

High-quality child care contributes to later success in science, math ^[1]

Author: Bustamante, Andres S.

Source: American Psychology Association

Format: Press release

Publication Date: 15 Jul 2023

AVAILABILITY

Access online ^[2]

Excerpt

Children who receive high-quality child care as babies, toddlers and preschoolers do better in science, technology, engineering and math through high school, and that link is stronger among children from low-income backgrounds, according to research published by the American Psychological Association.

“Our results suggest that caregiving quality in early childhood can build a strong foundation for a trajectory of STEM success,” said study author Andres S. Bustamante, PhD, of the University of California Irvine. “Investing in quality child care and early childhood education could help remedy the underrepresentation of racially and ethnically diverse populations in STEM fields.”

The research was published in the journal *Developmental Psychology*.

Many studies have demonstrated that higher quality caregiving in early childhood is associated with better school readiness for young children from low-income families. But not as many have looked at how the effects of early child care extend into high school, and even fewer have focused specifically on STEM subjects, according to Bustamante.

To investigate those questions, Bustamante and his colleagues examined data from 979 families who participated in the National Institute of Child Health and Human Development Study of Early Child Care and Youth Development, from the time of the child’s birth in 1991 until 2006.

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