

Introductory report

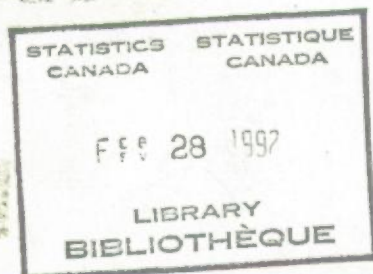
Donna S. Lero

Alan R. Pence

Margot Shields

Lois M. Brockman

Hillel Goelman



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CANADIAN NATIONAL CHILD CARE STUDY

INTRODUCTORY REPORT

Principal Investigators

Donna S. Lero, Ph.D., University of Guelph
Alan R. Pence, Ph.D., University of Victoria
Lois M. Brockman, Ph.D., University of Manitoba
Hillel Goelman, Ph.D., University of British Columbia

Statistics Canada Contributors

Margot Shields, Co-author

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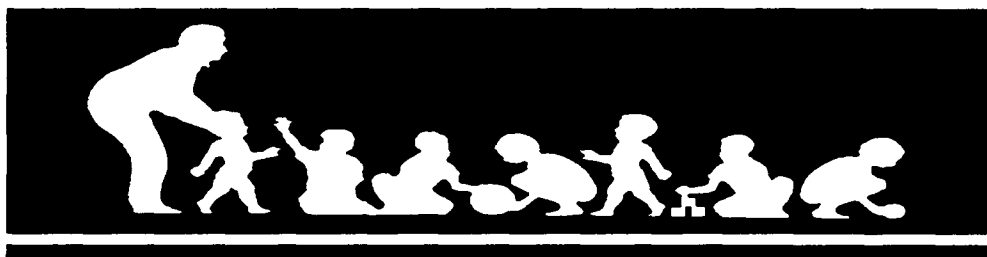


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CANADIAN NATIONAL CHILD CARE STUDY

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:

For the National Day Care Research Network:

Donna S. Lero, Ph.D.
Project Director
Department of Family Studies
University of Guelph
Guelph, Ontario
N1G 2W1
(519) 824-4120, Ext. 3914
Internet:
FMSLERO@VM.UOGUELPH.CA

Hillel Goelman, Ph.D.
Co-investigator
University of British Columbia
Faculty of Education
2125 Lower Mall Rd.
Vancouver, B.C.
V6T 1Z5
(604) 822-5232
Internet:
USERKIDZ@UBCMTSG.CA

Alan R. Pence, Ph.D.
Co-Director
School of Child and Youth Care
University of Victoria
Victoria, B.C.
V8W 2Y2
(604) 721-7981
Internet:
APENCE@UVVM.UVIC.CA

Lois M. Brockman, Ph.D.
Co-investigator
Department of Family Studies
University of Manitoba
Winnipeg, Manitoba
R3T 2N2
(204) 474-8050
Internet:
BROCKMN@CCM.UOFM.CA

At Statistics Canada:

Mr. T. Scott Murray
Assistant Director
Special Surveys Group
Household Surveys Division
Statistics Canada
Jean Talon Building, 5-D8
Tunney's Pasture
Ottawa, Ontario
K1A 0T6
(613) 951-9476
Internet :
MURSCOTT@NRCVM01

Ms. Cindy Sceviour
NCCS Publications Coordinator
Special Surveys Group
Household Surveys Division
Statistics Canada
Jean Talon Building, 5-D6
Tunney's Pasture
Ottawa, Ontario
K1A 0T6
(613) 951-2900
Internet :
MURSCOTT@NRCVM01

Mr. Michael Sivyier
Data Dissemination Manager
Special Surveys Group
Household Surveys Division
Statistics Canada
Jean Talon Building, 5-D4
Tunney's Pasture
Ottawa, Ontario
K1A 0T6
(613) 951-4598
Internet :
MURSCOTT@NRCVM01

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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:

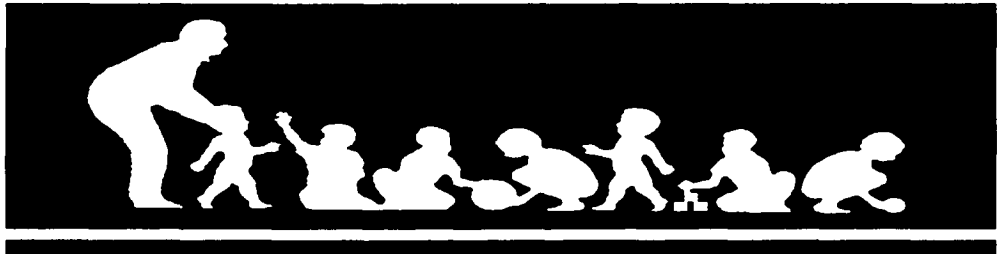
- link data on parental work schedules to child care needs and use patterns;
- determine the extent to which low and middle income families have difficulty finding and maintaining affordable, stable child care; and
- assess the effects of different child care experiences on parents' labour force participation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



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, (SSHRC) 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 SSHRC 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, SSHRC, and possibly private foundations. Following peer review, the SSHRC 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 inter-provincial) 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:

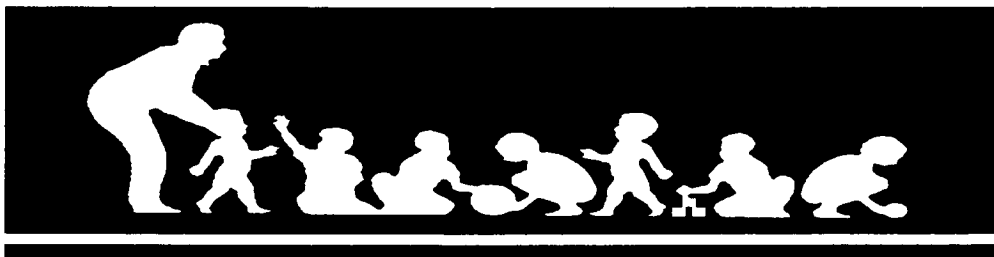
- A. Where are the children? An examination of the types of care most commonly used for infants, preschoolers and school-age children;
- B. Canadian families and their care arrangements; and
- C. The relationships between work, family, and child care.

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.
2. 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.
5. To examine the perceived effects of different child care use patterns and experiences on children and parents individually, and in relation to each other.
6. 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

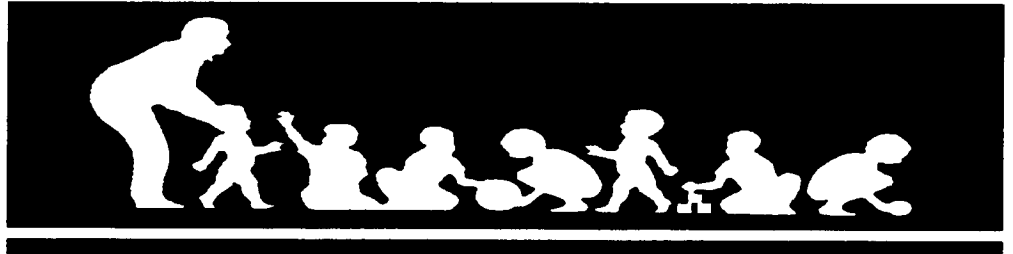
1. What do parents perceive to be the positive and negative effects of particular child care arrangements on their children?
 2. With what types of care are parents most and least satisfied? With what facets of their children's care are parents most satisfied? What aspects concern them the most?
 3. 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 socio-political 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.

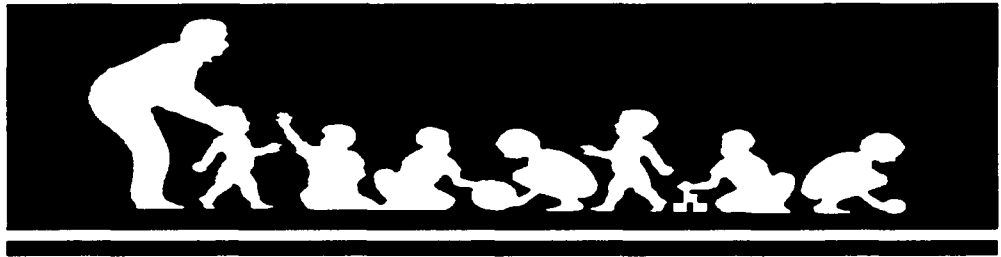
In November and December of 1988, letters were sent to child care experts representing, at a minimum, four facets of child care in each province: government, advocacy, academia, and the field and professional associations. In each province and territory, four to seven persons were invited to serve as 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, socio-demographic, 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	%
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

¹ 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.⁴ 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.

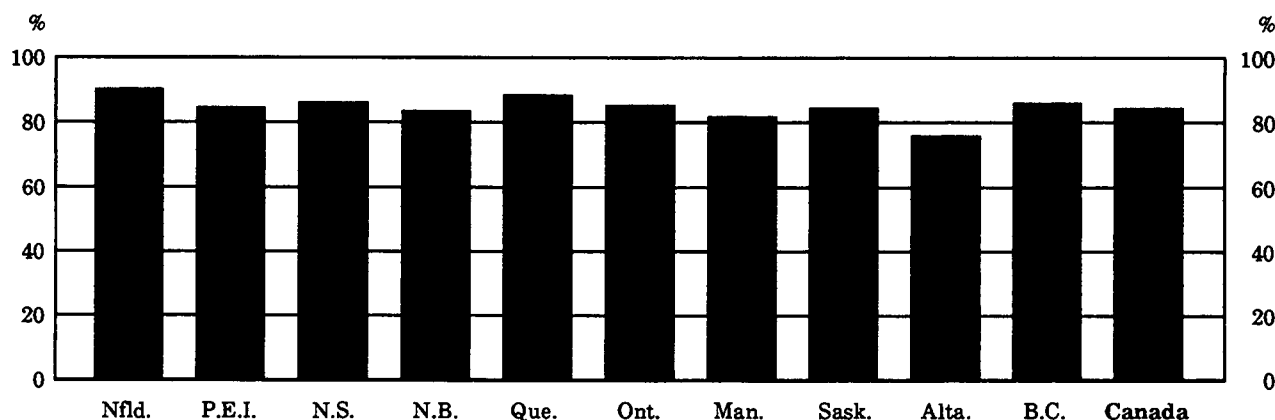
The third step in data collection involved administration of the NCCS child care interview in each eligible family, (i.e., an economic family living in the selected dwelling including at least one child younger than 13 years of age). A child care interview was to be completed in each family with the 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**

Province	Economic Families Sampled	Completed Child Care Interviews	Non- Sharers Number	(%)	Total Response	Final Child Care Response Rate (%)
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

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

¹ 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

Item (Question Number or Section)	Number of Records Imputed	Percent of Records Imputed
Work schedule of the IP ¹ (A-11)	391	1.6% of IPs ¹
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 IPs ¹
Number of weeks worked by the spouse in reference year (S-7)	415	2.0% of spouses
Work days missed or late by the IP ¹ 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 IP ¹ 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.

² The child care matrix consists of Sections E-N of the NCCS questionnaire. See Appendix A.

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%).

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.⁵

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.

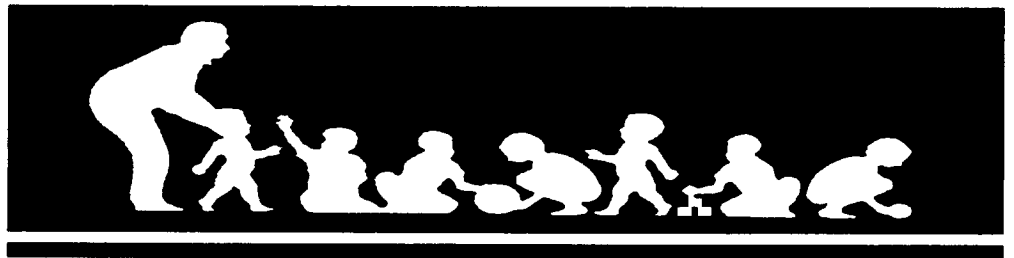
Independent estimates are available monthly for various age and sex groups, by province. These estimates are based on Canadian Census data, records of births and deaths, and estimates of migration. A procedure was used to adjust weights to force agreement with these independent estimates, thus improving 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**

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

¹ 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

Province	Economic Families							
	All Families		With 1 Child < 13		With 2 Children < 13		With 3 or More Children < 13	
	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	8.5
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**

Province	All Families		Two-Parent Families ¹		One-Parent Families ²	
	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

¹ Two-parent families consist of an IP and spouse or partner who live together with at least one child <13 years old.

² One-parent families consist of an IP who does not live with a spouse or partner and at least one child <13 years old.

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

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 IP ¹	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

¹ The interviewed parent is referred to as the "designated adult" (DA) on the NCCS questionnaire and in the NCCS Microdata User's Guide.

² Includes natural, foster, and step-parent. See Appendix C for glossary of terms. Numbers may not add due to rounding.

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.

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

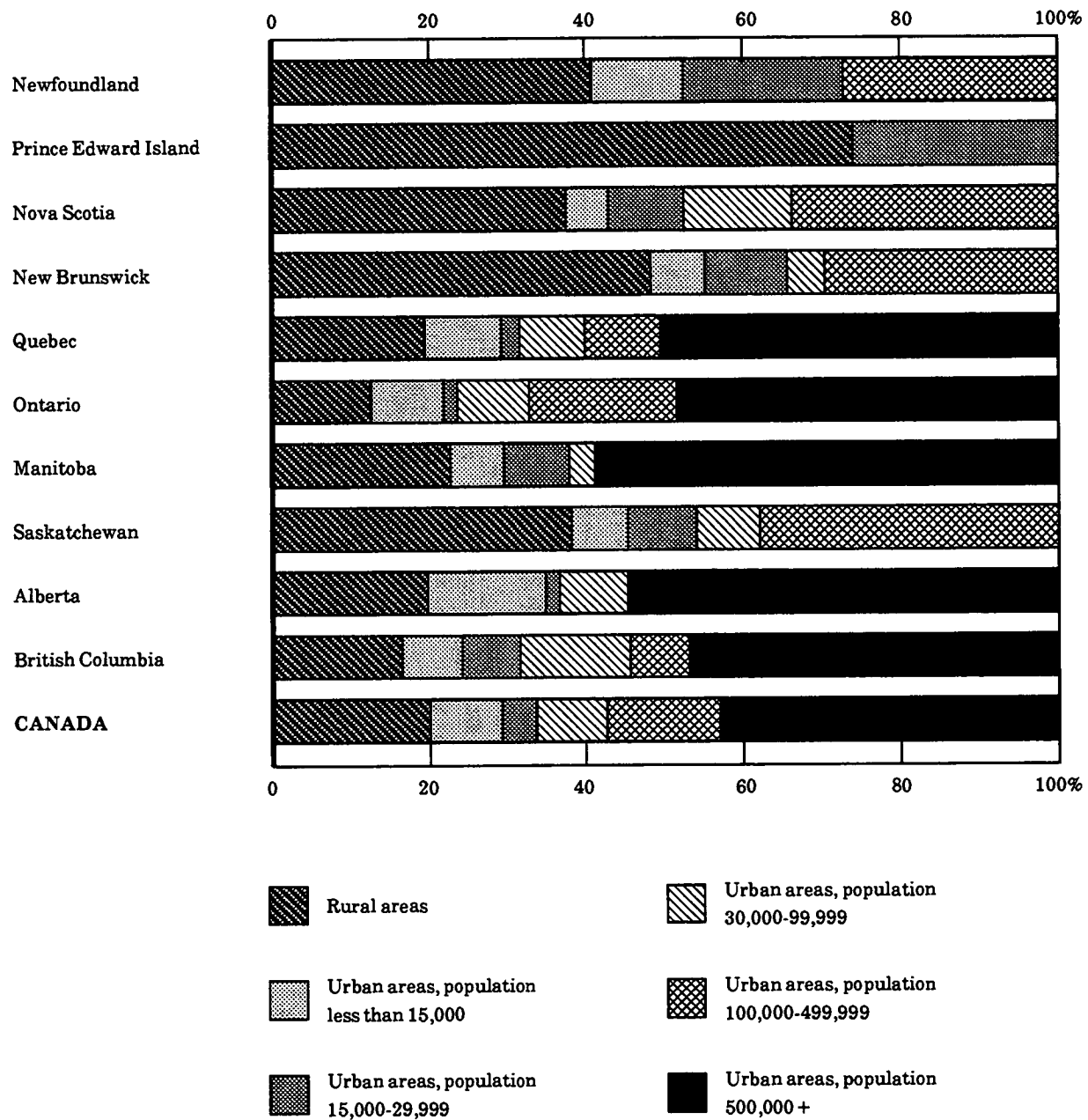
Province	All Families		Urban-Rural Location					
			Urban Areas, Population of 500,000 +		Urban Areas, Population 100,000-499,999		Urban Areas, Population 30,000-99,999	
	Number	%	Number	%	Number	%	Number	%
Newfoundland	70,400	100.0			19,200	27.2		
Prince Edward Island	14,000	100.0						
Nova Scotia	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 Areas, Population 15,000-29,999		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	Combined 1987 Parental Income ^{1 2}							
	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

Province	Combined 1987 Parental Income ^{1 2}					
	\$40,001-50,000		\$50,001-60,000		More Than \$60,000	
	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

¹ 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.

² No correction was made for instances of death or divorce occurring in 1987 or intervening between 1987 and September, 1988.

Numbers may not add due to rounding.

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**

Employment and Student Status	Interviewed Parent		Spouse/Partner	
	Number	%	Number	%
Parent's Employment Status¹				
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 Status¹				
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.

² 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

¹ 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

Parents' Work and Study Status	Age of Youngest Child in Age Groups			
	Total		0 to 2 Years	
	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

Parents' Work and Study Status	Age of Youngest Child in Age Groups					
	3 to 5 Years		6 to 9 Years		10 to 12 Years	
	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

¹ 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 enrolled 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 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 Age		
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			

¹ 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.

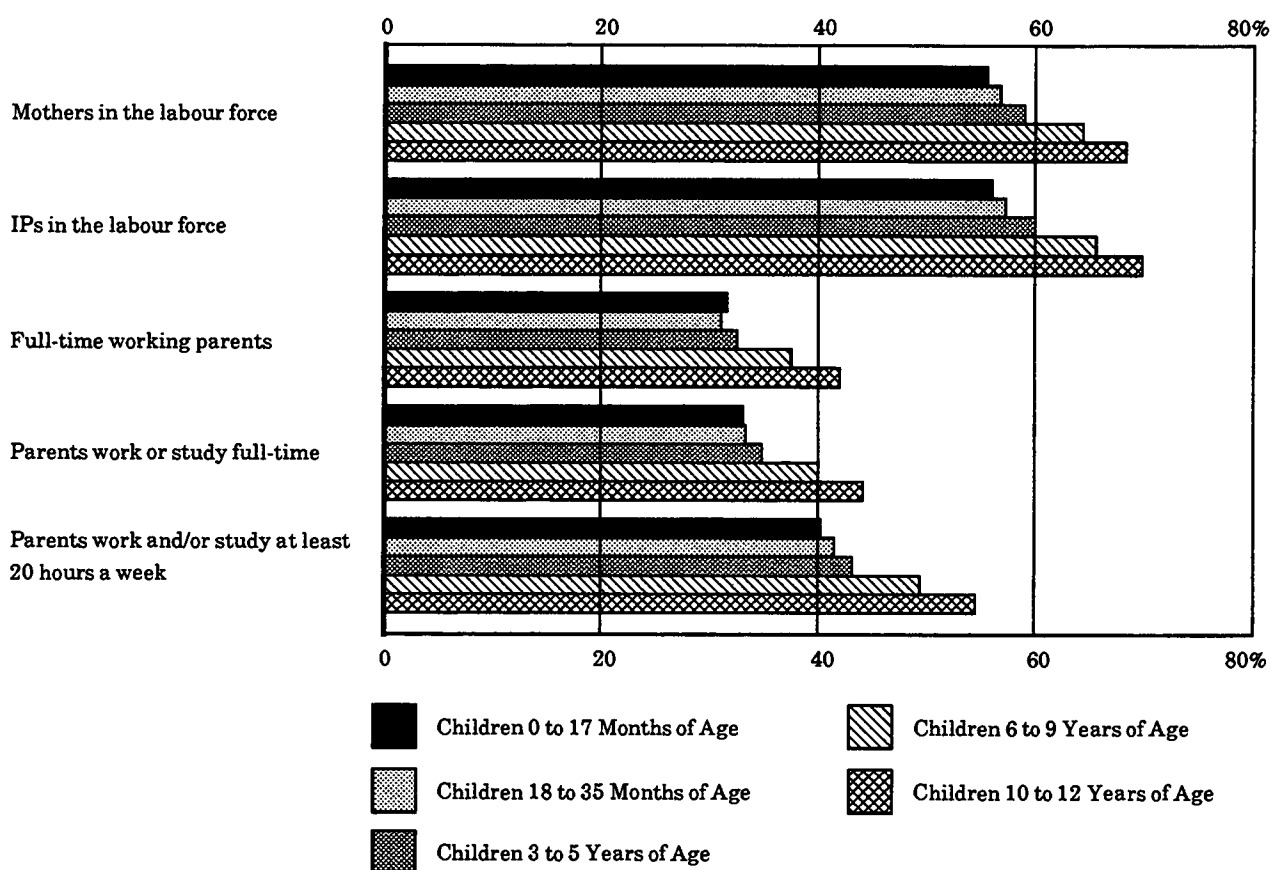
² Two-parent families in which both parents usually work and/or study 30 or more hours per week and one-parent families in which the IP usually works and/or studies 30 or more hours per week.

³ 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.

Numbers may not add due to rounding.

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.

7.1

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

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.

7.2

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.

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.

7.3

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 inter-provincial 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

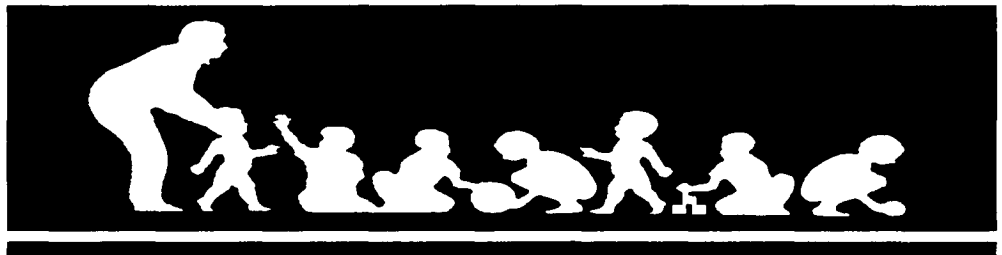
Later CNCCS reports focus on specific thematic issues and include more in-depth, multivariate analyses. The three main themes of analysis evident in the first CNCCS reports -- children and their care arrangements, families and family types, and work-family-child care relationships -- are continued. In 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

1. Statistics Canada (1989). **Labour Force Annual Averages 1981-1988**. Ottawa: Ministry of Supply and Services, Catalogue 71-529, Table 8.
 2. Employment and Immigration Canada (1990). Canadian Occupational Projection System, unpublished data.
 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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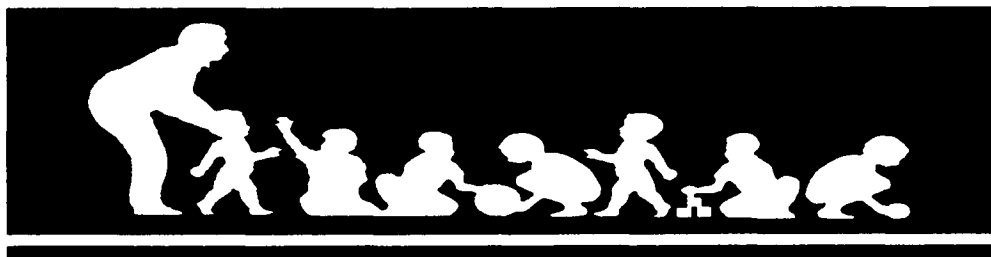
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Appendices

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

2 Docket no. 3 Survey date 4 Assignment no. 5 Designated interviewer no. 6 P.S.U. 7 Listing 8 Type of dwelling

9 Record time of every call on this household. 10 Listing address. 11 Mon. 12 Tues. 13 Wed. 14 Thur. 15 Fri. 16 Sat.

12 INTERVIEWER CHECK ITEM: 13 WOULD YOU PREFER TO BE INTERVIEWED IN ENGLISH OR IN FRENCH? 14 INTERVIEWER CHECK ITEM: 15 WHAT ARE THE NAMES OF ALL PERSONS NOW LIVING OR STAYING HERE WHO HAVE NO USUAL PLACE OF RESIDENCE ELSEWHERE? 16 ARE THERE ANY PERSONS AWAY FROM THIS HOUSEHOLD ATTENDING SCHOOL, VISITING, TRAVELLING OR IN HOSPITAL WHO USUALLY LIVE HERE? 17 DOES ANYONE ELSE LIVE HERE SUCH AS OTHER RELATIVES, ROOMERS, BOARDERS OR EMPLOYEES?

31	32	33	34	35	36	37	38	40	50
HRD Pg. 1A	Names of household members	Age	S	M	F	R	Educ.	Membership	Answers to supplementary questions
1	Given name								L A B C D E F G H I J K L M
2	Surname								
3	Given name								
4	Surname								
5	Given name								
6	Surname								
7	Given name								
8	Surname								

42 IS THIS DWELLING OWNED BY A MEMBER OF THIS HOUSEHOLD? 43 FOR ALL HOUSEHOLDS 44 Determine and record the best time to call on this household.

45 RESPONSE CODE 46 Was this interview conducted by telephone? 47 Forms Control 48 NOTES



Statistics Canada
Statistique Canada

LABOUR FORCE SURVEY QUESTIONNAIRE

CONFIDENTIAL when completed
FRANÇAIS AU VERSO

Document No. 2

Survey date 3

Assignment No. 4

1 FORM NO 05

5

6

7

10 LAST WEEK, DID ... WORK AT A JOB OR BUSINESS? (Regardless of the number of hours.)
Yes ☐ No ☐ Go to 50
PERMANENTLY unable to work ☐ Go to 50

11 DID ... HAVE MORE THAN ONE JOB OR BUSINESS LAST WEEK?
Yes ☐ No ☐ Go to 12

12 WAS THIS A RESULT OF CHANGING EMPLOYERS LAST WEEK?
Yes ☐ No ☐ Go to 13

13 HOW MANY HOURS PER WEEK DOES ... USUALLY WORK AT HIS/HER:
(Main job) If total 30 or more, go to 15
Other job(s) If total 30 or more, go to 15

14 WHAT IS THE REASON ... USUALLY WORKS LESS THAN 30 HOURS PER WEEK?
Enter code:

15 LAST WEEK, HOW MANY HOURS OF OVERTIME OR EXTRA HOURS DID ... WORK?
Include shift and unpaid hours at all jobs If report, enter 00

16 LAST WEEK, HOW MANY HOURS WAS ... AWAY FROM WORK FOR ANY REASON? (Holiday, vacation, illness, labour dispute, etc.)
If report, enter 00
If report, enter 00

17 WHAT WAS THE MAIN REASON FOR BEING AWAY FROM WORK?
Enter code:

18 HOW MANY HOURS DID ... ACTUALLY WORK LAST WEEK AT HIS/HER:
(Main job) If total 30 or more, go to 20
Other job(s) If total 30 or more, go to 20

19 IN THE PAST 6 WEEKS, HAS ... LOOKED FOR ANOTHER JOB?
Yes ☐ No ☐ Go to 20

30 LAST WEEK, DID ... HAVE A JOB OR BUSINESS AT WHICH HE/SHE DID NOT WORK?
Yes ☐ Go to 32 No ☐ Go to 50

31 LAST WEEK, DID ... HAVE A JOB TO START AT A DEFINITE DATE IN THE FUTURE?
Yes ☐ No ☐ Go to 32

32 COUNTING FROM THE END OF LAST WEEK, IN HOW MANY WEEKS WILL ... START TO WORK AT HIS/HER NEW JOB?
Enter code: Go to 50

33 WHY WAS ... ABSENT FROM WORK LAST WEEK?
Enter code: If report, 00 or 22
Go to 22

34 DID ... HAVE MORE THAN ONE JOB OR BUSINESS LAST WEEK?
Yes ☐ No ☐ Go to 35

35 HOW MANY HOURS PER WEEK DOES ... USUALLY WORK AT HIS/HER:
(Main job) If total 30 or more, go to 37
Other job(s) If total 30 or more, go to 37

36 WHAT IS THE REASON ... USUALLY WORKS LESS THAN 30 HOURS PER WEEK?
Enter code:

37 UP TO THE END OF LAST WEEK, HOW MANY WEEKS HAS ... BEEN CONTINUOUSLY ABSENT FROM WORK?
Enter code:

38 IS ... GETTING ANY WAGES OR SALARY FROM HIS/HER EMPLOYER FOR ANY TIME OFF LAST WEEK?
Yes ☐ No ☐ Go to 39

39 INTERVIEWER CHECK ITEM
If code 5 (absent) in 32, 1 go to 50
If code 2 (other) in 32, 2 go to 40

40 IN THE PAST 6 WEEKS, HAS ... LOOKED FOR ANOTHER JOB?
Yes ☐ No ☐ Go to 20

50 HAS ... EVER WORKED AT A JOB OR BUSINESS?
Yes ☐ No ☐ Go to 55

51 WHEN DID ... LAST WORK AT A JOB OR BUSINESS?
No change ☐ If 1 month or more, enter 1 in month
Month Year Go to 55

52 INTERVIEWER CHECK ITEM
If 1 of 51 is before 1980, 1 go to 55
If 1 of 51 is equal to or later than 1980, 2 go to 53

53 DID ... USUALLY WORK 30 OR MORE HOURS PER WEEK?
Full-time (30 or more hours) ☐ Part-time (less than 30 hours) ☐ Go to 54

54 WHAT WAS THE MAIN REASON WHY ... LEFT THAT JOB?
Enter code:

55 INTERVIEWER CHECK ITEM
If "leave transfer to work" in 52, 1 go to 50
If "other" in 52, 2 go to 56

56 IN THE PAST 6 MONTHS, HAS ... LOOKED FOR WORK?
Yes ☐ No ☐ Go to 64

57 IN THE PAST 4 WEEKS, WHAT HAS ... DONE TO FIND WORK? (Mark all methods reported)
Nothing ☐ Go to 62

58 IN THE PAST 4 WEEKS, HAS ... DONE ANYTHING ELSE TO FIND WORK? (Mark all other methods reported)
For each method given, add

59 WHEN DID ... LAST ...
Checking with: ☐ No of weeks ☐ If not, any weeks
PUBLIC employment AGENCY ☐ 1
PRIVATE employment AGENCY ☐ 2
UNION ☐ 3
EMPLOYERS directly ☐ 4
FRIENDS or relatives ☐ 5
Parents or uncles/aunts ☐ 6
LOOKED at job ADS ☐ 7
OTHER Specify in NOTES ☐ 8

58 UP TO THE END OF LAST WEEK, HOW MANY WEEKS HAS ... BEEN LOOKING FOR WORK? (Not counting weeks worked.)
Enter code:

59 WHAT WAS ...'S MAIN ACTIVITY BEFORE HE/SHE STARTED TO LOOK FOR WORK?
Enter code:

60 IS ... LOOKING FOR A JOB TO LAST MORE THAN 6 MONTHS?
Yes ☐ No ☐ Go to 61

61 IS ... LOOKING FOR A FULL-TIME OR PART-TIME JOB?
Full-time (30 or more hours) ☐ Part-time (less than 30 hours) ☐ Go to 62

62 WHAT WAS THE MAIN REASON WHY ... DID NOT LOOK FOR WORK LAST WEEK?
Enter code:

63 WAS THERE ANY REASON WHY ... COULD NOT TAKE A JOB LAST WEEK?
Enter code:

64 INTERVIEWER CHECK ITEM
If "No answer" in 62, 1 go to 50
If "leave" in 62, 2 go to 50
If "other" in 62, 3 go to 72

EDUCATIONAL ACTIVITIES (If age 65 or over, go to 90)
80 LAST WEEK, WAS ... ATTENDING A SCHOOL, COLLEGE OR UNIVERSITY?
Yes ☐ No ☐ Go to 81

81 WAS ... ENROLLED AS A FULL-TIME OR PART-TIME STUDENT?
Full-time ☐ Part-time ☐ Go to 82

82 WHAT KIND OF SCHOOL WAS THIS?
Enter code:

INFORMATION SOURCE
90 HED purpose: list of sources providing the labour information
List Then

DESCRIPTION OF MAIN JOB OR BUSINESS
72 FOR WHOM DID ... WORK? (Name of business, government dept or agency, or person)
No change ☐ If change, enter 1 in month

73 WHEN DID ... START WORKING FOR THIS EMPLOYER?
No change ☐ If 1 month or more, enter 1 in month
Month Year If report, enter 00

74 WHAT KIND OF BUSINESS, INDUSTRY OR SERVICE WAS THIS? (Give full description: e.g. food, government, farming industry, forestry services)
No change ☐ If change, enter 1 in month

75A WHAT KIND OF WORK WAS ... DOING? (Give full description: e.g. office clerk, factory worker, forestry technician)
No change ☐ If change, enter 1 in month

75B IN THIS WORK, WHAT WERE ...'S MOST IMPORTANT ACTIVITIES OR DUTIES? (Give full description: e.g. filing documents, driving equipment, forest maintenance)
No change ☐ If change, enter 1 in month

76 Class of worker
Main job: ☐ No ☐ Yes ☐ Enter code:

77 Other job: ☐ No ☐ Yes ☐ Enter code:

NOTES
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<p>1. Doctor No.</p> <p>2. Fam. ID.</p> <p>3. Assignment No.</p> <p>4. Lang. pref.</p> <p>5. PSU Group Cluster Rct</p> <p>6. Listing No.</p> <p>7. Mult.</p> <p>8. </p> <p>9. Telephone Number</p>	<p>COMPLETING THE FORM 06</p> <p>FOLLOWING COMPLETION OF F03/F05</p> <ul style="list-style-type: none"> - Affix F06 label or enter label information. - Correct label information if required. - Enter the name and page line of the designated adult in item 10. - Enter the page line of the DA's spouse in item 11. - Identify the reference week in item 13. - Transfer the F05 items into items 15 and 16 below. - 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. 																								
<p>AFFIX LABEL IN SPACE ABOVE OR ENTER THE INFORMATION</p>																									
<p>10. Given Name </p> <p>11. PgLn Spouse</p>	<p>BEFORE THE F06 INTERVIEW</p> <ul style="list-style-type: none"> - Complete the interviewer items on the F06 with the appropriate F05 information entered below in items 15 and 16: <p>These are:</p> <table style="width: 100%; border: none;"> <tr> <td>A1</td> <td>B1</td> <td>O1</td> <td>T11</td> <td>T47</td> <td>W8</td> </tr> <tr> <td>A15</td> <td>B6</td> <td>K1</td> <td>P10</td> <td>T23</td> <td>T59</td> </tr> <tr> <td>A28</td> <td>B12</td> <td>L1</td> <td>R1</td> <td>T35</td> <td>T71</td> </tr> <tr> <td>A35</td> <td></td> <td>L3</td> <td>SS</td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> - Affix the selection grid label on the inside cover and mark the target child circle in the appropriate column. 	A1	B1	O1	T11	T47	W8	A15	B6	K1	P10	T23	T59	A28	B12	L1	R1	T35	T71	A35		L3	SS		
A1	B1	O1	T11	T47	W8																				
A15	B6	K1	P10	T23	T59																				
A28	B12	L1	R1	T35	T71																				
A35		L3	SS																						
<p>12. RECORD OF CALLS AND APPOINTMENTS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>#</th> <th>Date</th> <th>Notes</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> </tbody> </table>		#	Date	Notes	1			2			3														
#	Date	Notes																							
1																									
2																									
3																									
<p>13. REFERENCE WEEK</p> <table style="width: 100%; border: none;"> <tr> <td>Sept. 11 - 17 1 <input type="radio"/></td> <td>Oct. 9 - 15 6 <input type="radio"/></td> </tr> <tr> <td>Sept. 18 - 24 2 <input type="radio"/></td> <td>Oct. 16 - 22 6 <input type="radio"/></td> </tr> <tr> <td>Sept. 25 - Oct. 1 3 <input type="radio"/></td> <td>Oct. 23 - 29 7 <input type="radio"/></td> </tr> <tr> <td>Oct. 2 - Oct. 8 4 <input type="radio"/></td> <td></td> </tr> </table>		Sept. 11 - 17 1 <input type="radio"/>	Oct. 9 - 15 6 <input type="radio"/>	Sept. 18 - 24 2 <input type="radio"/>	Oct. 16 - 22 6 <input type="radio"/>	Sept. 25 - Oct. 1 3 <input type="radio"/>	Oct. 23 - 29 7 <input type="radio"/>	Oct. 2 - Oct. 8 4 <input type="radio"/>																	
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Oct. 2 - Oct. 8 4 <input type="radio"/>																									
<p>15. DESIGNATED ADULT (Form 05 items)</p> <p>10. Last week, did ... do any work at a job or business?</p> <p>Yes 1 <input type="radio"/></p> <p>No 2 <input type="radio"/></p> <p>Permanently unable to work ... 3 <input type="radio"/></p>	<p>16. SPOUSE (Form 05 items)</p> <p>10. Last week, did ... do any work at a job or business?</p> <p>Yes 1 <input type="radio"/></p> <p>No 2 <input type="radio"/></p> <p>Permanently unable to work ... 3 <input type="radio"/></p>																								
<p>30. Last week, did ... have a job or business at which he/she did not work?</p> <p>Yes 4 <input type="radio"/></p> <p>No 5 <input type="radio"/></p>	<p>30. Last week, did ... have a job or business at which he/she did not work?</p> <p>Yes 4 <input type="radio"/></p> <p>No 5 <input type="radio"/></p>																								
<p>33. Why was ... absent from work last week?</p> <p></p>	<p>33. Why was ... absent from work last week?</p> <p></p>																								
<p>76. Class of worker:</p> <p>Main job Enter code</p>	<p>76. Class of worker:</p> <p>Main job Enter code</p>																								
<p>81. Was ... enrolled as a full-time or part-time student?</p> <p>Full-time 6 <input type="radio"/></p> <p>Part-time 7 <input type="radio"/></p>	<p>81. Was ... enrolled as a full-time or part-time student?</p> <p>Full-time 6 <input type="radio"/></p> <p>Part-time 7 <input type="radio"/></p>																								

SELECTING A CHILD
 If more than one child under the age of 18 is in the family:
 • Assign a selection number to each child aged 5 to 13
 • On the Selection Grid Label write the selection number under the highest selection number
 • Mark the Target Child for work for the child whose selection number matches the selection number

Selection Grid Label Goes Here

- 2 -

A. DESIGNATED ADULT'S WORKSTUDY

A1. INTERVIEWER CHECK ITEM
 (Form 05 for Designated Adult)

• If "Yes" in item 10 1 O Go to A11
 • If "Yes" in item 30 & code 2 in item 33 2 O Go to A2
 • If "Yes" in item 30 & any code but 2 or 6 in item 33 3 O Go to A12
 • Otherwise 4 O Go to A10

A2. Are you currently on maternity/paternity or extended child care leave?
 Yes 1 O
 No 2 O Go to A12

A3. Have you received any of the following kinds of financial compensation while on maternity/paternity leave?
 Yes No
 Unemployment insurance 01 O 02 O
 Group insurance 03 O 04 O
 Full pay from employer 05 O 06 O
 Partial pay from employer 07 O 08 O
 Other financial compensation 09 O 10 O

A4. When do you expect to return to work?
 month year
 or Do not expect to return to work 1 O → Go to A5

A5. What are the main reasons you have decided not to return to work? (Mark all that apply)
 Prefer to be with child(ren) 1 O
 Lack of employer support 2 O
 Lack of available child care 3 O Go to A15
 Cost of child care too high 4 O
 Other (specify) 5 O
 1 [] [] [] [] [] [] [] [] [] []
 2 [] [] [] [] [] [] [] [] [] []
 3 [] [] [] [] [] [] [] [] [] []
 4 [] [] [] [] [] [] [] [] [] []
 5 [] [] [] [] [] [] [] [] [] []

A6. Do you expect to return to the same employer?
 Yes 1 O
 No 2 O

A7. Upon returning do you expect to work full-time or part-time?
 Full-time 3 O
 Part-time 4 O

A8. Which of the following types of child care do you expect to use for your baby when you return to work? (Mark only one unless the respondent expects to use a combination of arrangements.)
 Workplace daycare centre 1 O
 Other daycare centre 2 O
 A sitter or nanny in your home 3 O
 A sitter or neighbour in their home 4 O
 Your spouse 5 O
 A relative 6 O
 Some other arrangement (specify) 7 O
 [] [] [] [] [] [] [] [] [] []
 [] [] [] [] [] [] [] [] [] []
 OR
 Don't know 8 O → Go to A15

A9. Is this (are these) the type(s) of care you would most prefer to use?
 Yes 1 O Go to A15
 No 2 O

A10. What type(s) of care would you prefer to use? (Mark only one unless the respondent would prefer to use a combination of arrangements.)
 Workplace daycare centre 1 O
 Other daycare centre 2 O
 A sitter or nanny in your home 3 O
 A sitter or neighbour in their home 4 O Go to A15
 Your spouse 5 O
 A relative 6 O
 Some other arrangement (specify) 7 O
 [] [] [] [] [] [] [] [] [] []
 [] [] [] [] [] [] [] [] [] []

E-5103-208.1

1 [] [] [] [] [] [] [] [] [] []
 Age Child's name Target child 1 O
 2 [] [] [] [] [] [] [] [] [] []
 Age Child's name Target child 2 O
 3 [] [] [] [] [] [] [] [] [] []
 Age Child's name Target child 3 O
 4 [] [] [] [] [] [] [] [] [] []
 Age Child's name Target child 4 O
 5 [] [] [] [] [] [] [] [] [] []
 Age Child's name Target child 5 O

- 3 -

A11.

First, I'd like to ask you some questions about your job(s) for the week of (reference week). This will help us understand when you might need child care. What days and times did you work during that week? Exclude travel time to and from your place of work.

Day	Didn't Work	Worked	Hour of Work	
			to	to
Sunday	01 O	02 O	[] [] [] [] [] [] [] [] [] []	[] [] [] [] [] [] [] [] [] []
Monday	03 O	04 O	[] [] [] [] [] [] [] [] [] []	[] [] [] [] [] [] [] [] [] []
Tuesday	05 O	06 O	07 O Same as Monday OR [] [] [] [] [] [] [] [] [] []	[] [] [] [] [] [] [] [] [] []
Wednesday	08 O	09 O	10 O Same as Monday OR [] [] [] [] [] [] [] [] [] []	[] [] [] [] [] [] [] [] [] []
Thursday	11 O	12 O	13 O Same as Monday OR [] [] [] [] [] [] [] [] [] []	[] [] [] [] [] [] [] [] [] []
Friday	14 O	15 O	16 O Same as Monday OR [] [] [] [] [] [] [] [] [] []	[] [] [] [] [] [] [] [] [] []
Saturday	17 O	18 O	19 O Same as Monday OR [] [] [] [] [] [] [] [] [] []	[] [] [] [] [] [] [] [] [] []

E-5103-208.1

1	2	3	4	5	6	7	8	9	10
Age	Child's name	Target child	Age	Child's name	Target child	Age	Child's name	Target child	Age

A12. Provincial governments offer subsidized child care to some working parents to help reduce the cost of child care. Funds are either given out of the child's income or from a separate fund. Did you apply for a daycare subsidy in the last year?

Yes ☐ No ☐ → Go to A24

A23. Were you able to get a subsidized daycare space?

Yes ☐ No ☐

A24. If child care was available at a reasonable cost would you prefer to work...

full-time, ☐ part-time, ☐ or not at all? ☐

A25. Do you regularly provide care for other people's children?

Yes ☐ No ☐ → Go to A29

A26. Approximately how many hours of care do you provide each week?

Hours

A27. Do you receive any pay for providing this care?

Yes ☐ No ☐

A28. INTERVIEWER CHECK ITEM (Form 05 for Designated Adult) - Student Status

• If "full-time" in item 81... ☐ Go to A31
• If "part-time" in item 81... ☐ Go to A29
• Otherwise... ☐ Go to A25

A29. Which of the following is the most important reason you were enrolled in a school, college or university during the week of [INTERVIEW WEEK]?

To improve job opportunities or earnings of ☐ To improve personal interest ☐

9-5103-109.2

1	2	3	4	5	6	7	8	9	10
Age	Child's name	Target child	Age	Child's name	Target child	Age	Child's name	Target child	Age

A12. Does your work schedule vary from week to week?

Yes ☐ No ☐ → Go to A16

A13. Do you generally know these changes in advance?

Yes ☐ No ☐

A14. What is the approximate distance from your home to your (main) place of work?

1 Miles 2 Kilometres

OR

Less than 1 mile or 1 kilometre ☐ Values from day to day ☐ None, works at home ☐ → Go to A19

A15. INTERVIEWER CHECK ITEM (Form 05 for Designated Adult)

• If code 1 "Paid Worker" in item 78 ☐ Go to A18
• Otherwise... ☐ Go to A16

A16. Jobs differ in how much support and flexibility they give working parents. Thinking about your (main) job...

a) Are these facilities available for the care of children at your place of work?

Yes ☐ No ☐ → Go to d
Don't Know ☐

b) Are these facilities available for children...

Yes ☐ No ☐ Don't Know ☐

under the age of 2 ☐ 2 ☐ 3 ☐
from 2-5 years ☐ 4 ☐ 5 ☐
from 6-12 years ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐

c) Can these facilities be used on an occasional or short-term basis?

Yes ☐ No ☐ Don't Know ☐

9-5103-209.1

1	2	3	4
Page 1	Page 2	Page 3	Page 4
Age	Age	Age	Age
Child's name	Child's name	Child's name	Child's name
Page 1	Page 2	Page 3	Page 4

A. A30. What is the main reason you are enrolled as a part-time student rather than a full-time student? (Mark only one)

- Working full or part-time 1 ☐
- Not available as a full-time program 2 ☐
- Full-time child care too expensive 3 ☐
- Full-time child care unavailable 4 ☐
- Child care responsibilities 5 ☐
- Other personal or family responsibilities 6 ☐
- Other reason 7 ☐
- No reason 8 ☐

A31. During the week of reference week, how many hours did you spend studying in a classroom, attending class etc., excluding travel time?

hours (if 00, go to A33)

A32. Were these hours during the day, during the evening or a mix of days and evenings?

- Days 1 ☐
- Evenings 2 ☐
- Mix of days and evenings 3 ☐

A33. Are these facilities available at your place of study for the care of children?

- Yes 4 ☐
- No 5 ☐ Go to A35
- Don't know 6 ☐

A34. Are these facilities available for children ...

- Yes No
- under the age of 27 1 ☐ 2 ☐
- from 2-5 years old? 3 ☐ 4 ☐
- from 6-12 years old? 5 ☐ 6 ☐

A35. INTERVIEWER: Does Designated Adult have a spouse living in the household?

- Yes 1 ☐ Go to SECTION B
- No 2 ☐ Go to SECTION C

-7-

1	2	3	4
Page 1	Page 2	Page 3	Page 4
Age	Age	Age	Age
Child's name	Child's name	Child's name	Child's name
Page 1	Page 2	Page 3	Page 4

B. SPOUSE'S WORK/STUDY

B1. INTERVIEWER CHECK ITEM (Form 05 for Spouse)

- If "Yes" in item 10 1 ☐ Go to B2
- If "Yes" in item 30 and any code but 6 in item 33 2 ☐ Go to B3
- Otherwise 3 ☐ Go to B9

B2. Now, I'd like to ask you some questions about your spouse/partner's job(s) for the week of reference week.

What days and times did your spouse/partner work during that week? Excludes travel time to and from their place of work.

Day	Didn't Work	Worked	Hour of Work
Sunday	01 <input type="radio"/>	02 <input type="radio"/>	<input type="text"/> to <input type="text"/>
Monday	03 <input type="radio"/>	04 <input type="radio"/>	<input type="text"/> to <input type="text"/>
Tuesday	05 <input type="radio"/>	06 <input type="radio"/>	07 <input type="radio"/> Same as Monday OR <input type="text"/> to <input type="text"/>
Wednesday	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/> Same as Monday OR <input type="text"/> to <input type="text"/>
Thursday	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/> Same as Monday OR <input type="text"/> to <input type="text"/>
Friday	14 <input type="radio"/>	15 <input type="radio"/>	16 <input type="radio"/> Same as Monday OR <input type="text"/> to <input type="text"/>
Saturday	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/> Same as Monday OR <input type="text"/> to <input type="text"/>

1	2	3	4	5	6	7	8	9	10
Age	Child's name	Target child	Age	Child's name	Target child	Age	Child's name	Target child	Age

B. [redacted]

B3. Does his/her work schedule vary from week to week?

Yes ☐ No ☐ Go to B5

B4. Does his/her generally know these changes in advance?

Yes ☐ No ☐ Go to B5

B5. What is the approximate distance from your home to his/her (main) place of work?

1 Miles 2 Kilometers

OR

Less than 1 mile or 1 kilometer ☐ Varies from day to day ☐ None, works at home ☐ Go to B12

B6. INTERVIEWER CHECK ITEM (Form 05 for Spouse)

• If code t "Paid Worker" in item 70 ☐ Go to B7

• Otherwise ☐ Go to B12

B7. How often in how much support and flexibility they give working parents thinking about your spouse's/partner's (main) job...

a) Are facilities available for the care of children at his/her place of work?

Yes ☐ No ☐ Don't know ☐ Go to d

b) Are these facilities available for children...

- under the age of 2 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31 ☐ 32 ☐ 33 ☐ 34 ☐ 35 ☐ 36 ☐ 37 ☐ 38 ☐ 39 ☐ 40 ☐ 41 ☐ 42 ☐ 43 ☐ 44 ☐ 45 ☐ 46 ☐ 47 ☐ 48 ☐ 49 ☐ 50 ☐ 51 ☐ 52 ☐ 53 ☐ 54 ☐ 55 ☐ 56 ☐ 57 ☐ 58 ☐ 59 ☐ 60 ☐ 61 ☐ 62 ☐ 63 ☐ 64 ☐ 65 ☐ 66 ☐ 67 ☐ 68 ☐ 69 ☐ 70 ☐ 71 ☐ 72 ☐ 73 ☐ 74 ☐ 75 ☐ 76 ☐ 77 ☐ 78 ☐ 79 ☐ 80 ☐ 81 ☐ 82 ☐ 83 ☐ 84 ☐ 85 ☐ 86 ☐ 87 ☐ 88 ☐ 89 ☐ 90 ☐ 91 ☐ 92 ☐ 93 ☐ 94 ☐ 95 ☐ 96 ☐ 97 ☐ 98 ☐ 99 ☐ 100 ☐ 101 ☐ 102 ☐ 103 ☐ 104 ☐ 105 ☐ 106 ☐ 107 ☐ 108 ☐ 109 ☐ 110 ☐ 111 ☐ 112 ☐ 113 ☐ 114 ☐ 115 ☐ 116 ☐ 117 ☐ 118 ☐ 119 ☐ 120 ☐ 121 ☐ 122 ☐ 123 ☐ 124 ☐ 125 ☐ 126 ☐ 127 ☐ 128 ☐ 129 ☐ 130 ☐ 131 ☐ 132 ☐ 133 ☐ 134 ☐ 135 ☐ 136 ☐ 137 ☐ 138 ☐ 139 ☐ 140 ☐ 141 ☐ 142 ☐ 143 ☐ 144 ☐ 145 ☐ 146 ☐ 147 ☐ 148 ☐ 149 ☐ 150 ☐ 151 ☐ 152 ☐ 153 ☐ 154 ☐ 155 ☐ 156 ☐ 157 ☐ 158 ☐ 159 ☐ 160 ☐ 161 ☐ 162 ☐ 163 ☐ 164 ☐ 165 ☐ 166 ☐ 167 ☐ 168 ☐ 169 ☐ 170 ☐ 171 ☐ 172 ☐ 173 ☐ 174 ☐ 175 ☐ 176 ☐ 177 ☐ 178 ☐ 179 ☐ 180 ☐ 181 ☐ 182 ☐ 183 ☐ 184 ☐ 185 ☐ 186 ☐ 187 ☐ 188 ☐ 189 ☐ 190 ☐ 191 ☐ 192 ☐ 193 ☐ 194 ☐ 195 ☐ 196 ☐ 197 ☐ 198 ☐ 199 ☐ 200 ☐ 201 ☐ 202 ☐ 203 ☐ 204 ☐ 205 ☐ 206 ☐ 207 ☐ 208 ☐ 209 ☐ 210 ☐ 211 ☐ 212 ☐ 213 ☐ 214 ☐ 215 ☐ 216 ☐ 217 ☐ 218 ☐ 219 ☐ 220 ☐ 221 ☐ 222 ☐ 223 ☐ 224 ☐ 225 ☐ 226 ☐ 227 ☐ 228 ☐ 229 ☐ 230 ☐ 231 ☐ 232 ☐ 233 ☐ 234 ☐ 235 ☐ 236 ☐ 237 ☐ 238 ☐ 239 ☐ 240 ☐ 241 ☐ 242 ☐ 243 ☐ 244 ☐ 245 ☐ 246 ☐ 247 ☐ 248 ☐ 249 ☐ 250 ☐ 251 ☐ 252 ☐ 253 ☐ 254 ☐ 255 ☐ 256 ☐ 257 ☐ 258 ☐ 259 ☐ 260 ☐ 261 ☐ 262 ☐ 263 ☐ 264 ☐ 265 ☐ 266 ☐ 267 ☐ 268 ☐ 269 ☐ 270 ☐ 271 ☐ 272 ☐ 273 ☐ 274 ☐ 275 ☐ 276 ☐ 277 ☐ 278 ☐ 279 ☐ 280 ☐ 281 ☐ 282 ☐ 283 ☐ 284 ☐ 285 ☐ 286 ☐ 287 ☐ 288 ☐ 289 ☐ 290 ☐ 291 ☐ 292 ☐ 293 ☐ 294 ☐ 295 ☐ 296 ☐ 297 ☐ 298 ☐ 299 ☐ 300 ☐ 301 ☐ 302 ☐ 303 ☐ 304 ☐ 305 ☐ 306 ☐ 307 ☐ 308 ☐ 309 ☐ 310 ☐ 311 ☐ 312 ☐ 313 ☐ 314 ☐ 315 ☐ 316 ☐ 317 ☐ 318 ☐ 319 ☐ 320 ☐ 321 ☐ 322 ☐ 323 ☐ 324 ☐ 325 ☐ 326 ☐ 327 ☐ 328 ☐ 329 ☐ 330 ☐ 331 ☐ 332 ☐ 333 ☐ 334 ☐ 335 ☐ 336 ☐ 337 ☐ 338 ☐ 339 ☐ 340 ☐ 341 ☐ 342 ☐ 343 ☐ 344 ☐ 345 ☐ 346 ☐ 347 ☐ 348 ☐ 349 ☐ 350 ☐ 351 ☐ 352 ☐ 353 ☐ 354 ☐ 355 ☐ 356 ☐ 357 ☐ 358 ☐ 359 ☐ 360 ☐ 361 ☐ 362 ☐ 363 ☐ 364 ☐ 365 ☐ 366 ☐ 367 ☐ 368 ☐ 369 ☐ 370 ☐ 371 ☐ 372 ☐ 373 ☐ 374 ☐ 375 ☐ 376 ☐ 377 ☐ 378 ☐ 379 ☐ 380 ☐ 381 ☐ 382 ☐ 383 ☐ 384 ☐ 385 ☐ 386 ☐ 387 ☐ 388 ☐ 389 ☐ 390 ☐ 391 ☐ 392 ☐ 393 ☐ 394 ☐ 395 ☐ 396 ☐ 397 ☐ 398 ☐ 399 ☐ 400 ☐ 401 ☐ 402 ☐ 403 ☐ 404 ☐ 405 ☐ 406 ☐ 407 ☐ 408 ☐ 409 ☐ 410 ☐ 411 ☐ 412 ☐ 413 ☐ 414 ☐ 415 ☐ 416 ☐ 417 ☐ 418 ☐ 419 ☐ 420 ☐ 421 ☐ 422 ☐ 423 ☐ 424 ☐ 425 ☐ 426 ☐ 427 ☐ 428 ☐ 429 ☐ 430 ☐ 431 ☐ 432 ☐ 433 ☐ 434 ☐ 435 ☐ 436 ☐ 437 ☐ 438 ☐ 439 ☐ 440 ☐ 441 ☐ 442 ☐ 443 ☐ 444 ☐ 445 ☐ 446 ☐ 447 ☐ 448 ☐ 449 ☐ 450 ☐ 451 ☐ 452 ☐ 453 ☐ 454 ☐ 455 ☐ 456 ☐ 457 ☐ 458 ☐ 459 ☐ 460 ☐ 461 ☐ 462 ☐ 463 ☐ 464 ☐ 465 ☐ 466 ☐ 467 ☐ 468 ☐ 469 ☐ 470 ☐ 471 ☐ 472 ☐ 473 ☐ 474 ☐ 475 ☐ 476 ☐ 477 ☐ 478 ☐ 479 ☐ 480 ☐ 481 ☐ 482 ☐ 483 ☐ 484 ☐ 485 ☐ 486 ☐ 487 ☐ 488 ☐ 489 ☐ 490 ☐ 491 ☐ 492 ☐ 493 ☐ 494 ☐ 495 ☐ 496 ☐ 497 ☐ 498 ☐ 499 ☐ 500 ☐ 501 ☐ 502 ☐ 503 ☐ 504 ☐ 505 ☐ 506 ☐ 507 ☐ 508 ☐ 509 ☐ 510 ☐ 511 ☐ 512 ☐ 513 ☐ 514 ☐ 515 ☐ 516 ☐ 517 ☐ 518 ☐ 519 ☐ 520 ☐ 521 ☐ 522 ☐ 523 ☐ 524 ☐ 525 ☐ 526 ☐ 527 ☐ 528 ☐ 529 ☐ 530 ☐ 531 ☐ 532 ☐ 533 ☐ 534 ☐ 535 ☐ 536 ☐ 537 ☐ 538 ☐ 539 ☐ 540 ☐ 541 ☐ 542 ☐ 543 ☐ 544 ☐ 545 ☐ 546 ☐ 547 ☐ 548 ☐ 549 ☐ 550 ☐ 551 ☐ 552 ☐ 553 ☐ 554 ☐ 555 ☐ 556 ☐ 557 ☐ 558 ☐ 559 ☐ 560 ☐ 561 ☐ 562 ☐ 563 ☐ 564 ☐ 565 ☐ 566 ☐ 567 ☐ 568 ☐ 569 ☐ 570 ☐ 571 ☐ 572 ☐ 573 ☐ 574 ☐ 575 ☐ 576 ☐ 577 ☐ 578 ☐ 579 ☐ 580 ☐ 581 ☐ 582 ☐ 583 ☐ 584 ☐ 585 ☐ 586 ☐ 587 ☐ 588 ☐ 589 ☐ 590 ☐ 591 ☐ 592 ☐ 593 ☐ 594 ☐ 595 ☐ 596 ☐ 597 ☐ 598 ☐ 599 ☐ 600 ☐ 601 ☐ 602 ☐ 603 ☐ 604 ☐ 605 ☐ 606 ☐ 607 ☐ 608 ☐ 609 ☐ 610 ☐ 611 ☐ 612 ☐ 613 ☐ 614 ☐ 615 ☐ 616 ☐ 617 ☐ 618 ☐ 619 ☐ 620 ☐ 621 ☐ 622 ☐ 623 ☐ 624 ☐ 625 ☐ 626 ☐ 627 ☐ 628 ☐ 629 ☐ 630 ☐ 631 ☐ 632 ☐ 633 ☐ 634 ☐ 635 ☐ 636 ☐ 637 ☐ 638 ☐ 639 ☐ 640 ☐ 641 ☐ 642 ☐ 643 ☐ 644 ☐ 645 ☐ 646 ☐ 647 ☐ 648 ☐ 649 ☐ 650 ☐ 651 ☐ 652 ☐ 653 ☐ 654 ☐ 655 ☐ 656 ☐ 657 ☐ 658 ☐ 659 ☐ 660 ☐ 661 ☐ 662 ☐ 663 ☐ 664 ☐ 665 ☐ 666 ☐ 667 ☐ 668 ☐ 669 ☐ 670 ☐ 671 ☐ 672 ☐ 673 ☐ 674 ☐ 675 ☐ 676 ☐ 677 ☐ 678 ☐ 679 ☐ 680 ☐ 681 ☐ 682 ☐ 683 ☐ 684 ☐ 685 ☐ 686 ☐ 687 ☐ 688 ☐ 689 ☐ 690 ☐ 691 ☐ 692 ☐ 693 ☐ 694 ☐ 695 ☐ 696 ☐ 697 ☐ 698 ☐ 699 ☐ 700 ☐ 701 ☐ 702 ☐ 703 ☐ 704 ☐ 705 ☐ 706 ☐ 707 ☐ 708 ☐ 709 ☐ 710 ☐ 711 ☐ 712 ☐ 713 ☐ 714 ☐ 715 ☐ 716 ☐ 717 ☐ 718 ☐ 719 ☐ 720 ☐ 721 ☐ 722 ☐ 723 ☐ 724 ☐ 725 ☐ 726 ☐ 727 ☐ 728 ☐ 729 ☐ 730 ☐ 731 ☐ 732 ☐ 733 ☐ 734 ☐ 735 ☐ 736 ☐ 737 ☐ 738 ☐ 739 ☐ 740 ☐ 741 ☐ 742 ☐ 743 ☐ 744 ☐ 745 ☐ 746 ☐ 747 ☐ 748 ☐ 749 ☐ 750 ☐ 751 ☐ 752 ☐ 753 ☐ 754 ☐ 755 ☐ 756 ☐ 757 ☐ 758 ☐ 759 ☐ 760 ☐ 761 ☐ 762 ☐ 763 ☐ 764 ☐ 765 ☐ 766 ☐ 767 ☐ 768 ☐ 769 ☐ 770 ☐ 771 ☐ 772 ☐ 773 ☐ 774 ☐ 775 ☐ 776 ☐ 777 ☐ 778 ☐ 779 ☐ 780 ☐ 781 ☐ 782 ☐ 783 ☐ 784 ☐ 785 ☐ 786 ☐ 787 ☐ 788 ☐ 789 ☐ 790 ☐ 791 ☐ 792 ☐ 793 ☐ 794 ☐ 795 ☐ 796 ☐ 797 ☐ 798 ☐ 799 ☐ 800 ☐ 801 ☐ 802 ☐ 803 ☐ 804 ☐ 805 ☐ 806 ☐ 807 ☐ 808 ☐ 809 ☐ 810 ☐ 811 ☐ 812 ☐ 813 ☐ 814 ☐ 815 ☐ 816 ☐ 817 ☐ 818 ☐ 819 ☐ 820 ☐ 821 ☐ 822 ☐ 823 ☐ 824 ☐ 825 ☐ 826 ☐ 827 ☐ 828 ☐ 829 ☐ 830 ☐ 831 ☐ 832 ☐ 833 ☐ 834 ☐ 835 ☐ 836 ☐ 837 ☐ 838 ☐ 839 ☐ 840 ☐ 841 ☐ 842 ☐ 843 ☐ 844 ☐ 845 ☐ 846 ☐ 847 ☐ 848 ☐ 849 ☐ 850 ☐ 851 ☐ 852 ☐ 853 ☐ 854 ☐ 855 ☐ 856 ☐ 857 ☐ 858 ☐ 859 ☐ 860 ☐ 861 ☐ 862 ☐ 863 ☐ 864 ☐ 865 ☐ 866 ☐ 867 ☐ 868 ☐ 869 ☐ 870 ☐ 871 ☐ 872 ☐ 873 ☐ 874 ☐ 875 ☐ 876 ☐ 877 ☐ 878 ☐ 879 ☐ 880 ☐ 881 ☐ 882 ☐ 883 ☐ 884 ☐ 885 ☐ 886 ☐ 887 ☐ 888 ☐ 889 ☐ 890 ☐ 891 ☐ 892 ☐ 893 ☐ 894 ☐ 895 ☐ 896 ☐ 897 ☐ 898 ☐ 899 ☐ 900 ☐ 901 ☐ 902 ☐ 903 ☐ 904 ☐ 905 ☐ 906 ☐ 907 ☐ 908 ☐ 909 ☐ 910 ☐ 911 ☐ 912 ☐ 913 ☐ 914 ☐ 915 ☐ 916 ☐ 917 ☐ 918 ☐ 919 ☐ 920 ☐ 921 ☐ 922 ☐ 923 ☐ 924 ☐ 925 ☐ 926 ☐ 927 ☐ 928 ☐ 929 ☐ 930 ☐ 931 ☐ 932 ☐ 933 ☐ 934 ☐ 935 ☐ 936 ☐ 937 ☐ 938 ☐ 939 ☐ 940 ☐ 941 ☐ 942 ☐ 943 ☐ 944 ☐ 945 ☐ 946 ☐ 947 ☐ 948 ☐ 949 ☐ 950 ☐ 951 ☐ 952 ☐ 953 ☐ 954 ☐ 955 ☐ 956 ☐ 957 ☐ 958 ☐ 959 ☐ 960 ☐ 961 ☐ 962 ☐ 963 ☐ 964 ☐ 965 ☐ 966 ☐ 967 ☐ 968 ☐ 969 ☐ 970 ☐ 971 ☐ 972 ☐ 973 ☐ 974 ☐ 975 ☐ 976 ☐ 977 ☐ 978 ☐ 979 ☐ 980 ☐ 981 ☐ 982 ☐ 983 ☐ 984 ☐ 985 ☐ 986 ☐ 987 ☐ 988 ☐ 989 ☐ 990 ☐ 991 ☐ 992 ☐ 993 ☐ 994 ☐ 995 ☐ 996 ☐ 997 ☐ 998 ☐ 999 ☐ 1000 ☐ 1001 ☐ 1002 ☐ 1003 ☐ 1004 ☐ 1005 ☐ 1006 ☐ 1007 ☐ 1008 ☐ 1009 ☐ 1010 ☐ 1011 ☐ 1012 ☐ 1013 ☐ 1014 ☐ 1015 ☐ 1016 ☐ 1017 ☐ 1018 ☐ 1019 ☐ 1020 ☐ 1021 ☐ 1022 ☐ 1023 ☐ 1024 ☐ 1025 ☐ 1026 ☐ 1027 ☐ 1028 ☐ 1029 ☐ 1030 ☐ 1031 ☐ 1032 ☐ 1033 ☐ 1034 ☐ 1035 ☐ 1036 ☐ 1037 ☐ 1038 ☐ 1039 ☐ 1040 ☐ 1041 ☐ 1042 ☐ 1043 ☐ 1044 ☐ 1045 ☐ 1046 ☐ 1047 ☐ 1048 ☐ 1049 ☐ 1050 ☐ 1051 ☐ 1052 ☐ 1053 ☐ 1054 ☐ 1055 ☐ 1056 ☐ 1057 ☐ 1058 ☐ 1059 ☐ 1060 ☐ 1061 ☐ 1062 ☐ 1063 ☐ 1064 ☐ 1065 ☐ 1066 ☐ 1067 ☐ 1068 ☐ 1069 ☐ 1070 ☐ 1071 ☐ 1072 ☐ 1073 ☐ 1074 ☐ 1075 ☐ 1076 ☐ 1077 ☐ 1078 ☐ 1079 ☐ 1080 ☐ 1081 ☐ 1082 ☐ 1083 ☐ 1084 ☐ 1085 ☐ 1086 ☐ 1087 ☐ 1088 ☐ 1089 ☐ 1090 ☐ 1091 ☐ 1092 ☐ 1093 ☐ 1094 ☐ 1095 ☐ 1096 ☐ 1097 ☐ 1098 ☐ 1099 ☐ 1100 ☐ 1101 ☐ 1102 ☐ 1103 ☐ 1104 ☐ 1105 ☐ 1106 ☐ 1107 ☐ 1108 ☐ 1109 ☐ 1110 ☐ 1111 ☐ 1112 ☐ 1113 ☐ 1114 ☐ 1115 ☐ 1116 ☐ 1117 ☐ 1118 ☐ 1119 ☐ 1120 ☐ 1121 ☐ 1122 ☐ 1123 ☐ 1124 ☐ 1125 ☐ 1126 ☐ 1127 ☐ 1128 ☐ 1129 ☐ 1130 ☐ 1131 ☐ 1132 ☐ 1133 ☐ 1134 ☐ 1135 ☐ 1136 ☐ 1137 ☐ 1138 ☐ 1139 ☐ 1140 ☐ 1141 ☐ 1142 ☐ 1143 ☐ 1144 ☐ 1145 ☐ 1146 ☐ 1147 ☐ 1148 ☐ 1149 ☐ 1150 ☐ 1151 ☐ 1152 ☐ 1153 ☐ 1154 ☐ 1155 ☐ 1156 ☐ 1157 ☐ 1158 ☐ 1159 ☐ 1160 ☐ 1161 ☐ 1162 ☐ 1163 ☐ 1164 ☐ 1165 ☐ 1166 ☐ 1167 ☐ 1168 ☐ 1169 ☐ 1170 ☐ 1171 ☐ 1172

SELECTING A CHILD
If more than one child under the age of 13 is in the family:
• Assign 4 selection numbers to each child aged 0 to 2.
• Assign 3 selection numbers to each child aged 3 to 12.
• On the Selection Grid Label circle the selection number under the highest selection number.
• Mark the Target Child circle for the child whose selection number matches the highest number.

Selection Grid Label Goes Here

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C. DISABILITY

C1. Now I'd like to ask questions about your children under the age of 13. Do any of these children have a long-term condition or health problem?

Yes ☐ ☐ → Determine which child(ren) in C10 and complete the appropriate items.

No ☐ ☐ → Go to Section D

C10. INTERVIEWER: Indicate for each child if he/she has a long term condition or health problem.

C11. What is ...'s condition or health problem?

C12. Does ...'s condition or health problem limit the kind of work you are able to do or the house you work?

C13. Does ...'s condition or health problem limit the child care options that would otherwise be available to you for him/her?

C14. (Ask if there is at least one other child under the age of 13) Does ...'s condition or health problem limit the child care options that you would otherwise consider for any of your other children?

C.

D.

CHILD CARE ARRANGEMENTS DURING (REFERENCE WEEK)

The next questions ask about the types of child care arrangements used for your child(ren) throughout the week of (reference week). Remember I'm only interested in children under the age of 13.

D. UNUSUAL CIRCUMSTANCES

D1. Holidays, professional development days, illness, care arrangements breaking down, etc., often can interfere with a family's usual child care arrangements. Please indicate if you used any unusual child care arrangements for any of your children during the week of (reference week).

Yes ☐ ☐ → Determine which child(ren) in D10 and complete the appropriate items.

No ☐ ☐ → Go to Section E

D10. INTERVIEWER: Indicate for each child if higher care arrangement(s) was/were different or unusual during (reference week).

D11. What was unusual? (Mark all that apply)

- ☐ usual caregiver was unavailable
- ☐ child was ill
- ☐ child had day(s) off school
- ☐ designated adult or spouse was not at work
- ☐ other (specify)

- 11 -

C. DISABILITY

C1. Now I'd like to ask questions about your children under the age of 13. Do any of these children have a long-term condition or health problem?

Yes ☐ ☐ → Determine which child(ren) in C10 and complete the appropriate items.

No ☐ ☐ → Go to Section D

C10. INTERVIEWER: Indicate for each child if he/she has a long term condition or health problem.

C11. What is ...'s condition or health problem?

C12. Does ...'s condition or health problem limit the kind of work you are able to do or the house you work?

C13. Does ...'s condition or health problem limit the child care options that would otherwise be available to you for him/her?

C14. (Ask if there is at least one other child under the age of 13) Does ...'s condition or health problem limit the child care options that you would otherwise consider for any of your other children?

C.

D.

D. UNUSUAL CIRCUMSTANCES

D1. Holidays, professional development days, illness, care arrangements breaking down, etc., often can interfere with a family's usual child care arrangements. Please indicate if you used any unusual child care arrangements for any of your children during the week of (reference week).

Yes ☐ ☐ → Determine which child(ren) in D10 and complete the appropriate items.

No ☐ ☐ → Go to Section E

D10. INTERVIEWER: Indicate for each child if higher care arrangement(s) was/were different or unusual during (reference week).

D11. What was unusual? (Mark all that apply)

- ☐ usual caregiver was unavailable
- ☐ child was ill
- ☐ child had day(s) off school
- ☐ designated adult or spouse was not at work
- ☐ other (specify)

	1	2	3	4
Name	[] [] [] []	[] [] [] []	[] [] [] []	[] [] [] []
Age	[] []	[] []	[] []	[] []
CMS name	[] [] [] []	[] [] [] []	[] [] [] []	[] [] [] []
Target CMS	[] [] [] []	[] [] [] []	[] [] [] []	[] [] [] []

1	2	3	4
Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>
No <input type="radio"/> → Go to next child	No <input type="radio"/> → Go to next child	No <input type="radio"/> → Go to next child	No <input type="radio"/> → Go to next section
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Ungraded <input type="radio"/>	Ungraded <input type="radio"/>	Ungraded <input type="radio"/>	Ungraded <input type="radio"/>
S M T W T F S 1 2 3 4 5 6 7 0 0 0 0 0 0 0	S M T W T F S 1 2 3 4 5 6 7 0 0 0 0 0 0 0	S M T W T F S 1 2 3 4 5 6 7 0 0 0 0 0 0 0	S M T W T F S 1 2 3 4 5 6 7 0 0 0 0 0 0 0
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\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00 (If > "000" go to E18)	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00 (If > "000" go to E18)	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00 (If > "000" go to E18)	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00 (If > "000" go to E18)
Yes <input type="radio"/> → Go to E17 No <input type="radio"/> → Go to E18 Don't know <input type="radio"/>	Yes <input type="radio"/> → Go to E17 No <input type="radio"/> → Go to E18 Don't know <input type="radio"/>	Yes <input type="radio"/> → Go to E17 No <input type="radio"/> → Go to E18 Don't know <input type="radio"/>	Yes <input type="radio"/> → Go to E17 No <input type="radio"/> → Go to E18 Don't know <input type="radio"/>
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GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT SECTION

SELECTION OF CHILD

1. If more than one child under the age of 13 is in the family, assign a selection number to each child aged 5 to 12. The selection number 1 is the child with the highest selection number assigned.

2. On the Selection Card Label state the selection number under the highest selection number assigned.

3. Mark the "Target Child" circle for the child whose selection number matches the program number.

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F. KINDERGARTEN, NURSERY SCHOOL

F10. During the week of (reference week) did any of your children attend a kindergarten or nursery school during the reference week?

Yes ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31 ☐ 32 ☐ 33 ☐ 34 ☐ 35 ☐ 36 ☐ 37 ☐ 38 ☐ 39 ☐ 40 ☐ 41 ☐ 42 ☐ 43 ☐ 44 ☐ 45 ☐ 46 ☐ 47 ☐ 48 ☐ 49 ☐ 50 ☐ 51 ☐ 52 ☐ 53 ☐ 54 ☐ 55 ☐ 56 ☐ 57 ☐ 58 ☐ 59 ☐ 60 ☐ 61 ☐ 62 ☐ 63 ☐ 64 ☐ 65 ☐ 66 ☐ 67 ☐ 68 ☐ 69 ☐ 70 ☐ 71 ☐ 72 ☐ 73 ☐ 74 ☐ 75 ☐ 76 ☐ 77 ☐ 78 ☐ 79 ☐ 80 ☐ 81 ☐ 82 ☐ 83 ☐ 84 ☐ 85 ☐ 86 ☐ 87 ☐ 88 ☐ 89 ☐ 90 ☐ 91 ☐ 92 ☐ 93 ☐ 94 ☐ 95 ☐ 96 ☐ 97 ☐ 98 ☐ 99 ☐ 100 ☐ 101 ☐ 102 ☐ 103 ☐ 104 ☐ 105 ☐ 106 ☐ 107 ☐ 108 ☐ 109 ☐ 110 ☐ 111 ☐ 112 ☐ 113 ☐ 114 ☐ 115 ☐ 116 ☐ 117 ☐ 118 ☐ 119 ☐ 120 ☐ 121 ☐ 122 ☐ 123 ☐ 124 ☐ 125 ☐ 126 ☐ 127 ☐ 128 ☐ 129 ☐ 130 ☐ 131 ☐ 132 ☐ 133 ☐ 134 ☐ 135 ☐ 136 ☐ 137 ☐ 138 ☐ 139 ☐ 140 ☐ 141 ☐ 142 ☐ 143 ☐ 144 ☐ 145 ☐ 146 ☐ 147 ☐ 148 ☐ 149 ☐ 150 ☐ 151 ☐ 152 ☐ 153 ☐ 154 ☐ 155 ☐ 156 ☐ 157 ☐ 158 ☐ 159 ☐ 160 ☐ 161 ☐ 162 ☐ 163 ☐ 164 ☐ 165 ☐ 166 ☐ 167 ☐ 168 ☐ 169 ☐ 170 ☐ 171 ☐ 172 ☐ 173 ☐ 174 ☐ 175 ☐ 176 ☐ 177 ☐ 178 ☐ 179 ☐ 180 ☐ 181 ☐ 182 ☐ 183 ☐ 184 ☐ 185 ☐ 186 ☐ 187 ☐ 188 ☐ 189 ☐ 190 ☐ 191 ☐ 192 ☐ 193 ☐ 194 ☐ 195 ☐ 196 ☐ 197 ☐ 198 ☐ 199 ☐ 200 ☐ 201 ☐ 202 ☐ 203 ☐ 204 ☐ 205 ☐ 206 ☐ 207 ☐ 208 ☐ 209 ☐ 210 ☐ 211 ☐ 212 ☐ 213 ☐ 214 ☐ 215 ☐ 216 ☐ 217 ☐ 218 ☐ 219 ☐ 220 ☐ 221 ☐ 222 ☐ 223 ☐ 224 ☐ 225 ☐ 226 ☐ 227 ☐ 228 ☐ 229 ☐ 230 ☐ 231 ☐ 232 ☐ 233 ☐ 234 ☐ 235 ☐ 236 ☐ 237 ☐ 238 ☐ 239 ☐ 240 ☐ 241 ☐ 242 ☐ 243 ☐ 244 ☐ 245 ☐ 246 ☐ 247 ☐ 248 ☐ 249 ☐ 250 ☐ 251 ☐ 252 ☐ 253 ☐ 254 ☐ 255 ☐ 256 ☐ 257 ☐ 258 ☐ 259 ☐ 260 ☐ 261 ☐ 262 ☐ 263 ☐ 264 ☐ 265 ☐ 266 ☐ 267 ☐ 268 ☐ 269 ☐ 270 ☐ 271 ☐ 272 ☐ 273 ☐ 274 ☐ 275 ☐ 276 ☐ 277 ☐ 278 ☐ 279 ☐ 280 ☐ 281 ☐ 282 ☐ 283 ☐ 284 ☐ 285 ☐ 286 ☐ 287 ☐ 288 ☐ 289 ☐ 290 ☐ 291 ☐ 292 ☐ 293 ☐ 294 ☐ 295 ☐ 296 ☐ 297 ☐ 298 ☐ 299 ☐ 300 ☐ 301 ☐ 302 ☐ 303 ☐ 304 ☐ 305 ☐ 306 ☐ 307 ☐ 308 ☐ 309 ☐ 310 ☐ 311 ☐ 312 ☐ 313 ☐ 314 ☐ 315 ☐ 316 ☐ 317 ☐ 318 ☐ 319 ☐ 320 ☐ 321 ☐ 322 ☐ 323 ☐ 324 ☐ 325 ☐ 326 ☐ 327 ☐ 328 ☐ 329 ☐ 330 ☐ 331 ☐ 332 ☐ 333 ☐ 334 ☐ 335 ☐ 336 ☐ 337 ☐ 338 ☐ 339 ☐ 340 ☐ 341 ☐ 342 ☐ 343 ☐ 344 ☐ 345 ☐ 346 ☐ 347 ☐ 348 ☐ 349 ☐ 350 ☐ 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☐ 518 ☐ 519 ☐ 520 ☐ 521 ☐ 522 ☐ 523 ☐ 524 ☐ 525 ☐ 526 ☐ 527 ☐ 528 ☐ 529 ☐ 530 ☐ 531 ☐ 532 ☐ 533 ☐ 534 ☐ 535 ☐ 536 ☐ 537 ☐ 538 ☐ 539 ☐ 540 ☐ 541 ☐ 542 ☐ 543 ☐ 544 ☐ 545 ☐ 546 ☐ 547 ☐ 548 ☐ 549 ☐ 550 ☐ 551 ☐ 552 ☐ 553 ☐ 554 ☐ 555 ☐ 556 ☐ 557 ☐ 558 ☐ 559 ☐ 560 ☐ 561 ☐ 562 ☐ 563 ☐ 564 ☐ 565 ☐ 566 ☐ 567 ☐ 568 ☐ 569 ☐ 570 ☐ 571 ☐ 572 ☐ 573 ☐ 574 ☐ 575 ☐ 576 ☐ 577 ☐ 578 ☐ 579 ☐ 580 ☐ 581 ☐ 582 ☐ 583 ☐ 584 ☐ 585 ☐ 586 ☐ 587 ☐ 588 ☐ 589 ☐ 590 ☐ 591 ☐ 592 ☐ 593 ☐ 594 ☐ 595 ☐ 596 ☐ 597 ☐ 598 ☐ 599 ☐ 600 ☐ 601 ☐ 602 ☐ 603 ☐ 604 ☐ 605 ☐ 606 ☐ 607 ☐ 608 ☐ 609 ☐ 610 ☐ 611 ☐ 612 ☐ 613 ☐ 614 ☐ 615 ☐ 616 ☐ 617 ☐ 618 ☐ 619 ☐ 620 ☐ 621 ☐ 622 ☐ 623 ☐ 624 ☐ 625 ☐ 626 ☐ 627 ☐ 628 ☐ 629 ☐ 630 ☐ 631 ☐ 632 ☐ 633 ☐ 634 ☐ 635 ☐ 636 ☐ 637 ☐ 638 ☐ 639 ☐ 640 ☐ 641 ☐ 642 ☐ 643 ☐ 644 ☐ 645 ☐ 646 ☐ 647 ☐ 648 ☐ 649 ☐ 650 ☐ 651 ☐ 652 ☐ 653 ☐ 654 ☐ 655 ☐ 656 ☐ 657 ☐ 658 ☐ 659 ☐ 660 ☐ 661 ☐ 662 ☐ 663 ☐ 664 ☐ 665 ☐ 666 ☐ 667 ☐ 668 ☐ 669 ☐ 670 ☐ 671 ☐ 672 ☐ 673 ☐ 674 ☐ 675 ☐ 676 ☐ 677 ☐ 678 ☐ 679 ☐ 680 ☐ 681 ☐ 682 ☐ 683 ☐ 684 ☐ 685 ☐ 686 ☐ 687 ☐ 688 ☐ 689 ☐ 690 ☐ 691 ☐ 692 ☐ 693 ☐ 694 ☐ 695 ☐ 696 ☐ 697 ☐ 698 ☐ 699 ☐ 700 ☐ 701 ☐ 702 ☐ 703 ☐ 704 ☐ 705 ☐ 706 ☐ 707 ☐ 708 ☐ 709 ☐ 710 ☐ 711 ☐ 712 ☐ 713 ☐ 714 ☐ 715 ☐ 716 ☐ 717 ☐ 718 ☐ 719 ☐ 720 ☐ 721 ☐ 722 ☐ 723 ☐ 724 ☐ 725 ☐ 726 ☐ 727 ☐ 728 ☐ 729 ☐ 730 ☐ 731 ☐ 732 ☐ 733 ☐ 734 ☐ 735 ☐ 736 ☐ 737 ☐ 738 ☐ 739 ☐ 740 ☐ 741 ☐ 742 ☐ 743 ☐ 744 ☐ 745 ☐ 746 ☐ 747 ☐ 748 ☐ 749 ☐ 750 ☐ 751 ☐ 752 ☐ 753 ☐ 754 ☐ 755 ☐ 756 ☐ 757 ☐ 758 ☐ 759 ☐ 760 ☐ 761 ☐ 762 ☐ 763 ☐ 764 ☐ 765 ☐ 766 ☐ 767 ☐ 768 ☐ 769 ☐ 770 ☐ 771 ☐ 772 ☐ 773 ☐ 774 ☐ 775 ☐ 776 ☐ 777 ☐ 778 ☐ 779 ☐ 780 ☐ 781 ☐ 782 ☐ 783 ☐ 784 ☐ 785 ☐ 786 ☐ 787 ☐ 788 ☐ 789 ☐ 790 ☐ 791 ☐ 792 ☐ 793 ☐ 794 ☐ 795 ☐ 796 ☐ 797 ☐ 798 ☐ 799 ☐ 800 ☐ 801 ☐ 802 ☐ 803 ☐ 804 ☐ 805 ☐ 806 ☐ 807 ☐ 808 ☐ 809 ☐ 810 ☐ 811 ☐ 812 ☐ 813 ☐ 814 ☐ 815 ☐ 816 ☐ 817 ☐ 818 ☐ 819 ☐ 820 ☐ 821 ☐ 822 ☐ 823 ☐ 824 ☐ 825 ☐ 826 ☐ 827 ☐ 828 ☐ 829 ☐ 830 ☐ 831 ☐ 832 ☐ 833 ☐ 834 ☐ 835 ☐ 836 ☐ 837 ☐ 838 ☐ 839 ☐ 840 ☐ 841 ☐ 842 ☐ 843 ☐ 844 ☐ 845 ☐ 846 ☐ 847 ☐ 848 ☐ 849 ☐ 850 ☐ 851 ☐ 852 ☐ 853 ☐ 854 ☐ 855 ☐ 856 ☐ 857 ☐ 858 ☐ 859 ☐ 860 ☐ 861 ☐ 862 ☐ 863 ☐ 864 ☐ 865 ☐ 866 ☐ 867 ☐ 868 ☐ 869 ☐ 870 ☐ 871 ☐ 872 ☐ 873 ☐ 874 ☐ 875 ☐ 876 ☐ 877 ☐ 878 ☐ 879 ☐ 880 ☐ 881 ☐ 882 ☐ 883 ☐ 884 ☐ 885 ☐ 886 ☐ 887 ☐ 888 ☐ 889 ☐ 890 ☐ 891 ☐ 892 ☐ 893 ☐ 894 ☐ 895 ☐ 896 ☐ 897 ☐ 898 ☐ 899 ☐ 900 ☐ 901 ☐ 902 ☐ 903 ☐ 904 ☐ 905 ☐ 906 ☐ 907 ☐ 908 ☐ 909 ☐ 910 ☐ 911 ☐ 912 ☐ 913 ☐ 914 ☐ 915 ☐ 916 ☐ 917 ☐ 918 ☐ 919 ☐ 920 ☐ 921 ☐ 922 ☐ 923 ☐ 924 ☐ 925 ☐ 926 ☐ 927 ☐ 928 ☐ 929 ☐ 930 ☐ 931 ☐ 932 ☐ 933 ☐ 934 ☐ 935 ☐ 936 ☐ 937 ☐ 938 ☐ 939 ☐ 940 ☐ 941 ☐ 942 ☐ 943 ☐ 944 ☐ 945 ☐ 946 ☐ 947 ☐ 948 ☐ 949 ☐ 950 ☐ 951 ☐ 952 ☐ 953 ☐ 954 ☐ 955 ☐ 956 ☐ 957 ☐ 958 ☐ 959 ☐ 960 ☐ 961 ☐ 962 ☐ 963 ☐ 964 ☐ 965 ☐ 966 ☐ 967 ☐ 968 ☐ 969 ☐ 970 ☐ 971 ☐ 972 ☐ 973 ☐ 974 ☐ 975 ☐ 976 ☐ 977 ☐ 978 ☐ 979 ☐ 980 ☐ 981 ☐ 982 ☐ 983 ☐ 984 ☐ 985 ☐ 986 ☐ 987 ☐ 988 ☐ 989 ☐ 990 ☐ 991 ☐ 992 ☐ 993 ☐ 994 ☐ 995 ☐ 996 ☐ 997 ☐ 998 ☐ 999 ☐ 1000 ☐ 1001 ☐ 1002 ☐ 1003 ☐ 1004 ☐ 1005 ☐ 1006 ☐ 1007 ☐ 1008 ☐ 1009 ☐ 1010 ☐ 1011 ☐ 1012 ☐ 1013 ☐ 1014 ☐ 1015 ☐ 1016 ☐ 1017 ☐ 1018 ☐ 1019 ☐ 1020 ☐ 1021 ☐ 1022 ☐ 1023 ☐ 1024 ☐ 1025 ☐ 1026 ☐ 1027 ☐ 1028 ☐ 1029 ☐ 1030 ☐ 1031 ☐ 1032 ☐ 1033 ☐ 1034 ☐ 1035 ☐ 1036 ☐ 1037 ☐ 1038 ☐ 1039 ☐ 1040 ☐ 1041 ☐ 1042 ☐ 1043 ☐ 1044 ☐ 1045 ☐ 1046 ☐ 1047 ☐ 1048 ☐ 1049 ☐ 1050 ☐ 1051 ☐ 1052 ☐ 1053 ☐ 1054 ☐ 1055 ☐ 1056 ☐ 1057 ☐ 1058 ☐ 1059 ☐ 1060 ☐ 1061 ☐ 1062 ☐ 1063 ☐ 1064 ☐ 1065 ☐ 1066 ☐ 1067 ☐ 1068 ☐ 1069 ☐ 1070 ☐ 1071 ☐ 1072 ☐ 1073 ☐ 1074 ☐ 1075 ☐ 1076 ☐ 1077 ☐ 1078 ☐ 1079 ☐ 1080 ☐ 1081 ☐ 1082 ☐ 1083 ☐ 1084 ☐ 1085 ☐ 1086 ☐ 1087 ☐ 1088 ☐ 1089 ☐ 1090 ☐ 1091 ☐ 1092 ☐ 1093 ☐ 1094 ☐ 1095 ☐ 1096 ☐ 1097 ☐ 1098 ☐ 1099 ☐ 1100 ☐ 1101 ☐ 1102 ☐ 1103 ☐ 1104 ☐ 1105 ☐ 1106 ☐ 1107 ☐ 1108 ☐ 1109 ☐ 1110 ☐ 1111 ☐ 1112 ☐ 1113 ☐ 1114 ☐ 1115 ☐ 1116 ☐ 1117 ☐ 1118 ☐ 1119 ☐ 1120 ☐ 1121 ☐ 1122 ☐ 1123 ☐ 1124 ☐ 1125 ☐ 1126 ☐ 1127 ☐ 1128 ☐ 1129 ☐ 1130 ☐ 1131 ☐ 1132 ☐ 1133 ☐ 1134 ☐ 1135 ☐ 1136 ☐ 1137 ☐ 1138 ☐ 1139 ☐ 1140 ☐ 1141 ☐ 1142 ☐ 1143 ☐ 1144 ☐ 1145 ☐ 1146 ☐ 1147 ☐ 1148 ☐ 1149 ☐ 1150 ☐ 1151 ☐ 1152 ☐ 1153 ☐ 1154 ☐ 1155 ☐ 1156 ☐ 1157 ☐ 1158 ☐ 1159 ☐ 1160 ☐ 1161 ☐ 1162 ☐ 1163 ☐ 1164 ☐ 1165 ☐ 1166 ☐ 1167 ☐ 1168 ☐ 1169 ☐ 1170 ☐ 1171 ☐ 1172 ☐ 1173 ☐ 1174 ☐ 1175 ☐ 1176 ☐ 1177 ☐ 1178 ☐ 1179 ☐ 1180 ☐ 1181 ☐ 1182 ☐ 1183 ☐ 1184 ☐ 1185 ☐ 1186 ☐ 1187 ☐ 1188 ☐ 1189 ☐ 1190 ☐ 1191 ☐ 1192 ☐ 1193 ☐ 1194 ☐ 1195 ☐ 1196 ☐ 1197 ☐ 1198 ☐ 1199 <

Selection Grid Label Goes Here

SELECTING A CHILD
 If more than one child under the age of 18 is in the family:
 • Assign a selection number to each child aged 6 to 16
 • Assign a selection number to each child aged 17 to 18
 • Assign a selection number to each child aged 19 to 20
 • Turn the "Target Child" circle for the child whose selection number matches the student number

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<p>F16. Was the amount you paid subsidized by the government?</p> <p>F18. Approximately how much would it cost you to send ... to this program per week, if it were not subsidized?</p> <p>F20. While ... was in this program during (reference year) ... was your main activity ...</p> <ul style="list-style-type: none"> • working at a job or business, • studying, • caring for your family's needs, OR • something else? <p>F21. Overall, how do you feel about this care arrangement for ...?</p> <p>Would you say you have ...</p> <ul style="list-style-type: none"> • no reservations, • minor reservations, • some important reservations, OR • major reservations about this arrangement? 	<p>F16. Was the amount you paid subsidized by the government?</p> <p>F18. Approximately how much would it cost you to send ... to this program per week, if it were not subsidized?</p> <p>F20. While ... was in this program during (reference year) ... was your main activity ...</p> <ul style="list-style-type: none"> • working at a job or business, • studying, • caring for your family's needs, OR • something else? <p>F21. Overall, how do you feel about this care arrangement for ...?</p> <p>Would you say you have ...</p> <ul style="list-style-type: none"> • no reservations, • minor reservations, • some important reservations, OR • major reservations about this arrangement?
---	---

F.

1	2	3	4
Pg. In Age Child's name Target child	Pg. In Age Child's name Target child	Pg. In Age Child's name Target child	Pg. In Age Child's name Target child

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1	2	3	4
Yes <input type="radio"/> No <input type="radio"/> Go to F20 Don't know <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Go to F20 Don't know <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Go to F20 Don't know <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Go to F20 Don't know <input type="radio"/>
\$ <input type="text"/> <input type="text"/> <input type="text"/> 00 per week OR Don't know <input type="radio"/>	\$ <input type="text"/> <input type="text"/> <input type="text"/> 00 per week OR Don't know <input type="radio"/>	\$ <input type="text"/> <input type="text"/> <input type="text"/> 00 per week OR Don't know <input type="radio"/>	\$ <input type="text"/> <input type="text"/> <input type="text"/> 00 per week OR Don't know <input type="radio"/>
Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/> Something else <input type="radio"/>	Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/> Something else <input type="radio"/>	Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/> Something else <input type="radio"/>	Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/> Something else <input type="radio"/>
No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/> Major reservations <input type="radio"/>	No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/> Major reservations <input type="radio"/>	No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/> Major reservations <input type="radio"/>	No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/> Major reservations <input type="radio"/>
GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT SECTION

F.

Selection Grid Label Goes Here

SELECTING A CHILD
 If more than one child under the age of 18 in the family:
 • Assign 1 selection number to each child aged 6 to 12
 • Assign 2 selection numbers to each child aged 13 to 17
 • Circle the selection number that best describes the child's care during the reference week.
 • Mark the "Target Child" circle for the child whose selection number matches the program number.

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G. CARE IN A BEFORE OR AFTER SCHOOL PROGRAM

G1. During the week of (reference week) were any of your children cared for in a before or after school program?

By a before or after school program I mean a program operated by a school, a community center, a religious agency to provide care for children during the hours before school, after school, and/or during the lunch. Please do NOT include activities such as brownies, band practice, little league games etc.

Yes ☐ → Determine which child(ren) in G10 and complete the appropriate items.
 No ☐ → Go to Section II

G10. INTERVIEWER: Indicate for each child if he/she was in this care during reference week.

Child's name	Target child <input type="radio"/>
1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn
2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn
3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn
4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn

G11. On which days during the week of (reference week) was ... in this program?

Child's name	Target child <input type="radio"/>	1	2	3	4
1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>
2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>
3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>
4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>

G12. Was ... there before school, after school, or during lunch? (Mark all that apply)

Child's name	Target child <input type="radio"/>	Before school	After school	During lunch
1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G13. In total, for how many hours was ... in this program during the week of (reference week)?

Child's name	Target child <input type="radio"/>	Hours
1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="text"/>
2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="text"/>
3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="text"/>
4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="text"/>

G14. Were any of your other children, under the age of 13, in this program during these hours?

Child's name	Target child <input type="radio"/>	Yes	No	No other children
1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G15. Is this program sponsored by ...

Child's name	Target child <input type="radio"/>	Board of education	Municipal government	Non-profit organization	Individuals or group for profit	Other	Don't know
1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G16. Is this program located at ...'s school?

Child's name	Target child <input type="radio"/>	Yes	No
1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>
2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>
3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>
4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>

G17. How much did you pay for ...'s care in this program for the week of (reference week)?

Child's name	Target child <input type="radio"/>	Amount
1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	\$ <input type="text"/>
2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	\$ <input type="text"/>
3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	\$ <input type="text"/>
4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	\$ <input type="text"/>

G18. Does the program provide receipts?

Child's name	Target child <input type="radio"/>	Yes	No	Don't know
1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G19. Do you or a member of your family intend to claim this cost for income tax purposes?

Child's name	Target child <input type="radio"/>	Yes	No	Don't know
1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	1. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	2. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	3. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	4. <input type="checkbox"/> PgLn <input type="checkbox"/> PgLn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G.

G.

SELECTING A CHILD

Read the instructions carefully. The age of a child is the key to selecting a child. The age of a child is the key to selecting a child. The age of a child is the key to selecting a child.

Selection Child Label Goes Here

-20-

Q20. Was this because the full cost of this care was subsidized by the government?

Q21. Was the amount you paid subsidized by the government?

Q22. Approximately how much would it cost you to send... to this program per week, if it were not subsidized?

Q23. While... was in this program during [REFERENCE WEEK] was your main activity...

- working at a job or business,
- studying,
- caring for your family's needs,
- OR
- something else?

Q24. Overall, how do you feel about this care arrangement for...?

Would you say you have...

- no reservations
- minor reservations
- some important reservations,
- OR
- major reservations about this arrangement?

G.

1 2 3 4

Child's name

Age

Child's name

Age

Child's name

Age

Child's name

Age

-21-

1	2	3	4
Yes <input type="radio"/> → Go to Q22 No <input type="radio"/> → Go to Q23 Don't know <input type="radio"/>	Yes <input type="radio"/> → Go to Q22 No <input type="radio"/> → Go to Q23 Don't know <input type="radio"/>	Yes <input type="radio"/> → Go to Q22 No <input type="radio"/> → Go to Q23 Don't know <input type="radio"/>	Yes <input type="radio"/> → Go to Q22 No <input type="radio"/> → Go to Q23 Don't know <input type="radio"/>
Yes <input type="radio"/> No <input type="radio"/> → Go to Q23 Don't know <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> → Go to Q23 Don't know <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> → Go to Q23 Don't know <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> → Go to Q23 Don't know <input type="radio"/>
\$ <input type="text"/> 00 per week OR Don't know <input type="radio"/>	\$ <input type="text"/> 00 per week OR Don't know <input type="radio"/>	\$ <input type="text"/> 00 per week OR Don't know <input type="radio"/>	\$ <input type="text"/> 00 per week OR Don't know <input type="radio"/>
Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/> Something else <input type="radio"/>	Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/> Something else <input type="radio"/>	Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/> Something else <input type="radio"/>	Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/> Something else <input type="radio"/>
No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/>	No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/>	No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/>	No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/>
Major reservations <input type="radio"/>	Major reservations <input type="radio"/>	Major reservations <input type="radio"/>	Major reservations <input type="radio"/>
GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT SECTION

G.

1	2	3	4
<div> <div> <div>Page in</div> <div>Page no</div> </div> <div> <div>Child's name</div> <div>Age</div> </div> </div> <div> <div>Target child</div> <div>Target child</div> </div>	<div> <div>Page in</div> <div>Page no</div> </div> <div> <div>Child's name</div> <div>Age</div> </div> <div> <div>Target child</div> <div>Target child</div> </div>	<div> <div>Page in</div> <div>Page no</div> </div> <div> <div>Child's name</div> <div>Age</div> </div> <div> <div>Target child</div> <div>Target child</div> </div>	<div> <div>Page in</div> <div>Page no</div> </div> <div> <div>Child's name</div> <div>Age</div> </div> <div> <div>Target child</div> <div>Target child</div> </div>

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\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00 (If "000" go to I121)	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00 (If "000" go to I121)	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00 (If "000" go to I121)	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00 (If "000" go to I121)
Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>
Yes <input type="radio"/> Go to H22 No <input type="radio"/> Go to H22 Don't know <input type="radio"/>	Yes <input type="radio"/> Go to H22 No <input type="radio"/> Go to H22 Don't know <input type="radio"/>	Yes <input type="radio"/> Go to H22 No <input type="radio"/> Go to H22 Don't know <input type="radio"/>	Yes <input type="radio"/> Go to H22 No <input type="radio"/> Go to H22 Don't know <input type="radio"/>
Yes <input type="radio"/> → Go to H23 No <input type="radio"/> → Go to H24 Don't know <input type="radio"/>	Yes <input type="radio"/> → Go to H23 No <input type="radio"/> → Go to H24 Don't know <input type="radio"/>	Yes <input type="radio"/> → Go to H23 No <input type="radio"/> → Go to H24 Don't know <input type="radio"/>	Yes <input type="radio"/> → Go to H23 No <input type="radio"/> → Go to H24 Don't know <input type="radio"/>
Yes <input type="radio"/> → Go to H23 No <input type="radio"/> → Go to H24 Don't know <input type="radio"/>	Yes <input type="radio"/> → Go to H23 No <input type="radio"/> → Go to H24 Don't know <input type="radio"/>	Yes <input type="radio"/> → Go to H23 No <input type="radio"/> → Go to H24 Don't know <input type="radio"/>	Yes <input type="radio"/> → Go to H23 No <input type="radio"/> → Go to H24 Don't know <input type="radio"/>
\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00 OR Don't know <input type="radio"/>	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00 OR Don't know <input type="radio"/>	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00 OR Don't know <input type="radio"/>	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00 OR Don't know <input type="radio"/>
Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/> Something else <input type="radio"/>	Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/> Something else <input type="radio"/>	Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/> Something else <input type="radio"/>	Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/> Something else <input type="radio"/>
No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/> Major reservations <input type="radio"/>	No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/> Major reservations <input type="radio"/>	No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/> Major reservations <input type="radio"/>	No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/> Major reservations <input type="radio"/>
GO TO NEXT CHILLO	GO TO NEXT CHILLO	GO TO NEXT CHILLO	GO TO NEXT SECTION

11. During the week of (reference week) did any of your children spend any time in the care of a relative, a neighbour, a babysitter, or a nanny? Please do not include care given by your spouse or an older brother or sister of the child who lives in your home.

Yes ☐ No ☐ → Determine which child(ren) in 110 and complete the appropriate items.

No. 10 — Go to Section J



110. INTERVIEWER: Indicate for each child if he/she was in this type of care during reference week

111. How many different care arrangements of this type did you have for . . . during the week of telephone week?

READ: I would like to ask you some questions about each of these arrangements. Could we please start with the caregiver who provided the most hours of care for . . . during the week of [reference week]?

113. On which days was . . . in this (first) person's care during the week of reference week?

114. In total, for how many hours was ... in this (first) person's care during the week of (reference week)?

118. Were any of your other children, under the age of 13, in the care of this (first) person during these hours?

116. Did this (last) person care for . . . In your home, in his/her home, or somewhere else?

1117. Does this (first) person live in your household?

118. Is this (first) person related to...?

119. What is his/her relationship to ... ?

20. How much did you pay for this (11/81) cere arrangement for . . . during the week of reference week?

22. Does this cost include other services such as light housekeeping etc.?

	1	2	3	4
Child's name	Page 1	Page 2	Page 3	Page 4
Age				
Target child				
Target school				

- 27 -

- 28 -

Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>
No <input type="radio"/> → Go to next Child	No <input type="radio"/> → Go to next Child	No <input type="radio"/> → Go to next Child	No <input type="radio"/> → Go to next Section

☐ If 01 Go to 113
 ☐ If 01 Go to 113
 ☐ If 01 Go to 113

.....

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28
29	30	31	32
33	34	35	36
37	38	39	40
41	42	43	44
45	46	47	48
49	50	51	52
53	54	55	56
57	58	59	60
61	62	63	64
65	66	67	68
69	70	71	72
73	74	75	76
77	78	79	80
81	82	83	84
85	86	87	88
89	90	91	92
93	94	95	96
97	98	99	100

	Yes	Yes	Yes	Yes
10	10	10	10	10

At your home	At your home	At your home	At your home
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Yes 10	Yes 10	Yes 10	Yes 10
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$y_{03} \text{ } \bigcirc$	$y_{03} \text{ } \bigcirc$	$y_{03} \text{ } \bigcirc$	$y_{03} \text{ } \bigcirc$
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Parent/step-parent	Parent/step-parent	Parent/step-parent	Parent/step-parent

	\$		\$		\$		\$		\$
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<p>Item 118 = Go to 122 at your home</p>	<p>Item 118 = Go to 122 at your home</p>	<p>Item 118 = Go to 122 at your home</p>	<p>Item 118 = Go to 122 at your home</p>
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Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>
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1	2	3	4
<div> <div> <div>Page In</div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>Age</div> <div> <div></div> <div></div> </div> </div> </div> <div> <div>Child's name</div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>Target child</div> <div> <div></div> <div></div> <div></div> </div> </div>	<div> <div>Page In</div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>Age</div> <div> <div></div> <div></div> </div> </div>	<div> <div>Page In</div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>Age</div> <div> <div></div> <div></div> </div> </div>	<div> <div>Page In</div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>Age</div> <div> <div></div> <div></div> </div> </div>
<div> <div>Child's name</div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>Target child</div> <div> <div></div> <div></div> <div></div> </div> </div>	<div> <div>Child's name</div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>Target child</div> <div> <div></div> <div></div> <div></div> </div> </div>	<div> <div>Child's name</div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>Target child</div> <div> <div></div> <div></div> <div></div> </div> </div>	<div> <div>Child's name</div> <div> <div></div> <div></div> <div></div> </div> </div> <div> <div>Target child</div> <div> <div></div> <div></div> <div></div> </div> </div>

1	2	3	4
Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>
No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>
Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>
No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>
If item 118 = yes (relative) <input type="radio"/> Go to 131	If item 118 = yes (relative) <input type="radio"/> Go to 131	If item 118 = yes (relative) <input type="radio"/> Go to 131	If item 118 = yes (relative) <input type="radio"/> Go to 131
Otherwise <input type="radio"/> Go to 128	Otherwise <input type="radio"/> Go to 128	Otherwise <input type="radio"/> Go to 128	Otherwise <input type="radio"/> Go to 128
If item 118 = at your home <input type="radio"/> Go to 130	If item 118 = at your home <input type="radio"/> Go to 130	If item 118 = at your home <input type="radio"/> Go to 130	If item 118 = at your home <input type="radio"/> Go to 130
Otherwise <input type="radio"/> Go to 127	Otherwise <input type="radio"/> Go to 127	Otherwise <input type="radio"/> Go to 127	Otherwise <input type="radio"/> Go to 127
Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>
No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>
Don't know <input type="radio"/>	Don't know <input type="radio"/>	Don't know <input type="radio"/>	Don't know <input type="radio"/>
Go to 130	Go to 130	Go to 130	Go to 130
Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>
No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>
Don't know <input type="radio"/>	Don't know <input type="radio"/>	Don't know <input type="radio"/>	Don't know <input type="radio"/>
Go to 131	Go to 131	Go to 131	Go to 131
\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00	\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00
OR	OR	OR	OR
Go to 131	Go to 131	Go to 131	Go to 131
Don't know <input type="radio"/>	Don't know <input type="radio"/>	Don't know <input type="radio"/>	Don't know <input type="radio"/>
Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>
No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>
Don't know <input type="radio"/>	Don't know <input type="radio"/>	Don't know <input type="radio"/>	Don't know <input type="radio"/>
Working <input type="radio"/>	Working <input type="radio"/>	Working <input type="radio"/>	Working <input type="radio"/>
Studying <input type="radio"/>	Studying <input type="radio"/>	Studying <input type="radio"/>	Studying <input type="radio"/>
Family <input type="radio"/>	Family <input type="radio"/>	Family <input type="radio"/>	Family <input type="radio"/>
Something else <input type="radio"/>	Something else <input type="radio"/>	Something else <input type="radio"/>	Something else <input type="radio"/>

1	2	3	4
Page	Page	Page	Page
Child's name	Child's name	Child's name	Child's name
Age	Age	Age	Age
Target child	Target child	Target child	Target child

132. Overall, how do you feel about this care arrangement for ...?	<p>Would you say you have</p> <ul style="list-style-type: none"> • no reservations, • minor reservations, • some important reservations, <p>OR</p> <ul style="list-style-type: none"> • major reservations about this arrangement?
133. INTERVIEWER CHECK ITEM:	
134. How I would like to ask you some questions about the caregiver who provided the second most hours of care for during the week of <u>(REFERENCE WEEK)</u> :	
135. On which days was . . . in this second person's care during the week of <u>(REFERENCE WEEK)</u> ?	
136. In total, for how many hours was . . . in this second person's care during the week of <u>(REFERENCE WEEK)</u> ?	
137. Were any of your other children, under the age of 13 in the care of this second person during these hours?	
138. Did this second person care for . . . in your home, in his/her home, or somewhere else?	
139. Does this second person live in your household?	
140. Is this second person related to . . .?	
141. What is his/her relationship to . . .?	

1	2	3	4
No reservations 1○ Minor reservations 2○ Some important reservations 3○ Major reservations 4○	No reservations 1○ Minor reservations 2○ Some important reservations 3○ Major reservations 4○	No reservations 1○ Minor reservations 2○ Some important reservations 3○ Major reservations 4○	No reservations 1○ Minor reservations 2○ Some important reservations 3○ Major reservations 4○
If item 111 > 1 go to item 134 and ask questions about the caregiver who provided the second most number of hours of care during reference week 5○ Otherwise 4○ → Go to next child	If item 111 > 1 go to item 134 and ask questions about the caregiver who provided the second most number of hours of care during reference week 5○ Otherwise 4○ → Go to next child	If item 111 > 1 go to item 134 and ask questions about the caregiver who provided the second most number of hours of care during reference week 5○ Otherwise 4○ → Go to next child	If item 111 > 1 go to item 134 and ask questions about the caregiver who provided the second most number of hours of care during reference week 5○ Otherwise 4○ → Go to next Section
S M T W T F S 1 2 3 4 5 6 7	S M T W T F S 1 2 3 4 5 6 7	S M T W T F S 1 2 3 4 5 6 7	S M T W T F S 1 2 3 4 5 6 7
Hours Yes 1○ No 3○ No other children 1○	Hours Yes 1○ No 3○ No other children 1○	Hours Yes 1○ No 3○ No other children 1○	Hours Yes 1○ No 3○ No other children 1○
At your home 4○ At caregiver's home 5○ Somewhere else 6○ Go to 140	At your home 4○ At caregiver's home 5○ Somewhere else 6○ Go to 140	At your home 4○ At caregiver's home 5○ Somewhere else 6○ Go to 140	At your home 4○ At caregiver's home 5○ Somewhere else 6○ Go to 140
Yes 1○ No 4○	Yes 1○ No 4○	Yes 1○ No 4○	Yes 1○ No 4○
Yes 1○ No 3○ → Go to 142	Yes 1○ No 3○ → Go to 142	Yes 1○ No 3○ → Go to 142	Yes 1○ No 3○ → Go to 142
Parent/step-parent 1○ Grandparent 4○ Aunt/uncle 1○ Other relative 4○	Parent/step-parent 2○ Grandparent 4○ Aunt/uncle 4○ Other relative 4○	Parent/step-parent 3○ Grandparent 4○ Aunt/uncle 5○ Other relative 4○	Parent/step-parent 3○ Grandparent 4○ Aunt/uncle 5○ Other relative 4○

1	2	3	4
<div> <div> <div>Page 1</div> <div>Age</div> </div> <div> <div>Child's name</div> <div>Target child</div> </div> </div>	<div> <div>Page 1</div> <div>Age</div> </div> <div> <div>Child's name</div> <div>Target child</div> </div>	<div> <div>Page 1</div> <div>Age</div> </div> <div> <div>Child's name</div> <div>Target child</div> </div>	<div> <div>Page 1</div> <div>Age</div> </div> <div> <div>Child's name</div> <div>Target child</div> </div>

1	2	3	4
<p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00</p> <p>(If "000" go to 147)</p>	<p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00</p> <p>(If "000" go to 147)</p>	<p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00</p> <p>(If "000" go to 147)</p>	<p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00</p> <p>(If "000" go to 147)</p>
<p>If item 138 = at your home <input type="radio"/> Go to 144</p> <p>Otherwise <input type="radio"/> Go to 145</p>	<p>If item 138 = at your home <input type="radio"/> Go to 144</p> <p>Otherwise <input type="radio"/> Go to 145</p>	<p>If item 138 = at your home <input type="radio"/> Go to 144</p> <p>Otherwise <input type="radio"/> Go to 145</p>	<p>If item 138 = at your home <input type="radio"/> Go to 144</p> <p>Otherwise <input type="radio"/> Go to 145</p>
<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p>	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p>	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p>	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p>
<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p>	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p>	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p>	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p>
<p>If item 140 = yes (relative) <input type="radio"/> Go to 153</p> <p>Otherwise <input type="radio"/> Go to 148</p>	<p>If item 140 = yes (relative) <input type="radio"/> Go to 153</p> <p>Otherwise <input type="radio"/> Go to 148</p>	<p>If item 140 = yes (relative) <input type="radio"/> Go to 153</p> <p>Otherwise <input type="radio"/> Go to 148</p>	<p>If item 140 = yes (relative) <input type="radio"/> Go to 153</p> <p>Otherwise <input type="radio"/> Go to 148</p>
<p>If item 138 = at your home <input type="radio"/> Go to 152</p> <p>Otherwise <input type="radio"/> Go to 149</p>	<p>If item 138 = at your home <input type="radio"/> Go to 152</p> <p>Otherwise <input type="radio"/> Go to 149</p>	<p>If item 138 = at your home <input type="radio"/> Go to 152</p> <p>Otherwise <input type="radio"/> Go to 149</p>	<p>If item 138 = at your home <input type="radio"/> Go to 152</p> <p>Otherwise <input type="radio"/> Go to 149</p>
<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p> <p>Don't know <input type="radio"/></p>	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p> <p>Don't know <input type="radio"/></p>	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p> <p>Don't know <input type="radio"/></p>	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p> <p>Don't know <input type="radio"/></p>
<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p> <p>Don't know <input type="radio"/></p>	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p> <p>Don't know <input type="radio"/></p>	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p> <p>Don't know <input type="radio"/></p>	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p> <p>Don't know <input type="radio"/></p>
<p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00</p> <p>OR</p> <p>Don't know <input type="radio"/></p>	<p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00</p> <p>OR</p> <p>Don't know <input type="radio"/></p>	<p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00</p> <p>OR</p> <p>Don't know <input type="radio"/></p>	<p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 00</p> <p>OR</p> <p>Don't know <input type="radio"/></p>
<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p> <p>Don't know <input type="radio"/></p>	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p> <p>Don't know <input type="radio"/></p>	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p> <p>Don't know <input type="radio"/></p>	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p> <p>Don't know <input type="radio"/></p>

Selection Grid Label Goes Here

On the Selection Card, List under the random number under the highest selection number approved.

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163 What is his/her relationship to...?

64. How much did you pay for this third care arrangement for ... during the week of (reference week)?

165. INTERVIEWER CHECK ITEM:

666. Does this cost include other services such as light housekeeping etc.?

67. Does this third caregiver provide receipts?

58. Do you or a member of your family intend to claim this coat for income tax purposes?

69. INTERVIEWER CHECK ITEM:

170. INTERVIEWER CHECK ITEM:

71. Is the person providing this care licenced by the government or approved by a family daycare agency?

72. Was the amount you paid for this care subsidized by the government?

773 Approximately how much would this care arrangement cost for . . . per week if it were not subsidized?

74. Is this third care arrangement a babysitting cooperative in which you are expected to provide care

- 37 -

[illegible]

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Y

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04	
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[illegible]

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----

 γ_0

Y

	Yes

1

SELECTING A CHILD

- mark the first child under the age of 12 in the family
- assign a selection number to each child aged 6 to 9
- assign a selection number to each child aged 6 to 11
- assign a selection number to each child aged 12 to 15
- mark the "Target Child" under the highest selection number marked
- mark the "Target Child" under the child whose selection number matches the random number

175. While ... was in this third person's care during the week of (reference week) was your main activity	<ul style="list-style-type: none"> • working at a job or business, • studying, • caring for your family's needs, <p>OR</p> <ul style="list-style-type: none"> • something else?
176. Overall, how do you feel about this care arrangement for ...?	<p>Would you say you have</p> <ul style="list-style-type: none"> • no reservations, • minor reservations, • some important reservations, <p>OR</p> <ul style="list-style-type: none"> • major reservations about this arrangement?
177. INTERVIEWER CHECK ITEM:	
178. How would like to ask you some questions about the caregiver who provided the fourth most hours of care for ... during the week of (reference week)?	
179. On which days was ... in this fourth person's care during the week of (reference week)?	
180. In total for how many hours was ... in this fourth person's care during the week of (reference week)?	
181. Were any of your other children, under the age of 13, in the care of this fourth person during these hours?	
182. Did this fourth person care for ... in your home, his/her home, or somewhere else?	
183. Does this fourth person live in your household?	
184. Is this fourth person related to ...?	

	Page	Age	Child's name	Target child
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1	2	3	4
Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/>	Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/>	Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/>	Working <input type="radio"/> Studying <input type="radio"/> Family <input type="radio"/>
Something else <input type="radio"/>	Something else <input type="radio"/>	Something else <input type="radio"/>	Something else <input type="radio"/>
No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/>	No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/>	No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/>	No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/>
Major reservations <input type="radio"/>	Major reservations <input type="radio"/>	Major reservations <input type="radio"/>	Major reservations <input type="radio"/>
If item 111 > 3 go to item 178 and ask questions about the fourth most number of hours of care during reference week <input type="radio"/> Otherwise <input type="radio"/> → Go to next child	If item 111 > 3 go to item 178 and ask questions about the fourth most number of hours of care during reference week <input type="radio"/> Otherwise <input type="radio"/> → Go to next child	If item 111 > 3 go to item 178 and ask questions about the fourth most number of hours of care during reference week <input type="radio"/> Otherwise <input type="radio"/> → Go to next child	If item 111 > 3 go to item 178 and ask questions about the fourth most number of hours of care during reference week <input type="radio"/> Otherwise <input type="radio"/> → Go to next Section
S M T W T F S 1 2 3 4 5 6 7	S M T W T F S 1 2 3 4 5 6 7	S M T W T F S 1 2 3 4 5 6 7	S M T W T F S 1 2 3 4 5 6 7
<input type="checkbox"/> Hours	<input type="checkbox"/> Hours	<input type="checkbox"/> Hours	<input type="checkbox"/> Hours
Yes <input type="radio"/> No <input type="radio"/> No other children <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> No other children <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> No other children <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> No other children <input type="radio"/>
At your home <input type="radio"/> At caregiver's home <input type="radio"/> Somewhere else <input type="radio"/> 184	At your home <input type="radio"/> At caregiver's home <input type="radio"/> Somewhere else <input type="radio"/> 184	At your home <input type="radio"/> At caregiver's home <input type="radio"/> Somewhere else <input type="radio"/> 184	At your home <input type="radio"/> At caregiver's home <input type="radio"/> Somewhere else <input type="radio"/> 184
Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>
Yes <input type="radio"/> → Go to 186	No <input type="radio"/> → Go to 186	Yes <input type="radio"/> No <input type="radio"/> → Go to 186	Yes <input type="radio"/> No <input type="radio"/> → Go to 186

1000 1010 1020

SELECTING A CHILD

Assign 1 selection number to each child aged 6 to 16
On the Selection Odd Label circle the random number under the highest
selection number assigned
Mark the Target Odd circle for the odd whose selection number matches
the random number

What is his/her relationship to...?

How much did you pay for this fourth care arrangement for... during the week of (reference week)?

INTERVIEWER CHECK ITEM:

Does this cost include other services as light house keeping etc.?

Does this fourth caregiver provide receipts?

Do you or a member of your family intend to claim this cost for income tax purposes?

(INTERVIEWER CHECK ITEM:

INTERVIEWER CHECK ITEM:

Is the person providing this care licensed by the government or approved by a family daycare agency?

Was the amount you paid for this care subsidized by the government?

Approximately how much would this care arrangement cost for . . . per week if it were not subsidized?

is this fourth care arrangement a babysitting cooperative in which you are expected to provide care

SELECTING A CHILD

Assign 1 selection number to each child aged 6 to 16
On the Selection Odd Label circle the random number under the highest
selection number assigned
Mark the Target Odd circle for the odd whose selection number matches
the random number

What is his/her relationship to...?

How much did you pay for this fourth care arrangement for... during the week of (reference week)?

INTERVIEWER CHECK ITEM:

Does this cost include other services as light house keeping etc.?

Does this fourth caregiver provide receipts?

Do you or a member of your family intend to claim this cost for income tax purposes?

(INTERVIEWER CHECK ITEM:

INTERVIEWER CHECK ITEM:

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Was the amount you paid for this care subsidized by the government?

Approximately how much would this care arrangement cost for . . . per week if it were not subsidized?

is this fourth care arrangement a baby-sitting co-operative in which you are expected to provide care

	Child 1						Child 2						Child 3					
	Age			Page In			Age			Page In			Age			Page In		
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Child's name	<input type="text"/>						<input type="text"/>						<input type="text"/>					
Target child	<input type="radio"/>						<input type="radio"/>						<input type="radio"/>					

[illegible]

- 12 -

- 43 -

1	2	3	4
Working <input type="radio"/>	Working <input type="radio"/>	Working <input type="radio"/>	Working <input type="radio"/>
Studying <input type="radio"/>	Studying <input type="radio"/>	Studying <input type="radio"/>	Studying <input type="radio"/>
Family <input type="radio"/>	Family <input type="radio"/>	Family <input type="radio"/>	Family <input type="radio"/>
Something else <input type="radio"/>	Something else <input type="radio"/>	Something else <input type="radio"/>	Something else <input type="radio"/>
No reservations <input type="radio"/>	No reservations <input type="radio"/>	No reservations <input type="radio"/>	No reservations <input type="radio"/>
Minor reservations <input type="radio"/>	Minor reservations <input type="radio"/>	Minor reservations <input type="radio"/>	Minor reservations <input type="radio"/>
Some important reservations <input type="radio"/>	Some important reservations <input type="radio"/>	Some important reservations <input type="radio"/>	Some important reservations <input type="radio"/>
Major reservations <input type="radio"/>	Major reservations <input type="radio"/>	Major reservations <input type="radio"/>	Major reservations <input type="radio"/>
GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT SECTION

1	2	3	4
Age In <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Age In <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Age In <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Age In <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Child's name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Child's name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Child's name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Child's name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Target child <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Target child <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Target child <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Target child <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

1	2	3	4
Yes <input type="radio"/> No <input type="radio"/> → Go to next child	Yes <input type="radio"/> No <input type="radio"/> → Go to next child	Yes <input type="radio"/> No <input type="radio"/> → Go to next child	Yes <input type="radio"/> No <input type="radio"/> → Go to next section
S M T W T F S 1 2 3 4 5 6 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	S M T W T F S 1 2 3 4 5 6 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	S M T W T F S 1 2 3 4 5 6 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	S M T W T F S 1 2 3 4 5 6 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="text"/> <input type="text"/> Hours	<input type="text"/> <input type="text"/> Hours	<input type="text"/> <input type="text"/> Hours	<input type="text"/> <input type="text"/> Hours
Yes <input type="radio"/> No <input type="radio"/> No other children <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> No other children <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> No other children <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> No other children <input type="radio"/>
No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/> Major reservations <input type="radio"/>	No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/> Major reservations <input type="radio"/>	No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/> Major reservations <input type="radio"/>	No reservations <input type="radio"/> Minor reservations <input type="radio"/> Some important reservations <input type="radio"/> Major reservations <input type="radio"/>
SPECIFY <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Same reservations as first child <input type="radio"/> OR SPECIFY <input type="radio"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Same reservations as first child <input type="radio"/> OR SPECIFY <input type="radio"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Same reservations as first child <input type="radio"/> OR SPECIFY <input type="radio"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT SECTION

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9-5123-2029

- 48 -

1-5107-2091

SELECTING A CHILD

- a more than one child under the age of 15 in the family
- Assign a random number to each child aged 0 to 8
- Assign a random number to each child aged 9 to 13
- On the Random Old Label draw the random number under the highest number
- Write the "Target Child" code for the child whose selection number matches the random number

1	2	3	4
Page 1 Age <input type="text"/> <input type="text"/> <input type="text"/> Child's name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Target child <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Page 1 Age <input type="text"/> <input type="text"/> <input type="text"/> Child's name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Target child <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Page 1 Age <input type="text"/> <input type="text"/> <input type="text"/> Child's name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Target child <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Page 1 Age <input type="text"/> <input type="text"/> <input type="text"/> Child's name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Target child <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

N. CHILD IN OWN CARE	
<p>N1. Frequently, children look after themselves while their parents are working or studying. Last week, were there any times when any of your children were taking care of themselves while you were working or studying?</p> <p>Yes <input type="radio"/> → Difference which child(ren) in N10 and complete the appropriate item.</p> <p>No <input type="radio"/> → Go to Section O</p>	<p>N10. INTERVIEWER: Indicate for each child if he/she was in own care during reference week</p> <p>N11. On which day(s) during the week of (reference week) was ... in his/her own care?</p> <p>N12. In total, for how many hours was ... in his/her own care while you were working or studying during the week of (reference week)?</p> <p>N13. While ... was taking care of him/herself during the week of (reference week) was your main activity, ...</p> <ul style="list-style-type: none"> • working at a job or business OR • studying? <p>N14. Overall, how do you feel about this care arrangement for ...?</p> <p>Would you say you have, ...</p> <ul style="list-style-type: none"> • no reservations, • minor reservations, • some important reservations, OR • major reservations about this arrangement? <p>N15. What are these reservations?</p>

1	2	3	4
Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>
No <input type="radio"/> → Go to next child	No <input type="radio"/> → Go to next child	No <input type="radio"/> → Go to next child	No <input type="radio"/> → Go to next section
S M T W T F S 1 2 3 4 5 6 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	S M T W T F S 1 2 3 4 5 6 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	S M T W T F S 1 2 3 4 5 6 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	S M T W T F S 1 2 3 4 5 6 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="text"/> Hours	<input type="text"/> Hours	<input type="text"/> Hours	<input type="text"/> Hours
Working <input type="radio"/>	Working <input type="radio"/>	Working <input type="radio"/>	Working <input type="radio"/>
Studying <input type="radio"/>	Studying <input type="radio"/>	Studying <input type="radio"/>	Studying <input type="radio"/>
No reservations <input type="radio"/> → Go to next child	No reservations <input type="radio"/> → Go to next child	No reservations <input type="radio"/> → Go to next child	No reservations <input type="radio"/> → Go to next section
Minor reservations <input type="radio"/>	Minor reservations <input type="radio"/>	Minor reservations <input type="radio"/>	Minor reservations <input type="radio"/>
Some important reservations <input type="radio"/>	Some important reservations <input type="radio"/>	Some important reservations <input type="radio"/>	Some important reservations <input type="radio"/>
Major reservations <input type="radio"/>	Major reservations <input type="radio"/>	Major reservations <input type="radio"/>	Major reservations <input type="radio"/>
SPECIFY	Same reservations as first child OR SPECIFY	Same reservations as first child OR SPECIFY	Same reservations as first child OR SPECIFY
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT SECTION

SELECTING A CHILD

Assign 1 selection numbers to each child aged 0 to 5
Assign 1 selection number to each child aged 6 to 12
On the Selection Card Label enter the random number
selection number assigned
Mark the Target Child circle for the child whose selection
the random number

Selection Grid Label Goes Here

O. PREFERRED CHILD CARE ARRANGEMENTS

01. INTERVIEWER CHECK ITEM:
(Form 05 for Designated Adult)

It yos in ham 10... !O Go to O10

Otherwise 20 Go to SECTION Q

Q10. Given your current work schedule and your present income, which type of arrangement would you most prefer to use for ... while you are working?
(Mark only one unless the respondent would prefer to use a combination of arrangements):

Daycare center

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-relative in another home

Would you prefer that this caregiver be a licensed family home care provider?

Care by your spouse/partner

Care by a brother/sister of your child

Case by other relative

Care by you while working

child in his/her own care

22

BA

Child is currently at school during

Child is currently at school during
the hours you work \longrightarrow No need for care

11. Are you currently using this arrangement (these arrangements) for...?

12. What factors are preventing you from using this type (these types) of care for...? (Mark all that apply)

costs too much

no method is not available

poor quality in options that are available

Transportation problem:

child has special needs that make
this type of care unsuitable.

may not match your work schedule

some other factor

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	1	2	3	4
PgLn	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Age	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Child's name	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Target date	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1	2	3	4
Daycare centre 01○ <div style="border: 1px solid black; padding: 2px;">Yes 02○ No 03○ No preference 04○</div> Nursery school program 05○ Before or after school program 06○ Non-relative at home 07○ Non-relative in another home 08○ <div style="border: 1px solid black; padding: 2px;">Yes 09○ No 10○ No preference 11○</div> Spouse/partner 12○ Brother/sister 13○ Other relative 14○ You while working 15○ Child in his/her own care 16○ Child at school - no need for care 17○ Go next child	Daycare centre 01○ <div style="border: 1px solid black; padding: 2px;">Yes 02○ No 03○ No preference 04○</div> Nursery school program 05○ Before or after school program 06○ Non-relative at home 07○ Non-relative in another home 08○ <div style="border: 1px solid black; padding: 2px;">Yes 09○ No 10○ No preference 11○</div> Spouse/partner 12○ Brother/sister 13○ Other relative 14○ You while working 15○ Child in his/her own care 16○ Child at school - no need for care 17○ Go next child	Daycare centre 01○ <div style="border: 1px solid black; padding: 2px;">Yes 02○ No 03○ No preference 04○</div> Nursery school program 05○ Before or after school program 06○ Non-relative at home 07○ Non-relative in another home 08○ <div style="border: 1px solid black; padding: 2px;">Yes 09○ No 10○ No preference 11○</div> Spouse/partner 12○ Brother/sister 13○ Other relative 14○ You while working 15○ Child in his/her own care 16○ Child at school - no need for care 17○ Go next section	Daycare centre 01○ <div style="border: 1px solid black; padding: 2px;">Yes 02○ No 03○ No preference 04○</div> Nursery school program 05○ Before or after school program 06○ Non-relative at home 07○ Non-relative in another home 08○ <div style="border: 1px solid black; padding: 2px;">Yes 09○ No 10○ No preference 11○</div> Spouse/partner 12○ Brother/sister 13○ Other relative 14○ You while working 15○ Child in his/her own care 16○ Child at school - no need for care 17○ Go next section
Cost 1○ Care method not available 2○ Quality 3○ Transportation 4○ Child's special needs 5○ Work schedule 6○ Other (Specify) 7○ <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div>	Cost 1○ Care method not available 2○ Quality 3○ Transportation 4○ Child's special needs 5○ Work schedule 6○ Other (Specify) 7○ <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div>	Cost 1○ Care method not available 2○ Quality 3○ Transportation 4○ Child's special needs 5○ Work schedule 6○ Other (Specify) 7○ <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div>	Cost 1○ Care method not available 2○ Quality 3○ Transportation 4○ Child's special needs 5○ Work schedule 6○ Other (Specify) 7○ <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div> <div style="border: 1px solid black; height: 15px;"></div>
GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT CHILD	GO TO NEXT SECTION

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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P. CHILD CARE TENSION ISSUES

P1. INTERVIEWER: Ask if not known:
Does anyone other than you or your spouse look after any of your children (your child) while you are working?
Yes 1 ☐ No 2 ☐ Go to Section Q

P2. Juggling work, family and child care responsibilities can sometimes be a difficult task. Some factors can create tension for parents, while others can reduce tension. Given your current work and child care arrangements, I would like to know how much tension or discomfort you generally feel about each of the following issues. Please tell me on a scale of 1 to 10 how much tension each factor causes you, as you juggle work, family and child care with 1 meaning no tension and 10 a great deal of tension.

	No Tension	1	2	3	4	5	6	7	8	9	10	A Great Deal of Tension
The total number of hours you are working each week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your work schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The total number of hours your spouse or partner is working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your spouse/partner's work schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concerns about your child's safety and well-being while you are at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining a balance between work demands and family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting to work on time when dropping off your child at his/her daycare setting or picking him/her up on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling that your job or career is being hampered by family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which you feel your employer/work situation is inflexible or uncaring about your role as a parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working out arrangements with your spouse or partner over who will pick up and drop off your child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being able to talk to your child or caregiver while you are at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worrying that your caregiver or care arrangement may break down or not be available for much longer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduling child care with your spouse or partner so that one of you is generally available to be with your child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing the costs of high quality care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling tired or overwhelmed because of your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P3. Is there any other factor that is causing tension for you as you juggle work, family, and child care responsibilities?
Yes 3 ☐ No 4 ☐ SPECIFY ONLY ONE

P4. While things vary from day to day, overall, how much tension do you feel in juggling work, family and child care responsibilities? Please use the same scale of 1 to 10.

	No Tension	1	2	3	4	5	6	7	8	9	10	A Great Deal of Tension
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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P5. In your current situation, do any of the following factors help reduce the tension or discomfort you might otherwise feel?

	Yes	No	Not applicable
Having a child care provider or arrangement that is flexible and can accommodate your needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling fulfilled because you are working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a child care provider or arrangement that offers you support or advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a backup arrangement you can use if your regular child care arrangement breaks down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a spouse or partner who shares child care responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having older children help out with family and child care responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a stable arrangement for your child(ren) that you feel good about	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a child care provider who does light housekeeping and other chores for you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a child care provider/arrangement who can care for your child(ren) when your child(ren) is/are sick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having an employer or supervisor who is supportive of you in your role as a parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P6. Is there any other factor that helps reduce tension or discomfort for you?
Yes ☐ No ☐ What is that? (Specify one only)

P7. When considering your own needs and those of your family, would you most prefer ...
to work full-time, ☐
to work part-time, ☐
OR
not work at a job or business? ☐
P8. If you had a choice, would you prefer to change the schedule of hours you are currently working?
Yes ☐ No ☐ Go to P10

P9. What changes would you make? (Mark all that apply)
Work only during school hours ☐
Not work evenings ☐
Not work on week-ends ☐
Have consistent hours — No changing shifts ☐
Work no more than 8 hours per shift ☐
Other (Specify)

P10. INTERVIEWER: Does the designated adult have a spouse living in the household?
Yes ☐ No ☐ Go to SECTION Q

P11. When considering your own needs and those of your family, would you most prefer that your spouse ...
work full-time, ☐
work part-time, ☐
OR
not work at a job or business? ☐

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Q. MAIN METHOD EVALUATION																																																																																																	
Q1. INTERVIEWER:	<p>Read: (We have randomly selected one of your children and we are asking you some questions about ... the child care arrangement(s) for the week of (reference week)).</p>																																																																																																
Q2. MAIN METHOD OF CHILD CARE FOR THE WEEK OF (reference week) (Ask if not known):	<p>(Not counting any time spent at school) which of the methods of child care you used most about for the week of (reference week) was the main method at care you used for him/her the week of (reference week) to allow you to work or study? (Mark only one)</p> <table border="0"> <tr> <td> <p>Case in a pre-junior kindergarten program or nursery school program <input type="radio"/> Go to Q3</p> <p>Case in a daycare centre (including at workplace) <input type="radio"/></p> <p>Case in a bottle or after school program <input type="radio"/> Go to Q2a (p. 82)</p> <p>Case in someone else's home by a non-relative <input type="radio"/> Go to Q47 (p. 66)</p> <p>Case in someone else's home by a relative <input type="radio"/> Go to Q38 (p. 74)</p> <p>Case in own home by a non-relative <input type="radio"/> Go to Q12 (p. 70)</p> <p>Case in own home by spouse <input type="radio"/></p> <p>Case by spouse while working <input type="radio"/></p> <p>Case by designated adult while working (at home or outside home) <input type="radio"/></p> <p>Case in own home by brother or sister <input type="radio"/></p> <p>Case in own home by other relative <input type="radio"/></p> <p>Child in his/her own care <input type="radio"/></p> <p>Did not use a care arrangement during reference week <input type="radio"/> Go to S (p. 80)</p> </td> <td> <p>Q3. 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Q16. Did you experience any of the following difficulties when you were looking for this care arrangement for ...?		Yes	No	Not Applicable
Knowing where to get information about available child care?		01	02	03
Finding good quality caregivers?		01	02	03
Knowing what to look for to ensure good quality care for your child?		01	02	03
Finding out about available caregivers?		01	02	03
Visiting homes or daycare centres during the day?		01	02	03
Did you have any difficulties in finding care for the hours you needed it?		01	02	03
How about having few or no options to choose from?		01	02	03
Not having enough time to consider alternatives?		01	02	03
Finding good quality care that you could afford?		01	02	03
Trusting someone you didn't know to care for your child?		01	02	03

Q17. Did you experience any other difficulties I haven't mentioned?		Yes 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Yes 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		

Q18. When deciding on ... the child care arrangement how important was each of the following factors? Was it very important, somewhat important, or not important at all?		Very Important	Somewhat Important	Not Important	Not Applicable
The caregiver provide care in your home?		01	02	03	04
The caregiver or arrangement accommodate more than one child in your family?		01	02	03	04
The caregiver or arrangement would provide care when your child is sick?		01	02	03	04
The caregiver would give you receipts?		01	02	03	04
The care arrangement was subsidized?		01	02	03	04
The caregiver/arrangement have a similar language or cultural background to your own?		01	02	03	04

Q19. Different methods of child care can affect children in different ways, some positively and some negatively. Considering the main care arrangement you used for ... the week of (reference week) has this arrangement had any specific positive effects on him/her?		Yes 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Yes 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		

Q23. (Ask if not known)
Are you paying for the main care arrangement that you used for... the week of (reference week)?

Yes ☐ No ☐ → Go to Q17 (p. 78)

Q24. Suppose the cost of this care arrangement was to increase. Which of the following categories best describes by how much it would have to increase before you would start looking for another care arrangement for...?

By 0% you can't afford any increase ☐ By 25% ☐ By 50% ☐ By 100% ☐

OR

You wouldn't consider/look for another child care arrangement even if the cost were than doubled ☐

Q25. Which of the following categories best describes by how much it would have to increase before you would quit your job (or schooling)?

By 0% you can't afford any increase ☐ By 25% ☐ By 50% ☐ By 100% ☐

OR

You wouldn't consider quitting your job (or schooling) even if the cost were than doubled ☐

Go to Q17 (p. 78)

BEFORE OR AFTER SCHOOL PROGRAM

Q26. When did you most recently begin to use this program as your main care arrangement for...?

Month Year

Q27. If you had known about licensed family home daycare providers before you began using it, when you made this main care arrangement for...?

Yes ☐ No ☐ → Go to Q29

Q28. If you had known about licensed family home daycare providers before you began using it, when you made this main care arrangement for...?

Yes ☐ No ☐ → Go to Q30

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	Yes	No	Not Applicable
Knowing where to get information about available child care?	01 ○	01 ○	03 ○
Finding good quality caregivers?	01 ○	06 ○	93 ○
Knowing what to look for to ensure good quality care for your child?	01 ○	06 ○	93 ○
Finding out about available caregivers?	10 ○	11 ○	12 ○
Visiting homes or daycare centres during the day?	11 ○	21 ○	15 ○
Did you have any difficulties in finding care for the hours you needed it?	10 ○	12 ○	18 ○
How about having few or no options to choose from?	10 ○	20 ○	21 ○
Not having enough time to consider alternatives?	21 ○	21 ○	21 ○
Finding good quality care that you could afford?	21 ○	20 ○	21 ○
Trusting someone you didn't know to care for your child?	28 ○	29 ○	30 ○

Yos' O → What were they?

	Very Important	Somewhat Important	Not Important	Not Applicable
..... the caregiver provide care in your home?	91	07	01	01
..... the caregiver or arrangement accommodate more than one child in your family?	95	08	07	08
..... the caregiver or arrangement would provide care when your child is sick?	09	10	11	17
..... the caregiver would give you receipts?	13	16	15	16
..... the care arrangement was subsidized?	17	18	19	20
..... the caregiver/arrangement have a similar language or cultural background to your own?	21	22	23	27

What are those effects?

[illegible]

What are these effects?

[illegible]

4-5103-209)

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View	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	N/A
the convenience of the location	61%	32%	14%	0%
the cost of the care.....	66%	29%	0%	10%
the availability of care for the hours you need it	61%	33%	11%	1%
the transportation between the school and this program	68%	17%	0%	20%
the quality of food served	71%	22%	7%	2%
Cleanliness and safety	78%	21%	2%	0%
The number of caregivers for children	71%	33%	3%	3%
The caregivers' education and training related to child care	76%	31%	0%	10%
The caregivers' skills and experience in working with children	61%	43%	4%	1%
The caregivers' sensitivity to your child's needs	60%	48%	4%	0%
The availability of interesting learning activities for your child's age group.....	51%	53%	51%	0%
Communication between you and the caregivers	56%	58%	5%	0%
The amount of turnover among staff	61%	63%	6%	0%
The amount of influence you have in decisions that affect your child's program	66%	38%	6%	0%
The size and design of indoor play space	71%	22%	1%	0%
The available indoor toys and equipment	76%	17%	7%	0%
The outdoor play space, toys and equipment	61%	33%	6%	0%

Q12: Is there anything else you would like to tell me about that you are particularly satisfied with about this core arrangement?

Yes! What is it?

[illegible]

Q43. Is there anything else that you are particularly dissatisfied with?

Yes, O — What is it?

[illegible]

Q. 01

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3

[illegible]

Q61. Did you experience any of the following difficulties when you were looking for this care arrangement for ...?		Yes	No	Not Applicable
Knowing where to get information about available child care?		01	00	11
Finding good quality caregivers?		01	00	11
Knowing what to look for to ensure good quality care for your child?		01	00	11
Finding out about available caregivers?		10	10	12
Visiting homes or daycare centres during the day?		12	10	13
Did you have any difficulties in finding care for the hours you needed it?		14	10	16
How about having few or no options to choose from?		16	20	21
Not having enough time to consider alternatives?		22	20	21
Finding good quality care that you could afford?		23	20	21
Trusting someone you didn't know to care for your child?		28	20	30

Q62. Did you experience any other difficulties I haven't mentioned?		Yes 1	0	1	2	3	4	5	6	7	8	9	10
Yes 1 0 — What were they?													

Q63. When deciding on ...'s child care arrangement how important was each of the following factors? Was it very important, somewhat important, or not important that ...?		Very Important	Somewhat Important	Not Important	Not Applicable
The caregiver provides care in your home?		01	07	00	01
The caregiver or arrangement accommodates more than one child in your family?		05	06	01	04
The caregiver or arrangement would provide care when your child is sick?		09	10	11	12
The caregiver would give you a receipt?		13	11	10	11
The care arrangement was subsidized?		17	18	10	20
The caregiver/arrangement have a similar language or cultural background to your own?		21	22	20	21

Q64. Different methods of child care can affect children in different ways, some positively and some negatively. Considering the main care arrangement you used for ... the week of (reference week) has this arrangement had any specific positive effects on him/her?

Yes 3 0 — What are these effects?

1.

2.

3.

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6

"

6

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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Q89. Has this arrangement had any specific negative effects on ...?

Yes ☐ No ☐ What are these effects?

1.

2.

3.

No ☐

Q90. How satisfied are you with your main care arrangement for ... in terms of the following aspects? Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied with ...?

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	N/A
The cost of the care	01	02	03	04	05
The availability of care for the hours you need it	06	07	08	09	10
The availability of playmates/friends for your child	11	12	13	14	15
The number of times your caregiver has been unavailable	16	17	18	19	20
The caregiver's training related to child care	21	22	23	24	25
The caregiver's skills and experience in working with children	26	27	28	29	30
The caregiver's sensitivity to your child's needs	31	32	33	34	35
Communication between you and the caregiver	36	37	38	39	40
The caregiver's approach to discipline	41	42	43	44	45
The amount of television watched	46	47	48	49	50
The variety of activities your child is involved in during the day	51	52	53	54	55
The caregiver's supervision of your child when he/she is playing outside	56	57	58	59	60

Q91. Is there anything else you would like to tell me about that you are particularly satisfied with about this care arrangement?

Yes ☐ No ☐ What is it?

1.

2.

3.

Q92. Is there anything else that you are particularly dissatisfied with?

Yes ☐ No ☐ What is it?

1.

2.

3.

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Q85. Did you experience any of the following difficulties when you were looking for this care arrangement for ...?

	Yes	No	Not Applicable
Knowing where to get information about available child care?	01	02	03
Finding good quality caregivers?	04	05	06
Knowing what to look for to ensure good quality care for your child?	07	08	09
Finding out about available caregivers?	10	11	12
Visiting homes or daycare centres during the day?	13	14	15
Did you have any difficulties in finding care for the hours you needed it?	16	17	18
How about having few or no options to choose from?	19	20	21
Not having enough time to consider alternatives?	22	23	24
Finding good quality care that you could afford?	25	26	27
Trusting someone you didn't know to care for your child?	28	29	30

Q86. Did you experience any other difficulties I haven't mentioned?

Yes ☐ No ☐ What were they?

1.

2.

3.

Q87. When deciding on ...'s child care arrangement how important was each of the following factors? Was it very important, somewhat important, or not important at all?

	Very Important	Somewhat Important	Not Important
The caregiver provide care in your home?	01	02	03
The caregiver or arrangement accommodate more than one child in your family?	04	05	06
The caregiver or arrangement would provide care when your child is sick?	07	08	09
The caregiver would give you receipts?	10	11	12
The care arrangement was subsidised?	13	14	15
The caregiver/arrangement have a similar language or cultural background to your own?	16	17	18
Different methods of child care can affect children in different ways, some positively and some negatively, some negatively and some positively. Which method of care arrangement you used for ... the least of (reference week) has this arrangement had any specific positive effects on him/her?	19	20	21

Q88. Different methods of child care can affect children in different ways, some positively and some negatively, some negatively and some positively. Which method of care arrangement you used for ... the least of (reference week) has this arrangement had any specific positive effects on him/her?

Yes ☐ No ☐ What are these effects?

1.

2.

3.

8-103-209.1

1	2	3	4
Page	Page	Page	Page
Child's name	Child's name	Child's name	Child's name
Age	Age	Age	Age
Target child	Target child	Target child	Target child

[illegible]

1	2	3	4
Age	Age	Age	Age
Child's name	Child's name	Child's name	Child's name
Target child	Target child	Target child	Target child

Q108. Did you experience any of the following difficulties when you were looking for this care arrangement for...?

	Yes	No	Not Applicable
Knowing where to get information about available childcare?	01	02	03
Finding good quality caregivers?	01	02	03
Knowing what to look for to ensure good quality care for your child?	01	02	03
Finding out about available caregivers?	01	02	03
Visiting homes or daycare centres during the day?	01	02	03
Did you have any difficulties in finding care for the hours you needed it?	01	02	03
How about having few or no options to choose from?	01	02	03
Not having enough time to consider alternatives?	01	02	03
Finding good quality care that you could afford?	01	02	03
Trusting someone you didn't know to care for your child?	01	02	03

Q109. Did you experience any other difficulties I haven't mentioned?

Yes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

No: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

Q110. INTERVIEWER CHECK ITEM:

- If Q2 (page 58) = 05 (care in someone else's home by a relative) 3 0 Go to Q111
- If Q2 (page 58) = 11 (care in own home by other relative) 4 0 Go to Q112
- Otherwise 5 0 Go to Q117

Q111. When deciding on... child care arrangement how important was each of the following factors? Was it very important, somewhat important, or not important that...

	Very Important	Somewhat Important	Not Important	Not Applicable
The caregiver provide care in your home?	01	02	03	04
The caregiver or arrangement accommodate more than one child in your family?	01	02	03	04
The caregiver or arrangement would provide care when your child is sick?	01	02	03	04
The caregiver would give you receipts?	01	02	03	04
The care arrangement was subsidised?	01	02	03	04
The caregiver/arrangement have a similar language or cultural background to your own?	01	02	03	04

1	2	3	4
Age	Age	Age	Age
Child's name	Child's name	Child's name	Child's name
Target child	Target child	Target child	Target child

Q112. How satisfied are you with your main care arrangement for... in terms of the following aspects? Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied with...?

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	N/A
The convenience of the location	01	02	03	04	05
The cost of care	01	02	03	04	05
The availability of care for the hours you need it	01	02	03	04	05
The number of children present	01	02	03	04	05
The availability of playmates/friends for your child	01	02	03	04	05
The number of times your caregiver has been unavailable	01	02	03	04	05
The caregiver's sensitivity to your child's needs	01	02	03	04	05
The ease of discussing things you would like your relative to do differently	01	02	03	04	05
The caregiver's approach to discipline	01	02	03	04	05
The quality of the indoor play space used for child care	01	02	03	04	05
The available indoor toys, materials and equipment	01	02	03	04	05
The outdoor play space, toys and equipment	01	02	03	04	05
The variety of activities your child is involved in during the day	01	02	03	04	05
The amount of television watched	01	02	03	04	05
The caregiver's supervision of your child when he/she is playing outside	01	02	03	04	05

GO TO Q114

Q113. How satisfied are you with your main care arrangement for... in terms of the following aspects? Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied with...?

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	N/A
The cost of the care	01	02	03	04	05
The availability of care for the hours you need it	01	02	03	04	05
The availability of playmates/friends for your child	01	02	03	04	05
The number of times your caregiver has been unavailable	01	02	03	04	05
The ease of communication between you and the caregiver about things you would like him/her to do differently	01	02	03	04	05
The caregiver's approach to discipline	01	02	03	04	05
The variety of activities your child is involved in during the day	01	02	03	04	05
The amount of television watched	01	02	03	04	05
The caregiver's supervision of your child when he/she is playing outside	01	02	03	04	05

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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Q114. (Ask if not known)
Are you paying for the main care arrangement that you used for ... the week of (REFERENCE WEEK)?

Yes ☐ No ☐ → Go to SECTION 5

Q115. Suppose the cost of this care arrangement was to increase. Which of the following categories best describes by how much it would have to increase in order for you to start looking for another care arrangement for ...?

By 0%, you can't afford any increase ☐ By 25% ☐ By 50% ☐ By 100% ☐

OR

You wouldn't consider looking for another child care arrangement even if the cost were than doubled ☐

Q116. Which of the following categories best describes by how much it would have to increase before you would quit your job (or schooling)?

By 0%, you can't afford any increase ☐ By 25% ☐ By 50% ☐ By 100% ☐

OR

You wouldn't consider quitting your job (or schooling) even if the cost were more than doubled ☐

COMBINATION ARRANGEMENTS

Q117. In addition to the main care arrangement that you used for ... the week of (REFERENCE WEEK) did you use any other arrangement to allow you to work or study?

Yes ☐ No ☐ → Go to SECTION 5

Q118. Do you use this combination on a regular basis?

Yes ☐ No ☐ → Go to SECTION 5

Q119. What are the reasons you have decided to use this combination of arrangements for ...?

To cover the hours you work/study ☐ Yes No ☐

To reduce the costs of care ☐ Yes No ☐

To give your child a mix of experiences ☐ Yes No ☐

Because a relative/pouse/sibling is available part of the time ☐ Yes No ☐

Because of some other reason ☐ Yes No ☐

What is this reason?

Q120. Have you experienced either of the following problems while using this combination of arrangements for ...?

Frequent breakdown in arrangements and juggling ☐ Yes No ☐

Difficulties in arranging transport, meals and other child care arrangements ☐ Yes No ☐

Go to SECTION 5

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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R. TENSION ISSUES FOR NON-WORKING DESIGNATED ADULTS

R1. INTERVIEWER CHECK ITEM: (From 05 for Designated Adult)

• If "no" in item 30 ☐ 1 • Go to R2

• Otherwise ☐ 2 • Go to SECTION 5

R2. Juggling home-making responsibilities and your own needs with children's schedules and other aspects of family life can be a difficult task. Current social attitudes towards employment can also be a source of tension for parents who are not working at a job for pay. Given your current at-home responsibilities, please indicate how much tension or discomfort you feel about each of the following. Please use a scale of 1 to 10 where 1 means no tension and 10 means a great deal of tension.

	No Tension	1	2	3	4	5	6	7	8	9	10	Great Deal of Tension
Not having enough time for yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having to do without things for your children that you could afford if you were employed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having the major responsibility for child rearing and care in your family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling isolated from other adults during the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with social attitudes that seem to value income over full-time parenting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling concerned about finding a job at a future time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling that your job or career is being hampered by family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling that your children (if/are) too dependent on you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

R3. Is there any other factor that is causing tension for you as an at-home parent?

Yes ☐ No ☐ What is it?

R4. Taking everything into consideration, overall, how much tension do you feel in your current situation? Please use the same 10 point scale as before.

No Tension ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ Great Deal of Tension

R5. In your current situation of being at home with your children how much do the following factors help reduce the tension or discomfort that you might otherwise feel if you were in the paid labour force? Please use a scale of 1 to 10 where 1 means the factor does not reduce tension at all and 10 means the factor helps to reduce tension a great deal.

	Does not reduce tension	1	2	3	4	5	6	7	8	9	10	Reduces tension a great deal
Knowing on a first hand basis how your child spends his/her day and being there if he/she needs or wants you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling that you are being a good parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to be involved in parent groups or neighbourhood activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not having to deal with unpleasant work situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being the primary influence in your child's development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

R6. Are there any other factors that help reduce tension or which are a source of satisfaction to you?

Yes ☐ No ☐ What are these?

1	2	3	4
Page	Page	Page	Page
Child's name	Child's name	Child's name	Child's name
Age	Age	Age	Age
Target child	Target child	Target child	Target child

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S. 12-MONTH WORK STUDY PROGRAM
The next questions are about your family's work activities during the past 12 months, that is from October 1987 to September 1988.

S1. During the 12 month period from October 1987 to September 1988 did you work at a job or business for at least one month?
Yes ☐ No ☐ Go to S4

S2. During those 12 months, in how many weeks did you work at a job or business?
Weeks

S3. Was your work in that period entirely full-time, entirely part-time, or some of each? By full-time I mean 30 hours or more a week?
Entirely full-time ☐ Entirely part-time ☐ Some of each ☐

S4. During the 12 month period from October 1987 to September 1988, did you attend a school, college or university as a full-time student for at least one month?
Yes ☐ No ☐

S5. INTERVIEWER:
Does the designated adult have a spouse living in the household?
Yes ☐ No ☐ Go to S10

S6. During the 12 month period from October 1987 to September 1988 did your spouse/partner work at a job for at least one month?
Yes ☐ No ☐ Go to S9

S7. During those 12 months, in how many weeks did he/she work at a job or business?
Weeks

S8. Was his/her work in that period entirely full-time, entirely part-time or some of each? By full-time I mean 30 hours or more a week?
Entirely full-time ☐ Entirely part-time ☐ Some of each ☐

S9. During the 12 month period from October 1987 to September 1988, did he/she attend school, college or university as a full-time student for at least one month?
Yes ☐ No ☐

S10. INTERVIEWER CHECK ITEM: (Form 06)
If "Yes" in S1 ☐ Go to S12
If "Yes" in S4 ☐ Go to S14
Otherwise ☐ Go to S11

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?
Yes ☐ No ☐ Go to Section V (p. 80)

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1	2	3	4
Page	Page	Page	Page
Child's name	Child's name	Child's name	Child's name
Age	Age	Age	Age
Target child	Target child	Target child	Target child

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S12. INTERVIEWER:
If target child has not already been introduced read the introduction below if there is more than one child.
We have randomly selected one of your children, ... and I'd like to ask you some questions about how ...'s child care arrangements have affected your work over the past 12 months.

S13. During the 12 month period from October 1987 to September 1988, approximately ...?
How many days of work did you miss because ... was ill?
How many days of work did you miss because your child care arrangements for ... fell through?
How many times were you late for work because ... was ill?
How many times were you late for work because your child care arrangements for ... fell through?
How many times did you have to leave work suddenly because ... was ill?
How many times did you have to leave work suddenly because your child care arrangements for ... fell through?
GO TO SECTION I

S14. INTERVIEWER:
We have randomly selected one of your children, ...

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1	2	3	4
Page	Page	Page	Page
Age	Age	Age	Age
Child's name	Child's name	Child's name	Child's name
Target child	Target child	Target child	Target child

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T. 12 MONTH CHILD CARE ARRANGEMENTS The next questions are about the main method(s) of child care used for the 12-month period from October 1987 to September 1988. Were you or your spouse ever interested in care arrangements you used for one month or longer?	
T1. I'd like you to think back to the first main care arrangement you used for... for one month or longer since October 1987. Please include periods of time for which you or your spouse were the main caregiver. If you used more than one main care arrangement as a care arrangement, was this first care arrangement the same one you used for... during (calendar week)? Yes <input type="radio"/> No <input type="radio"/> Go to T3	T6. Was this caregiver licensed or approved by a family home daycare agency? Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>
T2. Have you used this arrangement continuously from then until (calendar week), that is, with no breaks of more than a month? Yes <input type="radio"/> No <input type="radio"/> Go to SECTION U (p. 69)	T7. When did you start using this care arrangement for...? Month Year
T3. Since October 1987, which of the following was the first main method of care you used for... for a month or longer? (Mark only one) A daycare centre <input type="radio"/> A before or after school program... <input type="radio"/> A pre-kindergarten, junior kindergarten, or nursery school program... <input type="radio"/> A special summer program... <input type="radio"/> You look care of... <input type="radio"/> Your spouse look care of... <input type="radio"/> An older brother/sister look care of... <input type="radio"/> ... look care of himself/herself... <input type="radio"/> A babysitter, nanny or relative look care of... <input type="radio"/> ... was in some other type of care <input type="radio"/> Specify	T8. When did you stop using this care arrangement for...? Month Year
T4. Was this care given in your own home, in someone else's home, or somewhere else altogether? In own home <input type="radio"/> Someone else's home <input type="radio"/> Somewhere else <input type="radio"/>	T9. What was the main reason you stopped using this as your main care arrangement for...? Caregiver/program no longer available <input type="radio"/> Dissatisfied with caregiver/program... <input type="radio"/> Other (Specify one reason) <input type="radio"/>
T5. Was this care given by a relative? Yes <input type="radio"/> No <input type="radio"/> Go to T7	T10. When... was in this arrangement what was your main activity? (Mark only one) Working at a full-time job or business <input type="radio"/> Working at a part-time job or business <input type="radio"/> Full-time student <input type="radio"/> Part-time student <input type="radio"/> Caring for family's needs <input type="radio"/> Without work and looking for work <input type="radio"/> Other (specify) <input type="radio"/>
T11. INTERVIEWER: Does Designated Adult have a spouse living in the household? Yes <input type="radio"/> No <input type="radio"/> Go to T13	

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1	2	3	4
Page	Page	Page	Page
Age	Age	Age	Age
Child's name	Child's name	Child's name	Child's name
Target child	Target child	Target child	Target child

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T12. What was your spouse's/partner's main activity when was in this care arrangement? (Mark only one) Working at a full-time job or business <input type="radio"/> Working at a part-time job or business <input type="radio"/> Full-time student <input type="radio"/> Part-time student <input type="radio"/> Caring for family's needs <input type="radio"/> Without work and looking for work <input type="radio"/> Other (specify) <input type="radio"/>	T17. Was this care given by a relative? Yes <input type="radio"/> No <input type="radio"/> Go to T19
T13. Was the next main care arrangement you used for... the same as the one you used for him/her during the week of (calendar week)? Yes <input type="radio"/> No <input type="radio"/> Go to SECTION U (p. 69)	T18. When did you start using this care arrangement for...? Month Year
T14. Have you used this arrangement continuously from then until (calendar week), that is, with no breaks of more than a month? Yes <input type="radio"/> No <input type="radio"/> Go to SECTION U (p. 69)	T19. What was the main reason you stopped using this as your main care arrangement for...? Caregiver/program no longer available <input type="radio"/> Dissatisfied with caregiver/program... <input type="radio"/> Other (Specify one reason) <input type="radio"/>
T15. What is the next main method of care you used for... for a month or longer? (Mark only one) A daycare centre <input type="radio"/> A before or after school program... <input type="radio"/> A pre-kindergarten, junior kindergarten, or nursery school program... <input type="radio"/> A special summer program... <input type="radio"/> You look care of... <input type="radio"/> Your spouse look care of... <input type="radio"/> An older brother/sister look care of... <input type="radio"/> ... look care of himself/herself... <input type="radio"/> A babysitter, nanny or relative look care of... <input type="radio"/> ... was in some other type of care <input type="radio"/> Specify	T20. When... was in this arrangement what was your main activity? (Mark only one) Working at a full-time job or business <input type="radio"/> Working at a part-time job or business <input type="radio"/> Full-time student <input type="radio"/> Part-time student <input type="radio"/> Caring for family's needs <input type="radio"/> Without work and looking for work <input type="radio"/> Other (specify) <input type="radio"/>
T21. INTERVIEWER: Does Designated Adult have a spouse living in the household? Yes <input type="radio"/> No <input type="radio"/> Go to T23	

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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<p>124. What was your spouse/partner's main activity when ... was in this care arrangement? (Mark only one)</p> <p>Working at a full-time job or business 1 <input type="radio"/></p> <p>Working at a part-time job or business 2 <input type="radio"/></p> <p>Full-time student 3 <input type="radio"/></p> <p>Part-time student 4 <input type="radio"/></p> <p>Caring for family's needs 5 <input type="radio"/></p> <p>Without work and looking for work 6 <input type="radio"/></p> <p>Other (specify) 7 <input type="radio"/></p> <p>When did you start using this care arrangement for ...? Month Year</p>	<p>125. Was the next main care arrangement you used for ... the same as the one used for him/her during the week of (reference week)?</p> <p>Yes 1 <input type="radio"/></p> <p>No 2 <input type="radio"/> Go to T27</p>	<p>126. Have you used this arrangement continuously from then until (reference week), that is, with no breaks of more than a month?</p> <p>Yes 3 <input type="radio"/> Go to SECTION U (p. 86)</p> <p>No 4 <input type="radio"/></p>	<p>127. What is the next main method of care you used for ... for a month or longer? (Mark only one)</p> <p>A daycare centre 1 <input type="radio"/></p> <p>A before or after school program 2 <input type="radio"/></p> <p>A pre-kindergarten, junior kindergarten, or nursery school program 3 <input type="radio"/></p> <p>A special summer program 4 <input type="radio"/></p> <p>You look care of ... 5 <input type="radio"/></p> <p>Your spouse took care of ... 6 <input type="radio"/></p> <p>An older brother/sister took care of ... 7 <input type="radio"/></p> <p>... took care of him/herself 8 <input type="radio"/></p> <p>... was in some other type of care 9 <input type="radio"/></p> <p>Specify</p>	<p>128. Was this care given in your own home, in someone else's home, or somewhere else altogether?</p> <p>In own home 1 <input type="radio"/></p> <p>Someone else's home 2 <input type="radio"/></p> <p>Somewhere else 3 <input type="radio"/></p>
<p>129. What was your spouse/partner's main activity when ... was in this care arrangement? (Mark only one)</p> <p>Working at a full-time job or business 1 <input type="radio"/></p> <p>Working at a part-time job or business 2 <input type="radio"/></p> <p>Full-time student 3 <input type="radio"/></p> <p>Part-time student 4 <input type="radio"/></p> <p>Caring for family's needs 5 <input type="radio"/></p> <p>Without work and looking for work 6 <input type="radio"/></p> <p>Other (specify) 7 <input type="radio"/></p> <p>When did you start using this care arrangement for ...? Month Year</p>	<p>130. Was this caregiver licensed or approved by a family home daycare agency?</p> <p>Yes 1 <input type="radio"/></p> <p>No 2 <input type="radio"/></p> <p>Don't know 3 <input type="radio"/></p>	<p>131. When did you start using this care arrangement for ...? Month Year</p>	<p>132. What was the main reason you stopped using this as your main care arrangement for ...? (Mark only one)</p> <p>Caregiver/program no longer available 1 <input type="radio"/></p> <p>Discontinued with caregiver/program 2 <input type="radio"/></p> <p>Other (Specify one reason) 3 <input type="radio"/></p>	<p>133. What was the main reason you stopped using this as your main care arrangement for ...? (Mark only one)</p> <p>Caregiver/program no longer available 1 <input type="radio"/></p> <p>Discontinued with caregiver/program 2 <input type="radio"/></p> <p>Other (Specify one reason) 3 <input type="radio"/></p>
<p>134. When ... was in this arrangement what was your main activity? (Mark only one)</p> <p>Working at a full-time job or business 1 <input type="radio"/></p> <p>Working at a part-time job or business 2 <input type="radio"/></p> <p>Full-time student 3 <input type="radio"/></p> <p>Part-time student 4 <input type="radio"/></p> <p>Caring for family's needs 5 <input type="radio"/></p> <p>Without work and looking for work 6 <input type="radio"/></p> <p>Other (specify) 7 <input type="radio"/></p>	<p>135. INTERVIEWER: Does Designated Adult have a spouse living in the household?</p> <p>Yes 1 <input type="radio"/></p> <p>No 2 <input type="radio"/> Go to T37</p>			

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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<p>136. What was your spouse/partner's main activity when ... was in this care arrangement? (Mark only one)</p> <p>Working at a full-time job or business 1 <input type="radio"/></p> <p>Working at a part-time job or business 2 <input type="radio"/></p> <p>Full-time student 3 <input type="radio"/></p> <p>Part-time student 4 <input type="radio"/></p> <p>Caring for family's needs 5 <input type="radio"/></p> <p>Without work and looking for work 6 <input type="radio"/></p> <p>Other (specify) 7 <input type="radio"/></p> <p>When did you start using this care arrangement for ...? Month Year</p>	<p>137. Was the next main care arrangement you used for ... the same as the one used for him/her during the week of (reference week)?</p> <p>Yes 1 <input type="radio"/></p> <p>No 2 <input type="radio"/> Go to T39</p>	<p>138. Have you used this arrangement continuously from then until (reference week), that is, with no breaks of more than a month?</p> <p>Yes 3 <input type="radio"/> Go to SECTION U (p. 86)</p> <p>No 4 <input type="radio"/></p>	<p>139. What is the next main method of care you used for ... for a month or longer? (Mark only one)</p> <p>A daycare centre 1 <input type="radio"/></p> <p>A before or after school program 2 <input type="radio"/></p> <p>A pre-kindergarten, junior kindergarten, or nursery school program 3 <input type="radio"/></p> <p>A special summer program 4 <input type="radio"/></p> <p>You look care of ... 5 <input type="radio"/></p> <p>Your spouse took care of ... 6 <input type="radio"/></p> <p>An older brother/sister took care of ... 7 <input type="radio"/></p> <p>... took care of him/herself 8 <input type="radio"/></p> <p>... was in some other type of care 9 <input type="radio"/></p> <p>Specify</p>	<p>140. Was this care given in your own home, in someone else's home, or somewhere else altogether?</p> <p>In own home 1 <input type="radio"/></p> <p>Someone else's home 2 <input type="radio"/></p> <p>Somewhere else 3 <input type="radio"/></p>
<p>141. Was this care given by a relative?</p> <p>Yes 1 <input type="radio"/> Go to T43</p> <p>No 2 <input type="radio"/></p>	<p>142. Was this caregiver licensed or approved by a family home daycare agency?</p> <p>Yes 1 <input type="radio"/></p> <p>No 2 <input type="radio"/></p> <p>Don't know 3 <input type="radio"/></p>	<p>143. When did you start using this care arrangement for ...? Month Year</p>	<p>144. When did you stop using this care arrangement for ...? Month Year</p>	<p>145. What was the main reason you stopped using this as your main care arrangement for ...? (Mark only one)</p> <p>Caregiver/program no longer available 1 <input type="radio"/></p> <p>Discontinued with caregiver/program 2 <input type="radio"/></p> <p>Other (Specify one reason) 3 <input type="radio"/></p>
<p>146. When ... was in this arrangement what was your main activity? (Mark only one)</p> <p>Working at a full-time job or business 1 <input type="radio"/></p> <p>Working at a part-time job or business 2 <input type="radio"/></p> <p>Full-time student 3 <input type="radio"/></p> <p>Part-time student 4 <input type="radio"/></p> <p>Caring for family's needs 5 <input type="radio"/></p> <p>Without work and looking for work 6 <input type="radio"/></p> <p>Other (specify) 7 <input type="radio"/></p>	<p>147. INTERVIEWER: Does Designated Adult have a spouse living in the household?</p> <p>Yes 1 <input type="radio"/></p> <p>No 2 <input type="radio"/> Go to T49</p>			

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[illegible]

[illegible]

AGENTS

AGENTS

UT. INTERVIEWER:

IF THE MAJOR CAREGIVER WAS THE DAD/POUSE/SIBLING/CHILD IN OWN CARE ALL YEAR ROUND

Otherwise , O O O O U2

Q. I've just asked you about the main child care arrangements you've had for ... over the past 12 months. The next questions are about the effects these arrangements may have had on your family, in thinking about the arrangements you had for ... during the 12-month period from October 1987 to September 1988, which of the following problems did you experience?

		Yes		No		N/A	
• Caused you to consider leaving a job?	61	61	01	01	01	01	01
• Caused you to actually leave a job?	07	08	09	09	09	09	09
• Caused you to turn down a job offer?	12	14	15	15	15	15	15
• Caused you to consider reducing your hours at work?	18	20	21	21	21	21	21
• Caused you to actually reduce your hours at work?	25	26	27	27	27	27	27
• Prevented you from working overtime?	31	32	33	33	33	33	33
• Caused you to reduce your commitment to a job or career?	37	38	39	39	39	39	39
• Caused you to worry about... 's case while you were at work?	41	44	45	45	45	45	45
• Affected your job performance?	48	49	51	51	51	51	51
• Caused you to postpone plans to enroll in an educational or training program?	55	56	57	57	57	57	57
• Caused you to change from full-time to part-time enrollment in an educational or training program?	61	62	63	63	63	63	63
• Affected your school performance?	67	68	69	69	69	69	69

(b)

(b)

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1	2	3	4
Page 1	Page 2	Page 3	Page 4
Child's name	Child's name	Child's name	Child's name
Age	Age	Age	Age
Page 1	Page 2	Page 3	Page 4
Child's name	Child's name	Child's name	Child's name
Age	Age	Age	Age

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V. NEIGHBOURHOOD SUPPORT	
<p>This next section asks about people you can call upon for help with unusual child care situations and about conditions in your neighbourhood.</p>	
<p>V1. Is there someone, other than your spouse/partner, you could turn to for unexpected baby-sitting for an hour or two?</p> <p>Yes: 1 <input type="radio"/></p> <p>No: 2 <input type="radio"/> → Go to V5</p>	<p>V5. Is there someone, other than your spouse/partner, you could turn to for unexpected baby-sitting for a day or two, including overnight?</p> <p>Yes: 1 <input type="radio"/></p> <p>No: 2 <input type="radio"/> → Go to V9</p>
<p>V2. How many such people could you turn to?</p> <p>One: 3 <input type="radio"/></p> <p>Two: 4 <input type="radio"/></p> <p>Three or more: 5 <input type="radio"/></p>	<p>V6. How many such people could you turn to?</p> <p>One: 3 <input type="radio"/></p> <p>Two: 4 <input type="radio"/></p> <p>Three or more: 5 <input type="radio"/></p>
<p>V3. Is this person a...? Are any of these persons...?</p> <p>Yes: 1 <input type="radio"/> No: 2 <input type="radio"/></p> <p>Family member(s) living in this household? 3 <input type="radio"/> 4 <input type="radio"/></p> <p>Live-in caregiver? 5 <input type="radio"/> 6 <input type="radio"/></p> <p>Boarder(s) or other person(s) living in your household? 7 <input type="radio"/> 8 <input type="radio"/></p> <p>Relatives (include ex-spouse) not living in your household? 9 <input type="radio"/> 10 <input type="radio"/></p> <p>Neighbour(s)? 11 <input type="radio"/> 12 <input type="radio"/></p> <p>Friend(s)? 13 <input type="radio"/> 14 <input type="radio"/></p> <p>Child care giver(s) not living in your household? 15 <input type="radio"/> 16 <input type="radio"/></p> <p>Other (Specify) 17 <input type="radio"/> 18 <input type="radio"/></p>	<p>V7. Is this person a...? Are any of these persons...?</p> <p>Yes: 1 <input type="radio"/> No: 2 <input type="radio"/></p> <p>Family member(s) living in this household? 3 <input type="radio"/> 4 <input type="radio"/></p> <p>Live-in caregiver? 5 <input type="radio"/> 6 <input type="radio"/></p> <p>Boarder(s) or other person(s) living in your household? 7 <input type="radio"/> 8 <input type="radio"/></p> <p>Relatives (include ex-spouse) not living in your household? 9 <input type="radio"/> 10 <input type="radio"/></p> <p>Neighbour(s)? 11 <input type="radio"/> 12 <input type="radio"/></p> <p>Friend(s)? 13 <input type="radio"/> 14 <input type="radio"/></p> <p>Child care giver(s) not living in your household? 15 <input type="radio"/> 16 <input type="radio"/></p> <p>Other (Specify) 17 <input type="radio"/> 18 <input type="radio"/></p>
<p>V4. In the past four weeks, how many times have you asked someone to do unexpected baby-sitting for an hour or two?</p> <p>None: 1 <input type="radio"/></p> <p>1 time: 2 <input type="radio"/></p> <p>2 times: 3 <input type="radio"/></p> <p>3 times: 4 <input type="radio"/></p> <p>4 times: 5 <input type="radio"/></p> <p>5 times or more: 6 <input type="radio"/></p>	<p>V8. In the past four weeks, how many times have you asked someone to do unexpected baby-sitting for a day or two?</p> <p>None: 1 <input type="radio"/></p> <p>1 time: 2 <input type="radio"/></p> <p>2 times: 3 <input type="radio"/></p> <p>3 times: 4 <input type="radio"/></p> <p>4 times: 5 <input type="radio"/></p> <p>5 times or more: 6 <input type="radio"/></p>

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V9. Please answer the following questions about your neighbourhood.	
<p>• Are there nice places for children to play within easy walking distance of your home?</p> <p>• Are there recreational facilities such as a community centre or YMCA/YWCA in your neighbourhood?</p> <p>• Are there other children for your child(ren) to play with in your neighbourhood?</p> <p>• Are there programs for children that offer interesting things to do, such as Brownies or Cub Scouts?</p> <p>• Is there a drop-in daycare centre in your neighbourhood?</p> <p>• Is there a play group for children in your neighbourhood?</p> <p>• Is there a toy lending library in your neighbourhood?</p> <p>• Are there parenting groups offering information and advice to parents in your neighbourhood?</p> <p>• Are there Referral Services available that can give you information on child care programs or providers?</p>	<p>Yes No Don't know</p> <p>01 <input type="radio"/> 02 <input type="radio"/> 03 <input type="radio"/></p> <p>04 <input type="radio"/> 05 <input type="radio"/> 06 <input type="radio"/></p> <p>07 <input type="radio"/> 08 <input type="radio"/> 09 <input type="radio"/></p> <p>10 <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/></p> <p>13 <input type="radio"/> 14 <input type="radio"/> 15 <input type="radio"/></p> <p>16 <input type="radio"/> 17 <input type="radio"/> 18 <input type="radio"/></p> <p>19 <input type="radio"/> 20 <input type="radio"/> 21 <input type="radio"/></p> <p>22 <input type="radio"/> 23 <input type="radio"/> 24 <input type="radio"/></p> <p>25 <input type="radio"/> 26 <input type="radio"/> 27 <input type="radio"/></p>
GO TO SECTION W	

1	2	3	4
Age	Child's name	Age	Child's name
Target child	Target child	Target child	Target child
Age	Child's name	Age	Child's name
Target child	Target child	Target child	Target child

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<p>W9. For 1987, what was the annual income of your spouse/partner from the following sources?</p> <p>• Total income from wages and salaries before taxes or deductions</p> <p>• Net income from self-employment (if "less", mark "No income")</p> <p>• Income from government sources such as Family Allowance, UIC, Social Assistance, OCPP or Old Age Security</p> <p>• Other money income such as investment income, scholarships, alimony, retirement pensions etc.</p>	<p>W12. In what year did he/she first immigrate to Canada?</p> <p>19</p> <p>Canadian citizen by birth</p> <p>W13. In what country was your spouse/partner's mother born?</p> <p>Canada</p> <p>Country outside Canada (Specify)</p> <p>W14. In what country was his/her father born?</p> <p>Canada</p> <p>Country outside Canada (Specify)</p> <p>W15. INFORMATION SOURCE:</p> <p>IRD-Pg-Ln of person providing (most of) the information for Form 06.</p> <p>IRD-Pg-Ln</p> <p>W16. INTERVIEWER:</p> <p>a) Read Date-Sharing Agreement in W17 to respondent.</p> <p>b) Thank respondent for his/her assistance.</p> <p>c) Enter Stop time:</p> <p>d) Enter Final Status Code in item 14 on front cover of F06.</p> <p>e) Was interview conducted ...?</p> <p>By telephone</p> <p>In person</p>
<p>W10. What language did your spouse/partner first speak at home in his/her childhood? (Mark all that apply)</p> <p>English</p> <p>French</p> <p>Other (Specify)</p>	<p>W17. In what country was your spouse/partner first speak at home in his/her childhood? (Mark all that apply)</p> <p>Canada</p> <p>Country outside Canada (Specify)</p>

1	2	3	4
Age	Child's name	Age	Child's name
Target child	Target child	Target child	Target child
Age	Child's name	Age	Child's name
Target child	Target child	Target child	Target child

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<p>W1. In 1987, approximately how much did your family spend on child care arrangements, for all of your children to allow you to work/study?</p> <p>No child care expenses</p> <p>Don't know</p>	<p>W3. What language did you first speak at home in your childhood? (Mark all that apply)</p> <p>English</p> <p>French</p> <p>Other (Specify)</p>
<p>W2. For 1987, what was your annual income from the following sources?</p> <p>• Total income from wages and salaries before taxes or deductions</p> <p>• Net income from self-employment (if "less", mark "No income")</p> <p>• Income from government sources such as Family Allowance, UIC, Social Assistance, OCPP or Old Age Security</p> <p>• Other money income such as investment income, scholarships, alimony, retirement pensions etc.</p>	<p>W4. In what country were you born?</p> <p>Canada</p> <p>Country outside Canada (Specify)</p> <p>W5. In what year did you first immigrate to Canada?</p> <p>19</p> <p>Canadian citizen by birth</p> <p>W6. In what country was your mother born?</p> <p>Canada</p> <p>Country outside Canada (Specify)</p> <p>W7. In what country was your father born?</p> <p>Canada</p> <p>Country outside Canada (Specify)</p> <p>W8. INTERVIEWER:</p> <p>Does Designated Adult have a spouse living in the household?</p> <p>Yes</p> <p>No</p>

1	2	3	4
Page	Page	Page	Page
Child name	Child name	Child name	Child name
Target child	Target child	Target child	Target child

1	2	3	4
Page	Page	Page	Page
Child name	Child name	Child name	Child name
Target child	Target child	Target child	Target child

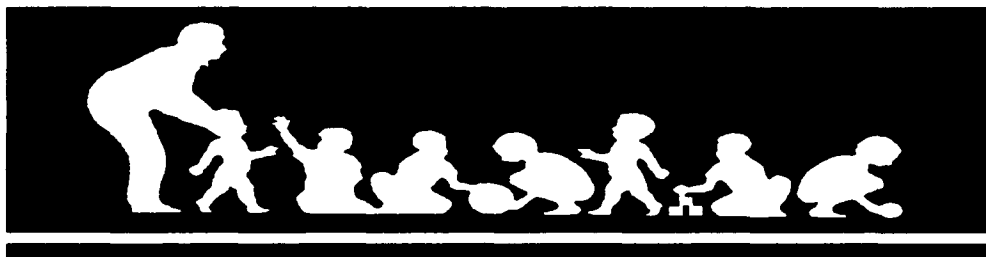
W17. INTERVIEWER: Read the following Data-sharing Agreement, providing actual names of organizations, listed in the brackets, only if required. Concerned respondents may confirm an objection to the sharing of their answers by writing the Chief Statistician of Canada, Ottawa, Ontario, K1A 0T6.

Statistics Canada is conducting this survey jointly with four Canadian Universities (the University of Guelph, the University of British Columbia, the University of Manitoba and the University of Victoria), the provincial ministries responsible for child care in Ontario, Quebec and Alberta, (the Ontario Ministry of Community and Social Services, the Quebec office des services de garde à l'enfance, the Alberta Ministry of Social Services), Health and Welfare Canada, and Employment and Immigration Canada. The information collected will be kept confidential and used only for statistical purposes.

Do you agree to share your answers with these groups?

Yes No
☐ ☐

THANK YOU VERY MUCH FOR YOUR ASSISTANCE!



APPENDIX B

PROVINCIAL / TERRITORIAL QUESTIONNAIRE



Provincial/Territorial Questionnaire

PROVINCIAL/TERRITORIAL CHILD CARE QUESTIONNAIRE (A part of the National Child Care Survey)

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.

I. DEFINITIONS

SECTION A

1. LICENSED CORE CARE TYPES (NCCS generic definitions):	Yes	No
CENTRE-BASED GROUP CARE (CDC): group care provided for children in a facility (other than a home). Group size may vary.	<input type="checkbox"/>	<input type="checkbox"/>
FAMILY DAY CARE (FDC): care for children in a private home other than their own home.	<input type="checkbox"/>	<input type="checkbox"/>
FAMILY GROUP DAY CARE (FGDC): group care provided for children in a family day care setting licensed to accommodate more children than an FDC setting with two or more caregivers.	<input type="checkbox"/>	<input type="checkbox"/>
Sub-categories of core care types: (If age categories are not accurate, please note appropriate age range in Section I-B, items 3, a-d)		
INFANT CARE: care provided for children under the age of 18 months.	<input type="checkbox"/>	<input type="checkbox"/>
TODDLER CARE: care provided for children 18 months to <3 years of age.	<input type="checkbox"/>	<input type="checkbox"/>
PRESCHOOL-AGE CARE: care provided for children age 3-5 years.	<input type="checkbox"/>	<input type="checkbox"/>
SCHOOL-AGE CARE: out of school care provided for children age 6-12 years.	<input type="checkbox"/>	<input type="checkbox"/>
2. LICENSED SUPPLEMENTAL CARE TYPES:	Yes	No
CHILD-MINDING: Drop-in short term type care arrangements;		
infant	<input type="checkbox"/>	<input type="checkbox"/>
toddler	<input type="checkbox"/>	<input type="checkbox"/>
preschool-age	<input type="checkbox"/>	<input type="checkbox"/>
school-age	<input type="checkbox"/>	<input type="checkbox"/>
NURSERY SCHOOL: early childhood education half day programs provided for children under the age of five.	<input type="checkbox"/>	<input type="checkbox"/>

Yes No

PUBLIC KINDERGARTEN: half day educational programs operated under the auspices of the Ministry of Education for children in their pre-grade one year (generally for 5 year-olds).

☐ ☐

PRIVATE KINDERGARTEN: half day educational program operated under the auspices of a child care agency, society, or private program or individual for children age 5 years.

☐ ☐

JUNIOR KINDERGARTEN: half day educational program provided for children age 4 under the auspices 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.

SECTION D.

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

MATRIX 1 (for I - A - 1)

LICENSED CORE CARE TYPE - NCCS DEFINED	Number of spaces		SPACES BY DISTRIBUTION		TOTAL SPACES BY AUSPICES					FUNDING					
	Total spaces available	Present enrolments	*Geographic or Regional		Total Number Private and/or Commercial	Types of Non-Profit				Total Non-Profit	Maximum Capital Grant (in \$'s)	Maximum Operational Grant (in \$'s)**	Maximum Parent subsidy (in \$'s)**	Average Fee (in \$'s)**	# of parents not paying full fee
			^A Rural	^B Urban		Society	Municipal	Church	Ministry of Education						
LICENSED: CDC Infant Toddler Preschool School Age															
FDC Infant Toddler Preschool School Age															
FGDC Infant Toddler Preschool School Age															

* 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.

** Per Month

II. MATRICES

Enclosed with this questionnaire is a series of matrix forms numbered 1 through 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/territorial definitions with regard to CORE CARE TYPES. (Those noted in I-B-1.)

Matrix 2: This matrix is to be used if the NCCS definitions for SUPPLEMENTAL CARE TYPES 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 I-B-2.)

Matrix 3: This matrix is to be used to describe UNLICENSED CARE TYPES in your province/territory. (Those noted in I-A-3.)

Matrix 4: This matrix is to be used to describe EXCLUDED CARE TYPES in your province/territory. (Those noted in I-A-4.)

Matrix 5: This matrix is to be used for OTHER CARE TYPES not described in the above matrices. (Those noted in I-C)

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.

MATRIX 2 (for I - B - 2)

LICENSED SUPPLEMENTAL CARE TYPES - NCCS DEFINED	Number of spaces		SPACES BY DISTRIBUTION		TOTAL SPACES BY AUSPICES					FUNDING					
	Total spaces available	Present enrolments	*Geographic or Regional		Total Number Private and/or Commercial	Types of Non-Profit				Total Non-Profit	Maximum Capital Grant (in \$)	Maximum Operational Grant (in \$)**	Maximum Parent subsidy (in \$)**	Average Fee (in \$)**	# of parents not paying
			^ Rural	> Urban		Society	Municipal	Church	Ministry of Education						
CHILD MINDING Infant Toddler Preschool School Age															
NURSERY SCHOOL under 3 years 3 - 4 years															
KINDERGARTEN Public school (5 years) Private school (5 years) Junior school (4 years) In day care centres Other															
RECREATION															

* 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.

** Per Month

MATRIX 1a (for I - B - 1)

LICENSED CORE CARE TYPE - PROV./TERR. DEFINED	Number of spaces		SPACES BY DISTRIBUTION		TOTAL SPACES BY AUSPICES					FUNDING					
	Total spaces available	Present enrolments	*Geographic or Regional ^ _____ v _____ Rural Urban		Total Number Private and/or Commercial	Types of Non-Profit				Total Non-Profit	Maximum Capital Grant (in \$)	Maximum Operational Grant (in \$)**	Maximum Parent subsidy (in \$)*	Average Fee (in \$)**	# of parents not paying full fee
						Society	Municipal	Church	Ministry of Education						

* 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.

** Per Month

MATRIX 3 (for I - A - 3)

UNLICENSED CARE TYPES	Number of spaces		SPACES BY DISTRIBUTION		TOTAL SPACES BY AUSPICES						FUNDING					
	Total spaces available	Present enrollments	*Geographic or Regional		Total Number Private and/or Commercial	Types of Non-Profit				Total Non-Profit	Maximum Capital Grant (in \$)	Maximum Operational Grant (in \$)	Maximum Parent subsidy (in \$)	Average Fee (in \$)	# of parents not paying full fee	
			[^] — Rural	^v — Urban		Society	Municipal	Church	Ministry of Education							

* 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.

** Per Month

MATRIX 2a (for I - B - 2)

LICENSED SUPPLEMENTAL CARE TYPES PROV./TERR. DEFINED	Number of spaces		SPACES BY DISTRIBUTION		TOTAL SPACES BY AUSPICES						FUNDING					
	Total spaces available	Present enrollments	*Geographic or Regional ^ > Rural Urban		Total Number Private and/or Commercial	Types of Non-Profit				Total Non-Profit	Maximum Capital Grant (in \$)	Maximum Operational Grant (in \$)	Maximum Parent subsidy (in \$)	Average Fee (in \$)	# of parents not paying full fee	
						Society	Municipal	Church	Ministry of Education							

* 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.

** Per Month

MATRIX 5 (for I - C)

OTHER CARE TYPES	Number of spaces		SPACES BY DISTRIBUTION		TOTAL SPACES BY AUSPICES						FUNDING				
	Total spaces available	Present enrolments	*Geographic or Regional ^ _____ Rural v _____ Urban		Total Number Private and/or Commercial	Types of Non-Profit				Total Non-Profit	Maximum Capital Grant (in \$)	Maximum Operational Grant (in \$)**	Maximum Parent subsidy (in \$)**	Average Fee (in \$)**	# of parents not paying full fee
						Society	Municipal	Church	Ministry of Education						

* 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.

** Per Month

MATRIX 4 (for I - A - 4)

EXCLUDED CARE TYPES	Number of spaces		SPACES BY DISTRIBUTION		TOTAL SPACES BY AUSPICES						FUNDING				
	Total spaces available	Present enrolments	*Geographic or Regional ^ _____ Rural v _____ Urban		Total Number Private and/or Commercial	Types of Non-Profit				Total Non-Profit	Maximum Capital Grant (in \$)	Maximum Operational Grant (in \$)**	Maximum Parent subsidy (in \$)**	Average Fee (in \$)**	# of parents not paying full fee
						Society	Municipal	Church	Ministry of Education						

* 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.

** Per Month

III. SPECIFIC ASPECTS OF THE PROVINCIAL/TERRITORIAL CHILD CARE SYSTEM

SECTION A. (Please use an "Attachment" sheet should any of your responses require additional spaces)

LEGISLATION

1. Please identify the enabling legislation 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(ies)?

3. Please identify the ministry(ies) involved in the provision, funding, and licensing of child care services and note (their) responsibilities.

Ministry

Responsibility

4. Are there any proposed changes or amendments to the legislation or regulations currently under consideration? Please describe.

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?
Effective 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. ☐ equipment requirements

b. ☐ maximum group size h. caregiver training for:

c. ☐ program content ☐ CDC

d. ☐ health practices ☐ FDC

e. ☐ safety practices ☐ FGDC

f. ☐ physical plant requirements i. ☐ OTHER (please identify)

7. Are municipalities 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.

SECTION II.

SPECIAL NEEDS SERVICES

1. (a) Please describe child care services available for families with special needs children:

	# of Programs	# of Spaces	Auspices	Average Cost (per month)
Specialized Segregated Child Care Settings				
Community Integrated Child care Settings				
Other:				

- (b) Are there grants or subsidies available to these programs and/or the parents who use them?
Please identify grant/subsidy, funding source, and note eligibility criteria.

2. (a) Please describe child care services available for native families.

	# of Programs	# of Spaces	Auspices	Average Cost (per month)
On Reserve:				
Off Reserve:				

- (b) Are there special grants or subsidies available to these programs and/or the parents who use them? 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 Cost

- (b) Are there grants 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?
If so, please comment.

SECTION C.

GENERAL FUNDING ARRANGEMENTS

1. 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).
2. If operating grants are available to child care facilities in your province/territory, please describe the funding body which provides the grants, who is eligible, and the eligibility criteria.
3. If capital grants are available in your province/territory, please describe the funding body which provides the grants, who is eligible, and the eligibility criteria:

4. 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:

5. Please identify other grants, subsidies, or financial supports which are available in your province/territory, identifying who provides the monies, who is eligible, and the eligibility criteria:

6. Is there additional information you believe to be relevant to this section? If so, please comment.

SECTION D.**SUPPORT SERVICES**

1. What other child care support services are available?

Program type	# of Programs	Auspices	Funding Source
information service			
referral service			
toy lending library			
parent resource centre			
respite care			
OTHER: (please describe)			

2. 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?

Program description	# of Programs	Auspices	Funding Source

3. Is there additional information you believe to be relevant to this section? If so, please comment.

SECTION E.**FIELD INVOLVEMENT**

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

Organization Name	Primary Focus	Approx. membership #'s
-------------------	---------------	------------------------

2. 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.

Organization	Role
--------------	------

SECTION E

PROVINCIAL STUDIES/REPORTS

1. Attached you will find a list of studies/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.

3. Do any 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	Contractual Cost
--------------	---------	------------------

4. Is there additional information you believe to be relevant to this section? If so, please comment.

SECTION G

COMMENTS

SIGNATURE:

Provincial/Territorial Day Care Director/Consultant

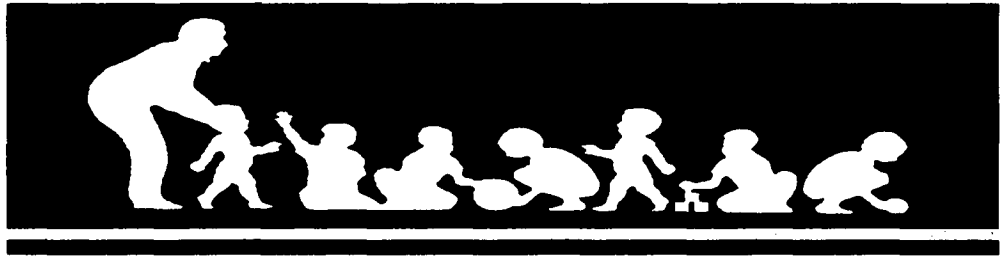
for the province/territory of _____

ATTACHMENT SHEET

PART (Roman numeral):

SECTION (Letter):

QUESTION (Number):



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 off-shift 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 ex-spouse 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 enrolled 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 lay-off 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.

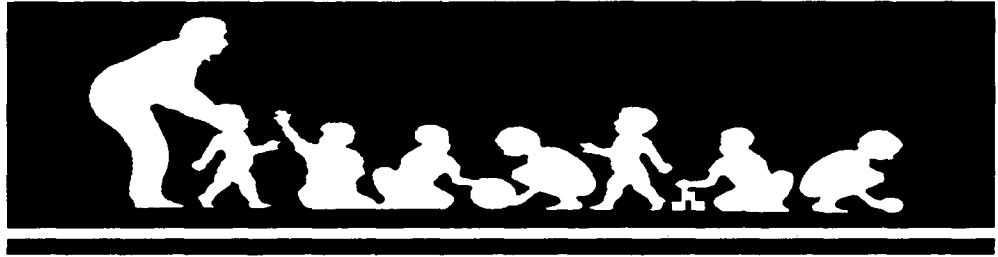
Variable Work Schedule: A work schedule characterized by significant variation in the beginning and/or ending time of work days in the reference week. Variability in work scheduling was categorized as minor (variation of less than two hours), moderate (variation between three and four hours), or major (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, work-family 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

University of Guelph

Dr. Donna S. Lero
Project Director

Dr. Sandra Nuttall
Senior Data Analyst

Ms. Ellen Nilsen, B.A.
Research Assistant (*Deceased*)

Ms. Karen Johnson, B.A.
Research Assistant

Ms. Wendy Arthur
Administrative Secretary

University of Victoria

Dr. Alan R. Pence
Project Co-Director

Ms. Sandra Griffin, M.A.
Associate Coordinator of
Provincial/Territorial Reports

Ms. Linda McDonell, B.A.
Research Assistant

Ms. Margo Greenwood-Church, M.A.
Research Assistant

Ms. Linda Lewis, B.A.
Research Assistant

Ms. Debra Crozier-Smith, B.A.
Administrative Secretary

University of British Columbia

Dr. Hillel Goelman
Co-Principal Investigator

Dr. Jonathan Berkowitz
Data Analyst

Dr. Ned Glick
Data Analyst

Ms. Pat Brown, B.A.
Research Assistant

Ms. Catherine Andersen, B.A.
Research Assistant

Ms. Adele Ritch, B.A.
Research Assistant

University of Manitoba

Dr. Lois Brockman
Co-Principal Investigator

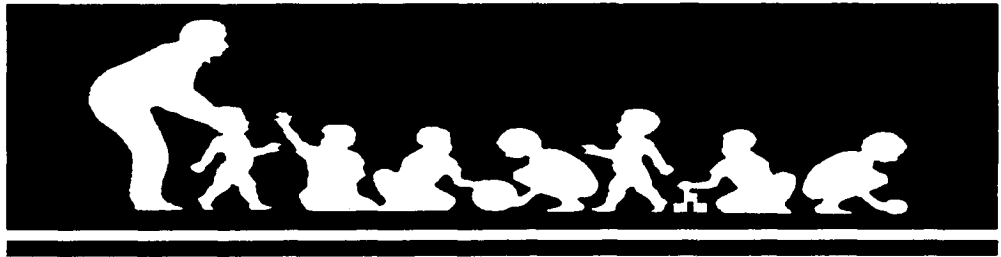
Ms. Ronni Abraham, M.A.
Data Analyst

Ms. Marlene Krenn, M.A.
Research Assistant

Dr. Marnie Brownell
Research Assistant

Ms. Christine Kreklewetz, B.A.
Research Assistant

Ms. Lenore Ollivier
CNCCS Secretary



APPENDIX E

PROVINCIAL AND TERRITORIAL WRITING TEAMS

Alberta

Malcolm Read, Coordinator
Chris Bagley
Margo Greenwood-Church
Lynn Hautman
Eva Roche

British Columbia

Sandra Griffin, Coordinator
Penny Coates
Gayle Davies
Hillel Goelman
Judy Pollard
Larisa Tarwick

Manitoba

Mary Humphrey, Coordinator
Margo Bartlett
Lois Brockman
Dorothy Dudek
Harvey Stevens

Ontario

Irene Kyle, Coordinator
Andrew Biemiller
Lola Bratty
Martha Friendly
Donna Lero
Lesley Russell

Quebec

Evelyne Lapierre-Adamcyk, Coordinator
Suzanne Delisle
Lise Frenette
Ginette Galarneau

New Brunswick

Joan Gamble, Coordinator
Beverly Dietze
Edith Doucet
Pam Nason
Suzanne McGibbon

Newfoundland

Vivian Randell, Coordinator
Dan Ashbourne
Susan Capps
George Courage
Gayle Pike
Linda Sutherby

Northwest Territories

Doreen Redshaw, Coordinator
Rosemary Cairns
Catherine Moore
Teresa Wilson



1010086110

Nova Scotia

Patricia Canning, Coordinator
Annette Carroll
Sharon Irwin
Susan Willis

Prince Edward Island

Ca OOS

Kathleen Flanagan Rochon, Coordinator
Cynthia Rice
Dianne Porter
Alice Taylor

Saskatchewan

Nancy Dill, Coordinator
Irma Fuentealba
Jean MacPherson
Judith Martin
Tara Truemner

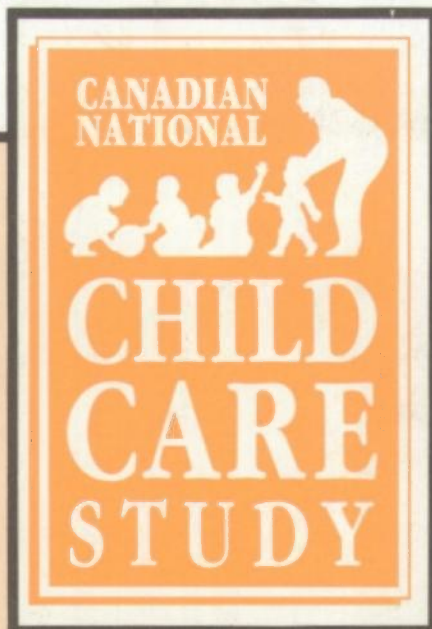
Yukon

Debbie Mauch, Coordinator
Carol Christian
Ann Gedrose
Gail Trujillo

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.

