Child Care & Early Education
RESEARCH CONNECTIONS

NCCP National Center for Children in Poverty
Mailman School of Public Health
Columbia University

ICPSR | INTER-UNIVERSITY CONSORTIUM FOR POLITICAL AND SOCIAL RESEARCH

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

Child Care Bureau

OPRE
Office of Planning, Research and Evaluation
Administration for Children and Families
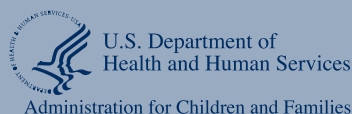
GUIDE TO DATASETS FOR RESEARCH AND POLICYMAKING IN CHILD CARE AND EARLY EDUCATION

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January 2009

This Guide is an annotated bibliography of existing large scale data sets that provide useful information to policymakers, researchers, state administrators, 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 themselves, but also to the different contexts in which they grow and develop, in hopes of promoting research and decision making that take into account the interrelations among those contexts and how these impact on children. The Guide consists of profiles indicating whether each data set offers information on the use and characteristics of child care and early education, as well as on child, family, household, school, and community characteristics. Also included is a reference list of resources that use these data sets and are part of *Research Connections*.

The update of this Guide describes data sets that are publicly available, do not require the payment of fees, have a fairly comprehensive content, and are of value for policymakers and researchers.

TABLE OF CONTENTS

ABBREVIATIONS AND ACRONYMS

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AFDC	Aid to Families with Dependent Children
ASPA	Before- and after-school programs and activities
AE	Adult education
C&DCTC	Child and Dependent Care Tax Credit
CCB	Child Care Bureau
GED	General Equivalence Diploma
IEP	Instructional Educational Plan
MSA	Metropolitan Statistical Area
NRP	Nonresident Parent
ECPP	Early childhood program participation
PDD	Pervasive Developmental Disorder
RF	Resident Female Parent
PFI	Parent and family involvement in education
PRWORA	Personal Responsibility and Work Opportunity Act of 1996
RM	Resident Male Parent
SCHIP	State Child Health Insurance Program
SSI	Social Security Insurance
WIC	Women's, Infants, and Children's Nutrition Program
TANF	Temporary Assistance to Needy Families
SR	School readiness

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 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.

By clicking on the link(s) under the heading Availability URL, readers may access the web page in *Research Connections* or other web sites from which datasets may be downloaded.

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* 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.

ADOPTION AND FOSTER CARE ANALYSIS REPORTING SYSTEM

Acronym	AFCARS
Description	The Adoption and Foster Care Analysis Reporting System (AFCARS) collects case level information on all children in foster care, for whom state child welfare agencies are responsible for placement, care, or supervision. It also collects information on children who are adopted under the auspices of the state's public child welfare agency or from private agencies under contract with the state. Private adoptions may also be reported on a voluntary basis. Data on foster and adoptive parents is available, as well. All states are required to submit AFCARS data semi-annually to the Administration for Children and Families. AFCARS assembles basic demographic information (i.e., age, race/ethnicity, gender of children in foster care) about this population, as well as information on relevant topics, such as placement settings of children in foster care, and the number of months it takes after terminating parental rights for children to be adopted.
Design	Nonexperimental; Cross-sectional
Periodicity	Annually
Period Coverage	1995 - present
Data Availability	Data are publicly available, free of charge through the National Data Archive on Child Abuse and Neglect at Cornell University. Researchers need to sign and submit a complete General Release Data License prior to receiving a dataset, as well as a Supplemental Agreement with Research Staff for all persons on the research team who will have access to the data. Restricted-use data (which includes more detailed geographic information) is available for $500, payable to RTI International. Aggregate data are readily available from the U.S. Department of Health and Human Services, Administration for Children and Families website (http://www.acf.hhs.gov/programs/cb/stats_research/index.htm).
Availability URL	www.ndacan.cornell.edu/NDACAN/Datasets_List.html
Years Available	1995-2004[1]
Data Type	Administrative data
Population	Children in the child welfare system
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individuals (children and parents)
Source of Data or Respondent	State supplied administrative records
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☒ State ☐ Zip Code ☐ Urban Areas ☐ Other
Principal Investigator	United States. Children's Bureau
Researchers	
Contractors	
Data Collectors	
Funders	United States. Children's Bureau

Adoption and Foster Care Analysis Reporting System *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

- ☐ Learning disability
- ☒ Mental retardation
- ☐ Speech/language delay
- ☒ Emotional/behavioral disorder
- ☒[2] Hearing impairment
- ☒[2] 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

Adoption and Foster Care Analysis Reporting System *(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
- [x] [3] 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)	
[x][4]	[x][4]	[ ]	Race
[ ]	[ ]	[ ]	Ethnicity
[x][5]	[x][5]	[ ]	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
[x][6]	[x][6]	[ ]	AFDC, TANF receipt
[ ]	[ ]	[ ]	Unemployment receipt
[x][7]	[x][7]	[ ]	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

Adoption and Foster Care Analysis Reporting System *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

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

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

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

Adoption and Foster Care Analysis Reporting System *(continued)*

Endnotes

1. Use of the data prior to 1998 is discouraged. The period from 1995 to 1997 was a start-up phase for AFCARS. Many states were still developing their information systems and were unable to submit data, while others were able to submit data, but the quality was poor for many data elements. Therefore, pre-1998 data sets are not as complete or reliable as the data for subsequent years.

2.Survey asked if child was diagnosed with a visual and/or hearing impairment. Data users can not distinguish between these two impairments.

3. Survey asks the marital status of principal caretaker prior to child's foster care placement and in the current foster family.

4. Survey asks the race of adoptive or foster parents.

5. Survey asks the Hispanic origin of adoptive or foster parents.

6. Survey asks if child lives with relative(s) who receive AFDC benefits. These relatives may or may not be the child's parents.

7. Survey asks if child lives with relative(s) who receive SSI/Social Security benefits. These relatives may or may not be the child's parents.

Publications

As of July 2008, Research Connections has no publications related to this collection.

AMERICAN COMMUNITY SURVEY

Acronym	ACS
Description	The American Community Survey (ACS) is a new nationwide, mandatory yearly survey that intends to collect data on the demographic, housing, social, and economic characteristics of U.S. communities in the 50 states, all counties, American Indian and Alaska Native areas, Hawaiian Home Land, and Puerto Rico.[1] Established in 1996 and implemented across the nation in 2004, the survey covers 3 million households and is designed to provide estimates for states, cities, counties, metropolitan areas, and communities of at least 65,000 inhabitants. Samples to provide estimates for smaller communities (i.e., 20,000 to 65,000, and less than 20,000 people) will be developed over time. The full program will be implemented by 2010, when it will replace the U.S. Census "Long form." Data are collected through mail-in surveys, as well as computer-assisted telephone and in-person interviews. Questions on demographic, social, and economic characteristics are asked about each individual in the household.
Design	Nonexperimental; cross-sectional
Periodicity	Yearly
Period Coverage	November of the year prior to the survey to December of the survey year
Data Availability	Data are available in summarized data products, which include summary tables, profiles, change profiles, and ranking tables (see www.census.gov/acs/www/Products/index.htm and www.census.gov/acs/www/Products/Ranking/index.htm). Microdata are available free of charge in Public Microdata Sample (PUMS) files in comma separated value (CSV) or PC and UNIX SAS data formats, on the American FactFinder web site (http://factfinder.census.gov/home/saff/main.html?_lang=en).
Availability URL	www.census.gov/acs/www/index.html http://factfinder.census.gov/home/en/acs_pums.html www.researchconnections.org/location/ccrca10665 www.researchconnections.org/location/ccrca10666 www.researchconnections.org/location/ccrca10682 www.researchconnections.org/location/ccrca10683 www.researchconnections.org/location/ccrca10684 www.researchconnections.org/location/ccrca10685
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)*

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[2]

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

Child Receives Services from

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

American Community Survey *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

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

Duration & Stability of Arrangements

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

Selection of Arrangements

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

CC&EE EXPENSES

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

FAMILY CHARACTERISTICS

Family Structure[6]

- ☒ 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
☒[7]	☒[7]	☐	AFDC, TANF receipt
☒[8]	☒[8]	☐	Unemployment receipt
☒	☒	☐	SSI/Social Security benefits
☒[9]	☐	☐	Food Stamps
☐	☐	☐	WIC receipt
☐	☐	☐	Medicaid receipt
☐	☐	☐	SCHIP
☒[8]	☒[8]	☐	Child support receipt
☐	☐	☐	Foster care payments
☐	☐	☐	Job training, education, GED, work, other requirements
☒	☒	☐	Residential mobility
☐	☐	☐	Urban/rural marker
☐	☐	☐	MSA/non-MSA area

American Community Survey *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

American Community Survey *(continued)*

Endnotes

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

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

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

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

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

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

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

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

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

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CAROLINA ABECEDARIAN PROJECT

Acronym	
Description	The Carolina Abecedarian project studied the potential benefits of early childhood education. Four yearly cohorts of 'at-risk' children born between 1972 and 1977 were randomly assigned as infants to either the early educational intervention group or the control group. Those children in the experimental received full-time, educational intervention in a childcare setting (the 'Carolina Approach to Responsive Education'), with individually prescribed educational activities, through kindergarten entry at age 5. Activities focused on social, emotional, and cognitive development, with emphasis on language. Follow-up assessments were made when children were 12-, 15-, and 21-years old. Additionally, at school entry, children from both intervention and control groups were randomly assigned to receive either the 'Abecedarian K-2 Educational Support Program' or no support in kindergarten through second grade. This resulted in the creation of three groups: (1) early and continuing intervention (birth through second grade); (2) early intervention only (birth through age 5); and (3) late intervention only (kindergarten through second grade). The K-2 program included educational support for children in school and at home, learning support over the summer, and teaching parents how to enhance their children's education at home.
Design	Experimental; Longitudinal
Periodicity	Four cohorts, born between 1972 and 1977; baseline (average 4.4 months), ages 12, 15, and 21 years old.
Period Coverage	1972 - 1998
Data Availability	ASCII formatted data is publicly available, free of change. A codebook and setup files in SAS and SPSS are also available.
Availability URL	www.researchconnections.org/location/ccrca4716 www.icpsr.umich.edu/cgi-bin/bob/newark?study=4091&path=ICPSR
Years Available	1972 - 1992
Data Type	Survey
Population	High risk 4-month old children, followed over time.
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individuals (children)
Source of Data or Respondent	Parent/guardian; Direct assessments
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☒ Other: Southeast, US
Principal Investigator	Ramey, Craig T., Gallagher, James J., Campbell, Frances A., Wasik, Barbara H., Sparling, Joseph
Researchers	
Contractors	
Data Collectors	
Funders	National Institute of Child Health and Human Development (U.S.). Mental Retardation and Developmental Disabilities Branch; Carolina Institute for Research on Early Education of the Handicapped; United States. Department of Education

Carolina Abecedarian Project *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

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

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

Emerging Literacy & Numeracy
- ☐ Parent/provider perceptions
- ☒ Direct assessments

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

SPECIAL NEEDS CHILDREN

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

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

Carolina Abecedarian Project *(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

Carolina Abecedarian Project *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

- ☐ Accreditation
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- ☐ 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

Carolina Abecedarian Project *(continued)*

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CHILD CARE AND DEVELOPMENT FUND ADMINISTRATIVE DATA

Acronym	ACF 801 Data
Description	The Child Care and Development Fund Administrative Data (CCDF) holds monthly information about families, children, and child care and early education providers collected in the implementation of this federal program. Administered by the Child Care Bureau (CCB), of the Administration on Children, Youth, and Families (ACYF), Administration for Children and Families (ACF), of the U.S. Department of Health and Human Services (HHS), CCDF allocates funds to states, territories, and tribes to help eligible low-income families secure high-quality child care for their birth to 12-year-old children while their parents work and/or, in some states, participate in education or training programs. Under the mandate of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996, states and territories collect and report to the CCB information on families receiving CCDF subsidies. CCDF 2001 consists of samples of data for states and territories on the number of families served, the characteristics of families and children receiving CCDF funds, the amount of subsidies and copayments, and the characteristics of child care and early education providers, among others. No data for tribes are included in this collection.
Design	Nonexperimental
Periodicity	Yearly
Period Coverage	Federal fiscal year
Data Availability	Public-release data are currently available free of charge in ASCII files along with SAS, SPSS, and STATA setup files. Data are also available for online analysis at http://webapp.icpsr.umich.edu/cocoon/CCEERC-DAS/04379.xml through the Survey Documentation and Analysis (SDA) system, which allows users to run simple and complex statistical analyses, recode and compute new variables, and subset variables or cases for downloading.
Availability URL	www.researchconnections.org/location/ccrca8808 www.researchconnections.org/location/ccrca10948 www.researchconnections.org/location/ccrca11357 www.researchconnections.org/location/ccrca10135 www.researchconnections.org/location/ccrca13466 www.researchconnections.org/location/ccrca15199
Years Available	2001, 2004 forthcoming
Data Type	Administrative data
Population	Children and families receiving child care subsidy assistance in 2001 through the CCDF, through their state, territory, or tribe
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individual (Children), Families, Organization (Provider)
Source of Data or Respondent	Administrative records from states and territories as reported to the Child Care Bureau.
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☒ State ☐ Zip Code ☐ Urban Areas ☐ Other
Principal Investigator	United States. Child Care Bureau
Researchers	
Contractors	
Data Collectors	Anteon Corporation, Child Care Automation Resource Center
Funders	United States. Administration for Children and Families; United States. Child Care Bureau; United States. Dept. of Health and Human Services

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

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

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

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

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

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

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

CC&EE EXPENSES
- ☐ Fees
- ☐ TANF assistance receipt
- ☒[1] 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[2]

RM	RF	NRP (nonresident parent)	
☐	☐	☐	Race
☐	☐	☐	Ethnicity
☐	☐	☐	Hispanic origin
☐	☐	☐	Immigrant status
☐	☐	☐	Native language
☐	☐	☐	Poverty status
☒[3]	☐	☐	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
☒[4]	☐	☐	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

Child Care and Development Fund Administrative Data (continued)

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

Provider Type[5]
- ☒ Center-based
- ☒ Family child care
- ☒ Relative care
- ☒ Friend & neighbor care
- ☒ In-home, nonrelative care
- ☐ School-age care settings

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

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

Endnotes

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

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

3. Data include monthly family income.

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

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

Publications

U.S. Child Care Bureau. (2003). *Child Care Development Fund (CCDF) report to Congress: Submitted January 2003.* Washington, DC: U.S. Administration for Children and Families. <www.researchconnections.org/location/ccrca3562>

COMMON CORE OF DATA

Acronym	CCD
Description	The Common Core of Data (CCD) is the primary database on public elementary and secondary education in the United States. Designed to be comparable across all states, the CCD intends to provide an official listing of public elementary and secondary schools and school districts in the nation, which can be used to select samples for other National Center for Education Statistics surveys, and to give basic information and descriptive statistics on schooling in general. Three categories of information – general descriptive information on schools and school districts, data on students and staff, and fiscal data – are supplied by state education agency officials chiefly utilizing their administrative records. The general descriptive information includes name, address, phone number, and type of locale; the data on students and staff include selected demographic characteristics; and the fiscal data cover revenues and current expenditures.
Design	Nonexperimental; Cross-sectional
Periodicity	Annually
Period Coverage	The school year previous to the survey
Data Availability	Data are publicly available, free of charge through the U.S. Department of Education, Institute of Education Sciences website. Users can download datasets in an ASCII, SAS, or comma-delimited format, accompanying codebooks, and program files.
Availability URL	nces.ed.gov/ccd/ccddata.asp
Years Available	1986 to present
Data Type	Survey
Population	Public schools, public school districts and state education agencies in the United States
Children's Age Range/Group	☐ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☐ 9-12 Years
Unit of Observation	Public schools, public school districts and state education agencies in the United States
Source of Data or Respondent	Designated CCD coordinators in each state education agency (SEA)
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☒ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	National Center for Education Statistics
Researchers	
Contractors	
Data Collectors	
Funders	National Center for Education Statistics

Common Core of Data *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

- ☐ Verbal proficiency
- ☐ Quantitative proficiency
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- ☐ Prereading behaviors

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- ☐ Positive affect
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- ☐ Mastery motivation
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- ☐ Direct assessments

Academic Performance

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- ☐ Academic performance measures
- ☐ Grades
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Common Core of Data *(continued)*

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- ☐ Marital status
- ☐ Family structure
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- ☐ Routines
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- ☐ Parental conflict
- ☐ Home environment measures
- ☐ Involvement of nonresident parent with child

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- ☐ 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

Common Core of Data *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

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

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

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

Common Core of Data *(continued)*

Endnotes

1. Survey asked each school for an aggregate number of children of each gender, per grade.

2. Survey asked each school for an aggregate number of children of each grade.

3. Survey asked each school for an aggregate number of children of each racial group, per grade.

4. Survey asked each school for an aggregate number of children who were of Hispanic origin, per grade.

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Common Core of Data *(continued)*

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CURRENT POPULATION SURVEY — OCTOBER SUPPLEMENT

Acronym	October CPS
Description	The Current Population Survey (CPS) is a monthly survey of approximately 50,000 U.S. households. Conducted for over 50 years, the CPS provides information on the characteristics of the U.S. labor force. The basic monthly questionnaire explores employment, unemployment, income, hours of work, occupation, industry, and a variety of sociodemographic characteristics, and is a unique source of estimates of total employment, self-employment, unpaid work, wage and salary employment, unemployment, work hours, and distribution of workers by occupation and industry. Monthly supplements also examine previous work experience, noncash benefits, income, migration, health, education, fertility, immigration, child support, computer and internet use, voting and registration, and food security. In addition, the October Supplement also collects information on school enrollment for individuals 3 years old and over, including current grade, public vs. private school attendance, college enrollment, and educational attainment. The CPS is based on a probability sample of households within geographic areas grouped into strata within states. In order to allow for month-to-month and year-to-year comparisons, the sample is divided into eight panels that are rotated each month. Each household is interviewed once a month during four consecutive months in one year, and again for an additional four consecutive months one year later. Hence, every month a new panel enters the study and one panel exits the study. The sample is revised following each decennial census to adjust for changes in population characteristics.
Design	Nonexperimental; longitudinal.
Periodicity	Basic monthly survey: monthly. October Supplement: yearly.
Period Coverage	Basic monthly survey: month when the survey is being conducted; October Supplement: October of the year when data are collected and the previous year.
Data Availability	Supplement data along with basic monthly survey data are available free of charge in ASCII format in either CD-ROM or via the internet.
Availability URL	www.bls.census.gov/cps/school/sdata.htm[1] www.nber.org/data/current-population-survey-data.html[2] www.researchconnections.org/location/ccrca8552[3] www.researchconnections.org/location/ccrca8546 www.researchconnections.org/location/ccrca4302 www.researchconnections.org/location/ccrca5041 www.researchconnections.org/location/ccrca396
Years Available	Up to 2004
Data Type	Survey
Population	Basic monthly survey: U.S. civilian, noninstitutionalized population, 15 year or older. October Supplement: individuals 3 years old and over
Children's Age Range/Group	☐ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒[4] 9-12 Years
Unit of Observation	Individuals within households
Source of Data or Respondent	Household member 15 years or older who is knowledgeable about the household
Data Are Representative of	☒ U.S. ☒[5] 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. Department. of Commerce; United States. Bureau of the Census
Researchers	
Contractors	United States. Bureau of the Census
Data Collectors	United States. Bureau of the Census
Funders	

Current Population Survey — October Supplement *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

- ☒ Local school district
- ☒[8] Local health agency
- ☒ Local health care provider
- ☐ Child has IEP

Current Population Survey — October Supplement *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

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

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

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

CC&EE EXPENSES

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

FAMILY CHARACTERISTICS

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

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

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

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

PARENT CHARACTERISTICS

RM	RF	NRP (nonresident parent)	
[x]	[x]	[ ]	Marital status
[x]	[x]	[ ]	Race
[ ]	[ ]	[ ]	Ethnicity
[x]	[x]	[ ]	Hispanic origin
[x]	[x]	[ ]	Immigrant status
[ ]	[ ]	[ ]	Native language
[x]	[x]	[ ]	Poverty status
[x][11]	[x][11]	[ ]	Income
[ ]	[ ]	[ ]	Income by source
[x]	[x]	[ ]	Parental educational attainment
[x]	[x]	[ ]	Parental employment
[x]	[x]	[ ]	Parent participation in education or training
[x]	[x]	[ ]	Parent occupation
[x]	[x]	[ ]	Parent work schedule and flexibility
[ ]	[ ]	[ ]	Health & mental health
[ ]	[ ]	[ ]	Child care subsidy receipt
[ ]	[ ]	[ ]	C&DCTC receipt
[x]	[x]	[ ]	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
[x]	[x]	[ ]	Urban/rural marker
[x]	[x]	[ ]	MSA/non-MSA area

Current Population Survey — October Supplement *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

Current Population Survey — October Supplement *(continued)*

Endnotes

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

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

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

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

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

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

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

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

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

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

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

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EARLY CHILDHOOD LONGITUDINAL STUDY – KINDERGARTEN COHORT

Acronym	ECLS-K
Description	The ECLS-K is a longitudinal study of a nationally representative sample of approximately 21,000 children from about 1,000 public and private programs who entered kindergarten in the Fall of 2008. These children were followed longitudinally through the eighth grade, with data collections in the fall and spring of kindergarten and first grade, in the spring of third and fifth grade, and follow-ups in eighth grade. The study provides information on children's status and academic performance, as well as on family, school, and community characteristics at entry to school, the transition into school, and their progression through 8th grade. Data include information on children's cognitive, social, emotional, and physical development; characteristics of their parents and families, their home environment, and home educational activities; and the characteristics of their school environment, classroom environment, classroom curriculum, teachers and principals
Design	Nonexperimental; Longitudinal
Periodicity	
Period Coverage	Fall 1989 to Spring 2004
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/ http://www.researchconnections.org/location/ccrca373 http://www.researchconnections.org/location/ccrca4989 http://www.researchconnections.org/location/ccrca8633
Years Available	
Data Type	Survey; Assessments; Administrative data
Population	Children entering kindergarten during the 1998-1999 school year, their families, teachers, and schools in the US.
Children's Age Range/Group	☐ Birth-2 Years ☐ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individual (child, teacher, parent, administrator), organization (school)
Source of Data or Respondent	Data are collected from direct child assessments, interviews with parents, self-administered questionnaires completed by teachers and school administrators, and school administrative records.
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☒ Rural Areas ☐ State ☐ Zip Code ☒ Urban Areas ☒ Other: Estimates can also be generated by region (i.e., North, East, South, Midwest, West).
Principal Investigator	National Center for Education Statistics
Researchers	
Contractors	
Data Collectors	Educational Testing Service; Westat, Inc.; University of Michigan. School of Education
Funders	National Center for Education Statistics

Early Childhood Longitudinal Study – Kindergarten Cohort *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

- ☐ Verbal proficiency
- ☐ Quantitative proficiency
- ☐ Expressive language
- ☐ Receptive language
- ☐ Fine motor skills
- ☐ Gross motor skills
- ☐ Basic concepts mastery
- ☒[1] Approaches to learning
- ☐ Prereading behaviors

Socioemotional Development

- ☐ Problem behaviors
- ☐ Social competence
- ☐ Attachment
- ☒[1] Self-regulation
- ☒[1] Peer relationships
- ☐ Positive affect
- ☐ Internalizing behaviors
- ☐ Mastery motivation
- ☐ Cooperation/compliance

Emerging Literacy & Numeracy

- ☐[2] 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[3]

- ☐ 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[4]

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

Early Childhood Longitudinal Study – Kindergarten Cohort *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS[5]

Type of Arrangement

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

Duration & Stability of Arrangements

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

Selection of Arrangements

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

CC&EE EXPENSES

- ☒ Fees
- ☐[10] 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
☒[11]	☐	☐	AFDC, TANF receipt
☐	☐	☐	Unemployment receipt
☐	☐	☐	SSI/Social Security benefits
☒[12]	☐	☐	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

Early Childhood Longitudinal Study – Kindergarten Cohort *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

Provider Type
- ☐ Center-based
- ☒[13] Family child care
- ☒[13] Relative care
- ☒ Friend & neighbor care
- ☒[13] In-home, nonrelative care
- ☐ School-age care settings

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

Early Childhood Longitudinal Study – Kindergarten Cohort *(continued)*

Endnotes

1. As rated by parents and teachers.

2. Parent survey asks questions about parents' definitions of school readiness.

3. The parent survey has several questions about how parents perceive their child vis-à-vis other children in various developmental domains (independence, attention, thinking, learning and problem solving, coordination, communication, hearing, vision, and behavior), as well as whether the child has been evaluated in these domains by a professional. Actual diagnoses are not available in the public-use data file. Public-use data, however, include information on whether children receive a variety of intervention and therapy services. Also included is information on whether parents report that their children have difficulties in any of these domains.

4. The survey asks parents if, prior to kindergarten, the child received therapy services or participated in a program for children with disabilities, defined as developmental delays, communication impairments, or special health care needs.

5. Questions about use of child care arrangements are asked in reference to the year when the child is in kindergarten, as well as to the year prior to entering kindergarten.

6. Parent survey asks in the same questions about the use of center-base care, before and/or after school care, and prekindergarten. Response format does not allow data users to separate between these two types of early care and education arrangements.

7. Included under center-based care are day care centers, nurseries, preschool, and prekindergarten.

8. Grouped together under non-relative 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.

9. Included under center-based care are day care centers, nurseries, preschool, and prekindergarten.

10. Parent survey asks about the receipt of assistance from a social service or welfare agency, without specifying the type of assistance.

11. The survey asks whether respondent or anyone else in the household received AFDC or TANF in the year prior to the study, and since the child was born. The survey also asks about whether, during the child's first five years of life, the child lived apart from the birth mother, the mother was employed outside the home, and the family experienced serious financial problems.

12. The survey asks whether respondent or anyone else in the household received food stamps in the year prior to the study, and since the child was born

13. See note 8.

14. Parent survey contains items about kindergarten teachers' communication with parents regarding transition into formal schooling.

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EARLY CHILDHOOD LONGITUDINAL SURVEY: BIRTH COHORT

Acronym	ECLS-B
Description	The Early Childhood Longitudinal Survey - Birth Cohort (ECLS-B) is a nationally representative sample of 14,000 children born in 2001. Baseline information was collected when the children were approximately 9-months. Follow-up data were then collected at 2-years, and in preschool (one year away from kindergarten). In the fall of 2007, data were collected from all participating sample children, all of whom are either in or eligible for kindergarten. At all waves (9-months, 2-years, preschool, and kindergarten) parents are asked about themselves, their families, and their children; fathers are asked about themselves and their role in their children's lives; and children are observed by study staff to measure important developmental skills in the cognitive, language, social, emotional, and physical domains. In addition, when the children are 2- and 4-years old, early care and education providers are interviewed about their own experience and training, and the arrangement's learning environment. A subsample of the child care settings are observed and rated. Finally, when the ECLS-B children are in kindergarten, teachers are also asked to provide information about children's early learning and the school and classroom environments. Some additional data were obtained from universal data bases (e.g., the Common Core of Data, the Private School Survey, etc.).
Design	Nonexperimental; Longitudinal
Periodicity	Baseline (9 mos.); 2 yrs; 4 yrs; kindergarten
Period Coverage	2001 - present
Data Availability	ECLS-B data is publicly available through the National Center for Education Statistics Data Analysis System (DAS). The DAS software allows users to conduct statistical analyses on-line, without directly accessing the data file. Restricted used data files are available on CD-ROM along with corresponding electronic codebooks, user manuals, survey instruments, and record layout. Researchers need to obtain a restricted-use license through the electronic application system (http://nces.ed.gov/statprog/instruct.asp) in order to access the data in this way.
Availability URL	nces.ed.gov/das/
Years Available	2001 - ongoing
Data Type	Survey; Direct assessment; Birth certificate
Population	Children from birth through kindergarten
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☐ 6-8 Years ☐ 9-12 Years
Unit of Observation	Individual (Children), Families, Organization (Provider)
Source of Data or Respondent	Parents, Care providers, Child Care Center Directors, Kindergarten and 1st grade teachers
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☒ Other: Regional
Principal Investigator	National Center for Education Statistics
Researchers	National Center for Health Statistics; United States. Department of Health and Human Services; National Institutes of Health; Economic Research Services, U.S. Department of Agriculture; Administration of Children, Youth, and Families; Health Resources and Services Administration; Maternal and Child Health Bureau; National Center for Special Education Research; Office of Special Education Programs; Office of the Assistant Secretary for Planning and Evaluation; Office of Indian Education; Centers for Disease Control and Prevention.
Funders	National Center for Education Statistics; United States. Department of Health and Human Services. National Center for Health Statistics; National Institute of Child Health and Human Development (U.S.); National Institute on Aging; National Institute of Nursing Research (U.S.); National Institute of Mental Health (U.S.); National Institute on Deafness and Other Communication Disorders (U.S.); United States. Department of Agriculture. Economic Research Service; Special Education Programs (U.S.); United States. Department of Health and Human Services. Office of the Assistant Secretary for Planning and Evaluation; Centers for Disease Control and Prevention (U.S.); United States. Administration on Children, Youth, and Families. United States. Maternal and Child Health Bureau.

Early Childhood Longitudinal Survey - Birth Cohort *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

- ☐ Verbal proficiency
- ☐ Quantitative proficiency
- ☐ Expressive language
- ☐ Receptive language
- ☒[1] Fine motor skills
- ☒[2] 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
- ☒[3] Other health impairment

Child Receives Services from

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

Early Childhood Longitudinal Survey - Birth Cohort *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

- ☐ Activities (lessons, clubs, sports, etc.)
- ☐ Alternative arrangements
- ☒[4] Before & after-school care
- ☒ Center-based care
- ☒[5] Early Head Start
- ☒ Family child care
- ☒ Friend & neighbor care
- ☒[5] Head Start
- ☒ In-home care by nonrelative
- ☐ Nontraditional hour child care
- ☒ Parental care
- ☒[6] 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
- ☒[7] Reasons for selecting primary arrangement
- ☐ Difficulty finding type wanted
- ☒[8] 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
- ☒[9] TANF assistance receipt
- ☒[9] Child care subsidy receipt
- ☒[9] Employer assistance receipt
- ☒[9] Relatives' assistance receipt
- ☒[9] 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
- ☒[10] Family size
- ☒ Number of children under 18
- ☒[11] Number of children under 13
- ☒[11] Number of children under 6

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

Home Environment

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

Neighborhood & Community Characteristics

- ☒[15] Perceptions of neighborhood safety
- ☒ Community resources

PARENT CHARACTERISTICS

RM	RF	NRP (nonresident parent)	
☒	☒	☐	Race
☐	☐	☐	Ethnicity
☒	☒	☐	Hispanic origin
☒[16]	☒[16]	☒	Immigrant status
☒[17]	☒[17]	☐	Native language
☐	☐	☐	Poverty status
☒	☒	☐	Income
☐	☐	☐	Income by source
☒	☒	☒	Parental educational attainment
☒	☒	☒	Parental employment
☒[18]	☒[18]	☐	Parent participation in education or training
☒[19]	☒[19]	☐	Parent occupation
☒	☒	☐	Parent work schedule and flexibility
☒[20]	☒[20]	☐	Health & mental health
☐	☐	☐	Child care subsidy receipt
☐	☐	☐	C&DCTC receipt
☒	☒	☐	AFDC, TANF receipt
☒[21]	☒[21]	☐	Unemployment receipt
☒[22]	☒[22]	☐	SSI/Social Security benefits
☒	☒	☐	Food Stamps
☒	☒	☐	WIC receipt
☒	☒	☐	Medicaid receipt
☐	☐	☐	SCHIP
☐	☐	☒[23]	Child support receipt
☒[24]	☒[23]	☐	Foster care payments
☒	☒	☐	Job training, education, GED, work, other requirements
☐	☐	☐	Residential mobility
☐	☐	☐	Urban/rural marker
☐	☐	☐	MSA/non-MSA area

Early Childhood Longitudinal Survey - Birth Cohort *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

Supply
- ☐ Use of waiting lists
- ☐ Program expansion
- ☒[25] Client recruitment practices
- ☐ Infrastructure expansion

PROVIDER ORGANIZATIONS

Provider Type
- ☒ Center-based
- ☒ Family child care
- ☐ Relative care
- ☐ Friend & neighbor care
- ☐ In-home, nonrelative care
- ☒[26] School-age care settings

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

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

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

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

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

PROVIDER WORKFORCE

Caregiver (Individual) – Teacher Characteristics
- ☒ Age
- ☒[31] Gender
- ☒[32] Race/ethnicity
- ☒[32] Educational attainment
- ☒[32] Certification
- ☒[32] 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

Early Childhood Longitudinal Survey - Birth Cohort *(continued)*

Endnotes

1. Survey specifically asked if children have problems using arms and hands.

2. Survey specifically asked if children have problems with mobility.

3. Survey asks about a number of other health impairments including spina bifida, severe cleft lip/palate; heart deficit; heart defect; failure to thrive; problems with mobility; problems using arms and hands; Turner's syndrome and other types of special needs; asthma; respiratory illness; and gastrointestinal or ear infections.

4. Survey asked about before and after-school care in the kindergarten parent, follow-up interview.

5. Survery asked if focus child ever attended Head Start or Early Head Start in the pre-school and kindergarten parent follow-up interviews.

6. Survey asked about pre-kindergarten participation in the pre-school parent, follow-up interview.

7. Survey asked how important following reasons were in child care selection: caregiver special training; sick child care; proximity to home; reasonable cost; small number of children; and caregiver who speaks English to child.

8. Survey asked about parents' perception of available choices for community child care in pre-school and kindergarten parent follow-up interviews.

9. Survey asked who provides assistance in paying child care costs to respondent (i.e., relative outside of household; social services/welfare agency; employer; or someone else).

10. Family size not asked directly, but can be derived.

11. This information was not asked directly, but it can be derived.

12. Survey asked about the availability of learning materials in the home in the 2-year old and pre-school parent interviews.

13. Survey asked about home enrichment activities for children in the 2-year old and pre-school parent interviews.

14. Survey asked about home environment measures in the 2-year old and pre-school parent interviews.

15. Survey asked about parents' perceptions of neighborhood safety in the 2-year old and pre-school parent interviews.

16. Survey asked about parents' immigrant status in the 2-year old, pre-school, and kindergarten parent follow-up interviews.

17. Survey did not ask about parent's native language specifically, but did ask about language (other than English) regularly spoken in home, primary language spoken in home; and proficiency in speaking, reading, writing, and understanding English.

18. Survey asked about parent participation in education or training separately.

19. Surveys question about parent occupation was open ended.

20. Survey asked respondents to self-report health and mental health status in the ASCI portion of the pre-school parent interview.

21. Survey asked about unemployment benefit receipt in the 2-year old parent follow-up interview.

22. Survey asked about SSI/Social security receipt in the 2-year old parent follow-up interview.

23. Survey asked non residential parents about the amount they were supposed to pay in child support.

24. Survey asked about foster care payment receipt in the 2-year old, preschool, and kindergarten parent follow-up interviews.

25. Survey asked if center care arrangement receives referrals from Head Start or Early Head Start.

26. Survey asked about school-age care participation in the kindergarten and 1st grade teacher interviews

27. Survey asked about the total number of assistant caregivers/ teachers for focal child specifically (not center).

28. Survey asked about the salary and wages of caregiver and center director.

29. Survey asked health screen service offered by child care arrangement (specifically physical, dental, hearing, vision, speech/language, developmental assessments, & assessments of social skills/behavior, or sick care).

30. Survey asked about discipline and child management policy in the 2-year child care provider questionnaire.

31. Survey asked about the gender of caregivers and center directors in the kindergarten and 1st grade teacher interviews.

32. Survey asked this information for caregivers and center directors in the kindergarten and 1st grade teacher interviews.

Early Childhood Longitudinal Survey - Birth Cohort *(continued)*

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EARLY HEAD START RESEARCH AND EVALUATION STUDY: BIRTH TO THREE PHASE, 1996-2001

Acronym	EHSRE
Description	Funded in three waves, Early Head Start Research and Evaluation (EHSRE) project was designed to carry out the recommendation of the Advisory Committee on Services for Families with Infants and Toddlers for a strong research and evaluation component to support continuous improvement within the Early Head Start program and to meet the 1994 reauthorization requirement for a national evaluation of the new infant-toddler program. The Congressionally-mandated Birth to Three Phase (1996-2001) included an implementation study, an impact evaluation, and local research projects. The Impact Evaluation examined program impacts on key child and family outcomes using 17 sites. Approximately 3,000 families were randomly assigned to a Early Head Start or a control group. Direct child assessments, observations of the parent-child relationships, and the home environment, as well as parent were conducted when children were 14-, 24-, and 36-months of age. Information on family service use was collected 6, 15, and 26 months after enrollment, and again at the time of each family's program exit. The Implementation Study measured the extent to which programs employed the Head Start Program Performance Standards by 1997 and 1999. Data for this study came from many sources, including three rounds of site visits to the research programs, extant program documents, self-administered staff surveys, and Head Start Family Information System (HSFIS) application and enrollment forms. Site visits were conducted in summer and early fall 1996 (about 1-year after programs were funded), in fall 1997 (about 1-year after programs began serving families), and again in late summer 1999. Finally, local research projects were designed to address specific outcomes and program functions that reflected the uniqueness of each Early Head Start program.
Design	Experimental; Longitudinal
Periodicity	Impact evaluation: most information was collected when children were 14, 24, and 36 months old. Information on family service use was collected 6, 15, and 26 months after enrollment and when exiting the EHS program; Implementation study: summer/fall 1996, fall 1997, and summer 1999; Local research projects: 1996-2001.
Period Coverage	August 1996 - May 2001
Data Availability	ASCII formatted data are publicly available, free of change. A codebook and setup files in SAS and SPSS are also available.
Availability URL	www.researchconnections.org/location/2925
Years Available	1996-2001
Data Type	Survey; Direct Observation; Administrative data
Population	Children enrolled in Early Head Start
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☐ 6-8 Years ☐ 9-12 Years
Unit of Observation	Organization (site)
Source of Data or Respondent	Parent/guardian with child enrolled in Early Head Start
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other
Principal Investigator	United States. Administration for Children and Families
Researchers	Kisker, Ellen Eliason, Brooks-Gunn, Jeanne, Constantine, Jill, Emde, Robert N., Fine, Mark, Fitzgerald, Hiram, Fuligni, Allison Sidle, Green, Beth L., Hamilton, Claire, Snow, Catherine, Love, John, Sabatino, Christine, Schiffman, Rachel, Schochet, Peter, Smith, Nancy, Spellmann, Mark, Spicer, Paul, Spieker, Susan, Stowitschek, Joseph, Summers, Jean Ann, Tarullo, Louisa B., Taylor, Nancy E., Thornburg, Kathy R., Timberlake, Elizabeth, van Kammen, Welmoet, Vogel, Cheri, Wall, Shavaun, Watt, Norman, Whiteside-Mansell, Leanne, Zajicek-Farber, Michaela, Armijo, Eduardo J., Atwater, Jane, Ayoub, Catherine, Barnard, Kathryn, Berlin, Lisa, Boller, Kimberley,

Early Head Start Research and Evaluation Study *(continued)*

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Contractors	Mathematica Policy Research, Inc.
Data Collectors	Mathematica Policy Research, Inc.
Funders	United States. Administration on Children, Youth, and Families; United States. Department of Health and Human Services; United States. Administration for Children and Families

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[1]
- ☒ 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

Early Head Start Research and Evaluation Study *(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

- ☒[2] 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
- ☒[3] Parent-child interaction
- ☒[3] 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
☒[4]	☒	☒	Immigrant status
☒[5]	☐	☐	Native language
☐	☐	☐	Poverty status
☒[6]	☒[6]	☐	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
☒[7]	☒	☐	Medicaid receipt
☐	☐	☐	SCHIP
☒[8]	☐	☐	Child support receipt
☐	☐	☐	Foster care payments
☐	☐	☐	Job training, education, GED, work, other requirements
☐	☐	☐	Residential mobility
☐	☐	☐	Urban/rural marker
☐	☐	☐	MSA/non-MSA area

Early Head Start Research and Evaluation Study *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

- ☐ Comprehensive
- ☐ Development, planning, & evaluation
- ☐ Health, safety, & nutrition
- ☐ Literacy
- ☒[11] Mixed age groupings
- ☐ Preschool

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

Early Head Start Research and Evaluation Study *(continued)*

Endnotes

1. This information was collected from parents' surveys.

2. Survey asked about household rather than family composition.

3. Study measured parent-child interaction, parenting and discipline through both parent self-assessment and direct observation.

4. Survey asked about immigrant status in baseline interview only, and it does not allow to idenfity respondents from Puerto Rico and U.S. territories.

5. Survey did not ask about parents' native language, but the baseline interview did ask about the language spoken at home.

6. Survey asked about personal income in each interview round. Fathers were also asked about their personal income in 2-year interview.

7. Survey asked about Medicaid or Medical Assistance coverage.

8. Survey asked about the amount of child support and type of payment arrangement made with the non-residential father.

9. Study did not ask about adult/child ratio, but is can be derived from the classroom observation form.

10. Survey asked fathers in the year 2 interview to self-report their volunteerism at Early Head Start.

11. Survey asked Center Director to report of the age of children in focus child's classroom with a possible mixed age group.

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FRAGILE FAMILIES AND CHILD WELL-BEING STUDY

Acronym	
Description	The Fragile Families and Child Wellbeing Study follows a cohort of nearly 5,000 children born between 1998 and 2000, representative of children born in large cities across the United States at that time. The study interviews both mothers and fathers shortly after their child's birth, and again when children are ages one, three and five. These core interviews, completed by phone, are supplemented with medical records extractions at baseline, in-home assessments when the child is 3-years old, and childcare provider and kindergarten teacher surveys when the child is 3- and 5-years, respectively. Children born to unmarried couples were oversampled to permit more precise estimates for this group. The study collects information on attitudes, relationships, parenting behavior, demographic characteristics, mental and physical health, economic and employment status, neighborhood characteristics, and program participation. A number of collaborative studies are using a subset of the Fragile Families sample to further understanding of the circumstances of vulnerable families and early life trajectories of their children.
Design	Nonexperimental; Longitudinal
Periodicity	Baseline (1998-2000), 1, 3, and 5 year follow-ups
Period Coverage	1997 - present
Data Availability	Data are publicly available, free of charge through the Office of Population Research (OPR) at Princeton University. http://opr.princeton.edu/archive/ff/. Researchers need to register with OPR prior to accessing a dataset. Researchers can apply for access to geographic information suppressed in the public use file, via a restricted use contract at http://www.fragilefamilies.princeton.edu/restricted.asp.
Availability URL	opr.princeton.edu/archive/restricted/
Years Available	1998 and 2000
Data Type	Survey
Population	Children born in large U.S. urban hubs between 1998 and 2000
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☐ 6-8 Years ☐ 9-12 Years
Unit of Observation	Individuals
Source of Data or Respondent	Parents/Caregivers
Data Are Representative of	☐ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☒ Urban Areas ☐ Other:
Principal Investigator	Sara McLanahan; Christina Paxson; Irwin Garfinkel; Jeanne Brooks-Gunn; Ron Mincy; Jane Waldfogel
Researchers	
Contractors	
Data Collectors	Mathematica Policy Research, Inc.
Funders	National Institute of Child Health and Human Development (U.S.); National Science Foundation; United States. Department of Health and Human Services. ASPE; United States. Department of Health and Human Services. Administration for Children and Families;California HealthCare Foundation; The Center for Research on Religion and Urban Civil Society at the University of Pennsylvania; Commonwealth Fund; Ford Foundation; Foundation for Child Development; Fund for New Jersey; William T. Grant Foundation; Healthcare Foundation of New Jersey; William and Flora Hewlett Foundation; Hogg Foundation; Christian A. Johnson Endeavor Foundation; Kronkosky Charitable Foundation; Leon Lowenstein Foundation; John D. and Catherine T. MacArthur Foundation; A.L. Mailman Family Foundation; Charles Stewart Mott Foundation; David and Lucile Packard Foundation; Public Policy Institute of California; Robert Wood Johnson Foundation; St. David's Hospital Foundation; St. Vincent Hospital and Health Services

Fragile Families and Child Well-Being Study *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

Fragile Families and Child Well-Being Study *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement[2]

- ☐ 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

- ☒[3] Number of arrangements
- ☒ Hours/day, week, month
- ☐ Days/week, month
- ☒ Primary vs. secondary arrangements
- ☒[3] 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

- ☒[3] Fees
- ☐ TANF assistance receipt
- ☒[4] Child care subsidy receipt
- ☒[5] Employer assistance receipt
- ☒[5] Relatives' assistance receipt
- ☒[5] Other assistance
- ☒[6] Total expenses for focus child
- ☒[6] Total household child care expenses

FAMILY CHARACTERISTICS

Family Structure

- ☒ Family composition - full or partial roster
- ☒ Marital status
- ☒ Family structure
- ☒[7] Family size
- ☒[8] Number of children under 18
- ☒[9] Number of children under 13
- ☒[9] Number of children under 6
- ☒[9] Number of adults in household
- ☒[9] Number unrelated adults in the household
- ☒[10] Relationship of family members to child, one another

Home Environment

- ☐ Language spoken at home
- ☐ Availability of learning materials
- ☐ Home enrichment activities
- ☒[11] Parent-child interaction
- ☐ Parenting & discipline
- ☐ Routines
- ☒[12] Parental stress
- ☒[12] 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
☒[13]	☒[13]	☒[13]	Parental educational attainment
☒	☒	☒	Parental employment
☒[13]	☒[13]	☒[13]	Parent participation in education or training
☒[13]	☒[13]	☒[13]	Parent occupation
☒[13]	☒[13]	☒[13]	Parent work schedule and flexibility
☒[14]	☒[14]	☒[14]	Health & mental health
☒[15]	☒[15]	☒[15]	Child care subsidy receipt
☐	☐	☐	C&DCTC receipt
☒[16]	☒[16]	☒[16]	AFDC, TANF receipt
☐	☐	☐	Unemployment receipt
☒[17]	☒[17]	☒[17]	SSI/Social Security benefits
☒[18]	☒[18]	☒[18]	Food Stamps
☒[19]	☒[19]	☒[19]	WIC receipt
☒[18]	☒[18]	☒[18]	Medicaid receipt
☒[20]	☒[20]	☒[20]	SCHIP
☒[20]	☒[20]	☒[20]	Child support receipt
☐	☐	☐	Foster care payments
☒[21]	☒[21]	☒[21]	Job training, education, GED, work, other requirements
☒[21]	☒[21]	☒[21]	Residential mobility
☐	☐	☐	Urban/rural marker
☐	☐	☐	MSA/non-MSA area

Fragile Families and Child Well-Being Study *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- [ ] Structural quality
- [ ] Process quality
- [ ] Caregiver sensitivity

Fragile Families and Child Well-Being Study *(continued)*

Endnotes

1. Survey asked questions in these areas in the 1-year follow-up.

2. Baseline survey did not ask about the type of child care arrangement parents use. No distinction between Head Start and Early Head Start was made in subsequent follow-ups.

3. Baseline survey did not ask questions on these topics.

4. Survey asked if parents received assistance from government agency to assist with child care costs in follow-up surveys. Child care subsidy was not specified.

5. Baseline survey did not ask questions on these topics.

6. Total child care expenses for the focus child and the whole can be derived by combining the payment from parent and other sources. These questions were not asked at baseline.

7. Survey asked about household size, specifically the number of people who live with the survey respondent, instead of family size. This question was not included in the baseline survey, however.

8. Number of children in the family, under 18 years old, was not asked directly, but can be derived from household roster. This roster was not taken at baseline.

9. Baseline survey did not ask questions on these topics.

10. The survey asked about the relationship of family members to the respondent. This was not asked at baseline.

11. Parent-child interaction was measured through parents' reports and was not assessed at baseline.

12. These areas were measured through parents' report and were assessed at the one-year follow-up only.

13. Baseline survey did not cover these topics.

14. Health and mental health were measured through parents' self-report.

15. Survey asked if parents received assistance from government agency to assist with child care costs. Child care subsidy was not specified.

16. Baseline survey asked if parents received government assistance in general. Follow-up surveys asked specifically about the receipt of AFDC/TANF benefits.

17. Survey asked about SSI receipt only, not about Social Security benefits. This question was not included at baseline.

18. Survey asked if respondent ever received these benefits. These questions were not included at baseline.

19. This question was not included at baseline.

20. These questions were asked in the baseline and 1-year follow-up surveys.

21. These questions were asked in the one-year follow-up survey.

Publications

Bendheim-Thoman Center for Research on Child Wellbeing. (2005). *Childcare centers and inter-organizational ties in high poverty neighborhoods*. (Fragile Families Research Brief No. 34). Princeton, NJ: Bendheim-Thoman Center for Research on Child Wellbeing <www.researchconnections.org/location/7669>

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Teitler, Julien O., Reichman, Nancy E. & Nepomnyaschy, Lenna. (2004). Sources of support, child care, and hardship among unwed mothers, 1999-2001. The Social Service Review, 78(1), 127-149 <www.researchconnections.org/location/4443>

Usdansky, Margaret L. & Wolf, Douglas A. (2005). *A routine juggling act: Managing child care and employment.* (Working Paper No. 05-18-FF). Princeton, NJ: Bendheim-Thoman Center for Research on Child Well-being <www.researchconnections.org/location/7641>

HEAD START FAMILY AND CHILD EXPERIENCES SURVEY

Acronym	FACES
Description	The Head Start Family and Child Experiences Survey (FACES) provides both cross-sectional and longitudinal data on the characteristics, experiences, and developmental outcomes of Head Start children, as well as the characteristics of the Head Start programs that serve them. Four cohorts of FACES have been fielded to date, 1997, 2000, 2003, and 2006. Each cohort includes a nationally representative sample of Head Start 3- and 4-year old children (ranging from 2,400 to 3,500) and their families. Surveys were generally administered in the fall and spring of children's first year in Head Start, again in the spring of children's second year in Head Start, and finally in the spring of children's kindergarten year. Multiple surveys are administered to the parents, teachers and Head Start program directors of each study participant. Children are also observed in their classrooms, by trained study staff. In addition, FACES includes an embedded case study of the longitudinal subsample (taken from the larger FACES sample). The goal of the case study is to provide with both qualitative and quantitative data a more complete profile of Head Start families, their neighborhoods, and the nature of their interactions with Head Start.
Design	Nonexperimental; Longitudinal
Periodicity	New cohorts began in 1997, 2000, 2003 and 2006. Surveys were fielded for each cohort in fall and spring of the first Head Start year, spring of the second Head Start year (for children who spent two years in Head Start), and spring of children's kindergarten year.
Period Coverage	The year previous to the survey
Data Availability	Data are available from the 1997, 2000 and 2003 cohorts
Availability URL	www.researchconnections.org/location/5552 www.researchconnections.org/location/5553 www.researchconnections.org/location/14345
Years Available	1997 and 2003 cohorts
Data Type	Survey and Direct Observation
Population	Children enrolled in Head Start
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☐ 9-12 Years
Unit of Observation	Individuals (children)
Source of Data or Respondent	Most knowledgeable adult
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	United States. Administration for Children and Families
Researchers	Westat, Inc.
Contractors	
Data Collectors	Westat, Inc.
Funders	United States. Administration for Children and Families. Office of Planning, Research and Evaluation

Head Start Family and Child Experiences Survey *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☒ Parent/provider perceptions
- ☒ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

- ☒ Local school district
- ☒[1] Local health agency
- ☒[1] Local health care provider
- ☒ Child has IEP

Head Start Family and Child Experiences Survey *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS[2]

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
- ☒[3] 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
- ☒[4] 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

- ☒[5] Family composition - full or partial roster
- ☐ Marital status
- ☐ Family structure
- ☐ Family size
- ☒[5] Number of children under 18
- ☐ Number of children under 13
- ☐ Number of children under 6

- ☒[5] Number of adults in household
- ☒[6] 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
- ☒[7] Home environment measures
- ☒ Involvement of nonresident parent with child

Neighborhood & Community Characteristics

- ☒[8] Perceptions of neighborhood safety
- ☒[9] Community resources

PARENT CHARACTERISTICS

RM	RF	NRP (nonresident parent)	
☒	☒	☐	Race
☒[10]	☒[10]	☐	Ethnicity
☒	☒	☐	Hispanic origin
☐	☐	☐	Immigrant status
☒	☒	☐	Native language
☐	☐	☐	Poverty status
☒[11]	☒[11]	☐	Income
☐	☐	☐	Income by source
☒[12]	☒[12]	☐	Parental educational attainment
☒	☒	☐	Parental employment
☒	☒	☐	Parent participation in education or training
☐	☐	☐	Parent occupation
☒	☒	☐	Parent work schedule and flexibility
☒	☒	☐	Health & mental health
☒[13]	☒[13]	☐	Child care subsidy receipt
☐	☐	☐	C&DCTC receipt
☒	☒	☐	AFDC, TANF receipt
☒	☒	☐	Unemployment receipt
☒[14]	☒[14]	☐	SSI/Social Security benefits
☒	☒	☐	Food Stamps
☒	☒	☐	WIC receipt
☒[14]	☒[14]	☐	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

Head Start Family and Child Experiences Survey *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

Provider Type
- ☒[15] 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[17]
- ☐ Availability of sick child care
- ☐ Health screening services
- ☒ Special needs services
- ☐ Home visits[18]
- ☐ Health and safety of care
- ☐ Child care subsidy receipt

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

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

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

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

Head Start Family and Child Experiences Survey *(continued)*

Endnotes

1. Question asked only in baseline interview survey.

2. Survey asked about primary child care arrangement rather than about every arrangement. Survey also asked about the Survey asked about the type of care that child was place in after leaving Head Start

3. Survey asked about age of onset for arrangements other than Head Start.

4. Survey asked if parents received assistance from government agency to assist with child care costs. Child care subsidy not specified.

5. This question was asked only in the baseline interview survey.

6. This questions was not directly asked but the information can be derived.

7. Questions about safety of the home were included in the baseline interview survey.

8. This questions was only included in the baseline interview survey.

9. Survey asked Head Start Directors about perceived community resources.

10. Survey allows for a few Asian and Latino ethnicities to be identified.

11. Survey asked about household rather than personal income.

12. Survey asked respondents about completion of additional education since the previous spring.

13. Survey asked if parents received assistance from government agencies to help with child care costs. Child care subsidy were not specified.

14. Question asked only at baseline interview survey.

15. Question asked only for Head Start placement.

16. Questions were asked only for Head Start placement.

17. Questions about other staff were not included, but Head Start family service workers were also interviewed.

18. Questions about home visits were not included, but Head Start family service workers, who complete home visits, were interviewed.

19. Questions included in the center director survey.

20. This question was included in the parent survey.

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HEALTHY STEPS FOR YOUNG CHILDREN PROGRAM
NATIONAL EVALUATION, 1996-2001

Acronym	
Description	The primary goal of the Healthy Steps for Young Children Program National Evaluation was to assess whether the program had effectively lead pediatric practice to emphasize child development issues, to increase parental knowledge about early nurturing of infants and parental involvement in their children's development, and to promote parental practices that improve the health, safety and health care utilization of their children. Personal interviews were administered to parents when their child was less than 28 days, 6 months, and 12 months old. Computer assisted telephone interviews were also conducted with parents when children were 2-4 months and 30-33 months old. Additional data sources included patient medical record reviews, as well as interviews and surveys with medical staff.
Design	Nonexperimental; Cross-sectional
Periodicity	Baseline (28 days), 2-4 months, 6 months, and 12 months, and 30-33 months old.
Period Coverage	September 1996 - November 2001
Data Availability	ASCII formatted data is publicly available, free of change. A codebook and setup files in SAS and SPSS are also available.
Availability URL	www.researchconnections.org/location/ccrca5011
Years Available	1996 - 2001
Data Type	Survey; Administrative data
Population	Children born at 15 selected sites in the U.S. from September 1996 to November 1998
Children's Age Range/Group	☒ Birth-2 Years ☐ 3-5 Years ☐ 6-8 Years ☐ 9-12 Years
Unit of Observation	Individuals; families
Source of Data or Respondent	Parent/guardian; Direct assessments; Medical exams
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	Guyer, Bernard
Researchers	Johns Hopkins Bloomberg School of Public Health
Contractors	
Data Collectors	
Funders	Commonwealth Fund

Healthy Steps for Young Children Program National Evaluation, 1996-2001 *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☒ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

Healthy Steps for Young Children Program National Evaluation, 1996-2001 *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement[1]

- ☐ 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

- ☒[2] 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
☒[3]	☐	☐	Native language
☐	☐	☐	Poverty status
☒[4]	☒	☐	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
☒[5]	☒[5]	☐	AFDC, TANF receipt
☒[5]	☒[5]	☐	Unemployment receipt
☒[5]	☒[5]	☐	SSI/Social Security benefits
☒[5]	☒[5]	☐	Food Stamps
☒[5]	☐	☐	WIC receipt
☒[5]	☐	☐	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

Healthy Steps for Young Children Program National Evaluation, 1996-2001 *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

Healthy Steps for Young Children Program National Evaluation, 1996-2001 *(continued)*

Endnotes

1. Survey asked about before-school care only.

2. Number of related and unrelated adults in the household was not asked directly, but this information can be derived.

3. Survey asked about respondents native language. Responses were limited to 'English' or 'other'.

4. Survey asked about family rather than personal income.

5. Survey asked if child or anybody in the family received these benefits on behalf of the child.

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IMPACT OF ALCOHOL OR DRUG USE AND INCARCERATION ON CHILD CARE IN SANTA CLARA COUNTY, CALIFORNIA, 2003

Acronym	
Description	The Impact of Alcohol or Drug Use and Incarceration on Child Care in Santa Clara County, California, 2003 was a pilot study conducted to enumerate the number of at risk families and to assess the relationship between parental substance use and incarceration, and the effects they have on the children of parents with substance abuse and/or histories of incarceration. Voluntary Arrestee Drug Abuse Monitoring (ADAM) Program participants, ages 18 and older, were selected from all arrestees in Santa Clara County, regardless of the crime they were charged with. Male subjects were chosen through a random selection process, while female subjects were taken from a convenience sample. Available data include the type and duration of alcohol or drug use that parents engaged in, children's abuse of drugs and/or alcohol, family history of incarceration, number and ages of children for whom the respondent was the primary caregiver, and indicators of social consequences for the child due to parental incarceration.
Design	Nonexperimental; Cross-sectional
Periodicity	2003
Period Coverage	January 2003 - March 2004
Data Availability	ASCII formatted data is publicly available, free of change. A codebook and setup files in SAS, STATA and SPSS are also available
Availability URL	www.researchconnections.org/location/ccrca7414
Years Available	2003
Data Type	Survey
Population	Adults who were voluntary participants in the National Institute of Justice's Arrestee Drug Abuse Monitoring (ADAM) Program and in their 1st 48 hours of incarceration in the Santa Clara County Department of Corrections in August 2003.
Children's Age Range/Group	☒ Birth-2 Years　　☒ 3-5 Years　　☒ 6-8 Years　　☒ 9-12 Years
Unit of Observation	Individuals
Source of Data or Respondent	Individual charged with a criminal act committed in Santa Clara County
Data Are Representative of	☐ U.S.　　☐ County　　☐ Census Tract　　☐ Rural Areas ☐ State　　☐ Zip Code　　☐ Urban Areas ☒ Other: Santa Clara County, CA
Principal Investigator	Wiley, James
Researchers	
Contractors	
Data Collectors	Public Research Institute, San Francisco State University
Funders	National Institute of Justice (U.S.)

Impact of Alcohol or Drug Use and Incarceration on Child Care in Santa Clara Country, California, 2003 *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

Impact of Alcohol or Drug Use and Incarceration on Child Care in Santa Clara Country, California, 2003 *(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
- ☒[1] 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

Impact of Alcohol or Drug Use and Incarceration on Child Care in Santa Clara Country, California, 2003 *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

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

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

CC&EE QUALITY
- [ ] Structural quality
- [ ] Process quality
- [ ] Caregiver sensitivity

Impact of Alcohol or Drug Use and Incarceration on Child Care in Santa Clara Country, California, 2003 *(continued)*

Endnotes

1. Survey asked specifically about the number of children age 10 and older.

Publications

As of July 2008, Research Connections has no publications related to this collection.

INDIVIDUAL WITH DISABILITIES EDUCATION ACT DATA

Acronym	IDEA data
Description	In 1975 the Education for All Handicapped Children Act was passed. Over the years the law has been modified and the name changed to the Individuals with Disabilities Education Act, but several basic principles have remained. IDEA Part C serves infants and toddlers, children under age 3 years old, while Part B serves children ages 3 through 21. IDEA Part C includes data about the number of infants and toddlers served under this law; the distribution of children according to the program setting in which they receive services; the number of children exiting services under this law; and the the number of actions initiated during the school year. IDEA Part B includes data about the number of children and students served under this law; the number of personnel employed to provide services under this law; the distribution of children served under IDEA according to the educational environment in which they received services (education environments); number of students ages 14 to 21 years exiting special education; the number of children and youth disciplined and administered assessments (assessment); and the number of actions initiated during the school year.
Design	Nonexperimental; Cross-sectional
Periodicity	Annually
Period Coverage	1990 to 2006
Data Availability	State-level aggregate data are available in tables for OSEP annual reports.
Availability URL	www.ideadata.org/index.html
Years Available	1990 to 2006
Data Type	Administrative data
Population	Part C: children, birth through 2; Part B: children, 3 through 21
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individuals (children)
Source of Data or Respondent	State supplied administrative records
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	United States. Department of Education. Office of Special Education Programs
Researchers	
Contractors	Westat, Inc.
Data Collectors	
Funders	United States. Department of Education. Office of Special Education Programs

Individual with Disabilities Education Act Data *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

Individual with Disabilities Education Act Data *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement[1]

- [ ] 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
- [ ][2] 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

Individual with Disabilities Education Act Data *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- [ ] Structural quality
- [ ] Process quality
- [ ] Caregiver sensitivity

Individual with Disabilities Education Act Data *(continued)*

Endnotes

1. Data include counts of children by type of setting where services under IDEA are received. For Part B, types of settings are separate class, separate school, residential facility, service provider location, and home. For Part C, types of setting are: developmental delay programs, typically developing programs, home, hospital (inpatient), residential facility, service provider location, and other setting.

2. Part B data include the percentage of time spent in regular early childhood programs.

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MEDICAL EXPENDITURE PANEL SURVEY

Acronym	MEPS
Description	The Medical Expenditure Panel Survey (MEPS) is a nationally representative survey of the U.S. noninstitutionalized, civilian population, providing comprehensive data on health care utilization and costs, as well as on health insurance availability and coverage. Its respondents are a subsample of the National Health Information Survey (NHIS). It consists of three separate surveys: the household component (HC); medical provider component (MPC); and insurance component (IC). Using an overlapping panel design, which features several rounds of interviewing covering two full calendar years, the HC collects detailed data on demographic characteristics, health conditions, health status, use of medical care services, charges and payments, access to care, satisfaction with care, health insurance coverage, income, and employment. The MPC supplements the medical care events reported in the MEPS HC by surveying medical providers and pharmacies identified by household respondents. The MPC sample includes all hospitals, hospital and office-based physicians, home health agencies, and pharmacies reported in the HC. Finally, the IC (also known as the Health Insurance Cost Study) collects data on health insurance plans obtained through private and public-sector employers.
Design	Nonexperimental; Longitudinal
Periodicity	Data are collected through a preliminary contact followed by a series of five rounds of interviews over a 2½ year period. This series of data collection rounds is launched each subsequent year on a new sample of households to provide overlapping panels of survey data.
Period Coverage	1996 - present
Data Availability	HC data (including MPC data) are available for public access on the MEPS website as downloadable ASCII data files. IC data files are not available for public release. Researchers can apply for access to geographic information suppressed in the public use file, via a restricted use contract with the Census Bureau Research Data Centers.
Availability URL	www.meps.ahrq.gov/mepsweb/data_stats/download_data_files.jsp
Years Available	1996 - ongoing
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	Individual; Households; Organizations (medical providers and pharmacies)
Source of Data or Respondent	Household members, 17 and older; health care professionals
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	United States. Department of Health and Human Services
Researchers	
Contractors	
Data Collectors	Agency for Healthcare Research and Quality
Funders	United States. Department of Health and Human Services

Medical Expenditure Panel Survey *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

- ☒ Age
- ☒ Gender
- ☐ Relation to respondent
- ☐ Homeschooling
- ☐ School grade
- ☐ Hours per week in school
- ☒ Race
- ☐ Ethnicity
- ☒ Hispanic origin
- ☒[1] 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
- ☒[2] Speech/language delay
- ☒[3] 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

Medical Expenditure Panel Survey *(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
☒[4]	☒[4]	☐	Unemployment receipt
☒	☒	☐	SSI/Social Security benefits
☐	☐	☐	Food Stamps
☐	☐	☐	WIC receipt
☒	☒	☐	Medicaid receipt
☐	☐	☐	SCHIP
☒[5]	☒[5]	☐	Child support receipt
☐	☐	☐	Foster care payments
☐	☐	☐	Job training, education, GED, work, other requirements
☐	☐	☐	Residential mobility
☐	☐	☐	Urban/rural marker
☐	☐	☐	MSA/non-MSA area

Medical Expenditure Panel Survey *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

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

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

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

Medical Expenditure Panel Survey *(continued)*

Endnotes

1. Survey asked about the language that child speaks the most in the home.

2. Survey asked if child receives special therapy such as physical, occupational or speech therapy.

3. Survey asked if child has any kind of emotional, developmental, or behavioral problem.

4. Survey asked about unemployment or worker's compensation benefits receipt.

5. Survey asked about child support or alimony receipt.

Publications

Silverstein, Michael, Sales, Anne E. & Koepsell, Thomas. (2003). Health care utilization and expenditures associated with child care attendance: A nationally representative sample. *Pediatrics, 111*(4), 371-375 <www.researchconnections.org/location/8904>

Weinick, Robin W. & Krauss, Nancy A. (2000). Racial/ethnic differences in children's access to care. *American Journal of Public Health, 90*(11), 1771-1774. <www.researchconnections.org/location/1303>

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Acronym	NAEP / the Nation's Report Card
Description	The National Assessment of Educational Progress (NAEP) provides information on education for the nation and specific geographic regions of the country. With a sample of students drawn from both public and nonpublic schools, it reports results for academic achievement in 4th, 8th, and 12th grade in 11 subject areas. Since 1990, NAEP assessments have been expanded to allow for state-level estimates. NAEP has two major goals: to compare student achievement in states and other jurisdictions and to track changes in student achievement in mathematics, reading, writing, science, and other content domains. In addition to the assessments, NAEP coordinates a number of special studies related to assessment. Ongoing projects include the High School Transcript Study and a Technology-Based Assessment project designed to explore the use of technology, especially the use of the computer as a tool to enhance the quality and efficiency of educational assessments. In 2002, NAEP began a new study of fourth-graders, the oral reading study. In 2003, NAEP conducted a pilot study using an augmented sample of charter schools.[1]
Design	Nonexperimental; Cross-sectional
Periodicity	Different assessments are completed each year. National-level: reading & math, biennially; writing & science, every 4 years. Other subjects are assessed in alternating years. State-level: reading & math, biennially; writing & science, every 4 years. Long-term trends: reading & math, every 4 years.
Period Coverage	1969 to present
Data Availability	Statistical tables and graphics are available through the use of the NAEP Data Explorer web-based tool. Data tables are also available on CD-ROM. Restricted-use micro-level data can be obtained on CD-ROM for approved purposes of secondary analysis, provided the user (and organization) has been granted a license.
Availability URL	nces.ed.gov/nationsreportcard/naepdata
Years Available	Nation and participating states and other jurisdictions: since 1990; Selected urban districts (on a trial basis): since 2002
Data Type	Survey assessments
Population	4th, 8th and 12 grade students in both public and non-public schools
Children's Age Range/Group	☐ Birth-2 Years ☐ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individual (students)
Source of Data or Respondent	Student test scores
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☒ State ☐ Zip Code ☒[2] Urban Areas ☒ Other: Census regions for 4th and 8th graders
Principal Investigator	National Center for Education Statistics
Researchers	National Center for Education Statistics
Contractors	
Data Collectors	
Funders	National Center for Education Statistics

National Assessment of Educational Progress *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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- ☐ Orthopedic impairment
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- ☐ Other PDD
- ☐ ADD, ADHD
- ☐ Other health impairment

Child Receives Services from

- ☐ Local school district
- ☐ Local health agency
- ☐ Local health care provider
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National Assessment of Educational Progress *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

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- ☐ Friend & neighbor care
- ☐ Head Start
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- ☐ 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
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- ☐ Parent perceptions of and attitudes toward arrangement & provider
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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
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- ☐ Number unrelated adults in the 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

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

National Assessment of Educational Progress *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

National Assessment of Educational Progress *(continued)*

Endnotes

1. Updated or new framework is planned for implementation in a few subjects. In the case of subjects for which frameworks are already adopted, the Board will decide whether a new or updated framework is needed for this assessment year. New framework for grade 12 mathematics only will be used in 2009. At the national level, grades tested are 4, 8, and 12 unless otherwise indicated, except that long-term trend assessments sample students at ages 9, 13, and 17.

2. Data are representative of urban districts on a trial basis for 4th and 8th graders.

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Freeman, Catherine E. (2004). *Trends in educational equity of girls & women: 2004*. (NCES 2005-16). Washington, DC: National Center for Education Statistics. Retrieved December 9, 2005, from http://nces.ed.gov/pubs2005/2005016.pdf <www.researchconnections.org/location/7685>

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NATIONAL CENTER FOR EARLY DEVELOPMENT AND LEARNING MULTI-STATE STUDY OF PRE-KINDERGARTEN, 2001-2003

Acronym	NCEDL
Description	The National Center for Early Development and Learning (NCEDL) Multi-State Study of Pre-Kindergarten examined state pre-kindergarten programs. Forty centers and schools in six states participated in the study. Administrative directors, teachers, and parents were surveyed on topics such as program services, curriculum, teacher education, opinions of children's developmental progress, and their instructional practices on subjects such as language, literacy, mathematics concepts, and children's social and emotional competencies. Additionally, four children in each classroom were selected for individual assessment, using a battery of instruments to measure language, literacy, mathematics, and related concept development, as well as social competence. These assessments were conducted in the fall and spring of 2001-2002, and again one year later. Finally, in five states, families received home visits to gather information on home learning environments, relationships, and household routines. Parents were also asked to assess their children's development, their children's school and teacher, and their children's pre-K program. Demographic information collected includes race, gender, family income, and mother's education level.
Design	Nonexperimental; Cross-sectional
Periodicity	Baseline (2001-2002) and kindergarten (2002-2003)
Period Coverage	Fall 2001 - Spring 2003
Data Availability	ASCII formatted data is publicly available, free of change. A codebook and setup files in SAS, SPSS, and STATA are also available.
Availability URL	www.researchconnections.org/location/ccrca7457
Years Available	2001 - 2003
Data Type	Survey data, Direct observation, Assessments
Population	Children old enough for kindergarten in fall 2002, who did not have an Individualized Education Plan, who spoke competent English or Spanish, and who were enrolled in center-based programs for four-year-olds that were fully or partially funded by state education agencies and that were operated in schools or under the direction of state and local education agencies within six selected states: California, Illinois, New York, Ohio, Kentucky, and Georgia.
Children's Age Range/Group	☒ Birth-2 Years ☐ 3-5 Years ☐ 6-8 Years ☐ 9-12 Years
Unit of Observation	Individuals (children)
Source of Data or Respondent	PreK administrator; PreK teacher
Data Are Representative of	☐ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☒ Other: See Population, above
Principal Investigator	Clifford, Richard M., Burchinal, Margaret, Howes, Carollee, Winton, Pamela J., Bryant, Donna M., Barbarin, Oscar, Early, Diane M.
Researchers	
Contractors	
Data Collectors	
Funders	Institute of Education Sciences (U.S.)

National Center for Early Development and Learning Multi-State Study of Pre-Kindergarten, 2001-2003 *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development[1]

- ☐ 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

National Center for Early Development and Learning Multi-State Study of Pre-Kindergarten, 2001-2003 *(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

National Center for Early Development and Learning Multi-State Study of Pre-Kindergarten, 2001-2003 *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

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

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

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

National Center for Early Development and Learning Multi-State Study of Pre-Kindergarten, 2001-2003 *(continued)*

Endnotes

1. This information was obtained through parent and teacher reports.

2. Survey asked about for a household roster. Family size can be derived.

3. Survey asked about household rather than family size. The latter can be derived from the household roster.

4. Survey asked about the number of children under 18 in the household rather than the family.

5. Survey asked about family rather than personal income.

6. This information was obtained from parents at the kindergarten follow-up interview.

7. This information was obtained for center administrator only. The same information was obtained from teachers at the kindergarten follow-up interview.

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National Center for Early Development and Learning Multi-State Study of Pre-Kindergarten, 2001-2003 *(continued)*

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<www.researchconnections.org/location/7452>

NATIONAL CHILD ABUSE AND NEGLECT DATA SYSTEM

Acronym	NCANDS
Description	The National Child Abuse and Neglect Data System (NCANDS) is a federally sponsored data collection effort created to track child maltreatment reports nationally. Every year since 1990, each state, as well as the District of Columbia, submits aggregate data such as the number of reports of abuse, types of maltreatment, the nature of the investigation, and services provided as a result of the investigation. Most states also voluntarily submit detailed individual data, which consists of case-specific information on abuse and neglect reports investigated by state child protective service agencies. Common data elements submitted by states in this Child File include the demographic characteristics of children (and if case is substantiated, their attacker), types of maltreatment suffered, the nature of the investigation, and services provided as a result of the investigation.
Design	Nonexperimental; Cross-sectional
Periodicity	Annually
Period Coverage	Previous year
Data Availability	Restricted usage files of state report-level data are available for researchers from the National Data Archive on Child Abuse and Neglect at www.ndacan.cornell.edu. Researchers who would like to use the data must fulfill eligibility criteria, submit an application for approval to the Archive, and enter into a legally-binding data license that outlines the requirements for appropriate use of the data. Only individuals holding a faculty appointment or research position at an institution of higher education, a research organization, or a government agency are eligible to obtain the Child File. There is no cost for access to these data.
Availability URL	www.ndacan.cornell.edu/NDACAN/Datasets_List.html
Years Available	CY 1990 through 2002; FFY from 2003 on
Data Type	Administrative
Population	All child protective services investigations or assessments reported in 48 states and D.C. (ND and OR excluded in the last year available).
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Event
Source of Data or Respondent	State supplied administrative records
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☒ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	United States. Department of Health and Human Services. Children's Bureau
Researchers	
Contractors	
Data Collectors	
Funders	United States. Department of Health and Human Services. Children's Bureau

National Child Abuse and Neglect Data System *(continued)*

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CHILD CHARACTERISTICS

- ☒ Age
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National Child Abuse and Neglect Data System *(continued)*

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- [ ] Activities (lessons, clubs, sports, etc.)
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- [ ] Parental stress
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PARENT CHARACTERISTICS

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[ ]	[ ]	[ ] 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

National Child Abuse and Neglect Data System *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

National Child Abuse and Neglect Data System *(continued)*

Endnotes

1. Forty-four states and DC submitted data to the NCANDS Child File for 2004. States that did not submit data for 2004 are Alaska, Alabama, Georgia, North Dakota, Oregon, and Wisconsin. In addition to the state indicator, the child data file also includes the Federal FIPS Code for the county where the report was made for counties with more than 1,000 records in the data file.

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<www.researchconnections.org/location/624>

NATIONAL CHILD CARE SURVEY 1990: LOW-INCOME SUBSTUDY

Acronym	
Description	The Low-Income Substudy was designed to supplement the number of low-income households included in the National Child Care Survey: 1990. The substudy examines a nationally representative sample of low-income households (i.e., those with an annual household income below $15,000) with at least one child under age 13. Conducted between February and July of 1990, the survey focused on the kinds of child care arrangements parents used, how those arrangements were chosen, and how they were paid. It also collected basic demographic information on income, education, and the racial/ethnic affiliation of study participants.
Design	Nonexperimental; Cross-sectional
Periodicity	One time
Period Coverage	1989 to 1990
Data Availability	Data are publicly available for a fee through the Sociometrics website, along with SPSS & SAS programming statements, and a user's guide. Codebooks, survey instruments, and additional user's guides can also be purchased separately. The Sociometrics website also offers the Multivariate Interactive Data Analysis System (MIDAS) allowing for some on-line data analysis. Users must purchase a one-day or one-year subscription to access this tool.
Availability URL	www.researchconnections.org/location/372 www.socio.com/cgi/goto.cgi?FILE=shop/fam20-21.htm&DROOT=/
Years Available	1990
Data Type	Survey
Population	Noninstitutionalized, low-income parents in the 50 states and the District of Columbia, with at least one child younger than 13 years of age
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Households
Source of Data or Respondent	Parents/Caregivers
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	Hofferth, Sandra L., Brayfield, April, Deich, Sharon G., Holcomb, Pamela A., Glantz, Frederic B.
Researchers	
Contractors	
Data Collectors	Abt Associates
Funders	National Association for the Education of Young Children; United States. Head Start Bureau; National Institute of Child Health and Human Development (U.S.)

National Child Care Survey 1990: Low-Income Substudy *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

National Child Care Survey 1990: Low-Income Substudy *(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
- ☒[1] Travel time
- ☐ Child satisfaction with arrangement

CC&EE EXPENSES

- ☒ Fees
- ☐ TANF assistance receipt
- ☒[2] 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
☒[3]	☒[4]	☐ Child care subsidy receipt
☒	☒[5]	☐ C&DCTC receipt
☒[4]	☒[5]	☐ AFDC, TANF receipt
☒[5]	☒[5]	☐ Unemployment receipt
☒[5]	☒[5]	☐ SSI/Social Security benefits
☐	☐	☐ Food Stamps
☐	☐	☐ WIC receipt
☐	☐	☐ Medicaid receipt
☐	☐	☐ SCHIP
☒[5]	☒[5]	☐ Child support receipt
☐	☐	☐ Foster care payments
☐	☐	☐ Job training, education, GED, work, other requirements
☒	☒	☐ Residential mobility
☒[5]	☒[6]	☐ Urban/rural marker
☒[6]	☒[6]	☐ MSA/non-MSA area

National Child Care Survey 1990: Low-Income Substudy *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

Caregiver (Individual) – Teacher Characteristics
- ☐ Age
- ☐ Gender
- ☐ Race/ethnicity
- ☐ Educational attainment
- ☐ Certification
- ☐ Years of experience
- ☐ Language spoken during care
- ☒[6] 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

National Child Care Survey 1990: Low-Income Substudy *(continued)*

Endnotes

1. Survey asked parent's travel time to relative's home for child care.

2. Survey asked if parents received assistance from government agency to assist with child care costs. Child care subsidy was not specified.

3. Survey asked if parents received assistance from government agency to assist with child care costs. Child care subsidy was not specified.

4. Survey asked if anyone in the household received these benefits.

5. This information can be derived from zip code and county questions.

6. Survey asked non-relative caregivers in child's own home or family day care about their training in early childhood or child psychology.

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NATIONAL CHILD CARE SURVEY 1990: PARENT STUDY

Acronym	
Description	The National Child Care Survey was a nationally representative study of more than 4,000 households with at least one child under age 13. The overall study, conducted in late 1989 and early 1990, consisted of several components: a survey of parents in randomly selected households with children under age 13 (the Parent Study); a low-income substudy; a survey of individuals who provide child care in their own homes; a survey of child care providers used by the respondents in the Parent Study; and a military substudy. The Parent Study focused on parents' utilization of child care and its effects on their employment patterns, how parents make decisions about child care, and the characteristics of the settings in which child care is provided. The survey also collected such basic demographic information as income, education, and the racial/ethnic affiliation of study participants.
Design	Nonexperimental; Cross-sectional
Periodicity	One time
Period Coverage	1989/1990
Data Availability	Raw data are publicly available, for a fee through the Sociometrics website along with SPSS & SAS programming statements, and a user's guide. Codebooks, survey instruments, and additional user guides can also be purchased separately. The Sociometrics website also offers the Multivariate Interactive Data Analysis System (MIDAS) allowing for some on-line data analysis. Users must purchase a one-day or one-year subscription to access this tool.
Availability URL	www.researchconnections.org/location/ccrca370 www.socio.com/cgi/goto.cgi?FILE=shop/fam13-14.htm&DROOT=/
Years Available	1990
Data Type	Survey
Population	Noninstitutionalized, low-income parents in the 50 states and the District of Columbia, with at least one child under 13
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individuals (low-income parents)
Source of Data or Respondent	Parents/Caregivers
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	Hofferth, Sandra L., Brayfield, April, Holcomb, Pamela A., Glantz, Frederic B., Deich, Sharon G.
Researchers	
Contractors	
Data Collectors	Abt Associates
Funders	National Association for the Education of Young Children; United States. Head Start Bureau; National Institute of Child Health and Human Development (U.S.)

National Child Care Survey 1990: Parent Study *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

National Child Care Survey 1990: Parent Study *(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
- ☒[1] 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
☒[2]	☒[3]	☐	Child care subsidy receipt
☒	☒	☐	C&DCTC receipt
☒[3]	☒	☐	AFDC, TANF receipt
☒[4]	☒[4]	☐	Unemployment receipt
☒[4]	☒[4]	☐	SSI/Social Security benefits
☐	☐	☐	Food Stamps
☐	☐	☐	WIC receipt
☐	☐	☐	Medicaid receipt
☐	☐	☐	SCHIP
☒[4]	☒[4]	☐	Child support receipt
☐	☐	☐	Foster care payments
☐	☐	☐	Job training, education, GED, work, other requirements
☒	☒	☐	Residential mobility
☒[4]	☒[5]	☐	Urban/rural marker
☒[5]	☒[6]	☐	MSA/non-MSA area

National Child Care Survey 1990: Parent Study *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

Caregiver (Individual) – Teacher Characteristics
- ☐ Age
- ☐ Gender
- ☐ Race/ethnicity
- ☐ Educational attainment
- ☐ Certification
- ☐ Years of experience
- ☐ Language spoken during care
- ☒[6] 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

National Child Care Survey 1990: Parent Study *(continued)*

Endnotes

1. Survey asked if parents received assistance from government agency to assist with child care costs. Child care subsidy not specified.

2. Survey asked if parents received assistance from government agency to assist with child care costs. Child care subsidy not specified.

3. Survey asked if anyone in household received these benefits. Individual recipients not specified.

4. Urban/rural marker can be derived from zip code and county questions.

5. MSA/non-MSA area can be derived from zip code and county questions.

6. Survey asked non-relative care givers in child's own home or family day care about their training in early childhood or child psychology.

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NATIONAL EVALUATION OF WELFARE-TO-WORK STRATEGIES

Acronym	NEWWS
Description	Formerly known as the JOBS (Job Opportunities and Basic Skills Training) Evaluation, the National Evaluation of Welfare-to-Work Strategies (NEWWS) project evaluated alternative welfare-to-work strategies in seven sites. Process, impact, and cost-benefit analyses were completed for each site. Program impacts were evaluated by comparing outcomes for a randomly assigned experimental group subject to program requirements, with outcomes for control groups. Evaluation participants were followed for five years from the time they entered the study. A broad range of data were collected through surveys, including data on educational attainment, family composition, housing status, wage progression, employment, child care, depression, and total family income. In addition, program effects on child well-being, specifically, cognitive development and academic achievement, safety and health, problem behavior and emotional well-being, and social development were evaluated 2 and 5 years after random assignment.
Design	Experimental; Longitudinal
Periodicity	Annually
Period Coverage	October 1989 - December 2002
Data Availability	Restricted access and public use data, in text format, are available from the National Center for Health Statistics Research Data Center (NCHS RDC). These data files are organized around the evaluation reports: 2-year impact reports, adult education report, and the final 5-year impact reports. Users can submit applications to access RDC data remotely or to complete their analyses on site.
Availability URL	www.researchconnections.org/location/392 www.cdc.gov/nchs/r&d/rdc.htm
Years Available	1989 to 2002
Data Type	Administrative data; Survey; Semi-structured interview
Population	Participants in demonstration welfare-to-work projects and their families
Children's Age Range/Group	☐ Birth-2 Years ☒ 3-5 YearsH☐ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individuals (Welfare applicants and recipients); Organization (JOBS program)
Source of Data or Respondent	State supplied administrative records; Welfare applicants and recipients
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	United States. Department of Health and Human Services
Researchers	
Contractors	
Data Collectors	Child Trends; California. Department of Social Services; MDRC
Funders	Ford Foundation; United States. Department of Health and Human Services; United States. Department of Education; California. Department of Education

National Evaluation of Welfare-to-Work Strategies *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

- ☒ Problem behaviors
- ☐ Social competence
- ☐ Attachment
- ☒ Self-regulation
- ☐ Peer relationships
- ☐ Positive affect
- ☒ Internalizing behaviors
- ☐ Mastery motivation
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Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
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Academic Performance

- ☐ Delayed kindergarten entry
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- ☐ Orthopedic impairment
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- ☐ Other PDD
- ☐ ADD, ADHD
- ☐ Other health impairment

Child Receives Services from

- ☐ Local school district
- ☐ Local health agency
- ☒[1] Local health care provider
- ☐ Child has IEP

National Evaluation of Welfare-to-Work Strategies *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

- ☐ Activities (lessons, clubs, sports, etc.)
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- ☒ Before & after-school care
- ☒[2] Center-based care
- ☐ Early Head Start
- ☐ Family child care
- ☒[3] Friend & neighbor care
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- ☒ Nontraditional hour child care
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- ☐ 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
- ☒[6] Parent-child interaction
- ☒[7] 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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☐	☐	☐	Poverty status
☒	☒	☐	Income
☒	☒	☐	Income by source
☒	☒	☐	Parental educational attainment
☒	☒	☐	Parental employment
☐	☐	☐	Parent participation in education or training
☐	☐	☐	Parent occupation
☒[8]	☒[8]	☐	Parent work schedule and flexibility
☐	☐	☐	Health & mental health
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National Evaluation of Welfare-to-Work Strategies *(continued)*

PROVIDER, WORKFORCE, AND MARKET

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- ☐ Efforts to reduce caregiver/teacher turnover
- ☐ Staff recruitment practices
- ☐ Other staff
- ☐ Availability of sick child care
- ☐ Health screening services
- ☐ Special needs services
- ☐ Home visits
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- ☐ Child care subsidy receipt

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

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

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

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- ☐ Parent employed with provider
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- ☐ Transition into formal schooling
- ☐ Activities targeting father involvement

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS
- ☐ Accreditation
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- ☐ 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

National Evaluation of Welfare-to-Work Strategies *(continued)*

Endnotes

1. Survey asked if child received services from a local health care provider, specifically from a clinic, health center, doctor's office, or other routine care facility.

2. Survey asked if child has ever attended child care center, nursery school, or preschool for one month or longer.

3. Survey asked if child's father, sibling, grandparents, or other relative care provided in- or out-of-home care. Survey also asked if a neighbor or other non-relative provided in- or out-of-home care.

4. Survey asked if child has ever attended Head Start for one month or longer.

5. Survey asked if child has ever attended a summer program for one month or longer.

6. Survey measured parent-child interactions through interviewer's ratings of maternal verbalization, warmth, and favorable parenting, as well as through maternal reports of cognitive stimulation, aggravation, and warmth.

7. Survey measured parenting and discipline through interviewer's ratings of harshness of discipline, and maternal reports of use of controlling discipline strategies.

8. Survey asked if parent worked 40 hours per week or more.

9. Adult/child classroom ratio was not asked directly, but can be derived.

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NATIONAL HEALTH AND NUTRITION EXAMINATION SURVEY

Acronym	NHANES
Description	The National Health and Nutrition Examination Survey (NHANES) is designed to assess the health and nutritional status of adults and children in the United States and determine the prevalence and risk factors of major diseases. Beginning in the 1960s, a number of surveys focusing on different population sub-groups and health topics have been conducted. In 1999, the survey became a continuous program with a changing focus on a variety of health and nutrition measures. Each year, 5,000 people are interviewed and examined across the country to provide a nationally representative sample. NHANES interviews include demographic questions at the household and family levels, as well as dietary and health-related questions at the person level. Highly sensitive subject matter, such as sexual practices, smoking, and alcohol/drug use, are asked through the used of audio computer assisted personal self interview (ACASI) to encourage participant full disclosure. The examination and laboratory components consist of medical and dental exams, physiological measurements, and tests administered by medical personnel.
Design	Nonexperimental; Cross-sectional
Periodicity	Annually
Period Coverage	Year prior to the survey
Data Availability	Data in ASCII format is publicly available for download at the National Center for Health Statistics website, as well as survey documentation, codebook, and sample SAS syntax.
Availability URL	www.cdc.gov/nchs/datawh/ftpserv/ftpdata/ftpdata.htm#nhanes www.cdc.gov/nchs/about/major/nhanes/datalink.htm
Years Available	1971/1975; 1976/1980; 1988/1994; 1999/2000; 2001/2002; 2003/2004
Data Type	Survey and Physical Examination
Population	Adults and children
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	
Source of Data or Respondent	Individuals
Data Are Representative of	Respondent (or parent/guardian if subject is a child); Medical exams ☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	United States. Department of Health and Human Services. National Center for Health Statistics
Researchers	
Contractors	
Data Collectors	
Funders	United States. Department of Health and Human Services. National Center for Health Statistics

National Health and Nutrition Examination Survey *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

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

National Health and Nutrition Examination Survey *(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
☒[1]	☒[1]	☐	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
☒[2]	☒[2]	☐	Food Stamps
☒[2]	☒[2]	☐	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

National Health and Nutrition Examination Survey *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

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

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

CC&EE QUALITY
- [ ] Structural quality
- [ ] Process quality
- [ ] Caregiver sensitivity

National Health and Nutrition Examination Survey *(continued)*

Endnotes

1. Survey asked about household rather than personal income.

2. Survey asked if anybody in the household received these benefits in the 12 months prior to the survey.

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NATIONAL HEALTH INTERVIEW SURVEY

Acronym	NHIS
Description	The National Health Interview Survey (NHIS) is the primary source of health information on the civilian, non-institutionalized population of the United States. During in-person household interviews, data are collected at both the family and individual levels. The survey is composed of three modules. The Basic Module tracks annually household composition, sociodemographic characteristics, and number of basic indicators of heath status, heath care access, and health care utilization. The Periodic Modules collect more detailed information on some of the topics covered in the Basic Module, and the Topical Modules are used gather information on topics of new public health concerns. The content and timing of these latter two modules are repeated as needed.
Design	Nonexperimental; Cross-sectional
Periodicity	Annually
Period Coverage	The year previous to the survey
Data Availability	Data are publicly available, free of charge through the Centers for Disease Control and Prevention (CDC) website. Users can download datasets in ASCII format, accompanying codebooks, and program files to read data into SAS, SPSS and STATA formats.
Availability URL	www.researchconnections.org/location/ccrca7463 www.researchconnections.org/location/ccrca8538 www.researchconnections.org/location/ccrca8540 www.researchconnections.org/location/ccrca8542 www.researchconnections.org/location/ccrca8541 www.researchconnections.org/location/ccrca8543 www.researchconnections.org/location/ccrca8548 www.researchconnections.org/location/ccrca8549 www.researchconnections.org/location/ccrca13521 www.researchconnections.org/location/ccrca13525 www.cdc.gov/nchs/about/major/nhis/quest_data_related_doc.htm
Years Available	1957 through 2007
Data Type	Survey
Population	Civilian, non-institutionalized population
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Families, Individuals
Source of Data or Respondent	All household members
Data Are Representative of	☐ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	National Center for Education Statistics
Researchers	
Contractors	
Data Collectors	Westat, Inc.
Funders	National Center for Education Statistics

National Health Interview Survey *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

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

National Health Interview Survey *(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
- ☒[1] 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
☒[2]	☒[2]	☐	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

National Health Interview Survey *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

National Health Interview Survey *(continued)*

Endnotes

1. Number of children in families under 18 was not asked directly, but can be derived.

2. Survey did not ask specifically about child care subsidy receipt. Instead it asks if, at any time, did someone in the household receive other types of welfare assistance, such as transportation or child care subsidy.

Publications

Child Trends. (2004). *Early childhood measures profiles*. Washington, DC: Child Trends. Retrieved April 5, 2006, from http://www.childtrends.org/files/earlychildhoodmeasuresprofiles.pdf <www.researchconnections.org/location/8634>

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Federal Interagency Forum on Child and Family Statistics (U.S.). (2005). *America's children: Key national indicators of well-being, 2005*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. Retrieved November 9, 2005, from http://www.childstats.gov/americaschildren/index.asp <www.researchconnections.org/location/6849>

NATIONAL HEALTH INTERVIEW SURVEY ON DISABILITY, 1994: PHASE II, CHILD FOLLOWBACK

Acronym	NHIS-D
Description	The National Health Interview Survey on Disability (NHIS-D) is a survey of the civilian, noninstitutionalized population of the United States. Conducted in 1994-1995, it was designed to broaden public understand of disability, to develop related health policy, to produce simple estimates of selected health outcomes and their effects of disabilities. The Phase I Disability questionnaire was used as a screener for Phase II, which surveyed only households that included members with disabilities. The Child Followback file of Phase II includes questions fielded to parents of children under 18 years of age on the services needed and utilized by their child (including home care, child care arrangements, medical services, educational services, etc.), the impact of their child's disability on the family, and emotional and psychological adjustment.
Design	Nonexperimental; Cross-sectional
Periodicity	One time
Period Coverage	1994
Data Availability	
Availability URL	www.researchconnections.org/location/ccrca6652 www.researchconnections.org/location/ccrca6653
Years Available	1994
Data Type	Survey
Population	Children with physical or mental disabilities
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individuals (children)
Source of Data or Respondent	Most knowledgeable adult
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	United States. Department of Health and Human Services. National Center for Health Statistics
Researchers	
Contractors	
Data Collectors	
Funders	National Center for Education Statistics

National Health Interview Survey on Disability, 1994: Phase II, Child Followback *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

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

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

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

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

SPECIAL NEEDS CHILDREN

Diagnoses[1]
- ☒ 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

National Health Interview Survey on Disability, 1994: Phase II, Child Followback *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement[2]

- ☒ 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

National Health Interview Survey on Disability, 1994: Phase II, Child Followback *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- [ ] Structural quality
- [ ] Process quality
- [ ] Caregiver sensitivity

National Health Interview Survey on Disability, 1994: Phase II, Child Followback *(continued)*

Endnotes

1. Survey asked if children received services for any of the special needs below.

2. Survey specified respite care and such activities as day camp, or care provided by school as types of care arrangement.

Publications

Federal Interagency Forum on Child and Family Statistics (U.S.). (1999). *America's children: Key national indicators of well-being, 1999.* Washington, DC: Federal Interagency Forum on Child and Family Statistics <www.researchconnections.org/location/5382>

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

Acronym	NHES - ASPA
Description	The NHES is a telephone survey of households and individuals covering a wide range of information on the educational experiences of U.S. children and adults. NHES was developed to provide reliable national estimates. To that end, African Americans and Hispanics are oversampled. Following a two-stage sampling design, NHES first selects a stratified random sample of all U.S. households with a telephone; second, up to three individuals within households are surveyed depending on the topics being fielded. Five general topics are explored on a rotating basis: Before- and after-school programs and activities (ASPA); Early childhood program participation (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.
Design	Cross-sectional
Periodicity	Begun in 1991, NHES was carried out in 1993, 1995, 1996, 2001, 2003, and 2005. The next fielding is scheduled for 2007. The ASPA module was conducted in 1999, 2001, and 2005.
Period Coverage	January to April of the survey year
Data Availability	Public-release data are currently available free of charge in ASCII files in an Electronic Code Book CD-ROM, a Windows-based program that enables users to explore and subset data, as well as export files into SAS, SPSS, and STATA.
Availability URL	http://nces.ed.gov/nhes/ www.researchconnections.org/location/ccrca146 www.researchconnections.org/location/ccrca3637 www.researchconnections.org/location/ccrca11706
Years Available	1999, 2001, 2005
Data Type	Survey
Population	Noninstitutionalized population in the 50 states and the District of Columbia
Children's Age Range/Group	☐ Birth-2 Years ☐ 3-5 Years ☒ 6-8 Years ☒[1] 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 — Before and After School Programs and Activities *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

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

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

- ☒ Activities (lessons, clubs, sports, etc.)
- ☒ Alternative arrangements
- ☒ Before & after-school care
- ☒ Center-based care
- ☐ Early Head Start
- ☒[7] Family child care
- ☒[7] Friend & neighbor care
- ☐ Head Start
- ☒[7] In-home care by nonrelative
- ☒[8] 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
- ☒[9] TANF assistance receipt
- ☒[10] 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

- ☒[11] Perceptions of neighborhood safety
- ☐ Community resources

PARENT CHARACTERISTICS

RM	RF	NRP (nonresident parent)	
☐	☐	☐	Race
☐	☐	☐	Ethnicity
☐	☐	☐	Hispanic origin
☒	☒	☐	Immigrant status
☒	☒	☐	Native language
☐	☐	☐	Poverty status
☒[12]	☐	☐	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
☒[13]	☐	☐	Child care subsidy receipt
☒[14]	☐	☐	C&DCTC receipt
☒[15]	☐	☐	AFDC, TANF receipt
☐	☐	☐	Unemployment receipt
☐	☐	☐	SSI/Social Security benefits
☒[16]	☐	☐	Food Stamps
☒[16]	☐	☐	WIC receipt
☒[16]	☐	☐	Medicaid receipt
☒[16]	☐	☐	SCHIP
☐	☐	☐	Child support receipt
☐	☐	☐	Foster care payments
☐	☐	☐	Job training, education, GED, work, other requirements
☐	☐	☐	Residential mobility
☒	☐	☐	Urban/rural marker
☐	☐	☐	MSA/non-MSA area

NHES — Before and After School Programs and Activities *(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
- [x] Daily activities & routines
- [ ] Use of curriculum
- [ ] Child assessment practices

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

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

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

PROVIDER WORKFORCE

Caregiver (Individual) – Teacher Characteristics
- [x][17] Age
- [x][18] Gender
- [ ] Race/ethnicity
- [ ] Educational attainment
- [ ] Certification
- [ ] Years of experience
- [x] 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

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

Endnotes

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

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

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

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

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

6. The 2005 survey does not ask about IEPs.

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

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

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

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

11. Question not asked prior to 2005.

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

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

14. Question not asked in 2005 survey.

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

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

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

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

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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 ECCP module examines children's involvement in nonparental care and early education programs, the characteristics of these arrangements, and educational activities at home.
Design	Cross-sectional
Periodicity	Begun in 1991, NHES was carried out in 1993, 1995, 1996, 2001, 2003, and 2005. The next fielding is scheduled for 2007. The ECPP module was conducted in 1991, 1995, 1999, 2001, and 2005.
Period Coverage	January to April of the survey year
Data Availability	Public-release data are currently available free of charge in ASCII files in an Electronic Code Book CD-ROM, a Windows-based program that enables users to explore and subset data, as well as export files into SAS, SPSS, and STATA.
Availability URL	http://nces.ed.gov/nhes/ www.researchconnections.org/location/ccrca364 www.researchconnections.org/location/ccrca353 www.researchconnections.org/location/ccrca146 www.researchconnections.org/location/ccrca3637 www.researchconnections.org/location/ccrca11706
Years Available	1991, 1995, 1999, 2001, 2005
Data Type	Survey
Population	Noninstitutionalized population in the 50 states and the District of Columbia
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ [1]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 — Early Childhood Program Participation *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

- ☒ Age
- ☒ Gender
- ☒ Relation to respondent
- ☒ Homeschooling
- ☒[2] 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
- ☒[3] Other PDD
- ☒ ADD, ADHD
- ☒ Other health impairment

Child Receives Services from

- ☒ Local school district
- ☒ Local health agency
- ☒ Local health care provider
- ☒[4] Child has IEP

NHES — Early Childhood Program Participation *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

- ☐ Activities (lessons, clubs, sports, etc.)
- ☐ Alternative arrangements
- ☐ Before & after-school care
- ☒[5] Center-based care
- ☒[5] Early Head Start
- ☒[6] Family child care
- ☒[6] Friend & neighbor care
- ☒[5] Head Start
- ☒[6] In-home care by nonrelative
- ☐ Nontraditional hour child care
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- ☐ Total household child care expenses

FAMILY CHARACTERISTICS

Family Structure

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

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

Home Environment

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

Neighborhood & Community Characteristics

- ☒[9] Perceptions of neighborhood safety
- ☐ Community resources

PARENT CHARACTERISTICS

RM	RF	NRP	(nonresident parent)
☐	☐	☐	Race
☐	☐	☐	Ethnicity
☐	☐	☐	Hispanic origin
☒	☒	☐	Immigrant status
☒	☒	☐	Native language
☐	☐	☐	Poverty status
☒[10]	☐	☐	Income
☐	☐	☐	Income by source
☒	☒	☐	Parental educational attainment
☒	☒	☐	Parental employment
☒	☒	☐	Parent participation in education or training
☐	☐	☐	Parent occupation
☒[11]	☒[11]	☐	Parent work schedule and flexibility
☐	☐	☐	Health & mental health
☒[12]	☐	☐	Child care subsidy receipt
☒[13]	☐	☐	C&DCTC receipt
☒[14]	☐	☐	AFDC, TANF receipt
☐	☐	☐	Unemployment receipt
☐	☐	☐	SSI/Social Security benefits
☒[15]	☐	☐	Food Stamps
☒[15]	☐	☐	WIC receipt
☒[15]	☐	☐	Medicaid receipt
☒[15]	☐	☐	SCHIP
☐	☐	☐	Child support receipt
☐	☐	☐	Foster care payments
☐	☐	☐	Job training, education, GED, work, other requirements
☐	☐	☐	Residential mobility
☒	☐	☐	Urban/rural marker
☐	☐	☐	MSA/non-MSA area

NHES — Early Childhood Program Participation *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

Provider Type
- [x][16] Center-based
- [x][17] Family child care
- [x] Relative care
- [x][17] Friend & neighbor care
- [x][17] 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
- [x] Availability of sick child care
- [x] Health screening services
- [x] Special needs services
- [ ] Home visits
- [ ] Health and safety of care
- [ ] Child care subsidy receipt

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

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

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

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

PROVIDER WORKFORCE

Caregiver (Individual) – Teacher Characteristics
- [x] Age
- [x] Gender
- [x][18] Race/ethnicity
- [ ] Educational attainment
- [ ] Certification
- [ ] Years of experience
- [x] 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. Eligible children are infants through third graders (approximate age birth through 9 years).

2. Also provided is information on special education status.

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

4. The 2005 survey does not ask about IEPs.

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

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

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

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

9. Question not asked prior to 2005.

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

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

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

13. Question not asked in 2005 survey.

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

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

16. See note 5.

17. See note 6.

18. Question not asked of relative care providers.

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NATIONAL HOUSEHOLD EDUCATION SURVEY — SCHOOL READINESS

Acronym	NHES-SR
Description	The NHES is a telephone survey of households and individuals covering a wide range of information on the educational experiences of U.S. children and adults. NHES was developed to provide reliable national estimates. To that end, African Americans and Hispanics are oversampled. Following a two-stage sampling design, NHES first selects a stratified random sample of all U.S. households with a telephone; second, up to three individuals within households are surveyed depending on the topics being fielded. Five general topics are regularly explored: before- and after-school programs and activities (ASPA); early childhood program participation (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.
Design	Cross-sectional
Periodicity	Begun in 1991, NHES was carried out in 1993, 1995, 1996, 2001, 2003, and 2005. The next fielding is scheduled for 2007. The SR module was conducted in 1993 and 1999. It will be fielded again in 2007.[1]
Period Coverage	January to April of the survey year
Data Availability	Public-release data are currently available free of charge in ASCII files in an Electronic Code Book CD-ROM, a Windows-based program that enables users to explore and subset data, as well as export files into SAS, SPSS, and STATA.
Availability URL	http://nces.ed.gov/nhes/ www.researchconnections.org/location/ccrca363 www.researchconnections.org/location/ccrca146
Years Available	1993 and 1999
Data Type	Survey
Population	Noninstitutionalized population in the 50 states and the District of Columbia
Children's Age Range/Group	☐ Birth-2 Years ☒ 3-5 Years ☒[2] 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

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development[6]

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

Socioemotional Development[7]

- ☐ 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
- ☒[8] Academic performance measures
- ☐ Grades
- ☒ Grade retention
- ☒[9] 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
- ☒[10] Local health agency
- ☒[10] Local health care provider
- ☐ Child has IEP

NHES — School Readiness *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

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

Duration & Stability of Arrangements[12]

- ☒ 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
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Neighborhood & Community Characteristics

- ☐ Perceptions of neighborhood safety
- ☐ Community resources

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☐	☐	☐	Poverty status
☐	☐	☐	Income
☒[13]	☐	☐	Income by source
☒	☒	☒	Parental educational attainment
☒[14]	☒	☒	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
☒[15]	☐	☐	AFDC, TANF receipt
☐	☐	☐	Unemployment receipt
☐	☐	☐	SSI/Social Security benefits
☒[15]	☐	☐	Food Stamps
☒[15,16]	☐	☐	WIC receipt
☐	☐	☐	Medicaid receipt
☐	☐	☐	SCHIP
☐	☐	☐	Child support receipt
☐	☐	☐	Foster care payments
☐	☐	☐	Job training, education, GED, work, other requirements
☒[15]	☐	☐	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[17]
- ☐ Environment
- ☐ Daily activities & routines
- ☒[18] Use of curriculum
- ☐ Child assessment practices

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

NHES — School Readiness *(continued)*

Endnotes

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

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

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

4. Also available is information on special education status.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT STUDY OF EARLY CHILD CARE AND YOUTH DEVELOPMENT

Acronym	SECCYD
Description	The NICHD Study of Early Child Care and Youth Development (SECCYD) is a comprehensive longitudinal study designed to examine the relationship between child care experiences, arrangement characteristics, and children outcomes at various developmental stages: from birth through 3 years old (Phase I); 4½ years old through second grade (Phase II); third grade through sixth grade (Phase III); and seventh grade through ninth grade (Phase IV). Since the study's inception in 1991, researchers have assessed multiple facets of children's development (i.e., social, emotional, intellectual, language development, behavioral problems and adjustment, and physical health) with age-appropriate tools. At each phase, study staff have followed children and their families through visits to their homes, their child care arrangements, and their schools, family visits to study laboratory, and phone calls several times each year. A wide range of adolescent outcomes and contextual features will be assessed in one laboratory and one home visit at age 15. Additional information will be collected from health and pubertal maturation examinations at ages 13½, 14½, 15½, and 16½; monitored physical activity at age 15; analyses of middle school and high school transcripts; and surveys of middle school and high school personnel.
Design	Nonexperimental; Longitudinal
Periodicity	Phase I/baseline: birth through 3 years old (1991-1994); Phase II: 54 months through 1st grade (1995-2000); Phase III: 2nd through 6th grades (2000-2005); Phase IV:14 and 15 years old (2003-2006).
Period Coverage	1989 - 2009
Data Availability	SECC Phase I, II, and III protocol documentation and data sets are available to qualified researchers. Researchers who qualify become affiliates with the national study staff in utilizing the data from Phase I of the study. Applications must be submitted with the Research Triangle Institute (RTI), the data coordinating center.
Availability URL	secc.rti.org/rticontract.pdf
Years Available	1991 to 2001; 2005
Data Type	Survey; Administrative data, Direct observation, Assessments
Population	Children (born full-term and healthy at hospitals in one of ten data collection sites in the U.S.)
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individuals (children)
Source of Data or Respondent	Most knowledgeable adult; Direct assessments
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	NICHD Early Child Care Research Network
Researchers	
Contractors	Research Triangle Institute
Data Collectors	Research Triangle Institute
Funders	National Institute of Child Health and Human Development (U.S.)

NICHD Study of Early Child Care and Youth Development *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

- ☒ Verbal proficiency
- ☒[4] Quantitative proficiency
- ☒ Expressive language
- ☒ Receptive language
- ☐ Fine motor skills
- ☐ Gross motor skills
- ☒ Basic concepts mastery
- ☒[4] Approaches to learning
- ☐ Prereading behaviors

Socioemotional Development

- ☒ Problem behaviors
- ☐ Social competence
- ☒ Attachment
- ☒ Self-regulation
- ☒[4] Peer relationships
- ☐ Positive affect
- ☒ Internalizing behaviors
- ☐ Mastery motivation
- ☐ Cooperation/compliance

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

NICHD Study of Early Child Care and Youth Development *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

- ☒[5] Activities (lessons, clubs, sports, etc.)
- ☐ Alternative arrangements
- ☒[6] 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
- ☒[7] 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
- ☒[8] 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

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

Neighborhood & Community Characteristics

- ☒[12] Perceptions of neighborhood safety
- ☐ Community resources

PARENT CHARACTERISTICS

RM	RF	NRP (nonresident parent)	
☐	☐	☐	Race
☒[13]	☒[13]	☒[13]	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
☒[14]	☒[14]	☐	AFDC, TANF receipt
☒[14]	☒[14]	☐	Unemployment receipt
☒[14]	☒[14]	☐	SSI/Social Security benefits
☒[14]	☒[14]	☐	Food Stamps
☒[14]	☒[14]	☐	WIC receipt
☐	☐	☐	Medicaid receipt
☐	☐	☐	SCHIP
☒[14]	☒[14]	☐	Child support receipt
☐	☐	☐	Foster care payments
☐	☐	☐	Job training, education, GED, work, other requirements
☐	☐	☐	Residential mobility
☐	☐	☐	Urban/rural marker
☐	☐	☐	MSA/non-MSA area

NICHD Study of Early Child Care and Youth Development *(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
- ☒[16] Health screening services
- ☒ Special needs services
- ☐ Home visits
- ☐ Health and safety of care
- ☐ Child care subsidy receipt

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

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

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

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

PROVIDER WORKFORCE

Caregiver (Individual) – Teacher Characteristics
- ☒ Age
- ☒ Gender
- ☒ Race/ethnicity
- ☒ Educational attainment
- ☒ Certification
- ☒ Years of experience
- ☒[18] 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

NICHD Study of Early Child Care and Youth Development *(continued)*

Endnotes

1. This question was asked in Phase III.

2. Information on child's race/ethnicity was not obtained in Phase I.

3. Survey identifies which languages the child speaks and child's primary language.

4. This information was not obtained in Phase I.

5. Survey identified activities as a type of arrangement in Phase III only.

6. Survey identified before- and after-school care as a type of arrangement in Phase III only.

7. Survey also asks about parents to report on child's attachment to provider/center.

8. This information can be derived from survey question about how many people are being supported by total family income.

9. Survey did not ask directly about the language spoken at home, however there are several questions about the language spoken (in general), who speaks the language to the child, and how often this occurs.

10. Survey measures parent-child interaction with a caregiver rating, and through home visits by study staff.

11. Survey did not ask about parenting and discipline in Phase I.

12. Survey did not ask about respondents' perceptions of neighborhood safety in Phase I. Children were asked about their perceptions of neighborhood safety in Phase II, when they're in 3rd grade).

13. Survey asked mothers to report on their own and their child's fathers ethnicity as 'European', 'Asian', 'Middle Eastern', 'Latino', 'African', or 'American Indian' in Phase III.

14. Survey asked if someone in the household receives these benefits.

15. Survey asked about parents who are child care providers.

16. Survey asked about health screening services offered by child care arrangements, specifically health exams and/or developmental testing.

17. Information collected for the main caregiver of the focal child.

18. As an indicator of the language spoken during care, non-English language observations were made during child care visits by study staff.

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NATIONAL LONGITUDINAL SURVEY OF YOUTH, 1979-2001

Acronym	NLSY79
Description	The National Longitudinal Survey of Youth 1979 (NLSY79) is a nationally representative sample of nearly 13,000 men and women who were 14-22 years old when they were first surveyed in 1979. Interviewed annually through 1994, study participants are now interviewed on a biennial basis. The survey contains information on child care costs, welfare receipt, educational attainment, training investments, income and assets, health conditions, workplace injuries, insurance coverage, alcohol and substance abuse, sexual activity, and marital and fertility histories. Additional labor force information includes hours worked, earnings, occupation, industry, benefits, and other specific job characteristics. In addition to the main questionnaire, the NLSY79 administered an aptitude battery test (in 1980), a school survey including school-level characteristics as well as such respondent-specific information as achievement test scores (in 1980), and high school transcript surveys (in 1980 through 1983). Also, detailed information on the development of children born to women in the NLSY79 cohort has been collected since 1986.
Design	Nonexperimental; Longitudinal
Periodicity	Annually: 1979 through 1994; Biennially: 1995 through present
Period Coverage	1979 - present
Data Availability	ASCII formatted data is publicly available, free of change. A codebook and setup files in SAS, SPSS, and STATA are also available.
Availability URL	www.researchconnections.org/location/ccrca394 www.researchconnections.org/location/ccrca395 www.researchconnections.org/location/ccrca6457
Years Available	1986 - ongoing
Data Type	Survey
Population	Nationally representative sample of 14-22 year olds first surveyed in 1979
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individuals
Source of Data or Respondent	Individuals who were 14-22 years old in 1979
Data Are Representative of	☒ U.S. ☒ County ☒ Census Tract ☒ Rural Areas ☒ State ☒ Zip Code ☒ Urban Areas ☐ Other:
Principal Investigator	Ohio State University. Center for Human Resource Research
Researchers	
Contractors	
Data Collectors	National Opinion Research Center. University of Chicago
Funders	United States. Bureau of Labor Statistics, United States. Department of Defense, United States. Department of Justice, United States. Department of Education, National Institute of Child Health and Human Development (U.S.)

National Longitudinal Survey of Youth, 1979-2001 *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

- ☒ Age
- ☒ Gender
- ☒ Relation to respondent
- ☐ Homeschooling
- ☐ School grade
- ☐ Hours per week in school
- ☒[1] 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

National Longitudinal Survey of Youth, 1979-2001 *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS[2]

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
☒[3] Family size
☒[3] Number of children under 18
☒[3] Number of children under 13
☒[3] Number of children under 6

☒[3] Number of adults in household
☒[3] 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)	
☒[4]	☒	☐	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

National Longitudinal Survey of Youth, 1979-2001 *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

National Longitudinal Survey of Youth, 1979-2001 *(continued)*

Endnotes

1. Self-identification was revised in 2002.

2. Survey asked about child care arrangements (i.e., center-based, family child care, in-home care, parental care and relative care) between 1981 and 1988.

3. This information was not asked about directly, but can be derived.

4. Self-identification was revised in 2002.

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NATIONAL SURVEY OF AMERICA'S FAMILIES

Acronym	NSAF
Description	The National Survey of America's Families provides quantitative measures of child, adult and family well-being in the U.S. with an emphasis on low-income families and the individuals in them. This survey was implemented in three different years (1997, 1999, and 2002). In each round, more than 100,000 people and more than 40,000 families across were sampled. Oversize samples were drawn from 13 states (Alabama, California, Colorado, Florida, Massachusetts, Michigan, Minnesota, Mississippi, New Jersey, New York, Texas, Washington, and Wisconsin), which allows for state-level analysis for these locations.
Design	Nonexperimental; Cross-sectional
Periodicity	1997, 1999, and 2002
Period Coverage	The year previous to the survey
Data Availability	Data are publicly available, free of charge through the Urban Institute website. Users can download datasets in ASCII format, accompanying codebooks, and program files to read data into SAS or SPSS formats.
Availability URL	www.researchconnections.org/location/ccrca155 www.researchconnections.org/location/ccrca151 www.researchconnections.org/location/ccrca6456 anfdata.urban.org/nsaf/cpuf/accessdata.cfm
Years Available	1997, 1999, 2002
Data Type	Survey
Population	Noninstitutionalized population in the 13 states and supplemental areas across the U.S.
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Household, Families, and Individuals
Source of Data or Respondent	Most knowledgeable adult
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☒ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	Urban Institute; Child Trends
Researchers	
Contractors	Westat, Inc.
Data Collectors	Westat, Inc.
Funders	Annie E. Casey Foundation; Robert Wood Johnson Foundation; W.K. Kellogg Foundation; John D. and Catherine T. MacArthur Foundation; Ford Foundation; David & Lucile Packard Foundation

National Survey of American Families *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance[1]

- ☐ 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

National Survey of American Families *(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
- ☒[2] Family size
- ☐ Number of children under 18
- ☐ Number of children under 13
- ☒ Number of children under 6

- ☒[3] Number of adults in household
- ☐ Number unrelated adults in the household
- ☒[4] 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
☒[5]	☒[5]	☐	AFDC, TANF receipt
☐	☐	☐	Unemployment receipt
☐	☐	☐	SSI/Social Security benefits
☒[5]	☒[5]	☐	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

National Survey of American Families *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

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

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

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

National Survey of American Families *(continued)*

Endnotes

1. Parents were asked if their child always did his/her homework.

2. Family size was not asked directly, but can be derived.

3. Number of adults in household not asked directly, but can be derived.

4. Relationship of family members to focus child can be derived.

5. Survey asked if anyone in the family received these benefits.

6. Adult/child ratio was not asked directly, but can be derived.

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NATIONAL SURVEY OF CHILD AND ADOLESCENT WELL-BEING

Acronym	NSCAW
Description	The National Survey of Child and Adolescent Well-Being (NSCAW) provides detailed, longitudinal information on the experiences of children and families who have entered the child welfare system. NSCAW includes a child welfare services investigation sample of over 5,000 reported child victims from 92 different communities in 36 states. These children were under the age of 15 years between October 1999 and December 2000, when their child protective services investigation took place. NSCAW also includes a long-term foster care sample of an additional 727 children who had been in out-of-home care for about 12 months over the same timeframe. Baseline data collection took place an average of four months following the child maltreatment investigation, and follow-ups were conducted 1, 1½, 3, and 5 years afterward. The oldest children in NSCAW were young adults at the latest follow-up, when they were asked additional questions about employment, housing, family formation, and adult functioning.
Design	Nonexperimental; Longitudinal
Periodicity	Baseline (2001), 1, 1½, 3, and 5+ year follow-ups
Period Coverage	2001 - 2010
Data Availability	Data are publicly available, free of charge through the National Data Archive on Child Abuse and Neglect at Cornell University. Researchers need to sign and submit a complete General Release Data License prior to receiving a dataset, as well as a Supplemental Agreement with Research Staff for all persons on the research team who will have access to the data. Restricted-use data, which includes more detailed geographic information, are available for $500, payable to RTI International, to those who apply.
Availability URL	www.ndacan.cornell.edu/NDACAN/Datasets_List.html
Years Available	2001 - 2010
Data Type	Survey
Population	Children that enter the child welfare system
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individuals (children and parents)
Source of Data or Respondent	Parent/Caregiver, Teacher, Caseworkers, and Child
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	United States. Department of Health and Human Services
Researchers	Research Triangle Institute
Contractors	Research Triangle Institute
Data Collectors	
Funders	United States. Department of Health and Human Services

National Survey of Child and Adolescent Well-Being *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

- ☒[1] Verbal proficiency
- ☐ Quantitative proficiency
- ☐ Expressive language
- ☐ Receptive language
- ☒[2] Fine motor skills
- ☐ Gross motor skills
- ☐ Basic concepts mastery
- ☐ Approaches to learning
- ☒ Prereading behaviors

Socioemotional Development

- ☒ Problem behaviors
- ☒[3] 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
- ☒[4] Academic performance measures
- ☒ Grades
- ☒ Grade retention
- ☒[5] 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
- ☒[6] Other health impairment

Child Receives Services from

- ☒ Local school district
- ☒[7] Local health agency
- ☐ Local health care provider
- ☒ Child has IEP

National Survey of Child and Adolescent Well-Being *(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
- ☒[9] Relationship of family members to child, one another

Home Environment
- ☒ Language spoken at home
- ☒ Availability of learning materials
- ☒ Home enrichment activities
- ☒[10] 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
- ☒[11] 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
☒[12]	☒[12]	☐	SSI/Social Security benefits
☒[13]	☒[13]	☐	Food Stamps
☒[13]	☒[13]	☐	WIC receipt
☐	☐	☐	Medicaid receipt
☐	☐	☐	SCHIP
☒[13]	☒[13]	☐	Child support receipt
☐	☐	☐	Foster care payments
☐	☐	☐	Job training, education, GED, work, other requirements
☐	☐	☐	Residential mobility
☐	☐	☐	Urban/rural marker
☐	☐	☐	MSA/non-MSA area

National Survey of Child and Adolescent Well-Being (continued)

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

National Survey of Child and Adolescent Well-Being *(continued)*

Endnotes

1. Survey measured verbal proficiency with the preschool language scales (PLS-3) for children under 6 years of age.

2. Survey measured fine motor skills with the Bayley Infant Neurodevelopmental Screener (BINS) for children under 2 years of age.

3. Survey measured prosocial skills for children ages 3 years or older.

4. Survey measured academic performance with the Mini Battery of Achievement (MBA).

5. Survey measured child's adjustment to school with the Mini Battery of Achievement (MBA) and school engagement questions.

6. Survey asked if the child had any other health impairment, specifically, traumatic brain injury or related problems.

7. Survey asked if child received services from a local health agency, as well as from emergency room services.

8. Survey made no distinction between types of child care programs, including Head Start, nursery school, or early childhood development programs.

9. Survey asked about the relationship of primary and secondary householders to the focus child.

10. Survey asked about the relationship between the child and caregivers and out of home parents.

11. Survey assessed community resources with questions about parents' social supports.

12. Survey asked if child or other household member received SSI or Social Security benefits. Response options allow data users to isolate child's SSI and Social Security receipt.

13. Survey asked if anyone in the household received these benefits.

Publications

Harbison, Elizabeth, Parnes, Joanna, Ehrle, Jennifer. (2007). *Vulnerable infants and toddlers in four service systems*. (Children in Their Early Years Brief No. 1). Washington, DC: Urban Institute. Retrieved October 5, 2007, from http://www.urban.org/Uploaded-PDF/411554_four_service_system.pdf. <www.researchconnections.org/location/13068>

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NATIONAL SURVEY OF CHILDREN WITH SPECIAL HEALTH CARE NEEDS

Acronym	NS-CSHCN
Description	The Survey of Children with Special Health Care Needs (NS-CSHCN) was conducted by the National Center for Health Statistics (NCHS) using the State and Local Area Integrated Telephone Survey (SLAITS). The primary goal of this module is to assess the prevalence and impact of special health care needs among children in all 50 States and D.C. Children with special health care needs in each state were interviewed to explore the extent to which they have medical homes, adequate health insurance, and can access needed services. Other topics include functional difficulties, care coordination, satisfaction with care, and transition services. For purposes of comparison, a national sample of children without special health care needs is also interviewed. Two rounds of the NS-CSHCN have been completed: the first between October 2000 and April 2002; the second, between April 2005 and December 2006.
Design	Nonexperimental; Cross-sectional
Periodicity	Two times
Period Coverage	October 2000 - April 2002; April 2005 - December 2006
Data Availability	Data are publicly available, free of charge through the Centers for Disease Control and Prevention (CDC) website. Users can download datasets in SAS format.
Availability URL	www.cdc.gov/nchs/about/major/slaits/cshcn.htm
Years Available	2000/2002
Data Type	Survey
Population	Children with special health care needs
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☐ 9-12 Years
Unit of Observation	Individuals
Source of Data or Respondent	Most knowledgeable adult
Data Are Representative of	☒ U.S. ☒ County ☐ Census Tract ☐ Rural Areas ☒ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	National Center for Health Statistics (U.S.)
Researchers	
Contractors	
Data Collectors	
Funders	National Center for Health Statistics (U.S.)

National Survey of Children with Special Health Care Needs *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

- ☐ Local school district
- ☒ Local health agency
- ☒ Local health care provider
- ☒[2] Child has IEP

National Survey of Children with Special Health Care Needs *(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

National Survey of Children with Special Health Care Needs *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

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

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

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

National Survey of Children with Special Health Care Needs *(continued)*

Endnotes

1. Survey asked if child was ever diagnosed with another health impairment. asthma, diabetes, congenital health disease, blood problem, cystic fibrosis, cerebral palsy, muscular dystrophy, epilepsy or seizure disorder, migraines, arthritis, allergies, down syndrome, depression, anxiety, or eating disorders or any other emotional problem.

2. Survey asked if child had Individualized Family Service Plan (IFSP).

Publications

Halfon, Neal, Uyeda, Kimberly, Inkelas, Moira & Rice, Thomas. (2004). *Building bridges: A comprehensive system for healthy development and school readiness*. (Building State Early Childhood Comprehensive Systems Series No. 1). University of California, Los Angeles, National Center for Infant and Early Childhood Health Policy. Retrieved January 10, 2006, from http://www.healthychild.ucla.edu/NationalCenter/bb.finalreport.pdf <www.researchconnections.org/location/5138>

NATIONAL SURVEY OF CHILDREN'S HEALTH

Acronym	NSCH
Description	The purpose of the National Survey of Children's Health (NSCH) is to produce national and state estimates of children's health and their experiences with the health care system.[1] A telephone survey of households in the 50 states and the District of Columbia, NSCH is conducted through the State and Local Area Integrated Telephone Survey Program (SLAITS)[2] at the U.S. Centers for Disease Control and Prevention's (CDC) National Center for Health Statistics (NCHS), using the sampling frame of the National Immunization Survey (NIS).[3] NSCH provides information on various measures of children's physical, emotional, and behavioral health, their experiences with the health care system, parent's health status, parent's concerns about their child's health, family activities, and perceptions of neighborhoods where children reside. In each sampled household, one child is randomly selected to be the focus of the interview and is considered as representing all the children in the household.
Design	Nonexperimental; Cross-sectional
Periodicity	Every four years
Period Coverage	The year previous to the survey
Data Availability	Users can create customized reports and tables at the NSCH's Resource Data Center at www.nschdata.org/Content/Default.aspx. Microdata are available free of charge in SAS data formats at www.cdc.gov/nchs/about/major/slaits/nsch.htm.
Availability URL	www.nschdata.org/Content/Default.aspx www.cdc.gov/nchs/about/major/slaits/nsch.htm www.researchconnections.org/location/ccrca11848
Years Available	2003
Data Type	Survey
Population	Noninstitutionalized children ages birth to 17 years
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individual (Child)
Source of Data or Respondent	Parent or guardian most knowledgeable about the child's health and health care.
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☒ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	United States. Maternal and Child Health Bureau
Researchers	
Contractors	
Data Collectors	United States. Centers for Disease Control and Prevention
Funders	United States. Maternal and Child Health Bureau; National Center for Infectious Diseases; National Vaccine Program

National Survey of Children's Health *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☒[4] Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from[8]

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

National Survey of Children's Health *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

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

Duration & Stability of Arrangements

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

Selection of Arrangements

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

CC&EE EXPENSES

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

FAMILY CHARACTERISTICS

Family Structure

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

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

Home Environment

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

Neighborhood & Community Characteristics

- ☒ Perceptions of neighborhood safety
- ☒ Community resources

PARENT CHARACTERISTICS

RM	RF	NRP (nonresident parent)	
☐	☐	☐	Race
☐	☐	☐	Ethnicity
☐	☐	☐	Hispanic origin
☒	☐	☐	Immigrant status
☐	☐	☐	Native language
☐	☐	☐	Poverty status
☒	☐	☐	Income
☐	☐	☐	Income by source
☒[16]	☐	☐	Parental educational attainment
☒[17]	☐	☐	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
☒[18]	☐	☐	AFDC, TANF receipt
☐	☐	☐	Unemployment receipt
☐	☐	☐	SSI/Social Security benefits
☒[19]	☐	☐	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

National Survey of Children's Health *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- [ ] Structural quality
- [ ] Process quality
- [ ] Caregiver sensitivity

National Survey of Children's Health *(continued)*

Endnotes

1. A detailed chart of the health variables in this survey can be found in Brown, Bett & Zaslow, Martha (2006). *Studying and tracking early child development from a health perspective: A review of available data sources*. Washington, DC: Child Trends.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Publications

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

NATIONAL SURVEY OF DRUG USE AND HEALTH

Acronym	NSDUH
Description	Formerly known as the National Household Survey on Drug Abuse (NHSDA), the NSDUH is designed to produce drug and alcohol-use incidence and prevalence rates, and report the consequences and patterns of use in the general U.S. civilian population aged 12 and older. Questions include age at first use, as well as lifetime, annual, and past-month usage for alcohol, tobacco, and illicit substances. The survey covers substance abuse treatment history and perceived need for treatment, and allows for Diagnostic and Statistical Manual (DSM) of Mental Disorders criteria to be applied. Study respondents are also asked about health care access and coverage, illegal activities and arrest record, problems resulting from the use of drugs, their perceptions of risks, and needle-sharing practices. Finally, demographic data include age, gender, race/ethnicity, educational level, job status, personal and family income amounts (by source), veteran status, and household composition. Respondents complete computer-assisted surveys privately so that field staff are unaware of the answers given. Beginning in 1999, the design of the survey was expanded to allow researchers to not only provide national usage estimates, as in prior years, but state level estimates as well.
Design	Nonexperimental; Cross-sectional
Periodicity	Annually
Period Coverage	1971 - present
Data Availability	ASCII formatted data are publicly available, free of charge, from the Substance Abuse and Mental Health Data Archive. Data documentation and setup files in SAS or SPSS are also available for download. Researchers can also conduct statistical analyses on-line, without directly accessing the data file, using the Survey Documentation and Analysis (SDA) system.
Availability URL	icpsr.umich.edu/cocoon/SAMHDA/SERIES/00064.xml#reports
Years Available	1972 - ongoing
Data Type	Survey
Population	U.S. civilian, non institutionalized population, age 12 and older (includes those in group quarters such as college dorms, shelters, etc.)
Children's Age Range/Group	☐ Birth-2 Years ☐ 3-5 Years ☐ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individual
Source of Data or Respondent	Respondents 12 and older
Data Are Representative of	☒ U.S. ☒ County ☐ Census Tract ☐ Rural Areas ☒ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration. Office of Applied Studies
Researchers	
Contractors	
Data Collectors	
Funders	United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration. Office of Applied Studies

National Survey of Drug Use and Health *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ 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

National Survey of Drug Use and Health *(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
- ☒[1] Family size
- ☒[1] Number of children under 18
- ☒[1] Number of children under 13
- ☒[1] Number of children under 6

- ☒[1] Number of adults in household
- ☒[1] 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
☒[2]	☒[2]	☐	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
☒[3]	☒[3]	☐	Child care subsidy receipt
☐	☐	☐	C&DCTC receipt
☒[4]	☒[4]	☐	AFDC, TANF receipt
☐	☐	☐	Unemployment receipt
☒[5]	☒[5]	☐	SSI/Social Security benefits
☒[6]	☒[6]	☐	Food Stamps
☐	☐	☐	WIC receipt
☒[7]	☒[7]	☐	Medicaid receipt
☐	☐	☐	SCHIP
☒	☒	☐	Child support receipt
☐	☐	☐	Foster care payments
☒[8]	☒[8]	☐	Job training, education, GED, work, other requirements
☐	☐	☐	Residential mobility
☐	☐	☐	Urban/rural marker
☐	☐	☐	MSA/non-MSA area

National Survey of Drug Use and Health *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

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

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

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

National Survey of Drug Use and Health *(continued)*

Endnotes

1. This information was not asked directly, but it can be derived.

2. Survey asked about both respondent's personal income and household income.

3. Survey asked about both respondent's personal income and household income.

4. Survey asked if anyone in the family received AFDC/TANF.

5. Survey asked if anyone in the family received Social Security or Railroad Retirement payments. Survey also asked if anyone in the family received SSI payments in a separate question.

6. Survey asked if anyone in the family received food stamps.

7. Survey asked if respondent was covered by Medicaid or Medical Assistance.

8. Survey asked if anyone in the family received assistance getting a job, placement in education or job training programs.

Publications

As of July 2008, Research Connections has no publications related to this collection.

NATIONAL SURVEY OF EARLY CHILDHOOD HEALTH

Acronym	NSECH
Description	The National Survey of Early Childhood Health (NSECH) was conducted by the National Center for Health Statistics (NCHS) using the State and Local Area Integrated Telephone Survey (SLAITS). This module provides national data on pediatric care with questions that focus on the delivery of medical care to families with infants and toddlers and the promotion of young children's health by families in their homes. Parents of more than 2,000 children were interviewed between February and July 2000. African-American and Hispanic children were oversampled to permit more precise estimates for these groups.
Design	Nonexperimental; Cross-sectional
Periodicity	One time
Period Coverage	February - July 2000
Data Availability	Data are publicly available, free of charge through the Centers for Disease Control and Prevention (CDC) website. Users can download datasets in SAS format.
Availability URL	www.cdc.gov/nchs/about/major/slaits/nsech.htm
Years Available	2000
Data Type	Survey
Population	Children age 4-35 months
Children's Age Range/Group	☒ Birth-2 Years ☐ 3-5 Years ☐ 6-8 Years ☐ 9-12 Years
Unit of Observation	Individuals
Source of Data or Respondent	Parent
Data Are Representative of	☒ U.S. ☒ County ☐ Census Tract ☐ Rural Areas ☒ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	National Center for Health Statistics (U.S.)
Researchers	
Contractors	
Data Collectors	
Funders	National Center for Health Statistics (U.S.)

National Survey of Early Childhood Health *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ 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

National Survey of Early Childhood Health *(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
- ☒[1] Family size
- ☒[2] Number of children under 18
- ☐ Number of children under 13
- ☒[3] 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
☒[4]	☒[4]	☐ 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

National Survey of Early Childhood Health *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- [ ] Structural quality
- [ ] Process quality
- [ ] Caregiver sensitivity

National Survey of Early Childhood Health *(continued)*

Endnotes

1. Survey asked about household size instead of family size.

2. Survey asked about the number of children under 18 in household instead of the family.

3. Survey asked about the number of children under 3 years of age.

4. Survey asked if child ever received or was receiving WIC at the time of the survey.

Publications

As of July 2008, Research Connections has no publications related to this collection.

NATIONAL SURVEY OF FAMILY GROWTH

Acronym	NSFG
Description	The National Survey of Family Growth (NSFG) is a nationally representative sample of civilian, non-institutionalized persons, ages 15 through 44. A continuous survey with approximately 4,400 interviews conducted per year, it intends to gather information on family life, marriage and divorce, pregnancy, the use of contraception, and other men's and women's health issues. It is also a significant part of the Centers for Disease Control and Prevention's public health surveillance for women, infants, and children, particularly with regard to contraception, infertility, childbearing, and teenage pregnancy. NSFG surveys have been conducted in 1973, 1976, 1982, 1988 and 1990, 1995, and 2002 (Cycle I-VI, respectively). Women have been interviewed in each cycle (restricted to ever-married women in Cycles I and II, and expanded to women of all marital statuses since 1982). Comparable information on men only began with Cycle VI.
Design	Nonexperimental; Cross-sectional
Periodicity	1973, 1976, 1982, 1988/1990, 1995, and 2002
Period Coverage	The year previous to the survey
Data Availability	Data are publicly available, free of charge through the Centers for Disease Control and Prevention (CDC) website. Users can download datasets in ASCII format, accompanying codebooks, and program files to read data into SAS and SPSS formats. Confidential information also available to researchers upon request.
Availability URL	www.researchconnections.org/location/8545 www.researchconnections.org/location/154 www.cdc.gov/nchs/about/major/nsfg/nsfgcycle6datadoccodebooks.htm
Years Available	1973, 1976, 1982, 1988/1990, 1995, and 2002
Data Type	Survey
Population	Civilian, non-institutionalized population (15-44 years of age)
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Families, Individuals
Source of Data or Respondent	Household members, 15-44 years old
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	National Center for Health Statistics (U.S.)
Researchers	
Contractors	
Data Collectors	Varies by cycle
Funders	United States. Office of Public Health and Science. Office of Population Affairs; National Center for Health Statistics (U.S.). Division of Data Services; National Institute of Child Health and Human Development (U.S.); United States. Administration for Children and Families

National Survey of Family Growth *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

National Survey of Family Growth *(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
- ☒[1] Friend & neighbor care
- ☒ Head Start
- ☒[1] 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
☒	☒	☒[2]	Parental employment
☒	☒	☐	Parent participation in education or training
☐	☐	☐	Parent occupation
☐	☐	☐	Parent work schedule and flexibility
☐	☐	☐	Health & mental health
☒[3]	☒[2]	☐	Child care subsidy receipt
☐	☐	☐	C&DCTC receipt
☒[2]	☒[2]	☐	AFDC, TANF receipt
☒[2]	☒[2]	☐	Unemployment receipt
☒[2]	☒[2]	☐	SSI/Social Security benefits
☒[2]	☒[2]	☐	Food Stamps
☒[2]	☒[2]	☐	WIC receipt
☒	☒	☐	Medicaid receipt
☐	☐	☐	SCHIP
☒[2]	☒[2]	☐	Child support receipt
☐	☐	☐	Foster care payments
☒[4]	☒[3]	☐	Job training, education, GED, work, other requirements
☒	☒	☐	Residential mobility
☐	☐	☐	Urban/rural marker
☐	☐	☐	MSA/non-MSA area

National Survey of Family Growth *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- [ ] Structural quality
- [ ] Process quality
- [ ] Caregiver sensitivity

National Survey of Family Growth *(continued)*

Endnotes

1. Survey made no distinction between in-home and out-of-home care provided by non-relatives

2. Employment of non-residential parent was not asked directly, but can be derived from questions about the employment of the spouse or partner and those that identify when a spouse or partner is non-residential.

3. Survey asked if anyone in the household received these benefits.

4. Survey asked if anyone in the household participated in job training, education, GED, work or other requirements.

Publications

As of July 2008, Research Connections has no publications related to this collection.

NATIONAL SURVEY OF PARENTS, 2000-2001

Acronym	
Description	The National Survey of Parents was designed to collect data on how parents divide their time among work, household tasks, child care, and leisure activities, as well as information on feelings about various parenting activities. Respondent ages 18 and older completed time diaries that detailed their primary activities of the previous day, and when, with whom, and where they engaged in the activities. In addition to time use, estimates were obtained for time spent in different activities with children, feelings of time pressure, enjoyment of certain parenting activities, and demographic information.
Design	Nonexperimental; Cross-sectional
Periodicity	One time (March 2000 - April 2001)
Period Coverage	1999 - 2000
Data Availability	Data are publicly available free of charge in ASCII files along with SAS, SPSS, and STATA setup files. Codebooks can be as well.
Availability URL	www.researchconnections.org/location/ccrca6489
Years Available	2000/2001
Data Type	Survey
Population	Adult parents, living with at least one child under age 18 in the contiguous 48 states.
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individuals (parents)
Source of Data or Respondent	Parents
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	Bianchi, Suzanne M., Robinson, John P.
Researchers	
Contractors	
Data Collectors	Survey Research Center, Institute for Social Research, University of Michigan
Funders	Alfred P. Sloan Foundation

National Survey of Parents, 2000-2001 *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

National Survey of Parents, 2000-2001 *(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
- ☒[1] Family structure
- ☒[1] Family size
- ☒[1] Number of children under 18
- ☒[1] Number of children under 13
- ☒[1] Number of children under 6

- ☒[1] 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

National Survey of Parents, 2000-2001 *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

National Survey of Parents, 2000-2001 *(continued)*

Endnotes

1. These questions were not asked directly, but the information can be derived.

Publications

Bianchi, Suzanne M., Robinson, John P., Milkie, Melissa A. (2006). *Changing rhythms of American family life*. New York: Russell Sage Foundation <www.researchconnections/org/location/ccrca6519>

NATIONAL VITAL STATISTICS SYSTEM: BIRTH CERTIFICATE DATA

Acronym	NVSS
Description	States require that birth certificates be completed for all births. The National Vital Statistics System is the federal compilation of this data. The National Center for Health Statistics works with states to provide this record of events in a consistent way.
Design	Nonexperimental; Cross-sectional
Periodicity	Annually
Period Coverage	1968 - ongoing
Data Availability	Birth certificate (nativity) data are collected annually. These data are available on CD-ROM in ASCII format from 1991-95. Beginning in 1996, data released on CD-ROM contain the Statistical Export and Tabulation System (SETS) Interface. Requests from researchers whose data needs cannot be met by the detailed files should be made in writing and mailed to: Director, Division of Vital Statistics, National Center for Health Statistics, 3311 Toledo Road, Room 7318, Hyattsville, Maryland 20782. All requests for additional data should include a list of the specific data items that are needed and an explanation of how the data will be used. Researchers must agree to additional restrictions to avoid possible inadvertent disclosure of confidential information. Nativity files on CD-Rom can be obtained from the Government Printing Office and/or the National Technical Information Service. Single copies are available at no cost from the National Center for Health Statistics.
Availability URL	www.icpsr.umich.edu/cocoon/ICPSR/SERIES/00036.xml
Years Available	1990 to 2005
Data Type	Administrative data
Population	All live births in the U.S.
Children's Age Range/Group	☒ Birth-2 Years ☐ 3-5 Years ☐ 6-8 Years ☐ 9-12 Years
Unit of Observation	Individuals (infants)
Source of Data or Respondent	State supplied administrative records
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	United States. Department of Health and Human Services. National Center for Health Statistics
Researchers	
Contractors	
Data Collectors	
Funders	United States. Department of Health and Human Services. National Center for Health Statistics

National Vital Statistics System: Birth Certificate Data *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

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

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

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

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

SPECIAL NEEDS CHILDREN

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

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

National Vital Statistics System: Birth Certificate Data *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

- ☐ Activities (lessons, clubs, sports, etc.)
- ☐ Alternative arrangements
- ☐ Before & after-school care
- ☐ Center-based care
- ☐ Early Head Start
- ☐ Family child care
- ☐ Friend & neighbor care
- ☐ Head Start
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- ☐ 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

National Vital Statistics System: Birth Certificate Data *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

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

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

CC&EE QUALITY
- [ ] Structural quality
- [ ] Process quality
- [ ] Caregiver sensitivity

National Vital Statistics System: Birth Certificate Data *(continued)*

Publications

Federal Interagency Forum on Child and Family Statistics (U.S.). (2002). *America's children: Key national indicators of well-being, 2002*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. Retrieved November 9, 2005, from http://www.childstats.gov/pubs.asp#ac2002
<www.researchconnections.org/location/5379>

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<www.researchconnections.org/location/5384>

Federal Interagency Forum on Child and Family Statistics (U.S.). (2004). *America's children in brief: Key national indicators of well-being, 2004*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. Retrieved September 9, 2005, from http://www.childstats.gov/pubs.asp#ac2004
<www.researchconnections.org/location/4545>

Federal Interagency Forum on Child and Family Statistics (U.S.). (2005). *America's children: Key national indicators of well-being, 2005*. Washington, DC: Federal Interagency Forum on Child and Family Statistics. Retrieved November 9, 2005, from http://www.childstats.gov/americaschildren/index.asp
<www.researchconnections.org/location/6849>

THE PANEL STUDY OF INCOME DYNAMICS

Acronym	PSID
Description	The Panel Study of Income Dynamics is a nationally representative sample of the U.S., non-institutionalized population. The original 1968 panel is composed of a national sample of approximately 3,000 families and another sample of approximately 2,000 low-income families from urban areas in the North and rural areas in the South. An additional 511 families were added in 1997 and 1999 to account for the influx of new immigrants to the country since the original sample selection. Data were collected annually for nearly 30 years; since 1997, they are collected on a biennial basis. The survey strives to provide longitudinal, detailed information on such dynamic economic and sociological characteristics as educational attainment, employment level, fertility and family composition, income, physical health, mental well-being, assets, and expenditures.
Design	Nonexperimental; Longitudinal
Periodicity	Continuous panel with interviews Annually: 1968-1997; every 2 years: 1997-present
Period Coverage	The year previous to the survey
Data Availability	Data are publicly available, free of charge through the PISD website. Users can create customized data extracts in ASCII or SAS formats, along with codebooks. Users can also download an entire PSID archive for a specific year or every year since 1968.
Availability URL	psidonline.isr.umich.edu/data www.researchconnections.org/location/ccrca5042
Years Available	1968 through 2005
Data Type	Survey
Population	Families and 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	Families, Individuals
Source of Data or Respondent	Head of the family unit
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	University of Michigan. Institute for Social Research
Researchers	Frank P. Stafford, Robert F. Schoeni, Jacquelynne S. Eccles, Katherine McGonagle, and Wei-Jun Jean Yeung
Contractors	
Data Collectors	Survey Research Center, Institute for Social Research, University of Michigan
Funders	National Science Foundation; National Institute on Aging; National Institute of Child Health and Human Development; Office of the Assistant Secretary for Planning and Evaluation of the United States Department of Health and Human Services; Economic Research Service of the United States Department of Agriculture; United States Department of Housing and Urban Development; Center on Philanthropy at the Indiana University-Purdue University.

The Panel Study of Income Dynamics *(continued)*

CHILDREN AND CHILD DEVELOPMENT[1]

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
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- ☐ Peer relationships
- ☐ Positive affect
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- ☐ Cooperation/compliance

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

- ☐ Delayed kindergarten entry
- ☐ Academic performance measures
- ☐ Grades
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SPECIAL NEEDS CHILDREN

Diagnoses

- ☐ Learning disability
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- ☐ Local school district
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The Panel Study of Income Dynamics *(continued)*

PARENTS AND FAMILIES[1]

USE OF CC&EE ARRANGEMENTS

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- ☐ Activities (lessons, clubs, sports, etc.)
- ☐ Alternative arrangements
- ☐ Before & after-school care
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Duration & Stability of Arrangements

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- ☒ 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

The Panel Study of Income Dynamics *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

The Panel Study of Income Dynamics *(continued)*

Endnotes

1. See the Child Development Supplement of the Panel Study of Income Dynamics for additional information in these areas.

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PANEL STUDY OF INCOME DYNAMICS, CHILD DEVELOPMENT SUPPLEMENT

Acronym	CDS
Description	The first wave of data for the Child Development Supplement of the Panel Study of Income Dynamics (CDS-I) was collected in 1997. Parents and up to 2 children, ages 0-12 years old, were selected from the PSID core population. The study intended to provide researchers with nationally representative, longitudinal data on a broad array of developmental outcomes for children and their families, including physical and mental health, intellectual and academic achievement, and social relationships with both peers and family. In the second wave (CDS-II), families still in the PSID were re-contacted in 2002-2003. 91% of the initial families were re-interviewed, providing data on nearly 3,000 children.
Design	Nonexperimental; Longitudinal
Periodicity	Every 5 years
Period Coverage	The year previous to the survey
Data Availability	Data are publicly available, free of charge through the PISD website. Users can create customized data extracts in ASCII or SAS formats, along with codebooks. Users can also download an entire PSID archive for a specific year or every year since 1968.
Availability URL	www.researchconnections.org/location/ccrca351 simba.isr.umich.edu
Years Available	1997, 2002, and 2007
Data Type	Survey
Population	Children
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individual (child), individual (adult), household, organization (school/care provider)
Source of Data or Respondent	Head of the family unit
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	Hofferth, Sandra L., Hill, Martha S., Yeung, Jean, Brooks-Gunn, Jeanne, Duncan, Greg, Stafford, Frank P.
Researchers	
Contractors	
Data Collectors	Survey Research Center, Institute for Social Research, University of Michigan
Funders	National Institute of Child Health and Human Development (U.S.), William T. Grant Foundation, Annie E. Casey Foundation, United States. Department of Agriculture, United States. Department of Education, Foundation for Child Development

Panel Study of Income Dynamics, Child Development Supplement *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

- ☒ Age
- ☒ Gender
- ☒ Relation to respondent
- ☐ Homeschooling
- ☒ School grade
- ☐ Hours per week in school
- ☒ Race
- ☒ Ethnicity
- ☒ Hispanic origin
- ☒ 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
- ☒[1] Social competence
- ☒ Attachment
- ☒ Self-regulation
- ☒[2] 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

Panel Study of Income Dynamics, Child Development Supplement *(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
- ☒[3] 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

- ☒[4] 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
☒[6]	☒[6]	☐	Parent work schedule and flexibility
☐	☐	☐	Health & mental health
☐	☐	☐	Child care subsidy receipt
☐	☐	☐	C&DCTC receipt
☒[7]	☐	☐	AFDC, TANF receipt
☐	☐	☐	Unemployment receipt
☐	☐	☐	SSI/Social Security benefits
☒[8]	☐	☐	Food Stamps
☒[9]	☐	☐	WIC receipt
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☐	☐	☐	SCHIP
☐	☐	☐	Child support receipt
☐	☐	☐	Foster care payments
☐	☐	☐	Job training, education, GED, work, other requirements
☒	☒	☐	Residential mobility
☐	☐	☐	Urban/rural marker
☐	☐	☐	MSA/non-MSA area

Panel Study of Income Dynamics, Child Development Supplement *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

Organization Characteristics
- ☒ Total number of assistant caregivers/teachers
- ☐ Caregiver/teacher attrition
- ☒[10] 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
- ☒[11] Daily activities & routines
- ☐ Use of curriculum
- ☒ Child assessment practices

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

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

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

PROVIDER WORKFORCE

Caregiver (Individual) – Teacher Characteristics
- ☒ Age
- ☒ Gender
- ☒ Race/ethnicity
- ☒ Educational attainment
- ☒ Certification
- ☒ Years of experience
- ☒[13] 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

Panel Study of Income Dynamics, Child Development Supplement *(continued)*

Endnotes

1. Parents were asked to assess target child's social competence compared to other children their age. Parents' were also asked about children's intellectual competence and physical competence.

2. Parents were asked to assess the social competence of the target child as compared to their same-age peers.

3. Survey also asked age of child at the time the child began participating in any early intervention program such as Head Start, Early Start, or Fair Start.

4. Survey also asked how much parents paid school tuition if child attended private school in grades K-8th.

5. Some of the information below is available in the Panel Study of Income Dynamics.

6. Regular activities outside the home

7. Survey asked about AFDC or TANF receipt during pregnancy.

8. Survey asked about food stamp receipt during pregnancy.

9. Survey asked about WIC receipt during pregnancy.

10. For home-based care only, survey asked how early or late parents began or ended care.

11. Classroom daily activities and routines were enumerated in the survey's time diary.

12. Child's activities with objects were enumerated in the survey's time diary.

13. Language spoken during care was only asked of home-based providers.

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PARTNERSHIP IMPACT RESEARCH PROJECT, 2001-2004

Acronym	
Description	The Partnership Impact Research Project was a three-year study designed to assess partnership effects on quality of and access to services among Head Start, pre-kindergarten, child care, and early care and education programs nationally. It primarily relied on qualitative data in Quality in Linking Together (QUILT) Early Education Partnerships database. Additionally however, the project collected new quantitative and qualitative data from randomly selected child care and Head Start providers in Ohio to study the influence of partnerships on the quality of and access to services. Data collected on both the child care centers and Head Start agencies include information about the populations being served, services provided, teacher ratios, teacher training and education, annual budgets, and funding sources. Also included are parent perceptions of the child care center that their preschooler attends, as well as teacher and Director views of the centers where they are employed.
Design	Nonexperimental; Longitudinal
Periodicity	Annually
Period Coverage	2001 - 2004
Data Availability	Data in ASCII format is publicly available, as well as sample SAS, SPSS, and Stata syntax to read data files.
Availability URL	www.researchconnections.org/location/ccrca8536 www.icpsr.umich.edu/cgi-bin/bob/newark?path=CCEERC&study=4298
Years Available	2001 to 2004
Data Type	Survey
Population	Child care centers and child care providers
Children's Age Range/Group	☒ Birth-2 Years ☐ 3-5 Years ☐ 6-8 Years ☐ 9-12 Years
Unit of Observation	Individuals; Organizations (child care center)
Source of Data or Respondent	Child care center directors, Child care center teachers, and Parents
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	Schilder, Diane
Researchers	
Contractors	
Data Collectors	Education Development Center
Funders	United States. Administration for Children and Families

Partnership Impact Research Project, 2001-2004 *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

Partnership Impact Research Project, 2001-2004 *(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
- ☒[1] 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
- ☐[1] 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
- ☒[3] 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
☒[4]	☒[4]	☐	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

Partnership Impact Research Project, 2001-2004 *(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
- ☒[5] Health screening services
- ☐ Special needs services
- ☒ Home visits
- ☐ Health and safety of care
- ☐ Child care subsidy receipt

Classroom—Group Characteristics
- ☐ Environment
- ☐ Daily activities & routines
- ☒[6] Use of curriculum
- ☐ Child assessment practices

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

Professional Development & Training
- ☐ Assistance toward degree or certification
- ☒[7] 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
- ☒[8] Parent involvement activities
- ☒ Parent education, employment, & self-sufficiency activities
- ☐ Parenting education activities
- ☐ Transition into formal schooling
- ☐ Activities targeting father involvement

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

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

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

CC&EE QUALITY
- ☒[9] Structural quality
- ☒[9] Process quality
- ☐ Caregiver sensitivity

Partnership Impact Research Project, 2001-2004 *(continued)*

Endnotes

1. This question was asked for the primary child care arrangement.

2. Survey asked if respondent received child care assistance from Head Start or other source.

3. Survey asked the number of days per week respondent read to his/her child.

4. Survey asked about household rather than not personal income.

5. Questions about health screening services were included in the center director, teacher, and parent surveys.

6. Questions about use of curricula were only included in teacher surveys.

7. Questions related to on-the-job training addressed the percent of center's preschool teachers receiving additional training annually and the number currently participating in professional development.

8. Questions about aprent involvement were included in both teacher and parent surveys.

9. Head Start quality assurance measures were used.

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PEDIATRIC NUTRITION SURVEILLANCE SYSTEM

Acronym	PedNSS
Description	The Pediatric Nutrition Surveillance System (PedNSS) compiles extant information from the Special Supplemental Nutritional Program for Women, Infants, and Children (WIC); the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT Program); and Title V Maternal and Child Health Program (MCH) administrative data, in order to describe the nutritional status of over seven million, low-income children in the United States who attend federally-funded maternal and child health and nutrition programs. PedNSS centralizes data on the prevalence and trends of nutrition-related indicators such as birth weight, under-/overweight status, anemia, and breastfeeding. Basic demographic statistics are also included (i.e., race/ethnicity, education, poverty level, and immigrant status). These data are not generalizable to the local or national population but are representative of the public health program submitting the surveillance data.
Design	Nonexperimental; Cross-sectional
Periodicity	Annually
Period Coverage	1973 to 2007
Data Availability	National-level aggregate data are available in summary demographic, prevalence, and trend tables.
Availability URL	www.cdc.gov/pednss/pednss_tables/index.htm
Years Available	2005
Data Type	Administrative data
Population	Children, birth to 5
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☐ 6-8 Years ☐ 9-12 Years
Unit of Observation	Individuals (children)
Source of Data or Respondent	State supplied administrative records from WIC, EPSDT, MCH and other pediatric-relevant programs
Data Are Representative of	☐ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐[1] State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	United States. Centers for Disease Control and Prevention; United states. National Center for Chronic Disease Prevention and Health Promotion. Division of Nutrition and Physical Activity
Researchers	
Contractors	
Data Collectors	
Funders	United States. Centers for Disease Control and Prevention; United states. National Center for Chronic Disease Prevention and Health Promotion. Division of Nutrition and Physical Activity

Pediatric Nutrition Surveillance System *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

Pediatric Nutrition Surveillance System *(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

Pediatric Nutrition Surveillance System *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

Pediatric Nutrition Surveillance System *(continued)*

Endnotes

1. Not all states, U.S. territories, and tribal agencies that participate in health programs also supply data to PedNSS.

2. The surveillance system collects data on birth weight, length/height, and weight, anemia (hemoglobin and hematocrit), infant feeding practices (breastfeeding initiation, duration, and exclusivity), and health risk behaviors (TV/Video viewing, and smoking in the household).

Publications

New York Zero-to-Three Network. (2008). *Unequal from the start: A check-up on New York City's infants and toddlers.* New York: New York Zero-to-Three Network. Retrieved May 16, 2008, from http://www.nyzerotothree.org/images/NYCckup-final.pdf.
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Randolph, Linda A.. (1994). The potential health benefits of child day care. *Pediatrics, 94*(), 1050-1052.
<www.researchconnections.org/location/14557>

United States. Administration on Children, Youth, and Families. (1996). *A descriptive study of the Head Start Health Component: Vol. II. Technical report.* Washington, DC: U.S. Administration on Children, Youth, and Families. Retrieved October 13, 2005, from http://www.acf.hhs.gov/programs/opre/hs/descriptive_stdy/reports/descrip_stdy_vol2/hshealth_vol2.pdf.
<www.researchconnections.org/location/7384>

United States. Administration on Children, Youth, and Families. (1996). *A descriptive study of the Head Start Health Component* [Appendices]. Washington, DC: U.S. Administration on Children, Youth, and Families. Retrieved October 13, 2005, from http://www.acf.hhs.gov/programs/opre/hs/descriptive_stdy/reports/descrip_stdy_appdix/hshealth_appdix.pdf.
<www.researchconnections.org/location/7386>

United States. Administration on Children, Youth, and Families. (1996). *A descriptive study of the Head Start Health Component: Vol. I. Summary report.* Washington, DC: U.S. Administration on Children, Youth, and Families. Retrieved October 13, 2005, from http://www.acf.hhs.gov/programs/opre/hs/descriptive_stdy/reports/descrip_stdy_vol1/hshealth_vol1.pdf.
<www.researchconnections.org/location/403>

PREGNANCY ASSESSMENT MONITORING SYSTEM

Acronym	PRAMS
Description	The Pregnancy Risk Assessment Monitoring System (PRAMS) is a surveillance project of the Centers for Disease Control and Prevention (CDC) and state health departments. Using a two-part questionnaire, PRAMS collects state-specific, population-based data from women who have had a recent live birth (drawn from the state's birth certificate file) on maternal attitudes and experiences before, during, and shortly after pregnancy. Asked by all states to allow comparisons between states, core questions cover attitudes and feelings about the most recent pregnancy; content and source of prenatal care; maternal alcohol and tobacco consumption; physical abuse before and during pregnancy; pregnancy-related morbidity; infant health care; and contraceptive use. State-added questions are those tailored to each state's needs. In coordination with the CDC, participating states have compiled a number of questions available to the states to add to their questionnaires as they choose. If these standard questions do not address a topic of interest in the particular state, survey administrators can also develop their own questions. Thirty-seven states, New York City, and South Dakota's Yankton Sioux Tribe currently participate in PRAMS. Each participating state samples between 1,300 and 3,400 women per year. Women from some groups are oversampled to ensure adequate data are available in smaller but higher risk populations.
Design	Nonexperimental; Cross-sectional
Periodicity	Annually
Period Coverage	AL (1992-2003); AK (1990-2003); AR (1997-2003); CA (1993-1995); CO (1998-2003); DC (1993-1995); FL (1993-2003); GA (1993-1997); HI (2000-2003); IL (1997-2003); IN (1994-1995); LA (1998-2003); ME (1988-2003); MD (2001-2003); MI (1993-1996) and (2001-2003); MN (2002-2003); MT (2002); NE (2000-2003); NJ (2002-2003); NM (1998-2003); NYS (1993-2003); NYC (2004); NC (1997-2003); ND (2002); OH (1999-2003); OK (1988-2003); RI (2002-2003); SC (1993-2003); UT (1999-2003); VT (2001 and 2003); WA (1994-2003); WV (1988-2003)
Data Availability	Requests for PRAMS data from multiple states are reviewed on an individual basis by CDC and the participating PRAMS states using a standard proposal format. Proposal guidelines, a table listing states and years of available data for analysis, and a list of core variables can be found on the PRAMS website. Requests for data for a single state should be directed to that state's PRAMS coordinator, also found on the PRAMS website.
Availability URL	www.cdc.gov/prams/index.htm
Years Available	1992-2003 (varies by state)
Data Type	Survey
Population	Mothers and newborn children
Children's Age Range/Group	☒ Birth-2 Years ☐ 3-5 Years ☐ 6-8 Years ☐ 9-12 Years
Unit of Observation	Individual
Source of Data or Respondent	Parents
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other
Principal Investigator	United States. Centers for Disease Control and Prevention. Division of Reproductive Health
Researchers	United States. Centers for Disease Control and Prevention. Division of Reproductive Health
Contractors	
Data Collectors	United States. Centers for Disease Control and Prevention. Division of Reproductive Health
Funders	United States. Centers for Disease Control and Prevention. Division of Reproductive Health

Pregnancy Assessment Monitoring System *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

Pregnancy Assessment Monitoring System *(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
☒[1] 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

Pregnancy Assessment Monitoring System *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- [ ] Structural quality
- [ ] Process quality
- [ ] Caregiver sensitivity

Pregnancy Assessment Monitoring System *(continued)*

Endnotes

1. This information was not asked directly but it can be derived.

Publications

As of July 2008, Research Connections has no publications related to this collection.

PREGNANCY NUTRITION SURVEILLANCE SYSTEM

Acronym	PNSS
Description	Since 1979, the Pregnancy Nutrition Surveillance System (PNSS) has compiled extant information from the Special Supplemental Nutritional Program for Women, Infants, and Children (WIC) and Title V Maternal and Child Health Program (MCH) administrative data, to describe the health status and behaviors of over 700,000 low-income, pregnant women in the United States who attend these federally-funded, public health programs. PNSS provides data on the prevalence and trends of such nutrition-related indicators as maternal weight gain, gestational diabetes and hyper-tension, smoking and alcohol consumption during pregnancy, and medical care. Basic demographic statistics are also included (i.e., race/ethnicity, maternal education, pov-erty level, and maternal nativity). Twenty-two states and three American Indian tribes (Cheyenne River Sioux [in SD], Intertribal Council of Arizona, and Chickasaw Nation [OK]) contribute data. Data are not nationally or locally generalizable but representa-tive of the population served by the public health program supplying the surveillance data.
Design	Nonexperimental; Cross-sectional
Periodicity	Annually
Period Coverage	1979 to 2007
Data Availability	National-level aggregate data are available in summary demographic, prevalence, and trend tables.
Availability URL	www.cdc.gov/pednss/pnss_tables/index.htm
Years Available	2005
Data Type	Administrative data
Population	Low-income pregnant women and their infants
Children's Age Range/Group	☒ Birth-2 Years ☐ 3-5 Years ☐ 6-8 Years ☐ 9-12 Years
Unit of Observation	Individuals (pregnant/postpartum women; newborns)
Source of Data or Respondent	State supplied administrative records from WIC, and maternal and child health rel-evant programs
Data Are Representative of	☐ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐[1] State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	United States. Centers for Disease Control and Prevention; United states. National Center for Chronic Disease Prevention and Health Promotion. Division of Nutrition and Physical Activity
Researchers	
Contractors	
Data Collectors	
Funders	United States. Centers for Disease Control and Prevention; United States. National Center for Chronic Disease Prevention and Health Promotion. Division of Nutrition and Physical Activity

Pregnancy Nutrition Surveillance System *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

Pregnancy Nutrition Surveillance System *(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

Pregnancy Nutrition Surveillance System *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

Pregnancy Nutrition Surveillance System *(continued)*

Endnotes

1. Not all states, U.S. territories, and tribal governments that participate in public health programs supply data to PNSS.

2. Infant health indicators collected include birth weight, preterm birth, full term low birth weight, and breastfeeding initiation.

Publications

As of July 2008, Research Connections has no publications related to this collection.

PROFILE OF CHILD CARE SETTINGS: CENTER-BASED PROGRAMS

Acronym	
Description	The Profile of Child Care Settings Study was conducted for the U.S. Department of Education in order to determine the magnitude and characteristics of early care and education settings in the United States. Telephone interviews were conducted with a nationally representative sample of over 2,000 center-based programs between October 1989 and February 1990. The survey of center-based, early care and education programs collected extensive data on a number of topics, including general characteristics, admission policies and vacancies, types of children served, subsidies, staff, curriculum and activities, meals, health and safety, and operating experiences.
Design	Nonexperimental; Cross-sectional
Periodicity	One time (October 1989 - February 1990)
Period Coverage	1988 to 1989
Data Availability	Raw data are publicly available, for a fee through the Sociometrics website along with SPSS & SAS programming statements, and a user's guide. Codebooks, survey instruments, and additional user's guides can also be purchased separately. The Sociometrics website also offers the Multivariate Interactive Data Analysis System (MIDAS) allowing for some on-line data analysis. Users must purchase a one-day or one-year subscription to access this tool.
Availability URL	www.researchconnections.org/location/ccrca366 www.socio.com/srch/summary/afda/fam17-18.htm
Years Available	October 1989 and February 1990
Data Type	Survey
Population	Center-based, early care and education programs
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Organization (child care programs)
Source of Data or Respondent	Center-based early care and education providers
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	Ellen E. Kisker, Valarie Piper
Researchers	
Contractors	
Data Collectors	Mathematica Policy Research, Inc.
Funders	National Institute of Child Health and Human Development (U.S.)

Profile of Child Care Settings: Center-Based Programs *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

Profile of Child Care Settings: Center-Based Programs *(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

Profile of Child Care Settings: Center-Based Programs *(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
- ☒[1] Caregiver/teacher attrition
- ☒[2] Work schedule, working conditions, & benefits
- ☒[3] Salary & wages
- ☐ Efforts to reduce caregiver/teacher turnover
- ☐ Staff recruitment practices
- ☐ Other staff
- ☒[4] Availability of sick child care
- ☒[5] Health screening services
- ☒[6] Special needs services
- ☒ Home visits
- ☐ Health and safety of care
- ☒[7] Child care subsidy receipt

Classroom—Group Characteristics
- ☐ Environment
- ☐ Daily activities & routines
- ☒ Use of curriculum
- ☒[5] Child assessment practices

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

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

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

PROVIDER WORKFORCE

Caregiver (Individual) – Teacher Characteristics
- ☒ Age
- ☐ Gender
- ☒[8] Race/ethnicity
- ☒[9] Educational attainment
- ☒ Certification
- ☐ Years of experience
- ☒[10] 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
- ☒[11] Development, planning, & evaluation
- ☐ Health, safety, & nutrition
- ☐ Literacy
- ☐ Mixed age groupings
- ☐ Preschool

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

Profile of Child Care Settings: Center-Based Programs *(continued)*

Endnotes

1. Survey measured caregiver/teacher attrition by how many teachers left in the previous 12 months.

2. Survey asked respondents to specify the number of hours worked per week and list their job's fringe benefits as a measure of organization characteristics.

3. Survey asked respondents to specify their annual (pre-tax) salary as a measure of organization characteristics.

4. Survey asked how child care arrangement handles sick children.

5. Survey asked if child care arrangement offers health screenings, specifically physical exams, dental, hearing, speech and vision exams, psychological testing, and assessments of cognitive development and social competence.

6. Centers providing services exclusively to special-needs children were excluded from the study; however, the study did ask the number of specialists (social workers, psychologists, etc.) on staff.

7. Survey asked about the number of children receiving child care subsidy or vouchers.

8. Survey asked the number and percent of paid staff in each racial/ethnic group.

9. Survey asked the number of teachers at each education level.

10. Survey asked if child care arrangement has bilingual staff to help English Language Learners.

11. Survey asked if teachers have paid time for planning activities.

Publications

Hofferth, Sandra L. (1995). Caring for children at the poverty line. *Children and Youth Services Review, 17*(1-2), 61-90
<www.researchconnections.org/location/561>

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Hunts, Holly Jo. (1995). *An analysis of the effects of parental work schedules on child care choices*. Unpublished doctoral dissertation, Cornell University, Ithaca, NY
<www.researchconnections.org/location/2257>

Willer, Barbara A., Hofferth, Sandra L. & Kisker, Ellen Eliason. (1991). *The demand and supply of child care in 1990: Joint findings from the National Child Care Survey 1990 and a Profile of Child Care Settings*. Washington, DC: National Association for the Education of Young Children
<www.researchconnections.org/location/2453>

PROFILE OF CHILD CARE SETTINGS: HOME-BASED PROGRAMS

Acronym	
Description	The Profile of Child Care Settings Study was conducted for the U.S. Department of Education with the primary objective of determining the levels and characteristics of early care and education in the United States. Telephone interviews were conducted with nationally representative samples of regulated home-based family day care providers and center-based programs between October 1989 and February 1990. The survey of home-based family care programs collected extensive data on a number of topics including care provided, children's activities, costs and income, help with child care, health and safety, and caregiver characteristics.
Design	Nonexperimental; Cross-sectional
Periodicity	One time (October 1989 - February 1990)
Period Coverage	1988 - 1989
Data Availability	Raw data are publicly available, for a fee through the Sociometrics website along with SPSS & SAS programming statements, and a user's guide. Codebooks, survey instruments, and additional user's guides can also be purchased separately. The Sociometrics website also offers the Multivariate Interactive Data Analysis System (MIDAS) allowing for some on-line data analysis. Users must purchase a one-day or one-year subscription to access this tool.
Availability URL	www.researchconnections.org/location/ccrca369 www.socio.com/srch/summary/afda/fam15-16.htm
Years Available	October 1989 and February 1990
Data Type	Survey
Population	Regulated home-based early care and education programs
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Organization (home-based programs)
Source of Data or Respondent	Home-based early care and education providers
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
Principal Investigator	Ellen E. Kisker, Valarie Piper
Researchers	
Contractors	
Data Collectors	Mathematica Policy Research, Inc.
Funders	National Institute of Child Health and Human Development (U.S.)

Profile of Child Care Settings: Home-Based Programs *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses

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

Child Receives Services from

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

Profile of Child Care Settings: Home-Based Programs *(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

Profile of Child Care Settings: Home-Based Programs *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

Provider Type[1]
- ☐ 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
- ☒[2] Work schedule, working conditions, & benefits
- ☒[3] Salary & wages
- ☐ Efforts to reduce caregiver/teacher turnover
- ☐ Staff recruitment practices
- ☐ Other staff
- ☒[4] Availability of sick child care
- ☒[5] 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
- ☒[5] Child assessment practices

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

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

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

PROVIDER WORKFORCE

Caregiver (Individual) – Teacher Characteristics
- ☒ Age
- ☒ Gender
- ☒ Race/ethnicity
- ☒ Educational attainment
- ☒ Certification
- ☐ Years of experience
- ☒[6] 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

Profile of Child Care Settings: Home-Based Programs *(continued)*

Endnotes

1. Survey asked about all regulated home-based providers. No distinction was made based on caregivers' relationship to the child or location of care arrangement.

2. Survey asked about benefits offered to helpers.

3. Survey asked about providers' income from child care activities in the previous year and payment to helpers.

4. Survey asked how provider dealt with sick children.

5. Survey asked if child care arrangement offered health screenings, specifically physical, dental, hearing, speech, and vision exams, psychological testing, and assessments of cognitive development and social competence.

6. Survey asked if provider cared for English Language Learners children.

Publications

Hofferth, Sandra L. (1996). Effects of public and private policies on working after childbirth. *Work and Occupations, 23*(4), 378-404 <www.researchconnections.org/location/907>

Hunts, Holly Jo. (1995). *An analysis of the effects of parental work schedules on child care choices*. Unpublished doctoral dissertation, Cornell University, Ithaca, NY <www.researchconnections.org/location/2257>

Hofferth, Sandra L. (1995). Caring for children at the poverty line. *Children and Youth Services Review, 17*(1-2), 61-90 <www.researchconnections.org/location/561>

Willer, Barbara A., Hofferth, Sandra L. & Kisker, Ellen Eliason (1991). *The demand and supply of child care in 1990: Joint findings from the National Child Care Survey 1990 and a Profile of Child Care Settings*. Washington, DC: National Association for the Education of Young Children <www.researchconnections.org/location/2453>

PROJECT ON HUMAN DEVELOPMENT IN CHICAGO NEIGHBORHOODS, WAVE 2, 1997-2000

Acronym	PHDCN
Description	Using an accelerated longitudinal design, the Project on Human Development in Chicago Neighborhoods (PHDCN) was a study of how families, schools, and neighborhoods affect human development. In particular, the Project followed over 6,000 randomly selected children, adolescents, and young adults to examine their changing life circumstances and pathways to juvenile delinquency, adult crime, substance abuse, and violence. Seven different age cohorts from birth to age 18 (separated by three years intervals) were followed for eight years so that three years into the study, the age range became continuous. Along with basic demographic inventories, Wave 2 of the study included data on parent-child interactions, child behavioral problems, peer interactions, exposure to violence, physical/mental health and development, academic achievement, and alcohol, tobacco, or illicit substance use. These data were collected in 1994-1997, 1997-1999, and 2000-2001. The study also included an intensive examination of Chicago's neighborhoods, particularly their dynamic social, economic, and political resources over time.
Design	Nonexperimental; Longitudinal
Periodicity	1997 - 2000
Period Coverage	1997 - 2000
Data Availability	All PHDCN data, except Systematic Social Observation, are restricted access, i.e., accessible only through an individual application with supporting materials. Applications are handled by the National Archive of Criminal Justice Data (NACJD). Public-use data are available from *Research Connections*.
Availability URL	www.researchconnections.org
Years Available	1997 - 2000
Data Type	Survey
Population	Children/young adults, and their parents/primary caregivers living in Chicago in 1994
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individual (children/young adults, and their primary caregivers)
Source of Data or Respondent	Parents/ guardians; Neighborhood assessment
Data Are Representative of	☐ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☒ Urban Areas: Chicago, IL ☐ Other:
Principal Investigator	Earls, Felton J., Jeanne Brooks-Gunn, Stephen W. Raudenbush, Robert J. Sampson
Researchers	
Contractors	
Data Collectors	
Funders	United States. Child Care Bureau; United States. Head Start Bureau; National Institute of Child Health and Human Development (U.S.); John D. and Catherine T. MacArthur Foundation; United States. Office of Educational Research and Improvement; National Institute on Early Childhood Development and Education (U.S.); Irving B. Harris Foundation; National Institute of Mental Health (U.S.); National Institute of Justice (U.S.), Turner Foundation, Inc.

Project on Human Development in Chicago Neighborhoods, Wave 2, 1997-2000 *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

- ☒ Age
- ☒ Gender
- ☐ Relation to respondent
- ☐ Homeschooling
- ☒ School grade
- ☐ Hours per week in school
- ☒ Race
- ☐ Ethnicity
- ☒ Hispanic origin
- ☒[1] 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
- ☒[2] 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

Project on Human Development in Chicago Neighborhoods, Wave 2, 1997-2000 *(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
- ☒[3] Friend & neighbor care
- ☒ Head Start
- ☒[3] In-home care by nonrelative
- ☐ Nontraditional hour child care
- ☐ Parental care
- ☐ Pre-k
- ☐[3] Relative care
- ☐ Self-care
- ☐ Sick child care
- ☐ Summer child care
- ☐ Wrap around/transitional care

Duration & Stability of Arrangements
- ☒[4] 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
- ☒[5] 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
☒[6]	☒[6]	☐ Child support receipt
☐	☐	☐ Foster care payments
☐	☐	☐ Job training, education, GED, work, other requirements
☐	☐	☐ Residential mobility
☐	☐	☐ Urban/rural marker
☐	☐	☐ MSA/non-MSA area

Project on Human Development in Chicago Neighborhoods, Wave 2, 1997-2000 *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

Project on Human Development in Chicago Neighborhoods, Wave 2, 1997-2000 *(continued)*

Endnotes

1. Survey asked the language spoken by the child at home. Response options are 'English', 'other', or 'both'.

2. Grade retention was measured through student's self-report.

3. Survey makes no distinction between child care delivered in provider's home or child's own home, or by a relative or non-relative.

4. The number of child care arrangements was measured as one arrangement or more than one.

5. Total household child care expenses was not asked directly, but can be derived by adding formal and informal care costs.

6. Survey asks whether parents receive child support or alimony in the same question.

Publications

Fauth, Rebecca, Roth, Jodie L. & Brooks-Gunn, Jeanne (2007). Does the neighborhood context alter the link between youth's after-school time activities and developmental outcomes? A multi-level analysis. *Developmental Psychology, 43*(3), 760-777. <www.resourceconnections.org/location/12493>

Han, Wen-Jui. (2004). The Home Observation for Measurement of the Environment (HOME) in middle childhood: A study of three large-scale data sets. *Parenting: Science and Practice, 4*(2-3), 189-210. <www.researchconnections.org/location/8985>

Leventhal, Tama. (2004). The EC-HOME across five national data sets in the 3rd to 5th year of life. *Parenting: Science and Practice, 4*(2-3), 161-188. <www.researchconnections.org/location/8982>

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Linver, Miriam R. (2004). The Home Observation for the Measurement of the Environment (HOME) inventory: The derivation of conceptually designed subscales. *Parenting: Science and Practice, 4*(2-3), 99-114. <www.researchconnections.org/location/8975>

SURVEY OF INCOME AND PROGRAM PARTICIPATION

Acronym	SIPP
Description	As part of its core content, the Survey of Income and Program Participation (SIPP) provides comprehensive information on cash and noncash income, taxes, assets, liabilities, and participation in government transfer programs. Additional topical modules are assigned to particular waves of the survey to cover such issues as child care, wealth, child support, utilization and cost of health care, disability, school enrollment, taxes, and annual income. SIPP allows for the evaluation of the effectiveness of federal, state, and local programs. The survey is designed as a continuous series of national longitudinal panels, with sample sizes ranging from approximately 14,000 to 36,700 households. From 1984 to 1993, a new panel of households was introduced each February. A 4-year panel was introduced in April 1996; a 3-year panel in February 2000, but cancelled for budget reasons after 8 months; and a 3-year panel in February 2001. A 2½ year SIPP sample was started in February 2004.
Design	Nonexperimental; Longitudinal
Periodicity	Continuous panel with monthly interviews
Period Coverage	The year previous to the survey
Data Availability	Data are publicly available, free of charge through the U.S. Bureau of Labor Statistics website. Users can download datasets in an ASCII format for each wave within every panel.
Availability URL	www.researchconnections.org/location/153 www.researchconnections.org/location/4988 www.sipp.census.gov/sipp www.bls.census.gov/sipp_ftp.html#sipp96
Years Available	1984 to 2004
Data Type	Survey
Population	Civilian, non-institutionalized population
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Individuals within households
Source of Data or Respondent	Household members 15 years or older
Data Are Representative of	☒ U.S. ☐ County ☐ Census Tract ☐ Rural Areas ☐ State ☐ Zip Code ☐ Urban Areas ☐ Other:
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

Survey of Income and Program Participation *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

- ☒ Age
- ☒ Gender
- ☐ Relation to respondent
- ☐ Homeschooling
- ☒ School grade
- ☐ Hours per week in school
- ☒ Race
- ☐ Ethnicity
- ☒ Hispanic origin
- ☒ Language child speaks at home
- ☒[1] 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

Survey of Income and Program Participation *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement[2]
- ☐ Activities (lessons, clubs, sports, etc.)
- ☐ Alternative arrangements
- ☒ Before & after-school care
- ☒ Center-based care
- ☐ Early Head Start
- ☒[3] Family child care
- ☒ Friend & neighbor care
- ☒ Head Start
- ☒ In-home care by nonrelative
- ☒ Nontraditional hour child care
- ☒[4] 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
- ☒[5] Hours/day, week, month
- ☐ Days/week, month
- ☐ Primary vs. secondary arrangements
- ☒[6] 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

- ☒[7] Fees
- ☐ TANF assistance receipt
- ☒[8] Child care subsidy receipt
- ☒[9] Employer assistance receipt
- ☒[10] Relatives' assistance receipt
- ☒[11] Other assistance
- ☐ Total expenses for focus child
- ☒[12] 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
☒[13]	☒[13]	☐	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

Survey of Income and Program Participation *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

PROGRAMS

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

INTERVENTION – CURRICULA

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

CC&EE QUALITY

- ☐ Structural quality
- ☐ Process quality
- ☐ Caregiver sensitivity

Survey of Income and Program Participation *(continued)*

Endnotes

1. Survey asked about immigrant status for children 15 and older.

2. Child care arrangement asked of Waves 7 and 10 in 1996. Survey made no distinction between Head Start, center-based care, or relative care.

3. Survey asked about family child care arrangement in Wave 4.

4. Survey asked about parental care in Wave 10 (1996).

5. Hours child is in child care arrangement per week was asked in Wave 4.

6. Age at onset was asked in Wave 7 (defined as a continuous variable after 2 years of age), as well as in Waves 10 and 12 (defined as categorical variable).

7. Child care fees were asked in Waves 4 and 6.

8. Survey asked if family received government assistance paying for child care in Wave 3. Child care subsidy receipt not noted specifically.

9. Survey asked if family received employer assistance in covering child care expenses in Wave 3.

10. Survey asked if family received relative assistance in covering child care expenses in Wave 3.

11. Survey asked if family received assistance in covering child care expenses from source other than government, employer, or relatives in Wave 3

12. Survey asked about total household child care expenses in Waves 6 and 9.

13. Survey asked about SSI/Social Security benefits separately.

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U.S. CENSUS

Acronym	
Description	Conducted since 1790, the U.S. Census counts individuals in the 50 states and the District of Columbia and, for each household, collects information on the name, sex, age, relationship, Hispanic origin, and race of its members, as well as on whether the housing unit is owned or rented by its occupants. In addition, approximately 17% of the households are selected to respond to the "Long form" questionnaire, which consists of questions on the ancestry, income, and size of the household unit, as well as on the educational attainment, employment status, English proficiency, disability, and school enrollment of its occupants, among other topics. The U.S. Census is used to apportion congressional seats, distribute federal, state, local, and tribal funds, and establish state legislative districts, for purposes of program evaluation and community needs assessment, as well as for research.
Design	Nonexperimental; cross-sectional
Periodicity	Every 10 years
Period Coverage	
Data Availability	Aggregate data are available in a variety of products through The American FactFinder (http://factfinder.census.gov/home/saff/main.html?_lang=en), and other interactive internet tools (see www.census.gov/main/www/access.html). Microdata are available free of charge through The American FactFinder in files containing 100% of the data, and in Public Use Microdata Area (PUMAS) files, which include a sample of "Long form" raw data for geographic entities that have at least 100,000 inhabitants and do not cross state lines.
Availability URL	Microdata for the 2000 and the 1990 Census are available at http://factfinder.census.gov/home/saff/main.html?_lang=en. For previous years see www.icpsr.umich.edu and www.ipums.umn.edu/.
Years Available	1850 to 2000
Data Type	Census enumeration data
Population	Household units and their individuals in the United States
Children's Age Range/Group	☒ Birth-2 Years ☒ 3-5 Years ☒ 6-8 Years ☒ 9-12 Years
Unit of Observation	Households, Individuals
Source of Data or Respondent	Household members who are 15 or older
Data Are Representative of	☒ U.S. ☒ County ☒ Census Tract ☒ Rural Areas ☒ State ☒ Zip Code ☒ Urban Areas ☒ Other: Estimates can also be generated by region (North, East, South, Midwest, West).
Principal Investigator	United States. Bureau of the Census
Researchers	
Contractors	
Data Collectors	United States. Bureau of the Census
Funders	United States. Bureau of the Census

U.S. Census *(continued)*

CHILDREN AND CHILD DEVELOPMENT

CHILD CHARACTERISTICS

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

CHILD DEVELOPMENT

Intellectual Development

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

Socioemotional Development

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

Emerging Literacy & Numeracy

- ☐ Parent/provider perceptions
- ☐ Direct assessments

Academic Performance

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

SPECIAL NEEDS CHILDREN

Diagnoses[1]

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

Child Receives Services from

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

U.S. Census *(continued)*

PARENTS AND FAMILIES

USE OF CC&EE ARRANGEMENTS

Type of Arrangement

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

Duration & Stability of Arrangements

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

Selection of Arrangements

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

CC&EE EXPENSES

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

FAMILY CHARACTERISTICS

Family Structure[5]

- ☒ 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
☒[6]	☒[6]	☐	AFDC, TANF receipt
☒[7]	☒[7]	☐	Unemployment receipt
☒	☒	☐	SSI/Social Security benefits
☐	☐	☐	Food Stamps
☐	☐	☐	WIC receipt
☐	☐	☐	Medicaid receipt
☐	☐	☐	SCHIP
☒[7]	☒[7]	☐	Child support receipt
☐	☐	☐	Foster care payments
☐	☐	☐	Job training, education, GED, work, other requirements
☒	☒	☐	Residential mobility
☐	☐	☐	Urban/rural marker
☐	☐	☐	MSA/non-MSA area

U.S. Census *(continued)*

PROVIDER, WORKFORCE, AND MARKET

MARKET

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

PROVIDER ORGANIZATIONS

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

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

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

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

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

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

PROVIDER WORKFORCE

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

PROGRAMS, INTERVENTIONS, AND CURRICULA

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

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

CC&EE QUALITY
- [ ] Structural quality
- [ ] Process quality
- [ ] Caregiver sensitivity

U.S. Census *(continued)*

Endnotes

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

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

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

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

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

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

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

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