



## Updated Inventory of Evidence-based, Research-based Practices: *Washington's K–12 Learning Assistance Program*

### Benefit-Cost & Meta-Analysis Results

September 2014

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*The benefit-cost results in this document are current as of September 2014.  
For the most up-to-date benefit-cost results, please visit our website.  
<http://www.wsipp.wa.gov/BenefitCost>*

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## Case management in schools

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: Case management involves placing a full-time social worker or counselor in a school to help identify at-risk students' needs and connect students and families with relevant services in and outside of the K–12 system. Three such models have been evaluated and are included in this analysis (in no particular order): Communities in Schools, City Connects, and Comer School Development Program. In practice, each of these models includes other services (such as extended learning time and educator training), but the program evaluations focus on the impact of the case management component.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$2,650	Benefit to cost ratio	\$21.21
Taxpayers	\$1,479	Benefits minus costs	\$5,005
Other (1)	\$1,084	Probability of a positive net present value	66 %
Other (2)	\$39		
<u>Total</u>	<u>\$5,252</u>		
<u>Costs</u>	<u>(\$248)</u>		
Benefits minus cost	\$5,005		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	\$0	\$0	\$0	\$0
Labor market earnings (hs grad)	\$2,692	\$1,148	\$1,328	\$0	\$5,169
Property loss (alcohol abuse/dependence)	\$0	\$0	\$0	\$0	\$0
Health care (educational attainment)	(\$42)	\$331	(\$244)	\$163	\$207
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$123)	(\$123)
<u>Totals</u>	<u>\$2,650</u>	<u>\$1,479</u>	<u>\$1,084</u>	<u>\$39</u>	<u>\$5,252</u>

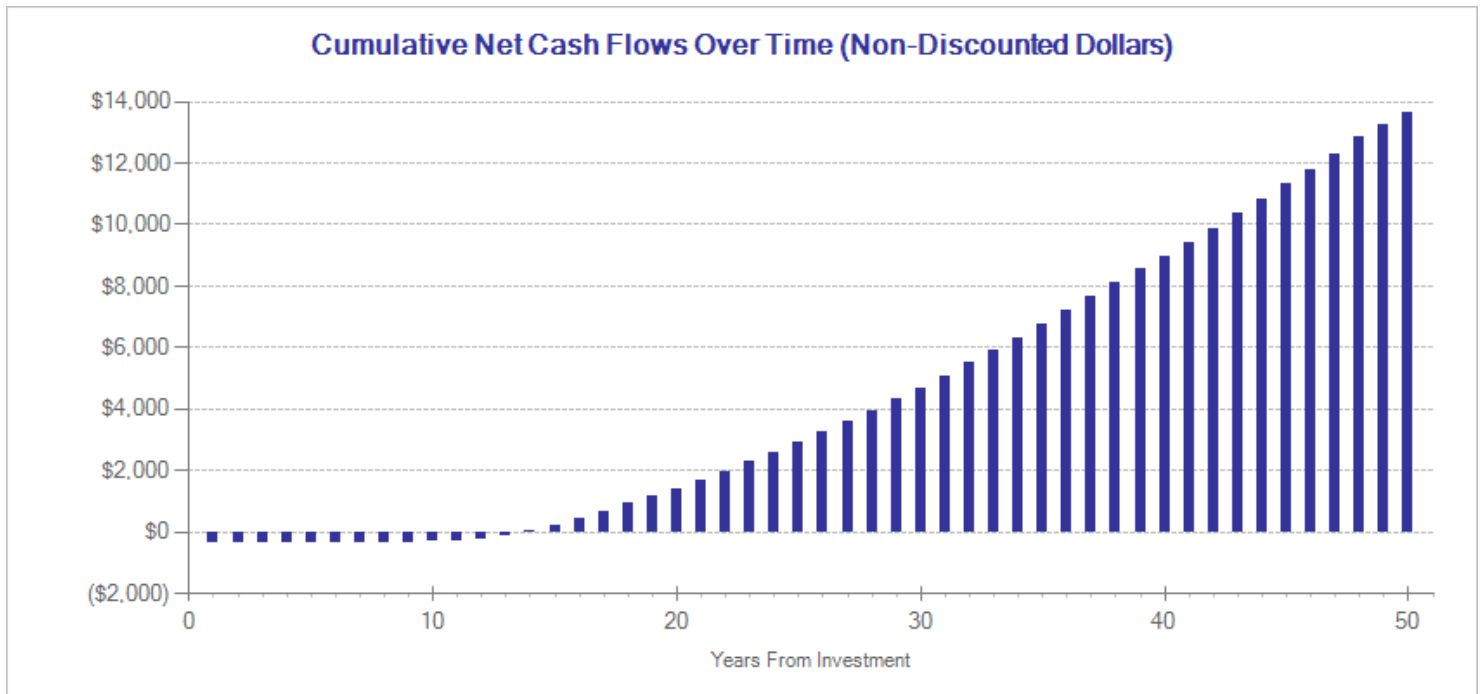
We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$248	1	2013	Present value of net program costs (in 2012 dollars)	(\$248)
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

To calculate a per-student annual cost, we use average compensation costs (including benefits) for a social worker as reported by the Office of the Superintendent of Public Instruction, divided by the number of students in a prototypical elementary school and add per-student annual materials, supplies, and operating costs. The estimate also includes a half-hour of principal and administrative support time per week.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
					First time ES is estimated			Second time ES is estimated		
			ES	p-value	ES	SE	Age	ES	SE	Age
Alcohol use before end of middle school	Primary	3	0.032	0.705	0.002	0.085	12	0.002	0.085	18
School attendance	Primary	9	-0.002	0.966	-0.002	0.045	12	0.002	0.054	13
Externalizing behavior symptoms	Primary	1	-0.325	0.044	-0.016	0.161	12	-0.016	0.161	18
Grade point average	Primary	7	0.078	0.238	0.033	0.066	12	0.115	0.148	13
High school graduation	Primary	3	0.048	0.583	0.040	0.089	18	0.040	0.089	18
Internalizing symptoms	Primary	4	-0.030	0.075	-0.002	0.075	12	-0.002	0.075	18
Cannabis use before end of middle school	Primary	3	0.013	0.880	0.001	0.085	12	0.001	0.085	18
Office discipline referrals	Primary	2	0.194	0.192	0.194	0.149	12	0.141	0.162	13
Illicit drug use before end of middle school	Primary	4	-0.034	0.654	-0.002	0.075	12	-0.002	0.075	18
Test scores	Primary	11	0.023	0.533	0.009	0.037	12	0.007	0.041	17
Smoking before end of middle school	Primary	3	0.015	0.862	0.001	0.085	12	0.001	0.085	17

## Citations Used in the Meta-Analysis

- Cook, T.D., Phillips, M., Settersten, R.A., Shagle, S.C., Degirmencioglu, S.M., & Habib, F.-N. (1999). Comer's School Development Program in Prince George's County, Maryland: A theory-based evaluation. *American Educational Research Journal*, 36(3), 543-597.
- Cook, T.D., Murphy, R. F., & Hunt, H.D. (2000). Comer's school development program in Chicago: A theory-based evaluation. *American Educational Research Journal*, 37(2), 535-597.
- ICF International. (2008). *Communities in Schools National Evaluation, Volume 1: School-level report*. Retrieved from [http://www.communitiesinschools.org/media/uploads/attachments/CIS\\_School\\_Level\\_Report\\_Volume\\_1.pdf](http://www.communitiesinschools.org/media/uploads/attachments/CIS_School_Level_Report_Volume_1.pdf).
- ICF International. (2010). *Communities in Schools National Evaluation Volume 6: Randomized Controlled Trial Study*, Wichita, Kansas. [Http://www.communitiesinschools.org/media/uploads/attachments/CIS\\_RCT\\_Study\\_Wichita\\_Volume\\_6.pdf](Http://www.communitiesinschools.org/media/uploads/attachments/CIS_RCT_Study_Wichita_Volume_6.pdf)
- ICF International. (2010). *Communities in Schools National Evaluation Volume 4: Randomized Controlled Trial Study*, Jacksonville, Florida. [Http://www.communitiesinschools.org/media/uploads/attachments/CIS\\_RCT\\_Study\\_Jacksonville\\_Volume\\_4.pdf](Http://www.communitiesinschools.org/media/uploads/attachments/CIS_RCT_Study_Jacksonville_Volume_4.pdf)
- ICF International. (2010). *Communities in Schools National Evaluation Volume 5: Randomized Controlled Trial Study*, Austin, Texas. [Http://www.communitiesinschools.org/media/uploads/attachments/CIS\\_RCT\\_Study\\_Austin\\_Volume\\_5\\_final.pdf](Http://www.communitiesinschools.org/media/uploads/attachments/CIS_RCT_Study_Austin_Volume_5_final.pdf)
- Walsh, M., Foley, C., Denny, B.R., Lindsay, L., Coyle, J., & Howard, M. (2012). *The impact of City Connects* (Progress report 2012). Boston: Boston College Center for Optimized Student Support
- Walsh, M., Foley, C., Denny, B.R., Lindsay, L., Coyle, J., & Howard, M. (2011). *The impact of City Connects* (Annual report 2011). Boston: Boston College Center for Optimized Student Support

## Consultant teachers: Coaching

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: Coaching is a form of job-embedded professional development for teachers. Coaching programs (sometimes called literacy coaching, mathematics coaching, instructional coaching, or other terms) typically assign a full-time, trained teacher to an individual school to serve as a coach. Generally, coaches work directly with classroom teachers (usually one-on-one or in small groups) to help them improve their instructional strategies. Coaches observe teaching, provide individual feedback, engage in co-teaching sessions, model effective instructional practices, and provide professional development workshops.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$1,836	Benefit to cost ratio	\$13.72
Taxpayers	\$847	Benefits minus costs	\$3,203
Other (1)	\$866	Probability of a positive net present value	86 %
Other (2)	(\$95)		
<u>Total</u>	<u>\$3,455</u>		
<u>Costs</u>	<u>(\$252)</u>		
Benefits minus cost	\$3,203		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				
	Participants	Taxpayers	Other (1)	Other (2)	Total benefits
From primary participant					
Crime	\$0	\$0	\$0	\$0	\$0
Labor market earnings (test scores)	\$1,844	\$787	\$911	\$0	\$3,541
Health care (educational attainment)	(\$8)	\$61	(\$45)	\$30	\$38
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$126)	(\$126)
<u>Totals</u>	<u>\$1,836</u>	<u>\$847</u>	<u>\$866</u>	<u>(\$95)</u>	<u>\$3,455</u>

We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

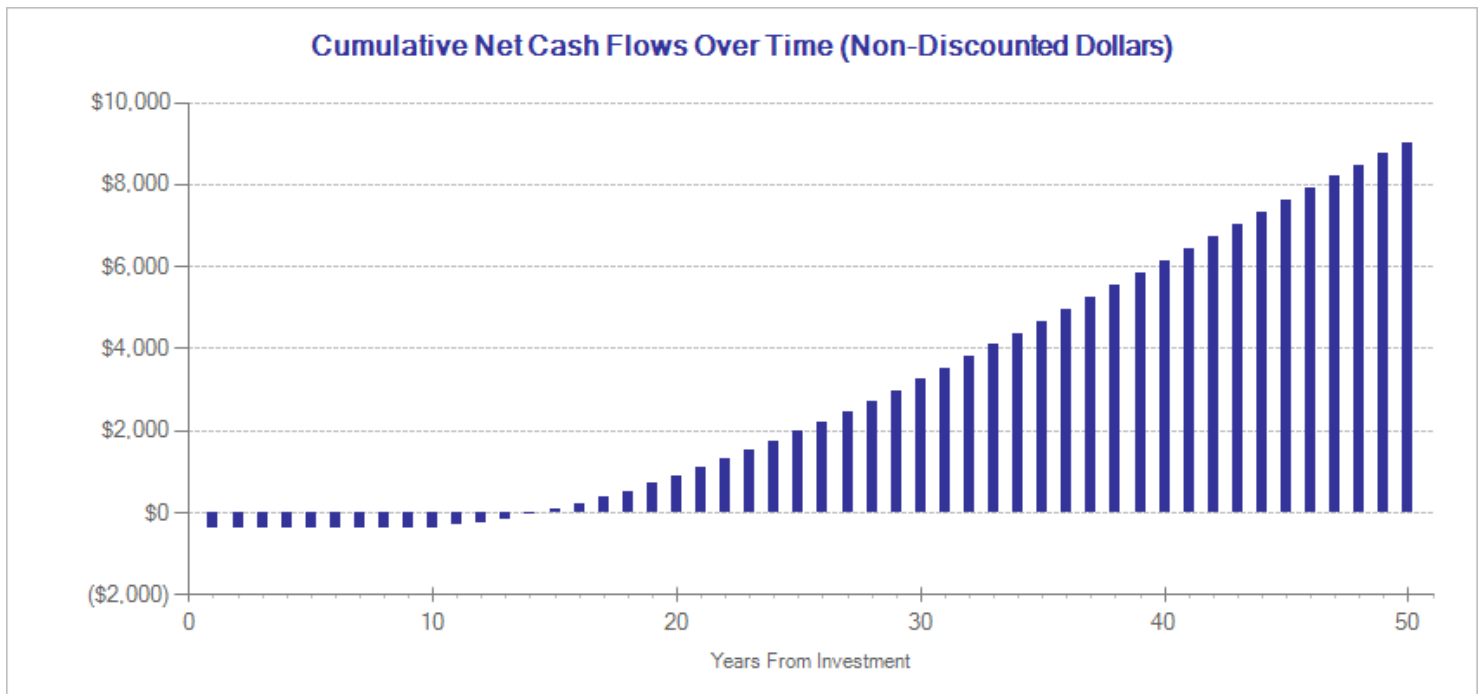
## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$252	1	2013	Present value of net program costs (in 2012 dollars)	(\$252)
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

The cost is a WSIPP estimate based on the framework described in Knight, D.S. (2012). Assessing the cost of instructional coaching. *Journal of Education Finance*, 38(1), 52-80. The estimate is based on one-full time coach per school at the average compensation cost (including benefits) for K-8 teachers as reported by the Office of the Superintendent of Public Instruction. In addition, the estimate includes costs related to administrator time, materials, professional development, and classroom teacher time to work with coaches. To calculate a per-student annual cost, we use the average number of students per school in Washington's prototypical schools formula.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our technical documentation.

**Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)**



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	11	0.042	0.049	0.042	0.021	10	0.028	0.023	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.007	0.006	18	0.007	0.006	18

## Citations Used in the Meta-Analysis

- Campbell, P.F., & Malkus, N.N. (2011). The impact of elementary mathematics coaches on student achievement. *The Elementary School Journal*, 111(3), 430-454.
- Garet, M.S., Cronen, S., Eaton, M., Kurki, A., Ludwig, M., Jones, W., . . . Silverberg, M. (2008). *The impact of two professional development interventions on early reading instruction and achievement*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences.
- Lockwood, J.R., McCombs, J.S., & Marsh, J. (2010). Linking reading coaches and student achievement: Evidence from Florida middle schools. *Educational Evaluation and Policy Analysis*, 32(3), 372-388.

## Consultant teachers: Content-Focused Coaching

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: Content-Focused Coaching is a professional development model that provides structured training to administrators, coaches, and teachers in order to improve instructional practices and student outcomes. The program provides training for school coaches and principals led by staff from the University of Pittsburgh's Institute for Learning. Coaches, in turn, provide professional development and one-on-one feedback to classroom teachers with a focus on specific reading comprehension strategies. The evaluation included in this analysis compared the effects of Content-Focused Coaching to coaching-as-usual.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$4,125	Benefit to cost ratio	\$141.00
Taxpayers	\$1,899	Benefits minus costs	\$7,957
Other (1)	\$1,952	Probability of a positive net present value	68 %
Other (2)	\$39		
<u>Total</u>	<u>\$8,014</u>		
<u>Costs</u>	<u>(\$57)</u>		
Benefits minus cost	\$7,957		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	\$0	\$1	\$0	\$1
Labor market earnings (test scores)	\$4,142	\$1,766	\$2,049	\$0	\$7,957
Health care (educational attainment)	(\$17)	\$132	(\$98)	\$67	\$85
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$29)	(\$29)
<u>Totals</u>	<u>\$4,125</u>	<u>\$1,899</u>	<u>\$1,952</u>	<u>\$39</u>	<u>\$8,014</u>

We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.



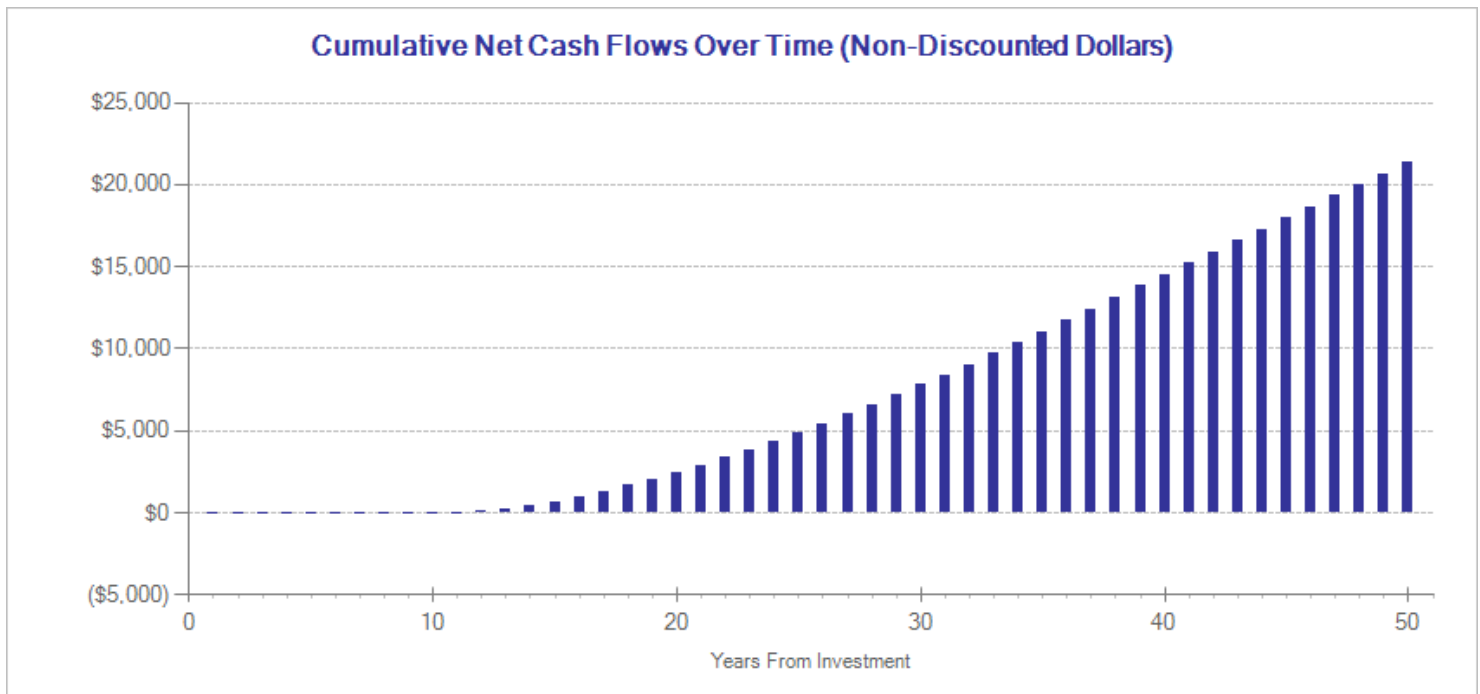
## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$299	1	2013	Present value of net program costs (in 2012 dollars)	(\$57)
Comparison costs	\$242	1	2013	Uncertainty (+ or - %)	10 %

Content-Focused Coaching provides additional training time for principals, coaches, and teachers beyond the usual amount of time in other coaching programs. We calculate the cost of Content-Focused Coaching by adding this additional time to the WSIPP estimate for coaching-as-usual based on the framework described in Knight, D.S. (2012). Assessing the cost of instructional coaching. *Journal of Education Finance*, 38(1), 52-80. The estimate is based on one-full time coach per school at the average compensation cost (including benefits) for K-8 teachers as reported by the Office of the Superintendent of Public Instruction. In addition, the estimate includes costs related to administrator time, materials, professional development, and classroom teacher time to work with coaches. To calculate a per-student annual cost, we use the average number of students per school in Washington's prototypical schools formula.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
					First time ES is estimated			Second time ES is estimated		
			ES	p-value	ES	SE	Age	ES	SE	Age
Test scores	Primary	1	0.250	0.056	0.107	0.131	9	0.064	0.144	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.017	0.038	9	0.017	0.038	17

## Citations Used in the Meta-Analysis

Matsumura, L.C., Garnier, H.E., & Spybrook, J. (2013). Literacy coaching to improve student reading achievement: A multi-level mediation model. *Learning and Instruction*, 25(1), 35-48.

## Consultant teachers: Literacy Collaborative

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: Literacy Collaborative is a comprehensive teacher professional development model that uses coaching for teachers as a primary strategy to improve instructional practices and student outcomes. The program provides up to 35 days of training at university sites to literacy coaches before placement in schools, as well as on-going training and support. Coaches provide professional development and work one-on-one with classroom teachers with a focus on the specific instructional strategies in the Literacy Collaborative model. The evaluation included in this analysis measures the impact of the model on students in grades K–2 after three years of implementation.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$9,706	Benefit to cost ratio	\$25.44
Taxpayers	\$4,482	Benefits minus costs	\$17,836
Other (1)	\$4,579	Probability of a positive net present value	89 %
Other (2)	(\$201)		
<u>Total</u>	<u>\$18,566</u>		
<u>Costs</u>	<u>(\$730)</u>		
Benefits minus cost	\$17,836		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	\$1	\$2	\$0	\$2
Labor market earnings (test scores)	\$9,747	\$4,158	\$4,816	\$0	\$18,721
Health care (educational attainment)	(\$41)	\$324	(\$239)	\$161	\$205
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$363)	(\$363)
<u>Totals</u>	<u>\$9,706</u>	<u>\$4,482</u>	<u>\$4,579</u>	<u>(\$201)</u>	<u>\$18,566</u>

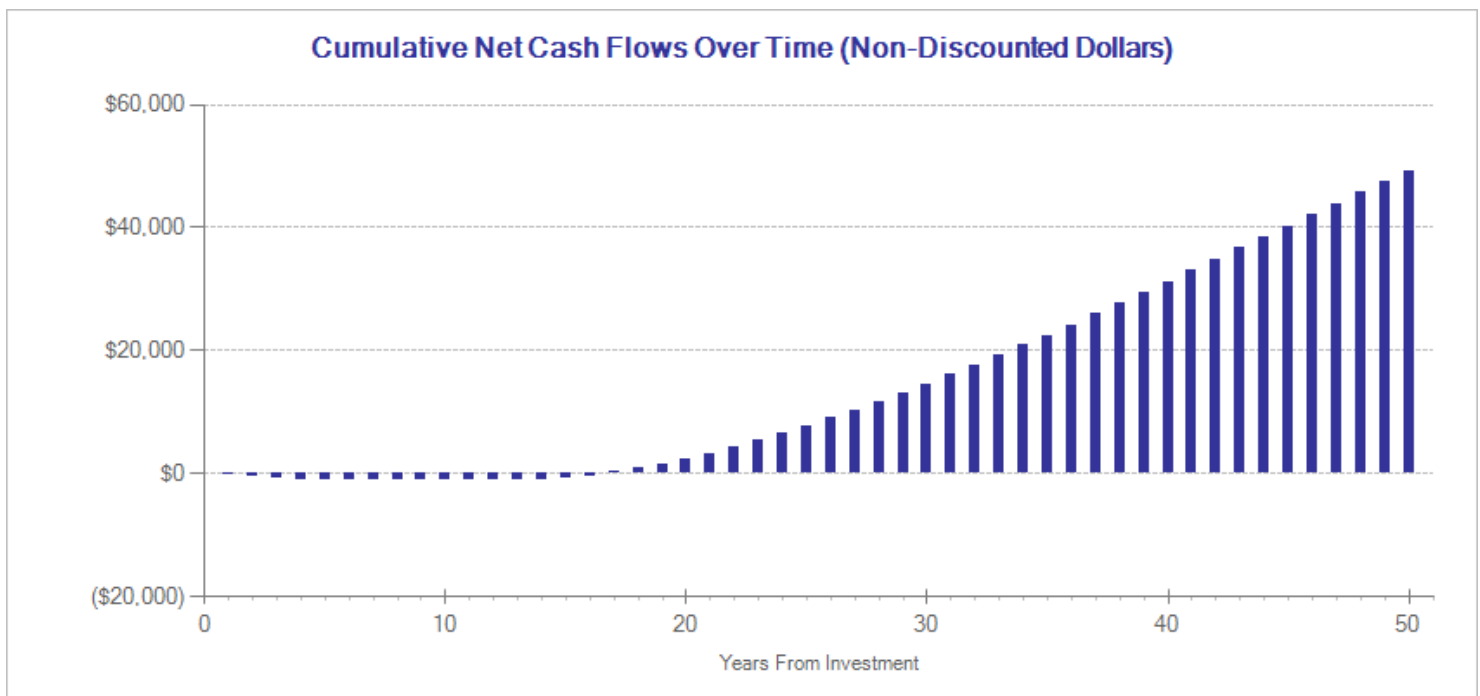
We created the two “other” categories to report results that do not fit neatly in the “participant” or “taxpayer” perspectives. In the “Other (1)” category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the “Other (2)” category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$192	4	2013	Present value of net program costs (in 2012 dollars)	(\$730)
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

Cost is a WSIPP estimate based on published literacy coach training costs, including training fees, travel, and materials, from Ohio State University (2014). *Costs for Literacy Collaborative literacy coach training 2014-2015*, Columbus Ohio, OH: author. The estimate also includes salary costs for coach and teacher time based on the average compensation cost (including benefits) for K-8 teachers as reported by the Office of the Superintendent of Public Instruction. To calculate a per-student annual cost, we use the number of students in grades K-2 in Washington's prototypical schools formula. Costs reflect the average annual cost per-student assuming three years of implementation and one year of training.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our technical documentation.



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	1	0.428	0.001	0.428	0.119	6	0.171	0.131	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.046	0.035	18	0.046	0.035	18

## Citations Used in the Meta-Analysis

Biancarosa, G., Bryk, A.S., & Dexter, E.R. (2010). Assessing the value-added effects of Literacy Collaborative professional development on student learning. *The Elementary School Journal*, 111(1), 7-34.

## Consultant teachers: Online coaching

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: Online coaching programs provide professional development support and feedback to classroom teachers in a web-based environment. The program included in this analysis (My Teaching Partner – Secondary) provides teachers with feedback and guidance on methods to improve their interactions with students. In the online coaching program, teachers upload video recordings of class sessions twice per month. Trained teacher consultants review the recordings and provide feedback to teachers online and over the phone.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$5,809	Benefit to cost ratio	\$58.98
Taxpayers	\$2,693	Benefits minus costs	\$11,054
Other (1)	\$2,737	Probability of a positive net present value	73 %
Other (2)	\$6		
<u>Total</u>	<u>\$11,245</u>		
<u>Costs</u>	<u>(\$191)</u>		
Benefits minus cost	\$11,054		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	\$0	\$1	\$0	\$2
Labor market earnings (test scores)	\$5,835	\$2,489	\$2,886	\$0	\$11,210
Health care (educational attainment)	(\$26)	\$203	(\$150)	\$102	\$129
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$96)	(\$96)
<u>Totals</u>	<u>\$5,809</u>	<u>\$2,693</u>	<u>\$2,737</u>	<u>\$6</u>	<u>\$11,245</u>

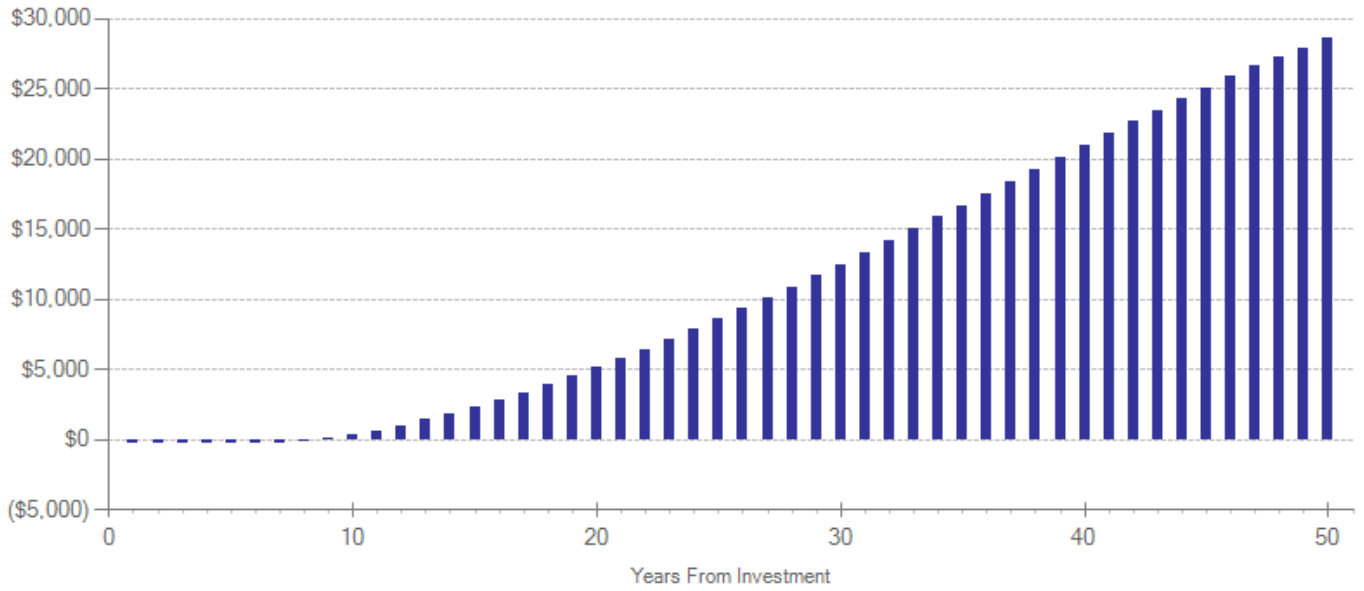
We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

Detailed Cost Estimates					
	Annual cost	Program duration	Year dollars	Summary statistics	
				Program costs	\$191
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

In the evaluation included this analysis, teachers participated in an average of 20 hours of training and coaching time. We calculate the value of staff time using average Washington State compensation costs (including benefits) for 8th grade teachers as reported by the Office of the Superintendent of Public Instruction. We add additional costs reported in the evaluation to account for consultant time and video equipment. To calculate a per-student annual cost, we use the average number of students per classroom in Washington's prototypical schools formula.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



### Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	1	0.230	0.061	0.099	0.122	13	0.081	0.134	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.022	0.035	18	0.022	0.035	18

### Citations Used in the Meta-Analysis

Allen, J.P., Mikami, A.Y., Pianta, R.C., Gregory, A., & Lun, J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. *Science*, 333(6045), 1034-1037.

## Educator professional development: Use of data to guide instruction

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: One form of professional development (PD) involves training educators how to use student academic assessment data to modify and improve instruction. In this "train the trainers" approach, administrators and teacher-leaders directly receive the training and then share what they have learned with classroom teachers. This type of PD is usually paired with computer software that tracks and reports student assessment data to teachers. The specific types of assessments and software evaluated and included in this meta-analysis are (in no particular order) Individualized Student Instruction (ISI) using A2i software and Ohio's Personalized Assessment Reporting System (PARS).

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$297	Benefit to cost ratio	\$31.80
Taxpayers	\$136	Benefits minus costs	\$548
Other (1)	\$138	Probability of a positive net present value	53 %
Other (2)	(\$5)		
<u>Total</u>	<u>\$566</u>		
<u>Costs</u>	<u>(\$18)</u>		
Benefits minus cost	\$548		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	\$0	\$0	\$0	\$0
Labor market earnings (test scores)	\$298	\$127	\$144	\$0	\$569
Health care (educational attainment)	(\$1)	\$8	(\$6)	\$4	\$5
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$9)	(\$9)
<u>Totals</u>	<u>\$297</u>	<u>\$136</u>	<u>\$138</u>	<u>(\$5)</u>	<u>\$566</u>

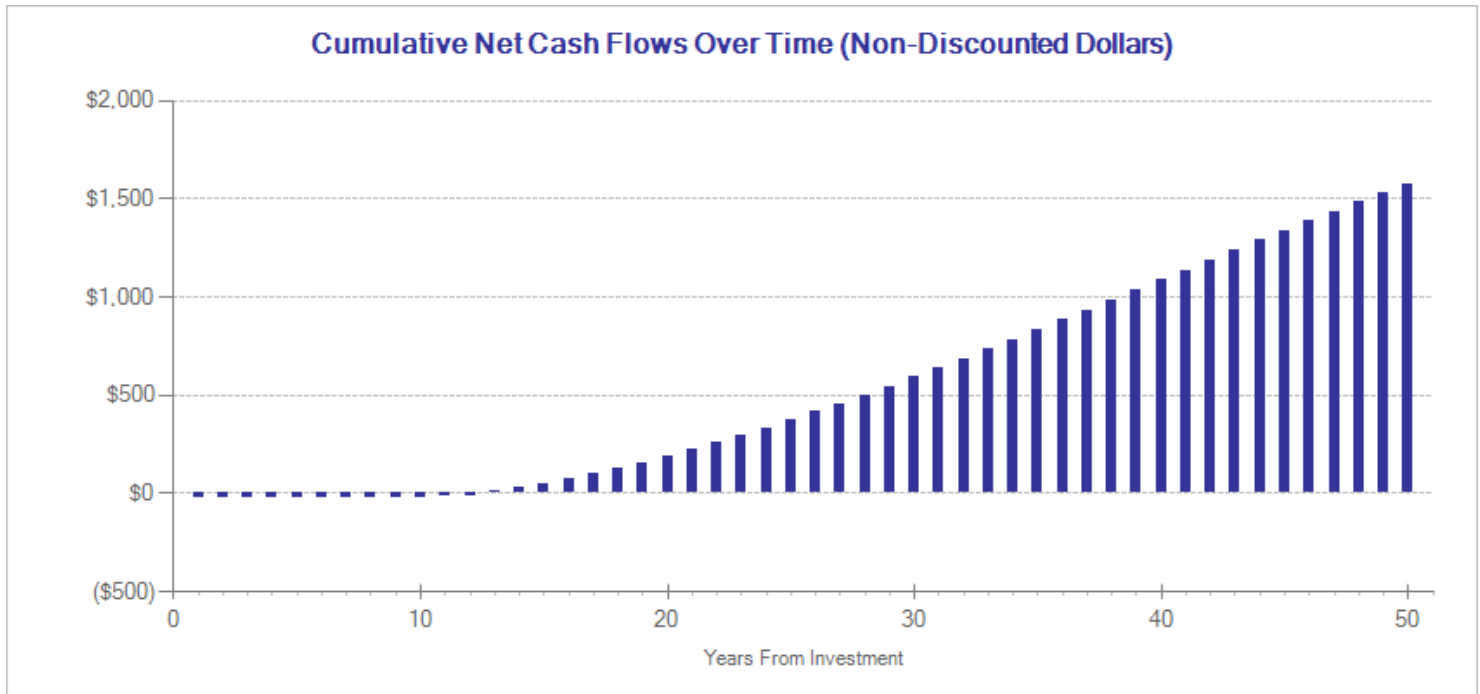
We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$18	1	2013	Present value of net program costs (in 2012 dollars)	(\$18)
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

In the evaluations included in this meta-analysis, educators received an average of three hours of training in how to use student assessment data to guide instruction. We calculate the value of PD time using average teacher salaries (including benefits) as reported by the Office of Superintendent of Public Instruction. To calculate a per-student annual cost, we divide compensation costs by the number of students per classroom in Washington's prototypical schools formula and add per-student materials, supplies, and operating costs.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our technical documentation.



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	2	0.007	0.894	0.007	0.052	10	0.004	0.057	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.001	0.013	18	0.001	0.013	18

## Citations Used in the Meta-Analysis

- Carlson, D., Borman, G.D., & Robinson, M. (2011). A multistate district-level cluster randomized trial of the impact of data-driven reform on reading and mathematics achievement. *Educational Evaluation and Policy Analysis, 33*(3), 378-398.
- May, H., & Robinson, M.A. (2007). *A randomized evaluation of Ohio's personalized assessment report system (PARS)*. Madison, WI: Consortium for Policy Research in Education.

## Mentoring for students: community-based (taxpayer costs only)

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: In community-based mentoring programs, volunteer adults are paired with at-risk middle- and high-school students to meet weekly at locations of their choosing for relationship building and guidance. Community-based organizations provide the adult mentors with training and oversight. Mentors are expected to build relationships with mentees with the aim of improving a variety of outcomes including crime rates, academic achievement, and substance abuse. This analysis includes evaluation findings for (in no particular order) the Washington State Mentors program, Big Brothers Big Sisters, Across Ages, Sponsor-a-Scholar, Career Beginnings, the Buddy System, and other locally developed programs.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$6,930	Benefit to cost ratio	\$9.24
Taxpayers	\$3,493	Benefits minus costs	\$10,364
Other (1)	\$1,587	Probability of a positive net present value	67 %
Other (2)	(\$383)		
<u>Total</u>	<u>\$11,626</u>		
<u>Costs</u>	<u>(\$1,262)</u>		
Benefits minus cost	\$10,364		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				
	Participants	Taxpayers	Other (1)	Other (2)	Total benefits
From primary participant					
Crime	\$0	(\$401)	(\$1,244)	(\$201)	(\$1,846)
Labor market earnings (hs grad)	\$7,042	\$3,003	\$3,486	\$0	\$13,531
Property loss (alcohol abuse/dependence)	\$2	\$0	\$3	\$0	\$5
Health care (educational attainment)	(\$114)	\$890	(\$658)	\$449	\$567
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$632)	(\$632)
<u>Totals</u>	<u>\$6,930</u>	<u>\$3,493</u>	<u>\$1,587</u>	<u>(\$383)</u>	<u>\$11,626</u>

We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

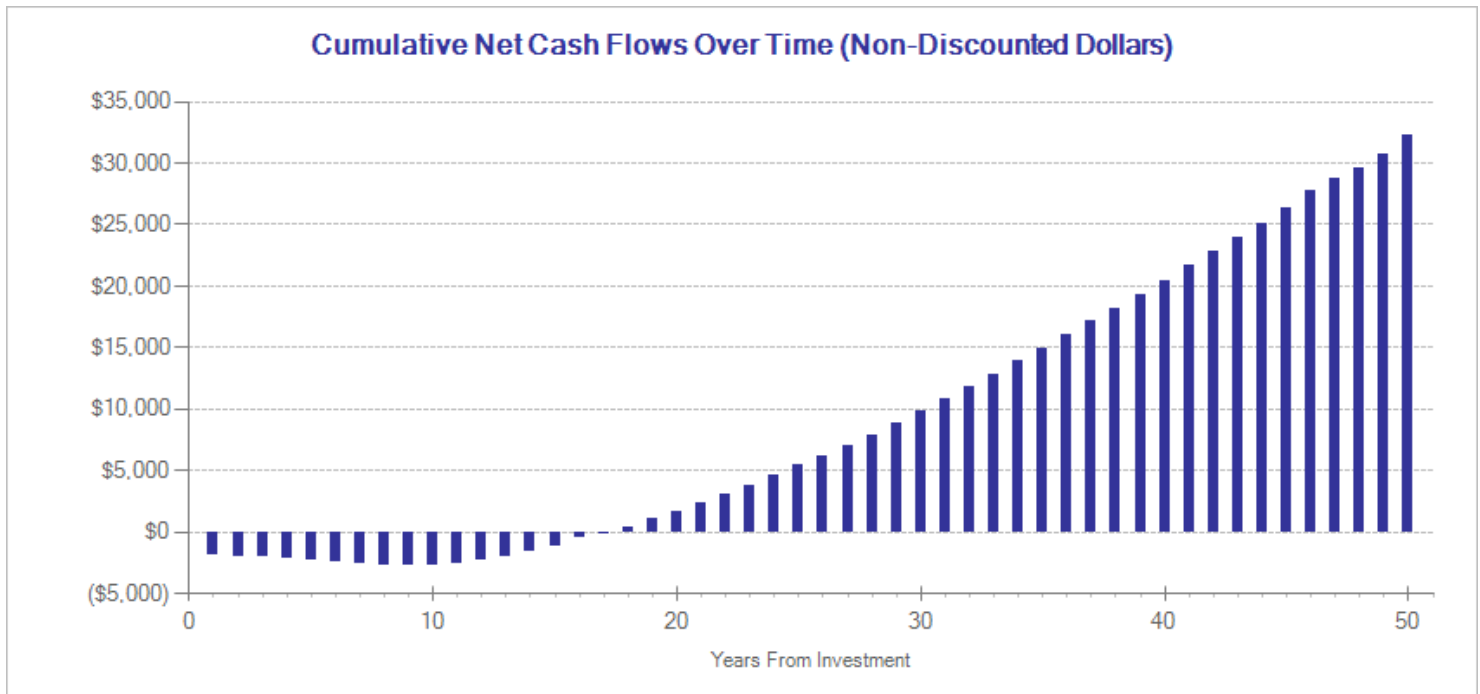


## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$1,088	1	2005	Present value of net program costs (in 2012 dollars)	(\$1,262)
Comparison costs	\$0	1	2005	Uncertainty (+ or - %)	10 %

Cost estimates are based on the Big Brothers/Big Sisters program as described in Herrera, C., Grossman, J.B., Kauh, T.J., Feldman, A.F., & McMaken, J. (2007). *Making a difference in schools: The Big Brothers Big Sisters school-based mentoring impact study*. Philadelphia, PA: Public/Private Ventures. Cost estimates exclude volunteer time and donated space.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
					First time ES is estimated			Second time ES is estimated		
			ES	p-value	ES	SE	Age	ES	SE	Age
Grade point average	Primary	5	0.095	0.027	0.077	0.043	14	0.077	0.043	17
School attendance	Primary	4	0.007	0.886	-0.005	0.114	14	-0.005	0.114	17
High school graduation	Primary	2	0.293	0.040	0.101	0.143	18	0.101	0.143	18
Crime	Primary	6	0.093	0.025	0.082	0.041	14	0.082	0.041	24
Alcohol use before end of middle school	Primary	1	-0.295	0.178	-0.091	0.219	14	-0.091	0.219	17
Cannabis use before end of middle school	Primary	1	-0.179	0.412	-0.056	0.218	14	-0.056	0.218	17
Smoking in high school	Primary	1	-0.212	0.343	-0.212	0.223	17	-0.212	0.223	17
Illicit drug use in high school	Primary	1	-0.406	0.005	-0.406	0.143	17	-0.406	0.143	17

## Citations Used in the Meta-Analysis

- Aseltine, R.H., Dupre, M., & Lamlein, P. (2000). Mentoring as a drug prevention strategy: An evaluation of across ages. *Adolescent and Family Health, 1*(1), 11-20.
- Buman, B., & Cain, R. (1991). *The impact of short term, work oriented mentoring on the employability of low-income youth*. (Available from Minneapolis Employment and Training Program, Minneapolis, MN).
- Cave, G., & Quint, J. (1990). *Career Beginnings impact evaluation: Findings from a program for disadvantaged high school students*. New York: MDRC.
- Fo, W.S.O., & O'Donnell, C.R. (1979). The Buddy System: Relationship and contingency conditions in a community intervention program for youth with nonprofessionals as behavior change agents. In J. S. Stumphauzer (Ed.), *Progress in behavior therapy with delinquents* (pp.302-316). Springfield, IL: Charles C. Thomas.
- Grossman, J.B., & Tierney, J.P. (1998). Does mentoring work? An impact study of the Big Brothers Big Sisters program. *Evaluation Review, 22*(3), 403-426.
- Hanlon, T.E., Bateman, R.W., Simon, B.D., O'Grady, K.E., & Carswell, S.B. (2002). An early community-based intervention for the prevention of substance abuse and other delinquent behavior. *Journal of Youth and Adolescence, 31*(6), 459-471.
- Harmon, M.A. (1996). Reducing drug use among pregnant and parenting teens: A program evaluation and theoretical examination. *Dissertation Abstracts International, 56*(08), 3319A.
- Herrera, C., DubBois, D.L., & Grossman, J.B. (2013). *The Role of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles*. Philadelphia, PA: Public/Private Ventures, MDRC.
- Johnson, A. (1999). *Sponsor-a-Scholar: Long-term impacts of a youth mentoring program on student performance* (Document No. PR99-99). Princeton, NJ: Mathematica Policy Research.
- O'Donnell, C.R., Lydgate, T., & Fo, W.S.O. (1979). The Buddy System: Review and follow-up. *Child Behavior Therapy, 1*, 161-169.

## Mentoring for students: community-based (with volunteer costs)

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: In community-based mentoring programs, volunteer adults are paired with at-risk middle- and high-school students to meet weekly at locations of their choosing for relationship building and guidance. Community-based organizations provide the adult mentors with training and oversight. Mentors are expected to build relationships with mentees with the aim of improving a variety of outcomes including crime rates, academic achievement, and substance abuse. This analysis includes evaluation findings (in no particular order) for the Washington State Mentors program, Big Brothers Big Sisters, Across Ages, Sponsor-a-Scholar, Career Beginnings, the Buddy System, and other, locally developed programs.

### Benefit-Cost Summary

Program benefits		Summary statistics	
Participants	\$6,946	Benefit to cost ratio	\$3.36
Taxpayers	\$3,513	Benefits minus costs	\$7,501
Other (1)	\$1,587	Probability of a positive net present value	60 %
Other (2)	(\$1,353)		
<b>Total</b>	<b>\$10,694</b>		
<b>Costs</b>	<b>(\$3,193)</b>		
<b>Benefits minus cost</b>	<b>\$7,501</b>		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

### Detailed Monetary Benefit Estimates

Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	(\$399)	(\$1,242)	(\$200)	(\$1,841)
Labor market earnings (hs grad)	\$7,060	\$3,011	\$3,491	\$0	\$13,562
Property loss (alcohol abuse/dependence)	\$2	\$0	\$3	\$0	\$5
Health care (educational attainment)	(\$115)	\$901	(\$665)	\$454	\$575
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$1,607)	(\$1,607)
<b>Totals</b>	<b>\$6,946</b>	<b>\$3,513</b>	<b>\$1,587</b>	<b>(\$1,353)</b>	<b>\$10,694</b>

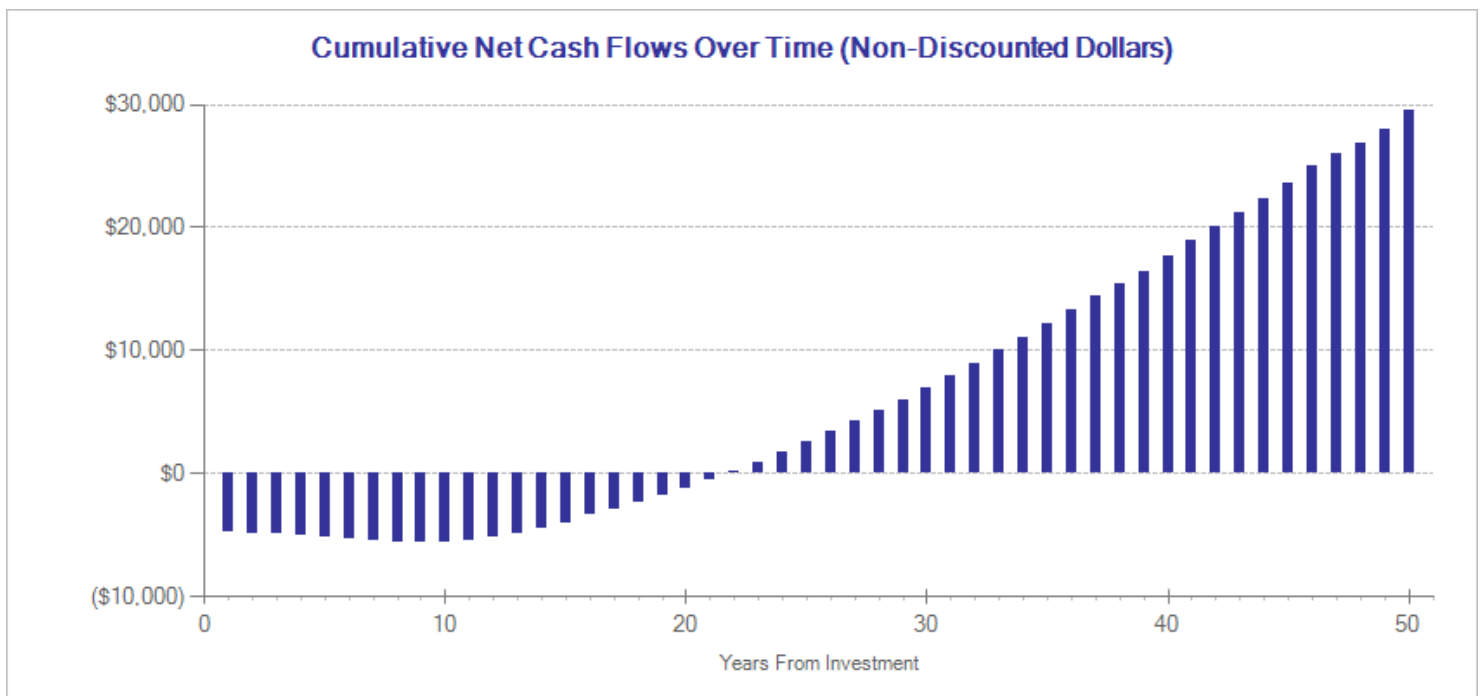
We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$2,748	1	2005	Present value of net program costs (in 2012 dollars)	(\$3,193)
Comparison costs	\$0	1	2005	Uncertainty (+ or - %)	10 %

Cost estimates are based on the Big Brothers/Big Sisters program as described in Herrera, C., Grossman, J.B., Kauh, T.J., Feldman, A.F., & McMaken, J. (2007). *Making a difference in schools: The Big Brothers Big Sisters school-based mentoring impact study*. Philadelphia, PA: Public/Private Ventures. The cost of volunteer time is based on the Office of Financial Management State Data Book average adult salary for 2012 multiplied by 1.44 to account for benefits. In the evaluated community-based programs, mentors meet with mentees, on average, once per week over the course of one year. Cost estimates exclude donated space.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our technical documentation.



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Grade point average	Primary	5	0.095	0.027	0.077	0.043	14	0.077	0.043	17
School attendance	Primary	4	0.007	0.886	-0.005	0.114	14	-0.005	0.114	17
High school graduation	Primary	2	0.293	0.040	0.101	0.143	18	0.101	0.143	18
Crime	Primary	6	0.093	0.025	0.082	0.041	14	0.082	0.041	24
Alcohol use before end of middle school	Primary	1	-0.295	0.178	-0.091	0.219	14	-0.091	0.219	17
Cannabis use before end of middle school	Primary	1	-0.179	0.412	-0.056	0.218	14	-0.056	0.218	17
Smoking in high school	Primary	1	-0.212	0.343	-0.212	0.223	17	-0.212	0.223	17
Illicit drug use in high school	Primary	1	-0.406	0.005	-0.406	0.143	17	-0.406	0.143	17

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- Buman, B., & Cain, R. (1991). *The impact of short term, work oriented mentoring on the employability of low-income youth*. (Available from Minneapolis Employment and Training Program, Minneapolis, MN).
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- Grossman, J.B., & Tierney, J.P. (1998). Does mentoring work? An impact study of the Big Brothers Big Sisters program. *Evaluation Review, 22*(3), 403-426.
- Hanlon, T.E., Bateman, R.W., Simon, B.D., O'Grady, K.E., & Carswell, S.B. (2002). An early community-based intervention for the prevention of substance abuse and other delinquent behavior. *Journal of Youth and Adolescence, 31*(6), 459-471.
- Harmon, M.A. (1996). Reducing drug use among pregnant and parenting teens: A program evaluation and theoretical examination. *Dissertation Abstracts International, 56*(08), 3319A.
- Herrera, C., DubBois, D.L., & Grossman, J.B. (2013). *The Role of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles*. Philadelphia, PA: Public/Private Ventures, MDRC.
- Johnson, A. (1999). *Sponsor-a-Scholar: Long-term impacts of a youth mentoring program on student performance* (Document No. PR99-99). Princeton, NJ: Mathematica Policy Research.
- O'Donnell, C.R., Lydgate, T., & Fo, W.S.O. (1979). The Buddy System: Review and follow-up. *Child Behavior Therapy, 1*, 161-169.

## Mentoring for students: school-based (taxpayer costs only)

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: In school-based mentoring programs, mentors and students meet weekly at school for one-to-one relationship building and guidance. Mentors are adult volunteers, school staff, or high school students. Community-based organizations coordinate with school staff and provide mentors with training and oversight. The programs included in this analysis are (in no particular order) the national Student Mentoring Program, Big Brothers Big Sisters, Project CHANCE, SMILE, and other locally developed programs.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$16,654	Benefit to cost ratio	\$29.82
Taxpayers	\$9,538	Benefits minus costs	\$32,991
Other (1)	\$7,361	Probability of a positive net present value	79 %
Other (2)	\$585		
<u>Total</u>	<u>\$34,137</u>		
<u>Costs</u>	<u>(\$1,146)</u>		
Benefits minus cost	\$32,991		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				
	Participants	Taxpayers	Other (1)	Other (2)	Total benefits
From primary participant					
Crime	\$0	\$185	\$571	\$92	\$848
Labor market earnings (hs grad)	\$16,926	\$7,219	\$8,365	\$0	\$32,510
Health care (educational attainment)	(\$272)	\$2,134	(\$1,575)	\$1,062	\$1,349
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$570)	(\$570)
<u>Totals</u>	<u>\$16,654</u>	<u>\$9,538</u>	<u>\$7,361</u>	<u>\$585</u>	<u>\$34,137</u>

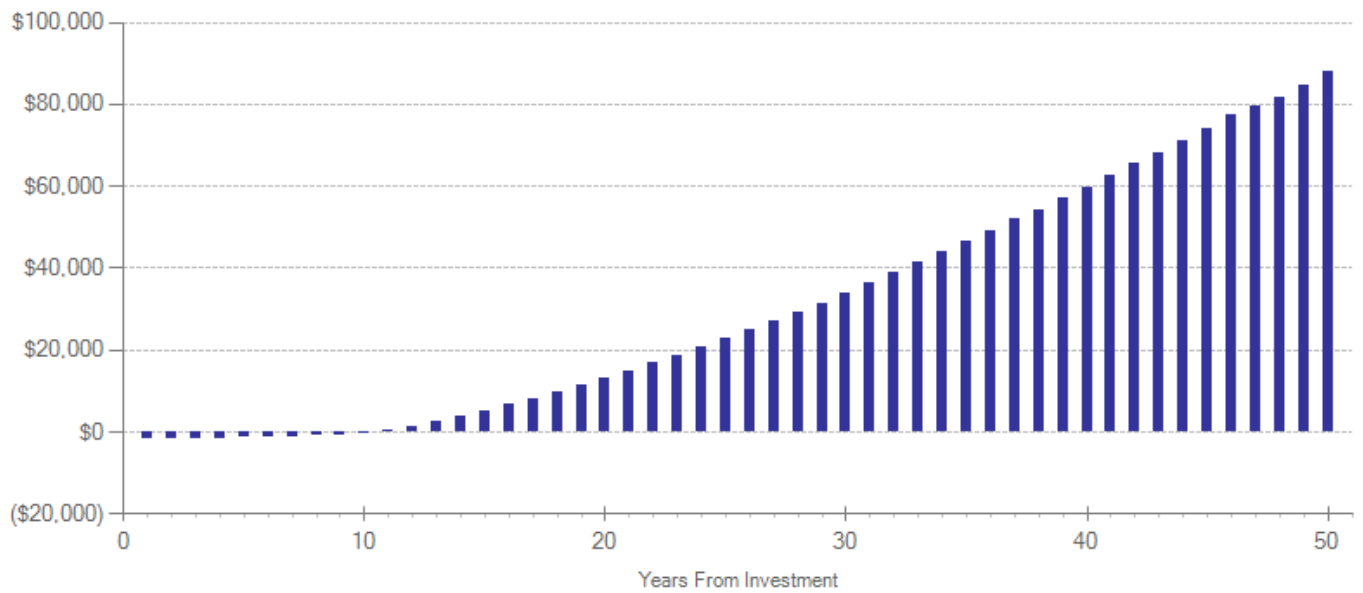
We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

Detailed Cost Estimates					
	Annual cost	Program duration	Year dollars	Summary statistics	
				Program costs	\$987
Comparison costs	\$0	1	2005	Uncertainty (+ or - %)	10 %

Cost estimates are based on the Big Brothers/Big Sisters program as described in Herrera, C., Grossman, J.B., Kauh, T.J., Feldman, A.F., & McMaken, J. (2007). *Making a difference in schools: The Big Brothers Big Sisters school-based mentoring impact study*. Philadelphia, PA: Public/Private Ventures. Cost estimates exclude volunteer time and donated space.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



### Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Office discipline referrals	Primary	2	-0.518	0.133	-0.263	0.157	14	-0.263	0.157	17
Grade point average	Primary	5	0.065	0.249	0.058	0.056	14	0.058	0.056	17
Crime	Primary	2	-0.040	0.664	-0.040	0.091	14	-0.040	0.091	24
High school graduation	Primary	1	0.689	0.029	0.262	0.316	18	0.262	0.316	18
Illicit drug use before end of middle school	Primary	1	0.109	0.452	0.109	0.145	13	0.058	0.110	14
School attendance	Primary	4	0.149	0.072	0.114	0.083	14	0.114	0.083	17

### Citations Used in the Meta-Analysis

- Bernstein, L., Rappaport, C.D., Olsho, L., Hunt, D., Levin, M. (with Dyou, C., . . . Rhodes, W.) (2009). *Impact evaluation of the U.S. Department of Education's Student Mentoring Program: Final report*. Washington, DC : National Center for Education Evaluation and Regional Assistance.
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- Flaherty, B.P. (1985). An experiment in mentoring for high school students assigned to basic courses. *Dissertation Abstracts International, 46*(02), 352A.
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- Karcher, M.J. (2008). The study of mentoring in the learning environment (SMILE): A randomized evaluation of the effectiveness of school-based mentoring. *Prevention Science, 9*(2), 99-113.

## Mentoring for students: school-based (with volunteer costs)

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: In school-based mentoring programs, mentors and students meet weekly at school for one-to-one relationship building and guidance. Mentors are adult volunteers, school staff, or high school students. Community-based organizations coordinate with school staff and provide mentors with training and oversight. The programs included in this analysis are (in no particular order) the national Student Mentoring Program, Big Brothers Big Sisters, Project CHANCE, SMILE, and other, locally developed programs.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$16,500	Benefit to cost ratio	\$18.77
Taxpayers	\$9,445	Benefits minus costs	\$31,729
Other (1)	\$7,311	Probability of a positive net present value	78 %
Other (2)	\$259		
<u>Total</u>	<u>\$33,515</u>		
<u>Costs</u>	<u>(\$1,786)</u>		
Benefits minus cost	\$31,729		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				
	Participants	Taxpayers	Other (1)	Other (2)	Total benefits
From primary participant					
Crime	\$0	\$183	\$567	\$91	\$841
Labor market earnings (hs grad)	\$16,769	\$7,153	\$8,304	\$0	\$32,225
Health care (educational attainment)	(\$270)	\$2,110	(\$1,560)	\$1,064	\$1,344
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$896)	(\$896)
<u>Totals</u>	<u>\$16,500</u>	<u>\$9,445</u>	<u>\$7,311</u>	<u>\$259</u>	<u>\$33,515</u>

We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

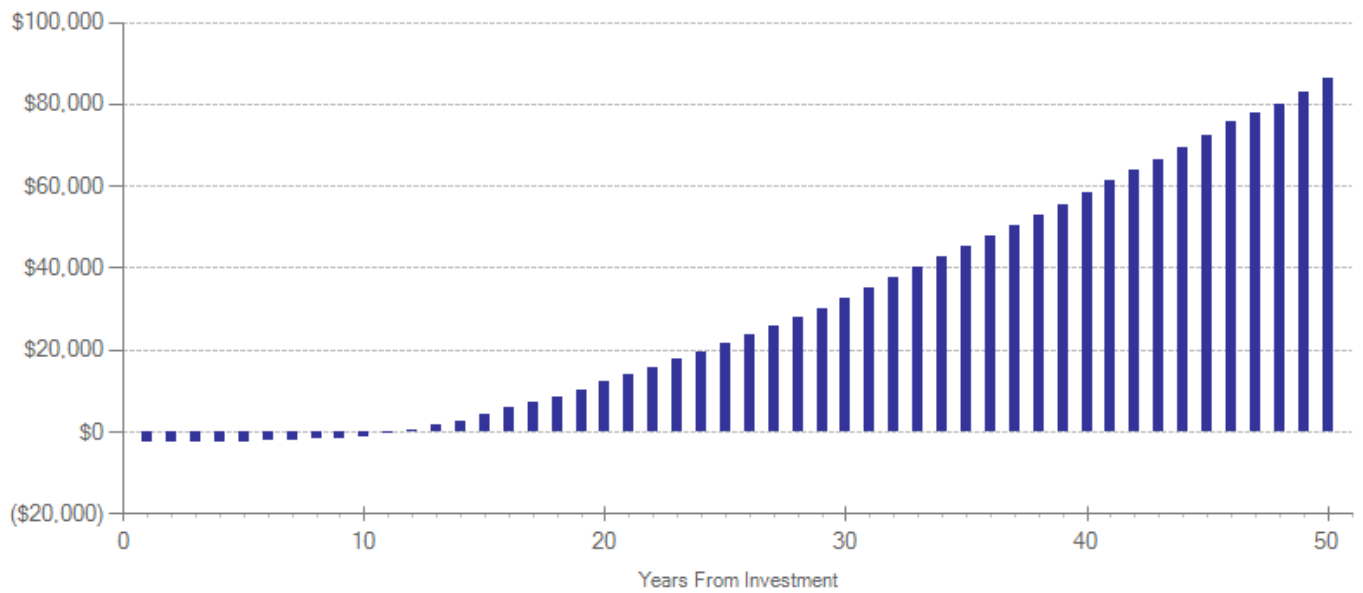
Detailed Cost Estimates					
	Annual cost	Program duration	Year dollars	Summary statistics	
				Program costs	\$1,539
Comparison costs	\$0	1	2005	Uncertainty (+ or - %)	10 %

Cost estimates are based on the Big Brothers/Big Sisters program as described in Herrera, C., Grossman, J.B., Kauh, T.J., Feldman, A.F., & McMaken, J. (2007). *Making a difference in schools: The Big Brothers Big Sisters school-based mentoring impact study*. Philadelphia, PA: Public/Private Ventures. The cost of volunteer time is based on the Office of Financial Management State Data Book average adult salary for 2012 multiplied by 1.44 to account for benefits. In the evaluated school-based programs, mentors meet with mentees, on average, once per week during the school year. Approximately half of the mentors in the evaluated programs were high school students and were not included in the volunteer cost estimates. Cost estimates exclude donated space.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).



### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



### Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Office discipline referrals	Primary	2	-0.518	0.133	-0.263	0.157	14	-0.263	0.157	17
Grade point average	Primary	5	0.065	0.249	0.058	0.056	14	0.058	0.056	17
Crime	Primary	2	-0.040	0.664	-0.040	0.091	14	-0.040	0.091	24
High school graduation	Primary	1	0.689	0.029	0.262	0.316	18	0.262	0.316	18
Illicit drug use before end of middle school	Primary	1	0.109	0.452	0.109	0.145	13	0.058	0.110	14
School attendance	Primary	4	0.149	0.072	0.114	0.083	14	0.114	0.083	17

### Citations Used in the Meta-Analysis

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- Flaherty, B.P. (1985). An experiment in mentoring for high school students assigned to basic courses. *Dissertation Abstracts International, 46*(02), 352A.
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## Out-of-school-time tutoring by adults

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: The out-of-school time tutoring programs included in this analysis provide one-on-one or small-group tutoring support to underachieving students in English language arts and/or mathematics outside of the regular school day (usually after school). The programs provide, on average, about 40 hours of tutoring time to students each year. Tutors are typically instructional aides or community volunteers who receive approximately ten hours of training.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$3,654	Benefit to cost ratio	\$7.29
Taxpayers	\$1,689	Benefits minus costs	\$5,761
Other (1)	\$1,730	Probability of a positive net present value	75 %
Other (2)	(\$396)		
<u>Total</u>	<u>\$6,678</u>		
<u>Costs</u>	<u>(\$917)</u>		
Benefits minus cost	\$5,761		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	\$0	\$1	\$0	\$1
Labor market earnings (test scores)	\$3,670	\$1,565	\$1,821	\$0	\$7,056
Health care (educational attainment)	(\$16)	\$124	(\$92)	\$62	\$78
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$458)	(\$458)
<u>Totals</u>	<u>\$3,654</u>	<u>\$1,689</u>	<u>\$1,730</u>	<u>(\$396)</u>	<u>\$6,678</u>

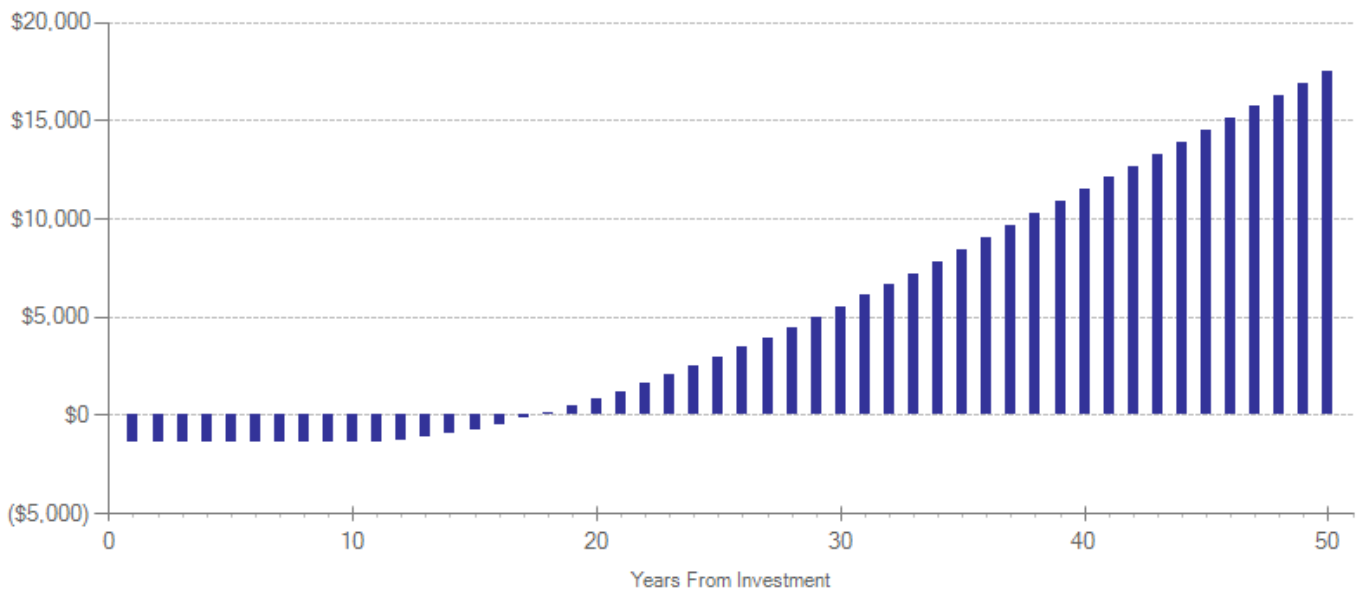
We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

Detailed Cost Estimates					
	Annual cost	Program duration	Year dollars	Summary statistics	
				Program costs	\$917
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

In the evaluations included in the meta-analysis, the average after-school tutoring program provides 40 hours of intervention and ten hours of training. The cost estimate assumes that adult instructional aides or community volunteers provide tutoring to groups of two students. To calculate a per-student annual cost, we use average Washington State compensation costs (including benefits) for instructional aides as reported by the Office of the Superintendent of Public Instruction and add per-student materials, supplies, and operating costs.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



### Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	6	0.252	0.028	0.099	0.061	9	0.059	0.067	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.016	0.018	18	0.016	0.018	18

### Citations Used in the Meta-Analysis

Baker, S., Gersten, R., & Keating, T. (2000). When less may be more: A 2-year longitudinal evaluation of a volunteer tutoring program requiring minimal training. *Reading Research Quarterly, 35*(4), 494-519.

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Morris, D., Shaw, B., & Perney, J. (1990). Helping low readers in grades 2 and 3: An after-school volunteer tutoring program. *Elementary School Journal, 91*(2), 133-150.

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## Parents as tutors with teacher oversight

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: In "parents as tutors" programs, teachers meet with parents in person and maintain contact over the phone to train and encourage parents to engage in planned, structured academic activities with their children at home, usually in the form of one-on-one reading tutoring. This review does not include the impact on children's academic achievement from parent involvement in general; only school-based programs are included.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$1,702	Benefit to cost ratio	\$3.70
Taxpayers	\$789	Benefits minus costs	\$2,139
Other (1)	\$809	Probability of a positive net present value	55 %
Other (2)	(\$367)		
<u>Total</u>	<u>\$2,933</u>		
<u>Costs</u>	<u>(\$794)</u>		
Benefits minus cost	\$2,139		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				
	Participants	Taxpayers	Other (1)	Other (2)	Total benefits
From primary participant					
Crime	\$0	\$0	\$0	\$0	\$0
Labor market earnings (test scores)	\$1,710	\$729	\$853	\$0	\$3,292
Health care (educational attainment)	(\$8)	\$59	(\$44)	\$31	\$38
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$398)	(\$398)
<u>Totals</u>	<u>\$1,702</u>	<u>\$789</u>	<u>\$809</u>	<u>(\$367)</u>	<u>\$2,933</u>

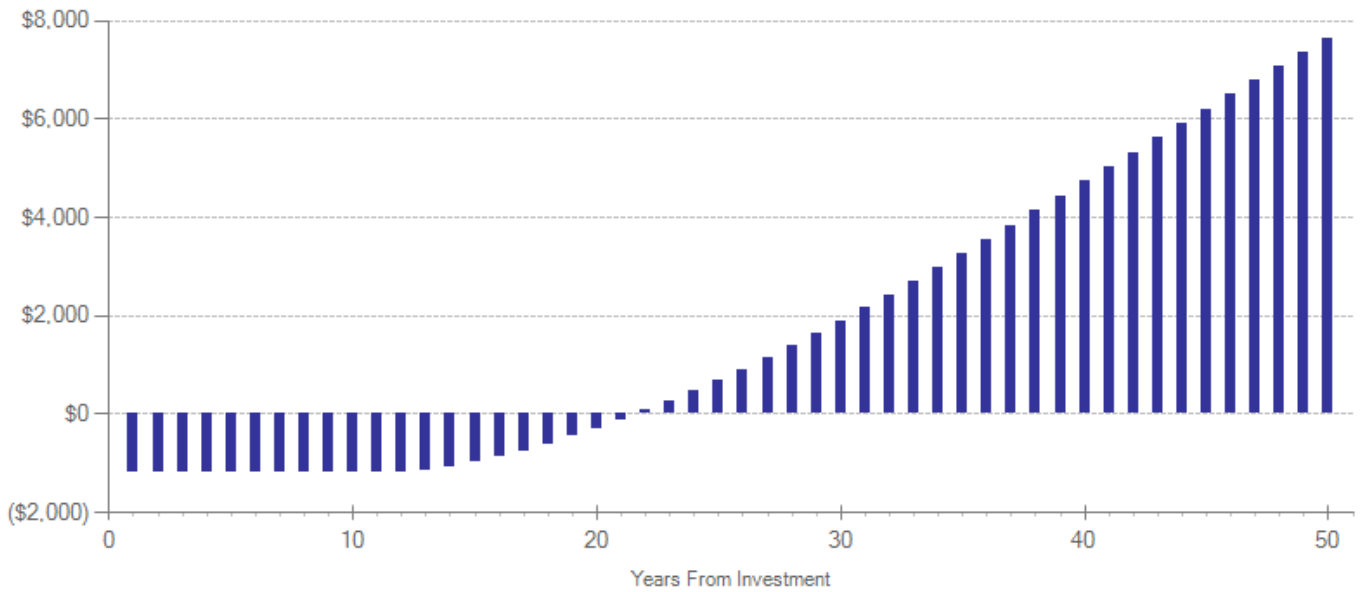
We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

Detailed Cost Estimates					
	Annual cost	Program duration	Year dollars	Summary statistics	
				Program costs	\$794
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

To estimate costs, we assume that teachers spend an average of one-quarter hour per week to maintain contact with parents during the school year, based on the evaluations included in our analysis. We calculate the value of teacher time using average Washington State compensation costs (including benefits) for a K-8 teacher as reported by the Office of the Superintendent of Public Instruction.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



### Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	9	0.167	0.149	0.050	0.116	9	0.027	0.128	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.007	0.034	18	0.007	0.034	18

### Citations Used in the Meta-Analysis

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## School-wide positive behavior programs

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: Some K–12 schools operate school-wide student behavior improvement programs as one way to focus the school environment on learning (rather than discipline or other issues). These programs are often described as “positive behavior” interventions or systems and include specific programs such as School-wide Positive Behavioral Interventions and Supports, Positive Action, and the Responsive Classroom. The programs encourage pro-social behavior for all students. (In contrast, other interventions target problem behaviors among troubled students who are not the focus of this analysis.) School-wide behavior programs typically include a specialized curriculum, professional development for teachers and staff, and encouragement of and rewards for positive behaviors such as being on time and listening in the classroom.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$14,892	Benefit to cost ratio	\$143.98
Taxpayers	\$7,631	Benefits minus costs	\$31,521
Other (1)	\$8,700	Probability of a positive net present value	99 %
Other (2)	\$518		
<u>Total</u>	<u>\$31,741</u>		
<u>Costs</u>	<u>(\$221)</u>		
Benefits minus cost	\$31,521		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	\$584	\$1,684	\$294	\$2,562
Labor market earnings (test scores)	\$14,957	\$6,380	\$7,393	\$0	\$28,731
K-12 grade repetition	\$0	\$157	\$0	\$79	\$235
Health care (educational attainment)	(\$65)	\$510	(\$377)	\$257	\$325
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$111)	(\$111)
<u>Totals</u>	<u>\$14,892</u>	<u>\$7,631</u>	<u>\$8,700</u>	<u>\$518</u>	<u>\$31,741</u>

We created the two “other” categories to report results that do not fit neatly in the “participant” or “taxpayer” perspectives. In the “Other (1)” category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the “Other (2)” category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

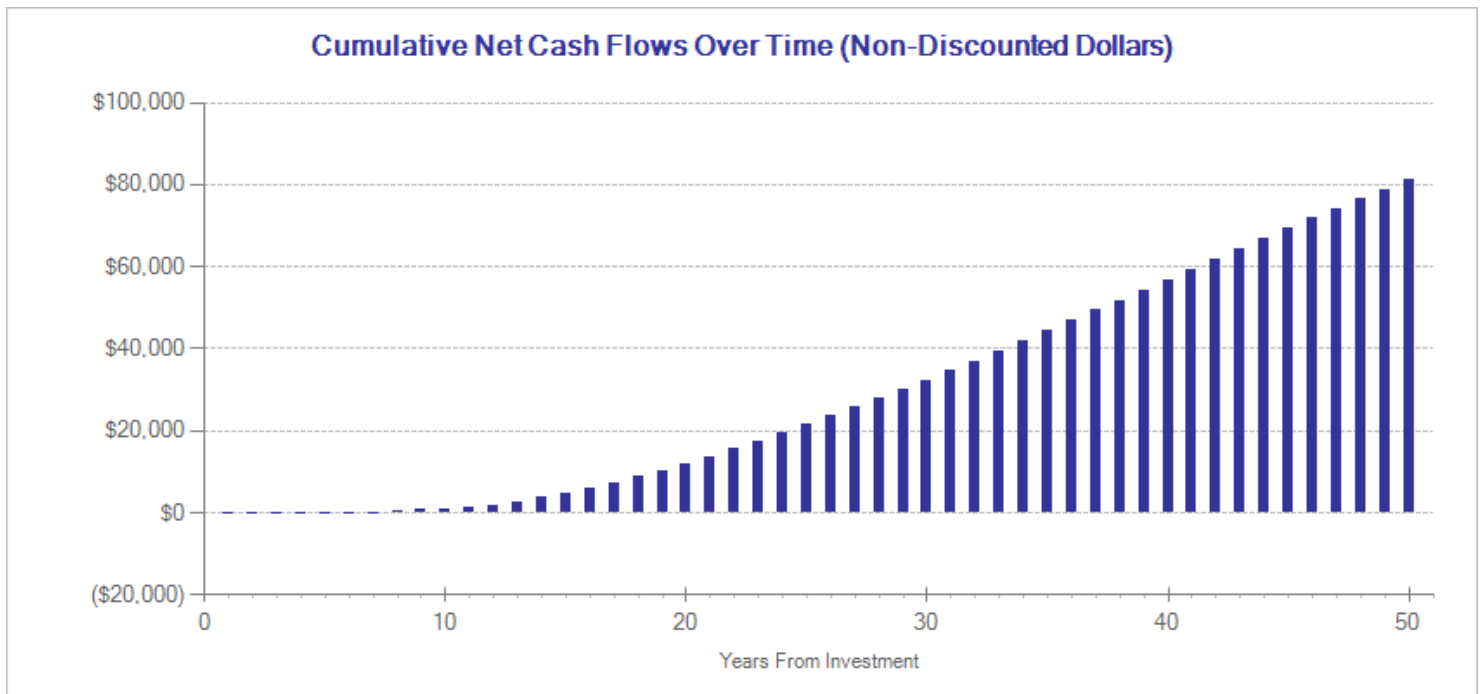
## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$221	1	2013	Present value of net program costs (in 2012 dollars)	(\$221)
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

Costs are WSIPP estimates based on a model for the total cost for implementation as described in Blonigen, B.A., Harbaugh, W.T., Singell, L.D., Horner, R.H., Irvin, L.K., & Smolkowski, K.S. (2008). Application of economic analysis to school-wide positive behavior support (SWPBS) programs. *Journal of Positive Behavior Interventions*, 10(1), 5-19. The cost estimate assumes district-wide implementation of a positive behavior program in ten schools. We calculate the value of staff time using average Washington State compensation costs (including benefits) as reported by the Office of the Superintendent of Public Instruction. To calculate a per-student annual cost, we use the average number of students per school in Washington's prototypical schools formula.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our technical documentation.

**Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)**



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	7	0.452	0.001	0.403	0.103	9	0.242	0.113	17
Crime	Primary	2	-0.644	0.001	-0.148	0.054	9	-0.148	0.054	19
K-12 grade repetition	Primary	1	-0.307	0.001	-0.307	0.007	9	-0.307	0.007	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.065	0.031	18	0.065	0.031	18
Suspensions/expulsions	Primary	1	-0.318	0.001	-0.318	0.007	9	-0.318	0.007	18

## Citations Used in the Meta-Analysis

Flay, B.R., Alled, C.G., & Ordway, N. (2001). Effects of the positive action program on achievement and discipline: Two matched-control comparisons. *Prevention Science*, 2(2), 71-89.

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## Special literacy instruction for English language learner students

Benefit-cost estimates updated August 2014. Literature review updated July 2014.

Program Description: English-based literacy programs in these evaluations involve a structured, direct instruction approach to teaching reading to ELL students. Some of the programs are multi-media (e.g., involving computer-based instruction). These programs are compared with literacy instruction-as-usual.

### Benefit-Cost Summary

Program benefits		Summary statistics	
Participants	\$3,959	Benefit to cost ratio	\$26.37
Taxpayers	\$1,893	Benefits minus costs	\$7,347
Other (1)	\$1,835	Probability of a positive net present value	69 %
Other (2)	(\$49)		
<u>Total</u>	<u>\$7,638</u>		
<u>Costs</u>	<u>(\$291)</u>		
Benefits minus cost	\$7,347		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

### Detailed Monetary Benefit Estimates

Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	\$1	\$2	\$0	\$3
Labor market earnings (test scores)	\$3,983	\$1,699	\$1,976	\$0	\$7,659
Health care (educational attainment)	(\$25)	\$193	(\$143)	\$96	\$122
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$145)	(\$145)
<b>Totals</b>	<b>\$3,959</b>	<b>\$1,893</b>	<b>\$1,835</b>	<b>(\$49)</b>	<b>\$7,638</b>

We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.



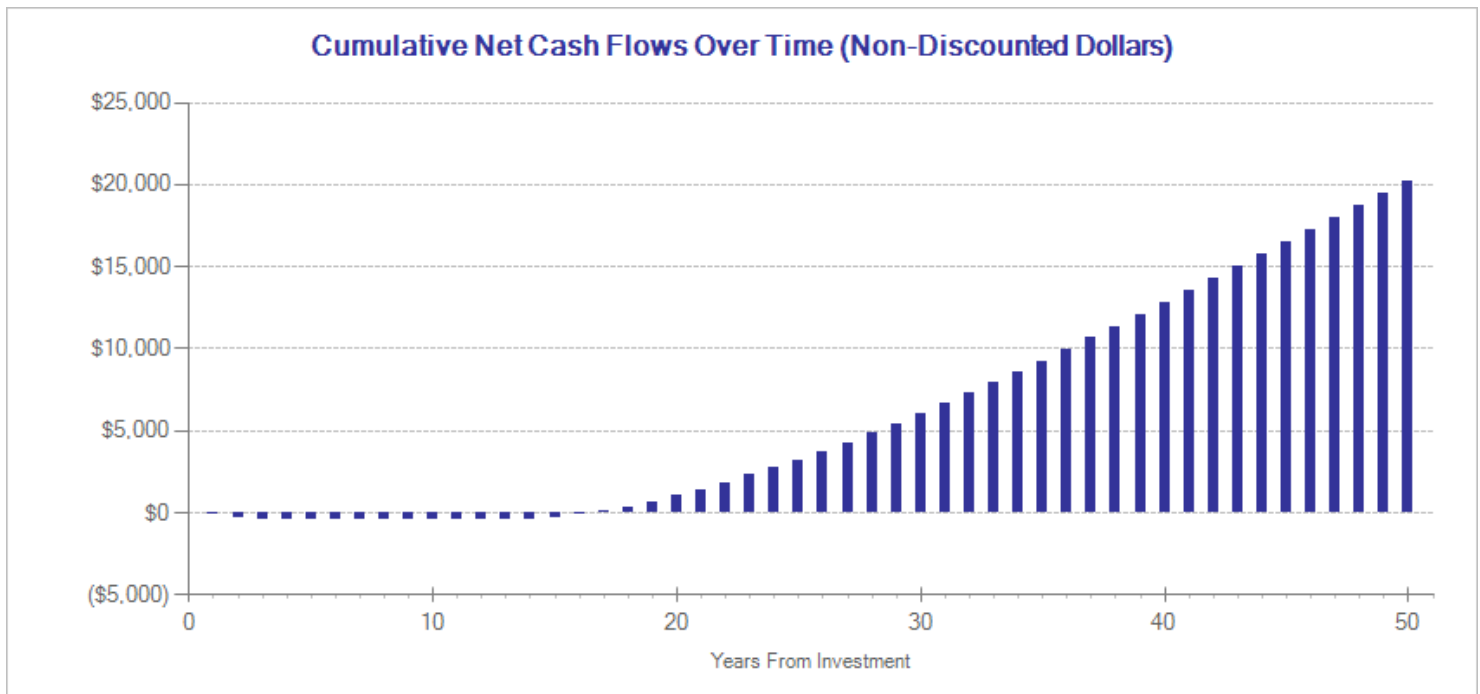
## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$1,398	2.8	2009	Present value of net program costs (in 2012 dollars)	(\$291)
Comparison costs	\$1,298	2.8	2009	Uncertainty (+ or - %)	20 %

The cost estimate reflects the sum of local, state, and federal dollars allocated per-student (averaged across Washington State school districts) for the 2008-09 school year. All students who qualify for the state Transitional Bilingual Instructional Program (TBIP) receive some form of services, so the comparison group cost is the same as the program group cost. Because specialized literacy programs may require supplemental materials and training, we added \$100 to the cost estimate and increased the uncertainty around the cost estimate to 20 percent. Source for dollars allocated per-student: Office of Superintendent of Public Instruction.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our technical documentation.

**Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)**



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	6	0.312	0.011	0.150	0.123	7	0.071	0.135	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.022	0.042	17	0.022	0.042	17

## Citations Used in the Meta-Analysis

- Chambers, B., Cheung, A. C. K., Madden, N. A., Slavin, R. E., & Gifford, R. (2006). Achievement effects of embedded multimedia in a Success for All Reading program. *Journal of Educational Psychology, 98*(1), 232-237.
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## Summer book programs: Multi-year intervention

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: The summer book program included in this analysis provides 12 free books to elementary students each year for three consecutive years. The program focuses on early elementary students in 1st and 2nd grade. The main goal is to increase book access and voluntary summer reading for children from low-income families. Students self-select books each year at a book fair. The available books are screened for text difficulty.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$5,790	Benefit to cost ratio	\$52.94
Taxpayers	\$2,687	Benefits minus costs	\$10,979
Other (1)	\$2,717	Probability of a positive net present value	71 %
Other (2)	(\$3)		
<b>Total</b>	<b>\$11,191</b>		
<b>Costs</b>	<b>(\$212)</b>		
<b>Benefits minus cost</b>	<b>\$10,979</b>		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				
	Participants	Taxpayers	Other (1)	Other (2)	Total benefits
From primary participant					
Crime	\$0	\$0	\$1	\$0	\$2
Labor market earnings (test scores)	\$5,817	\$2,481	\$2,868	\$0	\$11,166
Health care (educational attainment)	(\$26)	\$206	(\$152)	\$103	\$130
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$106)	(\$106)
<b>Totals</b>	<b>\$5,790</b>	<b>\$2,687</b>	<b>\$2,717</b>	<b>(\$3)</b>	<b>\$11,191</b>

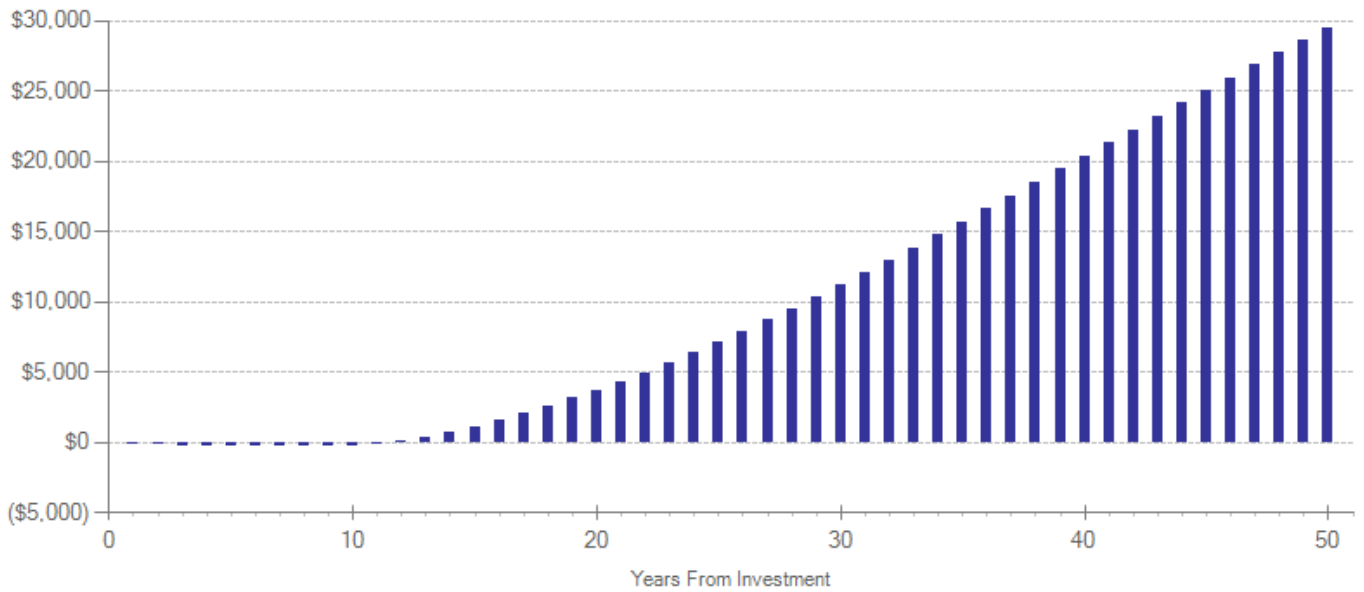
We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

Detailed Cost Estimates					
	Annual cost	Program duration	Year dollars	Summary statistics	
				Program costs	\$73
Comparison costs	\$0	3	2013	Uncertainty (+ or - %)	10 %

To calculate a per-student annual cost, we use average Washington State compensation costs (including benefits) for a K-8 teacher as reported by the Office of the Superintendent of Public Instruction to account for the time it takes teachers to administer the program. In addition to compensation, the estimate accounts for the cost of purchasing 12 books per student each year.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



### Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	1	0.138	0.346	0.138	0.147	10	0.091	0.162	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.025	0.040	18	0.025	0.040	18

### Citations Used in the Meta-Analysis

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## Summer book programs: One-year intervention

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: The summer book programs included in this analysis provide free books to elementary school students. Generally, the goals of summer book programs include increases in print exposure, the number of books at home, and voluntary reading time. Books are matched to each student's reading level and area of interest and are mailed to students weekly over the summer break. The mailing includes a form for the student to complete after finishing the book. This analysis includes school-based programs only and does not include bookmobiles or public library programs. The studies included in this analysis measure the program's impact after one summer.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$780	Benefit to cost ratio	\$19.36
Taxpayers	\$366	Benefits minus costs	\$1,411
Other (1)	\$365	Probability of a positive net present value	57 %
Other (2)	(\$23)		
<b>Total</b>	<b>\$1,488</b>		
<b>Costs</b>	<b>(\$77)</b>		
<b>Benefits minus cost</b>	<b>\$1,411</b>		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	\$0	\$0	\$0	\$0
Labor market earnings (test scores)	\$784	\$334	\$388	\$0	\$1,507
Health care (educational attainment)	(\$4)	\$31	(\$23)	\$16	\$20
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$39)	(\$39)
<b>Totals</b>	<b>\$780</b>	<b>\$366</b>	<b>\$365</b>	<b>(\$23)</b>	<b>\$1,488</b>

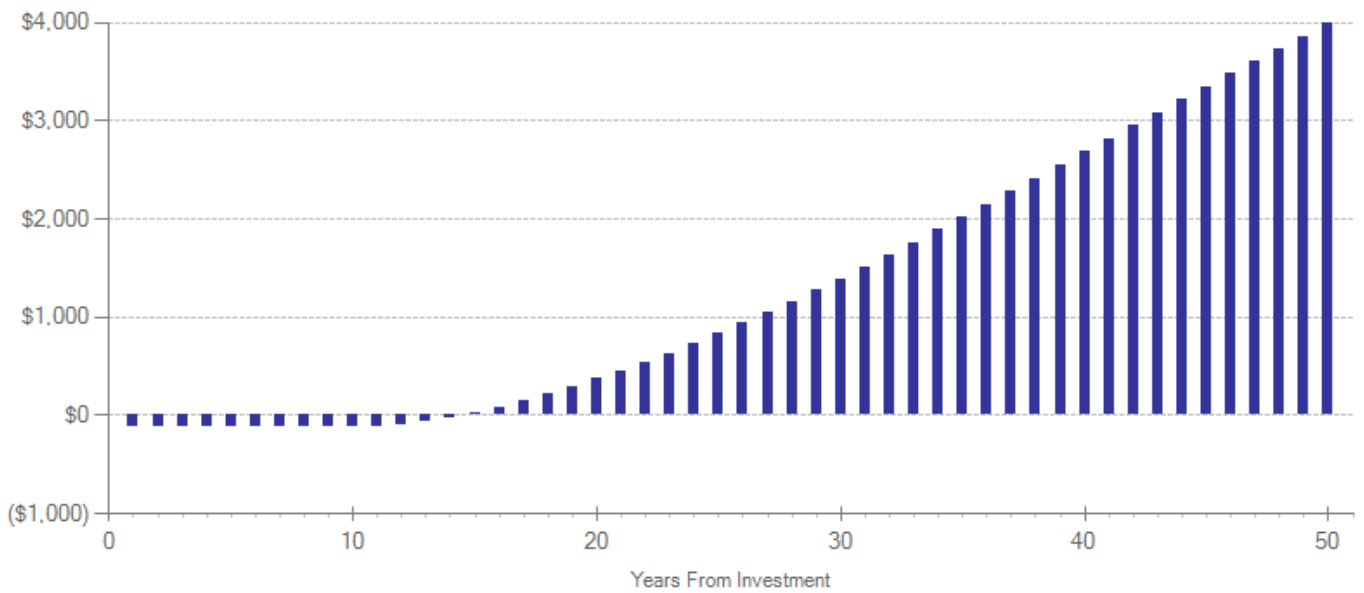
We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

Detailed Cost Estimates					
	Annual cost	Program duration	Year dollars	Summary statistics	
				Program costs	\$77
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

To calculate a per-student annual cost, we use average Washington State compensation costs (including benefits) for a K–8 teacher as reported by the Office of the Superintendent of Public Instruction to account for the time it takes teachers to administer the program. In addition to compensation, the estimate accounts for the cost of purchasing and shipping ten books to each student's home.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



### Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	3	0.019	0.752	0.019	0.061	9	0.013	0.067	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.004	0.018	18	0.004	0.018	18

### Citations Used in the Meta-Analysis

- Kim, J.S. (2007). The effects of a voluntary summer reading intervention on reading activities and reading achievement. *Journal of Educational Psychology*, 99(3), 505-515.
- Kim, J.S., & White, T.G. (2008). Scaffolding voluntary summer reading for children in grades 3 to 5: An experimental study. *Scientific Studies of Reading*, 12(1), 1-23.
- Wilkins, C., Gersten, R., Decker, L. E., Grunden, L., Brasiel, S., Brunnert, K., & Jayanthi, M. (2012). *Does a Summer Reading Program Based on Lexiles Affect Reading Comprehension?* Final Report (NCEE 2012-4006). Washington DC: U.S. Department of Education, National Center for Education Evaluation and Regional Assistance.

## Summer book programs: One-year intervention, with additional support

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: The summer book programs included in this analysis provide free books to students paired with additional reading support (e.g., lessons from certified teachers). Generally, the goals of summer book programs include increases in print exposure, the number of books at home, and voluntary reading time. Books are matched to each student's reading level and area of interest and are mailed to students weekly over the summer break. The mailing includes a form for the student to complete after finishing the book. This analysis includes school-based programs only and does not include bookmobiles or public library programs. The studies included in this analysis measure the program's impact after one summer.

### Benefit-Cost Summary

Program benefits		Summary statistics	
Participants	\$1,900	Benefit to cost ratio	\$32.12
Taxpayers	\$881	Benefits minus costs	\$3,536
Other (1)	\$892	Probability of a positive net present value	60 %
Other (2)	(\$23)		
<u>Total</u>	<u>\$3,650</u>		
<u>Costs</u>	<u>(\$114)</u>		
Benefits minus cost	\$3,536		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

### Detailed Monetary Benefit Estimates

Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	\$0	\$0	\$0	\$1
Labor market earnings (test scores)	\$1,908	\$814	\$941	\$0	\$3,663
Health care (educational attainment)	(\$9)	\$67	(\$49)	\$34	\$43
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$57)	(\$57)
<u>Totals</u>	<u>\$1,900</u>	<u>\$881</u>	<u>\$892</u>	<u>(\$23)</u>	<u>\$3,650</u>

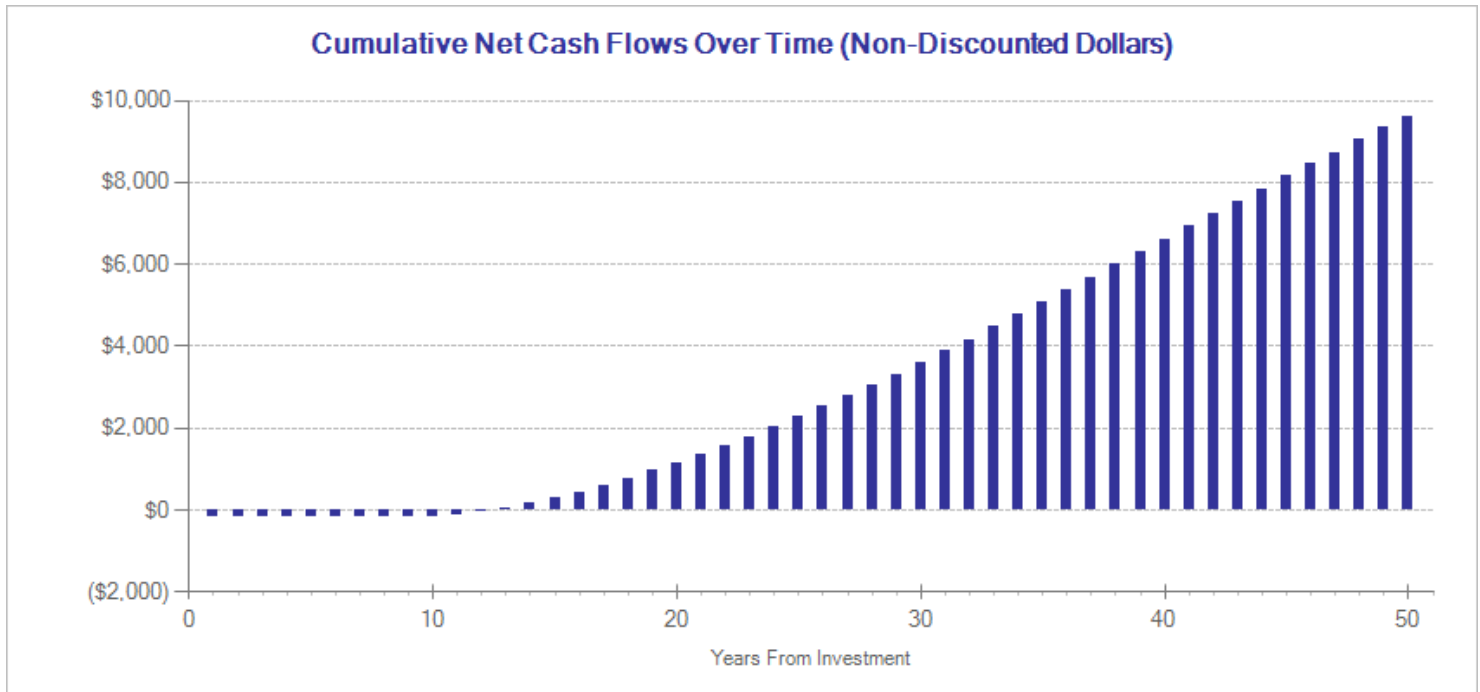
We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$114	1	2013	Present value of net program costs (in 2012 dollars)	(\$114)
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

To calculate a per-student annual cost, we use average Washington State compensation costs (including benefits) for a K–8 teacher as reported by the Office of the Superintendent of Public Instruction to account for class time and time to administer the program. In addition to compensation, the estimate accounts for the cost of purchasing and shipping ten books to each student's home. The costs do not include parent time for involvement in reading instruction.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our technical documentation.



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	4	0.079	0.455	0.044	0.106	10	0.029	0.117	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.008	0.028	18	0.008	0.028	18

## Citations Used in the Meta-Analysis

- Kim, J.S. (2006). Effects of a voluntary summer reading intervention on reading achievement: Results from a randomized field trial. *Educational Evaluation and Policy Analysis, 28*(4), 335-355.
- Kim, J.S., & Guryan, J. (2010). The efficacy of a voluntary summer reading intervention for low-income Latino children from language minority families. *Journal of Educational Psychology, 102*(1), 20-31.
- Kim, J.S., & White, T.G. (2008). Scaffolding voluntary summer reading for children in grades 3 to 5: An experimental study. *Scientific Studies of Reading, 12*(1), 1-23.
- Pagan, S. (2010). *Children reading for pleasure: Investigating predictors of reading achievement and the efficacy of a paired-reading intervention to foster children's literacy skills*. (Doctoral dissertation, Carleton University, 2010, UMI No. NR70556).

## Summer learning programs: Academically focused

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: This analysis includes a variety of summer learning programs in which academic improvement is the main goal, often with a focus on remediation and/or prevention of summer learning loss. The programs encompass a range of models and include both community- and school-provided programs. Some programs offer services beyond academic support, such as enrichment and recreation. Based on the studies in this analysis, a typical program lasts about six weeks. This analysis excludes programs that focus on other goals such as general youth development or job training and programs that combine summer learning programs with additional support during the school year.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$3,030	Benefit to cost ratio	\$4.73
Taxpayers	\$1,400	Benefits minus costs	\$4,213
Other (1)	\$1,432	Probability of a positive net present value	92 %
Other (2)	(\$516)		
<b>Total</b>	<b>\$5,345</b>		
Costs	(\$1,132)		
<b>Benefits minus cost</b>	<b>\$4,213</b>		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				
	Participants	Taxpayers	Other (1)	Other (2)	Total benefits
From primary participant					
Crime	\$0	\$0	\$1	\$0	\$1
Labor market earnings (test scores)	\$3,043	\$1,298	\$1,506	\$0	\$5,847
Health care (educational attainment)	(\$13)	\$102	(\$75)	\$51	\$65
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$567)	(\$567)
<b>Totals</b>	<b>\$3,030</b>	<b>\$1,400</b>	<b>\$1,432</b>	<b>(\$516)</b>	<b>\$5,345</b>

We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.



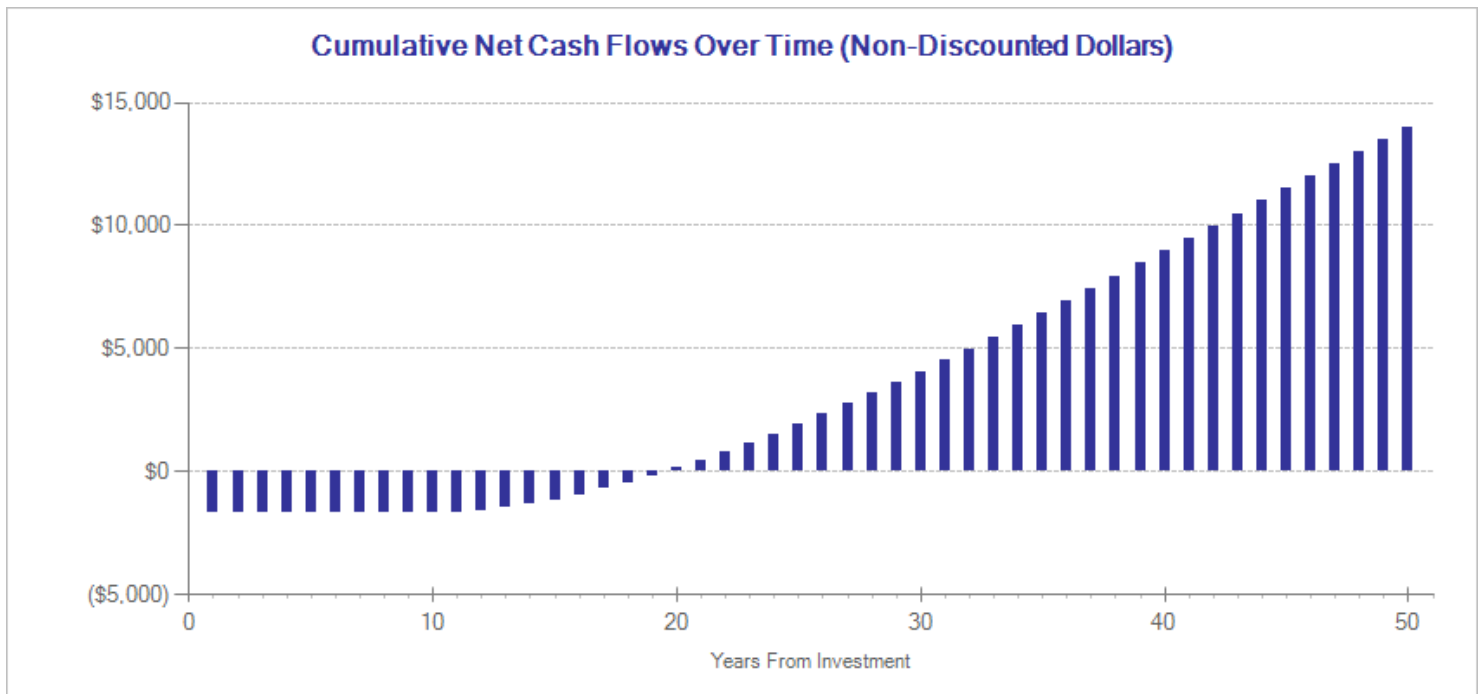
## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$1,132	1	2013	Present value of net program costs (in 2012 dollars)	(\$1,132)
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

In the evaluations included in this meta-analysis, the average summer program included 140 service hours and 40 hours of staff training/planning time. Teachers had, on average, 15 students in each class. To calculate a per-student annual cost, we use average Washington State compensation costs (including benefits) for K-8 teachers as reported by the Office of the Superintendent of Public Instruction, divided by the average number of students per class in the evaluated programs. We include per-student annual materials, supplies, and operating costs. The cost estimate provided here does not account for meals or transportation.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our technical documentation.

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	13	0.080	0.001	0.081	0.019	9	0.049	0.021	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.013	0.005	18	0.013	0.005	18

## Citations Used in the Meta-Analysis

- Borman, G.D., & Dowling, N. (2006). Longitudinal achievement effects of multiyear summer school: Evidence from the Teach Baltimore randomized field trial. *Educational Evaluation & Policy Analysis, 28*(1), 25-48.
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- Opalinski, G.B. (2006). *The effects of a middle school summer school program on the achievement of NCLB identified subgroups* (Doctoral dissertation, University of Oregon, 2006, UMI No. 3224110).
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- Zvoch, K., & Stevens, J. J. (2013). Summer school effects in a randomized field trial. *Early Childhood Research Quarterly*, 28(1), 24-32.

## Teacher professional development: Induction/mentoring

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: Teacher induction programs typically assign an experienced teacher mentor to new teachers in the first and second year of their careers. In more intensive programs, additional support includes professional development opportunities and structured collaboration time with other teachers at the school. The evaluations included in the meta-analysis examine more-intensive programs in comparison with less-intensive programs.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$1,167	Benefit to cost ratio	\$30.26
Taxpayers	\$541	Benefits minus costs	\$2,164
Other (1)	\$547	Probability of a positive net present value	60 %
Other (2)	(\$17)		
<u>Total</u>	<u>\$2,238</u>		
<u>Costs</u>	<u>(\$74)</u>		
Benefits minus cost	\$2,164		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				
	Participants	Taxpayers	Other (1)	Other (2)	Total benefits
From primary participant					
Crime	\$0	\$0	\$0	\$0	\$0
Labor market earnings (test scores)	\$1,173	\$500	\$577	\$0	\$2,249
Health care (educational attainment)	(\$5)	\$41	(\$30)	\$20	\$26
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$37)	(\$37)
<u>Totals</u>	<u>\$1,167</u>	<u>\$541</u>	<u>\$547</u>	<u>(\$17)</u>	<u>\$2,238</u>

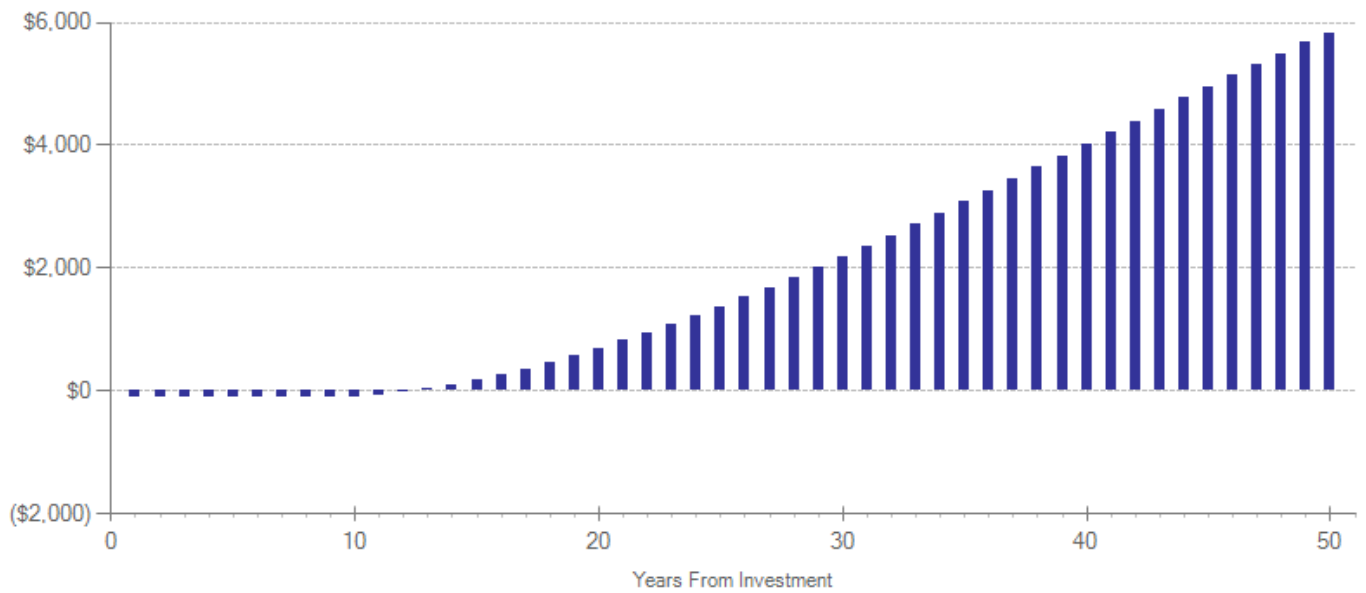
We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

Detailed Cost Estimates					
	Annual cost	Program duration	Year dollars	Summary statistics	
				Program costs	\$106
Comparison costs	\$29	1	2009	Uncertainty (+ or - %)	20 %

The cost estimate for the treatment group—those receiving more intensive mentoring—is based on Washington State's per-first-year teacher allocation for the Beginning Educator Support Team (BEST) program in FY 2013. The cost estimate for the comparison group is the FY 2009 per-teacher allocation for the Teacher Assistance Program (TAP) in Washington State. Each of these estimates is divided by the number of students per classroom in Washington's prototypical schools formula.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



### Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	4	0.027	0.653	0.027	0.060	10	0.018	0.066	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.005	0.017	18	0.005	0.017	18

### Citations Used in the Meta-Analysis

- Glazerman, S., Isenberg, E., Dolfin, S., Bleeker, M., Johnson, A., Grider, M., . . . Ali, M. (2010). *Impacts of comprehensive teacher induction: Final results from a randomized controlled study*. Washington, DC: National Center for Education Evaluation and Regional Assistance.
- Rockoff, J.E. (2008). *Does mentoring reduce turnover and improve skills of new employees? Evidence from teachers in New York City (Working Paper No. 13868)*. Cambridge, MA: National Bureau of Economic Research.
- Wechsler, M.E., Caspary, K., Humphrey, D.C., & Matsko, K.K. (2010). *Examining the effects of new teacher induction*. Menlo Park, CA: SRI International.

## Teacher professional development: Not targeted

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: Generally, professional development (PD) for K–12 teachers includes activities such as workshops, conferences, summer institutes, and time set aside during the school year for staff development. The evaluations included in this analysis examine impacts on student outcomes from providing more time and funding for teacher PD without directing how those resources are used.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$8	Benefit to cost ratio	(\$0.31)
Taxpayers	\$5	Benefits minus costs	(\$113)
Other (1)	\$3	Probability of a positive net present value	24 %
Other (2)	(\$43)		
<u>Total</u>	<u>(\$27)</u>		
<u>Costs</u>	<u>(\$86)</u>		
Benefits minus cost	(\$113)		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	\$0	\$0	\$0	\$0
Labor market earnings (hs grad)	\$8	\$4	\$4	\$0	\$16
Health care (educational attainment)	\$0	\$1	(\$1)	\$0	\$1
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$43)	(\$43)
<u>Totals</u>	<u>\$8</u>	<u>\$5</u>	<u>\$3</u>	<u>(\$43)</u>	<u>(\$27)</u>

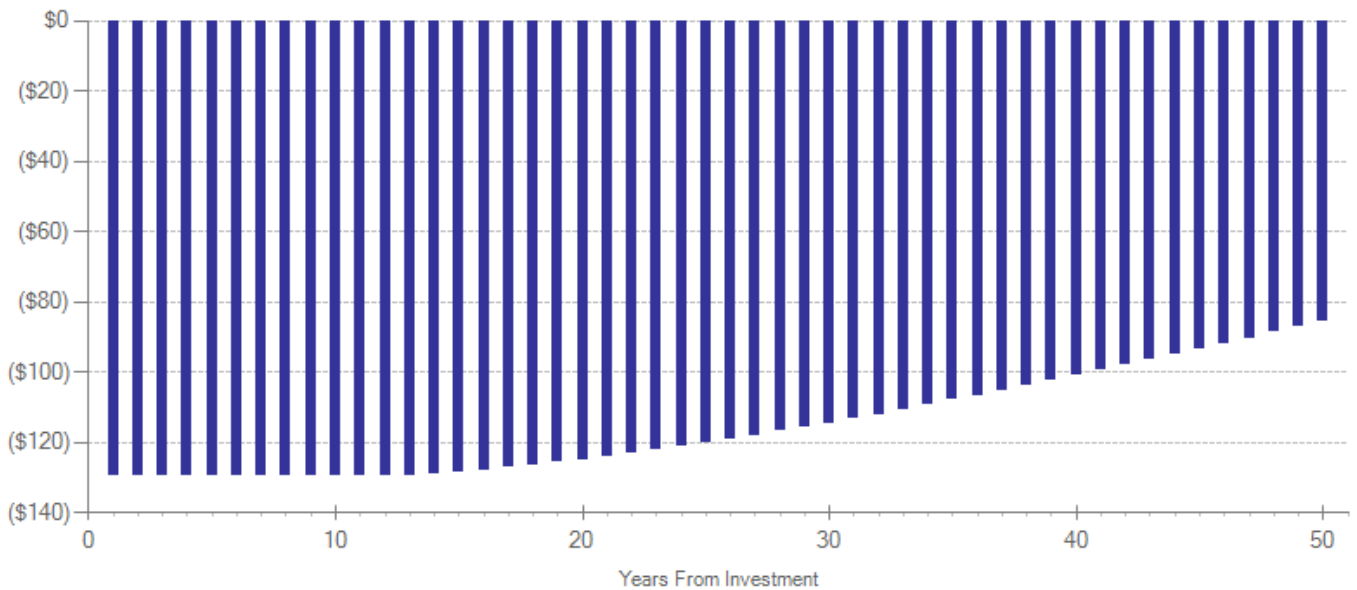
We created the two “other” categories to report results that do not fit neatly in the “participant” or “taxpayer” perspectives. In the “Other (1)” category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the “Other (2)” category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

Detailed Cost Estimates					
	Annual cost	Program duration	Year dollars	Summary statistics	
				Program costs	\$86
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

In the evaluations included in the meta-analysis, teachers received an average of 20 additional hours of non-targeted professional development (PD) in comparison with the usual amount of PD time. We calculate the value of PD time using average teacher salaries (including benefits) in Washington State as reported by the Office of Superintendent of Public Instruction. To calculate a per-student annual cost, we divide compensation costs by the number of students per classroom in Washington’s prototypical schools formula and add per-student materials, supplies, and operating costs.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



### Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	12	0.000	0.934	0.000	0.005	10	0.000	0.006	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.000	0.002	18	0.000	0.002	18

### Citations Used in the Meta-Analysis

Angrist, J.D., & Lavy, V. (2001). Does teacher training affect pupil learning? Evidence from matched comparisons in Jerusalem public schools. *Journal of Labor Economics, 19*(2), 343-369.

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Siegle, D. & McCoach, D. (2007). Increasing student mathematics self-efficacy through teacher training. *The Journal of Secondary Gifted Education, 18*(2), 278-331.

Sloan, H.A. (1993). Direct instruction in fourth and fifth grade classrooms. *Dissertation Abstracts International, 54*(08), 2837A.

## Teacher professional development: Online, targeted

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: Generally, professional development (PD) for K–12 teachers includes activities such as workshops, conferences, summer institutes, and time set aside during the school year for staff development. Online, targeted PD provides online training and collaboration with a focus on improving teaching in a particular content areas (such as reading, math, and science) and/or a particular grade level.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$900	Benefit to cost ratio	\$5.54
Taxpayers	\$417	Benefits minus costs	\$1,319
Other (1)	\$423	Probability of a positive net present value	57 %
Other (2)	(\$130)		
<u>Total</u>	<u>\$1,610</u>		
<u>Costs</u>	<u>(\$291)</u>		
Benefits minus cost	\$1,319		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	\$0	\$0	\$0	\$0
Labor market earnings (test scores)	\$904	\$386	\$446	\$0	\$1,736
Health care (educational attainment)	(\$4)	\$31	(\$23)	\$15	\$20
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$146)	(\$146)
<u>Totals</u>	<u>\$900</u>	<u>\$417</u>	<u>\$423</u>	<u>(\$130)</u>	<u>\$1,610</u>

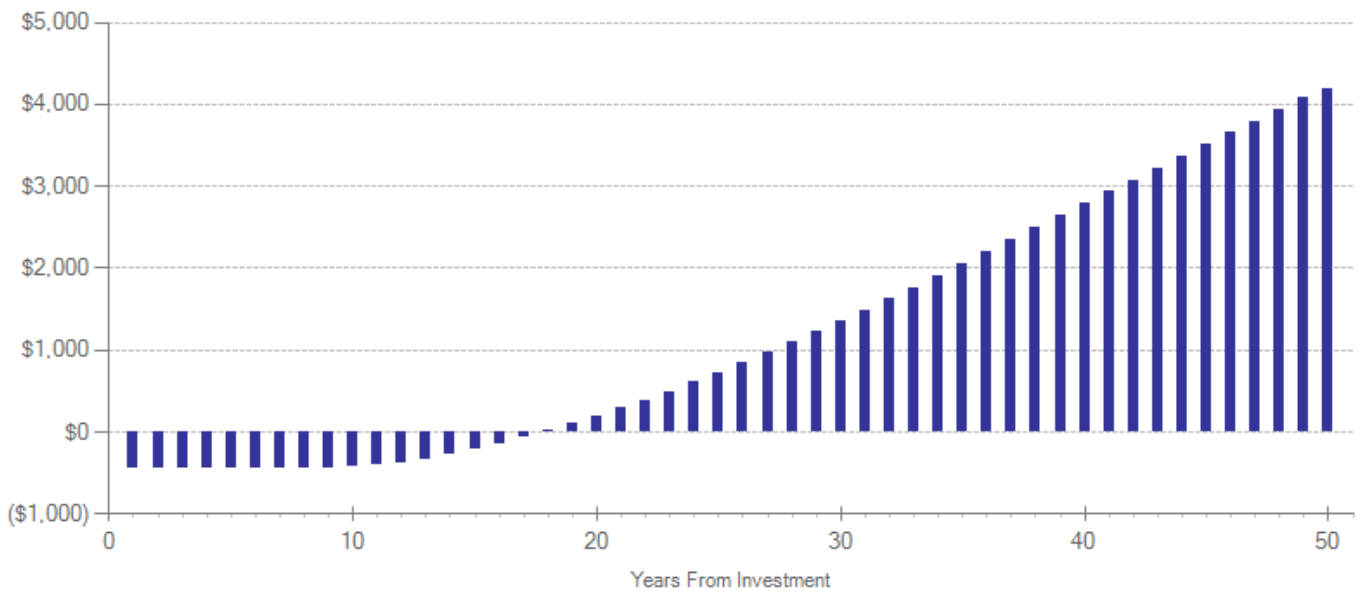
We created the two “other” categories to report results that do not fit neatly in the “participant” or “taxpayer” perspectives. In the “Other (1)” category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the “Other (2)” category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

Detailed Cost Estimates					
	Annual cost	Program duration	Year dollars	Summary statistics	
				Program costs	\$291
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

In the evaluations included in the meta-analysis, teachers received an average of 70 additional hours of targeted online professional development (PD) in comparison with the usual amount of PD time. We calculate the value of PD time using average teacher salaries (including benefits) in Washington State as reported by the Office of Superintendent of Public Instruction. To calculate a per-student annual cost, we divide compensation costs by the number of students per classroom in Washington’s prototypical schools formula and add per-student materials, supplies, and operating costs.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



### Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	3	0.164	0.002	0.021	0.049	10	0.014	0.054	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.004	0.014	18	0.004	0.014	18

### Citations Used in the Meta-Analysis

- Dash, S., de Kramer, R.M., O'Dwyer, L.M., Masters, J., & Russell, M. (2012). Impact of online professional development on teacher quality and student achievement in fifth grade mathematics. *Journal of Research on Technology in Education*, 45(1), 1-26.
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## Teacher professional development: Targeted

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: Generally, professional development (PD) for K–12 teachers includes activities such as workshops, conferences, summer institutes, and time set aside during the school year for staff development. Targeted PD focuses on improving teaching in a particular content area (such as reading, math, and science) and/or a particular grade level. The specific types of PD evaluated and included in this meta-analysis are (in no particular order): Language Essentials for Teachers of Reading and Spelling (LETRS), Pacific Communities with High Performance in Literacy Development (Pacific CHILD), Cognitively Guided Instruction, Math & Science Partnerships (MSP), Teaching Science, Mathematics and Relevant Technologies (Teaching SMART), Discovery Model Schools Initiative, the Integrated Mathematics Assessment, Teaching Cases, and Metacognitive Analysis. Most forms of targeted PD include a summer institute in addition to training provided during the regular school year.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$2,699	Benefit to cost ratio	\$19.79
Taxpayers	\$1,247	Benefits minus costs	\$4,875
Other (1)	\$1,274	Probability of a positive net present value	84 %
Other (2)	(\$85)		
<u>Total</u>	<u>\$5,135</u>		
<u>Costs</u>	<u>(\$260)</u>		
Benefits minus cost	\$4,875		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				
	Participants	Taxpayers	Other (1)	Other (2)	Total benefits
From primary participant					
Crime	\$0	\$0	\$0	\$0	\$1
Labor market earnings (test scores)	\$2,710	\$1,156	\$1,341	\$0	\$5,207
Health care (educational attainment)	(\$12)	\$91	(\$67)	\$45	\$57
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$130)	(\$130)
<u>Totals</u>	<u>\$2,699</u>	<u>\$1,247</u>	<u>\$1,274</u>	<u>(\$85)</u>	<u>\$5,135</u>

We created the two “other” categories to report results that do not fit neatly in the “participant” or “taxpayer” perspectives. In the “Other (1)” category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the “Other (2)” category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

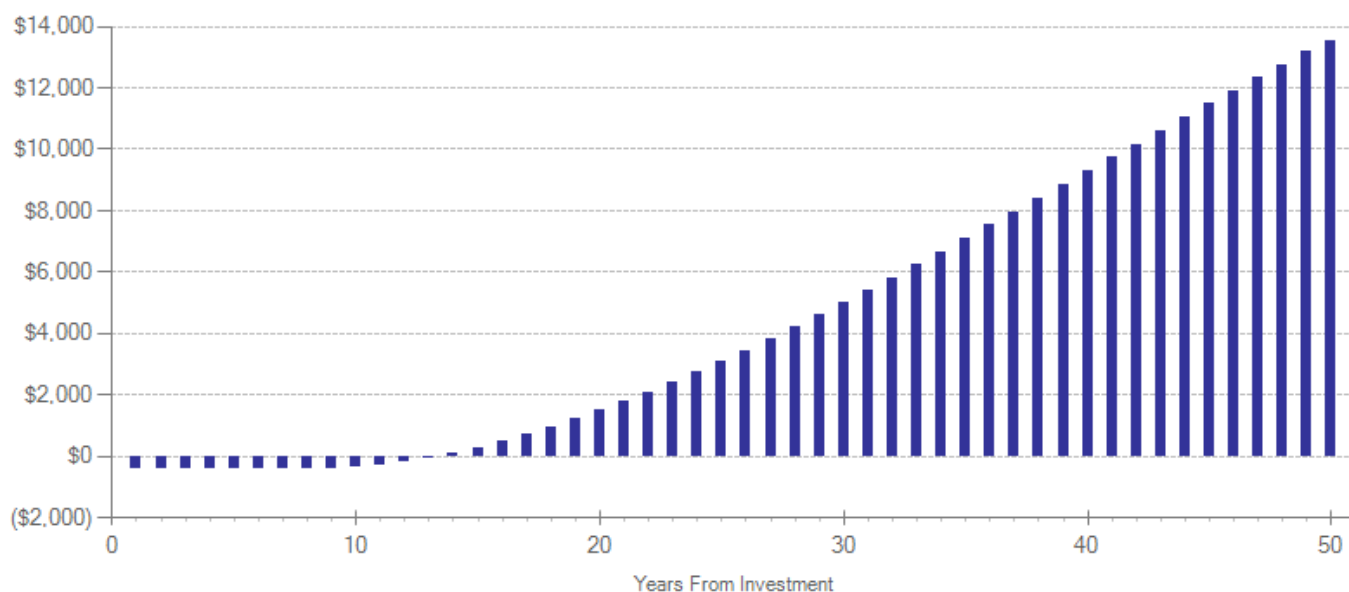
## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$260	1	2013	Present value of net program costs (in 2012 dollars)	(\$260)
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

In the evaluations included in the meta-analysis, teachers received an average of 63 additional hours of targeted professional development (PD) in comparison with the usual amount of PD time. We calculate the value of PD time using average teacher salaries (including benefits) in Washington State as reported by the Office of Superintendent of Public Instruction. To calculate a per-student annual cost, we divide compensation costs by the number of students per classroom in Washington's prototypical schools formula and add per-student materials, supplies, and operating costs.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our technical documentation.

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	14	0.158	0.002	0.064	0.035	10	0.042	0.039	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.011	0.010	18	0.011	0.010	18

## Citations Used in the Meta-Analysis

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# Teacher professional development: Use of data to guide instruction

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: One form of teacher professional development (PD) involves training teachers how to use student academic assessment data to modify and improve instruction. This type of PD is usually paired with computer software that tracks and reports student assessment data to teachers. The specific types of assessments and software that have been evaluated and are included in this meta-analysis are (in no particular order): ISI (Individualized Student Instruction) using A2i software, Data-Driven District (3D), mCLASS/Acuity, Looking at Student Work, Formative Assessments of Student Thinking in Reading (FAST-R), and 4sight.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$6,973	Benefit to cost ratio	\$126.97
Taxpayers	\$3,221	Benefits minus costs	\$13,439
Other (1)	\$3,288	Probability of a positive net present value	100 %
Other (2)	\$64		
<u>Total</u>	<u>\$13,546</u>		
<u>Costs</u>	<u>(\$107)</u>		
Benefits minus cost	\$13,439		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	\$0	\$1	\$0	\$2
Labor market earnings (test scores)	\$7,003	\$2,987	\$3,459	\$0	\$13,449
Health care (educational attainment)	(\$30)	\$234	(\$173)	\$117	\$149
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$54)	(\$54)
<u>Totals</u>	<u>\$6,973</u>	<u>\$3,221</u>	<u>\$3,288</u>	<u>\$64</u>	<u>\$13,546</u>

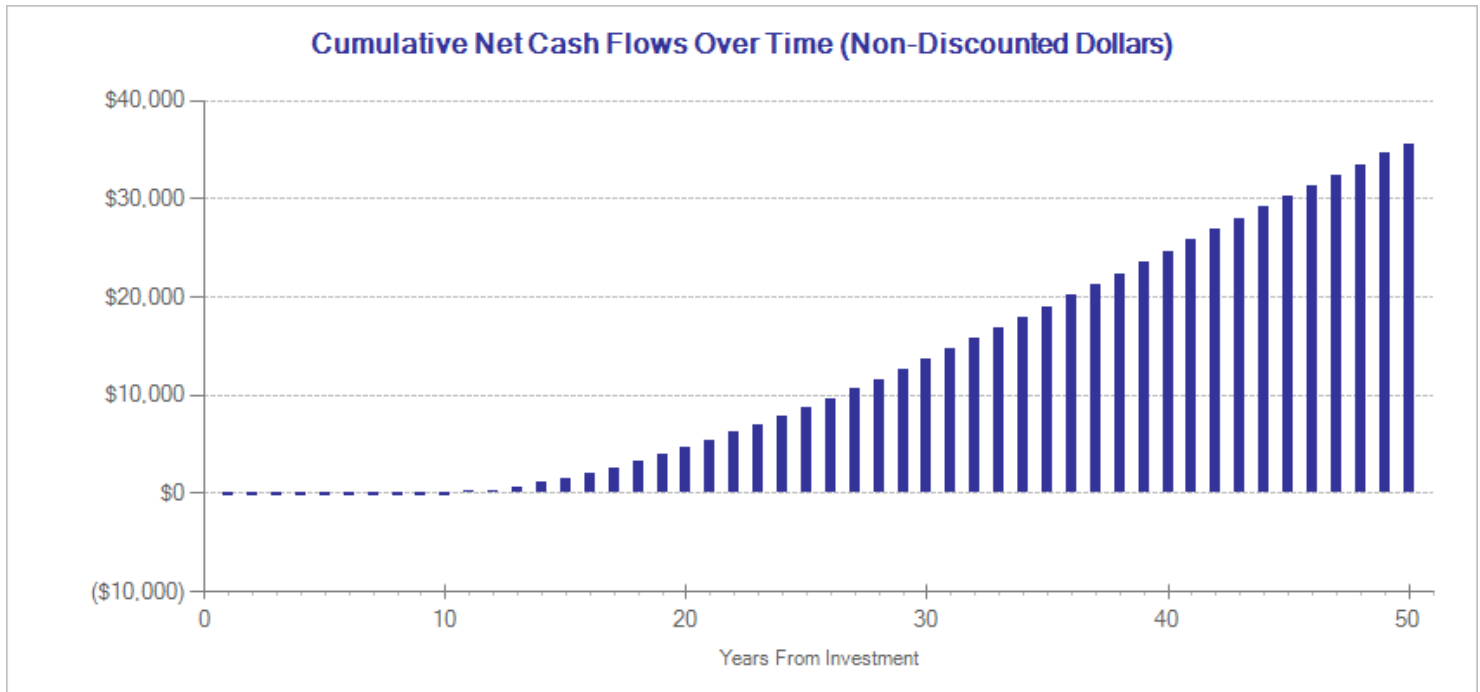
We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$107	1	2013	Present value of net program costs (in 2012 dollars)	(\$107)
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

In the evaluations included in the meta-analysis, teachers received an average of 26 hours of training in how to use student assessment data to guide instruction. We calculate the value of PD time using average teacher salaries (including benefits) in Washington State as reported by the Office of Superintendent of Public Instruction. To calculate a per-student annual cost, we divide compensation costs by the number of students per classroom in Washington's prototypical schools formula and add per-student materials, supplies, and operating costs.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our technical documentation.



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	8	0.210	0.001	0.162	0.030	10	0.107	0.033	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.028	0.009	18	0.028	0.009	18

## Citations Used in the Meta-Analysis

- Al Otaiba, S., Connor, C.M., Folsom, J.S., Greulich, L., Meadows, J., & Li, Z. (2011). Assessment data-informed guidance to individualize kindergarten reading instruction: Findings from a cluster-randomized control field trial. *The Elementary School Journal*, 111(4), 535-560.
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## Tutoring: **By adults for English language learner students**

**Benefit-cost estimates updated August 2014.** Literature review updated July 2014.

Program Description: One-on-one tutoring programs for ELL students are analyzed, in comparison with instruction-as-usual for ELL students.

Benefit-Cost Summary			
Program benefits	Summary statistics		
Participants	\$4,229	Benefit to cost ratio	\$5.45
Taxpayers	\$2,029	Benefits minus costs	\$6,198
Other (1)	\$1,949	Probability of a positive net present value	61 %
Other (2)	(\$600)		
<u>Total</u>	<u>\$7,607</u>		
<u>Costs</u>	<u>(\$1,408)</u>		
Benefits minus cost	\$6,198		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	\$1	\$2	\$0	\$3
Labor market earnings (test scores)	\$4,256	\$1,815	\$2,104	\$0	\$8,175
Health care (educational attainment)	(\$27)	\$213	(\$157)	\$107	\$136
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$708)	(\$708)
<u>Totals</u>	<u>\$4,229</u>	<u>\$2,029</u>	<u>\$1,949</u>	<u>(\$600)</u>	<u>\$7,607</u>

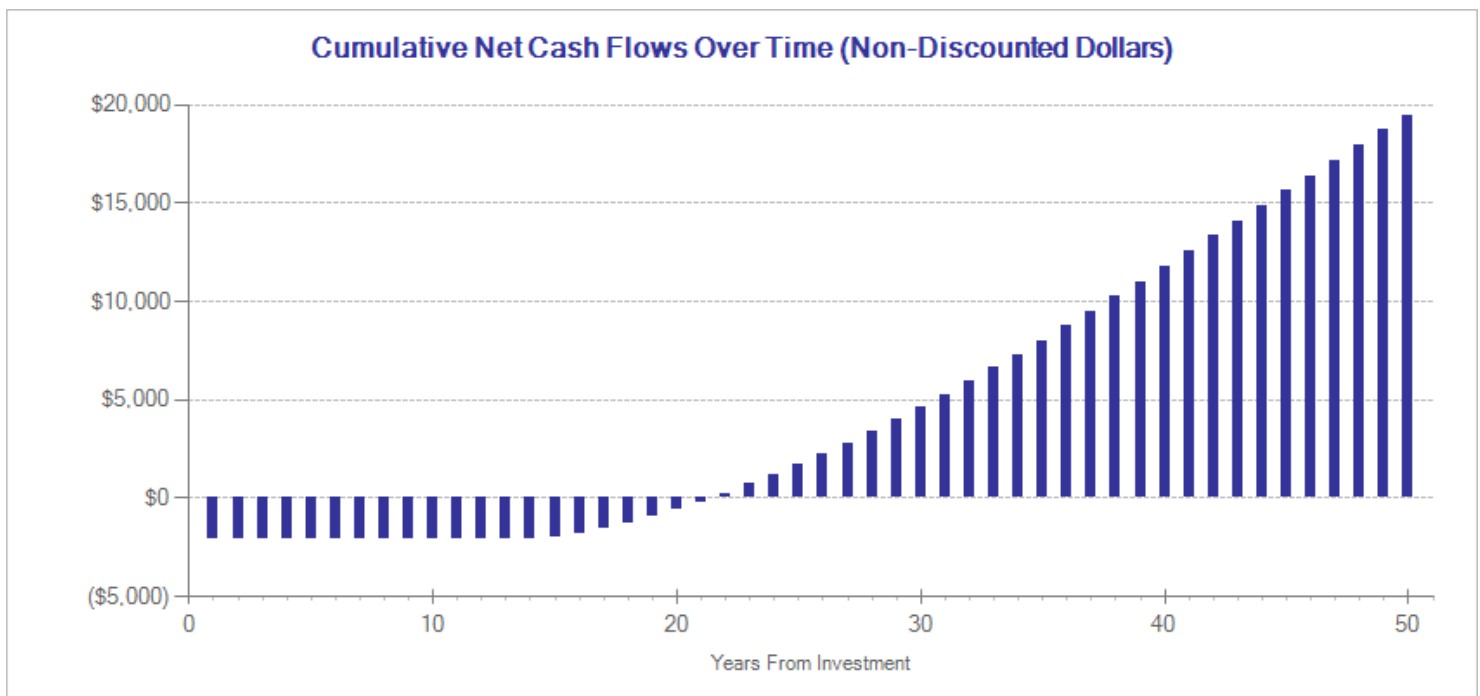
We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$2,612	1	2009	Present value of net program costs (in 2012 dollars)	(\$1,408)
Comparison costs	\$1,298	1	2009	Uncertainty (+ or - %)	20 %

Cost estimates are based on the following assumptions derived from the programs described in the studies included in the meta-analysis: on average, the programs lasted for 4.5 months, with 60 sessions of about 25 minutes each. The programs provide 1 to 3 hours of training. We use average teacher salaries (including benefits) in Washington State to compute the value of tutors' time. We assume that tutoring costs are in addition to regular classroom instruction, for which the cost estimate reflects the sum of local, state, and federal dollars allocated per-student (averaged across Washington State school districts) for the 2008-09 school year. We increased the uncertainty around the cost estimate to 20 percent. Source for dollars allocated per-student: Office of Superintendent of Public Instruction.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
					First time ES is estimated			Second time ES is estimated		
			ES	p-value	ES	SE	Age	ES	SE	Age
Test scores	Primary	4	0.182	0.264	0.155	0.163	7	0.073	0.179	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.023	0.056	17	0.023	0.056	17

## Citations Used in the Meta-Analysis

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## Tutoring: By adults, one-on-one, non-structured

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: The tutoring programs included in this analysis provide one-on-one assistance to struggling students in English language arts and/or mathematics. The evaluated programs typically allow tutors to exercise their own discretion when selecting and implementing tutoring strategies. The programs provide, on average, about 30 hours of tutoring time to an individual student each year. The tutors are non-certificated adults (e.g. instructional aides and community volunteers) who receive approximately two hours of training per year.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$1,406	Benefit to cost ratio	\$1.43
Taxpayers	\$653	Benefits minus costs	\$608
Other (1)	\$661	Probability of a positive net present value	51 %
Other (2)	(\$687)		
<u>Total</u>	<u>\$2,032</u>		
<u>Costs</u>	<u>(\$1,425)</u>		
Benefits minus cost	\$608		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				
	Participants	Taxpayers	Other (1)	Other (2)	Total benefits
From primary participant					
Crime	\$0	\$0	\$0	\$0	\$0
Labor market earnings (test scores)	\$1,412	\$602	\$698	\$0	\$2,713
Health care (educational attainment)	(\$6)	\$50	(\$37)	\$25	\$32
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$713)	(\$713)
<u>Totals</u>	<u>\$1,406</u>	<u>\$653</u>	<u>\$661</u>	<u>(\$687)</u>	<u>\$2,032</u>

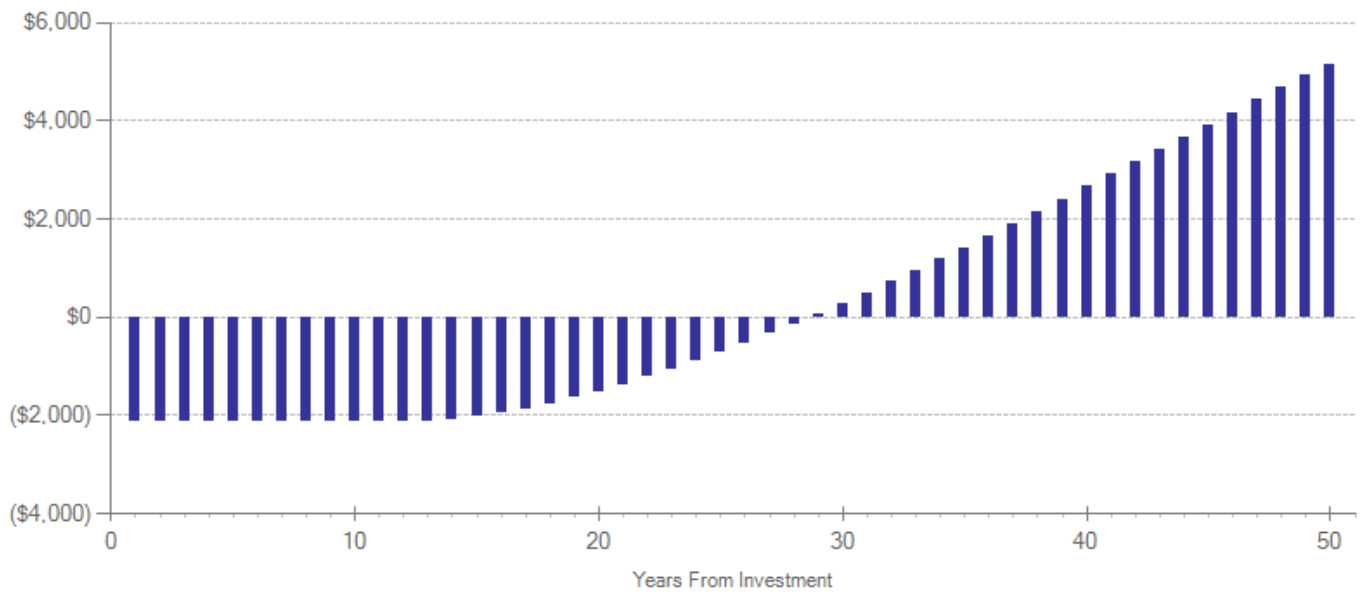
We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

Detailed Cost Estimates					
	Annual cost	Program duration	Year dollars	Summary statistics	
				Program costs	\$1,425
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

In the evaluations included in the meta-analysis, the average non-structured one-on-one tutoring program provides 30 hours of intervention per student and two hours of training time per tutor. The estimate assumes that certificated teachers provide approximately four hours of planning support and oversight. To calculate a per-student annual cost, we use average Washington State compensation costs (including benefits) for a K-8 teacher and instructional aides as reported by the Office of the Superintendent of Public Instruction.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



### Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	15	0.052	0.214	0.050	0.042	7	0.024	0.046	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.006	0.012	18	0.006	0.012	18

### Citations Used in the Meta-Analysis

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Cook, J.A. (2001). Every moment counts: Pairing struggling young readers with minimally trained tutors. *Dissertation Abstracts International, 62*(08), 2714A.

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## Tutoring: By adults, one-on-one, structured

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: The tutoring programs included in this meta-analysis are structured, systematic approaches to tutoring struggling students in specific English language arts and/or mathematics skills. The evaluated programs include a variety of specific programs and curricula such as (in no particular order) Reading Recovery, Mathematics Recovery, Edmark Reading Program, Howard Street Tutoring, and Early Intervention Program. The programs provide, on average, about 30 hours of tutoring time to an individual student each year. Tutors are typically certificated teachers or specially trained adults (e.g. instructional aides and community volunteers). Tutors receive approximately ten hours of training per year with a focus on the specific content and general tutoring strategies.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$5,688	Benefit to cost ratio	\$4.36
Taxpayers	\$2,631	Benefits minus costs	\$7,667
Other (1)	\$2,683	Probability of a positive net present value	87 %
Other (2)	(\$1,046)		
<u>Total</u>	<u>\$9,956</u>		
<u>Costs</u>	<u>(\$2,290)</u>		
Benefits minus cost	\$7,667		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				
	Participants	Taxpayers	Other (1)	Other (2)	Total benefits
From primary participant					
Crime	\$0	\$0	\$1	\$0	\$1
Labor market earnings (test scores)	\$5,713	\$2,437	\$2,825	\$0	\$10,975
Health care (educational attainment)	(\$25)	\$193	(\$143)	\$96	\$122
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$1,142)	(\$1,142)
<u>Totals</u>	<u>\$5,688</u>	<u>\$2,631</u>	<u>\$2,683</u>	<u>(\$1,046)</u>	<u>\$9,956</u>

We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

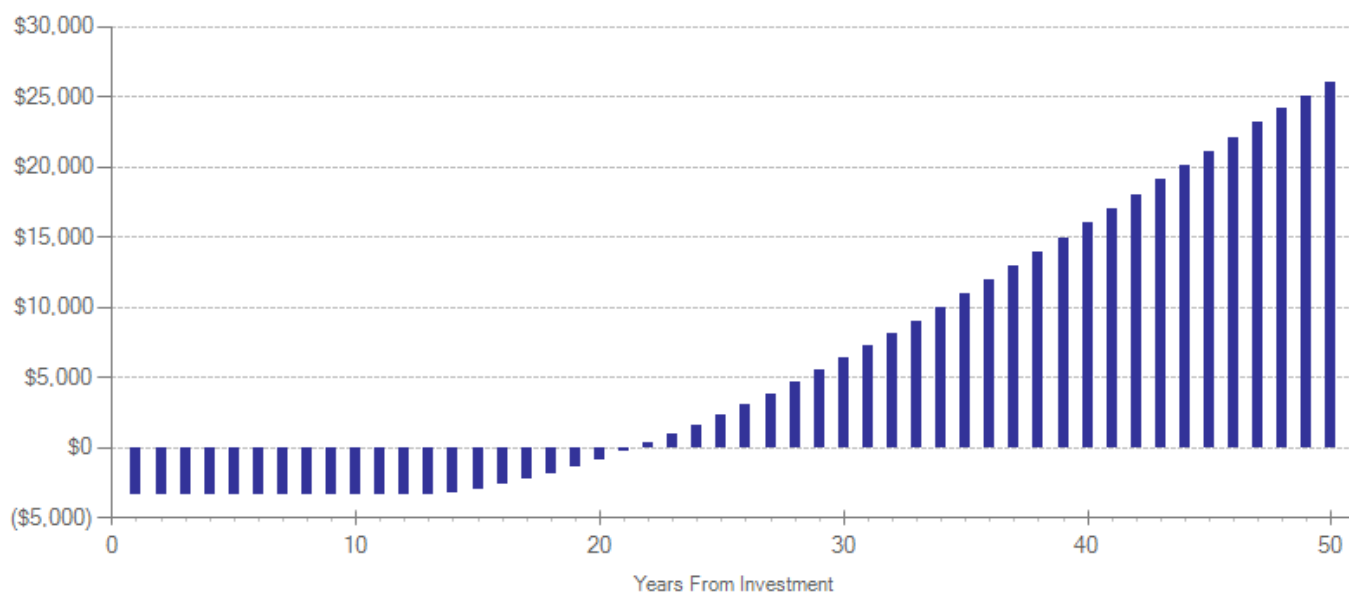
## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$2,291	1	2013	Present value of net program costs (in 2012 dollars)	(\$2,290)
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

In the evaluations included in the meta-analysis, the average structured one-on-one tutoring program provides 30 hours of intervention per student and ten hours of training time per tutor. The estimates assume that both certificated teachers and other adults (e.g. instructional aides) provide tutoring. To calculate a per-student annual cost, we use average Washington State compensation costs (including benefits) for K-8 teachers and instructional aides as reported by the Office of the Superintendent of Public Instruction.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our technical documentation.

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
					First time ES is estimated			Second time ES is estimated		
			ES	p-value	ES	SE	Age	ES	SE	Age
Test scores	Primary	24	0.525	0.001	0.206	0.045	7	0.097	0.050	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.026	0.013	18	0.026	0.013	18

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## Tutoring: By certificated teachers, small-group, structured

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: The small-group tutoring programs included in this analysis are structured, systematic approaches to tutoring struggling students in specific English language arts and/or mathematics skills. The evaluated programs include a variety of specific approaches and curricula such as (in no particular order) Read Aloud, Proactive Reading, Responsive Reading, Leveled Literacy, Spell Read, Corrective Reading, and Number Rockets. An average program provides about 40 hours of tutoring time to groups of two to six (usually three) early elementary students. Certificated teachers provide tutoring and receive about 35 hours of training with a focus on the specific content and strategies used in the programs.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$6,107	Benefit to cost ratio	\$7.98
Taxpayers	\$2,820	Benefits minus costs	\$9,804
Other (1)	\$2,884	Probability of a positive net present value	96 %
Other (2)	(\$601)		
<b>Total</b>	<b>\$11,211</b>		
<b>Costs</b>	<b>(\$1,406)</b>		
<b>Benefits minus cost</b>	<b>\$9,804</b>		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				Total benefits
	Participants	Taxpayers	Other (1)	Other (2)	
From primary participant					
Crime	\$0	\$0	\$1	\$0	\$2
Labor market earnings (test scores)	\$6,133	\$2,616	\$3,033	\$0	\$11,782
Health care (educational attainment)	(\$26)	\$203	(\$150)	\$101	\$129
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$702)	(\$702)
<b>Totals</b>	<b>\$6,107</b>	<b>\$2,820</b>	<b>\$2,884</b>	<b>(\$601)</b>	<b>\$11,211</b>

We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

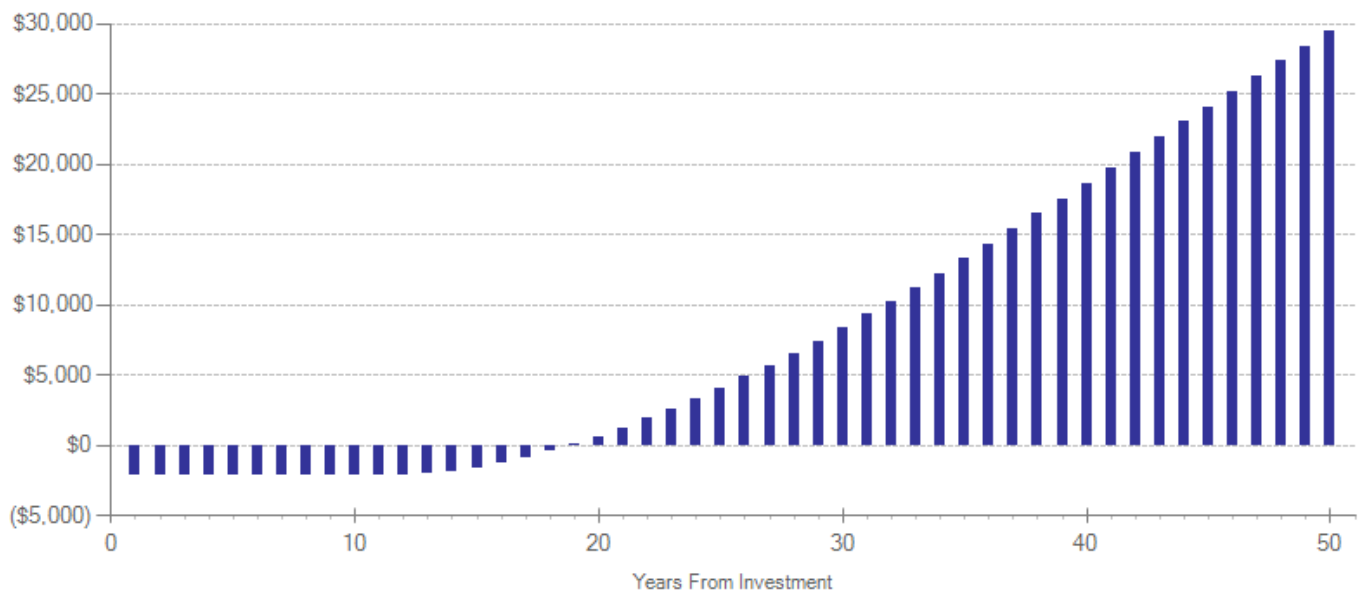
## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$1,406	1	2013	Present value of net program costs (in 2012 dollars)	(\$1,406)
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

In the evaluations included in this meta-analysis, a certificated teacher provides, on average, 40 hours of tutoring to nine students per year in groups of three and receives 35 hours of training. To calculate a per-student annual cost, we use average Washington State compensation costs (including benefits) for a K-8 teacher as reported by the Office of the Superintendent of Public Instruction, divided by the total number of students served.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our technical documentation.

**Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)**



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	14	0.265	0.001	0.220	0.039	7	0.103	0.043	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.027	0.012	18	0.027	0.012	18

## Citations Used in the Meta-Analysis

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## Tutoring: By non-certificated adults, small-group, structured

Benefit-cost estimates updated August 2014. Literature review updated June 2014.

Program Description: The small-group tutoring programs included in this analysis are structured, systematic approaches to tutoring struggling students in specific English language arts and/or mathematics skills. The evaluated programs include a variety of specific programs and curricula such as (in no particular order) Quick Reads, Gottshall Early Reading Intervention, and Hot Math. The evaluated tutoring programs provide, on average, 22 hours of tutoring time to groups of two to six (usually three) early elementary students. Tutors are typically instructional aides or college student volunteers who receive 20 hours of training each year. Certificated teachers provide oversight and planning support.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$3,593	Benefit to cost ratio	\$12.60
Taxpayers	\$1,658	Benefits minus costs	\$6,205
Other (1)	\$1,699	Probability of a positive net present value	77 %
Other (2)	(\$209)		
<u>Total</u>	<u>\$6,740</u>		
<u>Costs</u>	<u>(\$536)</u>		
Benefits minus cost	\$6,205		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2012). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				
	Participants	Taxpayers	Other (1)	Other (2)	Total benefits
From primary participant					
Crime	\$0	\$0	\$1	\$0	\$1
Labor market earnings (test scores)	\$3,608	\$1,539	\$1,786	\$0	\$6,933
Health care (educational attainment)	(\$15)	\$118	(\$88)	\$59	\$75
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$269)	(\$269)
<u>Totals</u>	<u>\$3,593</u>	<u>\$1,658</u>	<u>\$1,699</u>	<u>(\$209)</u>	<u>\$6,740</u>

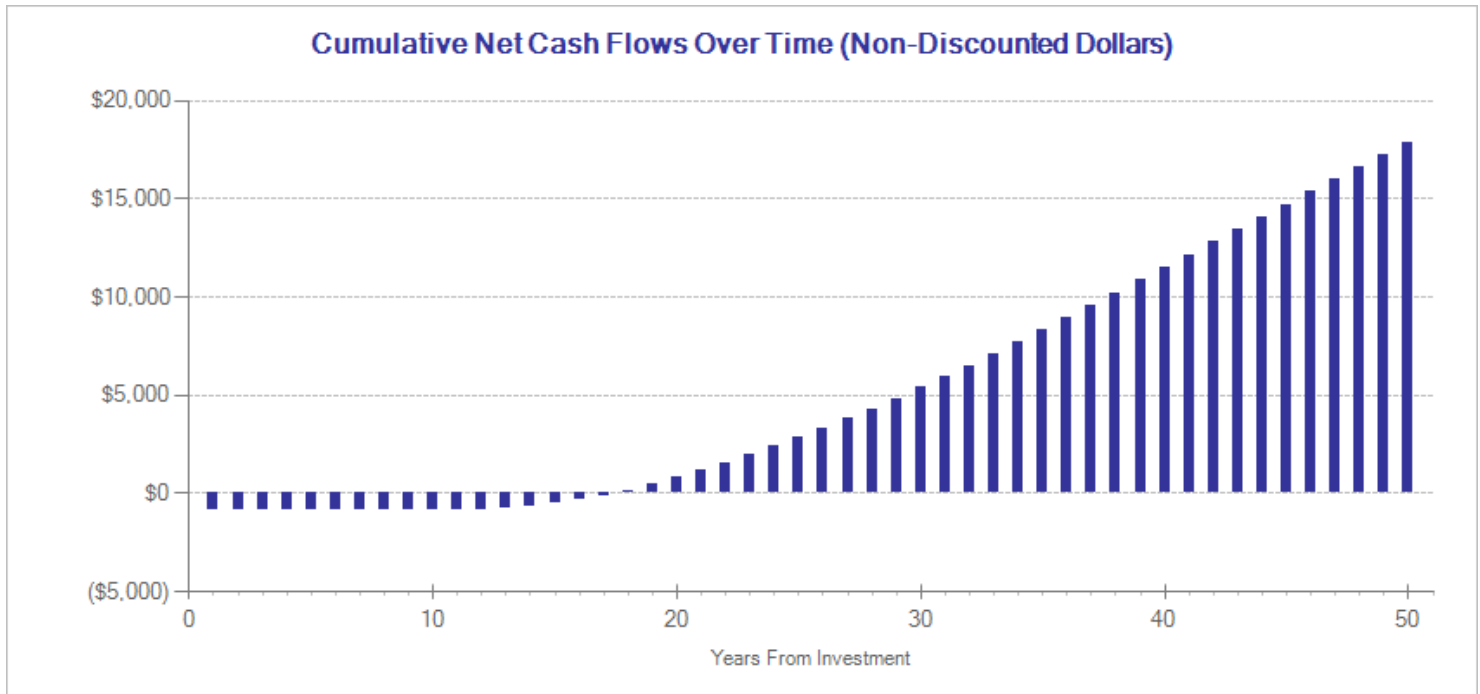
We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization and the economic spillover benefits of improvement in human capital outcomes. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

## Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$536	1	2013	Present value of net program costs (in 2012 dollars)	(\$536)
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

In the evaluations included in this meta-analysis, a non-certificated adult (such as an instructional aide or college student) provides, on average, 22 hours of tutoring to six students per year in groups of three and receives 20 hours of training. A certificated teacher provides six hours of planning support and oversight per group. To calculate a per-student annual cost, we use average Washington State compensation costs (including benefits) for K-8 teachers and instructional aides as reported by the Office of the Superintendent of Public Instruction, divided by the total number of students served.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our technical documentation.



## Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
			ES	p-value	First time ES is estimated			Second time ES is estimated		
					ES	SE	Age	ES	SE	Age
Test scores	Primary	9	0.327	0.001	0.129	0.064	7	0.061	0.070	17
High school grad via test scores	Primary	n/a	n/a	n/a	0.016	0.018	18	0.016	0.018	18

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## Tutoring: By peers, cross-age

Benefit-cost estimates updated July 2014. Literature review updated July 2014.

Program Description: In cross-age peer tutoring, older students are paired with younger, underachieving students to provide one-on-one academic assistance. The evaluated tutoring programs in this analysis provide, on average, 30 hours of peer tutoring time each year and about 7.5 hours of training time for teachers and students to learn program procedures.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$16,565	Benefit to cost ratio	\$286.85
Taxpayers	\$8,405	Benefits minus costs	\$32,806
Other	\$7,377	Probability of a positive net present value	83 %
Other indirect	\$573		
<u>Total</u>	<u>\$32,921</u>		
<u>Costs</u>	<u>(\$115)</u>		
Benefits minus cost	\$32,806		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2013). The economic discount rates and other relevant parameters are described in our [technical manual](#).

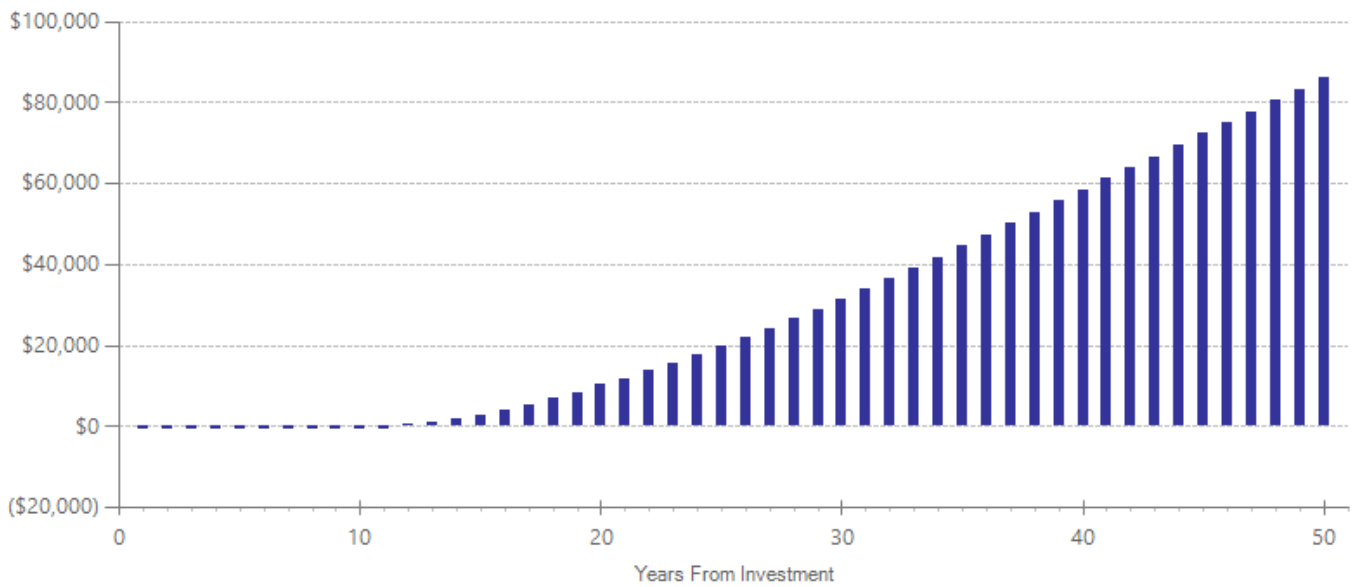
Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				
	Participants	Taxpayers	Other	Other indirect	Total benefits
From primary participant					
Crime	\$0	\$14	\$39	\$7	\$60
Labor market earnings (test scores)	\$16,725	\$7,134	\$8,267	\$0	\$32,126
Health care (educational attainment)	(\$160)	\$1,257	(\$928)	\$623	\$792
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$57)	(\$57)
<u>Totals</u>	<u>\$16,565</u>	<u>\$8,405</u>	<u>\$7,377</u>	<u>\$573</u>	<u>\$32,921</u>

Detailed Cost Estimates					
	Annual cost	Program duration	Year dollars	Summary statistics	
				Program costs	\$115
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

In the evaluations included in the meta-analysis, the average cross-age peer tutoring program provides 30 hours tutoring time and 7.5 hours of training time per class. To calculate a per-student annual cost, we use average Washington State compensation costs (including benefits) for a K-8 teacher as reported by the Office of the Superintendent of Public Instruction, divided by the number of students per classroom in Washington's prototypical schools formula.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical manual](#).

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



### Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)			Adjusted effect sizes and standard errors used in the benefit-cost analysis					
						First time ES is estimated			Second time ES is estimated		
			ES	SE	p-value	ES	SE	Age	ES	SE	Age
Test scores	Primary	2	0.556	0.261	0.025	0.441	0.261	9	0.265	0.287	17
High school grad via test scores	Primary	n/a	n/a	n/a	n/a	0.076	0.080	18	0.076	0.080	17

### Citations Used in the Meta-Analysis

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## Tutoring: By peers, same-age and classwide

Benefit-cost estimates updated July 2014. Literature review updated July 2014.

Program Description: In same-age peer tutoring, students from the same classrooms provide academic assistance to struggling peers. Tutoring assistance occurs through one-on-one interactions or in small groups, and in some instances, students alternate between the role of tutor and tutee. The specific types of peer tutoring that have been evaluated and are included in this meta-analysis include (in no particular order): ClassWide Peer Tutoring, Peer-Assisted Learning Strategies, and Reciprocal Peer Tutoring. The evaluated programs provide, on average, 30 hours of peer tutoring time each year and about five hours of training time for teachers and students to learn program procedures.

Benefit-Cost Summary			
Program benefits		Summary statistics	
Participants	\$5,678	Benefit to cost ratio	\$104.33
Taxpayers	\$2,874	Benefits minus costs	\$11,140
Other	\$2,538	Probability of a positive net present value	76 %
Other indirect	\$159		
<b>Total</b>	<b>\$11,248</b>		
<b>Costs</b>	<b>(\$108)</b>		
<b>Benefits minus cost</b>	<b>\$11,140</b>		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2013). The economic discount rates and other relevant parameters are described in our [technical manual](#).

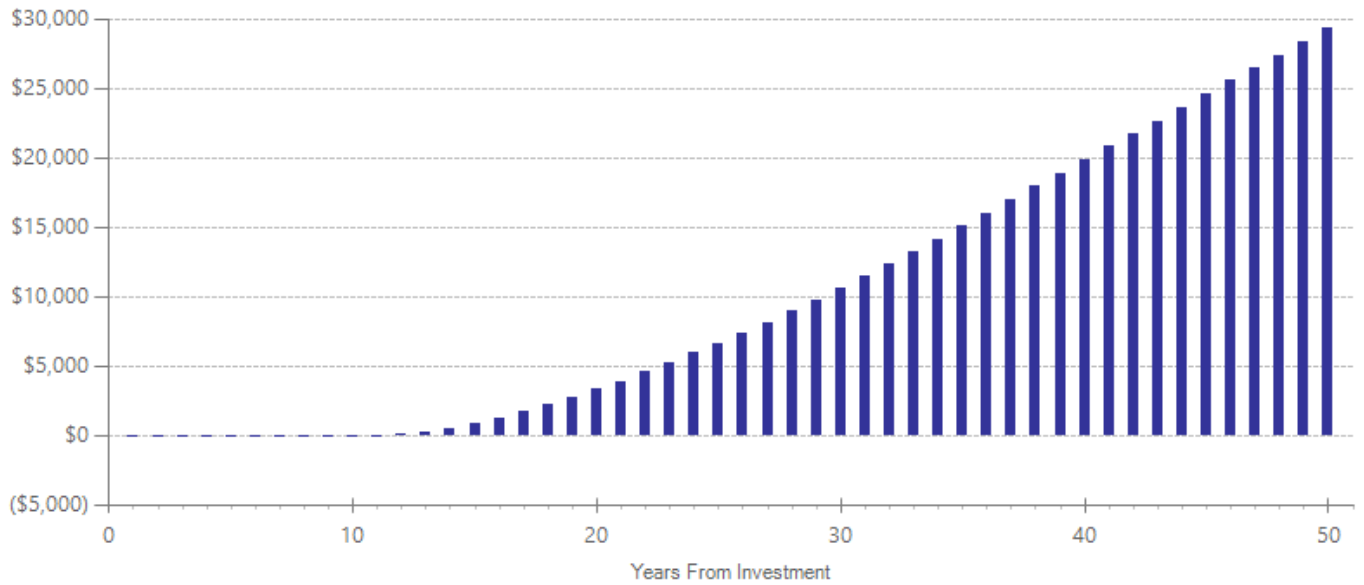
Detailed Monetary Benefit Estimates					
Source of benefits	Benefits to				
	Participants	Taxpayers	Other	Other indirect	Total benefits
From primary participant					
Crime	\$0	\$5	\$13	\$2	\$20
Labor market earnings (test scores)	\$5,732	\$2,445	\$2,838	\$0	\$11,014
Health care (educational attainment)	(\$54)	\$424	(\$313)	\$211	\$268
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$54)	(\$54)
<b>Totals</b>	<b>\$5,678</b>	<b>\$2,874</b>	<b>\$2,538</b>	<b>\$159</b>	<b>\$11,248</b>

Detailed Cost Estimates					
	Annual cost	Program duration	Year dollars	Summary statistics	
				Program costs	\$108
Comparison costs	\$0	1	2013	Uncertainty (+ or - %)	10 %

In the evaluations included in this meta-analysis, the average same-age peer tutoring program provides 30 hours tutoring time and five hours of training time per class. To calculate a per-student annual cost, we use average Washington State compensation costs (including benefits) for a K-8 teacher as reported by the Office of the Superintendent of Public Instruction divided by the number of students per classroom in Washington's prototypical schools formula.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical manual](#).

### Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



### Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Unadjusted effect size (random effects model)			Adjusted effect sizes and standard errors used in the benefit-cost analysis					
						First time ES is estimated			Second time ES is estimated		
			ES	SE	p-value	ES	SE	Age	ES	SE	Age
Test scores	Primary	7	0.395	0.120	0.001	0.154	0.120	9	0.092	0.132	17
High school grad via test scores	Primary	n/a	n/a	n/a	n/a	0.025	0.035	18	0.025	0.035	17

### Citations Used in the Meta-Analysis

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## Future Updates

The legislature directed WSIPP to update this inventory every two years, with the first update due August 1, 2016. WSIPP will produce an additional update by July 1, 2015 to align with OSPI's ongoing work on a menu of best practices for use in the Learning Assistance Program.

WSIPP's current report and inventory of evidence- and research-based practices can be found on the WSIPP website.



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