## Full-Day Preschool

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 $\mathrm{P}-3$ ) 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 partday 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


Advancing child development
in research and social policy
ing cognitive and socio-emotional outcomes, including 20 points higher on overall year end scores.

| Difference in TSGOLD test scores <br> between CPC full- and part-day |  |
| :--- | :--- |
|  | Difference |
| Language, raw score | $2.6^{\star}$ |
| Percent at language national norm | $19.5^{*}$ |
| Math, raw score | $3.6^{\star}$ |
| Percent at math national norm | $12.1^{\star}$ |
| Socio-emotional, raw score | $4.1^{*}$ |
| Percent at SEM national norm | $17.4^{\star}$ |
| Total score, raw score | $19.9^{\star}$ |
| 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 <br> more missed days) | $-18.6^{*}$ |
| Chronically absent (>20\% or <br> 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 $1^{\text {st }}$ 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


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