



Schools at the Centre
Case Studies of Seamless Early Learning
Summer Institute on Early Child Development



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An Overview

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Background

- Introduction of FDK in 2010
- Full enrollment of 4 & 5 year olds September 2014
- Atkinson Centre interest in policy related research
- Review of four ON communities (Waterloo, Ottawa, Halton and Hamilton)
- In partnership with school boards and regional governments
- Community organizations key informants



Why this study?

- Impact of public policy on service delivery
- Informed by Toronto First Duty
- Workforce issues: integrating early childhood educators into school setting does it impact teachers, principals
- Influence on family and work life – do seamless programs make a difference?
- From coordination of programs to comprehensive child and family system



Mixed Methodology

- Document analysis
- Surveys with ECEs and OCTs
- Parent surveys in two communities
- Focus groups with educators and parents
- Interviews with school leaders, principals, regional and community organization directors
- Public Education Video



Preliminary findings

- School board/regional/community partnerships need further development
- It's not just relationships ... a policy infrastructure is critical
- FDK/EDP delivery through schools requires support for knowledge mobilization and integrated professional practice
- EDP delivery through community partners showing signs of instability



Educators

- Creation of approximately 12,000 new, unionized ECE jobs
- Dramatic exit of ECEs from community sector
- Disparity between experiences of core day and EDP educators
- Administrator support is crucial



Parents

- FDK/EDP supports children's learning
- Reduces family hassles
- Supports parents' work opportunities
- Some parents suggest that schools could provide other programs for families – need to explore further



Next steps

- Fall 2014 Research Symposia
- Ottawa and Halton



Schools at the Centre: Case Studies of Seamless Early Learning

Thank you to:

Lyle S. Hallman Foundation

Atkinson Charitable Foundation

Lawson Foundation

Elementary Teachers Federation of Ontario

Atkinson Centre, University of Toronto

A woman with a child on her back is seen from behind, standing in a field of tall grass. She is holding a string attached to a colorful kite flying in the sky. The scene is set against a clear blue sky.

Parent Findings

Emis Akbari, Ph.D.

Post Doctoral Fellow

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Parents

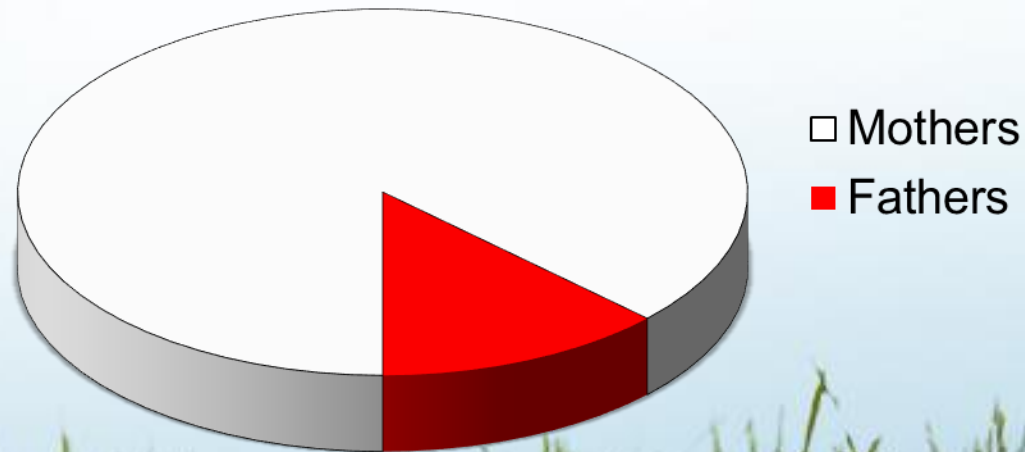
- Parent results from Waterloo:
 - We aimed to examine – how the availability of FDK and EDP impact family life, access and affordability of child care and parents' ability to work and/or study.
- Used two methods:
 - Surveys
 - Focus Groups





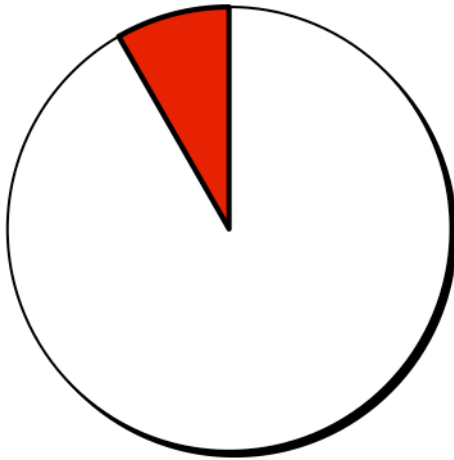
Surveys

- Surveys were accessed online through the WRDSB with a paper option
- First draw resulted in 133 parent responses in Waterloo
- Other regions to follow



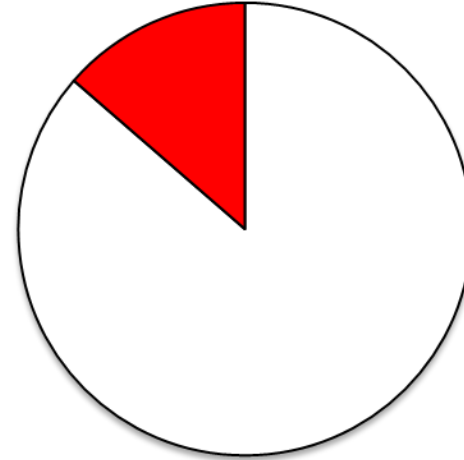
Surveys

Marital Status



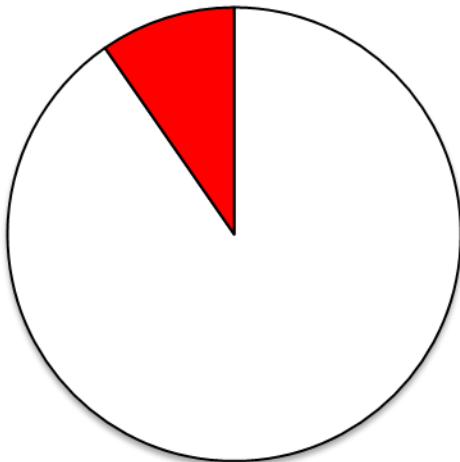
- Married
- Other

Country of Birth



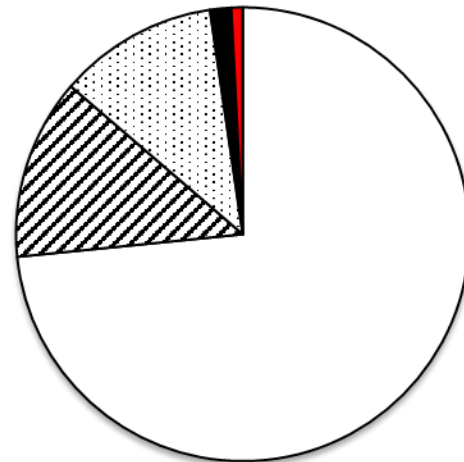
- Canada
- Other

Home Language



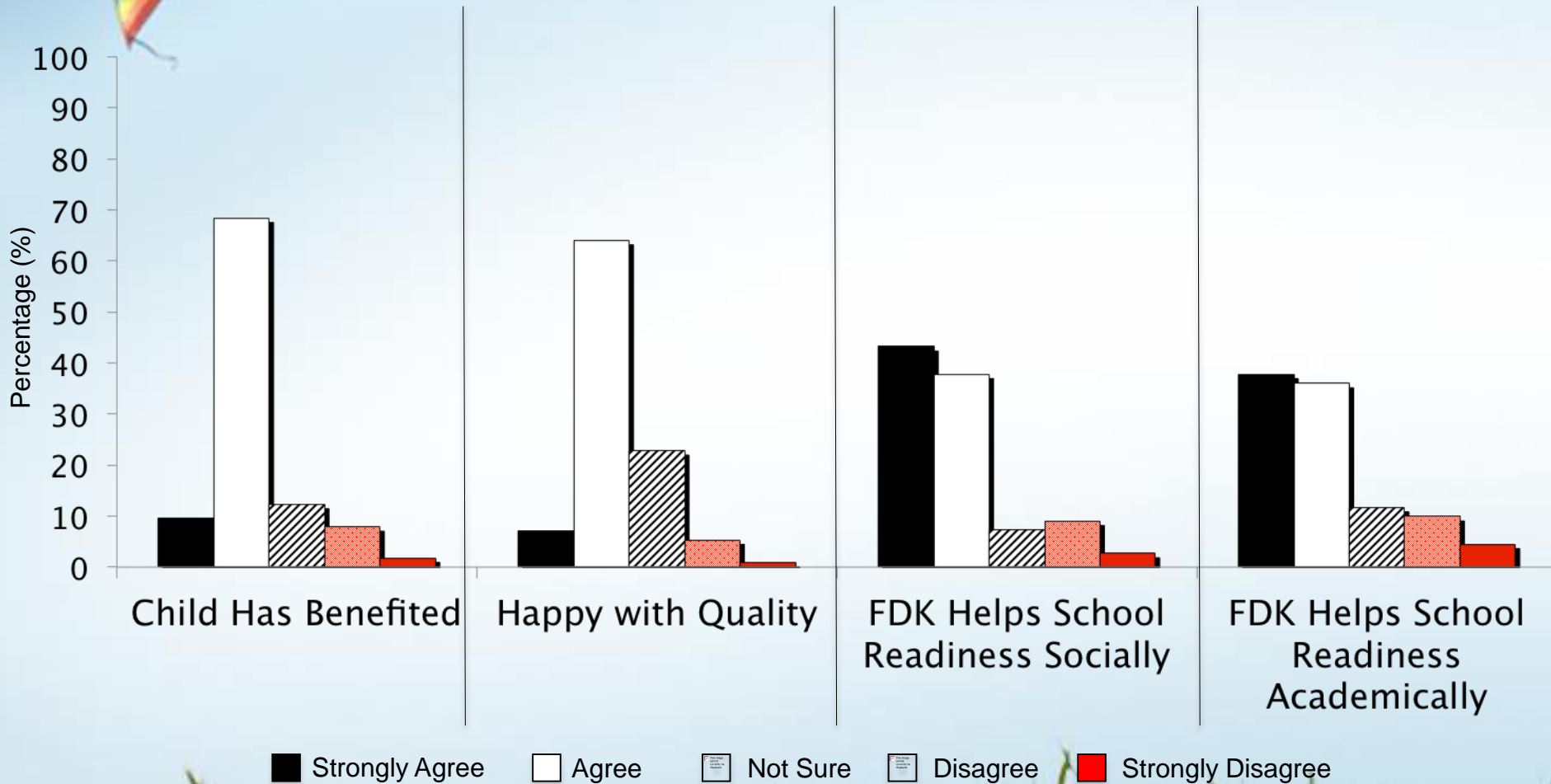
- English
- Other

Employment Status

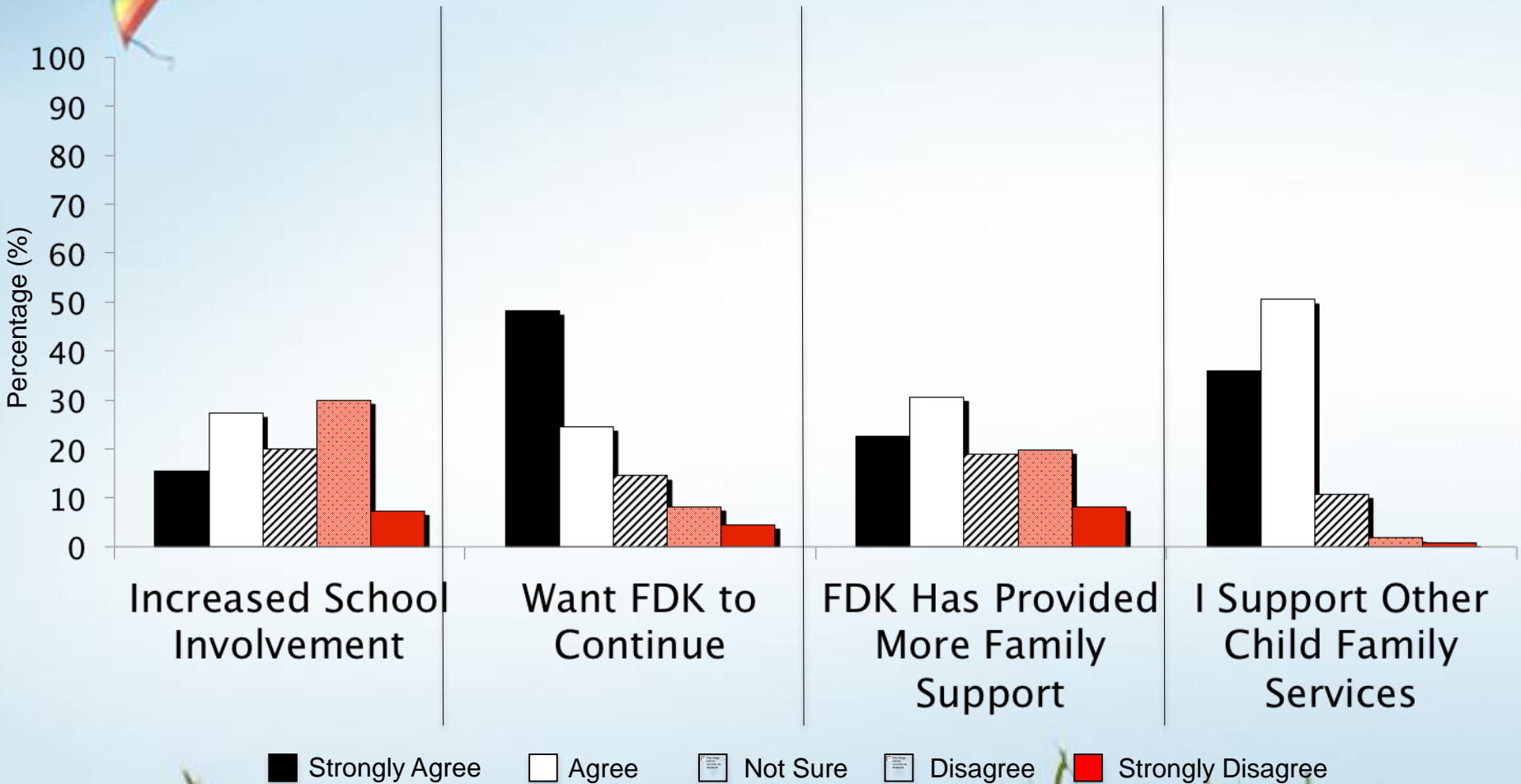


- Full Time
- ▨ Part Time
- ▤ Stay at Home
- Unemployed
- Student

Services



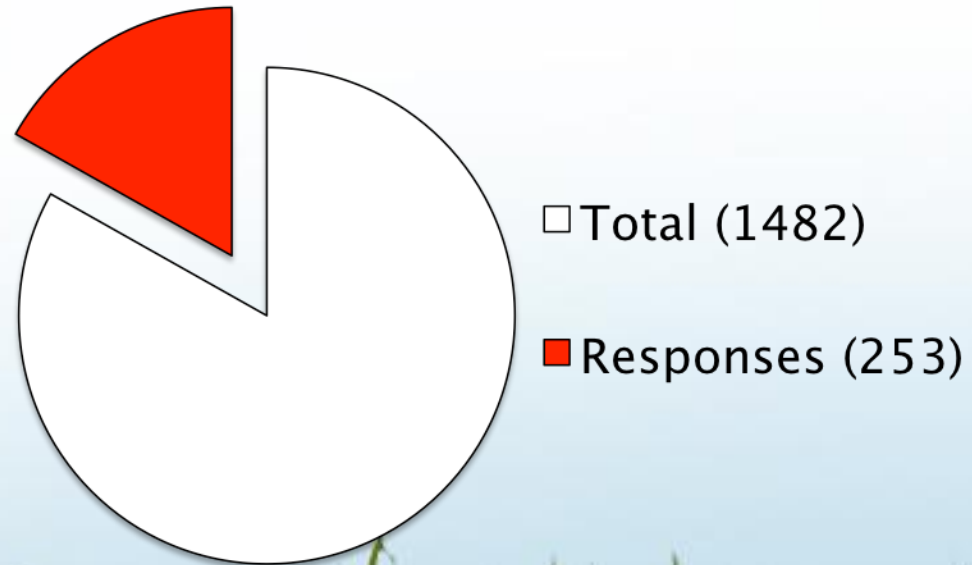
Services





Broadening parent input

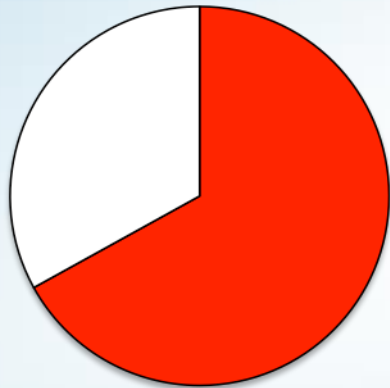
- Surveyed parents in Waterloo via the child subsidy list – 253 parents respondents
- Currently waiting approval in another region via subsidy list





Preliminary Results

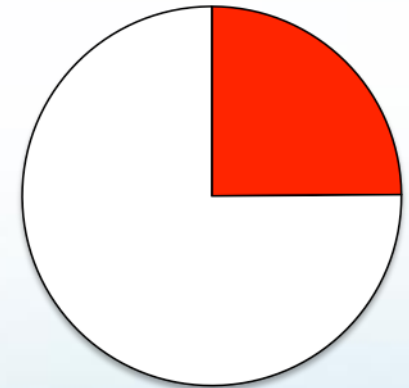
Child Care Source of
Financial Stress



Cost of Child Care
Reason for not Working



FDK affected
Decision to Work

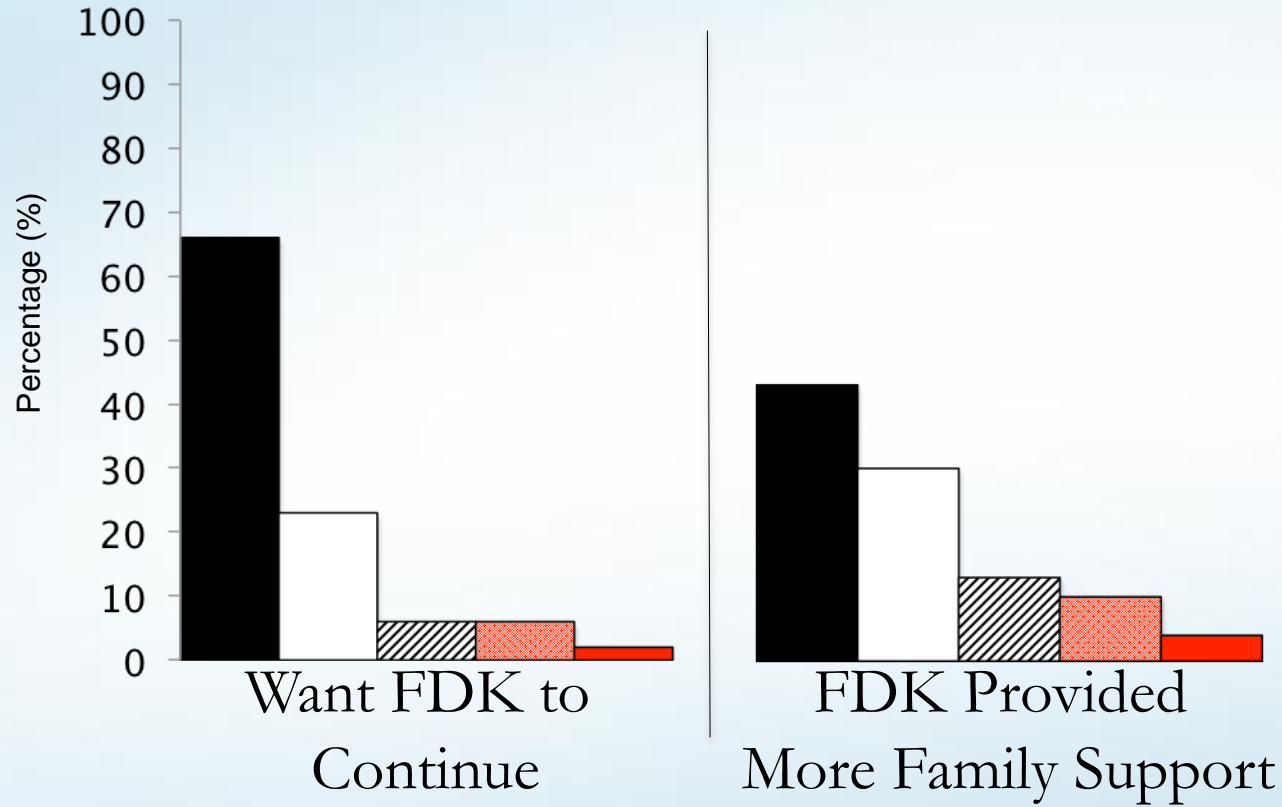


□ NO

■ YES



Preliminary Results



Strongly Agree Agree Not Sure Disagree Strongly Disagree



Parent Focus Groups

- Parents are generally happy with FDK
- Children seem happy with the program in general
- Parents are able to participate in workforce earlier
- Relieve family stress – including marital stress
- Happy that their daily schedules are predictable (vs. every other day)
- Value play based learning – notice the link between play and what children learn



Parent Focus Groups Cont'd...

- Concerns include increased ratios and quality of food
- Parents of younger kindergarten children (i.e. December babies) – more concerned about length of day and hurried lunches
- Some of the classes are too structured for 3-5 year olds
- Inconsistent communication regarding FDK program
- Some parents report decreased involvement
- Would like additional support for family – seems specific to families with higher needs

A woman with a child on her back is seen from behind, standing in a field of tall grass. She is holding a string attached to a colorful kite flying in the sky. The kite has a rainbow pattern. The sky is a clear, light blue. The woman is wearing a white t-shirt and pink pants. The child is also wearing a white t-shirt. The overall scene is bright and sunny.

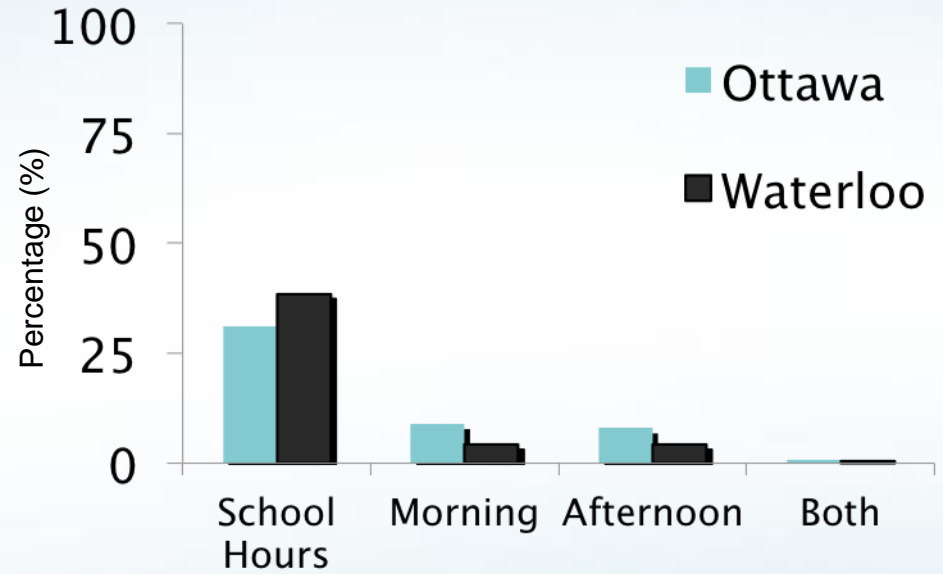
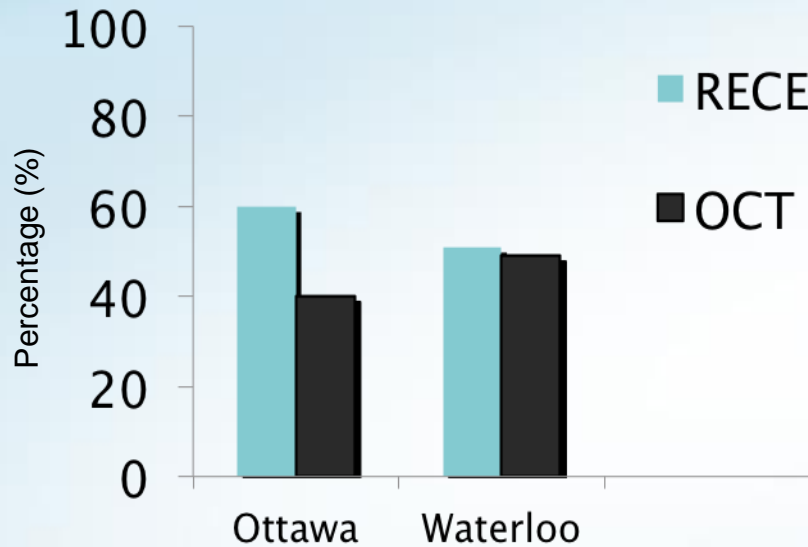
Educator Findings

Romona Gananathan,
PhD Candidate

Atkinson Centre, OISE/University of Toronto



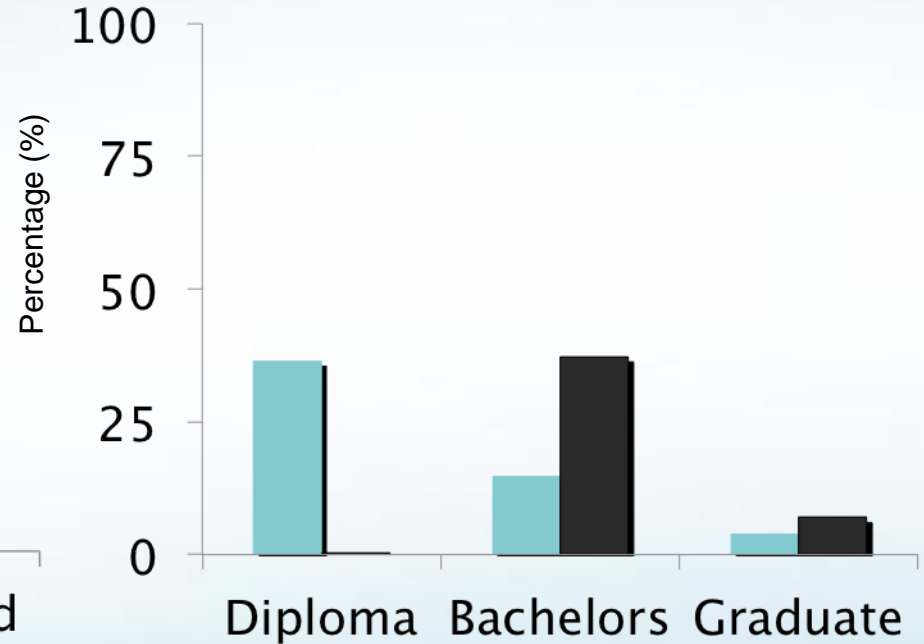
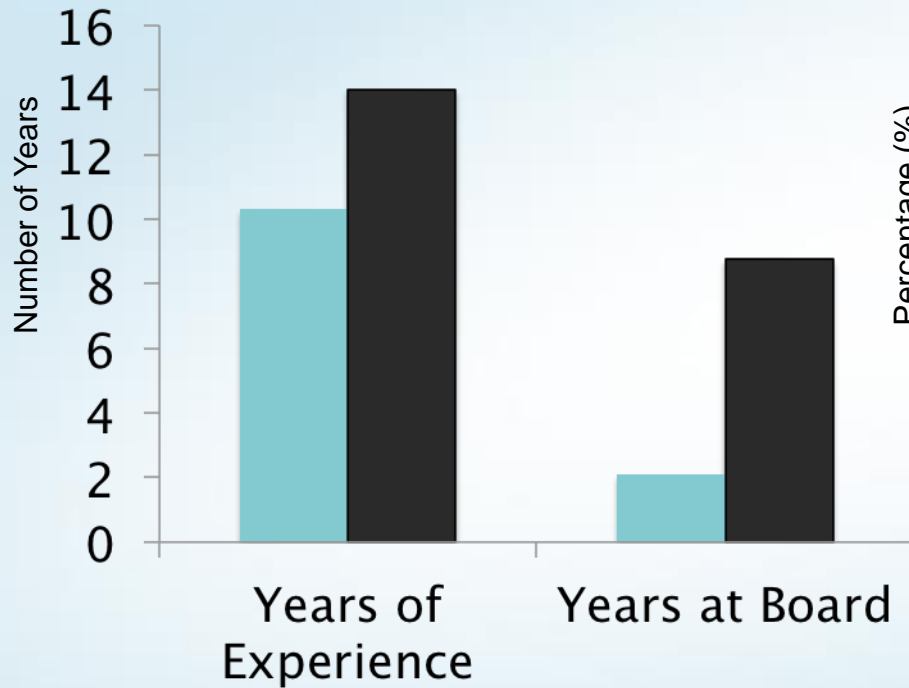
Profile of Survey Participants



- 433 Educator Survey respondents
- More RECEs from Ottawa and more OCTs from Waterloo participated
- RECEs work school hours more frequently in Waterloo, and more morning and afternoon shifts in Ottawa



Profile of Educators



- Average experience and service of OCTs greater than RECEs
- Significant number of RECEs have a Bachelor's degree in addition to their diploma



Waterloo RDSB Program

Extended Day Program:

- 96 DECEs work in Extended Day Programs
- 41 work 7am-2:30pm, 55 work 11:30 am-6pm
- Extended Day DECEs spend 50-70% of time co-delivering the FDK

FDK (Phase 1-4):

- 6200 children in JK/SK – all FDK classes are co-blended so that educators can work with children for 2 consecutive years
- 242 OCTs and 283 DECEs work in FDK programs
- In 2014, phase 5 – 100 more classes, 2000 more children, and 100 more OCTs/DECEs anticipated.

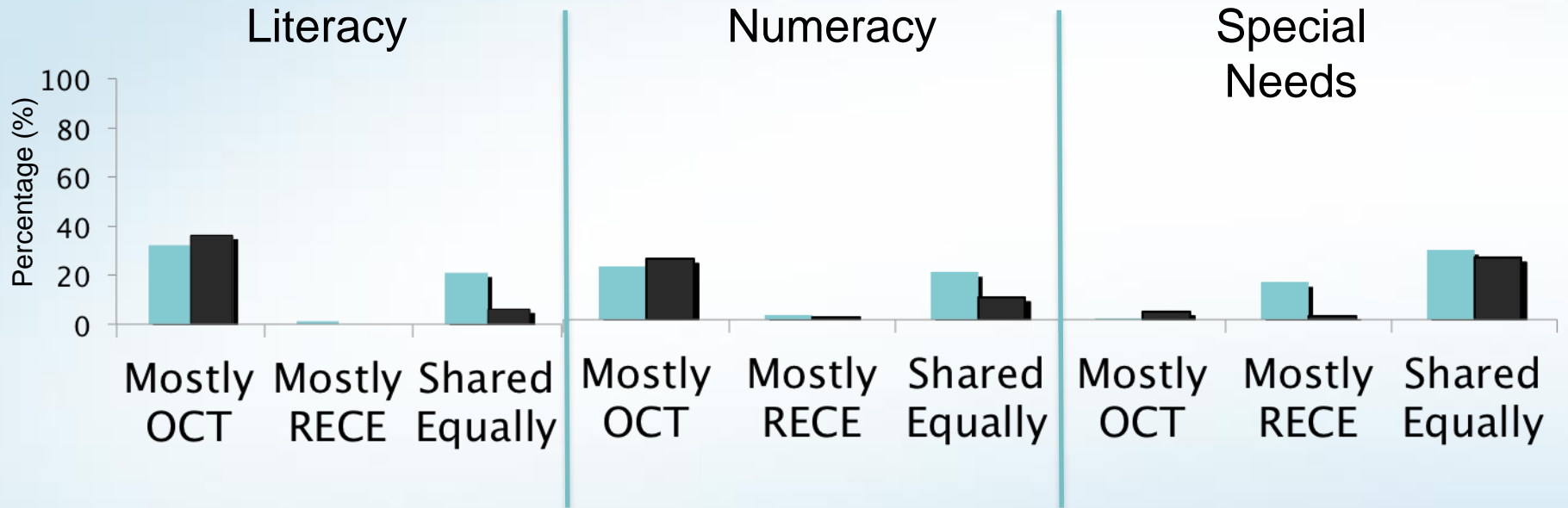


Ottawa-Carleton DSB Program

- Predicts 6000 extended day spaces by 2014/2015
- RECEs work three shifts – AM 7:00am to 2:00, PM 11:30-6:00, split shift 7:00-9:00 and 3:00-6:00 working with children 6-12 years
- Core day staff have an hour for planning and set up and one week set up before school year starts
- Directly operates programs for 0-3 year olds
- Principals advisory committee – 6 members representing each region and years of implementation



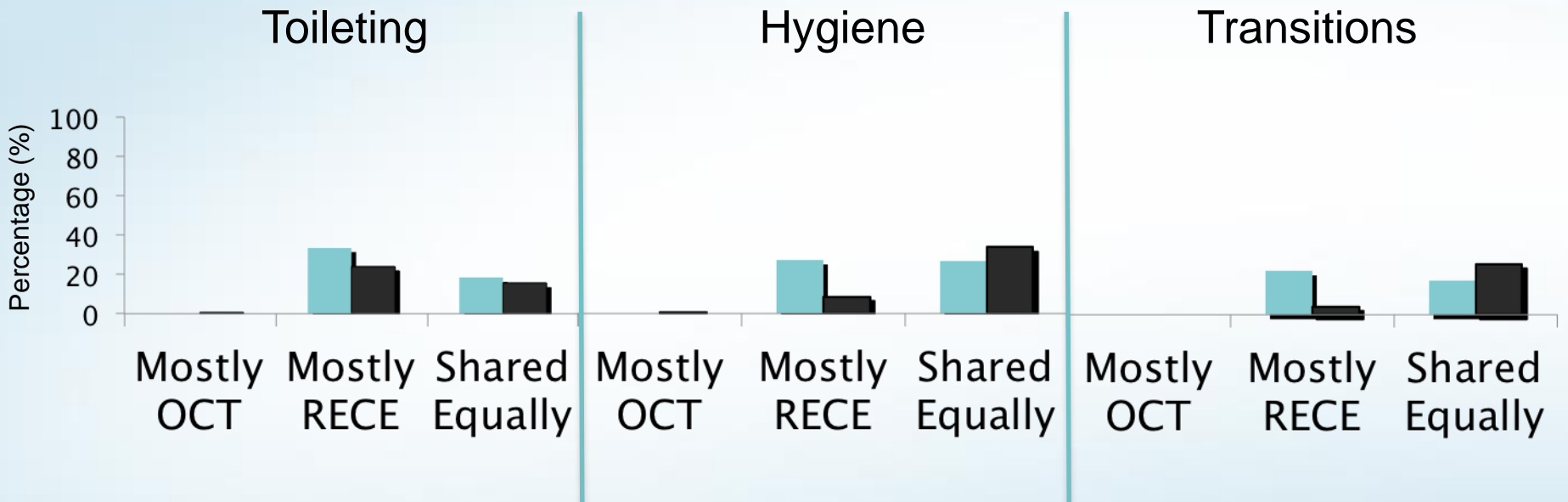
Role Clarity



- Differences in the way that RECEs and OCTs understand their roles in the program



Role Clarity



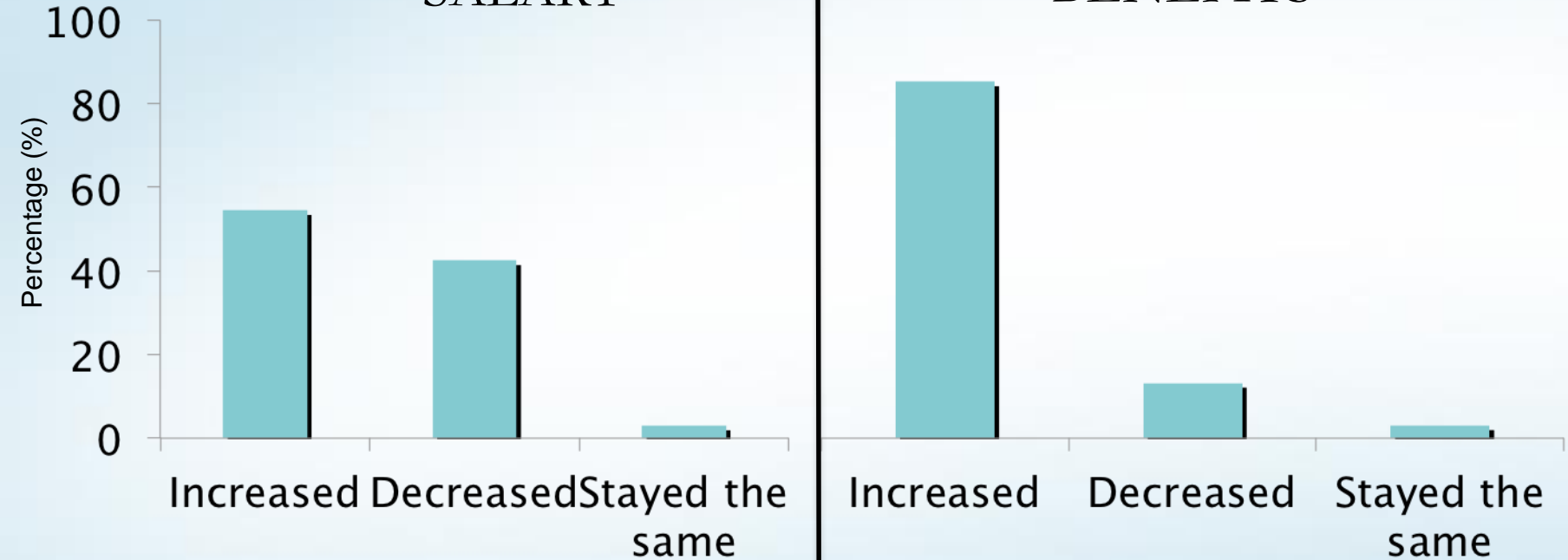
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Compensation

SALARY

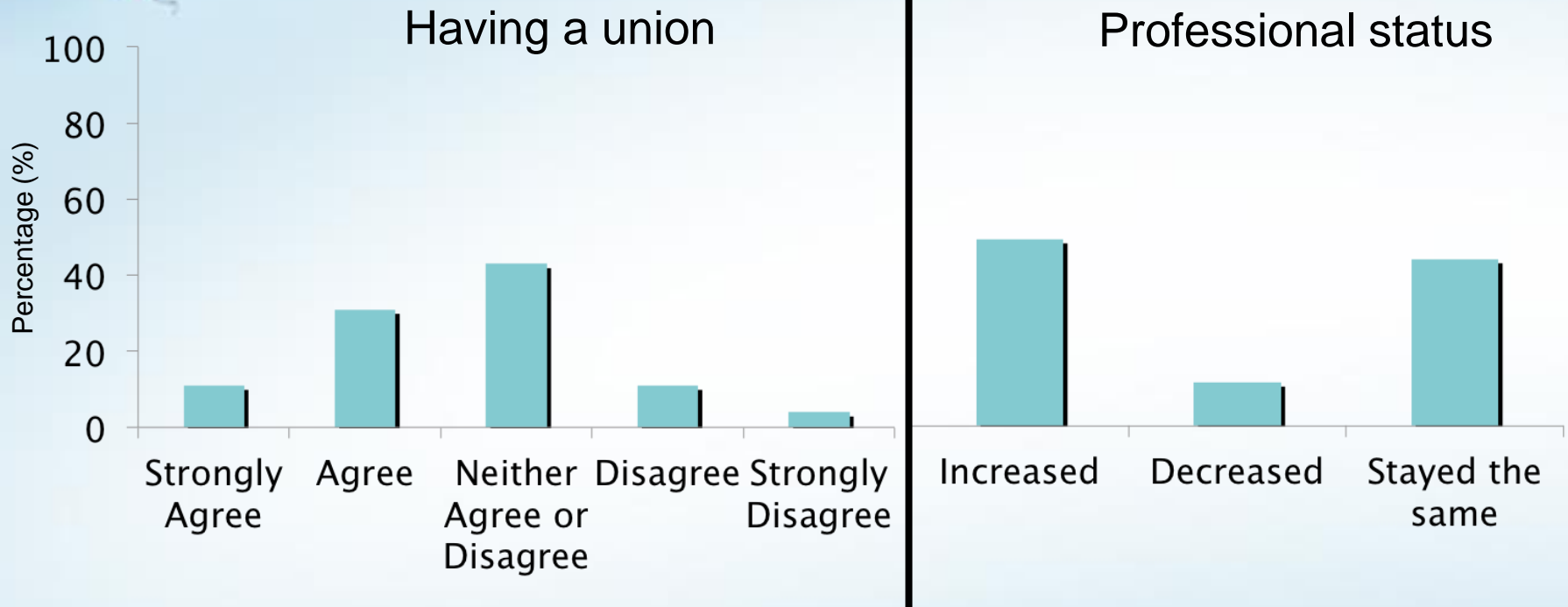
BENEFITS



- A significant number of RECEs salaries decreased
 - Benefits have increased for most RECEs



Working Conditions



- More RECEs agree that having a union has improved their working conditions
- Almost all RECEs felt their professional status increased or stayed the same



Collective agreement provisions

Contract Provision	ETFO WRDSB	OSSTF OCDSB
Scope of agreement	Covers DECEs and occasional DECEs in Full Day Kindergarten as defined by the Education Act.	Covers all professional support staff, special memorandum of understanding for ECEs in FDK.
Salary	Experience grid: 0 =20.09 1=21.93 2=23.18 3=24.72 4=26.27 supply and letter of permission = 18.54	Agreement for Board to post at a starting salary of \$19.48, although there was no agreement on the salary schedule.
Preparation Time	Within the core hours of work for DECEs, supervision shall be distributed fairly and equitably among the DECEs within the school recognizing the uniqueness of the Extended Day and Core Day programs.	n/a



Comparison of CA Provisions

Contract Provision	ETFO	OSSTF
Pension Plan	OMERS or OTPP (for ECEs with teaching credentials)	OMERS or OTIP if 10 or more month employees
Vacation	Vacation is paid by-weekly based on service 2 yrs = 4% 2-8 yrs=6% 8-16 yrs=8% 16-24yrs=10%	15 working days
Benefit Plan	Dental (50%), health (\$50 annual deductible) and life/ADD (25,000)= 95% paid by ER, 5% by ECE, LTD 100% paid by ECE.	Health, dental, long term disability, life insurance up to \$45,000
Number of times ECE is mentioned in the agreement	348 times (designated ECE or DECE)	None in collective agreement. 16 mentions of ECE in letter of agreement



Summary of findings:

- Over 30% of the RECEs have Bachelors degrees
- More ECEs working school hours in Waterloo
- More RECEs working before and after school in Ottawa
- Uneven development of an effective working relationship between RECEs and OCT's
- Wages and benefits have increased
- Professional status has increased or stayed the same



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