

Child Care & Early Education RESEARCH CONNECTIONS


www.researchconnections.org

Research Connections is a free and comprehensive resource for researchers and policymakers that promotes high-quality research in child care and early education and the use of that research in policymaking.

Research Connections and its web site are operated by a partnership among the National Center for Children in Poverty at the Mailman School of Public Health, Columbia University, the Inter-university Consortium for Political and Social Research at the Institute for Social Research, University of Michigan, and the Child Care Bureau, Administration for Children and Families of the U.S. Department of Health and Human Services.

NCCCP National Center for
Children in Poverty
Columbia University
MAILMAN SCHOOL OF PUBLIC HEALTH

ICPSR INTER-UNIVERSITY
CONSORTIUM FOR
POLITICAL AND
SOCIAL RESEARCH

 U.S. Department of
Health and Human Services
Administration for Children and Families

 Child Care Bureau

For more information, send an e-mail to:
contact@researchconnections.org

FIRST INSTALLMENT

GUIDE TO DATASETS FOR RESEARCH AND POLICYMAKING IN CHILD CARE AND EARLY EDUCATION

Mariajosé Romero, National Center for Children in Poverty

January 2007

This Guide is an annotated bibliography of existing large-scale datasets that provide useful information to policymakers, researchers, and others in the field of child care and early education. The Guide follows an ecological approach to research and policy in the field: it brings attention not only to children, but also to the different contexts in which they grow and develop—the family, household, community, child care providers, schools, programs, and curricula. The aim is to promote research and decision making that take into account the interrelationships among these contexts and their impacts on children. For each dataset, the Guide provides information on the design and specific data that measure these contexts, as well as a reference list of resources based on the dataset that are found on *Research Connections*.

The first installment of this Guide describes eight datasets that are publicly available, have no fees, have a fairly comprehensive content, and are of value for policymakers and researchers. This Guide will be updated periodically to include profiles of more datasets.

TABLE OF CONTENTS

Introduction	3
American Community Survey	4
Child Care and Development Fund Administrative Data, Federal Fiscal Year 2001	9
Current Population Survey—October Supplement	14
National Household Education Survey—Before and After School Programs and Activities	20
National Household Education Survey—Early Childhood Program Participation	27
National Household Education Survey—School Readiness	34
National Survey of Children’s Health	41
U.S. Census	46

ABBREVIATIONS AND ACRONYMS

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AE	Adult education
AFDC	Aid to Families with Dependent Children
ASPA	Before- and after-school programs and activities
CCB	Child Care Bureau, U.S. Department of Health and Human Services
C&DCTC	Child and Dependent Care Tax Credit
CC&EE	Child care and early education
ECPP	Early childhood program participation
GED	General Equivalency Diploma
IEP	Instructional Educational Plan
MSA	Metropolitan Statistical Area
NRP	Nonresident Parent
PDD	Pervasive Developmental Disorder
RF	Resident Father
RM	Resident Mother
PFI	Parent and family involvement in education
PRWORA	Personal Responsibility and Work Opportunity Reconciliation Act of 1996
SCHIP	State Children’s Health Insurance Program
SR	School readiness
SSI	Supplemental Security Income
TANF	Temporary Assistance for Needy Families
WIC	Special Supplemental Nutrition Program for Women, Infants, and Children

INTRODUCTION

This guide is an annotated bibliography of available large-scale databases that provide information useful to researchers, policymakers, state administrators, and others concerned about child care and early education. The guide follows an ecological approach to research and policy in the field: it brings attention not only to children, but to the different contexts in which they grow and develop. The aim is to promote research and decisionmaking that take into account the interrelations among those contexts and their impacts on children. For each dataset, this guide provides information on the study design and specific data it contains on the use and characteristics of child care and early education, as well as on child, family, household, school, and community characteristics.*

Datasets are included in this guide if they are publicly available, are part of a major research project or data collection effort, focus primarily on child care and early education, shed light on any of the contexts in which children develop, and allow users to create estimates at the national, regional, and/or state level. Also included are data collections containing information on any constraint around the use and/or provision of child care and early education (for example, how parents balance work and child care, and how access to child care affects their decisions regarding work and employment, and vice versa).

The template for the dataset profiles is based on a review of the data collection instruments of most of the datasets covered in this document. The profiles combine user-friendly text descriptions of the general characteristics of the dataset (such as, purpose, design, periodicity, data available, data type, population, unit of observation, period coverage), with yes/no checks as to whether the dataset contains information in specific areas (such as, data are available for the following age groups: infants and toddlers [1-2]; preschoolers [3-5]; early childhood [6-8]; late childhood [9-12]).

Profiles are organized around the following topics:

- ▶ **Children and Child Development:** Includes children's characteristics, intellectual and socioemotional development, emergent literacy and numeracy, academic performance, special needs, and services received related to their special needs.
- ▶ **Parents and Families:** Types of child care and early education arrangement used, factors associated with their selection, and their duration and stability, characteristics of the parents, the family, the home environment, and the neighborhood and community.
- ▶ **Provider Workforce and Market:** Characteristics of the child care and early education market, the providers as organizations (type of provider, organization and classroom characteristics, professional development and training, interaction with parents), and providers as individuals.
- ▶ **Programs, Interventions, and Curricula:** Characteristics of programs, such as accreditation, enrollment, curricula, and quality.

Profiles also identify the authors, researchers, data collectors, and funders, as well as resources in the Child Care and Early Education *Research Connections* collection (www.researchconnections.org) based on the particular dataset. The first installment of this work describes eight datasets that are publicly available, have no fees, have a fairly comprehensive content, and are of value for policymakers and researchers. This guide will be updated periodically with new profiles.

* There is no one inventory of existing databases that allows researchers, policymakers, and others to become familiar with data available, understand the breadth of information, the specific characteristics of each database, and the extent of comparability of data, as well as to access these resources. The most prominent compendia are: Brown, Brett, Zaslow, Martha, & Weitzman, Michael (2006). *Studying and tracking early child development from a health perspective: A review of available data sources*. (Washington, DC: Child Trends); Zill, Nicholas, & Daly, Margaret (1993). *Researching the family: A guide to survey and statistics*. (Washington, DC: Child Trends); and Peterson, James L. (1985). *A compendium and review of information sources on children in poverty*. (Washington, DC: U.S. Department of Education, National Institute of Education). None of the above resources focuses on child care and education. These guides are outdated, except for Brown and Zaslow's, which focuses on data relevant to children's health.

AMERICAN COMMUNITY SURVEY

Acronym	ACS
Description	The American Community Survey (ACS) is a new nationwide, mandatory yearly survey that intends to collect data on the demographic, housing, social, and economic characteristics of U.S. communities in the 50 states, all counties, American Indian and Alaska Native areas, Hawaiian Home Land, and Puerto Rico. ¹ Established in 1996 and implemented across the nation in 2004, the survey covers 3 million households and is designed to provide estimates for states, cities, counties, metropolitan areas, and communities of at least 65,000 inhabitants. Samples to provide estimates for smaller communities (i.e., 20,000 to 65,000, and less than 20,000 people) will be developed over time. The full program will be implemented by 2010, when it will replace the U.S. Census "Long form." Data are collected through mail-in surveys, as well as computer-assisted telephone and in-person interviews. Questions on demographic, social, and economic characteristics are asked about each individual in the household.
Design	Nonexperimental; cross-sectional
Periodicity	Yearly
Period Coverage	November of the year prior to the survey to December of the survey year
Data Availability	Data are available in summarized data products, which include summary tables, profiles, change profiles, and ranking tables (see www.census.gov/acs/www/Products/index.htm and www.census.gov/acs/www/Products/Ranking/index.htm). Microdata are available free of charge in Public Microdata Sample (PUMS) files in comma separated value (CSV) or PC and UNIX SAS data formats, on the American FactFinder web site (http://factfinder.census.gov/home/saff/main.html?_lang=en).
Availability URL	www.census.gov/acs/www/index.html http://factfinder.census.gov/home/en/acs_pums.html
Years Available	1996 through 2004
Data Type	Survey
Population	Household units and their individuals in the United States
Children's Age Range/Group	<input checked="" type="checkbox"/> Birth-2 Years <input checked="" type="checkbox"/> 3-5 Years <input checked="" type="checkbox"/> 6-8 Years <input checked="" type="checkbox"/> 9-12 Years
Unit of Observation	Households, Individuals
Source of Data or Respondent	Household members who are age 15 or older.
Data Are Representative of	<input checked="" type="checkbox"/> U.S. <input checked="" type="checkbox"/> County <input checked="" type="checkbox"/> Census Tract <input checked="" type="checkbox"/> Rural Areas <input checked="" type="checkbox"/> State <input checked="" type="checkbox"/> Zip Code <input checked="" type="checkbox"/> Urban Areas <input checked="" type="checkbox"/> Other: Samples to provide estimates for smaller communities (i.e., 20,000 to 65,000, and less than 20,000 people) will be developed over time.
Principal Investigator	United States. Bureau of the Census
Researchers	
Contractors	
Data Collectors	United States. Bureau of the Census
Funders	United States. Bureau of the Census

American Community Survey (continued)

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

- Age
- Gender
- Relation to respondent
- Homeschooling
- School grade
- Hours per week in school
- Race
- Ethnicity
- Hispanic origin
- Language child speaks at home
- Immigrant status
- Health insurance coverage

CHILD DEVELOPMENT

Intellectual Development

- Verbal proficiency
- Quantitative proficiency
- Expressive language
- Receptive language
- Fine motor skills
- Gross motor skills
- Basic concepts mastery
- Approaches to learning
- Prereading behaviors

Socioemotional Development

- Problem behaviors
- Social competence
- Attachment
- Self-regulation
- Peer relationships
- Positive affect
- Internalizing behaviors
- Mastery motivation
- Cooperation/compliance

Emerging Literacy & Numeracy

- Parent/provider perceptions
- Direct assessments

Academic Performance

- Delayed kindergarten entry
- Academic performance measures
- Grades
- Grade retention
- Child's adjustment to school

SPECIAL NEEDS CHILDREN

Diagnoses²

- Learning disability
- Mental retardation
- Speech/language delay
- Emotional/behavioral disorder
- ³ Hearing impairment
- ³ Visual impairment
- ⁴ Orthopedic impairment
- Autism or Asperger's
- Other PDD
- ADD, ADHD
- Other health impairment

Child Receives Services from

- Local school district
- Local health agency
- Local health care provider
- Child has IEP

American Community Survey (continued)

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

- Activities (lessons, clubs, sports, etc.)
- Alternative arrangements
- Before & after-school care
- ⁵ Center-based care
- Early Head Start
- Family child care
- Friend & neighbor care
- Head Start
- In-home care by nonrelative
- Nontraditional hour child care
- Parental care
- Pre-k
- Relative care
- Self-care
- Sick child care
- Summer child care
- Wrap around/transitional care

Duration & Stability of Arrangements

- Number of arrangements
- Hours/day, week, month
- Days/week, month
- Primary vs. secondary arrangements
- Age at onset
- CC&EE history
- CC&EE stability (transition, duration, number of providers)

Selection of Arrangements

- Sources of information & referral
- Reasons for selecting primary arrangement
- Difficulty finding type wanted
- Perception of available choices in community
- Parent satisfaction with child care arrangements
- Parent perceptions of and attitudes toward arrangement & provider
- Travel time
- Child satisfaction with arrangement

CC&EE EXPENSES

- Fees
- TANF assistance receipt
- Child care subsidy receipt
- Employer assistance receipt
- Relatives' assistance receipt
- Other assistance
- Total expenses for focus child
- Total household child care expenses

FAMILY CHARACTERISTICS

Family Structure⁶

- Family composition - full or partial roster
- Marital status
- Family structure
- Family size
- Number of children under 18
- Number of children under 13
- Number of children under 6

- Number of adults in household
- Number unrelated adults in the household
- Relationship of family members to child, one another

Home Environment

- Language spoken at home
- Availability of learning materials
- Home enrichment activities
- Parent-child interaction
- Parenting & discipline
- Routines
- Parental stress
- Parental conflict
- Home environment measures
- Involvement of nonresident parent with child

Neighborhood & Community Characteristics

- Perceptions of neighborhood safety
- Community resources

PARENT CHARACTERISTICS

- | RM | RF | NRP (nonresident parent) | |
|-------------------------------------|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Race |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Ethnicity |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Hispanic origin |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Immigrant status |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Native language |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Poverty status |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Income |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Income by source |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parental educational attainment |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parental employment |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parent participation in education or training |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parent occupation |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parent work schedule and flexibility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Health & mental health |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Child care subsidy receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C&DCTC receipt |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | AFDC, TANF receipt |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Unemployment receipt |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SSI/Social Security benefits |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Food Stamps |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | WIC receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Medicaid receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SCHIP |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Child support receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Foster care payments |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Job training, education, GED, work, other requirements |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Residential mobility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Urban/rural marker |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | MSA/non-MSA area |

American Community Survey (continued)

PROVIDER, WORKFORCE, AND MARKET	
<p>MARKET</p> <p>Supply</p> <p><input type="checkbox"/> Use of waiting lists</p> <p><input type="checkbox"/> Program expansion</p> <p><input type="checkbox"/> Client recruitment practices</p> <p><input type="checkbox"/> Infrastructure expansion</p> <p>PROVIDER ORGANIZATIONS</p> <p>Provider Type</p> <p><input type="checkbox"/> Center-based</p> <p><input type="checkbox"/> Family child care</p> <p><input type="checkbox"/> Relative care</p> <p><input type="checkbox"/> Friend & neighbor care</p> <p><input type="checkbox"/> In-home, nonrelative care</p> <p><input type="checkbox"/> School-age care settings</p> <p>Organization Characteristics</p> <p><input type="checkbox"/> Total number of assistant caregivers/teachers</p> <p><input type="checkbox"/> Caregiver/teacher attrition</p> <p><input type="checkbox"/> Work schedule, working conditions, & benefits</p> <p><input type="checkbox"/> Salary & wages</p> <p><input type="checkbox"/> Efforts to reduce caregiver/teacher turnover</p> <p><input type="checkbox"/> Staff recruitment practices</p> <p><input type="checkbox"/> Other staff</p> <p><input type="checkbox"/> Availability of sick child care</p> <p><input type="checkbox"/> Health screening services</p> <p><input type="checkbox"/> Special needs services</p> <p><input type="checkbox"/> Home visits</p> <p><input type="checkbox"/> Health and safety of care</p> <p><input type="checkbox"/> Child care subsidy receipt</p> <p>Classroom—Group Characteristics</p> <p><input type="checkbox"/> Environment</p> <p><input type="checkbox"/> Daily activities & routines</p> <p><input type="checkbox"/> Use of curriculum</p> <p><input type="checkbox"/> Child assessment practices</p>	<p><input type="checkbox"/> Early literacy activities & environment</p> <p><input type="checkbox"/> Child activity with objects</p> <p><input type="checkbox"/> Peer interaction</p> <p><input type="checkbox"/> Adult-child interaction</p> <p><input type="checkbox"/> Discipline and management</p> <p><input type="checkbox"/> Adult/child ratio</p> <p><input type="checkbox"/> Group size</p> <p>Professional Development & Training</p> <p><input type="checkbox"/> Assistance toward degree or certification</p> <p><input type="checkbox"/> On-the-job training</p> <p><input type="checkbox"/> Mentoring</p> <p><input type="checkbox"/> Workshops & other training</p> <p><input type="checkbox"/> Training needs</p> <p><input type="checkbox"/> Staff evaluation</p> <p>Provider-Parent Relations & Interaction</p> <p><input type="checkbox"/> Parent employed with provider</p> <p><input type="checkbox"/> Parent volunteers with provider</p> <p><input type="checkbox"/> Communication with parents</p> <p><input type="checkbox"/> Parent involvement activities</p> <p><input type="checkbox"/> Parent education, employment, & self-sufficiency activities</p> <p><input type="checkbox"/> Parenting education activities</p> <p><input type="checkbox"/> Transition into formal schooling</p> <p><input type="checkbox"/> Activities targeting father involvement</p> <p>PROVIDER WORKFORCE</p> <p>Caregiver (Individual) – Teacher Characteristics</p> <p><input type="checkbox"/> Age</p> <p><input type="checkbox"/> Gender</p> <p><input type="checkbox"/> Race/ethnicity</p> <p><input type="checkbox"/> Educational attainment</p> <p><input type="checkbox"/> Certification</p> <p><input type="checkbox"/> Years of experience</p> <p><input type="checkbox"/> Language spoken during care</p> <p><input type="checkbox"/> Participation in professional development & training</p>

PROGRAMS, INTERVENTIONS, AND CURRICULA	
<p>PROGRAMS</p> <p><input type="checkbox"/> Accreditation</p> <p><input type="checkbox"/> Administration & management</p> <p><input type="checkbox"/> Health-based programs</p> <p><input type="checkbox"/> Early intervention</p> <p><input type="checkbox"/> Integrated services</p> <p><input type="checkbox"/> Protective/therapeutic/at-risk programs</p> <p><input type="checkbox"/> School-based programs</p> <p><input type="checkbox"/> Two-generation programs</p> <p>Enrollment</p> <p><input type="checkbox"/> Before & after-school care</p> <p><input type="checkbox"/> Center-based care, day care center, or preschool</p> <p><input type="checkbox"/> Early Head Start</p> <p><input type="checkbox"/> Family child care</p> <p><input type="checkbox"/> Head Start</p> <p><input type="checkbox"/> Pre-k</p> <p><input type="checkbox"/> Summer child care</p>	<p>INTERVENTION – CURRICULA</p> <p><input type="checkbox"/> Comprehensive</p> <p><input type="checkbox"/> Development, planning, & evaluation</p> <p><input type="checkbox"/> Health, safety, & nutrition</p> <p><input type="checkbox"/> Literacy</p> <p><input type="checkbox"/> Mixed age groupings</p> <p><input type="checkbox"/> Preschool</p> <p>CC&EE QUALITY</p> <p><input type="checkbox"/> Structural quality</p> <p><input type="checkbox"/> Process quality</p> <p><input type="checkbox"/> Caregiver sensitivity</p>

American Community Survey (continued)

Endnotes

1. In Puerto Rico, this survey is called the Puerto Rico Community Survey (PRCS).
2. One question asks whether the individual has difficulties learning, remembering, and concentrating due to the presence of a physical, mental, and/or emotional condition for six months or longer. Respondents are instructed to answer this question only if the individual is 5 years old or older.
3. The same question asks about the presence of visual and hearing impairments. Respondents are instructed to answer this question only if the individual is 5 years old or older.
4. The question asks about the presence of condition(s) in the previous six months or more that substantially limit the individual's basic physical activities. Respondents are instructed to answer this question only if the individual is 5 years old or older.
5. The survey asks if individual attends regular school and if so, the grade in which the individual is enrolled. The English versions of the ACS and of the Puerto Rico Community Survey (PRCS) instruct respondents to "Include only nursery or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree;" both versions have "Nursery school, preschool" as one of the response options for grade. The Spanish versions of both the ACS and the PRCS give slightly different instructions and response formats: both versions direct respondents to consider nursery school and prekindergarten, in addition to grades in formal education and schooling, as regular school ("*Incluya sólo guardería infantil (nursery school) o prekindergarten, kindergarten, escuela primaria o educación que conduce a un diploma de escuela secundaria (high school) o título universitario*"), and have "Guardería infantil (nursery school), prekindergarten," as response options. See United States. Bureau of the Census. (2006). *Design and methodology: American Community Survey* (Technical Paper 67, Unedited version). Washington, DC: U.S. Government Printing Office.
6. The survey also asks questions about whether grandparents have primary responsibility for grandchildren and provide care on a permanent basis.
7. Question asks if individual received "any kind" of public assistance or welfare benefits.
8. Individuals are asked in the same question about receipt of unemployment benefits, child support, alimony, and Veterans' (VA) payments.
9. Question asks if anyone in the household received food stamps during the previous 12 months.

Publications

- Federal Interagency Forum on Child and Family Statistics. (2005). *America's children: Key national indicators of well-being, 2005*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca6849>
- Mohan, Erin, Reef, Grace, & Sarkar, Mousumi. (2006). *Breaking the piggy bank: Parents and the high price of child care*. Arlington, VA: National Association of Child Care Resource and Referral Agencies. <www.researchconnections.org/location/ccrca8087>
- Wisconsin Council on Children and Families. (2005). *Start Smart Milwaukee: Giving Milwaukee children their best start: A WisKids report on early education*. Madison: Wisconsin Council on Children and Families. <www.researchconnections.org/location/ccrca7972>

CHILD CARE AND DEVELOPMENT FUND ADMINISTRATIVE DATA

Acronym	ACF 801 Data
Description	The Child Care and Development Fund Administrative Data (CCDF) holds monthly information about families, children, and child care and early education providers collected in the implementation of this federal program. Administered by the Child Care Bureau (CCB), of the Administration on Children, Youth, and Families (ACYF), Administration for Children and Families (ACF), of the U.S. Department of Health and Human Services (HHS), CCDF allocates funds to states, territories, and tribes to help eligible low-income families secure high-quality child care for their birth to 12-year-old children while their parents work and/or, in some states, participate in education or training programs. Under the mandate of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996, states and territories collect and report to the CCB information on families receiving CCDF subsidies. CCDF 2001 consists of samples of data for states and territories on the number of families served, the characteristics of families and children receiving CCDF funds, the amount of subsidies and copayments, and the characteristics of child care and early education providers, among others. No data for tribes are included in this collection.
Design	Nonexperimental
Periodicity	Yearly
Period Coverage	Federal fiscal year
Data Availability	Public-release data are currently available free of charge in ASCII files along with SAS, SPSS, and STATA setup files. Data are also available for online analysis at http://webapp.icpsr.umich.edu/cocoon/CCEERC-DAS/04379.xml through the Survey Documentation and Analysis (SDA) system, which allows users to run simple and complex statistical analyses, recode and compute new variables, and subset variables or cases for downloading.
Availability URL	www.researchconnections.org/location/ccrca8808
Years Available	2001, 2004 forthcoming
Data Type	Administrative data
Population	Children and families receiving child care subsidy assistance in 2001 through the CCDF, through their state, territory, or tribe
Children's Age Range/Group	<input checked="" type="checkbox"/> Birth-2 Years <input checked="" type="checkbox"/> 3-5 Years <input checked="" type="checkbox"/> 6-8 Years <input checked="" type="checkbox"/> 9-12 Years
Unit of Observation	Individual (Children), Families, Organization (Provider)
Source of Data or Respondent	Administrative records from states and territories as reported to the Child Care Bureau.
Data Are Representative of	<input checked="" type="checkbox"/> U.S. <input type="checkbox"/> County <input type="checkbox"/> Census Tract <input type="checkbox"/> Rural Areas <input checked="" type="checkbox"/> State <input type="checkbox"/> Zip Code <input type="checkbox"/> Urban Areas <input type="checkbox"/> Other
Principal Investigator	United States. Child Care Bureau
Researchers	
Contractors	
Data Collectors	Anteon Corporation, Child Care Automation Resource Center
Funders	United States. Administration for Children and Families; United States. Child Care Bureau; United States. Dept. of Health and Human Services

Child Care and Development Fund Administrative Data (continued)

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

- Age
- Gender
- Relation to respondent
- Homeschooling
- School grade
- Hours per week in school
- Race
- Ethnicity
- Hispanic origin
- Language child speaks at home
- Immigrant status
- Health insurance coverage

CHILD DEVELOPMENT

Intellectual Development

- Verbal proficiency
- Quantitative proficiency
- Expressive language
- Receptive language
- Fine motor skills
- Gross motor skills
- Basic concepts mastery
- Approaches to learning
- Prereading behaviors

Socioemotional Development

- Problem behaviors
- Social competence
- Attachment
- Self-regulation
- Peer relationships
- Positive affect
- Internalizing behaviors
- Mastery motivation
- Cooperation/compliance

Emerging Literacy & Numeracy

- Parent/provider perceptions
- Direct assessments

Academic Performance

- Delayed kindergarten entry
- Academic performance measures
- Grades
- Grade retention
- Child's adjustment to school

SPECIAL NEEDS CHILDREN

Diagnoses

- Learning disability
- Mental retardation
- Speech/language delay
- Emotional/behavioral disorder
- Hearing impairment
- Visual impairment
- Orthopedic impairment
- Autism or Asperger's
- Other PDD
- ADD, ADHD
- Other health impairment

Child Receives Services from

- Local school district
- Local health agency
- Local health care provider
- Child has IEP

Child Care and Development Fund Administrative Data (continued)

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

- Activities (lessons, clubs, sports, etc.)
- Alternative arrangements
- Before & after-school care
- Center-based care
- Early Head Start
- Family child care
- Friend & neighbor care
- Head Start
- In-home care by nonrelative
- Nontraditional hour child care
- Parental care
- Pre-k
- Relative care
- Self-care
- Sick child care
- Summer child care
- Wrap around/transitional care

Duration & Stability of Arrangements

- Number of arrangements
- Hours/day, week, month
- Days/week, month
- Primary vs. secondary arrangements
- Age at onset
- CC&EE history
- CC&EE stability (transition, duration, number of providers)

Selection of Arrangements

- Sources of information & referral
- Reasons for selecting primary arrangement
- Difficulty finding type wanted
- Perception of available choices in community
- Parent satisfaction with child care arrangements
- Parent perceptions of and attitudes toward arrangement & provider
- Travel time
- Child satisfaction with arrangement

CC&EE EXPENSES

- Fees
- TANF assistance receipt
- Child care subsidy receipt
- Employer assistance receipt
- Relatives' assistance receipt
- Other assistance
- Total expenses for focus child
- Total household child care expenses

FAMILY CHARACTERISTICS

Family Structure

- Family composition - full or partial roster
- Marital status
- Family structure
- Family size
- Number of children under 18
- Number of children under 13

- Number of children under 6
- Number of adults in household
- Number unrelated adults in the household
- Relationship of family members to child, one another

Home Environment

- Language spoken at home
- Availability of learning materials
- Home enrichment activities
- Parent-child interaction
- Parenting & discipline
- Routines
- Parental stress
- Parental conflict
- Home environment measures
- Involvement of nonresident parent with child

Neighborhood & Community Characteristics

- Perceptions of neighborhood safety
- Community resources

PARENT CHARACTERISTICS²

- | RM | RF | NRP (nonresident parent) | |
|-------------------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Race |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ethnicity |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Hispanic origin |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Immigrant status |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Native language |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Poverty status |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Income |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Income by source |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parental educational attainment |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parental employment |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parent participation in education or training |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parent occupation |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parent work schedule and flexibility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Health & mental health |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Child care subsidy receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C&DCTC receipt |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | AFDC, TANF receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Unemployment receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SSI/Social Security benefits |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Food Stamps |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | WIC receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Medicaid receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SCHIP |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Child support receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Foster care payments |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Job training, education, GED, work, other requirements |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Residential mobility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Urban/rural marker |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | MSA/non-MSA area |

Child Care and Development Fund Administrative Data (continued)

PROVIDER, WORKFORCE, AND MARKET	
<p>MARKET</p> <p>Supply</p> <p><input type="checkbox"/> Use of waiting lists</p> <p><input type="checkbox"/> Program expansion</p> <p><input type="checkbox"/> Client recruitment practices</p> <p><input type="checkbox"/> Infrastructure expansion</p> <p>PROVIDER ORGANIZATIONS</p> <p>Provider Type⁵</p> <p><input checked="" type="checkbox"/> Center-based</p> <p><input checked="" type="checkbox"/> Family child care</p> <p><input checked="" type="checkbox"/> Relative care</p> <p><input checked="" type="checkbox"/> Friend & neighbor care</p> <p><input checked="" type="checkbox"/> In-home, nonrelative care</p> <p><input type="checkbox"/> School-age care settings</p> <p>Organization Characteristics</p> <p><input type="checkbox"/> Total number of assistant caregivers/teachers</p> <p><input type="checkbox"/> Caregiver/teacher attrition</p> <p><input type="checkbox"/> Work schedule, working conditions & benefits</p> <p><input type="checkbox"/> Salary & wages</p> <p><input type="checkbox"/> Efforts to reduce caregiver/teacher turnover</p> <p><input type="checkbox"/> Staff recruitment practices</p> <p><input type="checkbox"/> Other staff</p> <p><input type="checkbox"/> Availability of sick child care</p> <p><input type="checkbox"/> Health screening services</p> <p><input type="checkbox"/> Special needs services</p> <p><input type="checkbox"/> Home visits</p> <p><input type="checkbox"/> Health and safety of care</p> <p><input checked="" type="checkbox"/> Child care subsidy receipt</p> <p>Classroom—Group Characteristics</p> <p><input type="checkbox"/> Environment</p> <p><input type="checkbox"/> Daily activities & routines</p> <p><input type="checkbox"/> Use of curriculum</p> <p><input type="checkbox"/> Child assessment practices</p>	<p><input type="checkbox"/> Early literacy activities & environment</p> <p><input type="checkbox"/> Child activity with objects</p> <p><input type="checkbox"/> Peer interaction</p> <p><input type="checkbox"/> Adult-child interaction</p> <p><input type="checkbox"/> Discipline and management</p> <p><input type="checkbox"/> Adult/child ratio</p> <p><input type="checkbox"/> Group size</p> <p>Professional Development & Training</p> <p><input type="checkbox"/> Assistance toward degree or certification</p> <p><input type="checkbox"/> On-the-job training</p> <p><input type="checkbox"/> Mentoring</p> <p><input type="checkbox"/> Workshops & other training</p> <p><input type="checkbox"/> Training needs</p> <p><input type="checkbox"/> Staff evaluation</p> <p>Provider-Parent Relations & Interaction</p> <p><input type="checkbox"/> Parent employed with provider</p> <p><input type="checkbox"/> Parent volunteers with provider</p> <p><input type="checkbox"/> Communication with parents</p> <p><input type="checkbox"/> Parent involvement activities</p> <p><input type="checkbox"/> Parent education, employment, & self-sufficiency activities</p> <p><input type="checkbox"/> Parenting education activities</p> <p><input type="checkbox"/> Transition into formal schooling</p> <p><input type="checkbox"/> Activities targeting father involvement</p> <p>PROVIDER WORKFORCE</p> <p>Caregiver (Individual) – Teacher Characteristics</p> <p><input type="checkbox"/> Age</p> <p><input type="checkbox"/> Gender</p> <p><input type="checkbox"/> Race/ethnicity</p> <p><input type="checkbox"/> Educational attainment</p> <p><input type="checkbox"/> Certification</p> <p><input type="checkbox"/> Years of experience</p> <p><input type="checkbox"/> Language spoken during care</p> <p><input type="checkbox"/> Participation in professional development & training</p>
PROGRAMS, INTERVENTIONS, AND CURRICULA	
<p>PROGRAMS</p> <p><input type="checkbox"/> Accreditation</p> <p><input type="checkbox"/> Administration & management</p> <p><input type="checkbox"/> Health-based programs</p> <p><input type="checkbox"/> Early intervention</p> <p><input type="checkbox"/> Integrated services</p> <p><input type="checkbox"/> Protective/therapeutic/at-risk programs</p> <p><input type="checkbox"/> School-based programs</p> <p><input type="checkbox"/> Two-generation programs</p> <p>Enrollment</p> <p><input type="checkbox"/> Before & after-school care</p> <p><input type="checkbox"/> Center-based care, day care center, or preschool</p> <p><input type="checkbox"/> Early Head Start</p> <p><input type="checkbox"/> Family child care</p> <p><input type="checkbox"/> Head Start</p> <p><input type="checkbox"/> Pre-k</p> <p><input type="checkbox"/> Summer child care</p>	<p>INTERVENTION – CURRICULA</p> <p><input type="checkbox"/> Comprehensive</p> <p><input type="checkbox"/> Development, planning, & evaluation</p> <p><input type="checkbox"/> Health, safety, & nutrition</p> <p><input type="checkbox"/> Literacy</p> <p><input type="checkbox"/> Mixed age groupings</p> <p><input type="checkbox"/> Preschool</p> <p>CC&EE QUALITY</p> <p><input type="checkbox"/> Structural quality</p> <p><input type="checkbox"/> Process quality</p> <p><input type="checkbox"/> Caregiver sensitivity</p>

Child Care and Development Fund Administrative Data *(continued)*

Endnotes

1. This collection includes for each state and territory the total number of families served monthly by CCDF, the amount of child care subsidy copayment paid by families, and the date when the family began receiving subsidies.
2. The collection also provides information on whether families receive housing vouchers and other federal assistance as a source of income.
3. Data include monthly family income.
4. This collection has information on the reasons for receiving child care subsidies.
5. The collection includes information about licensed and regulated, as well as legally operating child care arrangements. It also provides information on group home child care.

Publications

U.S. Child Care Bureau. (2003). *Child Care Development Fund (CCDF) report to Congress: Submitted January 2003*. Washington, DC: U.S. Administration for Children and Families. <www.researchconnections.org/location/ccra3562>

CURRENT POPULATION SURVEY — OCTOBER SUPPLEMENT

Acronym	October CPS
Description	The Current Population Survey (CPS) is a monthly survey of approximately 50,000 U.S. households. Conducted for over 50 years, the CPS provides information on the characteristics of the U.S. labor force. The basic monthly questionnaire explores employment, unemployment, income, hours of work, occupation, industry, and a variety of sociodemographic characteristics, and is a unique source of estimates of total employment, self-employment, unpaid work, wage and salary employment, unemployment, work hours, and distribution of workers by occupation and industry. Monthly supplements also examine previous work experience, noncash benefits, income, migration, health, education, fertility, immigration, child support, computer and internet use, voting and registration, and food security. In addition, the October Supplement also collects information on school enrollment for individuals 3 years old and over, including current grade, public vs. private school attendance, college enrollment, and educational attainment. The CPS is based on a probability sample of households within geographic areas grouped into strata within states. In order to allow for month-to-month and year-to-year comparisons, the sample is divided into eight panels that are rotated each month. Each household is interviewed once a month during four consecutive months in one year, and again for an additional four consecutive months one year later. Hence, every month a new panel enters the study and one panel exits the study. The sample is revised following each decennial census to adjust for changes in population characteristics.
Design	Nonexperimental; longitudinal.
Periodicity	Basic monthly survey: monthly. October Supplement: yearly.
Period Coverage	Basic monthly survey: month when the survey is being conducted; October Supplement: October of the year when data are collected and the previous year.
Data Availability	Supplement data along with basic monthly survey data are available free of charge in ASCII format in either CD-ROM or via the internet.
Availability URL	www.bls.census.gov/cps/school/sdata.htm ¹ www.nber.org/data/current-population-survey-data.html ² www.researchconnections.org/location/ccrca8552 ³ www.researchconnections.org/location/ccrca8546 www.researchconnections.org/location/ccrca4302 www.researchconnections.org/location/ccrca5041 www.researchconnections.org/location/ccrca396
Years Available	Up to 2004
Data Type	Survey
Population	Basic monthly survey: U.S. civilian, noninstitutionalized population, 15 year or older. October Supplement: individuals 3 years old and over
Children's Age Range/Group	<input type="checkbox"/> Birth-2 Years <input checked="" type="checkbox"/> 3-5 Years <input checked="" type="checkbox"/> 6-8 Years <input checked="" type="checkbox"/> 9-12 Years
Unit of Observation	Individuals within households
Source of Data or Respondent	Household member 15 years or older who is knowledgeable about the household
Data Are Representative of	<input checked="" type="checkbox"/> U.S. <input checked="" type="checkbox"/> ⁵ County <input type="checkbox"/> Census Tract <input checked="" type="checkbox"/> Rural Areas <input checked="" type="checkbox"/> State <input type="checkbox"/> Zip Code <input checked="" type="checkbox"/> Urban Areas <input checked="" type="checkbox"/> Other: Estimates can also be generated by region (North, East, South, Midwest, West).
Principal Investigator	United States. Department. of Commerce; United States. Bureau of the Census
Researchers	
Contractors	United States. Bureau of the Census
Data Collectors	United States. Bureau of the Census
Funders	

Current Population Survey — October Supplement (continued)

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

- Age
- Gender
- Relation to respondent
- Homeschooling
- School grade
- Hours per week in school
- Race
- Ethnicity
- Hispanic origin
- ⁶ Language child speaks at home
- Immigrant status
- Health insurance coverage

CHILD DEVELOPMENT

Intellectual Development

- Verbal proficiency
- Quantitative proficiency
- Expressive language
- Receptive language
- Fine motor skills
- Gross motor skills
- Basic concepts mastery
- Approaches to learning
- Prereading behaviors

Socioemotional Development

- Problem behaviors
- Social competence
- Attachment
- Self-regulation
- Peer relationships
- Positive affect
- Internalizing behaviors
- Mastery motivation
- Cooperation/compliance

Emerging Literacy & Numeracy

- Parent/provider perceptions
- Direct assessments

Academic Performance

- Delayed kindergarten entry
- Academic performance measures
- Grades
- ⁷ Grade retention
- Child's adjustment to school

SPECIAL NEEDS CHILDREN

Diagnoses

- Learning disability
- Mental retardation
- Speech/language delay
- Emotional/behavioral disorder
- Hearing impairment
- Visual impairment
- Orthopedic impairment
- Autism or Asperger's
- Other PDD
- ADD, ADHD
- Other health impairment

Child Receives Services from

- Local school district
- ⁸ Local health agency
- Local health care provider
- Child has IEP

Current Population Survey — October Supplement (continued)

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

- Activities (lessons, clubs, sports, etc.)
- Alternative arrangements
- Before & after-school care
- ⁹ Center-based care
- Early Head Start
- Family child care
- Friend & neighbor care
- ⁹ Head Start
- In-home care by nonrelative
- Nontraditional hour child care
- Parental care
- ⁹ Pre-k
- Relative care
- Self-care
- Sick child care
- Summer child care
- Wrap around/transitional care

Duration & Stability of Arrangements

- Number of arrangements
- Hours/day, week, month
- Days/week, month
- Primary vs. secondary arrangements
- Age at onset
- CC&EE history
- CC&EE stability (transition, duration, number of providers)

Selection of Arrangements

- Sources of information & referral
- Reasons for selecting primary arrangement
- Difficulty finding type wanted
- Perception of available choices in community
- Parent satisfaction with child care arrangements
- Parent perceptions of and attitudes toward arrangement & provider
- Travel time
- Child satisfaction with arrangement

CC&EE EXPENSES

- Fees
- TANF assistance receipt
- Child care subsidy receipt
- Employer assistance receipt
- Relatives' assistance receipt
- Other assistance
- Total expenses for focus child
- Total household child care expenses

FAMILY CHARACTERISTICS

Family Structure

- Family composition - full or partial roster
- Marital status
- Family structure
- Family size
- Number of children under 18
- Number of children under 13
- Number of children under 6

- Number of adults in household
- Number unrelated adults in the household
- Relationship of family members to child, one another

Home Environment

- ¹⁰ Language spoken at home
- Availability of learning materials
- Home enrichment activities
- Parent-child interaction
- Parenting & discipline
- Routines
- Parental stress
- Parental conflict
- Home environment measures
- Involvement of nonresident parent with child

Neighborhood & Community Characteristics

- Perceptions of neighborhood safety
- Community resources

PARENT CHARACTERISTICS

- | RM | RF | NRP (nonresident parent) | |
|-------------------------------------|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Marital status |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Race |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ethnicity |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Hispanic origin |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Immigrant status |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Native language |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Poverty status |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Income |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Income by source |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parental educational attainment |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parental employment |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parent participation in education or training |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parent occupation |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parent work schedule and flexibility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Health & mental health |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Child care subsidy receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C&DCTC receipt |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | AFDC, TANF receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Unemployment receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SSI/Social Security benefits |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Food Stamps |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | WIC receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Medicaid receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SCHIP |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Child support receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Foster care payments |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Job training, education, GED, work, other requirements |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Residential mobility |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Urban/rural marker |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | MSA/non-MSA area |

Current Population Survey — October Supplement (continued)

PROVIDER, WORKFORCE, AND MARKET

MARKET

Supply

- Use of waiting lists
- Program expansion
- Client recruitment practices
- Infrastructure expansion

PROVIDER ORGANIZATIONS

Provider Type

- Center-based
- Family child care
- Relative care
- Friend & neighbor care
- In-home, nonrelative care
- School-age care settings

Organization Characteristics

- Total number of assistant caregivers/teachers
- Caregiver/teacher attrition
- Work schedule, working conditions, & benefits
- Salary & wages
- Efforts to reduce caregiver/teacher turnover
- Staff recruitment practices
- Other staff
- Availability of sick child care
- Health screening services
- Special needs services
- Home visits
- Health and safety of care
- Child care subsidy receipt

Classroom—Group Characteristics

- Environment
- Daily activities & routines
- Use of curriculum
- Child assessment practices

- Early literacy activities & environment
- Child activity with objects
- Peer interaction
- Adult-child interaction
- Discipline and management
- Adult/child ratio
- Group size

Professional Development & Training

- Assistance toward degree or certification
- On-the-job training
- Mentoring
- Workshops & other training
- Training needs
- Staff evaluation

Provider-Parent Relations & Interaction

- Parent employed with provider
- Parent volunteers with provider
- Communication with parents
- Parent involvement activities
- Parent education, employment, & self-sufficiency activities
- Parenting education activities
- Transition into formal schooling
- Activities targeting father involvement

PROVIDER WORKFORCE

Caregiver (Individual) – Teacher Characteristics

- Age
- Gender
- Race/ethnicity
- Educational attainment
- Certification
- Years of experience
- Language spoken during care
- Participation in professional development & training

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

- Accreditation
- Administration & management
- Health-based programs
- Early intervention
- Integrated services
- Protective/therapeutic/at-risk programs
- School-based programs
- Two-generation programs
 - Enrollment
 - Before & after-school care
 - Center-based care, day care center, or preschool
 - Early Head Start
 - Family child care
 - Head Start
 - Pre-k
 - Summer child care

INTERVENTION – CURRICULA

- Comprehensive
- Development, planning, & evaluation
- Health, safety, & nutrition
- Literacy
- Mixed age groupings
- Preschool

CC&EE QUALITY

- Structural quality
- Process quality
- Caregiver sensitivity

Current Population Survey — October Supplement (continued)

Endnotes

1. October Supplement data are available only up to 2000.
2. October Supplement data are available only up to 2003.
3. October Supplement data on *Research Connections* are available up to 2004 and only for staff of ICPSR member institutions. See <www.icpsr.umich.edu/membership/ors.html>
4. Children's items from the October CPS collect data for children ages 5 to 14.
5. The CPS sample is selected so that reliable estimates can be obtained for the 50 states and the District of Columbia. Estimates for geographic areas smaller than states are not as reliable.
6. The 2004 October CPS included questions about English proficiency of the child, as perceived by the respondent, and children's participation in English as a Second Language instruction.
7. Since 1999, the October CPS includes a question on grade repetition.
8. Responses to question on disability services receipt are coded as either from school or school district, from doctor or clinic, from other source, or not receiving services.
9. The October Supplement asks whether the child is enrolled in "regular school." Since 1994, respondents are told that this term includes nursery school and kindergarten, as well as formal schooling leading to a high school diploma. When asked the grade or school the child is attending, if the answer is nursery or kindergarten, respondents are asked to indicate whether attendance is part-day or full-day. Responses are coded separately for nursery (i.e., preschool or prekindergarten) and kindergarten. According to Bainbridge et al. (2005), at least since 1994, questions in the October CPS about participation in early education capture together center-based care, Head Start, nursery school, prekindergarten, and kindergarten. See Bainbridge, Jay, Meyers, Marcia K., Tanaka, Sakiko, & Waldfogel, Jane. (2005). *Who gets an early education? Family income and the enrollment of three- to five-year-olds from 1968 to 2000. Social Science Quarterly, 86(3), 724-745.*
10. Question asks specifically if Spanish is the only language spoken at home.
11. Data are collected on combined family income received by all family members who are age 15 or older

Publications

- Bainbridge, Jay, Meyers, Marcia K., Tanaka, Sakiko, & Waldfogel, Jane. (2005). *Who gets an early education?: Family income and the enrollment of three- to five-year-olds from 1968 to 2000. Social Science Quarterly, 86(3), 724-745.* <www.researchconnections.org/location/ccrca6918>
- Bainbridge, Jay, Meyers, Marcia K., Tanaka, Sakiko, & Waldfogel, Jane. (2003). *Who gets an early education?: Family income and the enrollment of 3- to 5-year-olds from 1968 to 2000.* New York: Russell Sage Foundation. <www.researchconnections.org/location/ccrca8665>
- Barnett, W. Steven, Hustedt, Jason T., Robin, Kenneth B., & Schulman, Karen. (2004). *The state of preschool: 2004 state preschool yearbook.* New Brunswick, NJ: National Institute for Early Education Research. <www.researchconnections.org/location/ccrca4646>
- Barnett, W. Steven, & Yarosz, Donald J. (2004). *Who goes to preschool and why does it matter?* (Preschool Policy Matters Issue No. 8). New Brunswick, NJ: National Institute for Early Education Research. <www.researchconnections.org/location/ccrca5276>
- Besharov, Douglas J., Morrow, Jeffrey S., & Shi, Anne F. (2006). *Child care data in the Survey of Income and Program Participation (SIPP): Inaccuracies and corrections.* College Park: University of Maryland, School of Public Policy, Welfare Reform Academy. <www.researchconnections.org/location/ccrca9510>
- Besharov, Douglas J., Morrow, Jeffrey S., & Shi, Anne F. (2006). *Child care data in the Survey of Income and Program Participation (SIPP): Inaccuracies and corrections* [Executive summary]. College Park: University of Maryland, School of Public Policy, Welfare Reform Academy. <www.researchconnections.org/location/ccrca9512>
- David & Lucile Packard Foundation. (2005). *County-level estimates of the effects of a universal preschool program in California* (Technical Report No. TR-340-PF). Santa Monica, CA: Rand Corporation. <www.researchconnections.org/location/ccrca7930>
- DeBell, Matthew. (2005). *Rates of computer and internet use by children in nursery school and students in kindergarten through twelfth grade: 2003* (NCES 2005-111). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca6431>
- Federal Interagency Forum on Child and Family Statistics. (2005). *America's children: Key national indicators of well-being, 2005.* Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca6849>
- Federal Interagency Forum on Child and Family Statistics. (2003). *America's children: Key national indicators of well-being, 2003.* Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5378>
- Federal Interagency Forum on Child and Family Statistics. (2002). *America's children: Key national indicators of well-being, 2002.* Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5379>

Current Population Survey — October Supplement (continued)

- Federal Interagency Forum on Child and Family Statistics. (2001). *America's children: Key national indicators of well-being, 2001*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5380>
- Federal Interagency Forum on Child and Family Statistics. (2000). *America's children: Key national indicators of well-being, 2000*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5381>
- Federal Interagency Forum on Child and Family Statistics. (1999). *America's children: Key national indicators of well-being, 1999*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5382>
- Federal Interagency Forum on Child and Family Statistics (U.S.). *America's children: Key national indicators of well-being, 1998*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5383>
- Federal Interagency Forum on Child and Family Statistics (U.S.). *America's children: Key national indicators of well-being, 1997*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5384>
- Livingston, Andrea, & Wirt, John. (2004). *The condition of education 2004 in brief* (NCES 2004-076). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca5326>
- Livingston, Andrea, & Wirt, John. (2003). *The condition of education 2003 in brief* (NCES 2003-068). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3550>
- Magnuson, Katherine A., & Waldfogel, Jane. (2005). Early childhood care and education: Effects on ethnic and racial gaps in school readiness. *The Future of Children*, 15(1), 169-196. <www.researchconnections.org/location/ccrca5247>
- Magnuson, Katherine A., Meyers, Marcia K., Ruhm, Christopher J., & Waldfogel, Jane. (2003). *Inequality in pre-school education and school readiness*. New York: Russell Sage Foundation. <www.researchconnections.org/location/ccrca8662>
- Magnuson, Katherine A., Meyers, Marcia K., & Waldfogel, Jane. (n.d.). *The effects of expanded public funding for early education and child care on preschool enrollment in the 1990s*. New York: Russell Sage Foundation. <www.researchconnections.org/location/ccrca8663>
- Mississippi State University, National Center for Rural Early Childhood Learning Initiatives. (2004). *The rural early childhood information gap* (Rural Early Childhood Brief No. 1). Starkville, MS: Mississippi State University, National Center for Rural Early Childhood Learning Initiatives. <www.researchconnections.org/location/ccrca6360>
- Nathanson, Jeanne. (2001). *The condition of education 2000 in brief* (NCES 2001-045). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3555>
- Sen, Anindita, Partelow, Lisette A., Miller, David C., & Owen, Eugene. (2005). *Comparative indicators of education in the United States and other G8 countries: 2004* (NCES 2005-021). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca5385>
- Sherman, Joel, Honegger, Steven, McGivern, Jennifer, & Lemke, Mariann. (2003). *Comparative indicators of education in the United States and other G-8 countries: 2002* (NCES 2003-026). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca1508>
- Wirt, John, & Livingston, Andrea. (2002). *The condition of education 2002 in brief* (NCES 2002-011). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3551>
- Wirt, John, Choy, Susan, Gerald, Debra, Provasnik, Stephen, Rooney, Patrick, Watanabe, Satoshi, et al. (2002). *The condition of education 2002* (NCES 2002-025). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3552>
- Wirt, John, & Livingston, Andrea. (2001). *The condition of education 2001 in brief* (NCES 2001-125). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3553>
- Wirt, John, Choy, Susan, Gerald, Debra, Provasnik, Stephen, Rooney, Patrick, Watanabe, Satoshi, et al. (2001). *The condition of education 2001* (NCES 2001-072). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3554>
- Wirt, John, Choy, Susan, Gruner, Allison, Sable, Jennifer, Tobin, Richard, Bae, Yupin, et al. (2000). *The condition of education 2000* (NCES 2000-062). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3557>
- Wirt, John, Choy, Susan, Provasnik, Stephen, Rooney, Patrick, Sen, Anindita, & Tobin, Richard. (2003). *The condition of education 2003* (NCES 2003-067). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3549>

NATIONAL HOUSEHOLD EDUCATION SURVEY — BEFORE AND AFTER SCHOOL PROGRAMS AND ACTIVITIES

Acronym	NHES - ASPA
Description	The NHES is a telephone survey of households and individuals covering a wide range of information on the educational experiences of U.S. children and adults. NHES was developed to provide reliable national estimates. To that end, African Americans and Hispanics are oversampled. Following a two-stage sampling design, NHES first selects a stratified random sample of all U.S. households with a telephone; second, up to three individuals within households are surveyed depending on the topics being fielded. Five general topics are explored on a rotating basis: Before- and after-school programs and activities (ASPA); Early childhood program participation (ECP); School readiness (SR); Parent and family involvement in education (PFI); and Adult education (AE). Each survey year contains at least two topics. In addition, surveys have been fielded examining civic involvement; household library use; and school safety and discipline. The ASPA module gathers information on the parental and non-parental care arrangements and activities of children before and after school or while their parents are working or attending educational or training programs.
Design	Cross-sectional
Periodicity	Begun in 1991, NHES was carried out in 1993, 1995, 1996, 2001, 2003, and 2005. The next fielding is scheduled for 2007. The ASPA module was conducted in 1999, 2001, and 2005.
Period Coverage	January to April of the survey year
Data Availability	Public-release data are currently available free of charge in ASCII files in an Electronic Code Book CD-ROM, a Windows-based program that enables users to explore and subset data, as well as export files into SAS, SPSS, and STATA.
Availability URL	http://nces.ed.gov/nhes/ www.researchconnections.org/location/ccrca146 www.researchconnections.org/location/ccrca3637
Years Available	1999, 2001, 2005
Data Type	Survey
Population	Noninstitutionalized population in the 50 states and the District of Columbia
Children's Age Range/Group	<input type="checkbox"/> Birth-2 Years <input type="checkbox"/> 3-5 Years <input checked="" type="checkbox"/> 6-8 Years <input checked="" type="checkbox"/> 9-12 Years
Unit of Observation	Child
Source of Data or Respondent	Parent, guardian, or adult most knowledgeable about the child
Data Are Representative of	<input checked="" type="checkbox"/> U.S. <input type="checkbox"/> County <input type="checkbox"/> Census Tract <input checked="" type="checkbox"/> Rural Areas <input type="checkbox"/> State <input type="checkbox"/> Zip Code <input checked="" type="checkbox"/> Urban Areas <input checked="" type="checkbox"/> Other: Estimates can also be generated by region (North, East, South, Midwest, West).
Principal Investigator	National Center for Education Statistics
Researchers	
Contractors	Westat, Inc.
Data Collectors	Westat, Inc.
Funders	National Center for Education Statistics

NHES — Before and After School Programs and Activities (continued)

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

- Age
- Gender
- Relation to respondent
- ² Homeschooling
- ³ School grade
- Hours per week in school
- Race
- Ethnicity
- Hispanic origin
- Language child speaks at home
- Immigrant status
- Health insurance coverage

CHILD DEVELOPMENT

Intellectual Development

- Verbal proficiency
- Quantitative proficiency
- Expressive language
- Receptive language
- Fine motor skills
- Gross motor skills
- Basic concepts mastery
- Approaches to learning
- Prereading behaviors

Socioemotional Development

- Problem behaviors
- Social competence
- Attachment
- Self-regulation
- Peer relationships
- Positive affect
- Internalizing behaviors
- Mastery motivation
- Cooperation/compliance

Emerging Literacy & Numeracy

- Parent/provider perceptions
- Direct assessments

Academic Performance

- Delayed kindergarten entry
- Academic performance measures
- ⁴ Grades
- Grade retention
- Child's adjustment to school

SPECIAL NEEDS CHILDREN

Diagnoses

- Learning disability
- Mental retardation
- Speech/language delay
- Emotional/behavioral disorder
- Hearing impairment
- Visual impairment
- Orthopedic impairment
- Autism or Asperger's
- ⁵ Other PDD
- ADD, ADHD
- Other health impairment

Child Receives Services from

- Local school district
- Local health agency
- Local health care provider
- ⁶ Child has IEP

NHES — Before and After School Programs and Activities (continued)

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

- Activities (lessons, clubs, sports, etc.)
- Alternative arrangements
- Before & after-school care
- Center-based care
- Early Head Start
- Family child care
- Friend & neighbor care
- Head Start
- In-home care by nonrelative
- Nontraditional hour child care
- Parental care
- Pre-k
- Relative care
- Self-care
- Sick child care
- Summer child care
- Wrap around/transitional care

Duration & Stability of Arrangements

- Number of arrangements
- Hours/day, week, month
- Days/week, month
- Primary vs. secondary arrangements
- Age at onset
- CC&EE history
- CC&EE stability (transition, duration, number of providers)

Selection of Arrangements

- Sources of information & referral
- Reasons for selecting primary arrangement
- Difficulty finding type wanted
- Perception of available choices in community
- Parent satisfaction with child care arrangements
- Parent perceptions of and attitudes toward arrangement & provider
- Travel time
- Child satisfaction with arrangement

CC&EE EXPENSES

- Fees
- TANF assistance receipt
- Child care subsidy receipt
- Employer assistance receipt
- Relatives' assistance receipt
- Other assistance
- Total expenses for focus child
- Total household child care expenses

FAMILY CHARACTERISTICS

Family Structure

- Family composition - full or partial roster
- Marital status
- Family structure
- Family size
- Number of children under 18
- Number of children under 13
- Number of children under 6

- Number of adults in household
- Number unrelated adults in the household
- Relationship of family members to child, one another

Home Environment

- Language spoken at home
- Availability of learning materials
- Home enrichment activities
- Parent-child interaction
- Parenting & discipline
- Routines
- Parental stress
- Parental conflict
- Home environment measures
- Involvement of nonresident parent with child

Neighborhood & Community Characteristics

- Perceptions of neighborhood safety
- Community resources

PARENT CHARACTERISTICS

- | RM | RF | NRP (nonresident parent) | |
|-------------------------------------|-------------------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Race |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ethnicity |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Hispanic origin |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Immigrant status |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Native language |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Poverty status |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Income |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Income by source |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parental educational attainment |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parental employment |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parent participation in education or training |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parent occupation |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parent work schedule and flexibility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Health & mental health |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Child care subsidy receipt |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C&DCTC receipt |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | AFDC, TANF receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Unemployment receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SSI/Social Security benefits |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Food Stamps |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | WIC receipt |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Medicaid receipt |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SCHIP |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Child support receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Foster care payments |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Job training, education, GED, work, other requirements |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Residential mobility |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Urban/rural marker |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | MSA/non-MSA area |

NHES — Before and After School Programs and Activities (continued)

PROVIDER, WORKFORCE, AND MARKET	
<p>MARKET</p> <p>Supply</p> <p><input type="checkbox"/> Use of waiting lists</p> <p><input type="checkbox"/> Program expansion</p> <p><input type="checkbox"/> Client recruitment practices</p> <p><input type="checkbox"/> Infrastructure expansion</p> <p>PROVIDER ORGANIZATIONS</p> <p>Provider Type</p> <p><input type="checkbox"/> Center-based</p> <p><input type="checkbox"/> Family child care</p> <p><input type="checkbox"/> Relative care</p> <p><input type="checkbox"/> Friend & neighbor care</p> <p><input type="checkbox"/> In-home, nonrelative care</p> <p><input type="checkbox"/> School-age care settings</p> <p>Organization Characteristics</p> <p><input type="checkbox"/> Total number of assistant caregivers/teachers</p> <p><input type="checkbox"/> Caregiver/teacher attrition</p> <p><input type="checkbox"/> Work schedule, working conditions, & benefits</p> <p><input type="checkbox"/> Salary & wages</p> <p><input type="checkbox"/> Efforts to reduce caregiver/teacher turnover</p> <p><input type="checkbox"/> Staff recruitment practices</p> <p><input type="checkbox"/> Other staff</p> <p><input type="checkbox"/> Availability of sick child care</p> <p><input type="checkbox"/> Health screening services</p> <p><input type="checkbox"/> Special needs services</p> <p><input type="checkbox"/> Home visits</p> <p><input type="checkbox"/> Health and safety of care</p> <p><input type="checkbox"/> Child care subsidy receipt</p> <p>Classroom—Group Characteristics</p> <p><input type="checkbox"/> Environment</p> <p><input checked="" type="checkbox"/> Daily activities & routines</p> <p><input type="checkbox"/> Use of curriculum</p> <p><input type="checkbox"/> Child assessment practices</p>	<p><input type="checkbox"/> Early literacy activities & environment</p> <p><input type="checkbox"/> Child activity with objects</p> <p><input type="checkbox"/> Peer interaction</p> <p><input type="checkbox"/> Adult-child interaction</p> <p><input type="checkbox"/> Discipline and management</p> <p><input checked="" type="checkbox"/> Adult/child ratio</p> <p><input checked="" type="checkbox"/> Group size</p> <p>Professional Development & Training</p> <p><input type="checkbox"/> Assistance toward degree or certification</p> <p><input type="checkbox"/> On-the-job training</p> <p><input type="checkbox"/> Mentoring</p> <p><input type="checkbox"/> Workshops & other training</p> <p><input type="checkbox"/> Training needs</p> <p><input type="checkbox"/> Staff evaluation</p> <p>Provider-Parent Relations & Interaction</p> <p><input type="checkbox"/> Parent employed with provider</p> <p><input type="checkbox"/> Parent volunteers with provider</p> <p><input type="checkbox"/> Communication with parents</p> <p><input type="checkbox"/> Parent involvement activities</p> <p><input type="checkbox"/> Parent education, employment, & self-sufficiency activities</p> <p><input type="checkbox"/> Parenting education activities</p> <p><input type="checkbox"/> Transition into formal schooling</p> <p><input type="checkbox"/> Activities targeting father involvement</p> <p>PROVIDER WORKFORCE</p> <p>Caregiver (Individual) – Teacher Characteristics</p> <p><input checked="" type="checkbox"/>¹⁷ Age</p> <p><input checked="" type="checkbox"/>¹⁸ Gender</p> <p><input type="checkbox"/> Race/ethnicity</p> <p><input type="checkbox"/> Educational attainment</p> <p><input type="checkbox"/> Certification</p> <p><input type="checkbox"/> Years of experience</p> <p><input checked="" type="checkbox"/> Language spoken during care</p> <p><input type="checkbox"/> Participation in professional development & training</p>
PROGRAMS, INTERVENTIONS, AND CURRICULA	
<p>PROGRAMS</p> <p><input type="checkbox"/> Accreditation</p> <p><input type="checkbox"/> Administration & management</p> <p><input type="checkbox"/> Health-based programs</p> <p><input type="checkbox"/> Early intervention</p> <p><input type="checkbox"/> Integrated services</p> <p><input type="checkbox"/> Protective/therapeutic/at-risk programs</p> <p><input type="checkbox"/> School-based programs</p> <p><input type="checkbox"/> Two-generation programs</p> <p>Enrollment</p> <p><input type="checkbox"/> Before & after-school care</p> <p><input type="checkbox"/> Center-based care, day care center, or preschool</p> <p><input type="checkbox"/> Early Head Start</p> <p><input type="checkbox"/> Family child care</p> <p><input type="checkbox"/> Head Start</p> <p><input type="checkbox"/> Pre-k</p> <p><input type="checkbox"/> Summer child care</p>	<p>INTERVENTION – CURRICULA</p> <p><input type="checkbox"/> Comprehensive</p> <p><input type="checkbox"/> Development, planning, & evaluation</p> <p><input type="checkbox"/> Health, safety, & nutrition</p> <p><input type="checkbox"/> Literacy</p> <p><input type="checkbox"/> Mixed age groupings</p> <p><input type="checkbox"/> Preschool</p> <p>CC&EE QUALITY</p> <p><input type="checkbox"/> Structural quality</p> <p><input type="checkbox"/> Process quality</p> <p><input type="checkbox"/> Caregiver sensitivity</p>

NHES — Before and After School Programs and Activities (continued)

Endnotes

1. Eligible children are kindergartners through eight graders (approximate age is 6 to 14 years).
2. Surveys prior to 2005 also collected information on reasons for home schooling; services offered by local public school district; use of these services; possibility to attend classes at school; home instruction provided by teacher paid by public school.
3. Also provided is information on: special education status; school characteristics (public vs. private; choice of school; religious affiliation; grades taught; student enrollment; daily schedule; travel time from home to school).
4. Grades are reported by survey respondent. Also provided is information on school suspensions, and behavior and academic problems reported by the school.
5. Surveys prior to 2005 did not ask about PDD.
6. The 2005 survey does not ask about IEPs.
7. Grouped together under nonrelative care is care provided by nonrelatives in the child's home or someone else's home, by family child care providers, and/or by neighbors. Since there is a question on location of care (child's home, other home, both), it is potentially feasible to distinguish care provided by nonrelative in the child's home from other nonrelative care.
8. Question asks about nonparental care after 6:00 PM.
9. NHES 2005 specifically asks about receipt of TANF assistance, in addition to assistance from other social service, welfare, or child care agency, to cover child care expenses. In previous years, the survey did not include a separate question about TANF receipt.
10. Respondents are asked about receipt of assistance from social service, welfare, or child care agency in the same question.
11. Question not asked prior to 2005.
12. Question asked for the household rather than for a specific parent or family member.
13. Question asks more generally about receipt of assistance from state government or welfare agency to pay for child care costs.
14. Question not asked in 2005 survey.
15. The 2005 survey has separate questions for TANF receipt and other welfare benefits. Questions about AFDC & TANF receipt are asked for the family rather than for a specific parent.
16. Question asked for the family rather than for a specific parent.
17. Age asked only of relative and nonrelative care providers.
18. Gender asked only of relative and nonrelative care providers.

Publications

- Bae, Yupin, Choy, Susan, Geddes, Claire, Sable, Jennifer, & Snyder, Thomas. (2000). *Trends in educational equity of girls & women* (NCES 2000-030). Washington, DC: National Center for Education Statistics.
<www.researchconnections.org/location/ccrca7688>
- Beasley, T. Mark. (2002). Influence of culture-related experiences and sociodemographic risk factors on cognitive readiness among preschoolers. *Journal of Education for Students Placed at Risk*, 7(1), 3-23. <www.researchconnections.org/location/ccrca8029>
- Brimhall, DeeAnn W., Reaney, Lizabeth M., & West, Jerry. (1999). *Participation of kindergartners through third-graders in before- and after-school care* (NCES 1999-013). Washington, DC: National Center for Education Statistics.
<www.researchconnections.org/location/ccrca177>
- Carver, Priscilla R., & Iruka, Iheoma U. (2006). *After-school programs and activities: 2005* (NCES 2006-076). Washington, DC: National Center for Education Statistics.
<www.researchconnections.org/location/ccrca9509>
- Chen, Xianglei, & Chandler, Kathryn. (2001). *Efforts by public K-8 schools to involve parents in children's education: Do school and parent reports agree?* (NCES 2001-076). Washington, DC: National Center for Education Statistics.
<www.researchconnections.org/location/ccrca4691>
- Chen, Xianglei, & Chandler, Kathryn. (2001). *Efforts by public K-8 schools to involve parents in children's education: Do school and parent reports agree?* [Executive summary] (NCES 2001-076). Washington, DC: National Center for Education Statistics.
<www.researchconnections.org/location/ccrca7171>
- Datar, Ashlesha. (2006). The impact of kindergarten entrance age policies on the childcare needs of families. *Journal of Policy Analysis and Management*, 25(1), 129-153.
<www.researchconnections.org/location/ccrca8901>
- Diamond, Karen E., Reagan, Amy J., & Bandyk, Jennifer E. (2000). Parents' conceptions of kindergarten readiness: Relationships with race, ethnicity, and development. *The Journal of Educational Research*, 94(2), 93-100.
<www.researchconnections.org/location/ccrca4300>
- Early, Diane M., & Burchinal, Margaret. (2001). Early childhood care: Relations with family characteristics and preferred care characteristics. *Early Childhood Research Quarterly*, 16(4), 475-497. <www.researchconnections.org/location/ccrca876>
- Federal Interagency Forum on Child and Family Statistics. (2005). *America's children: Key national indicators of well-being, 2005*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca6849>
- Federal Interagency Forum on Child and Family Statistics. (2003). *America's children: Key national indicators of well-being, 2003*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5378>
- Federal Interagency Forum on Child and Family Statistics. (2002). *America's children: Key national indicators of well-being, 2002*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5379>

NHES — Before and After School Programs and Activities (continued)

- Federal Interagency Forum on Child and Family Statistics. (2001). *America's children: Key national indicators of well-being, 2001*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5380>
- Federal Interagency Forum on Child and Family Statistics. (1998). *America's children: Key national indicators of well-being, 1998*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5383>
- Federal Interagency Forum on Child and Family Statistics. (1997). *America's children: Key national indicators of well-being, 1997*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5384>
- Freeman, Catherine E. (2004). *Trends in educational equity of girls and women: 2004* (NCES 2005-16). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7685>
- Fuller, Bruce, Eggers-Pierola, Costanza, Holloway, Susan D., Liang, Xiaoyan, & Rambaud, Marylee F. (1996). Rich culture, poor markets: Why do Latino parents forgo preschooling? *Teachers College Record*, 97(3), 400-418. <www.researchconnections.org/location/ccrca1177>
- Guzman, Lina. (2004). *Grandma and grandpa taking care of the kids: Patterns of involvement* (Research Brief No. 2004-17). Washington, DC: Child Trends. <www.researchconnections.org/location/ccrca4096>
- Hofferth, Sandra, Shauman, Kimberlee A., Henke, Robin R., & West, Jerry. (1998). *Characteristics of children's early care and education programs: Data from the 1995 National Household Education Survey* (NCES 98-128). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca174>
- Hofferth, Sandra, Shauman, Kimberlee A., Henke, Robin R., & West, Jerry. (1998). *Characteristics of children's early care and education programs: Data from the 1995 National Household Education Survey* [Executive summary] (NCES 98-128). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7475>
- Hofferth, Sandra, West, Jerry, Henke, Robin R., & Kaufman, Phillip. (1994). *Access to early childhood programs for children at risk* [Executive summary] (NCES 93-372). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7488>
- Iruka, Iheoma U., & Carver, Priscilla R. (2006). *National Household Education Surveys program of 2005: Initial results from the 2005 NHES Early Childhood Program Participation Survey* (NCES 2006-075). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca8947>
- Kinukawa, Akemi, Guzman, Lina, & Lippman, Laura. (2004). *National estimates of child care and subsidy receipt for children ages 0 to 6: What can we learn from the National Household Education Survey?* Washington, DC: Child Trends. <www.researchconnections.org/location/ccrca4537>
- Kleiner, Brian, Nolin, Mary Jo, & Chapman, Chris. (2004). *Before- and after-school care, programs, and activities of children in kindergarten through eighth grade: 2001* (NCES 2004-008). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3487>
- Kleiner, Brian, Nolin, Mary Jo, & Chapman, Chris. (2004). *Before- and after-school care, programs, and activities of children in kindergarten through eighth grade: 2001* [Executive summary] (NCES 2004-008). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3931>
- Lewit, Eugene M., & Baker, Linda S. (1995). Child indicators: School readiness. *The Future of Children*, 5(2), 128-139. <www.researchconnections.org/location/ccrca883>
- Liang, Xiaoyan, & Singer, Judith D. (2000). Ethnic differences in child care selection: The influence of family structure, parental practices, and home language. *Early Childhood Research Quarterly*, 15(4), 357-384. <www.researchconnections.org/location/ccrca564>
- Livingston, Andrea, & Wirt, John. (2004). *The condition of education 2004 in brief* (NCES 2004-076). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca5326>
- Loeb, Susanna, Fuller, Bruce, Kagan, Sharon Lynn, & Carrol, Bidemi. (2004). Child care in poor communities: Early learning effects of type, quality, and stability. *Child Development*, 75(1), 47-65. <www.researchconnections.org/location/ccrca3525>
- Magnuson, Katherine A., & Waldfogel, Jane. (2005). Early childhood care and education: Effects on ethnic and racial gaps in school readiness. *The Future of Children*, 15(1), 169-196. <www.researchconnections.org/location/ccrca5247>
- Maher, Erin J., Brandon, Richard N., Li, Guanghui, Burton, Alice, Whitebook, Marcy, & Young, Marci. (2003). *Determinants of state child care utilization patterns for estimating the size of the child care workforce at the state level: Year 2 full report*. Washington, DC: Center for the Child Care Workforce. <www.researchconnections.org/location/ccrca3053>
- Mulligan, Gail M., Brimhall, DeeAnn W., West, Jerry, & Chapman, Chris. (2005). *Child care and early education arrangements of infants, toddlers, and preschoolers: 2001* (NCES 2006-039). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7538>
- Mulligan, Gail M., Brimhall, DeeAnn W., West, Jerry, & Chapman, Chris. (2005). *Child care and early education arrangements of infants, toddlers, and preschoolers: 2001* [Executive summary] (NCES 2006-039). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7539>
- Nathanson, Jeanne. (2001). *The condition of education 2000 in brief* (NCES 2001-045). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3555>
- National Center for Education Statistics. (2003). *Indicator 38: Care arrangements for children after school. In The condition of education 2003* (NCES 2003-67, pp. 71-72, 76, 165-166, 243). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3440>

NHES — Before and After School Programs and Activities (continued)

- National Education Goals Panel. (1997). *Special early childhood report: 1997*. Washington, DC: National Education Goals Panel. <www.researchconnections.org/location/ccrca5664>
- National Institute for Early Education Research. (2005). *Important predictors of early childhood education and care*. New Brunswick, NJ: National Institute for Early Education Research. <www.researchconnections.org/location/ccrca7268>
- Smith, Timothy, Kleiner, Anne, Parsad, Basmat, Farris, Elizabeth, & Greene, Bernard. (2003). *Prekindergarten in U.S. public schools: 2000-2001: Statistical analysis report* (NCES 2003-019). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca1000>
- Smith, Timothy, Kleiner, Anne, Parsad, Basmat, Farris, Elizabeth, & Greene, Bernard. (2003). *Prekindergarten in U.S. public schools: 2000-2001: Statistical analysis report* [Executive summary] (NCES 2003-019). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7172>
- U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. (2003). *Trends in the well-being of America's children and youth: 2003*. Washington, DC: U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. <www.researchconnections.org/location/ccrca5482>
- West, Jerry, Germino-Hausken, Elvira, Chandler, Kathryn, & Collins, Mary. (1992). *Experiences in child care and early childhood programs of first and second graders* (NCES 92-005). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca176>
- West, Jerry, Germino-Hausken, Elvira, & Collins, Mary. (1993). *Profile of preschool children's child care and early education program participation* (NCES 93-133). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca178>
- West, Jerry, Meek, Anne, & Hurst, David. (2000). *Children who enter kindergarten late or repeat kindergarten: Their characteristics and later school performance* (NCES 2000-039). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3466>
- West, Jerry, Wright, DeeAnn, & Germino-Hausken, Elvira. (1996). *Child care and early education program participation of infants, toddlers, and preschoolers* (NCES 95-824). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca175>
- Wirt, John. (1999). *Preprimary education enrollment* (NCES 1999-004). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca4684>
- Wirt, John, Choy, Susan, Gerald, Debra, Provasnik, Stephen, Rooney, Patrick, Watanabe, Satoshi, et al. (2002). *The condition of education 2002* (NCES 2002-025). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3552>
- Wirt, John, Choy, Susan, Gerald, Debra, Provasnik, Stephen, Rooney, Patrick, Watanabe, Satoshi, et al. (2001). *The condition of education 2001* (NCES 2001-072). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3554>
- Wirt, John, Choy, Susan, Gruner, Allison, Sable, Jennifer, Tobin, Richard, Bae, Yupin, et al. (2000). *The condition of education 2000* (NCES 2000-062). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3557>
- Wirt, John, Choy, Susan, Provasnik, Stephen, Rooney, Patrick, Sen, Anindita, & Tobin, Richard. (2003). *The condition of education 2003* (NCES 2003-067). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3549>
- Wirt, John, & Livingston, Andrea. (2002). *The condition of education 2002 in brief* (NCES 2002-011). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3551>
- Wirt, John, & Livingston, Andrea. (2001). *The condition of education 2001 in brief* (NCES 2001-125). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3553>
- Zill, Nicholas, Collins, Mary, West, Jerry, & Germino-Hausken, Elvira. (1995). *Approaching kindergarten: A look at preschoolers in the United States* (NCES 95-280). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca2379>
- Zill, Nicholas, Loomis, Laura S., & West, Jerry. (1997). *The elementary school performance and adjustment of children who enter kindergarten late or repeat kindergarten: Findings from national surveys* (NCES 98-097). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca4810>

NATIONAL HOUSEHOLD EDUCATION SURVEY — EARLY CHILDHOOD PROGRAM PARTICIPATION

Acronym	NHES - ECPP
Description	The NHES is a telephone survey of households and individuals covering a wide range of information on the educational experiences of U.S. children and adults. NHES was developed to provide reliable national estimates. To that end, African Americans and Hispanics are oversampled. Following a two-stage sampling design, NHES first selects a stratified random sample of all U.S. households with a telephone; second, up to three individuals within households are surveyed depending on the topics being fielded. Five general topics are regularly explored: before- and after-school programs and activities (ASPA); early childhood program participation (ECPP); school readiness (SR); parent and family involvement in education (PFI); and adult education (AE). These topics are covered on a rotating basis. Each survey year contains at least two topics. In addition, surveys have been fielded examining civic involvement; household library use; and school safety and discipline. The ECPP module examines children's involvement in nonparental care and early education programs, the characteristics of these arrangements, and educational activities at home.
Design	Cross-sectional
Periodicity	Begun in 1991, NHES was carried out in 1993, 1995, 1996, 2001, 2003, and 2005. The next fielding is scheduled for 2007. The ECPP module was conducted in 1991, 1995, 1999, 2001, and 2005.
Period Coverage	January to April of the survey year
Data Availability	Public-release data are currently available free of charge in ASCII files in an Electronic Code Book CD-ROM, a Windows-based program that enables users to explore and subset data, as well as export files into SAS, SPSS, and STATA.
Availability URL	http://nces.ed.gov/nhes/ www.researchconnections.org/location/ccrca364 www.researchconnections.org/location/ccrca353 www.researchconnections.org/location/ccrca146 www.researchconnections.org/location/ccrca3637
Years Available	1991, 1995, 1999, 2001, 2005
Data Type	Survey
Population	Noninstitutionalized population in the 50 states and the District of Columbia
Children's Age Range/Group	<input checked="" type="checkbox"/> Birth-2 Years <input checked="" type="checkbox"/> 3-5 Years <input checked="" type="checkbox"/> 6-8 Years <input type="checkbox"/> 9-12 Years
Unit of Observation	Child
Source of Data or Respondent	Parent, guardian or adult most knowledgeable about the child
Data Are Representative of	<input checked="" type="checkbox"/> U.S. <input type="checkbox"/> County <input type="checkbox"/> Census Tract <input checked="" type="checkbox"/> Rural Areas <input type="checkbox"/> State <input type="checkbox"/> Zip Code <input checked="" type="checkbox"/> Urban Areas <input checked="" type="checkbox"/> Other: Estimates can also be generated by region (North, East, South, Midwest, West)
Principal Investigator	National Center for Education Statistics
Researchers	
Contractors	Westat, Inc.
Data Collectors	Westat, Inc.
Funders	National Center for Education Statistics

NHES — Early Childhood Program Participation (continued)

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

- Age
- Gender
- Relation to respondent
- Homeschooling
- School grade
- Hours per week in school
- Race
- Ethnicity
- Hispanic origin
- Language child speaks at home
- Immigrant status
- Health insurance coverage

CHILD DEVELOPMENT

Intellectual Development

- Verbal proficiency
- Quantitative proficiency
- Expressive language
- Receptive language
- Fine motor skills
- Gross motor skills
- Basic concepts mastery
- Approaches to learning
- Prereading behaviors

Socioemotional Development

- Problem behaviors
- Social competence
- Attachment
- Self-regulation
- Peer relationships
- Positive affect
- Internalizing behaviors
- Mastery motivation
- Cooperation/compliance

Emerging Literacy & Numeracy

- Parent/provider perceptions
- Direct assessments

Academic Performance

- Delayed kindergarten entry
- Academic performance measures
- Grades
- Grade retention
- Child's adjustment to school

SPECIAL NEEDS CHILDREN

Diagnoses

- Learning disability
- Mental retardation
- Speech/language delay
- Emotional/behavioral disorder
- Hearing impairment
- Visual impairment
- Orthopedic impairment
- Autism or Asperger's
- Other PDD
- ADD, ADHD
- Other health impairment

Child Receives Services from

- Local school district
- Local health agency
- Local health care provider
- Child has IEP

NHES — Early Childhood Program Participation (continued)

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

- Activities (lessons, clubs, sports, etc.)
- Alternative arrangements
- Before & after-school care
- ⁵ Center-based care
- ⁵ Early Head Start
- ⁶ Family child care
- ⁶ Friend & neighbor care
- ⁵ Head Start
- ⁶ In-home care by nonrelative
- Nontraditional hour child care
- Parental care
- ⁵ Pre-k
- Relative care
- Self-care
- Sick child care
- Summer child care
- Wrap around/transitional care

Duration & Stability of Arrangements

- Number of arrangements
- Hours/day, week, month
- Days/week, month
- Primary vs. secondary arrangements
- Age at onset
- CC&EE history
- CC&EE stability (transition, duration, number of providers)

Selection of Arrangements

- Sources of information & referral
- Reasons for selecting primary arrangement
- Difficulty finding type wanted
- Perception of available choices in community
- Parent satisfaction with child care arrangements
- Parent perceptions of and attitudes toward arrangement & provider
- Travel time
- Child satisfaction with arrangement

CC&EE EXPENSES

- Fees
- ⁷ TANF assistance receipt
- ⁸ Child care subsidy receipt
- Employer assistance receipt
- Relatives' assistance receipt
- Other assistance
- Total expenses for focus child
- Total household child care expenses

FAMILY CHARACTERISTICS

Family Structure

- Family composition - full or partial roster
- Marital status
- Family structure
- Family size
- Number of children under 18
- Number of children under 13
- Number of children under 6

- Number of adults in household
- Number unrelated adults in the household
- Relationship of family members to child, one another

Home Environment

- Language spoken at home
- Availability of learning materials
- Home enrichment activities
- Parent-child interaction
- Parenting & discipline
- Routines
- Parental stress
- Parental conflict
- Home environment measures
- Involvement of nonresident parent with child

Neighborhood & Community Characteristics

- ⁹ Perceptions of neighborhood safety
- Community resources

PARENT CHARACTERISTICS

- | RM | RF | NRP (nonresident parent) | |
|-------------------------------------|-------------------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Race |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ethnicity |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Hispanic origin |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Immigrant status |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Native language |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Poverty status |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Income |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Income by source |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parental educational attainment |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parental employment |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parent participation in education or training |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parent occupation |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parent work schedule and flexibility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Health & mental health |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Child care subsidy receipt |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C&DCTC receipt |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | AFDC, TANF receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Unemployment receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SSI/Social Security benefits |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Food Stamps |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | WIC receipt |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Medicaid receipt |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SCHIP |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Child support receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Foster care payments |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Job training, education, GED, work, other requirements |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Residential mobility |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Urban/rural marker |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | MSA/non-MSA area |

NHES — Early Childhood Program Participation (continued)

PROVIDER, WORKFORCE, AND MARKET	
<p>MARKET</p> <p>Supply</p> <p><input type="checkbox"/> Use of waiting lists</p> <p><input type="checkbox"/> Program expansion</p> <p><input type="checkbox"/> Client recruitment practices</p> <p><input type="checkbox"/> Infrastructure expansion</p> <p>PROVIDER ORGANIZATIONS</p> <p>Provider Type</p> <p><input checked="" type="checkbox"/>¹⁶ Center-based</p> <p><input checked="" type="checkbox"/>¹⁷ Family child care</p> <p><input checked="" type="checkbox"/> Relative care</p> <p><input checked="" type="checkbox"/>¹⁷ Friend & neighbor care</p> <p><input checked="" type="checkbox"/>¹⁷ In-home, nonrelative care</p> <p><input type="checkbox"/> School-age care settings</p> <p>Organization Characteristics</p> <p><input type="checkbox"/> Total number of assistant caregivers/teachers</p> <p><input type="checkbox"/> Caregiver/teacher attrition</p> <p><input type="checkbox"/> Work schedule, working conditions, & benefits</p> <p><input type="checkbox"/> Salary & wages</p> <p><input type="checkbox"/> Efforts to reduce caregiver/teacher turnover</p> <p><input type="checkbox"/> Staff recruitment practices</p> <p><input type="checkbox"/> Other staff</p> <p><input checked="" type="checkbox"/> Availability of sick child care</p> <p><input checked="" type="checkbox"/> Health screening services</p> <p><input checked="" type="checkbox"/> Special needs services</p> <p><input type="checkbox"/> Home visits</p> <p><input type="checkbox"/> Health and safety of care</p> <p><input type="checkbox"/> Child care subsidy receipt</p> <p>Classroom—Group Characteristics</p> <p><input type="checkbox"/> Environment</p> <p><input type="checkbox"/> Daily activities & routines</p> <p><input type="checkbox"/> Use of curriculum</p> <p><input type="checkbox"/> Child assessment practices</p>	<p><input type="checkbox"/> Early literacy activities & environment</p> <p><input type="checkbox"/> Child activity with objects</p> <p><input type="checkbox"/> Peer interaction</p> <p><input type="checkbox"/> Adult-child interaction</p> <p><input type="checkbox"/> Discipline and management</p> <p><input checked="" type="checkbox"/> Adult/child ratio</p> <p><input checked="" type="checkbox"/> Group size</p> <p>Professional Development & Training</p> <p><input type="checkbox"/> Assistance toward degree or certification</p> <p><input type="checkbox"/> On-the-job training</p> <p><input type="checkbox"/> Mentoring</p> <p><input type="checkbox"/> Workshops & other training</p> <p><input type="checkbox"/> Training needs</p> <p><input type="checkbox"/> Staff evaluation</p> <p>Provider-Parent Relations & Interaction</p> <p><input type="checkbox"/> Parent employed with provider</p> <p><input type="checkbox"/> Parent volunteers with provider</p> <p><input type="checkbox"/> Communication with parents</p> <p><input type="checkbox"/> Parent involvement activities</p> <p><input type="checkbox"/> Parent education, employment, & self-sufficiency activities</p> <p><input type="checkbox"/> Parenting education activities</p> <p><input type="checkbox"/> Transition into formal schooling</p> <p><input type="checkbox"/> Activities targeting father involvement</p> <p>PROVIDER WORKFORCE</p> <p>Caregiver (Individual) – Teacher Characteristics</p> <p><input checked="" type="checkbox"/> Age</p> <p><input checked="" type="checkbox"/> Gender</p> <p><input checked="" type="checkbox"/>¹⁸ Race/ethnicity</p> <p><input type="checkbox"/> Educational attainment</p> <p><input type="checkbox"/> Certification</p> <p><input type="checkbox"/> Years of experience</p> <p><input checked="" type="checkbox"/> Language spoken during care</p> <p><input type="checkbox"/> Participation in professional development & training</p>
PROGRAMS, INTERVENTIONS, AND CURRICULA	
<p>PROGRAMS</p> <p><input type="checkbox"/> Accreditation</p> <p><input type="checkbox"/> Administration & management</p> <p><input type="checkbox"/> Health-based programs</p> <p><input type="checkbox"/> Early intervention</p> <p><input type="checkbox"/> Integrated services</p> <p><input type="checkbox"/> Protective/therapeutic/at-risk programs</p> <p><input type="checkbox"/> School-based programs</p> <p><input type="checkbox"/> Two-generation programs</p> <p>Enrollment</p> <p><input type="checkbox"/> Before & after-school care</p> <p><input type="checkbox"/> Center-based care, day care center, or preschool</p> <p><input type="checkbox"/> Early Head Start</p> <p><input type="checkbox"/> Family child care</p> <p><input type="checkbox"/> Head Start</p> <p><input type="checkbox"/> Pre-k</p> <p><input type="checkbox"/> Summer child care</p>	<p>INTERVENTION – CURRICULA</p> <p><input type="checkbox"/> Comprehensive</p> <p><input type="checkbox"/> Development, planning, & evaluation</p> <p><input type="checkbox"/> Health, safety, & nutrition</p> <p><input type="checkbox"/> Literacy</p> <p><input type="checkbox"/> Mixed age groupings</p> <p><input type="checkbox"/> Preschool</p> <p>CC&EE QUALITY</p> <p><input type="checkbox"/> Structural quality</p> <p><input type="checkbox"/> Process quality</p> <p><input type="checkbox"/> Caregiver sensitivity</p>

NHES — Early Childhood Program Participation (continued)

Endnotes

1. Eligible children are infants through third graders (approximate age birth through 9 years).
2. Also provided is information on special education status.
3. Surveys prior to 2005 did not ask about PDD.
4. The 2005 survey does not ask about IEPs.
5. Respondents are asked about the child's participation in center-based care (i.e., preschool, nursery school, day care), Head Start, Early Head Start, and prekindergarten without distinguishing among these types of arrangements.
6. Grouped together under nonrelative care is care provided by nonrelatives in the child's home or someone else's home, by family child care providers, and/or by neighbors. Since there is a question on location of care (child's home, other home, both), it is potentially feasible to distinguish care provided by nonrelative in the child's home from other nonrelative care.
7. NHES 2005 specifically asks about receipt of TANF assistance, in addition to assistance from other social service, welfare, or child care agency, to cover child care expenses. In previous years, the survey did not include a separate question about TANF receipt.
8. Respondents are asked about receipt of assistance from social service, welfare or child care agency in the same question.
9. Question not asked prior to 2005.
10. Question asked for the household rather than for a specific parent or family member.
11. One question asks respondents whether child care needs have influenced their choices around jobs and/or work schedules in any way.
12. Question asks more generally about receipt of assistance from state government or welfare agency to pay for child care costs.
13. Question not asked in 2005 survey.
14. The 2005 survey has separate questions for TANF receipt and other welfare benefits. Questions about AFDC and TANF receipt are asked for the family rather than for a specific parent.
15. Question asked for the family rather than for a specific parent.
16. See note 5.
17. See note 6.
18. Question not asked of relative care providers.

Publications

- Bae, Yupin, Choy, Susan, Geddes, Claire, Sable, Jennifer, & Snyder, Thomas. (2000). *Trends in educational equity of girls and women* (NCES 2000-030). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7688>
- Beasley, T. Mark. (2002). Influence of culture-related experiences and sociodemographic risk factors on cognitive readiness among preschoolers. *Journal of Education for Students Placed at Risk*, 7(1), 3-23. <www.researchconnections.org/location/ccrca8029>
- Brimhall, DeeAnn W., Reaney, Elizabeth M., & West, Jerry. (1999). *Participation of kindergartners through third-graders in before- and after-school care* (NCES 1999-013). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca177>
- Carver, Priscilla R., & Iruka, Iheoma U. (2006). *After-school programs and activities: 2005* (NCES 2006-076). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca9509>
- Chen, Xianglei, & Chandler, Kathryn. (2001). *Efforts by public K-8 schools to involve parents in children's education: Do school and parent reports agree?* (NCES 2001-076). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca4691>
- Chen, Xianglei, & Chandler, Kathryn. (2001). *Efforts by public K-8 schools to involve parents in children's education: Do school and parent reports agree?* [Executive summary] (NCES 2001-076). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7171>
- Datar, Ashlesha. (2006). The impact of kindergarten entrance age policies on the childcare needs of families. *Journal of Policy Analysis and Management*, 25(1), 129-153. <www.researchconnections.org/location/ccrca8901>
- Diamond, Karen E., Reagan, Amy J., & Bandyk, Jennifer E. (2000). Parents' conceptions of kindergarten readiness: Relationships with race, ethnicity, and development. *The Journal of Educational Research*, 94(2), 93-100. <www.researchconnections.org/location/ccrca4300>
- Early, Diane M., & Burchinal, Margaret. (2001). Early childhood care: Relations with family characteristics and preferred care characteristics. *Early Childhood Research Quarterly*, 16(4), 475-497. <www.researchconnections.org/location/ccrca876>
- Federal Interagency Forum on Child and Family Statistics. (2005). *America's children: Key national indicators of well-being, 2005*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca6849>
- Federal Interagency Forum on Child and Family Statistics. (2003). *America's children: Key national indicators of well-being, 2003*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5378>
- Federal Interagency Forum on Child and Family Statistics. (2002). *America's children: Key national indicators of well-being, 2002*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5379>

NHES — Early Childhood Program Participation (continued)

- Federal Interagency Forum on Child and Family Statistics. (2001). *America's children: Key national indicators of well-being, 2001*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5380>
- Federal Interagency Forum on Child and Family Statistics. (1998). *America's children: Key national indicators of well-being, 1998*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5383>
- Federal Interagency Forum on Child and Family Statistics. (1997). *America's children: Key national indicators of well-being, 1997*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5384>
- Freeman, Catherine E. (2004). *Trends in educational equity of girls and women: 2004* (NCES 2005-16). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7685>
- Fuller, Bruce, Eggers-Pierola, Costanza, Holloway, Susan D., Liang, Xiaoyan, & Rambaud, Marylee F. (1996). Rich culture, poor markets: Why do Latino parents forgo preschooling? *Teachers College Record*, 97(3), 400-418. <www.researchconnections.org/location/ccrca1177>
- Guzman, Lina. (2004). *Grandma and grandpa taking care of the kids: Patterns of involvement* (Research Brief No. 2004-17). Washington, DC: Child Trends. <www.researchconnections.org/location/ccrca4096>
- Hofferth, Sandra, Shauman, Kimberlee A., Henke, Robin R., & West, Jerry. (1998). *Characteristics of children's early care and education programs: Data from the 1995 National Household Education Survey* (NCES 98-128). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca174>
- Hofferth, Sandra, Shauman, Kimberlee A., Henke, Robin R., & West, Jerry. (1998). *Characteristics of children's early care and education programs: Data from the 1995 National Household Education Survey* [Executive summary] (NCES 98-128). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7475>
- Hofferth, Sandra, West, Jerry, Henke, Robin R., & Kaufman, Phillip. (1994). *Access to early childhood programs for children at risk* [Executive summary] (NCES 93-372). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7488>
- Iruka, Iheoma U., & Carver, Priscilla R. (2006). *National Household Education Surveys program of 2005: Initial results from the 2005 NHES Early Childhood Program Participation Survey* (NCES 2006-075). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca8947>
- Kinukawa, Akemi, Guzman, Lina, & Lippman, Laura. (2004). *National estimates of child care and subsidy receipt for children ages 0 to 6: What can we learn from the National Household Education Survey?* Washington, DC: Child Trends. <www.researchconnections.org/location/ccrca4537>
- Kleiner, Brian, Nolin, Mary Jo, & Chapman, Chris. (2004). *Before- and after-school care, programs, and activities of children in kindergarten through eighth grade: 2001* (NCES 2004-008). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3487>
- Kleiner, Brian, Nolin, Mary Jo, & Chapman, Chris. (2004). *Before- and after-school care, programs, and activities of children in kindergarten through eighth grade: 2001* [Executive summary] (NCES 2004-008). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3931>
- Lewit, Eugene M., & Baker, Linda S. (1995). Child indicators: School readiness. *The Future of Children*, 5(2), 128-139. <www.researchconnections.org/location/ccrca883>
- Liang, Xiaoyan, & Singer, Judith D. (2000). Ethnic differences in child care selection: The influence of family structure, parental practices, and home language. *Early Childhood Research Quarterly*, 15(4), 357-384. <www.researchconnections.org/location/ccrca564>
- Livingston, Andrea, & Wirt, John. (2004). *The condition of education 2004 in brief* (NCES 2004-076). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca5326>
- Loeb, Susanna, Fuller, Bruce, Kagan, Sharon Lynn, & Carrol, Bidemi. (2004). Child care in poor communities: Early learning effects of type, quality, and stability. *Child Development*, 75(1), 47-65. <www.researchconnections.org/location/ccrca3525>
- Magnuson, Katherine A., & Waldfogel, Jane. (2005). Early childhood care and education: Effects on ethnic and racial gaps in school readiness. *The Future of Children*, 15(1), 169-196. <www.researchconnections.org/location/ccrca5247>
- Maher, Erin J., Brandon, Richard N., Li, Guanghui, Burton, Alice, Whitebook, Marcy, & Young, Marci. (2003). *Determinants of state child care utilization patterns for estimating the size of the child care workforce at the state level: Year 2 full report*. Washington, DC: Center for the Child Care Workforce. <www.researchconnections.org/location/ccrca3053>
- Mulligan, Gail M., Brimhall, DeeAnn W., West, Jerry, & Chapman, Chris. (2005). *Child care and early education arrangements of infants, toddlers, and preschoolers: 2001* (NCES 2006-039). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7538>
- Mulligan, Gail M., Brimhall, DeeAnn W., West, Jerry, & Chapman, Chris. (2005). *Child care and early education arrangements of infants, toddlers, and preschoolers: 2001* [Executive summary] (NCES 2006-039). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7539>
- Nathanson, Jeanne. (2001). *The condition of education 2000 in brief* (NCES 2001-045). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3555>
- National Center for Education Statistics. (2003). *Indicator 38: Care arrangements for children after school. In The condition of education 2003* (NCES 2003-67, pp. 71-72, 76, 165-166, 243). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3440>

NHES — Early Childhood Program Participation (continued)

- National Education Goals Panel. (1997). *Special early childhood report: 1997*. Washington, DC: National Education Goals Panel. <www.researchconnections.org/location/ccrca5664>
- National Institute for Early Education Research. (2005). *Important predictors of early childhood education and care*. New Brunswick, NJ: National Institute for Early Education Research. <www.researchconnections.org/location/ccrca7268>
- Smith, Timothy, Kleiner, Anne, Parsad, Basmat, Farris, Elizabeth, & Greene, Bernard. (2003). *Prekindergarten in U.S. public schools: 2000-2001: Statistical analysis report* (NCES 2003-019). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca1000>
- Smith, Timothy, Kleiner, Anne, Parsad, Basmat, Farris, Elizabeth, & Greene, Bernard. (2003). *Prekindergarten in U.S. public schools: 2000-2001: Statistical analysis report* [Executive summary] (NCES 2003-019). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7172>
- U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. (2003). *Trends in the well-being of America's children and youth: 2003*. Washington, DC: U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. <www.researchconnections.org/location/ccrca5482>
- West, Jerry, Germino-Hausken, Elvira, Chandler, Kathryn, & Collins, Mary. (1992). *Experiences in child care and early childhood programs of first and second graders* (NCES 92-005). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca176>
- West, Jerry, Germino-Hausken, Elvira, & Collins, Mary. (1993). *Profile of preschool children's child care and early education program participation* (NCES 93-133). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca178>
- West, Jerry, Meek, Anne, & Hurst, David. (2000). *Children who enter kindergarten late or repeat kindergarten: Their characteristics and later school performance* (NCES 2000-039). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3466>
- West, Jerry, Wright, DeeAnn, & Germino-Hausken, Elvira. (1996). *Child care and early education program participation of infants, toddlers, and preschoolers* (NCES 95-824). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca175>
- Wirt, John. (1999). *Preprimary education enrollment* (NCES 1999-004). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca4684>
- Wirt, John, Choy, Susan, Gerald, Debra, Provasnik, Stephen, Rooney, Patrick, Watanabe, Satoshi, et al. (2002). *The condition of education 2002* (NCES 2002-025). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3552>
- Wirt, John, Choy, Susan, Gerald, Debra, Provasnik, Stephen, Rooney, Patrick, Watanabe, Satoshi, et al. (2001). *The condition of education 2001* (NCES 2001-072). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3554>
- Wirt, John, Choy, Susan, Gruner, Allison, Sable, Jennifer, Tobin, Richard, Bae, Yupin, et al. (2000). *The condition of education 2000* (NCES 2000-062). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3557>
- Wirt, John, Choy, Susan, Provasnik, Stephen, Rooney, Patrick, Sen, Anindita, & Tobin, Richard. (2003). *The condition of education 2003* (NCES 2003-067). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3549>
- Wirt, John, & Livingston, Andrea. (2002). *The condition of education 2002 in brief* (NCES 2002-011). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3551>
- Wirt, John, & Livingston, Andrea. (2001). *The condition of education 2001 in brief* (NCES 2001-125). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3553>
- Zill, Nicholas, Collins, Mary, West, Jerry, & Germino-Hausken, Elvira. (1995). *Approaching kindergarten: A look at preschoolers in the United States* (NCES 95-280). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca2379>
- Zill, Nicholas, Loomis, Laura S., & West, Jerry. (1997). *The elementary school performance and adjustment of children who enter kindergarten late or repeat kindergarten: Findings from national surveys* (NCES 98-097). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca4810>

NATIONAL HOUSEHOLD EDUCATION SURVEY — SCHOOL READINESS

Acronym	NHES-SR
Description	The NHES is a telephone survey of households and individuals covering a wide range of information on the educational experiences of U.S. children and adults. NHES was developed to provide reliable national estimates. To that end, African Americans and Hispanics are oversampled. Following a two-stage sampling design, NHES first selects a stratified random sample of all U.S. households with a telephone; second, up to three individuals within households are surveyed depending on the topics being fielded. Five general topics are regularly explored: before- and after-school programs and activities (ASPA); early childhood program participation (ECP); school readiness (SR); parent and family involvement in education (PFI); and adult education (AE). These topics are covered on a rotating basis. Each survey year contains at least two topics. In addition, surveys have been fielded examining civic involvement; household library use; and school safety and discipline. The SR module examines children's adjustment to school, experiences in early schooling, and literacy and enrichment activities at home.
Design	Cross-sectional
Periodicity	Begun in 1991, NHES was carried out in 1993, 1995, 1996, 2001, 2003, and 2005. The next fielding is scheduled for 2007. The SR module was conducted in 1993 and 1999. It will be fielded again in 2007. ¹
Period Coverage	January to April of the survey year
Data Availability	Public-release data are currently available free of charge in ASCII files in an Electronic Code Book CD-ROM, a Windows-based program that enables users to explore and subset data, as well as export files into SAS, SPSS, and STATA.
Availability URL	http://nces.ed.gov/nhes/ www.researchconnections.org/location/ccrca363 www.researchconnections.org/location/ccrca146
Years Available	1993 and 1999
Data Type	Survey
Population	Noninstitutionalized population in the 50 states and the District of Columbia
Children's Age Range/Group	<input type="checkbox"/> Birth-2 Years <input checked="" type="checkbox"/> 3-5 Years <input checked="" type="checkbox"/> 6-8 Years <input type="checkbox"/> 9-12 Years
Unit of Observation	Child
Source of Data or Respondent	Parent, guardian, or adult most knowledgeable about the child
Data Are Representative of	<input checked="" type="checkbox"/> U.S. <input type="checkbox"/> County <input type="checkbox"/> Census Tract <input checked="" type="checkbox"/> Rural Areas <input type="checkbox"/> State <input type="checkbox"/> Zip Code <input checked="" type="checkbox"/> Urban Areas <input checked="" type="checkbox"/> Other: Estimates can also be generated by region (North, East, South, Midwest, West).
Principal Investigator	National Center for Education Statistics
Researchers	
Contractors	Westat, Inc.
Data Collectors	Westat, Inc.
Funders	National Center for Education Statistics

NHES — School Readiness (continued)

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

- Age
- Gender
- Relation to respondent
- Homeschooling
- School grade
- Hours per week in school
- Race
- Ethnicity
- Hispanic origin
- Language child speaks at home
- Immigrant status
- Health insurance coverage

CHILD DEVELOPMENT

Intellectual Development⁶

- Verbal proficiency
- Quantitative proficiency
- Expressive language
- Receptive language
- Fine motor skills
- Gross motor skills
- Basic concepts mastery
- Approaches to learning
- Prereading behaviors

Socioemotional Development⁷

- Problem behaviors
- Social competence
- Attachment
- Self-regulation
- Peer relationships
- Positive affect
- Internalizing behaviors
- Mastery motivation
- Cooperation/compliance

Emerging Literacy & Numeracy

- Parent/provider perceptions
- Direct assessments

Academic Performance

- Delayed kindergarten entry
- Academic performance measures
- Grades
- Grade retention
- Child's adjustment to school

SPECIAL NEEDS CHILDREN

Diagnoses

- Learning disability
- Mental retardation
- Speech/language delay
- Emotional/behavioral disorder
- Hearing impairment
- Visual impairment
- Orthopedic impairment
- Autism or Asperger's
- Other PDD
- ADD, ADHD
- Other health impairment

Child Receives Services from

- Local school district
- Local health agency
- Local health care provider
- Child has IEP

NHES — School Readiness (continued)

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

- Activities (lessons, clubs, sports, etc.)
- Alternative arrangements
- Before & after-school care
- ¹¹ Center-based care
- Early Head Start
- Family child care
- Friend & neighbor care
- Head Start
- In-home care by nonrelative
- Nontraditional hour child care
- Parental care
- ¹¹ Pre-k
- Relative care
- Self-care
- Sick child care
- Summer child care
- Wrap around/transitional care

Duration & Stability of Arrangements¹²

- Number of arrangements
- Hours/day, week, month
- Days/week, month
- Primary vs. secondary arrangements
- Age at onset
- CC&EE history
- CC&EE stability (transition, duration, number of providers)

Selection of Arrangements

- Sources of information & referral
- Reasons for selecting primary arrangement
- Difficulty finding type wanted
- Perception of available choices in community
- Parent satisfaction with child care arrangements
- Parent perceptions of and attitudes toward arrangement & provider
- Travel time
- Child satisfaction with arrangement

CC&EE EXPENSES

- Fees
- TANF assistance receipt
- Child care subsidy receipt
- Employer assistance receipt
- Relatives' assistance receipt
- Other assistance
- Total expenses for focus child
- Total household child care expenses

FAMILY CHARACTERISTICS

Family Structure

- Family composition - full or partial roster
- Marital status
- Family structure
- Family size
- Number of children under 18
- Number of children under 13
- Number of children under 6

- Number of adults in household
- Number unrelated adults in the household
- Relationship of family members to child, one another

Home Environment

- Language spoken at home
- Availability of learning materials
- Home enrichment activities
- Parent-child interaction
- Parenting & discipline
- Routines
- Parental stress
- Parental conflict
- Home environment measures
- Involvement of nonresident parent with child

Neighborhood & Community Characteristics

- Perceptions of neighborhood safety
- Community resources

PARENT CHARACTERISTICS

RM	RF	NRP (nonresident parent)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Race
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ethnicity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hispanic origin
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Immigrant status
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Native language
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Poverty status
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Income
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Income by source
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Parental educational attainment
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Parental employment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent participation in education or training
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent occupation
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent work schedule and flexibility
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Health & mental health
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Child care subsidy receipt
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C&DCTC receipt
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AFDC, TANF receipt
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unemployment receipt
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SSI/Social Security benefits
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Food Stamps
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WIC receipt
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medicaid receipt
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SCHIP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Child support receipt
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foster care payments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job training, education, GED, work, other requirements
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Residential mobility
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Urban/rural marker
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MSA/non-MSA area

NHES — School Readiness (continued)

PROVIDER, WORKFORCE, AND MARKET	
<p>MARKET</p> <p>Supply</p> <p><input type="checkbox"/> Use of waiting lists</p> <p><input type="checkbox"/> Program expansion</p> <p><input type="checkbox"/> Client recruitment practices</p> <p><input type="checkbox"/> Infrastructure expansion</p> <p>PROVIDER ORGANIZATIONS</p> <p>Provider Type</p> <p><input checked="" type="checkbox"/> Center-based</p> <p><input type="checkbox"/> Family child care</p> <p><input type="checkbox"/> Relative care</p> <p><input type="checkbox"/> Friend & neighbor care</p> <p><input type="checkbox"/> In-home, nonrelative care</p> <p><input type="checkbox"/> School-age care settings</p> <p>Organization Characteristics</p> <p><input type="checkbox"/> Total number of assistant caregivers/teachers</p> <p><input type="checkbox"/> Caregiver/teacher attrition</p> <p><input type="checkbox"/> Work schedule, working conditions, & benefits</p> <p><input type="checkbox"/> Salary & wages</p> <p><input type="checkbox"/> Efforts to reduce caregiver/teacher turnover</p> <p><input type="checkbox"/> Staff recruitment practices</p> <p><input type="checkbox"/> Other staff</p> <p><input type="checkbox"/> Availability of sick child care</p> <p><input type="checkbox"/> Health screening services</p> <p><input type="checkbox"/> Special needs services</p> <p><input type="checkbox"/> Home visits</p> <p><input type="checkbox"/> Health and safety of care</p> <p><input type="checkbox"/> Child care subsidy receipt</p> <p>Classroom—Group Characteristics¹⁷</p> <p><input type="checkbox"/> Environment</p> <p><input type="checkbox"/> Daily activities & routines</p> <p><input checked="" type="checkbox"/>¹⁸ Use of curriculum</p> <p><input type="checkbox"/> Child assessment practices</p>	<p><input type="checkbox"/> Early literacy activities & environment</p> <p><input type="checkbox"/> Child activity with objects</p> <p><input type="checkbox"/> Peer interaction</p> <p><input type="checkbox"/> Adult-child interaction</p> <p><input type="checkbox"/> Discipline and management</p> <p><input checked="" type="checkbox"/> Adult/child ratio</p> <p><input checked="" type="checkbox"/> Group size</p> <p>Professional Development & Training</p> <p><input type="checkbox"/> Assistance toward degree or certification</p> <p><input type="checkbox"/> On-the-job training</p> <p><input type="checkbox"/> Mentoring</p> <p><input type="checkbox"/> Workshops & other training</p> <p><input type="checkbox"/> Training needs</p> <p><input type="checkbox"/> Staff evaluation</p> <p>Provider-Parent Relations & Interaction</p> <p><input type="checkbox"/> Parent employed with provider</p> <p><input type="checkbox"/> Parent volunteers with provider</p> <p><input checked="" type="checkbox"/> Communication with parents</p> <p><input type="checkbox"/> Parent involvement activities</p> <p><input type="checkbox"/> Parent education, employment, & self-sufficiency activities</p> <p><input type="checkbox"/> Parenting education activities</p> <p><input type="checkbox"/> Transition into formal schooling</p> <p><input type="checkbox"/> Activities targeting father involvement</p> <p>PROVIDER WORKFORCE</p> <p>Caregiver (Individual) – Teacher Characteristics</p> <p><input type="checkbox"/> Age</p> <p><input type="checkbox"/> Gender</p> <p><input type="checkbox"/> Race/ethnicity</p> <p><input type="checkbox"/> Educational attainment</p> <p><input type="checkbox"/> Certification</p> <p><input type="checkbox"/> Years of experience</p> <p><input type="checkbox"/> Language spoken during care</p> <p><input type="checkbox"/> Participation in professional development & training</p>
PROGRAMS, INTERVENTIONS, AND CURRICULA	
<p>PROGRAMS</p> <p><input type="checkbox"/> Accreditation</p> <p><input type="checkbox"/> Administration & management</p> <p><input type="checkbox"/> Health-based programs</p> <p><input type="checkbox"/> Early intervention</p> <p><input type="checkbox"/> Integrated services</p> <p><input type="checkbox"/> Protective/therapeutic/at-risk programs</p> <p><input type="checkbox"/> School-based programs</p> <p><input type="checkbox"/> Two-generation programs</p> <p>Enrollment</p> <p><input type="checkbox"/> Before & after-school care</p> <p><input type="checkbox"/> Center-based care, day care center, or preschool</p> <p><input type="checkbox"/> Early Head Start</p> <p><input type="checkbox"/> Family child care</p> <p><input type="checkbox"/> Head Start</p> <p><input type="checkbox"/> Pre-k</p> <p><input type="checkbox"/> Summer child care</p>	<p>INTERVENTION – CURRICULA</p> <p><input type="checkbox"/> Comprehensive</p> <p><input type="checkbox"/> Development, planning, & evaluation</p> <p><input type="checkbox"/> Health, safety, & nutrition</p> <p><input type="checkbox"/> Literacy</p> <p><input type="checkbox"/> Mixed age groupings</p> <p><input type="checkbox"/> Preschool</p> <p>CC&EE QUALITY</p> <p><input type="checkbox"/> Structural quality</p> <p><input type="checkbox"/> Process quality</p> <p><input type="checkbox"/> Caregiver sensitivity</p>

NHES — School Readiness (continued)

Endnotes

1. This profile is based on the SR 1993 questionnaire since the 2007 questionnaire is not currently available.
2. This module covers children ages 3 through 7 years.
3. Survey asks in the same question about whether child is homeschooled, receives tutoring, and/or attends alternative educational program, without separating these three services.
4. Also available is information on special education status.
5. Separate questions explore the language that the child uses with the mother and the father.
6. Information collected through parents' reports rather than through direct assessments.
7. Information collected through parents' reports rather than through direct assessments.
8. Information is based on parents' accounts of teacher's reports.
9. Information is based on parents' observations of the child and their accounts of teacher's reports.
10. Question asks about services received from other sources, without distinguishing between health agencies and health care providers.
11. Respondents are asked about the child's participation in center-based care (i.e., preschool, nursery school, day care) and prekindergarten without distinguishing between these two types of arrangements.
12. Questions in this topic only refer to center-based programs (i.e., nursery school, preschool, and day care) and prekindergarten.
13. Question asks about the total income of all persons in the household.
14. Question also asks about the mother's employment status during the child's first five years of life.
15. The receipt of these benefits is only examined during the first five years of the child's life. No questions are asked about the receipt of these benefits at the time of the survey. The survey also asks about whether, during the child's first five years of life, the child lived apart from the birth mother, and the family experienced serious financial problems or was headed only by the mother.
16. The survey also asks whether the child participates in the school's government-funded free or reduced-price breakfast or lunch program.
17. Question asks about the number of times the family moved during the first five years of the child's life.
18. Questions in this topic refer to the early care and education program in which the child spends most of the time, rather than to all the programs in which the child participates.
19. Respondents are asked if the program the child attends has an "educational program."

Publications

- Bae, Yupin, Choy, Susan, Geddes, Claire, Sable, Jennifer, & Snyder, Thomas. (2000). *Trends in educational equity of girls and women* (NCES 2000-030). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7688>
- Beasley, T. Mark. (2002). Influence of culture-related experiences and sociodemographic risk factors on cognitive readiness among preschoolers. *Journal of Education for Students Placed at Risk*, 7(1), 3-23. <www.researchconnections.org/location/ccrca8029>
- Brimhall, DeeAnn W., Reaney, Lizabeth M., & West, Jerry. (1999). *Participation of kindergartners through third-graders in before- and after-school care* (NCES 1999-013). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca177>
- Carver, Priscilla R., & Iruka, Iheoma U. (2006). *After-school programs and activities: 2005* (NCES 2006-076). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca9509>
- Chen, Xianglei, & Chandler, Kathryn. (2001). *Efforts by public K-8 schools to involve parents in children's education: Do school and parent reports agree?* (NCES 2001-076). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca4691>
- Chen, Xianglei, & Chandler, Kathryn. (2001). *Efforts by public K-8 schools to involve parents in children's education: Do school and parent reports agree?* [Executive summary] (NCES 2001-076). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7171>
- Datar, Ashlesha. (2006). The impact of kindergarten entrance age policies on the childcare needs of families. *Journal of Policy Analysis and Management*, 25(1), 129-153. <www.researchconnections.org/location/ccrca8901>
- Diamond, Karen E, Reagan, Amy J., & Bandyk, Jennifer E. (2000). Parents' conceptions of kindergarten readiness: Relationships with race, ethnicity, and development. *The Journal of Educational Research*, 94(2), 93-100. <www.researchconnections.org/location/ccrca4300>
- Early, Diane M., & Burchinal, Margaret. (2001). Early childhood care: Relations with family characteristics and preferred care characteristics. *Early Childhood Research Quarterly*, 16(4), 475-497. <www.researchconnections.org/location/ccrca876>
- Federal Interagency Forum on Child and Family Statistics. (2005). *America's children: Key national indicators of well-being, 2005*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca6849>
- Federal Interagency Forum on Child and Family Statistics. (2003). *America's children: Key national indicators of well-being, 2003*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5378>
- Federal Interagency Forum on Child and Family Statistics. (2002). *America's children: Key national indicators of well-being, 2002*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5379>

NHES — School Readiness (continued)

- Federal Interagency Forum on Child and Family Statistics. (2001). *America's children: Key national indicators of well-being, 2001*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5380>
- Federal Interagency Forum on Child and Family Statistics. (1998). *America's children: Key national indicators of well-being, 1998*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5383>
- Federal Interagency Forum on Child and Family Statistics. (1997). *America's children: Key national indicators of well-being, 1997*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5384>
- Freeman, Catherine E. (2004). *Trends in educational equity of girls and women: 2004* (NCES 2005-16). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7685>
- Fuller, Bruce, Eggers-Pierola, Costanza, Holloway, Susan D., Liang, Xiaoyan, & Rambaud, Marylee F. (1996). Rich culture, poor markets: Why do Latino parents forgo preschooling? *Teachers College Record*, 97(3), 400-418. <www.researchconnections.org/location/ccrca1177>
- Guzman, Lina. (2004). *Grandma and grandpa taking care of the kids: Patterns of involvement* (Research Brief No. 2004-17). Washington, DC: Child Trends. <www.researchconnections.org/location/ccrca4096>
- Hofferth, Sandra, Shauman, Kimberlee A., Henke, Robin R., & West, Jerry. (1998). *Characteristics of children's early care and education programs: Data from the 1995 National Household Education Survey* (NCES 98-128). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca174>
- Hofferth, Sandra, Shauman, Kimberlee A., Henke, Robin R., & West, Jerry. (1998). *Characteristics of children's early care and education programs: Data from the 1995 National Household Education Survey* [Executive summary] (NCES 98-128). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7475>
- Hofferth, Sandra, West, Jerry, Henke, Robin R., & Kaufman, Phillip. (1994). *Access to early childhood programs for children at risk* [Executive summary] (NCES 93-372). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7488>
- Iruka, Iheoma U., & Carver, Priscilla R. (2006). *National Household Education Surveys program of 2005: Initial results from the 2005 NHES Early Childhood Program Participation Survey* (NCES 2006-075). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca8947>
- Kinukawa, Akemi, Guzman, Lina, & Lippman, Laura. (2004). *National estimates of child care and subsidy receipt for children ages 0 to 6: What can we learn from the National Household Education Survey?* Washington, DC: Child Trends. <www.researchconnections.org/location/ccrca4537>
- Kleiner, Brian, Nolin, Mary Jo, & Chapman, Chris. (2004). *Before- and after-school care, programs, and activities of children in kindergarten through eighth grade: 2001* (NCES 2004-008). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3487>
- Kleiner, Brian, Nolin, Mary Jo, & Chapman, Chris. (2004). *Before- and after-school care, programs, and activities of children in kindergarten through eighth grade: 2001* [Executive summary] (NCES 2004-008). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3931>
- Lewit, Eugene M., & Baker, Linda S. (1995). Child indicators: School readiness. *The Future of Children*, 5(2), 128-139. <www.researchconnections.org/location/ccrca883>
- Liang, Xiaoyan, & Singer, Judith D. (2000). Ethnic differences in child care selection: The influence of family structure, parental practices, and home language. *Early Childhood Research Quarterly*, 15(4), 357-384. <www.researchconnections.org/location/ccrca564>
- Livingston, Andrea, & Wirt, John. (2004). *The condition of education 2004 in brief* (NCES 2004-076). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca5326>
- Loeb, Susanna, Fuller, Bruce, Kagan, Sharon Lynn, & Carrol, Bidemi. (2004). Child care in poor communities: Early learning effects of type, quality, and stability. *Child Development*, 75(1), 47-65. <www.researchconnections.org/location/ccrca3525>
- Magnuson, Katherine A., & Waldfogel, Jane. (2005). Early childhood care and education: Effects on ethnic and racial gaps in school readiness. *The Future of Children*, 15(1), 169-196. <www.researchconnections.org/location/ccrca5247>
- Maher, Erin J., Brandon, Richard N., Li, Guanghui, Burton, Alice, Whitebook, Marcy, & Young, Marci. (2003). *Determinants of state child care utilization patterns for estimating the size of the child care workforce at the state level: Year 2 full report*. Washington, DC: Center for the Child Care Workforce. <www.researchconnections.org/location/ccrca3053>
- Mulligan, Gail M., Brimhall, DeeAnn W., West, Jerry, & Chapman, Chris. (2005). *Child care and early education arrangements of infants, toddlers, and preschoolers: 2001* (NCES 2006-039). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7538>
- Mulligan, Gail M., Brimhall, DeeAnn W., West, Jerry, & Chapman, Chris. (2005). *Child care and early education arrangements of infants, toddlers, and preschoolers: 2001* [Executive summary] (NCES 2006-039). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7539>
- Nathanson, Jeanne. (2001). *The condition of education 2000 in brief* (NCES 2001-045). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3555>
- National Center for Education Statistics. (2003). *Indicator 38: Care arrangements for children after school. In The condition of education 2003* (NCES 2003-67, pp. 71-72, 76, 165-166, 243). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3440>

NHES — School Readiness (continued)

- National Education Goals Panel. (1997). *Special early childhood report: 1997*. Washington, DC: National Education Goals Panel. <www.researchconnections.org/location/ccrca5664>
- National Institute for Early Education Research. (2005). *Important predictors of early childhood education and care*. New Brunswick, NJ: National Institute for Early Education Research. <www.researchconnections.org/location/ccrca7268>
- Smith, Timothy, Kleiner, Anne, Parsad, Basmat, Farris, Elizabeth, & Greene, Bernard. (2003). *Prekindergarten in U.S. public schools: 2000-2001: Statistical analysis report* (NCES 2003-019). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca1000>
- Smith, Timothy, Kleiner, Anne, Parsad, Basmat, Farris, Elizabeth, & Greene, Bernard. (2003). *Prekindergarten in U.S. public schools: 2000-2001: Statistical analysis report* [Executive summary] (NCES 2003-019). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca7172>
- U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. (2003). *Trends in the well-being of America's children and youth: 2003*. Washington, DC: U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. <www.researchconnections.org/location/ccrca5482>
- West, Jerry, Germino-Hausken, Elvira, Chandler, Kathryn, & Collins, Mary. (1992). *Experiences in child care and early childhood programs of first and second graders* (NCES 92-005). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca176>
- West, Jerry, Germino-Hausken, Elvira, & Collins, Mary. (1993). *Profile of preschool children's child care and early education program participation* (NCES 93-133). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca178>
- West, Jerry, Meek, Anne, & Hurst, David. (2000). *Children who enter kindergarten late or repeat kindergarten: Their characteristics and later school performance* (NCES 2000-039). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3466>
- West, Jerry, Wright, DeeAnn, & Germino-Hausken, Elvira. (1996). *Child care and early education program participation of infants, toddlers, and preschoolers* (NCES 95-824). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca175>
- Wirt, John. (1999). *Preprimary education enrollment* (NCES 1999-004). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca4684>
- Wirt, John, Choy, Susan, Gerald, Debra, Provasnik, Stephen, Rooney, Patrick, Watanabe, Satoshi, et al. (2002). *The condition of education 2002* (NCES 2002-025). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3552>
- Wirt, John, Choy, Susan, Gerald, Debra, Provasnik, Stephen, Rooney, Patrick, Watanabe, Satoshi, et al. (2001). *The condition of education 2001* (NCES 2001-072). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3554>
- Wirt, John, Choy, Susan, Gruner, Allison, Sable, Jennifer, Tobin, Richard, Bae, Yupin, et al. (2000). *The condition of education 2000* (NCES 2000-062). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3557>
- Wirt, John, Choy, Susan, Provasnik, Stephen, Rooney, Patrick, Sen, Anindita, & Tobin, Richard. (2003). *The condition of education 2003* (NCES 2003-067). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3549>
- Wirt, John, & Livingston, Andrea. (2002). *The condition of education 2002 in brief* (NCES 2002-011). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3551>
- Wirt, John, & Livingston, Andrea. (2001). *The condition of education 2001 in brief* (NCES 2001-125). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca3553>
- Zill, Nicholas, Collins, Mary, West, Jerry, & Germino-Hausken, Elvira. (1995). *Approaching kindergarten: A look at preschoolers in the United States* (NCES 95-280). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca2379>
- Zill, Nicholas, Loomis, Laura S., & West, Jerry. (1997). *The elementary school performance and adjustment of children who enter kindergarten late or repeat kindergarten: Findings from national surveys* (NCES 98-097). Washington, DC: National Center for Education Statistics. <www.researchconnections.org/location/ccrca4810>

NATIONAL SURVEY OF CHILDREN'S HEALTH

Acronym	NSCH
Description	The purpose of the National Survey of Children's Health (NSCH) is to produce national and state estimates of children's health and their experiences with the health care system. ¹ A telephone survey of households in the 50 states and the District of Columbia, NSCH is conducted through the State and Local Area Integrated Telephone Survey Program (SLAITS) ² at the U.S. Centers for Disease Control and Prevention's (CDC) National Center for Health Statistics (NCHS), using the sampling frame of the National Immunization Survey (NIS). ³ NSCH provides information on various measures of children's physical, emotional, and behavioral health, their experiences with the health care system, parent's health status, parent's concerns about their child's health, family activities, and perceptions of neighborhoods where children reside. In each sampled household, one child is randomly selected to be the focus of the interview and is considered as representing all the children in the household.
Design	Nonexperimental; Cross-sectional
Periodicity	Every four years
Period Coverage	The year previous to the survey
Data Availability	Users can create customized reports and tables at the NSCH's Resource Data Center at www.nschdata.org/Content/Default.aspx . Microdata are available free of charge in SAS data formats at www.cdc.gov/nchs/about/major/slaits/nsch.htm .
Availability URL	www.nschdata.org/Content/Default.aspx . www.cdc.gov/nchs/about/major/slaits/nsch.htm .
Years Available	2003
Data Type	Survey
Population	Noninstitutionalized children ages birth to 17 years
Children's Age Range/Group	<input checked="" type="checkbox"/> Birth-2 Years <input checked="" type="checkbox"/> 3-5 Years <input checked="" type="checkbox"/> 6-8 Years <input checked="" type="checkbox"/> 9-12 Years
Unit of Observation	Individual (Child)
Source of Data or Respondent	Parent or guardian most knowledgeable about the child's health and health care.
Data Are Representative of	<input checked="" type="checkbox"/> U.S. <input type="checkbox"/> County <input type="checkbox"/> Census Tract <input type="checkbox"/> Rural Areas <input checked="" type="checkbox"/> State <input type="checkbox"/> Zip Code <input type="checkbox"/> Urban Areas <input type="checkbox"/> Other:
Principal Investigator	United States. Maternal and Child Health Bureau
Researchers	
Contractors	
Data Collectors	United States. Centers for Disease Control and Prevention
Funders	United States. Maternal and Child Health Bureau; National Center for Infectious Diseases; National Vaccine Program

National Survey of Children's Health (continued)

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

- Age
- Gender
- Relation to respondent
- Homeschooling
- School grade
- Hours per week in school
- Race
- Ethnicity
- Hispanic origin
- Language child speaks at home
- Immigrant status
- Health insurance coverage

CHILD DEVELOPMENT

Intellectual Development

- Verbal proficiency
- Quantitative proficiency
- Expressive language
- Receptive language
- Fine motor skills
- Gross motor skills
- Basic concepts mastery
- Approaches to learning
- Prereading behaviors

Socioemotional Development

- Problem behaviors
- Social competence
- Attachment
- Self-regulation
- Peer relationships
- Positive affect
- Internalizing behaviors
- Mastery motivation
- Cooperation/compliance

Emerging Literacy & Numeracy

- ⁴ Parent/provider perceptions
- Direct assessments

Academic Performance

- Delayed kindergarten entry
- Academic performance measures
- Grades
- Grade retention
- Child's adjustment to school

SPECIAL NEEDS CHILDREN

Diagnoses

- Learning disability
- ⁵ Mental retardation
- ⁶ Speech/language delay
- Emotional/behavioral disorder
- ⁷ Hearing impairment
- ⁷ Visual impairment
- Orthopedic impairment
- Autism or Asperger's
- Other PDD
- ADD, ADHD
- Other health impairment

Child Receives Services from⁸

- Local school district
- Local health agency
- Local health care provider
- Child has IEP

National Survey of Children's Health (continued)

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

- Activities (lessons, clubs, sports, etc.)
- Alternative arrangements
- Before & after-school care
- ⁹ Center-based care
- ¹⁰ Early Head Start
- ¹¹ Family child care
- ¹¹ Friend & neighbor care
- ¹⁰ Head Start
- ¹² In-home care by nonrelative
- Nontraditional hour child care
- Parental care
- Pre-k
- ¹¹ Relative care
- Self-care
- Sick child care
- Summer child care
- Wrap around/transitional care

Duration & Stability of Arrangements

- Number of arrangements
- ¹³ Hours/day, week, month
- Days/week, month
- Primary vs. secondary arrangements
- Age at onset
- CC&EE history
- CC&EE stability (transition, duration, number of providers)

Selection of Arrangements

- Sources of information & referral
- Reasons for selecting primary arrangement
- ¹⁴ Difficulty finding type wanted
- Perception of available choices in community
- Parent satisfaction with child care arrangements
- Parent perceptions of and attitudes toward arrangement & provider
- Travel time
- Child satisfaction with arrangement

CC&EE EXPENSES

- Fees
- TANF assistance receipt
- Child care subsidy receipt
- Employer assistance receipt
- Relatives' assistance receipt
- Other assistance
- Total expenses for focus child
- Total household child care expenses

FAMILY CHARACTERISTICS

Family Structure

- ¹⁵ Family composition - full or partial roster
- Marital status
- Family structure
- Family size
- Number of children under 18
- Number of children under 13
- Number of children under 6

- Number of adults in household
- Number unrelated adults in the household
- Relationship of family members to child, one another

Home Environment

- Language spoken at home
- Availability of learning materials
- Home enrichment activities
- Parent-child interaction
- Parenting & discipline
- Routines
- Parental stress
- Parental conflict
- Home environment measures
- Involvement of nonresident parent with child

Neighborhood & Community Characteristics

- Perceptions of neighborhood safety
- Community resources

PARENT CHARACTERISTICS

- | RM | RF | NRP (nonresident parent) | |
|-------------------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Race |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ethnicity |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Hispanic origin |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Immigrant status |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Native language |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Poverty status |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Income |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Income by source |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parental educational attainment |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parental employment |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parent participation in education or training |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parent occupation |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parent work schedule and flexibility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Health & mental health |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Child care subsidy receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C&DCTC receipt |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | AFDC, TANF receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Unemployment receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SSI/Social Security benefits |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Food Stamps |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | WIC receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Medicaid receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SCHIP |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Child support receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Foster care payments |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Job training, education, GED, work, other requirements |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Residential mobility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Urban/rural marker |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | MSA/non-MSA area |

National Survey of Children's Health (continued)

PROVIDER, WORKFORCE, AND MARKET	
<p>MARKET</p> <p>Supply</p> <p><input type="checkbox"/> Use of waiting lists</p> <p><input type="checkbox"/> Program expansion</p> <p><input type="checkbox"/> Client recruitment practices</p> <p><input type="checkbox"/> Infrastructure expansion</p> <p>PROVIDER ORGANIZATIONS</p> <p>Provider Type</p> <p><input type="checkbox"/> Center-based</p> <p><input type="checkbox"/> Family child care</p> <p><input type="checkbox"/> Relative care</p> <p><input type="checkbox"/> Friend & neighbor care</p> <p><input type="checkbox"/> In-home, nonrelative care</p> <p><input type="checkbox"/> School-age care settings</p> <p>Organization Characteristics</p> <p><input type="checkbox"/> Total number of assistant caregivers/teachers</p> <p><input type="checkbox"/> Caregiver/teacher attrition</p> <p><input type="checkbox"/> Work schedule, working conditions, & benefits</p> <p><input type="checkbox"/> Salary & wages</p> <p><input type="checkbox"/> Efforts to reduce caregiver/teacher turnover</p> <p><input type="checkbox"/> Staff recruitment practices</p> <p><input type="checkbox"/> Other staff</p> <p><input type="checkbox"/> Availability of sick child care</p> <p><input type="checkbox"/> Health screening services</p> <p><input type="checkbox"/> Special needs services</p> <p><input type="checkbox"/> Home visits</p> <p><input type="checkbox"/> Health and safety of care</p> <p><input type="checkbox"/> Child care subsidy receipt</p> <p>Classroom—Group Characteristics</p> <p><input type="checkbox"/> Environment</p> <p><input type="checkbox"/> Daily activities & routines</p> <p><input type="checkbox"/> Use of curriculum</p> <p><input type="checkbox"/> Child assessment practices</p>	<p><input type="checkbox"/> Early literacy activities & environment</p> <p><input type="checkbox"/> Child activity with objects</p> <p><input type="checkbox"/> Peer interaction</p> <p><input type="checkbox"/> Adult-child interaction</p> <p><input type="checkbox"/> Discipline and management</p> <p><input type="checkbox"/> Adult/child ratio</p> <p><input type="checkbox"/> Group size</p> <p>Professional Development & Training</p> <p><input type="checkbox"/> Assistance toward degree or certification</p> <p><input type="checkbox"/> On-the-job training</p> <p><input type="checkbox"/> Mentoring</p> <p><input type="checkbox"/> Workshops & other training</p> <p><input type="checkbox"/> Training needs</p> <p><input type="checkbox"/> Staff evaluation</p> <p>Provider-Parent Relations & Interaction</p> <p><input type="checkbox"/> Parent employed with provider</p> <p><input type="checkbox"/> Parent volunteers with provider</p> <p><input type="checkbox"/> Communication with parents</p> <p><input type="checkbox"/> Parent involvement activities</p> <p><input type="checkbox"/> Parent education, employment, & self-sufficiency activities</p> <p><input type="checkbox"/> Parenting education activities</p> <p><input type="checkbox"/> Transition into formal schooling</p> <p><input type="checkbox"/> Activities targeting father involvement</p> <p>PROVIDER WORKFORCE</p> <p>Caregiver (Individual) – Teacher Characteristics</p> <p><input type="checkbox"/> Age</p> <p><input type="checkbox"/> Gender</p> <p><input type="checkbox"/> Race/ethnicity</p> <p><input type="checkbox"/> Educational attainment</p> <p><input type="checkbox"/> Certification</p> <p><input type="checkbox"/> Years of experience</p> <p><input type="checkbox"/> Language spoken during care</p> <p><input type="checkbox"/> Participation in professional development & training</p>
PROGRAMS, INTERVENTIONS, AND CURRICULA	
<p>PROGRAMS</p> <p><input type="checkbox"/> Accreditation</p> <p><input type="checkbox"/> Administration & management</p> <p><input type="checkbox"/> Health-based programs</p> <p><input type="checkbox"/> Early intervention</p> <p><input type="checkbox"/> Integrated services</p> <p><input type="checkbox"/> Protective/therapeutic/at-risk programs</p> <p><input type="checkbox"/> School-based programs</p> <p><input type="checkbox"/> Two-generation programs</p> <p>Enrollment</p> <p><input type="checkbox"/> Before & after-school care</p> <p><input type="checkbox"/> Center-based care, day care center, or preschool</p> <p><input type="checkbox"/> Early Head Start</p> <p><input type="checkbox"/> Family child care</p> <p><input type="checkbox"/> Head Start</p> <p><input type="checkbox"/> Pre-k</p> <p><input type="checkbox"/> Summer child care</p>	<p>INTERVENTION – CURRICULA</p> <p><input type="checkbox"/> Comprehensive</p> <p><input type="checkbox"/> Development, planning, & evaluation</p> <p><input type="checkbox"/> Health, safety, & nutrition</p> <p><input type="checkbox"/> Literacy</p> <p><input type="checkbox"/> Mixed age groupings</p> <p><input type="checkbox"/> Preschool</p> <p>CC&EE QUALITY</p> <p><input type="checkbox"/> Structural quality</p> <p><input type="checkbox"/> Process quality</p> <p><input type="checkbox"/> Caregiver sensitivity</p>

National Survey of Children's Health (continued)

Endnotes

1. A detailed chart of the health variables in this survey can be found in Brown, Bett & Zaslow, Martha (2006). *Studying and tracking early child development from a health perspective: A review of available data sources*. Washington, DC: Child Trends.
2. SLAITS is an ongoing state and local surveillance system designed to track and monitor the health and well-being of the U.S. population.
3. NIS is a national telephone survey designed to identify children in sampled households and to gather immunization information for children aged 19 to 35 months.
4. A section of the survey is devoted to parent's perceptions of and concerns over the learning, development, and behavior of their birth to 5-year-old children, and the achievement, learning difficulties, self-esteem, among others, of their 6 to 17-year-old children.
5. One question asks more generally about the presence of developmental delays.
6. One question asks about the presence of speech problems (such as, stuttering, stammering, or other problems).
7. The same question asks about vision and hearing problems.
8. One question asks about receipt of any mental health care or counseling.
9. Two questions ask about the use of center-based early care and education: one, asks about the child's participation in child care centers; the other, asks the same question regarding "Nursery school, preschool, or kindergarten."
10. The same question asks about participation in Head Start and Early Head Start.
11. One question asks whether the focus child participated in "family-based child care outside [the child's] home." Interviewers did not provide a specific definition of 'family-based child care' to respondents. Thus, it is not possible to determine whether the child was attending regulated or unregulated family child care run by relatives or nonrelatives, or s/he was being cared by family, friends, or neighbors outside his/her home.
12. The question asks about the use of in-home care, whether it is provided by relatives or nonrelatives.
13. Weekly hours spent in nonparental care are asked only regarding self-care.
14. One question asks whether in the month prior to the survey parents had to quit their job due to child care difficulties.
15. Roster is obtained only for individuals 18 years old or younger.
16. The survey asks about the highest educational attainment of any individual in the household.
17. The survey asks if any household member was employed during most of the previous year.
18. The survey asks if any household member received any benefits from a state or county welfare program.
19. The survey also asks if any child in the household participated in the free or reduced-price breakfast or lunch program at school.

Publications

As of July 2006, Research Connections has no publications related to this collection.

U.S. CENSUS

Acronym**Description**

Conducted since 1790, the U.S. Census counts individuals in the 50 states and the District of Columbia and, for each household, collects information on the name, sex, age, relationship, Hispanic origin, and race of its members, as well as on whether the housing unit is owned or rented by its occupants. In addition, approximately 17% of the households are selected to respond to the “Long form” questionnaire, which consists of questions on the ancestry, income, and size of the household unit, as well as on the educational attainment, employment status, English proficiency, disability, and school enrollment of its occupants, among other topics. The U.S. Census is used to apportion congressional seats, distribute federal, state, local, and tribal funds, and establish state legislative districts, for purposes of program evaluation and community needs assessment, as well as for research.

Design

Nonexperimental; cross-sectional

Periodicity

Every 10 years

Period Coverage**Data Availability**

Aggregate data are available in a variety of products through The American FactFinder (http://factfinder.census.gov/home/saff/main.html?_lang=en), and other interactive internet tools (see www.census.gov/main/www/access.html). Microdata are available free of charge through The American FactFinder in files containing 100% of the data, and in Public Use Microdata Area (PUMAS) files, which include a sample of “Long form” raw data for geographic entities that have at least 100,000 inhabitants and do not cross state lines.

Availability URL

Microdata for the 2000 and the 1990 Census are available at http://factfinder.census.gov/home/saff/main.html?_lang=en. For previous years see www.icpsr.umich.edu and www.ipums.umn.edu/.

Years Available

1850 to 2000

Data Type

Census enumeration data

Population

Household units and their individuals in the United States

Children’s Age Range/Group

Birth-2 Years 3-5 Years 6-8 Years 9-12 Years

Unit of Observation

Households, Individuals

Source of Data or Respondent

Household members who are 15 or older

Data Are Representative of

U.S. County Census Tract Rural Areas
 State Zip Code Urban Areas
 Other: Estimates can also be generated by region (North, East, South, Midwest, West).

Principal Investigator

United States. Bureau of the Census

Researchers**Contractors****Data Collectors**

United States. Bureau of the Census

Funders

United States. Bureau of the Census

U.S. Census (continued)

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

- Age
- Gender
- Relation to respondent
- Homeschooling
- School grade
- Hours per week in school
- Race
- Ethnicity
- Hispanic origin
- Language child speaks at home
- Immigrant status
- Health insurance coverage

CHILD DEVELOPMENT

Intellectual Development

- Verbal proficiency
- Quantitative proficiency
- Expressive language
- Receptive language
- Fine motor skills
- Gross motor skills
- Basic concepts mastery
- Approaches to learning
- Prereading behaviors

Socioemotional Development

- Problem behaviors
- Social competence
- Attachment
- Self-regulation
- Peer relationships
- Positive affect
- Internalizing behaviors
- Mastery motivation
- Cooperation/compliance

Emerging Literacy & Numeracy

- Parent/provider perceptions
- Direct assessments

Academic Performance

- Delayed kindergarten entry
- Academic performance measures
- Grades
- Grade retention
- Child's adjustment to school

SPECIAL NEEDS CHILDREN

Diagnoses¹

- Learning disability
- Mental retardation
- Speech/language delay
- Emotional/behavioral disorder
- ² Hearing impairment
- ² Visual impairment
- ³ Orthopedic impairment
- Autism or Asperger's
- Other PDD
- ADD, ADHD
- Other health impairment

Child Receives Services from

- Local school district
- Local health agency
- Local health care provider
- Child has IEP

U.S. Census (continued)

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

- Activities (lessons, clubs, sports, etc.)
- Alternative arrangements
- Before & after-school care
- ⁴ Center-based care
- Early Head Start
- Family child care
- Friend & neighbor care
- Head Start
- In-home care by nonrelative
- Nontraditional hour child care
- Parental care
- Pre-k
- Relative care
- Self-care
- Sick child care
- Summer child care
- Wrap around/transitional care

Duration & Stability of Arrangements

- Number of arrangements
- Hours/day, week, month
- Days/week, month
- Primary vs. secondary arrangements
- Age at onset
- CC&EE history
- CC&EE stability (transition, duration, number of providers)

Selection of Arrangements

- Sources of information & referral
- Reasons for selecting primary arrangement
- Difficulty finding type wanted
- Perception of available choices in community
- Parent satisfaction with child care arrangements
- Parent perceptions of and attitudes toward arrangement & provider
- Travel time
- Child satisfaction with arrangement

CC&EE EXPENSES

- Fees
- TANF assistance receipt
- Child care subsidy receipt
- Employer assistance receipt
- Relatives' assistance receipt
- Other assistance
- Total expenses for focus child
- Total household child care expenses

FAMILY CHARACTERISTICS

Family Structure⁵

- Family composition - full or partial roster
- Marital status
- Family structure
- Family size
- Number of children under 18
- Number of children under 13
- Number of children under 6

- Number of adults in household
- Number unrelated adults in the household
- Relationship of family members to child, one another

Home Environment

- Language spoken at home
- Availability of learning materials
- Home enrichment activities
- Parent-child interaction
- Parenting & discipline
- Routines
- Parental stress
- Parental conflict
- Home environment measures
- Involvement of nonresident parent with child

Neighborhood & Community Characteristics

- Perceptions of neighborhood safety
- Community resources

PARENT CHARACTERISTICS

- | RM | RF | NRP (nonresident parent) | |
|-------------------------------------|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Race |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Ethnicity |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Hispanic origin |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Immigrant status |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Native language |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Poverty status |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Income |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Income by source |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parental educational attainment |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parental employment |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parent participation in education or training |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parent occupation |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Parent work schedule and flexibility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Health & mental health |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Child care subsidy receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C&DCTC receipt |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | AFDC, TANF receipt |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Unemployment receipt |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SSI/Social Security benefits |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Food Stamps |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | WIC receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Medicaid receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SCHIP |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Child support receipt |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Foster care payments |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Job training, education, GED, work, other requirements |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Residential mobility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Urban/rural marker |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | MSA/non-MSA area |

U.S. Census (continued)

PROVIDER, WORKFORCE, AND MARKET	
<p>MARKET</p> <p>Supply</p> <p><input type="checkbox"/> Use of waiting lists</p> <p><input type="checkbox"/> Program expansion</p> <p><input type="checkbox"/> Client recruitment practices</p> <p><input type="checkbox"/> Infrastructure expansion</p> <p>PROVIDER ORGANIZATIONS</p> <p>Provider Type</p> <p><input type="checkbox"/> Center-based</p> <p><input type="checkbox"/> Family child care</p> <p><input type="checkbox"/> Relative care</p> <p><input type="checkbox"/> Friend & neighbor care</p> <p><input type="checkbox"/> In-home, nonrelative care</p> <p><input type="checkbox"/> School-age care settings</p> <p>Organization Characteristics</p> <p><input type="checkbox"/> Total number of assistant caregivers/teachers</p> <p><input type="checkbox"/> Caregiver/teacher attrition</p> <p><input type="checkbox"/> Work schedule, working conditions, & benefits</p> <p><input type="checkbox"/> Salary & wages</p> <p><input type="checkbox"/> Efforts to reduce caregiver/teacher turnover</p> <p><input type="checkbox"/> Staff recruitment practices</p> <p><input type="checkbox"/> Other staff</p> <p><input type="checkbox"/> Availability of sick child care</p> <p><input type="checkbox"/> Health screening services</p> <p><input type="checkbox"/> Special needs services</p> <p><input type="checkbox"/> Home visits</p> <p><input type="checkbox"/> Health and safety of care</p> <p><input type="checkbox"/> Child care subsidy receipt</p> <p>Classroom—Group Characteristics</p> <p><input type="checkbox"/> Environment</p> <p><input type="checkbox"/> Daily activities & routines</p> <p><input type="checkbox"/> Use of curriculum</p> <p><input type="checkbox"/> Child assessment practices</p>	<p><input type="checkbox"/> Early literacy activities & environment</p> <p><input type="checkbox"/> Child activity with objects</p> <p><input type="checkbox"/> Peer interaction</p> <p><input type="checkbox"/> Adult-child interaction</p> <p><input type="checkbox"/> Discipline and management</p> <p><input type="checkbox"/> Adult/child ratio</p> <p><input type="checkbox"/> Group size</p> <p>Professional Development & Training</p> <p><input type="checkbox"/> Assistance toward degree or certification</p> <p><input type="checkbox"/> On-the-job training</p> <p><input type="checkbox"/> Mentoring</p> <p><input type="checkbox"/> Workshops & other training</p> <p><input type="checkbox"/> Training needs</p> <p><input type="checkbox"/> Staff evaluation</p> <p>Provider-Parent Relations & Interaction</p> <p><input type="checkbox"/> Parent employed with provider</p> <p><input type="checkbox"/> Parent volunteers with provider</p> <p><input type="checkbox"/> Communication with parents</p> <p><input type="checkbox"/> Parent involvement activities</p> <p><input type="checkbox"/> Parent education, employment, & self-sufficiency activities</p> <p><input type="checkbox"/> Parenting education activities</p> <p><input type="checkbox"/> Transition into formal schooling</p> <p><input type="checkbox"/> Activities targeting father involvement</p> <p>PROVIDER WORKFORCE</p> <p>Caregiver (Individual) – Teacher Characteristics</p> <p><input type="checkbox"/> Age</p> <p><input type="checkbox"/> Gender</p> <p><input type="checkbox"/> Race/ethnicity</p> <p><input type="checkbox"/> Educational attainment</p> <p><input type="checkbox"/> Certification</p> <p><input type="checkbox"/> Years of experience</p> <p><input type="checkbox"/> Language spoken during care</p> <p><input type="checkbox"/> Participation in professional development & training</p>

PROGRAMS, INTERVENTIONS, AND CURRICULA	
<p>PROGRAMS</p> <p><input type="checkbox"/> Accreditation</p> <p><input type="checkbox"/> Administration & management</p> <p><input type="checkbox"/> Health-based programs</p> <p><input type="checkbox"/> Early intervention</p> <p><input type="checkbox"/> Integrated services</p> <p><input type="checkbox"/> Protective/therapeutic/at-risk programs</p> <p><input type="checkbox"/> School-based programs</p> <p><input type="checkbox"/> Two-generation programs</p> <p>Enrollment</p> <p><input type="checkbox"/> Before & after-school care</p> <p><input type="checkbox"/> Center-based care, day care center, or preschool</p> <p><input type="checkbox"/> Early Head Start</p> <p><input type="checkbox"/> Family child care</p> <p><input type="checkbox"/> Head Start</p> <p><input type="checkbox"/> Pre-k</p> <p><input type="checkbox"/> Summer child care</p>	<p>INTERVENTION – CURRICULA</p> <p><input type="checkbox"/> Comprehensive</p> <p><input type="checkbox"/> Development, planning, & evaluation</p> <p><input type="checkbox"/> Health, safety, & nutrition</p> <p><input type="checkbox"/> Literacy</p> <p><input type="checkbox"/> Mixed age groupings</p> <p><input type="checkbox"/> Preschool</p> <p>CC&EE QUALITY</p> <p><input type="checkbox"/> Structural quality</p> <p><input type="checkbox"/> Process quality</p> <p><input type="checkbox"/> Caregiver sensitivity</p>

U.S. Census (continued)

Endnotes

1. One question asks whether the individual has difficulties learning, remembering, and concentrating due to the presence of a physical, mental and/or emotional condition for six months or longer.
2. The same question asks about the presence of visual and hearing impairments.
3. The question asks about the presence of condition(s) in the previous six months or more that substantially limit the individual's basic physical activities.
4. The survey offers "Nursery school, preschool," as one of the options to indicate the school grade or level that a child is regularly attending.
5. The survey also asks questions about whether grandparents have primary responsibility for grandchildren and provide care on a permanent basis.
6. The question asks if individual received "any kind" of public assistance or welfare benefits.
7. Individuals are asked in the same question about receipt of unemployment benefits, child support, alimony, and Veterans' (VA) payments.

Publications

- Action for Children, Chicago Metropolis 2020, & Illinois Facilities Fund. (2005). *The economic impact of the early care and education industry in Illinois*. Chicago: Chicago Metropolis 2020. <www.researchconnections.org/location/ccrca5013>
- Alameda County Child Care Planning Council. (2002). *A profile of the Alameda County child care center workforce: 1995-2001*. Oakland, CA: Alameda County Child Care Planning Council. <www.researchconnections.org/location/ccrca3689>
- Alameda County Child Care Planning Council. (2002). *Meeting the child care needs of Alameda County's children: A comprehensive assessment of licensed child care supply and demand* [Executive summary]. Oakland, CA: Alameda County Child Care Planning Council. <www.researchconnections.org/location/ccrca7877>
- Alameda County Child Care Planning Council. (2002). *Meeting the child care needs of Alameda County's children: A comprehensive assessment of licensed child care supply and demand*. Oakland, CA: Alameda County Child Care Planning Council. <www.researchconnections.org/location/ccrca3691>
- Alameda County Child Care Planning Council. (2002). *The economic impact of child care in Alameda County: A growing industry supporting the local economy*. Oakland, CA: Alameda County Child Care Planning Council. <www.researchconnections.org/location/ccrca3688>
- Anderson, Steven G., Ramsburg, Dawn M., & Rothbaum, Bari. (2003). *Illinois study of license-exempt child care: Interim report*. Springfield: Illinois Department of Human Services. <www.researchconnections.org/location/ccrca2968>
- Anderson, Steven G., Ramsburg, Dawn M., & Scott, Jeff. (2005). *Illinois study of license-exempt child care: Final report*. Springfield: Illinois Department of Human Services. <www.researchconnections.org/location/ccrca7350>
- Barnett, W. Steven, & Yarosz, Donald J. (2004). *Who goes to preschool and why does it matter?* (Preschool Policy Matters Issue No. 8). New Brunswick, NJ: National Institute for Early Education Research. <www.researchconnections.org/location/ccrca5276>
- Boulder County Early Care and Education Council. (2003). *Economic impact of the early care & education industry in Boulder County*. Boulder, CO: Boulder County Early Care and Education Council. <www.researchconnections.org/location/ccrca8025>
- Brandon, Richard N., Maher, Erin J., Joesch, Jutta M., & Doyle, Sharon. (2002). *Understanding family, friend, and neighbor care in Washington state: Developing appropriate training and support*. Seattle: University of Washington, Human Services Policy Center. <www.researchconnections.org/location/ccrca207>
- Brown, Brentt, Johnson, Ellen, Traill, Saskia, & Wohl, Jen. (2004). *The economic impact of the early care and education industry in Ohio*. Oakland, CA: National Economic Development and Law Center. <www.researchconnections.org/location/ccrca4636>
- Brown, Brentt, Traill, Saskia, & Wohl, Jen. (2003). *The economic impact of the child care industry in Jefferson and Hardin Counties*. Oakland, CA: National Economic Development and Law Center. <www.researchconnections.org/location/ccrca4261>

U.S. Census (continued)

- Brown, Brentt, & Traill, Saskia. (2006). *Benefits for all: The economic impact of the New Jersey child care industry: Infant/toddler, preschool, and out-of-school time programs*. Trenton, NJ: John S. Watson Institute for Public Policy. <www.researchconnections.org/location/ccrca8307>
- Butte County Child Development Programs and Services. (2002). *Butte County: Assessing child care economics, needs and transportation: Economic impact report*. Oroville, CA: Butte County Child Development Programs and Services. <www.researchconnections.org/location/ccrca3676>
- Capizzano, Jeffrey, & Fiorillo, Alexandra. (2004). *Young children and the rural information gap: The weaknesses of major data sources for examining the well-being of rural children*. Starkville, MS: Mississippi State University, National Center for Rural Early Childhood Learning Initiatives. <www.researchconnections.org/location/ccrca4673>
- Capps, Randy, Fix, Michael, Reardon-Anderson, Jane, Passel, Jeffrey S., & Ost, Jason. (2004). *The health and well-being of young children of immigrants*. Washington, DC: Urban Institute. <www.researchconnections.org/location/ccrca5208>
- Care Solutions. (2003). *Early childhood care and education databook for Georgia 2003*. Atlanta, GA: Care Solutions. <www.researchconnections.org/location/ccrca3510>
- Carroll, Stephen J., Krop, Cathy, Arkes, Jeremy, Morrison, Peter A., & Flanagan, Ann. (2004). *California's K-12 public schools: How are they doing?* (MG-186). Santa Monica, CA: Rand Corporation. <www.researchconnections.org/location/ccrca5273>
- Ceglowski, Deborah A., & Davis, Elizabeth E. (2004). *Where child care is above average?: Licensing, legislation, and indicators of quality of care in Minnesota*. *Early Education and Development*, 15(3), 343-360. <www.researchconnections.org/location/ccrca8934>
- Central New Hampshire Regional Planning Commission. (2005). *Child care keeps NH working: The economic impact of child care in the central New Hampshire region*. Concord: Central New Hampshire Regional Planning Commission. <www.researchconnections.org/location/ccrca8015>
- Chang, Ellen T., Zheng, Tongzhang, Weir, Edward G., Borowitz, Michael, Mann, Risa B., Spiegelman, Donna, et al. (2004). Childhood social environment and Hodgkin's lymphoma: New findings from a population-based case-control study. *Cancer Epidemiology Biomarkers and Prevention*, 13(8), 1361-1370. <www.researchconnections.org/location/ccrca4317>
- Children First Initiative. (2002). *Windham County, Vermont: Child care needs assessment*. Brattleboro, VT: Windham Child Care Association. <www.researchconnections.org/location/ccrca2330>
- Chiswick, Barry R., & DebBurman, Noyna. (2006). Pre-school enrollment: An analysis by immigrant generation. *Social Science Research*, 35(1), 60-87. <www.researchconnections.org/location/ccrca7979>
- Christensen, Sue, & Rosen, Ann. (2005). *Early childhood education and care: A needs assessment for children birth to five in St. Joseph County, Indiana*. South Bend, IN: Community Foundation of St. Joseph County. <www.researchconnections.org/location/ccrca8095>
- Claude Worthington Benedum Foundation. (2005). *The economic impact of early child development programs in West Virginia*. Huntington, WV: Marshall University, Center for Business and Economic Research. <www.researchconnections.org/location/ccrca7974>
- Cochi Ficano, Carlena K. (2003). *Market mechanisms in the formal child care market: Why the slow and inconsistent expansion in supply?* Paper presented at the annual meeting of the Population Association of America, Philadelphia. <www.researchconnections.org/location/ccrca3256>
- Collins, Ann, & Li, Jiali. (1997). *A study of regulated child care supply in Illinois and Maryland*. New York: Columbia University, National Center for Children in Poverty. <www.researchconnections.org/location/ccrca2259>
- Collins, Raymond C., & Ribeiro, Rose. (2004). Toward an early care and education agenda for Hispanic children. *Early Childhood Research & Practice*, 6(2). <www.researchconnections.org/location/ccrca4725>
- Coulton, Claudia, Fischer, Rob, Polousky, Engel, Withers, Julia, Andrade, Maruza, Daro, Deborah, et al. (2003). *Cuyahoga County Early Childhood Initiative evaluation: Phase I final report*. Cleveland, OH: Case Western Reserve University, Center on Urban Poverty and Social Change. <www.researchconnections.org/location/ccrca3654>
- David & Lucile Packard Foundation. (2005). *County-level estimates of the effects of a universal preschool program in California* (Technical Report No. TR-340-PF). Santa Monica, CA: Rand Corporation. <www.researchconnections.org/location/ccrca7930>
- Davis, Elizabeth E., & Ceglowski, Deborah A. (2001). *Assessment of child care quality in four counties in Minnesota*. Minneapolis: University of Minnesota, Center for Early Education and Development. <www.researchconnections.org/location/ccrca448>
- Elicker, James, Clawson, Carolyn, Hong, Soo-Young, Kim, Tae-Eun, Evangelou, Demetra, & Kontos, Susan. (2005). *Child care for working poor families: Child development and parent employment outcomes*. West Lafayette, IN: Purdue University. <www.researchconnections.org/location/ccrca8452>
- Federal Interagency Forum on Child and Family Statistics. (2000). *America's children: Key national indicators of well-being, 2000*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5381>
- Federal Interagency Forum on Child and Family Statistics. (2001). *America's children: Key national indicators of well-being, 2001*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5380>
- Federal Interagency Forum on Child and Family Statistics. (2002). *America's children: Key national indicators of well-being, 2002*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5379>
- Federal Interagency Forum on Child and Family Statistics. (2003). *America's children: Key national indicators of well-being, 2003*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca5378>

U.S. Census (continued)

- Federal Interagency Forum on Child and Family Statistics. (2005). *America's children: Key national indicators of well-being, 2005*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. <www.researchconnections.org/location/ccrca6849>
- First 5 Humboldt. (2004). *The economic impact of the child care industry in Humboldt County*. Eureka, CA: First 5 Humboldt. <www.researchconnections.org/location/ccrca7496>
- First 5 Riverside County. (2005). *The economic impact of the child care industry in Riverside County*. Riverside, CA: First 5 Riverside County Children and Families Commission. <www.researchconnections.org/location/ccrca7492>
- First 5 Solano. (2003). *The economic impact of the child care industry in Solano County*. Fairfield, CA: First 5 Solano Children and Families Commission. <www.researchconnections.org/location/ccrca7491>
- Gelbach, Jonah B. (2002). Public schooling for young children and the maternal labor supply. *The American Economic Review*, 92(1), 307-322. <www.researchconnections.org/location/ccrca9583>
- Greater Minneapolis Day Care Association. (2003). *The child care industry: Supporting jobs and economic development in Minneapolis*. Minneapolis, MN: Greater Minneapolis Day Care Association. <www.researchconnections.org/location/ccrca3671>
- Harrell, Margaret C., Lim, Nelson, Castaneda, Laura W., & Golinelli, Daniela. (2004). *Working around the military: Challenges to military spouse employment and education*. Santa Monica, CA: Rand Corporation. <www.researchconnections.org/location/ccrca9105>
- Hernandez, Donald J. (2004). *Demographic change and the life circumstances of immigrant families*. New York: Foundation for Child Development. <www.researchconnections.org/location/ccrca6142>
- Herzenberg, Stephen, Price, Mark, & Bradley, David H. (2005). *Changing course in New Jersey early childhood education: Decline in teacher qualifications since 1980 drives home need for industrywide reform that builds on Abbott preschool programs* (EPI Issue Brief No. 216-D). Washington, DC: Economic Policy Institute. <www.researchconnections.org/location/ccrca7429>
- Herzenberg, Stephen, Price, Mark, & Bradley, David H. (2005). *Losing ground in California early childhood education: Declining workforce qualifications in an expanding industry, 1980-2004* (EPI Issue Brief No. 216-A). Washington, DC: Economic Policy Institute. <www.researchconnections.org/location/ccrca7426>
- Herzenberg, Stephen, Price, Mark, & Bradley, David H. (2005). *Losing ground in Massachusetts early childhood education: Declining workforce qualifications in an expanding industry, 1980-2004* (EPI Issue Brief No. 216-C). Washington, DC: Economic Policy Institute. <www.researchconnections.org/location/ccrca7428>
- Herzenberg, Stephen, Price, Mark, & Bradley, David H. (2005). *Losing ground in New York early childhood education: Declining workforce qualifications in an expanding industry, 1980-2004* (EPI Issue Brief No. 216-E). Washington, DC: Economic Policy Institute. <www.researchconnections.org/location/ccrca7430>
- Herzenberg, Stephen, Price, Mark, & Bradley, David H. (2005). *Losing ground in Pennsylvania early childhood education: Declining workforce qualifications in an expanding industry, 1980-2004* (EPI Issue Brief No. 216-F). Washington, DC: Economic Policy Institute. <www.researchconnections.org/location/ccrca7431>
- Herzenberg, Stephen, Price, Mark, & Bradley, David H. (2005). *Losing ground in Wisconsin early childhood education: Declining workforce qualifications in an expanding industry, 1980-2004* (EPI Issue Brief No. 216-G). Washington, DC: Economic Policy Institute. <www.researchconnections.org/location/ccrca7432>
- Herzenberg, Stephen, Price, Mark, & Bradley, David H. (2005). *The low workforce qualifications in Florida's expanding private child-care industry, 1980-2004* (EPI Issue Brief No. 216-B). Washington, DC: Economic Policy Institute. <www.researchconnections.org/location/ccrca7427>
- Illinois Facilities Fund. (2003). *Latino families and child care preferences in metropolitan Chicago: "We need more day care centers."* Chicago: Illinois Facilities Fund. <www.researchconnections.org/location/ccrca5015>
- Illinois Facilities Fund. (2003). *Moving towards a system: Tools, benchmarks, and standards*. Chicago: Illinois Facilities Fund. <www.researchconnections.org/location/ccrca5014>
- Kreader, J. Lee, Piecyk, Jessica B., & Collins, Ann. (2000). *Scant increases after welfare reform: Regulated child care supply in Illinois and Maryland 1996-1998*. New York: Columbia University, National Center for Children in Poverty. <www.researchconnections.org/location/ccrca255>
- Larimer County Early Childhood Council. (2003). *Economic impact of the early care & education industry in Larimer County*. Larimer, CO: Larimer County Early Childhood Council. <www.researchconnections.org/location/ccrca5683>
- Larson, Kathlene, Artz, Georgeanne M., Hegland, Susan M., Kuku, Yemisi, & Otto, Daniel. (2005). *Child care, parents, and work: The economic role of child care in Iowa*. Ames: Iowa State University, University Extension. Retrieved. <www.researchconnections.org/location/ccrca6452>
- Lemke, Robert, Witte, Ann D., Queral, Magaly, & Witt, Robert. (2000). *Child care and the welfare to work transition* (NBER Working Paper Series No. 7583). Cambridge, MA: National Bureau of Economic Research. <www.researchconnections.org/location/ccrca775>
- Louisiana Office of Family Support. (2005). *Investing in the child care industry: An economic development strategy for Louisiana* [Executive summary]. Baton Rouge: Louisiana Office of Family Support. <www.researchconnections.org/location/ccrca8019>
- Louisiana. Office of Family Support. (2005). *Investing in the child care industry: An economic development strategy for Louisiana*. Baton Rouge: Louisiana Office of Family Support. <www.researchconnections.org/location/ccrca8018>
- Ludwig, Jens, & Miller, Douglas L. (2005). *Does Head Start improve children's life chances?: Evidence from a regression discontinuity design* (NBER Working Paper Series No. 11702). Cambridge, MA: National Bureau of Economic Research. <www.researchconnections.org/location/ccrca7464>
- Maher, Erin J., Brandon, Richard N., Li, Guanghui, Burton, Alice, Whitebook, Marcy, & Young, Marci. (2003). *Determinants of state child care utilization patterns for estimating the size of the child care workforce at the state level: Year 2 full report*. Washington, DC: Center for the Child Care Workforce. <www.researchconnections.org/location/ccrca3053>

U.S. Census (continued)

- McMillen, Stan, & Parr, Kathryn. (2004). *The economic impact and profile of Connecticut's ECE industry*. Storrs: Connecticut Center for Economic Analysis.
<www.researchconnections.org/location/ccra5680>
- Minnesota Department of Children, Families, & Learning. (2001). *Child care use in Minnesota: Report of the 1999 statewide household child care survey*. St. Paul, MN: Wilder Research Center. <www.researchconnections.org/location/ccra227>
- Minnesota Department of Human Services. (2005). *Child care use in Minnesota: 2004 statewide household child care survey*. St. Paul, MN: Wilder Research Center.
<www.researchconnections.org/location/ccra7711>
- Mississippi State University, National Center for Rural Early Childhood Learning Initiatives. (2004). *The rural early childhood information gap* (Rural Early Childhood Brief No. 1). Starkville, MS: Mississippi State University, National Center for Rural Early Childhood Learning Initiatives.
<www.researchconnections.org/location/ccra6360>
- Mocan, H. Naci, & Tekin, Erdal. (2003). Non-profit sector and part-time work: An analysis of employer-employee matched data on child care workers. *The Review of Economics and Statistics*, 85(1), 38-50. <www.researchconnections.org/location/ccra1158>
- National Economic Development and Law Center. (2002). *Butte County: Assessing child care economics, needs and transportation: Community needs profile*. Oakland, CA: National Economic Development and Law Center.
<www.researchconnections.org/location/ccra3678>
- National Economic Development and Law Center. (2002). *Butte County: Assessing child care economics, needs and transportation: Community needs profile: Executive summary*. Oakland, CA: National Economic Development and Law Center.
<www.researchconnections.org/location/ccra3679>
- National Economic Development and Law Center. (2002). *Butte County: Assessing child care economics, needs and transportation: Transportation study*. Oakland, CA: National Economic Development and Law Center.
<www.researchconnections.org/location/ccra3680>
- National Economic Development and Law Center. (2002). *The economic impact of the child care industry in Santa Clara County: Early care and education and programs for school-age youth*. Oakland, CA: National Economic Development and Law Center.
<www.researchconnections.org/location/ccra3686>
- National Economic Development and Law Center. (2003). *The economic impact of the child care industry in Merced County*. Merced, CA: Merced County Family Resource Council.
<www.researchconnections.org/location/ccra3698>
- New Jersey Division of Family Development. (2005). *New Jersey child care market rate survey: 2004* [Executive Summary]. Trenton, NJ: New Jersey Division of Family Development.
<www.researchconnections.org/location/ccra8889>
- New Jersey Division of Family Development. (2005). *New Jersey child care market rate survey: 2004*. Trenton, NJ: New Jersey Division of Family Development.
<www.researchconnections.org/location/ccra8868>
- New York State Child Care Coordinating Council. (2004). *Investing in New York: An economic analysis of the early care and education sector*. Albany: New York State Child Care Coordinating Council. <www.researchconnections.org/location/ccra4288>
- NICHD Early Child Care Research Network. (2005). Nonmaternal care and family factors in early development: An overview of the NICHD Study of Early Child Care. In *Child care and child development: Results from the NICHD Study of Early Care and Youth Development* (pp. 3-36). New York: Guilford Press.
<www.researchconnections.org/location/ccra8459>
- Northwest Rural Communities Project. (2004). *Listening to learn: Stories from rural Northwest families*. Seattle: University of Washington, Human Services Policy Center.
<www.researchconnections.org/location/ccra4559>
- Orange County's United Way, Success By 6. (2002). *The economic impact of the child care industry in Orange County*. Irvine, CA: Orange County's United Way.
<www.researchconnections.org/location/ccra3693>
- Presley, Jennifer B., Klostermann, Brenda K., & White, Bradford R. (2006). *Pipelines and pools: Meeting the demand for early childhood teachers in Illinois* (IERC 2006-3). Edwardsville: Southern Illinois University Edwardsville, Illinois Education Research Council.
<www.researchconnections.org/location/ccra9614>
- Press, Julie E., Farrie, Danielle, & Sisser, Sasha. (2003). *Child care problems and work outcomes for low-skilled mothers*. Philadelphia: Temple University, Center for Public Policy.
<www.researchconnections.org/location/ccra3701>
- Rodgers, William M., III, & Reynolds, Scott. (2005). *The economic impact of childcare in Middlesex County*. New Brunswick, NJ: John J. Heldrich Center for Workforce Development.
<www.researchconnections.org/location/ccra8020>
- Taylor, Karen, Bernier, Kathleen, Bryant, Donna M., Scoville, Satsuki, & Sotolongo, Joy. (2001). *Reaching out to all children in North Carolina: Summary of efforts by local Smart Start partnerships to locate children aged 0-5 who are not in regulated child care*. Chapel Hill, NC: Frank Porter Graham Child Development Center. <www.researchconnections.org/location/ccra508>
- Todd, Christine M., & Brumbleboe, Stephanie T. (2002). *The characteristics and training needs of school-age care programs in the larger metro Atlanta area*. Decatur: Georgia School-Age Care Association. <www.researchconnections.org/location/ccra4014>
- Trail, Saskia. (2006). *The economic impact of the child care and early education industry in South Hampton Roads, Virginia*. Norfolk, VA: Child & Family Services of Eastern Virginia.
<www.researchconnections.org/location/ccra9505>
- Trail, Saskia, & Wohl, Jen. (2004). *The economic impact of the child care and early education industry in Massachusetts*. Oakland, CA: National Economic Development and Law Center.
<www.researchconnections.org/location/ccra3594>
- Trail, Saskia, & Wohl, Jen. (2004). *The economic impact of the child care industry in North Carolina*. Oakland, CA: National Economic Development and Law Center.
<www.researchconnections.org/location/ccra4235>

U.S. Census (continued)

U.S. Child Care Bureau. (2004). *Hispanics and child care: The changing landscape*. Vienna, VA: National Child Care Information Center. <www.researchconnections.org/location/ccrca4391>

U.S. General Accounting Office, Health, Education, and Human Services Division. (1997). *Welfare reform: Implications of increased work participation for child care* (GAO/HEHS-97-75). Washington, DC: U.S. General Accounting Office. <www.researchconnections.org/location/ccrca557>

University of Washington, Human Services Policy Center. (2004). *Highlights of child care survey for select low-income neighborhoods in Chicago*. Seattle: University of Washington, Human Services Policy Center. <www.researchconnections.org/location/ccrca4999>

Valley of the Sun United Way, Success by 6. (2004). *The economics of early care and education in Arizona*. Phoenix, AZ: Valley of the Sun United Way, Success by 6. <www.researchconnections.org/location/ccrca8024>

Ventura County Human Services Agency. (2005). *The economic impact of the child care industry in Ventura County*. Ventura, CA: Ventura County Workforce Investment Board. <www.researchconnections.org/location/ccrca7497>

Voices for America's Children, Child & Family Policy Center. (2004). *Early learning left out: An examination in public investments in education and development by child age*. Washington, DC: Voices for America's Children. <www.researchconnections.org/location/ccrca3545>

Voices for Virginia's Children. (2004). *Economic impact of the child care industry in Virginia*. Richmond: Voices for Virginia's Children. <www.researchconnections.org/location/ccrca5685>

Waits, Lauren, Monaco, Malina, Beck, Lisa, & Edwards, Jennifer. (2001). *Regional child care trends: Comparing Georgia to its neighbors*. Atlanta: Georgia State University, Health Policy Center. <www.researchconnections.org/location/ccrca8267>

Wisconsin Office of the Governor, Wisconsin Department of Health and Family Services, Wisconsin Department of Public Instruction, & Wisconsin Department of Workforce Development. (2003). *Wisconsin school readiness indicator initiative: The status of school readiness indicators in Wisconsin*. Madison: Wisconsin Council on Children and Families. <www.researchconnections.org/location/ccrca7965>