Resource Dynamics in Early Childhood
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We know that socioeconomic disparities in development and health are firmly established by the time a child starts school. How and when does this happen in early childhood? The Early Childhood Longitudinal Study-Birth Cohort affords researchers the first opportunity to examine the start of life in a nationally representative sample of children. I discuss my research on the role of mesolevel developmental contexts—such as household resources and health risks and repeated changes to children's everyday situations—in explaining the emergence of inequalities in early life. This work empirically models evolving theoretical developments in the study of the life course, such as co-occurring disadvantages, threshold effects, persistence of disadvantage, developmental timing, and mutually reinforcing developmental domains.