single year data collection will also allow for resources to be focused solely on reporting, knowledge mobilization, community planning, and policy development in the year(s) following data collection.

Q7. **What is the Kindergarten Parent Survey (KPS) and will it be used in the next cycle of EDI data collection?**
The KPS is a survey designed to obtain information from the perspective of parents/guardians on family characteristics and experiences of children before they enter kindergarten. Historically, the KPS was undertaken concurrently with the collection of the teacher-completed EDI. The KPS is under review and will not be used in the next cycle of EDI data collection.

Q8. **When did the Ministry of Education become responsible for the EDI?**
Responsibility for the EDI transferred to the Ministry of Education from the Ministry of Children and Youth Services in 2013-14 (effective October 22, 2013).
Q9. **Who will be responsible for the administration of the EDI?**
Beginning in 2014-15, the administration of the EDI will rest with Ontario’s publicly-funded school boards. Now that responsibility for the EDI has moved to the Ministry of Education, it is important to integrate the EDI within education. By building on existing school board linkages and leveraging existing school board resources, this change in the administration of the EDI will facilitate more streamlined and consistent data collection and dissemination across the province.

Q10. **Is EDI data collection associated with PPM 155?**
Policy/Program Memorandum No. 155 (PPM 155) was issued by the Ministry of Education on January 7, 2013 and discusses the use of formal diagnostic assessment tools by teachers. Since the EDI is not an individual diagnostic assessment tool, it does not apply to PPM 155.

**Operational Qs & As**

Q1. **What is the role of the Offord Centre for Child Studies?**
The Offord Centre for Child Studies at McMaster University will work in collaboration with the Ministry of Education to build capacity and share knowledge with respect to the EDI. This work includes developing and delivering education and training activities, producing documentation, maintaining the e-EDI system, conducting analysis, producing reports, and sharing their expertise.

Q2. **What are DACs and DAC host agencies?**
Data Analysis Coordinators (DACs) are community resources that support data gathering, analysis, and reporting in Ontario’s early years sector. DACs are hosted in a wide variety of funded agencies including cities/regions, health units, family resource centres, and child care resource centres. This network of approximately 54 DACs has historically been responsible for administering the EDI data collection. The province has benefited from the leadership of DACs and their host agencies.

Q3. **What will be the role of DACs in the next cycle of EDI implementation?**
DACs will remain in their current roles with their current host agencies for the next cycle of the EDI data collection. In the past, DACs have been responsible for liaising with school boards and developing EDI implementation plans, attending EDI training sessions, providing the Offord Centre for Child Studies with finalized EDI databases, and developing local-level knowledge mobilization products. DACs will continue to support their communities in the dissemination of EDI-related activities, including reporting and knowledge mobilization. DACs will no longer be responsible for obtaining class lists as this will be completed within the reporting mechanisms between school boards and the Ministry.

Q4. **What training is required to complete the EDI?**
Many Ontario teachers have had EDI training in the past. Some of these teachers may benefit from refresher training. Certified teachers who are completing the EDI for the first time will receive training.

Training schedules will be organized with school boards in collaboration with the Offord Centre for Child Studies and will include the DACs. Typically, training is a half-day commitment for which school boards receive funding for teacher release time.
Q5. **What training and information sessions will be available?**
Information and training sessions on the EDI will be provided for:
- school board OnSIS leads in October-November 2014;
- Data Analysis Coordinators and host agencies in October-November 2014;
- Early Years Leads and Consolidated Municipal Service Managers/District Social Services Administration Boards in November 2014; and
- kindergarten teachers in January 2015.

Q6. **Why will the EDI be completed by kindergarten teachers rather than by early childhood educators?**
As in the past, the operational completion of the EDI will be done by kindergarten teachers. Educator teams (certified kindergarten teachers and registered early childhood educators) and other school board staff supporting the educator teams (e.g. teaching assistants and special education teachers) are encouraged to collaborate on sharing information required for the EDI assessments.

Q7. **How long does it take certified teachers to complete the EDI?**
Completion of the EDI requires 10-minutes per student when using the e-EDI system and almost all school boards use the e-EDI system. A few school boards continue to collect EDI data with paper forms, which typically requires 20-minutes per student. School boards receive funding for teacher release time to complete the EDI in accordance with the e-EDI completion time.

Q8. **Will school boards receive funding to support the administration of EDI?**
The Ministry will provide school boards with funding for teacher release time for EDI training and data collection.

Q9. **When will EDI data collection in 2014-15 begin and end?**
The Ministry anticipates that EDI data will be collected across all school boards between January and April 2015.