



Quality Pre-K: Southern Strategies for High Returns from Early Education

**SOUTHERN LEGISLATIVE CONFERENCE
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Impacts of Quality Early Education

Increased Educational Success and Adult Productivity

- Achievement test scores
- Special education and grade repetition
- High school graduation
- Behavior problems, delinquency, and crime
- Employment, earnings, and welfare dependency
- Smoking, drug use, depression

Decreased Costs to Government

- Schooling costs
- Social services costs
- Crime costs
- Health care costs (teen pregnancy and smoking)



Randomized Trials

▪ Long Term

- Perry Preschool¹, IDS², Early Training Project³
- Abecedarian⁴, Milwaukee⁵, CARE⁶
- IHDP⁷ (not Disadvantaged), Houston PCDC⁸
- Mauritius Preschool Study⁹

▪ Short Term

- National Early Head Start¹⁰
- National Head Start¹¹
- Many smaller scale studies



Quasi-Experimental Studies: Follow-up Into School Years

- **Chicago Child Parent Center Study (12th grade)**¹²
- **Michigan School Readiness (4th grade)**¹³
- **South Carolina Pre-K (1st grade)**¹⁴
- **New York Pre-K (3rd Grade)**¹⁵
- **Ludwig & Miller Head Start (12th grade +)**¹⁶
- **RAND National study of 4th grade NAEP**¹⁷
- **Cost Quality and Outcomes (3rd grade)**¹⁸
- **Vandell NICHD Early Care and Education**¹⁹
- **Early Provision of Preschool Education (England)**²⁰
- **More NIEER studies**



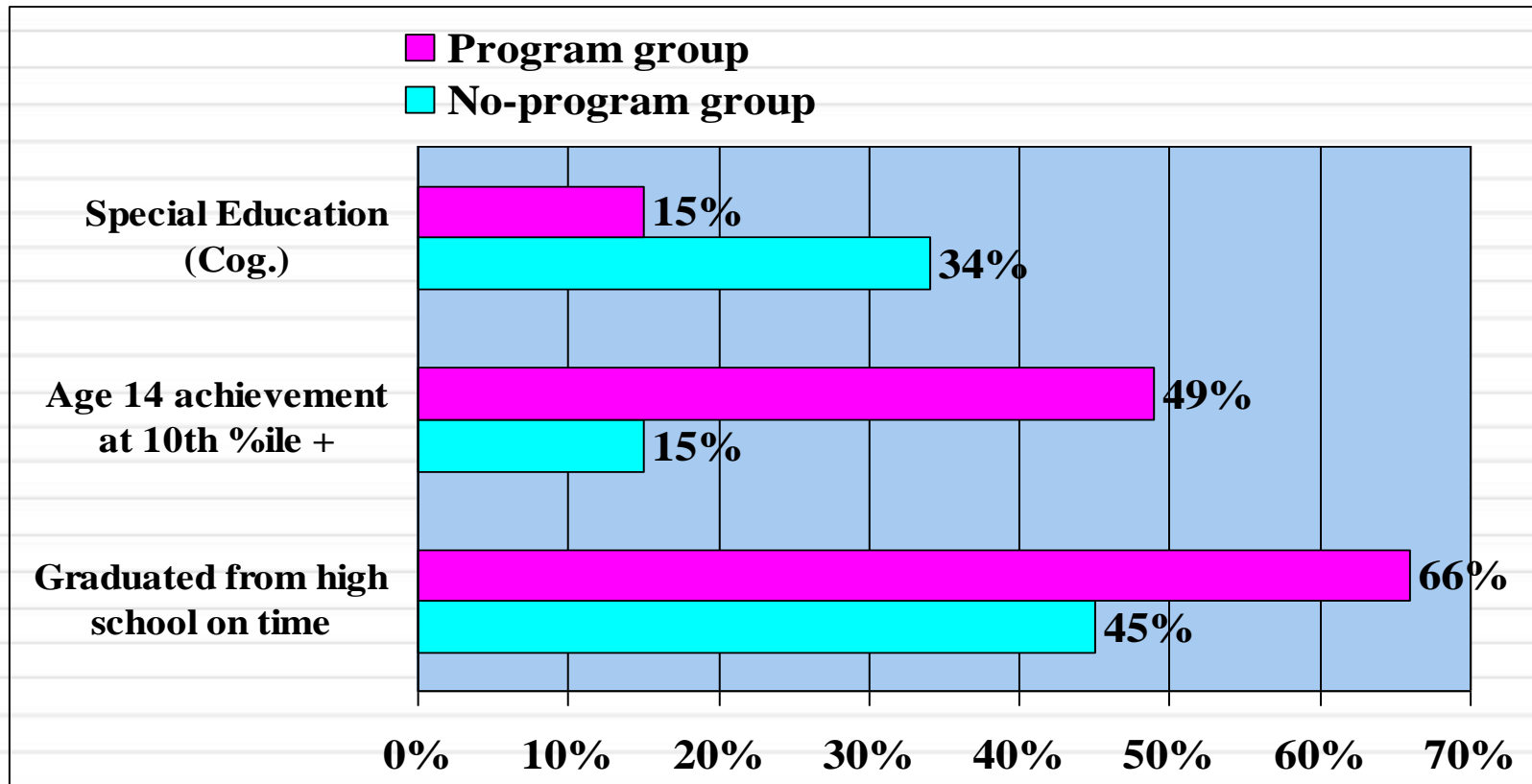
Three Benefit-Cost Analyses with Disadvantaged Children

	Abecedarian	Chicago	High/Scope
Year began	1972	1985	1962
Location	Chapel Hill, NC	Chicago, IL	Ypsilanti, MI
Sample size	111	1,539	123
Design	RCT	Matched neighborhood	RCT
Ages	6 wks-age 5	Ages 3-4	Ages 3-4
Program schedule	Full-day, year round	Half-day, school year	Half-day, school year

Barnett, W. S., & Masse, L. N. (2007). Early childhood program design and economic returns: Comparative benefit-cost analysis of the Abecedarian program and policy implications, *Economics of Education Review*, 26, 113-125; Temple, J. A., & Reynolds, A. J. (2007). Benefits and costs of investments in preschool education: Evidence from the Child-Parent Centers and related programs. *Economics of Education Review*, 26(1), 126-144; Schweinhart, L. J., Montie, J., Xiang, Z., Barnett, W. S., Belfield, C. R., & Nores, M. (2005). *Lifetime effects: The High/Scope Perry Preschool study through age 40* (Monographs of the High/Scope Educational Research Foundation, 14). Ypsilanti, MI: High/Scope Educational Research Foundation.

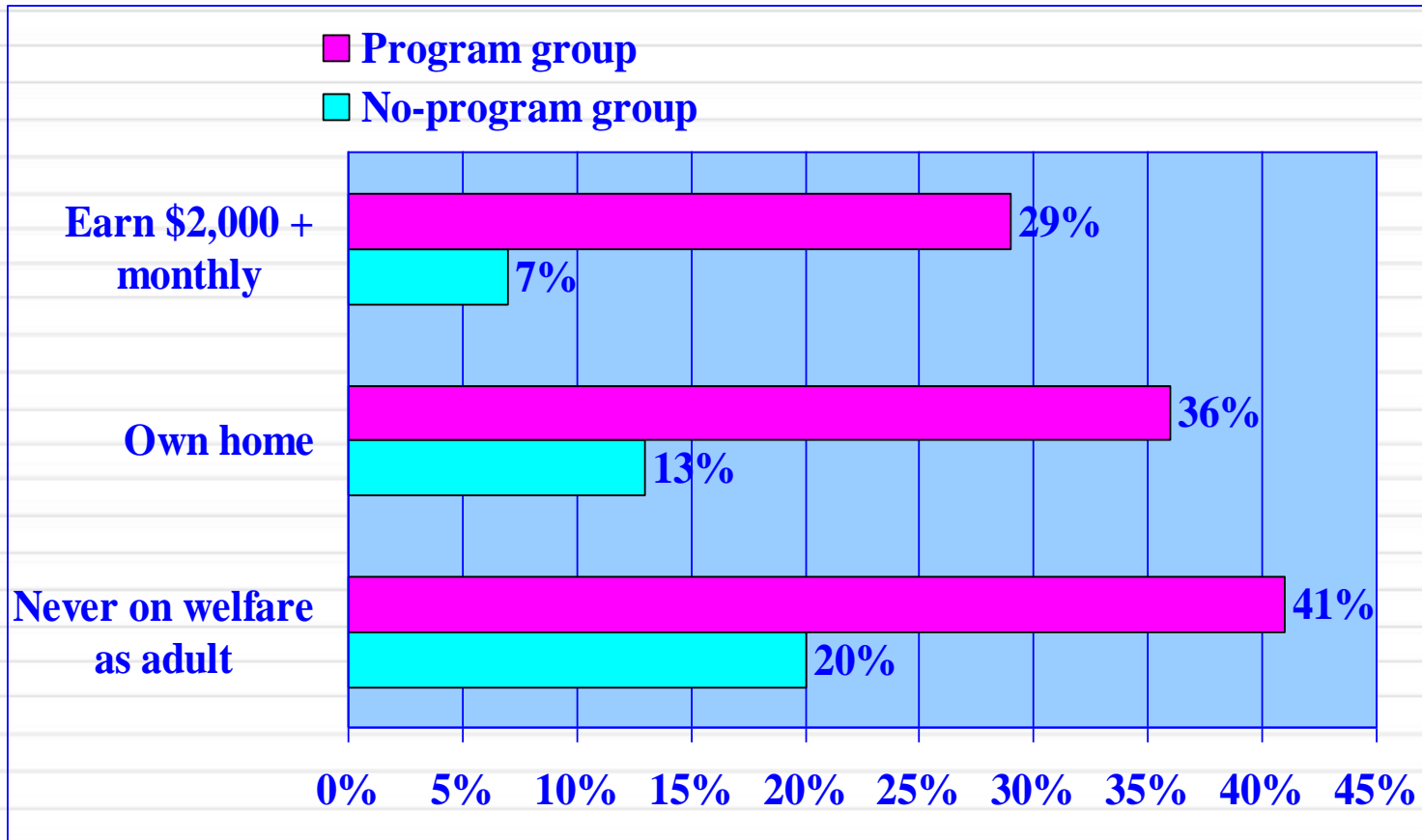


High/Scope Perry Preschool: Educational Effects



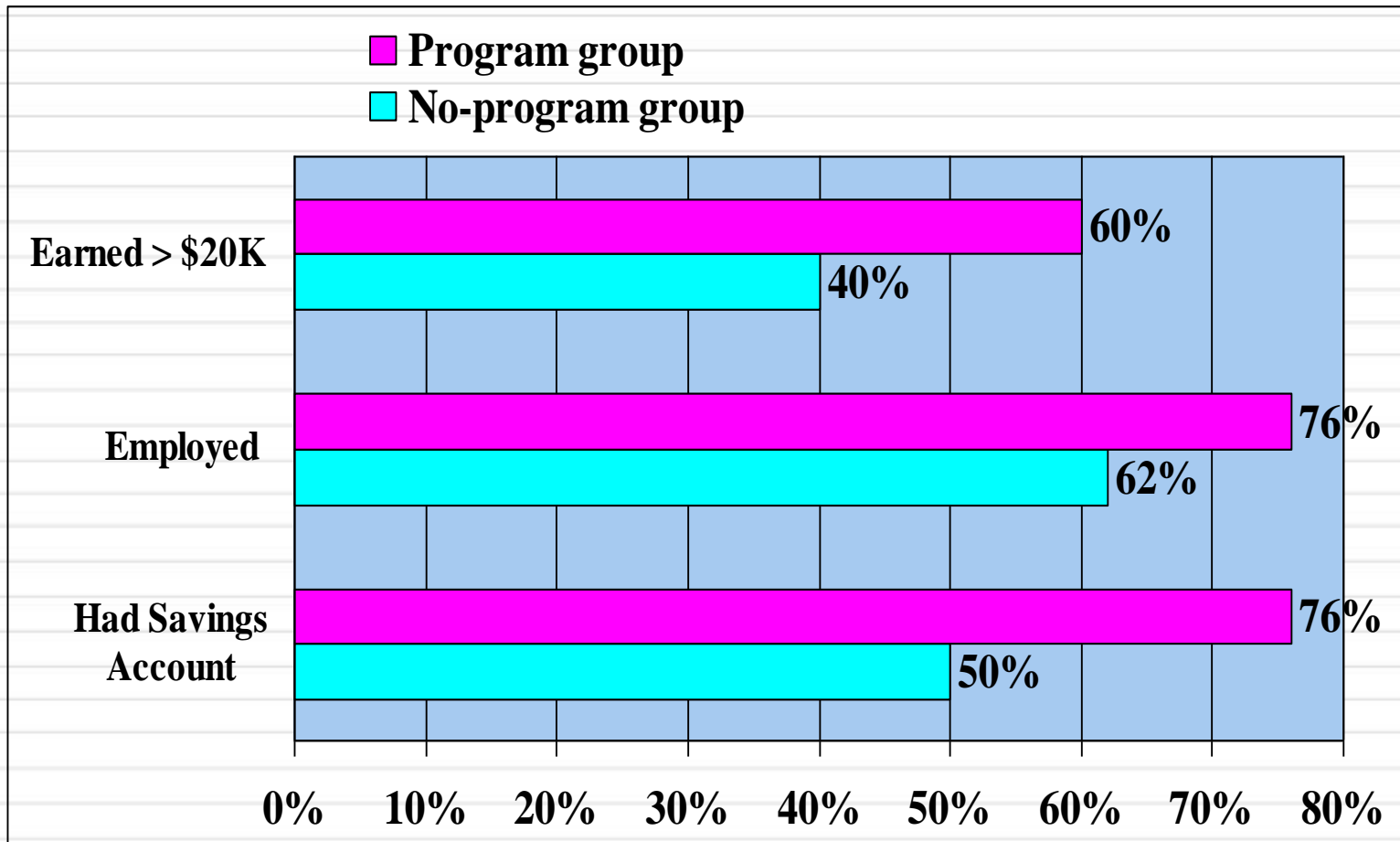


High/Scope Perry Preschool: Economic Effects at Age 27



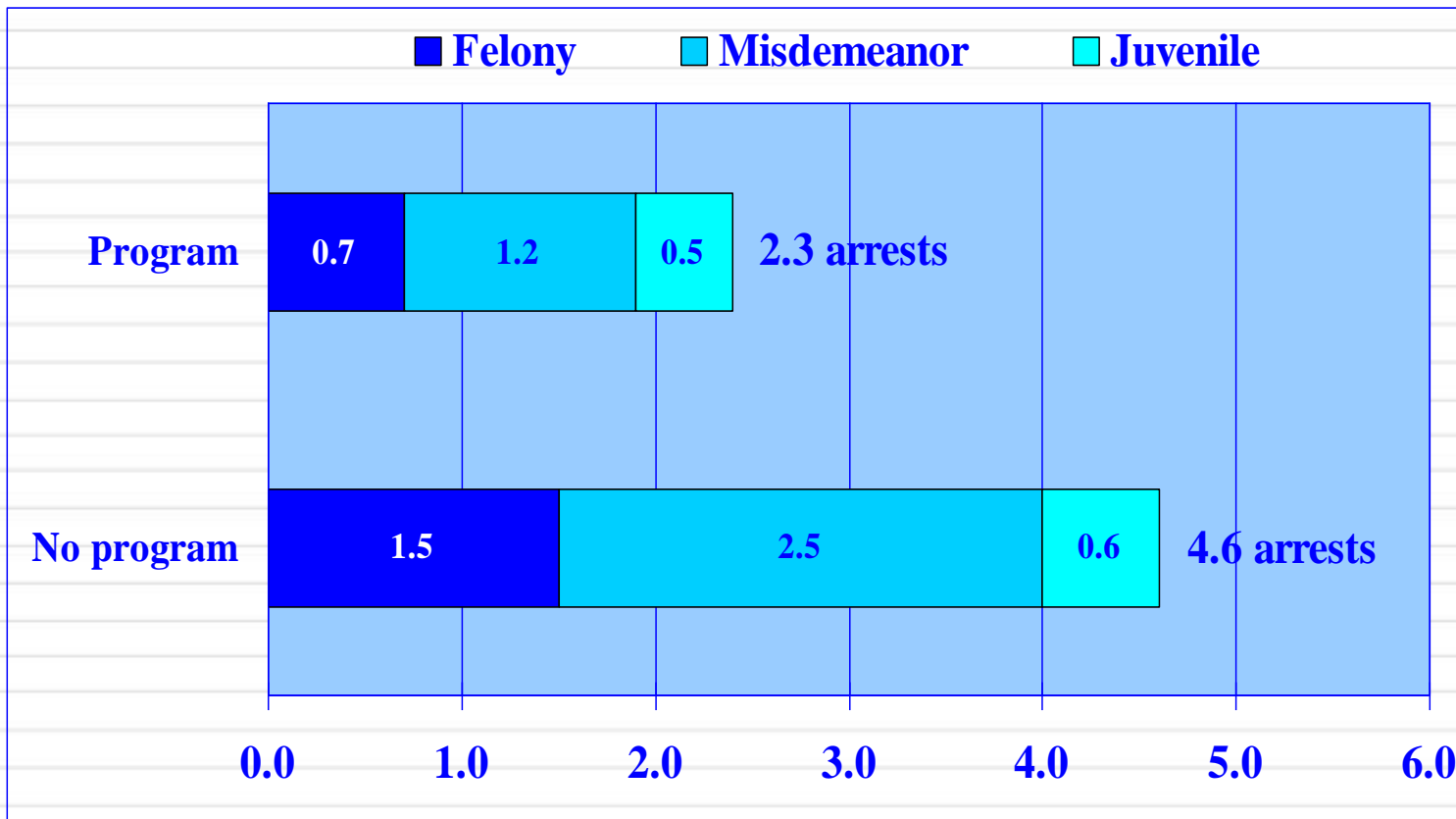


Perry Preschool: Economic Effects at 40



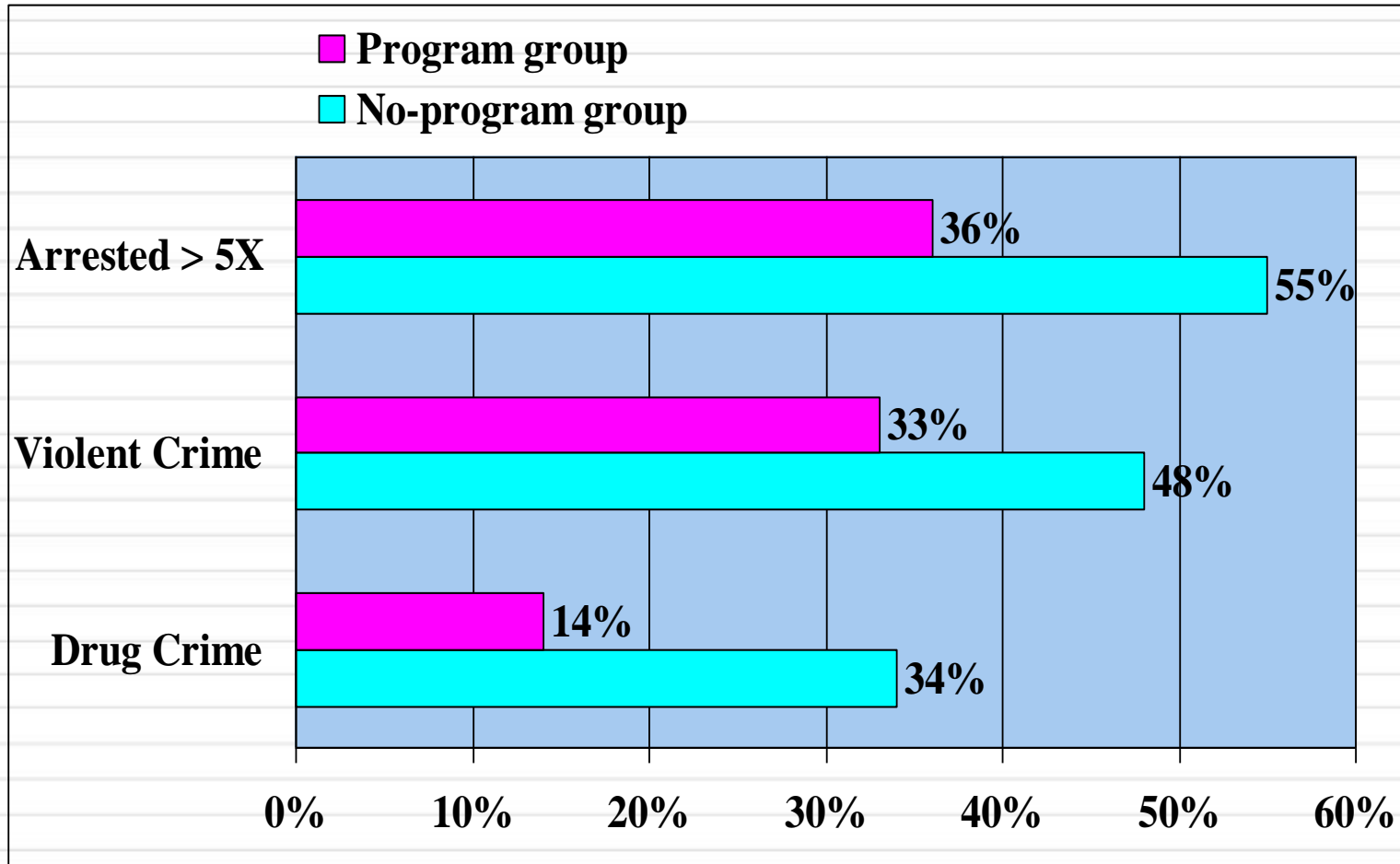


High/Scope Perry Preschool: Arrests per person by age 27



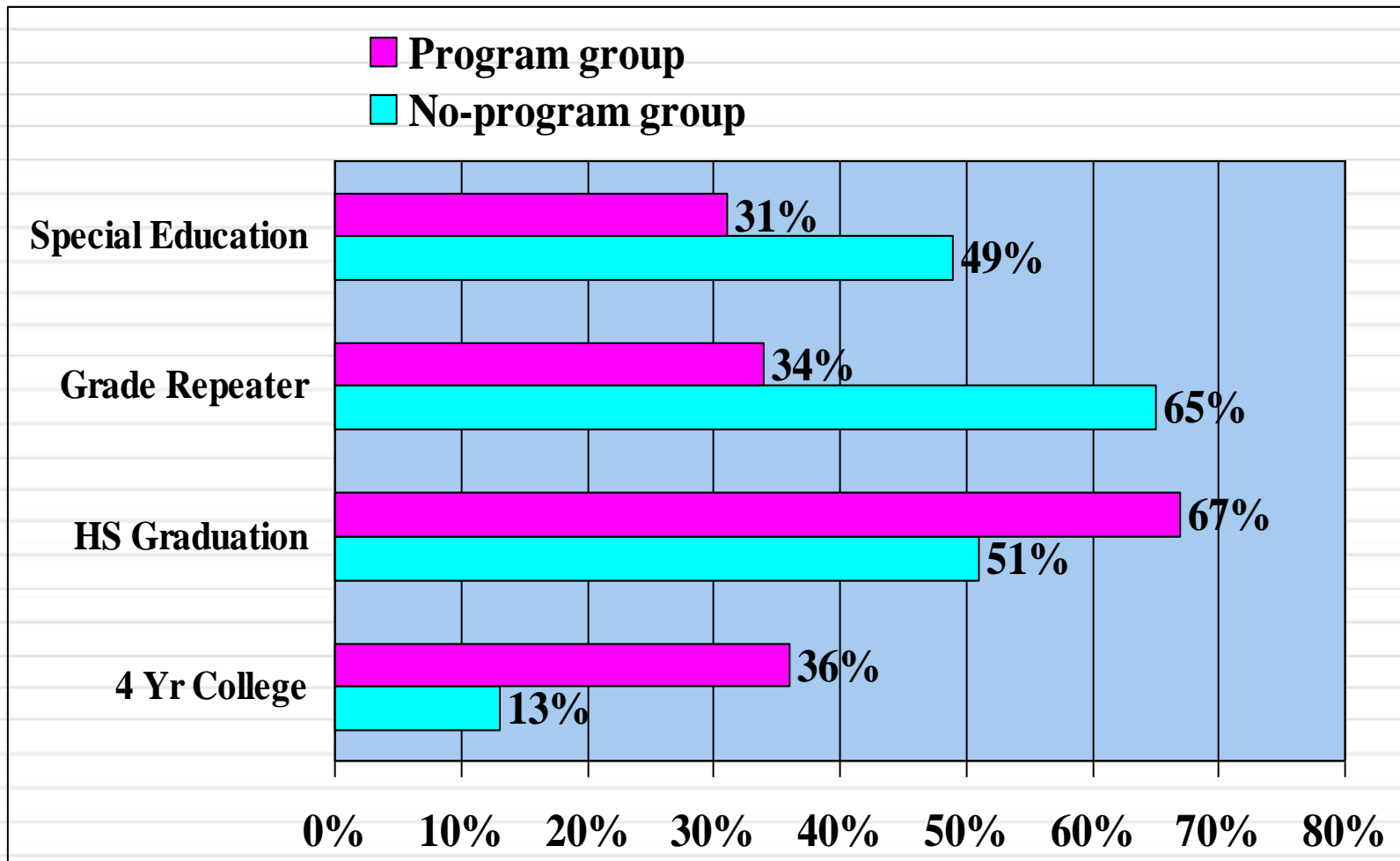


Perry Preschool: Crime Effects at 40



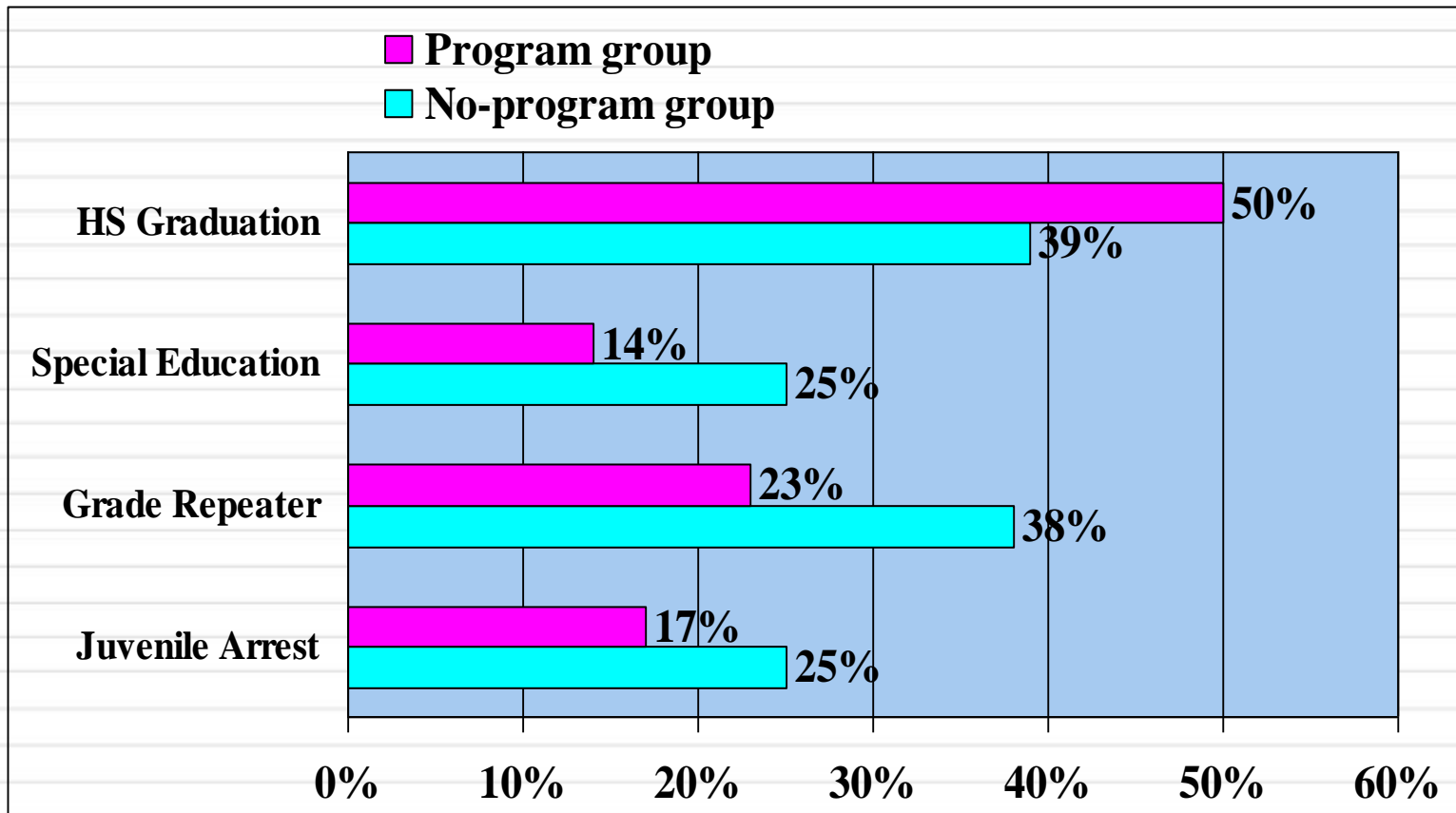


Abecedarian : Academic Benefits





Chicago CPC: Academic and Social Benefits at School Exit





Economic Returns to Pre-K for Disadvantaged Children

(In 2006 dollars, 3% discount rate)

	Cost	Benefits	B/C
▪ Perry Pre-K	\$17,599	\$284,086	16
▪ Abecedarian	\$70,697	\$176,284	2.5
▪ Chicago	\$ 8,224	\$ 83,511	10

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Why Pre-K for All ?

To reach all disadvantaged children

Larger gains for the disadvantaged

Most school failure is middle class

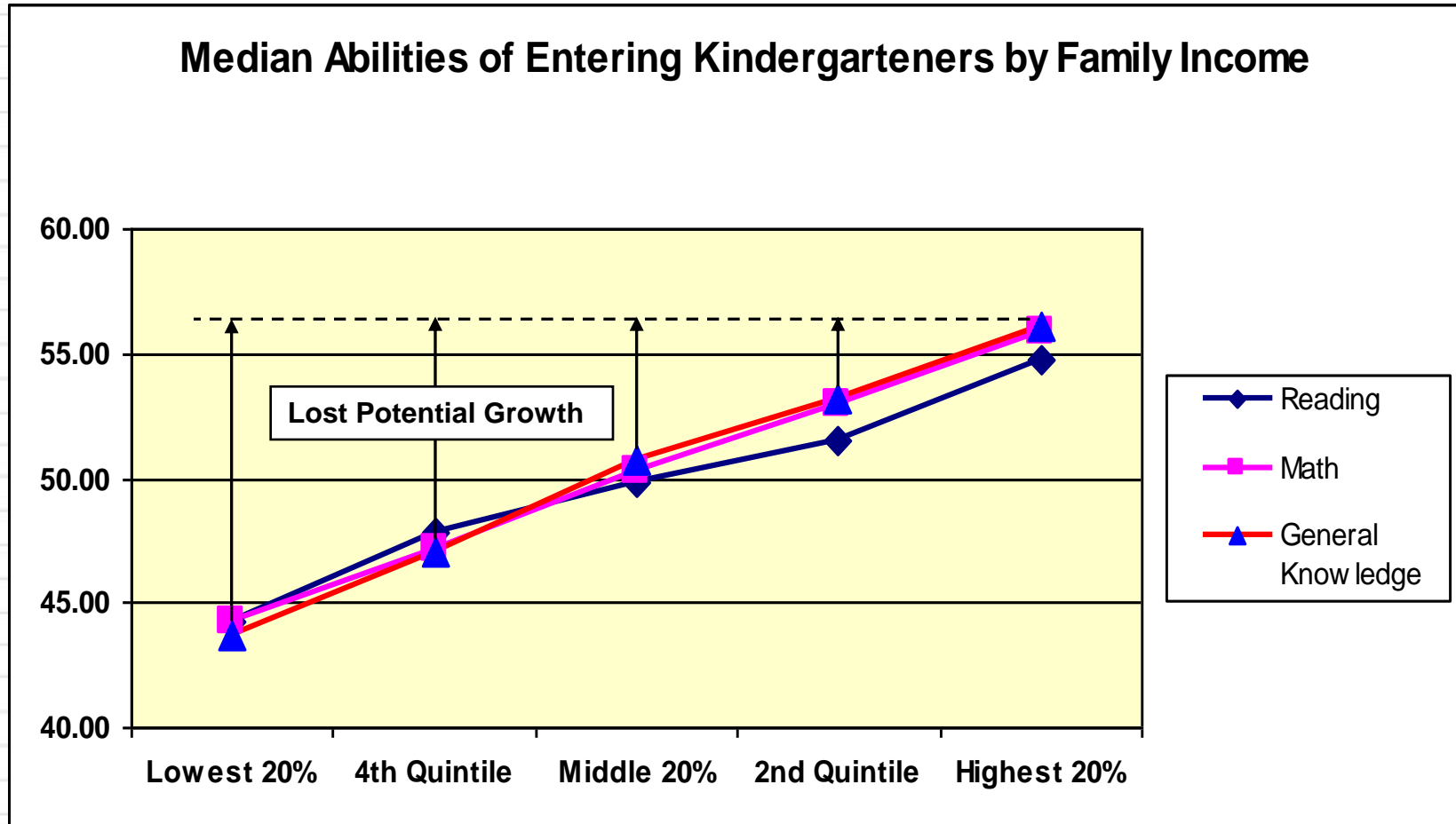
All children benefit

Higher cost, but larger *net* benefit

Source: Barnett (2004). Maximizing returns from pre-kindergarten education. Federal Reserve Bank of Cleveland Research Conference.

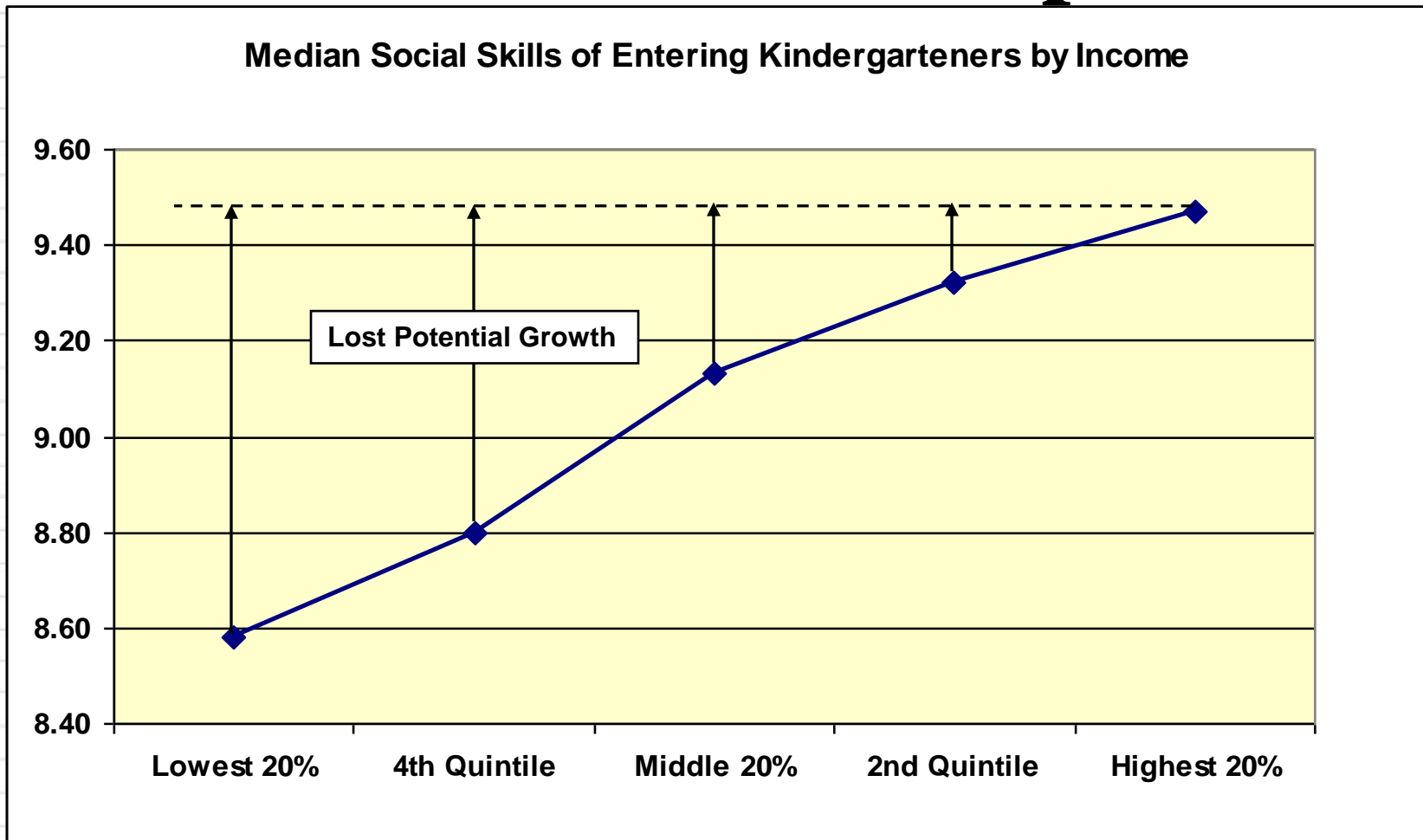


Cognitive Development Gap





Social Skills Gap





School Failure and the Middle Class

**Middle class children have fairly high rates of failure.
Reducing these problems could generate large benefits.**

<u>Income</u>	<u>Retention (2004)</u>	<u>Dropout (2005)</u>
Lowest 20%	12%	18%
20-80%	8%	9%
Highest 20%	4%	2%



Oklahoma's Pre-K for All

- 3,028 children in Tulsa public schools
- Rigorous RD design
- Gains for all SES & ethnic groups
- Literacy and Math gains
 - Smaller than Perry and Abecedarian
 - Similar to CPC
- Larger gains for minority and poor children
- Larger gains in pre-K for all than in Head Start with equal teacher qualifications



State Pre-K Evaluations

- Oklahoma—statewide replication of Tulsa
- West Virginia—another effective UPK
- Arkansas RDD and longitudinal study
- South Carolina RDD
- LA4
- Head Start and child care don't have same results (national studies and new Tulsa)
- NJ Abbott –2 years twice as much impact



High Quality Preschool Programs Needed to Produce Benefits

- Well-educated, adequately paid teachers
- Good curriculum and professional development
- Small classes and reasonable teacher:child ratios
- Strong supervision, monitoring, and review
- High standards and accountability



State Pre-K Enrollment 2007

- **38 States With Pre-K**

OK, FL, GA Pre-K for all at 4

WV are moving to all at 4

- **Top 5 States for Enrollment**

OK, FL, GA, WV, TX

- **Of 12 states with no pre-K only MS**



State Pre-K Quality 2007

- **Perfect 10: *AL and NC***
- **9 of 10: *AR, OK, SC, TN***
- **Half may not provide enough funding to meet standards**
- **Actual quality and standards vary**
- **Results vary and not always eval.**



Conclusions

- Pre-K *can* be a high payoff public investment
- Workforce investment *begins* in Pre-K
- *All* children need good Pre-K (*most Southern public school children in low-income families*)
- Details matter: broad content well taught
- Plan-Do-Review –assess quality & child learning *pre and post* (in samples) tied to ongoing program improvement cycle



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