

The Condition of Education 2009

Indicator 2

Early Development of Children

The indicator and corresponding tables are taken directly from *The Condition of Education 2009*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2009*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009081>) or contact ED PUBs at 1-877-4ED-PUBS.

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Early Development of Children

When they were about 9 months, 2 years, and 4 years old, a smaller percentage of children in poverty were read to, told stories, or sung to daily by a family member, compared with children at or above poverty.

The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) collected information on a cohort of children who were born in 2001 and focused on several aspects of early childhood development, including interactions between young children and their families and the ways by which parents raise, nurture, and prepare their children for school. For the first three waves, data were collected on the children as infants (at about 9 months old), then as toddlers (at about 2 years old), and again as preschoolers (at about 4 years old). At each age, between one-third and one-half of these children were read to daily by a family member (see table A-2-1). In addition, approximately one-fourth of children at each of these ages were told stories daily, and between one-half and three-quarters were sung to daily.

In general, at all ages, a higher percentage of White children had family members who read to them daily than did children of other races/ethnicities. Also, a higher percentage of Asian children were read to than Hispanic and American Indian/Alaska Native children at all ages, and than Black children at ages 2 and 4 (with rates not measurably different at 9 months of age). Forty-one percent of White, 26 percent of Asian, 23 percent of Black, 21 percent of Hispanic, and 18 percent of American Indian/Alaska Native 9-month-olds had family members who read to them daily. At 2 years of age, 59 percent of White and 42 percent of Asian children had family members who read to them daily, compared with 25 percent of Black, 27 percent of Hispanic, and 30 percent of American Indian/Alaska Native children. At 4 years of age, 50 percent of White and 38 percent of Asian children were read to daily, compared with 21 percent of Black, 23 percent of Hispanic, and 25 percent of American Indian/Alaska Native children.

Overall, a smaller percentage of children in poverty were read to, told stories, or sung to daily by a family member than children at or above poverty. For example, 22 percent of 9-month-olds, 28 percent of 2-year-olds, and 21 percent of 4-year-olds in poverty were read to daily, compared with 36 percent of 9-month-olds,

51 percent of 2-year-olds, and 44 percent of 4-year-olds at or above poverty. Similarly, 24 percent of 9-month-olds, 23 percent of 2-year-olds, and 21 percent of 4-year-olds in poverty were told stories daily, compared with 28 percent of 9-month-olds, 30 percent of 2-year-olds, and 24 percent of 4-year-olds at or above poverty. Additionally, 67 percent of 9-month-olds, 63 percent of 2-year-olds, and 47 percent of 4-year-olds in poverty were sung to daily, compared with 76 percent of 9-month-olds, 69 percent of 2-year-olds, and 50 percent of 4-year-olds at or above poverty.

In general, levels of maternal education were positively related to the percentage of children who were read to, told stories, or sung to daily. For example, 20 percent of 4-year-olds whose mothers had not completed high school were read to daily, compared with 29 percent whose mothers completed high school, 39 percent whose mothers completed some college, and 61 percent whose mothers had at least a bachelor's degree. Additionally, 22 percent of 2-year-olds whose mothers did not complete high school were told stories daily, compared with 29 percent whose mothers completed some college and 36 percent whose mothers had at least a bachelor's degree. A smaller percentage of 9-month-olds whose mothers did not complete high school (65 percent) were sung to daily, compared with those whose mothers completed high school (71 percent), some college (78 percent), or a bachelor's degree or higher (79 percent).

A smaller percentage of children whose families spoke a language other than English in the home were read to, told stories, or sung to daily than children whose families spoke primarily English in the home. For example, 18 percent of 9-month-olds, 24 percent of 2-year-olds, and 22 percent of 4-year-olds whose families spoke a language other than English in the home were read to daily, compared with 36 percent of 9-month-olds, 50 percent of 2-year-olds, and 42 percent of 4-year-olds whose families spoke primarily English in the home.



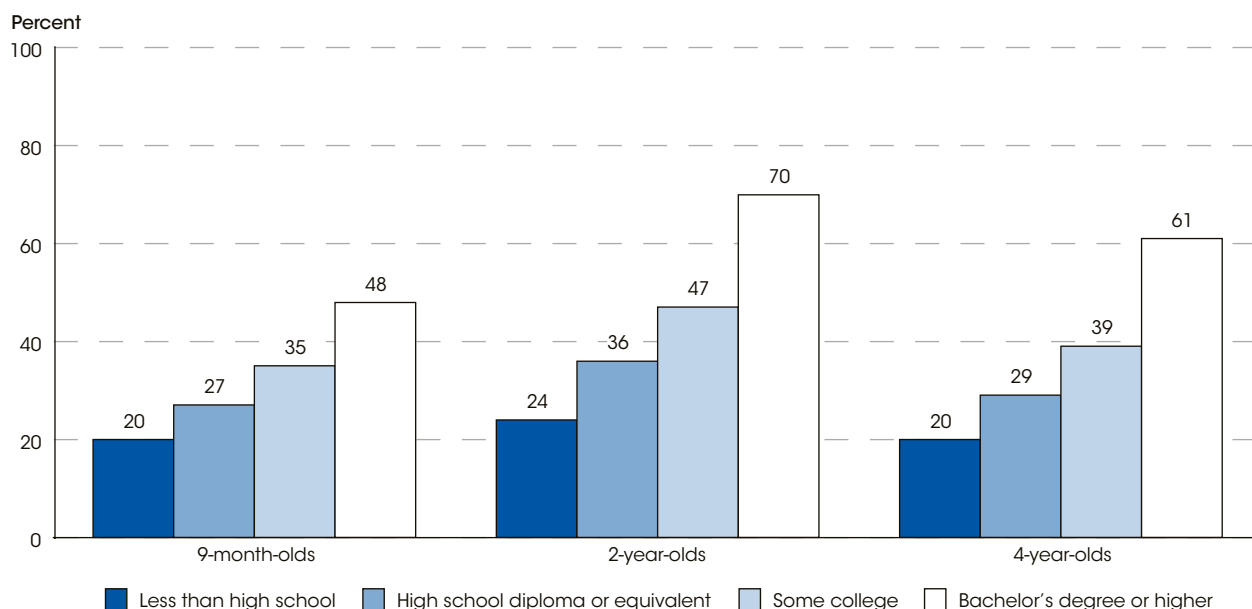
For more information: [Table A-2-1; Indicator 3](#)

Technical Notes

Variables correspond with the year of the estimate. For examples and for more information on the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) in general, see *supplemental note 3*. *High school completers* include those who earned a high school diploma or its

equivalent (e.g., a General Educational Development [GED] certificate). Race categories exclude persons of Hispanic ethnicity. For more information on parents' education, race/ethnicity, and poverty, see *supplemental note 1*.

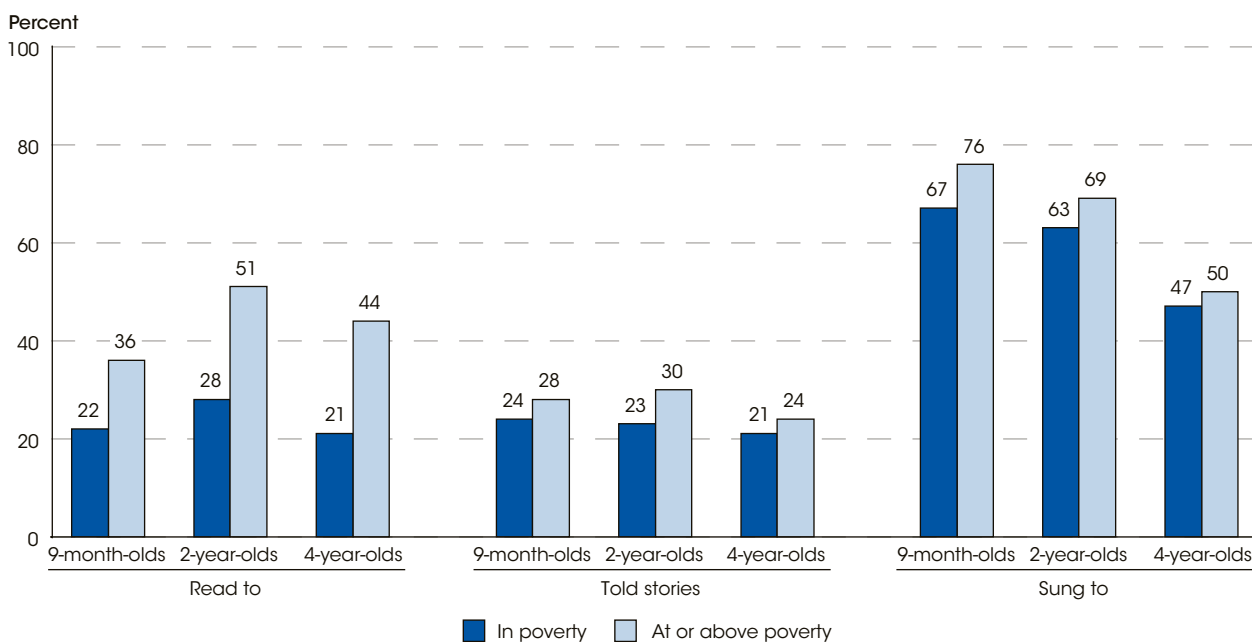
Figure 2-1. Percentage of 9-month-olds, 2-year-olds, and 4-year-olds read to, told stories, and sung to daily in a typical week by a family member, by mother's education: 2001-02, 2003-04, and 2005-06



NOTE: The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) sampled children born in 2001. Each age variable corresponds with the year of the estimate. For example, the 9-month estimates for "Read to" reflect the percentage of children whose parents read to them daily in a typical week at the time of the 9-month data collection. For more information on parents' education, see *supplemental note 1*; for more information on the ECLS-B, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month-Preschool Restricted-Use Data File (NCES 2008-034).

Figure 2-2. Percentage of 9-month-olds, 2-year-olds, and 4-year-olds read to daily in a typical week by a family member, by poverty status: 2001-02, 2003-04, and 2005-06



NOTE: The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) sampled children born in 2001. Each age variable corresponds with the year of the estimate. For example, the 9-month estimates for "Read to" reflect the percentage of children whose parents read to them daily in a typical week at the time of the 9-month data collection. For more information on parents' education, see *supplemental note 1*; for more information on the ECLS-B, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month-Preschool Restricted-Use Data File (NCES 2008-034).

Supplemental Table to Indicator 2

Early Development of Children

Table A-2-1. Percentage of 9-month-olds, 2-year-olds, and 4-year-olds read to, told stories, and sung to daily in a typical week by a family member, by child and family characteristics: 2001-02, 2003-04, and 2005-06

Characteristic	Read stories to			Told stories			Sung to		
	9-month-olds	2-year-olds	4-year-olds	9-month-olds	2-year-olds	4-year-olds	9-month-olds	2-year-olds	4-year-olds
Total	32.5	45.3	38.6	27.2	28.0	22.8	73.5	67.6	49.7
Sex									
Male	32.0	43.2	37.5	27.4	26.8	21.6	72.6	64.6	44.5
Female	33.1	47.5	39.7	27.0	29.4	24.1	74.5	70.8	55.2
Race/ethnicity ¹									
White	40.7	59.3	50.5	31.0	32.3	25.6	74.9	69.9	50.7
Black	22.6	24.7	20.5	23.9	20.9	19.0	73.2	68.5	54.3
Hispanic	21.4	27.2	23.3	21.1	22.7	19.0	70.3	62.6	45.0
Asian	26.4	42.2	38.1	24.7	31.1	27.4	70.1	60.9	40.5
Pacific Islander	19.6!	27.8!	35.8!	38.9!	39.7!	30.4!	81.3	84.7	53.8
American Indian/Alaska Native	18.5	29.8	25.3	22.9	22.7	17.5	63.7	55.5	45.2
More than one race	35.3	47.2	39.5	29.5	29.4	20.6	81.5	70.2	56.2
Birthweight ²									
Normal	32.8	45.6	38.8	27.2	28.1	22.7	73.4	67.4	49.6
Low	29.2	41.8	37.2	27.6	28.2	24.7	76.4	69.2	51.2
Very low	26.8	42.7	33.2	27.8	27.4	22.3	73.2	69.4	51.3
Prematurity ³									
Yes	31.4	42.9	37.3	28.0	28.6	23.1	73.0	67.9	52.6
No	32.8	45.7	38.8	27.1	28.0	22.7	73.7	67.8	49.5
Poverty status									
In poverty	22.3	27.9	21.3	24.3	22.6	20.6	67.3	63.3	47.4
At or above poverty	35.8	50.7	44.3	28.2	29.8	23.6	75.6	68.9	50.5
Mother's education									
Less than high school	20.4	24.3	20.0	21.3	22.3	16.6	64.5	58.8	41.5
High school diploma or equivalent	26.6	36.3	28.6	24.5	24.5	21.0	71.1	66.7	50.1
Some college	34.6	46.8	39.3	28.9	28.6	24.0	77.8	69.4	53.1
Bachelor's degree or higher	47.5	70.2	60.9	33.4	36.0	27.6	79.4	73.4	50.9
No mother in household	13.4!	27.6!	13.4!	29.4!	24.9!	11.1!	63.7	51.7	29.9
Family type ⁴									
Two parents, with other siblings	31.4	47.4	41.8	24.9	28.2	22.6	71.4	66.1	48.8
Two parents, without other siblings	38.3	52.2	44.2	31.9	30.4	27.0	77.5	70.5	51.7
One parent, with other siblings	23.9	27.7	24.1	24.9	23.2	19.3	72.0	66.8	50.2
One parent, without other siblings	29.3	36.1	31.3	26.5	26.2	25.1	73.5	69.1	56.0
Other	20.1!	47.5	33.2	34.7	33.9	24.6	73.4	78.0	38.9
Primary language spoken in the home									
English	36.0	50.3	42.3	29.1	29.4	24.0	75.1	69.8	52.2
Other than English	17.6	23.9	22.5	18.8	22.5	17.8	66.8	58.1	39.1

See notes at end of table.

Table A-2-1. Percentage of 9-month-olds, 2-year-olds, and 4-year-olds read to, told stories, and sung to daily in a typical week by a family member, by child and family characteristics: 2001-02, 2003-04, and 2005-06—Continued

Characteristic	Read stories to			Told stories			Sung to		
	9-month-olds	2-year-olds	4-year-olds	9-month-olds	2-year-olds	4-year-olds	9-month-olds	2-year-olds	4-year-olds
Mother's employment									
35 hours or more	29.3	42.2	35.9	26.3	26.4	21.5	73.2	66.7	49.0
Less than 35 hours	36.4	51.5	43.2	27.0	28.1	24.5	75.5	69.1	52.7
Unemployed	26.7	34.0	24.4	25.9	25.3	19.3	74.8	69.3	51.7
Not in labor force	34.5	46.9	42.3	28.2	30.1	24.1	72.6	67.6	49.1
No mother in household	13.4 ¹	27.6 ¹	13.4 ¹	29.4 ¹	24.9 ¹	11.1 ¹	63.7	51.7	29.9

¹ Interpret data with caution (estimates are unstable).

² Race categories exclude persons of Hispanic ethnicity.

³ Normal birthweight is more than 5.5 pounds. Low birthweight is between 3.3 and 5.5 pounds. Very low birthweight is 3.3 pounds or less.

⁴ Prematurity is defined as less than 37 weeks' gestation.

⁵ For family type, the categories for parent type were collapsed as follows: two parents (includes biological mother and biological father or biological mother and other father [step-, adoptive, foster] or biological father and other mother [step-, adoptive, foster] or two adoptive parents); single parent (includes biological mother only or biological father only or single adoptive parent or adoptive parent and stepparent); and other parent type (includes related guardian(s) or unrelated guardian(s)). For more information on ECLS-B family type, see *supplemental note 3*.

NOTE: The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) sampled children born in 2001. The row variables correspond with the year of the estimate. For example, "Mother's education" for the 9-month estimates reflects mother's highest level of education at the time of the 9-month data collection. Additionally, the 9-month estimates for "Read to" reflects the percentage of children whose parents read to them daily in a typical week at the time of the 9-month data collection. For more information on parents' education, race/ethnicity, and poverty, see *supplemental note 1*; for more information on the ECLS-B, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month–Preschool Restricted-Use Data File (NCES 2008-034).

Standard Error Table to Indicator 2

Early Development of Children

Table S-2-1. Standard errors for the percentage of 9-month-olds, 2-year-olds, and 4-year-olds read to, told stories, and sung to daily in a typical week by a family member, by child and family characteristics: 2001-02, 2003-04, and 2005-06

Characteristic	Read stories to			Told stories			Sung to		
	9-month-olds	2-year-olds	4-year-olds	9-month-olds	2-year-olds	4-year-olds	9-month-olds	2-year-olds	4-year-olds
Total	0.80	0.76	0.76	0.72	0.80	0.55	0.74	0.83	0.68
Sex									
Male	1.03	0.99	1.06	0.87	0.91	0.75	0.94	1.04	0.87
Female	1.02	1.05	0.97	0.85	1.16	0.80	1.04	1.01	1.02
Race/ethnicity									
White	1.13	1.20	1.08	0.98	1.23	0.76	1.15	1.22	0.87
Black	1.15	1.51	1.27	1.09	1.23	1.30	1.18	1.57	1.75
Hispanic	1.52	1.27	1.51	1.28	1.26	1.21	1.14	1.58	1.54
Asian	1.81	2.20	2.85	1.63	1.83	2.15	1.49	2.03	2.01
Pacific Islander	9.47	8.81	12.27	13.77	11.93	9.03	9.29	5.81	12.36
American Indian/Alaska Native	3.22	4.09	3.01	3.08	4.12	2.23	3.29	4.21	3.91
More than one race	3.25	2.86	2.68	2.86	2.53	2.39	2.11	2.50	4.24
Birthweight									
Normal	0.84	0.80	0.79	0.77	0.84	0.58	0.78	0.84	0.74
Low	1.63	1.64	1.42	1.31	1.41	1.41	1.10	1.64	1.58
Very low	1.32	1.62	1.91	1.36	1.39	1.44	1.26	1.73	2.02
Prematurity									
Yes	1.64	1.56	1.94	1.53	1.58	1.89	1.37	1.70	1.77
No	0.83	0.84	0.80	0.71	0.85	0.56	0.79	0.87	0.78
Poverty status									
In poverty	1.36	1.45	1.33	1.22	1.50	1.18	1.57	1.74	1.35
At or above poverty	0.88	0.81	0.92	0.76	0.84	0.64	0.77	0.76	0.72
Mother's education									
Less than high school	1.19	1.25	1.33	1.27	1.49	1.44	1.72	1.78	1.64
High school diploma or equivalent	1.40	1.41	1.28	1.26	1.25	1.04	1.44	1.23	1.15
Some college	1.43	1.14	1.27	1.22	1.37	1.16	1.11	1.33	1.39
Bachelor's degree or higher	1.79	1.23	1.59	1.53	1.31	1.14	0.96	1.10	1.27
No mother in household	5.45	8.94	4.29	9.09	7.45	3.35	8.10	8.44	5.87
Family type									
Two parents, with other siblings	1.11	0.87	0.97	0.91	1.01	0.65	0.92	0.92	0.90
Two parents, without other siblings	1.26	1.43	2.17	1.38	1.78	1.80	1.09	1.31	2.21
One parent, with other siblings	1.88	1.77	1.52	1.95	1.72	1.41	2.08	2.12	1.62
One parent, without other siblings	1.97	2.03	2.56	1.93	1.93	2.52	1.94	2.71	2.55
Other	6.27	6.84	5.31	9.33	6.85	5.01	8.46	5.66	5.06
Primary language spoken in the home									
English	0.88	0.88	0.78	0.78	0.93	0.66	0.86	0.95	0.68
Other than English	1.20	1.40	1.55	1.38	1.24	1.16	1.53	1.62	1.51
Mother's employment									
35 hours or more	1.23	1.26	1.18	1.11	1.08	0.88	1.11	1.23	0.98
Less than 35 hours	1.55	1.64	1.78	1.45	1.31	1.40	1.26	1.38	1.89
Unemployed	1.96	2.34	1.94	2.11	2.31	2.14	1.96	2.21	2.76
Not in labor force	1.08	1.39	1.18	1.10	1.24	0.94	1.15	1.25	1.04
No mother in household	5.45	8.94	4.29	9.09	7.45	3.35	8.10	8.44	5.87

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month-Preschool Restricted-Use Data File (NCES 2008-034).