

Early Childhood Program Participation: 2023

First Look

Early Childhood Program Participation From The National Household Education Surveys Program Of 201

Daniel F McAuley



Early Childhood Program Participation From The National Household Education Surveys Program Of 201:

National Household Education Surveys Program of 2005 Iheoma U. Iruka, Priscilla R. Carver, 2006 **Early Childhood Program Participation** U. S. Department U.S. Department of Education, 2016-01-16 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 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 Early Childhood Program Participation, from the National Household Education Surveys Program of 2012. First Look. NCES 2013-029 Saida Mamedova, Jeremy Redford, 2013 This report presents data on the early care and education arrangements and early learning 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

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Early Childhood Program Participation, from the National Household Education Surveys Program Of 2012 U S Department of Education, 2015-06-04 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

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America's Children Federal Interagency Forum on Child and Family Studies (U.S.),2017-10-19 This report is a compendium of indicators about our Nation's young people The report the 20th produced by the Forum presents 41 key indicators on important aspects of children's lives These indicators are drawn from our most reliable Federal statistics are easily understood by broad audiences are objectively based on substantial research are balanced so that no single area of children's lives dominates the report are measured often to show trends over time and are representative of large segments of the population rather than one particular group P iii

Child Care and Early Education Program Participation of Infants, Toddlers, and Preschoolers Jerry West,DeeAnn Wright,Elvie Germino-Hausken,1995

Early Childhood Program Participation, Results from the National Household Education Surveys Program of 2016. First Look. NCES 2017-101 Lisa Corcoran,Katrina Steinley,2017 This report presents findings from the Early Childhood Program Participation Survey of the National Household Education Surveys Program of 2016 NHES 2016 The Early Childhood Program Participation Survey collected data on children's participation in relative care nonrelative care and center based care arrangements It also collected information from parents about the main reason for choosing care what factors were important to parents when choosing a care arrangement and parents participation in various learning activities with their children

Resources in Education ,1993-07

Early Childhood Program Participation, from the National Household Education Surveys Program of 2012. First Look. NCES 2013-029.Rev Saida Mamedova,Jeremy Redford,2015 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

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- 1 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
- 2 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
- 3 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
- 4 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
- 5 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
- 6 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 and 7 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 The following are appended 1 Technical Notes 2 Glossary of Terms and 3 Standard Error Tables Statistical Abstract of the United States, 2008 **Early Childhood Education and Care**

in the USA Debby Cryer, Richard M. Clifford, 2003 This research-based text gives readers an overview of early childhood education and care as well as a new awareness of the strengths, challenges, and concerns facing the system Highly respected expert contributors give readers clear and concise historical background, illuminating data, and findings on the current state of the field and reflections and insights on future directions Key areas covered include access to education and care programs, curriculum, and program content; staff roles and compensation; specific initiatives; regulatory policy; and funding issues Equally useful for preservice and in-service professionals, this essential text leaves readers with a thorough understanding of early childhood education and care in the United States **Characteristics of Children's Early Care and Education Programs**

Sandra Hofferth, 1999-10 *Resources in Education*, 1997 *Education for people and the planet: Creating sustainable futures for all* UNESCO, 2016-09-12 This edition of the Global Education Monitoring Report (GEM Report) is the first in a series that will assess the progress of education under the new Sustainable Development Goals (SDGs)

Exceptional Child Education Resources, 1996 Working Families and Growing Kids Committee on Family and Work Policies, Board on Children, Youth and Families, Institute of Medicine, Division of Behavioral and Social Sciences and Education, National Research Council, 2003-11-13 An informative mix of data and discussion, this book presents conclusions and recommendations for policies that can respond to the new conditions shaping America's working families Among the family and work trends reviewed: Growing population of mothers with young children in the workforce; Increasing reliance of nonparental child care; Growing challenges of families on welfare; Increased understanding of child and adolescent development Included in this comprehensive review of the research and data on family leave, child care, and income support issues are the effects of early child care and school-age child care on child development; the impacts of family work policies on child and adolescent well-being and family functioning; the impacts of family work policies on child and adolescent well-being and family functioning; the changes to federal and state welfare policy; the emergence of a 24/7 economy; the utilization of paid family leave; and an examination of the ways parental employment affects children as they make their way through childhood and adolescence The book also evaluates the support systems available to working families, including family and medical leave, child care options, and tax policies The committee's conclusions and recommendations will be of interest to

anyone concerned with issues affecting the working American family especially policy makers program administrators social scientists journalist private and public sector leaders and family advocates **Current Index to Journals in Education**
,1999-04 *The Care and Education of America's Young Children* National Society for the Study of Education,1991 *CIS*
Annual ,1979 *Current Topics in Education* ,1973

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Introduction

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