
AUGUST 2020 | REPORT 2

HOW ARE THEY FARING?

Impacts of the COVID-19 Pandemic
on the Lives of Families and Young
Children in Massachusetts



*Kathryn E. Gonzalez, Emily C. Hanno, Jorge Cuartas,
Stephanie M. Jones, & Nonie K. Lesaux | Harvard Graduate School of Education
with
Kerry Hofer, Amy Checkoway, & Barbara Goodson | Abt Associates*

How are they Faring? Impacts of the COVID-19 Pandemic on the Lives of Families and Young Children in Massachusetts

Recommended Citation for this Report:

Gonzalez, K. E., Hanno, E. C., Cuartas, J., Jones, S. M., Lesaux, N. K., Hofer, K., Checkoway, A., & Goodson, B. (2020). *How are they Faring? Impacts of the COVID-19 Pandemic on the Lives of Families and Young Children in Massachusetts*. Saul Zaentz Early Education Initiative, Harvard Graduate School of Education.

Corresponding Author: Emily Hanno; ehanno@g.harvard.edu

Acknowledgements:

Research activities were funded by the Saul Zaentz Charitable Foundation through its generous support of the Saul Zaentz Early Education Initiative at the Harvard Graduate School of Education. We are deeply grateful to all of the families and children who have shared their time and perspectives with us.




TABLE OF CONTENTS

- 1** Executive Summary
- 2** Introduction
- 3** Survey Methods
- 4** Characteristics of the Sample
- 6** Parent and Guardian Concerns About the Pandemic
- 9** Life Changes, Disruptions, and Adjustments
- 17** Family Needs
- 19** Children's Lives at Home
- 25** Conclusion

EXECUTIVE SUMMARY

This report describes families' experiences during the first few months of the Coronavirus disease (COVID-19) pandemic in Massachusetts. Nearly 1,200 parents and guardians of 5-, 6-, and 7-year-olds across the state provided insights into their pandemic-related concerns; life changes, disruptions, and adjustments; family needs; and children's lives at home. Key findings are summarized here.

Key Findings

- **Most parents and guardians experienced significant disruptions to their daily lives and welfare and had high levels of overall stress and anxiety.** Nearly all parents and guardians reported that the COVID-19 pandemic caused major disruptions to their families' routines, including children's in-person attendance in school and their access to public spaces. Beyond these daily lifestyle adjustments, many parents and guardians also reported an absence of educational and economic supports. Roughly a quarter felt that their child's school did not provide adequate educational support for remote learning and nearly half reported that a family member had lost or reduced employment. These changes and disruptions represented a substantial source of stress for most families. Most reported feeling nervous, anxious, or on edge about the pandemic and found it difficult to balance their responsibilities. Parents and guardians also reported being worried about the multiple ways in which the pandemic could affect their families, including concerns about their family's health and future.
- **While nearly all parents and guardians reported disruptions and heightened stress, low-income families were disproportionately affected and are in the greatest need of support.** Low-income families were most likely to report serious disruptions to their welfare, including employment disruptions, family illness, and difficulties working from home. In turn, parents and guardians in low-income families were most concerned about the pandemic's impacts on their family's health, future, employment, and financial wellbeing. A substantial proportion of parents and guardians in low-income families also reported severe challenges related to finding or paying for housing, food insecurity, and employment instability.
- **Screen time for all children increased dramatically, but the kind of technology-based activities children engaged in and the remote learning supports they received varied.** Nearly all parents and guardians reported that their child was using technology to connect with their teachers and to engage with their studies. Most also reported they were directly supporting learning activities at home and that they had been directly in-touch with their child's school or teacher. Low-income families reported the highest levels of outreach and engagement from teachers and schools, including the provision of learning technology.

INTRODUCTION

The COVID-19 pandemic has had serious, widespread consequences for children and families across the globe. For many, the pandemic has led to unprecedented changes in their daily lives. Recent surveys of individuals across the United States show that the pandemic has led to income and employment disruptions (Karpman et al., 2020; Zamarro et al., 2020) and increased food insecurity (Bauer, 2020; Niles et al., 2020), particularly among those who were already the most vulnerable. The adjustments individuals have had to make in their daily lives, including engaging in social distancing, social isolation, and quarantine, are likely to have lasting psychological impacts (Brooks et al., 2020).

The consequences of the pandemic are likely to be particularly salient for parents and guardians, who, in addition to navigating its widespread effects, are navigating school closures, reduced access to educational opportunities, and major disruptions to their families' everyday routines. Recent surveys of parents across the United States show they report high levels of stress due to financial concerns and disruptions to their daily lives (American Psychological Association, 2020; Kirzinger et al., 2020; Lee & Ward, 2020). Widespread school closures, including closures of both early education and care programs and K-12 schools, have negatively impacted many parents' and guardians' mental wellbeing and made it difficult for parents and guardians to balance childcare responsibilities with other obligations (American Psychological Association, 2020; Lee & Ward, 2020; Pew Research Center, 2020). Many parents and guardians are also concerned about whether remote education has supported children's continued learning and report that engagement and outreach from teachers and schools has been inconsistent (Henderson et al., 2020).

This report focuses on the consequences of the pandemic in Massachusetts, which experienced one of the earliest and most widespread outbreaks of COVID-19 in the United States. On March 17, 2020, all K-12 schools were closed by executive order. On March 24, 2020, Governor Charlie Baker issued a Stay-at-Home advisory, shuttering all non-essential businesses. By the end of April, as COVID-19-related deaths in the state approached 5,000, government officials announced that K-12 schools would remain closed for the rest of the 2019-2020 academic year. School closures, in combination with other widespread impacts of the pandemic, likely had serious consequences for children, parents and guardians, and families in the state. We asked parents and guardians of 5-, 6-, and 7-year-old children across Massachusetts about their experiences during the COVID-19 pandemic. The report is organized around four main topic areas:

1. parent and guardian concerns about the pandemic;
2. life changes, disruptions, and adjustments;
3. family needs; and
4. children's lives at home.

SURVEY METHODS

In this report, we present findings from a survey conducted with parents and guardians from across the state of Massachusetts. This survey was conducted as part of the larger Early Learning Study at Harvard (ELS@H), a longitudinal, population-based study of young children and early education and care providers across the state (Jones et al., 2020). The survey was administered during the third year of the study (2019-2020), when the majority of children in the sample were in Kindergarten and first grade and between 6 and 7 years old.

Parents and guardians of children participating in this study were invited via email to complete the survey. In total, 1,172 of 2,602 invited parents responded to the survey for an overall completion rate of 45%. The majority of parents and guardians responded to the survey in April or May 2020.

Some of the parents and guardians responded to the COVID-specific items as part of ELS@H's usual annual parent survey that had been open since the fall. On April 16, 2020, the study team added a series of pandemic-related questions to the parent survey already in the field. A total of 1,255 families of consented study children received an email invitation to complete the survey after the COVID questions were added. The COVID-enhanced survey version was open for 9 weeks (closed on June 19, 2020), and parents received up to 3 email reminders.

An additional 1,347 parents and guardians, who had already completed the parent survey earlier in the year and had provided an email address, were contacted on April 10, 2020 about responding to a supplemental survey containing just the COVID items. The supplemental survey was open for just over 10 weeks (closed on June 24, 2020), and parents received up to 2 email reminders to complete the survey during the fielding period.

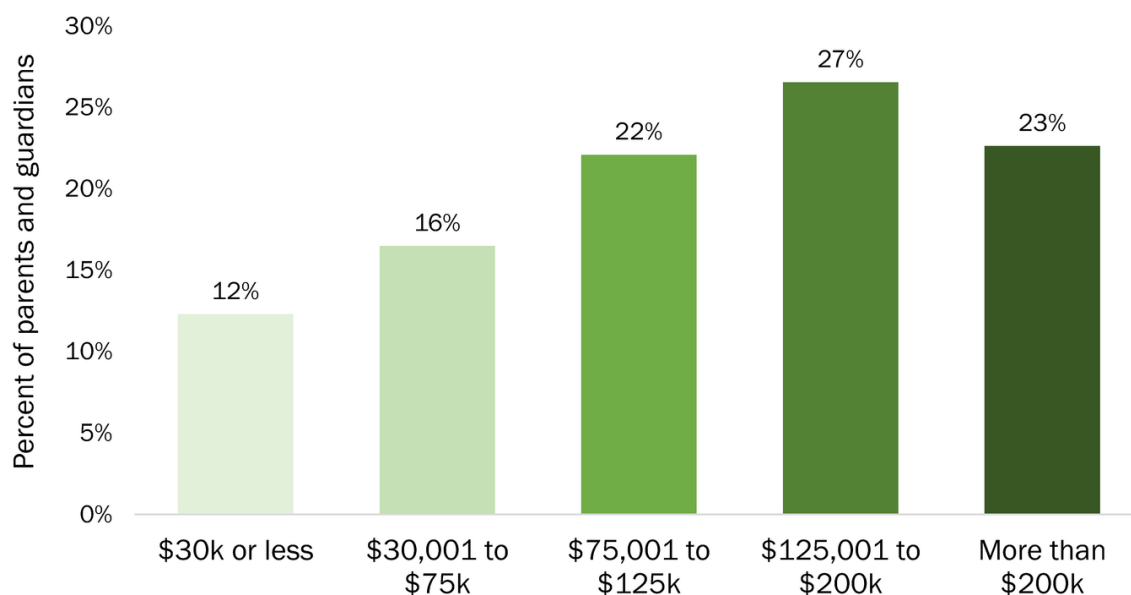


CHARACTERISTICS OF THE SAMPLE

The sample for the current report includes 1,172 parents and guardians of young children in Massachusetts. These parents and guardians represent 1,209 young children participating in ELS@H (some parents and guardians have multiple children in the study).

Respondents represented all areas of the state and a wide range of socioeconomic backgrounds. Demographic data collected in previous years of the study suggested that the average household income in our sample was approximately \$130,000, which is higher than the \$106,000 average household income in Massachusetts (U.S. Census Bureau, 2018). About one-tenth (12%) of survey respondents reported a household income of \$30k or less, while 23% reported a household income of over \$200k (Figure 1). Education levels in our sample were generally high (Figure 2). Most parents and guardians had a bachelor's degree or above (75%) and nearly half had a graduate degree (43%). Most parents in our sample were mothers (88%), but the sample also included a small percentage of fathers (11%) and other relative and non-relative caregivers and guardians (2%).

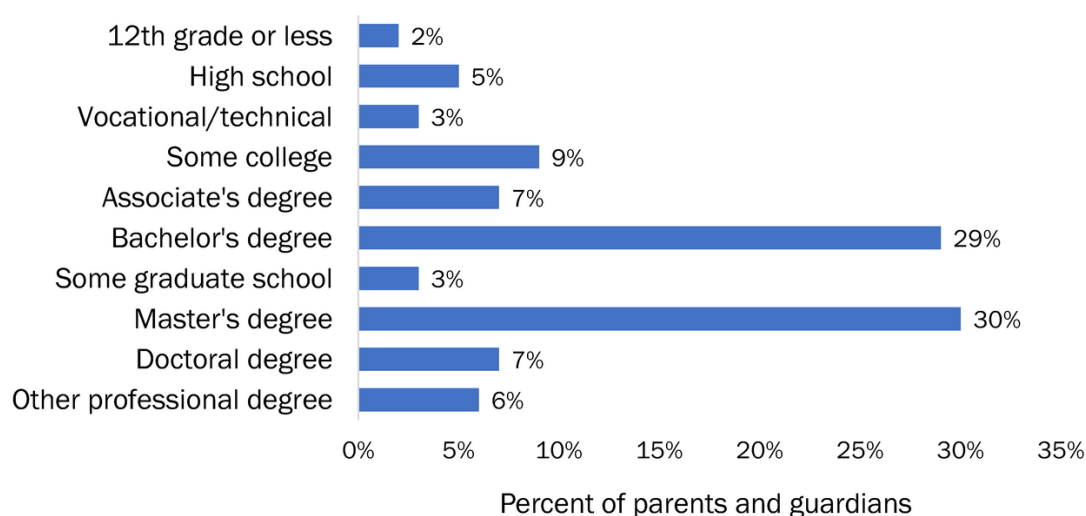
Figure 1. Family income (*n* = 1,123)



Note: Information on family income was collected from parent and guardian surveys administered in 2019 and 2018. Information on family income is not available for 49 parents and guardians (4%).

CHARACTERISTICS OF THE SAMPLE

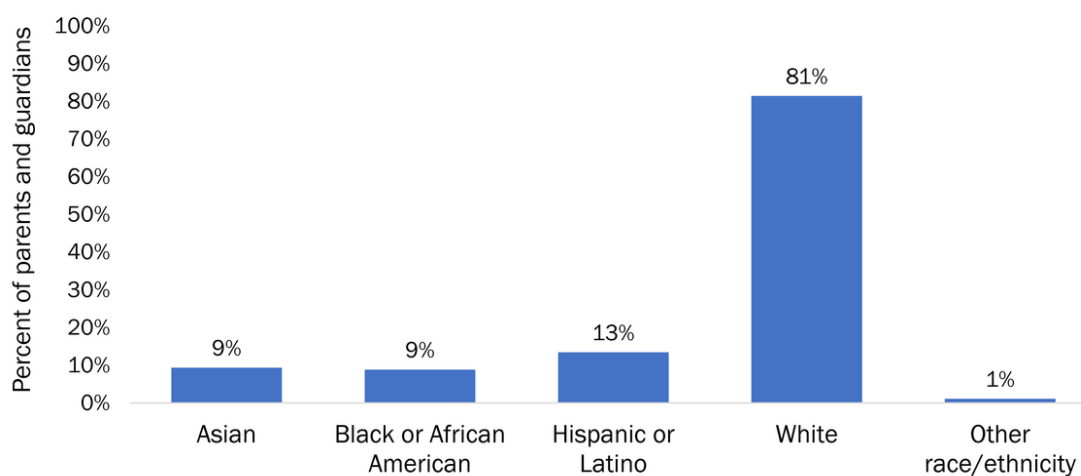
Figure 2. Parent or guardian education ($n = 1,076$)



Note: Information on parent and guardian education was collected from parent and guardian surveys administered in 2019 and 2018. Information on parent or guardian education is not available for 96 parents and guardians (9%).

Children were between the ages of 5 and 7 at the time of the survey, with most children being 6 or 7 years old. On average, children were 6.6 years old ($SD = 0.6$) and were primarily in Kindergarten or first grade during the 2019-2020 school year. In Massachusetts, Kindergarten participation is not mandatory and some of the younger children were still in center-based care or home-based care. Most children represented in the sample were White (81%), and a smaller share of children were Hispanic or Latino (13%), Asian (9%), or Black or African American (9%) (Figure 3).

Figure 3. Children's race/ethnicity ($n = 1,209$)



Note: "Other race/ethnicity" includes American Indian/Alaska Native and Native Hawaiian/Pacific Islander. Parents could indicate more than one response for child race/ethnicity, so responses may sum to more than 100 percent.

PARENT AND GUARDIAN CONCERNS ABOUT THE PANDEMIC

Overall Stress and Anxiety

Most parents and guardians reported they experienced high levels of general stress and anxiety related to the COVID-19 pandemic. As shown in Figure 4, the majority of parents and guardians “agreed” (51%) or “strongly agreed” (15%) that they felt nervous, anxious, or on edge about the pandemic. This finding was consistent across family income categories, with over 60% of parents and guardians in all income categories agreeing or strongly agreeing that they felt nervous, anxious, or on edge (Figure 5).

Figure 4. Parent or guardian felt nervous, anxious, or on edge about the pandemic (n = 1,170)

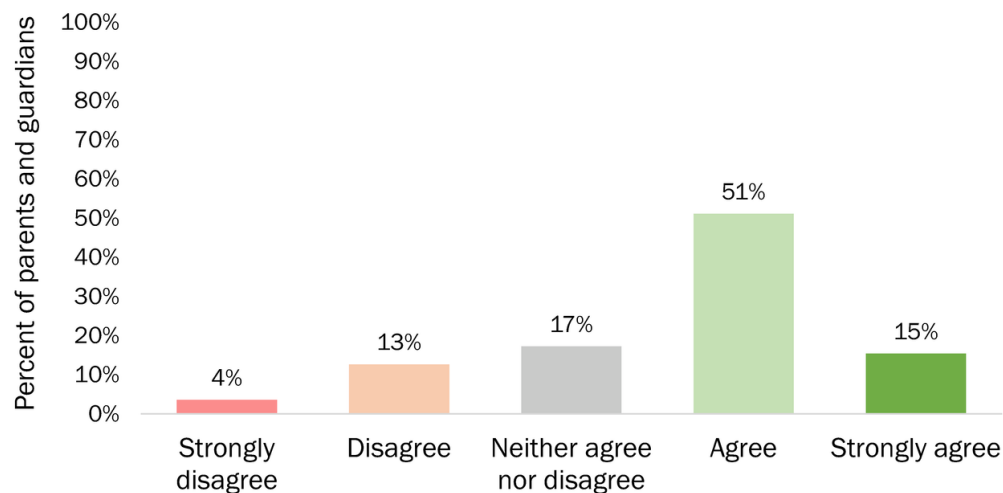
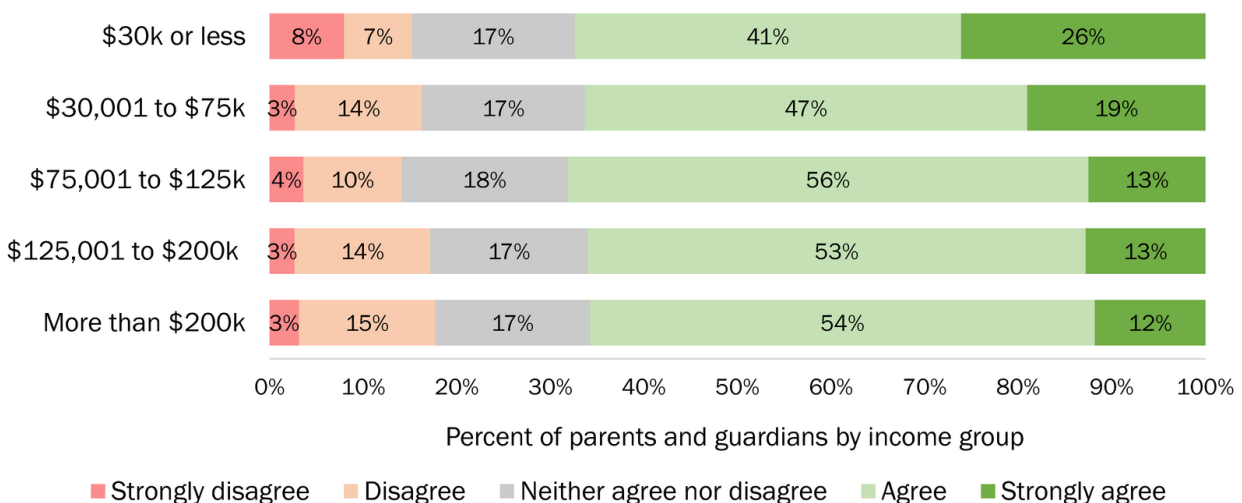


Figure 5. Parent or guardian felt nervous, anxious, or on edge about the pandemic, by family income (n = 1,121)

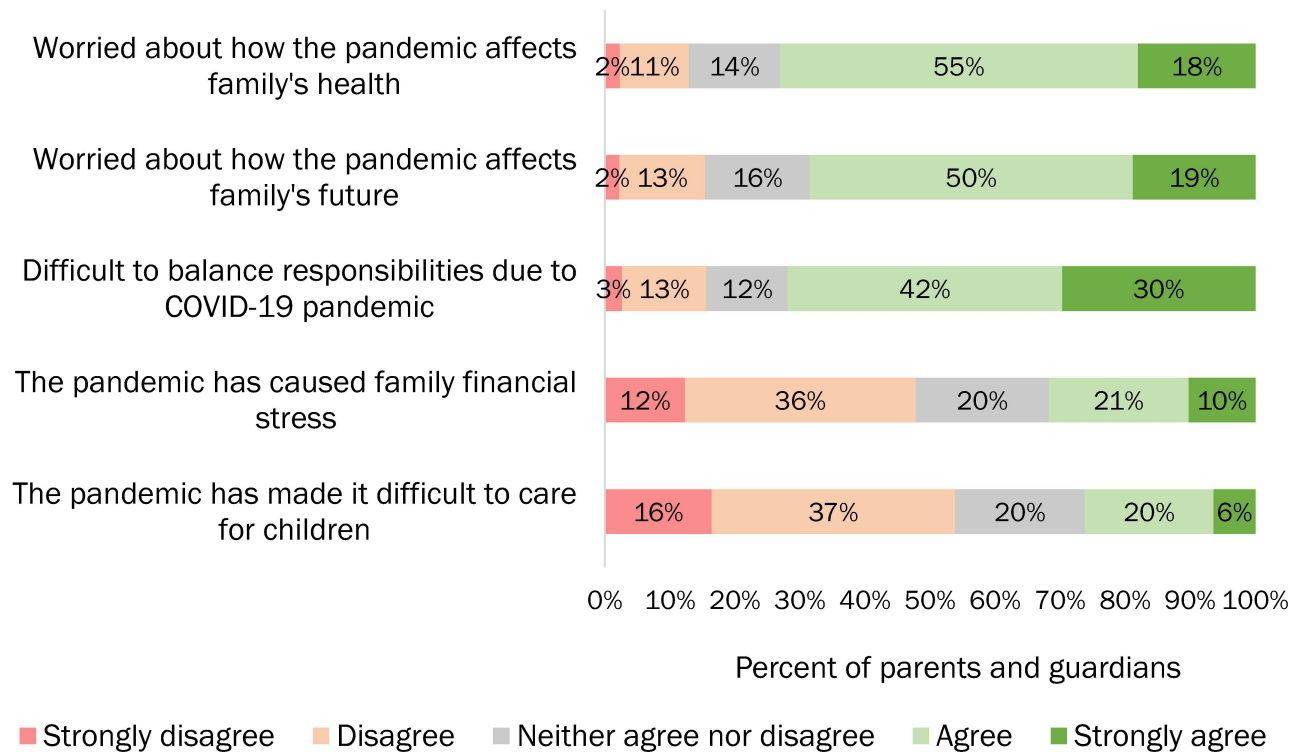


PARENT AND GUARDIAN CONCERNS

Sources of Parent and Guardian Concerns

Parents and guardians in our sample were concerned about the multiple ways in which the pandemic could affect the health and wellbeing of themselves and their families. As shown in Figure 6, the vast majority of parents and guardians agreed or strongly agreed that they were concerned about how the pandemic would affect their families' health (73%) or their families' future (69%). Most parents and guardians also agreed that the pandemic made it difficult for them to balance their responsibilities (72%). A substantial proportion of families also agreed that the pandemic caused their family financial stress (31%) or made it difficult to care for their children (26%).

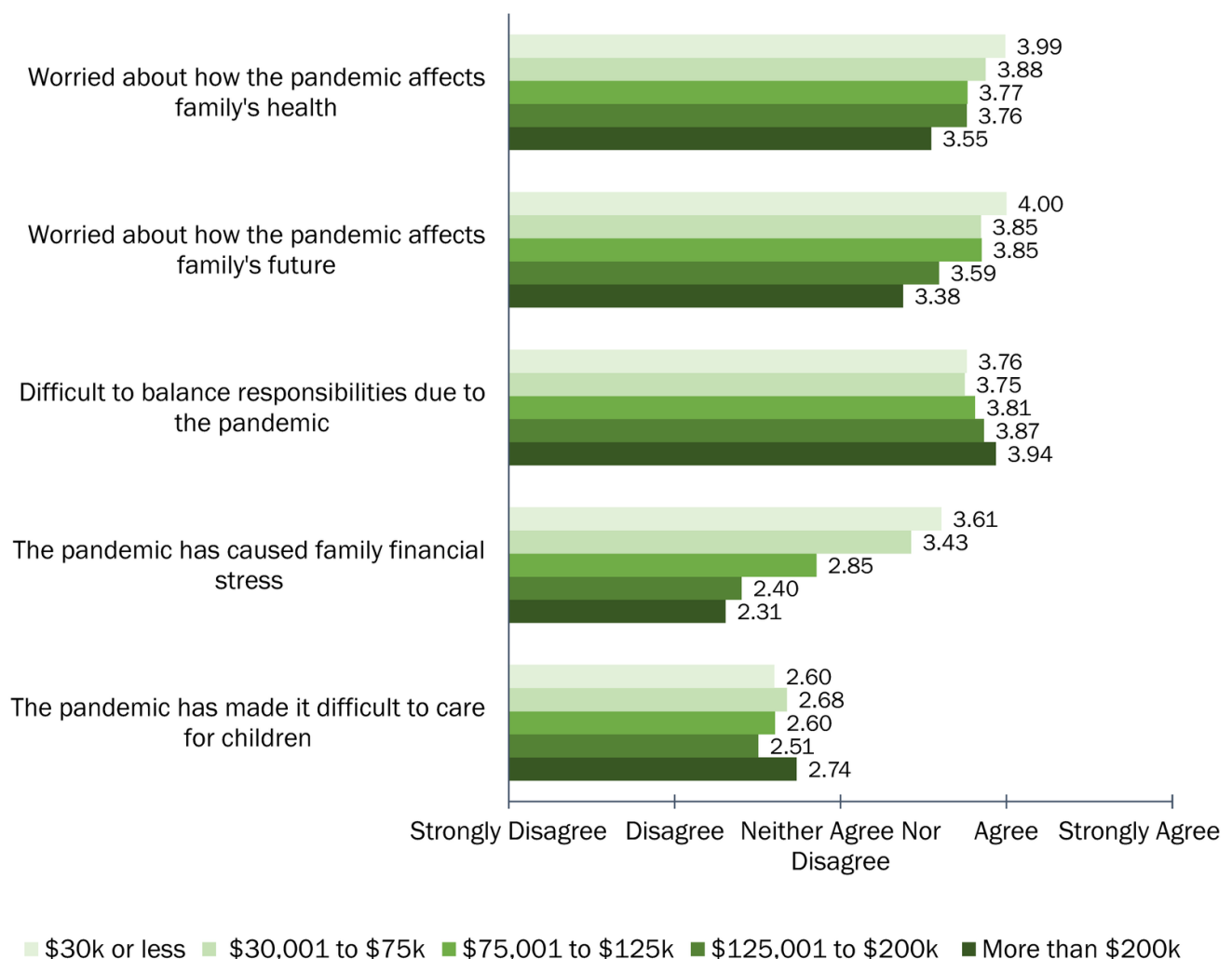
Figure 6. Parent or guardian concerns about the pandemic (*n* = 1,170)



PARENT AND GUARDIAN CONCERNS

Parents' and guardians' concerns about how the pandemic could affect their families differed based on family income (Figure 7). Parents and guardians in lower-income families were more concerned than those in higher-income families about how the pandemic would affect their families' health and future and were more likely to report that the pandemic caused their family financial stress. In contrast, parents and guardians in the higher-income families were somewhat more likely than those in lower-income families to report that the pandemic made it difficult for them to balance their responsibilities and made it difficult for them to care for their children.

Figure 7. Parent or guardian concerns about the pandemic, by family income (n = 1,121)



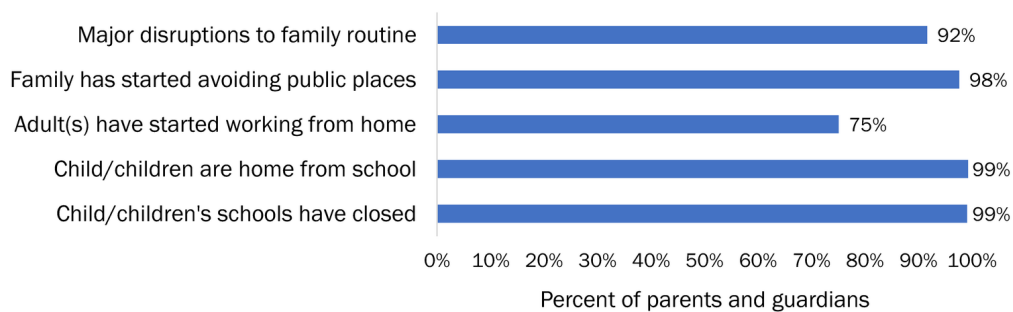
Note: Variables reflecting specific parent or guardian concerns about the COVID-19 pandemic were coded as follows: 1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree that they are concerned about a given issue.

LIFE CHANGES, DISRUPTIONS, AND ADJUSTMENTS

Changes to Family Routines and Activities

The COVID-19 pandemic led to changes in most families' routines and activities. As shown in Figure 8, most parents and guardians reported that the pandemic caused major disruptions to their families' routines (92%) and that their families started avoiding public places (98%). Consistent with the statewide shutdown of early education and care programs and K-12 schools in the Spring of 2020, nearly all parents and guardians reported that their children were home from school (99%). Most parents and guardians also reported that they or another adult in the household started working from home (75%).

Figure 8. Percent of parents and guardians who report changes to family routines and activities due to the pandemic ($n = 1,171$)



Of the parents and guardians who reported major changes to their families' routines and activities, the majority reported that these changes were a "moderate" or "major" source of stress (Table 1). Nearly 70% of parents and guardians also reported that school closures were a substantial source of stress.

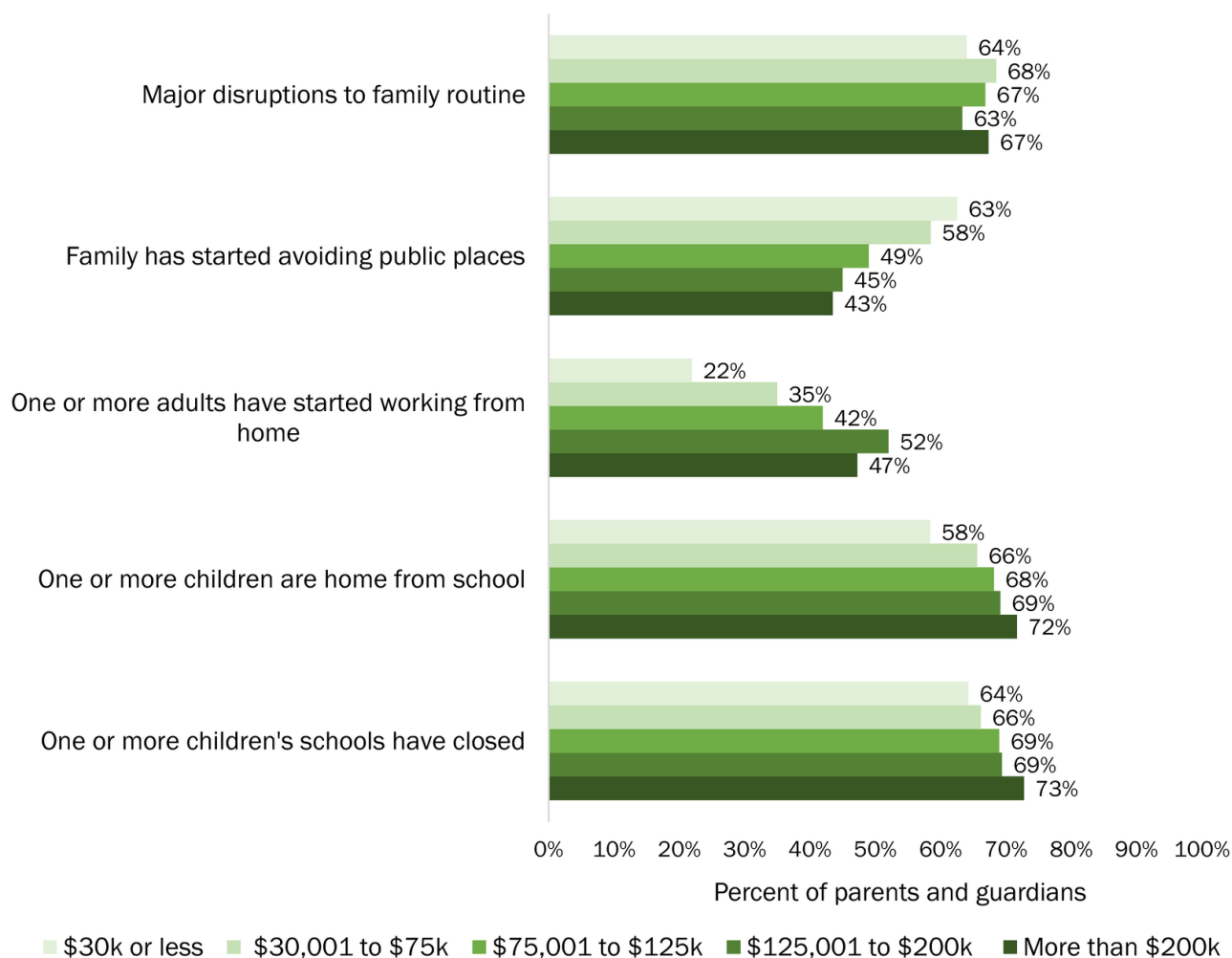
Table 1. Parent and guardian stress due to changes in family routines and activities ($n = 1,171$)

	% who reported change	Percent who found change was...			
		Not at all a source of stress	Minor source of stress	Moderate source of stress	Major source of stress
Major disruptions to family routine	92%	3%	26%	50%	22%
Family has started avoiding public places	98%	10%	38%	39%	12%
One or more adults have started working from home	75%	16%	28%	40%	16%
One or more children are home from school	99%	8%	25%	40%	27%
One or more children's schools have closed	99%	7%	25%	41%	28%

LIFE CHANGES, DISRUPTIONS, AND ADJUSTMENTS

Specific sources of stress varied between higher and lower-income families (Figure 9). Higher-income families were more likely to report that school closures and working from home represented a “moderate” or “major” source of stress. In contrast, lower-income families were more likely to report that having to avoid public places was a substantial source of stress.

Figure 9. Percent of parents and guardians who reported that changes to family routines and activities were a moderate or major source of stress, by family income ($n = 1,121$)

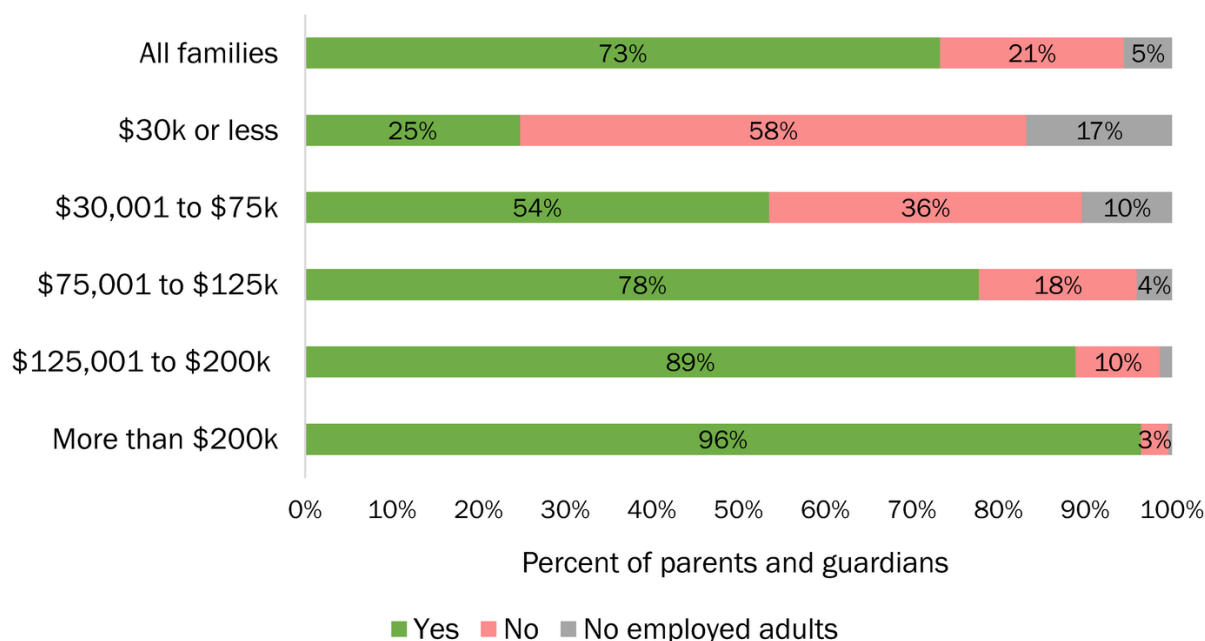


Note: Includes percentage of parents and guardians who reported that a change to family routines and activities had occurred and was a “moderate source of stress” or a “major source of stress”.

LIFE CHANGES, DISRUPTIONS, AND ADJUSTMENTS

There was some indication that lower-income families may have reported less stress than higher-income families about one or more adults working from home because fewer adults in lower-income families were able to work from home (Figure 10). Only a quarter of parents and guardians in households making less than \$30k reported an adult in their household was able to work from home. In contrast, the majority of parents and guardians in households making more than \$75k reported an adult was able to work from home.

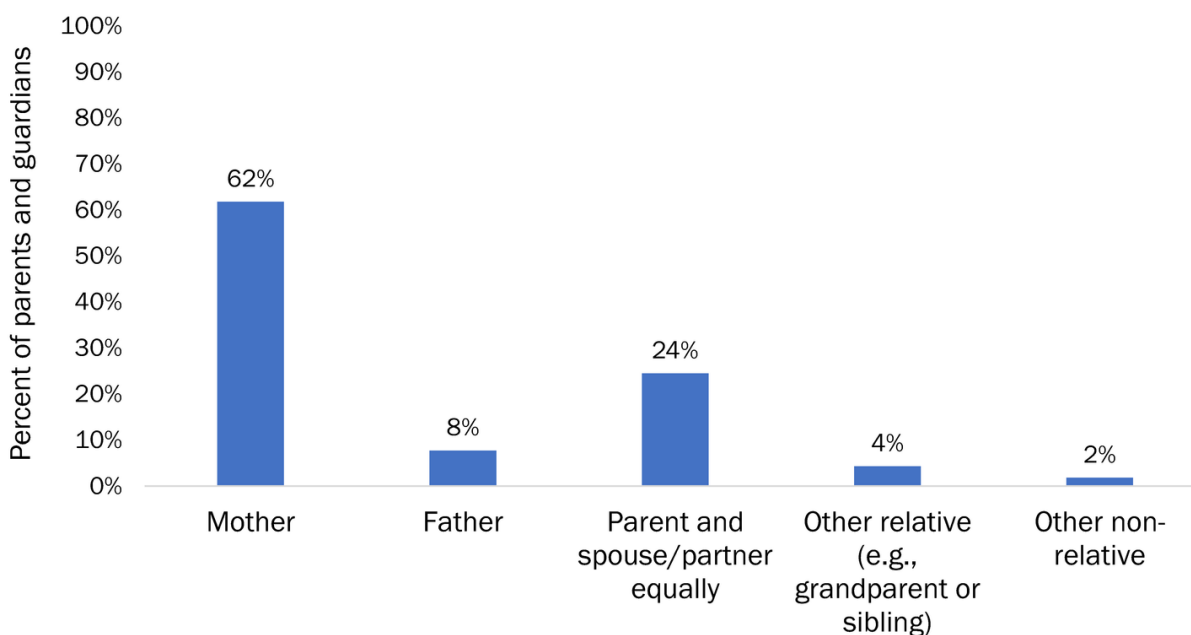
Figure 10. Parent, guardian, or other adult in the household had ability to work from home during pandemic, overall and by family income ($n = 1,166$)



LIFE CHANGES, DISRUPTIONS, AND ADJUSTMENTS

As life shifted to the home, in most families, one parent or guardian served as the primary caregiver while their child was home during the pandemic. As shown in Figure 11, most parents and guardians reported that the child's mother (62%) was primarily responsible for daily care. Roughly a quarter of parents reported that they and their spouse/partner cared for the child equally (24%). Only a small fraction of parents reported that the child's father (8%) or another relative/non-relative was the child's primary caregiver (6%).

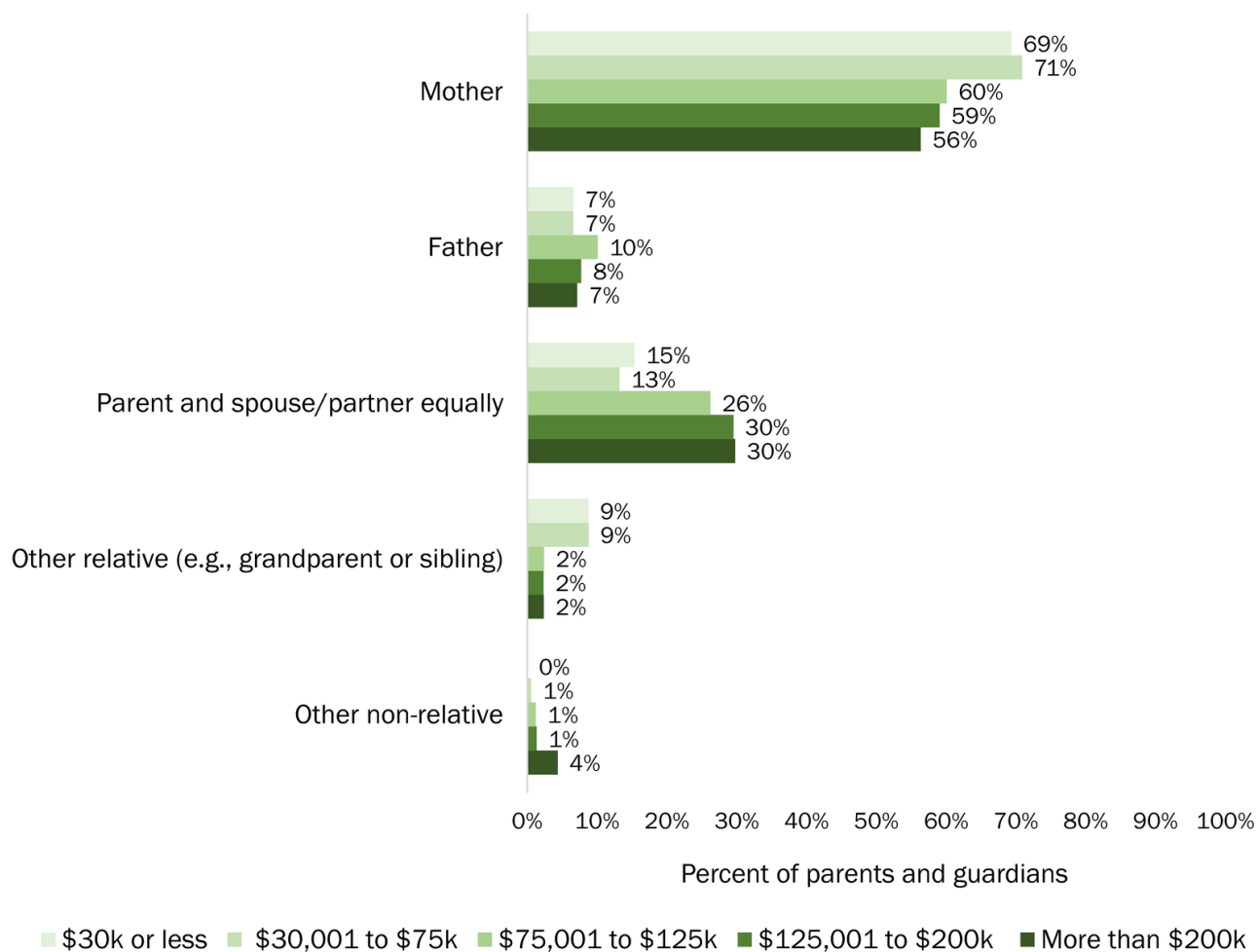
Figure 11. Primary caregiver while children were at home as reported by parents and guardians (n = 1,168)



LIFE CHANGES, DISRUPTIONS, AND ADJUSTMENTS

Parents and guardians in lower-income families were less likely to report that their child's parents shared daily caregiving responsibilities and were somewhat more likely to report that a relative other than the child's mother or father was the child's primary caregiver (Figure 12).

Figure 12. Primary caregiver while children were at home as reported by parents and guardians, by family income (n = 1,168)

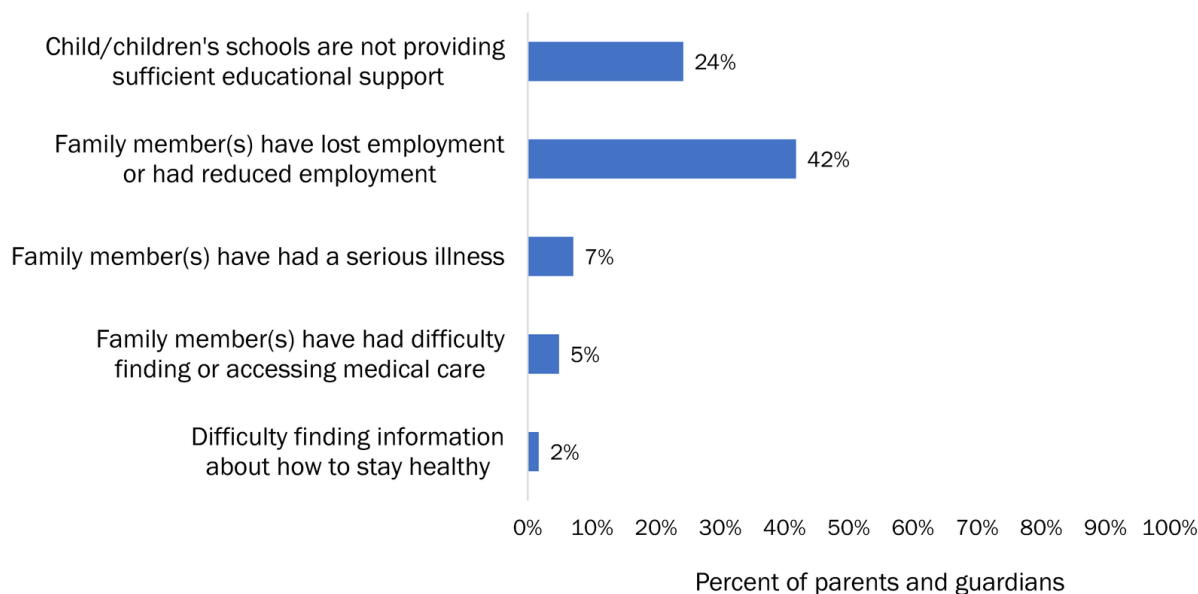


LIFE CHANGES, DISRUPTIONS, AND ADJUSTMENTS

Disruptions to Family Welfare and Wellbeing

The COVID-19 pandemic led to serious disruptions in family welfare and wellbeing. Nearly a quarter of parents and guardians felt that their children's schools did not provide sufficient supports (Figure 13). Nearly half of parents and guardians reported a family member lost employment or had reduced employment (42%). A smaller share of parents and guardians reported a family member had a serious illness (7%) or had difficulty accessing medical care (5%) and only a few parents and guardians reported their family had difficulty finding information about how to stay healthy (2%).

Figure 13. Percent of parents and guardians who reported disruptions to family welfare due to the pandemic (n = 1,171)



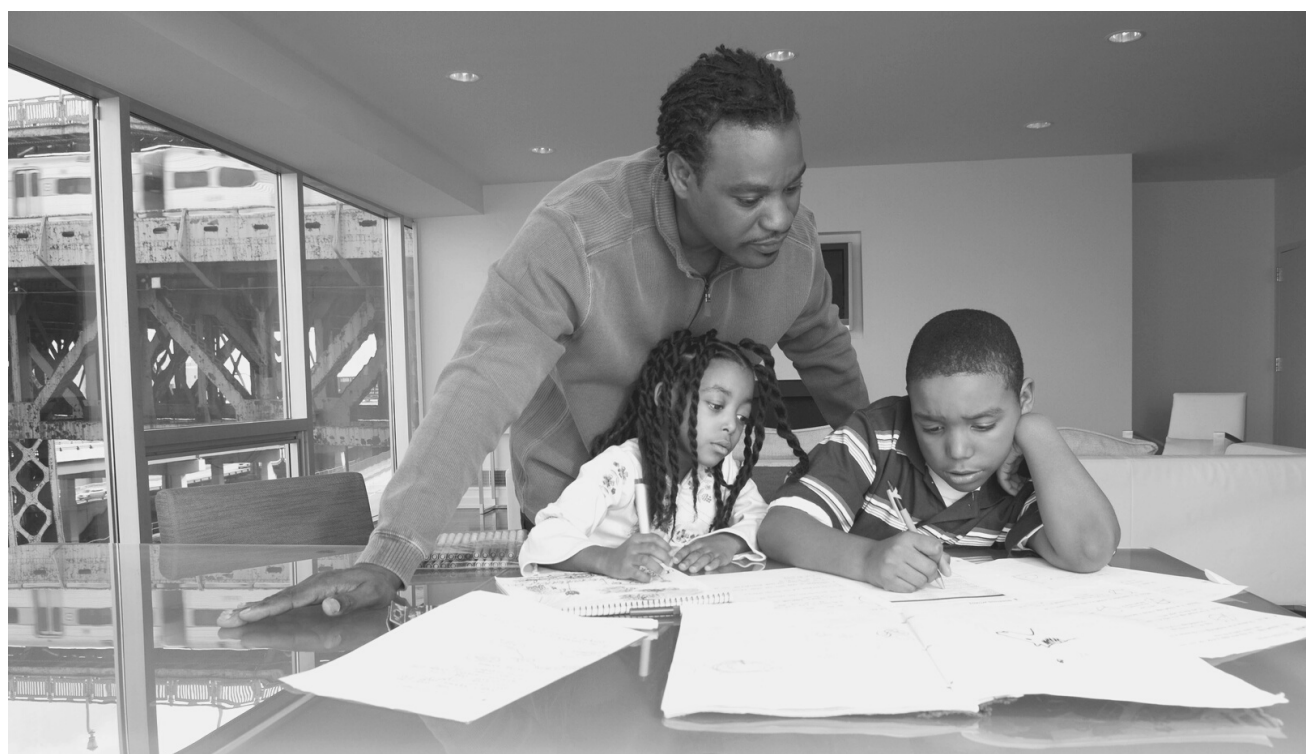
Note: Half of children in the sample were kindergarten-age. Given that kindergarten is not required in Massachusetts, not all children were in public schools (some were also in private schools).

When these disruptions occurred, they were a considerable source of stress (Table 2). Of parents and guardians reporting inadequate school supports, more than half felt that this was a moderate (38%) or major (25%) source of stress. Similarly, the majority of parents and guardians in families experiencing employment disruptions felt it was a moderate (36%) or major (29%) source of stress. Although health-related disruptions were less common, parents and guardians tended to report that they were a moderate or major source of stress when they did occur.

LIFE CHANGES, DISRUPTIONS, AND ADJUSTMENTS

Table 2. Parent and guardian stress from family welfare disruptions due to the pandemic (n = 1,171)

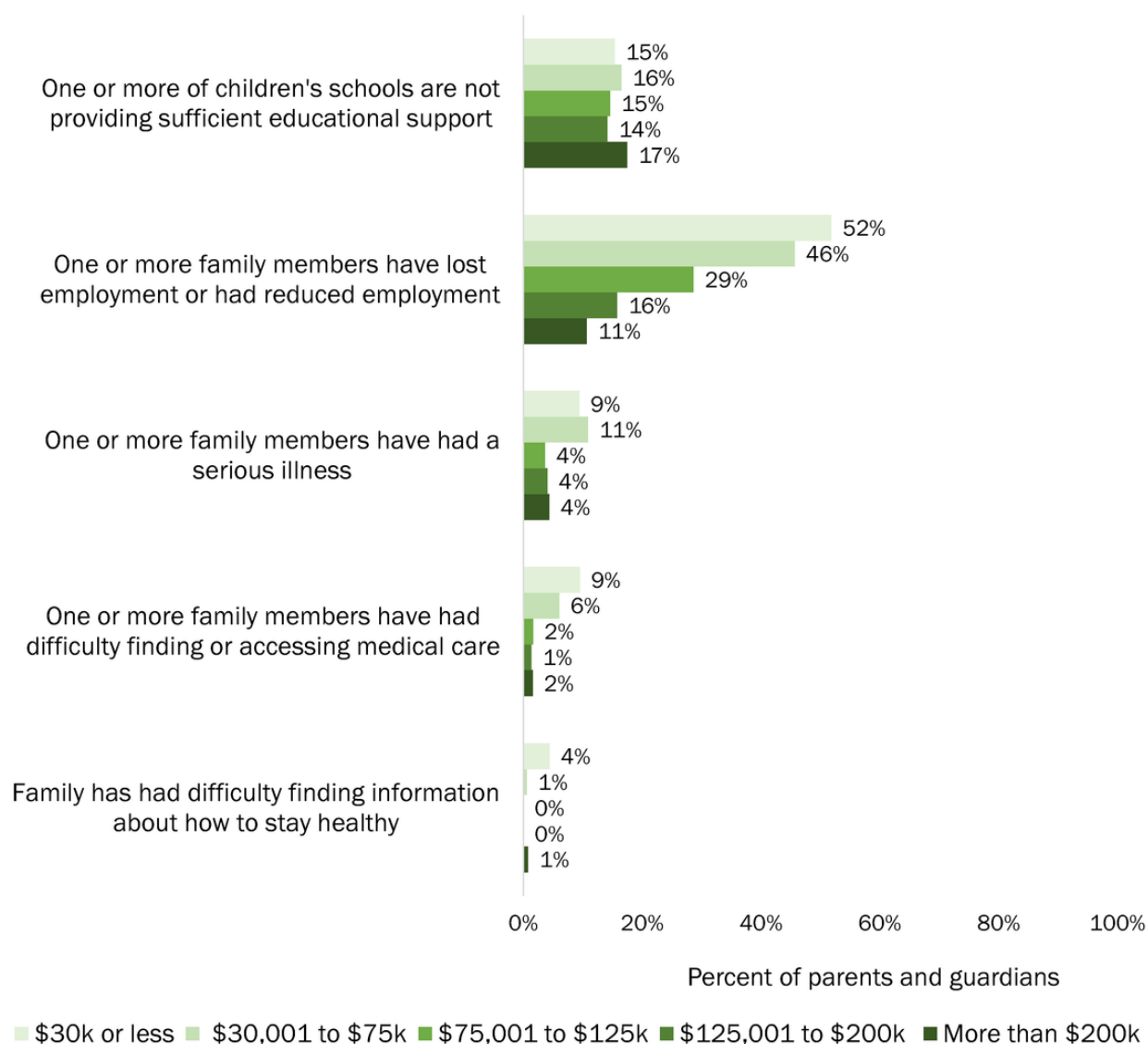
	% who reported change	Percent who found change was...			
		Not at all a source of stress	Minor source of stress	Moderate source of stress	Major source of stress
One or more of children's schools are not providing sufficient educational support	24%	8%	29%	38%	25%
One or more family members have lost employment or had reduced employment	42%	7%	27%	36%	29%
One or more family members have had a serious illness	7%	2%	15%	29%	54%
One or more family members have had difficulty finding or accessing medical care	5%	2%	32%	44%	23%
Family has had difficulty finding information about how to stay healthy	2%	10%	40%	20%	30%



LIFE CHANGES, DISRUPTIONS, AND ADJUSTMENTS

Lower-income families also reported greater impacts on their welfare, including serious employment- and health-related disruptions, compared to higher-income families. As shown in Figure 14, approximately half of parents and guardians in families with incomes below \$75k reported that the pandemic had caused moderate or major stress as a result of a family losing employment or having reduced employment. In contrast, less than a third of parents and guardians with incomes above \$75k reported that employment disruptions were a moderate or major stressor.

Figure 14. Percent of parents and guardians who reported disruptions to family welfare that were a moderate or major source of stress, by family income ($n = 1,222$)

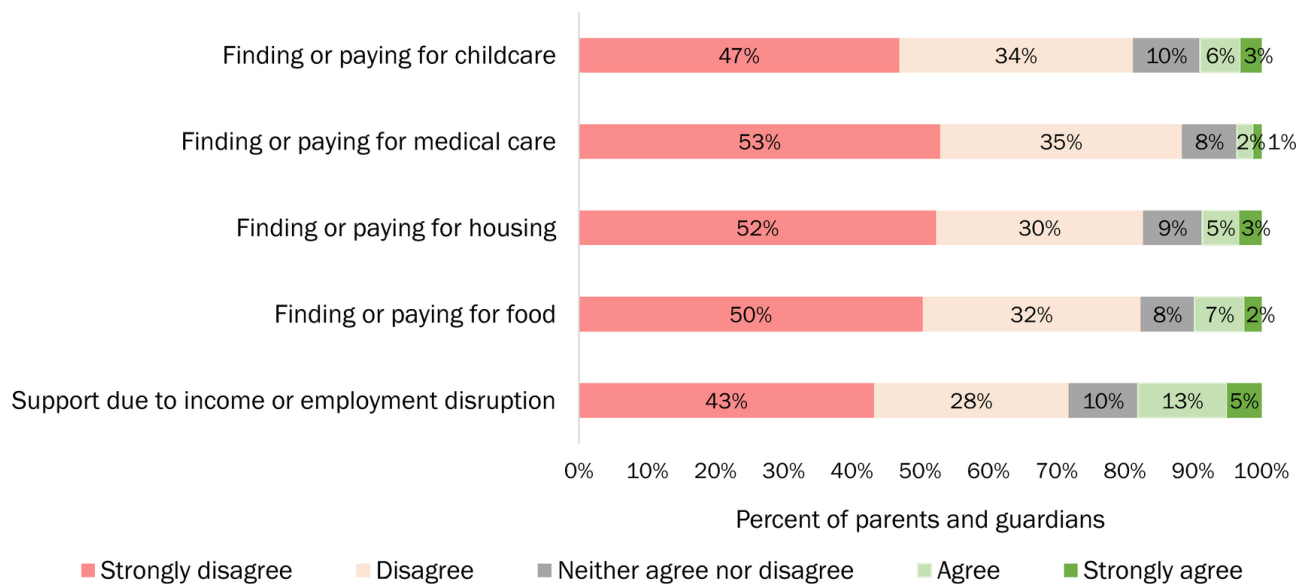


Note: Includes percentage of parents and guardians who responded a disruption to family welfare had occurred and was a “moderate source of stress” or a “major source of stress.”

FAMILY NEEDS

Some families reported needing support due to the pandemic. As shown in Figure 15, approximately 18% of parents and guardians agreed or strongly agreed that their family needed financial support due to an income or employment disruption. Roughly one-tenth of parents and guardians agreed that their family needed support with finding or paying for food (10%), finding or paying for childcare (9%), or finding or paying for housing (8%).

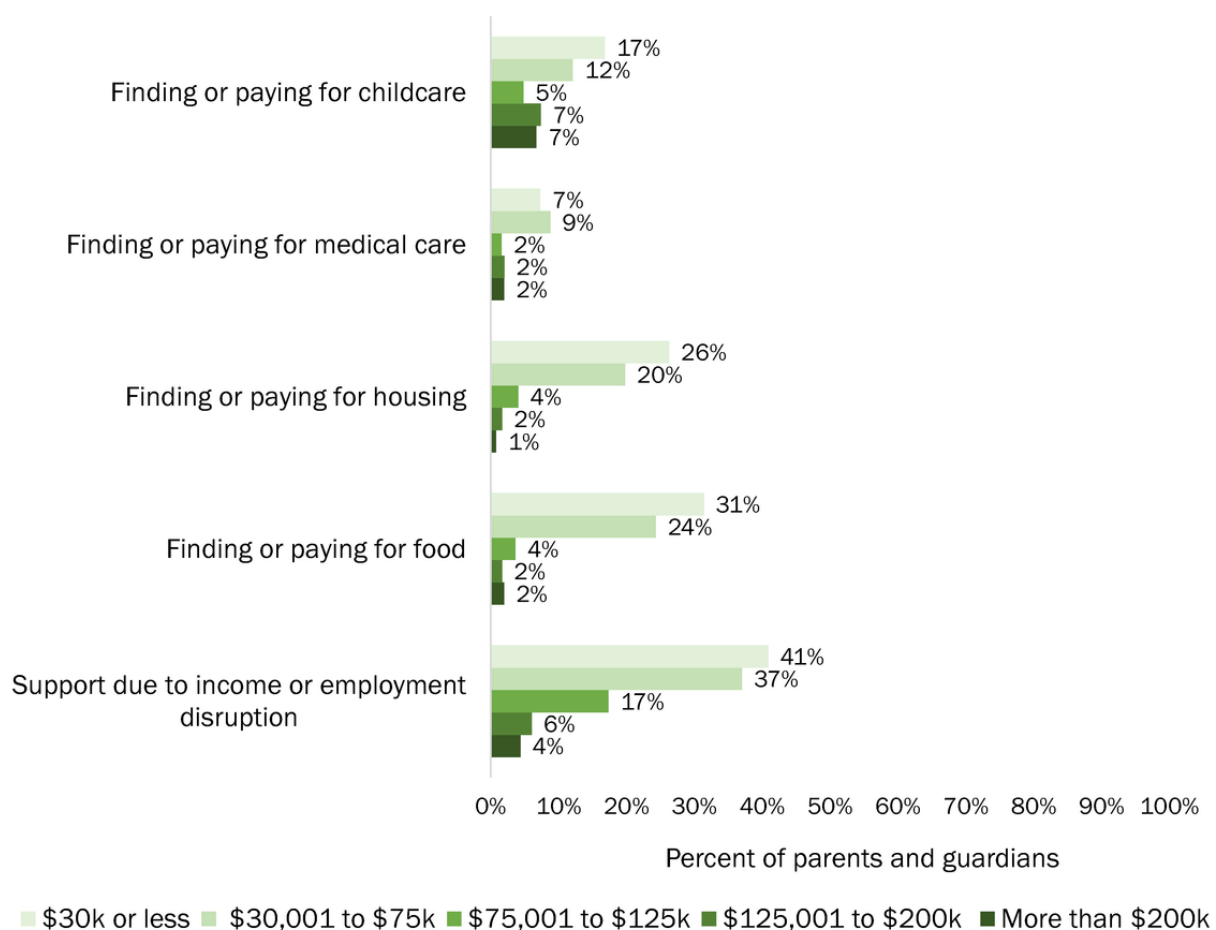
Figure 15. Family support needs during the pandemic as reported by parents and guardians (n = 1,167)



FAMILY NEEDS

Parents and guardians in lower-income families were much more likely to report that their family needed supports related to childcare, housing, and paying for food (Figure 16). A sizable proportion of parents and guardians reporting family incomes less than \$30k agreed or strongly agreed their family needed support finding or paying for food (31%), finding or paying for housing (26%), or finding or paying for childcare (17%). In addition, 41% of parents and guardians in this income category reported their family needed financial support due to an income or employment disruption. The share of parents and guardians who reported that their families needed each of these supports was only somewhat lower among families with annual incomes between \$30k and \$75k. The share of parents and guardians who reported that their families needed each of these supports was only somewhat lower among families with annual incomes between \$30k and \$75k.

Figure 16. Percent of parents and guardians who agreed or strongly agreed that their families needed supports due to the pandemic, by family income ($n = 1,118$)



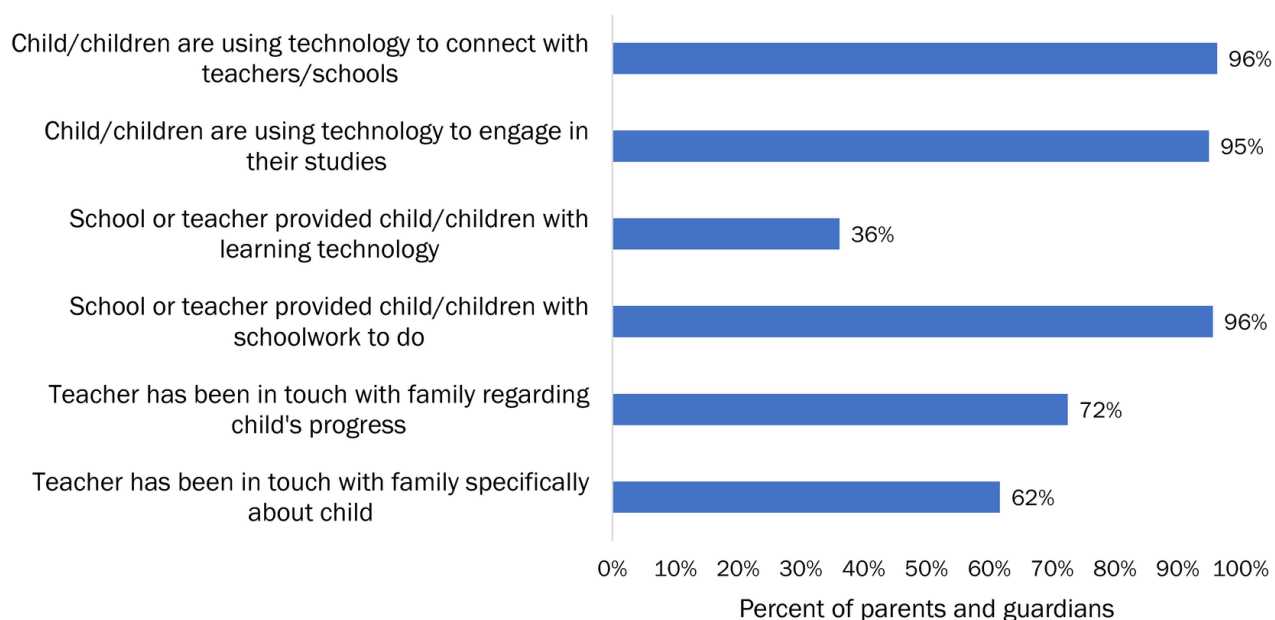
Note: Includes percentage of parents and guardians who responded that they “agree” or “strongly agree” that their family needed each support.

CHILDREN'S LIVES AT HOME

School Engagement

Most parents and guardians reported that their children continued to engage with schooling despite schools being closed. As shown in Figure 17, nearly all parents and guardians reported that their children used technology to connect with teachers or schools (96%) and used technology to engage in their studies (95%). Most parents and guardians also reported that their children's school provided them with schoolwork to do at home (96%). A majority of parents and guardians also reported that their children's teachers had been in touch regarding their child's progress (72%) or had been in touch specifically about their child (62%).

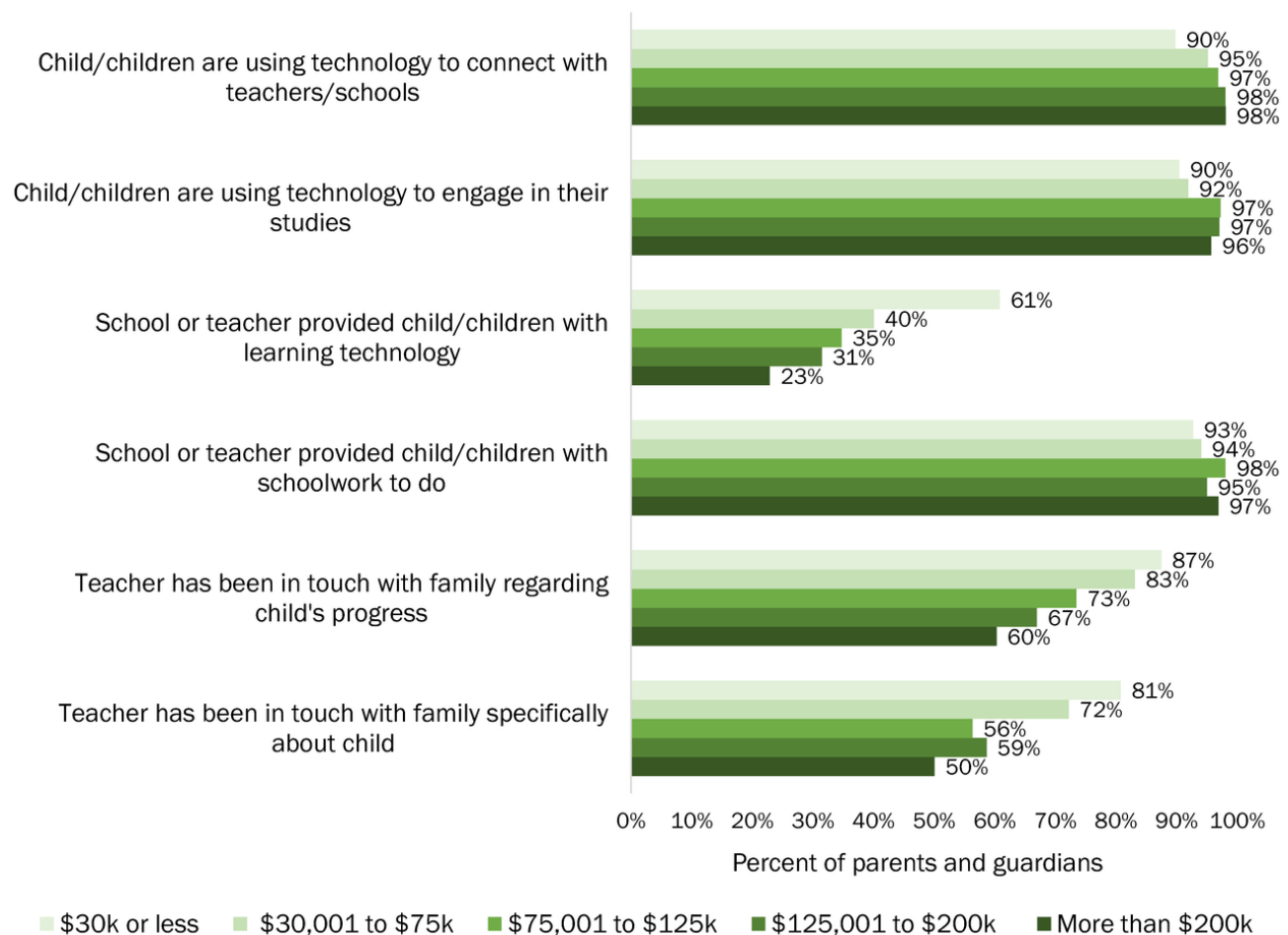
Figure 17. Child and family school engagement while children were not attending school in person due to the pandemic (*n* = 1,170)



CHILDREN'S LIVES AT HOME

Parents and guardians in lower-income families were most likely to report that their children's teacher had been in contact with them about their child and that their children received technological supports (Figure 18). Among parents and guardians in families with annual incomes of \$30k or less, 61% reported that their child's teacher or school had provided learning technology. Among parents and guardians in higher income households, less than half reported that their child's teacher or school had provided similar technology. Nevertheless, approximately 10% of parents and guardians in families with annual incomes of \$30k or less reported that their children were not using technology to either connect with their teachers or school or to engage with their studies.

Figure 18. Child and family school engagement while children were not attending school in person due to the pandemic as reported by parents and guardians, by family income (n = 1,121)



CHILDREN'S LIVES AT HOME

Learning Activities at Home

Most parents and guardians reported they engaged in learning activities with their children while their children were home from school (Figure 19). Nearly all parents and guardians reported that they were doing math, science, language, or literacy activities with their child (95%) and a large majority of parents and guardians also reported they created a learning plan or lesson plan for their child (81%). As shown in Figure 20, parents' and guardians' responses were similar across family income groups.

Figure 19. Percent of parents and guardians who reported engaging in learning activities in the home (n = 1,169)

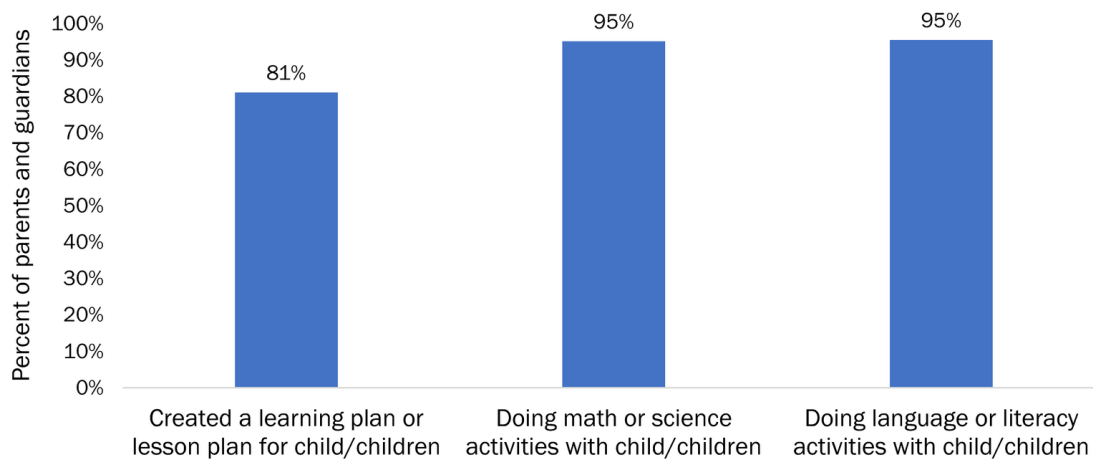
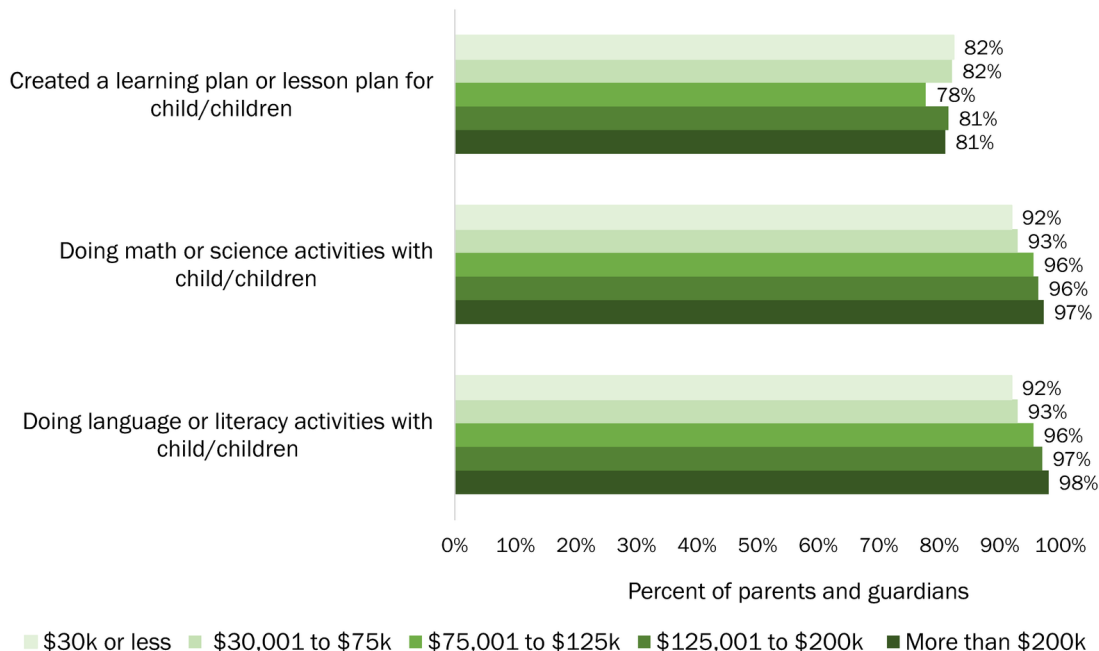


Figure 20. Percent of parents and guardians who reported engaging in learning activities in the home, by family income (n = 1,120)

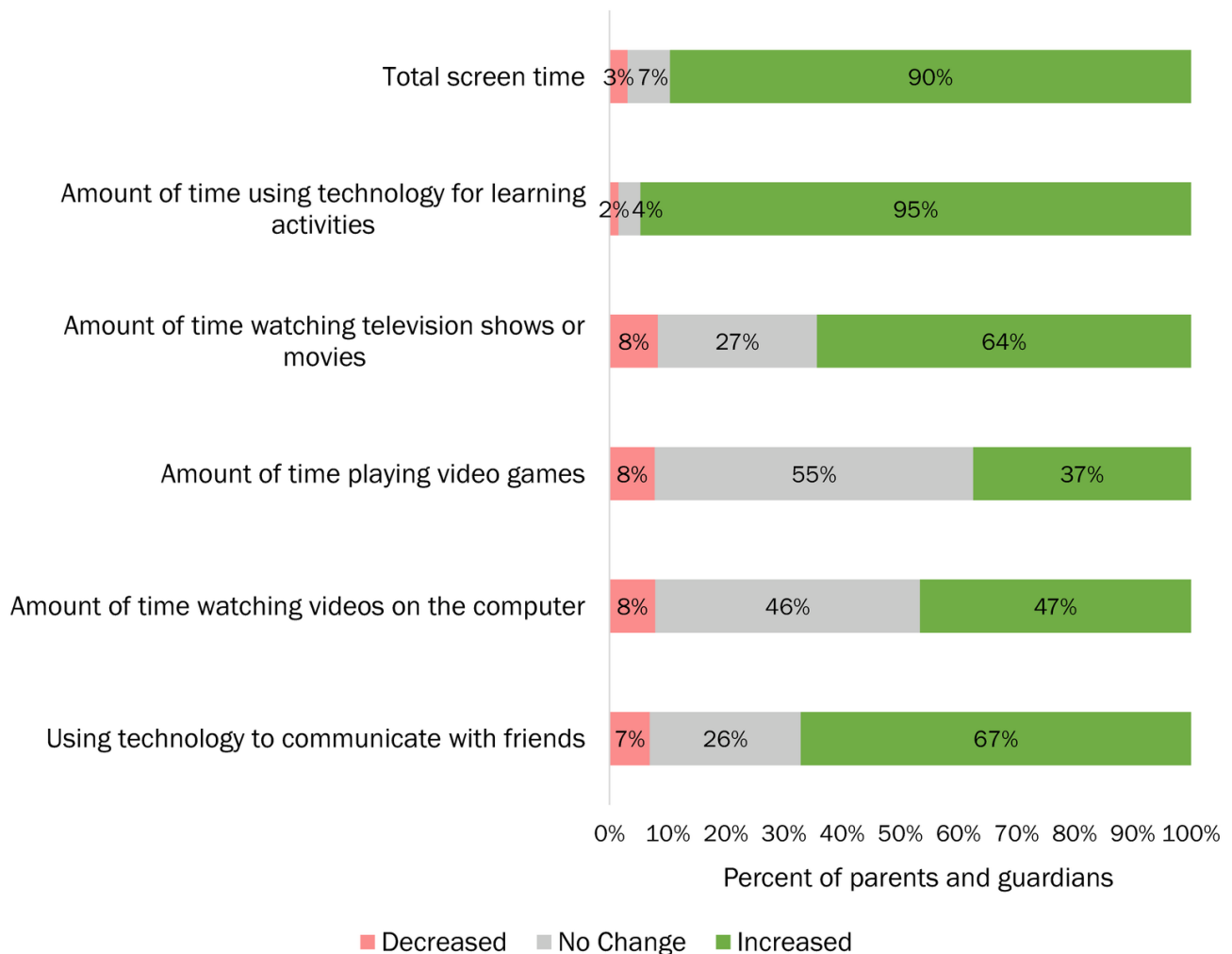


CHILDREN'S LIVES AT HOME

Children's Technology Use

Most parents and guardians reported that children's technology use increased during the pandemic (Figure 21). Similarly, most parents and guardians also reported that their children more frequently used technology to communicate with friends than they did before the pandemic (67%). A large share of parents and guardians also reported that their children spent more time watching television shows or movies (64%), watching videos on the computer (47%), and playing video games (37%) than they did before the outbreak.

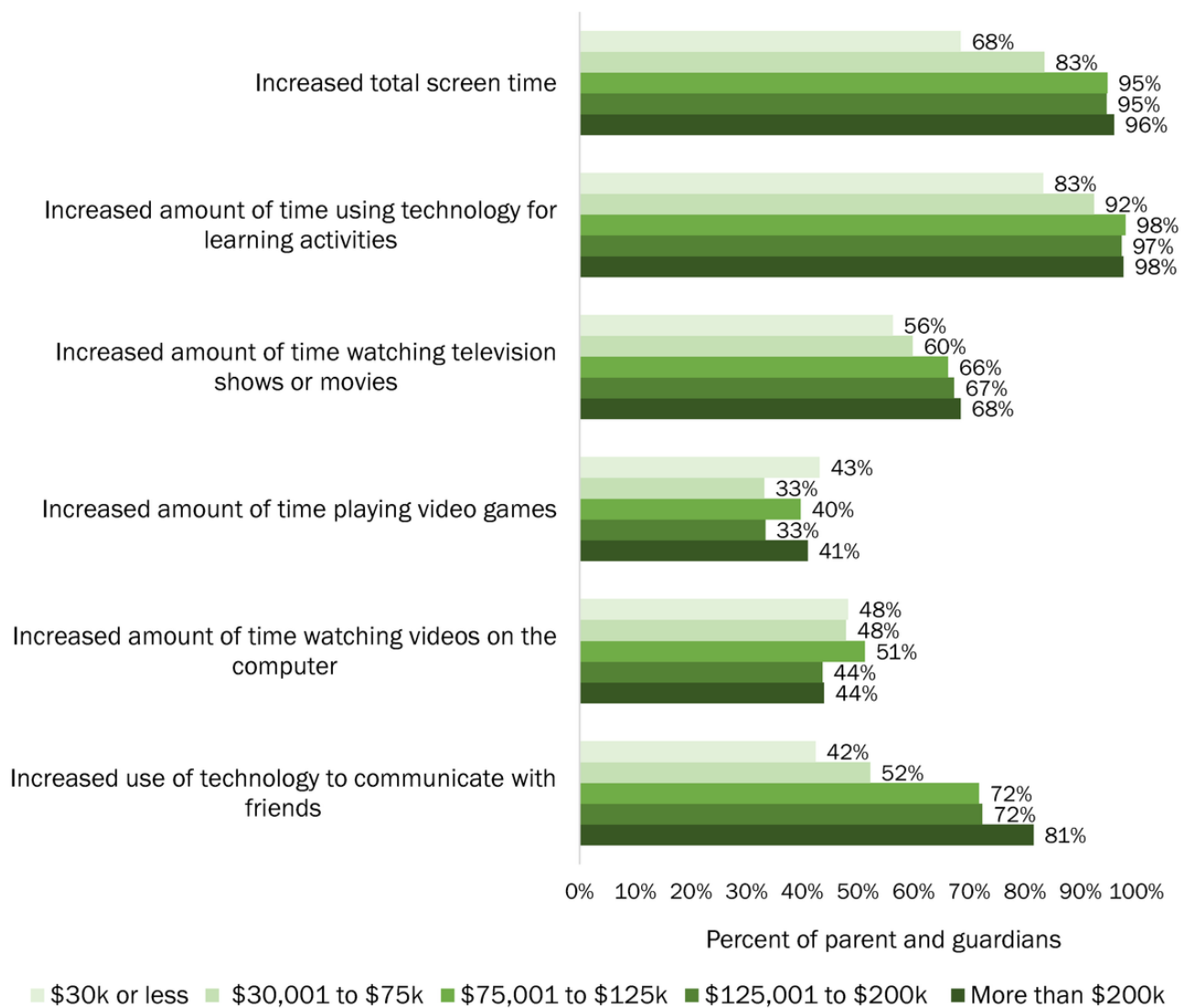
Figure 21. Changes in children's technology use as reported by parents and guardians (n = 1,169)



CHILDREN'S LIVES AT HOME

Increases in technology use were most frequently reported by parents and guardians in higher-income families (Figure 22). Parents and guardians in higher-income families, with annual incomes of more than \$75k, were more likely to report that their children's total screen time and use of technology to communicate with friends increased than those in lower-income families. Parents and guardians in higher-income families were also somewhat more likely than those in lower-income families to report that their children spent more time using technology for learning activities or to watch television shows or movies.

Figure 22. Percent of parents and guardians who reported increases in children's technology use, by family income ($n = 1,120$)

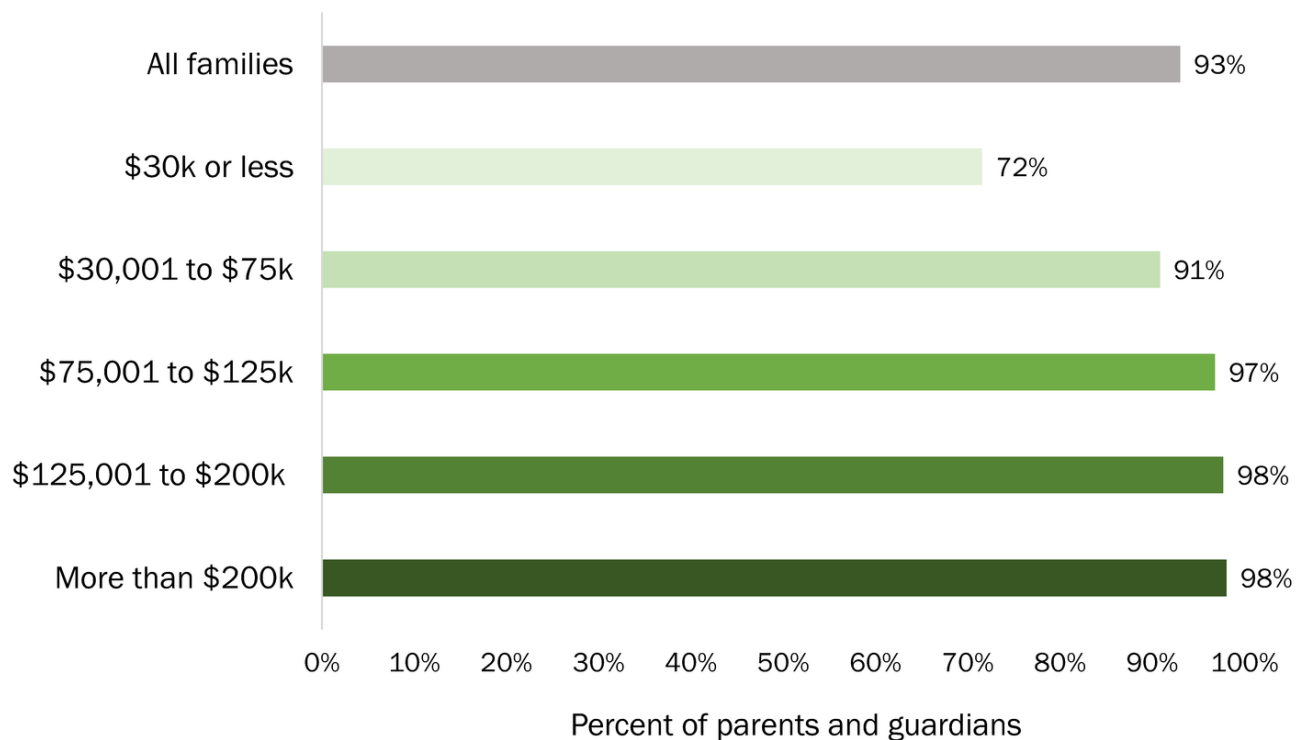


CHILDREN'S LIVES AT HOME

Children's Access to Outdoor Spaces

Most parents and guardians reported that their children had access to an outdoor space while they were not attending school (Figure 23). However, some parents and guardians in lower-income and middle-income families reported that their children did not have access to outdoor spaces.

Figure 23. Percent of parents and guardians who reported their child had access to a backyard or outdoor space, by family income ($n = 1,169$)



CONCLUSION

The COVID-19 pandemic has had profound impacts on the daily lives and wellbeing of children and families in Massachusetts and across the nation. Families with young children are navigating life amidst economic turmoil, lack of access to in-person educational opportunities, disruptions to everyday routines, and uncertainty about the future. This report is intended to provide initial insights into the consequences of the pandemic among a statewide sample of children, parents, and guardians in Massachusetts from the Early Learning Study at Harvard (ELS@H).

Results indicated that almost all families experienced serious impacts on their daily life, welfare (e.g., loss of employment), and mental health. Parents and guardians reported feeling stressed and anxious about the ways in which the COVID-19 pandemic could affect them or their families. Although nearly all parents and guardians reported experiencing disruption and stress related to the pandemic, low-income families were disproportionately affected. They were the most affected by employment disruptions, family illnesses, constraints on being able to work from home, and stress and anxiety. Finally, we found that while screen time for children increased dramatically, it was not always because children were engaged in virtual learning.

These results underscore the importance of providing families with economic and psychosocial supports to reduce economic insecurity and emotional distress, while also helping families support their young children's learning and development. A failure to do so will likely exacerbate inequality and undermine the development and wellbeing of young children.



REFERENCES

American Psychological Association. (2020). *Stress in the time of COVID-19*.
<https://www.apa.org/news/press/releases/stress/2020/stress-in-america-covid.pdf>

Bauer, L. (2020). The COVID-19 crisis has already left too many children hungry in America. *Brookings*. <https://www.brookings.edu/blog/up-front/2020/05/06/the-covid-19-crisis-has-already-left-too-many-children-hungry-in-america/>

Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it: Rapid review of the evidence. *The Lancet*, (395), 10227, 912-920. [https://doi.org/10.1016/S0140-6736\(20\)30460-8](https://doi.org/10.1016/S0140-6736(20)30460-8)

Henderson, M.B., Houston, D., Peterson, P.E. & West, M. R. (2020). What families experienced when COVID-19 closed their schools. *Education Next*. <https://www.educationnext.org/what-american-families-experienced-when-covid-19-closed-schools-2020-survey/#>

Jones, S. M., Lesaux, N. K., Gonzalez, K. E., Hanno, E. C., & Guzman, R. (2020). Exploring the role of quality in a population study of early education and care. *Early Childhood Research Quarterly*, 53, 551-570. doi:<https://doi.org/10.1016/j.ecresq.2020.06.005>

Karpman, M., Zuckerman, S., Gonzalez, D., & Kenney, G. M. (2020). *The COVID-19 pandemic is straining families' abilities to afford basic needs*. Research brief. The Urban Institute. <https://www.urban.org/research/publication/covid-19-pandemic-straining-families-abilities-afford-basic-needs>

Kirzinger, A., Kearney, A., Hamel, L., & Brodie, M. (2020). *KFF Health Tracking Poll - Early April 2020: The impact of Coronavirus on life in America*. Kaiser Family Foundation. <https://www.kff.org/health-reform/report/kff-health-tracking-poll-early-april-2020/>

Lee, S. J. & Ward, K. P. (2020). *Stress and parenting during the coronavirus pandemic*. Research brief. University of Michigan, Parenting in Context Research Lab. https://www.parentingincontext.org/uploads/8/1/3/1/81318622/research_brief_stress_and_parenting_during_the_coronavirus_pandemic_final.pdf

Niles, M. T., Bertmann, F., Belarmino, E. H., Wentworth, T., Biehl, E., & Neff, R. A. (2020). *The early food insecurity impacts of COVID-19*. medRxiv. <https://www.medrxiv.org/content/medrxiv/early/2020/05/13/2020.05.09.20096412.full.pdf>

REFERENCES

Pew Research Center (2020). *Most Americans say coronavirus outbreak has impacted their lives*. <https://www.pewsocialtrends.org/2020/03/30/most-americans-say-coronavirus-outbreak-has-impacted-their-lives/>.

U.S. Census Bureau. (2018). QuickFacts – Massachusetts. <https://www.census.gov/quickfacts/MA>

Zamarro, G., Perez-Arce, F., Prados, M. J. (2020). *Gender differences in the impact of COVID-19*. Research Brief. Dornsife Center for Economic and Social Research, University of Southern California.05/13/2020.05.09.20096412.full.pdf