

Early Childhood Program Participation: 2019

First Look

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National Household Education Surveys Program

First Look

May 2021

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May 2021

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This report was prepared for the National Center for Education Statistics under Contract No. ED-IES-12-D-0002 with the American Institutes for Research. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

Suggested Citation

Cui, J., and Natzke, L. (2021). *Early Childhood Program Participation: 2019* (NCES 2020-075REV), National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Retrieved [date] from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020075REV>.

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Introduction

This report (NCES 2020-075REV) is revised from an earlier version of the report (NCES 2020-075) that was released in July 2020. The columns in table 1 that show types of weekly nonparental care arrangements excluded children who spent equal hours in two or more types of care. This revised report includes those children in the analysis for Table 1. The corresponding selected finding for table 1 has been revised with the corrected estimates. The revised report also corrects the estimates related to “labor force status of parents/guardians, two-parents/guardian family” and “household income” for all tables. Specifically, the “other” category for the rows showing “labor force status of parents/guardians, two-parents/guardian family” excluded children with nonparent guardians, and the household income “\$100,001 or more” excluded children from households with annual income “\$200,001 or higher.” This revised report includes those children in the analysis for all tables. Lastly, a few of the special symbols in table 7 and C-7 have been corrected. All other estimates and findings presented in the report remain unchanged.

This report presents data on the early childhood care and education arrangements for children in the United States from birth through the age of 5 who were not yet enrolled in kindergarten by 2019. The report also presents data on selected family activities. Results are reported by child, parent, and family characteristics. Tabular findings are in appendix A. These data represent circumstances before the implementation of coronavirus pandemic restrictions.

The data for this report come from the Early Childhood Program Participation (ECP) Survey, administered as part of the 2019 National Household Education Surveys Program (NHES:2019). The ECP survey collects data about children from birth through age 6 who are not yet enrolled in kindergarten. The ECP 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; the primary barriers to finding satisfactory care; 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. The ECP questionnaires were completed by a parent or guardian who knew about the sampled child.

The ECP questionnaire asks parents to report about their children’s participation in relative care, nonrelative care, and center-based care arrangements in three distinct sections of the questionnaire. If the child participates in a regularly scheduled, weekly arrangement for a given type of care, parents answer detailed questions about that care arrangement (e.g., information about the care provider, location of the care, and cost of the care). Since children could have more than one regularly scheduled care arrangement within a particular care type (e.g., two relative care arrangements), the questionnaire asked parents to focus on the person or center that provides the most care of that type. This report refers to these arrangements as the “primary care arrangement” for each particular type of care.

Children can have multiple primary care arrangements if they participate in more than one type of care. For example, if the child has a regularly scheduled arrangement with a relative and another regularly scheduled arrangement at a center, then the child is considered to have two primary care arrangements. In this report, the term “multiple primary arrangements” refers to

children who have more than one regularly scheduled type of care arrangement. The questionnaire does not ask parents to identify which type of care serves as the child's overall primary care arrangement.

The NHES:2019 used a nationally representative address-based sample covering the 50 states and the District of Columbia. The survey was conducted by the U.S. Census Bureau from January through August 2019. The 2019 administration of NHES included a screener survey and two topical surveys: the Parent and Family Involvement in Education Survey and the ECPP. The screener survey asked for an enumeration of household members and was used to select an eligible child to be the focus of a topical survey. For more information about the NHES:2019 methodology, please reference the National Household Education Surveys Program of 2019: Data File User's Manual (Jackson et al. 2021).

Although the NHES is a repeating cross-sectional survey, changes in the sample frame, data collection methods, and wording of some items have occurred over time. Because of these changes, caution should be used in comparing results in this report to those from prior NHES collections. 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 cases used in this report is 7,076 children, representing 21.2 million children from birth through age 5 and not yet in kindergarten.¹

ECPP questionnaires were completed for 7,092 children from birth through age 6 and not yet enrolled in kindergarten, for a weighted ECPP unit response rate of 85.5 percent and an overall estimated weighted unit response rate (the screener weighted unit response rate multiplied by the ECPP unit weighted response rate) of 54.0 percent. An analysis of bias in the NHES:2019 data, described further in appendix B, detected some measurable bias in certain demographic characteristics and survey responses. 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 B.

Results presented in this report are weighted. All statements of comparison 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 B for information about how to compare estimates in the tables.

This *First Look* report presents 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.

¹ The ECPP data file includes too few 6-year-olds to support stable estimates; therefore, 6-year-olds have been excluded from the estimates presented in this report.

Selected Findings

- Approximately 59 percent of children age 5 and younger and 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, 62 percent were attending a day care center, preschool, or prekindergarten (center-based care), 38 percent were cared for by a relative (relative care), and 20 percent were cared for in a private home by someone not related to them (nonrelative care) (table 1).
- For the majority of children in weekly care, their parents reported that the care arrangement where the child spends the most time covers the hours needed for work very well (64 percent), as opposed to covering work hours well (21 percent), somewhat well (11 percent), or not well (4 percent) (table 2).
- The mean length of time that children had been in their primary care arrangement was longest for children cared for by a relative (19 months) and shortest for children in a center-based care arrangement (14 months) (table 3).
- Among families with any out-of-pocket costs for their primary care arrangement, the per child hourly out-of-pocket costs were lower for children in relative care (\$6.05) than in nonrelative (\$7.75) and center-based care (\$8.22) (table 4).
- The most common location for children’s primary center-based care arrangement was a building of its own (42 percent). Other reported locations were a church, synagogue, or other place of worship (20 percent); a public school (19 percent), and other locations (19 percent) (table 5).
- In choosing a care arrangement, the reliability of the arrangement was rated “very important” by parents of 87 percent of children in at least one weekly nonparental care arrangement, a higher proportion than any other factor, followed by the availability of the care provider (75 percent) and qualifications of staff (72 percent) (table 6).
- Among children whose parents reported difficulty finding child care, cost was most often cited as the primary reason for the difficulty (37 percent of children). Lack of open slots was cited for 27 percent of children, quality for 18 percent, location for 7 percent; and 11 percent cited other reasons (table 7).
- Among children ages 3 to 5 and not yet in kindergarten, 85 percent were read to by a family member three or more times in the past week. Smaller percentages of children had family members sing to them (73 percent); teach them letters, words, or numbers (67 percent); work with them on arts and crafts (46 percent); or tell them a story (38 percent) (table 8).

Appendix A: Estimate and Standard Error Tables

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: 2019

Characteristic	Number of children (thousands)	Weekly nonparental care arrangement				No weekly nonparental care arrangement
		At least one weekly nonparental care arrangement	Type ¹			
			Relative care	Nonrelative care	Center-based care ²	
Total	21,195	59	38	20	62	41
Child's age						
Less than one year	4,621	42	58	26	32	58
1–2 years	8,425	55	44	25	47	45
3–5 years	8,149	74	26	14	83	26
Child's sex						
Male	10,992	59	38	19	64	41
Female	10,203	60	38	20	61	40
Child's race/ethnicity						
White, non-Hispanic	10,420	61	34	23	65	39
Black, non-Hispanic	2,706	63	45	13	59	37
Hispanic	5,424	56	44	16	57	44
Asian or Pacific Islander, non-Hispanic	1,181	55	35	12	67	45
Other race, non-Hispanic ³	1,463	59	32	23	62	41
Family type						
Two parents or guardians	17,105	58	35	20	63	42
One parent or guardian	4,089	65	50	17	60	35
English spoken at home by parents/guardians⁴						
Both/only parent(s)/guardian(s) speak(s) English	18,424	61	39	20	61	39
One of two parents/guardians speaks English	706	41	25	11!	71	59
No parent/guardian speaks English	2,065	48	30	17	74	52
Highest education level of parents/guardians						
Less than high school	1,884	43	49	18!	55	57
High school/GED	4,001	49	49	17	56	51
Vocational/technical or some college	5,061	56	43	17	58	44
Bachelor's degree	5,988	64	34	21	64	36
Graduate or professional degree	4,261	75	29	23	70	25
Labor force status of parents/guardians⁵						
Two-parent/guardian family						
Both full time	6,401	86	37	25	59	14
One full time, one part time	2,860	64	41	19	56	36
One full time, one not in labor force	6,315	31	19	10	83	69
Other	1,530	45	45	17	57	55
Single-parent/guardian family						
Full time	2,136	75	48	20	63	25
Part time	716	78	55	12	51	22
Not in the labor force	936	36	55	7!	60	64
Looking for work	302	50	45!	‡	63	50
School enrollment status of parents/guardians						
Both or single parent(s)/guardian(s) enrolled	766	62	52	12	57	38
Both or single parent(s)/guardian(s) not enrolled	18,175	59	37	20	63	41
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	2,253	58	37	19	62	42

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: 2019—Continued

Characteristic	Number of children (thousands)	Weekly nonparental care arrangement			No weekly nonparental care arrangement	
		At least one weekly nonparental care arrangement	Type ¹			
			Relative care	Nonrelative care	Center-based care ²	
Region						
Northeast	3,589	66	36	24	65	34
South	7,499	58	35	15	65	42
Midwest	4,744	61	39	23	61	39
West	5,363	55	42	20	58	45
Household income						
\$20,000 or less	2,401	51	43	17	64	49
\$20,001–\$50,000	5,063	46	45	14	59	54
\$50,001–\$75,000	3,659	55	46	22	50	45
\$75,001–\$100,000	2,849	58	42	18	59	42
\$100,001 or more	7,223	74	29	22	69	26
Poverty status⁶						
At or above poverty threshold	17,316	62	37	20	62	38
Below poverty threshold	3,879	50	44	16	63	50
Assistance to pay for primary care arrangement⁷						
Parents received assistance (for one or more arrangements)	1,577	100	28	26	81	†
Parents did not receive assistance	7,013	100	25	27	71	†
No fee for care	4,004	100	64	5	40	†

† Not applicable.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

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

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

³ “Other, non-Hispanic” includes American Indian/Alaska Native children who are not Hispanic and children who are Two or more races and not Hispanic.

⁴ Complete 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.

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

⁶ Determined by the federal government, the poverty threshold is the income necessary 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 C.

⁷ Assistance could be from a state welfare or family assistance program, a relative, an employer, another social service, or someone else. Parents were asked about assistance only for the primary arrangement within each arrangement type.

NOTE: Estimates represent about 12,594,000 children who have at least one weekly nonparental care arrangement. Children may have multiple weekly arrangements across the three types of care; therefore, a single child may be represented in multiple columns of this table. Among all children from birth through age 5 and not yet in kindergarten, 11 percent of children’s parents reported having more than one type of regularly scheduled weekly nonparental care arrangement. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECP-P-NHES:2019).

Table 2. Among children from birth through age 5 and not yet in kindergarten who were in at least one weekly nonparental care arrangement, percentage distribution of parents' ratings of how well the care arrangement where the child spends the most time covers the hours needed for work, by child and family characteristics: 2019

Characteristic	Care arrangement where child spends the most time covers the hours needed for work ¹			
	Not well	Somewhat well	Well	Very well
Total	4	11	21	64
Arrangement type				
Relative care	3	10	18	69
Nonrelative care	1!	9	23	66
Center-based care	6	12	21	61
Child's age				
Less than one year	1!	10	19	69
1–2 years	2	9	20	69
3–5 years	6	13	22	58
Child's sex				
Male	4	12	21	64
Female	4	11	20	64
Child's race/ethnicity				
White, non-Hispanic	4	11	19	66
Black, non-Hispanic	4!	14	17	65
Hispanic	3	10	23	64
Asian or Pacific Islander, non-Hispanic	4!	13	30	53
Other race, non-Hispanic ²	7!	14	21	58
Family type				
Two parents or guardians	4	11	20	65
One parent or guardian	4	12	22	62
English spoken at home by parents/guardians³				
Both/only parent(s)/guardian(s) speak(s) English	4	11	20	64
One of two parents/guardians speaks English	‡	‡	22	58
No parent/guardian speaks English	3!	9	24	64
Highest education level of parents/guardians				
Less than high school	‡	4!	20	70
High school/GED	4!	11	20	65
Vocational/technical or some college	4	13	19	64
Bachelor's degree	4	12	20	64
Graduate or professional degree	4	12	22	62
Labor force status of parents/guardians⁴				
Two-parent/guardian family				
Both full time	2	9	19	70
One full time, one part time	4	15	20	60
One full time, one not in labor force	14	11	25	49
Other	3!	15	23	59
Single-parent/guardian family				
Full time	3!	8	23	66
Part time	‡	16	19	59
Not in the labor force	‡	23	22	53
Looking for work	‡	‡	28!	43
School enrollment status of parents/guardians				
Both or single parent(s)/guardian(s) enrolled	4!	11	23	62
Both or single parent(s)/guardian(s) not enrolled	4	11	21	64
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	4	15	18	63

See notes at end of table.

Table 2. Among children from birth through age 5 and not yet in kindergarten who were in at least one weekly nonparental care arrangement, percentage distribution of parents' ratings of how well the care arrangement where the child spends the most time covers the hours needed for work, by child and family characteristics: 2019—Continued

Characteristic	Care arrangement where child spends the most time covers the hours needed for work ¹			
	Not well	Somewhat well	Well	Very well
Region				
Northeast	6	12	19	63
South	3	12	20	65
Midwest	3	10	18	69
West	4	12	24	59
Household income				
\$20,000 or less	3 [!]	16	21	59
\$20,001–\$50,000	5	12	21	62
\$50,001–\$75,000	5	10	20	65
\$75,001–\$100,000	4	11	21	64
\$100,001 or more	3	11	20	66
Poverty status⁵				
At or above poverty threshold	4	11	20	65
Below poverty threshold	4 [!]	14	22	60
Assistance to pay for primary care arrangement⁶				
Parents received assistance (for one or more arrangements)	4 [!]	11	19	66
Parents did not receive assistance	3	11	21	65
No fee for care	6	12	20	62

[!] Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

[‡] Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ About 384,000 children who spend equal hours in two or more types of care are excluded from the table.

² “Other, non-Hispanic” includes American Indian/Alaska Native children who are not Hispanic and children who are Two or more races and not Hispanic.

³ Complete 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.

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

⁵ Determined by the federal government, the poverty threshold is the income necessary 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 C.

⁶ Assistance could be from a state welfare or family assistance program, a relative, an employer, another social service, or someone else. Parents were asked about assistance only for the primary arrangement within each arrangement type.

NOTE: Estimates represent about 12,210,000 children who have at least one nonparental care arrangement. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECP-P-NHES:2019).

Table 3. Among children from birth through age 5 and not yet in kindergarten who were in at least one weekly nonparental care arrangement, mean number of months that children were in each type of care arrangement, by child and family characteristics: 2019

Characteristic	Mean number of months spent in each type of primary weekly nonparental care arrangement ¹		
	Relative care	Nonrelative care	Center-based care ²
Total	19	17	14
Child's age			
Less than one year	4	4	5
1–2 years	17	15	12
3–5 years	32	29	17
Child's sex			
Male	18	18	14
Female	20	17	15
Child's race/ethnicity			
White, non-Hispanic	21	18	15
Black, non-Hispanic	17	17	17
Hispanic	18	17	13
Asian or Pacific Islander, non-Hispanic	18	15	14
Other race, non-Hispanic ³	18	18	14
Family type			
Two parents or guardians	19	18	14
One parent or guardian	20	17	16
English spoken at home by parents/guardians⁴			
Both/only parent(s)/guardian(s) speak(s) English	19	17	15
One of two parents/guardians speaks English	21	24!	12
No parent/guardian speaks English	17	19	11
Highest education level of parents/guardians			
Less than high school	18	16!	12
High school/GED	19	18	13
Vocational/technical or some college	19	15	14
Bachelor's degree	19	19	15
Graduate or professional degree	20	18	16
Labor force status of parents/guardians⁵			
Two-parent/guardian family			
Both full time	20	19	16
One full time, one part time	18	14	13
One full time, one not in labor force	19	18	12
Other	15	14!	11
Single-parent/guardian family			
Full time	20	18	16
Part time	18	18	14
Not in the labor force	21	13	12
Looking for work	20!	‡	18!
School enrollment status of parents/guardians			
Both or single parent(s)/guardian(s) enrolled	17	13	15
Both or single parent(s)/guardian(s) not enrolled	19	17	14
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	18	20	15

See notes at end of table.

Table 3. Among children from birth through age 5 and not yet in kindergarten who were in at least one weekly nonparental care arrangement, mean number of months that children were in each type of care arrangement, by child and family characteristics: 2019—Continued

Characteristic	Mean number of months spent in each type of primary weekly nonparental care arrangement ¹		
	Relative care	Nonrelative care	Center-based care ²
Region			
Northeast	19	17	14
South	18	17	15
Midwest	19	19	14
West	20	16	13
Household income			
\$20,000 or less	19	19	15
\$20,001–\$50,000	19	16	14
\$50,001–\$75,000	18	15	13
\$75,001–\$100,000	20	18	13
\$100,001 or more	19	18	15
Poverty status⁶			
At or above poverty threshold	19	17	15
Below poverty threshold	19	17	14
Assistance to pay for primary care arrangement⁷			
Parents received assistance	19	15	15
Parents did not receive assistance	19	18	15
No fee for care	19	16	12

¹ Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

[‡] Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ If 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).

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

³ “Other, non-Hispanic” includes American Indian/Alaska Native children who are not Hispanic and children who are Two or more races and not Hispanic.

⁴ Complete 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.

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

⁶ Determined by the federal government, the poverty threshold is the income necessary 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 C.

⁷ Assistance could be from a state welfare or family assistance program, a relative, an employer, another social service, or someone else. Parents were asked about assistance only for the primary arrangement within each arrangement type.

NOTE: Estimates represent 12,594,000 children who have at least one weekly nonparental care arrangement. A child may have multiple weekly arrangements within a single type of care (e.g., different arrangements with two or more relatives). Parents were asked to only report on the primary arrangement for that care type. The primary care arrangement is defined as where the child spends the most time within a particular type of care. A child may also have multiple weekly arrangements across the three types of care. That is, a child may have a primary care arrangement with a relative as well as a primary care arrangement at a center. Among all children from birth through age 5 and not yet in kindergarten, 11 percent of children’s parents reported having more than one type of regularly scheduled weekly nonparental care arrangement. Parents were not asked to identify a primary *type* of care arrangement.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECPN-NHES:2019).

Table 4. Among families with any out-of-pocket child care expenses for children from birth through age 5 and not yet in kindergarten, mean per-child hourly out-of-pocket child care expense, by type of care arrangement, and child and family characteristics: 2019

Characteristic	Hourly out-of-pocket expense		
	Relative care	Nonrelative care	Center-based care ¹
Total	\$6.05	\$7.75	\$8.22
Child's age			
Less than one year	6.63	8.85	7.91
1–2 years	5.43	8.03	8.92
3–5 years	6.64	6.72	7.88
Child's sex			
Male	5.53	7.58	8.54
Female	6.52	7.91	7.87
Child's race/ethnicity			
White, non-Hispanic	6.76	6.48	7.51
Black, non-Hispanic	4.29	6.66	6.97
Hispanic	6.34	10.04	9.59
Asian or Pacific Islander, non-Hispanic	6.45	16.45!	11.87
Other race, non-Hispanic ²	7.95!	9.58	9.54
Family type			
Two parents or guardians	6.49	7.78	8.35
One parent or guardian	5.10	7.60	7.55
English spoken at home by parents/guardians³			
Both/only parent(s)/guardian(s) speak(s) English	5.79	7.53	8.17
One of two parents/guardians speaks English	6.52	‡	10.10
No parent/guardian speaks English	8.09	10.58	8.52
Highest education level of parents/guardians			
Less than high school	6.79	7.91!	3.47
High school/GED	5.40	8.96!	7.20
Vocational/technical or some college	5.53	5.51	6.23
Bachelor's degree	6.38	6.83	8.37
Graduate or professional degree	7.20	9.50	9.53
Labor force status of parents/guardians⁴			
Two-parent/guardian family			
Both full time	5.53	7.83	8.08
One full time, one part time	8.21	6.61	8.64
One full time, one not in labor force	7.19	10.50	8.35
Other	‡	7.60	10.99
Single-parent/guardian family			
Full time	4.55	5.41	6.52
Part time	6.51!	6.30	7.28
Not in the labor force	‡	‡	7.64
Looking for work	1.97	‡	‡
School enrollment status of parents/guardians			
Both or single parent(s)/guardian(s) enrolled	4.86	6.94!	6.95
Both or single parent(s)/guardian(s) not enrolled	6.13	7.72	8.25
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	6.23	8.23	8.28

See notes at end of table.

Table 4. Among families with any out-of-pocket child care expenses for children from birth through age 5 and not yet in kindergarten, mean per-child hourly out-of-pocket child care expense, by type of care arrangement, and child and family characteristics: 2019—Continued

Characteristic	Hourly out-of-pocket expense		
	Relative care	Nonrelative care	Center-based care ¹
Region			
Northeast	7.90	10.55	10.20
South	5.80	7.35	6.71
Midwest	4.09	5.29	7.05
West	6.54	8.80	10.16
Household income			
\$20,000 or less	7.85	‡	8.26!
\$20,001–\$50,000	3.91	6.02	6.73
\$50,001–\$75,000	5.87	5.27	5.60
\$75,001–\$100,000	7.10	5.40	7.85
\$100,001 or more	6.85	9.07	9.16
Poverty status⁵			
At or above poverty threshold	6.07	7.50	8.26
Below poverty threshold	5.97	10.00!	7.71
Assistance to pay for primary care arrangement⁶			
Parents received assistance	6.16	8.88!	6.82
Parents did not receive assistance	6.02	7.58	8.43

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or

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

² “Other, non-Hispanic” includes American Indian/Alaska Native children who are not Hispanic and children who are Two or more races and not Hispanic.

³ Complete 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.

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

⁵ Determined by the federal government, the poverty threshold is the income necessary 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 C.

⁶ Assistance could be from a state welfare or family assistance program, a relative, an employer, another social service, or someone else. Parents were asked about assistance only for the primary arrangement within each arrangement type.

NOTE: Estimates represent 8,101,000 children and include children who have at least one regularly scheduled weekly nonparental care arrangement with out-of-pocket expenses. 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. A child may have multiple weekly arrangements within a single type of care (e.g., different arrangements with two or more relatives). Parents were asked to only report on the primary arrangement for that care type. The primary care arrangement is defined as where the child spends the most time within a particular type of care. A child may also have multiple weekly arrangements across the three types of care. That is, a child may have a primary care arrangement with a relative as well as a primary care arrangement at a center. Among all children from birth through age 5 and not yet in kindergarten, 11 percent of children’s parents reported having more than one type of regularly scheduled weekly nonparental care arrangement. Parents were not asked to identify a primary type of care arrangement.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECPN-NHES:2019).

Table 5. Among children from birth through age 5 and not yet in kindergarten in a center-based care arrangement, percentage distribution across care arrangement locations, by child and family characteristics: 2019

Characteristic	Location of primary center-based care arrangement ¹			
	Church, synagogue, or other place of worship	Public school (K–12)	Its own building	All other locations ²
Total	20	19	42	19
Child's age				
Less than one year	21	2!	59	18
1–2 years	19	6	56	19
3–5 years	21	26	34	20
Child's sex				
Male	20	19	43	18
Female	20	19	40	21
Child's race/ethnicity				
White, non-Hispanic	26	15	41	19
Black, non-Hispanic	16	22	45	18
Hispanic	9	28	43	20
Asian or Pacific Islander, non-Hispanic	13	15	41	30
Other race, non-Hispanic ³	26	13	43	19
Family type				
Two parents or guardians	21	18	41	19
One parent or guardian	15	20	44	21
English spoken at home by parents/guardians⁴				
Both/only parent(s)/guardian(s) speak(s) English	22	17	43	18
One of two parents/guardians speaks English	‡	35!	24!	39!
No parent/guardian speaks English	‡	31	34	25
Highest education level of parents/guardians				
Less than high school	‡	43	28	16!
High school/GED	9	28	43	20
Vocational/technical or some college	17	25	39	19
Bachelor's degree	24	15	42	19
Graduate or professional degree	25	8	46	21
Labor force status of parents/guardians⁵				
Two-parent/guardian family				
Both full time	18	11	53	19
One full time, one part time	28	18	35	19
One full time, one not in labor force	27	29	24	20
Other	13	34	36	17
Single-parent/guardian family				
Full time	16	15	45	24
Part time	‡	32	41	11
Not in the labor force	‡	32	37	16!
Looking for work	‡	‡	60!	‡
School enrollment status of parents/guardians				
Both or single parent(s)/guardian(s) enrolled	23	21	34	22
Both or single parent(s)/guardian(s) not enrolled	20	18	42	19
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	22	18	40	19

See notes at end of table.

Table 5. Among children from birth through age 5 and not yet in kindergarten in a center-based care arrangement, percentage distribution across care arrangement locations, by child and family characteristics: 2019—Continued

Characteristic	Location of primary center-based care arrangement ¹			
	Church, synagogue, or other place of worship	Public school (K–12)	Its own building	All other locations ²
Region				
Northeast	15	15	46	23
South	25	16	41	18
Midwest	22	19	40	19
West	15	25	41	19
Household income				
\$20,000 or less	‡	33	41	19
\$20,001–\$50,000	12	30	41	16
\$50,001–\$75,000	20	24	36	19
\$75,001–\$100,000	24	16	41	19
\$100,001 or more	25	10	44	21
Poverty status⁶				
At or above poverty threshold	23	16	42	20
Below poverty threshold	6	32	43	18
Assistance to pay for primary care arrangement⁷				
Parents received assistance	15	8	59	18
Parents did not receive assistance	26	6	45	22
No fee for care	7	58	21	13

¹ Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Since a child may have multiple weekly arrangements within a single type of care (e.g., different arrangements at two or more centers), parents were asked to only report on the primary arrangement for that care type. The primary care arrangement is defined as where the child spends the most time within a particular type of care as determined by the parent.

² This category includes the responses “private elementary or secondary school,” “college or university,” “community center,” “public library,” “some other place,” “center, type of location not specified,” and “a home.”

³ “Other, non-Hispanic” includes American Indian/Alaska Native children who are not Hispanic and children who are Two or more races and not Hispanic.

⁴ Complete 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.

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

⁶ Determined by the federal government, the poverty threshold is the income necessary 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 C.

⁷ Assistance could be from a state welfare or family assistance program, a relative, an employer, another social service, or someone else. Parents were asked about assistance only for the primary arrangement within each arrangement type.

NOTE: Estimates represent 7,858,000 children and include children who have at least one regularly scheduled weekly center-based care arrangement. Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECP-PP-NHES:2019).

Table 6. Percentage of children from birth through age 5 and not yet in kindergarten in at least one weekly nonparental care arrangement whose parents rated various factors used to select weekly care arrangement for children as “very important,” by child and family characteristics: 2019

Characteristic	Factor rated as “very important” when selecting care arrangement										Whether or not the program teaches religious content
	Location	Cost	Reliability	Learning activities	Time with other children	Avail-ability of care provider	Number of children in care group	Ratings on a website	Qualifi-cations of staff	Recommend-ations from friends/family	
Total	60	55	87	68	59	75	42	27	72	45	14
Arrangement type											
Relative only	60	71	86	59	41	82	48	29	79	36	18
Nonrelative only	59	54	90	52	37	80	37	19	71	51	10
Center-based only	60	51	86	76	69	72	42	29	71	44	14
Multiple types of arrangements ¹	60	52	87	66	62	76	43	26	70	49	14
Difficulty finding desired child care program											
No difficulty	61	45	87	76	70	74	46	27	75	46	16
A little difficulty	60	55	87	69	61	74	40	24	70	43	10
Some difficulty	61	57	86	64	55	78	40	27	70	47	13
A lot of difficulty/Did not find the desired child care program	57	61	87	65	53	76	44	29	74	42	17
Child’s age											
Less than one year	63	59	87	59	41	78	51	35	72	45	17
1–2 years	61	55	87	64	55	79	43	27	71	45	12
3–5 years	58	53	86	74	67	72	40	25	73	45	14
Child’s sex											
Male	60	53	86	67	59	75	43	26	69	46	14
Female	60	56	88	70	60	76	41	28	75	44	14
Child’s race/ethnicity											
White, non-Hispanic	57	47	89	66	57	73	36	22	71	48	13
Black, non-Hispanic	68	68	82	76	66	84	58	34	73	37	17
Hispanic	63	66	85	70	60	78	47	33	75	43	14
Asian or Pacific Islander, non-Hispanic	62	54	87	70	63	70	44	36	74	48	10
Other race, non-Hispanic ²	55	50	86	66	62	69	45	27	69	42	16
Family type											
Two parents or guardians	58	53	88	67	58	74	40	25	72	45	13
One parent or guardian	66	63	82	72	64	80	51	34	72	44	17
English spoken at home by parents/guardians³											
Both/only parent(s)/guardian(s) speak(s) English	60	54	87	68	59	75	42	26	72	45	14
One of two parents/guardians speaks English	61	78	92	61	60	83	47	40!	88	46!	18!
No parent/guardian speaks English	62	60	81	69	66	72	49	34	75	47	16!

See notes at end of table.

Table 6. Percentage of children from birth through age 5 and not yet in kindergarten in at least one weekly nonparental care arrangement whose parents rated various factors used to select weekly care arrangement for children as “very important,” by child and family characteristics: 2019—Continued

Characteristic	Factor rated as “very important” when selecting care arrangement										Whether or not the program teaches religious content
	Location	Cost	Reliability	Learning activities	Time with other children	Availability of care provider	Number of children in care group	Ratings on a website	Qualifications of staff	Recommendations from friends/family	
Highest education level of parents/guardians											
Less than high school	72	55	77	84	68	72	64	51	65	49	‡
High school/GED	60	65	79	71	62	80	48	27	75	37	16
Vocational/technical or some college	60	64	87	71	65	75	47	32	78	42	15
Bachelor’s degree	60	55	89	67	58	76	41	26	72	47	13
Graduate or professional degree	59	44	88	65	55	73	36	22	68	47	13
Labor force status of parents/guardians⁴											
Two-parent/guardian family											
Both full time	58	51	91	67	55	79	38	23	72	44	11
One full time, one part time	61	55	86	61	56	71	40	24	71	47	16
One full time, one not in labor force	52	50	81	72	67	55	44	29	73	47	15
Other	65	65	82	82	70	80	57	37	77	42	18
Single-parent/guardian family											
Full time	65	60	87	73	64	86	50	34	74	46	15
Part time	74	74	78	71	68	81	52	27	69	35	21
Not in the labor force	74	65	80	70	60	68	55	42	74	47	14 ¹
Looking for work	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
School enrollment status of parents/guardians											
Both or single parent(s)/guardian(s) enrolled	69	68	86	81	71	84	51	45	84	43	23
Both or single parent(s)/guardian(s) not enrolled	60	53	87	68	59	75	42	26	71	45	14
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	55	59	88	63	62	75	46	28	75	46	13
Region											
Northeast	66	59	88	71	61	77	46	25	68	45	11
South	62	56	86	72	62	76	48	28	74	46	17
Midwest	58	51	87	64	55	74	36	25	72	46	14
West	54	53	86	64	59	73	37	28	73	43	12
Household income											
\$20,000 or less	62	68	78	64	65	75	46	28	68	34	14
\$20,001–\$50,000	61	67	83	76	66	78	55	30	74	44	19
\$50,001–\$75,000	58	61	84	67	53	75	42	26	71	39	14
\$75,001–\$100,000	60	59	90	65	59	77	43	28	74	46	14
\$100,001 or more	60	45	89	68	58	74	38	26	72	49	12

See notes at end of table.

Table 6. Percentage of children from birth through age 5 and not yet in kindergarten in at least one weekly nonparental care arrangement whose parents rated various factors used to select weekly care arrangement for children as “very important,” by child and family characteristics: 2019—Continued

Characteristic	Factor rated as “very important” when selecting care arrangement										Whether or not the program teaches religious content
	Location	Cost	Reliability	Learning activities	Time with other children	Availability of care provider	Number of children in care group	Ratings on a website	Qualifications of staff	Recommendations from friends/family	
Poverty status⁵											
At or above poverty threshold	60	53	88	68	58	75	41	27	72	46	14
Below poverty threshold	62	66	78	70	67	76	51	30	73	35	17
Assistance to pay for primary care arrangement⁶											
Parents received assistance (for one or more arrangements)	59	56	82	71	65	78	45	30	68	37	12
Parents did not receive assistance	60	51	88	69	61	75	41	26	72	49	13
No fee for care	61	64	85	65	51	75	46	29	74	36	18

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ “Multiple types of arrangements” includes children who are in more than one type of weekly care arrangement.

² “Other, non-Hispanic” includes American Indian/Alaska Native children who are not Hispanic and children who are Two or more races and not Hispanic.

³ Complete 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.

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

⁵ Determined by the federal government, the poverty threshold is the income necessary 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 C.

⁶ Assistance could be from a state welfare or family assistance program, a relative, an employer, another social service, or someone else. Parents were asked about assistance only for the primary arrangement within each arrangement type.

NOTE: Estimates represent 7,200,000 children and include children who have at least one nonparental care arrangement, and whose parents tried to find care. This table excludes 5,394,000 children who have at least one nonparental care arrangement, and whose parents did not try to find care.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECPP-NHES:2019).

Table 7. Among children whose parents reported difficulty finding child care, percentage distribution of children from birth through age 5 and not yet in kindergarten whose parents reported various reasons as the primary reason for difficulty finding care, by child and family characteristics: 2019

Characteristic	Primary reason for difficulty				
	Cost	Location	Quality	Lack of open slots for new children	All other reasons ¹
Total	37	7	18	27	11
Arrangement type					
Relative only	52	6	13	19	11
Nonrelative only	37	5	17	32	9
Center-based only	29	8	22	32	9
Multiple types of arrangements ²	29	8	20	26	17
No nonparental arrangement	45	8	14	22	11
Difficulty finding desired child care program					
A little difficulty	34	10	21	28	7
Some difficulty	39	6	20	29	6
A lot of difficulty/Did not find the desired child care program	38	6	13	23	19
Child's age					
Less than one year	37	6	16	30	11
1–2 years	38	7	18	26	12
3–5 years	36	9	19	26	10
Child's sex					
Male	35	7	18	26	13
Female	39	7	18	27	9
Child's race/ethnicity					
White, non-Hispanic	33	7	20	30	10
Black, non-Hispanic	44	8	15	21	11
Hispanic	44	7	13	23	13
Asian or Pacific Islander, non-Hispanic	36	11	25	23	5!
Other race, non-Hispanic ³	31	6!	20	30	13
Family type					
Two parents or guardians	37	7	19	28	9
One parent or guardian	39	10	13	21	17
English spoken at home by parents/guardians⁴					
Both/only parent(s)/guardian(s) speak(s) English	37	7	18	27	11
One of two parents/guardians speaks English	61	‡	10!	‡	‡
No parent/guardian speaks English	35	10	15	28	12!
Highest education level of parents/guardians					
Less than high school	33	9!	‡	21!	32!
High school/GED	41	8	11	29	11!
Vocational/technical or some college	46	9	15	20	11
Bachelor's degree	36	7	21	27	9
Graduate or professional degree	29	5	23	33	10
Labor force status of parents/guardians⁵					
Two-parent/guardian family					
Both full time	34	7	21	30	8
One full time, one part time	35	5	20	29	10
One full time, one not in labor force	41	7	16	23	12
Other	50	7!	10	27	6!
Single-parent/guardian family					
Full time	41	8	17	19	16
Part time	47	11!	7!	25	9!
Not in the labor force	34	14!	12!	16!	23!
Looking for work	‡	‡	‡	‡	‡

See notes at end of table.

Table 7. Among children whose parents reported difficulty finding child care, percentage distribution of children from birth through age 5 and not yet in kindergarten whose parents reported various reasons as the primary reason for difficulty finding care, by child and family characteristics: 2019—Continued

Characteristic	Primary reason for difficulty				
	Cost	Location	Quality	Lack of open slots for new children	All other reasons ¹
School enrollment status of parents/guardians					
Both or single parent(s)/guardian(s) enrolled	46	5!	19	20	11!
Both or single parent(s)/guardian(s) not enrolled	37	7	18	27	11
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	38	8	18	26	11
Region					
Northeast	39	7	19	23	12
South	37	8	19	26	9
Midwest	36	8	17	26	13
West	37	6	17	30	11
Household income					
\$20,000 or less	39	9	6	25	21
\$20,001–\$50,000	50	7	13	23	8
\$50,001–\$75,000	44	8	13	22	13
\$75,001–\$100,000	38	6	21	24	11
\$100,001 or more	27	7	24	32	10
Poverty status⁶					
At or above poverty threshold	37	7	20	26	10
Below poverty threshold	40	9	8	28	16
Assistance to pay for primary care arrangement⁷					
Parents received assistance (for one or more arrangements)	29	9	18	30	14!
Parents did not receive assistance	33	6	21	31	8
No fee for care	43	7	14	19	17

¹ Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

[‡] Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ This category includes the responses “needed a program for children with special needs” and “other reason.”

² “Multiple types of arrangements” includes children who are in more than one type of weekly care arrangement.

³ “Other, non-Hispanic” includes American Indian/Alaska Native children who are not Hispanic and children who are Two or more races and not Hispanic.

⁴ Complete 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.

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

⁶ Determined by the federal government, the poverty threshold is the income necessary 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 C.

⁷ Assistance could be from a state welfare or family assistance program, a relative, an employer, another social service, or someone else. Parents were asked about assistance only for the primary arrangement within each arrangement type.

NOTE: Estimates represent 7,273,000 children whose parents reported they had searched for care and had at least a little difficulty finding care or did not find the desired child care program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECPN-NHES:2019).

Table 8. Percentage of children from age 3 through age 5 and not yet in kindergarten whose parents reported participating in home activities with child three or more times in the past week, by type of activity and child and family characteristics: 2019

Characteristic	Home activities with child three or more times in past week				
	Read to child	Told a story	Taught letters, words, or numbers	Sang songs	Worked on arts and crafts
Total	85	38	67	73	46
Arrangement type					
Relative only	78	36	69	70	52
Nonrelative only	81	40	70	80	39
Center-based only	87	37	67	72	46
Multiple types of arrangements ¹	88	39	71	75	48
No nonparental arrangement	81	38	65	73	44
Child's sex					
Male	84	35	66	68	41
Female	85	40	68	78	51
Child's race/ethnicity					
White, non-Hispanic	91	40	67	77	51
Black, non-Hispanic	75	36	73	75	38
Hispanic	77	31	63	66	38
Asian or Pacific Islander, non-Hispanic	80	38	65	64	46
Other race, non-Hispanic ²	88	48	73	77	56
Family type					
Two parents or guardians	86	38	66	73	46
One parent or guardian	78	35	71	72	44
English spoken at home by parents/guardians³					
Both/only parent(s)/guardian(s) speak(s) English	87	39	68	75	48
One of two parents/guardians speaks English	63	20	61	58	34
No parent/guardian speaks English	74	32	61	64	34
Highest education level of parents/guardians					
Less than high school	71	33	68	70	35
High school/GED	79	29	63	68	38
Vocational/technical or some college	83	35	68	76	45
Bachelor's degree	88	41	69	75	50
Graduate or professional degree	93	47	67	72	54
Labor force status of parents/guardians⁴					
Two-parent/guardian family					
Both full time	86	38	65	72	44
One full time, one part time	88	37	68	74	47
One full time, one not in labor force	88	39	67	74	51
Other	76	35	60	69	36
Single-parent/guardian family					
Full time	78	39	70	73	45
Part time	84	25	72	69	33
Not in the labor force	72	31	72	75	45
Looking for work	87	46!	79	68	65
School enrollment status of parents/guardians					
Both or single parent(s)/guardian(s) enrolled	79	43	70	68	48
Both or single parent(s)/guardian(s) not enrolled	85	37	67	73	46
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	83	43	68	76	47

See notes at end of table.

Table 8. Percentage of children from age 3 through age 5 and not yet in kindergarten whose parents reported participating in home activities with child three or more times in the past week, by type of activity and child and family characteristics: 2019—Continued

Characteristic	Home activities with child three or more times in past week				
	Read to child	Told a story	Taught letters, words, or numbers	Sang songs	Worked on arts and crafts
Region					
Northeast	89	40	67	75	49
South	80	35	69	75	45
Midwest	86	39	63	70	45
West	86	38	68	71	46
Household income					
\$20,000 or less	75	32	67	73	39
\$20,001–\$50,000	81	34	67	71	40
\$50,001–\$75,000	83	36	63	73	43
\$75,001–\$100,000	86	30	67	75	47
\$100,001 or more	91	45	69	73	54
Poverty status⁵					
At or above poverty threshold	87	39	67	73	48
Below poverty threshold	73	33	67	72	37
Assistance to pay for primary care arrangement⁶					
Parents received assistance (for one or more arrangements)	77	36	67	73	43
Parents did not receive assistance	90	42	67	74	50
No fee for care	81	31	69	71	42

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ “Multiple types of arrangements” includes children who are in more than one type of weekly care arrangement.

² “Other, non-Hispanic” includes American Indian/Alaska Native children who are not Hispanic and children who are Two or more races and not Hispanic.

³ Complete 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.

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

⁵ Determined by the federal government, the poverty threshold is the income necessary 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 C.

⁶ Assistance could be from a state welfare or family assistance program, a relative, an employer, another social service, or someone else. Parents were asked about assistance only for the primary arrangement within each arrangement type.

NOTE: Estimates represent 8,149,000 children from age 3 through age 5 and not yet in kindergarten.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECPN-NHES:2019).

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: 2019

Characteristic	Number of children (thousands)	Weekly nonparental care arrangement				No weekly nonparental care arrangement
		At least one weekly nonparental care arrangement	Type			
			Relative care	Nonrelative care	Center-based care	
Total	12.3	0.9	1.0	0.7	0.9	0.9
Child's age						
Less than one year	123.6	1.6	2.8	2.4	2.3	1.6
1–2 years	137.9	1.2	1.6	1.6	1.6	1.2
3–5 years	79.5	1.2	1.3	0.9	1.1	1.2
Child's sex						
Male	182.0	1.2	1.3	1.1	1.1	1.2
Female	182.6	1.0	1.3	1.1	1.3	1.0
Child's race/ethnicity						
White, non-Hispanic	102.3	1.1	1.1	1.0	1.2	1.1
Black, non-Hispanic	8.0	3.0	3.0	2.3	3.3	3.0
Hispanic	6.5	1.8	2.5	1.8	2.2	1.8
Asian or Pacific Islander, non-Hispanic	66.4	3.3	3.1	1.9	3.1	3.3
Other race, non-Hispanic	81.7	2.7	3.2	3.1	3.4	2.7
Family type						
Two parents or guardians	132.2	0.9	0.9	0.8	0.8	0.9
One parent or guardian	131.9	2.1	2.5	1.9	2.6	2.1
English spoken at home by parents/guardians						
Both/only parent(s)/guardian(s) speak(s) English	113.9	1.0	1.0	0.7	0.9	1.0
One of two parents/guardians speaks English	77.9	5.1	6.1	4.7	7.4	5.1
No parent/guardian speaks English	105.6	3.2	5.0	3.8	3.0	3.2
Highest education level of parents/guardians						
Less than high school	6.4	4.7	7.4	5.3	7.0	4.7
High school/GED	8.7	2.4	3.3	2.8	3.3	2.4
Vocational/technical or some college	92.9	1.6	1.9	1.6	1.8	1.6
Bachelor's degree	92.4	1.5	1.4	1.1	1.5	1.5
Graduate or professional degree	2.2	1.2	1.3	1.0	1.2	1.2
Labor force status of parents/guardians						
Two-parent/guardian family						
Both full time	127.9	1.0	1.3	1.1	1.3	1.0
One full time, one part time	120.3	1.9	2.7	1.6	2.5	1.9
One full time, one not in labor force	149.3	1.2	2.1	1.9	2.2	1.2
Other	85.6	3.6	6.1	4.8	6.5	3.6
Single-parent/guardian family						
Full time	113.4	2.9	2.7	2.5	3.1	2.9
Part time	70.5	3.8	5.7	3.1	6.4	3.8
Not in the labor force	72.9	3.6	5.7	2.8	5.1	3.6
Looking for work	63.8	8.6	18.0	†	16.1	8.6
School enrollment status of parents/guardians						
Both or single parent(s)/guardian(s) enrolled	79.5	3.7	5.1	3.1	5.4	3.7
Both or single parent(s)/guardian(s) not enrolled	112.3	1.0	1.0	0.8	0.9	1.0
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	85.4	2.3	2.5	2.0	2.7	2.3

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: 2019—Continued

Characteristic	Number of children (thousands)	Weekly nonparental care arrangement			No weekly nonparental care arrangement	
		At least one weekly nonparental care arrangement	Type			
			Relative care	Nonrelative care	Center-based care	
Region						
Northeast	119.8	2.1	2.5	2.4	2.3	2.1
South	140.6	1.3	1.4	0.9	1.4	1.3
Midwest	145.7	1.5	2.0	1.3	1.7	1.5
West	134.8	2.1	2.0	1.7	1.8	2.1
Household income						
\$20,000 or less	8.8	2.6	3.7	3.3	3.5	2.6
\$20,001–\$50,000	7.6	1.6	2.5	1.5	2.4	1.6
\$50,001–\$75,000	4.7	2.4	2.9	2.5	2.6	2.4
\$75,001–\$100,000	3.2	2.3	2.4	1.7	2.4	2.3
\$100,001 or more	1.4	1.0	1.1	0.9	1.1	1.0
Poverty status						
At or above poverty threshold	67.1	0.9	0.9	0.7	0.9	0.9
Below poverty threshold	68.5	2.3	3.0	2.3	3.0	2.3
Assistance to pay for primary care arrangement						
Parents received assistance (for one or more)	82.2	†	2.2	2.9	2.4	†
Parents did not receive assistance	126.6	†	1.1	1.0	1.0	†
No fee for care	138.8	†	2.0	1.1	1.9	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECP-P-NHES:2019).

Table C-2. Standard errors for table 2: Among children from birth through age 5 and not yet in kindergarten who were in at least one weekly nonparental care arrangement, percentage distribution of parents' ratings of how well the care arrangement where the child spends the most time covers the hours needed for work, by child and family characteristics: 2019

Characteristic	Care arrangement where child spends the most time covers the hours needed for work			
	Not well	Somewhat well	Well	Very well
Total	0.4	0.6	0.7	0.9
Arrangement type				
Relative care	0.7	1.1	1.3	1.6
Nonrelative care	0.4	1.3	1.9	2.1
Center-based care	0.6	0.9	1.1	1.3
Child's age				
Less than one year	0.6	1.3	2.1	2.4
1–2 years	0.6	0.9	1.3	1.5
3–5 years	0.7	0.9	0.9	1.2
Child's sex				
Male	0.6	0.9	0.9	1.1
Female	0.7	0.9	1.1	1.4
Child's race/ethnicity				
White, non-Hispanic	0.5	0.7	1.0	1.2
Black, non-Hispanic	1.2	2.0	2.3	3.3
Hispanic	0.6	1.7	1.9	2.5
Asian or Pacific Islander, non-Hispanic	1.4	2.2	3.6	3.5
Other race, non-Hispanic	2.3	2.1	2.3	3.4
Family type				
Two parents or guardians	0.5	0.7	0.8	1.1
One parent or guardian	1.0	1.3	1.7	2.4
English spoken at home by parents/guardians				
Both/only parent(s)/guardian(s) speak(s) English	0.5	0.6	0.7	0.9
One of two parents/guardians speaks English	†	†	5.5	10.1
No parent/guardian speaks English	1.0	2.0	3.7	4.4
Highest education level of parents/guardians				
Less than high school	†	1.8	4.3	5.8
High school/GED	1.1	2.2	2.3	3.5
Vocational/technical or some college	0.7	1.2	1.2	1.7
Bachelor's degree	0.6	1.1	1.3	1.6
Graduate or professional degree	0.6	1.0	1.3	1.5
Labor force status of parents/guardians				
Two-parent/guardian family				
Both full time	0.3	0.9	0.9	1.2
One full time, one part time	0.8	1.8	1.8	2.4
One full time, one not in labor force	2.3	1.8	2.8	3.7
Other	1.0	4.0	4.2	5.5
Single-parent/guardian family				
Full time	1.0	1.4	2.4	2.9
Part time	†	3.8	3.6	5.8
Not in the labor force	†	6.0	5.3	9.2
Looking for work	†	†	12.5	12.0
School enrollment status of parents/guardians				
Both or single parent(s)/guardian(s) enrolled	1.5	3.1	4.2	5.2
Both or single parent(s)/guardian(s) not enrolled	0.5	0.6	0.8	1.0
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	1.0	2.0	2.3	3.0

See notes at end of table.

Table C-2. Standard errors for table 2: Among children from birth through age 5 and not yet in kindergarten who were in at least one weekly nonparental care arrangement, percentage distribution of parents' ratings of how well the care arrangement where the child spends the most time covers the hours needed for work, by child and family characteristics: 2019—Continued

Characteristic	Care arrangement where child spends the most time covers the hours needed for work			
	Not well	Somewhat well	Well	Very well
Region				
Northeast	1.4	1.2	1.9	2.4
South	0.6	1.2	1.1	1.5
Midwest	0.7	1.1	1.3	1.7
West	0.9	1.2	1.6	1.9
Household income				
\$20,000 or less	1.7	3.5	2.7	4.3
\$20,001–\$50,000	1.0	1.4	2.0	2.6
\$50,001–\$75,000	1.3	1.4	2.0	2.4
\$75,001–\$100,000	0.9	1.4	1.9	2.1
\$100,001 or more	0.5	0.8	1.1	1.3
Poverty status				
At or above poverty threshold	0.4	0.6	0.7	0.9
Below poverty threshold	1.1	2.3	2.2	3.5
Assistance to pay for primary care arrangement				
Parents received assistance (for one or more arrangements)	1.3	1.9	2.0	2.7
Parents did not receive assistance	0.4	0.7	1.0	1.2
No fee for care	0.9	1.4	1.4	1.9

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECPP-NHES:2019).

Table C-3. Standard errors for table 3: Among children from birth through age 5 and not yet in kindergarten who were in at least one weekly nonparental care arrangement, mean number of months that children were in each type of care arrangement, by child and family characteristics: 2019

Characteristic	Mean number of months spent in each type of primary weekly nonparental care arrangement		
	Relative care	Nonrelative care	Center-based care
Total	0.4	0.6	0.3
Child's age			
Less than one year	0.3	0.4	0.3
1–2 years	0.4	0.6	0.4
3–5 years	1.0	1.0	0.4
Child's sex			
Male	0.7	0.9	0.3
Female	0.7	0.8	0.4
Child's race/ethnicity			
White, non-Hispanic	0.6	0.6	0.4
Black, non-Hispanic	1.4	3.9	1.0
Hispanic	1.0	1.2	0.5
Asian or Pacific Islander, non-Hispanic	2.0	2.0	0.9
Other race, non-Hispanic	2.3	3.2	0.9
Family type			
Two parents or guardians	0.5	0.7	0.3
One parent or guardian	1.1	1.9	0.6
English spoken at home by parents/guardians			
Both/only parent(s)/guardian(s) speak(s) English	0.4	0.7	0.3
One of two parents/guardians speaks English	4.1	10.2	1.5
No parent/guardian speaks English	2.6	2.5	1.0
Highest education level of parents/guardians			
Less than high school	2.9	5.7	2.0
High school/GED	1.2	2.2	1.2
Vocational/technical or some college	0.9	1.1	0.6
Bachelor's degree	0.7	0.9	0.4
Graduate or professional degree	0.8	1.0	0.4
Labor force status of parents/guardians			
Two-parent/guardian family			
Both full time	0.6	0.7	0.4
One full time, one part time	1.1	1.0	0.7
One full time, one not in labor force	2.0	2.7	0.5
Other	2.8	5.2	1.1
Single-parent/guardian family			
Full time	1.4	2.3	0.8
Part time	1.9	5.4	1.2
Not in the labor force	3.4	3.7	1.4
Looking for work	6.6	†	6.4
School enrollment status of parents/guardians			
Both or single parent(s)/guardian(s) enrolled	2.0	3.8	1.4
Both or single parent(s)/guardian(s) not enrolled	0.5	0.6	0.3
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	1.3	2.2	1.0

See notes at end of table.

Table C-3. Standard errors for table 3: Among children from birth through age 5 and not yet in kindergarten who were in at least one weekly nonparental care arrangement, mean number of months that children were in each type of care arrangement, by child and family characteristics: 2019—Continued

Characteristic	Mean number of months spent in each type of primary weekly nonparental care arrangement		
	Relative care	Nonrelative care	Center-based care
Region			
Northeast	1.3	1.7	0.6
South	0.8	1.2	0.4
Midwest	1.0	1.1	0.6
West	0.9	0.9	0.6
Household income			
\$20,000 or less	1.7	3.3	1.2
\$20,001–\$50,000	1.2	1.5	0.8
\$50,001–\$75,000	1.2	1.6	0.7
\$75,001–\$100,000	1.1	1.8	0.6
\$100,001 or more	0.6	0.8	0.3
Poverty status			
At or above poverty threshold	0.4	0.6	0.2
Below poverty threshold	1.2	2.3	1.0
Assistance to pay for primary care arrangement			
Parents received assistance	2.1	1.5	0.8
Parents did not receive assistance	1.0	0.6	0.3
No fee for care	0.5	2.8	0.6

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECP-P-NHES:2019).

Table C-4. Standard errors for table 4: Among families with any out-of-pocket child care expenses for children from birth through age 5 and not yet in kindergarten, mean per-child hourly out-of-pocket child care expense, by type of care arrangement, and child and family characteristics: 2019

Characteristic	Hourly out-of-pocket expense		
	Relative care	Nonrelative care	Center-based care
Total	\$0.365	\$0.513	\$0.261
Child's age			
Less than one year	0.841	1.064	0.739
1–2 years	0.571	0.831	0.593
3–5 years	0.778	0.509	0.346
Child's sex			
Male	0.428	0.747	0.455
Female	0.593	0.577	0.336
Child's race/ethnicity			
White, non-Hispanic	0.769	0.340	0.203
Black, non-Hispanic	0.664	1.231	0.848
Hispanic	0.612	1.800	1.213
Asian or Pacific Islander, non-Hispanic	1.522	4.992	1.289
Other race, non-Hispanic	3.393	1.386	1.048
Family type			
Two parents or guardians	0.427	0.408	0.263
One parent or guardian	0.774	2.187	1.124
English spoken at home by parents/guardians			
Both/only parent(s)/guardian(s) speak(s) English	0.415	0.452	0.281
One of two parents/guardians speaks English	1.307	†	1.730
No parent/guardian speaks English	1.583	2.601	1.609
Highest education level of parents/guardians			
Less than high school	1.733	3.254	0.702
High school/GED	0.927	3.152	2.006
Vocational/technical or some college	0.709	0.630	0.499
Bachelor's degree	0.674	0.557	0.483
Graduate or professional degree	0.875	0.640	0.425
Labor force status of parents/guardians			
Two-parent/guardian family			
Both full time	0.443	0.524	0.320
One full time, one part time	1.377	0.533	0.572
One full time, one not in labor force	1.746	2.077	0.597
Other	†	2.111	3.035
Single-parent/guardian family			
Full time	0.805	0.701	0.898
Part time	2.336	1.503	1.406
Not in the labor force	†	†	1.272
Looking for work	0.053	†	†
School enrollment status of parents/guardians			
Both or single parent(s)/guardian(s) enrolled	1.003	2.106	0.677
Both or single parent(s)/guardian(s) not enrolled	0.406	0.566	0.286
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	1.360	1.265	0.852

See notes at end of table.

Table C-4. Standard errors for table 4: Among families with any out-of-pocket child care expenses for children from birth through age 5 and not yet in kindergarten, mean per-child hourly out-of-pocket child care expense, by type of care arrangement, and child and family characteristics: 2019—Continued

Characteristic	Hourly out-of-pocket expense		
	Relative care	Nonrelative care	Center-based care
Region			
Northeast	1.457	1.776	1.019
South	0.600	0.540	0.315
Midwest	0.667	0.435	0.317
West	0.918	0.912	0.749
Household income			
\$20,000 or less	1.905	†	3.265
\$20,001–\$50,000	0.719	0.958	0.718
\$50,001–\$75,000	1.005	0.681	0.452
\$75,001–\$100,000	0.969	0.578	0.851
\$100,001 or more	0.754	0.515	0.304
Poverty status			
At or above poverty threshold	0.373	0.374	0.251
Below poverty threshold	1.213	3.788	2.139
Assistance to pay for primary care arrangement			
Parents received assistance	1.365	2.835	0.906
Parents did not receive assistance	0.370	0.392	0.260

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECPP-NHES:2019).

Table C-5. Standard errors for table 5: Among children from birth through age 5 and not yet in kindergarten in a center-based care arrangement, percentage distribution across care arrangement locations, by child and family characteristics: 2019

Characteristic	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	0.9	0.9	1.2	0.9
Child's age				
Less than one year	5.6	0.7	5.1	3.6
1–2 years	1.5	1.5	2.2	1.8
3–5 years	1.0	1.2	1.3	1.3
Child's sex				
Male	1.3	1.3	1.6	1.2
Female	1.2	1.6	1.7	1.4
Child's race/ethnicity				
White, non-Hispanic	1.2	1.0	1.4	1.3
Black, non-Hispanic	2.8	3.3	3.9	2.6
Hispanic	2.5	2.7	3.1	2.3
Asian or Pacific Islander, non-Hispanic	2.5	3.0	4.0	3.5
Other race, non-Hispanic	3.4	2.6	3.5	3.2
Family type				
Two parents or guardians	1.0	1.0	1.2	1.1
One parent or guardian	2.4	2.1	3.2	2.1
English spoken at home by parents/guardians				
Both/only parent(s)/guardian(s) speak(s) English	0.8	0.8	1.2	0.9
One of two parents/guardians speaks English	†	11.1	7.3	12.6
No parent/guardian speaks English	†	4.7	5.4	4.9
Highest education level of parents/guardians				
Less than high school	†	8.7	8.1	5.1
High school/GED	2.2	3.9	4.4	4.4
Vocational/technical or some college	1.6	1.8	2.5	1.9
Bachelor's degree	1.7	1.5	1.9	1.5
Graduate or professional degree	1.3	0.8	1.8	1.4
Labor force status of parents/guardians				
Two-parent/guardian family				
Both full time	1.2	0.9	1.5	1.5
One full time, one part time	3.1	2.7	3.8	2.3
One full time, one not in labor force	2.4	2.1	2.1	2.3
Other	3.1	5.4	5.0	3.9
Single-parent/guardian family				
Full time	3.5	2.2	4.1	2.7
Part time	†	5.5	6.5	3.2
Not in the labor force	†	8.5	8.1	5.4
Looking for work	†	†	24.1	†
School enrollment status of parents/guardians				
Both or single parent(s)/guardian(s) enrolled	5.4	3.5	4.9	4.9
Both or single parent(s)/guardian(s) not enrolled	1.0	1.0	1.3	1.0
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	2.6	2.5	3.1	2.7

See notes at end of table.

Table C-5. Standard errors for table 5: Among children from birth through age 5 and not yet in kindergarten in a center-based care arrangement, percentage distribution across care arrangement locations, by child and family characteristics: 2019—Continued

Characteristic	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	1.7	2.1	2.4	2.5
South	1.6	1.7	2.2	1.6
Midwest	2.3	1.9	2.3	2.0
West	1.8	2.6	2.4	2.0
Household income				
\$20,000 or less	†	4.7	5.1	4.2
\$20,001–\$50,000	1.7	2.3	3.0	2.1
\$50,001–\$75,000	2.5	2.8	3.3	3.6
\$75,001–\$100,000	2.4	2.7	2.9	2.6
\$100,001 or more	1.5	1.1	1.5	1.1
Poverty status				
At or above poverty threshold	1.0	1.0	1.2	0.9
Below poverty threshold	1.6	3.5	3.8	3.1
Assistance to pay for primary care arrangement				
Parents received assistance	2.1	1.4	3.4	2.6
Parents did not receive assistance	1.0	0.6	1.2	1.1
No fee for care	2.1	3.3	2.6	2.2

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECPP-NHES:2019).

Table C-6. Standard errors for table 6: Percentage of children from birth through age 5 and not yet in kindergarten in at least one weekly nonparental care arrangement whose parents rated various factors used to select weekly care arrangement for children as “very important,” by child and family characteristics: 2019

Characteristic	Factor rated as “very important” when selecting care arrangement										Whether or not the program teaches religious content
	Location	Cost	Reliability	Learning activities	Time with other children	Availability of care provider	Number of children in care group	Ratings on a website	Qualifications of staff	Recommendations from friends/family	
Total	1.2	1.2	0.9	1.2	1.2	1.2	1.4	1.0	1.3	1.2	1.0
Arrangement type											
Relative only	3.0	2.6	2.3	3.2	3.4	2.2	3.2	2.8	2.3	3.2	2.7
Nonrelative only	3.2	2.8	1.9	3.6	3.5	2.6	3.2	3.2	2.8	3.2	2.0
Center-based only	1.6	1.7	1.1	1.4	1.5	1.5	1.5	1.4	1.6	1.5	1.0
Multiple types of arrangements	2.8	2.9	2.5	2.9	3.3	2.6	3.4	2.9	3.0	3.1	2.4
Difficulty finding desired child care program											
No difficulty	1.9	2.5	1.6	2.0	2.3	2.1	2.8	2.1	2.3	2.5	1.9
A little difficulty	2.5	2.2	1.8	2.5	2.7	1.8	2.6	1.9	2.2	2.5	1.3
Some difficulty	2.2	2.3	1.5	2.4	2.2	1.6	2.3	1.9	2.0	2.1	1.4
A lot of difficulty/Did not find the desired child care program	2.4	2.9	2.6	2.9	3.0	2.6	2.8	2.7	3.2	2.9	2.3
Child’s age											
Less than one year	3.4	3.7	2.4	3.5	3.7	2.6	3.3	4.4	3.5	4.2	3.5
1–2 years	2.3	1.8	1.9	2.1	2.1	1.9	2.1	1.8	2.0	2.0	1.3
3–5 years	1.4	1.5	1.2	1.3	1.4	1.5	1.7	1.2	1.6	1.4	1.2
Child’s sex											
Male	1.8	2.0	1.4	1.8	1.9	1.6	2.1	1.6	1.8	1.8	1.3
Female	1.6	1.6	1.2	1.5	1.7	1.5	1.6	1.4	1.6	1.6	1.2
Child’s race/ethnicity											
White, non-Hispanic	1.4	1.4	1.0	1.5	1.4	1.3	1.3	1.2	1.3	1.4	1.0
Black, non-Hispanic	3.9	4.1	3.5	4.0	3.8	3.0	4.1	3.9	3.7	3.7	2.8
Hispanic	3.3	3.0	2.6	3.5	3.6	2.9	3.4	3.1	3.4	3.0	2.6
Asian or Pacific Islander, non-Hispanic	4.1	4.5	2.5	3.6	4.1	3.9	4.6	4.5	3.4	4.5	2.4
Other race, non-Hispanic	4.2	3.7	3.4	3.3	3.8	3.6	3.8	3.9	3.1	3.7	2.7
Family type											
Two parents or guardians	1.2	1.3	0.8	1.2	1.3	1.1	1.3	1.1	1.2	1.2	0.9
One parent or guardian	3.5	3.2	2.6	3.3	3.4	3.1	4.0	3.2	3.7	3.7	3.1
English spoken at home by parents/guardians											
Both/only parent(s)/guardian(s) speak(s) English	1.2	1.2	1.0	1.2	1.2	1.2	1.3	1.1	1.3	1.3	0.9
One of two parents/guardians speaks English	17.5	7.7	4.4	17.1	16.8	6.6	13.8	12.8	5.9	13.9	6.8
No parent/guardian speaks English	4.8	5.7	4.0	5.0	4.9	5.4	6.2	6.5	4.3	6.1	8.0

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 in at least one weekly nonparental care arrangement whose parents rated various factors used to select weekly care arrangement for children as “very important,” by child and family characteristics: 2019—Continued

Characteristic	Factor rated as “very important” when selecting care arrangement										Whether or not the program teaches religious content
	Location	Cost	Reliability	Learning activities	Time with other children	Avail-ability of care provider	Number of children in care group	Ratings on a website	Qualifi-cations of staff	Recommend-ations from friends/family	
Highest education level of parents/guardians											
Less than high school	8.7	12.6	8.3	8.4	11.5	8.8	11.4	10.6	11.8	12.9	†
High school/GED	4.9	5.4	4.9	5.6	5.5	4.4	5.2	3.5	5.6	4.5	3.3
Vocational/technical or some college	2.5	2.2	1.7	2.6	2.5	2.2	2.6	2.2	2.4	2.6	1.7
Bachelor’s degree	2.0	1.8	1.1	1.9	2.0	1.6	2.1	1.8	1.9	2.0	1.3
Graduate or professional degree	1.5	1.6	1.0	1.3	1.6	1.3	1.3	1.4	1.6	1.7	1.3
Labor force status of parents/guardians											
Two-parent/guardian family											
Both full time	1.5	1.6	0.8	1.5	1.7	1.2	1.4	1.3	1.5	1.5	1.0
One full time, one part time	2.8	2.8	1.8	2.9	2.9	2.3	2.7	2.3	2.6	2.6	1.9
One full time, one not in labor force	3.5	4.1	2.9	3.4	3.2	3.7	3.1	2.8	2.8	3.1	2.3
Other	5.9	8.2	5.4	4.0	8.2	4.3	6.8	7.4	8.3	8.3	4.7
Single-parent/guardian family											
Full time	4.1	3.9	2.0	2.9	3.7	2.4	4.2	4.1	3.5	4.0	4.0
Part time	5.3	5.6	6.2	6.7	5.7	5.6	7.3	4.9	6.3	7.5	6.0
Not in the labor force	7.3	7.8	6.0	9.3	10.1	7.1	9.7	9.5	6.5	9.5	5.9
Looking for work	†	†	†	†	†	†	†	†	†	†	†
School enrollment status of parents/guardians											
Both or single parent(s)/guardian(s) enrolled	5.8	5.1	3.8	4.6	4.6	4.4	6.2	5.5	4.7	5.5	4.8
Both or single parent(s)/guardian(s) not enrolled	1.3	1.3	1.0	1.3	1.3	1.3	1.5	1.1	1.4	1.3	1.1
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	3.7	3.1	2.2	3.1	3.2	3.3	3.3	3.2	3.2	3.3	2.0
Region											
Northeast	3.3	2.9	2.8	3.2	3.0	3.0	3.2	2.7	3.2	3.3	1.5
South	2.3	1.9	1.6	1.9	2.0	1.7	1.9	1.8	2.0	2.0	1.6
Midwest	2.3	2.4	1.6	2.3	2.5	1.8	2.3	2.6	1.9	2.4	2.3
West	2.4	2.6	1.9	2.6	2.8	2.4	2.7	1.9	2.2	2.5	1.4
Household income											
\$20,000 or less	6.8	6.0	5.8	6.8	6.5	5.9	5.9	5.2	6.5	5.2	3.5
\$20,001–\$50,000	3.4	3.3	2.8	2.6	2.8	3.1	2.9	2.8	2.9	3.1	2.7
\$50,001–\$75,000	3.1	3.2	2.9	3.4	3.3	2.9	3.8	3.7	3.5	3.1	2.1
\$75,001–\$100,000	2.8	2.8	1.7	2.8	2.8	2.3	3.0	2.7	2.7	3.2	2.1
\$100,001 or more	1.4	1.4	0.9	1.6	1.6	1.3	1.4	1.6	1.4	1.5	1.4

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 in at least one weekly nonparental care arrangement whose parents rated various factors used to select weekly care arrangement for children as “very important,” by child and family characteristics: 2019—Continued

Characteristic	Factor rated as “very important” when selecting care arrangement										Whether or not the program teaches religious content
	Location	Cost	Reliability	Learning activities	Time with other children	Availability of care provider	Number of children in care group	Ratings on a website	Qualifications of staff	Recommendations from friends/family	
Poverty status											
At or above poverty threshold	1.2	1.1	0.8	1.3	1.2	1.0	1.3	1.1	1.2	1.3	1.0
Below poverty threshold	5.1	4.9	4.5	5.4	4.9	4.3	5.0	4.1	4.9	4.2	3.4
Assistance to pay for primary care arrangement											
Parents received assistance (for one or more arrangements)	3.9	3.9	3.9	3.8	4.5	3.6	4.3	3.1	4.5	3.8	2.0
Parents did not receive assistance	1.4	1.3	0.9	1.2	1.3	1.1	1.4	1.2	1.3	1.3	1.0
No fee for care	2.7	3.2	2.2	2.7	3.0	2.5	3.0	3.0	2.8	2.7	2.6

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECPP-NHES:2019).

Table C-7. Standard errors for table 7: Among children whose parents reported difficulty finding child care, percentage distribution of children from birth through age 5 and not yet in kindergarten whose parents reported various reasons as the primary reason for difficulty finding care, by child and family characteristics: 2019

Characteristic	Primary reason for difficulty				
	Cost	Location	Quality	Lack of open slots for new children	All other reasons
Total	1.3	0.6	0.8	1.1	1.0
Arrangement type					
Relative only	3.9	1.4	2.0	2.6	2.5
Nonrelative only	3.5	1.3	2.7	3.0	2.0
Center-based only	2.1	1.1	1.8	1.7	1.1
Multiple types of arrangements	2.6	1.4	2.5	2.7	4.0
No nonparental arrangement	2.4	1.6	1.5	2.3	1.8
Difficulty finding desired child care program					
A little difficulty	2.2	1.4	1.7	1.8	1.1
Some difficulty	2.1	0.9	1.5	1.8	0.8
A lot of difficulty/Did not find the desired child care program	2.5	0.9	1.1	1.7	2.4
Child's age					
Less than one year	3.0	1.2	2.0	2.6	3.2
1–2 years	1.9	1.0	1.2	1.7	1.6
3–5 years	2.0	1.1	1.4	1.8	1.0
Child's sex					
Male	1.7	0.8	1.1	1.2	1.8
Female	1.8	0.9	1.3	1.6	1.0
Child's race/ethnicity					
White, non-Hispanic	1.5	0.9	1.2	1.2	1.3
Black, non-Hispanic	4.3	2.0	2.9	3.3	2.3
Hispanic	2.8	1.3	1.7	2.4	2.7
Asian or Pacific Islander, non-Hispanic	4.4	2.7	3.6	4.0	1.9
Other race, non-Hispanic	3.8	2.1	2.9	3.9	2.3
Family type					
Two parents or guardians	1.4	0.6	0.9	1.2	0.9
One parent or guardian	3.1	1.9	2.2	2.6	3.3
English spoken at home by parents/guardians					
Both/only parent(s)/guardian(s) speak(s) English	1.1	0.7	0.9	1.1	1.0
One of two parents/guardians speaks English	13.4	†	4.6	†	†
No parent/guardian speaks English	5.2	2.5	2.4	4.6	5.2
Highest education level of parents/guardians					
Less than high school	8.0	4.0	†	7.9	10.8
High school/GED	5.0	2.0	2.4	4.5	3.8
Vocational/technical or some college	2.2	1.6	1.8	2.0	1.4
Bachelor's degree	1.9	1.2	1.5	1.8	1.4
Graduate or professional degree	1.7	0.8	1.6	2.0	1.1
Labor force status of parents/guardians					
Two-parent/guardian family					
Both full time	1.8	0.8	1.6	1.5	0.9
One full time, one part time	3.3	1.3	2.1	2.5	1.5
One full time, one not in labor force	2.6	1.6	1.8	3.1	2.6
Other	6.5	2.7	3.0	4.9	1.8
Single-parent/guardian family					
Full time	4.4	2.0	3.1	2.6	4.5
Part time	6.4	5.4	3.1	6.1	3.4
Not in the labor force	8.5	5.5	4.8	5.5	7.8
Looking for work	†	†	†	†	†

See notes at end of table.

Table C-7. Standard errors for table 7: Among children whose parents reported difficulty finding child care, percentage distribution of children from birth through age 5 and not yet in kindergarten whose parents reported various reasons as the primary reason for difficulty finding care, by child and family characteristics: 2019—Continued

Characteristic	Primary reason for difficulty				
	Cost	Location	Quality	Lack of open slots for new children	All other reasons
School enrollment status of parents/guardians					
Both or single parent(s)/guardian(s) enrolled	6.3	2.1	4.9	4.8	3.3
Both or single parent(s)/guardian(s) not enrolled	1.4	0.6	0.9	1.1	1.1
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	3.9	2.0	2.2	3.7	2.5
Region					
Northeast	3.4	1.5	2.2	2.6	2.9
South	2.2	1.1	1.5	1.8	1.2
Midwest	2.5	1.2	1.8	1.9	2.5
West	2.5	1.0	1.7	2.1	1.9
Household income					
\$20,000 or less	5.6	2.4	1.2	4.4	5.8
\$20,001–\$50,000	2.8	1.6	1.5	2.8	1.4
\$50,001–\$75,000	3.2	1.5	1.7	2.4	2.5
\$75,001–\$100,000	2.5	1.3	2.3	2.3	1.9
\$100,001 or more	1.7	0.9	1.7	1.7	1.6
Poverty status					
At or above poverty threshold	1.2	0.7	1.0	1.1	0.9
Below poverty threshold	4.7	2.0	1.6	3.7	3.9
Assistance to pay for primary care arrangement					
Parents received assistance (for one or more arrangements)	3.2	2.1	3.0	4.1	4.4
Parents did not receive assistance	1.5	0.7	1.5	1.4	0.9
No fee for care	4.2	1.4	2.0	2.5	3.5

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECP-PP-NHES:2019).

Table C-8. Standard errors for table 8: Percentage of children from age 3 through age 5 and not yet in kindergarten whose parents reported participating in home activities with child three or more times in the past week, by type of activity and child and family characteristics: 2019

Characteristic	Home activities with child three or more times in past week				
	Read to child	Told a story	Taught letters, words, or numbers	Sang songs	Worked on arts and crafts
Total	0.9	1.1	1.0	0.9	1.1
Arrangement type					
Relative only	3.5	4.6	3.9	4.5	4.6
Nonrelative only	5.1	6.2	5.8	4.8	5.0
Center-based only	1.3	1.7	1.7	1.5	1.7
Multiple types of arrangements	1.9	2.5	2.2	2.2	2.6
No nonparental arrangement	2.0	2.6	2.3	2.2	2.7
Child's sex					
Male	1.3	1.5	1.5	1.4	1.7
Female	1.2	1.7	1.4	1.3	1.5
Child's race/ethnicity					
White, non-Hispanic	0.8	1.3	1.3	1.1	1.5
Black, non-Hispanic	3.6	4.0	3.7	2.8	3.8
Hispanic	2.3	2.4	2.5	2.4	2.4
Asian or Pacific Islander, non-Hispanic	3.1	4.5	3.7	4.1	4.5
Other race, non-Hispanic	2.3	4.3	3.7	4.1	4.2
Family type					
Two parents or guardians	1.0	1.2	1.1	1.0	1.3
One parent or guardian	2.3	2.4	2.5	2.2	2.6
English spoken at home by parents/guardians					
Both/only parent(s)/guardian(s) speak(s) English	0.8	1.1	1.0	0.9	1.1
One of two parents/guardians speaks English	7.5	3.9	6.9	6.3	5.2
No parent/guardian speaks English	4.1	4.1	4.1	4.6	4.4
Highest education level of parents/guardians					
Less than high school	4.9	5.9	5.2	5.4	5.7
High school/GED	3.0	3.0	2.8	3.0	3.3
Vocational/technical or some college	1.5	2.3	2.0	1.8	2.0
Bachelor's degree	1.2	2.0	1.8	1.3	1.7
Graduate or professional degree	0.9	1.8	2.0	1.7	1.9
Labor force status of parents/guardians					
Two-parent/guardian family					
Both full time	1.7	1.8	1.7	1.7	2.1
One full time, one part time	3.0	2.8	2.9	3.1	2.8
One full time, one not in labor force	1.8	2.1	2.0	2.1	2.2
Other	4.3	5.4	4.9	4.7	4.9
Single-parent/guardian family					
Full time	3.0	3.3	3.2	3.1	2.9
Part time	5.0	5.9	5.3	5.5	6.4
Not in the labor force	5.8	5.8	5.6	5.2	5.8
Looking for work	6.7	15.2	9.6	12.2	11.5
School enrollment status of parents/guardians					
Both or single parent(s)/guardian(s) enrolled	4.3	5.0	5.9	5.0	6.5
Both or single parent(s)/guardian(s) not enrolled	1.0	1.2	1.1	1.1	1.2
One parent/guardian enrolled, one not enrolled (two-parent/guardian households)	2.6	3.4	2.9	3.3	3.3

See notes at end of table.

Table C-8. Standard errors for table 8: Percentage of children from age 3 through age 5 and not yet in kindergarten whose parents reported participating in home activities with child three or more times in the past week, by type of activity and child and family characteristics: 2019—Continued

Characteristic	Home activities with child three or more times in past week				
	Read to child	Told a story	Taught letters, words, or numbers	Sang songs	Worked on arts and crafts
Region					
Northeast	1.8	2.6	2.7	2.4	2.6
South	1.7	1.7	1.7	1.5	1.9
Midwest	1.6	2.3	2.1	1.9	2.0
West	1.9	2.2	2.1	2.3	2.5
Household income					
\$20,000 or less	4.2	3.8	4.1	3.7	4.2
\$20,001–\$50,000	2.1	2.4	2.2	2.4	2.3
\$50,001–\$75,000	2.4	2.9	2.6	2.3	3.1
\$75,001–\$100,000	2.1	3.0	2.6	2.2	3.1
\$100,001 or more	1.0	1.7	1.6	1.4	1.8
Poverty status					
At or above poverty threshold	0.8	1.1	1.1	1.0	1.2
Below poverty threshold	3.5	3.2	3.2	3.2	3.2
Assistance to pay for primary care arrangement					
Parents received assistance (for one or more arrangements)	3.0	3.5	3.7	3.5	3.6
Parents did not receive assistance	1.0	1.4	1.4	1.3	1.8
No fee for care	2.7	2.7	3.0	3.0	2.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECP-P-NHES:2019).

Appendix B: 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 (ECP) Survey of the 2019 NHES. Earlier administrations of the NHES—in 1991, 1995, 1999, 2001, 2005, 2012, and 2016—also focused on early childhood program participation.

The ECP data collection was conducted by the U.S. Census Bureau, from January through August of 2019. 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 2019: Data File User’s Manual* (Jackson et al. 2021).

The NHES:2019 sample was selected using a two-stage address-based sampling frame. The first sampling stage selected residential addresses. To increase the number of Blacks and Hispanics in the sample, census tracts with higher percentages of Black and Hispanic households were sampled at a higher rate than other census tracts. Sampled households were asked to complete a screener questionnaire to identify the presence of eligible children at the address. At the second stage, one child from each household was sampled to be the focus of a topical survey. The majority of data were collected using a web-based survey instrument that respondents accessed with credentials they received in a mailed invitation. Paper surveys were used for nonresponse follow-up and for a small experiment.

The NHES:2019 included two topical survey instruments: the Parent and Family Involvement Survey (PFI) and the ECP survey. A within-household sampling scheme controlled for the number of children sampled for topical questionnaires in each household. No household received more than one survey; one child was sampled for either the ECP survey or the PFI survey.

Because ECP-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 ECP survey. The differential probabilities of selection (for households overall and within households) are accounted for in the NHES weighting methodology. The ECP sample is nationally representative of all noninstitutionalized children in the 50 states and the District of Columbia between birth and the age of 6. The tables in this report, however, 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.

The respondent to the ECP 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. Survey materials (paper and online) were offered in both English and Spanish. ECPP questionnaires were completed for 7,092 children from birth through age 6 and not yet enrolled in kindergarten. The total number of ECPP cases used in this report was 7,076, representing a population of 21.2 million children from birth through age 5 and not yet in kindergarten, 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.

Sampling Errors

The sample of households based on addresses selected for the NHES:2019 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 A and can be used to produce confidence intervals. For example, 42 percent of children under the age of one received at least one weekly nonparental care arrangement (table 1). Since this figure has an estimated standard

error of 1.6, the estimated 95 percent confidence interval is approximately 39 to 45 percent [42 +/- (1.96*1.6)]. If repeated samples of children under the age of one were drawn and confidence intervals were constructed for the percentage of those children who received at least one weekly nonparental care arrangement, 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 preschool children. In addition to weighting the responses, special procedures for estimating the standard errors of the estimates were employed because the NHES:2019 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 Stata 15 software and the jackknife 1 option (`jkweight`) 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:2019 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 108,978 households, for a weighted screener unit response rate of 63.1 percent. ECPP questionnaires were completed for 7,092 children, for a weighted ECPP unit response rate of 85.5 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 54.0 percent.

Bias Analysis

NCES statistical standards require that a bias analysis be conducted if the response rate at any phase of data collection falls below 85 percent. The NHES:2019 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), then 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 after adjusting for sampling error. Because NHES is based on a sample, the bias is defined as the expected or average value of this difference over all possible samples.

A number of strategies were used to evaluate the level of bias in NHES:2019 estimates. First, characteristics of the full sample of NHES:2019 addresses were compared to the sample of completed NHES surveys. Because we have relatively limited information about sampled addresses, the number of such possible comparisons is constrained to information available on the commercially purchased sample frame, auxiliary data from the Census Bureau at the block group level, and variables related to survey operations, such as the types of mailings sent. These comparisons represent the most direct evidence of bias because they compare all sampled addresses, including nonresponders, to responding addresses.

Three additional analyses were conducted to look for approximate evidence of bias; the additional analyses suggest potential for bias but do not measure bias. In one set of analyses, addresses with responses to either of the first two survey mailings were compared to addresses who responded only after receiving the third or fourth survey mailings. The assumption behind these analyses is that late responders are more like nonresponders than early responders and that any differences between these groups can suggest potential sources of bias from nonresponding households. In another set of analyses, estimates generated using nonresponse-adjusted weights were compared to estimates generated using unadjusted weights to evaluate the extent to which the nonresponse adjustments may have reduced bias in the estimates. Finally, NHES estimates were compared to extant survey estimates to find large differences, which may suggest some bias in NHES estimates. Results of all analyses are summarized below and suggest a small number of demographic characteristics are underrepresented in the NHES survey but that this underrepresentation is ameliorated with nonresponse weighting adjustments. Chapter 10 of the *National Household Education Surveys Program of 2019: Data File User's Manual* (Jackson et al., 2021) contains a detailed description of the nonresponse bias analysis.

Comparisons between the sample population, adjusted for the probability of selection into the sample, and respondent population were made before and after the nonresponse weighting adjustments were applied to evaluate the extent to which the adjustments reduced any observed nonresponse bias. 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 some evidence of bias based on the distributions of child, household, and survey administration sample characteristics compared with the full eligible sample. Eight estimates for the topical-level ECPP showed bias prior to the nonresponse weighting adjustments: two estimates of the tract poverty rate, home ownership, two estimates of mode of survey response, and all three topical incentive levels. The adjustment for topical-level nonresponse reduced the percentage of topical-level ECPP estimates with statistically significant bias (greater than 1 percentage point) from 9.8 percent to 1.2 percent, corresponding to a reduction from 8 estimates to one estimate, home ownership, showing bias.

Key survey estimates were also compared between early and late respondents at both the topical and screener phases. The subgroups with the highest percentage of relative difference between early and late topical respondents for the ECPP were children whose household income was \$10,001 to \$20,000 (71.2 percent relative difference); children whose family members did not teach them letters, words, or numbers in the past week (53.2 percent relative difference); and children whose race/ethnicity is Asian/Pacific Islander, non-Hispanic (52.2 percent relative difference). This finding suggests a potential for bias in some estimates, although the magnitude

of the potential bias is unknown because it might be incorrect to assume that late responders are more like nonresponders than like early responders.

Nonresponse bias might 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 with 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 might exist in the NHES:2019 data. The results from these comparisons indicate that NHES survey estimates are comparable with other data sources.

Statistical Tests

Comparisons of proportions were tested using Student’s t statistic. Differences between proportions were tested against the probability of a Type I error¹ or significance level. The statistical significance of each comparison was determined by calculating the Student’s t value for the difference between each pair of proportions and comparing the t value with published tables of significance levels for two-tailed hypothesis testing. Student’s t values were computed to test differences between independent proportions² using the following formula:

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

where p_1 and p_2 are the proportions to be compared and $s.e.(p_1)$ and $s.e.(p_2)$ are their corresponding standard errors.

There are hazards in reporting statistical tests for each comparison. First, comparisons based on large t statistics may appear to merit special attention. This can be misleading because the magnitude of the t statistic is related not only to the observed differences in proportions but also to the number of respondents in the specific categories used for comparisons. Hence, a small difference compared across a large number of respondents would produce a large (and thus possibly statistically significant) t statistic.

A second hazard in reporting statistical tests is the possibility that one can report a “false positive” or Type I error. Statistical tests are designed to limit the risk of this type of error using a value denoted by alpha. The alpha level of .05 (and associated critical Student’s t value of 1.96) was selected for findings in this report and ensures that a difference of a certain magnitude or larger would be produced when there was no actual difference between the quantities in the

¹ A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present.

² Significance tests for *dependent* samples were used when the two proportions were estimated using partially or wholly overlapping samples. This test is similar to the test used for independent samples but accounts for the covariance between p_1 and p_2 .

underlying population no more than 1 time out of 20.³ When analysts test hypotheses that show alpha values at the .05 level or smaller, they reject the null hypothesis that there is no difference between the two quantities. Failing to reject a null hypothesis (i.e., detect a difference), however, does not imply the values are the same or equivalent.

³ No adjustments were made for multiple comparisons.

Appendix C: 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 derived 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. Unless otherwise noted, all data are based on either direct parent reports, imputed data when a parent report is missing, or derived measures.

Row Variables

Child Characteristics

Child's age: Child's age (AGE2018) is the sampled child's age as of December 31, 2018. For the analyses in this report, age is collapsed into three categories: less than 1 year old, 1–2 years old, and 3–5 years old. All tables include only children up to 5 years of age and not yet in kindergarten.

Child's sex: The data for the variable CSEX are taken directly from responses to the topical survey. If values are missing for this variable, the value from the screener questionnaire is used, where possible.

Child's race/ethnicity: RACEETH 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.

The values of RACEETH 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 P2GUARD on the topical questionnaire. This variable indicates if there is a second parent or guardian living in the household.

The values for Family type are as follows:

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

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 or single parent(s)/guardian(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 or single parent(s)/guardian(s) currently speak(s) a non-English language in the home

Parents who reported their first language or language they speak at home now as “English and Spanish equally” or “English and another language equally” are categorized as 1 or 2.

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. This measure, which is used in this report in the same format in which it appears on the data file, is derived from P1EDUC and P2EDUC.

The values for PARGRADEX are as follows:

- 1 = Less than high school credential
- 2 = High school graduate or 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: This variable indicates the employment status of the parents/guardians in the household. This variable is created using the variables P1EMPL and P2EMPL that provide employment information on the parents/guardians in the household.

The values for P1EMPL and P2EMPL 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

Working 35 hours or more per week was classified as full time; working less than 35 hours per week was classified as part time.

The values for labor force status of parents/guardians are as follows:

Two-parent/guardian family

- 1 = Both full time
- 2 = One full time, one part time
- 3 = One full time, one not in labor force
- 4 = Other

Single-parent/guardian family

- 5 = Full time
- 6 = Part time
- 7 = Not in the labor force
- 8 = Looking for work

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: This variable indicates 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.

The values for school enrollment status of parents/guardians are as follows:

- 1 = Both or single parent(s)/guardians(s) enrolled
- 2 = Both or single parent(s)/guardian(s) not enrolled
- 3 = One parent/guardian enrolled, one not enrolled (two-parent households)

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 \$250,001 or more). 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 variable indicates whether a sample child resided in a household categorized as “below poverty threshold” or “at or above poverty threshold.” The income variable used to establish poverty status is TTLHHINC (described above). To derive an approximate measure of poverty, the midpoint of the household’s income variable range was calculated. Using the income range midpoints and household size (HHTOTALXX), poverty thresholds are then used to establish whether a child resided in a household categorized as “below poverty threshold” or “at or above poverty threshold.” Thresholds to define poverty are based on weighted averages from 2018 Census poverty thresholds. A household is considered “below poverty threshold” if a household of a particular size matches the income categories shown in exhibit C-1. Otherwise, the household is considered to be “at or above poverty threshold.”

Exhibit C-1. Poverty definition for Early Childhood Program Participation (ECP) analyses, by household size

Household size (HHTOTALXX)	Income categories in variable (TTLHHINC)
2	Less than or equal to \$20,000 (TTLHHINC = 1, 2)
3	Less than or equal to \$20,000 (TTLHHINC = 1, 2)
4	Less than or equal to \$30,000 (TTLHHINC = 1, 2, 3)
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)
9+	Less than or equal to \$50,000 (TTLHHINC = 1, 2, 3, 4, 5)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2019 National Household Education Surveys Program (ECP-NHES:2019); U.S. Census Bureau, *Poverty Thresholds for 2018 by Size of Family and Number of Related Children Under 18 Years*, retrieved March 25, 2020, from <https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-thresholds.html>.

Assistance to pay for care: This variable is derived from several variables on the questionnaire. Parents were asked if there was any charge or fee for each type of care arrangement (relative, nonrelative, center-based; RCFEE, NCFEE, CPFEE), and if they received help paying for that care from a person, program, or organization (RCREL, RCTANF, RCSSAC, RCEMPL, RCOTHER, NCREL, NCTANF, NCSSAC, NCEMPL, NCOTHER, CPREL, CPTANF, CPSSAC, CPEMPL, CPOTHER). The assistance to pay for care variable was defined differently for tables related to one care arrangement type and for tables related to multiple care arrangement types. The values for these measures are as follows:

One primary arrangement (tables 2, 3, 4, 5):

- 1 = Parents received assistance
- 2 = Parents did not receive assistance
- 3 = No fee for care

Multiple primary arrangements (tables 1, 6, 7):

- 1 = Parents received assistance (for one or more arrangements)
- 2 = Parents did not receive any assistance
- 3 = No fee for care

Arrangement type: This variable describes the type of weekly nonparental care arrangement the child is in. It was derived using the following variables: RCNOW, RCWEEK, NCNOW, NCWEEK, CPNNOWX, and CPWEEKX. RCNOW, NCNOW, and CPNNOWX ask if the child is in various nonparental care arrangements. The corresponding follow-up questions (RCWEEK, NCWEEK, and CPWEEKX) ask whether the nonparental care arrangement occurs at least weekly. The values for arrangement type are as follows:

- 1 = Relative only
- 2 = Nonrelative only
- 3 = Center only
- 4 = Multiple primary arrangements
- 5 = No nonparental arrangement

Value 5 (“No nonparental arrangement”) is not included in tables that examine only children who are in weekly nonparental care arrangements.

Difficulty finding desired child care program: This variable is specifically found in tables 6 and 7 of this report, and it is derived using the variable PPDIFCLT. In table 7, the population is limited to parents who reported at least a little difficulty finding child care.

The values of this variable are as follows:

- 1 = No difficulty (table 6 only)
- 2 = A little difficulty
- 3 = Some difficulty
- 4 = A lot of difficulty/Did not find the desired child care arrangement

Column Variables

Table 1: Participation in various weekly nonparental care arrangements

At least one weekly nonparental care arrangement (ANYCARE2X) is the derived variable indicating whether the child currently participates in any nonparental care 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 CPWEEKX, indicating whether a center-based

arrangement—including day care centers, preschools, and prekindergarten—occurred at least weekly.

The values for ANYCARE2X are as follows:

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

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: Care arrangement where child spends the most time covers the hours needed for work

Parents were asked how well the primary care arrangement within each arrangement type covers hours needed for work (RCCVRWK, NCCVRWK, CPCVRWK). The variable MOSTHRX indicates the primary nonparental care or program arrangement in which the child spends the most hours per week. MOSTHRX is derived using the variables RCWEEK, NCWEEK, CPWEEKX, RCPLACE, NCPLACE, RCHRS, NCHRS, and CPHRS.

The values for RCCVRWK, NCCVRWK, and CPCVRWK are as follows:

- 1 = Not well
- 2 = Somewhat well
- 3 = Well
- 4 = Very well
- 5 = Not applicable

Table 3: Mean length of time in months in the primary care arrangement

The return date of the 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; to the primary nonrelative care arrangement in NCSTRTM and NCSTRTY; and to the primary center-based arrangement in CPSTRTM and CPSTRTY. Age when the arrangement began was then subtracted from the computed child's age to determine length of time in months in the arrangement. The estimates reported represent the average length of time in months spent in each primary care 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; (8) some other place – Specify; Two other categories were derived from the “some other place – Specify” responses; (9) Center, type of location not specified; and (10) A home. A “private elementary or secondary school,” a “college or university,” a “community center,” a “public library,” “some other place,” “center, type of location not specified,” and “a home” were combined into an “All other locations” category because of insufficient sample sizes for stable estimates.

Table 6: Factors used to select weekly nonparental care arrangement

Parents who indicated in CRSRCH that they had ever tried to find child care arrangements, and who indicated in ANYCARE2X that they had a child care arrangement in the past year, were asked a series of questions about selection criteria for care arrangements. The factors for selecting child care were location (DCLOA); cost (DCOST); reliability of arrangement (DRELY); learning activities at the arrangement (DLERN); child spending time with other children his/her age (DCHIL); times during the day when the caregiver is available to provide care (DHROP); number of other children in the care group (DNBGRP); ratings on a website (DRTWEB); qualifications of staff (DQUAL); recommendations from friends/family (DRECFAM); and whether or not the program teaches religious content (DRELOR). The estimates in this table 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: Primary reason for difficulty finding nonparental care arrangement

Parents who indicated in CRSRCH that they had ever tried to find child care arrangements were asked if they had difficulty finding care (PPDIFCLT). Response options for PPDIFCLT were “did not find the child care you wanted,” “a lot of difficulty,” “some difficulty,” and “no difficulty.” Parents in the first three categories were then asked what the primary reason was for their difficulty finding care (WHYDIFCLT). Response options were “cost,” “location,” “quality,” “lack of open slots for new children,” “needed a program for children with special needs,” and “other reason.” The categories “needed a program for children with special needs”

and “other reason” were combined into the “All other reasons” category because of insufficient sample sizes for stable estimates.

Table 8: Parental participation in home activities

Parents were asked how many times they or someone in the family did the following with the child in the past week: read to the child (FOREADTOX), 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 a family member had done the activity with the child three or more times in the past week.

Appendix D: References

Jackson, M., Kaiser, A., Battle, D., Wan, C., Quenneville, G., Kincel, B., and Cox, C. (2021). *National Household Education Surveys Program of 2019: Data File User's Manual* (NCES 2021-030). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.