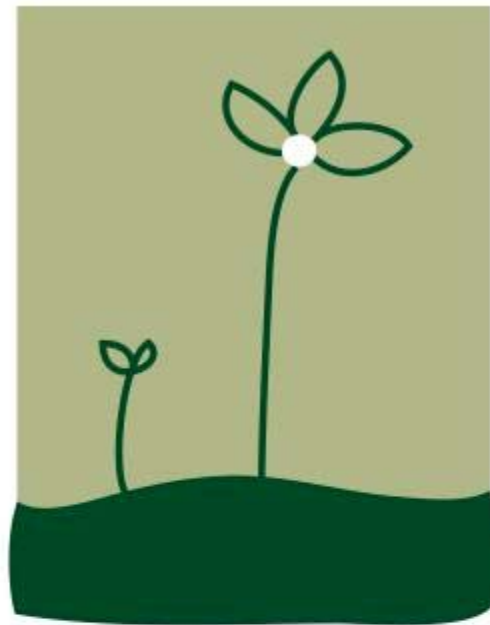


# June 2004 Progress Report



TORONTO  
FIRST  
DUTY

Toronto First Duty Research Team

## **Acknowledgements**

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The research team takes full responsibility for the content of the report.

## Toronto First Duty Report – June 2004

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Appendices

## **1.0 Sustainability**

### Context

The funded life of First Duty pilot projects is slated to end in June 2005. Issues of sustaining the successes of the pilots and replicating the successes in other locations are now paramount. The following presents observations and descriptions of the work of the Sustainability Sub-Group of the Steering Committee and the results of key informant interviews completed by three members of the Research and Development Team. The interviews were designed to explore the range of thoughts about sustainability issues among key informants.

### The Sustainability Sub-Group

The Sustainability Sub-Group of the Steering Committee was convened in the spring of 2003 to explore strategies for maintaining and replicating the successful outcomes of First Duty. The group struggled with strategies and moved to the conclusion that their work should be at a macro level, hoping to impact policy and funding so that flexible and integrated service models that benefit young children families could be implemented in a wide range of communities.

The group has worked with great energy to develop an advocacy document that can serve as the basis for lobbying and policy development. The task in itself was massive, and as the group worked, some of the ideological and policy differences in the group became evident. Undeterred by this they continued with their task, coming to consensus on each issue as successive drafts were tabled. The document is close to completion and was scheduled for discussion at the July Steering Committee meeting.

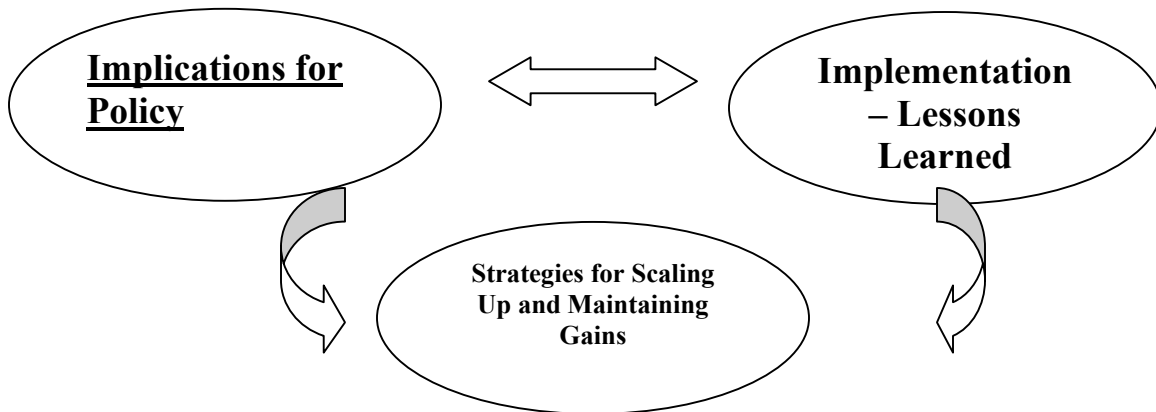
### The Interviews

Interviews were completed with twenty key informants including members of the Steering Committee, senior staff in government, the TDSB, and other community agencies. The interviews focused on: a) the factors that have led to success and challenges in the pilot projects; and b) the implications of both successes and challenges for maintaining current projects and commencing new projects in other communities. The complete Key Informant Interview Protocol is in Appendix A. The interviews contain a wealth of information and a wide-ranging set of views. On many issues there was a high level of consensus, whereas on some others there was disagreement.

### A Framework for Building Sustainability

Analysis of both the interviews and the work of the Sustainability Work Group produced ideas on both the micro and macro level. Micro level concepts focused on the local, or project-centered ideas and issues, or “implementation lessons learned” Macro level concepts focused on the broader issues of politics, funding, and particularly, “implications for policy”. These concepts may contribute to strategies both for maintaining current gains and successes and for ‘scaling up’ the First Duty model.

**Figure 1:**



## **IMPLICATIONS FOR POLICY**

### Political Climate/Context

All the key informants interviewed believe that all three levels of government – municipal, provincial and federal – are receptive to improving services for children and families. There is a window of opportunity, particularly at the provincial level, with the establishment of the new Ministry of Children and Youth Services (MCYS), whose mandate is to:

- develop a vision and plan that cuts across ministries
- provide a strategic plan from government for children and youth
- work in partnership with other government ministries, specifically Education and Health
- work with the community level, particularly municipalities and school boards
- start with the early years, followed by special needs
- commit to a strategy – Best Start – to support early learning and care that includes early learning, care, and parental and community supports.

The provincial government intends to take the lead on policy by providing a policy direction and framework. According to interviews with government officials, MCYS is charged with this responsibility and both the Education and Health Ministries will follow MCYS' lead. The federal government's post-election state of flux and relevant campaign promises appear to invite input at the federal level as well. However, as one informant noted, the federal role will be limited to funding child care as opposed to broader support for integrative models. At the provincial level, a senior MCYS official suggested "It is good time to develop an early years policy," although the official also noted, that "while the stars appear to be aligned politically, the window of opportunity can shut very quickly." Currently, MCYS is developing the province's 'Best Start' policy and strategies. The timing is ripe for input in the policy development process. Provincial government officials have expressed interest in TFD's forthcoming policy discussion paper and, it appears, will be using the TFD model and research findings to inform their

work. One informant noted that how the TFD Steering Committee frames the policy discussion is critical and suggested that it be done in a way that facilitates discussion with senior government officials about ‘next steps.’ Related to the political context and timing, several key informants also identified the need for a dedicated non-partisan approach in political advocacy work at *all* levels of government.

*Long-term systemic change requires that you set in motion some non-partisan activity that captures the imagination of all sides of the House ... includes leaders from every part of the province and key people in all the political parties. ... Taking a non-partisan approach ensures that the political pendulum shifts are not that great. We owe our kids TFD briefings for all political parties. (Funder, Atkinson Foundation)*

*We have to make our case ... and get our Ms ... Millar, McGuinty and Martin ... in a row. (Community Agency Head)*

Most informants believe it is time to expand the TFD model to other sites beginning with those schools /communities that have expressed an interest in implementing the model. Furthermore, they felt it is important to move outside of Toronto to other municipalities and rural communities, and expressed the concern that TFD not be viewed as a “Toronto” model. There were some differences in ideas on how the expansion would work. For example, one informant thought the next step would be selection and support of willing and able communities to create a critical mass of successful integration efforts; this base would then provide the core for further pushes to universality. In contrast, another informant thought that the critical step for expansion would be provincial mandating with flexibility to adapt to local communities needs and unique characteristics. Whether or not informants agreed with this version of provincial action, there was general agreement that the province holds the keys to many important dimensions of sustainability: from funding, to professional training, to regulations, to organizational supports. For example, the two informants who disagreed on general mandating vs. volunteerism and selected growth nevertheless agreed on the idea of a local authority approach to providing the necessary local coordination of services.

### The First Duty Vision

It is important to note that TFD’s vision and goals are similar to MCYS’ vision of a seamless system of support for children 0 to 8 years and their families, as expressed by an MCYS official. Both identify the following as important characteristics of a seamless system of supports:

- a universally available system of supports to children and families
- a universal pre-school/childcare system with a strong learning component
- a common, developmentally appropriate curriculum for the 2.5 to 5 years olds
- a focus on transitions / linkages to school/s and to specialized support services
- developmental checks, early identification and intervention
- a single point of access to a system of core and specialized supports/services
- supports for parenting role/s

An integrated/seamless system of services was described in various ways. Some informants describe it as a continuum of interlinked programs and services for children and families with a single point of access and a high degree of communication and congruence between programs and services. Others conceptualize it as a system of fully seamless childcare, kindergarten and parent resource supports provided in the same physical location with professional boundaries eliminated, full integration of curriculum and programs, and flexible options for families in the timing of programs.

There was consensus around the need for a continuum of inter-linked programs and services that include early education, childcare and parenting supports as *core* services, as well as health-related services that focus not only on health promotion and prevention, but also provide early identification and intervention for children and families with special needs. These health-related services are considered essential to ensuring core programs and services are capable of responding to the needs of *all* children and families, regardless of need/s and income – thus providing a universally accessible service system. There was also consensus on the need for a single point of access to both core and specialized support services.

Perspectives varied, however, on the degree or type of integration required to achieve a seamless system of support. Although most informants believe that co-location facilitates seamlessness, a number, particularly from the site level, expressed the concern that the likelihood of co-location is constrained by existing policies around use of school facilities, the ‘legitimized’ role of schools, the lack of available school space, as well as the current design of most school buildings. Some informants suggested that imposing co-location as a requirement may be too restrictive, even though they concur that co-locating the core services is the preferred approach, with specialized supports delivered to children and families where the core services are located, rather than having children and families travel to other locations. They also noted that co-location facilitates collaboration among the service providers and supports the development of a ‘team’ approach to the planning and delivery of services. However, many pointed out that several of the TFD pilot sites have been unable to co-locate services precisely because of the constraints noted above. They questioned whether co-location is a realistic expectation without substantive change/s in provincial policies governing childcare and schools, as well as the increased availability of suitable school space. Although co-location may facilitate communication and collaboration among service providers, some informants noted that it does not guarantee it. System level policies that ‘legitimize’ collaborative roles, relationships and responsibilities and clearly promote the development of an integrated seamless system of services for children and families are also needed.

*I conceived “seamless” not as an integrated learning environment/curriculum, but as a seamless, coordinated continuum of services for the family. Meaning that there is a range of services available, there is less fragmented delivery of services, families move in and out of services as their needs change, and at the end of the day there is not just one way of doing things. ... I see it as a flow of information, a team approach to planning and a system responding to families’ needs. The glue is the strong staff team... for that to happen it doesn’t mean that*

*all the walls come down and there are no separate entities ... professional disciplines. It's more about "flow." (City Official's Perspective).*

*It is not about improved coordination but a "blended model" which is completely seamless in that it integrates non-parental care in the early years of public education and community-based services. ...There is one-stop shopping for parents...a complete integration so whenever you enter one part of the system you're entering the whole thing. Before and after school care will feel like an extension of education. Parents /children will have early diagnostic care if needed and then there will be a seamless provision of supports. The opposite of seamlessness is parents are running around their communities trying to match up community resources with their child's needs. (Funder-Atkinson Foundation)*

*Our original vision was not just about integrating childcare and kindergarten but creating an integrated continuum of services. For example, we are much happier about how mental health is integrated into all the programs. ...There is more interagency collaboration, although there haven't been as many opportunities because the overall emphasis is on the school, and the integrated learning environment / curriculum. ...I am interested in creating integrated systems not just integrating childcare and kindergarten. The majority of childcare centres are not in schools ...We need to look at how to integrate systems if you're working with childcare centres not located in school buildings. ...The whole dream was to use schools as the hub but it is not just about schools ... they are only one of the partners. We need a governance structure that is broader and includes public health ...and where there is greater community ownership. (Community Agency Head).*

*The parenting support piece is undervalued. ...It is not best funded through childcare but through family support organizations in partnership with schools and childcare. We need to think more holistically about families and community contexts. We also need to think about family poverty and the needs of the adults in that child's life ...as well as service providers needs. ...Both childcare and kindergarten staff are requesting support around special needs. We have been providing a special needs support staff as well as professional development around this issue. (Community Agency Head).*

### Aligning Partner Agencies Policy Priorities

There seems to be a broad consensus among those interviewed that substantive progress has been made in building personal and institutional relationships through the TFD partnerships. Informants note that there is a greater willingness to work together. Partners at all levels – practitioners, site management teams, the TFD Steering Committee – are recognizing and experiencing the benefits of partnership. Most believe that successes up to this point are based on relationships and not organizational changes. Generally there have not been changes in formal organizational policies and practices that would legitimize, promote and support collaborative roles and relationships, or that would deal with some of the practical issues, such as space and funding. This applies to

both the school and community agency level and higher-level organizations – the city and school board. One informant pointed out, however, that both the city and board are huge organizations just coming off major amalgamations and funding cuts, and to have stayed in the game is a major accomplishment. Nevertheless, most informants believe that formal organizational policies and practice changes are necessary to fully implement and sustain a seamless system of services for children and their families.

*There are attitudinal changes but not organizational change. The biggest challenge is organizational change at all levels...Successes up to this point are based on relationships. People at all levels who are directly involved in the partnerships like to talk and work things out. The partnership provides a forum for discussion. But when the rubber hits the road, the successes are overwhelmed by the inability to make the big organizational shifts / changes. By virtue of being a project people don't pay attention to the internal organizational changes needed. That must come from funders and systems change in how we deliver services. (City Official's Perspective)*

Several informants, across informant categories, noted that while TFD has an infrastructure in place in the Steering Committee, the Research and Development Committee and the Site Management Committees, the TFD infrastructure falls short in its ability to make systems change/s in its own partner organizations. This implies that partner organizations need to attend to their own internal organizational relationships as well as relationships with their partner organizations to ensure their own organization's efforts are consistently aligned in support of the TFD vision and goals. Many expressed concern about the school system's commitment to system change, and, while not flagged as consistently as concerns relating to the school board and schools, informants also noted that the childcare community partners have not played as key a role as hoped, except where childcare is co-located in the school. Some informants stress that the barriers posed by the Day Nurseries Act, as well as school district policies around the community use of schools, complicate these circumstances. Furthermore, they noted that these are matters of provincial jurisdiction. Aligning childcare agencies' and schools' priorities is particularly challenging in the absence of a supportive provincial policy framework. Two informants suggested that inflexibility in city funding practices was as big a barrier as any of those presented by the school board.

*We have been having meetings with the Toronto District School Board but we are still a long way from systems change to support TFD goals. We are seeing some forward movement but we are only half way there. (City Official's Perspective)*

*There must be leadership at the school board level. School directors must view TFD as an example of best practices. (Funder - Atkinson Foundation)*

*We need TDSB commitment and management supports at the school and system level. It's like sleeping with an elephant. We need the school system to buy into this. It is a big systems issue. (Community Agency Head)*

*We need to build a consensus in the childcare community so that TFD interests are not viewed as separate from the interests of childcare. (Community Agency Head)*

*We are unclear about the meaning of partner. What kind of role are the partner agencies [at the site /community level] perceived to play... as different from large partners/funders like the Toronto District School Board and /or the Toronto Children's Services Department? (Community Agency Head).*

On a more positive note, informants pointed to two recent developments. Two of TFD's major partners, the Toronto District School Board and the City of Toronto, have put in place mechanisms that could begin to address some of the policy issues within their own systems – TDSB's Early Years Policy Work Group and the Mayor's Roundtable on Children and Youth. TDSB's Early Years Policy Work Group was struck, in part, in response to the Board's involvement in TFD. Its stated purpose is "to provide a framework to guide ongoing and future early years initiatives and activities of the Board." The Work Group has defined the early years as the years from birth to the end of grade three, thereby acknowledging the importance of the early years before formal school. This Policy Work Group appears to be an appropriate vehicle through which to initiate some of the policy and system level changes that would enable schools to play a key role in creating a seamless system of services for children and families (at least within TDSB). The Mayor's Roundtable on Children and Youth is a vehicle that could identify and support policy and system change pertaining to children's services at the municipal level, particularly those relating to childcare. It could also play an important advocacy role in promoting policy and funding change/s at the provincial and federal levels of government. TFD has representation on both, so where the TFD infrastructure falls short in its ability to make systems change, most informants suggested that TFD has the potential to influence policy and advocate system change by virtue of being a member of both the TDSB Workgroup and the Mayor's Roundtable. Informants also pointed to the advocacy work of TFD's Communication Committee, which has continuously briefed senior government officials, as well as municipal, provincial and federal politicians on the TFD model and research. Provincial government officials are now asking for more information on TFD, a very positive development, given that all those interviewed identified the need for a supportive policy framework at the provincial level that aligns and integrates policies across government ministries as necessary to fully implement a seamless system of services for children and families. It is difficult to move further forward without such a policy framework.

*Before First Duty, the school board had the parenting centers as part of continuing education, the childcare advisors in the amalgamated board were in under physical plant somewhere and the consultants who supported kindergarten curriculums were over there in the early years so they reported up to three different superintendents. ...they are now one unit, they report up through one stream, they work together, they have a common early years group that's trying to hammer out an early years vision and how they are going to work together. I*

*think that TFD is one of the drivers of this and it is a deliberate thing (Atkinson Foundation)*

*The challenges are both the city and the school board are very large organizations so large organizations have bureaucracies that are difficult to move and then they are both coming out of huge amalgamations and huge cuts and all of that. That's always been there in the background so when there is a hiccup over here it is a thud at the site. (Atkinson)*

### Funding Remains a Critical Issue

Changing the funding infrastructure was identified as a challenge by all the key informants, particularly because many of the partner agencies are working in poorly resourced environments where the reality of trying to make ends meet dampens boldness and creativity. Most informants believe it is important to first stabilize funding in childcare and education, as they have suffered significant budget cuts over the last decade. Some informants expressed the view that it is only when service providers are uncomfortable, or 'in crisis,' that they choose to think outside the box and consider alternative approaches. All agreed that there are fundamental flaws in the way childcare is structured and funded. The childcare subsidy system needs a substantive overhaul, and a number of informants said its purpose should be broadened to include not only the provision of support for parental employment, education and training, but to support early learning and children's developmental trajectories as equally important goals. Informants note that funding must also address disparities in the remuneration and working conditions among the professions providing the core services. These disparities are linked, in turn, to training and certification issues that must also be addressed. There was consensus on the need for significant change in policy /funding pertaining to the community use of schools, as well as a redefinition of the school system's role to encourage the provision of a seamless system of support for children and their families, and what it means to form partnerships with other community agencies in support of children's learning and healthy development. Finally, most informants suggest block funding and /or putting all the funding envelopes together and attaching criteria that require collaboration around service delivery in order to access funds.

*Funding is an issue. There is a need to consolidate funding. We should say that if you want a piece of the funding, you are going to have to work together, you are going to have to consolidate your waiting list, your data gathering and figure out how to deliver services in a consistent way across the city. (Toronto Public Health)*

*I don't buy building/restoring the funding base (e.g. for childcare) before getting innovative about new approaches and integration. Times of crisis should be a time for looking for new approaches.(Atkinson)*

*At this point the challenges are the big systemic issues and involve the big partners / funders. It keeps coming down to the same thing ... the way childcare is*

*funded, the availability of space, the caretaking costs, pay structures.*  
(Community Agency Head)

*Resources should go towards stabilizing the childcare system as well as to supporting new models.* (Community Agency Head)

*Childcare is under funded and that affects quality and access. Funding is still based on a per diem. It needs to be block funded so that childcare, kindergarten and parenting supports ( i.e. Family Resource Programs, Ontario Early Years Centres, some of public health's supports and parenting centres) come together. Currently there are categorical funding barriers.* (Community Agency Head)

*..... and the limitations to the way childcare funding is structured and funded and the city's ability to have more room to do what they are doing is a question mark for me but that's as big a limitation on TFD sites as any barriers at the school board.* (Atkinson)

*..... the city has been really caught by the squeeze on the subsidy money and we may be seeing that work out. I think the fact we have seen them stay committed to this despite all of the other pressures has got to be a success.....* (Atkinson)

Many key informants expressed concern that the 3-year time frame to achieve TFD goals is inadequate and too arbitrary. Such an abbreviated time frame does not respect process and the time needed to build relationships and change professional practices/systems. These informants felt the funding time frame should honor these developments, as should the evaluation. The evaluation could facilitate implementation by identifying interim indicators of progress and highlighting process outcomes that are the prerequisites of practice and systems change. Informants also discussed the need for funding to recognize the importance of an administrative infrastructure that supports the work of practitioners and provides opportunities for capacity building through technical assistance / support and professional development. Several informants suggested that more sophisticated sustainability planning is needed, and could begin with the TFD policy discussion paper, along with the TFD research reports. Both could contribute to sustainability planning by identifying the conditions needed to take the TFD model further. They recommended that the discussion paper and the research reports specify the needed policy and funding infrastructure required to support practice and system change/s, and, that this could be addressed, in part, by identifying the barriers posed by, for example, the Day Nurseries Act, childcare funding, and/or school system policies.

Four informants identified the challenges of the physical space for many sites. Each site has been creative in the use of space, but in many projects there are ongoing space issues that interfere with programs. Long term sustainability calls for new designs in school spaces and creative use of existing spaces. The reality of schools which were not designed to house integrated programs offered by many community agencies was seen

not only as a challenge to sustaining current projects, but also to duplicating the model in other communities.

*For Bruce, we needed a certain amount of space and they wouldn't fund the infant/toddler and they only fund so much of it and so much of it is capital expenditure, right? The school board didn't have the money to put into that. It was a real barrier for us. We needed to guarantee from the board for a 20 year lease or something in order to move rooms, the library etc. There were just all these rules and regulations that a different department had, even the playground space which are different than what the school's needs. (TDSB Official's Perspective)*

*Planning. Quite frankly – it's not difficult to do – the most expensive and difficult is the physical plan, enough classrooms etc. (City Official's Perspective)*

Although this is not as complex as some of the other challenges to sustainability it is clearly a challenge with a price tag that will continue to be raised in the replication of First Duty projects.

## **IMPLEMENTATION – LESSONS LEARNED**

### Leadership/ Support/ Change

It was clear in all the interviews that the roles of leaders and change agents are believed to be critical to developing and sustaining projects and that leadership accounted for both TFD successes and challenges. There was a high level of agreement about the nature of the leadership required for success and sustainability. The following leadership factors were identified as critical to project success:

- Local leaders from the main partner agencies must have a strong belief in the project and the will to make sure it is a success. It is necessary to have this 'buy-in' from both school and child care. Two informants also expressed a strong commitment to including other partners such as parenting groups, public health and agencies focusing on special needs.
- There is a need for both a top-down and bottom-up approach to change that includes a high level of top-down support from partner agencies in conjunction with early and ongoing involvement and decision-making with the practitioners who will be implementing the program. Upper management needs to be fully engaged in the projects, providing support and facilitating change through their leadership and the provision of resources and regularly revisiting the vision. Otherwise, as is happening now in some cases, staff are left "plodding along" in implementing the TFD approach to quote one key informant.
- Furthermore, informants note that leaders in all constituencies need to be aware of and responsive to the impact of change on their constituents and their organizations. They play a key role in creating the internal organizational changes necessary to support the TFD vision and goals.

### Leadership: Coordinator's Role

The coordinator's role was described by many informants as being key to sustaining projects and also as the biggest financial challenge. The site coordinators were seen as the key change agent in bringing together the diverse players in the projects. In their roles they have the pulse of the projects, understanding the challenges at a day-to-day level as well as the project-wide challenges. They continue to be the facilitators who move from the dreams to the nuts and bolts reality of implementation. They are the central communication hubs, assuring that all participants understand what is happening in the projects. Some informants noted that the challenge is that this central role can't be 'tacked on' to existing roles; rather it must be a 'dedicated' coordination role. In contrast, three informants believed that the critical role components could be identified and distributed across other leaders in participating organizations, and/or coordinators could be spread across multiple sites. Only one of these informants thought this was the best solution.

### Leadership: Principals' Role

There was extensive discussion of the role of principal. If the school is to be the physical center, or hub, of integrated programs, the support and direct involvement of the principals are essential. There is a need to define and clarify the role of the principals, as well to assist the principals in developing a focus that is wider than education, recognizing how family and community partnerships support and complement the goals of education. This discussion has implications for the training and hiring of principals as the nature of the job they would be taking could be considerably changed.

*That is a challenge, finding the people, finding the time for those people to develop that shared vision. The leadership has been a challenge in terms of the principals. I have always felt since the beginning – if we were to do this again we have learned we would have been much more involved with the principals at the front end so they really understood what they were buying into in terms of time commitment and interest in the early years. I think we have always been a step behind them in a sense. They bought in because they saw there would be a program out there that would be good for their community, not that they would be taking a profound leadership role in terms of making it work. That has been a challenge and it still is a challenge in terms of demands. (TDSB Official's Perspective)*

Many informants expressed the view that the innovation of Toronto First Duty calls for complex and effective leadership structures. Both a TDSB official and a City of Toronto official believe that, to implement projects of this nature the leadership must be strong, consultative, and supportive.

*The role of the principal is critical, but we need to think of new ways of doing things and use different yardsticks to measure success. ... This means that [leaders] must be strong in dealing with relationships issues at all levels. (City of Toronto Official)*

Two informants expressed the view that technical assistance and support is seen to be a necessary part of the infrastructure supporting implementation. They also believe that leaders need both training and support to fulfill their roles, which includes support and coaching around management roles for management committee members as well as all program leaders (principals, program coordinators, child care supervisors, family program supervisors).

Another issue is the hiring and or appointment of leaders. In instances where there have been problems with site leadership, it has generally been where the principal has not been supportive of, or involved in, the project – although one informant pointed out that a site with a supportive principal is experiencing problems because of other challenges in that position. Joint hiring (amongst the partner agencies) of coordinators and other project staff has been very successful. Should appointment to all leadership roles be through a hiring process involving all project partners?

### Collaboration

Informants identified features of the pilot projects that will guarantee sustainability of some of the outcomes of Toronto First Duty. All of these can be described as ‘changes in practice.’ The results of the practitioner surveys in the current report and the outcomes of the Indicators of Change measures described in the December 2003 report capture many of these changes. Practitioners are working in new ways in each of the projects. Informants believe that these changes will continue even if the formal projects do not. Agencies have also discovered new ways of working in their communities. Informants gave the healthy child screenings, and the involvement of mental health agencies in programs, as examples. Informants believed that these changes are a function of the increased collaboration between practitioners with different professional identifications.

*I would say there have been a number of successes ... We are seeing tremendous changes in the attitude and openness of the frontline staff and at the management level as well. ... and creative activity around developing curriculum. This will be sustained beyond the length of this project. The governance committee has been a success. It has really dealt with the issues ... We now have two parents and they are participating [in governance]. We have been successful at the governance level creating and integrating staff teams, and looking at the integrated learning environment. There are further challenges in that area such as fully integrating the childcare but I think that will happen. (Community Agency Head)*

Key informants state that we are seeing attitudinal and practice change, but we are not seeing significant organizational change. This raises the question of how can intra-organizational change and collaboration be promoted? Some informants believed that the positive impact of these changes and the newly forged or enhanced partnerships would continue, but then how do we assure that differences between inter and intra-organizational change are understood? This is seen in the inter-organizational cooperation of large bureaucratic organizations such as Children’s Service, the TDSB, and the Teachers’ Federation. They have all pushed themselves to be flexible and

responsive. Many key informants believe that this attitude and action will continue for Toronto First Duty and similar initiatives, but do not see similar intra-organizational change.

### Governance

The complexity of governance in each of the pilot projects is believed to be both a way of promoting sustainability and as a threat to sustainability. Some informants presented a concern that the complex governance structure will only work as long as there is significant financial support for the projects and considerable top-down pressure to fully participate in the projects. They are concerned that as the projects attempt to move into a sustainable mode the agencies with less of an investment in the core activities of the project will become less involved in governance. This will not be a reflection of lack of will to participate, but will be a need to respond to other demands that are more central to the mission of their agencies' core work.

In contrast, other informants believed that the intricacy of the governance is a key to sustaining projects. They believe that the structure has promoted direct involvement of a wide range of community players and that this will have three effects. The first will be a belief in involvement in the projects because it results in increased and often more efficient access for the community to their agencies' services. The second is the development of a critical mass of community agencies that believe in the projects and will work to assure that the projects are sustained. The third and related factor is that the involvement of a large number of players increases the pool of in-kind time and resources that may be used to assure the ongoing existence of the projects.

Several informants stressed the idea of provincially mandated local authorities to implement the vision.

*The complexity of partnership agreements has reinforced the need for effective local governance structures and the consensual decision making process has been very effective and has built working relationships that will thrive long after the life of TFD. (Community Agency Director)*

How can effective governance structures be maintained and continued to support and sustain successful projects? Should a model governance structure be advocated for new projects? Is the model used in Toronto First Duty only necessary in urban areas with a large and varied range of service agencies? Do different models need to be developed for smaller communities?

### Community

Community support is thought to be another key factor for sustaining the outcomes of First Duty. Community support is characterized in many different ways. The support of parents and other family members is seen as absolutely necessary. The changes in services need to be understood and valued by parents. Some questioned whether many parents in the pilot sites were aware of Toronto First Duty services and its impact in their communities. The results of parent interviews and surveys, described above and in

previous reports, shed some light on this question. Data from parents and key informant interviews show a high degree of client satisfaction among those who are engaged, and the intake and tracking data show the “reach” of the projects into their communities is growing. The full support of and contribution of a wide range of community agencies is believed to be another factor that will assure ongoing sustainability. Finally, the involvement of the broader community (businesses, service groups, religious groups, etc.) was also suggested as another strategy for developing community support and, thereby, a will to continue projects.

The community consultations, completed by every project, are also deemed to be an important part of assuring community support. They are seen as necessary for the projects to reflect the needs of the community and then community support may be rallied to help sustain projects. The role of the community and the nature of community involvement were discussed by many informants.

Informants reported that agencies have discovered new ways of working in their communities. Some informants believed that the positive impact of these changes and the newly forged or enhanced partnerships would continue. Informants considered the need to view schools as communities. Has Toronto First Duty brought about a return to a community focus in the site schools? Should the connections between Toronto First Duty outcomes and the community school movement be considered as strategies for implementation and sustainability are developed? Where does community building fit in the TFD vision?

Some informants believe that the family support component is undervalued in TFD. Is there a shared view of the nature of ‘family-supportive/ family-centered, culturally competent practices?

The breadth of services that should be included in TFD is another area where there is not consensus. Special needs, health screening and early identification are highly valued by kindergarten and childcare staff, as well as parents, and public & mental health service providers. Some informants believe that the focus should be on typical populations. Do we want TFD to serve an enabling role that includes diverse populations through addressing barriers to development and learning, which also support the schools’ focus on student achievement?

As reviewed in the Implications for Policy section there is a pressing need to review and achieve agreement on the vision for current and new projects. Effective implementation will flounder if there is no shared vision amongst the partners and the funders.

### Sustainability Planning

There is a need for more sophisticated sustainability planning. Should all sites, management committees, and new sites be provided with tools to facilitate sustainability planning from the beginning of the projects?

There was consensus regarding the importance of evaluation and monitoring. Key informants identified the need for measurable outcomes that can be used to advocate for both expanded funding and changes in policy.

*I have said it before, the evaluation is critical. We have to demonstrate outcomes. I know how incredibly difficult that is.* (Toronto Public Health Official's Perspective)

*We all want the kids to do well but how do you know if the kids and families are substantially better? We might know the processes work ...we have good records of that ... part of the problem if you look at the data [is that] all of the communities all are slightly above the expectation to start with so it will be really hard to get the additional gains.* (City Official's Perspective)

Single and simple data collection systems would help paint a province wide picture of services and progress towards development of seamless services. With this broadly based support it would be easier to develop and fund ongoing evaluation as an essential tool for strategic planning.

## **SUMMARY AND ONGOING ISSUES**

Analysis of the responses of the informants and the work of the Sustainability Work Group produces a highly productive array of themes and issues that can be used to inform planning around the sustainability and expansion of Toronto First Duty. There is a high level of agreement in the results and where there is evidence of disagreement it identifies issues that can be discussed for creation of new approaches to sustainability. The following summary highlights and organizes the common issues and solutions as identified in the analysis.

### Political Climate/Context

There is clear agreement that there is a window of opportunity for policy development that results from:

- all three levels of government being receptive to improving services for children and families,
- the mandate of Ontario's new Ministry of Children and Youth Services (MCYS) to provide policy direction and a policy framework from government for children and youth,
- provincial Government's commitment to a "Best Start" strategy that supports early learning and care, and
- an interest in expanding the TFD model to other sites around the province.

A strong commitment to immediate and non-partisan advocacy that engages all political parties and levels of government was expressed. Factors that arose for further discussion include:

- to invite input regarding how the First Duty approach can be presented in light of the apparent federal commitment to funding only childcare? and
- the nature of the model to be taken forward for expansion of the TFD approach needs articulation.

### The Toronto First Duty Vision

The innovative and creative nature of the TFD model was reflected in the analysis of the data on vision. As noted there are varied perspectives on the exact nature of seamlessness and integrated systems of support. From the research and development perspective, this is an indication of the vitality of the model and the aim to provide a model or models that reflect community needs. Points that arose for further consideration are:

- TFD's vision and goals are similar to MCYS's vision of a seamless system of supports. This bodes well for successful advocacy.
- Continued discussion of the TFD definition of "seamless" is needed for clarity in advocating for the expansion of the model.
- Should the TFD vision be prescriptive? How can it be presented in a manner that allows the flexibility to develop service systems that respond to communities' needs and contexts?
- Further refinement of the meaning of family-supportive, family centered, culturally competent practices and the role of community building in TFD would clarify the model.
- The nature of how services for children and families with special needs, health and other child and family services fit in the TFD vision requires clarification. The alignment of TFD's position on these services with the MCYS vision is a related area for discussion.

### Aligning Partner Agencies Policy Priorities

The changes in the nature of partner agencies ways of working are believed to be substantial, but are based more on working relationships than on organizational changes. Many believe that sustainability will need organizational change at all levels. In consideration of this challenge, the following factors were raised for dialogue:

- The challenges of amalgamation have necessitated major organizational change in the City of Toronto Children's Services and the Toronto District School Board. Timing was less than ideal for supporting the type of organizational change that TFD will eventually require for sustainability.
- Sustainability planning should identify the needed policy and funding infrastructure required to support practice/system change. This can be addressed in part by identifying the barriers posed by, for example, the Day Nurseries Act.
- Attention to intra-organizational collaboration as well as to inter-organizational collaboration may ensure that partner's policies are aligned and support the TFD vision.
- Sustainability may be facilitated by considering how TFD can interact with other groups within the city such as: the Mayor's Roundtable on Children, Youth and

Education and the Early Years Policy Work Group of the Toronto District School Board.

### Funding Remains a Critical Issue

Changing the funding infrastructure was believed to be a major challenge to sustainability. As described above, there are many ways to approach changes in the funding systems to support seamlessness and integrated programs. Some of the key suggestions are listed:

- Consolidate funding, putting all the funding envelopes together and making integration and cooperation a condition for receiving funding.
- Resources must go towards stabilizing system, addressing the underfunding of education and childcare as well as supporting new models.
- Funding time frames should be designed to include the time needed to build relationships and change practice/s and systems.
- Funding should include funds for technical assistance/ support, professional development and evaluation.
- Funds for short-term physical plant and program space are needed along with long term funding and design for new spaces that smooth the progress of designing and implementing TFD models.

### Leadership/ Support/ Change

As discussed above, leaders play significant roles as change agents yet very few job descriptions identify this as a major part of the leadership role. Leadership at the site and system levels is critical to developing and sustaining the projects. This is as true of the community agency partners as of the big partners like TDSB and the City. The informants' observations generate the following questions:

- Should change implementation and bridge-building be identified as a major responsibility?
- Who should assume this role?
- How can this aspect of the leadership role be continued?
- If the approach is to be both top-down and bottom-up, how can upper management be fully engaged and provide supports that facilitate changes in practice?
- Similarly how can the early and ongoing involvement of all personnel, especially practitioners, in the planning and decision-making be advanced?
- The coordinator's role as change agent and bridge-builder is believed to be pivotal, but comes with a price tag, and is not a role that can evolve from re-shaping or redefining other positions. How can funding be directed (or re-directed) to funding these positions?
- How can the school principal's support and direct involvement be assured, as all informants stated that it is critical, particularly when using schools as the hub for service delivery?

- Childcare and family support supervisors are also described as playing an important leadership role in addressing two of the core components. How is the challenge of their role re-definition addressed, particularly when they are not collocated in the school?
- How can support and coaching around role/s as change agents for management committee members as well as program leaders (i.e., principals, program coordinators, childcare supervisors, family support program supervisors) be provided (and funded)?

### Collaboration

The highly constructive and mutual work at all levels of TFD is identified as one of the areas that will assure sustainability of the projects' outcomes. Flexibility and cooperation is seen at all levels of TFD. The key question raised is how can this level of collaboration be maintained and how can it be duplicated? Some of the factors and challenges to sustaining this level of mutuality are described below.

- Attitudinal and practice change are considered to be significant and lasting. The challenge for replication will be to generate this same enthusiasm at **all** levels of new programs.
- The levels of inter-organizational cooperation are seen as highly significant, but they are not institutionalized. What is needed to assure that this collaborative attitude becomes a part of the institutional practice and culture of all the partner organizations?

### Governance

The majority of informants emphasized the importance of the governance structures that have been established for TFD. They believe that the formality of partnership agreements and the overall project structure contributed to the successes of TFD. They stated that support and governance structures promote the direct involvement of a wide range of community agencies, results in increased and often more efficient and effective use /access for the community to their agencies' resources, provides a critical mass of community agencies that work together to improve and sustain services, and increases the pool of in-kind time and resources needed to sustain efforts. A range of models were proposed for expansion of TFD, but most focused on the need for some type of "local authority". This body would have the authority to push integration and would assure that the needs of communities are reflected in the programs. Two key points were stressed in the establishment of such governance bodies.

- Partnership agreements must specify roles and responsibilities and provide a strategic plan that identifies the vision, goals and objectives of the partnership and how these will be met and monitored.
- In the absence of a provincial policy and funding framework governance structures may be difficult to sustain over time, particularly among those organizations/agencies less involved in the core activities.

## Community

Close relationships with the community are seen as an essential part of both sustaining current successes and for replication. Differing views of how broadly community is defined emerge from the interviews. These raise some questions.

- Is there a need to view schools as communities and define what it means to be a “community school”?
- Should there be a clearly defined template for Toronto First Duty type projects or should the needs of the community be the main driver for program design?
- Should some services be given a greater emphasis in program design? For example, should there be a list of necessary services that all Toronto First Duty type programs should have and then a secondary list that reflects the needs of the community?
- There is a high degree of client satisfaction with TFD. What are the necessary strategies for assuring both client satisfaction and a sense of client ownership and dedication to the projects?

## Sustainability Planning

Planning for sustainability is thought to be critical. An effective infrastructure is needed to sustain and scale up TFD models. Key ideas for establishing a strong infrastructure emerge from the interviews and discussions.

- A provincial policy and funding framework and structure is needed to sustain efforts. Does the province's "Best Start" strategy provide a starting point?
- More sophisticated sustainability planning is needed. The policy discussion paper begins this process. The process could be further facilitated by exploring frameworks / tools designed to guide analyses of policy.
- Policy is needed around the community use of school facilities and the definition of "community school."
- Long-term sustainability requires new designs in school buildings and creative use or re- structuring of existing buildings/facilities.
- A single and simple data collection system province-wide could provide a picture of the current service system and monitor progress towards the development of a seamless system. (MCYS has expressed an interest in moving towards a provincial report card on the indicators of well being of children and youth.)
- Provincial policy must address professional preparation, certification and compensation issues.
- Technical assistance and support is necessary for all personnel and must be linked with professional preparation, certification and ongoing professional development needs.

## Final Observations

In an early Sustainability Work Group meeting, one member commented that work on sustainability should have been commenced earlier. Yet, as the data are examined it is clear that many strategies for sustaining the current projects exist and a set of issues have

emerged that can lead to continued and vital discussions of sustainability, and more importantly, to strong advocacy for the TFD model and clear plans for continuation and replication.

*Ultimately the reason we are doing this is trying to figure out what is the best way of delivering service to young children. I think we have a responsibility in this project to be as honest and open as we can be. Assuming we keep moving forward, how do we continue what we are doing and modify it? We know we are moving in a great direction but how do we keep evaluating and don't arbitrarily decide what we think it should look like and get away from what is best for kids.*  
(TDSB Official)

## **2.0 Issues and Questions From the Data:**

### **Reflections on the formative use of research evidence in Toronto First Duty**

The presentation of this report – being the sixth Research and Evaluation Report on the Toronto First Duty Project (TFD) – offers an opportune time to review the purpose of reporting on the research endeavours. The objectives identified in the research and evaluation framework are to:

- Track implementation of an integrated service delivery system in response to experience, new learning and the change that the project, itself, generates;
- Evaluate effectiveness of the programs/ services for children 0 to 6 and their families, based on clearly developed and articulated outcomes and indicators across three interconnected strands: policy / program / services, child and family, and community/public awareness;
- Describe, measure and evaluate innovation in the service delivery system;
- Provide generalizable lessons, strategies for sustainability and scale-up and options for public policy change and systems reform;
- Contribute to the accountability for the Project through summative evaluation;
- Facilitate knowledge building for improvement and innovation within the Project through formative evaluation, and
- Contribute to external communication about the Project.

The key questions guiding the activities and reporting of the Research and Evaluation Team are these:

1. What is the general backdrop for the Project in terms of the literature and evidence?
2. What is the local, provincial, political / policy context for the Project?
3. Do changes across the three years show that individual pilot sites are meeting the Project vision and honoring the selection criteria (population, partnerships, increased access, sustainability, accountability and funding)?

4. What does service integration and innovation mean in practice at each of the pilot sites?
5. How are parents and communities involved in the planning, implementation, and ongoing development of the pilots? How are they and their children affected?
6. How does the external evaluation process work in relation to the goals of the funders and the pilot sites?

To answer these questions – and meet the objectives noted above – the Research and Evaluation Team works with the funders and agency partners throughout the Project to shape the questions, measures, and analyses. Input is sought from other community stakeholders – including parents. Wherever possible existing agency records, and approaches to information gathering for program monitoring and evaluation, are utilized. This emergent, collaborative approach enables the evaluation of the Project (and the Research and Development Team) to respond to new program designs as they develop and to take into account the circumstances of individual sites and the Project’s changing political context. Evaluation is formative, in that it provides useful evidence to help refine Program design, and delivers this information in non-technical ways in order to enable practitioners, managers and community members to put ideas into practice. Non-technical reporting also facilitates the sharing of lessons learned to communities and organizations in the dissemination phase of the Project. This collaborative / formative strategy is designed to support each site’s capacity to function as a learning organization and to use self-evaluation to guide further development. An example of this is reporting information and analysis from the external evaluation to each respective site for its review and reflection – partly to improve the information but, also, to help the sites and the Project as a whole in its work and in knowledge-building. They, in turn, are able to contribute the information they have collected on the needs and interests of parents and communities and, thus, enrich the database available to the evaluation. This pooling of interests and evaluation resources expands the data available to both the research team and the project and should build the capacity of the pilot sites and the TFD Project to engage in constructive self-evaluation.

Evaluation of the developmental outcomes for individual children and families has not been a primary focus of the research for several reasons. During the pilot phase new program designs are evolving and the Project duration may not be long enough for clear developmental impacts. While it is expected that integrated service approaches will, ultimately, have effects, these will result partly through family and community amplifiers that, like new program designs, take time to build. Furthermore, it is difficult to design appropriate control conditions in a neighbourhood / community-based intervention (Connell, Kubish, Schoor & Weiss, 1995). Nevertheless, statistical relations between child outcomes and degree of program participation will be explored to look for “dose-response” patterns. Furthermore, community-level analysis of possible impacts on children are being assessed through the Early Development Instrument data and impacts on community / public awareness and child and family participation / satisfaction are also being assessed as potentially important mediators of developmental impact. In addition, the viewpoints of children and families and their stories as participants are an important part of data collection. These points of view also intersect with data collected on

programs – including program offerings and program quality, as assessed by the Early Childhood Environmental Rating Scale (ECERS), to probe a key question in any early childhood program: How does it foster quality learning and development environments for parents and caregivers?

### Using the Research to Support Organizational and Professional Learning and Development

As noted above, and in previous TFD research reports (December, 2003), the research design is intended to support TFD’s capacity to function as a learning organization by using the information gained to inform positions and decisions, validate implementation strategies, improve and strengthen programs ensuring they address identified needs, and build the capacity for change among partner agencies. This is more likely to happen when there are opportunities for “collective analysis” of the research data and findings (Fullan, 1991; Schmoker, 1996) – that is, through discussions involving participants across organizational levels within individual sites and across sites. According to the literature, collective analysis of the data would enrich agency and individual participants’ understandings of the process and outcomes to date, and the factors facilitating and inhibiting progress within sites, across sites, and at the system level. Opportunities for this kind of dialogue would also enhance communication among program staff, management committee members, funders and the community served, and contribute to a better and shared understanding of the conditions needed to implement and sustain desired program and practice changes. Research findings from similar service integration initiatives point to the need for policymakers and funders to hear the voices and concerns of program implementors as well as those the programs are designed to serve. Failure to do so, was identified as a primary reason why such initiatives were not sustained (Alter & Hage, 1993; White & Wehage, 1995).

At the same time, using research and reflection to build relationships across organizational levels may not be the preferred mode for all stakeholders. For example, front-line workers in TFD have specifically requested professional development for action items (e.g., how integrated learning environments manage behavior) more often than reflection. Of course research reflection and action have been tied together in some instances; for example, site plans for program action in response to research findings with the EDI showing community-level social development needs for children.

Nevertheless, collective analysis of the research data/findings is one way of facilitating communication among all the players involved in the TFD initiative and enhancing the Project’s potential for knowledge-building. To what extent, then, is the potential of the research data/findings being exploited in TFD? Currently, the standard practice following each research report’s release is to schedule specific times on meeting agendas for discussion of the research data / findings with the TFD Steering Committee, Site Management Committees, and where possible, with program staff. Including program staff in these discussions is not a standard practice, however, for several reasons. Program staff require paid release time to participate. Only two of the sites provide regular paid release time for program staff to participate in meetings. Most program staff must meet on their own time outside their work day, or over lunch. This results in limited

opportunities to meet and meetings with tightly packed agendas that do not lend themselves to in-depth discussion, although some discussion does occur. Time constraints frequently limit Management Committee discussions as well. Finding adequate time on agendas for within-site discussion of the research data / findings is challenging. Larger blocks of time are needed for this purpose. A recommendation that came out of the most recent round of discussions was that future discussions be scheduled and linked with use of the Indicators of Change tool and sites' strategic planning around "next steps."

Two frequently asked questions raised during discussions of the December 2003 research report were: Are the lessons learned from the research reports for the next time or now? And, if the intent is to inform decision making during implementation why are some findings not acted upon? These questions were usually raised by program staff around time constraints which they pointed to as an impediment to the development of an integrated learning environment and early years team. This issue has surfaced before in previous progress reports which suggested that program staff need time to plan together and to build the necessary personal and institutional relationships upon which most TFD goals depend. Many program staff also expressed concern about continued funding of the project. Uncertainty regarding continued funding raised concerns about the legitimacy of their efforts and a feeling that just as they were beginning to meet with success the funding could end. Others expressed the view that their perspectives and needs for support are not adequately considered, even though they play a key role in designing, implementing and refining new program designs. Limited communication across levels, between funders, management committee members and program implementors, may be contributing to the 'top-down' perspective of some program staff.

Of course there are practical answers to why more time and money aren't available to deal with these concerns. And the literature notes that even integration projects that are successful do not meet all the desired levels of technical assistance. Even within the limits of TFD support, however, discussion across levels could facilitate collaborative problem solving around, for example, some of the time issues. As noted in the sustainability section, leadership that keeps the vision alive for those managing and working in the project day-to-day is important and means attending to communication across levels.

#### Professional Development as a Mechanism to Support Practice and Policy Change

Practice changes are necessary to integrate and deliver services in new ways, and organizational changes are necessary to support practice change. "Communities of practice" are "defined in the doing" and membership is defined by participation. Participation empowers and provides the motivation to think together and build knowledge about practice and ways to change it. Professional development activities can contribute significantly to the development of "communities of practice" and can help build the capacity of individuals, site teams, and organizations to respond to change. It is an important part of the supports required to implement, refine and sustain new ways of service delivery.

Tied to the need for collective discussion and reflection – about the research findings across roles, levels and sites – is the need for more formal and informal professional development opportunities within sites and, especially, across sites. Many TFD program staff and management committee members have expressed interest in cross-site visits to observe specific program components unique to individual sites: for example, the integrated learning environments at Bruce Woodgreen and YEY Wilcox; Corvette’s summer program, ACTTs “bridging “ programs, and Queen Victoria’s early identification / health screenings. Each site has implemented particular innovations and adopted unique approaches – each congruent with TFD principles – from which the other sites could learn if given opportunities for direct observation and conversation with site team members. Capturing these innovative “design” ideas and facilitating the sharing of these across sites could become a goal for the Research and Development Team. The concrete nature of this description could feed interest in reflection by the program staff. This interest in turn could create pressure for more opportunities for informal professional development.

Earlier research reports also identify the need for formal professional development around specific topics: collaboration, team building and systems change; parent involvement, community engagement and cultural competence; strategies for addressing behavior challenges; child development monitoring tools; early identification and intervention; summer programming and school readiness. Most professional development activities have focused on the integrated learning environment / curriculum and involved primarily program (frontline) staff at the site level. While these are needed and valued, professional development activities should support other TFD goals as well (such as, integrated governance, seamless service, parent / community engagement) and should include site management committee and community members as well as program staff. Confining professional development to the program level suggests that only the thinking and practices of program staff require change. However, practice change at the program level must be supported by those who define roles and responsibilities, determine accountability mechanisms, and allocate the resources needed to support and sustain practice changes. Just as collective analysis and discussion of the Research Reports facilitates communication, collaborative problem-solving, and contributes to learning and development, so too would common professional development activities that include all levels of the TFD community (for at least some activities). And, given that resources are limited, those professional activities that are more informal and allow for dialogue across sites and levels are preferred to packaged workshops.

#### Attending to Intra-organizational Collaboration within Partner Agencies

Collaborative relationships are key to the development of an integrated service system. Lawson (1999) identifies five types and levels of collaboration: interprofessional, inter-organizational, intra-organizational, family-centered and community collaboration. To accomplish its goals, TFD requires all five. These types and levels of collaboration need to be understood and consciously fostered.

Intra-agency collaboration is particularly challenging when large organizations, like the City of Toronto’s Children’s Services Department (TCS) and the Toronto District School

Board (TDSB), are involved. As much attention must be paid to internal organizational collaboration within TFD's partner agencies as to inter-organizational collaboration among its partner agencies. If not, when key individuals leave / change their positions / roles and, if the necessary, internal collaborative work has not been addressed, then collaborative arrangements / agreements fall apart. Evidence of this is noted in arrangements regarding school facilities and space, involvement of school principals and staff, or when they are changes in partner agency representatives at site management committee and subcommittee meetings.

Partnership agreements that define partners' roles and responsibilities – vis-a-vis the partnership – must be understood and supported by partners' organizational members not directly involved in the partnership as well as those who are directly involved. In other words, implementation plans should acknowledge and address the need for intra-organizational collaboration.

Another related need is an orientation procedure for new partner agencies, agency representatives and staff. This could include a manual containing the original proposal, the partnership agreement, strategic planning documents, the Indicators of Change tool, committee mandates, policies and meeting minutes, program descriptions and any other documentation which tracks the evolving partnership. Such material would facilitate understanding and communication about the partnership and regular revisiting of vision and goals.

#### Using Schools as the Hub for Service Delivery

The implications of using schools as the hub for service delivery for the role of school principals, the individual school, and the school system are being worked through as the TFD implementation unfolds. The importance of leadership in the Principal's position is now clearly in focus as the sustainability interviews and other data show. The evidence also suggests that the visible and active leadership of senior staff at the system level is also key. Both levels of leadership play important roles in supporting the development of an integrated learning environment and staff team on school sites. TDSB's recent decision to develop an Early Years Policy for the Board and to include TFD representation on the Early Years Policy Workgroup developing the policy, is a very positive step forward and was driven in part by the Board's participation in TFD. Nevertheless, the findings to date on the challenges of organizational change within the the complex organizational structures of schools and the board raise a number of questions. What are the implications of this expanded role of the principal, particularly, given the difficult circumstances which forced TDSB to reduce administrative supports at both the school and system levels? How can Principals be expected to take on more coordination roles if the coordinator's duties are spread across other leaders, as some suggested in the sustainability interviews? What is the role of the area superintendents to which the principals report? What about the roles of TDSB support staff for early years programs, or, for facilities?

### Aligning Systems' Priorities to Create the Synergy Needed for Systems' Change

While most of the Research Team's activities have focused on individual sites, members of the research team have been part of the Project Coordinators Network, the TFD Steering and Sustainability Committees, as well as the Research and Development Committee. Each of these committees provide structural mechanisms that facilitate communication among the funding partners, the sites partner agencies, and the Research Team. Linkages between TFD's Research and Development Committee and TDSB have strengthened with the addition of key TDSB Early Years Support staff as committee members, as well a representative from each Site Management Committee. Their active participation should facilitate the alignment of efforts around common goals and create the synergy needed to drive change. Communication / linkages among Steering Committee members could be further strengthened by ensuring members are familiar with the Policy and Planning priorities of the organizations its members represent. For example, how does the Toronto Public Health Council's Child Health System Planning Committee's planning document mesh with / support TFD's goals? Or, how do the goals / concerns of the Elementary Teachers Association support / impact TFD's goals. Steering Committee membership could also be broadened to include better linkages with provincial government ministries, in particular the Ontario Ministry for Children and Youth Services, as well as Education, and Community Services.

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### **3.0 Practitioner Survey Analysis**

#### Overview

In the July 2003 Progress Report, the TFD Research Team reported on the results of interviews conducted with frontline staff from the three positions of kindergarten, early childhood education, and family support across the five (Toronto First Duty) the TFD project sites during Year 1 (2001-2) of early project implementation. Based on cross-case analysis, preliminary factors influencing frontline collaboration across sites and frontline staff were identified. The report also concluded with the plan of conducting a survey in order to obtain a more complete picture of frontline staff experiences with integration.

This analysis summarizes the results of a survey completed by frontline staff in the three professional positions of kindergarten, early childhood education, and family support across the five Toronto First Duty (TFD) project sites during Year 3 (2003-4) of project implementation. Appendix B includes the frontline survey. The survey tapped into the following areas: personal background; wages, benefits and working conditions; educational background; professional development; feelings about program site; history of interdisciplinary collaboration; recommendations; attitudes towards the Toronto First Duty Project; and index of interdisciplinary collaboration.

Surveys were distributed to frontline staff across the five project sites during November-December 2003. The survey took approximately 30-40 minutes to complete. A total of 63 surveys were completed - 14 kindergarten, 26 early childhood education, 12 family support, 4 project coordinators, and 7 other (social workers, public health nurses, and child/youth workers) Across project sites, ACTT supplied 19 surveys, Bruce WoodGreen 7 surveys, Corvette 14 surveys, Queen Victoria 14 surveys, and YEY 9 surveys.

Data were entered into a database and analyzed using percentages and frequencies. Results were examined in terms of commonalties and differences among the three positions of kindergarten, early childhood education and family support for a total of 52 participants. Report sections on 'Profile of Toronto First Duty Frontline Staff', 'Feelings about Program Site and Work', 'Attitudes Towards Toronto First Duty' and 'Recommendations' highlight the key findings across the three positions. Appendix C includes summary tables of results, including key results by sites.

The results for the index of interdisciplinary collaboration were analyzed across the five TFD project sites with all 63 survey participants. (the index of interdisciplinary collaboration is included in the survey in Appendix B).

#### Profile Of Toronto First Duty Frontline Staff

- Majority of the frontline staff are female.
- Most have been in their current position for less than five years.
- Majority have at least five years or more of experience in their role.
- Kindergarten teachers were the highest paid, whereas family support were the lowest paid.
- TFD frontline staff reported working an average of 35 to 40 hrs/week with family support staff working mostly part-time (i.e., twenty hours or less/week).
- Most reported reporting a few hours of unpaid overtime (i.e., 1-5 hours).
- All reported having participated in professional development activities in the past year with the majority of family support staff currently enrolled in a formal educational program.
- Kindergarten teachers were the most highly educated (i.e. a bachelor's degree or higher).
- Kindergarten teachers reported the least experience with interdisciplinary collaboration - in their formal education/training and in their paid professional experiences.
- Early childhood educators and family support reported a mixed reaction to interdisciplinary collaboration.
- The majority reported having paid preparation and planning time, but most reported having received no compensation for attendance at staff meetings after working hours.

#### Feelings About Program Site And Work

- *Frontline staff across the three positions generally reported a positive relationship towards their co-workers and their supervisors. Staff reported feeling supported by their supervisor. They also enjoy the company of their colleagues.*
- *Most of the staff were satisfied with their work environment. Frontline staff generally reported their work environment as being a bright and attractive space with a separate place to relax and to carry on a private conversation. Kindergarten teachers did report needing some new equipment and materials to do their job well (81.1%).*
- *While kindergarten teachers and early childhood educators reported that their opinion was solicited and valued in staff meetings, family support (72.7%) reported not feeling part of the decision-making.*

#### Attitudes Towards Toronto First Duty

- *All strongly agreed that parents enjoy the programs/services and that parents are welcomed to participate in the programs/services. However, staff were not so definite about whether the programs/services were meeting parents' needs or wants. Early*

childhood educators (66.6%) and family support (72.8%) reported that the TFD project provides the necessary support for families to raise their children. In addition, while early childhood educators (81.8%) and family support (70%) agreed to strongly agreed that parents opinions are valued and sought with regards to the programs/services that they need or want, kindergarten teachers were more ambivalent - 50% agreed and 50% neither agreed nor disagreed.

- *Frontline staff agreed that children are benefiting from the TFD project, especially in relation to school readiness.* The great majority agreed, to strongly agreed, that TFD helps children get ready for school (early childhood educators 86.3%, kindergarten teachers 71.5%, family support 81.8%). In addition, most agreed or strongly agreed, that children are benefiting socially from participating in the TFD project (early childhood educators 95.5%, kindergarten teachers 60.8%, family support 81.8%). Furthermore, most agreed that children enjoy the programs/services and that the programs/services available are meeting children's needs (early childhood educators 72.7%, kindergarten 70.5%, family support 63.2%). However, more family support (90.9%) and early childhood educators (84.7%) believe that children are benefiting academically from participating in the TFD project than do kindergarten teachers (42.8%).
- *Frontline staff agreed that families are benefiting from the TFD project with kindergarten teachers being in less agreement.* Early childhood educators (63.3%) and family support (60%) agreed, to strongly agreed, that parents are more involved at the school. They also agreed, to strongly agreed, that parents are more involved in their children's learning because of the TFD project (early childhood educators 59.3%, family support 70%).
- *Frontline staff, especially early childhood educators, agreed that they are also benefiting from the TFD project.* Early childhood educators (77.3%) reported having benefited professionally from participating in the TFD project. Kindergarten teachers did not agree as much - 38.5% reported having benefited, 43% reported not having benefited. Early childhood educators agreed, to strongly agreed, (71.4%) that the TFD project helps them to share resources with the other frontline staff.
- *Frontline staff, especially early childhood educators and family support, seemed to fully support the development and implementation of integrated programs/services in the community.* 99.1% of early childhood educators agreed, to strongly agreed, followed by family support (91%), and kindergarten teachers (57.1%). Furthermore, almost all agreed, to strongly agreed, that integrated programs/services provide a valuable service to the community (early childhood educators 90.5%, kindergarten teachers 70.5%, family support 91%).
- *The majority of frontline staff reported not knowing whether people in the neighborhood are aware of the TFD project.*

## Recommendations

### **All frontline staff would *strongly recommend*:**

- Providing regularly scheduled (not overtime) preparation time. (early childhood educators 50%, kindergarten teachers 80%, family support 55.6%)

### **Early childhood educators and kindergarten teachers *strongly recommend*:**

- Providing more professional development opportunities. (early childhood educators 75% , kindergarten teachers 63.6%)
- Providing more informal team building opportunities for frontline staff (early childhood educators 60.9%, kindergarten teachers 54.5% )
- Developing a clear vision of integrated services. (early childhood educators 54.5%, kindergarten teachers 63.6%)
- Providing more in-service professional development opportunities. (early childhood educators 77.3%, kindergarten teachers 63.6%)
- Providing regularly scheduled (not overtime) preparation time. (early childhood educators 50%, kindergarten teachers 80%)
- Providing regularly scheduled time to communicate with parents. (early childhood educators 40.9%, kindergarten teachers 63.6%)

### **Family support *strongly recommend*:**

- Providing regular breaks away from the children during the work day. (55.6%)
- Providing regularly scheduled (not overtime) preparation time. (55.6%)

## Index Of Interdisciplinary Collaboration

Survey items for the index of interdisciplinary collaboration were based on an instrument developed by Bronstein (2002) to measure the extent of interdisciplinary collaboration. Although the instrument has a social work emphasis, it may have potential for use by other professionals working in various settings and was piloted for TFD project sites. (The instrument was adapted with certain items reworded or deleted). It includes 38 items with 5 scales: 1) *Interdependence (items 1-13)* refers to the occurrence of and reliance on interactions among professionals where all are dependent on the others to accomplish their goals and tasks; 2) *Newly Created Professional Activities (items 14-17)* refers to collaborative acts, programs, and structures that amount to more than what is created when the same professionals act independently; 3) *Flexibility (items 18-23)* is related to, but goes beyond interdependence to refer to the deliberate occurrence of role blurring; 4) *Collective Ownership of Goals (items 24-32)* refers to shared responsibility in the entire process of reaching goals, including joint design, definition, development, and achievement goals; and 5) *Reflection on Process (items 33-38)* refers to collaborators' attention to their process of working together.

Participants across the five project sites were asked to rate each item on the index of interdisciplinary collaboration with – ‘Strongly Agree’, ‘Agree’, ‘Neither Agree Nor Disagree’, ‘Disagree’, or ‘Strongly Disagree’. The frequencies for each item and for each

rating were averaged for the five scales. Therefore, each project site received five ratings for each of the five scales. These results are contained in Appendix C (Table 5). Key findings include the following:

- TFD project sites seem to rate high on newly created professional activities and reflection on process. Participants were less in agreement with items related to flexibility, collective ownership of goals and interdependence. Project sites seem to be engaging in collaboration and are paying attention to their process of working together. Frontline staff recognize the value of professionals working together. However, interdependence, shared responsibility (i.e., collective ownership of goals), and the deliberate occurrence of role blurring (i.e, flexibility) were not rated by the frontline staff as occurring as much at the project sites.
- Bruce WoodGreen and Queen Victoria seem to rate high on reflection on process. Bruce WoodGreen participants (4.83) and Queen Victoria participants (7.67) agreed, or strongly agreed with items relating to reflection on process. Essentially, participants are working to create a positive climate in their school site. They are optimistic about the abilities of colleagues from other professionals to work in resolving problems. Most would agree that conflicts and obstacles to collaboration are addressed directly and on a continual basis.
- ACTT, Corvette and YEY-Wilcox seem to rate high on newly created professional activities. ACTT participants (5.25), Corvette participants (7.5), and YEY participants (5.25) strongly agreed to agreed with newly created professional activities. Participants generally agreed that their project site has organizational protocols reflecting the existence of cooperation between professionals. Formal procedures/mechanisms exist for facilitating dialogue between professionals. In addition, meetings are run jointly by various professionals. In general, participants agree that working with colleagues from other disciplines leads to outcomes that could not be achieved alone.

### Future Research

*Building a model of interdisciplinary collaboration.* The index of interdisciplinary collaboration provides some preliminary findings on collaboration across the TFD project sites from a frontline perspective. Although this research begins to measure interdisciplinary collaboration, further development is needed to clarify the components that make up collaboration and the influences on it. Future research will further evaluate the value of this tool for professionals working in integrated school settings such as TFD by further analyzing frontline survey and interview data since project inception. A model of interdisciplinary collaboration will also be built from this research.

## 4.0 Parent Survey Analysis

### Background and Rationale

The purpose of this analysis is to report Toronto First Duty (TFD) parents' and children's experiences with early childhood services and early schooling. The analysis is based on a parent survey that was conducted during November/December 2003 with parents of kindergarten-aged children across the five TFD Project sites. Parent survey data were also collected from other sites, including those with only one school-based preschool service (Parent and Family Literacy Centre, or PFLC), as well as schools with no school-based preschool services, for the sake of comparison. Comparisons across site types may show how the integrated, multi-service TFD school sites affect parents' experiences and engagement with preschool services and the school.

The focus of this report will be on examining the combined data from the TFD sites as one sample, and then taking a broader look at the data by comparing the three different site types. However, in these comparisons, it is important to keep in mind the various sampling issues that were encountered. For example, there were more limited returns from the five TFD Project sites (avg. return rate of 26%), in comparison to the two sites with only a PFLC, and the two sites with no school-based services (avg. return rate of 45% across the four comparison sites).

### Methodology

The sample from the TFD sites consisted of 95 parents of four to five year old children who are enrolled in junior kindergarten. When examining the data, it is important to note that the small size of the samples (of convenience) mean that a small portion of parents was sampled at most sites.

Parents completed a parent survey consisting of two parts. The first part of the survey (Appendix C: Parent Survey) looked at demographic characteristics and parent opinions about general programs and services in the community and the TFD Project in particular. The second part of the survey (Appendix D: Parent School Involvement Survey) examined parental engagement and parental perceptions of school invitations to parental involvement and parental self-efficacy. Based on other findings in the literature, it was hypothesized that the TFD experience would increase parents' capacity to relate to services, with the school being a prime example.

### Findings

#### Demographic characteristics of parents completing the survey

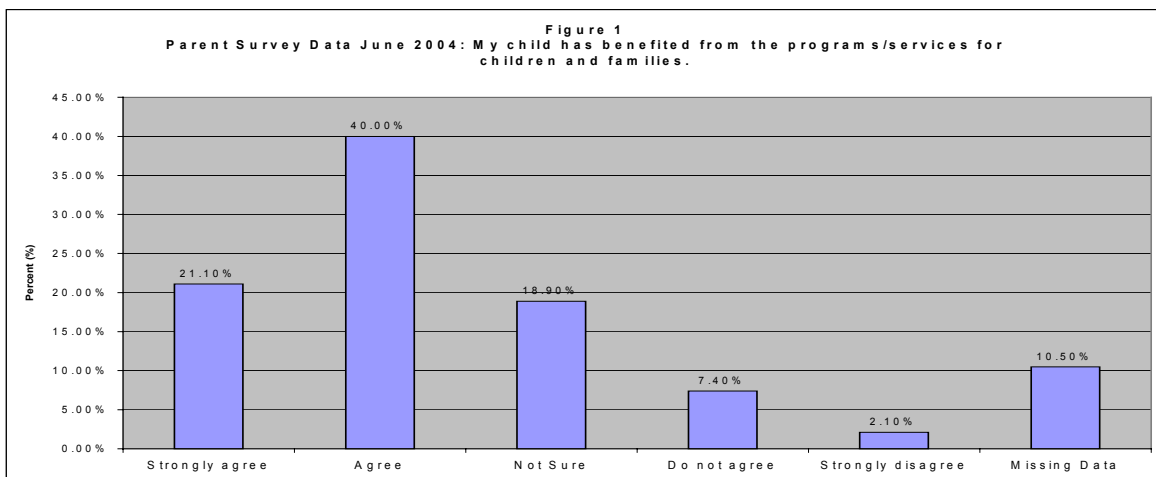
About three-quarters of the participating TFD parents were mothers (72.6%) of roughly equal proportions of male and female kindergarten children. More than one-fifth of the parents reported a single parent family composition (21.1%). The majority of kindergarten children of these parents were first-born (53.7%). Three quarters of the participating parents were born in a country outside of Canada (67.4%). The majority of parents (65.3%) completed a college diploma, undergraduate, or graduate degree. Almost

half of participating parents worked full time (43.2%), some worked part time (15%) and over a quarter of parents were stay at home parents (27.4%).

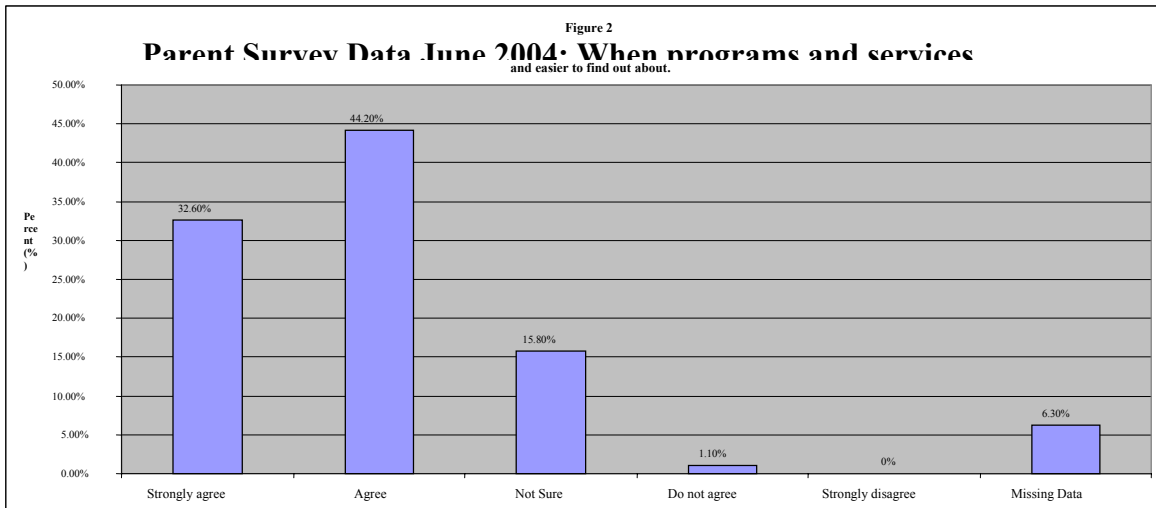
The demographic characteristics of these participating TFD parents are roughly similar to the intake and tracking (I&T) demographic and neighborhood community data of the parents who are participants in the TFD Project. In particular, the education level of the parents who filled out the Parent Survey (N=95) was slightly higher overall, than those in the I&T database (N=1221; see p ). In the Parent Survey sample, 31% of the parents had an education level of high school or less; and similarly, in the total TFD I&T sample, 32% of the maternal education level was that of high school or less. However, in the Parent Survey sample, 30% had a college or some university education, whereas 23% of the mothers in the total TFD I&T participant sample had a college or some university education. Moreover, in the Parent Survey sample 36% of parents had a university education whereas in the I&T sample, only 25% of parents had a university education. It is important to note that there were more missing maternal education data in the I&T sample (19% missing data), than in the Parent Survey sample (4.2% missing data). As mentioned previously, 67.4% the parents who filled out the parent survey were born in a country other than Canada, while 30.5% reported being Canadian born, with 2.1% missing data. The I&T sample of parents (40.2% of parents reporting the first language of their family as being English), and (44.0% of parents reported having a first language other than English), with 15.8% missing data. Based on these data, it appears that there are roughly similar proportions of immigrant parents. Once again, it is difficult to confidently make such assumptions due to the large proportion of missing data in the I&T database.

What do parents think of the programs/services in the community?

TFD parents seem to have positive reports of the early childhood programs and services in their community but the majority do not feel satisfied that they know all the available programs. Note that these findings apply for all programs not just those in the TFD array of services. When asked whether they *know all the programs/services in their community*, approximately a quarter of parents reported that they agreed (27.4%), almost half of the TFD parents reported that they were not sure (37.9%), and the rest (21.1%) reported that they do not agree. The majority of TFD parents reported that they *feel that their child has benefited from the programs/services for children and families*, with 61.1% of parents agreeing, 18.9% unsure, and only 9.5% disagreeing (see Figure 1).



Similarly, most TFD parents also reported that they *were happy with the quality of the programs/services for children and families in their community*, with 60% of parents agreeing, 25.3% unsure, and 8.5% disagreeing. Thus, it appears that the perceived benefit of programs/services coincides with parental satisfaction with the quality of the programs/services for children and families. Over three-quarters of the TFD parents agreed (76.8%) with the notion that *when programs and services work together, they are better and easier to find out about* (see Figure 2).



Almost three-quarters of parents (65.3%) reported that *they enjoy the programs/services*, with approximately one quarter being unsure (25.3), and only 3% disagreeing. Three quarters of TFD parents reported that *their child enjoys the programs/services* (74.7%). The majority of TFD parents also reported that *they have not been able to use many of the programs/services for children and families*, with over half of parents agreeing (56.9%), and smaller numbers not sure (15.8%) or disagreeing (16.8%). Despite the positive view of programs, access to programs/services appears to be an issue. In addition, TFD parent reports of programs used by their family coincide with the programs that parents report as being important for them and their family.

When asked whether parents feel that *their opinion is valued and teachers/staff ask their opinion about programs/services*, the results were also somewhat mixed. While over a third agreed their opinion mattered (35.8%) about as many were unsure (30.5%) and 22.1% disagreed. Interestingly group comparisons between the TFD sites, and sites with a PFLC or no preschool school-based services showed significant differences across groups. In particular, TFD parents appeared less likely to report that their opinion is valued and that teachers/staff ask their opinion about programs and services, in comparison to the sites with only the PFLC.

It appears that not all TFD parents associate the name “Toronto First Duty Project” with the programs and services that they are utilizing and participating in. Parents were asked to fill out a separate section of the Parent Survey only if they have participated in the Toronto First Duty Project. Despite the fact that all 95 participants in this sample were “TFD parents”, only 34 parents filled this section of the survey out (36% of TFD

sample). It is important to keep this sampling issue in mind when reading the following section. The results described are based on the percentages of those parents who responded to this set of TFD specific questions. In approximately 65% of cases, data were missing. In the final round of parent surveys it will be necessary to insure that the survey uses the “brand” that parents know for the TFD project if it is not “Toronto First Duty”.

Overall, the subset of parents who filled out the TFD specific section of the Parent Survey were extremely satisfied with their TFD programs/services. When asked if the *TFD Project helps their child to get ready for school socially*, 97% of the subset of parents who responded reported that they agreed, 3% were unsure and none reported that they disagreed. Almost all of this subset of parents agreed (91%) that the *TFD Project helps their child get ready for school academically*. Only 6% reported being unsure, and 3% disagreed that TFD helps their child get ready for school academically. Parents reported that they were *more involved in their child’s learning because of the TFD Project*, with 70% agreeing, 21% unsure and 9% disagreeing. Most parents reported that they *support the idea of offering integrated services for children and families through the school*, with 91% of parents agreeing. Only 6% of parents were unsure and 3% did not agree with the notion of offering integrated services through the school.

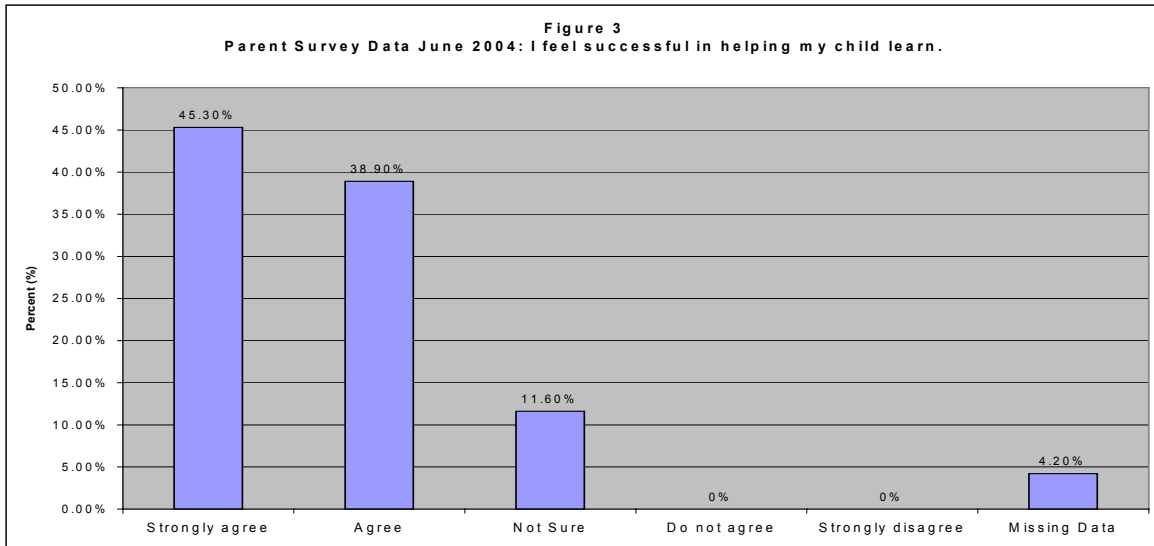
In addition to exploring parent experiences in general programs and services, the topic of parental involvement in the school was investigated specifically in order to see if it is fostered by children’s preschool experience. In other words, does the TFD experience increase parents’ capacity to engage with services and schools?

#### Do TFD parents think that the school works with them?

Overall, it appears that TFD parents feel that the school does indeed work with them. Almost all of the parents reported that *the school lets them know about meetings, special events, and volunteer opportunities*, with 82.1% agreeing and only 11.6% unsure, and 1.1% disagreeing (5.3% missing data). Group comparisons between the TFD sites, and sites with a PFLC or no school-based preschool services showed significant differences across groups. In particular, the TFD parents appeared more likely to report that the school lets them know about meetings, special events, and volunteer opportunities, in comparison to the sites with a PFLC.

#### How comfortable do TFD parents feel about helping their child succeed in school?

TFD parents reported feeling comfortable about helping their child succeed in school. Almost all of the TFD parents reported *feeling successful in helping their child learn* (see Figure 3), with 84.2% agreeing and only 11.6% unsure (4.2% missing data). Group comparisons between the TFD sites, and sites with a PFLC or no school based services showed significant differences across groups. In particular, the TFD parents were more likely to report feeling successful in helping their child learn, in comparison to the sites with a PFLC.



### What is a parent responsible for in education?

Almost all of the TFD parents reported that *they believe it is their responsibility to speak with their child's teacher regularly*, with 91.6% agreeing and only 4.2% unsure (4.2% missing data). Group comparisons between the TFD sites, and sites with a PFLC or no school based services showed significant differences across groups. In particular, the TFD parents were more likely to report that they believe it is their responsibility to speak with their child's teacher regularly, in comparison to the sites with a PFLC.

### How have parents been engaged in the current school year?

TFD parents were most likely to report being engaged through talking to their child's teacher, talking to their child about learning at school and telling their child to respect teachers and work hard. In addition, almost all TFD parents reported reading to their child, listening to their child read and helping their child with homework. Moreover, the majority of parents reported attending special events at school. Fewer of the parents reported being engaged through helping out at their child's school and attending special events at the school. 10.5% of parents reported that *they helped out at their child's school* several times or more, 34.7% reported that they helped out once or twice and almost half of the parents (47.4%) reported that they never helped out (7.4% missing data). Very few parents reported attending school council meetings, with only 7.4% reporting that they have done so several times or more, and less than a quarter (24.2%) reporting attending school council meetings once or twice. The majority of parents (62.1%) reported that they have never *attended school council meetings* (6.3% missing data). The majority of parents reported *taking their child to the library* in the current school year, with 43.2% reporting doing so several times or more, 33.7% reporting doing so once or twice, and 18.9% reporting that they have never taken their child to the library (4.2% missing data). Group comparisons between the TFD sites, and sites with a PFLC or no school based services showed significant differences across groups. In particular, the TFD parents appeared less likely to report having taken their child to the library, in comparison to the sites with no school based services. This might be due to the fact that TFD and PFLC programming, does incorporate some form of library usage. Thus, parents in sites without

such programming would be more likely to make an independent initiative to take their children to the library.

### Overview and Implications

- The TFD parents in this sample appear to have positive impressions of their child/ren's school and the TFD Project.
- These TFD parents are engaged and active participants in their children's learning.
- Overall, it appears that the TFD sites had higher levels of parent participation in school than the comparison sites with one school based preschool service and those with no school based preschool services.
- Follow-up with the TFD parents might prove to be fruitful as drawing the attention of parents to the value of parental involvement in itself, may prove to increase future levels of involvement.

## **5.0 Parent and Community Participation in Toronto First Duty: Provision in Site Governance Structures, Parent/Community Outreach, and Feedback**

Increasing parent participation in programs and fostering strong relationships with families continue to be priorities of Toronto First Duty Project (TFD), as indicators of success and paths to sustainability. Effective community engagement and linking with non-partner agency organizations is a related goal. Evaluation instruments, such as the *Indicators of Change* document, are used to track engagement with parents and community and to gauge progress and process in these areas.

In this analysis we provide snapshots of parent/community involvement in the project over the last 6 months. These descriptions do not include the more intensive parent/community consultation process that took place in the design phase of TFD at each site. These were documented in the initial case studies for each site which appeared in earlier evaluation reports. The current practices we describe include formal representation and governance roles, as well as a range of outreach and parental involvement strategies at each site.

Review of partnership agreements and governance documents indicates that provision is made for parent participation in (sub)committees at each TFD project site, normally through allocation of a Management or Steering Committee seat to a parent member. Review of monthly site reports and interviews with Project Coordinators reveals that maintaining ongoing parent participation in these roles has been somewhat challenging, and that parent participation levels are quite variable across sites. Parents hold a number of formal and informal roles in terms of service provision and committee work at some sites, whereas parent roles may remain unfilled or intermittently occupied at others. Degree of parent interest, parent facility in English, availability of time and childcare resources, rates of resident relocation and turnover, and in some cases, availability of transportation resources, appear to be major determinants of ongoing parent participation in committee work. Parents currently serving on committees have typically been

approached and recruited by project coordinators, but in some cases have self-identified as interested candidates for volunteer roles. Sites appear to have individualized methods of orienting parents to the TFD project and committee work, and Project Coordinators, with the assistance of parent community workers at some sites, remain the primary point of contact and support for parent participants.

Each TFD site conducts outreach programming activities intended to provide education and communicate information about TFD programs to parents and community. Each site also employs a number of formal and informal methods of eliciting feedback from parents at the end of a program or session. Some programming initiatives achieve both objectives, providing information to parents and community while also providing a forum for delivery of feedback about TFD programming. A summary of outreach and feedback activities at each of the five TFD sites from January, 2004, to May, 2004, follows. Data are drawn from project coordinator correspondence, available site governance and partnership documents, and review of monthly site updates.

#### Action for Children Today and Tomorrow - Secord Dawes (ACTT-SD)

Parent outreach at ACTTSD involves delivery of weekly programming updates to participating families, and follow-up with families who are registered but do not attend the first program session. An *Engaging Families* subcommittee exists for the purpose of developing outreach strategy, and it hosted a Soup and Supper seminar this winter. Three parent volunteers assist in the summer programming (KinderACTTion and KinderCamp). Cultural/Linguistic Workers remain an important and effective partner in delivery of program support and individualized outreach to parents, often in their own language, and have participated in initiatives such as Bengali Outreach Day at ACTTSD. Parenting initiatives are also delivered in partnership with the Children's Aid Society of Toronto. In addition to personal contact, outreach methods used include flyer distribution and door-to-door visits in the catchment area by Cultural/Linguistic workers, as well as communication of program information to and through member agencies and community organizations. Outreach efforts coincide with kindergarten interviews and registration at the school. An Open House in June was also held.

Parent feedback has been collected through post-program evaluations, and many parent comments are captured in monthly ACTT-SD site updates. Anecdotal feedback and word of mouth continue to be primary, ongoing means of parent communication and feedback.

There are currently no parents on site committees except for the Engaging Families committee which includes 9 parents and explicit attempts to target other parents, including those indicating an interest in working on committees in the intake and tracking data base, as well as more general outreach. The coordinator is working on building a connections with the chair of the school council to explore new ways of connecting parents to governance.

There are currently no community representatives on committees. Community members were involved in the planning phase consultation process but seemed to "lose interest" as the project rolled out.

### Bruce / WoodGreen Early Learning Centre

A parent representative and the Bruce School Council Chairperson participate in Bruce / WoodGreen site governance as members of the Management Committee. The parent representative also assists with data entry for the project. Other parents are also active supporters of aspects of program delivery at Bruce, most favouring participation that is on a non-structured, more informal basis. The development of sound trust relationships between parents and staff has been an emphasis, and has positively influenced parent participation levels in all aspects of the project. A new non-partner liaison has developed with a Toronto Public Health Nurse who visits Bruce on a monthly basis, and who began Nipissing screening late this spring. Parent and community outreach efforts are developing, but availability of additional personnel resources and project coordinator time allocated for this purpose is limited. There are no non-parent community members engaged in site committee work.

A key focus of project coordinator efforts at Bruce is support of programming and relationship building with families, which facilitates a great deal of informal feedback through word of mouth and anecdotal commentary. Parent feedback is also collected through formalized means such as post-program evaluations.

### Corvette

Parent and community outreach at the Corvette site is conducted in part through distribution of a monthly newsletter to parents and partner agencies, and through Project Coordinator attendance at parent council meetings. A position for a parent member exists on the site Steering Committee, but is currently unfilled. Recruitment of parents for formal committee work has been challenging, and primary barriers to greater participation appear to be related to language issues and level of parent interest.

There are no community representatives on site standing committees. However there are a number of non-parent community volunteers working in programs such as childcare and volunteers also worked on planning an open house.

A partnership with the Children's Aid Society of Toronto has strengthened outreach to parents through programming. A Toronto Public Health Nurse liaison has begun to work at Corvette and is an available resource for in-program and community parents. An Open House event is planned for this summer. Parent feedback has been collected through end of program evaluations, and word-of-mouth.

### Queen Victoria Partners for Early Learning (QVPEL)

The QVPEL site's partnership and governance structures provide for parent members on the Steering Committee. A parent attends consistently, and is also appointed to the Queen Victoria School Council. A new partnership has been forged with the Early Years 2 – 4 Villages Health Centre in Parkdale. New flyers to advertise winter Parenting and Family Literacy programming were distributed last January in coordination with the site's Parenting Support Worker and Community Parent Outreach Project staff, and were printed in key languages reflective of the catchment area. A major outreach activity that

has met with great success in terms of in-program and community parent response has been Health Screening Day, an event held in February and May in partnership with St. Joseph's Hospital, 4 Villages and Parkdale Community Health Centres. Community practitioners and supporters, including the Rotary Club, also participated, and community members and local government and political representatives attended. All Junior and Senior Kindergarten teachers have been enthusiastic participants in this program as well. Community Parent Outreach Project staff carried out multilingual post-screening follow-up with families as needed. A presentation about the Health Screening Model was subsequently made to Pediatrics staff at St. Joseph's Hospital. A Community Child Worker has been hired to work with children needing additional support, and to forge links with the community. An Open House is planned in the coming months.

Post-program evaluations and special surveys following outreach events like Health Screening Day have been primary methods for formal collection of parent feedback about programs. It is acknowledged, however, that the degree of parent facility in English has been a significant determinant of survey completion rates. Informal verbal feedback and the original multilingual community consultations continue to be primary modes of obtaining parent feedback

#### York Early Years Wilcox Project (YEY-Wilcox)

The YEY-Wilcox site's Management committee governance structure includes representation from the school council (one position) and two service users. *Service users may be parent or members of the community at large.* A Community Reference Group, conceived in the original site proposal as a project resource consisting of representatives from local government and the community at large, is not currently active. Voting membership is generally limited to service users or providers. There are currently two service users on the Management Committee, including a parent and a family home caregiver. The caregiver member has been very active at the YEY site from its inception, and currently holds positions on the J.R. Wilcox School Council and a voluntary fundraising group within the school. Four other parent volunteers are actively involved in support of programming, special events organization, monthly newsletter production, and outreach activities. Parent volunteers recently participated in a site visit and tour by local politicians, and were able to express their support of the TFD programs directly to these representatives. Outreach to parents and the greater community has occurred through activities held at local libraries, through flyer distribution in the community, and has also been achieved with the help of community schools and child care agencies. Parent volunteers have produced a site newsletter. An onsite support team, including an Outreach and Parenting Support Worker, a Parenting Worker, a Counselor, and Public Health Nurse, is available to provide individualized support to families for their educational/training, settlement, and health-related needs. Participant volunteers and students have also provided support for the Project Coordinator and team's activities where appropriate. Service delivery as part of the Parenting Literacy program has been enhanced by introduction of an Urdu-speaking staff member from the lead agency. A George Brown College Community Worker program trainee has supported parent initiatives and community networking and outreach efforts at YEY-Wilcox through community presentations. Although community representatives are not part of YEY

committees, outreach also takes place via the coordinator and outreach worker efforts to network in service planning with contact with the TDCSB, Librarians, Arts Start, Healthy Babies, OEYC, etc.

Program-specific evaluations are collected from parent participants at the end of each session as part of the feedback process, and the original community consultation findings continue to guide service priorities. In addition, TFD Parent Discussion Groups have been held, and have provided opportunities to raise community awareness about the programs and to receive feedback as well. Two sessions were held during this quarter for 24 service user participants, and the results of discussion regarding TFD/YEY goals and parent feedback concerning the integrated service model (TFD) and service continuum (YEY) are captured in site reports. In addition, the George Brown student facilitated focus groups with program participants and area service providers.

### Summary of findings

Parent support for TFD programs offered in their community continues to grow. Parents are becoming more comfortable expressing their enthusiasm and views regarding TFD programs over time. Parent feedback is collected systematically at each site, especially for post-program evaluation purposes; however, communication between parents and project staff, and between parents through informal means (e.g., word-of-mouth), remain effective methods of feedback and outreach to parents and families. The parent survey described elsewhere in this report confirms the client satisfaction reflected in the qualitative findings described in this section.

Efforts to engage parents and to maintain their participation on committees have met with some success across Toronto First Duty sites. Governance structures at each site typically make provision for at least one parent participant to serve on TFD committees (usually the Steering or Management Committee), but there is variability in participation levels across sites. Some sites are experiencing difficulty maintaining a minimum amount of parent involvement in committee roles on an ongoing basis; others currently have more than one parent serve in various capacities on more than one committee.

Project Coordinators have approached and recruited parents at each site for greater involvement in committees in most cases, but some parent volunteers have self-identified. Parents generally receive an informal orientation to TFD and committee work as part of their involvement, but this process is not formalized and appears to vary from site-to-site.

Factors related to consistent parent participation on committees include parent facility with English, availability of time and interest in volunteering, residential stability of the local community, as well as availability of child care and travel resources that would facilitate meeting attendance. Long-term involvement of non-partner community members on committees has not yet occurred at the sites. Some sites have been approached by or collaborated with non-partner community groups for special events or

short-term programs. Site governance documents do not appear to specify the process of involving community members in committee work, what appropriate roles might be, length of term of service, and so on. Should community groups indicate an interest in ongoing committee participation in future, sites will likely need to establish the terms of that involvement in coordination with partner agencies.

Parent outreach is an emphasis at each site. However, differences in allocation of project coordinator time to parent and community recruitment activities exist site-to-site, as does availability of outreach support. At this time, only a proportion of TFD sites have dedicated staff time for parent and community work. This has had an impact on cross-site opportunities to identify potential parent participants, and to develop parent capacity and ability to participate at this level at comparable rates.

## **6.0 Child Outcomes: EDI and Direct Child Measures**

### Stability of Early Development Instrument Community-Level Data

In order to use the Early Development Instrument (EDI) to examine community-level impact at the end of the implementation period for TFD in 04-05, it is first necessary to establish the stability of the measure as an index of population-level children's readiness for school learning. The EDI is a checklist that kindergarten teachers complete for each child in their class. It is made up of over 100 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.

The EDI is a group measure tool which means that the information can be interpreted at the level of school or neighbourhood. EDI information assesses how well communities are doing in supporting young children and their families before entry into mandatory schooling in Grade one. Recent analyses suggest that the EDI's psychometric properties are acceptable and comparable with other instruments measuring children's behaviour and skills (Janus, Willms & Offord, in preparation). Community – level EDI scores are

an indicator of change in child development outcomes in a specific neighbourhood. Analysis of EDI scores in the same Toronto neighbourhoods over three years indicate that community-level data are stable and that changes in EDI scores are related to changes in community socioeconomic status based on Census data from Statistics Canada (Janus, Runions & Keating, in preparation).

EDI results contribute to descriptive profiles of the TFD communities. The data can be analyzed to look at the relationship with other community level data (such as what resources are available for young children and their families and socioeconomic indicators). If TFD sites are able to expand developmental opportunities for a significant proportion of young children while neighbourhood socioeconomic status remains constant, community level EDI scores are likely to increase.

EDI data collected in 2001, 2002 and 2003 make an important contribution to the baseline data that are used to describe the Toronto First Duty project. EDI baseline data will allow the research team to check back to see if there are any changes that may be associated with TFD activities (separate from changes in socioeconomic status or changes in available developmental resources). TFD research design includes comparison of baseline EDI data with data from subsequent senior kindergarten cohorts after two or three years of EDI implementation.

Two data points are used to calculate baseline EDI in the TFD sites. Senior Kindergarten EDI data were collected from Bruce and Queen Victoria schools in 2001 and 2003. The same data were collected from Secord, Corvette and JR Wilcox senior kindergarten classes in 2002 and 2003.

For each of the TFD sites total mean EDI scores, there were no significant within-site differences between years. Therefore EDI data are stable from one point in time to another. The following graphs depict total EDI and total EDI subscales by year for each site. The differences are not significant. The EDI scores appear to be stable and can be used as one indicator of change to assess the reach and impact of TFD.

### Direct Child Measures

During the spring of 2004 direct child measures were collected on a sample of X children across the sites. The measures comprising the child outcome data base are Vocabulary-Peabody Picture Vocabulary Test (PPVT); Test of Early Reading Ability (TERA); Number Sense (R. Case) and Social understanding (child interviews). Many of the children who participated had parents who completed the parent surveys described earlier so some of the same conclusions apply: the demographics appear to match the neighborhood profiles, but the relatively small samples are an issue, particularly in looking at the site level of analysis. Nevertheless, we will be creating new data bases and carrying out exploratory analyses of these data over the next few months. Once the direct child outcomes are combined with I&T data on program use and parent survey data, we will be able to explore the correlates of program use in revealing ways. For example, we can ask whether there is a “dose-response relationship” between program use and outcome. With the small sample sizes currently underway, these answers will be

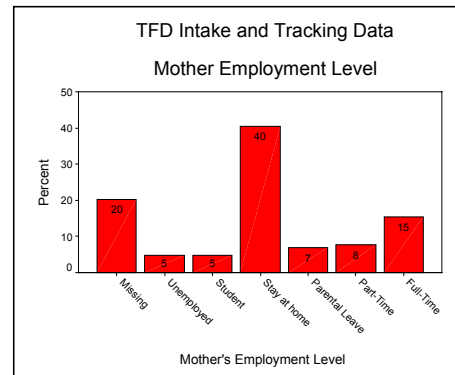
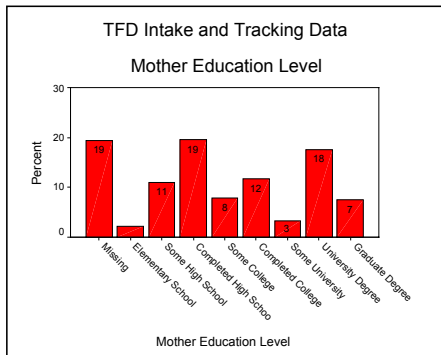
preliminary . It is expected that the analysis of a larger child outcome data base, collected as the program reaches the end of its pilot phase, will provide clearer answers.

## 7.0 Intake & Tracking Data

### Intake & Tracking Data

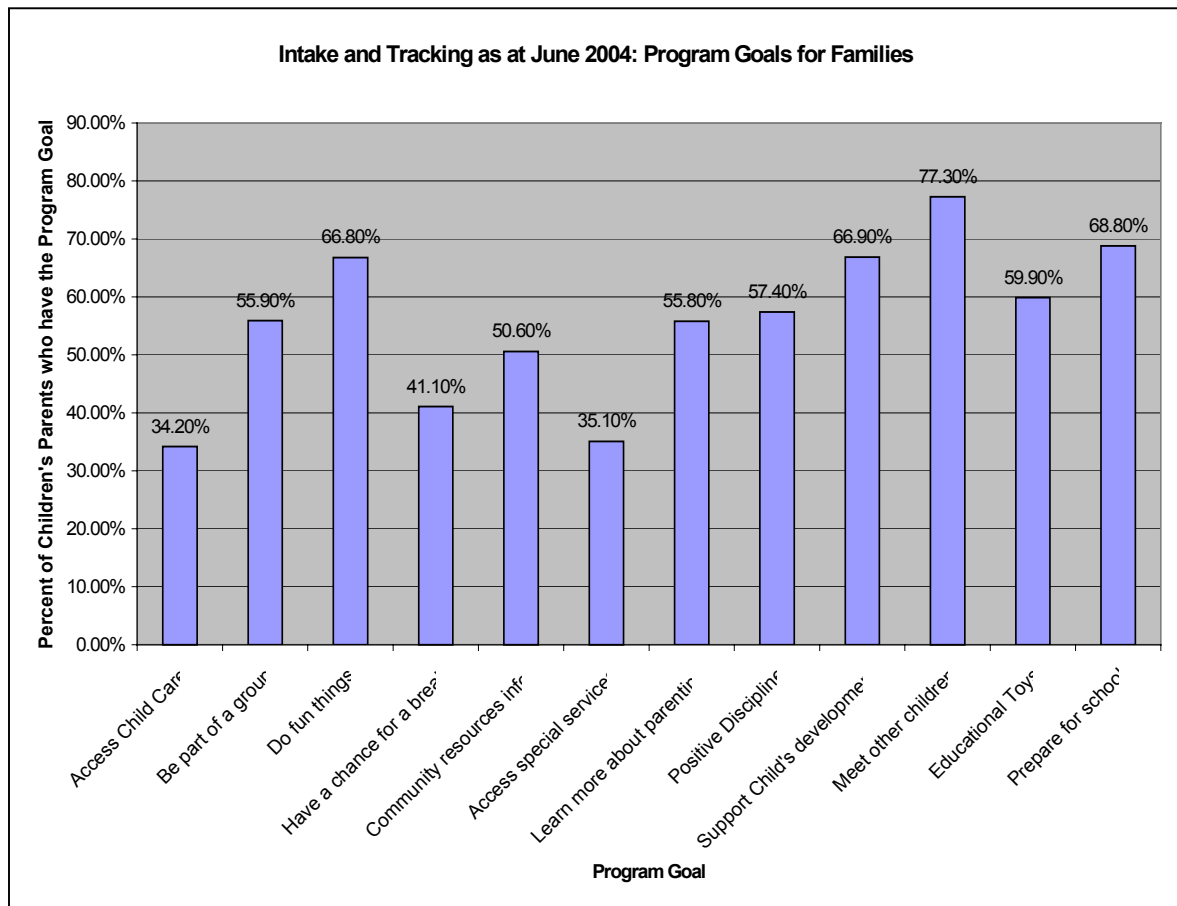
The City manages the intake and tracking (I&T) data and provides anonymous versions of the data to the research team for analysis. In the current data base, there are approximately 1221 parents across the five sites (see Appendix G for the distribution across sites). In some ways the database is still a tool in the process of being implemented. For example, some of the larger sites have not registered as many participants as the smallest site. Attendance and participation may not be up to date for many who are registered and are being entered retroactively. Drop-in participants may be in site counts/reports for some programs but not in formally registered numbers. Missing data, for example on maternal education, is also a problem as noted above in comparisons between the Parent Survey sample and the I&T sample. It appears that this may be a structural limitation if some of the data on JK, K and childcare registrants comes from the TDSB who do not collect such information.

Nevertheless, even in its current form, the I&T data base provides preliminary answers to some of the other questions it was intended to answer. For example, *who uses TFD?* As noted above, the parental clientele represented in the I&T data base roughly match the demographics of the populations averaged across the five sites in terms of educational level and immigrant status. With a fuller sample we can explore whether this match with the community holds for individual sites. Another interesting feature of the users is their employment status: the single largest group (40%) are stay-at-home parents; 23% are employed full or part-time; 7% are on parental leave, and 5% are students.



The I&T data base also provides interesting descriptions of parents' goals and experiences in using TFD services. The foremost goals are for their children's development (66.9%), school readiness (68.8%) and meeting other children (77.3%) and having fun (66.8%). The most commonly reported concerns for their children were

around speech and language (39%- recall that 44% of the parents did not speak English as a first language) and behaviour concerns (24.5%). Issues of outreach are also raised.. For example the two most common ways parents have found out about the TFD programs are through friends (26.1%) and the school (26.8%), with some variations across sites. Finally, the data show that many parents are ready to be involved in the project in a variety of ways, ranging from committee work (35.8%) to talking to researchers (60.4%) and in special events (64.7%). All these findings are represented in graphs in Appendix G. It should be noted that the I&T data are intended for site management use as well as for evaluation and accountability. A good example of site use is ACCT/SD's attempting to engage those parents indicating an interest in committee work via the I&T intake (see discussion of the Engaging Parents committee at ACTT/SD on p.52).



## **8.0 Other R&D Activities: Economic Analysis, Dissemination**

### Economic Analysis

A plan has been developed for the economic analysis (see Appendix X). Putting it into effect will require bringing together the updated I&T data base with patterns of use and collection of site expenditures from the quarterly report.

## **9.0 Site Updates**

### **9.1 Action for Children Today and Tomorrow / Secord Dawes (ACTT/SD)**

ACTT/SD is a “virtual” site in that the core program components are not co-located in one place (such as, the neighborhood school) but linked through a collaborative planning process that is part of a larger community coalition – Action for Children Today and Tomorrow (ACTT). ACTT’s goal is to integrate service delivery using the neighbourhood as the hub to provide seamless service for children and families.

ACTT/SD addresses this goal through: 1) a collaborative planning process that aligns the efforts of the community’s early years service providers and expands their capacity to serve children and families, 2) “bridging” programs that fill gaps in services and link families to other community early years programs and supports, 3) a core early years team that works across partner programs, integrating roles and responsibilities and sharing resources, and, 4) joint professional development and networking opportunities for partner agencies’ staff, volunteers, community board and committee members. Together these strategies facilitate the integration of services by ensuring a consistent, coherent approach that reinforces and strengthens partner agencies’ core program delivery and provides a more comprehensive, flexible, and inclusive continuum of programs and services that respond to children’s and families’ needs and interests, as well as the needs of community agencies and service providers.

#### Early Years Learning Environment

Families participation in ACTT/SD’s “bridging” programs continue to increase as does their awareness of and participation in the community’s other early years programs.

*Infant ACTTion*, a year round parenting program for parents of children under one year of age, accommodates 25 families on an ongoing basis. This fall it will be offered on the same afternoon and in the same location (Dawes Road Family Resource Centre) as Public Health’s prenatal program, *Healthy Beginnings*. This should result in more efficient and effective use of staff, as well as facilitate participating parents’ connections with the staff and parents of Healthy Beginnings, EYET’s Family Resource programs, and the site’s Parent ACTTion programs.

Since January 2004, *Parent ACTTion* has provided family/childrearing supports through:

- *Making the Connection*, a program for 10 to 12 families of infants under one year offered over nine weeks in partnership with East End Community Health Centre,

- *Nobody's Perfect* a 10 week program for parents of children birth to five years offered in partnership with Toronto Public Health,
- *Beyond the Basics* a parenting course offered over 11 weeks to 15 families without custody of their children in partnership with the Children's Aid Society,
- A series of workshops for Infant ACTTion participants on childcare options and subsidy that included presentations and information packages prepared by community childcare providers and the Toronto Children's Services Department.

*Kinder ACTTion*, a school readiness program for children entering kindergarten this fall was offered over eight Saturdays during the winter months for 10 families (10 JK children, their parents, and 4 siblings); another session was offered prior to Christmas. *Kinder Camp*, the summer school readiness program, is being offered the first two weeks of July. Twenty JK children /families are already registered along with 10 older siblings and 4 younger siblings. This summer the program will accommodate up to 50 families because it has access to the full suite of kindergarten classrooms at Secord School. The JK siblings will participate in concurrent programs offered in the same location. The site's core team work along side Parks and Recreation staff who provide programming for the older JK siblings, while two childcare staff work with the younger JK siblings. Both school readiness programs provide structured, focused activities for the JK children and their parents, together and separately, as well as programming tailored to the older and younger JK siblings. The programs serve the entire family — this is also the case with Infant ACTTion. Their goals are to: ready JK children for school, increase parents' knowledge of school readiness attributes and strategies and children's development, as well as to offer a stimulating learning and care environment for siblings. Priority is given to children attending Secord School, although JK children and families of George Webster, a neighbouring school, will also be accommodated. Several of the 2003 Kinder Camp children subsequently attended George Webster School, which prompted the school's interest in becoming involved with the ACTT/SD initiative. Information on ACTT/SD was presented at George Webster's Kindergarten orientation this spring and many of the families currently participating in Infant ACTTion, Parent ACTTion and the EYET Family Resource programs are expected to attend George Webster public school which, like Secord School, is in the ACTT/SD's catchment area.

Development of an integrated learning environment is addressed through a common philosophy that ensures consistency and continuity even though the core program components — kindergarten, childcare, and parenting support — are not collocated. School space/ facilities' constraints (during the regular school day/year) pose barriers to the collocation of core programs and shared use of facilities that would enable the development of a more integrated learning environment, particularly as it pertains to kindergarten and childcare. The site's childcare providers — Muppets and Main Square Childcare Centres, 2 licensed home childcare agencies and a childcare registry — are located in the neighborhood not in the school/s. Greater progress has been made in integrating programs and support for children zero to three years and their families. These programs are co-located in the EYET Family Resource Program's facilities, and as noted above, will be provided on the same afternoons this coming fall with a view to furthering the development of an integrated continuum of programs/ services for the zero to three

population. The site has focused primarily on alignment of the community's efforts around early years programs and services, the development of a common philosophy across programs /services, and on transitions / linkages among programs. Inclusion of the local Ontario Early Years Centre (OEYC) as a member of the ACTT coalition and the ACTT/SD partnership has strengthened these linkages and the integration of services across agencies.

#### Early Years Staff Team

The core team, consisting of the Project Coordinator, three Early Years Workers, three Cultural Linguistic Workers and one Special Needs Worker, continue to work across partner programs/agencies as well as in the "bridging" programs. Partner agencies' staff also work in the "bridging" programs. This joint planning and delivery of programs facilitates development of a common philosophy and approach. For example, Kinder Camp includes members of the site's core team, one of Secord School's kindergarten teachers, two ECEs from Muppets and Main Square Childcare Centres, Parks and Recreation staff, and OEYC's family support worker. Inclusion of the local Ontario Early Years Center (OEYC) in the ACTT/SD partnership has led to further integration of roles and responsibilities and contributes to the sustainability of ACTT/SD's programs once TFD funding ends. ACTT/SD's project coordinator also coordinates programming for the OEYC. The site's Special Needs Support Worker is now fully funded by the OEYC, which has expanded the number and diversity of Cultural Linguistic Workers (from 3 to 15), thereby expanding the site's capacity to connect with its predominantly ESL community. The integration of the ACTT/SD team with the OEYC site team under the supervision of the ACTT/SD Coordinator has enhanced staff cooperation and support; a stronger early years team is emerging from this close working relationship.

Use of the Challenge Fund to provide professional development and networking opportunities for the site's partner agencies' staff, volunteers, community board and committee members is also contributing to the development of a common approach. A monthly calendar of workshops and networking activities is distributed to all partner agencies. Topics respond to service providers needs and have included: Autism, Outreach to Hard to Reach/High Needs Families, Gender and Diversity in Parenting, Inspiring Parents/ Importance of Play, Safety and Emergencies, Parenting Across Cultures, Parent Child Relationships and other topics. Networking opportunities have been provided for the staff of school readiness programs and cultural linguistic workers, and several of the site's core team are participating in a Family Support course offered by Ryerson University and paid for by ACTT/SD.

#### Governance

Like the other TFD sites, ACTT/SD's Steering Committee and four subcommittees (Childcare, Nipissing, Special Needs and Parent Engagement) provide opportunities for broad community input from service providers. The site is unique in that it is part of a larger community coalition —ACTT— that provides an infrastructure for broad strategic planning around services for children and families in East York East Toronto. Another unique feature is the degree of coordination and collaboration with its local OEYC which is facilitating integrated service delivery and contributing to the sustainability of many of

the site's programs and services. Nevertheless, it is important to keep in mind that the integration of resources does not address the **lack** of resources for expansion of affordable childcare to the many families who require nonparental care, nor access to / use of school facilities to enable further development of an integrated early learning and care environment. The site has a good working relationship with public health that enables them to provide a strong system of supports for children and families prenatal to three years of age.

### Seamless Access

Prior progress reports have elaborated on how the site's "bridging" of programs and staff address two dimensions of seamless access: comprehensiveness and inclusiveness. The site is increasing its efforts around early identification. The Special Needs Resource position is now a full time position that provides individual consultation/support to families and staff across partner agencies, as well as a series of fall/winter workshops for the community's childcare providers. This fall the site will conduct an early identification screening of JK children at Secord School. Secord's Kindergarten teachers will interview all JK families in the first two weeks of staggered school entry — as part of TDSB's early and ongoing early identification procedures. Immediately following the teacher interview, JK families will participate in a Nipissing Screening (a tool designed for parental use) with the support of public health and the site's core team. A second step will be a series of health screening/s scheduled during the first two months of school, similar to the screenings developed at the Queen Victoria TFD site. The screenings will include speech and language, hearing, vision, dental, mental health, nutrition and safety. Similar screenings are also being planned for the childcare centres and the site's OEYC using the Nipissing as a first step and then scheduling further health screenings to follow-up where needed. (Use of the Nipissing as a tool for early identification was a focus of one of the workshops conducted by the Special Needs Worker for childcare providers.) Transitions in and out of special programs has emerged as another issue, beginning with those children /families who may need referral to the section 20 classroom (a program for kindergarten children with social, emotional or behavioral problems who are unable to cope in a regular classroom) located in Secord School and jointly staffed by TDSB and the Child Development Institute (formerly The Creche and one of ACTT/SD's partner agencies).

### Parent Involvement / Community Engagement

Outreach to parents in their first language occurs on a continuous basis with the Cultural Linguistic Workers playing a key role as they connect with families in the kindergarten, childcare, and "bridging" programs. They have done door to door outreach in the neighbourhood and in the site's partner agencies through flyers, face-to-face encounters, and small group presentations. Kindergarten registration/orientations at both neighbourhood schools have provided opportunities for increasing awareness of the ACTT/SD's activities and programs as have other community events: the school's annual Fun Fair, Community Dinners, Socials for various groups (i.e. the Bengali Teas). In February a Soup Seminar on Parent Involvement —What is in it for me? — was offered; 15 families attended. Parents participated in EYET Family Resource Program's 25<sup>th</sup> Annual General Meeting as an orientation to board and volunteer roles. An Open

House targeting local politicians (i.e. school board trustees, city councilors, members of the provincial legislature, members of Parliament) was held on June 11, 2004 to highlight how Toronto First Duty is making a difference in: integrating neighbourhood services, providing early learning and care for children ages 0 to 6 years, demonstrating the benefits of a community-driven model, increasing access for all families, responding to participants through planning /development. During the Open House some parents told the story of their involvement in TFD— how they became part of a community that helps their children, how TFD supports them in their parental role and provides them with opportunities to develop their volunteer/ work skills. The site’s goal for the coming year is to engage more parents and build their capacity to contribute to leadership in the community as well as to create opportunities for parents to tell their stories through development of a Speaker’s Forum.

<b>Evaluation strand</b>	<b>Progress to Date</b>
Program	<p>This site is moving from initial collaboration in most areas and extensive collaboration in others, such as the provision of services for children zero to three years and their parents.</p> <p>Bridging programs not only expand and fill gaps in services, but play a key role in linking families to other community early years programs and supports.</p> <p>A range of family /child rearing supports and training activities has enhanced the reach of programs by responding to the needs of special populations – for example, the parenting support needs of families without custody of their children.</p> <p>The pool of Cultural Linguistic staff has expanded from 3 to 15, expanding partner agencies’ “reach” and capacity to connect with its predominantly ESL community.</p> <p>More supports are being provided and planned to address service providers and parents’ concerns around early identification and interventions for children with special needs.</p> <p>The sharing of staff, roles and responsibilities across partner agencies is strengthening the development of a strong interagency early years team.</p> <p>Joint professional development activities across partner and community agencies continue to contribute to development of a common approach to the early years across agencies, and both strengthens and expands the “early years team”.</p>
	<p>The ACTT coalition continues its advocacy work around policy development and alignment at municipal, provincial and federal levels of government.</p> <p>Participation in programs is growing among various cultural-linguistic groups in response to the site’s outreach strategies.</p> <p>Children and families with special needs, and their service providers are being supported, and that support continues to expand.</p>
Child & Family	<p>Parent participation in ACTT’s Open House demonstrate a high level of parent satisfaction in response to program activities, particularly those that focus on parenting support and social events.</p> <p>Provision of opportunities for parents/families to socialize in their own language and at the same time learn more about community programs and services is leading to increased parent involvement/engagement.</p> <p>ACTT’s “family” focus has facilitated parents access to programs as the needs of all family members are considered, not just the targeted age group, but younger and older siblings as well.</p>
Community	<p>Advocacy strategies being planned by the ACTT coalition are facilitating an alignment of efforts around early years at all levels.</p>

## 9.2 Bruce /WoodGreen

Bruce WoodGreen continues to explore the possibilities that can be reached in integrating early learning, care and parenting supports. Drawing from all sectors, a shared vision, a demonstrated and active commitment to the mission, and increasingly, parent/community involvement, has moved BWG towards achieving the aims of Toronto First Duty, as can be seen in the following update.

### Learning Environment and Programs

In late spring 2004, 64 children were registered in the Kindergarten program. Of those, 35-40 children (varied with day), took part in the full or extended day program. The program employed the TDSB curriculum guidelines and followed an emergent curriculum philosophy. An optional nap time for children in the full/extended day program was offered to families. This proved to be a desirable option for some families and will therefore be continued in fall 2004. Pre-registration for fall 2004 shows that there are 75 children registered in the three classes with up to 43 enrolled in the full and extended day options. It is expected that BWELC will reach its licensed capacity in September; thus additional funds will be required due to accommodate the numbers. The Management Committee decided to set full-day summer fees at \$15/day and to increase the September fees to \$12/day with a discount for the second child (\$10/day)

- parenting centre attendance ranged from 15-25 on a daily basis and those parents had between 1 and 4 children each. The parenting centre operated from 9-3:30. In the winter/spring term, a supply parenting worker was employed for a parental leave contract. The public health nurse has been visiting the parenting centre to inform parents about her role and the resources available to them through public health. She will provide screening (Nipissing Screening instrument) for parents who are interested
- a hot lunch program was provided as an option for children in full/extended day and in the parenting centre
- several specialized programs that targeted social development for young children were implemented and continue to expand. The Creche Social Skills program took place on Tuesday mornings with a small number of children (8 served in each of 2 semesters). The Roots of Empathy program continued once a week throughout the year. This year a Kids Have Stress Too workshop for parents and children took place over three evenings and was delivered by the public health nurse. The workshops were attended by 18 parents and caregivers
- a summer program will be provided for approximately 20 registered full-day and 9 half-day children. In addition there will be a drop-in option in the mornings when the parenting centre is open. The summer program will be staffed by 2 ECEs who are current members of the ELC team, the parenting worker in the mornings, a summer job services student, a Ryerson ECE placement student, and the Project Coordinator. The goal of the summer program is to extend BWELC principles: 1) universal access, 2) parental choice, 3) high quality services and 4) build on existing community services. The summer program will provide continuity and care for BWELC children and families and will help prepare them for the early learning programs in September. This will be accomplished by way of a fun, safe, stimulating and

educational environment for children aged 0-6 with options for caregivers, that includes indoor and outdoor activities with a focus on literacy, numeracy, the outdoor environment and community awareness

- meetings are planned with other summer community children's programs to coordinate Bruce WoodGreen's Thursday Community Summer Fun Days
- plans are currently underway to offer a 6-week summer Peer Nutrition Workshop in partnership with Toronto Public Health
- special events were well-attended: Open House in April and the school BBQ in June
- the March Break program was cancelled due to lack of viable enrollment

#### Staff Team

- the staff team continues to have weekly planning meetings and monthly room meetings
- as an example of the integrated approach to program delivery and evaluation, the staff team worked together to carry out the assessments and observations of the children and to complete the end of year report cards
- the staff team took part in a professional development exercise on Kindergarten assessment, presented by the TDSB
- Kindergarten teachers from YEY Wilcox visited the BWELC program in May for sharing and discussion
- one of BWG's ECEs received teacher training for the Incredible Years Parenting Program offered through Toronto Public Health. The training involved 4 days of professional learning that will allow BWG to implement the child component of the program. Consideration is being given to offer the Parent Training component through the Creche next fall
- BWELC's Kindergarten teachers and ECE staff will attend the TDSB Literacy Conference in August
- the staff team heard the research results of the practitioners' surveys in May and found the joint discussion to be worthwhile

#### Local Governance

- monthly meetings were held all year for the Management Committee
- program sub-committees met on a regular basis, for example the Program Sub-committee produced drafts of a standard set of policies and practices for evaluation and discussion
- there have been ongoing plans to seek additional funding for programs. For example, a request to the Atkinson Charitable Foundation for \$65,000 was put forward to support the ELC. Health and Safety funds and Evergreen funds were sought for continued improvements to the playground. The Food and Hungry Initiative provided grants to enhance the nutrition program. The LEAP program provided funds for painting the school. The Royal Bank grant foundation was approached about providing funds to support an after 4 program for 6-12 year olds; the funding was denied, however other options are being pursued
- a new Governance Model was produced in February 2004. Changes reflected the membership and composition of membership. Specifically, voting members will include TDSB principal and parenting manager, WoodGreen's director of child care

services, a representative from the parents/community, the Program Consultant from the City of Toronto, the executive director of the Atkinson Centre at OISE/UT, the executive administrator of the Atkinson Charitable Foundation, and the manager of Early Intervention at the Creche. Ex-officio members do not have a vote: TDSB Superintendent of Education, City of Toronto TFD Program Manager, two members of OISE/UT’s research team, and the BWELC Project Manager

Seamless Access

BWG has successfully demonstrated how to implement the principle of seamless access. This has been accomplished through an integrated system that brings in all other components of the process of integration. The staff team has put into practice a shared vision of team members working side by side to commit themselves to the well-being of children and families. This has meant putting aside professional “issues” for the sake of the larger mission. Local governance has ensured equal representation that jointly cares for the professional and personal status of its constituents. Early learning programs have come together in seamless ways through the sharing of space, resources and willingness to be flexible. Continuous outreach and invitation to the community result in a rapidly expanding set of programs that are flexibly integrated into the existing core programs

Parent Participation

- parent leadership on the Management Committee is reflected in outreach to the community. Other parents are well-informed about BWELC programs and about school events such as the BBQ and Open House
- the Program Coordinator’s attendance at the School Council meetings and the Playground Committee meetings means that there is constant liaison between the Early Learning staff team and the parents/community so that issues can be aired and resolved
- programs that parents want are integrated into the BWG site, for example, increased and flexible access to child care, public health services, social events and learning opportunities for parents
- visits from “high profile” individuals such as Margaret McCain, Lady Mayoress of London, and David Reid (Director of Education, TDSB) include the presence of children and parents. For example, one parent provided an account of the story of Bruce School and the role of the ELC in making the community school a vibrant learning community

Evaluation Strand	Progress to Date
Program	Participation in all aspects of the programs has increased. The majority of children in the JK/SK programs are registered for the full and extended day programs. Child care use is increasing to capacity. Parent participation in the parenting and family literacy centres ranges between 15-25 parents/day. The summer program is close to capacity for both full and half day sessions.
Child & Family	Programs for children and families have increased and are well-attended. These include the Roots of Empathy, the Creche Social Skills program, Incredible Years, summer program, family BBQs, Open House nights, Curriculum Night, lunch programs and others. The Parenting and Family

	Literacy Centre operates almost full time, including half time in the summer, which in turn offers increased flexibility for parents in making choices for themselves and their children.
Community	Increasing numbers of community service programs continue to be integrated into BWG. These programs come about through explicit outreach efforts but also because the word is spreading and community programs offer to be involved. Funders understand and support the mission of integration of early years programs for children and families.

### 9.3 Corvette Early Years

Corvette Early Years (CEY) has made considerable efforts over the past six months to transform the project initiatives and partner programs and resources into a more integrated delivery model. However several barriers, including school staff turnover, regulatory barriers and restrictions related to municipal purchase-of service, frustrate these efforts.

In the meantime, plans for the second summer program, an Open House in July and new flexible child care spaces using existing resources continue. Parent-child activities continue to expand.

#### Learning Environment

CEY's extensive plans for an integrated child care/kindergarten program have been put on hold for September 2004 due to so many changes within the school. Kindergarten teacher turnover, reduced school staffing overall and Day Nurseries Act regulatory requirements challenges present insurmountable obstacles for a September start-up. CEY has adopted a 'wait and see' approach and is hoping that as new relationships are forged the plans can go forward. Fall implementation may not be possible, but the development of the plans brought together new creative input from CEY staff and management committee members.

New program activities include participation of a Public Health Nurse (Liaison) who offers families access to health information and referrals. A new parent-child activity for mothers, babies and their siblings is popular. Parent-child activities are now offered from 9 am to 3 pm on Tuesday and Thursdays allowing families to remain at CEY for the school day. The outdoor summer program will follow the same model as last year and CEY anticipates continued popularity.

#### Staff Team

The communication between multiple frontline teams is becoming more difficult. The teachers' time schedules hamper opportunities to meet and plan. At this point there is very little communication and collaboration among the kindergarten teachers and other CEY staff team members.

A change in the supervisor at NYAD opened up an opportunity to move Joanne into a supervisory position that blends some of the NYAD responsibilities into CEY.

Local Governance

In February the management committee and the coordinator prepared an annual workplan that identified specific program goals, responsibilities, targets and timelines. The structure of the workplan is based on the categories and results of the Indicators of Change.

Seamless Access

The need for flexible, regulated child care continues alongside substantial barriers to the full use the existing capacity at CEY. The child care fee subsidy system is a barrier to expanding the use of unused existing capacity at NYAD. CEY continues to work with Children’s Services at the City of Toronto to find a way to create a few flexible child care spaces.

The TFD intake is now used in NYAD Learning Together Preschool, CEY drop-in program, summer program, Cooking Healthy Together and other TFD funded programs. The attendance data should now be reflecting actual attendance.

Parent Participation

A Parent Committee is working with the Management Committee to organize an Open House on Saturday July 10<sup>th</sup>. Planning for the event has captured parental input and commitment. Parents who are on the board of NYAD are involved which further ties NYAD activities into those of CEY.

<b>Evaluation Strand</b>	<b>Progress to Date</b>
Program & Policy	Indicators of Change provided a foundation to develop a collective workplan that identifies next steps and who does what. Plans for further integration among key partners, but progress is stalled for now. The reduced participation of the school is problematic and there are in meeting City of Toronto requirements for purchase of service agreement and community need for more flexible child care options. .
Child & Family	Participation in CEY remains constant – 32 children attended Learning Together two afternoons per week; the Salad Bar serves 30 children enrolled at NYAD and 80 school children. New parent-child activities have boosted the numbers of participants to xxx. . Parent involvement in the upcoming Open House event provides base for more direct parental input.
Community	CEY continues to seek out opportunities to build community awareness – e.g., Open House. Need for expanded continuum of regulated child care needed.

## 9.4 Queen Victoria Partners for Early Learning Project – Site Report

From January to June 2004, the focus for the Queen Victoria Partners for Early Learning Project (QVPEL) has been on the commencement or further enhancement of programs, using the school as the base or hub. The implementation of these programs involved the Kindergarten teachers and community partners as much as possible.

### Learning Environment and Programs

- Two Healthy Child Screening events were offered during the day on February 13<sup>th</sup> and in the evening on May 10<sup>th</sup>. In total 61 children were screened. The kindergarten teachers worked with QVPEL staff to contact parents and encourage their participation. CPOP workers, QVPEL Community Child Worker and the kindergarten teachers are following up with parents of children referred for further service. The majority of parents reported a high level of satisfaction, appreciating the access to services and the efficiency of seeing so many health practitioners in the time that it would typically take to see one practitioner in an office appointment.
- In March a Community Child Worker was hired to pick up the ‘special needs work’ that had ceased due to staff illness. He has worked in the classrooms for 4 days a week, gaining the trust and respect of the children, teachers and assistants. He has worked on the follow-up from the healthy child screening events, identified 35 children with whom he is working both in the classrooms and in some small withdrawal groups. He is using the support of CPOP and 4 Villages staff for referrals. He has taken the lead in planning a kindergarten ‘Play Day’.
- A “Nobody’s Perfect” programme was lead by a Public Health staff and a worker from 4 Villages. 15 parents were enrolled and attended regularly.
- Thursday evening “Family Fun” was offered every week from April 1<sup>st</sup> to June 3<sup>rd</sup>. here was some variance in attendance, but most evening there were 18 to 20 children and 16 parents. Parents report that the program was extremely important to their families.
- QVPEL staff assisted the school staff with Kindergarten registration. Project team organized the translators for the event. This event was also used as an opportunity to begin registering children in the summer programme.
- The partners have worked to extensively redesign the summer program to be consistent with QVPEL and school goals. The programme will be offered in July with 120 children enrolled. The children will attend for four ½ days per week for four weeks. 2 kindergarten teachers from the school will be working in the summer program along with other QVPEL staff.

### Staff Team

The QVPEL team has become more integrated into the school in the following ways:

- The community child worker has become a fixture in the kindergarten classrooms and his contribution is highly valued by all kindergarten teachers.
- Kindergarten staff are working with QVPEL staff to facilitate referrals and follow up from the Healthy Child Screening events.
- 3 teachers and 2 assistants attended the EY Conference along with the QVPEL staff.

### Local Governance

The ongoing governance structure continues to be effective with this large group of partners. Communication between the various levels is carried out with efficiency and respect by the coordinator(s). A new partner has joined QVPEL – Early Years II – 4 Villages Community Health Centre.

### Seamless Access

Although seamless access has yet to be achieved at QVPEL, the increased interaction of the school staff with QVPEL staff is setting the stage for more ease of access. Communication between child care and school staff is enhanced.

### Parent Participation

Active parent participation in both programs and governance continues.

<b>Evaluation Strand</b>	<b>Progress to Date</b>
Program	Participation in the programs has increased. This was evident in “Nobody’s Perfect”, “Family Fun” and the Healthy Child Screening.
Child & Family	Community Child Worker is working in all kindergarten classes. 35 children are involved in additional programming. <b>All</b> children in the kindergartens are served. 16 families are using the “Family Fun” program. 87 children have been screened in the “Healthy Child Screening” program. 120 children are enrolled in the summer program.
Community	St. Joseph’s Hospital has become more closely involved in QVPEL. New community partners have either joined QVPEL or given services and staff time to QVPEL programs. – 1 new partner, 5 new agencies have been involved. A difficult, but productive inter-agency/school process has created a new design for the summer program.

## **9.5 York Early Years/Wilcox**

Two substantial shifts toward full realization of TFD aims have occurred over the last six months at YEY. First, the school has moved into a more active role in key areas of the YEY experiment; both the principal and KG staff are actively engaged in new plans for furthering integration, including planning for space, programs and professional development. Second, the site is moving to implement a fully integrated (space, program and staffing) KG and core child care program for September 04. Again the school and the TDSB are contributing to the effort. Their role complements the leadership of the project coordinator and community agencies in moving the site forward. The project coordinator and childcare supervisor are also working on the goal of increasing involvement of childcare staff in integration efforts by addressing scheduling as well as space barriers. The leadership for integration has come not only from the coordinator but the planning

group itself with both key players of school and childcare being more open to new ways of working. These positive shifts occur against a backdrop of steady progress in programming and staffing documented in previous progress report site updates.

Concrete examples of the school's involvement include a KG teacher working on a design and programming goals for the fuller integration of KG and core child care planned for September 04 and also taking the lead in presenting models of increasing parenting participation to other school staff. The principal has also been a significant part of space and staffing accommodations for the fully integrated model. He also was central to rolling out a behaviour management program, Second Steps, which is being adopted across YYY programs; his support included working with the site coordinator to hold a staff workshop to support implementation. This integrative programming supports the social readiness goals previously identified by the site in response to EDI scores suggesting this is an area where children at the school appear to present concerns. Similar initiatives are being taken by childcare will need to make similar staffing accommodations for the full integrated model and for the transitional steps. The childcare has also assumed a stronger role by including their core staff in TFD activities and even including one of their off site childcare centres (Vaughan Rd) i.e. all childcare staff including school age and Vaughan Rd. staff participated in after hours Second steps training, Vaughan Rd staff will support seamless programming before school for children registered in childcare at their site but attending kindergarten at Wilcox starting september. This summer Vaughan Rd. has maintained their walk-in program to Wilcox so their children can participate in the school readiness program in July (Kinderfun).

The progress and potential leaps forward are naturally accompanied by some tensions. Part of the impetus for fuller physical integration of care and KG came in response to a top-down push by one of the funders. Although this goal had been part of the original planning by the site, it became an immediate priority when tied to future funding. Greater physical integration was always part of the vision that encountered some resistance; however, additional pressure from one of the funders served as a catalyst to overcome some of these barriers and to promote greater flexibility from the key players, namely the school and childcare centre. Although the school and TDSB are contributing vital new energy, the announcement that the current principal is leaving means a new principal will need to get up to speed on the project and begin contributing quickly. The site, with leadership from the coordinator, identified and addressed the need for the new principal to be involved as soon as possible in the project's activities and as a result he has already participated in the last planning session for the September 2004 ILE model before school ended. The fact that this will be the fourth principal at this school in the five year planning and implementation of the project is a real concern to some in the school community. It also shows the challenges of supporting and sustaining school-level leadership under current conditions in the education system and in an ambitious change initiative like Toronto First Duty.

The core early learning activities benefit 96 children in 4 classes across JK and SK. Approximately 20 children attend before and after school extended care Kinderclub

programs, which operate seventeen hours a week (after school are not all JK SK but include preschoolers from the community). 32 children including infants and toddlers have received occasional part time childcare in the last three months through the Time4You service/ Average participation in the weekend program, Read and Run, is about 20 / 25 children. There are roughly 200 adults registered at the Parenting and Family Literacy Centre; monthly attendance ranges from 74 to 100 families with a daily attendance of approximately 25 families). Nineteen families with a total of 27 children participated in the Nobody's Perfect parent education workshops (donated by Toronto Public Health).

### Learning environment

The Integrated Learning Team meets regularly and members are continuing the focus on early identification strategies and ways of integrating mental health promotion activities into the early learning environment. The Second Step program promoting healthy social development and effective behavior management is being adopted across YEY programs.

### Staff team

Joint staffing models and joint professional development continue to develop across the site. For example, professionals from across the range took part in the Second Step training. KG and ECE staff also attended a TDSB early years conference in April. Joint PD is reported to encourage sharing of resources, space, and activities. ECE project staff deliver some programming in KG. Multidisciplinary staff teams deliver some programs such as SYF. In some joint programs, project and partner staff deliver the program jointly. For example, in Read and Run, Project and partner staff also participated in KG orientation.

### Local governance

Organizational structures continue much as described in the original case report. An integration work group is leading the planning for the September move to fuller KG/EC integration. Parent representatives continue to serve on the management committee.

### Seamless access and integration

While progress in integration has been made, discussion with the funders identified 2 areas to take further: 1. Core child care is not yet well integrated yet. 2. A model is needed for integrated KG and care with new spaces. In response, the site formed a workgroup to look at alternative models for our September 2004 integrated learning environment. Looking at integrating physical, licensing and programming requirements for both the childcare and kindergarten programs. The proposed model would allow for a fully integrated seamless experience for children attending the kindergarten and full time childcare program, as well as would provide some flexibility for extending care opportunities during school hours. The model would involve licensing the current kindergarten classroom as well as the school's lunchroom to be used as shared kindergarten/childcare spaces. The principal and project coordinator are finalizing the proposal for management approval and funders' consideration. The childcare manager and supervisor are working on establishing the licensing requirements for the new shared space. The staff team is working on the development of the integrated

kindergarten/childcare program. As part of the model the Parenting and Family Literacy centre would also be relocated to allow for better seamless flow between the integrated service continuum as well as to increase the provision of flexible opportunities for parent involvement in their children’s learning. These plans are progressing well but the management committee notes potential costs such as drawing EC supports away from community programs. As well, there is the need to balance the new program to achieve both fuller physical integration and increase the number of extended child care spots. In addition this push needs to be balanced against possible program development investment in collaboration with the St Paul’s Early Years Centre.

Nevertheless, beneficial integration continues on other fronts. For example, the Stories Alive program one afternoon a week in the PFLC includes participation of the JK teacher. Since children who will enter JK in the fall and their parents are participating, the transition to KG should be facilitated by this integrative staffing. Vertical continuity (as children move across age graded programs) is an important dimension of integration and seamlessness, just as is horizontal continuity (as children move between programs at one point in time).

Parent Involvement/Participation

Parents are represented on the management committee and provide feedback on programs. New program approaches have been designed to improve access. For example, new joint activities for on site family support & outreach worker and an on-site public health nurse, increase access to partner programs & services. Site program/partner staff members refer families to joint activities available on site. New project activities with flexible hours have been developed to support parent participation. (e.g. caregivers who are participating in programs during the week are now attending Saturday. Both formal & informal channels to seek out parent input for planning & decision-making.

Evaluation Strand	Progress to Date
Program	Plans for fuller integration of care and kindergarten are moving rapidly. YEY staff continue to deliver early learning activities in the kindergarten as well as extend the program into the childcare and parenting programs. <i>Family Talk</i> , The new family counselor/parent educator has provided on-site drop in parenting consultations and support for families participants in the Parenting Centre and the Kindergarten programs, as well as consultation to some of the school and childcare staff.
Child & Family	Parents are taking the lead in producing the project newsletter. Ongoing informal feedback from parents on program effectiveness was supplemented by parent discussion groups to obtain more general parental points of view. New onsite programming is designed to increase access and outreach. The weekend program, Read and Run, is reported to be extending the outreach of YEY programming. More fathers and parents who are not using other components of YEY First Duty are attending
Community	Parent volunteers have produced a site newsletter to continue raising the community awareness of the importance of the Toronto First Duty model and to highlight the programs and services available at the YEY-W site. In

	<p>April, the first issue of the newsletter was distributed to visitors to the YEY-W Open House, a guided tour for local politicians which highlighted how the YEY-W site is bringing together education, childcare and parenting supports into one integrated service model. New community funding will be coming from St. Paul's OEYC. This was negotiated through the project coordinator as a follow up from participation at the service planning table for the riding.</p>
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