Parents' Earnings and the Returns to Universal Pre-Kindergarten*

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December 13, 2024

Abstract

This paper asks whether universal pre-kindergarten (UPK) raises parents' earnings and how much earnings effects matter for evaluating the economic returns to UPK. Using a randomized lottery design, we estimate the effects of enrolling in an extended-day UPK program in New Haven, Connecticut on parents' labor market outcomes as well as educational expenditures and children's academic performance. During children's pre-kindergarten years, UPK enrollment increases weekly childcare coverage by 11 hours. Enrollment has limited impacts on children's academic outcomes between kindergarten and 8th grade, likely due to a combination of effect fadeout and substitution away from other programs of similar educational quality. In contrast, UPK enrollment increases parent earnings by 21.7% during pre-kindergarten, and gains persist for at least six years after pre-kindergarten. Gains are largest for middle-income families. Earnings effects for parents have substantial consequences for cost-benefit analysis: tax revenue generated by parents' income gains reduces the net government cost of UPK by 90% compared to what we would have found without data on parent earnings. Under the conservative assumption that families value UPK at the cost of provision, each dollar of government expenditure on UPK yields $10.04 in benefits. We show that while the benefits of UPK for children per dollar of government expenditure are lower than the benefits of many child-focused policies, the benefits of UPK for adults are high compared to other active labor market policies, and it is gains for adults that generate the high overall returns.

*We thank Michele Bonanno, Marquelle Middleton, and the New Haven Public Schools for assistance in accessing school assignment data. We thank Katie Breslin, Scott Gaul, Ajit Gopalakrishnan, Xian Guan, Liam McGucken, Rachel Leventhal-Weiner, and other staff at the Connecticut State Department of Education, Department of Labor, and Office of Early Childhood for assistance in accessing state data. We thank Dave Wilkinson and Nat McLaughlin for their assistance with cross-governmental coordination. We thank Sergio Arango, Manuela Cardona Badillo, Florian Caro, Clara Chambers, and Pablo Uribe for their excellent research assistance. We thank Manasi Deshpande, Paul Goldsmith-Pinkham, Henrik Kleven, Magne Mogstad, and numerous seminar participants for their valuable comments. This research received financial support from the Tobin Center for Economic Policy. Neilson discloses that he is the CEO of and has a financial stake in TetherEd, a firm that provides school choice support services to school systems, including to the New Haven public schools. Zimmerman discloses that he holds a volunteer position as a member of the Connecticut State Board of Education and that he has a financial stake in TetherEd. All errors are our own. This work would not be possible without data provided by the P20 WIN Participating Agencies. The findings do not necessarily reflect the opinions of the State of Connecticut or the organizations and agencies contributing data.

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1 Introduction

Over the past thirty years, many US states and cities have implemented free, large-scale, non-means-tested pre-kindergarten programs—i.e., universal pre-kindergarten (UPK).[1] At the federal level, expanded investment in UPK is a topic of ongoing policy debate, with the Biden administration's American Families Plan calling for $200 billion in UPK funding (White House, 2021). The policy logic underlying UPK expansion is that parents may lack access to or underinvest in pre-kindergarten childcare and that the educational benefits for children and expanded labor market opportunities for parents combine to outweigh the costs of public provision.

Despite the central role of labor market opportunity for parents in the case for UPK, evidence on how UPK affects parents' earnings is limited. Existing work relies on non-randomized research designs and typically cannot rule out null effects, though often with wide confidence bounds (Fitzpatrick, 2010; Cascio and Schanzenbach, 2013; Cascio, 2021). This contrasts with the research on how UPK affects children, which includes several randomized studies documenting UPK's educational effects over the short-, medium-, and long-run (Weiland et al., 2020; Durkin et al., 2022; Gray-Lobe et al., 2023). As a result, the cost-benefit proposition posed by UPK programs remains unclear, as does the distribution of benefits across parents and children. Filling in these blanks is crucial for program design and evaluation.

A central challenge facing researchers is that it is hard to link random variation in children's access to UPK to outcomes for parents. In this paper, we address that challenge head-on. We use data from admissions lotteries in a large extended-day UPK program in New Haven, Connecticut to provide the first randomized evaluation of the effects of UPK enrollment on parents' labor market outcomes. We combine our estimates of effects for parents with estimates of educational effects for kids and net program costs to conduct cost-benefit analyses that incorporate outcomes for both parents and children. Our key finding is that earnings gains for parents are large, and that because of this the returns to UPK investment are high.

The New Haven Public Schools (NHPS) have offered extended-day public pre-kindergarten to three- and four-year-olds since the late 1990s. These programs enroll students from New Haven and the surrounding suburbs and are universal in that they are not means-tested. In practice, however, they are often slot-constrained, with spots allocated through a centralized assignment mechanism that combines coarse priority groups with lottery tiebreakers. These lotteries provide the random variation in program access necessary for our empirical design.

[1] Boston, New York, and Washington, DC have each adopted a policy of this type at the municipality level. Friedman-Krauss et al. (2023) review the policy environment and report that six states and Washington, DC have "mostly achieved" universal pre-kindergarten.

The NHPS pre-kindergarten programs share key features with programs in other cities. For example, Boston, New York, and Washington, DC each use lottery tiebreakers to allocate slots in universal pre-kindergarten programs. As in other cities, New Haven's universal program operates alongside a wide variety of other pre-kindergarten options, including public means-tested programs such as Head Start and private providers that offer subsidized and unsubsidized slots. Also as in other cities, New Haven's UPK programs offer long hours. New Haven supplements a 6.5 hour academic day with before- and after-care for a total of ten hours of care during most of our study period. This is similar to the nine-hour extended day offered in Boston (BPS, 2024).

Our analysis relies on a set of linked datasets that together help us capture the effects of enrollment in universal pre-kindergarten on parent, child, and cost outcomes. We start with records of NHPS pre-kindergarten admissions lotteries from 2003 through 2022. We link children in this dataset to state data on school enrollment and achievement. In addition, we link the *parents* listed on the admissions forms to earnings and employment data from state Unemployment Insurance (UI) records. Finally, we survey parents of past applicants. The survey provides information on pre-kindergarten enrollment at institutions not recorded in state data, data on childcare costs, and information on parental labor supply not recorded in UI records, such as hours of work.

We report three broad sets of results. The first set describes the kinds of programs children substitute away from when they enroll in UPK, and how this affects total hours of childcare coverage. We combine administrative and survey data to measure enrollment in both subsidized and non-subsidized programs.

We find that enrolling in UPK affects the intensive margin of childcare usage. UPK enrollment does not raise overall childcare enrollment, as nearly all students substitute away from some other option. High rates of substitution are not unique to New Haven: Weiland et al. (2020) report similar findings for Boston's UPK program. Despite the absence of *enrollment* effects, we find large effects on *hours* of childcare. Due to the long UPK school day, children enrolling in UPK get an average of 11.3 more hours of childcare coverage per week.

Our second set of results considers how UPK enrollment affects children's educational outcomes. We find little evidence that UPK affects academic performance or behavior in the medium run. Effects on test scores, attendance, and grade retention in kindergarten through eighth grade do not statistically differ from zero and are generally small in economic terms. These findings mirror results from randomized evaluations of UPK programs in which early gains fade out after pre-kindergarten and in some cases re-emerge later on (Lipsey et al., 2018; Durkin et al., 2022; Gray-Lobe et al., 2023).

Our third set of results describes the impacts of UPK enrollment on parents' earnings and labor supply. We find evidence of large and sustained earnings gains. Enrolling a child in a UPK program raises parent earnings by 21.7% (SE=6.6%), or $5,461 per year, during the one- or two-year period when the child is of pre-kindergarten age. Earnings effects persist at similar levels for at least six years after pre-kindergarten ends. The average earnings effect over this period is 20.9% (SE=7.9%), or $6,469 per year.

The sustained earnings gains appear to arise from a combination of modestly increased labor supply and reduced career disruption while the child is in pre-kindergarten. On the labor supply side, we find that labor force participation during the pre-kindergarten years rises by 5.7 percentage points (SE=2.6), or 7%, on a base of 81.7%. This effect persists at a roughly similar magnitude for the six years following pre-kindergarten.

Turning to job disruption, we find that children's UPK enrollment reduces the likelihood that parents experience career gaps or switch industries during the pre-kindergarten period, while increasing the chances that parents hold a single high-earning job. These effects are sizeable. For example, UPK enrollment reduces the share of individuals who switch industry during the pre-kindergarten years by 34%. Qualitative reports lend further support to this idea. Survey respondents described how UPK helped them maintain their career paths, keep normal work hours, or work more effectively. Our interpretation is that the long-run labor market effects of UPK are likely due in large part to reduced career disruption (Goldin, 2014; Bertrand et al., 2010).

We bring together our analyses of effects on parents, children, and program costs to construct cost-benefit calculations for the program. We convert children's test score gains to dollars and discount all effects back to the time of application. We then apply the MVPF framework of Hendren and Sprung-Keyser (2020). The MVPF is the ratio of recipients' after-tax willingness to pay (WTP) for the program to net program costs.

We find that the overall MVPF of the UPK program is high, and that earnings gains for parents are the crucial reason why. We focus first on the cost side. We show that tax revenues generated by parents' earnings reduce the net cost of the program by at least 90% compared to what we would have found without earnings data. Concretely, the total upfront cost of the program is $24,200. Substitution away from other government programs reduces this total cost by $8,800, and tax revenue from children's projected future earnings reduces it by a further $440 under our baseline score estimates. Taxes from parents' income then bring net government costs down by 90%, to $1,500. Thus, for any given value of WTP, net cost reductions from parents' earnings gains multiply the MVPF by 10. Under more optimistic assumptions about gains for children based on estimates from Lipsey et al. (2018) and Gray-Lobe et al. (2023), the net cost of UPK becomes negative, meaning that the program generates revenue for the government.

We then turn to the benefits side. A challenge here is that families' willingness to pay for the program depends on their ability to purchase substitutes for full-day care in the private market and on how parents weigh benefits for children when making decisions about labor supply. Our approach is to provide a variety of estimates that bracket the true effect. These estimates yield MVPF values ranging from 4.5 to 39.6. Our benchmark approach, in which families value UPK at the net cost of provision, yields an MVPF of 10.04: each dollar of spending on UPK generates $10.04 in benefits.

How does the cost-benefit proposition posed by UPK compare to other programs? From the parent side, UPK performs well. Focusing on our benchmark approach, a "no-kid" evaluation of UPK that excludes gains for children yields an MVPF of 7.8. This value is high relative to other policies that aim to promote adult labor market activity. For example, Hendren and Sprung-Keyser (2020) estimate MVPFs for EITC policies of around 1. In contrast, our benchmark approach yields a no-parent MVPF (i.e., excluding earnings gains for parents from WTP and net cost) of 1.03. Even under more optimistic assumptions, this child-focused MVPF does not exceed 1.32. This estimate is well below estimates reported in Hendren and Sprung-Keyser (2020) for a variety of policy interventions targeted at children, such as increased school spending, expanded health insurance, and expanded college access.

How are the benefits of UPK distributed? To answer this question, we split our analysis by terciles of pre-enrollment neighborhood income. We first show that, because the UPK program serves a relatively low-income population, the top tercile of the applicant population consists mostly of people with earnings near the population median. Turning to treatment effects, we find that parents' earnings gains are large in the top two terciles and close to zero in the bottom tercile. The result is that the net government costs of UPK enrollment are negative in the top two terciles, which means the policy is revenue-increasing and MVPFs are infinite. This finding is consistent with the observation that the career returns to longer work hours are higher for more skilled workers (Kuhn and Lozano, 2008; Cortés and Pan, 2019). We conclude that benefits mostly accrue to middle-income families and that means-testing would have minimal effects at high levels (because high-income people do not apply) but would reduce economic returns at lower levels.

Another important result from this analysis is that educational gains for children, while approximately zero in the full sample, are large in the middle tercile. UPK enrollment raises kindergarten scores by 0.30σ in this group. These effects fade out in middle grades before reappearing in grade 8. These findings suggest that UPK may help address a "doughnut hole" in quality childcare. Lower-middle-income families have less access to means-tested programs like Head Start than low-income families, and less access to high-quality private programs than higher-income families. Taking into account both earnings and educational gains, lower-middle-class families are arguably the main beneficiaries of the UPK policy.

We contribute to several strands of literature. Most directly, we build on research that seeks to evaluate the labor market effects of other US UPK programs (Fitzpatrick, 2010; Cascio and Schanzenbach, 2013). The stylized conclusion from these papers, which use non-randomized, quasi-experimental designs, has been that there is little evidence that UPK affects mothers' labor supply (Cascio, 2021).

Our findings argue for a reassessment of this conclusion. However, they do not conflict with previous work once one accounts for statistical uncertainty. For example, Fitzpatrick (2010), which Cascio (2021) cites as the most convincing available evidence, estimates an intent-to-treat effect of UPK eligibility on mother's annual earnings of $332 with a standard error of $578. The first stage effect of eligibility on enrollment is 0.072. Scaling by the first stage and converting to 2015 dollars (to match our unit of measure) yields an IV estimate of $6,531, with a standard error of roughly $11,400. This point estimate is larger than what we find, and the 95% CIs include large positive and negative values. Our interpretation is that the status quo ante was one of substantial uncertainty, which we help resolve.

Our work also builds on papers studying the labor supply effects of means-tested and demonstration pre-kindergarten programs, public kindergarten programs, and universal pre-kindergarten programs outside the US (Gelbach, 2002; Cascio, 2009; Havnes and Mogstad, 2011a; Fitzpatrick, 2012; Sabol and Chase-Lansdale, 2015; Chaparro et al., 2020; García et al., 2020; Schiman, 2022; Attanasio et al., 2024; Wikle and Wilson, 2023). These settings differ from the contemporary US UPK context. For example, means-tested programs target low-income groups for whom labor market opportunities are, by definition, more limited. Evaluations of demonstration programs, kindergarten programs, and universal programs in developed countries are based on data from the 1970s through the early 2000s, and do not capture the effects of the massive increase in childcare costs in the US that began in the late 1990s and continues through the present (Swenson and Burgess Simms, 2021). In contrast, our evaluation of a contemporary UPK program speaks directly to the ongoing debate over UPK policy in the US.

Finally, we contribute to the literature on the educational effects of UPK. Our findings on test scores echo results from randomized evaluations of programs in Boston, Tennessee, and Georgia (Lipsey et al., 2018; Weiland et al., 2020; Gray-Lobe et al., 2023; Woodyard et al., 2023; Bruhn and Emick, 2023). We augment the cost side of the program evaluation by using our survey and administrative data to consider both the costs of UPK (Kabay et al., 2020) and the costs of counterfactual programming. Our analysis of how achievement and cost effects depend on substitution between UPK and other programs brings insights from Kline and Walters (2016) to a UPK setting.

2 Institutions

Our study focuses on free, non-means-tested (i.e., untargeted) pre-kindergarten programs in the New Haven Public Schools. New Haven is a low-income, majority-minority school district. As reported in Table 1, 83% of students in NHPS in 2022-23 were Black or Hispanic, compared to 43% in public schools statewide. 66% of NHPS students were eligible for free- or reduced-price lunch, compared to 42% statewide.

New Haven's UPK programs offer two grade levels, PK3 and PK4, serving three- and four-year-olds, respectively. There are nine total sites, each of which is part of an elementary school that runs through eighth grade. As shown in Panel (a) of Figure 1, enrollment in UPK programs grew during the 2000s before reaching its present size of around 700 students per year in 2014.

Eight of the nine UPK sites are part of NHPS' interdistrict magnet choice program. This program began after a 1996 state court ruling held that requiring students to attend schools in their town of residence contributed to the "racial, economic, and ethnic isolation" of low-income and minority students and therefore violated the state constitution (Office of Legislative Research, 1998). As a result, any student in the state is eligible to enroll in the NHPS magnet program. In exchange, NHPS receives subsidies for capital and operating costs as long as schools meet or progress toward state-set targets for out-of-district enrollment and racial integration (Bifulco et al., 2009; State of Connecticut, 2017). The ninth site is a local charter school open only to New Haven residents. The charter opened in 2014.

The UPK programs offer high-quality academic programming. Each of the eight magnet-affiliated UPK programs provides 6.5 hours of educational curriculum with a certified teacher during the school day (Bonanno, 2023). Maintaining a high-quality curriculum is one of the requirements of the granting process through which schools are established (State of Connecticut, 1999). The charter school follows a Montessori curriculum, also with a 6.5 hour academic day (Elm City Montessori, 2024).

In addition to their academic curriculum, the UPK programs provide extended-day childcare coverage. Prior to the 2021-22 academic year, each magnet school offered before-care starting at 7:30am and after-care until 5:30pm, for a total of 10 hours of free childcare each day.[2] The charter also offers extended-day care starting at 7:30am and ending at 5:30pm. Unlike the magnet programs, the charter charges a modest fee for wraparound care.

NHPS' UPK programs are typically oversubscribed. Panel (b) of Figure 1 reports the ratio of open slots to the number of applicants separately for PK3 and PK4 grades over the years 2003 through 2021. There were between 1.5 and 4 slots available for every

[2]Several schools reduced before- and after-care offerings starting with the 2021-22 school year.

10 PK3 applicants in each application cycle from 2003 through 2020. Relative demand slackened in 2021, when NHPS schools were still in the process of reopening after the Covid-19 pandemic. Oversubscription is even more pronounced in PK4 because most PK4 classroom spots are filled by rising PK3 students admitted the previous year.

NHPS resolves excess demand using a centralized assignment mechanism that combines coarse neighborhood, zip code, and sibling priorities with random lottery tiebreakers. Students typically apply in February and learn about their placement outcomes in early spring. Though run simultaneously, the assignment processes for students from New Haven and those from other towns are fully separate, with separate capacities and no competition between students. The details of this process have changed over time (Peak, 2019; Akbarpour et al., 2022), but the basic structure has been in place since the beginning of the interdistrict magnet system in the late 1990s (Davidoff-Gore, 2017, p. 48). Online Appendix B describes the NHPS school assignment mechanism over the period we study. The lottery tiebreakers generate the exogenous variation in school assignments that we use to evaluate the effects of UPK access.

Though many different pre-kindergarten options are available to families in New Haven, the UPK programs we study are the only choice that offers free extended-day care without a means test. Other major options for three- and four-year-olds in the area are as follows. First, several local centers offer Head Start programming. These programs are means-tested and provided mostly part-day slots in 2013 and earlier before switching to mostly full-time slots of at least six hours per day thereafter.[3] NHPS runs some of these centers at school facilities, while others are run by third-party providers. Second, NHPS offers subsidized childcare through a state-funded "School Readiness" grant. School Readiness programs are run by NHPS but are either not full-day, not free, or both (NHPS Office of Early Childhoood, 2024). The School Readiness program also provides subsidized spots at private providers. Third, the state runs a program called "Care 4 Kids" that provides means-tested vouchers for families to use at private pre-kindergartens.[4] Fourth, the state offers a variety of smaller subsidized programs, often payable to daycare centers enrolling lower-income students. Fifth, families may enroll their children in private pre-kindergarten programs without any subsidy. Online Appendix C details the different program types and the data available for each.

Panel (c) of Figure 1 knits together several administrative datasets to describe the market for subsidized pre-kindergarten in New Haven from 2006 through 2021. The data covers students enrolled in New Haven pre-kindergarten programs for grades PK3 and PK4.[5] We report counts of unique student enrollments by program type.

[3]Source: authors' calculations from Office of Head Start data.

[4]In addition to income requirements, Care 4 Kids requires the parent to be working or in an approved educational program.

[5]We do not observe program location for Care 4 Kids enrollees, so we classify these students by their

The first point to take away from Panel (c) of Figure 1 is that it is surprisingly hard to count subsidized pre-kindergarten enrollment using administrative records. While we have complete data on enrollment in UPK programs, School Readiness programs, and Care 4 Kids programs from 2006 through 2021, state- and district-level datasets do not include student records from the major New Haven Head Start programs after 2018. We estimate counts for 2019 and later using aggregate data on seat counts from federal Office of Head Start records. Similarly, we observe records of enrollment in non-Care 4 Kids subsidized programs from 2013 to 2019, but not in other years. These programs make up the "other" category reported in the graph. The limited availability of microdata contrasts with the public K-12 setting and highlights the importance of augmenting administrative data with survey reports.

The second point to take away is that NHPS UPK programs account for a large share of pre-kindergarten enrollment for New Haven students. The UPK programs account for 22% of pre-kindergarten enrollment during the 2013-2018 period, the years for which our administrative records are richest. For comparison, Head Start accounts for 34% of enrollment and Care 4 Kids accounts for 28% of enrollment.

UPK programs in New Haven share key features with large-scale programs in other cities. For example, Boston offers free, full-day, capacity constrained, untargeted public pre-kindergarten programming, with excess demand resolved through a centralized assignment system (Gray-Lobe et al., 2023). At the time of this writing, many of the Boston UPK sites offer before- and after-care that extend childcare coverage from 7:30am to 4:35pm, similar to what we observe in New Haven (BPS, 2024). New York City also offers free, untargeted pre-kindergarten programming, does not guarantee spots at neighborhood schools, and resolves excess demand for popular schools using centralized systems (NYCPS, 2023; Shapiro, 2023). While New York does not offer extended-day coverage to all students, it offers a minimum day length of 6.5 hours, and provides extended coverage for some students (NYCPS, 2024). Washington, DC provides a 6.5 hour day at minimum, with extended hours at many sites (DCPS, 2024).

The market conditions in which New Haven's UPK programs operate are also similar to those in other cities. As in New Haven, UPK programs in New York and Boston share a market with private and means-tested options. The average weekly price for private center-based care in the New Haven area was $255 in 2018, well above the national average of $197, but below an average price of $291 in the Boston area and similar to major cities such as Los Angeles and Chicago. The price of center-based care in New Haven rose steadily over the 2000s, paralleling nationwide trends as well as trends in other cities. See Online Appendix D for more details.

Though the New Haven program has much in common with major *city*-level UPK

town of residence.

programs across the country, it differs in important ways from some *state*-level policies. Foremost among these is the length of the school day. Many states with UPK policies on the books require only a 2- to 3-hour school day (Friedman-Krauss et al., 2023). These states include Oklahoma, the focus (along with Georgia, which requires a 6.5 hour day) of major existing evaluations of UPK's labor supply effects (Fitzpatrick, 2010; Cascio and Schanzenbach, 2013). While our analysis of the NHPS UPK program may have implications for state-level policymaking, our findings likely apply most directly to the full- or extended-day UPK programs common in major cities.

3 Data

3.1 NHPS admissions and enrollment data

Application and admissions records for the NHPS UPK programs form the center of our analysis. These records span the years 2003 through 2022. For each year in this range, we observe students' full choice applications, the administrative rules and student priorities used to process the applications, and school placement outcomes. Applications also include demographic information such as race/ethnicity, gender, and age. We supplement the admissions records with NHPS data on enrollment in district schools, including the UPK programs. Recall from the previous section that NHPS UPK programs began in the late 1990s, so the program was well-established and running at scale several years before our first cohort of applicants.

The first column of Panel A of Table 2 describes the sample of UPK applicants. We observe 18,795 applications from 16,037 individuals. 41.8% of applicants are Black and 28.5% are Hispanic. 48% apply to grade PK4 and 52% to PK3. On average, applicants reside in Census block groups where the median household income is $59,708. 25.1% of applicants are assigned to a UPK program, and 26.5% go on to enroll in a program that year. Our UPK assignment variable measures "initial offers" (De Chaisemartin and Behaghel, 2020), so we expect two-sided noncompliance, with some non-offered students attending UPK programs and some offered students declining spots.

3.2 Public school enrollment and achievement

We worked with the Connecticut State Department of Education (CSDE) and NHPS to link UPK applicant records to statewide data on student enrollment and academic achievement using name and date of birth. This link, conducted by state personnel, allows us to observe outcomes for NHPS UPK applicants who enroll in any Connecticut public school. The CSDE data cover the years 2006 through 2022. We observe the oldest UPK applicants in our data through roughly age 23, and observe many applicants through the end of middle school. We exclude the 2005, 2008, and 2022 UPK application cohorts from our analysis of linked state records because we did not have these data when the merge was conducted. The 2022 application process took place after the merge, and we did not recover historical records of the 2005 and 2008 application processes until after the merge.

In addition to enrollment records, the CSDE data include data on mandated state assessments conducted in kindergarten through grade 8. The kindergarten assessment is known as the Kindergarten Entrance Inventory (KEI) and includes measures of literacy and numeracy, as well as social skills, physical skills, and creativity. Assessments in grades 3-8 are statewide accountability exams in math and reading. We obtain our main achievement measures by averaging across standardized subscores. Online Appendix E describes the achievement measures we use.

In addition to the data linked to NHPS UPK applicants, our state records include each of these fields for a comparison set of students. This set includes all students who enrolled in any public pre-kindergarten program in New Haven County over the 2003-2021 period. While non-applicant students in this sample are not part of our main analysis of the NHPS UPK programs, we do use their scores on achievement tests when creating the standardized score measures that are the focus of our achievement analysis. Online Appendix Table A.1 presents descriptive statistics for this population.

Column 2 of Table 2 describes the sample of applications we match to state data. Conditional on attempting a merge (i.e., excluding the 2005, 2008, and 2022 application years), we match 91% of observations, for a total of 16,485 matched applications and 13,917 matched individuals. Demographics, assignment rates, and enrollment rates for this group are essentially identical to those for the full set of UPK applicants. As reported in Panel C of Table 2, applicants score 0.123σ higher than the full sample of pre-kindergarten enrollees in New Haven County on their KEI. This gap diminishes to 0.069σ and 0.038σ for grade 3 and grade 8 scores, respectively.

3.3 Parent earnings data

We worked with NHPS and the Connecticut Department of Labor (DOL) to link parent records reported on the NHPS UPK choice applications to Connecticut Unemployment Insurance records for the years 1999 through 2022. This match was conducted by state personnel using name and address information. Address information on the state side comes from the Department of Motor Vehicles. Names are not always unique and addresses change over time, so the match to state data for parents is more challenging than the match for children. Our approach is to keep only unique matches and to conduct extensive checks of the quality and representativeness of matched data. We deflate earnings to 2015 dollars and topcode at the 99th percentile within bins defined by the year of application and the year-by-quarter in which earnings are reported.[6]

Panel D of Table 2 describes the parent data submitted to NHPS. All applicants must list at least one parent or guardian. In 2013 and earlier, the application process was done mainly on paper and applications rarely listed more than one contact. In 2014 and later, the process played out primarily online. Applicants were prompted to list multiple contacts and describe the relationship between the contact and the student (e.g., "father" or "mother"). In the full dataset, 33% of applicants list two parents on their application. After 2013, that share rises to 56%. This is similar to the 63% of children five and under in New Haven County who are observed living in two-parent households in the 2019 ACS. Where one contact is listed, that contact is usually the mother. In the post-2013 data (for which we observe the student-contact relationship), 69% of listed contacts are mothers. Of the 16,037 UPK applicants, we match 9,729, or 61%, to earnings records for at least one parent. As shown in Online Appendix Figure A.1, match rates to earnings are higher for more recent cohorts of applicants, rising from 42% in 2003 to 82% in 2021.

Column 3 of Table 2 reports descriptive statistics for applicants and parents in the parent earnings sample. This sample is similar to the full sample in terms of child age, gender, test scores, and block-group income. The main difference between the two samples is that students in the parent earnings sample are somewhat less likely to be Hispanic (21.9% vs. 28.5% in the state sample).

Labor force participation rates around the time of application are high in our sample. 86% of parents report positive income in the baseline pre-application period, which we define as the two academic years prior to the UPK application year. We do not include the year of application in the pre-period because knowledge of future access to pre-kindergarten may shape labor supply choices in advance of enrollment. Mean baseline individual earnings is $25,157.

Two descriptive exercises suggest our merge procedure generates accurate matches. The first explores how earnings evolve for male and female parents around the time of childbirth. Previous research shows that earnings for mothers drop relative to earnings for fathers following the birth of a child and do not fully recover (Kleven et al., 2019). As reported in Panels (a) and (b) of Figure 2, we observe this pattern in our data. Earnings for female parents fall by $6,000 relative to male parents in the academic year the applicant is born, 19% of the mean two years prior to birth. This gap persists for at least five years.

The second exercise compares individual earnings reports measured in the two years prior to application to median household income in the Census block group where the applicant lives. If our merge procedure generates accurate matches, we would expect

[6]Omitting the topcoding step does not change our findings.

to see a strong positive relationship since people with higher incomes tend to live in neighborhoods with higher household incomes. This is what we see. As reported in Panel (c) of Figure 2, a $1,000 increase in median neighborhood household income is associated with a $360 (SE=$15) increase in individual earnings.

Other than the accuracy of successful matches, the main concern related to the parent merge is that matches may be imbalanced with respect to UPK assignment. We discuss this concern in Section 4 and find no evidence that matching to the earnings sample is related to placement in a UPK program.

3.4 Parent surveys

We supplement the administrative data with a survey of parents of past applicants. The survey provides a window into several outcomes that are not in our administrative data. These outcomes come in two types. The first type is enrollment and payment information not covered in state sources, including unsubsidized private enrollment, non-CSDE Head Start enrollment, and enrollment-related objects such as out-of-pocket costs. The second type is information on hours worked, which is not recorded in UI data.

We worked with NHPS and NORC to survey the parents of past pre-kindergarten applicants. We fielded the survey between May and November of 2023. Using contact information provided on the application form, we emailed the parents of all past applicants, with phone follow-up for non-completers or those without email addresses. To maximize the statistical power of experimental analyses using survey data subject to our budget constraint, we focused phone follow-up on parents whose children faced an interior probability of admission based on their application and priorities. Online Appendix F describes survey procedures in detail.

Out of all the parents we contacted, 5.7% responded to our survey, yielding 966 survey responses. Excluding applicants to Covid-affected cohorts for whom in-person UPK was not available and late applicants not subject to randomization (see Section 4.1 below) leaves us with 840 responses in our analysis sample and a response rate of 5.3%. This overall rate masks a sharp increase over time. As shown in Online Appendix Figure A.2, response rates rise for recent cohorts, reaching 23% for 2022 applicants. For those applying before 2014, response rates are less than 3%. These low rates are likely because contact information provided on old applications is no longer current or because past applicants become less likely to respond to school-choice-related communications as they move farther from the application date.

As reported in column 4 of Table 2, survey takers tend to come from higher SES backgrounds than the applicant population as a whole. They are less likely to be Black (30.5% vs. 41.8% in the full sample) and more likely to be White (31.4% vs. 21.7% in the full sample). They live in Census block groups where median household income is about 10% higher than in the full sample, and they are more likely to be assigned to a school (41.9% vs. 27.1%) and to enroll (54.6% vs. 26.5%). These differences in SES and admissions rates are consistent with the observation that survey respondents are disproportionately drawn from wealthier suburbs.

Survey respondents are mostly women and report high rates of labor force participation. 90% of respondents are women. 69.6% report working full time in the year following their child's pre-kindergarten application and 16.4% report working part time, for an overall labor force participation rate of 86%—nearly identical to what we observe at baseline in the administrative records. Respondents who work report spending an average of 33.5 hours per week on the job.

Several tests support the idea that survey participants provided accurate responses related to their schooling choices and earnings. First, reported enrollment from the survey is consistent with the enrollment choices that we observe in administrative records. Overall, survey reports of UPK enrollment match administrative data in 89.6% of cases in the pre-2021 application years, for which we can match the survey to administrative records. Of respondents who report that their child did not enroll in a UPK program, we observe UPK enrollment in only 2.4% of cases, for a 98.6% accuracy rate. Of respondents who report their child enrolled in a UPK program in the year following application, we confirm UPK enrollment for 82.4%. We regard this number as high given the many potential sources of confusion for parents about which program their children were enrolled in. For example, of the 17.6% of "false positive" UPK enrollees, 28.3% enrolled in a non-UPK school readiness program physically located in one of the magnet schools or enrolled in UPK in a different year than the one asked about in the survey. Another 34.8% of these students enrolled at some other form of non-universal pre-kindergarten offered by NHPS. Confusion on the part of parents about the administrative classification of the pre-kindergarten program their children attended seems reasonable. If one re-classifies cases of reasonable confusion as correct, the accuracy rate rises from 89.6% to 94.6%.

Second, the reported pre-kindergarten program type and out-of-pocket costs vary in intuitive ways across the income distribution. Panel (a) of Figure 3 reports the kinds of pre-kindergarten programs that children not enrolling in UPK programs attend, split by quintile of block group median household income. The Head Start share of non-UPK enrollees declines from 35.3% in the bottom quintile to 7.4% at the top, while the private pre-kindergarten share grows from 39.2% to 80.9%. The share of children not in a formal childcare or pre-kindergarten program also declines, from 19.6% in the bottom quintile to 3.2% in the top quintile. Panel (b) of Figure 3 shows that out-of-pocket costs grow with block-group income, rising from $286 per month in the bottom quintile to

$942 per month in the top quintile. As shown in Panel (c), reported childcare costs vary widely by program type, with families whose children enroll in Head Start reporting $208 in costs per month compared to $804 per month for parents whose children enroll in a non-public school, non-Headstart paid program.

Third, and finally, we compare survey reports of household income to median household income in the block groups where respondents lived at the time of their UPK application. As in our comparison of administrative earnings data to block-group-level income data, we expect the relationship to be strong and positive, but not one-to-one. As reported in Panel (d) of Figure 2, this is what we find. A $1,000 increase in neighborhood median household income is associated with a $560 increase (SE=$54) in reported household income.

As was the case with parent earnings records, a possible concern about the survey data beyond the quality of observed responses is that survey response may be correlated with placement in a UPK program. We discuss this in Section 4.

3.5 Early childhood education outside of public schools

In addition to our link to the CSDE public school records, we link our data on NHPS applicants to Connecticut Office of Early Childhood (OEC) records on participation in subsidized private early childhood education programs. The data allow us to observe children who enroll in private childcare programs using state-provided subsidies.

The time span of coverage varies by program type. We observe data on Care 4 Kids voucher use from 2003 through 2022. We observe enrollment data for all major OEC-funded programs from 2016-2018, with more limited data from 2013-15 and 2019. As reported in Panel (c) of Figure 1, these programs account for about 22% of observed enrollment for lottery applicants over the 2016-18 period. In some of our analyses of outside options, we restrict to cohorts who enroll in pre-kindergarten in 2016-18, when our administrative records are most complete.

The administrative early childhood education records have two limitations. First, they do not cover students who enroll in private pre-kindergarten programs without state subsidies. Second, although some Head Start programs are administered through public schools or other state-level organizations and are therefore included in our public school records, other major New Haven-area Head Start providers are private organizations supported by federal funds. These private providers do not always appear in state records of public or subsidized private early childhood enrollment. One of the reasons we conduct a parent survey is to address these issues.

4 Results

4.1 Empirical design

We estimate instrumental variables (IV) specifications of the form

$$\begin{aligned} Y_i &= \beta D_i + \sum_p \alpha_p 1[P_i = p] + X_i'\Gamma + \epsilon_i \\ D_i &= \delta Z_i + \sum_p \rho_p 1[P_i = p] + X_i'\pi + \eta_i. \end{aligned} \tag{1}$$

Here, Y_i is an outcome of interest, such as children's academic achievement. D_i, the endogenous regressor, is an indicator equal to one if a child enrolls in a UPK program. We instrument for D_i using Z_i, an indicator equal to one if an applicant is assigned to a UPK program in the choice process.

The key control variables here are the P_i, a set of indicators for each value (in bins of size 0.01) of i's assignment propensity, interacted with application year and grade indicators. These blocks identify students facing the same level of assignment risk for the same grade-level treatment in the same year. We obtain assignment propensities through simulation, re-running the assignment algorithm in each grade and year with new random lottery draws. The use of controls for assignment propensity follows Abdulkadiroglu et al. (2017) and Rosenbaum and Rubin (1983), who show that this procedure isolates the random variation in treatment assignment. We also include controls for race/ethnicity, gender, child age in the September following the application year, and measures of neighborhood block-group attributes from the ACS, denoted X_i.[7]

We modify this approach across outcome types and datasets to accommodate differences in sample size, data structure, and data availability. When estimating specifications where the outcome is parent earnings, we use panel data identified by parent, application, and academic year. We add interactions between the P_i, as defined above, and indicators for years elapsed since the time of application. We include controls for baseline income, which we define as the average value of own earnings in the two years prior to the choice process, and use two-way clustered standard errors at the level of the application (to account for possible correlations between parents of the same child over time) and at the level of the parent (to account for cases where the same parent shows up in multiple child records). We estimate specifications using data for various time windows following the application year.

When estimating IV specifications in survey data, we use a recentered instrument approach (Borusyak and Hull, 2023). This approach amounts to dropping the indicators for assignment propensities from the control set and instrumenting with $\tilde{Z}_i = Z_i - P_i$.

[7]Online Appendix Table A.2 provides a list of these covariates.

Like controlling directly for the assignment propensity, recentering isolates random variation in treatment assignment. The benefit of recentering in survey specifications is that we do not need to estimate many fixed effects in the much smaller survey sample.

Several sample selection procedures are important to highlight. First, we drop late applications because they are not included in the lottery process. Second, we impose application cohort restrictions to limit the effects of Covid-19 school closures on our analysis. NHPS closed its schools in March 2020 and did not reopen elementary schools for hybrid instruction until January 2021. This re-opening provided pre-kindergarten students with at most four days of in-person learning per week (Hays, 2021).[8] District schools resumed their normal schedule in Fall 2021. We therefore exclude all 2020 applicants and 2019 PK3 applicants from our parental labor market specifications.[9]

4.2 Balance and first stage

We begin our empirical analysis by validating the randomized research design. Panel A of Table 3 tests that predetermined student attributes are balanced with respect to lottery assignment. We estimate reduced-form versions of Equation 1, with an indicator for lottery assignment to a UPK program as the independent variable of interest and the covariates listed in table rows as the outcomes. The first two columns report control complier and full control group means for the dependent variables.

A straightforward comparison of assigned and unassigned students reveals substantial demographic differences. Column 3 reports results from a regression *excluding* the controls for propensity scores. We see substantial imbalance in predetermined covariates when these controls are omitted. Students who receive UPK offers are less likely to be female. They are more likely to be White and to live in neighborhoods with higher median household income. Online Appendix Table A.2 reports balance test results for additional neighborhood characteristics. A joint test rejects the null that the coefficient on UPK assignment is zero in each of these specifications ($p < 0.001$).

As expected, adding the propensity score indicators as controls eliminates these differences. Column 4 reports these results. Differences in race and neighborhood income drop sharply and become statistically insignificant at conventional levels. A modest difference in female share remains, but we fail to reject the joint null that all coefficients are zero ($p = 0.522$). We regard this as strong evidence that, as expected,

[8] Public schools reopened more slowly for older students, with hybrid high school instruction not beginning until April 2021 (Zahn, 2021).

[9] The 2020 application cohort submitted their rank lists in February 2020, just prior to the shutdown, and had to make enrollment decisions in Spring 2020 during the early days of the shutdown when re-opening plans were uncertain. Those who enrolled in NHPS UPK then faced either fully remote or part-time instruction during their first UPK year. The 2019 PK3 application cohort was exposed to the shutdown in the second half of the first year, and then to remote or hybrid school for all of their second year.

our approach succeeds in isolating the random component of UPK assignment.

We find no evidence that school assignments affect downstream match rates to other data sources. Panel B of Table 3 reports estimates from reduced-form specifications in which the outcomes are indicators for successful matches between the lottery data and each of these datasets. 89.5% of control compliers match to state student data, 76% match to parent earnings data, and 5.3% match to survey data. As reported in column 4, there is no evidence of differential match for assigned students into the state enrollment or parents' earnings datasets once we control for propensity scores. Placed students are 1.2 percentage points more likely to match to survey data. This effect is marginally statistically significant ($p = 0.055$). We cannot reject the joint null of no selection into any of the state, earnings or survey datasets ($p = 0.133$).

Consistent with our finding of no selection into matching, we see no evidence of imbalance on predetermined covariates within our matched samples. Columns 5-7 of Panel A report balance tests within the state, parent earnings, and survey samples, respectively. In each case, we fail to reject the null that coefficients from all specifications are zero. For the parent earnings sample we additionally test for balance on the parent's pre-assignment income. We find no evidence of imbalance on income in dollars, log income, or an indicator for any positive income.

The first stage effects of assignment on UPK enrollment are strong. As reported in Panel C of Table 3, assignment raises the share of students enrolling in a UPK program by 0.389 (SE=0.013) in the full sample, conditional on propensity score. The first-stage F-statistic is 842.3, well above rule-of-thumb cutoffs required for conventional statistical inference (Lee et al., 2022). First stage effects are similar in the state and parent match samples. The first stage in the smaller survey sample is 0.409 (SE=0.053), with an F-statistic of 63.0.

UPK assignment increases the number of years students attend a UPK program by 0.576 years in the full sample. This coefficient is 48% higher than the first-stage enrollment effect, consistent with the observation from Table 2 that roughly half of the applications are to PK3 programs that give students the option to stay in UPK for two years once they enroll.

4.3 The effects of UPK on childcare

Our survey and administrative data let us describe how UPK enrollment shifts children across different childcare options and what this means for families' childcare experiences. Our approach is to run instrumental variables regressions of the form shown in Equation 1, taking UPK enrollment as the endogenous regressor and various childcare outcomes as dependent variables. We present these results in Table 4.

We first consider the substitution patterns observed in administrative data sources.

Column 3 of Table 4 reports results for all application cohorts matched to state records. These data allow us to observe enrollment in public programs anywhere in the state, as well as the use of public subsidies at private programs. IV specifications using these records show that enrolling in UPK reduces the share of students enrolling in Head Start by 13.9 percentage points, the share enrolling in School Readiness by 7.7 percentage points, the share enrolling in Care 4 Kids by 5 percentage points, and the share enrolling in any other pre-kindergarten program appearing in SDE or OEC records by 17 percentage points. Overall, UPK enrollment raises the rate at which students enroll in any observed program by 39.2 percentage points. 62.4% of compliers would otherwise attend some form of public or subsidized care.[10]

Column 4 of Table 4 restricts the sample to the years for which our administrative coverage of subsidized private programs and Head Start is most complete. We observe slightly higher rates of substitution in this sample. UPK enrollment raises the share of students attending any subsidized program by 37.2 percentage points.

Administrative data exclude private non-subsidized enrollment and also omit major Head Start programs in some years. Bringing in survey measures allows us to account for this gap and pushes rates of substitution even higher. As reported in column 5 of Table 4, enrolling in UPK reduces the share of students who enroll in a private or paid pre-kindergarten program by 62.3 percentage points. Combining this number with the rates of substitution from Head Start and other non-UPK public programs, we find that UPK does not raise the rate at which students enroll in pre-kindergarten or other childcare outside the home. Essentially all UPK students would otherwise attend another program.

Our finding that nearly all UPK students substitute away from other forms of childcare echoes Weiland et al. (2020)'s finding for UPK in Boston. The implications for cost-benefit analysis are potentially large. For comparison, Kline and Walters (2016) reports that about a third of households offered enrollment in Head Start substitute away from other center-based care and argue that accounting for this substitution is crucial to the overall cost-benefit evaluation of the Head Start program.

Though UPK enrollment does not affect *whether* children enroll in childcare, it does increase the hours of childcare coverage that parents can access. To see this, we compile center- and year-specific reports of daily childcare schedules, and place measures of available hours at the center a child attends on the left side of our IV specifications. Online Appendix G describes this process in detail.

As reported in Panel B of Table 4, UPK enrollment raises weekly childcare coverage by 11.3 hours. The weekly total equates to 2.26 additional hours per weekday, or

[10]Children may enroll in multiple pre-kindergarten programs, so the sum of program-specific substitution effects need not equal the rate of substitution away from any program.

roughly 570 hours when aggregated across the school year. The large treatment effects are due to the ten hours of coverage available each day at UPK programs, more than most alternative programs.[11] As reported in Online Appendix G, the finding that UPK enrollment yields a large gain in hours of childcare coverage holds across a wide variety of approaches to constructing childcare schedule data.

In addition to expanding childcare hours, UPK enrollment reduces families' out-of-pocket childcare costs. The last row of the last column of Table 4 reports the effects of UPK enrollment on monthly out-of-pocket (OOP) costs. A caveat in this analysis is that, due to an error in survey logic, we did not ask the parents of students enrolling in magnet programs about their out-of-pocket costs. These costs are likely fairly low, since these students receive ten hours of free childcare each school day. In Table 4, we report results that assign students enrolling in UPK programs to the average value of costs observed among Head Start students. We view this as likely overstating costs to UPK students (and understating treatment effects) given that they receive more hours of free childcare. We find that UPK access reduces parents' OOP childcare costs by \$375 per month (77% of the control complier mean), even as hours of childcare rise.

4.4 Children's educational outcomes

We find little evidence that UPK affects children's academic performance in the medium run. Figure 4 reports results from estimates of Equation 1 that take academic outcomes as the dependent variables of interest.

Panel (a) of Figure 4 reports the effects of UPK on in-school assessments in kindergarten and grades 3-8. In general, we cannot reject the null that effects are zero. Our point estimate for KEI scores is modestly positive (0.062σ; SE=0.072). Point estimates in grades 3-8 are negative. Online Appendix Table A.3 reports results for each KEI subscore; we cannot reject a null of zero for any subject, including personal/social skills.

Panels (b) and (c) of Figure 4 report the grade-by-grade effects of UPK enrollment on chronic absenteeism (defined as missing ten percent or more of total school days in a year) and grade retention (defined as a cumulative indicator for ever being retained). Again, we see statistically insignificant effects across the board. Point estimates are economically small, with the exception of the chronic absenteeism effect in grade 8, which is large, positive, and imprecisely measured.

We make three observations about these findings. First, they are consistent with randomized evaluations of other UPK programs, which also report null or negative effects on achievement and behavioral outcomes in the K-8 grade range (Durkin et al., 2022; Gray-Lobe et al., 2023). Second, they do not rule out positive short- or long-run

[11] Note that the estimated complier control mean of 51.24 has a large standard error (13.0) and is far above the control mean of 29.1.

effects of the NHPS UPK programs. The effects of early childhood interventions often fade out after pre-kindergarten before returning in high school or later (Heckman et al., 2013), and previous randomized evaluations of UPK programs have demonstrated both the fade-out of large short-run effects (Lipsey et al., 2018) and the presence of long-run gains following medium-run null effects (Gray-Lobe et al., 2023). Third, even a true long-run null effect would not mean that NHPS' programs offer low-quality educational programming; rather, it would mean that they offer similar quality programming to the public and private programs from which children substitute.

4.5 Parents' labor market outcomes

4.5.1 Earnings and labor supply

Table 5 reports estimates of the IV specification in Equation 1 that take administrative data on parent earnings and survey reports of parent hours as the dependent variables of interest. We report results for several different earnings outcomes: dollars (including zero values), log income (excluding zero values), and an indicator for positive annual income. To provide a percentage interpretation that includes zero values, we follow the recommendation of Chen and Roth (2024) and report results from a Poisson IV specification, which we compute using the control function approach outlined in Lin and Wooldridge (2019). This is our preferred specification. See Online Appendix H for details. All specifications control for demographics reported at the time of UPK application. Each specification also controls for the baseline value of the dependent variable, measured in the two academic years prior to the year of application. These controls are linear except in the Poisson regression, which instead includes indicators for each decile of the baseline earnings distribution.

Panel A of Table 5 reports results that use all available administrative data on parent earnings. The first row shows our findings for the academic years when children are of pre-kindergarten age. These run from Q4 in the year of application (when the student would enroll for the first time) through Q3 of the following calendar year for PK4 applicants, or Q3 two calendar years later for PK3 applicants.[12]

We find that UPK enrollment raises parent income by \$5,461 (SE=\$1,717) during the child's pre-kindergarten years. This is 15.9% of the control complier mean of roughly \$34,000. The Poisson IV specification indicates a 21.7% (SE=6.6%) earnings gain during this period, while log specifications that drop zeros show earnings gains of 20.9% (SE=6.1%). We find evidence of modest extensive-margin gains, with rates of positive earnings rising 5.7 percentage points (SE=2.6) on a base of 81.7 percent.

[12] We refer to "academic years" to make clear that they start in the fall. Note, however, that we include summer earnings in all of our analyses.

To understand how earnings effects evolve as children age out of pre-kindergarten, we compute separate estimates of the effect of UPK on enrollment for each two-year interval following on-schedule pre-kindergarten completion. For children following the standard grade progression, these will correspond to kindergarten and first grade, second and third grade, and so on. We report these findings in the lower rows of Panel A of Table 5. Figure 5 plots estimated percentage effects from the Poisson IV specification, pooling data from 11 or more years after pre-kindergarten. We use all available data for each regression, so sample sizes decline as we push farther from pre-kindergarten completion.

Earnings gains persist after children age out of UPK. As shown in Figure 5, our preferred Poisson IV estimates are stable through six years after kindergarten, with earnings effects between 19% and 23% in each two-year interval. A pooled specification combining years 1-6 after pre-kindergarten yields an estimated earnings gain of 20.9% (SE=7.9%) over the full period.

After six years, standard errors grow. Pooling years seven and later in our Poisson specification yields estimated earnings gains of 9.2%, with a standard error of 21.2%. We cannot rule out null effects in years seven and later, but we also cannot rule out gains similar to what we observed in the first six years after pre-kindergarten.

Estimates from our other specifications follow similar patterns. Pooling over the first six years after pre-kindergarten, the earnings effect of UPK enrollment is $6,469 (SE=$1,838) in dollar terms and 18.7% (SE=5.8%) in logs. Rates of labor force participation rise by a modest 4.8 percentage points (SE=0.028). Similar to our Poisson specifications, standard errors increase substantially when we look beyond six years.

A possible concern about specifications that use all available data is that they may conflate heterogeneity in treatment effects by time relative to pre-kindergarten with heterogeneity in treatment effects across treatment cohorts. Long lags relative to treatment are only observed for early cohorts. Panel B of Table 5 addresses this issue by reporting results for the pre-kindergarten years and the first four years afterward for a balanced panel of individuals we observe over this whole period. This sample excludes application cohorts after 2017 for PK3 and 2018 for PK4, reducing the sample size by 14% relative to our main specification.

Effects in the balanced panel are slightly smaller than in the full sample. For example, during the pre-kindergarten period, the Poisson effect is 15.3% (SE=6.8%) in the balanced sample, compared to 21.7% in the full sample. However, as in our main specifications, we see no evidence of fade-out in the four years following pre-kindergarten. In our Poisson specification, we find an effect of 16.4% (SE=7.3%) in the first two years after pre-kindergarten and 18.1% (SE=8.6%) in the third and fourth years.

Panel C of Table 5 presents results that take survey reports of weekly work hours in the year following the child's UPK application (i.e., the first year of UPK for enrolling students) as well as reports for the second year following application for PK3 applicants. Weekly hours rise by 12.80 (SE=4.25) on a control complier base of 27.9. We cannot reject the null hypothesis that this value is equal to the 11.3 hours of additional weekly childcare that we estimate the UPK programs provide, as reported in Table 4. Labor supply effects decline after the pre-kindergarten years, though estimates are noisy and we cannot rule out sustained gains. The estimated effect of UPK enrollment on work hours in the years after pre-kindergarten is 1.48 (SE=4.25). Considering the evidence from both the survey and administrative data, our interpretation is that there is strong evidence of labor supply gains during pre-kindergarten. Results from administrative data suggest that moderate increases may persist after pre-kindergarten.

4.5.2 Reduced career disruption

The large, sustained earnings effects we find are similar to estimates of the effects of career disruptions reported in prior studies, but with the opposite sign. For example, Bertrand et al. (2010) report that MBA graduates with at least six months of non-work at any point between their MBA year and the year in which earnings are reported earn 17-29% less than other observably comparable students. Studying a very different population, Jacobson et al. (1993) find that high-tenure workers displaced from distressed firms see their earnings fall by about 25% over the long run. In contrast, our effect estimates are larger than might be expected based on a pure returns-to-experience model. Early-career estimates of the returns to a year of work experience in the NLSY from Deming (2023) range from 2.5% to about 10%, depending on worker skill.

We use our data to test the hypothesis that UPK enrollment reduces career disruptions. We do not observe employer identifiers, so we cannot identify job spells. However, we do observe job-specific earnings and industry codes in each quarter, so we can measure the consistency of labor force attachment within the academic year, the degree to which individual earnings come from one job as opposed to multiple jobs, and changes in industry. We use these variables as outcomes in Equation 1.

Table 6 reports our results. The first column of Table 6 takes an indicator for switching main industry since the prior academic year as the outcome of interest, which we interpret as a simple measure of career disruption. Main industry is defined as the industry in which the individual has the most earnings. We find that UPK enrollment reduces the share of individuals who switch industry during the pre-kindergarten years by 7.2 percentage points (SE=2.7), 34% of the control complier mean of 0.21. Industry switch effects fade to zero immediately following the completion of pre-kindergarten.

Column 2 of Table 6 examines the effects of UPK enrollment on the number of quarters per year in which individuals hold one "main job," defined as having exactly one job and that pays at least \$4,000, roughly equivalent to a full-time minimum wage job. This is a simple measure of job attachment. During the pre-kindergarten years, UPK enrollment raises the number of quarters individuals hold a single main job by 0.300 (SE=0.108), 15% of the control complier mean. As with industry-switching, this main job effect goes to zero when pre-kindergarten ends.

Columns 3 and 4 of Table 6 consider the effects of UPK enrollment on the count of low-earning quarters per year (column 3) and the total number of low-earning quarters up to and including the current academic year (column 4). We define a low-earning quarter as one where the person earns less than \$4,000. The goal here is to measure how career disruptions accumulate over time. We find that UPK enrollment reduces the number of low-earning quarters by 0.206 per year (13.8% of the control complier mean) in the pre-kindergarten years, with the cumulative reduction in low-income quarters reaching 0.76 between three and four years after pre-kindergarten before declining back towards zero in years five and six.[13]

Results from this exercise show that children's UPK enrollment substantially reduces the likelihood that parents will experience career disruptions. These findings help rationalize the long-run earnings effects we observe in Table 5, and suggest that the beneficiaries of urban UPK programs like the one we study face high costs of career disruption. As we discuss in Section 8, our findings here are also consistent with parents' qualitative reports about how UPK enrollment affected their work lives.

5 Cost-benefit analysis

The previous sections provide evidence that enrolling in UPK programs increases parents' earnings and reduces out-of-pocket costs for families. UPK may also raise earnings for children. However, UPK is costly, with a per-pupil expenditure (PPE) of approximately \$15,500 per child per year.[14] Here, we evaluate the costs and benefits of the program using the marginal value of public funds (MVPF) framework from Hendren and Sprung-Keyser (2020). The MVPF is equal to the ratio of the dollar-valued after-tax benefits of the program to net program costs, i.e., $MVPF = \frac{\Delta W}{\Delta E - \Delta C}$, where ΔW represents beneficiaries' willingness to pay for the program, ΔE measures upfront program costs, and ΔC measures reductions in government expenditures or increases in government revenue due to the long-run effects of the policy. We compute ΔW, ΔE

[13]Note that because the pre-kindergarten enrollment period can be either one or two years and because the other blocks consist of two-year periods, the cumulative effect coefficients do not equal the sum of the contemporaneous effect coefficients.

[14]This value comes from the average PPE among NHPS elementary schools during the 2018-2019 school year (in 2015 dollars) as we do not have a direct measure of the PPE of the pre-kindergarten program. For comparison, the PPE for Head Start in Connecticut is \$10,100 and the average PPE for all public pre-k programs in the state is \$9,600 (Friedman-Krauss et al., 2022, 2023).

and ΔC using estimates from our randomized design. See Online Appendix I for details of the calculations summarized here.

5.1 Government costs

We begin by considering the denominator of the MVPF, $\Delta E - \Delta C$. The gross cost of the program, ΔE, is approximately $24,000 per child, which is the yearly PPE times the average of 1.56 years enrolled.

Gross costs to the government are offset by two kinds of cost reductions that result from program enrollment. The first type is substitution away from other subsidized programs. As shown in Table 4, many applicants substitute away from other publicly funded programs. To account for this substitution, we first estimate the change in years of enrollment in Head Start, School Readiness, Care 4 Kids, and other public state programs for the 2015-2017 application cohorts.[15] We then scale these changes by the per pupil expenditures for each program as reported by Friedman-Krauss et al. (2022) and Friedman-Krauss et al. (2023). As discussed in Kline and Walters (2016), subtracting these cost reductions assumes that the other programs are not also capacity constrained.[16] We estimate that substitution from other publicly funded programs reduces the net cost by $8,800.

The second type of cost reduction arises from changes in current and future tax revenue from parents and children. For changes in parents' wage income, we calculate the gains in discounted after-tax income using the impacts on individual wage income reported in Table 5. We conservatively assume no impact beyond six years after the UPK program ends, and scale individual earnings effects by 1.56, the average number of adults per family in the years for which we systematically observe multiple family members, as reported in Table 2.[17] This approach yields an average change of $67,100 in cumulative family income. We assume an effective tax rate of 0.20 based on Hendren and Sprung-Keyser (2020), who use calculations from Congressional Budget Office (2016) and find that the effective tax rate is close to 0.2 for those between 100 and 400 percent of the poverty line. The present discounted value of additional tax revenue from parents as a result of the policy is thus 0.2×$67,100=$13,400.

For changes in the wage income of children, our baseline approach combines our findings on the effects of UPK on children's kindergarten test scores with estimates

[15] We focus on 2015-2017 as 2015-2018 are the years with the highest coverage in our state administrative data and PK3 applicants can be enrolled for two years.

[16] If the other programs are capacity constrained, then a complete cost-benefit analysis also requires us to know the returns to the marginal enrollee in the other programs, and if that student also substitutes away from another program. We discuss below how this would affect our findings.

[17] Treatment effects on earnings during these years are nearly identical to those in the full sample, as we report in Table 9.

from Chetty et al. (2011) on the relationship between kindergarten scores and adult income. Specifically, we assume a one standard deviation increase in test scores causes a 10% increase in the present discounted value of lifetime income and assume an average present discounted value of lifetime earnings of $353,507 (Chetty et al., 2011). This approach follows Kline and Walters (2016) and Cascio (2023). We obtain estimated gains of $2,200 before taxes, yielding 0.2×$2,200=$440 in additional tax revenue.

Putting these numbers together shows that the inclusion of tax revenues from parent earnings profoundly changes government costs of UPK. Panel (a) of Figure 6 illustrates this point. We start with $24,200 in upfront program costs. Accounting for savings from substitution across programs reduces government costs by $8,800, to about $15,400. Accounting for increased revenues due to taxes on children's increased earnings reduces net costs by a further $440, to about $15,000. Accounting for tax revenue from parents' increased earnings reduces net costs by $13,400, to $1,500. Put another way, accounting for the fiscal externality from parents' additional earnings reduces the net government costs of UPK by 90% relative to estimates that ignore earnings gains for parents. It therefore raises the MVPF by a factor of 10 for any fixed value of willingness to pay.

This finding is even more pronounced under alternate assumptions about children's earnings gains. Recall from our discussion in Section 4.4 that UPK enrollment might raise children's earnings in the long run, even if these gains are not observable in kindergarten. With this in mind, we repeat the analysis in Panel (a) of Figure 6 under alternate assumptions about children's earnings gains. The first of these takes Lipsey et al. (2018)'s estimates of a 0.4σ gain in pre-kindergarten scores from random assignment to Tennessee's UPK program and applies the Chetty et al. (2011) conversion factor to project earnings.[18] This approach yields an estimated pre-tax earnings gain of $14,100, leading to $2,800 in additional tax revenue. The second approach takes Gray-Lobe et al. (2023)'s estimate of the Boston UPK program's effect on enrolling in 4-year college (which is similar to their estimate for enrolling in any college), and scales it by Zimmerman (2014)'s estimates of attending college. As Zimmerman (2014) only reports impacts on earnings for 14 years, we use estimates from Hendren and Sprung-Keyser (2020), which project impacts over the lifetime and calculate the present discounted value. This approach yields an estimated pre-tax gain of $12,700, leading to $2,500 of additional tax revenue. Under either of these alternate approaches, including parent income in the cost calculation leads to negative estimates for net government costs: UPK increases government revenues. As reported in Table 7, the result is an infinite MVPF regardless of willingness to pay.

[18] This is similar to Cascio (2023)'s approach to computing the MVPF of UPK, but uses score estimates based on Lipsey et al. (2018)'s randomized design.

5.2 Willingness to pay

We next consider ΔW, the willingness to pay for the benefits that accrue to parents and children. Because UPK is an in-kind transfer, computing willingness to pay presents a conceptual challenge. How much families value the transfer depends on whether parents can purchase substitutes for full-day UPK in the market and on the degree to which parents internalize benefits for children when making choices about childcare and labor supply. Our approach is to describe several different methods for computing WTP, which we believe are likely to bracket the true effect.

Our starting point is to assume families value UPK at the net cost of provision. This assumption parallels procedures for calculating MVPFs of pecuniary transfers (Hendren and Sprung-Keyser, 2020). An attractive feature of this approach is that the MVPF would be equal to one in the absence of a fiscal externality from increased tax revenue; it therefore helps describe the effects of the parents' and kids' earnings channels that are central to our empirical analysis.

The alternative is to take a hedonic approach that attempts to quantify the value of different elements of the UPK bundle to families. We consider three channels through which families may benefit. The first is changes in out-of-pocket childcare costs. We assume that families value cost reductions dollar-for-dollar. Our view is that cost reductions likely understate the value of the UPK childcare bundle to parents, because UPK offers services (such as extended hours) that other pre-kindergarten options do not fully replace.

The next channel we consider is children's after-tax future earnings. Past attempts to calculate MVPF values for UPK programs have included the PDV of children's after-tax earnings as part of WTP for the program (Cascio, 2023). This is consistent with Hendren and Sprung-Keyser (2020)'s argument that earnings gains from increases in human capital should be included in WTP calculations. As we show in Online Appendix I, it makes sense to include children's after-tax earnings in WTP calculations if one believes that parents either cannot purchase substitutes for full-day UPK on the private market or can purchase these substitutes but do not incorporate earnings gains for children when making choices about childcare and labor supply. However, if one believes that parents can purchase substitutes for full-day UPK in the private market and fully or partially incorporate gains for children into their decision process, then earnings gains for children should be fully or partially dropped from WTP.

The final channel we consider is parents' after-tax earnings. As with earnings gains for children, whether one should include parents' earnings gains in WTP depends on the underlying economic model. Suppose parents have access to private-market substitutes for full-day UPK and make labor supply choices optimally. In that case, the welfare benefits of earnings gained from access to UPK may be fully offset by the disutility of work and should not be included in WTP. Alternatively, if parents lack access to full-day care in the private market, they may value additional earnings up to dollar-for-dollar. In this model, access to UPK is best thought of as a scarce opportunity to make a high-return investment in one's own human capital. A third possibility is that parents make labor supply choices that are statically optimal but do not internalize the dynamic returns to job continuity (Costa-Ramón et al., 2024). In this case, gains in earnings during pre-kindergarten may be welfare neutral, while gains in future earnings may be welfare-enhancing. See Online Appendix I for details.

The data provide some guidance about which approach to choose here, but are not conclusive. In particular, the evidence that parents face constraints on access to full-day care outside the UPK program is strong but not definitive. The two primary points in favor of this proposition are the limited hours of care available at non-UPK childcare centers (see Section 4.3 and Online Appendix G) and parents' qualitative reports of challenges balancing work and childcare when not enrolled in UPK, documented below in Section 8. These points supplement the observation that childcare may also be hard for parents, and any disutility of market work should likely be measured relative to this benchmark rather than traditional "leisure." We therefore present estimates that include parents' after-tax earnings gains in willingness to pay, estimates that exclude parents' earnings, and estimates that include only earnings realized after pre-kindergarten.

Measurement proceeds as follows. To compute the reduction in out-of-pocket costs, we take our cost results from Table 4 and assume that this reduction applies for nine months per year and that the average years enrolled in the pre-kindergarten program is 1.56.[19] We estimate a $5,200 reduction in out-of-pocket costs. For parents' earnings and children's earnings we use the procedures described above in our discussion of net costs, now focusing on after-tax income. Panel (b) of Figure 6 reports the value of each possible component of willingness to pay discussed here.

5.3 MVPF results and decomposition

Panel (c) of Figure 6 reports our estimates of the MVPF of UPK under a variety of assumptions about the inputs to willingness to pay. Each group of bars presents a series of MVPF calculations under a different treatment of the WTP inputs, with a description listed on the horizontal axis. Within each group, the different bars decompose the overall MVPF by excluding different elements from the calculation. Table 7 reports MVPFs and 90% CIs for these estimates as well as for additional MVPF calculations.

Our first result here is that the overall MVPF of UPK is high regardless of how we compute willingness to pay. This result is shown in the leftmost dark orange bars in

[19] This is the average change in UPK enrollment for the lottery compliers and is estimated using the same framework as our other IV estimates but with years of UPK as the outcome.

each group. When WTP is set to net government cost, we find an MVPF of 10.04 (90% CI=$[1.81, \infty]$): the policy generates ten dollars in benefits for each dollar of government expenditure. Recall that this MVPF deviates from one only due to the fiscal externality from child and parent earnings.

Moving to the right, our most conservative assumption on WTP does not include parent earnings at all, and values UPK as the sum of the reduction in parent costs and the increase in children's earnings. Here we find an MVPF of 4.53 (90% CI=$[0.60, \infty]$). Adding parents' after-tax earnings back into the WTP raises the MVPF to 39.56 (90% CI=$[3.96, \infty]$), i.e., almost \$40 in benefits per dollar of government expenditure. Including only the share of parents' earnings gains realized after pre-kindergarten yields an MVPF of 32.67 (90% CI=$[3.29, \infty]$).

If one believes that NHPS' UPK programs had achievement effects similar to those reported in previous studies, these effects rise further. As reported in Panel A of Table 7, we estimate infinite MVPFs for all WTP assumptions when we impute children's earnings gains on the basis of Lipsey et al. (2018) or Gray-Lobe et al. (2023). This result follows directly from our analysis of net costs above, which showed that government net costs were negative in these two scenarios.

Our second result is that measuring earnings gains for parents is crucial to understanding the return on UPK investments. The dark purple bars second from left in each group report results from MVPF calculations that exclude parent earnings from both the WTP (when applicable) and the net costs. The resulting MVPFs are much lower. Using our cost-based approach to WTP, we find an MVPF of 1.03, just above the minimum possible value of 1. This is because the fiscal externality from children's additional earnings is small. Hedonic approaches that exclude parent income yield an even lower MVPF value of 0.46.

This finding holds regardless of how we compute earnings gains for children. The light orange and white bars, third and fourth from the left in each group, repeat the no-parents MVPF calculation from the second bar, but replace our baseline estimates of kids' score effects with alternate earnings projections based on an assumption that children's scores rise by 0.4σ as in Lipsey et al. (2018) or that UPK raises rates of college-going by an amount similar to Gray-Lobe et al. (2023). MVPFs rise slightly under these alternate assumptions, but remain close to one.

Our third finding is that the gains for parents alone—i.e., excluding benefits for children—yield high MVPF values. The rightmost bar in each group reports MVPF estimates that exclude children's earnings gains from both WTP and net costs. Using cost-based WTP, the no-kids MVPF is 7.83. Hedonic values range from 2.65 under the conservative OOP-only WTP to 29.98 when all parent income is included in WTP.

5.4 Comparison to other programs

From a policy perspective, the crucial question is how gains from UPK compare to other potential uses of the funds. Figure 7 reproduces a key plot from Hendren and Sprung-Keyser (2020), adding points for the "no-parent" and "no-kid" MVPF estimates for New Haven's UPK program, as well as for Cascio (2023)'s UPK MVPF estimate, which excludes parents.[20] The horizontal axis is the age of the beneficiary, and the vertical axis is the value of the MVPF. The point that Hendren and Sprung-Keyser (2020) make using their version of this plot is that there are many child-focused programs that yield high and even infinite MVPFs. These include increases in school spending, health insurance for children, and expansions in college access, among others. In contrast, relatively few programs targeted at adults yield high MVPFs. In particular, many labor market programs for adults, including work incentives such as the EITC and recent increases in top tax rates, have MVPFs near one.

Placing the UPK MVPFs on this graph makes two points. The first is that a "no-parent" evaluation of UPK (i.e., one that excludes earnings gains for parents from WTP and net costs) does not offer a high MVPF compared to other child-focused policies. The benefits for children from UPK are relatively modest regardless of how they are calculated, and the other child-focused options offer high returns.

The second is that, even excluding gains for children, UPK offers high returns compared to other policies targeting adults. The "no-kid" UPK MVPF (i.e., excluding gains for children) is higher than the MVPF for all the job training policies, all the unemployment insurance policies, and all the cash transfer policies (the category which includes EITC, Paycheck plus, and Negative Income Tax programs) evaluated in Hendren and Sprung-Keyser (2020).[21]

5.5 Alternate cost-benefit calculations

Online Appendix I considers various alternative approaches to MVPF calculation. Our estimates are qualitatively similar under a variety of different assumptions, such as using alternate tax rates, using survey measures of substitution across programs rather than administrative measures, or an alternative construction of per-pupil expenditure based on Kabay et al. (2020). When WTP is the net subsidy received by families, the lowest alternate MVPF is 2.3. We obtain this value under the assumption that a) capacity constraints on alternative childcare programs bind, so there are no cost

[20] Cascio (2023) reports MVPFs under different assumptions about program costs. The estimate we plot assumes that UPK program outlays are equal to K-12 spending on a per-pupil basis because that assumption most closely matches our spending analysis for the NHPS program.

[21] Katz et al. (2022) note that there are sector-specific training programs, such as Year Up, which may have MVPFs well above one if observed early earnings gains, not included in Hendren and Sprung-Keyser (2020)'s main analysis, persist.

savings from program substitution, and b) the benefits to children who gain access to alternative programs due to the new open seat are zero. We regard this as a loose lower bound because it ignores the potentially large gains for children and parents from gaining access to non-UPK childcare programs, as documented in Kline and Walters (2016) and other studies, while simultaneously assuming a worst-case scenario regarding the costs of those programs.[22] Online Appendix I reports estimates of two alternate summary measures: the cost-benefit ratio and net social benefit (García et al., 2020; García and Heckman, 2022).

6 Distributional Effects

6.1 Family income

The fundamental difference between UPK and other major pre-kindergarten programs, such as Head Start, is that UPK is not means-tested. Differences in alternative childcare options and career trajectories across the income distribution suggest that effects on children and parents may be heterogeneous along this margin.

To explore how the costs and benefits of UPK enrollment vary across the income distribution, we split our sample into three groups based on terciles of median household income in the Census block group where the student lived at the time of application. We use this measure rather than individual income because mother's income between childbirth and pre-kindergarten may not be a useful proxy for household income in the long run. We estimate Equation 1 within each group for our main childcare, earnings, and educational outcomes. We report our findings in Table 8.

An important preliminary point here is that the UPK program draws students mainly from low- and middle-income families. Even the higher-income families in our analysis fall in the middle of the population distribution. As reported in Figure 8, neighborhood median incomes for the middle tercile of the applicant pool fall between about \$40,000 and about \$70,000. \$70,000 is approximately the mean of the population distribution for households with children in New Haven County. Similarly, as reported in Table 8, the mean individual income for control compliers in the second tercile during pre-kindergarten is \$34,324 per year. For control compliers in the third tercile, it is \$43,226. In 2022, median individual income for workers in the US was about \$39,000 (in 2015 dollars).

Panel A of Table 8 reports how UPK enrollment affects childcare usage in each

[22] Results are similarly robust for our other constructions of willingness to pay, except when WTP is conservatively assumed to only include out-of-pocket costs and kids' future after-tax wage gains, where two of the thirteen estimates are below one. One has to work hard to push the UPK MVPF down to levels commonly observed for active labor market policies.

income tercile. Focusing first on hours, we find that point estimates for weekly gains are larger in the middle and top terciles (11 and 12 hours) than in the bottom tercile (7 hours). Though standard errors in the split survey sample are fairly large, these estimates suggest that gains in access to childcare coverage persist through relatively high income levels.

Turning to substitution across programs, we find that all three income groups substitute away from other forms of outside-the-home childcare when they enroll in UPK. We find no evidence of an increase in the extensive margin of childcare use for any income tercile. We do see differences in the kinds of programs from which students in different terciles substitute. Bottom-tercile students enrolling in UPK are more likely to substitute away from Head Start according to both survey and administrative records. Middle- and top-tercile students mainly substitute away from other paid options.

Reductions in childcare costs from UPK enrollment increase with income. For bottom-tercile families UPK enrollment does not reduce childcare costs. For middle-tercile families, UPK enrollment reduces costs by $400 per month, or $3,600 per school year. For upper-tercile families, costs fall by $552 per month, or about $5,000 per school year. The broad story is one where low-income families shift from other subsidized options and experience small effects on hours and costs. Top- and middle-tercile families both experience increases in hours and reductions in costs, with particularly large cost reductions for top-tercile families.

Differential substitution patterns translate to differences in educational treatment effects. Panel B of Table 8 reports these results. UPK enrollment raises test scores for middle-tercile students by 0.30σ. Effects are negative (though noisily estimated) in the bottom tercile and close to zero in the top tercile. As reported in Online Appendix Table A.3, within terciles, effects are similar across the cognitive, social, and physical KEI subscores.

Figure 9 plots test score effects by grade and neighborhood income tercile. In the middle tercile, we see a classic fade-out/fade-in pattern, with score effects going to zero in elementary grades and then rising again in grades seven and eight. For the upper- and lower-tercile groups, we see no evidence of score gains in any grade. By seventh and eighth grade, point estimates for upper- and lower-tercile students are negative and economically large, though also statistically noisy. As shown in Online Appendix Figure A.3, we generally cannot rule out null effects on absenteeism and grade retention in any grade.

One story consistent with our findings on substitution patterns and score gains is that there is a “doughnut hole” in access to high-quality pre-kindergarten at middle income levels. Low-income students have access to subsidized care, and higher-income students can access high quality private programming. In the middle of the income distribution, access to subsidized care is more limited and high-quality private options are out of reach.

Parents' earnings effects are also heterogeneous across the income distribution. Panel C of Table 8 reports these findings for our Poisson IV estimates. We find earnings gains in the neighborhood of 25% for middle- and top-tercile families during pre-kindergarten. Earnings gains for bottom-tercile families have a point estimate of 10.6%, and we cannot rule out a null of no effect at conventional levels. After pre-kindergarten, effects remain high for top- and middle-tercile families for at least six years, although standard errors are, in some cases, large. Effects for the bottom tercile are again zero. Our results are consistent with findings that gains from expanded work hours are larger for (relatively) higher-skilled workers, who may be in better position to climb the career ladder (Kuhn and Lozano, 2008; Cortés and Pan, 2019). Taking both educational and labor market effects into account, lower-middle-income families appear to be the biggest beneficiaries of the UPK program.

6.2 Cost-benefit analysis by income

A natural question to ask about untargeted programs like UPK is whether it might be possible to obtain similar benefits with more desirable distributional properties through a means test. We repeat our MVPF analysis from Section 5, re-estimating the parameters used in the MVPF calculations within neighborhood income tercile. For our main estimates, we project children's earnings based on tercile-specific gains in kindergarten scores from Table 8.

The central result here is that MVPFs are infinite (i.e., net costs of UPK are negative) in the top two terciles because that is where earnings gains are largest. Figure 10 repeats the net government cost analysis from Figure 6 but split by tercile of neighborhood income. Upfront costs are similar across the three groups. The small differences we do see are driven by differences in the number of years enrolling students in each group attend a UPK program. Savings from government costs are largest for the lowest tercile (roughly \$13,000, compared to \$8,000-\$9,000 in the upper terciles) because this group is more likely to substitute away from other subsidized programs. Additional tax revenue from children is fairly small relative to costs across all three groups. The additional tax revenue from parents is much larger in terciles two and three (\$18,000 and \$20,000, respectively) than in the bottom tercile (\$3,000). Together with the program substitution effects, the additional tax revenue from parents is large enough to push net costs negative in the top two terciles.

In short, the bulk of the return to UPK expenditure comes from middle- and higher-income families within the applicant pool. Recall that given the income distribution within our sample, even the upper tercile of the distribution consists mainly of middle-class people who are often the target of work support programs. For example, for a single household head with one child, the maximum AGI value for EITC eligibility in 2022 was just under $40,000 (in 2015 dollars), similar to the mean individual income in our top tercile.

6.3 Other demographic categories

Table 9 reports the effects of UPK on parents' earnings by race, relationship to child, and family structure using our preferred Poisson specifications. Columns report results for different samples in the time period listed in the horizontal panel.

The first three columns report results by race and ethnicity. We observe limited evidence of earnings gains for parents of Black students and large effects for parents of White students. Parents of Hispanic students fall in between. These results mirror our finding that earnings effects are larger at higher income levels: complier means are highest for parents of White students, lowest for parents of Black students, and in the middle for parents of Hispanic students.

Columns 4-8 of Table 9 restrict the sample to applications after 2013, when the application form encouraged listing multiple adults and recorded the relationship between the adult and the child. Column 4 shows that estimates from the post-2013 sample are very similar to estimates from the full sample. Splitting by the relationship between the adult and the child (columns 5 and 6), we find evidence of sustained gains for both mothers and fathers. We cannot reject the null that effects for mothers and fathers are equal during ($p = 0.505$) and after pre-kindergarten ($p = 0.748$).

In the final two columns, we split by observed family structure: specifically, whether one or two parents are listed on the application form. We cannot reject the null that effects for the two groups are equal during pre-kindergarten ($p = 0.693$). After pre-kindergarten, gains for one-parent families are larger, though again we cannot reject the null that effects are equal ($p = 0.645$).

7 Discussion

7.1 Credit constraints and the market for childcare

We show that parents' earnings returns from enrolling their children in UPK outstrip the costs of childcare provision. That the returns to public provision are so large presents a puzzle: why can't parents randomized out of NHPS UPK purchase a similar product on the private market? In principle, it would seem possible for private providers facing a similar cost structure to NHPS to provide a similar product and charge parents a price somewhere between the cost of provision and the earnings return for the parent.

One plausible answer to this question is that parents face credit constraints. As discussed in Cameron and Taber (2004) in the context of higher education, credit-constrained individuals may forgo human capital investments that are profitable at market interest rates if those investments pay off over time but need to be financed with cash up front. We find that investments in childcare have this structure: most of the earnings payoff for parents is realized after pre-kindergarten is over. In terms of credit supply, we would expect constraints to bind more tightly in childcare markets than in higher education markets. Banks do not offer loans for childcare expenses (US Department of the Treasury, 2021).

Our findings are quantitatively consistent with a role for credit constraints. We estimate that enrolling in UPK increases after-tax family income by \$10,549 during pre-kindergarten, while the additional childcare costs are \$10,174. On average, earnings gains realized during pre-kindergarten are fully offset by childcare costs. Given the similarity in average values, it is likely that childcare costs are larger than contemporaneous earnings gains for many families.

To sum up, our finding that UPK access pays off over the long run—not just while children are enrolled in pre-kindergarten—helps rationalize the surprising absence of privately-provided substitutes. We also note that, if credit constraints do bind, they provide a rationale for transfers to parents of young children that is not captured by our MVPF analysis above—namely, that the marginal value of consumption for this group is high. See Online Appendix I for details.

7.2 Policy design and the quality-quantity tradeoff

States seeking to expand UPK at a given budget face a tradeoff between raising program quality and raising hours coverage.[23] Our findings indicate that UPK programs that span the work day can have large economic returns. Similarly-priced investments in UPK quality would need to have very large effects on child outcomes to match the gains we see for parents. To illustrate this point, we compute the UPK effects on child test scores that would be required for the no-parent MVPF reported in Figure 6 to match the no-kid MVPF of 7.83. We find that UPK would need to raise children's scores by about 1.9σ. This is equal to about 2.5 times the estimated IQ gains for four and five-year-olds from the Perry Preschool project (Heckman et al., 2013) and three times the largest estimates of UPK score effects of which we are aware (Cascio, 2023).

In practice, NHPS UPK programs appear to have been (at minimum) comparable in quality to Head Start or to the private programs chosen by top-tercile applicants and higher quality than the programs chosen by middle-tercile applicants. As a consequence, the New Haven UPK program raised parents' earnings without compromising

[23]Povich (2024) discusses the challenge of expanding hours in UPK programs.

outcomes for children. As Cascio (2015, 2021) points out, this is rare in an international context. For example, public childcare in Quebec raised earnings for women but reduced long-run well-being for children (Baker et al., 2008, 2019), while public childcare in Norway improved long-run outcomes for children but did not affect women's labor market outcomes (Havnes and Mogstad, 2011b).

7.3 Comparison to other childcare interventions

The contemporaneous earnings effects we estimate are similar to those observed for universal childcare programs in other contexts or for children of different ages. For example, Gelbach (2002) studies the expansion of kindergarten programming in the US and finds that kindergarten enrollment raises contemporaneous earnings for mothers by 24%. Lefebvre and Merrigan (2008) and Lefebvre et al. (2009) study the expansion of childcare programming in Quebec and find that childcare access raises mother's earnings by \$3,000 to \$6,000 annually on a base of \$30,000 to \$40,000 and that gains persist after children age out of the program. Our results are also consistent with results for increasing the length of the kindergarten school day. Gibbs et al. (2024) studies the impacts on maternal labor supply from increasing kindergarten from part- to full-day, using variation across states and over time from 1992-2022. They find that moving from part- to full-day kindergarten increases maternal employment by 4.5 percentage points, with both increases in part-time and full-time work. Similar to our findings, the gains are broadly realized and not only for disadvantaged mothers.

8 Subjective effects and qualitative reports

The findings from our empirical analysis are consistent with survey respondents' stated priorities when forming preferences over preschool programs and with their beliefs about how access to UPK programming affected their lives. Panel (a) of Figure 11 describes how respondents valued different program attributes when choosing where to enroll their child in pre-kindergarten. Our survey asked applicants to rate the importance of six different attributes on a 1-5 scale, with one being "not important" and five being "very important." Location and schedule, the two attributes we asked about that are most closely tied to work opportunities, are among parents' top priorities, with mean importance scores ranging from 4.3 to 4.6 across groups. These values are slightly below the average rating parents assign to teachers, where values range from 4.6 to 4.7. However, they are well above mean ratings for class size or school peers, two other potentially important academic inputs, for which reported values range from 3.5 to 3.9. Parents appear to be thinking about their own work lives when they make pre-kindergarten choices for their children.

Panel (b) of Figure 11 describes parents' beliefs about how access to the NHPS UPK programs affected their lives (if they enrolled in a UPK program) or would have affected their lives (if they did not). 76% of parents whose children enrolled in a UPK program report that enrolling in the program allowed them to work more. Though somewhat below the 91% share who report that enrolling in a UPK program led to a better pre-kindergarten experience for their child and the 85% who report less stress about money, this is still a large share. Findings are similar for survey respondents whose children did not attend UPK: 67% think that attending would have helped them work more, 79% think it would have improved their child's pre-kindergarten experience, and 87% think it would have reduced financial stress. These reports support the findings from our main analysis that UPK enrollment raises parent earnings while reducing out-of-pocket costs. They also suggest that UPK programs may benefit children in ways that are not captured by test scores.

We asked parents who said that UPK enrollment did or would have helped them work more what kind of job changes UPK enabled. Online Appendix Figure A.4 tabulates responses to this question. The modal response was that UPK allowed (or would have allowed) the respondent to increase their hours (54% in the untreated group, 33% in the treated group); many respondents also reported that UPK allowed another household member to increase their hours (16% in the untreated group, 15% in the treated group). These responses are consistent with our findings of increased labor supply during pre-kindergarten in both the administrative and survey data.

Qualitative responses provide some additional insight into the channels through which UPK access affected parents' labor market outcomes. Parents who did not fit into one of the survey-provided types of labor market gains (e.g., "increased hours," "got a full-time job," "switched part-time to full-time"; see Online Appendix Figure A.4) were prompted to enter a text description of the job change, and many did.

These responses illuminate the diverse channels through which UPK can improve current and future labor market outcomes and the challenges facing parents trying to purchase similar care on the private market. A major theme was the ability to maintain existing jobs. One respondent wrote, "I was able to continue working full time. Without the program I would've had to quit my job." Some respondents specifically credited wraparound care for increased hours. One wrote that "[because my child] was in before and after care programs, I was able to stay at work and not have to leave early" while another described how "after school hours were available which enabled us to pick up later." These reports included expressions of regret from those who did not gain enrollment: "I could have worked a different full time schedule—more normal hours. My husband and I ended up doing what felt like shift work [so that] I could pick up [my child] at 3:00 when the private preschool program ended." Others credited the program for improved productivity while they were working, writing, for example, that "[I] was better able to focus on work during the time worked" or that "I was able to focus more because I work from home." Finally, some respondents reported that UPK enabled them to invest in human capital likely to pay off in the future. One reported that she started an accelerated nursing program. Another described how they were "a full time college student and both parents graduated with bachelor's degrees."

These responses paint a picture in which UPK helps people work in their preferred jobs, work more, work more effectively, and invest more in their careers. This is consistent with our finding of sustained labor market gains after children age out of UPK.

9 Integration effects

While the primary purpose of this paper is to understand how UPK affects parents' earnings and what this means for the financial cost-benefit proposition that UPK poses, the legislative purpose of the magnet program that eight of the nine UPK sites we study belong to is to racially integrate schools by bringing White and Asian-American children from nearby suburbs into urban districts. In Online Appendix J, we present results showing that, because many suburban students who enroll in the UPK program stay in NHPS after pre-kindergarten, the program raises the share of White and Asian-American students in the district, especially in early grades.

10 Conclusion

This paper uses randomized assignment to an extended-day UPK program in New Haven, Connecticut to study how access to UPK affects labor market outcomes for parents. We find that UPK enrollment raises parent earnings by 21.7% during the pre-kindergarten years, and that these gains persist for at least six years following pre-kindergarten completion before fading out.

A cost-benefit calculation incorporating academic gains for children and cost offsets from substitution away from alternate pre-kindergarten programs shows that the MVPF from UPK enrollment is high. Incorporating the fiscal externality from parents' income gains reduces the net government costs UPK by 90% relative to what we would have obtained without access to data on parent earnings. Our benchmark estimates, which we believe are fairly conservative, value UPK at net cost and yield an MVPF of 10: the program yields $10 in benefits for each dollar of government costs. An otherwise identical calculation that omitted gains for parents would have estimated an MVPF of 1.03. We conclude that the labor market gains for parents are crucial to the accurate cost-benefit evaluation of UPK programming. In cost-benefit terms, contemporary extended-day UPK programs are perhaps best thought of as high-return active labor market policies for adults.

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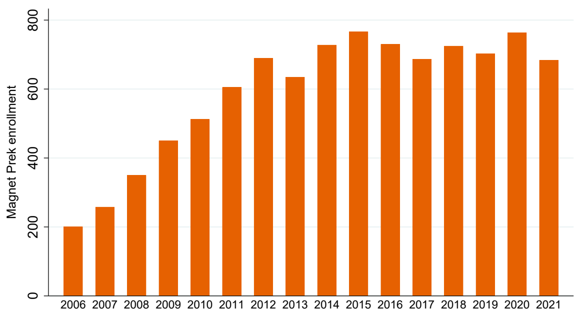
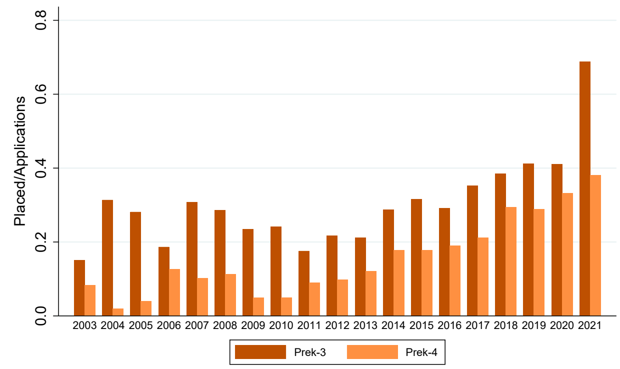
Figures

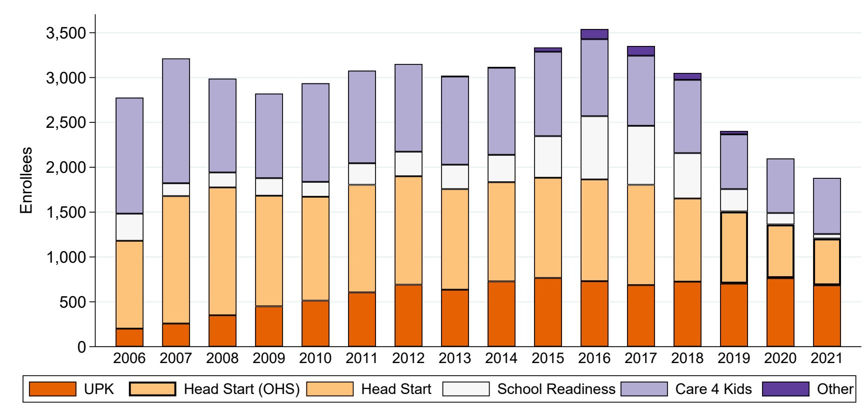
Figure 1: New Haven pre-kindergarten enrollment and applications



(a) UPK enrollment



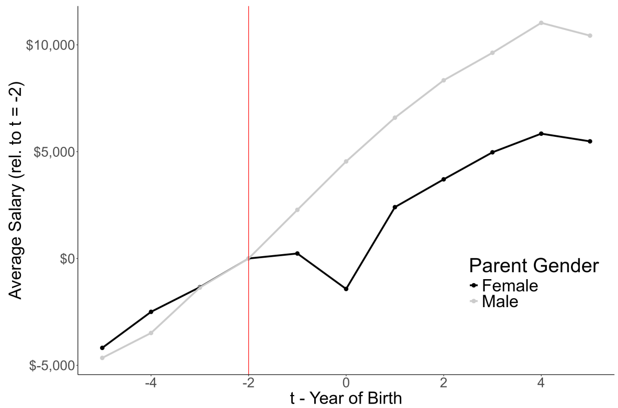
(b) Oversubscription by grade



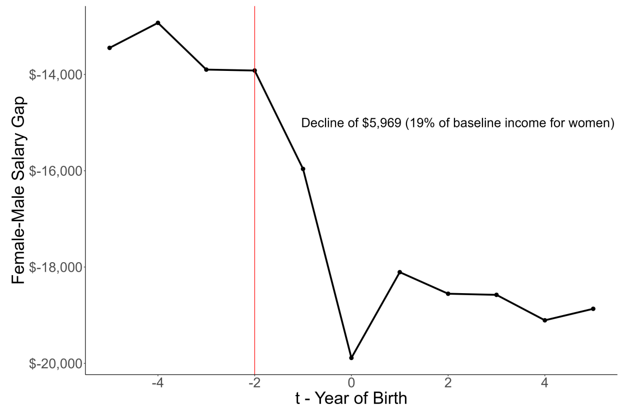
(c) Enrollment in programs with subsidies

Notes: Panel (a): total enrollment in NHPS UPK programs by year. Panel (b): the ratio of placement counts to unique applicants by application grade and lottery year. Panel (c): enrollment in subsidized New Haven pre-kindergarten programs among three- and four-year olds by application year. Head Start enrollment counts are imputed from 2019, 2020, and 2021 OHS data. Care 4 Kids, School Readiness, and Other enrollment bars impute unique enrollment counts from data on enrollment spells, using the ratio of spells to unique students among applicants to the UPK program. Source: authors' calculations from NHPS data, CT Department of Education data, CT Office of Early Childhood data, and aggregate data from the Office of Head Start. See Section 2 for details.

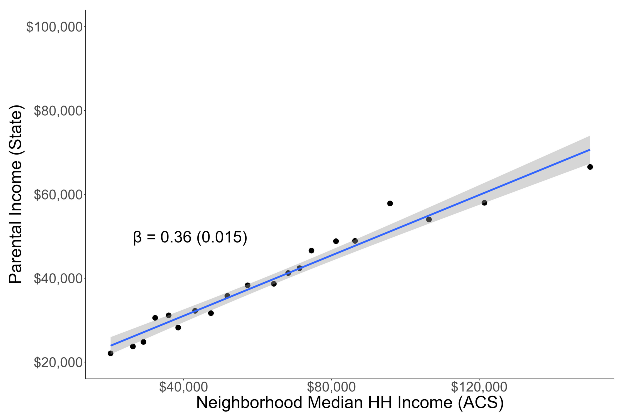
Figure 2: Validating administrative and survey data



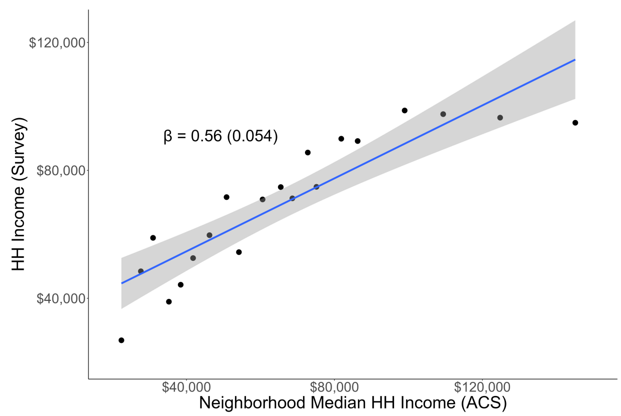
(a) Mothers' and fathers' income around childbirth



(b) Parental income gap around childbirth



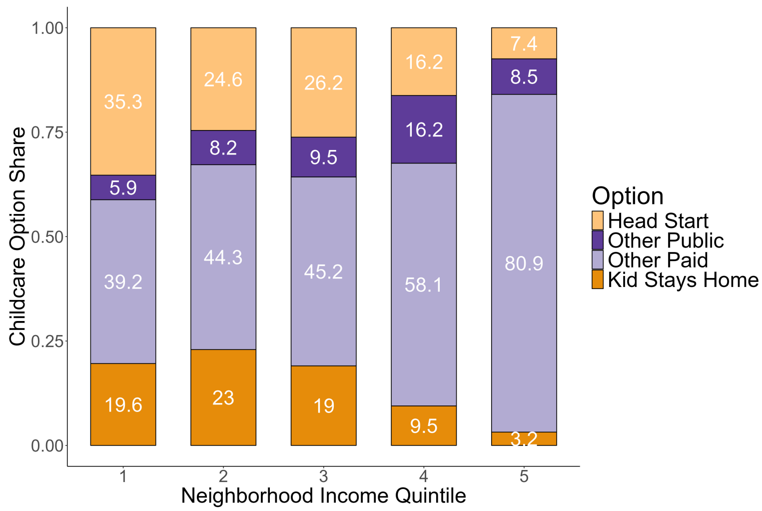
(c) Parental income (state) vs. HH income (ACS)



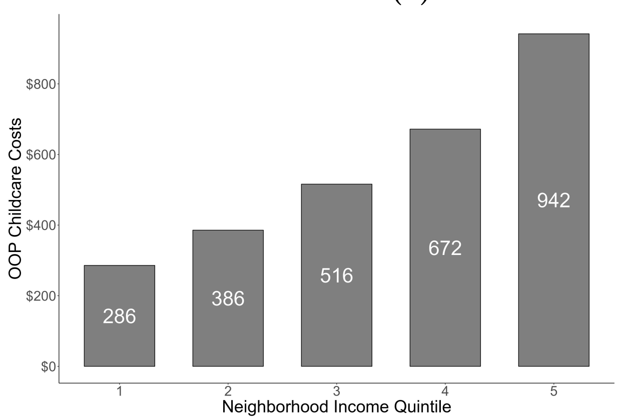
(d) HH income (survey) vs. HH income (ACS)

Notes: Panels (a) and (b) show the evolution of mothers' and fathers' incomes around the year of birth for future UPK applicants. Panel (a) normalizes incomes to 0 in period t = -2 and plots mothers' income in black and fathers' income in gray. Panel (b) plots the gap between moms' and dads' incomes over time. The red vertical line indicates two years before a child's birth. Panels (c) and (d) show binscatter plots of median household income at the Census block level from the ACS against parental income taken from administrative records (Panel c) and household income reported in the survey (Panel d). Panels (c) and (d) also plot the regression line and report the slope. See Section 3 for details.

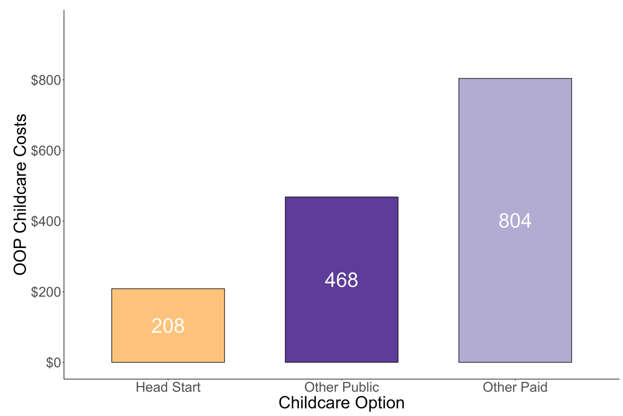
Figure 3: Outside options and out-of-pocket costs in survey data



(a) Childcare Options by Income



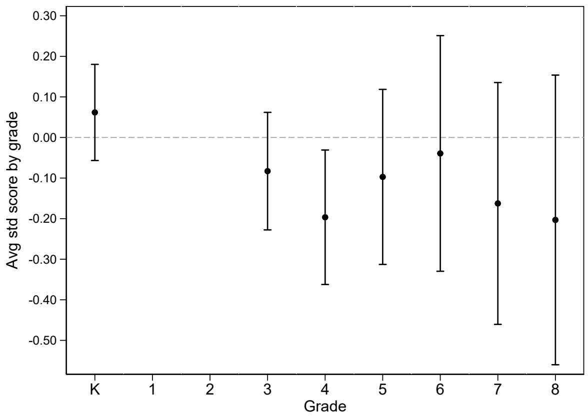
(b) OOP Costs by Income



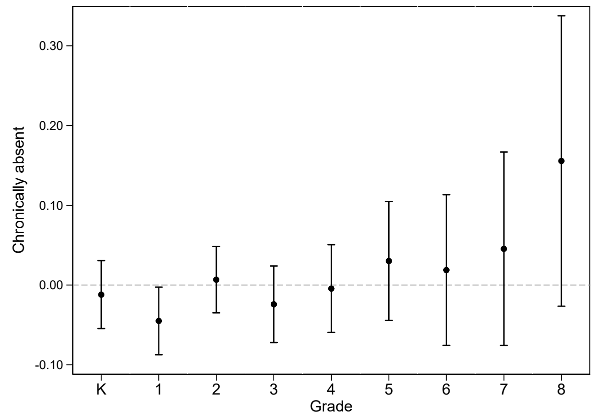
(c) OOP Costs by Childcare Type

Notes: This figure shows the composition of outside options for childcare and the out-of-pocket (OOP) costs associated with them based on data from our survey of lottery applicants. Panel (a) shows the composition of non-UPK childcare options for children who applied but did not enroll in UPK. Each bar shows the composition for a specific neighborhood income quintile based on the median ACS household in the Census block group where the child lived at the time of the UPK application. Panels (b) and (c) show the average monthly OOP costs by ACS income quintiles and by non-UPK pre-kindergarten type. See Section 3 for details.

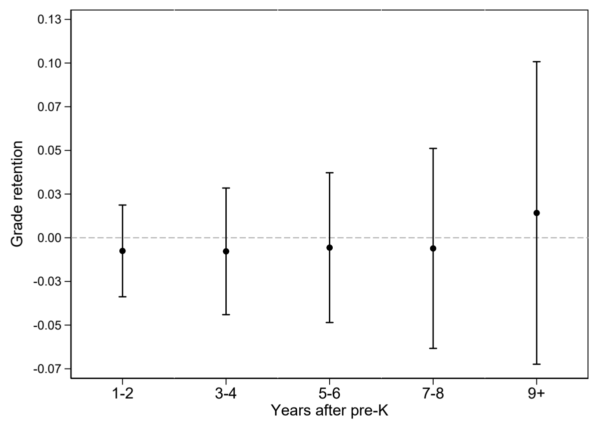
Figure 4: The effects of UPK on children's academic outcomes



(a) Test scores



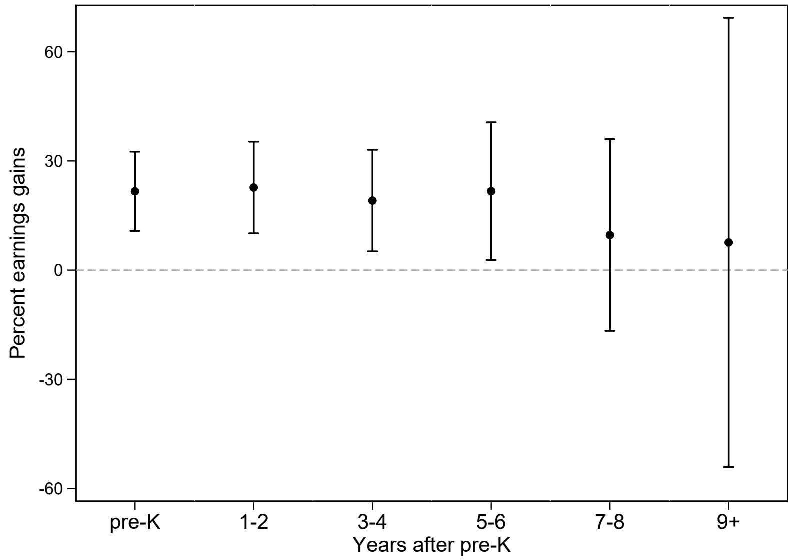
(b) Chronic absenteeism



(c) Grade retention

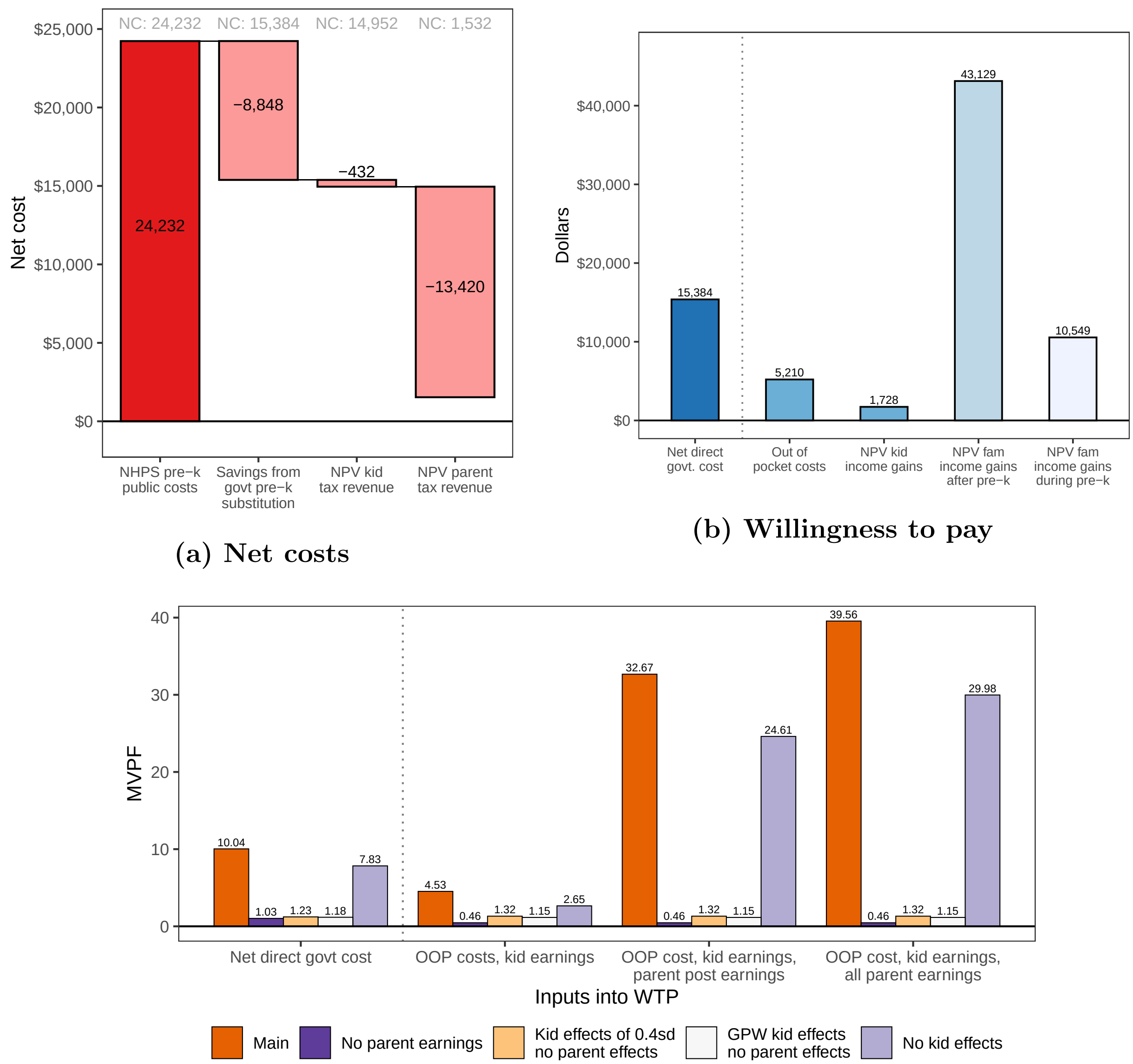
Notes: This figure shows IV estimates of the effect of UPK enrollment on average standardized test scores, chronic absenteeism, and grade retention. Panels (a) and (b) show effects by grade, and (c) shows effects by years after pre-kindergarten. Test scores in Panel (a) are standardized to have a mean of 0 and variance of one by grade and cohort. Chronic absenteeism in Panel (b) is measured using Connecticut's definition: missing 10 percent or more of the total number of days enrolled during the school year. Grade retention for Panel (c) is a cumulative indicator for ever being retained up to that point. Each point estimate uses all available observations in a given grade for students subject to random assignment. Black dots correspond to point estimates with the surrounding error bars indicating the 90% confidence interval.

Figure 5: The effects of UPK on parent earnings



Notes: This figure reports Poisson IV estimates where the outcome is parent income in dollars and the endogenous regressor is UPK enrollment. We report $exp(\hat{\beta}) - 1$, which is an estimate of the proportional change $(E[Y(1) - Y(0)]/E[Y(0)])$. Each point is an effect estimate (and associated 90% CI) for the time interval reported on the horizontal axis. All estimates include control for demographics and assignment propensities; see Section 4.1 for details. The sample consists of all lottery records for which parent earnings information is available over the specified time horizon. See Section 4.5 for discussion and Online Appendix H for details on the Poisson specification.

Figure 6: MVPF and inputs into willingness to pay and net costs



(a) Net costs **(b) Willingness to pay**

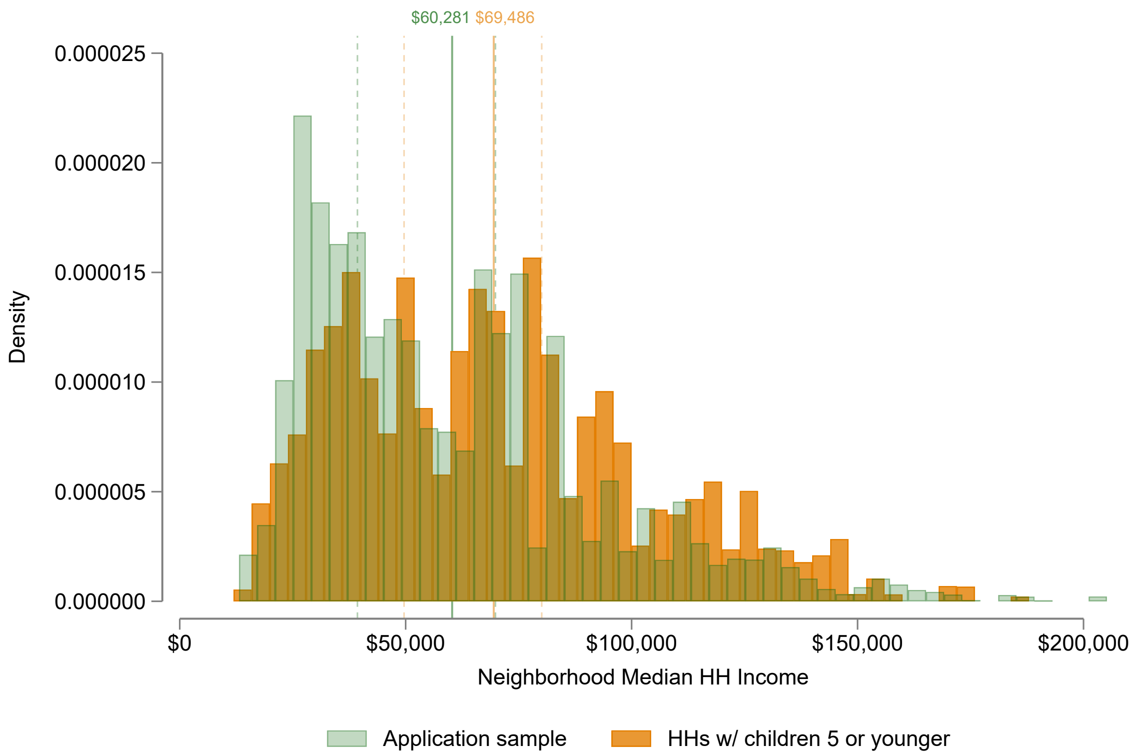
(c) MVPF

Notes: Panel (a): Net government costs of UPK provision are constructed by summing four different inputs. We add inputs sequentially, moving from left to right on the graph. (1) The direct public costs of providing the magnet pre-k slot (dark red bar), (2) the public savings from substitution away from other publicly funded pre-k and childcare programs, (3) changes in discounted tax revenue due to the estimated changes in kids' earnings, and (4) changes in discounted tax revenue due to changes in parents' earnings. Panel (b): we consider five possible inputs to willingness to pay (WTP) for UPK. (1) Net direct government cost (dark blue bar), (2) reduction in out-of-pocket costs, (3) child income gains estimated using changes in kindergarten test scores, (4) parental earnings gains after pre-k, (5) parental earnings gains during pre-k. Panel (c): we construct MVPF estimates using four different approaches to computing WTP (listed under each group of bars) and under five different inclusion/exclusion criteria for the overall MVPF calculation (bars within groups). The "Net direct govt cost" bars compute WTP based on cost of provision. The other three sets of bars use hedonic WTP estimates that include the inputs listed in the row labels. See Section 5.2) for details. Within each group, the "Main" bars include all available inputs to the MVPF calculation, and compute earnings gains for children based on our estimates of score effects. The "no parent earnings" bars remove parent earnings from both costs and WTP (as applicable). "Kids' effects of 0.4sd" assumes test score gains of 0.40 standard deviations and "GPW Kids' effects" assumes kids benefit through increased college enrollment as reported in Gray-Lobe et al. (2023), in both cases continuing to ignore parent earnings effects. "No kid effects" puts parents' earnings back in and removes increases in kids' earnings from both the net costs and WTP. See Section 5 for details.

Figure 7: MVPF estimates across programs and program categories

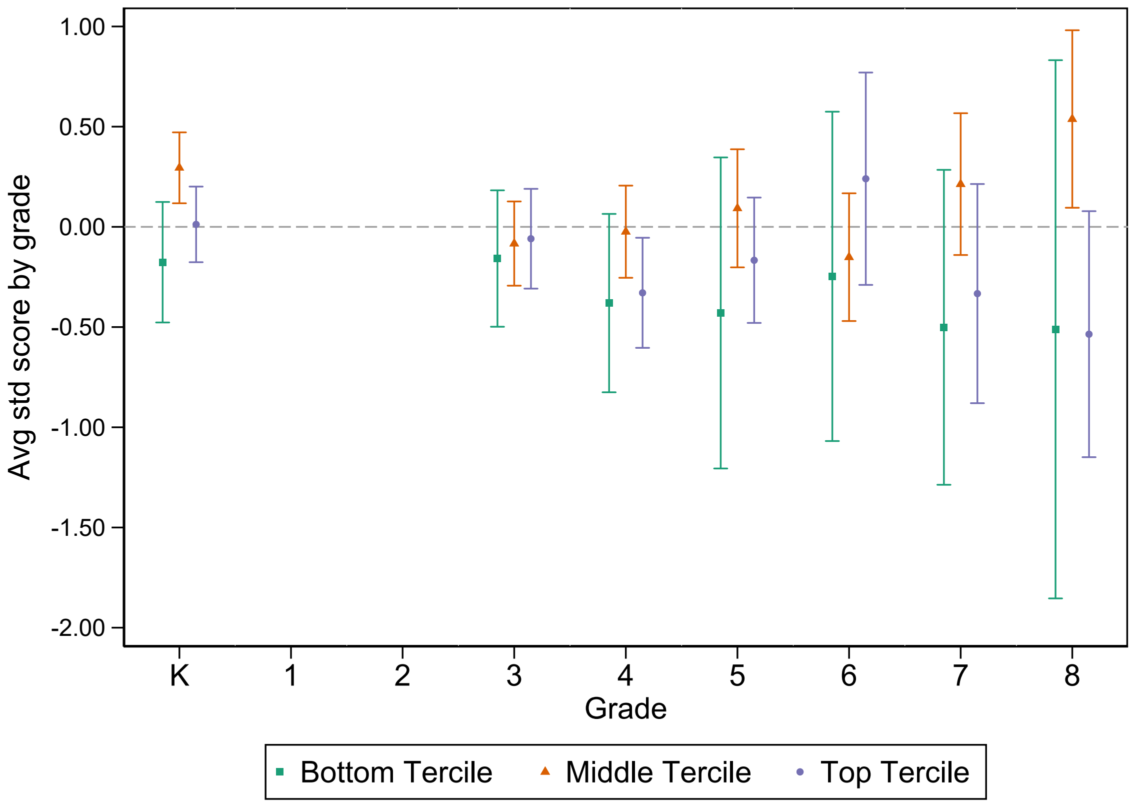
Notes: This figure combines our own calculations of MVPFs for New Haven's UPK program with Cascio (2023)'s estimated MVPF for UPK and with estimates of other MVPF values for other program types from Hendren and Sprung-Keyser (2020). The horizontal axis is the age of program beneficiaries. The vertical axis is the MVPF value, pooling all values from $[5, \infty)$. The points labeled "NH UPK (no par, ...)" report MVPFs that exclude earnings gains for parents from the calculation, under different assumptions about what children's gains are. "Baseline" is the estimated score gains in NHPS data. "High test" assumes a pre-kindergarten score gain of 0.4 as in Lipsey et al. (2018), with earnings gains projected using Chetty et al. (2011). "GPW returns" assumes children's gains from the NHPS UPK program are as implied by the Gray-Lobe et al. (2023)'s estimates of four-year college attendance, projecting earnings gains using Zimmerman (2014). "NH UPK (no kid...)" report MVPFs that exclude earnings gains for children from the calculation. "incl par earn", "govt. cost", "no par earn", and "incl par post earn" represent the four different assumptions we make about inputs into willingness to pay, which we believe likely bracket the true value. See Section 5.2. Lighter gray points are other policy evaluations reported in Hendren and Sprung-Keyser (2020). See Section 5 for details.

Figure 8: Neighborhood income distribution for applicants and households with children under age six



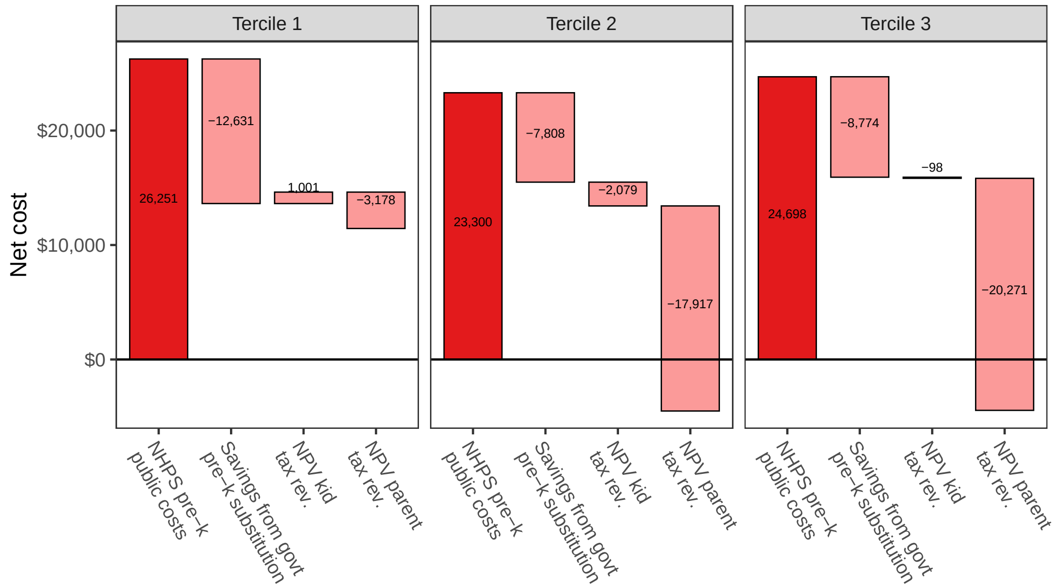
Notes: Distribution of neighborhood median household income in the sample of UPK applicants (light green bars) and all households with children under age six in New Haven County (orange bars). Source: block-group data from the 2019 ACS 5-year sample. Solid vertical lines represent each sample's mean, with the value shown on top of the lines. Dashed lines to the left and right represent each sample's 33.3rd and 66.7th percentiles, respectively. The 33.3rd and 66.7th percentiles in the applicant distribution are $39,323 and $69,868 respectively. For NH county, these values are $49,645 and $80,106. See Section 6 for details.

Figure 9: The effects of UPK on test scores by grade and family income tercile



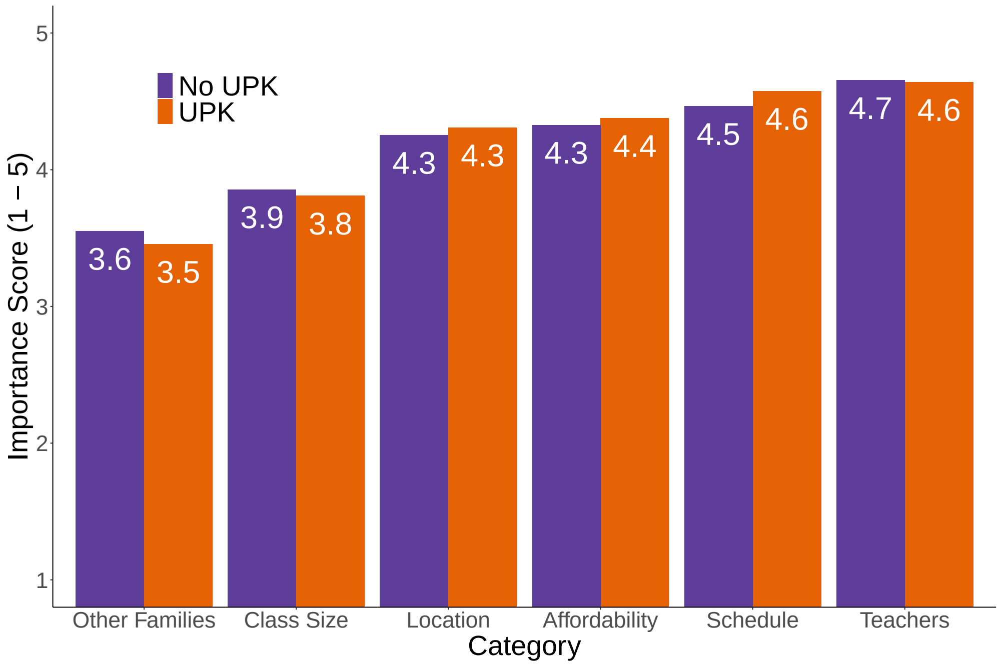
Notes: This figure shows IV estimates of the effect of UPK enrollment on standardized test scores by grade and tercile of ACS median block-group household income. Dots are point estimates. The surrounding error bars show 90% confidence intervals. See Section 6 for details.

Figure 10: Inputs into net costs by neighborhood income tercile

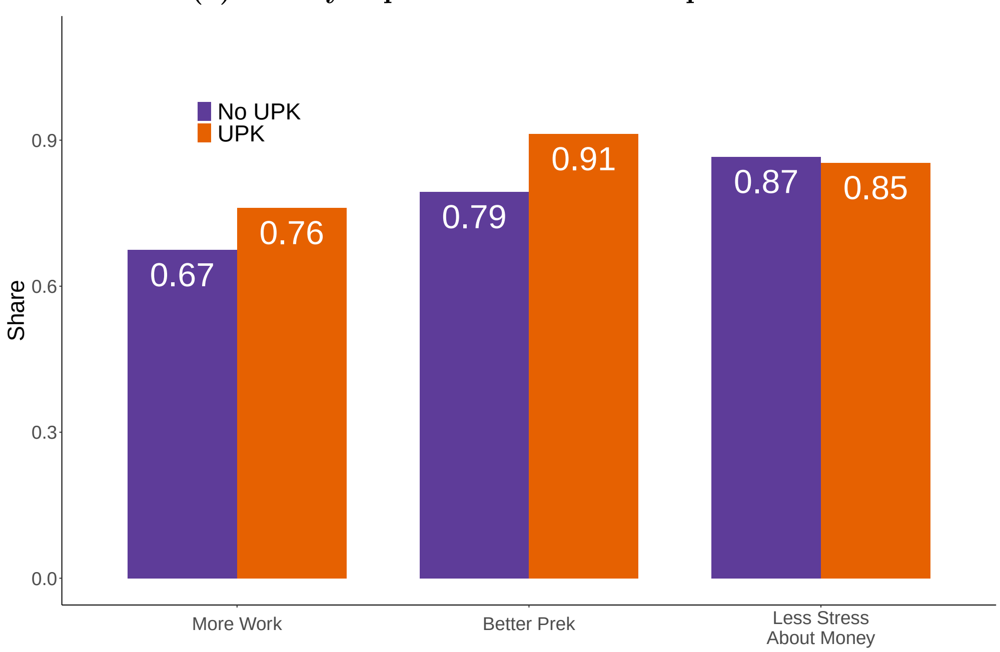


Notes: This figure reports the inputs into UPK program net cost by tercile of ACS median block-group household income. Inputs to net cost are added sequentially from left to right. The dark red bar on the left of each panel shows the direct public costs of providing the UPK slot. The second bar from the left shows the public savings from substitution away from other publicly funded pre-k and childcare programs. The third bar from the left shows the changes in discounted tax revenue due to the estimated changes in kids' wage income. The fourth bar shows the changes in discounted tax revenue due to changes in parents' wage income. See Section 6 for details.

Figure 11: Reported priorities and subjective treatment effects



(a) Survey reports of attribute importance



(b) Survey reports of subjective treatment effects of UPK

Notes: Panel (a) describes survey respondents' stated priorities over different program attributes when choosing a preschool. Ratings are on a 1-5 scale, with one being "not important" and five being "very important." Panel (b) describes survey reports of subjective treatment effects. Applicants were asked whether they believed receiving a UPK slot did (if enrolled) or would have (if not enrolled) resulted in "you or other adults in your household being able to work more," "less stress about money," and "better pre-k education for [the child]." Bars report the share responding yes to each question. Purple "No UPK" bars in each panel report data for the group that did not receive UPK and orange "UPK" bars for the group that did. See Section 8 for details.

Tables

Table 1: Demographics in New Haven and Connecticut public schools

	NHPS	CT public schools
Asian	3.2%	5.2%
Black or African American	34.4%	12.5%
Hispanic	48.5%	30.0%
White	10.5%	47.5%
English Learners	20.5 %	9.7%
Free or reduced price meals	65.9%	42.4%
Students with disabilities	15.6%	17.1%

Source: This table reports population characteristics (expressed as percentages) for New Haven Public Schools (column 1) and all public schools in Connecticut (column 2). Calculations from the State Department of Education for the 2022-23 school year (Connecticut State Department of Education, 2023).

Table 2: Sample characteristics

	Lottery Sample	State Sample	Parent Earnings Sample	Survey Sample
Panel A: Lottery demographics				
Black	0.418	0.421	0.455	0.305
White	0.217	0.217	0.233	0.314
Hispanic	0.285	0.290	0.219	0.280
Female	0.506	0.505	0.507	0.519
Age at application	3.68	3.68	3.69	3.43
Pre-K 4 applications	0.479	0.485	0.495	0.258
New Haven applicant	0.617	0.617	0.586	0.576
ACS median HH income	59,708	59,729	61,591	65,905
Matched to state data	0.911	1.000	0.912	0.936
Matched to earnings	0.609	0.634	1.000	0.594
Survey respondent	0.043			1.000
Panel B: Lottery outcomes				
UPK assignment	0.251	0.246	0.244	0.419
UPK enrollment	0.265	0.282	0.276	0.546
Panel C: Test scores				
Avg std score K		0.123	0.160	
Avg std grade 3 test score		0.069	0.097	
Avg std grade 8 test score		0.038	0.041	
Panel D: Parent demographics				
Share with two parents	0.329	0.335	0.398	
Share of two parents post 2013	0.562	0.566	0.612	
Share of moms post 2013	0.690	0.691	0.676	
Any positive baseline income			0.863	
Baseline income (with zeros)			25,157	
Baseline log income (no zeros)			9.86	
Panel E: Survey data				
Employed full-time				0.696
Employed part-time				0.164
Hours worked per week				33.51
Respondent mom				0.897
N individuals	16037	13917	9162	840
N applications	18795	16485	10866	

Notes: This table shows the means of variables listed in the rows within samples defined by the columns. The "Lottery Sample" column describes the full set of UPK applicants who applied through the choice process. The "State Sample" column describes applicants matched to enrollment data. The "Parent Earnings Sample" column describes applicants whose parents we identify in the earnings data. The "Survey Sample" column describes applicants whose parents took the survey. Match rates reported in the lower part of Panel A are computed relative to attempted matches. Test scores in Panel C are standardized to have a mean zero and a standard deviation of one in the population of pre-kindergarten students in New Haven County. See Section 3 for details.

Table 3: Lottery design validation and first stage

	Comp Cont. Mean	Control Mean	NHPS sample	NHPS sample	State sample	Earnings sample	Survey sample
Panel A: Balance							
Black	0.347	0.430	-0.027	-0.006	-0.005	-0.011	-0.034
	(0.034)		(0.009)	(0.013)	(0.014)	(0.017)	(0.053)
White	0.246	0.199	0.034	0.009	0.008	0.014	0.060
	(0.028)		(0.007)	(0.011)	(0.012)	(0.016)	(0.050)
Female	0.565	0.509	-0.033	-0.028	-0.033	-0.019	-0.073
	(0.034)		(0.009)	(0.014)	(0.015)	(0.019)	(0.058)
Age at application	3.490	3.727	-0.010	0.002	0.008	-0.004	0.039
	(0.034)		(0.005)	(0.008)	(0.009)	(0.011)	(0.032)
ACS median HH income	63,609	58,651	1,510	-500	-272	-1,351	-3,664
	(2,176)		(575)	(777)	(828)	(1,066)	(3,983)
Pre-period income (dollars)	27,443	23,769				232	
	(2,286)					(949)	
Pre-period log income	10.022	9.775				0.027	
	(0.131)					(0.050)	
Any pre-period income	0.921	0.856				-0.006	
	(0.030)					(0.012)	
Earnings-weighted index			823	-41	25	-207	-526
			(197)	(260)	(277)	(357)	(1,317)
Joint test			0.000	0.522	0.384	0.840	0.384
Panel B: Match							
Matched to state	0.895	0.862	0.026	0.011			
	(0.027)		(0.005)	(0.009)			
Matched to earnings	0.759	0.616	-0.005	-0.006			
	(0.033)		(0.008)	(0.013)			
Matched to survey	0.053	0.028	0.007	0.012			
	(0.013)		(0.004)	(0.006)			
Panel C: First Stage							
Enrolled NHPS UPK	0.000	0.000	0.581	0.389	0.402	0.416	0.409
			(0.008)	(0.013)	(0.014)	(0.018)	(0.053)
Years NHPS UPK	-0.044	0.076	0.833	0.576	0.634	0.625	
	(0.030)		(0.013)	(0.022)	(0.023)	(0.029)	
Year and Grade FEs			✓	✓	✓	✓	✓
Admit prob. indicators				✓	✓	✓	✓
First stage partial F-stat			5,481.1	842.3	836.7	569.4	63.0
N individuals			16037	15931	13847	9078	829
N applications			18795	18669	16389	10753	

Notes: Panels A and B of this table report results from reduced-form versions of Equation 1, taking either predetermined student and parent covariates (Panel A) or indicators for match to the listed data source (Panel B) as the dependent variable of interest. The joint test in Panel A evaluates the hypothesis that all coefficients shown in a given column (except for the coefficient on the earnings-weighted index) as well as the coefficients for an additional set of ACS tract-level controls, shown in Table A.2, are zero. Panel C reports first-stage estimates of Equation 1 where the outcome is either following-year enrollment in an NHPS UPK program or years of enrollment in an NHPS UPK program. Columns 1 and 2 report the control complier and control group means of the dependent variable listed in the row. Columns 3-7 report regression results from a specification where the dependent variable is as listed in the table row and the controls and samples vary across columns. Each cell reports results from a separate regression. The reported estimates are coefficients on an indicator for being offered a UPK spot, with standard errors in parentheses. Column 3 uses all available application data and includes only grade-by-year fixed effects. Column 4 uses all available application data and adds controls for the P_i, as described in Section 4.1. Column 5 has the same controls as column 4, but restricts to application data that is successfully matched to state records. Column 6 has the same controls as column 4 but restricts to application data linked to parent earnings records. Column 7 restricts to the survey sample and uses the recentered instrument. Standard errors are clustered at the application level (columns 3-5 and 7), or two ways at the application and parent level (column 6). See Section 4.2 for details.

Table 4: UPK effects on childcare outcomes

	Comp Cont. Mean	Control Mean	State sample	State 2015-17	Survey sample
Panel A: Substitution					
Enrolled Head Start (admin)	0.203	0.202	-0.139	-0.194	
	(0.029)		(0.019)	(0.027)	
Enrolled School Readiness	0.066	0.086	-0.077	-0.064	
	(0.021)		(0.013)	(0.017)	
Care4Kids	0.186	0.197	-0.050	-0.017	
	(0.028)		(0.026)	(0.034)	
Any other SDE/OEC pre-k	0.456	0.350	-0.170	-0.157	
	(0.036)		(0.032)	(0.043)	
Any pre-k or childcare (admin)	0.624	0.540	0.392	0.372	
	(0.034)		(0.025)	(0.029)	
Enrolled Head Start (survey)	0.162	0.221			-0.192
	(0.151)				(0.068)
Other paid option (survey)	0.720	0.548			-0.623
	(0.183)				(0.082)
Another public option (survey)	0.144	0.097			-0.117
	(0.111)				(0.051)
Any pre-k or childcare (survey)	1.096	0.894			0.022
	(0.122)				(0.044)
Panel B: Usage intensity					
Weekly childcare hours	51.235	29.067			11.319
	(13.022)				(3.200)
Monthly OOP costs	487	620			-375
	(216)				(90)
First stage partial F-stat			837.7	592.4	63.0
N individuals			13842	3599	829
N applications			16331	4051	

Notes: This table describes how compliers substitute away from other programs when they enroll in UPK. Results are from IV estimates of Equation 1 where the outcome is as listed in the rows. All specifications include controls for assignment propensity and demographics as described in Section 4.1. Specifications using survey outcomes use re-centered instruments. The first two columns report complier control means and control group means. The third through fifth columns report the IV estimates for our different datasets. "State sample" is the set of applications matched to state records, with outcomes observed in state data. "State 2015-17" restricts the state sample to the 2015-17 application period, the years with the best coverage of other programs in the administrative data. "Survey sample" is the set of survey respondents, with outcomes observed in survey data. Panel A reports results from specifications where outcomes enrollment indicators for other pre-kindergarten programs. Outcome variables listed in the rows of Panel A are from administrative sources, except where "(survey)" is specified. For the rows, "Enrolled in Head Start", "Enrolled in School Readiness", "Care 4 Kids", and "Any other SDE/OEC pre-k" are indicators equal to one if a child enrolls in a program of the listed type in the administrative data. "Any pre-k or childcare" is an indicator equal to one if the child enrolls in any subsidized program, including UPK. The final four rows of Panel A report similar outcomes based on survey data. Panel B reports IV regressions where outcomes are measures of childcare usage based on survey data. "Weekly hours" reports the change in weekly hours of childcare or pre-k provided. "Monthly OOP costs" is the self-reported monthly cost of childcare. Standard errors are in parentheses and are clustered at the applicant level. See Section 4.3 for details.

Table 5: Labor market effects

	Income Cntrl Mn	Work Indicator	Income (Incl. 0s)	Poisson IV	Log Income	N individuals
Panel A: Earnings from admin data						
Pre-K years	34,363	0.057	5,461	0.217	0.209	10619; 10619; 10619; 8528
	(2,484)	(0.026)	(1,717)	(0.066)	(0.061)	
Years after pre-K 1-2	36,567	0.037	6,482	0.227	0.215	10282; 10282; 10282; 8025
	(2,781)	(0.028)	(2,216)	(0.077)	(0.068)	
Years after pre-K 3-4	35,001	0.050	6,413	0.191	0.187	9989; 9989; 9989; 7434
	(3,293)	(0.031)	(2,444)	(0.085)	(0.066)	
Years after pre-K 5-6	36,208	0.062	6,849	0.217	0.142	8221; 8221; 8221; 5860
	(3,607)	(0.040)	(3,197)	(0.115)	(0.090)	
Pooled post pre-k						
Years after pre-K 1-6	35,957	0.048	6,469	0.209	0.187	10282; 10282; 10282; 8224
	(2,818)	(0.028)	(2,258)	(0.079)	(0.058)	
Years after pre-K 7+	33,716	0.054	3,539	0.092	0.193	6128; 6128; 6128; 4235
	(6,662)	(0.076)	(5,824)	(0.212)	(0.178)	
Panel B: Earnings from admin data (Balanced)						
Pre-K years	36,574	0.044	4,377	0.153	0.187	9139; 9139; 9139; 7244
	(2,569)	(0.027)	(1,838)	(0.068)	(0.066)	
Years after pre-K 1-2	38,802	0.035	5,231	0.164	0.162	9141; 9141; 9141; 7084
	(3,080)	(0.029)	(2,279)	(0.073)	(0.068)	
Years after pre-K 3-4	36,547	0.042	6,248	0.181	0.196	9141; 9141; 9141; 6784
	(3,238)	(0.032)	(2,560)	(0.086)	(0.069)	
Pooled post pre-k						
Years after pre-K 1-4	37,674	0.039	5,740	0.172	0.180	9141; 9141; 9141; 7229
	(3,073)	(0.028)	(2,300)	(0.075)	(0.061)	
	Weekly Hrs Cntrl Mn	Employed FT	Employed PT	Hours/ week		
Panel C: Survey data						
During pre-k	27.87	0.221	-0.133	12.80		726; 726; 721
	(5.89)	(0.138)	(0.119)	(4.25)		
After pre-k	37.44	0.00	0.08	1.48		497; 497; 487
	(5.46)	(0.11)	(0.09)	(3.91)		

Notes: This table reports IV estimates of Equation 1 where outcomes are measures of parent earnings and labor supply. All specifications include controls for assignment propensity and demographics, as described in Section 4.1. Rows are samples defined by time relative to pre-kindergarten enrollment. Panels A and B report results obtained using administrative earnings records. Column 1 is the control complier mean of base-period income, in dollars. The remaining columns report regression results for different outcome variables or specifications. “Work indicator” takes a dummy for annual earnings (computed as the sum of earnings over 4 quarters) being greater than 0 as the outcome. “Income (incl 0s)” takes dollar income as the outcome, including zero income data points. “Poisson IV” takes dollar income as the outcome and estimates a Poisson regression using a control function approach (see Online Appendix H). For the Poisson regression, we report $exp(\hat{\beta}) - 1$, which is an estimate of the proportional change $(E[Y(1) - Y(0)]/E[Y(0)])$. “Log income” takes the natural log of income as the outcome, restricting to positive income values. Panel A uses all available data in each specification. Panel B restricts the sample to a balanced panel of individuals in cohorts that we can follow through four years after pre-kindergarten. Panel C uses survey records to estimate the labor supply effects of UPK enrollment. In Panel C, column 1 reports the control complier mean hours worked. Columns 2-4 report IV estimates for different labor supply outcomes from the survey. “Employed FT" is an indicator for if the respondent reported working full time. “Employed PT” is an indicator for if the respondent reported working part time. “Hours/week” is the hours per week the respondent reported working. Sample sizes for each specification are included in the last column. In Panels A and B, standard errors are two-way clustered at the applicant and parent level, except for the Poisson specification, where standard errors are estimated via bootstrap clustered at the at the application level with 500 bootstrap draws. In Panel C standard errors are clustered at the respondent level. See Section 4.5 for details.

Table 6: Career disruption

	Switch main industry	One job over \$ 4,000	Quarters earn. $\leq$ \$ 4,000 (Incl. 0s)	Total qts earn. $\leq$ \$ 4,000 since PK	N individuals
Disaggregated					
Pre-K years	-0.072	0.300	-0.206	-0.316	9205; 10621; 10727; 10727
	(0.027)	(0.108)	(0.097)	(0.143)	
Yrs after PK 1-2	-0.022	0.220	-0.152	-0.659	9010; 10285; 10391; 10391
	(0.024)	(0.117)	(0.096)	(0.267)	
Yrs after PK 3-4	-0.040	0.132	-0.094	-0.761	8385; 9990; 10096; 10096
	(0.024)	(0.117)	(0.094)	(0.392)	
Yrs after PK 5-6	-0.017	0.043	0.020	-0.318	6633; 8221; 8327; 8327
	(0.030)	(0.143)	(0.112)	(0.562)	
Pooled post pre-k					
Yrs after PK 1-6	-0.026	0.139	-0.087	-0.648	9476; 10285; 10391; 10391
	(0.017)	(0.104)	(0.078)	(0.360)	
Yrs after PK 7+	-0.030	0.015	0.064	-0.984	4964; 6128; 6234; 6234
	(0.043)	(0.267)	(0.167)	(1.117)	

Notes: This table reports IV estimates of Equation 1 where outcomes are measures of career disruption. All specifications include controls for assignment propensity and demographics, as described in Section 4.1. Rows are samples defined by time relative to pre-kindergarten enrollment. Columns are outcomes. "Switch main industry" is a binary variable equal to one if the applicant's top-earning industry in the current academic year differs from the prior year, conditional on being employed in the prior year, with unemployment in the current year also counted as a switch. "One job over \$4,000" counts the number of quarters in an academic year that an individual has exactly one job and that job pays at least \$4,000. "Quarters earn $\leq$ 4,000" counts quarters with earnings of less than \$4,000 in an academic year. "Total qts earn $\leq$ 4,000 since PK" counts the total number of quarters, including those in the present year, in which an individual has earned less than \$4,000 since the start of the pre-k years. Complier means for all specifications reported in Table A.4. Standard errors (in parentheses) are two-way clustered at the application and parent levels. See Section 4.5.2 for details.

Table 7: MVPF estimates using varying willingness to pay constructions

Specification	WTP is net direct govt cost	WTP is OOP costs, kid earnings	WTP is OOP costs, kid earnings, parent post earnings	WTP is OOP costs, kid earnings, all parent earnings
Varying Assumptions on Kids Effects				
Main (estimated kids' effects)	10.04	4.53	32.67	39.56
	[1.81, Inf]	[0.60, Inf]	[3.29, Inf]	[3.96, Inf]
Kids' effects of 0.4sd	Inf	Inf	Inf	Inf
	[2.60, Inf]	[2.74, Inf]	[5.61, Inf]	[7.19, Inf]
GPW kids' effects	Inf	Inf	Inf	Inf
	[2.37, Inf]	[2.30, Inf]	[4.90, Inf]	[6.30, Inf]
Excluding Parents or Kids				
Main, no kids' earnings gains	7.83	2.65	24.61	29.98
	[1.71, Inf]	[0.51, Inf]	[2.54, Inf]	[3.37, Inf]
Main, no parent earnings gains	1.03	0.46	0.46	0.46
	[0.98, 1.09]	[0.20, 0.77]	[0.20, 0.77]	[0.20, 0.77]
Kid effects of 0.4sd, no parent earnings gains	1.23	1.32	1.32	1.32
	[1.19, 1.27]	[1.07, 1.58]	[1.07, 1.58]	[1.07, 1.58]
GPW kids' effects, no parent earnings gains	1.18	1.15	1.15	1.15
	[1.15, 1.21]	[0.94, 1.39]	[0.94, 1.39]	[0.94, 1.39]

Notes: This table reports estimates of the MVPF of UPK under different assumptions about earnings effects for children (upper panel) and inclusion/exclusion criteria for parent and child earnings gains (lower panel), using four different constructions of willingness to pay (one in each column). The first column assumes parents value the program at its net direct government cost. The next three columns report results from different hedonic approaches to WTP calculation. The second excludes parental earnings from WTP and considers only change in out of pocket expenditures and kids future earnings. The third adds post-pre-k parental earnings, and the fourth considers all parental earnings. The first three rows show results under different assumptions about the effect of UPK on students. "Main" assumes the kindergarten score gains found in our analysis. "Kids' effects of 0.4sd" assumes test score gains of 0.40 standard deviations. "GPW Kids' effects" assumes kids benefit through increased college enrollment as reported in Gray-Lobe et al. (2023). The bottom four rows report results when excluding parents' earnings gains ("no parent earnings gains") or kids' earnings gains ("No kids' earnings gains") from the calculation. See Section 5 and Online Appendix I for details.

Table 8: UPK effects by family income tercile

	ACS 1st tercile		ACS 2nd tercile		ACS 3rd tercile	
	CCM	IV	CCM	IV	CCM	IV
Panel A: Substitution						
Weekly childcare hours (survey)	53.9	7.0	43.3	10.9	41.8	11.8
	(40.3)	(10.2)	(32.8)	(5.9)	(12.2)	(5.1)
Any pre-k or childcare (survey)	1.334	-0.036	0.944	0.063	1.081	-0.025
	(0.705)	(0.187)	(0.295)	(0.103)	(0.109)	(0.034)
Enrolled Head Start (admin)	0.308	-0.332	0.215	-0.190	0.065	-0.060
	(0.088)	(0.061)	(0.086)	(0.037)	(0.061)	(0.038)
Enrolled Head Start (survey)	0.417	-0.389	0.187	-0.190	0.219	-0.156
	(0.547)	(0.163)	(0.375)	(0.160)	(0.170)	(0.078)
Another public option (survey)	0.044	-0.052	0.111	-0.110	0.169	-0.151
	(0.233)	(0.061)	(0.218)	(0.100)	(0.168)	(0.084)
Other paid option (survey)	0.816	-0.565	0.597	-0.589	0.604	-0.660
	(0.754)	(0.192)	(0.416)	(0.168)	(0.247)	(0.113)
Monthly OOP costs (survey)	57	-68	596	-400	637	-552
	(727)	(132)	(468)	(188)	(312)	(145)
N individuals (survey)	175	175	250	250	273	273
N individuals (admin)	1402	1402	1281	1281	1259	1259
N applications (admin)	1558	1558	1397	1397	1400	1400
Panel B: Test scores						
Avg std score K	0.126	-0.176	0.168	0.295	0.217	0.012
	(0.138)	(0.183)	(0.156)	(0.108)	(0.095)	(0.115)
N individuals	2996	2996	2909	2909	2969	2969
N applications	3548	3548	3397	3397	3479	3479
Panel C: Parent Earnings						
Pre-K years	18,173	0.106	34,324	0.247	43,226	0.268
	(2,202)	(0.135)	(3,566)	(0.120)	(4,843)	(0.108)
Years after pre-K 1-2	20,064	0.034	36,826	0.277	42,390	0.293
	(2,348)	(0.155)	(4,326)	(0.159)	(5,588)	(0.138)
Years after pre-K 3-4	19,344	-0.063	36,776	0.351	41,100	0.176
	(2,462)	(0.140)	(4,529)	(0.150)	(6,178)	(0.138)
Years after pre-K 5-6	15,907	-0.015	36,629	0.336	43,238	0.192
	(5,086)	(0.282)	(5,077)	(0.232)	(7,532)	(0.157)
N applicants	3336	3336	3296	3296	3781	3781

Notes: This table reports IV estimates of substitution patterns, test score impacts, and parental wage income impacts by tercile of ACS median block-group household income. Terciles are computed based on the distribution of neighborhood median household income among lottery applicants, with the 2nd tercile starting at $39,323 and the 3rd tercile starting at $69,619. All specifications are IV estimates of Equation 1 except for parents' earnings which uses the Poisson specification and reports $exp(\hat{\beta}) - 1$ which is an estimate of the proportional change $(E[Y(1) - Y(0)]/E[Y(0)])$. See Online Appendix H for details. All regressions include controls for demographics and assignment propensity, as described in Section 4.1. Panel A reports substitution patterns from other pre-k programs, weekly hours of pre-k, and monthly out-of-pocket costs. The "Enrolled Head Start (admin)" row uses data from application years 2015-2017, when the administrative data on Head Start is most complete. Implausible values of the complier control mean for "Enrolled Head Start (admin)", "Monthly OOP costs", and "Another public option" for the first tercile are due to small samples. Panel B reports impacts on students' average Kindergarten Entrance Inventory (KEI) scores. See Online Appendix E for details. Panel C reports estimates on parental wage income gains. The first two columns report the control-group complier mean and the Poisson estimate for the lowest ACS median household income tercile, while the remaining columns report the same estimates for the 2nd and 3rd terciles. Standard errors are clustered at the child level in Panels A and B, and at the application level in Panel C. See Section 6 for details.

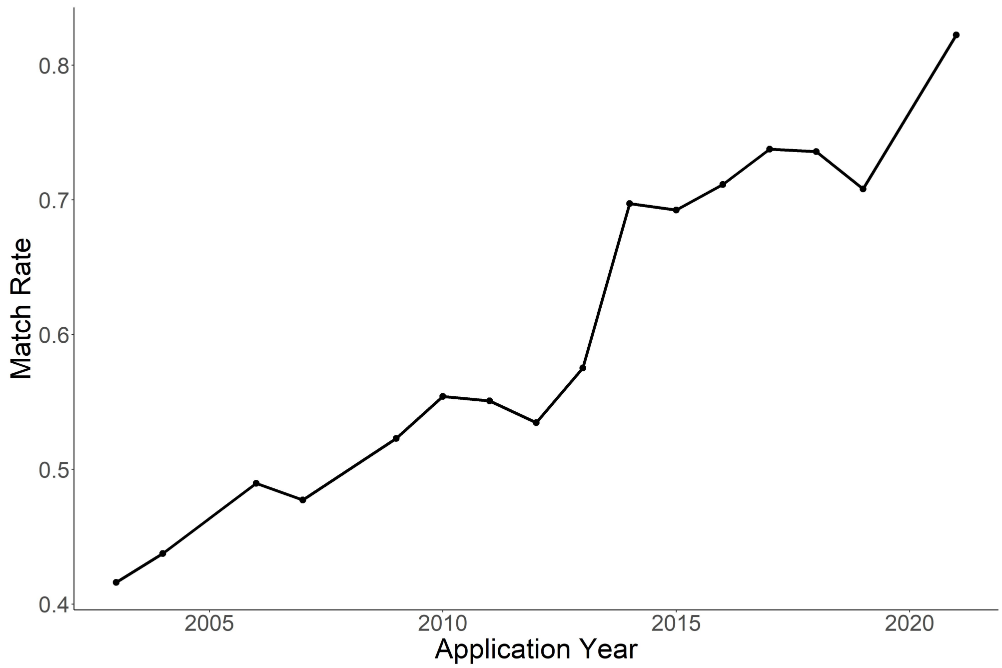
Table 9: UPK labor market effects by demographic group

	Black	Hispanic	White	Post 2013	Moms	Dads	1-Parent	2-Parents
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Pre-K years	0.141	0.174	0.385	0.221	0.199	0.281	0.181	0.244
	(0.100)	(0.144)	(0.162)	(0.068)	(0.081)	(0.116)	(0.089)	(0.112)
	[26,029]	[27,999]	[43,027]	[31,335]	[28,252]	[39,750]	[27,179]	[36,778]
	<3,757>	<3,220>	<7,517>	<2,467>	<2,717>	<5,257>	<1,966>	<6,817>
	{4770}	{2236}	{2434}	{6147}	{4996}	{2619}	{3944}	{1885}
Years after pre-K 1-2	0.043	0.129	0.513	0.233	0.187	0.292	0.152	0.245
	(0.110)	(0.171)	(0.205)	(0.085)	(0.103)	(0.125)	(0.103)	(0.133)
	[28,278]	[31,738]	[44,016]	[33,864]	[30,584]	[44,152]	[29,193]	[41,670]
	<4,373>	<4,376>	<6,381>	<2,828>	<2,924>	<5,020>	<2,726>	<6,537>
	{4629}	{2147}	{2354}	{5808}	{4718}	{2449}	{3769}	{1738}
Years after pre-K 3-4	0.043	0.237	0.424	0.183	0.218	0.123	0.224	0.114
	(0.117)	(0.207)	(0.214)	(0.087)	(0.118)	(0.133)	(0.123)	(0.147)
	[25,490]	[28,091]	[38,786]	[31,940]	[28,455]	[41,588]	[27,296]	[39,395]
	<4,520>	<4,328>	<7,891>	<3,160>	<3,061>	<4,936>	<2,938>	<5,961>
	{4524}	{2075}	{2308}	{5515}	{4489}	{2337}	{3593}	{1639}
Years after pre-K 5-6	-0.014	0.208	0.396	0.231	0.183	0.353	0.413	0.086
	(0.165)	(0.386)	(0.238)	(0.123)	(0.144)	(0.233)	(0.203)	(0.192)
	[25,458]	[29,882]	[36,410]	[27,328]	[27,378]	[31,891]	[22,135]	[37,348]
	<5,982>	<8,454>	<8,985>	<4,197>	<4,106>	<7,420>	<5,134>	<7,935>
	{3779}	{1629}	{1992}	{3747}	{3016}	{1532}	{2470}	{1048}

Notes: This table replicates the Poisson specifications from Panel A of Table 5 for different subsets of applicants. Columns 1-3 restrict the sample to parents listed on applications from Black, Hispanic, and White students. Columns 4-7 restrict the sample to applications in 2014 or later, as starting in 2014 information on guardians was collected systematically on applications. Column 4 restricts the sample to all applications in 2014 or later. Columns 5-6 restrict the sample to only mothers or only fathers listed on UPK applications. Columns 7-8 restrict the sample to parents listed on applications that had one or two parents listed. Labor market outcomes are reported for the period the child was in pre-k as well as 1-2 years, 3-4 years, and 5-6 years after pre-k. Estimates are derived from Poisson regression run on annual income (including 0s) as described in Online Appendix H. The table reports $exp(\hat{\beta}) - 1$, which is an estimate of the proportional change $(E[Y(1) - Y(0)]/E[Y(0)])$. Standard errors, in parentheses, are estimated via bootstrap using 500 bootstrap samples and are clustered at the applicant level. Complier control means are shown in square brackets. Their standard errors, shown between the <> signs, are estimated via bootstrap using 500 bootstrap samples and are clustered at the applicant level. The number of observations is shown in curly brackets. All regressions include controls for applicant race, gender, age, and neighborhood characteristics, as described in Section 4.1.

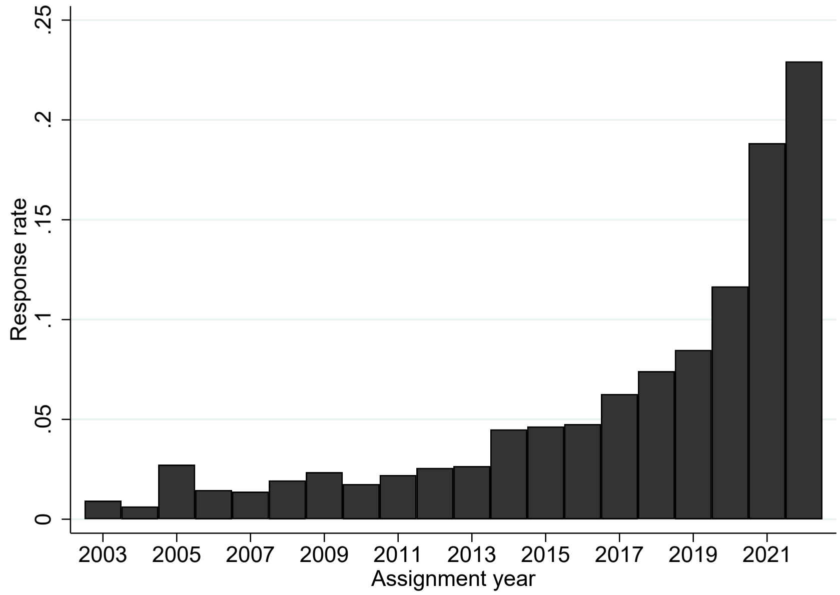
A Additional Tables and Figures

Figure A.1: Parental earnings match rate by application cohort



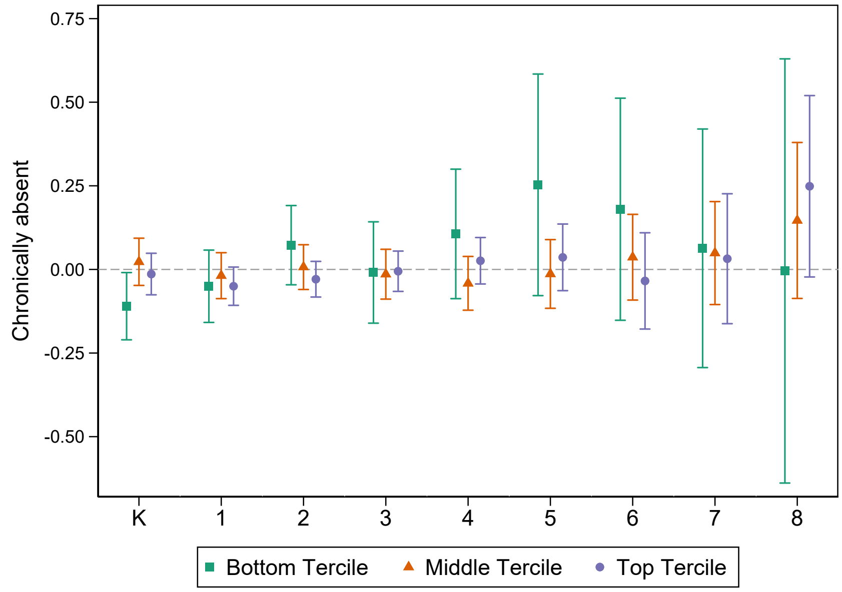
Notes: This figure shows the evolution of the match rate for parental earnings by application cohort. We can observe up to two contacts per applicant, usually one or both of their parents. We consider an applicant record matched if we can match at least one of their provided contacts to the administrative earnings records. We do not consider parental earnings for the 2005, 2008, and 2020 application cohorts. We did not recover historical records of the 2005 and 2008 application processes until after the merge with state records was conducted. As in our other analyses, we drop observations for the 2020 application cohort due to Covid. See Section 3 for details.

Figure A.2: Survey response rate by application cohort

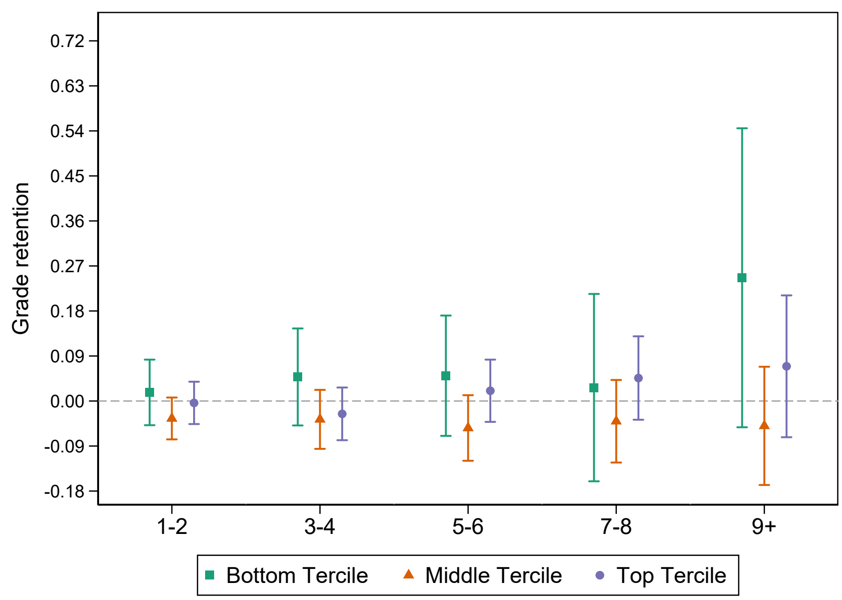


Notes: This figure reports survey response rates by application cohort. See Section 3 for details.

Figure A.3: Effects of UPK on children's academic outcomes by family income tercile



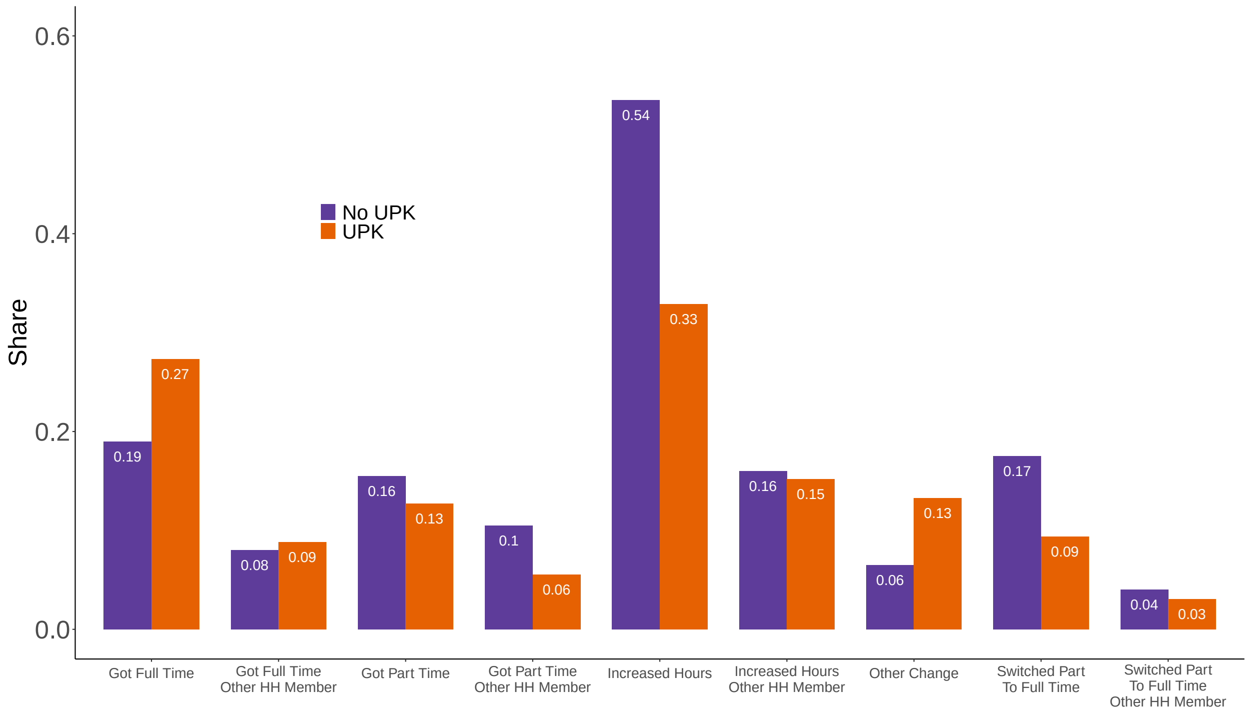
(a) Chronic absenteeism



(b) Grade retention

Notes: This figure shows IV estimates for the effect of UPK enrollment on chronic absenteeism and a cumulative indicator for ever being retained in a grade by tercile of ACS median block-group household income analogous to those presented in Figure 4. Dots correspond to point estimates with the surrounding error bars indicating the 90% confidence interval.

Figure A.4: Subjective treatment effects: type of increase in work for those reporting an increase



Notes: This figure reports the type of increase in work for survey respondents reporting that enrolling in a UPK program either did (if enrolled) or would have (if not enrolled) allowed them to work more. Purple "No UPK" bars in each panel report shares for the group that did not receive UPK and orange "UPK" bars report shares for the group that did. Responses are reported both for the survey respondent and for other household members (labeled with "Other HH Member"). See Section 8 for details.

Table A.1: Descriptive Statistics - Comparison Set

Variable	Comparison Set
Asian	0.04
Black	0.22
Hispanic	0.36
White	0.35
English learners	0.17
Free or reduced price meals	0.72
Students with disabilities	0.34
KEI Score	-0.03
N	54517

Notes: This table shows descriptive statistics for the comparison set of children enrolled in any public pre-kindergarten program in New Haven County during our sample period. See Section 3.2 for details.

Table A.2: Lottery design validation - All Variables

	Comp Cont. Mean	Control Mean	NHPS sample	NHPS sample	State sample	Earnings sample	Survey sample
Black	0.347	0.430	-0.027	-0.006	-0.005	-0.011	-0.034
	(0.034)		(0.009)	(0.013)	(0.014)	(0.017)	(0.053)
White	0.246	0.199	0.034	0.009	0.008	0.014	0.060
	(0.028)		(0.007)	(0.011)	(0.012)	(0.016)	(0.050)
Female	0.565	0.509	-0.033	-0.028	-0.033	-0.019	-0.073
	(0.034)		(0.009)	(0.014)	(0.015)	(0.019)	(0.058)
Age at application	3.490	3.727	-0.010	0.002	0.008	-0.004	0.039
	(0.034)		(0.005)	(0.008)	(0.009)	(0.011)	(0.032)
ACS median HH income	63,609	58,651	1,510	-500	-272	-1,351	-3,664
	(2,176)		(575)	(777)	(828)	(1,066)	(3,983)
Fraction renters	48.711	55.195	-2.412	0.071	-0.152	0.285	2.192
	(2.047)		(0.520)	(0.708)	(0.754)	(0.944)	(3.447)
Fraction HH below poverty	0.063	0.075	-0.002	-0.001	-0.001	0.001	0.004
	(0.004)		(0.001)	(0.001)	(0.002)	(0.002)	(0.006)
Fraction employed over 16	62.046	60.424	-0.254	0.098	0.228	-0.091	0.791
	(0.737)		(0.196)	(0.287)	(0.306)	(0.393)	(1.114)
Pre-period income (dollars)	27,443	23,769				232	
	(2,286)					(949)	
Pre-period log income	10.022	9.775				0.027	
	(0.131)					(0.050)	
Any pre-period income	0.921	0.856				-0.006	
	(0.030)					(0.012)	
Earnings-weighted index			823	-41	25	-207	-526
			(197)	(260)	(277)	(357)	(1,317)
Joint test			0.000	0.522	0.384	0.840	0.384
Year and Grade FEs			✓	✓	✓	✓	✓
Admit prob. indicators				✓	✓	✓	✓
First stage partial F-stat			5,481.1	842.3	836.7	569.4	63.0
N individuals			16037	15931	13847	9078	829
N applications			18795	18669	16389	10753	

Notes: This table expands the results reported in Table 3 by reporting reduced-form results for all variables used in the joint balance test. The reduced-form regressions are again following Equation 1 and take predetermined student and parent covariates as the dependent variables of interest. The joint test considers the hypothesis that all coefficients in a given column (except for the coefficient on the earnings-weighted index) are zero. Columns 1 and 2 report the control complier and control group means of the dependent variable listed in the row. Columns 3-7 report regression results from a specification where the dependent variable is as listed in the table row and the controls and samples vary across columns. Each cell reports results from a separate regression. The reported estimates are coefficients on an indicator for being offered a UPK spot, with standard errors in parentheses. Column 3 uses all available application data and includes only grade-by-year fixed effects. Column 4 uses all available application data and adds controls for the P_i, as described in Section 4.1. Column 5 has the same controls as column 4, but restricts to application data that is successfully matched to state records. Column 6 has the same controls as column 4 but restricts to application data linked to parent earnings records. Column 7 restricts to the survey sample. Standard errors are clustered at the application level (columns 3-5 and 7), or two ways at the application and parent level (column 6). See Section 4.2 for details.

Table A.3: The effect of UPK enrollment on KEI subscores

	Comp Cont. Mean	Control Mean	Overall	ACS 1st tercile	ACS 2nd tercile	ACS 3rd tercile
Avg KEI Score	0.178	0.099	0.062	-0.176	0.295	0.012
	(0.067)		(0.072)	(0.183)	(0.108)	(0.115)
Language Skills	0.131	0.104	0.108	-0.040	0.346	-0.064
	(0.077)		(0.082)	(0.208)	(0.122)	(0.133)
Literacy Skills	0.255	0.124	0.040	-0.182	0.295	-0.010
	(0.079)		(0.085)	(0.207)	(0.124)	(0.139)
Numeracy Skills	0.237	0.072	-0.018	-0.411	0.206	0.060
	(0.081)		(0.086)	(0.221)	(0.127)	(0.137)
Physical/Motor Skills	0.165	0.080	0.011	-0.029	0.273	-0.046
	(0.077)		(0.085)	(0.218)	(0.128)	(0.135)
Creative/Aesthetic Skills	0.116	0.090	0.113	-0.205	0.282	0.096
	(0.077)		(0.084)	(0.210)	(0.125)	(0.135)
Personal/Social Skills	0.161	0.123	0.117	-0.191	0.366	0.037
	(0.076)		(0.081)	(0.203)	(0.120)	(0.133)
First-stage partial F-stat			576.3	105.3	314.2	201.8
N			8716	2996	2909	2969

Notes: This table reports IV estimates of Equation 1 for the effect of UPK enrollment on the Connecticut Kindergarten Entrance Inventory (KEI). The first row reports results on the overall KEI score and subsequent rows report results for each of the six subscores. Complier control mean and control mean columns report statistics for the full sample. The three rightmost columns report IV estimates within samples defined by tercile of neighborhood median household income, as measured in the 2019 ACS. All scores have been z-scored by year. Clustered standard errors are in parentheses. See Section 4 for details.

Table A.4: Control complier means for specifications in Table 6

	Switch main industry	One job over $ 4,000	Quarters earn. ≤ $ 4,000 (Incl. 0s)	Total qts earn. ≤ $ 4,000 since PK	N individuals
Disaggregated					
Pre-K years	0.21	2.00	1.49	2.10	9205; 10621; 10727; 10727
	(0.02)	(0.12)	(0.10)	(0.14)	
Yrs after PK 1-2	0.17	2.08	1.46	4.70	9010; 10285; 10391; 10391
	(0.02)	(0.11)	(0.10)	(0.29)	
Yrs after PK 3-4	0.19	2.01	1.31	7.27	8385; 9990; 10096; 10096
	(0.02)	(0.11)	(0.10)	(0.46)	
Yrs after PK 5-6	0.15	2.05	0.99	9.13	6633; 8221; 8327; 8327
	(0.03)	(0.14)	(0.13)	(0.79)	
Pooled post pre-k					
Yrs after PK 1-6	0.17	2.05	1.29	6.73	9476; 10285; 10391; 10391
	(0.02)	(0.10)	(0.09)	(0.45)	
Yrs after PK 7+	0.18	1.97	1.01	13.52	4964; 6128; 6234; 6234
	(0.04)	(0.27)	(0.24)	(2.50)	

Notes: This table reports the complier control means for estimates in Table 6. See the note for that table and Section 4.5.2 for details.

B Assignment mechanisms

NHPS used a centralized process to assign students to UPK programs over our entire study period, from 2003 to 2022. However, the city's assignment mechanism and other elements of the application process changed several times over the period. This appendix describes changes in the NHPS UPK assignment system over time and how we use the data available under different assignment regimes to construct our school assignment instrument.

B.1 Assignment mechanisms and procedures

2003-2013

NHPS assigned students using an Immediate Acceptance (IA) mechanism with sibling and neighborhood priority, with ties broken using random draws. Students could apply to at most three schools. The mechanism was implemented by an IT consultant hired by the district, who wrote an NHPS-specific software package. Applications were primarily on paper, typically with one contact listed.

2014-2015

NHPS assigned students to schools using the "New Haven" mechanism, in which school preferences are lexicographic over 1) priority group (neighborhood, sibling, or both), and then 2) listed rank. Students apply to three schools. The district hired Smartchoice, a provider of school choice software to many districts, to implement the mechanisms. Application is primarily online, and applicants have the opportunity to list multiple contacts and define their relationship to the student.

2016-2017

NHPS returned to IA, and raised the maximum number of listed schools to four. The broader system continued to include neighborhood and sibling priority.

2018

NHPS continued as in 2016-2017, but added a priority system based on student zip code that comes after neighborhood and sibling preference in the lexicographic ordering.

2019

NHPS adopted a deferred acceptance (DA) procedure, keeping other process elements as in the previous year.

2020-2022

NHPS increased the length of the rank list from four to six. Other elements were unchanged.

B.2 Data on assignment processes and instrumental variable construction

The data we have about the assignment process changes when the district switches from the "old" procedure, a bespoke process run by a district-hired IT consultant, to the "new" procedure, run by a large purveyor of school choice services. This shift takes place after the 2013 assignment process.

2003-2013

Between 2003 and 2013, we observe applications, capacities, priorities, and realizations of the random lottery draws. We do not directly observe initial placement outcomes. Instead, we observe something closer to realized placements, inclusive of declined placements and the aftermarket processes through which NHPS filled declined spots.

To construct our UPK placement instrument, we simulate the school assignment process based on the applications, capacities, priorities, and realized values of the random draws. Using this simulation, we create an indicator equal to one if the student is assigned an offer in the main process. The feature of the data that lets us do this is that we observe the values of the randomized draws used to make assignments.

2014-2022

In 2014 and later, we observe applications, capacities, priorities, and initial placement outcomes. We use the presence of a main-round offer as our UPK placement instrument.

B.2.1 Simulated probabilities

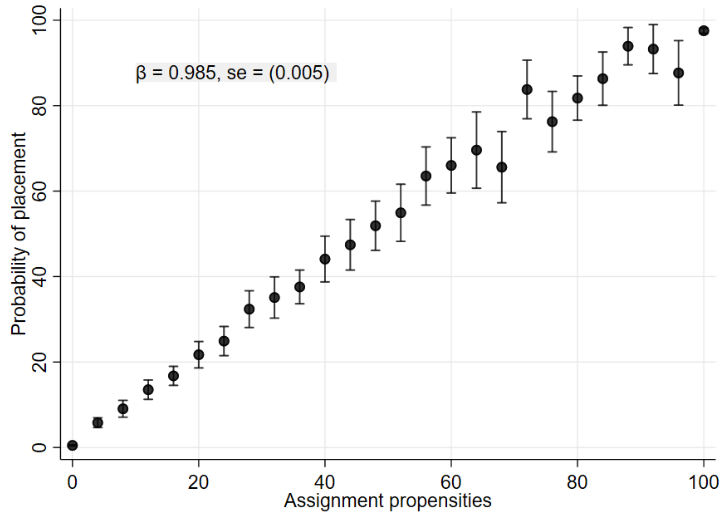
Our approach follows Azevedo and Leshno (2016) and Agarwal and Somaini (2018). We simulate random tiebreaker draws 500 times and run the assignment mechanism under each set of draws. We compute the admissions cutoff score in each simulation (based on the RSP+C representation of the mechanism), then take the average cutoff score across all simulations and use it to compute the assignment probabilities for each application.

B.2.2 Tests of simulation validity

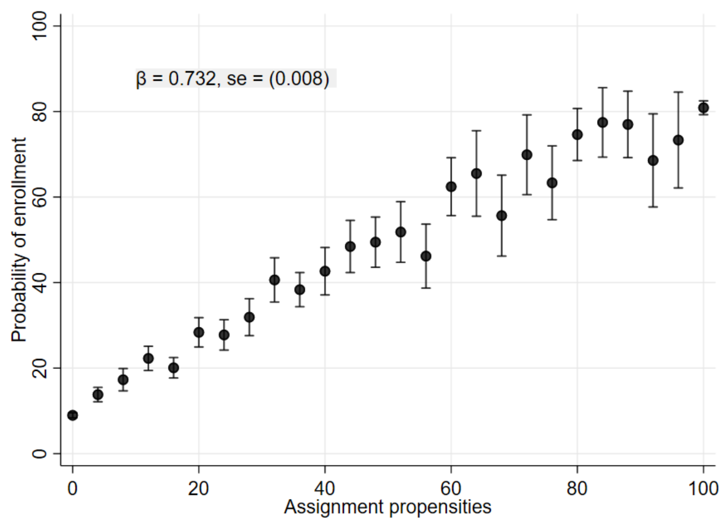
Our process for constructing the placement instruments Z_i and assignment propensities P_i relies on reconstructing the assignment process. To test the accuracy of our reconstruction, we regress an indicator for observed assignment on simulated assignment probability P_i. Panel (a) of Figure B.1 reports the results of this exercise. We see that, as predicted, observed assignment probabilities rise one-to-one with the simulated values.

We also see observed *enrollment* probabilities rising steeply with the P_i. We report these results in Panel (b) of Figure B.1. The slope here is not one-for-one, and we do not expect it to be due to noncompliance. However, the fact that enrollment rises steeply with simulated assignment probability helps confirm that our approach accurately describes the assignment and enrollment procedures that students encounter.

Figure B.1: Validating assignment propensities



(a) Placement



(b) Enrollment

Notes: Panel (a) plots the share of observed UPK assignments (vertical axis) against simulated assignment probabilities P_i (horizontal axis). Each dot represents a 5pp bin of values of P_i. The coefficient from a linear regression of observed placement on P_i is reported in the figure. Panel (b) has the same structure as Panel (a), but the vertical axis variable reflects the probability of enrolling in UPK.

C Details on other subsidized programs

This appendix describes how we calculate enrollment in various subsidized pre-kindergarten programs in New Haven and provides additional information on those programs. We aim to estimate the number of three- and four-year-old children enrolled in each subsidized pre-kindergarten program in New Haven from 2006 through 2022. We use data from the Connecticut State Department of Education (SDE), NHPS' Public Schools Information System (PSIS), Connecticut's Office of Early Childhood (OEC), and aggregate data from the federal Office of Head Start (OHS) to categorize five main program types and determine enrollment figures for each. See Section 3 for more details on each data source, and Section 2 for discussion of the counts we obtain from this exercise, which are reported in Figure 1, Panel (c).

C.1 UPK enrollment

See Section 2 for details on New Haven's UPK program. To calculate UPK enrollment, we use data from the SDE and the PSIS to track enrollment in New Haven UPK programs in each school year.

C.2 School Readiness

School readiness programs are funded through grants to high-need communities. To be eligible, a school must serve one of the 50 lowest-wealth towns in Connecticut, or be designated as a priority school. School Readiness preschool programs vary in the hours of care they offer (full-time, school-time, part-time, wrap-around) and family fees depend on the type of program, its duration, and family size. For example, for a full-time program, those earning less than 12% of State Median Income (SMI) have a weekly family fee that is equivalent to 4% of family income (if attended for the full year) and slowly increases up to 10% for those making more than 150% of SMI (Connecticut Office of Early Childhood, 2024).

For School Readiness program enrollment, we rely on data from SDE, PSIS and OEC. School Readiness enrollment is recorded in PSIS data (for children enrolled in New Haven), in SDE data (for children enrolled in publicly-run non-NHPS programs), and OEC data (for children enrolled in subsidized programs run by other providers). SDE and PSIS data are available across the full analysis period, but OEC data are available only from 2013-2019 and are most complete from 2016-2018. We keep data from facilities based in New Haven. We erase duplicates in cases where we can identify the same child and school year combination in multiple datasets. Using the deduplicated data, we count the number of unique children across years.

Data on enrollment in OEC files do not include identifiers for children enrolled in subsidized programs who did not match to our record of applicants to the New Haven UPK lottery. The data are identified at the level of the enrollment spell. It is possible one child may account for multiple enrollment spell observations. We estimate the number of unique children from the spell data using the ratio of spells to unique applicants among children that did match our records, then compute total School Readiness enrollment in each year by adding the scaled number of spells for non-applicant children to the number of unique individuals from our applicant records.

C.3 Care 4 Kids

Care 4 Kids offers families vouchers that can be used to pay for childcare. The program is primarily funded by the Federal Child Care Development Fund (CCDF) Plan. In addition to income requirements, Care 4 Kids requires the parent to be working or in an approved educational program. To be eligible, new applicants must earn less than 60% of the State Median Income (SMI), must remain below 85% of SMI while enrolled, and must be below 65% of SMI for redetermination (Care4Kids, 2024). Families must additionally pay a fee that is tied to annual gross income. This is 2% annually for those below 20% SMI, 4% for those above 20 but below 30% SMI, 6% for those above 30 but below 40% SMI, 8% for those above 40 but below 50% SMI, and 10% for those above 50 and below 85% SMI.

To estimate Care 4 Kids enrollment, we use data from the OEC to identify children enrolled in Care 4 Kids programs. Information on enrollment in Care 4 Kids is split between two datasets from the OEC, which jointly span the full analysis period. Unlike information used to calculate enrollment in the School Readiness program, here we cannot identify the town where a facility is located for most facilities. We can observe the town of residence for the child. Our approach is to include enrolled children in the program that matched to our record of applicants to the New Haven lottery, and from this set, we keep only those whose facility is in New Haven, if we can identify its location, or those that are New Haven residents in cases where we don't know where their facility is located.

Information on enrollment in Care 4 Kids programs do not include a variable that identifies individuals for those who did not match our record of applicants but are New Haven residents. The data are identified at the level of the enrollment spell. It is possible one child may account for multiple enrollment spell observations. We estimate the number of unique children from the spell data using the ratio of spells to unique applicants among children that did match our records, then compute total Care 4 Kids enrollment in each year by adding the scaled number of spells for non-applicant children to the number of unique individuals from our applicant records.

C.4 Head Start

Head Start is a nationally funded program for families with household incomes below the federal poverty line. In Connecticut, a child is also eligible if their family receives TANF or if they are homeless or in foster care. Head Start is free to eligible families.

Head Start programs in New Haven provided mostly part-day slots in 2013 and earlier before switching to mostly full-time slots of at least six hours per day thereafter (Source: authors' calculations from Office of Head Start data.). See Friedman-Krauss et al. (2022) for additional details on Head Start and Head Start in Connecticut.

To build estimates of Head Start enrollment in New Haven, we use four data sources. First, we use data from the SDE and PSIS to identify children enrolled in Head Start programs administered by public school systems. We then supplement with OEC data to capture additional enrollees from the New Haven choice process that we might not cover using the SDE source.

The public and state sources of Head Start data have some limitations. In 2019, one of New Haven's largest Head Start providers, LULAC, leaves both district and state datasets despite continuing to operate. This appears to be related to the source of funding for the programs provided by LULAC. To address this issue, we use aggregate records of Head Start enrollment in New Haven from OHS. These data report enrollment counts by year and center, and generate counts close to those we observe in administrative data for years 2018 and earlier. We construct predicted enrollment using the OHS data by regressing our observed enrollment counts on OHS counts using pre-2018 data. We then use predicted values from this regression to estimate Head Start enrollment counts for 2019 through 2022.

C.5 Other programs

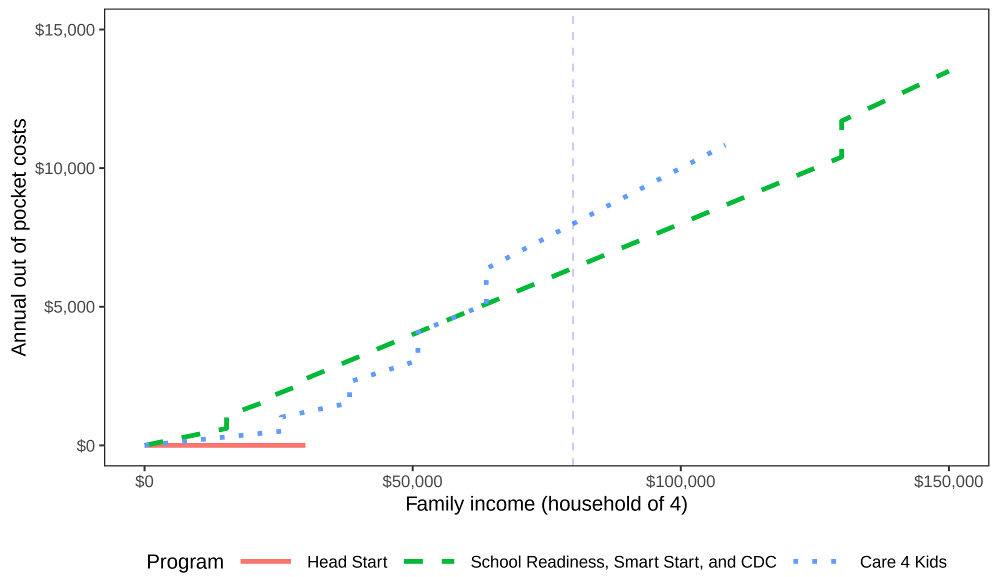
The OEC data includes information on other smaller programs in the state. In the category of "Other programs," we include children enrolled in the rest of subsidized options from the OEC data. This includes children enrolled in Smart Start programs, Child Day Care Contracts (CDCC), and the Preschool Development Grant (PDG) across years that matched to our records of applicants to the New Haven UPK lottery.

We also consider deflected spells to account for children enrolled in these programs that did not match to our records of applicants to the New Haven UPK lottery. We calculate total enrollment in these programs by adding the number of deflected spells and unique individuals that matched to our record of applicants whose facility is based in New Haven.

C.6 Payment schedules

To compare out-of-pocket costs for School Readiness, Care 4 Kids, and Head Start, Figure C.1 plots the annual out-of-pocket cost to families for enrolling in each of these programs as a function of family income. The figure is for a household of four enrolling their child in a full-time preschool (ages 3 or 4). The dashed vertical line is the eligibility

Figure C.1: Payment schedules and eligibility



Notes: This figure plots the annual out-of-pocket cost for families in Head Start, Care 4 Kids, and other OEC programs (School Readiness, Smart Start, and CDC) as a function of household income. Numbers are for a family of four enrolling in a full-time preschool program. All amounts and thresholds are based on 2023 values. The vertical line is the eligibility cutoff for new applicants for Care 4 Kids. Sources: Care4Kids (2024); Connecticut Office of Early Childhood (2024)

threshold for Care 4 Kids for new enrollees.

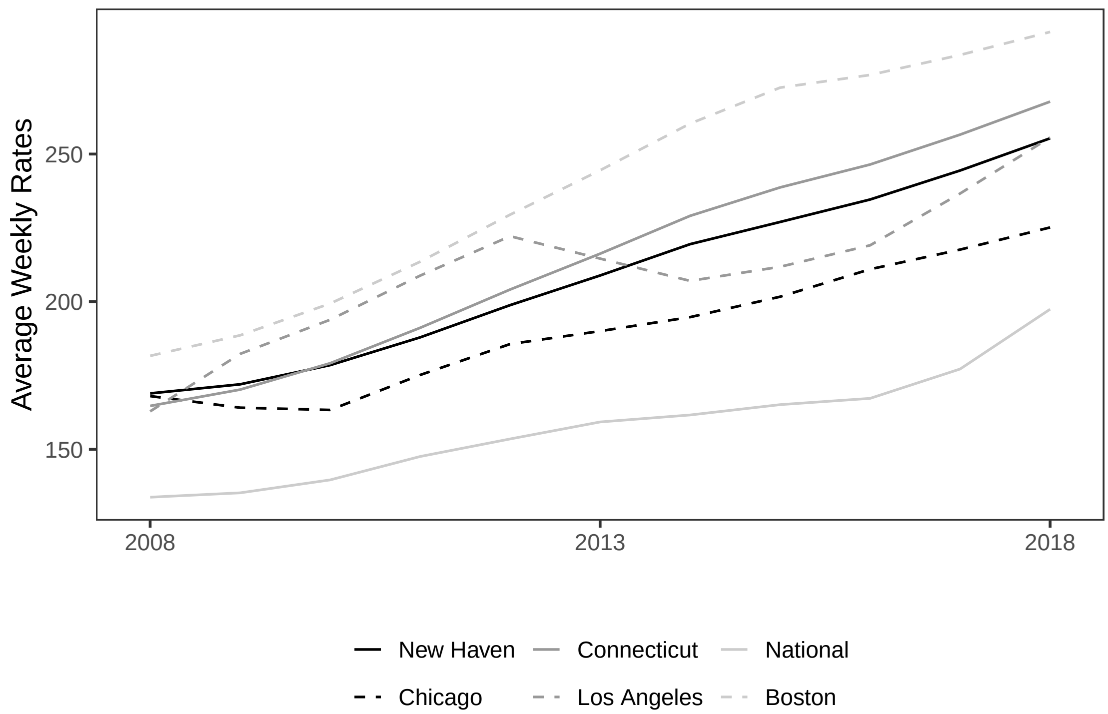
D Childcare costs over time

This appendix provides estimates of childcare costs over time from three sources, all of which provide evidence of increasing childcare costs. First, we use the National Database on Childcare Prices to estimate changes in the market rate for center-based preschool care. Figure D.1 plots the market rate for center-based preschool in New Haven County (purple line), Connecticut (dark blue line), and in the US overall (red line) from 2008 to 2018 in 2015 dollars. We additionally include dotted lines for Chicago (Cook County), Los Angeles (Los Angeles County) and Boston (Suffolk County). New Haven County is above the national average, but somewhat below the average for Connecticut. New Haven is somewhat above Chicago, similar to Los Angeles, and somewhat below Boston.

Second, we plot price changes using the seasonally adjusted CPI-U for US cities to plot the Full-basket CPI and the CPI for Daycare/Preschool, Shelter, Transportation, and Food. Specifically, we plot the percent change since 1990 for each basket from 1990 in Figure D.2. We see that the CPI for Daycare/Preschool increased much more rapidly than the total or any of the other categories we consider, rising by 250% nominally since 1990. The total CPI-U increased by 130% in the same time period.

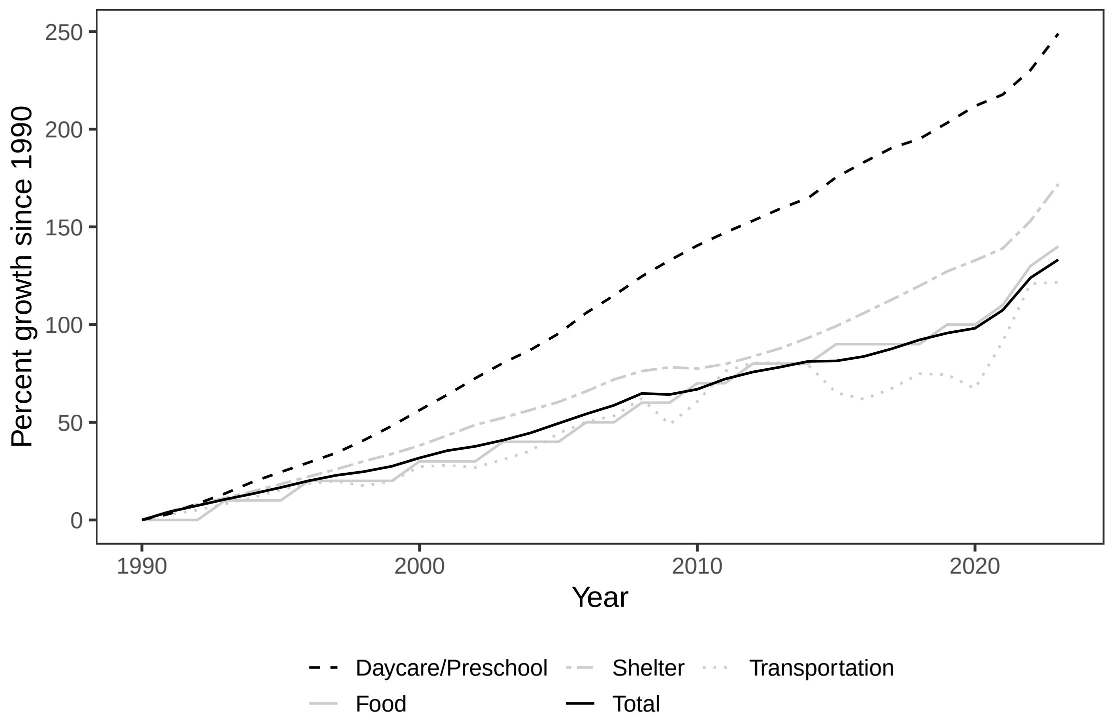
Third, we use the Current Population Survey Annual Social and Economic Supplements (CPS ASEC) to calculate households reported spending on childcare, restricted to households with children under the age of five. Total expenditure on childcare is divided by the number of children to approximate average cost per child. Figure D.3 shows that per-child household expenditure on childcare increased notably since 2005, with a drop in 2020, likely due to the Covid-19 pandemic.

Figure D.1: Market rates for formal preschool care in from 2008 to 2018



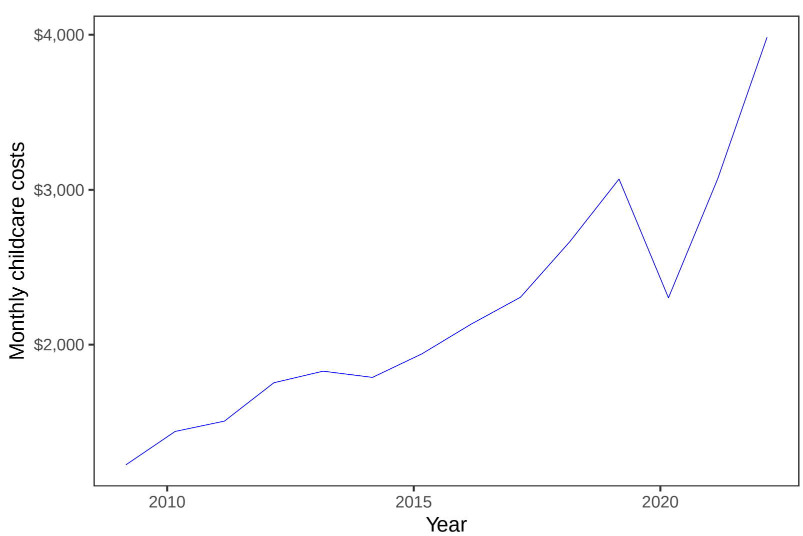
Notes: This figure plots weekly market prices for center-based preschool-aged childcare. The plot contains the following lines: New Haven County (solid black line), Connecticut (dark gray line), and Nationally (light gray line) from 2008 to 2018 in 2015 dollars. We additionally include dashed lines for Chicago (Cook County, black), Los Angeles (Los Angeles County, dark gray) and Boston (Suffolk County, light gray). Source: National Database on Childcare Prices (Landivar et al., 2023)

Figure D.2: Percent growth in CPI-U for daycare/preschool vs other goods.



Notes: This figure plots the percent change since 1990 for the seasonally adjusted CPI-U for all goods (Total SA0), Daycare/Preschool (DAYCARE / PRESCHOOL SEEB03), Shelter (SHELTER AH1), Transportation (TRANSPORTATION AT), and food (FOOD AF1). Source: Bureau of Labor Statistics Consumer Price Index (CPI)

Figure D.3: Average annual household expenditure on childcare per child in households with children under the age of five



Notes: This figure plots the average monthly household spending on childcare per child for households with children under the age of five using data from the Current Population Survey Annual Social and Economic Supplements (CPS ASEC). Amounts are in 2015 dollars.

E Student achievement data

E.1 Test score data

This section describes our data on student achievement. We pay particular attention to achievement measures for kindergarteners, because these are the earliest measures we observe and likely also the least familiar to readers.

The earliest assessment we observe is the Connecticut Kindergarten Entrance Inventory (KEI). Kindergarten teachers conduct this assessment in the fall of each academic year. Students receive scores ranging from one to three on six readiness measures: creativity, language proficiency, literacy, numeracy, personal/social readiness, and physical readiness.

The Fall Kindergarten Entrance Inventory (KEI) is an evaluation performed at the beginning of the school year to document the skills students demonstrate upon arriving in kindergarten. The inventory was introduced in 2007 to comply with new state regulations and is administered statewide (Connecticut State Department of Education, 2021, 2024). Scores are based on teachers' evaluations across six domains: Creative/Aesthetics, Language, Literacy, Numeracy, Personal/Social skills, and Physical/Motor skills. Students are rated on a 3-point scale reflecting the degree to which a child demonstrates the skills in a given domain and the amount of instructional support required. To give an example, for Language the teacher is asked the following question: At what level does the student:

- Participate in conversations
- Retell information from a story read to him/her
- Follow simple two-step verbal directions
- Speak using sentences of at least 5 words
- Communicate feelings and needs
- Listen attentively to a speaker.

The teacher then provides a single score of one, two, or three, where a higher score represents a more consistent demonstration of the skills and that the student requires less instructional support for the skills (Connecticut State Department of Education, 2008). Our data covers results for the KEI for the school years 2008/09 through 2018/19, 2020/21, and 2021/22. We standardize test scores by school year and subtest using data from all New Haven pre-kindergarten students. We do not use the 2020/21 years in our analysis because Covid school closures interfered with the administration of the evaluation.

Figure E.1 plots the average of the six raw scores for students in our sample, while Table E.1 reports the min, max, and quartiles of the normalized KEI scores for our sample. Figure E.2 reports the 25th, 50th, and 75th percentile of raw scores over time, showing that these are largely constant throughout the time window we study.

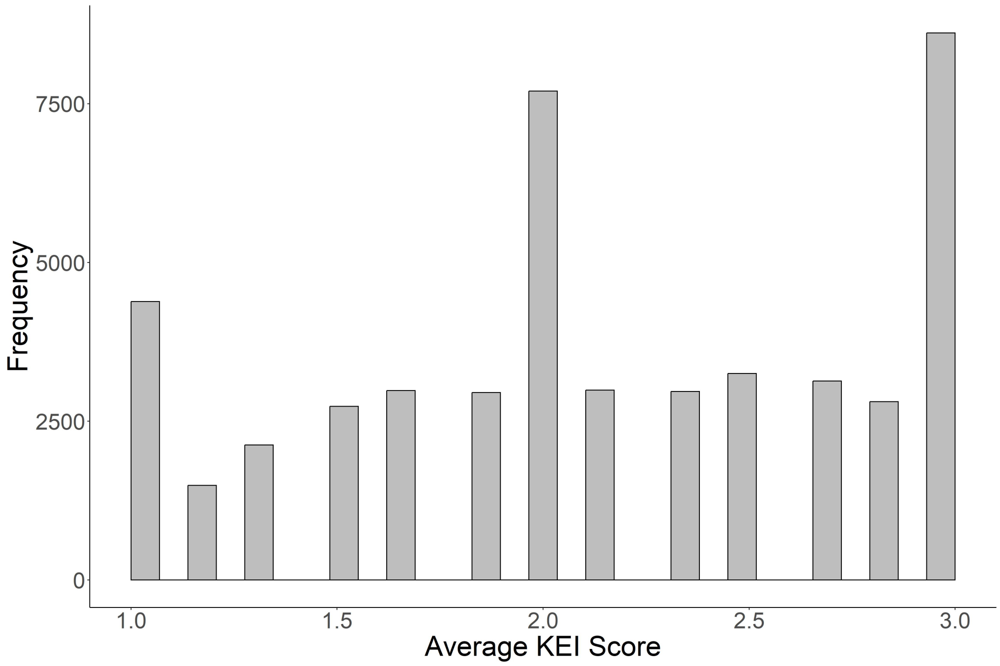
We also observe results from the Connecticut Mastery Test (CMT) and Smarter Balanced Assessment (SBA). These are high-stakes exams administered in grades three through eight that form the basis for Connecticut's school accountability system. We observe these scores from 2007-08 through 2021-22.

All test score data is missing for the 2019-20 school year due to the state Covid response; many Connecticut schools shut down in March 2020 just prior to the scheduled administration of most standardized exams. In addition, school closures in Fall 2020 interfered with the in-person administration of the KEI for the 2020-21 school year.

E.2 Testing KEI scores

Kindergarten readiness scores are strongly correlated with later achievement measures. Figure E.3 plots the relationship between the average KEI score in kindergarten against average test scores in grade 3, grade 8, and grades 3-8. Each subpanel plots the standardized average KEI score on the x-axis and the standardized other test score on the y-axis. The dots are binned means of the test listed in the title within quantiles of KEI score, while the line from a linear regression of the later test score on the KEI score. On each plot we report the slope of the linear regression (beta). Overall, there is a strong, linear relationship between the KEI score and later test scores, though the slope of line of best fit decreases as more time has passed, with a slope of 0.40 in 3rd grade and 0.27 in eighth grade.

Figure E.1: Distribution of KEI Scores



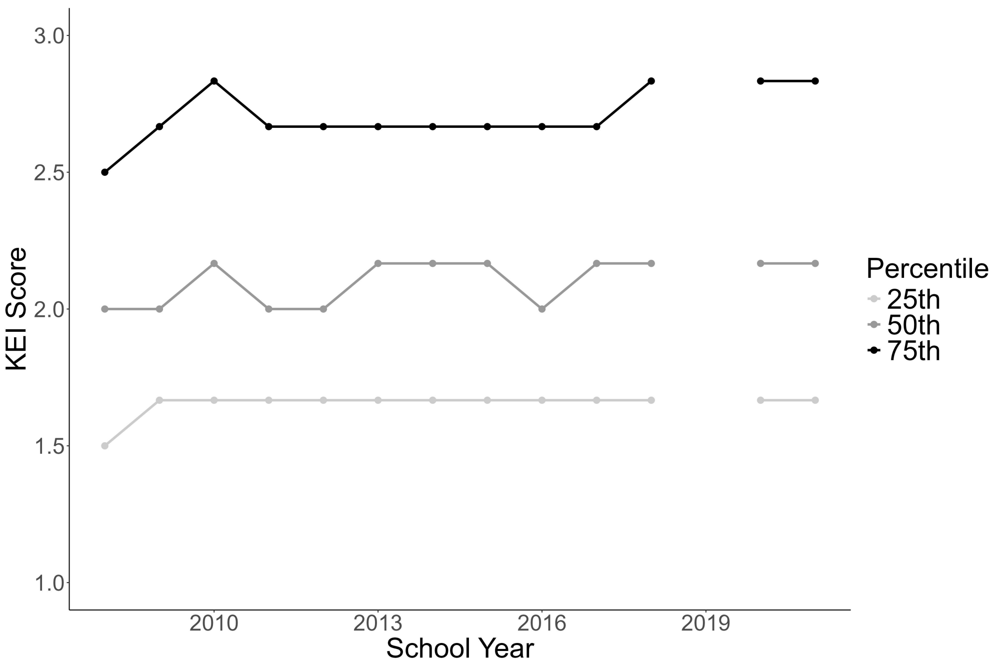
Notes: This figure shows the distribution of raw KEI scores, averaged across all six subtests, among all students in our SDE sample. The maximum attainable score in each subtest is 3, the minimum attainable score is 1. The time period covered is 2008/09-2018/19 and 2020/21-2021/22.

Table E.1: KEI Subtest Score Distribution

Subtest	Min	25th	Median	75th	Max
Average	-1.66	-0.40	0.09	0.94	1.27
Creative	-1.89	-0.38	-0.32	1.04	1.17
Language	-1.45	-0.18	-0.02	1.23	1.35
Literacy	-1.52	-0.25	-0.05	1.20	1.38
Numeracy	-1.56	-0.19	-0.07	1.19	1.33
Personal	-1.62	-0.23	-0.13	1.16	1.28
Physical	-1.96	-0.42	-0.29	1.02	1.13

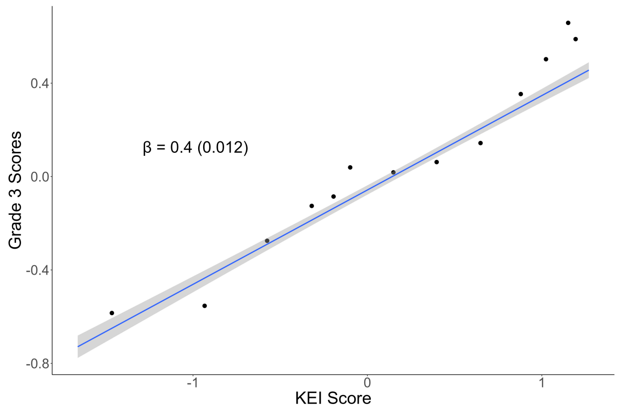
Notes: This table shows the minimum, 25th percentile, median, 75th percentile, and maximum of the standardized KEI score for the overall average across all six subtests and for each subtest. The underlying sample consists of all students contained in our SDE dataset. The time period covered is 2008/09-2018/19 and 2020/21-2021/22. Scores are standardized at the subtest-school year level.

Figure E.2: KEI Score Percentiles over Time

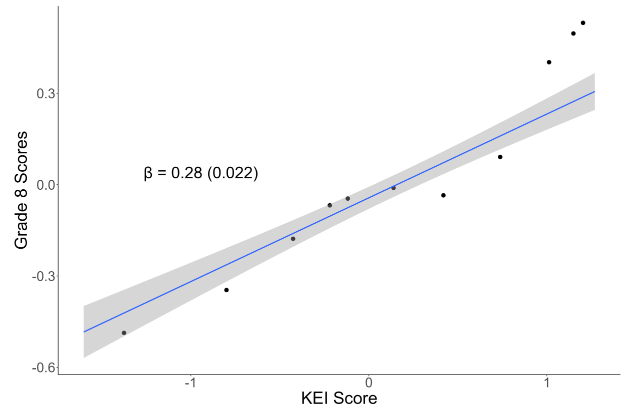


Notes: This figure shows the evolution of the 25th (light gray), 50th (dark gray), and 75th (black) percentile of the raw, overall KEI score, i.e. the average over all six subtests. The maximum attainable score in each subtest is 3, the minimum attainable score is 1. The underlying sample consists of all students contained in our SDE dataset. The time period covered is 2008/09-2018/19 and 2020/21-2021/22.

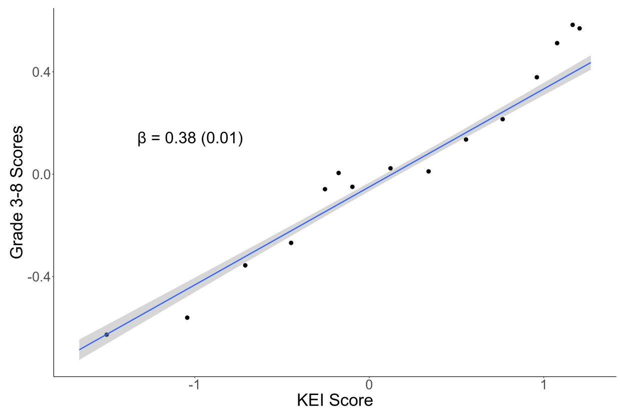
Figure E.3: KEI Score and Average Upper Grade Score



(a) KEI and Grade 3



(b) KEI and Grade 8



(c) KEI and Grades 3-8

Notes: This figure shows binscatter plots visualizing the correlation between the overall standardized KEI score, i.e. the average over all six standardized subscores, and a selection of standardized test scores from later grades. The x-axis in each panel reflects the standardized KEI score. For the y-axis, Panel (a) presents the grade 3 test scores, Panel (b) grade 8 test scores, Panel (c) shows the average test score across grades 3 through 8. Each subfigure additionally plots the regression line and reports the slope of the line.

F Survey procedures and variable construction

F.1 Survey implementation

We worked with NHPS to survey the parents of past UPK applicants. The survey ran from May to November 2023. Using contact information provided on application forms, survey enumerators at NORC emailed parents of past applicants and followed up by phone with applicants who did not complete the survey or lacked email addresses. We prioritized phone follow-ups for parents whose children had interior placement probabilities to maximize statistical power within budget constraints. Survey respondents were rewarded with a chance to win a prize of $100. We awarded 25 such prizes.

The survey launched in early May with emails to all parents in the survey sample. Emails highlighted the collaboration between NHPS, Yale, and NORC. The email also emphasized that responses would help improve pre-kindergarten programs in New Haven and that responses were confidential. See Figure F.1 for the email invitation. Upon clicking the email invitation link, respondents were directed to the landing page that reiterated the purpose of the survey, provided contact information for the research team, and asked for consent to continue. Each legal guardian with an available email received up to five reminders. Survey efforts continued until the second week of November.

Survey logic allowed for different questions based on the application status of the child, distinguishing between those children who applied but were not offered a seat, those who were offered a seat but chose not to enroll, and those who enrolled after receiving an offer. Online Appendix K contains the survey questionnaire.

F.2 Survey variable construction

In most cases our analysis relies on direct reports from survey responses. In some cases we combine responses from multiple questions into summary variables. We describe pertinent data construction choices below.

F.2.1 Pre-kindergarten outside options

If a survey respondent indicated that their child did not enroll in a UPK program, they were asked about the kind of childcare program their child was enrolled in. The answer options for this question consisted of

1. Head Start/Early Head Start
2. Another childcare center or pre-k (not Head Start)
3. A paid childcare provider operating out of their home (not Head Start)
4. Another town's public pre-k or childcare program
5. Babysitter, nanny, or another private option
6. Other, please specify:

For our analysis, we code these responses into three categories as follows:

- *Head Start*: response option 1
- *Other Public PreK*: response option 4
- *Other Paid PreK*: response options 2, 3, 5

We additionally hand-code all free text responses to answer option 6.

Finally, if a survey respondent indicates that their child did not enroll in any of these childcare options we assign that child to the category *Kid Stays Home*.

F.2.2 Out-of-pocket costs

Out-of-pocket (OOP) costs for non-UPK pre-kindergarten programs are taken directly from survey responses. Survey respondents could choose between seven bins to describe their monthly OOP costs, with a low value of zero dollars, a high value of $2,000 or more, and five intermediate choices corresponding to ranges of dollar values. In our analysis we assign dollar values based on the midpoint of the selected bin for the middle bins and assign a dollar value of $2,000 for the top bin.

Due to an error in survey logic, we did not collect information on OOP costs for children enrolled in UPK programs. While enrollment in magnet programs is free of charge and includes wraparound before- and after-care prior to 2021 (i.e., for almost all of our sample period), families may nevertheless incur other childcare costs. To address this issue, we impute OOP costs for UPK enrollees as the average OOP costs reported for children enrolling for Head Start programs. We choose Head Start because the programs are also free to participants. The key difference in structure is that Head Start programs do not provide as much extended-hours care as UPKs through most of our sample period. We therefore regard this approach as conservative in the sense that it is likely to overstate the OOP costs for UPK enrollees.

Figure F.1: UPK survey invitation

NEW HAVEN PUBLIC SCHOOLS

Yale University

New Haven Public Schools Pre-K Survey

Dear Parents,

Records indicate that your household previously applied to a pre-kindergarten lottery within New Haven Public Schools. We are inviting you to take a survey to help us better understand the impacts of pre-kindergarten programs being offered by New Haven Public Schools. Those who complete the survey will be entered into a raffle to win one of 25 $100 prizes.

Begin your Survey

Your feedback is important and will be used to improve pre-k programs in New Haven Public Schools and help better understand how the NHPS pre-kindergarten programs help families.

Your responses are CONFIDENTIAL. This means that your individual responses will not be shared. Neither your name nor your child's name will be shared with anyone outside of the research team.

The survey is around 10 minutes long, and those who complete the survey will be entered into a raffle to win one of 25 $100 prizes.

Begin your Survey

To learn more about this survey and research project, please visit tobin.yale.edu/preksurvey.

If you have questions or concerns, please contact the New Haven School Choice Research Team from Yale University at (203) 436-4477 or nhps_prek_survey@yale.edu.

Sincerely,

New Haven School Choice Research Team
Yale University

Yale University NORC at the University of Chicago

This email is intended for the parent of **[CHILDNAME] ([MEMBER_PIN])**.

Having trouble with the link? You can copy and paste this into your browser: https://survey.amerispeak.org/SE/?[$PURLPARAMS] Need more help? Email support@AmeriSpeak.org or call toll-free (800) 993-0495. **NORC Support**: 55 E Monroe St, 19th Floor, Chicago, IL 60603.

Notes: This is the email sent to parents or guardians of past UPK applicants inviting them to participate in the survey. Respondents accessed the survey by clicking on any of the buttons displayed, and subsequently were directed to a landing page where they received additional information on the purpose of the survey.

G Pre-Kindergarten Hours

G.1 Childcare Hours Construction

Main Method

We assign each student in our survey dataset a value reflecting the daily hours of care the student has access to at their childcare facility in the year following application to the New Haven choice process (i.e., the first year they might be enrolled in a UPK program). We draw on and/or construct program-year level data from a variety of sources, including NHPS, the Connecticut Office of Early Childhood, and the Office of Head Start. To construct our main measure, we follow the steps outlined below.

1. Students with no reported pre-kindergarten are assigned a value of zero hours.
2. Students reported as enrolled in a UPK program are assigned a value of 10 hours for the school years 2003-04 through 2020-21 and a value of 6.5 hours for 2021-22 and 2022-23. These numbers reflect the official minimum hours offered by UPK programs during those periods. The 6.5-hour figure 2021-22 and later is a lower bound: many programs in practice did offer before- and after-care during this period.
3. For students reporting enrollment in other programs that appear in OEC records, we assign the modal value of hours among all students enrolled in a given program in a given year. If the OEC records don't indicate the number of childcare hours directly, we assign the midpoint on the range of hours that regulations permit.[24]
4. Remaining students without any information on pre-kindergarten hours who report in the survey that they have enrolled in a Head Start program are assigned the modal hours recorded for their respective program taken from the Office of Head Start (OHS).[25]
5. For all remaining students without any information on pre-kindergarten hours, we look up the childcare programs reported in the survey and use the hours currently offered by the program.

Alternative Methods

We prepare a variety of alternative childcare hours measures that are used for robustness checks of our main measure:

- *Lower/Upper Bound Hours*: Instead of using the average number of hours observed for a given childcare program, we take the minimum/maximum value.
- *Childcare 211 hours*: We directly collect offered childcare hours, as reported by Connecticut 211 Childcare, for the childcare providers survey respondents re-

[24] See https://www.ctoec.org/wp-content/uploads/2020/02/GP-B-04-Definition-of-Space-Types-Categories-of-Care-and-Eligibility-for-Enrollment_FY25.pdf and https://www.ctcare4kids.com/wp-content/uploads/2021/12/sample-certificate.pdf (retrieved 25.06.2024).

[25] Office of Head Start, Program Information Reports 2008-2022 (https://hses.ohs.acf.hhs.gov).

ported using.[26] For the majority of centers, we use their reported daily hours in this new data source. However, we manually adjust some of the hours for a small number of children based on several criteria.

  - For providers missing hours information from the 211 website, we use data collected from the centers' websites.[27]
  - For cases where the childcare name indicated no formal childcare (e.g., home-schooling or care by a family member), we assume zero hours.
  - We assign 10 hours to children who are flagged as UPK students in the survey if the application year is 2020 or earlier. For application years after 2020, we assign 6.5 hours.
  - If children are flagged as Head Start students in the survey and hours are missing, we assign hours based on the main method unless the childcare name is "Reggie Mayo", in which case we assign 6 hours. If both hours measures are missing, we assign 7 hours as a default.
  - - For any remaining cases where hours are still missing, we assign hours based on the main method.

Overall, this approach is conservative as CT 211 Childcare typically reports the maximum possible hours offered by the center, likely overstating the hours accessed by those not in UPK.

Finally, we similarly impute missing childcare hours using several different approaches:

- *Zero Hours*: Impute missing childcare hours as 0.
- *Average Non-UPK Hours*: Impute missing childcare hours as the average number of hours observed among all non-UPK childcare enrollees.
- *Median Non-UPK Hours*: Impute missing childcare hours as the median number of hours observed among all non-UPK childcare enrollees.
- *Maximum Non-UPK Hours*: Impute missing childcare hours as the maximum number of hours observed among all non-UPK childcare enrollees.
- *UPK Hours*: Impute missing childcare hours as the number of hours a UPK enrollee would have received in the same year.

[26] Connecticut 211 Childcare is a website administered by The United Way of Connecticut and supported by the Connecticut Office of Early Childhood to facilitate access to childcare (https://www.211childcare.org/). Data retrieved on 07.18.2024.

[27] The centers are Alice Peck Early Learning Center (9 hours - see website), and Overbrook Early Learning Center (10.5 hours - see website).

G.2 IV Results

We estimate alternate versions of the hours of care IV specification described in Section 4.3 and reported in Table 4 using the approaches to hours imputation described above. We report our findings for daily hours in Tables G.1 and G.2.

Table G.1: Daily childcare hours IV

	Childcare Hours			
	Main (1)	Lower (2)	Upper (3)	Childcare 211 (4)
UPK Enrollment	2.27	4.61	1.77	1.52
	(0.640)	(0.537)	(0.637)	(0.596)
Grade and Year	✓	✓	✓	✓
Race	✓	✓	✓	✓
Gender	✓	✓	✓	✓
Dependent variable mean	7.44	6.76	7.69	7.85
Observations	724	724	724	756

Notes: This table reports IV estimates of Equation 1 for UPK enrollment on childcare hours received among the sample of survey respondents. Column 1 presents results using our main measure of childcare hours. Columns 2-4 show results using a series of alternative methods to construct the measure of childcare hours. For details on the different methods, see Appendix G. All specifications control for student sex and race/ethnicity. We account for the probability of winning the lottery using the recentered instrument approach discussed in 4.1. Standard errors are clustered at the student level.

Table G.2: Daily childcare hours IV - impute missing values

	Childcare Hours, Missing Imputed as				
	Zero (1)	Average (2)	Median (3)	Max (4)	UPK (5)
UPK Enrollment	4.46	2.49	2.09	1.08	1.20
	(0.648)	(0.504)	(0.519)	(0.618)	(0.557)
Grade and Year	✓	✓	✓	✓	✓
Race	✓	✓	✓	✓	✓
Gender	✓	✓	✓	✓	✓
Dependent variable mean	6.49	7.23	7.38	7.77	7.69
Observations	830	830	830	830	830

Notes: This table replicates the IV estimation in Table G.1, column 1, but imputes missing values in the measure of childcare hours. For details on the different methods used to impute missing values, see Appendix G. All specifications control for student sex and race/ethnicity. We account for the probability of winning the lottery using the recentered instrument approach discussed in 4.1. Standard errors are clustered at the student level.

H Poisson specifications

We follow Lin and Wooldridge (2019) and estimate a Poisson specification using a control function approach. We estimate a linear first-stage equation given by

$$D_i = \delta Z_i + X_i'\pi + \sum_p \rho_p 1[P_i = p] + \eta_i. \tag{2}$$

We obtain the estimated residual $\hat{\eta}_i$, and include this residual as a control in the second-stage Poisson specification, given by

$$E[Y_i|D_i, X_i, P_i, \hat{\eta}_i] = \exp\left(\beta D_i + X_i'\Gamma + \sum_p \alpha_p 1[P_i = p] + \phi\hat{\eta}_i\right) \tag{3}$$

We estimate this specification using Poisson pseudo maximum likelihood, as implemented in Correia et al. (2020). We report $e^{\hat{\beta}} - 1$, which is an estimate of the proportional change $(E[Y(1) - Y(0)]/E[Y(0)])$. We compute bootstrapped standard errors clustered at the application level using 500 bootstrap samples. In contrast to our approach to linear specifications, we do not two-way cluster the Poisson specifications. Estimates of one-way clustered linear specifications suggest that clustering on the second dimension (parent identifier potentially spanning multiple applications) has little effect on estimated standard errors.

I Cost-benefit calculations

This appendix provides details on the construction of the cost-benefit calculations described in Section 5. We focus on the marginal value of public funds (MVPF), though we also consider benefit-cost ratios (BCR) and net social benefit calculations (NSB).

I.1 Framework for MVPF calculations

This section shows how different models of the market for pre-kindergarten services affect what one should include in the numerator of the MVPF, i.e., the willingness to pay. A conceptual challenge here, and common in MVPF analyses in general, is that the MVPF framework focuses on marginal changes in policy and relies heavily on the logic of the envelope theorem, while the policy effects we measure (access to UPK) reflect large interventions in the lives of specific families. We abstract from this issue by considering marginal shifts in two types of UPK-like policies: price subsidies for childcare and expansions in childcare hours.

I.1.1 UPK as a price subsidy in an unconstrained market

We first show that if one models UPK as a price subsidy in an otherwise unconstrained market for childcare, WTP a) does not include parents own earnings and b) includes children's earnings if parents do not take children's outcomes fully into consideration when making labor supply choices.

Parents live for periods $t = 0$ through $t = T^p$. Period zero is pre-kindergarten, which differs from other periods because parents must pay for childcare while they work. Assume that in period zero there are perfect markets for childcare at price p and the government can offer some subsidy s. Parents' individual utility is given by $U_p = \sum_{t=0}^{T^p} \beta^t u(c_t, l_t)$. Parents may also take into account child utility U_k when they make labor supply choices, so we think of parents as maximizing $\tilde{U}_p = U_p + \theta U_k$, where $\theta \in [0, 1]$ is the weight parents place on child utility, subject to the budget constraint

$$\sum_{t=0}^{T^p} \beta^t c_t + l_0(p - s) \leq (1 - \tau) \left(w_0 l_0 + \sum_{t=1}^{T^p} \beta^t w_t(l_0) l_t \right) = (1 - \tau) Y^p. \tag{4}$$

w_t are wages in period t, τ is the tax rate on income, and Y^p denotes the PDV of pre-tax parent earnings. Wages in periods $t > 0$ can depend on labor supply l_0 in period 0. This captures the idea that career investments during pre-kindergarten may have long-run effects.

Children reach adulthood in period $\underline{T}^k$ and live through period $\overline{T}^k$. They have income $Y_t^k(l_0)$ in each period $t \in [\underline{T}^k, \overline{T}^k]$. We allow children's earnings to depend on parents' labor supply/childcare choices in period 0 to reflect the possible impacts of childcare use on children's human capital. Children maximize utility $U_k = \sum_{t=\underline{T}^k}^{\overline{T}^k} \beta^t u(c_t^k)$ subject to the budget constraint

$$\sum_{t=\underline{T}^k}^{\overline{T}^k} \beta^t c_t^k \leq (1 - \tau) \sum_{t=\underline{T}^k}^{\overline{T}^k} \beta^t Y_t^k(l_0) = (1 - \tau) Y^k. \tag{5}$$

Y^k denotes the PDV of pre-tax child earnings. An assumption built into this model is that neither parents nor children can borrow against children's future earnings to fund childcare expenses.

Net government expenditures are given by

$$G = l_0 s - \tau \left(Y^p + Y^k \right) \tag{6}$$

Let λ_p denote the multiplier on the budget constraint in the parent's optimization problem and λ_k denote the multiplier on the constraint in the children's problem. We can then write the MVPF of the policy as the sum of parent and child WTP divided by total government costs:

$$MVPF_1 = \frac{\frac{1}{\lambda_p}\frac{dU_p}{ds} + \frac{1}{\lambda_k}\frac{dU_k}{ds}}{\frac{dG}{ds}} = \frac{\frac{1}{\lambda_p}\frac{d\tilde{U}_p}{ds} + \left(\frac{1}{\lambda_k} - \frac{\theta}{\lambda_p}\right)\frac{dU_k}{ds}}{\frac{dG}{ds}}. \tag{7}$$

By the envelope condition, we know that $\frac{d\tilde{U}_p}{ds} = \lambda_p l_0$. The envelope condition does not apply to $\frac{dU_k}{ds}$ since children do not choose l_0; we therefore have $\frac{dU_k}{ds} = \lambda_k(1 - \tau)\frac{dY^k}{dl_0}\frac{dl_0}{ds}$. Finally, we have $\frac{dG}{ds} = l_0 + s\frac{dl_0}{ds} - \tau\left(\frac{dY^p}{ds} + \frac{dY^k}{ds}\right)$. We can then rewrite the MVPF using these expressions as

$$MVPF_1 = \frac{l_0 + (1-\tau)\frac{dY^k}{dl_0}\frac{dl_0}{ds}\left(1 - \theta\frac{\lambda_k}{\lambda_p}\right)}{l_0 + s\frac{dl_0}{ds} - \tau\left(\frac{dY^p}{ds} + \frac{dY^k}{ds}\right)}. \tag{8}$$

This expression provides guidance about how to compute the MVPF in this model. The denominator reflects to the total cost of the subsidy to government, net of the fiscal externality from additional earnings for children and parents. The numerator consists of two terms. The first is l_0, which corresponds to the cost of the subsidy absent labor supply responses. The second term, $(1-\tau)\frac{dY^k}{dl_0}\frac{dl_0}{ds}\left(1 - \theta\frac{\lambda_k}{\lambda_p}\right)$, describes how much of childrens' earnings should be included in the WTP. If $\theta = 0$ and parents do not weigh children's outcomes at all when making labor supply choices, we should include all of children's after-tax income. If $\theta > 0$, the picture is more complicated. What share of children's after-tax earnings we should include falls with θ (how much parents take children into account) and with λ_k/λ_p (the utility value of income for children relative to parents).

I.1.2 Hours constraints

A different way to think about the UPK subsidy is as a policy that relaxes a binding constraint on childcare hours. Evidence presented in the main text suggests that it may be difficult for people to find alternate programs that offer equal coverage to the UPK program. In this case the MVPF calculation is different.

Suppose individuals face the same problem as above but also face an additional constraint on labor supply based on the hours of childcare availability h^*, so that

$$l_0 \leq h^* \tag{9}$$

Clearly if the optimal value of l_0 in the baseline problem, l_0^*, is less than h^*, everything is the same. But if $l_0^* > h^*$, results change, because people would like to work more if they could.

Say the government is considering raising h^*, holding s fixed. Note that labor supply

l_0 will rise 1-1 with h^* under the assumption that $l_0^* > h^*$. Then

$$\frac{dG}{dh^*} = s - \tau\left(\frac{dY^p}{dl_0} + \frac{dY^k}{dl_0}\right)$$

which is again simply the change in total costs less the fiscal externality from additional earnings for parents and children.

Turning to willingness to pay, we are now in a corner solution with respect to labor supply in period zero. The welfare gains for parents from increased work in period 0 are now positive even as the envelope condition continues to apply to the other optimized variables. In particular,

$$\frac{d\tilde{U_p}}{dl_0} = \lambda_p\left((1-\tau)\left(w_0 + \sum_{t=1}^{T^p} w_t'(l_0)l_t\right) - (p-s)\right) + \theta\frac{dU_k}{dl_0} + u_l(c_0, l_0) > 0 \qquad (10)$$

i.e. it is the net amount of dollars the parent gets from labor supply this period and wage gains in the future scaled by the utility value of a dollar in income, plus whatever parent-valued benefits kids get from additional work, less the disutility of additional work.

Let $\frac{dE}{dl_0} = \left((1-\tau)\left(w_0 + \sum_{t=1}^{T^p} w_t'(l_0)l_t\right) - (p-s)\right)$ denote the utility-relevant change in parent earnings from an increase in l_0. Also note that $\frac{dU_k}{dl_0} = \lambda_k(1-\tau)\frac{dY^k}{dl_0}$. Then we can write an alternative MVPF formulation given by

$$MVPF_2 = \frac{\frac{dE}{dl_0} + \frac{u_l(c_0,l_0)}{\lambda_p} + (1-\tau)\frac{dY^k}{dl_0}\left(1 - \theta\frac{\lambda_k}{\lambda_p}\right)}{s - \tau\left(\frac{dY^p}{dl_0} + \frac{dY^k}{dl_0}\right)} \qquad (11)$$

This MVPF formula includes the part of parents' earnings gains attributable to period-0 earnings gains and later wage gains in the numerator, less the utility cost of period zero labor supply. It also includes a term for children's earnings gains that parallels the one included in $MVPF_1$.

What we take away from this analysis is that if access to full-day childcare is constrained, it may make sense to include all or part of parents' earnings gains in the WTP term. An upper bound on the WTP for parents' future earnings gains is given by the effect of UPK on after tax parent earnings. This bound would be tight if 1) changes in earnings after pre-kindergarten are due to wages, not labor supply, and 2) there is no disutility from work, or equivalently, it's just as hard to take care of a kid as it is to work.

I.1.3 Misunderstanding the returns to career continuity

Another reason it might be reasonable to include a component of parent earnings in the numerator of the MVPF is if parents do not understand the dynamic returns to career continuity.

To explore this, return to the baseline model from Section I.1.1. Assume that when making choices about period 0 labor supply, parents believe that $w_t'(l_0) = 0$ for all $0 < t \leq T^p$. To simplify the analysis, assume that parents learn about the returns to experience after choosing l_0 but before choosing c_0, so that consumption is still perfectly smoothed given lifetime income.

The analysis then proceeds as in Section I.1.1, except that

$$\frac{d\tilde{U}_p}{ds} = \lambda_p \left(l_0 + (1-\tau) \sum_{t=1}^{T^p} \beta^t w_t'(l_0) \frac{dl_0}{ds} l_t \right).$$

The sum reflects the welfare gains from unanticipated wage effects. Denote this term $\frac{dW}{ds}$. Plugging into the MVPF formula, we have

$$MVPF_3 = \frac{l_0 + (1-\tau)\frac{dW}{ds} + (1-\tau)\frac{dY^k}{dl_0}\frac{dl_0}{ds}\left(1 - \theta\frac{\lambda_k}{\lambda_p}\right)}{l_0 + s\frac{dl_0}{ds} - \tau\left(\frac{dY^p}{ds} + \frac{dY^k}{ds}\right)}. \tag{12}$$

In this setup, we would want to include earnings gains from future wage changes in the WTP term.

I.1.4 Credit constraints

In the absence of constraints on the availability of full time childcare in the private market, credit constraints do not by themselves motivate the inclusion of parents' earnings the numerator of the MVPF. They do, however, a) suggest that we may want to include larger share of children's earnings in the MVPF, and b) motivate an alternate argument in favor of childcare subsidies not captured by the MVPF: namely, that the value of consumption is high for families of pre-kindergarten age children.

To see this, start with the baseline model from Section I.1.1. Add an additional constraint that rules out borrowing in period 0:

$$c_0 + l_0(p - s) \leq (1-\tau) w_0 l_0. \tag{13}$$

Let λ_{cc} denote the multiplier on this constraint. Now consider the MVPF of raising the subsidy s. Assuming that the credit constraint in period zero binds, the utility value of a \$1 cash transfer to parents in period 0 is $\lambda_p + \lambda_{cc}$. We may therefore write

$$MVPF_4 = \frac{\frac{1}{\lambda_p+\lambda_{cc}}\frac{dU_p}{ds} + \frac{1}{\lambda_k}\frac{dU_k}{ds}}{\frac{dG}{ds}} = \frac{\frac{1}{\lambda_p+\lambda_{cc}}\frac{d\tilde{U}_p}{ds} + \left(\frac{1}{\lambda_k} - \frac{\theta}{\lambda_p+\lambda_{cc}}\right)\frac{dU_k}{ds}}{\frac{dG}{ds}}. \tag{14}$$

Applying the envelope theorem, we obtain

$$MVPF_4 = \frac{l_0 + (1-\tau)\frac{dY^k}{dl_0}\frac{dl_0}{ds}\left(1 - \theta\frac{\lambda_k}{\lambda_p+\lambda_{cc}}\right)}{l_0 + s\frac{dl_0}{ds} - \tau\left(\frac{dY^p}{ds} + \frac{dY^k}{ds}\right)}. \tag{15}$$

As in our baseline case, parent earnings do not appear in the numerator. The one difference relative to $MVPF_1$ is that the discount applied to child earnings, $\left(1 - \theta\frac{\lambda_k}{\lambda_p+\lambda_{cc}}\right)$, will tend to be smaller for a given value of θ.

The second difference, of course, is that credit constraints increase the marginal utility of consumption for parents of young children. If one believes transfers should target groups with higher marginal utility, this strengthens the case for transfers aimed at UPK beneficiaries. This does not show up in the numerator of the MVPF formula because WTP scales marginal utility of the subsidy by the value of a distortion-free transfer, and these rise in proportion as credit constraints rise.

I.2 Inputs to MVPF calculation

Our cost-benefit calculations focus on four components: (1) the net change in per-pupil expenditure (PPE) before kindergarten, (2) the change in out-of-pocket childcare costs for families, (3) the discounted present value of the child's wage gains estimated from changes in kindergarten test scores, and (4) the discounted present value of increased parental wage income. We first discuss how we calculate each of these four components and then discuss how they are used in our various benefit calculations.

Change in public per-pupil expenditure

As an initial step in calculating the net change in PPE prior to kindergarten, we first calculate the causal impact of UPK enrollment on the number of years in the UPK program, the number of years in Head Start, the number of years in School Readiness programs, the number of years with Care 4 Kids subsidies, and the number of years in other public or subsidized pre-k programs as recorded in administrative data from the State Department of Education and Office of Early Childhood. We estimate these values using our standard 2SLS specification as in Table 4 but taking years of enrollment rather than enrollment indicators as dependent variables. We consider only enrollment at ages 3 and 4; we do not include enrollment at older or younger ages. We also calculate these values by tercile of median neighborhood income, using the neighborhood when applying to the UPK program.

Next, we use PPE estimates for the various childcare and pre-kindergarten options from the National Institute for Early Education Research (NIEER) (Friedman-Krauss et al., 2022, 2023) and New Haven Public Schools (Connecticut Office of Elementary and Secondary Education, 2020). For childcare and pre-kindergarten options, we use PPE estimates for School Readiness, Care 4 Kids, and Head Start in Connecticut in 2021-2022 (2018-2019 for Head Start), all in real 2015 dollars. For all public programs in the State Department of Education and Office of Early Childhood data that we are not able to classify, we use the average PPE for state programs in Connecticut.

Combining our 2SLS estimates and our PPE estimates, we calculate the gross and net public program costs of UPK enrollment. Gross program costs are the per-year PPE of the UPK program (PPE_m) multiplied by the 2SLS estimate of the increase in years of UPK enrollment (Δ_{UPK}). Net program costs then use the PPE for other programs and the change in years of enrollment in those other programs giving us:

$$\begin{aligned}\text{Net Program Costs} = \Delta_{\text{UPK}} \cdot PPE_m + \Delta_{\text{headstart}} \cdot PPE_{hs} + \Delta_{\text{schoolreadiness}} \cdot PPE_{sr} \\ + \Delta_{\text{care4kids}} \cdot PPE_{c4k} + \Delta_{\text{otherpublic}} \cdot PPE_{op}.\end{aligned}$$

We estimate similar regressions within terciles of neighborhood median household income. For these, we use the same PPE, but estimate the 2SLS estimates of years enrolled in the various programs conditional on each tercile at the time of application.

Reduction in out-of-pocket costs

We estimate the reduction in parents' out-of-pocket (OOP) costs of childcare using the 2SLS estimates reported in Tables 4 and 8. We assume that the estimated monthly reduction applies to the nine-month school year in each year the child enrolls in UPK. We estimate the effect of enrolling in UPK on total years of UPK enrollment using IV specifications with the count of years enrolled as the outcome. For years of enrollment beyond one, we discount the value using an interest rate of 0.03. We estimate these values in the full sample and within terciles of neighborhood median household income.

Projected earnings gains for children

We estimate the impacts of UPK enrollment on children's kindergarten test scores, then use these impacts to project future earnings. To do this, we first estimate the impact of UPK on kids' kindergarten test scores (measured in standard deviations) using our 2SLS approach. Next, we use our estimates to predict future earnings, closely following Cascio (2023), which also estimates MVPFs of UPK. First, Cascio (2023) assumes that the average present discounted value of earnings at age 4 is $291,287 in 2005 dollars, which is the age 10 estimate from Chetty et al. (2011) of $522,000 in 2010 dollars discounted back to age 4 using a 3% discount rate, which is also the discount rate we use in our estimates. Adjusting to 2015 dollars, we have an estimate of the average present discounted value of earnings at age 4 of $353,507. Next, following Cascio (2023) and Kline and Walters (2016), we make the assumption that a one standard deviation increase in test scores increases earnings by 10%. We can then calculate the discounted present value of earnings gains for children as the product of the IV estimate, 0.06, and $353,507. We produce similar estimates by tercile of neighborhood household income, using 2SLS estimates calculated by tercile. Finally, our $353,507 estimate is the average present discounted value of earnings. Kline and Walters (2016), who study children eligible for Head Start, multiply this number by 0.8 to account for the fact that these children are in lower-income families. When producing results by income tercile, we assume 0.8 for the bottom tercile, 1 for the middle tercile, and 1.2 for the top tercile.

While the approach above follows the prior literature closely, it involves many assumptions. We therefore consider two alternative approaches. First, we consider larger test score gains of 0.4, as found in Lipsey et al. (2018). Second, we calculate earnings gains for kids based on the increase in 4-year college enrollment after high school reported by Gray-Lobe et al. (2023), who study a similar UPK program in Boston (a 0.086 increase in the probability of enrollment). Then we use estimates from Zimmerman (2014) to estimate the returns to enrolling in college ($142,757 in 2012 dollars, based on calculations from Hendren and Sprung-Keyser (2020)). We additionally adjust net costs by 0.086 * 2,617, where the latter number is the estimated net cost to the government of an additional enrollee in 4-year college.

Discounted present value of increased parental wage income

Tables 5 and 8 report the 2SLS estimates of enrolling in the UPK program on earnings in (1) the years when the student is enrolled in the program, (2) one to two years after, (3) three to four years after, and (4) five to six years after. Using these estimates, we construct the discounted present value of wage income gains using an interest rate of 0.03. We assume the effect is constant in each of the four time periods defined above, and then zero afterwards. The assumption of zero gains beyond six years out is based on Figure 5, which shows large and persistent gains through six years after prekindergarten, after which confidence intervals grow large and we cannot rule out null effects. We scale individual earnings effects by 1.56, the average number of adults listed on applications during years when we systematically observe multiple family members. While parents may not have listed all adults when completing the application, we believe

1.56 captures nearly all parents. The figure closely aligns with the average number of adults in households with children under age 6 in New Haven County, which is 1.63 [28].

The gains to parents will differ if the child enrolls in one or two years of UPK. To address this we estimate the discounted present value of parents' wage income both under the assumption of 1 and of 2 years of UPK. We then weight these estimates using the estimated increase in years of UPK enrollment from the 2SLS estimates. For example, in the full sample we estimate that enrolling in UPK results in 1.56 additional years of UPK enrollment. This reflects a mixture of individuals enrolling for one year and individuals enrolling for two years, so 56 percent of applicants enroll for two years.

I.3 MVPF Calculations

Using the four inputs described above, we calculate the MVPF for the program as a whole and by tercile of neighborhood median household income. Below, we describe the construction of willingness to pay and net costs.

Because UPK is an in-kind transfer, what enters willingness to pay depends on our underlying economic assumptions, as described in Appendix I.1. We consider four potential constructions of willingness to pay. One uses a cost-based approach, and three use hedonic approaches, making different assumptions about the welfare value of program benefits.

1. Our first approach is based on program costs and assumes that families value UPK at the additional childcare subsidy they receive (i.e., the government's cost of providing UPK net of savings from substituting away from other subsidized programs). Estimates using this approach are shown in column one of Tables 7 and I.1 and row one of Table I.2.

2. Our first hedonic approach constructs willingness to pay from estimates of the reduction in out of pocket costs paid by families and the future income gains for children. This specification assumes that the entire effect on parental earnings is driven by behavioral distortions due to changes in childcare pricing, and as such, these earnings effects are excluded from willingness to pay. Estimates are shown in column two of Tables 7 and I.1 and row two of Table I.2.

3. Our second hedonic approach additionally includes parent earnings after pre-k. This would make sense if, for example, parents didn't internalize the later earnings gains associated with increased hours of work and labor force participation during pre-k. These estimates are shown in column three of Tables 7 and I.1 and row three of Table I.2.

[28] Source: Authors' calculation from the ACS 5-year 2019 estimates

4. Our third hedonic approach additionally includes earnings effects during pre-k. As shown in Online Appendix I.1, this is consistent with a model where the UPK program relaxes constraints on the hours of childcare families can access. Estimates are shown in column four of Tables 7 and I.1 and row four of Table I.2. Our baseline version of this specification does not discount earnings for the potential disutility of work, particularly during pre-k, where our survey data shows a notable increase in hours. For robustness, we also consider a specification where we assume the utility cost of work during pre-k is equal to 60% of pay, based on estimates from Mas and Pallais (2019), which is estimated for people on the margin of employment vs unemployment. Results are shown in Table I.1.

For children's wage gains, we use the discounted present value described above net of taxes. We assume an effective tax rate of 0.2. Out of pocket costs come directly from the reduction in out-of-pocket costs described above.

For parents' wage gains, we calculate total wage income from the quarterly earnings records from the CT Department of Labor. Following Cascio (2023), we assume an effective marginal tax rate of 20%. This follows closely from Hendren and Sprung-Keyser (2020) who use effective marginal tax rates from Congressional Budget Office (2016), which are approximately 20% for incomes from 100 to 400 percent of the federal poverty line.

To calculate net costs we use the change in per-pupil public expenditure discussed above, which accounts for substitution from other subsidized programs. We then additionally subtract the discounted present value of tax revenue increases associated with changes in wage income for the parents and children using the tax rates discussed above. The estimates above assume that the other publicly-funded pre-k programs students substitute away from are not rationed. As discussed in Kline and Walters (2016), if the programs children substitute from are also over-subscribed, the MVPF calculation would use the benefits to the child (and their family) who takes up the now vacated slot in the other program (and the costs of what they substitute away from). As we cannot estimate the returns to the other programs, this is beyond the scope of our paper. As a robustness check, we include estimates that assume there are no cost savings from substituting from other programs, and also no benefits for children who gain access to the vacated slots. We view the resulting MVPF estimates as a loose lower bound, since they incorporate the cost side of children's substitution into vacated slots, but not the benefits.

Benefit Cost Ratio and Net Social Benefit Calculations

An alternative approach to constructing the benefits of a program is the benefit cost ratio (BCR, García et al., 2020; García and Heckman, 2022). This largely uses the same inputs as the MVPF. The numerator includes the numerator from (1) the MVPF (willingness to pay) plus (2) the indirect cost saving (savings from substitution from other publicly-funded pre-k and childcare programs along with tax revenue from increased earnings of parents and children), where (2) is then multiplied by one plus the dead-weight loss associated with raising taxes to fund the program, which we assume to be 0.3. The denominator is the direct cost of the program, calculated as the yearly PPE of the magnet program multiplied by the increase in the number of years of magnet enrollment, multiplied by one plus the dead-weight loss term.

Lastly, we estimate the net social benefit (NSB, García and Heckman, 2022) of the program. This is the willingness to pay from the MVPF calculation minus the net cost term from the MVPF calculation multiplied by one plus the dead-weight loss term. For both of these calculations, we also consider the four potential constructions of willingness to pay described in the MVPF calculations section.

I.4 Additional cost-benefit analysis results

Figure I.1 reports benefit-cost ratios as described in Section I.3. The first bar within each category of inputs into WTP reports the BCR for the full population, while the second through fourth bars report the BCR by tercile of neighborhood median household income based on the neighborhood of residence when applying for the UPK program. Each group of bars represents a different construction of the willingness to pay. The overall BCR ranges from 1.16 (in our most conservative hedonic approach to constructing willigness to pay) to 2.86 (in our hedonic approach that includes all parent earnings gains. Similar to our MVPF calculations, the BCR is larger for the second and third terciles of neighborhood income (at the time of the application).

Figure I.2 reports the net social benefit as described in Online Appendix I.3. Similar to the prior plot, the first bar within each category of inputs into WTP reports the NSB for the full population, while the second through fourth bars report the BCR by tercile of neighborhood median household income based on the neighborhood of residence when applying for the UPK program. Each group of bars represents a different construction of the willingness to pay. The overall NSB ranges from $4,900 to $58,600, depending on what we include in willingness to pay. The NSB is larger for the second and third terciles of neighborhood income.

Table I.1 reports estimates of the MVPF under four different constructions of willingness to pay:

- No program substitution: Excludes the public cost-saving of individuals substituting away from other publicly funded pre-kindergarten and childcare programs.
- Survey-based program substitution: Uses substitution patterns estimated from survey data rather than state administrative data.
- No out of pocket costs: Excludes the savings in out-of-pocket costs to families.
- 60% opportunity cost of work: Assumes that the WTP for parents are only 40% of their gains in wage income during the pre-k years since during pre-k years much of the wage gains come from increased hours.
- 10% higher tax rates: Scales up all taxes by 10% as a robustness test.
- 25% higher tax rates: Scales up all taxes by 25% as a robustness test.
- 10% lower tax rates: Scales down all taxes by 10% as a robustness test.
- 25% lower tax rates: Scales down all taxes by 25% as a robustness test.
- 25% higher UPK cost: Scales up UPK cost by 25% as a robustness test.
- 25% lower UPK cost: Scales down UPK cost by 25% as a robustness test.
- Alternative PPE Estimate: Uses New Haven School District budget data to estimate pre-k specific per-pupil expenditures of $12,591 based on the method used by Kabay et al. (2020).[29]
- Smaller family size: Uses a smaller family-scaling number of 1.31 for the full sample based on the average number of parents per household in the sample that matched to the earnings data.
- Downstream sibling enrollment: We estimate that winning the lottery leads to an additional 0.18 years in UPK enrollment for a child's siblings and an additional 0.1 siblings enrolled.[30] We adjust the net government costs and changes in out-of-pocket expenses by the additional years of enrollment, and scale the children's earnings effects by the increase in the number of siblings enrolled.
- Partial substitution: Some children are enrolled in multiple programs within a given year. For magnet students, we assume this additional enrollment occurs during the summer months. For non-magnet students, we assume an equal split, with half-time enrollment in each program. We then adjust government costs accordingly: for magnet students, the government funds a full year of UPK plus a quarter year of other subsidized programs, while for non-magnet students enrolled in multiple programs, it covers a half year of each subsidized program.

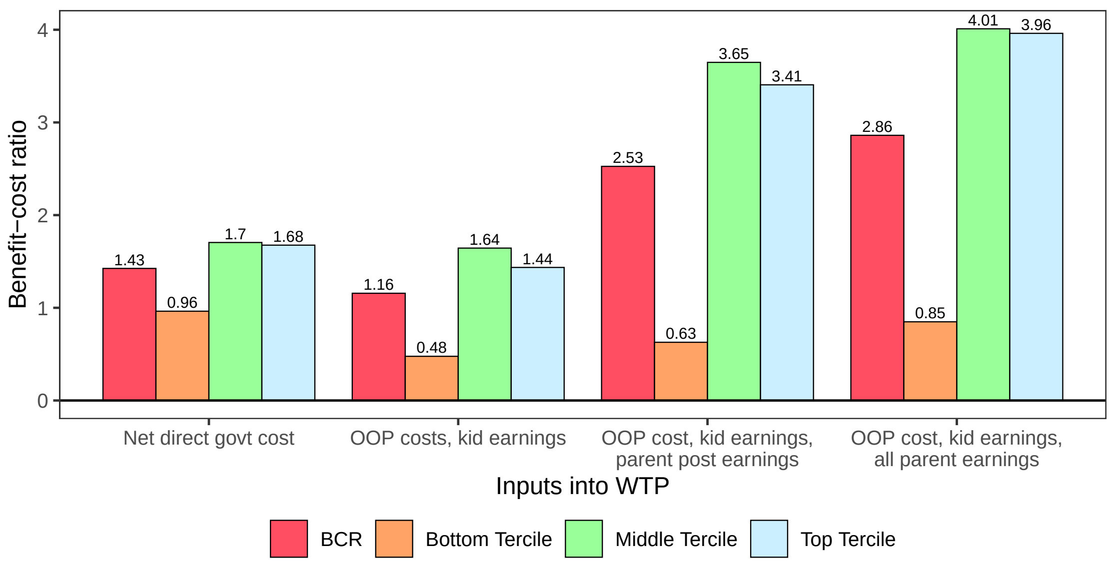
[29] Estimates used the NHPS 2021-2022 budget (New Haven Board of Education, 2022), average CT teacher salaries (Teach Connecticut, 2021) and average CT paraprofessional salaries.

[30] As discussed in Online Appendix B.1, siblings of children already enrolled in magnet schools receive priority in UPK admissions.

For each estimate we report 90% confidence intervals in brackets, which are based on 500 bootstrap samples. Following Hendren and Sprung-Keyser (2020), when net costs are negative and willingness to pay is positive, we report the MVPF to be infinity.

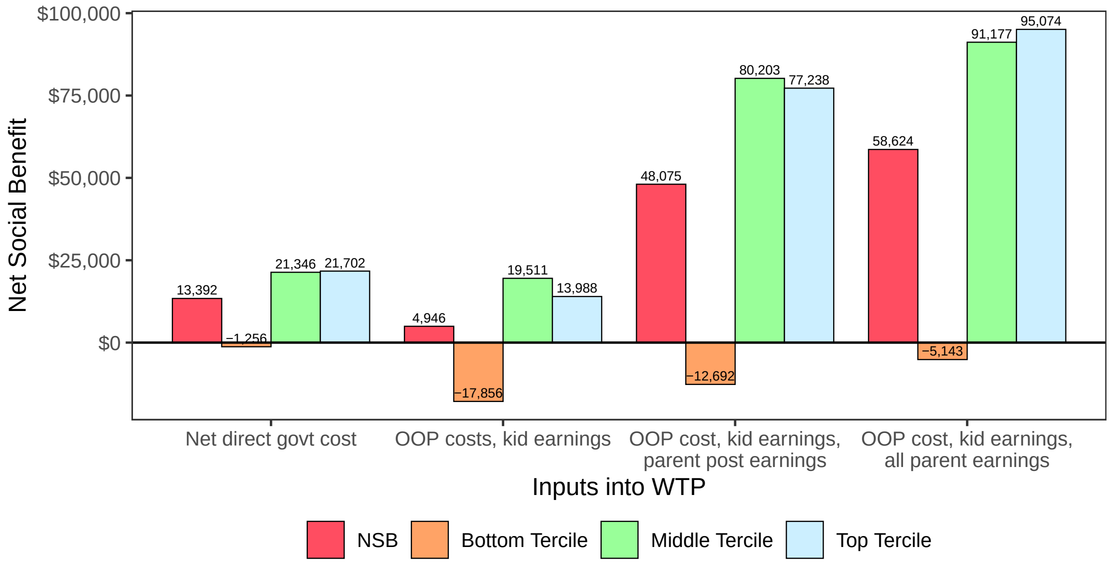
Additionally, Table I.2 reports estimates of MVPF for the full population and by tercile of neighborhood income. The rows represent the four different constructions of willingness to pay. 90% confidence intervals are reported in brackets, which are based on 500 bootstrap samples.

Figure I.1: BCR: overall and by neighborhood income terciles



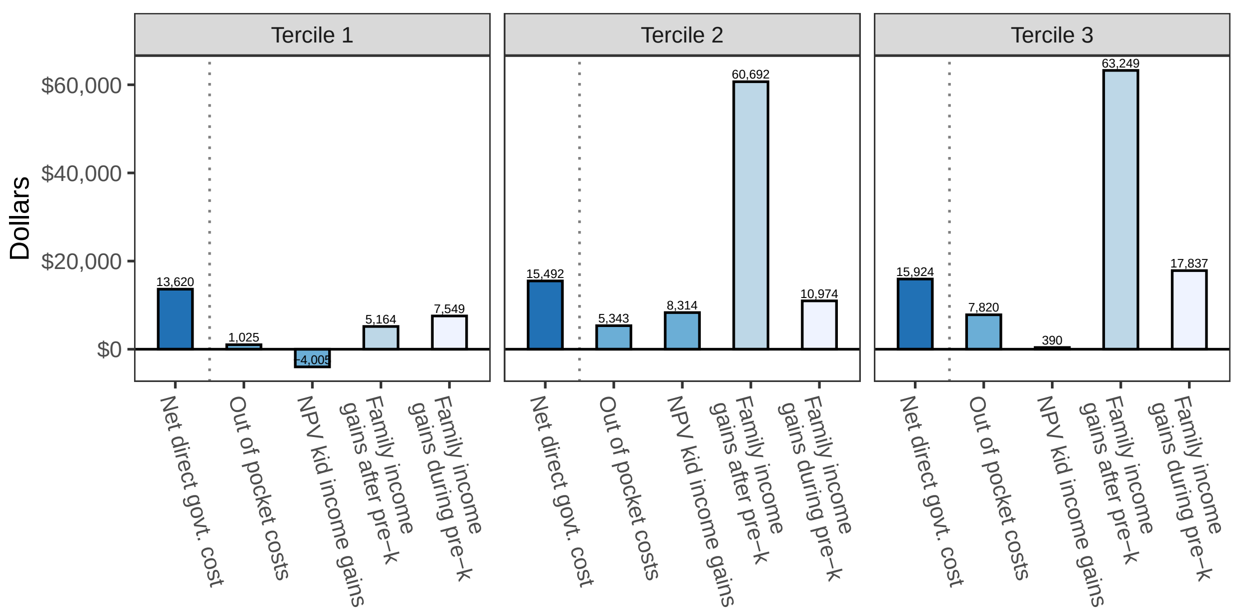
Notes: This figure reports the benefit-cost ratio for the UPK program we study under different constructions of the willingness to pay. The first group of bars assumes parents value the program at net direct government cost (i.e., the average net subsidy). The second assumes willingness to pay is the out-of-pocket savings for the family and the child's discounted present value of future after-tax earnings. The third adds the discounted present value of after-tax earnings gains of parents for the gains after pre-k. The fourth adds all parent earnings, rather than only earnings after pre-k. Each group is comprised of the benefit-cost ratio (BCR) by tercile of ACS median block-group household income. The leftmost bars are for the full sample, while the second through fourth bars report the BCR calculated by terciles. The numerator is the willingness to pay (under the four constructions described above) used in the MVPF calculations plus the change in the discounted present value of tax revenue from parents and kids and the savings from substitution away from other public programs, where the second term is multiplied by one plus the dead weight loss term of 0.3 to capture the DWL associated with raising additional tax revenue. The denominator is the direct cost of adding an additional student to the UPK program times one plus a dead weight loss term. See García et al. (2020) and García and Heckman (2022) for additional details on benefit-cost ratios.

Figure I.2: NSB: overall and by neighborhood income terciles



Notes: This figure reports the net social benefit (NSB) for the UPK program we study under different constructions of the willingness to pay described above. Each group reports the overal NSB and NSB estimates by tercile of ACS median block-group household income. The leftmost bars are for the full sample, while the second through fourth bars report the NSB calculated by terciles. The NSB is the willingness to pay used in the MVPF calculation minus the net cost from the MVPF calculation times one plus the deadweight loss (assumed to be 0.3) of generating the taxes that fund the program. See García and Heckman (2022) for additional details on net social benefit.

Figure I.3: Inputs into WTP by neighborhood income terciles



Notes: This figure reports the inputs into the willingness to pay by tercile of ACS median block-group household income, based on the residential address of those who applied for the UPK program. We consider five different potential inputs. (1) Net direct government cost, (2) reduction in out-of-pocket costs, (3) child income gains estimated based on changes in kindergarten test scores, (4) parental income gains after pre-kindergarten, (5) parental income gains during pre-kindergarten.

Table I.1: Sensitivity of MVPF calculations to underlying assumptions

Specification	WTP is net direct govt cost	WTP is OOP costs, kid earnings	WTP is OOP costs, kid earnings, parent post earnings	WTP is OOP costs, kid earnings, all parent earnings
No program substitution	2.33	0.67	4.82	5.84
	[1.36, 8.24]	[0.26, 3.00]	[1.47, 26.75]	[1.76, 30.75]
Survey-based program subs.	3.47	1.24	8.93	10.81
	[1.50, Inf]	[0.40, Inf]	[2.04, Inf]	[2.49, Inf]
No out of pocket costs	10.04	1.13	29.27	36.16
	[1.81, Inf]	[-0.35, Inf]	[2.60, Inf]	[3.25, Inf]
60% opportunity cost of work	10.04	4.53	32.67	35.43
	[1.81, Inf]	[0.60, Inf]	[3.29, Inf]	[3.60, Inf]
10% higher tax rate	104.48	46.83	332.42	402.28
	[1.97, Inf]	[0.71, Inf]	[3.53, Inf]	[4.22, Inf]
25% higher tax rate	Inf	Inf	Inf	Inf
	[2.28, Inf]	[0.80, Inf]	[3.98, Inf]	[4.72, Inf]
10% lower tax rate	5.27	2.39	17.54	21.25
	[1.68, Inf]	[0.52, Inf]	[3.08, Inf]	[3.74, Inf]
25% lower tax rate	3.08	1.41	10.58	12.83
	[1.51, Inf]	[0.45, Inf]	[2.83, Inf]	[3.46, Inf]
25% higher UPK cost	2.82	0.91	6.60	7.99
	[1.45, 301.21]	[0.32, 180.57]	[1.85, 1057.36]	[2.27, 1266.69]
25% lower UPK cost	Inf	Inf	Inf	Inf
	[3.66, Inf]	[2.17, Inf]	[10.28, Inf]	[12.71, Inf]
Alternative PPE calculation	Inf	Inf	Inf	Inf
	[6.38, Inf]	[4.63, Inf]	[17.95, Inf]	[24.57, Inf]
Smaller family size	4.18	1.89	11.74	14.15
	[1.61, Inf]	[0.49, Inf]	[2.53, Inf]	[3.08, Inf]
Downstream sibling enrollment	4.23	1.87	11.90	14.35
	[1.61, Inf]	[0.50, Inf]	[2.53, Inf]	[3.05, Inf]
Partial substitution	8.99	4.00	28.87	34.95
	[1.72, Inf]	[0.61, Inf]	[3.07, Inf]	[3.69, Inf]

Notes: This table reports estimates of the MVPF under several alternative assumptions. The columns report our four assumptions regarding what enters willingness to pay. The first column assumes parents value the program at its net direct government cost. The second excludes parental earnings from WTP and considers only change in out of pocket expenditures and kids future earnings. The third adds post-pre-k parental earnings, and the fourth considers all parental earnings. "No program substitution" excludes savings from reduced use of other public programs from the net cost calculation. "Survey-based program subs." uses the substitution patterns away from other public programs based on survey responses rather than the administrative data. "No out of pocket costs" excludes reductions in out of pocket costs from the willingness to pay. "60% opportunity cost of work" aims to account for the disutility of work. We assume this applies only while the child is in pre-k as we find the strongest evidence of labor supply effects during during pre-k. We discount after-tax earnings in the pre-k period by 60% based on estimates from Mas and Pallais (2019). The next four rows scale the assumed taxes 10 and 25 percent higher or lower respectively. 25% higher/lower UPK cost scales up/down the per pupil expenditure. "Alternate PPE calculation" is based on New Haven School District budget data. "Smaller family size" uses a smaller family-scaling number based on the sample that matched to earnings data. "Downstream sibling enrollment" incorporates the effect of winning the lottery on sibling enrollment in UPK. "Partial substitution" assumes part time enrollment for children enrolled in multiple programs in a given year. 90% confidence intervals are reported in brackets based on 500 bootstraps.

Table I.2: MVPF estimates by income tercile

Specification	Full	Bottom	Middle	Top
WTP is net direct govt cost	10.04	1.19	Inf	Inf
	[1.81, Inf]	[0.64, 6.70]	[2.53, Inf]	[1.56, Inf]
WTP is OOP costs, kid earnings	4.53	-0.26	Inf	Inf
	[0.60, Inf]	[-1.52, 0.68]	[1.77, Inf]	[0.26, Inf]
WTP is OOP cost, kid earnings, parent post earnings	32.67	0.19	Inf	Inf
	[3.29, Inf]	[-1.63, 15.57]	[5.99, Inf]	[1.92, Inf]
WTP OOP cost, kid earnings, all parent earnings	39.56	0.85	Inf	Inf
	[3.96, Inf]	[-1.40, 24.16]	[6.86, Inf]	[3.03, Inf]

Notes: This table reports estimates of the MVPF by tercile of ACS median block-group household income using four different constructions of willingness to pay (WTP). The first row assumes parents value the program at its net direct government cost. The second excludes parental earnings from WTP and considers only change in out of pocket expenditures and kids future earnings. The third adds post-pre-k parental earnings, and the fourth considers all parental earnings. The "Full" column reports estimates for the whole sample while the remaining three columns report estimates by tercile of neighborhood median household income, which are based on the block group the family lived in at the time they applied. 90% confidence intervals are reported in brackets based on 500 bootstraps.

Table I.3: BCR estimates by income tercile

Specification	Full	Bottom	Middle	Top
WTP is net direct govt cost	1.43	0.96	1.70	1.68
	[1.13, 1.73]	[0.58, 1.32]	[1.25, 2.16]	[1.08, 2.26]
WTP is OOP costs, kid earnings	1.16	0.48	1.64	1.44
	[0.83, 1.49]	[-0.03, 0.91]	[1.07, 2.21]	[0.72, 2.13]
WTP is OOP cost, kid earnings, parent post earnings	2.53	0.63	3.65	3.41
	[1.49, 3.67]	[-0.78, 1.92]	[1.91, 5.39]	[1.19, 5.63]
WTP OOP cost, kid earnings, all parent earnings	2.86	0.85	4.01	3.96
	[1.69, 4.11]	[-0.71, 2.28]	[2.11, 5.90]	[1.55, 6.38]

Notes: This table reports estimates of the benefit-cost ration (BCR) by tercile of ACS median block-group household income using four different constructions of willingness to pay (WTP). The first row assumes parents value the program at its net direct government cost. The second excludes parental earnings from WTP and considers only change in out of pocket expenditures and kids future earnings. The third adds post-pre-k parental earnings, and the fourth considers all parental earnings. The "Full" column reports estimates for the whole sample while the remaining three columns report estimates by tercile of neighborhood median household income, which are based on the block group the family lived in at the time they applied. 90% confidence intervals are reported in brackets based on 500 bootstraps.

Table I.4: NSB estimates by income tercile

Specification	Full	Bottom	Middle	Top
WTP is net direct govt cost	13,392	-1,256	21,346	21,702
	[3,941; 23,431]	[-14,516; 10,960]	[7,691; 35,144]	[2,567; 40,457]
WTP is OOP costs, kid earnings	4,946	-17,856	19,511	13,988
	[-5,437; 15,779]	[-35,898; -3,022]	[2,152; 37,343]	[-9,236; 35,596]
WTP is OOP cost, kid earnings, parent post earnings	48,075	-12,692	80,203	77,238
	[16,037; 84,697]	[-61,510; 32,199]	[28,297; 134,475]	[6,128; 150,923]
WTP OOP cost, kid earnings, all parent earnings	58,624	-5,143	91,177	95,074
	[21,523; 99,447]	[-59,409; 45,881]	[34,362; 150,426]	[17,355; 172,331]

Notes: This table reports estimates of the Net Social Benefit (NSB) by tercile of ACS median block-group household income using four different constructions of willingness to pay (WTP). The first row assumes parents value the program at its net direct government cost. The second excludes parental earnings from WTP and considers only change in out of pocket expenditures and kids future earnings. The third adds post-pre-k parental earnings, and the fourth considers all parental earnings. The "Full" column reports estimates for the whole sample while the remaining three columns report estimates by tercile of neighborhood median household income, which are based on the block group the family lived in at the time they applied. 90% confidence intervals are reported in brackets based on 500 bootstraps.

J Integration effects

Within New Haven, the UPK programs are perceived as crucial to the success of the magnet program in achieving its legislative goal of school integration. This is because UPK pulls in children from suburban towns where public pre-kindergarten is not available, who may then stay.[31]

The efficacy of subsidized pre-kindergarten as a school integration policy depends on how many children, in particular suburban, White, and Asian-American children, stay in the NHPS system after pre-kindergarten. We quantify these effects by estimating versions of Equation 1 that take NHPS enrollment in grades beyond pre-kindergarten as the dependent variable. We estimate separate specifications for each grade from kindergarten through grade eight and then pool over high school grades. Figure J.1 reports results from this exercise in the full sample and split by geography (New Haven vs. the surrounding suburbs) and race (White/Asian vs. non-White/Asian). Each subfigure reports the control complier mean rate of NHPS attendance in a given grade (solid bars) and the treatment effect of UPK enrollment added to the complier mean (dots and standard error bars) Note that our definition of NHPS enrollment in pre-kindergarten includes means-tested programs run by the district, so the control complier mean in pre-kindergarten is not zero.

UPK enrollment has large and long-lasting crowd-in effects, including for suburban and White/Asian students. Panel (a) of Figure J.1 reports results for the full sample of applicants. UPK enrollment raises NHPS enrollment in each elementary and middle school grade and in high school as well, though the increases are only statistically significant through fifth grade. In total, UPK enrollment generates 2.41 years of K-8 enrollment, 83% of the complier control mean. For suburban applicants, UPK enrollment generates 2.71 additional years of K-8 enrollment, 234% of the complier control mean. For White and Asian applicants, UPK enrollment generates 1.00 years of K-8 enrollment, 56% of the complier control mean (though we note that this pooled effect is noisily estimated).

How big are these effects? One way to quantify them is to assess the share of White/Asian students in NHPS who are there because of the UPK program. We compute average per-cohort counts of White and Asian-American students over the 2014-2018 period and scale this number by the IV estimates of UPK enrollment on enrollment in later grades to obtain the total number White/Asian K-8 students whose

[31] A local newspaper article described the issue as follows: "[Superintendent Reggie] Mayo said suburban enrollment tends to fall off in the higher grades, so the city needs to stack the school with more suburban kids in pre-k. The district aims to keep suburban enrollment at higher than 35 percent, he said, because of the risk that kids will later leave the school. Often suburban parents don't have preschool in their towns. So they grab urban pre-k slots at the magnet schools, then move their kids back to their hometown schools for higher grades, leaving the higher grades at the urban magnet schools underenrolled" (Bailey, 2011).

later NHPS enrollment is attributable to UPK enrollment.[32] We then divide this figure by overall grade-specific enrollment of White or Asian-American students in NHPS.

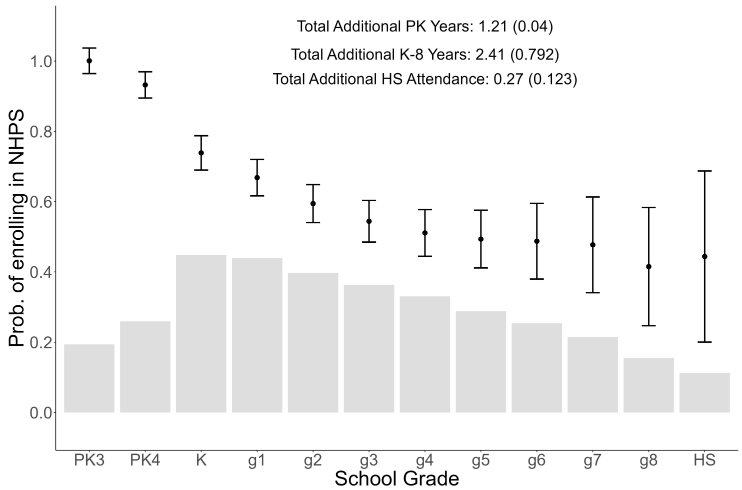
Table J.1 reports results from this exercise. Grade-specific shares start at 16% in kindergarten and decline to 5% by grade 8 as the students induced to enroll in NHPS by the UPK program leave the district. Overall, the causal effect of UPK enrollment accounts for 7% of all White/Asian-American NHPS enrollment in grades K-8, though again we caution that this pooled effect is noisily estimated.

These effects are fairly large in the context of the school integration literature. For example, Lutz (2011) reports that the termination of court-ordered desegregation plans reduced the share of White students at the average Black student's school (i.e., the Black-White exposure index) by 10-15%. Guryan (2004) finds that this same exposure index rose by about 50% (15pp on a base of about 30%) for districts desegregated in the 1970s following the Brown vs. Board decision.

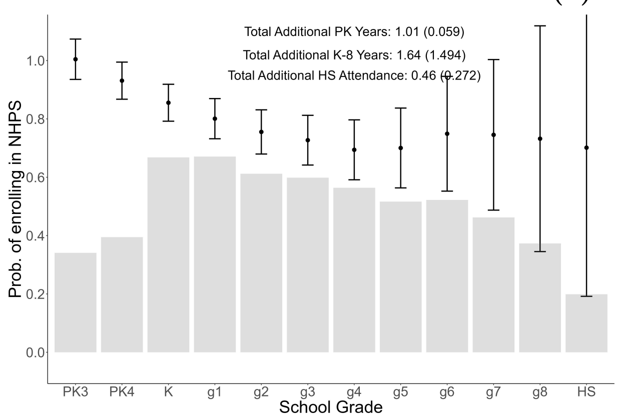
To what extent do the integration benefits of UPK depend on the absence of a means test? To get a back-of-the-envelope sense of this tradeoff, we conduct an exercise where we drop UPK enrollees from the top tercile and replace them with students with a race distribution matching what we observe in the lower two terciles. The rightmost column of Table J.1 reports the share of White or Asian-American NHPS enrollment attributable to UPK in this counterfactual scenario. Compared to what we see in the data, means-testing causes this share to fall by roughly half in each grade. For example, the attributed share of kindergarten students falls from 16% at baseline to 8% under a means test.

[32] We focus on 2014-2018 because this period reflects steady-state UPK program size in the pre-Covid period. See Figure 1.

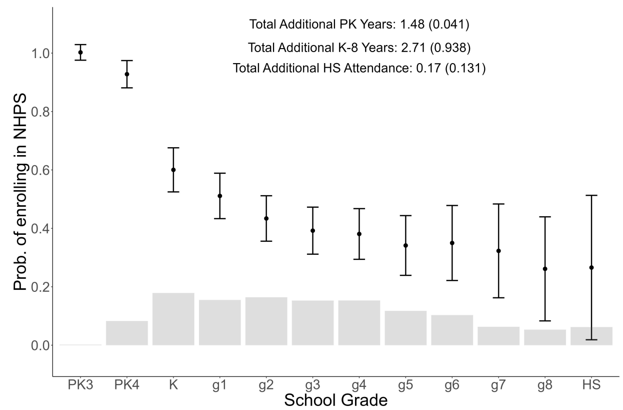
Figure J.1: UPK enrollment and racial/ethnic integration in NHPS



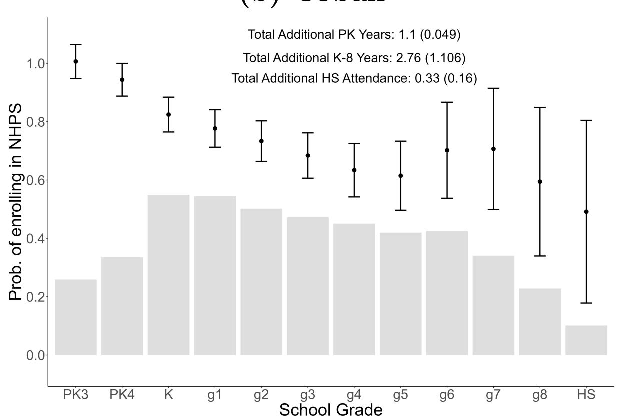
(a) Overall



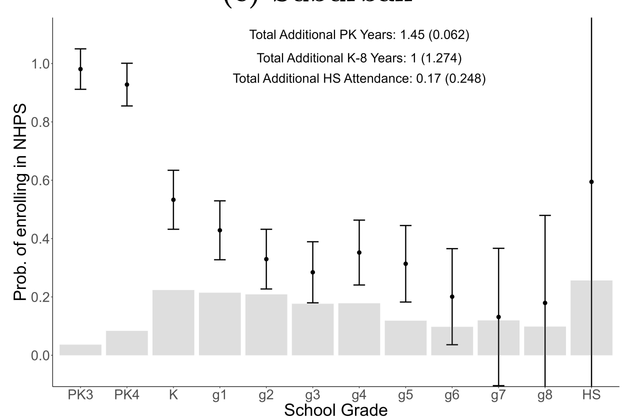
(b) Urban



(c) Suburban



(d) Non-White/Asian



(e) White/Asian

Notes: This figure visualizes the effect of UPK enrollment on the probability of students enrolling in the NHPS school system at different grade levels based on IV estimates and control complier means. Panel (a) shows the overall results across all subpopulations, whereas Panels (b)-(c) split the sample into children from an urban or suburban area and Panels (d)-(e) into Non-White/Asian and White/Asian children. The x-axis for each panel reflects the grade of enrollment from PK3 through grade 8 as well as grades 9-12 grouped together as high school (HS). The y-axis reflects the share of children enrolled in NHPS by grade level. Gray bars represent complier control means by grade level. Black dots are the point estimates of treatment effects from 2SLS estimates added to the complier means (i.e. the vertical distance from the complier mean to the dot is the treatment effect). The bars show 95% confidence intervals for the 2SLS estimates. See Section 9 for details.

Table J.1: UPK effects on non-URM NHPS Enrollment

Grade	IV Estimate	Attr. Students	Total NHPS	Attr. Share	Means-Tested CF
K	0.31	44	270	0.16	0.08
	(0.06)	(8.66)		(0.03)	(0.02)
Grade 1	0.21	29	264	0.11	0.05
	(0.06)	(8.63)		(0.03)	(0.02)
Grade 2	0.12	16	262	0.06	0.03
	(0.06)	(8.67)		(0.03)	(0.02)
Grade 3	0.11	15	256	0.06	0.03
	(0.06)	(8.87)		(0.03)	(0.02)
Grade 4	0.17	24	236	0.1	0.05
	(0.07)	(9.41)		(0.04)	(0.02)
Grade 5	0.19	27	238	0.11	0.05
	(0.08)	(11.11)		(0.05)	(0.02)
Grade 6	0.11	15	256	0.06	0.03
	(0.1)	(13.95)		(0.05)	(0.03)
Grade 7	0.02	2	242	0.01	0
	(0.14)	(19.81)		(0.08)	(0.04)
Grade 8	0.09	12	241	0.05	0.02
	(0.18)	(25.23)		(0.1)	(0.05)
K-8	1.14	158	2264	0.07	0.03
	(1.24)	(172.50)		(0.08)	(0.04)

Notes: This table shows results from an exercise estimating the share of White and Asian students enrolled in the NHPS system due to the UPK program. IV estimates are taken from Figure J.1, Panel (e). We compute the number of attributable students by grade level (column *Attr. Students*) by multiplying the grade-specific IV estimate of the effect of UPK enrollment on later NHPS enrollment by the average number of Asian and White UPK enrollees for 2014-2018. The total number of Asian and White students enrolled in NHPS (column *Total NHPS*) is calculated as the average number of Asian and White students enrolled in NHPS for 2014-2018 in the relevant grade, across all schools. The share of Asian and White enrollment attributable to the UPK program (column *Attr. Share*) is then calculated by dividing the number of attributable students by the total number of students in the NHPS system. The column *Means-Tested CF* reports estimates for the counterfactual attributable share of White and Asian students enrolled in NHPS if a means-tested reform was introduced that bars students from the top tercile of the income distribution from the UPK lottery and replaced them with students drawn from the bottom two terciles. Robust standard errors clustered at the applicant level are shown in parentheses. See Section 9 for details.

K Survey Questionnaire

Dear Parent,

We are inviting you to take this survey as New Haven Public School records indicate that your child previously participated in the pre-kindergarten choice process for the New Haven Public Schools. If eligible, you will be entered into a sweepstakes for the chance to receive one of 25 $100 rewards for taking our survey.

Your feedback is important and will be used to improve the pre-k programs in the New Haven Public Schools. Thank you very much for taking the survey!

Your responses are CONFIDENTIAL meaning that your individual responses will not be shared. Neither your name nor your child's name will be shared with anyone outside of the research team.

If you have questions or concerns, please contact YaleâĂŹs NHPS pre-k survey team at (203) 432-5820 or nhps_prek_survey@yale.edu.

Sincerely,

New Haven School Choice Research Team Yale University

Do you consent?

(a) Yes
(b) No

1. Please describe your relationship to (child name)
   (a) Mother
   (b) Father
   (c) Stepmother
   (d) Stepfather
   (e) Grandmother
   (f) Other, please specify:
2. Can you confirm that, in [PROCESSYEAR], your child

   [IF STATUS=1: participated in the New Haven Public Schools' School Choice Process and applied to at least one New Haven Public School free magnet pre-k program, but did not get offered a slot]

   [IF STATUS=2: enrolled in a New Haven Public School free magnet pre-k program]

   [IF STATUS=3: was offered a New Haven Public School free magnet pre-k program slot, but did not enroll]?

(a) Yes,

IF STATUS=1: my child applied to an NHPS pre-k program in [PROCESSYEAR], but was not offered a slot

IF STATUS=2: my child enrolled in an NHPS pre-k program in [PROCESSYEAR]

IF STATUS=3: my child applied to an NHPS pre-k program in [PROCESSYEAR] and was offered a slot, but we chose not to enroll

(b) No, to my knowledge, this information is not correct.

If answer to question 2. was (b), then

3. Which best applies:

   (a) My child enrolled in an NHPS magnet pre-k program

   (b) My child applied to an NHPS magnet pre-k program, but was not offered a slot

   (c) My child applied to an NHPS magnet pre-k program and was offered a slot, but I chose not to enroll

   (d) To my knowledge, my child did not apply for a slot at an NHPS magnet pre-k program.

If answer to question 3. was (d), the following message was displayed

Thank you for your time today. Unfortunately you are not eligible for this study. We appreciate your participation.

Otherwise, respondents were re-classified in three categories:

1. **Enrolled** if answer to question 3 was (a)
2. **Applied but no offer** if answer to question 3 was (b)
3. **Received offer but chose not to enroll** if answer to question 3 was (c)

If **Enrolled**:

We would now like to ask you about your experiences with NHPS's pre-k program.

4. Thinking back to when your child was enrolled in NHPS's pre-k, how satisfied were you with your child's experience?

   1. Overall

      (a) Very dissatisfied

      (b) Somewhat dissatisfied

      (c) Neither satisfied nor dissatisfied

(d) Somewhat satisfied
(e) Very satisfied
(f) Not applicable

2. The quality of the teachers and instruction
   (a) Very dissatisfied
   (b) Somewhat dissatisfied
   (c) Neither satisfied nor dissatisfied
   (d) Somewhat satisfied
   (e) Very satisfied
   (f) Not applicable

3. The quality of the facilities
   (a) Very dissatisfied
   (b) Somewhat dissatisfied
   (c) Neither satisfied nor dissatisfied
   (d) Somewhat satisfied
   (e) Very satisfied
   (f) Not applicable

4. The quality of communication between the program and your family
   (a) Very dissatisfied
   (b) Somewhat dissatisfied
   (c) Neither satisfied nor dissatisfied
   (d) Somewhat satisfied
   (e) Very satisfied
   (f) Not applicable

5. The other children and families enrolled in the program
   (a) Very dissatisfied
   (b) Somewhat dissatisfied
   (c) Neither satisfied nor dissatisfied
   (d) Somewhat satisfied
   (e) Very satisfied
   (f) Not applicable

The next few questions ask you to think back to when your child was enrolled in New Haven Public Schools' pre-k program, and to think about what options for pre-k or childcare you would have used *if you had not been able to enroll your child in the NHPS pre-k program.*

5. If your child had not enrolled in the NHPS pre-k program, what best describes the childcare or pre-k option that you would have used for the child?

   Select the best option available. If you are uncertain or donâĂŹt recall, please choose the option you think would have been most likely.

   (a) I would have ***not enrolled*** my child in any pre-k or daycare program
   (b) I would have ***enrolled*** my child in a pre-k or daycare program or service

   If answer to question 5. was (a), the following question was displayed:

6. If you had not enrolled in the NHPS pre-k program, who would have most likely watched over the child during the day prior to kindergarten?

   Select the best option available. If you are uncertain or don't recall, please choose the option you think would have been most likely.

   (a) The mother, father, or other legal guardian would have taken care of the child
   (b) Another family member would have taken care of the child
   (c) A family friend or neighbor would have taken care of the child
   (d) A babysitter or other childcare provider would been paid to take care of the child
   (e) Other, please specify:

   If answer to question 5. was (b), the following question was displayed:

7. If you had not enrolled in the NHPS pre-k program, what best describes the type of pre-k or child-care program you think your child would have likely enrolled in?

   (a) Head Start or Early Head Start programs
   (b) Another childcare center or pre-k (not Head Start)
   (c) A paid childcare provider operating out of their home (not Head Start)
   (d) Another town's public pre-k or childcare program
   (e) Babysitter, nanny, or another private option
   (f) Other, please specify:

   If answer to question 5. was (b), the following question was also displayed:

8. What was the name of the program your children would have likely enrolled in if you had not enrolled in the NHPS pre-k program ?

   (a) Program name:
   (b) I didn't have a specific program in mind
   (c) I don't remember
   (d) I prefer not to say

9. Thinking back to when your child was enrolled in an NHPS pre-k program, do you think enrolling resulted in:

   1. You or other adults in your household being able to work more

      (a) Yes
      (b) No

   2. Less stress about money

      (a) Yes
      (b) No

   3. Better pre-kindergarten education for your child

      (a) Yes
      (b) No

   If answer to question 9.1. is (a), the following question was displayed:

10. In the previous question, you said that enrolling your child in the NHPS pre-k program allowed you or another adult in your household to work more. Which of the options below describes how it changed your situation?
    Select all that apply

    (a) I got a part time job
    (b) I got a full-time job
    (c) I switched from working part time to full time
    (d) I increased the number of hours I worked
    (e) Another member of the household got a part time job
    (f) Another member of the household got a full-time job
    (g) Another member of the household switched from working part time to full time

(h) Another member of the household increased the number of hours they worked
(i) Other, please specify:
(j) None of the above

If **Applied but no offer**

NHPS pre-k programs cannot offer a slot to every family that applies. The following questions aim to help us better understand what childcare and daycare options families use when they are not able to enroll their child in the NHPS pre-k program.

11. After your pre-k application in [PROCESSYEAR], was your child ever enrolled in a pre-k or daycare program?

    (a) Yes, I enrolled my child in a pre-k or daycare program
    (b) No, I did not enroll my child in a pre-k or daycare program

    If answer to question 11 was (b), the following question was displayed

12. Who watched over the child during the day prior to kindergarten?

    Select the best option available. If more than one option was used, please select the one used most frequently that year.

    (a) The mother, father, or other legal guardian took care of the child
    (b) Another family member took care of the child
    (c) A family friend took care of the child
    (d) A babysitter or other childcare provider was paid to take care of the child
    (e) Other, please specify:

    If answer to question 11 was (a), the following questions were displayed

13. What type of pre-k or child-care program was your child enrolled in?

    Select the best option available. If more than one option was used, please select the one your child was enrolled in for the longest time.

    (a) Head Start/Early Head Start
    (b) Another childcare center or pre-k (not Head Start)
    (c) A paid childcare provider operating out of their home (not Head Start)
    (d) Another town's public pre-k or childcare program
    (e) Babysitter, nanny, or another private option

(f) Other, please specify:

14. How satisfied were you with your child's experience at their pre-k or childcare program?

    1. Overall
        (a) Extremely dissatisfied
        (b) Somewhat dissatisfied
        (c) Neither satisfied nor dissatisfied
        (d) Somewhat satisfied
        (e) Extremely satisfied
    2. The quality of the teachers and instruction
        (a) Extremely dissatisfied
        (b) Somewhat dissatisfied
        (c) Neither satisfied nor dissatisfied
        (d) Somewhat satisfied
        (e) Extremely satisfied
    3. The quality of the facilities
        (a) Extremely dissatisfied
        (b) Somewhat dissatisfied
        (c) Neither satisfied nor dissatisfied
        (d) Somewhat satisfied
        (e) Extremely satisfied
    4. The quality of communication between the program and your family
        (a) Extremely dissatisfied
        (b) Somewhat dissatisfied
        (c) Neither satisfied nor dissatisfied
        (d) Somewhat satisfied
        (e) Extremely satisfied
    5. The other children and families enrolled in the program
        (a) Extremely dissatisfied
        (b) Somewhat dissatisfied
        (c) Neither satisfied nor dissatisfied
        (d) Somewhat satisfied
        (e) Extremely satisfied

15. What was the name of the program that your child enrolled in?

    (a) Program name:
    (b) I don't remember
    (c) Prefer not to say

16. Do you believe that receiving an NHPS pre-k slot would have resulted in:

    1. You or other adults in your household being able to work more

        (a) Yes
        (b) No

    2. Less stress about money

        (a) Yes
        (b) No

    3. Better pre-f education for the child

        (a) Yes
        (b) No

    If answer to question 16.1 was (a), the following question was displayed

17. In the previous question you said that if your child had received a slot in the NHPS pre-k program, you or another adult in your household would have been able to work more. Which of the options below describes how it would have changed your household's work situation?

    Select all that apply

    (a) I would have gotten a part-time job
    (b) I would have gotten a full-time job
    (c) I would have switched from working part-time to full-time
    (d) I would have increased the number of hours I worked
    (e) Another member of the household would have gotten a part-time job
    (f) Another member of the household would have gotten a full-time job
    (g) Another member of the household would have switched from working part-time to full-time
    (h) Another member of the household would have increased the number of hours they worked
    (i) Other, please specify:

If **received offer but chose not to enroll**

We see that your child was offered a slot but did not end up enrolling in a NHPS pre-k program. We would now like to ask you about your decision to not enroll in the NHPS pre-k program and what childcare or daycare options your family chose instead.

18. What best describes your reason for not enrolling?
    (a) I found a better option, such as being moved off a waitlist at another program
    (b) I moved and attending the NHPS pre-k program was no longer feasible
    (c) Upon learning more, I decided that the NHPS pre-k program was not a good fit
    (d) Other, please specify:

19. After your pre-k application in [PROCESSYEAR], was your child ever enrolled in a pre-k or daycare program?
    (a) Yes, I enrolled my child in a pre-k or daycare program
    (b) No, I did not enroll my child in a pre-k or daycare program

    If answer to question 19 was (b), the following question was displayed

20. Who watched over the child during the day prior to kindergarten?

    Select the best option available. If more than one option was used, please select the one used most frequently that year

    (a) The mother, father, or other legal guardian took care of the child
    (b) Another family member took care of the child
    (c) A family friend took care of the child
    (d) A babysitter or other childcare provider was paid to take care of the child
    (e) Other, please specify:

    If answer to question 19 was (a), the following three questions were displayed

21. What type of pre-k or child-care program was your child enrolled in?

    Select the best option available. If more than one option was used, please select the one your child was enrolled in for the longest time.

    (a) Head start/Early head start
    (b) Another childcare center or pre-k (not Head Start)

(c) A paid childcare provider operating out of their home (not Head Start)

(d) Another town's public pre-k or childcare program

(e) Babysitter, nanny, or another private option

(f) Other, please specify:

22. How satisfied were you with your child's experience at their pre-k or childcare program?

    1. Overall
        (a) Extremely dissatisfied
        (b) Somewhat dissatisfied
        (c) Neither satisfied nor dissatisfied
        (d) Somewhat satisfied
        (e) Extremely satisfied

    2. The quality of the teachers and instruction
        (a) Extremely dissatisfied
        (b) Somewhat dissatisfied
        (c) Neither satisfied nor dissatisfied
        (d) Somewhat satisfied
        (e) Extremely satisfied

    3. The quality of the facilities
        (a) Extremely dissatisfied
        (b) Somewhat dissatisfied
        (c) Neither satisfied nor dissatisfied
        (d) Somewhat satisfied
        (e) Extremely satisfied

    4. The quality of communication between the program and your family
        (a) Extremely dissatisfied
        (b) Somewhat dissatisfied
        (c) Neither satisfied nor dissatisfied
        (d) Somewhat satisfied
        (e) Extremely satisfied

    5. The other children and families enrolled in the program

(a) Extremely dissatisfied
(b) Somewhat dissatisfied
(c) Neither satisfied nor dissatisfied
(d) Somewhat satisfied
(e) Extremely satisfied

23. What was the name of the program your child attended?

(a) Program name:
(b) I don't remember
(c) I prefer not to say

If respondents were classified as either **applied but no offer** or **received offer but chose not to enroll**, they were asked the following questions:

24. Thinking back to when you applied to the NHPS pre-k program in [PROCESSYEAR], were you aware of any other programs that could have helped pay for alternative childcare options?

(a) Yes
(b) No

If answer to question 24. was (a), the next question was displayed

25. In [PROCESSYEAR], did you or anyone else in your household apply to a program to help pay for childcare or pre-k?

(a) Yes
(b) No

If answer to question 25. was (a), the next question was displayed

26. In [PROCESSYEAR], did you or anyone else in your household get help paying for childcare or pre-k from one of these programs?

(a) Yes
(b) No

If answer to question 25. was (b), the next question was displayed

27. What best describes your reason for not applying?

Select all that apply

(a) I was not interested in enrolling my child in childcare or pre-k
(b) I did not think my household would be eligible
(c) I did not know enough about the programs to know how to apply
(d) I did not have the time to apply
(e) The application process was too complicated or involved too many steps
(f) I did not need the subsidy

If answer to question 11 or 19 was (a), the next question was displayed

28. After your pre-k application in [PROCESSYEAR], approximately how much did your family pay out of pocket each month for pre-k or childcare for your child?
    (a) $0
    (b) $1-$200
    (c) $201-$500
    (d) $501-$1,000
    (e) $1,001 - $1,500
    (f) $1,501 - $2,000
    (g) More than $2,000
    (h) I don't remember
    (i) I prefer not to say

    Respondents were asked the following questions regardless their re-classification

29. Thinking back to when you applied to the NHPS pre-k program in [PROCESSYEAR], what was important to you when you were making your childcare or pre-k decisions?

    1. Affordability
        (a) Not important
        (b) A little important
        (c) Somewhat important
        (d) Important
        (e) Very important

    2. Convenient location (such as close to home or close to work)
        (a) Not important
        (b) A little important
        (c) Somewhat important

(d) Important
(e) Very important

3. Convenient schedule (such as full day program, or flexible drop-off hours)
   (a) Not important
   (b) A little important
   (c) Somewhat important
   (d) Important
   (e) Very important

4. Class size (i.e. how many other children were in the same group as your child)
   (a) Not important
   (b) A little important
   (c) Somewhat important
   (d) Important
   (e) Very important

5. The quality of the teachers or childcare providers
   (a) Not important
   (b) A little important
   (c) Somewhat important
   (d) Important
   (e) Very important

6. The other children and families enrolled in the childcare or pre-k program
   (a) Not important
   (b) A little important
   (c) Somewhat important
   (d) Important
   (e) Very important

Parent - Family Demographics

To better understand who applies to the NHPS pre-k program, we would now like to ask you a few questions about your household.

30. What is your highest level of education?

(a) Some high school, no diploma

(b) High school graduate, diploma or the equivalent (for example: GED)
(c) Some college credit, no degree
(d) Trade/technical/vocational training
(e) Associate degree
(f) Bachelor's degree or more.
(g) Prefer not to say

31. When you applied to the NHPS pre-k program in [PROCESSYEAR], was there another parent or legal guardian for the child in the household?

(a) Yes
(b) No
(c) Prefer not to say

If answer to question 31 was (a), the following question was displayed.

32. What is the highest level of education of the child's other parent or legal guardian?

(a) Some high school, no diploma
(b) High school graduate, diploma or the equivalent (for example: GED)
(c) Some college credit, no degree
(d) Trade/technical/vocational training
(e) Associate degree
(f) Bachelor's degree or more.
(g) Prefer not to say

33. In [PROCESSYEAR], how many adults and children, including you, were in your household?

(a) Range [0 - 20]
(b) Prefer not to say

Parents' Employment

We would now like to ask a few questions about your household's work situation in [PROCESSYEAR+1], the year after you applied to the NHPS pre-k program.

34. Thinking back to [PROCESSYEAR+1], what was your total household income?

(a) Less than $5,000

(b) 5,000 to 7,499
(c) 7,500 to 9,999
(d) 10,000 to 12, 499
(e) 12,500 to 14, 999
(f) 15,000 to 19,999
(g) 20,000 to 24,999
(h) 25,000 to 29,999
(i) 30,000 to 34,999
(j) 35,000 to 39,999
(k) 40,000 to 49,999
(l) 50,000 to 59,999
(m) 60,000 to 74,999
(n) 75,000 to 99,999
(o) 100,000 to 149,999
(p) 150,000 or more
(q) Prefer not to say

35. What best describes your employment situation in [PROCESSYEAR+1]?

(a) I was employed full time most of the year
(b) I was employed part time most of the year
(c) I was in and out of work that year
(d) I was not employed and was searching for a job
(e) I was not employed, and I was not looking to be employed
(f) Prefer not to say

36. In [PROCESSYEAR+1], when working, how many hours did you usually work per week?

RANGE [0 - 120] hours per week

You are halfway done!

If answer to question 35 was (c), the following question was displayed

37. In [PROCESSYEAR+1] approximately how many weeks do you think you worked (for example, working the whole year with two weeks of vacation would be 50 weeks).

RANGE [0 - 52] weeks

If answer to question 31 was (a), the following question was displayed

38. What best describes the employment situation of the child's other parent or legal guardian in [PROCESSYEAR+1]?

    (a) They were employed full time most of the year
    (b) They were employed part time most of the year
    (c) They were in and out of work that year
    (d) They were not employed and were searching for a job
    (e) They were not employed, and weren't looking to be employed
    (f) Prefer not to say

If answer to question 35 was (a), (b) or (c) or answer to question 38 was (a), (b) or (c), the following question was displayed

39. When you applied to the NHPS pre-k program, were you or someone in your household working in the city of New Haven?

    (a) Yes
    (b) No
    (c) Prefer not to say

Financial

We would now like to ask you some questions regarding your household's current financial situation. These questions will help us better understand who applies to the NHPS pre-k program, and the potential benefits of that program.

40. What best describes your current employment situation?

    (a) I am employed full time (30 hours or more per week on average)
    (b) I am employed part time (less than 30 hours per week on average)
    (c) I am not employed and am searching for a job
    (d) I am not employed, and I am not looking to be employed
    (e) Prefer not to say

If answer to question 40 was (a) or (b)

41. How many hours do you usually work per week?

(a) *RANGE [0 - 120]* hours per weeks

(b) Prefer not to say

42. Thinking back to last year, what was your total household income?

(a) Less than $5,000

(b) 5,000 to 7,499

(c) 7,500 to 9,999

(d) 10,000 to 12, 499

(e) 12,500 to 14, 999

(f) 15,000 to 19,999

(g) 20,000 to 24,999

(h) 25,000 to 29,999

(i) 30,000 to 34,999

(j) 35,000 to 39,999

(k) 40,000 to 49,999

(l) 50,000 to 59,999

(m) 60,000 to 74,999

(n) 75,000 to 99,999

(o) 100,000 to 149,999

(p) 150,000 or more

(q) Prefer not to say

Educational history

This section asks a few brief questions about where your child went to elementary school and their experiences since then.

43. What best describes the type of school your child attended for first grade?

(a) Traditional Public School

(b) Magnet Public School

(c) Charter School

(d) Private School

(e) Home School

(f) My child has not attended first grade yet

(g) Other, please specify: [TEXTBOX]

(h) Prefer not to say

If answer to question 43. was (a) or (b)

44. Where did your child attend first grade?

    (a) New Haven Public Schools
    (b) A district near New Haven Public Schools (for example, East Haven, West Haven, North Haven, Hamden, Woodbridge, or Orange)
    (c) A district in Connecticut, but not near New Haven Public Schools
    (d) Outside Connecticut
    (e) Prefer not to say

    If the respondent's child participated in the process in 2010 or before

45. Is your child currently enrolled in 1st through 12th grade?

    (a) Yes
    (b) No

    If answer to question 45 was (b), the following question was displayed

46. Did your child graduate from high school?

    (a) Yes
    (b) No, they left school without a diploma
    (c) Other, please specify: [TEXTBOX]
    (d) Prefer not to say

    If answer to question 46 was (a), the following question was displayed

47. Is your child currently enrolled in:

    Select all that apply

    (a) A 4-year college degree program
    (b) A 2-year college degree program
    (c) Trade school or another training program
    (d) None of the above
    (e) Prefer not to say

Other questions

48. Does your child currently live in Connecticut?

    (a) Yes
    (b) No

    If answer to question 48. was (b), the following question was displayed

49. When did your child move out of Connecticut?

    (a) *[Dropdown: 2000 - 2022]*
    (b) *[Text Entry: 2000 - 2022]*
    (c) Prefer not to say

You will be entered into a sweepstakes for the chance to receive one of 25 $100 rewards for taking our survey

Those are all of the questions we have. You will be entered into a sweepstakes for the chance to receive one of 25 $100 rewards for completing the survey. If you have any questions at all for us, you can email us at nhps_prek_survey@yale.edu or call us toll-free at (203) 432 5820.

Thank you for participating in this survey!

You can close your browser window now.