

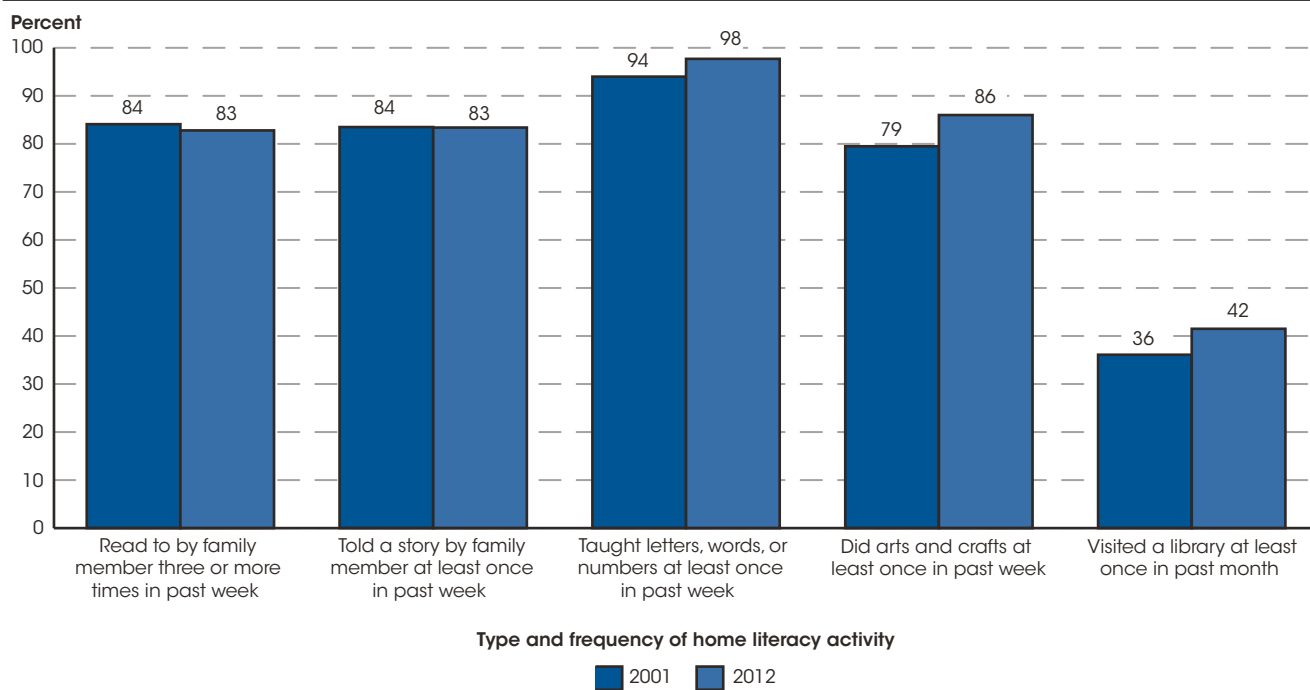
Home Literacy Activities With Young Children

In 2012, some 83 percent of children ages 3 to 5 who were not yet in kindergarten were read to by a family member three or more times in the past week; 98 percent were taught letters, words, or numbers by a family member at least once in the past week; and 42 percent visited a library with a family member at least once in the past month.

Literacy development begins early, long before children enter formal instruction in reading and writing (Nord, Lennon, Liu, and Chandler, 2000).¹ Parents and other family members can engage in home literacy activities with their children in different ways, such as by reading;

telling stories; teaching letters, words, or numbers; or visiting a library. This indicator presents parent-reported information on the extent to which 3- to 5-year-olds who are not yet enrolled in kindergarten engage with a family member in literacy activities at home.

Figure 1. Percentage of 3- to 5-year-olds not yet enrolled in kindergarten who participated in home literacy activities with a family member, by type and frequency of activity: 2001 and 2012



NOTE: All information is based on parent reports. National Household Education Surveys Program (NHES): 2012 was a self-administered paper-and-pencil questionnaire that was mailed to respondents, whereas NHES administrations prior to 2012 were administered by telephone with an interviewer. Measurable differences in estimates between 2012 and prior years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Early Childhood Program Participation Survey" (ECP:2001 and 2012) of the National Household Education Surveys Program. See *Digest of Education Statistics 2014*, table 207.10.

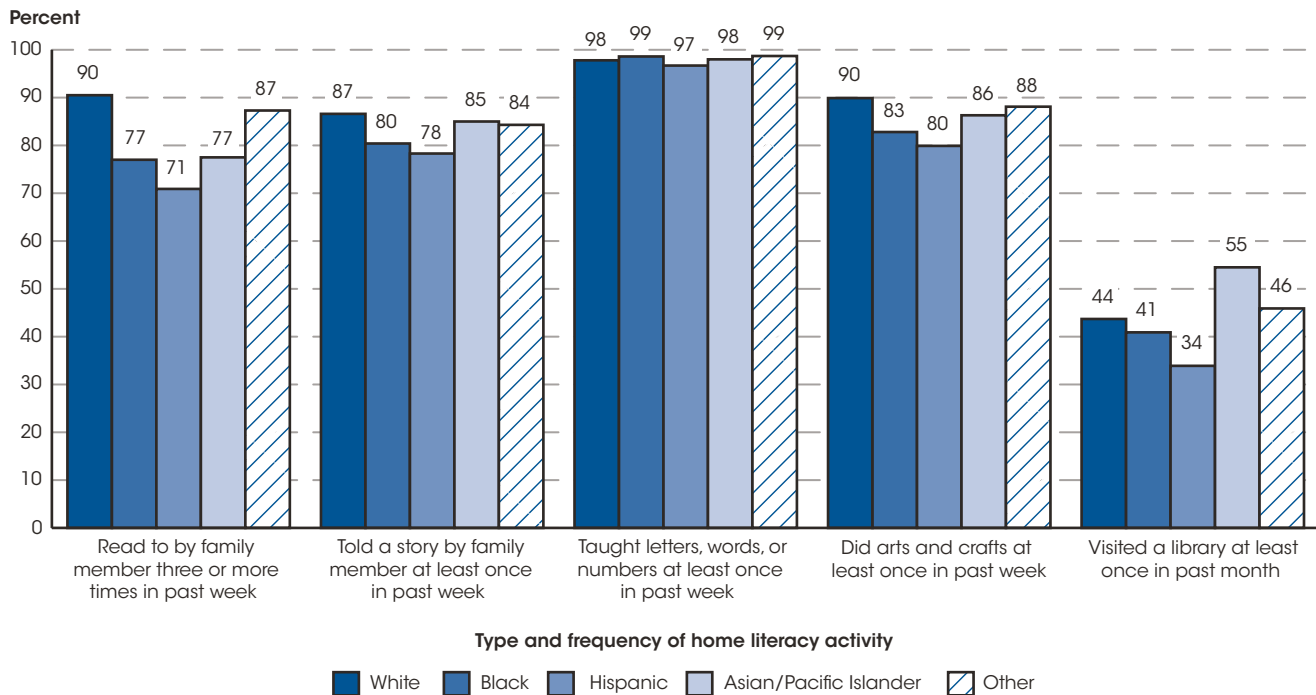
Based on parent reports in 2012, many young children engaged in home literacy activities with members of their family. In the week before the survey was conducted, some 83 percent of children ages 3 to 5 who were not yet enrolled in kindergarten were read to by a family member three or more times. Also, 98 percent were taught letters, words, or numbers; 86 percent did arts and crafts; and 83 percent were told a story by a family member at least once in the past week. In 2012, some 42 percent of children ages 3 to 5 visited a library with a family member at least once in the month before the survey.

Family engagement in home literacy experiences was higher in 2012 than in 2001 for three types of activities: being taught letters, words, or numbers at least once in the past week (98 percent vs. 94 percent), doing arts and crafts at least once in the past week (86 percent vs. 79 percent), and visiting a library at least once in the past month (42 percent vs. 36 percent).² On the other hand, the percentages of children who were read to three or more times in the past week or who were told a story at least once in the past week were not measurably different between 2001 and 2012.

Few measurable differences were observed regarding families' involvement in home literacy activities in 2012 by child's age or sex. Higher percentages of 4-year-olds (43 percent) and 5-year-olds (49 percent) than of 3-year-

olds (38 percent) visited a library with a family member in the past month. A higher percentage of females (88 percent) than males (84 percent) did arts and crafts with a family member in the past week.

Figure 2. Percentage of 3- to 5-year-olds not yet enrolled in kindergarten who participated in home literacy activities with a family member, by type and frequency of activity and child's race/ethnicity: 2012



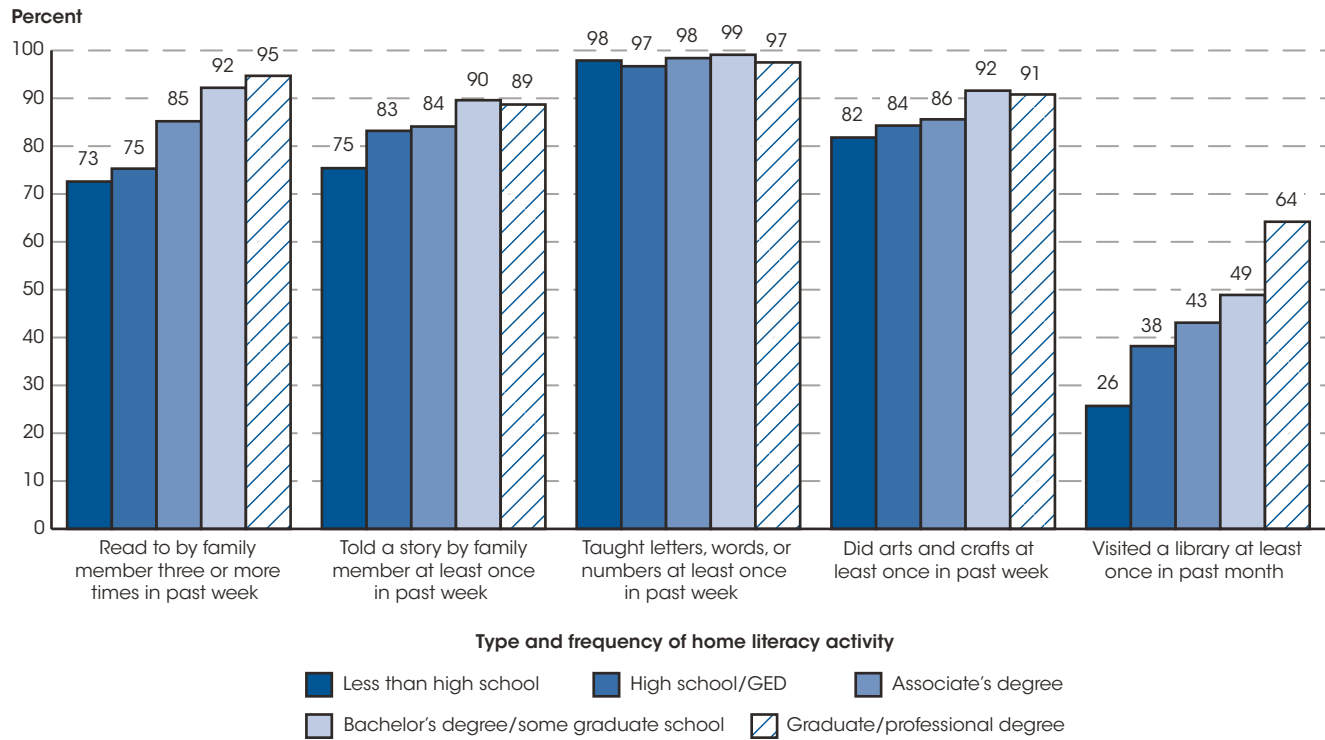
NOTE: All information is based on parent reports. Race categories exclude persons of Hispanic ethnicity. The "Other" race/ethnicity category includes children of a race/ethnicity group other than White, Black, Hispanic, and Asian/Pacific Islander; children of Two or more races; and children whose race/ethnicity was not reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Early Childhood Program Participation Survey" (ECP:2012) of the National Household Education Surveys Program. See *Digest of Education Statistics 2014*, table 207.10.

Families' involvement in home literacy activities in 2012 differed by race/ethnicity. For example, the percentage of 3- to 5-year-olds not yet in kindergarten who were read to by a family member three or more times in the past week was higher for those children who were White (90 percent) than for those who were Black (77 percent), Hispanic (71 percent), and Asian/Pacific Islander (77 percent). The percentage of children who visited a library with a family member at least once in the past month was higher for those children who were Asian/Pacific Islander (55 percent) than for those who were

White (44 percent), Black (41 percent), and Hispanic (34 percent). The percentage of children who did arts and crafts with a family member at least once in the past week was lower for those children who were Hispanic (80 percent) than for those who were White (90 percent), Black (83 percent), and Asian/Pacific Islander (86 percent). The percentage of White children who were taught letters, words, or numbers at least once in the past week was not measurably different from the percentage of Black, Hispanic, and Asian/Pacific Islander children.

Figure 3. Percentage of 3- to 5-year-olds not yet enrolled in kindergarten who participated in home literacy activities with a family member, by type and frequency of activity and mother's highest level of education: 2012

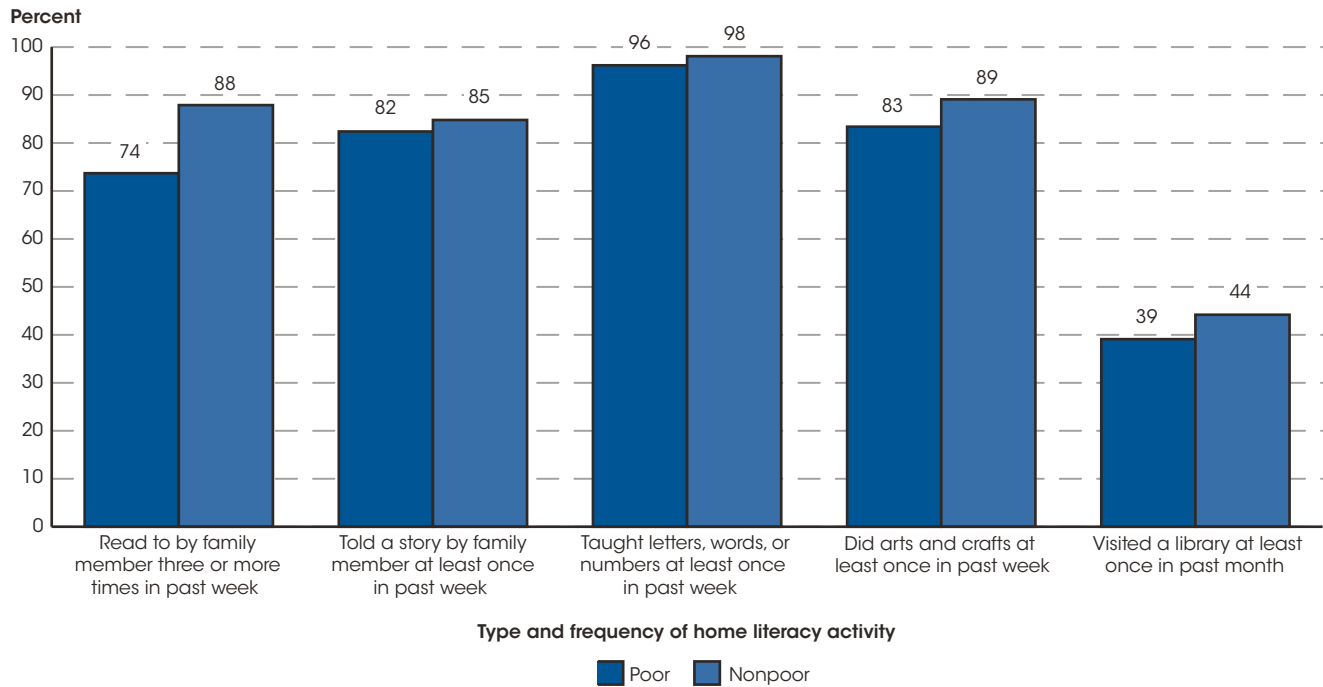


NOTE: All information is based on parent reports. Excludes children living in households with no mother or female guardian present.
SOURCE: U.S. Department of Education, National Center for Education Statistics, "Early Childhood Program Participation Survey" (ECP:2012) of the National Household Education Surveys Program. See *Digest of Education Statistics 2014*, table 207.10.

In general, families' participation in home literacy activities in 2012 was higher for 3- to 5-year-olds not yet in kindergarten whose mothers had a bachelor's or a graduate/professional degree than for those whose mothers did not complete high school or only had completed high school. For example, the percentage of children who were read to by a family member three or more times in the

past week was 92 percent for children whose mothers had a bachelor's degree and 95 percent for those whose mothers had a graduate degree, compared with 73 percent for children whose mothers did not complete high school and 75 percent for those whose mothers only had completed high school.

Figure 4. Percentage of 3- to 5-year-olds not yet enrolled in kindergarten who participated in home literacy activities with a family member, by type and frequency of activity and family's poverty status: 2012



NOTE: All information is based on parent reports. Poverty status is defined in terms of the Census Bureau's poverty threshold, a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2012, the poverty threshold for a family of four with two children was \$23,283. Poor children are those with family incomes below the poverty threshold; near-poor children are those with family incomes ranging from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those with family incomes at or above 200 percent of the poverty threshold. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Early Childhood Program Participation Survey" (ECP:2012) of the National Household Education Surveys Program. See *Digest of Education Statistics 2014*, table 207.10.

In addition, families' involvement in three types of home literacy activities in 2012 was higher for children from nonpoor families than for children from poor families. About 88 percent of children ages 3 to 5 who were not yet enrolled in kindergarten from nonpoor families, compared with 74 percent of children from poor families, were read to by a family member three or more times in the past

week. Similarly, 98 percent of children from nonpoor families, compared with 96 percent from poor families, were taught letters, words, or numbers at least once in the past week; and 89 percent of children from nonpoor families, compared with 83 percent of children from poor families, did arts and crafts with a family member at least once in the past week.

Endnotes:

¹ Nord, C.W., Lennon, J., Liu, B., and Chandler, K. (2000). *Home Literacy Activities and Signs of Children's Emerging Literacy, 1993 and 1999* (NCES 2000-026). U.S. Department of Education, Institute of Education Sciences. Washington, DC: National Center for Education Statistics.

² National Household Education Surveys Program (NHES): 2012 was a self-administered paper-and-pencil questionnaire that was mailed to respondents, whereas NHES administrations prior to 2012 were administered by telephone with an interviewer. Measurable differences in estimates between 2012 and prior years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail.

Reference tables: *Digest of Education Statistics 2014*, table 207.10