



## **Research on Universal Preschool**

### **Cost-Benefit Analyses**

#### [The Economics of Investing in Universal Preschool Education in California](#)

(The RAND Corporation)

This cost-benefit analysis of investing in a one-year universal preschool program in California finds that California would receive a benefit of \$2.62 for every dollar invested in universal preschool.

#### [Early Childhood Education to Promote Health Equity: A Community Guide Economic Review - PubMed](#)

(NIH)

This study examines how the economic benefits of center-based Early Childhood Education (ECE) programs compare with their costs. Cost-benefit analysis findings indicate that for every dollar invested in the program, there was a return of \$4.19 in total benefits. Evidence indicates there is positive social return on investment in ECE irrespective of the type of ECE program.

#### [Cost of Preschool Quality and Revenue \(CPQ&R\) Calculator](#)

(CEELO)

The Center for Enhancing Early Learning Outcomes (CEELO) offers a variety of resources explaining the benefits of high-quality Early Learning. They have created a Preschool Quality and Revenue Calculator (CPQ&R) that provides reliable cost calculations and funding estimates to allow policymakers questions about expenses associated with implementing high-quality preschool with confidence.

#### [The Effects of Universal Preschool in Washington, D.C.](#)

(Center for American Progress)

In 2009, Washington, D.C. began offering full-day Pre-K to all 3- and 4-year-olds. Since implementation, the city's maternal labor force participation rate has increased by about 12 percentage points, with 10 percentage points attributable to preschool expansion. This indicates that Universal Pre-K programs can contribute to economic growth while supporting family financial stability and women's careers.

#### [An Economic Analysis of Pre-K in Louisiana](#)

(The Pew Charitable Trusts)

This report reviews Louisiana's existing Pre-K programs and the per-pupil cost necessary to offer a high-quality Pre-K experience. The report determines that for every \$1 invested in Pre-K, the state recoups \$2.25 in benefits. The report recommends broad expansion of high-quality Pre-K across Louisiana.



## **Benefits of Using the K-12 Funding Formula**

### [Fully Funding Pre-K through K-12 Funding Formulas](#)

(National Association of State Boards of Education)

This study finds that states that use a K-12 funding formula for Pre-K programs have benefitted, especially when it comes to weathering recessions. However, it is recommended that in states using a K-12 funding formula also adopt processes that determine funding based on the cost of meeting specific standards, variations in the needs of children, and variations in local funding capacity which is more likely to produce a fairer, more adequate funding for Pre-K than funding schemes that do not. Finally, any state considering expansion to cover all children should consider braided and blending revenue across education, Head Start, and child care with state leadership to minimize the increased financial burden on Local Educational Agencies.

### [Funding Landscape for Preschool with a Highly Qualified Workforce](#)

(National Academies of Sciences, Engineering, and Medicine)

This study considers the potential implications of funding state Pre-K programs through some version of the school funding formulas used in K-12 with particular attention to how this might facilitate more adequate compensation for a highly qualified workforce. It found that use of the school funding formula is associated with greater adequacy and stability in funding, which argues for its wider use in Pre-K financing. Higher adequacy in general is likely to translate into higher teacher salaries as most states have policies setting reasonable limits on class size and ratio and the workforce accounts for most of the cost. However, it is also the case that state school funding formulas used to calculate funding for their respective public K-12 systems vary, resulting in a wide distribution of results regarding adequacy, equity, and effort in funding. The article recommends that these factors must be kept in mind when advocating for using school financing formulas to fund Pre-K.

### [Formula for Success: Adding High-Quality Pre-K to State School Funding Formulas](#)

(Pew Center on the States)

This report explores the benefits and challenges of using state school funding formulas to support Pre-K. It examines the different models for integrating early education in the formula and makes recommendations for implementing this policy. Embedding Pre-K within the state's school funding formula can help protect our youngest students from shifting political and economic climates by providing equitable, sufficient, and sustainable Pre-K funding that supports quality, grows with enrollment to meet demand, and has the capability to serve all children.



## **Academic Benefits of Pre-K Attendance**

### [Untangling the Evidence of Preschool Effectiveness: Insights for Policymakers](#)

(Learning Policy Institute)

This report reviews 18 preschool programs and finds that well-implemented programs support substantial Early Learning gains and can have lasting impacts throughout school.

### [Prep School for Poor Kids: The Long-Run Impacts of Head Start on Human Capital and Economic Self-Sufficiency](#)

(NBER)

This study evaluates the long-term effects of Head Start attendance and finds that Head Start generated large increases in adult human capital and economic self-sufficiency, including increased high school graduation, college completion, and adult employment. These estimates imply sizable, long-term returns to public investments in large-scale preschool programs.

### [Kindergarten Impacts of the Peisner-Feinberg: Pennsylvania Pre-K Counts Program: A Statewide Evaluation](#)

(UNC School of Education)

Pennsylvania Pre-K Counts (PA PKC) is a state-funded Pre-Kindergarten program for at-risk 3- and 4-year-old children to help them gain school readiness skills. A review of PA PKC revealed that children who attended demonstrated significantly higher levels of language and math skills than children who did not attend PA PKC.

### [Third Grade Achievement for Children who Participated in Georgia's Pre-K](#)

(Child Trends)

Georgia's Pre-K provides four-year-olds with high-quality preschool experiences to help prepare them for kindergarten. The program is funded through a state lottery and is open to all 4-year-olds in participating areas, regardless of income. This study demonstrates that children who went to Georgia's Pre-K did significantly better on third-grade End-of-Grade tests than those who did not, in all subject areas.

### [The Persistence of Reading and Math Proficiency: The Benefits of Alabama's Pre-Kindergarten Program Endure in Elementary and Middle School](#)

(SpringerOpen)

This study evaluates the impact of Alabama's First Class Pre-K (FCPK) program on reading and math proficiency. Results indicate that children who received FCPK were statistically significantly more likely to be proficient in both math and reading compared to students who did not receive FCPK. Further, there was no statistical evidence of fadeout of the benefits of FCPK through the 7th grade, indicating the persistence of the benefits of FCPK into middle school.



### [Michigan's Great Start Readiness Program: New Evidence of Impact](#)

(Michigan.gov)

This fact sheet shows how Michigan's Great Start Readiness program significantly improved at-risk children's literacy and math skills.

### **Benefits of Mixed-Income Classrooms**

#### [Does Universal Preschool Hit the Target? Program Access and Preschool Impacts](#)

(NBER)

This study investigates whether children benefit more in programs that are means-tested (open to only certain income groups) or universal. The research finds that low-income children do significantly better on reading and math scores when they attend mixed-income preschool classrooms. The report concludes that universal preschool is more cost-effective than means-tested preschool due to the improved performance of low-income students.

### **Universal Pre-K in the United States**

#### [The State of Preschool 2019](#)

(NIEER)

The Annual State of Preschool Report provides snapshots of each state's preschool program and offers national policy recommendations. This report focuses on the challenges provided by COVID-19 and strongly urges that preschool programs be protected from budget cuts even during times of economic crisis.

#### [Pre-Kindergarten Reports: The State of Pre-K in the District of Columbia](#)

(DC.gov)

Annual Reports from Washington DC's Universal Pre-K program demonstrate how the District has supported rigorous efforts to ensure that all three- and four-year-olds have access to high-quality Early Learning. The District is developing an enhanced Quality Rating and Improvement System (QRIS) and has launched the Pre-K enhancement and expansion grants funding process to increase the number of children who have access to high-quality Pre-K in community-based settings.

#### [Abbot Preschool Program Longitudinal Evaluation \(APPLES\)](#)

(NIEER)

Series of research papers demonstrating the impact of New Jersey's high-quality Abbott Preschool Program over time.