

National Household Education Surveys Program of 2005

Initial Results From the 2005 NHES Early Childhood Program Participation Survey

E.D. TAB



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Content Contact

Chris Chapman
(202) 502-7414
nhes@ed.gov
<http://nces.ed.gov/nhes/>

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Highlights

This report presents selected data on the nonparental care arrangements and educational programs of infants, toddlers, and preschool children, consisting of care by relatives, care by persons to whom they were not related, and participation in day care centers and preschool programs including Head Start or Early Head Start.¹ In addition, findings concerning home learning activities are presented. This report also incorporates basic demographic information about the child, parent/guardian characteristics, home activities, and household characteristics. These data are from the Early Childhood Program Participation Survey (ECP) of the 2005 National Household Education Surveys Program (NHES:2005). Interviews were conducted with parents of a nationally representative sample of children from birth through age 6 who were not yet enrolled in kindergarten. Data were collected from early January through April 2005. The total number of completed ECP interviews was 7,209, representing a weighted total of 20,690,936 children. However, 6-year-old preschoolers are atypical and too few in number to support separate estimates, and therefore they have been excluded from this report. The estimates presented here are based on 7,198 interviews representing 20,665,000 children. The weighted unit response rate was 84.4 percent, and the overall unit response rate was 56.4 percent.² Additional details about the survey, response rates, and data reliability are provided in appendix A.

For the ECP, early childhood program participation was defined as nonparental child care arrangements in relative care, nonrelative care, and center-based programs, including Head Start or Early Head Start. In addition, the ECP was designed to capture continuity of care, parents' perceptions of the quality of care, reasons for choosing nonparental over parental care, and literacy-related skills and activities. The ECP in NHES:2005 was the fifth collection for this topic and provides current data on the early childhood program participation of infants, toddlers, and preschoolers. This data collection also provides an opportunity to examine trends over time in early childhood program participation.

Results reported in the tables and bullets are weighted means and proportions generated by bivariate cross-tabulation procedures. All statements of comparison made in this report have been tested for statistical significance using two-tailed *t*-tests and are significant at the 95 percent confidence level. Additional details about statistical procedures used in this report are provided in the Statistical Tests section of appendix A.

The purpose of this E.D. TAB is to introduce new NCES data through the presentation of selected descriptive information. The E.D. TAB is purely descriptive in nature. Readers are cautioned not to draw causal inferences based solely on the bivariate results presented in this E.D. TAB. It is important to note that many of the variables examined in this report are related to one another, and complex interactions and relationships have not been explored here. The variables examined here are also just a few of the variables that can be examined in these data and were selected to demonstrate the range of information that helped shape the design and now is available from the study. The selected findings are examples of comparisons that can be made using the data and are not designed to emphasize any particular issue. Release of the E.D. TAB is intended to encourage more in-depth analysis of the data, using more sophisticated statistical methods.

Early Child Care and Program Participation

Parents of sampled children from birth through age 5 not yet enrolled in kindergarten were asked whether their child was currently participating in nonparental child care, including relative,

¹ Early Head Start is a government-funded program for infants and toddlers from birth through age 2 and Head Start is a government-funded preschool program for children 3 through 5 years of age.

² The overall unit response rate is the product of the household screening stage unit response rate and the ECP interview unit response rate. For information about nonresponse bias analyses conducted for ECP surveys, please see Brick et al. (forthcoming).

nonrelative, and center-based care. They were also asked if their child was currently participating in Head Start or Early Head Start, and had one or multiple child care arrangements. For parents who stated that the child had a weekly relative care arrangement, the relationship of the relative to the sampled child was also collected (i.e., grandparent, aunt/uncle, sibling, or other relative).

- Approximately 60 percent of children were reported to be in at least one weekly nonparental care arrangement (table 1). Among these children, 60 percent were reported to be in center-based care, 35 percent in relative care, and 22 percent in nonrelative care arrangements.
- Children whose mothers did not complete high school were more likely to participate in Head Start or Early Head Start (table 2). The rate of participation among children whose mothers' educational level was less than a high school diploma was 29 percent, compared to 15 percent among children whose mothers had a high school diploma or GED, 7 percent among children whose mothers had some college or vocational/technical schooling, 3 percent among those whose mothers completed a bachelor's degree, and 2 percent among those whose mothers had some graduate education or had completed a graduate or professional degree (table 2).
- Participation in multiple nonparental care arrangements was higher among children in families in which both parents or the only parent spoke English (17 percent) than among children in families in which no parent spoke English (8 percent) (table 3).
- Among children who had a weekly relative care arrangement, 76 percent were cared for by grandparents, compared to 19 percent who were cared for by aunts and uncles and 13 percent whose care was provided by other relatives (table 4).

Number of Hours and Length of Time in Child Care

Parents of sampled children from birth through age 5 and not yet in kindergarten were asked the number of hours per week and the length of time their child participated in each current weekly nonparental care arrangement, including relative, nonrelative, and center-based care arrangements.

- Children spent more hours per week in nonrelative care (26.7 hours per week) than in relative care (24.3 hours per week) or center-based care (24.8 hours per week) (table 5).
- Children whose mothers were not in the labor force had spent less time in relative child care (3.4 months) than children whose mothers worked 35 or more hours per week (7.6 months), less than 35 hours per week (8.5 months), or were looking for work (9.6 months) (table 6).

Child Care Costs and Sources of Assistance

Parents of sampled children from birth through age 5 and not yet in kindergarten were asked whether they had any out-of-pocket expenses for the child's weekly nonparental child care arrangement. They were also asked if they received assistance for these expenses from relatives, Temporary Assistance for Needy Families (TANF),³ other social service agencies, an employer, or someone else.

- Considering children whose families paid fees for nonparental care arrangements, the mean hourly out-of-pocket expense for center-based care was lower for Black, non-Hispanic

³ In 1997, Temporary Assistance to Needy Families (TANF) replaced the previous welfare programs, Aid to Families with Dependent Children (AFDC) and the Job Opportunities and Basic Skills Training (JOBS) programs. TANF provides assistance and work opportunities to needy families by granting states the federal funds to develop and implement their own welfare programs.

children (\$3.00) than for White, non-Hispanic (\$4.47), Hispanic (\$4.59), Asian or Pacific Islander, non-Hispanic (\$4.85), or other race, non-Hispanic children (\$4.52) (table 7).

- Children in nonrelative care whose mothers worked 35 or more hours per week had a mean weekly expense of \$115.71, compared to \$88.24 for children whose mothers worked less than 35 hours per week (table 8).
- Families were more likely to receive assistance with child care expenses when mothers were enrolled in school (32 percent) than when mothers were not enrolled in school (16 percent) (table 9).

Characteristics of Child Care Arrangements

To ascertain particular aspects of children's care arrangements, parents whose children were in any nonparental care arrangement were asked the following: how many children were cared for together in the same group at the same time and how many adults cared for the child in a particular care arrangement, how they learned about a particular care arrangement, and whether their arrangement included care for a sick child when he or she had a fever or did not have a fever. For children who were reported to be in a weekly center-based arrangement, parents were asked where the program was located and whether that program provided any of the following services: hearing, speech, or vision testing; physical examinations; or formal testing for developmental or learning problems.

- Children who were in center-based care experienced a higher mean child-to-care provider ratio (6.0) than children in relative care (1.6) or nonrelative care (3.1) (table 10).
- Among children with nonparental care arrangements, more children had parents who learned about their child's care provider from friends (54 percent) than from any other source, including their place of employment (5 percent), a public or private school (6 percent), a place of worship (6 percent), ads (8 percent), someone they knew (8 percent), an arrangement attended by another child in the household (6 percent), bulletin boards/flyers/drove by/walked by (7 percent), or any other sources (17 percent) (table 11).
- Children with center-based care arrangements who were sick were less likely to receive child care from their providers during an illness (29 percent without a fever and 6 percent with a fever) than children with relative care arrangements (91 percent without a fever and 75 percent with a fever) or nonrelative care arrangements (83 percent and 39 percent with a fever) (table 12).
- Among children who attended center-based care on a weekly basis, those in Head Start or Early Head Start programs were more likely to have received hearing, speech, or vision testing from their center-based program than children in other kinds of programs (72 percent compared to 31 percent) (table 13). Similar differences were found for center-provided physical examinations (36 percent compared to 6 percent, and formal testing for developmental or learning problems (74 percent compared to 28 percent) (table 13).
- Children were more likely to attend a center-based care arrangement that was located in a building of its own (38 percent) than a center-based care arrangement found in any other location, including in a church, synagogue, or other place of worship (25 percent), a public school (17 percent), a private school (9 percent), community center (3 percent), or any other location (10 percent) (table 14).

Factors Used to Select Child Care Arrangement

For arrangements where the child spent the most time, parents were asked to rate how particular factors influenced their choice of a child care arrangement (1 = not at all important; 2 = a little important; 3 = somewhat important; and 4 = very important). The factors that parents were asked to rate were location, cost, reliability, learning activities, time spent with other children, availability of provider, and number of other children in the child care arrangement.

- Among children who had some kind of weekly nonparental care, parents of children in weekly center-based care reported that spending time with other children was a very important factor when selecting a child care arrangement (82 percent) compared to parents with children in a weekly relative care arrangement (39 percent) or a weekly nonrelative care arrangement (53 percent) (table 15).
- Among children less than 1 year of age who were in some kind of nonparental care arrangement, 65 percent had parents who rated learning activities as a “very important” factor when selecting the care arrangement. This percentage increased among older children—70 percent among parents of 1- to 2-year-olds, and 81 percent among parents of 3- to 5-year-olds (table 15).

Parental Involvement in Preschoolers’ Educational Activities at Home

Parents were asked whether anyone in their family had engaged in particular home activities with the sampled child in the past week, including reading; telling a story; teaching letters, words, or numbers; teaching songs or music; and working on arts and crafts.

- More Asian or Pacific Islander, non-Hispanic preschoolers (age 3 to 5 and not yet enrolled in kindergarten) were told a story by a family member (91 percent) than Black, non-Hispanic preschoolers (82 percent) or Hispanic preschoolers (84 percent) (table 16).
- More preschoolers (age 3 to 5 and not yet enrolled in kindergarten) in families where both parents or the only parent spoke English were read to by family members in the previous week (99 percent) than children in families where no parent spoke English (89 percent) (table 16).

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Table 1. Percentage distribution of children from birth through age 5 and not yet in kindergarten participating in various weekly nonparental care arrangements, by child and family characteristics: 2005

Characteristic	Number of children (thousands)	No weekly nonparental care arrangement	At least one weekly nonparental care arrangement	Distribution of weekly nonparental care arrangement, by type ¹		
				Relative	Nonrelative	Center-based ²
Total	20,665	40	60	35	22	60
Child's age						
Less than 1 year	3,519	58	42	48	33	28
1-2 years.....	8,080	47	53	39	30	43
3-5 years.....	9,066	27	73	29	15	78
Child's sex						
Male	10,598	40	60	33	22	62
Female.....	10,067	41	59	37	23	58
Child's race/ethnicity						
White, non-Hispanic	11,488	38	62	32	26	61
Black, non-Hispanic.....	2,962	31	69	38	15	63
Hispanic	4,283	51	49	41	20	51
Asian or Pacific Islander, non-Hispanic	655	47	53	30	14	70
Other race, non-Hispanic ³	1,278	40	60	43	15	63
Family type						
Two parents	16,294	44	56	31	24	61
One parent.....	4,036	27	73	46	18	57
Nonparent guardian(s)	335	36	64	42	16	65
Parents' language spoken most at home⁴						
Both/only parent(s) speak(s) English	17,620	37	63	35	23	60
One of two parents speaks English	565	63	37	29	11	66
No parent speaks English	2,480	58	42	32	21	56
Mother's level of education⁵						
Less than a high school.....	2,067	65	35	43	15	53
High school/GED.....	5,689	45	55	42	18	56
Vocational/technical or some college.....	5,663	38	62	38	22	56
Bachelor's degree.....	4,321	34	66	26	23	69
Graduate or professional education or degree.....	2,570	26	74	26	33	62
Mother's school enrollment status⁵						
Enrolled.....	2,502	24	76	38	18	63
Not enrolled.....	17,808	43	57	34	23	59

See notes at end of table.

Table 1. Percentage distribution of children from birth through age 5 and not yet in kindergarten participating in various weekly nonparental care arrangements, by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	No weekly nonparental care arrangement	At least one weekly nonparental care arrangement	Distribution of weekly nonparental care arrangement, by type ¹		
				Relative	Nonrelative	Center-based ²
Mother's employment status⁵						
35 or more hours per week	7,168	15	85	36	27	56
Less than 35 hours per week	4,329	31	69	42	25	55
Looking for work	1,459	55	45	42	16	50
Not in the labor force	7,353	68	32	20	10	79
Mother's work shift^{5,6}						
Regular shift	9,787	18	82	37	27	56
Variable shift	1,711	37	63	47	24	51
Neighborhood conditions⁷						
Concern regarding neighborhood health and safety conditions	3,365	40	60	40	21	54
No concern regarding neighborhood health and safety conditions	17,300	40	60	34	23	61
Household income						
\$25,000 or less	5,912	49	51	43	16	57
\$25,001 to \$50,000	5,256	47	53	42	19	55
\$50,001 to \$75,000	4,307	39	61	31	27	58
\$75,001 to \$100,000	2,445	27	73	26	26	63
\$100,001 or more	2,746	21	79	26	27	70
Poverty status⁸						
At or above poverty threshold	15,900	37	63	33	24	61
Below poverty threshold	4,766	51	49	44	16	57

¹Children may have more than one nonparental care arrangement of the same type or more than one nonparental care arrangement of different types.

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

³"Other race, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁴Complete descriptions of the categories for parents' language are as follows: (1) "Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home," (2) "One of two parents learned English as a child or currently speaks English in the home," and (3) "No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home."

⁵Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁶Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁷Parents or guardians respond "yes" or "no" to the question: "Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?"

⁸Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through age 5 and not yet in kindergarten. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 1-A. Standard errors for the percentage distribution of children from birth through age 5 and not yet in kindergarten participating in various weekly nonparental care arrangements, by child and family characteristics: 2005

Characteristic	Number of children (thousands)	No weekly nonparental care arrangement	At least one weekly nonparental care arrangement	Distribution of weekly nonparental care arrangement, by type ¹		
				Relative	Nonrelative	Center-based ²
Total	9.0	0.8	0.8	1.0	0.8	0.8
Child's age						
Less than 1 year	#	1.8	1.8	2.9	2.4	2.4
1-2 years.....	#	1.4	1.4	1.7	1.5	1.6
3-5 years.....	9.0	0.9	0.9	1.3	1.0	1.0
Child's sex						
Male	143.3	0.9	0.9	1.3	1.0	1.2
Female.....	143.9	1.2	1.2	1.4	1.3	1.4
Child's race/ethnicity						
White, non-Hispanic	99.2	1.0	1.0	1.3	1.2	1.1
Black, non-Hispanic.....	5.2	2.7	2.7	3.4	1.9	3.2
Hispanic	4.1	1.4	1.4	2.0	1.8	2.1
Asian or Pacific Islander, non-Hispanic	52.7	4.1	4.1	5.9	3.3	5.8
Other race, non-Hispanic ³	93.5	3.5	3.5	4.3	2.9	3.9
Family type						
Two parents	113.8	0.9	0.9	1.2	0.9	1.0
One parent.....	112.3	1.7	1.7	2.8	1.8	2.6
Nonparent guardian(s)	39.3	5.2	5.2	6.8	5.3	6.7
Parents' language spoken most at home⁴						
Both/only parent(s) speak(s) English	100.7	0.8	0.8	1.1	0.9	0.8
One of two parents speaks English	58.7	4.4	4.4	5.3	3.7	6.2
No parent speaks English	87.7	2.0	2.0	2.7	2.4	3.0
Mother's level of education⁵						
Less than a high school.....	99.7	2.2	2.2	4.0	3.0	3.8
High school/GED.....	179.6	1.7	1.7	2.2	1.7	2.1
Vocational/technical or some college	158.4	1.8	1.8	1.8	1.8	1.8
Bachelor's degree.....	116.7	1.4	1.4	1.9	1.6	1.9
Graduate or professional education or degree.....	121.1	1.7	1.7	2.3	2.5	2.0
Mother's school enrollment status⁵						
Enrolled.....	128.4	1.9	1.9	2.4	1.8	2.4
Not enrolled.....	140.7	0.9	0.9	1.1	1.0	0.9

See notes at end of table.

Table 1-A. Standard errors for the percentage distribution of children from birth through age 5 and not yet in kindergarten participating in various weekly nonparental care arrangements, by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	No weekly nonparental care arrangement	At least one weekly nonparental care arrangement	Distribution of weekly nonparental care arrangement, by type ¹		
				Relative	Nonrelative	Center-based ²
Mother's employment status⁵						
35 or more hours per week	181.6	1.1	1.1	1.5	1.3	1.3
Less than 35 hours per week	157.7	2.1	2.1	1.8	1.8	1.8
Looking for work	118.5	4.4	4.4	8.2	3.9	7.5
Not in the labor force	171.3	1.1	1.1	1.9	1.1	1.6
Mother's work shift^{5,6}						
Regular shift	193.4	1.0	1.0	1.2	1.1	1.0
Variable shift	103.9	2.8	2.8	3.5	3.0	3.4
Neighborhood conditions⁷						
Concern regarding neighborhood health and safety conditions	175.2	2.4	2.4	3.3	2.5	2.7
No concern regarding neighborhood health and safety conditions	174.8	0.9	0.9	1.0	1.0	0.9
Household income						
\$25,000 or less.....	1.1	1.6	1.6	2.3	1.5	2.5
\$25,001 to \$50,000	112.1	1.5	1.5	2.2	2.0	1.9
\$50,001 to \$75,000	108.9	1.5	1.5	2.2	2.0	2.0
\$75,001 to \$100,000	114.9	2.3	2.3	2.0	1.9	2.3
\$100,001 or more	115.1	1.6	1.6	2.3	2.2	1.9
Poverty status⁸						
At or above poverty threshold.....	60.9	0.9	0.9	1.1	1.0	0.9
Below poverty threshold.....	60.7	1.9	1.9	2.9	1.9	3.0

⁰Rounds to zero.

¹Children may have more than one nonparental care arrangement of the same type or more than one nonparental care arrangement of different types.

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

³“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁴Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁵Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁶Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁷Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁸Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through age 5 and not yet in kindergarten. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 2. Percentage of children from birth through age 5 and not yet in kindergarten participating in Head Start or Early Head Start on a weekly basis, by child and family characteristics: 2005

Characteristic	Number of children (thousands)	Percentage participating in Head Start or Early Head Start
Total	12,344	9
Child's age		
Less than 1 year.....	1,471	3
1-2 years.....	4,262	4
3-5 years.....	6,611	13
Child's sex		
Male	6,411	9
Female.....	5,934	8
Child's race/ethnicity		
White, non-Hispanic	7,088	5
Black, non-Hispanic.....	2,039	19
Hispanic	2,096	13
Asian or Pacific Islander, non-Hispanic	348	6
Other race, non-Hispanic ¹	773	7
Family type		
Two parents	9,168	6
One parent.....	2,961	15
Nonparent guardian(s)	216	23
Parents' language spoken most at home²		
Both/only parent(s) speak(s) English	11,090	8
One of two parents speaks English	210	18
No parent speaks English	1,044	16
Mother's level of education³		
Less than a high school.....	730	29
High school/GED.....	3,104	15
Vocational/technical or some college.....	3,504	7
Bachelor's degree.....	2,845	3
Graduate or professional education or degree.....	1,905	2
Mother's school enrollment status³		
Enrolled.....	1,894	11
Not enrolled.....	10,194	8

See notes at end of table.

Table 2. Percentage of children from birth through age 5 and not yet in kindergarten participating in Head Start or Early Head Start on a weekly basis, by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Percentage participating in Head Start or Early Head Start
Mother's employment status³		
35 or more hours per week	6,078	7
Less than 35 hours per week	2,978	8
Looking for work	652	11
Not in the labor force	2,380	14
Mother's work shift^{3,4}		
Regular shift	7,985	6
Variable shift	1,071	12
Neighborhood conditions⁵		
Concern regarding neighborhood health and safety conditions	2,018	7
No concern regarding neighborhood health and safety conditions.....	10,327	9
Household income		
\$25,000 or less.....	3,008	19
\$25,001 to \$50,000	2,767	12
\$50,001 to \$75,000	2,635	4
\$75,001 to \$100,000	1,775	2
\$100,001 or more.....	2,159	#
Poverty status⁶		
At or above poverty threshold	10,017	6
Below poverty threshold	2,328	21

#Rounds to zero.

¹“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

²Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

³Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁵Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁶Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through age 5 and not yet in kindergarten who have at least one weekly nonparental care arrangement. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECP-P-NHES:2005).

Table 2-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten participating in Head Start or Early Head Start on a weekly basis, by child and family characteristics: 2005

Characteristic	Number of children (thousands)	Percentage participating in Head Start or Early Head Start
Total	158.5	0.6
Child's age		
Less than 1 year.....	64.8	1.3
1-2 years.....	110.5	1.0
3-5 years.....	84.0	0.8
Child's sex		
Male	143.2	0.8
Female.....	145.4	0.9
Child's race/ethnicity		
White, non-Hispanic	119.6	0.6
Black, non-Hispanic.....	79.0	3.1
Hispanic	60.4	1.5
Asian or Pacific Islander, non-Hispanic	36.2	2.6
Other race, non-Hispanic ¹	63.5	2.0
Family type		
Two parents	156.1	0.6
One parent.....	113.2	1.9
Nonparent guardian(s)	29.5	6.5
Parents' language spoken most at home²		
Both/only parent(s) speak(s) English	158.1	0.7
One of two parents speaks English	29.9	4.5
No parent speaks English	64.2	2.6
Mother's level of education³		
Less than a high school	52.8	3.3
High school/GED.....	132.6	1.6
Vocational/technical or some college	148.5	1.0
Bachelor's degree.....	102.0	0.9
Graduate or professional education or degree.....	107.6	0.5
Mother's school enrollment status³		
Enrolled.....	104.5	2.0
Not enrolled.....	181.8	0.7

See notes at end of table.

Table 2-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten participating in Head Start or Early Head Start on a weekly basis, by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Percentage participating in Head Start or Early Head Start
Mother's employment status³		
35 or more hours per week	171.2	0.8
Less than 35 hours per week	128.2	1.4
Looking for work	95.2	2.6
Not in the labor force	105.9	1.4
Mother's work shift^{3,4}		
Regular shift	174.6	0.7
Variable shift	83.1	2.7
Neighborhood conditions⁵		
Concern regarding neighborhood health and safety conditions	150.2	1.3
No concern regarding neighborhood health and safety conditions	169.5	0.7
Household income		
\$25,000 or less	96.8	1.8
\$25,001 to \$50,000	97.0	1.6
\$50,001 to \$75,000	87.5	0.9
\$75,001 to \$100,000	93.3	0.6
\$100,001 or more	105.7	#
Poverty status⁶		
At or above poverty threshold	140.8	0.6
Below poverty threshold	94.5	2.4

#Rounds to zero.

¹“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

²Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

³Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁵Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁶Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through age 5 and not yet in kindergarten who have at least one weekly nonparental care arrangement. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 3. Percentage distribution of children from birth through age 5 and not yet in kindergarten whose parents reported various combinations of weekly care arrangements, by child and family characteristics: 2005

Characteristic	Number of children (thousands)	One relative arrangement only	One nonrelative arrangement only	One center-based program only ¹	More than one nonparental arrangement of a single type ²	Combination of nonparental arrangement types ³
Total	12,344	20	14	45	6	16
Child's age						
Less than 1 year.....	1,471	36	27	23	6	7
1-2 years.....	4,262	25	21	36	7	11
3-5 years.....	6,611	12	6	55	5	22
Child's sex						
Male	6,411	19	13	46	5	17
Female.....	5,934	20	14	43	6	16
Child's race/ethnicity						
White, non-Hispanic	7,088	16	16	45	5	18
Black, non-Hispanic.....	2,039	23	9	49	5	15
Hispanic	2,096	28	13	40	6	12
Asian or Pacific Islander, non-Hispanic	348	17	9	55	5	14
Other race, non-Hispanic ⁴	773	26	7	43	5	20
Family type						
Two parents	9,168	18	15	47	5	15
One parent.....	2,961	26	10	39	6	20
Nonparent guardian(s)	216	14	8!	44	11	22
Parents' language spoken most at home⁵						
Both/only parent(s) speak(s) English	11,090	19	14	44	6	17
One of two parents speaks English	210	22	7	62	4!	5
No parent speaks English	1,044	24	15	48	4	8
Mother's level of education⁶						
Less than a high school	730	31	10	44	5	10
High school/GED.....	3,104	25	11	42	7	15
Vocational/technical or some college	3,504	23	14	42	5	16
Bachelor's degree.....	2,845	12	15	52	5	17
Graduate or professional education or degree.....	1,905	11	18	45	6	20
Mother's school enrollment status⁶						
Enrolled.....	1,894	20	11	46	6	17
Not enrolled.....	10,194	19	15	45	5	16

See notes at end of table.

Table 3. Percentage distribution of children from birth through age 5 and not yet in kindergarten whose parents reported various combinations of weekly care arrangements, by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	One relative arrangement only	One nonrelative arrangement only	One center-based program only ¹	More than one nonparental arrangement of a single type ²	Combination of nonparental arrangement types ³
Mother's employment status⁶						
35 or more hours per week	6,078	20	17	39	6	18
Less than 35 hours per week	2,978	23	14	37	6	21
Looking for work	652	28	12	44	10	7
Not in the labor force	2,380	13	6	69	3	9
Mother's work shift^{6,7}						
Regular shift	7,985	20	17	39	5	19
Variable shift	1,071	22	13	33	12	20
Neighborhood conditions⁸						
Concern regarding neighborhood health and safety conditions	2,018	26	13	42	6	13
No concern regarding neighborhood health and safety conditions	10,327	18	14	45	5	17
Household income						
\$25,000 or less	3,008	27	9	43	5	15
\$25,001 to \$50,000	2,767	27	11	40	5	17
\$50,001 to \$75,000	2,635	16	19	44	6	15
\$75,001 to \$100,000	1,775	13	19	47	6	15
\$100,001 or more	2,159	10	13	52	5	21
Poverty status⁹						
At or above poverty threshold	10,017	18	15	45	6	17
Below poverty threshold	2,328	28	9	43	5	15

¹Interpret data with caution; coefficient of variation is 50 percent or more.

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

²Estimates include more than one arrangement of a given type (e.g., two relative arrangements).

³Estimates include any combination of relative care, nonrelative care, and center-based programs, but only one arrangement of a given type (e.g., one nonrelative arrangement, or one center-based program).

⁴"Other race, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁵Complete descriptions of the categories for parents' language are as follows: (1) "Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home," (2) "One of two parents learned English as a child or currently speaks English in the home," and (3) "No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home."

⁶Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁷Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁸Parents or guardians respond "yes" or "no" to the question: "Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?"

⁹Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly nonparental care arrangement. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECP-P-NHES:2005).

Table 3-A. Standard errors for the percentage distribution of children from birth through age 5 and not yet in kindergarten whose parents reported various combinations of weekly care arrangements, by child and family characteristics: 2005

Characteristic	Number of children (thousands)	One relative arrangement only	One nonrelative arrangement only	One center-based program only ¹	More than one nonparental arrangement of a single type ²	Combination of nonparental arrangement types ³
Total	158.5	0.9	0.7	0.9	0.5	0.7
Child's age						
Less than 1 year.....	64.8	2.6	2.4	2.3	1.2	1.4
1-2 years.....	110.5	1.6	1.4	1.6	0.8	1.1
3-5 years.....	84.0	1.1	0.7	1.2	0.5	1.0
Child's sex						
Male	143.2	1.2	0.8	1.3	0.5	1.0
Female.....	145.4	1.1	1.1	1.4	0.7	1.1
Child's race/ethnicity						
White, non-Hispanic	119.6	1.0	0.9	1.3	0.6	1.0
Black, non-Hispanic.....	79.0	3.5	1.5	3.3	1.2	1.9
Hispanic	60.4	1.9	1.5	1.9	1.0	1.4
Asian or Pacific Islander, non-Hispanic	36.2	4.9	2.3	5.9	1.8	4.0
Other race, non-Hispanic ⁴	63.5	3.5	1.7	4.7	1.2	3.7
Family type						
Two parents	156.1	0.9	0.8	1.1	0.6	0.9
One parent.....	113.2	2.9	1.5	2.6	0.9	1.8
Nonparent guardian(s)	29.5	5.1	4.0!	7.5	3.1	4.8
Parents' language spoken most at home⁵						
Both/only parent(s) speak(s) English	158.1	1.0	0.7	0.9	0.5	0.8
One of two parents speaks English	29.9	4.7	3.0	6.3	2.1!	2.0
No parent speaks English	64.2	2.7	2.1	3.0	1.2	1.8
Mother's level of education⁶						
Less than a high school	52.8	3.7	2.2	4.1	1.5	2.1
High school/GED.....	132.6	1.7	1.4	2.1	1.2	1.4
Vocational/technical or some college.....	148.5	2.0	1.3	1.9	0.7	1.6
Bachelor's degree.....	102.0	1.4	1.3	2.0	0.7	1.6
Graduate or professional education or degree.....	107.6	1.4	2.2	2.2	1.0	2.2
Mother's school enrollment status⁶						
Enrolled.....	104.5	2.0	1.7	2.7	1.2	1.7
Not enrolled.....	181.8	1.1	0.8	1.0	0.5	0.8

See notes at end of table.

Table 3-A. Standard errors for the percentage distribution of children from birth through age 5 and not yet in kindergarten whose parents reported various combinations of weekly care arrangements, by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	One relative arrangement only	One nonrelative arrangement only	One center-based program only ¹	More than one nonparental arrangement of a single type ²	Combination of nonparental arrangement types ³
Mother's employment status⁶						
35 or more hours per week	171.2	1.2	1.0	1.4	0.6	1.1
Less than 35 hours per week	128.2	1.6	1.4	1.7	0.8	1.6
Looking for work	95.2	9.9	3.7	6.5	4.7	2.1
Not in the labor force	105.9	1.6	0.8	1.9	0.7	1.2
Mother's work shift^{6,7}						
Regular shift	174.6	1.1	0.9	1.1	0.5	0.9
Variable shift	83.1	3.0	2.2	3.8	2.4	2.6
Neighborhood conditions⁸						
Concern regarding neighborhood health and safety conditions	150.2	3.5	2.1	2.8	1.1	1.7
No concern regarding neighborhood health and safety conditions	169.5	0.8	0.7	1.0	0.5	0.8
Household income						
\$25,000 or less	96.8	2.3	1.2	2.6	0.9	1.5
\$25,001 to \$50,000	97.0	2.0	1.4	2.1	0.7	1.6
\$50,001 to \$75,000	87.5	1.6	1.9	2.0	1.2	1.5
\$75,001 to \$100,000	93.3	1.7	1.6	2.3	1.1	1.5
\$100,001 or more	105.7	1.1	1.5	2.3	0.9	2.2
Poverty status⁹						
At or above poverty threshold	140.8	0.9	0.8	1.0	0.5	0.8
Below poverty threshold	94.5	3.0	1.4	3.0	0.9	1.8

¹Interpret data with caution; coefficient of variation is 50 percent or more.

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

²Estimates include more than one arrangement of a given type (e.g., two relative arrangements).

³Estimates include any combination of relative care, nonrelative care, and center-based programs, but only one arrangement of a given type (e.g., one nonrelative arrangement, or one center-based program).

⁴“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁵Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁶Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁷Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁸Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁹Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly nonparental care arrangement. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 4. Percentage of children from birth through age 5 and not yet in kindergarten who receive weekly care from a relative, by type of relative and child and family characteristics: 2005

Characteristic	Number of children (thousands)	Relative who provides care		
		Grandparent	Aunt or uncle	All other relatives
Total	4,313	76	19	13
Child's age				
Less than 1 year.....	700	81	14	13
1-2 years.....	1,671	78	18	12
3-5 years.....	1,942	72	20	14
Child's sex				
Male	2,136	78	16	12
Female.....	2,177	74	21	14
Child's race/ethnicity				
White, non-Hispanic	2,239	83	12	12
Black, non-Hispanic.....	774	66	31	15
Hispanic	859	65	25	17
Asian or Pacific Islander, non-Hispanic	105	67	26	16
Other race, non-Hispanic ¹	335	84	15	8
Family type				
Two parents	2,851	79	16	11
One parent.....	1,371	70	24	15
Nonparent guardian(s)	91	71	15	40
Parents' language spoken most at home²				
Both/only parent(s) speak(s) English	3,918	78	17	13
One of two parents speaks English	62	78	18	13!
No parent speaks English	332	58	31	14
Mother's level of education³				
Less than a high school	314	63	28	14
High school/GED.....	1,297	70	24	19
Vocational/technical or some college	1,349	75	18	11
Bachelor's degree.....	726	83	13	8
Graduate or professional education or degree	497	92	8	9
Mother's school enrollment status³				
Enrolled.....	718	74	16	19
Not enrolled	3,466	76	19	12

See notes at end of table.

Table 4. Percentage of children from birth through age 5 and not yet in kindergarten who receive weekly care from a relative, by type of relative and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Relative who provides care		
		Grandparent	Aunt or uncle	All other relatives
Mother's employment status³				
35 or more hours per week	2,185	76	17	16
Less than 35 hours per week	1,255	82	16	9
Looking for work	271	56	47	14
Not in the labor force	472	73	16	13
Mother's work shift^{3,4}				
Regular shift	2,941	78	16	12
Variable shift	500	81	20	17
Neighborhood conditions⁵				
Concern regarding neighborhood health and safety conditions	800	74	25	11
No concern regarding neighborhood health and safety conditions	3,512	77	17	14
Household income				
\$25,000 or less	1,295	68	29	13
\$25,001 to \$50,000	1,171	74	16	17
\$50,001 to \$75,000	824	80	15	12
\$75,001 to \$100,000	462	86	13	9
\$100,001 or more	561	86	10	10
Poverty status⁶				
At or above poverty threshold	3,294	80	15	13
Below poverty threshold	1,018	65	29	14

¹Interpret data with caution; coefficient of variation is 50 percent or more.

²“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

³Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁴Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁶Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁷Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly relative care arrangement. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECP-P-NHES:2005).

Table 4-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten who receive weekly care from a relative, by type of relative and child and family characteristics: 2005

Characteristic	Number of children (thousands)	Relative who provides care		
		Grandparent	Aunt or uncle	All other relatives
Total	136.9	1.8	1.7	1.1
Child's age				
Less than 1 year.....	57.0	3.1	2.6	2.7
1-2 years.....	82.2	3.0	3.0	1.8
3-5 years.....	91.0	2.4	1.8	1.6
Child's sex				
Male	92.5	1.9	1.6	1.3
Female.....	105.3	2.6	2.5	1.7
Child's race/ethnicity				
White, non-Hispanic	96.1	1.9	1.7	1.4
Black, non-Hispanic.....	80.5	7.5	7.8	3.7
Hispanic	41.9	3.1	2.8	2.5
Asian or Pacific Islander, non-Hispanic	23.4	10.4	10.9	7.3
Other race, non-Hispanic ¹	44.0	4.5	3.8	3.0
Family type				
Two parents	119.9	1.7	1.5	1.3
One parent.....	106.4	4.5	4.4	2.7
Nonparent guardian(s)	15.6	9.5	5.6	9.5
Parents' language spoken most at home²				
Both/only parent(s) speak(s) English	136.8	1.9	1.8	1.3
One of two parents speaks English	12.0	9.2	8.9	6.7!
No parent speaks English	35.3	6.2	5.3	3.6
Mother's level of education³				
Less than a high school.....	37.2	5.8	5.7	4.7
High school/GED.....	83.4	3.0	3.6	2.5
Vocational/technical or some college	98.5	4.6	4.8	1.8
Bachelor's degree.....	59.6	3.3	2.5	2.1
Graduate or professional education or degree.....	56.4	2.1	2.0	3.0
Mother's school enrollment status³				
Enrolled.....	60.5	3.6	2.9	3.6
Not enrolled.....	134.5	2.0	2.0	1.2

See notes at end of table.

Table 4-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten who receive weekly care from a relative, by type of relative and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Relative who provides care		
		Grandparent	Aunt or uncle	All other relatives
Mother's employment status³				
35 or more hours per week	104.0	2.3	2.1	1.8
Less than 35 hours per week	70.3	2.2	2.1	1.5
Looking for work	79.3	18.5	18.0	7.0
Not in the labor force	50.2	5.1	5.0	3.1
Mother's work shift^{3,4}				
Regular shift	112.3	1.7	1.5	1.3
Variable shift	56.5	3.4	4.8	3.8
Neighborhood conditions⁵				
Concern regarding neighborhood health and safety conditions	100.1	7.1	7.0	2.8
No concern regarding neighborhood health and safety conditions	118.6	1.8	1.5	1.3
Household income				
\$25,000 or less	83.8	4.7	5.0	2.3
\$25,001 to \$50,000	69.7	2.5	2.0	2.6
\$50,001 to \$75,000	64.0	3.5	3.9	2.5
\$75,001 to \$100,000	44.0	3.9	3.1	3.6
\$100,001 or more	62.4	2.8	2.3	2.4
Poverty status⁶				
At or above poverty threshold	125.8	1.5	1.4	1.3
Below poverty threshold	84.1	5.6	5.8	2.7

¹Interpret data with caution; coefficient of variation is 50 percent or more.

¹“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

²Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

³Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁵Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁶Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly relative care arrangement. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECP-P-NHES:2005).

Table 5. Mean number of hours per week of care for children from birth through age 5 and not yet in kindergarten, by arrangement and child and family characteristics: 2005

Characteristic	Number of children (thousands)	At least one weekly nonparental care arrangement ¹	Hours spent per week in different types of nonparental care arrangement ²		
			Relative	Nonrelative	Center-based ³
Total	12,344	29.3	24.3	26.7	24.8
Child's age					
Less than 1 year.....	1,471	31.1	27.2	27.9	32.5
1-2 years.....	4,262	30.5	24.3	28.1	29.5
3-5 years.....	6,611	28.1	23.2	24.5	22.5
Child's sex					
Male	6,411	28.7	23.2	26.3	24.4
Female.....	5,934	30.0	25.4	27.2	25.1
Child's race/ethnicity					
White, non-Hispanic	7,088	27.2	21.7	25.9	22.2
Black, non-Hispanic.....	2,039	35.8	27.9	32.4	32.5
Hispanic	2,096	28.8	26.7	25.5	24.6
Asian or Pacific Islander, non-Hispanic	348	32.6	28.4	37.2	26.8
Other race, non-Hispanic ⁴	773	31.7	25.6	26.9	26.3
Family type					
Two parents	9,168	27.1	21.6	26.6	23.1
One parent.....	2,961	35.1	28.7	26.7	29.7
Nonparent guardian(s)	216	43.4	42.5	36.7	30.3
Parents' language spoken most at home⁵					
Both/only parent(s) speak(s) English	11,090	29.6	24.0	26.9	24.8
One of two parents speaks English	210	26.8	26.3	23.3	25.4
No parent speaks English	1,044	27.1	26.7	24.8	23.9
Mother's level of education⁶					
Less than a high school.....	730	27.1	22.9	27.3	25.1
High school/GED.....	3,104	29.5	27.2	26.2	24.2
Vocational/technical or some college	3,504	29.8	23.3	29.5	25.3
Bachelor's degree.....	2,845	28.0	22.3	25.5	23.8
Graduate or professional education or degree.....	1,905	30.3	22.7	25.6	25.6
Mother's school enrollment status⁶					
Enrolled.....	1,894	32.1	24.0	25.9	29.3
Not enrolled.....	10,194	28.7	24.3	27.0	23.8

See notes at end of table.

Table 5. Mean number of hours per week of care for children from birth through age 5 and not yet in kindergarten, by arrangement and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	At least one weekly nonparental care arrangement ¹	Hours spent per week in different types of nonparental care arrangement ²		
			Relative	Nonrelative	Center-based ³
Mother's employment status⁶					
35 or more hours per week	6,078	37.2	28.7	33.0	32.0
Less than 35 hours per week	2,978	22.9	18.2	18.1	19.7
Looking for work	652	28.1	24.9	20.2	28.7
Not in the labor force	2,380	17.1	19.2	14.8	15.0
Mother's work shift^{6,7}					
Regular shift	7,985	33.4	24.8	29.3	29.3
Variable shift	1,071	25.7	25.2	20.9	17.5
Neighborhood conditions⁸					
Concern regarding neighborhood health and safety conditions	2,018	28.3	25.2	24.0	24.7
No concern regarding neighborhood health and safety conditions	10,327	29.5	24.1	27.2	24.8
Household income					
\$25,000 or less	3,008	31.4	27.4	25.4	27.1
\$25,001 to \$50,000	2,767	29.3	24.6	26.2	25.0
\$50,001 to \$75,000	2,635	28.1	23.0	27.8	23.3
\$75,001 to \$100,000	1,775	29.4	21.0	31.0	24.9
\$100,001 or more	2,159	27.9	21.0	23.6	23.1
Poverty status⁹					
At or above poverty threshold	10,017	29.1	23.8	27.1	24.3
Below poverty threshold	2,328	30.4	25.9	24.1	26.9

¹Estimates indicate hours per week, per child, across all weekly arrangements of all types. For children with more than one arrangement, the hours for each weekly arrangement are summed to calculate the total amount of time in child care per week.

²Estimates indicate hours per week for care of a given type, per child. For children with more than one arrangement of a given type, the hours for each arrangement of that type are summed to calculate the total amount of time in care per week.

³Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs.

⁴“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁵Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁶Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁷Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁸Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁹Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten with at least one weekly nonparental care arrangement. Children may have multiple arrangements. The sum of hours in nonparental care arrangements is taken for each child. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECP-P-NHES:2005).

Table 5-A. Standard errors for the mean number of hours per week of care for children from birth through age 5 and not yet in kindergarten, by arrangement and child and family characteristics: 2005

Characteristic	Number of children (thousands)	At least one weekly nonparental care arrangement ¹	Hours spent per week in different types of nonparental care arrangement ²		
			Relative	Nonrelative	Center-based ³
Total	158.5	0.37	0.61	0.63	0.37
Child's age					
Less than 1 year.....	64.8	0.95	1.05	1.50	1.65
1-2 years.....	110.5	0.57	1.03	0.91	0.73
3-5 years.....	84.0	0.44	1.00	1.03	0.41
Child's sex					
Male	143.2	0.50	0.90	0.75	0.48
Female.....	145.4	0.44	0.78	0.98	0.49
Child's race/ethnicity					
White, non-Hispanic	119.6	0.48	0.88	0.79	0.46
Black, non-Hispanic.....	79.0	0.84	1.62	2.49	0.88
Hispanic	60.4	0.76	1.09	1.59	0.81
Asian or Pacific Islander, non-Hispanic	36.2	1.73	3.78	5.13	1.85
Other race, non-Hispanic ⁴	63.5	1.10	2.08	2.39	1.29
Family type					
Two parents	156.1	0.43	0.71	0.69	0.43
One parent.....	113.2	0.76	1.21	1.98	0.76
Nonparent guardian(s)	29.5	2.68	3.75	9.06	3.05
Parents' language spoken most at home⁵					
Both/only parent(s) speak(s) English	158.1	0.39	0.67	0.68	0.39
One of two parents speaks English	29.9	1.83	4.13	3.85	2.28
No parent speaks English	64.2	1.12	2.06	2.12	1.11
Mother's level of education⁶					
Less than a high school	52.8	1.57	2.26	2.68	1.70
High school/GED.....	132.6	0.73	1.04	1.80	0.77
Vocational/technical or some college	148.5	0.74	1.16	1.16	0.84
Bachelor's degree.....	102.0	0.67	1.31	1.16	0.70
Graduate or professional education or degree.....	107.6	0.64	1.76	1.52	0.83
Mother's school enrollment status⁶					
Enrolled.....	104.5	0.99	1.64	1.49	0.81
Not enrolled.....	181.8	0.40	0.63	0.64	0.45

See notes at end of table.

Table 5-A. Standard errors for the mean number of hours per week of care for children from birth through age 5 and not yet in kindergarten, by arrangement and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	At least one weekly nonparental care arrangement ¹	Hours spent per week in different types of nonparental care arrangement ²		
			Relative	Nonrelative	Center-based ³
Mother's employment status⁶					
35 or more hours per week	171.2	0.42	0.87	0.77	0.51
Less than 35 hours per week	128.2	0.62	0.99	1.09	0.73
Looking for work	95.2	1.64	2.76	5.36	1.55
Not in the labor force	105.9	0.69	2.00	1.81	0.60
Mother's work shift^{6,7}					
Regular shift	174.6	0.36	0.66	0.66	0.43
Variable shift	83.1	1.54	2.08	2.17	1.38
Neighborhood conditions⁸					
Concern regarding neighborhood health and safety conditions	150.2	0.91	1.55	1.71	0.89
No concern regarding neighborhood health and safety conditions	169.5	0.40	0.71	0.73	0.40
Household income					
\$25,000 or less	96.8	0.78	1.25	1.55	0.98
\$25,001 to \$50,000	97.0	0.75	1.12	1.60	0.83
\$50,001 to \$75,000	87.5	0.72	1.06	1.40	0.84
\$75,001 to \$100,000	93.3	0.85	1.42	1.38	0.99
\$100,001 or more	105.7	0.69	1.35	1.77	0.77
Poverty status⁹					
At or above poverty threshold	140.8	0.37	0.69	0.69	0.41
Below poverty threshold	94.5	0.93	1.29	1.93	1.16

¹Estimates indicate hours per week, per child, across all weekly arrangements of all types. For children with more than one arrangement, the hours for each weekly arrangement are summed to calculate the total amount of time in child care per week.

²Estimates indicate hours per week for care of a given type, per child. For children with more than one arrangement of a given type, the hours for each arrangement of that type are summed to calculate the total amount of time in care per week.

³Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs.

⁴“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁵Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home;” (2) “One of two parents learned English as a child or currently speaks English in the home;” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁶Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁷Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁸Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁹Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten with at least one weekly nonparental care arrangement. Children may have multiple arrangements. The sum of hours in nonparental care arrangements is taken for each child. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 6. Mean length of time (in months) that children from birth through age 5 and not yet in kindergarten have been in current care, by arrangement and child and family characteristics: 2005

Characteristic	Number of children (thousands)	Mean number of months spent in different types of nonparental care arrangement ¹		
		Relative	Nonrelative	Center-based ²
Total	12,344	7.1	3.6	8.4
Child's age				
Less than 1 year.....	1,471	2.3	1.4	1.1
1-2 years.....	4,262	6.4	4.0	5.4
3-5 years.....	6,611	8.7	3.8	12.0
Child's sex				
Male	6,411	7.2	3.6	8.7
Female.....	5,934	7.1	3.6	8.1
Child's race/ethnicity				
White, non-Hispanic	7,088	6.7	4.4	8.6
Black, non-Hispanic.....	2,039	7.3	1.8	9.4
Hispanic	2,096	7.9	3.0	6.3
Asian or Pacific Islander, non-Hispanic	348	4.4	2.7	8.5
Other race, non-Hispanic ³	773	9.7	2.8	9.1
Family type				
Two parents	9,168	6.3	3.9	8.3
One parent.....	2,961	9.4	2.8	8.6
Nonparent guardian(s)	216	10.4	1.4	10.8
Parents' language spoken most at home⁴				
Both/only parent(s) speak(s) English	11,090	7.3	3.7	8.6
One of two parents speaks English	210	4.5	1.1	7.1
No parent speaks English	1,044	6.3	2.9	6.8
Mother's level of education⁵				
Less than a high school	730	8.0	2.4	6.4
High school/GED.....	3,104	8.8	3.2	7.9
Vocational/technical or some college	3,504	7.8	3.4	7.8
Bachelor's degree.....	2,845	5.5	3.7	9.8
Graduate or professional education or degree.....	1,905	5.2	5.0	8.8
Mother's school enrollment status⁵				
Enrolled.....	1,894	6.8	2.5	9.4
Not enrolled.....	10,194	7.2	3.8	8.2

See notes at end of table.

Table 6. Mean length of time (in months) that children from birth through age 5 and not yet in kindergarten have been in current care, by arrangement and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Mean number of months spent in different types of nonparental care arrangement ¹		
		Relative	Nonrelative	Center-based ²
Mother's employment status⁵				
35 or more hours per week	6,078	7.6	4.6	8.8
Less than 35 hours per week	2,978	8.5	3.7	7.4
Looking for work	652	9.6	2.9	6.5
Not in the labor force	2,380	3.4	1.2	9.0
Mother's work shift^{5,6}				
Regular shift	7,985	7.7	4.4	8.6
Variable shift	1,071	9.3	3.3	6.5
Neighborhood conditions⁷				
Concern regarding neighborhood health and safety conditions	2,018	6.9	3.3	7.4
No concern regarding neighborhood health and safety conditions	10,327	7.2	3.7	8.6
Household income				
\$25,000 or less	3,008	8.2	2.4	7.4
\$25,001 to \$50,000	2,767	8.4	2.9	7.6
\$50,001 to \$75,000	2,635	6.6	4.3	8.7
\$75,001 to \$100,000	1,775	6.0	4.9	8.9
\$100,001 or more	2,159	5.6	4.3	10.1
Poverty status⁸				
At or above poverty threshold	10,017	7.0	3.9	8.7
Below poverty threshold	2,328	7.9	2.2	7.3

¹Estimates indicate the mean number of months in care for a given type of care, per child. For children with more than one arrangement of a given type, the arrangement in which the child spent the greatest number of months was used.

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

³"Other race, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁴Complete descriptions of the categories for parents' language are as follows: (1) "Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home," (2) "One of two parents learned English as a child or currently speaks English in the home," and (3) "No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home."

⁵Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁶Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁷Parents or guardians respond "yes" or "no" to the question: "Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?"

⁸Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten with at least one weekly nonparental care arrangement. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 6-A. Standard errors for the mean length of time (in months) that children from birth through age 5 and not yet in kindergarten have been in current care, by arrangement and child and family characteristics: 2005

Characteristic	Number of children (thousands)	Mean number of months spent in different types of nonparental care arrangement ¹		
		Relative	Nonrelative	Center-based ²
Total	158.5	0.30	0.19	0.20
Child's age				
Less than 1 year.....	64.8	0.19	0.13	0.12
1-2 years.....	110.5	0.36	0.23	0.29
3-5 years.....	84.0	0.48	0.31	0.34
Child's sex				
Male	143.2	0.43	0.23	0.28
Female.....	145.4	0.38	0.29	0.36
Child's race/ethnicity				
White, non-Hispanic	119.6	0.33	0.28	0.28
Black, non-Hispanic.....	79.0	0.86	0.29	0.67
Hispanic	60.4	0.63	0.35	0.36
Asian or Pacific Islander, non-Hispanic	36.2	0.90	0.90	1.18
Other race, non-Hispanic ³	63.5	1.48	0.82	1.16
Family type				
Two parents	156.1	0.29	0.21	0.22
One parent.....	113.2	0.84	0.40	0.55
Nonparent guardian(s)	29.5	2.07	0.51	2.67
Parents' language spoken most at home⁴				
Both/only parent(s) speak(s) English	158.1	0.32	0.21	0.22
One of two parents speaks English	29.9	0.93	0.44	1.24
No parent speaks English	64.2	0.94	0.38	0.56
Mother's level of education⁵				
Less than a high school	52.8	1.30	0.59	0.72
High school/GED.....	132.6	0.64	0.40	0.43
Vocational/technical or some college	148.5	0.54	0.33	0.43
Bachelor's degree.....	102.0	0.54	0.37	0.46
Graduate or professional education or degree.....	107.6	0.63	0.52	0.51
Mother's school enrollment status⁵				
Enrolled.....	104.5	0.69	0.33	0.57
Not enrolled.....	181.8	0.36	0.22	0.22

See notes at end of table.

Table 6-A. Standard errors for the mean length of time (in months) that children from birth through age 5 and not yet in kindergarten have been in current care, by arrangement and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Mean number of months spent in different types of nonparental care arrangement ¹		
		Relative	Nonrelative	Center-based ²
Mother's employment status⁵				
35 or more hours per week	171.2	0.46	0.29	0.33
Less than 35 hours per week	128.2	0.57	0.39	0.39
Looking for work	95.2	2.32	0.98	1.26
Not in the labor force	105.9	0.49	0.18	0.44
Mother's work shift^{5,6}				
Regular shift	174.6	0.41	0.26	0.26
Variable shift	83.1	0.81	0.54	0.52
Neighborhood conditions⁷				
Concern regarding neighborhood health and safety conditions	150.2	0.81	0.66	0.51
No concern regarding neighborhood health and safety conditions	169.5	0.34	0.19	0.23
Household income				
\$25,000 or less	96.8	0.65	0.34	0.52
\$25,001 to \$50,000	97.0	0.65	0.36	0.42
\$50,001 to \$75,000	87.5	0.53	0.45	0.51
\$75,001 to \$100,000	93.3	0.64	0.47	0.53
\$100,001 or more	105.7	0.71	0.55	0.54
Poverty status⁸				
At or above poverty threshold	140.8	0.34	0.23	0.22
Below poverty threshold	94.5	0.81	0.43	0.55

¹Estimates indicate the mean number of months in care for a given type of care, per child. For children with more than one arrangement of a given type, the mean number of months in care for that type is calculated.

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

³"Other race, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁴Complete descriptions of the categories for parents' language are as follows: (1) "Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home," (2) "One of two parents learned English as a child or currently speaks English in the home," and (3) "No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home."

⁵Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁶Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁷Parents or guardians respond "yes" or "no" to the question: "Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?"

⁸Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten with at least one weekly nonparental care arrangement. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 7. Mean hourly out-of-pocket expense paid for weekly nonparental care arrangements that have any out-of-pocket cost for children from birth through age 5 and not yet in kindergarten, by child and family characteristics: 2005

Characteristic	Number of children (thousands)	Hourly out-of-pocket expense by type of weekly nonparental care arrangement ¹		
		Relative	Nonrelative	Center-based ²
Total	8,265	\$2.90	\$4.75	\$4.29
Child's age				
Less than 1 year.....	860	2.46	5.15	4.00
1-2 years	2,919	3.23	4.73	4.74
3-5 years	4,486	2.77	4.59	4.11
Child's sex				
Male	4,228	3.22	4.79	4.33
Female.....	4,037	2.59	4.71	4.24
Child's race/ethnicity				
White, non-Hispanic	5,170	3.22	4.86	4.47
Black, non-Hispanic.....	1,177	2.52	3.68	3.00
Hispanic	1,193	2.64	4.61	4.59
Asian or Pacific Islander, non-Hispanic	250	3.79!	4.76	4.85
Other race, non-Hispanic ³	476	3.38	5.52	4.52
Family type				
Two parents	6,516	3.36	4.98	4.58
One parent	1,648	2.27	3.60	3.04
Nonparent guardian(s)	101	2.10	4.01	3.01
Parents' language spoken most at home⁴				
Both/only parent(s) speak(s) English	7,568	2.83	4.88	4.27
One of two parents speaks English	117	3.87	3.67	4.12
No parent speaks English	580	3.22	3.41	4.63
Mother's level of education⁵				
Less than a high school.....	250	3.27	2.46	2.92
High school/GED.....	1,649	2.49	3.17	3.74
Vocational/technical or some college.....	2,398	2.62	3.53	3.67
Bachelor's degree.....	2,244	3.14	5.24	4.76
Graduate or professional education or degree	1,556	5.01	7.17	5.13
Mother's school enrollment status⁵				
Enrolled	1,119	3.24	4.62	3.80
Not enrolled.....	6,978	2.82	4.75	4.40

See notes at end of table.

Table 7. Mean hourly out-of-pocket expense paid for weekly nonparental care arrangements that have any out-of-pocket cost for children from birth through age 5 and not yet in kindergarten, by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Hourly out-of-pocket expense by type of weekly nonparental care arrangement ¹		
		Relative	Nonrelative	Center-based ²
Mother's employment status⁵				
35 or more hours per week	4,555	\$2.59	\$4.06	\$3.82
Less than 35 hours per week	1,875	3.57	5.70	5.29
Looking for work	273	2.09!	3.44	3.04
Not in the labor force	1,393	4.48	7.00	4.63
Mother's work shift^{5,6}				
Regular shift	5,803	2.73	4.36	4.11
Variable shift	627	4.07	6.35	5.56
Neighborhood conditions⁷				
Concern regarding neighborhood health and safety conditions	1,256	2.59	6.74	4.63
No concern regarding neighborhood health and safety conditions	7,009	2.97	4.43	4.23
Household income				
\$25,000 or less	1,423	2.10	3.32	2.70
\$25,001 to \$50,000	1,601	3.08	3.49	3.21
\$50,001 to \$75,000	1,937	3.13	3.63	4.10
\$75,001 to \$100,000	1,473	3.01	4.58	4.60
\$100,001 or more	1,831	4.88	8.42	5.84
Poverty status⁸				
At or above poverty threshold	7,240	3.07	4.91	4.48
Below poverty threshold	1,025	2.48	3.18	2.57

¹Interpret data with caution; coefficient of variation is 50 percent or more.

²Estimates indicate out-of-pocket expenses per hour for care of a given type, per child. For children with more than one arrangement of a given type, the expenses for each arrangement of that type are summed to calculate the total spent per hour for that type of care.

³Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs.

⁴"Other race, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁵Complete descriptions of the categories for parents' language are as follows: (1) "Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home," (2) "One of two parents learned English as a child or currently speaks English in the home," and (3) "No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home."

⁶Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁷Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁸Parents or guardians respond "yes" or "no" to the question: "Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?"

⁹Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten who have at least one weekly nonparental care arrangement with out-of-pocket expense. Children for whom no fee was charged, for whom another source paid the entire fee for care, or for whom the period of time covered by the amount indicated (e.g., per hour, per week, etc.) could not be determined are excluded from the estimates.

Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 7-A. Standard errors for the mean hourly out-of-pocket expense paid for weekly nonparental care arrangements that have any out-of-pocket cost for children from birth through age 5 and not yet in kindergarten, by child and family characteristics: 2005

Characteristic	Number of children (thousands)	Hourly out-of-pocket expense by type of weekly nonparental care arrangement ¹		
		Relative	Nonrelative	Center-based ²
Total	166.6	\$0.255	\$0.225	\$0.133
Child's age				
Less than 1 year.....	48.7	0.272	0.479	0.396
1-2 years	117.1	0.472	0.320	0.377
3-5 years	84.8	0.326	0.253	0.106
Child's sex				
Male	119.8	0.227	0.349	0.168
Female.....	120.3	0.387	0.212	0.197
Child's race/ethnicity				
White, non-Hispanic	120.9	0.359	0.203	0.174
Black, non-Hispanic.....	90.5	0.809	0.730	0.282
Hispanic	59.9	0.238	0.791	0.374
Asian or Pacific Islander, non-Hispanic.....	32.4	2.126!	0.892	0.449
Other race, non-Hispanic ³	49.1	0.581	0.707	0.389
Family type				
Two parents	151.9	0.237	0.237	0.155
One parent	106.9	0.502	0.494	0.248
Nonparent guardian(s)	21.1	0.449	1.354	0.673
Parents' language spoken most at home⁴				
Both/only parent(s) speak(s) English	157.7	0.303	0.243	0.144
One of two parents speaks English	22.1	1.484	1.143	0.813
No parent speaks English	48.4	0.652	0.299	0.368
Mother's level of education⁵				
Less than a high school.....	33.1	0.670	0.275	0.871
High school/GED.....	95.7	0.384	0.241	0.386
Vocational/technical or some college.....	140.8	0.513	0.257	0.176
Bachelor's degree.....	90.5	0.550	0.359	0.227
Graduate or professional education or degree	86.4	1.044	0.711	0.291
Mother's school enrollment status⁵				
Enrolled	79.2	0.610	0.627	0.479
Not enrolled.....	170.1	0.294	0.255	0.138

See notes at end of table.

Table 7-A. Standard errors for the mean hourly out-of-pocket expense paid for weekly nonparental care arrangements that have any out-of-pocket cost for children from birth through age 5 and not yet in kindergarten, by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Hourly out-of-pocket expense by type of weekly nonparental care arrangement ¹		
		Relative	Nonrelative	Center-based ²
Mother's employment status⁵				
35 or more hours per week	151.3	\$0.216	\$0.274	\$0.161
Less than 35 hours per week	101.7	0.446	0.399	0.414
Looking for work	76.6	2.905!	0.435	0.337
Not in the labor force	77.0	1.789	0.551	0.200
Mother's work shift^{5,6}				
Regular shift	155.3	0.199	0.179	0.158
Variable shift	59.7	0.962	1.552	0.819
Neighborhood conditions⁷				
Concern regarding neighborhood health and safety conditions	114.9	1.008	0.976	0.439
No concern regarding neighborhood health and safety conditions	150.6	0.228	0.183	0.137
Household income				
\$25,000 or less	97.8	0.525	0.503	0.252
\$25,001 to \$50,000	78.2	0.340	0.298	0.187
\$50,001 to \$75,000	79.1	0.395	0.253	0.294
\$75,001 to \$100,000	82.5	0.310	0.299	0.247
\$100,001 or more	92.0	1.025	0.698	0.325
Poverty status⁸				
At or above poverty threshold	137.1	0.213	0.233	0.146
Below poverty threshold	98.0	0.719	0.677	0.299

!Interpret data with caution; coefficient of variation is 50 percent or more.

¹Estimates indicate out-of-pocket expenses per hour for care of a given type, per child. For children with more than one arrangement of a given type, the expenses for each arrangement of that type are summed to calculate the total spent per hour for that type of care.

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

³“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁴Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁵Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁶Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁷Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁸Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten who have at least one weekly nonparental care arrangement with out-of-pocket expense. Children for whom no fee was charged, for whom another source paid the entire fee for care, or for whom the period of time covered by the amount indicated (e.g., per hour, per week, etc.) could not be determined are excluded from the estimates.

Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 8. Mean weekly out-of-pocket expense paid for weekly nonparental care arrangements that have any out-of-pocket cost for children from birth through age 5 and not yet in kindergarten, by child and family characteristics: 2005

Characteristic	Number of children (thousands)	Weekly out-of-pocket expense by type of nonparental care arrangement ¹		
		Relative	Nonrelative	Center-based ²
Total	8,265	\$60.02	\$105.18	\$86.15
Child's age				
Less than 1 year.....	860	79.49	114.51	117.30
1-2 years.....	2,919	63.07	113.48	103.95
3-5 years.....	4,486	52.75	90.00	74.97
Child's sex				
Male	4,228	64.41	104.54	85.20
Female.....	4,037	55.73	105.86	87.13
Child's race/ethnicity				
White, non-Hispanic	5,170	64.95	106.95	82.61
Black, non-Hispanic.....	1,177	43.04	94.04	84.69
Hispanic	1,193	64.90	91.10	94.60
Asian or Pacific Islander, non-Hispanic	250	81.10	162.12	115.83
Other race, non-Hispanic ³	476	69.38	127.09	95.29
Family type				
Two parents	6,516	66.99	109.42	89.03
One parent.....	1,648	48.94	82.80	73.63
Nonparent guardian(s)	101	76.48	114.99	75.70
Parents' language spoken most at home⁴				
Both/only parent(s) speak(s) English	7,568	59.96	108.50	84.79
One of two parents speaks English	117	71.88	65.69	101.90
No parent speaks English	580	58.72	73.02	106.44
Mother's level of education⁵				
Less than a high school	250	66.53	62.76	40.27
High school/GED.....	1,649	50.95	71.39	64.02
Vocational/technical or some college	2,398	55.79	85.28	72.97
Bachelor's degree.....	2,244	62.64	116.59	96.45
Graduate or professional education or degree.....	1,556	102.57	149.97	113.11
Mother's school enrollment status⁵				
Enrolled.....	1,119	73.66	94.74	94.00
Not enrolled.....	6,978	57.13	106.79	84.86

See notes at end of table.

Table 8. Mean weekly out-of-pocket expense paid for weekly nonparental care arrangements that have any out-of-pocket cost for children from birth through age 5 and not yet in kindergarten, by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Weekly out-of-pocket expense by type of nonparental care arrangement ¹		
		Relative	Nonrelative	Center-based ²
Mother's employment status⁵				
35 or more hours per week	4,555	\$64.01	\$115.71	\$109.43
Less than 35 hours per week	1,875	56.23	88.24	71.29
Looking for work	273	31.50!	61.59	71.16
Not in the labor force	1,393	74.28	95.41	48.44
Mother's work shift^{5,6}				
Regular shift	5,803	62.09	109.97	102.11
Variable shift	627	59.12	84.00	62.12
Neighborhood conditions⁷				
Concern regarding neighborhood health and safety conditions	1,256	54.32	130.01	86.51
No concern regarding neighborhood health and safety conditions	7,009	61.41	101.13	86.08
Household income				
\$25,000 or less.....	1,423	39.51	62.47	59.07
\$25,001 to \$50,000	1,601	65.86	75.60	67.13
\$50,001 to \$75,000	1,937	65.06	86.29	81.49
\$75,001 to \$100,000	1,473	77.57	126.30	98.80
\$100,001 or more.....	1,831	89.82	166.58	109.27
Poverty status⁸				
At or above poverty threshold	7,240	68.79	110.20	89.85
Below poverty threshold	1,025	38.32	56.10	53.87

!Interpret data with caution; coefficient of variation is 50 percent or more.

¹Estimates indicate out-of-pocket expenses per week for care of a given type, per child. For children with more than one arrangement of a given type, the expenses for each arrangement of that type are summed to calculate the total spent per week for that type of care.

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

³“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁴Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁵Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁶Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁷Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁸Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten who have at least one weekly nonparental care arrangement with out-of-pocket expense. Children for whom no fee was charged, for whom another source paid the entire fee for care, or for whom the period of time covered by the amount indicated (e.g., per hour, per week, etc.) could not be determined are excluded from the estimates. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 8-A. Standard errors for the mean weekly out-of-pocket expense paid for weekly nonparental care arrangements that have any out-of-pocket cost for children from birth through age 5 and not yet in kindergarten, by child and family characteristics: 2005

Characteristic	Number of children (thousands)	Weekly out-of-pocket expense by type of nonparental care arrangement ¹		
		Relative	Nonrelative	Center-based ²
Total	166.6	\$3.811	\$4.311	\$2.488
Child's age				
Less than 1 year.....	48.7	9.366	8.865	7.733
1-2 years	117.1	7.909	5.859	6.128
3-5 years	84.8	3.691	5.799	2.059
Child's sex				
Male	119.8	3.593	6.073	2.705
Female.....	120.3	5.746	5.354	3.908
Child's race/ethnicity				
White, non-Hispanic	120.9	4.231	4.978	3.222
Black, non-Hispanic.....	90.5	9.306	8.440	3.960
Hispanic	59.9	4.524	11.702	6.062
Asian or Pacific Islander, non-Hispanic	32.4	36.807	34.517	10.275
Other race, non-Hispanic ³	49.1	7.814	22.160	7.988
Family type				
Two parents	151.9	3.445	4.556	2.857
One parent	106.9	7.112	8.527	4.325
Nonparent guardian(s)	21.1	20.365	42.197	8.389
Parents' language spoken most at home⁴				
Both/only parent(s) speak(s) English	157.7	4.587	4.603	2.589
One of two parents speaks English	22.1	13.820	15.066	21.220
No parent speaks English	48.4	5.224	7.759	9.618
Mother's level of education⁵				
Less than a high school.....	33.1	14.497	7.292	9.638
High school/GED.....	95.7	3.726	6.398	3.837
Vocational/technical or some college.....	140.8	10.138	5.109	2.902
Bachelor's degree.....	90.5	8.117	9.444	5.652
Graduate or professional education or degree.....	86.4	12.985	10.674	4.122
Mother's school enrollment status⁵				
Enrolled	79.2	7.298	13.600	11.114
Not enrolled.....	170.1	4.243	4.573	2.112

See notes at end of table.

Table 8-A. Standard errors for the mean weekly out-of-pocket expense paid for weekly nonparental care arrangements that have any out-of-pocket cost for children from birth through age 5 and not yet in kindergarten, by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Weekly out-of-pocket expense by type of nonparental care arrangement ¹		
		Relative	Nonrelative	Center-based ²
Mother's employment status⁵				
35 or more hours per week	151.3	\$3.960	\$5.066	\$3.785
Less than 35 hours per week	101.7	4.498	6.763	3.853
Looking for work	76.6	26.634!	10.836	9.924
Not in the labor force	77.0	23.042	19.500	2.500
Mother's work shift^{5,6}				
Regular shift	155.3	3.524	4.203	3.140
Variable shift	59.7	8.005	16.423	5.620
Neighborhood conditions⁷				
Concern regarding neighborhood health and safety conditions	114.9	18.561	14.141	4.724
No concern regarding neighborhood health and safety conditions	150.6	2.844	4.204	2.811
Household income				
\$25,000 or less	97.8	5.759	5.284	3.693
\$25,001 to \$50,000	78.2	5.625	7.410	2.800
\$50,001 to \$75,000	79.1	4.445	7.019	7.035
\$75,001 to \$100,000	82.5	10.998	7.844	4.655
\$100,001 or more	92.0	7.350	12.927	4.047
Poverty status⁸				
At or above poverty threshold	137.1	3.063	4.751	2.587
Below poverty threshold	98.0	6.906	5.828	5.051

¹Interpret data with caution; coefficient of variation is 50 percent or more.

²Estimates indicate out-of-pocket expenses per week for care of a given type, per child. For children with more than one arrangement of a given type, the expenses for each arrangement of that type are summed to calculate the total spent per week for that type of care.

³Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs.

⁴"Other race, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁵Complete descriptions of the categories for parents' language are as follows: (1) "Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home;" (2) "One of two parents learned English as a child or currently speaks English in the home;" and (3) "No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home."

⁶Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁷Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁸Parents or guardians respond "yes" or "no" to the question: "Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?"

⁹Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten who have at least one weekly nonparental care arrangement with out-of-pocket expense. Children for whom no fee was charged, for whom another source paid the entire fee for care, or for whom the period of time covered by the amount indicated (e.g., per hour, per week, etc.) could not be determined are excluded from the estimates.

Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECP-P-NHES:2005).

Table 9. Percentage of children from birth through age 5 and not yet in kindergarten whose families are receiving assistance for child care costs, by type of weekly care arrangement and child and family characteristics: 2005

Characteristic	Number of children (thousands)	Receive assistance for child care
Total	8,791	19
Arrangement type		
Relative	1,085	25
Nonrelative	2,464	11
Center-based.....	5,863	20
Child's age		
Less than 1 year.....	924	19
1-2 years.....	3,106	20
3-5 years.....	4,762	18
Child's sex		
Male	4,520	19
Female.....	4,271	18
Child's race/ethnicity		
White, non-Hispanic	5,360	12
Black, non-Hispanic.....	1,374	39
Hispanic	1,282	23
Asian or Pacific Islander, non-Hispanic	261	13
Other race, non-Hispanic ¹	515	26
Family type		
Two parents	6,703	10
One parent.....	1,950	47
Nonparent guardian(s)	138	47
Parents' language spoken most at home²		
Both/only parent(s) speak(s) English	8,058	19
One of two parents speaks English	125	18
No parent speaks English	608	17
Mother's level of education³		
Less than a high school.....	331	38
High school/GED.....	1,852	33
Vocational/technical or some college	2,556	21
Bachelor's degree.....	2,291	9
Graduate or professional education or degree.....	1,590	8

See notes at end of table.

Table 9. Percentage of children from birth through age 5 and not yet in kindergarten whose families are receiving assistance for child care costs, by type of weekly care arrangement and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Receive assistance for child care
Mother's school enrollment status³		
Enrolled.....	1,332	32
Not enrolled.....	7,287	16
Mother's employment status³		
35 or more hours per week.....	4,673	16
Less than 35 hours per week.....	2,036	19
Looking for work.....	375	58
Not in the labor force.....	1,535	16
Mother's work shift^{3,4}		
Regular shift.....	6,028	16
Variable shift.....	681	24
Neighborhood conditions⁵		
Concern regarding neighborhood health and safety conditions.....	1,372	30
No concern regarding neighborhood health and safety conditions.....	7,419	17
Household income		
\$25,000 or less.....	1,734	52
\$25,001 to \$50,000.....	1,717	21
\$50,001 to \$75,000.....	2,008	11
\$75,001 to \$100,000.....	1,487	5
\$100,001 or more.....	1,845	5
Poverty status⁶		
At or above poverty threshold.....	7,480	12
Below poverty threshold.....	1,311	55

¹“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

²Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home;” (2) “One of two parents learned English as a child or currently speaks English in the home;” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

³Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁵Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁶Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten, who are in at least one weekly nonparental care arrangement with fees. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 9-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten whose families are receiving assistance for child care costs, by type of weekly care arrangement and child and family characteristics: 2005

Characteristic	Number of children (thousands)	Receive assistance for child care
Total	171.3	1.1
Arrangement type		
Relative	90.0	6.1
Nonrelative	101.5	1.4
Center-based	117.4	1.2
Child's age		
Less than 1 year	49.5	2.9
1-2 years	120.3	2.0
3-5 years	83.6	1.1
Child's sex		
Male	131.2	1.3
Female	121.5	1.7
Child's race/ethnicity		
White, non-Hispanic	126.0	1.1
Black, non-Hispanic	88.3	4.2
Hispanic	64.4	2.4
Asian or Pacific Islander, non-Hispanic	33.1	4.6
Other race, non-Hispanic ¹	54.1	4.7
Family type		
Two parents	149.5	0.8
One parent	104.4	3.5
Nonparent guardian(s)	25.5	10.4
Parents' language spoken most at home²		
Both/only parent(s) speak(s) English	162.5	1.1
One of two parents speaks English	23.6	6.3
No parent speaks English	48.0	3.2
Mother's level of education³		
Less than a high school	37.5	5.7
High school/GED	109.9	2.6
Vocational/technical or some college	140.3	2.5
Bachelor's degree	92.4	1.3
Graduate or professional education or degree	86.6	1.1

See notes at end of table.

Table 9-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten whose families are receiving assistance for child care costs, by type of weekly care arrangement and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Receive assistance for child care
Mother's school enrollment status³		
Enrolled.....	81.7	3.0
Not enrolled.....	173.1	1.2
Mother's employment status³		
35 or more hours per week.....	157.4	1.3
Less than 35 hours per week.....	101.7	1.9
Looking for work.....	81.2	9.1
Not in the labor force.....	82.0	2.3
Mother's work shift^{3,4}		
Regular shift.....	159.5	1.2
Variable shift.....	61.8	3.9
Neighborhood conditions⁵		
Concern regarding neighborhood health and safety conditions.....	118.2	3.7
No concern regarding neighborhood health and safety conditions.....	159.6	0.9
Household income		
\$25,000 or less.....	98.4	3.3
\$25,001 to \$50,000.....	80.5	2.2
\$50,001 to \$75,000.....	81.4	1.4
\$75,001 to \$100,000.....	82.6	1.1
\$100,001 or more.....	92.1	0.8
Poverty status⁶		
At or above poverty threshold.....	135.8	0.9
Below poverty threshold.....	98.6	4.2

¹“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

²Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

³Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁵Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁶Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include children from birth through 5 years of age, and not yet in kindergarten, who are in at least one weekly nonparental care arrangement with fees. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECP-P-NHES:2005).

Table 10. Mean child-to-care provider ratio for children from birth through age 5 and not yet in kindergarten in weekly nonparental care arrangements, by child and family characteristics: 2005

Characteristic	Number of children (thousands)	Mean number of children per care provider ¹		
		Relative	Nonrelative	Center-based ²
Total	12,344	1.6	3.1	6.0
Child's age				
Less than 1 year.....	1,471	1.4	2.8	3.9
1-2 years.....	4,262	1.6	3.0	4.7
3-5 years.....	6,611	1.6	3.3	6.6
Child's sex				
Male	6,411	1.5	3.0	6.0
Female.....	5,934	1.6	3.2	6.0
Child's race/ethnicity				
White, non-Hispanic	7,088	1.4	3.3	5.9
Black, non-Hispanic.....	2,039	2.0	2.9	6.1
Hispanic	2,096	1.6	2.4	6.2
Asian or Pacific Islander, non-Hispanic	348	1.3	3.2	6.5
Other race, non-Hispanic ³	773	1.4	3.5	5.6
Family type				
Two parents	9,168	1.5	3.2	6.1
One parent.....	2,961	1.7	2.9	5.7
Nonparent guardian(s)	216	1.3	2.0	5.8
Parents' language spoken most at home⁴				
Both/only parent(s) speak(s) English	11,090	1.6	3.2	6.0
One of two parents speaks English	210	1.2	1.5	7.4
No parent speaks English	1,044	1.6	2.4	6.0
Mother's level of education⁵				
Less than a high school	730	1.5	2.7	5.9
High school/GED.....	3,104	1.6	2.9	5.8
Vocational/technical or some college	3,504	1.8	3.4	6.1
Bachelor's degree.....	2,845	1.3	3.1	6.1
Graduate or professional education or degree.....	1,905	1.3	3.0	6.0
Mother's school enrollment status⁴				
Enrolled.....	1,894	1.5	2.8	5.8
Not enrolled.....	10,194	1.6	3.2	6.0

See notes at end of table

Table 10. Mean child-to-care provider ratio for children from birth through age 5 and not yet in kindergarten in weekly nonparental care arrangements, by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Mean number of children per care provider ¹		
		Relative	Nonrelative	Center-based ²
Mother's employment status⁵				
35 or more hours per week	6,078	1.5	3.4	6.0
Less than 35 hours per week	2,978	1.5	2.9	5.9
Looking for work	652	2.9	2.6	5.4
Not in the labor force	2,380	1.4	2.0	6.2
Mother's work shift^{5,6}				
Regular shift	7,985	1.5	3.3	6.0
Variable shift	1,071	1.5	2.9	6.1
Neighborhood conditions⁷				
Concern regarding neighborhood health and safety conditions	2,018	2.0	3.0	5.9
No concern regarding neighborhood health and safety conditions.....	10,327	1.5	3.1	6.0
Household income				
\$25,000 or less.....	3,008	1.9	2.7	5.9
\$25,001 to \$50,000	2,767	1.4	3.1	6.1
\$50,001 to \$75,000	2,635	1.6	3.4	6.0
\$75,001 to \$100,000	1,775	1.3	3.5	6.0
\$100,001 or more.....	2,159	1.4	2.7	6.0
Poverty status⁸				
At or above poverty threshold	10,017	1.4	3.2	6.0
Below poverty threshold	2,328	2.0	2.7	5.9

¹Estimates indicate number of children per care provider, per child, across relative, nonrelative, and center-based arrangements. For children with more than one arrangement of a single type, the mean child-to-care provider ratio is calculated for each child.

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

³“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁴Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁵Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁶Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁷Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁸Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include all children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly nonparental care arrangement. Children with multiple arrangements are included in estimates. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 10-A. Standard errors for the mean child-to-care provider ratio for children from birth through age 5 and not yet in kindergarten in weekly nonparental care arrangements, by child and family characteristics: 2005

Characteristic	Number of children (thousands)	Mean number of children per care provider ¹		
		Relative	Nonrelative	Center-based ²
Total	158.5	0.09	0.07	0.07
Child's age				
Less than 1 year.....	64.8	0.08	0.17	0.36
1-2 years.....	110.5	0.18	0.09	0.13
3-5 years.....	84.0	0.06	0.12	0.07
Child's sex				
Male	143.2	0.07	0.08	0.11
Female.....	145.4	0.13	0.11	0.10
Child's race/ethnicity				
White, non-Hispanic	119.6	0.05	0.09	0.09
Black, non-Hispanic.....	79.0	0.48	0.20	0.21
Hispanic	60.4	0.08	0.13	0.16
Asian or Pacific Islander, non-Hispanic	36.2	0.17	0.46	0.40
Other race, non-Hispanic ³	63.5	0.11	0.31	0.28
Family type				
Two parents	156.1	0.04	0.08	0.08
One parent.....	113.2	0.27	0.16	0.16
Nonparent guardian(s)	29.5	0.16	0.74	0.64
Parents' language spoken most at home⁴				
Both/only parent(s) speak(s) English	158.1	0.10	0.07	0.08
One of two parents speaks English	29.9	0.23	0.20	0.71
No parent speaks English	64.2	0.11	0.20	0.22
Mother's level of education⁵				
Less than a high school.....	52.8	0.13	0.33	0.35
High school/GED.....	132.6	0.08	0.18	0.15
Vocational/technical or some college.....	148.5	0.28	0.13	0.15
Bachelor's degree.....	102.0	0.06	0.15	0.14
Graduate or professional education or degree.....	107.6	0.07	0.15	0.15
Mother's school enrollment status⁵				
Enrolled.....	104.5	0.10	0.18	0.20
Not enrolled	181.8	0.11	0.08	0.08

See notes at end of table

Table 10-A. Standard errors for the mean child-to-care provider ratio for children from birth through age 5 and not yet in kindergarten in weekly nonparental care arrangements, by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Mean number of children per care provider ¹		
		Relative	Nonrelative	Center-based ²
Mother's employment status⁵				
35 or more hours per week	171.2	0.05	0.09	0.11
Less than 35 hours per week	128.2	0.07	0.14	0.15
Looking for work	95.2	1.38	0.32	0.32
Not in the labor force	105.9	0.08	0.14	0.14
Mother's work shift^{5,6}				
Regular shift	174.6	0.04	0.08	0.10
Variable shift	83.1	0.12	0.24	0.22
Neighborhood conditions⁷				
Concern regarding neighborhood health and safety conditions	150.2	0.46	0.23	0.19
No concern regarding neighborhood health and safety conditions.....	169.5	0.04	0.07	0.08
Household income				
\$25,000 or less.....	96.8	0.29	0.16	0.18
\$25,001 to \$50,000	97.0	0.05	0.16	0.15
\$50,001 to \$75,000	87.5	0.10	0.12	0.15
\$75,001 to \$100,000	93.3	0.10	0.19	0.16
\$100,001 or more.....	105.7	0.08	0.18	0.16
Poverty status⁸				
At or above poverty threshold	140.8	0.04	0.07	0.08
Below poverty threshold	94.5	0.37	0.21	0.20

¹Estimates indicate number of children per care provider, per child, across relative, nonrelative, and center-based arrangements. For children with more than one arrangement of a single type, the mean child-to-care provider ratio is calculated for each child.

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

³"Other race, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁴Complete descriptions of the categories for parents' language are as follows: (1) "Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home," (2) "One of two parents learned English as a child or currently speaks English in the home," and (3) "No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home."

⁵Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁶Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁷Parents or guardians respond "yes" or "no" to the question: "Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?"

⁸Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include all children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly nonparental care arrangement. Children with multiple arrangements are included in estimates. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 11. Percentage of children from birth through age 5 and not yet in kindergarten whose parents reported various sources of information about child care providers, by arrangement type and child and family characteristics: 2005

Characteristic	Number of children (thousands)	Child care information source								All other sources
		Friends	Place of employment	Public or private school	Place of worship	Ads ¹	Parent/guardian knew provider	Attended by another child in household	Bulletin boards/flyers/drove/walked by ¹	
Total	9,524	54	5	6	6	8	8	6	7	17
Arrangement type										
Nonrelative	2,770	69	4	3	7	6	10	6	2	17
Center-based ²	7,400	50	6	8	6	9	8	7	8	19
Child's age										
Less than 1 year	863	56	7	1	6	9	6	5	3	19
1-2 years	2,972	56	6	3	4	8	8	6	6	18
3-5 years	5,688	52	4	9	7	8	8	7	8	17
Child's sex										
Male	5,026	52	6	7	5	8	9	6	6	19
Female	4,498	56	5	6	7	8	7	6	7	16
Child's race/ethnicity										
White, non-Hispanic	5,751	55	6	6	7	9	8	7	6	16
Black, non-Hispanic	1,518	51	3	6	3	8	9	5	10	19
Hispanic	1,420	54	3	8	4	7	6	5	9	19
Asian or Pacific Islander, non-Hispanic	275	56	11	10	8	7	5	3!	‡	19
Other race, non-Hispanic ³	559	43	4	7	6	5	11	9	7	27
Family type										
Two parents	7,262	54	6	7	7	8	8	6	6	17
One parent	2,096	53	2	5	4	9	8	7	8	18
Nonparent guardian(s)	166	51	‡	11!	4!	7!	10	‡	‡	34
Parents' language spoken most at home⁴										
Both/only parent(s) speak(s) English	8,602	54	5	6	6	9	8	6	7	17
One of two parents speaks English	158	38	3!	11	11!	‡	7!	‡	17	22
No parent speaks English	763	59	5	9	4	5	3	5	5	16
Mother's level of education⁵										
Less than a high school	475	41	1!	14	1!	4!	7	8	6	25
High school/GED	2,153	53	2	6	4	7	8	8	7	15
Vocational/technical or some college	2,611	49	6	7	8	10	10	6	8	16
Bachelor's degree	2,453	56	6	5	6	8	7	5	6	19
Graduate or professional education or degree	1,640	61	7	5	5	8	7	7	5	18

See notes at end of table.

Table 11. Percentage of children from birth through age 5 and not yet in kindergarten whose parents reported various sources of information about child care providers, by arrangement type and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Child care information source								
		Friends	Place of employment	Public or private school	Place of worship	Ads ¹	Parent/Guardian knew provider	Attended by another child in household	Bulletin boards/flyers/drove/walked by ¹	All other sources
Mother's school enrollment status⁵										
Enrolled.....	1,442	51	6	9	4	10	7	4	8	22
Not enrolled.....	7,889	54	5	6	6	8	8	7	7	17
Mother's employment status⁵										
35 or more hours per week.....	4,686	55	7	5	4	8	9	5	8	18
Less than 35 hours per week.....	2,202	57	5	6	7	8	9	6	4	15
Looking for work.....	417	47	‡	5	‡	6	5	10	10	24
Not in the labor force.....	2,027	49	2	11	9	9	5	8	7	18
Mother's work shift^{5,6}										
Regular shift.....	6,153	55	7	5	5	8	9	5	6	17
Variable shift.....	735	60	3	5	3	8	10!	5	7	18
Neighborhood conditions⁷										
Concern regarding neighborhood health and safety conditions.....	1,422	50	3	9	7	7	7	7	7	21
No concern regarding neighborhood health and safety conditions.....	8,101	54	5	6	6	9	8	6	7	17
Household income										
\$25,000 or less.....	2,082	47	3	7	3	9	9	6	8	21
\$25,001 to \$50,000.....	1,926	51	6	8	8	9	11	7	7	14
\$50,001 to \$75,000.....	2,105	56	6	7	7	8	7	6	7	15
\$75,001 to \$100,000.....	1,499	59	5	5	6	7	6	4	5	20
\$100,001 or more.....	1,912	57	5	5	7	9	7	7	6	17
Poverty status⁸										
At or above poverty threshold.....	7,931	56	5	6	7	8	8	6	6	17
Below poverty threshold.....	1,593	44	4	6	2	10	9	7	8	22

¹Interpret data with caution; coefficient of variation is 50 percent or more.

[‡]Reporting standards not met.

¹“Ads” includes advertisements in newspapers, newsletters, and magazines, as well as commercials on radios and televisions. “Bulletin boards/flyers/drove/walked by” includes posters and leaflets announcing child care providers or programs that respondents walked or drove by.

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

³“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁴Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁵Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁶Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁷Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁸Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include all children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly nonrelative or center-based care arrangement. Children with only relative care arrangement were not included because parents were not asked about the source from which they learned of arrangement. Children with multiple arrangements are included in estimates, therefore percentage may sum to more than 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 11-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten whose parents reported various sources of information about child care providers, by arrangement type and child and family characteristics: 2005

Characteristic	Number of children (thousands)	Child care information source								All other sources
		Friends	Place of employment	Public or private school	Place of worship	Ads ¹	Parent/guardian knew provider	Attended by another child in household	Bulletin boards/flyers/drove/walked by ¹	
Total	159.5	1.1	0.6	0.5	0.5	0.6	0.8	0.5	0.5	0.9
Arrangement type										
Nonrelative	108.4	2.0	0.8	0.5	1.0	1.1	1.2	1.1	0.7	1.7
Center-based ²	123.9	1.3	0.7	0.7	0.6	0.8	0.8	0.5	0.6	1.1
Child's age										
Less than 1 year.....	47.5	3.8	2.3	0.5	1.6	2.4	1.4	1.5	0.8	3.3
1-2 years.....	106.2	2.0	1.1	0.5	0.7	1.1	1.3	1.0	0.9	1.8
3-5 years.....	90.5	1.4	0.6	0.8	0.7	0.7	1.0	0.7	0.7	1.2
Child's sex										
Male	141.7	1.7	1.0	0.7	0.6	0.8	1.2	0.6	0.6	1.3
Female.....	117.6	1.7	0.8	0.7	0.8	0.9	0.8	0.8	0.8	1.2
Child's race/ethnicity										
White, non-Hispanic	132.3	1.3	0.9	0.6	0.7	0.9	1.0	0.7	0.6	0.9
Black, non-Hispanic.....	81.1	3.5	1.1	1.4	0.9	1.8	1.8	1.1	1.7	3.0
Hispanic	62.3	2.4	1.1	0.9	0.9	1.1	1.1	1.1	1.5	2.0
Asian or Pacific Islander, non-Hispanic	30.6	5.9	4.1	3.1	4.0	2.7	2.1	1.4!	‡	4.0
Other race, non-Hispanic ³	53.7	4.4	1.4	2.7	1.7	1.6	3.3	2.6	2.0	4.6
Family type										
Two parents	147.0	1.3	0.7	0.7	0.6	0.7	0.9	0.6	0.6	1.0
One parent.....	107.2	3.1	1.0	0.9	1.4	1.5	1.3	1.3	1.3	2.2
Nonparent guardian(s)	28.6	9.9	‡	6.9!	2.3!	3.9!	4.2	‡	‡	10.8
Parents' language spoken most at home⁴										
Both/only parent(s) speak(s) English	157.1	1.1	0.7	0.6	0.5	0.7	0.8	0.5	0.6	1.0
One of two parents speaks English	27.2	7.4	1.8!	4.2	6.2!	‡	4.2!	‡	6.7	9.0
No parent speaks English	52.8	3.5	1.8	1.6	1.6	1.2	0.6	1.5	1.6	2.3
Mother's level of education⁵										
Less than a high school.....	41.0	4.4	1.0!	3.1	0.7!	3.1!	2.3	2.6	2.6	4.6
High school/GED.....	114.7	2.6	0.6	0.9	0.8	1.3	1.4	1.2	1.2	2.0
Vocational/technical or some college	111.5	2.5	1.3	1.1	0.9	1.2	1.9	0.8	1.3	1.6
Bachelor's degree.....	95.0	2.7	1.6	0.9	0.8	1.2	1.0	1.0	1.2	2.1
Graduate or professional education or degree.....	93.5	2.0	1.4	1.0	1.0	1.6	1.7	1.4	0.9	1.8

See notes at end of table.

Table 11-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten whose parents reported various sources of information about child care providers, by arrangement type and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Child care information source								
		Friends	Place of employment	Public or private school	Place of worship	Ads ¹	Parent/Guardian knew provider	Attended by another child in household	Bulletin boards/flyers/ drove/ walked by ¹	All other sources
Mother's school enrollment status⁵										
Enrolled.....	83.9	3.2	1.7	1.5	1.1	1.9	1.5	1.1	1.5	2.7
Not enrolled.....	160.3	1.2	0.7	0.5	0.5	0.7	0.9	0.6	0.5	1.0
Mother's employment status⁵										
35 or more hours per week.....	158.8	1.6	0.9	0.6	0.5	0.9	1.1	0.8	0.8	1.4
Less than 35 hours per week.....	107.2	2.5	1.5	0.8	1.2	1.2	2.0	1.1	0.7	1.6
Looking for work.....	53.6	5.7	‡	1.5	‡	1.7	1.7	4.6	3.7	5.0
Not in the labor force.....	94.5	2.1	0.5	1.3	1.2	1.5	1.2	1.1	1.2	1.9
Mother's work shift^{5,6}										
Regular shift.....	167.3	1.4	0.9	0.6	0.6	0.8	0.9	0.6	0.6	1.1
Variable shift.....	64.9	4.4	1.1	1.1	1.0	2.1	5.0!	2.0	1.9	3.0
Neighborhood conditions⁷										
Concern regarding neighborhood health and safety conditions.....	103.5	3.4	1.0	1.4	1.4	1.2	1.8	1.6	1.4	2.4
No concern regarding neighborhood health and safety conditions.....	162.4	1.2	0.7	0.6	0.5	0.7	0.8	0.5	0.5	1.1
Household income										
\$25,000 or less.....	93.2	2.7	1.4	1.1	0.7	1.5	2.0	1.1	1.2	2.8
\$25,001 to \$50,000.....	85.6	2.6	1.8	1.5	1.3	1.6	1.8	1.2	1.2	2.3
\$50,001 to \$75,000.....	80.7	2.3	1.2	1.0	1.2	1.1	1.5	1.2	1.2	1.7
\$75,001 to \$100,000.....	82.4	3.1	1.2	1.1	0.9	1.1	1.3	0.8	0.8	3.1
\$100,001 or more.....	95.8	2.3	1.0	1.1	1.3	1.5	1.3	1.4	1.0	1.7
Poverty status⁸										
At or above poverty threshold.....	143.5	1.2	0.7	0.6	0.6	0.6	0.7	0.5	0.6	0.9
Below poverty threshold.....	85.7	3.4	1.7	1.1	0.9	1.9	2.6	1.4	1.5	3.2

¹Interpret data with caution; coefficient of variation is 50 percent or more.

[‡]Reporting standards not met.

¹“Ads” includes advertisements in newspapers, newsletters, and magazines, as well as commercials on radios and televisions. “Bulletin boards/flyers/drove/walked by” includes posters and leaflets announcing child care providers or programs that respondents walked or drove by.

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

³“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁴Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁵Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁶Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁷Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁸Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include all children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly nonrelative or center-based care arrangement. Children with only relative care arrangement were not included because parents were not asked about the source from which they learned of arrangement. Children with multiple arrangements are included in estimates, therefore percentage may sum to more than 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 12. Percentage of children from birth through age 5 and not yet in kindergarten who receive sick child care, by arrangement type and child and family characteristics: 2005

Characteristic	Number of children (thousands)	Children with at least one weekly nonparental care arrangement ¹		Sick child care by type of nonparental care arrangement ²					
		Receives care when sick with no fever	Receives care when sick with fever	Relative		Nonrelative		Center-based ³	
				Receives care when sick with no fever	Receives care when sick with fever	Receives care when sick with no fever	Receives care when sick with fever	Receives care when sick with no fever	Receives care when sick with fever
Total	12,344	61	36	91	75	83	39	29	6
Child's age									
Less than 1 year.....	1,471	78	48	93	79	84	34	44	4!
1-2 years.....	4,262	69	40	88	72	81	40	38	5
3-5 years.....	6,611	53	31	93	77	84	40	25	6
Child's sex									
Male	6,411	60	35	90	74	82	36	28	6
Female.....	5,934	63	38	92	76	84	42	31	5
Child's race/ethnicity									
White, non-Hispanic	7,088	61	35	95	79	86	38	25	3
Black, non-Hispanic.....	2,039	61	37	84	73	83	45	38	10
Hispanic	2,096	61	37	87	64	70	40	31	9
Asian or Pacific Islander, non-Hispanic	348	56	28	93	72	88	29	27	4
Other race, non-Hispanic ⁴	773	69	48	89	84	83	31	42	12
Family type									
Two parents	9,168	59	32	92	72	82	36	27	4
One parent.....	2,961	69	48	89	81	85	51	38	10
Nonparent guardian(s)	216	69	52	95	91	61	44	40	15!
Parents' language spoken most at home⁵									
Both/only parent(s) speak(s) English	11,090	62	37	92	77	85	39	29	5
One of two parents speaks English	210	52	29	72	62	66	43	40	13!
No parent speaks English	1,044	54	30	81	51	56	32	34	13
Mother's level of education⁶									
Less than a high school.....	730	64	39	86	61	60	41	42	15
High school/GED.....	3,104	68	44	93	82	87	39	34	8
Vocational/technical or some college	3,504	64	37	88	74	78	35	35	7
Bachelor's degree.....	2,845	51	26	90	71	82	32	21	3
Graduate or professional education or degree.....	1,905	60	33	96	74	89	47	24	2
Mother's school enrollment status⁶									
Enrolled.....	1,894	62	37	91	76	82	39	32	4
Not enrolled.....	10,194	61	36	91	75	83	38	29	6

See notes at end of table.

Table 12. Percentage of children from birth through age 5 and not yet in kindergarten who receive sick child care, by arrangement type and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Children with at least one weekly nonparental care arrangement ¹		Sick child care by type of nonparental care arrangement ²					
		Receives care when sick with no fever	Receives care when sick with fever	Relative		Nonrelative		Center-based ³	
				Receives care when sick with no fever	Receives care when sick with fever	Receives care when sick with no fever	Receives care when sick with fever	Receives care when sick with no fever	Receives care when sick with fever
Mother's employment status⁶									
35 or more hours per week	6,078	69	38	92	76	86	38	37	6
Less than 35 hours per week	2,978	64	42	94	76	80	37	23	5
Looking for work	652	60	38	69	64	74	40	47	12
Not in the labor force	2,380	38	22	89	72	72	41	18	5
Mother's work shift^{6,7}									
Regular shift	7,985	68	38	92	75	85	36	34	5
Variable shift	1,071	66	49	95	80	80	52	23	6
Neighborhood conditions⁸									
Concern regarding neighborhood health and safety conditions	2,018	60	39	85	70	84	45	28	7
No concern regarding neighborhood health and safety conditions	10,327	62	36	93	76	83	38	30	5
Household income									
\$25,000 or less	3,008	64	44	87	75	74	46	37	12
\$25,001 to \$50,000	2,767	66	40	93	76	80	34	31	6
\$50,001 to \$75,000	2,635	63	30	92	69	82	28	33	4
\$75,001 to \$100,000	1,775	58	29	89	76	92	34	23	2
\$100,001 or more	2,159	53	33	96	83	86	53	21	2
Poverty status⁹									
At or above poverty threshold	10,017	62	35	93	76	85	37	28	4
Below poverty threshold	2,328	61	42	86	72	70	47	34	11

¹Interpret data with caution; coefficient of variation is 50 percent or more.

²Estimates indicate the percentage of children with sick child care in at least one arrangement across all arrangements of all types.

³For children with more than one arrangement of a given type, estimates indicate that there is sick child care in at least one arrangement of that type.

⁴Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs.

⁵“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁶Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁷Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁸Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁹Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

¹⁰Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include all children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly nonparental care arrangement. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECP-P-NHES:2005).

Table 12-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten who receive sick child care, by arrangement type and child and family characteristics: 2005

Characteristic	Number of children (thousands)	Sick child care by type of nonparental care arrangement ²								
		Children with at least one weekly nonparental care arrangement ¹		Relative			Nonrelative		Center-based ³	
		Receives care when sick with no fever	Receives care when sick with fever	Receives care when sick with no fever	Receives care when sick with fever	Receives care when sick with no fever	Receives care when sick with fever	Receives care when sick with no fever	Receives care when sick with fever	
Total	158.5	1.1	1.0	1.6	2.0	1.6	2.1	1.3	0.6	
Child's age										
Less than 1 year.....	64.8	2.4	2.5	1.9	3.0	3.3	4.3	6.4	2.1!	
1-2 years.....	110.5	2.0	1.8	3.1	3.5	2.1	3.1	2.8	1.5	
3-5 years.....	84.0	1.3	1.2	1.4	2.2	2.0	3.1	1.2	0.7	
Child's sex										
Male	143.2	1.5	1.3	1.5	2.1	2.1	2.4	1.7	1.0	
Female.....	145.4	1.7	1.5	2.3	2.8	2.0	2.9	1.9	0.9	
Child's race/ethnicity										
White, non-Hispanic	119.6	1.4	1.3	0.8	2.0	1.9	2.9	1.4	0.6	
Black, non-Hispanic.....	79.0	3.5	3.1	8.3	8.1	6.5	7.3	3.7	1.8	
Hispanic	60.4	1.9	1.7	2.4	3.3	3.5	4.3	2.6	1.8	
Asian or Pacific Islander, non-Hispanic	36.2	4.9	5.9	4.7	10.6	6.1	11.9	5.0	2.2	
Other race, non-Hispanic ⁴	63.5	4.0	4.4	3.6	4.3	5.8	8.6	4.9	4.1	
Family type										
Two parents	156.1	1.2	1.0	1.0	2.1	1.9	2.4	1.3	0.6	
One parent.....	113.2	2.6	2.3	4.7	4.5	3.5	5.4	3.1	1.7	
Nonparent guardian(s)	29.5	7.5	8.3	5.0	5.5	21.0	21.9	10.5	8.2!	
Parents' language spoken most at home⁵										
Both/only parent(s) speak(s) English	158.1	1.2	1.1	1.7	2.1	1.6	2.4	1.4	0.7	
One of two parents speaks English	29.9	7.6	6.5	9.1	9.9	15.5	19.6	10.3	7.5!	
No parent speaks English	64.2	3.0	3.0	4.4	6.2	6.6	6.0	3.5	2.7	
Mother's level of education⁶										
Less than a high school.....	52.8	3.1	4.0	4.8	6.4	8.6	8.6	6.1	3.6	
High school/GED.....	132.6	2.0	2.1	1.4	2.8	2.4	5.0	2.8	1.3	
Vocational/technical or some college	148.5	2.4	2.3	4.8	4.7	3.2	3.8	2.9	2.0	
Bachelor's degree.....	102.0	2.2	2.0	2.5	3.8	3.1	3.7	2.0	0.8	
Graduate or professional education or degree.....	107.6	2.0	2.4	1.6	4.9	2.5	5.3	2.5	0.8	
Mother's school enrollment status⁶										
Enrolled.....	104.5	2.8	2.3	2.2	3.8	4.9	5.1	3.6	1.4	
Not enrolled	181.8	1.3	1.2	1.9	2.4	1.6	2.1	1.4	0.7	

See notes at end of table.

Table 12-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten who receive sick child care, by arrangement type and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Sick child care by type of nonparental care arrangement ²								
		Children with at least one weekly nonparental care arrangement ¹		Relative		Nonrelative		Center-based ³		
		Receives care when sick with no fever	Receives care when sick with fever	Receives care when sick with no fever	Receives care when sick with fever	Receives care when sick with no fever	Receives care when sick with fever	Receives care when sick with no fever	Receives care when sick with fever	
Mother's employment status⁶										
35 or more hours per week	171.2	1.4	1.4	1.3	1.9	1.6	2.4	2.1	1.0	
Less than 35 hours per week	128.2	2.0	2.1	1.2	2.9	3.5	4.2	2.4	1.5	
Looking for work	95.2	8.5	6.2	22.8	21.4	11.0	16.1	7.0	4.1	
Not in the labor force	105.9	2.1	1.6	3.8	5.4	6.1	7.2	2.0	1.0	
Mother's work shift^{6,7}										
Regular shift	174.6	1.2	1.2	1.1	2.0	1.6	2.3	1.7	0.9	
Variable shift	83.1	4.1	3.8	1.5	4.1	6.8	7.7	4.2	2.6	
Neighborhood conditions⁸										
Concern regarding neighborhood health and safety conditions	150.2	3.3	3.0	8.0	6.9	4.5	5.8	2.9	2.5	
No concern regarding neighborhood health and safety conditions	169.5	1.1	1.1	1.0	1.8	1.6	2.2	1.4	0.5	
Household income										
\$25,000 or less	96.8	2.8	2.4	4.9	4.9	4.8	5.3	3.1	1.6	
\$25,001 to \$50,000	97.0	2.0	1.9	1.7	2.4	3.3	3.9	3.0	1.2	
\$50,001 to \$75,000	87.5	2.1	2.0	1.6	4.5	3.4	3.5	2.8	1.7	
\$75,001 to \$100,000	93.3	2.9	2.4	3.5	4.3	2.2	4.5	2.6	0.9	
\$100,001 or more	105.7	2.5	2.4	1.5	3.7	2.8	4.8	2.2	0.7	
Poverty status⁹										
At or above poverty threshold	140.8	1.1	1.1	0.9	1.8	1.6	2.2	1.2	0.6	
Below poverty threshold	94.5	3.3	3.0	6.2	6.0	6.2	6.7	3.6	2.0	

¹Interpret data with caution; coefficient of variation is 50 percent or more.

²Estimates indicate the percentage of children with sick child care in at least one arrangement across all arrangements of all types.

³For children with more than one arrangement of a given type, estimates indicate that there is sick child care in at least one arrangement of that type.

⁴Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs.

⁵“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

⁶Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁷Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁸Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁹Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

¹⁰Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include all children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly nonparental care arrangement. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 13. Percentage of children from birth through age 5 and not yet in kindergarten who received various health care services from a weekly center-based care provider, by Head Start designation and child and family characteristics: 2005

Characteristic	Number of children (thousands)	Hearing, speech, or vision testing	Physical examinations	Formal testing for developmental or learning problems
Total	7,400	36	10	34
Head Start status of arrangement				
Attends Head Start at center	997	72	36	74
Does not attend Head Start at center	6,403	31	6	28
Child's age				
Less than 1 year	408	13	4!	11
1-2 years	1,830	22	6	18
3-5 years	5,161	43	12	42
Child's sex				
Male	3,987	37	9	37
Female	3,412	35	11	31
Child's race/ethnicity				
White, non-Hispanic	4,310	35	5	28
Black, non-Hispanic	1,284	44	19	49
Hispanic	1,077	38	17	43
Asian or Pacific Islander, non-Hispanic	244	30	17	31
Other race, non-Hispanic ¹	484	28	9	29
Family type				
Two parents	5,573	34	7	30
One parent	1,685	42	19	46
Nonparent guardian(s)	142	52	16	65
Parents' language spoken most at home²				
Both/only parent(s) speak(s) English	6,677	36	8	33
One of two parents speaks English	138	26	26	43
No parent speaks English	584	42	26	46
Mother's level of education³				
Less than a high school	384	61	38	67
High school/GED	1,736	44	17	43
Vocational/technical or some college	1,975	35	6	34
Bachelor's degree	1,958	31	5	26
Graduate or professional education or degree	1,184	28	3	23
Mother's school enrollment status³				
Enrolled	1,187	36	8	39
Not enrolled	6,051	36	10	33

See notes at end of table.

Table 13. Percentage of children from birth through age 5 and not yet in kindergarten who received various health care services from a weekly center-based care provider, by Head Start designation and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Hearing, speech, or vision testing	Physical examinations	Formal testing for developmental or learning problems
Mother's employment status³				
35 or more hours per week	3,398	34	8	31
Less than 35 hours per week	1,630	37	7	33
Looking for work	328	43	19	51
Not in the labor force	1,883	39	14	36
Mother's work shift^{3,4}				
Regular shift	4,479	34	7	30
Variable shift	549	39	13	45
Neighborhood conditions⁵				
Concern regarding neighborhood health and safety conditions	1,089	37	10	32
No concern regarding neighborhood health and safety conditions	6,311	36	10	35
Household income				
\$25,000 or less	1,715	49	25	53
\$25,001 to \$50,000	1,532	41	13	39
\$50,001 to \$75,000	1,516	31	2	29
\$75,001 to \$100,000	1,125	31	3	24
\$100,001 or more	1,511	27	2	21
Poverty status⁶				
At or above poverty threshold	6,073	33	6	30
Below poverty threshold	1,326	51	27	54

!Interpret data with caution; coefficient of variation is 50 percent or more.

¹“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

²Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

³Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁵Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁶Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include all children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly center-based care arrangement. Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 13-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten who received various health care services from a weekly center-based care provider, by Head Start designation and child and family characteristics: 2005

Characteristic	Number of children (thousands)	Hearing, speech, or vision testing	Physical examinations	Formal testing for developmental or learning problems
Total	123.9	1.3	0.8	1.1
Head Start status of arrangement				
Attends Head Start at center	72.1	3.4	3.0	3.1
Does not attend Head Start at center	117.3	1.4	0.7	1.2
Child's age				
Less than 1 year	39.5	3.9	2.21	3.0
1-2 years	82.5	2.5	1.4	2.0
3-5 years	77.8	1.4	0.9	1.3
Child's sex				
Male	118.8	1.7	0.9	1.6
Female	104.8	1.7	1.3	1.4
Child's race/ethnicity				
White, non-Hispanic	104.0	2.0	0.9	1.5
Black, non-Hispanic	72.9	3.6	2.7	3.6
Hispanic	54.7	2.8	2.4	2.7
Asian or Pacific Islander, non-Hispanic	29.3	5.0	5.1	6.4
Other race, non-Hispanic ¹	52.4	4.2	3.0	4.4
Family type				
Two parents	118.3	1.4	0.7	1.1
One parent	88.4	2.9	2.2	2.9
Nonparent guardian(s)	26.9	10.8	7.0	8.9
Parents' language spoken most at home²				
Both/only parent(s) speak(s) English	121.6	1.4	0.8	1.1
One of two parents speaks English	27.1	6.9	9.2	7.9
No parent speaks English	49.1	4.2	3.6	4.5
Mother's level of education³				
Less than a high school	39.1	5.6	5.4	4.9
High school/GED	101.5	2.6	2.1	2.6
Vocational/technical or some college	99.0	2.4	1.1	2.5
Bachelor's degree	86.0	2.6	1.1	2.1
Graduate or professional education or degree	71.9	2.8	0.9	2.5
Mother's school enrollment status³				
Enrolled	75.2	3.1	1.6	3.3
Not enrolled	128.0	1.5	0.9	1.2

See notes at end of table.

Table 13-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten who received various health care services from a weekly center-based care provider, by Head Start designation and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Hearing, speech, or vision testing	Physical examinations	Formal testing for developmental or learning problems
Mother's employment status³				
35 or more hours per week	127.7	1.6	0.9	1.8
Less than 35 hours per week	87.5	2.9	1.3	2.7
Looking for work	45.9	5.9	4.5	5.5
Not in the labor force	90.8	2.5	2.0	2.0
Mother's work shift^{3,4}				
Regular shift	126.4	1.4	0.7	1.4
Variable shift	56.1	4.4	3.8	5.4
Neighborhood conditions⁵				
Concern regarding neighborhood health and safety conditions	90.1	2.6	2.4	2.7
No concern regarding neighborhood health and safety conditions	124.7	1.5	0.7	1.2
Household income				
\$25,000 or less.....	96.4	3.5	2.5	3.0
\$25,001 to \$50,000	78.2	3.2	2.1	2.9
\$50,001 to \$75,000	67.8	2.2	0.7	2.3
\$75,001 to \$100,000	69.5	2.6	0.8	2.4
\$100,001 or more.....	79.4	1.8	0.8	1.8
Poverty status⁶				
At or above poverty threshold	120.7	1.3	0.7	1.1
Below poverty threshold	85.7	4.0	3.1	3.9

¹Interpret data with caution; coefficient of variation is 50 percent or more.

²“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

³Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁴Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁶Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁷Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include all children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly center-based care arrangement. Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 14. Percentage of children from birth through age 5 and not yet in kindergarten enrolled in a weekly center-based program at a specified location, by child and family characteristics: 2005

Characteristic	Number of children (thousands)	Location of center-based care arrangement(s) ¹					
		Church, synagogue, or other place of worship	Public school (K-12)	Private school (K-12)	Community center	Its own building	All other locations
Total	7,400	25	17	9	3	38	10
Child's age							
Less than 1 year.....	408	12	2	2!	1!	65	17
1-2 years.....	1,830	21	4	9	3	52	13
3-5 years.....	5,161	28	23	9	4	31	8
Child's sex							
Male	3,987	24	19	9	3	36	11
Female.....	3,412	27	15	9	3	41	7
Child's race/ethnicity							
White, non-Hispanic	4,310	33	13	9	3	36	9
Black, non-Hispanic.....	1,284	11	20	5	2	53	9
Hispanic	1,077	12	30	11	5	33	11
Asian or Pacific Islander, non-Hispanic	244	21	19	13	3!	36	9
Other race, non-Hispanic ²	484	25	15	8	3!	35	17
Family type							
Two parents	5,573	29	16	10	4	35	10
One parent.....	1,685	16	19	6	3	50	9
Nonparent guardian(s)	142	9	35	10!	‡	35	10
Parents' language spoken most at home³							
Both/only parent(s) speak(s) English	6,677	27	15	8	3	40	10
One of two parents speaks English	138	9	35	12	9	33	‡
No parent speaks English	584	12	36	15	6	23	9
Mother's level of education⁴							
Less than a high school.....	384	10	42	5	5	30	9
High school/GED.....	1,736	18	22	5	4	44	8
Vocational/technical or some college.....	1,975	28	16	8	2	38	12
Bachelor's degree.....	1,958	31	13	13	4	35	8
Graduate or professional education or Degree.....	1,184	29	9	11	3	40	9
Mother's school enrollment status⁴							
Enrolled.....	1,187	20	12	8	3	48	12
Not enrolled.....	6,051	27	18	9	3	37	9

See notes at end of table.

Table 14. Percentage of children from birth through age 5 and not yet in kindergarten enrolled in a weekly center-based program at a specified location, by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Location of center-based arrangement(s) ¹					
		Church, synagogue, or other place of worship	Public school (K-12)	Private school (K-12)	Community center	Its own building	All other locations
Mother's employment status⁴							
35 or more hours per week	3,398	18	14	9	2	50	10
Less than 35 hours per week	1,630	29	15	8	6	34	10
Looking for work	328	18	21	5	5!	41	10
Not in the labor force	1,883	38	22	9	4	21	8
Mother's work shift^{4,5}							
Regular shift	4,479	20	14	9	3	47	10
Variable shift	549	32	18	6	6	26	13
Neighborhood conditions⁶							
Concern regarding neighborhood health and safety conditions	1,089	20	19	12	3	34	14
No concern regarding neighborhood health and safety conditions	6,311	26	17	8	3	39	9
Household income							
\$25,000 or less.....	1,715	17	24	4	3	44	9
\$25,001 to \$50,000	1,532	19	23	7	4	39	8
\$50,001 to \$75,000	1,516	29	15	8	4	37	11
\$75,001 to \$100,000	1,125	31	12	12	3	35	11
\$100,001 or more.....	1,511	33	8	15	3	36	9
Poverty status⁷							
At or above poverty threshold	6,073	27	16	10	4	37	10
Below poverty threshold	1,326	17	23	5	3	45	9

¹Interpret data with caution; coefficient of variation is 50 percent or more.

[‡]Reporting standards not met.

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

²“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

³Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home;” (2) “One of two parents learned English as a child or currently speaks English in the home;” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁴Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁶Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁷Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include all children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly center-based care arrangement. Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 14-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten enrolled in a weekly center-based program at a specified location, by child and family characteristics: 2005

Characteristic	Number of children (thousands)	Location of center-based care arrangement(s) ¹					
		Church, synagogue, or other place of worship	Public school (K-12)	Private school (K-12)	Community center	Its own building	All other locations
Total	123.9	1.1	0.8	0.7	0.4	1.2	0.7
Child's age							
Less than 1 year.....	39.5	3.9	1.0	1.2!	0.7!	5.8	3.9
1-2 years.....	82.5	2.1	1.0	1.6	0.8	2.7	1.7
3-5 years.....	77.8	1.3	1.2	0.7	0.5	1.3	0.7
Child's sex							
Male	118.8	1.6	1.2	1.0	0.6	1.7	1.1
Female.....	104.8	1.5	1.1	0.8	0.6	1.8	0.8
Child's race/ethnicity							
White, non-Hispanic	104.0	1.5	0.9	1.0	0.6	1.6	0.8
Black, non-Hispanic.....	72.9	2.7	2.6	1.5	0.9	3.1	1.9
Hispanic	54.7	1.5	2.7	1.8	1.0	2.8	2.0
Asian or Pacific Islander, non-Hispanic	29.3	5.2	5.3	3.9	1.9!	5.4	3.7
Other race, non-Hispanic ²	52.4	5.1	3.4	2.2	1.6!	4.1	4.3
Family type							
Two parents	118.3	1.2	0.9	0.9	0.5	1.4	0.8
One parent.....	88.4	2.5	2.1	1.1	1.1	2.7	1.5
Nonparent guardian(s)	26.9	3.5	10.3	5.3!	‡	11.3	4.4
Parents' language spoken most at home³							
Both/only parent(s) speak(s) English	121.6	1.2	0.8	0.7	0.5	1.3	0.8
One of two parents speaks English	27.1	3.5	9.5	4.9	3.8	8.9	‡
No parent speaks English	49.1	2.4	3.6	2.6	1.5	3.3	2.0
Mother's level of education⁴							
Less than a high school.....	39.1	3.4	5.1	2.3	1.8	5.7	2.2
High school/GED.....	101.5	2.4	2.3	0.9	1.1	2.4	1.4
Vocational/technical or some college	99.0	2.5	1.7	1.3	0.6	2.4	1.6
Bachelor's degree.....	86.0	2.4	1.7	1.8	0.9	2.2	1.3
Graduate or professional education or degree.....	71.9	2.7	1.6	1.9	1.0	2.2	1.6
Mother's school enrollment status⁴							
Enrolled.....	75.2	3.3	1.6	1.6	0.8	3.7	2.2
Not enrolled.....	128.0	1.2	0.9	0.8	0.5	1.3	0.8

See notes at end of table.

Table 14-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten enrolled in a weekly center-based program at a specified location, by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Location of center-based arrangement(s) ¹					
		Church, synagogue, or other place of worship	Public school (K-12)	Private school (K-12)	Community center	Its own building	All other locations
Mother's employment status⁴							
35 or more hours per week	127.7	1.7	1.2	1.0	0.5	2.0	1.1
Less than 35 hours per week	87.5	2.5	1.9	1.9	1.1	2.8	1.4
Looking for work	45.9	5.2	5.6	2.0	3.1!	6.4	3.5
Not in the labor force	90.8	2.2	2.1	1.0	0.9	1.8	1.2
Mother's work shift^{4,5}							
Regular shift	126.4	1.4	1.0	1.0	0.5	1.7	0.9
Variable shift	56.1	6.0	3.5	1.7	1.6	3.3	3.0
Neighborhood conditions⁶							
Concern regarding neighborhood health and safety conditions	90.1	2.1	2.5	1.9	1.1	3.2	2.8
No concern regarding neighborhood health and safety conditions	124.7	1.2	0.7	0.7	0.5	1.2	0.7
Household income							
\$25,000 or less	96.4	2.9	2.1	1.0	0.8	3.0	1.3
\$25,001 to \$50,000	78.2	2.0	2.4	2.1	1.3	2.6	1.7
\$50,001 to \$75,000	67.8	1.9	1.8	1.2	1.0	2.9	1.7
\$75,001 to \$100,000	69.5	3.3	1.7	1.9	0.9	3.0	2.0
\$100,001 or more	79.4	2.7	1.4	1.8	0.9	2.5	1.2
Poverty status⁷							
At or above poverty threshold	120.7	1.2	0.8	0.8	0.5	1.3	0.8
Below poverty threshold	85.7	3.7	2.7	1.1	1.0	3.6	1.5

!Interpret data with caution; coefficient of variation is 50 percent or more.

‡Reporting standards not met.

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

²“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

³Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home;” (2) “One of two parents learned English as a child or currently speaks English in the home;” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁴Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁶Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁷Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include all children from birth through 5 years of age, and not yet in kindergarten, with at least one weekly center-based care arrangement. Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECP-P-NHES:2005).

Table 15. Percentage of children from birth through age 5 and not yet in kindergarten whose parents rated factors used to select weekly care arrangement for children as “very important,” by child and family characteristics: 2005

Characteristic	Number of children (thousands)	Factor rated as “very important” when selecting care arrangement						Number of children in care group
		Location	Cost	Reliability	Learning activities	Time with other children	Availability of care provider	
Total	12,325	63	40	89	75	65	75	44
Arrangement Type¹								
Relative	3,394	68	48	90	64	39	84	35
Nonrelative	2,291	65	37	90	58	53	80	45
Center-based.....	6,640	60	36	89	87	82	68	49
Child’s age								
Less than 1 year.....	1,460	65	44	93	65	44	82	47
1-2 years.....	4,255	68	43	90	70	60	81	45
3-5 years.....	6,610	60	37	88	81	73	69	43
Child’s sex								
Male	6,398	62	40	89	74	65	74	45
Female.....	5,927	64	39	90	77	65	75	44
Child’s race/ethnicity								
White, non-Hispanic	7,082	55	32	89	72	62	70	39
Black, non-Hispanic.....	2,029	82	59	94	87	73	88	54
Hispanic	2,094	74	48	86	76	69	78	55
Asian or Pacific Islander, non-Hispanic	348	72	37	85	81	60	73	41
Other race, non-Hispanic ²	772	62	39	88	75	64	78	42
Family type								
Two parents	9,156	60	35	89	73	63	71	42
One parent.....	2,953	74	53	92	82	69	84	51
Nonparent guardian(s)	216	80	49	90	83	74	91	49
Parents’ language spoken most at home³								
Both/only parent(s) speak(s) English	11,071	62	39	90	75	64	75	43
One of two parents speaks English	210	80	47	83	86	79	74	63
No parent speaks English	1,044	75	50	82	74	70	76	59
Mother’s level of education⁴								
Less than a high school	723	69	48	80	81	75	80	56
High school/GED.....	3,103	72	48	90	82	72	79	46
Vocational/technical or some college	3,504	61	46	90	73	65	75	44
Bachelor’s degree.....	2,840	58	32	89	73	61	69	41
Graduate or professional education or degree.....	1,900	61	24	91	71	53	73	44

See notes at end of table.

Table 15. Percentage of children from birth through age 5 and not yet in kindergarten whose parents rated factors used to select weekly care arrangement for children as “very important,” by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Factor rated as “very important” when selecting care arrangement						Number of children in care group
		Location	Cost	Reliability	Learning activities	Time with other children	Availability of care provider	
Mother’s school enrollment status⁴								
Enrolled.....	1,894	67	45	90	79	67	79	45
Not enrolled.....	10,176	63	39	89	75	64	74	44
Mother’s employment status⁴								
35 or more hours per week.....	6,069	68	42	92	76	62	83	46
Less than 35 hours per week.....	2,976	59	37	88	70	59	70	40
Looking for work.....	647	75	56	86	86	71	78	46
Not in the labor force.....	2,378	55	33	86	79	77	59	45
Mother’s work shift^{4,5}								
Regular shift.....	7,976	66	41	91	74	61	80	45
Variable shift.....	1,069	58	39	91	71	62	71	38
Neighborhood conditions⁶								
Concern regarding neighborhood health and safety conditions.....	2,018	68	49	90	78	66	78	51
No concern regarding neighborhood health and safety conditions.....	10,307	62	38	89	75	65	74	43
Household income								
\$25,000 or less.....	2,999	74	54	88	79	71	81	49
\$25,001 to \$50,000.....	2,758	64	50	89	77	67	77	45
\$50,001 to \$75,000.....	2,635	59	38	90	72	62	72	43
\$75,001 to \$100,000.....	1,775	54	27	91	77	63	74	40
\$100,001 or more.....	2,157	60	20	88	71	59	66	42
Poverty status⁷								
At or above poverty threshold.....	10,007	60	37	90	74	63	73	43
Below poverty threshold.....	2,318	76	53	88	80	72	80	50

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

²“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

³Complete descriptions of the categories for parents’ language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁴Children without mothers living in the household are not included in estimates related to mother’s education, enrollment, employment status, or work shift.

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁶Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁷Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household’s needs, given its size and composition.

NOTE: Estimates are reported for all children from birth through 5 years of age, and not yet in kindergarten, who are in at least one weekly nonparental care arrangement. If a child had multiple arrangements, the arrangement with the greatest average weekly hours was used. If two arrangements had the same number of weekly hours, one arrangement was randomly chosen by the computer-assisted telephone interviewing (CATI) program. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECP-P-NHES:2005).

Table 15-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten whose parents rated factors used to select weekly care arrangement for children as “very important,” by child and family characteristics: 2005

Characteristic	Number of children (thousands)	Factor rated as “very important” when selecting care arrangement						Number of children in care group
		Location	Cost	Reliability	Learning activities	Time with other children	Availability of care provider	
Total	158.1	1.1	1.1	0.6	0.8	1.0	0.9	1.1
Arrangement Type¹								
Relative	131.7	2.0	2.2	1.0	2.0	2.3	1.5	2.1
Nonrelative	101.2	2.1	2.0	1.4	2.1	2.0	1.8	2.4
Center-based	130.0	1.6	1.3	0.7	1.0	1.1	1.1	1.4
Child’s age								
Less than 1 year	63.9	2.9	2.9	1.4	2.3	2.7	2.4	3.3
1-2 years	111.0	1.8	1.9	0.8	1.5	2.0	1.3	1.8
3-5 years	84.0	1.4	1.1	0.8	1.0	1.2	1.2	1.4
Child’s sex								
Male	141.7	1.4	1.3	0.7	1.2	1.4	1.2	1.5
Female	146.2	1.6	1.4	0.8	1.3	1.6	1.4	1.4
Child’s race/ethnicity								
White, non-Hispanic	118.8	1.5	1.2	0.7	1.2	1.3	1.3	1.4
Black, non-Hispanic	79.0	1.9	3.1	1.2	2.2	2.7	2.0	3.6
Hispanic	60.2	1.7	2.3	1.5	1.7	1.7	1.8	2.3
Asian or Pacific Islander, non-Hispanic	36.2	4.8	4.7	3.6	3.5	5.3	4.5	5.3
Other race, non-Hispanic ²	63.6	4.1	4.1	2.4	3.4	4.1	3.0	4.3
Family type								
Two parents	155.7	1.4	1.0	0.6	1.0	1.2	1.1	1.2
One parent	113.0	1.9	2.5	1.2	1.8	2.2	1.6	2.5
Nonparent guardian(s)	29.5	7.6	8.0	3.8	4.2	6.0	2.9	7.7
Parents’ language spoken most at home³								
Both/only parent(s) speak(s) English	157.6	1.2	1.2	0.6	0.9	1.1	1.0	1.1
One of two parents speaks English	29.9	4.5	7.2	4.8	4.1	4.8	6.6	7.4
No parent speaks English	64.2	2.5	3.0	2.3	2.4	2.3	2.5	3.1
Mother’s level of education⁴								
Less than a high school	52.7	4.0	4.2	3.0	2.7	3.3	2.7	3.9
High school/GED	132.5	2.1	2.1	1.6	1.6	2.1	1.8	2.0
Vocational/technical or some college	148.5	2.0	2.4	1.0	2.1	1.6	1.8	2.2
Bachelor’s degree	102.2	2.3	2.0	1.1	1.7	2.3	2.0	2.1
Graduate or professional education or degree	106.4	2.4	2.1	1.1	2.5	2.4	2.1	2.4

See notes at end of table.

Table 15-A. Standard errors for the percentage of children from birth through age 5 and not yet in kindergarten whose parents rated factors used to select weekly care arrangement for children as “very important,” by child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Factor rated as “very important” when selecting care arrangement						Number of children in care group
		Location	Cost	Reliability	Learning activities	Time with other children	Availability of care provider	
Mother’s school enrollment status⁴								
Enrolled.....	104.5	2.5	2.7	1.7	1.8	2.3	2.0	2.7
Not enrolled.....	181.5	1.3	1.2	0.7	1.0	1.1	1.0	1.2
Mother’s employment status⁴								
35 or more hours per week.....	170.6	1.6	1.4	0.7	1.2	1.5	1.3	1.7
Less than 35 hours per week.....	127.9	2.1	2.0	1.0	1.9	2.0	2.1	2.0
Looking for work.....	95.0	5.4	7.5	4.2	3.9	5.2	4.6	6.9
Not in the labor force.....	105.7	2.3	2.0	1.4	1.8	1.7	2.0	2.3
Mother’s work shift^{4,5}								
Regular shift.....	174.1	1.2	1.2	0.6	1.0	1.3	1.0	1.3
Variable shift.....	82.8	3.6	3.5	1.7	3.0	3.5	3.6	3.4
Neighborhood conditions⁶								
Concern regarding neighborhood health and safety conditions.....	150.2	2.8	3.8	1.8	2.6	2.8	2.2	2.5
No concern regarding neighborhood health and safety conditions.....	168.3	1.2	1.0	0.6	0.8	1.2	1.0	1.3
Household income								
\$25,000 or less.....	96.7	2.5	2.6	1.3	1.8	2.1	1.8	2.7
\$25,001 to \$50,000.....	97.4	1.8	2.0	1.4	1.4	2.2	1.9	2.3
\$50,001 to \$75,000.....	87.5	2.3	2.2	1.1	2.0	2.0	2.0	1.9
\$75,001 to \$100,000.....	93.3	2.4	2.3	1.2	2.1	2.7	2.1	2.5
\$100,001 or more.....	105.6	2.3	1.6	1.3	2.1	2.6	2.4	2.4
Poverty status⁷								
At or above poverty threshold.....	140.8	1.3	1.0	0.6	0.9	1.2	1.1	1.2
Below poverty threshold.....	94.2	2.6	2.8	1.5	2.3	2.4	2.3	3.3

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

²“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

³Complete descriptions of the categories for parents’ language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

⁴Children without mothers living in the household are not included in estimates related to mother’s education, enrollment, employment status, or work shift.

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁶Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁷Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household’s needs, given its size and composition.

NOTE: Estimates are reported for all children from birth through 5 years of age, and not yet in kindergarten, who are in at least one weekly nonparental care arrangement. If a child had multiple arrangements, the arrangement with the greatest average weekly hours was used. If two arrangements had the same number of weekly hours, one arrangement was randomly chosen by the computer-assisted telephone interviewing (CATI) program. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 16. Percentage of children from age 3 through age 5 and not yet in kindergarten whose parents reported participation in home activities with child in the past week, by type of involvement and child and family characteristics: 2005

Characteristic	Number of children (thousands)	Home activities with child in past week				Worked on arts and crafts
		Read to child	Told a story	Taught letters, words, or numbers	Taught songs or music	
Total	9,066	98	86	95	83	79
Child's sex						
Male	4,707	97	86	94	81	77
Female.....	4,359	98	86	96	84	82
Child's race/ethnicity						
White, non-Hispanic	5,177	100	87	94	82	86
Black, non-Hispanic.....	1,233	98	82	96	84	78
Hispanic	1,822	92	84	94	82	61
Asian or Pacific Islander, non-Hispanic	282	96	91	97	76	84
Other race, non-Hispanic ¹	552	100	89	95	89	85
Family type						
Two parents	7,007	98	86	95	83	80
One parent.....	1,870	97	84	94	81	75
Nonparent guardian(s)	189	96	87	92	78	90
Parents' language spoken most at home²						
Both/only parent(s) speak(s) English	7,792	99	87	95	83	85
One of two parents speaks English	219	91	81	96	84	69
No parent speaks English	1,055	89	78	92	76	44
Mother's level of education³						
Less than a high school	886	92	75	91	71	53
High school/GED.....	2,687	97	84	95	83	76
Vocational/technical or some college	2,461	99	88	95	86	85
Bachelor's degree.....	1,832	99	88	96	84	87
Graduate or professional education or degree.....	997	99	93	96	82	85
Mother's school enrollment status³						
Enrolled.....	1,078	98	85	95	84	82
Not enrolled	7,785	98	86	95	83	79

See notes at end of table.

Table 16. Percentage of children from age 3 through age 5 and not yet in kindergarten whose parents reported participation in home activities with child in the past week, by type of involvement and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Home activities with child in past week				Worked on arts and crafts
		Read to child	Told a story	Taught letters, words, or numbers	Taught songs or music	
Mother's employment status³						
35 or more hours per week	3,250	98	85	95	83	76
Less than 35 hours per week	2,027	98	88	95	81	85
Looking for work	543	98	87	95	84	80
Not in the labor force	3,043	97	86	95	83	80
Mother's work shift^{3,4}						
Regular shift	4,496	98	85	94	83	79
Variable shift	780	100	89	97	79	83
Neighborhood conditions⁵						
Concern regarding neighborhood health and safety conditions	1,350	98	86	96	84	80
No concern regarding neighborhood health and safety conditions	7,716	98	86	95	82	79
Household income						
\$25,000 or less	2,463	97	83	95	82	73
\$25,001 to \$50,000	2,424	97	87	94	83	76
\$50,001 to \$75,000	1,849	99	87	95	85	86
\$75,001 to \$100,000	1,099	99	84	95	77	83
\$100,001 or more	1,231	99	90	96	82	87
Poverty status⁶						
At or above poverty threshold	7,095	98	86	95	82	82
Below poverty threshold	1,971	97	84	95	83	72

¹"Other race, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

²Complete descriptions of the categories for parents' language are as follows: (1) "Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home," (2) "One of two parents learned English as a child or currently speaks English in the home," and (3) "No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home."

³Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁵Parents or guardians respond "yes" or "no" to the question: "Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?"

⁶Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include all children 3 through 5 years of age, and not yet in kindergarten. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Table 16-A. Standard errors for the percentage of children from age 3 through age 5 and not yet in kindergarten whose parents reported participation in home activities with child in the past week, by type of involvement and child and family characteristics: 2005

Characteristic	Number of children (thousands)	Home activities with child in past week				Worked on arts and crafts
		Read to child	Told a story	Taught letters, words, or numbers	Taught songs or music	
Total	9.0	0.4	0.8	0.4	0.8	0.9
Child's sex						
Male	99.2	0.5	1.1	0.6	1.0	1.1
Female.....	99.6	0.4	1.1	0.5	1.2	1.3
Child's race/ethnicity						
White, non-Hispanic	80.2	0.1	0.9	0.6	1.1	1.1
Black, non-Hispanic.....	57.1	0.9	2.8	1.2	2.8	3.1
Hispanic	50.0	1.5	1.7	0.9	1.7	2.8
Asian or Pacific Islander, non-Hispanic	31.7	3.8	3.1	1.5	5.2	3.7
Other race, non-Hispanic ¹	48.3	0.4	3.9	2.0	2.5	3.3
Family type						
Two parents	68.3	0.4	0.9	0.5	0.9	0.9
One parent.....	67.2	0.8	1.6	1.2	2.5	2.4
Nonparent guardian(s)	30.5	2.6	4.9	3.3	6.2	3.3
Parents' language spoken most at home²						
Both/only parent(s) speak(s) English	57.4	0.2	0.8	0.5	0.9	1.0
One of two parents speaks English	34.3	4.9	7.4	2.7	4.8	6.6
No parent speaks English	50.2	2.2	2.6	1.7	3.0	3.6
Mother's level of education³						
Less than a high school	59.4	1.6	3.1	1.7	3.2	3.5
High school/GED.....	117.9	0.7	1.7	0.8	1.8	1.7
Vocational/technical or some college	88.7	0.5	1.4	0.9	1.5	1.5
Bachelor's degree.....	72.2	0.6	1.8	0.8	1.9	1.9
Graduate or professional education or degree.....	51.5	0.5	1.3	1.2	2.1	2.2
Mother's school enrollment status³						
Enrolled.....	67.3	0.9	2.4	1.3	2.5	2.3
Not enrolled	73.5	0.4	0.9	0.5	0.9	0.9

See notes at end of table.

Table 16-A. Standard errors for the percentage of children from age 3 through age 5 and not yet in kindergarten whose parents reported participation in home activities with child in the past week, by type of involvement and child and family characteristics: 2005—continued

Characteristic	Number of children (thousands)	Home activities with child in past week				
		Read to child	Told a story	Taught letters, words, or numbers	Taught songs or music	Worked on arts and crafts
Mother's employment status³						
35 or more hours per week	105.1	0.5	1.6	0.7	1.4	1.4
Less than 35 hours per week	84.1	0.7	1.4	0.8	1.8	1.6
Looking for work	63.7	1.1	3.5	2.3	3.6	4.0
Not in the labor force	96.5	0.6	1.4	0.9	1.4	1.5
Mother's work shift^{3,4}						
Regular shift	114.4	0.6	1.2	0.6	1.1	1.2
Variable shift	60.8	0.3	2.4	1.1	3.2	2.5
Neighborhood conditions⁵						
Concern regarding neighborhood health and safety conditions	83.1	0.8	1.9	1.2	2.4	2.2
No concern regarding neighborhood health and safety conditions	83.6	0.4	0.8	0.5	0.9	1.0
Household income						
\$25,000 or less	63.4	0.8	1.8	0.9	2.0	1.7
\$25,001 to \$50,000	69.7	0.8	1.4	0.8	1.4	1.8
\$50,001 to \$75,000	70.3	0.3	1.8	1.1	1.5	1.3
\$75,001 to \$100,000	61.0	1.0	2.9	1.1	2.7	2.3
\$100,001 or more	63.4	0.7	1.8	1.1	2.1	2.2
Poverty status⁶						
At or above poverty threshold	62.9	0.4	0.9	0.5	0.9	1.0
Below poverty threshold	63.7	0.9	1.9	0.9	2.2	1.9

¹“Other race, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander.

²Complete descriptions of the categories for parents' language are as follows: (1) “Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home,” (2) “One of two parents learned English as a child or currently speaks English in the home,” and (3) “No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.”

³Children without mothers living in the household are not included in estimates related to mother's education, enrollment, employment status, or work shift.

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee.

⁵Parents or guardians respond “yes” or “no” to the question: “Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children) in your household?”

⁶Children are considered poor if they were living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition.

NOTE: Estimates include all children 3 through 5 years of age, and not yet in kindergarten. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005).

Appendix A:

Survey Methodology and Data Reliability

The National Household Education Surveys Program (NHES) is a set of telephone surveys sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). NHES surveys have focused on early childhood program participation in 1991, 1995, 1999, 2001, and 2005. This report presents data from the Early Childhood Program Participation (ECP) Survey of the 2005 NHES. ECP-NHES:2005 data collection was conducted by Westat and took place from January 3 through April 24, 2005. This section provides a brief description of the study methodology.

The NHES:2005 sample was selected using random-digit-dial (RDD) methods, and the data were collected using computer-assisted telephone interviewing (CATI) technology. The first stage of sampling in NHES:2005 was the selection of a sample of telephone numbers, with telephone numbers in areas with high percentages of Black and Hispanic residents sampled at higher rates than those in areas with low percentages of Black and Hispanic residents, and telephone numbers that could be matched to mailing addresses sampled at a higher rate than those that could not be matched to addresses. NHES:2005 included three topical surveys: ECP, the After-School Programs and Activities (ASPA) Survey, and the Adult Education (AE) Survey. In order to limit respondent burden, a within-household sampling scheme was developed to control the number of persons sampled for topical interviews in each household. Different probabilities were used to sample children depending on the characteristics of the telephone number and the number of eligible children in the household, and in some households more than one child was selected. The unequal selection probabilities and the clustering effect of sampling more than one child in some households were accounted for in the survey estimation procedures. The ECP sample is nationally representative of all noninstitutionalized children in the 50 states and the District of Columbia from birth through age 6 and not yet attending kindergarten or primary school.

The respondent to the ECP interview was the parent or guardian in the household who knew the most about the child's care and education. In the ECP interview, respondents were routed to either the infant/toddler path (children newborn through 2 years of age) or the preschool path (children 3 through 6 years of age and not yet attending kindergarten or primary school). Regardless of age/grade path, the respondent was asked basic demographic questions about the child, as well as questions about the child's health and disability status, parent/guardian characteristics, home activities, and household characteristics. The infant/toddler path included questions about the child's participation in early childhood care and programs (relative care, nonrelative care, and center-based programs including Early Head Start), factors in parental choice of care, and for 2-year-olds, literacy-related skills and activities. The preschool path included questions about school participation, participation in early childhood care and programs (relative care, nonrelative care, and center-based programs, including Head Start), factors in parental choice of arrangement, and literacy-related skills and activities. Multiple attempts were made to complete interviews with respondents not available at the time of selection. Interviews were conducted in both English and Spanish. The total number of completed ECP interviews was 7,209, representing a weighted total of 20,690,936 children. However, 6-year-old preschoolers are atypical and too few in number to support separate estimates, and therefore have been excluded from this report. The estimates presented here are based on 7,198 interviews representing 20,665,000 children.

Data Reliability and Validity

Estimates produced using data from the survey are subject to two types of error, sampling and nonsampling errors. Nonsampling errors are errors made in the collection and processing of data. Sampling errors occur because the data are collected from a sample rather than the whole population.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit and item nonresponse, the differences in respondents' interpretations of the meaning of the questions, response differences related to the particular time the survey was conducted, and mistakes in data preparation. In NHES:2005, efforts were made to minimize nonsampling error through cognitive testing in the survey design stage, a field test of the surveys, online data edits and postinterview edits, and a comparison of the survey estimates with similar estimates from previous surveys. Weighting adjustments (in particular, nonresponse adjustments and poststratification/raking adjustments) were also used to minimize the *potential effects* of nonsampling error.

An important source of nonsampling error for a telephone survey is the failure to include persons who do not live in households with telephones. This is particularly problematic in RDD surveys because so little is known about the sampled telephone numbers with which contact has not been made. The March 2005 Current Population Survey (CPS) shows that 92.9 percent of all children ages 6 and younger live in households with at least one landline telephone (based on independent tabulations of the U.S. Census Bureau's March 2005 Current Population Survey). Estimation procedures were used to help reduce the bias in the estimates associated with excluding the 6.5 percent of children who do not live in households with landline telephones.

A study conducted by Montaquila, Brick, and Brock (1997) examined telephone coverage bias for subsamples of the population in NHES:1996. This study found that with very few exceptions, the adjusted weights yielded estimates with absolute telephone coverage bias of 2 percent or less. Undercoverage bias for some subgroups may have been large due to larger proportions of persons in these subgroups residing in nontelephone households.

Another potential source of nonsampling error is respondent bias. Respondent bias occurs when respondents systematically misreport (intentionally or unintentionally) information in a study. There are many different forms of respondent bias. One of the best known is *social desirability bias*, which occurs when respondents give what they believe is the socially desirable response (Demaio 1984). For example, surveys that ask about whether respondents voted in the most recent election typically obtain a higher estimate of the number of people who voted than do voting records. Although respondent bias may affect the accuracy of the results, it does not necessarily invalidate other results from a survey. If there are no systematic differences among specific groups under study in their tendency to give socially desirable responses, then comparisons of the different groups will accurately reflect differences among the groups.

Response Rates

In the 2005 survey, Screener interviews were completed with 58,140 households, with a weighted Screener unit response rate of 66.9 percent. A screener was used to collect information on household composition and interview eligibility. ECPP interviews were completed for 7,209 children, for a weighted unit response rate of 84.4 percent and an overall estimated unit response rate (the product of the Screener unit response rate and the ECPP unit response rate) of 56.4 percent.

An extensive unit nonresponse bias analysis was undertaken for NHES:2001 (See Brick et al. forthcoming.) It is informative to consider the results of the NHES:2001 nonresponse bias analysis, since the NHES-ECPP:2001 survey was similar in content, data collection procedures, and in target population to NHES-ECPP:2005. This study involved an analysis of the effect of weighting on estimates, as well as an examination of the effect of various data collection procedures (refusal conversion, second refusal conversion, and varying numbers of call attempts) on the estimates. For each hypothetical data collection scenario considered in this study, the sample was reweighted, and the estimates were compared across scenarios. The analysis of unit nonresponse bias showed no evidence of bias in the estimates as the data collection "effort" was varied. While such an analysis is unable to directly examine bias due to the exclusion of cases that did not respond under any of the scenarios studied, other approaches have been used in NHES to evaluate that bias. In NHES:2001, these other approaches involved an examination of unit response rates as a whole and for various subgroups, an analysis to determine characteristics that are associated with Screener unit nonresponse, and a comparison of estimates based on adjusted and unadjusted weights, and these investigations revealed no evidence of unit nonresponse bias. However, all such studies are limited in the variables that can be included; unit nonresponse bias may still be present in other variables that were not studied.

Item nonresponse (i.e., the failure to complete some items in an otherwise completed interview) was very low for most items in the ECPP-NHES:2005. The item nonresponse rate for most variables included in this report was 3 percent or lower. The one item with nonresponse rates larger than 10 percent was the item related to household income (with an item response rate of 89.7 percent). Items with missing data were imputed using a hot-deck procedure (Rao and Shao 1992) in which cells are formed that contain cases with similar characteristics and a donor value is used to impute the missing value. The estimates included in this report are based on the imputed data. Users can employ the imputation flags to delete the imputed values, use alternative imputation procedures, or account for the imputation in computation of the reliability of the estimates produced from the dataset. For example, some users might wish to analyze the data with the missing values rather than the imputed values.

Sampling Errors

The sample of telephone households selected for the 2005 survey is just one of many possible samples that could have been selected. Therefore, estimates produced from this sample may differ from estimates that would have been produced from other samples. This type of variability is called sampling error because it arises from using a sample of households with telephones, rather than surveying all households with telephones.

The standard error is a measure of the variability due to sampling when estimating a statistic; standard errors for estimates presented in this report were computed using a jackknife replication method. Standard errors can be used as a measure of the precision expected from a particular sample. The probability that a sample estimate would differ from the population parameter obtained from a complete census count by less than 1 standard error is about 68 percent. The chance that the difference would be less than 1.65 standard errors is about 90 percent, and that the difference would be less than 1.96 standard errors, about 95 percent.

Standard errors for all of the estimates are presented in the tables. These standard errors can be used to produce confidence intervals. For example, an estimated 60 percent of children from birth through age 5 and not yet in kindergarten have at least one regular nonparental care arrangement or early childhood program. This figure has an estimated standard error of 0.8 percent. Therefore, the estimated 95 percent confidence interval for this statistic is approximately 58 to 62 percent ($60 \pm 1.96 (0.8)$). That is, if the processes of selecting a sample, collecting the data, and constructing the confidence interval

were repeated, it would be expected that in 95 out of 100 samples from the same population, the confidence interval would contain the true participation rate.

Weighting

All of the estimates in this report are based on weighting the observations using the probabilities of selection of the respondents and other adjustments to partially account for nonresponse and coverage bias. Weights were developed to produce unbiased and consistent estimates of national totals. The weight used in this E.D. TAB is FEWT, the weight variable used to estimate the characteristics of infants/toddlers and preschoolers. In addition to weighting the responses properly, special procedures for estimating the statistical significance of the estimates were employed because the NHES:2005 data were collected using a complex sample design. Complex sample designs result in data that violate some of the assumptions that are normally made when assessing the statistical significance of results from a simple random sample. For example, the standard errors of the estimates from these surveys may vary from those that would be expected if the sample were a simple random sample and the observations were independent and identically distributed random variables. Eighty replicate weights, FEWT1 to FEWT80, were used to produce estimates of the sampling errors of estimates. The estimates and standard errors presented in this report were produced using WesVar Complex Samples software and the jackknife 1 option as a replication procedure (Westat 2000).

Statistical Tests

The tests of significance used in this E.D. TAB report are based on Student's t statistics for the comparisons of individual estimates and comparisons of means. To test the differences between estimates, unbiased estimates of standard errors were used, derived by jackknife replication methods. To test for a difference between two subgroups in the population proportion having a particular characteristic, say P1 versus P2, the test statistic is computed as:

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

where P1 p_i is the estimated proportion of subgroup i ($i = 1, 2$) having the particular characteristic and $s.e.(p_i)$ is the standard error of that estimate. Thus, if p_1 is for the 60 percent of male children with nonparental care arrangements, with a standard error of 0.9, and p_2 is for the 59 percent of female children with nonparental care arrangements, with a standard error of 1.2, then the t -value is equal to 0.67.

The decision rule is to reject the null hypothesis (i.e., that there is no difference between the two groups in the population in terms of the proportion having the characteristic) if $|T| > t_{\frac{\alpha}{2};df}$, where $t_{\frac{\alpha}{2};df}$ is the value such that the probability that a Student's t random variable with df degrees of freedom exceeds that value is $\alpha/2$.

Appendix B:

Glossary

The statistics, measures, and characteristics used in analyses for this E.D. TAB report are described below. The measures and characteristics include both core early childhood program participation categories and socio-demographic characteristics that are used throughout the report. The original variables used in analyses for this report are described below. First, demographic variables used in the tables are described.

When the variable is in the Early Childhood Program Participation of the 2005 National Household Education Surveys Program (ECPN-NHES:2005) data file, the variable name appears in parentheses after the bold entry name.

STATISTICS

Mean – The mean is one of several indices of central tendency that statisticians use to indicate the point on the scale of measures where the population is centered. The mean is the average of the scores or values in the population. Numerically, it equals the sum of the scores divided by the number of scores.

Percentage – A percentage is a part of a whole expressed in hundredths.

Standard Error – The standard error, or standard error of the mean, is an estimate of the standard deviation of the sampling distribution of means, based on the data from one or more random samples. Numerically, it is equal to the square root of the quantity obtained when the estimated variance of a sample estimate is divided by the size of the sample.

HOUSEHOLD CHARACTERISTICS

FAMILY TYPE (FAMILY05) consists of a set of family type categories using both parent and sibling information. It is created using HHPARN05 and NUMSIBS, which are other derived variables. Nonparent guardians are included in the “other” category. Nonparent guardians are persons other than mothers and fathers (birth, adoptive, step, or foster, and same-sex parents or partners of parents), such as grandparents, aunts, or uncles. Households comprising same-sex parents or partners of parents are included in the two-parent household categories in this derived variable.

The values for FAMILY05 are as follows:

- 1 = Two parents and sibling(s)
- 2 = Two parents, no sibling
- 3 = One parent and sibling(s)
- 4 = One parent, no sibling
- 5 = Other

HOUSEHOLD INCOME (HINCOME) is the broad range of the household income. Households were asked to report the total income of all persons in the household over the past year using income ranges rather than exact dollars (e.g., \$10,001 to 15,000, \$15,001 to \$20,000, etc., up to over \$100,000). The data for the variable HINCOME were taken directly from the ECPN responses (questionnaire item PW19) when available. Otherwise, they were imputed.

The values of HINCOME were collapsed for presentation as follows:

- 1 = \$25,000 or less

- 2 = \$25,001 to \$50,000
- 3 = \$50,001 to \$75,000
- 4 = \$75,001 to \$100,000
- 5 = \$100,001 or more

HOUSEHOLD POVERTY STATUS (POVERTY): NHES provides an approximate measure of poverty. The income variable used to construct POVERTY was HINCOME (PW19), which listed possible income ranges (e.g., \$10,001 to 15,000, \$15,001 to \$20,000, etc., up to over \$100,000). If data for HINCOME were missing, they were imputed. Using the income ranges and household size, poverty thresholds were used to establish poverty status. Thresholds to define poverty were based on weighted averages from 2004 census poverty thresholds. A household was considered in poverty if a household of a particular size matched the income categories shown in table A-1 below.

Table A-1. Poverty definition for Early Childhood Program Participation (ECP) analysis: 2005

Household size ¹	Income categories in variable HINCOME (PW19)
1	Less than or equal to \$15,000
2	Less than or equal to \$20,000
3	Less than or equal to \$20,000
4	Less than or equal to \$25,000
5	Less than or equal to \$30,000
6	Less than or equal to \$35,000
7	Less than or equal to \$35,000
8	Less than or equal to \$40,000
9+	Less than or equal to \$45,000

¹Indicates the total number of individuals living in the household.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECP-NHES:2005).

HOUSEHOLD TOTAL (HHTOTAL) is the counter-derived variable that indicates the total number of household members.

MOTHER'S EMPLOYMENT STATUS (MOMEMPLD) indicates the employment status of the mother (birth/adoptive/step/foster/female guardian). This variable is derived from MOMWORK (PU8), MOMLEAVE (PU9), MOMHOURS (PU10), MOMLOOK (PU14), MOMAGN (PU15a), MOMEMPL (PU15b), MOMREL (PU15c), and MOMANSAD (PU15d).

The values for MOMEMPLD are as follows:

- 1 = No mother or female guardian for the subject child in the household
- 1 = Working 35 hours or more per week
- 2 = Working less than 35 hours per week
- 3 = Looking for work
- 4 = Not in the labor force

MOTHER'S LEVEL OF EDUCATION (MOMEDUC) is a measure of the educational attainment of the child's mother or female guardian. This measure is derived from MOMGRADE (PU6) and MOMDIPL (PU7).

The values for MOMEDUC are as follows:

- 1 = No mother or female guardian for the subject child in the household
- 1 = Less than high school diploma
- 2 = High school graduate or equivalent
- 3 = Vocational/technical education after high school or some college
- 4 = College graduate
- 5 = Graduate or professional school

MOTHER'S WORK SHIFT is a measure of whether the mother's (birth/adoptive/step/foster/female guardian) work shift is one with set hours. Responses indicating the mother "worked a regular day shift" (MOMRSFT =1) and "worked a regular shift at times other than between 6 am and 6 pm" (MOMVSFT =1) were coded as regular shift. Responses indicating that the mother worked a "variable shift that changes from days to evening," "variable shift with hours set by employer", or "when work is available" (MOMVSFT = 2, 3, or 4) were coded as variable shift. The data for the variables MOMRSFT (PU11) and MOMVSFT (PU12) were taken directly from the ECPP responses when available. Otherwise, they were imputed.

MOTHER'S SCHOOL ENROLLMENT STATUS (MOMENROL) indicates the enrollment status of the mother (birth/adoptive/step/foster/female guardian) in a school, college, university, or adult learning center, or receiving vocational education or job training. The data for the variable MOMENROL (PU17) were taken directly from the ECPP responses when available. Otherwise, they were imputed.

NEIGHBORHOOD CONDITIONS (HNEIGHB) indicates parental concerns about the health and safety of children due to neighborhood conditions. The data for the variable HNEIGHB (PW13) were taken directly from the ECPP responses when available. Otherwise, they were imputed.

PARENT'S LANGUAGE (LANGUAGE) describes the language(s) spoken most often at home by the parent(s)/guardian(s) in the household. This measure is derived from MOMLANG (PU3), MOMSPEAK (PU4), DADLANG (PV3), and DADSPEAK (PV4). If these data were missing for a household member, they were imputed.

The values for LANGUAGE are as follows:

- 1 = Both/only parent(s) learned English first or currently speak(s) English in the home
- 2 = One of two parents learned English first or currently speaks English in the home
- 3 = No parent learned English first and both/only parent(s) currently speak(s) a non-English language in the home

CHILD CHARACTERISTICS

CHILD'S AGE (AGE2004) is the sampled child's age as of December 31, 2004.

CHILD'S RACE/ETHNICITY (RACEETH2) indicates the race and ethnicity of the sampled child. Items included in this derived variable are CHISPAN (PTB2), CWHITE, CBLACK, CAMIND, CASIAN, CPACI, and CRACEOTH (PTB3).

The values of RACEETH2 are as follows:

- 1 = White, non-Hispanic

- 2 = Black, non-Hispanic
- 3 = Hispanic
- 4 = Asian or Pacific Islander, non-Hispanic
- 5 = All other races and multiple races, non-Hispanic

CHILD'S SEX (SEX): The data for the variable SEX (PA3) were taken directly from the ECPP responses when available. Otherwise, they were imputed.

CHILD CARE ARRANGEMENTS

ANYCARE2 indicates whether the child currently participates in any nonparental care or program arrangements at least once each week. ANYCARE2 was created using the variables RCWEEK1-RCWEEK4 (ED5), indicating whether a relative care arrangement occurred at least weekly; NCWEEK1-NCWEEK4 (EE5), indicating whether a nonrelative care arrangement occurred at least weekly; and CPWEEK1-CPWEEK4 (EG6) indicating whether a center-based arrangement, including day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs occurred at least weekly.

The values for ANYCARE2 are as follows:

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

EARLY HEAD START OR HEAD START STATUS: Early Head Start and Head Start are federally sponsored preschool programs primarily for children from low income families. Parents are asked to indicate whether the child is in an Early Head Start or a Head Start center-based program (PCANYHD). The data for the variable PCANYHD (EH1) were taken directly from the ECPP responses when available.

RELATIVE CARE TYPE (RCTYPE1-4) indicates the type of relative care arrangement. Responses indicated whether the relative was a “grandmother,” “grandfather,” “aunt,” “uncle,” “brother,” “sister,” or “another relative” (RCTYPE1-4 = 1, 2, 3, 4, 5, 6, or 7). The data for this variable were taken directly from the ECPP responses (ED3) when available. Otherwise, they were imputed.

TIME SPENT IN NONPARENTAL CARE ARRANGEMENT

NUMBER OF HOURS PER WEEK IN CENTER-BASED CARE (CPHRS1-4): Parents were asked how many hours per week their child spent in each center-based arrangement. The data for CPHRS1-4 (EG9) were taken directly from the ECPP responses when available. Otherwise, they were imputed.

NUMBER OF HOURS PER WEEK IN NONRELATIVE CARE (NCHRS1-4): Parents were asked how many hours per week their child spent in each nonrelative care arrangement. The data for NCHRS1-4 (EE8) were taken directly from the ECPP responses when available. Otherwise, they were imputed.

NUMBER OF HOURS PER WEEK IN RELATIVE CARE (RCHRS1-4): Parents were asked how many hours per week their child spent in each relative care arrangement. The data for RCHRS1-4 (ED8) were taken directly from the ECPP responses when available. Otherwise, they were imputed.

NUMBER OF MONTHS IN CENTER-BASED CARE (CPSTRTM1-4 and CPSTRTY1-4): Parents were asked how old (in years and months) their child was when he or she started going to each center-based arrangement. The data for CPSTRTM1-4 (EG14) and CPSTRTY1-4 (EG14) were taken directly from the ECPP responses when available. Otherwise, they were imputed.

NUMBER OF MONTHS IN NONRELATIVE CARE (NCSTRTM1-4 and NCSTRTY1-4): Parents were asked how old (in years and months) their child was when he or she started going to each nonrelative care arrangement. The data for NCSTRTM1-4 (EE13) and NCSTRTY1-4 (EE13) were taken directly from the ECPP responses when available. Otherwise, they were imputed.

NUMBER OF MONTHS IN RELATIVE CARE (RCSTRTM1-4 and RCSTRTY1-4): Parents were asked how old (in years and months) their child was when he or she started going to each relative care arrangement. The data for RCSTRTM1-4 (ED13) and RCSTRTY1-4 (ED13) were taken directly from the ECPP responses when available. Otherwise, they were imputed.

OUT-OF-POCKET EXPENSES FOR NONPARENTAL CARE

FEE FOR CENTER-BASED CARE: Parents indicated whether there was a charge or fee for their center-based care arrangement (CPFEE1-4). If parents reported a charge, they were asked their out-of-pocket cost (CPCOST1-4) and unit of cost for each center-based care arrangement (CPUNIT1-4). Examples of unit of cost are per hour, per day, per week, per month, per year, and every 2 weeks. All costs were converted to an hourly unit for presentation in tables 7 and 7A and weekly for tables 8 and 8A. The data for CPFEE1-4 (EG22), CPCOST1-4 (EG24), and CPUNIT1-4 (EG24) were taken directly from the ECPP responses when available. Otherwise, they were imputed.

FEE FOR NONRELATIVE CARE: Parents indicated whether there was a charge or fee for their nonrelative care arrangement (NCFEE1-4). If parents reported a charge, they were asked their out-of-pocket cost (NCCOST1-4) and unit of cost for each nonrelative care arrangement (NCUNIT1-4). Examples of unit of cost are per hour, per day, per week, per month, per year, and every 2 weeks. All costs were converted to an hourly unit for presentation in tables 7 and 7A and weekly for tables 8 and 8A. The data for NCFEE1-4 (EE23), NCCOST1-4 (EE25) and NCUNIT1-4 (EE25) were taken directly from the ECPP responses when available. Otherwise, they were imputed.

FEE FOR RELATIVE CARE: Parents indicated whether there was a charge or fee for their relative care arrangement (RCFEE1-4). If parents reported a charge, they were asked their out-of-pocket cost (RCCOST104) and unit of cost for each relative care arrangement (RCUNIT1-4). Examples of unit of cost are per hour, per day, per week, per month, per year, and every 2 weeks. All costs were converted to an hourly unit for presentation in tables 7 and 7A and weekly for tables 8 and 8A. The data for

RCFEE1-4 (ED19), RCCOST1-4 (ED21) and RCUNIT1-4 (ED21) were taken directly from the ECPP responses when available. Otherwise, they were imputed.

ASSISTANCE FOR NONPARENTAL CARE ARRANGEMENT

ASSISTANCE FOR CENTER-BASED CARE: Parents were asked whether they received assistance for each of their center-based care arrangements from various sources. The sources were: (a) a relative outside of the household (CPREL1-4), (b) Temporary Assistance for Needy Families, a federally funded program that provides assistance and work opportunities to needy families (CPTANF1-4), (c) another social service, welfare, or child care agency (CPSSAC1-4), (d) an employer (CEMPL1-4), and (e) someone else (CPOTHER1-4). The data for CPREL1-4, CPTANF1-4, CPSSAC1-4, CEMPL1-4, and CPOther1-4 were taken directly from the ECPP responses (EG23) when available. Otherwise, they were imputed.

ASSISTANCE FOR NONRELATIVE CARE: Parents were asked whether they received assistance for each of their nonrelative care arrangements from various sources. The sources were: (a) a relative outside of the household (NCREL1-4), (b) Temporary Assistance for Needy Families, a federally funded program that provides assistance and work opportunities to needy families (NCTANF1-4), (c) another social service, welfare, or child care agency (NCSSAC1-4), (d) an employer (NCEMPL1-4), and (e) someone else (NCOTHER1-4). The data for NCREL1-4, NCTANF1-4, NCSSAC1-4, NCEMPL1-4, and NCOTHER1-4 were taken directly from the ECPP responses (EE24) when available. Otherwise, they were imputed.

ASSISTANCE FOR RELATIVE CARE: Parents were asked whether they received assistance for each of their relative care arrangements from various sources. The sources were (a) a relative outside of the household (RCREL1-4), (b) Temporary Assistance for Needy Families, a federally funded program that provides assistance and work opportunities to needy families (RCTANF1-4), (c) another social service, welfare, or child care agency (RCSSAC1-4), (d) an employer (RCEMPL1-4), and (e) someone else (RCOTHER1-4). The data for RCREL1-4, RCTANF1-4, RCSSAC1-4, RCEMPL1-4, and RCOTHER1-4 were taken directly from the ECPP responses (ED20) when available. Otherwise, they were imputed.

CHILD-CARE PROVIDER RATIO

CHILD-CARE PROVIDER RATIO IN CENTER-BASED PROGRAMS: The variables used to construct child-care provider ratio were CPKIDS1-4 and CPADLTS1-4. Parents were asked how many children were usually cared for together (CPKIDS1-4) and the total number of adults in the child's room at the same time (CPADLTS1-4) for each center-based care arrangement. The data for CPKIDS1-4 (EG15) and CPADLTS1-4 (EG16) were taken directly from the ECPP responses when available. Otherwise, they were imputed. Child-care provider ratio for each child's center-based arrangement was calculated by dividing the total number of children cared for together by the total number of adults in the child's room or group.

CHILD-CARE PROVIDER RATIO IN NONRELATIVE CARE: The variables used to construct child-care provider ratio were NCKIDS1-4 and NCADLTS1-4. Parents were asked how many children were usually cared for together (NCPKIDS1-4) and the total number of adults that usually cared

for the child at the same time (NCADLTS1-4) for each nonrelative care arrangement. The data for NCKIDS1-4 (EE14) and NCADLTS1-4 (EE15) were taken directly from the ECPP responses when available. Otherwise, they were imputed. Child-care provider ratio for each child's nonrelative care arrangement was calculated by dividing the total number of children cared for together by the total number of adults who usually cared for the child at the same time.

CHILD-CARE PROVIDER RATIO IN RELATIVE CARE: The variables used to construct child-care provider ratio were RCKIDS1-4 and RCADLTS1-4. Parents were asked how many children were usually cared for together (RCKIDS1-4) and the total number of adults that usually cared for the child at the same time (RCADLTS1-4) for each relative care arrangement. The data for RCKIDS1-4 (ED14) and RCADLTS1-4 (ED15) were taken directly from the ECPP responses when available. Otherwise, they were imputed. Child-care provider ratio for each child's relative care arrangement was calculated by dividing the total number of children cared for together by the total number of adults who usually cared for the child at the same time.

SOURCE OF INFORMATION FOR NONPARENTAL CARE

SOURCE OF INFORMATION FOR CHILDREN'S CENTER-BASED CARE: For table 11, parents were asked how they learned about each of their children's center-based program. The data for the source of child care information were taken directly from the ECPP responses (EG17). The values for this variable are (a) Friends/neighbors/relative/coworkers (CPFRIEN1-4); (b) Place of employment (CPPLEMP1-4); (c) Public or private school (CPSCHOO1-4); (d) Church, synagogue, or other place of worship (CPCHURC1-4); (e) Newspapers/advertisements/yellow pages (CPADS1-4); (f) R already knew provider (CPKNEW1-4); (g) Provider cared for another child of R's (CPCHILD1-4); (h) Public bulletin board/flyers/drove/walked by (CPBULLE1-4); and (i) all other sources, including Resource and Referral (R&R) agency (CPAGECPY1-4), Child care provider agency (CPCARE1-4), Reference materials (CPREFER1-4), Internet (CPINTR1-4), welfare or social service caseworkers (CPSOURC1-4), and other sources (CPSOURC1-4).

SOURCE OF INFORMATION FOR CHILDREN'S NONRELATIVE CARE: For table 11, parents were asked how they learned about each of their children's nonrelative care arrangement. The data for the source of child care information were taken directly from the ECPP responses (EE17). (a) Friends/neighbors/relative/coworkers (NCFRIEN1-4); (b) Place of employment (NCPPLEMP1-4); (c) Public or private school (NCSCHOO1-4); (d) Church, synagogue, or other place of worship (NCCHURC1-4); (e) Newspapers/advertisements/yellow pages (NCADS1-4); (f) R already knew provider (NCKNEW1-4); (g) Provider cared for another child of R's (NCCHILD1-4); (h) Public bulletin board/flyers/drove/walked by (NCBULLE1-4); and (i) all other sources, including Resource and Referral (R&R) agency (NCAGECPY1-4), child care provider agency (NCCARE1-4), Reference materials (NCPREFER1-4), Internet (NCINTR1-4), welfare or social service caseworkers (NCSOURC1-4), and Other sources (NCSOURC1-4).

SICK CHILD CARE

SICK CHILD CARE AT CENTER-BASED CARE: Parents were asked to indicate whether each center-based program provided sick child care when the child was sick without a fever (CPSKNFV1-4) or sick child care when the child was sick with a fever (CPSKFV1-4). The data for

CPSKNFV1-4 and CPSKFV1-4 were taken directly from the ECPP responses (EG20) when available. Otherwise, they were imputed.

SICK CHILD CARE AT NONRELATIVE CARE: Parents were asked to indicate whether each nonrelative care arrangement provided sick child care when the child was sick without a fever (NCSKNFV1-4) or sick child care when the child was sick with a fever (NCSKFV1-4). The data for NCSKNFV1-4 and NCSKFV1-4 were taken directly from the ECPP responses (EE21) when available. Otherwise, they were imputed.

SICK CHILD CARE AT RELATIVE CARE (RCSKFV1-4): Parents were asked to indicate whether each relative care arrangement provided sick child care when the child was sick without a fever (RCSKNFV1-4) or sick child care when the child was sick with a fever (RCSKFV1-4). The data for RCSKNFV1-4 and RCSKFV1-4 were taken directly from the ECPP responses (ED17) when available. Otherwise, they were imputed.

HEALTH CARE SERVICE

HEALTH CARE SERVICES RECEIVED FROM CENTER-BASED CARE: For Table 13, parents were asked to indicate whether each of their children's center-based program provided the following services: (a) Hearing, speech, or vision testing (CPTEST1-4); (b) Physical examinations (CPPHYSE1-4); and (c) Formal testing for developmental or learning problems (CPDISAB1-4). The data for CPTEST1-4, CPPHYSE1-4, and CPDISAB1-4 were taken directly from the ECPP responses (EG20) when available. Otherwise they were imputed.

LOCATION OF CARE

LOCATION FOR CENTER-BASED PROGRAM (CPPLACE1-4): For table 14, the data for location of center-based care were taken directly from the ECPP responses (EG3). The values for this variable are: (1) own home; (2) another home; (3) a church, synagogue or other place of worship; (4) a public preschool or school (K-12); (5) a private preschool or school (K-12); (6) a college or university; (7) a community center; (8) a public library; (9) its own building; (10) a place of employment or business; and (11) other.

FACTORS FOR SELECTING CARE

ARRGMOST is the arrangement displayed at E11. If a child has no arrangements or only one arrangement, **ARRGMOST** is set to -1. For most cases in which the child has more than one arrangement, the arrangement displayed is the one in which the child spends the most time per week, on average.

FACTORS FOR SELECTING CARE: For each arrangement in which the child spent the most time, parents were asked to rate particular factors were when they chose the arrangement. Only responses indicating that certain factors were "very important" were included. The factors for selecting child care were (a) location (DLOCA = 4); (b) cost (DCOST = 4); (c) reliability of arrangement (DRELY = 4); (d) learning activities at the arrangement (DLERN = 4); (e) child spending time with other children

his/her age (DCHIL = 4); (f) times during the day when the caregiver is available to provide care (DHROP = 4); and (g) number of other children in the care group (DNBGRP = 4). The data for DLOCA, DCOST, DRELY, DLERN, DCHIL, DHROP, and DNBGRP were taken directly from the ECPP responses (EI1) when available. Otherwise, they were imputed.

PARENTAL PARTICIPATION IN HOME ACTIVITIES

HOME ACTIVITIES: Parents were asked how many times they or someone in the family read to the child in the past week (FOREADTO), “not at all,” “once or twice,” “3 or more times,” and every day.” Parents were also asked whether they told a story (FOSTORY), taught letters, words, or numbers (FOWORDS), taught songs or music (FOMUSIC), and worked on arts and crafts (FOCRAFTS) with the child in the past week. The data for FOREADTO (EK1), FOSTORY (EK3), FOWORDS (EK3), FOMUSIC (EK3), and FOCRAFTS (EK3) were taken directly from the ECPP responses when available. Otherwise, they were imputed.

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