



Toronto First Duty- Parents, Community, and Integration

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Education & EC: more than good economics

Education is not only about economic investment and preparing children for academic success and participation in the workforce.

Other aims are also important (Kahne, 1996)

- Developmental/humanistic
- Children's and Parents' rights
- Community building and a civil society

EC and PCI are foundational for all of these aims



The TFD model & PCI



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

To transform public policies on early childhood programs

By implementing & evaluating a universal early learning and 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 Strands



TFD effectiveness "process"



TFD Program with **outreach**

- Staff teamwork: eye on results
- **Parents: parenting, self-efficacy, & family life**

Children's development



TFD findings on parents & community

TFD Partners: TDSB, City, ACF
 Community service organizations
 Outreach
 Parent involvement & family life
 Community awareness



TFD community building

Parent & community input into the development and implementation of TFD site programs, via consultations & governance

Building community awareness of the project

Building the service community through site level steering committees



It's all about outreach & equity

Well-intentioned programs can increase inequities in our society

- If they don't reach those most in need
- if they are more effective for more able children and families

Ceci, S. & Paterno (2004). The rhetoric and reality of gap closing. *American Psychologist*.60(2), 149-160.

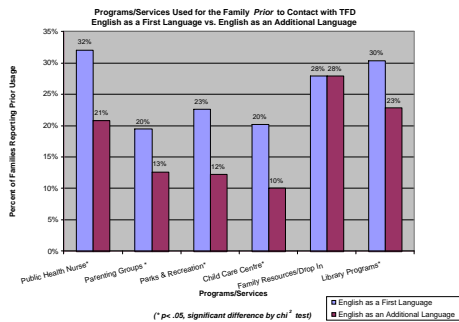


TFD sites () mapped on community demographics & school readiness

Yellow= more than 40% of children in low-income families
 Red dots= schools with more than a third of un-ready children

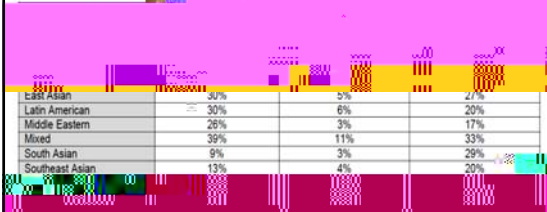


TFD & Outreach: Closing Service Gaps



TDSB research: Preschool service use

Table 35: Children's preschool service use by ethnicity



Ethnicity	30%	5%	27%
East Asian	30%	5%	27%
Latin American	26%	3%	17%
Middle Eastern	39%	11%	33%
Mixed	9%	3%	29%
South Asian	13%	4%	20%

O'Reilly, J. & Yau, M. (2009). 2008 Parent census, kindergarten-grade 6: System overview and detailed findings. Toronto District School Board Research Report. http://www.tdsb.on.ca/wwwdocuments/about_us/media_room/docs/2008ParentCensusK-6SystemOverviewAndDetailedFindings.pdf.



Outreach in TFD

Referrals across services
Professional outreach staff
Health screening days



TFD effects on family stress & daily hassles

Context-

Literature on parent stress and hassles (PDH-Crinic Greenberg, 1990) shows impact on family functioning and child development

How parents and kids affected by disconnected EC services has not been studied until now-EC-PDH

We compared 2 TFD sites to 2 matched sites with off site childcare and examined parents' reports of hassles and social support, and children's reports of their experiences.

Tomoko Arimura's MA thesis



Hassles and Family Life

TFD parents reported fewer hassles and lower levels of stress relating to "having a hard time:

- picking up my child at the end of the day
- dealing with my child's behavioural difficulties at school
- finding information on how to deal with my child's behaviour
- finding the opportunity to talk to other parents at my child's school
- approaching the teacher or people at the school to talk about what's going on with my child"



Parents' Social Support

Parents in TFD sites reported that child care professionals and teachers were part of their "social support network"

Parents using off-site child care reported that only child care professionals were part of their support network, not teachers



PCI piece still needs work

- Felt left out of design of TFD programs early on
- Some cultural groups "missed" by some programming
- Some individual families missed by outreach
- Parents like the services but PCI doesn't reach the point of full ownership.



Community Survey

In 2005 person-in-the street interviews in TFD neighborhoods among a diverse sample (35% high school or less, 44% non-parents, age 18 to 64) showed that:



Child



Conclusions

- Use integrated EC services to foster parents' role in early learning
- Use integrated EC services and full year provision to improve the quality of family life
- Solve the puzzle we all need to figure out: How to build public awareness and community buy-in for the Vision
- Research!



Thanks for Listening!

