

Early Childhood Program Participation, From the National Household Education Surveys Program of 2012

First Look



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Introduction

This report presents data on the early care and education arrangements and selected family activities of children in the United States from birth through the age of 5 who were not yet enrolled in kindergarten in the spring of 2012. The report also presents data on parents' satisfaction with various aspects of these care arrangements and on their participation in various learning activities with their children. For each category of information included in the report, the results are broken down by child, parent, and family characteristics.

The data in this report are from the 2012 National Household Education Surveys Program (NHES:2012) Early Childhood Program Participation (ECPP) Survey. The ECPP survey is used to collect information on children from birth through age 6 who are not yet enrolled in kindergarten.¹ Prior to the 2012 ECPP survey that is the focus of the current report, the survey was last conducted in 2005. The ECPP asks detailed questions about children's participation in relative care, nonrelative care, and center-based care arrangements. It also asks about the main reason for choosing care; what factors were important to parents when choosing a care arrangement; what activities the family does with the child, such as reading, singing, and arts and crafts; and what the child is learning, such as counting, recognizing the letters of the alphabet, and reading.

As noted above, the ECPP asks detailed questions about children's participation in relative care, nonrelative care, and center-based care arrangements. However, children can have more than one care arrangement within a particular type of care (e.g., two relative care arrangements). Parents were instructed on the questionnaire to answer the detailed questions about the person or center that provided the most care. The tables in this report refer to these arrangements as "primary" arrangements. Children can have multiple primary care arrangements across arrangement types (e.g., primary relative care and primary center care).

This report (NCES 2013-029.REV) is revised from an earlier version of the report (NCES 2013-029) that was released in August 2013. This updated version is based on estimates that utilize the final NHES:2012 data, for which survey weights have been corrected. The correction in survey weights has led to small changes in the estimates presented, typically of one to two percentage points. The revised report also revises the estimates related to children's parents so that they are more consistent within tables and so that the parent(s) reported by the survey respondent, regardless of whether a birth, adoptive, step, foster parent or a grandparent, aunt, uncle, or another guardian in the household, is counted as a parent/guardian.

The NHES:2012 was conducted from January through August of 2012 using an address-based sample covering the 50 states and the District of Columbia. Earlier administrations of the NHES used a random-digit-dial (RDD) sample of landlines and computer-assisted telephone interviewing (CATI) to conduct interviews. However, due to declining response rates for all telephone surveys, and the increase in households that only or mostly use a cell phone instead of a landline, the data collection method was changed to a mail survey. Due to this change in the

¹ The ECPP data file includes too few six-year-olds to support stable estimates; therefore, six-year-olds have been excluded from the estimates presented in this report.

survey mode, readers should use caution when comparing estimates to prior NHES administrations. The U.S. Census Bureau was the data collection agency for the NHES:2012.

The ECPP questionnaires were completed by a parent or guardian who knew about the sampled child. When weighted, the ECPP data in this report are nationally representative of children between birth and the age of 5 not yet enrolled in kindergarten. The total number of ECPP cases in the NHES:2012 data used in this report is 7,892, representing 21.7 million children between birth and the age of 5.

The NHES screener questionnaire, which is designed to enumerate all of the children in the sampled household before the main topical survey is sent to the household, had a weighted response rate of 73.5 percent in 2012. The ECPP survey had a weighted unit response rate of 78.7 percent and an overall response rate of 57.8 percent. An analysis of bias in the NHES:2012 data, described further in appendix A, detected a small amount of measurable bias in race/ethnicity and income. The level of potential bias detected is considered to be low. Additional details about the survey methodology, response rates, and data reliability are provided in appendix A.

Results presented in the tables within this report are weighted. All statements of comparison made in this report have been tested for statistical significance using two-tailed t-tests and are significant at the 95 percent confidence level. No adjustments were made for multiple comparisons. Some estimates that appear different may not be measurably different in a statistical sense due to sampling error. Readers are directed to the Statistical Tests section of appendix A for information about how to make comparisons between estimates in the tables.

This *First Look* report updates data presented in an earlier report by presenting selected descriptive information. Readers are cautioned not to draw causal inferences based on the results presented. Many of the variables examined in this report may be related to one another, but the complex interactions and relationships among them have not been explored. The variables examined here are just a few of the variables that can be examined in these data; they were selected to demonstrate the range of information available from the study. The release of this report is intended to encourage more in-depth analysis of the data using more sophisticated statistical methods.

Selected Findings

- Approximately 60 percent of children 5 and younger not enrolled in kindergarten were in at least one weekly nonparental care arrangement, as reported by their parents. Among children in a weekly nonparental care arrangement, 56 percent were attending a day care center, preschool, or prekindergarten (center-based care); 42 percent were cared for by a relative (relative care); and 24 percent were cared for in a private home by someone not related to them (nonrelative care) (table 1).
- Among children with relative care, the primary caregiver for 78 percent of children was a grandparent in the primary relative care arrangement, compared to 11 percent who were cared for by an aunt or uncle and 10 percent whose care was provided by another relative (table 2).
- Among children who were one to two years old, the mean length of time that they had been in their primary care arrangement was longer for children in their primary relative care arrangement (18 months) compared to their primary nonrelative care (15 months) or center-based care arrangement (13 months) (table 3).
- Among families with any out-of-pocket costs for care using the primary care arrangement in each category reported, the per child out-of-pocket costs for center-based care were higher for children in families with incomes at or above the poverty threshold (\$6.96 per hour) compared to children in families with incomes below the poverty threshold (\$3.53 per hour) (table 4).
- The most common location for children's primary center-based care arrangement, as reported in the survey, was a building of its own (46 percent). Other reported locations were a church, synagogue, or other place of worship (20 percent); a public school (20 percent); and various other types of locations (14 percent) (table 5).
- Among children in a weekly nonparental care arrangement who had a parent that reported trying to find care, 81 percent of children had parents who reported that the learning activities of the child care arrangement were very important to them when they chose the arrangement where their child spends the most time. This percentage varied by parental education level, as a higher percentage of children whose parents/guardians had less than a high school credential (92 percent) or a high school diploma or equivalent (91 percent) had parents/guardians who reported that the learning activities at the care arrangement were very important in their choice compared to children whose parents/guardians had a vocational/technical degree or some college education (81 percent), children whose parents/guardians had a bachelor's degree (79 percent), and children whose parents/guardians had a graduate or professional degree (71 percent) (table 6).
- Approximately 98 percent of children ages three to five who were not yet in kindergarten had parents who taught them letters, words, or numbers in the past week; 95 percent had parents who read to them; 94 percent had parents who sang songs with them; 86 percent

had parents who worked on arts and crafts with them; and 83 percent had parents who told them a story (table 7).

Table 1. Percentage of children from birth through age 5 and not yet in kindergarten participating in various weekly nonparental care arrangements, by child and family characteristics: 2012

Characteristic	Number of children (thousands)	Nonparental care arrangement				No weekly nonparental care arrangement
		At least one weekly non-parental care arrangement	Type ¹			
			Relative	Nonrelative	Center ²	
Total	21,674	60	42	24	56	40
Child's age						
Less than one year.....	4,794	46	60	30	23	54
1–2 years.....	8,636	54	49	31	40	46
3–5 years.....	8,244	76	31	16	79	24
Child's sex						
Male.....	11,274	61	43	24	55	39
Female.....	10,400	60	41	24	57	40
Child's race/ethnicity						
White, non-Hispanic.....	10,893	62	37	28	57	38
Black, non-Hispanic.....	2,890	69	47	17	61	31
Hispanic.....	5,469	55	52	21	49	45
Asian or Pacific Islander, non-Hispanic.....	1,109	54	36	15	66	46
Other race, non-Hispanic ³	1,315	58	41	26	55	42
Family type						
Two parents or guardians.....	16,980	58	38	24	57	42
One parent or guardian.....	4,694	67	55	21	54	33
English spoken at home by parents/guardians⁴						
Both/only parent(s)/guardian(s) speak(s) English.....	18,434	63	42	24	57	37
One of two parents/guardians speaks English.....	790	47	53	20	53	53
No parent/guardian speaks English.....	2,450	48	44	22	50	52
Highest education level of parents/guardians						
Less than high school.....	2,740	45	57	21	42	55
High school/GED.....	4,322	53	53	17	50	47
Vocational/technical or some college.....	5,974	60	46	23	53	40
Bachelor's degree.....	5,187	67	36	24	62	33
Graduate or professional degree.....	3,452	73	29	31	64	27
Labor force status of parents/guardians⁵						
Two-parent/guardian family						
Both full time.....	5,332	88	41	31	51	12
One full time, one part time.....	2,365	78	38	26	55	22
One full time, one not in labor force.....	6,407	33	29	14	70	67
Other.....	2,876	43	45	16	57	57
Single-parent/guardian family						
Full time.....	1,957	83	50	23	57	17
Part time.....	804	77	58	23	48	23
Not in the labor force.....	1,227	44	66	20	50	56
Looking for work.....	706	53	53	14 !	62	47
School enrollment status of parents/guardians						
Both/only enrolled.....	1,370	74	58	21	53	26
Both/only not enrolled.....	17,604	59	41	24	56	41
One enrolled, one not enrolled.....	2,700	62	41	22	57	38

See notes at end of table.

Table 1. Percentage of children from birth through age 5 and not yet in kindergarten participating in various weekly nonparental care arrangements, by child and family characteristics: 2012—Continued

Characteristic	Number of children (thousands)	Nonparental care arrangement				No weekly nonparental care arrangement
		At least one weekly non-parental care arrangement	Type ¹			
			Relative	Nonrelative	Center ²	
Region						
Northeast.....	3,485	67	41	24	57	33
South.....	7,788	61	40	19	62	39
Midwest.....	4,837	61	40	29	53	39
West.....	5,563	55	49	25	48	45
Household income						
\$20,000 or less.....	3,955	48	54	19	50	52
\$20,001–\$50,000.....	6,246	53	49	18	53	47
\$50,001–\$75,000.....	3,881	61	42	21	55	39
\$75,001–\$100,000.....	2,745	72	39	29	56	28
\$100,001 or more.....	4,847	73	32	30	62	27
Poverty status⁶						
At or above poverty threshold.....	16,461	65	40	25	57	35
Below poverty threshold.....	5,213	47	54	17	50	53

!Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.

¹Among children with at least one weekly nonparental care arrangement.

²Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs.

³“Other race, non-Hispanic” includes American Indian and Alaska Native children who are not Hispanic and children reported as a race/ethnicity not listed.

⁴Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

⁵Full-time employment is defined as working 35 hours or more per week. Part-time employment is defined as working less than 35 hours per week.

⁶Children are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household’s needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Estimates include children from birth through age 5 and not yet in kindergarten. Children may have multiple care arrangements.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECPN-NHES:2012).

Table 2. Percentage of children from birth through age 5 and not yet in kindergarten receiving weekly care from a relative, by type of relative and child and family characteristics: 2012

Characteristic	Number of children (thousands)	Relative who provides primary care		
		Grandparent	Aunt or uncle	All other relatives
Total	5,534	78	11	10
Child's age				
Less than one year.....	1,314	75	15	10
1–2 years.....	2,281	81	11	8
3–5 years.....	1,939	77	10	13
Child's sex				
Male.....	2,966	79	10	11
Female.....	2,568	77	13	10
Child's race/ethnicity				
White, non-Hispanic.....	2,507	83	10	7
Black, non-Hispanic.....	930	74	13	13
Hispanic.....	1,564	72	14	14
Asian or Pacific Islander, non-Hispanic.....	219	78	5 !	17
Other race, non-Hispanic ¹	314	84	6 !	10 !
Family type				
Two parents or guardians.....	3,804	79	10	10
One parent or guardian.....	1,730	76	14	10
English spoken at home by parents/guardians²				
Both/only parent(s)/guardian(s) speak(s) English.....	4,807	80	11	9
One of two parents/guardians speaks English.....	199	79	7 !	13 !
No parent/guardian speaks English.....	527	60	17	23
Highest education level of parents/guardians				
Less than high school.....	699	59	20	21
High school/GED.....	1,222	82	10	8
Vocational/technical or some college.....	1,645	78	10	12
Bachelor's degree.....	1,240	82	10	8
Graduate or professional degree.....	728	84	9	7
Labor force status of parents/guardians³				
Two-parent/guardian family				
Both full time.....	1,921	78	11	12
One full time, one part time.....	708	83	12	5
One full time, one not in labor force.....	618	85	5	10
Other.....	558	74	11 !	15
Single-parent/guardian family				
Full time.....	811	71	17	12
Part time.....	360	76	10 !	14 !
Not in the labor force.....	358	82	10 !	7 !
Looking for work.....	200	82	14 !	‡
School enrollment status of parents/guardians				
Both/only enrolled.....	584	83	13	4 !
Both/only not enrolled.....	4,261	77	11	12
One enrolled, one not enrolled.....	689	82	10	9 !

See notes at end of table.

Table 2. Percentage of children from birth through age 5 and not yet in kindergarten receiving weekly care from a relative, by type of relative and child and family characteristics: 2012—Continued

Characteristic	Number of children (thousands)	Relative who provides primary care		
		Grandparent	Aunt or uncle	All other relatives
Region				
Northeast.....	941	79	10	11
South.....	1,892	80	12	8
Midwest.....	1,189	77	13	10
West.....	1,512	77	10	13
Household income				
\$20,000 or less.....	1,020	71	19	10
\$20,001–\$50,000.....	1,642	74	13	14
\$50,001–\$75,000.....	999	83	7	10
\$75,001–\$100,000.....	762	87	6	6
\$100,001 or more.....	1,110	82	10	8
Poverty status⁴				
At or above poverty threshold.....	4,222	81	10	9
Below poverty threshold.....	1,312	70	16	14

!Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.

‡ Reporting standards not met. There were too few cases for a reliable estimate.

¹“Other race, non-Hispanic” includes American Indian and Alaska Native children who are not Hispanic and children reported as a race/ethnicity not listed.

²Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

³Full-time employment is defined as working 35 hours or more per week. Part-time employment is defined as working less than 35 hours per week.

⁴Children are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household’s needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly relative care arrangement. Primary care arrangement within a particular type of care is defined as where the child spent the most time as determined by the parent on the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECP-P-NHES:2012).

Table 3. Mean length of time (in months) that children from birth through age 5 and not yet in kindergarten have been in current primary care arrangements with relative, nonrelative, or center-based provider, by child and family characteristics: 2012

Characteristic	Number of children (thousands)	Mean number of months spent in different types of primary nonparental care arrangements ¹		
		Primary relative	Primary nonrelative	Primary center ²
Total	13,089	19	16	14
Child's age				
Less than one year.....	2,200	5	5	5
1–2 years.....	4,657	18	15	13
3–5 years.....	6,232	31	25	15
Child's sex				
Male.....	6,870	19	16	14
Female.....	6,219	20	16	14
Child's race/ethnicity				
White, non-Hispanic.....	6,724	20	17	14
Black, non-Hispanic.....	1,990	20	16	15
Hispanic.....	3,012	18	16	12
Asian or Pacific Islander, non-Hispanic.....	601	23	15	14
Other race, non-Hispanic ³	763	21	14	14
Family type				
Two parents or guardians.....	9,933	20	16	14
One parent or guardian.....	3,156	19	16	14
English spoken at home by parents/guardians⁴				
Both/only parent(s)/guardian(s) speak(s) English.....	11,530	19	16	14
One of two parents/guardians speaks English.....	374	17	17	12
No parent/guardian speaks English.....	1,185	21	14	13
Highest education level of parents/guardians				
Less than high school.....	1,231	18	14	13
High school/GED.....	2,303	19	17	13
Vocational/technical or some college.....	3,555	20	15	14
Bachelor's degree.....	3,480	20	17	14
Graduate or professional degree.....	2,521	20	17	15
Labor force status of parents/guardians⁵				
Two-parent/guardian family				
Both full time.....	4,717	21	18	15
One full time, one part time.....	1,846	19	14	14
One full time, one not in labor force.....	2,143	18	13	12
Other.....	1,228	18	14	13
Single-parent/guardian family				
Full time.....	1,620	20	17	14
Part time.....	617	19	20	15
Not in the labor force.....	545	15	14	14
Looking for work.....	374	24	8 !	12
School enrollment status of parents/guardians				
Both/only enrolled.....	1,010	19	17	13
Both/only not enrolled.....	10,399	20	17	14
One enrolled, one not enrolled.....	1,680	18	13	14

See notes at end of table.

Table 3. Mean length of time (in months) that children from birth through age 5 and not yet in kindergarten have been in current primary care arrangements with relative, nonrelative, or center-based provider, by child and family characteristics: 2012—Continued

Characteristic	Number of children (thousands)	Mean number of months spent in different types of primary nonparental care arrangements ¹		
		Primary relative	Primary nonrelative	Primary center ²
Region				
Northeast.....	2,321	21	15	14
South.....	4,718	19	15	15
Midwest.....	2,971	20	18	14
West.....	3,078	18	16	13
Household income				
\$20,000 or less.....	1,897	19	13	13
\$20,001–\$50,000.....	3,326	18	16	13
\$50,001–\$75,000.....	2,379	20	15	14
\$75,001–\$100,000.....	1,965	21	18	15
\$100,001 or more.....	3,523	21	17	15
Poverty status⁶				
At or above poverty threshold.....	10,650	20	17	14
Below poverty threshold.....	2,439	18	13	13

!Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.

¹If children were not in a given care arrangement, they were not included in the denominator for mean length of time in that particular care arrangement (e.g., children not in relative care were not included in the denominator for estimates for relative care).

²Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs.

³“Other race, non-Hispanic” includes American Indian and Alaska Native children who are not Hispanic and children reported as a race/ethnicity not listed.

⁴Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

⁵Full-time employment is defined as working 35 hours or more per week. Part-time employment is defined as working less than 35 hours per week.

⁶Children are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household’s needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten with at least one weekly nonparental care arrangement. Primary care arrangement within a particular type of care is defined as where the child spent the most time as determined by the parent on the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECPN-NHES:2012).

Table 4. Mean per child hourly out-of-pocket expense paid for families with any out-of-pocket expense for child care for children from birth through age 5 and not yet in kindergarten for weekly nonparental primary care arrangements, by child and family characteristics: 2012

Characteristic	Number of children (thousands)	Hourly out-of-pocket expense by type of weekly nonparental primary care arrangement		
		Primary relative	Primary nonrelative	Primary center ¹
Total	8,756	\$4.18	\$5.28	\$6.70
Child's age				
Less than one year.....	1,285	5.05	6.84	8.08
1–2 years.....	3,269	3.83	4.82	6.08
3–5 years.....	4,202	4.06	4.96	6.82
Child's sex				
Male.....	4,527	3.66	4.98	6.53
Female.....	4,229	4.80	5.63	6.87
Child's race/ethnicity				
White, non-Hispanic.....	4,859	4.72	5.04	6.47
Black, non-Hispanic.....	1,168	4.32	6.58	5.28
Hispanic.....	1,823	3.57	5.06	6.31
Asian or Pacific Islander, non-Hispanic.....	399	7.80 !	6.78	8.69
Other race, non-Hispanic ²	507	2.37	6.18	11.41 !
Family type				
Two parents or guardians.....	6,769	4.32	5.22	7.00
One parent or guardian.....	1,987	3.94	5.60	5.40
English spoken at home by parents/guardians³				
Both/only parent(s)/guardian(s) speak(s) English.....	7,858	3.91	5.25	6.58
One of two parents/guardians speaks English.....	193	9.67 !	5.77	7.33
No parent/guardian speaks English.....	705	4.21	5.49	8.43
Highest education level of parents/guardians				
Less than high school.....	546	5.59	6.11	‡
High school/GED.....	1,157	3.63	4.19	7.45 !
Vocational/technical or some college.....	2,323	3.10	3.96	5.76
Bachelor's degree.....	2,622	4.80	5.32	6.55
Graduate or professional degree.....	2,108	5.36	6.86	7.51
Labor force status of parents/guardians⁴				
Two-parent/guardian family				
Both full time.....	3,571	4.36	5.03	6.68
One full time, one part time.....	1,290	2.84	5.22	6.52
One full time, one not in labor force.....	1,311	6.33 !	5.52	8.07
Other.....	597	4.45	6.39	6.95
Single-parent/guardian family				
Full time.....	1,173	4.02	5.59	6.14
Part time.....	372	3.54	4.50	3.69
Not in the labor force.....	245	‡	8.38	4.90
Looking for work.....	198	1.51	3.40 !	2.89
School enrollment status of parents/guardians				
Both/only enrolled.....	613	4.22	6.44	6.01
Both/only not enrolled.....	7,005	4.26	5.21	6.87
One enrolled, one not enrolled.....	1,139	3.58	5.21	5.93

See notes at end of table.

Table 4. Mean per child hourly out-of-pocket expense paid for families with any out-of-pocket expense for child care for children from birth through age 5 and not yet in kindergarten for weekly nonparental primary care arrangements, by child and family characteristics: 2012—Continued

Characteristic	Number of children (thousands)	Hourly out-of-pocket expense by type of weekly nonparental primary care arrangement		
		Primary relative	Primary nonrelative	Primary center ¹
Region				
Northeast.....	1,595	4.70	7.43	7.82
South.....	3,034	3.78	5.20	5.76
Midwest.....	2,053	3.65	4.13	5.34
West.....	2,074	4.62	5.14	8.98
Household income				
\$20,000 or less.....	969	4.14	5.13	3.82
\$20,001–\$50,000.....	1,902	3.80	4.22	5.43
\$50,001–\$75,000.....	1,520	4.15	3.87	6.84
\$75,001–\$100,000.....	1,478	4.41	5.10	6.16
\$100,001 or more.....	2,888	4.86	6.60	7.92
Poverty status⁵				
At or above poverty threshold.....	7,571	4.23	5.32	6.96
Below poverty threshold.....	1,186	4.06	4.96	3.53

¹Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.

‡ Reporting standards not met. There were too few cases for a reliable estimate.

¹Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs.

²“Other race, non-Hispanic” includes American Indian and Alaska Native children who are not Hispanic and children reported as a race/ethnicity not listed.

³Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

⁴Full-time employment is defined as working 35 hours or more per week. Part-time employment is defined as working less than 35 hours per week.

⁵Children are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household’s needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten, who have at least one weekly nonparental care arrangement with out-of-pocket expense. Children for whom no fee was charged, for whom another source paid the entire fee, or for whom the period of time covered by the amount indicated (e.g., per hour, per week) could not be determined are excluded from the estimates. Primary care arrangement within a particular type of care is defined as where the child spent the most time as determined by the parent on the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECPN-NHES:2012).

Table 5. Percentage of children from birth through age 5 and not yet in kindergarten enrolled in a weekly primary center-based program at a specified location, by child and family characteristics: 2012

Characteristic	Number of children (thousands)	Location of primary center-based care arrangement			
		Church, synagogue, or other place of worship	Public school (K–12)	Its own building	All other locations
Total	7,328	20	20	46	14
Child's age					
Less than one year.....	507	10	‡	78	9
1–2 years.....	1,876	21	6	62	11
3–5 years.....	4,946	21	27	37	16
Child's sex					
Male.....	3,783	18	20	48	14
Female.....	3,545	21	19	45	15
Child's race/ethnicity					
White, non-Hispanic.....	3,833	27	15	44	14
Black, non-Hispanic.....	1,211	11	24	54	12
Hispanic.....	1,472	10	30	44	16
Asian or Pacific Islander, non-Hispanic.....	396	24	16	40	20
Other race, non-Hispanic ¹	417	15	19	53	13
Family type					
Two parents or guardians.....	5,615	23	19	43	15
One parent or guardian.....	1,713	11	22	55	13
English spoken at home by parents/guardians²					
Both/only parent(s)/guardian(s) speak(s) English.....	6,533	21	18	47	14
One of two parents/guardians speaks English.....	200	9 !	49	33	‡
No parent/guardian speaks English.....	595	7	31	43	19
Highest education level of parents/guardians					
Less than high school.....	518	10 !	46	32	12
High school/GED.....	1,161	6	40	42	12
Vocational/technical or some college.....	1,870	17	18	54	11
Bachelor's degree.....	2,165	27	12	46	15
Graduate or professional degree.....	1,614	27	8	46	19
Labor force status of parents/guardians³					
Two-parent/guardian family					
Both full time.....	2,396	19	10	56	15
One full time, one part time.....	1,020	30	19	36	15
One full time, one not in labor force.....	1,500	28	26	29	17
Other.....	698	12	34	43	11
Single-parent/guardian family					
Full time.....	918	12	14	60	13
Part time.....	295	17	18	55	10 !
Not in the labor force.....	270	7 !	31	49	13 !
Looking for work.....	230	‡	45	39	11 !
School enrollment status of parents/guardians					
Both/only enrolled.....	534	11	26	51	12
Both/only not enrolled.....	5,839	21	19	45	15
One enrolled, one not enrolled.....	955	19	18	50	13

See notes at end of table.

Table 5. Percentage of children from birth through age 5 and not yet in kindergarten enrolled in a weekly primary center-based program at a specified location, by child and family characteristics: 2012—Continued

Characteristic	Number of children (thousands)	Location of primary center-based care arrangement			
		Church, synagogue, or other place of worship	Public school (K–12)	Its own building	All other locations
Region					
Northeast.....	1,312	18	13	49	20
South.....	2,946	24	20	46	10
Midwest.....	1,586	20	25	42	14
West.....	1,484	14	20	48	17
Household income					
\$20,000 or less.....	954	10	35	44	11
\$20,001–\$50,000.....	1,758	14	31	43	12
\$50,001–\$75,000.....	1,317	22	15	49	14
\$75,001–\$100,000.....	1,105	25	14	48	13
\$100,001 or more.....	2,194	25	9	47	18
Poverty status⁴					
At or above poverty threshold.....	6,112	22	16	47	15
Below poverty threshold.....	1,216	9	37	43	12

¹Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.

‡ Reporting standards not met. There were too few cases for a reliable estimate.

¹“Other race, non-Hispanic” includes American Indian and Alaska Native children who are not Hispanic and children reported as a race/ethnicity not listed.

²Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

³Full-time employment is defined as working 35 hours or more per week. Part-time employment is defined as working less than 35 hours per week.

⁴Children are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household’s needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Estimates include all children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly center-based care arrangement. Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs. Primary care arrangement within a particular type of care is defined as where the child spent the most time as determined by the parent on the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECP-P-NHES:2012).

Table 6. Percentage of children from birth through age 5 and not yet in kindergarten whose parents had tried to find care and who rated various factors used to select weekly care arrangement for children as “very important,” by child and family characteristics: 2012

Characteristic	Number of children (thousands)	Factor rated as “very important” when selecting care arrangement						
		Location	Cost	Reliability	Learning activities	Time with other children	Availability of care provider	Number of children in care group
Total.....	9,685	59	49	88	81	71	71	46
Arrangement type								
Relative only.....	1,177	66	75	92	82	65	85	46
Nonrelative only.....	1,385	64	52	92	60	46	77	42
Center only.....	4,799	57	43	85	86	78	66	48
Multiple arrangements.....	2,323	57	47	89	81	73	69	45
Child’s age								
Less than one year.....	1,102	62	51	88	68	47	78	49
1–2 years.....	3,221	60	50	90	76	65	76	46
3–5 years.....	5,362	59	48	86	86	79	66	46
Child’s sex								
Male.....	5,072	59	51	87	80	70	71	45
Female.....	4,613	60	47	89	81	71	71	48
Child’s race/ethnicity								
White, non-Hispanic.....	5,226	51	40	87	75	65	63	39
Black, non-Hispanic.....	1,540	74	65	89	93	81	87	61
Hispanic.....	1,932	70	61	90	86	77	78	56
Asian or Pacific Islander, non-Hispanic.....	430	62	44	78	81	71	65	40
Other race, non-Hispanic ¹	558	60	57	90	79	72	75	42
Family type								
Two parents or guardians.....	7,470	57	46	88	79	69	67	45
One parent or guardian.....	2,215	67	60	87	87	77	81	52
English spoken at home by parents/guardians²								
Both/only parent(s)/guardian(s) speak(s) English.....	8,743	58	48	88	80	70	70	45
One of two parents/guardians speaks English.....	238	72	68	87	88	68	86	60
No parent/guardian speaks English.....	705	72	59	84	88	81	75	56
Highest education level of parents/guardians								
Less than high school.....	688	66	53	78	92	80	74	56
High school/GED.....	1,416	71	64	87	91	85	82	58
Vocational/technical or some college.....	2,660	60	59	89	81	72	75	48
Bachelor’s degree.....	2,800	55	44	89	79	66	65	42
Graduate or professional degree.....	2,121	54	33	89	71	62	64	39
Labor force status of parents/guardians³								
Two-parent/guardian family								
Both full time.....	3,641	57	45	91	75	64	75	43
One full time, one part time.....	1,347	55	45	90	78	66	61	40
One full time, one not in labor force.....	1,607	53	43	85	82	76	50	47
Other.....	875	68	59	81	91	80	78	54
Single-parent/guardian family								
Full time.....	1,205	65	64	89	84	71	83	50
Part time.....	415	66	56	87	90	82	87	49
Not in the labor force.....	330	67	56	76	85	86	76	57
Looking for work.....	265	77	54	92	96	83	72	59

See notes at end of table.

Table 6. Percentage of children from birth through age 5 and not yet in kindergarten whose parents had tried to find care and who rated various factors used to select weekly care arrangement for children as “very important,” by child and family characteristics: 2012—Continued

Characteristic	Number of children (thousands)	Factor rated as “very important” when selecting care arrangement						
		Location	Cost	Reliability	Learning activities	Time with other children	Availability of care provider	Number of children in care group
School enrollment status of parents/guardians								
Both/only enrolled.....	721	59	59	86	88	76	77	56
Both/only not enrolled.....	7,724	59	48	88	80	70	70	46
One enrolled, one not enrolled.....	1,240	61	51	89	78	69	69	43
Region								
Northeast.....	1,744	62	49	90	84	75	75	43
South.....	3,569	63	51	88	85	74	74	52
Midwest.....	2,219	53	44	87	74	63	65	40
West.....	2,154	59	53	87	77	70	67	47
Household income								
\$20,000 or less.....	1,311	71	59	85	93	83	85	54
\$20,001–\$50,000.....	2,140	64	66	87	86	74	73	51
\$50,001–\$75,000.....	1,780	55	56	88	79	72	68	44
\$75,001–\$100,000.....	1,567	56	46	89	77	67	71	44
\$100,001 or more.....	2,888	55	30	89	74	64	64	42
Poverty status⁴								
At or above poverty threshold.....	8,093	57	47	88	78	69	68	45
Below poverty threshold.....	1,592	73	63	85	92	81	82	54

¹“Other race, non-Hispanic” includes American Indian and Alaska Native children who are not Hispanic and children reported as a race/ethnicity not listed.

²Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

³Full-time employment is defined as working 35 hours or more per week. Part-time employment is defined as working less than 35 hours per week.

⁴Children are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household’s needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECP-P-NHES:2012).

Table 7. Percentage of children from age 3 through age 5 and not yet in kindergarten whose parents reported participating in home activities with child in the past week, by type of involvement and child and family characteristics: 2012

Characteristic	Number of children (thousands)	Home activities with child in past week				
		Read to child	Told a story	Taught letters, words, or numbers	Sang songs	Worked on arts and crafts
Total	8,244	95	83	98	94	86
Arrangement type						
Relative.....	1,939	93	81	98	93	83
Nonrelative.....	1,016	96	85	97	94	86
Center.....	4,946	96	85	98	95	88
No nonparental arrangement.....	2,012	92	81	97	94	84
Child's sex						
Male.....	4,251	94	82	97	93	84
Female.....	3,993	95	85	98	96	88
Child's race/ethnicity						
White, non-Hispanic.....	4,062	98	87	98	95	90
Black, nonHispanic.....	1,154	92	80	99	95	83
Hispanic.....	2,100	90	78	97	92	80
Asian or Pacific Islander, non-Hispanic.....	423	92	85	98	93	86
Other race, non-Hispanic ¹	505	96	84	99	95	88
Family type						
Two parents or guardians.....	6,290	95	85	98	95	87
One parent or guardian.....	1,954	92	79	97	92	84
English spoken at home by parents/guardians²						
Both/only parent(s)/guardian(s) speak(s) English.....	7,014	96	84	98	95	88
One of two parents/guardians speaks English.....	261	95	85	96	96	80
No parent/guardian speaks English.....	969	86	75	97	90	76
Highest education level of parents/guardians						
Less than high school.....	1,094	89	71	98	91	79
High school/GED.....	1,638	90	82	97	91	82
Vocational/technical or some college.....	2,302	95	82	97	95	84
Bachelor's degree.....	2,000	99	89	99	97	92
Graduate or professional degree.....	1,210	98	88	98	96	91
Labor force status of parents/guardians³						
Two-parent/guardian family						
Both full time.....	2,001	97	85	98	96	86
One full time, one part time.....	972	96	88	99	94	88
One full time, one not in labor force.....	2,297	95	85	97	95	87
Other.....	1,020	92	80	98	93	85
Single-parent/guardian family						
Full time.....	962	91	78	97	91	82
Part time.....	342	98	81	98	91	85
Not in the labor force.....	387	89	80	95	92	86
Looking for work.....	263	93	74	97	96	89
School enrollment status of parents/guardians						
Both/only enrolled.....	498	96	84	97	97	87
Both/only not enrolled.....	6,769	94	83	98	94	86
One enrolled, one not enrolled.....	978	96	86	98	95	84

See notes at end of table.

Table 7. Percentage of children from age 3 through age 5 and not yet in kindergarten whose parents reported participating in home activities with child in the past week, by type of involvement and child and family characteristics: 2012—Continued

Characteristic	Number of children (thousands)	Home activities with child in past week				
		Read to child	Told a story	Taught letters, words, or numbers	Sang songs	Worked on arts and crafts
Region						
Northeast.....	1,298	96	86	98	94	89
South.....	3,013	94	82	98	93	84
Midwest.....	1,919	94	82	97	97	86
West.....	2,014	95	85	98	94	86
Household income						
\$20,000 or less.....	1,480	92	83	97	93	84
\$20,001–\$50,000.....	2,372	91	82	98	93	83
\$50,001–\$75,000.....	1,510	96	82	98	95	85
\$75,001–\$100,000.....	1,082	97	89	98	98	91
\$100,001 or more.....	1,800	98	83	98	95	89
Poverty status⁴						
At or above poverty threshold.....	6,286	96	84	98	95	87
Below poverty threshold.....	1,958	90	82	96	92	83

¹“Other race, non-Hispanic” includes American Indian and Alaska Native children who are not Hispanic and children reported as a race/ethnicity not listed.

²Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

³Full-time employment is defined as working 35 hours or more per week. Part-time employment is defined as working less than 35 hours per week.

⁴Children are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household’s needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECPN-NHES:2012).

References

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Appendix A: Technical Notes

The National Household Education Surveys Program (NHES) is a set of surveys sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES) that provides descriptive data on the educational activities of the U.S. population. This *First Look* report presents new survey data released from the Early Childhood Program Participation (ECPP) Survey of the 2012 NHES. Earlier administrations of the NHES—in 1991, 1995, 1999, 2001, and 2005—also focused on early childhood program participation.

This report (NCES 2013-029.REV) is revised from an earlier version (NCES 2013-029) that was released in August 2013. This updated version is based on estimates that utilize the final NHES:2012 data, for which survey weights have been corrected to address an error in the sampling frame totals used in the calculation of the base weights. The original sampling frame population totals erroneously excluded certain address types that had been included in the sampling frame from which the NHES:2012 sample was selected. The correction in survey weights has led to small changes in the estimates presented, typically of one to two percentage points. For more information about NHES sampling and weighting procedures, please consult the *National Household Education Surveys Program of 2012: Data File User's Manual* (McPhee et al. forthcoming). The revised report also revises the estimates related to children's parents so that they are more consistent within tables and so that the parent(s) reported by the survey respondent, regardless of whether a birth, adoptive, step, foster parent or a grandparent, aunt, uncle, or another guardian in the household, is counted as a parent/guardian. Please see appendix B for more detail on how the variables related to parents or guardians were constructed.

The ECPP data collection was conducted by the U.S. Census Bureau, from January through August of 2012. This section provides a brief description of the study methodology. For more extensive information on the study methodology and data collection procedures, readers are advised to consult the *National Household Education Surveys Program of 2012: Data File User's Manual* (McPhee et al. forthcoming).

The NHES:2012 sample was selected using a two-stage address-based sampling frame. The first sampling stage selected residential addresses, and the second sampling stage selected an eligible child from information provided on the household mail screener. To increase the number of Blacks and Hispanics in the sample, Black and Hispanic households were sampled at a higher rate than other households by identifying census tracts with higher percentages of these residents. After the sample was selected, the data were collected using printed questionnaires that were mailed to the sampled respondents.

The NHES:2012 included three topical surveys: the ECPP survey and the Parent and Family Involvement in Education survey for enrolled students (PFI-Enrolled) and homeschooled students (PFI-Homeschooled). A within-household sampling scheme was developed to control the number of persons sampled for topical questionnaires in each household. Eligible children were selected to receive either the ECPP survey or the PFI-Enrolled or PFI-Homeschooled survey; no household received more than one survey.

Because ECPP-eligible children comprise a smaller portion of the population than the kindergarten through grade 12 children who are eligible for the PFI, differential sampling in households with children in both domains was applied to ensure a sufficient sample size for the ECPP survey. The differential probabilities of selection (for households overall and within households) are accounted for in the NHES weighting methodology. The ECPP sample is nationally representative of all noninstitutionalized children in the 50 states and the District of Columbia between birth and the age of 6.¹

The respondent to the ECPP questionnaire was a parent or guardian in the household who knew about the sampled child. The respondent was asked detailed questions about the sampled child's current nonparental care arrangements, finding and choosing care for the child, family activities, and things the child may be learning. The respondent was also asked basic demographic questions about the child, as well as questions about the child's health and disability status, parent/guardian characteristics, and household characteristics. Multiple follow-up attempts were made to obtain completed questionnaires from respondents who did not respond to the first questionnaire that was mailed to them. The survey questionnaires were printed in both English and Spanish. The total number of ECPP cases used in this report was 7,892, representing a population of 21.7 million children when weighted to reflect national totals.

Data Reliability

Estimates produced using data from the NHES are subject to two types of errors: sampling errors and nonsampling errors. Nonsampling errors are errors made in the collection and processing of data. Sampling errors occur because the data are collected from a sample, rather than a census, of the population.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems such as unit and item nonresponse, the differences in respondents' interpretations of the meaning of survey questions, response differences related to the particular month or time of the year when the survey was conducted, the tendency for respondents to give socially desirable responses, and mistakes in data preparation.

In general, it is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. For each NHES survey, efforts are made to prevent such errors from occurring and to compensate for them, where possible. For instance, during the survey design phase, cognitive interviews are conducted to assess respondents' knowledge of the survey topics, their comprehension of questions and terms, and the sensitivity of items.

¹ The ECPP sample represents children who are age 6 but not yet in kindergarten; however, the tables in this report are for children birth to age 5 because there are not enough children who are age 6 and not yet in kindergarten in the final NHES data to support stable estimates.

Sampling Errors

The sample of households based on addresses selected for the NHES:2012 is just one of many possible samples that could have been selected from all households based on addresses. Therefore, estimates produced from this survey may differ from estimates that would have been produced from other samples. This type of variability is called sampling error because it arises from using a sample of households rather than all households.

The standard error is a measure of the variability due to sampling when estimating a statistic; standard errors for estimates presented in this report were computed using a jackknife replication method. Standard errors can be used as a measure of the precision expected from a particular sample. The probability that a complete census count would differ from the sample estimate by less than 1 standard error is about 68 percent. The chance that the difference would be less than 1.65 standard errors is about 90 percent and that the difference would be less than 1.96 standard errors is about 95 percent.

Standard errors for all of the estimates are presented in appendix C and can be used to produce confidence intervals. For example, among children in relative care, an estimated 75 percent of children less than one year old received relative care from a grandparent (table 2). Since this figure has an estimated standard error of 2.8, the estimated 95 percent confidence interval is approximately 70 to 80 percent [75 percent \pm (1.96*2.8)]. If repeated samples were drawn from the same population and confidence intervals were constructed for the percentage of those children who were in relative care, less than one year old, who received care from a grandparent, these intervals would contain the true population parameter 95 percent of the time.

Weighting

In order to produce unbiased and consistent estimates of national totals, all of the responses in this report were weighted using the probabilities of selection of the respondents and other adjustments to account for nonresponse and coverage bias. The weight used in the report is FEWT, which is the weight variable available in the ECPP data file that is used to estimate the characteristics of the school-age children. In addition to weighting the responses, special procedures for estimating the standard errors of the estimates were employed because the NHES:2012 data were collected using a complex sample design. Complex sample designs result in data that violate some of the assumptions that are normally made when assessing the statistical significance of results from a simple random sample. For example, the standard errors of the estimates from these surveys may vary from those that would be expected if the sample were a simple random sample and the observations were independent and identically distributed random variables. The estimates and standard errors presented in this report were produced using SAS 9.2 software and the jackknife 1 (JK1) option as a replication procedure. Eighty replicate weights, FEWT1 to FEWT80, were used to compute sampling errors of estimates. These replicate weights are also available in the ECPP data file.

Response Rates

In the NHES:2012 collection, an initial screener questionnaire was sent to all sampled households to determine if any eligible children resided in the household. Screener questionnaires were completed by 99,426 households, for a weighted screener unit response rate of 73.5 percent. ECPP questionnaires were completed for 7,893 children, for a weighted unit

response rate of 78.7 percent and an overall estimated weighted unit response rate (the product of the screener weighted unit response rate and the ECPP unit weighted response rate) of 57.8 percent.

The NHES:2012 included a bias analysis to evaluate whether nonresponse at the unit and item levels impacted the estimates. The term “bias” has a specific technical definition in this context: it is the expected difference between the estimate from the survey and the actual population value. For example, if all households were included in the survey (i.e., if a census was conducted rather than a sample survey), the difference between the estimate from the survey and the actual population value (which includes persons who did not respond to the survey) would be the bias due to unit nonresponse. Since NHES is based on a sample, the bias is defined as the expected or average value of this difference over all possible samples.

Unit nonresponse bias, or the bias due to the failure of some persons or households in the sample to respond to the survey, can be substantial when two conditions hold. First, the differences between the characteristics of respondents and nonrespondents must be relatively large. For example, consider estimating the percentage of preschoolers who can recognize all the letters of the alphabet. If the percentage is nearly identical for both respondents and nonrespondents, then the unit nonresponse bias of the estimate will be negligible.

Second, the unit nonresponse rate must be relatively high. If the nonresponse rate is very low relative to the magnitude of the estimates, then the unit nonresponse bias in the estimates will be small, even if the differences in the characteristics between respondents and nonrespondents are relatively large. For example, if the unit nonresponse rate is only 2 percent, then estimates of totals that comprise 20 or 30 percent of the population will not be greatly affected by nonresponse, even if the differences in these characteristics between respondents and nonrespondents are relatively large. If the estimate is for a small domain or subgroup (of about 5 or 10 percent of the population), then even a relatively low overall rate of nonresponse can result in important biases if the differences between respondents and nonrespondents are large.

Comparisons between the full sample population and the respondent populations were made before and after the nonresponse weighting adjustments were applied to evaluate the extent to which the adjustments reduced nonresponse bias. Chapter 10 of the *NHES:2012 Data File User's Manual* contains a detailed description of the nonresponse bias analysis. The NHES sampling frame variables were used for the unit nonresponse bias analysis for the screener and topical surveys. The analysis of unit nonresponse bias showed evidence of bias based on the distributions of the sample characteristics for the survey respondents compared to the full eligible sample. However, this bias was greatly reduced by the nonresponse weighting adjustments. In the post-adjusted Screener estimates, the number of estimates showing measurable and practical differences was reduced approximately in half. The percentage of estimates with measurable survey and sample differences greater than 1 percentage point was reduced from 22 to 6 percent for the ECPP survey by the nonresponse weighting adjustments.

When key survey estimates generated with unadjusted and nonresponse adjusted weights were compared, only a small number of measurable differences were observed. This suggests that none of these variables were powerful predictors of unit response. Therefore, the unit

nonresponse adjustment had little effect on the potential bias, but it is also possible that there was limited bias to be removed.

It is also possible that nonresponse bias may still be present in other variables that were not studied. For this reason, it is important to consider other methods of examining unit nonresponse bias. One such method is comparing NHES estimates to other sources. NHES estimates were compared with estimates from the American Community Survey, Current Population Survey, and prior NHES collections. Comparisons were made on common variables of interest—such as child’s race/ethnicity and sex; key questionnaire items; and parents’ education and household income—to discover any indication of potential bias that may exist in the NHES:2012 data. The results from these comparisons indicate that NHES survey estimates are comparable to other data sources.

Statistical Tests

All specific statements of comparisons have been tested for statistical significance at the .05 level using Student’s t statistics to ensure that the differences are larger than those that might be expected due to sampling variation. No adjustments were made for multiple comparisons. Readers are cautioned not to draw causal inferences based on the results presented. Many of the variables examined in this report may be related to one another, but the complex interactions and relationships among them have not been explored. The variables examined here are also just a few of those that can be examined in these data.

The tests of significance used in this report are based on Student’s t statistics for the comparisons of means and percentages. To test for a difference between the percentages of two subgroups in the population having a particular characteristic, say p_1 versus p_2 , the test statistic is computed as

$$t = \frac{p_2 - p_1}{\sqrt{[s.e.(p_1)]^2 + [s.e.(p_2)]^2}}$$

where p_i is the estimated percentage of subgroup i ($i = 1, 2$) having the particular characteristic and $s.e.(p_i)$ is the standard error of that estimate. Thus, if p_1 is 75 percent of children under the age of one who received relative care from a grandparent (with a standard error of 2.8), and p_2 is 77 percent of children between the ages of 3 and 5 who received relative care from a grandparent (with a standard error of 2.1), the t value is equal to 0.5714.

The decision rule is to reject the null hypothesis that there is no difference between the two estimates if $|t| > t_{\frac{\alpha}{2};df}$, where $t_{\frac{\alpha}{2};df}$ is the value such that the probability that a Student’s t random

variable with df degrees of freedom exceeds that value is $\alpha/2$. All tests in this report are based on a significance level of .05 (that is, $\alpha = 0.05$). When the degrees of freedom are large, greater than 120, $t_{0.025;df} \approx 1.96$. In the example above, the t value is not large enough for the null hypothesis to be rejected ($0.5714 < 1.96$), so we conclude that there is no measurable differences between the percent of children under the age of one and the percent of children between the ages of 3 and 5 who received relative care from a grandparent.

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Appendix B: Glossary of Terms

The row and column variables used in analyses for this *First Look* report are described below. The names of variables that are included in the data file and were used to produce estimates for this report appear in capital letters. In some cases, the variables have been used in the exact format in which they appear on the data file. In other cases, variables available on the data file have been modified, for instance, when the categories have been combined to create a smaller number of categories. Such collapsing of categories is noted in the descriptions. In other cases, new measures have been created specifically for this report by combining information from two or more variables in the data file. In these instances, the variables used to create the new measure are noted. Values were imputed for items with missing data. Unless otherwise noted, all data are based on either direct parent reports or imputed data.

Row Variables

Child Characteristics

Child's age: Child's age (AGE2011) is the sampled child's age as of December 31, 2011. For the analyses in this report, age is collapsed into three categories: less than one year old, 1–2 years old, and 3–5 years old. All tables include only children up to 5 years of age.

Child's sex: The data for the variable CSEX are taken directly from responses to the screener interview.

Child's race/ethnicity: RACEETH2 indicates the race and ethnicity of the sampled child. This variable is used in this report in the same format in which it appears on the data file and is derived from information in CHISPAN, CWHITE, CBLACK, CAMIND, CASIAN, and CPACI. If values are missing for these variables, they are imputed. If children are reported to be both Asian and Pacific Islander, and are not Hispanic, they are included in the "Asian or Pacific Islander, non-Hispanic" category.

The values of RACEETH2 are as follows:

- 1 = White, non-Hispanic
- 2 = Black, non-Hispanic
- 3 = Hispanic
- 4 = Asian or Pacific Islander, non-Hispanic
- 5 = All other races and multiple races, non-Hispanic

Region: The variable CENREG identifies the census region in which the sampled child lives. This derived variable was drawn from the sampling frame.

The values for CENREG are as follows:

- 1 = Northeast
- 2 = South
- 3 = Midwest
- 4 = West

Family Characteristics

Family type: Family type is derived from PAR1TYPE and PAR2TYPE. These two derived variables on the data file indicate whether the parents identified in the "Parent 1" and "Parent 2" sections of the questionnaire are birth or adoptive parents, step or foster parents, grandmothers or another type of female guardian, or grandfathers or another type of male guardian.

The values for Family type are as follows:

- 1 = Two parents or guardians
- 2 = One parent or guardian

The code used to produce family type is as follows:

If PAR1TYPE in (1,2,3,4,5,6) and PAR2TYPE in (1,2,3,4,5,6) then family = 1;
Else family = 2;

English spoken at home by parents/guardians: LANGUAGEX indicates the knowledge and/or use of English by the parent(s)/guardian(s) in the household. LANGUAGEX is used in this report in the same format in which it appears on the data file and is created using the variables P1FRLNG, P1SPEAK, P2GUARD, P2FRLNG, and P2SPEAK.

The values for LANGUAGEX follow:

- 1 = Both/only parent(s) learned English first or currently speak(s) English in the home
- 2 = One of two parents learned English first or currently speaks English in the home
- 3 = No parent learned English first and both/only parent(s) currently speak(s) a non-English language in the home

Highest education level of parents/guardians: PARGRADEX indicates the highest level of education for either of the child's parents or nonparent guardians who reside in the household. It is derived from PAR1EDUC and PAR2EDUC, which are other derived variables.

The values for PARGRADEX are as follows:

- 1 = Less than high school credential
- 2 = High school graduate or the equivalent
- 3 = Vocational/technical education after high school or some college
- 4 = College graduate
- 5 = Graduate or professional school

Labor force status of parents/guardians: The data indicate the employment status of the parents/guardians in the household. This variable is created using the derived variables PAR1EMPL and PAR2EMPL that provide employment information on the parents/guardians in the household.

The values for PAR1EMPL and PAR2EMPL are as follows:

- 1 = Working 35 hours or more per week
- 2 = Working less than 35 hours per week
- 3 = Looking for work
- 4 = Not in the labor force

The parent labor force status variable was separated into two-parent/guardian and single-parent/guardian households. Working 35 hours or more per week was classified as full time; working less than 35 hours per week was classified as part time. For two-parent/guardian households, the “other” category includes all labor force combinations besides both parents/guardians working full time; one parent/guardian working full time, one parent/guardian working part time; and one parent/guardian working full time, one parent/guardian not in labor force.

School enrollment status of parents/guardians: The data indicate the enrollment status of the parents/guardians in the household in a school, college, university, or adult learning center or in vocational education or job training. The data for this variable were taken from responses to P1ENRL and P2ENRL.

Household income: TTLHHINC represents household income in broad ranges. Households were asked to report the total income of all persons in the household over the past 12 months using income ranges rather than exact dollars (e.g., \$0–\$10,000, \$10,001–\$20,000, \$20,001–\$30,000, up to over \$150,001). Income cut points for this report were selected to support estimates for the column variables represented in the tables.

The values of TTLHHINC were collapsed for presentation as follows:

- 1 = \$20,000 or less
- 2 = \$20,001–\$50,000
- 3 = \$50,001–\$75,000
- 4 = \$75,001–\$100,000
- 5 = \$100,001 or more

Poverty Status: This indicates whether a sample student resided in a household categorized as poor or nonpoor. NHES provides an approximate measure of poverty. The income variable used to establish whether a child resided in a household categorized as poor or nonpoor is TTLHHINC, which lists possible income ranges (e.g., \$0 to \$10,000, \$10,001 to 20,000, \$20,001 to \$30,000, up to over \$150,001). If data for TTLHHINC are missing, they are imputed. Using the income ranges and household size (HHTOTAL), poverty thresholds are then used to establish whether a child resided in a household categorized as poor or nonpoor. Thresholds to define poverty are based on weighted averages from 2011 Census poverty thresholds. A household is

considered poor if a household of a particular size matches the income categories shown in exhibit B-1. Otherwise, the household is considered to be nonpoor.

Exhibit B-1. Poverty definition for Early Childhood Program Participation (ECPP) analyses, by household size: 2012

Household size (HHTOTAL) ¹	Income categories in variable (TTLHHINC)
2	Less than or equal to \$10,000 (TTLHHINC = 1)
3	Less than or equal to \$20,000 (TTLHHINC = 1, 2)
4	Less than or equal to \$20,000 (TTLHHINC = 1, 2)
5	Less than or equal to \$30,000 (TTLHHINC = 1, 2, 3)
6	Less than or equal to \$30,000 (TTLHHINC = 1, 2, 3)
7	Less than or equal to \$40,000 (TTLHHINC = 1, 2, 3, 4)
8+	Less than or equal to \$40,000 (TTLHHINC = 1, 2, 3, 4)

¹ Indicates the total number of individuals living in the household, top-coded to 8 for the NHES.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECPP-NHES:2012); U.S. Census Bureau, Poverty Thresholds for 2011 by Size of Family and Number of Related Children Under 18

Years, <https://www.census.gov/hhes/www/poverty/data/threshld/index.html>.

Column Variables

Table 1: Participation in various weekly nonparental care arrangements

At least one weekly nonparental care arrangement (ANYCARE2X) indicates whether the child currently participates in any nonparental care or program arrangements at least once each week. ANYCARE2X was created using the variables RCWEEK, indicating whether a relative care arrangement occurred at least weekly; NCWEEK, indicating whether a nonrelative care arrangement—the sampled child was cared for in a private home by someone not related to them—occurred at least weekly; and CPWEEK, indicating whether a center-based arrangement—including day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs—occurred at least weekly.

The values for ANYCARE2X are as follows:

- 1 = Currently participates in any care or program arrangement that occurs at least once each week
- 2 = Does not currently participate in any care or program arrangement that occurs at least once each week

Relative weekly nonparental care arrangement (RCARRNEWX) is the categorical variable that indicates the number of relative care arrangements in which a sampled child participates at least once a week. RCARRNEWX is derived using RCWEEK and RNCOTHX.

The values for RCARRNEWX are as follows:

- 0 = Does not currently participate in relative care arrangement
- 1 = Currently participates in one relative care arrangement
- 2 = Currently participates in two or more relative care arrangements

For table 1, the relative care arrangement was collapsed into a dichotomous variable, regardless of the number of relative care arrangements.

Nonrelative weekly nonparental care arrangement (NCARRNEWX) is the categorical variable that indicates the number of nonrelative care arrangements in which a sampled child participates at least once a week. NCARRNEWX is derived using NCWEEK and NCOTHC.

The values for NCARRNEWX are as follows:

- 0 = Does not currently participate in nonrelative care arrangement
- 1 = Currently participates in one nonrelative care arrangement
- 2 = Currently participates in two or more nonrelative care arrangements

For table 1, the nonrelative care arrangement was collapsed into a dichotomous variable, regardless of the number of nonrelative care arrangements.

Center-based weekly nonparental care arrangement (CPARRNEWX) is the categorical variable that indicates the number of center-based program arrangements in which a sampled child participates at least once a week. CPARRNEWX is derived using CPWEEKX and CPOTHC.

The values for CPARRNEWX are as follows:

- 0 = Does not currently participate in center-based care arrangement
- 1 = Currently participates in one center-based care arrangement
- 2 = Currently participates in two or more center-based care arrangements

For table 1, the center-based care arrangement was collapsed into a dichotomous variable, regardless of the number of center-based care arrangements.

Table 2: Relative type providing the primary weekly relative care

Relative care type (RCTYPE) indicates the type of relative care arrangement in the primary relative care arrangement. Responses indicated whether the relative was a “grandmother,” “grandfather,” “aunt,” “uncle,” “brother,” “sister,” or “another relative” (RCTYPE = 1, 2, 3, 4, 5, 6, or 7). For the analyses in this report, the categories were collapsed into the following:

- 1 = Grandmother/Grandfather
- 2 = Aunt/Uncle
- 3 = All other relatives

Table 3: Length of time in months in the primary care arrangement

Return date of questionnaire (RCVDATE) is a variable that indicates the date at which the completed questionnaire was received. It was used to calculate the approximate age of the child as of the date the questionnaire was received from the data collection contractor by subtracting RCVDATE from the child’s date of birth (CDOBMM and CDOBY).

Parents were asked how old (in years and months) their child was when he or she started going to the primary relative care arrangement in RCSTRTM and RCSTRTY. Parents were asked how

old (in years and months) their child was when he or she started going to the primary nonrelative care arrangement in NCSTRTM and NCSTRTY. Parents were asked how old (in years and months) their child was when he or she started going to the primary center-based arrangement in CPSTRTM and CPSTRTY. For each primary care arrangement, age when the arrangement began was then subtracted from the computed child's age to determine length of time in months in the arrangement.

Table 4: Mean per child hourly out-of-pocket costs for the primary care arrangement

Parents indicated whether there was a charge or a fee for their primary relative care arrangement (RCFEE). If parents reported a charge, they were asked their out-of-pocket cost (RCCOST) and unit of cost (i.e. hour, day, week, month, year, every 2 weeks, and other) for the primary relative care arrangement (RCUNIT). Parents were also asked how many days (RCDAYS) and hours each week (RCHRS) the child was in the primary relative arrangement. In addition, parents were asked to indicate how many children from the household the cost amount included (RCCSTHNX).

Parents indicated whether there was a charge or fee for their primary nonrelative care arrangement (NCFEE). If parents reported a charge, they were asked their out-of-pocket cost (NCCOST) and unit of cost for the primary nonrelative care arrangement (NCUNIT). Parents were also asked how many days (NCDAYS) and hours each week (NCHRS) the child was in the primary nonrelative arrangement. In addition, parents were asked to indicate how many children from the household the cost amount included (NCCSTHNX).

Parents indicated whether there was a charge or fee for their primary center-based care arrangement (CPFEE). If parents reported a charge, they were asked their out-of-pocket cost (CPCOST) and unit of cost for the primary center-based care arrangement (CPUNIT). Parents were also asked how many days (CPDAYS) and hours each week (CPHRS) the child was in the primary center-based arrangement. In addition, parents were asked to indicate how many children from the household the cost amount included (CPCSTHNX).

As noted above, parents could report costs for primary care arrangements in different units (e.g., hourly, weekly, monthly, etc.). Information about time spent in each primary care arrangement, the out-of-pocket cost for the arrangement, the unit of cost for the arrangement, and the number of children covered by that cost were used to derive an hourly per-child cost for each primary arrangement type.

Table 5: Center-based care arrangement locations

Parents who reported that their children were in center-based care were asked to indicate the location of the primary center-based care setting (CPPLACEX). The values for CPPLACEX are (1) a church, synagogue, or other place of worship; (2) a public elementary or secondary school; (3) a private elementary or secondary school; (4) a college or university; (5) a community center; (6) a public library; (7) its own building, office space, or storefront; and (8) some other place. A "private elementary or secondary school," a "college or university," a "community center," a "public library," and "some other place" were combined into the "All other locations" category because of insufficient sample sizes for stable estimates.

Table 6: Factors used to select weekly nonparental care arrangement

Parents of children in the study were asked if they had had difficulty finding care. Response options were “have not tried to find care,” “did not find the child care program you wanted,” “a lot of difficulty,” “some difficulty,” “a little difficulty,” and “no difficulty.” Parents who indicated they “have not tried to find care” were not asked about factors affecting selection of care arrangements. Those who reported seeking arrangements were then asked a series of questions about selection criteria for care arrangements. The factors for selecting child care were (a) location (DCLOA); (b) cost (DCOST = 4); (c) reliability of arrangement (DRELY); (d) learning activities at the arrangement (DLERN); (e) child spending time with other children his/her age (DCHIL); (f) times during the day when the caregiver is available to provide care (DHROP); and (g) number of other children in the care group (DNBGRP). The rates are based on the number of children whose parents rated a selection factor as very important divided by the number of children who had parents who had sought care.

Table 7: Parental participation in home activities

Parents were asked how many times they or someone in the family read to the child in the past week (FOREADTOXA and FOREADTOXB). Parents were also asked whether they did the following with the child in the past week: told a story (FOSTORYX); taught letters, words, or numbers (FOWORDSX); sang songs (FOSANG); and worked on arts and crafts (FOCRAFTSX). Each of the home activity variables were collapsed into dichotomous variables indicating whether the parent had done the activity with the child in the past week, regardless of the number of times. The row variables in the table include the care arrangement type (relative, nonrelative, center, and none). The categories for nonparental care are not exclusive, so the same child can be in relative, nonrelative, and center care arrangements and be included in the estimates in all sections. Only if there are no nonparental care arrangements will the child be counted in the estimates in the "no nonparental care arrangement" category.

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Appendix C: Standard Error Tables

Table C-1. Standard errors for table 1: Percentage of children from birth through age 5 and not yet in kindergarten participating in various weekly nonparental care arrangements, by child and family characteristics: 2012

Characteristic	Number of children (thousands)	Nonparental care arrangement				No weekly nonparental care arrangement
		At least one weekly nonparental care arrangement	Type			
			Relative	Nonrelative	Center	
Total	1.0	0.8	0.9	0.9	1.0	0.8
Child's age						
Less than one year.....	130.9	1.9	2.5	2.3	2.2	1.9
1–2 years.....	139.8	1.2	1.5	1.6	1.6	1.2
3–5 years.....	85.1	1.0	1.1	0.9	1.1	1.0
Child's sex						
Male.....	188.3	1.1	1.5	1.1	1.3	1.1
Female.....	188.0	1.1	1.2	1.1	1.4	1.1
Child's race/ethnicity						
White, non-Hispanic.....	99.5	0.9	1.2	1.3	1.2	0.9
Black, non-Hispanic.....	#	2.5	2.9	2.4	2.4	2.5
Hispanic.....	1.0	1.6	2.1	2.0	2.1	1.6
Asian or Pacific Islander, non-Hispanic.....	62.4	3.1	3.1	2.3	3.0	3.1
Other race, non-Hispanic.....	79.6	2.9	3.1	2.7	3.3	2.9
Family type						
Two parents or guardians.....	114.7	0.9	1.0	1.0	1.1	0.9
One parent or guardian.....	114.9	1.7	2.0	1.8	1.9	1.7
English spoken at home by parents/guardians						
Both/only parent(s)/guardian(s) speak(s) English.....	113.2	0.8	1.0	0.9	1.0	0.8
One of two parents/guardians speaks English.....	61.2	4.2	5.2	3.9	4.4	4.2
No parent/guardian speaks English.....	100.9	2.4	4.0	3.0	4.0	2.4
Highest education level of parents/guardians						
Less than high school.....	#	2.9	4.5	3.6	3.6	2.9
High school/GED.....	#	2.1	2.5	2.7	2.7	2.1
Vocational/technical or some college.....	109.0	1.2	1.6	1.5	1.5	1.2
Bachelor's degree.....	109.0	1.4	1.6	1.5	1.7	1.4
Graduate or professional degree.....	#	1.2	1.4	1.2	1.4	1.2
Labor force status of parents/guardians						
Two-parent/guardian family						
Both full time.....	128.6	1.1	1.6	1.4	1.4	1.1
One full time, one part time.....	86.0	1.7	1.9	1.9	2.1	1.7
One full time, one not in labor force.....	123.8	1.2	2.2	1.4	2.1	1.2
Other.....	102.6	2.1	3.2	2.1	3.1	2.1
Single-parent/guardian family						
Full time.....	87.5	2.3	2.8	2.5	2.8	2.3
Part time.....	64.3	3.8	4.2	4.8	4.6	3.8
Not in the labor force.....	71.8	4.0	4.5	4.1	5.5	4.0
Looking for work.....	62.3	5.0	7.1	4.9	6.5	5.0
Enrollment status of parents/guardians						
Both/only enrolled.....	94.3	2.9	3.8	3.5	3.8	2.9
Both/only not enrolled.....	121.7	0.8	1.0	0.9	1.0	0.8
One enrolled, one not enrolled.....	102.2	2.2	2.1	2.1	2.1	2.2

See notes at end of table.

Table C-1. Standard errors for table 1: Percentage of children from birth through age 5 and not yet in kindergarten participating in various weekly nonparental care arrangements, by child and family characteristics: 2012—Continued

Characteristic	Number of children (thousands)	Nonparental care arrangement				No weekly nonparental care arrangement
		At least one weekly non-parental care arrangement	Type			
			Relative	Nonrelative	Center	
Region						
Northeast.....	125.3	1.9	2.4	1.8	2.6	1.9
South.....	163.5	1.4	1.5	1.1	1.5	1.4
Midwest.....	135.6	1.7	1.8	1.8	1.8	1.7
West.....	145.7	1.6	1.8	1.9	2.0	1.6
Household income						
\$20,000 or less.....	#	1.9	2.7	2.1	2.4	1.9
\$20,001–\$50,000.....	1.0	1.5	1.9	1.2	1.9	1.5
\$50,001–\$75,000.....	#	2.0	1.6	2.0	2.4	2.0
\$75,001–\$100,000.....	#	1.9	2.4	2.3	2.1	1.9
\$100,001 or more.....	#	1.7	1.5	1.5	1.6	1.7
Poverty status						
At or above poverty threshold.....	75.7	0.9	0.9	0.9	0.9	0.9
Below poverty threshold.....	75.9	1.7	2.3	1.7	2.3	1.7

† Not applicable.

Rounds to less than 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECP-P-NHES:2012).

Table C-2. Standard errors for table 2: Percentage of children from birth through age 5 and not yet in kindergarten receiving weekly care from a relative, by type of relative and child and family characteristics: 2012

Characteristic	Number of children (thousands)	Relative who provides primary care		
		Grandparent	Aunt or uncle	All other relatives
Total	152.3	1.1	0.9	0.9
Child's age				
Less than one year.....	84.1	2.8	2.6	1.8
1–2 years.....	97.2	1.9	1.5	1.3
3–5 years.....	77.4	2.1	1.3	1.9
Child's sex				
Male.....	133.6	1.6	1.1	1.3
Female.....	105.0	1.7	1.6	1.5
Child's race/ethnicity				
White, non-Hispanic.....	90.6	1.8	1.5	1.3
Black, non-Hispanic.....	63.6	3.6	2.6	3.3
Hispanic.....	84.6	2.7	2.2	2.2
Asian or Pacific Islander, non-Hispanic.....	24.7	5.0	2.1	5.0
Other race, non-Hispanic.....	32.0	4.4	2.3	4.1
Family type				
Two parents or guardians.....	126.2	1.3	1.0	1.2
One parent or guardian.....	91.3	2.2	2.0	1.8
English spoken at home by parents/guardians				
Both/only parent(s)/guardian(s) speak(s) English.....	141.6	1.2	1.0	0.9
One of two parents/guardians speaks English.....	31.1	5.5	3.0	4.4
No parent/guardian speaks English.....	63.1	6.6	4.6	5.8
Highest education level of parents/guardians				
Less than high school.....	70.6	4.9	4.4	4.7
High school/GED.....	80.1	2.6	2.3	1.9
Vocational/technical or some college.....	69.4	2.2	1.7	1.9
Bachelor's degree.....	65.1	2.2	1.9	1.7
Graduate or professional degree.....	36.7	1.9	1.6	1.4
Labor force status of parents/guardians				
Two-parent/guardian family				
Both full time.....	92.8	2.2	1.7	1.9
One full time, one part time.....	46.4	2.7	2.6	1.2
One full time, one not in labor force.....	52.2	2.8	1.3	2.7
Other.....	47.7	4.0	3.6	3.0
Single-parent/guardian family				
Full time.....	52.5	3.9	3.4	3.1
Part time.....	39.0	5.5	3.4	4.8
Not in the labor force.....	50.9	4.4	4.1	2.2
Looking for work.....	38.3	5.9	5.0	†
School enrollment status of parents/guardians				
Both/only enrolled.....	64.1	3.9	3.5	1.6
Both/only not enrolled.....	130.0	1.2	1.0	1.0
One enrolled, one not enrolled.....	52.5	3.4	2.4	2.9

See notes at end of table.

Table C-2. Standard errors for table 2: Percentage of children from birth through age 5 and not yet in kindergarten receiving weekly care from a relative, by type of relative and child and family characteristics: 2012—Continued

Characteristic	Number of children (thousands)	Relative who provides primary care		
		Grandparent	Aunt or uncle	All other relatives
Region				
Northeast.....	69.2	2.7	2.3	2.4
South.....	97.9	2.0	1.7	1.2
Midwest.....	68.7	2.8	2.4	1.9
West.....	103.1	2.7	1.6	2.4
Household income				
\$20,000 or less.....	68.1	2.8	2.6	1.9
\$20,001–\$50,000.....	74.7	2.5	2.1	1.9
\$50,001–\$75,000.....	49.5	3.2	1.7	2.6
\$75,001–\$100,000.....	52.6	2.6	1.6	1.8
\$100,001 or more.....	60.1	2.8	2.1	2.0
Poverty status				
At or above poverty threshold.....	121.0	1.4	1.1	1.1
Below poverty threshold.....	80.1	2.7	2.3	2.2

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECPN-NHES:2012).

Table C-3. Standard errors for table 3: Mean length of time (in months) that children from birth through age 5 and not yet in kindergarten have been in current primary care arrangements with relative, nonrelative, or center-based provider, by child and family characteristics: 2012

Characteristic	Number of children (thousands)	Mean number of months spent in different types of primary nonparental care arrangements		
		Primary relative	Primary nonrelative	Primary center
Total	169.0	0.4	0.5	0.2
Child's age				
Less than one year.....	108.8	0.2	0.3	0.3
1–2 years.....	127.7	0.4	0.5	0.4
3–5 years.....	110.7	0.7	0.9	0.3
Child's sex				
Male.....	163.3	0.6	0.7	0.3
Female.....	151.4	0.7	0.7	0.4
Child's race/ethnicity				
White, non-Hispanic.....	126.0	0.5	0.7	0.3
Black, non-Hispanic.....	71.0	1.3	2.1	0.8
Hispanic.....	88.6	1.0	1.4	0.6
Asian or Pacific Islander, non-Hispanic.....	40.9	1.8	2.0	1.1
Other race, non-Hispanic ³	47.9	1.9	1.2	0.8
Family type				
Two parents or guardians.....	150.0	0.5	0.6	0.3
One parent or guardian.....	112.2	0.8	1.2	0.5
English spoken at home by parents/guardians				
Both/only parent(s)/guardian(s) speak(s) English.....	163.3	0.4	0.5	0.2
One of two parents/guardians speaks English.....	41.8	2.3	4.0	1.2
No parent/guardian speaks English.....	77.0	2.2	2.5	0.8
Highest education level of parents/guardians				
Less than high school.....	80.1	2.0	2.6	1.3
High school/GED.....	91.5	1.2	1.8	0.7
Vocational/technical or some college.....	94.5	0.8	0.7	0.4
Bachelor's degree.....	93.1	0.9	1.0	0.5
Graduate or professional degree.....	42.8	0.8	0.9	0.3
Labor force status of parents/guardians				
Two-parent/guardian family				
Both full time.....	121.5	0.8	0.8	0.4
One full time, one part time.....	69.2	1.1	1.0	0.5
One full time, one not in labor force.....	80.1	1.4	1.2	0.5
Other.....	65.7	1.6	2.0	0.9
Single-parent/guardian family				
Full time.....	70.4	1.2	1.8	0.8
Part time.....	55.4	1.8	2.3	1.5
Not in the labor force.....	58.5	1.7	2.2	1.2
Looking for work.....	48.8	2.8	3.6	1.1
School enrollment status of parents/guardians				
Both/only enrolled.....	80.1	1.4	2.0	1.1
Both/only not enrolled.....	157.5	0.5	0.6	0.3
One enrolled, one not enrolled.....	87.4	1.5	1.2	0.5

See notes at end of table.

Table C-3. Standard errors for table 3: Mean length of time (in months) that children from birth through age 5 and not yet in kindergarten have been in current primary care arrangements with relative, nonrelative, or center-based provider, by child and family characteristics: 2012—Continued

Characteristic	Number of children (thousands)	Mean number of months spent in different types of primary nonparental care arrangements		
		Primary relative	Primary nonrelative	Primary center
Region				
Northeast.....	90.9	1.1	1.1	0.6
South.....	141.2	0.6	0.8	0.4
Midwest.....	102.7	1.0	0.9	0.4
West.....	132.2	1.0	0.9	0.4
Household income				
\$20,000 or less.....	75.8	1.0	1.5	0.8
\$20,001–\$50,000.....	91.1	0.9	1.3	0.5
\$50,001–\$75,000.....	77.6	1.1	1.3	0.7
\$75,001–\$100,000.....	51.9	1.1	1.3	0.6
\$100,001 or more.....	80.4	0.9	0.8	0.4
Poverty status				
At or above poverty threshold.....	148.8	0.5	0.6	0.2
Below poverty threshold.....	99.3	1.0	1.3	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECPN-NHES:2012).

Table C-4. Standard errors for table 4: Mean per child hourly out-of-pocket expense paid for families with any out-of-pocket expense for child care for children from birth through age 5 and not yet in kindergarten for weekly nonparental primary care arrangements, by child and family characteristics: 2012

Characteristic	Number of children (thousands)	Hourly out-of-pocket expense by type of weekly nonparental primary care arrangement		
		Primary relative	Primary nonrelative	Primary center
Total	144.2	\$0.284	\$0.221	\$0.275
Child's age				
Less than one year.....	88.5	0.810	0.477	0.837
1–2 years.....	108.0	0.475	0.298	0.305
3–5 years.....	104.7	0.517	0.304	0.413
Child's sex				
Male.....	131.3	0.335	0.215	0.259
Female.....	130.5	0.507	0.332	0.500
Child's race/ethnicity				
White, non-Hispanic.....	114.1	0.600	0.232	0.208
Black, non-Hispanic.....	69.1	0.938	1.338	0.516
Hispanic.....	88.1	0.328	0.385	0.504
Asian or Pacific Islander, non-Hispanic.....	32.5	2.434	0.929	0.828
Other race, non-Hispanic.....	38.6	0.443	0.633	4.191
Family type				
Two parents or guardians.....	122.6	0.332	0.216	0.325
One parent or guardian.....	89.3	0.585	0.579	0.378
English spoken at home by parents/guardians				
Both/only parent(s)/guardian(s) speak(s) English.....	140.5	0.319	0.227	0.284
One of two parents/guardians speaks English.....	31.2	3.004	1.096	1.578
No parent/guardian speaks English.....	56.5	0.619	0.760	1.241
Highest education level of parents/guardians				
Less than high school.....	68.7	1.226	1.135	†
High school/GED.....	82.7	0.607	0.790	2.756
Vocational/technical or some college.....	74.0	0.305	0.299	0.420
Bachelor's degree.....	83.2	0.742	0.299	0.254
Graduate or professional degree.....	43.9	0.691	0.289	0.299
Labor force status of parents/guardians				
Two-parent/guardian family				
Both full time.....	100.3	0.427	0.265	0.278
One full time, one part time.....	52.5	0.404	0.292	0.401
One full time, one not in labor force.....	62.6	2.183	0.750	1.298
Other.....	43.7	0.689	0.962	0.797
Single-parent/guardian family				
Full time.....	62.5	0.711	0.763	0.499
Part time.....	48.3	0.977	0.828	0.671
Not in the labor force.....	38.4	†	2.032	1.270
Looking for work.....	34.9	0.407	1.198	0.698
School enrollment status of parents/guardians				
Both/only enrolled.....	58.9	1.121	1.232	1.096
Both/only not enrolled.....	140.3	0.317	0.214	0.349
One enrolled, one not enrolled.....	70.5	0.719	0.571	0.425

See notes at end of table.

Table C-4. Standard errors for table 4: Mean per child hourly out-of-pocket expense paid for families with any out-of-pocket expense for child care for children from birth through age 5 and not yet in kindergarten for weekly nonparental primary care arrangements, by child and family characteristics: 2012—Continued

Characteristic	Number of children (thousands)	Hourly out-of-pocket expense by type of weekly nonparental primary care arrangement		
		Primary relative	Primary nonrelative	Primary center
Region				
Northeast.....	79.5	0.816	0.554	0.507
South.....	106.3	0.530	0.379	0.273
Midwest.....	82.7	0.759	0.228	0.257
West.....	109.9	0.576	0.449	1.211
Household income				
\$20,000 or less.....	61.9	0.727	0.932	0.541
\$20,001–\$50,000.....	81.2	0.581	0.470	0.462
\$50,001–\$75,000.....	59.3	0.744	0.339	1.242
\$75,001–\$100,000.....	57.0	0.858	0.464	0.376
\$100,001 or more.....	84.1	0.820	0.324	0.290
Poverty status				
At or above poverty threshold.....	130.3	0.326	0.227	0.295
Below poverty threshold.....	70.1	0.603	0.816	0.479

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECP-P-NHES:2012).

Table C-5. Standard errors for table 5: Percentage of children from birth through age 5 and not yet in kindergarten enrolled in a weekly primary center-based program at a specified location, by child and family characteristics: 2012

Characteristic	Number of children (thousands)	Location of primary center-based care arrangement			
		Church, synagogue, or other place of worship	Public school (K-12)	Its own building	All other locations
Total	142.2	0.8	0.8	1.2	0.8
Child's age					
Less than one year.....	50.8	2.3	†	3.4	2.0
1-2 years.....	76.6	1.9	1.8	2.6	1.2
3-5 years.....	102.9	1.0	1.1	1.2	1.0
Child's sex					
Male.....	113.1	1.2	1.3	1.6	1.1
Female.....	118.8	1.2	1.4	1.7	1.1
Child's race/ethnicity					
White, non-Hispanic.....	103.4	1.2	1.2	1.3	0.9
Black, non-Hispanic.....	66.2	2.1	3.3	3.9	2.1
Hispanic.....	61.6	1.4	2.2	2.5	2.0
Asian or Pacific Islander, non-Hispanic.....	32.4	3.7	3.3	3.9	3.1
Other race, non-Hispanic.....	32.2	3.3	5.4	5.3	3.6
Family type					
Two parents or guardians.....	114.4	0.9	1.0	1.2	0.9
One parent or guardian.....	75.7	1.7	2.2	2.9	1.7
English spoken at home by parents/guardians					
Both/only parent(s)/guardian(s) speak(s) English.....	141.6	0.9	0.9	1.3	0.8
One of two parents/guardians speaks English.....	26.1	3.4	8.0	7.1	†
No parent/guardian speaks English.....	50.0	1.7	3.8	4.1	3.4
Highest education level of parents/guardians					
Less than high school.....	54.5	3.7	5.9	6.2	3.3
High school/GED.....	72.3	1.5	3.4	3.5	2.5
Vocational/technical or some college.....	70.4	1.5	1.4	2.4	1.3
Bachelor's degree.....	75.5	1.7	1.3	1.8	1.4
Graduate or professional degree.....	42.8	1.6	0.8	1.6	1.3
Labor force status of parents/guardians					
Two-parent/guardian family					
Both full time.....	76.0	1.3	1.2	1.9	1.3
One full time, one part time.....	52.1	2.3	2.9	2.9	2.0
One full time, one not in labor force.....	71.1	2.0	2.4	2.2	2.0
Other.....	54.0	2.1	4.1	3.9	2.0
Single-parent/guardian family					
Full time.....	54.1	2.2	2.2	3.6	2.3
Part time.....	39.8	4.6	5.4	6.6	3.5
Not in the labor force.....	33.3	2.4	5.3	5.5	4.0
Looking for work.....	41.9	†	9.7	8.2	5.1
School enrollment status of parents/guardians					
Both/only enrolled.....	51.3	2.3	5.0	4.0	2.6
Both/only not enrolled.....	131.6	0.9	1.0	1.5	0.9
One enrolled, one not enrolled.....	57.7	2.3	2.7	3.1	2.1

See notes at end of table.

Table C-5. Standard errors for table 5: Percentage of children from birth through age 5 and not yet in kindergarten enrolled in a weekly primary center-based program at a specified location, by child and family characteristics: 2012—Continued

Characteristic	Number of children (thousands)	Location of primary center-based care arrangement			
		Church, synagogue, or other place of worship	Public school (K-12)	Its own building	All other locations
Region					
Northeast.....	74.4	1.8	2.0	3.2	2.1
South.....	106.8	1.3	1.5	1.7	0.9
Midwest.....	70.6	1.6	2.1	2.3	1.4
West.....	73.9	1.8	2.2	2.6	1.9
Household income					
\$20,000 or less.....	54.5	2.0	3.0	3.7	2.0
\$20,001–\$50,000.....	75.6	1.5	2.7	2.8	1.7
\$50,001–\$75,000.....	67.3	2.0	2.2	2.7	2.2
\$75,001–\$100,000.....	50.7	2.4	2.2	3.0	1.7
\$100,001 or more.....	70.6	1.7	1.2	2.0	1.6
Poverty status					
At or above poverty threshold.....	118.8	0.9	1.0	1.2	0.9
Below poverty threshold.....	71.2	1.8	2.9	3.3	1.9

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECP-P-NHES:2012).

Table C-6. Standard errors for table 6: Percentage of children from birth through age 5 and not yet in kindergarten whose parents had tried to find care and who rated various factors used to select weekly care arrangement for children as “very important,” by child and family characteristics: 2012

Characteristic	Number of children (thousands)	Factor rated as “very important” when selecting care arrangement						
		Location	Cost	Reliability	Learning activities	Time with other children	Availability of care provider	Number of children in care group
Total.....	161.4	1.1	1.0	0.7	0.7	0.9	1.0	1.1
Arrangement type								
Relative only.....	82.8	3.0	2.7	1.8	2.4	3.5	2.6	3.9
Nonrelative only.....	69.3	2.8	2.8	1.9	2.9	2.8	2.3	3.1
Center only.....	120.9	1.5	1.5	1.1	0.9	1.0	1.3	1.4
Multiple arrangements.....	87.5	2.1	1.9	1.5	1.6	1.9	1.8	1.8
Child’s age								
Less than one year.....	70.2	3.4	3.1	2.1	3.0	2.9	2.5	3.2
1–2 years.....	109.6	2.1	2.1	1.3	1.5	1.9	1.6	2.3
3–5 years.....	115.1	1.4	1.4	0.9	0.8	1.1	1.3	1.3
Child’s sex								
Male.....	143.7	1.5	1.4	1.0	1.0	1.4	1.4	1.4
Female.....	124.3	1.5	1.5	1.0	1.1	1.2	1.3	1.6
Child’s race/ethnicity								
White, non-Hispanic.....	114.6	1.4	1.4	0.8	1.0	1.2	1.3	1.3
Black, non-Hispanic.....	79.2	2.7	3.1	2.2	1.6	2.5	2.1	3.1
Hispanic.....	69.4	2.5	2.2	1.6	1.6	2.1	2.2	2.7
Asian or Pacific Islander, non-Hispanic.....	33.7	4.3	3.9	3.2	3.5	3.6	3.9	3.7
Other race, non-Hispanic.....	34.6	3.7	3.5	2.0	3.1	2.9	3.2	3.3
Family type								
Two parents or guardians.....	141.9	1.2	1.2	0.7	0.8	1.0	1.0	1.2
One parent or guardian.....	99.1	2.1	2.3	1.7	1.5	1.8	1.8	2.3
English spoken at home by parents/guardians								
Both/only parent(s)/guardian(s) speak(s) English.....	154.5	1.2	1.1	0.8	0.8	0.9	1.0	1.1
One of two parents/guardians speaks English.....	31.2	5.7	5.3	3.8	3.4	7.1	3.6	5.5
No parent/guardian speaks English.....	49.6	3.7	4.1	3.3	2.7	3.4	4.0	4.5
Highest education level of parents/guardians								
Less than high school.....	68.1	5.5	5.1	5.1	2.3	4.7	5.3	6.2
High school/GED.....	91.7	3.6	3.8	2.1	2.2	2.5	2.6	3.6
Vocational/technical or some college.....	85.8	1.8	1.8	1.2	1.4	1.7	1.6	1.8
Bachelor’s degree.....	88.9	1.9	1.8	1.2	1.5	1.7	1.8	1.8
Graduate or professional degree.....	42.3	1.6	1.4	0.9	1.5	1.7	1.3	1.5
Labor force status of parents/guardians								
Two-parent/guardian family								
Both full time.....	118.0	1.6	1.7	0.9	1.5	1.4	1.2	1.5
One full time, one part time.....	56.7	2.3	2.4	1.4	1.8	2.3	2.3	2.4
One full time, one not in labor force.....	70.2	2.5	2.5	1.5	2.1	2.4	2.3	2.3
Other.....	55.5	3.7	3.6	3.3	2.0	3.1	3.2	3.8
Single-parent/guardian family								
Full time.....	66.8	2.7	2.5	1.8	2.4	2.5	1.8	2.9
Part time.....	48.2	6.0	5.7	6.2	2.7	6.2	3.3	5.9
Not in the labor force.....	37.2	5.5	6.4	5.2	4.5	3.6	4.7	5.4
Looking for work.....	41.1	8.3	9.9	2.9	2.3	4.7	8.3	9.4

See notes at end of table.

Table C-6. Standard errors for table 6: Percentage of children from birth through age 5 and not yet in kindergarten whose parents had tried to find care and who rated various factors used to select weekly care arrangement for children as “very important,” by child and family characteristics: 2012—Continued

Characteristic	Number of children (thousands)	Factor rated as “very important” when selecting care arrangement						
		Location	Cost	Reliability	Learning activities	Time with other children	Avail-ability of care provider	Number of children in care group
School enrollment status of parents/guardians								
Both/only enrolled.....	62.0	4.6	4.1	3.8	2.5	4.0	4.0	4.4
Both/only not enrolled.....	144.6	1.2	1.1	0.7	0.9	0.9	1.0	1.3
One enrolled, one not enrolled.....	68.7	2.7	2.9	1.6	2.3	2.7	2.5	3.2
Region								
Northeast.....	91.5	2.4	2.2	1.5	1.8	2.0	2.2	2.4
South.....	116.6	1.7	1.7	1.3	1.1	1.4	1.6	1.6
Midwest.....	92.0	2.0	2.0	1.4	1.7	1.8	2.0	1.7
West.....	89.8	2.2	2.0	1.4	1.9	2.0	1.9	2.4
Household income								
\$20,000 or less.....	65.3	2.7	3.0	2.4	1.1	2.4	1.9	3.2
\$20,001–\$50,000.....	84.5	2.1	2.1	1.8	1.3	1.8	1.8	2.2
\$50,001–\$75,000.....	84.8	2.3	2.7	1.3	1.8	1.6	2.3	2.5
\$75,001–\$100,000.....	57.8	2.9	2.8	1.4	2.0	2.6	2.2	2.3
\$100,001 or more.....	87.4	1.7	1.4	1.1	1.6	1.7	1.5	1.5
Poverty status								
At or above poverty threshold.....	151.0	1.2	1.2	0.7	0.9	0.9	1.0	1.2
Below poverty threshold.....	74.8	2.4	2.4	2.1	1.3	2.4	2.0	2.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECP-P-NHES:2012).

Table C-7. Standard errors for table 7: Percentage of children from age 3 through age 5 and not yet in kindergarten whose parents reported participating in home activities with child in the past week, by type of involvement and child and family characteristics: 2012

Characteristic	Number of children (thousands)	Home activities with child in past week				
		Read to child	Told a story	Taught letters, words, or numbers	Sang songs	Worked on arts and crafts
Total	85.1	0.6	0.9	0.3	0.5	0.8
Arrangement type						
Relative.....	77.4	1.2	2.0	0.6	1.2	1.8
Nonrelative.....	58.7	1.0	1.8	1.0	1.6	2.2
Center.....	102.9	0.7	1.1	0.3	0.6	0.9
No nonparental arrangement.....	84.5	1.5	2.2	0.9	1.4	1.9
Child's sex						
Male.....	103.9	0.7	1.4	0.4	0.8	1.1
Female.....	104.2	0.9	1.0	0.4	0.7	1.1
Child's race/ethnicity						
White, non-Hispanic.....	97.4	0.4	1.1	0.4	0.7	0.9
Black, non-Hispanic.....	63.4	2.6	2.3	0.6	1.1	2.8
Hispanic.....	76.1	1.3	2.2	0.7	1.3	1.9
Asian or Pacific Islander, non-Hispanic.....	32.7	2.2	2.7	1.1	1.6	2.6
Other race, non-Hispanic.....	44.4	1.9	3.4	0.7	2.7	3.4
Family type						
Two parents or guardians.....	94.2	0.5	1.0	0.3	0.5	0.8
One parent or guardian.....	78.2	1.2	1.7	0.8	1.4	1.6
English spoken at home by parents/guardians						
Both/only parent(s)/guardian(s) speak(s) English.....	90.0	0.5	0.9	0.3	0.5	0.8
One of two parents/guardians speaks English.....	31.2	2.2	4.6	2.8	1.5	4.8
No parent/guardian speaks English.....	63.1	2.6	3.6	1.2	2.1	3.1
Highest education level of parents/guardians						
Less than high school.....	69.8	2.0	4.0	0.9	2.2	3.4
High school/GED.....	72.2	1.9	1.9	0.9	1.9	2.1
Vocational/technical or some college.....	71.7	0.9	1.5	0.6	0.7	1.4
Bachelor's degree.....	72.2	0.4	1.3	0.3	0.7	1.0
Graduate or professional degree.....	40.6	0.6	1.1	0.5	0.7	1.0
Labor force status of parents/guardians						
Two-parent/guardian family						
Both full time.....	74.3	0.7	1.8	0.5	0.7	1.4
One full time, one part time.....	47.8	2.1	1.9	0.5	1.4	2.3
One full time, one not in labor force.....	82.8	1.0	1.6	0.7	0.9	1.6
Other.....	59.5	2.0	3.6	0.8	2.1	2.5
Single-parent/guardian family						
Full time.....	60.3	2.0	2.9	1.1	2.3	2.4
Part time.....	40.7	1.1	4.2	1.1	3.6	4.2
Not in the labor force.....	36.5	3.3	4.8	2.9	3.1	4.0
Looking for work.....	36.7	3.9	6.8	2.0	2.3	5.1
School enrollment of parents/guardians						
Both/only enrolled.....	45.9	1.4	3.5	1.2	1.3	3.2
Both/only not enrolled.....	106.1	0.6	1.0	0.3	0.6	0.8
One enrolled, one not enrolled.....	59.9	2.2	1.8	0.9	1.3	2.8

See notes at end of table.

Table C-7. Standard errors for table 7: Percentage of children from age 3 through age 5 and not yet in kindergarten whose parents reported participating in home activities with child in the past week, by type of involvement and child and family characteristics: 2012—Continued

Characteristic	Number of children (thousands)	Home activities with child in past week				
		Read to child	Told a story	Taught letters, words, or numbers	Sang songs	Worked on arts and crafts
Region						
Northeast.....	74.5	1.4	2.2	0.6	1.3	1.9
South.....	97.2	0.7	1.4	0.5	1.1	1.4
Midwest.....	90.6	1.5	2.1	0.7	0.8	1.6
West.....	76.8	1.0	1.8	0.5	0.9	1.6
Household income						
\$20,000 or less.....	60.3	1.2	1.9	0.9	1.4	1.6
\$20,001–\$50,000.....	77.4	1.5	1.6	0.5	1.1	1.8
\$50,001–\$75,000.....	67.2	1.1	2.4	0.6	1.1	2.3
\$75,001–\$100,000.....	46.5	1.1	2.1	0.6	0.7	2.2
\$100,001 or more.....	66.3	0.8	2.0	0.7	1.1	1.4
Poverty status						
At or above poverty threshold.....	100.2	0.6	1.1	0.3	0.5	0.9
Below poverty threshold.....	77.8	1.5	1.7	0.8	1.4	1.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program (ECPN-NHES:2012).