



U.S. Department of Education
NCES 2008-051

Parents' Reports of the School Readiness of Young Children from the National Household Education Surveys Program of 2007

First Look





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August 2008

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Introduction

This report presents data on the school readiness of children in the United States as reported by their parents. This report also incorporates basic demographic information about the children, parent/guardian characteristics, and household characteristics. These data come from the School Readiness Survey (SR) of the 2007 National Household Education Surveys Program (NHES:2007). SR addressed many topics including the participation of young children in preschool or other types of center-based care or education arrangements; parental plans for kindergarten enrollment and an assessment of what parents should do to prepare their children for kindergarten; children's developmental accomplishments and difficulties, including emerging literacy and numeracy; family activities with children in the home and outside of the home; and children's television-viewing habits.

NHES:2007 fielded multiple interviews together including SR and the Parent and Family Involvement in Education Survey (PFI). The sample was selected using random digit dial (RDD) methods and the data were collected using computer-assisted telephone interviewing (CATI) technology. NHES:2007 was conducted by Westat, a social science research firm, from January 2 through May 6, 2007. SR interviews were conducted with parents or guardians (hereafter referred to as parents) of a nationally representative sample of children from 3 years of age through 6 years of age who were not yet enrolled in kindergarten.¹ The total number of completed SR interviews was 2,633, representing a population of 8.7 million children when weighted to reflect national totals. The household screener interview, which contained an initial set of questions used to collect information on household composition and interview eligibility, had a response rate of 52.8 percent. The weighted unit response rate for the SR Survey was 77.0 percent, and the overall unit response rate was 40.7 percent.² An analysis of bias in the NHES:2007 data, described further in Appendix A: Technical Notes, detected no evidence of substantial nonresponse bias in the published weighted estimates. Although weighting adjustments reduced the potential for noncoverage bias, the analysis suggests that the final weighted data do include the potential for noncoverage bias in parents' education level. Additional details about the survey, response rates, and data reliability also are provided in appendix A.

The 2007 SR collection was the second NHES collection that focused solely on the topic of school readiness (the first was 1993), although some items concerning emerging literacy and numeracy have been asked in other NHES data collections such as the Early Childhood Program Participation Survey (ECPP). SR provides current data, as reported by parents, on the developmental status and school-preparedness of preschool-age children. When combined with ECPP data on emerging literacy and numeracy, SR data can be used to study trends in parent reports of these skills. More broadly, the 2007 SR data can be compared to the 1993 SR to study change across a wide range of issues.

The results presented below were chosen to highlight some of the findings in the tables. Results reported in the tables and highlights are weighted means and percentages. 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. For information about how to make comparisons between estimates in the tables, please see information in the Statistical Tests section of Appendix A: Technical Notes.

The purpose of this First Look report is to introduce new NHES survey data through the presentation of selected descriptive information. Readers are cautioned not to draw causal inferences based on the bivariate results presented. It is important to note that many of the variables examined in this report may be related to one another (e.g., children's age and attending preschool/daycare, mother's

¹ Parents of children in kindergarten through second grade also answered items of interest to school readiness researchers in the PFI Survey.

² The overall unit response rate is the product of the household screening stage unit response rate (described further in Appendix A: Technical Notes) and the SR interview unit response rate.

employment status or specific reading activities) and complex interactions and relationships among the variables have not been explored. The variables examined here are also just a few of the variables that can be examined in these data; they were selected to demonstrate the range of information available from the study. These findings are examples of estimates and comparisons that can be obtained from the data. The release of this report is intended to encourage more in-depth analysis of the data using more sophisticated statistical methods.

Selected Findings

- Overall, 58 percent of children ages 3 to 6 and not yet in kindergarten were reported to be attending preschool or a daycare center in 2007 (table 1). Eighty-nine percent of children had parents who planned to enroll them in kindergarten on-time, given school district guidelines for admission based on birth date. Seven percent had parents who planned to delay their entrance into kindergarten, 3 percent had parents who did not plan to enroll them or who had not yet made a decision about enrollment, and 1 percent had parents who planned to enroll them early.
- A higher percentage of boys than girls (9 percent vs. 4 percent) had parents who planned to delay their entry into kindergarten (table 1).
- Regarding children's school readiness skills, as reported by parents, 93 percent had speech that was understandable to a stranger, 87 percent could hold a pencil with their fingers, 63 percent could count to 20 or higher, 60 percent could write their first name, 32 percent could recognize all letters of the alphabet, and 8 percent could read written words in books (table 2).
- Parent-reported ability to recognize all letters of the alphabet varies by child's age. Seventeen percent of 3-year-olds, 38 percent of 4-year-olds, and 59 percent of 5- and 6-year-olds who were not yet enrolled in kindergarten could recognize all letters (table 2).
- Parents were asked how important they thought it was to teach their children certain things to prepare them for kindergarten. Sixty-two percent of children had parents who reported it was essential to teach their children about sharing, 56 percent had parents who reported it was essential to teach the alphabet, 54 percent had parents who reported it was essential to teach numbers, 45 percent had parents who reported it was essential to teach them how to read, and 41 percent had parents who reported it was essential to show them how to hold a pencil (table 3).
- Parents were asked about the frequency with which they or other family members read to the child in the past week. Fifty-five percent of children were read to every day, 28 percent were read to three or more times in the past week, 13 percent were read to once or twice in the past week, and 3 percent were not read to at all in the past week (table 4). For children who were read to in the past week, the mean daily reading time was about 21 minutes.
- A lower percentage of children residing in poor households (40 percent) were read to every day compared with children residing in nonpoor households (60 percent) (table 4).
- Among children who were read to in the past week, 56 percent had parents or other family members who talked with them about the story and what happened when the book was done, 55 percent had parents or other family members who stopped reading to ask about what was in a picture, 31 percent had parents or other family members who stopped reading to point out letters, and 24 percent were asked to read at the same time (table 5).
- On average, children who watched TV or videos during the week watched for 2.6 hours on a typical weekday, and children who watched TV or videos during the weekend watched for 2.7 hours on a typical day of the weekend (table 6).
- On average, children whose mothers were employed for 35 hours or more per week spent more time watching television or videos on a typical day of the weekend (3.0 hours) than children whose mothers were employed for less than 35 hours per week (2.5 hours) or were not in the labor force (2.4 hours) (table 6).

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Table 1. Percentage of children ages 3–6 who are not yet enrolled in kindergarten, by preschool or daycare center attendance, parental plans for enrollment in kindergarten, and selected child and family characteristics: 2006–07

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Percent of children attending a daycare center, preschool, prekindergarten, or Head Start program	Timing of intended enrollment in kindergarten			
			Early entry	On-time entry	Delayed entry	Don't intend to enroll/Haven't decided when will enroll
Total	8,734	58	1	89	7	3
Attends preschool or a daycare center¹						
Yes	5,052	†	2	90	7	1
No.....	3,683	†	1	89	6	5
Child's age						
3 years.....	3,755	40	1	91	5	3
4 years.....	3,738	70	1	90	6	3!
5-6 years old.....	1,242	75	1!	82	14	2!
Child's sex						
Male	4,393	56	1	88	9	3
Female.....	4,342	60	2	91	4	2
Child's race/ethnicity						
White, non-Hispanic.....	4,680	62	1	87	9	3
Black, non-Hispanic.....	1,319	67	1!	95	2!	1!
Hispanic.....	1,919	40	3	91	4	2!
Asian or Pacific Islander, non-Hispanic ...	369	67	#	90	8!	‡
Other race, non-Hispanic ²	447	57	‡	85	7!	8!
Parents' highest education level						
Less than high school.....	581	26	2!	88	3!	8!
High school graduate or equivalent	1,844	44	#	96	3	1!
Vocational/technical education or some college.....	2,512	55	2	90	6	2
Bachelor's degree.....	1,952	64	1!	84	12	4!
Graduate or professional school.....	1,845	78	2	89	8	2
Parents' language at home³						
Both/only parent(s) speak(s) English	7,313	62	1	89	7	3
One of two parents speaks English.....	237	54	‡	89	10!	‡
No parent speaks English	1,185	36	3	90	4	4!
Mother's employment status⁴						
35 hours or more per week.....	3,175	68	1	89	6	3!
Less than 35 hours per week.....	1,828	64	2!	89	7	2!
Unemployed, looking for work.....	479	40	2!	97	1!	#
Not in labor force.....	3,124	47	1	88	8	3

See notes at end of table.

Table 1. Percentage of children ages 3–6 who are not yet enrolled in kindergarten, by preschool or daycare center attendance, parental plans for enrollment in kindergarten, and selected child and family characteristics: 2006–07—Continued

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Percent of children attending a daycare center, preschool, prekindergarten, or Head Start program	Timing of intended enrollment in kindergarten			
			Early entry	On-time entry	Delayed entry	Don't intend to enroll/Haven't decided when will enroll
Poverty status⁵						
Poor.....	1,962	44	1!	92	3	4!
Nonpoor.....	6,773	62	2	88	8	2
Locale of child's household⁶						
City.....	2,831	55	2	90	5	3
Suburban.....	3,158	63	1	90	7	2
Town.....	975	54	1!	89	8	2!
Rural.....	1,770	55	1!	87	8	4!

† Not applicable.

Rounds to 0.

! Interpret data with caution; coefficient of variation is 33 percent or more.

‡ Reporting standards not met.

¹ Children reported to have been enrolled in school with a grade of nursery school, preschool, prekindergarten, or Head Start, who were not being homeschooled entirely at home, and children who had a center-based care or education arrangement (at a daycare center, preschool, prekindergarten, or Head Start program) are considered to be attending preschool or a daycare center.

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. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

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

⁴ Children without mothers or female guardians living in the household are not included in estimates of mother's employment status.

⁵ Children are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

⁶ Locale of child's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new “urban-centric locale codes,” see Appendix B: Glossary.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 2007.

Table 2. Percentage of children ages 3–6 who are not yet enrolled in kindergarten whose parents reported school readiness skills, by selected child and family characteristics: 2006–07

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Percentage with specific skills					
		Recognizes all letters	Counts to 20 or higher	Writes first name ¹	Holds a pencil with fingers ²	Speech is understandable to a stranger when child speaks ³	Reads written words in books ⁴
Total	8,734	32	63	60	87	93	8
Attends preschool/daycare center⁵							
Yes.....	5,052	43	77	75	88	94	12
No	3,683	16	44	38	85	92	3
Child's age							
3 years	3,755	17	47	34	83	91	2
4 years	3,738	38	73	76	90	94	9
5-6 years old.....	1,242	59	85	89	92	94	23
Child's sex							
Male.....	4,393	31	61	56	83	92	9
Female	4,342	33	65	64	91	94	7
Child's race/ethnicity							
White, non-Hispanic.....	4,680	36	69	64	88	97	8
Black, non-Hispanic	1,319	38	69	58	86	88	16
Hispanic.....	1,919	15	42	50	84	87	3
Asian or Pacific Islander, non-Hispanic..	369	43	76	66	85	92	8
Other race, non-Hispanic ⁶	447	35	64	56	90	92	6
Parents' highest education level							
Less than high school	581	11	31	41	82	77	4!
High school graduate or equivalent.....	1,844	19	50	44	87	89	4
Vocational/technical education or some college	2,512	28	62	60	83	93	8
Bachelor's degree	1,952	39	71	68	90	97	10
Graduate or professional school	1,845	48	80	72	90	98	12
Parents' language at home⁷							
Both/only parent(s) speak(s) English	7,313	35	68	62	87	95	9
One of two parents speaks English.....	237	52	77	62	95	86	9!
No parent speaks English	1,185	11	29	46	83	83	3
Mother's employment status⁸							
35 hours or more per week	3,175	33	67	64	88	95	9
Less than 35 hours per week.....	1,828	36	66	60	86	96	8
Unemployed, looking for work	479	16	44	42	74	79	2!
Not in labor force.....	3,124	31	60	58	89	92	8

See notes at end of table.

Table 2. Percentage of children ages 3–6 who are not yet enrolled in kindergarten whose parents reported school readiness skills, by selected child and family characteristics: 2006–07—Continued

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Percentage with specific skills					
		Recognizes all letters	Counts to 20 or higher	Writes first name ¹	Holds a pencil with fingers ²	Speech is understandable to a stranger when child speaks ³	Reads written words in books ⁴
Poverty status⁹							
Poor	1,962	21	49	46	83	88	6
Nonpoor	6,773	35	67	64	88	95	9
Locale of child's household¹⁰							
City	2,831	31	60	55	83	91	7
Suburban	3,158	36	67	63	88	94	8
Town.....	975	26	64	60	85	95	9
Rural.....	1,770	29	61	62	90	94	10

¹ Estimates indicate the percentages of children who can write their first name, even if some letters are not quite right or are backwards.

² Estimates indicate the percentages of children who use their fingers when holding a pencil as opposed to those who grip a pencil in their fist or those who cannot hold a pencil.

³ Estimates indicate the percentages of children reported to be sometimes, often, or very often understandable to a stranger when speaking to them.

⁴ Estimates indicate the percentages of children who actually read the words written in books as opposed to pretending to read.

⁵ Children reported to have been enrolled in school with a grade of nursery school, preschool, prekindergarten, or Head Start, who were not being homeschooled entirely at home, and children who had a center-based care or education arrangement (at a daycare center, preschool, prekindergarten, or Head Start program) are considered to be attending preschool or a daycare center.

⁶ "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. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

⁷ Complete descriptions of the categories for parents' language are as follows: (1) "Both parents or the only parent learned English first or currently speak(s) English in the home," (2) "One of two parents in a two-parent household learned English first or currently speaks English in the home," and (3) "No parent learned English first and both parents or the only parent currently speak(s) a non-English language in the home."

⁸ Children without mothers or female guardians living in the household are not included in estimates of mother's employment status.

⁹ Children are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

¹⁰ Locale of child's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new "urban-centric locale codes," see Appendix B: Glossary.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 2007.

Table 3. Percentage of children ages 3–6 who are not yet enrolled in kindergarten whose parents reported that it is essential to do certain things to prepare their children for kindergarten, by selected child and family characteristics: 2006–07

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Parents believe it is essential to do certain things to prepare child for kindergarten ¹				
		Teach child the alphabet	Teach child about sharing	Teach child to read	Teach child numbers	Show child how to hold a pencil
Total	8,734	56	62	45	54	41
Attends preschool/daycare center²						
Yes	5,052	61	66	48	58	42
No.....	3,683	50	55	40	49	39
Child's age						
3 years	3,755	53	60	43	51	39
4 years	3,738	58	63	45	54	41
5-6 years old	1,242	62	66	50	64	48
Child's sex						
Male	4,393	57	62	46	54	40
Female.....	4,342	56	61	44	54	42
Child's race/ethnicity						
White, non-Hispanic	4,680	66	76	48	62	47
Black, non-Hispanic.....	1,319	43	38	41	43	34
Hispanic	1,919	43	47	39	42	32
Asian or Pacific Islander, non-Hispanic ...	369	40	41	41	44	32
Other race, non-Hispanic ³	447	69	67	54	63	46
Parents' highest education level						
Less than high school.....	581	24	26	27	24	20
High school graduate or equivalent	1,844	40	44	39	42	36
Vocational/technical education or some college	2,512	60	63	50	59	45
Bachelor's degree.....	1,952	66	76	50	63	46
Graduate or professional school.....	1,845	68	74	44	60	42
Parents' language at home⁴						
Both/only parent(s) speak(s) English	7,313	62	68	49	59	44
One of two parents speaks English	237	31	33	38	38	25
No parent speaks English	1,185	25	29	25	24	23
Mother's employment status⁵						
35 hours or more per week	3,175	56	61	47	54	41
Less than 35 hours per week	1,828	61	66	45	57	41
Unemployed, looking for work	479	28	35	23	22	25
Not in labor force	3,124	58	65	46	57	43

See notes at end of table.

Table 3. Percentage of children ages 3–6 who are not yet enrolled in kindergarten whose parents reported that it is essential to do certain things to prepare their children for kindergarten, by selected child and family characteristics: 2006–07—Continued

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Parents believe it is essential to do certain things to prepare child for kindergarten ¹					Show child how to hold a pencil
		Teach child the alphabet	Teach child about sharing	Teach child to read	Teach child numbers		
Poverty status⁶							
Poor.....	1,962	37	43	38	40	31	
Nonpoor.....	6,773	62	67	47	58	44	
Locale of child's household⁷							
City.....	2,831	51	53	42	49	37	
Suburban.....	3,158	59	65	45	56	40	
Town.....	975	58	67	50	60	45	
Rural.....	1,770	60	67	46	56	46	

¹ Parents were asked whether they felt it is essential, very important, somewhat important, or not important to do certain things to prepare their children for kindergarten. Estimates presented in the table indicate the percentages of children whose parents gave a response of “essential.”

² Children reported to have been enrolled in school with a grade of nursery school, preschool, prekindergarten, or Head Start, who were not being homeschooled entirely at home, and children who had a center-based care or education arrangement (at a daycare center, preschool, prekindergarten, or Head Start program) are considered to be attending preschool or a daycare center.

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. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

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

⁵ Children without mothers or female guardians living in the household are not included in estimates of mother’s employment status.

⁶ Children are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household’s size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

⁷ Locale of child’s household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new “urban-centric locale codes,” see Appendix B: Glossary.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 2007.

Table 4. Percentage of children ages 3–6 who are not yet enrolled in kindergarten, by the frequency that family members read to them in the past week, mean daily reading time, and selected child and family characteristics: 2006–07

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Frequency parent or other family member read to child in the past week				Mean daily reading time in minutes ¹
		Not at all	Once or twice	Three or more times	Every day	
Total	8,734	3	13	28	55	20.9
Attends preschool/daycare center²						
Yes.....	5,052	2	11	26	61	21.1
No	3,683	6	15	31	48	20.6
Child's age						
3 years	3,755	5	12	28	55	21.5
4 years	3,738	2	14	28	55	20.3
5-6 years old.....	1,242	3!	14	28	55	20.9
Child's sex						
Male.....	4,393	4	15	28	54	21.0
Female	4,342	3	11	29	57	20.8
Child's race/ethnicity						
White, non-Hispanic.....	4,680	2	8	23	67	21.5
Black, non-Hispanic	1,319	7!	15	43	35	20.7
Hispanic.....	1,919	7	25	31	37	19.1
Asian or Pacific Islander, non-Hispanic.....	369	3!	10	27	60	21.1
Other race, non-Hispanic ³	447	‡	13!	24	63	22.0
Parents' highest education level						
Less than high school	581	13!	27	30	30	19.2
High school graduate or equivalent.....	1,844	6	23	34	38	19.7
Vocational/technical education or some college	2,512	3	13	32	51	20.8
Bachelor's degree	1,952	1!	6	24	69	21.1
Graduate or professional school	1,845	1!	6	20	73	22.5
Parents' language at home⁴						
Both/only parent(s) speak(s) English	7,313	2	10	28	60	21.4
One of two parents speaks English.....	237	‡	21	26	46	22.1
No parent speaks English	1,185	11	33	29	27	17.2
Mother's employment status⁵						
35 hours or more per week	3,175	3	16	30	51	20.7
Less than 35 hours per week.....	1,828	2!	8	27	63	20.3
Unemployed, looking for work	479	10!	20	28	42	17.4
Not in labor force.....	3,124	4	12	26	58	21.8

See notes at end of table.

Table 4. Percentage of children ages 3–6 who are not yet enrolled in kindergarten, by the frequency that family members read to them in the past week, mean daily reading time, and selected child and family characteristics: 2006–07—Continued

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Frequency parent or other family member read to child in the past week				Mean daily reading time in minutes ¹
		Not at all	Once or twice	Three or more times	Every day	
Poverty status⁶						
Poor	1,962	7	22	31	40	20.9
Nonpoor	6,773	2	11	27	60	20.9
Locale of child's household⁷						
City	2,831	5	16	29	51	20.0
Suburban	3,158	3	11	29	57	21.3
Town.....	975	2!	12	24	61	22.3
Rural.....	1,770	3!	13	28	56	20.9

¹ Interpret data with caution; coefficient of variation is 33 percent or more.

[‡] Reporting standards not met.

¹ This question was asked only if a parent or other family member read to the child at least once in the past week.

² Children reported to have been enrolled in school with a grade of nursery school, preschool, prekindergarten, or Head Start, who were not being homeschooled entirely at home, and children who had a center-based care or education arrangement (at a daycare center, preschool, prekindergarten, or Head Start program) are considered to be attending preschool or a daycare center.

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. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

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

⁵ Children without mothers or female guardians living in the household are not included in estimates of mother's employment status.

⁶ Children are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

⁷ Locale of child's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new "urban-centric locale codes," see Appendix B: Glossary.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 2007.

Table 5. Percentage of children ages 3–6 who are not yet enrolled in kindergarten who were read to in the past week whose parents reported engagement with their children in specific reading-related activities, by selected child and family characteristics: 2006–07

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten who were read to in the past week (thousands)	Parent report of usually doing certain reading-related activities with children ¹			
		Ask child what is in a picture	Stop reading and point out letters	Ask child to read with parent	Talk about the story and what happened
Total	8,429	55	31	24	56
Attends preschool/daycare center²					
Yes	4,960	55	34	26	56
No.....	3,469	56	26	20	56
Child's age					
3 years	3,575	59	27	20	54
4 years	3,651	53	34	26	57
5-6 years old	1,203	53	34	28	62
Child's sex					
Male	4,206	56	28	20	55
Female.....	4,223	55	34	27	57
Child's race/ethnicity					
White, non-Hispanic	4,608	52	26	20	54
Black, non-Hispanic.....	1,231	63	41	32	68
Hispanic	1,783	59	37	26	58
Asian or Pacific Islander, non-Hispanic ...	360	54	32	29	43
Other race, non-Hispanic ³	447	53	33	24	50
Parents' highest education level					
Less than high school.....	506	50	28	32	51
High school graduate or equivalent	1,735	57	33	21	56
Vocational/technical education or some college.....	2,429	59	32	23	60
Bachelor's degree.....	1,936	53	30	24	52
Graduate or professional school.....	1,824	54	30	24	57
Parents' language at home⁴					
Both/only parent(s) speak(s) English	7,149	56	30	23	57
One of two parents speaks English	221	57	42	32	54
No parent/guardian speaks English	1,059	51	34	28	51
Mother's employment status⁵					
35 hours or more per week	3,088	58	32	26	57
Less than 35 hours per week	1,793	54	28	21	53
Unemployed, looking for work	429	70	49	31	61
Not in labor force	2,993	52	30	21	56

See notes at end of table.

Table 5. Percentage of children ages 3–6 who are not yet enrolled in kindergarten who were read to in the past week whose parents reported engagement with their children in specific reading-related activities, by selected child and family characteristics: 2006–07—Continued

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten who were read to in the past week (thousands)	Parent report of usually doing certain reading-related activities with children ¹			
		Ask child what is in a picture	Stop reading and point out letters	Ask child to read with parent	Talk about the story and what happened
Poverty status⁶					
Poor	1,823	56	32	28	62
Nonpoor	6,606	55	31	22	55
Locale of child's household⁷					
City	2,702	57	33	26	58
Suburban	3,053	56	32	22	54
Town	952	57	26	21	55
Rural	1,723	52	28	23	57

¹These questions were asked only if a parent or other family member read to the child at least once in the past week. Parents were asked whether they usually (U), sometimes (S), or never (N) did certain things when reading to their children. Estimates presented in the table indicate the percentages of children whose parents gave a response of “usually.”

²Children reported to have been enrolled in school with a grade of nursery school, preschool, prekindergarten, or Head Start, who were not being homeschooled entirely at home, and children who had a center-based care or education arrangement (at a daycare center, preschool, prekindergarten, or Head Start program) are considered to be attending preschool or a daycare center.

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. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

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

⁵Children without mothers or female guardians living in the household are not included in estimates of mother's employment status.

⁶Children are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

⁷Locale of child's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new “urban-centric locale codes,” see Appendix B: Glossary.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 2007.

Table 6. Average hours of television viewing in a typical day of the week and day of the weekend for children ages 3–6 who are not yet enrolled in kindergarten, by selected child and family characteristics: 2006–07

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten who watch TV/videos on typical weekdays or weekends (thousands)	Average hours of television or video viewing in a typical day	
		Weekday ¹	Weekend ²
Total	8,339	2.6	2.7
Attends preschool/daycare center³			
Yes.....	4,847	2.3	2.8
No	3,492	3.0	2.6
Child's age			
3 years	3,551	2.6	2.6
4 years	3,595	2.5	2.8
5-6 years old.....	1,193	2.5	2.7
Child's sex			
Male.....	4,200	2.8	2.8
Female.....	4,140	2.3	2.6
Child's race/ethnicity			
White, non-Hispanic.....	4,422	2.4	2.6
Black, non-Hispanic	1,272	3.1	3.3
Hispanic.....	1,849	2.7	2.6
Asian or Pacific Islander, non-Hispanic.....	358	2.2	2.5
Other race, non-Hispanic ⁴	438	2.4	2.5
Parents' highest education level			
Less than high school	547	3.0	3.0
High school graduate or equivalent.....	1,749	2.8	2.9
Vocational/technical education or some college	2,418	2.7	2.9
Bachelor's degree	1,875	2.4	2.5
Graduate or professional school	1,751	2.1	2.4
Parents' language at home⁵			
Both/only parent(s) speak(s) English	6,989	2.5	2.7
One of two parents speaks English.....	237	2.8	2.4
No parent speaks English	1,113	2.6	2.5
Mother's employment status⁶			
35 hours or more per week	3,085	2.5	3.0
Less than 35 hours per week.....	1,738	2.2	2.5
Unemployed, looking for work	473	3.1	2.7
Not in labor force.....	2,923	2.6	2.4

See notes at end of table.

Table 6. Average hours of television viewing in a typical day of the week and day of the weekend for children ages 3–6 who are not yet enrolled in kindergarten, by selected child and family characteristics: 2006–07—Continued

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten who watch TV/videos on typical weekdays or weekends (thousands)	Average hours of television or video viewing in a typical day	
		Weekday ¹	Weekend ²
Poverty status⁷			
Poor	1,857	3.0	2.9
Nonpoor	6,483	2.4	2.6
Locale of child's household⁸			
City	2,716	2.6	2.7
Suburban	2,999	2.5	2.6
Town.....	933	2.6	2.7
Rural	1,692	2.6	2.8

¹Includes children reported as watching TV or videos on a typical weekday (97 percent).

²Includes children reported as watching TV or videos on a typical day of the weekend (94 percent).

³Children reported to have been enrolled in school with a grade of nursery school, preschool, prekindergarten, or Head Start, who were not being homeschooled entirely at home, and children who had a center-based care or education arrangement (at a daycare center, preschool, prekindergarten, or Head Start program) are considered to be attending preschool or a daycare center.

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. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

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

⁶Children without mothers or female guardians living in the household are not included in estimates of mother's employment status.

⁷Children are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

⁸Locale of child's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new “urban-centric locale codes,” see Appendix B: Glossary.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 2007.

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APPENDIX A:
Technical Notes

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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 in 1993 and 2007 focused on school readiness. This report presents data from the School Readiness Survey (SR) of the 2007 NHES. SR data collection was conducted by Westat, a social science research firm, and took place from January 2 through May 6, 2007. This section provides a brief description of the study methodology. Readers are advised to consult Volume 1 of the *Data File User's Manual* for more extensive information on the study methodology and data collection procedures (Hagedorn et al. 2008).

The NHES:2007 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:2007 was the selection of a sample of telephone numbers, with telephone numbers in areas with high percentages of Black or Hispanic residents sampled at higher rates than those in areas with low percentages of Black or 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. The oversampling of telephone numbers in areas with high percentages of Black or Hispanic residents was done to increase the numbers of sampled persons of Black or Hispanic race/ethnicity; the oversampling of telephone numbers that could be matched to mailing addresses was done to increase the operational efficiency of the sample, specifically, to require that relatively fewer telephone numbers be sampled and dialed in order to obtain the target numbers of completed interviews.

NHES:2007 included two topical surveys: SR and the Parent and Family Involvement in Education Survey (PFI). 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 of selection were used to sample children depending on the number of children in the household eligible for the particular survey (SR or PFI). In some households, more than one child was selected. Exactly one child was selected for the SR survey if there were any SR-eligible children in the household, and exactly one child was selected for the PFI survey if there were any PFI-eligible children in the household. The survey estimation procedures accounted for the unequal selection probabilities and the clustering effect of sampling more than one child in some households. The SR sample is nationally representative of all noninstitutionalized children in the 50 states and the District of Columbia from ages 3 to 6 and not yet attending kindergarten or primary school.¹

The respondent to the SR interview was the parent or guardian in the household who knew the most about the child's care and education. The respondent was asked questions about the child's participation in preschool or another type of center-based care or education arrangement, plans to enroll the child in kindergarten, the school readiness skills of the child and what parents believe they should do to prepare their children for kindergarten, the frequency of reading to the child and engagement in reading-related activities with the child in the home, participation with the child in various home activities and outings with the child, and the child's television viewing habits, including channels watched. The respondent was also asked basic demographic questions about the child, as well as questions about the child's health and disability status, parent/guardian characteristics, and household characteristics. 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 SR interviews was 2,633, which represents a population of 8.7 million children when weighted to reflect national totals.

¹ Some items of interest to school readiness researchers were also asked of parents of children in kindergarten through second grade in the NHES:2007 Parent and Family Involvement in Education Survey; those data appear in the PFI data file.

Data Reliability and Validity

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

Nonsampling Errors. Nonsampling errors 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 nonresponse, 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:2007, efforts were made to minimize nonsampling error through cognitive testing and focus group input in the survey design stage, a field test of the surveys, and online data and postinterview edits. Additionally, survey estimates were compared 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 little is known about the sampled telephone numbers with which contact has not been made. Data from the March 2007 Current Population Survey (CPS) Annual Social and Economic Supplement (ASEC) shows that 94.4 percent of all children ages 3 through 6 live in households with at least one telephone of any type, i.e., landline or cell (based on independent tabulations of the U.S. Census Bureau's March 2007 CPS ASEC). However, because the NHES sampling frame is restricted to landline telephone numbers, both children living in cell-only households and those in households without a telephone are not covered. Estimates from the 2007 National Health Interview Survey (NHIS) indicate that about 11.9 percent of all children live in cell-only households (Blumberg and Luke 2007). Estimation procedures, specifically the raking adjustment applied to the weights (Hagedorn et al. 2008, section 3.4.2), were used to help reduce the bias in the estimates associated with excluding the 5.6 percent of children who live in households without telephones and the 11.9 percent who live in cell-only households.

Another potential source of nonsampling error is response bias. Response bias occurs when respondents systematically misreport (intentionally or unintentionally) information in a study. There are many different forms of response 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 response bias may affect the accuracy of the results for a particular item, 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 2007 NHES collection, an initial set of questions were asked of an adult member of the sampled household through a screener interview in order to collect information on household composition and interview eligibility. Screener interviews were completed with 54,034 households, with a weighted screener unit response rate of 52.8 percent. SR interviews were completed for 2,633 children, for a weighted unit response rate of 77.0 percent and an overall estimated unit response rate (the product of the screener unit response rate and the SR unit response rate) of 40.7 percent.

NHES:2007 included a bias study involving multimode data collection. The purpose of the NHES:2007 Bias Study was to evaluate overall bias, as well as bias due to nonresponse and noncoverage separately, through in-person followup for cases that did not respond to or could not be reached for a telephone survey using landline phones. Overall bias in the 2007 SR estimates was evaluated by comparing fully weighted estimates² from the main RDD survey to the Bias Study estimates. These comparisons yielded evidence of potential bias in a few of the 2007 estimates. Specifically, the estimated percentages of preschoolers who count to 20 or higher, whose speech is often understandable to a stranger, and who watch 2 or more hours of TV in a typical weekday were lower for the RDD survey than the Bias Study. Also, the estimate of the percentage of preschoolers whose mother is not in the labor force was higher for the RDD survey than the Bias Study. The majority of estimates evaluated showed no evidence of substantial bias.

To evaluate potential bias in the estimates before weighting adjustments were applied, as well as the effect the weighting adjustments may have had on potential bias in the data, the RDD estimates generated using unadjusted weights were compared to the nonresponse-adjusted estimates and to the fully weighted (i.e., nonresponse-adjusted and raked) estimates. The unadjusted estimates and nonresponse-adjusted estimates were comparable. However, differences were found between some nonresponse-adjusted estimates and fully weighted estimates, indicating there was potential bias in the nonresponse-adjusted estimates that was reduced through the raking adjustments.

Nonresponse bias, as a component of overall bias, was also assessed by comparing estimates from the full Bias Study data collection effort (i.e., from people who responded to the telephone collection and from those who responded during in-person followup) to estimates from the reduced effort (i.e., from all respondents except those who were called and did not participate over the phone but did participate in person). The results of the Bias Study provide no evidence to indicate that the NHES:2007 SR survey estimates generated using final survey weights suffer from substantial nonresponse bias. A comparison was also performed using base weighted estimates (i.e., estimates computed using weights to account for differential probabilities of selection but not for nonresponse) to evaluate the effect of the weighting adjustments. The comparison of the base weighted full-effort estimates to the base weighted reduced-effort estimates also provided no evidence of substantial nonresponse bias. It should be noted that the evaluation of nonresponse bias has limitations because survey estimates for the households that did not respond to either the telephone or the in-person effort are not available.

The potential for noncoverage bias was assessed by comparing RDD estimates produced using unadjusted and adjusted weights (discussed above), as well as by comparing weighted Bias Study estimates from persons in households with a landline telephone to weighted estimates from the full Bias Study sample. The comparison of estimates before and after the raking adjustments indicated potential noncoverage biases in some unadjusted SR survey outcome estimates (e.g., the unadjusted estimate of the percentage of preschoolers who participated in center-based care was higher than the adjusted estimate), as well as in some demographic estimates (e.g., the unadjusted estimate of the percentage of preschoolers who lived in a home that their parents/guardians did not own was lower than the adjusted estimate); however, these biases were reduced through the weighting process. Results of the comparison using Bias Study data indicate that the weighted SR survey estimates do include the potential for noncoverage bias in parents' education level. The percentage of preschoolers whose parents' highest educational attainment is beyond a high school diploma is higher in telephone households than in the population as a whole.

In addition, comparisons were made between the SR RDD data and CPS data from 2005-2006 for estimates of child's race/ethnicity and age, as well as parents' highest education level, household

² These estimates are produced using weights that adjust for nonresponse and are raked to control totals from the Current Population Survey to allow for the generation of national estimates. For more information on weighting adjustments in the NHES, see Hagedorn, et al. (2006).

structure, and household income. These comparisons were designed to test the similarity of specific SR estimates weighted to population totals relative to comparable estimates from the CPS data weighted to population totals. A few substantive differences between estimates from the two data sources (i.e., differences of 5 percentage points or greater) were found. The estimated percentages of children ages 3 to 5 and not yet in kindergarten whose parents had an education level of graduate school or higher were 21 percent for the SR and 14 percent for CPS. Also, the estimate of the percentage of children who lived in two-parent households was higher in the SR (79 percent) compared to CPS (71 percent). Lastly, significant differences of 5 percentage points or more between SR-NHES:2007 and CPS:2005-2006 were observed in the estimates of Hispanics with a household income less than \$15,000 and of Whites with a household income from \$30,001 to \$50,000 and \$50,000 or more.

Item nonresponse (i.e., the failure to complete some items in an otherwise completed interview) was very low for most items in the SR. The item nonresponse rate for most variables included in this report was 3 percent or lower. For variables applicable to a small number of cases, e.g. those pertaining to a second mother/female guardian and a second father/male guardian, a small number of missing values for these variables results in low item response rates. One item which typically has a relatively high nonresponse rate in most surveys and had a high nonresponse rate for the SR survey is household income (HINCOME), with an item nonresponse rate of 10.3 percent. Items with missing data were imputed using a hot-deck procedure (Kalton and Kasprzyk 1986) 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. Imputation flag variables have been created and included in the SR data file to enable users to identify imputed values. Users can employ the imputation flags to delete imputed values, use alternative imputation procedures, or account for the imputation in computation of the reliability of the estimates produced from the SR data.

Sampling Errors. The sample of households with a telephone is just one of many possible samples that could have been selected for the 2007 survey. 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 landline telephones, rather than surveying all households with landline telephones.

The standard error is a measure of the variability due to sampling when estimating a statistic. 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 appendix C. These standard errors can be used to produce confidence intervals. For example, an estimated 58 percent of children from 3 years of age through 6 years of age and not yet in kindergarten attended a type of center-based care or education arrangement, including a daycare center, preschool, prekindergarten, or Head Start program. This percentage estimate has a standard error of 0.8 percent. Therefore, a 95 percent confidence interval for this statistic is approximately 56 to 60 percent ($58 \pm 1.96 (0.8)$). 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 population rate of participation in these types of programs.

Weighting

All of the estimates in this report are produced by weighting the observations using the probabilities of selection of the respondents and other adjustments to account for nonresponse and coverage bias. Weights were developed to produce unbiased and consistent estimates of national totals. The weight used in this First Look report is FRWT, which is the weight variable available in the SR data file that can be used to estimate the characteristics of the preschool-age children. In addition to weighting the responses properly, special procedures for estimating the standard errors of the estimates were employed because the NHES:2007 data were collected using a complex sample design. Complex sample designs result in data that violate some of the assumptions that are normally made when assessing the statistical significance of results from a simple random sample. For example, the standard errors of the estimates from these surveys may vary from those that would be expected if the sample were a simple random sample and the observations were independent and identically distributed random variables. The estimates and standard errors presented in this report were produced using WesVar Complex Samples software and the jackknife 1 (JK1) option as a replication procedure (Westat 2000). Eighty replicate weights, FRWT1 to FRWT80, were used to compute sampling errors of estimates. These replicate weights are also available in the SR data file.

Statistical Tests

The tests of significance used in this First Look report are based on Student's t statistics for the comparisons of means and of percentages. To test for a difference between two subgroups in the population percentage having a particular characteristic, say p_1 versus p_2 , the test statistic is computed as:

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

where p_i is the estimated percentage 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 the 60 percent of girls who attended a daycare center, preschool, prekindergarten, or Head Start program, with a standard error of 1.7, and p_2 is the 56 percent of boys who attended a daycare center, preschool, prekindergarten, or Head Start program, with a standard error of 1.7, then the t -value is equal to 1.66.

The decision rule is to reject the null hypothesis (i.e., there is no measurable difference between the two groups in the population in terms of the percentage having the characteristic) if $|t| > t_{\frac{\alpha}{2};df}$, where

$t_{\frac{\alpha}{2};df}$ is the value such that the probability a Student's t random variable with df degrees of freedom exceeds that value is $\alpha/2$. All tests in this report are based on a significance level of 0.05, i.e., $\alpha = 0.05$. When the degrees of freedom are large, greater than 120, $t_{0.025;df} \approx 1.96$. Regarding the example given above, the t -value of 1.66, which is less than 1.96, indicates that the null hypothesis cannot be rejected. Simply put, there is no statistically significant difference between the percentage of girls (60 percent) and the percentage of boys (56 percent) attending a daycare center, preschool, prekindergarten, or Head Start program in 2007.

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APPENDIX B:

Glossary

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The statistics, row, and column variables used in analyses for this First Look report are described below. First, descriptions of the statistics used to analyze data in the report are given, after which are descriptions of the row and column variables presented in the tables.

In the descriptions below, the names of variables that are included in the data file for the 2007 School Readiness Survey (SR) and were used to produce estimates for this report appear in capital letters. In some cases, the variables have been used in the exact format in which they appear on the data file. In other cases, variables available on the data file have been used in an altered form, for instance when the categories have been combined to create a smaller number of categories. Such collapsing of categories is noted in the descriptions. In still other cases, new measures have been created specifically for this report by combining information from two or more variables in the data file. In these instances, the variables used to create the new measure are noted.

Statistics

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

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 the mean, based on the data from one or more random samples. Numerically, it is equal to the square root of the estimated variance of a sample estimate divided by the size of the sample (see Appendix C: Standard Errors).

Row Variables

Attends Preschool or a Daycare Center (GRADE, GRADEEQ, HOMEALL, CPNNOW) indicates whether or not the sampled child attended preschool or another type of center-based care or education arrangement. Children who were reported by their parents to have been enrolled in school with a grade of nursery school, preschool, prekindergarten, or Head Start (GRADE or GRADEEQ = 'N') who were not being homeschooled entirely at home (HOMEALL not equal to 1) and children who had a center-based care or education arrangement (at a daycare center, preschool, prekindergarten, or Head Start program) (CPNNOW = 1) were categorized as attending preschool or a daycare center for the analyses. Otherwise, they were categorized as not attending preschool or a daycare center.

It is important to note that the estimates in this report differ slightly from estimates of center-based care participation presented in previous NHES reports using data from the Early Childhood Program Participation Survey (ECPP). Estimates from ECPP data do not count children as participating in a center-based care arrangement if they were reported by parents to be enrolled in school with a grade of nursery school, preschool, prekindergarten, or Head Start (GRADE or GRADEEQ = 'N') but were not reported to be participating in a center-based care or education arrangement (CPNNOW not equal to 1). A comparison of estimates from the current report and prior NHES reports indicates that the percentages for participation in center-based care arrangements are not that different despite differences in derivations, e.g. 58% for SR:2007 First Look Report and 60% for ECPP:2005 E.D. TAB Report.

Child Characteristics

Child's Age (AGE2006) is the sampled child's age as of December 31, 2006. Due to the fact that there were a small number of children age 6 who were not yet enrolled in kindergarten or primary school (n = 13), 6-year-olds were grouped with 5-year-olds for analyses by age. The categories used in the analyses are as follows: 3-year-olds, 4-year-olds, and 5-6-year-olds.

Child's Sex (SEX) was taken directly from responses to the screener interview when available.

Child's Race/Ethnicity (RACEETH2) indicates the race and ethnicity of the sampled child. This variable is used in the report in the same format in which it appears on the data file and was derived from CHISPAN, CWHITE, CBLACK, CAMIND, CASIAN, CPACI, and CRACEOTH.

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

Household Characteristics

Parents' Highest Education Level (PARGRADE07) indicates the highest level of education for the subject child's parents or nonparent guardians who reside in the household. This variable is used in the report in the same format in which it appears on the data file and was derived from MOMGRADE1, MOMDIPL1, MOMGRADE2, MOMDIPL2, DADGRADE1, DADDIPL1, DADGRADE2, and DADDIPL2.

The values for PARGRADE07 are:

- 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

Parents' Language at Home (LANGUAGE07) indicates the knowledge and/or use of English by the parent(s)/guardian(s) in the household. This variable is used in the report in the same format in which it appears on the data file and was derived from MOMLANG1, MOMSPEAK1, MOMLANG2, MOMSPEAK2, DADLANG1, DADSPEAK1, DADLANG2, and DADSPEAK2.

The values for LANGUAGE07 are:

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

Mother’s Employment Status (MOMEMPLD1) indicates the employment status of the child’s first-reported residential mother or female guardian. Since there were so few resident second mothers or female guardians and the employment statuses of these second mothers or female guardians were the same as that of the first-reported mothers or female guardians, it was decided to only use the employment status of the first-reported mothers or female guardians for the analyses. This variable is used in the report in the same format in which it appears on the data file and was derived from MOMWORK1, MOMLEAVE1, MOMHOURS1, MOMLOOK1, MOMAGN1, MOMEMPL1, MOMREL1, and MOMANSAD1. If a sampled child resided in a household without any mother or female guardian, then the child was excluded from analyses involving maternal employment status.

The values for MOMEMPLD1 are:

- 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
- 1 = No mother or female guardian for the subject child in the household

Note: Though the variable MOMEMPLD1 used in the analyses has category 3 listed as “Looking for work,” it also is correct to refer to this as “Unemployed, looking for work.” The latter labeling is used throughout this report.

Poverty Status (HINCOME) indicates whether the sampled child resided in a household categorized as poor or nonpoor. NHES provides an approximate measure of poverty. The income variable used to establish whether a child resided in a household categorized as poor or nonpoor was HINCOME, which lists 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 (HHTOTAL), poverty thresholds were then used to establish whether a child resided in a household categorized as poor or nonpoor. Thresholds to define poverty were based on weighted averages from 2006 Census poverty thresholds. A household was considered poor if a household of a particular size matched the income categories shown in Exhibit B-1 below. Otherwise, the household was considered nonpoor.

Exhibit B-1. Poverty definition for School Readiness (SR) analyses, by household size: 2007

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

¹Indicates the total number of individuals living in the household, truncated to eight for NHES.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 2007; U.S. Census Bureau, Poverty Thresholds for 2006 by Size of Family and Number of Related Children Under 18 Years, <http://www.census.gov/hhes/www/poverty/threshld/thresh06.html>.

Locale of Child’s Household (ZIPLOCL) is a household location variable that classifies the household ZIP Code into a set of community types. This variable was derived using the respondent’s residential Zip Code and Census data.

The values for ZIPLOCL are:

- 1 = City - Large
- 2 = City - Midsize
- 3 = City - Small
- 4 = Suburb - Large
- 5 = Suburb - Midsize
- 6 = Suburb - Small
- 7 = Town - Fringe
- 8 = Town - Distant
- 9 = Town - Remote
- 10 = Rural - Fringe
- 11 = Rural - Distant
- 12 = Rural - Remote

For the analyses, the first three categories from ZIPLOCL were combined to form the “City” category. Other categories from ZIPLOCL were combined to form the categories of “Suburban” (categories 4, 5, and 6), “Town” (categories 7, 8, and 9), and “Rural” (10, 11, and 12). For definitions of these twelve categories of community type, see http://nces.ed.gov/pubs2007/ruraled/exhibit_a.asp (Provasnik et al. 2007).

Column Variables

Table 1 – Child attends preschool or a daycare center and timing of expected enrollment of children in kindergarten

For attendance in preschool or at a daycare center, see the description above under row variables. Parents were asked whether they expected to enroll their children in kindergarten when they were old enough based on their birthdate, or whether they expected to enroll their children when they were older (KPENROLL). Responses were categorized as follows:

- 1 = When old enough based on birthdate
- 2 = Will wait
- 3 = Will enter early
- 4 = Haven’t decided/thought about yet

All four of these categories are used in the analyses, although the fourth category (Haven’t decided/thought about yet) also includes children for whom parents reported not intending to enroll them in kindergarten for KPSTART (KPENROLL = -1).

Table 2 – School readiness skills of children

Parents were asked to report whether their children could recognize all the letters of the alphabet, most of them, some of them, or none of them (DPLETTER). For the analyses, those reported to recognize all of the letters were coded as “yes”; otherwise, they were coded as “no” for this activity.

Parents were asked how high their children could count (DPCOUNT), i.e., not at all, up to 5, up to 10, up to 20, up to 50, or up to 100 or more. If the parents reported that their children could count up to 20, up to 50, or up to 100 or more, they were coded as “yes”; otherwise, they were coded as “no.”

Parents were asked to report if their children could write their first name even if some of the letters weren't quite right or were backwards (DPNAME). For the analyses, those reported to write their first name were coded as "yes"; otherwise they were coded as "no."

Parents were asked to report if their children held a pencil using their fingers or if they gripped it in their fist (DPENCIL). The responses were recorded as follows: "Uses fingers," "Grips in fist," and "Cannot hold a pencil." For the analyses, those children reported as using their fingers were coded as "yes"; otherwise, they were coded as "no."

Parents were asked to report on how well their children were understood by a stranger when speaking (DPSPEAK). The response options available were: "never," "rarely," "sometimes," "often," or "very often." For the analyses, responses of "sometimes," "often," or "very often" were coded as "yes"; otherwise, they were coded as "no."

Parents were asked whether their children could read story books on their own (HASTORY). For those who said "yes" to being able to read story books on their own, they were asked whether their children actually read the written words in the books or looked at the books and pretended to read (HAWORDS). For the analyses, children reported as being able to read written words or both being able to read written words and pretending to read (HAWORDS = 1 or 3) were coded as "yes" for actually reads written words in books; otherwise, they were coded as "no."

Table 3 – Preparing children for kindergarten

Parents were asked to rate how important they believed it was for them or anyone in their household to teach their children the alphabet in order to prepare them for kindergarten (RPALPHA). The response options were "essential," "very important," "somewhat important," or "not at all important." For the analyses, children whose parents reported that it was "essential" to teach their child the alphabet to prepare them for kindergarten were coded as "yes"; otherwise, they were coded as "no." The other items included in the table that were coded in the same way are teaching the child to share (RPSHARE), teaching the child to read (RPREAD), teaching the child numbers (RPNUMB), and showing the child how to hold a pencil (RPPENCIL).

Table 4 – Frequency and average daily minutes of reading to children

Parents were asked how often they or other family members read to their children in the previous week (FOREADTO). The choices were "not at all," "once or twice," "three or more times," or "every day."

For the parents who reported that their children were read to "once or twice," "three or more times," or "every day" in the past week, parents were asked to report approximately how many minutes on each of these days they or someone else in the family read to the child (FORDDAY). If the time varied from day to day, parents were asked to give the average time per day.

Table 5 – Engagement with children who were read to in the past week in specific reading-related activities

Parents were asked to report on whether they or another family member did certain reading-related activities with their children when reading with them. The parents reported whether they stopped reading and asked their children what was in the picture (FOPICTR), stopped reading and pointed out letters (FOLETTR), asked their children to read with them (FOCHREAD), or talked about the story and

what happened when the book was done (FOTLKSTR). The responses for these specific reading-related activities were “usually,” “sometimes,” or “never.” For the analyses, children whose parents reported “usually” doing a reading-related activity with their children were coded as “yes” for the activity; otherwise, they were coded as “no” for the activity.

Table 6 – Average TV viewing hours by children on a typical weekday or day on the weekend

Parents were asked to report how much time their children spent watching TV or videos on a typical weekday either in their home or elsewhere (TVWKDYNU). If the parents reported that their children typically watched less than an hour of television, but more than zero, then a “1” was recorded during data collection. Children reported as not watching TV or videos on a typical weekday were excluded from the analyses.

Parents were also asked to report how much time their children spent watching TV or videos on a typical day of the weekend in their home or elsewhere (TVWKNDNU). If the parents reported that their children typically watched less than an hour of television, but more than zero, then a “1” was recorded during data collection. Children reported as not watching TV or videos on a typical day of the weekend were excluded from the analyses.

APPENDIX C:
Standard Errors

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Table C-1. Standard errors for table 1: Percentage of children ages 3–6 who are not yet enrolled in kindergarten, by preschool or daycare center attendance, parental plans for enrollment in kindergarten, and selected child and family characteristics: 2006–07

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Percent of children attending a daycare center, preschool, prekindergarten, or Head Start program	Timing of intended enrollment in kindergarten			
			Early entry	On-time entry	Delayed entry	Don't intend to enroll/Haven't decided when will enroll
Total	†	0.8	0.3	0.9	0.6	0.5
Attends preschool or a daycare center¹						
Yes	69.0	†	0.3	1.0	0.8	0.4
No.....	69.0	†	0.3	1.6	0.9	1.2
Child's age						
3 years	108.1	1.6	0.4	1.0	0.8	0.6
4 years	123.5	2.0	0.4	1.5	1.0	1.0
5-6 years old	77.6	2.8	0.5	2.0	1.8	1.1
Child's sex						
Male	101.4	1.7	0.2	1.3	1.0	0.7
Female.....	101.4	1.7	0.5	1.2	0.7	0.7
Child's race/ethnicity						
White, non-Hispanic	67.1	1.4	0.3	1.2	1.0	0.7
Black, non-Hispanic.....	†	5.5	0.8	1.3	0.8	0.7
Hispanic	†	2.4	0.8	1.7	1.0	1.1
Asian or Pacific Islander, non-Hispanic ...	44.3	7.0	†	3.0	2.8	†
Other race, non-Hispanic ²	46.4	6.4	†	5.5	3.7	4.6
Parents' highest education level						
Less than high school.....	68.9	3.8	1.0	4.4	1.1	4.2
High school graduate or equivalent	104.8	3.3	†	1.1	0.7	0.8
Vocational/technical education or some college.....	100.9	2.8	0.6	1.4	1.1	0.6
Bachelor's degree.....	89.0	2.5	0.4	2.1	1.8	1.4
Graduate or professional school.....	89.6	2.1	0.6	1.5	1.4	0.6
Parents' language at home³						
Both/only parent(s) speak(s) English	72.9	1.0	0.3	0.9	0.7	0.5
One of two parents speaks English	37.7	7.5	†	4.5	4.4	†
No parent speaks English	67.8	2.6	0.9	2.1	1.1	1.8
Mother's employment status⁴						
35 hours or more per week	125.7	2.7	0.4	1.6	1.1	1.1
Less than 35 hours per week	82.5	2.7	0.7	1.5	1.3	0.6
Unemployed, looking for work	60.9	7.1	1.1	1.3	0.4	†
Not in labor force	129.3	2.2	0.3	1.6	1.1	1.0

See notes at end of table.

Table C-1. Standard errors for table 1: Percentage of children ages 3–6 who are not yet enrolled in kindergarten, by preschool or daycare center attendance, parental plans for enrollment in kindergarten, and selected child and family characteristics: 2006–07—Continued

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Percent of children attending a daycare center, preschool, prekindergarten, or Head Start program	Timing of intended enrollment in kindergarten			
			Early entry	On-time entry	Delayed entry	Don't intend to enroll/Haven't decided when will enroll
Poverty status⁵						
Poor.....	70.7	2.8	0.3	1.8	0.8	1.6
Nonpoor.....	70.7	1.1	0.3	0.9	0.7	0.5
Locale of child's household⁶						
City.....	94.8	2.1	0.6	1.4	0.8	1.0
Suburban.....	101.6	2.2	0.3	1.4	1.2	0.6
Town.....	71.2	3.8	1.1	2.0	1.8	1.1
Rural.....	45.6	3.9	0.3	2.2	1.6	1.5

† Not applicable. Due to the estimation procedures used, every possible sample drawn from the population would have yielded the same value for the total estimate and for totals by race/ethnicity (Black, non-Hispanic and Hispanic only). Thus, the standard error, a measure of sampling variability, is zero. This symbol also denotes rounds to 0 or fewer than 3 cases in sample.

¹ Children reported to have been enrolled in school with a grade of nursery school, preschool, prekindergarten, or Head Start, who were not being homeschooled entirely at home, and children who had a center-based care or education arrangement (at a daycare center, preschool, prekindergarten, or Head Start program) are considered to be attending preschool or a daycare center.

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. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

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

⁴ Children without mothers or female guardians living in the household are not included in estimates of mother's employment status.

⁵ Children are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

⁶ Locale of child's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new "urban-centric locale codes," see Appendix B: Glossary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 2007.

Table C-2. Standard errors for table 2: Percentage of children ages 3–6 who are not yet enrolled in kindergarten whose parents reported school readiness skills, by selected child and family characteristics: 2006–07

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Percentage with specific skills					
		Recognizes all letters	Counts to 20 or higher	Writes first name ¹	Holds a pencil with fingers ²	Speech is understandable to a stranger when child speaks ³	Reads written words in books ⁴
Total	†	1.2	1.3	1.3	1.0	0.8	0.7
Attends preschool/daycare center⁵							
Yes	69.0	1.6	1.3	1.4	1.1	0.8	1.2
No	69.0	1.6	2.3	2.6	1.6	1.5	0.8
Child's age							
3 years	108.1	1.3	2.3	2.0	1.5	1.4	0.5
4 years	123.5	2.2	2.1	2.2	1.4	0.9	1.1
5-6 years old	77.6	2.9	2.6	2.8	2.7	1.8	3.5
Child's sex							
Male	101.4	1.7	2.0	2.1	1.5	1.2	1.1
Female	101.4	1.6	1.6	1.6	1.1	0.9	0.9
Child's race/ethnicity							
White, non-Hispanic	67.1	1.7	1.7	1.7	1.0	0.5	0.9
Black, non-Hispanic	†	4.7	5.2	4.3	4.1	3.5	3.9
Hispanic	†	1.6	2.6	2.5	1.9	1.9	0.7
Asian or Pacific Islander, non-Hispanic ..	44.3	6.5	5.8	6.5	5.6	2.7	2.4
Other race, non-Hispanic ⁶	46.4	6.0	6.4	7.1	4.2	3.6	2.0
Parents' highest education level							
Less than high school	68.9	3.4	5.6	5.9	6.0	6.3	2.1
High school graduate or equivalent	104.8	3.1	3.4	3.5	1.9	1.8	1.3
Vocational/technical education or some college	100.9	2.8	2.9	2.9	2.4	1.3	1.8
Bachelor's degree	89.0	2.7	2.3	2.1	1.5	0.8	1.5
Graduate or professional school	89.6	2.6	2.3	2.1	1.3	0.7	1.7
Parents' language at home⁷							
Both/only parent(s) speak(s) English	72.9	1.4	1.4	1.4	1.1	0.8	0.9
One of two parents speaks English	37.7	8.2	7.8	6.2	2.6	7.5	4.9
No parent speaks English	67.8	2.0	2.5	3.3	2.8	2.5	0.8
Mother's employment status⁸							
35 hours or more per week	125.7	1.8	2.3	2.0	1.7	0.8	1.4
Less than 35 hours per week	82.5	3.1	2.5	2.8	1.6	1.0	1.5
Unemployed, looking for work	60.9	4.1	6.8	7.0	8.0	7.5	1.0
Not in labor force	129.3	2.0	2.2	2.5	1.3	1.3	1.4

See notes at end of table.

Table C-2. Standard errors for table 2: Percentage of children ages 3–6 who are not yet enrolled in kindergarten whose parents reported school readiness skills, by selected child and family characteristics: 2006–07—Continued

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Percentage with specific skills					
		Recognizes all letters	Counts to 20 or higher	Writes first name ¹	Holds a pencil with fingers ²	Speech is understandable to a stranger when child speaks ³	Reads written words in books ⁴
Poverty status⁹							
Poor	70.7	2.8	3.1	3.5	2.7	2.2	1.9
Nonpoor	70.7	1.3	1.4	1.5	1.0	0.7	0.8
Locale of child's household¹⁰							
City	94.8	2.0	2.5	2.6	1.9	1.4	1.4
Suburban	101.6	1.6	1.7	2.4	1.3	1.1	1.0
Town.....	71.2	3.5	3.7	3.5	3.0	1.5	2.4
Rural.....	45.6	3.5	3.6	3.3	2.2	2.1	2.1

† Not applicable. Due to the estimation procedures used, every possible sample drawn from the population would have yielded the same value for the total estimate and for totals by race/ethnicity (Black, non-Hispanic and Hispanic only). Thus, the standard error, a measure of sampling variability, is zero.

¹ Estimates indicate the percentages of children who can write their first name, even if some letters are not quite right or are backwards.

² Estimates indicate the percentages of children who use their fingers when holding a pencil as opposed to those who grip a pencil in their fist or those who cannot hold a pencil.

³ Estimates indicate the percentages of children reported to be sometimes, often, or very often understandable to a stranger when speaking to them.

⁴ Estimates indicate the percentages of children who actually read the words written in books as opposed to pretending to read.

⁵ Children reported to have been enrolled in school with a grade of nursery school, preschool, prekindergarten, or Head Start, who were not being homeschooled entirely at home, and children who had a center-based care or education arrangement (at a daycare center, preschool, prekindergarten, or Head Start program) are considered to be attending preschool or a daycare center.

⁶ "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. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

⁷ Complete descriptions of the categories for parents' language are as follows: (1) "Both parents or the only parent learned English first or currently speak(s) English in the home," (2) "One of two parents in a two-parent household learned English first or currently speaks English in the home," and (3) "No parent learned English first and both parents or the only parent currently speak(s) a non-English language in the home."

⁸ Children without mothers or female guardians living in the household are not included in estimates of mother's employment status.

⁹ Children are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

¹⁰ Locale of child's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new "urban-centric locale codes," see Appendix B: Glossary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 2007.

Table C-3. Standard errors for table 3: Percentage of children ages 3–6 who are not yet enrolled in kindergarten whose parents reported that it is essential to do certain things to prepare their children for kindergarten, by selected child and family characteristics: 2006–07

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Parents believe it is essential to do certain things to prepare child for kindergarten ¹				
		Teach child the alphabet	Teach child about sharing	Teach child to read	Teach child numbers	Show child how to hold a pencil
Total	†	1.2	1.4	1.4	1.4	1.4
Attends preschool/daycare center²						
Yes	69.0	1.6	1.8	1.8	1.8	1.8
No.....	69.0	2.5	2.3	2.3	2.5	2.3
Child's age						
3 years	108.1	1.9	2.2	2.2	2.1	2.0
4 years	123.5	2.2	2.4	2.3	2.3	2.4
5-6 years old	77.6	3.8	3.7	3.5	3.6	3.9
Child's sex						
Male	101.4	2.1	2.3	2.1	2.2	1.9
Female.....	101.4	2.1	2.2	2.2	2.2	2.2
Child's race/ethnicity						
White, non-Hispanic	67.1	1.7	1.6	1.7	1.7	1.8
Black, non-Hispanic.....	†	5.5	4.9	5.6	5.6	5.3
Hispanic	†	2.3	2.6	2.2	2.4	2.5
Asian or Pacific Islander, non-Hispanic ...	44.3	6.5	6.1	6.1	6.2	5.5
Other race, non-Hispanic ³	46.4	5.7	6.2	5.8	6.3	5.5
Parents' highest education level						
Less than high school.....	68.9	4.2	4.5	4.5	4.0	3.5
High school graduate or equivalent	104.8	2.8	3.5	3.2	3.2	3.1
Vocational/technical education or some college	100.9	2.8	3.0	2.9	2.8	2.8
Bachelor's degree.....	89.0	2.7	2.5	2.8	2.6	2.8
Graduate or professional school.....	89.6	2.3	2.5	2.8	2.6	2.5
Parents' language at home⁴						
Both/only parent(s) speak(s) English	72.9	1.3	1.4	1.5	1.5	1.5
One of two parents speaks English	37.7	6.6	7.3	8.2	8.2	6.1
No parent speaks English	67.8	2.7	2.5	2.3	2.2	2.2
Mother's employment status⁵						
35 hours or more per week	125.7	2.4	2.5	2.3	2.2	2.2
Less than 35 hours per week	82.5	2.9	3.2	2.8	3.0	2.9
Unemployed, looking for work	60.9	5.2	6.2	5.5	5.0	5.6
Not in labor force	129.3	2.4	2.4	2.5	2.5	2.4

See notes at end of table.

Table C-3. Standard errors for table 3: Percentage of children ages 3–6 who are not yet enrolled in kindergarten whose parents reported that it is essential to do certain things to prepare their children for kindergarten, by selected child and family characteristics: 2006–07—Continued

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Parents believe it is essential to do certain things to prepare child for kindergarten ¹					Show child how to hold a pencil
		Teach child the alphabet	Teach child about sharing	Teach child to read	Teach child numbers		
Poverty status⁹							
Poor	70.7	3.3	3.3	3.4	3.4	3.3	
Nonpoor	70.7	1.3	1.4	1.4	1.4	1.4	
Locale of child's household⁷							
City	94.8	2.5	2.3	2.6	2.6	2.8	
Suburban	101.6	1.8	2.2	1.9	1.8	2.1	
Town	71.2	4.0	3.9	3.8	3.9	3.5	
Rural	45.6	3.2	3.0	3.0	2.9	3.2	

† Not applicable. Due to the estimation procedures used, every possible sample drawn from the population would have yielded the same value for the total estimate and for totals by race/ethnicity (Black, non-Hispanic and Hispanic only). Thus, the standard error, a measure of sampling variability, is zero.

¹ Parents were asked whether they felt it is essential, very important, somewhat important, or not important to do certain things to prepare their children for kindergarten. Estimates presented in the table indicate the percentages of children whose parents gave a response of “essential.”

² Children reported to have been enrolled in school with a grade of nursery school, preschool, prekindergarten, or Head Start, who were not being homeschooled entirely at home, and children who had a center-based care or education arrangement (at a daycare center, preschool, prekindergarten, or Head Start program) are considered to be attending preschool or a daycare center.

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. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

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

⁵ Children without mothers or female guardians living in the household are not included in estimates of mother’s employment status.

⁶ Children are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household’s size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

⁷ Locale of child’s household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new “urban-centric locale codes,” see Appendix B: Glossary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 2007.

Table C-4. Standard errors for table 4: Percentage of children ages 3–6 who are not yet enrolled in kindergarten, by the frequency that family members read to them in the past week, mean daily reading time, and selected child and family characteristics: 2006–07

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Frequency parent or other family member read to child in the past week				Mean daily reading time in minutes ¹
		Not at all	Once or twice	Three or more times	Every day	
Total	†	0.6	1.0	1.1	1.0	0.38
Attends preschool/daycare center²						
Yes.....	69.0	0.4	1.1	1.2	1.3	0.41
No	69.0	1.2	1.8	2.2	2.0	0.65
Child's age						
3 years	108.1	1.1	1.1	1.7	1.7	0.56
4 years	123.5	0.5	1.6	2.0	1.8	0.52
5-6 years old.....	77.6	1.4	2.8	3.2	3.8	0.86
Child's sex						
Male.....	101.4	1.1	1.5	2.0	1.8	0.56
Female	101.4	0.6	1.1	1.6	1.5	0.49
Child's race/ethnicity						
White, non-Hispanic.....	67.1	0.4	1.2	1.4	1.5	0.44
Black, non-Hispanic	†	3.2	3.1	5.1	4.5	1.10
Hispanic.....	†	1.3	2.3	2.5	2.6	0.75
Asian or Pacific Islander, non-Hispanic.....	44.3	1.5	3.1	5.9	6.2	1.83
Other race, non-Hispanic ³	46.4	†	5.8	5.4	6.7	1.94
Parents' highest education level						
Less than high school	68.9	5.8	4.8	5.4	5.2	1.65
High school graduate or equivalent.....	104.8	1.4	2.6	3.2	2.5	1.00
Vocational/technical education or some college	100.9	0.9	1.9	2.6	2.6	0.62
Bachelor's degree	89.0	0.3	1.5	2.0	2.1	0.64
Graduate or professional school	89.6	0.6	1.7	2.1	2.7	0.72
Parents' language at home⁴						
Both/only parent(s) speak(s) English	72.9	0.6	1.1	1.2	1.2	0.41
One of two parents speaks English.....	37.7	†	5.6	8.4	8.8	2.50
No parent speaks English	67.8	1.7	3.0	3.2	2.8	0.88
Mother's employment status⁵						
35 hours or more per week	125.7	0.8	1.6	1.7	1.8	0.56
Less than 35 hours per week.....	82.5	0.9	1.5	2.7	2.7	0.68
Unemployed, looking for work	60.9	6.9	5.2	6.6	6.9	1.13
Not in labor force.....	129.3	0.8	1.6	2.1	2.0	0.65

See notes at end of table.

Table C-4. Standard errors for table 4: Percentage of children ages 3–6 who are not yet enrolled in kindergarten, by the frequency that family members read to them in the past week, mean daily reading time, and selected child and family characteristics: 2006–07—Continued

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten (thousands)	Frequency parent or other family member read to child in the past week				Mean daily reading time in minutes ¹
		Not at all	Once or twice	Three or more times	Every day	
Poverty status⁶						
Poor	70.7	1.5	3.1	3.4	3.3	1.17
Nonpoor	70.7	0.6	0.9	1.1	1.2	0.35
Locale of child's household⁷						
City	94.8	1.0	1.7	2.2	2.2	0.71
Suburban	101.6	0.8	1.3	2.2	2.3	0.64
Town.....	71.2	1.0	2.2	2.8	3.1	1.34
Rural.....	45.6	1.9	2.7	2.9	3.4	0.86

† Not applicable. Due to the estimation procedures used, every possible sample drawn from the population would have yielded the same value for the total estimate and for totals by race/ethnicity (Black, non-Hispanic and Hispanic only). Thus, the standard error, a measure of sampling variability, is zero. This symbol also denotes rounds to 0 or fewer than 3 cases in sample.

¹ This question was asked only if a parent or other family member read to the child at least once in the past week.

² Children reported to have been enrolled in school with a grade of nursery school, preschool, prekindergarten, or Head Start, who were not being homeschooled entirely at home, and children who had a center-based care or education arrangement (at a daycare center, preschool, prekindergarten, or Head Start program) are considered to be attending preschool or a daycare center.

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. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

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

⁵ Children without mothers or female guardians living in the household are not included in estimates of mother’s employment status.

⁶ Children are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household’s size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

⁷ Locale of child’s household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new “urban-centric locale codes,” see Appendix B: Glossary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 2007.

Table C-5. Standard errors for table 5: Percentage of children ages 3–6 who are not yet enrolled in kindergarten who were read to in the past week whose parents reported engagement with their children in specific reading-related activities, by selected child and family characteristics: 2006–07

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten who were read to in the past week (thousands)	Parent report of usually doing certain reading-related activities with children ¹			
		Ask child what is in a picture	Stop reading and point out letters	Ask child to read with parent	Talk about the story and what happened
Total	50.5	1.3	1.5	1.3	1.4
Attends preschool/daycare center²					
Yes	71.6	1.5	1.8	1.5	1.8
No.....	77.8	2.4	2.0	2.1	2.6
Child's age					
3 years	112.9	1.9	2.1	2.0	1.9
4 years	119.8	2.1	2.1	1.9	2.3
5-6 years old	75.1	3.3	3.9	3.2	3.5
Child's sex					
Male	103.0	2.0	1.8	1.7	1.9
Female.....	100.8	2.0	2.1	1.8	1.9
Child's race/ethnicity					
White, non-Hispanic	68.5	1.7	1.5	1.2	1.9
Black, non-Hispanic.....	41.8	4.8	5.8	4.8	4.6
Hispanic	25.0	2.5	2.9	2.2	2.8
Asian or Pacific Islander, non-Hispanic ...	43.7	7.1	7.0	6.8	5.9
Other race, non-Hispanic ³	46.4	7.3	5.4	5.7	6.2
Parents' highest education level					
Less than high school.....	59.8	5.7	4.6	5.5	5.6
High school graduate or equivalent	105.3	3.6	3.7	2.5	3.7
Vocational/technical education or some college.....	97.9	2.6	2.7	2.6	2.3
Bachelor's degree.....	88.7	2.7	2.3	2.6	2.8
Graduate or professional school.....	88.9	2.1	2.5	2.4	2.8
Parents' language at home⁴					
Both/only parent(s) speak(s) English	77.8	1.4	1.6	1.3	1.6
One of two parents speaks English	34.3	8.0	8.1	7.0	7.7
No parent speaks English	66.5	3.3	3.8	3.3	3.1
Mother's employment status⁵					
35 hours or more per week	124.7	2.2	2.3	2.3	2.4
Less than 35 hours per week	84.6	2.7	2.5	2.3	2.7
Unemployed, looking for work	53.8	7.1	7.8	5.6	6.4
Not in labor force	125.7	2.4	2.2	2.2	2.5

See notes at end of table.

Table C-5. Standard errors for table 5: Percentage of children ages 3–6 who are not yet enrolled in kindergarten who were read to in the past week whose parents reported engagement with their children in specific reading-related activities, by selected child and family characteristics: 2006–07—Continued

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten who were read to in the past week (thousands)	Parent report of usually doing certain reading-related activities with children ¹			
		Ask child what is in a picture	Stop reading and point out letters	Ask child to read with parent	Talk about the story and what happened
Poverty status⁶					
Poor	73.9	3.6	3.6	3.3	3.6
Nonpoor	84.9	1.4	1.5	1.2	1.6
Locale of child's household⁷					
City	95.3	2.7	2.4	2.5	2.4
Suburban	101.0	2.3	1.9	1.9	2.6
Town	70.9	3.5	3.3	3.0	4.3
Rural	54.2	3.2	3.1	2.9	3.6

¹These questions were asked only if a parent or other family member read to the child at least once in the past week. Parents were asked whether they usually (U), sometimes (S), or never (N) did certain things when reading to their children. Estimates presented in the table indicate the percentages of children whose parents gave a response of “usually.”

²Children reported to have been enrolled in school with a grade of nursery school, preschool, prekindergarten, or Head Start, who were not being homeschooled entirely at home, and children who had a center-based care or education arrangement (at a daycare center, preschool, prekindergarten, or Head Start program) are considered to be attending preschool or a daycare center.

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. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

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

⁵Children without mothers or female guardians living in the household are not included in estimates of mother's employment status.

⁶Children are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

⁷Locale of child's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new “urban-centric locale codes,” see Appendix B: Glossary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 2007.

Table C-6. Standard errors for table 6: Average hours of television viewing in a typical day of the week and day of the weekend for children ages 3–6 who are not yet enrolled in kindergarten, by selected child and family characteristics: 2006–07

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten who watch TV/videos on typical weekdays or weekends (thousands)	Average hours of television or video viewing in a typical day	
		Weekday ¹	Weekend ²
Total	47.6	0.06	0.05
Attends preschool/daycare center³			
Yes.....	77.7	0.07	0.06
No	73.9	0.11	0.09
Child's age			
3 years	113.9	0.09	0.09
4 years	125.3	0.10	0.07
5-6 years old.....	78.1	0.18	0.12
Child's sex			
Male.....	99.8	0.09	0.07
Female.....	98.7	0.06	0.07
Child's race/ethnicity			
White, non-Hispanic.....	67.3	0.07	0.06
Black, non-Hispanic	21.1	0.21	0.18
Hispanic.....	14.3	0.11	0.10
Asian or Pacific Islander, non-Hispanic.....	44.3	0.21	0.28
Other race, non-Hispanic ⁴	47.3	0.22	0.17
Parents' highest education level			
Less than high school	68.9	0.27	0.21
High school graduate or equivalent.....	108.7	0.15	0.14
Vocational/technical education or some college	102.6	0.12	0.10
Bachelor's degree	88.4	0.13	0.09
Graduate or professional school	88.8	0.11	0.06
Parents' language at home⁵			
Both/only parent(s) speak(s) English	78.7	0.06	0.05
One of two parents speaks English.....	37.7	0.38	0.26
No parent speaks English	64.7	0.14	0.14
Mother's employment status⁶			
35 hours or more per week	126.0	0.09	0.09
Less than 35 hours per week.....	82.8	0.10	0.12
Unemployed, looking for work	60.5	0.40	0.23
Not in labor force.....	119.2	0.11	0.08

See notes at end of table.

Table C-6. Standard errors for table 6: Average hours of television viewing in a typical day of the week and day of the weekend for children ages 3–6 who are not yet enrolled in kindergarten, by selected child and family characteristics: 2006–07—Continued

Characteristic	Number of children age 3 or older and not yet enrolled in kindergarten who watch TV/videos on typical weekdays or weekends (thousands)	Average hours of television or video viewing in a typical day	
		Weekday ¹	Weekend ²
Poverty status⁷			
Poor	78.2	0.16	0.15
Nonpoor	76.7	0.07	0.05
Locale of child's household⁸			
City	95.9	0.11	0.08
Suburban	98.7	0.10	0.08
Town.....	71.1	0.22	0.13
Rural	49.2	0.15	0.12

¹Includes children reported as watching TV or videos on a typical weekday (97 percent).

²Includes children reported as watching TV or videos on a typical day of the weekend (94 percent).

³Children reported to have been enrolled in school with a grade of nursery school, preschool, prekindergarten, or Head Start, who were not being homeschooled entirely at home, and children who had a center-based care or education arrangement (at a daycare center, preschool, prekindergarten, or Head Start program) are considered to be attending preschool or a daycare center.

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. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

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

⁶Children without mothers or female guardians living in the household are not included in estimates of mother's employment status.

⁷Children are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

⁸Locale of child's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new “urban-centric locale codes,” see Appendix B: Glossary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 2007.