




Toronto First Duty-TFD


presented at the Symposium,
**With Our Best Future In Mind:
Engaging Parents, Services, Communities**
8 January 2010

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**This Morning's Presentation:
Integration**

- EC service integration background
- TFD model, aims, and partners
- Research approach
- Findings on process, staff, & program
- Findings on children
- Implications for ELP and the Vision



**Integrated EC approaches in Ontario-
a long time coming**


To Herald a Child in 1981 (La Pierre, The Report of the Commission of Inquiry into the Education of the Young Child)

In the 1990s

- Better Beginnings, Better Futures
- Exemplary Kindergarten Study
- Integrated services for northern children
- Hub pilots, South East Grey/Peel
- Early Years Study 1
- HBHC


The new millennium

- Toronto First Duty
- Best Start initiatives; e.g. Peel Region
- *With Our Best Future Vision*- the Early Learning Program



Conceptualizing "Integration"


- **Models** of service "integration" - community networks, school/community hubs, service navigator models, etc.
- **Levels** of integration – Govt. ministries, municipalities, regional and local organizations, communities, direct programs
- **Degrees** of integration- from coordination, to collaboration, to full integration




Why Integration?

- Continuity in children's lives & social cohesion
- Efficiency
- Gaps in service
- Equity & outreach
- Ambitious aims, such as school readiness and prevention require ambitious approaches, not isolated efforts that don't reach critical mass.

Limited research on "how to" and "effects"



**How do we know what works in
integrated EC programs?**



"Show
me
the
evidence!"



Research examples

- Penn et al. (2004) international review
- UK Sure Start- improving results (Melhuish et al., 2008)
- Zigler's Schools of the 21st Century, a hub model (Finn-Stevenson & Zigler, 1999)
- US study of case management (St. Pierre et al., 1999)
- Quebec educare
- BBBF and TFD



The TFD model, aims, and partners

"The first duty of every society is to care for its youngest members..."



TFD1 Core Model

- Integrated core: {kindergarten, child care & family support} + other services
- Integrated on dimensions of
 - early learning environment,
 - staff team,
 - governance,
 - seamless access &
 - parent participation
- Neighbourhood schools as hub
- Different starting points – opportunities, partners & communities



TFD Aims from the Partners: ACF, City of Toronto, & TDSB

- To transform public policies on early childhood programs
- By implementing & evaluating a universal early learning and care program for every child that:
 - Supports the healthy development of children, *and at the same time*
 - Supports parents in their parenting role
 - Supports parents to work or study



Research Approach



Chronology of TFD research

- Phase 1 2001-2005 (TFD 1) 5 sites
- Phase 2 2006-2008 (TFD 2) BWELC site
- Phase 3 2009-2012 (TFD 3) BWELC site

Progress reports & final reports on TFD website:

www.toronto.ca/firstduty

Additional information on the Atkinson Centre website:

<http://www.oise.utoronto.ca/atkinson/>



TFD Research Questions

- What are the **processes** in implementing & sustaining the program?
 - How does implementation work across sites?
 - What processes link to program success?
 - What are the barriers & facilitators?
- What are the program **outcomes**?



Research Strands



Research and evaluation methods

- Mixed-methods & multiple measures
- Multiple time points
- Case studies at site level
- Baseline/change comparisons
- Community control comparisons for children and parents
- Dose-response analysis for children using intake & tracking data on participation



Conceptual Approach

Develop a Theory of Change about the processes by which the new approach will have its effects and then measure processes as well as outcomes..

not
Program > Outcomes

instead
Program > Processes > Outcomes
< <



TFD effectiveness “process”



TFD Program

- Staff teamwork: eye on results
- Parents: parenting, self-efficacy, & family life

Children’s development



TFD Findings

- Integration and quality
- Professional staff teams
- Children



Impact of integration on environment quality

- Measure integration of early childhood services with The Indicators of Change tool
 - Early learning environment
 - Early childhood staff team
 - Governance
 - Seamless access
 - Parent participation
- Measure environment quality with ECERS & City of Toronto Operating Criteria



Indicators of Change

- A self/assisted assessment tool for reviewing and benchmarking progress towards integration
- Progress rated on a continuum of co-existence to coordination, collaboration, and integration
- Integration along dimensions of
 - Program: Early learning and care environment
 - Staff team
 - Governance
 - Seamless access
 - Parent and community engagement



Indicators of Change: Program

- 1.1 Curriculum framework
- 1.2 Pedagogical approach
- 1.3 Daily routines and schedules
- 1.4 Use of space
- 1.5 Children's development and progress
- 1.6 Program quality

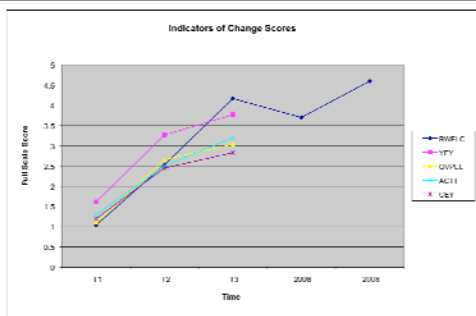


Toronto First Duty Indicators of Change at the Bruce Site: 2001, 2003 & 2005

Indicators of Change Summary	Early Learning Environments					Early Childhood Staff Team					Governance					Seamless Access					Parent Participation				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integration - Level 5	[Dark Blue]					[Dark Blue]					[Dark Blue]					[Dark Blue]					[Dark Blue]				
Collaboration - Level 4	[Light Blue]					[Light Blue]					[Light Blue]					[Light Blue]					[Light Blue]				
Collaboration - Level 3	[Light Blue]					[Light Blue]					[Light Blue]					[Light Blue]					[Light Blue]				
Co-existence - Level 2	[Light Blue]					[Light Blue]					[Light Blue]					[Light Blue]					[Light Blue]				
Co-existence - Level 1	[Light Blue]					[Light Blue]					[Light Blue]					[Light Blue]					[Light Blue]				
Time 1 - June 2001	1 Curriculum Framework 2 Pedagogical Approach 3 Daily Schedules & Routines					1 Program Planning & Implementation 2 Behaviour					1 Decision-making 2 Allocation of Financial Resources 3 Service Planning & Monitoring					1 Quality 2 Child Care Affordability 3 Child Care Availability 4 Enrolment & Attendance					1 Parent Input 2 Parent Participation in Programs 3 Parenting Capacity 4 Relationships With Families				
Time 2 - June 2003	4 Use of Space 5 Children's Development & Progress 6 Program Quality					3 Roles & Responsibilities 4 Staff Development					4 Program Policies 5 Human Resources 6 TBD					5 Responsiveness to Community 6 TBD									
Time 3 - Spring 2005																									

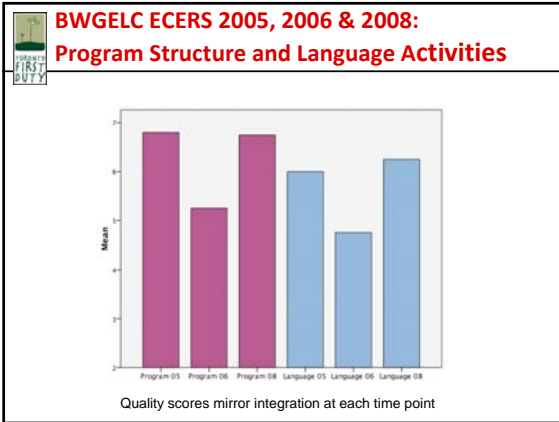


Measures of integration progress



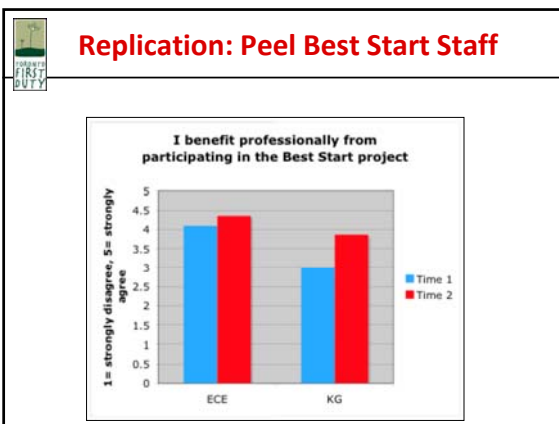
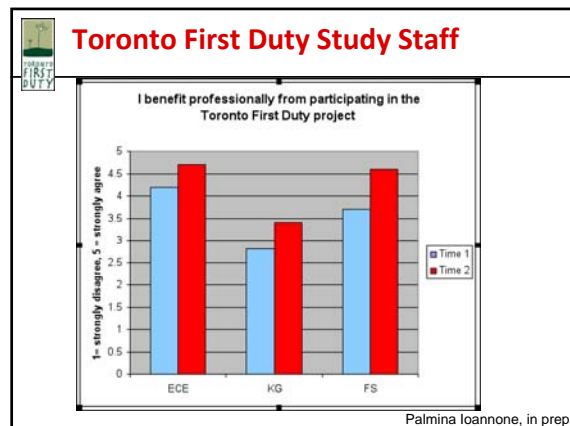
ECERS-R Quality Dimensions

- Space and Furnishings
- Personal Care
- Language Reasoning
- Activities
- Interaction
- Program Structure
- Parents and Staff



- ### Staff team, integration & quality
- What is the early years team?
 - ECE, ECA, K Teacher, Site Coordinator (EC supervisor), Principal, Partner Agency Manager, Parenting and Family Literacy worker
 - Also site management team: includes EY staff team + partner agencies & parents (and researchers)
 - Findings showed that as level of integration in staff team and curriculum varied, so did level of quality (on ECERS-R and independent City Operating Criteria assessments)

- ### Benefits of integrated staff teams
- Benefits of working in collaborative staff teams
 - Sharing materials & ideas
 - Networking & partnerships
 - Communication & problem-solving
 - “Growing” as a teaching professional
 - Learning about each others’ programs & approaches



- ### Challenges
- Challenges to working collaboratively
 - Time (meetings, planning for all, time to gel)
 - Space
 - Program/Curriculum (differences & changing K)
 - Governance (auspices, pay inequities, licenses, paper work, unions, staffing, engagement of principal/other leaders)
 - Staff team (decision making, respect for other, pay inequities, committing to model, finding common goals, team building, issues of turf and working together)
 - Family (providing parent support, getting parent commitment, working with diversity)

TFD staff team “process”

TFD Implementation

- Top down support and pressure
- Bottom up buy-in
- Time to meet
- Building respect
- Technical supports & research
- Professional development
- Leadership at all levels

Staff teamwork and focus on results

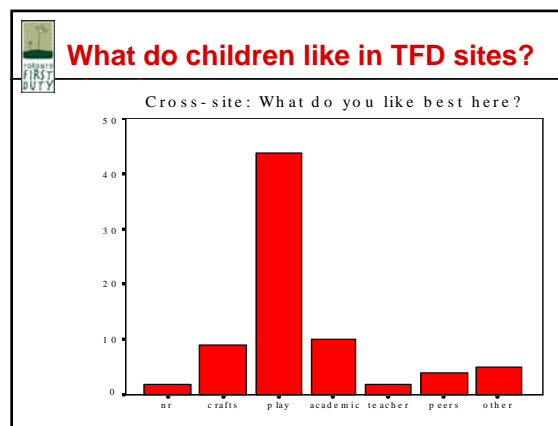
What about the children?

- Outcomes for children are important but their experiences along the way count as well. Data included interviews with children as well as EDI teacher ratings.
- Hearing from children
 - Interviews
 - Focus groups
 - Drawings
- Early Development Instrument (EDI) teacher ratings

Children’s experience

- Kids in TFD did not use language that indicated divisions in their day.
- Kids in non-integrated sites did:

“We have to learn a lot in kindergarten but we mostly play at daycare.”



Pre-post and community level comparisons on the EDI

- Increases in social/emotional areas in TFD sites between 2003 and 2005
- Social/emotional advantages in 2005 vs. matched community control sites
- Correlated with staff programming efforts and quality improvement

Corter, C., Patel, S., Pelletier, J. & Bertrand, J. (2008).

Dose-response: Participation hours in TFD services affect EDI

At the individual level, increased hours of uptake or ‘dose’ of TFD was a significant predictor of three domains of the EDI

- Physical health and well-being
- Language and cognitive development
- Communication and general knowledge

Sejal Patel’s PhD thesis



Conclusions



Conclusions

- Service transformation is not a smooth ride.
- Staff teamwork & leadership are crucial to local success.
- Conceptual agreement on program aims and how integration will support them is a starting point.
- Service integration supports quality improvement.
- Continual focus on results, in both process and outcomes, is crucial to success; Indicators of program quality and progress in integration are key.
- System change, including top-down support/pressure, is needed for local success.
- Children's experiences and environments are where the rubber hits the road



Themes for ELP and the Vision

- The parent and staff team pathways are the critical, and interwoven, design strands we need to focus on at the very beginning of implementation. Early implementation needs to create the conditions that engage parents and that put staff teams working on cohesive, quality learning environments with the working conditions and equitable pay to support teamwork.
- Integrated teamwork in building a common quality curriculum depends on time to meet, joint professional development, leadership support and mutual respect.
- The integrated approach to programming emphasizes active, engaging child learning; more coherence and less modularization; whole child development, including supports to build self-regulation; parent capacity to work with schools; and community supports for child development and learning.



The TFD Research Team

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with support of the TFD partners

Atkinson Charitable Foundation
City of Toronto Children's Services
Toronto District School Board