

**FDELK Research Year 1
Presentation to Atkinson Task Force
April 10, 2012**

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Building on ongoing research

- ❖ Ongoing: measure the implementation and impact of Peel Best Start compared to half-day kindergarten controls
 - Implementation & impact on staff teams, parents and children
- ❖ New: addition of FDELK
 - Continue with research questions
 - Examine Year 1 child outcomes of full-day early learning/kindergarten compared to half-day controls

Number of children

- ❖ Best Start (5 sites) = 329
 - Best Start data not reported here
- ❖ FDELK (7 sites) = 184
- ❖ Control (5 sites) = 183

Research design of study

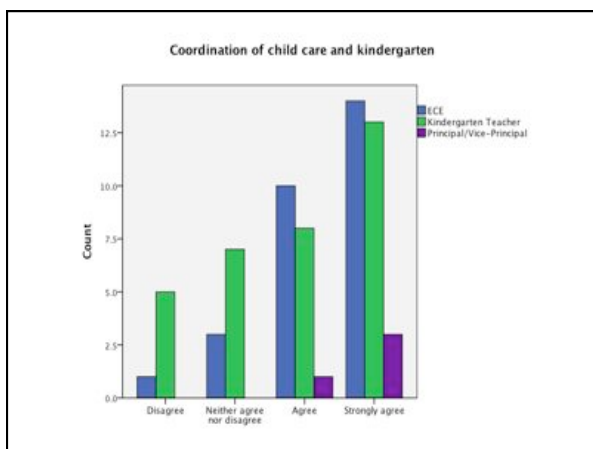
- ❖ Best Start, control & FDELK groups
- ❖ Longitudinal: K-Gr 3, same sites
- ❖ Cross-sectional: three cohorts
- ❖ Within-subjects: same children at different time points
- ❖ Between-subjects: comparison of groups at same or different time points
- ❖ Qualitative: descriptive data
- ❖ Quantitative: numerical data

Analyses & results reported today

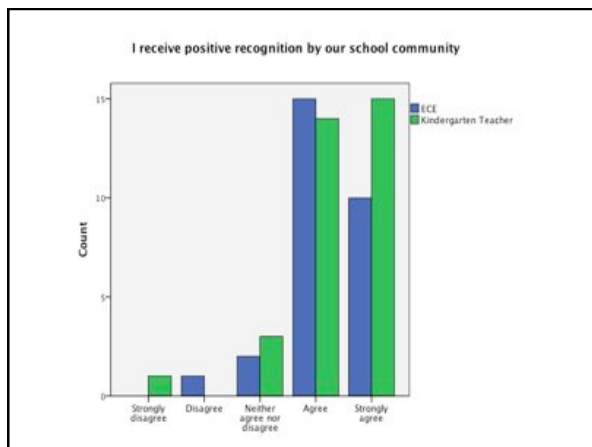
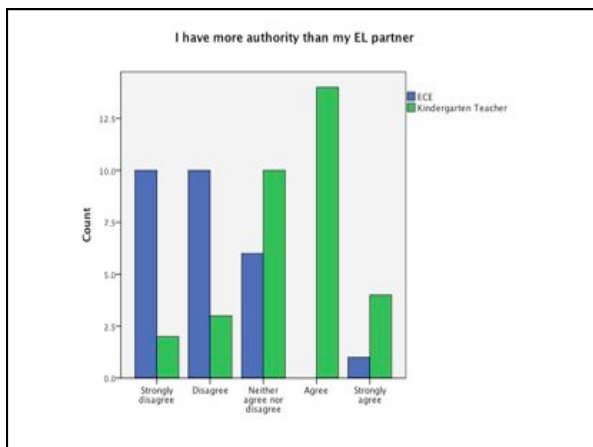
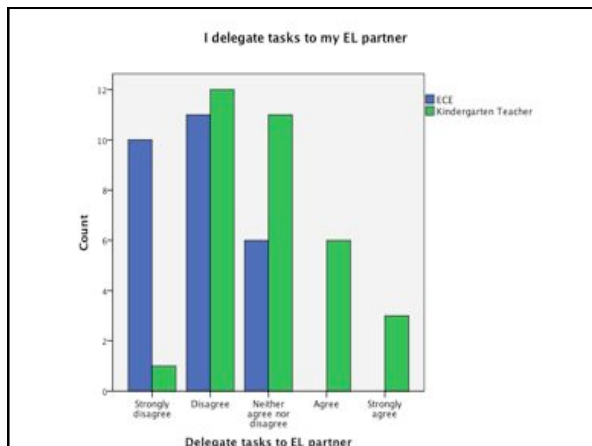
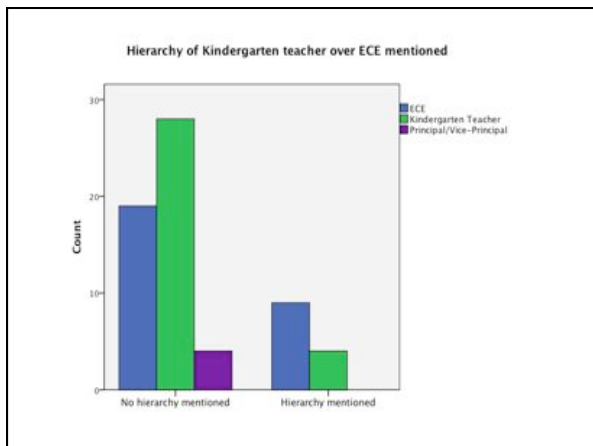
- ❖ Analyses comparing FDELK children with control group (based on first year of FDELK)

Staff (sample results)

- ❖ Staff surveys
 - Rating scales (e.g. benefits of program)
 - Open-ended questions (e.g. “What do you think are the benefits and/or drawbacks of putting these services into schools?”)
- ❖ Indicators of Change focus groups
 - Changed with FDK (to 3 dimensions from 5)
 - Helps sites to examine their growth along a continuum of integration



- ❖ Acknowledgement of Ainsley Gibson, MA Candidate in Child Study and Education program at the Dr. Eric Jackman Institute of Child Study, OISE/UT
- ❖ Ainsley developed some of the ECE/K Teacher questionnaire items regarding the perception of hierarchy



Indicators of Change

Sample results from focus groups

- Peel Best Start
- FDELK

Best Start: 1

Indicators of Change Summary (Best Start Site)	Governance				Seamless Access			Early Learning Environment					Early Childhood Staff Team				Parent Participation			
	1	2	3	4	1	2	3	1	2	3	4	5	1	2	3	4	1	2	3	
Integration - Level 5																				
Collaboration - Level 4																				
Collaboration - Level 3																				
Co-ordination - Level 2																				
Co-existence - Level 1																				
Time 5	1 Program Mandate, Policies & Practices				1 Capacity			1 Curriculum Framework & Pedagogical Approach					1 Program Planning & Implementation				1 Parent Input & Participation in Programs			
Time 4	2 Service Planning & Monitoring				2 Child Care, Transitions & Affordability			2 Daily Routines & Schedules					2 Behaviour Guidance/Child Development				2 Parenting Capacity			
Time 3 -	3 Allocation of Financial Resources				3 Staff, Environment & Attendance			3 Use of Space					3 Roles & Responsibilities				3 Relationship with Families			
Time 2 - May 2011	4 Human Resources				4 Program Review			4 Children's Development & Progress					4 Staff Development							
Time 1 - April 2010																				

FDELK: Example 1

Indicators of Change Summary	Early Learning Environments						Early Learning Team					Parent Participation								
	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4					
Example 1																				
Integration - Level 5																				
Collaboration - Level 4																				
Collaboration - Level 3																				
Co-ordination - Level 2																				
Co-existence - Level 1																				
Time 5	1. Curriculum Framework and Pedagogical Approach						1. Program Planning & Implementation					1. Parent Input & Participation in Programs								
Time 4	2. Daily Schedules & Routines						2. Behaviour Guidance					2. Parent Knowledge								
Time 3	3. Use of Space						3. Roles & Responsibilities					3. Relationship with Families								
Time 2	4. Children's Development & Progress						4. Staff Development					4. Extended Day Program								
Time 1 - June, 2011	5. Program Quality						5. Extended Day Program													

FDELK: Example 2

Indicators of Change Summary	Early Learning Environments						Early Learning Team					Parent Participation								
	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4					
Example 2																				
Integration - Level 5																				
Collaboration - Level 4																				
Collaboration - Level 3																				
Co-ordination - Level 2																				
Co-existence - Level 1																				
Time 5	1. Curriculum Framework and Pedagogical Approach						1. Program Planning & Implementation					1. Parent Input & Participation in Programs								
Time 4	2. Daily Schedules & Routines						2. Behaviour Guidance					2. Parent Knowledge								
Time 3	3. Use of Space						3. Roles & Responsibilities					3. Relationship with Families								
Time 2	4. Children's Development & Progress						4. Staff Development					4. Extended Day Program								
Time 1 - June, 2011	5. Program Quality						5. Extended Day Program													

Parents (sample results)

- Surveys
- Parenting Daily Hassles

FDELK parents' most significant daily hassles based on mean ratings

- ❖ How “much” of a hassle (how much parents feel stressed by these factors):
 1. Getting my child ready in the morning
 2. Making alternate child care arrangements when my child is sick
 3. Staying in contact with the classroom teacher about day-to-day things

Child data (a few sample results)

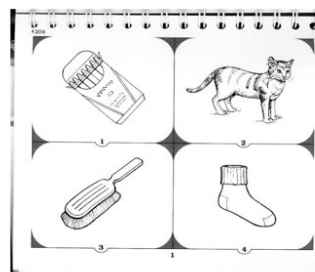
The collage shows several educational activities:

- EM** logo and the word **children**.
- Peabody Picture Vocabulary Test** (EM version) with a grid of images.
- Early Number Knowledge** activity with a grid of images and instructions: "Place 5 red chips in front of the cat. Count these chips and tell the teacher how many there are."
- Early reading** activity with a grid of images and instructions: "Read the words and color the pictures."
- Writing** activity: "Teacher has 5 300s red crayons." with a drawing of a stick figure.
- Drawing** activity: "This is the waiting to go on the computer at daycare." with a drawing of a stick figure.
- Puppet interview: Social & emotional understanding** activity with a grid of images.

Vocabulary

Peabody Picture Vocabulary Test

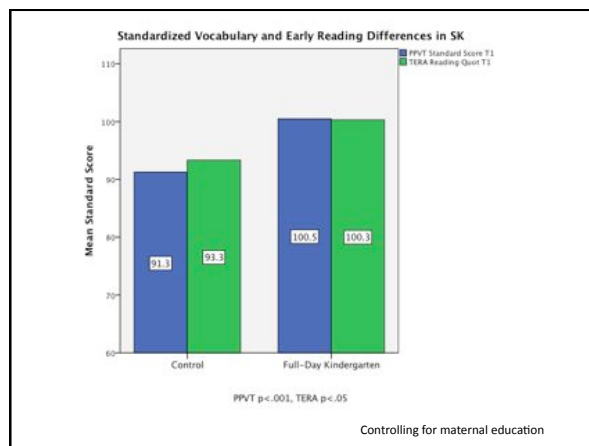
Which one is cat? Point to cat.



Early Reading

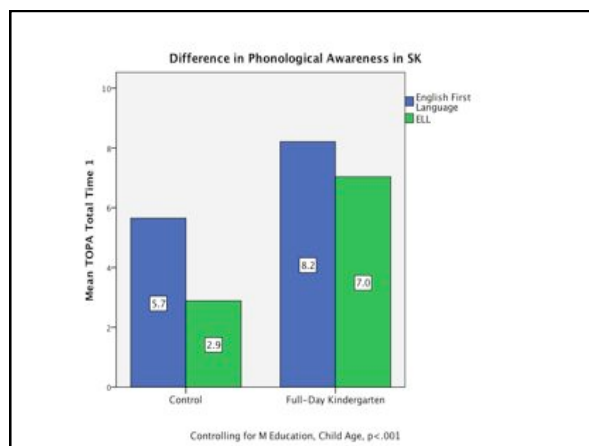
Test of Early Reading Ability
Point to the picture that starts with the letter 'c'

car stool baby



Phonological Awareness


Example: Same initial consonant
Say & point: *bike*..... *mop*, *ball*, *sun*
Point to the picture that starts with the same sound as *bike*



Early writing *(Teacher has five little red crayons)*


Grade: SK PM Gender: M or F

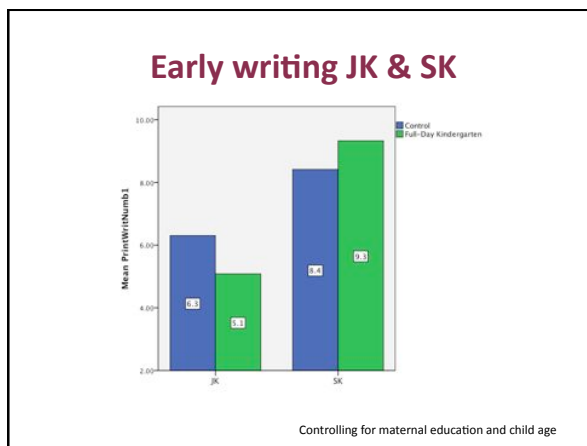
Place bottom half of page in front of child, present markers of different colours including red. Ask child to write: "Teacher has five little red crayons." Let child choose the marker.




Grade: SK Gender: M or F

Place bottom half of page in front of child, present markers of different colours including red. Ask child to write: "Teacher has five little red crayons." Let child choose the marker.

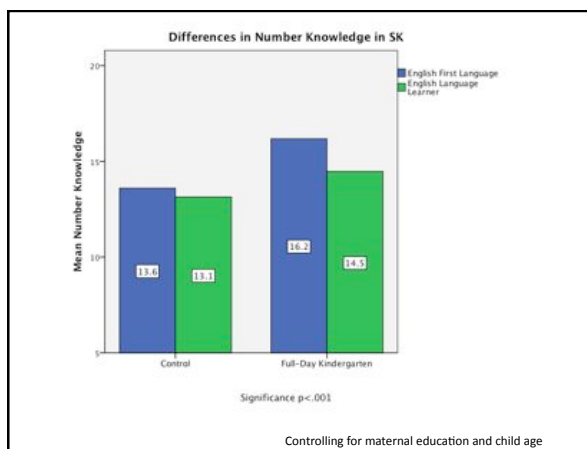




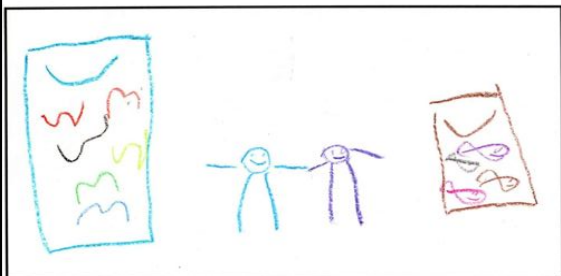
Early number knowledge (examples of items)



- ❖ 4-year old:
 - I'm going to show you some counting chips (Show a line of 3 red and 4 blue chips in a row, as follows: R B R B R B B). Count just the blue chips and tell me how many there are.
- ❖ 6-year old:
 - If you had 4 chocolates and someone gave you 3 more, how many chocolates would you have altogether?
 - What number comes right after 7?

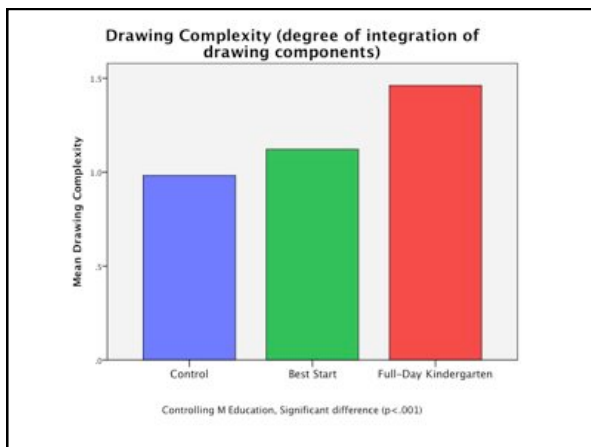
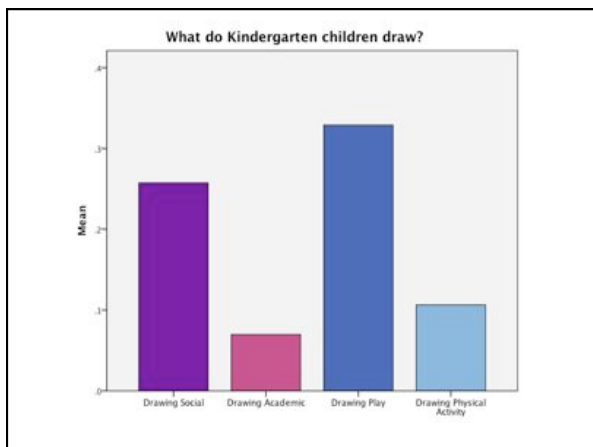
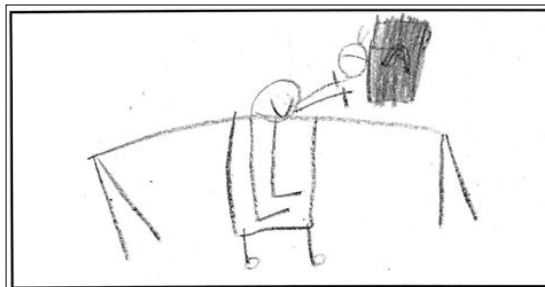


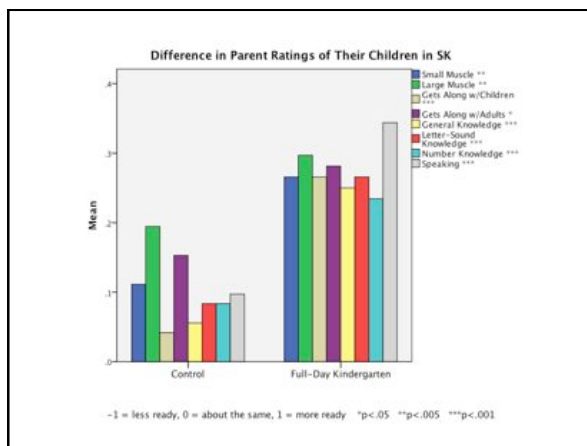
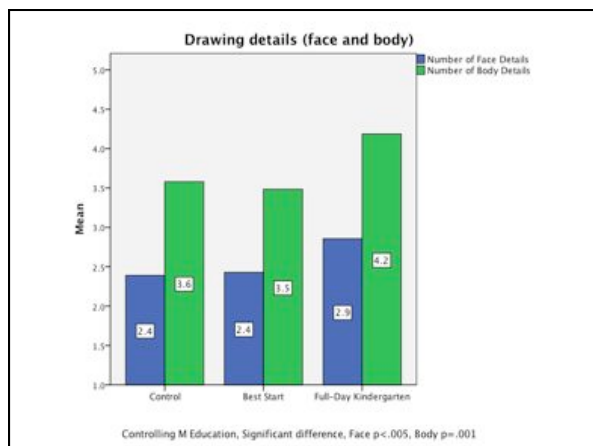
Draw yourself doing something here



Me and my friend Karim. Now I can draw a bin. Our bin is brown. I put fish on it. The bird bin is a big one.

I made a rainbow for Mommy....sitting on a table and I'm using scissors and cutting it out for Momma



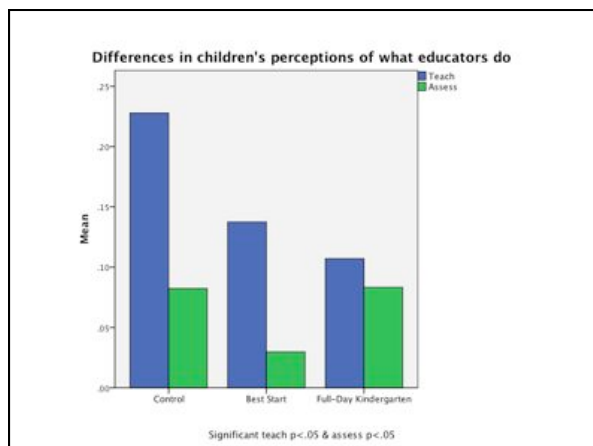


Child interview with finger puppets

- ❖ Child chooses a puppet for herself/himself and one for the researcher
- ❖ "Tell me about your day from the time you leave home until you go back home"

Other interview questions

- ❖ What do is your favourite thing here?
- ❖ What do teachers do?
- ❖ What's important to learn here?
- ❖ What should kids do if someone starts a fight?
- ❖ What should kids do if someone wants to play something they don't like?
- ❖ What should kids do if someone is crying?



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