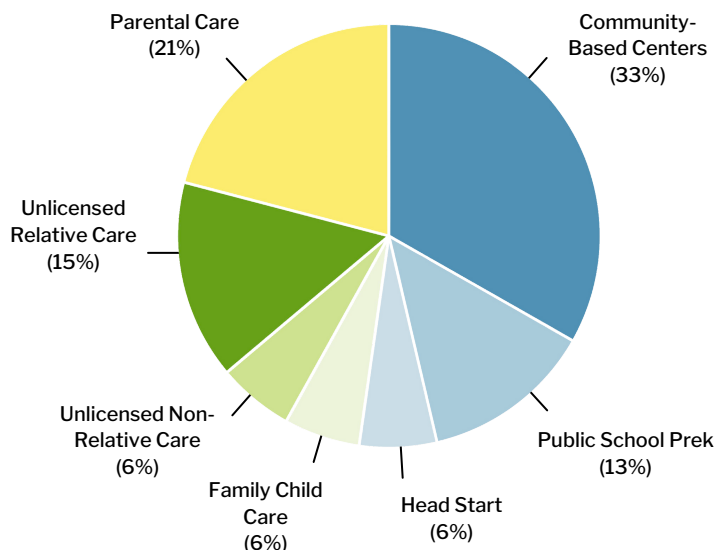


# THE EARLY LEARNING STUDY AT HARVARD (ELS@H): EARLY EDUCATION AND CARE USE ACROSS MASSACHUSETTS

Nearly 80% of 3- and 4-year-olds in Massachusetts spend time with non-parental caregivers in a range of formal and informal arrangements:

- 52% are in **formal** arrangements (community-based centers, public school prek, Head Start)
- 27% are in **informal** arrangements (unlicensed relative care [grandparents, aunts/uncles], unlicensed non-relative care [nannies, neighbors], family child care)



The reasons families use different types of care are complex and multifaceted. Families likely balance logistical constraints (e.g., what is available in their geographic area, how much they can afford) with their preferences (e.g., desire for a small program) and needs (e.g., programs that cover work hours).

## Early education and care use differs across children's age, family household income, and racial/ethnic groups (see graphs on next page)



3-year-old children are less likely to be in formal care and more likely to be in parental care than 4-year-olds.

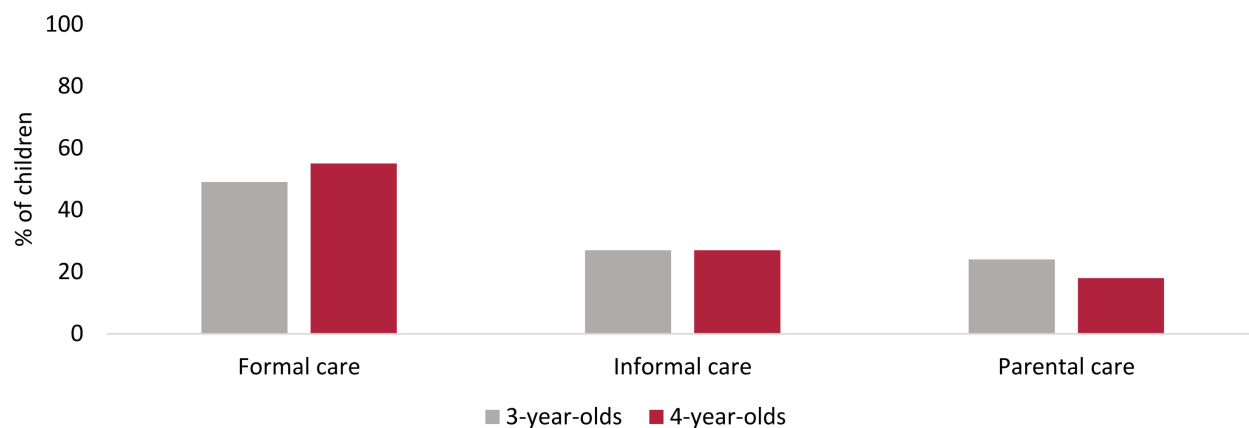


Children from lower- and higher-income families (those making less than \$30k or more than \$200k) are more likely to be in formal settings than those from middle-income families (those making \$75 to 125k).

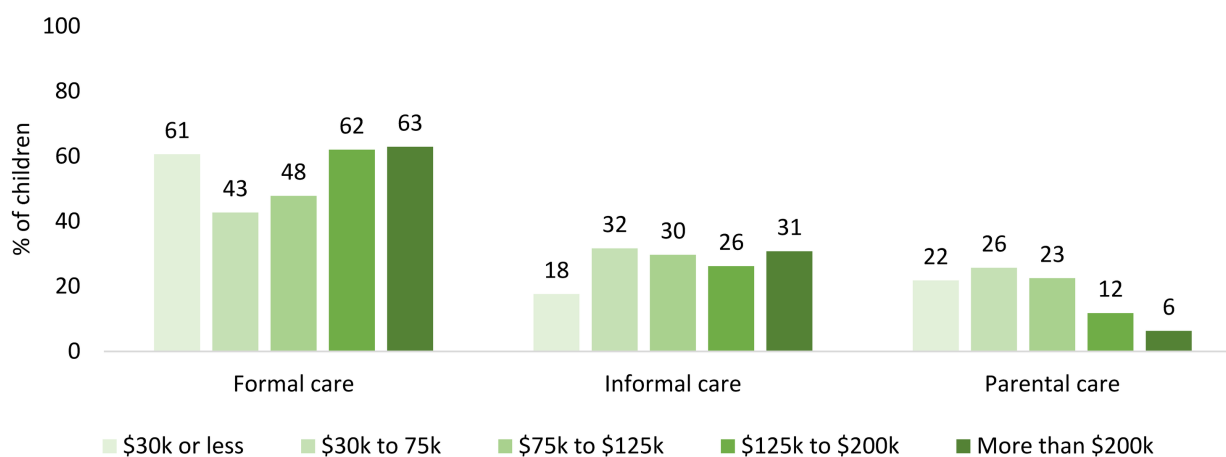


Across racial/ethnic groups, Black children are most likely to be in formal care and Latinx children are most likely to be in informal care arrangements or parent care.

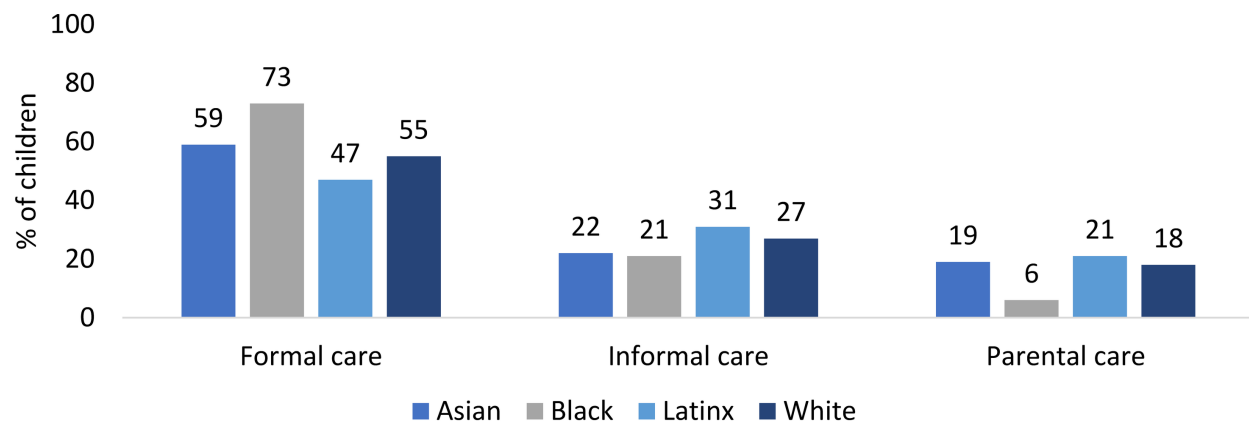
## Early Education and Care Use by Child Age



## Early Education and Care Use by Household Income



## Early Education and Care Use by Child Race/Ethnicity



Complete findings reported in 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.  
<https://doi.org/doi.org/10.1016/j.ecresq.2020.06.005>