Quality Pre-K An Investment in Equality and Growth
Steve Barnett, NIEER, Rutgers University
Direct Impacts of Early Interventions to Improve Health in the USA

- Decrease exposure to environmental toxins in utero and in the first 5 years (e.g., second hand smoke)
- Decrease exposure to maltreatment and other stresses
- Increase exposure to rich educational content and stimulation as well as positive relationships (adult & peer)

- Better biological development--brain and DNA
- Improve general cognitive abilities
- Improve executive functions
- Improve social and emotional development
How Early Childhood Education Programs Affect Health

Early Childhood Education Programs

Increase child’s motivation and positive attitudes for learning
Increase child’s “academic” abilities
Improve executive functions (planning, attention, short term memory)

Family: supportive home environments both cognitive and social emotional (less abuse and neglect, less exposure to violence outside home)

Cognitive: Increased knowledge, skills, and achievement

Social: Improved behavior, peer relations, teacher relationships

Health: better mental and physical health, increased attendance and engagement

Cognitive, social, emotional, exec. functions, health

Higher educational attainment, less special education and delayed school progress

Increased income

Better child & adult health, lower care costs

Decreased risky behavior, crime, violence

Intervention

Intermediate Outcomes

Recommendation Outcomes
Chicago CPC: Academic and Social Benefits at School Exit

Perry Preschool Education Effects

- Age 5 IQ > 90: Program group 28%, No-program group 67%
- Age 14 Homework: Program group 40%, No-program group 68%
- Age 14 Achievement at 10th %ile +: Program group 49%, No-program group 66%
- No Special Education (Cog.): Program group 15%, No-program group 85%
- Graduated HS on Time: Program group 45%, No-program group 66%
- HS Graduate: Program group 60%, No-program group 77%
Perry Preschool Effects on Behavior/Crime

- **Discipline Problems ages 6-12**: Program 14%, No Program 27%
- **Arrested >5X by 27**: Program 7%, No Program 29%
- **Arrested >5X by 40**: Program 36%, No Program 55%
- **Violent Crime by 40**: Program 33%, No Program 48%
- **Drug Crime by 40**: Program 14%, No Program 34%
Abecedarian Outcomes at 21

<table>
<thead>
<tr>
<th>Category</th>
<th>Program Group</th>
<th>No-Program Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypertension (males only)</td>
<td>11%</td>
<td>44%</td>
</tr>
<tr>
<td>Reg. Smoker</td>
<td>39%</td>
<td>55%</td>
</tr>
<tr>
<td>Employed (n.s.)</td>
<td>50%</td>
<td>65%</td>
</tr>
<tr>
<td>In Higher Education</td>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>Skilled Job or Higher Education</td>
<td>40%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Skilled Job or Higher Education

In Higher Education

Reg. Smoker

Hypertension (males only)

Program group

No-program group
Perry Preschool Benefit-Cost Analysis

- **Child Care**: $906
- **Education**: $7,144
- **Net Earnings**: $50,448
- **Taxes paid**: $14,078
- **Justice System**: $94,310
- **Crime Victims**: $77,163
- **Welfare Payments**: $763
- **Total Benefits**: $244,811
- **Cost**: $15,166
- **Net Benefits**: $229,645

Thousands
Only *High Quality* Pre-K Yields these Results

“Two roads diverged in a wood, and I—I took the one less traveled by, and that has made all the difference.”

Robert Frost
What is High Quality?

• High expectations
• Adequate funding
• Strong Policies
  – Quality teachers
  – Small classes
  – 6 hour/day min.
• Continuous improvement
NJ Abbott Impacts on Retention & Special Education at Grade 5

Retention
- Abbott Pre-K: 12%
- No Abbott Pre-K: 19%

Special Education
- Abbott Pre-K: 12%
- No Abbott Pre-K: 17%
Choose the Road to High Quality ECE

By investing in early education America can improve early learning and healthy development for all children.