Preschool and Children’s Outcomes in Elementary School: Have Patterns Changed Nationwide Between 1998 and 2010?

Daphna Bassok¹, Chloe R. Gibbs² & Scott Latham³

This study employs data from both kindergarten cohorts of the Early Childhood Longitudinal Study (n ~ 12,450 in 1998; n ~ 11,000 in 2010) to assess whether associations between preschool participation and children's academic and behavioral outcomes—both at school entry (Mₜₐ₇ = 5.6 years in both cohorts) and through third grade—have changed over time. Findings are strikingly similar across these two, nationally representative, U.S. cohorts: preschool is positively associated with academic outcomes and negatively associated with behavioral outcomes both at school entry and as children progress through school. Heterogeneity is documented with respect to child and preschool characteristics. However, there is no evidence that associations between preschool and medium-term child outcomes differ by elementary school characteristics.

¹University of Virginia
²Notre Dame University
³Stanford University

Updated May 2018

EdPolicyWorks
University of Virginia
PO Box 400879
Charlottesville, VA 22904

EdPolicyWorks working papers are available for comment and discussion only. They have not been peer-reviewed. Do not cite or quote without author permission. Working paper retrieved from:

This EdPolicyWorks Working Paper is now published.
This published study is at: