

A Child's Day: Parental Interaction, School Engagement, and Extracurricular Activities: 2014

Current Population Reports

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INTRODUCTION

Children's lives are shaped by their experiences in school and in extracurricular activities—both of which are sources of learning, identity formation, and socialization. This report uses a number of indicators to portray aspects of children's well-being, primarily as it relates to involvement in school and extracurricular activities. The report also explores other aspects of children's lives, such as parental engagement in reading, outings, and shared dinners. The findings come from Wave 1 of the 2014 Survey of Income and Program Participation (SIPP).^{1 2}

This report first presents estimates related to household and family characteristics, showing different types of family situations in which children live, how many live in poverty, and other social and demographic characteristics. Next, we discuss parental interaction, providing estimates for the frequency in which children are read to, go on outings, and have shared dinner time with a parent. We then turn to children's extracurricular activities, analyzing historical trends in activities, differences in involvement by poverty status, and estimates for the number of children who participate in multiple extracurricular activities and in religious activities. Finally, we explore school experiences by first looking at school

SURVEY OF INCOME AND PROGRAM PARTICIPATION 2014 CHILD WELL-BEING DATA

The SIPP collects information on a variety of child well-being indicators to illustrate what children experience on a daily basis, including differences in family living arrangements and economic and social environments. There is a section of the survey that asks questions specific to child well-being, such as performance in school, participation in extracurricular activities, and parental engagement (see Appendix A for survey questions and measures used in this report). The SIPP was redesigned for the 2014 Panel to be less time intensive for respondents. For questions about extracurricular activities and school experiences (expulsion/grade repetition/gifted classes), a parent is asked if each item applies to any children, and then a follow-up question identifies which child. For questions about parental engagement, the parent is asked about involvement for all of their children in the home who are in the age universe for the question. In previous panels, parents were asked each well-being question separately for each child.

outcomes by parental education, and then analyzing associations between school engagement and individual and family context.

¹ We expect the findings from this report to remain substantively consistent with the remaining waves in the panel.

² The Census Bureau's Disclosure Review Board and Disclosure Avoidance Officers have reviewed this data product for unauthorized disclosure of confidential information and have approved the disclosure avoidance practices applied to this release. CBDRB-FY19-ROSS-B0072

REFERENCE PARENT

Respondents in the Survey of Income and Program Participation (SIPP) child well-being (and child care) section are parents living with their children under 18 years old. In households where two parents are present, the mother is the reference parent. Questions for each child are asked of the reference parent. If the mother is not available for an interview, the father of the child is asked to provide proxy responses for her. If only one parent is present, they are the reference parent. If neither parent is in the household, the householder is the reference parent. If there are two fathers or two mothers present, the parent listed first is the reference parent. Reference parents include biological, step, and adoptive parents, but may be other relatives or nonrelatives. In these data, 96 percent of the children had a female reference parent, usually the mother. Data obtained from males who were the reference parent are included with the data from females. Respondents 15 to 17 years old, who themselves may be parents, had their childhood well-being reported by their parents when they live with them in the household. In this report, unless otherwise noted, the term parent is used to refer to the reference parent.

HOUSEHOLD AND FAMILY CHARACTERISTICS

Of the 73.5 million children under 18 years old in 2014, 51 percent were White, non-Hispanic, 24 percent were Hispanic, 15 percent were Black, and 5 percent were Asian (see Table 1). A little over one in four children lived with at least one foreign-born parent.³

A majority of children lived with either two married parents (61 percent) or two unmarried parents (5 percent). One in four children (25 percent) lived with their mother only, and 5 percent lived with their father only. An additional 2.5 million (3 percent) children lived with a householder that was not their parent, such as some other relative or nonrelative acting as a guardian.

³ Parental nativity status is based on the place of birth of one or more of the child's parents. A parent born in the United States is considered native born. A parent born outside of the United States is considered foreign born.

The share of children living with two married parents is consistent across the three age groups (62 percent among both children under 6 and aged 6 to 11, and 61 percent among children aged 12 to 17). The percentage of children living with two unmarried parents is highest among children under 6 (10 percent), followed by children 6 to 11 (4 percent) and children 12 to 17 (2 percent).

Nearly 60 percent of children (43.7 million) lived with at least one biological or adopted sibling (but no half/step siblings). Roughly 11 percent of children lived only with half or step siblings, and 8 percent lived with both biological/adopted and half/step siblings. An additional 22 percent of children lived with no siblings.

There were 17.2 million children (23 percent) living in families with incomes below the poverty threshold. An additional 20 percent

of children lived in families with incomes at 100 to 199 percent of their poverty threshold, while 15 percent of children lived in families with incomes at 200 to 299 percent of their poverty threshold, and 11 percent of children lived in families with incomes at 300 to 399 percent of their poverty threshold. There were 20.5 million (28 percent) children who lived in families with incomes 400 percent of their poverty threshold or higher.

PARENTAL INTERACTION

The SIPP 2014 panel also collected information on several types of interactions between parents and their children. Parental interaction has been shown to be correlated with the well-being of children. Eating meals together as a family correlates with several positive outcomes for children, including better grades in school and decreased drug use (Eisenberg, et al., 2004). Young children who are read to regularly at home experience a strong gain in oral skills (Lonigan and Whitehurst 1998).

Reference parents with children less than 6 years old were asked about how many times each week they went on outings or read to them (see Figure 1). Roughly 86 percent of White, non-Hispanic children and 80 percent of Black and Hispanic children experienced at least two outings per week.

Table 1.

Children Under 18 Years Old by Selected Characteristics: 2014

(Numbers in thousands)

Characteristic	All children			Under 6 years		6 to 11 years		12 to 17 years	
	Number	Percent	Margin of error ¹	Number	Percent	Number	Percent	Number	Percent
Total children, 2014	73,544	100.0	X	24,033	100.0	24,505	100.0	25,006	100.0
CHILD									
Sex									
Female	36,066	49.0	0.1	11,784	49.0	11,947	48.8	12,335	49.3
Male	37,477	51.0	0.1	12,248	51.0	12,557	51.2	12,671	50.7
Race and Hispanic Origin²									
White alone	53,709	73.0	0.2	17,228	71.7	18,035	73.6	18,446	73.8
Non-Hispanic	37,777	51.4	0.4	12,115	50.4	12,527	51.1	13,136	52.5
Black alone	11,047	15.0	0.1	3,691	15.4	3,593	14.7	3,763	15.0
Asian alone	3,728	5.1	0.4	1,264	5.3	1,323	5.4	1,141	4.6
Hispanic (any race)	17,918	24.4	0.2	5,853	24.4	6,167	25.2	5,899	23.6
Presence of Parents									
Married—two parents	45,173	61.4	0.9	14,825	61.7	15,189	62.0	15,159	60.6
Unmarried—two parents	4,022	5.5	0.4	2,405	10.0	1,034	4.2	582	2.3
Mother only	18,499	25.2	0.7	5,488	22.8	6,299	25.7	6,712	26.8
Father only	3,347	4.6	0.4	716	3.0	1,268	5.2	1,363	5.5
Guardian	2,461	3.3	0.3	557	2.3	715	2.9	1,189	4.8
Presence of Siblings³									
Only biological or adopted siblings	43,708	59.4	0.9	13,132	54.6	15,602	63.7	14,974	60.0
Only half or step siblings ⁴	7,742	10.5	0.5	2,480	10.3	2,534	10.3	2,728	10.9
Biological/adopted and half/step siblings	6,154	8.4	0.6	1,936	8.1	2,432	9.9	1,785	7.1
No siblings	15,940	21.7	0.7	6,484	27.0	3,938	16.1	5,518	22.1
Parental Nativity⁵									
Both parents native born	53,807	73.2	0.7	17,489	72.8	17,658	72.1	18,659	74.6
At least one foreign-born parent	19,737	26.8	0.7	6,544	27.2	6,846	27.9	6,347	25.4
FAMILY AND REFERENCE PARENT CHARACTERISTICS									
Educational Attainment									
Less than high school	9,859	13.4	0.7	3,122	13.0	3,301	13.5	3,436	13.7
High school graduate	18,191	24.7	0.9	5,867	24.4	6,053	24.7	6,272	25.1
Some college	21,802	29.6	1.0	6,715	27.9	7,314	29.8	7,773	31.1
Bachelor's degree or higher	23,618	32.1	0.9	8,328	34.7	7,838	32.0	7,452	29.8
Monthly Family Income⁶									
Under \$1,500	12,926	17.6	0.7	4,914	20.4	4,183	17.1	3,828	15.3
\$1,500 to \$2,999	11,809	16.1	0.8	3,834	16.0	4,251	17.3	3,724	15.0
\$3,000 to \$4,499	10,880	14.8	0.8	3,674	15.3	3,610	14.7	3,596	14.4
\$4,500 and over	37,929	51.6	1.0	11,611	48.3	12,460	50.8	13,858	55.4
Poverty Status									
Below poverty	17,198	23.4	0.9	6,223	25.9	5,797	23.7	5,178	20.7
At or above poverty	56,345	76.6	0.9	17,810	74.1	18,708	76.3	19,828	79.3
100 to 199 percent of poverty	14,871	20.2	0.8	5,059	21.0	5,179	21.1	4,634	18.5
200 to 299 percent of poverty	10,734	14.6	0.7	3,435	14.3	3,441	14.0	3,858	15.4
300 to 399 percent of poverty	7,990	10.9	0.6	2,311	9.6	2,677	10.9	3,002	12.0
400 percent of poverty or higher	20,512	27.9	0.9	6,260	26.0	6,640	27.1	7,612	30.4

See footnotes at end table.

Table 1.
Children Under 18 Years Old by Selected Characteristics: 2014—Con.
 (Numbers in thousands)

Characteristic	All children			Under 6 years		6 to 11 years		12 to 17 years	
	Number	Percent	Margin of error ¹	Number	Percent	Number	Percent	Number	Percent
Program Participation									
Received aid from one or more of the following programs	39,214	53.4	0.9	13,153	54.7	13,765	56.2	12,296	49.3
TANF	2,048	2.8	0.3	716	3.0	732	3.0	601	2.4
SNAP	17,558	23.9	0.8	6,506	27.1	6,141	25.1	4,911	19.6
WIC	5,101	6.9	0.3	5,050	21.0	X	X	X	X
Medicaid	27,971	38.0	0.9	10,382	43.2	9,631	39.3	7,958	31.8
National School Lunch Program	29,894	40.7	0.9	7,190	29.9	12,155	49.6	10,548	42.3
Did not receive aid	34,257	46.6	0.9	10,880	45.3	10,740	43.8	12,638	50.5

X Not applicable.
¹Data are based on a sample and are subject to sampling variability. A margin of error is a measure of an estimate's variability. The larger the margin of error in relation to the size of the estimate, the less reliable the estimate. This number when added to or subtracted from the estimate forms the 90 percent confidence interval.
²"Other Race" category is not included in this analysis.
³Presence of siblings refers to siblings who currently share the same household with the child at the time of the interview.
⁴Includes "other" siblings.
⁵Parental nativity status is based on the place of birth of one or more of the child's parents. A parent born in the United States is considered native born. A parent born outside of the United States is considered foreign born.
⁶Family Income, Poverty Status, and Program Participation are based on the reference period (January-December 2013). All other items are measured at the time of the interview.
 Source: U.S. Census Bureau, Survey of Income and Program Participation, 2014 Panel, Wave 1.

Among White, non-Hispanic children, 76 percent were read to at least 5 days a week. This was higher than Black and Hispanic children, of whom 55 and 48 percent, respectively, were read to at least 5 days a week. At least 85 percent of children of each race and Hispanic origin group ate dinner with their parents at least 5 days a week. This was highest among Asian children, with 91 percent doing so.

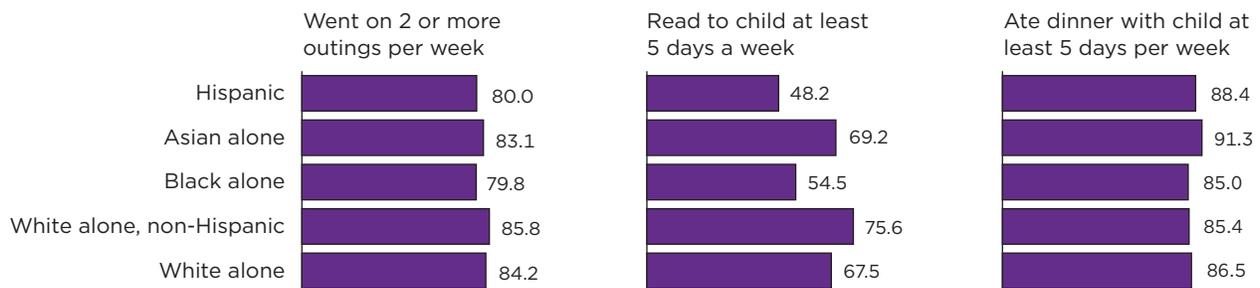
EXTRACURRICULAR ACTIVITIES

Extracurricular activities provide children the opportunity to explore their interests while developing their social skills in organized clubs, teams, and lessons. They have been associated with academic performance, positive school perceptions, and high self-esteem (Darling et al., 2005; Fredricks and Eccles 2008). However, programs promoting activities such as music and arts

have experienced major budget cuts in public schools in recent years (Burrack et al., 2014), which may affect participation levels.

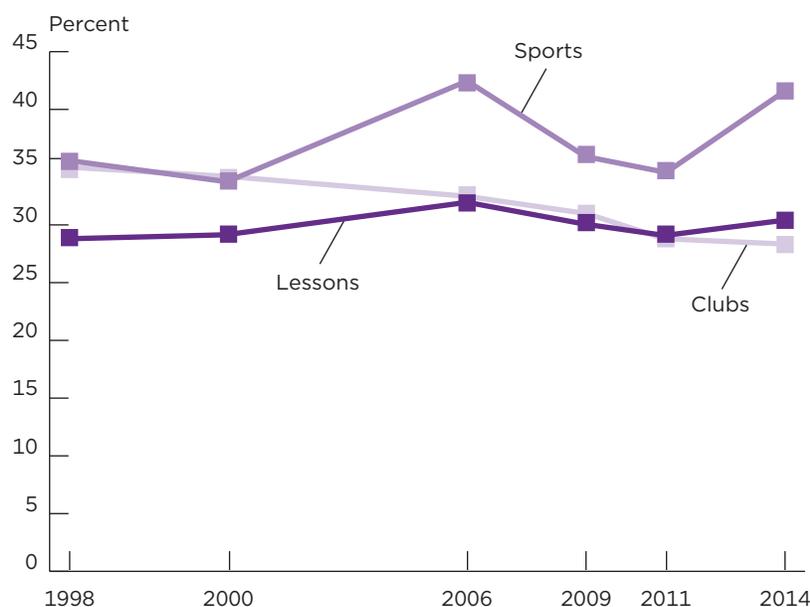
Figure 2 shows the percentage of children aged 6 to 17 who participated in sports, lessons, and clubs between 1998 and 2014. In the survey years after 2000, the percentage of children participating in sports has been higher than participation in lessons or clubs. A sharp increase in sports

Figure 1.
Children With Selected Indicators of Parental Interaction by Race and Hispanic Origin
 (In percent)



Source: U.S. Census Bureau, Survey of Income and Program Participation, 2014 Panel, Wave 1.

Figure 2.
Children 6 to 17 Years Old Involved in After-School Activities: 1998–2014



Source: U.S. Census Bureau, Survey of Income and Program Participation, 2014 Panel, Wave 1; 2008 Panel, Wave 10; 2008 Panel, Wave 4; 2004 Panel, Wave 8; 1996 Panel, Wave 12; 1996 Panel, Wave 6.

involvement occurred between 2011 and 2014, increasing by nearly 7 percentage points from 35 percent to 42 percent. A similar increase in sports involvement occurred between 2000 and 2006, though it decreased between 2006 and 2009. Between 1998 and 2014, participation in clubs declined from 35 percent to 28 percent.

Participation in activities is particularly important for children from

low-income families, as it mediates some of the socioeconomic disadvantage (Covay and Carbonaro 2010). Table 2 shows involvement in activities by poverty status and age. Children in poverty were less likely to participate in each of the three activities than those not in poverty. Among young children in poverty, 24 percent of them participated in sports, while children from families with incomes more

than four times the poverty line had more than double that percentage (57 percent) involved in sports. More than half (57 percent) of children aged 12 to 17 from families who were at least 400 percent above the poverty threshold played sports, compared to 33 percent of poor children. Among children aged 6 to 11, 20 percent of children in poverty and 50 percent of those at least 400 percent above the poverty threshold took lessons. Roughly 40 percent of children aged 12 to 17 in families at least 400 percent of the poverty threshold participated in lessons. Participation rates in clubs showed a similar pattern across age and poverty status. While 19 percent of children in both age groups living below the poverty line were involved in a club, 37 percent of children in both age groups in families at least 400 percent above the poverty threshold participated in clubs.

For all children aged 6 to 17, 42 percent were involved in sports, 30 percent were involved in lessons, and 28 percent were involved in clubs. A higher percentage of children 12 to 17 years old participated in sports than children 6 to 11 years old—45 percent and 39 percent, respectively (see Table 3). Some children participated in two of the three activities: 8 percent did sports and lessons only, 7 percent did sports and clubs only, and 6

Table 2.
Children Involved in Extracurricular Activities by Poverty Status
(In percent)

Poverty status	Age 6 to 11			Age 12 to 17		
	Club	Lessons	Sports	Club	Lessons	Sports
0 to under 100 percent in poverty	18.5	19.6	24.1	18.6	19.4	32.9
100 to under 200 percent in poverty	21.9	21.7	29.4	24.6	23.3	35.2
200 to under 300 percent in poverty	29.9	31.0	39.7	30.1	28.4	44.3
300 to under 400 percent in poverty	36.5	37.0	46.8	33.3	31.5	51.3
400 percent and over in poverty	36.5	49.9	56.5	36.8	39.7	56.5

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2014 Panel, Wave 1.

Table 3.

Participation of Children 6 to 17 Years Old in Extracurricular and Religious Activities: 2014

(Numbers in thousands)

Activity	Total	Age of child	
		6 to 11 years	12 to 17 years
Number of children	49,435	24,505	24,931
Percent participating in:			
Sports	41.6	38.7	44.5
Lessons	30.4	31.6	29.2
Clubs	28.3	27.6	28.9
Sports and lessons only	7.6	8.0	7.3
Sports and clubs only	6.9	6.2	7.5
Lessons and clubs only	6.1	6.0	6.2
All three activities	8.9	8.8	9.0
Religious activities once a month or more	53.5	54.1	52.9

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2014 Panel, Wave 1.

percent did lessons and clubs only. Nearly 1 in 10 children (9 percent) participated in all three activities. About 54 percent of children attended religious activities once a month or more. Involvement in religious activities is similar for children aged 6 to 11 and 12 to 17. The share of children who attended religious activities was lower compared to 2006, when 65 percent of children attended

religious activities once a month or more.⁴

EDUCATIONAL EXPERIENCES

Parental Education

Parent and child education are closely linked: children of well-educated parents have higher school achievement (Davis-Kean 2005). Figure 3 shows the percentage of children who have ever

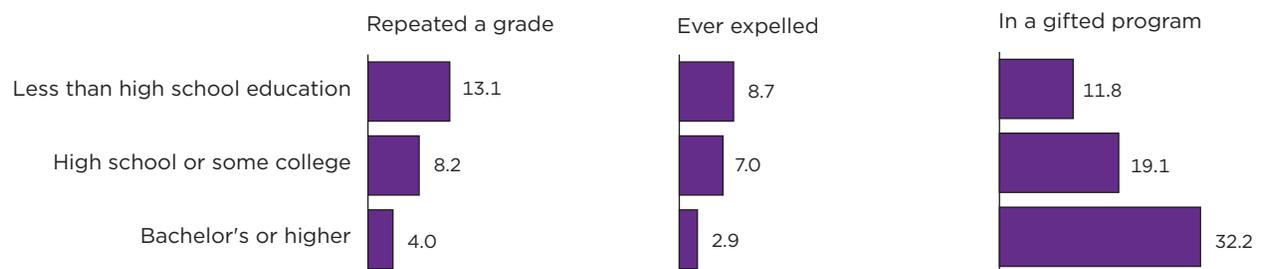
been expelled, have ever repeated a grade, and who are in gifted programs, by the educational level of the reference parent. Generally speaking, children from less educated families were at greater risk of negative school experiences. While being expelled from school is a rare experience, the percentage of children expelled at least once, for those whose reference parent did not complete high school, was about three times that for children with a college-educated parent (9 percent compared to 3 percent). A higher proportion of children with the least educated parents had repeated at least one grade (13 percent) compared with 4 percent of children with a college-educated reference parent. Children from educated families also benefited from inclusion in gifted programs more often than other children. Roughly 12 percent of children whose reference parent did not finish high school were in a gifted program. For children whose parent had at least a bachelor's degree, the participation rate in a gifted program was 32 percent.

⁴ See Jane Lawler Dye and Tallese Johnson, "A Child's Day: 2006 Select Indicators of Child Well-Being," *Current Population Reports*, P70-118, U.S. Census Bureau, Washington, DC, <www.census.gov/prod/2009pubs/p70-118.pdf>.

Figure 3.

Child's Educational Experiences by Reference Parent's Educational Attainment

(In percent)



Source: U.S. Census Bureau, Survey of Income and Program Participation, 2014 Panel, Wave 1.

School Engagement

Academic success is determined in part by the extent to which students are engaged with school. School engagement broadly captures a child's motivation and attachment to their schoolwork. It is associated with academic achievement, likelihood of behavioral problems, and likelihood of dropping out of school (Wang and Fredricks 2014; Wang and Holcombe 2010).

The redesigned SIPP includes four questions that measure children's engagement in school. The engagement scale was developed by Jim Connell and Lisa Bridges at the Institute for Research and Reform in Education. For each child aged 6 to 17 enrolled in school, the reference parent was asked the extent to which the child did schoolwork only when forced to, did just enough schoolwork to get by, always did homework, and cared about doing well in school. The response categories for each included: "none of the time," "some of the time," "most of the time," and "all of the time." Table 4 shows the percentage of children who are highly engaged—those with the most positive values on each of the four measures.⁵

Out of the 49.0 million children enrolled in school, 35 percent were highly engaged. More girls were highly engaged (42 percent), compared to boys (29 percent). The percentage of highly engaged White students and Black students

⁵ A similar method of operationalizing "highly engaged" is used in Moore, Kristin, Jennifer Ehrle, and Brett Brown, "Children's Environment and Behavior: Engagement in School," *Snapshots of American Families*, Urban Institute, 1999. Here, highly engaged includes students who cared about school and did homework "all of the time," and who only did work when forced and who did just enough to get by "none of the time."

Table 4.

School-Enrolled Children 6 to 17 Years Old Who Were Highly Engaged in School by Select Characteristics: 2014

Characteristics	Number of children currently enrolled (thousands)	Percent highly engaged
Total	48,997	35.3
CHILD CHARACTERISTICS		
Sex		
Female	24,005	41.9
Male	24,992	29.0
Race and Hispanic Origin		
White alone	36,096	34.6
Non-Hispanic	25,394	35.4
Black alone	7,329	35.7
Asian alone	2,409	49.4
Hispanic (any race)	11,940	32.8
Activities		
Participate in sports	20,494	37.9
Do not participate in sports	28,503	33.5
Participate in lessons	14,963	41.5
Do not participate in lessons	34,034	32.6
Participate in clubs	13,921	39.0
Do not participate in clubs	35,076	33.9
Number of Activities		
0	18,583	31.1
1	15,857	34.9
2	10,150	40.5
3	4,407	42.8
School Experience		
Ever repeated a grade	3,724	20.6
Never repeated a grade	45,273	36.5
Ever suspended or expelled	2,928	14.3
Never suspended or expelled	46,069	36.6
In gifted class	10,910	48.1
Not in a gifted class	38,087	31.7
FAMILY AND PARENT CHARACTERISTICS		
Marital Status		
Married ¹	31,681	37.2
Separated, divorced, widowed	10,343	33.0
Never married	6,973	30.3
Educational Attainment		
Less than high school	6,564	33.1
High school graduate	12,190	33.2
Some college	15,140	33.0
Bachelor's degree or higher	15,102	40.3
Monthly Family Income		
Under \$1,500	7,838	31.9
\$1,500 to \$2,999	7,887	34.7
\$3,000 to \$4,499	7,166	32.5
\$4,500 to \$5,999	5,594	36.7
\$6,000 and over	20,511	37.5

See footnotes at end of table.

Table 4.

Percent of School-Enrolled Children 6 to 17 Years Old Who Were Highly Engaged in School by Select Characteristics: 2014—Con.

(Numbers in thousands)

Characteristics	Number of children currently enrolled	Percent highly engaged
Family Poverty Status		
Below poverty level	10,502	32.0
At or above poverty level:		
100 to 199 percent of poverty	10,603	34.2
200 to 299 percent of poverty	8,177	34.1
300 to 399 percent of poverty	5,705	37.8
400 percent of poverty or higher	13,496	38.6
Food Security		
Family experienced recent food insecurity ²	9,521	26.1
Family has not experienced recent food insecurity ²	39,476	37.5

¹ Married includes married, spouse present and married, spouse absent (excluding separated).

² Recent food insecurity includes the past 12 months.

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2014 Panel, Wave 1.

did not differ significantly (35 percent and 36 percent, respectively). The percentage of Asian children who were highly engaged (49 percent) is higher compared to all other race/origin categories. A higher proportion of children were highly engaged in school if they played sports, took lessons, or were involved in clubs. They were also more often highly engaged if they were involved in multiple activities: 31 percent of children involved in no activities were highly engaged, compared to 35 percent of children in one activity, 41 percent of children in two activities, and 43 percent of children in all three extracurricular activities. High engagement was more common among children in gifted classes (48 percent), compared to children not in a gifted class (32 percent).

Family and parental characteristics were also related to a child's school engagement. About 37 percent of children whose parents were married were highly engaged in school, compared to 30 percent

of children of never-married parents. High engagement was more common among children of well-educated parents: 40 percent of children with a college-educated parent were highly engaged in school, compared to 33 percent of children whose parent has any of the lower levels of education. Family income and poverty status were also correlated with school engagement. While 32 percent of children from families with the least monthly income (less than \$1,500) were highly engaged in school, this was true for 38 percent of children from families with monthly incomes of at least \$6,000. Similarly, 32 percent of children living in poverty were highly engaged in school. For children from families whose incomes were at least four times the poverty threshold, 39 percent were highly engaged. School engagement also varied by a household's experience with food insecurity. Roughly 26 percent of children in families reporting some experience with food insecurity in the past

12 months were highly engaged. For children living in food secure homes, 38 percent of them were highly engaged in school.

SUMMARY

This report provides a snapshot of the well-being of children. The results echo previous research that shows that parents today are highly engaged with their children (Sayer, Bianchi, and Robinson 2004). A majority of young children (under 5 years old) are read to at least five times a week and go on multiple weekly outings with a parent. A majority of all children eat dinner with a parent at least five nights a week.

Children's participation in extracurricular activities have not changed dramatically since the late 1990s. Burrack et al. (2014) found that budget cuts to school music and arts programs led to teachers having to teach a broader range of classes outside of their expertise with fewer resources available. The findings in this report suggest that students have remained involved in extracurricular activities, despite widespread cuts to music and arts programs in public schools. However, a gap in participation exists between children from low- and high-income families. Still, many children participate in at least one extracurricular activity and 9 percent of children participate in all three types (sports, clubs, and lessons). While participation in these activities has remained steady, children's involvement in religious activities has declined since 2006. This is consistent with research showing that children today participate less frequently in religious activities than previous cohorts of children (Twenge et al., 2015).

This report also analyzed children's educational experiences. Parental education is associated with positive school outcomes, particularly inclusion in a gifted program. Also, both individual and family-level factors are associated with school engagement. Not surprisingly, high engagement in school was more common among children who participate in extracurricular activities compared to those who do not. And children who participate in multiple extracurricular activities have higher school engagement than children who participate in one activity. Markers of social and economic status such as parental education and poverty status were associated with engagement. There was over a 10 percentage point difference in the share of highly engaged students between children who experience food insecurity and those who do not. Lack of access to basic nutritional needs appears to hinder children's school experiences (Alaimo et al., 2001).

SOURCE OF THE DATA

The Survey of Income and Program Participation (SIPP) is a nationally representative panel survey administered by the U.S. Census Bureau. The population represented (the population universe) in the 2014 SIPP is the civilian noninstitutionalized population living in the United States. Each SIPP panel follows individuals for several years, providing monthly data that measures changes in household and family composition and economic circumstances over time. The data in this report were collected from the first wave of the 2014 SIPP Panel.

Although the main focus of the SIPP is information on labor force participation, jobs, income, and participation in federal assistance programs, information on other topics related to the well-being of individuals and families is also collected. For more information, please visit the SIPP Web site at www.census.gov/sipp.

ACCURACY OF THE DATA

Statistics from surveys are subject to sampling and nonsampling error. All comparisons presented in this report have taken sampling error into account and are significant at the 90 percent confidence level unless otherwise noted. This means the 90 percent confidence interval for the difference between the estimates being compared does not include zero. Nonsampling errors in surveys may be attributed to a variety of sources, such as how the survey was designed, how respondents interpret questions, how able and willing respondents are to provide correct answers, and how accurately the answers are coded and classified. To minimize these errors, the Census Bureau employs quality control procedures throughout the production process, including the overall design of surveys, wording of questions, review of the work of interviewers and coders, and the statistical review of reports.

Some estimates in this report have response rates below 70 percent. To see the nonresponse bias study for the 2014 SIPP, please visit www.census.gov/programs-surveys/sipp/tech-documentation

[/nonresponse-reports/2014nonresponse-reports.html](http://www.census.gov/programs-surveys/sipp/tech-documentation/nonresponse-reports/2014nonresponse-reports.html).

For further information on the source of the data and accuracy of the estimates including standard errors and confidence intervals, go to www.census.gov/programs-surveys/sipp/tech-documentation/source-accuracy-statements.html (SIPP Panel Source and Accuracy Statements) or contact Mahdi S. Sundukchi of the Census Bureau's Demographic Statistical Methods Division at mahdi.s.sundukchi@census.gov.

Additional information on the SIPP can be found at the following Web sites: www.census.gov/sipp/ (main SIPP Web site) and www.census.gov/content/dam/Census/programs-surveys/sipp/methodology/2014-SIPP-Panel-Users-Guide.pdf (SIPP User's Guide).

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Appendix Table A.

Selected Measures of Child Well-Being Question Text

Child well-being measure	Question text	Answer text	Universe
Shared mealtimes	How many days in a typical week did reference parent eat dinner with child/children? How many days in a typical week did other parent eat dinner with child/children?	0. None 1. One day 2. Two days 3. Three days 4. Four days 5. Five days 6. Six days 7. Seven days	Children 0 to 17 years old
Reading practices	How many days in a typical week did reference parent read to child/children?	0. None 1. One day 2. Two days 3. Three days 4. Four days 5. Five days 6. Six days 7. Seven days	Children 0 to 5 years old
Outings	How many days in a typical week did reference parent take child/children on any kind of outings? How many days in a typical week did other parent take child/children on any kind of outings?	0. None 1. One day 2. Two days 3. Three days 4. Four days 5. Five days 6. Six days 7. Seven days	Children 0 to 5 years old
Academic performance	Has child repeated a grade or been held back? Has child ever been suspended or expelled from school? Is child in a gifted class/classes?	1. Yes 2. No	Children 6 to 17 years old
Extracurricular activities	Does child play on a sports team in or out of school? Does child take lessons after school (music, dance, language, etc.)? Does child participate in any clubs or organizations after school or on the weekends?	1. Yes 2. No	Children 6 to 17 years old
School engagement	Does child care about school? Does child only do schoolwork when forced? Does child do just enough to get by in school? Does child do homework?	1. All of the time 2. Most of the time 3. Some of the time 4. None of the time 6. Not enrolled	Children 6 to 17 years old