

High-Quality Early Child Education is Associated With...



Outcomes



Kindergarten Readiness

- Children who attend pre-kindergarten programs are more ready for kindergarten at the end of their pre-kindergarten year than children who do not attend pre-kindergarten.¹
- Children who attend pre-kindergarten are advanced on language, reading, writing, and math skills compared to similar children who did not attend pre-kindergarten.²
- There are also small positive impacts on children's social-emotional development,³ executive functioning, and emotion recognition if they attend pre-kindergarten.⁴
- Early Childhood Education programs often yield larger benefits for children who are most in need, such as children from low-income families, children of color, and those living in environments with fewer educational resources.⁵



Early Educational Benefits

- Children who attend Early Childhood Education experience statistically significant reductions in special education placement and grade retention.⁶
- Children who attend Early Childhood Education experience decreased high school disciplinary measures including juvenile incarceration when compared to similar children who did not attend.⁷



Postsecondary Education & Economic Benefits

- Pre-kindergarten attendance predicts 2-year college enrollment across all racial and ethnic groups and strongly predicts 4-year college enrollment, particularly among Black and Hispanic students.⁸
- Children who attend Early Childhood Education have higher rates of high school completion, college attendance, and employment.⁹



Health Benefits

- Children who attend Early Childhood Education experience long-term health benefits, particularly in reducing the prevalence of risk factors for chronic diseases.¹⁰

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¹ Phillips, D. A., Lipsey, M. W., Dodge, K. A., Haskins, R. Bassok, D., Burchinal, M. R., et al. (2017). *Puzzling it out: The current state of scientific knowledge on pre-kindergarten effects. A consensus statement.* Brookings Institution Duke Center for Child and Family Policy.

² Gormley, W., Gayer, T., Phillips, D., & Dawson, B. (2005). The effects of universal pre-k on cognitive development. *Developmental Psychology*, 41, 872-884.

³ Gormley, W. T., Phillips, D. A., Newmark, K., Welti, K., & Adelstein, S. (2011). Social-emotional effects of early childhood education programs in Tulsa. *Child Development*, 82(6): 2095-2109.

⁴ Weiland, C., & Yoshikawa, H. (2013). Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. *Child Development*, 84, 2112-2130.

⁵ Watts, T. W., Jenkins, J. M., Dodge, K. A., Carr, R. C., Sauval, M., Bai, Y., Escueta, M., Duer, J., Ladd, H., Muschkin, C., Peisner, F. E., & Ananat, E. (2023). Understanding heterogeneity in the impact of public preschool programs. *Monographs of the Society for Research in Child Development*, 88(1), 7-182.

⁶ McCoy, D. C., Yoshikawa, H., Ziol-Guest, K. M., Duncan, G. J., Schindler, H. S., Magnuson, K., Yang, R., Koepp, A., & Shonkoff, J. P. (2017). Impacts of early childhood education on medium- and long-term educational outcomes. *Educational Researcher*, 46(8), 474-487.

⁷ Gray-Lobe, G., Pathak, P. A., & Walters, C. R. (2023). The long-term effects of universal preschool in Boston. *Quarterly Journal of Economics*, 138(3), 363-411.

⁸ Gormley Jr., W. T., Amadon, S., Magnuson, K., Claessens, A., & Hummel-Price, D. (2023).

Universal pre-k and college enrollment: Is there a link? *AERA Open*, 9, 1-17.

⁹ Carniero, P., & Ginja, R. (2013). Long-term impacts of compensatory preschool on health and behavior: Evidence from Head Start. *American Economic Journal: Economic Policy*.

¹⁰ Campbell, F. A., Conti, G., Heckman, J. J., Moon, S. H., Pinto, R., Pungello, E., & Pan, Y. (2014). Early childhood investments substantially boost adult health. *Science*, 343(6178), 1478-1485.