

# Child Care & Early Education RESEARCH CONNECTIONS

<http://www.researchconnections.org>

## City Universal Preschool Initiative Evaluations and Research: Research-to-Policy Resources

Since the start of the millennium, states have used public funds to greatly expand access to preschool programs for four-year-olds. States often supplement their own funding with federal funding, notably the Preschool Development Grants and Race to the Top-Early Learning Challenge initiatives. According to the National Institute for Early Education Research's [2015 State Preschool Yearbook](#), the percentage of four-year-olds in state preschool programs rose from 14 percent in 2002 to 29 percent in 2015, and this can be in large part attributed to the increase in both state and federal investments. However, in states either without state-funded preschool programs or universal access to them, a number of cities have undertaken or are developing initiatives of their own to further expand access to publicly-funded preschool.

This **Research-to-Policy Resource List** provides a comprehensive list of city universal preschool initiative evaluations and research in the *Research Connections* collection. To count as universal, a city's program must aim to eventually provide universal access to publicly-funded preschool for all four-year-olds using at least some city funds, even if it does not currently achieve universal access. Some well-known programs do not meet these criteria, either because they are the city-based implementation of a state universal preschool program (Tulsa, Oklahoma) or because they do not aim for universal access (Chicago's Child-Parent Centers; Salt Lake City, Utah).

Cities with universal preschool programs were identified in recent reviews by the [American Institutes for Research](#) and the [Rand Corporation](#), as well as in [news reports](#). A number of city programs have not produced evaluations or research publications or are still in the planning or early implementation stages, including Cincinnati, Ohio; Cleveland, Ohio; Dayton, Ohio; Santa Fe, New Mexico; and West Sacramento, California. The city universal preschool initiatives that have produced research or evaluation publications and are included here are: Boston, Massachusetts; Denver, Colorado; Los Angeles, California; New York, New York; Philadelphia, Pennsylvania; San Antonio, Texas; San Francisco, California; Seattle, Washington; and Washington, District of Columbia



If you know of city universal preschool research and evaluation publications not included in this list, please let us know at [contact@researchconnections.org](mailto:contact@researchconnections.org).

Boston, Massachusetts	New York, New York	San Francisco, California
Denver, Colorado	Philadelphia, Pennsylvania	Seattle, Washington
Los Angeles, California	San Antonio, Texas	Washington, District of Columbia

### **Boston, Massachusetts**

Weiland, C. (2016). [Impacts of the Boston prekindergarten program on the school readiness of young children with special needs](#). *Developmental Psychology*, 52(11), 1763-1776.

Weiland, C., & Yoshikawa, H. (2013). [Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills](#). *Child Development*, 84(6), 2112-2130.

Weiland, C., Ulvestad, K., Sachs, J., & Yoshikawa, H. (2013). [Associations between classroom quality and children's vocabulary and executive function skills in an urban public prekindergarten program](#). *Early Childhood Research Quarterly*, 28(2), 199-209.

Yudron, M., & Weiland, C. (2016). [BPS K1DS: Piloting the Boston Public Schools' prekindergarten model in community-based organizations: Final report](#). Boston, MA: Boston Public Schools.

### **Denver, Colorado**

Augenblick, Palaich & Associates. (2013). [An evaluation of the Denver Preschool Program: 2012-2013](#). Denver, CO: Denver Preschool Program.

Augenblick, Palaich & Associates. (2012). [An evaluation of the Denver Preschool Program 2011-12](#). Denver, CO: Denver Preschool Program.

Augenblick, Palaich & Associates. (2011). [An evaluation of the Denver Preschool Program: 2010-11](#). Denver, CO: Denver Preschool Program..

Augenblick, Palaich & Associates. (2010). [Evaluation of the Denver Preschool Program: 2009-10](#). Denver, CO: Augenblick, Palaich & Associates.

Denver Preschool Program. (n.d.). [The Denver Preschool Program's third longitudinal analysis again confirms third grade DPP graduates outperform their peers](#). Denver, CO: Denver Preschool Program.

Denver Preschool Program. (n.d.). [Our second longitudinal analysis again shows: DPP graduates outperform their peers on third-grade TCAP assessments](#). Denver, CO: Denver Preschool Program.

Denver Preschool Program. (n.d.). [First longitudinal analysis confirms value of Denver's preschool investment: Reading gains persist through third grade](#). Denver, CO: Denver Preschool Program.

Green, S., Ponce, C., & Mangels, D. B. (n.d.). [Denver Preschool Program: Report on child outcomes: 2013-14 school year](#). Denver, CO: Denver Preschool Program.

Klute, M. M. (2013). [Denver Preschool Program: Report on child outcomes: 2012-13 school year](#). Denver, CO: Denver Preschool Program.

Klute, M. M. (2012). [Denver Preschool Program: Report on child outcomes: 2011-12 school year](#). Denver, CO: Denver Preschool Program..

Klute, M. M., & Ponce, C. (2011). [Denver Preschool Program: Report on child outcomes: 2010-11 school year](#). Denver, CO: Denver Preschool Program.

Klute, M. M. (2010). [Denver Preschool Program: Report on child outcomes: 2009-10 school year](#). Denver, CO: Denver Preschool Program.

Padres & Jovenes Unidos. (2016). [The great unequalizer: How Denver's pre-K system fails the children of Southwest Denver and other low-income communities of color](#). Denver, CO: Padres & Jovenes Unidos.

Palaich, R. (2014). [DPP 2008-09 and 2009-10 cohort third grade TCAP results](#). Denver, CO: Denver Preschool Program.

Palaich, R. (n.d.). [DPP 2008-2009 Cohort TCAP Results](#). Denver, CO: Denver Preschool Program.

Workman, S., Rooney, K., Palaich, R., & Brown, A. (2015). [An evaluation of the Denver Preschool Program: 2014-2015](#). Denver, CO: Denver Preschool Program.

## **Los Angeles, California**

Aikens, N., Sprachman, S., Bernstein, S., Atkins-Burnett, S., Moiduddin, E. M., & Putnam, M. (2013). [Physical activity and nutrition: Family routines and program practices in LAUP](#). Los Angeles: First 5 LA.

Applied Survey Research. (2013). [Los Angeles Universal Preschool \(LAUP\): The Successful Kids in Pre-K Project \(SKIPP\) Phase III: A portrait of school readiness in spring and fall 2009](#). Los Angeles, CA: Los Angeles Universal Preschool.

Applied Survey Research. (2010). [The Successful Kids in Pre-K Project \(SKIPP\) phase II: An assessment of Los Angeles Universal Preschool students' progression toward school readiness: Fall 2008-spring 2009](#). Los Angeles: Los Angeles Universal Preschool.

Atkins-Burnett, S., Xue, Y., Moiduddin, E. M., Aikens, N., & Cannon, J. (2014). [Informing the performance-based contract between First 5 LA and LAUP -- Volume 2: Background and supporting analyses for the 2012-2013 study of child progress: Final report](#). Los Angeles: First 5 LA.

Atkins-Burnett, S., Xue, Y., Moiduddin, E. M., Aikens, N., & Cannon, J. (2013). [Informing the performance-based contract between First 5 LA and LAUP -- Volume 1: Child progress in the 2012-2013 program year: Final report](#). Los Angeles: First 5 LA.

Atkins-Burnett, S., Xue, Y., Kopack, A., Induni, M., & Moiduddin, E. M. (2010). [Instructional practices in Los Angeles Universal Preschool: Final report](#). Los Angeles: First 5 LA.

Atkins-Burnett, S., Winston, P., Xue, Y., Moiduddin, E. M., Smith, E. K., Sprachman, S., & Aikens, N. (2011). [A pilot study of quality support coaching in LAUP: Findings from the 2010-2011 program year: Final report](#). Los Angeles: First 5 LA.

Banuelos, N. (2016). [ASPIRE \(CARES Plus\) final evaluation report, program year 2015-16](#). Los Angeles, CA: Los Angeles Universal Preschool.

Banuelos, N. (2016). [Evaluation of LAUP's new family engagement model: A Strengthening Families framework FY 2015-16](#). Los Angeles, CA: Los Angeles Universal Preschool.

Barnhart, M., & Kyger, M. (2015). [Summary of findings: Longitudinal outcomes of LAUP alumni](#). Los Angeles, CA: Los Angeles Universal Preschool.

Barrett, D. (2015). [Evaluation of the Director Institute, 2015](#). Los Angeles, CA: Los Angeles Universal Preschool.

Bolton, A. (2014). [LAUP Parent Engagement programs 2014](#). Los Angeles, CA: Los Angeles Universal Preschool.

Bolton, A. (2014). [LAUP parent experiences](#). Los Angeles, CA: Los Angeles Universal Preschool.

Fienman, R., & Zepeda, A. (2014). [Pilot study: Preschool to kindergarten connections](#). Los Angeles, CA: Los Angeles Universal Preschool.

First 5 LA. (n.d.). [Children's progress during the 2011-2012 LAUP year](#). Los Angeles: First 5 LA.

First 5 LA. (n.d.). [Instructional practices that support ELL children in Los Angeles Universal Preschool classrooms](#). Los Angeles: First 5 LA.

First 5 LA. (n.d.). [The First 5 LA Universal Preschool Child Outcomes Study: Children's progress during the 2010-2011 LAUP year](#). Los Angeles: First 5 LA.

First 5 LA. (2009). [Latino children showing higher rates of preschool enrollment. \(Report 1\)](#). Los Angeles, CA: First 5 LA.

First 5 LA. (2009). [Profile of children entering Los Angeles Universal Preschool \(LAUP\), fall 2007](#). Los Angeles: First 5 LA.

Kyger, M., & Barnhart, M. (2017). [Effects of high-quality preschool on early literacy and mathematics skills: A regression-discontinuity approach](#). Los Angeles, CA: Los Angeles Universal Preschool.

Kyger, M., Barnhart, M., & Barrett, D. (2015). [Coaching practices and quality outcomes evaluation report, 2014-15](#). Los Angeles, CA: Los Angeles Universal Preschool.

Kyger, M., Bolton, A., & Coppola, A. (2014). [Academic and social outcomes for LAUP's inaugural cohort](#). Los Angeles, CA: Los Angeles Universal Preschool.

Lopez, G. (2014). [Teacher Institute evaluation, 2013-14](#). Los Angeles, CA: Los Angeles Universal Preschool.

Lopez, G. (2013). [Teacher Institute evaluation, 2009-10 to 2012-13](#). Los Angeles, CA: Los Angeles Universal Preschool.

Lopez, G. (2013). [The effectiveness of the LAUP Coaching Model](#). Los Angeles, CA: Los Angeles Universal Preschool.

Lopez, G. (2012). [RENEW Los Angeles County final evaluation report](#). Los Angeles, CA: Los Angeles Universal Preschool.

Lopez, G., Allen, E., & Hamai, T. (2014). [ASPIRE \(CARES Plus\) evaluation report: Program year 2013-14](#). Los Angeles, CA: Los Angeles Universal Preschool.

Love, J., Hudgens, T., & Dong, L. (2013). [ASPIRE \(Cares Plus\) evaluation report: Program year 2012-13](#). Los Angeles, CA: Los Angeles Universal Preschool.

Love, J. M., Atkins-Burnett, S., Vogel, C., Aikens, N., Xue, Y., Mabutas, M., Carlson, B., & et al. (2009). [Los Angeles Universal Preschool programs, children served, and children's progress in](#)

[the preschool year: Final report of the First 5 LA Universal Preschool Child Outcomes Study: Final report.](#) Los Angeles: First 5 LA.

Mathematica Policy Research, Inc. (2016). [Looking at classroom and program quality through multiple lenses: Lessons from the Universal Preschool Child Outcomes Study.](#) Los Angeles, CA: First 5 LA.

Moiduddin, E. M., & Kamler, C. (2013). [Data use in LAUP: An overview.](#) Los Angeles: First 5 LA.

Moiduddin, E. M., Xue, Y., & Atkins-Burnett, S. (2011). [Informing the performance-based contract between First 5 LA and LAUP: Child progress in the 2010-2011 program year: Final report.](#) Los Angeles: First 5 LA.

Moiduddin, E. M., Aikens, N., Sprachman, S., Atkins-Burnett, S., Winston, P., & Smith, E. K. (2011). [Design for a study of Los Angeles Universal Preschool's Quality Support Coaching model: Final report.](#) Los Angeles: First 5 LA.

O'Donnell, K. (2016). [More than just pre-k: The positive economic impact of preschool in Los Angeles County.](#) Greenville, SC: Institute for Child Success.

Vogel, C., Aikens, N., Atkins-Burnett, S., Sama Martin, E., Caspe, M., Sprachman, S., & Love, J. M. (2008). [Reliability and validity of child outcome measures with culturally and linguistically diverse preschoolers: The First 5 LA Universal Preschool Child Outcomes Study spring 2007 pilot study.](#) Los Angeles: First 5 LA.

Whitebook, M., Schaack, D., Kipnis, F., Austin, L. E., & Sakai, L. (2013). [Final report 2013: From aspiration to attainment: Practices that support educational success: Los Angeles Universal Preschool's Child Development Workforce Initiative.](#) Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment..

Winston, P., Atkins-Burnett, S., Akers, L., Xue, Y., Moiduddin, E. M., Smith, E. K., Aikens, N., & et al. (2012). [Quality Support Coaching in LAUP: Findings from the 2011-2012 program year: Final report.](#) Los Angeles: First 5 LA.

Winston, P., Atkins-Burnett, S., Moiduddin, E. M., Xue, Y., Akers, L., Lyskawa, J., Sprachman, S., & et al. (2012). [Quality Support Coaching in LAUP: Baseline findings from the 2011-2012 program year: Final report.](#) Los Angeles: First 5 LA.

Xue, Y., Atkins-Burnett, S., & Moiduddin, E. M. (2012). [Informing the performance-based contract between First 5 LA and LAUP: Child progress in the 2011-2012 program year: Final report.](#) Los Angeles: First 5 LA.

Xue, Y., Atkins-Burnett, S., Caronongan, P., & Moiduddin, E. M. (2010). [Informing the performance-based contract between First 5 LA and LAUP: Assessing child progress: Spring](#)

[report](#). Los Angeles: First 5 LA.

Zepeda, A. (2015). [Stability of teaching staff in LAUP programs](#). Los Angeles, CA: Los Angeles Universal Preschool.

Zepeda, A. (2015). [Directors implement and reflect on a quality rating and improvement system \(QRIS\)](#). Los Angeles, CA: Los Angeles Universal Preschool.

Zepeda, A. (2014). [Health and Wellness Project evaluation](#). Los Angeles, CA: Los Angeles Universal Preschool.

## **New York, New York**

Fuller, B. (2014). [Expanding preschool in New York City: Which communities benefit from gains in supply?](#). Berkeley: University of California, Berkeley, Institute of Human Development.

Hong, K., Dragan, K., & Glied, S. (2017). [Seeing and hearing: The impacts of New York City's universal prekindergarten program on the health of low-income children](#). (NBER Working Paper No. 23297). Cambridge, MA: National Bureau of Economic Research.

Lopatto, P. (n.d.). [Are fewer child care vouchers for 4-year-olds being used because of the expansion of full-day pre-k?](#). New York, NY: New York City Independent Budget Office.

McLean, C., Dichter, H., & Whitebook, M. (2017). [Strategies in pursuit of pre-K teacher compensation parity: Lessons from seven states and cities](#). Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment.

New York City Independent Budget Office. (2015). [Universal pre-kindergarten: Enrollment and funding](#). New York, NY: New York City Independent Budget Office.

Potter, H. (2016). [Diversity in New York City's universal pre-k classrooms](#). New York: Century Foundation.

Potter, H. (2015). [Lessons from New York City's universal pre-k expansion: How a focus on diversity could make it even better](#). New York: Century Foundation.

University of California, Berkeley. Center for the Study of Child Care Employment. (n.d.). [Pre-K 4 San Antonio](#). Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment.

University of California, Berkeley. Institute of Human Development. (2015). [Expanding preschool in New York City: Lifting poor children or middling families?](#). Berkeley: University of

California, Berkeley, Institute of Human Development.

Westat, Inc., Metis Associates, Inc., & Branch Associates, Inc.. (2016). [Pre-K for All: Snapshot of student learning](#). New York, NY: Center for Economic Opportunity.

Westat, Inc., Metis Associates, Inc., & Branch Associates, Inc.. (n.d.). [Evaluation of the New York City Pre-K for All initiative, 2014-15: Implementation study report: Program supports](#). New York, NY: Center for Economic Opportunity.

Westat, Inc., Metis Associates, Inc., & Branch Associates, Inc.. (n.d.). [Evaluation of the New York City Pre-K for All initiative, 2014-15: Implementation study report: Expansion rollout](#). New York, NY: Center for Economic Opportunity.

Westat, Inc., Metis Associates, Inc., & Branch Associates, Inc.. (n.d.). [Evaluation of the New York City Pre-K for All initiative, 2014-15: Implementation study report: Using data for programmatic and instructional purposes](#). New York, NY: Center for Economic Opportunity.

Westat, Inc., Metis Associates, Inc., & Branch Associates, Inc.. (n.d.). [Evaluation of the New York City Pre-K for All initiative, 2014-15: Implementation study report: Curriculum and instruction](#). New York, NY: Center for Economic Opportunity

Westat, Inc., Metis Associates, Inc., & Branch Associates, Inc.. (n.d.). [Evaluation of the New York City Pre-K for All initiative, 2014-15: Implementation study report: Family engagement and communication](#). New York, NY: Center for Economic Opportunity.

Westat, Inc., Metis Associates, Inc., & Branch Associates, Inc.. (2016). [Evaluation of the New York City Pre-K for All initiative, 2014-15: Implementation study report: Family perceptions](#). New York, NY: Center for Economic Opportunity.

Westat, Inc., Metis Associates, Inc., & Branch Associates, Inc.. (2016). [New York City's Pre-K for All: Family perceptions](#). New York, NY: Center for Economic Opportunity.

## **Philadelphia, Pennsylvania**

Purtle, J., Langellier, B., & Le-Scherban, F. (2017). [A case study of the Philadelphia sugar-sweetened beverage tax policymaking process: Implications for policy development and advocacy](#). *Journal of Public Health Management and Practice*, , 1-5.

## San Antonio, Texas

Decker-Woodrow, L., Diaz, E., Barfield, D., & Lamey, G. (2017). [Pre-K 4 SA evaluation report: Year 4](#). San Antonio, TX: San Antonio, Early Childhood Education Municipal Development Corporation.

Edvance Research Inc.. (2016). [Pre-K 4 SA evaluation report: Year 3](#). San Antonio, TX: San Antonio, Early Childhood Education Municipal Development Corporation.

Edvance Research Inc. (2015). [Pre-K 4 SA evaluation report: Year 2](#). San Antonio, TX: San Antonio, Early Childhood Education Municipal Development Corporation.

Edvance Research Inc. (2014). [Pre-K 4 SA evaluation report: Year 1](#). San Antonio, TX: San Antonio, Early Childhood Education Municipal Development Corporation.

McLean, C., Dichter, H., & Whitebook, M. (2017). [Strategies in pursuit of pre-K teacher compensation parity: Lessons from seven states and cities](#). Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment.

University of California, Berkeley. Center for the Study of Child Care Employment. (n.d.). [Pre-K 4 San Antonio](#). Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment.

## San Francisco, California

American Institutes for Research. (2010). [Evaluation of Preschool for All \(PFA\) implementation in San Francisco County: Year 5 report](#). San Francisco: First 5 San Francisco.

American Institutes for Research. (2009). [Evaluation of Preschool for All implementation in San Francisco and San Mateo Counties: Year 4 San Francisco report](#). San Francisco: First 5 San Francisco.

American Institutes for Research. (2009). [Evaluation of Preschool for All implementation in San Mateo and San Francisco Counties: 2008 San Francisco PFA classroom observations: Findings from the pilot test of the Language Interaction Snapshot \(LISn\)](#). San Francisco: First 5 San Francisco.

American Institutes for Research. (2007). [Evaluation of Preschool for All: Implementation in San Mateo and San Francisco counties: Year 2 report](#). San Francisco: First 5 San Francisco. .

American Institutes for Research. (2006). [Evaluation of Preschool for All: Implementation in San Mateo and San Francisco Counties: Year 1 report](#). San Mateo, CA: First 5 San Mateo County.

Applied Survey Research. (2013). [Research brief: Evaluating Preschool for All quality](#). San Francisco: First 5 San Francisco.

Applied Survey Research. (2013). [Research brief: Evaluating Preschool for All effectiveness](#). San Francisco: First 5 San Francisco.

## **Seattle, Washington**

Nores, M., Barnett, W., Joseph, G. E., Stull, S., Figueras-Daniel, A., & Soderberg, J. (2016). [Year 1 report: Seattle pre-K program evaluation](#). New Brunswick, NJ: National Institute for Early Education Research.

Nores, M., Barnett, W., Joseph, G. E., Stull, S., Jung, K., & Soderberg, J. (2017). [Year 2 report: Seattle pre-K program evaluation](#). New Brunswick, NJ: National Institute for Early Education Research.

Seattle (Wash.). Department of Education and Early Learning. (n.d.). [Seattle Preschool Program: 2016-17 impact report overview](#). Seattle, WA: Seattle, Department of Education and Early Learning.

## **Washington, District of Columbia**

Daily, S., Blasberg, A., & Simkin, S. (n.d.). [2010-2011 pre-kindergarten programs in the District of Columbia capacity audit](#). Washington, DC: District of Columbia, Office of Early Childhood Education.

District of Columbia. Office of the State Superintendent of Education. (2012). [2012 annual report: Pre-Kindergarten Enhancement and Expansion Amendment Act of 2008](#). Washington, DC: District of Columbia, Office of the State Superintendent of Education.

District of Columbia. Office of the State Superintendent of Education. (2013). [2013 annual report: Pre-Kindergarten Enhancement and Expansion Amendment Act of 2008](#). Washington, DC: District of Columbia, Office of the State Superintendent of Education.

District of Columbia. Office of the State Superintendent of Education. (n.d.). [The state of pre-k in the District of Columbia: 2016 pre-k report](#). Washington, DC: District of Columbia, Office of the State Superintendent of Education.

District of Columbia. Office of the State Superintendent of Education. (n.d.). [The state of pre-k](#)

[in the District of Columbia: 2015 pre-k report](#). Washington, DC: District of Columbia, Office of the State Superintendent of Education.

Dubay, L. C., & Holla, N. (2016). [Does attendance in early education predict attendance in elementary school?: An analysis of DCPS's early education program](#). Washington, DC: Urban Institute.

Dubay, L. C., & Holla, N. (2015). [Absenteeism in DC Public Schools early education program: An update for school year 2013-14](#). Washington, DC: Urban Institute.

Kang, H. (n.d.). [The state of pre-k in the District of Columbia: 2014 pre-k report](#). Washington, DC: District of Columbia, Office of the State Superintendent of Education.

Katz, M., Johnson, M. C., & Adams, G. (2016). [Improving prekindergarten attendance: School-level strategies for messaging, engaging parents, and responding to absences in four DC public schools](#). Washington, DC: Urban Institute.

Katz, M., Adams, G., & Johnson, M. C. (2015). [Insights into absenteeism in DCPS early childhood program: Contributing factors and promising strategies](#). Washington, DC: Urban Institute.

Watson, B. H. (2010). [A case study of the Pre-k for All DC campaign: How pre-k for all became the law of the land in Washington, DC](#). Washington, DC: Pre-k for All DC.

## **Multicity/Not Specified**

McLean, C., Dichter, H., & Whitebook, M. (2017). [Strategies in pursuit of pre-K teacher compensation parity: Lessons from seven states and cities](#). Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment.

*Prepared by: Daniel Ferguson  
Last updated: January 2018*

*Research Connections* is a partnership between the National Center for Children in Poverty at the Mailman School of Public Health, Columbia University, and the Interuniversity Consortium for Political and Social Research at the Institute for Social Research, the University of Michigan, supported by a grant from the Office of Planning, Research and Evaluation in the Administration for Children and Families, U.S. Department of Health and Human Services. Contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Planning, Research and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.