

Early Childhood Program Participation: 2023

First Look

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

**National Research Council, Division of
Behavioral and Social Sciences and
Education, Committee on National
Statistics, Panel on Data and Methods
for Measuring the Effects of Changes
in Social Welfare Programs**

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, 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 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 However 6 year old preschoolers are atypical and too few in number to support separate estimates and therefore they have been excluded from this report 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 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 The purpose of this First Look report is to introduce new NHES survey data through the presentation of selected descriptive information However 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 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 The following are appended 1 Technical Notes 2 Glossary of Terms and 3 Standard Error Tables Contains 15 tables *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

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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

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

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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

Early Childhood Care and Education and Equality of Opportunity Kaspar Burger, 2013-01-11 Early childhood care and education has become a subject of increasing public interest in a great number of countries and among several international organizations and foundations This book focuses on key issues in early childhood care and education adding pedagogical historical and sociological perspectives to a body of research in education that has neglected important questions to date The studies presented focus on effects of early childhood care and education on children on the importance of family background for child development on the use of institutional services among different families on the history of such services in France and in the United States of America and on the way in which children acquire competences

both in early childhood care and education institutions and in a family context

Child Care and Early Education

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

Resources in Education, 2000

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

Working Families and Growing Kids

Institute of Medicine, National Research Council, Division of Behavioral and Social Sciences and Education, Board on Children, Youth, and Families, Committee on Family and Work Policies, 2003-06-15 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

Who

Cares for America's Children? National Research Council, Division of Behavioral and Social Sciences and

Education, Commission on Behavioral and Social Sciences and Education, Panel on Child Care Policy, 1990-02-01 Few issues have aroused more heated public debate than that of day care for children of working parents Who should be responsible for providing child care government employers schools communities What types of care are best This volume explores the critical need for a more coherent policy on child care and offers recommendations for the actions needed to develop such a policy Who Cares for America's Children looks at the barriers to developing a national child care policy evaluates the factors

in child care that are most important to children's development and examines ways of protecting children's physical well being and fostering their development in child care settings. It also describes the patchwork quilt of child care services currently in use in America and the diversity of support programs available such as referral services. Child care providers, whether government employees, commercial for-profit or not-for-profit child care specialists, policymakers, researchers, and concerned parents will find this comprehensive volume an invaluable resource on child care in America.

Resources in Education, 1997 *Research in Education*, 1974 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 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. 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. Findings include:

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; and 24 percent were cared for in a private home by someone not related to them (nonrelative care).
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.
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).
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

Delinquency in Society Robert M. Regoli, John D. Hewitt, Matt DeLisi, 2014 A Thoroughly Revised and Updated Ninth Edition of the Leading Text in the Field Delinquency in Society is a balanced and up to date examination of the historical social and theoretical contexts of delinquency A comprehensive and systematic overview of juvenile delinquency criminal behavior and status offending youths the text includes an overview of critical theories on delinquency and juvenile crime as well as a review of historical and institutional responses to delinquency Clear accessible language a student friendly approach and fully updated research make the text suitable for students in undergraduate and graduate criminology and sociology programs The text s focus on interdisciplinary analysis encourages student critical thinking and connection building The revised and updated ninth edition includes new sections on gender and violence biological and biosocial theories of violence gang violence and an expanded discussion of bullying in schools zero tolerance policies and reducing school risk factors for bullying The ninth edition incorporates the most current statistics and research and includes case studies and discussion questions to prompt student engagement and self directed study Long considered the best and most accessible text available on delinquency Delinquency in Society is the most thoroughly and accurately researched delinquency text on the market and is a superb reference for students at all stages of their academic careers The revised and updated ninth edition includes A full ancillary suite of instructor support materials including

PowerPoint lecture outlines an Image Bank and a Test Bank Full student access to the companion website which features a variety of interactive and engaging study tools included in the price of a new print textbook A balanced apolitical approach that prompts student engagement discussion and critical thinking The most current research across multiple related fields including psychology psychiatry and public health New up to date content including new box features throughout that provide further insight into contemporary issues A student friendly approach designed to engage students and encourage exploration and self directed study

Evaluating Welfare Reform in an Era of Transition National Research Council, Division of Behavioral and Social Sciences and Education, Committee on National Statistics, Panel on Data and Methods for Measuring the Effects of Changes in Social Welfare Programs, 2001-09-10 Reform of welfare is one of the nation s most contentious issues with debate often driven more by politics than by facts and careful analysis Evaluating Welfare Reform in an Era of Transition identifies the key policy questions for measuring whether our changing social welfare programs are working reviews the available studies and research and recommends the most effective ways to answer those questions This book discusses the development of welfare policy including the landmark 1996 federal law that devolved most of the responsibility for welfare policies and their implementation to the states A thorough analysis of the available research leads to the identification of gaps in what is currently known about the effects of welfare reform Evaluating Welfare Reform in an Era of Transition specifies what and why we need to know about the response of individual states to the federal overhaul of welfare and the effects of the many changes in the nation s welfare laws policies and practices With a clear approach to a variety of issues Evaluating Welfare Reform in an Era of Transition will be important to policy makers welfare administrators researchers journalists and advocates on all sides of the issue

Handbook of Research on the Education of Young Children Olivia N. Saracho, Bernard Spodek, 2013-01-17 The Handbook of Research on the Education of Young Children is the essential reference on research on early childhood education throughout the world This singular resource provides a comprehensive overview of important contemporary issues as well as the information necessary to make informed judgments about these issues The field has changed significantly since the publication of the second edition and this third edition of the handbook takes care to address the entirety of vital new developments A valuable tool for all those who work and study in the field of early childhood education this volume addresses critical cutting edge research on child development curriculum policy and research and evaluation strategies With a multitude of new and updated chapters The Handbook of Research on the Education of Young Children 3rd Edition makes the expanding knowledge base related to early childhood education readily available and accessible

Handbook of Research on Special Education Teacher Preparation Paul T. Sindelar, Erica D. McCray, Mary T. Brownell, Benjamin Lignugaris/Kraft, 2014-03-05 The purpose of this seven part handbook is to expand our knowledge of teacher education broadly by providing an in depth look at the most up to date research on special education teacher preparation

Embark on a transformative journey with is captivating work, **Early Childhood Program Participation From The National Household Education Surveys Program Of 201** . This enlightening ebook, available for download in a convenient PDF format , invites you to explore a world of boundless knowledge. Unleash your intellectual curiosity and discover the power of words as you dive into this riveting creation. Download now and elevate your reading experience to new heights .

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Introduction

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