

# Association of a full-day vs part-day preschool intervention with school readiness, attendance, and parent involvement <sup>[1]</sup>

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**AVAILABILITY**

Full text available by **subscription only** <sup>[2]</sup>, or check your local/university library access.

**Abstract:**

**Objective:** To evaluate the association between a full- vs part-day early childhood program and school readiness, attendance, and parent involvement.

**Design, Setting, and Participants:** End-of-preschool follow-up of a nonrandomized, matched-group cohort of predominantly low-income, ethnic minority children enrolled in the Child-Parent Centers (CPC) for the full day (7 hours; n = 409) or part day (3 hours on average; n = 573) in the 2012-2013 school year in 11 schools in Chicago, Illinois.

**Intervention:** The Midwest CPC Education Program provides comprehensive instruction, family-support, and health services from preschool to third grade.

**Main Outcomes and Measures:** School readiness skills at the end of preschool, attendance and chronic absences, and parental involvement. The readiness domains in the Teaching Strategies GOLD Assessment System include a total of 49 items with a score range of 105-418. The specific domains are socioemotional with 9 items (score range, 20-81), language with 6 items (score range, 15-54), literacy with 12 items (score range, 9-104), math with 7 items (score, 8-60), physical health with 5 items (score range, 14-45), and cognitive development with 10 items (score range, 18-90).

**Results** Full-day preschool participants had higher scores than part-day peers on socioemotional development, language, math, physical health, and the total score. Full-day preschool graduates also had higher rates of attendance and lower rates of chronic absences and days missed but no differences in parental involvement.

**Conclusions and Relevance:** In an expansion of the CPCs in Chicago, a full-day preschool intervention was associated with increased school readiness skills in 4 of 6 domains, attendance, and reduced chronic absences compared with a part-day program. These findings should be replicated in other programs and contexts.

**Related link:** The value of high quality full-day preschool <sup>[3]</sup>

**Region:** United States <sup>[4]</sup>

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**Source URL (modified on 27 Jan 2022):** <https://childcarecanada.org/documents/research-policy-practice/14/12/association-full-day-vs-part-day-preschool-intervention>

**Links**

[1] <https://childcarecanada.org/documents/research-policy-practice/14/12/association-full-day-vs-part-day-preschool-intervention> <sup>[2]</sup>

<https://jamanetwork.com/journals/jama/fullarticle/1938567> [3] <https://childcarecanada.org/documents/child-care-news/14/12/value-high-quality-full-day-preschool> [4] <https://childcarecanada.org/taxonomy/term/7865>