



Rhode Island State Pre-K Demonstration Program Evaluation

Providence, RI

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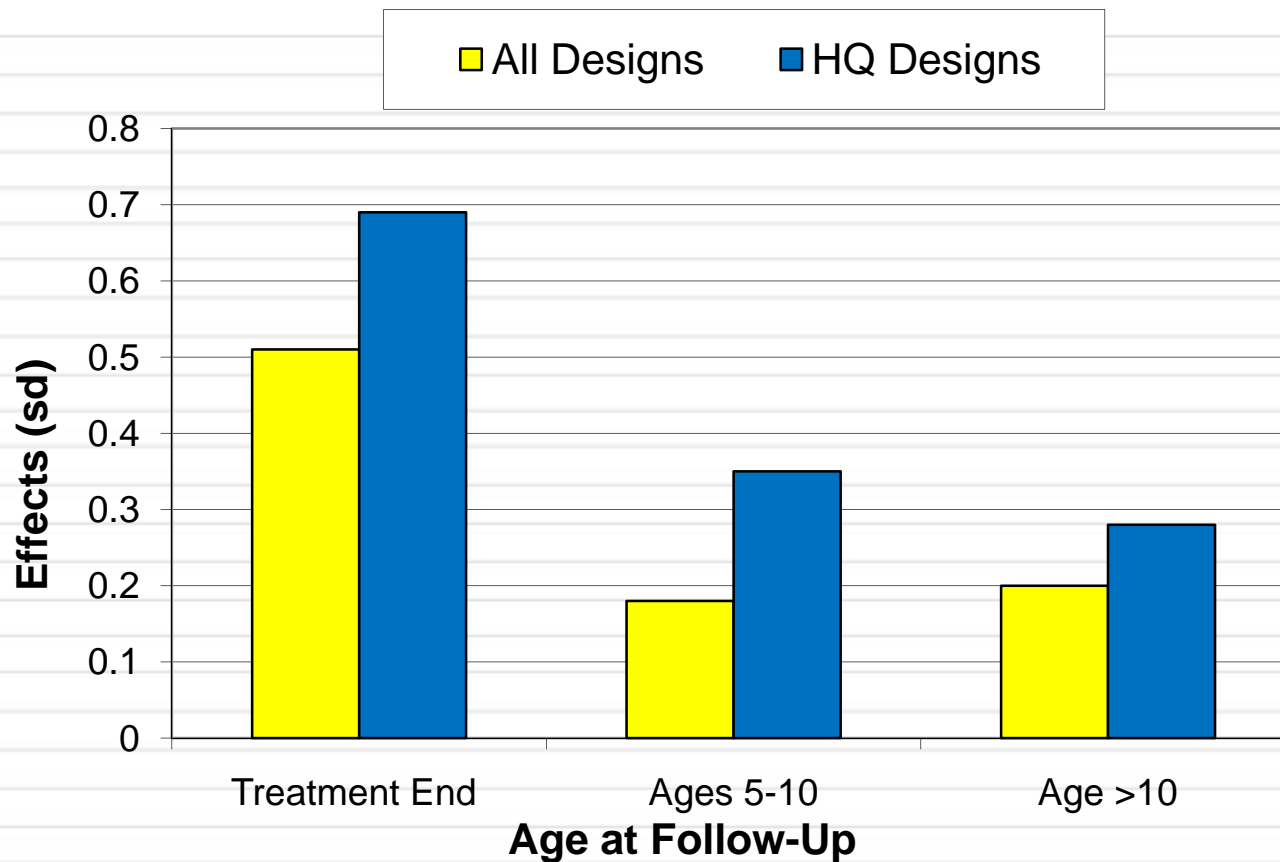
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Research since 1960 on effects of early education





What works?

- Intentional teaching
- Balanced curriculum
 - Cognitive and Socio-Emotional
- Individualization
 - Small-group and one-on-one
- Well-educated, adequately paid staff
- Strong supervision and monitoring



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

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; Belfield, C., Nores, M., Barnett, W.S., & Schweinhart, L.J. (2006). The High/Scope Perry Preschool Program. *Journal of Human Resources*, 41(1), 162-190; 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.



Full-Day Kindergarten

- Children in full-day K have more time to participate in meaningful learning activities
- Children who attend for a full day learn more and have lower retention rates
- Full-day schedules may help increase kindergarten enrollment



Full-Day Kindergarten

- Children from disadvantaged backgrounds benefit most from a full-day schedule
- Randomized trials with pre-K find full-day improves test scores



Access to Quality Pre-K in Rhode Island for 4-year-olds

<1% in Demonstration State Pre-K Classes

11% in Head Start

7% in pre-K Special Education

Est. 45% in private centers

Est. 35% in no program, possibly more



Rhode Island State Pre-K Demonstration Programs

Programs meet all ten NIEER benchmarks for quality standards (one of only 4 states)

Early childhood certified teachers with BA degrees

Maximum class size of 18 with teacher and asst.

Mixed delivery system including Head Start and private child care

Supportive system for feedback and accountability



Rhode Island State Pre-K Demonstration Study

- Randomized trial—true experiment with treatment and control groups assigned by lottery
- Most control group children attended another public or private program (of lower quality/intensity)
- Results for both 1st and 2nd year of Demonstration



Rhode Island State Pre-K Program Effects

- All children gain regardless of income
- Increased literacy test scores Years 1 and 2
- Increased math test scores Year 2
- Low-income start far behind, end up near average
- $\frac{3}{4}$ or more of achievement gap is closed
- Quality has increased to good but could be even better



What Do the Results Mean?

- State pre-K produces meaningful gains in children's learning
- A diverse delivery system works
- It increases access and raises quality
- Full-day K could help build on pre-K gains followed by high quality 1st-3rd



Conclusions

- RI state funded pre-K is a good public investment
 - Increased achievement for low-income
 - Increased achievement for middle-income
 - Long-term will reduce educational inequality & social problems
- Full-day K is also likely to increase achievement and consolidate the gains from state pre-K
- Intensity and *quality* are the keys to high returns
- Continuous improvement cycle is important to maintain and even strengthen results