



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

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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**

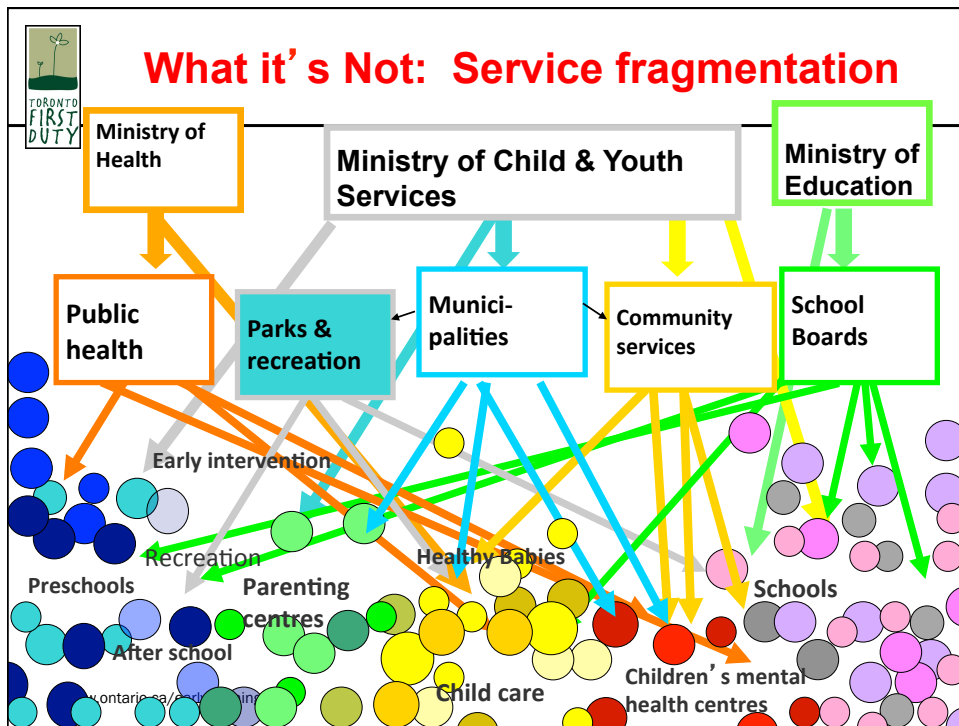


## What is & Why do Integration?



## 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.

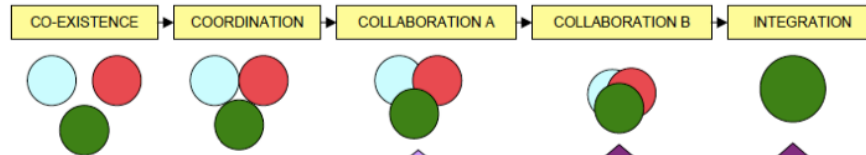


**What is integration? Types and levels**

- 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?



- 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



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

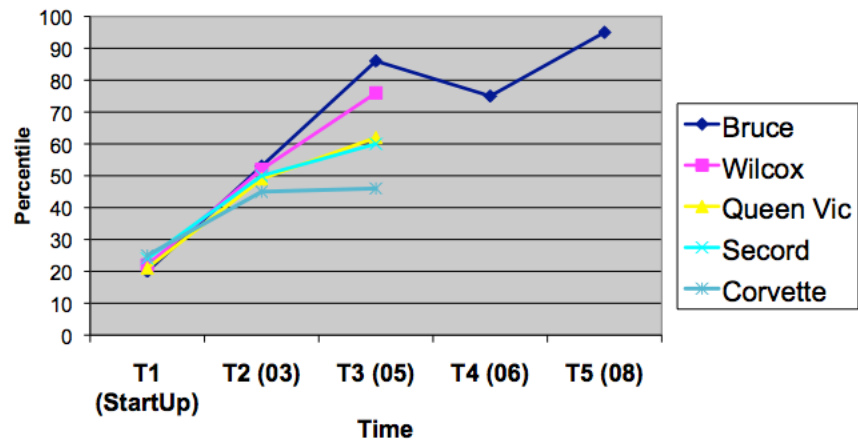


## Toronto First Duty IoC at the Bruce Site: 2001, 2003 & 2005

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																									
Integration - Level 5																									
Collaboration - Level 4																									
Collaboration - Level 3																									
Co-ordination - Level 2																									
Co-existence - Level 1																									
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																									
Time 1 - Starting Point 2001																									



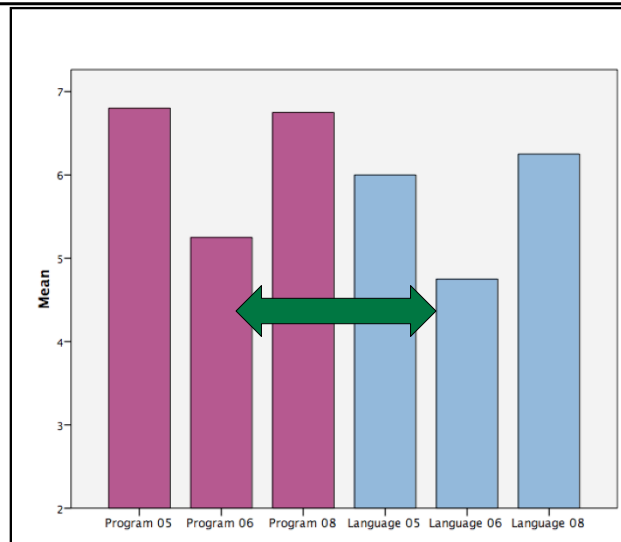
## IoC overall integration index over time



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”

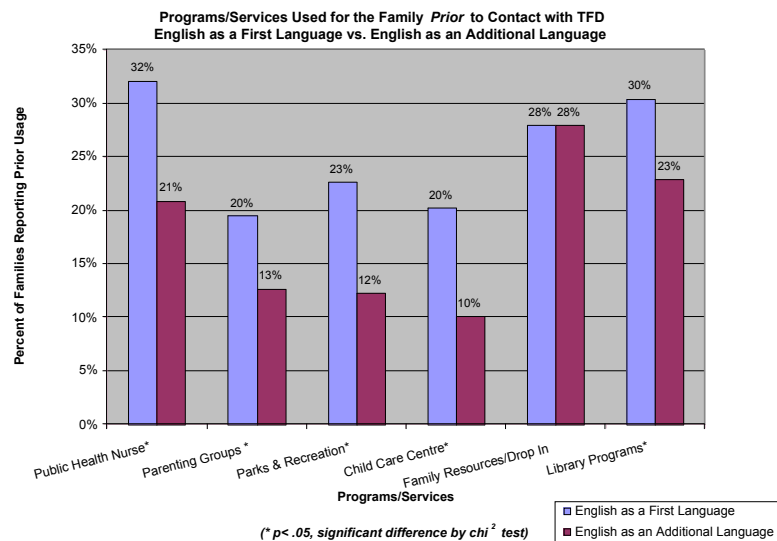
### TFD Implementation

- 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

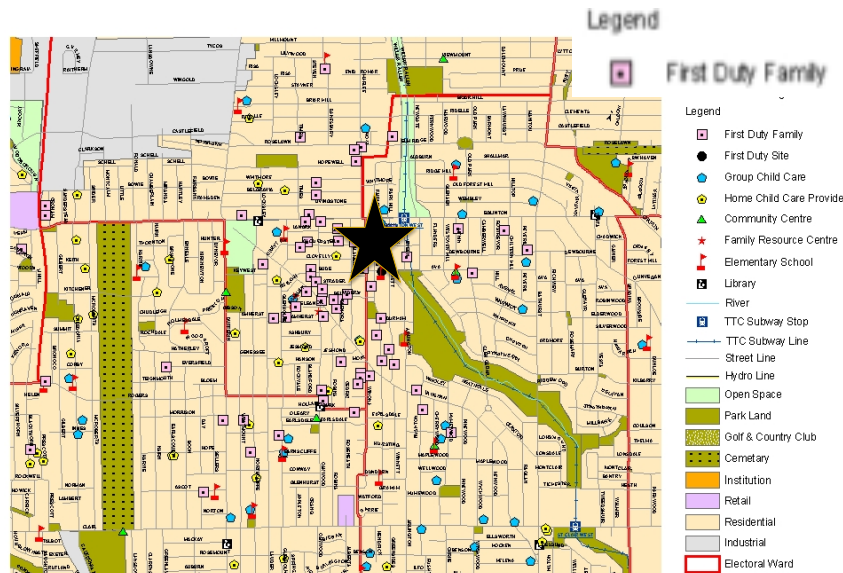


## I&T: Prior Service Gaps for ELL Families





## 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) :

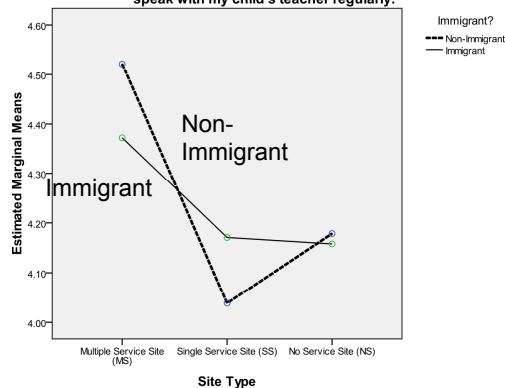
- To Feel responsible to talk to their child's teacher
- To Feel successful in helping their child learn

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.



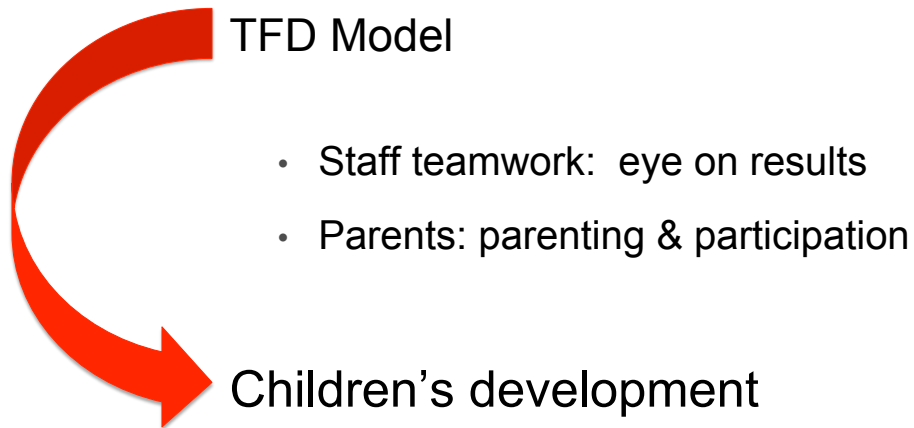
TFD      Single Service      No Service

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## TFD “Process” Pathways



## 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



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