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

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

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

ABBREVIATIONS AND ACRONYMS

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

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

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

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

Profiles are organized around the following topics:

- **Children and Child Development**: Includes children’s characteristics, intellectual and socioemotional development, emergent literacy and numeracy, academic performance, special needs, and services received related to their special needs.

- **Parents and Families**: Types of child care and early education arrangement used, factors associated with their selection, and their duration and stability, characteristics of the parents, the family, the home environment, and the neighborhood and community.

- **Provider Workforce and Market**: Characteristics of the child care and early education market, the providers as organizations (type of provider, organization and classroom characteristics, professional development and training, interaction with parents), and providers as individuals.

- **Programs, Interventions, and Curricula**: Characteristics of programs, such as accreditation, enrollment, curricula, and quality.

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

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

**Acronym**  
ACS

**Description**  
The American Community Survey (ACS) is a new nationwide, mandatory yearly survey that intends to collect data on the demographic, housing, social, and economic characteristics of U.S. communities in the 50 states, all counties, American Indian and Alaska Native areas, Hawaiian Home Land, and Puerto Rico. Established in 1996 and implemented across the nation in 2004, the survey covers 3 million households and is designed to provide estimates for states, cities, counties, metropolitan areas, and communities of at least 65,000 inhabitants. Samples to provide estimates for smaller communities (i.e., 20,000 to 65,000, and less than 20,000 people) will be developed over time. The full program will be implemented by 2010, when it will replace the U.S. Census “Long form.” Data are collected through mail-in surveys, as well as computer-assisted telephone and in-person interviews. Questions on demographic, social, and economic characteristics are asked about each individual in the household.

**Design**  
Nonexperimental; cross-sectional

**Periodicity**  
Yearly

**Period Coverage**  
November of the year prior to the survey to December of the survey year

**Data Availability**  
Data are available in summarized data products, which include summary tables, profiles, change profiles, and ranking tables (see [www.census.gov/acs/www/Products/index.htm](http://www.census.gov/acs/www/Products/index.htm) and [www.census.gov/acs/www/Products/Ranking/index.htm](http://www.census.gov/acs/www/Products/Ranking/index.htm)). Microdata are available free of charge in Public Microdata Sample (PUMS) files in comma separated value (CSV) or PC and UNIX SAS data formats, on the American FactFinder web site ([http://factfinder.census.gov/home/saff/main.html?_lang=en](http://factfinder.census.gov/home/saff/main.html?_lang=en)).

**Availability URL**  
www.census.gov/acs/www/index.html  

**Years Available**  
1996 through 2004

**Data Type**  
Survey

**Population**  
Household units and their individuals in the United States

**Children’s Age Range/Group**  
- Birth-2 Years  
- 3-5 Years  
- 6-8 Years  
- 9-12 Years

**Unit of Observation**  
Households, Individuals

**Source of Data or Respondent**  
Household members who are age 15 or older.

**Data Are Representative of**  
- U.S.  
- County  
- Census Tract  
- Rural Areas  
- State  
- Zip Code  
- Urban Areas  
- Other: Samples to provide estimates for smaller communities (i.e., 20,000 to 65,000, and less than 20,000 people) will be developed over time.

**Principal Investigator**  
United States. Bureau of the Census

**Researchers**  

**Contractors**  

**Data Collectors**  
United States. Bureau of the Census

**Funders**  
United States. Bureau of the Census
American Community Survey (continued)

<table>
<thead>
<tr>
<th>CHILD CHARACTERISTICS</th>
<th>CHILD DEVELOPMENT</th>
<th>SPECIAL NEEDS CHILDREN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Emerging Literacy &amp; Numeracy</td>
<td>Diagnoses</td>
</tr>
<tr>
<td>Gender</td>
<td>- Parent/provider perceptions</td>
<td>- Learning disability</td>
</tr>
<tr>
<td>Relation to respondent</td>
<td>- Direct assessments</td>
<td>- Mental retardation</td>
</tr>
<tr>
<td>School grade</td>
<td>- Academic Performance</td>
<td>- Speech/language delay</td>
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<td>Hours per week in school</td>
<td>- Delayed kindergarten entry</td>
<td>- Emotional/behavioral disorder</td>
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<td>Race</td>
<td>- Academic performance measures</td>
<td>- Hearing impairment</td>
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<td>Ethnicity</td>
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<td>Hispanic origin</td>
<td>- Grade retention</td>
<td>- Orthopedic impairment</td>
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<td>Language child speaks at home</td>
<td>- Child’s adjustment to school</td>
<td>- Autism or Asperger’s</td>
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<tr>
<td>Immigrant status</td>
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<td>- Other PDD</td>
</tr>
<tr>
<td>Health insurance coverage</td>
<td></td>
<td>- ADD, ADHD</td>
</tr>
</tbody>
</table>

**CHILD DEVELOPMENT**

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

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

**SPECIAL NEEDS CHILDREN**

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

- Child Receives Services from
  - Local school district
  - Local health agency
  - Local health care provider
  - Child has IEP
PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

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

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

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

CC&EE EXPENSES

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

FAMILY CHARACTERISTICS

- **Family Structure**
  - ☐ Family composition - full or partial roster
  - ☐ Marital status
  - ☐ Family structure
  - ☐ Family size
  - ☐ Number of children under 18
  - ☐ Number of children under 13
  - ☐ Number of children under 6
### PROVIDER, WORKFORCE, AND MARKET

#### MARKET
- **Supply**
  - Use of waiting lists
  - Program expansion
  - Client recruitment practices
  - Infrastructure expansion

#### PROVIDER ORGANIZATIONS
- **Provider Type**
  - Center-based
  - Family child care
  - Relative care
  - Friend & neighbor care
  - In-home, nonrelative care
  - School-age care settings

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

#### Classroom—Group Characteristics
- Environment
- Daily activities & routines
- Use of curriculum
- Child assessment practices

#### PROVIDER WORKFORCE
- **Caregiver (Individual) – Teacher Characteristics**
  - Age
  - Gender
  - Race/ethnicity
  - Educational attainment
  - Certification
  - Years of experience
  - Language spoken during care
  - Participation in professional development & training

### PROGRAMS, INTERVENTIONS, AND CURRICULA

#### PROGRAMS
- Accreditation
- Administration & management
- Health-based programs
- Early intervention
- Integrated services
- Protective/therapeutic/at-risk programs
- School-based programs
- Two-generation programs

  - Enrollment
    - Before & after-school care
    - Center-based care, day care center, or preschool
    - Early Head Start
    - Family child care
    - Head Start
    - Pre-k
    - Summer child care

#### INTERVENTION – CURRICULA
- Comprehensive
- Development, planning, & evaluation
- Health, safety, & nutrition
- Literacy
- Mixed age groupings
- Preschool

#### CC&EE QUALITY
- Structural quality
- Process quality
- Caregiver sensitivity
Endnotes

1. In Puerto Rico, this survey is called the Puerto Rico Community Survey (PRCS).

2. One question asks whether the individual has difficulties learning, remembering, and concentrating due to the presence of a physical, mental, and/or emotional condition for six months or longer. Respondents are instructed to answer this question only if the individual is 5 years old or older.

3. The same question asks about the presence of visual and hearing impairments. Respondents are instructed to answer this question only if the individual is 5 years old or older.

4. The question asks about the presence of condition(s) in the previous six months or more that substantially limit the individual’s basic physical activities. Respondents are instructed to answer this question only if the individual is 5 years old or older.

5. The survey asks if individual attends regular school and if so, the grade in which the individual is enrolled. The English versions of the ACS and of the Puerto Rico Community Survey (PRCS) instruct respondents to “Include only nursery or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree;” both versions have “Nursery school, preschool” as one of the response options for grade. The Spanish versions of both the ACS and the PRCS give slightly different instructions and response formats: both versions direct respondents to consider nursery school and prekindergarten, in addition to grades in formal education and schooling, as regular school (“Incluya sólo guardería infantil (nursery school) o prekindergarten, kindergarten, escuela primaria o educación que conduce a un diploma de escuela secundaria (high school) o título universitario”), and have “Guardería infantil (nursery school), prekindergarten,” as response options. See United States. Bureau of the Census. (2006). Design and methodology: American Community Survey (Technical Paper 67, Unedited version). Washington, DC: U.S. Government Printing Office.

6. The survey also asks questions about whether grandparents have primary responsibility for grandchildren and provide care on a permanent basis.

7. Question asks if individual received “any kind” of public assistance or welfare benefits.

8. Individuals are asked in the same question about receipt of unemployment benefits, child support, alimony, and Veterans’ (VA) payments.

9. Question asks if anyone in the household received food stamps during the previous 12 months.

Publications


## CHILD CARE AND DEVELOPMENT FUND ADMINISTRATIVE DATA

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

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<th>CHILD CHARACTERISTICS</th>
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<td>✗ Age</td>
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<tr>
<td>✗ Gender</td>
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<tr>
<td>□ Relation to respondent</td>
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<td>□ School grade</td>
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<td>✗ Race</td>
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<td>✗ Ethnicity</td>
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<td>□ Verbal proficiency</td>
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<td>□ Quantitative proficiency</td>
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<td>□ Receptive language</td>
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<td>□ Fine motor skills</td>
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<tr>
<td>□ Gross motor skills</td>
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<td>□ Basic concepts mastery</td>
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<td>□ Prereading behaviors</td>
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<th>Socioemotional Development</th>
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<tr>
<td>□ Problem behaviors</td>
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<tr>
<td>□ Social competence</td>
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<td>□ Attachment</td>
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<td>□ Self-regulation</td>
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<td>□ Peer relationships</td>
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<td>□ Positive affect</td>
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<tr>
<td>□ Internalizing behaviors</td>
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<td>□ Mastery motivation</td>
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<td>□ Cooperation/compliance</td>
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<td>□ Direct assessments</td>
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<td>□ Academic performance measures</td>
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<td>□ Grades</td>
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<tr>
<td>□ Grade retention</td>
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<td>□ Child’s adjustment to school</td>
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<td>Diagnoses</td>
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<td>□ Speech/language delay</td>
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<tr>
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## Child Care and Development Fund Administrative Data (continued)

### PARENTS AND FAMILIES

#### USE OF CC&EE ARRANGEMENTS

<table>
<thead>
<tr>
<th>Type of Arrangement</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities (lessons, clubs, sports, etc.)</td>
<td>□</td>
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<tr>
<td>Alternative arrangements</td>
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<td>Early Head Start</td>
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<tr>
<td>Friend &amp; neighbor care</td>
<td>□</td>
</tr>
<tr>
<td>Head Start</td>
<td>□</td>
</tr>
<tr>
<td>In-home care by nonrelative</td>
<td>□</td>
</tr>
<tr>
<td>Nontraditional hour child care</td>
<td>□</td>
</tr>
<tr>
<td>Parental care</td>
<td>□</td>
</tr>
<tr>
<td>Pre-k</td>
<td>□</td>
</tr>
<tr>
<td>Relative care</td>
<td>□</td>
</tr>
<tr>
<td>Self-care</td>
<td>□</td>
</tr>
<tr>
<td>Sick child care</td>
<td>□</td>
</tr>
<tr>
<td>Summer child care</td>
<td>□</td>
</tr>
<tr>
<td>Wrap around/transitional care</td>
<td>□</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration &amp; Stability of Arrangements</th>
<th>Options</th>
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<tbody>
<tr>
<td>Number of arrangements</td>
<td>□</td>
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<tr>
<td>Hours/day, week, month</td>
<td>□</td>
</tr>
<tr>
<td>Days/week, month</td>
<td>□</td>
</tr>
<tr>
<td>Primary vs. secondary arrangements</td>
<td>□</td>
</tr>
<tr>
<td>Age at onset</td>
<td>□</td>
</tr>
<tr>
<td>CC&amp;EE history</td>
<td>□</td>
</tr>
<tr>
<td>CC&amp;EE stability (transition, duration, number of providers)</td>
<td>□</td>
</tr>
</tbody>
</table>

**Selection of Arrangements**

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

#### CC&EE EXPENSES

| Fees                                  | □                                            |
| TANF assistance receipt               | □                                            |
| Child care subsidy receipt            | □                                            |
| Employer assistance receipt           | □                                            |
| Relatives’ assistance receipt         | □                                            |
| Other assistance                      | □                                            |
| Total expenses for focus child        | □                                            |
| Total household child care expenses   | □                                            |

#### FAMILY CHARACTERISTICS

<table>
<thead>
<tr>
<th>Family Structure</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family composition - full or partial roster</td>
<td>□</td>
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<tr>
<td>Marital status</td>
<td>□</td>
</tr>
<tr>
<td>Family structure</td>
<td>□</td>
</tr>
<tr>
<td>Family size</td>
<td>□</td>
</tr>
<tr>
<td>Number of children under 18</td>
<td>□</td>
</tr>
<tr>
<td>Number of children under 13</td>
<td>□</td>
</tr>
<tr>
<td>Number of children under 6</td>
<td>□</td>
</tr>
<tr>
<td>Number of adults in household</td>
<td>□</td>
</tr>
<tr>
<td>Number unrelated adults in the household</td>
<td>□</td>
</tr>
<tr>
<td>Relationship of family members to child, one another</td>
<td>□</td>
</tr>
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</table>

**Home Environment**

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

**Neighborhood & Community Characteristics**

| Perceptions of neighborhood safety    | □                                            |
| Community resources                   | □                                            |

**PARENT CHARACTERISTICS**

<table>
<thead>
<tr>
<th>Race</th>
<th>RM RF NRP (nonresident parent)</th>
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</thead>
<tbody>
<tr>
<td>Ethnicity</td>
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</tr>
<tr>
<td>Hispanic origin</td>
<td>□</td>
</tr>
<tr>
<td>Immigrant status</td>
<td>□</td>
</tr>
<tr>
<td>Native language</td>
<td>□</td>
</tr>
<tr>
<td>Poverty status</td>
<td>□</td>
</tr>
<tr>
<td>Income</td>
<td>□</td>
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<tr>
<td>Income by source</td>
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<td>Parental educational attainment</td>
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</tr>
<tr>
<td>Parental employment</td>
<td>□</td>
</tr>
<tr>
<td>Parent participation in education or training</td>
<td>□</td>
</tr>
<tr>
<td>Parent occupation</td>
<td>□</td>
</tr>
<tr>
<td>Parent work schedule and flexibility</td>
<td>□</td>
</tr>
<tr>
<td>Health &amp; mental health</td>
<td>□</td>
</tr>
<tr>
<td>Child care subsidy receipt</td>
<td>□</td>
</tr>
<tr>
<td>C&amp;DCTC receipt</td>
<td>□</td>
</tr>
<tr>
<td>AFDC, TANF receipt</td>
<td>□</td>
</tr>
<tr>
<td>Unemployment receipt</td>
<td>□</td>
</tr>
<tr>
<td>SSI/Social Security benefits</td>
<td>□</td>
</tr>
<tr>
<td>Food Stamps</td>
<td>□</td>
</tr>
<tr>
<td>WIC receipt</td>
<td>□</td>
</tr>
<tr>
<td>Medicaid receipt</td>
<td>□</td>
</tr>
<tr>
<td>SCHIP</td>
<td>□</td>
</tr>
<tr>
<td>Child support receipt</td>
<td>□</td>
</tr>
<tr>
<td>Foster care payments</td>
<td>□</td>
</tr>
<tr>
<td>Job training, education, GED, work, other requirements</td>
<td>□</td>
</tr>
<tr>
<td>Residential mobility</td>
<td>□</td>
</tr>
<tr>
<td>Residential mobility</td>
<td>□</td>
</tr>
<tr>
<td>Urban/rural marker</td>
<td>□</td>
</tr>
<tr>
<td>MSA/non-MSA area</td>
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</tr>
</tbody>
</table>
## PROVIDER, WORKFORCE, AND MARKET

### MARKET
- Supply
  - Use of waiting lists
  - Program expansion
  - Client recruitment practices
  - Infrastructure expansion

### PROVIDER ORGANIZATIONS
- Provider Type
  - Center-based
  - Family child care
  - Relative care
  - Friend & neighbor care
  - In-home, nonrelative care
  - School-age care settings

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

### Classroom—Group Characteristics
- Environment
- Daily activities & routines
- Use of curriculum
- Child assessment practices

### PROGRAMS, INTERVENTIONS, AND CURRICULA

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

## INTERVENTION – CURRICULA
- Comprehensive
- Development, planning, & evaluation
- Health, safety, & nutrition
- Literacy
- Mixed age groupings
- Preschool

## CC&EE QUALITY
- Structural quality
- Process quality
- Caregiver sensitivity
Child Care and Development Fund Administrative Data (continued)

Endnotes

1. This collection includes for each state and territory the total number of families served monthly by CCDF, the amount of child care subsidy copayment paid by families, and the date when the family began receiving subsidies.

2. The collection also provides information on whether families receive housing vouchers and other federal assistance as a source of income.

3. Data include monthly family income.

4. This collection has information on the reasons for receiving child care subsidies.

5. The collection includes information about licensed and regulated, as well as legally operating child care arrangements. It also provides information on group home child care.

Publications

**CURRENT POPULATION SURVEY — OCTOBER SUPPLEMENT**

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

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

**CHILD DEVELOPMENT**

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

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

**Emerging Literacy & Numeracy**
- Parent/provider perceptions
- Direct assessments

**Academic Performance**
- Delayed kindergarten entry
- Academic performance measures
- Grades
- Grade retention
- Child’s adjustment to school

**SPECIAL NEEDS CHILDREN**

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

**Child Receives Services from**
- Local school district
- Local health agency
- Local health care provider
- Child has IEP
### USE OF CC&EE ARRANGEMENTS

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

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

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

### CC&EE EXPENSES

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

### FAMILY CHARACTERISTICS

**Family Structure**
- [x] Family composition - full or partial roster
- [x] Marital status
- [ ] Family structure
- [ ] Family size
- [ ] Number of children under 18
- [ ] Number of children under 13
- [ ] Number of children under 6

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

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

**Neighborhood & Community Characteristics**
- [ ] Perceptions of neighborhood safety
- [ ] Community resources

### PARENT CHARACTERISTICS

<table>
<thead>
<tr>
<th>RM</th>
<th>RF</th>
<th>NRP (nonresident parent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[x]</td>
<td>[x]</td>
<td>Marital status</td>
</tr>
<tr>
<td>[x]</td>
<td>[x]</td>
<td>Race</td>
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<tr>
<td>[x]</td>
<td>[x]</td>
<td>Ethnicity</td>
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<tr>
<td>[x]</td>
<td>[x]</td>
<td>Hispanic origin</td>
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<td>[x]</td>
<td>[x]</td>
<td>Immigrant status</td>
</tr>
<tr>
<td>[x]</td>
<td>[x]</td>
<td>Native language</td>
</tr>
<tr>
<td>[x]</td>
<td>[x]</td>
<td>Poverty status</td>
</tr>
</tbody>
</table>

- [x] Income
- [x] Income by source
- [x] Parental educational attainment
- [x] Parental employment
- [x] Parent participation in education or training
- [x] Parent occupation
- [x] Parent work schedule and flexibility
- [x] Health & mental health
- [x] Child care subsidy receipt
- [x] C&DCTC receipt
- [x] AFDC, TANF receipt
- [x] Unemployment receipt
- [x] SSI/Social Security benefits
- [x] Food Stamps
- [x] WIC receipt
- [x] Medicaid receipt
- [x] SCHIP
- [x] Child support receipt
- [x] Foster care payments
- [x] Job training, education, GED, work, other requirements
- [x] Residential mobility
- [x] Urban/rural marker
- [x] MSA/non-MSA area

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Guide to Datasets for Research and Policymaking in Child Care and Early Education
### MARKET

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

### PROVIDER ORGANIZATIONS

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

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

Classroom—Group Characteristics
- Environment
- Daily activities & routines
- Use of curriculum
- Child assessment practices

### PROVIDER WORKFORCE

Caregiver (Individual) – Teacher Characteristics
- Age
- Gender
- Race/ethnicity
- Educational attainment
- Certification
- Years of experience
- Language spoken during care
- Child care subsidy receipt
- Participation in professional development & training

### PROGRAMS, INTERVENTIONS, AND CURRICULA

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

**INTERVENTION – CURRICULA**
- Comprehensive
- Development, planning, & evaluation
- Health, safety, & nutrition
- Literacy
- Mixed age groupings
- Preschool

**CC&EE QUALITY**
- Structural quality
- Process quality
- Caregiver sensitivity
Endnotes

1. October Supplement data are available only up to 2000.

2. October Supplement data are available only up to 2003.

3. October Supplement data on Research Connections are available up to 2004 and only for staff of ICPSR member institutions. See <www.icpsr.umich.edu/membership/ors.html>

4. Children’s items from the October CPS collect data for children ages 5 to 14.

5. The CPS sample is selected so that reliable estimates can be obtained for the 50 states and the District of Columbia. Estimates for geographic areas smaller than states are not as reliable.

6. The 2004 October CPS included questions about English proficiency of the child, as perceived by the respondent, and children’s participation in English as a Second Language instruction.

7. Since 1999, the October CPS includes a question on grade repetition.

8. Responses to question on disability services receipt are coded as either from school or school district, from doctor or clinic, from other source, or not receiving services.

9. The October Supplement asks whether the child is enrolled in “regular school.” Since 1994, respondents are told that this term includes nursery school and kindergarten, as well as formal schooling leading to a high school diploma. When asked the grade or school the child is attending, if the answer is nursery or kindergarten, respondents are asked to indicate whether attendance is part-day or full-day. Responses are coded separately for nursery (i.e., preschool or prekindergarten) and kindergarten. According to Bainbridge et al. (2005), at least since 1994, questions in the October CPS about participation in early education capture together center-based care, Head Start, nursery school, prekindergarten, and kindergarten. See Bainbridge, Jay, Meyers, Marcia K., Tanaka, Sakiko, & Waldfogel, Jane. (2005). Who gets an early education? Family income and the enrollment of three- to five-year-olds from 1968 to 2000. Social Science Quarterly, 86(3), 724-745.

10. Question asks specifically if Spanish is the only language spoken at home.

11. Data are collected on combined family income received by all family members who are age 15 or older

Publications


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

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

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

### CHILD DEVELOPMENT

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

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

### Emerging Literacy & Numeracy
- □ Parent/provider perceptions
- □ Direct assessments

### Academic Performance
- □ Delayed kindergarten entry
- □ Academic performance measures
- ✓ Grades
- ✓ Grade retention
- □ Child’s adjustment to school

### SPECIAL NEEDS CHILDREN

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

#### Child Receives Services from
- ✓ Local school district
- ✓ Local health agency
- ✓ Local health care provider
- ✓ Child has IEP
## PARENTS AND FAMILIES

### USE OF CC&EE ARRANGEMENTS

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

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

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

### CC&EE EXPENSES

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

### FAMILY CHARACTERISTICS

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

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

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

- **Neighborhood & Community Characteristics**
  - Perceptions of neighborhood safety
  - Community resources

- **PARENT CHARACTERISTICS**

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### MARKET

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

### PROVIDER ORGANIZATIONS

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

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

**Classroom—Group Characteristics**
- Environment
- Daily activities & routines
- Use of curriculum
- Child assessment practices

### PROGRAMS, INTERVentions, AND CURRICULA

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

**INTERVENTION – CURRICULA**
- Comprehensive
- Development, planning, & evaluation
- Health, safety, & nutrition
- Literacy
- Mixed age groupings
- Preschool

**CC&EE QUALITY**
- Structural quality
- Process quality
- Caregiver sensitivity

---

**Guide to Datasets for Research and Policymaking in Child Care and Early Education**
Endnotes

1. Eligible children are kindergartners through eighth graders (approximate age is 6 to 14 years).

2. Surveys prior to 2005 also collected information on reasons for home schooling; services offered by local public school district; use of these services; possibility to attend classes at school; home instruction provided by teacher paid by public school.

3. Also provided is information on: special education status; school characteristics (public vs. private; choice of school; religious affiliation; grades taught; student enrollment; daily schedule; travel time from home to school).

4. Grades are reported by survey respondent. Also provided is information on school suspensions, and behavior and academic problems reported by the school.

5. Surveys prior to 2005 did not ask about PDD.

6. The 2005 survey does not ask about IEPs.

7. Grouped together under nonrelative care is care provided by nonrelatives in the child’s home or someone else’s home, by family child care providers, and/or by neighbors. Since there is a question on location of care (child’s home, other home, both), it is potentially feasible to distinguish care provided by nonrelative in the child’s home from other nonrelative care.

8. Question asks about nonparental care after 6:00 PM.

9. NHES 2005 specifically asks about receipt of TANF assistance, in addition to assistance from other social service, welfare, or child care agency, to cover child care expenses. In previous years, the survey did not include a separate question about TANF receipt.

10. Respondents are asked about receipt of assistance from social service, welfare, or child care agency in the same question.

11. Question not asked prior to 2005.

12. Question asked for the household rather than for a specific parent or family member.

13. Question asks more generally about receipt of assistance from state government or welfare agency to pay for child care costs.


15. The 2005 survey has separate questions for TANF receipt and other welfare benefits. Questions about AFDC & TANF receipt are asked for the family rather than for a specific parent.

16. Question asked for the family rather than for a specific parent.

17. Age asked only of relative and nonrelative care providers.

18. Gender asked only of relative and nonrelative care providers.

Publications


### NATIONAL HOUSEHOLD EDUCATION SURVEY — EARLY CHILDHOOD PROGRAM PARTICIPATION

**Acronym**  
NHES - ECPP

**Description**  
The NHES is a telephone survey of households and individuals covering a wide range of information on the educational experiences of U.S. children and adults. NHES was developed to provide reliable national estimates. To that end, African Americans and Hispanics are oversampled. Following a two-stage sampling design, NHES first selects a stratified random sample of all U.S. households with a telephone; second, up to three individuals within households are surveyed depending on the topics being fielded. Five general topics are regularly explored: before- and after-school programs and activities (ASPA); early childhood program participation (ECPP); school readiness (SR); parent and family involvement in education (PFI); and adult education (AE). These topics are covered on a rotating basis. Each survey year contains at least two topics. In addition, surveys have been fielded examining civic involvement; household library use; and school safety and discipline. The ECPP module examines children’s involvement in nonparental care and early education programs, the characteristics of these arrangements, and educational activities at home.

**Design**  
Cross-sectional

**Periodicity**  

**Period Coverage**  
January to April of the survey year

**Data Availability**  
Public-release data are currently available free of charge in ASCII files in an Electronic Code Book CD-ROM, a Windows-based program that enables users to explore and subset data, as well as export files into SAS, SPSS, and STATA.

**Availability URL**  
http://nces.ed.gov/nhes/  
www.researchconnections.org/location/ccrca364  
www.researchconnections.org/location/ccrca353  
www.researchconnections.org/location/ccrca146  
www.researchconnections.org/location/ccrca3637

**Years Available**  

**Data Type**  
Survey

**Population**  
Noninstitutionalized population in the 50 states and the District of Columbia

**Children’s Age Range/Group**  
☑️ Birth-2 Years  ☑️ 3-5 Years  ☑️ 6-8 Years  ☐ 9-12 Years

**Unit of Observation**  
Child

**Source of Data or Respondent**  
Parent, guardian or adult most knowledgeable about the child

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

**Principal Investigator**  
National Center for Education Statistics

**Researchers**

**Contractors**  
Westat, Inc.

**Data Collectors**  
Westat, Inc.

**Funders**  
National Center for Education Statistics
### CHILD CHARACTERISTICS
- [x] Age
- [x] Gender
- [x] Relation to respondent
- [x] Homeschooling
- [ ] School grade
- [ ] Hours per week in school
- [x] Race
- [ ] Ethnicity
- [x] Hispanic origin
- [x] Language child speaks at home
- [ ] Immigrant status
- [ ] Health insurance coverage

### CHILD DEVELOPMENT

#### Intellectual Development
- [ ] Verbal proficiency
- [ ] Quantitative proficiency
- [ ] Expressive language
- [ ] Receptive language
- [ ] Fine motor skills
- [ ] Gross motor skills
- [ ] Basic concepts mastery
- [ ] Approaches to learning
- [ ] Prereading behaviors

#### Socioemotional Development
- [ ] Problem behaviors
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- [ ] Attachment
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- [ ] Delayed kindergarten entry
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### SPECIAL NEEDS CHILDREN

#### Diagnoses
- [x] Learning disability
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#### Child Receives Services from
- [x] Local school district
- [x] Local health agency
- [x] Local health care provider
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### NHES — Early Childhood Program Participation (continued)

#### PARENTS AND FAMILIES

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**Duration & Stability of Arrangements**

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

**Selection of Arrangements**

- Sources of information & referral
- Reasons for selecting primary arrangement
- Difficulty finding type wanted
- Perception of available choices in community
- Parent satisfaction with child care arrangements
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- Travel time
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**CC&EE EXPENSES**

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- Child care subsidy receipt
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- Relatives’ assistance receipt
- Other assistance
- Total expenses for focus child
- Total household child care expenses

**FAMILY CHARACTERISTICS**

**Family Structure**

- Family composition - full or partial roster
- Marital status
- Family structure
- Family size
- Number of children under 18
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- Number of adults in household
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**Home Environment**

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

**Neighborhood & Community Characteristics**

- Perceptions of neighborhood safety
- Community resources

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NHES — Early Childhood Program Participation (continued)

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| PROVIDER WORKFORCE               |
| Caregiver (Individual) — Teacher Characteristics |
| ☑ Age                              |
| ☑ Gender                           |
| ☑ Race/ethnicity                   |
| □ Educational attainment           |
| □ Certification                    |
| □ Years of experience              |
| ☑ Language spoken during care      |
| ☑ Activities targeting father involvement |

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| CC&EE QUALITY                       |
| □ Structural quality                |
| □ Process quality                   |
| □ Caregiver sensitivity             |
Endnotes

1. Eligible children are infants through third graders (approximate age birth through 9 years).

2. Also provided is information on special education status.

3. Surveys prior to 2005 did not ask about PDD.

4. The 2005 survey does not ask about IEPs.

5. Respondents are asked about the child’s participation in center-based care (i.e., preschool, nursery school, day care), Head Start, Early Head Start, and prekindergarten without distinguishing among these types of arrangements.

6. Grouped together under nonrelative care is care provided by nonrelatives in the child’s home or someone else’s home, by family child care providers, and/or by neighbors. Since there is a question on location of care (child’s home, other home, both), it is potentially feasible to distinguish care provided by nonrelative in the child’s home from other nonrelative care.

7. NHES 2005 specifically asks about receipt of TANF assistance, in addition to assistance from other social service, welfare, or child care agency, to cover child care expenses. In previous years, the survey did not include a separate question about TANF receipt.

8. Respondents are asked about receipt of assistance from social service, welfare or child care agency in the same question.


10. Question asked for the household rather than for a specific parent or family member.

11. One question asks respondents whether child care needs have influenced their choices around jobs and/or work schedules in any way.

12. Question asks more generally about receipt of assistance from state government or welfare agency to pay for child care costs.


14. The 2005 survey has separate questions for TANF receipt and other welfare benefits. Questions about AFDC and TANF receipt are asked for the family rather than for a specific parent.

15. Question asked for the family rather than for a specific parent.

16. See note 5.

17. See note 6.

18. Question not asked of relative care providers.

Publications


### NATIONAL HOUSEHOLD EDUCATION SURVEY — SCHOOL READINESS

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

### CHILDREN AND CHILD DEVELOPMENT

<table>
<thead>
<tr>
<th>CHILD CHARACTERISTICS</th>
<th>Emerging Literacy &amp; Numeracy</th>
<th>SPECIAL NEEDS CHILDREN</th>
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<tr>
<td>✓ Age</td>
<td>✓ Parent/provider perceptions</td>
<td>Diagnoses</td>
</tr>
<tr>
<td>✓ Gender</td>
<td>✓ Direct assessments</td>
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<tr>
<td>✓ Relation to respondent</td>
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<td>✓ Mental retardation</td>
</tr>
<tr>
<td>✓ Homeschooling</td>
<td></td>
<td>✓ Speech/language delay</td>
</tr>
<tr>
<td>✓ School grade</td>
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<td>✓ Emotional/behavioral disorder</td>
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<tr>
<td>□ Hours per week in school</td>
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<td>✓ Hearing impairment</td>
</tr>
<tr>
<td>✓ Race</td>
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<td>✓ Visual impairment</td>
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<td>□ Ethnicity</td>
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<td>✓ Orthopedic impairment</td>
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<tr>
<td>✓ Hispanic origin</td>
<td></td>
<td>✓ Autism or Asperger’s</td>
</tr>
<tr>
<td>✓ Language child speaks at home</td>
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<td>✓ Other PDD</td>
</tr>
<tr>
<td>□ Immigrant status</td>
<td></td>
<td>✓ ADD, ADHD</td>
</tr>
<tr>
<td>□ Health insurance coverage</td>
<td></td>
<td>✓ Other health impairment</td>
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</table>

### CHILD DEVELOPMENT

#### Intellectual Development

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

#### Socioemotional Development

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

### Academic Performance

- ✓ Delayed kindergarten entry
- □ Academic performance measures

#### Child Receives Services from

- ✓ Local school district
- □ Local health agency
- □ Local health care provider
- □ Child has IEP
### NHES — School Readiness (continued)

#### Parents and Families

**USE OF CC&EE ARRANGEMENTS**

<table>
<thead>
<tr>
<th>Type of Arrangement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Activities (lessons, clubs, sports, etc.)</td>
<td></td>
</tr>
<tr>
<td>□ Alternative arrangements</td>
<td></td>
</tr>
<tr>
<td>□ Before &amp; after-school care</td>
<td></td>
</tr>
<tr>
<td>□ Center-based care</td>
<td></td>
</tr>
<tr>
<td>□ Early Head Start</td>
<td></td>
</tr>
<tr>
<td>□ Family child care</td>
<td></td>
</tr>
<tr>
<td>□ Friend &amp; neighbor care</td>
<td></td>
</tr>
<tr>
<td>□ Head Start</td>
<td></td>
</tr>
<tr>
<td>□ In-home care by nonrelative</td>
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</tr>
<tr>
<td>□ Nontraditional hour child care</td>
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</tr>
<tr>
<td>□ Parental care</td>
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<tr>
<td>□ Pre-K</td>
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<td>□ Relative care</td>
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<td>□ Self-care</td>
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<tr>
<td>□ Sick child care</td>
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<tr>
<td>□ Summer child care</td>
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</tr>
<tr>
<td>□ Transitional care</td>
<td></td>
</tr>
</tbody>
</table>

**Duration & Stability of Arrangements**

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

**Selection of Arrangements**

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

**CC&EE EXPENSES**

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

**FAMILY CHARACTERISTICS**

**Family Structure**

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

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

**Home Environment**

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

**Neighborhood & Community Characteristics**

- □ Perceptions of neighborhood safety
- □ Community resources

**PARENT CHARACTERISTICS**

- □ Race
- □ Ethnicity
- □ Hispanic origin
- □ Immigrant status
- □ Native language
- □ Poverty status
- □ Income
- □ Income by source
- □ Parental educational attainment
- □ Parental employment
- □ Parent participation in education or training
- □ Parent occupation
- □ Parent work schedule and flexibility
- □ Health & mental health
- □ Child care subsidy receipt
- □ C&DCTC receipt
- □ AFDC, TANF receipt
- □ Unemployment receipt
- □ SSI/Social Security benefits
- □ Food Stamps
- □ WIC/Social Security benefits
- □ Medicaid receipt
- □ SCHIP
- □ Child support receipt
- □ Foster care payments
- □ Job training, education, GED, work, other requirements
- □ Residential mobility
- □ Urban/rural marker
- □ MSA/non-MSA area
NHES — School Readiness *(continued)*

### PROVIDER, WORKFORCE, AND MARKET

#### MARKET

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

#### PROVIDER ORGANIZATIONS

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

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

Classroom—Group Characteristics
- Environment
- Daily activities & routines
- Use of curriculum
- Child assessment practices

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

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

### PROVIDER WORKFORCE

Caregiver (Individual) – Teacher Characteristics
- Age
- Gender
- Race/ethnicity
- Educational attainment
- Certification
- Years of experience
- Years of experience
- Language spoken during care
- Child care subsidy receipt
- Participation in professional development & training

### PROGRAMS, INTERVENTIONS, AND CURRICULA

#### PROGRAMS

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

#### INTERVENTION – CURRICULA

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

### CC&EE QUALITY

- Structural quality
- Process quality
- Caregiver sensitivity
Endnotes

1. This profile is based on the SR 1993 questionnaire since the 2007 questionnaire is not currently available.

2. This module covers children ages 3 through 7 years.

3. Survey asks in the same question about whether child is homeschooled, receives tutoring, and/or attends alternative educational program, without separating these three services.

4. Also available is information on special education status.

5. Separate questions explore the language that the child uses with the mother and the father.

6. Information collected through parents’ reports rather than through direct assessments.

7. Information collected through parents’ reports rather than through direct assessments.

8. Information is based on parents’ accounts of teacher’s reports.

9. Information is based on parents’ observations of the child and their accounts of teacher’s reports.

10. Question asks about services received from other sources, without distinguishing between health agencies and health care providers.

11. Respondents are asked about the child’s participation in center-based care (i.e., preschool, nursery school, day care) and prekindergarten without distinguishing between these two types of arrangements.

12. Questions in this topic only refer to center-based programs (i.e., nursery school, preschool, and day care) and prekindergarten.

13. Question asks about the total income of all persons in the household.

14. Question also asks about the mother’s employment status during the child’s first five years of life.

15. The receipt of these benefits is only examined during the first five years of the child’s life. No questions are asked about the receipt of these benefits at the time of the survey. The survey also asks about whether, during the child’s first five years of life, the child lived apart from the birth mother, and the family experienced serious financial problems or was headed only by the mother.

16. The survey also asks whether the child participates in the school’s government-funded free or reduced-price breakfast or lunch program.

17. Question asks about the number of times the family moved during the first five years of the child’s life.

18. Questions in this topic refer to the early care and education program in which the child spends most of the time, rather than to all the programs in which the child participates.

19. Respondents are asked if the program the child attends has an “educational program.”

Publications


### NATIONAL SURVEY OF CHILDREN’S HEALTH

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<thead>
<tr>
<th>Acronym</th>
<th>NSCH</th>
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<td><strong>Description</strong></td>
<td>The purpose of the National Survey of Children’s Health (NSCH) is to produce national and state estimates of children’s health and their experiences with the health care system. A telephone survey of households in the 50 states and the District of Columbia, NSCH is conducted through the State and Local Area Integrated Telephone Survey Program (SLAITS) at the U.S. Centers for Disease Control and Prevention’s (CDC) National Center for Health Statistics (NCHS), using the sampling frame of the National Immunization Survey (NIS). NSCH provides information on various measures of children’s physical, emotional, and behavioral health, their experiences with the health care system, parent’s health status, parent’s concerns about their child’s health, family activities, and perceptions of neighborhoods where children reside. In each sampled household, one child is randomly selected to be the focus of the interview and is considered as representing all the children in the household.</td>
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<tr>
<td><strong>Design</strong></td>
<td>Nonexperimental; Cross-sectional</td>
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<td><strong>Periodicity</strong></td>
<td>Every four years</td>
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<td><strong>Period Coverage</strong></td>
<td>The year previous to the survey</td>
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<td><strong>Data Availability</strong></td>
<td>Users can create customized reports and tables at the NSCH’s Resource Data Center at <a href="http://www.nschdata.org/Content/Default.aspx">www.nschdata.org/Content/Default.aspx</a>. Microdata are available free of charge in SAS data formats at <a href="http://www.cdc.gov/nchs/about/major/slaits/nsch.htm">www.cdc.gov/nchs/about/major/slaits/nsch.htm</a>.</td>
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<td><strong>Population</strong></td>
<td>Noninstitutionalized children ages birth to 17 years</td>
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<td><strong>Unit of Observation</strong></td>
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<td><strong>Source of Data or Respondent</strong></td>
<td>Parent or guardian most knowledgeable about the child’s health and health care.</td>
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<td><strong>Data Are Representative of</strong></td>
<td>☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☒ State ☐ Zip Code ☐ Urban Areas ☐ Other:</td>
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<tr>
<td><strong>Principal Investigator</strong></td>
<td>United States. Maternal and Child Health Bureau</td>
</tr>
<tr>
<td><strong>Researchers</strong></td>
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<tr>
<td><strong>Contractors</strong></td>
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<tr>
<td><strong>Data Collectors</strong></td>
<td>United States. Centers for Disease Control and Prevention</td>
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<td><strong>Funders</strong></td>
<td>United States. Maternal and Child Health Bureau; National Center for Infectious Diseases; National Vaccine Program</td>
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<td>CHILD CHARACTERISTICS</td>
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<tr>
<td>Age</td>
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<td>School grade</td>
<td>Hours per week in school</td>
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<th>CHILD DEVELOPMENT</th>
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<tr>
<td>Intellectual Development</td>
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<tr>
<td>□ Verbal proficiency</td>
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<td>□ Gross motor skills</td>
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<tr>
<td>□ Basic concepts mastery</td>
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<td>□ Approaches to learning</td>
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<tr>
<th>Socioemotional Development</th>
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<tbody>
<tr>
<td>□ Problem behaviors</td>
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<tr>
<td>□ Self-regulation</td>
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<td>□ Peer relationships</td>
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<td>□ Positive affect</td>
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<td>□ Mastery motivation</td>
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<th>Academic Performance</th>
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<tbody>
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<td>□ Delayed kindergarten entry</td>
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<tr>
<td>□ Academic performance measures</td>
</tr>
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<td>□ Grades</td>
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<table>
<thead>
<tr>
<th>Child Receives Services from*</th>
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</thead>
<tbody>
<tr>
<td>□ Local school district</td>
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<tr>
<td>□ Local health agency</td>
</tr>
<tr>
<td>□ Local health care provider</td>
</tr>
<tr>
<td>□ Child has IEP</td>
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</tbody>
</table>
### USE OF CC&EE ARRANGEMENTS

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

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

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

### CC&EE EXPENSES
- □ Fees
- □ TANF assistance receipt
- □ Child care subsidy receipt
- □ Employer assistance receipt
- □ Relatives’ assistance receipt
- □ Other assistance
- □ Total expenses for focus child
- □ Total household child care expenses

### FAMILY CHARACTERISTICS

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

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

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

#### Neighborhood & Community Characteristics
- ✓ Perceptions of neighborhood safety
- ✓ Community resources

### PARENT CHARACTERISTICS

#### Parent Race
- □ American Indian/Alaska Native
- □ Asian
- □ Hispanic
- □ Other
- □ White

#### Parent Ethnicity
- □ American Indian/Alaska Native
- □ Asian
- □ Hispanic
- □ Other
- □ White

#### Parent Hispanic Origin
- □ Yes
- □ No

#### Parent Immigrant Status
- □ Yes
- □ No

#### Parent Native Language
- □ English
- □ Spanish
- □ Other

#### Parent Poverty Status
- □ Low income
- □ Very low income

#### Parent Income
- □ Below poverty level
- □ Near poverty level
- □ Modest income
- □ Above poverty level
- □ High income

#### Parent Income by Source
- □ AFDC, TANF receipt
- □ Employment receipt
- □ Parent educational attainment
- □ Parent employment
- □ Parent participation in education or training
- □ Parent work schedule and flexibility
- □ Parent occupation
- □ Parent health and mental health
- □ Child support receipt
- □ Child care subsidy receipt
- □ C&DECTC receipt
- □ Foster care payments
- □ C&DCTC receipt
- □ Food Stamps
- □ Medicaid receipt
- □ SCHIP
- □ SCHIP
- □ Child support receipt
- □ Foster care payments
- □ Job training, education, GED, work, other requirements
- □ Parent work schedule and flexibility
- □ Urban/rural marker
- □ MSA/non-MSA area

- □ Foster care payments
- □ Job training, education, GED, work, other requirements
- □ Urban/rural marker
- □ MSA/non-MSA area
## Provider, Workforce, and Market

### Market

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

### Provider Organizations

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

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

### Classroom—Group Characteristics

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

## Programs, Interventions, and Curricula

### Programs

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

### Intervention—Curricula

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

### CC&EE Quality

- Structural quality
- Process quality
- Caregiver sensitivity

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Guide to Datasets for Research and Policymaking in Child Care and Early Education
Endnotes


2. SLAITS is an ongoing state and local surveillance system designed to track and monitor the health and well-being of the U.S. population.

3. NIS is a national telephone survey designed to identify children in sampled households and to gather immunization information for children aged 19 to 35 months.

4. A section of the survey is devoted to parent’s perceptions of and concerns over the learning, development, and behavior of their birth to 5-year-old children, and the achievement, learning difficulties, self-esteem, among others, of their 6 to 17-year-old children.

5. One question asks more generally about the presence of developmental delays.

6. One question asks about the presence of speech problems (such as, stuttering, stammering, or other problems).

7. The same question asks about vision and hearing problems.

8. One question asks about receipt of any mental health care or counseling.

9. Two questions ask about the use of center-based early care and education: one, asks about the child’s participation in child care centers; the other, asks the same question regarding “Nursery school, preschool, or kindergarten.”

10. The same question asks about participation in Head Start and Early Head Start.

11. One question asks whether the focus child participated in “family-based child care outside [the child’s] home.” Interviewers did not provide a specific definition of ‘family-based child care’ to respondents. Thus, it is not possible to determine whether the child was attending regulated or unregulated family child care run by relatives or nonrelatives, or s/he was being cared by family, friends, or neighbors outside his/her home.

12. The question asks about the use of in-home care, whether it is provided by relatives or nonrelatives.

13. Weekly hours spent in nonparental care are asked only regarding self-care.

14. One question asks whether in the month prior to the survey parents had to quit their job due to child care difficulties.

15. Roster is obtained only for individuals 18 years old or younger.

16. The survey asks about the highest educational attainment of any individual in the household.

17. The survey asks if any household member was employed during most of the previous year.

18. The survey asks if any household member received any benefits from a state or county welfare program.

19. The survey also asks if any child in the household participated in the free or reduced-price breakfast or lunch program at school.

Publications

As of July 2006, Research Connections has no publications related to this collection.
## U.S. Census

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

| Design | Nonexperimental; cross-sectional |
| Periodicity | Every 10 years |

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


| Years Available | 1850 to 2000 |
| Data Type | Census enumeration data |

| Population | Household units and their individuals in the United States |

| Children’s Age Range/Group | Birth-2 Years | 3-5 Years | 6-8 Years | 9-12 Years |

| Unit of Observation | Households, Individuals |

| Source of Data or Respondent | Household members who are 15 or older |

| Data Are Representative of | U.S. | County | Census Tract | Rural Areas |
|                           | State | Zip Code | Urban Areas |

| Other: Estimates can also be generated by region (North, East, South, Midwest, West). |

| Principal Investigator | United States. Bureau of the Census |
| Researchers |
| Contractors |
| Data Collectors | United States. Bureau of the Census |
| Funders | United States. Bureau of the Census |
### CHILD CHARACTERISTICS
- Age
- Gender
- Relation to respondent
- Homeschooling
- School grade
- Hours per week in school
- Race
- Ethnicity
- Hispanic origin
- Language child speaks at home
- Immigrant status
- Health insurance coverage

### CHILD DEVELOPMENT
#### Intellectual Development
- Verbal proficiency
- Quantitative proficiency
- Expressive language
- Receptive language
- Fine motor skills
- Gross motor skills
- Basic concepts mastery
- Approaches to learning
- Prereading behaviors

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

### Emerging Literacy & Numeracy
- Parent/provider perceptions
- Direct assessments

### Academic Performance
- Delayed kindergarten entry
- Academic performance measures
- Grades
- Grade retention
- Child’s adjustment to school

### SPECIAL NEEDS CHILDREN
#### Diagnoses
- Learning disability
- Mental retardation
- Speech/language delay
- Emotional/behavioral disorder
- Hearing impairment
- Visual impairment
- Orthopedic impairment
- Autism or Asperger’s
- Other PDD
- ADD, ADHD
- Other health impairment

#### Child Receives Services from
- Local school district
- Local health agency
- Local health care provider
- Child has IEP

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U.S. Census (continued)
## Parents and Families

### Use of CC&Ee Arrangements

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

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

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

### CC&Ee Expenses

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

### Family Characteristics

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

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

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

**Neighborhood & Community Characteristics**
- □ Perceptions of neighborhood safety
- □ Community resources

### Parent Characteristics

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

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Guide to Datasets for Research and Policymaking in Child Care and Early Education
### Provider, Workforce, and Market

#### Market
- Supply
  - Use of waiting lists
  - Program expansion
  - Client recruitment practices
  - Infrastructure expansion

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

- Organization Characteristics
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#### Classroom—Group Characteristics
- Environment
- Daily activities & routines
- Use of curriculum
- Child assessment practices

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

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

#### Provider Workforce
- Caregiver (Individual) – Teacher Characteristics
  - Age
  - Gender
  - Race/ethnicity
  - Educational attainment
  - Certification
  - Years of experience
  - Language spoken during care
  - Child care subsidy receipt

- Classroom—Group Characteristics
  - Environment
  - Daily activities & routines
  - Use of curriculum
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#### Programs, Interventions, and Curricula

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

#### CC&EE Quality
- Structural quality
- Process quality
- Caregiver sensitivity
Endnotes

1. One question asks whether the individual has difficulties learning, remembering, and concentrating due to the presence of a physical, mental and/or emotional condition for six months or longer.

2. The same question asks about the presence of visual and hearing impairments.

3. The question asks about the presence of condition(s) in the previous six months or more that substantially limit the individual’s basic physical activities.

4. The survey offers “Nursery school, preschool,” as one of the options to indicate the school grade or level that a child is regularly attending.

5. The survey also asks questions about whether grandparents have primary responsibility for grandchildren and provide care on a permanent basis.

6. The question asks if individual received “any kind” of public assistance or welfare benefits.

7. Individuals are asked in the same question about receipt of unemployment benefits, child support, alimony, and Veterans’ (VA) payments.

Publications


Elicker, James, Clawson, Carolyn, Hong, Soo-Young, Kim, Tae-Eun, Evangelou, Demetra, & Kontos, Susan. (2005). Child care for working poor families: Child development and parent employment outcomes. West Lafayette, IN: Purdue University. <www.researchconnections.org/location/ccrca8452>


Todd, Christine M., & Brambleboe, Stephanie T. (2002). The characteristics and training needs of school-age care programs in the larger metro Atlanta area. Decatur: Georgia School-Age Care Association. <www.researchconnections.org/location/ccrca4014>


U.S. Census (continued)


