

National Household Education Surveys Program of 2005

After-School Programs & Activities: 2005

E.D. TAB





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National Household Education Surveys Program of 2005

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May 2006

Priscilla R. Carver
Iheoma U. Iruka
Westat

Chris Chapman
Project Officer
**National Center for
Education Statistics**

U.S. Department of Education

Margaret Spellings
Secretary

Institute of Education Sciences

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Director

National Center for Education Statistics

Mark Schneider
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Content Contact

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

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CONTENTS

	Page
Acknowledgments	iii
Contents	v
List of Tables	vi
Highlights	1
References	5
Appendix A: Technical Notes	61
Appendix B: Glossary	65

LIST OF TABLES

Table		Page
1	Percentage distribution of the participation of students from kindergarten through eighth grade in various weekly after-school care arrangements, by type of arrangement and student and family characteristics: 2005	7
1-A	Standard errors for the percentage distribution of the participation of students from kindergarten through eighth grade in various weekly after-school care arrangements, by type of arrangement and student and family characteristics: 2005	9
2	Percentage distribution of students from kindergarten through eighth grade with at least one weekly nonparental care arrangement whose parents reported various combinations of after-school arrangements, by type of arrangement and student and family characteristics: 2005	11
2-A	Standard errors for the percentage distribution of students from kindergarten through eighth grade with at least one weekly nonparental care arrangement whose parents reported various combinations of after-school arrangements, by type of arrangement and student and family characteristics: 2005	13
3	Percentage of students from kindergarten through eighth grade receiving after-school care from a relative, by type of relative and student and family characteristics: 2005	15
3-A	Standard errors for the percentage of students from kindergarten through eighth grade receiving after-school care from a relative, by type of relative and student and family characteristics: 2005	17
4	Mean number of hours per week students from kindergarten through eighth grade spent in after-school care arrangements, by type of arrangement and student and family characteristics: 2005	19
4-A	Standard errors for the mean number of hours per week students from kindergarten through eighth grade spent in after-school care arrangements, by type of arrangement and student and family characteristics: 2005	21
5	Mean hourly out-of-pocket expense for current after-school arrangements that have any out-of-pocket expense for students in kindergarten through eighth grade, by type of arrangement and student and family characteristics: 2005	23
5-A	Standard errors for the mean hourly out-of-pocket expense for current after-school arrangements that have any out-of-pocket expense for students in kindergarten through eighth grade, by type of arrangement and student and family characteristics: 2005	25

LIST OF TABLES (Continued)

Table		Page
6	Mean weekly out-of-pocket expense for current after-school arrangements that have any out-of-pocket expense for students in kindergarten through eighth grade, by type of arrangement and student and family characteristics: 2005	27
6-A	Standard errors for the mean weekly out-of-pocket expense for current after-school arrangements that have any out-of-pocket expense for students in kindergarten through eighth grade, by type of arrangement and student and family characteristics: 2005	29
7	Percentage of students from kindergarten through eighth grade in weekly after-school arrangements that have a fee whose families are receiving assistance for after-school care fees, by type of arrangement and student and family characteristics: 2005	31
7-A	Standard errors for the percentage of students from kindergarten through eighth grade in weekly after-school arrangements that have a fee whose families are receiving assistance for after-school care fees, by type of arrangement and student and family characteristics: 2005	33
8	Mean child-to-care provider ratio for students from kindergarten through eighth grade in weekly nonparental after-school care arrangements, by type of arrangement and student and family characteristics: 2005	35
8-A	Standard errors for the mean child-to-care provider ratio for students from kindergarten through eighth grade in weekly nonparental after-school care arrangements, by type of arrangement and student and family characteristics: 2005	37
9	Percentage of students from kindergarten through eighth grade participating in weekly nonparental after-school care arrangements, by activities, arrangement type, and student and family characteristics: 2005	39
9-A	Standard errors for the percentage of students from kindergarten through eighth grade participating in weekly nonparental after-school care arrangements, by activities, arrangement type, and student and family characteristics: 2005	41
10	Percentage of students in a school- or center-based program at a specified location on a weekly basis, by student and family characteristics: 2005	43
10-A	Standard errors for the percentage of students in a school- or center-based program at a specified location on a weekly basis, by student and family characteristics: 2005	45

LIST OF TABLES (Continued)

Table		Page
11	Percentage of students from kindergarten through eighth grade who use various methods of transportation to get to their school- or center-based program, by student and family characteristics: 2005	47
11-A	Standard errors for the percentage of students from kindergarten through eighth grade who use various methods of transportation to get to their school- or center-based program, by student and family characteristics: 2005	49
12	Percentage of students from kindergarten through eighth grade whose parents rate factors used to select a weekly after-school care arrangement as “very important,” by student and family characteristics: 2005	51
12-A	Standard errors for the percentage of students from kindergarten through eighth grade whose parents rate factors used to select a weekly after-school care arrangement as “very important,” by student and family characteristics: 2005	53
13	Percentage of students participating in after-school activities, by school activity and student and family characteristics: 2005	55
13-A	Standard errors for the percentage of students participating in after-school activities, by school activity and student and family characteristics: 2005	57
14	Percentage of students from kindergarten through eighth grade whose schools sponsored at least some of the after-school activities in which they participated, by school activity: 2005	59
14-A	Standard errors for the percentage of students from kindergarten through eighth grade whose schools sponsored at least some of the after-school activities in which they participated, by school activity: 2005	60

Highlights

This report presents data on participation in after-school activities and programs in the United States. The data are from the After-School Programs and Activities Survey (ASPA), a nationally representative survey of the 2005 National Household Education Surveys Program (NHES:2005). The data presented in the report are based on a sample of 11,684 students in kindergarten through grade 8 representing a weighted total of 36,185,760 students. The weighted unit response rate for the ASPA survey was 84 percent; the overall unit response rate for the survey was 56 percent.¹ Additional details about the survey, response rates, and data reliability are provided in appendix A.

After-school programs and activities addressed in the survey include information about student participation in care arrangements in private homes with relatives and with care providers not related to them, participation in school-based or center-based after-school programs, participation in after-school activities that were not part of a school- or center-based program, and self-care (for a definition of self-care, please refer to the glossary in Appendix B of this document). The ASPA survey conducted in 2005 was the second time this topic was fielded as a separate NHES survey. The previous ASPA collection was conducted in NHES:2001. The data can be used to study after-school programs and activities in 2005 and to study changes from 2001 to 2005.

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

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

The following are highlights of some of the significant differences observed in the ASPA survey. These highlights do not include all differences; rather, they have been selected to demonstrate the range of data available from the study.

Participation in After-School Programs and Activities

Parents of sampled students in kindergarten through eighth grade² were asked about their children's participation in after-school care arrangements, programs, and activities. After-school arrangements included care received from a relative, care received from a nonrelative in either the student's home or

¹ The overall unit response rate is the product of the unit response rate at the household screening stage and the ASPA unit response rate.

² Students included in this report are those in kindergarten through eighth grade, not older than 15 years, and not homeschooled. The total ASPA sample also included 269 homeschooled children.

another home, school- or center-based programs, participation in after-school activities with adult supervision (other than those in a school- or center-based program), and self-care.

- In 2005, 40 percent of students in kindergarten through eighth grade were in at least one weekly nonparental after-school care arrangement (table 1).
- Students in kindergarten through eighth grade who were in at least one weekly nonparental after-school care arrangement were more likely to be in a school- or center-based program (20 percent) than any other type of arrangement (6–15 percent) (table 1).
- Students in kindergarten through eighth grade whose mothers worked 35 or more hours per week were more likely to have at least one weekly nonparental after-school care arrangement (57 percent) than their peers whose mothers worked less than 35 hours per week (32 percent), were looking for work (32 percent), or were not in the labor force (20 percent) (table 1).

Relative Care

Parents of sampled students in kindergarten through eighth grade were asked a number of questions about relative care arrangements, including the relationship of the care provider to the student and the characteristics of the relative care provider.

- The percentage of students whose only after-school nonparental care arrangement was with a relative decreased as grade in school increased (table 2). Twenty-three percent of students in kindergarten through second grade were cared for only by a relative after school. This estimate decreased to 19 percent for students in third through fifth grade and 12 percent for students in sixth through eighth grade.
- Students in kindergarten through eighth grade were more likely to receive after-school care from a grandparent (58 percent) than from an aunt or uncle (18 percent), sibling (23 percent), or any other relative (7 percent) (table 3).

Child and Family Characteristics in Relation to Participation in After-School Activities and Care Arrangements

Parents of sampled students in kindergarten through eighth grade were asked a number of questions regarding characteristics of their children and household.

- Black, non-Hispanic students in kindergarten through eighth grade spent more hours per week in after-school care on average (9.8 hours) than White, non-Hispanic students (6.3 hours), Hispanic students (8.0 hours), and students of Asian or Pacific Island (non-Hispanic) origin (7.6 hours) (table 4). Also, White non-Hispanic students spent less time in after-school care on average than Hispanic students (6.3 hours vs. 8.0 hours).
- Students in kindergarten through eighth grade whose families were below the poverty line³ spent more hours per week in an after-school care arrangement on average (10.7 hours) than students of families at or above the poverty line (8.5 hours) (table 4).

³ For more information on the calculation of poverty, refer to the glossary.

Out-of-Pocket Expenses and Cost Assistance for Fees Associated With After-School Activities and Care Arrangements

Parents of sampled students in kindergarten through eighth grade were asked to report any out-of-pocket expenses associated with after-school care or programs and whether any financial assistance was received to help with expenses for those arrangements.

- The mean hourly out-of-pocket expense for students at or above the poverty threshold was greater than the hourly out-of-pocket expense for those below the poverty threshold for after-school care with a nonrelative (\$10.15 vs. \$4.43) and after-school care at a school- or center-based program (\$7.57 vs. \$4.50) (table 5).
- For students in kindergarten through eighth grade for whom there was an out-of-pocket expense, the mean weekly out-of-pocket expense was greater for students in nonrelative care than for those in school- or center-based care. Specifically, the average weekly cost for nonrelative care was \$67.83, compared to \$40.12 for school- or center-based programs (table 6).
- Students living in two-parent families were less likely to receive assistance with expenses for after-school arrangements than were students who lived in one-parent families (11 percent vs. 35 percent) or those who lived with nonparent guardians (11 percent vs. 59 percent) (table 7).

Characteristics of After-School Programs or Care Arrangements

Parents of sampled students in kindergarten through eighth grade were asked to report on characteristics of after-school programs or care arrangements. Those characteristics include, but are not limited to, the number of adults and the number of children in the room or group with the student, the types of activities the student participates in while at a care arrangement, and the location of the school- or center-based care arrangement.

- For students in kindergarten through eighth grade, the average ratio of the number of children to the number of care providers was lower in after-school care with a relative than in nonrelative care (1.8 vs. 2.9 children per care provider) or in school- or center-based after-school programs (1.8 vs. 8.6 children per care provider) (table 8). Likewise, the child-to-care provider ratio was lower in nonrelative after-school care arrangements than in school- or center-based programs (2.9 vs. 8.6 children per care providers).
- Students in kindergarten through eighth grade were more likely to engage in educational activities (including homework, reading, or writing) when receiving after-school care from a relative than when receiving after-school care from a nonrelative (81 vs. 71 percent) or in a school- or center-based after-school care program (81 vs. 70 percent) (table 9). Also, a greater percentage of students participated in educational activities while in self-care than at a school- or center-based after-school program (76 vs. 70 percent).
- Students in kindergarten through eighth grade were more likely to attend a school- or center-based after-school program at a public school (61 percent) than at a church or other place of worship (9 percent), private school (10 percent), community center (8 percent), a program in its own building (15 percent), or any other location (5 percent) (table 10).

Factors Related to Arrangement Choice

Students are placed in various child care arrangements for a number of reasons. Parents of sampled students were asked to report how students were transported to their care arrangements, and to rate the importance of various care selection factors.

- Students in kindergarten through eighth grade who go to a school- or center-based arrangement in a location other than the place where they attended school were more likely to be transported to their school- or center-based arrangement by their parents or guardians (15 percent) than by the school district (6 percent), the school- or center-based program (9 percent), or any other transportation source (11 percent) (table 11).
- Parents of sampled students in kindergarten through eighth grade were more likely to report reliability⁴ as "very important" in selecting an after-school care arrangement (90 percent) than to report that the location of the arrangement (78 percent), cost (44 percent), learning activities at the arrangement (61 percent), time spent with other students (55 percent), availability of the care provider (81 percent), or the number of children in the group (37 percent) were very important (table 12).

After-School Activities That Are Not Part of an After-School Program and Sponsorship of those Activities

Parents of sampled students in kindergarten through eighth grade were asked to report the types of activities that students engaged in after school that were not part of an after-school program or other care arrangement. Parents were also asked to identify whether those activities were sponsored by the student's school.

- Students in kindergarten through eighth grade were more likely to participate in sports after school than in any other after-school activity (table 13). Specifically, 73 percent of students participated in sports, compared to 46 percent in religious activities, 42 percent in arts, 22 percent in scouts,⁵ 19 percent in volunteering, 16 percent in academic activities, and 13 percent in clubs.⁶
- For students who were in kindergarten through eighth grade and participating in at least one weekly after-school activity, clubs were more likely to be sponsored by the school (87 percent) than any other after-school activity (table 14), including arts (27 percent), sports (32 percent), academic activities (68 percent), volunteering (33 percent), and religious activities (5 percent).

⁴ The meaning of "reliability" was not provided unless a respondent specifically asked for clarification. If a respondent asked for clarification, he or she was told that reliability might include timeliness of the caregiver, ability to care for the child on the agreed upon dates and times, and carrying out care taking duties while the child was in care.

⁵ This estimate is based on responses to the following question, "Since the beginning of the school year, has (child) participated in any of the following kinds of after-school activities? How about scouts?"

⁶ This estimate is based on responses to the following question, "Since the beginning of the school year, has (child) participated in any of the following kinds of after-school activities? How about Clubs, like yearbook, debate, or a book club?"

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Table 1. Percentage distribution of the participation of students from kindergarten through eighth grade in various weekly after-school care arrangements, by type of arrangement and student and family characteristics: 2005

Characteristic	Number of students (thousands)	No weekly nonparental after-school care arrangement	At least one weekly nonparental after-school care arrangement	Type of weekly nonparental after-school care arrangements ¹				Self-care
				At least one arrangement with relatives	At least one arrangement with nonrelatives	At least one school- or center-based arrangement	At least one after-school activity used for supervision	
Total	35,311	60	40	15	6	20	7	12
Student's grade								
K-2	11,437	57	43	16	8	21	5	2
3-5	11,690	55	45	17	6	25	8	7
6-8	12,183	67	33	12	3	14	9	27
Student's sex								
Male	18,418	60	40	15	6	21	7	13
Female	16,894	60	40	15	5	19	8	11
Student's race/ethnicity								
White, non-Hispanic	20,229	65	35	13	6	15	7	11
Black, non-Hispanic	5,457	45	55	22	5	32	9	16
Hispanic	6,580	59	41	14	6	23	6	11
Asian or Pacific Islander, non-Hispanic	958	60	40	14	5	20	9	11
Other race, non-Hispanic ²	2,087	54	46	17	6	23	11	14
Family type								
Two parents	25,229	65	35	11	5	18	7	11
One parent	8,854	47	53	24	8	26	8	15
Nonparent guardian(s)	1,228	51	49	25	3	26	8	15
Parents' language spoken most at home³								
Both/only parent(s) speak(s) English	31,216	59	41	15	6	20	8	12
One of two parents speaks English	851	60	40	17	2	20	8	16
No parent speaks English	3,244	67	33	11	3	20	4	12
Mother's level of education⁴								
Less than a high school diploma	3,482	68	32	11	3	19	3	14
High school/GED	10,062	60	40	17	4	19	6	13
Vocational/technical or some college	10,146	58	42	18	6	20	8	11
Bachelor's degree	6,459	63	37	10	6	19	9	10
Graduate or professional degree	3,740	55	45	12	8	24	11	12
Mother's school enrollment status⁴								
Enrolled	3,918	50	50	20	7	24	9	13
Not enrolled	29,972	62	38	14	5	19	7	12

See notes at end of table.

Table 1. Percentage distribution of the participation of students from kindergarten through eighth grade in various weekly after-school care arrangements, by type of arrangement and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	No weekly nonparental after-school care arrangement	At least one weekly nonparental after-school care arrangement	Type of weekly nonparental after-school care arrangements ¹				Self-care
				At least one arrangement with relatives	At least one arrangement with nonrelatives	At least one school- or center-based arrangement	At least one after-school activity used for supervision	
Mother's employment status⁴								
35 or more hours per week	14,744	43	57	24	9	27	10	16
Less than 35 hours per week	7,853	68	32	11	5	15	6	11
Looking for work	1,798	68	32	12	3	23	4	13
Not in the labor force	9,495	80	20	4	1	12	5	7
Mother's work shift^{4,5}								
Regular shift	20,251	51	49	20	8	23	9	14
Variable shift	2,346	59	41	18	6	19	8	12
Neighborhood conditions⁶								
Concern regarding neighborhood health and safety conditions	5,421	54	46	18	6	25	8	12
No concern regarding neighborhood health and safety conditions	29,890	61	39	14	5	19	7	12
Household income								
\$25,000 or less	8,827	58	42	16	5	23	6	13
\$25,001 to \$50,000	8,895	59	41	18	5	19	6	12
\$50,001 to \$75,000	7,258	60	40	16	5	18	9	11
\$75,001 to \$100,000	4,405	60	40	13	7	20	7	12
\$100,001 or more	5,928	64	36	8	6	19	9	11
Poverty status⁷								
At or above poverty threshold	28,142	60	40	15	6	20	8	12
Below poverty threshold	7,169	60	40	15	5	22	6	13

¹Students may have more than one after-school care arrangement of the same type or more than one after-school care arrangement of different types.

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

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

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

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include all students in kindergarten through eighth grade, not older than 15 years, and who are not homeschooled. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES: 2005).

Table 1-A. Standard errors for the percentage distribution of the participation of students from kindergarten through eighth grade in various weekly after-school care arrangements, by type of arrangement and student and family characteristics: 2005

Characteristic	Number of students (thousands)	No weekly nonparental after-school care arrangement	At least one weekly nonparental after-school care arrangement	Type of weekly nonparental after-school care arrangements ¹				Self-care
				At least one arrangement with relatives	At least one arrangement with nonrelatives	At least one school- or center-based arrangement	At least one after-school activity used for supervision	
Total	169.3	0.6	0.6	0.5	0.3	0.6	0.3	0.4
Student's grade								
K-2	100.6	1.2	1.2	0.9	0.7	1.0	0.6	0.4
3-5	111.0	1.2	1.2	0.9	0.5	1.1	0.6	0.6
6-8	81.6	0.8	0.8	0.7	0.3	0.6	0.5	0.9
Student's sex								
Male	122.8	0.9	0.9	0.7	0.4	0.8	0.4	0.6
Female	139.3	0.9	0.9	0.8	0.4	0.8	0.5	0.5
Student's race/ethnicity								
White, non-Hispanic	106.3	0.7	0.7	0.5	0.4	0.6	0.4	0.4
Black, non-Hispanic	104.4	2.0	2.0	1.9	0.9	2.1	1.0	1.3
Hispanic	58.9	1.4	1.4	0.9	0.7	1.3	0.6	0.8
Asian or Pacific Islander, non-Hispanic	23.3	3.3	3.3	2.2	1.5	2.8	2.1	2.0
Other race, non-Hispanic ²	57.0	2.9	2.9	2.5	1.2	3.0	2.6	2.2
Family type								
Two parents	135.2	0.7	0.7	0.5	0.4	0.6	0.4	0.4
One parent	116.5	1.2	1.2	1.2	0.7	1.3	0.7	0.9
Nonparent guardian(s)	52.4	4.2	4.2	3.6	1.1	3.9	1.5	2.7
Parents' language spoken most at home³								
Both/only parent(s) speak(s) English	169.1	0.6	0.6	0.5	0.4	0.6	0.3	0.4
One of two parents speaks English	29.0	3.2	3.2	3.1	0.8	3.2	3.2	4.1
No parent speaks English	34.5	1.8	1.8	1.1	0.5	1.7	0.7	1.1
Mother's level of education⁴								
Less than a high school diploma	44.6	2.0	2.0	1.3	0.8	1.8	0.6	1.5
High school/GED	102.9	1.4	1.4	1.0	0.5	1.2	0.6	0.8
Vocational/technical or some college	127.2	1.4	1.4	1.2	0.7	1.1	0.7	0.7
Bachelor's degree	57.7	1.4	1.4	0.9	0.7	1.0	0.8	0.8
Graduate or professional degree	52.7	1.7	1.7	1.3	1.0	1.6	1.0	1.1
Mother's school enrollment status⁴								
Enrolled	90.4	2.1	2.1	2.0	0.9	1.9	1.5	1.2
Not enrolled	153.0	0.6	0.6	0.5	0.3	0.6	0.3	0.4

See notes at end of table.

Table 1-A. Standard errors for the percentage distribution of the participation of students from kindergarten through eighth grade in various weekly after-school care arrangements, by type of arrangement and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	No weekly nonparental after-school care arrangement	At least one weekly nonparental after-school care arrangement	Type of weekly nonparental after-school care arrangements ¹				Self-care
				At least one arrangement with relatives	At least one arrangement with nonrelatives	At least one school- or center-based arrangement	At least one after-school activity used for supervision	
Mother's employment status⁴								
35 or more hours per week	137.3	1.1	1.1	0.8	0.7	1.0	0.5	0.7
Less than 35 hours per week	57.0	1.1	1.1	0.7	0.6	1.1	0.6	0.7
Looking for work	71.7	3.5	3.5	3.8	1.1	3.6	0.9	2.4
Not in the labor force	36.1	1.0	1.0	0.4	0.2	0.9	0.5	0.6
Mother's work shift^{4,5}								
Regular shift	157.4	0.8	0.8	0.7	0.5	0.8	0.4	0.5
Variable shift	54.8	2.2	2.2	2.0	1.1	2.1	1.6	1.8
Neighborhood conditions⁶								
Concern regarding neighborhood health and safety conditions	100.0	1.7	1.7	1.6	0.8	1.6	0.9	1.0
No concern regarding neighborhood health and safety conditions	140.4	0.7	0.7	0.5	0.3	0.6	0.3	0.4
Household income								
\$25,000 or less	97.0	1.4	1.4	1.1	0.7	1.2	0.7	0.9
\$25,001 to \$50,000	94.8	1.3	1.3	1.0	0.5	1.3	0.6	1.0
\$50,001 to \$75,000	84.7	1.3	1.3	1.1	0.5	1.1	1.0	0.7
\$75,001 to \$100,000	65.0	1.6	1.6	1.4	0.9	1.5	0.8	1.0
\$100,001 or more	43.4	1.3	1.3	0.7	0.7	1.1	0.7	0.8
Poverty status⁷								
At or above poverty threshold	155.8	0.7	0.7	0.5	0.3	0.6	0.4	0.4
Below poverty threshold	84.9	1.8	1.8	1.2	0.8	1.5	0.7	1.0

¹Students may have more than one after-school care arrangement of the same type or more than one after-school care arrangement of different types.

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

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

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

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include all students in kindergarten through eighth grade, not older than 15 years, and who are not homeschooled. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPANHES: 2005).

Table 2. Percentage distribution of students from kindergarten through eighth grade with at least one weekly nonparental care arrangement whose parents reported various combinations of after-school arrangements, by type of arrangement and student and family characteristics: 2005

Characteristic	Number of students (thousands)	One relative arrangement only	One nonrelative arrangement only	One school- or center-based program only	One activity only, used for adult supervision	Self-care only	More than one nonparental arrangement of a single type ¹	Combination of nonparental arrangements (not including self-care) ²	Self-care and other nonparental arrangements ³
Total	17,012	18	7	23	6	17	7	17	22
Student's grade									
K-2	5,073	23	12	32	5	3	9	16	17
3-5	5,651	19	7	27	5	7	9	21	25
6-8	6,288	12	3	12	8	37	5	13	23
Student's sex									
Male	9,049	17	7	24	5	18	7	16	22
Female	7,963	18	7	22	7	16	8	18	22
Student's race/ethnicity									
White, non-Hispanic	8,740	19	8	20	7	19	8	15	19
Black, non-Hispanic	3,475	17	4	24	4	14	7	21	29
Hispanic	3,193	18	7	29	4	15	6	15	20
Asian or Pacific Islander, non-Hispanic	447	13	4	27	10	14	9	15	24
Other race, non-Hispanic ⁴	1,157	13	7	23	6	16	8	22	27
Family type									
Two parents	10,817	16	7	24	7	19	7	15	19
One parent	5,495	21	7	21	3	14	8	19	26
Nonparent guardian(s)	699	18	2	20	6	13	10	20	31
Parents' language spoken most at home⁵									
Both/only parent(s) speak(s) English	15,257	18	7	22	6	17	8	18	23
One of two parents speaks English	398	17	2	24	9	15	2	14	30
No parent speaks English	1,357	17	4	33	6	20	5	10	15
Mother's level of education⁶									
Less than a high school diploma	1,427	16	5	30	3	22	5	10	18
High school/GED	4,868	21	5	21	7	17	8	14	21
Vocational/technical or some college	5,094	20	7	21	5	16	8	21	24
Bachelor's degree	2,786	13	9	26	8	15	8	16	22
Graduate or professional degree	1,997	12	8	27	6	16	7	19	23
Mother's school enrollment status⁶									
Enrolled	2,336	19	7	26	4	16	8	17	20
Not enrolled	13,836	18	7	23	6	17	7	17	22
Mother's employment status⁶									
35 or more hours per week	9,945	20	8	21	4	15	7	20	25
Less than 35 hours per week	3,159	18	8	23	7	20	8	11	16
Looking for work	696	7	3	25	6	17	6	25	36
Not in the labor force	2,372	10	3	31	13	20	10	9	14

See notes at end of table.

Table 2. Percentage distribution of students from kindergarten through eighth grade with at least one weekly nonparental care arrangement whose parents reported various combinations of after-school arrangements, by type of arrangement and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	One relative arrangement only	One nonrelative arrangement only	One school- or center-based program only	One activity only, used for adult supervision	Self-care only	More than one nonparental arrangement of a single type ¹	Combination of nonparental arrangements (not including self-care) ²	Self-care and other nonparental arrangements ³
Mother's work shift^{6,7}									
Regular shift	11,974	20	8	22	5	16	7	17	22
Variable shift	1,131	19	8	15	6	15	11	19	27
Neighborhood conditions⁸									
Concern regarding neighborhood health and safety conditions	2,875	16	5	25	6	13	9	20	26
No concern regarding neighborhood health and safety conditions	14,137	18	7	23	6	18	7	16	21
Household income									
\$25,000 or less	4,463	18	5	25	5	17	7	16	23
\$25,001 to \$50,000	4,315	21	7	21	5	16	7	17	24
\$50,001 to \$75,000	3,488	20	6	21	7	17	8	18	21
\$75,001 to \$100,000	2,144	16	10	25	6	18	7	16	19
\$100,001 or more	2,602	10	8	25	8	18	9	17	22
Poverty status⁹									
At or above poverty threshold	13,536	18	7	22	6	17	8	17	22
Below poverty threshold	3,476	17	5	26	5	18	7	15	22

¹Estimates include more than one arrangement of a given type (e.g., two relative arrangements).

²Estimates include any combination of relative care, nonrelative care, school- or center-based after-school programs, or activities used for supervision, but only one arrangement of a given type (e.g., one nonrelative after-school arrangement, one school- or center-based program, or activities used for supervision). Estimates do not include self-care.

³Estimates include self-care in combination with one or more arrangements including relative care, nonrelative care, center- or school-based after-school programs, or activities used for supervision.

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

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

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

⁷Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and with at least one weekly relative, nonrelative, school- or center-based after-school care arrangement, a weekly activity used for supervision, or self-care. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES: 2005).

Table 2-A. Standard errors for the percentage distribution of students from kindergarten through eighth grade with at least one weekly nonparental care arrangement whose parents reported various combinations of after-school arrangements, by type of arrangement and student and family characteristics: 2005

Characteristic	Number of students (thousands)	One relative arrangement only	One nonrelative arrangement only	One school- or center-based program only	One activity only, used for adult supervision	Self-care only	More than one nonparental arrangement of a single type ¹	Combination of nonparental arrangements (not including self-care) ²	Self-care and other nonparental arrangements ³
Total	245.0	0.7	0.5	0.8	0.4	0.6	0.5	0.8	0.8
Student's grade									
K-2	138.3	1.2	1.2	1.8	0.8	0.7	0.9	1.4	1.4
3-5	149.2	1.3	0.6	1.6	0.7	0.7	0.9	1.6	1.6
6-8	107.2	0.9	0.4	0.8	0.6	1.3	0.5	1.1	1.2
Student's sex									
Male	211.0	1.0	0.6	1.1	0.5	0.9	0.7	1.0	1.1
Female	210.0	1.1	0.8	1.1	0.7	1.0	0.6	1.4	1.2
Student's race/ethnicity									
White, non-Hispanic	177.6	1.1	0.6	1.0	0.6	0.8	0.7	1.0	1.0
Black, non-Hispanic	108.5	1.8	0.9	2.1	0.9	1.5	1.1	2.7	2.5
Hispanic	86.2	1.3	1.2	2.1	0.7	1.3	0.8	1.6	1.5
Asian or Pacific Islander, non-Hispanic	40.7	2.8	1.6	4.8	3.3	3.2	2.3	4.3	4.3
Other race, non-Hispanic ⁴	93.6	2.2	1.6	4.1	2.1	2.5	1.6	4.9	3.9
Family type									
Two parents	224.2	0.8	0.7	1.0	0.6	0.7	0.5	0.8	0.9
One parent	176.4	1.3	0.9	1.6	0.5	1.1	0.9	2.0	1.9
Nonparent guardian(s)	73.2	3.1	0.9	4.4	1.8	3.0	2.5	4.8	5.1
Parents' language spoken most at home⁵									
Both/only parent(s) speak(s) English	251.3	0.7	0.5	0.8	0.5	0.6	0.5	0.9	0.9
One of two parents speaks English	55.8	4.6	1.5	5.2	5.7	4.0	1.2	5.6	6.6
No parent speaks English	75.7	2.1	0.8	3.6	1.4	2.2	1.0	1.6	1.6
Mother's level of education⁶									
Less than a high school diploma	90.7	2.1	1.8	3.2	0.8	2.6	1.0	2.5	2.6
High school/GED	170.6	1.6	0.8	1.7	0.9	1.2	0.9	1.5	1.4
Vocational/technical or some college	168.1	1.4	0.9	1.4	0.7	1.1	0.7	2.2	1.8
Bachelor's degree	128.9	1.4	1.1	1.8	1.2	1.3	1.0	1.9	1.9
Graduate or professional degree	87.5	1.7	1.7	2.2	1.0	1.7	1.0	2.3	2.3
Mother's school enrollment status⁶									
Enrolled	137.0	2.4	1.2	2.6	0.9	1.9	1.1	2.8	2.4
Not enrolled	228.6	0.8	0.5	0.8	0.5	0.6	0.5	1.0	0.9
Mother's employment status⁶									
35 or more hours per week	241.6	0.9	0.7	1.0	0.4	0.8	0.5	1.0	1.1
Less than 35 hours per week	120.4	1.5	1.3	2.1	1.1	1.5	1.1	1.5	1.4
Looking for work	78.3	2.2	1.3	4.7	2.0	4.2	2.4	10.5	7.9
Not in the labor force	108.8	1.4	0.5	2.4	1.6	1.9	1.5	1.4	1.4
Graduate or professional degree	241.6	1.7	1.7	2.2	1.0	1.7	1.0	2.3	2.3

See notes at end of table.

Table 2-A. Standard errors for the percentage distribution of students from kindergarten through eighth grade with at least one weekly nonparental care arrangement whose parents reported various combinations of after-school arrangements, by type of arrangement and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	One relative arrangement only	One nonrelative arrangement only	One school- or center-based program only	One activity only, used for adult supervision	Self-care only	More than one nonparental arrangement of a single type ¹	Combination of nonparental arrangements (not including self-care) ²	Self-care and other nonparental arrangements ³
Mother's work shift^{6,7}									
Regular shift	227.0	0.9	0.6	0.9	0.4	0.7	0.5	0.8	0.9
Variable shift	82.5	2.4	2.1	2.3	1.7	2.8	2.1	4.3	3.7
Neighborhood conditions⁸									
Concern regarding neighborhood health and safety conditions	143.3	1.5	0.8	1.8	0.9	1.2	1.2	2.7	2.3
No concern regarding neighborhood health and safety conditions	234.3	0.8	0.6	0.9	0.5	0.7	0.5	0.8	0.8
Household income									
\$25,000 or less	133.0	1.5	0.9	1.7	0.7	1.3	1.0	2.2	1.8
\$25,001 to \$50,000	140.5	1.5	0.9	1.8	0.9	1.6	0.8	1.8	1.8
\$50,001 to \$75,000	139.0	1.5	0.7	1.8	1.0	1.3	1.3	2.1	1.8
\$75,001 to \$100,000	105.0	2.0	1.6	2.2	0.9	1.7	1.0	1.8	2.0
\$100,001 or more	101.4	1.1	1.2	1.9	1.2	1.4	1.1	1.9	1.8
Poverty status⁹									
At or above poverty threshold	218.9	0.8	0.5	0.8	0.5	0.7	0.5	0.8	0.8
Below poverty threshold	140.8	1.7	1.2	2.0	0.9	1.6	1.1	2.7	2.3

¹Estimates include more than one arrangement of a given type (e.g., two relative arrangements).

²Estimates include any combination of relative care, nonrelative care, school- or center-based after-school programs, or activities used for supervision, but only one arrangement of a given type (e.g., one nonrelative after-school arrangement, one school- or center-based program, or activities used for supervision). Estimates do not include self-care.

³Estimates include self-care in combination with one or more arrangements including relative care, nonrelative care, school- or center-based after-school programs, or activities used for supervision.

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

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

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

⁷Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and with at least one weekly relative, nonrelative, school- or center-based after-school care arrangement, a weekly activity used for supervision, or self-care. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES: 2005).

Table 3. Percentage of students from kindergarten through eighth grade receiving after-school care from a relative, by type of relative and student and family characteristics: 2005

Characteristic	Number of students (thousands)	Relative who provides after-school care			
		Grandparent ¹	Aunt or uncle	Sibling ²	All other relatives
Total	5,274	58	18	23	7
Student's grade					
K-2	1,852	68	19	13	7
3-5	1,966	54	18	24	9
6-8	1,455	51	16	34	6
Student's sex					
Male	2,730	59	18	23	8
Female	2,544	57	18	23	7
Student's race/ethnicity					
White, non-Hispanic	2,632	61	12	27	7
Black, non-Hispanic	1,215	52	30	16	9
Hispanic	941	59	23	18	7
Asian or Pacific Islander, non-Hispanic	130	69	21	9	8
Other race, non-Hispanic ³	357	48	11	37	7
Family type					
Two parents	2,864	56	15	29	5
One parent	2,101	62	21	16	9
Nonparent guardian(s)	309	49	27	11	19
Parents' language spoken most at home⁴					
Both/only parent(s) speak(s) English	4,778	59	17	23	8
One of two parents speaks English	147	46	18	30	12
No parent speaks English	349	43	37	21	4
Mother's level of education⁵					
Less than a high school diploma	378	50	26	20	11
High school/GED	1,680	58	23	19	7
Vocational/technical or some college	1,808	56	16	27	6
Bachelor's degree	646	65	12	26	3
Graduate or professional degree	465	62	10	25	7
Mother's school enrollment status⁵					
Enrolled	767	64	19	20	8
Not enrolled	4,210	57	18	24	6

See notes at end of table.

Table 3. Percentage of students from kindergarten through eighth grade receiving after-school care from a relative, by type of relative and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Relative who provides after-school care			
		Grandparent ¹	Aunt or uncle	Sibling ²	All other relatives
Mother's employment status⁵					
35 or more hours per week	3,567	57	17	25	6
Less than 35 hours per week	852	61	17	24	6
Looking for work	207	51	39	7	4
Not in the labor force	351	66	19	10	9
Mother's work shift^{5,6}					
Regular shift	3,994	57	17	26	6
Variable shift	426	71	15	17	10
Neighborhood conditions⁷					
Concern regarding neighborhood health and safety conditions	949	54	25	20	9
No concern regarding neighborhood health and safety conditions	4,324	59	17	24	7
Household income					
\$25,000 or less	1,448	58	27	16	7
\$25,001 to \$50,000	1,624	55	19	22	10
\$50,001 to \$75,000	1,130	60	13	26	7
\$75,001 to \$100,000	588	61	8	32	5
\$100,001 or more	483	58	12	30	5
Poverty status⁸					
At or above poverty threshold	4,175	59	15	25	8
Below poverty threshold	1,098	55	30	16	7

¹Estimates include students who receive care from grandmothers or grandfathers.

²Estimates include students who receive care from a biological, step, foster, or adopted sister or brother.

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

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

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

⁶Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and with at least one weekly relative care arrangement. Detail may not sum to totals because of rounding. Percentages may sum to more than 100 percent because students may have had more than one relative care arrangement.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPANHES: 2005).

Table 3-A. Standard errors for the percentage of students from kindergarten through eighth grade receiving after-school care from a relative, by type of relative and student and family characteristics: 2005

Characteristic	Number of students (thousands)	Relative who provides after-school care			
		Grandparent ¹	Aunt or uncle	Sibling ²	All other relatives
Total	169.3	1.8	1.6	1.6	0.9
Student's grade					
K-2	100.6	3.1	2.3	2.5	1.2
3-5	111.0	3.6	4.0	2.5	1.7
6-8	81.6	2.5	1.7	2.7	1.2
Student's sex					
Male	122.8	2.3	1.8	1.8	1.2
Female	139.3	3.0	2.8	2.3	1.2
Student's race/ethnicity					
White, non-Hispanic	106.3	2.4	1.7	1.9	1.1
Black, non-Hispanic	104.4	4.8	5.4	3.0	1.9
Hispanic	58.9	3.4	2.5	2.9	2.3
Asian or Pacific Islander, non-Hispanic	23.3	8.9	7.2	4.6	4.1
Other race, non-Hispanic ³	57.0	9.1	4.6	11.1	4.4
Family type					
Two parents	135.2	2.3	1.9	2.3	0.8
One parent	116.5	3.1	3.4	2.0	1.7
Nonparent guardian(s)	52.4	7.1	6.4	6.3!	4.7
Parents' language spoken most at home⁴					
Both/only parent(s) speak(s) English	169.1	1.9	1.8	1.7	0.9
One of two parents speaks English	29.0	11.7	6.6	13.6	6.3
No parent speaks English	34.5	4.6	4.9	4.6	1.7
Mother's level of education⁵					
Less than a high school diploma	44.6	5.8	5.2	4.4	3.5
High school/GED	102.9	3.4	3.0	2.6	1.5
Vocational/technical or some college	127.2	3.7	3.6	3.5	1.3
Bachelor's degree	57.7	4.3	2.8	3.8	1.3
Graduate or professional degree	52.7	5.0	2.5	4.9	2.9
Mother's level of education⁵					
Less than a high school diploma	90.4	5.8	5.2	4.4	3.5
High school/GED	153.0	3.4	3.0	2.6	1.5
Mother's school enrollment status⁵					
Enrolled	137.3	5.7	3.2	5.7	2.4
Not enrolled	57.0	2.1	2.0	1.8	0.9

See notes at end of table.

Table 3-A. Standard errors for the percentage of students from kindergarten through eighth grade receiving after-school care from a relative, by type of relative and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Relative who provides after-school care			
		Grandparent ¹	Aunt or uncle	Sibling ²	All other relatives
Mother's employment status⁵					
35 or more hours per week	137.3	2.3	1.6	2.0	1.0
Less than 35 hours per week	57.0	4.6	2.7	4.0	1.8
Looking for work	71.7	25.3	29.1	4.2	3.1
Not in the labor force	36.1	5.5	5.0	3.1	2.7
Mother's work shift^{5,6}					
Regular shift	157.4	2.0	1.6	1.8	0.9
Variable shift	54.8	5.0	3.5	3.7	3.6!
Neighborhood conditions⁷					
Concern regarding neighborhood health and safety conditions	100.0	5.3	6.3	3.6	1.7
No concern regarding neighborhood health and safety conditions	140.4	2.0	1.5	1.6	1.0
Household income					
\$25,000 or less	97.0	4.5	4.5	2.5	1.5
\$25,001 to \$50,000	94.8	2.9	2.4	2.3	2.0
\$50,001 to \$75,000	84.7	4.5	3.1	4.0	1.7
\$75,001 to \$100,000	65.0	5.9	2.8	6.0	2.4
\$100,001 or more	43.4	5.1	3.1	4.5	1.8
Poverty status⁸					
At or above poverty threshold	155.8	2.1	1.3	1.8	1.0
Below poverty threshold	84.9	5.2	5.5	3.2	1.5

¹Estimates include students who receive care from grandmothers or grandfathers.

²Estimates include students who receive care from a biological, step, foster, or adopted sister or brother.

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

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

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

⁶Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and with at least one weekly relative care arrangement. Detail may not sum to totals because of rounding. Percentages may sum to more than 100 percent because students may have had more than one relative care arrangement.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPANHES: 2005).

Table 4. Mean number of hours per week students from kindergarten through eighth grade spent in after-school care arrangements, by type of arrangement and student and family characteristics: 2005

Characteristic	Number of students (thousands)	At least one weekly nonparental after-school arrangement ¹	Hours spent per week in different types of nonparental after-school care arrangement ²				
			Relative	Nonrelative	School- or center-based	Activities used for supervision	Self-care
Total	17,012	7.5	10.6	10.2	7.3	4.5	4.6
Student's grade							
K-2	5,073	9.9	11.0	11.2	8.1	3.1	5.4
3-5	5,651	8.3	10.0	9.4	7.2	4.2	3.4
6-8	6,288	4.7	10.7	9.1	6.3	5.6	4.8
Student's sex							
Male	9,049	7.5	10.3	10.6	7.5	4.9	4.6
Female	7,963	7.4	10.9	9.8	7.0	4.2	4.6
Student's race/ethnicity							
White, non-Hispanic	8,740	6.3	8.9	9.0	6.8	4.5	4.5
Black, non-Hispanic	3,475	9.8	12.7	14.5	8.3	4.5	4.4
Hispanic	3,193	8.0	12.0	9.9	7.0	4.6	4.6
Asian or Pacific Islander, non-Hispanic	447	7.6	12.0	11.0	7.2	3.0	4.3
Other race, non-Hispanic ³	1,157	7.9	11.0	11.4	7.8	5.4	5.5
Family type							
Two parents	10,817	6.1	8.2	9.6	6.9	4.3	4.4
One parent	5,495	9.9	13.1	11.2	8.2	5.2	5.1
Nonparent guardian(s)	699	10.2	15.2	9.9	6.3	4.7	4.5
Parents' language spoken most at home⁴							
Both/only parent(s) speak(s) English	15,257	7.5	10.3	10.2	7.4	4.6	4.5
One of two parents speaks English	398	7.3	12.5	12.5	5.3	3.5	6.2
No parent speaks English	1,357	7.2	13.2	10.0	6.8	3.3	4.8
Mother's level of education⁵							
Less than a high school diploma	1,427	7.2	13.6	12.7	6.1	4.8	5.3
High school/GED	4,868	8.0	11.2	11.6	7.7	4.6	4.3
Vocational/technical or some college	5,094	7.7	9.9	10.0	7.3	4.1	4.7
Bachelor's degree	2,786	6.7	9.2	9.6	7.1	4.4	4.5
Graduate or professional degree	1,997	6.6	8.5	8.8	7.6	5.1	4.5
Mother's school enrollment status⁵							
Enrolled	2,336	7.3	9.4	9.8	7.6	4.1	4.5
Not enrolled	13,836	7.4	10.6	10.3	7.3	4.6	4.6
Mother's employment status⁵							
35 or more hours per week	9,945	8.4	10.2	11.3	8.0	4.6	5.0
Less than 35 hours per week	3,159	5.9	9.2	7.7	6.7	4.4	3.6
Looking for work	696	8.9	13.7	8.9	6.7	5.6	5.0
Not in the labor force	2,372	5.1	13.1	7.3	5.7	3.9	4.4

See notes at end of table.

Table 4. Mean number of hours per week students from kindergarten through eighth grade spent in after-school care arrangements, by type of arrangement and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	At least one weekly nonparental after-school arrangement ¹	Hours spent per week in different types of nonparental after-school care arrangement ²				
			Relative	Nonrelative	School- or center-based	Activities used for supervision	Self-care
Mother's work shift^{5,6}							
Regular shift	11,974	7.6	9.4	10.4	7.9	4.6	4.6
Variable shift	1,131	9.8	15.9	11.3	6.1	4.8	4.4
Neighborhood conditions⁷							
Concern regarding neighborhood health and safety conditions	2,875	8.9	12.7	10.9	7.1	4.6	4.6
No concern regarding neighborhood health and safety conditions	14,137	7.2	10.1	10.0	7.3	4.5	4.6
Household income							
\$25,000 or less	4,463	9.0	13.4	12.4	7.6	4.8	4.8
\$25,001 to \$50,000	4,315	8.2	10.7	11.0	7.4	4.5	4.6
\$50,001 to \$75,000	3,488	6.2	8.8	7.9	6.7	4.1	3.9
\$75,001 to \$100,000	2,144	6.5	8.2	8.4	7.7	4.8	4.7
\$100,001 or more	2,602	6.1	8.5	9.9	7.0	4.7	4.9
Poverty status⁸							
At or above poverty threshold	13,536	7.1	9.8	9.6	7.3	4.5	4.5
Below poverty threshold	3,476	8.8	13.5	13.2	7.2	5.0	4.7

¹Estimate indicates hours per week, per student, across all weekly arrangements of all types. For students with more than one arrangement, the hours for each arrangement are summed to calculate the total amount of time in after-school care per week.

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

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

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

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

⁶Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include all students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and with at least one weekly nonparental care arrangement. Students may have multiple arrangements. The sum of hours in nonparental arrangements is taken for each student. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPANHES: 2005).

Table 4-A. Standard errors for the mean number of hours per week students from kindergarten through eighth grade spent in after-school care arrangements, by type of arrangement and student and family characteristics: 2005

Characteristic	Number of students (thousands)	At least one weekly nonparental after-school arrangement ¹	Hours spent per week in different types of nonparental after-school care arrangement ²				
			Relative	Nonrelative	School- or center-based	Activities used for supervision	Self-care
Total	245.0	0.18	0.39	0.45	0.19	0.12	0.14
Student's grade							
K-2	138.3	0.37	0.62	0.70	0.28	0.34	1.13
3-5	149.2	0.35	0.73	0.53	0.32	0.21	0.29
6-8	107.2	0.20	0.49	0.69	0.25	0.21	0.14
Student's sex							
Male	211.0	0.23	0.38	0.60	0.26	0.18	0.20
Female	210.0	0.31	0.70	0.71	0.26	0.20	0.18
Student's race/ethnicity							
White, non-Hispanic	177.6	0.19	0.43	0.44	0.21	0.16	0.16
Black, non-Hispanic	108.5	0.58	1.05	2.04	0.48	0.32	0.41
Hispanic	86.2	0.33	0.56	0.96	0.33	0.28	0.36
Asian or Pacific Islander, non-Hispanic	40.7	0.91	2.39	2.06	0.79	0.57	0.82
Other race, non-Hispanic ³	93.6	0.78	1.72	2.06	0.83	1.21	0.52
Family type							
Two parents	224.2	0.15	0.30	0.50	0.17	0.16	0.16
One parent	176.4	0.42	0.72	0.86	0.39	0.25	0.35
Nonparent guardian(s)	73.2	0.93	1.33	2.76	0.59	0.63	0.96
Parents' language spoken most at home⁴							
Both/only parent(s) speak(s) English	251.3	0.18	0.39	0.47	0.21	0.12	0.14
One of two parents speaks English	55.8	1.39	2.83	4.56	0.58	1.35	0.91
No parent speaks English	75.7	0.46	0.98	1.31	0.47	0.43	0.50
Mother's level of education⁵							
Less than a high school diploma	90.7	0.54	1.37	1.41	0.51	0.58	0.74
High school/GED	170.6	0.38	0.68	1.29	0.35	0.32	0.23
Vocational/technical or some college	168.1	0.39	0.79	1.02	0.37	0.25	0.24
Bachelor's degree	128.9	0.29	0.83	0.61	0.37	0.28	0.31
Graduate or professional degree	87.5	0.31	0.70	0.66	0.35	0.41	0.33
Mother's school enrollment status⁵							
Enrolled	137.0	0.37	0.77	1.23	0.51	0.44	0.35
Not enrolled	228.6	0.21	0.47	0.53	0.21	0.13	0.17
Mother's employment status⁵							
35 or more hours per week	241.6	0.24	0.42	0.61	0.20	0.19	0.20
Less than 35 hours per week	120.4	0.30	0.61	0.67	0.38	0.25	0.22
Looking for work	78.3	1.87	5.56	2.04	1.44	1.02	0.51
Not in the labor force	108.8	0.35	1.40	0.95	0.41	0.32	0.38

See notes at end of table.

Table 4-A. Standard errors for the mean number of hours per week students from kindergarten through eighth grade spent in after-school care arrangements, by type of arrangement and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	At least one weekly nonparental after-school arrangement ¹	Hours spent per week in different types of nonparental after-school care arrangement ²				
			Relative	Nonrelative	School- or center-based	Activities used for supervision	Self-care
Mother's work shift^{5,6}							
Regular shift	227.0	0.19	0.29	0.56	0.19	0.16	0.17
Variable shift	82.5	1.16	1.87	1.52	0.52	0.71	0.45
Neighborhood conditions⁷							
Concern regarding neighborhood health and safety conditions	143.3	0.55	1.32	1.07	0.52	0.32	0.35
No concern regarding neighborhood health and safety conditions	234.3	0.18	0.36	0.52	0.17	0.14	0.15
Household income							
\$25,000 or less	133.0	0.47	1.08	1.08	0.42	0.31	0.34
\$25,001 to \$50,000	140.5	0.40	0.49	1.28	0.37	0.35	0.34
\$50,001 to \$75,000	139.0	0.26	0.58	0.49	0.32	0.27	0.19
\$75,001 to \$100,000	105.0	0.30	0.68	0.75	0.42	0.42	0.32
\$100,001 or more	101.4	0.26	0.61	0.55	0.28	0.36	0.29
Poverty status⁸							
At or above poverty threshold	218.9	0.18	0.33	0.48	0.18	0.15	0.14
Below poverty threshold	140.8	0.54	1.19	1.47	0.53	0.36	0.39

¹Estimate indicates hours per week, per student, across all weekly arrangements of all types. For students with more than one arrangement, the hours for each arrangement are summed to calculate the total amount of time in after-school care per week.

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

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

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

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

⁶Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include all students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and with at least one weekly nonparental care arrangement. Students may have multiple arrangements. The sum of hours in nonparental arrangements is taken for each student. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES: 2005).

Table 5. Mean hourly out-of-pocket expense for current after-school arrangements that have any out-of-pocket expense for students in kindergarten through eighth grade, by type of arrangement and student and family characteristics: 2005

Characteristic	Number of students (thousands)	Hourly out-of-pocket expense by type of weekly nonparental after-school care arrangement ¹		
		Relative	Nonrelative	School- or center-based
Total	5,863	\$7.09	\$9.30	\$7.29
Student's grade				
K-2	2,649	8.57	8.72	6.78
3-5	2,210	5.90	10.17	7.79
6-8	1,005	5.49	9.27	7.53
Student's sex				
Male	3,154	8.18	11.40	7.25
Female	2,709	6.18	6.78	7.34
Student's race/ethnicity				
White, non-Hispanic	3,100	7.00	10.18	7.12
Black, non-Hispanic	1,099	6.34	6.73	7.31
Hispanic	1,083	8.69	9.08	8.25
Asian or Pacific Islander, non-Hispanic	137	5.14	14.55	8.09
Other race, non-Hispanic ²	445	6.73	6.39	6.01
Family type				
Two parents	3,938	7.49	10.62	7.82
One parent	1,823	6.74	6.27	6.09
Nonparent guardian(s)	102	7.02	14.16!	5.53
Parents' language spoken most at home³				
Both/only parent(s) speak(s) English	5,431	6.95	9.40	7.27
One of two parents speaks English	74	5.01	5.29	6.51
No parent speaks English	359	8.61	7.98	8.03
Mother's level of education⁴				
Less than a high school diploma	277	14.12	4.37	6.45
High school/GED	1,363	8.08	5.40	5.78
Vocational/technical or some college	1,858	4.64	12.84	8.01
Bachelor's degree	1,214	6.21	9.09	6.60
Graduate or professional degree	912	9.04	10.36	8.51
Mother's school enrollment status⁴				
Enrolled	766	10.67	14.99	7.07
Not enrolled	4,858	6.54	8.57	7.28
Mother's employment status⁴				
35 or more hours per week	3,867	7.30	8.73	6.53
Less than 35 hours per week	1,023	6.61	12.15	10.40
Looking for work	195	3.20!	6.17	6.49
Not in the labor force	538	15.44!	10.57	7.17

See notes at end of table.

Table 5. Mean hourly out-of-pocket expense for current after-school arrangements that have any out-of-pocket expense for students in kindergarten through eighth grade, by type of arrangement and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Hourly out-of-pocket expense by type of weekly nonparental after-school care arrangement ¹		
		Relative	Nonrelative	School- or center-based
Mother's work shift^{4,5}				
Regular shift	4,545	\$7.51	\$9.50	\$7.19
Variable shift	345	4.30	8.48	8.60
Neighborhood conditions⁶				
Concern regarding neighborhood health and safety conditions	1,101	5.56	7.21	7.11
No concern regarding neighborhood health and safety conditions	4,763	7.70	9.74	7.33
Household income				
\$25,000 or less	1,140	6.35	4.54	4.73
\$25,001 to \$50,000	1,394	6.68	6.61	5.91
\$50,001 to \$75,000	1,182	9.47	9.13	7.51
\$75,001 to \$100,000	858	4.61	15.74	7.25
\$100,001 or more	1,289	8.46	13.50	9.70
Poverty status⁷				
At or above poverty threshold	5,082	8.10	10.15	7.57
Below poverty threshold	781	4.53	4.43	4.50

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

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

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

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

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

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade and not homeschooled, not older than 15 years, who have at least one weekly after-school care arrangement with some out-of-pocket expense. Students for whom no fee was charged, for whom another source paid the entire fee for after-school care, or for whom the period of time covered by the amount indicated (e.g., per hour, per week, etc.) could not be determined are excluded from the estimates. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES: 2005).

Table 5-A. Standard errors for the mean hourly out-of-pocket expense for current after-school arrangements that have any out-of-pocket expense for students in kindergarten through eighth grade, by type of arrangement and student and family characteristics: 2005

Characteristic	Number of students (thousands)	Hourly out-of-pocket expense by type of weekly nonparental after-school care arrangement ¹		
		Relative	Nonrelative	School- or center-based
Total	190.8	\$1.016	\$1.143	\$0.501
Student's grade				
K-2	125.5	1.766	1.658	0.439
3-5	110.7	1.528	2.271	1.056
6-8	56.3	0.917	1.024	0.985
Student's sex				
Male	135.7	1.531	1.983	0.821
Female	153.0	1.442	0.614	0.443
Student's race/ethnicity				
White, non-Hispanic	122.6	1.700	1.625	0.460
Black, non-Hispanic	95.9	2.510	1.283	0.763
Hispanic	72.7	1.476	2.507	2.410
Asian or Pacific Islander, non-Hispanic	22.1	1.034	6.569	1.491
Other race, non-Hispanic ²	72.0	0.809	1.260	0.776
Family type				
Two parents	159.8	1.194	1.594	0.698
One parent	106.7	1.626	0.575	0.475
Nonparent guardian(s)	24.1	2.601	11.394!	1.377
Parents' language spoken most at home³				
Both/only parent(s) speak(s) English	185.7	1.226	1.209	0.523
One of two parents speaks English	17.5	1.445	2.275	1.429
No parent speaks English	59.6	2.993	2.065	1.362
Mother's level of education⁴				
Less than a high school diploma	42.3	4.878	0.694	2.030
High school/GED	86.7	1.990	0.937	0.518
Vocational/technical or some college	140.5	1.512	3.421	1.407
Bachelor's degree	82.2	1.208	1.072	0.443
Graduate or professional degree	69.6	4.211	0.687	0.942
Mother's school enrollment status⁴				
Enrolled	78.5	4.352	6.290	0.852
Not enrolled	183.6	1.006	0.992	0.588
Mother's employment status⁴				
35 or more hours per week	160.2	0.974	1.311	0.378
Less than 35 hours per week	84.4	1.588	3.952	2.323
Looking for work	69.5	9.302!	2.031	1.673
Not in the labor force	51.8	12.059!	1.907	1.090

See notes at end of table.

Table 5-A. Standard errors for the mean hourly out-of-pocket expense for current after-school arrangements that have any out-of-pocket expense for students in kindergarten through eighth grade, by type of arrangement and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Hourly out-of-pocket expense by type of weekly nonparental after-school care arrangement ¹		
		Relative	Nonrelative	School- or center-based
Mother's work shift^{4,5}				
Regular shift	175.6	\$0.939	\$1.410	\$0.608
Variable shift	41.3	0.757	2.071	1.338
Neighborhood conditions⁶				
Concern regarding neighborhood health and safety conditions	103.5	2.225	0.738	0.695
No concern regarding neighborhood health and safety conditions	165.6	1.074	1.408	0.559
Household income				
\$25,000 or less	95.0	2.400	0.618	0.542
\$25,001 to \$50,000	101.0	1.220	0.927	0.584
\$50,001 to \$75,000	94.0	3.011	2.080	0.981
\$75,001 to \$100,000	63.9	1.488	5.853	0.656
\$100,001 or more	74.8	1.948	3.462	1.507
Poverty status⁷				
At or above poverty threshold	163.8	1.194	1.301	0.541
Below poverty threshold	90.6	1.876	0.848	0.801

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

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

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

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

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

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade and not homeschooled, not older than 15 years, who have at least one weekly after-school care arrangement with some out-of-pocket expense. Students for whom no fee was charged, for whom another source paid the entire fee for after-school care, or for whom the period of time covered by the amount indicated (e.g., per hour, per week, etc.) could not be determined are excluded from the estimates. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPANHES: 2005).

Table 6. Mean weekly out-of-pocket expense for current after-school arrangements that have any out-of-pocket expense for students in kindergarten through eighth grade, by type of arrangement and student and family characteristics: 2005

Characteristic	Number of students (thousands)	Weekly out-of-pocket expense by type of weekly nonparental after-school care arrangement ¹		
		Relative	Nonrelative	School- or center-based
Total	5,863	\$54.96	\$67.83	\$40.12
Student's grade				
K-2	2,649	62.77	68.38	42.09
3-5	2,210	46.13	62.74	40.92
6-8	1,005	50.62	76.61	31.43
Student's sex				
Male	3,154	54.99	78.13	41.76
Female	2,709	54.93	55.42	38.19
Student's race/ethnicity				
White, non-Hispanic	3,100	63.37	68.01	37.75
Black, non-Hispanic	1,099	50.99	82.60	44.26
Hispanic	1,083	55.45	53.50	43.23
Asian or Pacific Islander, non-Hispanic	137	61.59	126.29	53.62
Other race, non-Hispanic ²	445	39.18!	66.19	35.37
Family type				
Two parents	3,938	48.24	71.55	41.02
One parent	1,823	61.62	58.92	38.01
Nonparent guardian(s)	102	36.84	89.48!	37.25
Parents' language spoken most at home³				
Both/only parent(s) speak(s) English	5,431	55.45	68.50	39.74
One of two parents speaks English	74	70.76	59.82	36.03
No parent speaks English	359	47.83	56.07	49.97
Mother's level of education⁴				
Less than a high school diploma	277	63.78	50.05	21.55
High school/GED	1,363	66.09	39.87	36.91
Vocational/technical or some college	1,858	35.71	66.46	39.04
Bachelor's degree	1,214	70.11	82.19	39.48
Graduate or professional degree	912	73.45	94.13	49.11
Mother's school enrollment status⁴				
Enrolled	766	61.64	69.77	41.56
Not enrolled	4,858	53.26	67.34	39.94
Mother's employment status⁴				
35 or more hours per week	3,867	58.33	73.50	41.62
Less than 35 hours per week	1,023	53.36	53.94	45.24
Looking for work	195	22.66!	33.91	41.97
Not in the labor force	538	75.53!	58.69	23.68

See notes at end of table.

Table 6. Mean weekly out-of-pocket expense for current after-school arrangements that have any out-of-pocket expense for students in kindergarten through eighth grade, by type of arrangement and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Weekly out-of-pocket expense by type of weekly nonparental after-school care arrangement ¹		
		Relative	Nonrelative	School- or center-based
Mother's work shift^{4,5}				
Regular shift	4,545	\$51.97	\$68.46	\$42.93
Variable shift	345	106.01!	84.73	33.50
Neighborhood conditions⁶				
Concern regarding neighborhood health and safety conditions	1,101	39.85	75.69	37.00
No concern regarding neighborhood health and safety conditions	4,763	60.97	66.20	40.80
Household income				
\$25,000 or less	1,140	59.82	42.51	24.40
\$25,001 to \$50,000	1,394	51.98	64.96	36.02
\$50,001 to \$75,000	1,182	43.65	57.76	36.91
\$75,001 to \$100,000	858	46.08	78.08	44.20
\$100,001 or more	1,289	76.52	98.82	51.94
Poverty status⁷				
At or above poverty threshold	5,082	61.86	72.27	41.91
Below poverty threshold	781	37.41	42.21	21.77

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

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

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

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

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

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and with at least one weekly after-school care arrangement with out-of-pocket expense. Students for whom no fee was charged, for whom another source paid the entire fee for after-school care, or for whom the period of time covered by the amount indicated (e.g., per hour, per week, etc.) could not be determined are excluded from the estimates. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES: 2005).

Table 6-A. Standard errors for the mean weekly out-of-pocket expense for current after-school arrangements that have any out-of-pocket expense for students in kindergarten through eighth grade, by type of arrangement and student and family characteristics: 2005

Characteristic	Number of students (thousands)	Weekly out-of-pocket expense by type of weekly nonparental after-school care arrangement ¹		
		Relative	Nonrelative	School- or center-based
Total	190.8	\$7.724	\$4.518	\$1.280
Student's grade				
K-2	125.5	14.005	6.874	1.868
3-5	110.7	11.574	6.047	2.399
6-8	56.3	5.653	10.790	3.676
Student's sex				
Male	135.7	5.870	7.220	1.865
Female	153.0	13.760	4.654	1.846
Student's race/ethnicity				
White, non-Hispanic	122.6	17.743	4.698	1.546
Black, non-Hispanic	95.9	12.356	22.306	3.199
Hispanic	72.7	5.947	9.627	5.102
Asian or Pacific Islander, non-Hispanic	22.1	15.302	45.991	8.933
Other race, non-Hispanic ²	72.0	39.817!	21.767	3.916
Family type				
Two parents	159.8	7.995	6.142	1.790
One parent	106.7	13.817	6.658	1.933
Nonparent guardian(s)	24.1	6.851	61.286!	9.892
Parents' language spoken most at home³				
Both/only parent(s) speak(s) English	185.7	8.880	4.753	1.323
One of two parents speaks English	17.5	26.489	20.204	10.193
No parent speaks English	59.6	10.583	10.307	8.336
Mother's level of education⁴				
Less than a high school diploma	42.3	11.090	7.276	5.291
High school/GED	86.7	15.852	5.311	3.212
Vocational/technical or some college	140.5	7.714	11.296	3.244
Bachelor's degree	82.2	21.790	9.489	2.214
Graduate or professional degree	69.6	29.174	11.289	3.090
Mother's school enrollment status⁴				
Enrolled	78.5	28.703	15.437	4.260
Not enrolled	183.6	8.596	4.730	1.570
Mother's employment status⁴				
35 or more hours per week	160.2	9.203	5.765	1.471
Less than 35 hours per week	84.4	12.891	7.673	5.063
Looking for work	69.5	18.192!	8.643	9.725
Not in the labor force	51.8	40.578!	9.228	4.067

See notes at end of table.

Table 6-A. Standard errors for the mean weekly out-of-pocket expense for current after-school arrangements that have any out-of-pocket expense for students in kindergarten through eighth grade, by type of arrangement and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Weekly out-of-pocket expense by type of weekly nonparental after-school care arrangement ¹		
		Relative	Nonrelative	School- or center-based
Mother's work shift^{4,5}				
Regular shift	175.6	\$5.721	\$5.493	\$1.531
Variable shift	41.3	65.927!	23.986	5.117
Neighborhood conditions⁶				
Concern regarding neighborhood health and safety conditions	103.5	10.767	13.147	2.698
No concern regarding neighborhood health and safety conditions	165.6	9.233	4.896	1.458
Household income				
\$25,000 or less	95.0	18.842	8.593	2.470
\$25,001 to \$50,000	101.0	7.248	12.745	2.814
\$50,001 to \$75,000	94.0	12.684	8.733	2.445
\$75,001 to \$100,000	63.9	22.568	11.349	2.921
\$100,001 or more	74.8	24.574	7.250	3.703
Poverty status⁷				
At or above poverty threshold	163.8	9.141	5.018	1.391
Below poverty threshold	90.6	9.320	13.262	3.290

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

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

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

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

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

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and with at least one weekly after-school care arrangement with out-of-pocket expense. Students for whom no fee was charged, for whom another source paid the entire fee for after-school care, or for whom the period of time covered by the amount indicated (e.g., per hour, per week, etc.) could not be determined are excluded from the estimates. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES: 2005).

Table 7. Percentage of students from kindergarten through eighth grade in weekly after-school arrangements that have a fee whose families are receiving assistance for after-school care fees, by type of arrangement and student and family characteristics: 2005

Characteristic	Number of students (thousands)	Percentage of students who receive assistance for after-school care
Total	4,388	20
Arrangement type¹		
Relative	867	29
Nonrelative	1,509	19
School- or center-based	4,046	17
Student's grade		
K-2	1,846	21
3-5	1,808	19
6-8	734	19
Student's sex		
Male	2,372	18
Female	2,016	21
Student's race/ethnicity		
White, non-Hispanic	2,237	15
Black, non-Hispanic	905	33
Hispanic	829	23
Asian or Pacific Islander, non-Hispanic	120	‡
Other race, non-Hispanic ²	297	14
Family type		
Two parents	2,907	11
One parent	1,339	35
Nonparent guardian(s)	142	59
Parents' language spoken most at home³		
Both/only parent(s) speak(s) English	4,100	20
One of two parents speaks English	53	‡
No parent speaks English	236	10
Mother's level of education⁴		
Less than a high school diploma	160	40
High school/GED	1,001	23
Vocational/technical or some college	1,454	22
Bachelor's degree	890	13
Graduate or professional degree	730	11
Mother's school enrollment status⁴		
Enrolled	570	26
Not enrolled	3,665	18

See notes at end of table.

Table 7. Percentage of students from kindergarten through eighth grade in weekly after-school arrangements that have a fee whose families are receiving assistance for after-school care fees, by type of arrangement and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Percentage of students who receive assistance for after-school care
Mother's employment status⁴		
35 or more hours per week	2,758	15
Less than 35 hours per week	777	19
Looking for work	197	61
Not in the labor force	502	26
Mother's work shift^{4,5}		
Regular shift	3,290	16
Variable shift	246	19
Neighborhood conditions⁶		
Concern regarding neighborhood health and safety conditions	855	27
No concern regarding neighborhood health and safety conditions	3,533	18
Household income		
\$25,000 or less	942	48
\$25,001 to \$50,000	949	19
\$50,001 to \$75,000	824	13
\$75,001 to \$100,000	700	5
\$100,001 or more	974	9
Poverty status⁷		
At or above poverty threshold	3,744	13
Below poverty threshold	645	56

‡Reporting standards not met; too few cases for analysis.

¹Children may receive assistance for more than one type of nonparental care arrangement; therefore arrangement types will not sum to total.

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

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

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

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and who are in at least one weekly after-school care arrangement. Families may receive assistance from multiple sources. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES: 2005).

Table 7-A. Standard errors for the percentage of students from kindergarten through eighth grade in weekly after-school arrangements that have a fee whose families are receiving assistance for after-school care fees, by type of arrangement and student and family characteristics: 2005

Characteristic	Number of students (thousands)	Percentage of students who receive assistance for after-school care
Total	174.8	1.8
Arrangement type¹		
Relative	107.0	7.2
Nonrelative	99.4	3.1
School- or center-based	158.4	1.4
Student's grade		
K-2	96.5	2.4
3-5	108.9	3.7
6-8	53.0	3.1
Student's sex		
Male	121.4	2.3
Female	129.3	2.9
Student's race/ethnicity		
White, non-Hispanic	108.4	1.8
Black, non-Hispanic	98.6	6.4
Hispanic	78.2	3.7
Asian or Pacific Islander, non-Hispanic	21.3	‡
Other race, non-Hispanic ²	44.2	3.4
Family type		
Two parents	128.0	1.5
One parent	100.1	4.7
Nonparent guardian(s)	40.1	12.7
Parents' language spoken most at home³		
Both/only parent(s) speak(s) English	174.6	1.8
One of two parents speaks English	14.5	‡
No parent speaks English	57.0	4.5
Mother's level of education⁴		
Less than a high school diploma	29.2	9.5
High school/GED	80.6	3.5
Vocational/technical or some college	117.7	4.6
Bachelor's degree	69.2	2.6
Graduate or professional degree	60.5	2.3
Mother's school enrollment status⁴		
Enrolled	57.5	4.1
Not enrolled	168.6	2.0

See notes at end of table.

Table 7-A. Standard errors for the percentage of students from kindergarten through eighth grade in weekly after-school arrangements that have a fee whose families are receiving assistance for after-school care fees, by type of arrangement and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Percentage of students who receive assistance for after-school care
Mother's employment status⁴		
35 or more hours per week	144.9	1.7
Less than 35 hours per week	76.7	3.7
Looking for work	69.6	19.8
Not in the labor force	57.2	6.0
Mother's work shift^{4,5}		
Regular shift	157.1	1.5
Variable shift	37.4	5.8
Neighborhood conditions⁶		
Concern regarding neighborhood health and safety conditions	93.1	6.9
No concern regarding neighborhood health and safety conditions	156.5	1.6
Household income		
\$25,000 or less	90.6	5.8
\$25,001 to \$50,000	87.6	3.2
\$50,001 to \$75,000	67.4	2.6
\$75,001 to \$100,000	60.7	1.9
\$100,001 or more	64.1	1.8
Poverty status⁷		
At or above poverty threshold	138.0	1.2
Below poverty threshold	88.4	7.2

‡Reporting standards not met; too few cases for analysis.

¹Children may receive assistance for more than one type of nonparental care arrangement; therefore arrangement types will not sum to total.

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

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

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

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and who are in at least one weekly after-school care arrangement. Families may receive assistance from multiple sources. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES: 2005).

Table 8. Mean child-to-care provider ratio for students from kindergarten through eighth grade in weekly nonparental after-school care arrangements, by type of arrangement and student and family characteristics: 2005

Characteristic	Number of students (thousands)	Mean number of children per care provider by type of weekly nonparental after-school care arrangement ¹		
		Relative	Nonrelative	School- or center-based
Total	12,802	1.8	2.9	8.6
Student's grade				
K-2	4,681	1.9	3.1	8.4
3-5	4,871	1.9	3.1	8.8
6-8	3,250	1.7	2.4	8.5
Student's sex				
Male	6,773	1.8	2.9	8.0
Female	6,028	1.9	3.0	9.2
Student's race/ethnicity				
White, non-Hispanic	6,279	1.6	3.2	9.0
Black, non-Hispanic	2,795	2.3	2.6	8.1
Hispanic	2,540	1.9	2.6	8.4
Asian or Pacific Islander, non-Hispanic	325	1.9	2.5	9.8
Other race, non-Hispanic ²	863	1.9	2.8	7.8
Family type				
Two parents	7,813	1.8	3.0	8.7
One parent	4,433	1.8	2.8	8.3
Nonparent guardian(s)	555	1.9	2.0	8.0
Parents' language spoken most at home³				
Both/only parent(s) speak(s) English	11,507	1.8	2.9	8.6
One of two parents speaks English	299	1.6	2.9	7.3
No parent speaks English	996	2.0	2.8	8.5
Mother's level of education⁴				
Less than a high school diploma	1,040	2.0	3.2	8.7
High school/GED	3,612	1.8	2.8	8.0
Vocational/technical or some college	3,932	2.0	3.3	8.5
Bachelor's degree	2,086	1.6	3.0	9.2
Graduate or professional degree	1,493	1.7	2.4	9.4
Mother's school enrollment status⁴				
Enrolled	1,823	1.9	2.9	9.2
Not enrolled	10,340	1.8	3.0	8.5
Mother's employment status⁴				
35 or more hours per week	7,843	1.8	3.1	8.6
Less than 35 hours per week	2,256	1.8	2.7	8.3
Looking for work	523	3.5	2.9	8.0
Not in the labor force	1,542	1.5	2.1	9.0

See notes at end of table.

Table 8. Mean child-to-care provider ratio for students from kindergarten through eighth grade in weekly nonparental after-school care arrangements, by type of arrangement and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Mean number of children per care provider by type of weekly nonparental after-school care arrangement ¹		
		Relative	Nonrelative	School- or center-based
Mother's work shift^{4,5}				
Regular shift	9,220	1.8	3.1	8.6
Variable shift	878	1.8	2.3	8.2
Neighborhood conditions⁶				
Concern regarding neighborhood health and safety conditions	2,307	2.0	2.7	9.1
No concern regarding neighborhood health and safety conditions	10,495	1.8	3.0	8.4
Household income				
\$25,000 or less	3,430	2.1	2.9	8.6
\$25,001 to \$50,000	3,351	1.7	3.4	8.1
\$50,001 to \$75,000	2,578	1.7	2.9	8.8
\$75,001 to \$100,000	1,596	1.6	3.0	8.7
\$100,001 or more	1,848	1.8	2.5	8.9
Poverty status⁷				
At or above poverty threshold	10,176	1.7	3.0	8.5
Below poverty threshold	2,626	2.3	2.8	8.8

¹Estimates indicate number of students per care provider for each arrangement type. For students with more than one arrangement of a single type, the mean child-to-care provider ratio is calculated for that type.

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

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

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

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include all students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and with at least one weekly relative, nonrelative, or school- or center-based after-school care arrangement. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES: 2005).

Table 8-A. Standard errors for the mean child-to-care provider ratio for students from kindergarten through eighth grade in weekly nonparental after-school care arrangements, by type of arrangement and student and family characteristics: 2005

Characteristic	Number of students (thousands)	Mean number of children per care provider by type of weekly nonparental after-school care arrangement ¹		
		Relative	Nonrelative	School- or center-based
Total	240.4	0.09	0.09	0.16
Student's grade				
K-2	140.2	0.11	0.13	0.28
3-5	150.3	0.20	0.17	0.25
6-8	104.3	0.05	0.14	0.31
Student's sex				
Male	198.1	0.08	0.13	0.21
Female	198.8	0.15	0.13	0.24
Student's race/ethnicity				
White, non-Hispanic	148.0	0.04	0.12	0.26
Black, non-Hispanic	103.8	0.30	0.23	0.37
Hispanic	93.5	0.08	0.14	0.34
Asian or Pacific Islander, non-Hispanic	35.2	0.37	0.28	0.84
Other race, non-Hispanic ²	85.0	0.35	0.35	0.55
Family type				
Two parents	216.3	0.09	0.12	0.21
One parent	148.3	0.18	0.14	0.25
Nonparent guardian(s)	72.7	0.32	0.50	0.77
Parents' language spoken most at home³				
Both/only parent(s) speak(s) English	237.0	0.09	0.09	0.17
One of two parents speaks English	38.4	0.21	0.44	0.63
No parent speaks English	67.6	0.16	0.30	0.65
Mother's level of education⁴				
Less than a high school diploma	78.5	0.14	0.38	0.68
High school/GED	154.1	0.10	0.18	0.33
Vocational/technical or some college	151.9	0.22	0.20	0.27
Bachelor's degree	106.7	0.11	0.19	0.32
Graduate or professional degree	83.8	0.11	0.17	0.49
Mother's school enrollment status⁵				
Enrolled	119.1	0.19	0.25	0.45
Not enrolled	215.1	0.10	0.11	0.19
Mother's employment status⁴				
35 or more hours per week	218.4	0.08	0.11	0.19
Less than 35 hours per week	110.2	0.12	0.21	0.56
Looking for work	75.8	1.65	0.30	0.57
Not in the labor force	92.7	0.11	0.23	0.43

See notes at end of table.

Table 8-A. Standard errors for the mean child-to-care provider ratio for students from kindergarten through eighth grade in weekly nonparental after-school care arrangements, by type of arrangement and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Mean number of children per care provider by type of weekly nonparental after-school care arrangement ¹		
		Relative	Nonrelative	School- or center-based
Mother's work shift^{4,5}				
Regular shift	227.0	0.07	0.11	0.21
Variable shift	65.6	0.23	0.31	0.48
Neighborhood conditions⁶				
Concern regarding neighborhood health and safety conditions	120.4	0.37	0.20	0.27
No concern regarding neighborhood health and safety conditions	225.8	0.07	0.10	0.19
Household income				
\$25,000 or less	129.2	0.26	0.15	0.31
\$25,001 to \$50,000	134.0	0.09	0.26	0.40
\$50,001 to \$75,000	127.1	0.14	0.16	0.34
\$75,001 to \$100,000	81.7	0.11	0.23	0.43
\$100,001 or more	86.4	0.12	0.18	0.39
Poverty status⁷				
At or above poverty threshold	213.8	0.06	0.10	0.16
Below poverty threshold	135.9	0.34	0.16	0.43

¹Estimates indicate number of students per care provider for each arrangement type. For students with more than one arrangement of a single type, the mean child-to-care provider ratio is calculated for that type.

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

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

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

⁵Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include all students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and with at least one weekly relative, nonrelative, or school- or center-based after-school care arrangement. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPANHES: 2005).

Table 9. Percentage of students from kindergarten through eighth grade participating in weekly nonparental after-school care arrangements, by activities, arrangement type, and student and family characteristics: 2005

Characteristic	Number of students (thousands)	Activity at nonparental after-school care arrangement						
		Homework, educational activities, reading, writing	Computers	Arts (perform or study music, crafts, drama)	Chores, work	Outdoor play, sports	Indoor play	Television, videos, video games, listen to music
Total	16,005	77	18	24	9	43	30	42
Arrangement type								
Relative	5,274	81	14	12	9	37	26	61
Nonrelative	1,962	71	2	16	5	52	42	37
School- or center-based	7,065	70	17	38	2	46	32	11
Self-care	4,267	76	20	10	19	26	13	22
Student's grade								
K-2	4,839	68	14	32	4	49	43	39
3-5	5,364	83	18	25	7	48	33	37
6-8	5,802	80	21	18	14	35	17	50
Student's sex								
Male	8,599	75	17	19	8	50	31	45
Female	7,406	80	18	31	10	36	29	39
Student's race/ethnicity								
White, non-Hispanic	8,130	73	17	25	8	46	32	42
Black, non-Hispanic	3,324	86	21	20	10	40	28	42
Hispanic	3,060	81	16	25	8	43	31	43
Asian or Pacific Islander, non-Hispanic	404	80	24	35	4	40	21	30
Other race, non-Hispanic ¹	1,087	76	14	31	9	40	30	45
Family type								
Two parents	10,034	76	16	25	9	43	30	40
One parent	5,315	80	20	23	9	44	31	46
Nonparent guardian(s)	657	78	15	25	8	46	22	48
Parents' language spoken most at home²								
Both/only parent(s) speak(s) English	14,360	77	18	24	9	44	30	42
One of two parents speaks English	364	83	15	24	12	32	30	44
No parent speaks English	1,281	78	18	25	8	36	32	43
Mother's level of education³								
Less than a high school diploma	1,383	77	15	17	9	43	33	44
High school/GED	4,531	78	17	25	12	43	27	44
Vocational/technical or some college	4,865	79	19	23	10	40	29	44
Bachelor's degree	2,550	75	17	27	4	48	33	40
Graduate or professional degree	1,868	74	18	30	5	49	36	35
Mother's school enrollment status³								
Enrolled	2,243	78	17	27	8	39	26	44
Not enrolled	12,953	77	18	24	9	45	31	42

See notes at end of table.

Table 9. Percentage of students from kindergarten through eighth grade participating in weekly nonparental after-school care arrangements, by activities, arrangement type, and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Activity at nonparental after-school care arrangement						
		Homework, educational activities, reading, writing	Computers	Arts (perform or study music, crafts, drama)	Chores, work	Outdoor play, sports	Indoor play	Television, videos, video games, listen to music
Mother's employment status³								
35 or more hours per week	9,538	78	17	24	8	46	32	44
Less than 35 hours per week	2,936	75	20	25	8	39	29	42
Looking for work	655	83	29	33	9	49	19	45
Not in the labor force	2,067	71	12	27	10	38	27	34
Mother's work shift^{3,4}								
Regular shift	11,409	78	18	23	9	44	31	43
Variable shift	1,065	78	19	28	6	48	33	49
Neighborhood conditions⁵								
Concern regarding neighborhood health and safety conditions	2,715	77	20	25	10	46	29	43
No concern regarding neighborhood health and safety conditions	13,290	77	17	24	9	43	31	42
Household income								
\$25,000 or less	4,246	79	20	21	9	41	29	47
\$25,001 to \$50,000	4,100	77	17	25	11	44	30	46
\$50,001 to \$75,000	3,246	76	17	23	8	44	32	38
\$75,001 to \$100,000	2,023	77	17	27	7	41	31	39
\$100,001 or more	2,389	76	17	28	6	47	31	35
Poverty status⁶								
At or above poverty threshold	12,716	77	18	25	9	44	31	42
Below poverty threshold	3,289	78	18	21	9	42	28	45

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

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

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

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and in at least one weekly after-school care arrangement. Students could have up to three activities. As a result, percentages may sum to more than 100. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPANHES: 2005).

Table 9-A. Standard errors for the percentage of students from kindergarten through eighth grade participating in weekly nonparental after-school care arrangements, by activities, arrangement type, and student and family characteristics: 2005

Characteristic	Number of students (thousands)	Activity at nonparental after-school care arrangement						
		Homework, educational activities, reading, writing	Computers	Arts (perform or study music, crafts, drama)	Chores, work	Outdoor play, sports	Indoor play	Television, videos, video games, listen to music
Total	261.2	0.8	0.8	0.8	0.6	1.1	0.8	1.2
Arrangement type								
Relative	169.3	1.1	1.2	0.9	1.0	2.0	1.4	1.6
Nonrelative	115.0	2.4	1.5	2.1	1.8	2.7	3.2	2.5
School- or center-based	204.3	1.4	1.4	1.5	0.4	1.7	1.3	0.9
Self-care	4267	1.6	1.4	1.1	1.5	1.5	1.2	1.3
Student's grade								
K-2	138.5	1.8	1.5	1.8	1.0	1.9	1.7	1.9
3-5	152.0	1.4	1.7	1.6	0.9	2.1	1.7	1.8
6-8	111.3	1.0	1.0	1.0	1.0	1.2	1.1	1.5
Student's sex								
Male	207.9	1.1	1.1	0.9	0.7	1.4	1.2	1.5
Female	219.0	1.0	1.4	1.3	0.9	1.7	1.1	1.7
Student's race/ethnicity								
White, non-Hispanic	176.9	1.1	1.0	1.2	0.7	1.4	1.3	1.3
Black, non-Hispanic	108.6	1.5	2.5	1.8	1.9	2.8	1.9	2.8
Hispanic	84.7	2.1	1.9	2.1	1.2	2.1	2.0	2.0
Asian or Pacific Islander, non-Hispanic	38.6	4.3	4.0	5.7	2.1	5.4	4.4	4.0
Other race, non-Hispanic ¹	90.9	3.0	3.0	4.0	2.5	3.9	3.4	4.3
Family type								
Two parents	233.1	1.0	0.9	1.1	0.7	1.3	1.0	1.3
One parent	171.5	1.4	1.7	1.5	1.0	1.6	1.5	2.0
Nonparent guardian(s)	73.2	3.5	3.9	5.5	3.2	6.1	3.2	4.7
Parents' language spoken most at home²								
Both/only parent(s) speak(s) English	269.9	0.8	0.9	0.8	0.7	1.2	0.9	1.2
One of two parents speaks English	49.3	3.9	4.5	4.9	5.9	6.8	6.2	8.1
No parent speaks English	71.8	3.8	3.9	3.8	1.4	2.6	3.0	3.0
Mother's level of education³								
Less than a high school diploma	89.4	3.1	2.4	2.3	1.5	3.3	3.1	3.1
High school/GED	163.2	1.8	1.7	1.9	1.4	2.0	1.6	2.0
Vocational/technical or some college	169.0	1.3	1.6	1.4	1.0	2.0	1.6	1.8
Bachelor's degree	126.3	1.6	1.4	2.0	0.7	2.0	2.1	2.1
Graduate or professional degree	86.9	2.3	2.0	2.4	1.1	2.7	2.2	2.5
Mother's school enrollment status³								
Enrolled	132.9	2.1	2.0	2.7	1.5	2.5	2.6	2.8
Not enrolled	242.0	0.9	1.0	0.8	0.6	1.2	0.9	1.2

See notes at end of table.

Table 9-A. Standard errors for the percentage of students from kindergarten through eighth grade participating in weekly nonparental after-school care arrangements, by activities, arrangement type, and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Activity at nonparental after-school care arrangement						
		Homework, educational activities, reading, writing	Computers	Arts (perform or study music, crafts, drama)	Chores, work	Outdoor play, sports	Indoor play	Television, videos, video games, listen to music
Mother's employment status³								
35 or more hours per week	244.4	1.0	1.0	0.9	0.8	1.3	1.2	1.4
Less than 35 hours per week	121.2	1.9	2.3	2.1	1.1	2.1	1.7	2.3
Looking for work	77.7	3.8	8.9	6.0	3.2	7.5	4.6	7.8
Not in the labor force	99.1	2.3	1.5	2.6	1.6	2.7	2.5	2.4
Mother's work shift^{3,4}								
Regular shift	242.2	0.9	1.0	0.9	0.7	1.2	1.0	1.3
Variable shift	79.3	3.0	3.6	3.7	1.3	4.0	3.3	4.0
Neighborhood conditions⁵								
Concern regarding neighborhood health and safety conditions	141.8	1.8	2.3	2.0	1.3	3.0	1.9	2.5
No concern regarding neighborhood health and safety conditions	236.9	0.9	1.0	0.9	0.7	1.1	0.9	1.3
Household income								
\$25,000 or less	135.4	1.5	2.4	1.4	1.4	2.3	1.7	2.3
\$25,001 to \$50,000	143.5	1.7	1.8	2.0	1.5	2.0	1.8	2.1
\$50,001 to \$75,000	140.2	1.6	1.5	1.5	1.0	2.3	1.8	2.4
\$75,001 to \$100,000	97.4	2.2	2.0	2.2	1.3	2.5	2.3	2.6
\$100,001 or more	99.0	1.7	1.4	2.1	1.1	2.0	1.8	2.0
Poverty status⁶								
At or above poverty threshold	235.1	0.8	0.8	0.9	0.6	1.0	0.9	1.2
Below poverty threshold	141.8	1.9	2.7	2.0	1.8	2.9	2.3	2.9

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

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

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

4Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and in at least one weekly after-school care arrangement. Students could have up to three activities. As a result, percentages may sum to more than 100. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPANHES: 2005).

Table 10. Percentage of students in a school- or center-based program at a specified location on a weekly basis, by student and family characteristics: 2005

Characteristic	Number of students (thousands)	Location of school- or center-based arrangement(s)					
		Church, synagogue, or other place of worship	Public school (K–12)	Private school (K–12)	Community center	Its own building	All other locations
Total	7,065	9	61	10	8	15	4
Student's grade							
K–2	2,433	8	53	12	8	19	4
3–5	2,897	10	63	10	9	14	4
6–8	1,735	9	69	9	8	10	4
Student's sex							
Male	3,838	10	60	10	9	14	3
Female	3,227	8	61	11	8	16	5
Student's race/ethnicity							
White, non-Hispanic	3,120	12	58	14	5	16	5
Black, non-Hispanic	1,761	9	60	9	12	15	3
Hispanic	1,523	5	65	6	13	12	3
Asian or Pacific Islander, non-Hispanic	191	3	73	12	4	12	6
Other race, non-Hispanic ¹	471	11	64	5	6	19	6!
Family type							
Two parents	4,426	10	60	13	7	14	5
One parent	2,314	9	63	6	10	14	3
Nonparent guardian(s)	325	9	60	2!	10	22	3
Parents' language spoken most at home²							
Both/only parent(s) speak(s) English	6,253	10	59	11	8	16	4
One of two parents speaks English	169	‡	82	7!	4!	‡	‡
No parent speaks English	643	3	70	2	18	8	3
Mother's level of education³							
Less than a high school diploma	657	4	79	‡	9	7	4!
High school/GED	1,952	10	62	5	12	14	3
Vocational/technical or some college	2,056	9	59	9	9	19	4
Bachelor's degree	1,210	11	58	16	5	13	6
Graduate or professional degree	889	8	50	25	5	17	4

See notes at end of table.

Table 10. Percentage of students in a school- or center-based program at a specified location on a weekly basis, by student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Location of school- or center-based arrangement(s)					
		Church, synagogue, or other place of worship	Public school (K–12)	Private school (K–12)	Community center	Its own building	All other locations
Mother's school enrollment status³							
Enrolled	944	11	57	8	7	19	5
Not enrolled	5,819	9	61	11	9	14	4
Mother's employment status³							
35 or more hours per week	4,004	9	60	13	7	16	4
Less than 35 hours per week	1,189	10	53	10	13	15	3
Looking for work	417	5!	68	3!	15	6	7!
Not in the labor force	1,153	13	67	4	8	15	6
Mother's work shift^{3,4}							
Regular shift	4,744	9	58	13	9	16	3
Variable shift	449	11	65	11	7	12	4!
Neighborhood conditions⁵							
Concern regarding neighborhood health and safety conditions ..	1,379	12	62	11	6	15	3
No concern regarding neighborhood health and safety conditions	5,686	9	60	10	9	15	5
Household income							
\$25,000 or less	1,991	8	65	3	12	14	4
\$25,001 to \$50,000	1,723	12	61	6	10	15	4
\$50,001 to \$75,000	1,334	8	64	10	8	14	4
\$75,001 to \$100,000	874	8	57	18	5	16	3
\$100,001 or more	1,143	10	51	24	4	15	8
Poverty status⁶							
At or above poverty threshold	5,513	9	60	13	8	15	4
Below poverty threshold	1,552	9	64	2	12	15	3

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

²Reporting standards not met.

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

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

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

⁶Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and enrolled in at least one weekly school- or center-based after-school care program. Students may have multiple school- or center-based after-school care arrangements, therefore percentages may sum to more than 100. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPANHES: 2005).

Table 10-A. Standard errors for the percentage of students in a school- or center-based program at a specified location on a weekly basis, by student and family characteristics: 2005

Characteristic	Number of students (thousands)	Location of school-or center-based arrangement(s)					
		Church, synagogue, or other place of worship	Public school (K-12)	Private school (K-12)	Community center	Its own building	All other locations
Total	204.3	0.7	1.7	0.8	1.1	1.3	0.5
Student's grade							
K-2	115.0	1.4	2.9	1.4	1.4	2.5	0.8
3-5	126.4	1.4	2.2	1.3	1.9	1.6	0.8
6-8	75.6	1.2	2.4	1.4	1.4	1.5	1.0
Student's sex							
Male	157.6	1.2	2.2	1.0	1.5	1.5	0.6
Female	148.3	1.0	2.4	1.3	1.3	1.8	0.8
Student's race/ethnicity							
White, non-Hispanic	115.3	1.2	1.8	1.1	0.8	1.9	0.9
Black, non-Hispanic	115.1	1.9	3.4	1.7	2.7	2.0	1.0
Hispanic	87.2	1.3	3.2	1.4	3.2	2.6	0.6
Asian or Pacific Islander, non-Hispanic	28.1	1.6!	6.2	4.2	2.1	4.4	2.7
Other race, non-Hispanic ¹	69.9	3.2	6.5	1.9	2.2	5.5	2.9!
Family type							
Two parents	160.7	0.9	1.8	1.2	1.3	1.6	0.7
One parent	123.3	1.6	3.4	0.8	2.1	2.0	0.7
Nonparent guardian(s)	58.9	2.7	6.8	1.3!	3.3	7.1	1.5
Parents' language spoken most at home²							
Both/only parent(s) speak(s) English	202.4	0.8	1.8	0.9	0.9	1.4	0.6
One of two parents speaks English	30.7	‡	7.9	6.1!	2.3!	‡	‡
No parent speaks English	63.5	1.0!	7.1	0.7	7.3	2.4	1.0
Mother's level of education³							
Less than a high school diploma	66.7	1.4	4.1	‡	2.7	2.1	2.3!
High school/GED	132.0	1.6	3.3	1.0	3.0	3.0	0.9
Vocational/technical or some college	115.5	1.5	2.8	1.4	1.6	2.6	0.7
Bachelor's degree	81.8	2.0	3.4	1.9	1.4	2.2	1.7
Graduate or professional degree	63.0	1.5	3.9	3.7	1.7	3.0	1.3

See notes at end of table.

Table 10-A. Standard errors for the percentage of students in a school- or center-based program at a specified location on a weekly basis, by student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Location of school- or center-based arrangement(s)					
		Church, synagogue, or other place of worship	Public school (K–12)	Private school (K–12)	Community center	Its own building	All other locations
Mother's school enrollment status³							
Enrolled	81.5	2.5	4.0	1.6	2.3	3.3	1.3
Not enrolled	190.5	0.8	1.8	0.9	1.3	1.4	0.6
Mother's employment status³							
35 or more hours per week	163.1	1.0	2.1	1.1	1.0	1.7	0.7
Less than 35 hours per week	93.9	1.7	3.9	2.0	5.1	2.7	1.1
Looking for work	74.9	3.4!	8.9	1.4!	6.8	3.0	3.8!
Not in the labor force	88.6	2.6	3.0	1.2	1.7	2.8	1.2
Mother's work shift^{3,4}							
Regular shift	179.1	0.9	1.9	1.1	1.5	1.6	0.5
Variable shift	53.1	3.0	6.0	2.8	2.8!	3.6	3.2!
Neighborhood conditions⁵							
Concern regarding neighborhood health and safety conditions ..	103.0	2.4	3.5	1.9	1.6	2.5	0.8
No concern regarding neighborhood health and safety conditions	196.8	0.9	1.9	1.0	1.3	1.4	0.6
Household income							
\$25,000 or less	105.3	1.5	3.6	0.7	2.2	2.4	1.0
\$25,001 to \$50,000	116.5	2.0	3.7	1.1	2.9	2.6	1.1
\$50,001 to \$75,000	91.3	1.6	3.3	1.6	2.0	2.4	1.2
\$75,001 to \$100,000	66.7	2.0	3.5	2.6	2.0	2.5	0.9
\$100,001 or more	70.9	1.6	3.0	3.1	1.0	2.4	1.6
Poverty status⁶							
At or above poverty threshold	175.5	0.8	1.6	1.0	1.1	1.2	0.6
Below poverty threshold	111.5	1.8	4.5	0.7	2.7	3.6	1.1

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

‡Reporting standards not met.

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

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

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

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and enrolled in at least one weekly school- or center-based after-school care program. Students may have multiple school- or center-based after-school care arrangements, therefore percentages may sum to more than 100. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPANHES: 2005).

Table 11. Percentage of students from kindergarten through eighth grade who use various methods of transportation to get to their school- or center-based program, by student and family characteristics: 2005

Characteristic	Number of students (thousands)	Transportation source to school- or center-based arrangements			
		School or school district	School- or center-based program	Parent or guardian provides transportation	All other modes of transportation
Total	7,065	6	9	15	11
Student's grade					
K-2	2,433	8	12	18	7
3-5	2,897	6	9	13	12
6-8	1,735	3	5	16	13
Student's sex					
Male	3,838	7	10	14	10
Female	3,227	5	8	16	11
Student's race/ethnicity					
White, non-Hispanic	3,120	7	7	19	9
Black, non-Hispanic	1,761	6	15	7	14
Hispanic	1,523	3	8	14	9
Asian or Pacific Islander, non-Hispanic	191	6	4	22	3
Other race, non-Hispanic ¹	471	9	6	20	13
Family type					
Two parents	4,426	6	8	19	8
One parent	2,314	6	10	10	15
Nonparent guardian(s)	325	4	19	7	14
Parents' language spoken most at home²					
Both/only parent(s) speak(s) English	6,253	6	10	15	11
One of two parents speaks English	169	3	1	7	2
No parent speaks English	643	5	3	20	6
Mother's level of education³					
Less than a high school diploma	657	6	6	7	10
High school/GED	1,952	5	10	18	12
Vocational/technical or some college	2,056	9	9	17	10
Bachelor's degree	1,210	5	9	16	12
Graduate or professional degree	889	4	11	13	11

See notes at end of table.

Table 11. Percentage of students from kindergarten through eighth grade who use various methods of transportation to get to their school- or center-based program, by student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Transportation source to school- or center-based arrangements			
		School or school district	School- or center-based program	Parent or guardian provides transportation	All other modes of transportation
Mother's school enrollment status³					
Enrolled	944	7	14	12	13
Not enrolled	5,819	6	9	16	11
Mother's employment status³					
35 or more hours per week	4,004	6	10	12	10
Less than 35 hours per week	1,189	8	10	21	9
Looking for work	417	3	7	10	14
Not in the labor force	1,153	4	6	21	14
Mother's work shift^{3,4}					
Regular shift	4,744	7	11	14	10
Variable shift	449	6	7	18	9
Neighborhood conditions⁵					
Concern regarding neighborhood health and safety conditions	1,379	5	11	12	11
No concern regarding neighborhood health and safety conditions	5,686	6	9	16	10
Household income					
\$25,000 or less	1,991	6	10	8	15
\$25,001 to \$50,000	1,723	6	10	19	11
\$50,001 to \$75,000	1,334	7	9	17	7
\$75,001 to \$100,000	874	4	11	13	7
\$100,001 or more	1,143	6	5	22	10
Poverty status⁶					
At or above poverty threshold	5,513	6	9	17	9
Below poverty threshold	1,552	6	10	9	15

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

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

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

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and enrolled in at least one weekly school- or center-based after-school care program. Respondents with a child who attended an after-school program at the same location in which the child attended school did not respond to this question. Students may have multiple school- or center-based after-school care arrangements, therefore percentages may sum to more than 100. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES: 2005).

Table 11-A. Standard errors for the percentage of students from kindergarten through eighth grade who use various methods of transportation to get to their school- or center-based program, by student and family characteristics: 2005

Characteristic	Number of students (thousands)	Transportation source to school- or center-based arrangements			
		School or school district	School- or center-based program	Parent or guardian provides transportation	All other modes of transportation
Total	204.3	0.7	0.8	1.2	1.2
Student's grade					
K-2	115.0	1.5	1.6	2.1	1.3
3-5	126.4	1.2	1.3	1.8	1.6
6-8	75.6	0.7	1.3	1.7	1.6
Student's sex					
Male	157.6	1.1	1.3	1.7	1.4
Female	148.3	0.7	1.0	1.7	1.8
Student's race/ethnicity					
White, non-Hispanic	115.3	1.1	1.0	1.8	1.1
Black, non-Hispanic	115.1	1.6	2.1	1.4	3.0
Hispanic	87.2	0.7	2.2	3.3	1.7
Asian or Pacific Islander, non-Hispanic	28.1	4.2	2.2	5.7	1.6
Other race, non-Hispanic ¹	69.9	3.3	3.1	4.5	4.0
Family type					
Two parents	160.7	0.8	0.9	1.7	1.1
One parent	123.3	1.5	1.5	1.7	2.5
Nonparent guardian(s)	58.9	3.0	7.1	2.8	3.7
Parents' language spoken most at home²					
Both/only parent(s) speak(s) English	202.4	0.8	0.9	1.1	1.3
One of two parents speaks English	30.7	1.8	0.8	3.6	1.6
No parent speaks English	63.5	1.7	1.1	7.6	1.5
Mother's level of education³					
Less than a high school diploma	66.7	2.3	2.5	2.0	3.2
High school/GED	132.0	1.3	1.9	2.9	2.2
Vocational/technical or some college	115.5	1.8	1.4	2.0	1.9
Bachelor's degree	81.8	1.3	1.9	2.3	2.3
Graduate or professional degree	63.0	1.2	2.2	2.1	2.2

See notes at end of table.

Table 11-A. Standard errors for the percentage of students from kindergarten through eighth grade who use various methods of transportation to get to their school- or center-based program, by student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Transportation source to school- or center-based arrangements			
		School or school district	School- or center-based program	Parent or guardian provides transportation	All other modes of transportation
Mother's school enrollment status³					
Enrolled	81.5	2.4	2.6	2.2	2.5
Not enrolled	190.5	0.7	0.9	1.3	1.3
Mother's employment status³					
35 or more hours per week	163.1	0.9	1.2	1.3	1.3
Less than 35 hours per week	93.9	2.0	2.0	4.0	1.8
Looking for work	74.9	2.4	3.0	4.3	7.2
Not in the labor force	88.6	1.3	2.3	2.6	2.5
Mother's work shift^{3,4}					
Regular shift	179.1	0.9	1.1	1.5	1.1
Variable shift	53.1	2.9	2.5	4.8	3.3
Neighborhood conditions⁵					
Concern regarding neighborhood health and safety conditions	103.0	1.5	2.1	1.9	2.4
No concern regarding neighborhood health and safety conditions	196.8	0.8	1.0	1.3	1.4
Household income					
\$25,000 or less	105.3	1.5	1.8	1.4	3.6
\$25,001 to \$50,000	116.5	1.4	2.0	3.6	1.8
\$50,001 to \$75,000	91.3	1.9	2.0	2.4	1.6
\$75,001 to \$100,000	66.7	1.3	2.4	2.0	1.9
\$100,001 or more	70.9	1.5	1.3	2.5	2.0
Poverty status⁶					
At or above poverty threshold	175.5	0.8	0.9	1.4	0.9
Below poverty threshold	111.5	1.8	2.1	2.2	4.5

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

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

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

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and enrolled in at least one weekly school- or center-based after-school care program. Respondents with a child who attended an after-school program at the same location in which the child attended school did not respond to this question. Students may have multiple school- or center-based after-school care arrangements, therefore percentages may sum to more than 100. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES: 2005).

Table 12. Percentage of students from kindergarten through eighth grade whose parents rate factors used to select a weekly after-school care arrangement as “very important,” by student and family characteristics: 2005

Characteristic	Number of students (thousands)	Factors rated as “very important” when selecting after-school care arrangement					Number of children in care group	
		Reliability	Availability of care provider	Location	Learning activities	Time with other children		Cost
Total	12,785	90	81	78	61	55	44	37
Arrangement type								
Relative	4,913	93	83	79	55	44	48	35
Nonrelative	1,741	93	85	76	51	48	38	36
School- or center-based	6,131	87	77	77	69	67	43	38
Student’s grade								
K–2	4,679	92	84	76	61	57	44	37
3–5	4,870	90	80	79	60	55	44	36
6–8	3,236	88	77	79	61	54	43	38
Student’s sex								
Male	6,759	91	81	78	63	58	44	36
Female	6,026	89	80	77	59	53	44	37
Student’s race/ethnicity								
White, non-Hispanic	6,263	91	79	73	51	48	36	29
Black, non-Hispanic	2,795	91	86	86	75	62	60	41
Hispanic	2,538	87	81	81	70	64	49	51
Asian or Pacific Islander, non-Hispanic	325	92	77	74	57	60	33	40
Other race, non-Hispanic ¹	863	88	76	76	66	63	40	38
Family type								
Two parents	7,801	89	77	75	57	53	40	33
One parent	4,429	91	86	80	67	59	52	43
Nonparent guardian(s)	555	93	79	87	64	68	42	37
Parents’ language spoken most at home²								
Both/only parent(s) speak(s) English	11,490	91	81	77	59	54	44	34
One of two parents speaks English	299	80	74	87	75	58	47	51
No parent speaks English	996	83	78	82	75	71	49	62
Mother’s level of education³								
Less than a high school diploma	1,039	81	81	84	78	73	57	58
High school/GED	3,603	89	82	82	66	60	52	43
Vocational/technical or some college	3,930	92	81	75	60	55	44	34
Bachelor’s degree	2,086	92	80	76	54	50	35	27
Graduate or professional degree	1,493	93	79	73	50	42	28	28

See notes at end of table.

Table 12. Percentage of students from kindergarten through eighth grade whose parents rate factors used to select a weekly after-school care arrangement as “very important,” by student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Factors rated as “very important” when selecting after-school care arrangement					Number of children in care group	
		Reliability	Availability of care provider	Location	Learning activities	Time with other children		Cost
Mother’s school enrollment status³								
Enrolled	1,822	91	83	75	67	59	41	37
Not enrolled	10,328	90	81	78	60	55	45	37
Mother’s employment status³								
35 or more hours per week	7,840	92	83	78	58	54	44	36
Less than 35 hours per week	2,255	91	78	76	62	53	45	33
Looking for work	523	89	88	82	78	61	48	42
Not in the labor force	1,533	79	73	75	69	66	43	44
Mother’s work shift^{3,4}								
Regular shift	9,217	92	82	78	58	53	44	35
Variable shift	878	89	78	78	69	61	47	39
Neighborhood conditions⁵								
Concern regarding neighborhood health and safety conditions	2,305	92	81	80	57	54	50	35
No concern regarding neighborhood health and safety conditions	10,480	90	81	77	62	56	43	37
Household income								
\$25,000 or less	3,430	87	82	81	71	63	57	44
\$25,001 to \$50,000	3,350	91	81	80	64	61	52	41
\$50,001 to \$75,000	2,566	92	82	76	57	50	40	33
\$75,001 to \$100,000	1,595	92	80	77	51	50	34	30
\$100,001 or more	1,845	91	75	70	50	45	21	25
Poverty status⁶								
At or above poverty threshold	10,159	91	81	77	58	53	41	35
Below poverty threshold	2,626	86	80	80	72	67	57	45

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

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

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

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates are reported for students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and who are in at least one weekly relative, nonrelative, or school- or center-based after-school care arrangement. If a student had multiple arrangements, the arrangement with the greatest average weekly hours was used. If two arrangements had the same number of weekly hours, one arrangement was randomly chosen at the time of the interview. Students whose parents responded to the survey items reported upon in this table with regard to a monthly arrangement were not included in this table. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPANHES: 2005).

Table 12-A. Standard errors for the percentage of students from kindergarten through eighth grade whose parents rate factors used to select a weekly after-school care arrangement as “very important,” by student and family characteristics: 2005

Characteristic	Number of students (thousands)	Factors rated as “very important” when selecting after-school care arrangement						Number of children in care group
		Reliability	Availability of care provider	Location	Learning activities	Time with other children	Cost	
Total	240.1	0.75	0.79	0.87	1.21	1.14	0.94	1.25
Arrangement type								
Relative	174.6	0.84	1.31	1.41	2.03	1.73	1.94	1.80
Nonrelative	113.8	1.59	2.42	2.50	3.23	2.89	2.88	2.76
School- or center-based	211.9	1.09	1.34	1.23	1.46	1.56	1.42	1.88
Student’s grade								
K–2	140.4	0.92	1.49	1.57	2.07	1.84	1.68	1.72
3–5	150.1	1.18	1.37	1.25	1.68	2.07	1.61	2.18
6–8	104.6	1.23	1.68	1.48	1.78	1.79	1.36	1.78
Student’s sex								
Male	197.5	0.86	1.28	1.25	1.69	1.44	1.46	1.71
Female	199.1	1.05	1.33	1.43	1.54	1.86	1.72	1.64
Student’s race/ethnicity								
White, non-Hispanic	145.7	0.84	1.14	1.33	1.52	1.49	1.37	1.77
Black, non-Hispanic	103.8	1.59	2.06	1.78	2.88	2.90	2.85	2.64
Hispanic	93.6	1.45	1.86	1.72	2.19	2.11	2.13	2.43
Asian or Pacific Islander, non-Hispanic	35.2	2.80	4.83	6.26	5.70	5.64	6.47	6.72
Other race, non-Hispanic ¹	85.0	3.49	4.00	3.59	4.39	5.02	5.09	5.51
Family type								
Two parents	216.2	1.02	1.20	1.11	1.47	1.32	1.36	1.64
One parent	148.8	0.94	1.04	1.58	1.89	2.04	1.85	1.92
Nonparent guardian(s)	72.7	2.89	5.69	3.03	5.76	5.63	5.21	5.05
Parents’ language spoken most at home²								
Both/only parent(s) speak(s) English	236.6	0.82	0.88	0.93	1.30	1.15	1.07	1.24
One of two parents speaks English	38.4	7.18	7.17	4.47	7.05	7.18	7.12	7.09
No parent speaks English	67.6	2.59	3.14	2.91	2.98	3.26	4.35	3.33
Mother’s level of education³								
Less than a high school diploma	78.5	3.71	2.87	3.19	2.78	2.93	3.69	3.43
High school/GED	154.9	1.16	1.65	1.47	2.34	2.39	2.03	2.58
Vocational/technical or some college	152.2	1.11	1.55	1.86	2.17	1.96	2.17	2.06
Bachelor’s degree	106.7	1.28	1.75	2.00	2.63	2.67	2.56	2.44
Graduate or professional degree	83.8	1.86	2.33	2.53	3.10	2.73	2.72	2.94

See notes at end of table.

Table 12-A. Standard errors for the percentage of students from kindergarten through eighth grade whose parents rate factors used to select a weekly after-school care arrangement as “very important,” by student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	Factors rated as “very important” when selecting after-school care arrangement						Number of children in care group	
		Reliability	Availability of care provider	Location	Learning activities	Time with other children	Cost		
Mother’s school enrollment status³									
Enrolled	119.1	1.40	1.98	2.69	2.88	3.32	3.07	3.51	
Not enrolled	214.5	0.88	0.96	0.95	1.29	1.36	1.11	1.43	
Mother’s employment status³									
35 or more hours per week	218.7	0.83	1.08	1.01	1.58	1.28	1.29	1.43	
Less than 35 hours per week	110.3	1.59	2.11	2.04	2.58	2.63	3.10	3.20	
Looking for work	75.8	3.67	3.48	4.68	4.66	9.97	9.13	7.33	
Not in the labor force	92.7	2.46	2.60	2.47	2.73	3.36	2.97	3.16	
Mother’s work shift^{3,4}									
Regular shift	227.4	0.77	0.89	0.96	1.43	1.25	1.22	1.48	
Variable shift	65.7	2.55	3.41	3.12	3.66	4.28	4.37	4.18	
Neighborhood conditions⁵									
Concern regarding neighborhood health and safety conditions	120.7	1.43	1.97	2.12	2.77	2.97	2.89	2.25	
No concern regarding neighborhood health and safety conditions	226.0	0.84	0.93	0.91	1.30	1.16	1.07	1.43	
Household income									
\$25,000 or less	129.2	1.75	1.77	1.96	2.25	2.51	2.20	2.58	
\$25,001 to \$50,000	133.8	1.11	1.71	1.60	2.19	2.25	2.25	2.40	
\$50,001 to \$75,000	126.0	1.14	1.98	2.05	2.39	2.42	2.33	2.41	
\$75,001 to \$100,000	81.9	1.52	2.11	2.25	3.03	3.42	2.85	3.08	
\$100,001 or more	86.5	1.58	2.06	2.47	2.62	2.87	2.17	2.04	
Poverty status⁶									
At or above poverty threshold	213.9	0.61	0.87	0.97	1.26	1.25	1.05	1.24	
Below poverty threshold	135.9	2.27	2.31	2.49	2.94	3.08	2.62	3.42	

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

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

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

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates are reported for students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and who are in at least one weekly relative, nonrelative, or school- or center-based after-school care arrangement. If a student had multiple arrangements, the arrangement with the greatest average weekly hours was used. If two arrangements had the same number of weekly hours, one arrangement was randomly chosen at the time of the interview. Students whose parents responded to the survey items reported upon in this table with regard to a monthly arrangement were not included in this table. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES: 2005).

Table 13. Percentage of students participating in after-school activities, by school activity and student and family characteristics: 2005

Characteristic	Number of students (thousands)	After-school activities						
		Sports	Religious activities or instruction	Arts (e.g., music, dance, painting)	Scouts	Volunteer work or community service	Academic activities (e.g., tutoring, math lab)	Clubs (e.g., yearbook, debate, book club)
Total	14,282	73	46	42	22	19	16	13
Student's grade								
K-2	3,932	72	41	42	26	7	8	5
3-5	5,125	73	45	43	29	16	17	12
6-8	5,225	74	51	42	13	32	21	20
Student's sex								
Male	7,150	81	44	30	21	17	17	11
Female	7,131	65	48	55	23	21	15	15
Student's race/ethnicity								
White, non-Hispanic	9,927	75	47	44	25	20	14	14
Black, non-Hispanic	1,549	59	53	33	14	19	29	9
Hispanic	1,627	77	40	36	14	15	16	10
Asian or Pacific Islander, non-Hispanic	334	67	29	53	15	16	29	20
Other race, non-Hispanic ¹	844	66	45	53	25	21	15	12
Family type								
Two parents	11,398	74	46	43	23	19	15	14
One parent	2,668	69	45	41	20	19	20	11
Nonparent guardian(s)	215	59	61	40	12	9	19	14
Parents' language spoken most at home²								
Both/only parent(s) speak(s) English	13,664	73	47	43	23	19	16	13
One of two parents speaks English	203	69	42	45	4	13	16	5
No parent speaks English	414	64	32	37	12	12	22	13
Mother's level of education³								
Less than a high school diploma	327	65	33	32	13	9	14	3
High school/GED	2,851	69	45	31	17	16	19	13
Vocational/technical or some college	4,294	69	49	41	22	20	16	11
Bachelor's degree	3,900	76	47	49	27	21	14	15
Graduate or professional degree	2,399	80	47	52	23	20	16	16
Mother's school enrollment status³								
Enrolled	1,458	71	45	44	22	21	18	12
Not enrolled	12,312	73	47	42	22	19	16	13

See notes at end of table.

Table 13. Percentage of students participating in after-school activities, by school activity and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	After-school activities						
		Sports	Religious activities or instruction	Arts (e.g., music, dance, painting)	Scouts	Volunteer work or community service	Academic activities (e.g., tutoring, math lab)	Clubs (e.g., yearbook, debate, book club)
Mother's employment status³								
35 or more hours per week	6,056	73	43	40	20	18	17	12
Less than 35 hours per week	3,700	75	52	45	26	22	16	16
Looking for work	386	66	54	35	17	14!	13	12!
Not in the labor force	3,628	72	47	46	24	18	15	12
Mother's work shift^{3,4}								
Regular shift	8,807	73	47	42	22	20	16	14
Variable shift	949	76	47	39	25	19	16	13
Neighborhood conditions⁵								
Concern regarding neighborhood health and safety conditions	2,077	67	51	42	23	22	20	12
No concern regarding neighborhood health and safety conditions	12,205	74	46	42	22	19	15	13
Household income								
\$25,000 or less	1,819	63	49	35	16	16	19	10
\$25,001 to \$50,000	2,794	62	49	37	21	21	18	13
\$50,001 to \$75,000	3,450	74	47	41	26	17	15	12
\$75,001 to \$100,000	2,327	77	45	45	26	21	16	15
\$100,001 or more	3,892	82	43	49	21	19	14	14
Poverty status⁶								
At or above poverty threshold	12,862	75	46	43	23	20	15	13
Below poverty threshold	1,419	57	48	34	18	13	22	11

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

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

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

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

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include all students in kindergarten through eighth grade, not older than 15 years, not homeschooled participating in weekly after-school activity. Students could participate in multiple activities and are not limited to students who have activities for supervision, therefore percentages may sum to more than 100. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPANHES: 2005).

Table 13-A. Standard errors for the percentage of students participating in after-school activities, by school activity and student and family characteristics: 2005

Characteristic	Number of students (thousands)	After-school activities						
		Sports	Religious activities or instruction	Arts (e.g., music, dance, painting)	Scouts	Volunteer work or community service	Academic activities (e.g., tutoring, math lab)	Clubs (e.g., yearbook, debate, book club)
Total	182.8	1.0	1.0	1.1	0.9	0.8	0.7	0.7
Student's grade								
K-2	139.2	2.1	1.8	2.2	1.9	1.0	1.3	0.9
3-5	130.1	1.8	1.9	1.9	1.5	1.4	1.4	1.2
6-8	97.8	1.3	1.2	1.4	0.8	1.2	1.2	1.1
Student's sex								
Male	190.7	1.3	1.6	1.3	1.1	1.1	1.0	0.8
Female	183.7	1.5	1.4	1.4	1.2	1.1	1.0	1.0
Student's race/ethnicity								
White, non-Hispanic	147.7	1.0	1.1	1.1	1.1	0.9	0.8	0.8
Black, non-Hispanic	108.3	4.8	4.5	3.7	2.4	2.9	3.2	2.0
Hispanic	81.2	2.1	3.1	2.7	2.1	1.7	1.8	1.4
Asian or Pacific Islander, non-Hispanic	41.2	7.0	6.3	5.7	4.6	3.4	5.4	5.7
Other race, non-Hispanic ¹	75.6	5.3	5.1	5.0	3.8	3.7	2.6	2.8
Family type								
Two parents	205.3	1.0	1.1	1.3	1.0	0.9	0.8	0.8
One parent	146.3	2.6	2.3	2.7	1.7	1.9	1.8	1.5
Nonparent guardian(s)	28.8	6.3	6.3	5.2	3.5	3.4	4.9	4.0
Parents' language spoken most at home²								
Both/only parent(s) speak(s) English	177.3	1.0	1.0	1.1	0.9	0.8	0.7	0.7
One of two parents speaks English	40.0	11.1	10.9	11.0	2.4	4.0	6.1	2.0
No parent speaks English	37.7	4.3	4.6	4.6	3.6	3.2	4.2	3.3
Mother's level of education³								
Less than a high school diploma	38.0	4.4	5.1	6.2	3.8	2.8	3.3	1.5!
High school/GED	119.1	2.0	2.4	2.5	1.8	1.2	1.9	1.4
Vocational/technical or some college	171.7	2.3	2.1	1.8	1.8	1.4	1.2	1.1
Bachelor's degree	133.9	1.5	2.0	1.9	1.7	1.3	1.3	1.5
Graduate or professional degree	101.0	1.9	2.3	2.2	1.8	2.0	1.5	1.5
Mother's school enrollment status³								
Enrolled	108.4	3.5	3.2	3.1	2.4	2.8	2.1	1.6
Not enrolled	186.3	1.1	1.1	1.1	1.0	0.8	0.8	0.8

See notes at end of table.

Table 13-A. Standard errors for the percentage of students participating in after-school activities, by school activity and student and family characteristics: 2005—Continued

Characteristic	Number of students (thousands)	After-school activities						
		Sports	Religious activities or instruction	Arts (e.g., music, dance, painting)	Scouts	Volunteer work or community service	Academic activities (e.g., tutoring, math lab)	Clubs (e.g., yearbook, debate, book club)
Mother's employment status³								
35 or more hours per week	170.1	1.6	1.5	1.6	1.1	1.1	1.1	0.8
Less than 35 hours per week	118.1	1.5	1.8	1.7	1.7	1.7	1.4	1.5
Looking for work	75.6	13.7	10.3	8.9	5.3	5.0!	4.2	4.1!
Not in the labor force	144.9	1.6	1.9	2.3	1.9	1.6	1.3	1.3
Mother's work shift^{3,4}								
Regular shift	184.2	1.3	1.3	1.3	1.1	0.9	1.0	0.8
Variable shift	86.9	2.7	4.1	3.7	3.2	3.2	2.2	2.3
Neighborhood conditions⁵								
Concern regarding neighborhood health and safety conditions	129.6	3.8	2.7	2.6	2.1	2.2	2.1	1.7
No concern regarding neighborhood health and safety conditions	184.8	1.0	1.0	1.2	1.0	0.8	0.8	0.7
Household income								
\$25,000 or less	99.7	4.0	4.0	3.3	2.0	2.0	2.3	1.9
\$25,001 to \$50,000	122.0	2.0	2.4	2.2	1.8	2.1	1.8	1.6
\$50,001 to \$75,000	123.7	1.9	2.1	2.1	2.1	1.3	1.5	1.3
\$75,001 to \$100,000	111.7	1.7	2.2	2.2	2.1	1.8	1.5	1.6
\$100,001 or more	121.3	1.4	2.1	1.9	1.6	1.4	1.1	1.4
Poverty status⁶								
At or above poverty threshold	184.0	0.9	1.1	1.1	0.9	0.8	0.7	0.7
Below poverty threshold	103.3	4.9	4.8	4.1	2.9	2.4	3.4	2.3

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

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

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

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

⁴Work shifts were collapsed into two categories: regular and variable work shifts. A regular work shift is one with set hours. A variable shift is one that changes from days to evenings or nights regardless of whether the hours are set by the employer or the employee. The number of hours worked was not considered in the creation of this variable.

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

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

NOTE: Estimates include all students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and participating in a weekly after-school activity. Students could participate in multiple activities and are not limited to students who have activities for supervision, therefore percentages may sum to more than 100. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPANHES: 2005).

Table 14. Percentage of students from kindergarten through eighth grade whose schools sponsored at least some of the after-school activities in which they participated, by school activity: 2005

Activity	Number of students (thousands)	Percentage of students in activity	Number of students in activity sponsored by school (thousands)	Percentage of students in activity sponsored by school
Arts (e.g., music, dance, painting)	14,282	42	1,651	27
Sports	14,282	73	3,306	32
Clubs (e.g., yearbook, debate, book club)	14,282	13	1,629	87
Academic activities (e.g., tutoring, math lab)	14,282	16	1,565	68
Volunteer work or community service	14,282	19	909	33
Religious activities or instruction	14,282	46	352	5

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and participating in weekly activities. Students could participate in multiple activities. As a result, columns may sum to more than 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES: 2005).

Table 14-A. Standard errors for the percentage of students from kindergarten through eighth grade whose schools sponsored at least some of the after-school activities in which they participated, by school activity: 2005

Activity	Number of students (thousands)	Percentage of students in activity	Number of students in activity sponsored by school (thousands)	Percentage of student in activities sponsored by school
Arts (e.g., music, dance, painting)	182.8	1.1	85.6	1.2
Sports	182.8	1.0	120.6	1.1
Clubs (e.g., yearbook, debate, book club)	182.8	0.7	87.6	1.7
Academic activities (e.g., tutoring, math lab)	182.8	0.7	91.7	2.0
Volunteer work or community service	182.8	0.8	58.6	1.7
Religious activities or instruction	182.8	1.0	54.0	0.8

NOTE: Estimates include students in kindergarten through eighth grade, not older than 15 years, not homeschooled, and participating in weekly activities. Students could participate in multiple activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (ASPA-NHES:2005).

Appendix A: Technical Notes

Survey Methodology and Data Reliability

The National Household Education Surveys Program (NHES) is a set of telephone surveys sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). NHES surveys focused on after-school arrangements of students in 2001 and 2005. This report presents data from the After-School Programs and Activities (ASPA) survey of the 2005 NHES. The ASPA survey focuses on after-school care arrangements, including care by relatives and nonrelatives in private homes, after-school programs in schools and centers, activities that might provide adult supervision in the out-of-school hours, and students' self-care. ASPA-NHES:2005 data collection was conducted by Westat and took place from January 3 through April 24, 2005. This section provides a brief description of the study methodology.

The NHES:2005 sample was selected using random-digit-dial (RDD) methods, and the data were collected using computer-assisted telephone interviewing (CATI) technology. The first stage of sampling in NHES:2005 was the selection of a sample of telephone numbers, with telephone numbers in areas with high percentages of Black and Hispanic residents sampled at higher rates than those in areas with low percentages of Black and Hispanic residents, and telephone numbers that could be matched to mailing addresses sampled at a higher rate than those that could not be matched to addresses. NHES:2005 included three topical surveys: ASPA, the Early Childhood Program Participation (ECP) survey, and the Adult Education (AE) survey. In order to limit respondent burden, a within-household sampling scheme was developed to control the number of persons sampled for topical interviews in each household. Different probabilities were used to sample students depending on the characteristics of the telephone number and the number of eligible children in the household, and in some households more than one child was selected. The unequal selection probabilities and the clustering effect of sampling more than one child in some households were accounted for in the survey estimation procedures. The ASPA sample is nationally representative of all noninstitutionalized students in the 50 states and the District of Columbia who are enrolled in kindergarten through eighth grade with a maximum age of 15 years old.⁷

The respondent to the ASPA interview was the parent or guardian in the household who knew the most about the student's care and education. Parents reported on their students' participation in care arrangements and activities after school, reasons for choosing a nonparental care arrangement, child's characteristics, including health and disability status, and parent/guardian and household characteristics. While parents or guardians responded to the survey, note that the unit of analysis is students. For students who were homeschooled, questions about nonparental care arrangements were not asked. Multiple attempts were made to complete interviews with persons not available at the time of selection. Interviews were conducted in both English and Spanish. Interviews were completed with parents or guardians of 11,684 students representing a weighted total of 36,185,760.

Data Reliability and Validity

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

⁷ Less than 1.5 percent of children enrolled in eighth grade are 16 years or older, so the upper age limit for the ASPA survey was set at 15 years.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit⁸ and item nonresponse, the differences in respondents' interpretations of the meaning of the questions, response differences related to the particular time the survey was conducted, and mistakes in data preparation. In ASPA, efforts were made to minimize nonsampling error through cognitive testing in the survey design stage, a field test of the survey, online data edits and post-interview edits, and a comparison of the survey estimates with similar estimates from previous surveys. Weighting adjustments (in particular, nonresponse adjustments and poststratification/raking adjustments) were also used to minimize the *potential effects* of nonsampling error.

An important source of nonsampling error for a telephone survey is the failure to include persons who do not live in households with telephones. This is particularly problematic in RDD surveys because so little is known about the sampled telephone numbers with which contact has not been made. The March 2005 Current Population Survey (CPS) shows that 93.5 percent of all children ages 4 through 15 live in households with landline telephones (based on independent tabulations of the U.S. Census Bureau March 2005 Current Population Survey). Estimation procedures were used to help reduce the bias in the estimates associated with excluding the 6.5 percent of children who do not live in households with landline telephones.

A study was conducted by Montaquila, Brick, and Brock (1997) examining telephone coverage bias for subsamples of the population in NHES:1996. This study found that with very few exceptions, the adjusted weights yielded estimates with absolute telephone coverage bias of 2 percent or less. Absolute coverage biases of this magnitude have negligible effects on point estimates drawn from the data. Undercoverage bias for some subgroups may have been somewhat larger due to larger proportions of persons in these subgroups residing in non-telephone households.

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

Response Rates

In the 2005 survey, Screener interviews were completed with 58,140 households, with a weighted Screener unit response rate of 66.9 percent. The screener was used to collect information on household composition and interview eligibility. Parents of 11,684 students completed ASPA interviews, for a weighted unit response rate of 84.1 percent and an overall estimated unit response rate (the product of the Screener unit response rate and the ASPA unit response rate) of 56.3 percent.

⁸ In the 2005 survey, the unit nonresponse rate is defined as the percentage of eligible sampled children for whom the survey was not completed.

An extensive unit nonresponse bias analysis was undertaken for NHES:2001. (See Brick *et al.* forthcoming.) This study involved an analysis of the effect of weighting on estimates, as well as an examination of the effect of various data collection procedures (refusal conversion, second refusal conversion, and varying numbers of call attempts) on the estimates. For each hypothetical data collection scenario considered in this study, the sample was reweighted, and the estimates were compared across scenarios. The analysis of unit nonresponse bias showed no evidence of bias in the estimates as the data collection "effort" was varied. While such an analysis is unable to directly examine bias due to the exclusion of cases that did not respond under any of the scenarios studied, other approaches have been used in NHES to evaluate that bias. In NHES:2003, these other approaches involved an examination of unit response rates as a whole and for various subgroups, an analysis to determine characteristics that are associated with Screener unit nonresponse, and a comparison of estimates based on adjusted and unadjusted weights, and these investigations revealed no evidence of unit nonresponse bias. However, all such studies are limited in the variables that can be included; unit nonresponse bias may still be present in other variables that were not studied.

Item nonresponse (i.e., the failure to complete some items in an otherwise completed interview) was very low for most items in the 2005 survey. The item nonresponse rate for most variables included in this report was 3 percent or lower. The one item with nonresponse rates larger than 10 percent was the item related to household income (with an item response rate of 89.9 percent). Items with missing data were imputed using a hot-deck procedure (Rao and Shao 1992) in which cells are formed that contain cases with similar characteristics and a donor value is used to impute the missing value. The estimates included in this report are based on the imputed data. Users can employ the imputation flag to delete the imputed values, use alternative imputation procedures, or account for the imputation in computation of the reliability of the estimates produced from the dataset. For example, some users might wish to analyze the data with the missing values rather than the imputed values.

Sampling Errors

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

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

Standard errors for all of the estimates are presented in the tables. These standard errors can be used to produce confidence intervals. For example, an estimated 39 percent of students have at least one nonparental after-school arrangement. This figure has an estimated standard error of 0.6 percent. Therefore, the estimated 95 percent confidence interval for this statistic is approximately 38 to 40 percent ($39 \pm 1.96 (0.6)$). That is, if the processes of selecting a sample, collecting the data, and constructing the confidence interval were repeated, it would be expected that in 95 out of 100 samples from the same population, the confidence interval would contain the true participation rate.

Weighting

All of the estimates in this report are based on weighting the observations using the probabilities of selection of the respondents and other adjustments to partially account for nonresponse and coverage bias. Weights were developed to produce unbiased and consistent estimates of national totals. The weight used in this E.D. TAB is FSWT, the weight variable used to estimate the characteristics of students enrolled in kindergarten through 8th grade. In addition to properly weighting the responses, special procedures for estimating the statistical significance of the estimates were employed because the NHES:2005 data were collected using a complex sample design. Complex sample designs result in data that violate some of the assumptions that are normally made when assessing the statistical significance of results from a simple random sample. For example, frequently, the standard errors of the estimates from these surveys are larger than would be expected if the sample was a simple random sample and the observations were independent and identically distributed random variables. Eighty replicate weights, FSWT1 to FSWT80, were used to produce estimates of the sampling errors of estimates. The estimates and standard errors presented in this report were produced using WesVar Complex Samples software and the jackknife 1 option as a replication procedure (Westat 2000).

Statistical Tests

The tests of significance used in this E.D. TAB are based on Student's t statistics for the comparison of individual estimates and for bivariate relationships and mean comparisons. To test the differences between estimates, unbiased estimates of standard errors were used, derived by jackknife replication methods. To test for a difference between two subgroups in the population proportion having a particular characteristic, say P_1 versus P_2 , the test statistic is computed as:

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

where p_i is the estimated proportion of subgroup i ($i = 1, 2$) having the particular characteristic and $s.e.(p_i)$ is the standard error of that estimate. Thus, if p_1 is for the 39 percent of male students who had after-school arrangements, with a standard error of 0.9, and p_2 is for the 39 percent of female students who had after-school arrangements, with a standard error of 0.9, then the t -value is equal to 0.00.

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

Appendix B: Glossary

The statistics, measures, and characteristics used in analyses for this E.D. TAB report are described below. The measures and characteristics include both core After-School Programs and Activities categories and socio-demographic characteristics that are used throughout the report.

STATISTICS

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

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

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

MEASURES AND CHARACTERISTICS

The original variable used in analyses for this E.D. TAB is described below. First, demographic variables used in the tables are described. These are alphabetized within topic. Second, other variables are described in the order that they appear in the tables.

When the variable is in the 2005 After-School Programs and Activities survey National Household Education Surveys Program (ASPA-NHES: 2005) data file, the variable name appears in parentheses after the bold entry name.

HOUSEHOLD CHARACTERISTICS

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

The values for FAMILY05 are as follows:

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

HOUSEHOLD INCOME (HINCOME) is the broad range of the household income. The data for the variable HINCOME are taken directly from the ASPA (questionnaire item PW19) when available. Otherwise, they were imputed.

The values for HINCOME are as follows:

- 1 = \$25,000 or less
- 2 = \$25,001 to \$50,000
- 3 = \$50,001 to \$75,000
- 4 = \$75,001 to \$100,000
- 5 = \$100,001 or more

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

Table B-1. Poverty definition for After-School Programs and Activities (ASPA) analysis: 2005

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the National Household Education Surveys Program (ASPA-NHES:2005).

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

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

The values for MOMEMPLD are as follows:

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

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

The values for MOMEDUC are as follows:

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

MOTHERS' WORK SHIFT is a measure of whether the mother's (birth/adoptive/step/foster/female guardian) work shift is one with set hours. Responses indicating the mother "worked a regular day shift" (MOMRSFT =1) and "worked a regular shift at times other than between 6 am and 6 pm" (MOMVSFT =1) were coded as regular shift. Responses indicating that the mother worked a "variable shift that changes from days to evening," "variable shift with hours set by employer," or "when work is available" (MOMVSFT = 2, 3, or 4) were coded as variable shift. The number of hours was not considered. The data for the variables MOMRSFT (PU11) and MOMVSFT (PU12) were taken directly from the ASPA when available. Otherwise, they were imputed.

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

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

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

The values for LANGUAGE are as follows:

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

CHILD CHARACTERISTICS

CHILD'S GRADE (ALLGRADE) identifies the enrollment status, the grade level of students in graded schools, and the grade level equivalent for students in ungraded schools, special education programs, or home school. ALLGRADE was created using the variables GRADE (PB6) and GRADEEQ (PB7) and reflects the enrollments based on these two items. ALLGRADE does not reflect all participation in school- or center-based programs. (School- or center-based program participation is captured in the variable CPNOW.)

The values for ALLGRADE are as follows:

- 0 = Not enrolled
- N = Nursery/preschool/prekindergarten/Head Start

- K = Transitional kindergarten, kindergarten, and prefirst grade
- 1 = First grade or equivalent
- 2 = Second grade or equivalent
- 3 = Third grade or equivalent
- 4 = Fourth grade or equivalent
- 5 = Fifth grade or equivalent
- 6 = Sixth grade or equivalent
- 7 = Seventh grade or equivalent
- 8 = Eighth grade or equivalent
- U = Ungraded/no equivalent

CHILD’S RACE/ETHNICITY (RACEETH2) indicates the race and ethnicity of the student with more detail. Specifically, Asian/Pacific Islander origin is categorized separately in this derived variable. Items included in this derived variable are CHISPAN (PTB2), CWHITE, CBLACK, CAMIND, CASIAN, CPACI, and CRACEOTH (PTB3).

The values of RACEETH2 are as follows:

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

CHILD’S SEX (SEX): The data for the variable SEX are taken directly from the ASPA questionnaire (PA3) when available. Otherwise, they were imputed.

CHILD CARE ARRANGEMENTS

ANYCARE2 indicates whether the student currently participates in any nonparental care or program arrangements at least once each week. This derived variable was created using RCWEEK1-RCWEEK5 (SF4), indicating whether a relative care arrangement occurred at least weekly, NCWEEK1-NCWEEK4 (SG3), indicating whether a nonrelative care arrangement occurred at least weekly, CPWEEK1-CPWEEK5 (SH4), indicating whether a school- or center-based arrangement occurred at least weekly, ASCOVER (SI8), indicating whether the activities were for adult supervision, and ASWEEK (SI3), indicating whether the activities occurred weekly.

The values for ANYCARE2 are as follows:

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

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

SELF CARE (SCWEEK) indicates whether the student was responsible for himself/herself at least once a week. The data for this variable were taken directly from the ASPA questionnaire (SJ2) when available. Otherwise they were imputed.

TIME SPENT IN NONPARENTAL CARE ARRANGEMENT

NUMBER OF HOURS PER WEEK IN SCHOOL- OR CENTER-BASED CARE (CPHRS1-5): Parents were asked how many hours per week their child spent in each school- or center-based arrangement. The data for CPHRS1-5 are taken directly from the ASPA questionnaire (SH7) when available. Otherwise, they were imputed.

NUMBER OF HOURS PER WEEK IN NONRELATIVE CARE (NCHRS1-4): Parents were asked how many hours per week their child spent in each nonrelative care arrangement. The data for NCHRS1-4 are taken directly from the ASPA questionnaire (SG6) when available. Otherwise, they were imputed.

NUMBER OF HOURS PER WEEK IN RELATIVE CARE (RCHRS1-5): Parents were asked how many hours per week their child spent in each relative care arrangement. The data for RCHRS1-5 are taken directly from the ASPA questionnaire (SF7) when available. Otherwise, they were imputed.

NUMBER OF HOURS PER WEEK IN ACTIVITIES (ASHRS): Parents were asked how many hours per week their child participated in activities or lessons after school. The data for ASHRS are taken directly from the ASPA questionnaire (SI10) when available. Otherwise, they were imputed.

NUMBER OF HOURS PER WEEK IN SELF CARE (SCHRSF): Parents were asked how many hours per week their child was responsible for himself/herself after school. The data for SCHRSF are taken directly from the ASPA questionnaire (SJ5) when available. Otherwise, they were imputed.

OUT-OF-POCKET EXPENSES FOR NONPARENTAL CARE

FEE FOR SCHOOL- OR CENTER-BASED CARE: Parents indicated whether there was a charge for their school- or center-based care arrangement (CPFEE1-5). If parents had a charge, they were asked their out-of-pocket cost and unit of cost for each school- or center-based care arrangement (CPCOST1-5 and CPUNIT1-5). The data for CPFEE1-5 (SH13), CPCOST1-5 (SH15) and CPUNIT1-5 (SH15) were taken directly from the ASPA questionnaire when available. Otherwise, they were imputed.

FEE FOR NONRELATIVE CARE: Parents indicated whether there was a charge for their nonrelative care arrangement (NCFEE1-4). If parents had a charge, they were asked their out-of-pocket cost and unit of cost for each nonrelative care arrangement (NCCOST1-4 and NCUNIT1-4). The data for NCFEE1-4 (SG12), NCCOST1-4 (SG14), and NCUNIT1-4 (SG14) were taken directly from the ASPA questionnaire when available. Otherwise, they were imputed.

FEE FOR RELATIVE CARE: Parents indicated whether there was a charge for their relative care arrangement (RCFEE1-5). If parents had a charge, they were asked their out-of-pocket cost and unit of cost for each relative care arrangement (RCCOST1-5 and RCUNIT1-5). The data for RCFEE1-5 (SF13), RCCOST1-5 (SF151), and RCUNIT1-5 (SF15) were taken directly from the ASPA questionnaire when available. Otherwise, they were imputed.

ASSISTANCE FOR NONPARENTAL CARE ARRANGEMENT

ASSISTANCE FOR SCHOOL- OR CENTER-BASED CARE: Parents were asked whether they received assistance for each of their school- or center-based care arrangements from various sources.

The sources were: a) a relative outside of the household (CPREL1-5), b) Temporary Assistance for Needy Families, a federally funded program that provides assistance and work opportunities to needy families (CPTANF1-5), c) another social service, welfare, or child care agency (CPSSAC1-5), d) an employer (CPEMPL1-5), and e) someone else (CPOTHER1-5). The data for CPREL1-5, CPTANF1-5, CPSSAC1-5, CPEMPL1-5, and CPOther1-5 were taken directly from the ASPA questionnaire (SH14) when available. Otherwise, they were imputed.

ASSISTANCE FOR NONRELATIVE CARE: Parents were asked whether they received assistance for each of their nonrelative care arrangements from various sources. The sources were: a) a relative outside of the household (NCREL1-4), b) Temporary Assistance for Needy Families, a federally funded program that provides assistance and work opportunities to needy families (NCTANF1-4), c) another social service, welfare, or child care agency (NCSSAC1-4), d) an employer (NCEMPL1-4), and e) someone else (NCOTHER1-4). The data for NCREL1-4, NCTANF1-4, NCSSAC1-4, NCEMPL1-4, and NCOTHER1-4 were taken directly from the ASPA questionnaire (SG13) when available. Otherwise, they were imputed.

ASSISTANCE FOR RELATIVE CARE: Parents were asked whether they received assistance for each of their relative care arrangements from various sources. The sources were: a) a relative outside of the household (RCREL1-4), b) Temporary Assistance for Needy Families, a federally funded program that provides assistance and work opportunities to needy families (RCTANF1-4), c) another social service, welfare, or child care agency (RCSSAC1-4), d) an employer (RCEMPL1-4), and e) someone else (RCOTHER1-4). The data for RCREL1-4, RCTANF1-4, RCSSAC1-4, RCEMPL1-4, and RCOTHER1-4 were taken directly from the ASPA questionnaire (SF14) when available. Otherwise, they were imputed.

CHILD-CARE PROVIDER RATIO

CHILD-CARE PROVIDER RATIO IN CENTER-BASED PROGRAM: The variables used to construct child-care provider ratio were CPKIDS1-5 and CPADLTS1-5. Parents were asked how many children were usually cared for together (CPKIDS1-5) and the total number of adults in the child's room at the same time (CPADLTS1-5) for each school- or center-based care arrangement. The data for CPKIDS1-5 (SH24) and CPADLTS1-4 (SH25) were taken directly from the ASPA questionnaire when available. Otherwise, they were imputed. Child-care provider ratio for each student's school- or center-based arrangement was calculated by dividing the total number of children cared for together by the number of adults in the student's room at the same time.

CHILD-CARE PROVIDER RATIO IN NONRELATIVE CARE: The variables used to construct child-care provider ratio were NCKIDS1-4 and NCADLTS1-4. Parents were asked how many children were usually cared for together (NCKIDS1-4) and the total number of adults who usually cared for the child at the same time (NCADLTS1-4) for each nonrelative care arrangement. The data for NCKIDS1-4 (SG21) and NCADLTS1-4 (SG22) were taken directly from the ASPA questionnaire when available. Otherwise, they were imputed. Child-care provider ratio for each student's nonrelative care arrangement was calculated by dividing the total number of children cared for together by the total number of adults who usually cared for the student at the same time.

CHILD-CARE PROVIDER RATIO IN RELATIVE CARE: The variables used to construct child-care provider ratio were RCKIDS1-5 and RCADLTS1-5. Parents were asked how many children were usually cared for together (RCKIDS1-5) and the total number of adults who usually cared for the child at the same time (RCADLTS1-5) for each relative care arrangement. The data for RCKIDS1-5 (SF21) and RCADLTS1-5 (SF22) were taken directly from the ASPA questionnaire when available.

Otherwise, they were imputed. Child-care provider ratio for each student's relative care arrangement was calculated by dividing the total number of children cared for together by the total number of adults who usually cared for the student at the same time.

ACTIVITIES DURING NONPARENTAL CARE

ACTIVITIES DURING SCHOOL- OR CENTER-BASED CARE: For table 9, parents were asked what their child spent most of their time doing at their school- or center-based after-school care arrangement. The data were taken directly from the ASPA questionnaire (SH26). The values for this variable are: 1) Homework/educational/reading/writing (CPAEDUC1-5); 2) Computers (CPACOMP1-5); 3) Arts (perform or study music, crafts, drama, etc.) (CPAART1-5); 4) Chores/work (CPACHOR1-5); 5) Outdoor play/activities/sports (CPAOUTP1-5); 6) Indoor play (CPAINPL1-5); 7) Television/videos/video games/listening to music (CPATV1-5); and 91) Other (CPAOTHE1-5).

ACTIVITIES DURING NONRELATIVE CARE: For table 9, parents were asked what their child spent most of their time doing at their nonrelative after-school care arrangement. The data were taken directly from the ASPA questionnaire (SG23). The values for this variable are: 1) Homework/educational/reading/writing (NCAEDUC1-4); 2) Computers (NCACOMP1-4); 3) Arts (perform or study music, crafts, drama, etc.) (NCAART1-4); 4) Chores/work (NCACHOR1-4); 5) Outdoor play/activities/sports (NCAOUTP1-4); 6) Indoor play (NCAINPL1-4); 7) Television/videos/video games/listening to music (NCATV1-4); and 91) Other (NCAOTHE1-4).

ACTIVITIES DURING RELATIVE CARE: For table 9, parents were asked what their child spent most of their time doing at their relative after-school care arrangement. The data were taken directly from the ASPA questionnaire (SF23). The values for this variable are: 1) Homework/educational/reading/writing (RCAEDUC1-5); 2) Computers (RCACOMP1-5); 3) Arts (perform or study music, crafts, drama, etc.) (RCAART1-5); 4) Chores/work (RCACHOR1-5); 5) Outdoor play/activities/sports (RCAOUTP1-5); 6) Indoor play (RCAINPL1-5); 7) Television/videos/video games/listening to music (RCATV1-5); and 91) Other (RCAOTHE1-5).

ACTIVITIES DURING SELF CARE: For table 9, parents were asked what their child spent most of their time doing when they are responsible for himself/herself. The data were taken directly from the ASPA questionnaire (SJ11). The values for this variable are: 1) Homework/educational/reading/writing (SCAEDUC); 2) Computers (SCACOMP); 3) Arts (perform or study music, crafts, drama, etc.) (SCAART); 4) Chores/work (SCACHOR); 5) Outdoor play/activities/sports (SCAOUTPL); 6) Indoor play (SCAINPL); 7) Television/videos/video games/listening to music (SCATV); and 91) Other (SCAOTHER).

LOCATION OF CARE

LOCATION FOR SCHOOL- OR CENTER-BASED PROGRAM (CPPLACE1-5): For table 10, parents were asked where their child's program was located. The data for location of school- or center-based care were taken directly from the ASPA questionnaire (SH18). The values for this variable are: 1) Own home; 2) Another home; 3) A church, synagogue, or other place of worship; 4) A public preschool or school (K-12); 5) A private preschool or school (K-12); 6) A college or university; 7) A community center; 8) A public library; 9) Its own building; 10) A place of employment or business; and 91) Other.

TRANSPORTATION TO CARE ARRANGEMENT

TRANSPORTATION TO SCHOOL- OR CENTER-BASED CARE: For table 11, parents were asked how their child arrived at the program. The data for transportation to school- or center-based care were taken directly from the ASPA questionnaire using the variables CPPRTRN1-5 (SH21), which indicates if the transportation was provided by the student's school, the program, or neither, and CPOTRN1-5 (SH22), which indicates what kind of arrangement is made to get the student to the program, including if a parent/guardian drove him/her, a carpool, relative or family friend (not carpool), paid transportation, child walks, or some other arrangement.

FACTORS FOR SELECTING CARE

FACTORS FOR SELECTING CHILD CARE ARRANGEMENT: For table 12, parents were asked to rate (1 = not at all important, 2 = a little important, 3 = somewhat important, and 4 = very important) factors that were important in selecting their child's nonparental child care arrangement. The following factors were rated: 1) Location (DLOCA), which indicates the importance of the location of the child care arrangement; 2) Cost (DCOST), which indicates the importance of the cost of the child care arrangement; 3) Reliability (DRELY), which indicates the importance of the reliability of the child care arrangement; 4) Learning activities (DLERN), which indicates the importance of the learning activities of the child care arrangement; 5) Spending time with other children (DCHIL), which indicates the importance of the (CHILD) spending time with other kids his or her age; 6) Availability (DHROP), which indicates the importance of the caregiver's available times for child care; and 7) Number of children (DNBGRP), which indicates the importance of the number of children in child care groups. The data were taken directly from the ASPA questionnaire (SM1) when available. Otherwise, they were imputed.

AFTER-SCHOOL ACTIVITIES

PARTICIPATION IN AFTER-SCHOOL ACTIVITIES: For table 13, parents were asked if their child participated in the following activities since the beginning of the school year: a) Arts, like music, dance or painting (ASARTS); b) Sports (ASSPORT); c) Clubs, like yearbook, debate, or a book club (ASCLUB); d) Other academic activities, like tutoring, or math lab (ASCAD); e) Volunteer work or community service (ASVOLU); f) Religious activities or instruction (ASRELI); g) Scouts (ASSCOUT); and h) Any other activities (ASOTHER). The data were taken directly from the ASPA questionnaire (SI2). Otherwise, they were imputed.

PARTICIPATION IN AFTER-SCHOOL ACTIVITIES PROVIDED BY SCHOOL. For table 14, if parents indicated that their child participated in the following activities, then they were asked if these activities were provided by the child's school: a) Arts, like music, dance or painting (ASSCARTS); b) Sports (ASSCPOR); c) Clubs, like yearbook, debate, or a book club (ASSCCLUB); d) Other academic activities, like tutoring, or math lab (ASSCACAD); e) Volunteer work or community service (ASSCVOLU); f) Religious activities or instruction (ASSCRELI); and h) Any other activities (ASSCOTHR). The data were taken directly from the ASPA questionnaire (SI2). Otherwise, they were imputed.