

# Full-day kindergarten study evaluation <sup>[1]</sup>

**Author:** Ontario Ministry of Education

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## AVAILABILITY

Final reports and supporting documents (scroll to bottom of page) <sup>[2]</sup>

### Description:

A study of full-day kindergarten (FDK) was conducted in partnership with Queen's and McMaster universities from 2010-2012.

The purpose of this research was to measure the impact of FDK, and to help identify effective practices to improve the delivery of the program moving forward.

Quantitative and qualitative evaluation methods such as data collection, case studies, phone interviews, online surveys, classroom observation and focus groups were used in schools across the province over the two-year period.

The current quantitative results focus on data from 690 children - 52 per cent girls, 48 per cent boys - from 125 participating schools:

- 257 children were enrolled in FDK for two years (junior kindergarten and senior kindergarten)
- 223 children who were enrolled in one year of FDK (non-FDK in junior kindergarten; FDK in senior kindergarten)
- 210 children who had no exposure to FDK.

**Related link:** Full-day kindergarten great, but there are growing pains, report finds <sup>[3]</sup>

**Region:** Ontario <sup>[4]</sup>

**Tags:** kindergarten <sup>[5]</sup>

integration <sup>[6]</sup>

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full-day early learning <sup>[8]</sup>

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**Links**

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[2] <http://www.edu.gov.on.ca/childcare/theresearchisin.html>

[3] <http://childcarecanada.org/documents/child-care-news/13/10/full-day-kindergarten-great-there-are-growing-pains-report-finds>

[4] <https://childcarecanada.org/taxonomy/term/7856>

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