



## **Tools & Learning from Toronto First Duty (TFD): an overview of a decade of integration research**

**23 October 2012**

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### **This Morning's Presentation:**

- ❑ **Integration: What it is and Why do it.**
- ❑ **The TFD Model and Aims**
- ❑ **Research Approach & Tools**
- ❑ **Findings**
- ❑ **Conclusions/Learning**

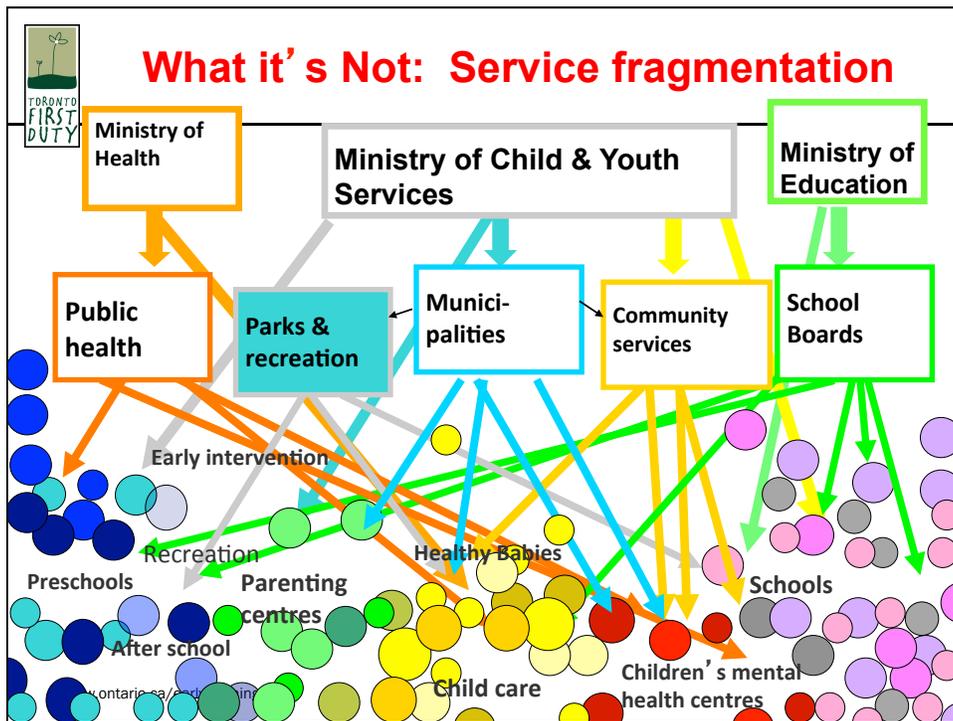


## What is & Why do Integration?



### Conceptual Integration

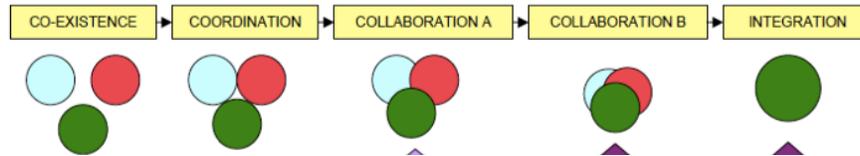
- *There is some way to go before practitioners and stakeholders develop a clear understanding of integrated services. The evidence suggests that the current guidance and terminology associated with integrated service provision need greater clarity (Report on UK service integration from Siraj-Blatchford & Siraj-Blatchford, 2009).*
- Need for clarity applies to integrated service demonstration projects like TFD, and to implementing integrated service policy at scale.
- Ideas, Tools and Evidence can help.



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- What is integration? Types and levels**
- Neighborhood service types
    - Hubs and centres
    - Networks
    - Service navigation and referrals
  - More than the neighborhood service level
    - Local and regional organizations
    - Government ministries and systems



## What is it? Degree/progress



## Why integrate separate early childhood services?

- Continuity in children's lives & support for families
- Efficiency
- Improved programming
- Covering service gaps
- Equity and outreach
- Ambitious aims (school readiness, prevention, etc.) with "big indicators", need ambitious approaches, not isolated efforts that don't reach critical mass
- A platform to support Early Human Development (McCain & Mustard, 1999)



## Why integrate? Research....

- The evidence base is limited  
“There is very little direct evidence on the impact of integration of services on children’s developmental outcomes.” Siraj-Blatchford, et al (2010)
- UK Sure Start- from networks to centres
- US CCDP- service navigation
- Ontario’s BBBF- community networks
- Child and Family centres/hubs- Chicago Parenting Centres and TFD/BS in Peel

See Encyclopedia on ECD website at

<http://www.child-encyclopedia.com/en-ca/integrated-early-childhood-development-services/according-to-experts.html>.



## The TFD model, aims, and partners

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



## TFD1 Core Model

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



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

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



## Research Approach & Tools



## TFD Research Questions

- **Can it work-** Integration of existing, separate services?
- **What are the processes** in implementing & sustaining the program?
  - How does implementation work across sites?
  - What are the barriers & facilitators?
  - What processes link to program success?
- **What are the outcomes** of the program?



## Research design & evaluation methods

- Design research approach
- Mixed-methods & multiple measures
- 5 Case studies at site level
- Implementation Process over time
- Community control site comparisons for children and parents
- Dose-response analysis for children



## Conceptual Approach

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

Program > Processes > Outcomes  
< <

Design research: feed findings back to the project for continuous improvement



## TFD Tools & other measures

### PROCESS

Indicators of Change (IoC)	Service Integration
Intake & Tracking (I & T)	Family Background & Program Use
EC Envir Rating Scale (ECERS-R)	Program Quality
Child Obs Framework (COF)	Program Interactions
Professional Obs Framewk (POF)	Program Interactions
EC Parent Daily Hassles (EC-PDH)	Parent- EC Service Interface

*Plus stakeholder surveys, focus groups, interviews, document analysis, field notes*

### CHILD OUTCOME

Early Dev Instrument (EDI)	Child readiness rating by Kg Teacher
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## TFD Illustrative Findings

- **Professional staff teams**
  - Integration and quality
- **Parents & family**
  - Outreach & involvement
- **Children**
  - Outcomes in Kindergarten



## TFD Theory of Change: “Process” Pathways



TFD Model

- Staff teamwork: eye on results
- Parents: parenting & participation

Children's development



## TFD staff team “process”



TFD Implementation

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

Staff teamwork and focus on results-  
integration, quality & outcomes



## Staff team, integration & quality

- What is the early years team?
  - ECE, ECA, K Teacher, Site Coordinator (EC supervisor), Principal, Partner Agency Manager, Parenting and Family Literacy worker
  - Also site management team: includes EY staff team + partner agencies & parents
- Research Tools provided feedback on integration (IoC) and quality (ECERS-R) to help Team improve both



## ECERS-R Quality Dimensions

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



## TFD Indicators of Change (IoC)

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

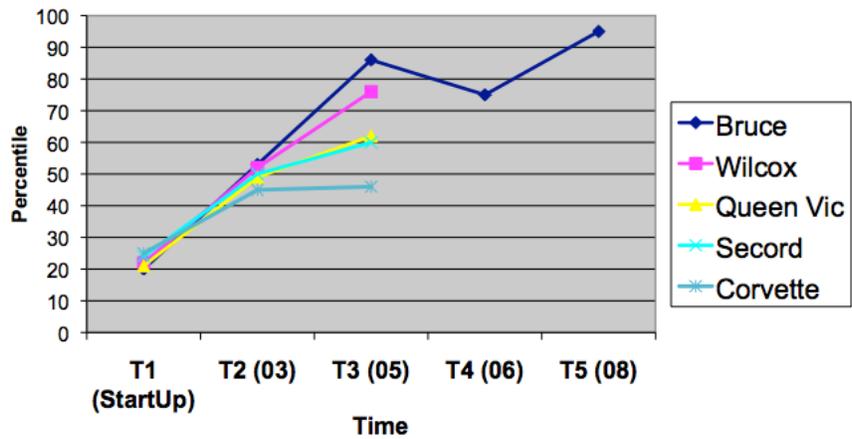


## Toronto First Duty IoC at the Bruce Site: 2001, 2003 & 2005

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



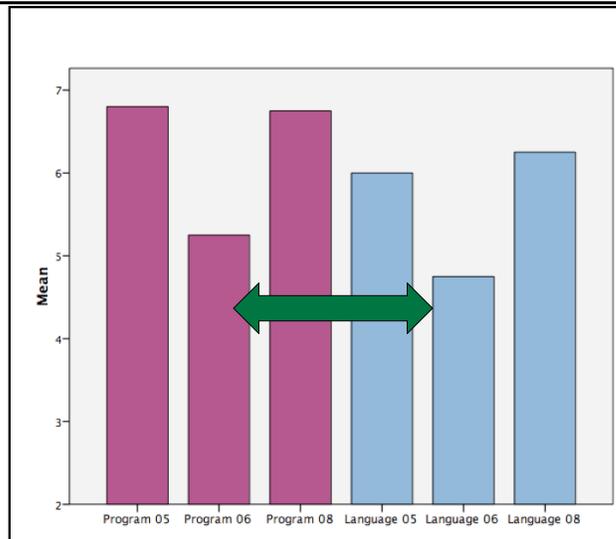
## IoC overall integration index over time



Bruce site case study continued past the initial demonstration phase of TFD



## BWG ECERS 2005, 2006 & 2008: Examples of Program Structure and Language Activities



Quality scores mirror integration level at each time point with dips in 2006



## TFD family/parent “process”

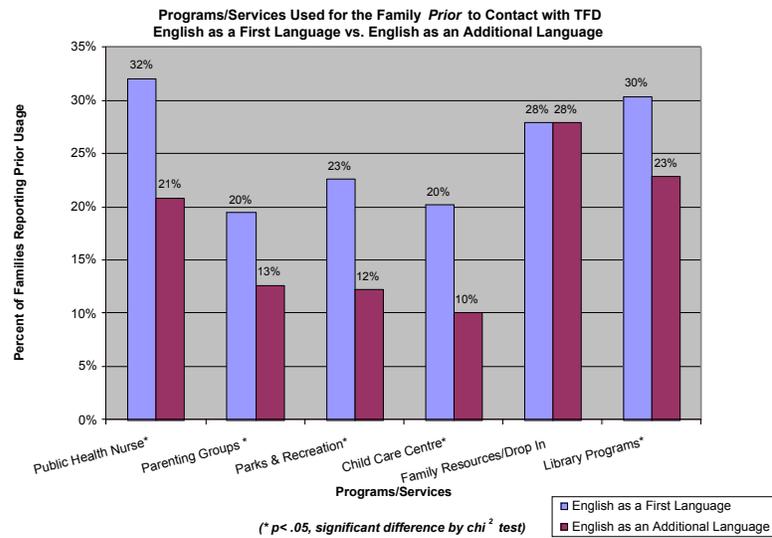
### TFD Implementation

- Outreach efforts
- Menu of service choice
- Quality child care
- Parenting programs
- Reduction in family hassles
- Service as social support

Participation, parenting & parent-service connections strengthened

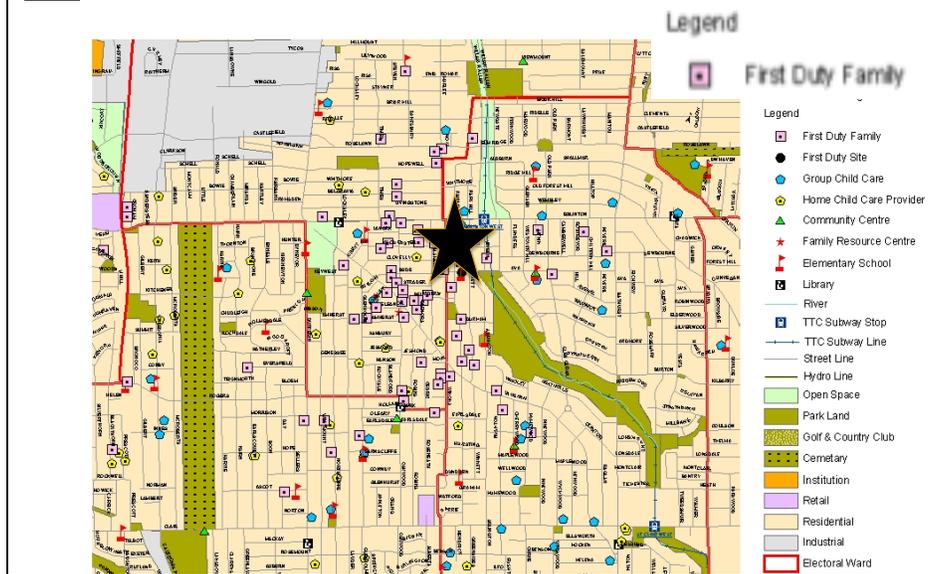


## I&T: Prior Service Gaps for ELL Families





## Uptake on both sides of the track: I & T data & mapping



## From enrolment to “dose”: TFD I&T data on participation

- Demographic factors were unrelated to enrolment and hours logged in TFD programs, with one exception:
- Children whose mothers had lower education levels logged more hours in TFD services in four out of five sites

Sejal Patel's PhD thesis



## TFD Impact on Parent Involvement

TFD parents more likely (than parents in comparison sites with one school-based preschool program or no preschool programs) :

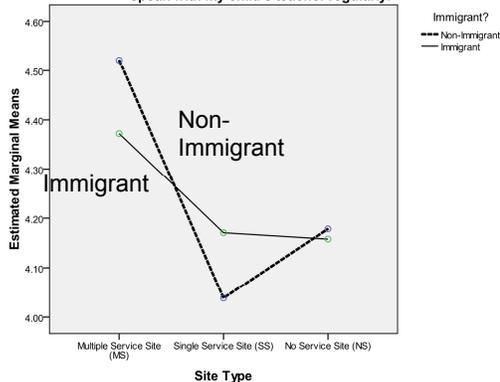
- To Feel responsible to talk to their child's teacher
- To Feel successful in helping their child learn

Patel & Corter, 2012



## Parental Communication Role: Site Integration X Immigrant Status

Parental Role Construction by Site Type: I believe it is my responsibility to speak with my child's teacher regularly.



TFD      Single Service      No Service

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## TFD “Process” Pathways



TFD Model

- Staff teamwork: eye on results
- Parents: parenting & participation

Children's development



## What about the children?

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



## Early Development Instrument (EDI)

- Community-level measure of children's "readiness" in 5 developmental areas (teacher rating scale at end of kindergarten)
  - Physical health and well-being
  - Emotional maturity
  - Social competence
  - Language and cognitive development
  - Communication and general knowledge

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## Dose-response: I&T participation hours in TFD services affect EDI

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

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

Sejal Patel's PhD thesis



## Conclusions



## Learning: TFD Research Findings

- Integrating existing services is challenging but possible in a community-school-hub model
- Integrated service can deliver quality programs
- An integrated service platform pulls in underserved
- Integrated service can support parents & parenting
- Integrated services can support child development
- Partnered research & strategic Knowledge Mobilization can change policy



## More Learning

- Integration isn't a steady state achieved by introducing a model or program; it's a work in progress
- System alignment at higher levels of government is needed to sustain community level improvements
- Tools that measure and that organize understanding & action are important for improving practice and policy
- Knowledge building is important within sites and staff teams, community organizations and governments. The Academy can work effectively in partnership with each of these levels



## Going beyond the data

- Policy needs continuous improvement, as well as evidence based starting points
- Research: Integrating existing data on children's development, service sectors & context is crucial for improving policy
- Knowledge Mobilization for parent, community and public understanding, not just for policy makers
- Integration should include services for learning, social functioning & health



## The TFD Research Team

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Palmina Ioannone

*and many others*

with support of the TFD partners

Atkinson Charitable Foundation

City of Toronto Children's Services

Toronto District School Board

and additional support from the

Social Sciences and Humanities Research Council of Canada