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 **Samuel Hammond** 
@hamandcheese

Devastating new results on the effects of state-funded pre-K programs.

In policy you rarely get stronger study designs than random assignment + multi-year longitudinal follow-up.

Yikes.

[doi.apa.org/doiLanding?doi...](https://doi.org/doiLanding?doi...)

APA PsycArticles: Journal Article

Effects of a statewide pre-kindergarten program on children's achievement and behavior through sixth grade.

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Durkin, K., Lipsey, M. W., Farran, D. C., & Wiesen, S. E. (2022). Effects of a statewide pre-kindergarten program on children's achievement and behavior through sixth grade. *Developmental Psychology*. Advance online publication. <https://doi.org/10.1037/dev0001301>

As state-funded pre-kindergarten (pre-K) programs expand, it is critical to investigate their short- and long-term effects. This article presents the results through sixth grade of a longitudinal randomized control study of the effects of a scaled-up, state-supported pre-K program. The analytic sample includes 2,990 children from low-income families who applied to oversubscribed pre-K program sites across the state and were randomly assigned to offers of admission or a wait list control. Data through sixth grade from state education records showed that the children randomly assigned to attend pre-K had lower state achievement test scores in third through sixth grades than control children, with the strongest negative effects in sixth grade. A negative effect was also found for disciplinary infractions, attendance, and receipt of special education services, with null effects on retention. The implications of these findings for pre-K policies and practices are discussed. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

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@hamandcheese · Jan 25

Replying to @hamandcheese

This study corroborates widely discussed 2018 findings that used random assignment in Tennessee's pre-K program.

sciencedirect.com/science/articl...


Highlights

- This study of the Tennessee Voluntary Pre-K Program (VPK) is the first randomized control trial of a state pre-k program.
- Positive achievement effects at the end of pre-k reversed and began favoring the control children by 2nd and 3rd grade.
- VPK participants had more disciplinary infractions and special education placements by 3rd grade than control children.
- No effects of VPK were found on attendance or retention in the later grades.
- These findings have policy implications for scaling up pre-k and supporting its benefits in the later grades.

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Here's a good write-up of the findings:



hechingerreport.org

A state-funded pre-K program led to 'significantly negative effects' for... In some pre-K programs, 'something is not better than nothing,' study shows

3

25

171



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This isn't the first study to find lasting negative cognitive and noncognitive impacts from pre-k and similar programs.

The Quebec case study is perhaps the most famous. It found very similar harms that also persisted into school ages.

aeaweb.org/articles?id=10...

The Long-Run Impacts of a Universal Child Care Program

Michael Baker
Jonathan Gruber
Kevin Milligan

AMERICAN ECONOMIC JOURNAL: ECONOMIC POLICY
VOL. 11, NO. 3, AUGUST 2019
(pp. 1-26)

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Abstract

Past research documents the persistence of positive impacts of early life interventions on noncognitive skills. We test the symmetry of this finding by studying the persistence of a sizeable negative shock to noncognitive outcomes arising with the introduction of universal child care in Quebec. We find that the negative effects on noncognitive outcomes persisted to school ages, and also that cohorts with increased child care access had worse health, lower life satisfaction, and higher crime rates later in life. Our results reinforce previous evidence of the central role of the early childhood environment for long-run success.

Citation

Baker, Michael, Jonathan Gruber, and Kevin Milligan. 2019. "The Long-Run Impacts of a Universal Child Care Program." *American Economic Journal: Economic Policy*, 11 (3): 1-26.

DOI: 10.1257/pol.20170603

4

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