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Introductory report

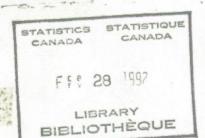
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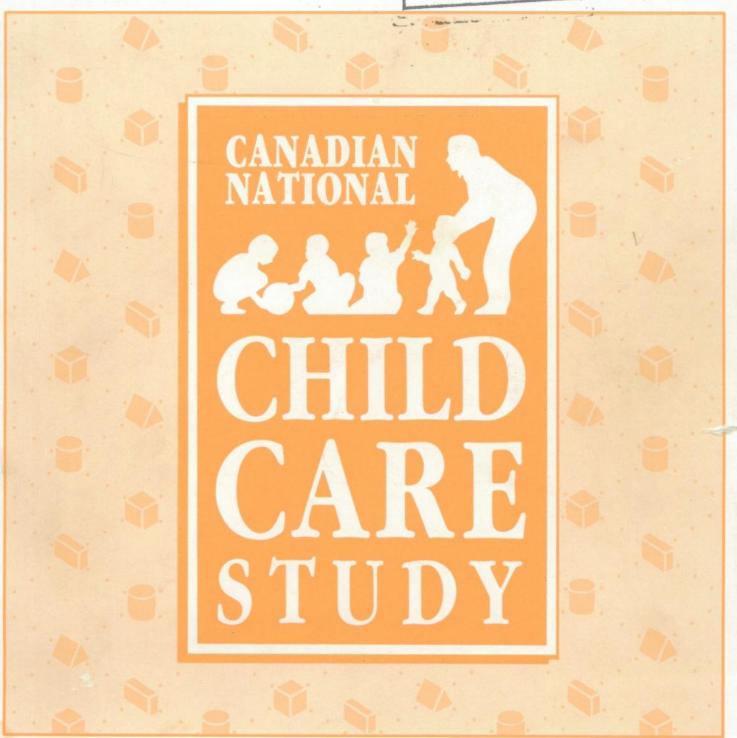
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CANADIAN NATIONAL CHILD CARE STUDY

INTRODUCTORY REPORT

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The Canadian National Child Care Study is a cooperative research project among members of the National Day Care Research Network, Statistics Canada, and Health and Welfare Canada. Primary funding was provided by the Child Care Initiatives Fund, Health and Welfare Canada, with supplemental funds provided by the Social Sciences and Humanities Research Council of Canada, and the Provinces of Ontario and New Brunswick.

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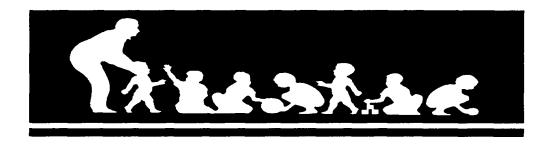


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CANADIAN NATIONAL CHILD CARE STUDY

INTRODUCTORY REPORT

The Canadian National Child Care Study is a collaborative undertaking among four academic researchers affiliated with the National Day Care Research Network, and with the Special Surveys Group, Household Surveys Division of Statistics Canada. The study was funded by Health and Welfare Canada through its Child Care Initiatives Fund and by the Social Sciences and Humanities Research Council of Canada, with additional funding from the governments of Ontario and New Brunswick. This document provides an overview of the study including its goals and objectives, the methodology used, and the kinds of reports that will be produced. General demographic information about Canadian families with children younger than 13 years of age is presented. Related documents currently available to complement this Introductory Report include: the 1988 National Child Care Survey Information Manual and the 1988 National Child Care Survey Microdata User's Guide. Readers requiring additional information may contact any of the following persons:

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The Canadian National Child Care Study (CNCCS) is a unique example of cooperation and collaboration among researchers, government, and professionals in the child care field. The project was conceived by members of the National Day Care Research Network (NDCRN) at its first organizational meeting in December of 1983 (see the following NCCS history). By 1985, four members of the Network had taken the lead in its development: Dr. Donna Lero of the University of Guelph (who became the Project Director); Dr. Alan Pence of the University of Victoria (Co-Director and Coordinator of the Provincial and Territorial Reports); Dr. Hillel Goelman of the University of British Columbia (Co-Principal Investigator); and Dr. Lois Brockman of the University of Manitoba (Co-Principal Investigator). Since 1984 the four principal investigators have worked in close cooperation with the Special Surveys Group of Statistics Canada, and in particular with Mr. T. Scott Murray, currently Assistant Director, Household Surveys Division. The long, close and cooperative relationship the co-investigators have enjoyed with Statistics Canada is due, in no small part, to Mr. Murray's leadership and vision within the organization and to the involvement and commitment of other Statistics Canada employees including Margot Shields, Sue Lafrance, Wilma Shastry, Hank Hoffman, Rita Nesich Green, Jill Bench, and Danielle Baum.

The study would not have developed without the strong support of Health and Welfare Canada. Mr. Evariste Thériault (National Welfare Grants) and Mr. Howard Clifford (National Child Care Information Centre) served as the very able "god-parents" of the project, present at its conception and throughout its life. Others at Health and Welfare Canada, including Esther Kwavnick, Gwenneth Gowanlock, John Soar, and Don Ogston played important roles at critical points in the study's move towards funding. Additional individuals within Health and Welfare Canada and other federal ministries provided support and feedback for the project. A very partial list includes: Joy Kane, Policy, Planning and Information Branch of Health and Welfare Canada, Phil Fay and Fiona Hyslop, Employment and Immigration Canada; Paula Bennett and Linda Geller-Schwarz, Labour Canada; Diana Wood, Secretary of State, Status of Women; and Mr. Steve Goban of the Social Sciences and Humanities Research Council of Canada. Completing our list of acknowledgements to the federal government, we note the assistance provided by Mrs. Dorothy Jetté and Ms. Sharon Gribbon of Health and Welfare Canada; funding provided by the Social Sciences and Humanities Research Council of Canada; and the support of the project extended by the Honourable Jake Epp, and the Honourable Perrin Beatty, former Ministers of Health and Welfare Canada, and the current Minister, the Honourable Benoît Bouchard.

External to government, the Network investigators note, in particular, the support of the Federal Task Force on Child Care, chaired by Dr. Katie Cooke and including members Dr. Ruth Rose, Mr. Jack London, and Ms. Renée Edwards. Dr. Glenn Drover, Director of Research for the Parliamentary Committee, was similarly supportive of the project, as were members of the Special Parliamentary Committee on Child Care, chaired by the Honourable Shirley Martin.

The CNCCS also enjoyed strong support from the provincial governments. Indeed, the government of New Brunswick responded to an early appeal for funding assistance in advance of full funding being awarded through the Child

Care Initiatives Fund of Health and Welfare Canada. The government of Ontario provided additional funds to ensure the size of the survey sample, and individuals in the Child Care Branch and the Department of Research and Evaluation in the Ministry of Community and Social Services (particularly Irene Kyle and Arlene Hoffman) and in l'office des services de garde à l'enfance in Quebec (particularly Suzanne Bouchard) gave generously of their time and expertise in reviewing early drafts of the research instrument. We also appreciated the assistance provided by l'office des services de garde à l'enfance in reviewing the French translation of the pretest and final versions of the interview schedule.

The unique contributions of over 65 individuals across Canada who participated on provincial and territorial writing teams and who enlarged and enriched the study is gratefully acknowledged. They are listed individually in Appendix E. We are also indebted to our very competent research site team members, including data analysts, research assistants, and secretaries listed by name in Appendix D, who not only worked long and hard, but truly became members of the collaborative effort the Canadian National Child Care Study epitomizes.

Finally, the investigators would like to publicly thank all of the parents and interviewers who participated in the study. Their cooperation and assistance was invaluable. We also wish to acknowledge the support of the project provided by our respective universities including administrative officers, the deans of our faculties/colleges, and our departmental chairpersons and colleagues. Each university contributed greatly to the project, especially by providing release time, space and physical resources, financial accounting, and computing services.



Chapter 1

INTRODUCTION

Few issues have provoked as much discussion and debate in North America in recent years as the subject of child care. Dramatic increases in the labour force participation of women with young children, decreased fertility, and the rising incidence of separation and divorce have resulted in major changes in how families rear their children. In 1988 when data were collected for the Canadian National Child Care Study, Statistics Canada's annual labour force averages indicated that 67.3% of women in Canada with children under the age of 16 were in the labour force. The labour force participation rate of women whose youngest child was less than three years old was 58.4% in 1988, compared to 31.2% in 1975. The 1988 participation rate for women whose youngest child was three to five years of age was 65.4%; for those whose youngest child was 6-15 years of age, the rate was 73.2%.¹ Current projections indicate that this trend will likely continue.² These figures alone lead to the conclusion that finding and maintaining reliable, good quality child care is a concern shared by most Canadian parents.

In addition, early childhood education programs and child care (in all forms) are used for other purposes, both by parents who are employed outside the home, and by those who remain at home. These other purposes include:

- providing care for children while parents continue their education or participate in training programs;
- providing support to families and care for children with special needs;
- providing children with opportunities to participate in programs designed to stimulate their development, promote personal competence, and foster social skills through interactions with other children and adults; and
- serving as a form of social support by giving parents some respite from the demands of child rearing; and additional assistance during times of unique or peak needs, such as a family illness or emergency, childbirth, instances when usual caregivers are unavailable, school holidays and other situations.

In summary, child care provided by family, friends, paid caregivers, and community agencies, when viewed as a form of social support to families, is a normal and common facet of family life. It also has become an essential resource that most parents depend on in order to enable them to provide for their family's economic well-being and to ensure that their children's physical and psychological needs are met in a stable and nurturing environment. It is not surprising, therefore, that there is unprecedented interest in planning for improved child care services and policies to meet the needs of Canadian children and families.

In 1988-1989, the federal government made specific and major efforts to develop a National Strategy on child care that would address Canada's needs.

Preceding that, the Federal Task Force on Child Care, the Interdepartmental-Interprovincial Working Group on Child Care sponsored by the Status of Women Ministers, and the House of Commons' Special Parliamentary Committee on Child Care had each brought forward proposals for development and reform. At the provincial level, major reviews have been undertaken in almost every province to explore alternative funding arrangements and service approaches to meet the growing demand for child care. While child care has been a highly visible and recurring issue on the social program agenda and much discussion and debate has taken place, the fact remains that the development of a comprehensive and effective approach to meet the needs of Canada's families has not been realized.

One of the factors that has impeded the evaluation of existing policies and services and the development of new ones has been the paucity of relevant and timely information. Although Statistics Canada conducted small-scale studies of families and their child care arrangements in 1967 and 1981, reliable, detailed and more recent information about parents' child care needs and preferences, the kind and quality of care Canadian children are experiencing daily, and the impacts child care arrangements have on children and their parents has been sorely lacking. In effect, until now we have not been able to answer with confidence such basic questions as: Where are children being cared for and by whom? Why are they where they are? What do parents perceive to be the effects of care experiences on their children, themselves, and the workplace? In short, the research data that would normally be used as a basis for formulating social policy and for assessing the effects of anticipated changes have not been available. Given the economic and social importance of the decisions that must be made, it is critical that federal and provincial policy analysts have the kind and quality of data needed for sound decision making, and for measuring the costs and benefits of planned changes in policies, funding, and program delivery systems over the next decades.

The Canadian National Child Care Study was developed to meet these needs. It is a unique collaborative undertaking by academic researchers, provincial governments, professionals in the child care field, and Statistics Canada. The study is also unique in its comprehensiveness, its size, and in the attention and detail that is applied to studying the inter-relationships among child care, family, and employment variables within a policy framework.

The Canadian National Child Care Study has both descriptive and explanatory purposes. It provides reliable, descriptive information at both the national and provincial levels on the nature of current child care needs and child care use patterns, the cost of care, and parental preferences among child care alternatives. The study was also designed to provide information about the ways in which family, child care, and employment variables are inter-related. The findings pertain to program and policy development in several areas through analyses such as those that will:

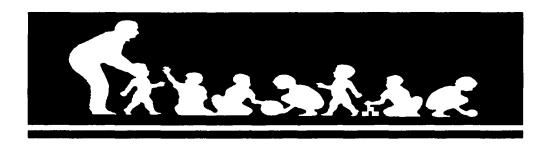
- link data on parental work schedules to child care needs and use patterns;
- determine the extent to which low and middle income families have difficulty finding and maintaining affordable, stable child care; and
- assess the effects of different child care experiences on parents' labour force participation and productivity.

It is important to emphasize that in this study, child care is conceptualized not only as a service that enables mothers to participate in the labour force, but also, from a broader perspective, as a form of support to families and as a

component in children's lives that affects their development and well-being. For this reason, the CNCCS included families in which a parent is not regularly involved in the paid labour force and has opted to remain at home with one or more children. The child care arrangements used by these families are included in the study, as are questions pertaining to at-home parents' tension in managing family and child care responsibilities.

The Canadian National Child Care Study actually consists of two linked research projects: an extensive national household survey sometimes referred to separately as the National Child Care Survey (or NCCS) and a provincial and territorial policy and program review. The national household survey forms the basis of the study and provides very rich, descriptive information based on responses from over 24,000 parents in families with at least one child younger than 13 years of age. The provincial and territorial policy and program review involved extensive data collection regarding each province's and territory's policies, programs, and funding mechanisms, and historical developments related to child care. Information on these topics, obtained from the provincial and territorial governments and other sources, provides important, contextual background for the survey data, and contributes to effective policy analysis.

In summary, the Canadian National Child Care Study was designed to address a number of policy relevant issues regarding Canadian families and child care in a comprehensive and rigorous manner. The findings will be of interest to researchers from many disciplines, to policy analysts at both the federal and provincial levels, to educators, and to Canadians who are interested in child care and the increasingly important role it has in our changing society.



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Chapter 2

HISTORY OF THE CANADIAN NATIONAL CHILD CARE STUDY

The lifetime of the Canadian National Child Care Study from its inception to the completion of most major research reports will ultimately span a ten-year period. In this section, the first seven years of the project, from the fall of 1983 to the fall of 1990 will be summarized. The principal investigators consider the recounting of that history as useful and important for a project whose scope, size, and cooperative nature is unique in Canadian social science.

In the fall of 1983, Dr. Hillel Goelman of the University of British Columbia and Dr. Alan Pence of the University of Victoria submitted a proposal to Health and Welfare Canada to host a three day workshop to share information on recent and ongoing Canadian child care research projects and "to plan a coordinated and collaborative cross-provincial study of day care needs and uses...." (Goelman and Pence, 1983). Twelve researchers from across Canada attended the workshop at the University of British Columbia, resulting in the development of a statement regarding priorities for Canadian day care research (Goelman, 1983). One of the most critical priorities identified was the need for a large-scale, national survey of child care that would address such basic and unanswered questions as "Where are the children?". At a follow-up meeting in Montreal in April of 1984, a subgroup of the National Day Care Research Network (NDCRN), headed by Dr. Donna Lero of the University of Guelph, commenced detailed planning of the embryonic national study.

Following consultation with representatives of Health and Welfare Canada, funds for a feasibility study were approved in July, 1984. The NDCRN arranged a subcontract with Statistics Canada's Special Surveys Group to assess various sampling and data collection methodologies, estimate costs, and make recommendations. The report produced by Statistics Canada, entitled A National Survey of Child Care Arrangements, Preferences and Needs-Survey Options (Statistics Canada, 1984) was incorporated by four Network researchers (Lero, Pence, Goelman and Brockman) into their funding proposal, Where Are The Children? - An Ecological Survey of Families and Their Child Care Arrangements, which was formally submitted to Health and Welfare Canada in January, 1985. The proposal was shared with and benefited from consultation with individuals in Health and Welfare Canada; Employment and Immigration Canada; the Canadian Advisory Council on the Status of Women; the National Child Care Information Centre; the Coordinator of the Interdepartmental-Interprovincial Working Group on Child Care; and many provincial day care directors.

In the spring of 1984, the Federal government, recognizing the growing importance of child care within Canadian society, appointed a four-person Task Force to study the issues of quality child care and adequate parental leave policies in Canada and "to make policy recommendations to the government" (Status of Women, Canada, 1986, xxiii). Chaired by Dr. Katie Cooke, the Task Force commissioned over twenty studies related to various facets of child care,

including one study that involved NDCRN members in a pilot of the Canadian National Child Care Study. The research project, entitled Parents' Needs, Preferences, and Concerns About Child Care: Case Studies of 336 Canadian Families (Lero, Pence, Brockman, Charlesworth, Canning, Esbenson, Morrison and Goelman, 1985), helped advance the planning of the Canadian National Child Care Study and was one of the few Task Force projects that yielded new empirical data. The project undertaken for the Task Force provided valuable insight on a wide range of topics; however, it was not based on a representative sample of Canadian families and could not be used in place of a rigorous, national study.

At the same time that the principal investigators were engaged in beginning the Task Force study (summer of 1984), they were also working to establish funding for the full national study. In June of 1985, a proposal was prepared for submission to the Social Sciences and Humanities Research Council of Canada, (SSHRCC) Strategic Grants Division. That proposal, entitled Canadian Families and Their Child Care Arrangements: An Ecological Analysis (Lero, Pence, Goelman and Brockman, 1985) focused on the theoretical significance of the study for social scientists. The request for funding from SSHRCC was based, in part, on the expectation that funding for the complete study could come only from a variety of sources, including the federal and provincial governments, SSHRCC, and possibly private foundations. Following peer review, the SSHRCC proposal was accepted for partial funding support. At the same time, a number of federal departments and provincial governments were asked to participate in a collaborative funding strategy.

In October of 1985, Health and Welfare Canada (National Welfare Grants Division), and the Department of Employment and Immigration enabled work on the project to continue by providing funds for instrument development and pretesting. Instrument development involved the four researchers working collaboratively with Statistics Canada to design the research instruments (which at that time included an interview schedule and a written questionnaire) and to finalize sampling procedures. This period also included continuing consultation with provincial and territorial day care directors and their staff and with various individuals in Health and Welfare Canada. Following the development of training materials for Statistics Canada interviewers, field testing of the pretest instruments and procedures took place in Ontario and Manitoba during April and May of 1986. The results, presented in Statistics Canada's report, National Child Care Survey: Report on the Pretest (1986) described the pretest as "remarkably successful". The achieved response rate was 94%; there were no refusals to share data with the researchers or with provincial governments, and the instruments themselves were well understood and well received, resulting in a shorter average interview time than had been anticipated originally.

By late summer of 1986 most of the preliminary work for the Canadian National Child Care Study had been completed. The Cooke Task Force had been supportive of the need to collect more data concerning the actual state of day care in Canada. Based on their knowledge of child care and child development, members of the NDCRN were called as expert witnesses before the House of Commons' Special Parliamentary Committee on Child Care. The Committee soon recognized the importance and value of the proposed National Child Care Study. "The shortage of reliable data on the supply and demand for child care services, as well as information about children's needs and parents' preferences has already been identified. We need this data to determine whether child care arrangements are meeting the needs of all families and children or whether other forms of care would be advantageous. Without this knowledge, we have only an incomplete basis for debating the future of child care in Canada" (House of Commons, 1987, pg. 41-42). The final report of the Special Parliamentary

Committee recommended that the federal government incorporate an Initiatives and Research Fund "to promote research into child care arrangements in Canada and to determine ways and means of addressing other problems related to child care...." (House of Commons, 1987, pg. 42). The investigators revised the earlier Health and Welfare proposal for submission to the Department of Supply and Services in order to facilitate inter-departmental (and potentially interprovincial) funding of the full proposal whose cost was then estimated at 2.9 million dollars.

The proposal was submitted to the Department of Supply and Services in March of 1987. An announcement concerning the government's plans for child care legislation and related funding support was expected by the summer of 1987. Ultimately, the Federal government's proposed legislation was announced in December. Included in the government's National Child Care Strategy was a proposal for the development of a Child Care Initiatives Fund (CCIF), which would provide financial support for research and innovative pilot programs. The CCIF did not require parliamentary approval to take effect and in May of 1988, the first two projects funded under the CCIF were announced by the Honourable Jake Epp, then Minister for Health and Welfare Canada. One of those projects was the Canadian National Child Care Study. From seminal idea to announcement of funding, four and a half years had elapsed.

The four members of the NDCRN who had taken the lead in the development of the CNCCS (Lero, Pence, Goelman and Brockman) immediately began work on developing the final instruments for data collection. Characteristics of the instruments and the sampling methodology that were employed are discussed later in this report. By the end of October, 1988 over 24,000 interviews had been completed from coast to coast. Data collection was undertaken across the country by trained Statistics Canada interviewers. Statistics Canada's responsibilities also included data entry and preparation of the large and complex data tape for analysis and data verification by the four principal investigators. During the 20-month hiatus between the completion of data collection and the true beginning of data analysis, the four principal investigators coded all open-ended questions, suggested imputation procedures, identified derived variables that were created by Statistics Canada, reviewed preliminary data, and engaged in careful and extensive planning to ensure accurate, complementary, and coordinated data analysis at each university.

The opportunities for data analysis based on the National Child Care Survey are enormous, given the sample size and the scope of the data that were collected in the study. To expedite data analysis and to ensure that findings were produced as quickly as possible, the four principal researchers made two decisions. The first decision was to divide the areas of research within the study in a fashion that ensured that each researcher had major, separate responsibility for certain components. The second decision was to produce an initial set of descriptive reports so that the basic questions that had been the original impetus for the study could be addressed as soon as possible. More complex, multivariate, model building and model testing analyses would be undertaken at a later point.

As a result, research reports from the study will be released in three stages. The first stage following this **Introductory Report** consists of six descriptive reports, spanning the three major themes in the study. The three main themes are:

- A. Where are the children? An examination of the types of care most commonly used for infants, preschoolers and school-age children;
- B. Canadian families and their care arrangements; and
- C. The relationships between work, family, and child care.

Each of these descriptive reports is based on the national household survey data and focuses on child care and employment patterns observed in the reference week (the week preceding the parental interviews).

An additional set of reports consists of twelve provincial and territorial reports which combine the national household survey data pertaining to each province with information obtained from each province and territory about its child care policies and programs, and the demographic and economic characteristics of each locale. (Note: No survey data were collected in the Yukon or the Northwest Territories.) The provincial and territorial reports represent the collaborative work of over 65 individuals who participated on writing teams and whose work adds a unique, ecological dimension to the research results derived from the national household survey.

Later reports contain more complex analyses that address a variety of topics and issues covered by the Canadian National Child Care Study. A partial list includes: child care for infants and toddlers; the affordability and availability of child care alternatives; child care patterns over a 12-month period; the effects of child care on parents' labour force participation and productivity; work-family-child care tension; and inter-provincial comparisons of child care use patterns.

Each of the major sets of reports is described in greater detail in Chapter 7 of this **Introductory Report**. It is anticipated that the first six descriptive reports and the set of provincial and territorial reports will be available in the summer and fall of 1992. More complex analytical reports will be released as completed towards the end of 1992 and extending through 1993.



Chapter 3

GOALS AND OBJECTIVES OF THE CANADIAN NATIONAL CHILD CARE STUDY

The two major goals of the Canadian National Child Care Study were:

- To provide valid, comprehensive data on Canadian families and their child care needs, use patterns, and preferences among care options; and
- To examine the complex relationships between family, work, and child care variables from both a policy and theoretical perspective.

The researchers were influenced in their conceptualization of the study by Urie Bronfenbrenner's systems-based theoretical model of ecological factors that affect human development (Bronfenbrenner, 1979). The ecological model provides a way to describe and analyze the linkages between child care, family, and employment variables within contexts defined, in part, by community and provincial resources. An assumption consistent with the ecological perspective is that individual families' work and child care arrangements represent realistic adaptations to a complex set of needs, desires, pressures, and constraints. The use of one or more particular child care arrangements (including care by either parent at home) is appreciated as a factor that affects children's daily experiences, having both direct and indirect effects on each parent, the parents' relationship to each other and to other children, and parents' relationship to the world of work.

The ecological perspective guided the initial conceptualization of the research, including the importance of addressing many variables not ordinarily brought together in one survey. It also dictated the development of new measures and influenced the analytical approach adopted by the principal investigators (see Lero, 1988).

General objectives of the Canadian National Child Care Study that derive from the major goals include the following:

- 1. To accurately describe the nature of Canadians' child care needs for infants, preschoolers, and school-age children, particularly for care that enables parents to work or study.
- To accurately depict current child care use patterns -- the number and kinds
 of arrangements used in an average week for infants, preschoolers, and
 school-age children based on a nationally representative sample of
 Canadian families.
- 3. To obtain information about parents' preferences among work and child care alternatives and their desire for changes in employment practices and benefits which would support them in their role as parents.

- 4. To investigate how various factors affect child care needs, use patterns and preferences from an ecological perspective to understand how parameters of work, family life, characteristics of children, community resources, and social, economic, and geographic factors interact to affect child care needs, use patterns, and preferences; and to determine what factors add to, and reduce the tension parents may experience when juggling work, family, and child care responsibilities.
- To examine the perceived effects of different child care use patterns and experiences on children and parents individually, and in relation to each other.
- To examine the effects of provincial differences in programs and policies on parents' perceptions of the services available to them and their child care choices.

A partial list of the specific questions that were addressed in this study includes the following:

Objective 1:

Understanding Child Care Needs

- 1. How many families require care (for purposes related to parental employment or continuing education) for infants, for preschool children, and for school-age children for periods totalling:
 - \leq 10 hrs/wk 11-19 hrs/wk 20-29 hrs/wk \geq 30 hrs/wk?
- 2. How many families require care for these purposes:
 - in the evenings?
 - on weekends?
 - to accommodate variable or rotating shifts or other changes in work and study schedules?
 - in the summer time?

Objective 2:

Understanding Child Care Use Patterns

- 1. What proportion of families with infants, preschoolers, and school-age children (6-12 years old) use each of the major types of child care?
- 2. What proportion of families use a combination of arrangements on a regular basis? Which combinations are most common? Why are they used?
- 3. What special arrangements or changes in child care occur during the summer months?

Objective 3:

Examining Parents' Preferences, Concerns and Opinions

- 1. What employment or homemaking option do parents perceive to be best suited to their own needs and the needs of their family?
- 2. What types (or combinations) of child care arrangements do parents prefer for infants? Preschoolers? School-age children?
- 3. What, if anything, prevents parents from using the methods of supplementary care they would most prefer? What is the demand for, and what are the primary barriers to the use of licensed care arrangements?
- 4. What changes in work schedules and parental benefits do parents most desire in order to reduce work-family interference?

Objective 4:

Factors Affecting Child Care

- 1. In what ways are child care needs, use patterns, and parental preferences similar and different across urban and rural locations?
- 2. Are there differences in child care preferences and/or in barriers to the use of preferred care among low, middle, and upper income families? Immigrant families?
- 3. Are the child care needs and use patterns of one-parent families noticeably different from those of two-parent families, and if so, how are they different?

Objective 5:

Effects of Child Care Experiences on Children and Families

- 1. What do parents perceive to be the positive and negative effects of particular child care arrangements on their children?
- 2. With what types of care are parents most and least satisfied? With what facets of their children's care are parents most satisfied? What aspects concern them the most?
- 3. Which factors contribute to, and which ones reduce the amount of tension parents experience when working outside the home? Are certain kinds or patterns of child care more likely to result in absenteeism or work interruptions?
- 4. What is a typical year like in the life of families and children today with respect to child care arrangements?
 - How many changes do children experience?
 - What are the major reasons for changes?
 - Who is most vulnerable to unstable care arrangements?

Objective 6:

Effects of Provincial Differences on Parents and Children

- 1. Do parents perceive the availability, affordability or quality of specific types of child care differently in different provinces?
- 2. To what extent are use patterns for similar types of families affected by provincial variations in programs and funding arrangements?
- 3. Are there differences in the economic and social characteristics of families using licensed child care services among the provinces? If so, what may account for the variation?

Results from the Canadian National Child Care Study are expected to be particularly helpful for policy development related to child care and to the issue of how parents may be helped to better balance work and family responsibilities. In addition, our results should contribute to further research in these areas by providing reliable contextual information that can be used to help interpret research on the effects of different types of child care on children's development.



Chapter 4

A DESCRIPTION OF THE TWO COMPONENTS THAT COMPRISE THE CANADIAN NATIONAL CHILD CARE STUDY

As stated previously, the Canadian National Child Care Study actually consists of two linked, but separate projects. One is the comprehensive national household survey of over 24,000 families, which was designed by the principal investigators in collaboration with Statistics Canada, and is referred to independently as the 1988 National Child Care Survey (or NCCS). The other project involved the collection and synthesis of information on each province's and territory's child care programs and policies, as well as demographic and economic characteristics. This second project was undertaken by the principal investigators and a team of individuals in each province and territory, and was coordinated by Dr. Alan Pence and CNCCS staff at the University of Victoria. Information collected through the provincial and territorial policy and programs review enabled the researchers to develop an accurate understanding of the similarities and differences among the provinces and territories. The relative availability of specific child care programs and services, funding mechanisms, and other policies that are under provincial or territorial jurisdiction are sociopolitical factors that are likely to contribute to observed inter-provincial differences in child care use patterns. Each of the two CNCCS components is described in more detail below.

4.1 The National Child Care Survey

The 1988 National Child Care Survey is one of the largest, most comprehensive social surveys ever conducted in Canada. It provides the basis for most of the analyses presented in the major research reports. As discussed in Chapter 2 of this report, the NCCS has a long history, and was truly a collaborative undertaking by the four principal investigators and Statistics Canada.

The survey was conducted in September and October of 1988, as a special supplement to the monthly Canadian Labour Force Survey. One parent in each selected family was interviewed either over the telephone or in person by trained Statistics Canada interviewers. Questions focused on parents' employment and child care arrangements during the reference week (the week preceding the interview) for each child in the family younger than 13 years of age. Additional information was collected concerning the care arrangement(s) used for one of the children in the family (the target child) while the interviewed parent was working or studying, including how parents found care for this child, which factors influenced their decision making, and how satisfied parents were with the care arrangements they were using. Parents were also asked about child care arrangements used in the preceding year for the target child, and about specific problems they may have experienced locating and maintaining good quality care throughout the year.

The interviewed parent (IP) was the parent who described herself or himself as being most responsible for making the child care arrangements for the

children in the family. In most cases, the IP was the mother. In families in which both parents made child care arrangements jointly and equally, the female parent was interviewed. Child care, as defined in this study, consisted of any care provided by a relative or non-relative, or in a group care setting. Also included in our definition of child care was time spent in the care of the interviewed parent's spouse/partner, care by an older sibling, and self care while the IP was working or studying during the reference week. Not included in this definition is time spent in recreational activities or hobbies (e.g., girl guides, band practice, little league games); time spent in transit to and from school; or time spent at a doctor's or dentist's office.

Further information about the survey instruments and methodology are included in Chapters 5 and 6 of this report.

4.2 Provincial and Territorial Policy and Programs Reviews

A unique component of the Canadian National Child Care Study is the development of a set of reports focusing on each of the provinces and territories individually. The need for separate, representative samples of families in each province had always been anticipated, and was present in the earliest research proposal submitted to Health and Welfare Canada. A sufficiently large sample that could provide reliable and detailed information for each province was deemed essential for making accurate inter-provincial comparisons, and for policy analysis and planning at the provincial level. Initially, the development of a separate series of reports focused on the provinces and territories did not figure prominently in the CNCCS proposals. The principal investigators' growing awareness of (1) the significant differences between the provinces and territories in their demographic and economic characteristics, as well as in their child care and education systems, and (2) the importance of documenting those differences as the ecological and policy contexts in which child care patterns are embedded, led to the decision to develop a separate set of provincial and territorial reports. These reports were developed in cooperation with a team of knowledgeable child care specialists in each of the provinces and territories.

In November and December of 1988, letters were sent to child care experts representing, at a minimum, four facets of child care in each province: government, advocacy, academia, and the field and professional associations. In each province and territory, four to seven persons were invited to serve as members of the provincial and territorial writing teams which developed the individual provincial and territorial reports. Dr. Alan Pence and CNCCS staff at the University of Victoria assumed major responsibility for coordination, and provided information, advice, and support to each team. Over 65 individuals from the 12 provinces and territories served on these teams, donating their time and sharing their expertise on behalf of the Canadian National Child Care Study. A complete list of the participants is included in Appendix E.

At the same time that provincial and territorial writing teams were being identified, a questionnaire was sent to the director of day care (the person most directly responsible for child care programs and policies) in each province and territory. Information from that questionnaire (see Appendix B) focused on provincial regulations and policies, funding mechanisms, and child care spaces and enrolments. The information supplied by the day care directors was then used by the writing teams as the basis for one of the sections in their individual provincial or territorial reports. The result of this collaboration between the CNCCS researchers and the teams of experts from each province and territory is a unique set of reports which provides the social, historical, and regulatory context for the evolution of child care within each jurisdiction. The set of CNCCS provincial and territorial reports provide the necessary ecological context for a

much clearer understanding of the "natural experiment" that child care in Canada represents, i.e., the experiment of twelve jurisdictions approaching a similar task in a multitude of ways. From such a naturally occurring experiment, much can be learned regarding the interaction of regulatory, sociodemographic, and historical forces on the provision and utilization of child care services.

The provincial and territorial reports represent not only an innovative extension of the basic ecological model, but also a commendable example of professional, inter-provincial cooperation in Canadian policy research. Each of the individual reports will contain information about the economic and demographic characteristics of the province or territory; the historical development of child day care in that locale; child care regulations, funding, and service delivery within the province or territory; data from the national household survey regarding children and their care arrangements, families, and parental employment patterns; and bibliographic references on child care studies that are specific to the province or territory. (Note: survey data are not available for the Yukon and Northwest Territories.)

A more detailed description of the CNCCS provincial and territorial reports is included in Chapter 7 of this report.



Chapter 5

METHODOLOGY OF THE NATIONAL CHILD CARE SURVEY

5.1 Survey Design and Coverage

Two target populations were identified for the National Child Care Survey:

- all Canadian children under the age of 13, and
- all economic families in Canada with at least one child under the age of 13.

These populations are sometimes referred to as NCCS children and NCCS families, respectively.

The National Child Care Survey was administered as a supplement to the September, 1988 monthly Labour Force Survey (LFS).³ Consequently, the sample design and population coverage of the National Child Care Survey is closely tied to that of the LFS and does not include:

- children and families living in the Yukon and Northwest Territories,
- children permanently residing in institutions,
- children and families living on Indian reserves, and
- Canadian children and families who were living outside of Canada in September 1988.

Together, these exclusions represent approximately 2% of all Canadian children under the age of 13. The following table shows a breakdown of Canadian children younger than 13 years of age, and estimates of the number of children excluded from the sample for the reasons cited above.

Table 1 Distribution of Canadian Children Younger Than 13 Years of Age

	Canadian Children	$Total^1$	%
٠	Represented by National Child Care Survey sample	4,658,500	97.9
	Children living in the Yukon or Northwest Territories	20,300	0.4
	Inmates of institutions	2,500	0.1
	Children living on Indian reserves	72,900	1.5
	Children living outside of Canada	6,000	0.1
	All Canadian Children	4,760,100	100.0

Numbers were supplied by Statistics Canada. Numbers may not add due to rounding.

5.2 Sampling Procedures and Response Rates

The Canadian Labour Force Survey conducted by Statistics Canada employs a panel design in which the entire monthly sample consists of six panels, or rotation groups, each containing approximately 9,000 dwellings. Each panel itself, is representative of the population of Canada with the exception of the exclusions referred to previously. One panel rotates out of the active sample each month and is replaced with a new panel. The sample size of the LFS is determined by the statistical requirements for various estimates of labour force characteristics at the national, provincial and sub-provincial levels. The September 1988 LFS sample consisted of 54,000 dwellings; approximately 48,000 were occupied and contained persons considered eligible for the LFS.

Data collection for the National Child Care Survey utilized a three-step process. The first step consisted of the procedures used to select dwellings for inclusion in the Labour Force sample, which utilizes a stratified, multi-stage cluster sampling technique. The National Child Care Survey employed five of the six "active" rotation groups in the September LFS sample. Because only about 30% of Canadian households have children under the age of 13, however, the sample that would have been obtained under normal circumstances would not have been large enough to meet the specific data requirements of the study. Eight additional rotation groups composed of respondents who had previously participated in the LFS sample, but who had "rotated out" were contacted and invited to participate. As a result, the final sample used for preliminary screening consisted of roughly 122,000 dwellings drawn from a total of 13 rotation groups. Five were considered "active" rotation groups for the purpose of the September, 1988 LFS survey and eight more rotation groups were included that had left the Labour Force sample between October of 1987 and May of 1988.

The second stage in data collection involved making contact with a household member in each selected dwelling. Demographic information was collected for each household in order to identify those which met the criterion of including an economic family in which at least one child was younger than 13 years of age.

Table 2 presents the number of dwellings included in the NCCS sample within each province, the number of households (i.e., occupied dwellings), the number of households for which basic demographic information was obtained, and the corresponding household response rate (i.e., the proportion of selected households for which basic demographic information was obtained).

Table 2 Household Response Distribution

Province	Number of Dwellings	Number of Households	Responding Households	Household Response Rate (%)
Newfoundland	6,885	5,873	5,709	97.2
Prince Edward Island	3,801	3,302	3,217	97.4
Nova Scotia	8,947	7,822	7,537	96.4
New Brunswick	9,048	8.024	7,718	96.2
Quebec	18,592	16,090	15,295	95.1
Ontario	23,100	21,170	20,687	97.7
Manitoba	9,264	8.252	7,746	93.9
Saskatchewan	12,224	10,702	9,696	90.6
Alberta	17,528	15.768	14,613	92.7
British Columbia	12,659	11,282	10,674	94.6
CANADA	122,048	108,285	102,892	95.0

See Appendix C for glossary of terms.

Across Canada, the household response rate was 95.0% (97.8% for the five "active" LFS rotation groups and 93.3% for the eight "rotated out" groups). There are several reasons why non-response occurred at the household level. The reasons for non-response and the associated non-response rates are shown in Table 3.

Table 3 Reasons For Non-Response at the Household Level

Reason for Non-Response	Number of Non-Respondents	Associated Non- Response Rate (%)
No one at home	450	0.4
Refused to participate	1,159	1.1
Household members temporarily absent	195	0.2
Interview prevented by death,		
sickness, or language problem	2,885	2.7
Other reason for non-response	704	0.7
Total Non-Respondents	5,393	5.0

Numbers may not add due to rounding.

The third step in data collection involved administration of the NCCS child care interview in each eligible family, (i.e., an economic family living in the selected dwelling including at least one child younger than 13 years of age). A child care interview was to be completed in each family with the parent who identified her/himself as most responsible for making child care arrangements in that family. In total, 28,660 economic families were identified and a child care interview (Form 06) was completed for 24,679 or 86.1% of them. At the end of the interview, respondents were asked if they would agree to share their answers with the universities associated with the National Day Care Research Network, Employment and Immigration Canada, and various provincial governments. Only 524 families (2.1% of the completed interviews) did not agree to share their responses, resulting in a final sample size of 24,155 families. This represents a response rate of 84.3% at the final stage of data collection, which will be referred to as the child care response rate. The following results were obtained for each province and for Canada as a whole.

Table 4

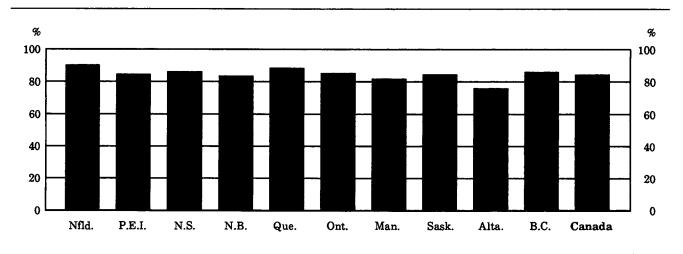
Final (Child Care) Response Distribution

	Economic Families	Completed Child Care	N Shai	ion- ers	Total Response	Final Child Care Response Rate (%)
Province	Sampled	Interviews	Number	(%)		
Newfoundland	2,335	2,138	36	(1.7)	2,102	90.0
Prince Edward Island	931	791	11	(1.4)	780	83.8
Nova Scotia	2,036	1,794	48	(2.7)	1,746	85.8
New Brunswick	2,359	2,024	56	(2.8)	1,968	83.4
Quebec	4,310	3,875	82	(2.1)	3,793	88.0
Ontario	5,376	4,649	58	(1.2)	4,591	85.4
Manitoba	1,925	1,630	51	(3.1)	1,579	82.0
Saskatchewan	2,641	2,257	44	(1.9)	2,213	83.8
Alberta	4,095	3,204	96	(3.0)	3,108	75.9
British Columbia	2,652	2,317	42	(1.8)	2,275	85.8
CANADA	28,660	24,679	524	(2.1)	24,155	84.3

Numbers may not add due to rounding.

Figure 1

Final (Child Care) Response Rates, Canada and the Provinces



Unfortunately, little information is available for the purpose of estimating possible response biases in this study, other than geographic location and rotation group status. As Table 4 indicates, child care response rates ranged from 75.9% in Alberta to 90.0% in Newfoundland. Of the 28,660 economic families included in the original sample, 32% were from Census Metropolitan Areas (CMAs) and 68% were from non-CMAs. The child care response rates for CMA and non-CMA areas were 82.5% and 85.1%, respectively. The child care response rate for families in the five "active" LFS rotation groups was 84.9%; it was 83.8% among those who had "rotated-out" of the LFS sample between October, 1987 and May, 1988.

Weighting factors developed for this survey compensated for non-response at each stage of sampling (households and families with children younger than 13 years of age), in order to yield population estimates that would be as accurate as possible for each province and for Canada as a whole.

A total of 42,131 children under the age of 13 were included in the 24,155 economic families who participated in the National Child Care Survey. A wide range of information was collected for each of these children. In order to reduce the response burden for families with two or more children, one "target child" was randomly selected, about whom additional information was obtained. In selecting the target child, children under the age of six were given a probability of selection four times greater than children six years of age and older in families with children both younger and older than six years of age. This procedure was used primarily so that more detailed estimates could be developed regarding the kinds of child care utilized for children younger than school-age than would have been possible otherwise. The number of children and target children included in the final sample is presented by age in Table 5. Children under six years of age comprised 45.6% of all children in the NCCS sample and 52.1% of the target children.

Table 5

Age Distribution of NCCS Children and Selected Target Children

Age of Child (In Years) ¹	All Children in Economic Families	Selected Target Children
00	2,989	2,017
01	3,078	2,131
02	3,291	2,128
03	3,271	2,071
04	3,325	2,158
05	3,268	2,078
06	3,330	1,372
07	3,320	1,318
08	3,436	1,487
09	3,226	1,603
10	3,289	1,839
11	3,292	2,054
12	3,016	1,899
Total	42,131	24,155

Age of child refers to age on last birthday. Numbers may not add due to rounding.

A small number of the sampled households contained two economic families, both with at least one child younger than 13 years of age. In the 13 cases in which this occurred, a child care interview was completed with a parent in each family.

5.3
Description of
National Child
Care Survey
Instruments and
Administrative
Procedures

Three separate instruments were used to collect the requisite information from respondents to the National Child Care Survey. NCCS interviews were administered either over the telephone or in person in the parent's official language of choice by trained Statistics Canada interviewers. Approximately 90% of the interviews were administered over the telephone, usually in one sitting. The remainder were in-person interviews. All instruments were available in English and French. Outlines of the content of each research instrument follows. Copies of the actual questionnaires are included as Appendix A.

The Household Record Docket (Form 03) The Household Record Docket (Form 03) was used to update information previously collected by Statistics Canada on the characteristics of household members whose usual place of residence was the selected dwelling. Basic demographic information included the sex, marital status, educational attainment, age, and relationship to head of the economic family of each household member. This form was also used to collect the actual month and year of birth of all children under the age of 13. This allowed interviewers to exclude households in which the youngest child had passed his/her 13th birthday since the time when demographic information was first collected, and also enabled the creation of analytical categories based on months of age for children who remained in the sample (e.g., 0-17 months). Form 03 identified a "Designated Adult" (DA) in each economic family who served as the primary source of information. To aid interpretation, the term "interviewed parent" (IP) will be used in this and all other NCCS reports in lieu of the term "designated adult" or "DA".

The Labour Force Questionnaire (Form 05) The standard LFS Labour Force Questionnaire (Form 05) was used to collect information on the current or most recent labour market activity of all household members 15 years of age or older in eligible families. The Labour Force Questionnaire includes questions on hours of work, job tenure, type of work, reason for hours lost or absent, job search undertaken, availability for work, and school attendance.

The National Child Care Survey Questionnaire (Form 06) A National Child Care Survey Questionnaire (Form 06) was administered to the parent in each economic family who described her/himself as most responsible for child care arrangements. Some parts of the interview focused on the interviewed parent, or her/his spouse/partner. Other parts focused on child care used in the reference week for each child in the family younger than 13 years of age, or on child care arrangements selected for the randomly selected target child. The following overview outlines how the Form 06 is organized:

Section A: Interviewed Parent's Work and Study

Provides detail about the interviewed parent's work and study schedule not available from the LFS Form 05. Included are questions on maternity/ paternity leave (sources of income, plans to return to work, and preferred care option upon return to work); the schedule of hours worked in the reference week; variability and predictability of hours worked; distance from home to work; employer flexibility and support; and the parent's involvement in educational activities.

Section B: Spouse's Work and Study

This section provides similar information pertaining to the interviewed parent's spouse or partner.

Section C: Disability or Special Needs

Identifies the presence of any long-term condition or health problem among any of the children younger than 13 in the family, and effects if any, on the IP's labour force participation and use of child care arrangements.

Section D: Unusual Circumstances

Identifies events, if any, which made the care arrangements in the reference week atypical. These data will allow users to assess the impact of restricting the primary reference period to one reference week.

Section E: School Attendance

Provides detail about school attendance for all children under the age of 13. While the NCCS is mainly concerned with child care provided by persons other than the IP, school attendance is considered as a substitute for other types of care, reducing the number of hours of care which would be required otherwise.

Section F: Kindergarten or Nursery School

Section G: Care in a Before or After School Program

Section H: Care in a Day Care Centre

Section I: Care by a Relative and/or Non-Relative in the Parental Home

or Another Home

Sections: F, G, H, and I

Yield detailed information on seven different types of care which may have been used in the reference week. Data were obtained for each child younger than 13 years of age. The types of care are defined in terms of location (a kindergarten or nursery school, a before or after school program, a day care centre, care in the IP's own home, or in some other private home); and, where appropriate, by the relationship of the caregiver to the children (a relative or non-relative). Individual items pertaining to each type of care include the days on which care was provided during the reference week, total hours in care, cost of the arrangement for parents, whether the cost of care is subsidized, whether receipts are given, the main activity of the IP while care was being provided, and whether the IP had any concerns about the quality or suitability of the care arrangement. As many as four separate arrangements were permitted in Section I and all relevant questions were repeated for each separate arrangement that was utilized.

Section J: Care by Interviewed Parent At Work

Section K: Care by Spouse At Work

Section L: Care by Spouse (When the Spouse is Not Working)

Section M: Care by an Older Brother or Sister

Section N: Child in Own Care

Sections: J. K. L. M. and N

Yield detailed information on five additional types of care used in the reference week for all children. These sections were restricted to times when care was provided while the IP was working at a job or business, studying full-time, or studying part-time to improve job opportunities.

Section O: Preferred Child Care Arrangements

This section provides information on the type(s) of child care arrangement most preferred for each child in the family, given the parent's current work schedule and family income. Factors preventing use of preferred arrangements, if applicable, were also obtained.

Section P: Work-Family-Child Care Tension Issues

Provides detail on the level of tension subjectively experienced in juggling work, family, and child care responsibilities by IPs who worked or studied in the reference week. This section also identifies which factors parents feel contribute to and help to reduce tension, as well as which work options are preferred for the IP and spouse.

Section Q: Main Method Evaluation

The main method of care was identified by the IP as the method of care used in the reference week for the target child (other than school) that allowed the IP to work or study. This section includes questions about the main method, questions about other methods that were considered, reasons for not considering or not using other child care alternatives, information sources used when searching for child care, difficulties encountered in finding care, factors considered most important, and parental satisfaction with the main method that was chosen.

Section R: Tension Issues for Non-Working Parents At Home

This section, (which parallels Section P) was designed for IPs who did not work for pay in the reference week. It includes questions that identify which factors contribute to and/or reduce tension experienced by at-home parents.

Section S: 12-Month Work and Study History

Section S includes questions on the IP's and spouse's work history during the previous year. Parental work and study history information can be matched against information on child care-related absences and changes in child care arrangements during the reference year.

Section T: 12-Month Care Arrangements History

Section T captures information about the types of care used for one month or longer during the preceding year for the target child. Items include the duration of each arrangement, reasons for changing care arrangements, and the main activity of the IP and spouse during the period of time each care arrangement was used.

Section U: Evaluation of Past Year's Child Care Arrangements

In section U parents were asked to enumerate which problems, if any, they experienced during the previous year in finding and maintaining good quality care for the target child. This section also contains questions about the impact, if any, of child care problems on each parent's labour force status and productivity during the year.

Section V: Child Care Support and Neighbourhood Resources

This section includes questions about the extent of personal child care support available to the IP for help with back-up or unexpected care needs. It also includes questions about neighbourhood resources for children and parents.

Section W: Demographics

The final section of the NCCS questionnaire obtained demographic information not available from the Household Record Docket (Form 03), such as parental income sources and amounts in the previous year, and each parent's country of origin and mother tongue.

The length of the interviews varied somewhat depending upon whether the interviewed parent worked at a job or business in the reference week, whether a spouse or partner was living in the household and his/her work status, the number and ages of children in the family under the age of 13, and the complexity of child care use patterns. The average interview length was 46 minutes - 45 minutes for telephone interviews and 49 minutes for in-person interviews. As shown in Table 6, interview length was most affected by the interviewed parent's employment status.

Table 6 Average Interview Length For Specific Groups¹

Respondent Groups	Time in Minutes
IP ² with spouse/partner	46
IP2 with no spouse/partner	44
IP2 works full-time	52
IP2 works part-time	50
IP2 unemployed	41
IP2 not in the labour force	37
IP2 with 1 child < 13 years of age	44
IP2 with 2 children < 13 years of age	47
IP2 with 3 children < 13 years of age	48
IP2 with 4 or more children < 13 years of age	46
All Interviews	46

Time to administer NCCS Child Care interview only. Time does not include administration of Labour Force Docket and Labour Force Survey interviews.

² IP refers to the interviewed parent. See Appendix C for glossary of terms.

5.4 Edit and Imputation

The NCCS child care interview had many questions involving detailed information regarding dates, work schedules, and cost and hours of care. In addition, the flow patterns inherent in the questionnaire design required that interviewers check and enter information from other items on the child care questionnaire and from the forms used to collect demographic and employment information. As expected, there were some errors.

To ensure as much accuracy and consistency as possible, all survey records were subjected to an exhaustive computer edit to identify and correct any inconsistent information on the questionnaires. Whenever possible, records with missing or incorrect information were corrected from other information in the respondent's questionnaire. When this was not possible and the record still had missing data, one of two actions was taken. In some cases, a non-response or "not stated" code was assigned to the item. In other cases, an attempt was made to estimate the correct or appropriate response by imputing the item. For the most part, two procedures were used for imputing information. If the number of records requiring imputation was not large, manual examination of the record was conducted to determine a response. In other cases, a computer search was made for another record that was "similar" to the record with a missing item and values were assigned from this "donor" record.

The major areas of the NCCS interview in which imputation was carried out and the number and percent of records that were involved are shown in Table 7.

Table 7 Major Variables For Which Values Were Imputed

rk schedule of Spouse (B-2) ys missing for at least one care arrangement in the matrix ² (E-N) urs missing for at least one care arrangement in the matrix ² (E-N) t missing for at least one care arrangement in the matrix ² (E-N)	Number of Records Imputed	Percent of Records Imputed		
Work schedule of the IP ¹ (A-11)	391	1.6%	of IPs1	
Work schedule of Spouse (B-2)	814	3.9%	of spouses	
Days missing for at least one care arrangement in the matrix ² (E-N)	522	1.2%	of children	
Hours missing for at least one care arrangement in the matrix ² (E-N)	488	1.2%	of children	
Cost missing for at least one care arrangement in the matrix ² (E-N)	941	2.2%	of children	
Number of weeks worked by the IP ¹ in reference year (S-2)	311	1.3%	of IPs1	
Number of weeks worked by the spouse in reference year (S-7)	415	2.0%	of spouses	
Work days missed or late by the IP1 in reference year related to target child (S-13)	615	2.5%	of target children	
Missing dates (Section T)	696	2.9%	of target children	
At least one component of income missing for the IP1 or the Spouse (W-2 & W-9)	8,335	34.5%	of families	

¹ IP refers to the interviewed parent. See Appendix C for glossary of terms.

There were a few other cases in which information was imputed for children.

- 1. If the interviewed parent (IP) worked during the reference week, and there was no care arrangement reported for a child, an arrangement was imputed. This occurred for 614 children (1.5%).
- 2. If the IP worked during the reference week, a comparison was made between the number of hours worked and the number of hours of care reported for each child in the family. If the number of hours of work exceeded the number of hours of care accounted for in the reference week by more than 10 hours, additional hours of care were imputed. This happened for 1,030 children (2.4%).

The child care matrix consists of Sections E-N of the NCCS questionnaire. See Appendix A.

3. A comparison was made between the days worked by the IP and the days each child was reported to be in some form of care. For Monday to Friday, very few problems were detected (i.e., if it was reported that the IP worked on any one of these days, in almost all cases care was reported for each child in the family for those days). Cases in which care was not reported at all for a weekday were not modified. However, a significant number of cases of no care reported at all were found on Saturday and Sunday. For these two days, a care arrangement was imputed if it was reported that the IP worked on these days and no care arrangement had been reported for a child. It is expected that more informal types of care are used on the weekend (e.g. care by the spouse), and that respondents did not consider this as care when answering the questions in the matrix. For Sunday a care arrangement was imputed for 1,142 children (2.7%). For Saturday a care arrangement was imputed for 1,766 children (4.2% of the sample).

5.5 Coding of Open-Ended Questions

A total of 61 partially or completely open-ended questions were included in the National Child Care Survey. They were asked in order to obtain as much information as possible about: parents' desired workplace benefits; children's health problems; unusual circumstances affecting child care in the reference week; reservations about child care arrangements; barriers to the use of preferred care methods; factors that contributed to or reduced tension in juggling multiple roles; reasons for using and for not using various child care alternatives; perceived positive and negative effects of child care arrangements; and reasons for changing child care arrangements in the previous 12-month period. Most open-ended questions were answered only by a subset of parents for whom the question was applicable.

The development of coding schemes, coding, and the entry of codes onto a tape that was eventually merged with the full data tape were the responsibility of the principal investigators. CNCCS staff at the University of Guelph were most directly involved, with assistance from co-investigators and research assistants at the University of Manitoba and the University of British Columbia. All codes were double checked for reliability, and data entry was carefully monitored. Inter-coder reliability across the 61 questions ranged from 80.2% - 100%. Disagreements were resolved through discussion and occasional amendments to the coding schemes.

5.6 Sampling Error

The National Child Care Survey produces population estimates based on information collected from and about a sample of families and children. The estimates may have been slightly different if, instead, a census (complete population survey) had been conducted using the same questionnaires, interviewers, supervisors, quality assurance procedures, processing methods, and tabulation routines. The difference between a population estimate derived from a sample survey and the result obtained from a census taken under similar conditions is known as sampling error. One measure of sampling error is called the standard error of the estimate.

If repeated samples of the same type were used to produce NCCS estimates, then it would be expected that in about 68 of 100 samples, the difference between a sample estimate and its corresponding census (population) figure would be less than one standard error. In about 95 out of 100 samples, the difference would be less than two standard errors, and in about 99 out of 100 samples the difference would be less than 2.5 standard errors.

A wide range of estimates related to economic families with children younger than 13 years of age, the children in these families, and the types of care used for these children can be produced from the National Child Care Survey. Since sampling error is not the same for all estimates, the standard error of the estimate is usually expressed relative to the estimate to which it pertains. The resulting measure, known as the coefficient of variation (cv), is obtained by dividing the standard error by the estimate itself, and is expressed as a percentage of the estimate.

Generating actual estimates of sampling variability is a very costly procedure, so the coefficients of variation for estimates used in this and all other NCCS publications have been obtained from a set of generalized tables computed for the National Child Care Survey. These general tables take into account the size of the estimate, the sample size or number of records used to produce that estimate, and a factor that accounts for the stratified, multi-stage design of the LFS, on which the National Child Care Survey sample is based. This last factor is taken into consideration by the incorporation of what is known as a design effect, which, in essence, is the penalty paid for using a clustered sample as opposed to a simple random sample. Coefficient of variation (cv) tables have been produced for estimates based on families, IPs, spouses, children, and target children.

Statistics Canada's release guidelines allow for the unrestricted release of any estimate that has a cv equal to or less than 16.5%. Estimates with a cv between 16.5% and 25.0% are released accompanied with a warning about the high sampling variability. Estimates with a cv greater than 25.0% are not released. In this and other publications, estimates with a cv in the range of 16.5% to 25.0% will be accompanied by the letter "q". The "q" will serve as a warning to users that these estimates should be used with caution. Estimates that are not releasable will be replaced with "...".

5.7 Non-sampling Error

Errors which are not related to sampling may occur at almost any phase of a survey operation. Interviewers may misunderstand instructions, respondents may make errors answering questions, the answers may be incorrectly entered on the questionnaire, and errors may occur in the coding, processing and tabulation of the data. These are all examples of non-sampling errors. Over a large number of observations, randomly occurring errors will have little effect on estimates derived from the survey; systematically occurring errors, however, will introduce biases in the survey estimates. Considerable time and effort has been invested to reduce non-sampling errors in the National Child Care Survey through careful design of the questionnaire, proper training and supervision of interviewers, and meticulous control of and attention to coding, data entry, and data preparation. Procedures to ensure that data capture errors were minimized included coding and edit quality checks to verify processing logic. Despite these efforts, non-sampling error is bound to have some impact on NCCS estimates. In general, items in the National Child Care Survey interview that required more detail (e.g., total income from various sources in the previous calendar year) were more susceptible to errors.

Another potential source of non-sampling error is the effect of non-response on the survey results. The magnitude of the bias introduced by non-response depends both on the extent of non-response, and the degree to which responders and non-responders differ from each other. The extent of non-response will vary from partial non-response (failure to answer just one or some questions) to total non-response (which was discussed in Section 5.2). Total non-response was handled by adjusting the weights of households and economic families that responded to the survey to compensate for those that did not respond.

In most cases, partial non-response to the National Child Care Survey occurred when the respondent misinterpreted a question, could not recall the requested information, or in some cases when a mistake was made in question sequences involving a skip pattern.

5.8 Estimation

The National Child Care Survey was administered to a sample of Canadian economic families with children under the age of 13. The starting point was the household. Approximately one in every 90 Canadian households was included in the NCCS sample. Data collected from families in selected households were used to represent similar households not in the sample. In practice, different areas of the country were sampled at different rates, in part based on the size of the population for which estimates were desired (e.g., a province, Canada as a whole, etc.).

The number of families or children that each family or child represents is called its weight. Assuming for the moment that there is no non-response, then the weight is equal to the inverse of the sampling rate. However, non-response occurs in most sample surveys and the NCCS was no exception. Non-response occurred at the household level and therefore the weights of responding households had to be increased to represent the non-responding households. Once economic families with children were identified for the purpose of conducting child care interviews, non-response occurred if the interview was not conducted. Weighting factors applied to the economic families with children that responded to the survey were increased to represent those that did not. In both cases, the weight adjustment was made by multiplying the original weight by a factor that compensates for non-response. The factor is computed by dividing the number of households (or families with children) by the number of households (or families with children) responding.

At this stage, the weight is comprised of two components: the inverse of the sampling rate and the non-response adjustment. A third component, the family weighting adjustment described below, was then added to improve accuracy even more.

Independent estimates are available monthly for various age and sex groups, by province. These estimates are based on Canadian Census data, records of births and deaths, and estimates of migration. A procedure was used to adjust weights to force agreement with these independent estimates, thus improving the accuracy and reliability of estimates that could be produced by the NCCS. In fact, estimates of children by single years of age by sex produced from the NCCS will agree exactly with estimates based on these external sources.

The weighting procedure that was used to make this final adjustment is referred to as the family weighting procedure. At the same time as ensuring consistency with external Census counts, the procedures ensure that every member of the economic family is assigned the same weight. This is important to ensure consistency of estimates and to produce accurate estimates at the economic family level.

The three factors that have been discussed -- namely, the inverse of the sampling rate, the non-response adjustment, and the family weighting adjustment -- are the main components used to produce the respondents' weights. The final weight that incorporates all these factors is the one used to produce estimates from the NCCS sample. The final weight inflates the sample of 24,155 economic families to 2,724,300 families and the sample of 42,131 children to 4,658,500 children. This represents a final average weight of approximately 110 for each interviewed family and child.

The NCCS involved one further stage of selection -- the selection of the target child in families with more than one child younger than 13 years of age. A weight adjustment had to be made taking the particular selection scheme that was utilized into consideration.

Adjustments were then made to ensure consistency by single years of age with the independent Census estimates. The average weight for target children is approximately 190. Any estimates produced from information based on questions referring to the target child use this target child weight. It should be noted that if the same tabulations are made based on all children in the sample (42,131) and then based only on the target children (24,155), slightly different results will occur because of sampling error. This is the case for all variables other than province, sex, and age, for which the weighting procedure has been used to ensure consistency.



Chapter 6

CHARACTERISTICS OF THE NATIONAL CHILD CARE SURVEY SAMPLE AND THE POPULATION IT REPRESENTS

As described in Chapter 5, sampling procedures for the National Child Care Survey were designed to ensure accurate population estimates of Canadian families with at least one child younger than 13 years of age (NCCS families), and of all Canadian children younger than 13 years of age (NCCS children). The obtained NCCS sample is representative of these two target populations nationally (with certain exceptions as described in Chapter 5), and each provincial sample is representative of the families and children in that province. The number of families interviewed in each province and the number of children younger than 13 years of age about whom child care information was collected are shown in Table 8. The full sample represents a total of 2,724,300 economic families and 4,658,500 children younger than 13 years of age.

Table 8	Distribution of NCCS Samples and Populations
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Province	Sample Families	Sample Children	Population of Families Represented	Population of Children Represented
Newfoundland	2,102	3,501	70,400	116,600
Prince Edward Island	780	1,404	14,000	25,500
Nova Scotia	1,746	2,978	93,000	157,500
New Brunswick	1,968	3,306	79,300	132,000
Quebec	3,793	6,252	707,700	1,157,800
Ontario	4,591	7,930	978,800	1,661,200
Manitoba	1,579	2,830	110,300	193,600
Saskatchewan	2,213	4,151	109,000	203,700
Alberta	3,108	5,679	268,800	492,500
British Columbia	2,275	4,100	293,000	518,000
Yukon and Northwest Territories ¹	••			
CANADA	24,155	42,131	2,724,300	4,658,500

No data were collected in the Yukon or Northwest Territories.

Numbers may not add due to rounding.

Family estimates from the National Child Care Survey are based on the concept of the "economic family", which is defined as including all persons living in the same dwelling related by blood, marriage, or adoption (see the NCCS Glossary, Appendix C to this report). Other studies may provide estimates of "census families" which are more narrowly defined, consisting only of parents and their never-married children. In general, most households contain only immediate family members; indeed, 93.9% of NCCS economic families are census

families. This fact is particularly important when interpreting NCCS estimates of 1987 family income (which are based on combined parental income), and estimates of the proportion of parental income that was spent on child care in that year.

6.1 Family and Child Composition

The number of families with one, two, or three or more children younger than 13 years of age is shown in Table 9 for Canada and each province. As other studies of fertility trends and family size have demonstrated, families are considerably smaller now than they were years ago. A downward trend in family size has been evident since the early part of this century, although it was interrupted and reversed temporarily during the 1950s and 1960s. Today, the majority of Canadian families have only one or two children (Ram, 1990). Table 9 indicates that in 1988, 46.3% of Canadian families (1,261,000) had only one child younger than 13 years; another 39.8% (1,085,500) had two children. Families with three or more children younger than 13 years of age numbered 377,800 and accounted for 13.9% of all NCCS families. Not shown in Table 9 is the proportion of families with four or more children younger than 13 years of age. In total, they accounted for only 2.7% of the population of NCCS families (74,100 families).

The three provinces with the largest proportion of one-child families are Newfoundland, New Brunswick, and Quebec. Saskatchewan and Prince Edward Island have the largest proportion of families with three or more children younger than 13; although even in those provinces, four out of five families have only one or two children younger than 13 years old.

Table 9 Families With 1, 2, 3 or More Children Younger Than 13 Years of Age, Canada and the Provinces, 1988

		Economic Families								
	All Families		With 1 Child < 13		With 2 Children < 13		With 3 or More Children < 13			
Province	Number	%	Number	%	Number	%	Number	%		
Newfoundland	70,400	100.0	35,000	49.7	26,700	37.9	8,700	12.4		
Prince Edward Island	14,000	100.0	5,900	42.4	5,400	38.6	2,600	19.0		
Nova Scotia	93,000	100.0	43,500	46.7	36,900	39.7	12,600	13.6		
New Brunswick	79,300	100.0	39,100	49.3	29,600	37.3	10,600	13.3		
Quebec	707,700	100.0	348,600	49.3	285,100	40.3	74,000	10.5		
Ontario	978,800	100.0	462,300	47.2	382,300	39.1	134,100	13.7		
Manitoba	110,300	100.0	48,700	44.1	43,800	39.7	17,800	16.2		
Saskatchewan	109,000	100.0	42,600	39.1	44,500	40.8	21,900	20.1		
Alberta	268,800	100.0	106,400	39.6	114,800	42.7	47,600	17.7		
British Columbia	293,000	100.0	129,000	44.0	116,300	39.7	47,800	16.3		
CANADA	2,724,300	100.0	1,261,000	46.3	1,085,500	39.8	377,800	13.9		

Numbers may not add due to rounding.

Table 10 provides information on the composition of children within NCCS families. It can be seen that 975,300 families (35.8%) have one or more children younger than three years of age. Almost six out of ten NCCS families (1,586,700 or 58.2%) include at least one preschool-age child (0-5 years old). Families with two or more children under six years of age, for whom full-time child care might

be particularly costly, number 512,500 and comprised 18.8% of all NCCS families.

Approximately 42% of all NCCS families with at least one child younger than 13 years of age (1,137,600 families) contain only children six years of age or older. Slightly more than a sixth of NCCS families (464,600 families or 17.1%) are comprised only of older children, 10-12 years of age.

Table 10 Families With Children in Selected Age Groups, Canada, 1988

Child Composition within Families	Number of Families	Percent of Families
Children Younger Than 3 Years of Age		
Families with no children < 3	1,749,000	64.2
Families with children < 3	975,300	35.8
with 1 child < 3	862,300	31.7
with 2 or more children < 3	112,900	4.1
Children Younger Than 6 Years of Age		
Families with no children < 6	1,137,600	41.8
Families with children < 6	1,586,700	58.2
with 1 child < 6	1,074,200	39.4
with 2 or more children < 6	512,500	18.8
Children Younger Than 10 Years of Age		
Families with no children < 10	464,600	17.1
Families with children < 10	2,259,700	82.9
with 1 child < 10	1,190,300	43.7
with 2 children < 10	838,900	30.8
with 3 or more children < 10	230,500	8.8
Children Younger Than 13 Years of Age		
Families with 1 child < 13	1,261,000	46.3
Families with 2 children < 13	1,085,500	39.8
Families with 3 or more children < 13	377,800	13.9
All Families	2,724,300	100.0

Numbers may not add due to rounding.

Children today live in a variety of types of families and circumstances, including one and two-parent families, blended families, extended families, families with common-law partners, and joint custody arrangements, some of which enable children to participate in more than one nuclear family and in a variety of relationships. This diversity provides some interesting challenges to researchers who would seek to accurately describe the parameters of children's family experiences. While the National Child Care Survey was not designed for that purpose, data on parents' marital or cohabitation status and characteristics of the parent or parent-figure who is most responsible for making child care arrangements in the family provide interesting information in that regard.

The number of one and two-parent families with at least one child under the age of 13 in Canada and each province is presented in Table 11. The definition of one-parent families that was employed in the Canadian National Child Care Study departs from one based solely on marital status, since the presence or absence of a spouse or partner (rather than one's legal status) is far more

pertinent to estimates of child care needs and analyses of child care use patterns. Thus, a one-parent family was defined in the CNCCS as a family including a child or children younger than 13 years of age in which the interviewed parent (IP) does not live with a spouse or partner (see the NCCS Glossary, Appendix C).

Table 11 One and Two-Parent Families With Children Younger Than 13 Years of Age, Canada and the Provinces, 1988

		All Families		rent ies ¹	One-Parent Families ²		
Province	Number	%	Number	%	Number	%	
Newfoundland	70,400	100.0	61,400	87.2	9,000	12.8	
Prince Edward Island	14,000	100.0	12,100	86.4	1,900	13.6	
Nova Scotia	93,000	100.0	80,600	86.7	12,400	13.3	
New Brunswick	79,300	100.0	68,000	85.7	11,300	14.3	
Quebec	707,700	100.0	604,400	85.4	103,300	14.6	
Ontario	978,800	100.0	842,200	86.1	136,500	13.9	
Manitoba	110,300	100.0	90,900	82.4	19,400	17.6	
Saskatchewan	109,000	100.0	93,200	85.5	15,900	14.5	
Alberta	268,800	100.0	228,100	84.8	40,700	15.2	
British Columbia	293,000	100.0	243,900	83.2	49,100	16.8	
CANADA	2,724,300	100.0	2,324,800	85.3	399,500	14.7	

Two-parent families consist of an IP and spouse or partner who live together with at least one child <13 years old.</p>

Numbers may not add due to rounding.

Table 11 indicates that 85.3% of Canadian families with at least one child younger than 13 years of age are two-parent families in which the IP described herself or himself as married or living common-law, with a spouse or partner living in the household. Approximately 399,500 NCCS families (14.7%) are one-parent families. Although not shown in Table 11, almost 92% of the one-parent families (367,000) are headed by women; about 32,600 (8%) are male-headed. The proportion of all NCCS families that are female-headed, one-parent families was 13.5%. Male-headed, one-parent families accounted for only 1.2% of all NCCS families.

The pattern evident in Table 11 indicates some variability in the percentage of one- and two-parent families across the provinces. The proportion of one-parent families ranged from a low of 12.8% in Newfoundland to 17.6% in Manitoba. These numbers take on added meaning when viewed from the perspective of children. Nationally, 586,900 children or 12.6% of all Canadian children younger than 13 years of age were estimated to be living in one-parent families, as defined in this study. These numbers are significant since the unavailability of a spouse (and potentially other family members) can result in increased difficulty in finding reliable, affordable child care and in coping with unexpected child care breakdowns and children's illnesses. A comprehensive analysis of one- and two-parent families' child care needs and use patterns is the subject of a separate National Child Care Study report.

In the vast majority of cases (94.9%), the interviewed parent (IP) was the mother of at least one child in the family younger than 13 years of age, as shown

One-parent families consist of an IP who does not live with a spouse or partner and at least one child <13 years old.

in Table 12. An appreciation of who the IP is in relation to the children provides some insight into family and gender roles. Practically, however, identification of who served as the IP in this study is important because child care arrangements were classified according to the IP's main activity while children were in care. As well, the IP is the parent who supplied information about the spouse's work hours, the spouse's workplace benefits, and the impact of child care problems on the spouse in two-parent families. The IP's degree of tension in juggling work, family, and child care responsibilities (or family life, personal goals and child care, in the case of IPs who were not employed) is examined in other NCCS research reports.

Table 12

Relationship of the Interviewed Parent $(IP)^1$ to Children Younger Than 13 Years of Age in the Economic Family

Relationship of IP1	Number	Percent of Sample	
Mother ² of 1 or more children in two parent family	2,225,200	81.7	
Mother ² of 1 or more children in one-parent family	360,600	13.2	
Father ² of 1 or more children in two-parent family	90,300	3.3	
Father ² of 1 or more children in one-parent family	32,200	1.2	
Other relative	16,000	0.6	
All Interviewed Parents	2,724,300	100.0	

The interviewed parent is referred to as the "designated adult" (DA) on the NCCS questionnaire and in the NCCS Microdata User's Guide.

6.2 Urban-Rural Distribution

The distribution of NCCS families across urban and rural areas, or locations varying in population density, is presented in Table 13. NCCS families and children live in all size cities, ranging from Canada's largest urban areas to remote and rural communities. Almost one fifth live in rural areas; while another 13.7% live in small towns and villages; 9% live in small cities with populations between 30,000 and 100,000; 14.3% live in larger cities with populations greater than 100,000, but less than 500,000; and 43.2% live in large urban centres with populations greater than 500,000 people.

As one might expect, the distribution of NCCS children and families across urban and rural areas reflects the distribution of the population within Canada's provinces. NCCS families are most heavily concentrated in urban areas of 100,000 or more in Manitoba, Alberta, Quebec, Ontario, and British Columbia, where close to the majority of families live in large urban centres. In contrast, more than half of NCCS families live in communities of less than 15,000 in Prince Edward Island, Newfoundland, and New Brunswick; as do more than 40% of families in Nova Scotia and Saskatchewan.

Includes natural, foster, and step-parent. See Appendix C for glossary of terms. Numbers may not add due to rounding.

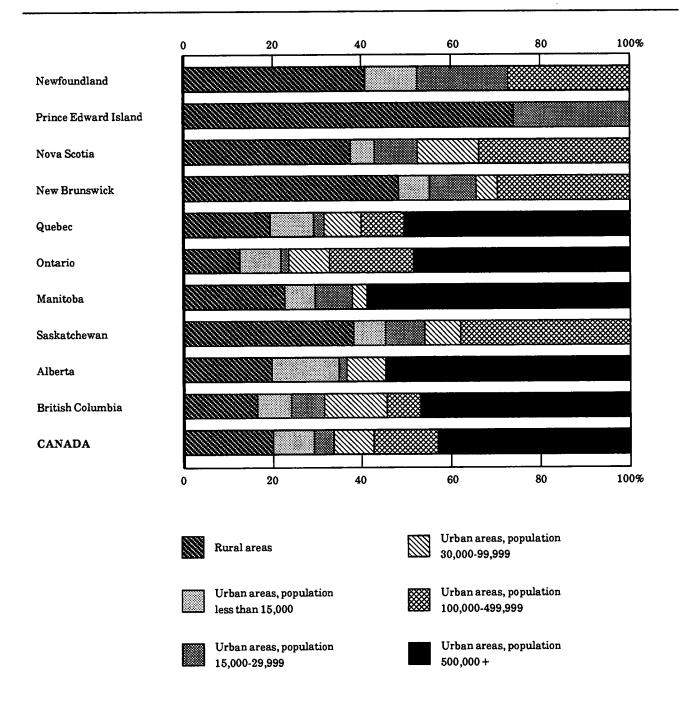
Table 13 Distribution of NCCS Families Across Urban and Rural Areas, Canada and the Provinces, 1988

Province			Urban-Rural Location						
	All Families		Urban Areas, Population of 500,000+		Urban Areas, Population 100,000-499,999		Urban Areas, Population 30,000-99,999		
	Number	%	Number	%	Number	%	Number	%	
Newfoundland	70,400	100.0			19,200	27.2			
Prince Edward Island	14,000	100.0							
Nova Scotia	93,000	100.0			31,200	33.6	13,000	13.9	
New Brunswick	79,300	100.0			23,300	29.4	3,700	4.7	
Quebec	707,700	100.0	357,400	50.5	66,900	9.5	59,400	8.4	
Ontario	978,800	100.0	471,900	48.2	185,100	18.9	91,000	9.3	
Manitoba	110,300	100.0	64,800	58.8			3,800	3.4	
Saskatchewan	109,000	100.0			41,400	37.9	8,700	8.0	
Alberta	268,800	100.0	146,500	54.5			23,600	8.8	
British Columbia	293,000	100.0	137,000	46.7	22,300	7.6	41,200	14.1	
CANADA	2,724,300	100.0	1,177,500	43.2	389,400	14.3	244,400	9.0	

Province	Urban-Rural Location							
	Urban Are Population 15,000-29,	Urban Areas, Population Less Than 15,000		Rural Areas				
	Number	%	Number	%	Number	%		
Newfoundland	14,300	20.3	8,200	11.7	28,700	40.8		
Prince Edward Island	3,700	26.0			10,300	74.0		
Nova Scotia	8,700	9.3	5,100	5.4	35,100	37.7		
New Brunswick	8,400	10.6	5,400	6.8	38,400	48.4		
Quebec	17,100	2.4	69,500	9.8	137,400	19.4		
Ontario	17,100	1.7	89,900	9.2	123,800	12.6		
Manitoba	9,000	8.2	7,600	6.9	25,100	22.7		
Saskatchewan	9,400	8.6	7,900	7.3	41,600	38.2		
Alberta	5,100 q	1.9 q	40,900	15.2	52,700	19.6		
British Columbia	21,800	7.4	23,000	7.8	47,800	16.3		
CANADA	114,500	4.2	257,500	9.5	540,900	19.9		

Numbers may not add due to rounding.

Figure 2 Percentage of NCCS Families in Urban and Rural Areas, Canada and the Provinces, 1988



6.3 Income Distribution

The distribution of NCCS families across income groups is shown in Table 14.

Table 14 Distribution of NCCS Families Across Selected Income Ranges Based on 1987 Combined Parental Income, Canada and the Provinces, 1988

Province				Comb	ined 1987 Pare	ntal Incom	e ¹²	
	All Families		\$20,000 or Less		\$20,001-30,000		\$30,001-40,000	
	Number	%	Number	%	Number		Number	%
Newfoundland	70,400	100.0	24,600	34.9	15,500	22.0	13,300	18.9
Prince Edward Island	14,000	100.0	4,500	32.2	3,400	24.7	3,100	21.9
Nova Scotia	93,000	100.0	21,200	22.8	19,400	20.9	19,200	20.6
New Brunswick	79,300	100.0	22,300	28.1	14,900	18.8	18,200	22.9
Quebec	707,700	100.0	157,500	22.3	119,700	16.9	154,200	21.8
Ontario	978,800	100.0	162,300	16.6	129,300	13.2	179,300	18.3
Manitoba	110,300	100.0	27,300	24.8	20,400	18.5	24,000	21.7
Saskatchewan	109,000	100.0	30,300	27.8	19,600	18.0	21,500	19.7
Alberta	268,800	100.0	57,300	21.3	39,700	14.8	51,500	19.2
British Columbia	293,000	100.0	62,800	21.4	44,000	15.0	59,800	20.4
CANADA	2,724,300	100.0	570,100	20.9	426,000	15.6	544,000	20.0

	Combined 1987 Parental Income ^{1 2}							
	\$40,001-5	\$50,001-60,	\$50,001-60,000		More Than \$60,000			
Province	Number	 %	Number		Number	%		
Newfoundland	7,900	11.2	4,800	6.7	4,400	6.2		
Prince Edward Island	1,300	9.3			•••			
Nova Scotia	15,600	16.7	7,300	7.8	10,300	11.1		
New Brunswick	11,800	14.9	5,800	7.3	6,300	8.0		
Quebec	108,200	15.3	75,100	10.6	93,100	13.2		
Ontario	179,000	18.3	134,400	13.7	194,500	19.9		
Manitoba	18,200	16.5	10,300	9.3	10,000	9.1		
Saskatchewan	16,700	15.4	10,200	9.4	10,700	9.8		
Alberta	46,800	17.4	32,400	12.1	41,100	15.3		
British Columbia	49,800	17.0	32,500	11.1	44,100	15.1		
CANADA	455,400	16.7	313,600	11.5	415,200	15.2		

Income received by the interviewed parent and spouse or partner in two-parent families in 1987 from gross income from wages and salaries, net income from self-employment, transfer payments (Family Allowance, UIC, Social Assistance, CPP/QPP or Old Age Security), and other income sources including investment income, scholarships, alimony, private pensions.

Numbers may not add due to rounding.

No correction was made for instances of death or divorce occurring in 1987 or intervening between 1987 and September, 1988.

Almost 21% of Canadian families with children younger than 13 years of age (570,100 families) had an annual parental income of \$20,000 or less in 1987, while 15.2% had parental incomes exceeding \$60,000 (see the Glossary, Appendix C, for the definition of parental income used in this study). Separate analyses indicated that 19.7% of those NCCS families which qualified as both census and economic families (503,500 families) could be classified as falling below 1987 Statistics Canada low-income cut-off points, based on geographic area and family size. This number might be a slight over-estimate of the number of families with children younger than 13 who fall below low-income cut-off points, since income earned by children 15 years of age and over was not collected nor included in NCCS estimates of 1987 annual income. Nonetheless, the incidence of child and family poverty is significant in this population and is relevant to debates about child care policies and federal-provincial cost-sharing approaches, as well as to more general policies and programs oriented towards ensuring and maintaining the economic well-being of families with children.

Analyses of NCCS total parental income by province mirror statistics on family poverty produced by the National Council on Welfare. Table 14 indicates that the proportion of NCCS families with a total parental income of less than \$20,000 in 1987 was highest in Newfoundland and Prince Edward Island, followed by New Brunswick and Saskatchewan. In all four of these provinces, more than a quarter of families with at least one child younger than 13 years of age (close to a third of such families in Newfoundland and Prince Edward Island) had a total 1987 parental income of less than \$20,000. Provinces in which at least one quarter of families with children younger than 13 had a 1987 total parental income exceeding \$50,000 were British Columbia, Alberta, and Ontario, while 23.8% of Quebec families fell into this upper income category. Other NCCS research reports will examine whether and how child care use patterns vary by family income, the proportion of low-income families who receive child care subsidies, and parents' concerns about the affordability of child care arrangements.

6.4 Parental Work and Study

Child care may be used for many purposes that can benefit children and their parents. The two purposes most often considered critical to family economic well-being are: (1) care that enables parents to work to support their families, and (2) care that allows parents to complete or continue their education so as to better support their families in the future.

Table 15 provides general information about parents' employment and educational status in families with at least one child younger than 13 years of age. Table 16 provides information on families as units, in which the interviewed parent's and spouse's employment and educational involvement are considered simultaneously.

Table 15 Employment and Student Status of the Interviewed Parent and Spouse/Partner in Families With at Least One Child Younger Than 13 Years of Age, Canada, 1988

	Interviewed	Parent	Spouse/Part	ner
Employment and Student Status	Number		Number	%
Parent's Employment Status ¹				
Employed full-time	1,168,200	42.9	2,132,400	91.7
Employed part-time	466,000	17.1	30,200	1.3
Unemployed	164,200	6.0	73,300	3.2
Not in the labour force	926,000	34.0	88,900	3.8
Parent's Student Status¹				
Enroled as a full-time student	60,500	2.2	22,700	1.0
Enroled as a part-time student	112,200	4.1	49,800	2.1
Not enroled as a student	2,551,500	93.7	2,252,300	96.9
Parent's Combined Work and Study Status ¹				
Full-time work and full-time student	•••		•••	
Full-time work and part-time student	51,200	1.9	47,200	2.0
Part-time work and full-time student	5,600 q	•••	•••	
Part-time work and part-time student	18,500	0.7		
Full-time work and not a student	1,115,100	40.9	2,081,700	89.5
Part-time work and not a student	441,900	16.2	25,900	1.1
Not employed ² and full-time student	53,100	1.9	15,600	0.7
Not employed ² and part-time student	42,600	1.6	•••	• •
Not employed ² and not a student	994,600	36.5	144,700	6.2
TOTAL	2,724,300	100.0	2,324,800	100.0

 $^{^{1}}$ See Appendix C, glossary, for definitions of employment and study categories.

Includes parents who are unemployed and those not in the labour force.
Numbers may not add due to rounding.

Table 16

Parents' Work and Study Status in Families With at Least One Child Younger Than 13 Years of Age, Canada, 1988

Parents' Work/Study Status	Number of Families	Percent of Families
Both parents are involved full-time in two-parent families;		
the IP is involved full-time in a one-parent family	1,174,800	43.1
One parent is involved full-time and one parent works or		
studies part-time in two-parent families; the IP works or		
studies part-time in a one-parent family	483,700	17.8
Two-parent families in which one parent works or		
studies full-time and one parent is neither		
employed nor a student ¹	822,100	30.2
Two-parent families in which one parent works or		
studies part-time and one parent is neither		
employed nor a student ¹	22,800	0.8
Both parents work or study on part-time basis	•••	•••
Two-parent families in which neither parent is employed		
nor a student; the IP in a one-parent family is		
neither employed nor a student ¹	218,100	8.0
All Families	2,724,300	100.0

Includes parents who are unemployed and those not in the labour force.

See Appendix C for glossary of terms.

Numbers may not add due to rounding.

These data indicate that the most common pattern in Canadian families with at least one child under the age of 13 is for both parents in a two-parent family, or a single parent in a one-parent family to be involved on a full-time basis in work and/or study activities. This pattern of full-time parental involvement describes 1,174,800 families or 43.1% of all Canadian families with a child younger than 13. An additional 17.8% of NCCS families are composed of two-parent families in which one parent is involved in work or study activities on a full-time basis while their spouse/partner is involved part-time; and one-parent families in which the single parent is involved in work and/or study activities on a part-time basis. NCCS families in which at least one parent is at home (i.e., neither employed nor a student) numbered 1,063,000 and accounted for 39% of all families with at least one child younger than 13 years of age.

Annual averages of labour force data published by Statistics Canada demonstrate that women's labour force participation varies as a function of the age of the youngest child in the family and the husband's employment status, if a husband is present. Table 17 illustrates the work and study status of parents considered together in families with younger and older children.

Table 17

Parents' Work and Study Status by Age of Youngest Child, Canada, 1988

	Age of Yo	oungest Ch	ild in Age Gro	ups
	Tota	1	0 to 2 Ye	ars
Parents' Work and Study Status	Number	%	Number	%
Both parents are involved full-time in two-parent families; the IP is involved full-time in a one-parent family	1,174,800	43.1	350,600	36.0
One parent is involved full-time and one parent works or studies part-time in two-parent families; the IP works or studies part-time in a one-parent family	483,700	17.8	164,400	16.9
Two-parent families in which one parent works or studies full-time and one parent is neither employed nor a student ¹	822,100	30.2	369,400	37.9
Two-parent families in which one parent works or studies part-time and one parent is neither employed nor a student ¹	22,800	0.8	9,400 q	1.0 q
Both parents work or study on part-time basis	•••	•••	•••	
Two-parent families in which neither parent is employed nor a student; the IP in a one-parent family is neither employed nor a student ¹	218,100	8.0	80,600	8.3
All Families	2,724,300	100.0	975,300	100.0

Age of Youngest.	Child in	Age Grouns

	3 to 5 Ye	ars	6 to 9 Ye	ars	10 to 12	Years
Parents' Work and Study Status	Number	%	Number	%	Number	%
Both parents are involved full-time in two-parent families; the IP is involved full-time in a one-parent family	261,000	42.7	323,300	48.0	239,900	51.6
One parent is involved full-time and one parent works or studies part-time in two-parent families; the IP works or studies part-time in a one-parent family	109,900	18.0	130,500	19.4	78,900	17.0
Two-parent families in which one parent works or studies full-time and one parent is neither employed nor a student ¹	182,900	29.9	162,700	24.2	107,100	23.1
Two-parent families in which one parent works or studies part-time and one parent is neither employed nor a student ¹	4,900 q	0.8 q	4,600 q	0.7 q	•••	
Both parents work or study on part-time basis	•••	•••	•••	•••	• • •	• • •
Two-parent families in which neither parent is employed nor a student; the IP in a one-parent family is neither employed nor a student ¹	52,100	8.5	50,900	7.6	34,500	7.4
All Families	611,500	100.0	673,000	100.0	464,600	100.0

Includes parents who are unemployed and those not in the labour force.

See Appendix C for glossary of terms.

 $Numbers\ may\ not\ add\ due\ to\ rounding.$

As expected, the proportion of families in which both parents in a two-parent family or a single parent in a one-parent family work and/or study on a full-time basis increases as the age of the youngest child in the family increases. A pattern of full-time work and/or study is most common in families in which the youngest child is at least 10 years old. In contrast, the likelihood that at least one parent is home full-time (i.e., neither employed nor enroled as a student) is highest in families with very young children. In families with a child younger than three years of age, a pattern of full-time parental involvement in work or study was observed in 350,600 families, or 36% of the families in that category; both parents or a single parent are involved at least part-time in work and/or study in another 16.9%; and families in which at least one parent is neither employed nor a student number 459,400, or 47.2% of all families with a child younger than three years old.

While the age of the youngest child is certainly a factor that influences parents' work and study activities, the number of children in the family is another consideration. Separate analyses, not shown in table form, indicate that the prevalence of a full-time pattern of work and study for both parents in a two-parent family or for a single parent in a one-parent family declines from 49.3% in families with only one child younger than 13, to 41.0% in families with two children, and to 28.6% in families with three or more children younger than 13 years of age. Conversely, the proportion of families with a stay-at-home parent increases with the presence of more children in the home. In families with only one child, the proportion is 35.1%; with two children younger than 13, the proportion is 39.5%; and in families with three or more children younger than 13 at home, almost half the families (49.9%) include at least one parent who is neither employed nor a student.

6.5 Estimating Child Care Needs While estimates of the degree to which parents are involved in work and study activities are important, and provide some indication of the nature and diversity of family patterns, they tell only a part of the story. Projections of child care needs are most commonly derived from estimates that indicate how many children, in various age groups, have parents who, by virtue of their involvement in employment and educational activities, are likely to require supplemental (i.e., non-parental) care. Child estimates of this sort are provided each year by Health and Welfare Canada in their **Status of Day Care** reports. These reports, prepared by the National Child Care Information Centre, are based on labour force data collected during March of each year using a much smaller sample of families with children than the National Child Care Survey. Estimates of the number of children who may need care are then matched against available information on the number of full-time centre and family day care spaces in each province.

The authors of the annual Status of Day Care reports have recognized the problems associated with having only general data on parents' labour force participation. As a result, four separate estimates are provided for children in each of four age categories. The estimates are based on: (1) the number of children with mothers in the labour force; (2) the number of children with full-time working parents; (3) the number of children with parents who either work or study on a full-time basis; and (4) the number of children of full-time working parents plus students, plus parents working 20 - 29 hours a week. The use of these four categories results in a smorgasbord of estimates of the number of children in Canada who may need full-time child care and the percentage who are served by licensed day care centres and family day care homes. In general, estimates based on mothers in the labour force (which include mothers who are employed and work for any number of hours per week, as well as those who are unemployed and looking for work) yield the highest numbers, and estimates

based on full-time working parents yield the lowest numbers. While having the four different estimates for each age group is interesting, there is little basis for choosing one over another. Instead, the estimates provide a range of alternatives or "ballpark" parameters.

For example, the 1988 Status of Day Care report (which is based on March, 1988 data) estimated that anywhere from 154,319 - 303,954 infants age 0 - 17 months may need child care. The range of estimates for children 18 - 35 months of age varied from 174,131 to 320,761; and for children 3 - 6 years old, the estimates ranged from 344,258 to 652,922. Estimates for children age 6 - 13 ranged from 932,782 to 1,634,010.6 Clearly, such wide-ranging estimates leave much to be desired for the purpose of policy development.

Table 18 and Figure 3 provide similar estimates based on National Child Care Survey data. School-age children have been divided into two groups (6 - 9 and 10 - 12 years) for more meaningful estimates. The number of children served in licensed settings is not yet available, however, the percentage of all children in a particular age group whose parents fit the aforementioned categories is provided. The data indicate that even when the most conservative criterion for estimation is used (i.e., full-time working parents), approximately one third of Canadian children in each age category, including infants, need some form of child care. The most liberal criterion (mothers in the labour force) suggests that 55 - 68% of children in each age group may need child care to supplement the care provided by their parents.

Table 18 Children by Age Group and Parents' Usual Hours of Work and Study, Canada, 1988

Parents' Work/Study	Number of Children	Percent	Parents' Work/Study	Number of Children	Percent
Children 0 to 17 Months of Age			Children 18 to 35 Months of	f Age	
All children 0-17 months of age	559,000	100.0	All children 18-35 months of age	531,900	100.0
Mothers in the labour force	310,200	55.5	Mothers in the labour force	301,400	56.7
IPs in the labour force	313,500	56.1	IPs in the labour force	305,000	57.3
Full-time working parents ¹	176,300	31.5	Full-time working parents ¹	164,800	31.0
Full-time working parents plus full-time students ²	185,700	33.2	Full-time working parents plus full-time students ²	177,700	33.4
Parents working and/or studying at least 20 hours a week ³	224,500	40.2	Parents working and/or studying at least 20 hours a week ³	220,400	41.4
Children 3 to 5 Years of Age			Children 6 to 9 Years of Ag	e	
All children 3-5 years of age	1,073,900	100.0	All children 6-9 years of age	1,436,800	100.0
Mothers in the labour force	632,200	58.9	Mothers in the labour force	926,800	64.5
IPs in the labour force	643,900	60.0	IPs in the labour force	945,200	65.8
Full-time working parents ¹	349,400	32.5	Full-time working parents ¹	538,100	37.5
Full-time working parents plus full-time students ²	373,000	34.7	Full-time working parents plus full-time students ²	576,200	40.1
Parents working and/or studying at least 20 hours a week ³	465,400	43.3	Parents working and/or studying at least 20 hours a week ³	711,800	49.5
Children 10 to 12 Years of Age					
All children 10-12 years of age	1,056,900	100.0			
Mothers in the labour force	721,800	68.3			
IPs in the labour force	737,900	69.8			
Full-time working parents ¹	442,800	41.9			
Full-time working parents plus full-time students ²	466,000	44.1			
Parents working and/or studying at least 20 hours a week ³	575,900	54.5			

Two-parent families in which both parents usually work 30 or more hours per week and one-parent families in which the IP usually works 30 or more hours per week.

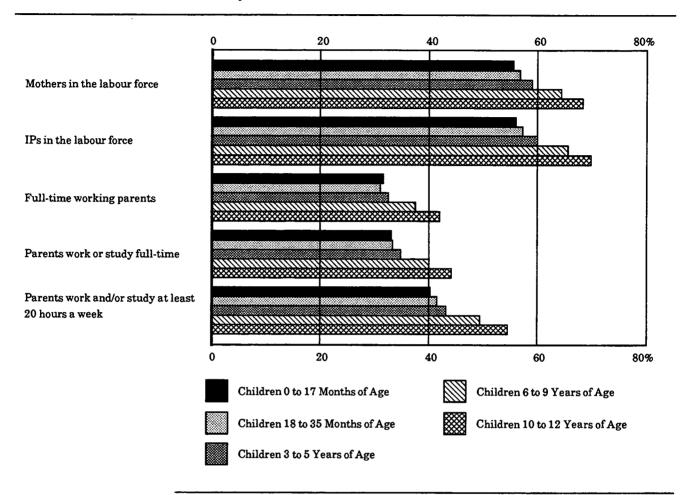
Numbers may not add due to rounding.

Two-parent families in which both parents usually work and/or study 30 or more hours per week and one-parent families in which the IP usually works and/or studies 30 or more hours per week.

Two-parent families in which both parents usually work and/or study 20 or more hours per week and one-parent families in which the IP usually works and/or studies 20 or more hours per week.

See Appendix C for glossary of terms.

Figure 3 Percentage of Children in Age Groups by Parents' Usual Hours of Work and Study, Canada, 1988



These preliminary findings beg for further clarification. Parents may be employed full- or part-time; some parents work at home or only during school hours; and couples may have overlapping or off-shifted work schedules. Hence, Tables 16 and 17 provide only a "first cut" at describing the proportion of families who may be involved in arranging and maintaining suitable child care on a regular basis, and Table 18 provides only a "first cut" estimation of the number and percentage of children who may need supplemental child care. A more complete and accurate estimate of the number of children who need supplemental child care and a better appreciation of the relationship between work, family, and child care variables require a more sophisticated approach. Such data are analyzed in detail in a separate report in this series entitled Parental Work Patterns and Child Care Needs.

In addition, future reports will differentiate between child care used while parents are working or studying and child care used for other purposes. As such, CNCCS research reports will provide a broader perspective on child care, including its functions as a vehicle for providing stimulation and recreation for children and social support to parents, in addition to the role child care has as an increasingly necessary resource to enable parents to provide for their family's immediate and long-term economic well-being.

Chapter 7

ANTICIPATED REPORTS BASED ON THE CANADIAN NATIONAL CHILD CARE STUDY

As indicated in Chapter 2, CNCCS research reports will be released in three stages. Following this Introductory Report, six major descriptive reports will be published, each focusing on a different major facet of the study from a national perspective. Secondly, a full set of 12 provincial and territorial reports will be produced, which will provide information about each province's or territory's child care services and policies, along with demographic information. A summary of the child care use patterns in each province obtained from analysis of the National Child Care Survey data is included. Later reports focus on specific thematic issues and present more in-depth, multivariate analyses on such topics as infant care, low-income families and their child care arrangements, effects of child care on parents' labour force participation and productivity, immigrant families, inter-provincial comparisons, and the affordability and availability of child care alternatives.

Each of the major national reports and the provincial and territorial set is described in more detail in the remainder of this chapter. To assist readers, reports that share a common focus pertaining to one of the major themes of the Canadian National Child Care Study are described together and are referred to as components of a "set" of CNCCS reports.

Set A: Where Are The Children? Child Care Arrangements in Canada

As described previously, the Canadian National Child Care Study was designed to provide information on current child care use patterns in Canada. Researchers, policy analysts, provincial and federal task forces, and committees had found existing data bases sorely lacking in accuracy and detail. The reports in this first series address some of the primary objectives of the Canadian National Child Care Study: to obtain accurate estimates of the number of children in each type of care; to provide detailed information about the child care methods being used across Canada; and to determine parents' preferences among different child care options.

The first two reports, entitled "An Overview of Child Care Arrangements in Canada" and "An Analysis of Child Care Arrangements Used While Parents Work or Study" provide complementary analyses that yield accurate and detailed information about the care arrangements used for children of different ages for a variety of purposes. Readers will be able to focus on children of a specific age, and will also be able to compare and contrast child care use patterns across different age groups. The data are presented in a number of different but helpful ways which, taken together, provide a detailed snapshot of child care use patterns.

The first report in this series begins by presenting data on children who are in child care for all reasons: care used while the interviewed parent's main activity was working, studying, or other activities, such as caring for other family members, homemaking, volunteer work, and personal and social activities. One

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focus of this report is the number of different child care arrangements children of different ages participated in during the reference week. A second focus is the number of hours children spent in child care settings during the reference week.

The second report focuses on the main method of child care used for one selected child in each family while the Interviewed Parent was working or studying in the reference week. Detailed analyses, broken down by the age of the children and the types of care in which they participated, provide a fine-grained picture of:

- A. child characteristics (the children in each type of care -- their age, gender, and birth order);
- B. child care characteristics (e.g., cost, licensing status, relationship of caregivers to the children);
- C. family characteristics (e.g., one- or two-parent family, number of children in the family);
- D. how parents searched for child care, and the factors which influenced their selection among current child care options; and
- E. parents' satisfaction with, and evaluation of the main method of care they used during the reference week.

Both reports include a statement of how the research findings help fill some of the gaps in our understanding of child care use in Canada, and explore some of the policy implications of the findings.

Set B: Canadian Families and Their Child Care Arrangements

Families vary widely in their composition, number of children, place of residence, socioeconomic status, and corresponding child care needs and preferences. Existing research on child care has rarely adopted a "family as the unit of analysis" approach to this topic. The various reports that follow the theme of families and their child care arrangements in the Canadian National Child Care Study provide an in-depth analysis of how differences between families relate to child care needs, parental preferences among child care alternatives, and typical child care use patterns. Each of the reports in this series focuses on a particular major type of family in Canada, often in comparison to others. The variety of topics that will be addressed in this series include: comparisons among one-and two-parent families; child care needs and use patterns in families with special needs children; a comparison of urban, rural and farm families; immigrant families and their child care arrangements; and families in which one parent stays at home with a child. (Definitions of different types of families are included in the Glossary. See Appendix C.)

Each "type of family" report addresses three aspects pertaining to families and their child care. First, each major family type is described demographically. Information is presented on such characteristics as: parental age and education, employment status, combined parental income during the previous year, and the number and age distribution of children in the family.

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Secondly, family types are compared in terms of specific child care issues. These issues include:

- A. parental work patterns in different types of families and corresponding differences in child care needs;
- B. variance in parental preferences among child care alternatives;
- C. the types of child care most often used;
- D. parents' satisfaction with their chosen child care arrangements;
- E. factors that contribute to and reduce child care related stress; and
- F. patterns of formal and informal support available to, and used by parents.

Thirdly, each "type of family" report addresses issues that are unique to the particular family type(s) examined in that report. Examples include the following:

- the number of child care options that are perceived to be available, affordable, and accessible to families with a special needs child;
- the availability of fee subsidies for child care to parents in highly urban and less populated geographic regions; and
- the availability of kin and informal child care support for recent and long-term immigrant families.

Finally, each report in this series concludes with a summary of the major findings. Special attention is given to implications for current federal and provincial policies that affect child care for each of the respective family types.

The first two reports on Canadian families and their child care arrangements are entitled "Patterns of Child Care in One- and Two-Parent Families", and "Stay-At-Home Parents: An Option for Canadian Families". The reports in this series will add to our understanding of how family factors influence child care use patterns, and will provide valuable information for those concerned with developing a range of policies and programs that support the diversity of family types across Canada today.

Set C: Work and Family Reports

Previous surveys of child care arrangements generally have not contained enough detail about parental work patterns and work schedules to help policy analysts and professionals develop more than a superficial understanding of the complexities of the work-family-child care nexus. In addition, no previous Canadian study has obtained detailed information about both mothers' and fathers' work schedules, an omission which has resulted in little or no understanding of how dual-earner couples' work involvements and work schedules relate to their child care needs and use patterns. Information about the extent of parents' use of, and preference for "off-shifting" their work hours and child care responsibilities is a significant factor that should be considered in estimates of the demand for child care services.

Other research indicates that parental work schedules are becoming increasingly more heterogeneous, involving weekends, evenings, and non-standard or variable work shifts. The National Child Care Survey provides detailed information about parental work schedules, thereby allowing more accurate estimates of the nature of child care needs and a greater appreciation of the complexities of family life.

The National Child Care Survey also provides significant information about the degree of work-family-child care tension (or work-family interference) experienced by working parents. Factors that contribute to, and reduce work-family-child care tension are assessed, including the availability (or lack of) workplace benefits and practices that may help parents balance their work and family responsibilities.

The first report in this series, entitled "Parental Work Patterns and Child Care Needs" serves three major functions: it provides a complete description of parental employment patterns; it presents accurate estimates of child care needed to enable parents to work; and it suggests how patterns of child care are related to parental employment characteristics.

This report presents a descriptive overview of parents' work patterns individually, and jointly in the case of dual-earner couples, as reported in the reference week. A partial list of the variables examined include:

- A. Parent's work involvement: the number of hours each parent worked in the reference week, and whether either parent worked overtime or worked at more than one job.
- B. Parents' work schedules: the number of days worked in the reference week, the pattern of days worked, the extent of variability in work schedules from week to week or from day to day, and parents' usual start and stop times, e.g. early or late day shift, night shift, compressed or rotating shifts, etc.
- C. The nature of parents' employment: their work classification (e.g. paid worker, self-employed, or unpaid family worker), industry, and occupational categories.

These variables are then used to estimate child care needs, using both families and children as separate units of analysis. Thus, for example, estimates will be calculated of the number of families with two children younger than six years of age in which either a single parent or both parents usually work 30 or more hours per week; or the number of families with school-age children in which one or both parents work at least one weekend day. Child estimates, such as the number of young school-age children (six to nine years of age) who live in families in which either a lone parent or both parents are at work most weekdays after school, will also be generated.

The second report in the Work and Family series, entitled "Workplace Benefits and Flexibility: A Perspective on Parents' Experiences" will provide information on the availability of workplace benefits and practices that can help parents balance work and family responsibilities. These benefits and practices include workplace child care, flexibility in work hours, paid family responsibility leave, options to work part-time or to job share, and maternity leave and benefit policies. Parents' preferences for changes in workplace benefits and policies will also be examined. This CNCCS report provides analyses based on a nationally representative sample of parents that complement recent studies by the Conference Board of Canada on employees with child or elder care

responsibilities, and efforts by Statistics Canada and various federal and provincial departments to assess the need for research and innovative policies in this area.

7.4 Provincial and Territorial Reports

As noted earlier, the NDCRN research team made a decision prior to the submission of the 1987 proposal to produce provincial and territorial reports as part of the Canadian National Child Care Study. In the fall of 1988 a decision was made to develop this into a series of twelve reports, each following a similar model. The set is titled "Canadian Child Care in Context: Perspectives From the Provinces and Territories". In order to develop the individual provincial and territorial reports, a 4-7 member CNCCS writing team was established in each province and territory. Team members researched and authored the report on their respective province or territory with assistance from CNCCS research staff at the University of Victoria, who coordinated this part of the project. Each provincial and territorial report in the series contains the following sections:

Section 1: An Introduction to the Province or Territory

This section of each report provides a demographic and economic overview of each province or territory, and includes the following information:

- trends in basic population demographics,
- influential geographic aspects of the province,
- changes in the economic base over time,
- historical changes in labour force characteristics, and
- trends in the labour force participation of women and mothers.

Section 2: Historical Development of Child Day Care in the Province or Territory and Current Issues

Section two presents a historical picture of the development of child day care policies and programs in each province and territory beginning most often with developments at the time of World War II, and ending in 1988 when CNCCS survey data were collected. The histories include:

- the chronological sequence of major events or periods in the province's or territory's child care history,
- key events and key players noted within each "period",
- current issues and their evolution (i.e., how and why did these particular issues emerge?), and
- an update on recent or proposed program and policy changes.

Section 3: Child Day Care Legislation, Regulations, Funding and Enrolments

This section is based on data obtained from the provincial and territorial questionnaire sent to each day care director. Information includes the number of children in care, regulations, funding, provincial associations, etc.

Section 4: NCCS Survey Data for the Province

This section of each report will include a standard set of tables based on the NCCS survey data that summarize major findings on child care use patterns. These tables will be immediately useful, and may serve as the basis for interprovincial comparisons.

Section 5: Provincial Bibliography and Resource List

This section provides a complete bibliography of provincially or territorially-based research studies and documents that will be of interest to many individuals and groups in the child care field and in other disciplines.

With the exception of Section 4, which is not available for the Northwest Territories or for the Yukon, all twelve reports in this series follow the same five-part format noted above. The reports are not tightly standardized and considerable latitude for differences in statements and styles has been allowed. The result is a fascinating collection of documents that reflect the uniqueness of each of the twelve provincial and territorial jurisdictions of Canada.

The set of provincial and territorial reports add an important contextual feature to the overall Canadian National Child Care Study. In Canada, where regulatory and funding structures are a provincial and territorial responsibility, it is critical to understand child care at both the national and the provincial or territorial level. The provincial and territorial reports will help readers understand the critical factors that impact on the provision of care across Canada—the historical, demographic, political, and economic background to caregiving in each of the provinces and territories. To create this background, acknowledged experts from government, academia, advocacy organizations, and professional associations have worked with the CNCCS project team to create a unique resource for those interested in child day care in Canada.

The development of the CNCCS provincial and territorial report series represents an important "first" in Canadian day care, as indeed do each of the reports based on the Canadian National Child Care Study. It is particularly satisfying to see the provincial and territorial series further extend the collaborative model of the CNCCS into each of the provinces and territories.

7.5 Additional Reports

Later CNCCS reports focus on specific thematic issues and include more indepth, multivariate analyses. The three main themes of analysis evident in the first CNCCS reports -- children and their care arrangements, families and family types, and work-family-child care relationships -- are continued. In addition, later reports address strategic child care policy issues, such as the affordability and availability of child care alternatives, the stability of care arrangements, and inter-provincial comparisons in child care use patterns.

At least ten reports are planned that will follow the six national reports and the provincial and territorial series. They will encompass the following areas: infant care; families with a special needs child; low-income families and their child care arrangements; comparisons among urban, rural, and farm families; immigrant families and their child care arrangements; effects of child care on parents' labour force participation and productivity; work-family-child care

tension; inter-provincial comparisons; the affordability and availability of child care alternatives, and an analysis of annual child care patterns. These reports will be developed by the principal investigators and published during 1992 and 1993.

A FINAL NOTE

The development, execution, and analysis of the Canadian National Child Care Study has been an exciting and challenging activity for all concerned -- the principal researchers, CNCCS research staff, Statistics Canada, and the provincial and territorial writing teams. It represents, in many ways, one of the most unique research activities ever conducted in the social sciences. We are particularly pleased that it has developed into the collaborative project it has become today, capitalizing on the richness and diversity of knowledge and expertise contributed by so many individuals.



NOTES

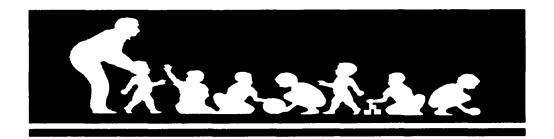
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- 3. See Statistics Canada (1976). Methodology of the Canadian Labour Force Survey, Catalogue No. 71-526 for further information.
- 4. The LFS sample typically also excludes households in which all members of the household age 15 and over are full-time members of the Canadian Armed Forces.
- 5. Readers interested in additional information about sampling variability estimates for the National Child Care Survey are referred to the National Child Care Survey Microdata User's Guide, Statistics Canada, 1991.
- 6. National Child Care Information Centre (1989). Status of Day Care in Canada, 1988. Ottawa: Health and Welfare Canada, pp. 8-10.

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Appendices

APPENDIX A

CANADIAN NATIONAL CHILD CARE STUDY RESEARCH INSTRUMENTS

A1:	Household Record Docket (Form F03)	69
A2 :	Labour Force Survey Questionnaire (Form F05)	70
A3:	NCCS Child Care Interview Schedule (Form 06)	71

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1988 NATIONAL CHILD CARE SURVEY

CONFIDENTIAL (when completed)

1, 1777777 2/1	COMPLETING THE FORM 06
Doctor No. Fam. Ic.	FOLLOWING COMPLETION OF F03/F05
	- Affix F06 tabel or enter label information.
Assignment No. Lang pret.	- Correct label information if required.
	 Enter the name and page line of the designated adult in term 10.
PSU Group Chapter Rox	- Enter the page line of the DA's spouse in Item 11.
6. 7.	- Identify the reference week in term 13.
Listing No. Must	- Transfer the FOS items into Items 15 and 16 below.
8	 Enter the given name, page line and the age of each child under the age of 13 in the DA's economic family in the spaces provided on the inside cover.
Listing Address	BEFORE THE FOG INTERVIEW
S. Telephone Number	 Complete the Interviewer items on the F06 with the appropriate F05 information entered below in Items 15 and
AFFIX LABEL IN SPACE ABOVE OR ENTER THE	16:
INFORMATION	These are: At 81 O1 T11 T47 W8
10.	A15 86 K1 P10 T23 T59
Given Name	A28 B12 L1 R1 T35 T71
Pota Sumane	A35 L3 SS
11	- Affix the selection grid tabel on the inside cover and mark
Pgth Scours	the target child circle in the appropriate column.
12. RECORD OF CALLS AND APPOINTMENTS	
P Date Hosse	AT THE DITERVIEW
2	 introduce the purpose of the survey. Inform the respondent that all the information provided will
3	be kept strictly confidential as required by the Statistics Act.
13. REFERENCE WEEK	14.
Sept 11 - 17 10 Oct 9 - 15 60	
Sept. 18 - 24	FINAL STATUS CODE
Sept 25 - Oct. 1 3 O Oct. 23 - 29 7 O Oct. 23 - 29 7 O	FIRAL STATUS CODE
15. DESIGNATED ADULT (Form 05 terms)	16. SPOUSE (Form 05 Items)
10. Last week, did - do any work at a job or business?	10. Last week, did do any work at a job or business?
Yes	Yes
Permanently unable to work 30	No
30. Last week, did have a job or business at which	30. Last week, did _ have a job or business at which
he/she did not work?	he/she did not work?
Yes40	Yes40
No 5O	No 6O
33. Why was absent from work last week?	33. Why was absent from work last week?
76. Class of worker:	76. Class of worker:
Main job Enter code	Main job Enter code
81. Was _ enrolled as a full-time or part-time student?	81. Was _ enrolled as a full-time or part-time student?
Full-time 6Q	Full-time
Part-time 7O	Part-time 7O

8-5103-209.1: 28-5-88 STCHLD - 040 -- 03247

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• if 'Yee' in liem to 'O Go to Afri	full-time 5 O	This will h	elp us understand	when you	This will help us understand when you might need child care.		II SISTEMBE MESTI		
• 11 'Yes' In 110m 30 & code 2 in item 33 3 O Go to A2		What day	send times did y work.	on work du	What days and times did you work during that week? Exclude travel time to and from your place of work.	xclude trave	Ume to and	from your	
If 'Yea' in from 30 & any code but 2 or 0 do to Atz	AB. Whitch of the following pyles of child cero do you expect to use for your baby when you return to work? (Mark only one units the estpondent expects to use a combination at exangement).								
Observing	Workplace dayoare centre 1 O								
A2. Are you currently on meternity/peternity or extended chitd care teave?		Оау	Didn'i Work	Worked	į	Houre	Houre of Work		
0,1%	A eitter or nenny in your home 3 O	Sunday	0,4	0:	Ĺ			[·
No *O 0010A12	A eliter or neighbeur in their home 4 O				J] .		_ _ _	
A3. Have you received any of the following kinds of interesting the company of th									
- N	O C C C C C C C C C C C C C C C C C C C	Monday	0:	ô					
	order of the state								
0,0						ء ا	۔	- - -	
Full pay frem emptoyer 95 0 00					۱ ر]	-		
Partiat pay from employer or O oa O	OB Code Ale	Tuesday	\$ O	0	er O Same as Monday		[-		
Other Ilnanctal compensation 99 - 16			٠		క	2	9	Q	
A4. When do you expect to roturn to werk?	A9. Is this (are these) the type(s) of care you would most prefer to use?			•	IJ				
1 1 00 to 45	Yes 'O GoloAis	Wednesday	0,	0 8	16 O Same as				
or Do nel expect to return to work 10 Go to AS	O 2 9N				Monday]	
A5. What are the main reasons you have decided not to return to work? (Mark all that apply)	A10. What typets) of one would yeu prefer to use? (Man, only note uses the recondant would note use a				٦				
Prolor to be with child(ren)	combhasúan ol arangemanta.1	Thursday	0"	٥ٍ	13 O Same #9				
Lack of employer support 2 O	Workplace daycare centre 10				_]		
Leck of availeblo child care 3 O Oo 16 Ars					ب		<u>,</u> [-]] - -	
Cost of child care too high 4 O									
Other (specify) 1 🔾	ilghbour in their home	Friday	0	o <u>·</u>	16 O Same as Monday				
	Vour apourse				5 5	ء [9	5	
	Sone either arrangement (Specify)]	لعنا	للناا		
Ae. Do you expect to return to the seme employer?		Salurday	0	ō	19 O Same as Monday		[-	-	
O: 404					_	ء [ء [٥	
O: %]	- - -	للنا		
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Continues Apr Continues	A22 Provincial governments other subsidiase child care to a some working parents to help seduce the cost of child case, brade are altern given directly to the parents or to a deycare agency on behalf of the child.	Or soy	No *O Go to A24 '	A23. Were you able to get a subsidized daycare apace?	0	O, 0N	Ase if child gase wase available at a seasonable cost would you prefet to work	Cull-thme, 6O	pert-time, eO	or not et all? 7 O	A36. Do you regularly provide cere for other people's	0: **,	No 6O 00 to 428		Hours	A37. Do you receive ony pay for providing this case?	Vee 10	O. 3	A18. INTERVIEWER CHECK ITEM From 16 for Designaled Advil) - Student Status	. Il "hall time" in frem 81 3 O Go to A31	# * * * * * * * * * * * * * * * * *	• ODGredis 8 O 00 to A35	are their of the feltoules is the most function (seed)	A28. Whole of the leadening a tra miner important you ware enrolled in e school, college or univariety during the week of [[gistener week]]]		opposituation of ourse		
O' 150-150-150-150-150-150-150-150-150-150-	ult would you most like	Workplace daycare 4 O	Flexible work hours a O	0.		O	ciclai governments offer subsidized onlid osse to ciclai governments offer subsidized onlid osse to estar. Fundo asse eliver given disposit to the estar. Fundo assessible estar for the cicle of a species egency on behalf of the child	Did you apply for a daycere subsidy in the lest year?	Yes 10 O0 to 428 .	A19. Did you want e job during the week of ((gletange	0: 17	No 4O 00 to A 21	A20. Was there eny rescon you could not take a job during the week of ((alasance week)) (Mak only one)	Available child care loo expenifys 1 0 06 to A22 Coudon mate sellable child care 1 0	Windled to stay home to look after a O	O i iiiii	Own thress or disability	Oher reston	No reason processors and a second sec	A21. What wee the main resson you did not want a job did not want by the week of ([sistange.week]? (Mark only one)	Available child care too expensive 1 O Go to A22	Couldn't make sullable child cue ,	Wanted to stay home to book after a Chadden	Other possons or sembly a	ixebiliy	Going to school	•	6-3103-1002
Age Cold same Age Co	you brin	0 0	Don'i Know & O	e) Can you be flexible in the noors you work		Dan'i Know & O	if Can you take gaid leave, but then you own eith car you resolution listers) it, or if your resolute onlid outs errangement breake down?	O1 19A		Don't Know a O g) Would your employer ellow you the option of mathin partiting in your present leb?	O x ***	0.	NO.	Aleady work sparkine (O		O:	Don't Know s O	COURSE SON OIS DOOR TOOM OF TOO OIGH	O, **,	0.	Con'l Know • O (i) Will your employer hold • Job Toy Jonger then 16	weeke for a person on maternity leave?		No • O • O • O • O • O • O • O • O • O •	Don't Know & O J	any of these additions) washe?		Dan'i Kaow 1 O

O IMATINA O IMAT	-7-	B2. Now, I'd like to sak you some questions about your	Apolite partner a job(s) for the week of (<u>inelgiging</u>	Work during that week? Exclude lavel time to and from his/her place of work.		Hours of Work	01 01 01				or O Same es Monday OR 10 10 10		Monday (1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	Nonday	01 01 01 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Wonday	0) RO	Nonday	2 -
O, Pro 16		SPOUSE'S WORK/STUDY INTERVIEWER CHECK ITEM	(Form 05 for Spouse) • II "Yee" in tiem 10 1 O Go to B2	If "Yes" in flem 30 and any code but 6 in flem 33 a O Go to 83	Otherwise 3 🔾 Go to 89	Didn't Werked Work	010	•	O 26 O 20		0 8	08		0"		0 # 0 !!		0" 0"	
	1 1	B1. INTERVIEW		e If "Yes" in	Otherwise	Oay	Sunday		Monday		Tuasday	Wednesday		Thursday		Friday		Saturday	
On the least of th	-9-	time audiest tehar than a fult-time eudent? (Mark only one)						A31. During the west of <u>[idition west)</u> frow many hours Adies of the special of the many and property and and the second of the		A32. Were these heurs during the day, during the evening or a mix of days and evenings?		A33. Are these facilities evaliable at your piece of atudy for the care of children?						INTERVIEWER: Does Dosignated Adult have a spouse living in the household?	

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	ujos	1 Pole	100 mm
Ni share	Or Dead I store Only 1 store on the Store on	Ago Obditalna Of Indian (V)	Age Challenge Age Challenge
		6 -	
83. Does his/ner werk schedule vary frem wash to week?	d) Can hatche bring the child(ren) to work with himher on eragular basis?	89. What one child-raised benefit would you meat like hishes amployer to provide to suppert you in your role as parante? (Makony one)	913. Which of the fellowing is the most important teason heles was enrelled in a schoel, college or university during the wask of ((§)(signga wask)? (Naix only one)
O. 10,	О, 1887	Workplace daycare 4 O	
No 2O Ge1085	O ₂ . o ₂	Paid maternity/paternity teavs	rease esculpgs, or
84. Doss halshe generally know these changes in advance?	Don't Know #O	Copion of working part-time	for personal interest
Ot 89%	. e) Can heishe be liexible in the hours haishe works?	Other (4pocity) 8 O Go to 812	Btd. What is the main reason herahs is enrolled se part- time student rather then a full-time student? Mark onto cons
0, 2			Working full or part-time
B5. What is the approximate distance from yeur home to hisher (main) place of work?			ia program
SOUR C.	Don't Know () 1) Can helehe take paid leave, ethar than histher, own		Full-time child care too expensive 3 O
2 O Kolometres	ack days or vacation save, it year cantorers lates) it, or if year requist child care arrangement breaks down?	By. Did near a job during the week of trateging	Full-time child cere unevailable
ио	O, 104	No 3 O 00 10 811	Child care responsibilities 6 O
Loss than t mile or t kilometros O	Or on	Bit. Wes there any reason helahs could not take a job during the week of (reference week!)?	Other personal or lamily responsibilities .
Varies from day to day	Don't Know JO	(Mark only one) Availeble child care loo axpensive 1	Other reason 70
	9) Would histher employer allow himmer the option of working part-time in histher present (60)	Couldn's make suitable child care 2 O	No reason
BS. INTERVIEWER CHECK ITEM	O, sey	Wanted to stey home to look after 3 C	B16. Quing the week of (reference week), how many hours
	Õ	Other personal or family respon.	did helene spend ourside die nomo succynity. ettending class ele, excluding travel time?
• Il code t 'Paid Warker' in Item 70 1 O Go to 87	Osovi Kosov) 0:	(ii 00. ge to B17)
Otherwise 3 G to to 812		Oping te school • O	mines of notice at a deline and a set a set and
Br. Jobe differ in how much support and flaxibility they	Arready works partitions	Other reason	Bro. Word mase name during his pay, coming his order
epouse's/psitnar's (main) job	n) Would hisher employer allow initials are option of ehaling hisher feb with someons elso?	Ne reason	
a) Are (scillida available for the care of children af hismar piece of werk?	O, 884	Bit. What is the mein reason he/ahe did not want a job usubly the week of <u>[relevance week]</u> (Mark enty one)	Evonings 2O Miss of days and avanings 3O
Or sey	Os an		
(0,	Or worl Know	Available child care loo expensive I O	BIT. Are facilities evaliable at hismer place of study for the care of children?
200	opleyment insurance Polyton of a person of	Couldn't make suiteble child care 2 O	O, 18,
- 1	benailt for 16 wasks. Does his/her employer provide eny additions! pay during these 15 weeks?	Wanted to stey home to look after 3 C	No SO GO SECTION C
b) Are these facilities evaliable for children	Λας 4Ο	Other porsonal or lamily raspon.	Don't know #O
Don't	Q.	Own iliness or disability 6	children.
?	Constitution 0	Going to school	Yes No Don't know - under the age of 27 10 20 30
	::	Other reason r O	ô
-from 2.6 years? 4O 5O 0O	weeks for a porson on malornity leaver	No (8250n	- fram 6-12 years old 2 7O a O sO
-trom 6-12 years7 7 O a O a O	Yes rO	B12. INTERVIEWER CHECK ITEM - Student Status (Form 05 for Speuse)	
	No sO		GO TO SECTION C
c) Can these facilities be used on an occasional er	Dor't Know •O	Il 'past-time' in from 81 2 O do to 813 Co to Section C	
O SEAN	ki Doos hismar employer previde psy (pertial or tull) for any of these additional waske?		
	Yos iO		
	Oz en		
Don't Know 3 O	Don't Know 3 O		
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Aye Chilinine

Ch. Linguisting No 2O-+-Go to next section No 2O → Go to next section DAspouse off work #O GO TO NEXT SECTION GO TO NEXT SECTION Pota Ne other children under the age of (3 child off echoof other (specify) Ýes Ö Yes 60 Yes 20 Ô Ô ō child ii ¥e, 욷 ¥e\$ Of avoignment -- Go to next child 2O --- Go to next child Õ Õ Child's name ô ô ô ó ŏ DA'spouse oil work &O Peta No other children under the age of 13 GO TO NEXT CHILD GO TO NEXT CHILD 6 child off school other (specify) **ره** آن ő ş Yes 3Ö Yes 50 ٥ و ۲۰۰ آ Ô caegiver child is è ş ş £ Or share share - Go to next child No 3O -- Go to next child Chall a name Õ Õ ô ô ô OAspouse off work #O Õ ó Ę No elher children under the age ef 13 GO TO NEXT CHILD GO TO NEXT CHILD ~ child off school ether (specify) Yes 30 Yes 1Ö Ŏ Ô Ç 50, Ç Õ caregiver child in ŝ કૃ ŝ ĕ ¥es Cross ched 'O -- Go te next child 2O --- Go to next child Ó Õ ô DAspouse off work &O ô ô ó Õ Ne ether children under the age of 13 ا ا GO TO NEXT CIRLO GD TO NEXT CHILD child off school other (specify) ۷. دو Ýe Ö Ő -\$103-209.1 ¥8 3Ö Ô ç Yes 1Ö caregiver Child III ş ş ĕ ŝ ş £ BELECTING A CHILD
There box no beth code the age of 15 his be linedy
a large to the code of the code o Now Td like to sak quastlens about year childran Cto. INTERVIEWERIndicals for each child it heahe has a long tinder the good 15th Cow and it have a full standard facilitation have a fong-term condition or health problem. Doss e condition or health problem limit the kind of werk you are eble to do or the hours you werk? C14. (Ask il there is at least one other child under the age of 13)
Coss. ..'e condition or health problem limit the child
case options hat you would otherwise consider for
eny of your other children? Does . . . 's cendillon er health preblem limit the oblid care opliens that would etherwise be available to you for him/her? O10. INTERVIEWER:Indicate for each child II histher care arrangement(a) washwere dillerent or unusual during (reference week). The next questions ask about the types of child care arrangements used for your child(ren) throughout the week of <u>(jedsgace weet)</u>. Remember i'm only interested in children under the age of 13. C11. What is ... 'a condition or health problem? designaled adult or speuse was not at work usual caregiver was unavailable child had day(s) ell school D11. What was unusual? (Mark all that apply) othsr (specify) child was iii 0-Holidays, professional devalopment days, llineas, case strangements beling down, sol. often oab interfers with a family a usual oblid osre a strangement. Was there anything dilistent of unusual about the dilid case attendements who used for any of your child case attendements wou used. Determine which child(ren) In Cr0 and complete the appropriate flems. Determine which child(ren) in D10 and complete the appropriate items. CHILD CARE ARRANDEMENTS DURING (REFERENCE WEEK) Refection Orld Lebel Goes Here Go to Section D Ge to Section E UNUSUAL CIRCUMSTANCES 1 1 1 DISABILITY ٥ 2 9 Ves 1 O ۲ ا ő Š 8-5103-209.1 o | 5 Ö

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	Belection Ord Label Oces Here	SELECTING A CHILD To any to be seed before the equal is in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a services marked to supply seed a list in the level A supply a supply seed a list in the level A supply a supply seed a list in the level A supply a supply seed a list in the level A supply a supply seed a list in the level A supply a supply seed a list in the level A supply a supply seed a list in the level A supply seed a list in the level A supply seed a list in the level A supply seed a list in the level A supply seed a list in the level A supply seed a list in the level A supply seed a list in the level A supply seed a list in the level A supply seed a list in the level A supply seed a list in the level A supply seed a list in the level A supply seed a list in the level A supply seed a list in the level A supply seed a list in the list in the level A supply seed a list in the level A supply seed a list in the level A supply seed a list in the level A sup	NIGO O	1 Pot 10
		selection number supposed - substitute for firsted DNP dirtie for the orbit shows selection number musclices - byt sprigen number	Ot take inquit	O' tarrenat 'nat 'O
- 1	- 12	2		1-
n,				2
m	Et. Now I'd like to ask about school. Did any of your children go to school during the wesk of (1919191959) week]?	E10. INTERVIEWER: Indicate for each chid if heishe want to school duting telesance week.	Ve. 10	Ves 10
	Please include any time epant in a graded or ungraded achoel program but exclude kindargartan,		Ne 2O Ge to next child	No •O Go to next child
	nutsery scheet or time spent in a deycare centre.	E11. What grade is in at achoei?	E	E
	Yes 5O Determine which child(ren) in £10 and Go to £2.	0/19/0	}]
	Ç	OR • ungreded special school/program	Ungraded 10	Ungraded 1O
	No & O To Go to Section F.	Et2. On what days during the week of (reference week) did	T W T F	MIWIF
			0000000	0000000
E2	While some children are more malure than others, at what age do you think most children are eld enough to leok after themselves for two or three hours?	Etil. is this school operated by a provincially funded board of education?	Yes 10 Go to E18 No 10 Go to E18	Y82 10 00 to £18 No 20 00 to £14
	E		Pon't JO Go to £18	From 3O - Ge to E18
	Nge	Els. How much, il anything, did you pay for to altend school during (!sistance wesh.)	∞ 	日
			(ft > '000' go to E18)	(II > .000, 80 te E18)
E3	Paronte have different views about whethar after- school child care programs are needed or desirable. For children 8 to 9 years old, do you think the	Ets. Was this because the full cost of this care was sub- sidised by the pevarinment?	Yes 40 Go to E17	Yes (O Go to £17
	development of effer school programs to		, 2.8	73
	vary important 1O	Ets. Was the amount you peld subsidized by the govern-	Ves 10	
	Somewhat important *O	-	Ne +O + Oo to £18	No +O - Go to E18
		Eff. Approximately how much would it cost you to send	. —	
2	f. in your view, when effered, should effer school programs:		on (RO
	s) be supervised by trained stait?	Et8. What kind of care arrangements did you have for	Doniknow	Don't know '
	Λος 1Ο	during tunch time the week of (1919,1900,000,1)? [Mark eli thet apply)		
	O, 0%	 stayed at school for funch 	Stayed at school for funch 1O	Stayed at echool for lunch 10
	Ne optnion 3 O	 went home to parent or other caragiver 	Home to caropiver 2 O	Home to cavegiver 2 O
		• word heme on hisher own	Home on own	User on own
	b) be ilcenced by the provincial government?	 want to caregiver outside the home trelative or non-relative) 	Out to caregiver	Out to caregiver
	۸۰۰ (۵۰	 entitled in a before or efter school program for hunch 	Betravalter action program 6 O	Belone/arter echool program & O
	O* %	• other	Other (specify)	Oper (specify)
	No opinion ●O			
	c) include structured setivities or be toosely structured with no planned setivity program?			

Age Challs name

Oppositions Character

-	2	C	•	
74s tO	Yes •O	Y88 8O	Yes •O	
Ne 2O Ge to next child	No •O Go to nost child	No 4O Go to nost child	No CO - Go to next section	
Or beharded	O ₁ peperaun	Ungraded 1O	Ungraded 1O	
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Don't 10 Go to £18	9	္စု		
00 }	8	8	88	
.000.00 to E1	a e o o . o o e e e	.000. 60 to Et	.000, 000 10 E1	
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8	8	8	8 9	
08	ыо	во	Ю	
Don'l know 1 O	Don't know 1 O	Don't know 1 O	Don't know 1 O	
Stayed at achool for funch 1O	Stayed at echool for	Stayed at echool for hunch tO	Stayed at echool for lunch 1O.	
Home to caropinar 2O	Home to caregiver 2 O	Home to careginar 2O	Home to caroginar	
Nome on own	Home on own	Ot	Ot	
Out to caregiver		Outo caregiver	Out to caregiver	
Betrevaller action program 6	Betrevater echool program 6 O	Belore/after achool program \$O	Betore/alter school program 6O	
One (specify)	Other (specify)	Ohor (specify)	Other (specify) 6O	
Working 1 O Studying 2 O Femby 3 O	Working 1 O Statyfing 2 O Family 3 O	Working (O Sudying (O Family (O	Working 1 O Studying 2 O Family 3 O	
Something also 4O	Something also 4O	Something else 4O	Something else +O	
GO TO NEXT CHILO	GO TO NEXT CHILD	DO TO NEXT CHILD	GO TO NEXT SECTION	
				•

ETR. While ... was at school during (relegings week) was your main sclidity ... we weiking at a job or business, weiking at a job or business, aucyling.

Caring for your family's needs,

OR
semathing sta?

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E6. INTERVIEWER-Continue with Eft for first child Indicated in Eff.

• No opinion

Include atructured activities *O
 Loasely structured *O

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I will be see ability once the see of 13 to be long.

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FIG. INTERVIEWER: Indicate for each child if heighe atlanded kindergation or nursery acheel during reference week. On which mornings or atternoons did . . . attend this program during (releting)? non-piell, community-based agency such es the YMYWCA or a church, F13. In letal, for how many hours was . . . there during the week of (reference week)? Is this program operated by ... Interpreted the save frees Do you or a member of your femily intend to citem this cost for income tax purposes? Was this because the full cost of this ears was subsidized by the gevernment? How much did you pay let this care arrangement for e kindergarien (er junier hindergarien) pregram, a group of parants on a nen-profit basts, e group program for inlants or teddlers. a program run by parenta for children, F11. to the program that ... attended . s nureary school or preschool. en individual or group for profit, the municipal government univaraily or collage, a achoel beard, Other? other? 8 F12. 3 === During the week of <u>ligisings weak)</u> did any of your children attend a kindergarten, nursary achoek, play group or part-day early childhoed progrem <u>other</u> than a daycare cente? NB. (A daycare centre provides caro far children on a full day basis, oven if some children attend part-time.) Datermino which child(ren) in F10 and complete the apprepriate items. KINDERGARTEN, NURSERY SCHOOL Go lo Section G. 1 1

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S M T W T F 8 01 82 83 83 83 93 00000000 No 2O → Go to next section 00000000 00000000 ÕÕ ő ô ô ô Õ ŝ Go to F18 Ge to F19 0e to F20 ỏ ó Greup program 6O ő Õ Go to F20 Go to F15 Go to F 15 "O+ Golofis Go to F15 Go to F15 110 - Golofis '000' go to F17 Nursery school Other (specify) Heurs Gradergarten Poor! Õ ő ō Koori O ô † 0g ę Q † 0g Yes 10 † O \$ Q Parents Did net \$ ¥e\$ Yas ş ŝ £ 8 MT WT F 8 61 82 83 83 83 83 00000000 -+ Go to nert child 00000000 00000000 Ő ô ô Ş Õ ÕÕ 욷 Ge te F20 Go to F18 Go to F19 Kindergarten 1O Nursery school 4O Group program 6O Other (spacify) 1 O erO - 00 10 F16 110 - Go to F15 13 O - Go to F18 Õ Go to F20 Go to F15 Go to F15 81 J 01 OD --- ON 8 1 '000' go to F17 Hours Don't Know i O ő Don'i Know 3 O .O. ## O, së Ó † Og \$ Q . Õ Ýe Ô -0 Parents Old not attend ¥6\$ £ ş - Go to next child 00000000 Õ 00000000 00000000 ç ç Õ ô Õ ō 8 MTWTF8 Go te F20 Go to F18 Go to F 10 Greup program & O Go to F20 Go te F 15 40 - Co to F18 110 - Go to F18 Go to F15 MO - Go 10 F16 13O - GO 10 F15 ÕÔ ō ó 1 .000. 00 to F17 ~ Nursery school Other (specify) Hours Kindergarten Boo'i Know Yes 10 ō ő ŏ ô † Qg Yes iÖ † Q **†** Õ Pavents Did not altend Morn. Atter-Koo. ķ ş ş £ £ 8 M T W T F 8 61 02 03 64 03 04 000000000 -+- Go to next child 00000000 ő ô ð Š 00000000 ô ÕÕ £ Go to F20 Go to F18 Go to F19 830 - Go to F15 ÕÕ Group program s O ô õ Go te F20 MO + Golefis **O + Co 10 F16 MO TO GOID FIS 11 O - GO 10 F15 OU + COLOFIS If "000" go to F17 8 Nursery school Other (specify) Hours Kindergarten ۷es ،O Don'i Knom e O Kow J ō õ ô Yes Ö † 0 Õ Paventa Did not šė ş Yes ş ş

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Age CAST rate		-	Yes 70	No . 40)	Don't • ○ J	s 00 per week	uo	Don't know 1O		Working 1	Studying 10	Femily 3O		Something etse 4 🔾		No reservations 6O	Minor reservations 60	Some important 10			Major reservations (O	GO TO NEXT SECTION
Or basing The properties		6	Vos 70	No 40	Don't • ○ ∫ U0 10 r20	s 00 por week	ю	Don't know 1O		Working 1 O	Studying 2 O	Femily 3O		Something else 4 ()		No reservations CO	Minor reservetions 60	Some Importent			Major reservations O	GO TO NEXT CHILD
2) Delta	-11-	2	Yes 70	Q. %	Don't O GO 10 F20	\$ 00 per week	Ю	Don'l know 1O		Working 1O	Studying 2O	Family 3O		Something else 4 O		No reservetions sO	Minor reservations 60	Some important 10			Major reservations 4O	GO TO NEXT CHILD
Ol benings:		1	Yes 70	O. oN	Don'i sO O O 10 F20	s 00 par week	но	Oon's know sO		Working 1O	Studying 10	Family 1O		Something else (O		No reservations 6O	Minor reservations aO	Some important			Major reservations •O	GO TO NEXT CHILO
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SELECTIVIO A CITILD To the sine was delighted for the control of	- 19 -	-	Fig. Was the smeunt you paid subaldized by the govern-mont?			FIG. Apprealmeisty how much would it cest you to send to this program per week. If it were not subsidised?			F20. White was in this program during (relergnce week) was your main activity	e working at a jeb or business.	• sindying.	cating for your tamily's needs,	80	• something else?	F21. Oversit, hew do you feel about this care errangement	Would you say you have	• no reservations,	e miner reservations.	some impertant reservations,	OR	e major reservatione about this arrangement?	

SELECTING A CHILD	E more than and other ander the sage of 15 to the Farnity	Auslyn 8 selection numbers to each child aged 8 to 8	6 Audign 1 selection number to each child aged 6 to 12	. On the Belector Ord Label chale to sendon number under the Inghest	evention number equipmed	e Lieft the 'Target Child' since for the shild shoes selection number matches	the sendom number
٢			Selection Grid Label Goes Hare				

	•																
-	G10. INTERVIEWER: Indicate for each child if he/she was in this care during selerance week.	GII. On which dayle) during the west of (<u>reference weer)</u> waein this program?	G12. Wes Ihere balore schoel, eller acheol, or during	(Mark all that apoly)	G13 In tolet, for hew meny houre was In INIS program during the wask of (1stelence woek)?	GI4. Were any of your other children, under the age of 13, in this program during these hours	GIG. (a this program aponaered by	•a board of education,	es municipal government,	•a nen-prolit organization like the YMYWCA, er a parent greup,	•• group er individuals for profit,	e or other?	G16. Is this program foosted at 's echeoi?	G17. How much did you pay for's care in this program for the week of (reletings week)?	QIB. Dose the program provide receipte?	G19. Do you or a member of year family intend to claim this coat for income tax purposes?	
CARE IN A BEFONE OR AFTER SCHOOL PHOGRAM		By a bajore or atter acheal program I mean a program operated by a board of adoceallow or some other agancy to provide care for children during the heurs before achoos, after acheos, andor during the heurs before achoos, after achoos, ander during turch. Please do NOT include activities such as brownies, band practice, little league gemes 46.		No 4O Go to Saction II			-1						15	15	13		
Ö	9																

Or bed rame	Age Chairman	4ge CANINA	Aptro California
	01 -	-0	
-	2	6	4
Y83 1 O	Yes 1 O	Yes 1 O	Yes 1 O
No tO → Gotonast child	No 2 O Go 10 nest child	No 3 O Go to next child	No 2 O- Go to next section
MIWIF	MIWIF	MTWTF	MIWIF
0000000	00000000	0000000	00000000
Before school 1O	Balore school 1O	Before achool 1	Before school 1 O
Alter school 2O	Atter school sO	Alter school a O	After school 2O
During funch 3 🔾	During funch 3O	During funch sO	Buring funch 1O
Hours	Hours	Hours	Hours
Yes 4O	Yes 4O		Yes 40
No other children BO	No other children &O	No elher children eO	No Other Children 6O
Board of oducation 1O	Board of education tO	Board of education 1	Board of education 10
Municipal government 2O	Municipal govarnment 2O	Municipal government 2O	Municipal government 10
Non-profil organization 3O	Non-profit organization 3O	Non-profit organization 3O	Non-profit organization 1O G.
Or group or group for for find	for prefit	findividuels or group to for profit	Individuals or group *O
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'i know	'T know	'I know	i'i know
Yes (O) No 5O Go to 021	Yes (O) NO (O) 121	Yes 60 Go to 021	Yes (O) Go to G21
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	2 3 . 4	Ves 10 Go 10722 Yes 0 Go 10722 Yes 0 Go 10722 Yes 0 0 Go 10722	No +O No +	O 1897 O 1897 O 1897	No 3O	s 3 O parweek s 3 O parweek s 3 O parweek s 3 O parweek	NO NO NO NO	Don't know (O Don't know (O Don't know (O		Working 1O Working 1O Working 1O	Studying 2O Studying 2O Studying 2O	Family 3O Family 3O Family 3O		Something site (O Something site (O Something ette		No reservations 6O No reservations 6O	Minor reservations #O Minor reservations #O Minor reservations	Some Important Some Important Some Important Some Important Some Important 10 reservations 10		Major reservations a O Major reservations a O Major reservations a O	DO TO NEXT CHILD GO TO NEXT CHILD GO TO NEXT SECTION	
SELECTING A CHILD It may be an obstance to be see of 1 his to larely shape I wastern names to work oped to a 1 shape I wastern names to work oped to a 1 so the selection names to work oped to a 1 so the selection names to work oped to a 1 so the selection names to work oped to a 1 so the selection names to the selection names matches to larely and better to names matches to larely and to the selection names matches		G20, Was this because the full cast of this care was sub- sidized by the government?		G21. Wes the amount you paid subaidised by the govern- ment?		G22. Approximately how much would it cost you to send to this program per week, it it were not subsidised?			G23. While was in this program during (reference week) was your main solivity	e weiking et a jeb or bueiness.	• sludying,	e caring for your temily's needs,	99	• something olse?	G24. Overall, how do you leaf about this care arrangement for	Would you say you have	e no reservellens	• miner reservations	some important reservations,	ш.	msjor reservations about this arrangement?	
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6 Audyn 1 election number to
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7 to 10 III. During the week of (colorance week) did any of your HIO. INTERVIEWER: hadic children epend any time in a deycare cante? e or somewhere else HIS. In total for how man weak of (reference w . a community or day e an individual er gro HIG. Dose the centre ope HIT. In this a parent co aspected is provide children? Hit. Is this daycars cent at your place of w • at a naighbeurhad HI2. On which day(s) wi • you or year epouse · at your apsuse's H14. Ware any of your oll in this progrem during His. Is this centre operat • a municipal gever • s echoef, collage somsifing stee? e s church, 5 Yes & O _____ Determine which children) in H10 and complete the appropriate froms. Selection Orld Label Goes Here H. CARE IN A DAYCARE CENTRE No O Go to Section I 8-5103-209.1

ir the age of 11 in the temby is to each other aged 0 to 8	- 1- 1- 1- 1- 1- 1- 1- 1- 1- 1- 1- 1- 1-		",a"		
that doub the fandom number under the highest ride for the double whose selection number metabase	Age Child share	Or 1945 (1901)	Age Chaire	Age Chilinan	
	_	8	6	-	
dicate for each child it he/she was in this seed during relerence week.	Yes 1O	Yas iO	Yes iO	Ves 1O	
	No PO Go to next child	Ne 1O Go to next child	Ne 2O Go to next child	Ne 2O -► Go to next saction	
ntre located					
work or study,	DA's work/study 3O	DA's workstudy 3O	DA's worksludy sO	DA's workstudy 3O	
s place of werk or eludy,	Spouss's workstudy	Spouse's work/study 4O	Spouse's worksludy 4O	Bpouss's work/study 4O	
sod echoel,	School 8O	School 6O	School school	School 6O	
1907	Other	Other	Other aO	Other 6O	
was there during the wask of	SMIWIFS	8 M T W T F 8	8 M T W T F S	SMIWIFS	
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any hours was there during the					
	Hours	Hours	Hours	Hours	
other children, under the age of 13,	Oi Yes		Yes O	Č	
<u> </u>	No Pother children 3O	Os Os oblidion 3O	Ne 20	lher children	
sted by or affillated with					
soment,	Municipal government 10	Municipal government 1O	Municipal government 10	Municipal government 1O	
or university,	School 2O	School	School	School	
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daycare agency,	Spancy	Community/daycare 4O	Community/daycare	Community/daycare dagency .O H.	
se'e employar,	Employer sO	Employer sO	Employer 6O	Employer 6O	
roup on a private basis,	Private basis 4O	Private basit «O	Private basis eO	Private basis	
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	Crime (specify)	C. Chrandel Indian	Uhar (specify)	Other (specify)	
iperate on e profit or non-profit	Profit 10-60 to H18	Prefit 10-60 to HIB	Profit 10—Go to H18	Profit 10-+-00 to 1118	
	Non-prelit 2O	Non-profit 2O	Non-profit 1O	Non-profit 2O	
	Don't know 3O	Don'l know 3O	Don't know JO	Don't know 3O	
co-operative in which you are to unperd hours working with the	Yos • O	Yas • O	Yas i O	Vas 4 O	
	0. 3	0.8	0, 2	O \$ 02	
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	-	-	,	,	
	Kie, How much die you pay tor init care ter	Ů,	8	8	8
		(II "000" go to 1121)	(II "000" go to #21)	(II *000* go to H2 I)	(II *000* go to !121)
J -	HIS. Does this daycers centre previde receipts?	9		0.	
			0 2	0,	
		Don't know +O	Don't know 4O	Don't know # O	Don't know . C
1=	H20. Do you or e mamber at your family intend to claim this cest for income lax purposes?	(Ö. 18%			<u>ō</u>
		No 2O Go 10 H22	No 3O Go to 1122	No 1021 Os 1022	No 10 / 00 10 1122
		Don't know 3O	Don't know 3O J	Don't know 10)	()
	H21. Was this becouse the full cost of this care was absidiad by the government?	Yes 10 - GO 10 H23	Yes 10 -+ Go to 1123	Yes 10 -+ Ge to 1123	Yes 10 00101123
		(0,	(O	(0: %	, O
		Don's 3O	bon's O J	know 3O	Now 3O
	H22. Was the amount you paid subsidized by the govern-ment?	Yes 4O -+ Go to H23	Yes 40 Go to H23	Yes 40 Ge to H23	Yos 4O -+ Go to 1123
		(O; %	(O, %	(0, %	(Os %
		Don'i 6O to 1124	Don't oO	Don'i eO	Don't sO
	H23. Approximately hew much would it cost to send to			,	
	ina degrate centre per week if it ware not sub- sidized?	*	% 	8	8
		uo O	NO.	го	BO .
		Don't know 1 O	Don't know 1O	Don't know 1O	Don'Iknow 1O
ŕ	H2a. While was in this care during the week of itsiesiance week (isiesiance waski was your main activity				Ė
	working at a job or business,	Working 1 O	Working 1O	Working	Working
	• studying.	Studying	Studying aO	Studying	StudyIng PO
	e caring for your family's neads.	Family sO	Femily 3O	Family 3O	Family
	RO				
	• something else?	Something site 4O	Something else 4O	Something else 4O	Something else 4O
	H26, Overall, how do you teel about this care arrangement				
	Would you say you have				
	e no reservations,	No reservations sO	No reservetions 6O	No reservations sO	No reservations 5O
	• minor reservetiens.	Minor reservations 4O	Minor reservations •O	Minor reservations 4O	Minor reservations 60
	• some importent resorvations.	Some importent reservations 1O	Some important 10	Some important	Some important
	RO				
	e major rasarvations ebout this arrengement?	Major casarvations +O	Major reservations a O	Major reservations aO	Major reservations 6O
		GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT CHILO	GO TO NEXT SECTION
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		BELEGINGA ACIDADO REPORTO DE CONTROL DE CONTROL DE CONTROL Acidado a colombo manimor de costa acida acida de control Acidado a colombo manimor de costa acida acida de control Acidado a colombo manimor de costa acida acida de control Acidado a colombo manimor de costa acida acida de control Acidado a colombo manimor de costa acida acida de control Acidado a colombo manimor de control Acidado a colombo manimor de control Acidado a colombo manimor de colombo de c	\$;
		On the beaution Out Land date the process number under the layers makess number supports their per Taylor Out date for the old dress infection number relation. In supplies number	Ot back topol	Age Chartrons	Age Child name	Age Chall stans
	- 28 -			75 -	-1	
			-	2	3	+
=	During the week of (selerance week) did ony of your is children epend any time in the care of a relative, a neighbour, a babysitter, or a nanny? Please do not	110. INTERVIEWER: locicale for each child if he she was in this type of care during reference week	O: 207	Yee 10	Yes 1O	Yes iO
	Include care given by your spouse or an older brother or sister of the child who lives in your home.		No 2O Go to neut Child	No 2O Go to next Child	No 2O - Go to next Child	Ne 2O+Go to next Section
	Yes 10 —— Determine which child(se) in 110 and complete the appropriate items.	(11. Now many different care strangements of this type did you have for during the week of <u>(12)515122</u>	101 60 1013	H 01 G0 to 113	11 01 60 113	11 01 00 10 113
_	No 4O — Go to Section J	FEAD: Twould like to set you seme questions about set of likes a simplement. Could we please that him the casegives who provided the man with the casegives who provided the littless week of Liftless week of Liftless week.				
 -		113. On which days was In this (lifet) person's care	8 7 4 7 8	SMTWTF8	8 M T W T F S	SMTWTFS
	3			00000	00000	00000000
	17	its, in total for how many hours was in this (Itrs) person's care during the week of (Isleance wass)?	Hours	Hours	Hours	Hours
	1	118. Were any of your other children, under the age of 13, in the care of this (first) person during these hours?	O: sey	Ves 10	۷ ۰	
			No No other children 1O	No No other children 3O	No other children 3O	No other children 1O
	<u> </u>	116. Did this (ifset) person care for In your home, in highest home or somewhate also?	C) amon way M	O our home	At your home	At your home 40
			0 0 8 8 6 6 8 8 8 8 8 8 8 8 8 8 8 8 8 8	2	At caregiver's sO Go to Somewhere else sO	Al caegivel's 5O Go to Somewhere else 6O
		117. Does this (ilist) person live in your household?	Ö	Yes 7Ö	Ŏ.	Ď.
			Š.	No nO	No •O	Os on
		If & Is this (first) person related to?	Ö: ssv	Yes (O	۲ ۹۴ ن	0
			No 3O Go to 120	No 3O Go 10120	No 10 Go to 120	No 2O Go to 120
-	1-	is9. What is higher relationship to?	Ot mesaq-qeistinesa-q	Or Ineseptation	Parentsiop-parant 3 O	Parent/step-perent 3O
						Grandparent +O Aunt/uncle +O
			Other relative • O	Other relative	Other refetive 6	Other relative • O
	I 	120. How much did you pay for this (tirst) cere arrangement for during the week of (reference week)?	8	80	80 	00
			11. 000. 90 to 125	ff" 000" go to 125	H* 000* go to 125	if' 000° go to 125
		121. INTERVIEWER CHECK ITEM:	Il item IIB ** al your home **O Go to 122	if them 118 = at your home PO Go to 122	# Rem 110 = 10 Go to 122	# llem ii 8 ** A Go to 122
. -			Otherwise 60 Go to 123	Otherwise eO Go to 123	Otherwise 6O Go to 123	Otherwise 60 Go to 123
		122. Does this cost include other services such as light housekeeping stc.?	O. sev	Ý83 iÔ	۲۹۹ ن	Vas 10
			Os on	No 20	No 2O	No iO

	SELECTING A CHILD				
Selection Grid Label Goes Here					
	to the season of the sea of the season come of the season of the season number of the season number of the season season number of the season		0, 12:1001		
	- 38 -		- 29	•	
		-	2	3	-
	123. Does this (first) caregiver provide receipts?	O: 86%	O: 49,	۷ ۵ ن ک	ý. s. ú
		Q £	Ç.	Ö.	٠. م
	124. Do you or a mamber of your lamity intend to claim this cost for income tax purposes?	Or 89A	V88 1O	Ot ***	Or 10 4
		ç	ð Ç	Q 2	Q 2
	126. MTERVIEWER CHECK ITEM:	It ton 118 • O O to 101 11	If them 118 = yes (relative) 5O Go to (3)	U Nom 118 O Oo to 131	if them (18 = y Go to 131
		Otherwise 6Q Go to 128	Otherwise © Go to 126	Otherwise O Go to 126	Otherwise Otherwise Otherwise
	IZA. INTRIVIEWER CHECK ITEM:	If figm 116 * O Go to 130	If item 116 = at your home PO Go to 130	If Item 118 * O Go to 130	il tem 118 = 10 Go to 130
		Otherwise •O Go to 127	Otherwise © Ga to 127	Otherwise O Go to 127	Otherwise O Oo to 127
	127. Is the person providing this care licenced by the government or approved by a family daycare agency?	V88 (Ô	ď Č	Yes (Ö	Yes 'O
		Q.	Q g	Q g	O &
		Don't Jord Co record	Don'i SO Go le 130	Don'i SO So to 130	Don'1 O Go fo 130
	728. Was the amount you paid for this care subsidized by the government?	Q, 194	Yes (O	ý. s.	O, 107
		(O; %	Ç º	Ç 9	(Os %
		Don't &O S Go to 131	Don'i O Go to f31	Don't O Goto 131	Don't 6O Go to f31
	139. Approximately frow much would this care arrangement cost for par wask if it were not auto- ardized?	(%)			
			OR \ Go.br.13r	08 \ 00 (1)1	161 61 HO
		Don't know 1O	Don't know (O)	Don't know (O)	Don't know (O)
	130. Is this (Hes) care arrangement e babyaitting co- operative in which you are expected to provide care part-time?	ō	1	Vas Ô	
		No 7O Don't know 3O	No 2O Don't know 3O	No 3O Don't know 3O	No 2O Don't know 3O
	131. While was in this (first) parson's care during the week of (<u>reference week</u>) was your main activity				
	e working et a job or business,	Working 4O	Working	Working	Working
	• studying.	Studying tO	Studyung sO	Studying sO	Sludying sO
	e cating for your family's needs.	Family sO	Family	Family 4O	Family
	МО				
	a something else?	Something else	Something else 7O	Something else	Something else
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Belection Grid Label Goss Hers	BELECTHO A CHILD American and addresses the seasof is in the little of	1764
		-
	132. Overall, how do you feet about this care arrangement for ?	
	Would you say you have	
	no reservations.	No reservations 10
	• minor reservations,	Minor reservations 2 🔾
	e some impertant reservations,	Some important
	в.	
***************************************	e major reservations about this arrangement?	Major reservations 4O
	133. INTERVIEWER CHECK ITEM.	If item 111 > 1 go is tem 134 end ast tem 134 end ast questions about his creations about his accord most number of hours et card uning releases week during releases week
2	134. Now I would like to set you some questions about the carefiner who provided the second most hours of care for during the week of (selecting freely).	
	٠	
	(36. On which days was in this second person's care during the week of (<u>reference week)</u> ?	- +0 - +0 - +0 - +0 - +0 - +0 - +0 - +0
	138. In total, for how many hours was in this second person's care during the week of (reference week)?	Hours
	137. Were any of your other children, under the age of 13. In the care of this second person during these hours?	Yes No Other children 3 O
	136. Old this second person care for in your home, in hisher home, or somewhare site?	At your home 40 At caregiver's 40 Somewhere also 40
	139. Does this second person live in your househald?	Y 68 O
	149. Is this second person related to ?	Ö. m.
****		No 20 - Go to!
	141. What to hismor retationship to?	Parent/step-parent 3 (Grandparent 4)
		Aunt/uncle s C

Die age af 15 in the Jundy in each enter aged (t. u. g.					
the earth expel disk is a disk that however when the hopest	Age Chediscens	Age Chairman	Of throught 100 to the control of	Age Chaft stand	
		-31			
	-	2	£	•	
feet about this care arrangement					
*****	No reservations 10	No reservations 10	No reservetions 10	No reservations 1 O	
	Minor reservations 2 🔾	Minor reservations ² O	Minor reservations ? 🔾	Minor reservetions 2 O	
servellons,	Some important	Some important sOresevations	Some important sO	Some important 1O	
sebout this strangement?	Major reservations +O	Major reservations 4 🔾	Major reservations 4O	Major reservations 4O	
K (TEIA:	If them 111 > 1, go to to them 124 end ask questions about the caregium who provided the accord most number of hours et care during reterace week \$0 to conserve \$0 to cons	if item 111 > 1 go to item 121 and sak questions about the cuspive more provided the second most fumber of hous of care 40 during reference week 40 Observise 40 — Add to the cuspive second most provided the second most pr	If liem 13 > 1 go to liem 13 and ast quasition about the casegirer who provided line as common and common of the casegirer who provided mast number of hours of task of the case and the common of the case of the	Il Rem 111 > 1 go 10 Item 1134 and ask questions about the exegues who provided The accord most number of lours of care during salesence week 5 O to Otherwiss 40 - next	
ok you some questions about the			O COLO	o de cuore	
e week of (<u>releging keek).</u>					
1					
elenge week?	S - O O O O O O O O	8 H T K T F G	S 4 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 - 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
y hous was in this second the week of <u>(reference week)?</u>	Hours	Hours	Hours	Hours	
er children, under the age of 13, cond person during these hours?	_	_	_		
	No other children 3O	No other children 3 O	No other children 1O	No other children 1O	
on care for In your home, in	At your home 4O	Al your home 4O	Al your home 4O	At your homo 4O	
	Al Caregiver's 4O Go for Somewhere size 6O 140	At caregiver's sO Go to Somewhere else eO 140	Al Eurogiver's 5O Go to Somewhere else 4O 140	A caregiver's sO Go to Somewhere else sO 140	
ison live in your househeld?	Yes 7O	Yes 10	Yes 1Ö	Yes 7O	
	No •O	No 4O	Ö.	Q 94	
related to?	Yes 10	Yes (O	Yes rO	Yes (O	
	No 10 Go to 142	No 3O Go 10 142	No 10 Go to 142	No 2O GO 10 M2	
onehip to ?	Parent/step-parent 3 O	ParenVstep-parent 2O	¥ .	ž.	
-	Aunthrocie sO	Aurituncie +0	Auntituncte sO	Grandparent C	
-	Other relative • O	Other relative • O	Other relative a O	Other cetative • O	
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Salection Ord Label Oces Here	A compared to the compared to	Age Creditoria	Age Cyal s name	Of bens lower	Aly Chair same	
e -	- 32 -					
	M2. How much did you pay let this second care		, ,	,	, [
	week]?	(2)1 01 08 .000, 11)	(2H 0) 08 .000. (I)	7 🕏	(49) of 06 ,000. II)	
	IA3. INTERVIEWER CHECK ITEM:	11 11em 138 • O Go to 114	4 tem 138 - at your home 10 Go to 144	Il Rem 138 = 10 Go to 144	Il tlem 138 = O Go to 164	
·		Olheimise 20 Go to 145	Otherwise A Go to 145	Otherwise 7O Go to 145	Otherwise & Go to 145	
	146. Does this cost include other services such as light housekeeping stc.?	O: 194	Ves 3O	Or \$9,	Vss 10	
		Ç	ک م ا	No 40	Ç+ 04	
	145. Dose this second ceregiver provide receipts?	Os søy	Y85 6O	Ves 50	Ves 50	
		Q 92 .	Q. 2	Q. %	O, 04	
	(16. Do you or a member of your family intend to claim this cost for income tax purposes?	O. 207	Vss 10	Ves 10	O. 104	
		М . О	Q.	Q. %	Q1 &	
	147. (MTERVIEWER CHECK ITEM:	Il tem 140 yes (relaive) O Go 10 153	It tlem 140 * yes (relative) 10 Go to 153	If liem 140 = Ves (relabve) O Go to 153	If tiem (40 * yas (relative) 1O Go to 153	
		Olharwise 20 Go 10 148	Otherwise 7O Go to 148	Otherwise 7O Go to 148	Otherwise O Go to 148	
	HA. INTERVIEWER CHECK ITEM:	If flem 138 = 3O Go to 152 41 your home	1) 1tom 138 * A Go to 152	Il flem (38 = all your home 3O Go to f52	If Nem 138 = at your home XO Go to 152	
		Otherwise 4O Go to 149	Otherwise O Go to 149	Otherwise O Go to 149	Otherwise 4O Go to 149	
	(48. Is the person providing the care licenced by the government or appreved by a family deycare agency?	Os 80	O: 19,	Os 10,	Yes 50	
		No «O Go to 152 Don! 1O	No 6O Go to 152 Bont 1O Go to 152	No 4O Go to 152 Don't 1O	No 6 G Go to 152 Don't 1 G	
	150. Was the amount you paid for this care subaidized by the covernment?	O: \$6%	Oi say	Ŏ. 194	Yes (O	
		Os on O O Os os os os os os os os os os os os os os	No 10 Go 10 153	No 1O Go to 153	No 1O Que 163 Go to 153 to 100 to 153	
	161. Approximately how much would this care arrange-		` [` [1 L	
	ment cost for per week it it wate not aubstation?	00 NO OO 00 153	\$ 00 00 NO	08 So to 153	00 NO	
		Don'i know 'O	Our truck to	Oori troo O	Danitnow O	
	152. Is this second care arrangement a babysitting co- operative in which you are expected to provide care part-time?		78 S	5 č	5 Š	
		. [Don't know JO	Don't know KO	Oon't know → O	
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O PRINTING Go to next Section Õ Chats name Go to ~0 H Hem III > 2 go to the mile and ask questions about the categore who provided the bird most number of hours of care during effernce week Go to 16¢ -0 ô õ Õ Ó Õ Minor roservations 2O ŏ Major reservations 4O No Other Children 3O Õ ् SMTWI -0 ŌÕ Ô 4 Some important No reservations -0 Working Something else Hours Somewhere else Ō Al caregiver's home -0 Al your home Studying Otherwise Yos O ٠**٤** õ ~0 Ō -0 Š ş Chairman 1 If them 11 > 2 go to them 15 go to them 15 go and ask questions about the caesgiver who provided the blind most number of hours of care during so themsones week. 8**8** 5 ~0 8 5 2 5 7 5 Go to 164 M T W T F -0 Ô Ô Ô Õ ō ŏ Minor reservations 2O Major reservations 4O Yes 10 No No ather children 30 00000 ÕÕ Ô Otherwise sO -• Some important reservations No reservetions Something else Somewhere else Hours At caregiver's home t At your home Working. **Studying** Yes O Q ₽ **۷** . Ö Family ø -0 Or seed that ?O If them III > 2 go to them ISB and ask questions about the caegiver who provided the fluid most number to of hours of care duing telesonce week 8 8 8 s -0 Ge to S M T W T F S Chilis sum Go to 164 Ô Õ Õ Õ ō Minor reservations 2O Õ home 60 sie e O Major reservetions 4O Yes 1O No No other children 3O Ô ~ Some important reservations No reservations Hows Something else Otherwise 4O Al caregiver's home t Al your home Working . Studying Ç. Ç g Õ Š Š Ö Pamily. 88 8 Ö ۰0 SMTWTFS If item 111 > 2 go to to them 156 and sak questions about the categoris who provided most number of hours of cate during stelerance week 36 Child's name Target chad 0000 Go to 164 Ô Ō Ô Õ ō Õ ŏ Major reservetions 4O Yes 1O No No other children 3O ु Somewhere else Ô ۽ ڄ Minor reservations Some important Hours Something etse No reservations Otherwise 6O At caregiver's home t Al your home Studying Working . γes Ο Š. Õ Š Femily ~0 ô ş SELECTIVITY OF CHILD.

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THE COLOR TO A CHI While...was in this second person's cere during the week of (reference week) was your main activity.... Overall, how do you feet about this care arrangement for ...? Now I would like to sek you some questions about the caregiver who provided the third most hours of care for . . . during the week of [sessance wash). Did this third person care for . . . in your home, in hisher home or somewhere else? Were any of your other children, under the age of 13, in the care of this third pason during these hours? On which days was . . . in this third parson's tare during the week of (reference week)? in total, for how many hours was . . . In this third person's care during the week of (reterance week)? e major reservations about this arrangement? Does this third person live in your household? e caring for your family's needs. 162. 1a this third person related to . . . ? working at a job or business, · some important receivations, 165. INTERVIEWER CHECK ITEM: Would you say you have e minor reservations, something eise? e no reservations, studying. 5 5 컱 3 3 8 -Selection Grid Label Goes Have \$103-209

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			16.			,
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	M3. What is his/her relationship to ?	Parantytop parent 10 Grandparent 40 Aurithocle 50 Other relative 60	Parent/step-parent 2 O Grandparent 4 O Auritzarcte 5 O Other relative 6 O	Parantstep-parent 1 O Grandparent 4 O Aunt/uncle 6 O Other relative 4 O	Puentriap-parent 1O Grandparent 4O Auntrincie 5O Other relative 6O	
	164. How much did you pay for this shird care arrangement for during the week of (<u>reference meetl</u> ?	ο	φ	00	00 000, II)	
	465. INTERVIEWER CHECK ITEM:	If them 400 " O Go to 166 at your home "O Go to 166 Otherwise "O Go to 167	Go to 168 Go to 167	If liem IBD = 1 O Go to 166 at your home 1 O Go to 166	If tem 160 = at your home 10 Go to 166 Observise 70 Go to 167	
	166. Doss this cost include other services such as light housekeeping etc.?			1		
	167. Does this third caregiver provide receipte?	O, o ₈	0 92 (5 C)	O	O, 0%	
	168. Bo you or a mamber of your lamily inland to claim this cost for income as purposes??	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	S S S	5 5 5 O O	
	169. INTERVIEWER CHECK ITEM:		O GO 10 175	If Item 182 ** O Go to 175 Otherwise ** O Go to 175		
	IPO. INTERVIEWER CHECK ITEM:	H tom 160 a O Go to 174 At your home A O Go to 174 Otherwise A O Go to 171	il tem 160 * *O Go to 174 st your home *O Go to 171 Obbernise *O Go to 171	Il tiem 160 * A Go to 174 at your home *O Go to 174 Otherwise *O Go to 171	If tem 160 * 10 Go to 174 at your home 10 Go to 174 Otherwise 40 Go to 171	
	171. Is the person providing this care licenced by the gevernment or approved by a lamily daycere agency?	100 to 10	Yes 4O No 1O Don! O	Yes 50 No 40 Door! 0	No 6O Go10174	≟
	172. Wee the amount you paid for this care subsidized by the geveniment?	O: 10, 10, 10, 11, 10, 11, 11, 11, 11, 11,	Yes 10 No 20 Down 30 Logue 35	Yes () No () No () No ()	Yes (O) No (O) Don'l (O)	
	ITA. Approximately how much would this see arrangement cost for per week if it were not subsidized?	00 00 BO 00 00 00 00 00 00 00 00 00 00 00 00 00	\$ 00 00 00 00 00 00 00 00	00 00 00 00 00 00 00 00 00 00 00 00 00	S Go to OR //3 to Oort 1 100 e	
100	174. Is this third care arrangement a babysiting co- operative in which you are expected to provide care partitine?	Yes O No Oori Indo	Yes · · O No · · O Don'i knom · · O	Yes 'O' No 'O' Don't know 'O'	Yos Ó No Don'i Inow Ó	
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O trus impari Go to õ ۰0 SMIWIFS (). A! 1 . Line If tam 111 > 3 go to them 128 and ask questions about the caregiver who provided the fourth most number of hours of care during steeming week. •0 No 3O -+ Go 188 Ō Õ Ô Ó ō Minor reservations 2O ŏ Major reservations 4O Yes 1O No 2O No other children 3O -0 ् ô Õ ځ Some important Hours Somewhere else No reservations Something elso Otherwise 6O Al caregiver's home Al your home -0 Studying ۷**۰** ۲ **, ,** õ Working -0 Femily ٦Ľ -0 Co services [Õ 00 6 6 -0 Spire Child SMTWTFS Child a name If Item 111 > 3 go to them 126 and ask questions about the caragiver who provided the fourth most number of hours of care during agreement anserte week -0 -+ Go to 186 Ô Õ ô Ó Ō ŏ Major reservations 4O Yes 10 No 20 No other children 30 Minor reservations 2O তু ् Ô -0 ا ا -0 Some important reservations No reservations Hous Somewhere else Something else Otherwise 4O At caregiver's home Al your home -0 Studying Ē Yes 10 Q 2 Ŏ Š Ō Working -0 Family -0 ¥08 Or tensit - net 20 9 9 9 õ Ghid Child -0 Caditteen If them 111 > 3 go to them 178 and ask questions about the caregiver who provided the fourth most number of hours of case during a reference week •0 No 20 -- Go to 186 SMIWIF ô Õ Õ Ó ō Minor reservations 2O ŏ Yes 1O No 3O No other children 1O ΙŌ Major reservations 4O ٥-<u>ة</u> Some important reservations ~ to reservations House -0 Something else Otherwise 4O Al caregiver's home At your home -0 Studying Ýs ď Ŏ Š **Q** £ Working . $\bar{\mathbb{B}}$ Family ~0 -0 9 9 9 Õ -0 0 Go to Child SMTWTFS If hem 119 > 3 go to a filem 128 and esk questions about the caegiver who provided the fourth most number of hours of care during a filesence week Target ched Coding -0 No 20 -+ Go to 186 ô ó ō Ô Õ Minor reservations 2O Ö Major caservelions 4O Yes 10 No 20 No other children 30 তু -00 Somewhore alse sO Q چ ا Some important Hours No reservations Otherwise 4O -Something else Al caregiver's home Al your home -0 Studying 1-3103-209 1 Working . -0 ó se Q g ý Š Family BELECTING A CHILD

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	185. What is higher raisdonship to ?		Parentialop-parent 3 O Grandparent 4 O Auntbuncte 5 O	Puentiseppuent 10 Grandpuent 40 Auntuncie 50	Parentziep-parent 10 Grandparent 40 Auntuncie 50	
	186. How much did you pay to: this fourth care essange- ment for during the week of (<u>reference week)</u> ?					
	(87. INTERVIEWER CHECK ITEM:	(ii 1000' go to 81) Ii Item 182 - (O Go to 189 41 your home (O Go to 189	(ii '000' go is is'i) ii liem (82	If them 182 at 10 Go to 189 Otherwise 10 Go to 189	If tem (8.2 * 1) Go to 189 Otherwise **O Go to 189	
	188. Does this cost include other services as light house keeping etc.?	o c	1			
446	188. Does this feurth ceregiver provide receipts?)	Yes 50	Q: 19.	
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	192. INTERVIEWER CHECK ITEM:	II Hern 182 ** 1 Go to 196 At your home 3 O Go to 196 Ginesiwise ** O Go to 193	II them 182 = 10 Go to 196 11 your home 10 Go to 196 Othermse 40 Go to 193	If them 182 * 3 O Go to 196 at your home 3 O Go to 196 Otherwise 4 O Go to 193	If them 192 a st your home a O Go to 198 Otherwise 4 O Go to 193	
	193. Is the person providing this case itemaced by the government or approved by a lamity daycare agency?	No & SO No & OO Don't Oo to 198	Yes 50 No 60 Boori 0	Yes \$\int \text{SO} \qquad \text{Go to 196} \qquad \text{Income 1.0} \qquad \text{Go to 196}	165 5 O No 6 O Don' 10 Go 1986 1.	
	194. Was the amount you paid for this case subsidized by the government?	764 10 Oo to 87	783 (O) 160 170 Quality Open 100 Liver 100	Yes () No 1Ö Don'l O Go to 197	Yes (O No (O Don') A Don' A	
	196. Approximately how much would this care enangement cost for per weak if it were not subsidized?	S Go to OR OOM 1 ROOM 1	\$ CO CO CO CO CO CO CO CO CO CO CO CO CO	8 00 00 00 00 00 00 00 00 00 00 00 00 00	\$ 00 00 00 00 00 00 00 00 00 00 00 00 00	
	(96. is this fourth care arrangement a babystilling co- operative in shich you are aspected to provide cere part-time?	Yes IO No No Obnitutor	Yes iO No iO Dan'i know iO	Yes 1O No AO Don'i know AO	Yes (O	
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BETTERMEND A CHILDS. The state of the child Chi		197. White was in this fourth person's care during the	e working at a job or business.	• studying.	e cering for your lamily's needs,	80	• semething sise?	198. Overall, how do you feel about this care arrangement for ?	Would you say you have	e no reservations.	e miner reservations.	e some importent reservations.	ОЯ	e major reservellens about this arrangament?	
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Major reservations 4 O	Major reservations 4 O	Major reservations 4O	Major reservations 4O
GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT SECTION

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	sites to Target Oldr dwar to the olds whose selection number musibles. Do confide number	O by open code ?			<u> </u>
*			- 48		
J. CARE BY DESIGNATED ADULT WHILE WORKING	-	-	2	6	•
JO. INTERVIEWER CHECK ITEM (Fam 05 for Designated Adult)					
H'yes' in Nem 10	1.0 00 O1				
H'full-time' in flem 81.	O to SECTION K				
 If part-time in Nam 81 and any code but ? (personal interest) in A29 (page 5 Form 06) 	0.				
Otherwise	4 O GO 10 SECTION R				
	•				
Jt. During the week of (reference week) did any of your of children apend any time with you while you were	During the week of (determine week) did any or your 110. INTERVIEWER indicate for each child it healthe was in this children agend any time with you wase	O: 187	Ves 10	Ves 10	O; 19,
working at a loc or customers		- Go to next child	No 10 Go to next child	No 3O Go to nest child	No 2O Go to nest section
Yes 1 C —— Determine which children in J10 and complete the appropriate items.	111. On which day(s) during (reference week) wes with	- 1	S T W I W S	SMIWIFS	SHIWIFS
No +O Go to Section K		•0	00000		
	all how many bours was				
	JA. In back well withing during the week of ((4)419059) you were working during the week of (4)419059	Hours	Hours	Hours	Hours
	J3. Were any of your other children, under the age of 13.	Ğ	Ö.	Q.	Ŏi "v
	with you during these hours?	ŏ	Q.	Š.	٥ 2
		other children sO	No other children 3O	No other children 3O	No other children 3O
1	Jit. Overall how do you feel about this care arrangement				
	Would you say you have	Go to	90	ž	ş
	e no reservations,	O - next	child	reservations	raservations Minor
	minor reservations,	0.	0.	reservations s O	
	e some important reservations.	Some important 6 O	some important caservations • 🔾	important reservations • ○	important cosservations
	80				
	e major reservations about this arrangement?	Major (O	reservations (O	reservations / O	reservations / O
	JIE. What are these reservations?	SPECIFY	Same reservations as first child I O	Same (eservations as first child in O	Same 1959evations as first child a
				BO	OR
			Specify 10	Specify 7	
		GO TO NEXT CHILO	GO TO NEXT CHILD	GO TO NEXT CHILO	GO TO NEXT SECTION

¥ Ch Langer (near) Go to Go to Sec. Hoon No 2O-+ Go to next section ~0 s Challe neme W T F **-**O. -0 GO TO NEXT SECTION ڄُ ōὄὄ Ó ō ō 0 ó No other children Hours ô Studying 5O -000 S No sesevations Minor reservetions Major reservations Same reservations as first child SPECIFY Ō Working \exists 8 Y88. \$ & 4 O + next Teger ched *O - Go to next child -0 w <u>u</u> •0 Yes 1O No No other children 3O -0 -0 ó ځ 0 ō ō Õ GO TO NEXT CHILD ₹ Hours ô ô No reservations -0 Major reservations Studying Ō Ő 3 A SPECIFY Working ~0 8 _ Ş £ တ -0 Caupet - nes 20 -- Go to next child -0 ø Chair nume <u>.</u> •0 Yes 10 No 20 No other children 30 --0 ó o o ō ő GO TO NEXT CHILD 3 Hours -0 ô Studying 5O No Minor seservations Major raservations -0 Same servations es first child Š Š SPECIFY <u>γ</u> $\bar{\Box}$ Working E so -0 5 -0 O O O O O O - Go to next child 0 -0 ဖာ Target chad ¥ -0 Chd e neme Yes 1O No Other Children 3O -00 ó ō 0 ۼ GO TO NEXT CHILD Hours ô õ <u>-</u> -0 Major reservations Ö S Ō \Box Studying -0 Working -4103-2001 ¥e3 s -0 K10. INTERVIEWER: Indicats for each child it he she was in this type of care during reference week. K12. In total, for how many house was . . . with himher while helane was working during the week of (reference week)? Kt3. Were any of your other children, under the ege of t3. In his/her care during these hours? While ... was baing cared for by himher during these hours, was your main activity working at a job or business or wes it studying? Kt& Oversil, how do you feet about this care arrengement Kt1. On which day(a) during (reference week) was ... himher while he/she was working? e major reservations about this arrangement? e some important reservatione, Would you say you have K16. What ere these reservations? minor reservetions, no reservations. \$ During the west of (reference west) did any of your children spend say Une with your spouse(pariner with healthe was working at e job or businese while you were working or studying? Determine which child(ren) in K10 and complete the appropriate dems. Go to SECTION L INTERVIEWER CHECK 17EM: (Form 05 for Spouse) Go to K2 Selection Grid Label Gose Here CARE BY SPOUSE WHILE WORKING ō ő If yes' in Rem 10.. t Otherwise Yes 30 o 2 Ş

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	L. CARE IN OWN HOME BY SPOUSE			-	
<u> </u>	L1. INTERVIEWER:	L10. INTERVIEWER: Indicate for each child if he she was in this type of cura during reference week	, ,	Ō	
	Os 204		8	2O Go to nest child	
	No 6O Go to Section M	[11. On which day(s) during the week of (leterance week) was cared for by your apousaiparine; while you was working or studying	σ,	MIWIF	
12	Children spand any line at home in the care of your spouse or partner while you were working at a lob or spouse or partner while you were working at a lob or spouse or partner where working a such of the spouse or partner where were studying a spouse or partner where such spouses or partner were studying a spouse or partner where the spouse or partner were studying a spouse or partner where we were such as the spouse of the spouse or partner where we were such as the spouse of the spouse		-0	000000	
	any time spent with your spoule wille hashe was working (which was sheady reported in Section K)	L12. In total, for how many house was In this care while you were working or studying during (elerance week)?			
	Yes ! O Determine which chad(ren) in £10 and go to £3.			Howrs	
	No 10 Go to Section M	L13. Were any of your other children, under the age of 13.		Ç	+
			¥.	ò	_
ندر	L3 INTERVIEWER CHECK ITEM:		No	No other children 3O	
	_	Ltd. While was baing cared for by himher during these hours, was your main activity wesking at a job or businese or was it atudying?	Wor	Working 4O	
	11 Tull-time' in Nem 81 2O		Stud	Studying \$O	
	Olharwise 3O Go to 16	L16. Overall, how do you teel about this care arrangement for ?	<u> </u>		
		Would you say you have	_		
1-	L4. Mave you and your spouse deliberately arranged work (and study) achedules so as to aliminate or reduce	e no reservations,	- N- 05-	No Go to reservations 4 O nast child	
	the number of heurs of care you would otherwise require teryour children?	• minor reservations,	Minor	Minor reservations 5 🔾	
	O, ss,	some important reservations,	Some import	Some important 6 O	
	No 50 -+ Go 1016	но			
	,	major reservations about this errangement?	MeM -	Major	
ترا	15. What are the main resons you have decided to do this? (Mark all that apply)	Lis. What are these reservations?	ds	SPECIFY	
	Wanted to share child care				
	Thought at best for child ? O				
	Could not afford other child carefoduce other child care costs				
	Could not lind suitable care arrangament · 4 O				

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Continue with L11 for fast child indicated in L10.

6-5:03-209.1

LG. INTERVIEWER:

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Other (specify)

M. A. CARE IN OWN HOME BY AN OIL
M. During the west or (refuserors as occupants in the school occupants of stress white you studying? Yas • O — Determine which complete the appr Ne 10 --- Go to Section N Belection Grid Label

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Del Closs Here	SELECTIVE A CAUCH A CAUCH TO READ IT IN the James A cauch a ca	O, pro index	2) Polis	Age Otats name	App DAST ISPON	
06 -	and the second second		16-			
IN OLDER BROTHER OR SIBTER	6187ER	-	2	c c	W	
ce week) did any of your MIO. INTERVIEWER. home in the case of an is you were working or	MIO. INTERVIEWER. Indicate for each child if he she was in this care during taleforce weak.	Or sey	Ves 10	Ö: 89,	Yes 10	
		NO 2O GO IO MAIL Child	No 3O Go to next child	No 3O Go to neut child	No 2O Go to next section	
iich child(ren) in M10 and appropriate doms. N	MIT. Now old to Use brotheriatier?	96V	•8v	*	- Vo	
	M12 On which day(s) during the west of (<u>religince weet)</u> wasin this care?	50 -0 10 30 10 30 30	8 - O 8 - O 9 - O 1 - S 1 - O 1 - O	S M T W T F S	8 -0 8 -0 8 -0 9 -0 9 -0 9 -0	
	MIS in total, for how many hours was in this care while you ware working or studying during (<u>Lélésence</u> <u>1988)</u> ?	. Hours	Hours	Hours	Hours	
	M14. Were any of your oblac childran, under the 10e of 13. In hisher care during these hours?	Yes 1O No other children 1O	Yes 10 No 20 No either children 20	Yes 10 No 10 No subst chaldren 10	Yes ION No No other children 1O	
	MIS. While was being cased for by himher during (relegance week) was your man activity working at a job or business or was it studying?	Working C	Working +O	Working 4O	Working 60	
	MIG. Overall, how do you feel about this care arrangement		Audous		Autom	
	for Would you say you have	No Go lo Go lo	No GO 10 reservations • O next	No Go to reservations • O next	No Go to Go to testifications • O — Field	
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	OR major reservations about this arrangement?	Major reservations e 🔾	Major reservations • 🔾	Major reservations • O	Major reservations 1 O	
	M17. What are these reservations?	SPECIFY	O .	8됨 ○	Same reservations as first child a O	
			Specify 10	SPECIFY 10	SPECIFY 2 O	
		GO TO NEXT CHILO	GO TO NEXT CHILD	GO TO NEXT CHILD	OD TO NEXT SECTION	
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	SELECTING A CHLD	-		1 200	,1 ₀
Selection Ord Label Does Here		Ago Codd i dena	Age CA411 name	Cy but again	Age Chair name
	- Light for Tayla Carl death to the state utwas teacher Aurited Factors		12		
CHILD IN OWN CARE		-	2		-
the after themselves while their is studying. Lest week, were any of your children were	NIO. INTERVIEWER, Indicate for each child if he-she was in own care duing reference week	Ŏ. .	Õ.	Ö. 19,	Yes (Ö
taking care of themselves white you were working or studying?		No .3O → Go to nest child	No 2O Go to nest child	No 3O Go to next child	No 2O Go to next section N.
Yes 4 O — Determine which child(ten) in N10 and complete the appropriate name.	N11. On which day(s) during the week of (reference week)	MIWIF	RIWIF	MTWTF	MIWIF
No ®Q — Go to Section O		000000		0000000	00000000
,je	N12 in total for how many hours was in higher own case while you were working or studying during the week of [16]6;600.89311?	Hours	Hours	Hours	Hours
.J. *	N13. While was taking care of himselfherest during the week of ((g)gangg wegs) was your main activity				
	e working at a job or business				
	RO.	Working 1O	Working 1O	Working 1O	Working 1O
	- sudying?	Studying 2O	Studying 2O	Studying 4 O	Studying 2O
12	N14. Overall, how do you feel about this care arrangement				
	Would you say you have			;	á
	e no reservations,	No Color of	No coservations • O next	Prito O suggested	reservations & Onear
	e minor reservations.	Manor 1 O	Minor reservations	Minor reservations 7 O	
	e some important reservations,	Some important ceservations c	Some important costonates	Some important e 🔾	Some important e 🔾
	EO	_			
	e major reservations about this arrangement?	Major reservations # O	Major reservations 8 🔾	Major reservations # 🔾	Major reservations # O
<u></u>	NIS. What are these reservations?	SPECIFY	Sume reservations es first child 1	Sams reservations as first child 1	Same resarvations as instiched i
			ō	OH SPECIFY 1 O	OR 3 O
		GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT SECTION

SELECTING A CHILD	U mare their one child under the sign of 13 in the Earlie o Author & estruction numbers to each shall spid 0 in 8	Of the Education Cold Label date the property colds for Indian	o that the Taylor Oldr dwis to the shield shoes selection number matches the tenders number
	Section 1970 Contraction		

BELECTIVIO A CHLD I man the use off water to see of 15 to be long I man the use off water to see of see of 15 to be long I man the use off water to see of see of 15 to be long I man the man man to see of see of 15 to be long I man to see of the long of 15 to be long to 15 to be long I man to see of 15 to be long to 15 to be lon	- 54	Ott. Given your current work schedule and your present income, which type at armonament would you most pelet to use ito all you are weating? Wat only one unters the respondent would pales to use a	Daycare cantre.	Would you prefer that this centre be at your place of work?	Care in a nursery school program	Care in a before or after school program	Caro by a non-relative in your home	Care by a non-ratative in another home	Would you prefet that this casegiver be effected family home day care provider?	Care by your spouse/pariner	Care by a brotherisister of your child	Care by other retains	Care by you while working	Child in hisher own care	ъ	Child is currently at achool during all the hours you work	Ott. Are you currently using this errangement (these stengements) for?	O12. What factors are preventing you from using hits type (these types) of care for ? (Mark all that apply)	N COSIS IOO MUCH	Care method is not evalable	Poor quality in options that are evalable	Transportation problems Child has special needs that make that type of care annuable	Does not match your work orbacists	Some other factor	
Salection Ord Label Goes Here		Oi. INTERVIEWER CHECK ITEM: (Form OS for Designated Aduit) If yes in item 10 1 O Go to Oro		Ó																					

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O 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	No preference Nursery achool program	.E = e e s	1 1			\$ = s 8 5 6		Belone on after those program Non-relative at home another home another home another home another home another home another home another home another home another home another home another you with a working Chald at the profession of the another home.

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	99 -	,										
	P. CHILD CARE TENSION ISSUES			[ľ						
1	Pt. INTERVIEWER. Ask il not known: Doos accorde other than your or our contract hot after each of water children from child while was each ordino?	1 6	1	}		1	9		030	100		PS. In your current allustion
	Yas 1 O Go to P2	5								•		
	No 3 O Go to Section Q											Having a child care pr accommodate yeur nee
1	P2. Juggling work, family and child care responsibilities can annulmes be a difficult task. Some factors can create fention for parate, while others can reduce teaton. Other your current werk and child care arrangements, twould its to know how much familion or disconficial you paratelly less about each, of the disconfiaus. Please tell me on a case of it to 10 how much familion aset, factor causes you, as you longs work, tentily and child care with 1.	n some	fme Current	or to se	of the	Child C	Bom Find the	o fac	Pies o	an C. d. d. d. d. d. d. d. d. d. d. d. d. d.	outd et a	Feeling fulfilled because Having e child care pro
	meening no tention and a 10 a great deal of tention.	No Tension	_	'					<0►	Great Posso	A Great N/A Desi of	Having a backup arrangement breaks do:
ď.	The total number of house you are working each week	ēΟ	80	2O	\$O	80	٥O	\$ O	80	20	80	Having a specie of part
	Your work schedule	ē0	80	±0	20	80	2 0	\$ 0	80	٥0	80	Having a stable strange
	The total number of hours your spouse or partner is working	÷0	*O	2O	£0	80	5O	s O	80	90	80	Having a child care prochere for you
	Your apouse's/parinsi's work schedule	_	* O	#O	\$0	80	٥o	= 0	80	90	80	Having e child cere p
	Concerns about your child's ssiety and well-being while you are at work.	ē0	80	±0	2O	80	٥٥	\$ 0	80	٥٥	80	Having an employar or
	Maintaining a balance batwaan work domands and family reaponalbillies	ē0	8O	20	٤O	80	8 0	3 0	80	20	80	Ps. is there any other facter
	Getting to werk on time when dropping off yeur child at higher daycere setting or picking himher up on	#C	80	2C	2 C	8C	àC	ъC	٤C	2C	80	Yes 10- What is the
-	Feeling that your job or career is being hampered by					8() a () = C	8(9 2 (80	Of ON TO
	family responsibilities)))	>)	>	
	situation is intexible of uncaring about your rote as	ē0	50	±0	sO	80	06	= 0	80	٥٥	80	to work part-time,
	Working out arrangements with your spouse or partner over whe will pick up and drop off your child	ē0	2O	±0	20	80	80	3 O	80	٥ء	80	SO Sold to the sol
	Not being able to failt to your child or caregivar	ē0	8O	÷0	\$0	80	= 0	3 0	80	20	80	P8. Il you had a choice, wo
	Worying that your caregiver or care arrangement					8C	ō C	a C	80	° C	8C	
	Scheduling child care with yeur apouse or pariner as that one of you is generally explicitle to be with					8 () a) a	8 (9) 8'	110 1 0 - Go 10 p10 P9. What changes would yo Mark all that society
	your child		0 8		0 51	0 8	0 8	0 50	O 81) <u>*</u>) s C	Work only during school h
	Managing the costs of high quelity care				_	8	s C) z	೦ ಕ) <u>=</u>	S C	Not work evenings
	Feeling tired or overleaded because of your job					0	0	0	0	0	0	tlave consistent hours
					•							Work ne more than 8 hou
ă.	ere any other tactor that i	o you to	90 e	k	ımılıy.	ind Ci	P) I	ero re	spens	101111	68	Other (Specify) 6O
	No 40	\mathbb{H}	H	世	扣							
	- 1				ĺ				-	- 1		P11. When considering your
<u>:</u>	 While blings vary from day to day, oversit, how much tension do you fest in juggling work, femily and child care responsibilities? Presse use the same acide of 1 to 10. 	No Tension	_						€ 0≻	A Great Deat of Tension	ž	work fulf-time, work part-fime,
		٥C	sC	#C	80	80	ъC	ŧC	۶C	°C	8C	80
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<u>z</u>	in yeur current elluetton, do a	y your current allustion, do any of the fellowing factors help raduce the tension or discomfort you might otherwise	naton or dia	comfort you	might otherwise	——
		•	Yos	No No	Not applicable	
	Having a child care provids: accommodate yeur neede	Having a child care provids or arrangement that is fissible and can accommodate your neede.	= 0	= 0	80	
	Feeling luillied because you are working	are Working	= 0	80	80	
	Having a child care provider	Having e child care provides or arrengement that offers you support or	° 0	*0	\$ ○	
	Having a backup arrangeme	Having a backup errangement you can use if your regular child care	= 0	= 0	= 0	
	Heying e apege or paring w	Heving a speuse or partnar who ehares child care responsibilities.	=0	=0	±0	
	Having older children help ou	Having older ohlidren help out with family end child cero responsibilities	=0	=0	= 0	_
	Having a stable srrangement	Having a stable srrangement for your child(ren) that yeu teel good about	<u> </u>	٥ ۽	۰.0	
	Having a child care provider cheree fer you	Having a child care provider who dose light housekeeping and other choise for you	≈ 0	۰,	z 0	
	Having a child care provid	Having e child cere provider/arrangement who can care for your children lafate eick	# O	* 0	×0	
	Having an employar or auper	emplaysr or supervisor who is supperlive of you in your role	*0	*0	% 🔾	
8	is there any other factor that	is there any other tacter that helps reduce tension or discomfort for you?				
	Yes 10- What is that? (Specify one only)	acity one only]	П			
_	% Ö:		П			
ā	When contidering your own r	When considering your own needs and those of your family, would you most prefer	at prefer			
	to work full-time,	0,				
	to work part-time,	o,				
	во .					
J	not work at a jeb of business of		o at a cutton!	ly working?		Т
<u> </u>	Ves e 🔿					
	110 10-+ Go to P10					1
2	What changes would you make? (Mark all that spply)	103				
	Work only during school hours	0.				
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_	ltave consistent hours No c	Jing shilts				
	Work ne more than 8 hours per shift Other (Specify)	shift & C				
9	INTERVIEWER:	Doos the derignated adult have a spouse living in the household?	5			
_	Ves 10					
	When considering your own ne	No 20-60 to SECTION O 19 When considering very own need and those of your family, would you most prefer that your apouse.	ost prefer th	el your apor		1
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	work pan-time,	ô				
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	d	j a					
O total total of the contract	1. (Programment results and the main real programment of the programme	atroady r chidiren)	Ott. What sources of information did you use when searching for this cere arrangement for? (Mark all that apply) Friends, neighbours, co-neakors or O	Previous caregivers	Pamphiots and books of O A daycare contre A daycare information service oa O A famity homa daycare agency o> O	A Community contro to 9. Weeken at the control of cont	
Of the heart O' took again!	09. Many pasenti use case provided by a paid babystiler, itland or neighbour either in this home or in the attaingment of the case of the attaingment of the case of the attaingment of the case of th	O10. Some parents rely on a ralative to provid much of that child care. Did you consider using care by a relative to the child you consider using care by a winen you made your talk in a round the child when they were appears on other child winen you made your talk in a round a same parent of the child you made your talk in a round a same and the child was the child when you made your talk in a round a same and the child was the child when the child was the chi		Respondent is using cere by a relative as a secondary case auragement for ON Why addrift year of a relative for? No reason	Ott. What soo he main reasons you decided to use a (junior kindergarien programmursery school proparandsycero centre) as your main care method for?		3
Or thousand of the chart of the	763 1 0 Why did you decide net to use a daycare centre for? Yes 1 0 Why did you decide net to use a daycare centre? On Respondent is using a daycare centre as a secondary arrangement for 10 No 2 0 Why didn't you centre having 10 No reason On	O6. In meny parts of Canada, an option evaliable to	pasents it to use of incididus, who is it leared by the pre-incidi general or aggressed by a departe agency. Its provide care in hither hame. Have you hast delicenced family home daycers? Yes 10 —— 00 10 08 No 10 Or. If you had known abbut itsensed family home vournate this last main care arrangement for when you made this last main care arrangement for?	Vae 10) No -0) Oblight of the control of the cont	Yes: O Why did you decide net to use a provider?	OR Respondent is using a licenced family home daycero provider as a secondary arrangement for	
Outring Age Chairman Court incertail		orO 60.623	Go to 094 Go to 098 Go 74) GO to 098 GO 70 GO 10 072	Care by apousa white woxing	Chair in own home by other 11 Child in hisher own care 12 Child in hisher own care 13 Child only use a care arrangement 13 Child of the property of the proper	JUNIOR KINDERGARTEN PROGRAMNURSERY SCHOOL PROGRAMOAYCARE CENTRE When did you most recently begin to use this forcint and you most recently begin to use this forcing the second of the s	• II 02 = 2 (daycard centrs) 1 0 00 to 06 • Otherwise

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	O15, Did you expertance an	O16. Did you experience any of the following difficulties when you were looking for this care extendent from the Care extendent to the Care of the Car	han yeu ware li	Sexing ter title	Yos	g	f/ot Applicablo		5
	Knewing where to get i	Knowing where to got information about evallable child caro?	lid caro?			Õ	0:		
	Finding good quality caregivera?	srogivora?				Õ	0		
	Knowing what to took !	Knowing what to took for to enaure good quelity caro for your child?	for your child?		O,	ç	O ŝ		
	Finding out obeut available caragivera?	able caragivera?			0	ō	ŏ		8
	Visiting homes or dayo	Viailing homes or daycers centres during the day?	***************************************		О <u>г</u>	ç	Õ		
	Did you have any diffic	Did you have any difficulties in finding care for the hours you needed HP	ons you neede	d H2.	Q	õ	Q.		
	Ilow about having low	llow about having lew or no opilons to cheese frem?		:	Ô	On	Ož		
	Net having enough Itm	Net having enough lime to consider allernatives?			Ő,	ő	oʻ.		
0	Finding good quality c.	Finding good quality care that you could afferd?			0 2	ő	o,		
	Trueling someone yeu	Trusting someone yeu didn't know to care for your child?	hild?		Ož	ő	O _g		
	Ot6. Did you experience an	Ots. Did you experience any other difficulties I hoven's mentioned?	ullened?					,	
	Yes 10 Whel	What wore thay?			П				
	Os on								
	O17. When deciding on impertent, semewhat I	O17. When deciding on 'e child case arrangement how important was each of the following factors from it very inspectant, somewhat important, or not important that	low important v	nt was each of the fell Vary Somewhat Amportant Important	e Jellowing what Not lant imp	Not important	Not Applicable		
	The caregiver or arrangement accommone control of the caregiver or arrangement accommone one child in your family?	date	more than			Ô	Q		
	The caragiver or arrangement your child is alch?		care whan	000		Õ	Q.	•	
	The carogival would give you receipts?.	ive you rocelpis?	c	011 011		Õ	Q		
	The care arrangement was aubaldited?	was aubaldizad?	=	0 11 0 11		o <u>.</u>	Og		
	The carcgiverlarrangement bave cuttural background to your own?.	mant bave a almilar language your own?	5 :	0" 0"		O _n	Õ	•	
	Olg. Different methods of Considering the main any specific positive e	Different methads of child care can effect children in different weys, some positively and seme negatively. Considering the main care estangement you used for the week of (<u>saferance week)</u> has this extangement had any specific positive effects on himmar?	on in different or the weel	ways, same	week) has	and seme this orean	negatively. gement had		8
	Yes JO What	What are thase effects?						·	
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Cis. recommendation and and appropriate control of the control of the city of					
Yos 5 C What are these ellects 7					
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O20. How sellsfled are you with your main case arrangement for In larms of the following aspects? Would you say	ant for In	terms of the	following as	octs? Weuld	you say
ihat you are very salialiad, bomewhat salishad, semo	Vibry Vary Selistind	Somowhat Satished	Somowhat Dissatished	Vory Dissatisfied	< Z
The convenience of the location	õ	Õ	Õ	Õ	
The coal of the care	õ	Õ	Og Og	Q	0
The evallability of care for the hours you need it	Q	õ	ō	ō	9
The quality of food served	Q	ó	Ç	ō	0 %
Cleanliness and selety	õ	Őź	ő	Õ	0 %
The number of caregivers for children	Õ	ő	O _R	ő	0
The carogivers' education and training related to child case	õ	0°	ő	ō	50
The caregivers' skills and experience in working with young children	Q	o o	Õ	Õ	0
The caregivers' sensitivity to your child's needs	Q	Õ	Õ	Õ	\$
Communication between you and the carogivers	ĝ	Õ	Q	Os.	0 %
The amount of furniver among stall	õ	Õ	Õ	ç	0 %
The amount of initisence you have in decisions that affect your child's program	ð	0,4	õ	o"	0 8
The elze end design of indoor play space	Õ	Õ	O ₂	Õ	0 %
The evallable indoor toys and equipment	Ş	Ŝ.	Q	o ၞ	Ou
The guidoor play space, loys and equipment	ő	ő	Ō	õ	0,,
the ameunt of television watched	Õ	ő	Õ	ő	0
The evallability of Interacting learning activities	<u>o</u>	Õ	O ₂	Q	.0
O21. Is there anything olso you weuld like to tall me about that you arrangement?	out that you	are particul	any salisited	are particularly satisfied with about this caro	nis caro
Ves : O - ev What is 11?					_
022. Is there anything else that you are particularly dissetisfied with?	fied with?				
Vas 3 O What is 11?			Ē		
O, 61	1		7		

1019 Did you centifer using a licenced tamily home daycate guilder with you made this last main care daycate guilder with you made this last main care daycate guilder with you made this last main care predicts with you made this last main care predicts of lamily home daycate guilder? 1020 Many parants use care provided as 3 secondary emanagement for a 3 secondary case as surgement for a 3 secondary emanagement for a 3 secondary case as surgement for a 3 secondary case of 3 selector case of 3 selector cas
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O, PRO 1041 OF PRO	Or thousand Of territorial Of territ		Chall nang	Chalfians
- 90 -	. 65			
Q36. Did you experience sny of the following dilifculies when you were locking for this care strangement for?	Ost. How estitled are you with your main care strangement for In terms of the following aspects? Would you say that you are vary satisfied, somewhat satisfied, somewhat dissalisfied or very dissalisfied with ?	fellowing aspectation and a second se	of Would yo	, s ,
ION ON 80A	Vory Somowhall Sabshod Salisticd	Sornewhat V Dissabsfied C	Very Dissalished	٧ خ
Ç	The convenience of the location	O ₁ O	Q	0
about evaliable Child Care?	The cost of the case	O.	Q 8	0
Finding good quality cangivers?	The availability of care for the hours you need it "O	0:	ō	0
0,1	The transposation between the school and this usO 17O pregram	Ç	O ₂	0
Visiling hemos or daycare contres during the day?	Ozz Ozz	0,,	ō	0%
Old you have any difficulties in finding care for the hours you needed \$? 16 Or 11	Cleanliness and safety	ő	ő	0
How about having law or no options to choose from?	The number of caregivers for children	Ou	ŏ	Š
Not having en ough Ume to consider alternatives?	The caragiveral education and training related to	Õ	ő	0
Ő.	The casegivers' stills and exparience in working 4:0	ç	ō	ô
Trusting someone you didn't know to care for your child?	The caragivers' sensitivity to your child's needs 40	O.	õ	8
037. Did you experience any other difficulties I haven't mentioned? You'O	The availability of Interoving fearning activities for your child's age group	õ	ò	\$
% O.	Communication between you and the caregivers 50	0	0	٥ \$
15	The emount of furnever among staff	0:	ô	0 2
Very Somewhat Not Not Not The Important Important Important Important Optication of O O O O O O	The amount of influence you have in decisions 400 NO	o ·	Ö	0 %
The caregiver or arrangement accommodate mero than so so so or o so	The ake and design of indeer play space	O ₂	ō	ç
The caregiver or arrangement would provide cate when	O11 Os1 Inamplupo nos stops and odulpmant	Õ	õ	9
The case given would give you receipts?	The cuidoor play space, loys and equipment	0.	o o	9
0" 0" 0"	anything sent?	larly salfalled w	Th about this	0000
039. Different methods of child care can affect children in different weys, some positively and some negatively. Considering the main care areagonent you used for the west of [glessence week] has this arrangement had any specific positive ellegis on himhar?	Vas 1 O What is 117			
Yes + O What are those ellects?	043. Is those anything else that you are particularly dissatisted with?			
	V043 O What is it?	A		
O40. Itse this arrangement had any specific negative effects on?				
What see these offices?				
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1	OG& What are the main reasons you chose this particular careful for 7	3	069. Old you have to search for this ozia strangement for used did you know right away what strangement you would use? Yes, box to around	O60. What seurces of information did you use whan searching for fits agre arrangement for ? (Mark all bits apply) Friends. neighbours. co-workers or O	volessionals (ag. Agist) amapapora	A dayclae centre A dayclae information sarvico 04 O A family home dayclae agency 09 O	c or religious	
Other inertination () () () () () () () () () (Ost. If you had heard about licenced family home daycers would you have considered using if when you made your fast main case arrangement for ? Yos 90 No 10 056	consider using a lice	Respondent is using the secondary frame descend family from descend forming the secondary secondary secondary and secondary se	OS6. Some parenta rety on a ratiative to provide much of infect child care, bid you consider using care by a salative (other than your epouse or an older child) when you made your last main care version of the child stranganant lost? Yes 50— Why did you decide net te use care by a ratialized.	On Respondent is using case by a relative as a secondary care aurengement for ON No. 4.O	No roason	OS7. What are the main reasone you decided is have soaked alter by a careginar in listner home?	~ 6
Age Over twee Over twee Over twee	Obo. When yeu made this main cere arrangement for did you consider using a device centre? Yos 'O — Why did you decide not to use deycute centro?	Respondent 19 Using a daycard daycard daycard daycard control as a secundary airangementor 100 Ne 20		Vos 5O	No 6O- Why didn't you consider using a balore or eller school program for	Ods. In many parts of Canada, an option available to personts is to use an individual, who is licencad by in a point at a parter, to provide ones in Misther home. Is the port of you are unity for e licenced family home statement or provided.	Yos 10 —— Go to qs6 No 70 Dent brow 30	053. When you made this care exampament to had you heard about licenced family home daycare? vos (O ———— Go to GS5 No sO
Ot tan i tan i Ot tan i	Odd. (Ask if not known) Ask yeu paying for the male care ariengement that you used far the weak of (<u>selecence week)?</u> You 1 O No 2 O No 2 O	Suppose the cost of this can arrangement was to increase, which of the following cadegates beat describes by how much it would have to increase before you would start looking for another care arrangement for? By 0%, you can't afferd any JO increase	On On You would's contidor loaking to you would's contidor child con our work would's contidor child con our work would be contidored by the contidored by the child child of the following categories bast describes by would must take for excellers by would must take for excellers by	By 50% 100% 100 of 100	On (b. 70) On (c. 70) Quilting your lob (or schooling) even if the cost achooling) even if the cost schooling was if the cost schooling your lob (or schooling) even if the cost schooling your lob (or schooling) even if the cost schooling your lob (or schooling) even in the cost schooling your lob (or schooling) even in the cost schooling your lob (or schooling) even in the cost schooling your lob (or schooling) even in the cost schooling you will be contained as a schooling you will be	caregiver as your main care arrangement for ?	well-known to you? • casual acquaintance? O net known to you at air?	O19. INTERVIEWER CITECK ITEM: • If age of largat child is lass than \$ 4\trianglering to 050 • Othorwise

1 - I L	John 19 19 19 19 19 19 19 19 19 19 19 19 19	5	Usht A			1	·	
ىا د	O, provisions O, provisions 15y	\$	Child name	Chile name Tuget chile IO].	, 🗖	Chit griung fares stad 10	
) '		- 99 -						_
	O61. Did you experience any of the following difficulties when you were tooking for this cara arrangement for ?	Illas when yeu we	are looking fo	ır Ihis cara	arranger	nen for	·:-	
					Yes	ę	Not Applicable	
	Knewing whose te get informetten about svallable child cared	ble child care?			Õ	Õ	O _p	
	Finding good quality caregivers?				ô	õ	Q H	
	Knowing what to leek for to ensure good quality care for your child?	y care for your ch	all of	1	ô	Õ	Ç	
	Finding out about evallable csregivers?				Õ	ō	õ	
	Visiting hemas or daycare centres during the day?	lay?			Ö	ō	Õ	
_	Did you have any difficulites in finding care for the hours you needed It?	the hours yeu na	seded ti?		Õ	ō	Õ	
_	How about having faw or no options to chaose from?	110m1			Õ	Õ	Õ	
	Not having onough itme to considor sitornatives?				ő	õ	oʻ.	
ď	Finding good quality care that you could allord?			į	ő	Õ	0'n	
	Trusting semesne yeu didn't knew to care for your child?	our child?			Õ	ő	0	
	You 1 O			H				
	OG1. When deciding on 's child case strangement how important was each of the lottewing factors? Was II very incontract to not immediant that	ent hew imports	nt was each	of the fol	Rowing fa	ctors?	Was II very	
	The caregiver provids care in your home?		Very Important or O	Somowhat Important ez O	Hol Important 0:0	E.	Not Applicable o (O	
	the caregiver or errangement accommodate mere then enechild in your family?	mere than	Oş.	0	Ô		Q.	
	the caregivar or arrangement would provido yeur child is sick?	care when	Õ.	Õ	ō		Õ	
	The caregives would give you raceipts?		õ	ō	Õ	_	٩	
	The care arrangement was subsidized?		ō	Õ	Õ		ő	
	The caregive/lerrangoment have a similar languago or cultural background to yeur own?	anguago or	ő	02	ŏ	_	ő	
 	Ost. Different methods of child care can affect children in dilisarat ways, some possitively and some negatively. Censidoring the main care arrangement you used for the week of <u>(reference week)</u> has this arrangement had any specific positive effects on himher?	hildren in diller.	ant ways, siest of freier	ence week	hely and i) has thi	serrang	negatively. ement had	
_	Yes 3 O What ere these effects?							
				7				
	Re 40							
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Os tac teges (100 to 1		Oldisiane Treetold 10		' A	Chair unne
. 69 - O65. Has this arrangement had any spacific negalive ellocis en 7	. 69 - cls en7				
Yos 5 O What are these effects?					
			BE		
No. ** Of the sellstilled are you with your main care strangement (or in ferms of the following aspecis? Would you say Obs. How sellstilled are you with your main care strangement (or in ferms of the following aspecis? Would you say	nent for fr	lerms of the	following asp	secis? Would	you say
1000 Value 1800 Value	Very Salisfied	Sonewhet	Somowhal Dissatisfied	Very Dissabshed	۷ 2
The canvenience of the focellan	Õ	0°	0	0 =	0
The cast of the care	ő	ô	0	ŝ O	O
The svallability of care for the hours you need it	Ō	õ	0 2	0 =	õ
The quality of lood served	Õ	ŏ	0	0	O R
Cleaniness and salety	ő	02	0 %	O z	Õ
The number of children present	0g	o'	0 %	9	Og
The number of praymatestitlends for your child	Õ	ŏ	0 =	0 1	Õ
The number of limes your caregiver has been unavailable	Q	ó	Ç	0	0
The caregiver's training related to child care	Ŷ	Õ	0 20	0 =	50
The caregivor's skills and espartance in working with children	ĝ	ô	0	Ö	0
The caregiver's sensitivity to your child's needs	0,,	025	ő	0.3	0%
Communication between you and the caregiver	ç	0,	0.	0 %	0
The caregiver's appreach to discipline	Ō	0,	O.	0	0%
The quality of the Indeor play space used for your child	ð	ő	0	0	O s
The available indeer toys and equipment	ő	0"	0,,	0;	0 %
The eutdoer play space, toys and equipment	Õ	ó	0	0 %	0
The amount of tetevision watched	o.	Õ	0:	0:	Õ
The variety of activities your child is invalved in during the day	O ₃	ō	0	0:	O _g
The caregiver's supervision of your child when helshe is playing outside	õ	ç	0	0;	0,4
GSF. Is there entitling olse you would libe to tall me about that you are particularly satisticd with about this card arrangement?	sbout that you	se particu	larly satisfied	with about th	ils care
Yes 10 What is it?			H		· · · · ·
068. Is there anything else that you are particularly dissellated with?	Usiled with?				
Vos 30 What is 117			日		
Ne 4O					

1	Ago Chaliprame Ago Chaliprame	71. OB2. What are the main reagns you chese this particular caregiver far?		2			OB3. Did you have to search for this care arrangement for or did you knew right away what arrangement you would use?	Yes, looked around	existed for other children) or search not required 2O Go te OB?	084. What seurces of information did you use when searching for this care arrengement for? (Mark all that apply)	Friends, naighbours, co-workers 01 O	Halbivos o> O	Previous carogivers 01 O	Relateds from professionals (og or O doctors, psychologists)	Buffair boards answersance 050		Pamphiets and books	A daycare centre 01 O	A daycare infermation scrvico 38 🔾	A lamiy home daycare accircy ov 🔾		A community contro 16.9 PWGAYMGA)	A church, othnic er rohgieus organization		A school or school board 19 O	Other (specify)		
1961 Bolin Bolin	Age Chaig name Of Englishment Chair name of	OTS. If you had known about licenced family home delysare walld you have considered using 19 when you much this fast man case account and also.	(O: 10)	No 4O 900	S T T	Yes 'O Why did you deelde net to use a licenced family home deyoare previder?			Gespondent is using a keoncod lamity	No 2O — Why didn't you consider using a	No roasan	5		080. Same parents rety en a relative to provide much of the child care. Did you consider using care by a relative fother than your spouse or an elder child when you made yeur lest main care	Yes 50 Why did you dacide nel le use care by			Respondent is using case by a relative as a secondary or an autonomy to the secondary case as a secondary or a secondary or a secondary or a secondary or a secondary or a secondary or a secondary or a secondary or a secondary or a secondary or a secondary or a secondary or a secondary or a secondary or a secondary or a secondary or a secondary or a sec	Ne 6O Why didn't you canaddar using care by a relative for?	No reason:	00		OSI. What are the main reasons you decided that should be cared for by a siller or a namy in your home?			2	· ·	
1) 100 11	Other count of the other of the other othe	70. Ozf. Whan you made this main care arrangement for did you consider using a daycare control	Yes ! O Why did you decide not to use a daycare centre?				Respondent is using a daycaro contre as a		Cenire? Biland & daycare	No reason no			OT6. Whan yeu made this main care arrangement for did you consider using a befare of atter school		before or alter school program?			OR Reconstitute to proper as also	school program as a socondary automotion.	No 6 O Why didn't yeu consider using a before or after scheel program for?	No reason On				077. In many parts of Canada, an option available to the parameter is to use an individual, who is floanced by the previncial gevenment or appreved by a daycare.	egency, to provide care in transfer name. Nave yeu heard of licenced family home deycare?	Ves 4O → Go to Q79	Oz 92
	Oversome Age Chairman	. 7 O69. (Att if not known) Als you golyfing for the main care extrangement that you used for the week of (<u>colorence mean)</u> ?		- Ge te () (17 (p. 78)	suppose its cast of this cale arrangement was to increase. Which of the following categories tost describes by how much it werld have te increase before yet weuld start teeking for another care	arrangement for		Ο,	Op	OB :	You wouldn't consider leaking for anather child care errangement even it the cost	mate lhan doubled	By 0%, you can't allard any Officease	O,		07. 40 \ 0.789	You weuldn't oonsider quiffing your jeb (or	led so	CARE IN OWN HOME BY A NON-RELATIVE	072. When did you mest recently begin to use this caregiver as your main care arrangement for ?		073. When you first considered using this person as 's have been well did you knew himther? Was have he	well-known is you?	a casual ecquelniance? ? 🔾	not known to you at all? JO	014. INTERVIEWER CHECK ITEM:	• If ago of largol cheld is loss than 5 + 🔾 Go to 075	• Olherwise 5O Ga to 076

Other man () ot	099. Has this arrangement had any specific negalive offects on	Yos 5 O What are these effects?		3.			090. How salisted are you with your main case arrangament for that you aro very satistied, somowhat satistied, somewhat dt	Vory Sati	The cost of the costs		The availability of caro for the hours you need it	The availability of playmalestitionds for your child	The number of times your esception has been unevelibile	The caregivers training related to child care	The caregiver's shills and exportence in working with children.	The catogiver's sonsitivity to your child's needs	Communication batwosn you snd the caragiver 384	The ceregiver's appresch to discipline	The emount of television watched	The variety of activities your child is involved in	during the day	The caregiver's supervision of your child when sa helpha is pleying outside	Ost, is there anything else you would like to tell me about it	Yes · O · what is it?	Ot on	092, is those anything else that you are particularly dissatisfied v	Vos 3 O What is lit	No 4O
O' the light of th	- 22 -	OSS. DIG you experience any at the toleranty university of the Not Not Not Not Not Applicable	Knewing where to get information about available child caro?	Oso Oso Oso Oso Oso Oso Oso Oso Oso Oso	Knowing what to leak for te onsure good quality care for your child?	Finding out about evallable caregivers?	VISITING homes or deycare centres during the day?	Old you have any difficulties in finding care for the hours you needed lift	O 15 Ost Ost Ost Ost Ost Ost Ost Ost Ost Ost	Net having engugh line to censider ellematives?	Finding good quality cere that you could afford?	Trusting someone you didn't knew to care for your child?	086. Did you experience any einer difficulties theven't mentiened?	Yes · O What ware they?	No 2O	OBY. When deciding on child case areageinen from income. portant, somowhat impoliant, or not important that	The caregiver provide care in your home?	The caregiver or arrengement eccommodate more than on the caregiver or arrengement eccommodate more than the care one child in your tamily?	The categiver or atrangement would provide case when on to to 11 0 120 year child is steat?	The caregiver would give you receipts?	The care arrangement was subsidized?	The caregivestrangement have a similar language of Ors Ors Ors Ors Ors Ors Ors	O88. Dilfaront methods of child care can effect children in dilferant ways, some positively and some negatively. Considering the main care arrangement you used for the weak of (reference week) has this arrangement had any specific positive effects on himmer?	Yos 3 O What are these effects?				Ô e

OS9. Has this arrangement had any spacific negative ollects on					
Yos 5 O What are these effects?					
		H			·
•		H			
O, 0N					
GSO. How salistied see you with your main care arrangament for in terms of the following aspecis? Would you say that you are very satisfied, somewhat failailed, somewhat dissalistiad or very dissalistied with ?	ent for In	terms of the	following asp	nocis? Would	you say
	Vory Satialied	Somawhat Satistied	Somowhat Dissatistied	Vory Dissatistied	ę X
The cost of the care	Õ	Ö	O P	0:	S O
The availability of caro for the hours you need it	å	ő	0	0	Õ
The evallability of playmalostitionds for your child	Ō	Õ	0 20	0 =	õ
The number of times your escapiver has been uneveilable	Õ	Õ	Õ	Õ	ő
The carogivor's training related to child care	õ	ő	0	o Ž	ő
The caregiver's stills and exportance in werking with children	Õ	0,2	0 %	0 %	O s
The caregiver's sonsitivity to your child's needs	õ	Õ	0 20	ō	ů
Communication betwoen you and the caragiver	Õ	Ŏ,	O T	o s	0
Tho celegiver's appreach to discipline	Q	Õ	0 0	Ō	30
The emeunt of television watched	Ģ	ô	0	0	9
The variety of scilvilles your child is involved in during the day	. Q	Ö ²	0 2	ő	3,0
The caregiver's supervision of your child when halshe is pleying outside	ç	O	0	0	0
Ost. Is thore anything also you would like to tell me about that you are particularly satisfied with about this care arrangement?	bout that yo	u are particu	laify satisfied	with about t	his care
Yes 1 O			В	;	
G92. Is those anything else that you are paylicularly diasalistled with?	fisted with?				
vas 10 What is life			H		
O. \$					

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Ovi 1 innu	-	Not Applicable	0.	8	0	ő	ô	0	0,	0,2	0,2	0								OILL. When deciding on 's child care arrangement how impertant was each of the following factors? Was it very important, somewhat impertant, or not impertant that	Not Applicable
	sment fer	ž	Õ	Š	õ	ō	õ	õ	Õ	ő	ő	õ								factors? V	Net Important A
	are arrang	, ,	õ	ç	ő	Õ	ŏ	ô	Õ	ő	ő	ő		П						following	
Lin Chalf name Target chalf	fer this c																Go to Offr	00 to 0113	00 to 0117	ch of the	Somowhat
Patra Cara	ere toekin		***************************************					reeded AT?						H				8 0,	0 0	int was ea	Very Important
	. 76		Mdcaret		Knowing what to look for to ansuza good quelity care for your child?		Visiting homes or daycare centres during the day?	Did you have any difficulities in finding care for the house you needed If?					entloned?				• II O2 (page 58) u 05 (care in someone else's home by a selative) 3 O	otativo)		ow fmperts	
Or the tour	ficulties w		Knowing where te get information about available childcare?		poelity cere		the day?	e for the h	Hew about having few or no optiens to cheese from?	ativee?	Tlerd?	Trusting somsons you didn't know to care for your child?	0.189. Did you oxperionce any ether difficulites t haven't mentloned?				's home by	in own home by ethor rolalivo)		gement h	
1984	ile wing di		a speut e		ure good q	givara?	es during	Inding car	lens to ch	lder ellern	e pinoo ne	ow to care	ffculles !				moone else	own home		care arran	
	of the fe		I hfermati	Finding good quality caragivers?	for to ana	Finding out about available caregivars?	rcare centi	fcullies in	vor no apt	Not having eneugh time to consider ellernatives?	Finding good quality care that you could afford?	u didn'i ka	ny elher d	What were they?		HEM:	(care in so	II (care in		. 's child (mpe/tant	
O, projeka	a solution		here to ge	ad quality	hat to lech	sheut ava	mes or day	ve any dilf	having fev	eneugh ti	od quality	maena yo	perionce a	≨ ∐ †		0110. INTERVIEWER CHECK ITEM	ye 58) = 05	• II O2 (page 58) = 11 (care		ding on somewhat	
Pola			w Gujwou)	finding Q0	Knowing w	Finding eu	/Isliing ho	Did you he	Hew about	dot having	Finding ge	frusting so	No nok più	. 0 . 58	0 ≈	NTERVIEW	• II O2 (pay	# II 02 fp	• Otherwise	When decimportant,	
										_			0.089.			0110				0111.	

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O112. Hew satisfied are you with your main care arrangement for in terms of the fellowing aspects? Would you say the work satisfied, somewhat satisfied, somewhat dissatisfied or vory dissatisfied with	nent for Is ewhat diseast	terms of the	fellowing asp dissatisfied wi	Dects? Would	ves uoy
	Very Satisfied	Somewhat Satisfied	Somowhal Dissatisfied	Very " Ossabshed	. K
The cenvenience of the tocation	ô	0,0	0.0	0:	Ó
The cost of caro	ô	ô	0	0 8	O
The availability of care for the hours you need it	Õ	ŏ	Ō	0 :	Õ
The number et children present	Ô	õ	0	0	O 2
The avaliability of playmeleafritends for your child	Õ	0"	0"	ő	ő
The number of times your caregiver has been unavailable	Ő	o"	0 %	0"	Ö
The caregiver's sensitivity to your child's needs	ŏ	O ₂	011	0	ő
The ease of discussing things you weuld like yeur relative to de differently	Õ	o,	0	0	O
The caregiver's appreach to discipline	Ŷ	Ç	90	0 =	Õ
The quality of the Indeor pisy space used for child care	ĝ	ô	0	o °	3
The available indoor toys, materials and equipment	ò	O _x	0	0,	0%
The outdest play apace, toys and equipment	Og.	Õ	0	0 %	Õ
The variety of activities your child is involved in during the day.	o.	O ₂	0 :	0:	ő
The amount of television watched	ç	ç	0	0	Õ
The caregiver's supervision of yeur child when heishe is playing outside	ó	ő.	0,	0	ő
60 TO 0114					
O113. How satisfied are you with your main care attangement for In terms of the following aspects? Would you say that you are year satisfied, somewhat attailod, semewhat dissatisfied or very dissatisfied with?	nent for I	n terms of the	a following as dissellsifed w	pects? Would lih ?	you say
	Very Salisticd	Somewhat Satisfied	Somowhat Dissatished	Vary Dissatisfied	< 2
The cost of the care	ô	Õ	ő	0:	Š
The avaliability of caro for the hours you need it	ő	Õ	0	0	Õ
The availability of pfaymates/friends for your child	ō	õ	Ō	0 =	ç
The number of times your caregives has been unavailable	Ô	ó	ç	0	O R
The sess of communication between you and the caregiver about things you would like himner to do differently	Õ	õ	ő	0 =	ő
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	- 18-	S12. INTERVIEWER.	I Target Chind has not already boon introduced read the introduction bodger it there is make that are chind.	We have randemly selected one of your children , and i'd lite to ask you some questions about how child care arrangements have allected your werk ever the past 12 months.	513. During the 12 menth period from October 1987 to September 1988, approximatoly?		How many days of work did you miss because was IB.	How many days of work did you miss because your child case arrangements for tell through	Hew many times wate you late for work because was II?	Hew many times wore you tate for work because your child care arrangements for foll through	How many times did you have to leave work suddenly bocause was ill	stow many times did yeu have to leave work suddenty because your child care arrangements for		-	GO 10 SECTION 1		St., INTERVIEWER: We have sandowly solected and alwaur children	S.															POR LINE A
	- 99	S. 12-MONTH WORK STUDY PROGRAM	The next questions are about your family's west activities during the past 12 months, that is from October 1987 to September 1984.	51. Durling the 12 month period from October 1997 to Reptember 1986 did you wark at a job or business for at feast one menth?	Ves 1 O	No 1O Oole Se	62. During those 12 months, in frow misny weaks did you work at a job or business?	93. Was your work in that period entirely full-time, entirely part-time, or come of each? By full-time I mean 30 hours or more a wask?	Entirely tuti time 1 O	Entirely partyme 4 Some of each set to Some of each set so	160	O* 189.	O' oN	Ss. INTERVIEWER: Upos the dosignated adult have a spouse living in the household?	Ves 4 O	018 010 O1 014	S6. During the 12 menth paried from October 1987 to September 1988 did your speuse/parinar work at a job for at lassit one month?	O1 19X	No 1O Goie 59	St. During those 12 menths, in how many weaks did herthe work at a job or business? Woots	S8. Was his/ner went in that peried entirely full-time, entirely part-time or some of each? By full-time I mean 30 hours or more a weak?	Enliety tull-time 3 O	ē	 59. Ouring the 12 manth paried from October 1987 to September 1988, did helehe eltend echool, college er univerelty as a full-time eludant ler al test one menth?	Oa so,	δ. δ.	SIQ. INTERVIEWER CHECK ITEM: (Form 06)	11 'Vas' in S1 1 O Go to S12	11 'Yes' in \$4 7 Go to \$14	Othermiss 1 O 00 to \$11	S11. Over the past 12 months have you had to turn down a job offer because of difficulties in arranging for child care for any of your children?	Ves 4O Go to Section V (p. 80)	No 5Q)

Age Continues Ag	What was your spouse of part was in this care arrangem. (Max only ons) Working at a full time job or bus	Full-time student 3 O Yes 4 O Yes 4 O Yahubun atudent 2 Caving for family's needs. 5 O Without work and tooking for work 6 O O'bor (specify). 7 O T19, When did you start using this care arrangement for the start using the start using	Was the next main care arrangement you used for the asme as the one you used for himher during the week of (relesence week)? Yes 1 O ——— Go to 715 Here you used this arrangement continueusly stom mere when will (reletence week). That is, with no breaks of mere than a month?	Ves 10 ———————————————————————————————————
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O the investment of the state o	a your apouse*upartner's main activity when this ourse arrangement? It is part-time job or business 1 O It a part-time job or business 2 O Student	139. What is that anat main method of cers you used for or a month or tonger? (Wark only one) Adaycare centre e.o. A belone or after school program e.o. A price kindengarien tunior kindengarien or nursery school or A special summer program e.o. coor cere of or coor cere of or coor cere of himselthered! e.o. care of or care of or care of or or care of or care of or or or or
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Any Controllers Co	153. Was this care given		No so 164. Was this caregiver ficanced or approved by a family	home daycere agency?	0 ssy	Q. ⊛		= 1	Month Yea	766. When did you stop using this care errangement for	North Year			Caregiver/program no longer available 1 O		Olhor (Spocify one reason) 3 O			Tot. When was in this arrangement what was your main activity?		Working et	Full-time student	Parl-time student	mily's needs	Without work and looking for work	Oille! (specu)/			T59. INTERVIEWER: Does Designated Adult have a spouse living in the			Ne 2 O 00 te 761
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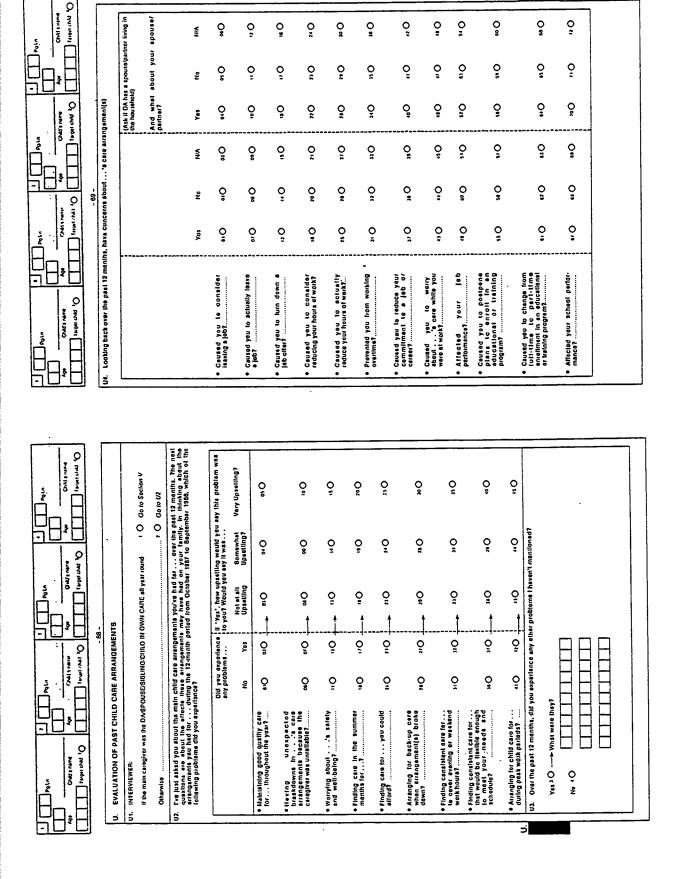
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Semilaro son the control of the cont		ا ا	our could furn for far unexpacted bebyeiting for a day or two, including overnight?	Y88.O 00.0 V9	V8. Haw many such people ceuld you turn to?			A (1)		V7. Is this person s/ Are any of those persons?	Yos No	Family member(a) living in inte and and household?	Live-in ceregiver?	Beardar(a) or other person(a)	ç	Neighbourfe)?	Filand(a)?	Child care giver(s) not living in your household?	Ohl (Specify)			V8. In the past four weeks how many times have you asked demons to do unaxpected babysitting for a day or two?	None 1.O	t 6me 2 O	2 timus 2 O	3 times + O	4 times 5 O	Stimes or more # O
1160		. –	upen for help with unusual child care altuations and shout conditions in your neighbourhood.	VI. is there semeone, other than your apousopartner, you could turn to fer unexpected bebystiting for an hour at twe?	O: ss,	No 10 Go to VS	V2. How many such people could you furn te?	Os ano	fwo 4O	Three or more • O	V3. Is this person a / Araany of these persons?	Yes No	Family member(s) living in this household?	Live-in caregivar? 010 010	Boarder(s) ar other pareen(s) MO MO Ilving in yeur heuseheld?	Relatives (Include ex-spouse) not living in your househeld? erO osO	Neighbour(e)? 000	Ost Ott	Child care giver(s) not tiving in your household?	Oth Oth Oth Other (Specify)		V4. In the past four weeks how many times have you stand semeone to de unexpected babysitting for an hour or twe?	None I O	1 time 2O	2 times 3 O	3 times 4 O	4 times s O	6 times or more • O



APPENDIX B

PROVINCIAL / TERRITORIAL QUESTIONNAIRE



Provincial/Territorial Questionnaire

PROVINCIAL/TERRITORIAL CHILD CARE QUESTIONNAIRE,

Please review the questionnaire in full before responding. In some cases the definitions and terms used may not best describe the situation or services in your province/territory. When this occurs, please note the appropriate term(s) (with a definition) in part B (below). Please indicate if the definitions in part A are relevant to your province or territory by checking the appropriate box in the right hand column.

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SECTION B. PROVINCIAL/TERRITORIAL DEFINITIONS FOR CORE CARE. SUPPLEMENTAL. AND AGE GROUPS. For those terms and types of care which have not been appropriately or accurately defined for your province/ territory in section A, please note the appropriate terminology and definition below (please note that if there is insufficient space use an "Attachment" sheet and mark it I-B.—.): TERM DEFINITION 1. Core Care	2. Supplemental 3. Age Categories a. Infant b. Toddler c. Preschool-Age d. School-Age	SECTION C. OTHER Other types of care recognized in your province/territory which are not categorized in section A or B. TERM DEFINITION	
PUBLICKINDERGARIEN: half day educational programs operated under the acgis of the Ministry of Education for children in their pre-grade one year (generally for 5 year-olds). PRIVATI KINDERGARIEN: half day educational program operated under the auspices of a child care agency, society, or private program or individual for children age 5 years. IUNIOR KINDERGARIEN: half day educational program provided for children age 4 under the acgis of the Ministry of Education. RECREATION PROGRAMS: recreation type programs for children age 6-12 years offered before or after school and/or during school holidays.	3. UNLICENSED CARE TYPES: Please list and define. Please note maximum number of children a care type facility may have without a license.	4. EXCLUDED CARE TYPES: Please list and define any care types which are excluded from licensing.	

LICENSED	Nun of st	nber paces	SPACE: DISTRIB		1	TAL S	PACES	BY A	FUNDING						
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TYPE - NCCS DEFINED	Total spaces evalable	Present enrolments	or Reg < Rural	lional > Urban	Totat Number Private end/or Commerciel	Society	Municipal	Church	Ministry of Education	Total Non-Profit	Maximum Capitel Grant (in \$1	Maximum Operational Grant (in \$'s)**	Maximum Perent subsidy (in \$'9)**	Averege Fee (in \$'s)**	# of parents not paying
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Please indicate population number in blank space provided to define rural vs urban or attach a copy of provincial map with regional distribution of spaces.

	II. MATRIXES
Enclosed with	Enclosed with this questionnaire is a series of matrix forms numbered 1through 5.
Matrix 1:	This matrix is to be used if the NCCS generic definitions are accurate for your province/territory with regard to CORE CARE TYPES. (Those noted in I-A-1.)
Matrix 1(a):	This matrix is to be used if you have provided your own provincial/tertitorial definitions with regard to CORE CARE TYPES. (Those noted in I-B-1.)
Matrix 2:	This marrix is to be used if the NCCS definitions for <u>SUPPLEMBNTAL CARE TYPES</u> are accurate for your province/territory. (Those noted in I-A-2.)
Matrix 2(a):	This matrix is to be used If you have provided your own definitions for SUPPLEMENTAL CARE TYPES. (Those noted in 1-B-2.)
Matrix 3:	This matrix is to be used to describe <u>UNLICENSED CARE TYPES</u> in your province/territory. (Those noted in 1-A-3.)
Matrix 4:	This matrix is to be used to describe EXCLUDED CARE TYPES in your province/tertitory. (Those noted in 1-A-4.)
Mairix 5:	This matrix is to be used for <u>OTHER CARB TYPRS</u> not described in the above matrixes. (Those noted in I-C)
Ptease indicat note if the dat follow-up. Pk	Please indicate areas in which data would be difficult/impossible for you to collect with an U/A, and note if the data Is available from another source (and what that other source is) for future NCCS follow-up. Please indicate areas that are not applicable with an N/A.

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MATRIX 2 (for I - B - 2)

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Please indicate population number in blank space provided to define rural vs urban or attach a copy of provincial map with regional distribution of spaces.

MATRIX 1a (for i - B - 1)

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^{*} Please indicate population number in blank space provided to define rural vs urban or attach a copy of provincial map with regional distribution of spaces.

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5. A) How long has the current legislation been in effect? Effective date:	B) How long have the current regulations been in effect? Effective date:	C) When was the first legislation introduced in your province? Bifective date:	D) When were the first regulations introduced in your province? Effective date:	6. Does the province/territory have regulations governing the following? (indicate yes with an X):	a. Staff/child ratio g. C equipment requirements	size h.	c. Drogram content CDC	safety practices	f. D physical plant requirements i. D OTHER (please identify)	7. Are nunicipalities involved in the provision of child care services in your province/territory? If so please describe (which municipalities, special regulations, etc.).	8. Is there any other information you believe to be relevant to this section? If so please comment.	
III. SPECIFIC ASPECTS OF THE PROYINCIAL/TERRITORIAL CHILD CARE SYSTEM	SECTION A. (Please use an "Attachment" sheet should any of your responses require additional spaces) LEGISLATION	 Please identify the enabling legistation for child care services in your province (and ensure you have enclosed a copy for our reference). 				2. The legislation is enacted under the auspices of which provincial government ministry(les)?			3. Please identify the ministry(ies) involved in the provision, funding, and licensing of child care services and note (their) responsibilities.		 Are there any proposed changes or amendments to the legislation or regulations currently under consideration? Please describe. 	

	(b) Are there special grants or subsidies avallable to these programs and/or the parents who use then? Please identify grant/subsidy, funding source and note eligibility criteria.				3. (a) Please describe any multicultural child care services available in your province/territory.	# of Programs # of Spaces Auspices Average Cosi			(b) Are there grauts or subsidies available to these programs and/or the parents who use them? Please identify grant/subsidy, funding source and note eligibility criteria.			4. Is there additional information you believe to be relevant to this special needs section?	it so, picase coninent.	
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		eds children:	Average Cost (per month)						ine parents who use inem? iteria.		Average Cost (per month)			
		(a) Planse describe child care services available for families with special needs children:	Auspices						(b) Are incre grants of subsidies avanable to inese programs and/or the par Please identify grant/subsidy, funding source, and note eligibility criteria.	(a) Please describe child care services available for native familles.	Auspices			
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	SPECIAL NEEDS SERVICES	se describe child ca	# of Programs						incre grants of suo dentify grant/subsi	se describe child ca	# of Programs			
SECTION II	SPECL	1. (a) Pleas		Specialized Segregated Child Care Settings	Community	Child care Settings	Other:		(b) Are Please i	2. (a) Pica		On Reserve:	Off Reserve:	

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If start-up grants are available in your province/territory, please describe the funding body which provides the grants, who is eligible, and the eligibility criteria:	Please identify onter grants, subsidies, or financial supports which are available in your province/ territory, identifying who provides the monies, who is eligible, and the eligibility criteria:	Is there additional information you believe to be relevant to this section? If so, please comment.	
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GENERAL FUNDING ARRANGEMENTS GENERAL FUNDING ARRANGEMENTS If parents are eligible for child care subsidies in your province/territory, please describe the eligibility criteria, and note the differential subsidy rate based on Income (if applicable).	If operating grants are availabte to child care facilities in your province/territory, please describe the funding body which provides the grants, who is eligible, and the eligibility criteria:	If capital grants are available in your province/territory, please describe the funding body which provides the grants, who is cligible, and the eligibility criteria:	

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SECTION C.

Are there agencies in your province/territory who coordinate child care services (e.g. family day care agencies), and under whose auspices do these agencies function? Is there additional information you believe to be relevant to this section? If so, please comment. Funding Source Funding Source Auspices Auspices What other child care support services are available? # of Programs # of Programs SUPPORT SERVICES parent resource centre information service Program description toy lending library OTHER: (please describe) гегетаl service Program-type respite care SECTION D. ď

SECTION E.

FIELD INVOLVEMENT

 Please identify active child care and early childhood professional associations/organizations in your province:

Organization Name

Primary Focus

Approx, membership #'s

Role

Organization

Do any of the organizations have a consultative/collaborative relationship with the provincial territorial government with regard to child care issues? If so please indicate which organizations fulfill this role.

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SECTION E PROVINCIAL STU 1. Attached you will find a provide bibliographic in province/territory that we would contact to reques		
3. Do any of of the organizations have a contractual relationship with the provincial/territorial government in provision of service (e.g. act as certifying body for caregivers, accrediting child care training programs and/or child care facilities, etc.)? Organization Service	4. Is there additional information you believe to be relevant to this section? If so, please comment.	

OVINCIAL STUDIES/REPORTS

Attached you will find a list of studles/reports we have collected from your province. Please provide bibliographic Information on any child care studies which have been undertaken in your province/territory that we have not identified on our list. If possible, please indicate who we would contact to request a copy of specific studies/reports. Thank you.

BECTION G	ATTACHMENT SHEET
COMMENTS	PART (Roman numeral):
	SECTION (Letter): QUESTION (Number):
SIGNATURE:	
Provincial/Perritorial Day Care Director/Consultant	
or the province/territory of	



APPENDIX C

CANADIAN NATIONAL CHILD CARE STUDY GLOSSARY

This glossary contains the definition of terms used in the Canadian National Child Care Study and in research reports.

General Terms:

Interviewed Parent (IP): The adult in the economic family who is most responsible for making child care arrangements. If there are two parents and they make the child care arrangements jointly and equally, the female parent was the IP. NOTE: This term replaces that of Designated Adult (DA), which appears in the NCCS Questionnaire and in the National Child Care Survey Microdata User's Guide.

Parent: For the purposes of this survey, a parent is defined broadly and includes a natural, step, or foster parent, as well as a guardian or other relative who has assumed the role of a parent for a child younger than 13 years of age who is a member of their economic family.

Reference Week: The reference week is the full week (Sunday to Saturday) prior to the date of the interview with the interviewed parent (IP) for which detailed data about parents' employment and child care were collected. For this survey, the reference week could have been any of the following weeks: the weeks of September 11 - 17, September 18 - 24, September 25 - October 1st, October 2 - 8, October 9 - 15, October 16 - 22, or October 23-29, 1988.

Reference Year: The reference year for the survey was the 12-month period from October 1, 1987 to September 30, 1988.

Children and Child Care:

Affordable: The degree to which an IP reported a given type of child care as reasonable or acceptable relative to family income, expenditures, and personal expectations.

Before and After School Program: A group program designed to provide care for children age 6 through 12 years during non-school hours including before school begins, after school ends, and in some instances, the noon hour and professional development days. These programs are generally offered by school boards, non-profit societies or agencies, community centers, and in family day

care homes. In several provinces, school-age programs are licensed as recreational programs. In the Yukon, child care legislation does not include out-of-school programs.

Care by a Non-relative: Care of a child provided by a person who is not related to the child in either the child's home or the caregiver's home. Care by a non-relative in the caregiver's home may also be referred to as family day care or family home day care. See Family Day Care.

Care by a Relative: Care of a child provided by a relative of the child (grandparent, aunt, uncle or other relative) either in the child's home or the relative's home. NOTE: In this study, care by the IP's resident spouse and care by an older sibling are considered separately. Care by a non-custodial parent is considered care by a relative.

Care by Sibling: Child care provided by an older brother or sister living in the same dwelling.

Care by Spouse: Care of a child provided by the resident spouse or partner of the IP while the IP was working or studying.

Caregiver: A caregiver is a person other than the IP who provided child care during the reference week or reference year.

Care While Working: Care of a child by the IP or resident spouse while the respective parent was engaged in work for pay or profit or in unpaid family work. See Work.

Centre-Based Group Care: Group care provided for children in a facility other than a private home. In Newfoundland group care may be provided in a private dwelling. In some provinces part-time centred-based programs are referred to as preschool or nursery school.

Child Care: Child care is any form of care used by the IP for children under 13 years of age while the IP was engaged in paid or unpaid work, study, or other personal or social activities during the reference week. Care is classified by method of care (e.g., day care center, before and after school program, informal babysitter, etc.); by location (e.g., school, own home, other private home, elsewhere); and by relationship of the child to the caregiver (e.g., aunt, grandparent, or non-relative).

Also identified in the survey is time children spent in school, in their own care, or in the care of a sibling or IP's spouse while the IP was working or studying.

Child Care Arrangement: The term "child care arrangement" refers to care provided by a specific child care program (the Three Bears Nursery School) or caregiver (Mrs. Ames, a neighbour; or Betsy, John's oldest sister) for a child younger than 13 years of age.

Child Care Availability: The extent to which specific types of child care are perceived by an IP to be available and/or accessible for a specific child in the economic family for the hours needed.

Child Care Support: The IP's report of the availability of individuals (other than a spouse or partner) for assistance with unexpected child care for short periods of an hour or two, and longer periods of a day or two, including overnight.

Child in Own Care: Time spent by a child younger than 13 years of age when the child is not under the supervision of an adult or older sibling while the IP is working or studying. Not included is time spent in transit or relatively brief periods of time.

Child Minding: Generally drop-in, short term or occasional child care. In British Columbia, such care is provided in a group care facility; in Manitoba, in the child's own home; in Prince Edward Island, in occasional centres.

Children: Children are household members who, at the time of the survey reference week, were younger than 13 years of age.

Community Day Care Home: New Brunswick term. See Family Day Care.

Cost of Child Care: The amount of actual child care expenses paid by parents to an individual or centre for child care.

Day Care Centre: Day care centres provide care for children in group settings located in a variety of places including schools, community agencies, dedicated buildings, workplaces, and religious institutions under a variety of auspices including publicly-funded non-profit societies, private or commercial day care operators, and employers. Centres may provide full-day and part-day care.

Family Day Care: Child care offered in the home of a provider (caregiver) who may or may not be licensed or approved by a government or community agency to provide care for children. The age range of children varies from province to province. Also called Private Home Day Care in Ontario and Community Day Care Homes (New Brunswick). May also be referred to as Family Home Day Care.

Family Group Day Care Home: Family day care provided for a larger number of children in a private home by two or more caregivers. This type of care is available in Manitoba.

Infant: The term used by Health and Welfare Canada in their Status of Day Care Reports for a child under 18 months of age.

Infant Care: Care provided for children under 18 months in some provinces and under two years of age in other provinces, as defined by provincial legislation. In Newfoundland, group care for children under 2 years is prohibited.

Junior Kindergarten: An educational program offered by school boards for four-year-old children. Such programs are legislated in a limited number of provinces, and are provided on part-day and/or part-week schedules.

Kindergarten: An educational program offered for five-year-old children by school boards, universities, private schools, and non-profit societies or agencies on either a part- or full-day basis. New Brunswick, Prince Edward Island and Alberta do not legislate public kindergarten programs.

Licensed Child Care: Child care offered in a day care centre, nursery school, or family day care home which has been sanctioned by governmental authorities on the basis of meeting minimum standards of health, safety, and program quality.

Main Method: The single method of care other than school identified by the IP as the main method used for the target child during the reference week to allow the IP to work or study. Detailed information was collected about how parents searched for the main method, decision-making criteria, difficulties finding care, and satisfaction with the main method of care. Note: In most cases, but not all, the main method of care is synonymous with the primary child care arrangement used for the target child while the IP was working or studying. Differences reflect the fact that the main method of care excludes school as an alternative and was subjectively identified by the IP, while the primary care arrangement was mathematically derived.

Neighbourhood Support: The IP's report of the number of resources in her or his neighbourhood including activities for children, drop-in day care centres and play groups, toy lending libraries, parenting groups, and child care information and referral services.

Non-Parental Child Care: Child care provided in any group program, including school, or provided by a relative or non-relative during the reference week. Care by an older sibling and self care while the IP was working or studying are also considered types of non-parental care. Exclusive parental care may be provided by parent who is not employed, or may result when parents offshift work or study hours, and/or are able to provide care themselves while they are at work.

Nursery School: A group program offered on a part-time basis generally for children three and four years of age by community centers, parent cooperatives, churches, non-profit organizations, and sometimes by school boards. Age ranges vary between two and six years from province to province. Also called preschool programs.

Occasional Centre: A facility which primarily provides supervision of children who attend on an irregular or one-time only basis. See Child Minding.

Preferred Child Care: The type of care indicated by the IP as preferable for a specific child in the family, given family income and the current work schedule of the parent(s).

Preschooler: A child aged 36 months to 71 months.

Preschool Program: See Nursery School.

Primary Child Care Arrangement: The supplemental care arrangement used for the largest number of hours in the reference week for a particular child. Primary care arrangements may be defined with respect to the IP's main activity while the child was in care, in which case, one can refer to the primary arrangement used for a particular child while the IP was working; or working or studying; or for any and all purposes during the reference week.

Private Home Day Care: Ontario term. See Family Day Care.

Relative: A relative is any person related to a child by blood, marriage, or adoption. If a child's parent does not live in the same household (i.e., is an exspouse or is separated from the IP), he/she is considered to be a relative of the child for the purpose of describing child care arrangements.

School: A graded or ungraded educational program for children under 13 years of age which includes both publicly funded and private schools. In this study, kindergarten is included in a separate category.

School-aged Child: A child aged six years to under 13 years.

Subsidized Care: Care provided to a child under 13 years of age for whom at least part of the child care fee is paid from government sources under the provisions of the Canada Assistance Plan and provincial day care regulations.

Supplemental Child Care: Any form of child care used in the reference week to supplement care provided by the IP (other than care by the IP while working) as captured in the Child Care Interview, Sections E-N. Such forms of care include school, daycare centers, before and after school programs, nursery schools and kindergarten, and care by a relative or non-relative either in the child's home or in another home. Also included is care provided by a spouse or older sibling and self-care while the IP is working or studying. Not included as supplemental care is time spent in the care of a spouse or older sibling or self care at times other than while the IP was working or studying, and time spent in recreational activities, music lessons or other incidental activities.

Target Child: One child selected from each economic family for whom additional information was obtained. This information includes data on the main method of care used in the reference week while the IP was working or studying, and methods of care used and problems experienced throughout the reference year.

While target children were randomly selected within families, children under the age of six years were given four times the probability of selection in families in which there were both children 0-5 and 6-12 years of age. Estimation procedures, however ensure that the target child is representative of children of all ages so that estimates are not biased in favour of younger children.

Toddler: A child aged 18 to 35 months.

Toddler Care: Generally, care provided for children age 18 months to 35 months, however, minima and maxima vary from province to province. Some provinces do not specify programs for toddlers. Also called Under Age Three programs in British Columbia.

Type of Care: Type of care refers to a method of child care used for a child younger than 13 years of age. Types or methods include group care (nursery school, day care centre, before and after school program); care in the child's home; family home day care; care by the IP or spouse while at work; and care by self, spouse or an older sibling while the IP was working or studying. See also Child Care; Child Care Arrangement.

Family and Family Types:

Census Family: Sometimes referred to as an "immediate family" or "nuclear family", a census family consists of either a husband and wife (with or without children who have never married) or a parent with one or more children who have never married, living together in the same dwelling. Never married children, regardless of their age, who live with their parent(s) are considered a part of the family; i.e., a census family includes adult children as long as they are not married, separated, divorced or widowed.

For purposes of the NCCS, adopted children, step-children, and guardianship children are counted as own children.

Dual-Earner Families: Two-parent families in which both the IP and spouse were employed, full- or part-time, during the reference week. Also referred to as two-earner families.

Economic Family: All household members related by blood, marriage or adoption are members of the same economic family. The family includes the IP, his/her spouse (including common-law partner), children (natural, adopted, step, or foster children), sons/daughters-in-law, grandchildren, parents, parents-in-law, sisters, brothers, aunts, uncles, cousins, nieces, and nephews.

The economic family does not include roomers, boarders, friends, and other people who usually reside in the dwelling but who are not related by blood, marriage (including common-law) or adoption to any other family member. These persons form separate family groups. A foster child of 18 years of age or older forms a separate family group.

Families With a Special Needs Child: Families in which at least one child under 13 years of age was reported by the IP to have a long-term disability, handicap, or health problem. Major categories of special needs include: respiratory ailments, cognitive impairments, sensory deficits, physical handicaps, chronic diseases and other long-term problems.

Family-Child Care Tension: The amount of tension, discomfort, or distress that IPs who are not in the labour force reported experiencing in juggling homemaking tasks, children's schedules, their own needs, and other aspects of family life on a general, everyday basis.

Farm Family: An economic family residing in a rural area in which either the IP or spouse identified him/herself as self-employed in the occupation of farming in the reference week.

First Generation Canadians: Families in which the mother or father of either the IP or spouse was born in a country other than Canada are considered first generation Canadians in this survey.

Household: A household is any person or group of persons living in a dwelling. A household may consist of one person living alone, a group of people who are not related but who share the same dwelling, or one or more families.

Household Member: A household member is a person who, during the survey reference week, regards the dwelling as his or her usual place of residence or is staying in the dwelling and has no usual place of residence elsewhere.

Immigrant Family: An immigrant family is an economic family in which either the IP or spouse has a country of origin other than Canada. For this study, immigrant families are classified relative to the length of time they have resided in Canada. Immigrant families are also classified relative to the first language spoken by either the IP or spouse. See Long-term Immigrant Families; Recent Immigrant Families.

Long-term Immigrant Families: Families in which either the IP or spouse took up permanent residence in Canada on or before December 31, 1972.

Low Income Families: In this study, a low income family is one in which the combined annual income of the IP and spouse in two-parent families or total income of the IP in one-parent families fell below the 1987 low income cut-off points established by Statistics Canada. These low income cut-off points are set at levels where, on average, 58.5% of census family income is spent on food, clothing and shelter. Low income cut-off points vary according to the size of the family and community of residence. The terms "low income cut-off" and "poverty line" are often used synonymously. No correction was made in this study for families in which 1987 incomes were affected by the death of a parent, the dissolution of a marriage, or similar circumstances. Low-income status could be assigned only to those economic families which could be classified as census families as well.

One-Earner Couples: Two-parent families in which only the IP or the spouse was employed in the reference week.

One-Parent Family: A family in which at least one child is under 13 years of age and the IP is not residing with a spouse. NOTE: Married or common-law married IPs who do not reside with their spouse are considered one-parent families in this study even though they are still legally married.

Recent Immigrant Families: Families in which either the IP or spouse took up permanent residence in Canada on or after January 1, 1973.

Rural Area: All territories lying outside urban areas with populations less than 15,000.

Readers should note that this definition of rural departs from the usual Statistics Canada definition which defines rural as areas with populations of less than 1,000.

Spouse: The family member who is married to or living in common-law with the IP. A spouse or partner not usually residing in the household with the IP is not considered to be a spouse for the purposes of this survey. See One-Parent Family.

Stay-At-Home Parent: An IP in a one-parent or two-parent family who does not work for pay or profit or as an unpaid family worker. See Work.

Total 1987 Income of IP: Total income of the IP consists of all money income receipts received during the 1987 calendar year from the following sources: wages and salaries (before deductions for taxes, pensions, etc.); net income from self-employment (including net income from farming, independent professional practice and roomers and boarders); investment income (i.e., interest, dividends, rental income); government payments (such as Family allowances, refundable provincial tax credits, child tax credit, federal sales tax credit); pensions (such as retirement pensions, annuities and superannuation); and miscellaneous income (e.g., scholarships, alimony, etc.).

Total 1987 Income of IP's Spouse: Total income of IP's spouse or partner is defined in the same way as for the IP.

Total 1987 Parental Income: The total 1987 income reported by the IP for both her/himself and the spouse or partner. NOTE: Total 1987 parental income corresponds to 1987 census family income in those families in which only one or both of the parents were income earners. No correction was made in cases in which 1987 or 1988 incomes were affected by the death of a parent, the dissolution of a marriage, or similar circumstances.

Two-Parent Family: A two-parent family is one in which the economic family consists of an IP and spouse or partner and at least one child under 13 years of age.

Urban Area: A continuously built-up area with a population concentration of 1,000 or more and a population density of 400 or more per square kilometre based on the 1986 census. Two sizes of population areas are distinguished: (1) Large urban centres with populations of 100,000 or greater, and (2) Mid-sized Urban Centres with populations ranging from 15,000 to 99,999.

Work and Study:

After School Hours: Weekday afternoons between 3:00 pm and 6:00 pm.

Compressed Work Week: A weekly pattern of work in which 35 or more hours of work are normally scheduled in fewer than five days.

Employed: An employed person is one who, during the reference week, did any work at a job or business, or who had a job but was not at work due to illness or disability, personal or family responsibilities, bad weather, labour dispute, vacation, or other reasons (excluding lay-off or hired but waiting to commence a job). A woman on maternity leave who did not work in the reference week is considered employed. See Work.

Employed Full-time: A person who usually works 30 or more hours per week in all jobs, with the exception of employees in certain occupations who, by contract, are considered to be full-time workers but who are prohibited from working 30 or more hours (e.g., airline pilots).

Employed Part-time: A person who usually works fewer than 30 hours per week at all jobs.

Employer Support: This term refers to a variety of ways in which an employer or employment situation is supportive of the roles and responsibilities of working parents. Employer supports include benefits such as extended parental leave policies, workplace child care, options for part-time employment or job-sharing, and flexibility in scheduling.

Evening Hours: Weekday evenings between 6:00 pm and 10:00 pm.

Extended Work Week: A weekly pattern in which 40 or more hours of work are normally scheduled across six or seven days.

Flexibility in Work Arrangements: Work arrangements in which the hours of work can be flexible or the place of work is the home.

Industry and Occupation: The Labour Force survey provides information about occupation and industry attachment of employed persons and unemployed persons, as well as those not in the labour force, but who have held a job in the past five years. Since 1984, these statistics have been based on the 1980 Standard Occupational Classification and the 1980 Standard Industrial Classification.

Not in the Labour Force: Persons who, during the reference week, were neither employed nor unemployed, i.e., persons who were unwilling or unable to participate in the labour force.

Off-Shifting: In dual-earner families, a work pattern in which there is little or no overlap in the work schedules of the couple.

Serious Student: A serious student is one who engages in full- or part-time study to improve job opportunities or career development, or to increase earnings.

Shift Pattern: In this study, five categories of work shifts are defined relative to the parent's usual stop time on days worked in the reference week.

- Early day shift (finishing between 10:00 am and 3:00 pm)
- Day shift (finishing between 3:00 pm and 6:00 pm)
- Late day shift (finishing between 6:00 pm and 10:00 pm)
- Night shift (finishing between 10:00 pm and 10:00 am)
- Split, irregular or changing shifts

Split Shift: A pattern of work in which there are breaks of two or more hours between blocks of work on any given day excluding overtime hours.

Standard Work Week: A work schedule consisting of 30-40 hours of work normally occurring between 8:00 am and 6:00 pm from Monday to Friday.

Study: Study means attendance at a school, college or university. Attendance refers to taking a course (including correspondence courses) or program of instruction that could be counted towards a degree, certificate, or diploma. School or college refers to all types of public and private educational establishments such as high schools, community colleges, secretarial schools and vocational schools.

Personal interest courses such as night courses in pottery or woodworking are not credit courses unless they are part of a program of instruction that grants a degree, certificate or diploma.

Unlike the concepts of full-time and part-time work, being enroled as a full-time or part-time student is not necessarily related to the number of hours of schooling undertaken each week. The classification of full- or part-time student in this study reflects how schools classify their students. See Serious Student.

Unemployed: An unemployed person is one who, during the reference week:

- a. was without work, had actively looked for work in the past four weeks (ending with the reference week), and was available for work.
- b. had not actively looked for work in the past four weeks but had been on layoff and was available for work. (Persons are classified as being on lay-off
 only when they expect to return to the job from which they were laid off.)
- c. had not actively looked for work in the past four weeks but had a new job to start in four weeks or less from the reference week, and was available for work.

Variable Work Pattern: A general term referring to a pattern of work that is variable either in the number and/or scheduling of days worked from week to week, or in the scheduling of hours worked from day to day within a week. See Variable Work Schedule; Variable Work Week.

Variable Work Schedule: A work schedule characterized by significant variation in the beginning and/or ending time of work days in the reference week. Variability in work scheduling was categorized as minor (variation of less than two hours), moderate (variation between three and four hours), or major (variation of five or more hours between the earliest and latest start time, earliest and latest stop time, or total number of hours worked per day).

Variable Work Week: A pattern of work that varies from week to week. Workers may know these changes in advance as with rotating shifts. Alternatively, work days and work hours may not be known in advance, as in work done on an on-call basis such as supply teaching, nursing, free-lance work, or other casual labour.

Work: Work includes any activities performed for pay or profit; that is, paid work in the context of an employer-employee relationship, or self-employment. It also includes unpaid family work, i.e., unpaid work which contributes directly to the operation of a farm, business or professional practice owned or operated by a related member of the household. Pay includes cash payments and payment in kind, whether or not payment was received in the week or year the duties were performed. Work includes any periods of paid leave such as sabbatical, paid sick leave, etc. NOTE: The use of the term "work" in this sense does not imply that unpaid labour at home is not work in a more generic sense or that such contributions are not valued.

Work/Family/Child Care Tension: The amount of tension or personal discomfort reported by IPs who worked in the reference week or the amount they experience on a general basis in juggling work, family, and child care responsibilities. This term is related to concepts of role conflict, role strain, workfamily interference, and work-family conflict.

Work Preference: The IP's preference to work full-time, part-time, or not to work at a job or business.



APPENDIX D

RESEARCH SITE TEAMS

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APPENDIX E

PROVINCIAL AND TERRITORIAL WRITING TEAMS

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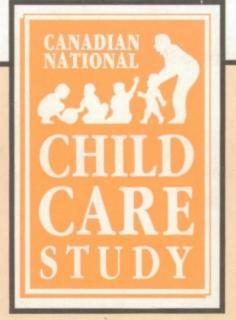
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The Canadian National Child Care Study

is a collaborative research project among four members of the National Day Care Research Network, Statistics Canada, and Health and Welfare Canada.

It was designed to provide comprehensive and reliable information about





Canadian families and their child care arrangements, parental work patterns, and factors that affect families as they strive to maintain their family's economic well-being and meet the needs of their children.

Major research reports based on the study can be ordered directly from Statistics Canada.

Introductory Report

Where are the children? An overview of child care arrangements in Canada

Where are the children? An analysis of child care arrangements used while parents

work or study

Parental work patterns and child care needs

Work place benefits and flexibility: A perspective on parents' experiences

Patterns of child care in one-and two-parent families

Stay-at-home parents: An option for Canadian families

Canadian child care in context: Perspectives from the Provinces and Territories



Additional research reports are being planned that will address:

- · Infant Care
- · Care for School-Age Children
- Family Day Care Arrangements
- Urban and Rural Families
- Immigrant Families and Their Child Care Arrangements
- · Children with Special Needs
- · Work, Family and Child Care

- Affordability and Availability of Child Care Alternatives
- Perceived Effects of Child Care Experiences on Children and Their Parents
- Inter-Provincial Differences in Child Care Use Patterns

Researchers can obtain a copy of the public use microdata tape of the National Child Care Survey and a copy of the Microdata Users' Guide by contacting the Special Surveys Group, Household Surveys Division of Statistics Canada.

