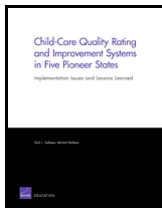




# Highlights of Recent RAND Research on Early Childhood and Child Care

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Four decades of scientific research has sought to determine whether early childhood intervention programs such as preschool, home visiting, parent education, and early childhood education can create long-term benefits for participating children and their families. RAND researchers have conducted a variety of projects about preschool and other early interventions, including efforts to quantify the benefits that might be achieved by universal preschool and outline the challenges states face as they scale up high-quality preschool programs to serve larger groups of children.



## Child-Care Quality Rating and Improvement Systems in Five Pioneer States Implementation Issues and Lessons Learned

Gail Zellman et al., 2008

This monograph discusses the development and implementation of quality rating and improvement systems (QRISs) in Oklahoma, Colorado, North Carolina, Pennsylvania, and Ohio, five states that were among the first to develop a QRIS.



## The Economics of Early Childhood Policy What the Dismal Science Has to Say About Investing in Children

M. Rebecca Kilburn and Lynn A. Karoly, 2008

This paper summarizes the contributions from the field of economics, which has played an increasingly prominent role in recent discussions about early childhood policy. The insights from economics also have broader implications for social programs focused on prevention, especially during childhood, rather than later-in-life remediation.



## Who Is Ahead and Who Is Behind? Gaps in School Readiness and Student Achievement in the Early Grades for California's Children

Jill Cannon and Lynn Karoly, 2007

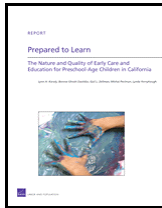
To evaluate the adequacy and efficiency of preschool education, the RAND Corporation has undertaken the California Preschool Study to improve understanding of achievement gaps in the early elementary grades, the adequacy of preschool education currently given, and what efficiencies or additional resources might be brought to bear in early care and education.



## **Early Care and Education in the Golden State Publicly Funded Programs Serving California's Preschool-Age Children**

Lynn Karoly et al., 2007

This volume provides a comprehensive assessment of publicly funded early care and education (ECE) programs for preschool-age children — for California as a whole, and for four case-study counties: Los Angeles, Merced, San Diego, and San Mateo.



## **Prepared to Learn The Nature and Quality of Early Care and Education for Preschool-Age Children in California**

Lynn Karoly et al., 2008

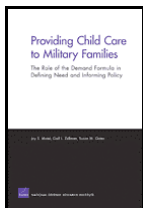
What percentage of children participate in ECE programs at ages three and four? What is the quality of the programs in which they participate? How do access and quality vary for children of different racial or ethnic backgrounds or from low- and high-income families? This report answers these and other questions about preschool use and quality in California.



## **Options for Improving the Military Child Care System**

Gail Zellman et al., 2008

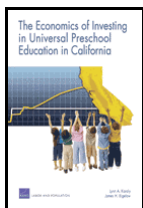
The authors' findings suggest that the Department of Defense's (DoD) child care system could change in a number of ways to better meet DoD and family needs.



## **Providing Child Care to Military Families The Role of the Demand Formula in Defining Need and Informing Policy**

Joy S. Moini et al., 2007

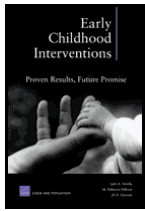
The Office of the Secretary of Defense asked the RAND Corporation to assess the DoD formula as a tool for translating information on military families into measures of potential child-care need and to suggest ways that the tool might be improved.



## **The Economics of Investing in Universal Preschool Education in California**

Lynn A. Karoly and James H. Bigelow, 2005

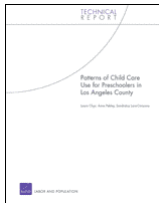
The benefit-cost analysis undertaken in this study indicates that there can be positive returns for California society from investing in a one-year high-quality universal preschool program. The authors' baseline estimate, which is arguably conservative, is that every dollar invested by the public sector beyond current spending will generate \$2.62 in returns.



## **Early Childhood Interventions Proven Results, Future Promises**

Lynn A. Karoly et al., 2005

The authors consider the potential consequences of not investing additional resources in the lives of children, the range of early intervention programs, the demonstrated benefits of interventions with high-quality evaluations, the features associated with successful programs, and the returns to society associated with investing early in the lives of disadvantaged children.



## **Patterns of Child Care Use for Preschoolers in Los Angeles County**

Laura Chyu et al., 2005

In this report authors examine non-parental child care for children in Los Angeles County in 2000-2001, based on the first wave of the Los Angeles Family and Neighborhood Survey.



## **Going to Scale with High-Quality Early Education Choices and Consequences in Universal Pre-Kindergarten Efforts**

Rachel Christina and J. Goodman, 2005

This report looks at the challenges confronting states that are seeking to create statewide public systems of high-quality pre-K services, as well as some of the progress they have made in doing so.

*Updated 3/18/09*