

COVID-19, Early Care and Education, and Child Development

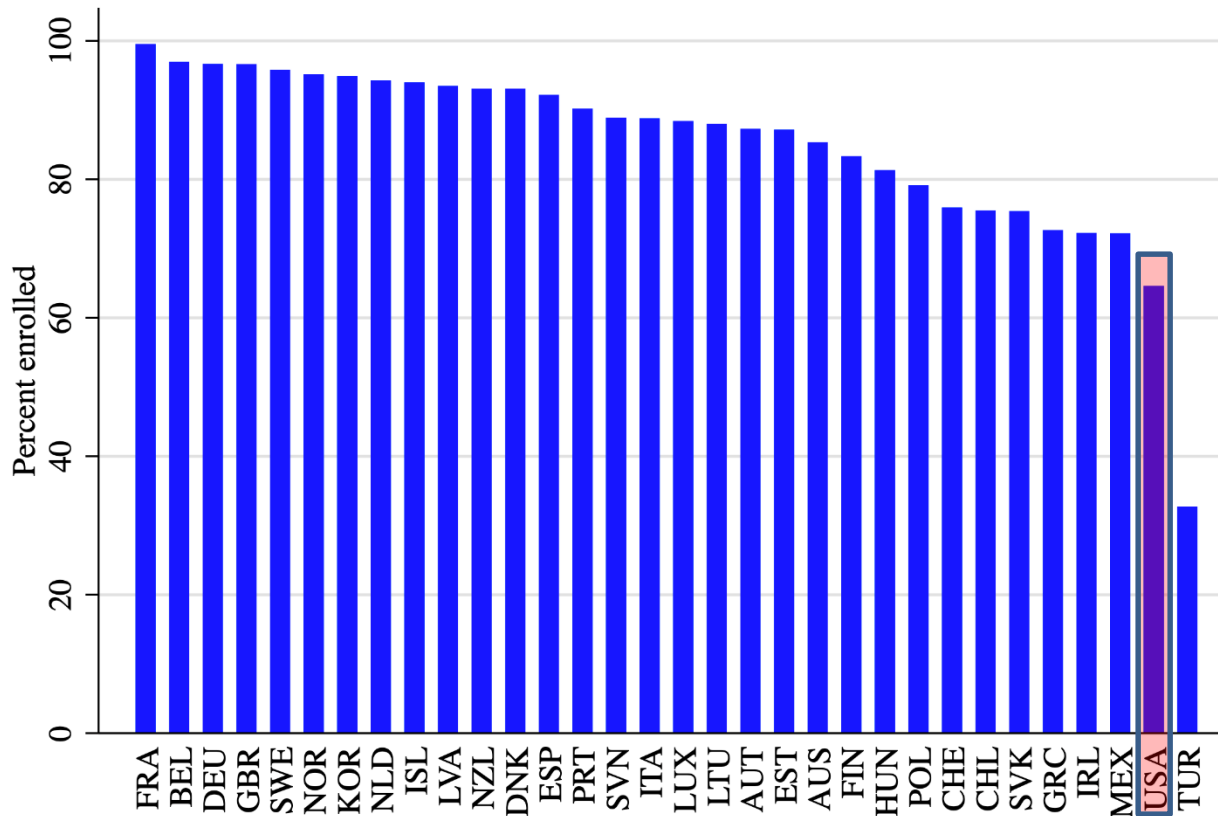


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*Opportunities for Early Care and Education in the Pandemic Recovery:
Deciding How to Invest*

Before Pandemic: Low ECE Enrollment in the U.S.

U.S. Relative to Other OECD Countries: 4-Year-Olds

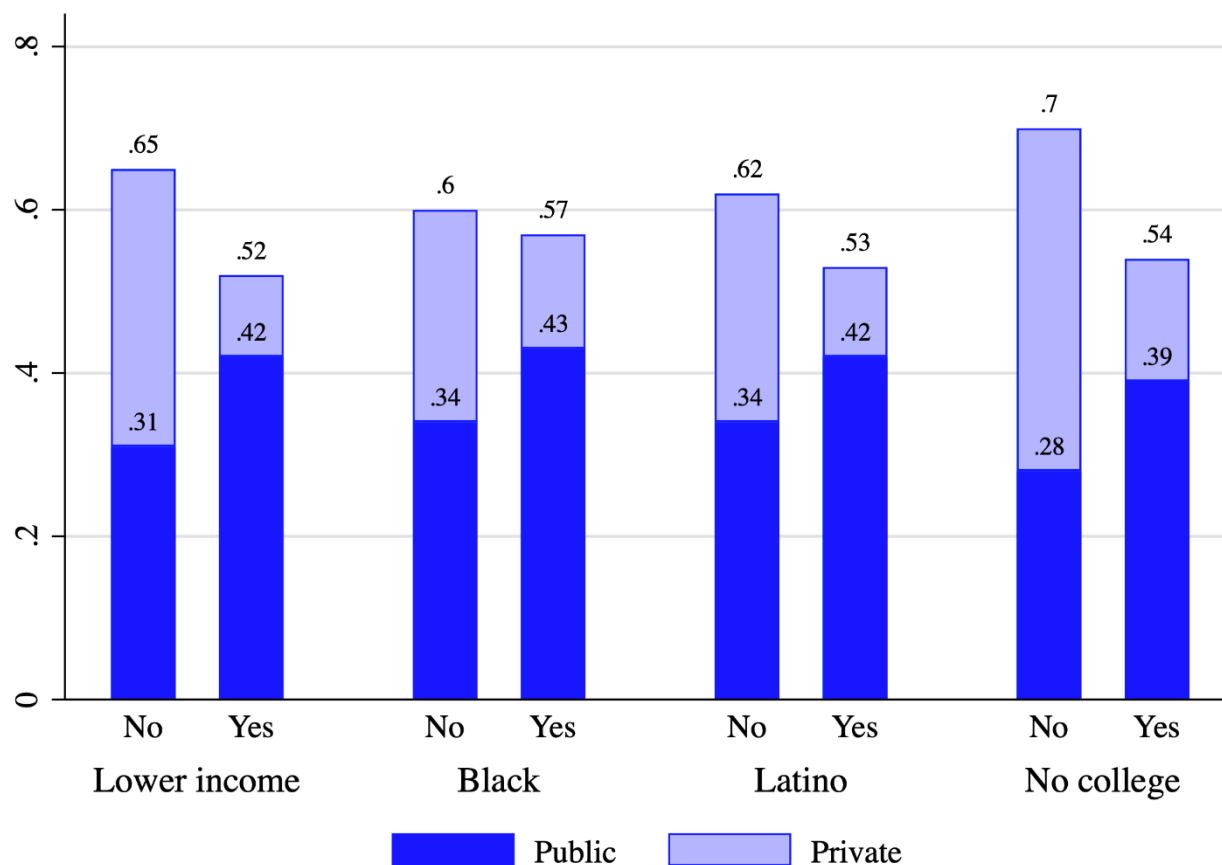


- Limited subsidies
- High prices
- Long distances to providers

From Cascio (2021): "Early Childhood Education in the U.S."
Source: UNESCO, 2017

Before Pandemic: Gaps in U.S. ECE Enrollment

Enrollment of 4-Year-Olds, by Group

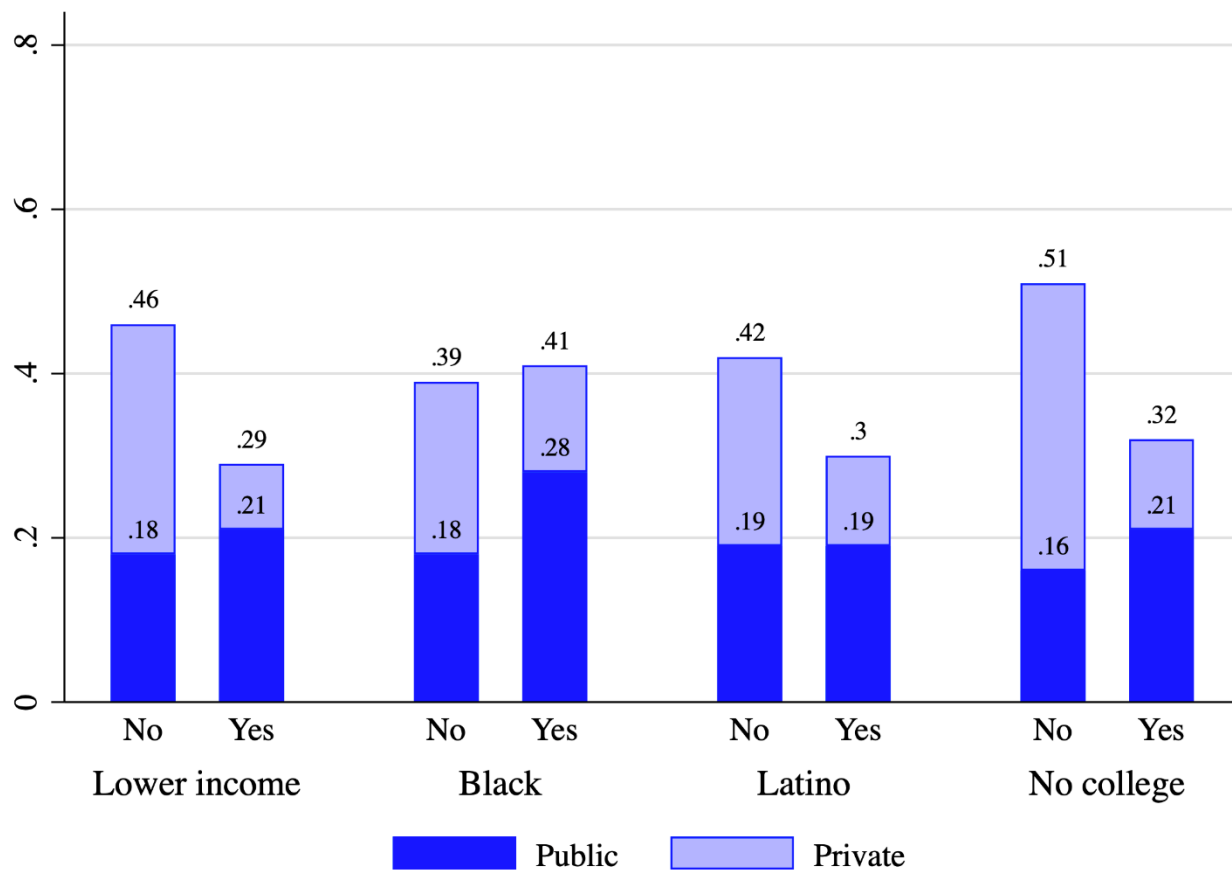


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From Cascio (2021): "COVID-19, Early Care and Education, and Child Development"
Source: October Current Population Survey, 2015-19

Before Pandemic: Gaps in U.S. ECE Enrollment

Enrollment of 3-Year-Olds, by Group

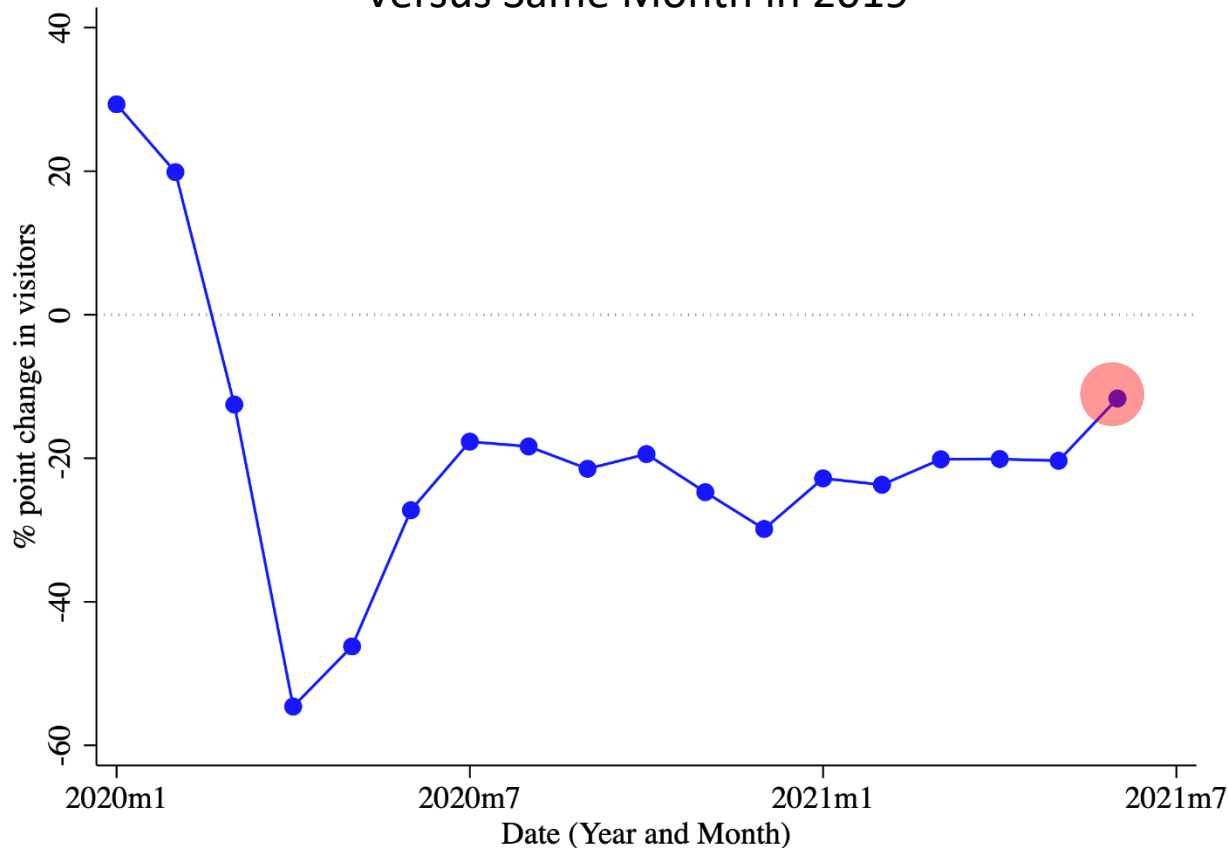


- Limited subsidies
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From Cascio (2021): "COVID-19, Early Care and Education, and Child Development"
Source: October Current Population Survey, 2015-19 (Flood et al., 2020)

The Pandemic: ECE Participation Down & Not Recovered

Average Change in Number of Visits to ECE Providers
Versus Same Month in 2019

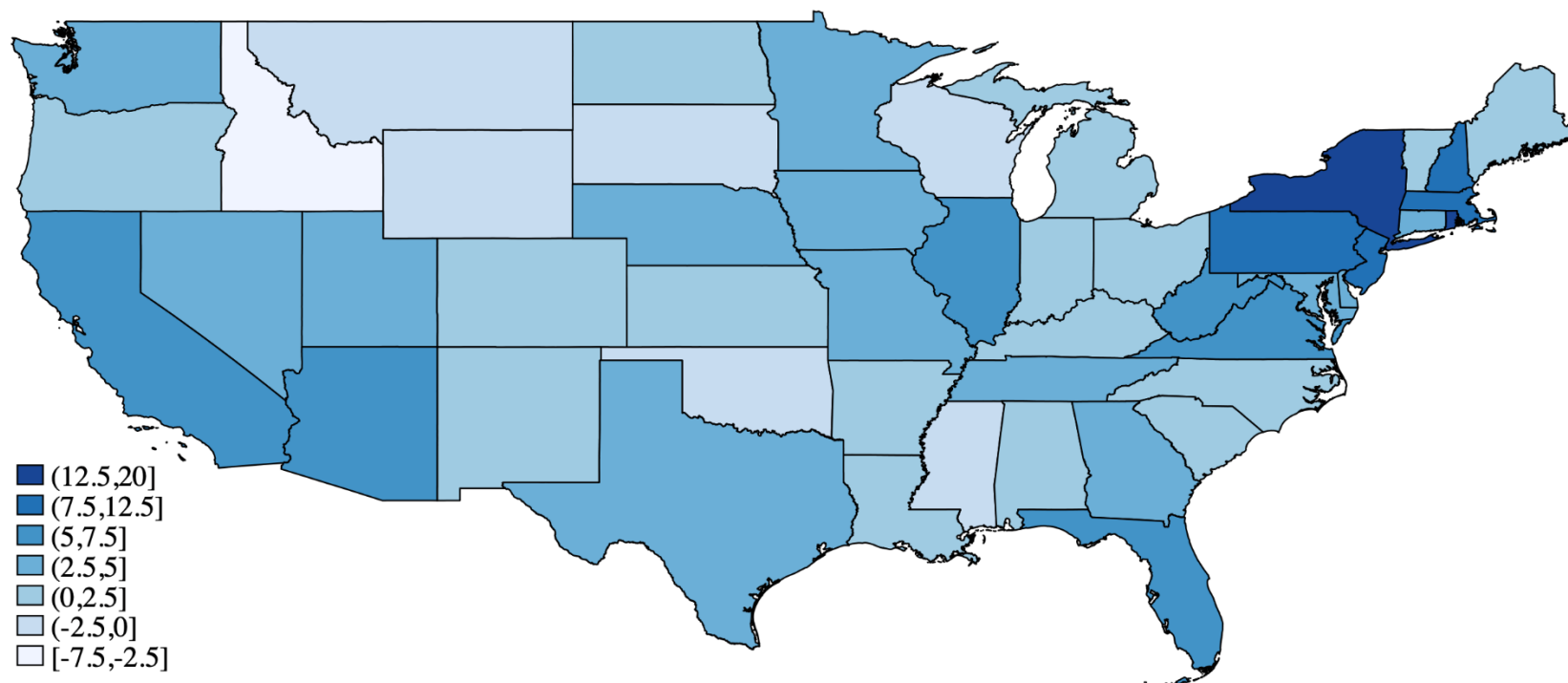


- **↓ Supply**
 - Costs of safety
 - Difficulty finding ECE staff
- **↓ Demand**
 - ↓ income, need
 - Safety concerns

From Cascio (2021): “COVID-19, Early Care and Education, and Child Development”
Source: U.S. Database of Child Care Closures During COVID-19 (Lee and Parolin, 2021)

The Pandemic: Lingering Effects Worse for Populations of Color

Latino/non-Latino Gap in Share of ECE Providers
Operating at 50% or Less of 2019 Capacity: January-June 2021

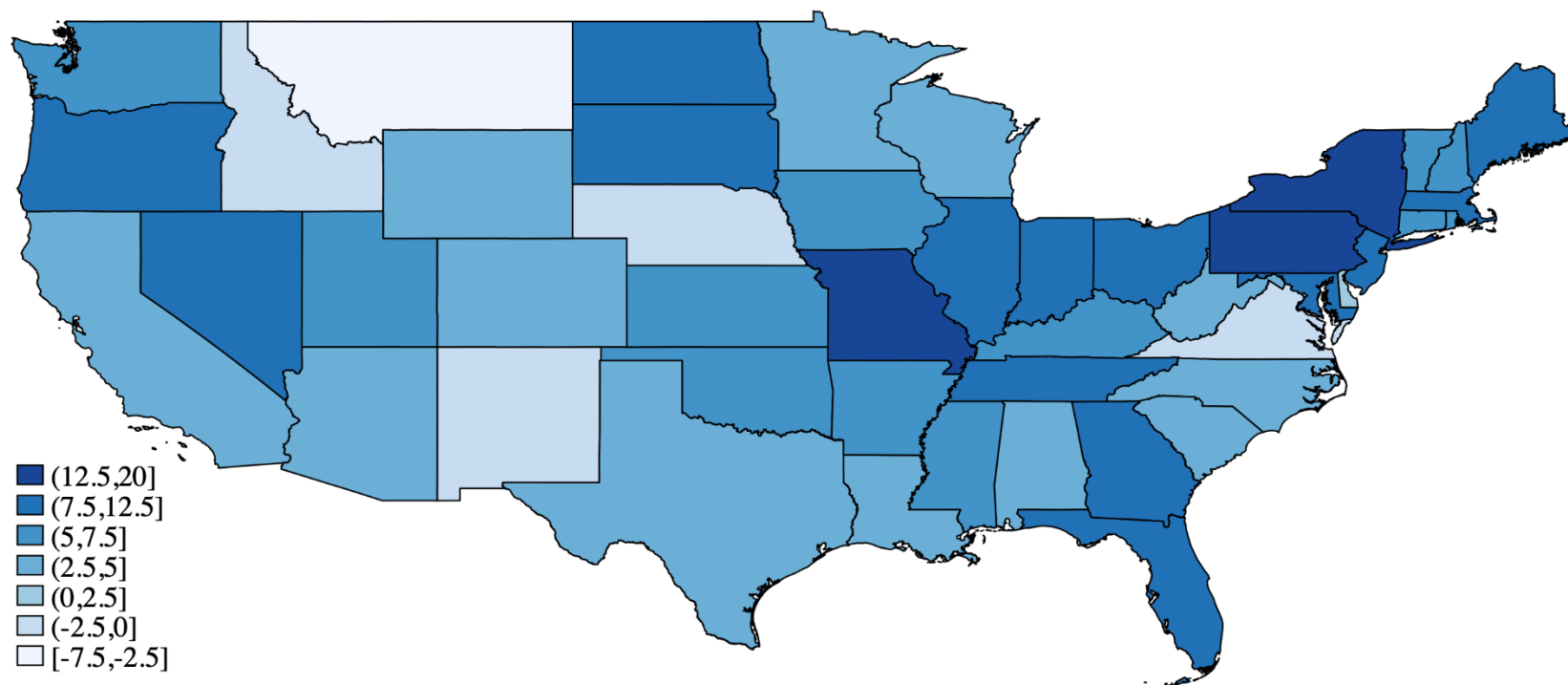


From Cascio (2021): "COVID-19, Early Care and Education, and Child Development"

Sources: U.S. Database of Child Care Closures During COVID-19 (Lee and Parolin, 2021) & 2015-19 ACS (Manson et al., 2021)

The Pandemic: Lingering Effects Worse for Populations of Color

Black/non-Black Gap in Share of ECE Providers
Operating at 50% or Less of 2019 Capacity: January-June 2021



From Cascio (2021): "COVID-19, Early Care and Education, and Child Development"

Sources: U.S. Database of Child Care Closures During COVID-19 (Lee and Parolin, 2021) & 2015-19 ACS (Manson et al., 2021)

Take-aways

- 1. Renewing ECE participation: consider drivers local participation declines**
 - Supply-side constraints, demand-side considerations
- 2. Importance of ECE *quality* in addition to quantity**
 - Quality lower than public schooling, esp. for disadvantaged children
 - less learning loss from ↓ participation
- 3. ECE non-participants affected by the pandemic as well**
 - High share of children would not have participated in ECE regardless
 - Changes in home environment during the pandemic not conducive to healthy child development