

# Expanding access to pre-k is sound public policy <sup>[1]</sup>

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## AVAILABILITY

Full report in pdf <sup>[2]</sup>

## Description:

In 2013, preschool education received more attention in the media and public policy circles than it has for some time, in part because of a series of high-profile proposals to expand access to quality pre-K. The scientific basis for these proposed expansions of quality pre-K is impressive. This paper brings to bear the full weight of the evidence to address the following questions:

- What does all the evidence say about effective preschool education and long-term cognitive benefits?
- What are the estimated effects of state and local pre-K programs in more recent years?
- Is Head Start ineffective?
- Can government improve the quality of public preschool education?
- If states expand pre-K with temporary federal matching funds, what happens to state education budgets when that federal money is not available?

**Region:** United States <sup>[3]</sup>

**Tags:** quality <sup>[4]</sup>

funding <sup>[5]</sup>

pre-school <sup>[6]</sup>

federal programs <sup>[7]</sup>

universality <sup>[8]</sup>

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<sup>[1]</sup> <https://childcarecanada.org/documents/research-policy-practice/13/12/expanding-access-pre-k-sound-public-policy> <sup>[2]</sup>

<http://nieer.org/publications/nieer-working-papers/expanding-access-quality-pre-k-sound-public-policy> <sup>[3]</sup>

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