Works Cited:

Barnett, W. S., Jung, K., Friedman-Krauss, A., Frede, E. C., Nores, M., Hustedt, J. T., Howes, C., & Daniel-Echols, M. (2018). State Prekindergarten Effects on Early Learning at Kindergarten Entry: An Analysis of Eight State Programs. *AERA Open, 4*(2).

Brookings Institution. (2022). Why local leaders should champion 'community schools' to improve student, family, and neighborhood well-being.

Brookings Institution. (2019). Imagining playful learning landscapes for every community. Brookings Institution Report.

Child Development. (2022). The association between and development of school enjoyment and general knowledge. Child Development, 94(2)

Combs, J. P., Clark, D., Moore, G. W., Onwuegbuzie, A. J., Edmonson, S. L., & Slate, J. R. (2011). Academic Achievement for Fifth-Grade Students in Elementary and Intermediate School Settings: Grade Span Configurations. *Current Issues in Education*, *14*(1).

Fazel, M., Patel, V., Thomas, S., & Tol, W. (2014). Mental health interventions in schools in low-income and middle-income countries. *The Lancet Psychiatry*, 1(5), 388–398.

Gormley, W. T., & Phillips, D. (2022). *Universal Pre-K: The long-term benefits that exceed short-term costs*. McCourt School of Public Policy, Georgetown University.

Gormley, William & Gayer, Ted & Phillips, Deborah & Dawson, Brittany. (2005). The Effects of Universal Pre-K on Cognitive Development. Developmental psychology. 41. 872-84.

Harvard University. (2017). The science of early childhood development: Closing the gap between what we know and what we do. Center on the Developing Child.

Matheny, K.T., Thompson, M.E., Townley-Flores, C., & Reardon, S.F. (2022). Uneven Progress: Recent Trends in Academic Performance Among U.S. School Districts. (CEPA Working Paper No.22-02).

Merrill, L., Lotero, A., Gilliard, R., & Black, K. (2021). Social-emotional learning and academic growth: Insights from an innovative research-practice partnership. NYU Steinhardt.

National Education Association. (2021). The impact of universal pre-K on kindergarten readiness. National Education Association.

National Institute for Early Education Research (NIEER). (2021). The impact of high-quality universal preschool on early literacy, math, and language skills. *NIEER Research Report*.

Pianta, R.C. (2013). Consistent Environmental Stimulation from Birth to Elementary School. In Wellbeing, C.L. Cooper (Ed.).

Rimm-Kaufman, S. (2015, March 9). *Improving students' relationships with teachers*. American Psychological Association.

Schweinhart, L. J., Montie, J., Xiang, Z., Barnett, W. S., Belfield, C. R., & Nores, M. (2010). The High/Scope Perry Preschool Study through age 40: Summary, conclusions, and frequently asked questions. *Monographs of the High/Scope Educational Research Foundation, 10*. Ypsilanti, MI: High/Scope Press.

Siegel, L. S. (2020). Early identification and intervention to prevent reading failure: A response to intervention (RTI) initiative. Educational and Developmental Psychologist, 37(2), 140–146.

Urban Institute. (2021). The impact of universal pre-K on parental workforce participation and family financial stability. Upward Mobility. Urban Institute.