

Toronto First Duty

June 2003 Report Appendices

Appendix 1: A Conceptual Framework for Organizational and Practice Change

As noted in the introduction, TFD has made real progress in implementation while struggling with major challenges. The Starting Gate and biannual progress reports describe the constantly changing context within which TFD is being implemented and track implementation over time in each of the sites and for the project as a whole. The progress reports “map TFD’s change journey” and describe the links along the pathway that connect actions/directions taken and outcomes as they occur during implementation. As sites move beyond the early planning and implementation phase they are beginning to bump into some of the systemic/organizational barriers that interfere with implementation efforts. They are also identifying the supports they need to move forward. Both the removal of policy barriers and the provision of supports require organizational and practice changes which must be addressed at the system level. This shifts some of the focus from the site/operational level to policy issues at the systems level. Recognizing the need for this shift, the TFD Steering Committee has struck several workgroups to address the changes needed at the system level to move implementation efforts forward and to sustain TFD beyond the pilot stage. Embedding TFD principles and practices will require substantive change at the systems level. This will be a major focus in the coming year. From this point on, each of the progress reports will, therefore, contain a section that describes the work around organizational and system change.

In addition to the collection of data directly related to these efforts, the Research and Development Team continues to review the literature to draw on the constantly evolving knowledge base gained from studies of similar initiatives. This evolving knowledge base informs the research team’s understanding of experience and data from First Duty developments. Since January the team has looked at the literature on Organizational and Practice Change as these have been crucial themes in the implementation of TFD. The conceptual framework/literature review that follows is a way of sharing the knowledge gained from the literature with TFD funders and sites and assisting them in thinking about how to build on the progress made and minimize pitfalls. It identifies and synthesizes the key lessons emerging from studies of organizational and practice change about what works, about the most promising practices and interventions, and about the most probable connections among strategies/interventions and outcomes. The conceptual framework/literature review and the information contained in the research teams’ progress reports are intended to inform TFD efforts and to connect the lessons learned in TFD with the lessons learned in similar initiatives, thereby adding to the accumulating knowledge base about what works.

The first major section in this review deals with organizational and practice change in terms of models of the change process in collaborative efforts to reform services. Another major section focuses on community school initiatives in the context of service reform and school reform. Given the local challenges associated with the stresses the TDSB and its schools are under, it is important to review the role of schools as a key partner in community service collaborations and to highlight lessons that might help in dealing with the local challenges.

A final section of the review focuses on child development and “school readiness”. This section foreshadows developments that we expect in both TFD programs and in the evaluation effort in the coming year, as the focus on organizational and programming issues during implementation widens to include attention to child, family and community impacts. The importance of connecting child experiences and outcomes to programming is an important part of designing effective programs.

Service Reform: Redesigning the Service Delivery System for Children and Families

There is a convergence of expert opinion on the need to redesign our service delivery systems to better support the well-being of children and families and shift the focus from institutions back to the purposes of these institutions - the provision of services to people. Currently, we find evidence of three types of systems – bureaucratic, professional, and community – intertwined and competing for use (Anderson-Parsons, 1997). It is necessary to understand these basic types of systems in order to determine how they can be integrated to support children and families. The hierarchical, bureaucratic model uses top-down decision-making and has fixed rules and regulations. It has been the dominant approach of most systems for many years. When people “feel like a number” it is often because they are being treated from a bureaucratic perspective. The professional model relies on people with specialized knowledge and skills – specialized training being a key definer of professional work. Professionals are socialized into the norms of their formal organizations, institutions and professional associations in ways that benefit the profession and the organization. Clients are defined as those in need of a particular service and professionals as the experts who can provide what clients need. Both the bureaucratic and professional models have as their basis a strong element of control outside the person/s being served. The community model, by contrast, emphasizes consultation. Clients are active participants in decision-making. This model emphasizes interconnectedness, and is focused on maximizing the existing capabilities within each individual in the community. Individuals within the community itself initiate capacity building and the pooling of resources and power sharing among members, rather than relying on outside persons or institutions. Professionals are themselves members of a particular community and help other members navigate and make connections.

Our society has been moving away from bureaucratic organizations toward professional organizations and services. Currently, the balance tilts toward a combination of the bureaucratic and professional, creating an institutional focus. However, there is a growing recognition that professionalism has its shortcomings and can actually undermine community building (McKnight, 1995). Thus, the balance needs to shift toward a professional-community model that brings together professionals and community in a joint effort to rebuild communities and strengthen families. This, however, is a challenging task because systems function within a certain set of operating principles whose assumptions are compelling and imperceptible. If we want our systems to change in fundamental ways it is necessary that these principles change.

Three fundamental principles appear important in designing systems to rebuild communities and to provide strong supportive environments for children and families (Anderson-Parsons, 1997, p. 2). The first principle concerns systems thinking and

learning. This includes looking at systems holistically – not only at the parts but also at the relationships among the parts – as well as seeing that systems are ever-changing, and requiring that we see ourselves as ongoing learners and adjusters of systems, rather than assuming a system is a fixed entity. The second principle is determining if systems are achieving results congruent with their intended purpose. Many systems engage in activities that follow the rules based on what worked in the past, whether or not the systems produce desired results today or foster healthy relationships with other systems that have grown up around them. The purposes of our systems and the results expected of them need to be emphasized and in many cases redefined. The third principle is emphasizing system changes that are driven by the perspectives of community residents. Community building must be grounded in the strengths, needs, hopes and dreams of its residents. Currently, professional service providers usually determine changes based on what they think is best for clients or themselves. The shift to a new systems design involves moving from one set of underlying principles to another. In other words, it requires fundamental shifts in our thinking and behavior.

Stage Models of Change

There are a number of stage models of organizational change and some focus explicitly on community collaborations. They may be useful in understanding how change is unfolding in TFD.

Anderson-Parsons (1997) outlines a “model of change” which identifies (a) the “stages of change” that individuals and groups go through as they move from an institutionally-centered system to a more community-based one, and (b) the “levers” for system change, the mechanisms by which people recreate systems. The six recognizable stages of the change process that communities and individuals go through as they recreate their social systems are:

- Maintenance of Institution-Oriented Systems
- Awareness (of the need for change)
- Exploration (of new outcomes and ways of operating)
- Transitioning (from the old to the new system)
- Emerging New Fundamentals (of the new system)
- Predominance of Community-Based Systems

The levers are entry points into systems that help dislodge them from the principles and practices that may have worked well in the past but no longer are adequate or appropriate. They are integral parts of the systems themselves. These levers are transformed during the change process and evolve into both hidden and visible infrastructures of new systems. Eight levers are identified: Shared Principles and Norms; Vision and Goals; Stakeholder Roles; Projects, Programs and Initiatives; Human capacity building; Governance and Leadership; Communications and Networking; and Financial Resources.

The stages and levers of change serve as the basis for a “Continuum of Community Building Systems.” The continuum is an analytic tool collaborations can use to analyze the current status of their systems change efforts and to generate ideas about next steps.

Melaville and Blank (1993) also outlined a stage model of organizational development in collaborative initiatives based on five stages of change. These stages overlap and are recursive; in fact, a sixth stage is “repeating the process” by “getting together” again. In this model the five stages of change are:

- Getting Together
- Building Trust
- Developing a Strategic Plan
- Taking Action
- Going to Scale

These stages form the basis for the “Together We Can” checklists that have been used by the sites and research team to characterize organizational progress in the site case studies (see ACTT and BruceWoodGreen Indicators of Systems Change and Process for Crafting a Profamily System of Education and Human Services in Appendices 3 & 4).

The explicit use of such models of change can help in focusing attention and self-evaluation on the process of service improvement and integration at the organizational level. This attention to the systems/organizational change perspective is a useful complement to the use of the “Toronto First Duty Indicators of Change” which focus on the key functional goals of the project.

Defining Purpose / Vision & Goals Clarification

The literature on organizations points to the importance of clarity and unity of purpose in guiding organizational planning and decision-making. Purpose determines the results an organization is hoping to achieve. Developing a logic model, as a concrete way of articulating a theory of change, can be an important step in clarifying purpose and in achieving results. In the case of TFD, the recently developed “indicators” document identifies a continuum of change indicators for each of the five core elements of TFD: early learning environments, early childhood staff teams, local governance, seamless access and parent involvement. Although the initial outline of the core elements provided an overall vision it became clear as implementation got under way that sites needed a clearer understanding of each of the core elements, particularly the funders’ expectations regarding the results they hoped to achieve and upon which the sites would be evaluated. The need for greater clarity around expected results was raised in several cross-site meetings by lead agency heads. Sites had varying interpretations of what each of the core elements would look like in practice in their particular community context. This concern was brought to the fore when the research framework and spring 2003 data collection plans were being presented at a meeting of the sites’ lead agency heads and project coordinators in February, 2003. Data collection for research and evaluation purposes naturally raised questions about the criteria that would be used to evaluate. What were /are the evaluators /funders looking for? How would success be determined? What could reasonably be accomplished within a set time frame? Hence the request, and decision arrived at collaboratively, to create a continuum of indicators that defined / translated the vision into clear, attainable goals that also reflected the evolving developmental nature of the implementation process, as well as the differences among TFD sites.

Another important factor identified in the literature is the need to acknowledge an organization's "current reality" relative to the results it hopes to achieve (Senge, 1990; Fritz, 1999). It is necessary to identify "what is" – each site's "starting point" or "current context" – in order to identify what has to be done to achieve the desired results along each of the core elements determined by the funders. The history of collaboration in each TFD site, the existing constellation of services and supports, each site's community demographics and needs, will impact the results achieved and will /should all play a role in developing site action plans. The literature points to the importance of recognizing this.

The literature also points to the importance of engaging as broad a cross section of the community as possible in the development of an organization's / initiative's vision to ensure that the vision is broadly shared and understood. Vision building, suggests Fullan (1993), "permeates the organization with values, purpose and integrity for both the what and how of improvement." It is a "dynamic interactive process" which is in constant process. If there is a "spark of genius in the leadership function" it is the ability to build a clearly articulated vision to guide the organization. Two essential dimensions of that vision must be: First, that it is "a sharable, and shared vision of what the organization [or system] should look like ... provides direction and driving power for change, and criteria for steering and choosing. Secondly, that it is a shared vision of the change process and provides a general game plan or strategy for getting there" (Miles, 1987, p.12). Fullan (1993) emphasizes that the shared sense of purpose concerns both the content and the process of change. In other words, vision building is about developing a picture of where we are going and how we will get there. It is crucial to the successful implementation of system changes. The process of taking the TFD indicators document back to each of the site communities will therefore be an important one in helping each site develop a shared sense of purpose, clearly specify the results they hope to achieve, and guide action planning and decision making. It will also provide a common language and point of reference, and serve as a basis for determining whether planned actions are leading to desired results. In other words, it will assist in evaluation.

Anderson and Cox (1997, pp. 8, 9) summarize strategies identified as important in vision building as:

- being open to different views and perspectives,
- maintaining a core of well-regarded and capable people to keep synthesizing and articulating the evolving view of the system,
- allowing for direct experiences with elements of change/discourage passive observation,
- broadening the number of people aware of and committed to the change through communicating about it,
- building credibility through the use of symbols and public dialogue,
- legitimizing emerging viewpoints in support of the new vision,
- being aware of shifts in the change process having an effect on the organization [system],
- implementing partial solutions, when necessary, as building blocks for the larger effort,
- broadening political support, and finally,
- finding ways to dampen the opposition.

Focusing on Results/Evaluation

The need to “focus on results” surfaces repeatedly in the research literature and is linked with another theme – the importance of embedding evaluation in planning and decision-making. Both are critical to ensuring collaborative initiatives achieve their purpose. Although the “Toronto First Duty Indicators of System Change” identifies the results the TFD funders hope to achieve and facilitates the funders’ and sites’ planning of actions for getting there, Fullan (1993) and others (Weiss, 1995; Lawson, 1999) emphasize the importance of “consciously attending to process on an ongoing basis” by monitoring and tracking the links between activities, outcomes and contexts. This is a major purpose of evaluation in TFD. The conscious attention to and documentation of process provides the data / feedback needed by the sites and TFD as a whole to improve practice and inform collaborative efforts to reach goals. Evaluation is broadened to include monitoring and problem coping throughout the process of implementation. The evaluation is embedded in the reflective activities of the sites and project-wide organization, as well as in the work of the Research Team. This is congruent with another theme which surfaces in the literature on organizational [system] change –the significance of “evolutionary” planning. Miles (1987) suggests that for major change a “tight forward” approach to planning is undesirable: “Those steering [system change] need good data on what is happening, and the capacity to take advantage of unexpected developments in the service of vision” (p. 13). In other words, you must have a plan, but learn by doing is the message. Good planning must “evolve” and respond to the needs and problems encountered in implementation. Problems are a signal indicating when adjustments or changes are necessary in the plan. Evolutionary planning is then both an attitude and approach to planning.

Lawson (1999) refers to this process as “journey analysis”. He views complex change through the generative metaphor of “the change journey” – a journey undertaken by its stakeholders – and assumes that change is a developmental process, involving an organization’s history, and requiring information and feedback for learning and adaptation. Evaluation is not an activity “tacked on” at the end of the journey but is embedded in the planning and decision-making such journeys require. Its methodology is designed to yield useful information that facilitates learning, development and continuous quality improvement. It does this by providing an “organizing framework” that integrates collaborative problem solving and evaluation.

Teamwork, Goals, and Results

Ideally a focus on results is linked with teams and teamwork. Each individually has limited impact; combined they are a powerful force that can be applied to any context for better results. “Success depends on the interdependency between collaboration and goals; between both of these and process. [So] though teamwork is fundamental, it is the means, not the end (Schmoker, 1996, p.9). Teamwork, collaboration, and collegiality are legitimized only when they can be shown to lead to results – they are not pursued as ends in themselves. Effective teamwork and effective collaboration depend on a clear, common purpose, a set of interrelated performance goals and a sense of shared responsibility for tasks that individuals (or organizations) cannot accomplish on their

own. Goals, and the commitment they generate, are the glue that holds teams and collaborative efforts together. But, just as goals are essential elements of success, data are an essential part of working towards goals. Data are needed to improve practice and to inform collaborative efforts to reach goals. Research findings stress the connection between teamwork and collectively analyzing data. When the three concepts of teamwork, goal setting, and data use interact, we get better results (Schmoker, 1996). They must therefore be a significant part of collaborative efforts to improve outcomes for children and families.

Practice Change: From Teamwork to Communities of Practice

How does organizational change lead to changes for children and families? The pathways are complex, but practice change is a major part of the answer. As noted in the preceding review, teams need to come together to focus on results for children. But how are they motivated to improve and work together? They need to feel empowered to act and empowered to learn together. Many of the elements of interdisciplinary teamwork necessary to integrate and deliver services in new ways are described in the literature on “Communities of Practice” (Ioannone, 2003; Wenger, 2001). A community of practice “defines itself in the doing”. Membership is defined by participation. Participation empowers and provides the motivation to think together and build knowledge about practice and ways to change it. Organizations can support communities of practice in a number of ways. Making time available to participate is an obvious way. Building organizational recognition of the early stages of a practice community’s development and of its continuing contributions is another way. Wenger suggests creating an organizational “discourse” that recognizes these contributions with terms like, “shared practice and learning, exchange and interpretation of information, creating a sense of shared purpose and identity”. Examples of incipient teamwork fitting some of these descriptors is starting to bubble up in the First Duty sites and is worth celebrating, even if the recognition is not phrased in terms of “Communities of Practice.” For example, front line staff at YEY-Wilcox are starting to generate new programming ideas with a sense of shared purpose. In this case, a subcommittee may be developing some of the characteristics of a Community of Practice.

Governance Structures

The most important lesson in establishing collaborative governance structures is the need to involve multiple administrative and service delivery levels because successful collaboration requires the commitment of all levels – policy, administrative, supervisory, and direct service staff. Multi-level structures create better service systems because they facilitate collaboration across levels in the organizational hierarchy and across functions / departments to impact both policy and service delivery. Structures should include policy makers and resource controllers, and balance the involvement of agency administrators with the involvement of direct service staff who are able to make good decisions about how to integrate collaborative practice into their day-to-day work. To be truly collaborative these structures should also include family and community members. The lesson for TFD sites is that their formal governance structures should ensure a multi-level approach.

Shift to Group / Shared Decision Making

Effective collaboration requires a shift to group / shared decision-making. Group decision-making is not necessary for all decisions though. Some decisions are more appropriately made by one person, or a small group, and are delegated through defined roles and responsibilities. Other decisions must involve everyone as, for example, when creating the organizational vision and defining desired results. Involving everyone and developing a broad consensus builds trust and personal commitment, develops cohesion among group members and ensures buy-in and support for major policies and critical decisions that affect the direction of collaborative efforts. In TFD, a recurrent theme that surfaces in interviews at all the sites is the view that front line staff, ideally, should have been involved earlier – in the planning as well as the implementation process. Consensus making, however, can be quite cumbersome, requiring lengthy, time consuming, and expensive group discussions. Structures are also needed to diffuse the decision making. This is done by delegating decisions to small groups or teams that are assigned specific tasks to move decision-making along. This diffuses the decision-making throughout the organization and requires written, agreed upon protocols to guide the decision-making process. Ray (2002) provides a description of diffuse decision-making that sites can refer to for guidance. Both YEY Wilcox and Corvette, have done this quite successfully through various subcommittees that were assigned specific tasks - note the variety of subcommittees each site has in place. They have involved a broad cross section of people, from agency heads or supervisors to practitioners to TDSB support staff. It seems important to have multilevel participation in these subcommittees - for example, to involve the childcare supervisor, and the school administration as well as the ECEs and KG teachers. When the Management / Steering Committees create these subcommittee structures, the decision-making moves along and work gets done. Initially, ACTT and Bruce WoodGreen were slow to put these structures in place. More recently, ACTT has established work groups, around childcare and early identification, that have moved the site forward.

The literature suggests that collaborative efforts often fail because senior administrative staff fail to hear the voices and needs of front line professionals and families. It is, therefore, important to have mechanisms in place to ensure their voices are heard. Front-line professionals / practitioners and families must be represented in decision-making structures and processes; is there room for this representation in the site steering committees as well?

New Ways of Interacting / Shared Principles and Norms

In their search for ways to integrate change initiatives, Lawson and Briar-Lawson (1997) were attracted to Newman's (1993, p. 5) observation: "new organizational structures may be necessary, but not sufficient. Something else is needed, a set of particular commitments and competencies to guide practice." Hord (1997) notes that organizations do not change, people do. Lawson and Briar-Lawson recognize that the best-laid plans for integration will fall short unless improvements are realized in the ways in which people interact with and treat each other. Based on their own research and that of others

they identify “norms for organizational partnerships and consortia” (p. 56) which facilitate planning and shared decision-making and help avoid divisive conflicts. Ideally these norms should be evident in the ways people from diverse organizations and agencies interact; they can serve as one lens for examining planning and decision-making. Lawson and Briar-Lawson also offer what they consider “a starter list” (p. 55) of professional and interprofessional norms for collaborative work practices. These norms fall into two categories: so-called prescriptive norms (professionals must or should do these things) and prohibitive norms (professionals should not, or must not do these things). These norms suggest that at the heart of effective collaboration is a culture of shared responsibility and shared decision-making.

The Nimble Collaboration

Since collaboration is often plodding work, a light-footed workshop-type guide can provide a welcome change of pace. In her helpful guide, Ray (2002) suggests that one adjective describes a particular kind of collaboration that is satisfying, productive, leads to systems change and engages its members in reinventing themselves for the good of those they serve and their staff – that adjective is “nimble” (p. 6). Nimble implies cleverness in understanding, being flexible, and being responsive. Nimble collaboration renews institutions. Mutual accomplishment and mutual organizational renewal are at the heart of collaboration.

When you create a nimble collaboration, you change your operations, programs, and services. You stop thinking of the people you serve in terms of their experience with you; instead, you think of them in terms of their experience with the system. ... You look different in three years from how you looked at the start of the collaboration. (p.5)

In other words, collaboration is not a “special project” running parallel to individual organizations’ regular programming. Much of collaboration is an internal affair involving an organization’s examination of itself. Collaborative organizations must grasp the fact that to accomplish the goals of the collaboration, they need to make internal changes. If members / partner organizations are not doing the necessary internal work, the collaboration puts that problem on the table by calling for discussion from each of its partner organizations’ about the progress of their own organization’s reinvention. In a nimble collaboration members / partner organizations talk to each other about successes, stumbling blocks, doubts and fears. They proceed with making each organization the best it can be for the consumers of their services. Three overarching strategies are essential to achieving this goal: (1) focusing on results, (2) shaping relationships, and, (3) creating resilient structures (p. 6). Ray contends that use of these strategies predicts the difference between success and business as usual, and helps turn a cumbersome collaboration into a nimble collaboration.

Organizational/Practice Change: An Empirical Survey

Although there are many conceptual models of organization and practice change, there is relatively little systematic research. In one notable exception, Melaville and Blank (2000) surveyed 20 “well-regarded” school-community initiatives in the U.S. to sketch

their outlines in terms of underlying models and design/implementation issues (initiation, staffing, governance, funding, programs, participation and technical assistance). Some of these initiatives are statewide (e.g., Caring Communities in Missouri and Healthy Start in California), some are city-based (e.g., Family Resource Schools in Denver; Beacon Schools in New York City), and one is based on partnerships growing out of the ideas of James Comer and Edward Zigler at Yale University (CoZi Project). Not all of the initiatives include significant preschool elements, but some do, and the general findings are useful for stimulating reflection on TFD.

With respect to models, Melaville and Blank characterize initiatives as generally beginning in one of four advocacy and reform approaches: school reform, services reform, child/youth development, and community reform. Interestingly, however, most initiatives report being influenced by all of these approaches. In TFD, service reform and child/parent support and development are in the foreground but school reform and school success for children are certainly central to the Board/Schools and Parent partners. Community reform ideas occasionally surface in project meetings.

On issues of design and implementation, Melaville and Blank also present some interesting findings that relate to First Duty experience. For example, on the issue of staffing, the findings show the importance of clearly defined roles for front-line staff with overall coordination involving the school and other participating services. The chapter also emphasizes the need for ongoing technical assistance. In fact, all the initiatives reported having a source of technical assistance, although the support varied in type and quality. Assistance is seen as most effective when it is part of ongoing and collegial relationships with the assistance provider, when it is clearly related to the initiative's mission and local goals, and when its delivery is well organized. Initiatives also reported on which types of technical assistance were important for them. Ninety percent of initiatives wanted help in developing long range funding, engaging public support, and designing reporting and accountability systems. Eighty percent wanted help in developing parent participation and in professional development. Fifty percent wanted help in designing activities. The latter figure suggested that many initiatives feel comfortable with their own efforts in programming and therefore feel less need for assistance. However, Melaville and Blank note that interest would be higher if the programming assistance were aimed at how to program to achieve integration and other strategic aims.

How does Toronto First Duty stack up in terms of technical assistance? Certainly there is strong support for an integrated curriculum combining EC, KG, and parenting programs. And few if any of the 20 well-regarded U.S. programs have as much support for evaluation, reporting and accountability as First Duty does. In addition to the support for the general evaluation, the City of Toronto Children's Services Division is also developing a sophisticated intake and tracking system that will support both accountability and research efforts (see Activities section of this report). Unlike TFD, most initiatives do not have data on the process of design and implementation across levels of policy, program, organization, child and family, and community. Most initiatives do not have data on impact on the child or parent. ACF and the City have also provided strong support for communication and public awareness ranging from a high

profile public launch, to public television appearances (TVO) to a new First Duty Web site. In First Duty, some professional development has also been provided in the first stages of the project, mainly for front-line workers in relation to the integrated curriculum.

There are limits on the resources of the funders in providing technical assistance, and there is always more to do. Site coordinators and at least one of the site management groups have indicated an interest in workshopping/professional development on organizational change. There is no project-wide technical assistance for parent and community participation and outreach. Although the First Duty evaluation plan is unusually comprehensive, economic analysis is not currently part of the plan (an application is pending for funding to add economic analysis to the plan). Melaville and Blank's findings suggest that it is not just the content of the assistance, but how it is delivered, that makes it work. For example, collegial relations help. In this respect, the Site Coordinator's meetings with the funders and the project-wide Steering Committee meetings both provide opportunities for respectful exchanges and a chance to air site views and needs for assistance.

In a collaborative approach to sustainability, TFD funders and site partners are working together to address issues such as long-term funding. In the case of the integrated curriculum, the support was designed to combine ideas and inputs from the site level but also to insure that the core vision of care, kindergarten education and parenting programs comes together in the programs at the site level. Nevertheless, there is some indication from the site coordinators that the amount of time and energy devoted to the integrated curriculum meant that time could not be devoted to other areas of particular interest to individual sites (e.g., parent and community participation and outreach) and that the process was not conducive to empowering and engaging front-line staff. At the same time, some of this may have been an inevitable stage in bringing different professions to a common programming table. At the YEY-Wilcox site, for example, the site update indicates that earlier frustrations in front-line programming efforts are now giving way to the generation of innovative programming ideas as staff move together on ideas generated at the site.

School community collaborations in the context of school reform

One version of school reform common in the U.S. is a "laser-like" focus on student achievement via strictly academic curriculum and testing. The current government in Ontario has followed this path with one of the most centralized education systems in North America. In some U.S. jurisdictions, there are broader efforts to reform education and achieve better results for children's development and learning in school. Community-school collaborations fit this category. However, Merseth, Schorr, & Elmore (2000) say more research is needed to clarify the connections between community-school initiatives and children's success in schools. They cite Melaville and Blank's survey study of "well-regarded" initiatives as illustrating the challenges of finding a connection: First, the initiatives did not have sufficient outcome data, and second, their evolving approaches to integration blended into each other, making it impossible to make causal statements about the effects of specific approaches on specific outcomes. Merseth et al.

do cite one suggestive study of the characteristics of high-performing Texas school districts; this study found that most had superintendents who created a sense of urgency about, and focus on, school achievement. In addition, the successful districts also had a focus on parent involvement in learning at home.

The authors' working hypothesis based on the very limited research to date is that school-based outcomes (e.g., achievement and attendance) improve when schools and boards put their highest priority on instructional improvement and focus on results, and community-based organizations and agencies put their efforts into organizing nonacademic supports (Merseeth et al., 2000). This complementary approach is said to be part of the successful Beacon Schools in New York where schools do not have to take the initiative in organizing local supports and services but benefit from them.

Taking a critical look at the working hypothesis, there is no direct evidence to show that a complementary approach is better than a more integrated, cooperative approach between community agencies and schools, even when outcomes are defined solely as school success. Second, the implication from the Texas study - that parent involvement works best through parents taking part in home learning - is again only correlational evidence. In contrast, a large-scale national survey study relating achievement in middle school to different forms of parent involvement (Ho & Willms, 1996) did not find that parent involvement in home learning or homework was especially important. Instead, the most powerful predictor of achievement was the parents' simply talking to their child about school, implying that motivational factors and modeling of the value of school were more important than additional skill and drill at home. Finally, one key finding from Melaville and Blank (2000) argues for a more cooperative approach, rather than a more loosely coupled complementary approach. They reported that an important part of successful school-community integration was an effective working relationship between the initiative coordinator and the principal, which in turn led to benefits like better coordinated staffing with clearly understood role definitions. In TFD sites, the relationships between coordinators and principals appear to range from cooperative to nonexistent, with the latter placing serious limitations on the possibilities for collaborative work.

Locally, in the Schools We Need project, Ken Leithwood, Michael Fullan and Nancy Watson (2003 a), international experts on school reform, have challenged the notion that schools can act as "independent producers" of student achievement with tight boundaries focusing on curriculum, testing and achievement targets. Instead a variety of lines of evidence shows that schools are "interdependent contributors" to children's learning. They cite a report for the Spencer Foundation by Richard Rothstein (2002) reaching a similar conclusion:

"Because families, communities, and social policies all have an impact on student achievement, programs to raise student achievement should not assume that the only way of doing so is with better school policies. A variety of interventions – social, economic, and instructional – should compete for attention and resources as means of raising student achievement."

In their blueprint for Ontario education based on the best available research evidence, Leithwood, Fullan, and Watson (2003 b) also included early childhood programs and parent/community involvement as cornerstones of children's success in school.

In TFD, there is an immediate tension between the academic accountability demands on schools and the time and energy invested in integrated programs for early childhood. This tension has been reported directly in interviews with some kindergarten teachers and presumably is part of the balancing act principals are involved in, as they lead on instruction while dealing with all the other things schools are asked to do. In the longer term, this tension could be removed if TFD is successful in contributing to child development and learning outcomes and if it improves the connection of parents to services and schools. TDSB board officials are strongly supportive of the investment potential of First Duty for both general social benefits and school success. However, in the short-term teachers and principals may need more support in balancing the multiple demands, particularly in the context of constant change and in a climate where pressures for immediate performance seem paramount.

The role of schools in service integration for young children and families

With the TDSB taking hit after hit of reorganization and reduction, and with the resulting challenges to site initiatives, it is important to keep short term frustrations in perspective. If service reform is going to happen for young children and families, schools and the education sector will be central. The OECD's Starting Strong report (2001) on optimizing early childhood development concluded that child care should be part of the educational system. Periodic calls for service reform in Ontario have pointed to the model of the school as hub for integrated services for young children and families, as reviewed in the Toronto First Duty Starting Gate Report. As Ray Peters (2003) has suggested, the school provides a universal service fabric to which other services may adhere. The core of child care, parenting programs, and kindergarten in TFD provides a strong universal fabric enabling innovative service integration for young children and families. The tie to schools is a must for universality, sustainability, scalability and community building.

Outcomes for parents include outcomes for children.

Parents see school as a crucial step beyond the family (in the psychology of parenting, childcare may be seen as more of an adjunct to care and an extension of the family rather than as a step into society). We want our children to eventually "get a job, have a family" and school is seen as the basis for later life transitions. Nevertheless, parents see early childhood programs as preparing their children for school. This includes adaptation to the peer culture, the routines, and for immigrant parents may include language and mainstream culture. For themselves they want good care when they work or attend school, and for all parents, they want "community" including congenial interactions with other adults with interests in children. Focus group results clearly show that they see First Duty sites as supportive communities of children, professionals and parents.

Outcomes for children: Developing the whole child and "school readiness"

Parents are very interested in their children's adjusting well to school, an interest captured in terms like "school transition" or "school readiness". Although the latter term has acquired some unfortunate baggage, the term persists and is ripe for rehabilitation. The idea of school readiness can be expanded out from a narrow view of the child as vessel into which society pours preacademic or academic skill training. Language skill and understanding, emotional security and a zeal for investigation, self-regulation, and peer competence are dimensions of the development of the whole child that feed successful transition to school and success beyond the early grades. These are dimensions of the development of the whole child - the kind of school readiness sought by parents, by good kindergarten teachers, and by developmental scientists who have turned their attention to how children successfully adapt to school (Brent, 2003; Raver, 2002). These are increasingly recognized at policy levels too. For example, in the U.S., in contrast to narrow academic interpretations of the Federal "Ready to Learn" thrust, most position statements on readiness have much broader definitions of readiness, acknowledging multiple dimensions in a whole child approach and state-level policies are slowly catching up (Saluja, Scott-Little, & Clifford 2000).

The full expansion of the school readiness concept goes beyond the whole child to include ready parents, ready schools and ready communities. For example, solid empirical evidence exists to show that quality childcare supports learning and emotional development in ways that foster later school learning and adjustment (Peisner Feinberg et al., 2002). Programs for parents can also foster child development and success in school (Yau, 2001; Pelletier & Brent, 2002). Ready schools can involve parents and other community resources and meet the developmental needs of young children as part of the strategy for academic success.

Connecting Children and Programming

As noted previously, the importance of connecting child experiences and outcomes to programming is an important feedback loop in designing effective programs. For example, in the Ontario Better Beginnings, Better Futures project (Peters, 2003), which included collaborative prevention programs for preschool children, benefits were strongest in sites that had explicit programming for children or for children and parents. Sites with more of a family or community focus did not produce significant child outcomes. Surprisingly, stronger effects for BBBF programs were reported for those targeting schoolage children than for those targeting younger children. Ray Peters suggests the possibility that the universal service fabric provided by schools makes the investment of other services and resources more effective. With the patchwork of preschool services, it may be harder to reach a tipping point for effective intervention. Peters also suggests that if childcare were universally available it could provide the same kind of base.

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Appendix 2: Community Early Development Instrument Report Toronto First Duty

The Early Development Instrument (EDI) is a research tool that enables a community to assess its children's readiness to participate in and benefit from school activities. Measuring readiness for school learning is important because it reflects children's early development and it can predict their performance later in life. The EDI was developed by Dr. Magdalena Janus and Dr. Dan Offord at the Canadian Center for Studies of Children at Risk, McMaster University, Hamilton in collaboration with the former North York and Toronto School Boards and Early Years Action Group, Toronto North Quadrant, with support from Dr. Fraser Mustard at the Founders' Network in Toronto.

The June 2003 Toronto First Duty Community EDI report was completed in collaboration with Dr. Magdalena Janus, Petr Varmuza at the City of Toronto and Maria Yau at Toronto District School Board.

What is the EDI?

The EDI is a checklist that kindergarten teachers complete for each child in their class. It is made up of over 120 items categorized into five domains. The EDI measures:

1. Physical health/well-being - includes gross and fine motor skills - e.g., holding a pencil, running on the playground, motor coordination, and adequate energy levels for classroom activities.
2. Social knowledge and competence - includes curiosity about the world, eagerness to try new experiences, knowledge of standards of acceptable behaviour in a public place, ability to control own behaviour, cooperation with others, following rules, and ability to play and work with other children.
3. Emotional health/maturity - includes ability to reflect before acting, a balance between too fearful and too impulsive, and ability to deal with feelings at the age-appropriate level, and empathic response to other people's feelings.
4. Language and cognitive development - includes reading awareness, age-appropriate reading, writing and numeracy skills, board games, and ability to understand similarities and differences, and to recite back specific pieces of information from memory.
5. Communication skills and general knowledge - includes skills to communicate needs and wants in socially appropriate ways, symbolic use of language, story telling, and age-appropriate knowledge about the life and world around.

How the EDI is Analyzed

The EDI is a group measure tool which means that the information can only be interpreted at the level of school or neighbourhood. It is not an individual assessment or diagnostic tool to assess the individual development of children. Identifying personal information is not collected and the confidentiality of children is protected.

The group of children who have low EDI scores on one or more of the domain areas are considered “vulnerable” in terms of their readiness for school learning. The EDI results for all senior kindergarten children in the north and south Toronto District School Board (collected in spring 2001) are used to calculate the cut-off for low EDI performance (i.e., the bottom 10 per cent) and for above-average EDI performance (i.e., the top 25 per cent) .

The EDI allows us to see how well communities in Toronto are doing in supporting young children and their families before entry into mandatory schooling into Grade One. EDI results help us to develop descriptive profiles of the Toronto First Duty communities. The data can be analyzed to look at the relationship with other community level data (e.g., such as what resources are available for young children and their families; socioeconomic indicators such as family income levels; other family characteristics). EDI data are an important contribution to the baseline information data that will be used to describe the Toronto First Duty project. Baseline data will allow us to check back in three and five years to see if there are any changes that may be associated with TFD activities.

Mapping Early Development in Toronto

Before looking at the EDI data for individual Toronto First Duty sites, it is important to look at the overall EDI picture from the North-South TDSB school communities. On average the EDI collected in Toronto senior kindergarten classes in 2001 show that a quarter (25%) of children in Toronto are vulnerable (i.e., scoring in the bottom 10%) on at least one domain area of the EDI.

Percentage of children with low EDI on one subscale or more

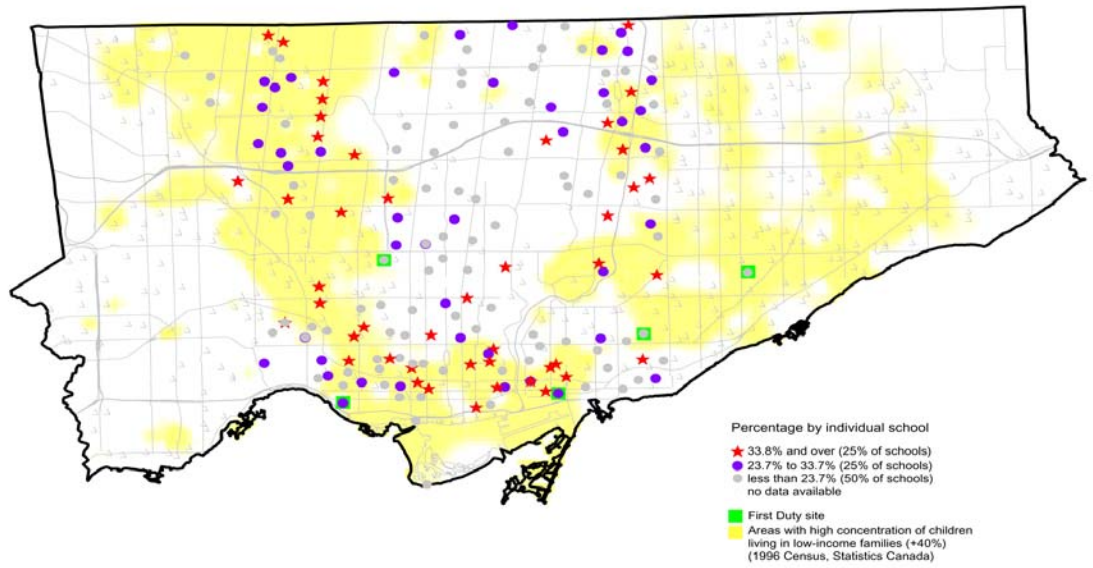


Figure 1

Figure 1 shows that the percentage of children with low EDI scores vary across the City of Toronto.

- Overall children from affluent neighbourhoods tend to have fewer vulnerable children but there are many exceptions.
- In one quarter of the schools (indicated by red stars), over a third of all children are vulnerable. While the majority of schools with more than a third of the children in the vulnerable category are in low income areas, several schools located in more affluent areas have a much higher proportion of vulnerable children.
- Several schools in low income neighbourhoods have fewer vulnerable children. Not all low-income neighbourhoods have high levels of vulnerability.
- Although the proportion of vulnerable children is greater in low income communities, the overall largest numbers of vulnerable children live in middle-class neighbourhoods. Middle-class neighbourhoods are not immune to developmental vulnerability.

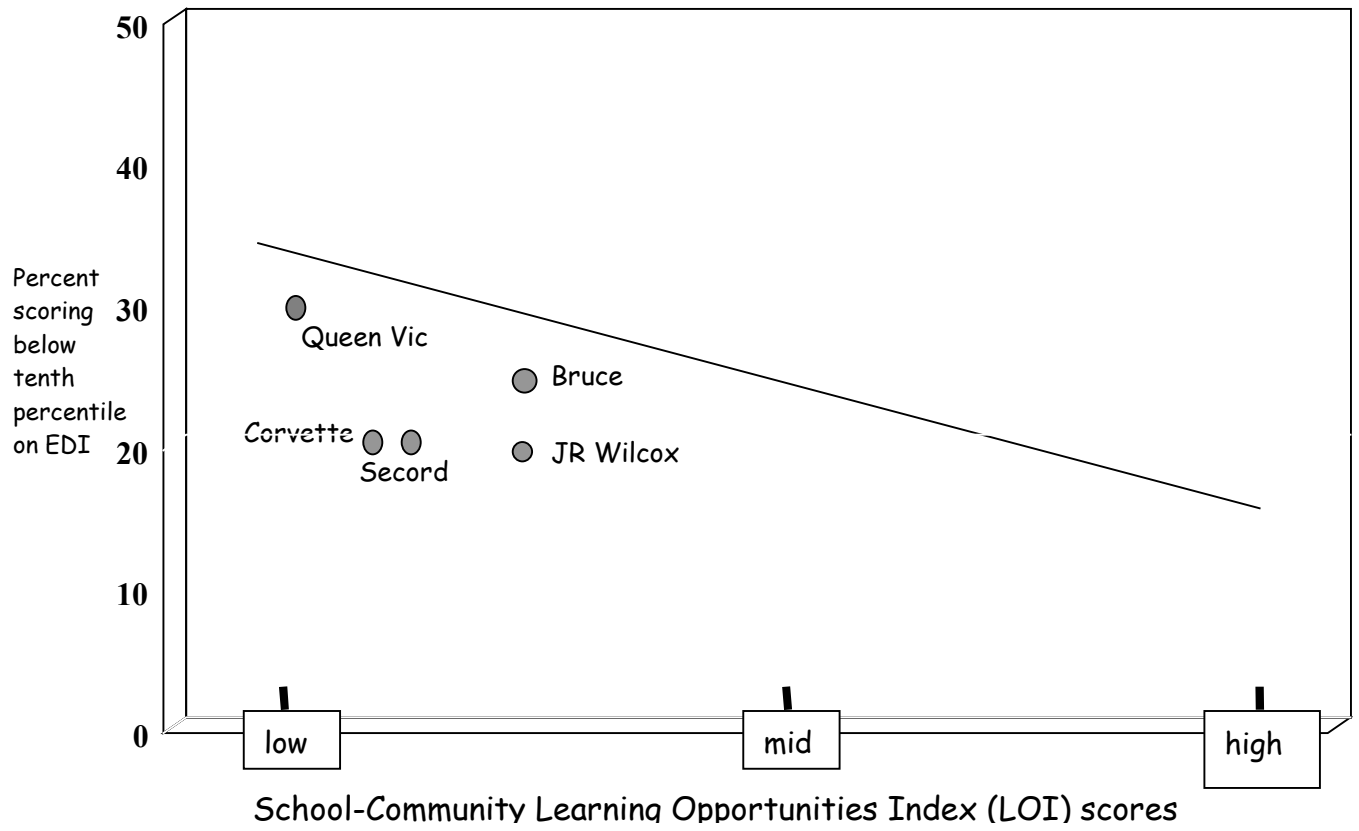
Figure 2 indicates that there is a strong relationship between a community's socio-economic characteristics and the percentage of children who have a low score and are vulnerable on in one or more of the EDI domain areas. The horizontal axis represents the Learning Opportunity Index (LOI) of the school's neighbourhood. The LOI is a measure of socio-economic status developed by the Toronto District School Board that combines information from the following factors:

- average and median income of families with school-aged children;
- parental education;
- proportion of lone-parent families;
- recent immigration;
- housing type (apartment, single detached housing);
- and, student mobility.

The vertical axis represents the percentages of children who are in the bottom 10 percentile on at least one domain. The solid black line is the statistical relationship between the proportion of vulnerable children and the school community's Learning Opportunity Index. The solid black line shows where schools are predicted (or estimated) to fall on the EDI. This prediction is based on the school's LOI score. Schools that fall above that line are performing worse than predicted; schools below that line are performing better than would be predicted by knowledge of the LOI alone. Schools landing around or on the line are performing just about as well as would be predicted from knowing the LOI for that neighbourhood.

- Schools from high SES neighbourhoods have fewer vulnerable students than do schools from middle- or low-SES neighbourhoods.
- Twice as many children in low SES communities are vulnerable than those living in the most affluent communities. That translates into twice as many children entering grade 1 classrooms who are not ready for the demands of school learning. In a class of 30 grade 1 children, it is likely that 5 children in affluent neighbourhoods compared to 10 children in poorer communities are vulnerable.
- Four of the TFD school communities have higher or lower numbers of children who are vulnerable than would be predicted by their LOI scores. Children attending Secord and Corvette schools, in particular, appear to be performing notably better than is predicted by their context. Children at Queen Victoria school appear to be at the developmental levels that would be predicted by their social and economic characteristics.

Figure 2: Socioeconomic gradient of early development: percentage of children scoring in risk range on one or more domains as a function of community LOI scores

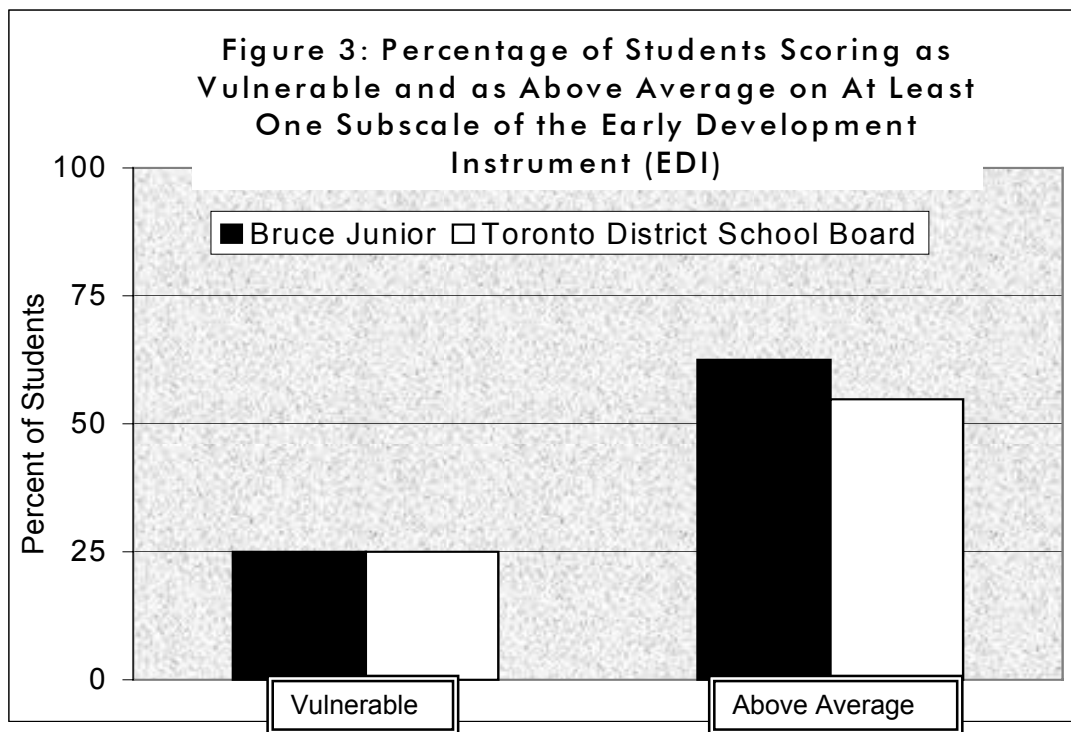


Bruce WoodGreen Early Years Centre

The Bruce WoodGreen Early Years Centre is made up of WoodGreen Community Centre, the lead agency, Bruce Public School, and several community partners. It is located in South Riverdale, bounded by Dundas St. E., Alton Ave., Eastern Ave., and Pape Ave., to the North, East, South and West. EDI results were obtained for 26 senior kindergarten students at Bruce Public School. Information from the Toronto District School Board shows approximately half of Bruce's students are ESL, including Chinese (40%), Vietnamese (5%) and other (9%) communities.

Bruce WoodGreen: Overall Results for Early Development Instrument

EDI data for 26 senior kindergarten children attending Bruce Public School were collected in April 2002.

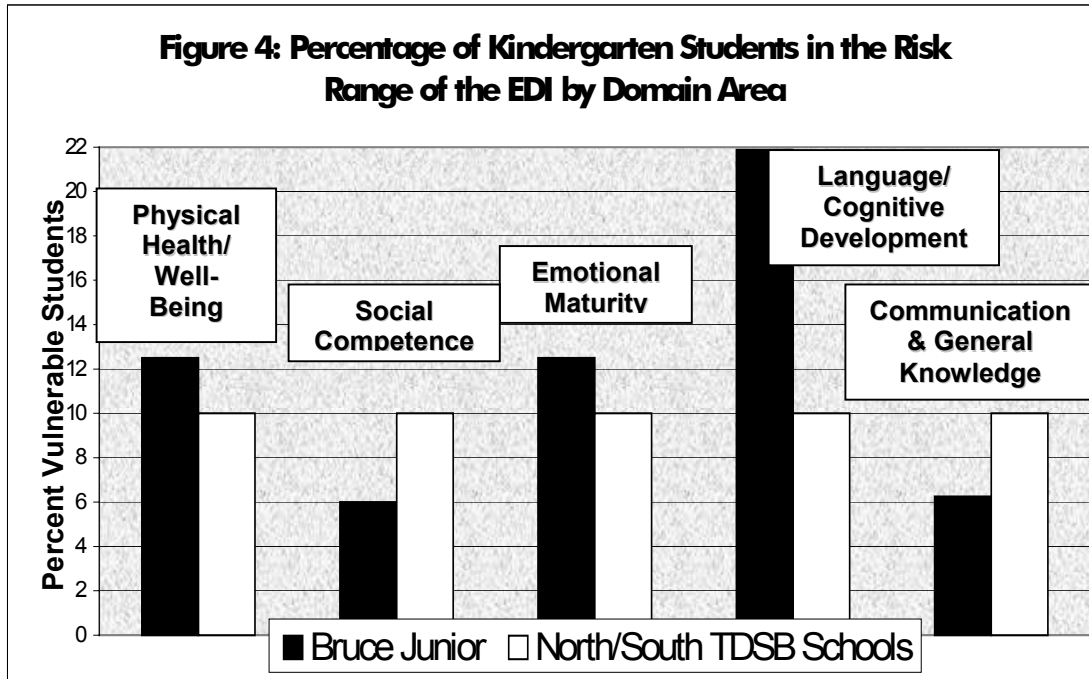


Approximately 25 per cent of the senior kindergarten children are vulnerable (i.e., scoring below the 10th percentile) on one or more EDI domain areas in at least one developmental area. This is equal to the overall North-South TDSB level of 25 per cent (see Figure 3).

Approximately 63% of senior Kindergarten children are performing above-average (i.e., above the 75th percentile) on one or more domain areas of the EDI (see Figure 3). This is a more than the overall North-South TDSB level of 55 per cent (see Figure 3).

Bruce WoodGreen: Results for EDI-Indexed Vulnerability By Domain Area

Figure 4 shows the percentage of Bruce students scoring in the risk range on each EDI domain compared with the overall North-South TDSB city cutoffs for vulnerability. The North-South TDSB levels were used to calculate the cutoff, and so are held constant at 10 per cent (“TDSB Average Low Readiness”). Compared with the overall TDSB data,



Bruce has fewer children showing vulnerability on their Social Competence (6%) and Communication Skills/General Knowledge (6%) (See Figure 4). These are strengths that need to be valued and nurtured. Bruce scores close to the city average on the Physical Health and Well-being (12.5%) and Emotional Maturity domains (12.5%). Bruce had many more students showing problems in Language/Cognitive Development (22%) than the average North-South TDSB schools. This may be influenced by the high proportion of ESL students at Bruce.

Bruce WoodGreen: Results for EDI-Indexed Above Average Performance By Domain Area

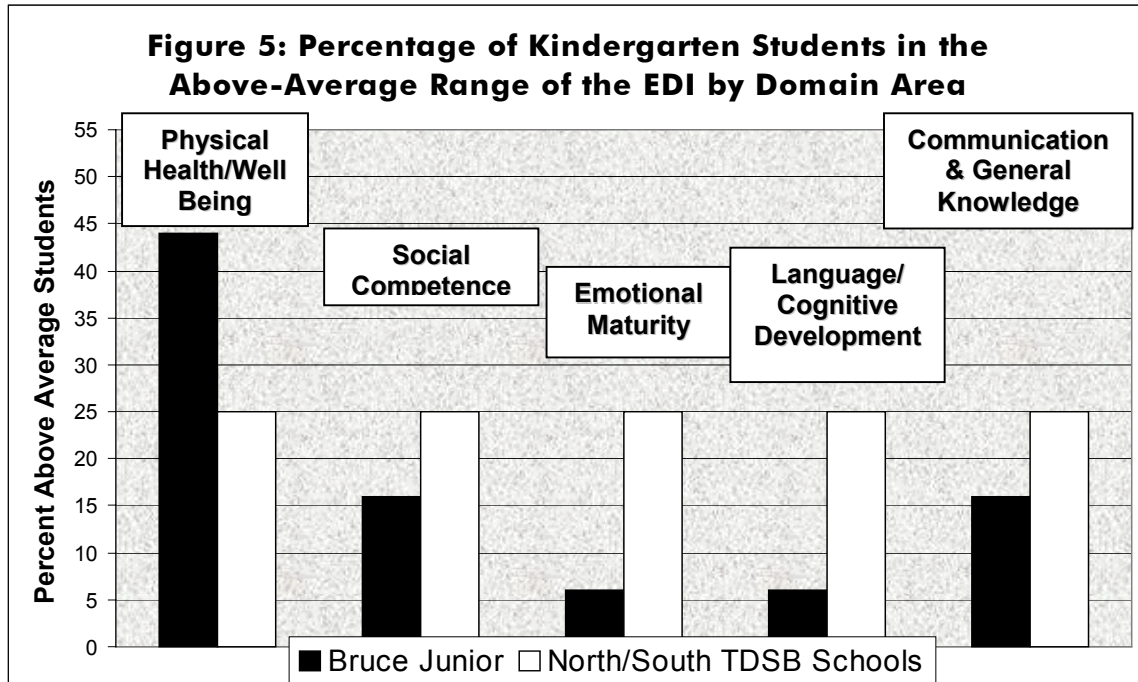
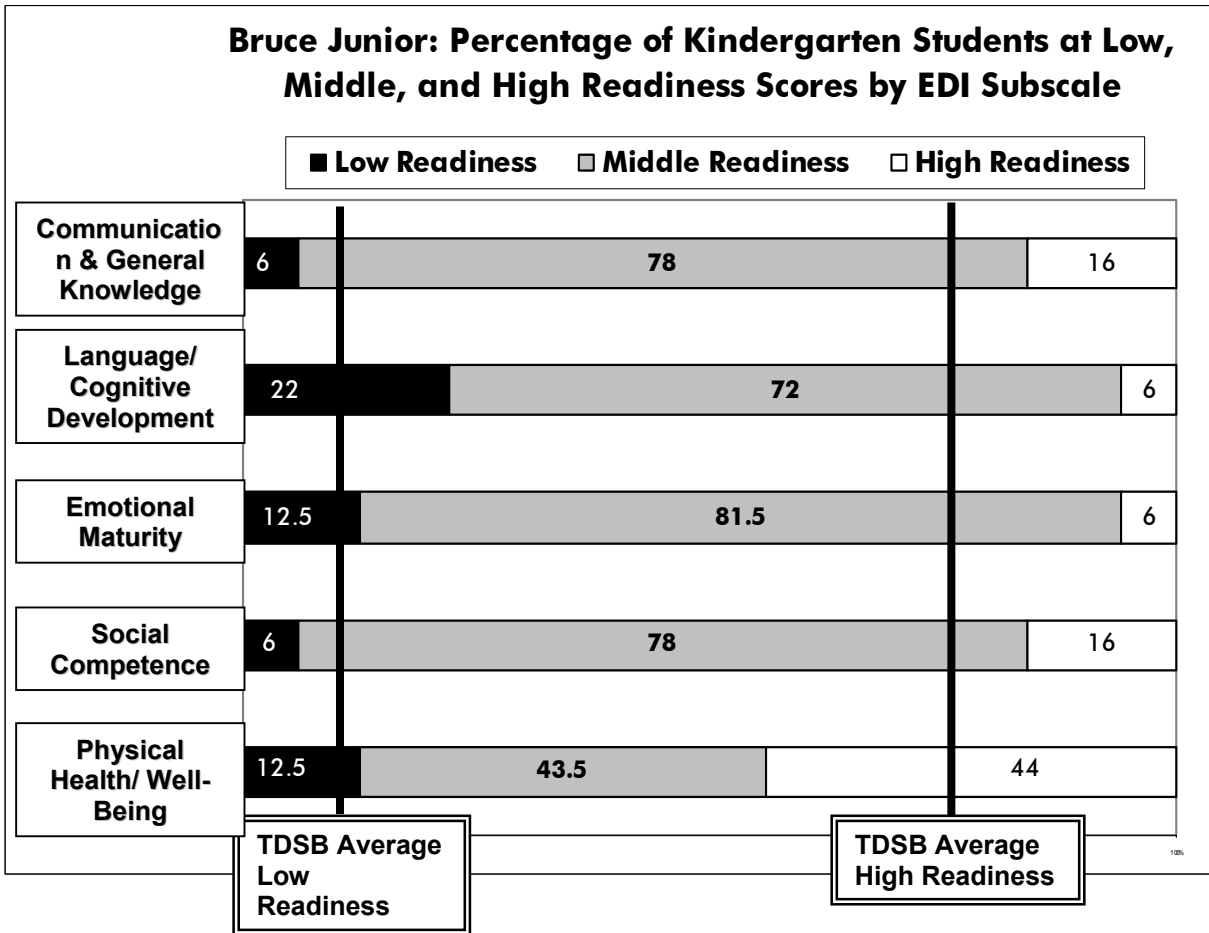


Figure 5 shows the percentage of Bruce WoodGreen students scoring above-average on each EDI domain, again compared to the overall TDSB cutoffs. These cutoffs are again held constant at 75%, so only 25% of TDSB students over are considered “above-average” on each domain scale. Compared to the overall TDSB values, Bruce WoodGreen has many more students scoring above average on Physical Health/Well-being (44%). Bruce has fewer student scoring above average on Communication skills/General Knowledge domain (16%) Social Competence (16%) than the TDSB average. Bruce WoodGreen has notably fewer students scoring above average on the Language/Cognitive Development (24%) and on the Emotional Maturity domain (6%). While the great number of students scoring high on Physical Health/Well-being is to be considered a strength, this conclusion is complicated by the higher than average number of students scoring in below average for low readiness on this same scale. Language and Cognitive Development again appears to be an area of particular concern for the Bruce WoodGreen site.

Bruce WoodGreen: Summary of EDI performance

Figure 6 shows the percentage of children who are vulnerable (low readiness) and doing well (high readiness) in each of the domains. It also indicates the percentage of children who fall between the low and high end of the EDI measure (middle readiness). The lines for average TDSB low readiness and average TDSB high readiness indicated the overall Toronto averages.



Corvette Early Years Community

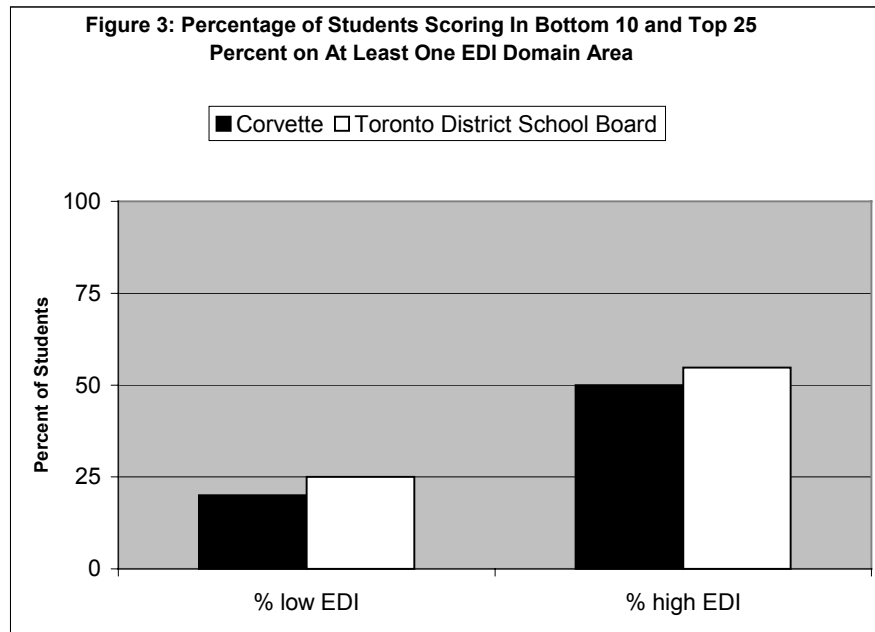
Corvette Early Years community includes the Corvette Junior Public School's catchment area. It is located in the Kennedy Road and Eglinton Ave. area in a culturally diverse neighbourhood. Information from the Toronto District School Board shows that approximately 57% of the children are ESL and 20% have moved to Canada within the last five years. Tamil is the mother tongue or primary home language for 20 per cent of the children. It is estimated that 880 children between 0 and 6 years live in the catchment area.

Corvette Early Years: Overall Results for Early Development Instrument

EDI data for 79 senior kindergarten children attending Corvette Junior Public School were collected in April 2002.

Approximately 22 per cent of the senior kindergarten children are vulnerable (i.e., scoring below the 10th percentile) on one or more EDI domain areas in at least one developmental area. This is slightly less than the overall North-South TDSB level of 25 per cent (see Figure 3).

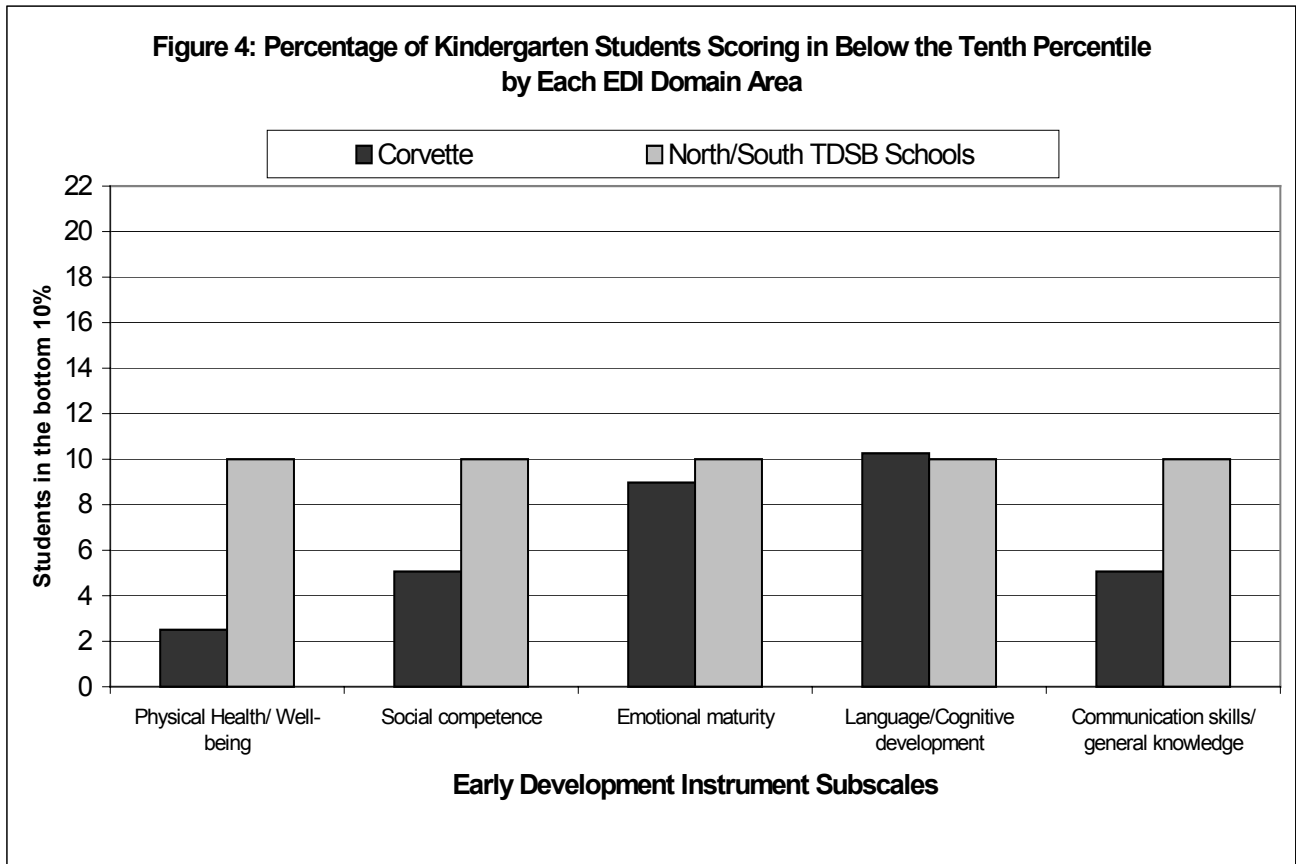
Approximately 50 of senior Kindergarten children are performing above-average (i.e., above the 75th percentile) on one or more domain areas of the EDI (see Figure 3)



Corvette: Results for EDI-Indexed Vulnerability By Domain Area

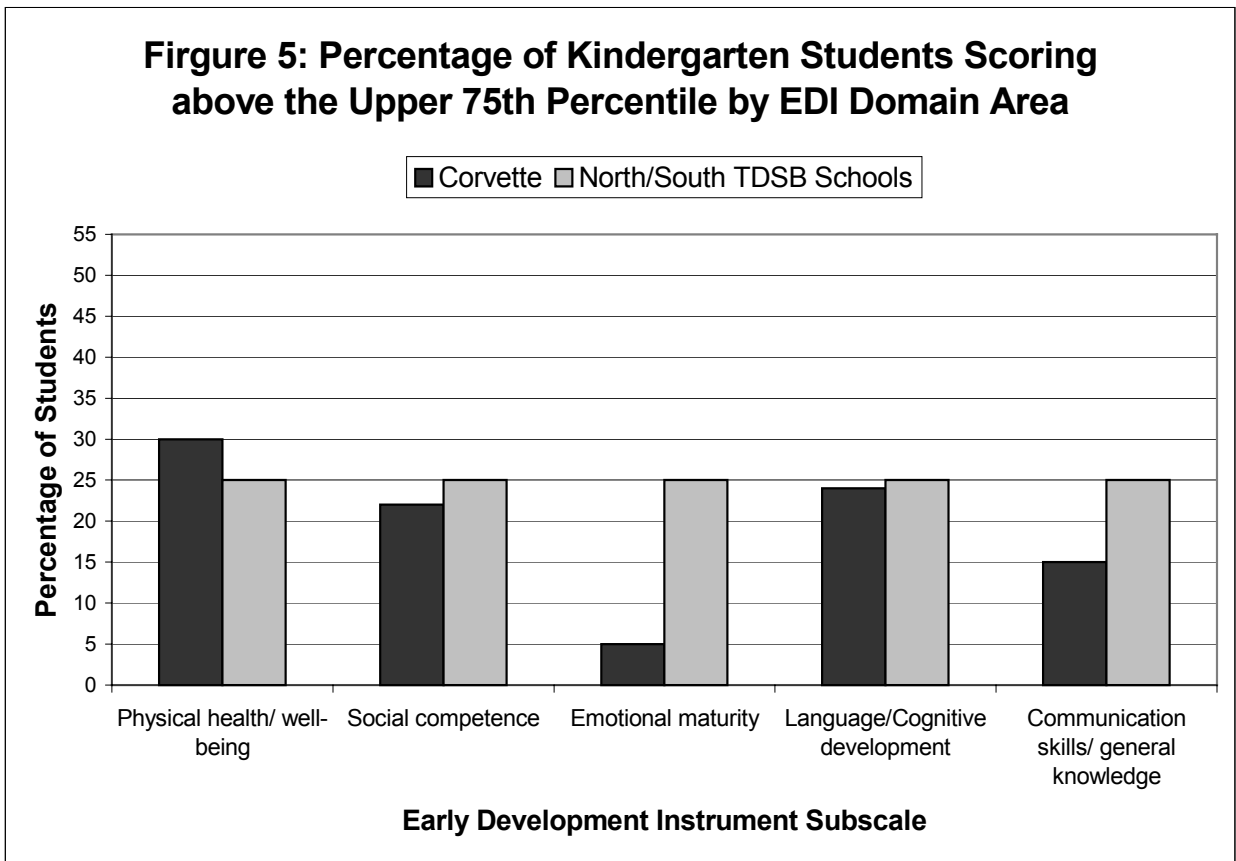
Figure 4 shows the percentage of Corvette students scoring in the risk range on each EDI domain compared with the overall North-South TDSB city cutoffs for vulnerability.

The city levels were used to calculate the cutoff, and so are held constant at 10 per cent. Compared with the overall TDSB data, Corvette has fewer children showing vulnerability on their Physical Health and Well-being (5%), Social Competence (2.5%) and Communication Skills/General Knowledge (5%) (See Figure 4). These are strengths that need to be valued and nurtured. Corvette scores close to the city average on the Language/Cognitive Development (10%) and Emotional Maturity domains (9%).



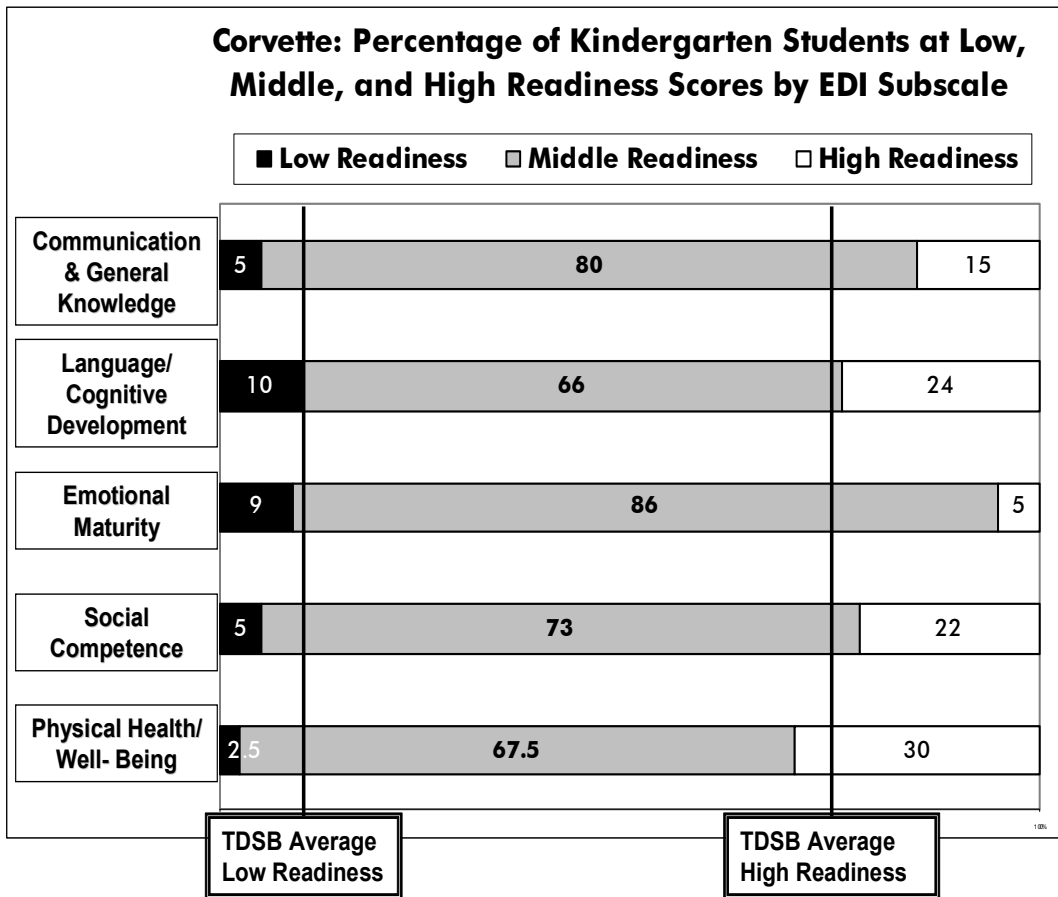
Corvette: Results for EDI-Indexed Above Average Performance By Domain Area

Figure 5 shows the percentage of Corvette students scoring above-average on each EDI domain, again compared to the overall TDSB cutoffs. These cutoffs are again held constant at 75%, so only 25% of TDSB students over are considered “above-average” on each domain scale. Compared to the overall TDSB values, Corvette has more students scoring above-average on Physical Health/Well-being (30%). It is close to the city averages on both Social Competence (22%) and Language/Cognitive Development (24%). Corvette has notably fewer students scoring above average on the Communication skills/ General Knowledge domain (15%) and especially on the Emotional Maturity domain (5%). Physical Health/Well-being again appears as one of the great strengths of students at Corvette.



Corvette

Figure 6 shows the percentage of children who are vulnerable (low readiness) and doing well (high readiness) in each of the domains. It also indicates the percentage of children who fall between the low and high end of the EDI measure (middle readiness). The lines for average TDSB low readiness and average TDSB high readiness indicated the overall Toronto averages.

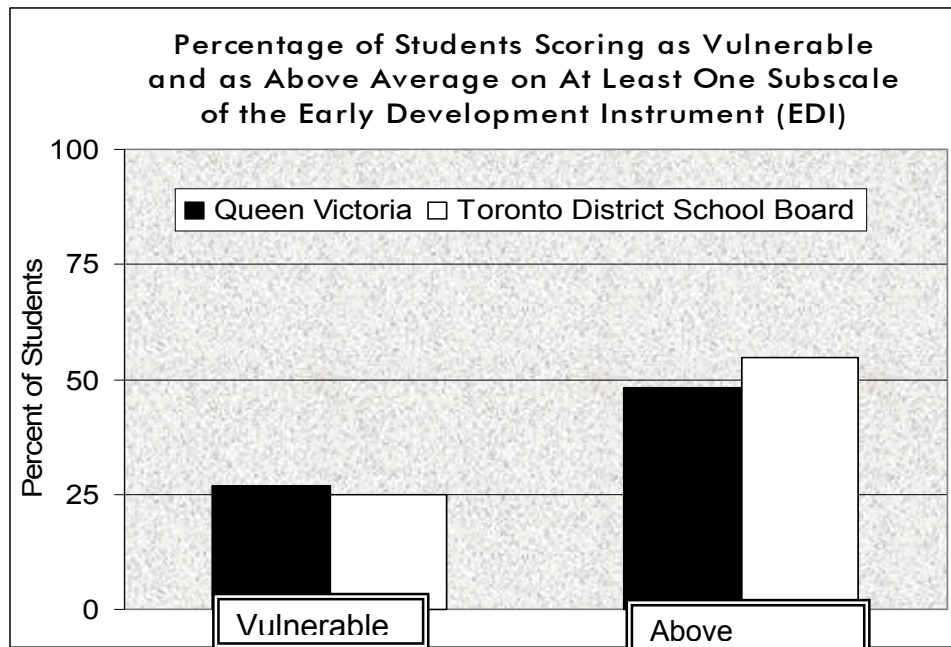


Queen Victoria Early Years Project

The Queen Victoria Early Years Project is made up of the Crèche Child and Family Centre, Queen Victoria Public School, and several other community organizations. It is located in Parkdale. EDI results were obtained for 140 students at Queen Victoria Public School in 2001. Information from the Toronto District School Board shows that twenty seven percent of Queen Victoria students were born outside of Canada, and 71 percent are ESL.

Queen Victoria: Overall Results for Early Development Instrument

EDI data for senior kindergarten children attending Queen Victoria Public School were collected in April 2002.

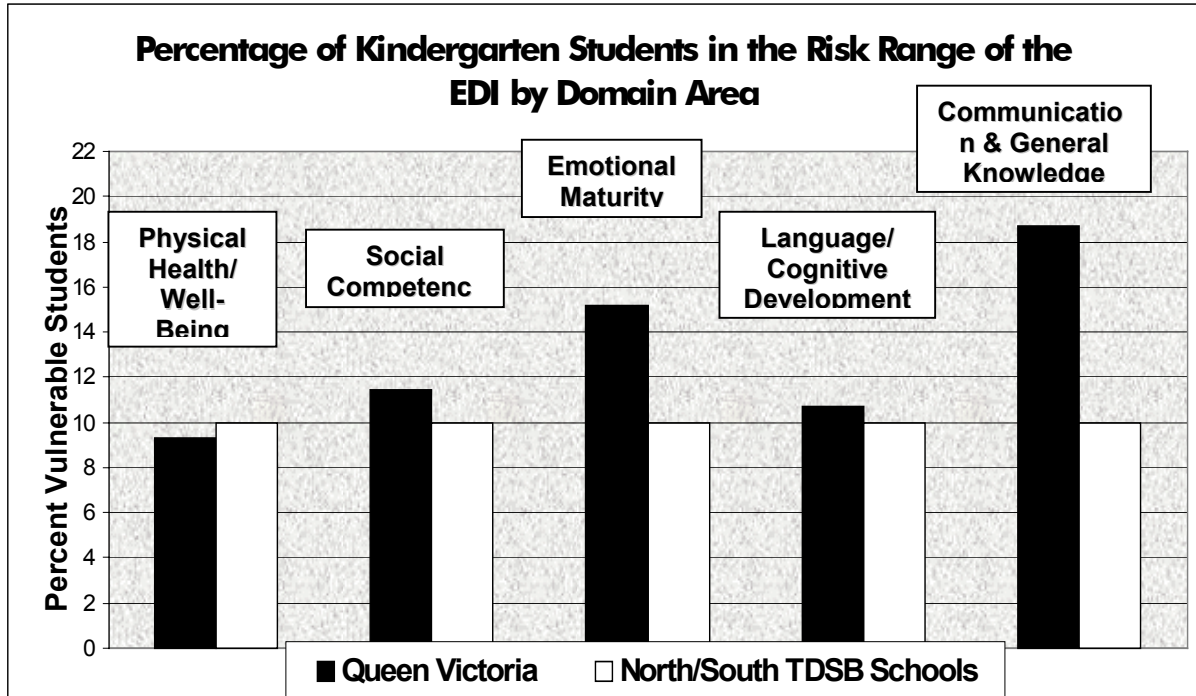


- Approximately 27 per cent of the senior kindergarten children are vulnerable (i.e., scoring below the 10th percentile) on one or more EDI domain areas in at least one developmental area. This is very close to the overall North-South TDSB level of 25 per cent (see Figure 3).
- Approximately 48% of senior Kindergarten children are performing above-average (i.e., above the 75th percentile) on one or more domain areas of the EDI (see Figure 3). This is just under the overall North-South TDSB level of 55 per cent (see Figure 3).

Queen Victoria: Results for EDI-Indexed Vulnerability By Domain Area

Figure 4 shows the percentage of Queen Victoria students scoring in the risk range on each EDI domain compared with the overall North-South TDSB city cutoffs for vulnerability.

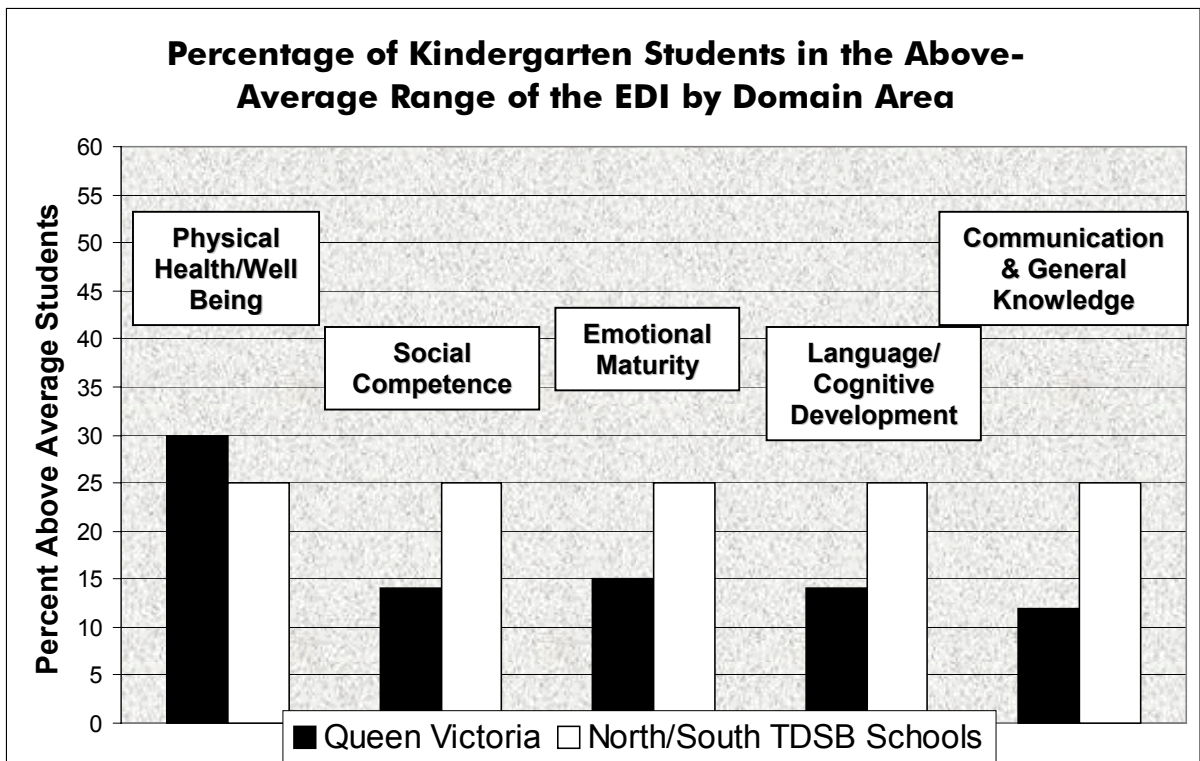
The North-South TDSB levels were used to calculate the cutoff, and so are held constant at 10 per cent (“TDSB Average Low Readiness”). Compared with the overall TDSB data,



Queen Victoria has fewer children showing vulnerability on their Physical Health and Well-being than the TDSB norm. Levels of vulnerability in Language and Cognitive Development (11.5%) and Social Competence (11%) domains are just higher than the TDSB averages. On Communication Skills/General Knowledge and Emotional Maturity domains, however, a great deal more students at Queen Victoria appear to be vulnerable (15% and 19% respectively).

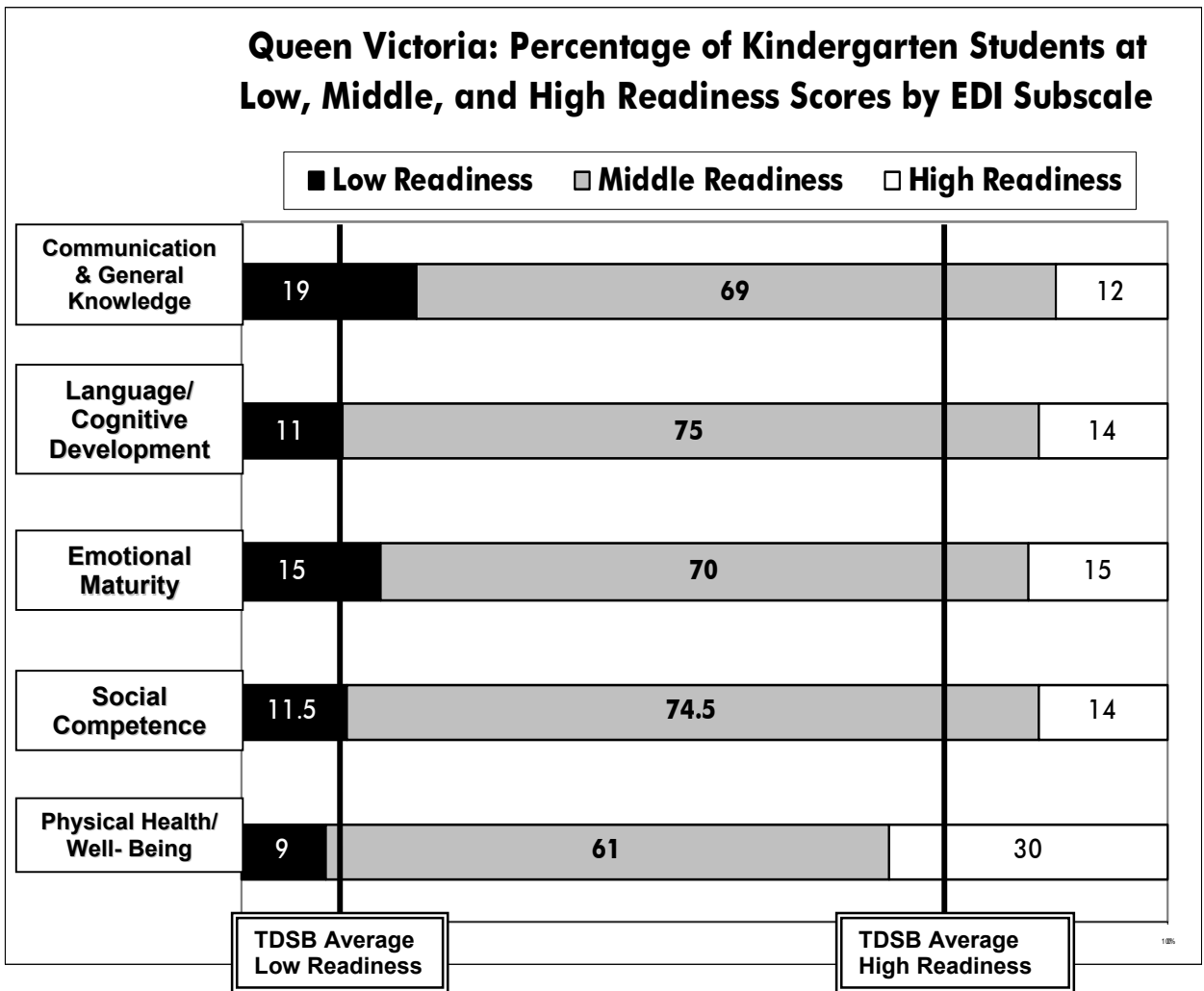
Queen Victoria: Results for EDI-Indexed Above Average Performance By Domain Area

Figure 5 shows the percentage of Queen Victoria students scoring above-average on each EDI domain, again compared to the overall TDSB cutoffs. These cutoffs are held constant at 75%, so only 25% of TDSB students over are considered “above-average” on each domain scale. Compared to the overall TDSB values, Queen Victoria has slightly more students scoring above average on Physical Health/Well-being (30%). Queen Victoria has fewer student scoring above average on all of the remaining domain areas: Communication skills/ General Knowledge (12%); Social Competence (14%); Language/Cognitive Development (14%) and Emotional Maturity (15%).



Queen Victoria: Summary of EDI performance

Figure 6 shows the percentage of children who are vulnerable (low readiness) and doing well (high readiness) in each of the domains. It also indicates the percentage of children who fall between the low and high end of the EDI measure (middle readiness). The lines for average TDSB low readiness and average TDSB high readiness indicated the overall Toronto averages.



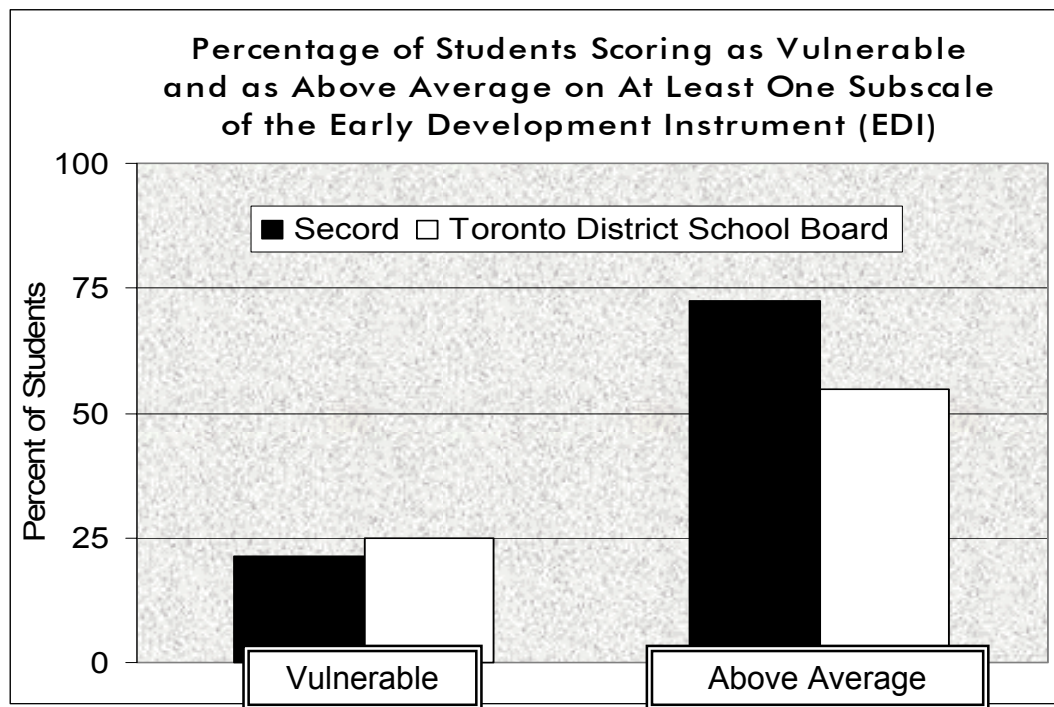
Secord/Dawes – Action for Children Today and Tomorrow (ACTT)

The Secord/Dawes – Action for Children Today and Tomorrow (ACTT) is made up of the East York/ East Toronto Family Resources, Secord Public School, and several other community organizations. It is located in the Main and Danforth area. EDI results were obtained for 112 senior kindergarten students at Secord Public School in 2002.

Information from Toronto District School Board shows that over 30 percent of Secord students are ESL.

Secord: Overall Results for Early Development Instrument

EDI data for senior kindergarten children attending Secord Public School were collected in April 2002.

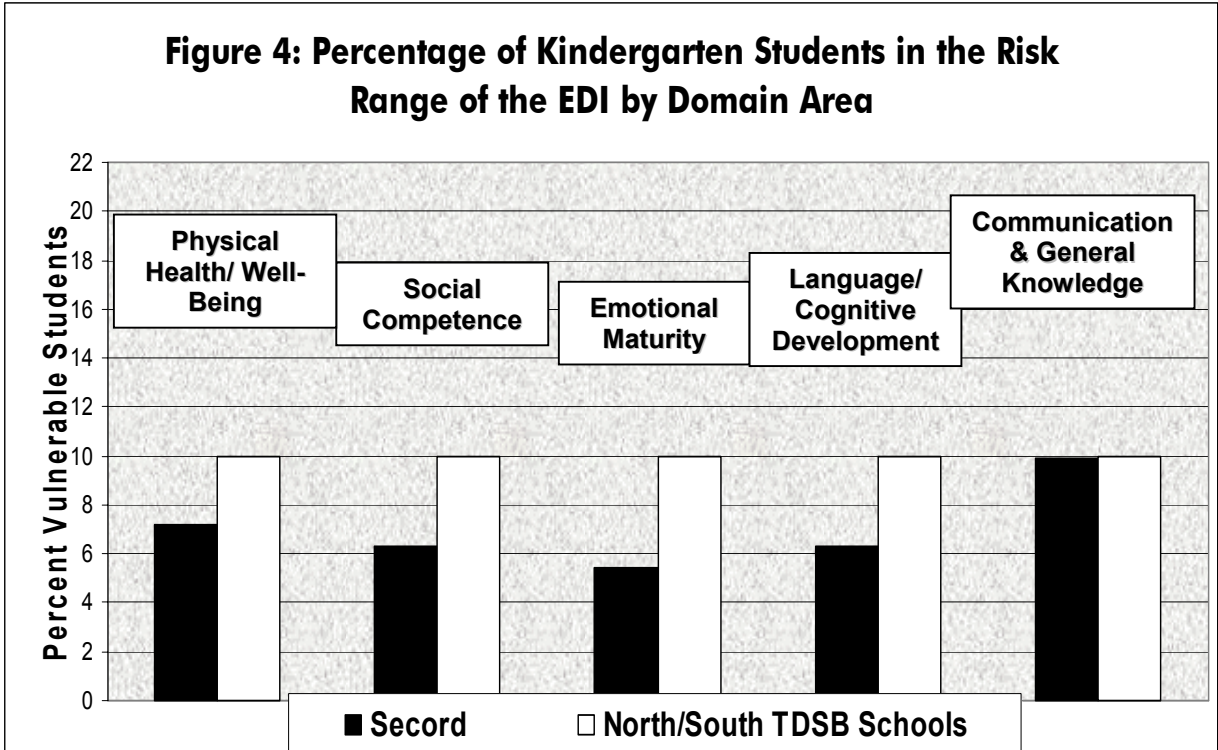


- Approximately 21.5 per cent of the senior kindergarten children are vulnerable (i.e., scoring below the 10th percentile) on one or more EDI domain areas in at least one developmental area. This is less than the overall North-South TDSB level of 25 per cent (see Figure 3).
- Approximately 72% of senior Kindergarten children are performing above-average (i.e., above the 75th percentile) on one or more domain areas of the EDI (see Figure 3). This is substantially more than the overall North-South TDSB level of 55 per cent (see Figure 3).

Secord: Results for EDI-Indexed Vulnerability By Domain Area

Figure 4 shows the percentage of Secord students scoring in the risk range on each EDI domain compared with the overall North-South TDSB city cutoffs for vulnerability.

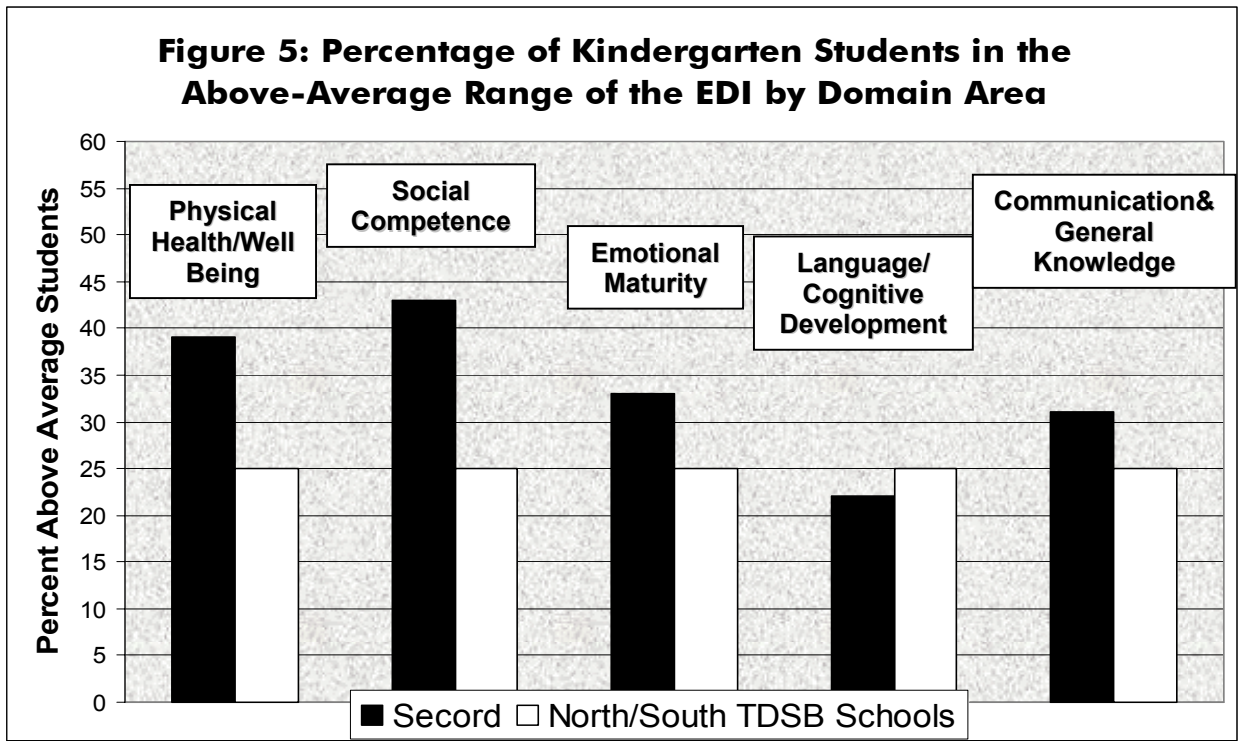
The North-South TDSB levels were used to calculate the cutoff, and so are held constant at 10 per cent (“TDSB Average Low Readiness”). Compared with the overall TDSB data,



Secord has fewer children showing vulnerability on all scales except Communication Skills/General Knowledge, on which Secord performance is equal to that of the TDSB average. On Physical Health and Well-Being (7%), Language and Cognitive Development (6.5%) Social Competence (6%) and Emotional Maturity (5.5%), Secord students are less vulnerable overall than the TDSB averages.

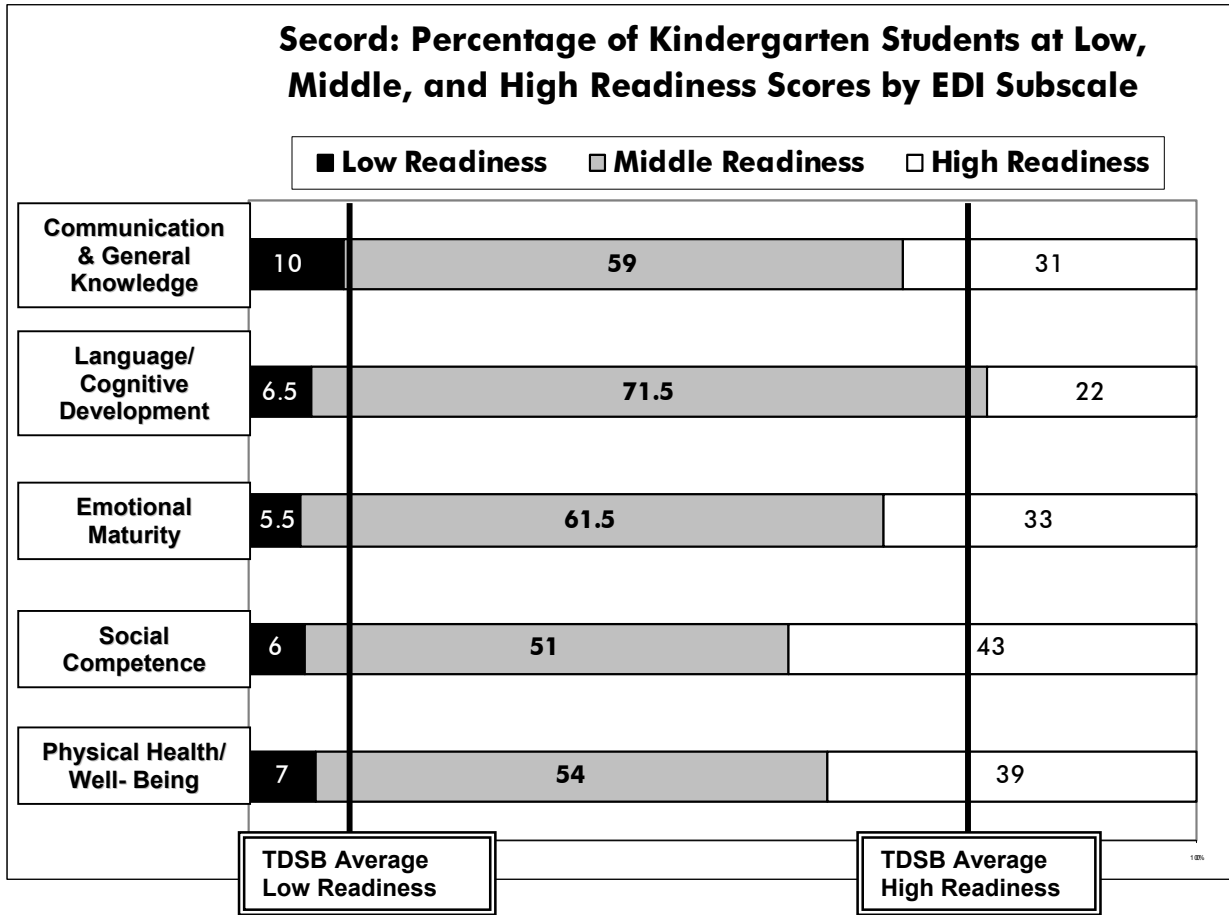
Secord: Results for EDI-Indexed Above Average Performance By Domain Area

Figure 5 shows the percentage of Secord students scoring above-average on each EDI domain, again compared to the overall TDSB cutoffs. These cutoffs are held constant at 75%, so only 25% of TDSB students over are considered “above-average” on each domain scale. Secord has proportionally more students scoring “above average” than the TDSB norms in all domain areas except Language/Cognitive Development (22%), which is nevertheless close to the TDSB norm. On the other four domain areas, Secord shows high percentages of students doing particularly well: Physical Health/Well-being (39%), Communication skills/ General Knowledge (31%); Social Competence (43%); and Emotional Maturity (33%).



Secord: Summary of EDI performance

Figure 6 shows the percentage of children who are vulnerable (low readiness) and doing well (high readiness) in each of the domains. It also indicates the percentage of children who fall between the low and high end of the EDI measure (middle readiness). The lines for average TDSB low readiness and average TDSB high readiness indicated the overall Toronto averages.

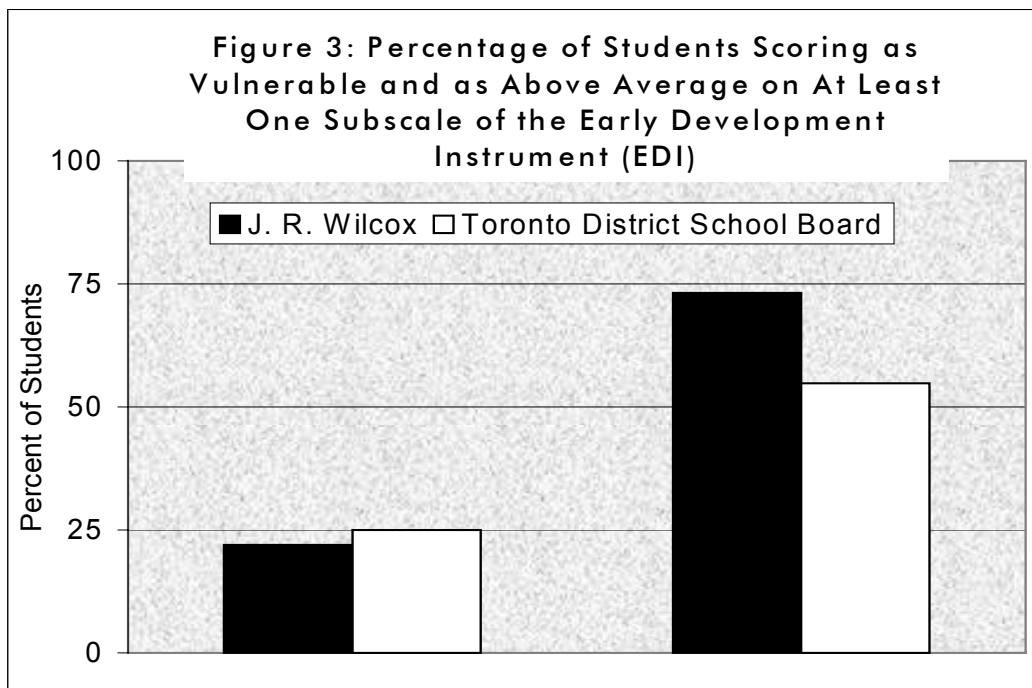


York Early Years--J.R.Wilcox

The YEY--J.R.Wilcox is the Early Leader site for the First Duty pilot projects. The Macaulay Child Development Centre is the lead agency, collaborating with several community- and City of Toronto partners. EDI results were obtained for 40 senior kindergarten students at J. R. Wilcox Community School. Approximately 37% of students are ESL, coming from a range of language groups including Spanish, Chinese, Greek and Vietnamese, along with a number of English-speaking Caribbean immigrant families.

YEY--J.R.Wilcox: Overall Results for Early Development Instrument

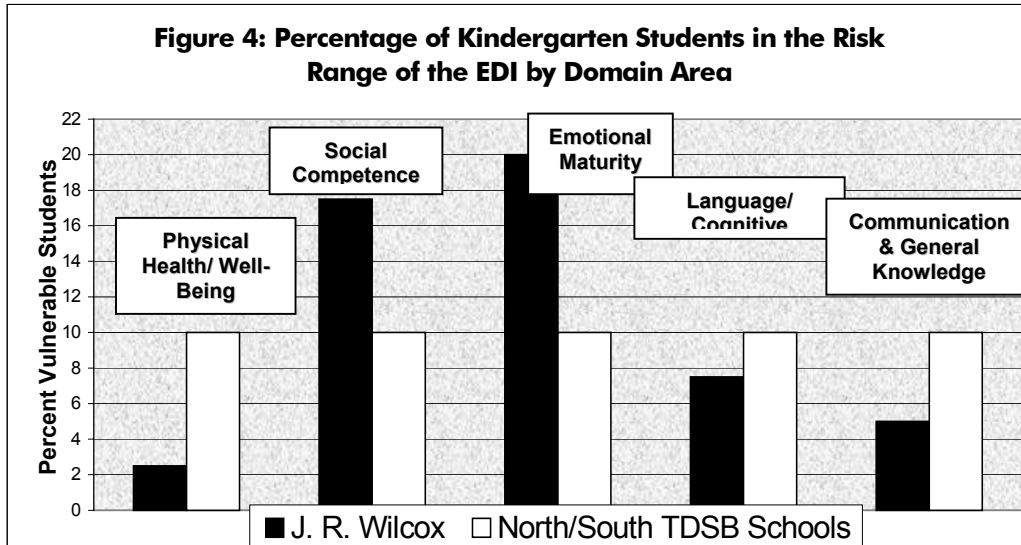
EDI data for senior kindergarten children attending J.R.Wilcox Public School were collected in April 2002.



- Approximately 22 per cent of the senior kindergarten children are vulnerable (i.e., scoring below the 10th percentile) on one or more EDI domain areas in at least one developmental area. This is slightly below the overall North-South TDSB level of 25 per cent (see Figure 3).
- Approximately 73% of senior Kindergarten children are performing above-average (i.e., above the 75th percentile) on one or more domain areas of the EDI (see Figure 3). This is a great deal more than the overall North-South TDSB level of 55 per cent (see Figure 3).

YEY--J.R.Wilcox: Results for EDI-Indexed Vulnerability By Domain Area

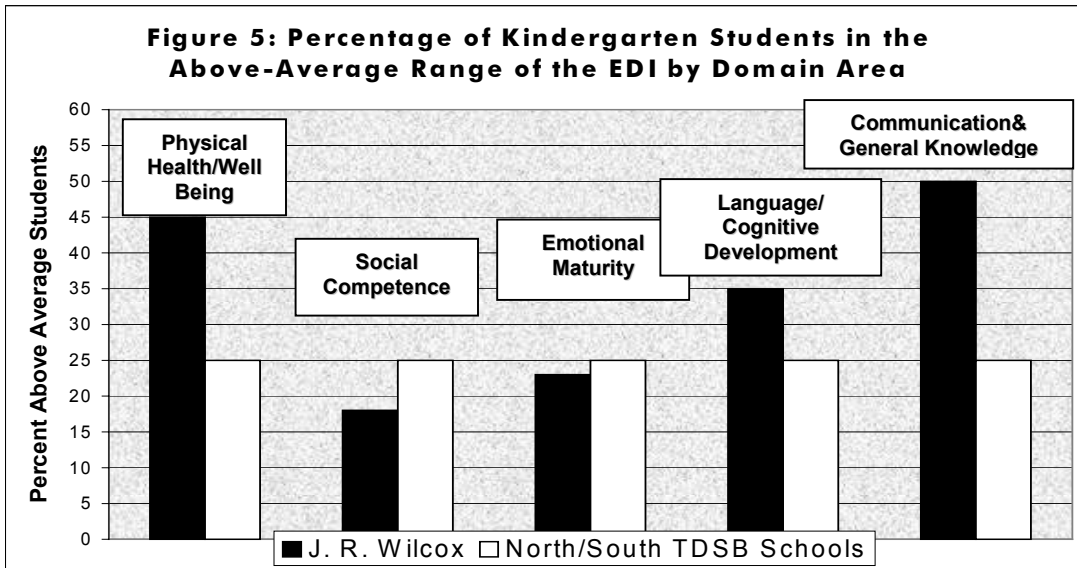
Figure 4 shows the percentage of J.R.Wilcox students scoring in the risk range on each EDI domain compared with the overall North-South TDSB city cutoffs for vulnerability. The North-South TDSB levels were used to calculate the cutoff, and so are held constant at 10 per cent (“TDSB Average Low Readiness”). Compared with the overall TDSB data,



J.R.Wilcox has fewer children showing vulnerability on their Physical Health and Well-being (2%) Language/Cognitive Development (8%) and Communication Skills/General Knowledge (5%) than the City averages (See Figure 4).. J.R.Wilcox had many more students showing problems in Social Competence (18%) Emotional Maturity domains (20%) than the average North-South TDSB schools.

YEY--J.R.Wilcox: Results for EDI-Indexed Above Average Performance By Domain Area

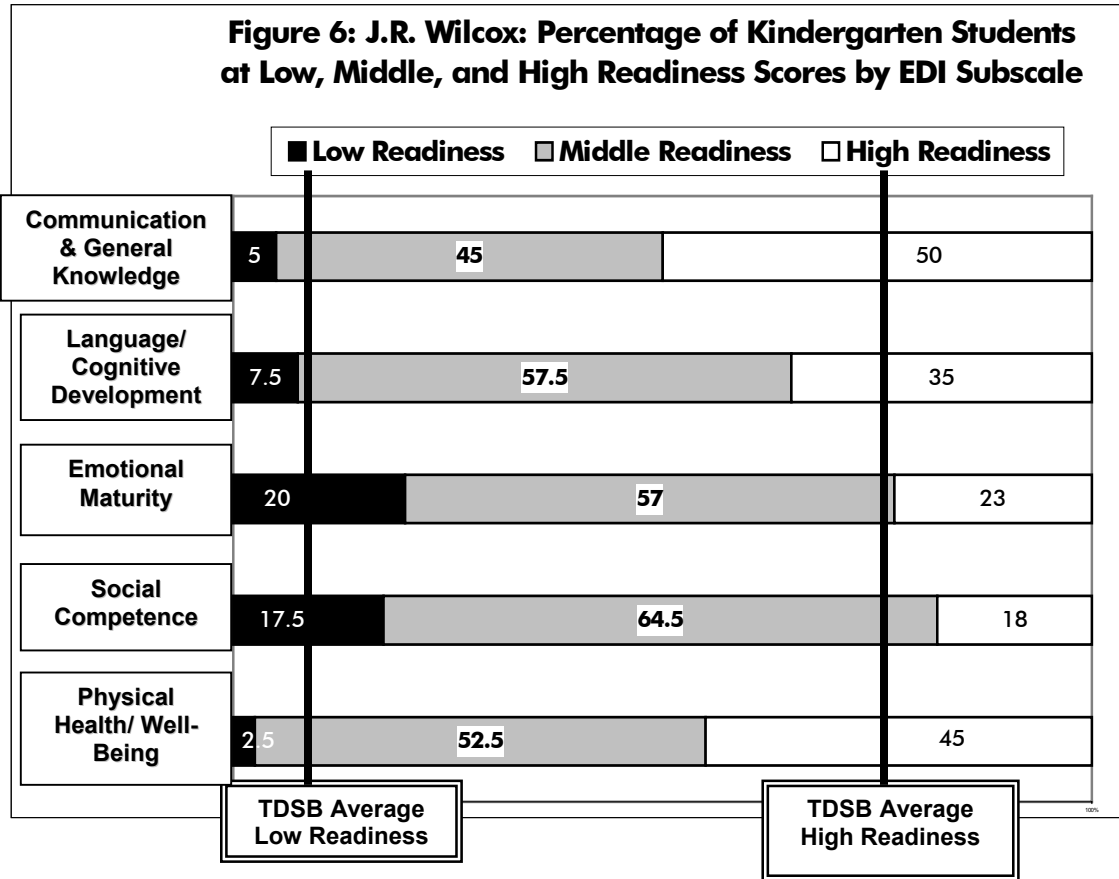
Figure 5 shows the percentage of YEY--J.R.Wilcox students scoring above-average on each EDI domain, again compared to the overall TDSB cutoffs. These cutoffs are again



held constant at 75%, so only 25% of TDSB students are considered “above-average” on each domain scale. Compared to the overall TDSB values, YEY--J.R.Wilcox has notably more students scoring above average on Physical Health/Well-being (45%), on Communication skills/ General Knowledge domain (50%), and on Language/Cognitive Development (35%). Somewhat fewer students than the TDSB average are in the above average range on Social Competence (18%) and Emotional Maturity (23%) domains. The great number of students scoring high on Physical Health/Well-being, Communication skills/ General Knowledge and Language/Cognitive Development are strengths for J. R. Wilcox. As with the elevated proportion of students appearing vulnerable on Social Competence and Emotional Maturity, the relatively low number of students scoring above average on these scales indicates that these are areas of particular concern for the YEY--J.R.Wilcox site (See Figure 6).

YEY--J.R.Wilcox: Summary of EDI performance

Figure 6 shows the percentage of children who are vulnerable (low readiness) and doing well (high readiness) in each of the domains. It also indicates the percentage of children who fall between the low and high end of the EDI measure (middle readiness). The lines for average TDSB low readiness and average TDSB high readiness indicated the overall Toronto averages.



Appendix 3: Indicators of Systems Change & Process for Crafting a Profamily System of Education and Human Services

ACTT – TWC Checklist

	<u>Yes</u>	<u>No</u>	<u>Under Consideration</u>	<u>Rejected</u>	<u>Action Required</u>
Are interagency agreements in place?					
■ Are they reviewed periodically?	yes,				annually
■ Are agency agreements negotiated with the clear understanding that they are meant to be binding?	yes				
■ Are policies in place to address agreements broken in “bad faith”?	yes				
Do program-level information and intelligence trigger policy-level changes across multiple systems?					
■ Is there a case management system or other method for collecting information on a case-by-base basis to determine what services children and families need that are not available and what barriers prevent them from using services that are available, including transportation, cultural and interpersonal issues, and eligibility rules?					The April 2003 community consultation report provides this information for the East York East Toronto Community. The site continues to build that knowledge through the Early Identification and Community Engagement Committees.
■ Is there a person or committee designated to analyze this information, to identify those barriers that could be resolved by policy-level actions, and to summarize findings?					Both the ACTT and Secord Dawes TFD Steering Committees ... as well as the TFD Steering Committee
■ Is there a procedure in place to ensure that the collaborative reviews this information? Has action been taken as a result?					Yes through annual reviews that shape workplans. Workplans include actions to be taken.
Have partners developed shared information system?					
■ Is there ready access to each other’s records?					The site is working toward this goal
■ Are shared confidentiality protocols in place?					yes but the process needs further refinement
■ When agencies implemented and expanded computer systems, did they take into account interagency access capabilities and information-sharing needs?					TFD Funder is providing a designated computer and software for intake and tracking purposes for TFD across TFD sites, but current computer capacity at the site needs improvement. Funds and staff time for this purpose have been in short supply.

- Have agencies replaced separate in-house forms to gather the same kind of information with a common form used by all members or other organizations to establish program eligibility? Assess case management needs? Develop case plans?

No, but they anticipate there will be an increasing need for this. The site's Early Identification Committee is addressing this locally and linking with citywide efforts through TFD Program Manager and the Toronto Public Health Manager for East York East Toronto.

Have partner agencies incorporated the vision and values of the collaborative at their administrative and staff levels?

- Have partners altered their hiring criteria, job descriptions, and preservice or inservice training to confirm to a vision of comprehensive, accessible, culturally appropriate, family-centered, and outcome-oriented services?
- Have partners changed the design hours, and location of waiting rooms and interviewing offices, or revised the nature of services?
- Has there been cross-training to share factual information among all of the agencies working together to provide school-linked services?
- Have partners developed training to help staff consider the extent to which they are willing to let collaborative's goals and objectives influence their day-to-day interaction with each other and with children and families?
- Is there a change in the way teachers, principals, and service providers relate to each other? To their students? To others they serve?
- Are redirected staff assigned to work in school-linked centers keeping in touch with policies and agencies?
- Is there basic agreement on who they need to service, what they should be doing, and what results they should expect?
- Are outcome goals clearly established?
- Has the collaborative used its data collection capacity to document how well children and families are faring in their communities and how well agencies and child-service institutions are meeting their mandates?

Some have...for example, CPNP and EYET have, as have all the Secord Dawes Early Learning Team roles. Not all partner agencies' generic role descriptions have been modified but they seem to be congruent with this vision.

Yes, the Muppets Childcare and Secord School have changed hours in terms of when childcare children attend K ...so as to better accomodate the children's needs & ensure success in social interactions at school.

Yes, at the Steering Committee level each monthly meeting has time dedicated to one partner agency and its programs. There was also a half day tour as a group to each of the partner agencies' sites early in the fall for all SC members. Practitioners / front line staff still need more opportunities like this.

The recently approved Challenge Fund monies will be used to support staff training. The fund provides a huge opportunity for joint / cross site training for partner agencies' staff ... a site priority that could not be addressed until the Challenge Fund monies became available to support it.

Yes, last June the childcare staff and kindergarten staff didn't know one another's names. Considerable progress was made in developing relationships between and among service provider groups, as well as families.

yes

yes this is developing through "debriefing sessions" and committee discussions

yes ... the indicators document is facilitating this June 2003 Community consultation report has & has shaped program directions. The June EDI report and the TFD June progress Report will be considered and reviewed as steps toward planning for the fall,2003.

- Are these data used strategically both within the collaborative and in the larger community to advance the collaborative's goals? yes

- Are outcomes measurable? Do they specify what degree of change is expected to occur in the lives of children and families during what period of time?
- Is shared accountability a part of outcomes that reflect education, human service, and community goals and objectives?
- Is public accountability established?
- Are periodic community report cards released and public meetings and forums conducted to keep the public apprised of specific collaborative accomplishments and overall progress toward improving key indicators of community well-being?

The site is working on this but caution that they must be realistic because one in four children leave the school annually; nor does the site yet have the capacity to reach all families in the community. Yes, this is a goal of the ACTT coalition and their TFD Secord Dawes site. All their partner agencies have committed to this goal. yes, through annual budgets and workplans The site feels paper-based communications are insufficient. They've tried several public forums with great success, as well as a Community Dinner. Their Engaging Community Committee is working on strategies for engaging parents and other community members in the TFD Secord Dawes activities.

Has the collaborative devised a financing strategy to ensure long-term funding?

- Are plans in place to support new patterns of service delivery beyond the prototype level?
- Have partners drawn a financial resource map to identify major funding sources entering the community?
- Have partners contacted state liaisons to explore how current funding sources could be channeled and maximized to support prevention-oriented services?

Yes, the lead agency is embedding new patterns of service delivery in their family resource programs, as are some of their partner agencies ACTT has done this. The site has applied for funding with some success. For example, they received Challenge Fund monies & EYET is now the lead agency for two provincial ridings' Early Years Centres. Their budget has grown dramatically in the past months. As much as the current government allows. The site is connected federally and provincially through the Early Years riding tables. Their efforts paid off in that their lead agency is now also the lead agency for 2 Early Years Centres ... and one of their priorities is to support prevention-oriented services.

Has the collaborative gained legitimacy in the community as a key vehicle for addressing and resolving community issues regarding children and families?

- Does the collaborative have a voice that is heard in the community?

Yes, as members of ACTT the collaborative has a strong voice in the community.

- Are the collaborative's positions on community issues supported by commitments from public and private service providers, the business community, and the church- and neighbourhood-based organizations whose members are often most directly affected by collaborative decisionmaking?

As an organization EYET has believed in collaboration and has a strong commitment to link with other service providers and the broader community. There was a firm foundation from which to build ACTT and the TFD Second Dawes initiative. That foundation of knowledge and culture made TDF a natural extension of what they're already doing ... but they anticipate commitment to collaborative decision making will build and grow among both organizations partner agencies.

Process for Crafting a Profamily System of Education and Human Services at ACTT Secord Dawes

	<u>Yes</u>	<u>No</u>	<u>Action Required</u>
Stage One: Getting Together			
■ Has a small group decided to act?	yes		
■ Do the players meet the following criteria for membership in the collaborative: — clout; — commitment; and — diversity?	yes		
■ Are the right people involved, including: — consumers; — public-sector organizations; — private providers and nonprofit organizations; strong connections developing with private childcare providers & registry of informal childcare providers — businesses and business organizations; and — elected officials? yes, at all three levels of government, particularly strong connections federally			Involvement is reflective of a broad cross section of the community. A subcommittee of 3 parent participants, the site project coordinator, chaired by one of CAS's community development workers is planning strategies for expanding families' involvement in the project beyond program participation ..also in the decision making around program design & implementation.
■ Have partners established a strong commitment to collaborate as evidenced by: — deciding whether collaboration will work; — agreeing on a unifying theme; — establishing shared leadership; — setting ground rules; and — securing financial resources for the collaborative's planning efforts?			Yes, through ACTT's vision and partnership agreement, as well as the TFD Secord Dawes partnership agreement we see evidence of a strong commitment to collaborate. It's a priority of all the partner agencies.
■ Have partners reflected on their work and celebrated their accomplishments?			Constantly reflecting on their work and have celebrated though community events
Stage Two: Building Trust and Ownership			
■ Has the collaborative built a base of common knowledge by: — learning about each other; — learning to value personal style differences and to resolve conflicts; and — achieving "small victories"?			Definitely, a recent important development is the newly evolving relationships between childcare providers and the childcare providers and the school. This is something to celebrate.
■ Has the collaborative conducted a comprehensive community assessment that: — identifies indicators of child and family needs; — produces a profile of child and family well-being in the community; — assesses the existing service delivery system from the perspective of families and frontline workers; — maps existing community services; and — identifies other community reform efforts?			Yes, this was done initially through the April 2002 Community Consultation Report and will continue on an ongoing basis through TFD activities locally and citywide, as well as through the TFD research team's work re. EDI, parent focus groups, service provider surveys, direct child measures, parent interviews and parent surveys. which will guide site planning

- Have partners defined a shared vision and goals for changing education and human services by:
 - learning from others’ experiences;
 - asking hard questions; and
 - writing a vision statement?
- Has the collaborative developed a mission statement that clarifies its role in the community as a decisionmaking body?
- Has the collaborative communicated its vision and mission to the community and received public endorsement from the community’s major institutions?
- Have partners reflected on their work and celebrated their accomplishments?

Yes, this is reflected in the site’s partnership agreement. Also demonstrated by the childcare and school staff’s joint planning around scheduling and children’s groupings for the upcoming school year.

This is laid out through the partnership agreement.

Yes through the community forum initially and through other organized community events ... the Fun Fair, JK registration / orientation, the Community Dinner
yes

Stage Three: Developing a Strategic Plan

- Has the collaborative narrowed its focus to a specific neighbourhood for launching a service delivery prototype? yes

- Has the collaborative conducted a neighbourhood analysis that: yes

- identifies key neighbourhood leaders who should be involved in prototype planning; and
- assesses the service delivery system in the area?

yes...through ACTT’s report, the City’s Report Card & the Early Years riding tables. This will be done on June 25th using the TFD “indicators of change” document as the framework.

- Has the collaborative defined the target outcomes that its prototype service delivery design will address? yes

- Has the collaborative engaged a person to direct the prototype and involved this person in the planning process?

- Has the collaborative developed a strategy for involving the neighbourhood’s leaders, school principals, teachers, and agency directors and frontline workers?

Site takes a “quiet” approach ...walkabouts ...open doors ...dropping in ...as well as more formally through committee structures & activities

- In making service delivery choices, did the collaborative:
 - select what services the prototype would offer;
 - develop criteria for assessing its prototype design;
 - determine a service delivery location that is comfortable for the neighbourhood children and families;
 - consider a school location; and
 - decide how to finance the prototype’s services?

Yes, this is reported in the progress to date along each of TFD’s core elements in the June 2003 Progress Report.

The June 2002 Community Consultation Report guided choices around types of services offered.

- Has the collaborative developed the technical tools of collaboration, including:
 - interagency case management;
 - common intake and assessment forms;
 - common eligibility determination;
 - a management information system; and
 - procedures for dealing with confidentiality and sharing oral and written information?

The site is working towards this by identifying “what is” and working to improve along each of these dimensions... intake and assessment, information management, confidentiality procedures, and coordination of services

- Is a mechanism in place for using program-level yes

- intelligence to suggest system-level changes?
- Have partners signed interagency agreements to facilitate accountability? yes
- Has the collaborative defined its governance structure so it can make policy changes at the service delivery and system levels? yes
- Is a structure in place to help the prototype director deal with operational issues as they emerge? yes
- Have partners reflected on their work and celebrated their accomplishments? yes

Stage Four: Taking Action

- Do job descriptions for prototype staff reflect the collaborative’s vision of high-quality service delivery and staff responsibility for achieving anticipated outcomes? yes
- Has the collaborative designed and implemented a comprehensive and interdisciplinary staff training program? They’re working towards this now that Challenge Fund monies are available to support staff training
- Are mechanisms in place to facilitate communications and to nurture the relationship between prototype staff and school personnel? Yes, one mechanism is the weekly participation of support staff (cultural linguistic & special needs) in the K program; another is the subcommittees, and plans are in place to initiate “team meetings” that include K staff. These are were delayed because of “work to rule” but will commence in the fall 2003.
- Is the collaborative implementing an inclusive outreach strategy? Yes, this is the focus of the Engaging Communities Committee
- Have partners incorporated sensitivity to race, culture, and gender into the collaborative and prototype? Definitely, the recently hired staff are a very diverse group , the cultural linguistic positions reflect this concern, and the intent is to address this i to embed this emphasis in all staff development activities
- Is the collaborative evaluating progress by:
 - using process evaluation techniques; and
 - measuring outcomes?
 yes, their “debriefing” sessions reflect this. The site will be reviewing workplans using the indicators of change document on June 25th, 2003...will identify outcomes achieved and next steps .
- Have partners reflected on their work and celebrated their accomplishments? yes

Stage Five: Going to Scale

- Is the collaborative ready to adapt and expand the prototype to additional sites? The site is definitely informing the development of the Early Years Centres for which EYET Family Resources is the lead agency.
- Is there a strategy for developing collaborative leaders and incorporating the concepts of collaboration into partners’ professional development programs? Yes, this is a priority, particularly now that Challenge Funds are available for this purpose.

- Is the collaborative working with local colleges and universities to change the character of professional education to reflect the vision of a profamily system?

Yes, the lead agency has a history of working with Ryerson (in developing the family practitioner diploma / degree) as well as with the National Association of Family Resource Centres
- Do inservice training programs include strategies and tactics for collaboration?

yes
- Are partners working to deepen the collaborative culture within their own organizations by:

 - applying the collaborative’s vision; and
 - providing rewards and incentives for staff that demonstrate a commitment to collaboration?

yes

Yes, for example, K teachers who allow their room to be shared receive extra materials / supplies as an incentive, also have increased release time to participate in planning meetings
- Is the collaborative formulating a long-range financing strategy?

Yes, through the TFD Sustainability Committee as well as ACTT’s work.
- Has the collaborative built a formal governance structure?

yes
- Does the collaborative have a strategy for building and maintaining a community constituency for its work?

yes
- Is the collaborative promoting change in the federal government’s role in delivering services for children and families?

yes
- Is the collaborative continuing the reflect and celebrate as it “climbs the mountain”of systems change?

yes

Appendix 4: Indicators of Systems Change & Process for Crafting a Profamily System of Education and Human Services

Bruce WoodGreen

	<u>Yes</u>	<u>No</u>	<u>Under Consideration</u>	<u>Rejected</u>	<u>Action Required</u>
Are interagency agreements in place?					
■ Are they reviewed periodically?	yes				
■ Are agency agreements negotiated with the clear understanding that they are meant to be binding?	yes				
■ Are policies in place to address agreements broken in “bad faith”?		no			
Do program-level information and intelligence trigger policy-level changes across multiple systems?					
■ Is there a case management system or other method for collecting information on a case-by-base basis to determine what services children and families need that are not available and what barriers prevent them from using services that are available, including transportation, cultural and interpersonal issues, and eligibility rules?			yes, they should through the TFD Steering Committee” initiatives		
■ Is there a person or committee designated to analyze this information, to identify those barriers that could be resolved by policy-level actions, and to summarize findings?			yes, through sites’ intake interview process and ongoing communication with parents and families. as well as, through the TFD research teams’ data collection, analyses and reports		
■ Is there a procedure in place to ensure that the collaborative reviews this information? Has action been taken as a result?			yes, the TFD Steering Committee		
			yes, through scheduled focus group discussions following the research teams progress reports. Action planning follows discussion of the reports.		
Have partners developed shared information system?					
■ Is there ready access to each other’s records?		no			
■ Are shared confidentiality protocols in place?			no, but this is in the process of being addressed		
■ When agencies implemented and expanded computer systems, did they take into account interagency access capabilities and information-sharing needs			working on this as well... the funder is providing TFD sites with dedicated hardware and software to address TFD		

- Have agencies replaced separate in-house forms to gather the same kind of information with a common form used by all members or other organizations to establish program eligibility? Assess case management needs? Develop case plans?

working on this and are very close to having a common form that is used by Kindergarten, parenting and childcare

Have partner agencies incorporated the vision and values of the collaborative at their administrative and staff levels?

- Have partners altered their hiring criteria, job descriptions, and preservice or inservice training to confirm to a vision of comprehensive, accessible, culturally appropriate, family-centered, and outcome-oriented services?
- Have partners changed the design hours, and location of waiting rooms and interviewing offices, or revised the nature of services?
- Has there been cross-training to share factual information among all of the agencies working together to provide school-linked services?
- Have partners developed training to help staff consider the extent to which they are willing to let collaborative's goals and objectives influence their day-to-day interaction with each other and with children and families?
- Is there a change in the way teachers, principals, and service providers relate to each other? To their students? To others they serve?
- Are redirected staff assigned to work in school-linked centers keeping in touch with policies and agencies?
- Is there basic agreement on who they need to service, what they should be doing, and what results they should expect?
- Are outcome goals clearly established?
- Has the collaborative used its data collection capacity to document how well children and families are faring in their communities and how well agencies and child-service institutions are meeting their mandates?
- Are these data used strategically both within the collaborative and in the larger community to advance the collaborative's goals?
- Are outcomes measurable? Do they specify what degree of change is expected to occur in the lives of children and families during

modified somewhat...broader participation of partner organizations on hiring committees...however, the generic job descriptions have not changed

space has be reorganized to permit shared use of program rooms ..and to comply with the DNA governing childcare centres

yes, through TFD city-wide as well as at the local site

yes...this is beginning ... started with a workshop conducted by one of TDSB's Early Years consultants who elaborated on Ministry expectation around the JK/SK program

yes, moving towards more collaboration ...this is an evolving, developmental process

yes

working towards this with the TFD indicators of change document

no,
not
yet

no,
not
yet

yes

what period of time?

- Is shared accountability a part of outcomes that reflect education, human service, and community goals and objectives? yes to some extent
- Is public accountability established? no
- Are periodic community report cards released and public meetings and forums conducted to keep the public apprised of specific collaborative accomplishments and overall progress toward improving key indicators of community well-being? through the research reports and public information forums

Has the collaborative devised a financing strategy to ensure long-term funding?

- Are plans in place to support new patterns of service delivery beyond the prototype level? no
- Have partners drawn a financial resource map to identify major funding sources entering the community? no
- Have partners contacted state liaisons to explore how current funding sources could be channeled and maximized to support prevention-oriented services? no

Has the collaborative gained legitimacy in the community as a key vehicle for addressing and resolving community issues regarding children and families?

- Does the collaborative have a voice that is heard in the community? it is beginning to
- Are the collaborative's positions on community issues supported by commitments from public and private service providers, the business community, and the church- and neighbourhood-based organizations whose members are often most directly affected by collaborative decisionmaking? not yet ...this is limited to current partner agencies but hopefully it will expand as other partners join the partnership

Bruce Woodgreen Process for Crafting a Profamily System of Education and Human Services

	<u>Yes</u>	<u>No</u>	<u>Action Required</u>
Stage One: Getting Together			
■ Has a small group decided to act?	yes		
■ Do the players meet the following criteria for membership in the collaborative: — clout; — commitment; and — diversity?	yes, although membership needs to be broadened to include additional partner organizations and parent/community representation		
■ Are the right people involved, including: — consumers; — public-sector organizations; — private providers and nonprofit organizations; — businesses and business organizations; — elected officials?	yes , to a degree but more consumer participation is planned Hope to involve more partner organizations no business involvement yet yes, the local school board trustee		
■ Have partners established a strong commitment to collaborate as evidenced by: — deciding whether collaboration will work; — agreeing on a unifying theme; — establishing shared leadership; — setting ground rules; and — securing financial resources for the collaborative’s planning efforts?	yes yes among existing partners yes yes, as evidenced by securing funding from the Atkinson Foundation		
■ Have partners reflected on their work and celebrated their accomplishments?	lots of reflection, but not enough celebration		
Stage Two: Building Trust and Ownership			
■ Has the collaborative built a base of common knowledge by: — learning about each other; — learning to value personal style differences and to resolve conflicts; and — achieving “small victories”?	yes yes yes		
■ Has the collaborative conducted a comprehensive community assessment that: — identifies indicators of child and family needs; — produces a profile of child and family well-being in the community; — assesses the existing service delivery system from the perspective of families and frontline workers; — maps existing community services; and — identifies other community reform efforts?	the site made use of existing community assessments (City of Toronto Report Card Reports) not yet done this but will be initiating a community consultation process some mapping was done by Toronto’s Children’s Services Dept for TFD sites		

- Have partners defined a shared vision and goals for changing education and human services by:
 - learning from others’ experiences; yes
 - asking hard questions; and yes
 - writing a vision statement? yes
- Has the collaborative developed a mission statement that clarifies its role in the community as a decision making body? developed a vision statement that includes a statement of principles, goals and objectives that clarifies their role in the community
- Has the collaborative communicated its vision and mission to the community and received public endorsement from the community’s major institutions? Received endorsement from the City of Toronto’s Children’s Services Dept and the Toronto District School Board
- Have partners reflected on their work and celebrated their accomplishments? yes, but has not really celebrated its accomplishments yet.

Stage Three: Developing a Strategic Plan

- Has the collaborative narrowed its focus to a specific neighbourhood for launching a service delivery prototype? yes
- Has the collaborative conducted a neighbourhood analysis that:
 - identifies key neighbourhood leaders who should be involved in prototype planning; and not yet, but will be conducting a service provider survey over the summer
 - assesses the service delivery system in the area?
- Has the collaborative defined the target outcomes that its prototype service delivery design will address? yes
- Has the collaborative engaged a person to direct the prototype and involved this person in the planning process? yes, the site project coordinator
- Has the collaborative developed a strategy for involving the neighbourhood’s leaders, school principals, teachers, and agency directors and frontline workers? yes
- In making service delivery choices, did the collaborative:
 - select what services the prototype would offer; key elements were selected by the funder
 - develop criteria for assessing its prototype design; participated in the development of the indicators of progress document, and will be using to track change
 - determine a service delivery location that is comfortable for the neighbourhood children and families; yes
 - consider a school location; and in a sense, although sustainability or expansion of services
 - decide how to finance the prototype’s services?
- Has the collaborative developed the technical tools of collaboration, including:
 - interagency case management; no
 - common intake and assessment forms; yes, this is on its way
 - common eligibility determination; universal not targeted other than living in the site catchment area
 - a management information system; and in process of addressing this
 - procedures for dealing with confidentiality and sharing oral and written information?

- Is a mechanism in place for using program-level intelligence to suggest system-level changes? processes are in place though the Site & TFD Steering Committees
- Have partners signed interagency agreements to facilitate accountability? yes
- Has the collaborative defined its governance structure so it can make policy changes at the service delivery and system levels? yes
- Is a structure in place to help the prototype director deal with operational issues as they emerge? yes
- Have partners reflected on their work and celebrated their accomplishments? yes, but not enough celebrating

Stage Four: Taking Action

- Do job descriptions for prototype staff reflect the collaborative's vision of high-quality service delivery and staff responsibility for achieving anticipated outcomes? for the site project coordinator, but there have been no real revisions of front line staff's job descriptions to reflect the TFD vision beginning to do this
- Has the collaborative designed and implemented a comprehensive and interdisciplinary staff training program? yes, weekly team planning meetings ; participation of project staff in Bruce school meetings and Woodgreen meetings
- Are mechanisms in place to facilitate communications and to nurture the relationship between prototype staff and school personnel? yes, outreach is ongoing; flyers are broadly distributed throughout the local community cognizant of diversity but has not planned a specific strategy for addressing it through TFD evaluation / progress reports and the City's Indicators of Progress document
- Is the collaborative implementing an inclusive outreach strategy? Current Case study report will trigger reflection
- Have partners incorporated sensitivity to race, culture, and gender into the collaborative and prototype?
- Is the collaborative evaluating progress by:
 - using process evaluation techniques; and
 - measuring outcomes?
- Have partners reflected on their work and celebrated their accomplishments?

Stage Five: Going to Scale

- Is the collaborative ready to adapt and expand the prototype to additional sites? no, not at this time
- Is there a strategy for developing collaborative leaders and incorporating the concepts of collaboration into partners' professional development programs? not at this time
- Is the collaborative working with local colleges and universities to change the character of professional education to reflect the vision of a profamily system? currently connecting with OISE / UT and George Brown College
- Do inservice training programs include strategies and tactics for collaboration? cross-site workshops for front line staff and team meetings
- Are partners working to deepen the collaborative culture within their own organizations by:
 - applying the collaborative's vision; and yes
 - providing rewards and incentives for staff that demonstrate a commitment to collaboration? getting recognition but provide no rewards or incentives
- Is the collaborative formulating a long-range financing strategy? yes, through the TFD Steering Committee's Sustainability Work Group
- Has the collaborative built a formal governance? yes

structure?

- Does the collaborative have a strategy for building and maintaining a community constituency for its work? no
- Is the collaborative promoting change in the federal government's role in delivering services for children and families? yes
- Is the collaborative continuing to reflect and celebrate as it "climbs the mountain" of systems change? yes

**Appendix 5: DATA COLLECTION FOR JUNE 2003
ACTT SECORD DAWES CASE STUDY**

Phase One Data Collection

Focus Group with ACTT Secord Dawes Management Committee (1)

One on One Interviews (17)

Management committee members / partner agencies (8)

ACTT Steering Committee Members (2)

Children's Aid Society (1)

EYET Family Resources (1)

Principal, Secord School

Former Vice-Principal Secord School

The East York Creche (1)

Muppets Children's Centre (1)

Practitioners / Front Line Staff (9)

Secord Dawes Project Coordinator

Parent Support Worker

Guidance / Resource Teacher

Site Early Learning Team (4)

Public Health Nurses (2)

Parent Focus Groups (2)

ACTTion for Infants participants

Kinder ACTTion participants

Site and Relevant Parent Agency Documents

ACTT Secord Dawes TFD Proposal

Community Consultation Report

Partnership Agreement

ACTT Secord Dawes Early Learning Team Role Descriptions

ACTT Secord Dawes Program Descriptions

Partner Agencies Program Descriptions / Brochures

Steering Committee Meeting Minutes and Handouts

Subcommittee Meeting Minutes and Workplans

Monthly Site Updates

Participant Observation

Steering Committee Meetings (monthly)

Subcommittee Meetings (monthly)

Meetings with Site Project Coordinator (3)

Phase Two Data Collection

Observation of Early Learning Environment/s (2)

Kinder ACTTion , Secord School

Family Resource Program, Dawes Road

Child Focus Groups (1)

JK Parent Interviews (not until fall, 2003)

JK direct child measures (not until fall, 2003)

Kindergarten Teacher Interviews (fall 2003 after "work to rule")

**Appendix 6: DATA COLLECTION FOR BRUCE WOODGREEN
JUNE 2003 CASE STUDY**

Phase One Data Collection

Focus Group with Bruce Woodgreen Management Committee (1)

One-on-One Interviews (16)

Management Committee Members / Partner Agencies (7)

Woodgreen Community Centre (1)

Atkinson Foundation (1)

School Principal

Parenting and Family Literacy (1)

Early Years Coordinator, TDSB

Community Advisor, TDSB

School Superintendent, TDSB

Practitioners / Front Line Staff (9)

Bruce Woodgreen Project Coordinator

Parenting Support Worker

Early Childhood Educators (2)

Kindergarten Teachers (2)

Educational Assistants (2)

Special Needs Assistant

Parent Focus Group (1)

Site and Relevant Partner Agency Documents

Bruce Woodgreen Secord Dawes TFD Proposal

Partnership Agreement

Bruce Woodgreen Realy Years Role Descriptions

Bruce Woodgreen Program Descriptions

Woodgreen Community Centre Website

Steering Committee Meeting Minutes and HAndouts

Subcommittee Meeting Minutes and Workplans

Monthly Site Updates

Participant Observation

Management Committee Meetings (monthly)

Program Committee Meetings (monthly)

Meetings with Site Project Coordinator (3)

Phase Two Data Collection

Observation of Early Learning Environments (2)

Integrated Early Years Program

Parenting and Family Literacy Program

Child Focus Group (1)

JK Parent Interviews (not until fall,2003)

JK direct child measures (not until fall, 2003)

Appendix 7: Toronto First Duty Indicators of Change

Toronto First Duty (TFD) Indicators of Change is a management tool designed to track progress at each site towards the integration of community early child development programs (child care, parenting and family support, and kindergarten) linked to early intervention and community health programs. The goal is to create a seamless continuum of supports and services for all young children and their families in defined communities.

The TFD Indicators of Change set out the details of the vision and the predicted incremental steps towards that vision. It is not expected any site will achieve the full vision by the end of implementation period (June 2005). There will need to be significant system-wide policy and practice change in order to fully realize the TFD vision. Toronto First Duty's funding partners (City of Toronto, Atkinson Charitable Foundation and the Toronto District School Board) continue to work with the sites to bring about the changes necessary to support sustainable change. Also, each site is unique and will identify its own priorities and activities. However the TFD Indicators for Change does set out specific changes that can be used to set priorities and guide the development of TFD activities at each site.

The Toronto First Duty Indicators of Change is a tool to guide the development of integrated child and family programs in local communities and to assess the progress towards that ultimate end point. It is not a step-by-step approach. Rather, it lays out a blueprint that must be completed by the individual sites. The process of creating and implementing the blueprint is one of growing collaboration among the partners. The process of working together is tracked by the Together We Can checklists that the research team is using as part of the case study process at each site. Together We Can is complementary to the continuum of development tracked by the Indicators of Change.

Background

In response to the January 2003 Progress Report, the Joint Steering Committee Focus Group discussion called for some sort of tool that identified specific indicators of success. The overarching vision was clear to participants but the more specific goals and expectations were not. Further discussion with the Executive Directors of the lead agencies and the site coordinators reinforced the need for a tool that could describe the specific indicators of a fully integrated, seamless community system for young children and families and delineate the specific continuum of changes that programs and services are likely to go through to get there.

After an early draft of a more open-ended, less defined tool, site coordinators and lead agencies asked for a tool that included a scale and specific, defined steps and milestones for each of the five TFD core elements (learning environments, early childhood staff team, local governance, seamless access and parent participation). TFD Indicators of Change aims to be such a tool.

Structure

The Toronto First Duty incorporates **five core elements**: early learning environments, early childhood staff teams, local governance, seamless access and parent involvement. The elements are broad categories that work together to create an integrated service delivery model that is available to all young children and their families in a community. Taken together the elements represent the building blocks of the Toronto First Duty.

A unique set of program **indicators** define specific activities and practice for each core element. Indicators are used to track the progress that Toronto First Duty sites are making towards implementing the five core elements. Each program indicator is ranked on a scale from 1 to 5.

- A ranking of 1 describes practices in early childhood and family programs that are co-located in the same building or neighbourhood but they operate as separate and distinct services.
- A level 2 rating describes individual programs that are sharing information with each other and perhaps coordinating specific activities.
- Level 3 indicates some specific joint TFD activities that merge human resources, space, and/or materials to offer new program opportunities.
- Level 4 describes an expansion of joint TFD activities and a clear influence on the operation of the original core programs.
- A rating of 5 describes full integration of existing and expanded programs into a blended service delivery system within a defined neighbourhood or community.

During June 2003, the sites will complete the initial Indicator of Change worksheets. The site management committees will meet with a facilitator to use the indicators to explore and document its efforts to create an integrated service delivery model. Site participants will identify current policies and practices that are the **starting point** (time that the site received funding) and **June 2003 point** for each of the indicators of Toronto First Duty. Sites will also identify the **end point** that they hope to achieve over the two year implementation of the project. Each site will use the scale to record and monitor progress towards in collaboration with the research team, using program indicator worksheets.

Summary of Toronto First Duty Key Elements and Program Indicators

Key Element 1: Create high quality **learning environments** that combine learning expectations, activities and routines from existing kindergarten, early childhood education/child care and parenting/family support programs.

Program Indicator 1.1 Philosophy, specific goals, policies and practices.

Program Indicator 1.2 Activities/strategies that promote emerging literacy and numeracy.

Program Indicator 1.3 Activities/strategies that promote competencies and coping skills.

Program Indicator 1.4 Daily routines and schedules.

Program Indicator 1.5 Use of space.

Program Indicator 1.6 Children's development and progress.

Program Indicator 1.7 Early identification and intervention

Program Indicator 1.8 Program quality.

Key Element 2: Develop an **early childhood staff team** that works together to deliver and achieve program goals.

Program Indicator 2.1 Program planning

Program Indicator 2.2 Roles and responsibilities

Program Indicator 2.3 Implementation of program activities

Program Indicator 2.4 Staff development activities.

Key Element 3: Form a **local governance** structure to determine the allocation of resources, service planning and monitoring, and program policies.

Program Indicator 3.1 Decision-making

Program Indicator 3.2 Allocation of financial resources

Program Indicator 3.3 Service Planning and Monitoring

Program Indicator 3.4 Program Policies

Program Indicator 3.5 Human Resources

Key Element 4: Provide **seamless access** to an expanded and comprehensive early learning and care program providing a continuum of supports and services to all families and children.

Program Indicator 4.1 Level and patterns of attendance/participation in program activities.

Program Indicator 4.2 Child care provision

Program Indicator 4.3 User cost

Program Indicator 4.4 Intake

Program Indicator 4.5 Access

Program Indicator 4.6 Responsiveness to Community

Key Element 5: Increase **parent participation** in their children's early learning and development through direct involvement in programs, planning and decision-making.

Program Indicator 5.1 Parent input into program decisions

Program Indicator 5.2 Parent participation in programs

Program Indicator 5.3 Parent representation on site management/steering committee

Program Indicator 5.4 Parenting capacity

Program Indicator 5.5 Relationships with families

Appendix 8:

Toronto First Duty Indicators of Change Worksheets

Key Element 1:

Create high quality learning environments for children that combine learning expectations, activities and routines from existing kindergarten, early childhood education/child care and parenting/family support programs.

Program Indicator 1.1	1	2	3	4	5
Philosophy, specific goals, policies and practices	Establish/maintain program philosophy, goals and practices in activities at each partner program.	Review each others vision & program goals, policies and guidelines. Identify common and divergent policies & practices.	Develop shared program statement for joint activities.	Expand influence of joint program statement to change practices in core partner programs.	Develop and implement a single program statement and curriculum.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 1.2 Activities/ strategies that promote emerging literacy and numeracy.	1	2	3	4	5
	Promote literacy and numeracy through specific activities at individual programs	Review each others' approach to early literacy & numeracy activities. Identify opportunities to carry out activities that enhance each others' efforts.	Develop and implement joint activities to promote emerging literacy and numeracy.	Expand joint literacy and numeracy activities. Influence joint literacy and numeracy strategies/ activities in partner program delivery.	Implement common emerging literacy and numeracy strategies as part of common curriculum.
Starting Point					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 1.3 Activities/ strategies that promote competencies and coping skills.	1	2	3	4	5
	Promote child competencies and coping through specific activities at individual programs	Identify opportunities to carry out activities that enhance each others' efforts.	Develop and implement joint activities to promote competencies and coping skills.	Expand joint activities. Influence strategies/ activities in partner program delivery.	Implement common strategies as part of common curriculum.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 1.4	1	2	3	4	5
Daily routines and schedules.	Maintain individual, separate schedules in partner programs.	Identify opportunities for shared activity time across programs. Reduce the number of transitions child makes in a day.	Implement ongoing joint activities that bring children & parents/caregivers together e.g. story time/music group time	Provide opportunities for children/parents to choose activities from across partner programs and joint initiatives.	Use a single program schedule with variety of activities available to young children and their families.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 1.5	1	2	3	4	5
Use of space	Locate programs in same building or neighbourhood and delivered in separate, designated spaces.	Find space among partner programs and partner agencies for new activities.	Share space to implement new joint activities. Reduce physical environment transitions for children and parents.	Share space to expand provision joint activities and joining together of partner program activities.	Define space by function not service delivery type
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 1.6 Children's development and progress	1	2	3	4	5
	Maintain separate development records for individual children.	Review each others' tools and approaches (including early identification tools) used to monitor children's development.	Combine approaches used in existing programs to monitor children's development in new, joint activities.	Use combined approach used in expanded joint activities and in existing partner programs.	Use a common mechanism/approach to monitor children's progress.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 1.7 Early identification and intervention strategies	1	2	3	4	5
	Maintain early identification strategies in individual partner programs and recommend intervention strategies as appropriate.	Review each others' including early identification tools and early intervention strategies.	Combine early identification/intervention strategies used in existing programs.	Use combined early identification/intervention approach in expanded joint activities and in existing partner programs.	Use common early identification/intervention strategy.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 1.8	1	2	3	4	5
Program quality	Maintain tools to monitor program quality in each partner program.	Review each others; program quality tools and related regulatory requirements.	Combine approaches used in existing programs to monitor program quality in new activities.	Use combined approach in expanded joint activities and in existing partner programs.	Use a common mechanism to monitor program quality.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

KEY ELEMENT 2: Develop an **early childhood staff team** that works together to deliver and achieve program goals.

Program Indicator 2.1	1	2	3	4	5
Program planning	Plan for individual partner program activities.	Share program plans strategies from kindergarten, family support and child care/ECE perspectives	Share responsibility to plan and carry out joint activities. Plan time/space for joint activities to meet children's developmental needs.	Expand joint planning to wider range of program activities, including those provided by partner program.	Plan for combined program activities
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 2.2	1	2	3	4	5
Behaviour Guidance/Child Management	Carry out individual behaviour guidance strategies in individual partner programs.	Share behaviour guidance strategies from kindergarten, family support and child care/ECE perspectives	Carry out common behaviour guidance strategies in joint activities.	Expand use of common behaviour guidance strategies, to partner programs.	Carry out common behaviour guidance approach.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 2.3	1	2	3	4	5
Roles and responsibilities	Carry out specific roles & responsibilities defined by individual program requirements.	Co-ordinate responsibilities among multidisciplinary team that includes staff from a variety of backgrounds including teachers, child care/ECE and family support program staff and may include early intervention and community health care staff.	Carry out specific joint activities with involvement of multidisciplinary team.	Expand and blend roles and responsibilities for joint and partner program activities among interdisciplinary team	Use a combined job description for program staff team members
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 2.4	1	2	3	4	5
Implementation of program activities	Carry out separate activities at each partner program.	Co-ordinate complementary program activities (e.g. special events, outdoor or gym time)	Plan and carry out specific joint activities led by project staff and program staff from at least one partner programs or other organizations.	Plan and carry out expanded joint and partner program activities led by project staff and at program staff from at least two partner programs or organizations.	Plan and carry out full range of program activities led by integrated staff team.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

	1	2	3	4	5
Program Indicator 2.5 Staff development activities	Provide separate staff development activities within each partner program.	Review each others' staff development activities.	Plan joint in-service activities for staff involved in joint activities and Invite each other to participate in in-service activities.	Plan joint staff development for site and partner program staff.	Plan common staff development for combined early childhood team.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

KEY ELEMENT 3 Form a **local governance** structure to determine the allocation of resources, service planning and monitoring, and program policies.

Program Indicator 3.1	1	2	3	4	5
Decision-making	Prepare contact list of site partners.	Sign partnership agreement among partner programs that defines contributions & agreement with terms of reference for site management. Establish terms of reference that identifies roles and responsibilities and how decisions will be made.	Make decisions for project while respecting/permitting partner program's authority in key areas. Expand community, cross sectoral membership in partnership.	Shift decision-making so that project governing structure influences policy and operational decisions affecting individual partner programs.	Establish a single, governance structure that is responsible for financial, human resource and service delivery decisions and implementation for integrated program.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 3.2	1	2	3	4	5
Allocation of financial resources	Administer individual program budgets.	Allocate project resource to support project activities.	Contribute partner program resources to joint activities. Seek out additional resources to support expanded activities.	Expand contribution of partner program resources to joint activities.	Manage and administer a pooled funding envelope
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 3.3	1	2	3	4	5
Service Planning	Plan individual program activities.	Seek out input from community early child development programs & community representatives assess capacity and identify needs/ gaps. Hold joint planning meetings. Identify first project activities.	Define participation targets and program development priorities to expand access and availability. Plan/coordinate further development and strategies for increasing capacity.	Influence service planning of partner programs to accommodate expanded joint activities.	Common service planning for integrated program within the catchment area.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 3.4	1	2	3	4	5
Program Policies	Maintain individual program policies that meet regulatory requirements.	Develop share vision Review each others' programs within context of regulatory requirements.	Establish joint program statement that includes operating protocols for joint activities and recognized combined regulatory requirements.	Expand use of program statement to new joint activities and other partner program activities.	Use common program statement for integrated program.
Starting Point 1 2 3 4 5					
Starting Point June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 3.5	1	2	3	4	5
Human Resources	Implement individual program human resource policies and practices.	Establish hiring process for site coordinator including development of job description. Aware of each others human resource policies and practices, including labour agreements.	Hire and supervise site coordinator and other project staff. Develop site human resource policies for hiring and supervision of project staff.	Expand use of joint human resource policies and practices and influence partner program human resource decision-making, policies and practices.	Develop and use common human resource policies and practices for early childhood staff team.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

KEY ELEMENT 4: Provide **seamless access** to an expanded and comprehensive early learning and care program providing a continuum of supports and services to all families and children.

Program Indicator 4.1 Level & pattern of attendance/ participation in program activities	1	2	3	4	5
	Identify enrolment/ participation in individual partner program activities.	Implement system to monitor and track regular and occasional participation in joint activities.	Implement joint activities that expand capacity and use tracking system.	Expand capacity through joint activities and partner programs though 0 to 6 age group and track participation.	Provide capacity for all children 0 – 6 & parents in catchment area and track participation. Incorporate majority of existing early childhood & family support programs in catchment area.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 4.2 Child care provision	1	2	3	4	5
	Provide regulated child care in some of partner program activities.	Identify community capacity and community demand for child care provision.	Expand provision of regulated full-day, half-day, regular part-time & occasional child care as part of new joint activities. Ensure expanded activities responsive to community demand	Expand provision of range of child care through joint activities and partner programs to accommodate up to ___ (significant increase) of young children 0 – 6 years in catchment area.	Expand provision of range of child care through joint activities and partner programs to accommodate up to up to % of young children 0 – 6 years in catchment area.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 4.3	1	2	3	4	5
Child care affordability	Establish user fees for individual child care programs based on funding and costs.	Review child care user fees and costs of each others' programs activities.	Introduce joint activities that are available at no user cost or user costs that are affordable to community residents.	Expand joint activities and incorporate child care programs with a standard user fees.	Offer minimum 20 hours/week of nonparental care at no charge with affordable fees for additional care. Establish common user fee scale for nonparental care.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 4.4	1	2	3	4	5
Intake	Make separate arrangements to enroll and/or participate in separate programs	Review partner program intake forms and process. Identify commonalities and gaps.	Use TFD common intake form and process for joint activities.	Use TFD common intake form and process for joint activities and as part of all partner programs.	Use one common intake form and process for all program activities.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 4.5	1	2	3	4	5
Access	Contact to and access of individual programs is parents' responsibility.	Link parents and children to early childhood and family programs, early intervention services and community health programs in catchment area. Prepare community map of site catchment area that identifies programs.	Offer new joint activities that are connected to partner programs.	Expand scope and quantity of joint activities and incorporate with additional partner programs.	Offer families one-stop access to programs, services and activities in catchment area. Embed early intervention and community health supports & services in program for access as needed.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 4.6	1	2	3	4	5
Responsiveness to Community	Establish individual program activities that meet related service priorities.	Identify barriers to access of existing programs and gaps in service continuum from community consultation. Review usage patterns of programs within site catchment area.	Ensure initial joint activities reflect identified community needs and gaps. Continue to seek out input from community residents and programs to identify needs and gaps.	Expand joint activities and incorporate partner program activities that meet community needs and are used by community residents.	Monitor use of program activities to ensure usage represents all groups within the community.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

KEY ELEMENT 5: Increase **parent participation** in their children's early learning and development through direct involvement in programs, planning and decision-making.

Program Indicator 5.1	1	2	3	4	5
Parent input into program decisions	Define opportunities for input into individual program decisions.	Review how each others' programs involve parents in decisions. Seek out parent input (informal and formal) into planning for first joint activities.	Ensure representation of parents' views (through formal and informal channels.) in decision-making about joint activities.	Provide opportunities for parent input into decision-making about expanding joint activities and incorporating partner program activities.	Establish common approach to solicit parent views on program issues.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 5.2	1	2	3	4	5
Parent participation in programs	Provide opportunities for participation in some individual partner programs	Review how each others' programs involve parents directly in the programs with their children. Identify a variety of opportunities for parents participation that also accommodate work and study demands.	Encourage parent participation in joint activities.	Increase parent participation in joint activities and partner programs by 50%.	Regular parent participation in common program activities
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 1005 1 2 3 4 5					

Program	1	2	3	4	5
Indicator 5.3 Parent representation on site management/steering committee	Provide opportunities for parent representation on governance structures of some of the partner programs.	Review how each others' programs involve parents in governance structures.	Establish membership on local site governance for parent members.	Expand membership on local site governance for parent members.	Establish defined role and process for parent input into decision-making.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program	1	2	3	4	5
Indicator 5.4 Parenting capacity	Provide opportunities to enhance parenting capacity in individual program activities.	Review how each others' programs enhance parenting capacity.	Offer joint activities that include opportunities to enhance parenting capacity.	Expand joint activities and incorporate partner program activities that enhance parenting capacity.	Involve majority of parents in activities that benefit parenting capacity.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Program Indicator 5.5	1	2	3	4	5
Relationships with families	Provide opportunities to insure families understand programs, how they operate, share information about their child at individual programs.	Review how each others' programs connect and communicate with families.	Offer joint activities that include opportunities to build reciprocal communication and connections with families.	Expand joint activities and incorporate partner program activities that increase communication and connections with families.	Establish common policies and practices that build responsive, reciprocal relationships with families.
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

ADDITIONAL INDICATORS & BENCHMARKS

Key Element: Learning Environments

Program Indicator 1.9	1	2	3	4	5
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Key Element: Early Childhood Staff Team

Program Indicator 2.6	1	2	3	4	5
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Key Element: Local Governance

Program Indicator 3.6	1	2	3	4	5
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Key Element: Access

Program Indicator 4.7	1	2	3	4	5
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Key Element: Parent Participation

Program Indicator 5.5	1	2	3	4	5
Starting Point 1 2 3 4 5					
June 2003 1 2 3 4 5					
Projected End Point June 2005 1 2 3 4 5					

Appendix 9: Toronto First Duty Intake and Tracking Screens

Children's Services Information System - [Process Intake Form]

File Edit First Duty Window Help

Site Code Family Id Number Date Administered By

Family's Language
 Family's First Language Family's Second Language At home we speak mostly

Parent / Legal Guardian's Info | Children Info | Family Goals | Family Contact | Family Demograph Info

Parent / Legal Guardian's Info

Given Name <input type="text"/>	Surname <input type="text"/>	Nick Name <input type="text"/>
Street No. <input type="text"/>	Street Name <input type="text"/>	Unit <input type="text"/>
City <input type="text"/>	Postal Code <input type="text"/>	Home Phone <input type="text"/>
Work Phone <input type="text"/>	Ext. <input type="text"/>	Email <input type="text"/>

Given Name <input type="text"/>	Surname <input type="text"/>	Nick Name <input type="text"/>
Street No. <input type="text"/>	Street Name <input type="text"/>	Unit <input type="text"/>
City <input type="text"/>	Postal Code <input type="text"/>	Home Phone <input type="text"/>
Work Phone <input type="text"/>	Ext. <input type="text"/>	Email <input type="text"/>

Children's Services Information System - [Process Intake Form]

File Edit First Duty Window Help

Site Code Family Id Number Date Administered By

Family's Language
 Family's First Language Family's Second Language At home we speak mostly

Parent / Legal Guardian's Info | Children Info | Family Goals | Family Contact | Family Demograph Info

Children Info

Given Name <input type="text"/>	Surname <input type="text"/>	Nick Name <input type="text"/>
Birthdate <input type="text"/>	Boy Or Girl <input type="radio"/> B <input type="radio"/> G	Child ID <input type="text"/>

Given Name <input type="text"/>	Surname <input type="text"/>	Nick Name <input type="text"/>
Birthdate <input type="text"/>	Boy Or Girl <input type="radio"/> B <input type="radio"/> G	Child ID <input type="text"/>

Given Name <input type="text"/>	Surname <input type="text"/>	Nick Name <input type="text"/>
Birthdate <input type="text"/>	Boy Or Girl <input type="radio"/> B <input type="radio"/> G	Child ID <input type="text"/>

Given Name <input type="text"/>	Surname <input type="text"/>	Nick Name <input type="text"/>
Birthdate <input type="text"/>	Boy Or Girl <input type="radio"/> B <input type="radio"/> G	Child ID <input type="text"/>

Record: 1/1 (QSC) (DBG)

Children's Services Information System - [Process Intake Form]

File Edit First Duty Window Help

Site Code Family Id Number Date Administered By

Family's Language
 Family's First Language Family's Second Language At home we speak mostly

Parent /Legal Guardian's Info | Children Info | **Family Goals** | Family Contact | Family Demograph Info

Family Goals

Check the items below that the family would like to get from the program

<input type="checkbox"/> Access child care	<input type="checkbox"/> Community resources info	<input type="checkbox"/> Support child's development
<input type="checkbox"/> Be part of a group	<input type="checkbox"/> Access special services	<input type="checkbox"/> Meet other childrer
<input type="checkbox"/> Do fun things	<input type="checkbox"/> Learn more about parenting	<input type="checkbox"/> Educational toys
<input type="checkbox"/> Have a chance for a break	<input type="checkbox"/> Positive discipline	<input type="checkbox"/> Prepare for school

Other

Concerns for children

Attend other programs

<input type="checkbox"/> Parenting literacy	<input type="checkbox"/> Supporting young families	<input type="checkbox"/> Parenting educator
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Other

Children's Services Information System - [Process Intake Form]

File Edit First Duty Window Help

Site Code Family Id Number Date Administered By

Family's Language
 Family's First Language Family's Second Language At home we speak mostly

Parent /Legal Guardian's Info | Children Info | Family Goals | **Family Contact** | Family Demograph Info

Family Contact

Other services/programs used for the family

<input type="checkbox"/> Public Health Nurse	<input type="checkbox"/> Workshops	<input type="checkbox"/> Family Resource Drop In
<input type="checkbox"/> Parenting Groups	<input type="checkbox"/> Nursery School	<input type="checkbox"/> Library Programs
<input type="checkbox"/> Home Child Care	<input type="checkbox"/> Childcare Centre	<input type="checkbox"/> Kindergarten
<input type="checkbox"/> Toy-lending Library	<input type="checkbox"/> Parks And Recreation	<input type="checkbox"/> School-readiness programs

Other

Heard about this program from

<input type="checkbox"/> Friend	<input type="checkbox"/> Poster or Brochure	<input type="checkbox"/> Public Health Nurse
<input type="checkbox"/> Childcare Centre	<input type="checkbox"/> School	<input type="checkbox"/> Resource Program Worke

Other

Parents and community members want to participate

<input type="checkbox"/> Being a committee member	<input type="checkbox"/> Help organize special events	<input type="checkbox"/> Other volunteering opportunities
<input type="checkbox"/> Special events by telephone	<input type="checkbox"/> Talk to reseachers	

Notes

Children's Services Information System - [Process Intake Form]

File Edit First Duty Window Help

Site Code Family Id Number Date Administered By

Family's Language

Family's First Language Family's Second Language At home we speak mostly

Parent /Legal Guardian's Info Children Info Family Goals Family Contact Family Demograph Info

Family Demograph Info

Birthdate <input type="text"/>	Relationship <input type="text"/>	Highest Education <input type="text"/>
	Employment Status <input type="text"/>	Job Position <input type="text"/>
Birthdate <input type="text"/>	Relationship <input type="text"/>	Highest Education <input type="text"/>
	Employment Status <input type="text"/>	Job Position <input type="text"/>

Appendix 10: Environment Summaries

Summaries of Environment Observations:

Summaries of each program at each site will be organized around the categories used in the Time/Space/People/Materials measure and will include information from both the TSPM measure and the ECERS. The description of each program is based on observations made during a three hour period on one day. Therefore, the following descriptions may not reflect exactly how the programs operate on other days. However, the following descriptions will provide an idea of the environment of each program.

ACTT Secord School Readiness Program

TIME: This is a Saturday morning school readiness and parenting program for children ages 3 to 5 years and their parents. The children's siblings may also attend. The program runs from 9:30 to 11:30 a.m. for 8 to 10 weeks. When the families enter the classroom, the parents and children wash their hands and the teachers help them to put on name tags. The teachers then help the children to find a book, and the families then sit on the carpet and quietly read for 15 minutes. Not all families arrived exactly at 9:30 a.m.; some arrived 10 to 15 minutes later. At 9:45 a.m., a teacher leads circle time which includes "hello" songs, action songs, and academic/cognitive instruction about shapes using books to illustrate the concepts. Circle time lasts for about 30 minutes and parents and siblings sit on the floor with the children at this time. At 10:15 A.M., free play begins. Teachers rotate around the various activity centres and parents interact with their children. Tidy-up time begins at 10:45 a.m., and is signaled by a bell and a tidy-up song. At the beginning of snack time, at 10:50 a.m., the parents leave to go to the next room where they will have their parenting session. The parenting component of the program is based on "Nobody's Perfect" and teaches parents about child development, child behaviour, school readiness, and how to communicate effectively with children. The program also emphasizes the importance of children's play, and relationship building among the parents. Parents play games to get to know one another as well as receive instruction on child development. One young sibling went with her parent during the parenting session. After snack time, at 11 a.m., the children sit and listen to the teacher read some stories. Parents return to the classroom at 11:20 a.m., listen to the final story, and then help to get their children ready to leave.

SPACE: The program takes place in a kindergarten classroom in Secord School. The room is fairly large, 22 x 25 feet. There are many activity centres and many arts and crafts available. There is a large block area with several different sized building blocks, and this area is separate from the reading area. The books are displayed on two book centres and there is a large area for children to read. The washroom is located adjacent to the room, and a child sized sink is just outside the washroom in the classroom. The space includes sand and water tables, a play dough table, two puzzle tables, a computer area with 3 computers, and a table with games. There is also a dramatic play area next to the block area. The classroom next door is also used for the parenting portion of the program.

PEOPLE: There are 4 teachers and one facilitator/supervisor in this program. The supervisor is usually present just at the beginning of the program while the teachers and families get set up; on the day of the observation, she stayed for the entire program. Three of the teachers had just started with the program the week prior to the observation. One of the teachers is an ECE and resource teacher for special needs students. Another is a teacher who is also studying ECE. Another of the staff is a home visitor with public health, and another is a child and youth worker and family resource teacher. The supervisor of the program is a family resource teacher. The teachers interacted well with the children and parents, modeled appropriate behaviour and manners for the children, and encouraged children to interact with one another and to share. Some of the staff led the parenting session, while the other teachers remained with the children in the classroom. Some of the teachers speak other languages such as Chinese. On the day of the observation, there were 8 children, including 2 siblings. It was reported by staff that on some days there are as many as 22 children (including siblings). Often fathers attend; because it is a Saturday program they are not at work. On this day, there was one father and 3 mothers. The parents did not bring children other than their own.

MATERIALS: The program uses a kindergarten classroom in the school and therefore has access to their toys and many of their materials. They have many books and some have been translated into other languages so that parents can understand them. The brochures and information used in the parenting sessions have been translated into other languages for parents. Many parents take home copies of these brochures on child development etc. in both English and in their native language so that they can learn English. They are very interested in learning English and are also very interested in school readiness for their children. While this program did not have an outdoor component, due partly to the fact that the program is only 2 hours in length, they do have access to the school's playground.

Bruce/WoodGreen Early Learning Centre Parenting and Family Literacy Program

TIME: This program, for children ages 0 to 6 years, and their parents, runs from 9 a.m. to 3:30 p.m. Monday to Friday. The environment observation of this program took place between 9 a.m. and 12 noon. Parents and children arrive any time after 9 a.m. Parents interact with their children and help them to get involved in the various activities. The teacher continued to set up activities until about 9:30 a.m. The teacher asked children and parents to tidy up at 9:50 a.m. Snack time is scheduled from 10 to 10:15 a.m., but on the day the program was observed, only some children had snack and it was very informal. Snack consisted of pizza that some of the children had prepared earlier in the morning. Crackers were also offered. Outdoor play or gym time takes place between 10:15 and 11 a.m. Children return indoors with their parents for music and story time from 11 a.m. to 11:20 a.m. At 11:20 a.m., parents sat with their children and read books together. Parents are encouraged to read with their children at this time. From 11:30 a.m. to 11:45 a.m. many parents left with their children, but some families stayed for free play and lunch. Families who stayed brought their own lunches.

SPACE: The room is well organized with space for families to move around easily. Several tables are set up for different activities such as puzzles and cognitive activities, playdough, and reading books, and crafts. There are separate spaces for building blocks and for books, and a change table and a playpen for infants. There are also several spaces for privacy for children to play on their own or with one other child. The children have access to the school playground, which includes a sandpit, bicycles and a climber. They also have access to the gymnasium on certain days.

PEOPLE: There is one primary staff member in this program. There is also a volunteer a few days a week. The ECE staff joins the program with a group of full-day children every day for certain periods of time. On the day of the observation, there were 7 parents or caregivers, 10 preschoolers (3-4 years old), 3 toddlers, and 5 infants (under 18 months). There were 15 children in total. Most days there are usually 7 to 10 children. Four parents brought other children as well as their own. Most interactions took place between parents and their children; there was some interaction among the children. The teacher also interacted with the children and parents. The primary teacher in this program has a 30-minute break while the parents oversee the program. Parents provide informal feedback to the teacher.

MATERIALS: There are many child-sized chairs, and two adult couches. Many craft materials are available and these are rotated to maintain interest. The room has a sand table and a water table. Books are of good quality and some were new. There is a book and toy lending library for families. Some of the documents and flyers for parents are printed in other languages such as Tamil, Somali and Vietnamese.

Bruce/WoodGreen Early Learning Centre Integrated Kindergarten/Care Program

TIME: (afternoon observation) Children play outside, supervised by the teachers, from 12:45 p.m. to 1 p.m. At 1 p.m., the children come into the classroom and hang up their coats and bags and sit on the floor for circle time. Each child has his/her own mat with his/her name on it. Circle time includes songs, instruction, reading and show and tell.

Circle time starts at 1:20 p.m. and lasts for 30 minutes until 1:50 p.m. Free play follows circle time until 2:30 p.m. (50 minutes). Children from Room 2 join the class during free play or free activity time. On this day there were 26 children in total during this time. Snack time is from 2:30 p.m. until 2:50 p.m. At 2:50 p.m., some children get ready to go home.

Note: The site coordinator was helpful in delineating the time schedule and her report is included here: All children are registered in the kindergarten program at Bruce. Some stay for a half day and others for the full day. In the morning, there is a blending of children; often the JK and SK groups are separated between the two rooms (large and small) for focused teaching time. Other times they are blended (JK/SK) during free play. The lunch group eats in the smaller room and participates in extended learning activities from the morning; they are joined by a group from the parenting centre (parents with children 0-6 years). The afternoon kindergarten group arrives and receives a repeat of the morning kindergarten program with the teacher and assistant. The groups (full and half day) join at 1:30 or 2 p.m. in the large room. Children may complete work started in the morning or play in centres.

SPACE: The integrated room is very large with plenty of space for the children to move around freely. Some staff thought that the set up of the integrated room encouraged children to run in the classroom. The majority of the furniture is child-sized, including the toilets and sinks. Approximately 5% of the space in the integrated area is allocated for adults. The space was fairly well organized; however, given the large size of the room, perhaps more materials could be added. More craft materials, building blocks, games, dress-up clothes, and books might be beneficial because of the large number of children in the program. Quiet and noisy play areas are separated. The outdoor space included a sand pit, and a cemented play area in the front school yard for riding bicycles and running around. The children in the integrated program could not use the jungle gym because of Ministry requirements for third party inspection for which approval is expected in the near future. Children in the parenting and family literacy program could use the jungle gym because they had parental supervision.

PEOPLE: There was one kindergarten teacher, 3 ECE teachers, and one educational assistant. There were 26 kindergarten children. One parent was volunteering in the classroom. The children interacted well and there was a large amount of time for peer interaction. The teachers encouraged the children's ideas and opinions throughout the afternoon. The children appeared excited and engaged during circle time. The teachers encouraged children's independence by providing choices. Children are encouraged to select their own activities and to try more than one activity.

MATERIALS: Craft materials, building blocks, books, dolls, some dress-up clothes were available. Given the large space in the room, more building blocks of various sizes could be made available. Some of the documentation for parents is provided in languages other than English, e.g. Chinese.

Corvette Drop-In Program

TIME: The program starts with free play or free activity time, followed by snack time, and then circle time. Circle time includes songs and stories. The day care children at the school join the program at snack time after their naptime is over. They share in the snack and join circle time. There is no scheduled outdoor time since it is a short program and most parents do not want to go outside.

SPACE: The space consists of two fairly large rooms. The larger room is set up with various toys, a reading area, space for parents including comfortable chairs, and space for blocks. The smaller room is set up with a painting easel, a sand table, a water table, and other crafts. This room is also where the snack is prepared and served to children and their parents and the staff. Circle time takes place in the larger room. There was no outdoor play observed today, but the program does have the use of the kindergarten playground and the regular school playground.

PEOPLE: This program is for children to attend with their parents. The day care children at the school also attend with their staff half way through this afternoon program. Parents play with their children during free play, help prepare and serve snack, and sit with their children during circle time. There is one staff person for this program. Staff from the day care is present later. On the day we observed, there were only two mothers and one grandparent and four preschoolers. When the day care joined the program, there were 7 children.

MATERIALS: There are many good quality books in good repair and a reading table set up for the children. Many good fine motor activities and art activities. There is a sand table and a water table. There are also several infant toys. There are also puppets and a puppet stage which was propped against a wall.

Corvette Preschool Readiness Program

TIME: The observation took place in this afternoon program for children ages 2 to 5 years. Children attend the program from 12:45 p.m. to 3 p.m. without their parents. The program begins with outdoor play in the kindergarten playground. At 1 p.m., the school bell rings and the children group together and wait for the teacher to bring them in to the classroom. Some parents help to bring the children inside. One of the teachers brings 6 children from the daycare into the preschool room. The first circle time begins at 1:05 p.m. and ends at 1:15 p.m. Children then have free play time and can choose which activities to engage in. Free play lasts for one and a half hours. The children are very engaged in the various activities. Snack time is incorporated into free play time and is very informal. A few children at a time sit at the snack table and they come and go as they wish. At 2:45 p.m., children help tidy up and then have a second circle time. The teachers teach social skills using games with the group, and then end by singing a goodbye song. Parents come into the preschool and help their children get ready to leave.

SPACE: The space in the preschool room was well organized with activity centres well placed to meet the needs of small groups of children. All the furniture is child-sized, including a child-sized couch in the reading area. The toilets and sinks are also child-sized. Much of the space was considered “noisy”, partly because of noise coming from the neighbouring kindergarten classes. The preschool room is separated from a kindergarten class by a curved wall.

PEOPLE: There are three ECE teachers in this program. Assisting with the program are a Centennial student, a high school student, and a parent volunteer. On the day of the observation, there were 13 children aged 3 to 5 years. There are 18 children enrolled in the program. The program is a preschool program and is therefore offered to children between the ages of 2 and 5 years. Parents and siblings do not attend this program. Six of the children in the preschool program also attend the daycare at Corvette School. The teachers were positive and nurturing in their interactions with the children and followed the children’s lead throughout the afternoon. Children did not hesitate to seek help from the staff if needed. The teachers moved from activity centre to activity centre and talked and played with each of the children. One of the student teachers speaks Tamil, which is very helpful to the other teachers and to some of the parents, because some of the parents only speak Tamil.

MATERIALS: There are many books that are of good quality and in good condition. There are several dolls, including some representing different cultures. Fine motor materials include toys such as large and small puzzles, games, lego and small blocks, farm animals, as well as many crayons, paints, pencils, paper, and other art materials. Large motor materials include large building blocks, a child-sized trampoline, and a playground shared with the daycare and kindergarten.

Queen Victoria Parenting and Family Literacy Program

TIME: This is reported to be a very popular program with parents and their children aged 0 to 6 years. The program starts at 9 a.m. and finishes at 2 p.m. The observation of this program covered the time from 9 a.m. to 12 noon. Parents and their children arrive at the program anytime after 9 a.m. Most families arrive between 9 and 9:30 a.m., while some arrive around 10 or 10:30 a.m. The program starts with free play and the parents and staff help the children get involved with art activities, math and science activities, or dramatic play or building with blocks. The one full-time teacher spends several minutes with three or four parent-child pairs to show the parent how to teach their child math and science concepts using blocks, puzzles, games and counting beads. The teacher also spends several minutes talking with many of the children as they play or paint or draw. Free play ends at 10:40 a.m. and is signaled by switching the lights on and off and by the teacher telling the families to tidy up and wash hands for snack. Snack time lasts from 10:40 to 11 a.m. Parents and children line up at the sink to wash their hands. The teacher prepares snack and parents help to serve it. Parents are welcome to also have snack and can help themselves to coffee or tea. The teacher encourages the children to speak in English to ask for more snacks. After snack is circle time and this includes songs, action songs, and stories. Parents sit with the children either on the floor or on small child-sized chairs. Some parents join in the songs, others prefer to observe. After circle time, parents and children prepare to leave. A few families stay and have their packed lunches, which they have brought with them.

SPACE: The room is bright and spacious with some natural light and windows that open for ventilation. The room is accessible by wheelchair from outside. The activity areas are well organized. It may be of benefit, however, to move some of the reading area to the "infant/cozy" area in the corner of the room because the reading area is right next to the block area. It might be of benefit also to move some of musical toys from the infant area to the block area so that the infant area can also serve as a quiet reading area. The room is also used by the day care, which is located next door, for before and after school care for school age children. Therefore, many of the toys and activity centres have to be packed up and stored in the corner of the room because these toys are inappropriate for school age children and because they tend to get broken by the older children. There is very little space for filing and storage of extra art materials or toys. There is also very little private space for children to play on their own or with just one other child. There is no private space for parents to meet with the teacher to discuss concerns.

At the time of the observation, there was no outdoor playground, although one belonging to the daycare is being updated and will be in use soon. The program will share it with the daycare.

PEOPLE: There are usually 25 to 30 families each day at the program. Those who attend mostly consist of mothers and their children, including some siblings. Some grandmothers attend with their grand children and there are very few caregivers. There are approximately 90 families enrolled in the program. Some families come every day, some once a week, and some once a month. Last year, 190 families were enrolled in the program. There is one full-time teacher who is primarily responsible for the program. She has a degree in ECE and many years of experience. She is very committed to the

program and to the families. She emphasizes a family-like atmosphere and discourages cliques based on parents' culture or spoken language. There is a part-time family resource teacher and a part-time settlement worker who is sometimes part of the program, and a project co-ordinator who drops into the program occasionally to help out.

MATERIALS: The toys are of good quality and in good repair and most are multicultural. There are many good books with some in other languages other than English. There are also many math and science related activities. Art activities include painting, gluing, drawing. There is a sand table and water table and a playdough table. There is no rotation of materials because there is very little storage space. Books are not rotated. There is a lending library for families. They may borrow books from the program, but they are not allowed to use the school library. The teacher of this program would like more books to rotate for interest, and more dress-up clothes.

Other notes: While outdoor time is planned for the future, it would be helpful to plan this as part of the morning program because the staff at the program told observers that developing gross motor skills are a challenge for the children in this community. This is a densely populated community and many families who use the program live in small apartments and do not have the space for, and do not encourage, physical activity. There is no scheduled time for breaks for the full-time teacher in this program. While she may leave the room for a few minutes, she is primarily responsible for the families in the room from 9 a.m. to 2 p.m. She has her lunch break in the room. Also, the teacher is not able to attend the Toronto First Duty Team meetings at her site because they are held in the morning and she is not provided with coverage so that she can leave the room to attend the meeting. She feels disconnected from the team. Bringing professionals to the program to meet with families who have specific concerns was cited as an approach that would be very helpful to families. Although referrals are made to families who need them, these families often do not follow-up due to language barriers or because they feel overwhelmed or intimidated.

YEY-Wilcox: Parenting and Family Literacy Program

TIME: This is a morning program for children ages 0 to 6 years and their parents or caregivers. It runs from 9 a.m. to 3:15 pm Mondays and Wednesdays and 9 a.m. to 2 pm. Tuesdays and Thursdays. This program was observed from 9 a.m. to 12 noon.

The program begins with free activity time in which the parents and staff interact and play with the children at the various activity centres. Families arrive any time from 9 a.m. onwards and are greeted by staff. Most stay for the morning. At 10:30 a.m., children are asked by the staff to tidy up and wash their hands. Parents and caregivers assist the children with these tasks. Snack time follows until 10:45 a.m. One staff prepares the snack and parents help serve it. Parents share the snack with their children and are able to prepare their own coffee or tea in the small kitchenette in the corner of the room. On Wednesdays (the day the program was observed), a public health nurse provides an information session to the parents during snack time. While it appeared that the parents were somewhat distracted by their children during the information session, they later all picked up the information handouts that the nurse had provided and had spoken about.

Circle time follows snack time and runs from 10:45 a.m. to 11:15 a.m. This includes stories, songs and fingerplays. The staff who leads the circle time is very energetic and enthusiastic and everyone participates, including parents and caregivers. This part of the program is clearly very popular. After circle time, children sit with their caregivers or parents and quietly read stories. Parents are encouraged to read to their children at this time. Some families left at 11:30 a.m. Some stayed and played for half an hour before lunch. At 12 noon, a few children and their parents quietly had their lunch which they had brought with them. They sat at two tables in the middle of the room.

SPACE: The program takes place in a room which is 16 ft x 20 ft. The space is well organized and makes optimal use of the relatively small space. The room is shared with before and after school care. At times the room seemed crowded, especially at circle time, because the program is very popular and by mid morning, many families had arrived. There were not as many families as usual on the day of the observation because of SARS. There are several activity centres: a puzzle table, a craft table, a play dough table, a water table, a play kitchen area that also has some dress-up clothes in a box, an infant toy area, a reading corner with lots of books and a cloak area for children and parents and staff to hang their coats. There is no space for napping, but this is not designed as a daycare. The staff do not have a separate area to hang their coats. They do have some cupboard space to keep supplies and files for the program. There is not much space for children to play with the large blocks.

Outdoor space: The program sometimes offers outdoor play during the afternoon. They share the playground with the school.

Large motor space: On Tuesdays and Thursdays, the program uses the school gym between 9 a.m. and 10 a.m. The school daycare shares the gym with the Family Literacy program at this time.

The bathroom was located down the hall and was a “girls” bathroom with several stalls. The bathroom was dirty and no paper towels were available. There is an infant change area in a corner just outside the bathroom.

PEOPLE: On the day of the observation, there were 2 staff persons and one student. On this day, there were 9 parents, 5 nannies (caregivers), and 2 grandparents. There were 15 children. There were two five year-olds, 8 two to three year olds, 4 toddlers, and one infant. Two of the children were siblings. There are normally many caregivers as well as parents at this program. Staff reported that they all interact well and that staff interaction with parents and caregivers is an important part of the program. The older children interacted with each other and with the ECE student during free activity time, while the younger ones interacted with their parents or caregivers, and with the staff. On the day of the observation, the staff included an elementary school teacher with 20 years experience, an Early Childhood Educator, a public health nurse, and an ECE student. The ECE student and the Public Health Nurse are not in the program every day

MATERIALS: There were many fine motor activities and materials including many arts and crafts. There were many books of good quality and in good repair. Some of the books were written in two or more languages. Parents can sign out books for their children as well as borrow parenting materials. There were many pretend toys, such as dolls and puppets, and many of the dolls were multicultural. Information and documentation materials were provided in English and Chinese.

YEY- Wilcox Junior Kindergarten Integrated Program

This program was observed on June 2, 2003. The following description is based on what was observed on that day. It should be noted that this time of year is very busy for teachers and students and therefore, the observation may not reflect exactly how the program operates at other times of the year.

TIME: The program begins at 1 p.m. and ends at 3:30 p.m. When the bell rings at 1 p.m., the kindergarten teacher greets the children in the foyer. The children line up, walk to the classroom, and then proceed to their name tag on the carpet in the middle of the classroom. Instruction time starts with the singing of the 'how are you' song in which the teacher asks each child “how are you” and each child answers. This song teaches children how to greet another person and how to respond to a greeting.

Instruction time (circle time) runs from approximately 1:05 p.m. to 2 p.m. (55 minutes). The instruction time included learning a new letter, talking about the theme of the week, "plants and insects", and the teacher reading some stories related to the theme. The teacher then explained how to do the science project: making a pond out of layers of construction paper, and then drawing insects on the pond. Some children were directed to a table where the Early Childhood Educator assisted the children with their science project. Other children were directed to another table where the educational assistant helped the children to practice writing the letter "u".

Free play began at 2:20 p.m. and ended at 2:40 p.m. During this period, many of the children picked out a book and took it to the carpet in the middle of the room to read or look at the pictures on their own. Snack time took place during free play. A few children

at a time were called to the snack table and were asked if they wanted juice, apples, and tortilla chips with salsa. The educational assistant was responsible for the snack.

At 2:30 p.m., the kindergarten teacher and Early Childhood Educator left to attend the Toronto First Duty Team meeting until 3:30 p.m. The team meets once a week for one hour. Another teacher from the school covers for the one hour per week team planning time. Outdoor play time began at 2:40 p.m. At this time, the teacher turned out the lights and asked the children to sit on the carpet. She reviewed the rules of outdoor play. It took 5 minutes for the children to go outside. The children played with bicycles and wagons in a paved area of the school yard. There is a playground, but it has not been available for the past few months because it is under repair. The children rode bicycles with each other and interacted well. At 3:20 p.m., the teacher clapped her hands and asked the children to line up. While one teacher put away the bicycles, the other teacher sang a song with the children. The children returned to the classroom and lined up at the door after getting their bags.

SPACE: It is a junior kindergarten class and takes place in a kindergarten classroom. There are two openings in the wall so that staff can walk through from the JK classroom to the SK classroom. The room is of moderate size, 40 x 25 feet; however, the placing of the furniture and activity centres makes the room feel crowded and it is difficult to move around easily. There was a dramatic play area; it was set up to reflect the theme of the month, "plants and insects", and provided toys for pretend gardening. Dress-up clothes were not available for use on the day of the observation. Dress up clothes and dramatic play toys are rotated to provide various play opportunities. There were several displays of the children's artwork and school work in the classroom as well as in the hallways. Much of the artwork and school work was already packed for the year end.

The Toronto First Duty team meeting took place in a small conference room down the hall from the classroom. The kindergarten teacher could also use this room to meet privately with parents.

PEOPLE: The staff in this program includes the kindergarten teacher who has a B. Ed and a BA in ECE. This is her third year teaching kindergarten and she has taught preschool for four years. There is an Early Childhood Educator who has a 2 year college diploma and three years experience, and an educational assistant who has a college diploma and 16 years experience. The ECE is shared with the SK class, and the EA is part-time. On the day of the observation, there were 17 children. There are 21 children enrolled in the class. Parents do not attend the class.

MATERIALS: Gross motor materials included bicycles and wagons, which were used outside. There were several puzzles, arts and craft materials, and many books reflecting the theme of the month. Books are rotated to reflect the current theme of the class. Children can sign out a book from the classroom each Friday to take home, and they can sign out a book from the library each Wednesday. There were some dolls; some were multicultural. Documentation for parents was in English.

Appendix 11: Site Updates

ACTT–SECORD/DAWES SITE UPDATE APRIL, 2003 *

Program Development

Learning Environment

Secord/Dawes Community Kinder ACTTion

- The spring session of Kinder ACTTion commenced on April 5, 2003. There are six new families with seven children who will be attending kindergarten in the fall of 2003 and four families who attended in the fall session with five children currently in jk/sk and two siblings who will be attending jk in the fall of 2003. These families were invited to return on April 26 to participate in the parent focus group and expressed an interest in continuing in the spring program. The parent focus group had six parents who participated. The environmental observations and six child interviews and focus group were held on May 3, 2003. In total there are ten families, fourteen jk/sk students and six pre-school siblings registered. The target for this program is 10 to 25 families.
- Dottie Lawrence, Kindergarten teacher at Secord Public School has invited the jk/sk teachers from Muppet's Children's Centre to her classroom to observe. The logistics of scheduling the visits are being worked on.
- The TFD cultural/linguistic staff had a visit and tour of Secord School on April 25th. Dottie has invited them to each attend and do an observation of her classroom. A plan is being developed by the kindergarten teachers to integrate the TFD cultural/linguistic worked into the kindergarten setting. Each of the cultural/linguistic staff is attending kindergarten weekly during the month of May and June.
- On April 29th Wendy Robertson, Parks and Recreation, Supervisor met with the TFD co-ordinator to discuss working together on the Kinder Camp activity. The recreation centre will still be providing four staff for the ten, ½ days of Kinder Camp. The Kinder Camp staff has also been offered the opportunity to attend staff training provided by the recreation centre. Training to be held June 23 to 27th includes CPR, First Aid Training, 1st Alert – four-point training 1) workplace harassment; 2) WHIMIS; 3) child abuse; 4) inclusion and support. On April 30th Janet Davis organized a meeting with Don Boyle, Parks and Recreation, south district manager. At this meeting continued support to TFD and a more active role in the planning and Steering Committee was suggested by Dan.
- The Kinder Camp will be offered July 7 to 18th.
- The subcommittee to work on Kinder Camp needs to form this month.

*the May Update is temporarily unavailable because of a computer system problem at ACTT Secord Dawes.

Family Support/Parent Education

- **ACTTion for Infants** – The program continues to be held on Wednesday afternoons. The average attendance each week continues to be nine families. It had been hoped that with spring weather the attendance would have seen an increase. It is difficult to assess whether

SARS has had an effect on attendance as this is our first spring to offer this activity. The target for this activity is 9 to 25 families. The topics covered in April were brain development, cognitive development and games to play with your infant, information session on SARS, parental sharing of ideas, and a parent focus group was held on April 30th. In May, the program Make the Connection will be offered to the parents and infants attending Infant ACTTion. Posters are available at this meeting.

- **Nobody's Perfect** – Patricia Kavanough, Toronto Public Health and the Toronto First Duty staff team are delivering the program. The sessions commenced on 7th and attendance at these sessions had a difficult start with weather and SARS. The program was suspended on April 10th and the six parents who were attending sporadically have committed to start again on May 30th. A new flyer is available for distribution and three additional families have already registered for the May 30th session. Cindy Himelstein, Community Developer, CAS and the co-ordinator have met to discuss the need for a parenting group for families without custody of their children. The opportunity to offer Beyond the Basics in the Secord/Dawes neighbourhood next fall is being explored has been identified.
- **Special Needs Support** – Sally Haydock, Toronto First Duty Resource Teacher has continued to meet regularly with the Resource Teacher Network, Toronto Community Living, and East York Child Care Consultation Service. Sally has also continued building relationships with five families and has been successful in involving Toronto Preschool Speech and Language in an observation for one child and has met with Barb Hannah, KIDS regarding a second of the families. A third family has been successful in obtaining a referral and have been hooked into other community supports. Narmin Nathoo, Director, Muppet's Children's Centre has invited Sally to assist in classroom observations. Sally attends EY/ET Family Resources drop-in centre on Tuesday mornings and Muppet's Children's Centre on Wednesday mornings.
- **Cultural/Linguistic Supports** – The translated flyers for Infant ACTTion, Kinder ACTTion, Nobody's Perfect and Make the Connection are available for distribution today. The Cultural/Linguistic staff is each attending EY/ET Family Resources drop-in centre and Secord Public School one morning per week.

Community Consultation/Communication/Outreach

- **Outreach to the Child Care Community:** Two meetings have been held by the Child Care Sub-committee – April 9th and May 2nd. The first meeting was a continuation of brainstorming ideas and suggestions to work on together as a group. Dottie Lawrence, Kindergarten teacher and Wendy Schlichter, Day Care Connection have joined the committee. The May 2nd meeting was attended by Annie Cornelis, Principal Secord Public School. A work plan was started to address: participation in

Secord School Fun Fair, sharing information within existing newsletters, Nipissing training and involvement, types of observations and evaluations done currently with Kindergarten children, a how to prepare for Kindergarten package, integrating cultural/linguistic workers into kindergarten and child care settings and fall scheduling of students from child care into kindergarten classes and new staff training opportunities that will become available through Toronto Community Living in the fall. Involvement in the Secord School Fun Fair would be to host an information booth with a pre-school activity. *The co-ordinator is attending the May 6th Home and School organizational meeting and will report at this meeting the outcomes*

- **Outreach to the Family Resource Community:** The Toronto First Duty staff have attended a joint staff meeting with the EY/ET family resource staff to discuss “how to create safe environments and support parents in their role of providing positive child guidance with their children”. The Toronto First Duty staff team attended a training provided by CPNP regarding working with families living in poverty on April 14th.
- **Nipissing Screening Sub-committee:** This committee met on April 24th and will postpone further action until SARS has abated. Dianne Chopping, Toronto Public Health, Nurse Manager is again available to continue developing this community activity.
- **Outreach to the school community:** Progress noted in earlier items.
- **Outreach to parents:** The early learning staff continues to contact participants weekly to provide information about upcoming topics. We also provide a “we missed you” call when families have been absent from activities. Cindy Himelstein, CAS, Community Developer and the co-ordinator have met this month and would like volunteers to assist in developing an approach to outreach to families who have indicated an interest in being part of planning and governance of the project. The goal is to plan a dinner meeting before school dismisses for the summer.
- **Outreach to the greater community:** TVO featured Toronto First Duty’s Bruce/Woodgreen site and the video clip is available for viewing today.
- **Research Interviews:** The site review is almost complete and the report will be published in June. It will be available to be reviewed by this steering committee in mid-May.

Local Governance

- **Staff Team Development** The staff team have continued to meet and have completed work on developing activities and programming for Kinder ACTTion and Infant ACCTion. Two staff have attended train-the-trainer workshop learning how to facilitate Make the Connection an attachment and bonding program. One staff attended a training session on autism. Two staff are scheduled to attend a two-day training on child abuse and duty to report. Other updates outlined in activities reports.

Emerging Issues

- Impact of SARS and teacher’s job action on the project.

- Changing staff at TDSB, CAS, and Secord Recreation Centre.
- Kinder ACTTion model – *we have used 10 weeks of budget in the fall, 8 weeks in winter and 8 weeks in spring – this fits the school year for scheduling – we have proposed 4 - 8 week sessions in our budget – can we change it to reflect 1 – 10 wk and 2 – 8 wk and the remaining dollars apply to Kinder camp*

BRUCE/WOODGREEN EARLY LEARNING CENTRE

Program Development

Learning Environment

- The integrated early learning program hours continue to operate, as follows:
 - Half Day Program (4 & 5 year olds): 9 a.m. to 11:30 a.m. and 1:00 p.m. to 3:30 p.m.
 - Full Day Program (4 & 5 year olds): 9 a.m. to 4:00 p.m.
 - Parenting Program (0-6 years): 9:00 a.m. to 3:30 p.m. (Monday through Friday).
- The staff continue to explore opportunities for integrated programming. Making changes or expanding on the current operations is difficult while program committee meetings are on hold. The project staff are planning a “potluck” picnic that will include the parenting and full day program/staff to take place in June. The potluck has traditionally been an annual event for the parenting centre.

Community Consultation/Communication/Outreach

- There has been extensive outreach to the community (direct calls, mailing, etc.) to promote the BWGELC programs, with particular focus to the September 2003 registration for the half, full, extended and parenting programs.
- An orientation evening is scheduled for May 27, 2003. Members of the (TFD) research & development team will do a presentation to the community about the research components of the project, and the staff will be doing a presentation / orientation to promote the project and programs at B/WG ELC. The new teaching staff, as well as the current project staff (including the ECE’s, Ed. Assistants, and Parenting Worker) will be attending. The literacy coordinator at Bruce school is unable to attend (due to work to rule), but will be contributing by providing hand outs and other information to be shared at the meeting.
- The coordinator continues to attend and participate in the SCC meetings at Bruce school. The coordinator will be participating in the upcoming School Community BBQ in June.
- Contacts have been made with Public Health and the Creche to explore opportunities for future involvement in the project.

Local Governance:

Management Committee:

- A small work group was established to create a brochure / communications text that can be used in future communications that will be distributed to the community. This text is to be approved at the upcoming Management Committee meeting (May 2003).
- A communications protocol was determined and approved by the committee in April 2003.
- The (above mentioned) work group is also working on the development of the program statement (as detailed in the “next steps” section, below).
- The summer program proposal was approved at the April meeting, and to date all conditions set by the committee have been accomplished. The program will be offered over a three and a half week period, from July 2nd to July 25th, Monday

through Friday, from 9:00 a.m. to 12:30 p.m. daily. The program will offer both parental and non parental care (ages 3.6-6 years of age) options. The focus of the program is to reinforce the integrated program and goals that have been established and to build on the program framework being developed for the 2003/04 school year. The summer program will facilitate approximately 15 children in the non parental component, and projections for children and families served will be clarified at the upcoming management committee meeting.

- The focus group for the management committee is planned for the upcoming committee meeting. Many of the members have already met with the research team and completed their one to one interviews.

Program Committee:

- The program committee is on hold until the teacher's labour situation is resolved.

Fund Development Committee:

- The most recent meeting of the Fund Development Committee was held on April 16, 2003.
- A follow up meeting is in the works – date t.b.d.

Other: Research and Development:

- The research component of the project is in full swing at B/WG ELC. To date the following has been completed:
 - Parent focus groups (approximately 7 participants);
 - Front line staff interviews
 - Management committee one to one interviews
 - Child focus group;
 - Environmental assessment (integrated program).
- The Management Committee focus group is scheduled for May 30, 2003.
- The environmental assessment for the drop in (parenting) program is scheduled for May 27th, 2003.
- The remaining management committee members have scheduled meetings for their one to one interviews within the next few weeks.

Staff Team Development:

- The ECE staff, parenting worker and site coordinator participated in an onsite workshop facilitated by Joan Littleford (TDSB). The goal of the workshop was to provide the staff with a better understanding of the kindergarten curriculum. The staff found the discussions to be very informative and helpful, particularly those related to the process of developing a program framework based on the curriculum expectations. The discussions promoted a great dialogue amongst the staff regarding ideas for the development of the program plans for the upcoming school year. There is a follow up meeting scheduled (May 29th, 2003), for the same staff to review and do small presentations on the kindergarten curriculum to reinforce the previous discussions, and to support the planning for next year's program.
- The front line staff continue to meet weekly to discuss, share and update on the day to day events of the centre.
- The staff continue to share joint planning sessions, approximately every 2-3 weeks, that includes 2 teachers, 2 ECE's, and the parenting worker.

- Five of the front line staff (including: parenting worker, 2 educational assistants, 1 ECE, and the project coordinator) attended the second of a two-part autism workshop. This was a free, offsite workshop.
- The next team planning session will include the two new kindergarten teachers that have been hired for next year (dates to be determined).
- The site coordinator was involved in the interviewing and hiring process for the new kindergarten teachers.
- The front line staff have all participated in the one to one interviews with the research and development team. We look forward to the report in June.

Emerging Issues/Next Steps:

- Development of a program statement to bring together the policies, procedures and practices from WG, Parenting, and Bruce School (TDSB). This will define the program framework for the balance of this year and particularly for September 2003.
- Organizing the logistics for the integrated program (schedules, child groupings, room set up, etc.) for September 2003 start up.
- Development of the summer program (identifying specific goals and program planning for the daily activities and events).

CORVETTE PROJECT SITE UPDATE

Program Development

Learning Environment

Preschool Program

- Researchers attended the preschool program and carried out a focus group with 6 of the children – 2 of whom attend full time childcare, others of whom are new to non-parental care, but have attended the drop-in programs
- Families are returning to the program after as fears of SARS decline
- A draft curriculum document for the program was developed by the team and then re-worked by Joan Littleford (TDSB), this has been circulated to the curriculum committee for feedback.
- An evaluation of the program is in progress based on feedback from staff and parents. This will be useful in developing the program for the next year
- The supervisor of the childcare centre will be taking the lead in supervising the program for the end of this year, and will continue in the next session

Toddler Time

- Staff designed and implemented a toddler program which runs for four weeks in the childcare toddler room for one hour a week. 3 community families and 7-9 childcare children attended the program that involved 2 childcare staff and 1 TFD staff.
- Sensory, art and circle time activities were provided. The families each received an activity and song book at the end of the program

Summer Program

Plans are beginning to come together

- plan is to run the program Monday-Thursday, 9:30-3:30 and Friday, 9:30-noon
- A group of frontline staff has designed furniture for the program, and has begun working on programming
- East Scarborough Boys and Girls Clubs and Parks and Rec. will be running an afternoon Kindercamp (non-parental care) program as part of the program
- NYAD childcare centre will use the environment at scheduled times. Other childcare centres in the neighbourhood will be invited to schedule visits
- Family drop-in program will operate outside during the summer
- Staff development will be built in at the beginning, and throughout the summer
- Still waiting to hear from HRDC regarding allocation of summer students with specialties in arts, drama and music to enhance the programming.

Family Support/Parent Education

- We are still working on a link between the pre/post-natal program to other services at the site

- We have offered a CEY staff to attend and support this 2 hour program. The GHT project coordinator has looked into other models across the City as is working on an a partnership agreement between CEY and GHT.
- CEY will be running a young mom's supper club in partnership with the YWCA for 4 weeks. Mid May to mid June. CEY staff will work with the YWCA staff to plan and implement this program.
- Baby Buddies: CEY attended, and assisted the Baby Buddies program run by Aisling Discoveries, to encourage mothers from the pre/post-natal program to attend. Unfortunately due to the timing of SARS, this was not as successful as we hoped

Other

- Have been working with a Restaurant Supplier in preparation for the salad bar program
- Hiring of the Community Development Worker went well, and we hope to offer the position to the successful candidate in the following week

Intake

- Intake is ongoing
- NYAD are still in the process of adapting their program registration forms, and moving toward using the CEY intake process, with additional questions for their own purposes as an additional section.
- A process for intake/registration for the summer program is being discussed to enable us to track all the children and families that attend.

Community Consultation/Communication/Outreach

- Outreach is beginning – a number of new contacts have been made, and numbers in the drop-in program have been increasing rapidly
- A number of new participants have started attending the program from the kindergarten registration outreach. This was an opportunity to inform parents about the various programs available, as seems to have been successful.
- The community consultation report is underway. The consultation will be an ongoing process, as we are able to start new programs and reaching new participants, we will continue to get their input and feedback.
- Monthly newsletters are being sent out through the school, childcare, family resource program and to agencies in the neighbourhood

Local Governance

- Management meetings are continuing monthly.
- Onsite meetings are taking place every six weeks
- Curriculum Committee meets monthly
- Learning Together Preschool team meets weekly to plan program activities
- Drop-in staff meet weekly to plan activities
- Currently we are having 3 Summer program meetings monthly

Staff Team Development

- Some mediation was implemented to deal with some conflict situation between some staff. This appears to have settled things down, but appears to have been the result of not having enough time to communicate clearly. Staff have worked on giving

feedback and suggestions as to how the programs could run more successfully next year.

Emerging Issues

- Phase 3 of the Teacher work to rule is having an impact on teacher participation in project development.
- Office space is again an issue with a new project staff

QUEEN VICTORIA PARTNERS IN LEARNING

Program Development

Learning Environment/Family Support/Parent Education

- *Friday Morning Parent Information Program* started May 16th. The program was developed in response to needs for information and support identified in the community consultation. QVPEL staff will provide core staffing for the program. Project partners and other community services will be featured as guests. Families will have an opportunity to obtain information and services in an informal manner in the school. Our first 6 sessions feature a combination of childcare and health promotion services. We are currently offering the program on a drop in basis. Our September program design will be developed in response to what we learn in the first six sessions.
- *Summer Programming/School's Cool* registration was coordinated with JK/SK registration. Most of the 80 spaces were filled during the three days of registration. After review of the process this year we have decided to make some changes for next year. The program will be advertised at JK/SK registration with registration 1 week later. This year families were waiting too long to complete their registrations and the space was too congested. By separating the two events, teachers will have an opportunity to review the registrations and encourage those they have concerns about to register. Also, the increased space will allow more participation of community partner services. School's Cool will run for 6 weeks starting July 8th. We expect to serve up to 80 children this year. We are exploring various options to increase the resources of the programme including; new HRDC staff, new EYCF staff and Creche social skills programs. Hiring for SC teachers is now underway.
- *Summer Programming/Parenting and Family Literacy* will be offered for 5 weeks starting July 2nd. The program will be re-located to a kindergarten room as the regular room will be in use as a school age childcare room during the summer. Families initial response to this news is very positive.
- *Summer Programming/We* are exploring the possibilities for a modified readiness program on Mondays in the JK classroom for the children currently in childcare who will be entering JK in September. This involves about 10 children from Parkdale Beach and Parkdale Creche. St Marks is potentially interested in participating but faces some logistical challenges. A budget for the program will be discussed at the next QVPEL Steering Committee.
- *Integrated Summer Programming.* We are discussing options for joint outings, gross motor program, and special visitors. We will offer 2-3 parent workshops over the summer.
- *Family Fun Evening Program* A group of about 30 families are registered for the program. Attendance is typically 10-15 families. We saw a steep drop off in numbers during the height of worries about SARS. Families are now returning. We have moved away from having families register for 8-week sessions to a drop in format. Families were very confused by the registration. At this point the numbers are manageable and include mothers, fathers and grandparents from childcare, JK/SK,

CPOP, and the Parenting and Family Literacy Centre. Several families attend the program directly from work.

Parenting and Family Literacy Extension

- The Drama program- 2:00 – 4:00 Mondays and Art program 2:00- 4:00 on Wednesdays began May 5th. We were swamped with interested families and had to quickly stop advertising the program and ask families to choose one or the other program. Many families had registered for both. Several of the children attending are morning kindergarten children. These are the first QVPEL services offered in the new Parkdale Creche basement space.

Childcare

- Colin Hollis, Field Office Supervisor will be talking with families about childcare and childcare subsidies on June 13th. Our childcare workgroup keeps up to date information on space availability in the neighbourhood. A flyer with contact information for all local licensed home and centre based care is being widely distributed in the community. We will be meeting later this month to further explore the possibilities for a flexible model of childcare. We will be looking at possibilities and barriers and hope to develop a proposal and action plan. We are working on a design to begin collecting more in depth information from families on their childcare needs to assess the needs/ possibilities for alternate/ extended hours of childcare.

Special Needs

- We expect to begin posting for a full time special needs support position shortly.

Healthy Child Development Program

- Improving access to health services and health screening was identified by Queen Victoria School and confirmed by the community consultation as an area of key importance. Parkdale Community Health Services has been researching service delivery models and at our last program committee meeting we had a presentation on the Healthy Childhood Development Program currently offered by Guelph Community Health Centre. A similar model is offered in St Jamestown. We'll be visiting the St Jamestown model in June and beginning to explore how the models can be adapted to Parkdale at our next program committee meeting. Program committee members were very excited by the presentation.

Community Consultation/Communication/Outreach.

- The focus this month has been on advertising all our new and summer programs. Hundreds of flyers have been distributed during kindergarten registration and by community partners. Kindergarten teachers sent the new program material home as part of their classroom calendars reaching hundreds of families.
- We have been using the FD intake form for families participating in Family Fun and the Parenting and Family Literacy Program Extension (Art/Drama). Questions were blended with School's Cool intake package for that intake. We will also be using the intake form to register the families using the summer parenting program and the Friday morning program.

Local Governance

- Steering and Program Committee's continue to meet monthly
- We are seeing some changes in who participates in these groups. In the early days many people attended both Steering Committee and management meetings. Increasingly, managers and directors are attending the steering committee and more frontline staff and service providers are attending the program committee. This is working well. In addition to the intense program planning and development of late, the program committee is working on a draft of existing program linkages between partner organizations.
- Childcare workgroup meets every 6 weeks and includes participation of some local childcare programs
- We plan to form a special needs and early identification work group once we've filled the special needs staffing position.

Staff Team Development

- **Curriculum Workshop:** About 20 people including 3 kindergarten teachers, staff from both childcare programmes, staff from CPOP, Parenting and School's Cool participated in a workshop looking at literacy curriculum in each of the 4 programs. It was a very positive experience. It was clear that we share many families and some complimentary strategies. The planning group will meet again to plan next steps. Many thanks to Marjie Calla for all the work she put into this!
- A **staff meeting** of all the staff currently contributing to programming in the Parenting and Family Literacy Centre had to be cancelled due to illness. It will be rescheduled ASAP.
- An **end of year project celebration** is being discussed. We hope to have a thank you lunch for all the frontline staff and people involved in committees sometime in June. The current labour situation in TDSB and childcare/ teacher scheduling challenges are having an impact on the planning.
- Theresa gave an overview of the **FD Research** plan to the program committee. Participants appeared to appreciate having all the pieces put into an overview.

Emerging Issues

- Scheduling of meetings, events and workshops continues to be a challenge. Several front line staff connected to the project work part time. Accommodating different schedules and workdays makes it challenging to involve some people in planning and meetings. Partners have been very accommodating and do release front line staff when possible.
- The volume of families with children 0-6 in the community present some interesting outreach challenges. We regularly try to balance outreach and program capacity. Also, families from some language groups are participating in programs more actively than others. We would like to increase participation from the under represented groups but have limited program capacity as programs are already well attended. We will continue to explore these challenges.
- Information sharing
- We need to have an information sharing protocol in place as soon as possible. As we move to more blended staffing and programs the need for an information sharing protocol becomes greater.

YORK EARLY YEARS WILCOX PROJECT

INTRODUCTION

Currently participating organizations are:

- Macaulay Child Development Centre (lead agency)
- Humewood House
- Learning Enrichment Foundation
- Program Without Walls (PWW)
- Supporting Young Families (SYF)
- Toronto Public Health, West Region
- Yorktown Child and Family Centre
- Toronto District School Board
- and the J.R. Wilcox Community School.

Program Development

Learning Environment:

- The integrated team has been involved in planning two upcoming events for the month of June initiated by the front line staff,
 - The Kindergarten Tea, the **orientation for new JK families**, will take place on June 4th. The education team will be presenting the Integrated Learning Environment as part of the Kindergarten introduction to new parents and the front line staff from our community partners will be hosting information booths and activities to give families a sense of the broader educational and family service opportunities available at the site. Our Public Health Nurse will be conducting Nippissing developmental screeners at the event.
 - On June 11th the project staff will be hosting a **Y E Y - W Play Day**. All Kindergarten children will be attending in the morning only and will be participating in outdoor games and activities with the childcare and parenting centre families. At 10:30 there will be joint entertainment event in the school gym.
- **Seamless routines and programming** between kindergarten classes, the parenting centre and childcare programs continue to develop.
 - We have filled both our early morning “Early Birds Kinderclub” (7:30 to 9:00), and extended care “Play and Learn Kinderclub” (3:30 to 6:30) early childhood programs. Seventeen children have so far benefited from these programs and we have a running waiting list for our afternoon Play and Learn program.
 - To facilitate the transition of afternoon kindergarten children who attend the Parenting Centre in the mornings, the integrated team in the parenting centre added a kindergarten age focused circle time during lunch hours to their program. The change in the scheduled routines was discussed and agreed by the team as part of the joint planning activities.
 - The kindergarten teachers report implementation of curricular activities by the integrated team has been progressing successfully. They are confident that by the end of the school year they will have completed and enriched the programming requirements for their kindergarten classes.

- Planning for our summer program is underway. In the month of July the site will offer Kinderfun, our **school readiness program**, for children starting or currently enrolled in kindergarten. The model has been slightly changed from last year’s to include a once a week Family Day that will be open to **parents and siblings**. The Family Day programming will be integrated with the **Parenting Centre** program which will run parallel to Kinderfun on four days a week.
- The focus of the Family Day program will be on providing parents with information on how to support the development of pre-kindergarten skills in their children. Each session will have a focus on a specific pre-k skill such as literacy, numeracy, social and self-help skills. These sessions will include the participation of additional community supports such as the local children librarian and the project’s family counsellor.
- We will also have an **evening information session available for parents** that cannot attend the day- time programming. Art Starts will provide additional family programming in the afternoons with the second part of the sewing and embroidery **Creative Expressions** program. Joint funding for this program has been approved by Arts Starts and YEY W’ managements. In this program parents of young children are able to participate in **creative embroidery workshops facilitated by a community artist-parent while the children participate in a creative art group.**

Family Support/Parent Education:

- The parenting support and personal development program for young parents **“Growing Along,”** is progressing successfully into its second half. The program is running to full capacity and participants are attending consistently. Some of the topics covered to date include: child development, communication with children--getting in tune with your child, and recently the discussion about discipline versus punishment generated lots of discussion on the aim of guidance and discipline.
- Art Starts is finalizing their ten-week session of their **Creative Expressions Drama** program. The program runs twice a week (Thursday afternoons and Friday mornings) and is part of the PWW activities. Twenty-one parents registered and forty children in total have attended the program with a core group of 17 attending consistently. Adult participants led by a dramaturge have developed a play that explores the women’s issues around parenting. The play will be presented at J.R. Wilcox on June 25 at 11:30 am. On June 26 it will be presented at the Oakwood library.
- As part of the Creative Expressions Drama program the children participate in a creative art group. This group, which runs concurrently to the adult drama group, was integrated with the Parenting Centre and Make and Take on Thursday afternoons. The three programs were collapsed and staff collaborated to provide creative and educational activities for all families and children attending any of three programs in one room.
- Last Saturday was the last weekend of the spring session for **Read and Run** our family literacy weekend program. Twenty-four families and thirty-three children attended for the eight -week sessions. Participants were very positive about the program and were looking forward to the attending

Community Consultation/Communication/Outreach:

- The outreach worker has continued to blanket the neighbourhood with program flyers and direct outreach to the public. We have seen an increase in phone calls from interested parents and new participants to our drop in program.
- We collected program **evaluation** sheets at the last session of **Read and Run**. Six parents completed the brief questionnaire and provided very positive feedback. It is interesting to note that when asked how they heard about the program responses pointing to a variety of outreach methods were quite even (2 word of mouth, 2 school visit, 1 flyer, 1 library)
- Participants of the **Growing Along** program have provided weekly **feedback** about the content of the program and expressed their satisfaction with the relevance of the topics covered.
- The site hosted a **Research Information Breakfast** for parents last week. A group of ten parents including some new to the project attended an information breakfast facilitated by Carl Corter. The focus of the session was on informing parents about the nature of the project and the importance of the research activities. Parents were able to hear about the programming opportunities available for families on site and the research component of the project.

Other

- Two environmental observations are scheduled for the end of this month. As part of the project evaluation the research team will be assessing two program environments at the site. The Junior Kindergarten classroom and the Parenting Centre will be observed and assessed using two rating scales the Early Childhood Environments Rating Scale (ECERS) and the Time, People, Space evaluation tool. The observers will assess the quality of the early childhood environment as well as consider the level of staff integration during programming among other things.

Local Governance

Management Committee:

- The committee met on April 25th. The group approved the funding for the summer program and reviewed the activities update. The Committee also had a chance to look at the draft for TFD indicators, which generated a good discussion about the possible applications of the tool. The group was directed to provide feedback directly to the research team as requested. They are looking forward to a fuller discussion and training on the application of the final document.

Integrated Curriculum Committee:

- The Committee met on Friday May 30 to participate in an overview of the accomplishments to date and to start a discussion on priorities for next year's integrated learning environment model.

- Team members including the kindergarten teachers expressed their satisfaction with the integration of ECEs in the classroom. They highlighted the opportunities for enriched learning provided through the integrated team as well as the opportunities for small group and one-on-one teaching. One of the ECEs mentioned a comment from a **parent saying** that she preferred J.R. Wilcox program because it had a more enriched program and more adults supporting the children.
- The team described a process of **carry over of curricular activities** across programs that has allowed them to enhance and extend their original programs as well as allowed the children to experience seamless programming. One example is day care children asking ECEs to sing songs that are part of their kindergarten program or Kindergarten children asking to read Parenting Centre books during circle; another is adopting some literacy promoting activities such as scribing as part of the child care program in a more consistent way.

The areas that the team is proposing as a focus for next year's activities are:

- Early identification and early intervention supports throughout all programs
- “Bridging:” providing programming and supports for Grade One children during the first school term.
- Increase opportunities for joint activities and shared resources
- Access joint professional development opportunities

Site Committee:

- The committee met on May 21st, 2003. The group worked on finalizing the coordination for the upcoming parent information session for new JK families.

Team Development:

- The integrated team including some core workers from the child-care participated in a training session on Monday May 12. The focus of the session was on Enhancing Communication with Parents. The group had very positive feedback about the workshop and expressed their interest in continuing this type of professional development opportunities. The session was the first on a planned series focusing on promoting parental involvement.
- The team has solidified quite well during this school year. One of the teachers reports having arrived to a “**happy place**” referring to the smoothness of the program and the cohesion of the team. Another one commented that letting go of the stress of what they couldn't do and focusing on what could be done helped them find a model of integration that worked for the site. She explained that rather than fighting conflicting schedules and space limitations they focused on the team integration and internal communication. The cohesion of the team as well as having the same staff rotate through different programs through the week has allowed for the provision of more seamless opportunities for children and families. Teachers report **children describing** their participation across programs as their “**downstairs school**” and their “**upstairs school.**”
- They team praised one another for taking initiative to promote informal contacts and visits to each other's programs. They stressed the importance of this “casual connections” as opening opportunities to plan and implement integrated activities on

the spot. For example they mention inviting the childcare to share gym time with the kindergarten class.

- Teachers also requested the opportunity to visit other TFD sites so that they could get more ideas for further integrated activities. The coordinator has been aware of this interest for a few months but has not been able to schedule the visit at this point due to the work to rule. The project has been covering supply costs for teachers to attend meetings besides the coverage for joint planning time. The principal offered to share the cost for a supply teacher with the project to allow for the JK SK teachers to visit other sites. The coordinator will look into booking a visit to another TFD site.

Emerging Issues/Next Steps:

- *Space and Facilities:* A recent development around space access has been a mandate from the TDSB for room closures. Each facility in the school family that includes J.R. Wilcox is required to close three rooms. One the rooms slated for closure at Wilcox is B-5, the room that was recently furnished and added to the child-care license to house YEY-Wilcox programming.
 - **This closure will affect directly** the afternoon **extended childcare program** Play and Learn Kinderfun and our Friday **parent relief** Time4You. Dates for closure have not been notified to the coordinator yet but are not expected during the current school year.
 - The extended childcare program is specially a concern since community demand has been mounting as more families become aware of the extended educational opportunities.
 - The TFD Steering Committee is currently looking at a sustainability strategy and has formed two workgroups, including one focusing on the Education Funding Formula. This workgroup will look at funding and organizational policies that present barriers to implementation of TFD's integrated and seamless programming.
 - **Steps** for dealing with the loss of this space could be exploring the possibility of housing these programs in other shared spaces. Since the extended child care programs run outside of school hours, the project could request accessing a kindergarten room which could accommodate a larger group of children and provide better opportunities for seamless programming. Considerations for teachers' planning and set up needs would have to be taken. Another option could be the argument that since the space is licensed under the childcare, closure may require one-year advance notice. This however, leaves the school pressed for finding another room to close.
 - The parent relief program could be still accommodated in B-1. Currently that room is used for any additional sessional programming such as the Art Starts Creative Expression series or Parenting Education session. Parent relief could also be integrated into other childcare rooms depending on the number and ages of the children registered for that week.
 - Finally another option would be to consider moving some programs out of the school an into other community spaces. In this case the management committee would have to consider if this option is in agreement with the YEY Wilcox vision

for integrated service delivery. This option may present challenges for the delivery of seamless programming, one of the Toronto First Duty goals.