Early Childhood Program Participation: 2023

First Look

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National Household Education Surveys Program

First Look

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Acknowledgments

Contents

List of Estimate and Standard Error Tables

Table		Page

List of Exhibits

Introduction

This report presents data on the early childhood care and education arrangements for children in the United States from birth through age 5 who were not yet enrolled in kindergarten by 2023. 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 after the termination of most COVID-19 pandemic safety measures limiting in-person group activities. The President of the United States announced on January 30, 2023, that the COVID-19 public health emergency would end on May 11, 2023.

The data for this report come from the Early Childhood Program Participation (ECPP) Survey, administered as part of the 2023 National Household Education Surveys Program (NHES:2023). The ECPP survey collects data about children from birth through age 6 who are not yet enrolled in kindergarten. The ECPP asks detailed questions about children's participation in relative care, nonrelative care, and center-based care arrangements. It also asks about the main reason for choosing care; what factors were important to parents when choosing a care arrangement; the primary barriers to finding satisfactory care; what activities the family did 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 ECPP questionnaires were completed by a parent or guardian who knew about the sampled child.[1]

The ECPP questionnaire asks parents to report about their children's participation in three types of care arrangements—relative care, nonrelative care, and center-based care—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 type of care (e.g., two relative care arrangements), the questionnaire asks 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 care 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:2023 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 of 2023. The 2023 administration of NHES included a screener survey and two topical surveys: the Parent and Family Involvement in Education Survey and the ECPP.

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[1] Respondents to the ECPP questionnaire are referred to as "parents" throughout this report, irrespective of their relationship to the sampled child.

The screener survey asked for an enumeration of children in the household and was used to select an eligible child to be the focus of a topical survey. For more information about the NHES:2023 methodology, please reference the forthcoming *National Household Education Surveys Program of 2023: Data File User's Manual* (Wan et al., forthcoming).

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 when comparing results in this report to those from prior NHES collections.[2] When weighted, the ECPP data in this report are nationally representative of U.S. children from birth through age 5 not yet enrolled in kindergarten. The total number of cases used in this report is 7,775 children, representing approximately 20 million children from birth through age 5 and not yet in kindergarten in the U.S. (data were also collected about roughly 20 6 year-olds who are not included in these analyses due to the small sample size).

The ECPP unit response rate was 88.4 percent, and the overall estimated weighted unit response rate (the screener weighted unit response rate multiplied by the ECPP unit weighted response rate) was 53.7 percent. An analysis of bias in the NHES:2023 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. Please see 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 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.

This *First Look* report begins with selected findings from the results from tables A-1 through A-9. Those are followed by estimate tables and their associated standard error tables (appendix A). The report concludes with Technical Notes (appendix B) and a Glossary of Terms (appendix C), which provide readers details about the survey administration and data reliability, and the construction of variables used in the analysis.

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[2] For information about these changes, please refer to the data file user's manuals, https://nces.ed.gov/nhes/dataproducts.asp.

Selected Findings

- Approximately 55 percent of children age 5 and under and not enrolled in kindergarten were in at least one weekly nonparental care arrangement, as reported by their parents. Among children with at least one weekly nonparental care arrangement, 66 percent were attending day care centers, Head Start Programs, preschools, prekindergartens, and other early childhood programs (center-based care), 34 percent were cared for by a relative (relative care), and 17 percent were cared for in a private home by someone not related to them (nonrelative care) (table A-1).

- Parents of 57 percent of children with at least one weekly nonparental care arrangement considered that the care arrangement where the child spends the most time covers the hours needed for work very well, as opposed to covering work hours well (24 percent), somewhat well (14 percent), or not well (5 percent) (table A-2).

- The average length of time that children had been in their primary care arrangement was shorter for children in center-based care (14 months) than for those in relative care (19 months) or nonrelative care (17 months) (table A-3).

- Among families with any out-of-pocket child care expenses for their primary care arrangement, the average per-child hourly out-of-pocket child care expenses were lower for children in relative care ($10.94) than nonrelative ($16.16) and center-based care ($21.32) (table A-4). In comparison, the average out-of-pocket child care expenses in 2019 (adjusted to 2023 dollars) for relative care were approximately $7.21, approximately $9.23 for nonrelative care, and approximately $9.80 for center-based care.[3]

- The most common location for children's primary center-based care arrangement was a building of its own (47 percent). Other locations were a public school (18 percent); a church, synagogue, or other place of worship (16 percent); and other locations (19 percent) (table A-5).

- In choosing a care arrangement, the reliability of the arrangement was rated "very important" by parents of 88 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 (77 percent) (table A-6).

- Among children whose parents searched for care, nearly three-quarters (72 percent) reported that they had at least a little difficulty finding care,[4] and 11 percent said that they did not find

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[3] The 2019 costs reported in the publication, *Early Child Program Participation: 2019* (https://nces.ed.gov/pubs2020/2020075REV.pdf) have been adjusted to account for inflation between 2019 and 2023. This adjustment was made by multiplying the unit-level hourly cost for care by an inflation coefficient to increase to cost by the cumulative inflation rate (19.2 percent) for that timeframe. The inflation rate was obtained from the Consumer Price Index released by the Bureau of Labor Statistics.

[4] Parents responding about their sampled child were given a scale of response options from which to choose. Twenty-two percent reported having "a little difficulty"; 28 percent reported "some difficulty"; and another 22 percent reported "a lot of difficulty."

the child care program they wanted. Seventeen percent said that they had no difficulty finding care (table A-7).

- Among children whose parents reported that they had difficulty finding child care or did not find the child care program they wanted, cost and lack of open slots were most often cited as the primary reason for the difficulty (34 percent of children each). Quality was cited for 12 percent of children, looking for specific hours or schedule was cited for 6 percent, location was cited for 5 percent, and other reasons were cited for 9 percent of the children (table A-8).

- Among children from age 3 through 5 and not yet in kindergarten, 84 percent had parents who reported that the children were read to by a family member three or more times in the past week. This percentage was higher than the percentages of children whose parents reported that family members had sung to them (74 percent), taught them letters, words, or numbers (67 percent), worked with them on arts and crafts (48 percent), or told them a story (42 percent) (table A-9).

Appendix A: Estimate and Standard Error Tables

Table A-1. Percentage of children from birth through age 5 and not yet in kindergarten participating in various weekly nonparental care arrangements, by selected child and family characteristics: 2023

Characteristic	Number of children (thousands)	At least one weekly nonparental care arrangement	Relative care	Nonrelative care	Center-based care[2]	No weekly nonparental care arrangement
			Care type[1]			
Total	**20,024**	**55**	**34**	**17**	**66**	**45**
Child's age						
Less than one year	4,253	40	51	24	35	60
1–2 years	7,877	50	38	21	54	50
3–5 years	7,893	67	25	12	85	33
Child's sex						
Male	10,191	55	33	16	67	45
Female	9,833	54	34	18	65	46
Child's race/ethnicity						
American Indian or Alaska Native, non-Hispanic	92	30 !	‡	‡	‡	70
Asian or Pacific Islander, non-Hispanic	1,023	48	33	14	70	52
Asian, non-Hispanic	989	48	33	14	70	52
Native Hawaiian or other Pacific Islander, non-Hispanic	‡	‡	‡	‡	‡	‡
Black, non-Hispanic	2,518	49	32	14	68	51
Hispanic	5,183	50	44	15	61	50
Cuban	121	73	44	‡	70	27
Mexican, Mexican American, or Chicano	2,715	48	50	15	54	52
Puerto Rican	454	56	28	18 !	80	44
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	1,893	50	41	14	64	50
White, non-Hispanic	9,819	59	30	19	67	41
Two or more races, non-Hispanic[3]	1,389	55	33	13	69	45
Family type						
Two parents or guardians[4]	16,739	55	33	17	67	45
One parent or guardian	3,285	54	39	18	62	46
English spoken at home by parents/guardians[5]						
Both/only parent(s)/guardian(s) speak(s) English	17,545	56	33	17	66	44
One of two parents/guardians speaks English	705	39	38	13 !	61	61
No parent/guardian speaks English	1,775	44	37	14	67	56
Highest education level of parents/guardians						
Less than high school	1,516	27	45	11 !	56	73
High school/GED	3,738	43	41	17	56	57
Vocational/technical or some college	4,531	49	42	14	60	51
Bachelor's degree	5,821	61	31	19	67	39
Graduate or professional degree	4,418	71	25	18	75	29
Labor force status of parents/guardians[6]						
Two-parent/guardian family						
Both full time	6,984	78	34	20	65	22
One full time, one part time	2,566	62	38	20	61	38
One full time, one not in labor force	5,532	28	24	5	79	72
Other	1,656	34	36	10	65	66
Single-parent/guardian family						
Full time	1,773	70	38	18	65	30
Part time	474	58	41	21	52	42
Not in the labor force	786	23	37	14 !	67	77
Looking for work	253	35	‡	‡	‡	65

See notes at end of table.

Table A-1. Percentage of children from birth through age 5 and not yet in kindergarten participating in various weekly nonparental care arrangements, by selected child and family characteristics: 2023—Continued

Characteristic	Number of children (thousands)	At least one weekly nonparental care arrangement	Relative care	Nonrelative care	Center-based care[2]	No weekly nonparental care arrangement
			Care type[1]			
Region[7]						
Northeast	3,295	63	33	14	73	37
South	7,493	53	34	12	67	47
Midwest	4,477	57	31	25	61	43
West	4,760	50	38	18	63	50
Household income						
$20,000 or less	1,726	34	42	13	60	66
$20,001–$50,000	3,543	42	40	12	61	58
$50,001–$75,000	3,102	45	42	13	60	55
$75,001–$100,000	2,711	51	40	18	59	49
$100,001 or more	8,942	68	28	19	71	32
Poverty status[8]						
At or above poverty threshold	16,666	58	33	18	67	42
Below poverty threshold	3,358	36	43	13	57	64
Assistance to pay for primary care arrangement[9]						
Parents received assistance (for one or more arrangements)	1,305	100	18	24	82	†
Parents did not receive assistance	6,147	100	20	24	77	†
No fee for care	3,473	100	64	3	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]"Two or more races, non-Hispanic" includes non-Hispanic students of Two or more races.

[4]"Two parents or guardians" does not indicate a marital relationship between the adults identified as parents.

[5]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

[6]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.

[7]For a list and map of states in each region, visit https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf.

[8]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.

[9]Among chilren in at least one weekly nonparental care arrangement. 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: Data are weighted estimates of the population. Estimates represent approximately 20,024,000 children age 5 and under and not yet in kindergarten. 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, 9 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 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-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 selected child and family characteristics: 2023

Characteristic	Care arrangement where child spends the most time covers the hours needed for work[1]			
	Not well	Somewhat well	Well	Very well
Total	**5**	**14**	**24**	**57**
Arrangement type				
Relative care	4	14	22	60
Nonrelative care	1 !	10	29	59
Center-based care	6	15	25	54
Child's age				
Less than one year	1 !	11	25	62
1–2 years	3	11	25	61
3–5 years	8	17	24	51
Child's sex				
Male	5	14	24	56
Female	5	14	25	57
Child's race/ethnicity				
American Indian or Alaska Native, non-Hispanic	‡	‡	‡	‡
Asian or Pacific Islander, non-Hispanic	8 !	17	26	50
Asian, non-Hispanic	8 !	17	26	50
Native Hawaiian or other Pacific Islander, non-Hispanic	‡	‡	‡	‡
Black, non-Hispanic	5	13	27	55
Hispanic	5	16	20	59
Cuban	‡	23 !	32 !	40
Mexican, Mexican American, or Chicano	5	14	20	61
Puerto Rican	‡	17 !	23 !	55
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	6	17	19	58
White, non-Hispanic	5	13	26	56
Two or more races, non-Hispanic[2]	3 !	15	24	58
Family type				
Two parents or guardians[3]	6	14	24	56
One parent or guardian	2 !	13	27	57
English spoken at home by parents/guardians[4]				
Both/only parent(s)/guardian(s) speak(s) English	5	14	25	56
One of two parents/guardians speaks English	‡	13 !	22	59
No parent/guardian speaks English	7 !	16	19	58
Highest education level of parents/guardians				
Less than high school	‡	15 !	22	61
High school/GED	4 !	12	21	63
Vocational/technical or some college	8	14	26	52
Bachelor's degree	4	14	26	56
Graduate or professional degree	5	15	24	56

See notes at end of table.

Table A-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 selected child and family characteristics: 2023—Continued

Characteristic	Care arrangement where child spends the most time covers the hours needed for work[1]			
	Not well	Somewhat well	Well	Very well
Labor force status of parents/guardians[5]				
Two-parent/guardian family				
Both full time	3	12	24	61
One full time, one part time	6	16	23	54
One full time, one not in labor force	15	21	26	38
Other	9	15	20	56
Single-parent/guardian family				
Full time	2 !	14	27	57
Part time	‡	9 !	24	65
Not in the labor force	‡	16 !	24	53
Looking for work	‡	‡	‡	‡
Region[6]				
Northeast	5	18	27	50
South	4	13	24	59
Midwest	5	12	24	60
West	7	14	24	55
Household income				
$20,000 or less	7 !	15	24	54
$20,001–$50,000	3 !	15	20	61
$50,001–$75,000	8	13	24	54
$75,001–$100,000	6	12	23	60
$100,001 or more	4	14	26	56
Poverty status[7]				
At or above poverty threshold	5	14	25	56
Below poverty threshold	5	13	24	59
Assistance to pay for primary care arrangement[8]				
Parents received assistance (for one or more arrangements)	4	12	24	61
Parents did not receive assistance	4	14	24	58
No fee for care	6	16	25	53

! 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 230,000 children who spend equal hours in two or more types of care are excluded from the table.

[2]"Two or more races, non-Hispanic" includes non-Hispanic students of Two or more races.

[3]"Two parents or guardians" does not indicate a marital relationship between the adults identified as parents.

[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

[6]For a list and map of states in each region, visit https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf.

[7]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.

[8]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: Data are weighted estimates of the population. Estimates represent approximately 10,925,000 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 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-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 had been in each type of primary care arrangement and mean age at which children started in the care arrangement, by selected child and family characteristics: 2023

| Characteristic | Mean number of months spent and mean starting age in each type of primary weekly nonparental care arrangement[1] | | | | | |
| | Relative care | | Nonrelative care | | Center-based care[2] | |
	Mean number of months	Mean starting age (in months)	Mean number of months	Mean starting age (in months)	Mean number of months	Mean starting age (in months)
Total	**19**	**11**	**17**	**13**	**14**	**27**
Child's age						
Less than one year	5	3	5	4	4	4
1–2 years	17	9	14	11	13	14
3–5 years	32	19	29	22	16	37
Child's sex						
Male	19	11	17	12	14	28
Female	20	11	17	14	14	27
Child's race/ethnicity						
American Indian or Alaska Native, non-Hispanic	‡	‡	‡	‡	‡	‡
Asian or Pacific Islander, non-Hispanic	18	10	14	13	12	31
Asian, non-Hispanic	19	10	14	13	12	30
Native Hawaiian or other Pacific Islander, non-Hispanic	‡	‡	‡	‡	‡	‡
Black, non-Hispanic	16	12	18	12	14	26
Hispanic	20	11	19	15	13	29
Cuban	‡	‡	‡	‡	‡	‡
Mexican, Mexican American, or Chicano	21	12	20	17	13	30
Puerto Rican	‡	‡	‡	‡	14	29
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	19	10	15	15	13	29
White, non-Hispanic	20	11	16	13	15	26
Two or more races, non-Hispanic[3]	17	10	17	15	14	27
Family type						
Two parents or guardians[4]	19	10	16	13	14	27
One parent or guardian	20	14	19	16	15	28
English spoken at home by parents/guardians[5]						
Both/only parent(s)/guardian(s) speak(s) English	19	11	17	13	14	27
One of two parents/guardians speaks English	16	9	‡	‡	12	31
No parent/guardian speaks English	22	13	21	19	12	33

See notes at end of table.

Table A-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 had been in each type of primary care arrangement and mean age at which children started in the care arrangement, by selected child and family characteristics: 2023—Continued

| | Mean number of months spent and mean age of starting in each type of primary weekly nonparental care arrangement[1] | | | | | |
| | Relative care | | Nonrelative care | | Center-based care[2] | |
Characteristic	Mean number of months	Mean starting age (in months)	Mean number of months	Mean starting age (in months)	Mean number of months	Mean starting age (in months)
Highest education level of parents/guardians						
Less than high school	21	14	‡	‡	13	28
High school/GED	20	11	22	14	13	31
Vocational/technical or some college	20	11	19	15	14	30
Bachelor's degree	19	11	15	13	14	26
Graduate or professional degree	20	10	16	13	15	25
Labor force status of parents/guardians[6]						
Two-parent/guardian family						
Both full time	19	10	16	11	15	23
One full time, one part time	19	11	18	15	13	30
One full time, one not in labor force	20	12	13	21	12	37
Other	16	12	11	‡	11	28
Single-parent/guardian family						
Full time	22	14	20	17	15	27
Part time	11	18	‡	‡	17	26
Not in the labor force	17	10	‡	‡	13	35
Looking for work	‡	‡	‡	‡	‡	‡
Region[7]						
Northeast	19	10	16	16	13	27
South	20	10	14	12	15	26
Midwest	19	11	19	12	14	28
West	19	13	17	16	12	30
Household income						
$20,000 or less	16	18	15	17	12	34
$20,001–$50,000	19	11	19	17	14	29
$50,001–$75,000	18	11	19	10	13	31
$75,001–$100,000	20	10	15	14	14	28
$100,001 or more	21	10	16	13	15	26
Poverty status[8]						
At or above poverty threshold	20	11	17	13	14	27
Below poverty threshold	17	14	19	17	13	31

See notes at end of table.

Table A-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 had been in each type of primary care arrangement and mean age at which children started in the care arrangement, by selected child and family characteristics: 2023—Continued

| | Mean number of months spent and mean age of starting in each type of primary weekly nonparental care arrangement[1] | | | | | |
| | Relative care | | Nonrelative care | | Center-based care[2] | |
Characteristic	Mean number of months	Mean starting age (in months)	Mean number of months	Mean starting age (in months)	Mean number of months	Mean starting age (in months)
Assistance to pay for primary care arrangement[9]						
Parents received assistance	‡	‡	18	16	15	24
Parents did not receive assistance	20	10	16	13	15	24
No fee for care	19	11	19	14	12	39

‡ 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] "Two or more races, non-Hispanic" includes non-Hispanic students of Two or more races.

[4] "Two parents or guardians" does not indicate a marital relationship between the adults identified as parents.

[5] 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.

[6] 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.

[7] For a list and map of states in each region, visit https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf.

[8] 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.

[9] 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: Data are weighted estimates of the population. Estimates represent approximately 10,925,000 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, 9 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 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-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 selected child and family characteristics: 2023

Characteristic	Percent with out-of-pocket expenses	Hourly out-of-pocket expense		
		Relative care	Nonrelative care	Center-based care[1]
Total	**65**	**$10.94**	**$16.16**	**$21.32**
Child's age				
Less than one year	55	10.69	17.99	25.29
1–2 years	69	12.20	14.93	24.03
3–5 years	65	9.27	16.70	18.96
Child's sex				
Male	65	11.12	16.82	21.53
Female	65	10.76	15.50	21.09
Child's race/ethnicity				
American Indian or Alaska Native, non-Hispanic	‡	‡	‡	‡
Asian or Pacific Islander, non-Hispanic	62	‡	‡	29.58
Asian, non-Hispanic	63	‡	‡	29.56
Native Hawaiian or other Pacific Islander, non-Hispanic	‡	‡	‡	‡
Black, non-Hispanic	56	‡	16.05	16.85
Hispanic	56	10.72	15.93	18.68
Cuban	67	‡	‡	‡
Mexican, Mexican American, or Chicano	54	9.75	12.42	15.97
Puerto Rican	69	‡	‡	17.36
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	54	‡	23.64	22.57
White, non-Hispanic	70	10.30	15.57	21.19
Two or more races, non-Hispanic[2]	71	‡	19.71	28.49
Family type				
Two parents or guardians[3]	67	11.96	16.70	22.06
One parent or guardian	51	7.39	12.96	15.85
English spoken at home by parents/guardians[4]				
Both/only parent(s)/guardian(s) speak(s) English	66	11.15	15.43	21.23
One of two parents/guardians speaks English	58	‡	‡	24.73
No parent/guardian speaks English	53	‡	‡	21.54
Highest education level of parents/guardians				
Less than high school	40	‡	‡	‡
High school/GED	46	‡	11.01	10.22
Vocational/technical or some college	52	12.55	12.54	16.29
Bachelor's degree	71	11.66	15.37	22.25
Graduate or professional degree	80	13.16	21.04	25.32
Labor force status of parents/guardians[5]				
Two-parent/guardian family				
Both full time	74	12.55	17.68	23.56
One full time, one part time	64	‡	12.44	20.01
One full time, one not in labor force	57	‡	‡	17.04
Other	42	‡	‡	28.45
Single-parent/guardian family				
Full time	57	‡	13.98	15.34
Part time	47	‡	‡	‡
Not in the labor force	29	‡	‡	‡
Looking for work	27	‡	‡	‡

See notes at end of table.

Table A-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 selected child and family characteristics: 2023—Continued

Characteristic	Percent with out-of-pocket expenses	Hourly out-of-pocket expense		
		Relative care	Nonrelative care	Center-based care[1]
Region[6]				
Northeast	66	‡	22.98	24.43
South	61	11.97	14.63	18.25
Midwest	70	11.66	12.66	19.48
West	64	10.73	18.67	25.53
Household income				
$20,000 or less	27	‡	‡	10.67
$20,001–$50,000	47	10.37	15.64	10.19
$50,001–$75,000	49	13.57	13.40	15.01
$75,001–$100,000	58	‡	15.42	16.68
$100,001 or more	78	9.22	16.94	24.39
Poverty status[7]				
At or above poverty threshold	69	11.83	16.39	21.89
Below poverty threshold	34	‡	‡	8.51
Assistance to pay for primary care arrangement[8]				
Parents received assistance	77	‡	12.89	14.53
Parents did not receive assistance	99	10.72	16.60	22.46

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

[2]"Two or more races, non-Hispanic" includes non-Hispanic students of Two or more races.

[3]"Two parents or guardians" does not indicate a marital relationship between the adults identified as parents.

[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]For a list and map of states in each region, visit https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf.

[7]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.

[8]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: Data are weighted estimates of the population. Estimates represent approximately 7,075,000 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, 9 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 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-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 selected child and family characteristics: 2023

| | Location of primary center-based care arrangement[1] | | | |
Characteristic	Church, synagogue, or other place of worship	Public school (K–12)	Its own building	All other locations[2]
Total	**16**	**18**	**47**	**19**
Child's age				
Less than one year	5	‡	79	14
1–2 years	16	4	63	16
3–5 years	17	27	35	20
Child's sex				
Male	16	19	46	19
Female	16	18	48	18
Child's race/ethnicity				
American Indian or Alaska Native, non-Hispanic	‡	‡	‡	‡
Asian or Pacific Islander, non-Hispanic	12	16	43	30
Asian, non-Hispanic	12	15	43	30
Native Hawaiian or other Pacific Islander, non-Hispanic	‡	‡	‡	‡
Black, non-Hispanic	7	22	57	13
Hispanic	11	26	43	20
Cuban	‡	‡	‡	‡
Mexican, Mexican American, or Chicano	12	25	45	19
Puerto Rican	‡	35	40	14
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	11	26	40	22
White, non-Hispanic	21	15	45	19
Two or more races, non-Hispanic[3]	14	11	56	18
Family type				
Two parents or guardians[4]	17	17	46	19
One parent or guardian	9	23	51	17
English spoken at home by parents/guardians[5]				
Both/only parent(s)/guardian(s) speak(s) English	17	17	48	18
One of two parents/guardians speaks English	‡	28	55	14
No parent/guardian speaks English	4 !	33	32	31
Highest education level of parents/guardians				
Less than high school	‡	38	44	16
High school/GED	10	31	43	16
Vocational/technical or some college	14	27	43	16
Bachelor's degree	19	14	48	19
Graduate or professional degree	18	11	49	22
Labor force status of parents/guardians[6]				
Two-parent/guardian family				
Both full time	14	13	55	19
One full time, one part time	22	18	39	20
One full time, one not in labor force	26	26	29	19
Other	11	27	41	22
Single-parent/guardian family				
Full time	10	19	55	16
Part time	7 !	24 !	53	15
Not in the labor force	‡	37	30	24
Looking for work	‡	‡	‡	‡

See notes at end of table.

Table A-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 selected child and family characteristics: 2023—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[7]				
Northeast	14	16	51	20
South	21	15	48	16
Midwest	14	24	43	19
West	13	20	45	23
Household income				
$20,000 or less	7 !	36	37	19
$20,001–$50,000	7	28	50	15
$50,001–$75,000	14	31	39	16
$75,001–$100,000	19	17	47	17
$100,001 or more	19	13	48	20
Poverty status[8]				
At or above poverty threshold	17	17	47	19
Below poverty threshold	7	33	44	16
Assistance to pay for primary care arrangement[9]				
Parents received assistance	8	9	64	19
Parents did not receive assistance	21	6	52	21
No fee for care	6	62	19	13

! 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]"Two or more races, non-Hispanic" includes non-Hispanic students of Two or more races.

[4]"Two parents or guardians" does not indicate a marital relationship between the adults identified as parents.

[5]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.

[6]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.

[7]For a list and map of states in each region, visit https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf.

[8]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.

[9]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: Data are weighted estimates of the population. Estimates represent approximately 7,210,000 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 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-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 selected child and family characteristics: 2023

Characteristic	Reliability	Avail-ability of care provider	Qualifications of staff	Learning activities	Time with other children	Location	Cost	Recommend-ations from friends/family	Number of children in care group	Ratings on a website	Whether or not the program teaches religious content
Total	**88**	**77**	**71**	**68**	**66**	**66**	**59**	**40**	**39**	**31**	**17**
Arrangement type											
Relative only	91	82	75	57	38	69	77	34	40	34	19
Nonrelative only	91	86	76	52	44	67	62	47	40	22	8
Center-based only	88	76	70	74	76	67	53	39	39	33	17
Multiple types of arrangements[1]	85	73	65	65	71	59	57	41	38	30	19
Difficulty finding desired child care program											
No difficulty	89	80	74	77	80	72	51	44	43	35	18
A little difficulty	89	76	67	71	72	68	52	41	36	30	15
Some difficulty	88	77	70	67	64	64	60	41	39	33	16
A lot of difficulty/Did not find the desired child care program	88	78	72	59	54	63	68	35	40	29	17
Child's age											
Less than one year	89	82	69	54	42	69	61	39	37	28	12
1–2 years	91	80	72	67	64	67	59	41	41	33	17
3–5 years	86	74	70	73	75	64	58	38	39	31	18
Child's sex											
Male	89	78	71	66	66	65	57	41	39	34	18
Female	88	77	71	69	66	67	60	38	40	29	15
Child's race/ethnicity											
American Indian or Alaska Native, non-Hispanic	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Asian or Pacific Islander, non-Hispanic	90	78	62	63	76	70	54	44	39	34	16
Asian, non-Hispanic	91	78	63	63	75	70	55	45	40	35	16
Native Hawaiian or other Pacific Islander, non-Hispanic	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Black, non-Hispanic	93	89	77	79	72	77	74	39	52	45	21
Hispanic	90	81	75	69	68	68	66	40	52	39	16
Cuban	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Mexican, Mexican American, or Chicano	90	80	78	63	66	64	71	38	50	39	12
Puerto Rican	93	89	82	79	81	76	59	43	65	47	32 !
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	88	80	70	72	70	72	63	43	52	39	16
White, non-Hispanic	87	73	68	64	63	62	53	40	32	25	16
Two or more races, non-Hispanic[2]	88	78	70	71	63	67	53	34	35	28	15
Family type											
Two parents or guardians[3]	88	76	69	66	65	65	57	40	37	30	16
One parent or guardian	92	88	79	76	71	74	71	39	51	37	18

See notes at end of table.

Table A-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 selected child and family characteristics: 2023—Continued

	Factor rated as "very important" when selecting care arrangement										
Characteristic	Reliability	Avail-ability of care provider	Qualifications of staff	Learning activities	Time with other children	Location	Cost	Recommend-ations from friends/family	Number of children in care group	Ratings on a website	Whether or not the program teaches religious content
English spoken at home by parents/guardians[4]											
Both/only parent(s)/guardian(s) speak(s) English	89	77	70	68	65	66	59	40	38	31	16
One of two parents/guardians speaks English	64	71	71	76	78	66	58	41	60	33	17 !
No parent/guardian speaks English	86	79	73	66	71	65	59	41	48	34	18
Highest education level of parents/guardians											
Less than high school	85	91	89	69	58	72	68	35 !	65	38 !	17 !
High school/GED	83	87	79	78	73	70	74	46	48	37	18
Vocational/technical or some college	90	78	75	72	68	67	70	39	44	42	18
Bachelor's degree	90	75	71	66	68	65	61	38	40	30	17
Graduate or professional degree	88	76	65	64	62	66	46	40	32	25	15
Labor force status of parents/guardians[5]											
Two-parent/guardian family											
Both full time	91	83	70	65	64	65	57	38	38	29	15
One full time, one part time	86	68	70	63	65	63	54	41	35	29	20
One full time, one not in labor force	77	52	64	70	70	64	52	41	35	30	19
Other	90	77	72	81	61	66	68	50	41	46	18
Single-parent/guardian family											
Full time	94	88	77	74	67	74	69	38	47	36	17
Part time	93	97	90	86	86	72	83	37 !	72	37	19 !
Not in the labor force	81	70	69	72	74	71	65	51	52	47	28 !
Looking for work	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Region[6]											
Northeast	89	79	73	67	69	68	60	37	37	33	16
South	89	80	69	71	67	67	61	47	44	37	18
Midwest	86	73	68	63	61	61	53	35	31	22	14
West	90	76	73	67	67	69	59	36	42	30	17
Household income											
$20,000 or less	86	77	81	72	74	65	67	42	40	51	24
$20,001–$50,000	88	83	76	78	64	75	77	35	51	42	15
$50,001–$75,000	85	77	75	69	71	65	71	33	44	31	18
$75,001–$100,000	89	80	70	60	63	67	72	40	41	30	18
$100,001 or more	89	76	68	67	65	64	50	41	36	28	16

See notes at end of table.

Table A-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 selected child and family characteristics: 2023—Continued

Characteristic	Reliability	Avail-ability of care provider	Qualifications of staff	Learning activities	Time with other children	Location	Cost	Recommend-ations from friends/family	Number of children in care group	Ratings on a website	Whether or not the program teaches religious content
Poverty status[7]											
At or above poverty threshold	89	77	70	67	65	65	57	40	38	30	16
Below poverty threshold	88	83	82	73	70	75	76	40	51	42	18
Assistance to pay for primary care arrangement[8]											
Parents received assistance (for one or more arrangements)	88	82	73	77	72	68	58	36	46	37	18
Parents did not receive assistance	89	76	69	66	67	65	53	42	38	29	16
No fee for care	87	77	75	67	58	67	74	34	41	35	19

! 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]"Two or more races, non-Hispanic" includes non-Hispanic students of Two or more races.

[3]"Two parents or guardians" does not indicate a marital relationship between the adults identified as parents.

[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-

[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]For a list and map of states in each region, visit https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf.

[7]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.

[8]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: Data are weighted estimates of the population. Estimates represent approximately 6,414,000 children and include children who have at least one nonparental care arrangement, and whose parents searched for care. Children who have at least one nonparental care arrangement, and whose parents did not report searching for care.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-7. **Among children birth through age 5 and not yet in kindergarten, percentage of children whose parents searched for care, and percentage distribution of children whose parents reported varying degrees of difficulty finding child care or did not find care, by selected child and family characteristics: 2023**

Characteristic	Percentage of children whose parents searched for care	Reported degree of difficulty finding care				
		No difficulty	A little difficulty	Some difficulty	A lot of difficulty	Did not find the child care program they wanted
Total	**46**	**17**	**22**	**28**	**22**	**11**
Arrangement type						
Relative only	41	14	11	25	32	18
Nonrelative only	68	11	22	31	28	8 !
Center-based only	62	22	26	32	17	2
Multiple types of arrangements[1]	67	16	25	31	23	5
No nonparental arrangement	30	12	20	23	22	23
Child's age						
Less than one year	35	14	18	24	30	15
1–2 years	47	17	20	30	23	11
3–5 years	50	17	25	29	18	10
Child's sex						
Male	46	16	22	28	23	12
Female	45	17	22	29	21	10
Child's race/ethnicity						
American Indian or Alaska Native, non-Hispanic	27	‡	‡	‡	‡	‡
Asian or Pacific Islander, non-Hispanic	43	21	26	30	15	8 !
Asian, non-Hispanic	43	22	27	30	15	7 !
Native Hawaiian or other Pacific Islander, non-Hispan	‡	‡	‡	‡	‡	‡
Black, non-Hispanic	52	17	21	25	20	16 !
Hispanic	40	15	20	27	25	12
Cuban	45	‡	‡	‡	‡	‡
Mexican, Mexican American, or Chicano	36	12	15	28	33	12
Puerto Rican	49	18 !	25 !	25	23 !	‡
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	42	17	25	27	18	13
White, non-Hispanic	46	17	23	29	22	9
Two or more races, non-Hispanic[2]	57	16	19	33	18	13
Family type						
Two parents or guardians[3]	46	16	23	29	22	11
One parent or guardian	44	23	17	27	22	12
English spoken at home by parents/guardians[4]						
Both/only parent(s)/guardian(s) speak(s) English	47	16	22	29	22	11
One of two parents/guardians speaks English	34	21	20	31	14	14
No parent/guardian speaks English	32	19 !	28	22	20	11 !
Highest education level of parents/guardians						
Less than high school	24	24 !	15 !	21 !	12 !	27 !
High school/GED	31	17	19	22	24	17
Vocational/technical or some college	42	13	18	28	25	15
Bachelor's degree	52	17	23	28	22	10
Graduate or professional degree	61	17	26	32	20	5

See notes at end of table.

Table A-7. Among children birth through age 5 and not yet in kindergarten, percentage of children whose parents searched for care, and percentage distribution of children whose parents reported varying degrees of difficulty finding child care or did not find care, by selected child and family characteristics: 2023

Characteristic	Percentage of children whose parents searched for care	Reported degree of difficulty finding care				
		No difficulty	A little difficulty	Some difficulty	A lot of difficulty	Did not find the child care program they wanted
Labor force status of parents/guardians[5]						
Two-parent/guardian family						
Both full time	59	15	23	32	24	7
One full time, one part time	48	18	24	30	22	8
One full time, one not in labor force	31	17	22	22	19	20
Other	40	13	25	22	18	22
Single-parent/guardian family						
Full time	51	21	16	30	23	10
Part time	41	36 !	17 !	15 !	28 !	5 !
Not in the labor force	32	23 !	18 !	21 !	15 !	‡
Looking for work	36	‡	23 !	35 !	19 !	‡
Region[6]						
Northeast	47	16	23	32	19	9
South	45	18	23	27	21	12
Midwest	44	18	19	28	22	12
West	47	13	22	28	26	11
Household income						
$20,000 or less	37	13	20	23	20	24 !
$20,001–$50,000	37	17	20	20	22	20
$50,001–$75,000	37	14	17	26	28	15
$75,001–$100,000	41	13	21	27	25	14
$100,001 or more	55	18	24	32	20	5
Poverty status[7]						
At or above poverty threshold	48	16	23	29	23	9
Below poverty threshold	35	19	19	23	16	23

! 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]"Two or more races, non-Hispanic" includes non-Hispanic students of Two or more races.

[3]"Two parents or guardians" does not indicate a marital relationship between the adults identified as parents.

[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]For a list and map of states in each region, visit https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf.

[7]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.

NOTE: Data are weighted estimates of the population. Estimates represent approximately 9,139,000 children age 5 and under and not yet in kindergarten, whose parents searched for care. Detail may not sum 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-8. 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 selected child and family characteristics: 2023

Characteristic	Lack of open slots for new children	Cost	Quality	Looking for specific hours or schedule	Location	All other reasons[1]
Total	**34**	**34**	**12**	**6**	**5**	**9**
Arrangement type						
Relative only	24	48	9	6	4 !	10
Nonrelative only	41	27	10	7	8 !	6
Center-based only	43	26	14	5	5	7
Multiple types of arrangements[2]	39	28	12	8	7 !	7
No nonparental arrangement	25	42	11	6	4	12
Difficulty finding desired child care program						
A little difficulty	33	33	13	8	6	7
Some difficulty	38	32	11	6	4	9
A lot of difficulty/Did not find the desired child care program	31	36	12	5	5	10
Child's age						
Less than one year	37	37	15	3	4	5
1–2 years	36	34	11	7	4	9
3–5 years	32	33	12	7	6	10
Child's sex						
Male	33	33	12	6	6	9
Female	35	34	12	6	5	8

See notes at end of table.

Table A-8. 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 selected child and family characteristics: 2023—Continued

Characteristic	Lack of open slots for new children	Cost	Quality	Looking for specific hours or schedule	Location	All other reasons[1]
Child's race/ethnicity						
American Indian or Alaska Native, non-Hispanic	‡	‡	‡	‡	‡	‡
Asian or Pacific Islander, non-Hispanic	23	42	18	6 !	3 !	9
Asian, non-Hispanic	24	40	18	6 !	3 !	9
Native Hawaiian or other Pacific Islander, non-Hispanic	‡	‡	‡	‡	‡	‡
Black, non-Hispanic	23	38	13	9 !	7 !	9
Hispanic	25	43	10	5	5	12
Cuban	‡	‡	‡	‡	‡	‡
Mexican, Mexican American, or Chicano	23	44	12	5	5	12
Puerto Rican	28 !	40	‡	‡	‡	12
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	27	43	10	5	4 !	11
White, non-Hispanic	43	28	11	6	5	7
Two or more races, non-Hispanic[3]	34	32	17	4	5 !	7
Family type						
Two parents or guardians[4]	34	34	13	6	5	9
One parent or guardian	34	35	6	8 !	8 !	8
English spoken at home by parents/guardians[5]						
Both/only parent(s)/guardian(s) speak(s) English	35	34	12	6	5	8
One of two parents/guardians speaks English	30	35	11 !	‡	‡	10
No parent/guardian speaks English	18	40	13	5 !	7 !	17
Highest education level of parents/guardians						
Less than high school	16 !	37	‡	‡	14 !	12
High school/GED	27	38	‡	7 !	10 !	13
Vocational/technical or some college	29	40	11	4	6	11
Bachelor's degree	36	36	12	5	4	6
Graduate or professional degree	42	25	17	6	3	7

See notes at end of table.

Table A-8. 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 selected child and family characteristics: 2023—Continued

Characteristic	Lack of open slots for new children	Cost	Quality	Looking for specific hours or schedule	Location	All other reasons[1]
Labor force status of parents/guardians[6]						
Two-parent/guardian family						
Both full time	40	32	13	6	4	6
One full time, one part time	35	35	11	8	‡	9
One full time, one not in labor force	23	38	14	4	7	14
Other	27	32	13 !	6 !	8 !	15
Single-parent/guardian family						
Full time	36	33	7	7	11 !	6
Part time	35	51	‡	‡	‡	‡
Not in the labor force	37 !	21 !	‡	‡	‡	11
Looking for work	‡	‡	‡	‡	‡	‡
Region[7]						
Northeast	34	33	10	8 !	6	9
South	33	36	14	5	5	8
Midwest	39	28	9	7	6	10
West	33	37	13	5	4	8
Household income						
$20,000 or less	28	27	10 !	‡	6 !	17
$20,001–$50,000	25	39	8	6	9 !	12
$50,001–$75,000	26	45	8	5	5	10
$75,001–$100,000	30	41	10	5	5	9
$100,001 or more	41	29	15	6	4	6
Poverty status[8]						
At or above poverty threshold	35	34	13	6	5	7
Below poverty threshold	28	33	7 !	9 !	5	19

See notes at end of table.

Table A-8. 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 selected child and family characteristics: 2023—Continued

Characteristic	Lack of open slots for new children	Cost	Quality	Looking for specific hours or schedule	Location	All other reasons[1]
Assistance to pay for primary care arrangement[9]						
Parents received assistance (for one or more arrangements)	37	27	12	6 !	12 !	7
Parents did not receive assistance	43	28	13	6	5	6
No fee for care	26	40	11	7	4	12

! 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]"All other reasons" includes "needed a program for children with special needs," "challenges receiving financial assistance," "age requirements of the child care," and "other"

[2]"Multiple types of arrangements" includes children who are in more than one type of weekly care arrangement.

[3]"Two or more races, non-Hispanic" includes non-Hispanic students of Two or more races.

[4]"Two parents or guardians" does not indicate a marital relationship between the adults identified as parents.

[5]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.

[6]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.

[7]For a list and map of states in each region, visit https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf.

[8]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.

[9]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: Data are weighted estimates of the population. Estimates represent approximately 7,620,000 children whose parents reported that they had searched for care and had at least a little difficulty finding care or did not find the child care program they wanted. Detail may not sum 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-9. **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 selected child and family characteristics: 2023**

Characteristic	Read to child	Told a story	Taught letters, words, or numbers	Sang songs	Worked on arts and crafts
Total	**84**	**42**	**67**	**74**	**48**
Arrangement type					
Relative only	76	35	70	70	54
Nonrelative only	83	24	65	76	34
Center-based only	86	42	64	73	46
Multiple types of arrangements[1]	86	46	69	76	53
No nonparental arrangement	81	44	70	75	48
Child's sex					
Male	84	42	68	71	42
Female	83	42	67	77	54
Child's race/ethnicity					
American Indian or Alaska Native, non-Hispanic	‡	‡	‡	‡	‡
Asian or Pacific Islander, non-Hispanic	77	50	79	74	56
Asian, non-Hispanic	77	51	78	74	55
Native Hawaiian or other Pacific Islander, non-Hispanic	‡	‡	‡	‡	‡
Black, non-Hispanic	79	36	76	76	44
Hispanic	76	40	68	71	41
Cuban	‡	‡	‡	‡	‡
Mexican, Mexican American, or Chicano	69	39	64	67	37
Puerto Rican	80	64	67	70	37
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	84	37	74	76	46
White, non-Hispanic	90	45	65	74	52
Two or more races, non-Hispanic[2]	88	40	58	79	42
Family type					
Two parents or guardians[3]	85	43	66	74	48
One parent or guardian	79	38	72	73	49
English spoken at home by parents/guardians[4]					
Both/only parent(s)/guardian(s) speak(s) English	87	44	68	76	50
One of two parents/guardians speaks English	66	26	59	59	32
No parent/guardian speaks English	61	27	64	55	35
Highest education level of parents/guardians					
Less than high school	67	33	61	60	38
High school/GED	77	34	73	72	41
Vocational/technical or some college	83	41	67	77	50
Bachelor's degree	87	44	65	76	49
Graduate or professional degree	92	51	68	74	53

See notes at end of table.

Table A-9. 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 selected child and family characteristics: 2023—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
Labor force status of parents/guardians[5]					
Two-parent/guardian family					
Both full time	86	43	65	73	48
One full time, one part time	85	42	62	76	47
One full time, one not in labor force	86	45	67	76	47
Other	76	37	74	67	48
Single-parent/guardian family					
Full time	79	40	74	74	48
Part time	87	35	68	69	52
Not in the labor force	75	34	65	74	43
Looking for work	‡	‡	‡	‡	‡
Region[6]					
Northeast	87	48	66	71	50
South	82	41	70	75	48
Midwest	87	38	62	73	47
West	82	45	69	74	46
Household income					
$20,000 or less	77	37	69	72	47
$20,001–$50,000	75	37	70	73	42
$50,001–$75,000	82	39	69	73	48
$75,001–$100,000	84	40	65	77	48
$100,001 or more	89	47	66	74	51
Poverty status[7]					
At or above poverty threshold	86	43	66	74	48
Below poverty threshold	76	36	71	71	45
Assistance to pay for primary care arrangement[8]					
Parents received assistance (for one or more arrangements)	81	36	69	69	42
Parents did not receive assistance	89	46	64	75	48
No fee for care	80	36	69	72	49

See notes at end of table.

‡ 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]"Multiple types of arrangements" includes children who are in more than one type of weekly care arrangement.

[2]"Two or more races, non-Hispanic" includes non-Hispanic students of Two or more races.

[3]"Two parents or guardians" does not indicate a marital relationship between the adults identified as parents.

[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]For a list and map of states in each region, visit https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf.

[7]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.

[8]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: Data are weighted estimates of the population. Estimates represent approximately 7,893,000 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 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-S1. Standard errors for table A-1: Percentage of children from birth through age 5 and not yet in kindergarten participating in various weekly nonparental care arrangements, by selected child and family characteristics: 2023

Characteristic	Number of children (thousands)	At least one weekly nonparental care arrangement	Relative care	Nonrelative care	Center-based care	No weekly nonparental care arrangement
Total	**15.9**	**0.7**	**0.7**	**0.8**	**1.0**	**0.7**
Child's age						
Less than one year	106.0	1.7	2.4	2.2	2.2	1.7
1–2 years	122.4	1.3	1.3	1.2	1.7	1.3
3–5 years	70.6	1.3	1.2	1.1	1.2	1.3
Child's sex						
Male	160.1	1.1	1.0	0.9	1.3	1.1
Female	159.5	1.2	1.2	1.1	1.4	1.2
Child's race/ethnicity						
American Indian or Alaska Native, non-Hispanic	17.4	9.2	†	†	†	9.2
Asian or Pacific Islander, non-Hispanic	53.5	2.6	4.1	2.7	3.7	2.6
Asian, non-Hispanic	52.6	2.6	4.1	2.7	3.8	2.6
Native Hawaiian or other Pacific Islander, non-Hispanic	†	†	†	†	†	†
Black, non-Hispanic	1.4	2.7	3.1	2.5	3.2	2.7
Hispanic	14.3	1.3	2.2	1.5	2.1	1.3
Cuban	20.1	7.4	12.5	†	12.5	7.4
Mexican, Mexican American, or Chicano	80.6	2.0	2.7	2.2	2.9	2.0
Puerto Rican	45.9	5.8	6.8	7.0	5.8	5.8
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	80.5	2.5	3.6	2.1	3.6	2.5
White, non-Hispanic	82.7	1.0	1.0	1.1	1.4	1.0
Two or more races, non-Hispanic	64.3	2.5	3.4	2.2	3.4	2.5
Family type						
Two parents or guardians	125.7	0.8	0.7	0.8	1.1	0.8
One parent or guardian	123.6	2.3	2.6	2.4	2.6	2.3
English spoken at home by parents/guardians						
Both/only parent(s)/guardian(s) speak(s) English	104.7	0.8	0.9	0.8	1.1	0.8
One of two parents/guardians speaks English	52.3	3.8	6.3	4.9	6.5	3.8
No parent/guardian speaks English	88.1	2.7	4.2	2.9	4.5	2.7
Highest education level of parents/guardians						
Less than high school	3.0	3.9	7.1	4.1	7.5	3.9
High school/GED	5.7	2.4	3.3	3.1	3.6	2.4
Vocational/technical or some college	94.3	1.6	2.2	1.4	2.4	1.6
Bachelor's degree	93.5	1.1	1.4	1.3	1.7	1.1
Graduate or professional degree	3.0	1.1	1.2	1.0	1.1	1.1
Labor force status of parents/guardians						
Two-parent/guardian family						
Both full time	155.0	1.1	1.3	1.0	1.4	1.1
One full time, one part time	94.0	1.8	2.1	2.3	2.2	1.8
One full time, one not in labor force	165.3	0.9	2.1	1.0	2.1	0.9
Other	96.6	2.7	3.7	2.3	3.9	2.7
Single-parent/guardian family						
Full time	93.0	2.5	3.3	2.9	3.1	2.5
Part time	51.9	5.7	7.0	5.4	7.6	5.7
Not in the labor force	79.8	3.3	8.2	5.8	8.3	3.3
Looking for work	40.2	8.1	†	†	†	8.1

See notes at end of table.

Table A-S1. Standard errors for table A-1: Percentage of children from birth through age 5 and not yet in kindergarten participating in various weekly nonparental care arrangements, by selected child and family characteristics: 2023—Continued

Characteristic	Number of children (thousands)	At least one weekly nonparental care arrangement	Relative care	Nonrelative care	Center-based care	No weekly nonparental care arrangement
Region						
Northeast	107.0	2.3	2.2	1.4	2.4	2.3
South	145.5	1.4	1.4	1.1	1.4	1.4
Midwest	112.9	1.7	1.9	2.4	2.5	1.7
West	102.1	1.6	1.9	1.8	2.1	1.6
Household income						
$20,000 or less	3.2	2.7	4.4	2.9	4.7	2.7
$20,001–$50,000	5.6	2.0	3.0	1.9	3.2	2.0
$50,001–$75,000	1.0	2.1	2.9	2.2	3.1	2.1
$75,001–$100,000	0.0	2.1	2.5	2.4	3.0	2.1
$100,001 or more	14.4	0.9	1.0	1.0	1.3	0.9
Poverty status						
At or above poverty threshold	55.2	0.8	0.8	0.8	1.1	0.8
Below poverty threshold	53.1	1.9	3.2	2.2	3.4	1.9
Assistance to pay for primary care arrangement						
Parents received assistance (for one or more arrangements)	83.6	†	2.5	2.4	2.5	†
Parents did not receive assistance	116.3	†	0.9	1.2	1.3	†
No fee for care	114.0	†	1.7	0.5	1.6	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-S2. Standard errors for table A-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 selected child and family characteristics: 2023

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**	**0.7**	**0.7**	**0.9**
Arrangement type				
Relative care	0.8	1.4	1.6	2.0
Nonrelative care	0.6	1.8	2.4	2.7
Center-based care	0.6	0.9	1.0	1.1
Child's age				
Less than one year	0.7	1.7	2.2	2.6
1–2 years	0.5	1.1	1.4	1.6
3–5 years	0.7	1.1	1.1	1.3
Child's sex				
Male	0.7	0.9	1.1	1.4
Female	0.6	1.0	1.1	1.3
Child's race/ethnicity				
American Indian or Alaska Native, non-Hispanic	†	†	†	†
Asian or Pacific Islander, non-Hispanic	2.7	2.9	3.5	4.1
Asian, non-Hispanic	2.7	2.9	3.5	4.1
Native Hawaiian or other Pacific Islander, non-Hispanic	†	†	†	†
Black, non-Hispanic	1.4	2.2	3.2	3.9
Hispanic	1.0	1.6	1.6	1.8
Cuban	†	10.6	12.8	10.8
Mexican, Mexican American, or Chicano	1.3	2.2	2.5	2.9
Puerto Rican	†	7.6	7.7	8.3
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	1.8	2.6	2.3	3.5
White, non-Hispanic	0.5	0.9	1.0	1.3
Two or more races, non-Hispanic	1.4	2.0	3.0	3.1
Family type				
Two parents or guardians	0.5	0.7	0.7	0.9
One parent or guardian	0.7	1.9	2.5	2.9
English spoken at home by parents/guardians				
Both/only parent(s)/guardian(s) speak(s) English	0.4	0.7	0.8	1.0
One of two parents/guardians speaks English	†	4.4	4.7	6.3
No parent/guardian speaks English	2.2	2.9	3.2	4.4
Highest education level of parents/guardians				
Less than high school	†	5.5	6.6	8.0
High school/GED	1.3	2.2	2.5	2.8
Vocational/technical or some college	1.3	1.7	2.1	2.6
Bachelor's degree	0.5	1.2	1.3	1.6
Graduate or professional degree	0.7	1.0	1.2	1.4

See notes at end of table.

Table A-S2. **Standard errors for table A-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 selected child and family characteristics: 2023—Continued**

Characteristic	Care arrangement where child spends the most time covers the hours needed for work			
	Not well	Somewhat well	Well	Very well
Labor force status of parents/guardians				
Two-parent/guardian family				
Both full time	0.5	0.8	1.0	1.3
One full time, one part time	1.0	1.9	2.0	2.4
One full time, one not in labor force	2.2	2.7	2.5	2.6
Other	2.6	3.4	3.8	4.5
Single-parent/guardian family				
Full time	0.6	2.4	2.6	3.1
Part time	†	3.2	6.8	7.5
Not in the labor force	†	6.5	5.8	8.2
Looking for work	†	†	†	†
Region				
Northeast	1.0	1.8	2.1	2.3
South	0.5	1.0	1.1	1.5
Midwest	1.0	1.5	1.4	1.9
West	1.1	1.3	1.8	2.2
Household income				
$20,000 or less	2.1	3.1	3.4	4.4
$20,001–$50,000	1.0	2.5	2.1	2.9
$50,001–$75,000	1.4	1.9	2.5	2.9
$75,001–$100,000	1.4	1.6	2.2	2.8
$100,001 or more	0.5	0.9	1.0	1.2
Poverty status				
At or above poverty threshold	0.4	0.7	0.8	1.0
Below poverty threshold	1.4	2.2	2.6	3.6
Assistance to pay for primary care arrangement				
Parents received assistance (for one or more arrangements)	0.9	2.1	2.7	3.5
Parents did not receive assistance	0.5	0.8	1.0	1.3
No fee for care	0.9	1.3	1.7	1.7

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-S3.   Standard errors for table A-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 had been in each type of primary care arrangement and mean age at which children started in the care arrangement, by selected child and family characteristics: 2023

| | Mean number of months spent and mean starting age in each type of primary weekly nonparental care arrangement | | | | | |
| | Relative care | | Nonrelative care | | Center-based care | |
Characteristic	Mean number of months	Mean starting age (in months)	Mean number of months	Mean starting age (in months)	Mean number of months	Mean starting age (in months)
Total	**0.5**	**0.4**	**0.8**	**0.6**	**0.2**	**0.4**
Child's age						
Less than one year	0.3	0.2	0.4	0.3	0.2	0.2
1–2 years	0.4	0.4	0.6	0.6	0.3	0.5
3–5 years	1.0	0.9	1.2	1.5	0.3	0.4
Child's sex						
Male	0.7	0.7	1.1	0.9	0.4	0.5
Female	0.7	0.6	1.2	0.9	0.4	0.6
Child's race/ethnicity						
American Indian or Alaska Native, non-Hispanic	†	†	†	†	†	†
Asian or Pacific Islander, non-Hispanic	2.6	1.8	2.3	2.3	1.1	1.5
Asian, non-Hispanic	2.7	1.8	2.3	2.3	1.1	1.6
Native Hawaiian or other Pacific Islander, non-Hispanic	†	†	†	†	†	†
Black, non-Hispanic	1.6	2.1	3.4	2.0	1.0	1.6
Hispanic	1.1	0.8	2.2	1.8	0.5	0.9
Cuban	†	†	†	†	†	†
Mexican, Mexican American, or Chicano	1.6	1.1	3.4	2.6	0.8	1.5
Puerto Rican	†	†	†	†	1.8	2.8
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	1.8	1.2	2.8	2.8	0.8	1.5
White, non-Hispanic	0.8	0.6	1.0	0.8	0.3	0.5
Two or more races, non-Hispanic	1.5	1.3	2.4	1.6	0.8	1.1
Family type						
Two parents or guardians	0.5	0.4	0.9	0.7	0.2	0.4
One parent or guardian	1.4	1.5	2.0	2.0	0.7	1.3
English spoken at home by parents/guardians						
Both/only parent(s)/guardian(s) speak(s) English	0.5	0.4	0.8	0.6	0.3	0.4
One of two parents/guardians speaks English	2.4	1.7	†	†	1.5	2.1
No parent/guardian speaks English	3.1	2.2	4.9	3.4	0.9	2.4

See notes at end of table.

Standard errors for table A-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 had been in each type of primary care arrangement and mean age at which children started in the care arrangement, by selected child and family characteristics: 2023—Continued

| | Mean number of months spent and mean age of starting in each type of primary weekly nonparental care arrangement | | | | | |
| | Relative care | | Nonrelative care | | Center-based care | |
Characteristic	Mean number of months	Mean starting age (in months)	Mean number of months	Mean starting age (in months)	Mean number of months	Mean starting age (in months)
Highest education level of parents/guardians						
Less than high school	4.3	3.5	†	†	1.7	4.9
High school/GED	1.5	1.3	3.7	2.0	1.0	1.4
Vocational/technical or some college	0.9	0.9	1.7	1.7	0.7	1.0
Bachelor's degree	0.8	0.7	1.1	1.0	0.4	0.6
Graduate or professional degree	0.8	0.6	1.2	1.0	0.4	0.5
Labor force status of parents/guardians						
Two-parent/guardian family						
Both full time	0.7	0.5	1.0	0.7	0.4	0.6
One full time, one part time	1.4	0.9	1.9	1.5	0.7	1.0
One full time, one not in labor force	1.8	1.5	2.5	2.9	0.5	0.9
Other	2.4	2.0	1.7	†	0.9	2.1
Single-parent/guardian family						
Full time	1.7	1.8	2.8	2.7	1.0	1.4
Part time	1.7	3.4	†	†	2.5	5.9
Not in the labor force	3.4	2.2	†	†	2.4	3.4
Looking for work	†	†	†	†	†	†
Region						
Northeast	1.3	1.1	1.7	1.6	0.6	0.8
South	0.8	0.7	1.4	1.1	0.4	0.7
Midwest	1.4	1.0	1.4	1.1	0.5	0.9
West	1.2	1.1	1.7	1.3	0.5	1.0
Household income						
$20,000 or less	1.6	2.4	3.0	3.0	1.0	2.0
$20,001–$50,000	1.5	1.2	2.3	2.1	0.8	1.4
$50,001–$75,000	1.5	1.2	3.3	2.2	0.9	1.5
$75,001–$100,000	1.5	1.2	2.2	1.6	0.7	1.3
$100,001 or more	0.9	0.6	1.0	0.8	0.3	0.5
Poverty status						
At or above poverty threshold	0.6	0.4	0.9	0.6	0.2	0.4
Below poverty threshold	1.6	1.7	2.9	2.5	0.9	1.8

See notes at end of table.

Table A-S3.   **Standard errors for table A-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 had been in each type of primary care arrangement and mean age at which children started in the care arrangement, by selected child and family characteristics: 2023—Continued**

| | Mean number of months spent and mean age of starting in each type of primary weekly nonparental care arrangement | | | | | |
| | Relative care | | Nonrelative care | | Center-based care | |
Characteristic	Mean number of months	Mean starting age (in months)	Mean number of months	Mean starting age (in months)	Mean number of months	Mean starting age (in months)
Assistance to pay for primary care arrangement						
Parents received assistance	†	†	2.5	2.2	0.9	1.4
Parents did not receive assistance	1.6	0.8	0.9	0.7	0.3	0.5
No fee for care	0.6	0.4	3.8	2.5	0.5	0.9

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-S4. **Standard errors for table A-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 selected child and family characteristics: 2023**

Characteristic	Percent with out-of-pocket expenses	Hourly out-of-pocket expense		
		Relative care	Nonrelative care	Center-based care
Total	**1.0**	**$1.068**	**$0.781**	**$0.514**
Child's age				
Less than one year	2.9	1.431	1.760	1.710
1–2 years	1.3	1.812	0.883	0.938
3–5 years	1.4	1.586	1.531	0.522
Child's sex				
Male	1.4	1.364	1.262	0.739
Female	1.3	1.584	0.926	0.687
Child's race/ethnicity				
American Indian or Alaska Native, non-Hispanic	†	†	†	†
Asian or Pacific Islander, non-Hispanic	3.7	†	†	1.636
Asian, non-Hispanic	3.9	†	†	1.647
Native Hawaiian or other Pacific Islander, non-Hispanic	†	†	†	†
Black, non-Hispanic	3.3	†	2.685	1.835
Hispanic	2.1	1.510	1.839	0.863
Cuban	11.7	†	†	†
Mexican, Mexican American, or Chicano	3.2	1.501	1.441	1.285
Puerto Rican	6.9	†	†	2.488
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	3.5	†	4.454	1.630
White, non-Hispanic	1.2	1.558	1.038	0.506
Two or more races, non-Hispanic	2.9	†	2.351	3.325
Family type				
Two parents or guardians	1.0	1.239	0.732	0.529
One parent or guardian	2.7	1.830	2.479	1.589
English spoken at home by parents/guardians				
Both/only parent(s)/guardian(s) speak(s) English	1.0	1.281	0.646	0.532
One of two parents/guardians speaks English	5.2	†	†	2.671
No parent/guardian speaks English	4.4	†	†	3.015
Highest education level of parents/guardians				
Less than high school	7.4	†	†	†
High school/GED	3.6	†	2.230	1.388
Vocational/technical or some college	2.2	2.257	1.153	1.086
Bachelor's degree	1.5	2.125	1.442	0.993
Graduate or professional degree	1.1	2.389	1.566	0.683
Labor force status of parents/guardians				
Two-parent/guardian family				
Both full time	1.3	1.660	0.948	0.566
One full time, one part time	2.2	†	1.270	1.044
One full time, one not in labor force	2.5	†	†	1.029
Other	4.1	†	†	7.666
Single-parent/guardian family				
Full time	3.3	†	3.223	1.322
Part time	8.3	†	†	†
Not in the labor force	6.5	†	†	†
Looking for work	13.7	†	†	†

See notes at end of table.

Table A-S4. Standard errors for table A-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 selected child and family characteristics: 2023—Continued

Characteristic	Percent with out-of-pocket expenses	Hourly out-of-pocket expense		
		Relative care	Nonrelative care	Center-based care
Region				
Northeast	2.4	†	2.498	1.390
South	1.6	1.742	1.152	0.623
Midwest	1.7	2.658	0.933	0.870
West	2.2	1.954	2.166	1.236
Household income				
$20,000 or less	3.7	†	†	1.794
$20,001–$50,000	3.0	2.194	4.805	1.302
$50,001–$75,000	3.1	3.339	1.807	0.981
$75,001–$100,000	2.5	†	1.790	0.985
$100,001 or more	1.2	1.092	0.886	0.593
Poverty status				
At or above poverty threshold	1.0	1.175	0.792	0.499
Below poverty threshold	3.0	†	†	1.495
Assistance to pay for primary care arrangement				
Parents received assistance	2.7	†	1.973	1.228
Parents did not receive assistance	0.3	0.962	0.840	0.527

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-S5. Standard errors for table A-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 selected child and family characteristics: 2023

Characteristic	Church, synagogue, or other place of worship	Public school (K–12)	Its own building	All other locations
Total	**0.8**	**0.9**	**1.1**	**0.8**
Child's age				
Less than one year	1.3	†	3.4	2.9
1–2 years	1.3	1.1	2.1	1.5
3–5 years	1.0	1.4	1.4	1.2
Child's sex				
Male	1.2	1.5	1.4	1.1
Female	1.0	1.2	1.7	1.2
Child's race/ethnicity				
American Indian or Alaska Native, non-Hispanic	†	†	†	†
Asian or Pacific Islander, non-Hispanic	2.6	3.1	4.4	4.7
Asian, non-Hispanic	2.5	3.0	4.5	4.8
Native Hawaiian or other Pacific Islander, non-Hispanic	†	†	†	†
Black, non-Hispanic	1.8	3.0	3.8	2.7
Hispanic	1.8	2.4	2.6	2.2
Cuban	†	†	†	†
Mexican, Mexican American, or Chicano	3.0	3.1	4.0	2.9
Puerto Rican	†	10.3	8.9	5.7
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	3.1	4.2	3.7	3.4
White, non-Hispanic	1.2	1.0	1.5	1.1
Two or more races, non-Hispanic	2.6	2.2	3.5	3.6
Family type				
Two parents or guardians	0.9	1.0	1.1	0.9
One parent or guardian	1.6	2.5	3.3	2.5
English spoken at home by parents/guardians				
Both/only parent(s)/guardian(s) speak(s) English	0.8	0.8	1.2	0.8
One of two parents/guardians speaks English	†	7.6	8.5	4.0
No parent/guardian speaks English	1.4	5.1	4.9	5.4
Highest education level of parents/guardians				
Less than high school	†	8.8	11.1	5.9
High school/GED	2.3	4.4	4.6	3.1
Vocational/technical or some college	2.0	2.5	2.5	1.9
Bachelor's degree	1.4	1.4	1.8	1.3
Graduate or professional degree	1.2	1.0	1.5	1.5
Labor force status of parents/guardians				
Two-parent/guardian family				
Both full time	1.1	1.3	1.6	1.0
One full time, one part time	2.1	3.0	2.9	2.7
One full time, one not in labor force	2.3	2.3	2.6	2.2
Other	3.1	5.3	4.8	5.0
Single-parent/guardian family				
Full time	1.8	2.9	3.9	2.7
Part time	2.9	8.1	12.7	7.3
Not in the labor force	†	9.1	7.1	7.7
Looking for work	†	†	†	†

See notes at end of table.

Table A-S5. Standard errors for table A-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 selected child and family characteristics: 2023—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	1.6	2.2	2.4	2.1
South	1.5	1.4	2.0	1.3
Midwest	1.6	2.1	2.1	1.7
West	1.5	1.9	2.9	2.0
Household income				
$20,000 or less	2.7	4.3	4.2	3.7
$20,001–$50,000	1.5	3.4	3.8	2.3
$50,001–$75,000	2.3	3.7	3.5	2.5
$75,001–$100,000	2.4	2.4	3.3	2.8
$100,001 or more	1.1	1.0	1.4	1.0
Poverty status				
At or above poverty threshold	0.8	1.0	1.2	0.8
Below poverty threshold	1.8	3.7	3.9	3.0
Assistance to pay for primary care arrangement				
Parents received assistance	1.5	2.2	3.6	2.4
Parents did not receive assistance	1.0	0.6	1.3	0.9
No fee for care	1.1	2.1	2.1	1.7

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-S6. Standard errors for table A-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 selected child and family characteristics: 2023

Characteristic	Reliability	Avail-ability of care provider	Qualifications of staff	Learning activities	Time with other children	Location	Cost	Recommend-ations from friends/family	Number of children in care group	Ratings on a website	Whether or not the program teaches religious content
Total	**0.8**	**1.0**	**1.0**	**1.1**	**1.0**	**1.1**	**1.1**	**1.1**	**1.2**	**1.3**	**0.8**
Arrangement type											
Relative only	1.4	2.9	2.7	3.4	3.2	2.8	2.5	3.4	2.9	3.4	1.9
Nonrelative only	1.8	2.4	3.2	3.6	3.5	3.4	3.7	3.6	3.6	3.1	1.9
Center-based only	1.0	1.3	1.3	1.2	1.1	1.4	1.8	1.4	1.6	1.6	1.1
Multiple types of arrangements	2.1	2.2	2.7	2.6	2.5	2.5	2.5	2.9	3.0	3.1	2.4
Difficulty finding desired child care program											
No difficulty	1.9	2.2	2.1	2.3	2.1	2.4	3.0	2.8	3.3	2.7	2.1
A little difficulty	1.1	2.0	2.2	1.9	2.1	2.2	2.3	2.0	2.2	2.4	1.5
Some difficulty	1.3	1.8	1.8	1.9	2.0	1.8	2.2	2.1	2.2	2.6	1.4
A lot of difficulty/Did not find the desired child care program	1.7	2.1	1.9	2.3	2.0	2.3	2.1	2.3	2.3	1.9	1.5
Child's age											
Less than one year	2.3	2.5	2.8	3.4	3.4	2.8	3.1	3.6	3.4	3.4	1.6
1–2 years	1.0	1.5	1.6	1.7	1.7	1.9	1.8	1.8	2.2	2.0	1.4
3–5 years	1.3	1.6	1.6	1.5	1.4	1.5	1.4	1.6	1.7	1.9	1.3
Child's sex											
Male	1.0	1.3	1.4	1.4	1.5	1.5	1.6	1.5	1.4	1.8	1.3
Female	1.1	1.4	1.5	1.6	1.5	1.5	1.7	1.7	1.7	1.8	1.1
Child's race/ethnicity											
American Indian or Alaska Native, non-Hispanic	†	†	†	†	†	†	†	†	†	†	†
Asian or Pacific Islander, non-Hispanic	2.7	3.2	5.7	4.9	3.9	4.5	4.3	4.7	5.0	4.3	3.2
Asian, non-Hispanic	2.6	3.3	5.7	4.9	3.9	4.7	4.4	4.9	5.0	4.3	3.3
Native Hawaiian or other Pacific Islander, non-Hispanic	†	†	†	†	†	†	†	†	†	†	†
Black, non-Hispanic	2.0	3.0	3.9	3.3	3.9	3.6	3.7	4.2	4.1	4.6	3.5
Hispanic	1.9	2.3	2.3	2.6	2.6	3.0	2.7	2.8	2.9	3.1	1.7
Cuban	†	†	†	†	†	†	†	†	†	†	†
Mexican, Mexican American, or Chicano	2.9	3.3	3.2	3.7	3.9	4.5	3.3	3.9	4.1	4.3	2.2
Puerto Rican	4.7	6.0	7.6	8.8	8.9	9.4	10.4	11.7	9.2	10.9	10.9
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	2.9	3.7	3.6	4.3	4.8	4.2	4.2	4.2	4.4	4.3	2.6
White, non-Hispanic	1.1	1.3	1.4	1.5	1.3	1.3	1.2	1.3	1.5	1.3	1.1
Two or more races, non-Hispanic	2.1	3.6	2.8	3.0	3.5	3.4	4.0	3.5	3.5	3.6	2.4
Family type											
Two parents or guardians	0.9	1.1	1.1	1.1	1.0	1.2	1.2	1.2	1.2	1.3	0.8
One parent or guardian	1.5	2.1	2.8	2.9	3.2	2.9	3.4	3.7	3.7	2.9	2.7

See notes at end of table.

Table A-S6.   Standard errors for table A-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 selected child and family characteristics: 2023—Continued

Characteristic	Reliability	Avail-ability of care provider	Qualifications of staff	Learning activities	Time with other children	Location	Cost	Recommend-ations from friends/family	Number of children in care group	Ratings on a website	Whether or not the program teaches religious content
English spoken at home by parents/guardians											
Both/only parent(s)/guardian(s) speak(s) English	0.7	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.2	1.2	0.8
One of two parents/guardians speaks English	10.1	7.7	9.5	6.2	5.8	8.8	9.1	10.5	9.1	7.4	5.8
No parent/guardian speaks English	4.1	4.4	5.7	5.5	5.5	6.6	6.2	6.9	6.9	7.0	3.6
Highest education level of parents/guardians											
Less than high school	6.8	4.7	5.7	11.3	12.8	11.2	11.5	13.0	11.1	13.6	8.0
High school/GED	5.3	3.3	4.4	4.1	5.5	4.8	4.2	5.5	5.1	4.5	4.6
Vocational/technical or some college	1.7	2.8	2.6	3.0	3.0	2.6	2.6	2.9	3.0	3.3	1.8
Bachelor's degree	1.3	1.8	1.8	1.9	1.8	1.9	2.0	2.1	2.1	2.0	1.4
Graduate or professional degree	1.1	1.6	1.7	1.5	1.4	1.5	1.5	1.5	1.4	1.5	1.0
Labor force status of parents/guardians											
Two-parent/guardian family											
Both full time	0.8	1.1	1.2	1.2	1.4	1.3	1.5	1.4	1.5	1.6	1.0
One full time, one part time	2.3	2.8	2.9	2.8	2.4	3.1	2.8	3.1	3.4	2.9	2.4
One full time, one not in labor force	2.9	4.2	3.9	3.3	3.3	3.6	4.0	3.7	3.4	4.5	2.8
Other	3.2	5.1	5.1	4.7	6.2	6.3	6.3	6.4	7.8	7.1	5.2
Single-parent/guardian family											
Full time	1.5	2.4	3.5	3.5	3.9	3.3	4.2	4.2	4.2	3.5	3.4
Part time	4.4	1.8	5.0	5.3	5.3	9.4	6.6	11.4	9.0	10.6	7.0
Not in the labor force	11.6	11.8	11.8	11.8	9.2	13.5	9.0	12.4	13.6	12.5	12.5
Looking for work	†	†	†	†	†	†	†	†	†	†	†
Region											
Northeast	1.9	2.1	2.4	2.5	2.6	2.4	2.6	2.6	2.9	3.0	2.2
South	1.1	1.6	1.7	1.8	1.8	1.7	1.9	2.1	1.9	2.1	1.6
Midwest	1.6	1.9	2.0	2.6	2.1	2.4	2.1	2.5	2.1	1.9	1.5
West	1.4	2.2	2.2	2.6	2.2	2.4	2.6	2.4	2.6	2.7	1.5
Household income											
$20,000 or less	3.6	6.9	6.4	5.5	5.5	7.3	6.1	6.2	5.8	6.5	4.8
$20,001–$50,000	2.6	3.2	3.3	3.2	3.9	3.5	3.4	4.1	4.1	4.5	3.0
$50,001–$75,000	3.1	3.2	2.9	3.3	3.2	3.6	3.7	3.5	3.6	3.8	2.9
$75,001–$100,000	2.0	2.6	2.7	3.2	3.5	3.1	2.9	3.2	3.1	3.4	2.1
$100,001 or more	0.9	1.3	1.4	1.4	1.2	1.4	1.5	1.4	1.6	1.5	1.1

See notes at end of table.

Table A-S6. Standard errors for table A-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 selected child and family characteristics: 2023—Continued

Characteristic	Reliability	Avail-ability of care provider	Qualifications of staff	Learning activities	Time with other children	Location	Cost	Recommend-ations from friends/family	Number of children in care group	Ratings on a website	Whether or not the program teaches religious content
Poverty status											
At or above poverty threshold	0.8	1.1	1.0	1.1	1.0	1.2	1.2	1.2	1.2	1.3	0.8
Below poverty threshold	2.7	4.3	4.3	4.5	4.7	4.9	4.0	5.5	5.9	5.2	3.5
Assistance to pay for primary care arrangement											
Parents received assistance (for one or more arrangements)	1.8	2.5	3.1	3.0	3.7	3.6	4.4	3.7	4.2	4.7	3.1
Parents did not receive assistance	1.0	1.2	1.2	1.2	1.2	1.2	1.3	1.4	1.4	1.5	1.0
No fee for care	1.8	2.3	2.3	2.6	2.7	2.4	2.0	2.9	2.6	2.5	1.9

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-S7. Standard errors for table A-7: Among children birth through age 5 and not yet in kindergarten, percentage of children whose parents searched for care, and percentage distribution of children whose parents reported varying degrees of difficulty finding child care or did not find care, by selected child and family characteristics: 2023

Characteristic	Percentage of children whose parents searched for care	Reported degree of difficulty finding care				
		No difficulty	A little difficulty	Some difficulty	A lot of difficulty	Did not find the child care program they wanted
Total	**0.7**	**0.9**	**0.8**	**1.0**	**0.9**	**1.0**
Arrangement type						
Relative only	2.2	2.1	1.6	3.1	3.6	2.4
Nonrelative only	3.6	2.3	3.1	3.2	3.4	2.3
Center-based only	1.1	1.4	1.2	1.5	1.1	0.5
Multiple types of arrangements	2.3	1.9	2.2	3.0	2.3	1.3
No nonparental arrangement	1.3	1.6	1.7	1.7	1.7	2.8
Child's age						
Less than one year	1.7	1.6	1.9	2.4	2.7	3.0
1–2 years	1.2	1.6	1.2	1.5	1.4	1.3
3–5 years	1.1	1.1	1.4	1.7	1.1	1.3
Child's sex						
Male	1.1	1.0	1.2	1.5	1.2	1.5
Female	1.2	1.3	1.2	1.4	1.4	1.1
Child's race/ethnicity						
American Indian or Alaska Native, non-Hispanic	7.6	†	†	†	†	†
Asian or Pacific Islander, non-Hispanic	2.7	3.4	3.3	3.1	2.3	2.9
Asian, non-Hispanic	2.7	3.5	3.3	3.1	2.4	2.9
Native Hawaiian or other Pacific Islander, non-Hispanic	†	†	†	†	†	†
Black, non-Hispanic	3.0	3.4	2.7	3.4	2.8	5.6
Hispanic	1.5	1.8	2.0	2.1	2.3	1.7
Cuban	10.6	†	†	†	†	†
Mexican, Mexican American, or Chicano	1.9	2.3	1.8	3.0	2.8	2.3
Puerto Rican	6.1	7.4	8.0	7.0	7.7	†
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	2.7	3.0	4.0	3.7	2.8	3.1
White, non-Hispanic	1.0	1.1	1.1	1.2	1.2	0.9
Two or more races, non-Hispanic	2.4	2.4	2.3	2.8	2.3	2.6
Family type						
Two parents or guardians	0.6	0.9	0.9	1.0	0.9	0.9
One parent or guardian	2.3	2.8	2.1	2.8	2.5	2.8
English spoken at home by parents/guardians						
Both/only parent(s)/guardian(s) speak(s) English	0.8	0.9	0.9	1.1	1.0	1.1
One of two parents/guardians speaks English	4.2	6.1	4.6	5.0	3.6	3.9
No parent/guardian speaks English	3.0	5.7	4.2	3.7	3.5	3.4
Highest education level of parents/guardians						
Less than high school	3.9	9.6	5.3	7.1	4.2	9.6
High school/GED	2.0	2.4	3.2	3.2	3.7	3.2
Vocational/technical or some college	1.7	1.4	1.5	2.2	1.8	1.8
Bachelor's degree	1.1	1.4	1.4	1.5	1.5	1.1
Graduate or professional degree	1.1	1.2	1.3	1.3	1.2	0.8

See notes at end of table.

Table A-S7. Standard errors for table A-7: Among children birth through age 5 and not yet in kindergarten, percentage of children whose parents searched for care, and percentage distribution of children whose parents reported varying degrees of difficulty finding child care or did not find care, by selected child and family characteristics: 2023

Characteristic	Percentage of children whose parents searched for care	Reported degree of difficulty finding care				
		No difficulty	A little difficulty	Some difficulty	A lot of difficulty	Did not find the child care program they wanted
Labor force status of parents/guardians						
Two-parent/guardian family						
Both full time	1.1	1.0	1.2	1.4	1.2	0.8
One full time, one part time	2.0	2.1	2.6	2.6	2.4	1.4
One full time, one not in labor force	1.1	2.3	2.0	2.1	1.9	2.3
Other	2.8	3.0	4.9	3.4	2.9	4.9
Single-parent/guardian family						
Full time	2.6	2.9	2.3	3.1	3.0	2.3
Part time	5.9	12.7	6.7	5.3	8.4	2.3
Not in the labor force	5.5	11.2	6.4	8.2	5.9	†
Looking for work	8.0	†	10.4	14.3	8.9	†
Region						
Northeast	2.2	1.7	2.0	2.4	2.0	2.2
South	1.2	1.5	1.2	1.6	1.3	1.4
Midwest	1.5	1.6	1.6	1.9	1.7	1.7
West	1.6	1.7	1.8	1.8	2.0	1.6
Household income						
$20,000 or less	3.0	2.1	3.6	5.0	4.1	7.9
$20,001–$50,000	1.8	3.2	2.5	2.7	2.5	2.7
$50,001–$75,000	1.7	2.3	1.9	2.6	2.5	2.9
$75,001–$100,000	2.2	2.1	3.2	2.7	2.5	2.3
$100,001 or more	0.9	1.1	1.2	1.3	1.1	0.6
Poverty status						
At or above poverty threshold	0.6	0.9	0.8	1.1	1.0	0.8
Below poverty threshold	2.2	3.4	2.7	3.4	2.6	4.6

† Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-S8. Standard errors for table A-8: 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 selected child and family characteristics: 2023

Characteristic	Lack of open slots for new children	Cost	Quality	Looking for specific hours or schedule	Location	All other reasons
Total	**1.1**	**1.0**	**0.7**	**0.6**	**0.7**	**0.7**
Arrangement type						
Relative only	2.9	3.0	2.2	1.5	1.6	1.8
Nonrelative only	4.4	3.7	1.8	1.6	2.6	1.9
Center-based only	1.6	1.5	0.9	0.8	1.0	1.0
Multiple types of arrangements	3.1	2.5	1.7	1.7	2.1	1.6
No nonparental arrangement	1.8	2.6	1.9	1.6	0.8	1.6
Difficulty finding desired child care program						
A little difficulty	2.1	2.0	1.1	0.9	1.4	1.0
Some difficulty	1.8	1.6	1.2	0.8	1.0	1.2
A lot of difficulty/Did not find the desired child care program	1.6	1.8	1.6	1.3	0.9	1.1
Child's age						
Less than one year	2.5	2.3	3.1	0.7	1.0	1.0
1–2 years	1.8	1.7	1.1	1.2	0.8	1.2
3–5 years	1.7	1.7	0.9	0.8	1.1	1.1
Child's sex						
Male	1.7	1.6	0.9	1.1	1.0	1.0
Female	1.5	1.4	1.1	0.7	0.6	1.0

See notes at end of table.

Table A-S8. Standard errors for table A-8: 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 selected child and family characteristics: 2023—Continued

Characteristic	Lack of open slots for new children	Cost	Quality	Looking for specific hours or schedule	Location	All other reasons
Child's race/ethnicity						
American Indian or Alaska Native, non-Hispanic	†	†	†	†	†	†
Asian or Pacific Islander, non-Hispanic	3.4	4.6	2.9	2.3	1.2	3.0
Asian, non-Hispanic	3.5	4.6	3.0	2.4	1.2	3.1
Native Hawaiian or other Pacific Islander, non-Hispanic	†	†	†	†	†	†
Black, non-Hispanic	3.3	4.5	3.4	3.2	2.5	2.3
Hispanic	2.5	2.5	1.5	0.8	1.2	1.6
Cuban	†	†	†	†	†	†
Mexican, Mexican American, or Chicano	2.9	3.5	2.4	1.3	1.3	2.2
Puerto Rican	8.8	9.5	†	†	†	4.3
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	4.7	4.7	2.4	1.3	1.5	2.6
White, non-Hispanic	1.3	1.1	0.7	0.6	0.6	0.9
Two or more races, non-Hispanic	3.2	3.6	3.6	1.2	1.9	1.5
Family type						
Two parents or guardians	1.2	1.1	0.8	0.5	0.6	0.8
One parent or guardian	3.3	3.6	1.2	3.3	2.5	1.4
English spoken at home by parents/guardians						
Both/only parent(s)/guardian(s) speak(s) English	1.2	1.1	0.8	0.6	0.6	0.7
One of two parents/guardians speaks English	5.2	6.4	3.3	†	†	4.5
No parent/guardian speaks English	3.9	5.0	2.3	1.8	3.4	4.3
Highest education level of parents/guardians						
Less than high school	7.4	10.8	†	†	6.6	5.6
High school/GED	4.2	4.0	†	2.5	3.2	2.5
Vocational/technical or some college	2.5	2.5	1.8	0.7	1.2	2.1
Bachelor's degree	1.5	1.8	1.3	0.9	0.7	0.9
Graduate or professional degree	1.6	1.3	1.0	0.8	0.5	1.1

See notes at end of table.

Table A-S8.   Standard errors for table A-8: 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 selected child and family characteristics: 2023—Continued

	Primary reason for difficulty finding care					
Characteristic	Lack of open slots for new children	Cost	Quality	Looking for specific hours or schedule	Location	All other reasons
Labor force status of parents/guardians						
Two-parent/guardian family						
Both full time	1.6	1.4	0.9	0.6	0.5	0.9
One full time, one part time	3.0	2.8	1.9	1.3	†	1.7
One full time, one not in labor force	2.1	2.7	1.9	0.8	1.8	2.2
Other	5.2	4.6	4.2	2.3	3.1	3.4
Single-parent/guardian family						
Full time	4.2	4.4	1.7	1.9	3.5	1.5
Part time	8.5	9.5	†	†	†	†
Not in the labor force	11.7	7.5	†	†	†	4.5
Looking for work	†	†	†	†	†	†
Region						
Northeast	2.2	2.6	1.4	2.5	1.8	1.6
South	1.7	1.8	1.7	0.8	1.1	1.0
Midwest	2.7	2.3	1.2	1.1	1.2	1.9
West	2.1	2.4	1.6	0.7	0.8	1.3
Household income						
$20,000 or less	5.6	5.3	3.9	†	2.3	3.1
$20,001–$50,000	2.6	3.4	1.7	1.6	3.0	2.6
$50,001–$75,000	3.2	3.5	1.7	1.3	1.3	2.1
$75,001–$100,000	3.5	3.4	2.1	1.2	1.2	1.7
$100,001 or more	1.5	1.3	0.9	0.7	0.7	0.9
Poverty status						
At or above poverty threshold	1.2	1.1	0.7	0.4	0.7	0.7
Below poverty threshold	3.5	3.9	2.3	3.6	1.6	3.1

See notes at end of table.

Table A-S8. **Standard errors for table A-8: 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 selected child and family characteristics: 2023—Continued**

Characteristic	Primary reason for difficulty finding care					
	Lack of open slots for new children	Cost	Quality	Looking for specific hours or schedule	Location	All other reasons
Assistance to pay for primary care arrangement						
Parents received assistance (for one or more arrangements)	4.0	3.7	2.2	1.7	4.2	1.6
Parents did not receive assistance	1.6	1.2	0.8	0.7	0.7	0.8
No fee for care	2.5	2.8	2.3	1.6	1.2	2.3

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2023 National Household Education Surveys Program (ECPP-NHES:2023).

Table A-S9. **Standard errors for table A-9: 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 selected child and family characteristics: 2023**

Characteristic	Read to child	Told a story	Taught letters, words, or numbers	Sang songs	Worked on arts and crafts
Total	**0.9**	**1.1**	**1.3**	**1.1**	**1.3**
Arrangement type					
Relative only	4.7	3.8	4.3	5.1	4.3
Nonrelative only	5.3	5.2	10.1	8.1	8.4
Center-based only	1.1	1.5	1.7	1.5	1.5
Multiple types of arrangements	2.4	2.7	3.0	2.8	2.8
No nonparental arrangement	1.9	2.5	2.7	2.3	2.8
Child's sex					
Male	1.0	1.9	1.8	1.5	1.9
Female	1.4	1.7	1.7	1.5	1.7
Child's race/ethnicity					
American Indian or Alaska Native, non-Hispanic	†	†	†	†	†
Asian or Pacific Islander, non-Hispanic	4.1	4.5	2.9	3.2	4.5
Asian, non-Hispanic	4.3	4.6	3.1	3.3	4.6
Native Hawaiian or other Pacific Islander, non-Hispanic	†	†	†	†	†
Black, non-Hispanic	3.2	3.6	3.7	3.4	4.5
Hispanic	2.2	2.3	2.4	2.4	2.3
Cuban	†	†	†	†	†
Mexican, Mexican American, or Chicano	3.1	3.2	3.3	3.6	2.9
Puerto Rican	6.1	8.0	9.2	9.6	8.9
Another Hispanic, Latino, or Spanish origin, or more than one Hispanic, Latino, or Spanish origin	2.8	4.1	3.4	3.1	3.9
White, non-Hispanic	0.9	1.6	1.5	1.4	1.8
Two or more races, non-Hispanic	3.0	4.3	4.6	3.6	4.3
Family type					
Two parents or guardians	1.0	1.3	1.4	1.3	1.4
One parent or guardian	2.4	3.2	2.5	2.4	2.5
English spoken at home by parents/guardians					
Both/only parent(s)/guardian(s) speak(s) English	0.8	1.2	1.4	1.2	1.5
One of two parents/guardians speaks English	6.2	4.9	7.3	6.8	6.1
No parent/guardian speaks English	4.5	3.9	3.5	4.9	3.9
Highest education level of parents/guardians					
Less than high school	5.6	6.1	6.2	6.0	5.9
High school/GED	2.5	3.2	2.3	3.2	3.0
Vocational/technical or some college	1.8	2.7	2.5	1.9	2.8
Bachelor's degree	1.6	1.9	2.2	1.8	2.1
Graduate or professional degree	1.1	2.1	1.9	1.8	1.9

See notes at end of table.

Table A-S9. **Standard errors for table A-9: 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 selected child and family characteristics: 2023—Continued**

Characteristic	Read to child	Told a story	Taught letters, words, or numbers	Sang songs	Worked on arts and crafts
Labor force status of parents/guardians					
Two-parent/guardian family					
Both full time	1.6	1.7	1.7	1.8	2.0
One full time, one part time	2.4	2.9	3.4	2.3	3.4
One full time, one not in labor force	1.8	2.5	2.3	2.0	2.5
Other	3.6	4.6	4.4	5.0	5.6
Single-parent/guardian family					
Full time	2.9	3.8	3.2	3.0	3.0
Part time	4.6	6.8	8.7	7.1	6.4
Not in the labor force	7.1	6.4	6.0	5.8	5.8
Looking for work	†	†	†	†	†
Region					
Northeast	1.9	3.1	3.2	2.8	2.9
South	1.5	2.1	1.9	1.7	2.2
Midwest	1.8	2.6	2.2	2.6	2.4
West	2.0	2.6	2.6	2.2	2.4
Household income					
$20,000 or less	3.5	4.0	3.8	4.2	4.4
$20,001–$50,000	2.6	2.8	2.6	2.5	2.7
$50,001–$75,000	2.3	3.6	2.8	2.9	3.2
$75,001–$100,000	3.2	3.7	4.3	3.5	4.4
$100,001 or more	1.1	1.6	1.9	1.6	1.7
Poverty status					
At or above poverty threshold	0.9	1.3	1.4	1.3	1.4
Below poverty threshold	2.6	3.0	2.8	2.9	3.1
Assistance to pay for primary care arrangement					
Parents received assistance (for one or more arrangements)	3.5	4.1	3.6	4.0	4.5
Parents did not receive assistance	1.1	1.6	1.8	1.5	1.6
No fee for care	2.0	2.3	2.1	2.2	2.2

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2023 National Household Education Surveys Program (ECPP-NHES:2023).

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 (ECPP) Survey of the 2023 NHES. Earlier administrations of the NHES—in 1991, 1995, 1999, 2001, 2005, 2012, 2016, and 2019—also focused on early childhood program participation.

The ECPP data collection was conducted by the U.S. Census Bureau, from January through August of 2023. 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 2023: Data File User's Manual* (Wan et al., forthcoming).

The NHES:2023 sample was selected using a two-stage address-based sampling frame. The first sampling stage selected residential addresses. To increase the number of Black and Hispanic households in the sample, census tracts with higher percentages of Black and Hispanic households were sampled at a higher rate than other census tracts. Also, to increase the number of households with children, households predicted to have any eligible children were sampled at higher rates than those predicted not to have any eligible children. 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 non-response follow-up and for a small experiment.

The NHES:2023 included two topical survey instruments: the Parent and Family Involvement Survey (PFI), and the ECPP. 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 ECPP survey or the PFI survey.

Because ECPP-eligible children comprise a smaller portion of the population than the kindergarten through grade 12 children who are eligible for the PFI, differential sampling in households with children in both domains was applied to ensure a sufficient sample size for the ECPP survey. The differential probabilities of selection (for households overall and within households) are accounted for in the NHES weighting methodology. The ECPP sample is nationally representative of all noninstitutionalized children in the 50 states and the District of Columbia between birth and age 6. The tables in this report, however, are for children between birth and 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 ECPP questionnaire was a parent or guardian in the household who knew about the sampled child. The respondent was asked detailed questions about the sampled child's current nonparental care arrangements; finding and choosing care for the child; family activities; and things the child may be learning. The respondent was also asked 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 households that did not respond to the first invitation that was mailed to them. Survey materials (both paper and online) were offered in both English and Spanish. ECPP questionnaires were completed for 7,787 children from birth through age 6 and not yet enrolled in kindergarten. The total number of ECPP cases used in this report was 7,775, representing a population in 2023 of approximately 20 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: nonsampling errors and sampling 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:2023 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 probability 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, 40 percent of children under the age of one received at least one weekly nonparental care arrangement (table A-1). Since this figure has an estimated standard error of 1.7, the estimated 95 percent confidence interval is approximately 37 to 43 percent [40 +/– (1.96*1.7)]. 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

To produce unbiased and consistent estimates representing national totals rather than sample characteristics, all of the analyses 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 sampled children. In addition to weighting the responses, special procedures for estimating the standard errors of the estimates were employed because the NHES:2023 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 18 software and the jackknife option (jkrweight) 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:2023 collection, an initial invitation to complete a screener questionnaire was sent to all sampled households to determine if any eligible children resided in the household. Screener questionnaires were completed by 104,912 households, for a weighted screener unit response rate of 60.7 percent. ECPP questionnaires were completed for 7,787 children, for a weighted ECPP unit response rate of 88.4 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 53.7 percent.

Bias Analysis

NCES statistical standards require a bias analysis be conducted if the response rate at any phase of data collection falls below 85 percent. The NHES:2023 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 the 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:2023 estimates. First, characteristics of the full sample of NHES:2023 addresses were compared with 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 U.S. 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, with 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 with 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 with 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 with 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 8 of the *National Household Education Surveys Program of 2023: Data File User's Manual* (Wan et al., forthcoming) 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. Five estimates for the ECPP topical survey showed bias prior to the nonresponse weighting adjustments: the "other race/likely-child" screener stratum, two estimates of mode of survey response, and two 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 6.7 percent to 0 percent, corresponding to a reduction from 5 estimates to 0 estimates showing bias.

Key survey estimates were also compared between early and late respondents at both the screener and topical phases. The subgroups with the highest percent relative difference between early and late topical respondents for the ECPP were children with no household internet access (225.3 percent relative difference), children for whom it took longer than 30 minutes to get from their home to a relative's home to receive regular care (66.5 percent relative difference), and children for whom it took between 20 and 30 minutes to get from their home to a relative's home

to receive relative care (61.3 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 similar to nonresponders than to 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:2023 data. The results from these comparisons indicate that NHES survey estimates are comparable with other data sources and can be found in the NHES:2023 data file user's manual (Wan et al., forthcoming).

Statistical Tests

Comparisons of proportions were tested using Student's *t* statistic. Differences between proportions were tested against the probability of a Type I error[5] 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 proportions[6] 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.

Some comparisons may require a Student's *t* test of differences between dependent proportions, in which instances the following formula should be used:

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

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

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[5] 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.
[6] 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.

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 underlying population no more than 1 time out of 20.[7] 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.

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[7] 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 in this appendix. 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 (e.g., 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 (AGE2022) is the sampled child's age as of December 31, 2022. 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 screener or topical survey. The value from the screener questionnaire is used, where possible; when a screener value is not available, the value from the topical survey is used.

Child's race/ethnicity: RACEETH2 indicates the race and ethnicity of the sampled child. This measure was derived from CWHITE, CBLACK, CAMIND, CASIAN, CPACI, CRACEOTH, and CHISPANX.

The values of RACEETH2 are as follows:

1 = White, non-Hispanic
2 = Black, non-Hispanic
3 = Mexican, Mexican American, or Chicano
4 = Puerto Rican
5 = Cuban
6 = Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin
7 = Asian, non-Hispanic
8 = Native Hawaiian or other Pacific Islander, non-Hispanic
9 = American Indian or Alaska Native, non-Hispanic
10 = All other races and multiple races, non-Hispanic

Cases for which the respondent indicated that the child is both Asian and Native Hawaiian or other Pacific Islander are included in the "All other races and multiple races, non-Hispanic" category.

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: HHPARN23_BRD is derived from P2GUARD and indicates whether the child lives with two parents or guardians or with a single parent/guardian. Two-parent households include those with same-sex partners, partners of parents, and or any individual identified by the responding parent as a parent or guardian.

The values for HHPARN23_BRD are as follows:

1 = Two parents or guardians
2 = Single 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, HHPARN23_BRD, 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 PAR1EMPL and PAR2EMPL, which provide employment information on the parents/guardians in the household and HHPARN23_BRD, which identifies the number of parents/guardians in a household.

The values for PAR1EMPL and PAR2EMPL are as follows:

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

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 other than 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.

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 2022 U.S. Census poverty thresholds. A household is determined to be "below poverty threshold" based on both its size and income (see 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 (ECPP) 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 $40,000 (TTLHHINC = 1, 2, 3, 4)
6	Less than or equal to $40,000 (TTLHHINC = 1, 2, 3, 4)
7	Less than or equal to $50,000 (TTLHHINC = 1, 2, 3, 4, 5)
8	Less than or equal to $50,000 (TTLHHINC = 1, 2, 3, 4, 5)
9+	Less than or equal to $60,000 (TTLHHINC = 1, 2, 3, 4, 5, 6)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the 2023 National Household Education Surveys Program (ECPP-NHES:2023). U.S. Census Bureau, Poverty Thresholds for 2022 by Size of Family and Number of Related Children Under 18 Years, retrieved October 10, 2023, 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 (RCFEE), nonrelative (NCFEE), and center-based (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 A-2, A-3, A-4, and A-5):

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

Multiple primary arrangements (tables A-1, A-6, and A-8):

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 is specifically found in tables A-6, A-7, A-8, and A-9 of this report and 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 table A-6, as that table examines only children who are in weekly nonparental care arrangements.

Difficulty finding desired child care program: This variable is specifically found in tables A-6 and A-8 of this report and was derived using the variable PPDIFCLT. In table A-8, 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 (tables A-6 and A-7 only)
2 = A little difficulty
3 = Some difficulty
4 = A lot of difficulty/Did not find the type of child care program I wanted

Column Variables

Table A-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—i.e., 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—e.g., day care centers, preschools, and prekindergartens—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 A-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 A-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 A-1, the center-based care arrangement was collapsed into a dichotomous variable, regardless of the number of center-based care arrangements.

Table A-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 MOSTHRSX

indicates the primary nonparental care or program arrangement in which the child spends the most hours per week. MOSTHRSX is derived using the variables RCWEEK, NCWEEK, CPWEEKX, RCPLACE, NCPLACE, RCHRS, NCHRS, and CPHRS.

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

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

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

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.

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 CDOBYY).

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 and the average age at which the child started in that care arrangement.

Table A-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). 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 A-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; (9) Center, type of location not specified; and (10) a home. The final two categories were derived from the "some other place – Specify" responses. 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," "a home," "preschool/Headstart," and "work/office" were combined into an "All other locations" category because of insufficient sample sizes for stable estimates.

Table A-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 A-7: Difficulty finding care

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 "a lot of difficulty," "some difficulty," "a little difficulty," "no difficulty," and "did not find the type of child care program I wanted."

Table A-8: 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 type of child care program I wanted," "a lot of difficulty," "some difficulty," "a little 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," "child has a special need and could not find appropriate care," "looking for specific hours or schedule," "challenges receiving financial assistance," "age requirements of the child care," and "other reason." The categories "needed a program for children with special needs," "challenges receiving financial assistance," "age requirements of the child care," and "other reason" were combined into the "All other reasons" category because of insufficient sample sizes for stable estimates.

Table A-9: 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

Wan, C., McMillan, A., Xia, J., Battle, D., Kincel, B., and Cox, C. (forthcoming). *National Household Education Surveys Program of 2023: Data File User's Manual* (NCES 2024-XXX). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.