



NIEER

NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH

(Under)investing in the very Young: Benefits of ECD in an International Perspective

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RUTGERS

Graduate School of Education

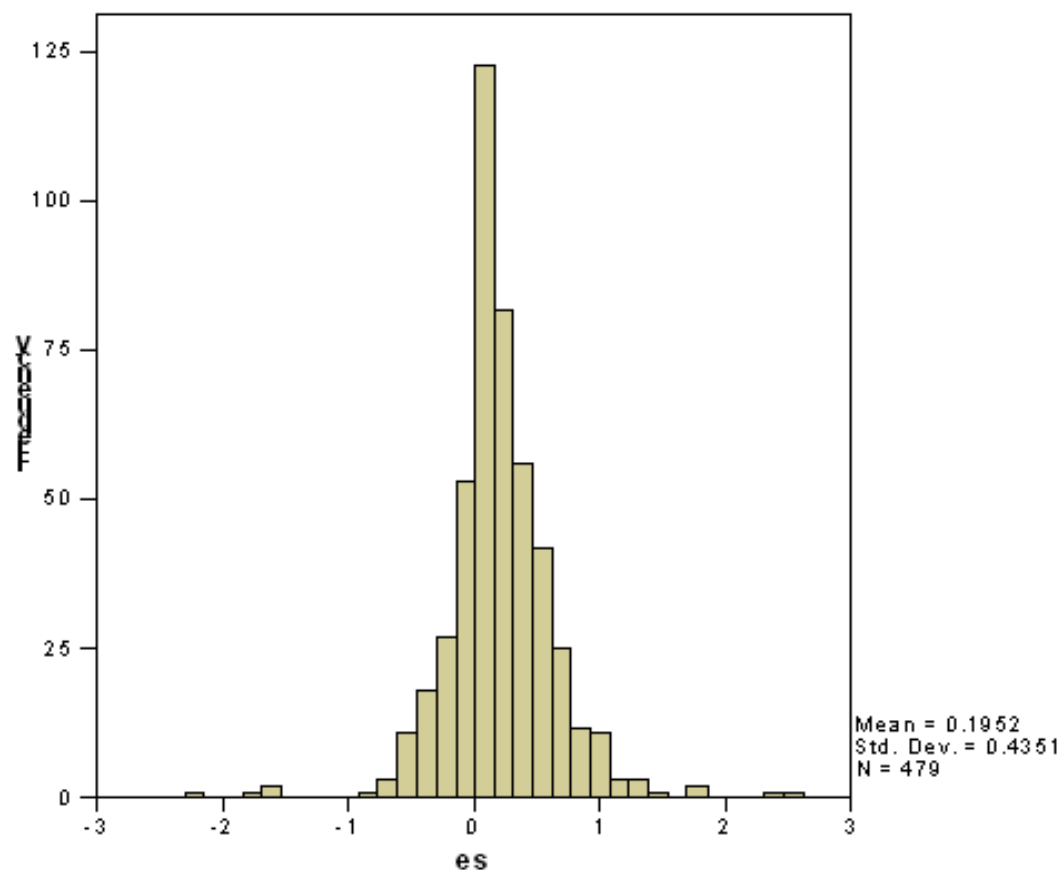


This presentation

- Taking stock of cognitive & social development in the US
- International studies/interventions on child development (N=45; quasi-experimental and randomized)
- Types of Outcomes (mean .33, stdev .26)
 - Cognitive
 - Behavioral
 - Health
 - Schooling
- Summary of Results



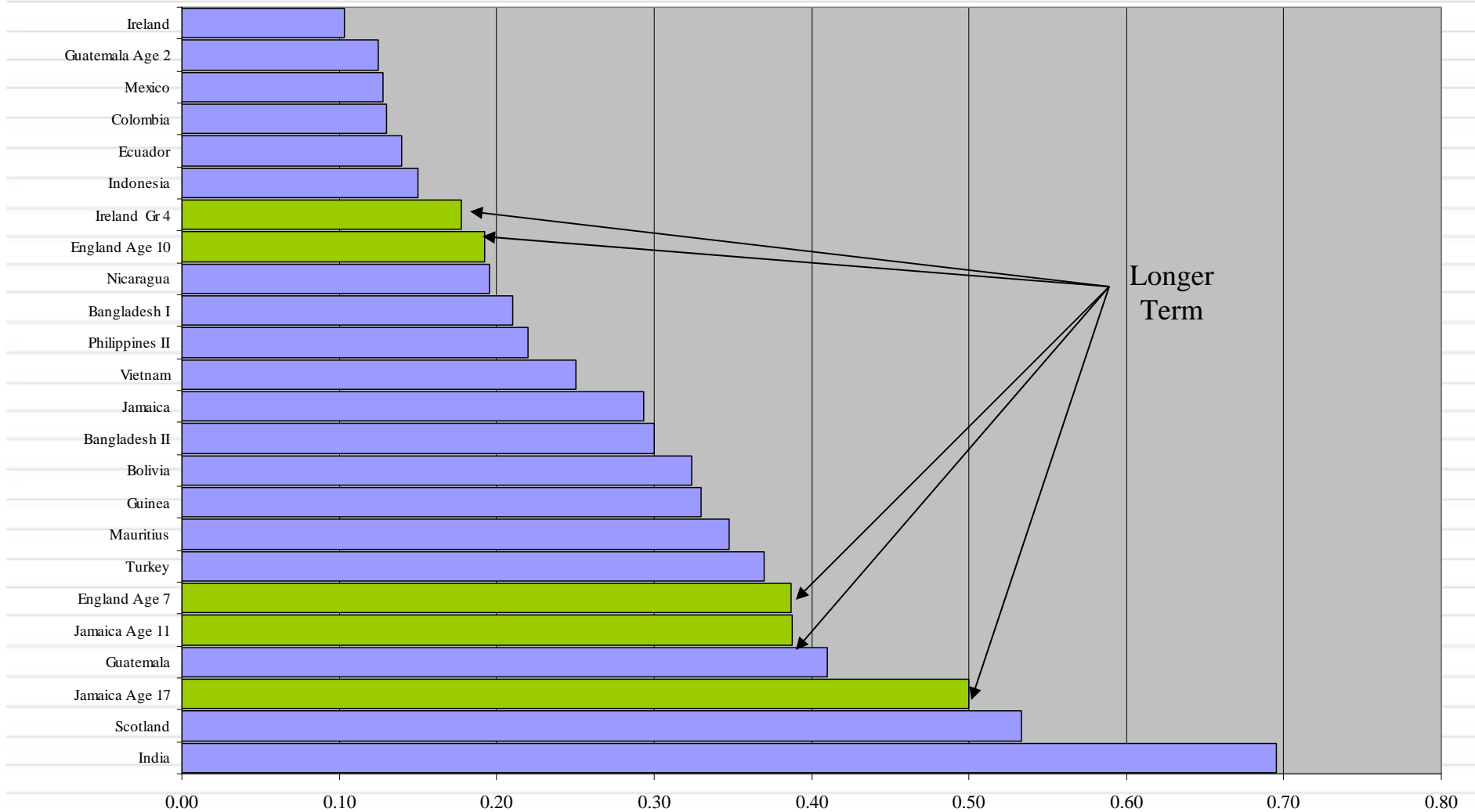
US early education interventions



Camilli, G., Vargas, S., Ryan, S., & Barnett, W.S. (2010). Meta-analysis of the effects of early education interventions on cognitive and social development. *Teachers College Record*. (currently available on the TCR website for download prior to print publication)

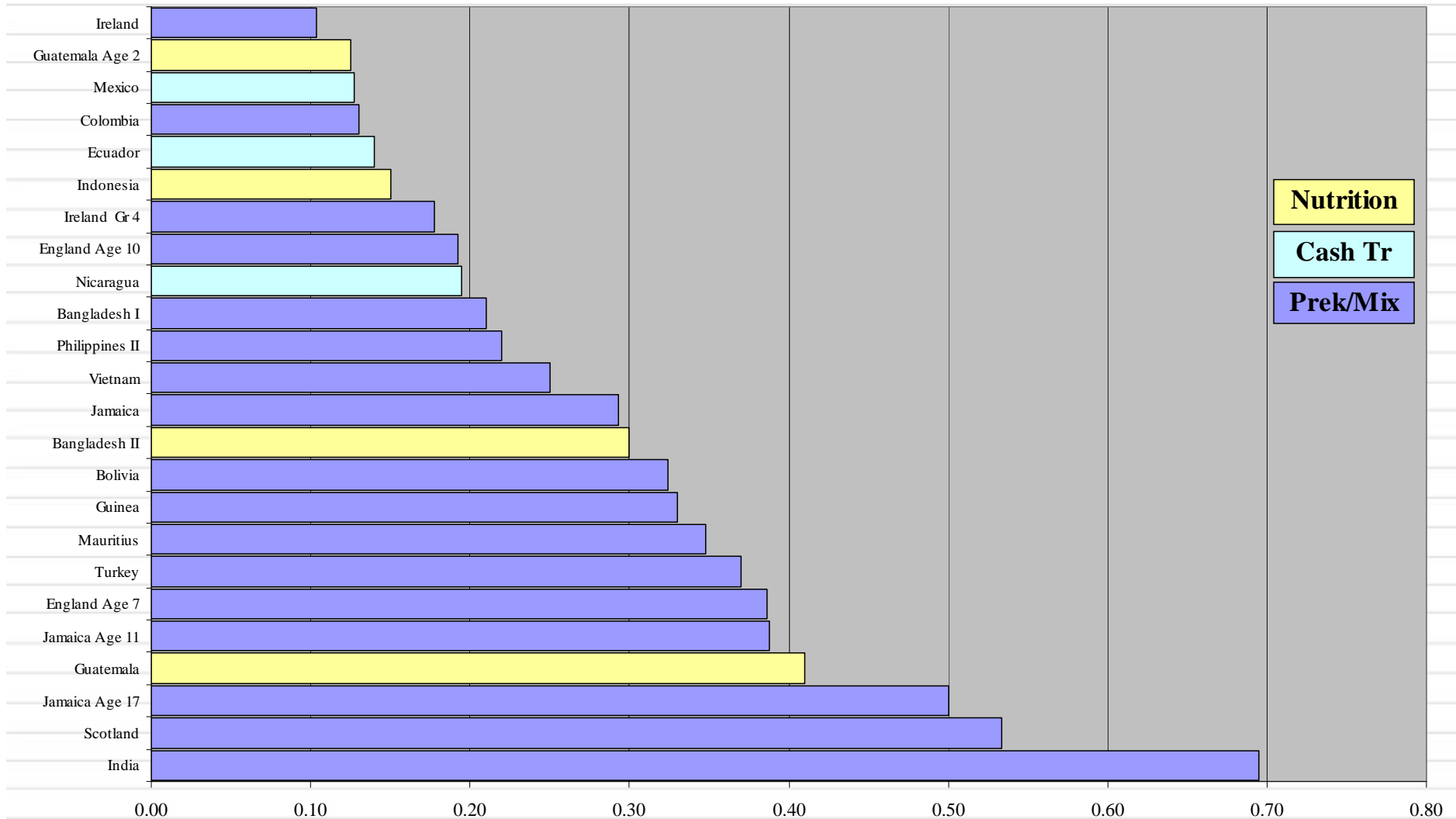


Effect Sizes on Cognitive Outcomes



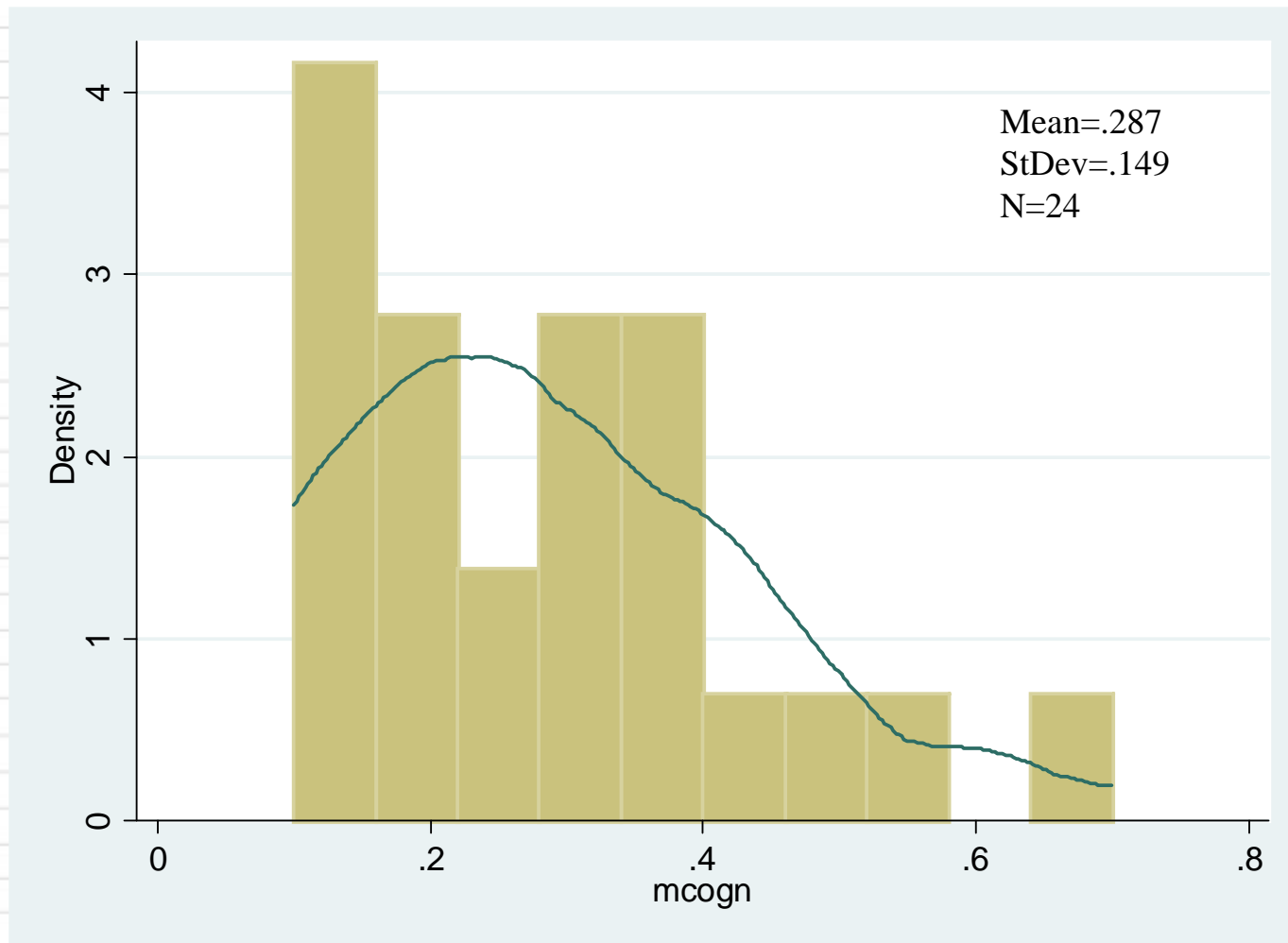


ES Cognitive Outcomes & Program



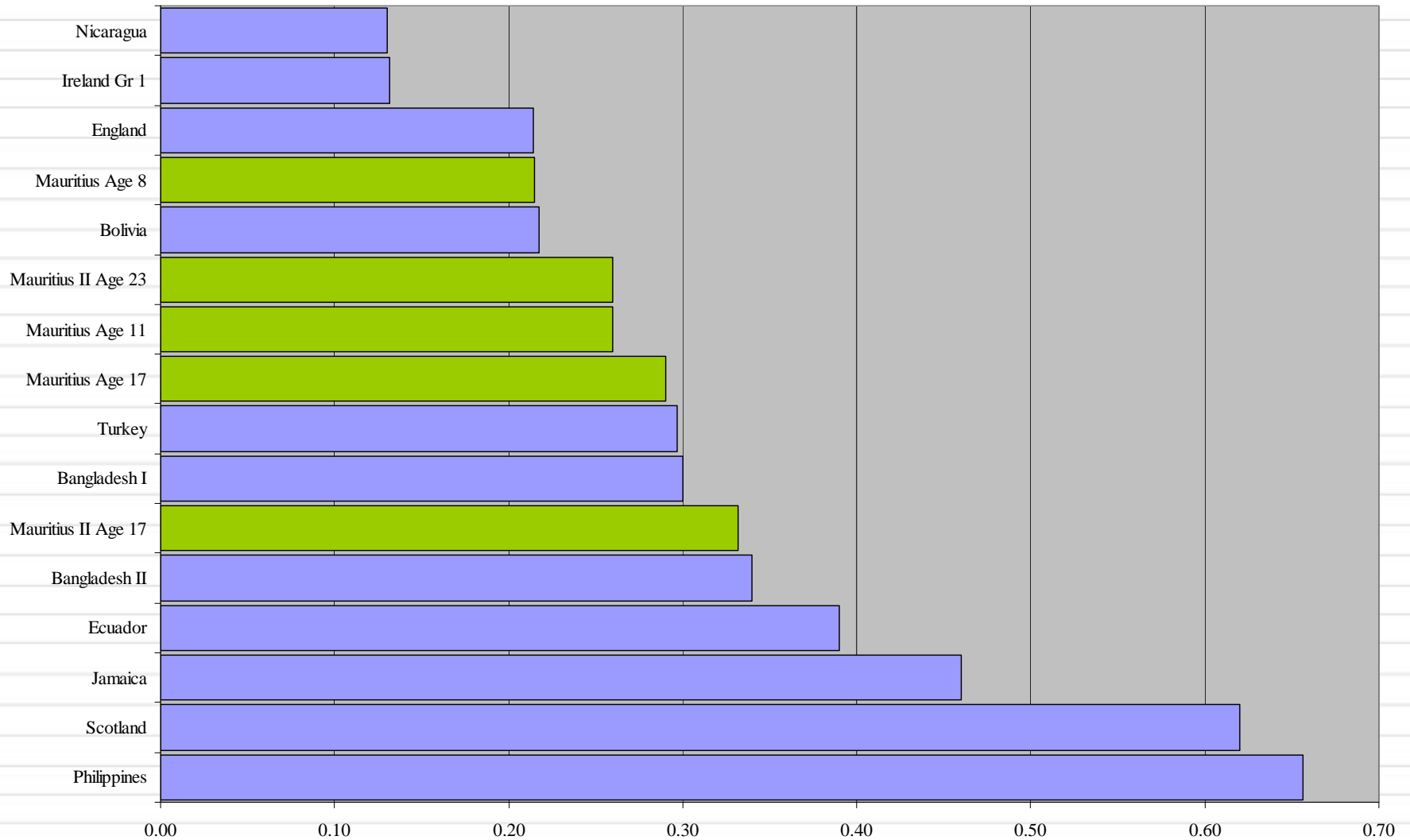


Distribution of Cognitive Outcomes



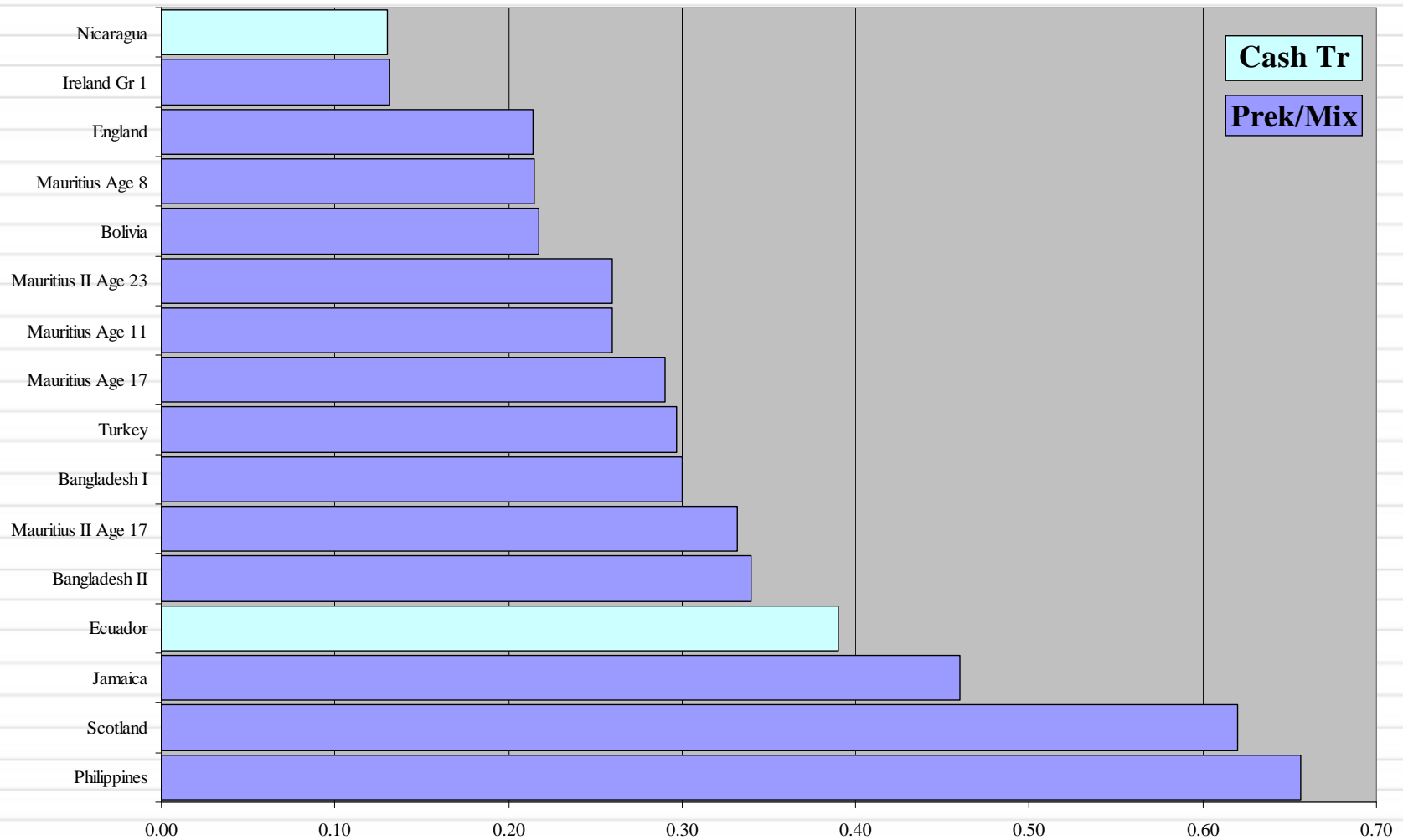


ES on Behavioral Outcomes



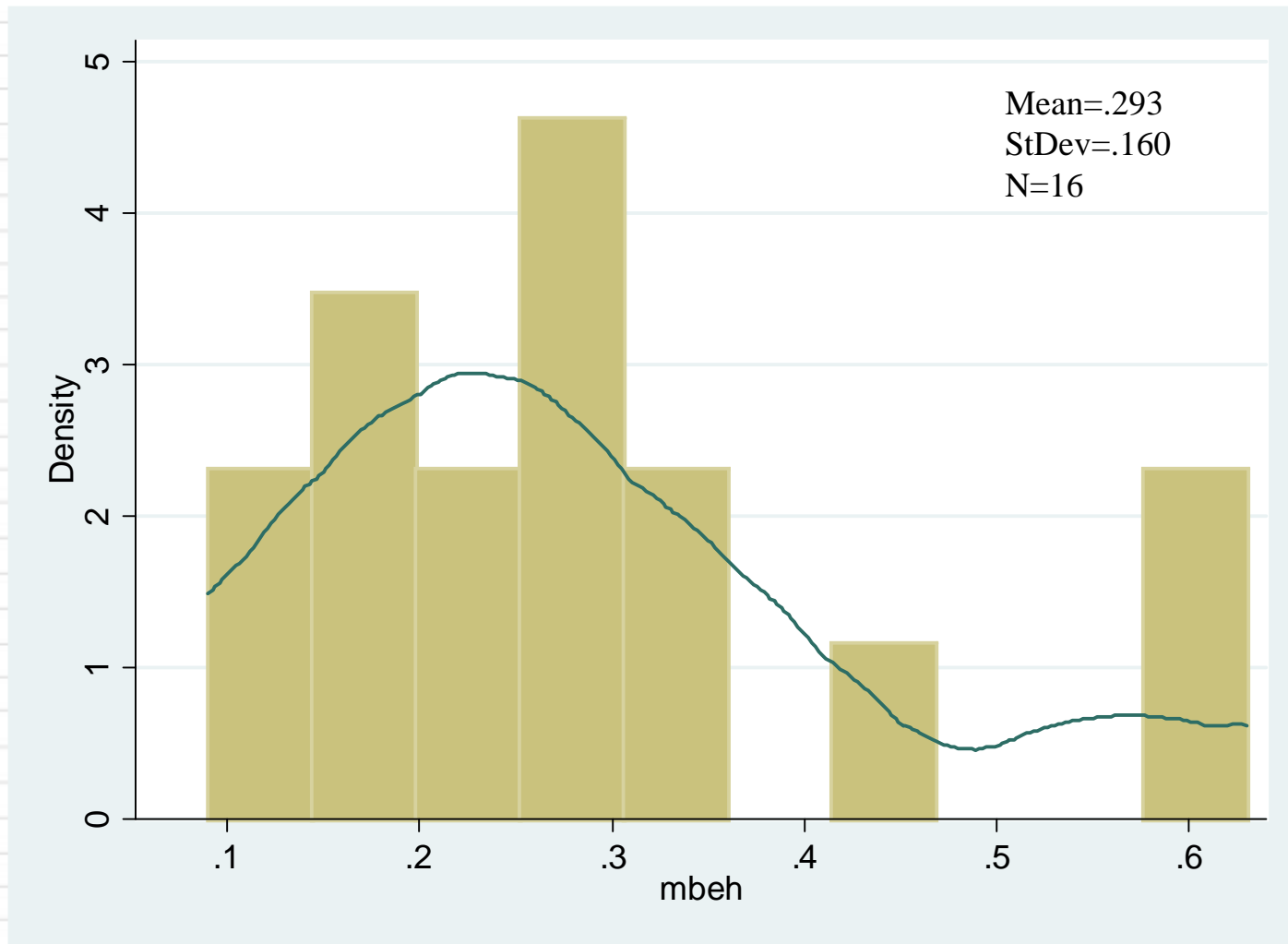


ES Behavioral Outcomes & Program



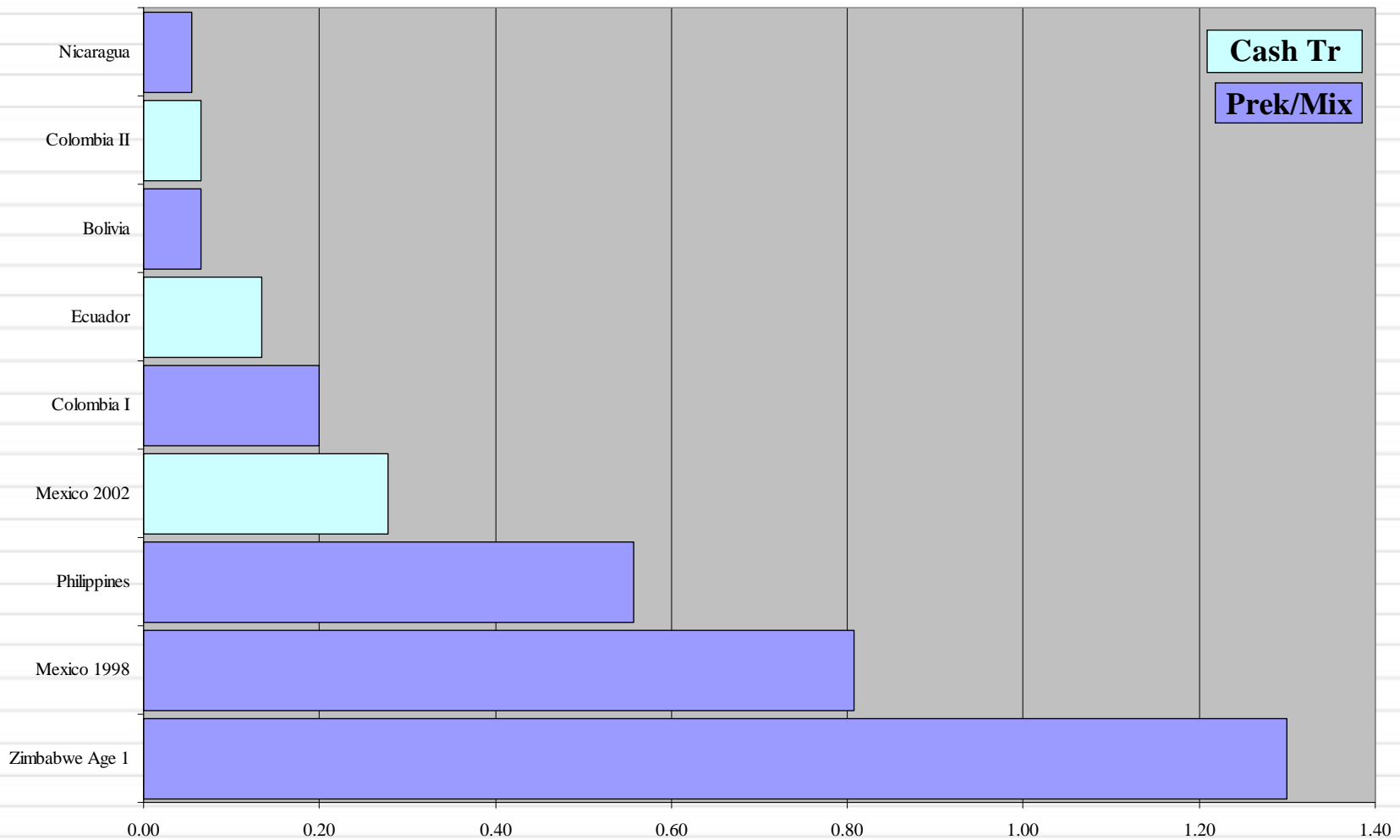


Distribution of Behavioral Outcomes



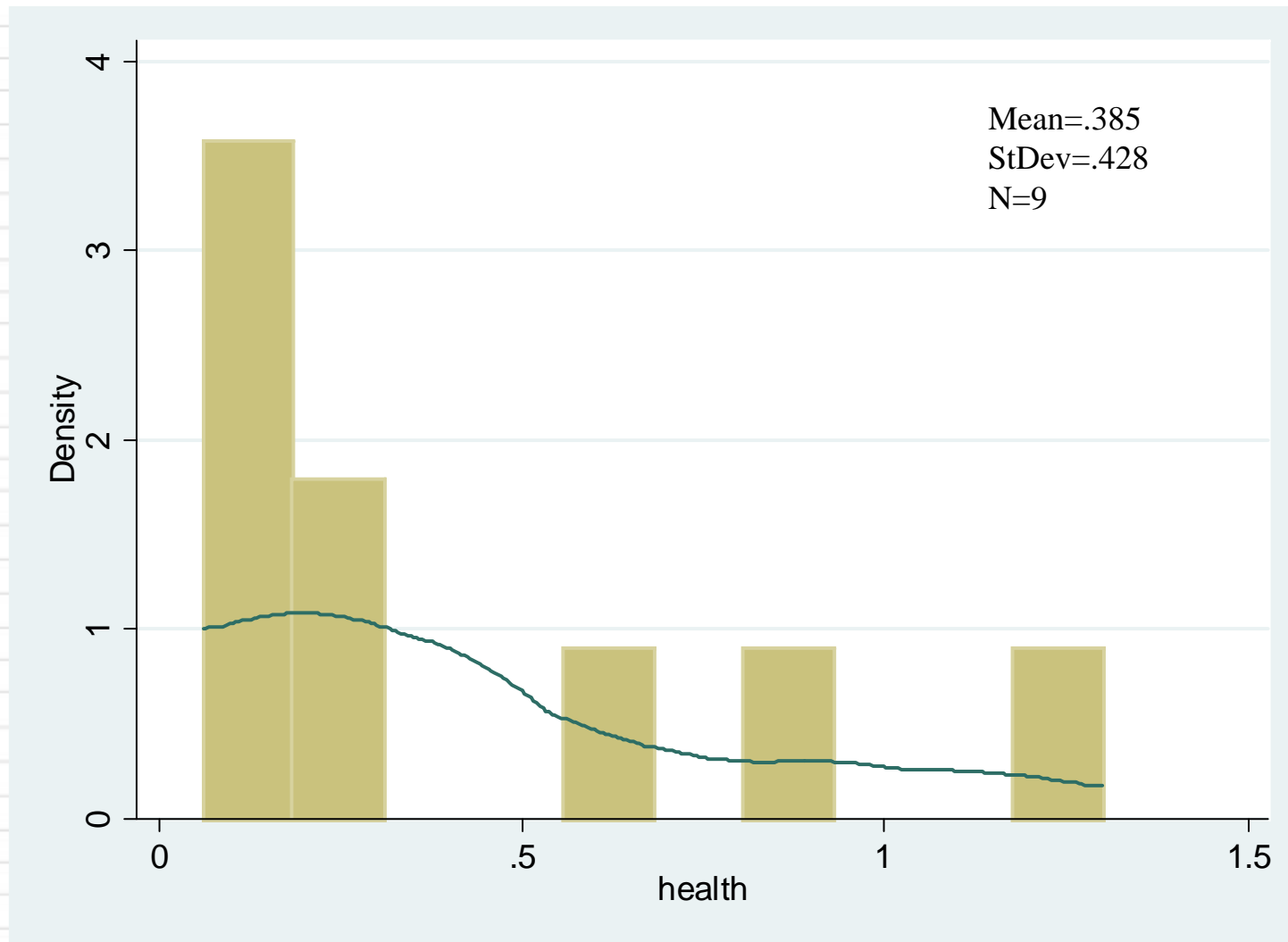


ES Health Outcomes & Program



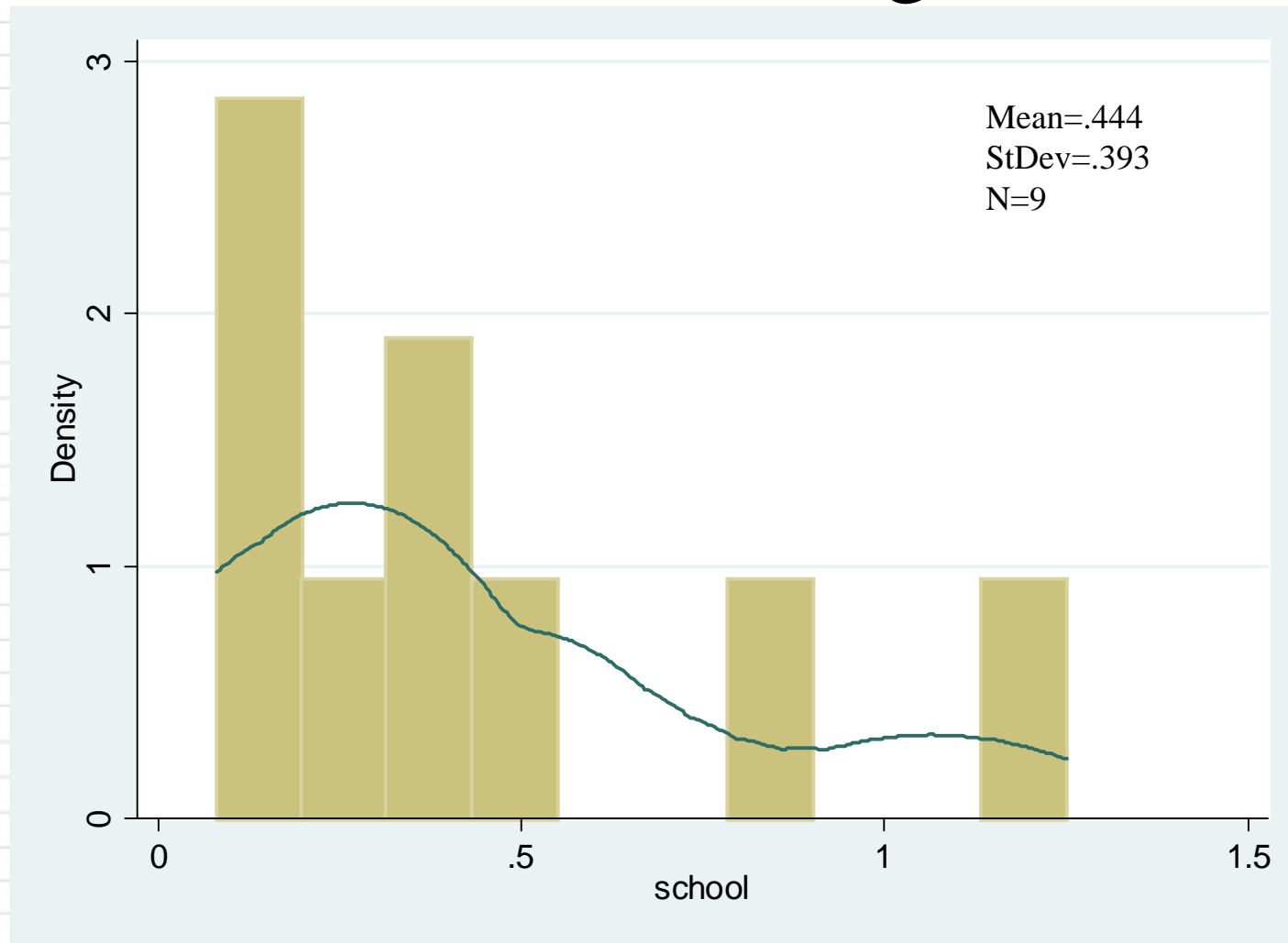


Distribution of Health Outcomes





Distribution of Schooling Outcomes





Conclusions

- Children from different contexts/countries all evidence benefits.
- Impact on all areas of child development, from cognitive, to behavior, to latter schooling & labor.
- ES vary between .29 (.15)-.44 (.39) depending on the realm measured.
- All studies evidence effects.
- Interventions that are mixed or include educational components (or stimulation) appear to have a wider spectrum of outcomes.



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