

RESEARCH REPORT

 RUTGERS
Graduate School of Education
NIEER

Impacts of the Pandemic on Young Children and their Parents: Initial Findings from NIEER's May-June 2021 Preschool Learning Activities Survey

Kwanghee Jung and W. Steven Barnett

August 2021

Acknowledgments

Funding for survey development and administration was provided by the PNC Foundation. The authors have sole responsibility for the content of the report.

About NIEER

The National Institute for Early Education Research (NIEER) at the Graduate School of Education, Rutgers University, New Brunswick, NJ, conducts and disseminates independent research and analysis to inform early childhood education policy.

Suggested Citation

Jung, K. & Barnett, W.S. (2021). Impacts of the Pandemic on Young Children and their Parents: Initial Findings from NIEER's May-June 2021 Preschool Learning Activities Survey. New Brunswick, NJ: National Institute for Early Education Research.

About the Authors

Kwanghee Jung is an Assistant Research Professor at NIEER. She brings to NIEER an expertise in quantitative data analysis. Her research interests include school readiness, state early childhood program policies, and the impact of state funded preschool on children's cognitive development and social-emotional well-being.

W. Steven Barnett is a Board of Governors Professor of Education at Rutgers University and Senior Co-Director of NIEER. His research interests include the economics of early care and education, the effects of early care and education on children's learning and development, program evaluation, and policy analysis focusing on equity and efficiency.

KEY LESSONS FROM THE SPRING 2021 PRESCHOOL LEARNING ACTIVITIES SURVEY

1. Important parental supports for early learning continued to decline. From pre-pandemic to Spring 2021 reading three or more times a week declined from 85% to 66%. Teaching letters, words and numbers three or more times a week declined from 73% to 60%. Reading frequency declined for all ethnic groups. Hispanic children were particularly hard hit; less than half of Hispanic parents reported conducting these activities three or more times a week by Spring 2021.
2. Parents reported a higher frequency of their child reading or being read to by someone, 69% at least once per day in Spring 2021. Parents also reported relatively high frequencies of passive screen time. Indoor play everyday was reported for 86% and outdoor play everyday for 72%.
3. Preschool participation rates had not yet returned to pre-pandemic levels, though the percentage of children in remote preschool programs had decreased substantially. Participation rates for Hispanic children appeared to be particularly low in Spring 2021.
4. Preschool special education services rebounded, with a substantial increase the percentage of children with an Individualized Education Plan (IEP), though they also are older which may have contributed to the rise. The percentage of Black children with an IEP was unexpectedly high in Spring 2021. About 1 in 10 young children with an IEP were still reported to receive no services.
5. Rates of social-emotional problems reported by parents on a standardized scale, continued to rise. Conduct problems, peer problems, and prosocial behavior problems were all reported at levels twice or more the 10% normally expected. Elevated rates of problems were reported by parents from all backgrounds.
6. Parents are more concerned about their children's social and emotional development and well-being than they were prior to the pandemic. They also are more concerned about excessive screen time and lack of access to extracurricular activities. They are less concerned about the child's language development than prior to the pandemic.
7. About 1/3 of parents planned to send their child to a summer program in-person.
8. Most parents reported they were very likely or somewhat likely (82%) to send their child to a preschool or kindergarten in-person in the fall despite concerns about Covid-19. Black and Hispanic parents less often reported they were very likely to send their child in the fall and expressed much greater concerns about Covid-19 related issues in deciding about in-person attendance in the fall compared to White Non-Hispanic parents.
9. For age eligible children, 81% of parents said they would likely use a free, universal pre-K program if it became available. Black and Hispanic parents more often reported they were highly likely to participate in such a program than did White Non-Hispanic parents. Parents with annual incomes below \$25,000 also more often reported being very likely to participate than those with higher incomes (70% v. 59%). Nearly two-thirds of parents said such a program would save them money while about a third said their child would attend for free anyway.
10. Fewer children were participating in remote preschool and their parents reported lower levels of frustration with supporting this activity.
11. Parent reports of problems due to the pandemic declined, but 22% still reported they were out of work or had reduced hours, 9% reported a pay reduction, and 28% reported difficulties getting their work done because of the child's care and education. Covid-19 concerns were given as a reason for not participating in preschool by almost half of parents of children not in preschool.

Table 1. Descriptive statistics for total NIEER survey sample (N = 954)

		N	Percent
Child Age	3 years old	256	26.9%
	4 years old	434	45.5%
	5 years old	263	27.6%
Pre-K Type	Head Start	53	5.6%
	Private Center	346	36.5%
	Public Center	95	10.1%
	Home Based	23	2.4%
	None	431	45.5%
Location	Public School	112	21.4%
	Other	411	78.4%
Child Race/Ethnicity	White, Non-Hispanic	527	55.2%
	Black, Non-Hispanic	81	8.5%
	Other, Non-Hispanic	61	6.4%
	Hispanic	209	21.9%
	2+ Races, Non-Hispanic	77	8.0%
IEP	Yes	102	10.7%
	No	851	89.2%
Home Language	English	911	95.5%
	Spanish	43	4.5%
Parent Education	< High school	71	7.5%
	High school	220	23.0%
	Some college	297	31.2%
	BA or higher	366	38.3%
Work Status	Working	669	70.1%
	Not working	285	29.9%
Marital Status	Married	781	81.9%
	Single	173	18.1%
Region	Northeast	128	13.4%
	Midwest	232	24.3%
	South	362	38.0%
	West	232	24.3%
Household Income	Under \$24,999	84	8.8%
	\$25,000 to \$49,999	151	15.8%
	\$50,000 to \$74,999	170	17.9%
	\$75,000 to \$99,999	138	14.5%
	\$100,000 and more	409	43.0%

Table 2. Percentage of children ages 3-5 and not yet in kindergarten whose parents reported participating in home activities with child three or more times in the past week, by type of child and family characteristics (N = 954)

		N	Read to the child	Told a story	Sang songs	Taught letter, number	Arts and crafts
Total		954	66%	52%	65%	60%	37%
Child Age	3 years old	256	64%	54%	74%	67%	33%
	4 years old	434	64%	48%	58%	55%	36%
	5 years old	263	71%	57%	66%	62%	42%
Race/Ethnicity	White, Non-Hispanic	527	73%	54%	66%	59%	38%
	Black, Non-Hispanic	81	63%	57%	69%	89%	55%
	Other, Non-Hispanic	61	78%	70%	67%	68%	31%
	Hispanic	209	47%	44%	60%	51%	33%
	2+ Races, Non-Hispanic	77	60%	43%	63%	52%	32%
IEP	Yes	102	62%	49%	64%	71%	40%
	No	851	66%	53%	65%	59%	37%
Home Language	English	911	68%	53%	65%	61%	38%
	Spanish	43	24%	30%	54%	46%	21%
Parent Education	< High school	71	45%	31%	64%	55%	31%
	High school	220	48%	44%	61%	58%	42%
	Some college	297	66%	54%	58%	58%	38%
	BA or higher	366	81%	60%	72%	64%	35%
Work Status	Working	669	67%	55%	65%	58%	39%
	Not working	285	63%	46%	65%	64%	34%
Marital Status	Married	781	68%	53%	65%	58%	36%
	Single	173	57%	47%	61%	67%	43%
Region	Northeast	128	73%	58%	67%	58%	47%
	Midwest	232	74%	55%	70%	64%	32%
	South	362	63%	53%	66%	63%	39%
	West	232	58%	44%	56%	52%	35%
Household Income	Under \$24,999	84	50%	40%	71%	75%	47%
	\$25,000 to \$49,999	151	56%	51%	66%	49%	31%
	\$50,000 to \$74,999	170	60%	52%	62%	59%	38%
	\$75,000 to \$99,999	138	65%	44%	63%	66%	42%
	\$100,000 and more	409	75%	58%	64%	59%	35%

Figure 1. Percentage of children ages 3-5 and not yet in kindergarten whose parents reported participating in home activities with child three or more times in the past week (N=954)

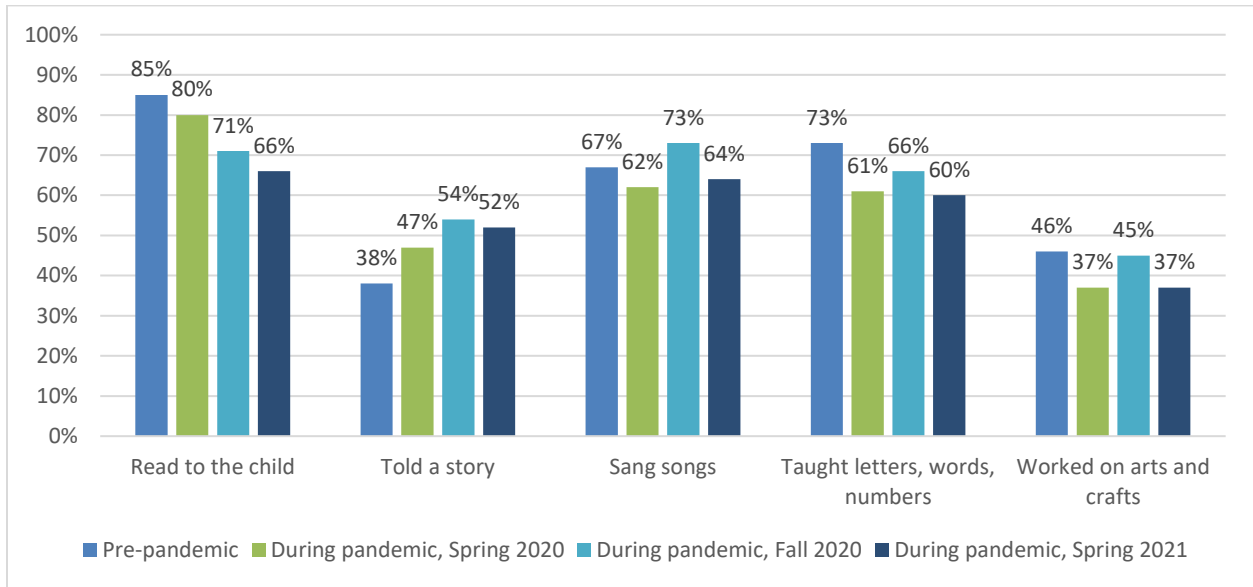


Figure 1-1. Parental support for Early Learning by Race/Ethnicity, Spring 2021 (N = 954)

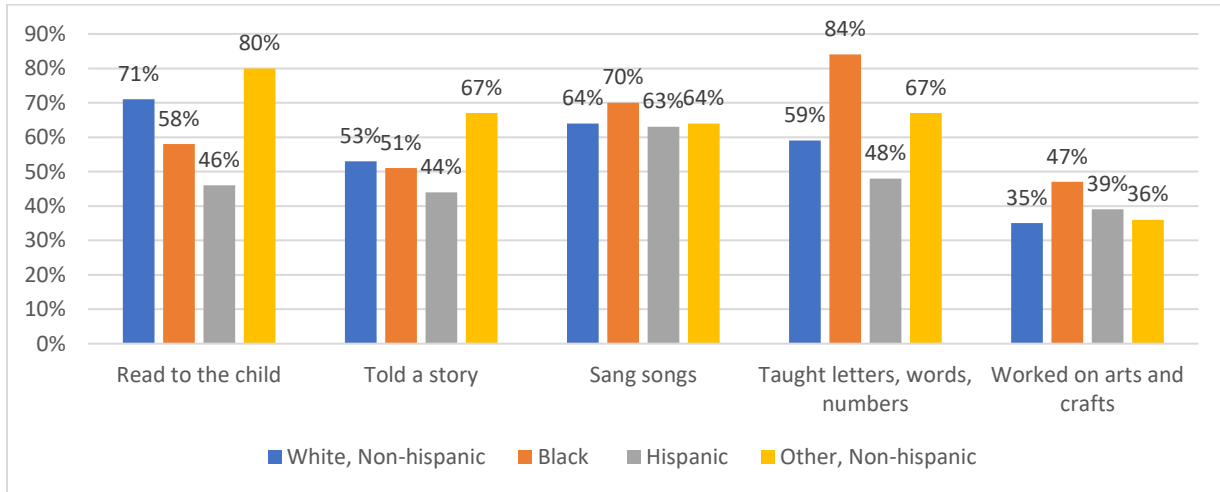


Figure 1-2. Parental support for Early Learning by Race/Ethnicity, Fall 2020 and Spring 2021(N = 954)

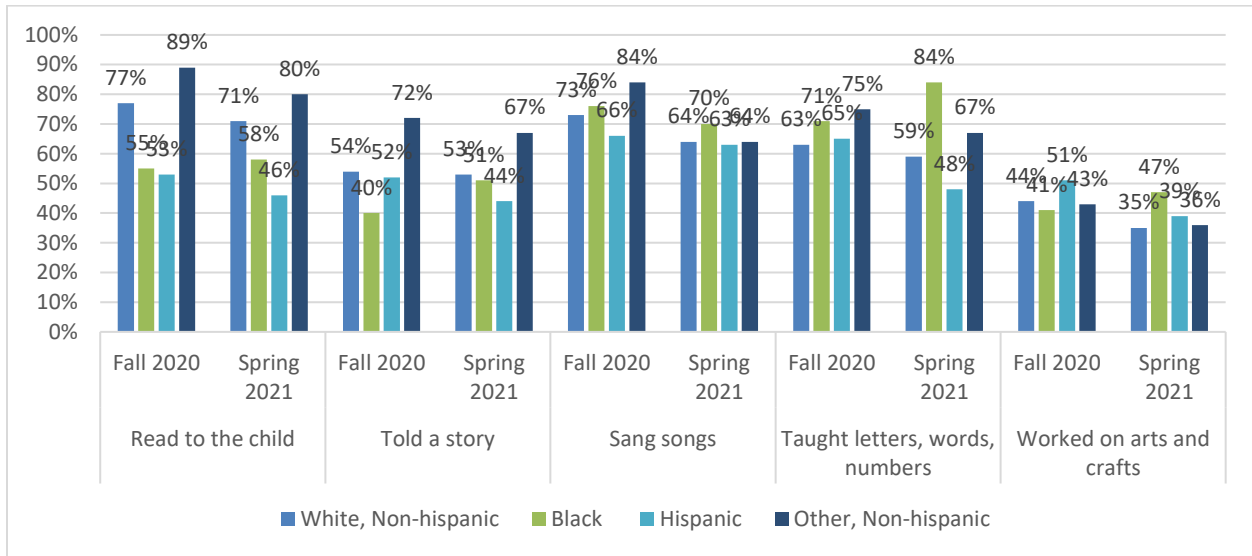
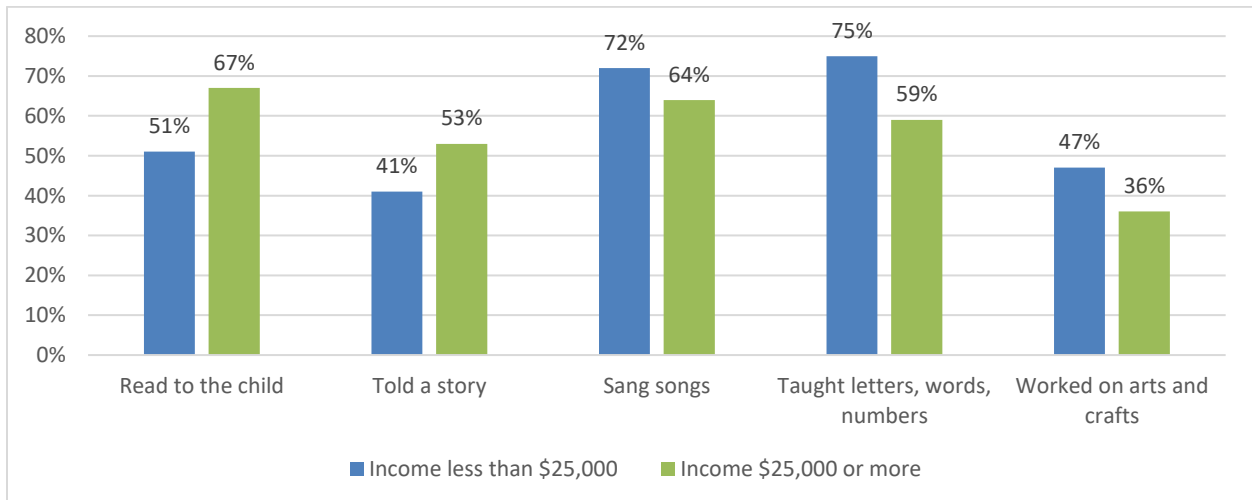


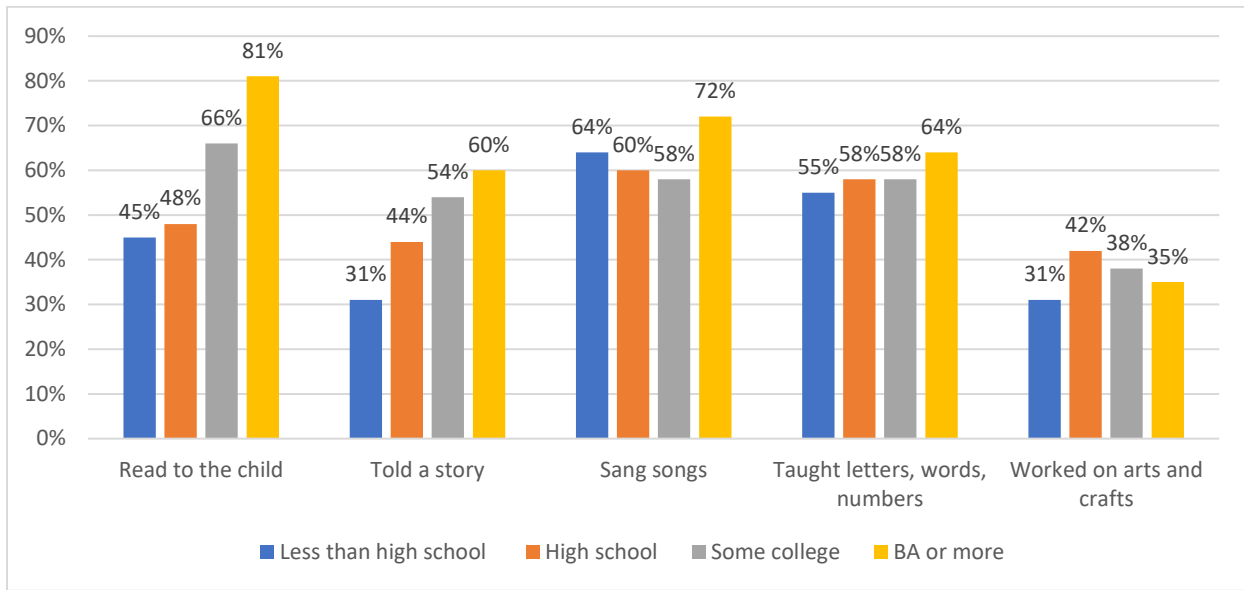
Figure 1-3. Parental support for Early Learning by Household Income, Spring 2021 (N = 954)



Household Income less than \$25,000, N = 86

Household Income \$25,000 or more, N = 868

Figure 1-4. Parental support for Early Learning by Parent education level, Spring 2021



Less than high school, N = 71; High school, N = 220; Some college, N = 297; BA or more, N = 366

Table 3. Percentage of children ages 3-5 and not yet in kindergarten who engaged in a home learning activity several times each day in the past week, by child and family characteristics (N=954)

		N	Read	Watch TV	Watch videos on TV	Watch videos on computer or mobile	Play video games	Listen or play music	make artwork or crafts	Play indoors	Play outdoors
Total		954	41%	37%	19%	29%	16%	38%	16%	77%	51%
Child Age	3 years old	256	46%	31%	17%	24%	12%	39%	12%	73%	51%
	4 years old	434	39%	39%	21%	32%	21%	36%	18%	80%	49%
	5 years old	263	41%	40%	16%	30%	13%	40%	16%	76%	54%
Race/Ethnicity	White, Non-Hispanic	527	47%	35%	16%	25%	13%	38%	14%	82%	57%
	Black, Non-Hispanic	81	37%	55%	38%	55%	33%	44%	20%	63%	40%
	Other, Non-Hispanic	61	37%	41%	19%	31%	5%	31%	5%	73%	46%
	Hispanic	209	30%	41%	21%	36%	24%	42%	25%	74%	45%
	2+Races, Non-Hispanic	77	40%	20%	9%	13%	3%	26%	11%	73%	45%
IEP	Yes	102	46%	45%	26%	46%	25%	43%	17%	77%	40%
	No	851	41%	36%	18%	27%	15%	37%	16%	77%	52%
Home Language	English	911	43%	37%	19%	29%	15%	38%	16%	78%	51%
	Spanish	43	14%	43%	19%	36%	29%	24%	12%	64%	49%
Parent Education	< High school	71	28%	71%	30%	57%	42%	30%	26%	77%	51%
	High school	220	31%	41%	22%	46%	27%	38%	20%	77%	41%
	Some college	297	38%	35%	17%	24%	11%	34%	13%	75%	53%
	BA or higher	366	53%	30%	16%	18%	8%	42%	14%	79%	55%
Work Status	Working	669	43%	36%	18%	26%	13%	36%	14%	77%	52%
	Not working	285	34%	43%	19%	45%	30%	45%	23%	77%	47%
Marital Status	Married	781	42%	34%	16%	26%	12%	39%	16%	75%	52%
	Single	173	40%	46%	25%	37%	25%	34%	17%	81%	48%
Region	Northeast	128	53%	39%	14%	18%	7%	44%	26%	85%	63%
	Midwest	232	47%	36%	20%	26%	11%	41%	12%	82%	59%
	South	362	36%	40%	19%	34%	21%	37%	16%	71%	44%
	West	232	38%	33%	18%	31%	18%	31%	15%	78%	48%
Household Income	Under \$24,999	84	32%	40%	27%	41%	29%	37%	27%	61%	51%
	\$25,000 to \$49,999	151	26%	48%	30%	37%	24%	38%	16%	79%	49%
	\$50,000 to \$74,999	170	40%	35%	15%	36%	26%	29%	16%	81%	49%
	\$75,000 to \$99,999	138	47%	42%	17%	33%	9%	39%	16%	78%	58%
	\$100,000 and more	409	48%	32%	15%	20%	9%	40%	14%	78%	50%

Figure 2. Frequency of home learning activities in the past week: percentage of children ages 3-5 and not yet in kindergarten whose parents reported engaging in an activity several times a day, once a day, several times per week, 1-2 times per week, or never (N=954)

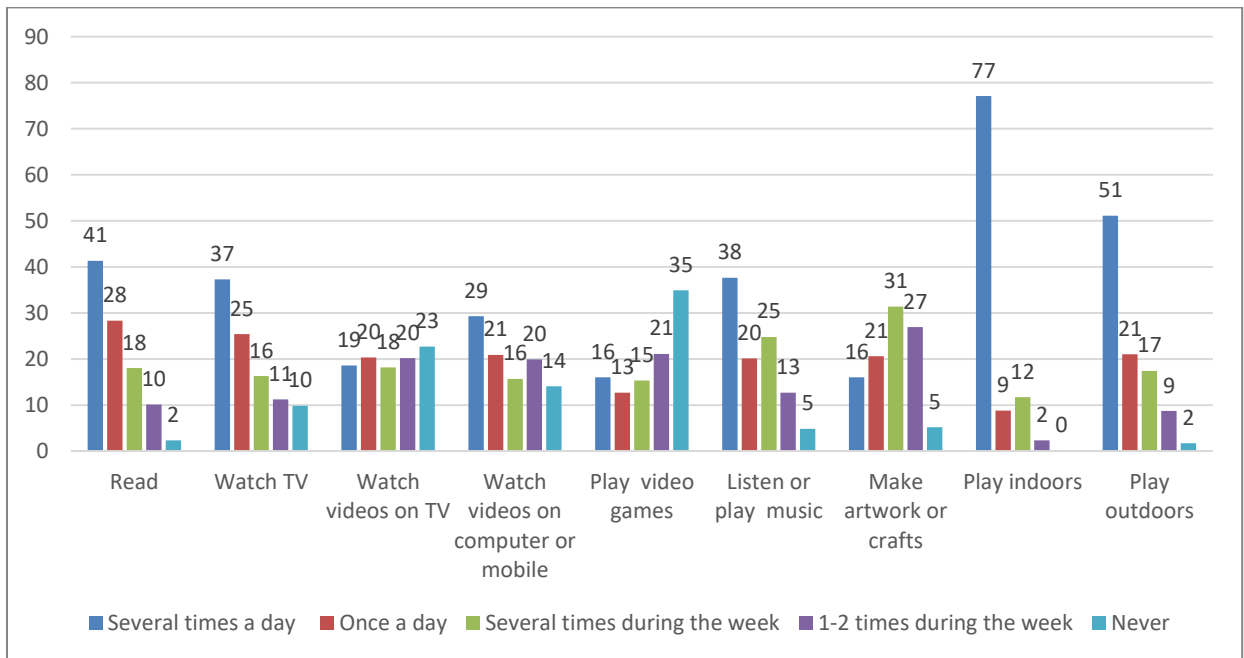


Table 4. Percentage of children ages 3-5 and not yet in kindergarten who participated in selected remote learning activities at least several times a week by child and family characteristics (N = 58)

		Listening to a story	Learning apps /games	Reading alone or with an adult	Completing worksheets	Visiting with a teacher by video chat	Activities with classmates by video chat	Math or science activities	Art	Singing, playing or listening to music	Physical activity
Total		61%	54%	65%	63%	39%	41%	55%	41%	69%	62%
Child Age	3 years old	21%	79%	79%	59%	33%	30%	59%	64%	97%	64%
	4 years old	52%	48%	69%	67%	39%	44%	48%	36%	65%	79%
	5 years old	68%	56%	61%	61%	39%	40%	58%	43%	69%	51%
Pre-K Type	Head Start	50%	55%	63%	60%	39%	51%	49%	53%	51%	55%
	Private Center	87%	83%	77%	56%	35%	38%	74%	54%	86%	59%
	Public Center	67%	32%	76%	64%	39%	38%	59%	33%	86%	83%
	Home Based	30%	30%	30%	81%	45%	28%	30%	2%	57%	53%
Location	Public School	65%	46%	85%	72%	45%	45%	59%	47%	86%	79%
	Other	59%	58%	55%	59%	36%	39%	53%	39%	60%	54%
Race/Ethnicity	White, N-H	55%	49%	56%	29%	14%	21%	40%	31%	49%	40%
	Black, N-H	77%	82%	100%	100%	57%	57%	82%	58%	76%	58%
	Other, N-H	37%	42%	58%	37%	14%	0%	37%	0%	95%	86%
	Hispanic	63%	55%	59%	87%	59%	59%	57%	58%	76%	82%
	2+ Races, N-H	64%	18%	51%	70%	59%	62%	67%	16%	100%	80%
IEP	Yes	23%	27%	41%	23%	33%	27%	26%	31%	39%	30%
	No	74%	63%	72%	77%	40%	46%	64%	44%	79%	73%
Home Language	English	59%	52%	63%	61%	39%	38%	52%	39%	71%	60%
	Spanish	100%	91%	100%	100%	28%	100%	100%	91%	26%	100%
Parent Education	< High school	100%	100%	100%	100%	60%	100%	100%	100%	60%	100%
	High school	44%	37%	46%	59%	31%	25%	44%	27%	71%	55%
	Some college	62%	83%	76%	45%	48%	65%	54%	63%	68%	77%
	BA or higher	80%	52%	81%	72%	40%	38%	62%	35%	67%	52%
Work Status	Working	67%	60%	67%	65%	37%	40%	56%	45%	77%	69%
	Not working	51%	45%	60%	59%	42%	43%	53%	35%	56%	51%
Marital Status	Married	54%	48%	57%	62%	38%	40%	50%	33%	60%	59%
	Single	72%	64%	76%	64%	40%	43%	63%	53%	82%	66%
Region	Northeast	24%	16%	65%	24%	55%	16%	25%	24%	65%	67%
	Midwest	40%	38%	52%	28%	15%	22%	35%	31%	31%	45%
	South	82%	67%	82%	89%	67%	61%	79%	55%	83%	69%
	West	63%	63%	54%	71%	20%	41%	51%	37%	84%	66%
HH Income	Under \$24,999	67%	76%	97%	97%	52%	74%	75%	75%	74%	78%
	\$25,000 to \$49,999	53%	54%	58%	76%	43%	36%	50%	53%	86%	86%
	\$50,000 to \$74,999	83%	68%	59%	73%	67%	73%	70%	57%	88%	73%
	\$75,000 to \$99,999	66%	56%	77%	19%	16%	0%	66%	10%	88%	33%
	\$100,000 and more	53%	37%	55%	44%	22%	27%	40%	17%	35%	36%

Figure 3. Percentage reporting each frequency of remote learning activities (everyday, several times per week, 1-2 times per week, less than once per week) for children ages 3-5 not yet kindergarten whose programs had closed their in-person operations (N = 58, remote only)

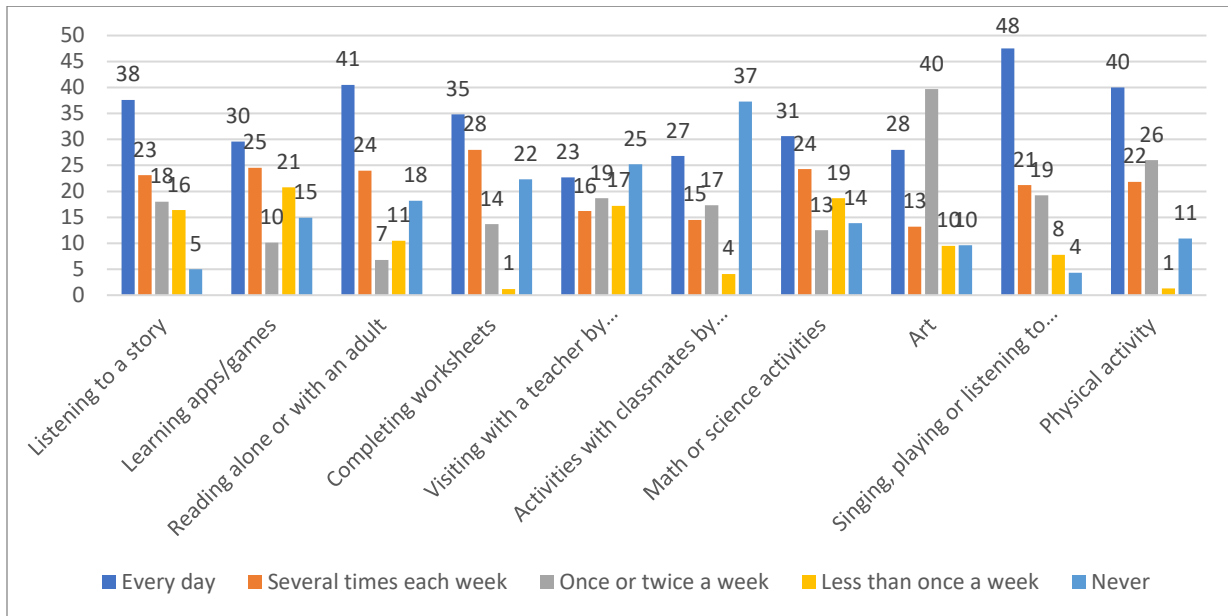


Figure 3-1. Percentage reporting each frequency of remote learning activities (everyday, less than once per week) for children ages 3-5 not yet kindergarten whose programs had closed their in-person operations (N = 58, remote only)

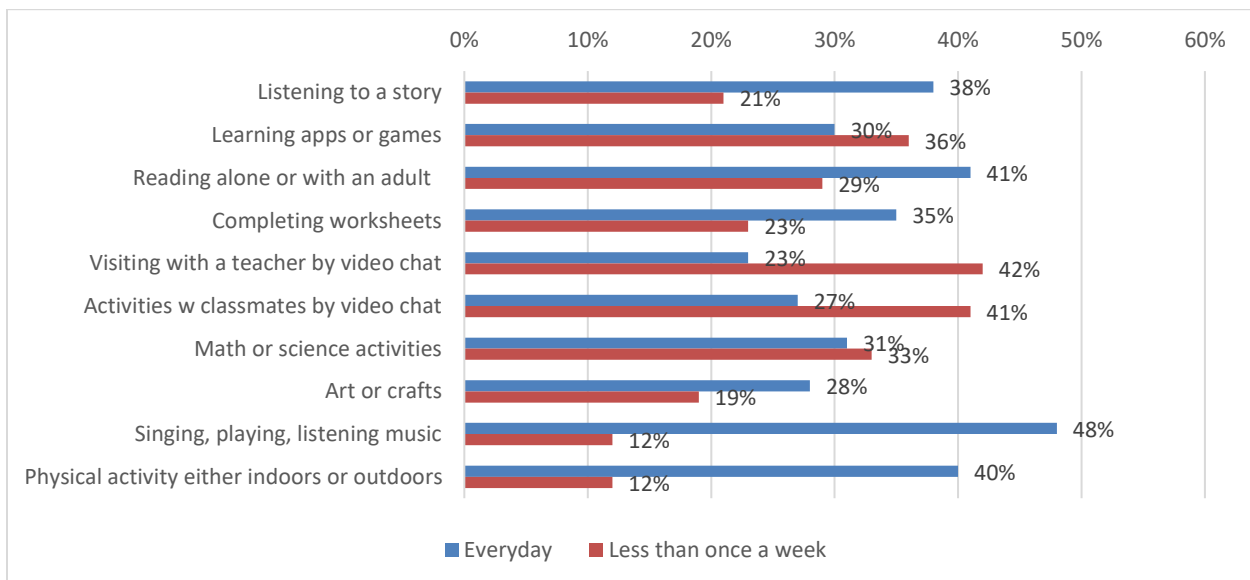


Figure 4. Program supports remote learning (N = 58, remote only)

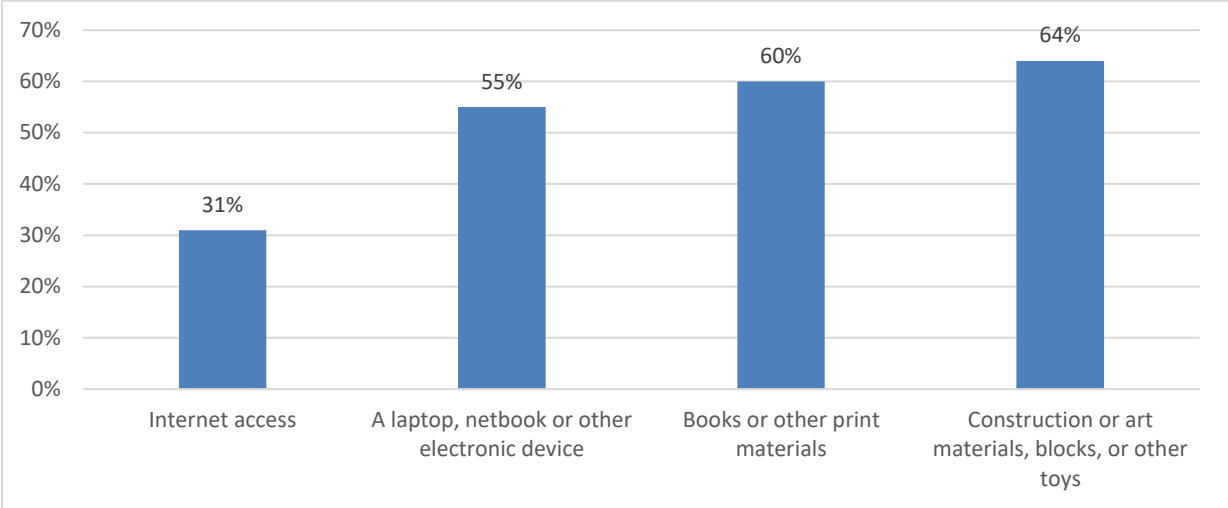


Table 5. Activities offered by Child's Program (N = 456): In Person only

		Reading and literacy	Writing	Math	Science	Creative arts	Physical activity	Health activity
Total		95%	91%	81%	81%	96%	99%	83%
Child Age	3 years old	96%	85%	79%	82%	95%	100%	87%
	4 years old	94%	91%	78%	76%	96%	98%	79%
	5 years old	95%	96%	88%	87%	98%	99%	85%
Pre-K Type	Head Start	85%	100%	59%	55%	85%	100%	85%
	Private Center	96%	90%	81%	81%	98%	99%	82%
	Public Center	93%	89%	90%	90%	94%	97%	83%
	Home Based	97%	97%	78%	83%	100%	100%	90%
Location	Public School	93%	90%	91%	90%	95%	97%	85%
	Other	95%	92%	79%	78%	97%	99%	82%
Race/Ethnicity	White, Non-Hispanic	95%	91%	81%	81%	97%	99%	82%
	Black, Non-Hispanic	90%	95%	69%	56%	98%	98%	83%
	Other, Non-Hispanic	98%	88%	88%	92%	100%	100%	69%
	Hispanic	90%	85%	75%	79%	90%	97%	86%
	2+ Races, Non-Hispanic	99%	99%	93%	94%	99%	100%	95%
IEP	Yes	98%	90%	83%	78%	98%	99%	89%
	No	94%	91%	81%	81%	96%	99%	82%
Home Language	English	95%	91%	81%	81%	96%	99%	83%
	Spanish	80%	80%	13%	13%	100%	80%	13%
Parent Education	< High school	81%	78%	33%	33%	64%	100%	77%
	High school	90%	82%	70%	71%	96%	97%	92%
	Some college	96%	97%	90%	81%	100%	99%	81%
	BA or higher	96%	91%	84%	88%	98%	99%	83%
Marital Status	Married	96%	92%	84%	84%	99%	99%	83%
	Single	88%	88%	69%	65%	86%	98%	84%
Work Status	Working	93%	92%	82%	82%	97%	99%	83%
	Not working	99%	87%	77%	77%	92%	99%	84%
Region	Northeast	93%	93%	77%	77%	92%	100%	83%
	Midwest	94%	90%	85%	85%	100%	99%	93%
	South	98%	95%	85%	79%	96%	100%	80%
	West	91%	85%	72%	81%	95%	96%	70%
HH Income	Under \$24,999	92%	83%	53%	44%	90%	90%	82%
	\$25,000 to \$49,999	94%	78%	67%	65%	91%	100%	95%
	\$50,000 to \$74,999	96%	99%	91%	87%	100%	100%	77%
	\$75,000 to \$99,999	84%	92%	74%	62%	89%	99%	74%
	\$100,000 and more	96%	92%	85%	90%	98%	99%	84%

Figure 5. Child's program offered the following activities (N = 456); In-person only

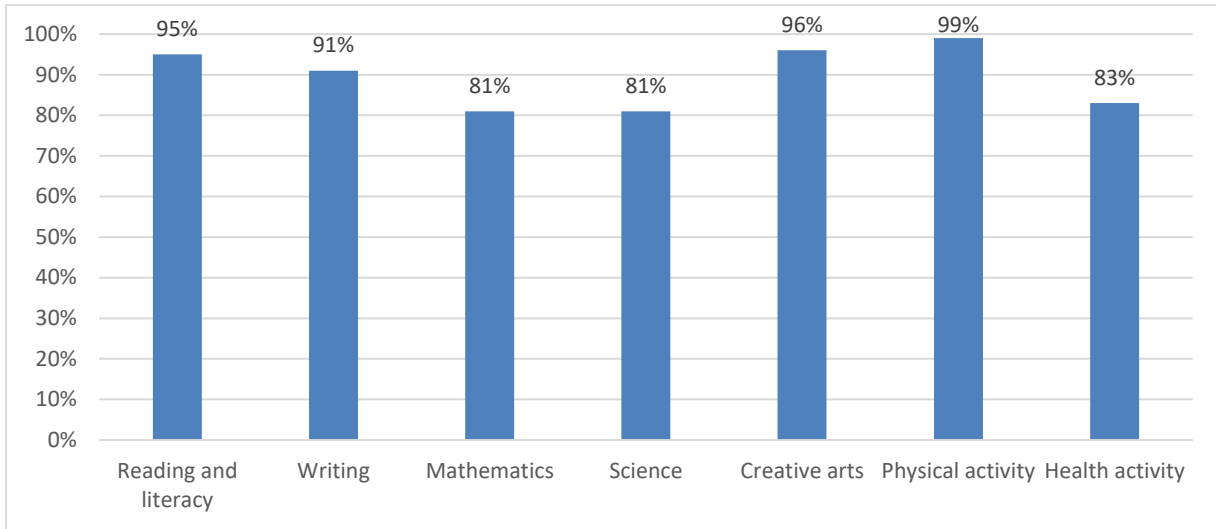


Figure 6. Preschool participation before and during the pandemic

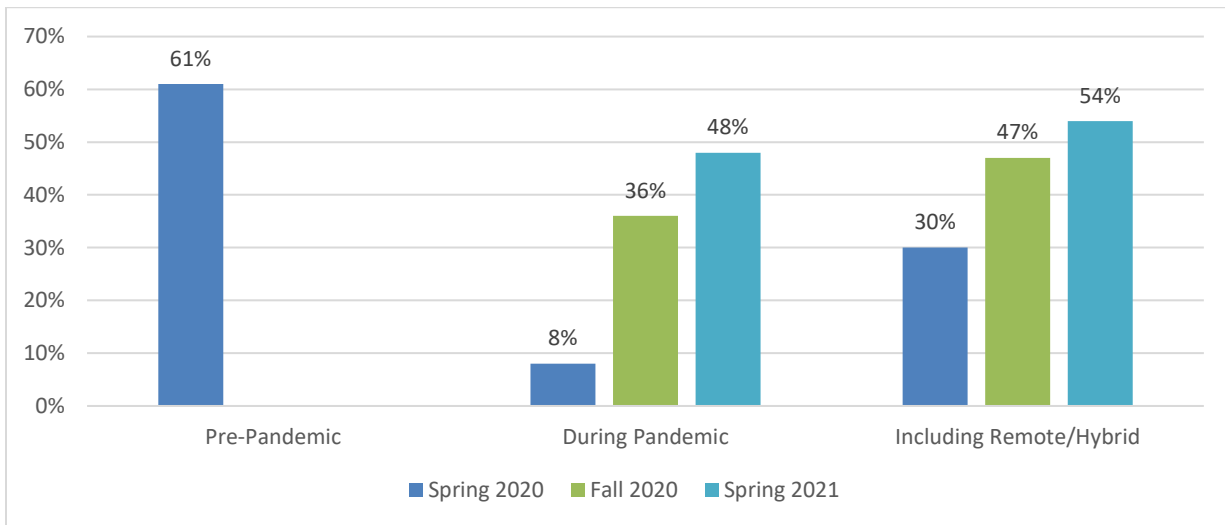


Figure 6-1. Preschool participation before and during the pandemic by Race/Ethnicity

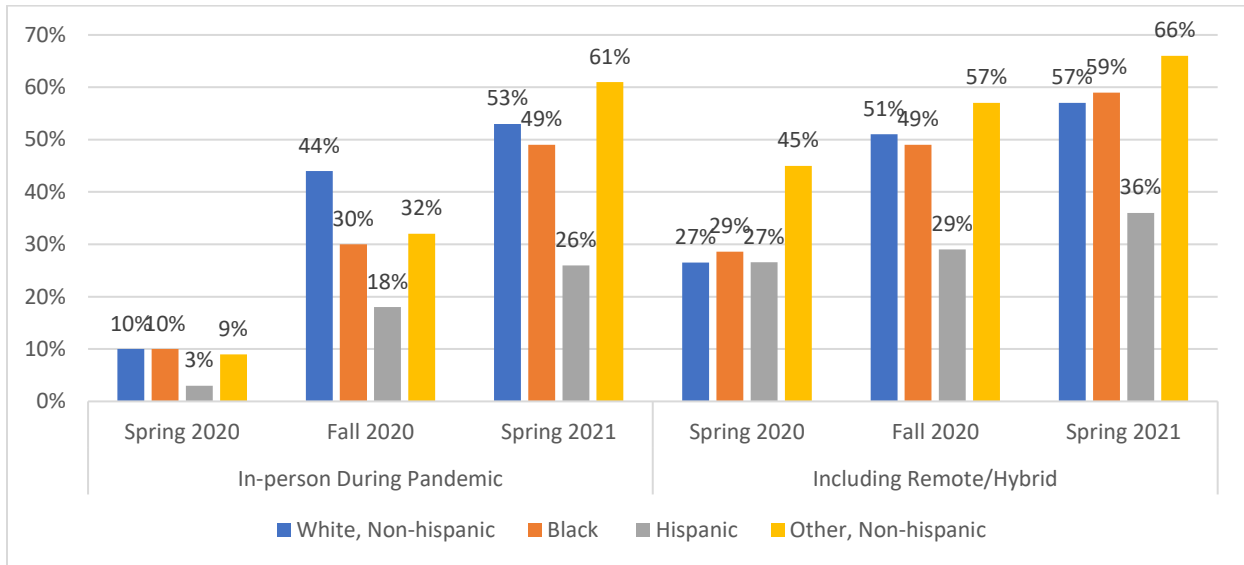


Figure 6-2. Preschool participation before and during pandemic by age

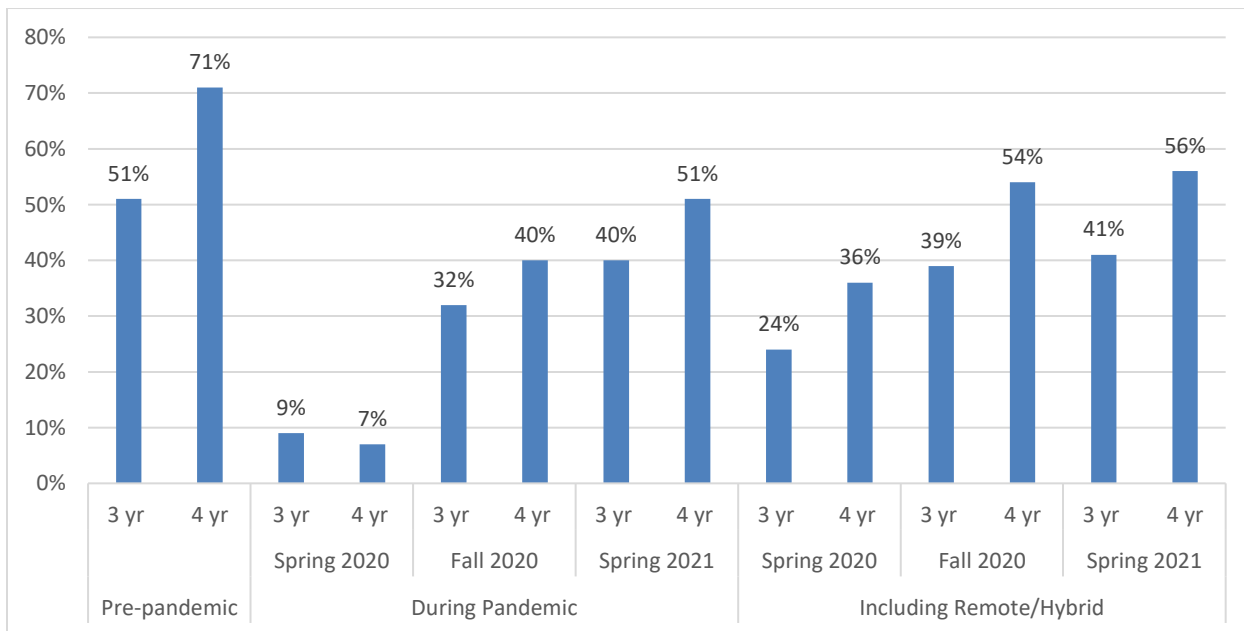


Table 6. Percentage in each type of preschool arrangement for children ages 3-5 and not yet in kindergarten by child and family characteristics (N = 954)

		Head Start		Private Center		Public Center		Home Based		All Programs		No preschool	
		N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Total		53	6%	346	37%	95	10%	23	2%	523	55%	431	45%
Child Age	3 years old	2	1%	84	33%	15	6%	3	1%	110	41%	146	59%
	4 years old	29	7%	158	36%	39	9%	17	4%	244	56%	190	44%
	5 years old	21	8%	104	40%	41	15%	3	1%	169	64%	94	36%
Race/Ethnicity	White, Non-Hispanic	22	4%	218	42%	46	9%	11	2%	305	57%	222	43%
	Black, Non-Hispanic	17	21%	15	18%	9	11%	3	4%	44	55%	37	45%
	Other, Non-Hispanic	0	1%	18	30%	19	32%	0	0%	38	62%	23	38%
	Hispanic	12	6%	52	25%	11	5%	9	4%	83	40%	125	60%
	2+ Races, Non-Hispanic	1	2%	42	55%	9	12%	0	0%	53	69%	24	31%
IEP	Yes	16	16%	27	26%	32	31%	2	2%	76	74%	26	26%
	No	36	4%	319	38%	63	7%	21	3%	446	52%	404	48%
Home Language	English	51	6%	345	38%	94	10%	23	3%	520	57%	391	43%
	Spanish	2	5%	0	1%	1	2%	0	0%	3	8%	40	92%
Parent Education	< High school	16	23%	6	8%	4	5%	5	7%	30	43%	41	57%
	High school	16	7%	48	23%	16	8%	6	3%	93	41%	127	59%
	Some college	18	6%	104	35%	27	9%	2	1%	152	51%	146	49%
	BA or higher	3	1%	188	51%	48	13%	9	3%	248	68%	118	32%
Work Status	Working	16	2%	304	39%	69	9%	19	3%	414	53%	367	47%
	Not working	37	22%	42	24%	27	15%	3	2%	109	63%	64	37%
Marital Status	Married	31	5%	286	43%	73	11%	16	2%	412	61%	256	39%
	Single	22	8%	60	21%	22	8%	7	2%	111	39%	174	61%
Region	Northeast	10	8%	67	52%	9	7%	1	1%	88	68%	41	32%
	Midwest	14	6%	93	40%	45	19%	5	2%	157	68%	75	32%
	South	23	6%	115	32%	26	7%	10	3%	180	50%	182	51%
	West	6	3%	71	31%	15	6%	7	3%	99	43%	133	57%
Household Income	Under \$24,999	18	22%	5	6%	10	11%	1	1%	34	40%	50	60%
	\$25,000 to \$49,999	11	8%	36	25%	13	9%	8	6%	74	49%	77	53%
	\$50,000 to \$74,999	3	2%	56	33%	19	11%	6	3%	84	49%	86	51%
	\$75,000 to \$99,999	5	3%	44	32%	9	6%	1	1%	58	42%	80	58%
	\$100,000 and more	16	4%	205	50%	45	11%	8	2%	273	67%	136	33%

Figure 7. Percent with IEP Spring and Fall 2020, Spring 2021

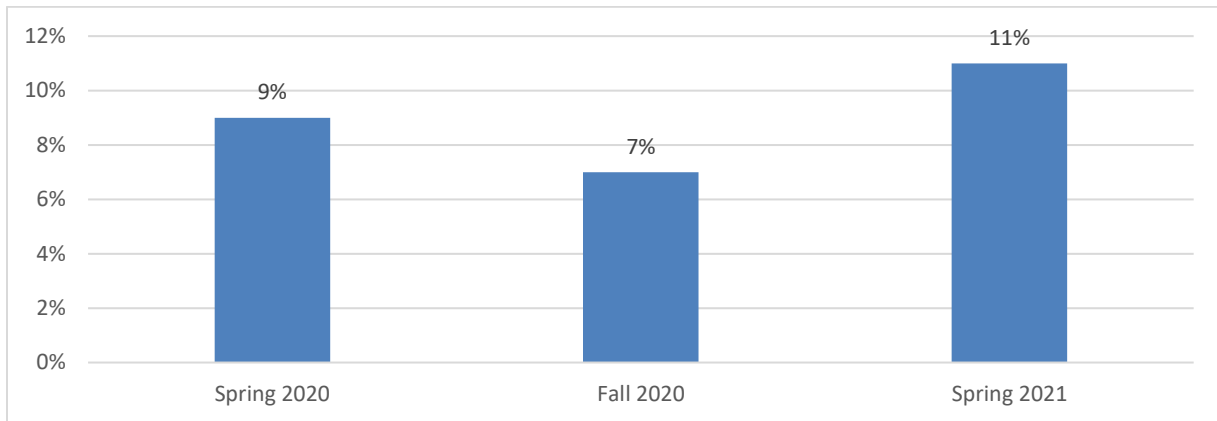


Figure 7-1. Percent with IEP Spring and Fall 2020, Spring 2021

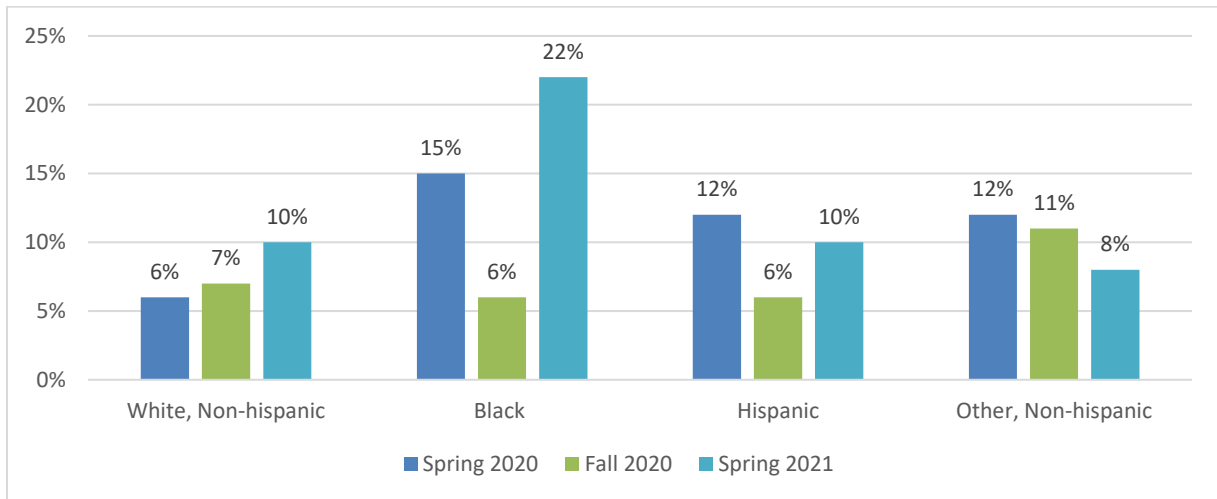


Figure 8. Services to children with special needs

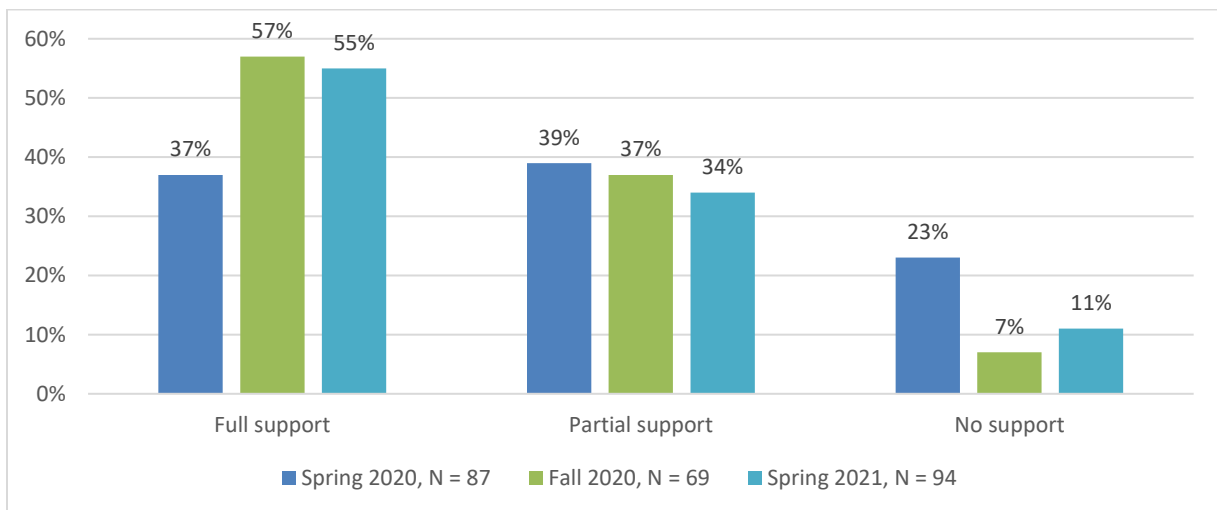


Figure 8-1. IEP Support, Spring 2021 (N = 94)

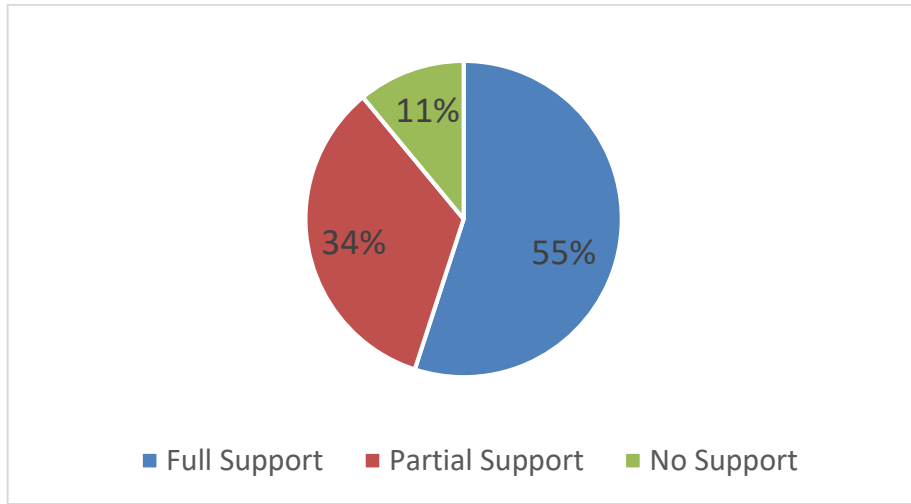


Figure 9. Social and Emotional Problems, Fall 2020 and Spring 2021

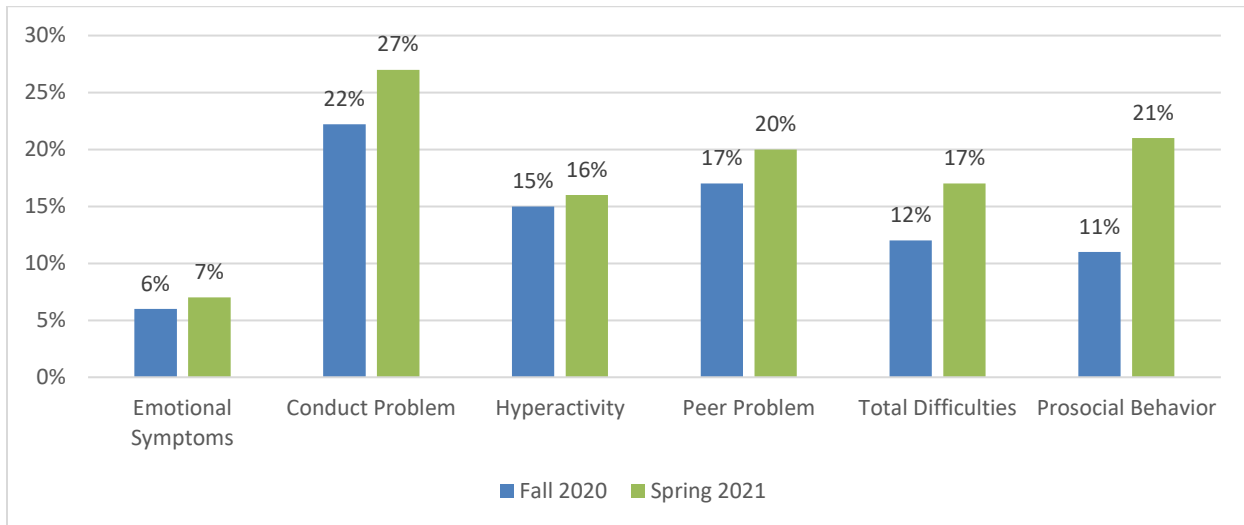


Figure 9-1. Social and Emotional Problems by Race/Ethnicity, Spring 2021

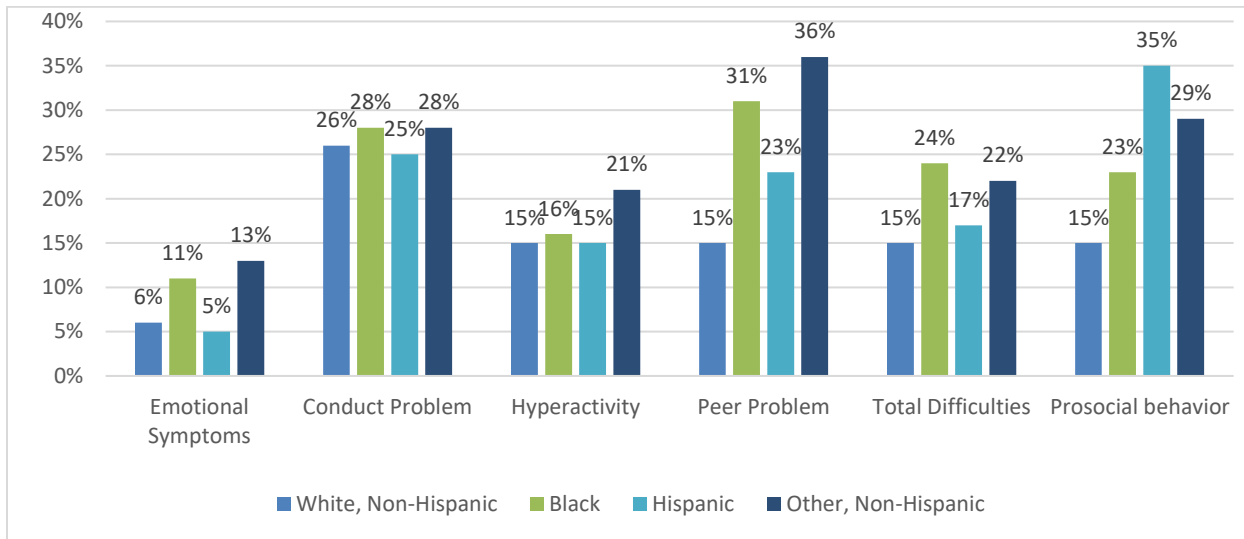


Figure 10. Satisfaction with the Child's Program (N = 523)

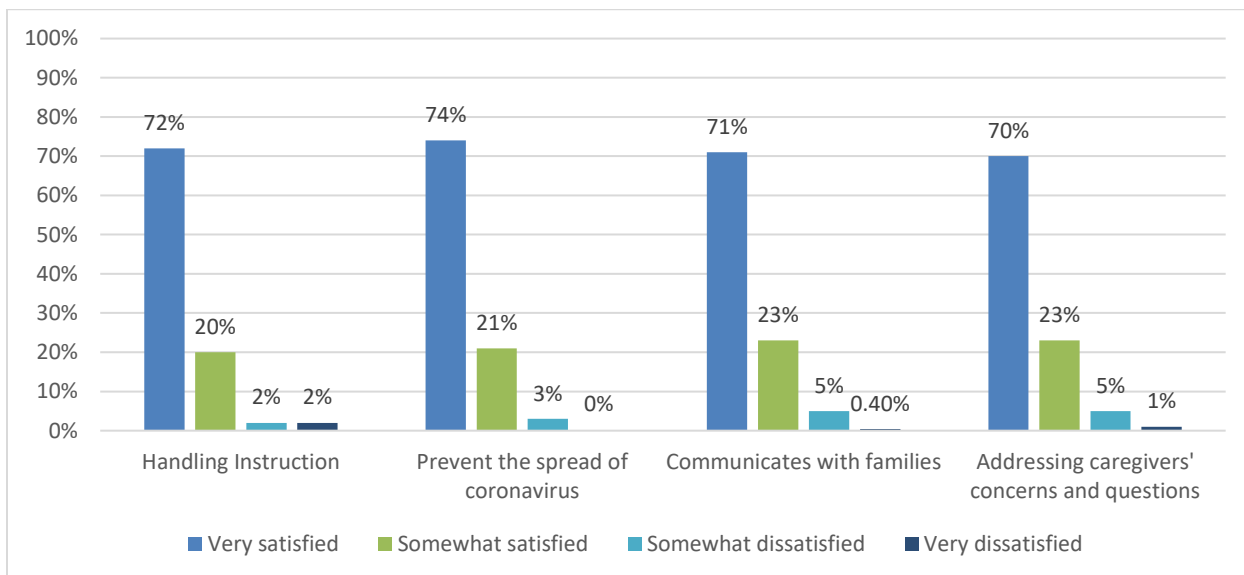


Figure 11. How concerned are you about child being exposed to the coronavirus in the child's program? (N = 527)

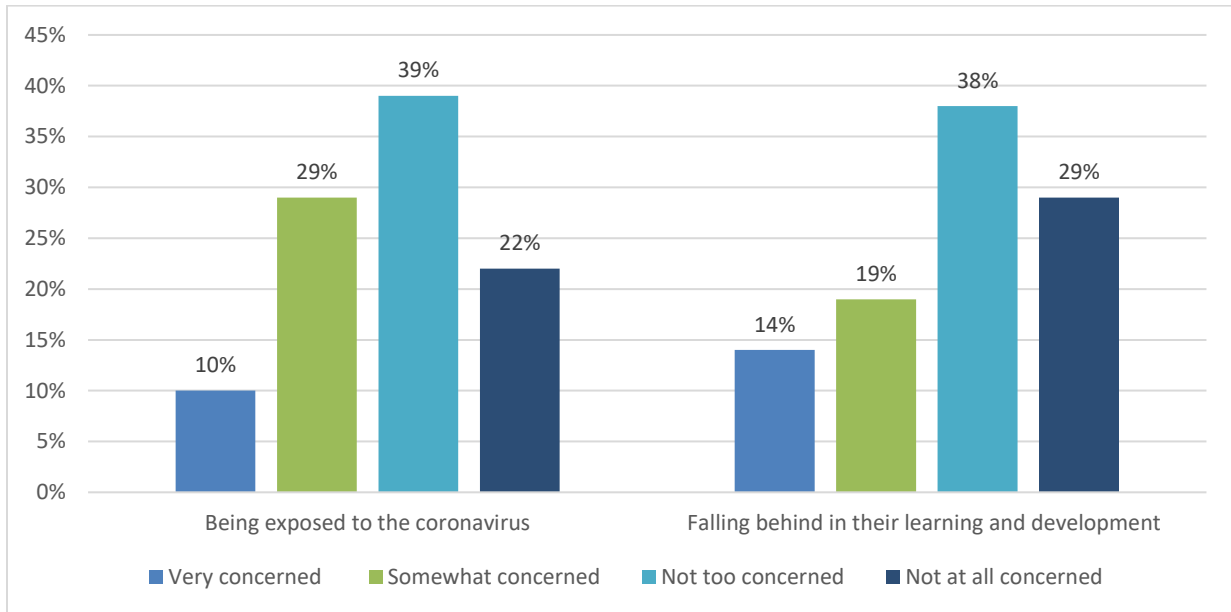


Figure 12. Compared to before the coronavirus outbreak, are you more concerned, less concerned, or just as concerned about the child in each of the following areas (N = 954)

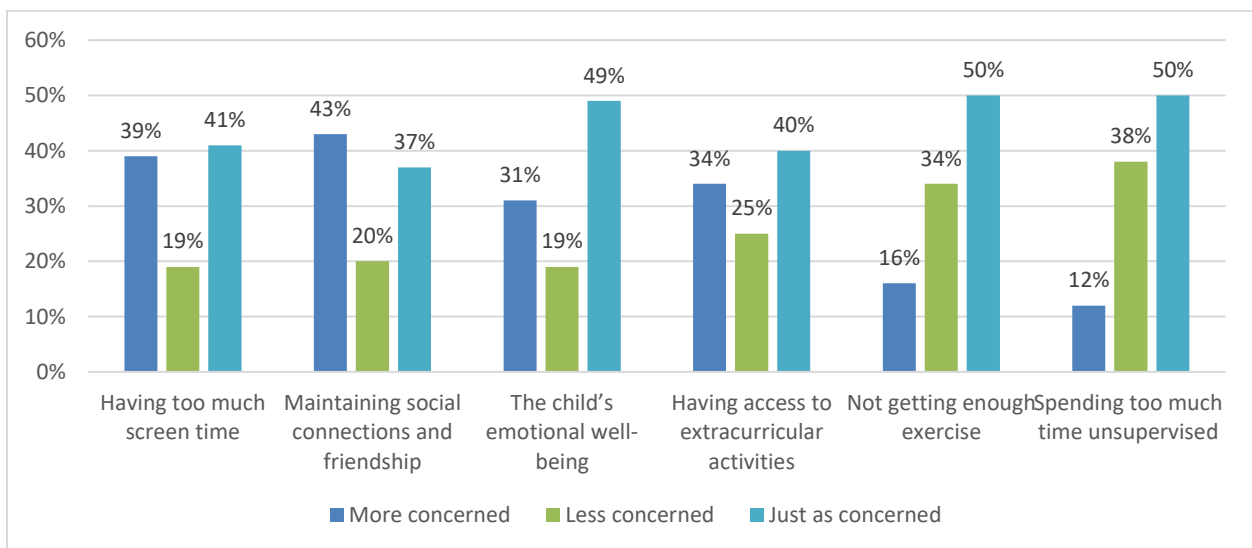


Figure 13. Compared to before the coronavirus outbreak, are you more concerned, less concerned, or just as concerned about the child's skill level in each of the following area (N = 954)

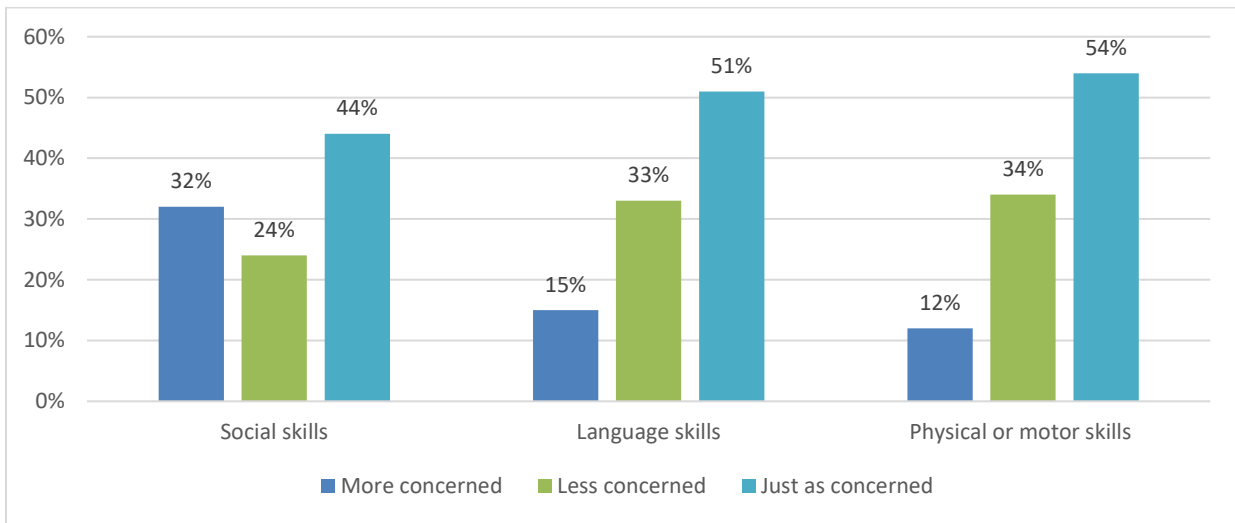


Figure 14. Plan to send to a summer program (N = 954)

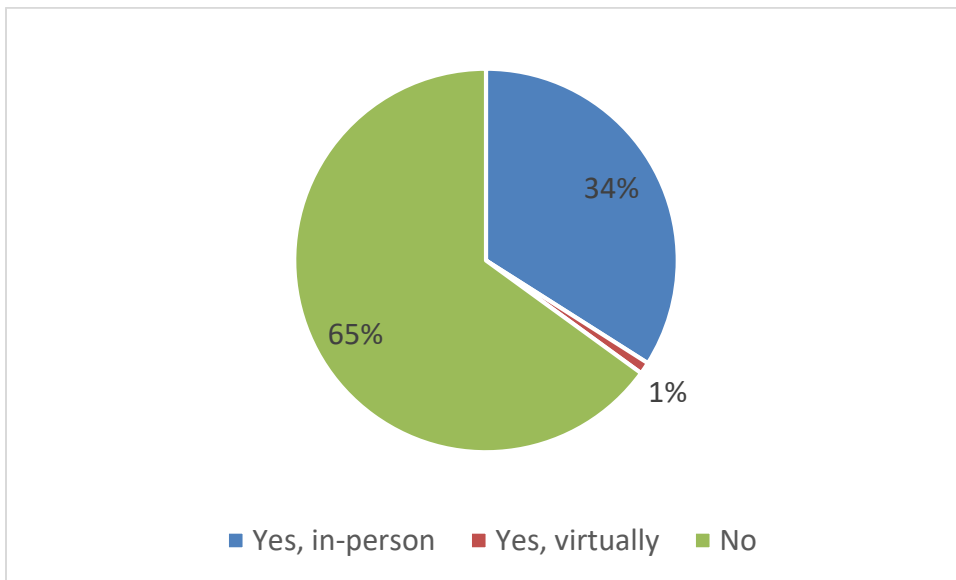


Figure 14-1. Plan to send to a summer program by race/ethnicity (N = 954)

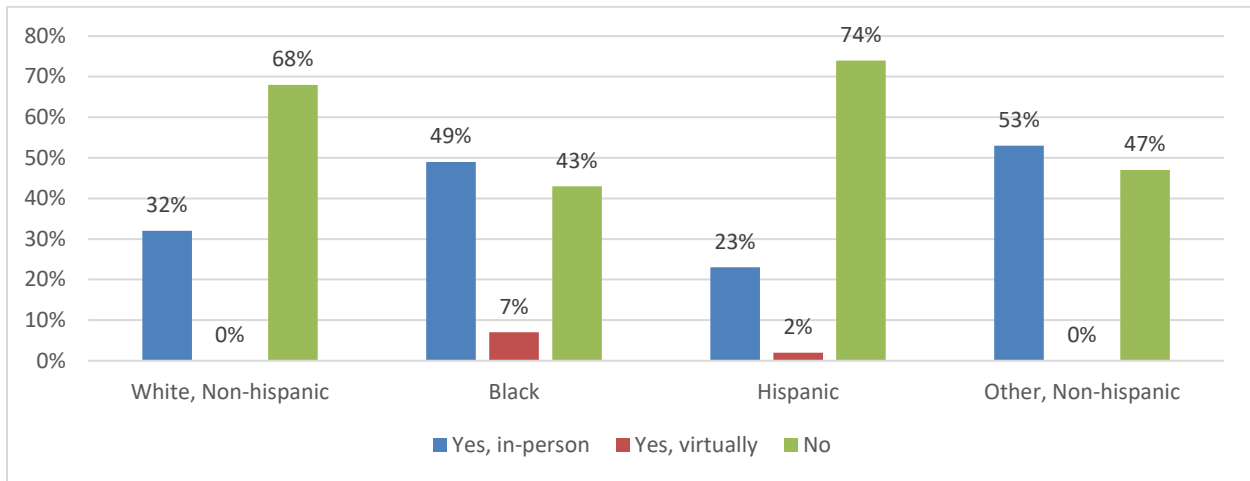


Figure 14-2. Plan to send to a summer program by household income (N = 954)

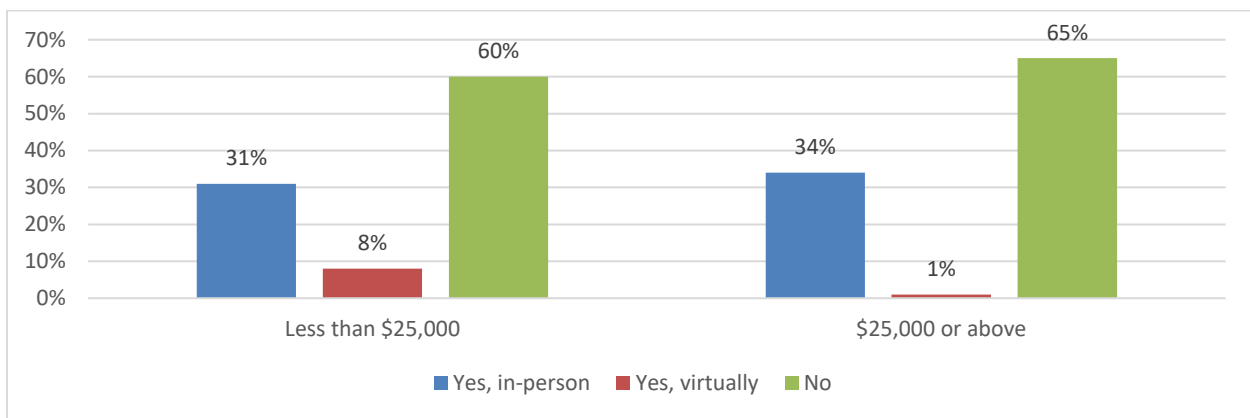


Figure 14-3. Plan to send to a summer program by parent education (N = 954)

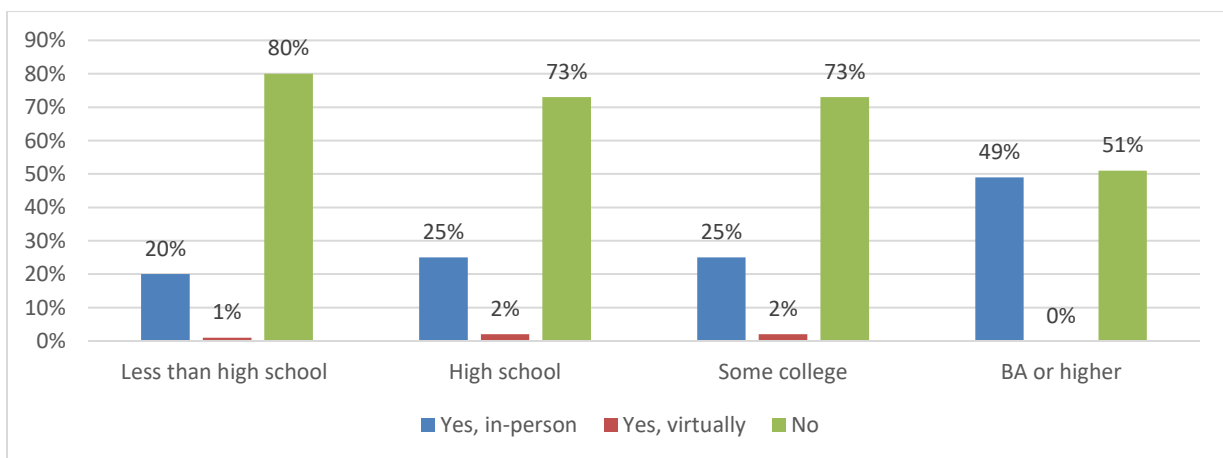


Figure 15. Plan to send in-person program in the fall (N = 954)

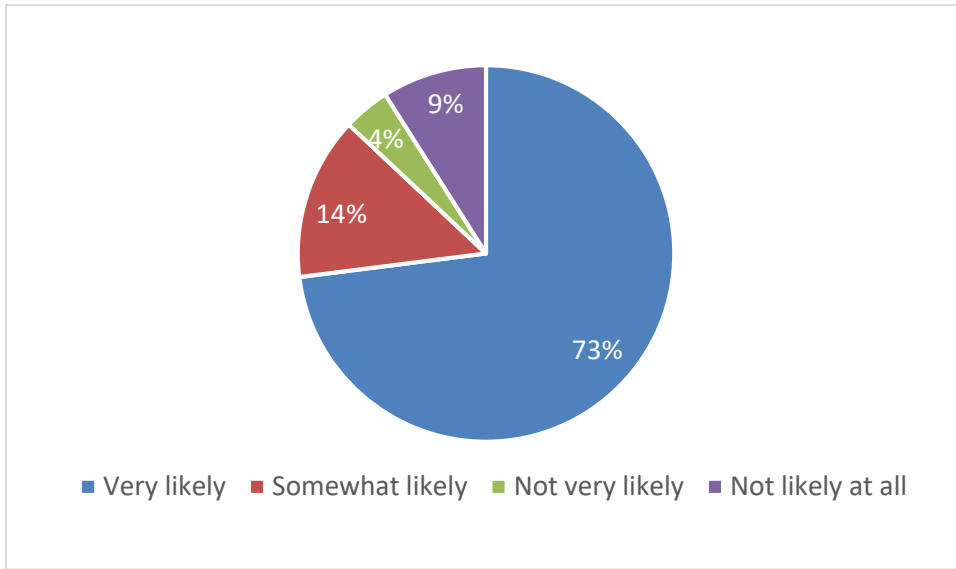


Figure 15-1. Plan to send in-person program in the fall by race/ethnicity (N = 954)

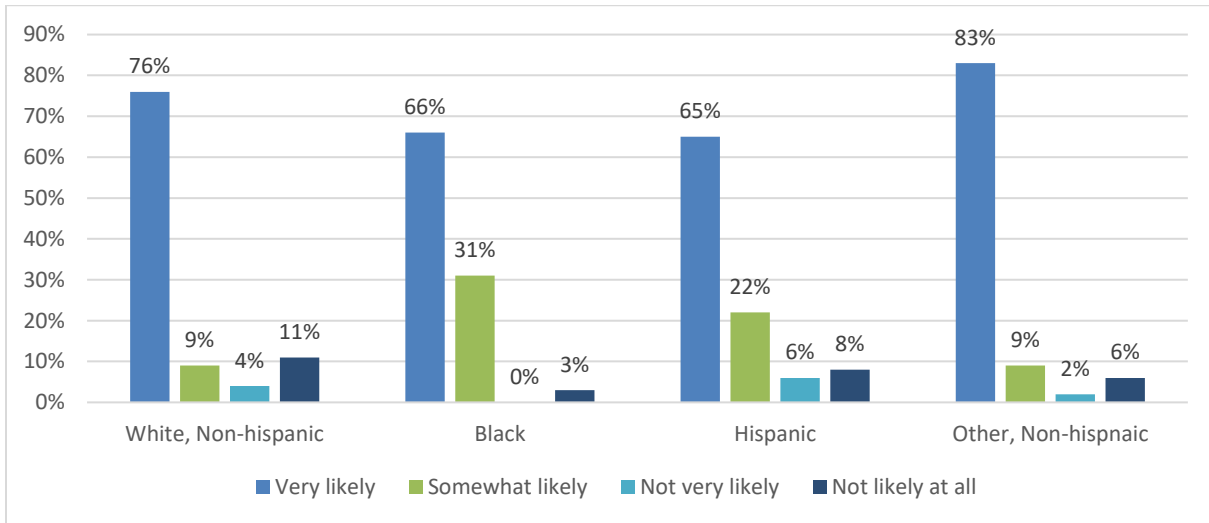


Figure 15-2. Plan to send in-person program in the fall by Household Income (N = 954)

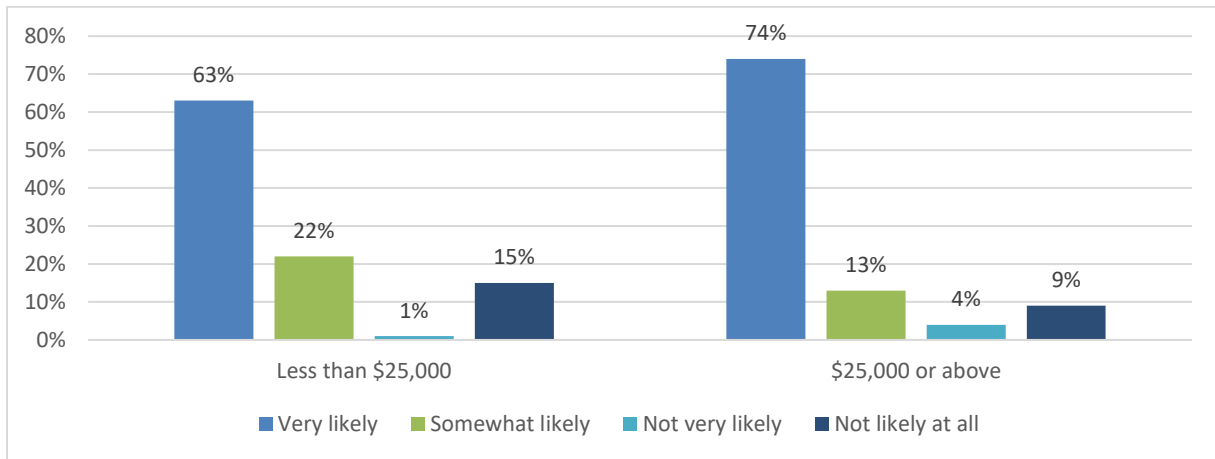


Figure 15-3. Plan to send in-person program in the fall by parent education (N = 954)

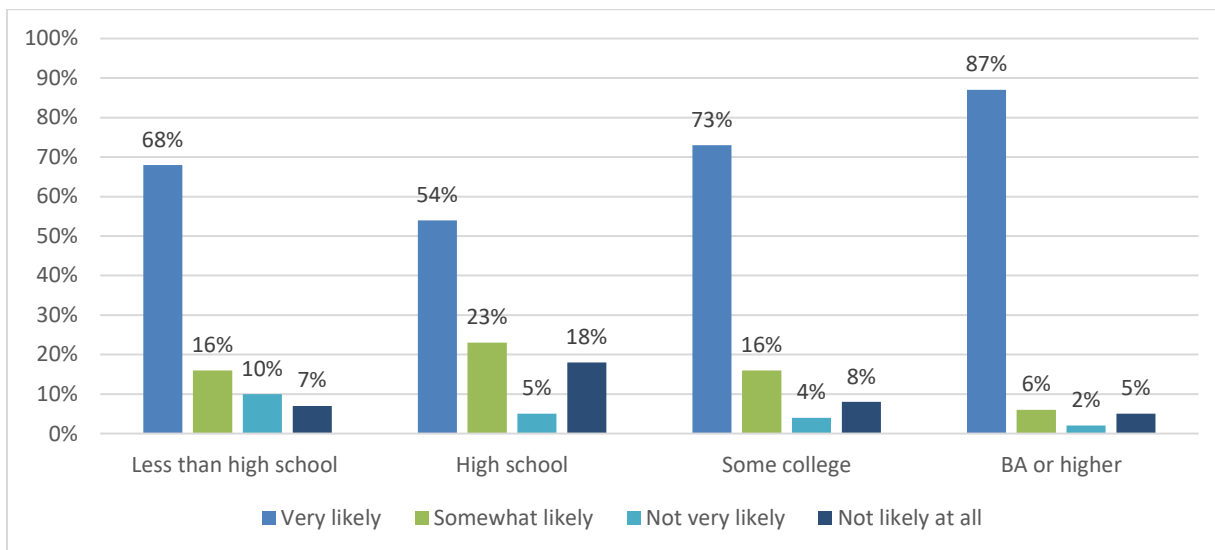


Figure 16. Factors that would affect your decision about in-person classes in the fall (N = 954)

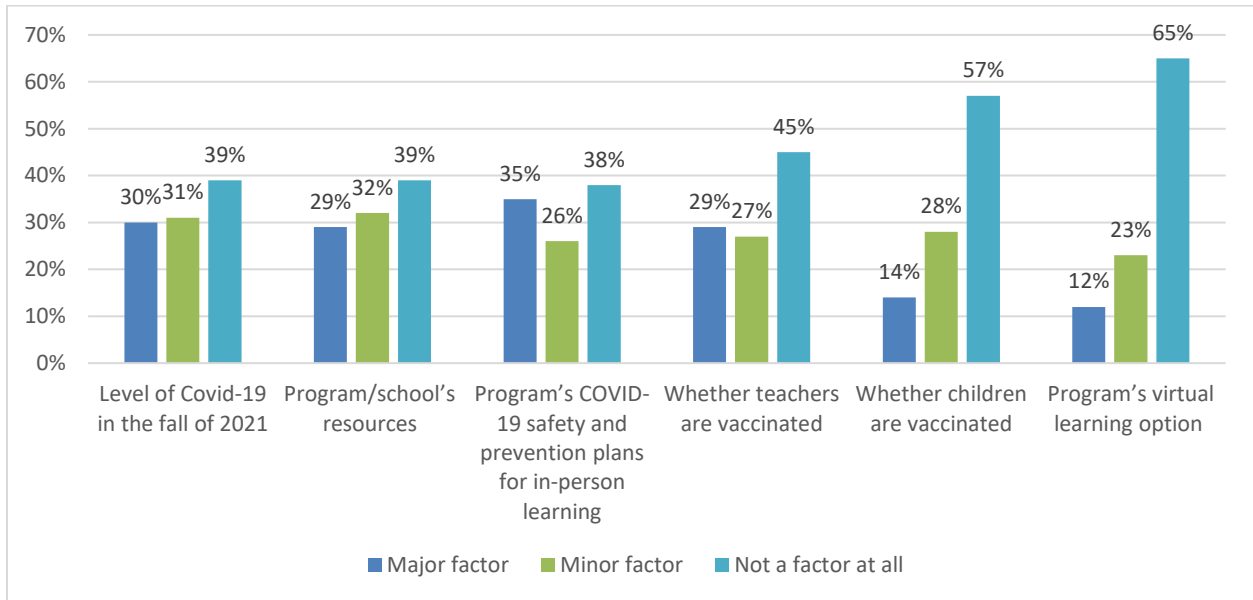


Figure 16-1. Major factors that would affect decision about in-person classes in the fall by race/ethnicity (N = 954)

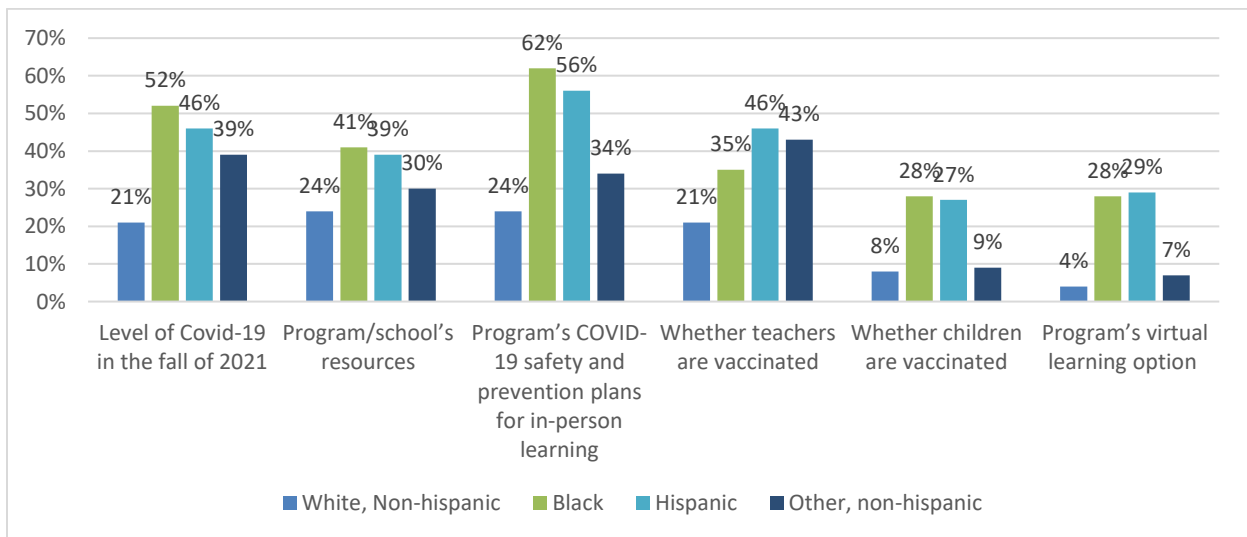


Figure 16-2. Major factors that would affect decision about in-person classes in the fall by Household Income (N = 954)

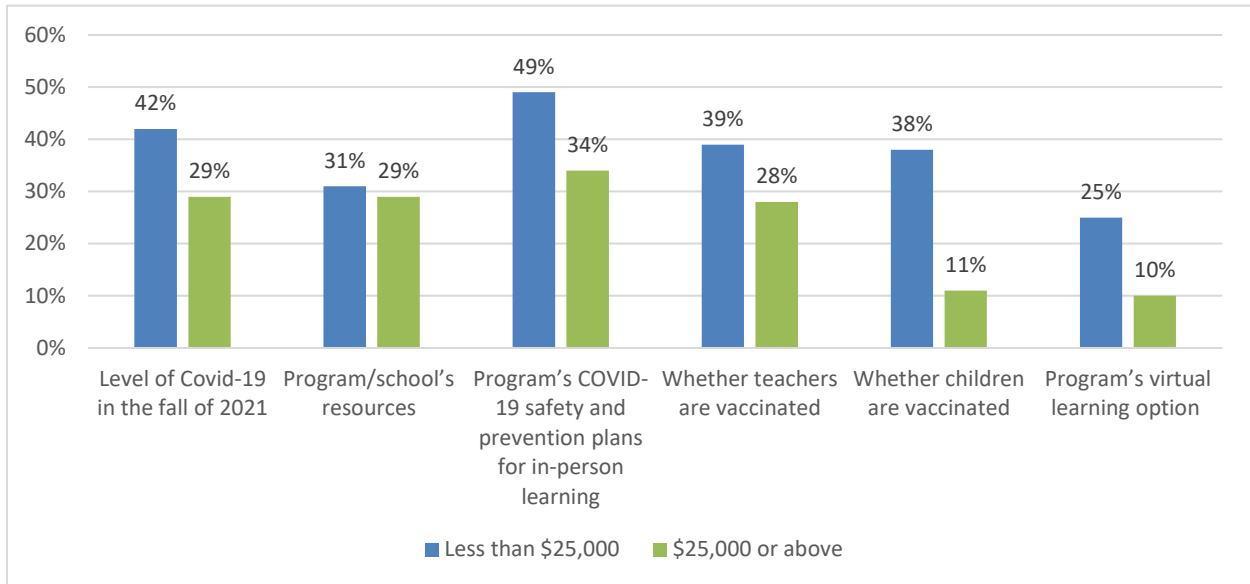


Figure 16-3. Major factors that would affect decision about in-person classes in the fall by Parent Education (N = 954)

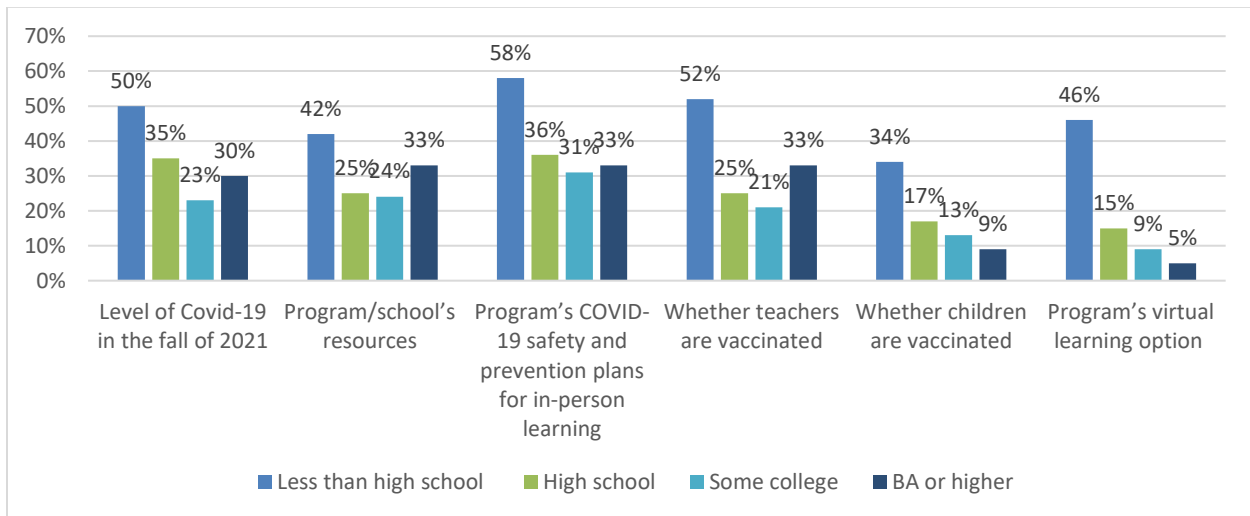


Figure 17. If you could enroll the child in free, high quality pre-K this fall, would you take advantage of this opportunity? (N = 794, only those not entering kindergarten in the fall)

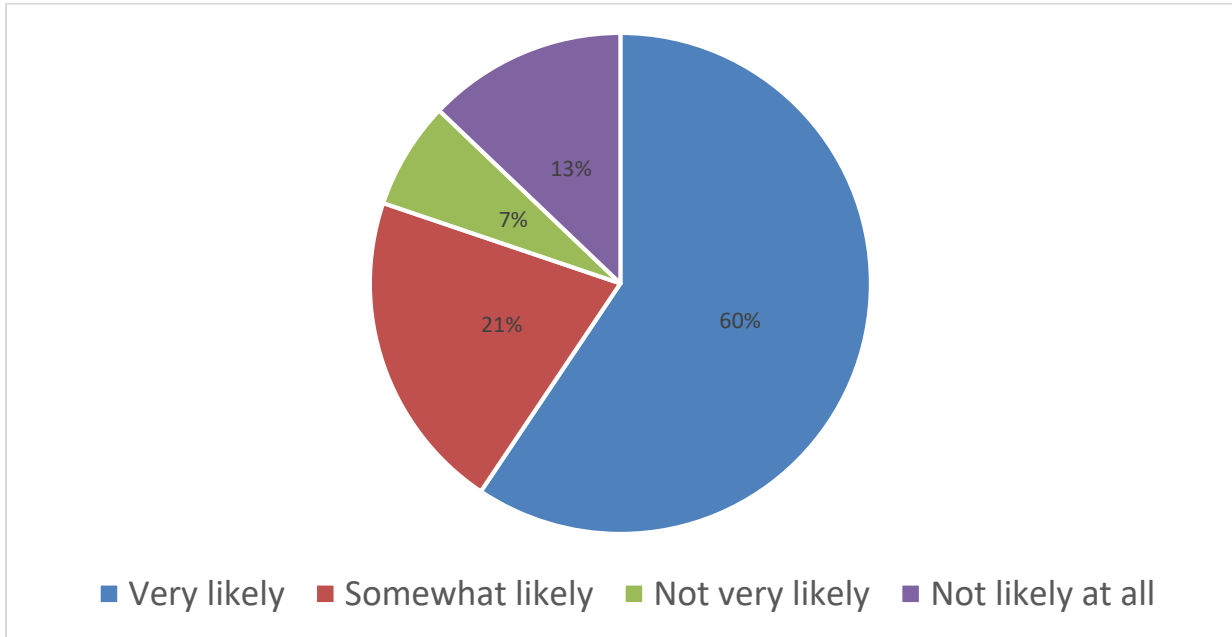


Figure 17-1. If you could enroll the child in free, high quality pre-K this fall, would you take advantage of this opportunity?: By Race/Ethnicity (N = 794)

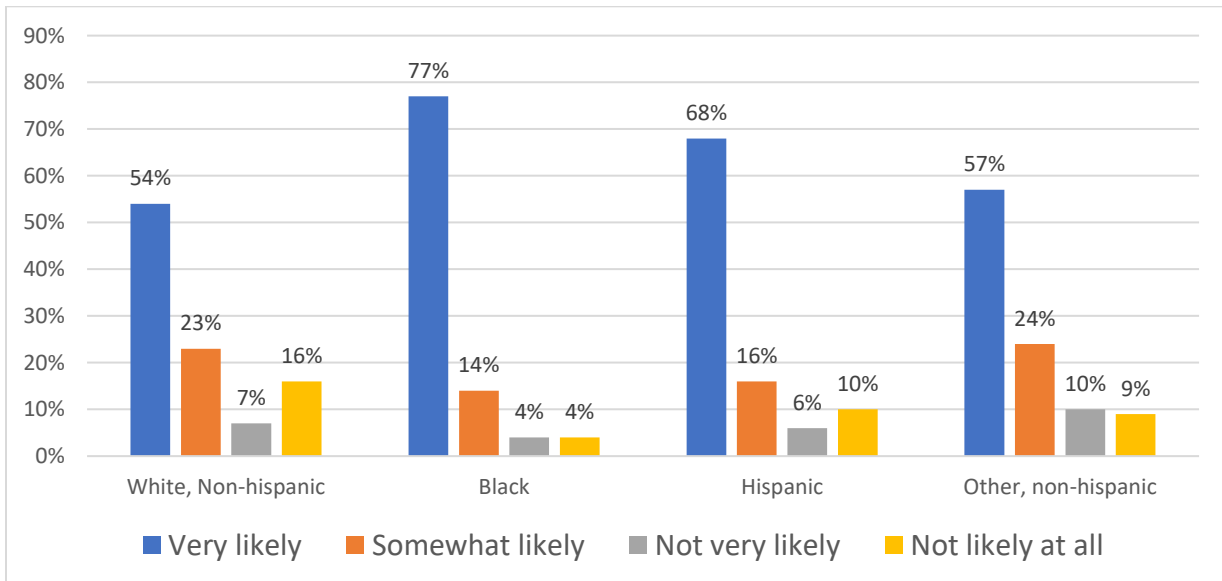


Figure 17-2. If you could enroll the child in free, high quality pre-K this fall, would you take advantage of this opportunity? By Household Income (N = 794)

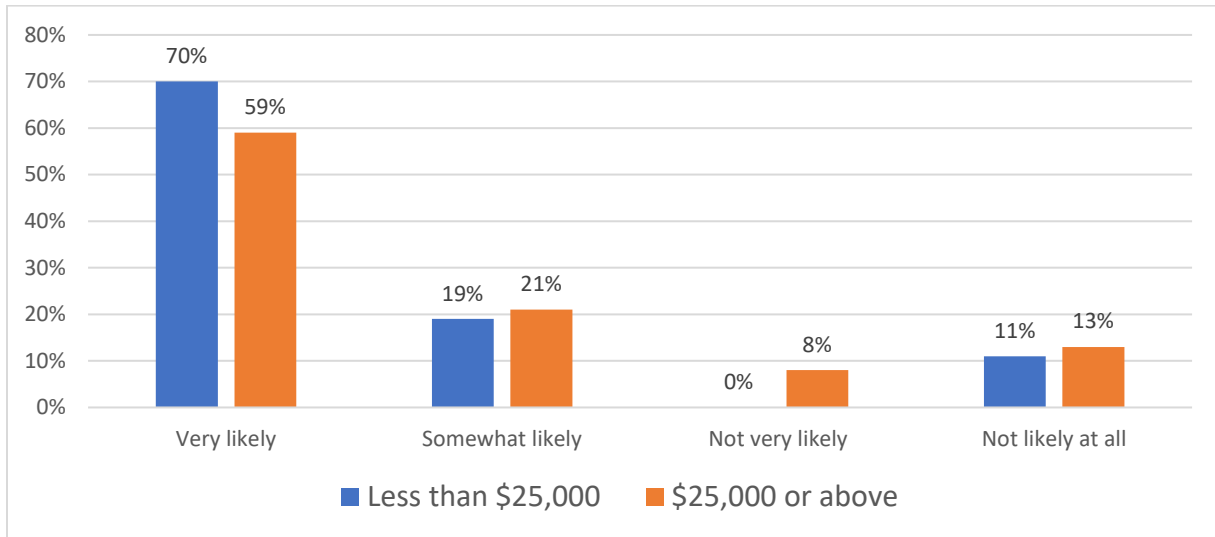


Figure 17-3. If you could enroll the child in free, high quality pre-K this fall, would you take advantage of this opportunity? By Parent Education (N = 794)

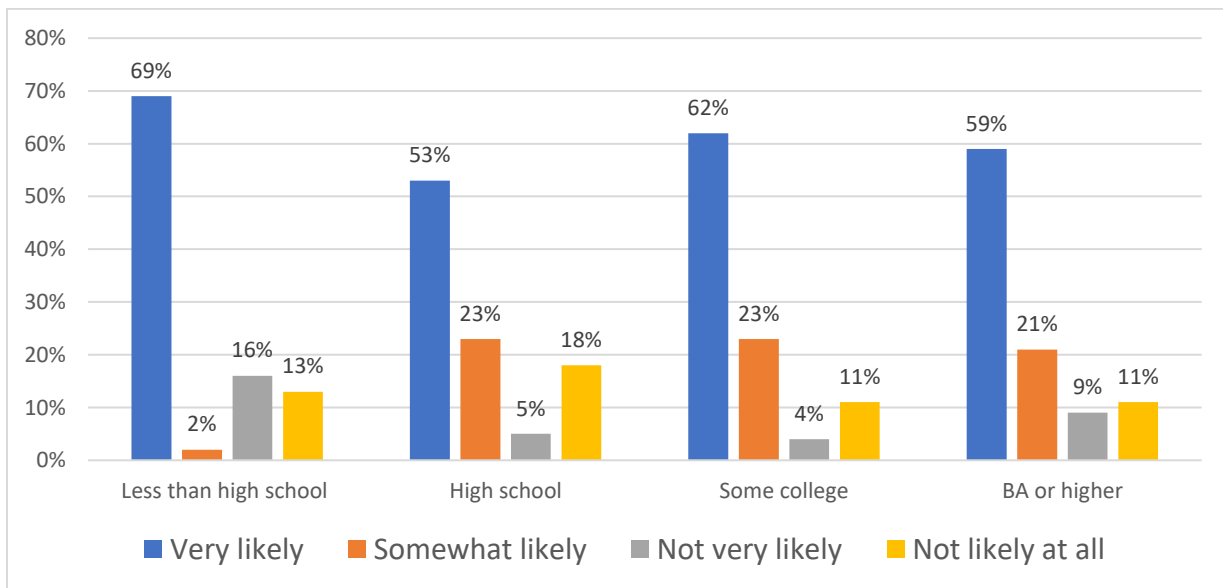


Figure 18. Would the availability of universal free pre-K save your family from otherwise paying for it, or would the child be attending pre-K for free regardless? (N = 638)

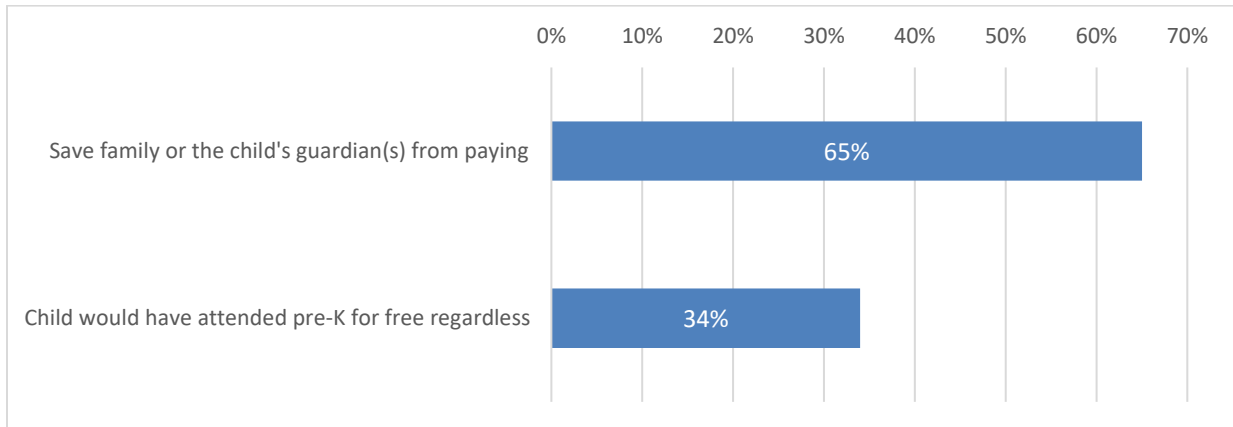


Figure 18-1. Would the availability of universal free pre-K save your family from otherwise paying for it, or would the child be attending pre-K for free regardless? By Race/Ethnicity (N = 638)

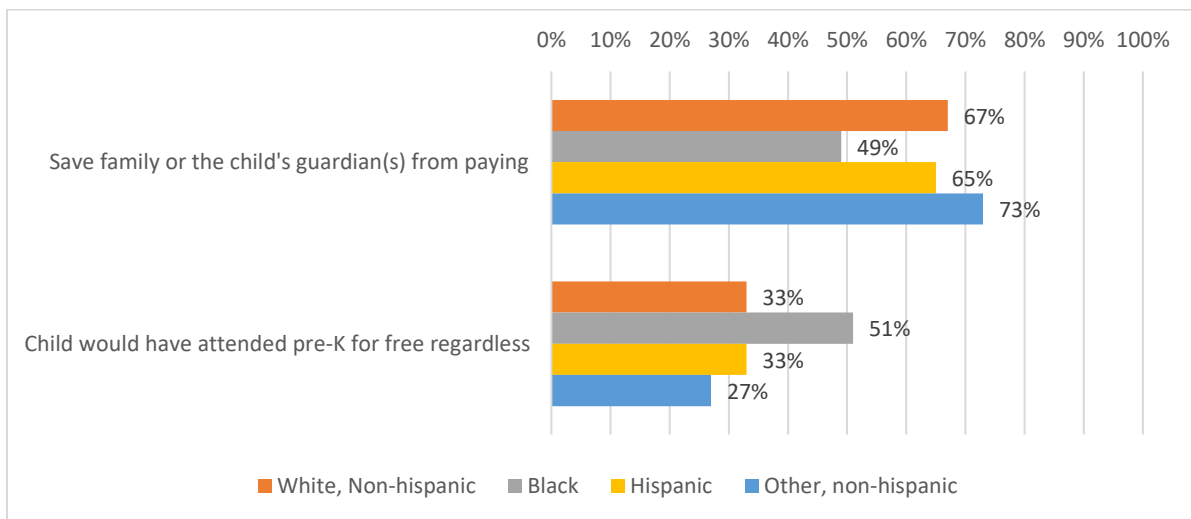


Figure 18-2. Would the availability of universal free pre-K save your family from otherwise paying for it, or would the child be attending pre-K for free regardless? By Household Income (N = 638)

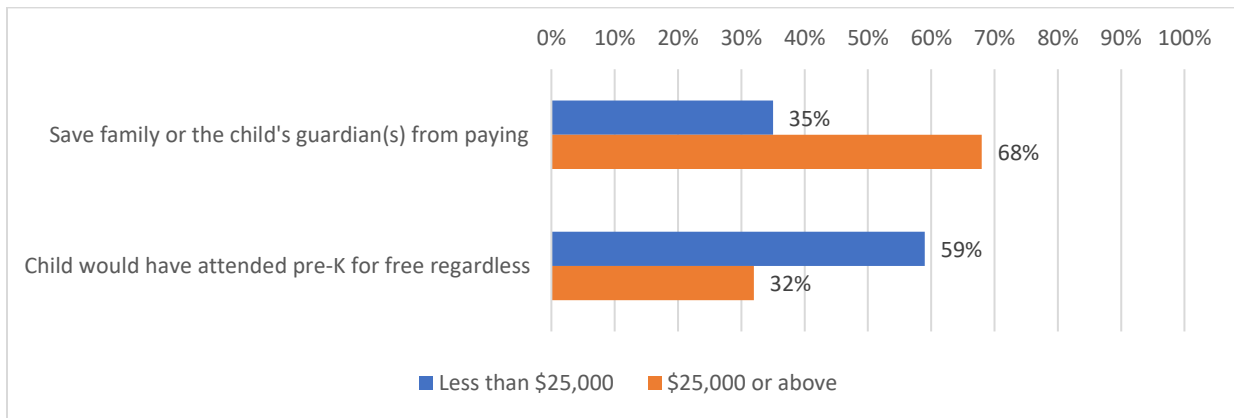


Figure 18-3. Would the availability of universal free pre-K save your family from otherwise paying for it, or would the child be attending pre-K for free regardless? By Parent Education (N = 638)

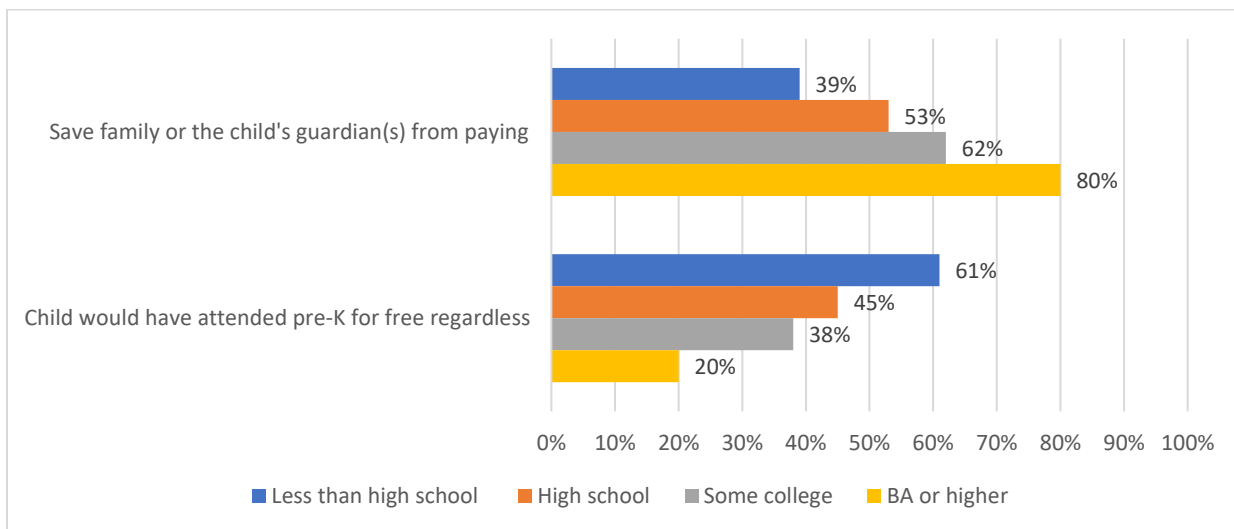


Figure 19. Percent of parents who are overwhelmed supporting Remote/Hybrid preschool

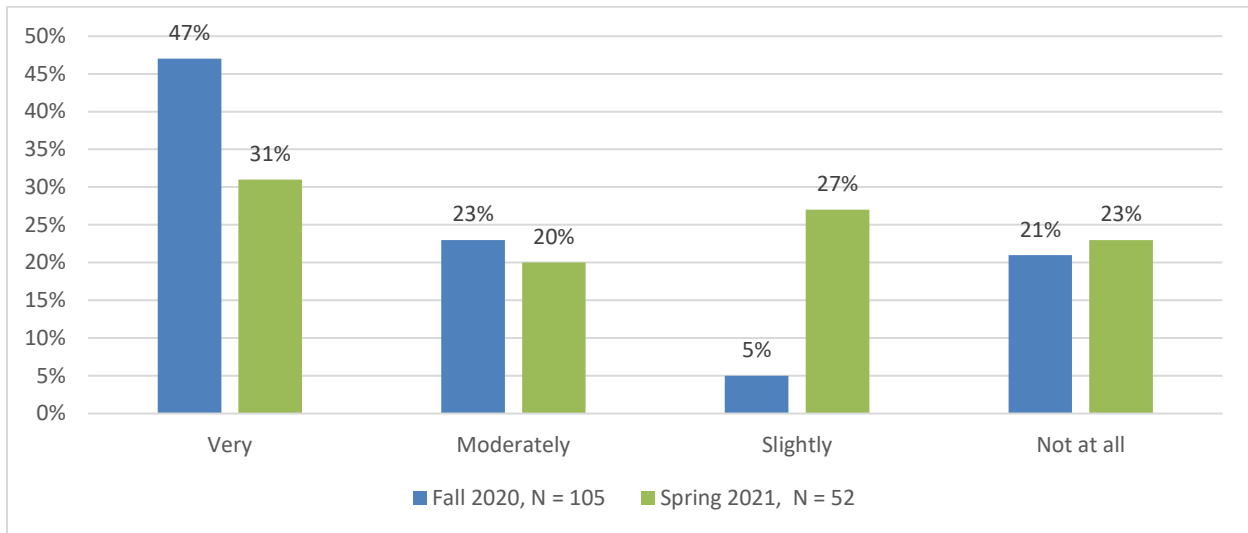


Figure 19-1. Percent of parents who are overwhelmed supporting Remote/Hybrid preschool, Spring 2021: By Race and Ethnicity

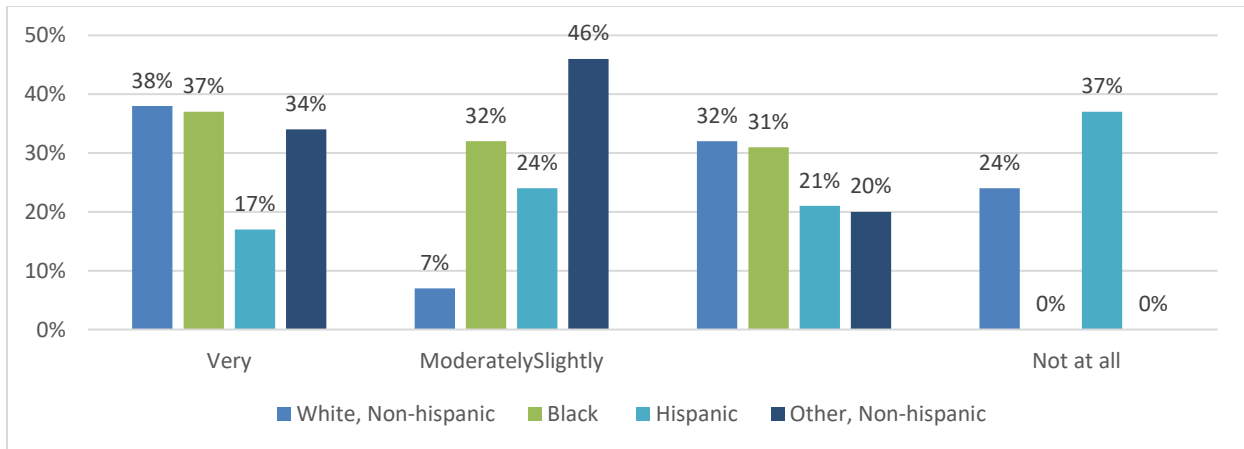


Figure 20. Most common problem working parents reported: Getting less work done because of ECE issues

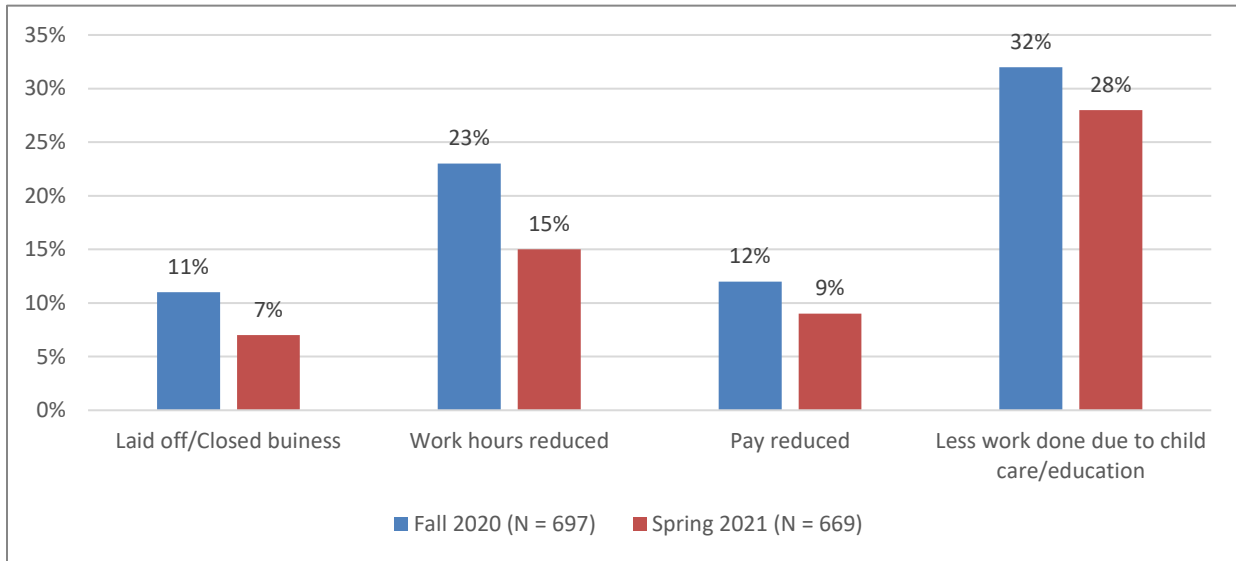


Figure 21. Reasons contributed to household decision against sending the child to some type of program (N = 428)

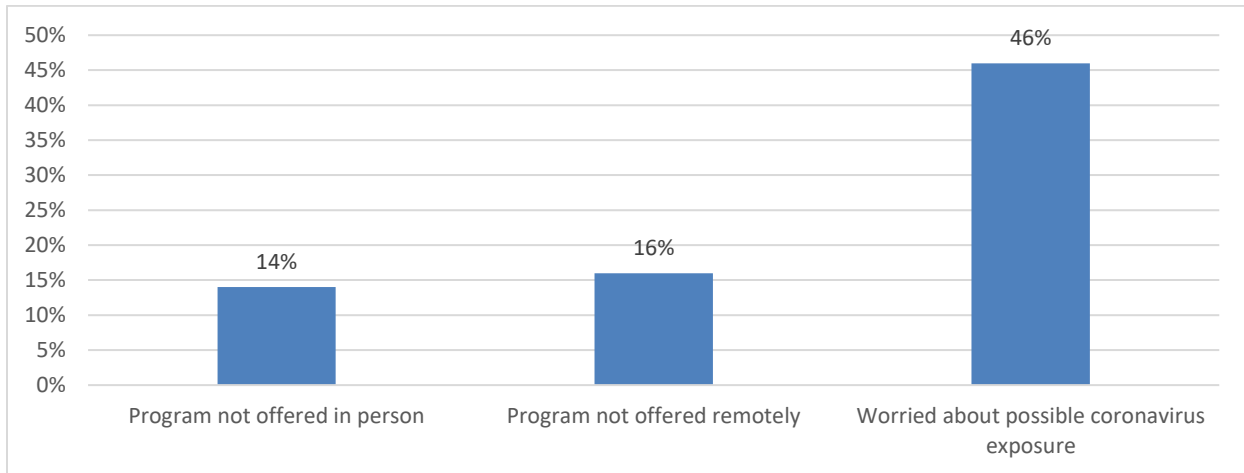


Figure 21-1. Reasons contributed to household decision against sending the child to some type of program by Race/Ethnicity (N = 428)

