# A Child's Day: 2003

## (Selected Indicators of Child Well-Being)

*Household Economic Studies*

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**Current Population Reports**

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### INTRODUCTION

This report is the third examination of children's well-being and their daily activities based on data from the Survey of Income and Program Participation (SIPP). It addresses children's living arrangements and their family's characteristics, early child care experiences, daily interaction with parents, extracurricular activities, academic experience, and parents' educational expectations.

The data in this report were collected by the U.S. Census Bureau from February through May 2003 in the seventh wave (interview) of the 2001 Panel of the SIPP.[1] The population represented is the civilian noninstitutionalized population living in the United States. The statistics in this report are based on data collected in the child well-being topical module. The 2003 data were collected from a national sample of 9,925 "designated parents" (see definition box) and their 18,413 children. This sample represented 72.7 million children living in households with at least one designated parent (Table 1).[2]

[1] A description of the SIPP survey design and the wording of the questions on the child well-being topical module can be found on the Internet at <www.sipp.census.gov/SIPP>.

[2] The estimates in this report (which may be shown in text, figures, and tables) are based on responses from a sample of the population and may differ from the actual values because of sampling variability or other factors. As a result, apparent differences between the estimates for two or more groups may not be statistically significant. All comparative statements have undergone statistical testing and are significant at the 90-percent confidence level unless otherwise noted.

#### Designated Parent

Respondents in the Survey of Income and Program Participation (SIPP) child well-being topical module are parents of children under 18 years old. In households where both parents are present, the mother is the designated parent. Questions for each child are asked of the designated parent. If the mother is not available for an interview, the father of the child can give proxy responses for her. In single-parent families, the resident parent is the designated parent. If neither parent is in the household, the guardian is the designated parent. Designated parents include biological, step, and adoptive parents, and may also include other relatives or nonrelatives acting as a guardian for the child in the absence of parents. In this module, 96 percent of the children had a female designated parent, usually the mother. Data from males who were the designated parent are included with the data from females. Respondents 15 to 17 years old, who themselves may be parents, have their childhood well-being history reported by their parents when they live with them in the household. In this report, unless otherwise noted, the term *parent* is used to refer to the designated parent.

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Table 1.
## Living Arrangements and Family Characteristics of Children Under 18 and Their Designated Parents: 2003

(Numbers in thousands)

| Characteristic | All children | | Under 6 years | | 6 to 11 years | | 12 to 17 years | |
|---|---|---|---|---|---|---|---|---|
| | Number | Margin of error[1] | Number | Margin of error[1] | Number | Margin of error[1] | Number | Margin of error[1] |
| **Total children, 2003** | **72,658** | **64** | **23,596** | **478** | **24,211** | **481** | **24,851** | **484** |
| **CHILD** | | | | | | | | |
| **Sex** | | | | | | | | |
| Female | 35,432 | 510 | 11,520 | 372 | 11,834 | 376 | 12,078 | 380 |
| Male | 37,225 | 510 | 12,076 | 379 | 12,376 | 383 | 12,773 | 388 |
| **Race and Hispanic Origin** | | | | | | | | |
| White | 56,733 | 424 | 18,247 | 442 | 18,936 | 448 | 19,550 | 452 |
| Non-Hispanic | 44,585 | 498 | 14,134 | 404 | 14,647 | 409 | 15,804 | 421 |
| Black | 11,744 | 375 | 3,847 | 228 | 3,958 | 231 | 3,939 | 231 |
| Asian and Pacific Islander | 3,044 | 204 | 1,134 | 126 | 955 | 116 | 955 | 116 |
| Hispanic (any race) | 13,281 | 394 | 4,491 | 245 | 4,689 | 250 | 4,101 | 235 |
| **DESIGNATED PARENT** | | | | | | | | |
| **Marital Status** | | | | | | | | |
| Married[2] | 51,750 | 464 | 17,258 | 434 | 17,238 | 434 | 17,254 | 434 |
| Separated, divorced, widowed | 12,507 | 385 | 2,302 | 178 | 4,213 | 238 | 5,992 | 280 |
| Never married | 8,401 | 326 | 4,036 | 233 | 2,760 | 195 | 1,605 | 150 |
| **Educational Attainment** | | | | | | | | |
| Less than high school | 11,783 | 376 | 3,780 | 226 | 3,922 | 230 | 4,081 | 235 |
| High school graduate | 20,325 | 458 | 6,069 | 282 | 6,772 | 296 | 7,484 | 310 |
| Some college | 13,460 | 396 | 4,240 | 239 | 4,630 | 249 | 4,590 | 248 |
| Vocational certificate or associate's degree | 9,675 | 346 | 3,028 | 204 | 3,398 | 215 | 3,249 | 211 |
| Bachelor's degree | 12,235 | 381 | 4,527 | 246 | 3,862 | 229 | 3,846 | 228 |
| Advanced degree | 5,180 | 262 | 1,952 | 165 | 1,627 | 151 | 1,601 | 150 |
| **FAMILY** | | | | | | | | |
| **Poverty Status[3]** | | | | | | | | |
| Below poverty level | 12,812 | 388 | 4,563 | 247 | 4,441 | 244 | 3,808 | 227 |
| At or above poverty level | 57,964 | 412 | 18,253 | 442 | 19,190 | 450 | 20,521 | 459 |
| 100 to 199 percent of poverty | 16,876 | 431 | 5,545 | 271 | 5,908 | 279 | 5,423 | 268 |
| 200 percent of poverty or higher | 41,088 | 506 | 12,708 | 387 | 13,282 | 394 | 15,098 | 414 |
| **Program Participation[4]** | | | | | | | | |
| Received aid from at least one of the following: | 40,337 | 508 | 9,508 | 344 | 16,106 | 423 | 14,723 | 410 |
| TANF | 2,347 | 180 | 875 | 111 | 874 | 111 | 598 | 92 |
| Food stamps | 8,287 | 324 | 3,084 | 205 | 2,913 | 200 | 2,290 | 178 |
| WIC | 4,808 | 253 | 4,759 | 252 | (X) | (X) | 49 | 26 |
| Medicaid | 18,175 | 442 | 7,064 | 302 | 5,798 | 276 | 5,313 | 265 |
| National School Lunch Program | 30,023 | 502 | 1,583 | 149 | 15,065 | 413 | 13,375 | 395 |
| Did not receive aid | 32,320 | 507 | 14,088 | 403 | 8,104 | 321 | 10,128 | 353 |
| **Total children, 2000** | **71,663** | **593** | **23,385** | **395** | **24,581** | **404** | **23,697** | **398** |

(X) Not applicable.

[1] This figure added to or subtracted from the estimate provides the 90-percent confidence interval.
[2] Married includes married, spouse present and married, spouse absent (excluding separated).
[3] Includes only children in households for which poverty status was determined.
[4] For families with income reported, programs include Temporary Assistance for Needy Families (TANF); food stamps; Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); Medicaid; and the National School Lunch Program.

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7 (2003 data) and 1996 panel, Wave 12 (2000 data).

Table 2.
## Children Under 18 Ever in Nonrelative Child Care Arrangements by Characteristics of Children and Designated Parents: 2003

| Characteristic | Percent ever in nonrelative child care arrangement | | | |
|---|---|---|---|---|
| | Less than 3 years | 3 to 5 years | 6 to 11 years | 12 to 17 years |
| **Total children, 2003** | **24.2** | **47.0** | **40.3** | **32.3** |
| **CHILD** | | | | |
| **Sex** | | | | |
| Female | 23.3 | 45.7 | 39.4 | 32.1 |
| Male | 25.1 | 48.3 | 41.1 | 32.6 |
| **Race and Hispanic Origin** | | | | |
| White | 23.3 | 45.9 | 39.9 | 31.8 |
| Non-Hispanic | 25.5 | 49.9 | 44.6 | 35.0 |
| Black | 32.8 | 53.2 | 44.5 | 36.6 |
| Asian and Pacific Islander | 18.1 | 41.1 | 28.5 | 23.1 |
| Hispanic (any race) | 15.7 | 33.9 | 24.0 | 19.1 |
| **DESIGNATED PARENT** | | | | |
| **Marital Status** | | | | |
| Married[1] | 23.3 | 44.8 | 37.4 | 30.5 |
| Separated, divorced, widowed | 31.4 | 57.5 | 47.0 | 36.8 |
| Never married | 25.1 | 49.3 | 47.6 | 36.0 |
| **Educational Attainment** | | | | |
| Less than high school | 15.2 | 30.8 | 24.1 | 18.9 |
| High school graduate | 19.3 | 46.2 | 37.1 | 29.2 |
| Some college | 26.5 | 49.8 | 45.5 | 37.5 |
| Vocational certificate or associate's degree | 23.4 | 48.9 | 45.5 | 36.0 |
| Bachelor's degree | 27.2 | 53.9 | 47.0 | 37.6 |
| Advanced degree | 43.9 | 57.6 | 50.3 | 46.5 |

[1] Married includes married, spouse present and married, spouse absent (excluding separated).

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7 (2003 data).

## HOUSEHOLD AND FAMILY CHARACTERISTICS

Table 1 presents a profile of the children, their designated parents, and some of their family's social and economic characteristics in 2003. Seventy million children lived with a female designated parent, while 2.8 million children lived with a male designated parent.[3] Most children, 51.8 million, were living with a designated parent who was currently married; hence, they were living in a two-parent family. Another 12.5 million children were living with a designated parent who was separated, divorced, or widowed, while 8.4 million were living with a designated parent who had never married.

Fifteen percent (10.7 million) of children lived in families with monthly incomes of less than $1,500 per month. Another 13.7 million (19 percent) lived in families with monthly incomes of $3,000 to $4,499, and 20.3 million (28 percent) lived in families with monthly incomes of $6,000 and above.[4] Around 18 percent (12.8 million) of children lived in families with incomes that fell below the poverty level. Twenty-three percent (16.9 million) lived in a household at 100 to 199 percent of poverty and 57 percent (41.1 million) lived in a household at 200 percent of poverty or higher.

More than one-half (56 percent) of children lived in households that participated in at least one or more of the following government aid programs: Temporary Assistance for Needy Families (TANF); the Food Stamp Program; the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); Medicaid; and the National School Lunch Program. The largest number of children who lived in households that received government aid participated in the National School Lunch Program (30 million), followed by the Medicaid program (18.2 million), food stamps (8.3 million), the

[3] Detailed Table 1. This and all of the following detailed tables mentioned in this report can be found under **Children's Well-Being**, **Detailed Tables: 2003** on the Web at <www.census.gov/population/www/socdemo/children.html>.

[4] Detailed Table 2.

Table 3.
## Children Under 18 Ever in Nonrelative Child Care Arrangements by Characteristics of Families: 2003

| Characteristic | Percent ever in nonrelative child care arrangement | | | |
|---|---|---|---|---|
| | Less than 3 years | 3 to 5 years | 6 to 11 years | 12 to 17 years |
| **Total children, 2003** | **24.2** | **47.0** | **40.3** | **32.3** |
| **FAMILY** | | | | |
| **Poverty Status[1]** | | | | |
| Below poverty level | 18.4 | 37.6 | 34.9 | 26.2 |
| At or above poverty level | 26.2 | 49.3 | 41.9 | 33.6 |
| 100 to 199 percent of poverty | 19.7 | 41.5 | 34.2 | 25.3 |
| 200 percent of poverty or higher | 28.8 | 52.9 | 45.3 | 36.6 |
| **Program Participation[2]** | | | | |
| Received aid from at least one of the following: | 20.1 | 44.9 | 42.2 | 34.7 |
| TANF | 27.8 | 55.1 | 41.2 | 26.4 |
| Food stamps | 21.5 | 44.8 | 40.8 | 32.7 |
| WIC | 21.0 | 41.6 | (X) | (X) |
| Medicaid | 20.4 | 43.8 | 37.5 | 30.1 |
| National School Lunch Program | (X) | 47.1 | 43.1 | 35.5 |
| Did not receive aid | 26.9 | 48.6 | 36.3 | 29.0 |

(X) Not applicable.

[1] Includes only children in households for which poverty status was determined.
[2] For families with income reported, programs include Temporary Assistance for Needy Families (TANF); food stamps; Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); Medicaid; and the National School Lunch Program.

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7 (2003 data).

WIC program (4.8 million), and TANF (2.3 million).[5]

### Nonrelative Child Care

In 2003, 18 million children (38 percent) under 12 years old had been cared for regularly in a nonrelative child care arrangement at some point in their childhood.[6] Among children less than 3 years old, 24 percent had experienced a regular nonrelative child care arrangement, compared with 47 percent of 3- to 5-year-olds (Table 2). Among the older age groups, 40 percent of 6- to 11-year-olds had participated in nonrelative child care arrangements, and 32 percent of 12- to 17-year-olds had been cared for in a nonrelative child care arrangement.

In general, the older children (6 to 11 years and 12 to 17 years) may have had lower child care participation rates because of the lower labor force participation of women in past decades.[7] Among preschoolers, children 3 to 5 years old had the highest rates of participation in nonrelative child care most likely because many begin preschool at this age. Parents may use preschool programs to prepare their children for school or to supplement half-day kindergarten. Since children 3 to 5 years old have the highest rates of participation, this group will be highlighted in the ensuing discussion.

Among 3- to 5-year-olds, 47 percent had ever been in a nonrelative child care arrangement. Black children were more likely to be in a nonrelative child care arrangement (53 percent) than non-Hispanic White children, Asian and Pacific Islander children, or Hispanic children (50 percent, 41 percent, and 34 percent, respectively). The majority of children (58 percent) who were living with separated, widowed, or divorced parents had at some time been in a nonrelative child care arrangement, followed by children living with never-married parents (49 percent) and children living with married parents (45 percent).

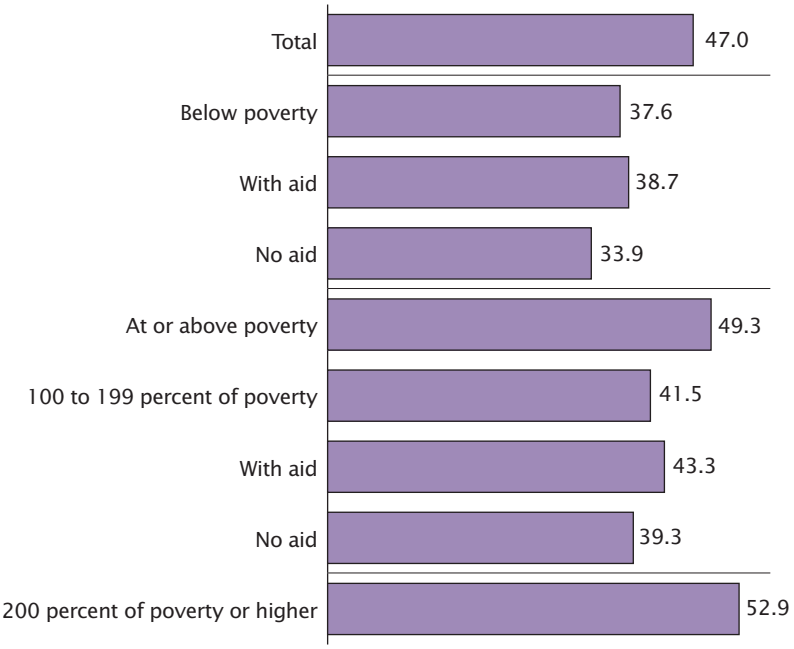
Children 3 to 5 years old whose designated parent had completed a bachelor's degree (54 percent) or more education (58 percent) were more likely to have ever been in a nonrelative child care arrangement than children whose parent had a high school education (46 percent) or less (31 percent). Children of parents who worked full-time in

[5] In fiscal year 2003, 5.8 million infants and children received WIC benefits, <www.fns.usda.gov/wic/WIC-Fact-Sheet.pdf>, and 28 million children were enrolled in the National School Lunch Program, <www.fns.usda.gov/cnd/Lunch/default.htm>, according to the administrative records collected by the agencies administering these programs.

[6] Detailed Table 3.

[7] For example, 50.5 percent of women with children under 6 in 1983 were in the labor force, compared with 57.9 percent in 1993 and 62.9 percent in 2003. (U.S. Bureau of Labor Statistics, *Women in the Labor Force: A Databook*. Washington, DC: 2005, Table 7.)

Figure 1.
**Percent of Children 3 to 5 Years Old Ever in Nonrelative Child Care by Poverty Status and Receipt of Government Assistance: 2003**




Note: For families with income reported, government programs include Temporary Assistance for Needy Families (TANF); food stamps; Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); Medicaid; and the National School Lunch Program.
Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7.

the month prior to the survey were more likely ever to have been cared for in a nonrelative child care arrangement (59 percent) than the children of parents who worked part-time (49 percent) or had not worked in the previous month (35 percent).[8]

Among 3- to 5-year-olds, higher income families were more likely than lower income families to use a nonrelative child care arrangement. Fifty-four percent of children living in families with a monthly income of $6,000 and higher had been cared for in a regular nonrelative child care arrangement, compared with 41 percent of children living in families with a monthly income less than $1,500.[9]

A similar pattern of nonrelative child care usage is evident by the poverty status of the child's family (Table 3). Overall, 49 percent of 3- to 5-year-olds not living in poverty had ever been in nonrelative child care arrangements, compared with 38 percent of children living in poverty. Figure 1 shows that among children 3 to 5 years old living in a household below the poverty level, children from families that received government assistance (TANF, food stamps, WIC, Medicaid, and/or National School Lunch Program) were more likely ever to have been cared for in a nonrelative child care arrangement (39 percent) than children from families that did not receive government assistance (34 percent). Among children living in households at 100 to 199 percent of the poverty level, 43 percent of children from families that received government assistance had ever been cared for in a nonrelative child care arrangement, compared with 39 percent of children from families that did not receive government assistance.

## PARENT-CHILD INTERACTION

Research shows that positive parental involvement has a direct influence on children that results in fewer behavioral problems.[10] This section addresses interactions between parents and children, such as eating together, giving praise, and playing together. Designated parents will be referred to as "mothers" or "fathers" for ease of discussion. (The definition box provides more detail.)

### Meals

Overall, more than half of all children under 6 years old ate breakfast with one or both parents 7 days a week (57 percent, Table 4). Children under 6 years old were more likely to eat breakfast with their mothers every day than with their fathers. Among children under 6 living with married parents, 61 percent ate breakfast with their mother every day, compared with 30 percent who ate breakfast with their father every day. Among children under 6 living with an unmarried mother, 50 percent ate breakfast together every day. The corresponding number for children living with unmarried fathers was 41 percent.

[8] Detailed Table 3.
[9] Detailed Table 4.

[10] For a more detailed discussion of the effects of parental involvement on children, see P.R. Amato and F. Rivera, "Paternal Involvement and Children's Behavior Problems," *Journal of Marriage & the Family,* Vol. 61, No. 2 (1999): 375–384.

Table 4.
## Children Under 18 Eating Together With Designated Parent or With Father/Stepfather if Present by Marital Status of Designated Parent: 2003

(Numbers in thousands)

| Characteristic | Total[1] | Living with married designated parent[2] | | Living with unmarried designated parent[3] | | |
|---|---|---|---|---|---|---|
| | | Female | Male | Total | Female | Male |
| **Children under 6 years old** | **23,596** | **16,273** | **16,273** | **6,338** | **6,005** | **333** |
| **PERCENT DISTRIBUTION** | | | | | | |
| **Parent Ate Breakfast With Child in Typical Week** | | | | | | |
| No days | 10.3 | 9.5 | 22.9 | 12.4 | 12.6 | 9.9 |
| 1 to 2 days | 17.6 | 15.3 | 32.0 | 22.5 | 22.0 | 31.2 |
| 3 to 6 days | 14.7 | 14.3 | 15.2 | 15.9 | 15.8 | 17.4 |
| 7 days | 57.4 | 60.9 | 29.8 | 49.2 | 49.6 | 41.4 |
| **Parent Ate Dinner With Child in Typical Week** | | | | | | |
| No days | 4.1 | 4.0 | 6.6 | 4.6 | 4.6 | 4.2 |
| 1 to 2 days | 3.5 | 2.8 | 7.1 | 5.0 | 5.1 | 2.1 |
| 3 to 6 days | 13.5 | 12.3 | 22.3 | 16.4 | 15.8 | 27.9 |
| 7 days | 78.9 | 81.0 | 64.0 | 74.1 | 74.6 | 65.5 |
| **Children 6 to 11 years old** | **24,211** | **16,377** | **16,377** | **6,973** | **6,256** | **717** |
| **PERCENT DISTRIBUTION** | | | | | | |
| **Parent Ate Breakfast With Child in Typical Week** | | | | | | |
| No days | 15.6 | 13.8 | 25.5 | 19.6 | 19.8 | 18.2 |
| 1 to 2 days | 28.4 | 26.1 | 36.4 | 32.7 | 32.7 | 32.2 |
| 3 to 6 days | 19.5 | 19.8 | 15.7 | 19.3 | 19.1 | 20.5 |
| 7 days | 36.5 | 40.4 | 22.4 | 28.5 | 28.4 | 29.1 |
| **Parent Ate Dinner With Child in Typical Week** | | | | | | |
| No days | 2.5 | 2.1 | 4.5 | 3.2 | 2.8 | 6.3 |
| 1 to 2 days | 3.8 | 3.5 | 9.0 | 4.7 | 4.3 | 8.1 |
| 3 to 6 days | 20.9 | 20.5 | 28.3 | 22.5 | 22.4 | 23.3 |
| 7 days | 72.8 | 73.9 | 58.3 | 69.7 | 70.5 | 62.4 |
| **Children 12 to 17 years old** | **24,851** | **16,281** | **16,281** | **7,597** | **6,463** | **1,134** |
| **PERCENT DISTRIBUTION** | | | | | | |
| **Parent Ate Breakfast With Child in Typical Week** | | | | | | |
| No days | 24.5 | 22.4 | 32.8 | 28.7 | 28.9 | 27.6 |
| 1 to 2 days | 32.0 | 31.3 | 34.1 | 33.1 | 33.6 | 30.2 |
| 3 to 6 days | 19.7 | 19.9 | 15.7 | 19.4 | 19.4 | 19.7 |
| 7 days | 23.8 | 26.4 | 17.4 | 18.8 | 18.1 | 22.5 |
| **Parent Ate Dinner With Child in Typical Week** | | | | | | |
| No days | 3.4 | 3.2 | 5.9 | 3.8 | 3.9 | 3.3 |
| 1 to 2 days | 7.5 | 6.8 | 9.9 | 8.6 | 8.8 | 7.1 |
| 3 to 6 days | 31.1 | 31.0 | 34.1 | 32.2 | 32.7 | 29.2 |
| 7 days | 58.0 | 59.1 | 50.1 | 55.5 | 54.6 | 60.5 |

[1] Totals given refer to questions of designated parents, regardless of the sex or marital status of the parent.
[2] Includes only children identified as living with married-spouse-present designated parent. In a married-couple household, the female is always the designated parent (biological mother, stepmother, or other female relative or guardian). The male parent in a married-couple household is a biological, step, or other male relative or guardian.
[3] Includes only children identified as living with a designated parent who is never married, widowed, divorced, or separated.

Note: Percent of children eating meals with fathers does not represent presence of both parents at the meals.

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7 (2003 data).

Children under 6 years old were more likely to eat dinner (79 percent) than breakfast (57 percent) with their parents and similarly, were more likely to have dinner with their mother than their father on a daily basis. Among children living with married parents, 81 percent of children under 6 ate dinner with their mothers every day, while 64 percent ate dinner with their fathers every day. Among children living with unmarried parents, the comparable percentages were 75 percent and 66 percent, respectively.

Older children were less likely to have meals with their parents than were younger children. Thirty-seven percent of children 6 to 11 years old ate breakfast with a parent every day, while 73 percent ate dinner together every day, compared with 57 percent and 79 percent, respectively, for children under 6 years old. For children 6 to 11 years old, eating meals together occurred more often with mothers than fathers. One exception is noted for children living with unmarried parents, where no difference is found in the proportion of children having breakfast with their mother or with their father (about 29 percent ate breakfast with their mother or father 7 days a week).

Eating with a parent was less likely to occur for teenagers than children under 6 years old—24 percent of children 12 to 17 years old ate breakfast with a parent every day in a typical week, while 58 percent ate dinner together. For teenagers living with unmarried parents, eating both breakfast and dinner every day of the week was more common if they lived with their father rather than their mother.

## Praise

While mealtimes can provide structured opportunities for daily contact between parents and children, interactions can occur throughout the day. Ninety-one percent of children under 6 years old were praised by a parent at least once every day (Table 5). Seven of ten were praised three or more times per day (72 percent). Also, young children living with married parents were more likely to be praised three or more times per day by their mothers (74 percent) than by their fathers (63 percent). Among children living with unmarried parents, praise three or more times daily was more frequently given by mothers (69 percent) than by fathers (57 percent).

## Conversation and Play

The child well-being module also collected information on how often parents talked to or played with their child for 5 minutes or more daily just for fun. Twenty percent were talked to or played with once or twice per day, while 72 percent of children under 6 years old were talked to or played with three or more times per day. As with other interactions, talking or playing three or more times each day was more frequently reported by mothers than fathers for children with married parents.

About half of children 6 to 11 years old were praised by a parent (51 percent) or talked to or played with for 5 minutes or more just for fun (49 percent) three or more times per day,[11] compared with 37 percent and 41 percent, respectively for 12- to 17-year-olds.

Overall, data on parent-child interactions generally indicate that daily contacts at mealtimes or on a conversational basis are less frequently noted for teenagers than for younger children 6 to 11 years old. This pattern persists for children living with married parents or with single parents.

## Reading Habits

Another indicator of the nature of the family environment is the number of times family members read to children. Table 6 shows the proportion of children 1 to 2 years old and 3 to 5 years old who were never read to in the past week and who were read to seven or more times in the past week, as well as the average number of times they were read to in the past week. Children 1 to 2 years old were read to an average of 7.8 times in the previous week, while children 3 to 5 years old were read to an average of 6.8 times in the previous week.

The percentage of Hispanic children who had not been read to in the past week (22 percent of 1- to 2-year-olds and 15 percent of 3- to 5-year-olds) was four times higher than the proportion of non-Hispanic White children (5 percent of 1- to 2-year-olds and 4 percent of 3- to 5-year-olds, respectively). Non-Hispanic White children were more likely to be read to seven or more times in the past week (61 percent for 1- to 2-year-olds and 57 percent for 3- to 5-year-olds) compared with 38 percent of Black children in both age groups.

[11] The percents of 6- to 11-year-olds praised by a parent or talked to or played with for 5 minutes or more just for fun three or more times per day (51 percent and 49 percent, respectively) were not statistically different from each other.

Table 5.
## Selected Indicators of Daily Interaction of Children Under 18 With Designated Parent or With Father/Stepfather if Present by Marital Status of Designated Parent: 2003

(Numbers in thousands)

| Characteristic | Total[1] | Living with married designated parent[2] | | Living with unmarried designated parent[3] | | |
|---|---|---|---|---|---|---|
| | | Female | Male | Total | Female | Male |
| **Children under 6 years old** | **23,596** | **16,273** | **16,273** | **6,338** | **6,005** | **333** |
| **PERCENT DISTRIBUTION** | | | | | | |
| **Child Praised by Parent** | | | | | | |
| Never to once a week | 1.9 | 1.5 | 3.0 | 2.8 | 2.9 | 0.6 |
| A few times per week | 7.4 | 6.7 | 11.0 | 8.9 | 8.8 | 11.7 |
| Once or twice per day | 18.8 | 18.0 | 22.8 | 20.1 | 19.5 | 30.9 |
| Three or more times per day | 71.9 | 73.8 | 63.1 | 68.2 | 68.8 | 56.8 |
| **Child Talked to or Played With for 5 Minutes or More Just for Fun** | | | | | | |
| Never to once a week | 1.2 | 0.9 | 2.6 | 2.0 | 2.2 | (B) |
| A few times per week | 6.7 | 6.4 | 11.9 | 7.7 | 7.5 | 11.4 |
| Once or twice per day | 20.0 | 19.3 | 27.9 | 20.8 | 20.6 | 24.6 |
| Three or more times per day | 72.1 | 73.4 | 57.6 | 69.5 | 69.8 | 64.0 |
| **Children 6 to 11 years old** | **24,211** | **16,377** | **16,377** | **6,973** | **6,256** | **717** |
| **PERCENT DISTRIBUTION** | | | | | | |
| **Child Praised by Parent** | | | | | | |
| Never to once a week | 2.2 | 2.1 | 5.8 | 2.2 | 2.1 | 2.5 |
| A few times per week | 17.2 | 15.6 | 21.2 | 19.9 | 19.7 | 21.6 |
| Once or twice per day | 30.2 | 30.9 | 28.9 | 29.0 | 28.3 | 35.7 |
| Three or more times per day | 50.5 | 51.3 | 44.1 | 48.9 | 49.9 | 40.3 |
| **Child Talked to or Played With for 5 Minutes or More Just for Fun** | | | | | | |
| Never to once a week | 2.9 | 2.7 | 6.0 | 3.5 | 3.6 | 2.2 |
| A few times per week | 16.8 | 15.8 | 23.5 | 19.0 | 18.5 | 24.0 |
| Once or twice per day | 31.0 | 31.9 | 33.1 | 29.1 | 29.0 | 30.7 |
| Three or more times per day | 49.3 | 49.6 | 37.4 | 48.4 | 48.9 | 43.2 |
| **Children 12 to 17 years old** | **24,851** | **16,281** | **16,281** | **7,597** | **6,463** | **1,134** |
| **PERCENT DISTRIBUTION** | | | | | | |
| **Child Praised by Parent** | | | | | | |
| Never to once a week | 6.1 | 5.4 | 8.9 | 7.3 | 7.6 | 5.9 |
| A few times per week | 25.2 | 25.3 | 30.8 | 25.4 | 25.3 | 26.5 |
| Once or twice per day | 31.8 | 32.1 | 28.7 | 31.4 | 31.2 | 33.0 |
| Three or more times per day | 36.9 | 37.1 | 31.5 | 35.8 | 36.0 | 34.7 |
| **Child Talked to or Played With for 5 Minutes or More Just for Fun** | | | | | | |
| Never to once a week | 6.7 | 6.0 | 8.4 | 8.2 | 8.4 | 6.8 |
| A few times per week | 19.8 | 19.5 | 24.8 | 20.7 | 20.6 | 21.5 |
| Once or twice per day | 32.5 | 32.7 | 34.8 | 32.2 | 32.2 | 32.4 |
| Three or more times per day | 41.0 | 41.7 | 32.0 | 38.9 | 38.8 | 39.3 |

(B) Base less than 100,000 or numerator too small for comparison.

[1] Totals given refer to questions of designated parents, regardless of the sex or marital status of the parent.

[2] Includes only children identified as living with married-spouse-present designated parent. In a married-couple household the female is always the designated parent (biological mother, stepmother, or other female relative or guardian). The male parent in a married-couple household is a biological, step, or other male relative or guardian.

[3] Includes only children identified as living with a designated parent who is never married, widowed, divorced, or separated.

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7 (2003 data).

Table 6.
## Reading to Children Aged 1 to 5 by Any Family Member by Characteristics of Children and Designated Parents: 1994 to 2003

| Characteristic | Family reading practices | | | | | |
|---|---|---|---|---|---|---|
| | Percent never read to last week | | Percent read to 7 or more times last week | | Average times read to last week[1] | |
| | 1 to 2 years | 3 to 5 years | 1 to 2 years | 3 to 5 years | 1 to 2 years | 3 to 5 years |
| **Total children, 2003** | **10.2** | **6.9** | **51.0** | **49.8** | **7.8** | **6.8** |
| **CHILD** | | | | | | |
| **Sex** | | | | | | |
| Female | 10.3 | 7.0 | 50.9 | 50.4 | 7.5 | 6.8 |
| Male | 10.1 | 6.8 | 51.0 | 49.2 | 8.0 | 6.8 |
| **Race and Hispanic Origin** | | | | | | |
| White | 8.6 | 6.4 | 53.9 | 52.7 | 8.1 | 7.0 |
| Non-Hispanic | 4.6 | 3.6 | 60.5 | 57.0 | 8.5 | 7.4 |
| Black | 16.7 | 10.1 | 38.3 | 38.2 | 6.4 | 6.0 |
| Asian and Pacific Islander | 12.7 | 3.6 | 49.4 | 53.3 | 7.3 | 6.8 |
| Hispanic (any race) | 22.0 | 14.8 | 32.4 | 39.2 | 6.8 | 5.8 |
| **DESIGNATED PARENT** | | | | | | |
| **Marital Status** | | | | | | |
| Married[2] | 8.3 | 5.9 | 53.8 | 53.5 | 7.9 | 7.1 |
| Separated, divorced, widowed | 14.4 | 8.8 | 43.3 | 40.8 | 7.7 | 6.0 |
| Never married | 15.6 | 10.5 | 43.1 | 39.7 | 7.3 | 6.2 |
| **Education** | | | | | | |
| Less than high school | 22.7 | 18.4 | 35.2 | 35.3 | 6.7 | 5.7 |
| High school graduate | 11.2 | 6.6 | 42.1 | 44.8 | 6.9 | 6.3 |
| Some college | 6.6 | 4.8 | 51.6 | 47.1 | 7.6 | 6.5 |
| Vocational certificate or associate's degree | 9.4 | 5.7 | 54.6 | 52.7 | 7.9 | 6.8 |
| Bachelor's degree | 4.3 | 3.0 | 68.4 | 61.9 | 9.6 | 7.9 |
| Advanced degree | 3.9 | 1.1 | 62.4 | 70.3 | 7.9 | 8.5 |
| **FAMILY** | | | | | | |
| **Poverty Status[3]** | | | | | | |
| Below poverty level | 16.4 | 10.8 | 40.8 | 41.3 | 6.4 | 6.0 |
| At or above poverty level | 8.5 | 5.9 | 53.4 | 51.9 | 8.1 | 7.0 |
| 100 to 199 percent of poverty | 13.8 | 10.0 | 44.1 | 42.2 | 7.5 | 6.4 |
| 200 percent of poverty or higher | 6.2 | 4.0 | 57.4 | 56.4 | 8.4 | 7.3 |
| **Program Participation[4]** | | | | | | |
| Received aid from at least one of the following: | 17.6 | 10.8 | 41.6 | 41.6 | 7.1 | 6.0 |
| TANF | 23.3 | 14.6 | 27.7 | 38.0 | 6.4 | 6.5 |
| Food stamps | 21.3 | 12.0 | 33.8 | 38.3 | 6.9 | 5.8 |
| WIC | 19.9 | 16.8 | 39.5 | 35.3 | 6.5 | 5.9 |
| Medicaid | 17.9 | 11.6 | 41.3 | 40.6 | 6.7 | 5.9 |
| National School Lunch Program | (X) | 9.3 | (X) | 45.3 | (X) | 6.0 |
| Did not receive aid | 5.4 | 4.2 | 56.9 | 55.6 | 8.2 | 7.3 |
| **Total children, 2000** | **8.6** | **7.4** | **54.8** | **49.0** | **7.6** | **6.8** |
| **Total children, 1998** | **9.3** | **9.0** | **51.9** | **45.9** | **7.9** | **6.6** |
| **Total children, 1994[5]** | **12.8** | **9.1** | **48.2** | **46.5** | **8.9** | **6.8** |

(X) Not applicable.

[1] Based on children reported as being read to one or more times per week.
[2] Married includes married, spouse present and married, spouse absent (excluding separated).
[3] Includes only children in households for which poverty status was determined.
[4] For families with income reported, programs include Temporary Assistance for Needy Families (TANF); food stamps; Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); Medicaid; and the National School Lunch Program.
[5] Based on those children for whom valid answers were reported (no imputation for nonresponse).

Note: Family members include either parent or any other relative.

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7 (2003 data); 1996 Panel, Waves 6 and 12 (1998 and 2000 data); Current Population Reports, P70-68, Table 5 (1994 data).

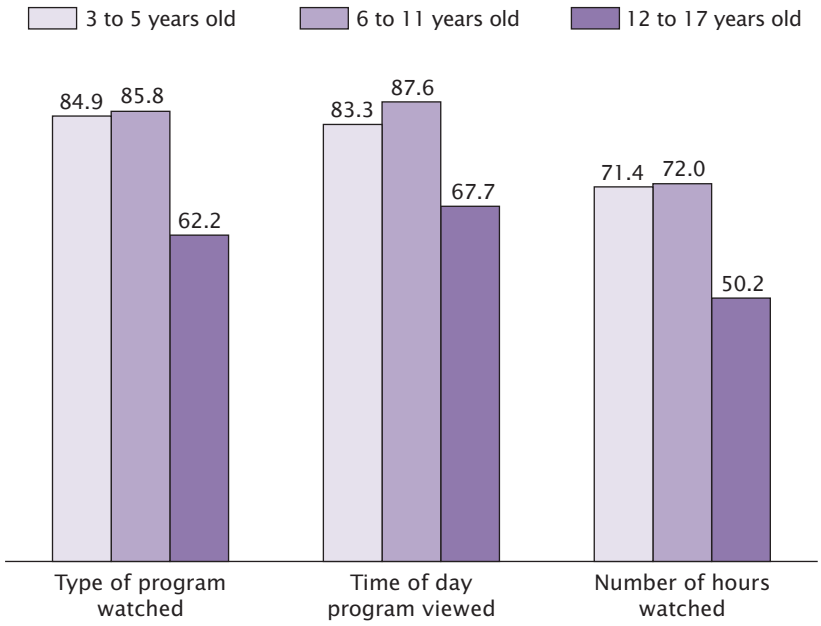
Household living arrangements may be related to the frequency of adults being available to read to children. Children of married parents have both mothers and fathers as potential readers, in contrast with children with single parents. Children whose designated parent was married were more likely to have been read to seven or more times in the past week (54 percent for both age groups) than children with a never-married parent (43 percent for 1- to 2-year-olds and 40 percent for 3- to 5-year-olds).

The extent of reading to children was also related to the designated parent's educational attainment. Twenty-three percent of 1- to 2-year-olds whose parents did not complete high school were never read to, compared with 4 percent whose parent had an advanced degree. Designated parents with a bachelor's degree or advanced degree were most likely to have read to their 1- to 2-year-old children seven or more times in the past week[12] (68 percent and 62 percent, respectively), amounting to an average of 9.6 and 7.9 times in the past week. Among parents without a high school diploma, 35 percent had read to their 1- to 2-year-old children seven or more times in the past week, with an average of 6.7 times per week.

Forty-one percent of children aged 1 to 2 and 3 to 5 with family incomes below the poverty level were read to seven or more times in the past week. More than half of children 1 to 5 years old (57 percent of 1- to 2-year-olds and 56 percent of 3- to 5-year-olds) whose family income was 200 percent of the poverty level or higher were read to seven or more times in the past week. About 18 percent of children 1 to 2 years old whose families received some type of public assistance had not been read to in the past week. Among children whose families did not receive aid, 5 percent of 1- to 2-year-olds were never read to in the previous week.

These data present a fairly consistent portrait of children whose parents read to them on a regular basis. They suggest that children living with parents who are married, have relatively higher levels of educational attainment and family income, and are not enrolled in benefit programs have higher frequency of reading experiences than other children.

Figure 2.
**Percent of Children With Television Rules by Type of Rule and Age: 2003**




Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7.

## TELEVISION VIEWING

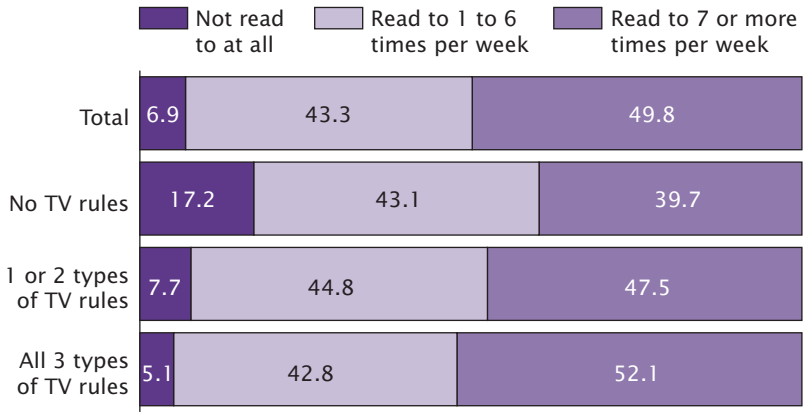
In 1992, the American Psychological Association Task Force on Television and Society published a report entitled *Big World, Small Screen: The Role of Television in American Society*, which showed a link between excessive TV viewing, particularly violent TV, and negative behavior in children like fearful, insensitive, and aggressive activity.[13] Although the SIPP did not collect data on the content of television shows viewed by children, the child well-being topical module inquired about the amount and type of constraints placed on children's TV viewing. Parents were asked if they had

[12] The percentage of children whose parents had a bachelor's degree and advanced degree and who were read to an average of seven or more times per week were not significantly different from each other. Similarly, the percentage of children whose parents had a vocational certificate or associate's degree was not significantly different from those with an advanced degree, and those with a vocational certificate or associate's degree were not significantly different from those with some college.

[13] A more detailed discussion of TV watching and children is provided in A.C. Huston, E. Donnerstein, H. Fairchild, N.D. Feshbach, P.A. Katz, J. P. Murray, E.A. Rubinstein, B. Wilcox, and D. Zuckerman, *Big World, Small Screen: The Role of Television in American Society,* University of Nebraska Press, Lincoln, NE, 1992.

Figure 3.

**Percent Distribution of Number of Times Per Week Family Members Read to Children 3 to 5 Years Old by Presence of Television Rules: 2003**




Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7.

rules about the type of program children could watch, the time of day (how early or late) the TV was on, and the number of hours watched. Of the 60.8 million children 3 to 17 years old, 58 percent had all three types of TV rules (Table 7). About two-thirds of children 3 to 5 years old and 6 to 11 years old had parents who used all three TV rules, compared with 44 percent for children 12 to 17 years old. Parents have been more likely to impose TV rules in the last decade, especially for young children. For example, in 1994, 54 percent of 3- to 5-year-olds had all three TV rules, compared with 67 percent in 2003. For 6- to 11-year-olds, 60 percent had all three TV rules in 1994, compared with 68 percent in 2003. For 12- to 17-year-olds, 40 percent had all three TV rules in 1994, compared with 44 percent in 2003.

Figure 2 shows the percentage of children with TV rules by the type of rule and age of the child. Overall, parental rules governing television were more often found among preschool- and elementary-school-aged children than children 12 to 17 years old—middle school and high school age. Eighty-five percent of children 3 to 5 years old had a rule about the type of program they could watch, not statistically different from the proportion of children 6 to 11 years old (86 percent). In contrast, 62 percent of children 12 to 17 years old had this rule. Time-of-day television rules were most often found for elementary-school-aged children 6 to 11 years old (88 percent), followed by 3- to 5-year-olds (83 percent) and 12- to 17-year-olds (68 percent). The percentage of children who had rules on the number of hours they were allowed to watch TV were about the same for children 3 to 5 years old and 6 to 11 years old (71 percent and 72 percent, respectively), compared with 50 percent for children 12 to 17 years old. Table 7 shows that among 6- to 11-year-olds, Black children had a higher percentage with three TV rules (74 percent), than non-Hispanic White children and Hispanic children (about 67 percent each).[14]

Overall, children living with married parents tended to have more restrictions on TV viewing than children of never-married parents. Sixty-nine percent of 3- to 5-year-olds with married parents had their TV watching regulated with all three TV rules, compared with 58 percent of children with never-married parents. The proportion of children with three TV rules was generally higher among children with parents who had completed an advanced degree. For example, 59 percent of children 3 to 5 years old whose parents did not complete high school had three TV rules, compared with 78 percent of children whose parents had an advanced degree.

Sixty-eight percent of children 3 to 5 years old with family incomes above 200 percent of poverty had three TV rules, compared to 63 percent of children whose parents had family incomes below poverty. Among children 3 to 5 years old whose families received public assistance, 66 percent had all three TV rules, not statistically different from the percentage reported for children whose families did not receive any aid (68 percent).

Figure 3 shows the relationship between the number of times children 3 to 5 years old were read to in the past week and the presence of TV rules for children. Children with no TV rules were read to less often than children with TV rules. Seventeen percent of children with no TV rules were not read to at all during the previous week, compared with 8 percent of children with one or two types of TV rules

[14] The percentage of Asian and Pacific Islander children with three TV rules were not statistically different from Black children.

Table 7.
## Family Television Rules for Children Aged 3 to 17 by Characteristics of Children and Designated Parents: 1994 to 2003

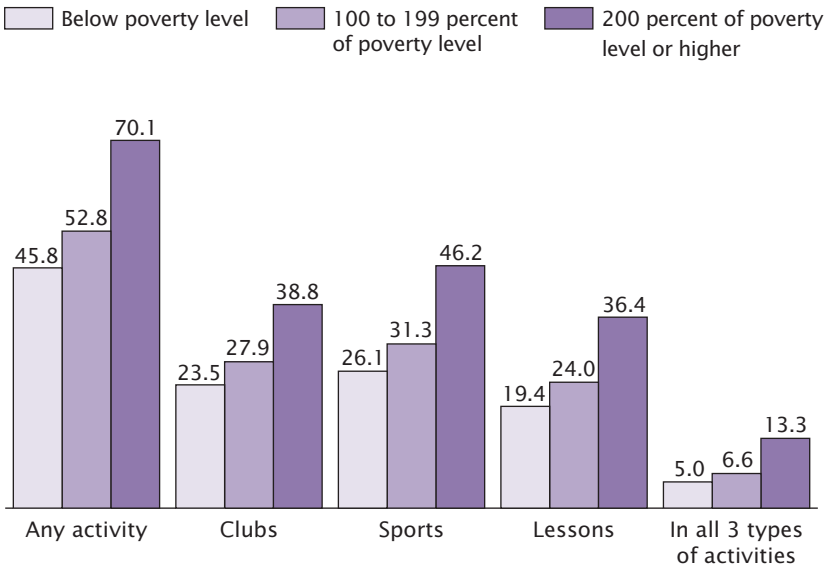
| Characteristic | Percent with all three types of television rules[1] | | |
|---|---|---|---|
| | 3 to 5 years | 6 to 11 years | 12 to 17 years |
| **Total children, 2003** | **67.0** | **68.2** | **43.7** |
| **CHILD** | | | |
| **Sex** | | | |
| Female | 67.2 | 67.6 | 45.2 |
| Male | 66.7 | 68.7 | 42.3 |
| **Race and Hispanic Origin** | | | |
| White | 67.3 | 67.5 | 43.4 |
| Non-Hispanic | 67.0 | 67.4 | 41.9 |
| Black | 68.3 | 73.7 | 46.5 |
| Asian and Pacific Islander | 68.0 | 68.8 | 46.3 |
| Hispanic (any race) | 67.2 | 67.3 | 49.2 |
| **DESIGNATED PARENT** | | | |
| **Marital Status** | | | |
| Married[2] | 68.6 | 69.5 | 45.2 |
| Separated, divorced, widowed | 69.3 | 64.9 | 40.2 |
| Never married | 57.8 | 64.9 | 41.4 |
| **Education** | | | |
| Less than high school | 59.1 | 62.6 | 40.0 |
| High school graduate | 63.6 | 67.0 | 41.7 |
| Some college | 69.9 | 68.0 | 46.2 |
| Vocational certificate or associate's degree | 66.1 | 68.6 | 44.2 |
| Bachelor's degree | 72.0 | 73.6 | 45.9 |
| Advanced degree | 77.8 | 73.8 | 49.5 |
| **FAMILY** | | | |
| **Poverty Status[3]** | | | |
| Below poverty level | 63.2 | 68.8 | 44.5 |
| At or above poverty level | 68.0 | 68.0 | 43.3 |
| 100 to 199 percent of poverty | 67.3 | 67.5 | 45.7 |
| 200 percent of poverty or higher | 68.3 | 68.2 | 42.5 |
| **Program Participation[4]** | | | |
| Received aid from at least one of the following: | 65.7 | 67.1 | 44.6 |
| TANF | 60.5 | 65.6 | 47.5 |
| Food stamps | 62.7 | 68.8 | 43.8 |
| WIC | 63.6 | (X) | (B) |
| Medicaid | 64.6 | 70.4 | 46.2 |
| National School Lunch Program | 73.9 | 67.2 | 45.3 |
| Did not receive aid | 67.8 | 70.0 | 41.7 |
| **Total children, 2000** | **64.4** | **69.0** | **41.7** |
| **Total children, 1998** | **61.6** | **65.2** | **41.0** |
| **Total children, 1994[5]** | **54.0** | **60.3** | **40.2** |

(B) Base less than 100,000 or numerator too small for comparison. (X) Not applicable.

[1] The three types of television rules are 1) what television programs children may watch, 2) the time of day children may watch, and 3) how many hours children may watch.
[2] Married includes married, spouse present and married, spouse absent (excluding separated).
[3] Includes only children in households for which poverty status was determined.
[4] For families with income reported, programs include Temporary Assistance for Needy Families (TANF); food stamps; Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); Medicaid; and the National School Lunch Program.
[5] Based on those children for whom valid answers were reported (no imputation for nonresponse).

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7 (2003 data); 1996 Panel, Waves 6 and 12 (1998 and 2000 data); Current Population Reports, P70-68, Table 8 (1994 data).

Figure 4.
**Percent of Children 6 to 17 Years Old Participating in Extracurricular Activities by Poverty Status: 2003**




Note: Activity categories are not mutually exclusive, therefore percents do not sum to 100.
Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7.

and 5 percent of children with all three types of TV rules. Fifty-two percent of parents who used three TV rules read to their children seven or more times each week, compared with 40 percent of parents who had no TV rules for their children.

## PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Research shows that children involved in extracurricular activities are less likely to engage in antisocial behavior[15] and tend to score higher on standardized tests.[16] In this report, data about participation in extracurricular activities were limited to children 6 to 17 years old and were based on parental responses to questions about children's involvement in three types of activities: sports, clubs, and lessons. Participation in sports includes athletic activities sponsored by schools or by organized leagues. Clubs include Boy Scouts and Girl Scouts, religious groups, Girls and Boys Clubs, or 4-H activities. Lessons were interpreted very broadly and include those taken after school or on the weekend in subjects like music, dance, language, computers, or religion.

Overall, sports were the most popular extracurricular activity, regardless of the children's age (Table 8). Children 12 to 17 years old were more likely than children 6 to 11 years old to participate in sports (42 percent and 36 percent, respectively). About one-third of both 6- to 11-year-olds and 12- to 17-year-olds participated in club activities (33 percent and 34 percent, respectively). Younger children 6 to 11 years old were more likely than older children to participate in lessons (32 percent for 6- to 11-year-olds, compared with 29 percent for 12- to 17-year-olds).

Boys in both age groups were more likely than girls to participate in sports. Among 6- to 11-year-olds, the proportions of children participating in sports were 42 percent of boys and 30 percent of girls. Among 12- to 17-year-olds, the proportions were 46 percent of boys and 37 percent of girls. Girls in both age groups were more likely than boys to participate in clubs and lessons. For example, 37 percent of girls 6 to 11 years old took lessons, compared with 27 percent of boys in that age group. Among 6- to 11-year-olds, 35 percent of girls were in clubs, compared with 32 percent of boys.

Non-Hispanic White children were more likely than Black children to participate in sports (45 percent of both 6- to 11- and 12- to 17-year-old non-Hispanic White children; and 24 percent to 35 percent of Black children 6 to 17 years old). Also, non-Hispanic White children were more likely than Black children to participate in club activities (38 percent to 40 percent of non-Hispanic White children 6 to 17 years old and about 30 percent of Black children 6 to 17 years old).

Children with married parents were more likely than other children to participate in each of the three types of extracurricular activities shown in Table 8. For example, 45 percent of children 12 to 17 years

[15] A more in-depth discussion is in Joseph Mahoney, "School Extracurricular Activity Participation as a Moderator in the Development of Antisocial Patterns," *Child Development*, Vol. 71, No. 2 (March/April 2000): 502–516.

[16] Further information can be found in National Institute of Child Health and Human Development Early Child Care and Youth Development Research Network (NICHD), "Are Child Developmental Outcomes Related to Before- and After-School Care Arrangements? Results From the NICHD Study of Early Child Care," *Child Development*, Vol. 75, No. 1 (January/February 2004): 280–295.

Table 8.
## Extracurricular Activities of School-Aged Children by Characteristics of Children and Designated Parents: 1994 to 2003

| Characteristic | Percent participating in specified extracurricular activity | | | | | |
|---|---|---|---|---|---|---|
| | Sports | | Clubs | | Lessons | |
| | 6 to 11 years | 12 to 17 years | 6 to 11 years | 12 to 17 years | 6 to 11 years | 12 to 17 years |
| **Total children, 2003** | **36.2** | **41.8** | **33.4** | **33.7** | **32.2** | **28.6** |
| **CHILD** | | | | | | |
| **Sex** | | | | | | |
| Female | 30.4 | 37.2 | 34.5 | 39.0 | 37.4 | 32.8 |
| Male | 41.7 | 46.2 | 32.4 | 28.6 | 27.3 | 24.7 |
| **Race and Hispanic Origin** | | | | | | |
| White | 39.5 | 43.5 | 34.9 | 35.2 | 33.7 | 29.4 |
| Non-Hispanic | 45.1 | 45.4 | 39.5 | 38.2 | 37.4 | 30.9 |
| Black | 23.8 | 35.0 | 29.8 | 29.5 | 25.6 | 25.0 |
| Asian and Pacific Islander | 25.5 | 41.9 | 24.4 | 24.6 | 39.7 | 34.1 |
| Hispanic (any race) | 20.8 | 35.1 | 19.3 | 23.1 | 21.5 | 22.9 |
| **DESIGNATED PARENT** | | | | | | |
| **Marital Status** | | | | | | |
| Married[1] | 38.9 | 45.4 | 35.5 | 36.8 | 35.8 | 31.4 |
| Separated, divorced, widowed | 31.3 | 34.5 | 31.7 | 26.7 | 24.8 | 23.6 |
| Never married | 26.1 | 30.6 | 23.1 | 25.9 | 21.7 | 17.8 |
| **Education** | | | | | | |
| Less than high school | 17.2 | 30.2 | 18.9 | 18.9 | 17.5 | 16.9 |
| High school graduate | 31.5 | 38.5 | 27.5 | 28.0 | 23.8 | 21.7 |
| Some college | 38.4 | 42.6 | 36.2 | 38.7 | 31.6 | 30.0 |
| Vocational certificate or associate's degree | 40.1 | 43.8 | 37.3 | 37.8 | 34.2 | 32.9 |
| Bachelor's degree | 51.5 | 51.1 | 45.2 | 46.2 | 52.1 | 41.2 |
| Advanced degree | 50.3 | 58.8 | 49.0 | 44.4 | 53.5 | 48.1 |
| **FAMILY** | | | | | | |
| **Poverty Status[2]** | | | | | | |
| Below poverty level | 22.7 | 30.5 | 24.3 | 23.1 | 19.5 | 19.7 |
| At or above poverty level | 39.9 | 44.2 | 35.8 | 35.9 | 35.5 | 30.6 |
| 100 to 199 percent of poverty | 29.1 | 34.1 | 27.8 | 28.3 | 26.3 | 21.7 |
| 200 percent of poverty or higher | 44.7 | 47.9 | 39.4 | 38.6 | 39.6 | 33.7 |
| **Program Participation[3]** | | | | | | |
| Received aid from at least one of the following: | 32.8 | 39.3 | 31.1 | 30.9 | 28.2 | 26.0 |
| TANF | 15.9 | 23.6 | 19.0 | 20.8 | 14.2 | 18.2 |
| Food stamps | 21.3 | 28.9 | 23.7 | 19.5 | 18.8 | 16.4 |
| Medicaid | 23.0 | 30.3 | 25.3 | 23.0 | 21.2 | 18.6 |
| National School Lunch Program | 33.5 | 40.2 | 31.5 | 31.5 | 28.6 | 26.6 |
| Did not receive aid | 42.8 | 45.6 | 38.1 | 37.6 | 40.2 | 32.4 |
| **Total children, 2000** | **30.6** | **37.2** | **33.8** | **34.4** | **32.0** | **26.2** |
| **Total children, 1998** | **31.7** | **39.4** | **34.4** | **35.3** | **30.8** | **26.9** |
| **Total children, 1994[4]** | **34.3** | **42.2** | **38.8** | **42.5** | **23.7** | **19.1** |

[1] Married includes married, spouse present and married, spouse absent (excluding separated).
[2] Includes only children in households for which poverty status was determined.
[3] For families with income reported, programs include Temporary Assistance for Needy Families (TANF); food stamps; Medicaid; and the National School Lunch Program. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) is excluded here since it applies to children under 5.
[4] Number of children varied by activity depending on those reporting valid answers and were approximately 19.4 million 6- to 11-year-olds and 17.6 million 12- to 17-year-olds.

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7 (2003 data); 1996 Panel, Waves 6 and 12 (1998 and 2000 data); Current Population Reports, P70-68, Table 11 (1994 data).

old with married parents played sports, compared with 31 percent of children with never-married parents. In general, participation in extracurricular activities was associated with parents having higher levels of education. More children whose parent had an advanced degree (50 percent of 6- to 11-year-olds and 59 percent of 12- to 17-year-olds) were involved in sports, compared with 17 percent of children 6 to 11 years old and 30 percent of children 12 to 17 years old whose parent did not finish high school. A similar pattern existed for participation in clubs and lessons. Around 17 percent of children 6 to 17 years old whose parent did not complete high school were enrolled in lessons, compared with 54 percent of children 6 to 11 years old and 48 percent of children 12 to 17 years old whose parent had an advanced degree.

In every age group, children whose family incomes were above 200 percent of the poverty threshold were more likely to be involved in activities after school than children living below poverty. This finding is not unexpected as participation in these activities often involves expenditures as well as parental time, both of which may be more difficult for children in poverty to afford. Figure 4 shows the relationship between poverty status and children's participation in sports, clubs, and lessons. About 1 of 5 children (19 percent to 26 percent) below poverty participated in these activities, compared with about 36 percent to 46 percent of children with family incomes at 200 percent of poverty or higher. Some children combined several extracurricular activities. Thirteen percent of children with family incomes at 200 percent of poverty or higher were involved in all three types of extracurricular activities, while only 5 percent of children in poverty participated in all three.

Children receiving government assistance were less likely to participate in each of the three extracurricular activities shown in Table 8. For example, 39 percent of 12- to 17-year-olds who received government assistance played sports, compared with 46 percent of those who did not receive government assistance. In the 10 years prior to the survey, the percentage of children enrolled in lessons increased. In 1994, 24 percent of 6- to 11-year-olds were enrolled in lessons; by 2003, the percentage had increased to 32 percent. The percentage of 12- to 17-year-olds who were enrolled in lessons also increased—from 19 percent in 1994 to 29 percent in 2003.

As with patterns found with reading experiences, children living with married parents with higher levels of educational attainment and economic status participated in more extracurricular activities than other children.

## ACADEMIC EXPERIENCE

In this report, children's academic experience is analyzed by considering outcomes such as being academically "on-track" (i.e., enrolled in school at or above the modal grade level for their age), taking classes for gifted students, changing schools, repeating grades, and being suspended.

### Academically On-Track

Nationally, 75 percent of children 12 to 17 years old currently enrolled in school were academically on-track (Table 9). This represents a 3 percentage-point increase since the previous SIPP child well-being module was conducted in 2000 and a 6 percentage-point increase since the first SIPP child well-being module was conducted in 1994.[17] Girls were more likely to be on-track than boys (78 percent and 72 percent, respectively). Children 12 to 17 years old whose parents were married (76 percent) were more likely to be on-track than those with separated, divorced, or widowed parents (73 percent), or those with never-married parents (69 percent). Suspension from school, which can be an indicator of emotional or adjustment problems, was also related to being academically on-track: 67 percent of children who had been suspended were on-track, compared with 76 percent of children who had never been suspended. The poverty status of families was also related to whether children were on-track: 69 percent of children living in families below the poverty level were academically on-track, compared with 78 percent of children living in families at 200 percent of poverty or higher.

### Special or Gifted Classes

The SIPP child well-being module asked parents if their children were in a special class for gifted students or did advanced work in any subjects (Table 10). Thirteen percent of children 6 to 11 years old and 24 percent of children 12 to 17 years old were in such classes, which include honors and advanced placement classes in high school. For 12- to 17-year-olds, this represents a 2 percentage-point increase since the last child well-being module conducted

[17] Any differences noted in this report between 1994 and 2003 can be attributed to the fact that the editing process differed in these two surveys. In 1994, nonresponses were not imputed, while in 2003 respondents not providing an answer to any of the items in this table were imputed a response.

Table 9.
## Academically On-Track Children Aged 12 to 17 by Selected Characteristics: 1994 to 2003

(Numbers in thousands)

| Characteristic | Number of children currently enrolled | Number of children on-track | Percent on-track |
|---|---|---|---|
| **Total children, 2003** | **24,116** | **18,067** | **74.9** |
| **CHILD** | | | |
| **Sex** | | | |
| Female | 11,748 | 9,118 | 77.6 |
| Male | 12,368 | 8,949 | 72.4 |
| **Race and Hispanic Origin** | | | |
| White | 18,972 | 14,220 | 75.0 |
| Non-Hispanic | 15,325 | 11,489 | 75.0 |
| Black | 3,838 | 2,730 | 71.1 |
| Asian and Pacific Islander | 926 | 804 | 86.8 |
| Hispanic (any race) | 3,983 | 3,004 | 75.4 |
| **Family Television Rules** | | | |
| No TV rules | 6,108 | 4,629 | 75.8 |
| One to two TV rules | 7,342 | 5,373 | 73.2 |
| Three types of TV rules | 10,666 | 8,065 | 75.6 |
| **Participation in Extracurricular Activities** | | | |
| Participated in at least one activity | 8,182 | 6,399 | 78.2 |
| Did not participate in any activity | 15,934 | 11,668 | 73.2 |
| **Ever Changed Schools**[1] | | | |
| Changed | 9,888 | 7,275 | 73.6 |
| Did not change | 14,228 | 10,792 | 75.9 |
| **Ever Suspended From School** | | | |
| Suspended | 2,698 | 1,800 | 66.7 |
| Never suspended | 21,418 | 16,268 | 76.0 |
| **DESIGNATED PARENT** | | | |
| **Marital Status** | | | |
| Married[2] | 16,732 | 12,738 | 76.1 |
| Separated, divorced, widowed | 5,825 | 4,260 | 73.1 |
| Never married | 1,559 | 1,069 | 68.6 |
| **FAMILY** | | | |
| **Poverty Status**[3] | | | |
| Below poverty level | 3,637 | 2,517 | 69.2 |
| At or above poverty level | 19,980 | 15,200 | 76.1 |
| 100 to 199 percent of poverty | 5,199 | 3,674 | 70.7 |
| 200 percent of poverty or higher | 14,781 | 11,526 | 78.0 |
| Income not reported | 498 | 351 | 70.5 |
| **Program Participation**[4] | | | |
| Received aid from at least one of the following: | 14,400 | 10,469 | 72.7 |
| TANF | 586 | 428 | 73.0 |
| Food stamps | 2,199 | 1,422 | 64.7 |
| Medicaid | 5,155 | 3,494 | 67.8 |
| National School Lunch Program | 13,144 | 9,585 | 72.9 |
| Did not receive aid | 9,716 | 7,598 | 78.2 |
| **Total children, 2000** | **23,008** | **16,520** | **71.8** |
| **Total children, 1998** | **22,782** | **16,198** | **71.1** |
| **Total children, 1994**[5] | **18,118** | **12,556** | **69.3** |

[1] Does not include the normal progression and graduation from elementary and middle schools.
[2] Married includes married, spouse present and married, spouse absent (excluding separated).
[3] Includes only children in households for which poverty status was determined.
[4] For families with income reported, programs include Temporary Assistance for Needy Families (TANF); food stamps; Medicaid; and the National School Lunch Program. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) is excluded here since it applies to children under 5.
[5] Based on those children for whom valid answers were reported (no imputation for nonresponse); includes children who are not currently enrolled.

Note: Children are generally considered on-track when they are enrolled at or above the modal grade for their age (the grade in which most children of a given age are enrolled).

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7 (2003 data); 1996 Panel, Waves 6 and 12 (1998 and 2000 data); Current Population Reports, P70-68, Table 15 (1994 data).

Table 10.
## Academic Performance of School-Aged Children by Selected Characteristics: 1994 to 2003

| Characteristic | Percent in gifted classes[1] | | Percent changed schools[2] | | Percent ever repeated a grade[3] | | Percent ever suspended from school[1] |
|---|---|---|---|---|---|---|---|
| | 6 to 11 years | 12 to 17 years | 6 to 11 years | 12 to 17 years | 6 to 11 years | 12 to 17 years | 12 to 17 years |
| **Total children, 2003** | **13.4** | **23.5** | **23.8** | **41.0** | **5.7** | **10.4** | **11.2** |
| **CHILD** | | | | | | | |
| **Sex** | | | | | | | |
| Female | 14.1 | 24.9 | 23.1 | 40.7 | 4.7 | 8.2 | 8.1 |
| Male | 12.7 | 22.1 | 24.4 | 41.3 | 6.8 | 12.5 | 14.2 |
| **Race and Hispanic Origin** | | | | | | | |
| White | 13.6 | 24.2 | 22.9 | 40.1 | 5.4 | 9.0 | 10.2 |
| Non-Hispanic | 14.9 | 26.0 | 23.1 | 40.7 | 5.3 | 8.8 | 10.4 |
| Black | 13.5 | 19.7 | 27.4 | 44.1 | 7.8 | 18.0 | 17.4 |
| Asian and Pacific Islander | 9.6 | 29.0 | 23.2 | 40.0 | 3.0 | 5.2 | 4.8 |
| Hispanic (any race) | 9.7 | 17.3 | 23.0 | 39.1 | 5.8 | 10.3 | 9.7 |
| **DESIGNATED PARENT** | | | | | | | |
| **Marital Status** | | | | | | | |
| Married[4] | 14.0 | 25.0 | 22.0 | 39.4 | 5.1 | 8.4 | 9.0 |
| Separated, divorced, widowed | 12.5 | 22.1 | 28.2 | 44.3 | 8.1 | 13.4 | 15.0 |
| Never married | 10.9 | 12.6 | 28.0 | 45.9 | 6.3 | 21.2 | 20.3 |
| **Education** | | | | | | | |
| Less than high school | 7.6 | 10.3 | 21.8 | 39.4 | 9.0 | 17.5 | 15.4 |
| High school graduate | 10.4 | 18.0 | 23.8 | 40.0 | 6.0 | 12.0 | 12.2 |
| Some college, no degree | 15.2 | 24.8 | 28.8 | 43.8 | 5.0 | 8.0 | 11.0 |
| Vocational certificate or associate's degree | 12.3 | 24.2 | 22.7 | 42.3 | 5.7 | 8.5 | 9.1 |
| Bachelor's degree | 18.6 | 36.9 | 22.6 | 42.2 | 3.9 | 6.6 | 8.3 |
| Advanced degree | 24.6 | 45.1 | 19.7 | 36.2 | 3.5 | 5.1 | 7.5 |
| **FAMILY** | | | | | | | |
| **Poverty Status[5]** | | | | | | | |
| Below poverty level | 9.1 | 14.7 | 26.7 | 41.3 | 8.9 | 17.7 | 17.6 |
| At or above poverty level | 14.5 | 25.4 | 23.1 | 40.8 | 4.8 | 8.9 | 9.8 |
| 100 to 199 percent of poverty | 10.7 | 18.0 | 24.7 | 42.9 | 5.9 | 12.1 | 10.8 |
| 200 percent of poverty or higher | 16.2 | 28.0 | 22.4 | 40.1 | 4.3 | 7.8 | 9.5 |
| Income not reported | 8.2 | 10.2 | 23.3 | 46.8 | 10.9 | 15.7 | 19.9 |
| **Program Participation[6]** | | | | | | | |
| Received aid from at least one of the following: | 12.4 | 21.0 | 25.0 | 41.7 | 6.8 | 13.2 | 12.3 |
| TANF | 7.4 | 15.4 | 30.5 | 48.8 | 13.3 | 19.8 | 23.7 |
| Food stamps | 9.0 | 12.7 | 31.7 | 44.4 | 11.9 | 22.8 | 21.1 |
| Medicaid | 10.2 | 14.3 | 26.5 | 43.6 | 10.1 | 19.2 | 18.3 |
| National School Lunch Program | 12.7 | 21.4 | 25.2 | 41.6 | 6.8 | 13.1 | 12.0 |
| Did not receive aid | 15.3 | 27.1 | 21.3 | 40.0 | 3.6 | 6.4 | 9.6 |
| **Total children, 2000** | **12.7** | **21.8** | **23.3** | **40.1** | **5.3** | **10.7** | **10.4** |
| **Total children, 1998** | **12.7** | **21.4** | **18.7** | **43.5** | **5.8** | **12.1** | **11.8** |
| **Total children, 1994[7]** | **12.5** | **(NA)** | **29.5** | **51.6** | **6.6** | **15.9** | **10.3** |

(NA) Not available.

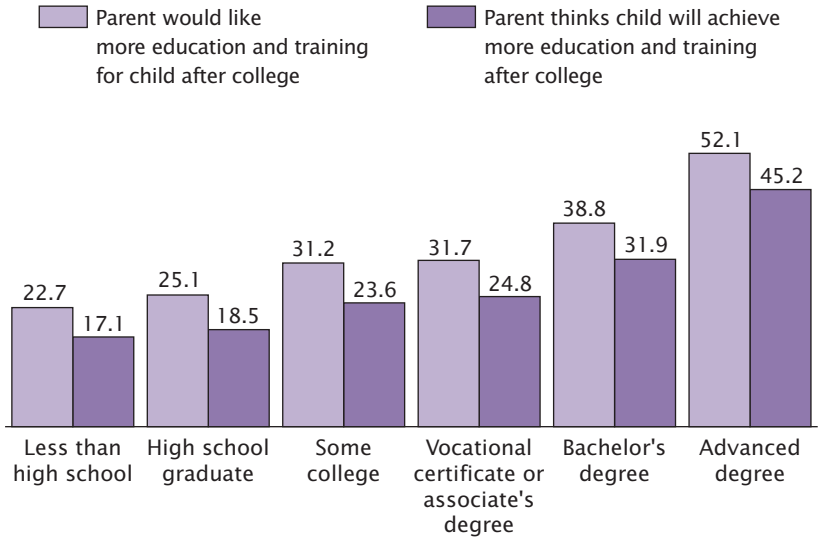
[1] Includes children currently enrolled in school.
[2] Includes children who have ever attended or been enrolled in first grade or higher. Does not include the normal progression and graduation from elementary and middle schools.
[3] Includes children who have ever attended or been enrolled in kindergarten or higher.
[4] Married includes married, spouse present and married, spouse absent (excluding separated).
[5] Includes only children in households for which poverty status was determined.
[6] For families with income reported, programs include Temporary Assistance for Needy Families (TANF); food stamps; Medicaid; and the National School Lunch Program. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) is excluded here since it applies to children under 5.
[7] Based on those children for whom valid answers were reported (no imputation for nonresponse). The question on gifted classes was not asked of children 12 to 17 years old in 1994.

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7 (2003 data); 1996 Panel, Waves 6 and 12 (1998 and 2000 data); Current Population Reports, P70-68, Table 13 (1994 data).

in 2000. Forty-five percent of children 12 to 17 years old whose parent had an advanced degree were in gifted classes, compared with 10 percent of children in this age group whose parent had less than a high school education.

The proportion in gifted classes was also higher for children 12 to 17 years old whose parents were married (25 percent) or separated, divorced, or widowed (22 percent) than for children living with never-married parents (13 percent). Among 12- to 17-year-olds whose family was living at 200 percent of poverty or higher, 28 percent were attending gifted classes, compared with 15 percent of children living below the poverty level. Of 12- to 17-year-olds whose family did not receive government assistance, 27 percent were attending gifted classes, compared with 21 percent of children who received government assistance (TANF, food stamps, WIC, Medicaid, and/or National School Lunch Program). It is possible that differences in gifted-class enrollment reflect the availability of classes offered at the schools the children were attending in addition to any enrollment variations associated with the family characteristics of the children.

Figure 5.
**Educational Expectations of Parents for Their Children Under 18 Years Old by Designated Parent's Educational Level: 2003**
(In percent)




Note: Activity categories are not mutually exclusive, therefore percents do not sum to 100.
Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7.

## Changing Schools

Not including the normal progression through elementary and middle schools, 24 percent of children 6 to 11 years old and 41 percent of children 12 to 17 years old who had ever attended or been enrolled in first grade or higher had changed schools at some time in their academic career (Table 10). The higher proportion for older children reflects the fact that these children have had more time to experience a change. For both age groups, no differences in these percentages were noted since 2000, although both were lower than those reported in 1994.

Changing schools can be disruptive. A change in schools could be prompted by a variety of reasons including a residential move, a modification of school-district boundaries, failure at another school, or a change in the family's household structure or finances. For example, among children 12 to 17 years old, those with married parents were less likely to change schools (39 percent) than were children whose parents were separated, divorced, or widowed (44 percent) and children with a never-married parent (46 percent).

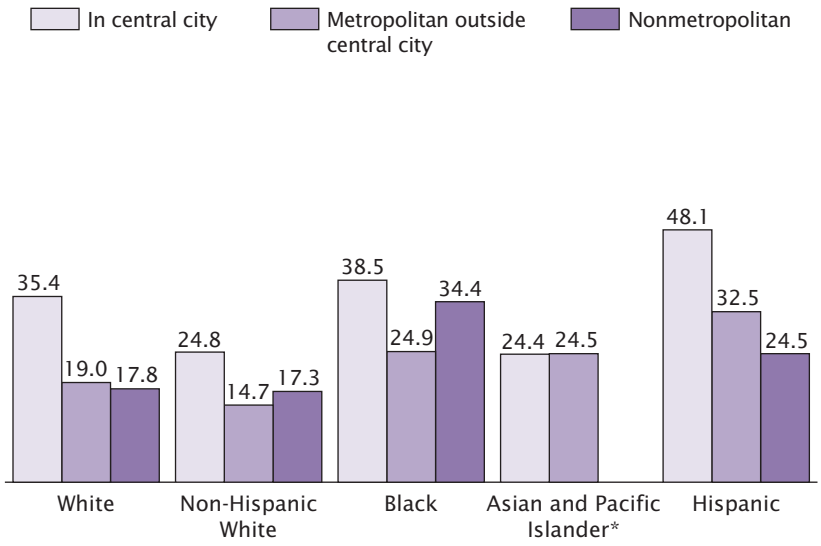
Among children 6 to 11 years old, a higher proportion of Black children changed schools (27 percent) than did non-Hispanic White or Hispanic children (about 23 percent each).[18] Also among 12- to 17-year-olds, higher proportions of Black children changed schools than did Hispanic children (44 percent and 39 percent, respectively).

Among teenagers, children in families at 200 percent of poverty or higher changed schools as often as those below the poverty level (about 41 percent). Forty percent of teenagers in families not receiving government aid changed schools; similarly, 42 percent of teenagers receiving aid from at least one program changed schools.

[18] The percentage of Asian and Pacific Islander children who changed schools was not statistically different from Black children.

Figure 6.

**Percent of Children Under 18 Who Were Kept Inside as Much as Possible Because of the Dangers in the Neighborhood by Metropolitan Status, Race, and Hispanic Origin: 2003**




* For Asian and Pacific Islanders in nonmetropolitan areas, the data are not shown because the base is less than 100,000.

Note: This report based on the 2001 SIPP Panel does not reflect the revised metropolitan status boundaries from the 2000 census or current metropolitan status boundaries.

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2001 Panel, Wave 7.

### Repeating Grades and Suspension From Schools

Six percent of children 6 to 11 years old and 10 percent of children 12 to 17 years old had ever repeated a grade. Among 12- to 17-year-olds, repeating a grade was more common for Black children (18 percent) than for non-Hispanic White (9 percent), Asian and Pacific Islander (5 percent), or Hispanic (10 percent) children.

Children 12 to 17 years old living below the poverty level were about twice as likely to have repeated a grade (18 percent) as children whose family lived at 200 percent of poverty or higher (8 percent). Children 12 to 17 years old whose family received government assistance were also twice as likely to have repeated a grade (13 percent) as were children whose family did not receive government assistance (6 percent).

Parents of children 12 to 17 years old were asked if their children had ever been expelled or suspended from school. Eleven percent of children 12 to 17 years old (2.7 million) had been suspended at least once. Boys were more likely than girls to have been suspended (14 percent and 8 percent, respectively). The proportion suspended was higher for Black children (17 percent) than non-Hispanic White children and Hispanic children (both 10 percent) and Asian and Pacific Islander children (5 percent).

A lower proportion of children living with married parents had ever been suspended (9 percent) than children living with separated, divorced, or widowed parents (15 percent), or those living with never-married parents (20 percent). Among children whose parent had earned a bachelor's degree or an advanced degree, 8 percent had ever been suspended, compared with 15 percent of those whose parent had less than a high school education. Eighteen percent of children whose family lived below the poverty level had ever been suspended from school, compared with 10 percent of children whose family lived at 200 percent of poverty or higher.

## EDUCATIONAL EXPECTATIONS OF PARENTS

The SIPP child well-being module asked parents about their educational expectations for each child. Parents were asked how far they would like their child to go in school and the educational level they thought their child would actually achieve.

Figure 5 shows that the proportion of children whose parents want them to receive an education beyond college differed according to the parent's level of education. Parents with advanced degrees (52 percent) were twice as likely as parents with a high school education (25 percent) to want their children to get an education beyond college.

Regardless of the parent's level of educational attainment, parental expectations about what their children would achieve fell below what they desired for their children. For example, expected achievement levels for progress beyond college were 7 percentage points lower than desired levels for children whose parents had an advanced degree (45 percent) and about 6 percentage points lower for children whose parents had less than a high school degree (17 percent).

## FAMILIES AND NEIGHBORHOODS

Neighborhood quality plays an important role in child development. Neighborhoods that parents consider safe, with neighbors who can be trusted to look out for children, are a standard measure of child well-being. The SIPP questionnaire asked parents a series of questions about the perceived levels of safety and trust in their community. One of those questions measured neighborhood safety by asking parents if they kept their children inside as a much as possible because of dangers in the neighborhood.

Figure 6 shows that the highest percentage of children kept inside because of danger in the community were those living in central cities. Forty-eight percent of Hispanic children who lived in the central city were kept inside because of parents' perception of danger in the community, followed by 39 percent of Black children, 24 percent of Asian children, and 25 percent of non-Hispanic White children. Thirty-three percent of Hispanic children who lived in metropolitan areas outside central cities were kept inside because of danger, followed by 25 percent of Blacks and 15 percent of non-Hispanic Whites.[19] In nonmetropolitan areas, Black children had the highest percentage kept inside because of danger, 34 percent, compared with 25 percent of Hispanics and 17 percent of non-Hispanic Whites. Studies have shown that racial and ethnic minorities in nonmetropolitan areas have high rates of poverty and underemployment, which may lead to higher incidences of crime in these neighborhoods.[20]

## SUMMARY

This report highlights many aspects of children's lives that are related to their well-being, such as children's living arrangements and their family's characteristics, early child care experiences, daily interaction with parents, extracurricular activities, academic experience, and parents' educational expectations. These data show that income and family structure affect various aspects of children's everyday life. Children living in families below the poverty level, children whose parents have lower levels of educational attainment, and children in families with single parents tend to have less daily interaction with their parents, such as talking, being read to, or sharing daily meals, than their counterparts in other situations. Children whose families live below poverty and with lower levels of family income are less likely to participate in extracurricular activities and to be academically on-track than children living in families above poverty and with higher levels of family income.

## SOURCE OF THE DATA

The population represented (the population universe) in the 2001 SIPP is the civilian noninstitutionalized population living in the United States. The SIPP is a longitudinal survey conducted at 4-month intervals. The data in this report were collected from February through May 2003 in the seventh wave of the 2001 SIPP Panel. The institutionalized population, which is excluded from the population universe, is composed primarily of the population in correctional institutions and nursing homes (91 percent of the 4.1 million institutionalized population in Census 2000).

Although the main focus of the SIPP is information on labor force participation, jobs, income, and participation in federal assistance programs, information on other topics is also collected in topical modules on a rotating basis.

## ACCURACY OF THE DATA

Statistics from surveys are subject to sampling and nonsampling error. All comparisons presented in this report have taken sampling error into account and are significant at the 90-percent confidence level unless otherwise noted. This means the 90-percent confidence interval for the difference between the estimates being compared does not include zero. Nonsampling errors in surveys may be attributed to a variety of sources, such as how the survey was designed, how respondents interpret questions, how able and willing respondents are to provide correct answers, and how accurately the answers are coded and classified. The Census Bureau employs quality control procedures throughout the production process—including the overall design of surveys, the wording of questions, review of the work of interviewers and coders, and statistical review of reports—to minimize these errors. The SIPP weighting procedure uses ratio estimation, whereby sample estimates are adjusted to independent estimates of the national population by age, race, sex, and Hispanic origin. This weighting partially corrects for bias due to undercoverage, but biases may still be present when people who are missed by the survey differ from those interviewed in ways other than age, race, sex, and

[19] The percentage of Asian and Pacific Islander children who lived outside central cities who were kept inside because of danger was not statistically different from Hispanic children.

[20] A more in-depth discussion of race and ethnicity in nonmetropolitan areas can be found in Tim Slack and Leif Jensen, "Race, Ethnicity, and Underemployment in Nonmetropolitan America: A 30-Year Profile," *Rural Sociology, Vol. 67, No.2 (2002): 208–233.*

Hispanic origin. How this weighting procedure affects other variables in the survey is not precisely known. All of these considerations affect comparisons across different surveys or data sources. The SIPP 2001 Panel Wave 7 round had experienced a 28.9 percent attrition of the original sample since Wave 1 and had a nonresponse rate of 16.1 percent for this round.

For further information on the source of the data and accuracy of the estimates, including standard errors and confidence intervals, go to <www.sipp.census.gov/sipp/sourceac/S&A01_w1tow6_cross_puf.pdf> or contact Heather Haas or Mahdi S. Sundukchi of the Census Bureau's Demographic Statistical Methods Division via e-mail at <Heather.L.Haas@census.gov> or <Mahdi.S.Sundukchi@census.gov>.

Additional information on the SIPP can be found at the following Web sites: <www.sipp.census.gov/sipp/> (main SIPP Web site), <www.sipp.census.gov/sipp/workpapr/wp230.pdf> (SIPP Quality Profile), and <www.sipp.census.gov/sipp/usrguide/sipp2001.pdf> (SIPP User's Guide).

## MORE INFORMATION

The report and the detailed tables are available on the Internet <www.census.gov>; search for child well-being data by clicking on the letter "W" in the "Subjects A to Z" section on the Web page and select "Well-Being/Dynamics of Economic Well-Being." The previous reports *A Child's Day: 2000 (Selected Indicators of Child Well-Being*) and *A Child's Day: Home, School, and Play (Selected Indicators of Child Well-Being*) with 1994 data are also found on this page.

Other information on child well-being from the SIPP can be found in the following reports: Jason M. Fields and Kristin E. Smith, *Poverty, Family Structure, and Child Well-Being: Indicators From the SIPP*, Population Division Working Paper Series, No. 23, U.S. Census Bureau, Washington DC, 1998; Kristen E. Smith, Loretta E. Bass, and Jason M. Fields, *Child Well-Being Indicators From the SIPP*, Population Division Working Paper Series No. 24, U.S. Census Bureau, Washington DC, 1998. Both of these papers are also on the Internet within the "Population—Working Paper," section under "Subjects A to Z."

## CONTACT

For additional child well-being information, you may contact the authors of this report in the Fertility and Family Statistics Branch at 301-763-2416. You may also contact the authors of this report by e-mail.

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## USER COMMENTS

The Census Bureau welcomes the comments and advice of users of its data and reports. If you have any suggestions or comments, please write to:

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Or send an e-mail inquiry to <hhes@census.gov>.

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