

Atkinson Centre Statement:

Consultation on Ontario's Full Day Kindergarten Research and Results

Background: A group of diverse research and policy experts in early child development met to discuss the recently released findings on the implementation and impact of Full Day kindergarten in Ontario. As supporters of FDK, participants were interested in developing strategies to address the media backlash that followed the release of the 'Meta-Perspective' document and to ensure the program would be evaluated fairly and effectively over time.

About the research:

- ✓ The long-term benefits of early child development are well documented.
- ✓ The real value of the research, particularly the studies by Queens/Brock and McMaster Universities, are the many insights on implementation, effective practices and the challenges of program fidelity. These should remain the principal focus of the research as the program is rolled out across the province.
- ✓ The FDK results on 'outcomes' as measured by the EDI are very preliminary.
- ✓ Anticipated improvements to EDI results are only one of many valuable outcomes for children, parents, families, and employers that arise from universal and publically funded early child development. Future efforts to evaluate the impacts of FDK should be designed to capture the many broader societal benefits.

Researchers will continue to evaluate FDK from a number of perspectives with the goal of informing effective practice, service design and public policy in the interest of children.

Sources:

- A Meta-Perspective on the Evaluation of Full-day Kindergarten during the First Two Years of Implementation. <http://www.edu.gov.on.ca/childcare/FDKReport2013.pdf>
- [Queen's University: Final Report: Evaluation of the Implementation of the Ontario Full-Day Early Learning Kindergarten Program, Fall 2012 \(PDF, 4.56 MB\)](#)
- [The Offord Centre for Child Studies, McMaster University: The Full Day Kindergarten Early Learning Program Final Report, October 2012 \(PDF, 1.02 MB\)](#)

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