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The Effects of Covid-19 on Early Childhood Education: Research and Implications

This book incorporates original research and reviews of the literature assessing the impacts of Covid-19 on Early Childhood education (ECE) with special attention to lessons learned, recommendations for the future, and policy implications.

Covid-19 has had a significant impact on ECE, affecting children, educators, families, and policymakers. For children, the disruptions caused by the many phases of the pandemic resulted in negative impacts on cognitive, social, and emotional development in addition to limited access to healthcare, substantial learning loss, lack of school professional services, and housing and food instabilities. At the same time, the pandemic has forced family members to take a more significant role in their children's education while balancing work and other responsibilities. Furthermore, Covid-19 exacerbated existing inequalities in ECE in the U.S., as experiences varied for children in families of low socio-economic status, immigrant children, children with disabilities, and dual-language-learners.

Policymakers and educators attempted to address these challenges during this trial-and-error time, and the lessons learned are explored in this book. Climate change, air quality issues, and other crises might bring about similar challenges, and the research gathered during this crisis can prove useful in the future.