



Lessons from the Perry Preschool Study (Expanded Slide Deck)

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Why is the Perry Preschool Study So Influential?

- 1) Audacity**
- 2) Simplicity**
- 3) Intensity**
- 4) Validity**
- 5) Tenacity**
- 6) Relevancy**



Audacity

- An Ypsilanti school administrator conducts a *true experiment*
- Creating a half-day preschool in the public school beginning at age 3 in 1962
- Believing that student progress could be dramatically changed
- Developing a foundation to keep the research going, develop curriculum, provide T&TA
- “Someone had to run the first 4 minute mile”



Simplicity

- An experiment with two groups—one went to preschool and received home visits and one did not
- Preschool Education –not comprehensive services
- Children went on to the same schools
- Results presented in a series of comprehensive monographs that contain all the results at each follow-up
- Extensive use of graphics to present results
- \$7 to 1 (age 27)



Intensity

- Extensive data on the program
- Extensive baseline data on children and families
- Broad and deep professional assessment of outcomes for every child in multiple domains every year first 6 years, then follow-up at ages 14, 19, 27, 40
- In-depth interviews with every child at each follow-up
- Official records from schools and the criminal justice system



Validity

- A true experiment
- Minor exceptions—no field study is perfect
- Many statistical controls, measures of family background
- Valid and reliable measures of cognition, achievement, school behavior, etc.



Tenacity

- Little attrition after the experiment—virtually everyone is found at every follow-up
- Followed-up regularly—every year to start
- 15, 19, 27, 40, and 50
- Never give up on finding and interviewing a participant, highly complete data



Relevancy

- Measures that Matter
- Achievement and Behavior in School
- Special Education, Retention, and Dropout
- Delinquency and Crime
- Employment and Earnings
- Benefit-Cost Analysis

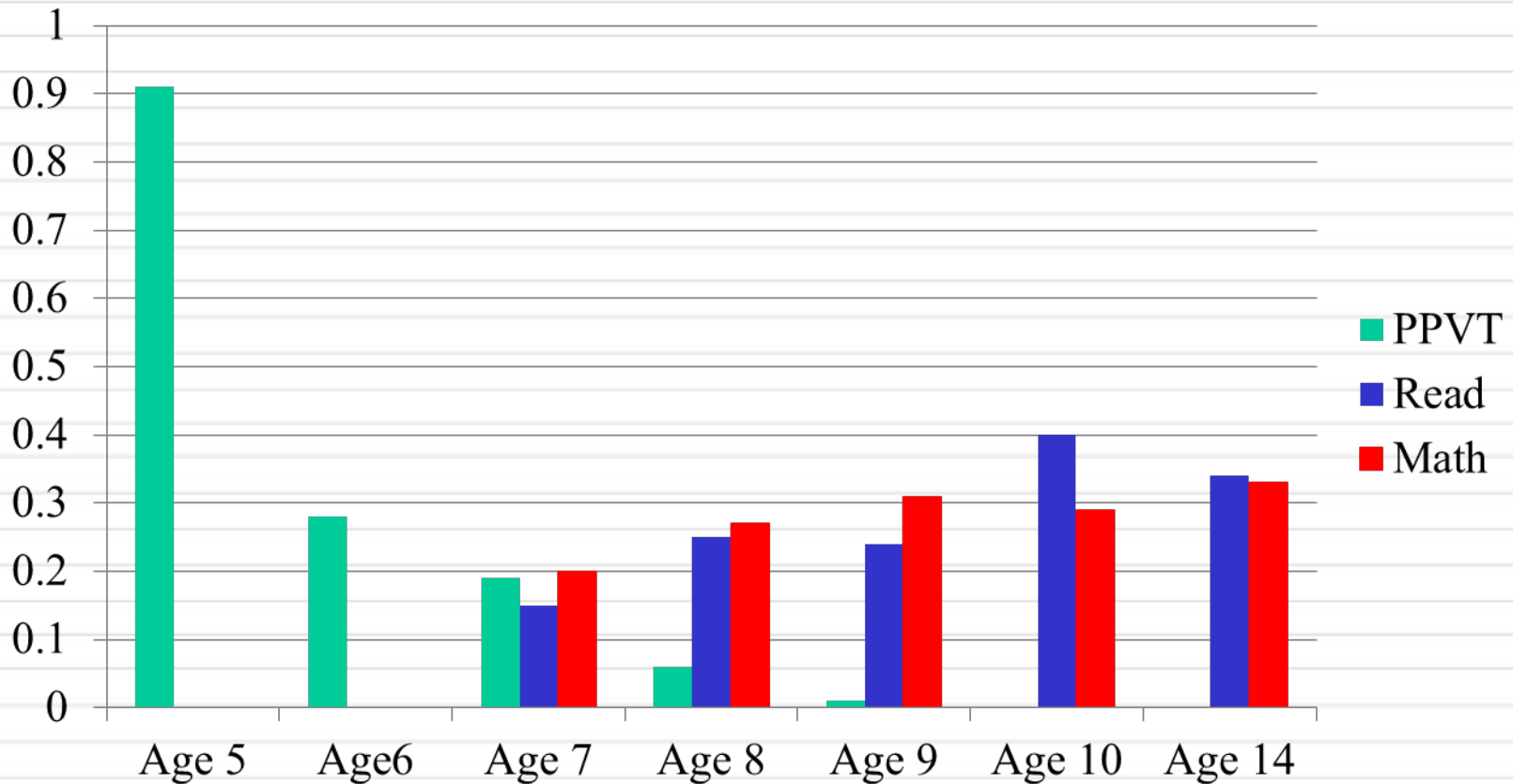


What was the Perry Preschool?

- Half-day preschool in public school at ages 3 and 4 (though not always in a public school building)
- One teacher per 6 or 7 children
- Home visits were “90-minute private weekly lessons” including parents as observers, 1:1 tutoring)
- NO COMPREHENSIVE SERVICES
- Focus on “verbal bombardment,” strong cognitive development including representation and executive functions (plan-do-review), and mathematics
- Extraordinarily intellectually rich team—Connie Kamii a post-doc with Piaget worked on the curriculum, Norma Radin at UofM developed the home visiting,. Louise Derman Sparks and Evelyn Moore were teachers.

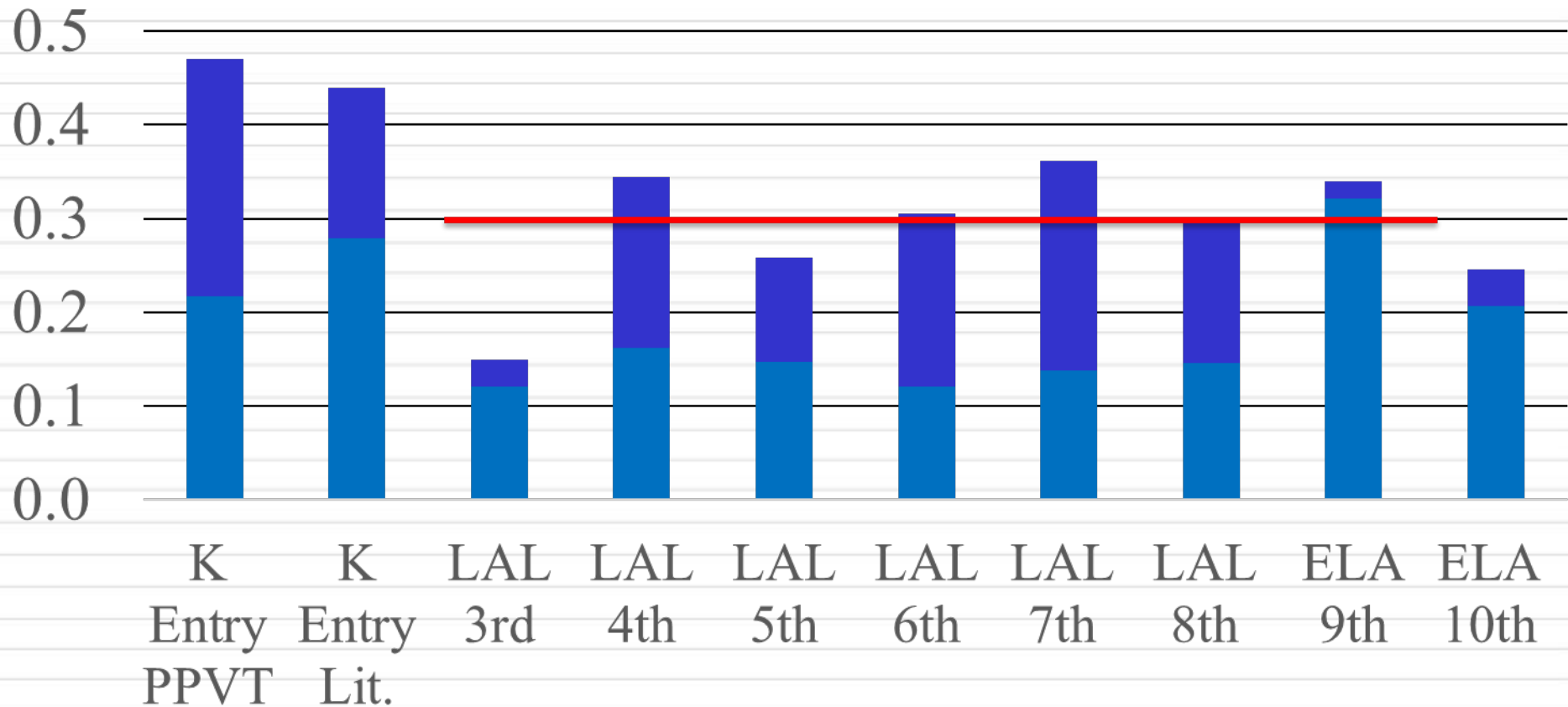


Perry Preschool IQ Effects Disappear **but** Effects on Achievement Do NOT Fadeout



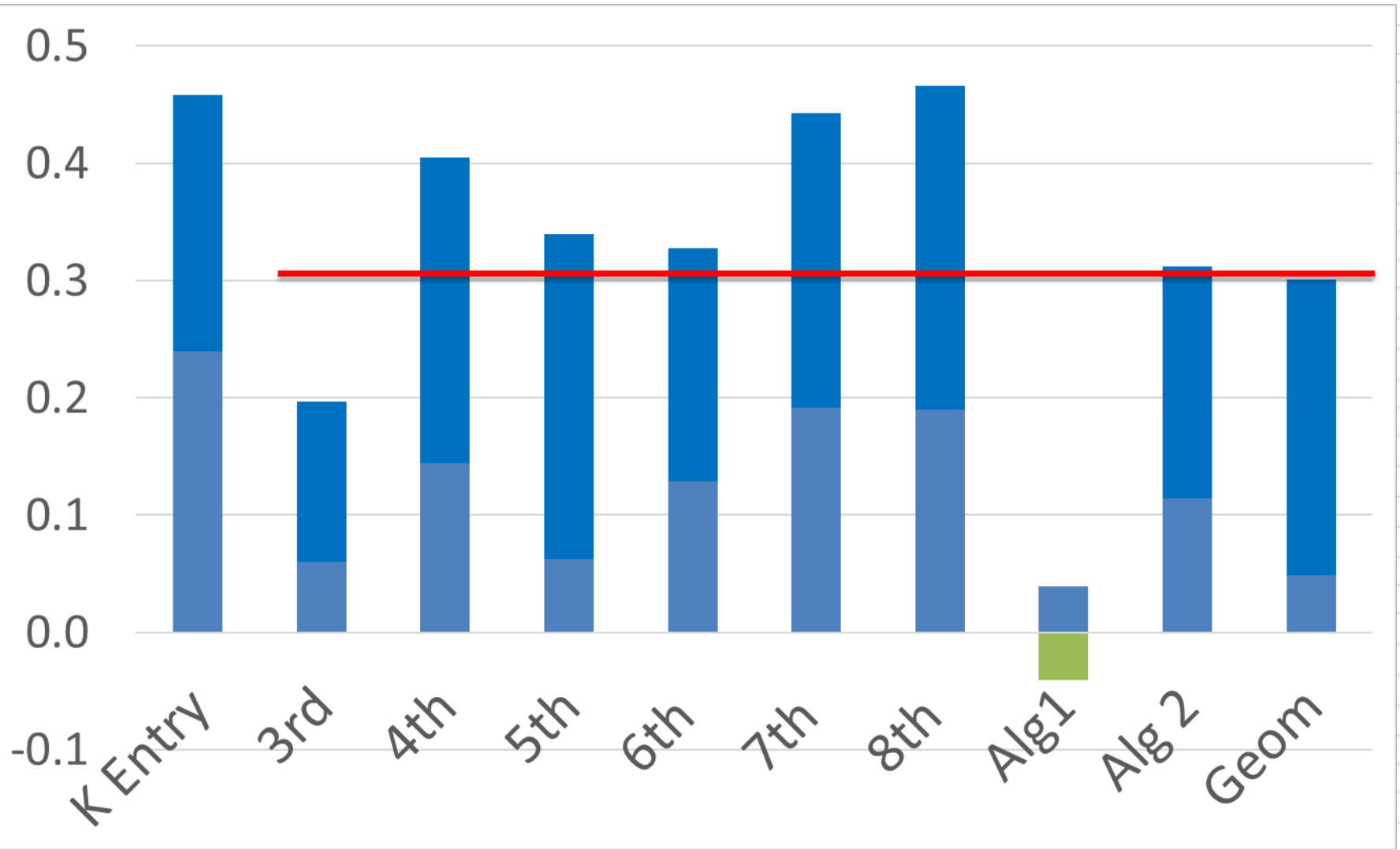


Similar NJ 2-Year Impacts on LAL



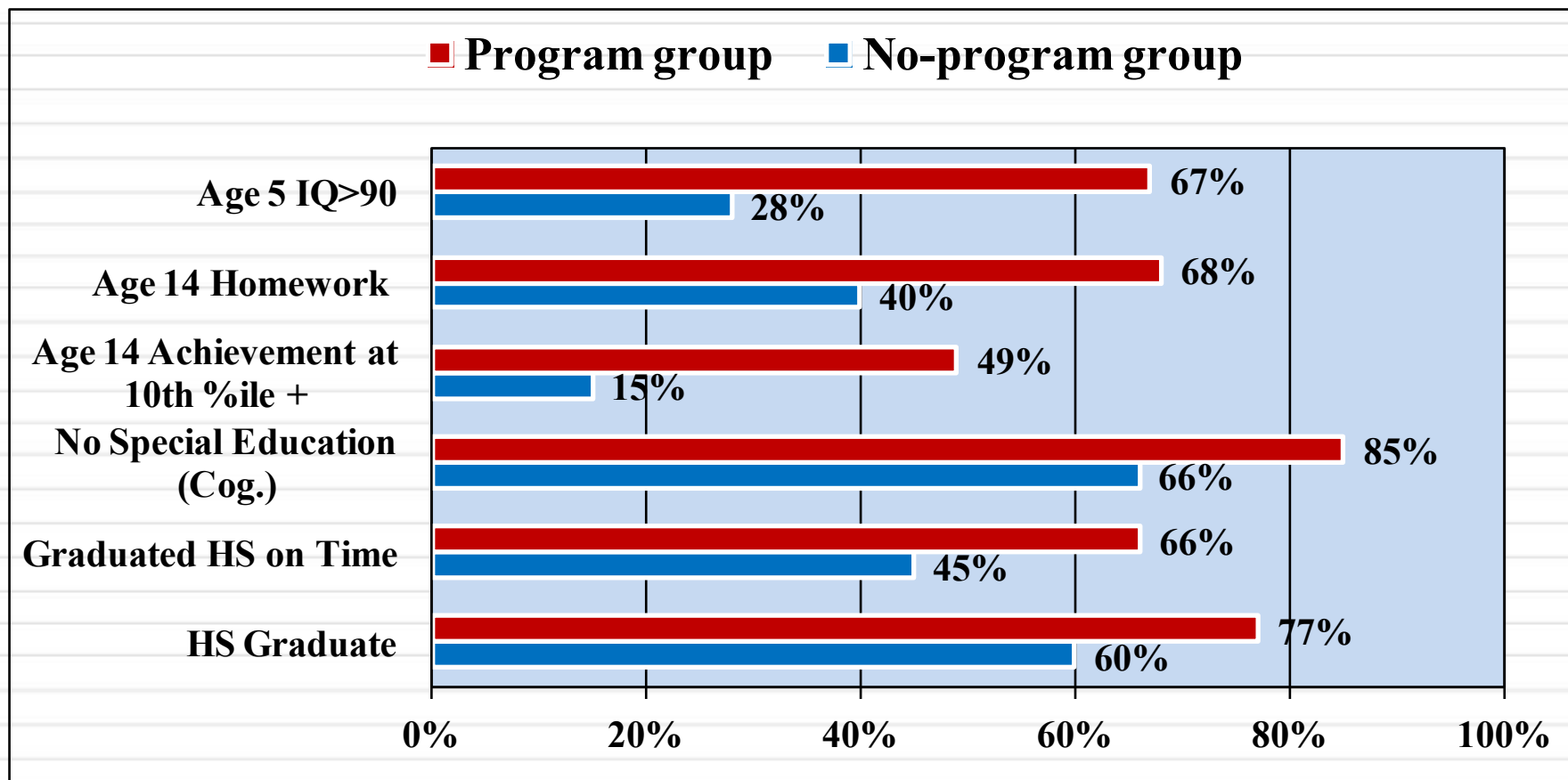


Similar NJ 2 Year Impacts on Math



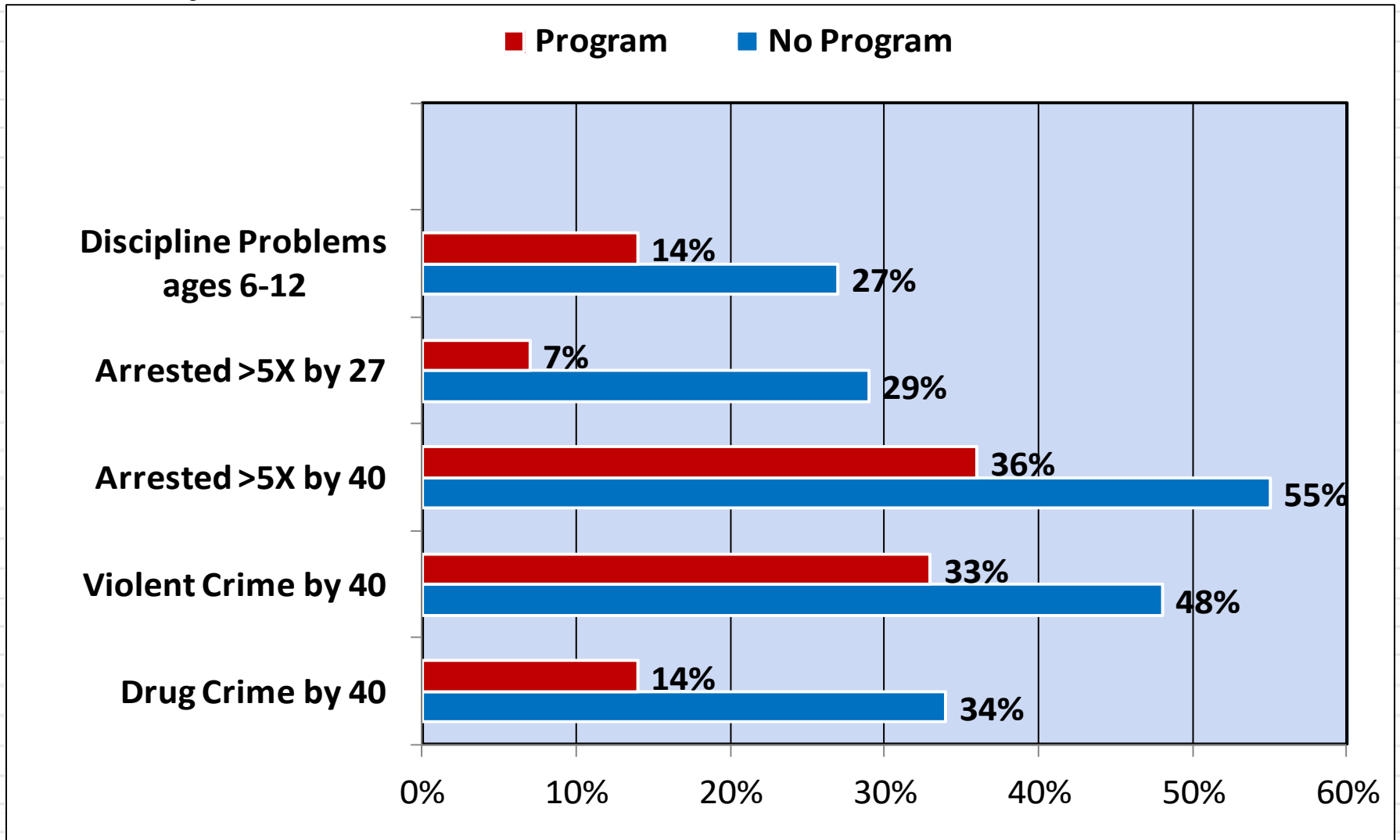


Perry Preschool Education Effects are Obvious Before Graduation





Perry Preschool Crime/Behavior Effects





Hope

Most important, this study and others like it offer us hope, hope that we can make a difference in the lives of children, especially those living in poverty, and hope that focused government action can be a part of the solution. Hope is a fragile thing, easily undermined by strong doses of unfortunate, seemingly intractable realities. But it is only with hope that we can make a lasting contribution to our society.

Larry Schweinhart