Age 21 Benefit-Cost Analysis of the Chicago Child-Parent Centers

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Benefit-Cost Analysis Benefit Categories

- School Remedial Services
 - Reduced Costs of Special Education Services
 - Reduced Expenditures for Extra Schooling for Retained Students
- Child Welfare System
 - Reduced Treatment and Administrative Costs
 - Cost savings to Victims
- Juvenile Court and Treatment Costs
 - Reduced Administrative Costs
 - Reduced Costs of Juvenile Treatment
 - Savings to Crime Victims

Benefit Categories (cont.)

- Adult Courts and Treatments
 - Reduced Administrative Costs
 - Reduced Costs of Treatment
 - Savings to Crime Victims
- Life Time Earnings Capacity (Projected from HS Completion)
 - Increased Earnings Through Age 65
 - Increased Tax Revenues to Governments

Program Costs Per Participant vs. Selected Yearly Costs (1998)

- Preschool (\$6,692) vs. Special education, \$7,791
- School-age (\$2,981) vs. Juvenile institution, \$32,237
- Extended (\$10,000) vs. Child welfare services, \$9,492

Cost-Benefit Analysis

Overview

- Benefits to Participants, the Public, Society, and Government Savings
- Translating Estimated Effect Sizes to Monetary Values



- Define benefit categories
 (Example: Reduced special ed services)
- 2. Estimate the program effect (Example: .70 fewer years in special ed)
- 3. Estimate program benefits in \$\$ (Example: \$7,285 for one year of services)

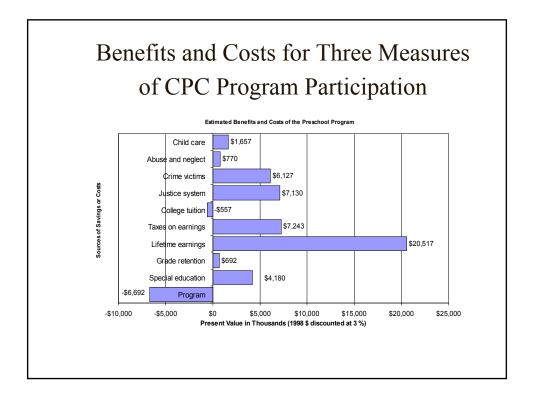


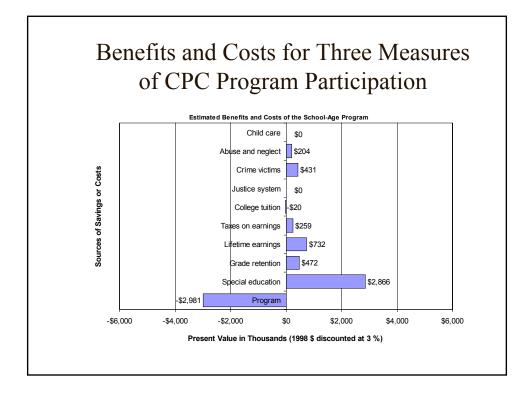
4. Convert to 1998 dollars (Example: \$7,791 (i.e., adjust for inflation))

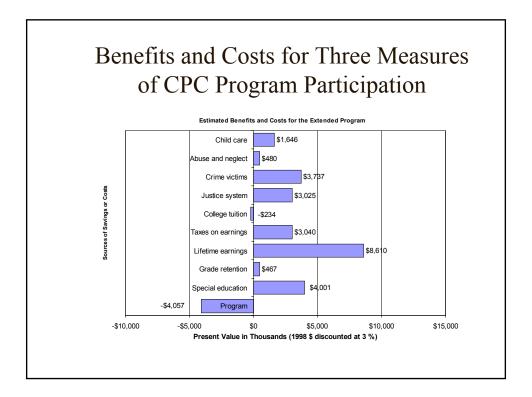
5. Estimate benefit at the time of program entry (age 3) using an annual discount rate of 3% (Example: \$5,971)

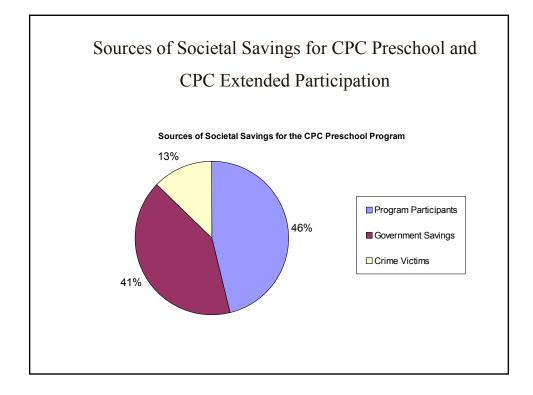
This is the Present Value of Benefits in 1998 dollars.

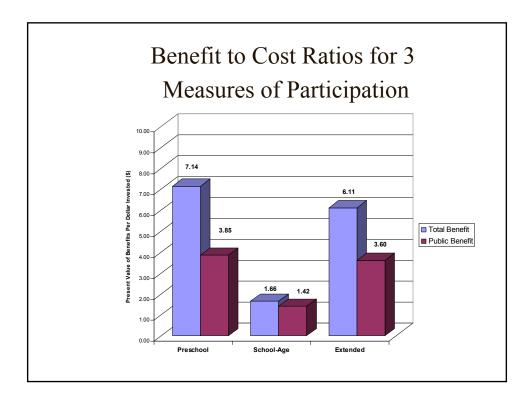
The Program Economic Benefit Per Participant is .7(5,971) = \$4,180.

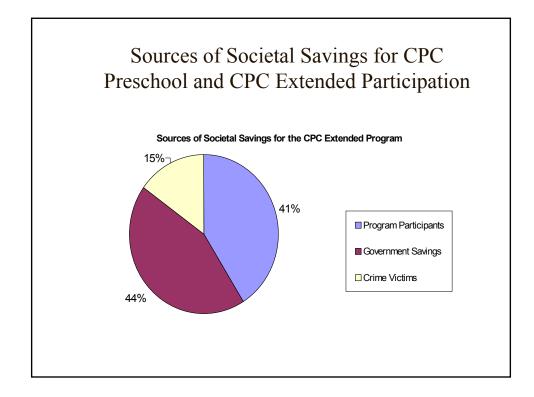


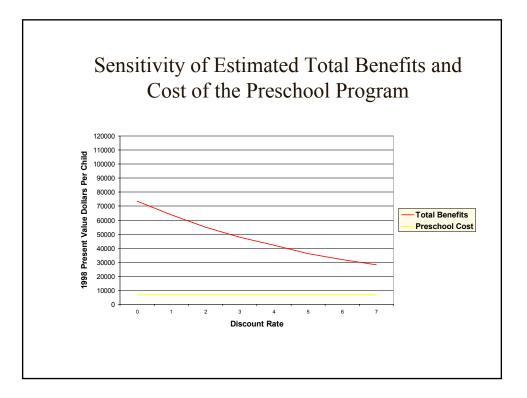


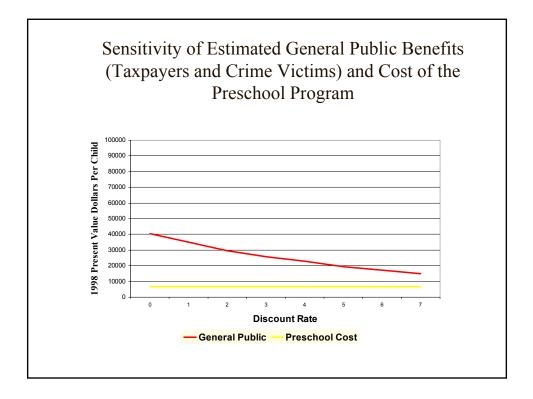


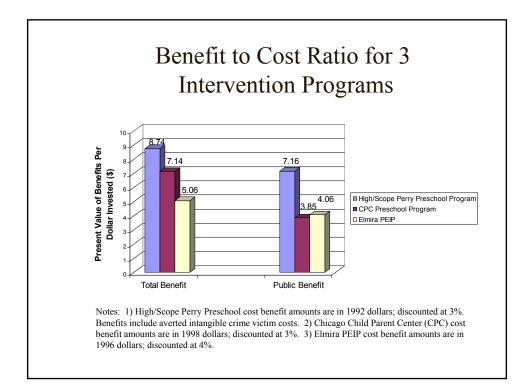












Implications of Chicago Study

- Early childhood programs are among the most effective preventive interventions. Evidence of benefit-cost analysis suggests the long-term payoff of such approaches.
- Length of program participation can matter as much as timing. Services should better reflect this principle.
- Implement intensive parent programs through staffed parent-resource rooms and emphasis on personal development and school participation.

Implications of Chicago Study (cont.)

- Focus enrichment on school readiness, especially language and literacy skills through relatively structured, activity-based approaches.
- Focus school-age programs on school organization and instructional resources through such elements as reduced class sizes and child-teacher ratios, and instructional coordination.
- Study the strengths and limitations of universal access to early care and education programs. Quality and effectiveness will depend on success in
 - A. Coordinating services
 - B. Recruiting and keeping well-trained staff
 - C. Tailoring services to the needs of families.

For more information about the Chicago Longitudinal Study, contact:

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