



# New Research and the Pay-Off to Quality Early Care and Education

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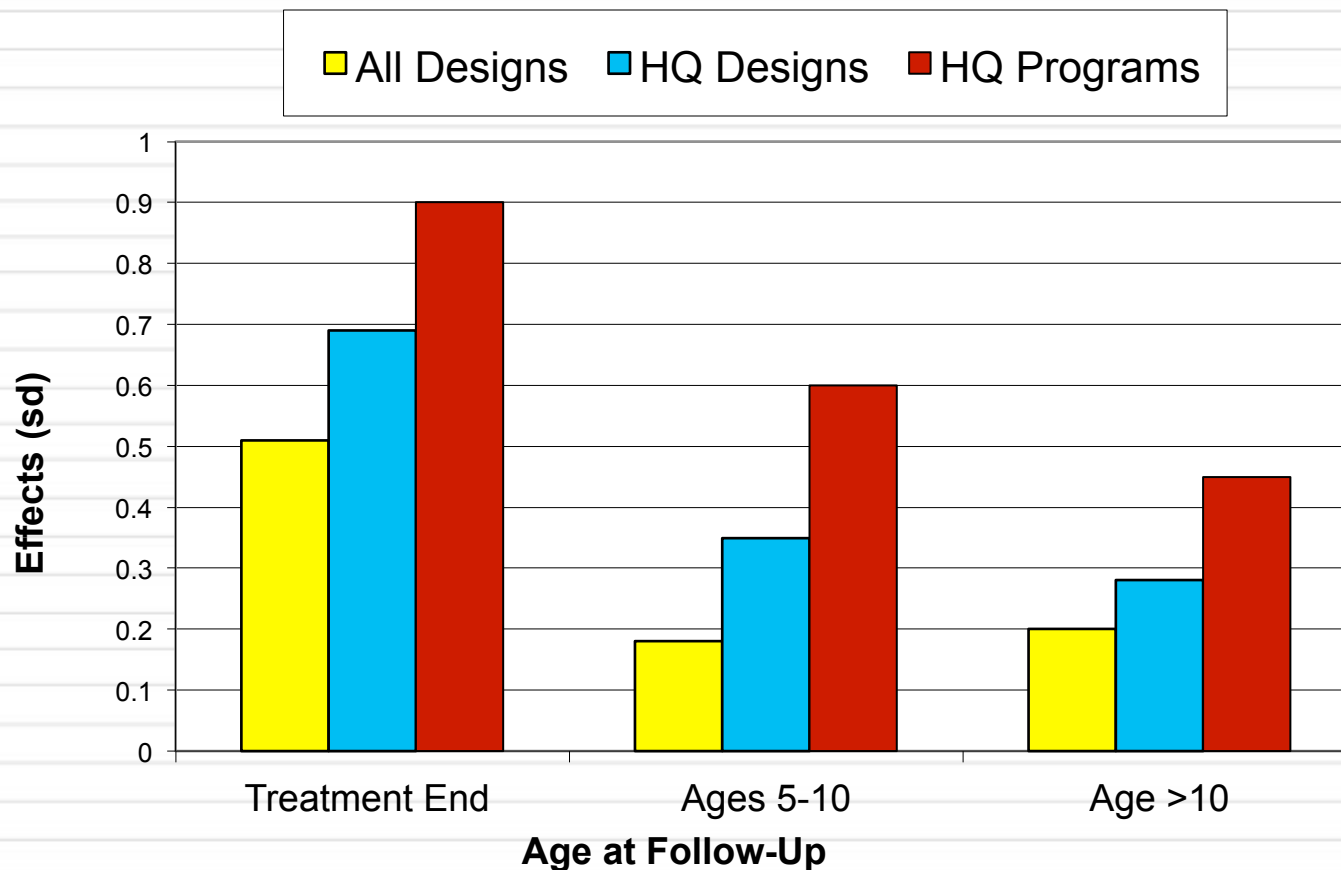


# Big Picture Research

- Early childhood experience becomes part of the child's biology
  - Impacts school success
  - Impacts adult health and mental health
  - Impacts adult productivity
- Quality matters most at the “high end”
- The United States has relatively little *good* ECE
- Nevertheless there is growing evidence of large scale long-term impacts and economic returns

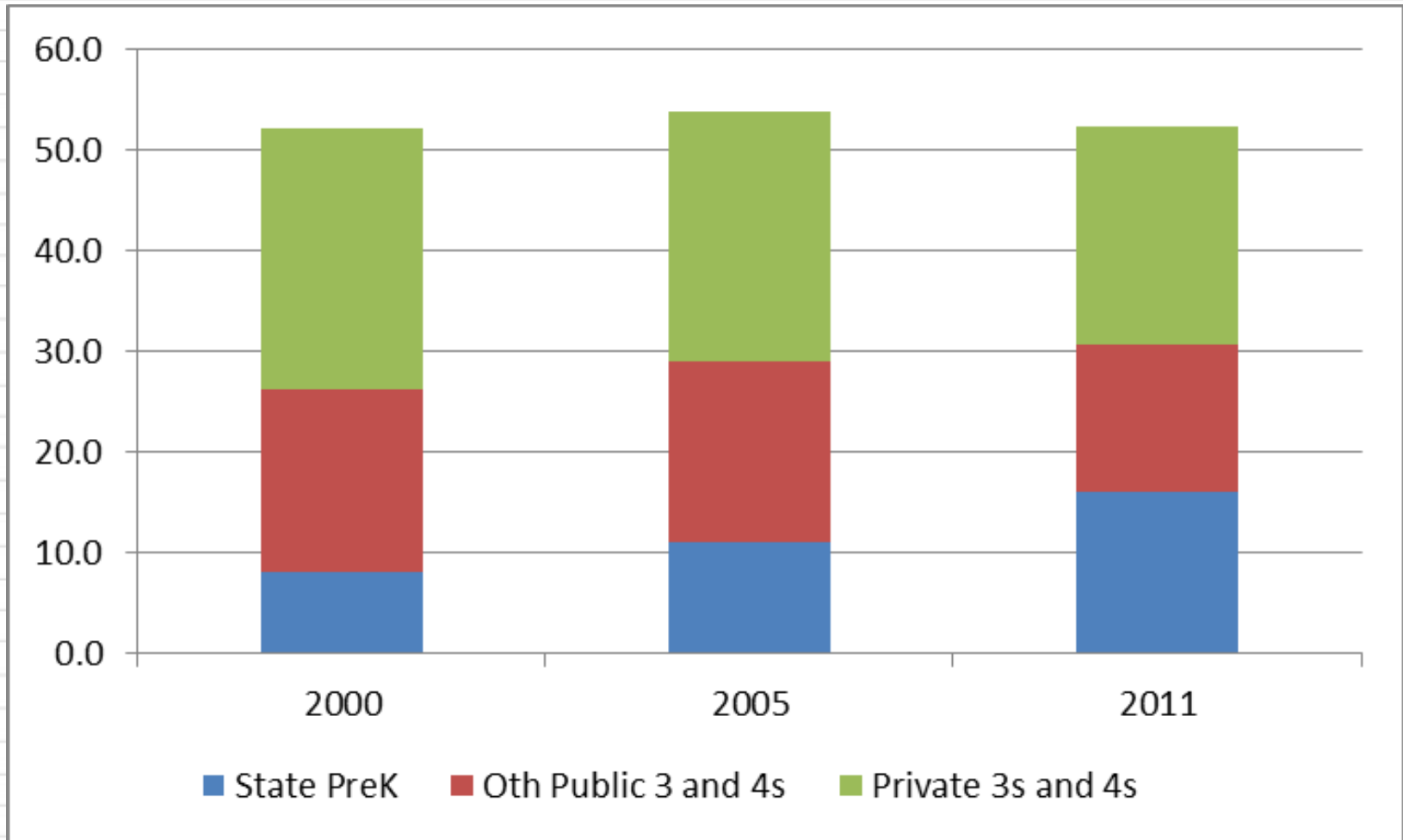


## Quality and long-term test score gains (123 studies since 1960)



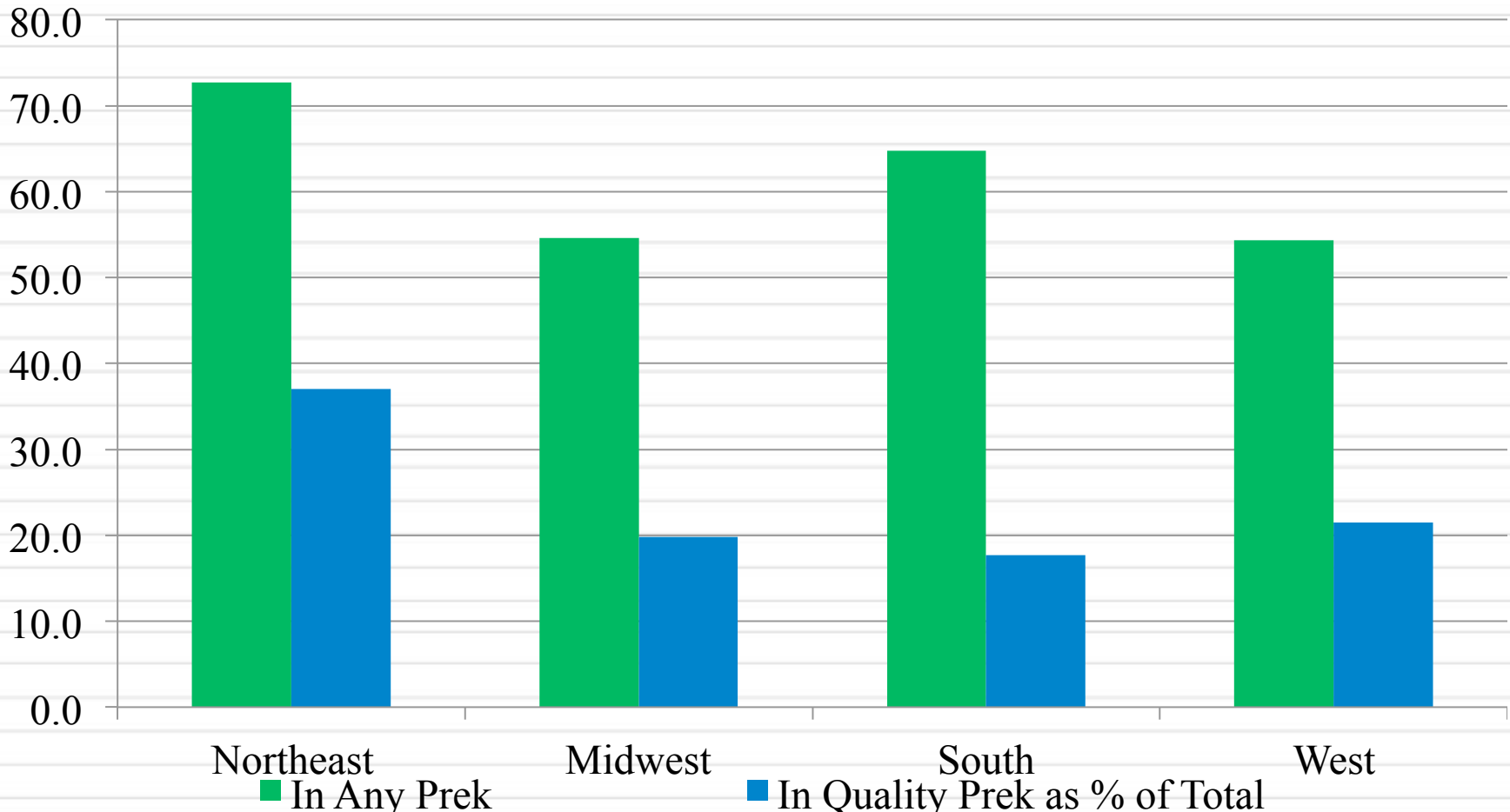


## Overall Access is not increasing at Ages 3 & 4





## Some Regions have much better Pre-K





## **National Head Start Impact Study to 3<sup>rd</sup> Grade**

- **One year of Head Start has modest positive impacts**
- **Lasting effects of Head Start are small**
  - Some indications of effects at 3<sup>rd</sup> grade
  - Crossovers lead study to underestimate effects by about 50 percent
  - Control group attends other preschools adding to underestimation
  - Public schools help kids behind catch up, its not “fade out”
- **Head Start needs to improve & has improved**
  - Since National Study Head Start has raised quality and child gains
  - Most ambitious Head Start reforms in 50 years now underway
  - Sequestration is hurting Head Start improvement
  - Head Start teachers still paid about the same as dog walkers



# New State Pre-K Studies

- 11 state study (CA, GA, IL, KY, MA, NJ, NY, OH, TX, WI, WA) moderate gains
- Tennessee RDD and RCT: substantial initial effects, subsample no effects at K/1 except reduced grade repetition—waiting on 3<sup>rd</sup> grade results
- Boston RDD: Gains in cognitive abilities, executive function and social skills
- Rhode Island Randomized Trial: Modest gains, larger for low income children
- Chicago: Half-day v. full-day, well implemented full-day has larger impacts
- Oklahoma: Initial gains in cognitive abilities, executive function, and social skills, few gains at grade 3 (1 of 2 waves on math) but problems with follow-up
- Long-term AR, GA, MI, NC, NJ, NY, and TX all have some positive gains
  - gains can be quite small, but even small gains have substantial economic value
- Michigan: less repetition, increased on time graduation at 12<sup>th</sup> grade
- New Jersey: less repetition and special education, higher test scores at 5<sup>th</sup> grade



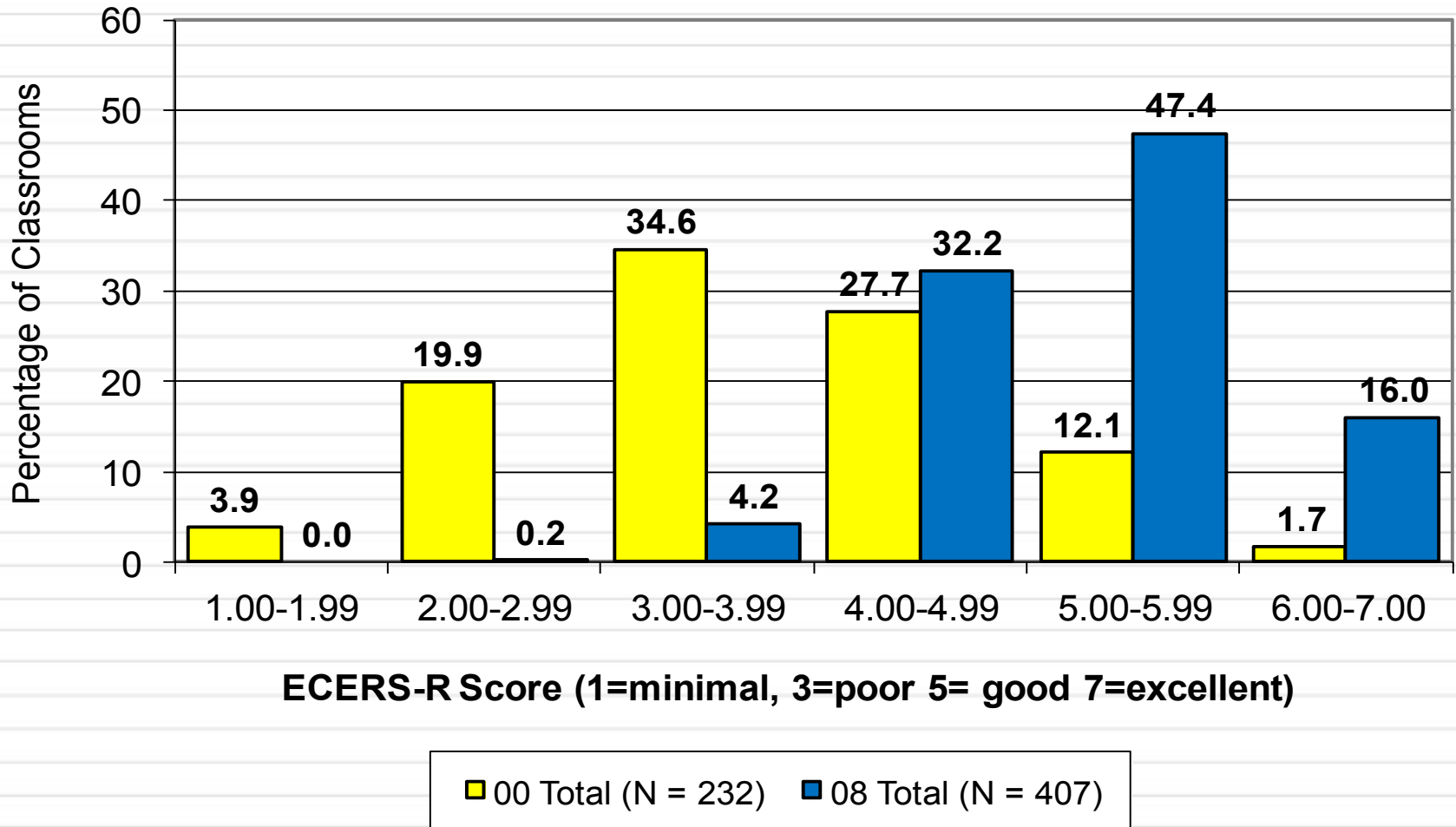
# **NJ Example : Universal High Quality In 31 High Poverty Districts**

- High standards for learning and teaching
- Good teachers and small classes
- Continuous improvement system with coaching
- Adequate funding with public school salaries
- 6 hour educational day, 180-day program, plus extended day/full year wrap around
- Part of systemic reform P-3
- All 3 and 4 yr. olds in 31 school systems
- Public-private system with 60% private providers



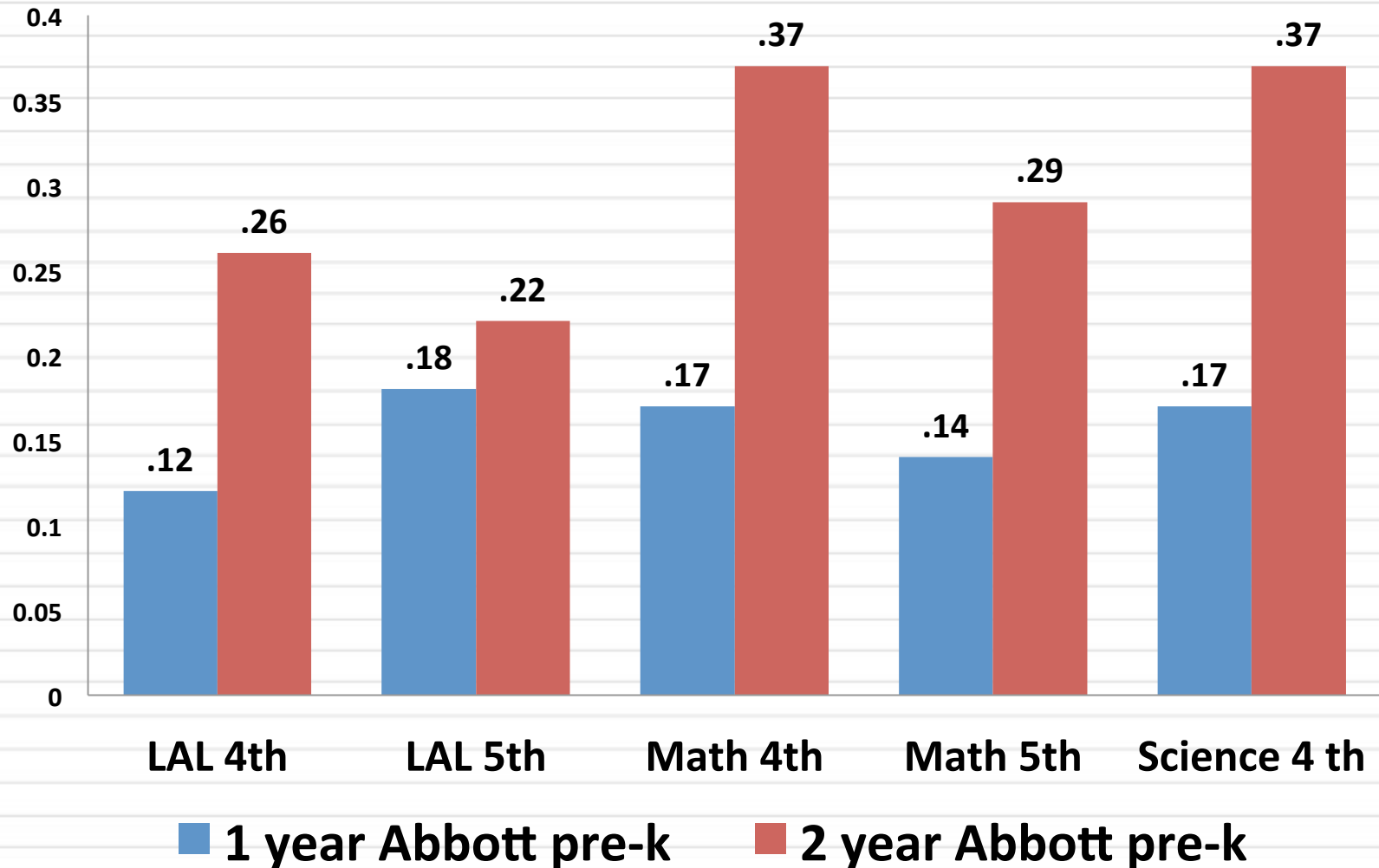


## NJ Raised Quality in Public and Private



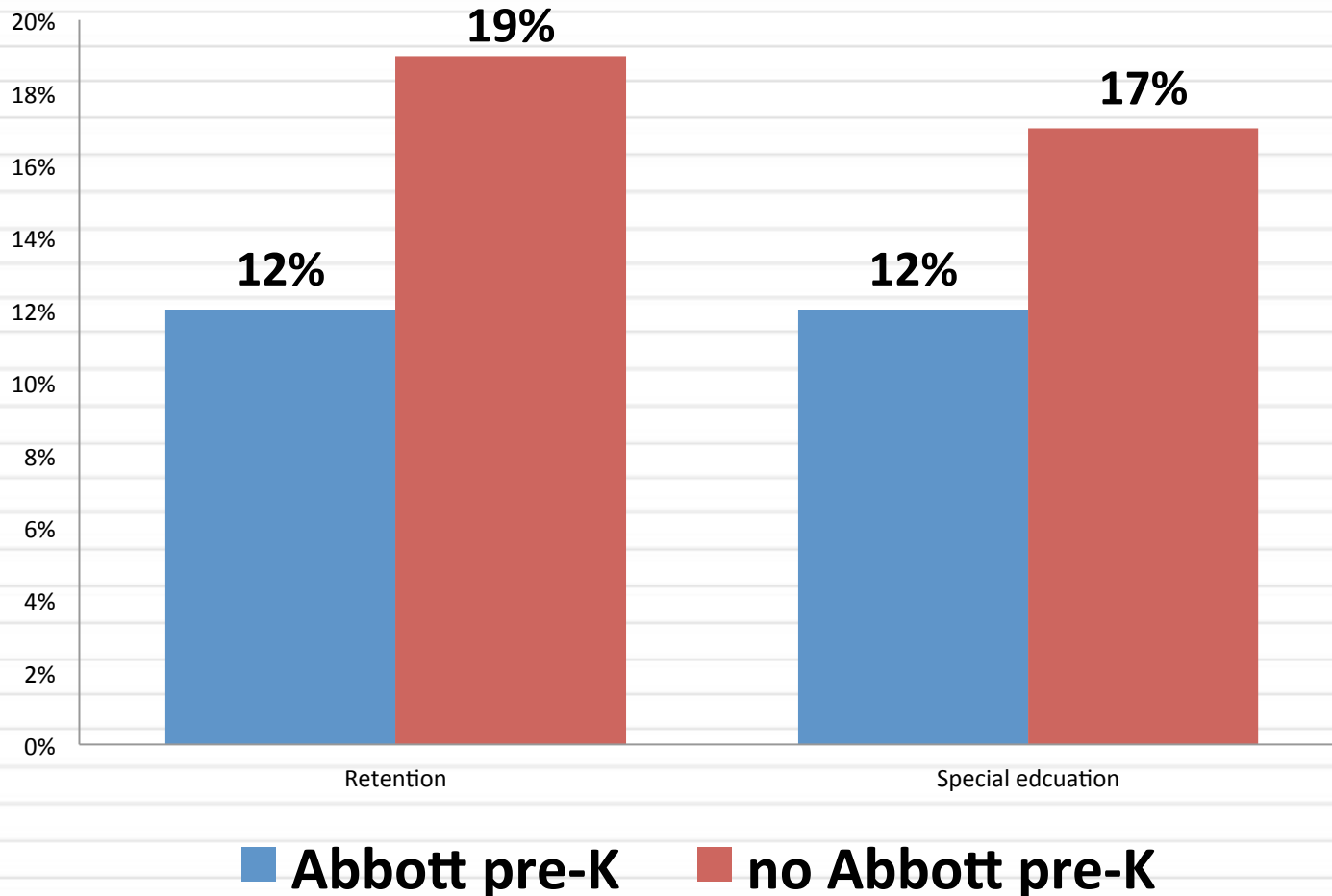


## Long-term Test Scores Increased Across the Board





## Much Less Grade Repetition and Special Education





# Takeaway Lessons

- 1. Even small long-term gains have high value, but they require large initial impacts**
- 2. Quality is the key to big, meaningful effects**
- 3. We need to build the will for quality Birth to 8**





# Resources

- **Early childhood programs and health: a review**

<http://nieer.org/sites/nieer/files/health%20brief.pdf>

- **NJ 5<sup>th</sup> grade follow-up of universal pre-K**

<http://nieer.org/publications/latest-research/abbott-preschool-program-longitudinal-effects-study-fifth-grade-follow>

- **State pre-K trends over the past decade**

[http://nieer.org/sites/nieer/files/Trends%20in%20State%20Funded%20Preschool%20Programs\\_0.pdf](http://nieer.org/sites/nieer/files/Trends%20in%20State%20Funded%20Preschool%20Programs_0.pdf)

- **Michigan pre-K evaluation through grade 12**

<http://bridgemi.com/wp-content/uploads/2012/06/GSRP-evaluation-may-21-12.pdf>

- **Tennessee randomized trial of pre-K**

[http://peabody.vanderbilt.edu/research/pri/TN\\_VPK\\_Study\\_v.2\\_summary\\_and\\_context\\_August\\_2013.pdf](http://peabody.vanderbilt.edu/research/pri/TN_VPK_Study_v.2_summary_and_context_August_2013.pdf)

[http://peabody.vanderbilt.edu/research/pri/TN\\_VPK\\_Evaluation\\_Executive\\_Summary\\_August\\_2013.pdf](http://peabody.vanderbilt.edu/research/pri/TN_VPK_Evaluation_Executive_Summary_August_2013.pdf)