



The Benefits of High-Quality Early Education; Results from Three Major Longitudinal Studies[^]

	Educational Outcomes	Crime / Juvenile Arrests	Health & Well-Being Outcomes	Economic Status	Return on Investment
Chicago Child-Parent Centers <u>Date:</u> 1985-1986 <u>Sample:</u> 1,539 low income children <u>Program:</u> Half-day pre-k, half- or full-day kindergarten, ongoing school-age services until age nine	-- 40% less likely to experience grade retention and special education* -- 30% more likely to graduate from high school & attend a 4-year college*	--20% less likely to be arrested as a juvenile, to be arrested for a felony, and to be incarcerated	-- significantly more likely to have health insurance coverage --50% less likely to experience abuse and neglect	-- 15% more likely to have a stable employment history	-- \$7.14 public return for every dollar invested (in 1998 non-discounted dollars)
Abecedarian Project (NC) <u>Date:</u> 1972 <u>Sample:</u> 111 low income children <u>Program:</u> Full day, five days a week, year round, from infancy through age five	-- twice as likely to attend a four-year college* -- higher IQ scores and reading & math scores throughout young adulthood	-- no significant differences at age 18	-- significantly more likely to have health insurance coverage -- significantly less likely to be regular cigarette smokers	-- significantly more likely to be employed in skilled jobs (e.g. electrician)	-- 4:1 return on taxpayer's initial investment -- 7% return on every dollar invested
High/Scope Perry Preschool Program (MI) <u>Date:</u> 1962 <u>Sample:</u> 123 high-risk children <u>Program:</u> Half-day pre-k, five days a week for two years	-- significantly more likely to be literate -- significantly more likely to have graduated from a traditional high school	-- significantly fewer lifetime arrests and significantly less likely to be arrested for violent crimes, property crimes, and drug crimes	-- significantly less likely to report using drugs	-- 25% higher median annual earnings at age 40 -- significantly more likely to be employed throughout adulthood	-- \$12.90 public return for every \$1 invested (in discounted 2000 dollars; \$17 in non-discounted dollars) -- 16% return for every dollar invested*

[^] Outcomes shown in chart are drawn from comparisons to control groups that did not receive listed services.

* Key EEA talking points.

Sources: **Chicago Child-Parent Centers** - Reynolds, A. J. et al. (2001). Long-term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrest. *JAMA*, 285(18), 2339-2346; Reynolds, A. J. et al. (2002). Age 21 cost-benefit analysis of the Title I Chicago Child-Parent Centers. *Education Evaluation Policy Analysis*, 24(4), 267-303; Reynolds, A. J. et al. (2007). Effects of a School-Based, Early Childhood Intervention on Adult Health and Well-Being. *Archives of Pediatrics & Adolescent Medicine*, 161(8), 730-739; Reynolds, A. J., Temple, J. A., & Ou, S. (2007). Impacts and Implications of the Child-Parent Center Preschool Program. Paper presented at the National Invitational Conference of the Early Childhood Research Collaborative on "Critical Issues in Cost-effectiveness in Children's First Decade" December 7-8th, 2007; 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, 126-144. **Abecedarian Project** - Campbell, F. A. & Ramey, C. T. (1991). The Carolina Abecedarian Project. Paper present at the SRCID meeting; Clarke, S. H. & Campbell, F. A. (1998). Can intervention early prevent crime later? The Abecedarian Project compared with other programs. *Early Childhood Research Quarterly*, 13(2), 319-343; Campbell, F. A. et al. (2001). The development of cognitive and academic abilities: Growth curves from an early childhood educational experiment. *Developmental Psychology*, 37(2), 231-242; Campbell, F. A. et al. (2002). Early childhood education: Young adult outcomes from the Abecedarian Project. *Applied Developmental Science*, 6(1), 42-57; Masse, L. N. & Barnett, S. W. (2002). A Benefit-Cost Analysis of the Abecedarian Early Childhood Intervention. National Institute for Early Education Research. Rutgers, The State University of New Jersey, New Brunswick: New Jersey; Barnett, W. S. & Masse, L. N. (2007). Comparative benefit-cost analysis of the Abecedarian program and its policy implications. *Economics of Education Review*, 26, 113-125; **Perry Preschool** - Schweinhart, L. J. (2005). Lifetime Effects: The High/Scope Perry Preschool Study Through Age 40. (Ypsilanti, Mich.: High/Scope Press, 2005); Belfield, C. R., Nores, M., Barnett, S., & Schweinhart, L. (2006). The High/Scope Perry Preschool Program: Cost-Benefit Analysis Using Data from the Age-40 Follow-up. *The Journal of Human Resources*. For more information, contact Titus DosRemedios, Research and Policy Associate, tdosremedios@earlyeducationforall.org

400 Atlantic Avenue
Boston, Massachusetts 02110

www.strategiesforchildren.org
www.earlyeducationforall.org

phone: 617.330.7380
fax: 617.330.7381