

Early care and education quality and child outcomes ^[1]

Research-to-Policy, Research-to-Practice Brief series

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AVAILABILITY

Brief in pdf ^[2]

The findings highlighted in this research brief suggest the following conclusions:

- The quality of children's early care and education, measured by widely used observational tools, is related to children's academic, cognitive, language, and social skills after taking background characteristics into account.
- However, the associations are modest. With some notable exceptions, the magnitude of the relationships between quality and child outcomes tended to be small by statistical standards.
- In the meta-analysis, associations were stronger for 2- and 3-year-olds than for 4-year-olds and were stronger for academic and language outcomes than for social outcomes.
- In the secondary analysis, the strength of the association between quality and child outcomes was slightly greater when the dimension of quality (for example, a measure of interactions or of the quality of instruction) was more closely aligned with the outcome examined, though this was not consistent across all the studies.
- Evidence emerged suggesting that there were larger benefits in terms of children's development when quality was in the good to high range.
- Finally, examining individual items in the ECERS and CLASS indicated that the relationship between quality and child language, academics, and social development was stronger for items focusing on interactions and instruction.

Region: United States ^[3]

Tags: quality ^[4]

outcomes ^[5]

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