

Full-Day Preschool

HCRC Fact Brief

Full-day programming is defined as classroom time of 6 or more hours per day, 5 days a week. Part-day preschool consists of 3 hours or less per day, 5 days a week.¹ Students that attend full-day preschool receive over double the instructional time of those students in part-day programs.

Benefits of full-day preschool:

- More contact time between students and teachers increases the opportunity to build skills.²
- Full-day programs increase school readiness compared with similar quality half-day programs.³
- Full-day preschool allows for parents to seek full-time employment.⁴
- May limit mobility (changing schools for reasons other than grade promotion) and increase continuity, a key aspect of Child-Parent Center preschool to 3rd grade (CPC P-3) programs.

National landscape

In 2013, nearly 50 percent of 3- and 4-year-olds attended preschool. Roughly half of those students attended a full-day program.⁵

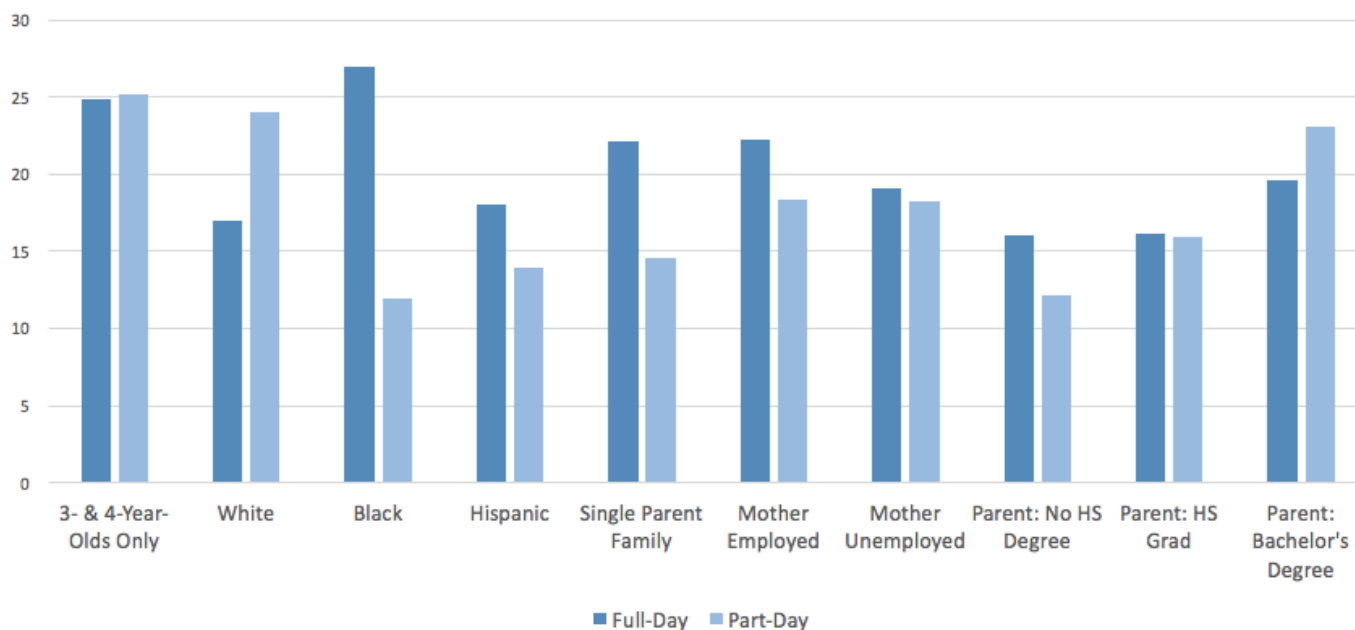
While this is an increase in numbers enrolled in full-day programs from 1990, when only 35 percent of 3- and 4-year-olds were enrolled, the percent of students enrolled in full-day programming has remained relatively constant since 2000.

Results from CPC P-3

The implementation of the i3 CPC P-3 program included 11 schools with both full-day and part-day preschool classrooms. In a comparison of students within those schools, the full-day students saw significantly bigger gains in school readiness measures.

Students in the full-day classrooms attended for 7 hours, while the part-day students attended for 2.75 to 3 hours. Controlling for key demographic characteristics, CPC P-3 full-day scored consistently higher on teacher assessments rat-

Percent of U.S. 3- to 5-year-olds in full-day vs part-day preschool



ing cognitive and socio-emotional outcomes, including 20 points higher on overall year end scores.

Difference in TSGOLD test scores between CPC full- and part-day	
	Difference
Language, raw score	2.6*
Percent at language national norm	19.5*
Math, raw score	3.6*
Percent at math national norm	12.1*
Socio-emotional, raw score	4.1*
Percent at SEM national norm	17.4*
Total score, raw score	19.9*
Percent at total national norm	22.1*

*p-value < .05

Full-day CPC P-3 students, compared with CPC P-3 part-day students also had significantly higher average daily attendance and were less likely to be chronically absent.

Difference in TSGOLD test scores between CPC full and part-day	
Attendance measure	Difference
Average daily attendance	5.5*
Chronically absent (>10% or more missed days)	-18.6*
Chronically absent (>20% or more missed days)	-17.6*

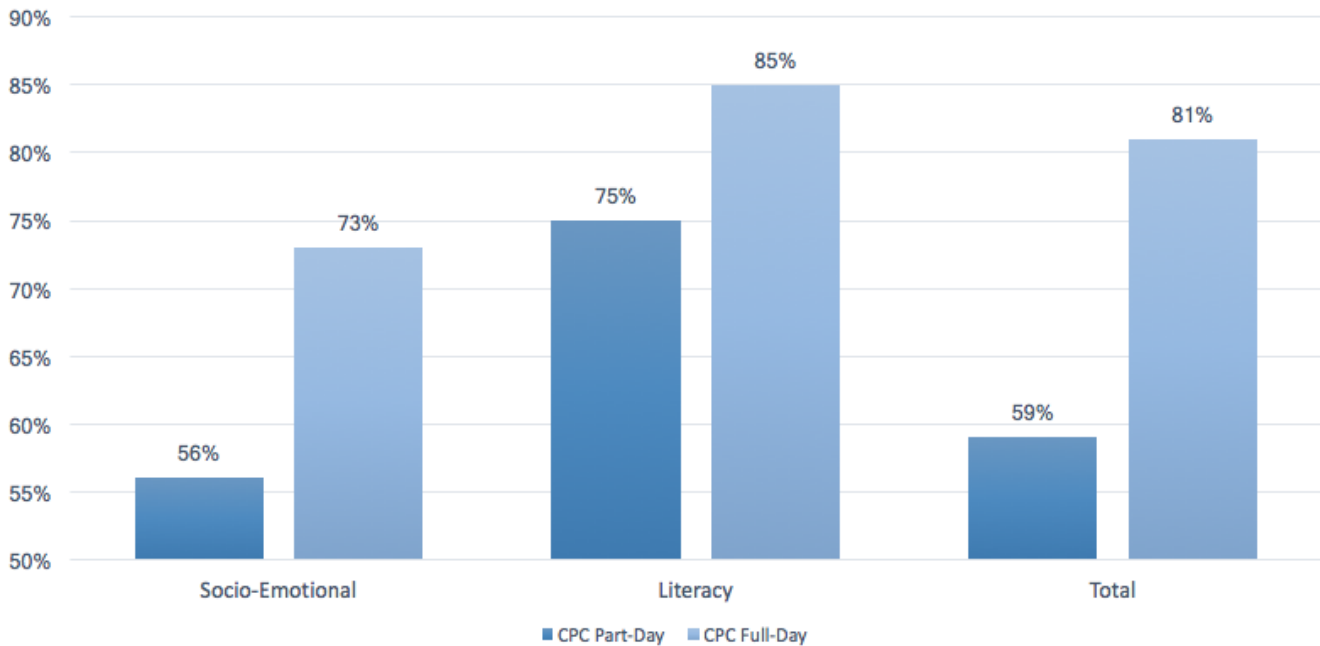
*p-value < .05

Results from other programs

The National Institute for Early Education Research finds that full-day preschool is effective in closing the achievement gap at kindergarten entry, increasing achievement scores in math and vocabulary, up to 50 percent above the half-day program. While the effects persist through 1st grade, they are much smaller than in preschool.³

Full-day programs such as Abecedarian show strong impacts on IQ, achievement and college attendance.⁷

Percent meeting TSGOLD national norms



References

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