From Preschool to Prosperity

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Published by W.E. Upjohn Institute

Bartik, Timothy J.
From Preschool to Prosperity: The Economic Payoff to Early Childhood Education.
W.E. Upjohn Institute, 2014.
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Preface


Why a second book? Two reasons. First, the present book is much, much shorter, which I hope will mean it is more reader-friendly. Second, the present book is more focused on the key policy issues that today face early childhood education in the United States.

This book provides concise and research-based information to the following audiences:

- Professors looking for a review for their students of what research says about the effects of early childhood education;
- Members of the business community who want to see bottom-line figures on preschool’s economic effects;
- Early childhood advocates who are puzzled about how to respond to common arguments given against early childhood education;
- Federal, state, or local administrators exploring ideas about how to better design and manage early childhood programs;
- Voters without preschool-aged children who might wonder, “What’s my stake in this policy debate?”;
- Federal, state, or local legislators who need to develop specific early childhood programs;
- Anyone interested in how early childhood programs might both boost American economic growth and reduce inequality.

My aim has been to make this book clear and accessible to a broad, nontechnical audience, while also giving readers the evidence and arguments they need to make up their own minds. Early childhood education is not just important to parents and preschool teachers; it is important to everyone interested in America’s future prosperity. I hope this book contributes to the needed democratic debate, at all levels of government, over a possible significant expansion of early childhood education.
Checkmate already? Dammit, George, where the heck did you go to preschool?