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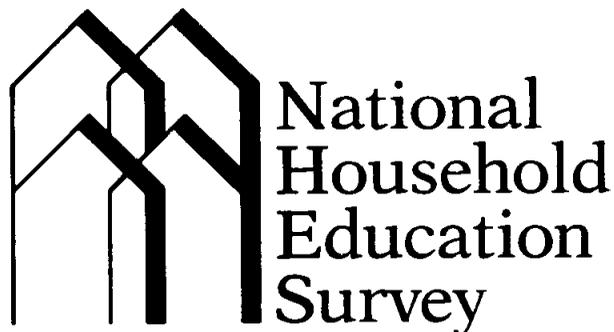
**Statistical Analysis Report**

**February 1993**

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**National Household Education Survey**

**Profile of Preschool  
Children's Child Care and  
Early Education Program  
Participation**



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## Foreword

The National Household Education Survey (NHES) represents a major new initiative of the National Center for Education Statistics (NCES). NHES collects descriptive data that may be used to monitor the educational activities of the U.S. population. It can be used to address a wide range of education-related issues which are not adequately studied through the NCES traditional, school-based data collection efforts.

NHES is designed as a telephone survey of the noninstitutionalized civilian population of the United States. Households are selected for the survey using random-digit-dialing (RDD) methods. Data are collected using computer-assisted telephone interviewing (CATI) procedures.

NHES targets specific populations for detailed data collection. While the survey is not designed to develop an in-depth research database, it is intended to provide more detail on the topics and populations of interest than are collected through supplements to other household surveys (e.g., Current Population Survey).

NHES was fielded for the first time in the spring of 1991 and focused on two topics of high policy interest: the care and education of young children and participation in adult education. About 14,000 interviews were completed with the parents of 3- to 8-year-old children for the early care and education component. For the adult education component, about 9,800 interviews were conducted with current adult education participants and about 2,800 interviews were conducted with nonparticipants.

NHES will be conducted annually beginning in 1993 and will collect data on high priority topics on a rotating basis. In 1993, the survey will concentrate on school readiness and school safety and discipline. The 1994 NHES will repeat the two components of the 1991 NHES, early care and education and adult education.

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We would also like to thank J. Michael Brick of Westat, who served as project director for the NHES.

## Highlights

The first National Household Education Survey was conducted in the spring of 1991. This new National Center for Education Statistics survey is designed in part to provide a comprehensive set of information that may be used to monitor the care and education young children receive prior to their enrollment in school. This report examines the regular care and education preschool children receive from persons other than their parents. Major findings from this survey indicate that in the spring of 1991:

- About 5.7 million (68 percent) preschool children nationwide were receiving care or education from a relative or nonrelative in a home-based setting or in an organized nonresidential group setting.
- Four- and 5-year-olds participate at higher rates in nonparental care and early education programs than 3-year-olds, and non-Hispanic children participate at a higher rate than Hispanic children.
- While slightly over three-fourths of preschool children whose mothers are employed receive supplemental care and education, about one-half of children whose mothers are not employed also regularly receive such care and education.
- On average, preschoolers spend a total of 19 hours per week in care and education programs, with black children spending more hours per week than either white or Hispanic children, or children of other ethnic groups.
- Almost twice as many preschool children participate in center-based programs (53 percent) as home-based programs (30 percent). Children's participation in home-based care was nearly evenly divided between care provided by relatives other than the children's parents (17 percent) and care provided by a nonrelative (14 percent).
- The relationship between children's socioeconomic status, as measured by income and parental education, and their participation in home-based settings is different for relative and nonrelative care. Children's participation in relative care varies little by either income or parental education. On the other hand, the percent of children who receive supplemental care from nonrelatives increases with household income and parental education.
- Non-Hispanic children, children from higher income households, and children whose parents have completed education beyond high school are not only more likely to receive supplemental care and education but to receive this care and education through center-based programs.



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## Introduction

The number of children receiving child care and early education from individuals other than their parents has grown over the past two decades and is expected to continue to do so. The growth in the overall rate of participation has been accompanied by an increase in the variety of child care and early education programs and greater diversity in the population of children participating in such programs. Consequently, there is a need for comprehensive national data on children's care and early education that captures both the diversity of programs in which children spend time and the full range of participants.

This report presents findings from the first National Household Education Survey (NHES:91) conducted in 1991. One of the goals of this new National Center for Education Statistics (NCES) survey is to provide a comprehensive view of the nonparental care and early education program participation of young children in the United States. Since the NHES will be repeated periodically, it will provide descriptive data that may be used to monitor the care and early education program experiences of these children. Before NHES:91, NCES had no mechanism for adequately monitoring the care and early education experiences of children. Data from a variety of federal surveys had to be pieced together in order to describe the full range of children's participation in care and education settings.

This report focuses on the types of care and early education preschool children receive on a regular basis from individuals **other than their parents.**<sup>1</sup> Preschoolers are defined in this report as children 3 years of age and older who have not yet enrolled in kindergarten as of January 1, 1991. Using this definition, nearly all 3- and 4-year-olds, and about one-third of 5-year-olds, are preschoolers.<sup>2</sup> The report describes children's overall participation rate in child care and early education programs and their participation in distinct care and early education settings.

## Report Organization

The report begins with a short background section that describes some of the conditions that have led to an increased interest in children's care and early education program experiences and the role that NHES is designed to play in providing data that may be used to monitor these experiences nationally. Next, the approach to defining children's care and early education program participation in NHES:91 is discussed, along with several ways of describing children's participation.

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<sup>1</sup> Here and throughout the report, parent includes natural and adoptive parents, stepparents, and guardians.

<sup>2</sup> NHES:91 data were collected in the spring of 1991, and ages were calculated as of January 1, 1991. Had the data been collected during the fall with the age calculated relative to a fall date (e.g., October 1), it is likely that a higher percent of 5-year-olds would have been enrolled in kindergarten.

Findings pertaining to children's participation in care and early education programs are organized into several sections. National estimates of children's overall participation in some type of nonparental care or early education program are presented first, along with estimates of the total number of hours each week these children spend in child care and early education programs. The report then examines children's participation in the various types of home-based and center-based arrangements and programs. Children's participation in nonparental care and early education programs is examined relative to a common set of characteristics of preschoolers (i.e., age, sex, race-ethnicity) and their families (i.e., household income, parent's education, and maternal employment status). Since children may be in more than one type of care arrangement or may participate in more than one care and early education program, the type of arrangement where children spend the most hours (primary arrangement) is examined next. Finally, the report examines several structural characteristics of center-based programs, such as group size, that are often used as indicators of program quality.

## **Background of Study**

The growth of nonparental child care and early education programs over the years is usually attributed to the increasing numbers of mothers in the work force and to beliefs about the importance of early education to later school success. The labor force participation rates of women with children 3 to 5 years old rose from 31.8 percent in 1970 to 54.8 percent in 1990 (U.S. Department of Commerce, Bureau of the Census, various years). In 1990, for mothers whose youngest child was between 3 and 4 years of age, the employment rate was 54 percent; 68.6 percent were employed full-time and 31 percent part-time (U.S. Department of Commerce, Bureau of the Census (1990), unpublished data).

Some of the interest in early childhood education has been attributed to an increased understanding of the learning ability of young children and to the research pointing to the effectiveness of preschool programs in facilitating the educational achievement of poor and disadvantaged youth. Prior to the introduction of Head Start in 1965, early childhood education programs, as opposed to strictly child care arrangements, were available primarily for children from more affluent families and were viewed as a means to increase children's cognitive growth and opportunities for socialization (Hayes et al. 1990). In recent years, such programs have become a major resource for families across a wide range of socioeconomic levels, providing their children with a socially and intellectually stimulating environment and care while their parents work.

The National Education Goals have also heightened interest and concern about the care and early education of young children. Goal One, which pertains to children's readiness for school, underscores the importance of children's early experiences. Furthermore, emphasis is placed on the participation of those children most at risk of school failure in high quality programs prior to entering school.

### **National Data on Early Care and Education**

Detailed data for describing and monitoring children's care and early education program experience at the national level are limited. The most consistent sources of information on children's participation in care and early education settings come from supplements to two major federal household surveys, the Current Population Survey (CPS) and the Survey of Income and Program Participation (SIPP), both conducted by the U.S. Bureau of the Census. However, because each focuses on a certain segment of children's participation in supplemental care and early education it is not possible to get a comprehensive picture of children's participation.

CPS restricts itself to preprimary children's participation in nursery school and kindergarten. It collects no data on children's participation in other types of early childhood programs (e.g., family day care) and forces a dichotomy between programs that are essentially custodial and programs that are educational (Pendleton 1987). SIPP, on the other hand, collects data on a variety of settings but limits its focus to the care and education

children receive while their mothers work or go to school. However, data from the October CPS show that significant numbers of children whose mothers are not working or going to school are enrolled in nursery schools. Of the 3- to 4-year-olds whose mothers were in the labor force in 1990, 46.5 percent were enrolled in nursery school compared to 35.4 percent of those whose mothers were not in the labor force (U.S. Department of Commerce, Bureau of the Census, various years and unpublished tabulations).

The National Center for Health Statistics (NCHS) has collected data on children's care and early education program participation at various times as a part of the National Health Interview Survey (NHIS). In 1988, the Child Health Supplement to the NHIS (NHIS-CH) inquired about the child care arrangements for all children 5 years of age and under who were in the sample (Dawson and Cain 1990). Data were collected that covered a wide range of child care arrangements used by these children regardless of the employment status of the children's mothers. The periodicity of the survey and the number of children 3 to 5 years old captured in the sample (about 2,800 children) limit to some extent the usefulness of the survey as a source for monitoring the child care and educational experiences of preschool children.

A study dedicated solely to the care of children, the 1990 National Child Care Survey (NCCS), used a telephone household survey design to collect information on the types of nonparental care and early education arrangements parents use to supplement their own care of children (Hofferth et al. 1991). NCCS was designed as a one-time survey and confined its questions to the supplemental care and early education arrangements of children under age 13. As a result, NCCS does not represent a source of information for monitoring children's care and early education experiences over time. In addition, the sample size of children aged 3 to 5 years ( $n = 1,091$ ) limits the usefulness of the survey as a source for national estimates for different populations of children.

A recent study sponsored by the U.S. Department of Education, "A Profile of Child Care Settings (PCS)," collected information on the characteristics of public and private child care centers, nursery schools, and preschools as well as regulated family day care homes directly from care providers (Kisker et al. 1991).<sup>3</sup> The study focused primarily on services provided to children under age 6. While this one-time survey provides much valuable information on center-based settings, it does not include the whole range of settings in which children may participate (e.g., nonregulated family day care, care provided by relatives, certain part-day center-based programs). Estimates from this study suggest that between 10 and 18 percent of all family day care providers are regulated (Willer et al. 1991). Thus, the majority of family day care providers are not covered by the survey. Furthermore, roughly one-third of the home-based providers sampled for the study were not in business when they were contacted to participate in the survey. As a consequence, PCS captures a somewhat restricted range of preschoolers' nonparental care and education program experiences.

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<sup>3</sup> The designs of NCCS and PCS were coordinated in several ways, including sampling from the same 100 counties or county groups.

## National Household Education Survey

The National Household Education Survey (NHES) is designed to use national telephone household surveys to address topics that cannot be adequately covered by institution-based studies such as PCS. Households are sampled using random-digit-dialing methods, and interviews are conducted using computer-assisted telephone interviewing (CATI) techniques. The survey is designed to collect descriptive data that may be used to monitor activities related to issues that have a high priority within the Department of Education, targeting specific populations for detailed data collection. Although it is not designed to serve as an in-depth research database, it is intended to provide more detailed information on topics and populations of interest than is typically available through supplements to existing household surveys conducted by the federal government.

NHES was implemented for the first time in the spring of 1991 and will be conducted annually beginning in 1993. NHES:91 collected data from a nationally representative sample of the parents of 13,892 children 3 to 8 years old between February and April 1991. The survey collected information on children's participation in home-based child care and center-based programs prior to first grade, as well as other child, parent, and family characteristics.

**Definitions of Children's Participation in Early Care and Education Programs Used in NHES:91.** Parents of 5,099 preschool children sampled for NHES:91 were asked to report all care provided to their child on a regular basis<sup>4</sup> by persons other than themselves, whether or not there was a charge or fee. Parents were asked separately about their child's participation in each of four distinct types of care and early education programs: 1) child care provided by a relative (whether in or out of the child's home); 2) child care provided by a nonrelative (whether in or out of the child's home); 3) attendance at a day care center; and 4) attendance at nursery school, prekindergarten, or Head Start programs. This approach was designed to capture the full range and variety of children's experiences in nonparental care and early education programs. The activities of the parents or guardians (i.e., whether or not the mother was in the work force or in school) while the child was at the child care or education program were not used as limiting factors. Therefore, these data were not limited to children's arrangements while their parents (mothers) worked or attended school and are generalizable to all children in this age range. Readers wishing to compare the NHES:91 estimates with those of other studies (e.g., CPS, SIPP) should bear these differences in mind.

While large numbers of preschool children participate in child care and early education programs, the types of care arrangements and early education programs in which they participate vary considerably. Center-based day care, nursery school, family day care, in-home baby-sitters, and care provided by relatives differ structurally and are thought to provide different types of experiences for children. At the same time, distinctions between labels such as center-based day care, preschool, and nursery school have lost much of their

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<sup>4</sup> The term "regular basis" was not defined for respondents; however, they were instructed not to include occasional baby-sitting.

meaning (Howes 1988). Therefore, in the NHES, center-based programs are defined as arrangements where children are cared for as a group in a nonresidential setting for all or part of the day. Center-based programs include day care centers, nursery schools, prekindergartens, Head Start, and all other programs of this type. Home-based arrangements include those in children's own homes or other persons' homes, whether care is provided by relatives (other than the child's parents) or nonrelatives.

**Types of Participation Rates.** In this report, two types of participation rates are provided, prevalence and primary. The first set of rates, prevalence rates, represent the percentage of preschoolers who participate in each type of care and early educational program. It provides information on the overall percentage of children who are exposed to the different care and early education settings. When deriving the prevalence rates, no consideration is given to the amount of time children spend in each arrangement. Children who are enrolled for 40 hours per week are treated the same as children who are enrolled for 10 hours per week. Furthermore, the same child may be counted under several types of activities if he or she spends time in more than one setting. Tables 3 through 5 contain estimates that view children's participation in this manner.

The second set of rates, primary rates, differs from the prevalence rates in that consideration is given to the amount of time children spend in their arrangements when calculating the primary rates. Because children may spend different amounts of time in a variety of arrangements and programs, the primary rates provide a way of describing the settings where children spend the largest number of hours. If all children had only one regular child care arrangement, then the primary rate and the prevalence rate would be identical. With this rate, each child is counted only once across the types of care and early education settings. Consequently, the percentages of children in each type of care and those not in any regular care arrangement will sum to 100 percent. Table 6 contains estimates that view children's participation in this manner.

For children participating in more than one type of arrangement or program, the primary type of regular nonparental care arrangement or early education program is determined by calculating the total number of hours that a child spends in each *type* of arrangement or program. The type of arrangement or program in which the child spends the greatest number of hours is considered the primary arrangement or program. For example, if a child spends 15 hours a week in a center-based program and 8 hours a week in two types of home-based programs (e.g., 3 hours in relative care in the child's home and 5 hours in nonrelative care in the provider's home), the primary type of arrangement would be the center-based program. In contrast, if a child spends 15 hours per week in a center-based program and 10 hours each in two home-based programs, the primary type of arrangement would be home-based.

## National Estimates of Participation in Nonparental Child Care and Early Childhood Education Programs

During the spring of 1991, the parents of about 80 percent of preschool children reported that their children were either 1) currently being cared for by someone other than their parents or attending an early education program on a regular basis or 2) had received such care or education but were not at present (table 1). About 5.7 million (68 percent) preschool children nationwide were receiving care or education from a relative, nonrelative, day care center, or nursery school, prekindergarten, or Head Start program in the spring of 1991.

Table 1 contains information on both current participation and on children's exposure to these types of care and early education programs at some point in time for children with different personal and family characteristics. Because of the close relationship between current and past participation, and the similarity in the relationships between these two measures of participation and child and family characteristics, the focus here will be mostly on children's current participation. Exceptions to this will be noted.

### Participation and Child Characteristics

Among preschool children, 4-year-olds and 5-year-olds are more likely than 3-year-olds to receive some type of nonparental care or education on a regular basis.<sup>5</sup> This pattern holds true regardless of whether the focus is on current rates of participation or on children's exposure to such care or early education experiences anytime in the past or present.

Participation in nonparental care and early education programs seems to be unrelated to sex. Boys and girls are equally likely to participate in care or early education programs.<sup>6</sup>

Black children currently participate in a nonparental care or early education program at a slightly higher rate (75 percent) than white children (69 percent).<sup>7</sup> In addition, the current rate of participation for both groups of children is higher than the rate for Hispanic children (59 percent). However, there is no difference in the percentage of white (81 percent) and black (82 percent) children who have ever received care from someone other

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<sup>5</sup> The statistical significance of all comparisons described in this report were assessed with Student's t-test with a Bonferroni correction for multiple comparisons. All statements of differences cited in the text are significant at the .05 level. For a full discussion of the statistical methods used in this report see the Methodology and Technical Notes section.

<sup>6</sup> This pattern of participation is about the same across settings and instances. Since differences in the participation rates among boys and girls are negligible, they are not discussed further in the report.

<sup>7</sup> The terms "black" and "white" are used in the text to describe "black non-Hispanic" and "white non-Hispanic" children.

than their parents on a regular basis or who have participated regularly in an early childhood program.

### **Participation and Family Characteristics**

Children's participation in nonparental care and early education programs varies by two commonly used indicators of families' socioeconomic status, household income and parental education (table 1). Children from more affluent households participate at higher rates than children from less affluent households. Still, a majority of children of families at each income level are in nonparental care or early education settings. About 58 percent of children in families with incomes of \$10,000 or less participate in a child care or early education program, and this percentage tends to rise as household income increases.

In general, the higher the education level of children's parents, the more likely children are to be in some form of nonparental care or early education setting. While 48 percent of children whose parents did not finish high school are in nonparental care or early education setting, 63 percent of children with at least one parent who completed high school are receiving regular care or early education from someone other than their parents. Still greater percentages of children with parents who completed college (79 percent) or attended graduate or professional school (84 percent) have a current care or early education arrangement.

### **Participation and Maternal Employment**

Children whose mothers are employed participate at a higher rate than do other children. About 87 percent of children whose mothers work full-time and 77 percent of children whose mothers work part-time were in some type of nonparental care or early education program.\* Nevertheless, about one-half of children whose mothers are unemployed or not in the labor force participated (49 and 50 percent, respectively). Although the finding that children of employed mothers participate at a higher rate than other children is expected based on the findings of previous surveys (e.g., CPS, NCCS), the high rate of participation for children whose mothers are not working reinforces the need for information on the participation of the children of both working and nonworking women.

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\* Full-time work is defined as working 35 or more hours per week, and part-time work is working less than 35 hours per week.

**Table 1.—Percentage of preschool children currently or ever in nonparental child care or early education programs, by child and family characteristics**

Characteristic	Number of preschool children (in thousands)	Currently in care or education		Ever in care or education	
		percent	s.e.	percent	s.e.
<b>Total</b>	<b>8,442</b>	<b>68</b>	<b>0.8</b>	<b>80</b>	<b>0.8</b>
<b>Child's age<sup>1</sup></b>					
3-year-olds	3,749	62	1.2	74	1.1
4-year-olds	3,636	73	1.0	84	1.0
5-year-olds	1,044	75	2.1	85	1.6
6-year-olds and older	14	--	--	--	--
<b>Child's sex</b>					
Male	4,393	69	1.0	80	1.0
Female	4,049	68	1.1	79	1.1
<b>Child's race/ethnicity</b>					
White, non-Hispanic	5,880	69	0.9	81	0.9
Black, non-Hispanic	1,241	75	2.1	82	1.9
Hispanic	1,002	59	2.3	72	2.0
Other races	319	67	4.0	82	3.4
<b>Household income</b>					
\$10,000 or less	1,495	58	2.7	70	2.6
\$10,001 to \$20,000	1,439	64	2.0	78	1.6
\$20,001 to \$30,000	1,717	61	1.6	76	1.5
\$30,001 to \$40,000	1,325	70	2.0	81	1.6
\$40,001 to \$50,000	936	77	1.8	84	1.5
\$50,001 to \$75,000	975	85	1.5	90	1.5
More than \$75,000	556	91	1.6	94	1.3
<b>Parent's highest education<sup>2</sup></b>					
Less than high school	789	48	3.7	63	3.2
High school/high school equivalency	2,744	63	1.4	75	1.2
Vocational/technical or some college	2,554	72	1.4	83	1.1
College graduate	1,281	79	1.7	86	1.3
Graduate or professional school	1,020	84	1.8	89	1.5
<b>Mother's employment status</b>					
Working 35 hours per week or more	2,795	87	0.9	93	0.6
Working less than 35 hours per week	1,908	77	1.6	85	1.3
Looking for work	518	49	3.7	77	2.8
Not in labor force	3,014	50	1.2	64	1.5

<sup>1</sup>Calculated as of January 1, 1991.

<sup>2</sup>Highest level of schooling completed by either parent or guardian in the household or the only parent or guardian in the household.

-- Estimates are suppressed because the unweighted number is less than 30.

NOTE: The term "mother" is used to refer to mothers, stepmothers, and female guardians. Data were collected only for parents or guardians who resided in the household at the time of the interview. For this reason, the numbers for the parent variables (parent's highest education and mother's employment status) do not sum to the total. The designations of household relationships were made by the respondent. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, spring 1991.



## **Weekly Hours in Nonparental Child Care or Early Education Programs**

Table 2 contains estimates of the number of hours the 5.7 million children in child care or early education programs spend each week in these activities. The estimates represent the total hours that children spend across all the nonparental care and early education settings in which they participate. On average, preschoolers spend 19 hours per week in these settings. About 59 percent of children spend fewer than 20 hours per week and another 27 percent of children spend 35 hours or more each week in care and education programs.

### **Weekly Hours in Nonparental Care and Child Characteristics**

The average number of hours per week children spend in the care of persons other than their parents does not differ much by the age of the child. Three-year-olds spend an average of 18 hours in care and early education programs, and both 4- and 5-year-old children spend an average of 20 hours per week in nonparental care and early education programs.

The amount of time spent in the care of someone other than their parents differs by children's race-ethnicity. Black preschool children spend more hours per week, on average, in their arrangement(s) (25 hours) than either white or Hispanic children (18 hours and 17 hours, respectively), or children of other racial-ethnic groups (18 hours). Thus, not only are black children somewhat more likely to be cared for on a regular basis by someone other than their parents but once in a care or early education program, they spend larger amounts of time in the settings.

### **Weekly Hours in Nonparental Care and Socioeconomic Characteristics**

Just as the percentage of children who participate in some type of nonparental care or educational arrangement increases with income, so does the amount of time children spend in the care of persons other than their parents. Children from households with incomes of \$75,000 or more spend, on average, about 11 more hours per week in child care and education programs than do children from households with incomes of \$10,000 or less.

As noted earlier, children whose parents have less education are less likely to participate in nonparental care or early education programs. This same group of children spend less time on average in these programs. Preschool children whose parents did not finish high school spend the fewest number of hours in nonparental care each week (an average of 13 hours). In contrast, children with at least one parent who had finished high school spend an average of 18 hours weekly in their arrangement(s), and children with at least one parent who completed some education beyond high school spend an average of 21 to 22 hours, or 3 to 4 hours more per week.

Table 2.--Average hours and distribution of hours per week spent in nonparental care/education,<sup>1</sup> by child and family characteristics

Characteristic	Number of preschool children in care/education (in thousands)	Average weekly hours		Distribution of hours					
				1 to 19 hours		20 to 34 hours		35 or more hours	
		mean	s.e.	percent	s.e.	percent	s.e.	percent	s.e.
<b>Total</b>	5,719	19	0.3	59	0.8	14	0.7	27	0.7
<b>Child's age<sup>2</sup></b>									
3-year-olds	2,276	18	0.5	61	1.3	12	0.9	27	1.1
4-year-olds	2,645	20	0.5	57	1.1	16	0.8	28	1.0
5-year-olds	784	20	0.8	56	2.0	17	1.8	26	1.8
6-year-olds and older	14	--	--	--	--	--	--	--	--
<b>Child's race/ethnicity</b>									
White, non-Hispanic	4,028	18	0.4	60	1.0	14	0.7	25	0.8
Black, non-Hispanic	917	25	0.9	43	2.1	18	1.7	39	1.9
Hispanic	562	17	1.0	64	2.5	10	1.5	26	2.2
Other races	212	18	2.0	65	4.6	14	3.1	21	3.7
<b>Household income</b>									
\$10,000 or less	836	15	0.8	66	2.1	15	1.8	19	1.6
\$10,001 to \$20,000	894	19	0.9	58	2.2	13	1.6	30	1.8
\$20,001 to \$30,000	1,047	17	0.7	63	1.6	13	1.1	24	1.5
\$30,001 to \$40,000	910	19	0.8	60	2.0	13	1.7	27	1.7
\$40,001 to \$50,000	717	21	0.7	53	1.9	17	1.7	30	1.8
\$50,001 to \$75,000	817	23	0.8	51	2.2	13	1.5	35	1.9
More than \$75,000	497	26	1.0	45	2.7	18	2.1	36	2.6
<b>Parent's highest education<sup>3</sup></b>									
Less than high school	364	13	1.1	71	2.9	11	1.9	18	2.0
High school/high school equivalency	1,672	18	0.5	62	1.2	13	1.0	25	1.2
Vocational/technical or some college	1,819	21	0.6	54	1.4	16	1.0	30	1.3
College graduate	992	21	0.9	57	2.0	12	1.4	31	2.1
Graduate or professional school	841	22	0.8	53	2.2	18	2.0	29	2.2
<b>Mother's employment status</b>									
Working 35 hours per week or more	2,413	34	0.6	26	1.1	12	0.9	62	1.4
Working less than 35 hours per week	1,454	17	0.7	58	2.0	27	1.6	15	1.4
Looking for work	245	9	0.9	78	2.6	14	2.0	8	1.7
Not in labor force	1,450	7	0.3	87	1.0	8	0.8	5	0.6

<sup>1</sup>Includes home- and center-based care.

<sup>2</sup>Calculated as of January 1, 1991.

<sup>3</sup>Highest level schooling completed by either parent or guardian in the household or the only parent or guardian in the household.

-- Estimates are suppressed because unweighted number is less than 30.

NOTE: The term "mother" is used to refer to mothers, stepmothers, and female guardians. Data were collected only for parents or guardians who resided in the household at the time of the interview. For this reason, the numbers for the parent variables (parents' highest education and mother's employment status) do not sum to the total. The designations of household relationships were made by the respondent. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, spring 1991.

## **Weekly Hours in Care and Maternal Employment**

The number of hours children spend in their care and early education programs is strongly related to the employment status of their mothers. While children whose mothers work full-time or 35 hours or more per week spend an average of 34 hours each week in their care and early education programs, the weekly average is 17 hours for children whose mothers work part-time or less than 34 hours a week. The average is lower still for children whose mothers are looking for work (9 hours) or not in the labor force (7 hours).

