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ECE 410

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Mini Ecological Study Part II

One of the main factors in the lack of education is poverty affecting the cognitive development of young children. In New York City, many parents are low-wage or self-employed, making it difficult to pay for quality ECE programs since they are expensive. ECE programs guarantee that more than 50% of children develop brains between birth and three. Children who do not attend ECE programs are more likely to repeat a grade, be expelled or suspended, or drop out of school. Thus affecting the family, the community, and themselves, without the motivation to continue and give another direction to their life to provide good economic stability to their family, as well as to their future children.

This issue needs to be addressed now because offering quality ECE programs to low-income children for free ensures their healthy development, both cognitive and emotional. The problem is most remarkable when low-income parents find it challenging to provide intellectually stimulating facilities such as toys, books, or early childhood education that are essential for children's development. The intervention is needed as soon as possible to avoid negative consequences. Children should be at least 0-3 years old to prevent difficulties focusing in school and problems with speech or learning. ECE is a fundamental stage in children's development. In addition, when these children do not have the opportunity to receive value and quality education, they tend to be the ones who repeat the same story with their future children, so education should be a right and should be free for all children to avoid negative consequences. Moreover, making early childhood programs accessible for all children is a human right.

If low-income parents receive quality child care for their children, their children's development will improve. Overall, by helping parents and children reach their full potential, we assist generations in achieving economic growth and escaping poverty. It is challenging for many families to pay for quality education for their children, afford healthy food, and live in non-toxic neighborhoods; these deficiencies affect the children's development. Children learn about class and socioeconomic status from a young age, making them think about how they live, dress, speak and behave, what they have, and what they own. Teachers must look for places close to the community where these families can obtain support by receiving quality food, clothing, or health services to prevent delays in the development of children due to poverty. Teachers must learn what each family needs and be flexible about schedules to help them participate in the classroom, conferences, and meetings and meet the family's requirements—children living in poverty experience various risks.

Low-income households and poverty directly affect children's cognitive development. Poverty affects brain development and children's ability to succeed in school. Low-income children are more likely to live in impoverished neighborhoods; these neighborhoods tend to have social and behavioral problems. According to “children in poverty-poverty and its effects on children” states “Unfortunately, children who are poor are more likely to be raised in impoverished neighborhoods. These types of neighborhoods that have concentrated poverty levels are often associated with difficulties in academics, behavioral and social issues, and worsening health. Additionally, these children are more likely to live in neighborhoods where they are exposed to environmental risk factors. These socioeconomic risk factors may include malnutrition, pollution, food insecurity, housing instability, economic hardship, lead exposure, violence, and crime.” Poor children tend to be surrounded by violence and crime and are the ones

who attend school with the slightest chance of success or of dropping out. Teachers should provide the appropriate tools for parents and low-income families in need. In that case, children will have a better chance of lifting themselves out of poverty and being successful as adults.

Young children require healthy learning for brain development; otherwise, it leads to poor behavior and school performance. Children raised in poverty are much less likely to have loving and supportive caregivers. According to “Children—Socioeconomic Class and Equity, NAEYC Diversity and Equity Forum, Young Children ” states “The economic resources of a family do not determine how much they love their children or whether they are skilled at childrearing. However, we know that families’ access to quality food, nontoxic housing and neighborhoods, optimal preventive health care, effective treatment of childhood illnesses, and quality education affects children’s development.” Many children do not have the opportunity to have unconditional love or good parenting full of good values due to the long working hours of their parents; these things can cause misbehavior in children. Teachers and caregivers establish relationships with students to motivate them to achieve their goals and academic performance.

When poor children feel loved and accepted, they do better in life. The cognitive stimulation that parents provide in early childhood is critical, and, as we have seen, poor children receive less, which causes underdeveloped cognitive, social, and emotional problems. These articles explain the importance of a quality children's education, the importance of family company, love, and healthy nourishment. It is difficult to learn when you are hungry and do not feel support from anyone. Overall, by helping parents and children reach their full potential, we are helping generations to achieve economic growth to escape poverty. I will volunteer as a mentor and classroom assistant, donate to an organization that serves children in poverty, tutor children in need, donate to food banks, and donate clothes and even toys that help with cognitive

development. I will do whatever I can to ensure that all children receive a proper education and life because it is difficult to learn when you are hungry.

Fighting hunger and providing ECE quality programs for free will make a big difference in our children and as well as their families. I am advocating for an intervention/change that ECE programs should be free for all children as a human right to prevent future issues. The intervention is needed as soon as possible to avoid negative consequences. Children should be at least 0-3 years old to prevent difficulties focusing in school and problems with speech or learning. ECE is a fundamental stage in children's cognitive development.

Sources

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