

Evidence Base of Child Outcomes for Preschool Curriculum Products



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Goal of this Document

The goal of this report is to summarize publicly available rigorous research for pre-k curriculum products. This information can be used alongside evaluations of other [key elements of high-quality preschool curriculum](#) (as defined by the National Academy of Sciences' consensus study, [A New Vision for High-Quality Preschool Curriculum](#)) to inform curriculum decision-making.

Methodology

1. **Scope of research reviewed:** Products included in this document are approved by >30% of states that approve pre-k curriculum or have been requested for inclusion by CCSSO-HQIM-Pre-K cohort participating state teams. For curriculum products listed, EdSolutions conducted a thorough review of publicly available rigorous research studies. Studies reviewed for inclusion in this document include those noted within a) the [Head Start Curriculum Consumer Report](#), b) [What Works Clearinghouse \(WWC\)](#) reports on specific curriculum, c) curriculum supplier websites, d) peer-reviewed research journals, and e) other third party independent research studies.
2. **Presentation of data:**
 - For all curricula, we note the total number of rigorous studies conducted and whether each study showed a positive (+), negative (-), or no effect (o) in each domain, compared to a control or comparison group.
 - Study information is visually summarized with one icon per study, per domain (+, - or o). If a study resulted in different outcomes within the same domain, a hybrid rating is provided, listing the lowest rating first (e.g. o/+ or -/o/+). *Note: A "o" rating means the results of the evaluated curriculum were neither better nor worse than the control or comparison group. This rating indicates that the evaluated curriculum had the same effect on student outcomes as the control or comparison condition.*
 - A summary of evaluation results for each curriculum is provided, followed by details of the studies included in the evaluation results.
 - Curriculum evaluation results are presented for two types of curriculum products:
 - **Section 1: Comprehensive Curriculum**
 - **Section 2: Domain-specific curricula by domain: literacy, math, social-emotional (to be added)**

Section 1: Comprehensive Curriculum

Summary of Efficacy Evidence for Comprehensive Curriculum Products

All comprehensive curriculum products included in this document are listed below in alphabetical order along with a summary of domain-specific research findings from publicly available rigorous research studies.

Curriculum	Head Start Rating: "Evidence of Child Outcomes"	What Works Clearinghouse Evaluation	Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development	Summary of Evidence of Effects on Child Learning Outcomes
Connect4Learning (Kaplan)	No evidence	No evaluation available	0 studies ¹	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
Curiosity Corner, 2nd Edition (Success for All Foundation)	Minimal Evidence	No discernible effects on oral language, print knowledge, phonological processing, cognition, and math ; oral language evidence noted as Tier 3 promising	2 studies	o/+, o/+	o	o	No studies	No studies	Minimal to no effect on language and literacy; no effect on math or child behavioral outcomes
Every Child Ready (Apple Tree Institute)	No review available	No evaluation available	1 study	+	+	No studies	No studies	No studies	Positive effects on literacy and math; no efficacy evidence for other domains
Experience Preschool (Experience Early Learning)	No review available	No evaluation available	0 studies	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
Focus on Early Learning (Boston Public Schools)	No review available ²	No evaluation available	5 studies	o, +, +, +, +	+, +, +, +, +	+, +	+	No studies	Positive effects found across multiple studies for language and literacy, math, SEL, and executive function; no efficacy evidence available for motor development
Frog Street Pre-K (Frog Street)	No Evidence	No evaluation available	1 study	o/+	o	No studies	No studies	o (health subjects)	No evidence of efficacy for English version; Minimal evidence of efficacy in reading only for Spanish language version
Get Set for School (Pre-K) (Learning Without Tears)	No review available	No evaluation available	0 studies	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
HighScope Preschool Curriculum (High Scope Educational Research Foundation)	Minimal Evidence	No evaluation available	5 studies ³	o, o, o, o/+, +	o, o/+	o, +	o	No studies	Minimal to no effects across domains
Pre-K On My Way (Scholastic)	Not reviewed	No evaluation available	1 study in progress	o/+	o/+	No studies	No studies	No studies	No evidence of efficacy for receptive and expressive vocabulary and math; some evidence of efficacy for expressive and receptive vocabulary for dual language learners (DLLs)
The Creative Curriculum® for Preschool (through 6th edition) (Teaching Strategies, LLC)	No Evidence	No discernable effects on oral language, print knowledge, phonological processing, or math	8 studies	o, o, o, o, o, o	o, o, o	o, o, o	No studies	No studies	No effects across language and literacy, math, and SEL
The Creative Curriculum® for Pre-K (Teaching Strategies, LLC)	Not reviewed	No evaluation available	0 studies	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
The Creative Curriculum® for Transitional Kindergarten: California (Teaching Strategies, LLC)	Not reviewed	No evaluation available	0 studies	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
The InvestiGator Club® PreKindergarten Learning System (Robert-Leslie Publishing The Early Childhood Company)	No Evidence	No evaluation available	0 studies	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
Tools of the Mind® (Tools of the Mind)	Minimal Evidence	No discernible effects on oral language, print knowledge, cognition, and math	4 studies	-/o/+, o	-/o, o	o, o/+, +	+	o	Negative effects, no effects, and positive effects found, varying across domains

¹ A four-year longitudinal evaluation project funded by the Institute for Education Sciences (IES) is in progress to evaluate the efficacy of the C4L curriculum when it is implemented as intended. (<https://morgridge.du.edu/marsico/research/curriculum>). In an initial pilot evaluation, C4L's developers used a quasi-experimental pre/post design comparing C4L classrooms to comparison classrooms; sample sizes and statistical tests were not reported. Math findings were mixed, with C4L classrooms showing only slight gains over comparison classrooms on number and operations measures. C4L classrooms showed larger improvements than comparison classrooms in literacy (PALS), vocabulary, and science (LENS). The authors caution that the pilot lacked systematic professional development and should be treated as formative rather than summative (Sarama, Brenneman, Clements, Duke, & Hemmeter, 2017; https://www.researchgate.net/publication/317351437_Interdisciplinary_Teaching_Across_Multiple_Domains_The_C4L_Connect4Learning_Curriculum).

² [Pre-K for ME \(Maine's adaptation of Focus on Early Learning\) is rated as "No Evidence," but the review notes: "At the time of this review, there are no available published research studies on Pre K for ME. It is an adaptation of the Boston Public Schools' preschool curriculum \(Focus on K1\). Published research studies present evidence for the positive impact of Focus on K1 on children's school readiness outcomes. These studies are not included in this review, however, because Pre K for ME is a modified version of the Focus on K1 curriculum."](#)

³ The [Perry Preschool Project](#) and the HighScope Preschool Curriculum Comparison Study (1960s), conducted on an older version of the HighScope curriculum, found long term improved outcomes across education, economic performance, crime prevention, family relationships, and health. Information on child learning gains by domain are not reported. A summary of the study findings can be accessed here: <https://heckmanequation.org/resource/perry-preschool-midlife-toolkit/>.

Summary of Efficacy Evidence for Comprehensive Curriculum Products by Product

Connect4Learning					
Summary of Evidence of Effects on Child Learning Outcomes	No efficacy evidence available				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies

Curiosity Corner, 2nd Edition, <i>Success for All Foundation</i>					
Summary of Evidence of Effects on Child Learning Outcomes	Minimal to no effect on language and literacy; no effect on math or child behavioral outcomes - No significant effects in preschool on oral language, literacy, phonological awareness, receptive language or visual reception. - Positive effect on reading measures at the end of the kindergarten year.				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
2 studies	o/+, o/+	o	o	No studies	No studies
1. Effects of Preschool Curriculum Programs on School Readiness. Report from the Preschool Curriculum Evaluation Research Initiative (National Center for Education Research, 2008-2009) : -Curiosity Corner: Success for All Foundation (SFA sites: Florida, Kansas, and New Jersey) (pp. 75-82).	o/+ Curiosity Corner did not have a statistically detectable effect on pre-reading skills, phonological awareness, or language development relative to the control condition. However, relative to the control group, results indicate a delayed effect of Curiosity Corner on reading measures at the end of the kindergarten year.	o Curiosity Corner did not have a statistically detectable effect on mathematics relative to the control condition.	o Curiosity Corner did not have a statistically significant effect on children's social and learning behaviors relative to the control condition.		
2. Curiosity Corner: Enhancing Preschoolers' Language Abilities through Comprehensive Reform (Chambers et al, 2001)	o/+ No differences in children's receptive language or visual reception between children in classrooms using Curiosity Corner vs. control group. Expressive language abilities of children in the three-year-old Curiosity Corner classes were significantly higher than those of children in control classes.				

Every Child Ready, AppleTree Institute					
Summary of Evidence of Effects on Child Learning Outcomes	No efficacy evidence available				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
1 study	+	+	No studies	No studies	No studies
1. " Every Child Ready: Exposure to a Comprehensive Instructional Model Improves Students' Growth Trajectories in Multiple Early Learning Domains (Carlson et al., 2017) (Note: Three of the four researchers that conducted this study are from AppleTree Institute, the developers of the Every Child Ready curriculum.)	+ Students in the ECR group grew at a faster rate than students in the non-ECR group in literacy (1.1 months faster), uppercase letter identification (0.8 months faster), and name writing (2 months faster).	+ Students in the ECR group grew at a faster rate than students in the non-ECR group in math (1.5 months faster).			

Experience Preschool, Experience Early Learning					
Summary of Evidence of Effects on Child Learning Outcomes	No efficacy evidence available				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies

Focus on Early Learning, Boston Public Schools					
Summary of Evidence of Effects on Child Learning Outcomes	Positive effects found across multiple studies for language and literacy, math, SEL, and executive function; no efficacy evidence for motor development				
	- Children who experienced strong instructional alignment PreK to 1 had faster gains in literacy and math skills. - Content-rich instruction consistently predicted gains in mathematics skills. Neither content-rich or cognitive demand constructs predicted gains in children's language skills. - Associations between public PreK and language, literacy, and math outcomes were more strongly sustained through the spring of kindergarten for unconstrained skills, relative to constrained skills. - Children with special needs benefitted from the program in all examined domains (including language and literacy, mathematics, executive function, and emotional skills). Effects were on par with or surpassed those of their typically developing peers. - The program had moderate-to-large impacts on children's language, literacy, numeracy and mathematics skills, and small impacts on children's executive functioning and a measure of emotion recognition. Some impacts were considerably larger for some subgroups.				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
5 studies	O, +, +, +, +	+, +, +, +, +	+, +	+	No studies
1. "Instructional alignment is associated with PreK persistence: Evidence from the Boston Public Schools" (2024) https://doi.org/10.1016/j.e cresq.2023.11.008	+ Children who experienced strong instructional alignment across grades PreK to 1 had faster gains in literacy (SD = .47) skills through the spring of first grade compared with non-BPS PreK attenders. Mis-alignment predicted faster convergence in literacy skills. Results highlight that both strong fidelity in PreK and better instructional alignment through elementary school may help to sustain the initial benefits of PreK programs through first grade in a subset of outcome domains.	+ Children who experienced strong instructional alignment across grades PreK to 1 had faster gains in math (SD = .28) skills through the spring of first grade compared with non-BPS PreK attenders. Results highlight that both strong fidelity in PreK and better instructional alignment through elementary school may help to sustain the initial benefits of PreK programs through first grade in a subset of outcome domains.			

Focus on Early Learning, Boston Public Schools

2. "Content-rich instruction and cognitive demand in prek: using systematic observations to predict child gains" (2022) https://doi.org/10.1016/j.jecresq.2021.12.010	o Study found that neither content-rich or cognitive demand constructs predicted gains in children's language skills.	+ Content-rich instruction consistently predicted gains in mathematics skills. There were stronger, positive associations between both content-rich instruction and cognitive demand and gains in mathematics skills for children who started the year with stronger mathematics skills. Even so, children who started the PreK year with weaker skills made larger gains in academic skills than children who started the year with stronger skills, suggesting that the BPS curricular model overall disproportionately benefits children who start PreK with weaker skills.			
3. "Is skill type the key to the pre-K fadeout puzzle? Differential associations between enrollment in pre-K and constrained and unconstrained skills across kindergarten" (2021) https://srcd.onlinelibrary.wiley.com/doi/10.1111/cdev.13520	+ Associations between public PreK and language and literacy outcomes were more strongly sustained through the spring of kindergarten for unconstrained skills, relative to constrained skills.	+ Associations between public PreK and math outcomes were more strongly sustained through the spring of kindergarten for unconstrained skills, relative to constrained skills.			

Focus on Early Learning, Boston Public Schools

4. "Impacts of the Boston Prekindergarten Program on the School Readiness of Young Children With Special Needs" (2016) https://doi.org/10.1037/de0000168	+ Children with special needs benefitted from the program in all examined domains (including language and literacy). Effects were on par with or surpassed those of their typically developing peers. The BPS model, which supports highly-qualified teachers who implement the Focus on Learning curriculum with strong professional supports showed positive learning outcomes with children with special needs. The study found that the use of FoL by trained bachelor's- and master's-level teachers and coaching support produced positive effects on multiple domains of school readiness for young children with special needs.	+ Children with special needs benefitted from the program in all examined domains (including mathematics) Effects were on par with or surpassed those of their typically developing peers. The BPS model, which supports highly-qualified teachers who implement the Focus on Learning curriculum with strong professional supports showed positive learning outcomes with children with special needs. The study found that the use of FoL by "trained bachelor's- and master's-level teachers and coaching support produced positive effects on multiple domains of school readiness for young children with special needs.	+ Children with special needs benefitted from the program in all examined domains (including emotional skills). Effects were on par with or surpassed those of their typically developing peers. The BPS model, which supports highly-qualified teachers who implement the Focus on Learning curriculum with strong professional supports showed positive learning outcomes with children with special needs. The study found that the use of FoL by "trained bachelor's- and master's-level teachers and coaching support produced positive effects on multiple domains of school readiness for young children with special needs.		
5. "Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills" (2013) https://www.jstor.org/stable/24029681	+ Findings indicated that the program had moderate-to-large impacts on children's language and literacy skills.	+ Findings indicated that the program had moderate-to-large impacts on children's numeracy and mathematics skills.	+ Findings indicated that the program had small impacts on a measure of emotion recognition.	+ Findings indicated that the program had small impacts on children's executive functioning.	

Frog Street Pre-K, <i>Frog Street</i>					
Summary of Evidence of Effects on Child Learning Outcomes	No evidence of efficacy for English version; Some evidence of efficacy in reading only for Spanish language version - No significant associations between Frog Street access and learning gains in language and writing, mathematics, or health in either language version. - Frog Street access was associated with learning gains in reading for Spanish language version				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
1 study	o/+	o	No studies	No studies	o (health subjects)
1. The Impact of the Frog Street Pre-K Curriculum on 2021-22 Pre-K Gains and Kindergarten Readiness, Johns Hopkins (2023)	o/+ Found that access to the Frog Street Pre-K curriculum is associated with learning gains in reading on the Spanish language version of the assessment, when comparing students in Frog Street districts to similar students in districts using another curriculum. However, no significant associations were found between Frog Street access and learning gains in Language and Writing in either language version.	o Found no significant associations between Frog Street access and learning gains in Mathematics in either language version.			o Found no significant associations between Frog Street access and learning gains in Health subjects in either language version.

Get Set for School (Pre-K), <i>Learning Without Tears</i>					
Summary of Evidence of Effects on Child Learning Outcomes	No efficacy evidence available				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies

HighScope Preschool Curriculum, <i>High Scope Educational Research Foundation</i>					
Summary of Evidence of Effects on Child Learning Outcomes	Minimal to no effects across domains				
	- Minimal evidence of improved letter recognition - No substantial effect on vocabulary development, reading decoding, mathematical skills, approaches to learning, and self-regulation - Some evidence that children in classrooms using HighScope perform better than children in classrooms using Creative in sound matching and applied problems - Minimal evidence of improving cooperative classroom behaviors				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
5 studies ²	o, o, o, o/+, +	o, o/+	o, +	o	No studies
1. AIR HighScope Preschool Curriculum and Professional Development Efficacy Study (2015-2019)	o Findings from this study indicated that, while implementing the HighScope curriculum significantly improved classroom quality and teacher practices, it had no substantial effect on measures of children's vocabulary development, reading decoding , relative to the control condition.	o Findings from this study indicated that, while implementing the HighScope curriculum significantly improved classroom quality and teacher practices, it had no substantial effect on measures of children's mathematics skills , relative to the control condition.	o Findings from this study indicated that, while implementing the HighScope curriculum significantly improved classroom quality and teacher practices, it had no substantial effect on measures of children's self-regulation , relative to the control condition.	o Findings from this study indicated that, while implementing the HighScope curriculum significantly improved classroom quality and teacher practices, it had no substantial effect on measures of children's approaches to learning , relative to the control condition.	
2. Distinctions without a difference? Preschool curricula and children's development (Jenkins JM, Whitaker AA, Nguyen T, Yu W., 2019)	o Found no significant differences in children's literacy skills depending on whether the classroom used a published curriculum.	o/+ Found no significant differences in children's math skills depending on whether the classroom used a published curriculum. Children in classrooms using the HighScope curriculum scored 0.18 SD higher on the WJ-Applied Problems subtest compared with children in Creative Curriculum classrooms.			
3. Promoting the development of preschool children's emergent literacy skills: A randomized evaluation of a literacy-focused curriculum and two professional development models (Lonigan, Farver, Phillips, & Clancy-Menchetti, 2011)	o Results indicate a clear advantage of an academic-skills focused curriculum relative to traditional early childhood curricula (Creative and HighScope) for increasing the early literacy skills of children who are at-risk of later academic difficulties . Literacy Express Preschool Curriculum (LEPC), moderated by more vs. less intensive professional development, had meaningful impacts on the emergent literacy skills that it was designed to impact, relative to traditional early childhood curricula (HighScope and Creative).				

HighScope Preschool Curriculum, High Scope Educational Research Foundation

4. AN EVALUATION OF THE IMPLEMENTATION OF GEORGIA'S PRE-K PROGRAM: REPORT OF THE FINDINGS FROM THE GEORGIA EARLY CHILDHOOD STUDY (2002-03)	o/+ In most of the comparisons, at the end of kindergarten, children who had been taught in pre-k using HighScope were insignificantly different than children who had been taught using Creative. In one comparison, children who had been taught using HighScope outperformed children who had been taught using Creative curriculum on sound matching skills.				
5. Head Start Family and Child Experiences Survey (FACES, 2000)	+ Children in programs that employed the HighScope Curriculum made small but significantly greater gains in letter recognition skills than children in programs that employed other curricula. Head Start Consumer Report notes that, "Due to the descriptive nature of the findings, it cannot be concluded that the curriculum caused the positive child outcomes."		+ Children in programs employing the HighScope Curriculum showed larger gains in cooperative classroom behavior from fall to spring of the program year than children in programs employing other curricula. They also showed more pronounced declines in hyperactive behavior from fall to spring. Head Start Consumer Report notes that, "Due to the descriptive nature of the findings, it cannot be concluded that the curriculum caused the positive child outcomes."		

² The [Perry Preschool Project](#) and the HighScope Preschool Curriculum Comparison Study (1960s), conducted on an older version of the HighScope curriculum, found long term improved outcomes across education, economic performance, crime prevention, family relationships, and health. Information on child learning gains by domain are not reported. A summary of the study findings can be accessed here: <https://heckmanequation.org/resource/perry-preschool-midlife-toolkit/>.

Pre-K On My Way, Scholastic					
Summary of Evidence of Effects on Child Learning Outcomes	No evidence of efficacy for receptive and expressive vocabulary and math; some evidence of efficacy for expressive and receptive vocabulary for dual language learners (DLLs)				
	- No evidence of efficacy for receptive and expressive vocabulary and math - Evidence of DLLs scoring higher in expressive and receptive vocabulary than comparison group				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
1 study in progress	o/+	o/+	No studies	No studies	No studies
1. NORC PreK On My Way Pilot Study Report (2023)	o/+ Initial analyses, which included all children in both groups, revealed that students in PKOMW classrooms outperformed those in the comparison group in receptive and expressive vocabulary and math. However, these differences disappeared when controlling for household income, parents' level of education, number of students in the classroom, and DLL status. Notably, after restricting the sample to only include dual language learners (DLLs), results showed that these students in PKOMW classrooms scored higher in expressive and receptive vocabulary when compared to the comparison group, even after controlling for household income, parents' education level, and number of students in the classroom.	o/+ Initial analyses, which included all children in both groups, revealed that students in PKOMW classrooms outperformed those in the comparison group in receptive and expressive vocabulary and math. However, these differences disappeared when controlling for household income, parents' level of education, number of students in the classroom, and DLL status. Notably, after restricting the sample to only include dual language learners (DLLs), results showed that these students in PKOMW classrooms scored higher in math when compared to the comparison group, even after controlling for household income, parents' education level, and number of students in the classroom.			

The Creative Curriculum® for Preschool (through 6th edition), *Teaching Strategies, LLC*

Summary of Evidence of Effects on Child Learning Outcomes	No effects across language and literacy, math, and SEL - No effect on literacy skills - No effect on math skills - No effect on social skills - No evidence available for effects on approaches to learning & executive function, and motor development				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
8 studies	O, O, O, O, O, O	O, O, O	O, O, O	No studies	No studies
1. Distinctions without a difference? Preschool curricula and children's development (Jenkins JM, Whitaker AA, Nguyen T, Yu W., 2019)	o Found no significant differences in children's literacy skills depending on whether the classroom used a published curriculum. (Children in classrooms using Creative Curriculum performed significantly lower in the WJ Letter-Word subtest than children in classrooms using Scholastic. Children's WJ-Spelling subtest scores were significantly lower in classrooms using Creative Curriculum compared with HighScope and the "other curricular packages" classrooms. Children in classrooms using High Reach scored significantly lower on PPVT scores relative to Creative Curriculum.)	o Found no significant differences in children's math skills depending on whether the classroom used a published curriculum. Children in classrooms using Creative Curriculum performed significantly lower in the WJ Applied Problems subtest than children in classrooms using Scholastic curriculum.	o Found no significant differences in children's social skills depending on whether the classroom used a published curriculum. However, teachers reported significantly fewer problem behaviors in classrooms where a curricular package was used.		
2. Boosting school readiness: Should preschool teachers target skills or the whole child? (Jenkins et al., 2018)	o Found that Creative Curriculum did not improve the academic achievement of preschool children relative to children exposed to the local curricula.	o Found that Creative Curriculum did not improve the academic achievement of preschool children relative to children exposed to the local curricula.	o Found that Creative Curriculum did not improve the behavior of preschool children relative to children exposed to the local curricula.		

The Creative Curriculum® for Preschool (through 6th edition), Teaching Strategies, LLC

3. Promoting the development of preschool children's emergent literacy skills: A randomized evaluation of a literacy-focused curriculum and two professional development models (Lonigan, Farver, Phillips, & Clancy-Menchetti, 2011)	o Results indicate a clear advantage of an academic-skills focused curriculum relative to traditional early childhood curricula (Creative and HighScope) for increasing the early literacy skills of children who are at-risk of later academic difficulties. Literacy Express Preschool Curriculum (LEPC), moderated by more vs. less professional development had meaningful impacts on the emergent literacy skills that it was designed to impact, relative to traditional early childhood curricula (HighScope and Creative).				
Effects of Preschool Curriculum Programs on School Readiness. Report from the Preschool Curriculum Evaluation Research Initiative (National Center for Education Research, 2008-2009): 4. <i>Bright Beginnings</i> and <i>Creative Curriculum</i>: Vanderbilt University (pp. 41-53) 5. <i>Creative Curriculum</i>: University of North Carolina at Charlotte (pp. 55-63) 6. <i>Creative Curriculum with Ladders to Literacy</i>: University of New Hampshire (pp. 65-72).	o Across the three studies, no statistically significant effects on any child outcomes in preschool were found, including oral language, print knowledge, phonological awareness.	o Across the three studies, no statistically significant effects on any child outcomes in preschool were found, including math.	o Across the three studies, no statistically significant effects on any child outcomes were found, including behavioral child outcomes.		

The Creative Curriculum® for Preschool (through 6th edition), Teaching Strategies, LLC

7. Head Start FACES (2000): A Whole-Child Perspective on Program Performance: Fourth Progress Report, Washington, DC: Administration for Children and Families, U.S. Department of Health and Human Services (Zill, R., O'Donnell, K., & Sorongon, A., 2003)	o Creative Curriculum did not significantly predict gains in children's outcomes (e.g., pre-reading, oral communication skills). Children in programs using Creative Curriculum made less gains in letter recognition skills than the average Head Start child, less gains than children in classrooms using HighScope, and similar gains to children in classrooms using other comprehensive curricula.				
8. AN EVALUATION OF THE IMPLEMENTATION OF GEORGIA'S PRE-K PROGRAM: REPORT OF THE FINDINGS FROM THE GEORGIA EARLY CHILDHOOD STUDY (2002-03)	o Children taught using Creative curriculum were insignificantly different than High/Scope but better than High Reach in four (out of 45) comparisons. (In one comparison, the difference in the kindergarteners' performance was statistically different: children taught using High/Scope outperformed children taught using Creative curriculum on sound matching skills.)				

The Creative Curriculum® for Pre-K, <i>Teaching Strategies, LLC</i>					
Summary of Evidence of Effects on Child Learning Outcomes	No efficacy evidence available				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies

The Creative Curriculum® for Transitional Kindergarten: California, <i>Teaching Strategies, LLC</i>					
Summary of Evidence of Effects on Child Learning Outcomes	No efficacy evidence available				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies

The InvestiGator Club® PreKindergarten Learning System, Robert-Leslie Publishing, The Early Childhood Company					
Summary of Evidence of Effects on Child Learning Outcomes	No efficacy evidence available				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies

Tools of the Mind®, *Tools of the Mind*

Summary of Evidence of Effects on Child Learning Outcomes	Negative effects, no effects, and positive effects found, varying across domains				
	- No effect to negative effect on language and literacy; positive effect on picture vocabulary - No effect to a negative effect on math skills - Positive effect on behavior - Some to no effect on self-regulation - Positive effect on executive function skills - No effect on visual-motor skills				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
5 studies	-/o/+, o	-/o, o	-, o, o/+, +	o, +	o
1. Solomon, T., Plamondon, A., O'Hara, A., Finch, H., Goco, G., Chaban, P., Huggins, L., Ferguson, B., & Tannock, R. (2018). A cluster randomized-controlled trial of the impact of the tools of the mind curriculum on self-regulation in Canadian preschoolers. <i>Frontiers in Psychology</i>, 8, Article 2366.			o/+ Found children in Tools of the Mind® classrooms had similar outcomes as children in comparison classrooms that used a different play-based curriculum. However, they did find a positive effect on one of the measures of self-regulation for children who had high initial levels of hyperactivity.		
2. Vanderbilt University experimental evaluation, funded by IES (2014)	-/o/+ Found overall no significant effects on literacy or language in Pre-K. This study also included follow-up studies at the end of Kindergarten and 1st grade , and found that <i>Tools</i> students in the first cohort performed lower in letter word concepts at the end of K and spelling at the end of 1st grade compared to students in the comparison condition (using their program's curriculum as usual). Cohort 2 saw different implementation and coaching for the curriculum based on cohort 1 results, and "one positive effect was found for cohort 2 children who had been in Tools classrooms; they scored higher on picture vocabulary. "	-/o Found no significant effects on mathematics achievement. At the end of first grade, cohort 1 scored lower in quantitative concepts than the comparison group.	o Found no effects on self-regulation.		

Tools of the Mind®, *Tools of the Mind*

3. Barnett, W., Jung, K., Yarosz, D., Thomas, J., Hornbeck, A., Stechuk, R., & Burns, S. (2008). Educational effects of the Tools of the Mind curriculum: a randomized trial. <i>Early Childhood Research Quarterly</i> , 23(3), 299–313	o Found no effects on language and literacy development	o Found no effects on math, problem- solving.	+ Found positive effect of Tools of the Mind® on children's behavior		o Found no effects on visual-motor skills
4. Diamond A, Barnett WS, Thomas J, Munro S. Preschool program improves cognitive control. <i>Science</i> . 2007 Nov 30;318(5855):1387-8.				+ Found children in Tools of the Mind® classrooms showed higher executive function skills.	
5. Baron, A., Malmberg, L. E., Evangelou, M., Nesbitt, K., & Farran, D. (2020). The Play's the Thing: Associations between Make-Believe Play and Self-Regulation in the Tools of the Mind Early Childhood Curriculum. <i>Early Education and Development</i> , 31(1), 66–83. https://doi.org/10.1080/10409289.2019.1613327			- Found negative effects on self-regulation skills. The study results indicated that the Tools play block, which includes play planning, practice, and centers, predicted significantly lower researcher-rated self-regulation skills. Further, play practice and play centers predicted significantly lower researcher-rated self-regulation skills for teacher-rated implementation, whereas play planning predicted marginally lower teacher-rated self-regulation.	- Found negative effects on executive function skills. The study found that higher play implementation was associated with lower executive function growth by the end of pre-kindergarten.	