

DEVELOPMENTS

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Welcome to the New *Developments* Newsletter

The Applied Research Branch (ARB) of Human Resources Development Canada (HRDC) plays a leadership role in supplying information to the federal government for the formulation of policy related to children and youth.

Through the Applied Research Branch, HRDC sponsors several unique surveys that support longitudinal research on children and youth, from birth through the major transitions to adulthood.

Until now, the *Developments* Newsletter has provided information about the *National Longitudinal Survey of Children and Youth* (NLSCY) and other initiatives such as *Understanding the Early Years* (UEY) and the *National Children's Agenda* (NCA). However, in recognition of the need to be more inclusive of research on the transitions of young children, as well as the transitions of youth into adulthood, this issue of *Developments* will introduce the reader to the *Youth in Transition Survey* (YITS) and the *Programme for International Student Assessment* (PISA). The upcoming 2002 conference will also be featured in this edition.

We look forward to providing information on future ARB projects related to children and youth.



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NLSCY Opportunities for Doctoral Scholars

The Applied Research Branch is pleased to announce the launch of a three year joint research initiative with the Social Science and Humanities Research Council's (SSHRC) Strategic Grants program. This joint research theme, entitled "Fellowship Supplements for Research on Canadian Children and Youth," will provide financial support to outstanding SSHRC doctoral and post-doctoral fellows. Starting June 2002, ARB will award up to five (5) successful applicants with a top up supplement of \$5,000 for one year over and above the SSHRC grant for those proposing policy relevant research using the National Longitudinal Survey of Children and Youth (NLSCY).

The resulting body of work from this joint initiative will complement the ongoing research support activities of the ARB, which generates policy relevant research to guide child and social development as well as human capital development. With the assistance of SSHRC, Canada's primary granting agency for research in the field of social sciences and humanities, this research initiative will encourage progressive research on children and youth by SSHRC doctoral and postdoctoral fellows.

The objectives of the joint initiative are to:

- Expand research capacity on Canadian children and youth by encouraging use of NLSCY;
- Encourage and assist cooperation between researchers and policy makers;
- Stimulate policy-relevant research into key areas of inquiry in the field of Canadian children and youth; and
- Encourage the training of future researchers in the field of Canadian children and youth.



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2002 Conference



Improving the Odds through Integrated Research, Policy and Practice

The Applied Research Branch will be hosting *Ready, Set, Go!*, a national dialogue conference, from January 30th to February 1st, 2002 at the Ottawa Congress Centre. This conference will let researchers, policymakers and practitioners discuss key social issues facing Canada today such as:

1. How to best support Canadian **families** and their **children**;
2. How to help Canadians build the **skills** and take advantage of the **lifelong learning** opportunities they need in the new economy; and
3. How to enable disadvantaged Canadians to move from positions of **exclusion** to full **inclusion** in society.

Participants will find out about the latest in research, policy and practice. Expert presenters will include Greg Duncan and Dan Keating on how community influences family issues, Dan Offord on

early child development in Canada, and Clyde Hertzman on how social capital affects children.

Throughout the conference, our focus will be on lifespan and cross-sectoral analysis, as well as dialogue. Participants will be encouraged to give policy and practice perspectives on the research presented, including exciting new findings on Canadian youth. We invite delegates to highlight their best practices in integrating research, policy and practice through our poster session. As well, promotional opportunities will be available.



For more information about *Ready, Set, Go!*, visit <http://www.hrdc-drhc.gc.ca/readyssetgo> or call 1-800-342-7146 Ext. 257.

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Youth in Transition Survey

The Youth in Transition Survey (YITS) is a new Canadian longitudinal survey designed to collect vital information about major transitions in young people's lives, particularly between education, training, and work. The information collected from YITS will be used to support policy planning and decision making about youth.

The first cycle of YITS was administered in 2000 to two different age groups of youth; a younger group 15 years old and an older group 18 to 20 years of age. Over 50,000 youth are taking part in the survey across the two age groups, a nationally and provincially representative sample. In addition to information collected from the youth themselves and from the parents of the 15-year olds, the 15-year-old youth were assessed in reading and literacy through the Programme for International Student Assessment (PISA).

YITS is sponsored by HRDC and is carried out in partnership with Statistics

Canada (SC). The Council of Ministers of Education Canada (CMEC) and Provincial Ministries and departments of labour and education collaborated with HRDC and SC on PISA.

In light of these survey objectives, YITS provides a wide range of information on the education and employment experiences of youth. Among other things, data are collected from youth on their high school experiences, dropping out of school, post-secondary education (among the older youth), employment histories, barriers to education and employment, skills, training and volunteering. Financial data is also collected from the older youth including information on personal income, student loans and other post-secondary financing. Examining the experiences of youth on these topics will help shed light on the factors that promote or impede the transition to the labour market and adulthood. The longitudinal design of the survey is particularly well-suited to capture information on the education and career trajectories of these youth.

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Information on these youth will be collected every two years for a period of several years. The first findings on the 15-year-old youth, including detailed PISA results, will be released in December 2001. First results on the YITS 18-20-year-old cohort will be released in January 2002. Additional information on YITS can be found at the project web site: www.pisa.gc.ca/yits



Programme for International Student Assessment

The Programme for International Student Assessment (PISA) is a project initiated by the Organization for Economic Co-operation and Development (OECD). PISA was designed to provide policy-oriented international indicators of the skills and knowledge of 15-year-old students in reading, mathematics and science.

Thirty-two countries participated in the first PISA survey in 2000. Subsequent PISA administrations are scheduled to take place in 2003 and 2006.

In Canada, the 2000 PISA survey was carried out through a partnership between HRDC, SC, CMEC and Provincial Ministries and departments of education.

The data generated from PISA will be useful to address a number of questions. For example, how well are young adults prepared to meet the challenges of the future? Are they able to analyze, reason and communicate their ideas effectively? Do they have the capacity to continue learning throughout life? And finally, are some kinds of school organization more effective than others?

For each administration of PISA, two-thirds of the testing instrument is devoted to a major literacy domain. The major literacy domain tested for PISA 2000 was reading. In 2003, mathematics will be the major domain, while science will be the focus of the 2006 PISA test.

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The PISA 2000 survey included a two-hour-long direct assessment of students' skills through reading, mathematics and science tests. Students also completed a questionnaire on background information, and a smaller questionnaire on information technology. Finally, PISA 2000 surveyed school principals to collect information on school's characteristics.

In Canada, 30,000 15-year-old students from 1,200 schools were surveyed. Thus, provincial, national and international comparisons are possible. For other countries, between 4,000 and 10,000 students were typically tested. These same Canadian youth also participated in the Youth in Transition Survey (YITS). A key benefit of linking PISA with YITS is that it provides greater research capabilities, in that information on measured achievement of youth at age 15 (via PISA) can be linked with information on school-work transitions (via YITS) over time.

A Pan-Canadian report is scheduled to be released in December 2001. This report will outline PISA results for Canada, and comparisons will be made with selected countries. Research on selected topics associated with the Canadian PISA results will follow in subsequent years. An OECD international report is also scheduled to be released in December 2001, and will present PISA results for all countries. For 2002, the OECD is also planning to release three thematic reports, one on reading literacy as a foundation skill, a second on social background and equity and a third will be the public version of the data-oriented report.

Additional information on PISA can be found at the Canadian project web site:

www.pisa.gc.ca



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NLSCY Content Development Update

The team is hard at work on content for our Cycle 5 collection, due to begin next fall, 2002.

Since the last newsletter, some important steps in the content development process have occurred, including:

- An Expert Advisory Group (EAG) Meeting last December 2000;
- Ongoing consultation with experts;
- Focus testing for 10 to 19 year olds in September 2001; and currently,
- Preparation for the up-coming field-test in February 2002.

Through these steps, some concerns have been recognized. We are reviewing the length of the interview and the perception of repetitive questions in trying to address respondent burden and refusal rates. The challenge is to maintain consistency across cycles while streamlining the instruments.

In Cycle 5, our oldest cohort will be turning 18 and 19 years old. These late adolescent years are significant in human development as they represent a

period marked by multiple transitions into adulthood. For the first time in their lives, youth are faced with a wide range of options about school, careers, health and social relationships. The new content for this age group aims to capture and reflect these transitions while still maintaining continuity with past content. In addition, the shift from parent to youth as the main respondent is now complete with the 18 and 19 year olds.

Some new content being considered for Cycle 5 includes:

- Moving out of the parental home (18-19 year olds)
- Career Aspirations (18-19 year olds)
- EQi:Y- a scale of emotional intelligence (10-19 year olds)
- Social Support scale (18-19 year olds)
- Computer use (3 to 19 year olds) and Internet access (10 to 19 year olds)
- Physical activity questions (10-19 year olds)

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NLSCY Measures of Cognitive Development

The content development process includes long-term planning for a consistent measurement of outcomes across ages. For example, the measures of cognitive development progress from vocabulary development through math skills to life skills. The following charts illustrate the measures for the different cohorts as they are followed over time. (Note that there may be some changes in future cycles, as details are worked out and constraints of feasibility, budget and respondent burden are respected.)

Original Longitudinal Cohort

COHORTS...						
MEASURES AT AGE...	Aged 0-1 in Cycle 1	Aged 2-3 in Cycle 1	Aged 4-5 in Cycle 1	Aged 6-7 in Cycle 1	Aged 8-9 in Cycle 1	Aged 10-11 in Cycle 1
4-5	PPVT - R	PPVT - R	PPVT - R	---	---	---
6-7	PPVT - R (age 6) Math (age 7)	PPVT - R (age 6) Math and Reading (age 7)	PPVT-R (age 6) Math and Reading (age 7)	Math (age 7)	---	---
8-9	Math	Math	Math and Reading	Math and Reading	Math	---
10-11	Math	Math	Math	Math and Reading	Math and Reading	Math
12-13	Math	Math	Math	Math	Math and Reading	Math and Reading
14-15	PPVT - R	PPVT - R	PPVT - R	PPVT - R	Math	Math and Reading
16-17	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
18-19	Life skills	Life skills	Life skills	Life skills	Life skills	Self-assessment
20-21	Life skills	Life skills	Life skills	Life skills	Life skills	Life skills
22-23	Life skills	Life skills	Life skills	Life skills	Life skills	Life skills
24-25	Life skills	Life skills	Life skills	Life skills	Life skills	Life skills

Cycle 1	Cycle 2	Cycle 3	Cycle 4	Proposed Cycle 5	Proposed future cycles
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Additional sample of younger children

Measures at age ...	Aged 0-1 in Cycle 2	Aged 0-1 in Cycle 3	Aged 0-1 in Cycle 4	Aged 0-1 in Cycle 5	Aged 0-1 in Cycle 6
Measures at age 0-1	—	—	Ages & Stages	Ages & Stages	Ages & Stages
Measures at age 2-3	—	Ages & Stages	Ages & Stages	Ages & Stages	Ages & Stages
Measures at age 4-5	PPVT Who Am I? Number Knowledge	PPVT Who Am I? Number Knowledge	PPVT Who Am I? Number Knowledge	PPVT Who Am I? Number Knowledge	PPVT Who Am I? Number Knowledge

The *Ages and Stages* is an assessment of five domains of development including problem solving. The *PPVT-R* measures receptive vocabulary, the *Who Am I?* involves copying shapes and printing symbols and the *Number Knowledge* measures the child's understanding of numbers. For more details refer to the previous edition of *Developments* (Vol. 5, No. 1).

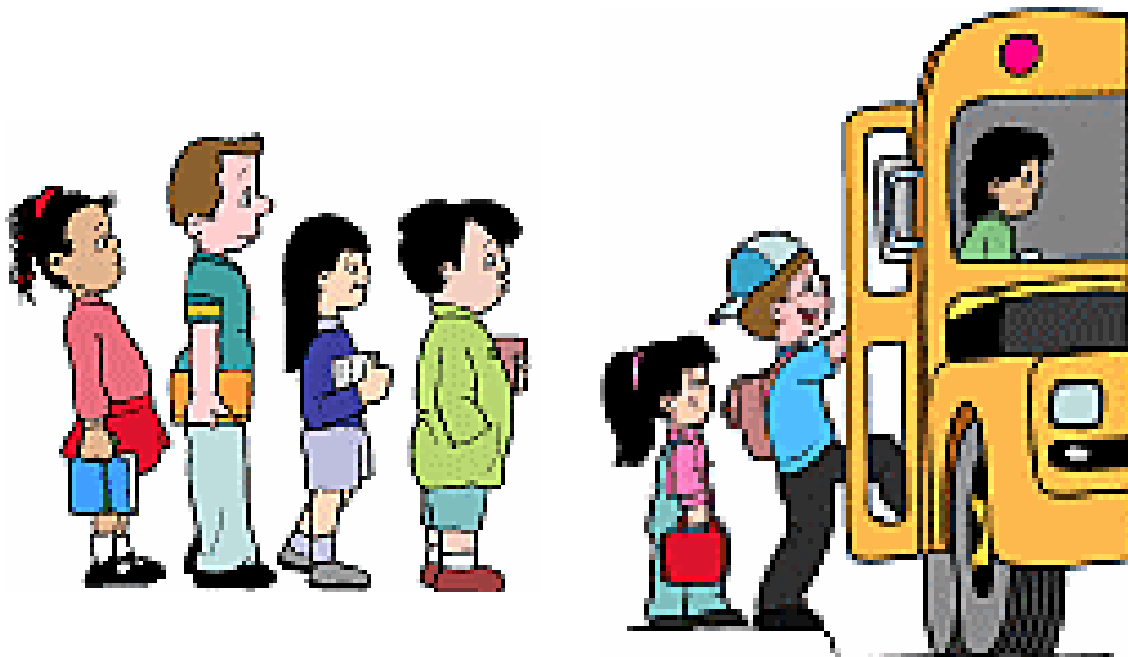
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Upcoming Data Collections & Releases

Data	Collections		Releases	
	Completed	Planned	Completed	Planned
NLSCY	Cycle 1 – 1994 Cycle 2 – 1996 Cycle 3 – 1998 Cycle 4 - 2000	Cycle 5 – 2002	Cycle 1, 2, 3	Cycle 4 - 2002
YITS	Cycle 1 - 2000	Cycle 2 – 2002		Cycle 1 - 2002
PISA 2000	PISA 2000			2001
PISA 2003		PISA 2003		



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RESEARCH DEVELOPMENTS

Cycle 3 Research

The NLSCY directed research program is in full swing once again. The next round of research papers was selected through a request for proposals that was held over the summer months. It generated a variety of high quality proposals and we are happy to announce that we were able to fund nine of them. Each of the papers will examine the first three cycles of data that are available in the NLSCY, which follow children from 1994 through to 1998.

Status of cycle 2 research papers

The following research papers from cycle 2 have been published, or are in press, and will be available through our web site or by contacting our publications office.

- **A Follow-up Study of Child Hunger in Canada**, W-01-1-2E (Lynn McIntyre, Gordon Walsh, & Sarah Connor).
- **Marital Transitions and Children's Adjustment**, W-00-1-3E (Thomas G. O'Connor and Jennifer M. Jenkins).
- **Economic Resources and Children's Health and Success in School**, W-01-1-4E (Lori Curtis, Shelley Phipps).

- **Poverty and Well-being of Children in Canada and U.S.:** Does it Matter how we Measure Poverty? (Lori Curtis, Shelley Phipps).
- **Multi-level Effects on Behaviour Outcomes** (Richard Tremblay, Bernard Boulerice, Holly Foster, Elisa Romano, John Hagan, Raymond Swisher).
- **Food Insecurity in Canada in 1998-1999** (Bruno Rainville, Satya Brink)
- **A Contextual Approach to the Study of Childhood Injuries: Effects of Neighbourhood, Family and Child Characteristics on Childhood Injuries** (H. Soubhi, P. Raina, D. Kohen, B. Forer, L. Olsen).
- **Dating and Sexual Activities of Canadian Boys and Girls in Early Adolescence: Normative Patterns and Bio-Pscho-Social Risks for Early Onset of Heterosexuality** W-01-1-7E (Jennifer Connolly, Ali Taradash, Trish Williams).
- **Changes in Poverty Status and Developmental Behaviours: A Comparison of Immigrant and Non-Immigrant Children in Canada**, W-00-1-1E (Morton Beiser, Feng Hou, Violet Kaspar, and Samuel Noh)



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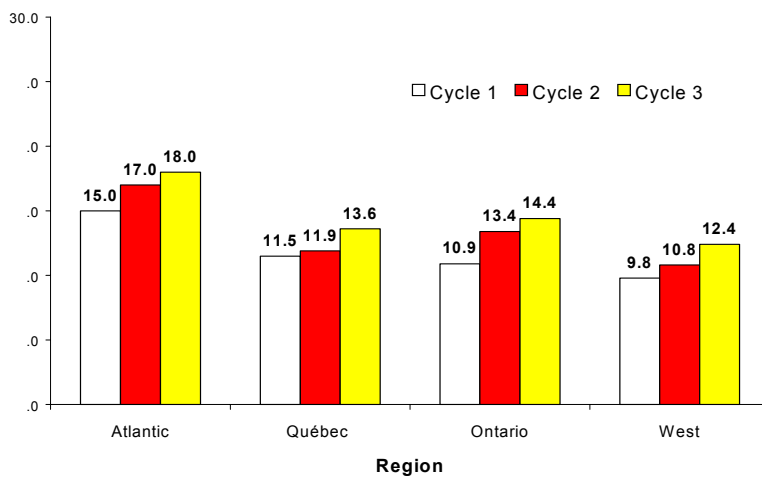


Recent Findings

The following charts are examples of how researchers use the longitudinal data of the NLSCY.

Asthma rates are higher in the Atlantic Provinces

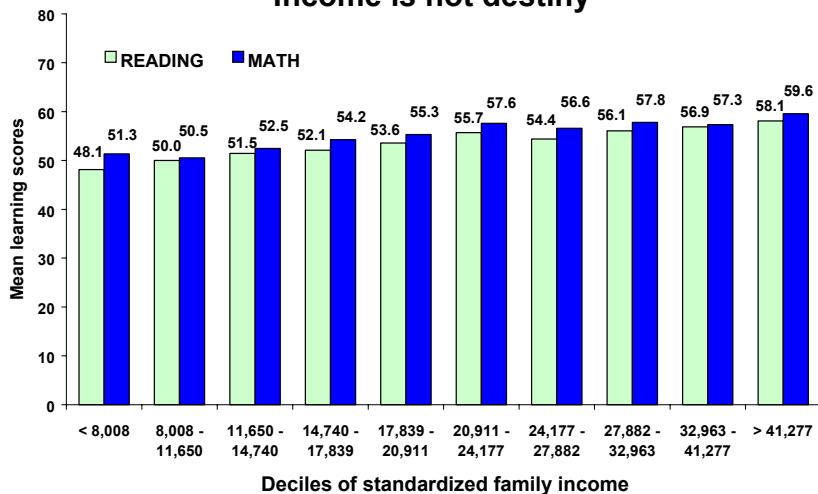
- Asthma rates are increasing over time in each region, but are highest in the Atlantic Provinces
- In cycle 3, 14% of children had asthma
- 6.4% of children were using inhalants



*For children aged 0-15

- Mean learning scores for children aged 7 to 15 years old in Canada increase slightly with family income.

Income is not destiny



Source : NLSCY, cycle 2 & 3

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Interesting Research Using NLSCY Data

Comparing developmental outcomes for children in care with those for other children in Canada.

Robert Flynn, Chantal Biro
Children and Society. (v12/n3, p228-33) June 1998.

Child hunger in Canada: Results of the 1994 National Longitudinal Survey of Children and Youth.

L. McIntyre, Sarah Connor, J. Warren
Canadian Medical Association Journal. (v163 /n8, p961-65) Oct 2000.

The Clustering of Severe Behavioural, Health and Educational Deficits in Canadian Children: Preliminary Evidence from the National Longitudinal Survey of Children and Youth.

T. J. Wade, D. J. Pevalin, A. Brannigan
Canadian Journal of Public Health. (v 90/n4, p253-9) July/Aug 1999.

Canadian Children in the 1990s: Select Findings of the National Longitudinal Survey of Children and Youth.

David Cheal, M. Dooley, M. Kelly, S. Landy, E. Lipman, L. McIntyre, D. Offord, D. Ross, K. Scott, K. Tam
Canadian Social Trends. (v8/n44, p2) Spring 1997.

What Shapes Canadian Children? Growing up in Canada- National Longitudinal Survey of Children and Youth.

Kirby, Parrila
Canadian Journal of Education. (v23-02, p209-15) Spring 1998

Breast-Feeding and Asthma in Young Canadian Children, the Canadian National Longitudinal Survey of Children and Youth.

Teresa To, Sharon Dell
Pediatric Research. (v47/n4 Part 2, p230A) April 2000

Economics and the Well-Being of Canadian Children.

Shelly Phipps.
Canadian Journal of Economics. (v32/no5, p1134-63) Nov.1999

Maternal Reports of Child Injuries in Canada: Trends and Age and Gender.

D.E. Kohen, H. Soubhi, P. Raina
Centre for Community Child Health Research, Department of Health Epidemiology, University of British Columbia, Vancouver B.C. (injury@cw.bc.ca)

Temporal Trends in Overweight and Obesity in Canada, 1981-1996.

M. Tremblay, P. Katzmarzyk, D. J. Willms
College of Kinesiology, University of Saskatchewan, Saskatoon, Saskatchewan. (mark.tremblay@usask.ca)



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NLSCY is A Widely Used Model

Since its inception in 1994, the NLSCY has been used as a framework to generate data and research initiatives in a variety of domains. The following is a sample of projects from Canada and beyond that are using the NLSCY instruments to build on our understanding of child development.

Australian Survey

The government of Australia is planning a *Longitudinal Survey of Australian Children* (LSAC), to provide a comprehensive, national picture of Australian children and their families to help guide decision-making by policy makers. The survey is in the early planning stages and will commence collecting data at the end of 2003. NLSCY team members Allen Zeesman, Satya Brink, and Susan McKellar advised the Department of Family and Community Services (FaCS) in Australia on the launch of their new children's longitudinal survey. Key information was provided on potential difficulties

and successful ideas for the design of sample and content. For further information on LSAC, please refer to their website:

http://www.facs.gov.au/internet/facsinternet.nsf/aboutfacs/respub/research-lsac_nav.htm

South Eastman

A federal-provincial-community partnership in the South Eastman region of Manitoba and the province's francophone school board, is carrying out a pilot project to study the impact of non-parental care on the development of young children. South Eastman Regional Health Authority and Healthy Child Manitoba are working with the Applied Research Branch to study children born in 1997. The project will be linked with the Understanding the Early Years (UEY) initiative, and has drawn heavily from the instruments used in the NLSCY.

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Ontario Association of Children's Aid Societies

As part of the Looking after Children initiatives, a study was conducted by the Ontario Children's Aid Society (OACAS) entitled, 'The Assessment and Action Record (AAR).' The purpose of this research was to examine children in care. The OACAS has incorporated many measures from the NLSCY. By placing the AAR within the broader framework of the NLSCY, OACAS has been able to view the outcome targets for children in care against those for children in the general population.

Survey on Immigrant Children

The New Canadian Children and Youth Study (NCCYS), a longitudinal study of immigrant and refugee children, builds upon the background provided by the NLSCY. In addition to contributing data which will enable comparisons between the health and functioning of newcomer and native born children, the NCCYS will also investigate the impact of the immigrant experience. It is initiated and coordinated by CERIS, the Toronto Joint Centre of Excellence for Research on Immigration and Settlement. More information is available from Farah Mawani, National Coordinator, NCCYS at farah_mawani@camh.net




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Understanding the Early Years

Understanding the Early Years (UEY) is a national research initiative that involves teachers, parents, guardians, and community agencies, as well as Canada's leading child development experts, in improving the well-being of children between the ages of 0-6.

UEY provides communities with information to enable them to make informed decisions about the best policies and most appropriate programs for families with young children.

The first five UEY communities, Fraser North, British Columbia, Winnipeg, Manitoba, Prince Albert, Saskatchewan, Prince Edward Island, and South-West Newfoundland, have completed Phase I of a five-year research initiative. Phase I involved the collection of data from the Early Development Instrument (EDI), the National Longitudinal Survey of Children and Youth (NLSCY), a neighbourhood observation survey, and a program survey.

The five UEY communities will release three major reports: the integrative research reports, the Community Mapping reports and the EDI reports.

Winnipeg and Prince Edward Island are scheduled to publicly release their research report in November, 2001 and the other three communities will follow. The reports, in English and French, will be available on CDs following the public releases.

These five communities and North York, the prototype UEY community, have now entered Phase II of the UEY initiative. Phase II focuses on knowledge transfer and knowledge dissemination of the child outcome results to the communities.

The UEY initiative now includes seven additional sites across the country. These sites include: Abbotsford, British Columbia, Saskatoon, Saskatchewan, South Eastman, Manitoba, Mississauga, Ontario, Niagara Falls, Ontario, Montréal, Québec, and Hampton, New Brunswick. These communities are in Phase 1 and are now focussing on preparing the EDI reports and the Community Mapping reports for release early next summer.

North York recently released their research and Community Mapping reports, available at:
<http://www.hrdc-drhc.gc.ca/arb/nlscy-elnej/uey-cpe/uey.shtml>.

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WEBSITES

NLSCY: www.hrdc-drhc.gc.ca/nlscy-elnej

PISA: www.pisa.gc.ca

YITS: www.pisa.gc.ca/yits

UEY: www.hrdc-drhc.gc.ca/arb/nlscy-elnej/uey.shtml

Statistics Canada: www.statcan.ca

Copies of questionnaires for Cycle 1, 2, and 3

www.statcan.ca/cgi-bin/downpub/freepub.cgi

ORDERING HARD COPY INFORMATION

- Newsletters
- Questionnaires
- Papers
- Applied Research Bulletins

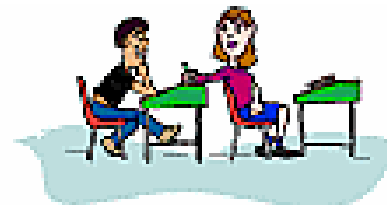
Contact: Publications Office
Applied Research Branch, HRDC
Tel: (819) 994-3304
Fax: (819) 953-9077
E-mail: research@hrdc-drhc.gc.ca

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Please let us know if you are changing addresses so that we can continue to update you. Contact François St-Onge by phone (819) 953-3465 or by email francois.stonge@hrdc-drhc.gc.ca to inform us of any changes.

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CYSD and CLS also cover other social development issues, which are not featured in *Developments*.

CLS



Community Learning Studies

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Liz Parkin

Student

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