

Gender Differences in the Benefits of an Influential Early Childhood Program

Jorge Luis García, James J. Heckman, Anna L. Ziff

PII: S0014-2921(18)30095-3
DOI: [10.1016/j.euroecorev.2018.06.009](https://doi.org/10.1016/j.euroecorev.2018.06.009)
Reference: EER 3161

To appear in: *European Economic Review*

Received date: 8 May 2017
Accepted date: 20 June 2018

Please cite this article as: Jorge Luis García, James J. Heckman, Anna L. Ziff, Gender Differences in the Benefits of an Influential Early Childhood Program, *European Economic Review* (2018), doi: [10.1016/j.euroecorev.2018.06.009](https://doi.org/10.1016/j.euroecorev.2018.06.009)

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.



Gender Differences in the Benefits of an Influential Early Childhood Program[☆]

Jorge Luis García^{a,*}, James J. Heckman^b, Anna L. Ziff^c

^a*Department of Economics, University of Chicago*

^b*Center for the Economics of Human Development and the Department of Economics, University of Chicago*

^c*Center for the Economics of Human Development and The University of Chicago*

Abstract

This paper studies the life-cycle impacts of a widely emulated, high-quality intensive early childhood program with long-term follow up. The program starts early in life (at 8 weeks of age) and is evaluated by an RCT. There are multiple treatment effects which we summarize through interpretable aggregates. Girls have a greater number of statistically significant treatment effects than boys and effect sizes for them are generally bigger. The source of this difference is worse home environments for girls with greater scope for improvement by the program. Fathers of sons support their families more than fathers of daughters.

Keywords: Gender differences, childcare, early childhood education, randomized trials, substitution bias

JEL Codes: J13, I28, C93

[☆]This research was supported in part by grants from the Robert Wood Johnson Foundation's Policies for Action program, NICHD R37HD065072, the American Bar Foundation, the Buffett Early Childhood Fund, the Pritzker Children's Initiative, NICHD R01HD054702, NIA R01AG042390, and by the National Institute On Aging of the National Institutes of Health under Award Number P30AG024968. The views expressed in this paper are solely those of the authors and do not necessarily represent those of the funders or the official views of the National Institutes of Health. The authors wish to thank Frances Campbell, Craig and Sharon Ramey, Margaret Burchinal, Carrie Bynum, Elizabeth Gunn, and the staff of the Frank Porter Graham Child Development Institute at the University of North Carolina Chapel Hill for the use of data and source materials from the Carolina Abecedarian Project and the Carolina Approach to Responsive Education. They also assisted with information on the implementation of the studied interventions. Years of partnership and collaboration have made this work possible. We thank Ruby Zhang for excellent research assistance. Collaboration with Andrés Hojman, Ganesh Karapakula, Yu Kyung Koh, Sylvi Kuperman, Stefano Mosso, Rodrigo Pinto, Joshua Shea, and Jake Torcasso on related work has strengthened the analysis in this paper. For helpful comments on various versions of the paper, we thank the editor, three anonymous referees, Stéphane Bonhomme, Flávio Cunha, Steven Durlauf, David Figlio, Marco Francesconi, Dana Goldman, Ganesh Karapakula, Sidharth Moktan, Rich Neimand, Tanya Rajan, Azeem Shaikh, Jeffrey Smith, Chris Taber, Matthew Tauzer, Ed Vytlačil, Jim Walker, and Matt Wiswall. We benefited from helpful comments received at the Leonard D. Schaeffer Center for Health Policy and Economics in December, 2016, and at the University of Wisconsin, February, 2017. For information on childcare in North Carolina, we thank Richard Clifford and Sue Russell. The set of codes to replicate the computations in this paper are posted in a repository. Interested parties can request to download all the files. The address of the repository is <https://github.com/jorgelgarcia/abccare-cba>. To replicate the results in this paper, contact any of the authors, who will put you in contact with the appropriate individuals to obtain access to restricted data. The Appendix for this paper is posted on http://cehd.uchicago.edu/ABC_CARE.

*Corresponding author

Email address: jorgelgarcia@uchicago.edu (Jorge Luis García)

Download English Version:

<https://daneshyari.com/en/article/10226741>

Download Persian Version:

<https://daneshyari.com/article/10226741>

[Daneshyari.com](https://daneshyari.com)