

# **Session 1: Medium and Long-term Impacts of Disruptions to the Educational Process**

**National Academy of Sciences**

**Thursday, May 20, 2021**

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# Outline

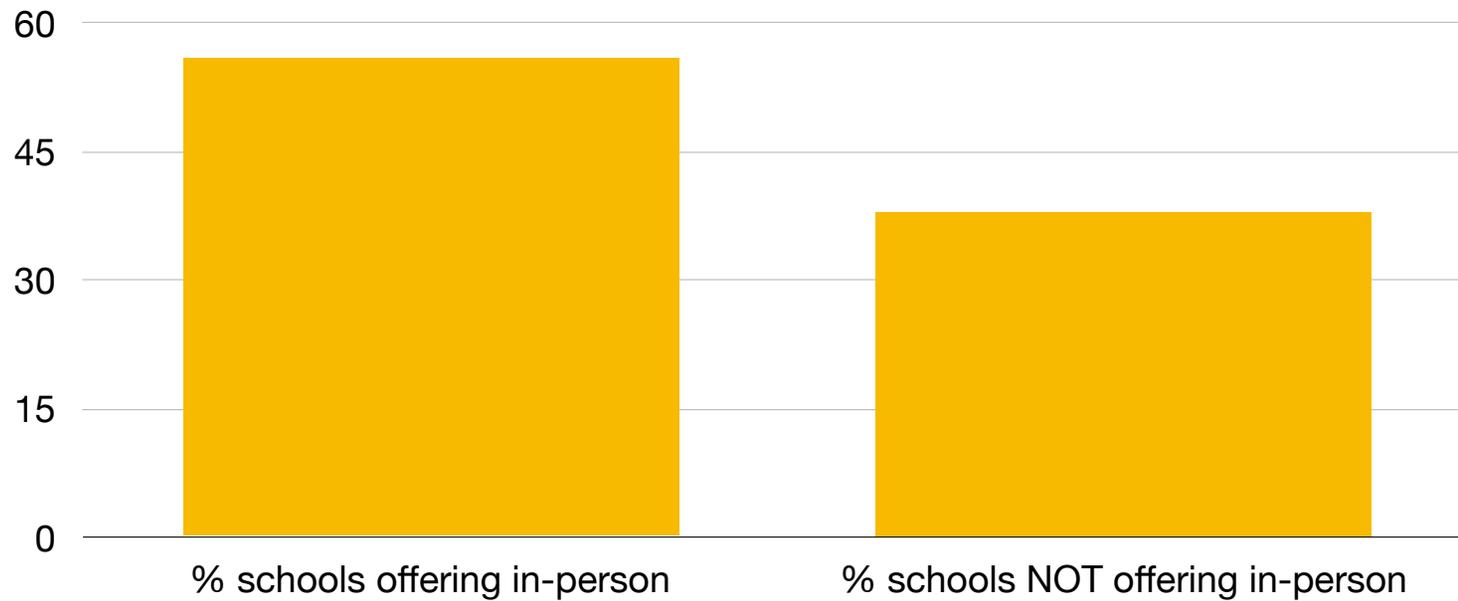
- Impact on K-12
- Impact on higher education
- Short-run policy implication
- Medium/Long-run policy implication

# **COVID-19 and K-12**

# COVID-19 & School Closures

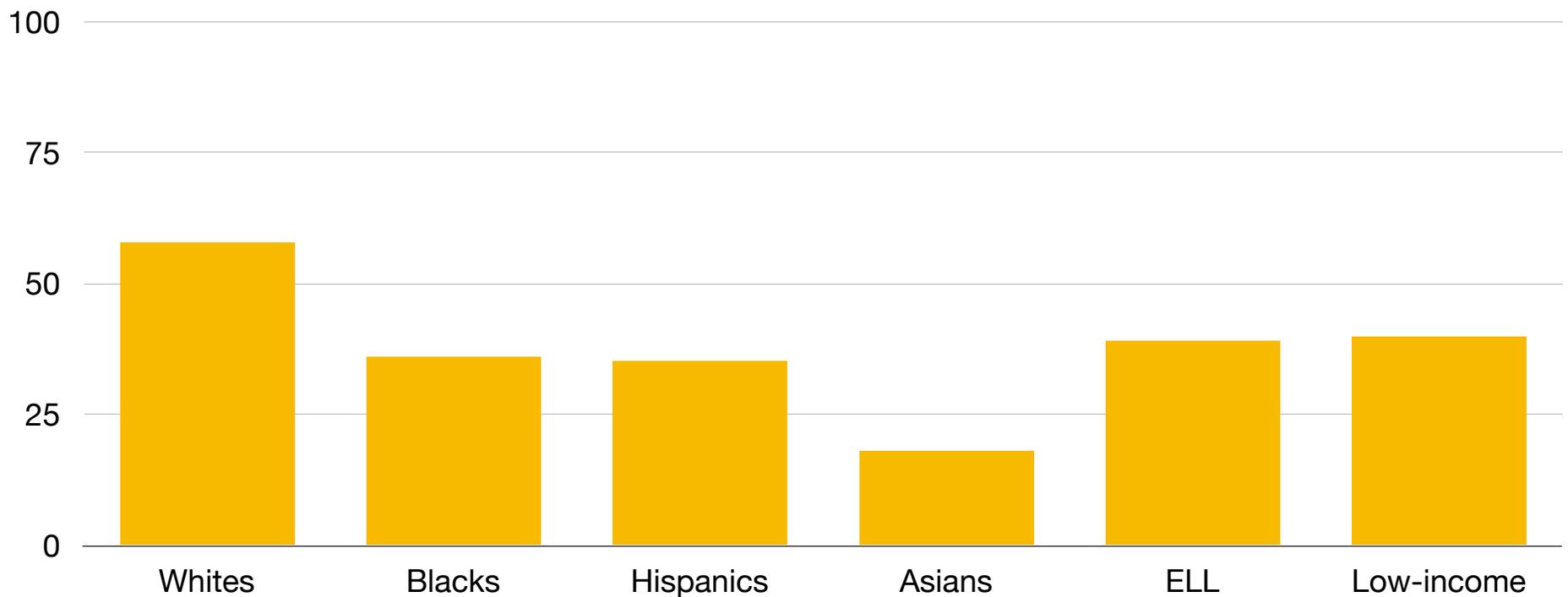
- School closures between February to March 2020
- Mixed evidence on the extent K-12 schools closures slowed spread
  - Viner et al. 2020; Zhang et al. 2020; Banholzer et al. 2020; Flaxman et al. 2020; Auger et al 2020; Rauscher 2020
- Some evidence of heterogenous effects
  - Closing schools later related to higher COVID-19 deaths in counties w higher % of poor & Black
  - Raucher & Burns (2020)

## Significant % schools not offering in-person instruction as of March 2021



Source: <https://ies.ed.gov/schoolsurvey/>

# % of 4th graders enrolled in “in-person” in March 2021



<https://ies.ed.gov/schoolsurvey/>

# Impact on children's academic achievement

- 0.23 s.d. decline in 3rd grade ELA exams between fall 2019 and 2020
  - Declines for Blacks were 50% larger than Whites
  - COVID related unemployment accounted for 1/3 decline in test scores
  - Declines more pronounced in districts that were fully remote (compared to hybrid or in-person)
  - (Kogan and Lavertu, 2021)
- 0.08 s.d. decline in test scores in the Netherlands, larger negative effects for low-income
  - Lower bound effect
  - Relatively short lockdown (8 wks) & good pre-existing infrastructure
  - (Engell, Frey & Verhagen, 2021)

# Pandemic, racism & xenophobia

- Asian Americans
  - Pre-pandemic: AA youth have higher rates of anxiety, depression than Whites (Choi et al. 2020)
  - Post-pandemic: 150% rise in anti-Asian violence, loss of peer support
- Immigrant workers are over-represented in industries hardest hit by COVID-19
  - Less access to federal & state pandemic relief & safety net programs
  - Continued threat of deportation
  - Crisis of remittances
  - MPI (2020), Clerge & Edwards (2021)

# **COVID-19 and post-secondary education**

# Friedland, Hsin and Hardie (2020) “Higher Education During Economic Crisis: The Effect of the Great Recession at a Large Public University.” Working Paper.

Figure 1: Unadjusted dropout rates by race/ethnicity at 4 year colleges

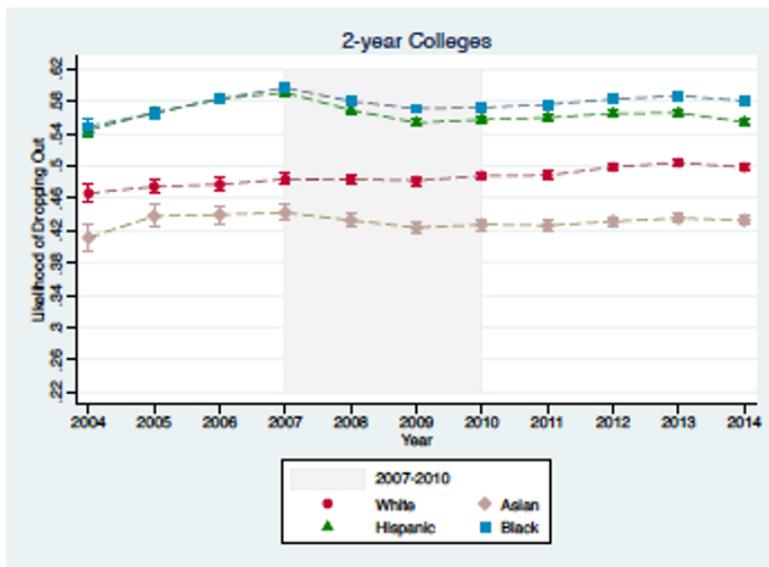
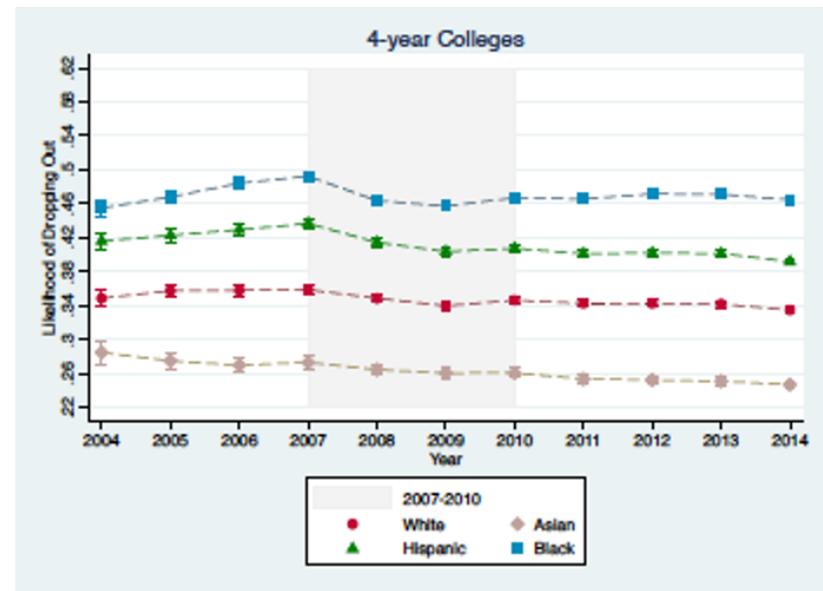


Figure 2: Unadjusted dropout rates by race/ethnicity at 4 year colleges



# Friedland, Hsin and Hardie, 2020. "Higher Education During Economic Crisis: The Effect of the Great Recession at a Large Public University." Working paper.

Figure 3: Unadjusted dropout rates by immigration status, 2-year colleges

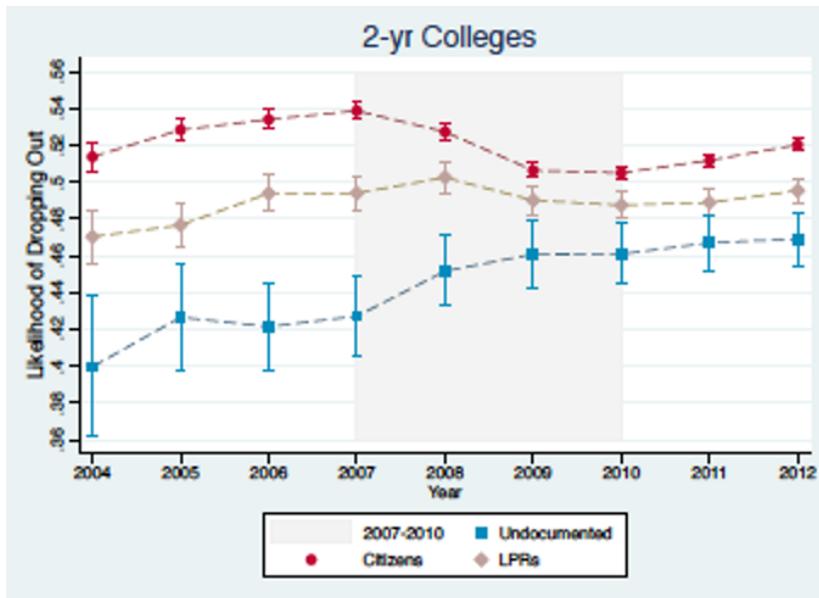
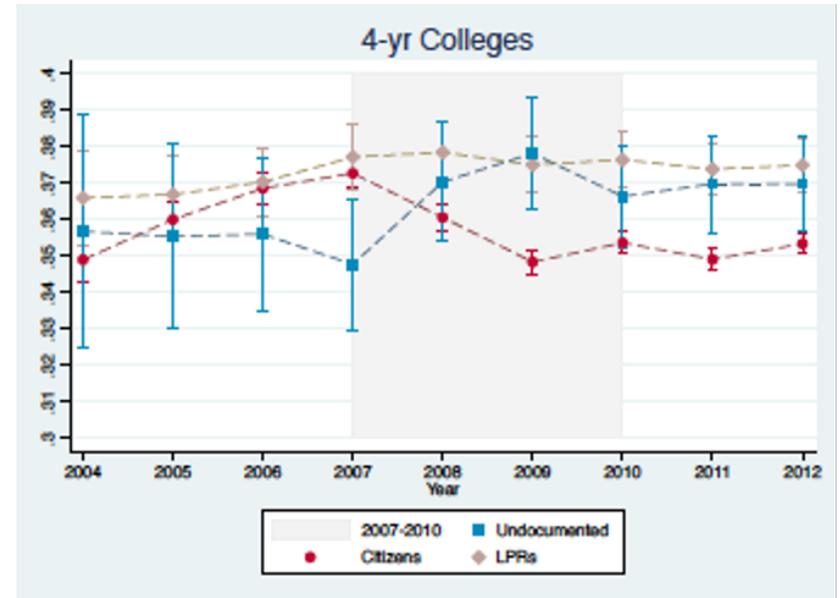


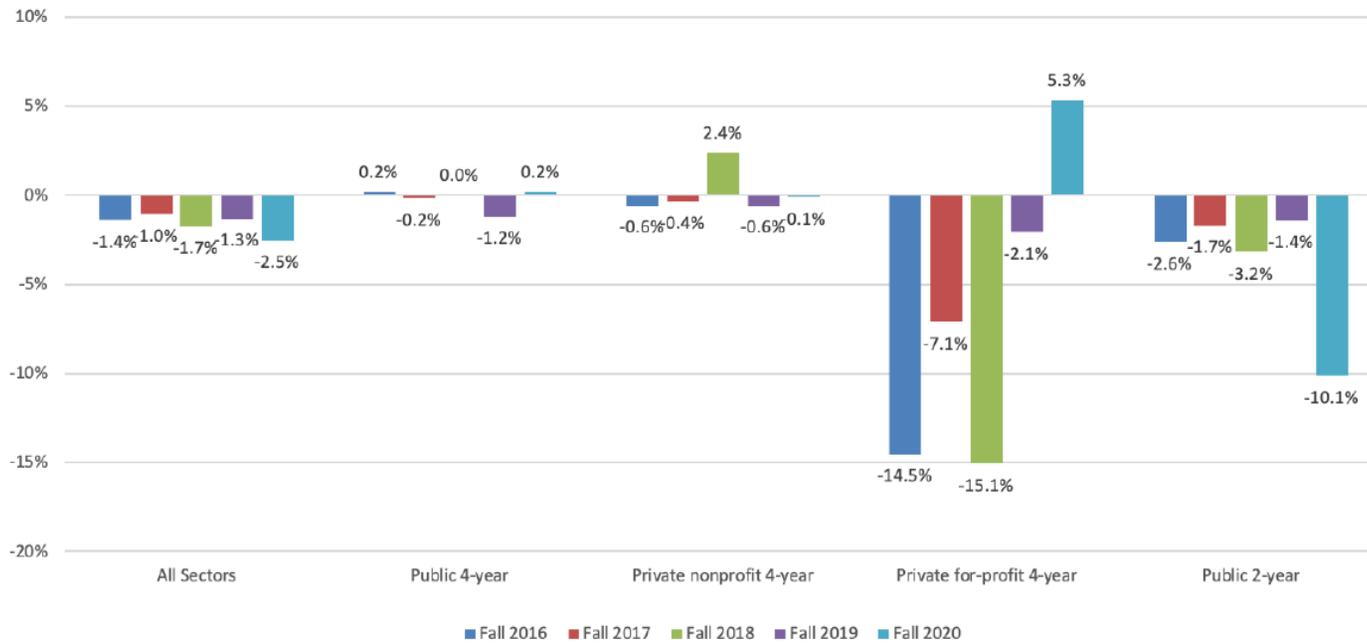
Figure 4: Unadjusted dropout rates by immigration status, 4 year colleges



# Lessons from the Great Recession

- Enrollment is countercyclical
- Friedland, Hsin & Hardie (2020)
  - Black, Hispanic & citizens are less likely to dropout & undocumented immigrations more likely to dropout
- Should we expect to see similar effects during and in aftermath of the pandemic?
  - Collapse of industries that employ low-income, immigrant youth
  - Increase pressure on youth to help support families
  - Online schooling is considered inferior

**Figure 1.** Percent Change in Enrollment from Previous Year by Institutional Sector: 2016 to 2020



# Impact on higher education

- Evidence from largest, public institution
  - 13% delayed graduation, 40% lost jobs, 28% expect to earn less at 35
  - Lower-income students are 55% more likely to delay graduation
  - Aucejo, French, Araya & Zafar (2020)
- Evidence from public, MSI in NYC
  - 75% experience learning loss, 60% experienced job loss
  - Larger negative effects among Pell grant recipients
  - Rodriquez-Planas (2020)
- Disproportionate negative impact for legally vulnerable families
  - Enriquez, Rosales, Chavarria, Hernandez & Valadez (2021)

# **Policy implications**

# Short-run interventions

- Food insecurity
- Vaccine equity
- Equitable instructional policies
  - Close digital divide
  - Safe in-person instruction available to all
  - Programs to address socio-emotional issues & trauma informed care

# Medium-run interventions

- How to recuperate lost instructional time? How to reach out to disengaged students?
  - Expansion of summer programs & after-school enrichment
  - Extending school year
  - Policies to re-engage those who dropped out to re-enter secondary or post-secondary schools
  - Re-designing instruction to allow more flexibility to accommodate work & schooling
  - Remote instruction poses unique dilemma

**Thank you**