

TORONTO FIRST DUTY PHASE 1 FINAL REPORT:
Evidence-based Understanding of Integrated Foundations
for Early Childhood

October 2007

**APPENDIX 1:
INVENTORY OF MEASUREMENT TOOLS**

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1.1 KEY INFORMANT QUESTIONS (2004 Version)

Name(s): _____

Organization: _____

Date/Time: _____

Introductory Comments (per handout):

- Brief description of the definition of purpose of interviews
- Brief comments on format and timeframe for interviews

Interview Protocol:

[Note: this protocol covers a range of questions to be used in Key Informant interviews. Depending on the Key Informant and his/her area of expertise, emphasis may be given to specific questions or lines of enquiry arising from initial questions and responses]

Interview Questions	Response Summaries	Comments & Queries
<p>1. General Questions re the Successes and challenges of First Duty Projects:</p> <p>1.1. Considering the progress of the projects to date, what do you see as the successes and challenges?</p>		
<p>1.2. How closely does your “vision” of seamless services fit with the reality of the projects?</p>		
<p>1.3. How will services be different if they meet <u>your</u> criteria for success?</p>		
<p>1.4. What are the indicators/ signs of progress that define success for you?</p>		
<p>1.5. What are the indicators that define challenges for you?</p>		
<p>1.6. What needs to be done to address the challenges?</p>		

Interview Questions	Response Summaries	Comments & Queries
1.7. What infra-structure supports must be in place to assure continuation of the successes?		
1.8. To what degree are these infrastructure elements in place? What still needs to be done to assure that the infrastructure is in place?		
1.9. In your opinion, how conducive is the current political climate, federally, provincially & within the City of Toronto, in terms of supporting continuation of projects like First Duty?		
<p>2. Continuation Risks & Barriers:</p> <p>2.1. In your view, what major risks (e.g., financial, political or operational exposures or unintended consequences) might the partners face in proceeding with continuation of the projects after the initial funding has finished?</p>		
2.2. What would the partners need to do to mitigate or reduce the level of risk of project closure at the end of the current funding cycle?		
2.3. What areas are likely to present obstacles to successful continuation?		
2.3. In order to improve the chances for a successful continuation of the projects, what obstacles or barriers		

Interview Questions	Response Summaries	Comments & Queries
<p>would need to be removed or addressed in the following areas:</p> <ul style="list-style-type: none"> - federal, provincial or municipal policy, legislation or regulations? - creating effective partnerships? - jurisdictional or “mandate” issues? - operations & program delivery? - human resources (e.g., job definition, staffing & compensation)? - program costs & funding requirements? 		
<p>2.5. What necessary conditions (e.g., funding, policy, ongoing commitment, etc.) must be met in order to sustain the early childhood models in the long run?</p>		
<p>2.6. What can be done to help ensure that models, which demonstrate good success, can continue to operate effectively & evolve beyond the current project stage?</p>		
<p>2.7. From your knowledge of the future directions in Ontario for children’s & family policy, how likely is it that successful models will be sustainable in the long run?</p>		
<p>3. Other Benefits/Issues/Concerns:</p> <p>3.1. What additional benefits or advantages do you foresee from the continuation of First Duty projects <i>(Note: Refer back to answers to 1.1 when asking this question.)</i></p>		

Interview Questions	Response Summaries	Comments & Queries
<p>3.2. Is it feasible to begin other First Duty style projects in other parts of the City? If yes how would they be funded for sustainability? If no, why?</p>		
<p>3.3. Please identify any other issues, concerns or questions you have about the ECEDC pilot project, or about this study</p>		

1.2 PRACTITIONER/FRONTLINE STAFF SURVEY



TORONTO
FIRST
DUTY

Early Learning and Care
For Every Child

Practitioner Survey

This survey includes questions on your personal background and what you think about collaboration and integrated services that might be linked to schools. Any information you provide will be treated confidentially. Please return consent form and survey in the envelope provided. Be sure to seal it!

Thank you for participating.

Section A: Background

<p>A1. Gender:</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p>	<p>A2a. Title of your current position:</p> <p>_____</p> <p>_____</p>	<p>A3. Site:</p> <p><input type="radio"/> ACTTion for the Early Years (ACTT)</p> <p><input type="radio"/> Bruce WoodGreen Early Years Center (Bruce WoodGreen)</p> <p><input type="radio"/> Corvette Early Years Project (Corvette)</p> <p><input type="radio"/> Queen Victoria Early Years Project (Queen Vic)</p> <p><input type="radio"/> York Early Years-Wilcox (YEY-W)</p>
<p>A4. Age:</p> <p><input type="radio"/> under 20</p> <p><input type="radio"/> 20-24</p> <p><input type="radio"/> 25-29</p> <p><input type="radio"/> 30-34</p> <p><input type="radio"/> 35-39</p> <p><input type="radio"/> 40-44</p> <p><input type="radio"/> 45-49</p> <p><input type="radio"/> 50-54</p> <p><input type="radio"/> 55 and over</p>	<p>A5. In years and months, how long have you held your <i>current</i> position?</p> <p>_____ years and _____ months</p> <p>A9. How many years in total have you worked in your field?</p> <p><input type="radio"/> less than one year</p> <p><input type="radio"/> one to three years</p> <p><input type="radio"/> over three years, up to five years</p> <p><input type="radio"/> over five years, up to ten years</p> <p><input type="radio"/> over ten years, up to 15 years</p> <p><input type="radio"/> over 15 years</p>	<p>A6. What is the highest level of education that you have completed in any subject area?</p> <p><input type="radio"/> some high school</p> <p><input type="radio"/> high school diploma</p> <p><input type="radio"/> one-year college certificate (Area of specialization: _____)</p> <p><input type="radio"/> two-year college certificate (Area of specialization: _____)</p> <p><input type="radio"/> one-year college diploma (Area of specialization: _____)</p> <p><input type="radio"/> two-year college diploma (Area of specialization: _____)</p> <p><input type="radio"/> three-year college diploma (Area of specialization: _____)</p> <p><input type="radio"/> post-diploma certificate (Area of specialization: _____)</p> <p><input type="radio"/> bachelor's degree (Area of specialization: _____)</p> <p><input type="radio"/> post-graduate certificate (Area of specialization: _____)</p> <p><input type="radio"/> post-graduate degree (Area of specialization: _____)</p>

Section B: History of Interdisciplinary Collaboration

<p>B1a. Have you had experience with interdisciplinary collaboration in any internship?</p> <p><input type="radio"/> No (skip to B2)</p> <p><input type="radio"/> Yes</p>	<p>B2. Was there a positive, negative, mixed, or nonexistent attitude towards interdisciplinary collaboration conveyed to you during your formal education?</p> <p><input type="radio"/> Positive</p> <p><input type="radio"/> Negative</p> <p><input type="radio"/> Mixed</p> <p><input type="radio"/> Nonexistent</p>	<p>B3. How many years of experience have you had with interdisciplinary collaboration?</p> <p><input type="radio"/> Less than 2 years</p> <p><input type="radio"/> 2-5 years</p> <p><input type="radio"/> 6-10 years</p> <p><input type="radio"/> 11-15 years</p> <p><input type="radio"/> 16-20 years</p> <p><input type="radio"/> Over 20 years</p> <p><input type="radio"/> None</p>	<p>B4. Has your past paid professional experience with interdisciplinary collaboration (i.e., prior to this job setting) been positive, negative, mixed, or nonexistent?</p> <p><input type="radio"/> Positive</p> <p><input type="radio"/> Negative</p> <p><input type="radio"/> Mixed</p> <p><input type="radio"/> Nonexistent</p>
<p>B1b. Was it a positive, negative, or mixed experience?</p> <p><input type="radio"/> Positive</p> <p><input type="radio"/> Negative</p> <p><input type="radio"/> Mixed experience</p>			

Section C: Attitudes Towards Service Integration

<i>Fill in the circle to show how much you agree with each statement.</i>					
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
C1. I support the idea of putting services into schools. These services could include, kindergarten, child care, parenting & family support services, public health, nutrition, early intervention, and summer readiness programs within the school system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2. Licensed daycare programs for young children should share information and co-ordinate their programs with public kindergarten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3. I would like to see the Toronto First Duty Project continued at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C4. What do you think are the benefits and/or drawbacks of putting these services into schools. These services could include, kindergarten, child care, parenting & family support services, public health, nutrition, early intervention, and summer readiness programs within the school system.

Section D: Challenges to Interdisciplinary Collaboration

D1. What do you consider to have been the THREE most pressing challenges to collaboration facing your school site this past year?

1. _____ (most pressing challenge)
2. _____ (second most pressing challenge)
3. _____ (third most pressing challenge).

D2. In your opinion, what are the three most positive aspects of working collaboratively? Write in the *three* that are most important to you.

1. _____ (most positive)
2. _____ (second most positive)
3. _____ (third)

D3. In your opinion, what are the three most negative aspects of working collaboratively? Write in the *three* aspects that you feel are the most negative.

1. _____ (most negative)
2. _____ (second most negative)
3. _____ (third)

Section E: Recommendations

How helpful do you believe each of the items below would be for your site in achieving your goals as an integrated early childhood staff team? (Please fill in one box under one of the columns for each item).				
	Would not help at all	Would help somewhat	Would help a lot	N/A (not applicable)
F1. Providing staff with a greater decision-making role.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F2. Providing regularly scheduled (not overtime) preparation time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F3. Providing regularly scheduled time to communicate with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F4. Providing more professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F5. Providing more informal team building opportunities for frontline staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F6. Providing more formal team building opportunities for frontline staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F7. Providing a clear description of the roles and goals of frontline staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F8. Providing regularly scheduled meetings with all of the early childhood staff team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F9. Developing a clear vision of integrated services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F10. Providing more in-service professional development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F11. What kind of training do you think is necessary to work in an integrated setting such as the Toronto First Duty Project?

Section G: Benefits of the Toronto First Duty Project

<i>Fill in the circle to show how much you agree with each statement regarding the Toronto First Duty Project.</i>					
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
G1. I have benefited professionally from participating in the Toronto First Duty Project.	○	○	○	○	○
G2. Parents are more involved <u>at the school</u> because of the Toronto First Duty Project.	○	○	○	○	○
G3. Parents are more involved in <u>their child's learning</u> because of the Toronto First Duty Project.	○	○	○	○	○
G4. The Toronto First Duty Project provides the necessary support for families to raise their child(ren).	○	○	○	○	○
G5. I feel the programs/services available through the Toronto First Duty Project are meeting parents' needs.	○	○	○	○	○
G6. Parent opinions are valued and sought with regards to the programs/services that they need or want.					
G7. The Toronto First Duty Project helps children get ready for school <u>academically</u> .	○	○	○	○	○
G8. The Toronto First Duty helps my child get ready for school <u>socially</u>	○	○	○	○	○
G9. I feel that the programs/services available through the Toronto First Duty Project are meeting child(ren)'s needs.	○	○	○	○	○
G10. People in the neighborhood know about the Toronto First Duty Project.	○	○	○	○	○

Section H: Index of Interdisciplinary Collaboration

Fill in the circle to show how much you agree with each statement regarding interdisciplinary collaboration.					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
K1. I utilize other professionals in my setting for their particular expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K2. I consistently give feedback to other professionals in my setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K3. Other professionals in my setting seek my expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K4. Teamwork with professionals from other disciplines is not important in my ability to help children and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K5. My colleagues from other professional disciplines and I rarely communicate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K6. The colleagues from other disciplines with whom I work have a good understanding of the distinction between my role and their role(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K7. I can define those areas that are distinct in my professional role from that of professionals from other disciplines with whom I work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K8. I view part of my professional role as supporting the role of others with whom I work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K9. My colleagues from other disciplines refer to me often.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K10. Cooperative work with colleagues from other disciplines is not part of my job description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K11. I utilize informal methods of communication (i.e., social networks, lunchtime, etc.) to communicate with my colleagues from other disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K12. My colleagues from other professional disciplines do not treat me as an equal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K13. My colleagues from other disciplines believe that they could not do their jobs as well with the assistance of other professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K14. Organizational protocols reflect the existence of cooperation between professionals from different disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K15. Formal procedures/mechanisms exist for facilitating dialogue between professionals from different disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K16. Some meetings in my school are consistently run jointly by my discipline and other professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K17. Working with colleagues from other disciplines leads to outcomes that we could not achieve alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

K18. I am willing to take on tasks outside of my job description when that seems important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K19. I am not willing to sacrifice a degree of autonomy to support cooperative problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K20. I utilize formal and informal procedures for problem-solving with my colleagues from other disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K21. The professional colleagues from other disciplines with whom I work stick rigidly to their job descriptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K22. My professional colleagues from other disciplines and I work together in many different ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K23. Relationships with my colleagues sustain themselves despite external changes in the organization or outside environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K24. Curriculum decisions are made unilaterally by professionals from other disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K25. Professionals from other disciplines with whom I work encourage family members' participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K26. My colleagues from other disciplines are not committed to working together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K27. My colleagues from other disciplines work through conflicts with me in efforts to resolve them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K28. When colleagues from different disciplines make decisions together they go through a process of examining alternatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K29. My interactions with colleagues from other disciplines occur in a climate where there is freedom to be different and to disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K30. Colleagues from all professional disciplines take responsibility for programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K31. My colleagues from other disciplines and I often discuss different strategies to improve our working relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K32. My colleagues from other professions and I talk about ways to involve other professionals in our work together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K33. I work to create a positive climate in our school/organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K34. My colleagues do not attempt to create a positive climate in our school/organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K35. I am optimistic about the ability of my colleagues from other disciplines to work with me to resolve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

K36. I help my colleagues to address conflicts with other professionals directly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K37. My colleagues and I are as likely as I am to address obstacles to our successful collaboration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K38. My colleagues from other disciplines and I talk together about our professional similarities and differences including roles, compensation, and stereotypes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.3 INDICATORS OF CHANGE: Definitions for continuum along 5 dimensions

INDICATORS OF CHANGE

Early Learning Environment

1.1 Curriculum Framework	1	2	3	4	5
	Establish and implement separate program philosophy, goals, and objectives that are consistent within each of the partner programs.	Review each others' program philosophy, goals, objectives, policies and guidelines. Identify common and divergent policies & practices.	Develop shared philosophy, goals and objectives for joint activities.	Expand influence of shared philosophy, goals and objectives to change practices in core partner programs.	Establish and implement common philosophy, goals and objectives.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Early Learning Environment

1.2 Pedagogical Approach	1	2	3	4	5
	Carry out early learning activities that are consistent with individual partner programs' pedagogical approach.	Review each other's pedagogical approach. Identify opportunities to carry out activities that enhance each other's efforts.	Develop and implement joint activities to promote emerging/early literacy and numeracy, coping skills and social competence.	Expand joint activities/strategies that promote literacy numeracy, coping skills and social competence in partner programs.	Use an approach to support children's emerging literacy and numeracy, coping skills and social competence.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Early Learning Environment

1.3 Daily Schedules & Routines	1	2	3	4	5
	Maintain separate schedules in partner programs.	Identify opportunities for shared activity time across programs. Reduce the number of transitions child makes in a day.	Implement ongoing joint activities that bring children & parents/caregivers together (e.g. story time/music group time).	Provide opportunities for children/parents to choose activities from across partner programs and joint initiatives.	Use a single program schedule with variety of activities available to young children and their families.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Early Learning Environment

1.4 Use of Space	1	2	3	4	5
	Locate and deliver kindergarten, child care and family support programs in separate, designated spaces (located in the same building or neighbourhood).	Find space among partner programs and partner agencies for new activities.	Share space to implement new joint activities. Reduce physical environment transitions for children and parents.	Share space to expand provision joint activities and joining together of partner program activities.	Define combined common program space by function, not service delivery type.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Early Learning Environment

1.5 Children's Development & Progress	1 Maintain developmental records and implement early identification and early intervention activities within each partner program.	2 Review each other's tools and approaches (including early identification tools & early intervention strategies) used to monitor and support each child's development.	3 Combine approaches (including early identification/intervention strategies) used in partner programs to monitor children's development in new, joint activities.	4 Use combined approach (including early identification/intervention strategies) used in expanded joint activities and in partner programs	5 Use a common mechanism/approach to track children's development, identify difficulties, and provide early intervention as appropriate.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Early Learning Environment

1.6 Program Quality	1 Monitor program quality in each partner program.	2 Review each other's program quality tools and related regulatory requirements.	3 Combine approaches used in partner programs to monitor program quality in new activities.	4 Use combined approach in expanded joint activities and in partner programs.	5 Use a common mechanism to monitor and ensure program quality.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Early Childhood Staff Team

2.1 Program Planning & Implementation	1 Plan and carry out kindergarten, child care and family support programs independently of each other.	2 Share program plans strategies from kindergarten, family support and child care/ECE perspectives.	3 Share responsibility to plan and carry out joint activities. Plan time/space for joint activities to meet children's developmental needs.	4 Expand joint planning to wider range of program activities, including those provided by partner program.	5 Plan and carry out combined program activities.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Early Childhood Staff Team

2.2 Behaviour Guidance/ Child Management	1 Establish and carry out separate behaviour guidance strategies in each partner programs.	2 Share behaviour guidance strategies from kindergarten, family support and child care/ECE perspectives.	3 Carry out common behaviour guidance strategies in joint activities.	4 Expand use of common behaviour guidance strategies to partner programs.	5 Carry out common behaviour guidance approach.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Early Childhood Staff Team

2.3 Roles & Responsibilities	1 Carry out specific roles & responsibilities that are defined by individual program requirements.	2 Co-ordinate responsibilities among multi-disciplinary team including teachers, child care/ECE and family support staff, and may include early intervention and community health care staff.	3 Carry out specific joint activities with involvement of multidisciplinary team.	4 Expand and blend roles and responsibilities for joint and partner program activities among interdisciplinary team	5 Establish common roles and responsibilities for the early childhood staff team.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Early Childhood Staff Team

2.4 Staff Development	1 Provide separate staff development activities for staff within each of the partner programs.	2 Review each other's staff development activities.	3 Provide joint in-service activities for staff involved in joint activities and Invite each other to participate in in-service activities.	4 Provide joint staff development for site and partner program staff.	5 Provide common staff development for combined early childhood team.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Governance

3.1 Decision-making	1 Make decisions about resource allocation, service planning, program policies and human resources within each of the partner programs.	2 Sign partnership agreement that defines contributions and agreement with terms of reference for site management. Establish terms of reference that identify roles and responsibilities and how decisions will be made.	3 Make decisions for project while respecting/permitting partner program's authority in key areas. Expand community, cross-sector membership in partnership.	4 Shift decision-making so that project governing structure influences policy and operational decisions affecting individual partner programs.	5 Establish a single governance structure that is responsible for financial, human resource and service delivery decisions and implementation of the common program.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Governance

3.2 Allocation of Financial Resources	1 Operate kindergarten, child care and family support programs with separate budgets and financial resources.	2 Allocate project resource to support project activities.	3 Contribute partner program resources to joint activities. Seek out additional resources to support expanded activities.	4 Expand contribution of partner program resources to joint activities.	5 Manage and administer a pooled funding envelope
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Governance

3.3 Service Planning & Monitoring	1 Establish separate service targets, eligibility criteria and monitoring criteria for kindergarten, child care and family support programs.	2 Seek out input from community early child development programs & community representatives to assess capacity and identify needs/gaps. Hold joint planning meetings. Identify first project activities.	3 Define participation targets and program development priorities to expand access and availability. Plan/coordinate further development and strategies for increasing capacity.	4 Influence service planning of partner programs to accommodate expanded joint activities.	5 Carry out common service planning and monitor use within the defined catchment area.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Governance

3.4 Program Policies	1 Maintain separate policies and practices that respect individual program regulatory requirements.	2 Develop shared vision. Review each other's policies and practices within context of regulatory requirements and program frameworks.	3 Establish joint program statement that includes operating protocols (policies and practices) for joint activities and recognizes combined regulatory requirements.	4 Expand use of joint program statement to new joint activities and other partner program activities.	5 Establish a common set of program policies that meet all relevant requirements.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Governance

3.5 Human Resources	1	2	3	4	5
	Implement separate human resource policies and practices.	Establish hiring process for site coordinator & development of job description. Aware of each other's human resource policies and practices, including labour agreements.	Hire and supervise site coordinator and other project staff. Develop site human resource policies for hiring and supervision of project staff.	Expand use of joint human resource policies and practices and influence partner program human resource decision-making, policies and practices.	Use common human resource policies and practices for early childhood staff team.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Seamless Access

4.1 Capacity	1	2	3	4	5
	Engage children & families according to individual program eligibility, participation & capacity criteria. Contact to and access of individual partner programs is parents' responsibility.	Review partner programs' actual enrollment & capacity. Link parents & children to early childhood & family programs, early intervention services & community health programs in catchment area.	Implement joint activities that expand capacity and connect to partner programs.	Continue to expand capacity through scope & quantity of joint activities and incorporate additional partner programs though 0 to 6 age group.	Provide access to common program for all children 0 – 6 & parents in catchment area regardless of parents' work status, family SES or age and special needs. Include early intervention, community health & social services in common program platform for access as needed.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Seamless Access

4.2 Child Care Provision	1 Provide regulated child care in some of partner program activities.	2 Identify community capacity and community demand for child care provision.	3 Expand provision of regulated full-day, half-day, regular part-time & occasional child care as part of new joint activities. Ensure expanded activities responsive to community demand.	4 Expand range of child care through joint activities and partner programs to accommodate (a significant increase of) young children 0 – 6 years in catchment area.	5 Expand provision of range of child care through integrated programs to accommodate up to up to % of young children 0 – 6 years in catchment area.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Seamless Access

4.3 Child Care Affordability	1 Establish user fees for individual child care programs based on funding and costs.	2 Review child care user fees and costs of each other's programs activities.	3 Introduce joint activities that are available at no user cost or user costs that are affordable to community residents.	4 Expand joint activities and incorporate child care programs with a standard user fees.	5 Support combined program with base funding and affordable fees for some of the programs and services.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Seamless Access

4.4 Intake, Enrollment & Attendance	1 Use separate procedures for intake, registration and tracking child & family kindergarten, child care and family support program participation.	2 Review partner program intake forms and process. Identify commonalities and gaps.	3 Use TFD common intake form and process for joint activities.	4 Use TFD common intake form and process for joint activities and as part of all partner programs.	5 Use one common intake form and attendance system for all program activities.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Seamless Access

4.5 Responsiveness to Community	1 Carry out kindergarten, child care and family support program activities & services that meet individual program mandates and service priorities.	2 Identify barriers to access of existing programs and gaps in service continuum. Review usage patterns of programs within site catchment area.	3 Ensure initial joint activities reflect community needs and gaps. Continue to seek input from community residents & programs to identify needs and gaps.	4 Expand joint activities and incorporate partner program activities that meet community needs and are used by community residents.	5 Identify community needs and monitor use to ensure participation represents all groups with in the community.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Seamless Access

4.6 Inclusive	1	2	3	4	5
	Use separate procedures for enrollment and programming for children with special needs.	Review partner program process for including children with special needs. Identify commonalities and gaps.	Use common strategies to identify and include children with special needs in joint activities.	Use TFD common plans for children with special needs for joint activities and as part of all partner programs.	Use one common identification and individual planning process for children with special needs.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Parent Participation

5.1 Parent Input	1	2	3	4	5
	Support separate opportunities for input into kindergarten, child care and family support programs.	Review how each other's programs involve parents in decisions. Seek out parent input (informal and formal) into planning for first joint activities.	Ensure representation of parents' views (through formal and informal channels) in decision-making about joint activities.	Provide opportunities for parent input into decision-making about expanding joint activities and incorporating partner program activities.	Establish common approach to ensure meaningful parental input into programming decisions.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Parent Participation

5.2 Parent participation in programs	1 Provide opportunities for participation in some of the partner programs	2 Review how each other's programs involve parents directly in the programs with their children. Identify a variety of opportunities for parents' participation that also accommodate work and study demands.	3 Encourage parent participation in joint activities.	4 Increase parent participation in joint activities and partner programs by 50%.	5 Encourage regular parent participation in the common program.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Parent Participation

5.3 Parenting Capacity	1 Provide opportunities to enhance parenting capacity in some of the individual program activities.	2 Review how each other's programs enhance parenting capacity.	3 Offer joint activities that include opportunities to enhance parenting capacity.	4 Expand joint activities and incorporate partner program activities that enhance parenting capacity.	5 Involve parents in regular, ongoing activities that benefit parenting capacity.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

Parent Participation

5.4 Relationships with Families	1 Provide opportunities to insure families understand how programs operate and to share information about their child at individual programs.	2 Review how each other's programs connect and communicate with families.	3 Offer joint activities that include opportunities to build reciprocal communication and connections with families.	4 Expand joint activities and incorporate partner program activities that increase communication and connections with families.	5 Establish common policies and practices that build responsive, reciprocal relationships with families.
Starting Point					
June 2003					
Projected June 2005					
Update June 2005					
Projected June 2006					
Workplan					

1.4 TRACKING SYSTEM USER GUIDE: view of database



Community & Neighbourhood Services Children's Services Division

Toronto First Duty Data Tracking System User Guide



October 3, 2003

Background

Development of the First Duty Intake and Tracking System

Children's Services Division of the City of Toronto has developed an information system for intake and tracking of First Duty participation. Data from the system will be used for administration and accountability purposes by project management. Anonymous data records will also be made available to the research team to help answer evaluation questions that require information about demographics of users and patterns of use across programs.

1. Intake Form

This form is designed to record every piece of information filed in individual intake forms. All family related information are categorized and presented in different tab pages. Most of the fields are self-explanatory. Some other fields requiring more attention will be discussed in more detail.

Family (Main Page)

Family ID

This is a five-digit unique identity, assigned by designated staff. The highest number can be '50000'. Any number beyond '50000' will be reserved for "Drop-In" families. To search for family by name, click on the <List of Values> button. To search for drop-in families, enter '>50000' when in query mode and click the <Run Query> button.

Status (display only) This has three possible values: "Active" (blank), "Inactive" and "Terminated". A checking routine will be in place to change the family status from Active to Inactive, if there is no family participation detected for a period of time, such as attendance and program/service registration.

Termination Date

This is empty by default. To terminate a family registration, you have to enter the Termination Date. The family's associated program/service registrations will be terminated as well.

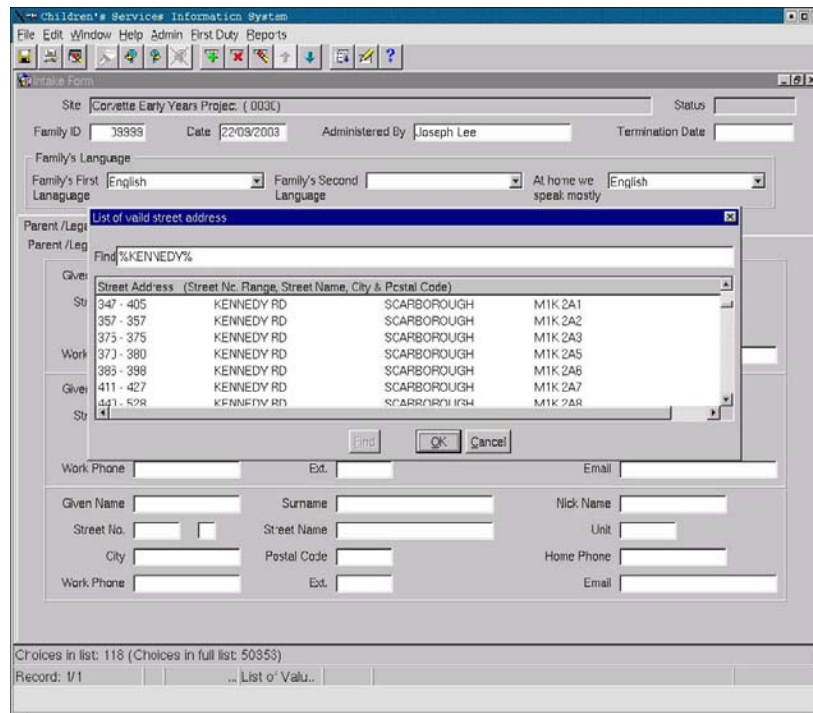
Parent/Legal Guardian's Info (Tab Page 1)

The screenshot shows a web-based form titled "Intake Form" within the "Children's Services Information System". The form is for a family with Site "Corvette Early Years Projc: (003C)", Family ID "39999", Date "22/03/2003", and Administered By "Joseph Lee". The Family's Language is set to English. The form has several tabs: "Parent /Legal Guardian's Info", "Children Info", "Family Goals", "Family Contact", "Family Demograph Info", and "Registered Program/Service". The "Parent /Legal Guardian's Info" tab is active, showing three entries for parents/legal guardians. The first entry is for Joseph Lee, with address 1256 Kennedy Rd, Toronto, M1P 2L4, and email jlee@csd.toronto.ca. The other two entries are blank.

Given Name	Surname	Nick Name	Street No.	Street Name	Unit	City	Postal Code	Home Phone	Work Phone	Ext.	Email
Joseph	Lee	Joe	1256	Kennedy Rd		Toronto	M1P 2L4		416 392-9073		jlee@csd.toronto.ca

The maximum number of entries allowed in this page is three. Besides the two parent entries, a caregiver entry is allowed. It is designed for having a caregiver to look after the children from different families. The spelling of caregiver's Given Name and Surname must be identical in associated families; otherwise, the automatic popup of children in Program/Service Registration and Attendance Tracking modules will not function properly.

Parent/Legal Guardian's Info (Tab Page 1) (continued...)



Address

For the purpose of data research and analysis, address fields, such as street number, street name and postal code, are defined as mandatory. To avoid storing null address data, the system will populate the school address when there is a missing entry detected. Furthermore, the street number, street name and postal code will be checked against the city maintained address table.

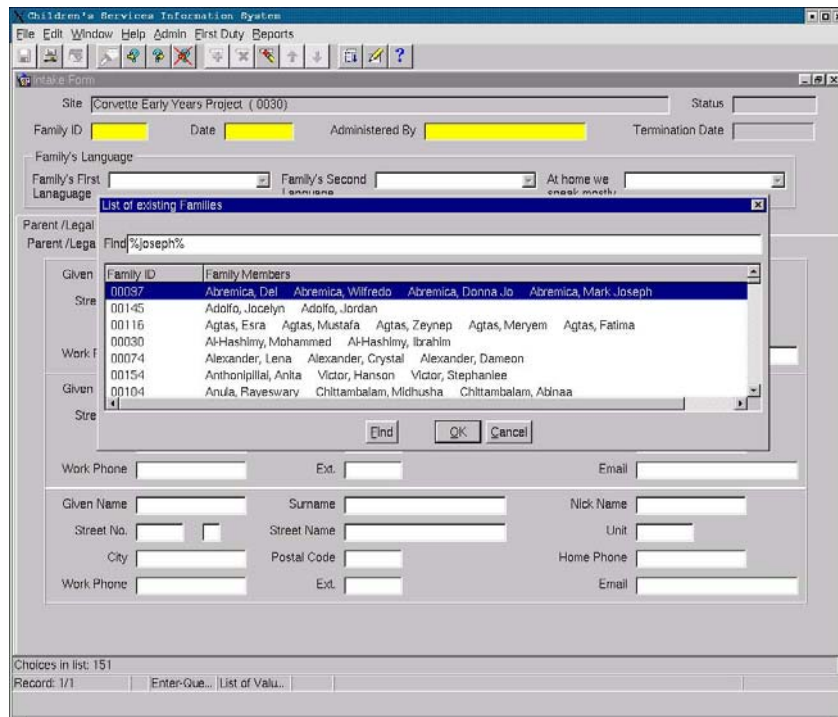
Street Name

It must match one of the valid street names in the city's address table. To see a list of valid addresses, you can click on the <List of Values> button. Once the street number and street name are verified, the postal code will be filled or corrected automatically.

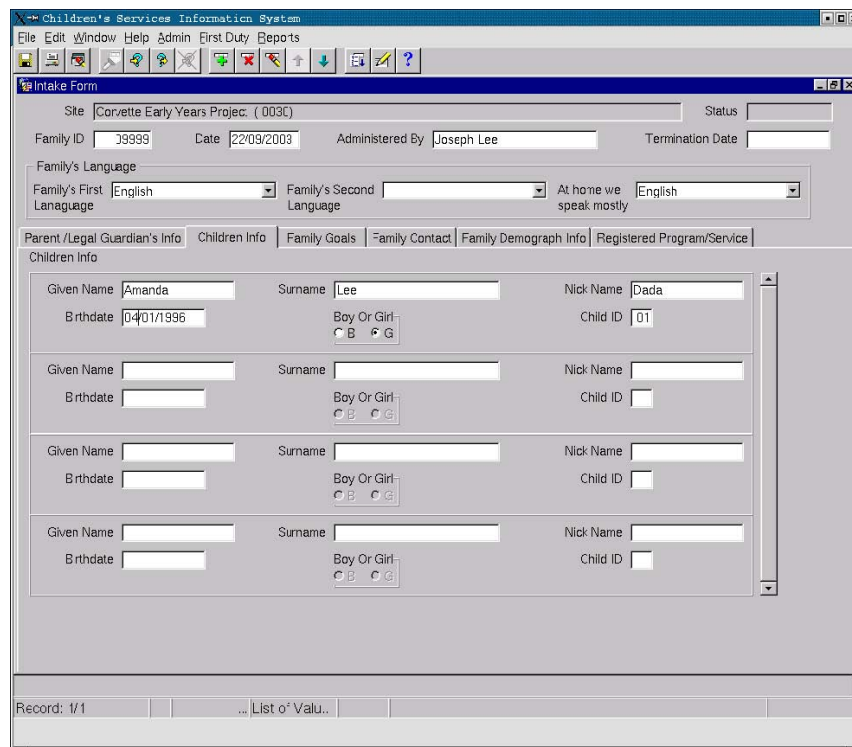
Parent/Legal Guardian's Info (Tab Page 1) (continued...)

To search family by name,

- 1). Change the form to query mode, . Click on the <Enter Query> button,
- 2). Bring up the "List of existing Families", . Click on the <List of Values> button,
- 3). Search the list by name, . Enter the name with '%' quotes and click the <Find> button,
- 4). Pick up the entry and leave the list, . Click on the selected entry and then click the <OK> button,
- 5). Complete the search, . Click on the <Run Query> button.



Child/ren Info (Tab Page 2)



Child ID This is a two-digit unique identity within the family, ranging from 01 to 99, assigned by designated staff.

Family Goals (Tab Page 3)

Children's Services Information System

Intake Form

Site: Corvette Early Years Projec. (003C) Status: _____

Family ID: 39993 Date: 22/09/2003 Administered By: Joseph Lee Termination Date: _____

Family's Language

Family's First Language: English Family's Second Language: _____ At home we speak mostly: English

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

Family Goals

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

Access child care Community resources info Support child's development

Be part of a group Access special services Meet other children

Do fun things Learn more about parenting Educational toys

Have a chance for a break Positive discipline Prepare for school

Other: _____

Concerns for children: _____

Attend other programs

Parenting literacy Supporting young families Parenting education

Other: _____

Record: 1/1

They are grouped by two main categories corresponding to the hard copy “Toronto First Duty (TFD) Intake Form” layout. Most of the entries are in check box style. Clicking and unclicking the check box is equivalent to saying ‘Yes’ and ‘No’ to the corresponding question. Additional information can be entered as “Concerns” or “Other”.

Family Contact (Tab Page 4)

Children's Services Information System

Intake Form

Site: Corvette Early Years Projec. (003C) Status: _____

Family ID: 39993 Date: 22/09/2003 Administered By: Joseph Lee Termination Date: _____

Family's Language

Family's First Language: English Family's Second Language: _____ At home we speak mostly: English

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

Family Contact

Other services/programs used for the family

Public Health Nurse Workshops Family Resource Drop In

Parenting Groups Nursery School Library Programs

Home Child Care Childcare Centre Kindergarten

Toy-lending Library Parks And Recreation School-readiness programs

Other: _____

Heard about this program from

Friend Poster or Brochure Public Health Nurse

Childcare Centre School Resource Program Worker

Other: _____

Parents and community members want to participate

Being a committee member Help organize special events Other volunteering opportunities

Special events by telephone Talk to researchers

Notes: _____

Record: 1/1

Similar to Family Goals, they are grouped by three main categories corresponding to the layout of the TFD Intake Form. Additional information can be entered as notes or other.

Family Demograph Info (Tab Page 5)

The information stored in this tab page is considered confidential; they are kept apart from the “Parent/Legal Guardian” page. The ‘Caregiver’ relationship type will only be used for speeding up the attendance tracking data entry. Therefore, no other information should be entered in this page for caregivers.

Registered Program/Service (Tab Page 6)

This page can be used as an alternate data entry for program registration of the selected family. It can also be used as a search list for family’s already registered programs. A unique combination of Program/Service, Parent/ Legal Guardian and Children is enforced; therefore, no duplicate entry is allowed.

Program/Service

This is a list of available programs with scheduled day and time.

2. Program/Service Registration

The screenshot shows a software window titled "Children's Services Information System" with a menu bar (File, Edit, Window, Help, Admin, First Duty, Reports) and a toolbar. The main area is titled "Program Registration" and is divided into three sections:

- Program Information:** Includes a "Program" dropdown menu, a "Register Option" dropdown menu (set to "Both Parent & Child"), and input fields for "Location Detail", "Alt. Track", "Frequency", "Offering Detail", "Start Date", and "Termination Date".
- Program Schedules:** A table with columns for "Day", "Time", and "Last Updated on".
- Family Registration:** A table with columns for "Parent/Legal Guardian", "Children", "Effective Date", and "Termination Date".

At the bottom, there is a "Program Name" field and a "Record: 1/1" indicator.

This form is designed for registering families into a scheduled program/service. The registration offers help in saving user's data entry time when entering individual family and program attendances. To register a family, 1). Select a "Program/Service", 2). Pick a "Register Option", 3). Chose one of the "Program Schedules", 4). Finally fill in the family members.

Program Information

The information in this section is mainly for display purpose. The "Program" entry is a list of available project site's programs. Once it is picked, related information included the "Program Schedules" and already registered families will popup.

Register Option

This is used when registering in Parent/Legal Guardian entry. It tells the system to:

- "Both Parent and Child" – popup parent or caregiver with related children,
- "Parent Only" – popup mother and father only,
- "Child Only" – popup children only.

Program Schedules

The information in this section is for display only. The record in highlight is the current selected entry.

To change the selection, you can use the mouse click or the up and down arrow keys when this section is in focus.

Family Registration

What you can do in here is: create a new registration, modify or delete an existing registration. Those registrations with Termination Date are protected from modification. To save time, the system provides the automatic popup of children feature which is triggered by the either one of the "Register Option" entries, "Both Parent and Child", "Parent Only", and "Child Only".

3. Attendance Tracking

The screenshot shows a software window titled "Children's Services Information System" with a menu bar (File, Edit, Window, Help, Admin, First Duty, Reports) and a toolbar. The main window is titled "Attendance Tracking" and contains the following elements:

- Attendance Date: 26 SEP 2003
- Program/Service: [Dropdown]
- Location/Format: [Text]
- Attendance Track: [Text]
- Track Frequency: [Text]
- Tracking Option: Both Parent and Child [Dropdown]
- Scheduled Program/Service Sessions table with columns: Days & Times, Last Updated on, Last Updated By.
- Attendance table with columns: Parent/Legal Guardian, Child/ren, Attended.
- Buttons: Generate, Drop In, Print.
- Status bar: Record: 1/1, ... List o' Valu..

This form is designed for recording family and program attendance. Before entering attendance records, you must have the entries of “Attendance Date”, “Program” and “Tracking Option” in place first. There are three different ways to enter attendance records:

- 1). Generate for families that have registered for the scheduled program session
Press the “Generate” button, the system will populate the attendance records.
- 2). Enter intake families that have not registered for the scheduled program session (Write-in) Pick an entry from the list of “Parent/Legal Guardian”, the system will popup the related family members as specified in the “Tracking Option”.
- 3). Enter families with no intake information
Press the “Drop In” button, the system will call up the form “Drop In Attendance Tracking”.

Attendance Date

This is a field that triggers the events of filtering irrelevant program/service schedules, querying existing attendance records, and populating attendance records from pre-registered families.

Attendance Tracking (display only) This is a field with two possible values, “Positive” and “Negative”, that tells the system whether to mark the populated attendance record as attended or not.

Track Frequency (display only) This is a field with two possible values, “Daily” and “Non Daily”, that allows the system to populate attendance records even if those families have only one weekday registration in a daily pre-registration required program. It saves time doing program registrations for every day.

Tracking Option

It is designed for write-in data entry only.

- “Both Parent and Child” – popup parent or caregiver with related child/ren,
- “Parent Only” – popup mother and father only,
- “Child Only” – popup child/ren only.

Scheduled Program/Service Session

It only shows the scheduled session/s of a specific weekday, filtered by Attendance Date. If there are multiple sessions for a specific weekday, you must be aware of which scheduled session you are working on before generating or entering attendance records.

Attendance

Generated attendance records can be modified and deleted. They can be discarded as well by pressing the <Clear All> button.

Drop In Attendance Tracking

The screenshot shows a software window titled "Drop In Attendance Tracking" within the "Children's Services Information System". The window has a menu bar (File, Edit, Window, Help, Admin, Print, Daily, Reports) and a toolbar. The main area is a table with the following columns: "Given Name (Parent)", "Surname (Parent)", "Given Name (Child)", "Surname (Child)", "Birthdate (Child)", and a gender selection column with "Boy" and "Girl" radio buttons. Below the table are "Generate", "Drop In", and "Print" buttons. At the bottom, there is a status bar with "Parent/Legal Guardian Given Name" and "Record: 1/1".

This is designed for recording attendance for a family with no intake information. Special attention is required when using this form.

Once you enter the attendance record and save, the system will go through the verification routine in the following order:

- 1). If the child name is entered and birth date is missing, the system will use the current system date for the child's birth date.
- 2). The system will search all existing drop-in families (Family ID > 50000) for a match of parent and children pair.
- 3). If there is a match, the existing drop-in family will be used and the system will create an associated program registration record.
- 4). Otherwise, the system will automatically create a drop-in family with system assigned Family ID and an associated program registration record. When creating a drop-in family, the system will use the following assumption:

Children are considered to be from the same family if and only if their parent name entries are identical.

What it means is having two children from the same family, their parent name entries must be entered and identical. Failed to do so, the system will create two drop-in families for each individual child entry.

When entering drop-in attendance records for children who are looked after by caregivers, use a dummy parent name, for example Ms. or Mr. and the child's surname. Once the drop-in family is created, you can use the Intake Form module to review and update the missing information. The report "Family List" can be a tool to locate any family in question. To reduce user's work load, the system will cleanup the unused program registrations periodically.

Print

It allows user to generate an attendance sheet for a scheduled program session. The output is a PDF format file. It can be viewed or printed using the installed Acrobat Reader program.

York Early Years Wilcox Project
Program/Service Attendance Record
Monday, September 29 2003

Program/Service : Parenting And Family Literacy Centre
Location/Format : Room B-1
Monday to Thursday (July 2003)
Scheduled Session : Monday, 9:00 am to 12:00 pm

Parent/Legal Guardian	Children	Attended
Semila, Mercy	Semila, Kimberley	
Billy, Sylvaine	Billy, Dinka	
Dinayal, Leala	Dinayal, Vivek	
Pennant, Allison	Pennant, Ariel	
Rondini, Martha	Rondini, Massimo	
Toubache, Karima	Toubache, Samir	
Toubache, Karima	Toubache, Raem	
Semila, Mercy	Semila, Gayle	
Komine, Sachiko	Komine, Natalia	
Zhuang, Jennifer	Zhuang, George	
Birch, Jean	Birch, Natalie	
Birch, Jean	Birch, Christopher	
Padruga, Julpha	Pike, Daniel	
Mariano, Joreen	Hyams, Leo Rix	
David, Kera	David, Marcus	

4. Reports for Data Tracking System

The following reports can be found on the menu with label “Reports”. Once a report is called up, a parameter form comes immediately. Most of the parameter values are already assigned. The value of “Printer” should always be filled with “sys_unit” and the value of “Copies” should always be ‘0’. More than 90% of the errors reported are due to the improper values in these parameters.

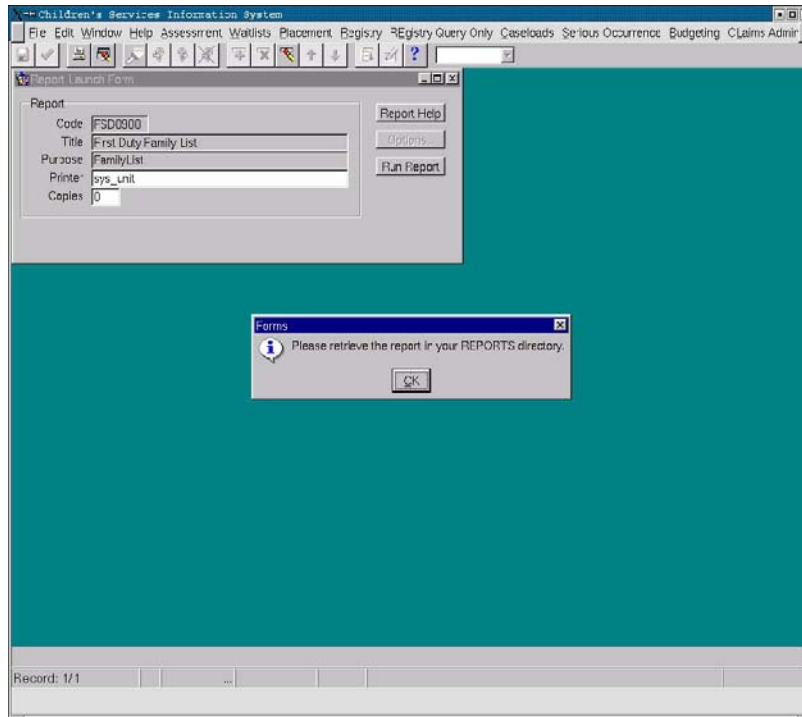
There are five reports available.

1). Family List To print this report, select “Family Listing” from “Reports” menu. A screen shows up and asks for input parameter. Simply press the “Run Report” button, the report will be generated. A confirmation message will be displayed.

York Early Years Wilcox Project
Toronto First Duty Family List
Monday, September 29 2003

Child's Surname	Family ID	Family Members	Status
Ahija	90107	Ahija, Sunita Ahija, Madhu	
Alexander	90116	Alexander, Dorcas Alexander, Deron	
Abes Matinho	90096	Abes, Yvonne Matinho, Manuel Abes Matinho, Daisy	
Azaya	90015	Azaya, Ghebeba Azaya, Jo Inanna	
Armstrong	90011	Armstrong, Lurline Armstrong, Brian Armstrong, Zayn Armstrong, Cobie	
Aulizcan	90012	Aulizcan, Deena Aulizcan, Glen	
Barrientos	90089	Barrientos, Eric Barrientos, Sergio Barrientos, Serlie Barrientos, Andy Barrientos, Allan Barrientos, Sergio	
Beda	90114	Runnith, Maureen Beda, Soran Beda, Shayane	
Bel	90111	Bel, Daphne Bel, Lyndal Bel, Lyndal	
Bergamin	90117	Frudelski, Carol Bergamin, Keylyn	
Berhe	90062	Waldo, Harago Berhe, Miki Berhe, Winitosa	
Bernard	90084	Bernard, Ruth Bernard, Hector Bernard, Layth Bernard, Hector	
Billy	90007	Billy, Sylvaine Billy, Carlisle Billy, Aimee Billy, Dinka	
Birch	50005	Birch, Jean Birch, Natalie Birch, Christopher	Drop In Family
Bowers	90106	Bowers, Samantha Bowers, Daniela	
Bukhar	50010	Bukhar, Zubair Bukhar, Alesia	Drop In Family
Calip	90115	Calip, Maria Calip, Johnny Calip, Julian	
Cervantes	90090	Cervantes, Teodoro Cervantes, Dany Cervantes, Darius Cervantes, Michelle	
Chan Spencer	90019	Chan, Jime Chan Spencer, Elizabeth	
Clark	90018	Clark, Jacqueline Clark, Joel Clark, Janet	
Concepcion	90017	Concepcion, Nancy Concepcion, Eugene Concepcion, Nicole	
Cooper	90017	Myers, Debbie Cooper, Deszel	
Corpez	90055	Yaquez, Athin Corpez, Adrian	
Cortes	90016	Cortes, Loracder Cortes, Tramy Cortes, Sara	
David	50008	David, Kera David, Marcus	
Davies	90082	Davies, Teria Davies, Emma	Drop In Family
Davies-Kroker	90006	Davies, Leanne Kroker, Keston Davies-Kroker, Madon	
Day	90064	Day, Anne-Marie Day, Taurus Day, Leticia	
Dean	90088	Dean, Jillian Dean, Lisa Dean, Leanny	
Dinayal	90001	Dinayal, Leala Dinayal, Khizaraj Dinayal, Sodhra Dinayal, Vivek	
Fabian	90004	Fabian, Fabian Fabian, Cesar Fabian, Joseph Fabian, Justin Fabian, Innuent	
Ferguson	90005	Ferguson, Alexander	
Felton	90021	Felton, Testify Felton, Dia	

Page 2 of 5



To close this window, click 'OK' and then click the cross button located in the top right-hand corner of the "Report Lunch Form".

2). Family Address List

Family ID	Parent/Legal Guardian	Relationship	Street Number	Street Name	Unit	Postal Code
00010	Ghebebo Araya	Mother	1600 B	Eglinton Ave W		M9E 2G8
00011	Lanette Armstrong	Mother	182	Glovesdale Grove		M9E 2E9
00012	Brian Armstrong	Father	182	Glovesdale Grove		M9E 2E9
00013	Deena AbdulZak	Mother	25	Bantley Ave		M9E 2A1
00013	Deean Billings	Mother	217	Winnett Ave	1	M9C 3L9
00013	Mr. Powell	Father	217	Winnett Ave	1	M9C 3L9
00014	Faiz Bibi	Mother	1011	Eglinton Ave W	2	M9E 2H1
00014	H-Jiroon-A-Raid Usama	Father	1011	Eglinton Ave W	2	M9E 2H1
00015	Carille Cross	Mother	443	Winona Dr	302	M9C 3T8
00016	Lorraine Cordes	Mother	23	Glenora Ave		M9C 3Y3
00017	Nancy Concepcion	Mother	113	Lillian Ave		M9E 3R6
00018	Jacqueline Clark	Mother	453	Winona Dr	312	M9C 3T9
00019	Jill Chan	Mother	35	Meris Rd		M9C 3J1
00020	Maria Freerick	Mother	204	Glenkilda Ave		M9E 3C8
00021	Tesfay Fetsum	Father	640	Lauder Ave		M9E 3K1
00022	Kally Friedman	Mother	141	Runewood Drive		M9C 2W7
00022	Mr. Marcus	Father	141	Runewood Drive		M9C 2W7
00023	Nigdy Georeyeus	Mother				
00024	Katalie Grassi	Mother	3415	Chartrand Cres.		
00024	Mr. Gross	Father	3415	Chartrand Cres.		
00025	Brendalyn Oldame	Caregiver	381	Yeaquan St		M9C 2N9
00026	Elyse Goldstein	Mother	117	Eveden Rd		M9C 3K8
00026	Mr. Welton	Father	117	Eveden Rd		M9C 3K8
00027	Sandra Gutarzo	Mother	243	Winnett Ave		M9C 3L9
00027	Mr. Whittle	Father	243	Winnett Ave		M9C 3L9
00028	Tricia Johnson	Mother				
00029	Alex Jimenez	Father				
00030	Coris Jimenez	Mother				
00030	Juan-Yuan (Elizabeth) Hsu	Mother	1 A	Bantley Ave	303	M9E 2A1
00031	Olga Hart-Runkelt	Mother	453	Winona Dr		M9C 3T9
00033	Ghevit Kildane	Mother	95	Belgavia Ave		M9E 2M5
00034	Aysel Kaya	Mother	193	Glovesdale Grove		M9E 2E9

This report lists all family parent's address information in Family ID order.

3). Family willingness to participate

FamilyWillingnessToParticipate_20010929_102950.pdf

File Edit Document View Window Help

York Early Years Wilcox Project
Toronto First Duty Family Willingness To Participate List
(Being a committee member)
Monday September 29 2003 10:36 AM

Family ID	Parent/Legal Guardian	Relationship	Street Number	Street Name	Unit	Postal Code
00010	Gabriela Ariza	Mother	1600 B	Eglinton Ave W		M6E 2Z8
00011	Larule Armstrong Brian Armstrong	Mother Father	182	Gloucester Grove		M1E 2E9
00018	Jacqueline Clark	Mother	450	Wilsons Dr	312	M6C 3T9
00019	Jule Chan	Mother	35	Moran Rd		M6C 3J1
00020	Maria Fredrick	Mother	264	Glenholme Ave		M1E 3C8
00023	Nigdy Gebreyesus	Mother				
00025	Brendalwe Gekere	Caregiver	381	Vaughan Rd		M1C 2N9
00028	Tricia Johnson	Mother				
00029	Alex Jimenez Doris Jimenez	Father Mother				
00031	Olga Hart-Plunkett	Mother	450	Wilsons Dr		M6C 3T9
00033	Ghaeul Kizane	Mother	95	Belgrave Ave		M1E 2M5
00034	Aynur Kaya		199	Gloucester Grove		M1E 2E9
00037	Debra Myers	Mother	35	Allen Ave		M6M 1S5
00038	Lani Morana	Mother	135	Madue Ave	204	M8B 4C6
00044	Feksdal Photo	Mother	629	Vaughan Rd		M1C 2R4

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This report lists families for a specific interest recorded in their intake forms. They are “Being a committee member”, “Help organize special events”, “To be contacted for special event by phone”, “Talk to researchers”, and “To be contacted for other volunteering opportunities”.

To print this report, select “Family willingness to participate” from the “Reports” menu, press <List of Values> button to select for the “Willingness to participate” parameter, and then click the “Run Report” button.

Children's Services Information System

File Edit Window Help Assessment Waitlists Placement Registry Registry Query Only Caseloads Serious Occurrence Budgeting Claims Admin

Report Launch Form

Report Code: FSD0902 Report Help

Title: Family willingness to participate list: Update

Purpose: FamilyWillingnessToParticipate Run Report

Print: sys_unit

Copies: 0

Parameters: Willingness to participate

Willingness to participate

Print: 5

Description: Being a committee member
Help organize special events
Special events by telephone
Talk to researchers
Other volunteering opportunities

End OK Cancel

Choices in list: 5
Record: 1/1 ... List of Valu...

4). Family Participation Summary

Family ID	Family Members	No of Days Participated
00010	Araya, Ghelbriel Araya, Jonathan	0
00011	Armstrong, Loretta Armstrong, Brian Armstrong, Zayne Armstrong, Colton	0
00012	AshZaca, Denise AshZaca, Glenn	0
00013	Billing, Dean Powell, M Powell, ShyAnn	0
00014	Blk, Faiz Usama, Haroon-Ji-Rasid Usama, Mohammad Usama, Heleem	0
00015	Cross, Carille Lewis, Toni Lewis, Justin	0
00016	Corles, Lorander Corles, Tawny Corles, Saina	0
00017	Concepcion, Nancy Concepcion, Eugene Concepcion, Nicole	0
00018	Clark, Jacqueline Clark, Joel Clark, Tanel	0
00019	Chan, Julie Chan, Spencer Elizabeth	0
00020	Fadler, Karle Game Altha	0
00021	Fitzsim, Tofey Fitzsim, Dia	0
00022	Friedman, Kelly Marsi, M Friedman-Marsin, Roxana	0
00023	Gebreyes, Ngidy Gebreyes, Semrat	0
00024	Gross, Nazale Gross, M Gross, Tarna	0
00025	Gubara, BrendaLee	0
00026	Gulshan, Brynn Jhalin, M Usdin, Noreah	0
00027	Gulshan, Sando Jhalin, M Vilagomez, Mikhal White, Neha	0
00028	Jahson, Tisha Johnson, Jamal	0
00029	Jimenez, Alex Jimenez, Doris Jimenez, Alexandra Jimenez, Adam	0
00030	Han, Hye-Yeon(Elizabeth) Sack, No-Yung	0
00031	Hart-Flunkitt, Olga Flunkitt, Rashore	0
00033	Kilani, Ghent Kyriakos, Theodora Kyriakos, Addison Kyriakos, Christina	0
00034	Kaya, Aylin Gya, A.Erika Kaya, Berk Kaya, Aybek	0
00035	Zalgon, Larry Allen, Candice Zalgon, Eve	0
00036	Knothe, Sara Turo, Bryn	1
00037	Myers, Delbra Cooper, Dezzie	0
00038	Morano, Lori Morano, Michael	0
00039	Muang, Jillee Wicor, Lukas	0
00040	Nakat, Linda Treach, A-Shawn	0
00041	Newman, Loida Newman, Jacob	0
00042	Duncan Stratton, Camil Stratton, Levi Stratton, Shaveif Stratton, Shakers	0

This report shows the participation summary for all families within certain date range. To print this report, select “Family Participation Summary” from the “Reports” menu. In the parameter form, you need to fill in or change the date range.

Report Launch Form

Report

Code: FSD0910

Title: Family Participation Summary

Purpose: FamilyParticipationSummary

Printer: sys_unit

Copies: 0

Parameters

From Date: 01-JUL-2003

To Date: 29-SEP-2003

Buttons: Report Help, Options, Run Report

Record: 1/2 ... List of Valu...

5). Family Participation Summary by Program/Service

Family ID	Family Members/Registered Program/Service	No of Days Participated
00053	Saunders, Debbie Saunders, Donald Saunders, Talitha Saunders, Victoria Saunders, Jack	0
00054	Schilling, Susane Mirtis, Kyle	0
00055	Chi Hong, Quan Bach, Kien Khon Mach, Michelle Mach, Eric Kindertur	0
00056	Toubache, Karima Toubache, Samir Toubache, Reem Parenting And Family Literacy Centre	2
00057	Toriano, Rosa Zapata, Benjamin	0
00058	Vasquez, Arlyn Corpeuz, Adrian	0
00059	Vandyken, Nicole Cordaro, Nelson Vandyken Corcero, Christopher Vandyken Cordaro, Kimberly Early Birds Kindergarten COE	1
00060	Weiss, Andrea Weiss, Allan Weiss, Taylor Weiss, Darry	0
00061	Whyte-Burton, Mitzi Whyte-Burton, Lyng	0
00062	Wolke, Hantigu Berhe, Mitin Berhe, Wotana	0
00064	Dzy, Anne-Marie Day, Taurus Day, Liffaha	0
00065	Pillindera, Carmen Nawas, Blasdeliro Nawas, Aura Cristina Nawas, Camila Andrea Kindertur	0
00066	Islam, Mohamrad Islam, Taisheena Islam, Falzan Kindertur	0
00067	Rojas, Jessica Supporting Young Families	0
00068	Ferguson, Amanda Supporting Young Families	0
00069	Jackson, Sherice Supporting Young Families	0
00070	Harrison, Keosha	0

This report shows the participation summary with breakdowns of program/service for all families within certain date range. To print this report, select “Family Participation by Program/Service” from the “Reports” menu, enter the date range, and press the “Run Report” button.

1.5 PARENT SURVEY

Toronto First Duty Project

◆ Parent Survey

This questionnaire is for parents with a child in Kindergarten. Questions include information on your personal background, the programs/services you and your family have attended, and what you think of the Toronto First Duty Project (early childhood and parenting programs based at your school). Any information you provide will be treated confidentially.

1. What neighborhood do you live in? My street address _____ Postal Code _____		
2. Your gender? <input type="checkbox"/> Male <input type="checkbox"/> Female		
3. Your marital status? <input type="checkbox"/> Married <input type="checkbox"/> Single <input type="checkbox"/> Divorced <input type="checkbox"/> Common law <input type="checkbox"/> Widow		
4. Your kindergarten child? <input type="checkbox"/> Boy <input type="checkbox"/> Girl	<input type="checkbox"/> First-born <input type="checkbox"/> Later-born	Birth date: _____ (date/month/year)
5. Your languages? 1 st language _____ 2 nd language _____ at home we speak _____		
6. Your country of birth? <input type="checkbox"/> Canada <input type="checkbox"/> Other country _____ Number of years in Canada? _____		
7. Your cultural, racial, religious or ethnic origin? (describe however you see yourself, in a way that you feel comfortable) _____		
8. What is the highest level of education you have completed? <input type="checkbox"/> Have not completed formal schooling <input type="checkbox"/> Completed elementary school <input type="checkbox"/> Completed junior/middle school <input type="checkbox"/> Completed secondary/high school <input type="checkbox"/> Completed community college or technical college (e.g. CEGEP, Nurses' training) <input type="checkbox"/> Completed undergraduate university degree <input type="checkbox"/> Completed graduate/advanced university degree		
9. What is your current employment status? <input type="checkbox"/> Full time (30 hours or more per week) <input type="checkbox"/> Part time <input type="checkbox"/> Parental leave <input type="checkbox"/> Unemployed <input type="checkbox"/> Stay at home parent <input type="checkbox"/> Student		

10. Who lives in your home?

- Couple with child/ren
- Single parent family (father head)
- Single parent family (mother head)
- Extended family (parents, child/ren & other relatives)
- Grandparents (with child/ren)

11. Which programs/services have you or your child used?	11b. How much have you used these programs in the <u>last month</u> ?	11c. Check the <u>five</u> most important programs for you and your family.
✓ <i>Check the programs you have used.</i>	<i>Fill in the time spent per week in the programs you have used in the past month.</i>	✓ <i>Check the 5 most important programs.</i>
<input type="checkbox"/> full time (e.g. childcare)	Time/week: _____	<input type="checkbox"/>
<input type="checkbox"/> Homebased care (full/part time childcare, babysitting in/away from home)	Time/week: _____	<input type="checkbox"/>
<input type="checkbox"/> part time nursery, preschool program, after school program	Time/week: _____	<input type="checkbox"/>
<input type="checkbox"/> Kindergarten	Time/week: _____	<input type="checkbox"/>
<input type="checkbox"/> Parent relief/occasional childcare	Time/week: _____	<input type="checkbox"/>
<input type="checkbox"/> Parenting classes/workshops	Time/week: _____	<input type="checkbox"/>
<input type="checkbox"/> Drop-in/Parenting programs	Time/week: _____	<input type="checkbox"/>
<input type="checkbox"/> Pre/Post-natal program	Time/week: _____	<input type="checkbox"/>
<input type="checkbox"/> Information and referrals	Time/week: _____	<input type="checkbox"/>
<input type="checkbox"/> Community events for families	Time/week: _____	<input type="checkbox"/>
<input type="checkbox"/> Resource library (books/toys/equipment)	Time/week: _____	<input type="checkbox"/>
<input type="checkbox"/> Health and nutrition/wellness information programs	Time/week: _____	<input type="checkbox"/>
<input type="checkbox"/> Child and/or family counselling	Time/week: _____	<input type="checkbox"/>
<input type="checkbox"/> Speech and language services	Time/week: _____	<input type="checkbox"/>
<input type="checkbox"/> Home visits	Time/week: _____	<input type="checkbox"/>
<input type="checkbox"/> Other - <i>Please list:</i> _____	Time/week: _____	<input type="checkbox"/>

**What do you think about programs and services in your community?
Please indicate how much you agree or disagree with each statement.**

<p>12. I know all the programs/services in my community.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree 	<p>13. My child has benefited from the programs/services for children and families.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree
<p>14. I am happy with the quality of the programs/ services for children and families in my community.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree 	<p>15. When programs and services work together, they are better and easier to find out about.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree
<p>16. As a parent, I enjoy the programs/services.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree 	<p>17. My opinion is valued and teachers/staff ask my opinion about programs/services.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree
<p>18. I have not been able to use many of the programs and services for children and families.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree 	<p>19. I do not feel like I am part of this community.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree
<p>20. Staff and Teachers tell me about programs/services that are available.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree 	<p>21. My child enjoys the programs/services.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree

Only complete this part if you have participated in Toronto First Duty Project.

<p>22. Toronto First Duty helps my child get ready for school <u>socially</u>.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree 	<p>23. Toronto First Duty helps my child get ready for school <u>academically</u>.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree
<p>24. I am more involved in <u>my child's learning</u> because of Toronto First Duty.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree 	<p>25. I am more involved <u>at the school</u> because of Toronto First Duty.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree
<p>26. I would like to see Toronto First Duty continue at my child/rens school.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree 	<p>27. Other people in my community know about Toronto First Duty.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree
<p>28. Toronto First Duty has given me extra support in raising my family.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree 	<p>29. I support the idea of offering integrated services for children and families through the school.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Not sure <input type="checkbox"/> Do not agree <input type="checkbox"/> Strongly disagree

1.6 DETAILS ON PROTOCOL FOR DIRECT CHILD MEASURES

List of Child measures (Vocabulary PPVT-R; Early reading TERA; Number Sense; Storytelling task; Semi-structured focus group interview and direct observation).

Standardized Measures

Peabody Picture Vocabulary Test - Revised (PPVT-R). A standardized receptive vocabulary measure that provides an index of a child's verbal ability. The child is shown pages with four drawings per page. The drawings are designed to be appealing to children. The child is asked to point to the picture of one word, spoken by the researcher. For example, "point to 'swinging'".

Test of Early Reading Ability (TERA-II). A standardized test of early reading ability that is appropriate for preschool - early elementary school age. This test measures children's understanding of conventions of print, phonological awareness, word identification, and comprehension (at higher levels of the test). For example, children are asked "what's this" when shown the McDonald's logo, "is there anything wrong with this" when shown upside down print, etc.

Number Sense (developed by Robbie Case). This is an experimental measure of children's developing understanding of numbers. Children are shown concrete materials and are asked to respond to questions. For example, a child is shown a set of blue and white plastic coins and is asked to count each set and tell how many blue coins and white coins there are.

Standardized Measures

Children from each site participated in activities that were designed to get children's points of view and their impressions of their learning environment. These activities included: child focus groups, drawing a picture about "school" and taking three photographs of things that they considered to be important to tell kids about the learning environment.

Focus groups.

Children from the early learning programs were withdrawn in small groups to participate in "child focus groups". Children were asked to tell about their day at the site from the time they get there until they go home and were asked what kinds of things they did at the site, what they liked best and least.

Drawings. Children were given a piece of paper and coloured crayons and markers and were asked to draw a picture about something important in their learning environment.

Photographs. Each child was assisted by a researcher to take three photographs of his/her learning environment. Children were given digital cameras and asked to take pictures of things that are important for kids to know about "school" (i.e. "about being here").

1.7 PUBLIC AWARENESS SURVEY

COMMUNITY SURVEY

General Instructions:

The purpose of this questionnaire is to assess your attitudes towards early childhood education, service integration and schools. By service integration, we mean putting services such as kindergarten, child care, parenting and family support services, public health, nutrition, early intervention, and summer school readiness programs into the school system.

The questionnaire includes questions concerning your attitudes towards service integration, your satisfaction with the schools and early childhood education and your sense of community. The questionnaire also asks some very important background information which will help us interpret the results.

Any information you provide will be treated confidentially. **PLEASE DO NOT WRITE YOUR NAME ON THIS FORM.**

SECTION A: BACKGROUND

<p>A1. Postal code _____</p>	<p>A2. Your gender</p> <p><input type="checkbox"/> Male</p> <p><input type="checkbox"/> Female</p>	<p>A3. Your age</p> <p><input type="checkbox"/> 18-24</p> <p><input type="checkbox"/> 25-34</p> <p><input type="checkbox"/> 35-44</p> <p><input type="checkbox"/> 45-54</p> <p><input type="checkbox"/> 55-64</p> <p><input type="checkbox"/> 65+</p>
<p>A4. Your marital status</p> <p><input type="checkbox"/> Married</p> <p><input type="checkbox"/> Single</p> <p><input type="checkbox"/> Divorced</p> <p><input type="checkbox"/> Common law</p> <p><input type="checkbox"/> Widow/er</p>	<p>A5. Your languages</p> <p>1st language _____</p> <p>2nd language _____</p> <p>At home we speak _____</p>	<p>A6. Your country of birth</p> <p><input type="checkbox"/> Canada</p> <p><input type="checkbox"/> Other country: _____</p> <p>_____</p> <p>Number of years Canada _____</p>
<p>A7. Your cultural, racial, religious or ethnic origin</p> <p>Describe yourself, in a way that you feel comfortable</p> <p>_____</p>	<p>A8. I have a child(ren) in...(Please check all those that apply)</p> <p><input type="checkbox"/> Daycare/Preschool</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> Elementary school</p> <p><input type="checkbox"/> No children</p> <p><input type="checkbox"/> My child (ren) is/are not attending daycare, preschool, kindergarten, or elementary school.</p> <p>Please specify: _____</p>	

SECTION B: ATTITUDES TOWARDS SERVICE INTEGRATION

<p>B1. Are you aware of the Toronto First Duty Project?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>B2. I support the idea of putting services into schools. These services could include, kindergarten, child care, parenting & family support services, public health, nutrition, early intervention, and summer readiness programs within the school system.</p> <p><input type="checkbox"/> Strongly agree</p> <p><input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Neither agree nor disagree</p> <p><input type="checkbox"/> Disagree</p> <p><input type="checkbox"/> Strongly disagree</p>
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B3. What do you think are the benefits and/or drawbacks of putting these services into schools. These services could include, kindergarten, child care, parenting & family support services, public health, nutrition, early intervention, and summer readiness programs within the school system.

SECTION C: SATISFACTION WITH CHILD CARE AND SCHOOLS

How satisfied are you ...	Extremely Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	Don't Know
C1. ...with the quality of child care in your community?					
C2. ...with the quality of elementary schools in your community					

C3. Over the past few years, would you say that the quality of students' education has:

- Improved
- Remained the same
- Worsened/deteriorated
- Don't know

SECTION D : ROLE OF GOVERNMENT IN EDUCATION

E1. To what extent do you agree with the following statements? I would be willing to pay more taxes for services to be improved in...	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Early Childhood (ages 0-6)					
Elementary (Grades 1-6)					
High School (Grades 7-12)					
College					
University					
Adult and Continuing Education					

E2. To what extent do you agree with the following statements?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a) The government should make sure that full day Senior Kindergarten is available to all children.					
b) The government should make sure that full day Junior Kindergarten is available to all children.					

SECTION F: ATTITUDES TOWARDS PREPARING CHILDREN FOR SCHOOL

F1. To what extent do you agree with the following statements?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a) I believe that <u>parents</u> should be responsible in preparing children for school.					
b) I believe that <u>schools</u> should be responsible in preparing children for school.					
c) I believe that the community should be responsible in preparing children for school.					

SECTION G: SENSE OF COMMUNITY

G1. To what extent do you agree with the following statements?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a) I feel a sense of belonging in my neighbourhood.					
b) I feel that the community services offered in my area improve the living conditions in my neighbourhood.					

<p>G2. How do you most often find out about events going on in your neighbourhood? Please select all those that apply to you.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Local newspaper/newsletter/other publication <input type="checkbox"/> Posted flyers/advertisement <input type="checkbox"/> Word of mouth <input type="checkbox"/> Online/email <input type="checkbox"/> Community centre/other community service <input type="checkbox"/> Neighborhood school <input type="checkbox"/> Other Method, please specify: _____ <input type="checkbox"/> _____ <input type="checkbox"/> None of the above apply to me 	<p>G3. How long have you lived in your neighbourhood?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than one year <input type="checkbox"/> 1 to 5 years <input type="checkbox"/> 6 to 10 years <input type="checkbox"/> 11 to 15 years <input type="checkbox"/> 16 to 20 years <input type="checkbox"/> more than 20 years
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Thank you very much for completing this questionnaire. We realize that your participation involved both time and effort. We would appreciate any additional comments that you may wish to make.