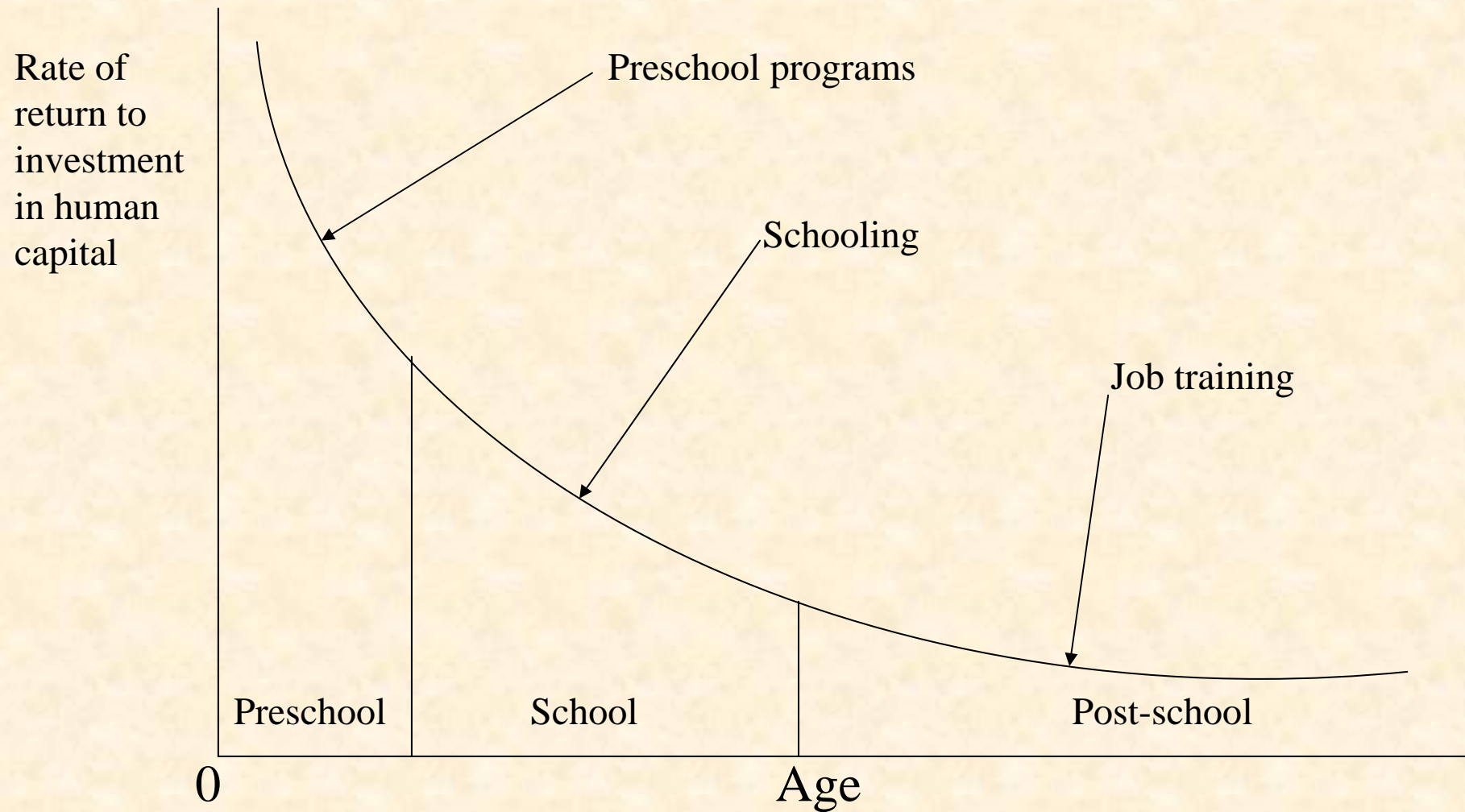


# Rates of return to human capital investment (Heckman 2000)



Cambridge meeting 15-16<sup>th</sup> September 2005  
Poverty & Place

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Early Years Intervention and Poverty

# Early Years and Development of Human Capital

## **1. Intervention Studies**

a. Home/parenting Focus

b. Centre-based provision

e.g. Abecedarian, Perry Preschool, EHS

## **2. Population Studies**

e.g. EPPE – shows power of preschool

# Parenting Programmes

Parenting matters

– probably more than any other aspect of a child's environment.

Parenting is more than the demographics of the parents—

- it includes what parents do with children

- it includes the quality of interpersonal relationships

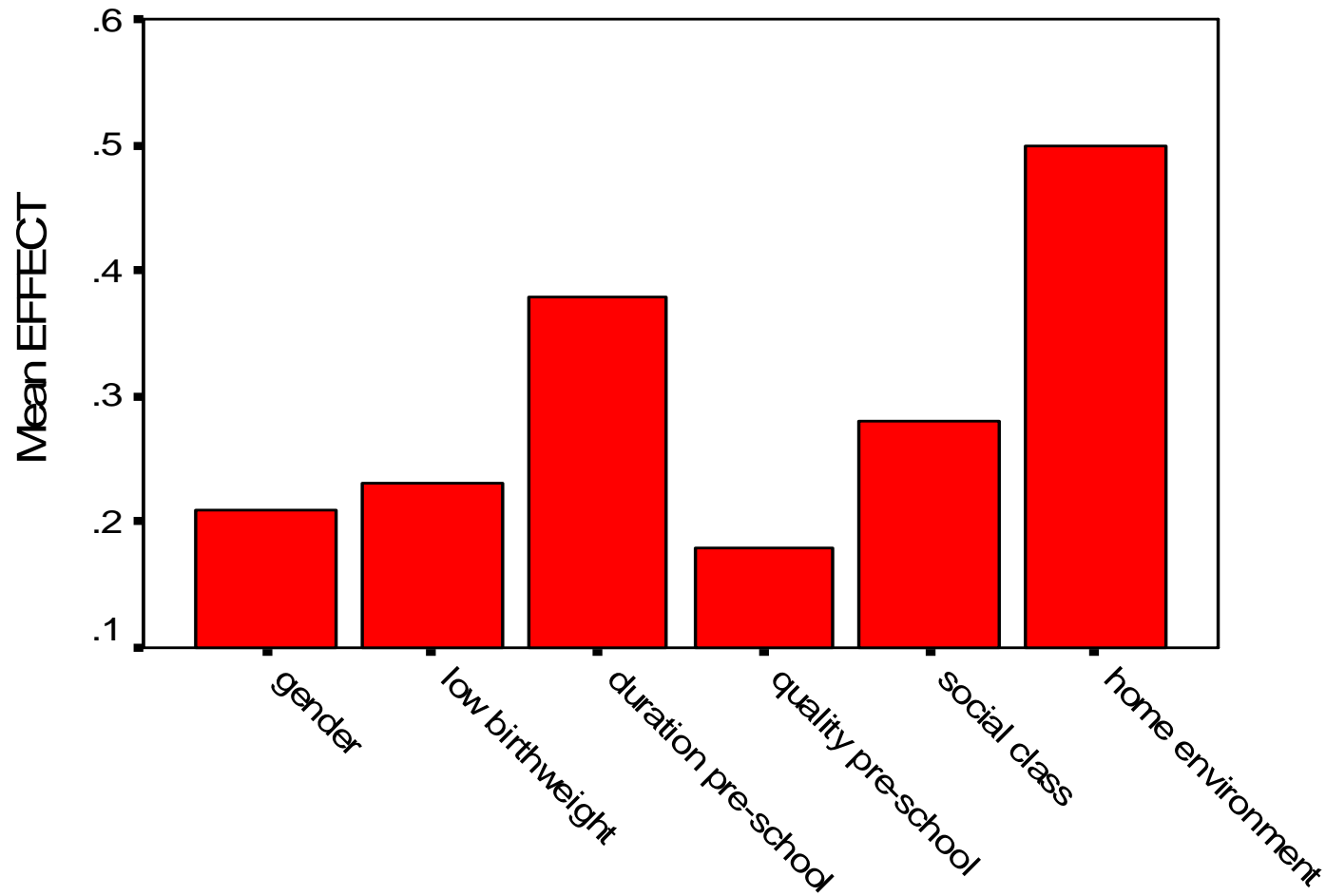
-Effects are apparent upon intellectual development

-and socio-emotional development e.g. attachment, behaviour problems.

-Example EPPE study -effects of Home Learning Environment

# Data from EPPE study

## EFFECTS UPON LITERACY



## **Parenting Programmes- Home visiting**

Home visiting has been provided to families with young children since 1880s.

Thousands of programmes are in existence.

Until recently, little systematic evaluation has taken place.

Home visitors work with parents in various ways.

There are 3 common beliefs -

1. Families best helped at home
2. Helping parents to help children is more effective than directly helping children
3. Children helped most the earlier the start.

Apart from these 3 beliefs, programmes vary greatly.

E.g.: Visitor may be professional or volunteer.

## **Structured versus unstructured programmes**

Well-structured programmes with paraprofessional or professional home visitors most often feature as showing positive benefits.

Less-structured home-visiting programmes least likely to show benefit in evaluation studies.

## Triple P – Positive Parenting Program –example from Australia

– Matt Sanders in Queensland

- well-structured programme repeatedly subject to rigorous evaluation with positive results.

[http://www.pfsc.uq.edu.au/02\\_ppp/ppp.html](http://www.pfsc.uq.edu.au/02_ppp/ppp.html)

Example from USA- A long-term evaluation led by James Olds - considering a well-structured home-visiting programme involving nurse-qualified visitors. The very careful evaluation has found hard evidence of limited positive impact.

<http://www.nccfc.org/nurseFamilyPartnership.cfm>

A number of evaluations of less- structured programmes have failed to find evidence of positive benefits. e.g. Hawaii Healthy Start Program

Sweet M.A. & Applebaum M.I. (2004). *Child Development*, 75, pg. 1435 – 1456.

Meta-analytic review of evaluations of home visiting.

Generally positive conclusions

1. Benefits for parents – better parenting.
2. Benefits for children – better cognitive social development

- benefits usually small but significant.

## Programme features associated with effectiveness

Structured > Unstructured

Some indications that

Professional staff > Non Professional Staff

Targeted intervention > Non-targeted

Otherwise no clear pattern as to which type of home visiting is best.

# CENTRE-BASED EXAMPLE

## Early Head Start (0-3 year-olds)

3 types of intervention

- C1. Centre- based
- H2. Home visits
- C3. Centre + home visits

Results – modest benefits for child + parents

Centre+home > centre >> home visits

Moderately rather than severely deprived families  
showed most effect

**EPPE study**  
**Effect Sizes for Background Factors –**  
**Impact on Progress over the Pre-School Period**

	Literacy	Number
Eligible for FSM	0.12	ns
Gender	0.21	0.09
Low birth weight	0.19	ns
Very low birth weight	0.23	0.47
Mother academic 18yrs+	0.21	0.23
Quality of pre-school	0.18	0.16
Duration of pre-school	0.38	0.28

## Comparison of impact upon early literacy of household income and pre-school

### Household income

<i>Income groups (comparison group is no earned income /unemployed)</i>	<i>Early literacy effect in months of development</i>
£2, 500 to £15000	0.75 months
£17,5 00 - £27,0000	2.13 months
£30,000 to £35,000	1.80 months
£37,500 - £66,0000	3.94 months
£67,500 plus	6.25 months

## Duration of pre-school effects

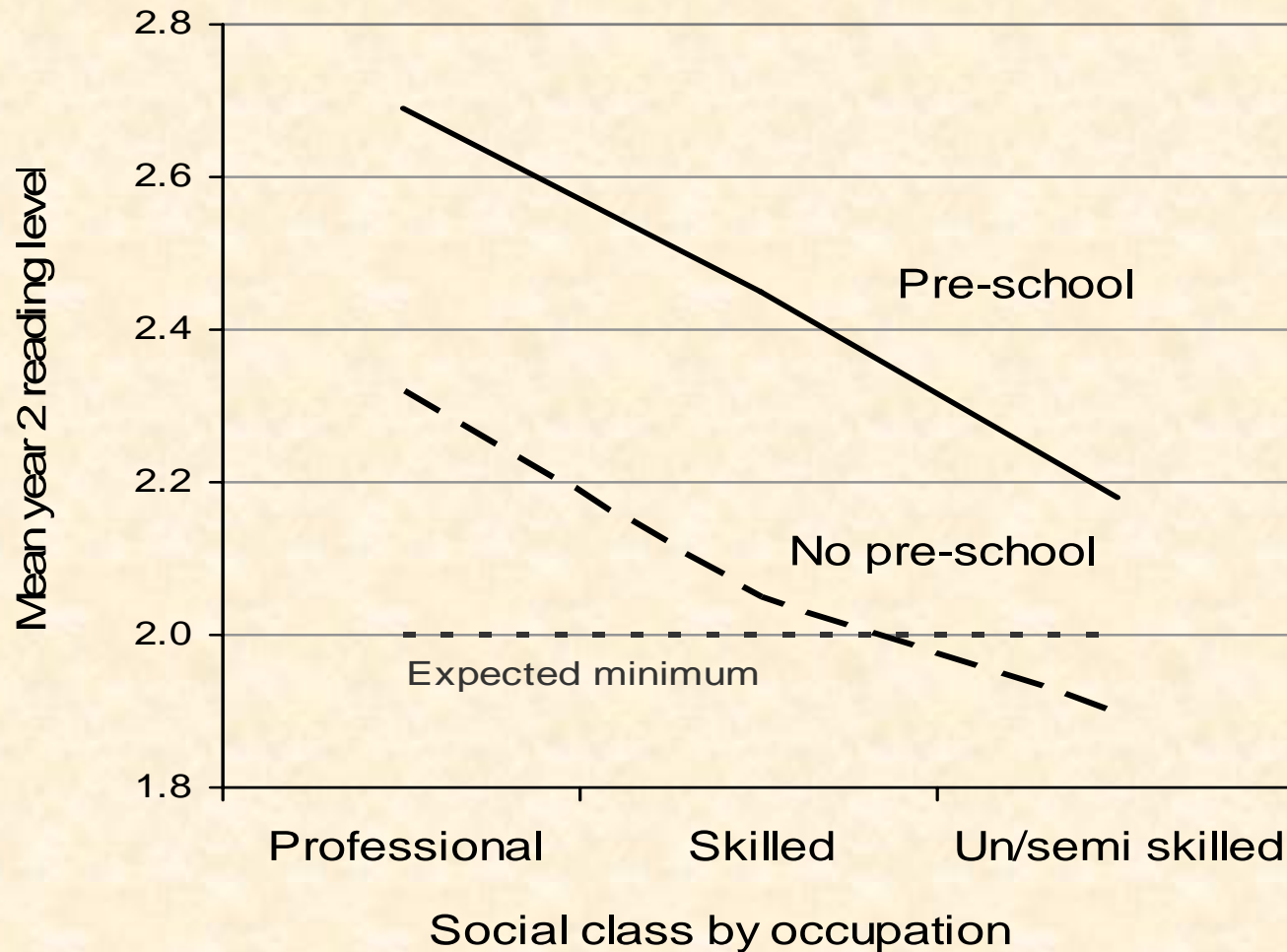
<i>Duration of pre-school (comparison group is no preschool)</i>	<i>Early literacy effect in months of development</i>
Up to 1 year	1.40 months
Up to 2 years	3.25 months
Up to 3 years	4.50 months

## Quality of pre-school effects

<i>Quality of pre-school (comparison group is no preschool)</i>	<i>Early literacy effect in months of development</i>
<b>Duration up to 2 years</b>	
Low quality	3.18 months
Average quality	4.14 months
High quality	4.76 months
<b>Duration up to 2 to 3 years</b>	
Low quality	3.66 months
Average quality	6.00 months
High quality	4.33 months
<b>Duration greater than 3 years</b>	
Low quality	4.60 months
Average quality	6.81 months
High quality	7.78 months

# The contribution of social class and pre-school to literacy attainment (age 7)

## READING at key stage 1, social class and pre-school experience



# Neighbourhood matters

## Effect sizes

	Neighbourhood	Family demographics
IQ at 5 yrs (IHDP)	0.13	0.32

- Neighbourhood effects
- Primary mechanism appears to be

social relationships / cultural norms / peer group

# Effects of moving poor families out of poor neighbourhoods

## Gautreaux project

- 4000 families offered opportunity to move
- those that agreed randomly assigned new location

Positive outcomes for those moving to suburban neighbourhoods (Kaufman & Rosenbaum 1992)

# Neighbourhood interacts with individual characteristics

- Poor neighbourhood reduces effects of individual protective factors
- Poor neighbourhood increases effects of individual risk factor (O` Campo et. al., 1997)
- Poor neighbourhood undermines good parenting practices (Barnes et. al., in press)

# Housing Policy

What role can it play in reducing the consequences of poverty?

Current policy in UK produces “poverty ghettos” that maximise the negative effects of neighbourhood

# Early Years and Alleviating effects of Poverty- what to do?

1. Universal Preschool – big effects – low cost per child
2. Targeted interventions – part-time centre-based provision for 0-3 year olds – from child perspective  
- moderated effects – high cost
3. Highly targeted intervention – parenting programmes  
- small effects- high cost
4. Housing policy change for longer-term permanent effects