

Full-day kindergarten

Research & analysis

Effects of full-day kindergarten on academic achievement and social development ^[1]

Review of Educational Research, 80(1),34-70.

Cooper, Harris, Batts, Allen, Patall, Erika A. & Dent, Amy L.

Is more better? The effects of full-day vs. half-day preschool on early school achievement ^[2]

National Institute for Early Education Research

Kenneth B. Robin, Ellen C. Frede & W. Steven Barnett, 16 May 06

Full-day kindergarten: Expanding learning opportunities ^[3]

WestEd Center on Policy

Malia Villegas, 1 Apr 05

Full-day and half-day kindergarten in the United States: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999 ^[4]

Institute of Education Sciences (IES) National Center for Education Statistics, United States Department of Education

Jill Waltson and Jerry West, 7 Jun 04

Kindergarten: The overlooked school year ^[5]

Working paper series, Foundation for Child Development

Sara Vecchiotti, 1 Oct 01

Useful links

AECEO Full day early learning website ^[6]

The Ontario early learning advisors report ^[7]

Fri, 06/03/2011

Tags:

kindergarten ^[8]

integration ^[9]

school system ^[10]

full-day early learning ^[11]

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Links

[1] <https://childcarecanada.org/documents/research-policy-practice/11/06/effects-full-day-kindergarten-academic-achievement-and-soci> [2]

<http://nieer.org/resources/research/IsMoreBetter.pdf> [3] http://www.wested.org/online_pubs/po-05-01.pdf [4] <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004078> [5] <http://eric.ed.gov/PDFS/ED458948.pdf> [6] <https://childcarecanada.org/resources/links/aeceo-full-day-early-learning-website> [7]

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